



Data Presentation

Presented by: Taryn Butcher



Explanation of Survey



The purpose of this survey was intended to assess the needs of 5th grade students in areas of academic, career, and social-emotional concerns.

The technology tool used for this assessment was a google form that I crafted for students to easily fill out on their own school issued Chromebooks. The format of this assessment was a 10 question self-survey. Each question was to evaluate on a Likert scale, where the students ranked their personal view of each topic.

(Smith et al., 2019)

*Survey
Questions
1-10 on
following
slides...*





Student Support Survey

You will answer 10 questions to evaluate which areas you would like support from your School Counselor!

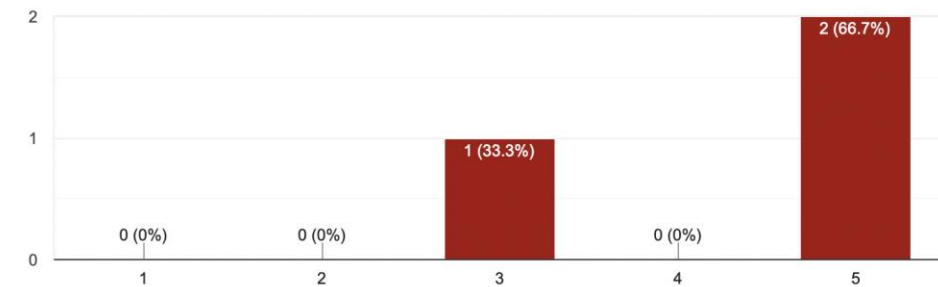
How would you rate your sense of belonging at school? *

	1	2	3	4	5	
Do not belong at all	☐	☐	☐	☐	☐	Completely belong at school

How would you rate your sense of belonging at school?

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3 responses



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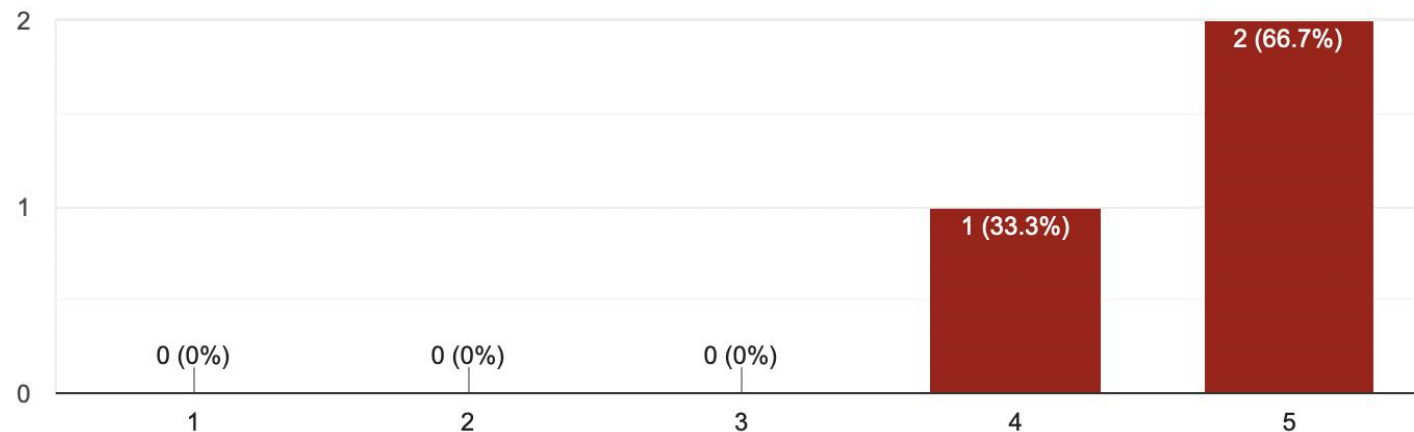
How is your attendance to school? *

	1	2	3	4	5	
Very poor	☐	☐	☐	☐	☐	Very good

How is your attendance to school?

