

Academic and Attendance School Records

Grade 9/Year 10

Fast Track Project Technical Report

Cynthia Rains

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SAS program to convert character variables to numeric variables

Citations

Instruments

Walker, H.M., Block-Pedego, A., Todis, B., and Severson, H. (1991). *School Archival Records Search (SARS): User's guide and technical manual*. Longmont, CO: Sopris West.

Reports

Rains, C. and Heinrichs, B. (2003). *Universal Follow-Up School Records* (Fast Track Project Technical Report). Available from the Fast Track Project Web site: <http://www.fasttrackproject.org>

Griner, L., Bruschi, C., and Greenberg, M. (2001). *School Records: Grade 1* (Fast Track Project Technical Report). University Park, PA: Pennsylvania State University.

Bruschi, C. and Greenberg, M. (2000). *School Records Form* (Fast Track Project Technical Report). University Park, PA: Pennsylvania State University.

Sources

Raw: O10N

Scored: SRC10

I. Scale Description

The School Records measure is a modification of the School Archival Records Search (SARS) developed by Walker et al. in order to quantify school record data. The School Records measure is a series of items completed by the interviewer by reviewing the child's school records. School record data were collected after the school closed for the summer and/or at the beginning of the following academic year. The items include everything from the child's absences, tardies, and grades for classes, as well as information about

the child's involvement in the special education program at the school and the child's special education classification. In addition, other data collected, as available, included testing information, suspension, expulsion, and enrollment data.

When the child reached grade 7, the school record measure was separated into academic and discipline records and the measure became computerized. The academic records are reported in this technical report. The computerized academic measure for school records included a few changes, such as dropping several subject areas from the grade collection section (spelling and reading), as well as dropping detailed information about the achievement tests. Slight changes were also made to the special education classification section in that the choices for classification were reduced to 8 from 11, dropping the classifications of "learning disabled/speech and language impaired," "orthopedically impaired or other health impaired/speech and language impaired," "orthopedically impaired or other health impaired//learning disabled," and "orthopedically impaired or other health impaired//learning disabled/speech and language impaired." In 2001, the computerized version of the academic records was modified again to include more details about tests that are unique to each site, as well as a place for interviewers to be more specific about the child's school type.

Analysts should be aware that as the measure changed over the years, so did the codes for the variables. Items from the scanform were labeled as OxJ. When the measure became computerized and the academic and discipline records were separated, the academic items were labeled as OxN. Finally, when the computer version of the academic records was revised, the academic items were labeled as OxQ.

Analysts should also be aware that, in year 8, some of the variable labels were switched around. Previously, in years 2 through 7, variables OxJ18 and OxJ21 were reserved for recording the national percentile scores for language and mathematics for the sites in Pennsylvania, Nashville, and Seattle. Also in years 2 through 7, variables OxJ22 and OxJ23 were reserved for recording the North Carolina reading and mathematics scale scores for the end of grade tests at the Durham site. In year 8 and beyond, items 18 and 21 were used to record the North Carolina end of grade test scores for reading and mathematics for the Durham site, while items 22 and 23 were used to record the national percentile scores for language and mathematics for the other three sites, Pennsylvania, Nashville, and Seattle.

The preliminary and special education sections are completed and entered into the computer only once per youth per academic year, while one school section is completed and entered into the computer for each school the youth attended during the academic year.

II. Report Sample

These exploratory analyses were conducted on the first cohort on the high-risk control sample (n = 155) and the normative sample (n = 387 with overlap, total N = 463) in the tenth year of the collection of this study. 98 were missing the complete measure. Of these, 38 were from the control sample (4 from Durham, 12 from Nashville, 15 from Pennsylvania, and 7 from Washington). 82 of the missing were from the normative sample (13 from Durham, 33 from Nashville, 21 from Pennsylvania, and 15 from Washington). These numbers may reflect some overlap between the two samples.

III. Scaling

No scales were constructed from the school records. Each item stands by itself.

IV. Subsets
A. Grades

As different districts use different letter, number, and symbol designations, a grading scale (1-13) was created to allow translation into a standard metric. See the appendix for the instruction manual for information about how the various grading systems were transformed. A zero entry reflected that no grade was given (either because the subject was not taught or there was no grade given for the class); these zeroes were converted to missing for analysis. If school grades were not available, the items were left blank (blank equals missing). In 1998, the grades changed to the standard system of A through F, which were then converted to the grading scale used in earlier years.

