

High School SSESS Study

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School Data Collection and Utilization

Technical Report 2

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Purpose of Study

The purpose of this study was to evaluate the degree to which data collection and its level of utilization changed after the 3 year implementation of the SSESS model, between the 2001-02 and 2004-05 school year. In particular, this study sought to identify changes in the kinds of data the school collected, as well as the levels at which each type of data was utilized – school level, department level, and class level.

Research Method and Instrument Description

The research method for this study consisted of first developing, based on literature, a school data utilization inventory composed of a comprehensive list of types of data that a school might collect. When completed, school administrators were asked to review the list and comment on its applicability to the school level. Only types of data that were non-applicable for the school level (high school or middle school), were removed to reduce the size of the inventory.

When the list was completed, the inventory was formatted to include check boxes in which the school would identify types of data that it collected, and if the collection began before or after the 2002-03 school year. In addition, the school would identify the level (if any) that the data was utilized and if that utilization began before or after the 2002-03 school year.

At three different times during the four year study school administrators were asked to complete this inventory. After each update, three administrators were asked to review the completed inventory and vouch for its reliability.

Bibliography for Inventory Development

Arizona Department of Education (2005). *Standards and Rubrics for School Improvement* (2005 Revised Edition). Phoenix, AZ.

Author (2001). *Using Data to Bring About Positive Results in School Improvement Efforts*. North Central Regional Education Laboratory (NCREL). Naperville, ILL.

Wahlstrom, Deborah (1999). *Examples of Data Sources and Types for the Classroom, School, and District*. In *Using Data to Improve Student Achievement: A Handbook for Collecting, Organizing, Analyzing and Using Data*. Suffolk, VA: Successline, Inc., 1999.

Items that Experienced a Change in Data Collection/Utilization 2001-02 to 2004-05 School Year

Assessment Data: Tier III – Basic Skills Tests (BST)				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Basic Skills Tests	■	■	●	
Basic Skills Tests Results by Individual Test Items	■			●

Student Data: Student Demographic Data				
Data Description	Collected	School	Dept.	Class
Parent survey	●	●		

Program Data: Staff				
Data Description	Collected	School	Dept.	Class
Parent/community volunteer data	■	●		
Number of instructional aides	■	●	●	

Program Data: Outcomes				
Data Description	Collected	School	Dept.	Class
Graduation rates	●	●		
Retention rates	●	●		
Course failure rates	■	■	●	

Program Data: Courses and Activities				
Data Description	Collected	School	Dept.	Class
Number and types of field trips	■	●		
Curriculum implementation data	■		●	

Program Data: School and School Programs				
Data Description	Collected	School	Dept.	Class
Strategic plan information	■	●	●	●

Program Data: Perception Data				
Data Description	Collected	School	Dept.	Class
Parent opinion climate surveys	●	●		
Student opinion climate surveys	■	●		
Staff opinion climate surveys	●	●	●	
School climate data	■	●		

All Items and Their Collection and Utilization at the School

■ Assessment Data

Tier III Assessment Data

Assessment Data: Tier III – Basic Skills Tests (BST)				
■ = Previous Data/Utilization ● = New Data/Utilization (since 2001-02)	Data Collected	Level of Data Use		
		School	Dept.	Class
Data Description				
Basic Skills Tests	■	■	●	
Basic Skills Tests Administrator's Interpretation Guide	■			
Basic Skills Tests District and School Proficiency Summaries	■	■		
Basic Skills Tests Results by Objective (or subtest)	■		■	
Basic Skills Tests Results by Individual Test Items	■			●
Basic Skills Tests Disaggregated Data	■			
Basic Skills Tests Results by Individual Students	■	■		■

Assessment Data: Tier III – Minnesota Comprehensive Assessments (MCA)				
Data Description	Collected	School	Dept.	Class
MCA	■	■		
MCA Administrator's Interpretation Guide	■			
MCA District and School Proficiency Summaries	■	■		
MCA Results by Objective (or subtest)	■		■	
MCA Results by Individual Test Items	■			
MCA Disaggregated Data	■			
MCA Results by Individual Students	■			

Assessment Data: Tier III – Test of Emerging Academic English (TEAE)				
Data Description	Collected	School	Dept.	Class
TEAE	■		■	
TEAE Administrator's Interpretation Guide				
TEAE District and School Proficiency Summaries	■			
TEAE Results by Objective (or subtest)				
TEAE Results by Individual Test Items				
TEAE Disaggregated Data				
TEAE Results by Individual Students	■		■	

Assessment Data: Tier III – PLAN				
■ = Previous Data/Utilization ● = New Data/Utilization (since 2001-02)	Data Collected	Level of Data Use		
		School	Dept.	Class
Data Description				
PLAN	■	■		
PLAN Administrator's Interpretation Guide				
PLAN District and School Proficiency Summaries				
PLAN Results by Objective (or subtest)	■			
PLAN Results by Individual Test Items				
PLAN Disaggregated Data				
PLAN Results by Individual Students	■			

Assessment Data: Tier III – PSAT				
Data Description	Collected	School	Dept.	Class
PLAN	■			
PLAN Administrator's Interpretation Guide				
PLAN District and School Proficiency Summaries	■			
PLAN Results by Objective (or subtest)				
PLAN Results by Individual Test Items				
PLAN Disaggregated Data				
PLAN Results by Individual Students	■	■		