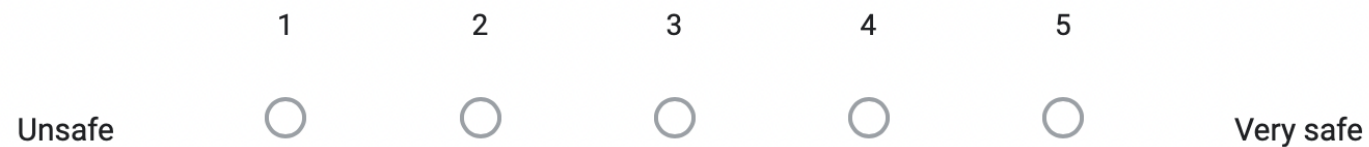
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3 responses



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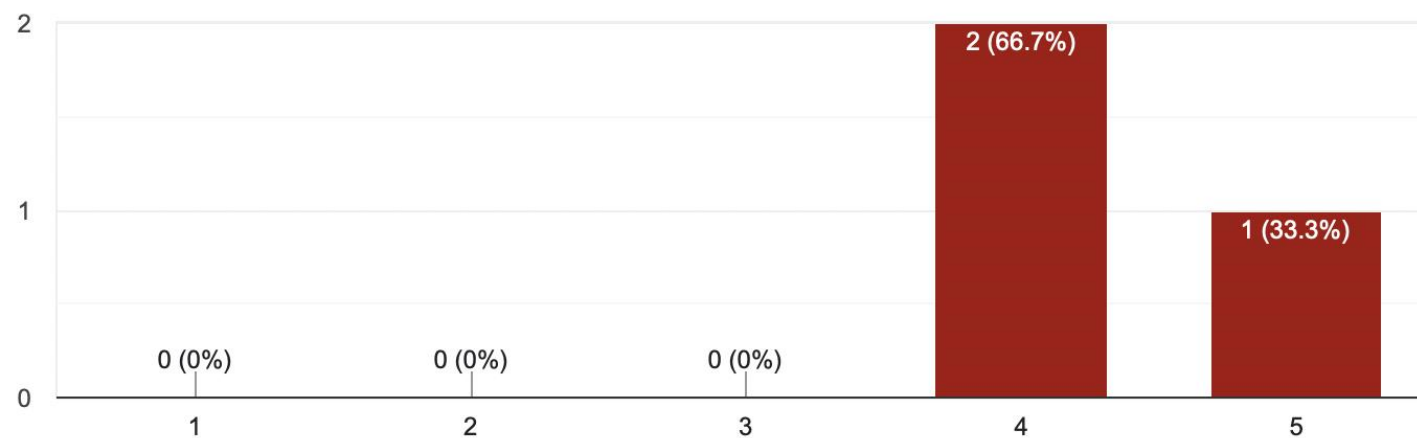
How safe do you feel at school? *



How safe do you feel at school?