The students' mean grades for the core subjects are as follows:

| Subject | Normative | | Control | |
|----------------|------------|------|------------|------|
| | Mean Grade | SD | Mean Grade | SD |
| Math | 6.64 | 3.94 | 5.98 | 3.61 |
| Language Arts | 6.80 | 3.80 | 5.88 | 3.56 |
| Social Studies | 6.79 | 3.77 | 5.86 | 3.76 |
| Science | 6.59 | 3.80 | 6.09 | 3.82 |

B. Achievement Tests

The data for the achievement test portion of the measure can be broken down into two tables: one that shows the distribution in terms of types of tests taken by both the normative and control students and one that reports the scores for these tests.

The types of achievement tests taken were:

| Test | Normative | | Control | |
|--|-----------|------|-----------|-----|
| | Frequency | % | Frequency | % |
| Option 0-Missing | 36 | 12% | 27 | 23% |
| Option 1-California Achievement Tests | 3 | 1% | 1 | 1% |
| Option 2-Tennessee Comprehensive Assessment Programs | 7 | 2% | 1 | 1% |
| Option 3-CTBS/Terra Nova | 1 | 0.3% | 0 | 0 |
| Option 4-Stanford Achievement Tests | 2 | 1% | 0 | 0 |
| Option 6-IOWA* | 6 | 2% | 1 | 1% |
| Option 9-Other | 8 | 3% | 2 | 2% |
| Option-10-Durham End-of Grade Tests | 51 | 17% | 14 | 12% |
| Option 11-Exempt | 6 | 2% | 6 | 5% |
| Option-12-Not Applicable | 185 | 61% | 65 | 56% |

*IOWA can represent either the Iowa Test of Basic Skills or the Iowa Test of Educational Development, depending on what school the child attended. In Pennsylvania, schools tend to use the Iowa Test of Basic Skills. In Washington, schools used both versions. Durham schools did not use either test. In Nashville, the one student who had a test for the IOWA category had taken the test in California and it was unclear which Iowa test was used.

The following table displays the means for the percentiles reported:

| Subject | Normative | | Control | |
|-------------------------------|-----------|-------|---------|-------|
| | Mean | SD | Mean | SD |
| Math Total Percentile | 47.54 | 34.36 | 37.50 | 41.26 |
| Language Total Percentile | 50.28 | 29.34 | 36.75 | 27.52 |
| EOG Score/Math (Durh only) | 161.36 | 10.37 | 158.77 | 9.28 |
| EOG Score/Reading (Durh only) | 152.23 | 7.12 | 149.25 | 6.76 |

C. Special Education

If a child did not receive special education services during that year, this item was recorded as “0” and further items regarding special education services were recorded as “skip”. If “1” (for “yes”) was recorded, then there were a series of additional items that were completed. If the information was unavailable, this variable was recorded as “missing.”

Sixty-one (20%) of the normative students and 49 (42%) of the control students were noted as having an IEP on file at school. The following tables break down the number of students who did/did not have IEPs and the categorizations of the students with IEPs.

Analysts should note that students in full-time special education were assigned a value of 1500 minutes in the dataset, even though the actual number of minutes representing full-time varied by school system.

Normative Sample

| Has an IEP (O10N34) | Mentally Retarded (O10N35A) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 56 | 14.47 | 382 | 98.71 |
| 1 | 1 | 5 | 1.29 | 387 | 100.00 |

| Has an IEP (O10N34) | Learning Disabled (O10N35B) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 25 | 6.46 | 351 | 90.70 |
| 1 | 1 | 36 | 9.30 | 387 | 100.00 |

| Has an IEP (O10N34) | SBD/SED/B EH (O10N35C) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 49 | 12.66 | 375 | 96.90 |
| 1 | 1 | 12 | 3.10 | 387 | 100.00 |

| Has an IEP (O10N34) | Other Health Impaired (O10N35E) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|---------------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 55 | 14.21 | 381 | 98.45 |
| 1 | 1 | 6 | 1.55 | 387 | 100.00 |

| Has an IEP (O10N34) | Speech & Language Impaired (O10N35F) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|--------------------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 56 | 14.47 | 382 | 98.71 |
| 1 | 1 | 5 | 1.29 | 387 | 100.00 |

| Has an IEP (O10N34) | Talented & Gifted (O10N35G) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 85 | 21.97 | 85 | 21.97 |
| 0 | . | 241 | 62.27 | 326 | 84.24 |
| 1 | 0 | 58 | 14.99 | 384 | 99.23 |
| 1 | 1 | 3 | 0.78 | 387 | 100.00 |

