

P2: Usable Data
Reading Proficiency Scenario, Part 1

One of your evaluation indicators is that GEAR UP students will improve academic proficiency by 5% over the timeframe of the grant. To provide support for this indicator, mandated “high stakes” tests, which are administered by the state, will be used. Scores on the subscales (e.g., math, reading, writing, science) are recorded, as well as proficiency levels. Although the school district receives all of the data from the state, only proficiency levels (*Meets* or *Exceeds* for proficient, vs. *Approaching* or *Below* for non-proficient) are recorded and made available to the GEAR UP evaluator.

Step 1: Analyze Dataset 1 for a report due immediately.

1. What were proficiency rates for reading each year? 2014-15: _____ 2015-16: _____ Did reading proficiency increase? Yes____ No____
2. Which of the 9 characteristics does/might this scenario represent?

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3. Discuss how you will use this information to report on reading proficiency.

Notes: _____

4. What other type of information/data would help you understand reading proficiency?
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Dataset 1

Student ID	2014-15 Reading Proficiency	2015-16 Reading Proficiency
1	4-Exceeds	4-Exceeds
2	3-Meets	4-Exceeds
3	2-Approaching	1-Below
4	1-Below	1-Below
5	1-Below	1-Below
6	1-Below	2-Approaching
7	3-Meets	4-Exceeds
8	3-Meets	2-Approaching
9	3-Meets	3-Meets
10	2-Approaching	1-Below

Reading Proficiency Scenario, Part 2

Step 2: Report due date changes to two weeks later. You are able to obtain the additional data in Dataset 2.

1. What were proficiency rates for reading each year? 2014-15: _____ 2015-16: _____ Did reading proficiency increase? Yes____ No____
2. Discuss how you will use this information to report on reading proficiency.

Notes: _____

3. What can you do in the future to ensure you have a solid understanding of reading proficiency?

Dataset 2

Student ID	2014-15 Reading Proficiency	2014-15 Reading Scores	2015-16 Reading Proficiency	2015-16 Reading Scores
1	4-Exceeds	165	4-Exceeds	179
2	3-Meets	133	4-Exceeds	154
3	2-Approaching	101	1-Below	95
4	1-Below	91	1-Below	98
5	1-Below	90	1-Below	96
6	1-Below	90	2-Approaching	105
7	3-Meets	145	4-Exceeds	166
8	3-Meets	127	2-Approaching	122
9	3-Meets	139	3-Meets	148
10	2-Approaching	105	1-Below	99

P2: Usable Data
Services Scenario, Part 1

The GEAR UP project strongly emphasized financial aid planning for students at its three high schools one month, with the goal that all students would obtain financial aid counseling during *Finance February*. Program staff developed or expanded upon their financial aid activities and services, providing the following services throughout *Finance February*:

- an in-class financial literacy lecture
- an online financial aid session
- FAFSA completion assistance
- a financial aid workshop offered in the evening for parents and students
- individual counseling for specific financial aid questions

All of the GEAR UP staff were aware of the requirement to enter service data into the database, and they diligently entered all services immediately. On March 1, the director ran the report below on service participation in February to compile information on financial aid counseling/advising provided to students, for a presentation to administrators at the participating schools.

Step 1: Analyze Dataset 1 for a presentation due immediately.

1. Did the program meet its *Finance February* goal? Yes____ No____
2. Which of the 9 characteristics does/might this scenario represent?

3. Discuss how you will use this information to report on *Finance February* participation.
 Notes: _____
4. What other type of information/data would help you understand *Finance February* participation?

Dataset 1

School (# of students at the school)	IDs of Students Participating in Activity Category, February					
	Supportive Services	Financial Aid Counseling/Advising	Counseling/Advising/Academic Planning/Career Counseling	Family Events	Workshops	Other
Excelsior (4 students)	1, 3	4			1	2
Oak Hills (6 students)		1,2,3,4,6	5,2			
Lincoln (3 students)		2,3		1		2
Total (13 students)	2	8	2	1	1	4

Services Scenario, Part 2

Step 2: The presentation date changes to two weeks later. You are able to obtain the additional data in Dataset 2.

5. Did the program meet its *Finance February* goal? Yes____ No____
6. Discuss how you will use this information to report on *Finance February* participation.

Notes: _____

7. What can you do in the future to ensure you have a solid understanding of student service participation?

Dataset 2

School (# of students at the school)	Activities Entered, By Category					
	Supportive Services	Financial Aid Counseling/Advising	Counseling/Advising/Academic Planning/Career Counseling	Family Events	Workshops	Other
Excelsior (4 students)	FAFSA assistance	Evening workshop; individual questions			In-class lecture	Online session
Oak Hills (6 students)		In-class lecture; Online session; FAFSA assistance Evening workshop	Individual questions			
Lincoln (3 students)		Online session; FAFSA assistance; individual questions		Evening workshop		In-class lecture

P2: Usable Data
Algebra I Scenario, Part 1

One of your program objectives is to achieve 60% completion of Algebra I by the end of ninth grade. One of the two schools you work with provided you with information on Algebra I enrollment and completion; the other did not. Explain how you will use the data that was collected to report on Algebra I completion.

Step 1: Analyze Dataset 1 for a report due immediately.

1. What percent of students completed Algebra I? _____ (What percent enrolled? _____)
2. Which of the 9 characteristics does/might this scenario represent?

