



PROVE WORKSHOP:
*Developing a GEAR UP Data and
Evaluation Infrastructure*

Facilitators



- **Victoria Andrew**, MPA, Data and Evaluation Services Coordinator, GEAR UP Kentucky
- **Wade Leuwerke**, Ph.D., Research and Training Director, GEAR UP Iowa
- **Jan LeDonne Alexander**, Ph.D., Director of Research and Evaluation, GEAR UP Chicago

At the core of GEAR UP research and evaluation



- Collecting Data
- Linking Data
- Preparing Data for Analyses

Icebreaker



1. How many audience members in the room?
2. How many represent state grants?
3. How many represent partnership grants?
4. How many audience members in the room watched the recent Superbowl?



1. Collecting

Data

Collecting Data – Identifying Types & Sources



Question	Data Variables	Sources
1. How many audience members in the room?		
2. How many represent state grants?		
3. How many represent partnership grants?		
4. How many audience members in the room watched the recent Superbowl game?		

Collecting Data – Organizing Datasets



Student Level	School Level	State Level	Federal/National Level
Individual Demographics	School Demographics (% FRPL, IEP, LEP)	State Demographics by District	Annual Performance Report (APR)
Academic Performance (grades, assessments)	Benchmark Attainment Rates by Classroom	Standardized Assessment Data	National Assessment Reports
Course Completions	Graduation Rates	College-going Rates	Postsecondary Data



ATTRIBUTES OF QUALITY DATA

- Accessibility
- Accuracy
- Completeness
- Consistency
- Reliability
- Specificity
- Timeliness
- Unbiased
- Usability

Collecting Data – Reliability



Reliability = The degree to which the data are trustworthy for programmatic planning and decision-making.

Examples:

The data collected for this session may be used to select room size for similar sessions at next years CBW.

Enrollment snapshot used for number of students to be served.

Collecting Data - Consistency



The degree to which the data adhere to standard definitions.

Examples:

- Audience members in the room during this presentation, excluding technical or hotel staff.
- CCREC Services
- FAFSA Completion

Collecting Data - Frequency



The rate at which the data are updated.

Examples:

FAFSA Completion data are updated every Wednesday.

Collecting Data – Putting It All Together



Group Activity

Discuss and define the following for each data request on the worksheet:

1. What sources are available for these data?
2. How will you ensure reliability of these data?
3. How will you ensure consistency of these data?
4. How frequently do you need updates of these data?



2. Linking Data

Linking Data



- Between collection and analysis is a critical step:

LINKING DATA

- Activity.....