Control Sample

| Has an IEP (O10N34) | Mentally Retarded (O10N35A) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 39 | 25.17 | 39 | 25.17 |
| 0 | . | 67 | 43.23 | 106 | 68.40 |
| 1 | 0 | 41 | 26.45 | 147 | 94.85 |
| 1 | 1 | 8 | 5.16 | 155 | 100.00 |

| Has an IEP (O10N34) | Learning Disabled (O10N35B) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 39 | 25.17 | 39 | 25.17 |
| 0 | . | 67 | 43.23 | 106 | 68.40 |
| 1 | 0 | 25 | 16.13 | 131 | 84.53 |
| 1 | 1 | 24 | 15.48 | 155 | 100.00 |

| Has an IEP (O10N34) | SBD/SED/BEH (O10N35C) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|-----------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 39 | 25.17 | 39 | 25.17 |
| 0 | . | 67 | 43.23 | 106 | 68.40 |
| 1 | 0 | 33 | 21.29 | 139 | 89.69 |
| 1 | 1 | 16 | 10.32 | 155 | 100.00 |

| Has an IEP (O10N34) | Other Health Impaired (O10N35E) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|---------------------------------|-----------|---------|----------------------|--------------------|
| Missing | . | 39 | 25.17 | 39 | 25.17 |
| 0 | . | 67 | 43.23 | 106 | 68.40 |
| 1 | 0 | 43 | 27.74 | 149 | 96.14 |
| 1 | 1 | 6 | 3.87 | 155 | 100.00 |

| Has an IEP (O10N34) | Speech and Language Impaired (O10N35F) | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------|--|-----------|---------|----------------------|--------------------|
| Missing | . | 39 | 25.17 | 39 | 25.17 |
| 0 | . | 67 | 43.23 | 106 | 68.40 |
| 1 | 0 | 48 | 30.97 | 154 | 99.37 |
| 1 | 1 | 1 | 0.65 | 155 | 100.00 |

No students were categorized as being orthopedically impaired or in any other type of classification other than what is included above. Six normative students were classified into two categories: two were both learning disabled and speech and language impaired, and one was learning disabled and SED/SBD/BEH. Six control students were also classified into two categories: one was both learning disabled and speech and language impaired, three were learning disabled and SED/SBD/BEH, one was learning disabled and other health impaired, and one was mentally retarded and learning disabled.

The following tables summarize the number of children using special education resources (minutes/week):

| | Regular Education with Resource |
|---------------------------|---------------------------------|
| Missing | 101 |
| No IEP | 278 |
| Has an IEP/0 minutes | 57 |
| Has an IEP/1-1499 minutes | 27 |
| Has an IEP/1500 Minutes | 0 |

| | Special Education with Resource |
|---------------------------|---------------------------------|
| Missing | 101 |
| No IEP | 278 |
| Has an IEP/0 minutes | 42 |
| Has an IEP/1-1499 minutes | 42 |
| Has an IEP/1500 Minutes | 0 |

| | Self-Contained Classroom |
|---------------------------|--------------------------|
| Missing | 101 |
| No IEP | 278 |
| Has an IEP/0 minutes | 57 |
| Has an IEP/1-1499 minutes | 13 |
| Has an IEP/1500 Minutes | 14 |

| | Other Services |
|---------------------------|----------------|
| Missing | 101 |
| No IEP | 278 |
| Has an IEP/0 minutes | 75 |
| Has an IEP/1-1499 minutes | 9 |
| Has an IEP/1500 Minutes | 0 |

| | Total of All Services |
|---------------------------|-----------------------|
| Missing | 101 |
| No IEP | 278 |
| Has an IEP/0 minutes | 1 |
| Has an IEP/1-1499 minutes | 66 |
| Has an IEP/1500 Minutes | 17 |

One control student and one normative were declared as not needing special education resources any longer.