 Copy

3 responses



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⋮

How would you gauge your level of support at school? *

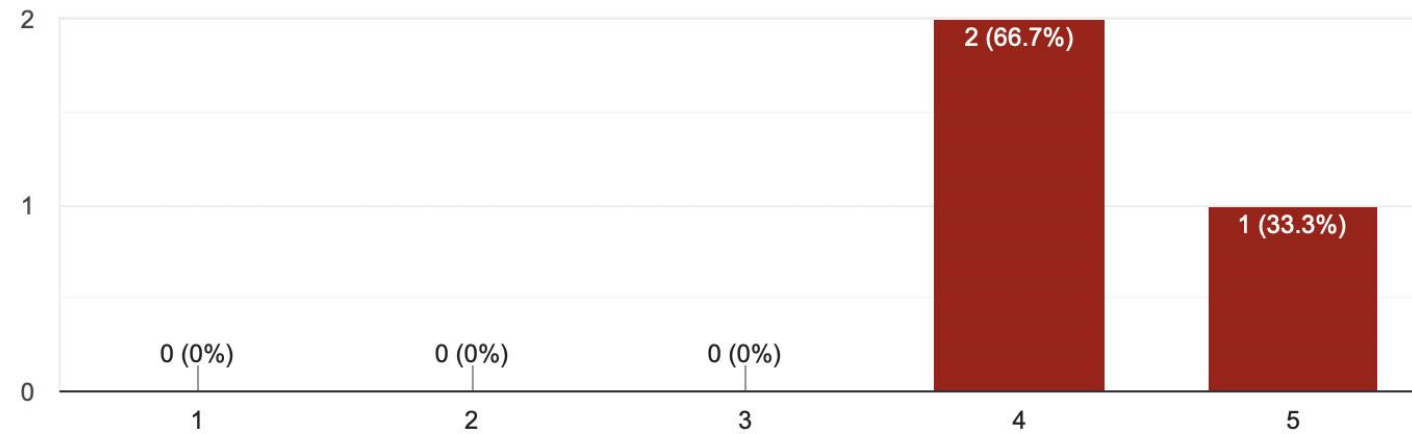
1 2 3 4 5

No support ☐ ☐ ☐ ☐ ☐ Lots of support

How would you gauge your level of support at school?

 Copy

3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82HpugE4qwO6S89A/edit>

How confident do you feel in your academics? *

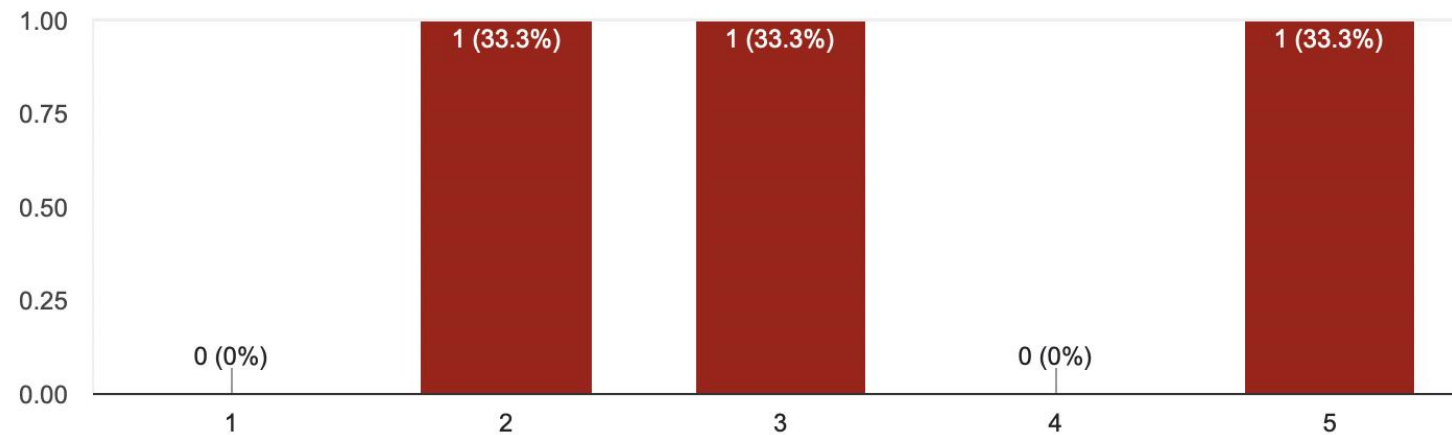
1 2 3 4 5

Not confident at all ☐ ☐ ☐ ☐ ☐ Very confident

How confident do you feel in your academics?

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3 responses



<https://docs.google.com/forms/d/1zsZoe69aC RBbsZgBCrhch Vy9qkm82Hpu gE4qwO6S89A /edit>

