

Types of Data Assignment one

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Types of Data

According to the ASCA National Model, there are three types of data. Who, what, and why. The who is how many students are participating' and what are the mindsets and behaviors taught to the students why is the impact of instruction and achievement. (ASCA, 2019.) In the following paper, I will provide an example for each data type in three different school settings, Elementary, Middle, and High. Each model is supplied with three types of data, making nine types total. Each set will include the who, how, and why. Listing these different types of data is essential because it will help counselors make students successful.

Elementary School

Grades k-6th grade has a total of 400 students. Eight classes and eight lessons. (One per grade). 40 minutes per lesson. 20% believe school is unimportant, 20% believe school is important, and 60% have no opinion. For fifty or more students who had absences for more than ten days the previous year in 2021, the goal will be to decrease the number of absences by 15% during 2022. Mindsets and behaviors B-LS 3. Time management, organizational and study skills along with B-SMS 1. Responsibility for self and actions. The outcome is to have students become responsible with their time management. Counselors will look at data to implement the next step of increasing the attendance goal. An excellent choice of data would be a demographics survey and finding out if students feel safe on campus. The outcome is an achievement. Students are happy to come to school. Students believe that school is essential.

Middle School

7/8th grades. Three hundred students in middle school. 150 7th and 100 8th graders. 2 lessons (one per grade). 50% of the student body believe they can pass their grade with extra help. 50% feel they cannot pass their grade. By the end of the school year of 2022, all failing students will have a GPA of 2.0. The issue I'd like to identify is why these students are failing. Are they late? Do they know how to read? These would be great questions to fill out for the counselor to ask to receive the appropriate data. Mindsets for this goal would be M.3 Positive work towards learning and working. B-LS 2. Creative approach to learning, tasks, and problem-solving and B-SMS 6. Ability to identify and overcome barriers. The purpose of these intervention strategies is for the students to face their situations, admit they need help and take a positive approach toward schoolwork. The outcome goal is to increase the failing students' GPAs and also to increase positive attitudes toward learning. This will lead to graduation. Graduation is the primary outcome of this goal.

High School

9-12th grade. Total of 350 students. Four lessons and about 30 minutes. 50% of students don't know what bullying means. 40% feel they cannot stand up for themselves. 10% don't seem to care. By June 2022, disciplinary referrals will decrease by 20% from 15 referrals first semester (2022.) By the second semester of 2022, there will be a decrease to about nine referrals instead of 15. Counselors will discover why there are so many referrals by asking questions such as what's going on at home or if someone is hurting them. A questionnaire with multiple answers would be a great way to collect data. M 4. Self-confidence in the ability to succeed, B-SMS 1. Responsibility for self and actions, and B-SS 4. Empathy. The outcome of this would be to reduce the number of discipline referrals and for students to be able to stand up for themselves.

Needs Assessment

“The student-level data from a needs assessment assists you in determining why students aren’t succeeding, some of the barriers they face, and their strengths” (Upgrading your needs assessment,2018). The needs assessment is a great way to gather specific data when identifying different student issues. An excellent method of collecting detailed data is by asking questions. Questions include the student's race, location, gender, and many other things. In my examples above, I would use the needs assessments to ask other things, such as if you are afraid, if you need help, etc. Once the counselor has identified the grey areas of the school, they can develop the counseling program as long as it aligns with the school.

Overview

In conclusion, I have learned what each type of data does and how it helps define the program for school counseling. Needs assessment is crucial because it will help school counselors gather information on students as a whole school and can help with specific identified problems. After reviewing the ACSA mindset and behaviors, I feel confident teaching students' lessons. Data is beneficial and will help make school counseling programs a success.

References

ASCA National Model A Framework for School Counseling Program (4th ed.). (2019).

<https://doi.org/https://www.schoolcounselor.org/>

Megginson, A. J., & Maddox II, R. P. (2018). Upgrading your assessment Needs, 1.

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