D. Attendance

The mean number of days enrolled for the normative students was 177.64 (SD=11.31). The mean number of days absent was 15.90 (SD=18.48), while the mean number of days tardy was 7.05 (SD=11.48).

The mean number of days enrolled for the control students was 175.87 (SD=13.34). The mean number of days absent was 19.27 (SD=21.66), while the mean number of days tardy was 9.44 (SD=17.35).

E. Miscellaneous

The majority of the normative students (73%) were in the ninth grade. Several normative students were distributed over other grade levels: 19 in seventh grade, 59 (19%) in eighth grade, and four in tenth grade. For the control students, 73% were in the ninth grade, with the rest distributed as follows: five in the seventh grade, 24 (21%) in the eighth grade, and three in the tenth grade.

Ninety-three percent of the control students and 93% of the normative students were not repeating a grade. Thirty-one percent of the normative students and 32% of the control students experienced no school transitions, while 63% of the normative students and 59% of the control students experienced one school transition during the school year. Fifteen normative students and seven control students had two school transitions, four normative students and three control students had three school transitions, and one normative student experienced nine school transitions during the school year.

None of the students were siblings of a target child.

V. Differences between Groups

A series of t-tests comparing the high-risk control sample and the normative sample (including the overlap) indicated significant differences for four of the items: language arts, social studies, the number of days absent, and the number of minutes per week in a regular classroom with services.

In addition, for several items the normative mean was greater than for the control mean. These items included: language arts, social studies, and the number of minutes per week in a regular classroom with services.

School Records--Items

| Variable | Normative Sample | | Control Sample | | DF | t Value | Pr > t |
|---|------------------|---------|----------------|---------|-----|---------|---------|
| | Mean | Std Dev | Mean | Std Dev | | | |
| Math (O10N2) | 6.84 | 3.99 | 5.98 | 3.61 | 349 | -1.92 | 0.0561 |
| Language Arts (O10N3) | 6.96 | 3.87 | 5.88 | 3.56 | 350 | -2.49 | 0.0133 |
| Social Studies (O10N5) | 7.10 | 3.83 | 5.86 | 3.76 | 330 | -2.75 | 0.0064 |
| Science (O10N6) | 6.75 | 3.79 | 6.09 | 3.82 | 320 | -1.41 | 0.1588 |
| Number of Days Absent (O10N7) | 14.84 | 16.68 | 19.27 | 21.66 | 334 | 2.06 | 0.0405 |
| Number of Days Tardy (O10N8) | 6.43 | 9.60 | 9.44 | 17.35 | 296 | 1.92 | 0.0561 |
| Number of Days Enrolled (O10N9) | 178.25 | 9.89 | 175.87 | 13.34 | 339 | -1.84 | 0.0665 |
| EOG Score/Reading-Durham Only (O10N18) | 152.60 | 7.15 | 149.25 | 6.76 | 50 | -1.44 | 0.1561 |
| EOG Score/Math-Durham Only (O10N21) | 161.85 | 10.12 | 158.77 | 9.28 | 51 | -0.97 | 0.3355 |
| Language-Total Percentile (O10N22) | 52.17 | 28.94 | 36.75 | 27.52 | 25 | -0.99 | 0.3319 |
| Math-Total Percentile (O10N23) | 47.96 | 33.50 | 37.50 | 41.26 | 24 | -0.56 | 0.5831 |
| Number of School Building Transitions (O10N26) | 0.77 | 0.76 | 0.79 | 0.67 | 363 | 0.25 | 0.8056 |
| Number of Minutes/Week in Regular Ed w/Resources (O10N37) | 117.60 | 209.13 | 36.63 | 96.47 | 82 | -2.38 | 0.0195 |
| Number of Minutes/Week in Special Ed Resources (O10N38) | 273.20 | 442.94 | 351.60 | 420.86 | 82 | 0.82 | 0.4126 |
| Number of Minutes/Week in Self-Contained (O10N39) | 278.00 | 559.34 | 467.12 | 641.26 | 82 | 1.40 | 0.1641 |
| Number of Minutes/Week Other Resources (O10N40) | 1.86 | 7.30 | 10.82 | 51.64 | 82 | 1.02 | 0.3119 |
| Number of Minutes/Week Total w/Services (O10N41) | 666.34 | 558.69 | 849.16 | 509.74 | 82 | 1.56 | 0.1233 |

VI. Recommendations for Use

Many of the variables collected in this dataset are strongly influenced by school policy. In addition, sites vary in method assigning subject grades and schools within site can have a strong influence when their policies and record keeping differ from other schools

Most schools are using traditional letter grades in the subjects. A code of 'ngg' in the subject grades indicates that no grade was given.