Linking Data



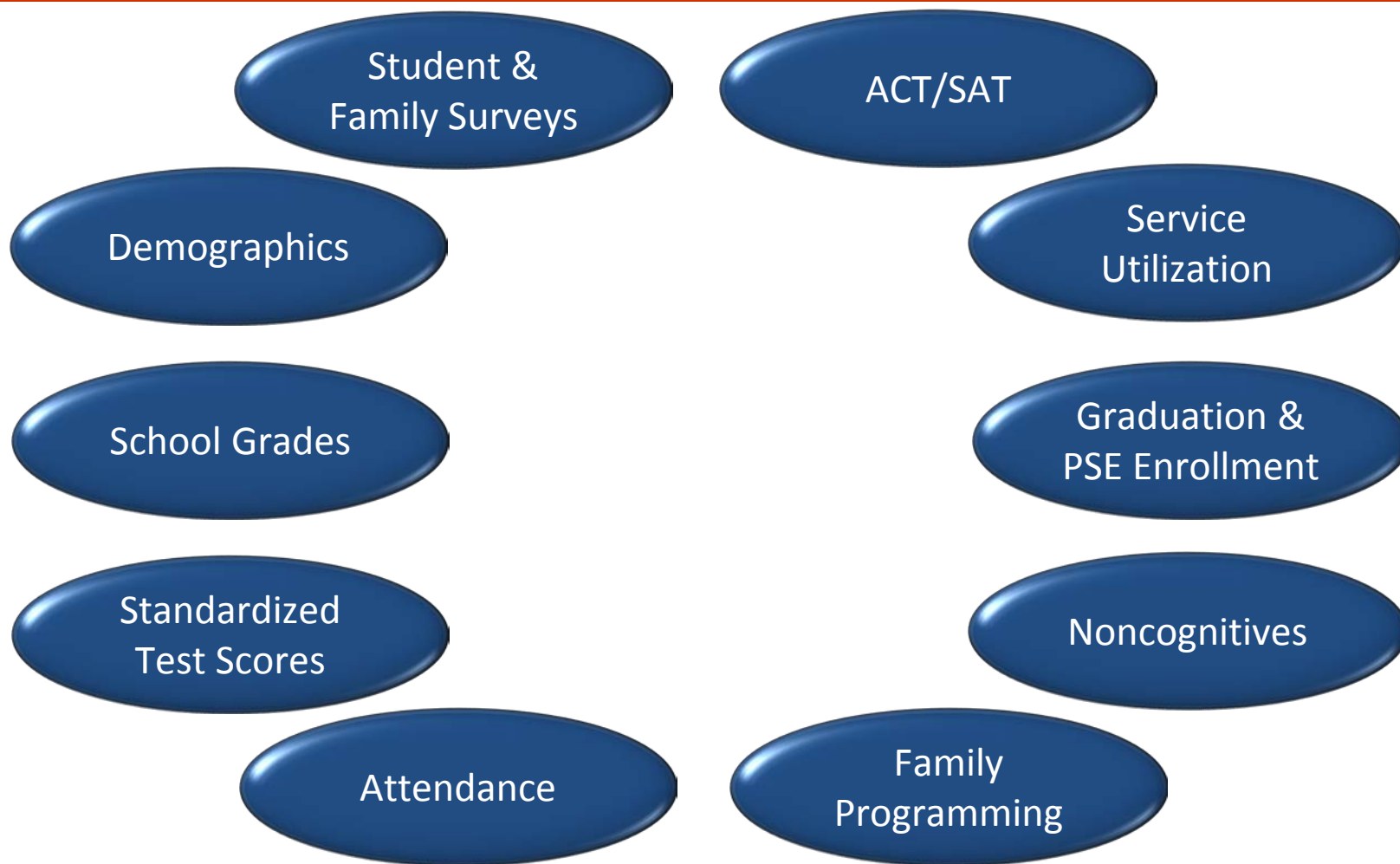
- At your table – write a plan for how you would organize your data to answer this question
- Would this same plan work for the entire room? Conference?
- Share out

