

Making Data Work: An ASCA National Model Publication

Executive Summary

This publication provides a comprehensive overview of the ASCA National Model for Data-Driven Decision Making (DDDM). The model is designed to help schools and districts use data to improve student outcomes. The publication includes:



Making DATA Work: An ASCA National Model

Publication by José Ferrer

★★★★☆ 4.8 out of 5

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Enhanced typesetting : Enabled
Word Wise : Enabled
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- A description of the ASCA National Model for DDDM
- A step-by-step guide to implementing the model
- Case studies of schools and districts that have successfully implemented the model
- Resources and tools to support implementation

In today's data-driven world, it is more important than ever for schools and districts to be able to use data to inform decision-making. The ASCA National Model for DDDM provides a framework for schools and districts to do just that. The model is based on the belief that data can be used to improve student outcomes in all areas, including academic achievement, behavior, and college and career readiness.

The ASCA National Model for DDDM is a five-step process:

1. **Data Collection and Analysis**
2. **Data Interpretation and Reporting**
3. **Data Use for Decision-Making**
4. **Data Evaluation and Improvement**
5. **Communication and Collaboration**

Each step of the process is essential for effective data-driven decision-making. By following the steps in the model, schools and districts can improve their use of data to improve student outcomes.

Step 1: Data Collection and Analysis

The first step in the DDDM process is to collect and analyze data. This data can come from a variety of sources, including student assessments, attendance records, discipline data, and surveys. Once the data has been collected, it is important to analyze it to identify trends and patterns. This analysis can be done using a variety of statistical methods, such as descriptive statistics, inferential statistics, and data mining.

Step 2: Data Interpretation and Reporting

Once the data has been analyzed, it is important to interpret the results and report them to stakeholders. The interpretation of the data should be based on the research literature and the school or district's specific context. The report should be clear, concise, and actionable. It should also be disseminated to stakeholders in a timely manner.

Step 3: Data Use for Decision-Making

The third step in the DDDM process is to use the data to make decisions. This involves identifying the problem that the data is addressing, developing and implementing a solution, and monitoring the progress of the solution. The decision-making process should be based on the best available evidence and the school or district's specific needs.

Step 4: Data Evaluation and Improvement

Once a decision has been made, it is important to evaluate the effectiveness of the solution and make improvements as needed. This involves collecting data to track the progress of the solution and making adjustments as necessary. The evaluation process should be ongoing and should be used to inform future decision-making.

Step 5: Communication and Collaboration

The fifth step in the DDDM process is to communicate and collaborate with stakeholders. This involves sharing the data and the results of the analysis with stakeholders and working together to develop and implement

solutions. The communication and collaboration process should be ongoing and should be used to build support for data-driven decision-making.

The ASCA National Model for DDDM is a powerful tool that can help schools and districts improve their use of data to improve student outcomes. By following the steps in the model, schools and districts can create a data-driven culture that will lead to improved student achievement, behavior, and college and career readiness.

Case Studies

The following case studies provide examples of how schools and districts have successfully implemented the ASCA National Model for DDDM:

- **Case Study 1:** A high school in the Midwest used the model to identify and address a problem with chronic absenteeism. The school collected data on student attendance and analyzed it to identify the students who were most at risk of dropping out. The school then developed and implemented a series of interventions to address the problem, including a truancy prevention program and a mentoring program. As a result of these interventions, the school's chronic absenteeism rate decreased by 50%.
- **Case Study 2:** A middle school in the Northeast used the model to improve student behavior. The school collected data on student behavior and analyzed it to identify the students who were most at risk of suspension. The school then developed and implemented a series of interventions to address the problem, including a positive behavior intervention and support program and a restorative justice program. As

a result of these interventions, the school's suspension rate decreased by 25%.

- **Case Study 3:** A school district in the South used the model to improve college and career readiness. The school district collected data on student college and career readiness and analyzed it to identify the students who were most at risk of not graduating from high school or not being prepared for college or career. The school district then developed and implemented a series of interventions to address the problem, including a college and career advising program and a work-based learning program. As a result of these interventions, the school district's graduation rate increased by 10% and the number of students who were college and career ready increased by 15%.

These case studies demonstrate the power of the ASCA National Model for DDDM. By following the steps in the model, schools and districts can use data to improve student outcomes in all areas.

Resources and Tools

The following resources and tools can be used to support the implementation of the ASCA National Model for DDDM:

- ASCA National Model for DDDM
- Data-Driven Decision-Making Toolkit
- Data Analysis Tools
- Data Interpretation and Reporting Resources
- Data Use for Decision-Making Resources

- Data Evaluation and Improvement Resources
- Communication and Collaboration Resources

These resources and tools can provide schools and districts with the support they need to implement the ASCA National Model for DDDM and improve student outcomes.

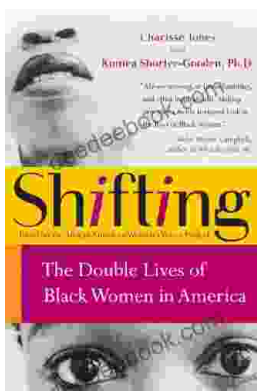


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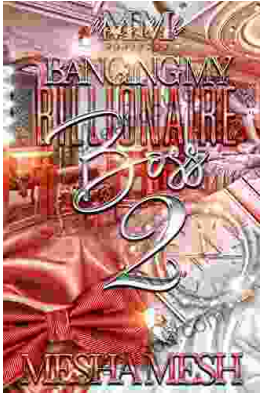
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