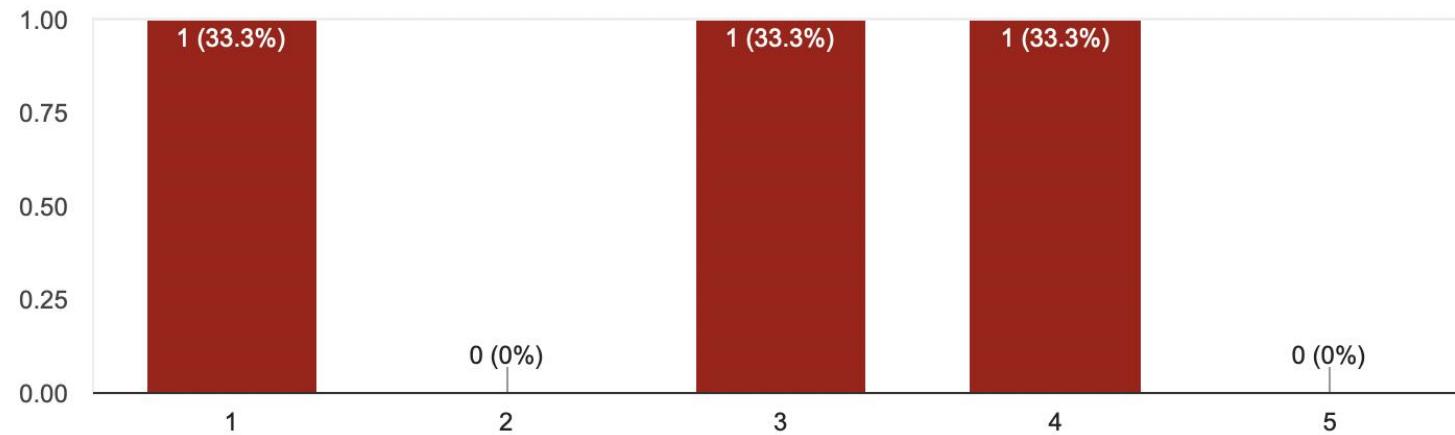
How connected do you feel to your peers? *

	1	2	3	4	5	
Not connected at all	☐	☐	☐	☐	☐	Very connected

How connected do you feel to your peers?

 Copy

3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82HpugE4qwO6S89A/edit>

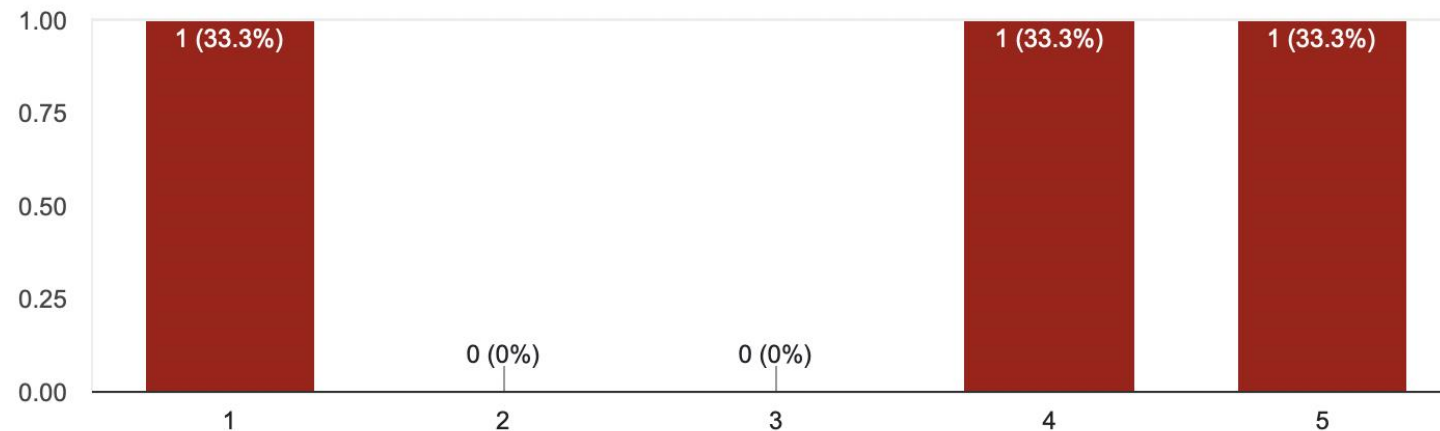
How do you feel about your future? *

	1	2	3	4	5	
Unsure	☐	☐	☐	☐	☐	Very confident

How do you feel about your future?