Assessment Data: Tier III – Advanced Placement Testing				
Data Description	Collected	School	Dept.	Class
AP	■	■		
AP Administrator's Interpretation Guide				
AP District and School Proficiency Summaries	■	■		
AP Results by Objective (or subtest)	■			■
AP Results by Individual Test Items	■			■
AP Disaggregated Data				
AP Results by Individual Students	■	■	■	

Assessment Data: Tier III – Other Standardized Assessments				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
<i>The ACT Test is the primary standardized assessment used.</i>				
Standardized assessment	■	■		
Standardized assessment Administrator's Interpretation Guide				
Standardized assessment District and School Proficiency Summaries	■			
Standardized assessment Results by Objective (or subtest)				
Standardized assessment Results by Individual Test Items				
Standardized assessment Disaggregated Data				
Standardized assessment Results by Individual Students	■	■		

Tier II Assessment Data

Assessment Data: Tier II				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Results from periodic district grade-level (benchmark) assessments				
Results from knowledge "probes" (e.g., curriculum-based measurement, computer assisted assessments, etc.)				
Results from district "end-of-course" exams	■			■
Results from district-created assessments (e.g., criterion-referenced tests, writing assessments, performance assessments)				
Report card grades (with criteria); perhaps a Ds and Fs lists	■	■		
Results from district-adopted writing assessments				
District rubric proficiency data on standards				

Tier I Assessment Data

Assessment Data: Tier I				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Number correct and number incorrect on timings of basic skills (i.e., for fluency and automaticity). These results can be charted on a daily basis to see immediate changes in knowledge.				
Results from student work samples, scored according to rubrics.				
Tests that accompany curriculum classroom tests				

Miscellaneous Sources of Assessment Data

Assessment Data: Miscellaneous Sources of Assessment Data				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
■ = Previous Data/Utilization ● = New Data/Utilization (since 2001-02)				
Alternate Assessments for special needs students (especially students exempted from standardized assessment)				
Alternate assessment data for students with Limited English Proficiency				

■ Student Data

Student Data: Student Demographic Data				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
■ = Previous Data/Utilization ● = New Data/Utilization (since 2001-02)				
Year of enrollment data (e.g., 1994, 1995, 2000, etc.)	■			
Details of transfer (i.e., date and name of transferring school district - e.g., 1999, Fairview School District)	■			
Mode of transportation	■			
Students with special needs (e.g., disability, gifted, etc.)	■	■	■	■
Students with limited English proficiency (including data on their native language)	■		■	■
Students who receive free and reduced lunches	■	■		
Migrant status	■			
Mobility				
Homelessness				
School-age parents	■			
Gender	■			
Ethnicity	■			
Parent education level				
Teen pregnancy	■			
Parent survey	●	●		

Student Data: Behavior				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Attendance	■	■	■	
Truancy	■	■	■	
Suspension and expulsion	■	■	■	
Detention rates	■	■	■	
Behavior/social problems (referrals)	■	■	■	
Discipline records	■	■	■	
Acts of violence and substance abuse	■	■	■	
Student employment				
Date of transfer out or dropout	■	■		

■ Program Data

Program Data: Staff				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Parent/community volunteer data	■	●		
Number of instructional aides	■	●	●	
Teacher credentials data	■			
Teacher attendance data	■			
Teacher licensure data	■	■		
Data regarding teacher participation in professional development	■	■		

Program Data: Outcomes				
Data Description	Collected	School	Dept.	Class
Graduation rates	●	●		
Retention rates	●	●		
Course failure rates	■	■	●	
International Baccalaureate diplomas "N/A"				
Student awards and special honors (merit scholars)	■	■		
Scholarships	■			
Post-graduation data-college enrollments	■	■		
Post-graduation work/career information				

Program Data: Courses and Activities				
Data Description	Data Collected	Level of Data Use		
		School	Dept.	Class
Student/teacher ratio	■	■	■	
Extracurricular and c-curricular participation (i.e., athletics, clubs, community service)	■	■		
Enrichment program information “ <i>Synergy Program</i> ”	■	■	■	
Special education program information	■	■	■	
Number and types of field trips	■	●		
Curriculum implementation data	■		●	
Data about the implementation of textbooks and other resources				
Instructional practices summary				
Teacher lesson plans				

Program Data: School and School Programs				
Data Description	Collected	School	Dept.	Class
Alternative program data-enrollments, in alternative programs, such as alternative high schools or other special programs at alternative sites	■	■		
Other student program and implementation data				
Work-based learning program data	■	■		
Advanced placement courses number	■	■	■	
Strategic plan information	■	●	●	●
Staff surveys for information gathering	■	■	■	

Program Data: Perception Data				
Data Description	Collected	School	Dept.	Class
Parent opinion climate surveys	●	●		
Student opinion climate surveys	■	●		
Staff opinion climate surveys	●	●	●	
School safety data	■	■		
Student wellness data	■	■		
Student self-concept data	■	■		
Equity survey data	■	■	■	
School climate data	■	●		
Review of newspaper editorials and letters				
Hotline information (from a school call-in line)				
Suggestion box information	■	■		