Data regarding the diagnoses for a student having an IEP are questionable in this dataset. In addition, the date of original diagnosis is entered as the date of the most recent IEP in many cases for Pennsylvania data.

VII. Item Means and SDs

Normative Sample Year 10

| Variable | Label | N | Mean | Std Dev | Minimum | Maximum |
|----------|------------------------------------|-----|---------|---------|---------|----------|
| O10N2 | Math | 296 | 6.635 | 3.935 | 1.000 | 13.000 |
| O10N3 | Language Arts | 295 | 6.797 | 3.796 | 1.000 | 13.000 |
| O10N5 | Social Studies | 279 | 6.785 | 3.768 | 1.000 | 13.000 |
| O10N6 | Science | 270 | 6.589 | 3.801 | 1.000 | 13.000 |
| O10N7 | # of Days Absent | 283 | 15.901 | 18.482 | 0.000 | 152.000 |
| O10N8 | # of Days Tardy | 250 | 7.052 | 11.478 | 0.000 | 96.000 |
| O10N9 | # of Days Enrolled | 286 | 177.643 | 11.309 | 75.000 | 187.000 |
| O10N18 | EOG Score/Read (Durh Only) | 47 | 152.234 | 7.124 | 136.000 | 167.000 |
| O10N21 | EOG Score/Math (Durh Only) | 47 | 161.362 | 10.368 | 143.000 | 184.000 |
| O10N22 | Language - Total Percentile | 25 | 50.280 | 29.339 | 4.000 | 96.000 |
| O10N23 | Math - Total Percentile | 24 | 47.542 | 34.355 | 1.000 | 97.000 |
| O10N26 | # of School Building Transitions | 305 | 0.793 | 0.761 | 0.000 | 9.000 |
| O10N37 | # Min/Wk in Regular Ed w/Resources | 61 | 72.885 | 168.191 | 0.000 | 837.000 |
| O10N38 | # Min/Wk in Special Ed Resource | 61 | 351.623 | 446.962 | 0.000 | 1470.000 |
| O10N39 | # Min/Wk Self-Contained | 61 | 313.279 | 561.042 | 0.000 | 1500.000 |
| O10N40 | # Min/Wk Other | 61 | 2.525 | 8.658 | 0.000 | 42.000 |
| O10N41 | Total # Min/Wk with Services | 61 | 730.016 | 537.928 | 24.000 | 1500.000 |

Control Sample Year 10

| Variable | Label | N | Mean | Std Dev | Minimum | Maximum |
|----------|------------------------------------|-----|---------|---------|---------|----------|
| O10N2 | Math | 109 | 5.982 | 3.611 | 1.000 | 13.000 |
| O10N3 | Language Arts | 110 | 5.882 | 3.563 | 1.000 | 13.000 |
| O10N5 | Social Studies | 103 | 5.864 | 3.760 | 1.000 | 13.000 |
| O10N6 | Science | 96 | 6.094 | 3.823 | 1.000 | 13.000 |
| O10N7 | # of Days Absent | 107 | 19.271 | 21.662 | 0.000 | 152.000 |
| O10N8 | # of Days Tardy | 91 | 9.440 | 17.353 | 0.000 | 96.000 |
| O10N9 | # of Days Enrolled | 109 | 175.872 | 13.343 | 90.000 | 183.000 |
| O10N18 | EOG Score/Read (Durh Only) | 12 | 149.250 | 6.757 | 138.000 | 162.000 |
| O10N21 | EOG Score/Math (Durh Only) | 13 | 158.769 | 9.275 | 144.000 | 177.000 |
| O10N22 | Language - Total Percentile | 4 | 36.750 | 27.524 | 4.000 | 65.000 |
| O10N23 | Math - Total Percentile | 4 | 37.500 | 41.259 | 1.000 | 85.000 |
| O10N26 | # of School Building Transitions | 117 | 0.786 | 0.667 | 0.000 | 3.000 |
| O10N37 | # Min/Wk in Regular Ed w/Resources | 49 | 36.633 | 96.470 | 0.000 | 471.000 |
| O10N38 | # Min/Wk in Special Ed Resource | 49 | 351.602 | 420.858 | 0.000 | 1395.000 |
| O10N39 | # Min/Wk Self-Contained | 49 | 467.122 | 641.263 | 0.000 | 1500.000 |
| O10N40 | # Min/Wk Other | 49 | 10.816 | 51.638 | 0.000 | 356.000 |
| O10N41 | Total # Min/Wk with Services | 49 | 849.163 | 509.738 | 0.000 | 1500.000 |

