

Using Data to Drive Small Groups

Riverside County Office of Education
Secondary Counselors Leadership Network
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About Us

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Today's Agenda

By the end of this workshop, participants will be able to:

- *Understand* different data sources to conduct groups
- *Establish* specific criteria to guide small group intervention and measure progress
- *Develop* an action plan to implement data-driven groups



ASCA Position Statement on Group Counseling

- “Group counseling is vital in the delivery of the ASCA National Model” (ASCA, 2012)
- “Group services offered...are based on student needs and assessed through survey data, a referral process or other relevant data” (ASCA, 2012)



Let's Talk

With your partner, discuss:

- What types of groups do you currently run?
- What is process for selecting students for group?
- How do you know if the group was effective?



Small Groups...Then and Now

Old Way

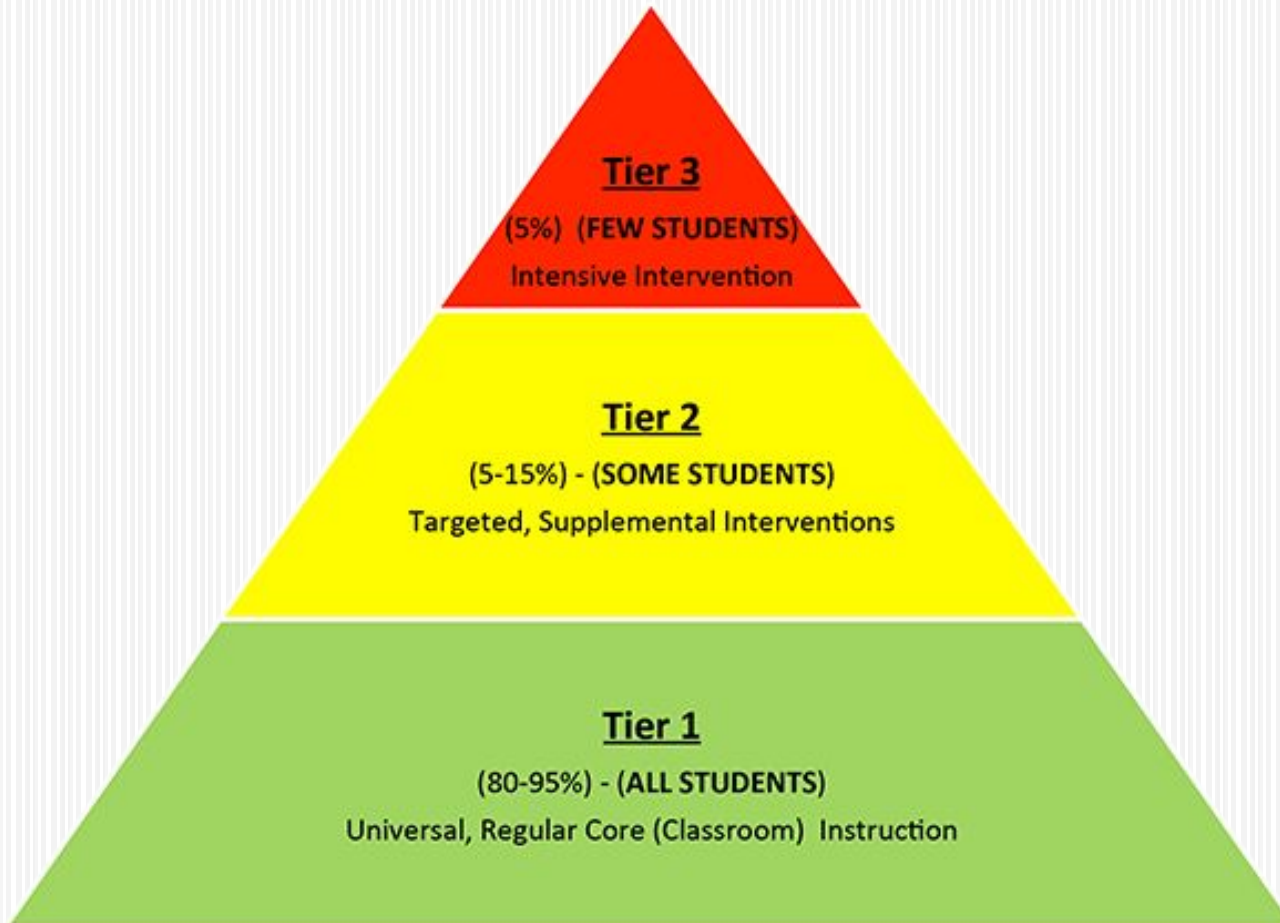
- Groups based on *random* acts of guidance
- Students placed in groups based on *teacher recommendation*
- Impact measured by # of students in groups



New Way

- Groups based on *extant data*
- Students *qualify* for groups based on criteria
- Impact measured by *change* in beh./grades/attendance

RTI and School Counseling



Establishing a Criteria

Academic

- Students with 3 or more Fs @ end of 1st semester
- 10th graders below a 1.00 GPA
- Students with most “U” or “N” marks on report card

Discipline/ Behavior

- 8th graders with 10 or more demerits in Q1
- 3rd graders with 2 or more Office Referrals
- Boys with 3 or more suspensions

Attendance

- Students with 3 or more tardies in October
- Students with 4 or more Unexcused absences at end of Q1 or S1
- The top 5% of Seniors with most absences

Examining your Data Before Group

- Finding the “Magic Middle” for # of group students
- Overrepresentation of students from one area
- The “Cell Block Syndrome”
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Reporting Data

- Change in # or % of **STUDENTS** who met criteria
- Change in # or % of **ITEM** tracked
- Compare to last month, last quarter, last school year
- Stay consistent!