Linking Data

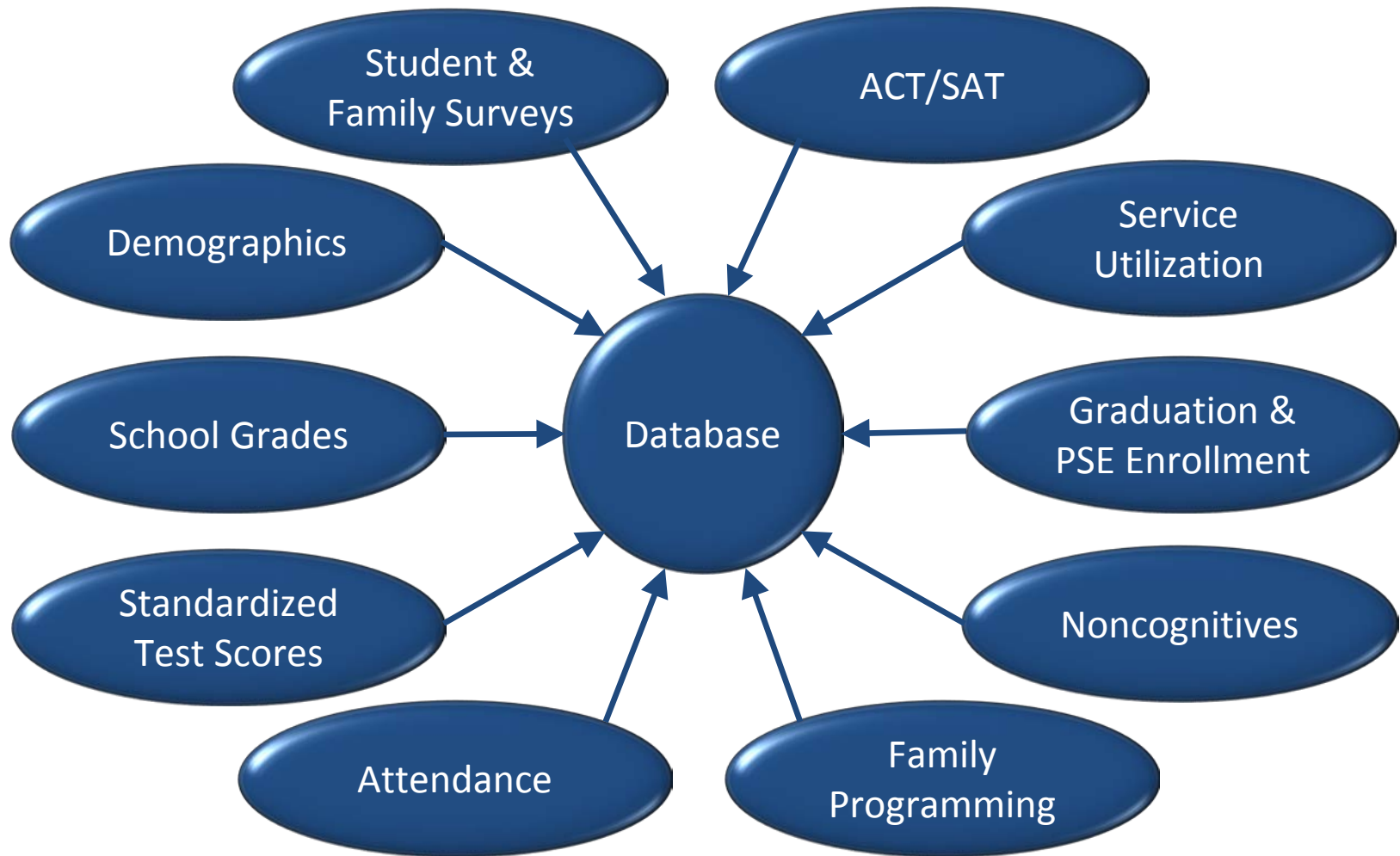


- The KEY: Unique Identifier
- Collect student level data with first name, last name, school and when ever possible include Unique Identifier
 - Student ID is most likely variable
 - Caution with SSN
- Very simple concept – very difficult to carry out.
- If you want to ask anything more than very basic/descriptive questions you need this.
- With new APR – ‘unduplicated’ students you NEED this information.