3. Discuss how you will use this information to report on Algebra I completion.

Notes: _____

4. What other type of information/data would help you understand Algebra I completion?

Dataset 1

Student ID	School	Enrolled in Algebra I	Completed Algebra I
1	Pine	Yes	Yes
2	Pine	No	No
3	Pine	Yes	No
4	Pine	Yes	Yes
5	Pine	Yes	Yes
6	Mountain	No data	No data
7	Mountain	No data	No data
8	Mountain	No data	No data
9	Pine	No	No
10	Pine	Yes	No
Total		5 (known)	3 (known)

Algebra I Scenario, Part 2

Step 2: Report due date changes to two weeks later. You are able to obtain the missing school's data in Dataset 2.

5. What percent of students completed Algebra I? _____ (What percent enrolled? _____)
6. Discuss how you will use this information to report on Algebra I completion.

Notes: _____

7. What can you do in the future to ensure you have a solid understanding of GEAR UP Algebra I completion?

Dataset 2

Student ID	School	Enrolled in Algebra I	Completed Algebra I
1	Pine	Yes	Yes
2	Pine	No	No
3	Pine	Yes	No
4	Pine	Yes	Yes
5	Pine	Yes	Yes
6	Mountain	Common Core Math I	Passed
7	Mountain	Common Core Math II	Did not pass
8	Mountain	Common Core Math I	Did not pass
9	Pine	No	No
10	Pine	Yes	No
Total		5 (known)	3 (known)

P2: Usable Data
Number of Students Scenario, Part 1

You have used both district and state databases to obtain data over the years depending on which sources were available; each year, data on student ethnicity was available only from the district databases. You are asked to describe the demographic characteristics of GEAR UP students each year.

Step 1: Analyze Dataset 1 for a report due immediately.

1. How many students were in GEAR UP each year? 2013-14 _____ 2014-15 _____ 2015-16 _____
2. What percent of students were Hispanic/Latino(a)? 2013-14 _____ 2014-15 _____ 2015-16 _____
3. Discuss how you will use this information to report on GEAR UP student demographic characteristics.

Notes: _____

4. Which of the 9 characteristics does/might this scenario represent? _____

5. What other type of information/data would help you understand GEAR UP student demographic characteristics?

Dataset 1

Student ID	2013-14		2014-15		2015-16	
	# of students enrolled	# Hispanic/Latino(a)	# of students enrolled	# Hispanic/Latino(a)	# of students enrolled	# Hispanic/Latino(a)
1	✓	✓	✓	✓	✓	✓
2	✓		✓			
3			✓			
4	✓		✓			
5			✓		✓	
6	✓	✓	✓	✓		
7	✓		✓		✓	
8			✓			
9					✓	✓
10			✓		✓	
Total	5	2	9	2	5	2

Number of Students Scenario, Part 2

Step 2: Report due date changes to two weeks later. You are able to obtain the additional information in Dataset 2.

6. How many students were in GEAR UP each year? 2013-14 _____ 2014-15 _____ 2015-16 _____
7. What percent of students were Hispanic/Latino(a)? 2013-14 _____ 2014-15 _____ 2015-16 _____
8. Discuss how you will use this information to report on GEAR UP student demographic characteristics.

Notes: _____

9. What can you do in the future to ensure you have a solid understanding of GEAR UP student demographic characteristics?
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Dataset 2

Student ID	2013-14		2014-15		2015-16	
	Students Any Year	# of students enrolled	# Hispanic/Latino(a)	# of students enrolled	# Hispanic/Latino(a)	# of students enrolled
1	✓	✓	✓	✓	✓	✓
2	✓		✓			
3			✓			
4	✓		✓			
5			✓		✓	
6	✓	✓	✓	✓		
7	✓		✓		✓	
8			✓			
9					✓	✓
10			✓		✓	
Total	5	2	9	2	5	2
<i>Source:</i>	<i>District</i>	<i>District</i>	<i>State</i>	<i>District</i>	<i>District</i>	<i>District</i>

Source info: *District: Provides data on students enrolled on day of extraction.*
 State: Provides data on students enrolled any day of the school year, to date.

P2: Usable Data
GPA Scenario, Part 1

One of your program objectives is to increase student academic performance in school, which you typically measure using average GPA. One year you are not able to obtain GPA data. You do have course grades for each school year (though not units so you cannot just calculate GPA). You decide to look at course grades as a substitute for the GPA data, and to remain consistent you look at course grades every past year as well. You record the percent of each students' courses that resulted in an A, B, or C final grade.

Step 1: Analyze Dataset 1 for a report due immediately.

1. Has academic performance improved? ___Yes ___No
2. Discuss how you will use this information to report on GEAR UP student academic performance, taking into account past reporting.

Notes: _____

3. Which of the 9 characteristics does/might this scenario represent? _____
4. What other type of information/data would help you understand GEAR UP student academic performance?

Dataset 1

School Year	Average GPA	% A/B/C grades
2013-14	3.07	32
2014-15	2.80	37
2015-16	Unavailable	41

GPA Scenario, Part 2

Step 2: Report due date changes to two weeks later. You are able to obtain the additional information in Dataset 2.

5. Has academic performance improved? ___Yes ___No
6. Discuss how you will use this information to report on GEAR UP student academic performance, taking into account past reporting.

Notes: _____

7. What can you do in the future to ensure you have a solid understanding of GEAR UP student academic performance?

Dataset 2

Student ID	2013-14		
	Average GPA	Grades	% A/B/C grades
1	3.80	D F B D D F D	14
2	3.33	B D F F F D	17
3	3.62	D A F F D F D D F	11
4	0.99	B D A C B B	83
5	2.03	A A B D A F D	57
6	2.64	D F F C C C	50
7	3.46	D C B F F F C D	38
8	4.00	F F F F D D F	0
9	3.67	C D D D	25
10	2.96	B D F B F F D	29
Average	3.07		32