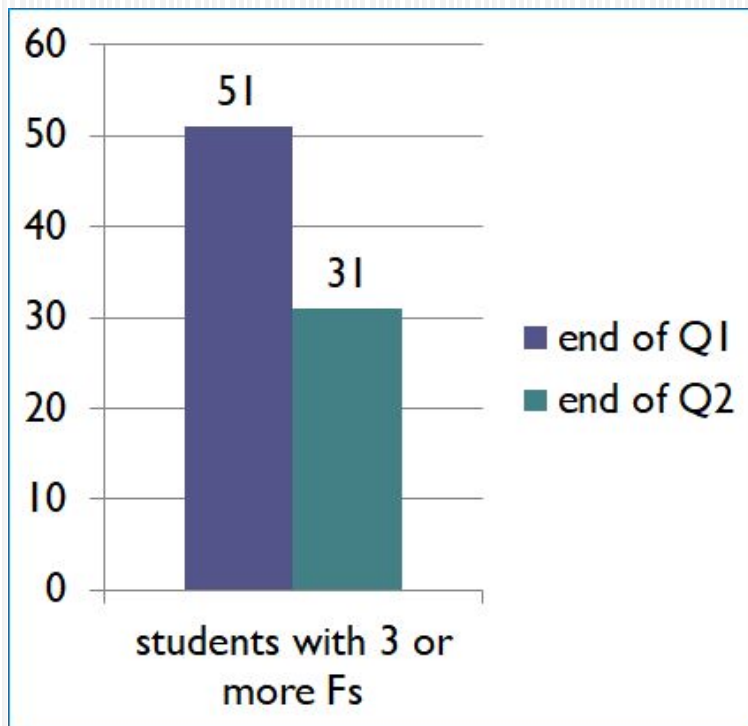
Consider: Who is your audience?

Intentional Groups at-a-Glance

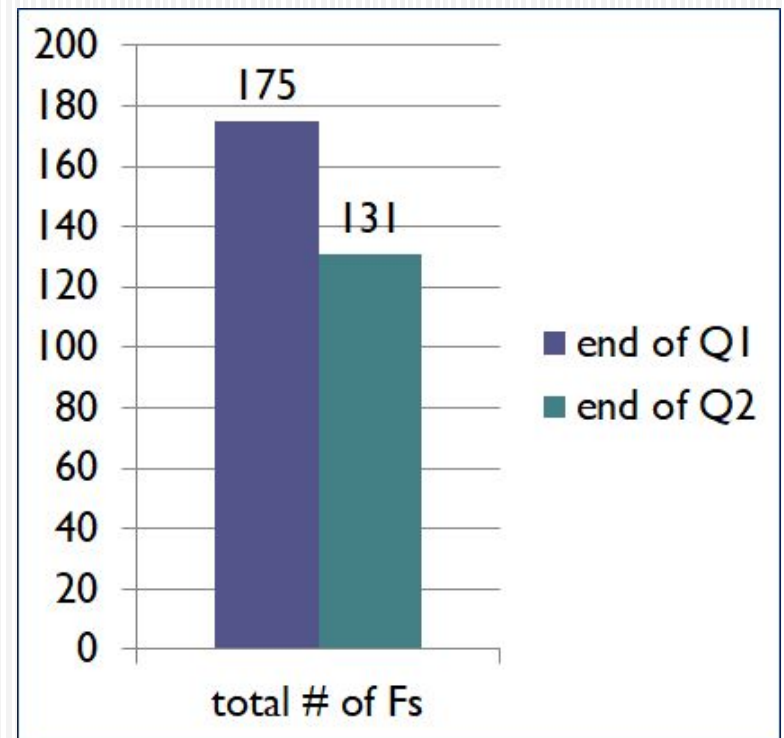
Group Name	Type of Group	Timeline	Students Impacted
Academic Motivation	Academic		7
Husky Heart-to-Heart	Academic		51
BG's- Discipline Group	Socio-Emotional		7
Hemet Hospice Bereavement	Socio-Emotional		5
CASA Girls'/Boys' Empowerment	Socio-Emotional		10
EL Newcomers	Academic/Socio-Emotional		14
Teen Issues/Insight	Academic/Socio-Emotional		14
Mind, Body and Soul	Socio-Emotional		13
8 th grade Final Push	Academic		48

Academic Intervention: “Husky Heart to Heart”