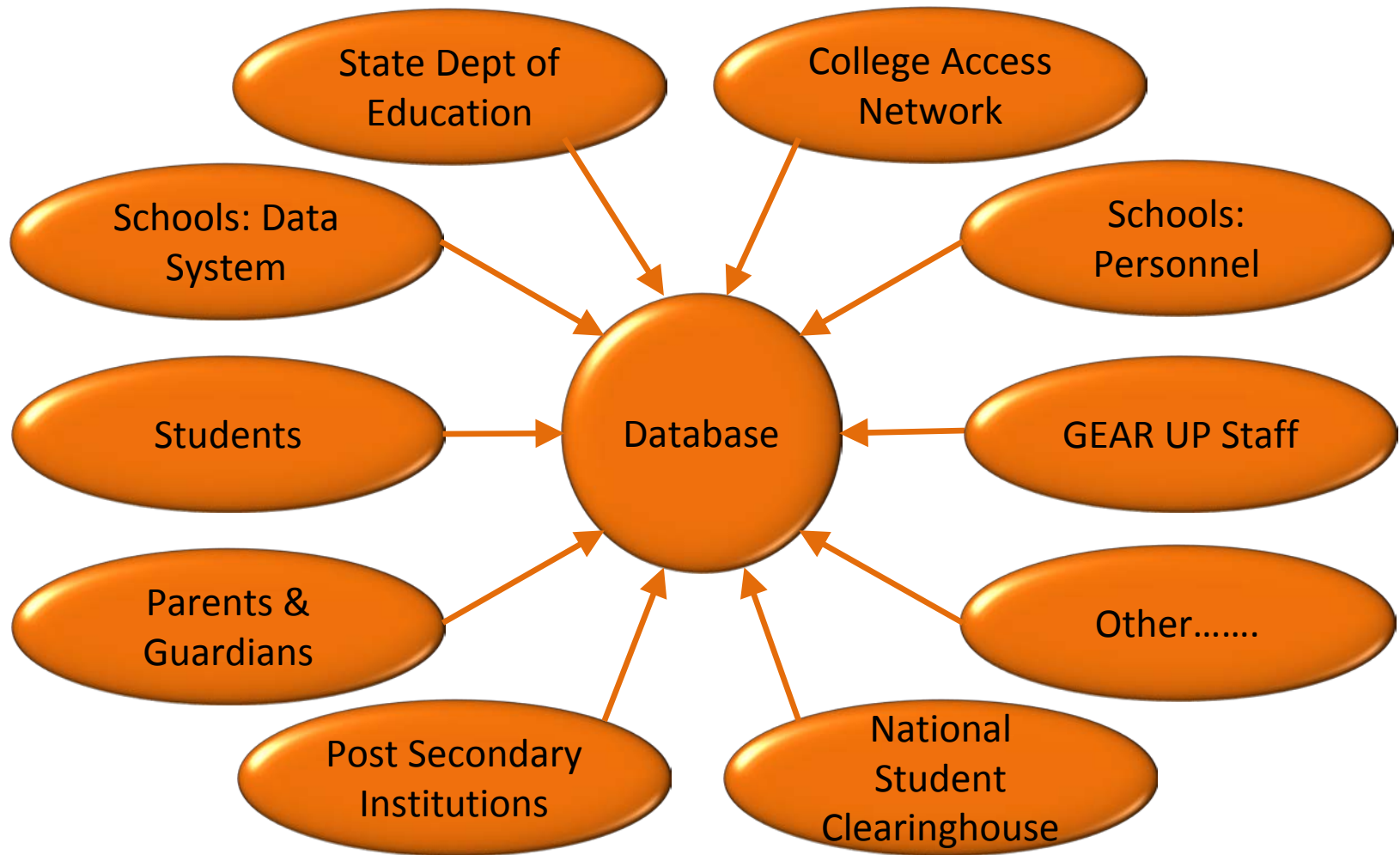
Linking Data - Variables



Linking Data - Variables



Linking Data - Sources



Linking Data



- Create a Data and Evaluation Plan
- Create a Data Dictionary
 - Define your variables
 - Level of data
 - Source of data
 - Ownership (who is responsible for obtaining/entering/transforming each variable)
 - Timing of data
 - MOU/Agreement
- Create a database