Appendix

Instructions for Entering Data

The following instructions for completing the scantron form used to generate the data in this report are from the Fast Track 'School Records Manual,' December 6, 2001, compiled by Sandy Lahn, Seattle Fast Track (pp. 5-9).

The following are instructions on how to complete each field on the computer form.

Preliminary Questions

Cohort

Enter the cohort of the youth to which this record applies.

TCID

Enter Target Child's ID. If the record is for a sibling of the target child, still enter the Target Child's ID.

Child's First Name/Last Initial

Enter the first name and last initial of the youth to which this record applies. If the record applies to a sibling, enter the sibling's first name and last initial.

Is This Child The Sibling Of The Target Child?

Enter 'yes' if this is a record for a sibling. Otherwise, enter 'no'.

Academic Year

Always put the spring calendar year. For example, data collection on the 1993-1994 academic year would be marked as "1994."

Is Child Repeating A Grade In The Current Year?

This question refers to the academic year being collected. Answer yes, if the youth was in her/his second or greater year in the same grade level.

Number Of School Building Transitions Since The End Of The Last School Year

This is the number of times the youth changed schools from spring promotion to the next spring promotion. For example, if you were collecting data for the 1993-94 school year, a youth ended the 1992-1993 school year in one school and started in a new school in the beginning of the 1993-1994 year, you would record one transition. Each school change should be counted, even if the child begins in school A, goes to School B, and returns again to School A (this would be counted as two transitions).

School Section (begins with the school field and ends with the academic test scores)

School

Enter the name of the school for which the academic records apply. Note that it may NOT be the same school the youth is currently attending or the school from which the records were collected.

School Type (only used in year 8)

The intent of reporting different school types in school records is so that, during data analysis, numbers that are not compatible may be identified and treated accordingly. For example, when comparing grades of the normative vs. control groups, school categories that have altered grading strategies (i.e. alternative – academic schools) may be identified and possibly excluded. Another example would be, when analyzing days absent from school, a data analyst might want to exclude data from a school that is located within a jail because of the effect incarceration might have on an individual's attendance at that school. With this purpose in mind, choices other than 'Regular Education' reflect school alternatives that come about due to behavior or academic problems or due to situations where the youth is not attending school. These school alternatives

result in collected data that is possibly incompatible with the 'normal' school data being collected. Conversely, these categories do not cover alternative school environments providing a specific ethnic focus, nor do they cover private schools.

Enter the category below which best describes the school. (Your supervisor may provide the category to you.)

Regular Education: Any school that isn't covered under the categories listed below.

Homebound: The youth is not attending school, but School District employees are providing education services to the youth in the home. Providing these services can be because the youth has a medical condition that prohibits him/her from attending school or because the youth has been suspended indefinitely from school pending a disciplinary hearing or placement in an alternative school.

Alternative School – Behavior: Schools specifically for children with severe behavior problems or life situations that prohibit them from attending a regular education school. Reasons might be because they can not function in a self-contained behavior class in a regular education school, they have been expelled and are not accepted at another regular education school, they have previously dropped out of school and are in a reentry program, or the youth is pregnant and wants to continue going to school.

Alternative School – Academic: Schools for children whose main issue is underachievement. For whatever reason they cannot succeed academically in a regular school. Schools in this category will usually have smaller teacher/student ratios and will provide more individual help for children. Usually youth attending these schools do not have major behavior problems.