 Copy

3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82HpugE4qwO6S89A/edit>

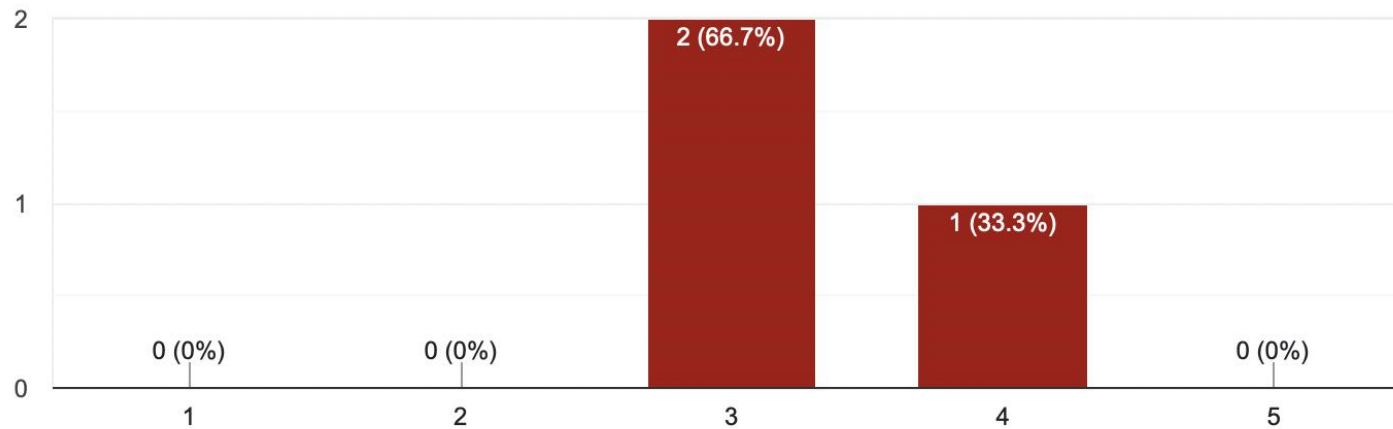
How do you view your current level of academic success? *

	1	2	3	4	5	
Unsuccessful	☐	☐	☐	☐	☐	Very successful

How do you view your current level of academic success?

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3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82HpugE4qwO6S89A/edit>

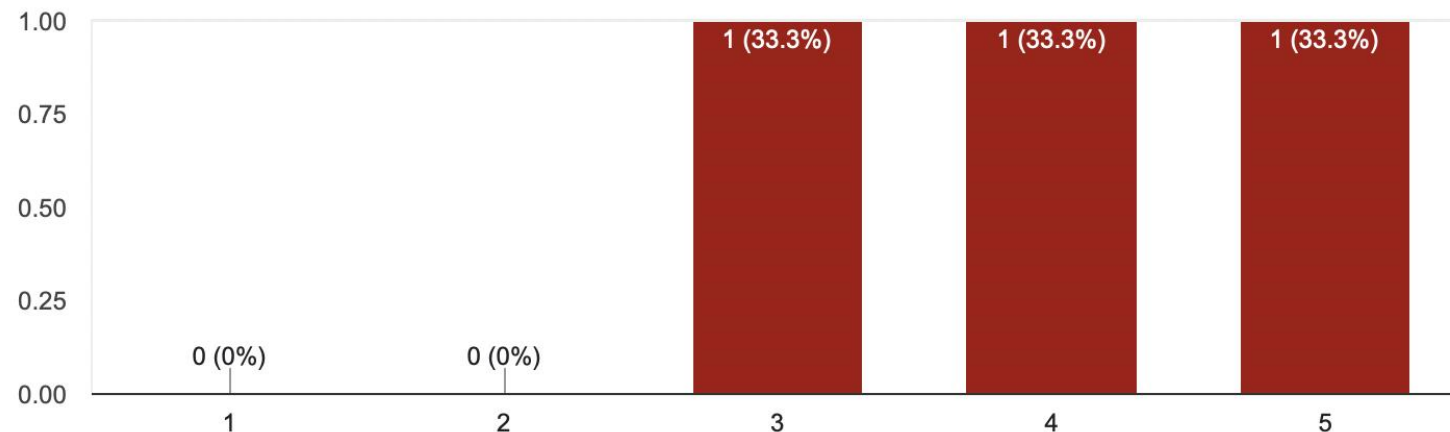
How much of an impact do you feel that you have on your future? *

	1	2	3	4	5	
No impact at all	☐	☐	☐	☐	☐	A huge impact

How much of an impact do you feel that you have on your future?