Linking Data

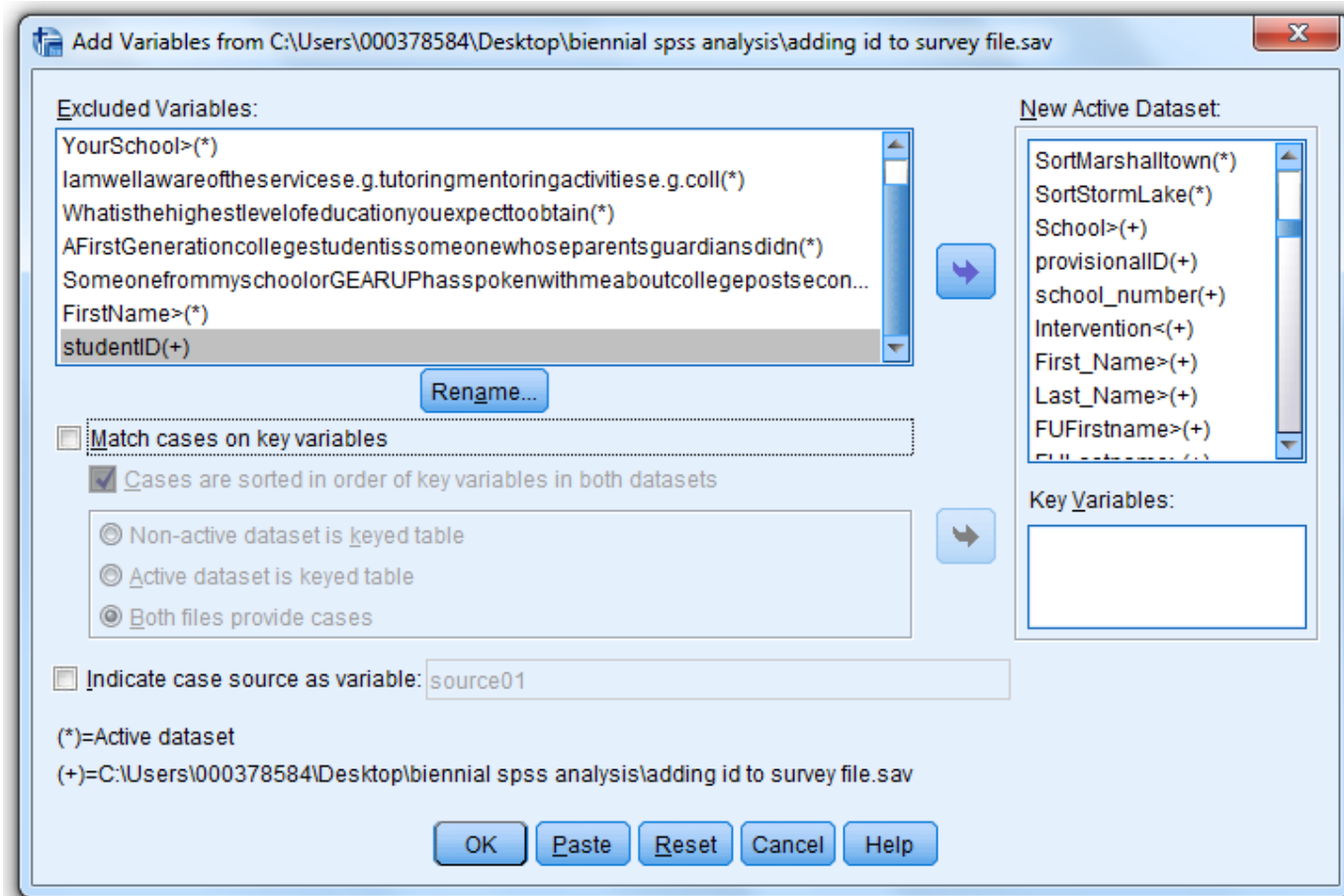


Question	Data Variables	Sources

Linking Data



Look for Tools to LINK data from different sources



Linking Data



Look for Tools to LINK data from different sources

A	B	C	D	F	I	J	K	L	M	N
Student ID	Last Name	First Name	Middle Name	Grade Level	Date of Birth	Gender	Race/Ethnicity	Language	Start Date	Score Date
1	anderson	miguel	David	10th grade	9					
2	butler	demarious	Marie Louise	10th grade	1					
3	denver	kevin	Arturo	10th grade	12					
4	espinosa	scarlett		10th grade	7					
5	gardner	denzel	Kyleen	10th grade	2					
6	hernandez	faith		10th grade	1					
7	johnson	francisco	Scott	10th grade	6					
8	leary	roberto	Autumn	10th grade	7					
9	myers	mike	Ann	10th grade	2					
10	newman	frederick	Eugene	10th grade	1					
11	ruiz	jim	Guillen	10th grade	7					
12	struthers	sally	Louise	10th grade	9					
13	thompson	destiny	Elizabeth	10th grade						
14	winters	hazel	Tefera	10th grade						

Function Arguments

VLOOKUP

Lookup_value = any

Table_array = number

Col_index_num = number

Range_lookup = logical

=

Looks for a value in the leftmost column of a table, and then returns a value in the same row from a column you specify. By default, the table must be sorted in an ascending order.

Lookup_value is the value to be found in the first column of the table, and can be a value, a reference, or a text string.

Formula result =

[Help on this function](#)

OK Cancel

National Student Clearinghouse



- Not for profit, nongovernmental organization
- Data and tracking repository
 - Data from 3,600+ colleges and universities
 - 98% of all public and private institutions
 - Data from 19.8 million current postsecondary students
 - 97% of current students

studentclearinghouse.info/onestop/wp-content/uploads/NSCFactSheet.pdf

StudentTracker for Outreach

[Participating Enrollment Reporting Institutions](#) | [Eligibility Checklist](#)

Tracking and assessing the educational achievements of outreach program participants can be challenging. Even more challenging is complying with federally-mandated performance reporting.