Charter: Non-private school that works closely with members of the general population (usually parents of the attendees) in designing the goals, curriculum, and standards of the school. Most charter schools would be listed under the category of regular education because they have no unique characteristics that would separate them from regular education schools. List a charter school under this category only if the school has characteristics that would be of interest to a data analyst (i.e. don't grade the attendees, don't keep attendance).

Home-Schooled: The youth is being taught at home by a parent/caregiver. There are no auxiliary services provided to the youth by the school district.

Day Treatment: The youth's educational needs are met in a day treatment program at a residential treatment site instead of attending a public or private school. The situation is usually a temporary, therapeutic placement with the intention that the child will return to the public school setting once their "issues" have been worked out (i.e. they are evaluated/diagnosed/counseled when in day treatment, and part of their day involves therapy).

Residential Treatment Facility: The youth lives in and receives school instruction at a twenty-four hour, seven days a week, facility. This includes jails and prisons.

Other: Any other school that doesn't fit into one of the other categories, but meets the criteria defined in the purpose statement. This category is to be used sparingly.

Dropped Out of School: Use this code for youths that were not in attendance at any school or institution for the entire school year and are not homebound or being home schooled.

Course Grades

If a youth attended multiple schools, average the grades given at each school. Round up to the higher grade averaged grades. For example, enter D, if the youth received an F for the 1st semester and D for 2nd.

Enter 'NGG' if the subject was taken but no grade was given. This is different from a 'pass/fail' grade.

Enter 'M' if the subject was taken but the grade is missing.

Enter 'NA' if the grade is not applicable. For example, the subject was not taken by the youth.

Record "English" grades in the "Language Arts" field; all history course grades in the "Social Studies" field; and "Biology", "Chemistry," and "Physics" course grades in the "Science" field.

Number Days Absent

The Number of Days Absent includes both excused and unexcused full day absences. Attendance for **middle and high schools** becomes very complicated when it is recorded at the schools by the period. When this happens, the lowest common denominator of all of the individual class absences equals the number of full day absences.

Number Days Tardy

The number of days tardy includes both excused and unexcused tardies. Because we want the number of days late to school and not the number of tardies to every class periods, for those schools that report tardies by class period determine which class was the first period class and add up how many times the youth was either late to or absent from that class but came to school at a later class period.

Number Days Enrolled

Enter the number of days the child was enrolled in the school. This is not the number of days the child attended. If the child was enrolled for the entire school year, enter 180.

Academic Testing General Information

Enter "0" for a percentage score that is less than 1 percent.

The Terra Nova test is a new form of the CTBS, and should be recorded as such. For this test, enter the composite score in the Total%ile field, the Reading score in the Compr%ile field, the Language score in the Express%ile field, and the Mathematics score in the Con/App%ile field.

If the test used is the CTBS, enter the **PR-S** ("National Percentile Score") and NOT the NCE ("Normalized Curve Equivalent").

When special education children do not have achievement test scores because they were not tested, leave the score fields blank and write 'Exempt from Testing' in the margin of the form. Use the 'exempt from testing' option in the test score fields when entering the record into the Fast Track Mid-Year Measures (FTMYM) program.

For the Durham site only, national achievement test (CAT, MAT etc.) data will probably not be available. In that case leave all of the first part of the achievement testing blank. Then, complete the information listed under the North Carolina End of Grade Test.

Record the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development as IOWA on the computer form. From the Iowa Test of Educational Development, record Reading Total as the Language Arts %ile, and Total Quantitative as the Math %ile. From the Iowa Test of Basic Skills, record Total Reading as the Language Arts %ile and Total Math with Computation as the Math %ile.

Each Fast Track site has additional tests that are unique to that site. Refer to the instructions you receive from your supervisor on which ones these are and how to record them.

Name of Achievement Test

Circle the name of the achievement test from which you acquired the test scores. If the test is not one of those listed on the computer form, circle 'other' and write in the test's name.

Total %ile Scores

Enter the test percentiles that are the **national percentile** ratings (how the child compares nationally, not with the school district or state).

Special Education Section

Instructions for completing this section of the computer form are in a separate section in this manual titled Special Education.

ENTERING THE DATA INTO THE FTMYM PROGRAM

Please see the help screen for specific information about entering the computer form into the Fast Track Mid-Year Measures program. Be sure to note the instruction saying, "NOT TO USE THE TAB KEY WHEN MOVING FROM FIELD TO FIELD."