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3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82Hpu gE4qwO6S89A/edit>

How much access to support do you have? *

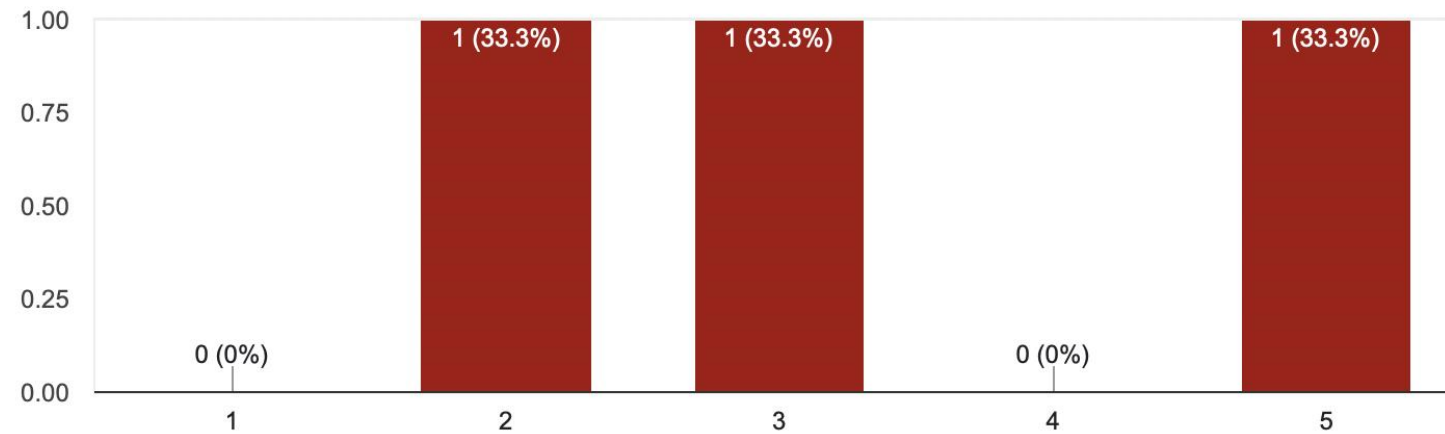
1 2 3 4 5

No access ☐ ☐ ☐ ☐ ☐ Complete access

How much access to support do you have?

 Copy

3 responses



<https://docs.google.com/forms/d/1zsZoe69aCRBbsZgBCrhchVy9qkm82HpugE4qwO6S89A/edit>

Take Aways:

- Students' confidence in their academics needs to be addressed. Student believe as though they have a major impact on their future success, so addressing this lack of confidence in their academic abilities is essential to foster resiliency and set students up for future success.
- Students feel a lack of connection to their peers. However, students feel as though their sense of belonging at school is quite strong. This is likely due to student teacher relationships. As a result, students would likely benefit from some sort of intervention to create a more connected peer dynamic across the school. Implementation of school wide connection would likely grow the student's sense of belonging as well as these go hand in hand.
- Students level of access to support and their outlook on their future are connected. A lack of support within their lives outside of school, directly impacts their outlook on their future success. Connecting students to more supports outside of school that are tailored to fit their needs would increase their confidence when they look to their futures.

Interpretation of Results

(Young & Kaffenberger, 2019, p.118)

Action Steps:

- ❖ Students will receive an increased level of support for their academic endeavors in the form of academic success intervention groups, so that their level of confidence in their abilities can be increased.
- ❖ Students will receive an increased level of support for their peer relationships in the form of school wide connection incentives/culture, intervention groups, and classroom strategies so that their level of connection to their peers can be increased.
- ❖ Students will receive an increased level of support for their needs outside of school, so that their level of confidence in their future can be increased due to having a more well-rounded approach to their future.

Interventions for addressing the needs

(Flay et al., 2023)

Direct Student Services

- Intervention Groups (academic success and friendship building)
- Classroom guidance (SEL instruction aimed at creating connection school-wide)
- Individual Check-Ins (one on one sessions with kiddos aimed at assisting them in any sort of extra supports outside of school)

Indirect Student Services

- Advocating for student support services through community programs
- Connection with parents to better assist them and their family needs
- Collaboration with teachers and necessary stakeholders to ensure equitable access to supports for all students inside the classroom

Systemic Focus

- Equitable access to community supports (age dependent)
 - Strategy: Access to community supports for all children, not just of a certain age or status.
- Individual check-ins & intervention groups (permission)
 - Introduction of what a check-in or intervention group looks like and how it functions to parents ahead of time, possibly to promote more understanding and willingness for permissions.