Decrease in students failing



Decrease in # of Fs



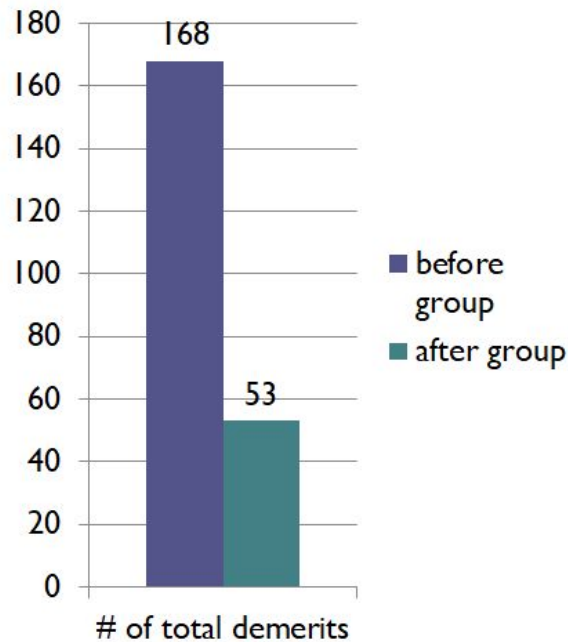
Discipline Intervention: “Girls Group”

Criteria

- Must have at least 15 or more demerits at Q1

10 girls qualified only 7 participated

Counselor created curriculum/Salvaging Sisterhood



EL Newcomers Group

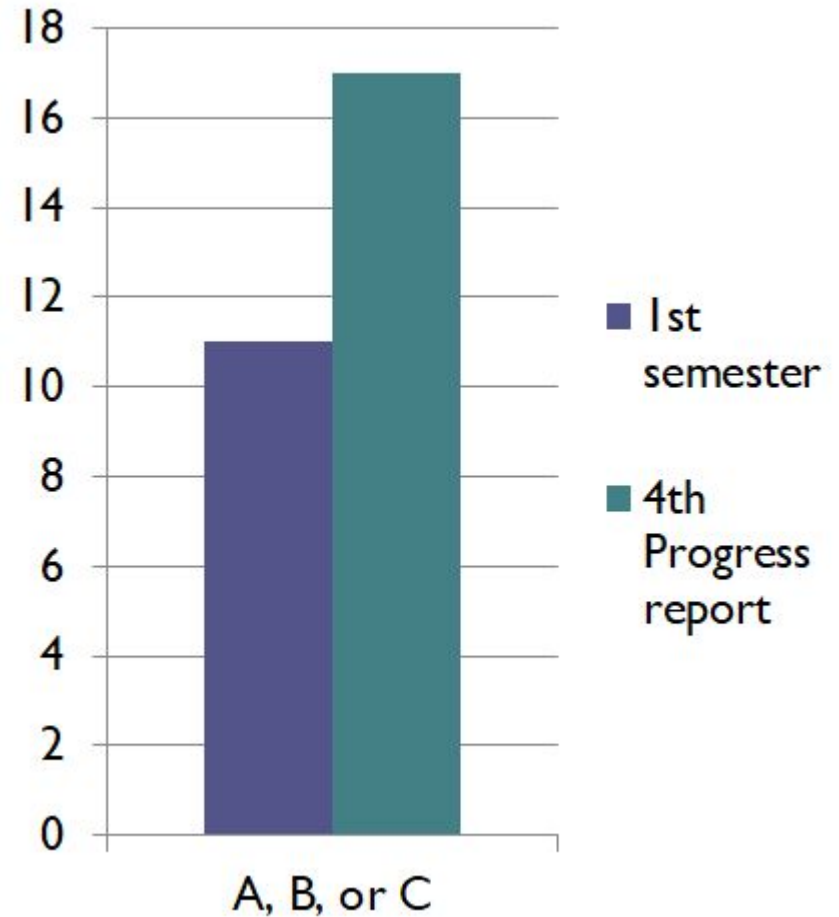
13 Newcomers

- 6th grade (5)
- 7th grade (4)
- 8th grade (4)

54% increase in overall academic success in Math and ELA!

Students participated in an 8-week support group to help with:

- Transition
- Academics
- School Connectedness



Getting Started

Step 1. Examine school data



Step 2. Choose a domain
(academic/beh/attd)



Step 3. Establish a
criteria



Step 4. Gather baseline
data



Continued

Step 5. Conduct group



Step 6. Measure impact



Step 7. Share results



Using AERIES to Locate Data

- Attendance reports
- Failure/Passing rates
- *NEW Discipline Dashboard
- Summons Slip
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Other Data Sources

- Ed-Data <http://www.ed-data.org/>
- California School Dashboard <https://www.caschooldashboard.org/>
- California Healthy Kids Survey <http://chks.wested.org>
- Data Quest <http://www.cde.ca.gov/ds/sd/cb/dataquest.asp>



Team Time

- With your team, discuss which area(s) were a concern at your site last year/this year?
- What would be a good first step for your team?
- At your site, who can help to locate data?
- Who are some stakeholders you might share data with?



Thank You!

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