Now program administrators can use StudentTracker® for Outreach Programs to accurately track the postsecondary enrollment and degrees of their program participants nationwide. Through StudentTracker for Outreach Programs, you can answer key questions like:

- Where did my program's former participants enroll in college?
- How long did their educational efforts persist?
- Did they transfer between colleges?
- Did they receive a college degree? If so, which degree?
- Where did they graduate from college?
- What was their college major?

[Check now](#) to see if you are eligible to participate in StudentTracker for Outreach

http://www.studentclearinghouse.org/colleges/studenttracker_for_outreach/index.php

National Student Clearinghouse



1	First Name	Mid dle	Last Name	Requester Return Field	College Name	State	2-year / 4-	Public / Private	Enrollment Begin	Enrollment End	Enroll ment	Gradu ated?
23	LANCE	C	SMITH	881-92631_	ASTER UNIVERSITY	NV	4	Public	20010827	20011219	F	N
24	LANCE	C	SMITH	881-92631_	ASTER UNIVERSITY	NV	4	Public	20020122	20020514	W	N
25	LANCE	C	SMITH	881-92631_	SUNSET UNIVERSITY	CA	4	Private	20030825	20031206	F	N
26	LANCE	C	SMITH	881-92631_	SUNSET UNIVERSITY	CA	4	Private	20040120	20040512	F	N
27	LANCE	C	SMITH	881-92631_	SUNSET UNIVERSITY	CA	4	Private	20040823	20041205	F	N
28	LANCE	C	SMITH	881-92631_	SUNSET UNIVERSITY	CA	4	Private	20050118	20050503	F	N
29	LANCE	C	SMITH	881-92631_	SUNSET UNIVERSITY	CA	4	Private				Y

Linking Data



- Linking Data Exit Ticket:
- Briefly describe current state of links in your data
- Write down 1-2 questions for your data team
- Write down 1-2 ideas for your data team
- Share with colleagues at your table



Preparing

Data for

Analysis

Preparing for Analysis



**Data analysis:
It's only as good as the questions you ask**

There are many ways of looking at your data in an effort to see patterns, trends, peculiarities that assist in evaluating what works.

Preparing for Analysis



Why do we need to analyze?

- Are there connections between what we do and our desired outcomes?
- Are we making progress towards our outcomes?



Questions that need Answers

- What are the questions that we want to ask?
- How do we know that we are asking the right questions?



Small Group discussion:

- What types of questions have your team asked?
- What types of analyses have you done with your data?



The Student Longitudinal File

Includes:

- Student demographics
- Grades, Standardized test scores, GPA, Graduation, PSE (all performance data)
- Event participation data for students and parents

Preparing for Analysis



sid	gender	langcod	race	status10_11	schlid10_11
#####	F	154	BLK	A	610235

Preparing for Analysis



Looking at the Cohorts

- By grade level
- By Freshman Connections enrollment
- By levels of participation
- By levels of parent involvement

Preparing for Analysis



Looking at the Indicators

- Credit earning
- Algebra passing rate
- On-track status
- College-readiness on standardized tests
- Grades
- GPA

Preparing for Analysis



Questions

Were students who participated in GEAR UP activities more likely to pass Algebra in 9th grade?

Were students who participated in GEAR UP activities more likely to be College Ready in English as determined by standardized test scores?



Selecting Students

- Selected all 9th graders in 2012-2013 (cohort 1).
- Selected students that had participation hours during 8th and 9th grades



We didn't find any significant relationships, Sooooo.....

- Calculated a new variable that we called **Academic Support** and only included the hours of participation in Tutoring, Classroom Support, Academic Enrichment, Small Group/Individualized Mentoring, Summer Programs and Saturday Programs.
- We then selected students that had **Academic Support** participation hours in both years, 8th and 9th grade



Results

- Students with high levels of involvement were significantly more likely to pass algebra at the end of 9th grade than their less involved peers (88% vs. 74%) (N = 1534 in both groups).
- Students with high levels of involvement were significantly more likely to be College Ready in English based on the 9th grade Explore test (score ≥ 14) than their less involved peers (40% vs. 33%) (N=1558 in both groups).

Next Steps



Where are you in this process?

What is the next step that you need to take to analyze your data?

P1: Data & Evaluation Infrastructure



Thank you for attending this workshop session.

To download materials used during this session,
please visit

www.edpartnerships.org/materials