(Glazewski & Ertmer, 2020)



Implementation Plan

❖ Intervention Groups (academic success & friendship building)

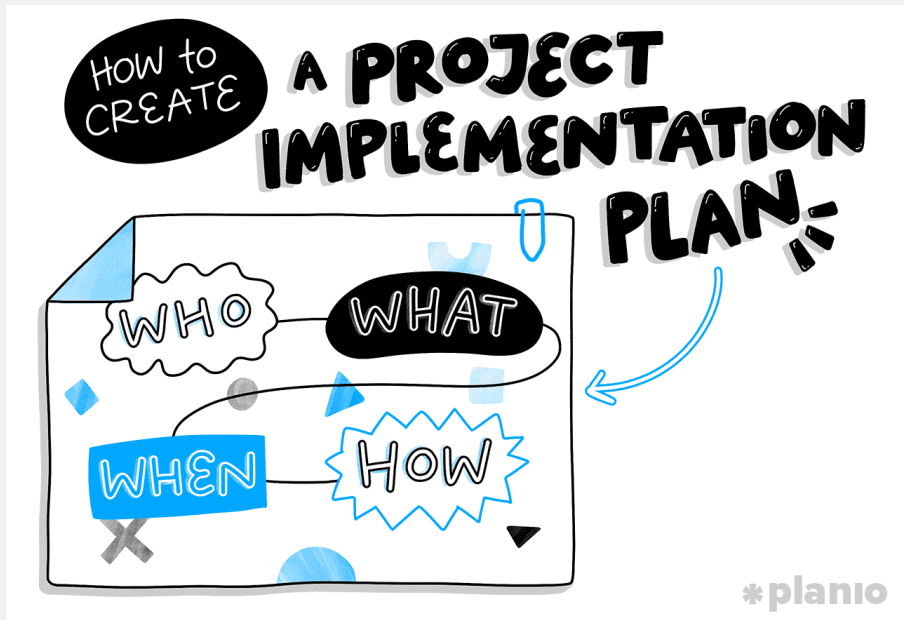
1. Participation Data
2. ASCA Mindsets & Behaviors Data
3. Outcome Data

❖ Classroom guidance (SEL instruction aimed at creating connection school-wide)

1. Participation Data
2. ASCA Mindsets & Behaviors Data
3. Outcome Data

❖ Individual Check-Ins (one on one sessions with kiddos aimed at assisting them in any sort of extra supports outside of school)

1. Participation Data
2. ASCA Mindsets & Behaviors Data
3. Outcome Data



ASCA *Mindsets &* *Behaviors*

(ASCA, 2021)

Intervention Groups:

- M2 & M5
- B-SMS 1. & B-SS 6.

Classroom Guidance:

- M3 & M6
- B-LS 4. & B-SS 9.

Individual Check-Ins:

- M1 & M4
- B-SMS 5. & B-SS 8.



Announcing of Results with Stakeholders



1. **Teachers/Administration**

-Present both the Pre & Post Teacher Survey Results and Pre & Post Student Survey Results to teachers and administration at weekly data analysis meetings.

2. **Parents/Community Members**

-Present Panorama Data taken school-wide from both the Fall and Spring semester to gauge trends overtime at Parent/Community forum that is open invite.

3. **Students**

-Present Pre & Post Student Survey (their own survey) to show their own self-reflective changes overtime based on the intervention provided in the form of one-on-one meetings with students receiving services.

(Penuel et al., 2020)

Use of Data to Advocate for Programs and Students

(Young and Kaffenberger, 2019, p. 121).

Design	Measure areas of student support needs
Ask	Student Self-Survey
Track	Students need support with their academic success, connection to peers, and support provided outside of school
Announce	Implementation of intervention groups focused on academic success and friendship building, classroom guidance to promote connected school-wide culture, and collaboration with necessary stakeholders to promote student success supports outside of the school setting.

References

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Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A., & Clark, T. (2020). Principles of collaborative education research with stakeholders: Toward requirements for a new research and Development Infrastructure. *Review of Educational Research, 90*(5), 627–674. <https://doi.org/10.3102/0034654320938126>