

Maine Smaller Learning Communities Consortium

Student Database Handbook

Final Version
October 18, 2007



Introduction

The University of Massachusetts Donahue Institute (the Institute) is serving as the external third party evaluator for the Maine Smaller Learning Communities (SLC) Consortium (the Consortium). Fundamentally, the major purpose of this SLC evaluation is to provide each of the five participating Consortium schools with information that will be useful in gauging their progress and in identifying areas for improvement. The goal of creating the SLC student database is to add value to the project evaluation by allowing the Institute to compare student data by important sub-groups (e.g., gender, grade, team, academic standing, etc.), analyze trends over time, and address other components of the SLC evaluation in a more extensive method than would otherwise be possible. The main role of the Institute is to organize and analyze the data sent by schools and report on key findings pertinent to the project evaluation. As such, the Institute will only be able to utilize data that is accurate, complete, and consistent across each of the five participating high schools.

To assist in this process, the Institute took the lead in producing this **Student Database Handbook**. Following an iterative process with members of each of the Consortium schools and the Great Schools Partnership, the Institute's evaluation team is pleased to provide this Handbook as a key resource toward ensuring the SLC student database will be of maximum use as the grant proceeds.

In addition to the SLC student database, the evaluation will rely on multiple sources of evidence and encompass a range of both quantitative and qualitative data. These include annual student and teacher surveys, annual site visits to each school, and a longitudinal study of a sample of students over the five years of the grant. As a result, information can be synthesized across data sources thus allowing for a robust analysis of findings pertaining to the impact of the grant on meeting intended outcomes.

Important Directions

1. **Sending Data:** All data must be placed into our Microsoft Excel spreadsheet. The Institute will send an Excel file to each school. Data needs to be inputted into [this file](#) and sent back to the Institute.
2. **Rules:** All data must be consistent with rules/protocols established in this handbook using correct coding, format type, timeframe, etc. Any data not meeting these agreed on rules will be returned to the appropriate individual for correction.
3. **Population:** Data need to be collected for all students enrolled at each high school for the appropriate school year (not including those who are attending alternative programs for 50% or more of their school day). See variable 17 for more on student enrollment coding.
4. **Due Date:** Data for the 2006-2007 school year (the grant's first year) is due by the end of October 2007. In subsequent years, the team will jointly decide when the data will be initially reported, with updates as necessary, such as graduate data which will include those students who graduated over the summer.
5. **On-going Data Quality:** A discussion will be held each year to assess quality, usefulness, and time needed to maintain the database. This may lead to adding or deleting certain variables. The Institute will provide the schools with the actual database for their on-going use once the evaluation contract has ended.
6. **Questions:** Contact Lonnie Kaufman (413-587-2419 or lkaufman@donahue.umassp.edu) or Joe Wyman (413-587-5401 or jwyman@donahue.umassp.edu) at the UMass Donahue Institute.

List of Variables

Following is a list of current variables the Institute will request from schools to establish the SLC database.

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Student Profile Data

Contains the Following Variables:

Variable #1-	Student ID
Variable #2-	DOB
Variable #3-	Last Name
Variable #4-	First Name
Variable #5-	Middle Name
Variable #6-	Gender
Variable #7-	Race/Ethnicity
Variable #8-	Grade
Variable #9-	Free/Reduced Lunch
Variable #10-	LEP
Variable #11-	SpEd
Variable #14-	Team

Variable #1: Student ID

Definition

State mandated MEDMS number

Coding

N/A

Type

Numeric

Timeframe

N/A

Example

123456789

Additional Notes

N/A

Variable #2: DOB

Definition

Student's date of birth

Coding

00/00/0000

Type

Date

Timeframe

N/A

Example

07/15/1991

Additional Notes

If birth date is unknown, leave blank

Variable #3: Last Name

Definition

Student's last name

Coding

N/A

Type

String

Timeframe

N/A

Example

Smith

Additional Notes

N/A

Variable #4: First Name

Definition

Student's first name

Coding

N/A

Type

String

Timeframe

N/A

Example

Jane

Additional Notes

N/A

Variable #5: Middle Name

Definition

Student's middle name

Coding

N/A

Type

String

Timeframe

N/A

Example

John or J. or J

Additional Notes

Feel free to use complete middle name, first initial followed by period, or just first initial without period. If student has no middle name or it's unknown, leave blank.

Variable #6: Gender

Definition

Student's gender

Coding

1. Male
2. Female

Type

Numeric

Timeframe

N/A

Example

1 or 2

Additional Notes

N/A

Variable #7: Race/Ethnicity

Definition

Student's race/ethnicity as reported to State/Feds

Coding

1. African American
2. American Indian/Native Alaskan
3. Asian/Pacific Islander
4. Hispanic
5. White/Caucasian
6. Multiple

Type

Numeric

Timeframe

N/A

Example

1, 2, 3, 4, 5, or 6

Additional Notes

For this database, students can only get a single code (note: for APR a student can be counted twice). Therefore, if student identifies themselves in more than one category, they should be coded as 6.

Variable #8: Grade

Definition

Student's grade level they were enrolled for given year

Coding

8. Eighth grade
9. Ninth grade
10. Tenth grade
11. Eleventh grade
12. Twelfth grade
13. Thirteenth grade
14. Fourteenth grade

Type

Numeric

Timeframe

As of October 1st of given year

Example

8, 9, 10, 11, 12, 13, or 14

Additional Notes

Report grade level for each student as of October 1st in whatever way each school determines grade level using numeric variable ranging from 8-14. Therefore, a middle school student taking high school coursework may be coded an 8, a student in 9th grade will be coded 9, a student in 10th grade will be coded 10, and so on.

Variable #9: Free/Reduced Lunch**Definition**

Student is enrolled in free or reduced lunch

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

As of October 1 of given year

Example

0 or 1

Additional Notes

N/A

Variable #10: LEP

Definition

Student has been designated as having limited English skills

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

Anytime through the end of the year

Example

0 or 1

Additional Notes

Any student with a MEDMS code of 03 (LEP) or 04 (non-English speaker) should be categorized as an LEP student.

Variable #11: SPED

Definition

Student has an IEP

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

Anytime through the end of the year

Example

0 or 1

Additional Notes

For variable 11, SPED status, any student who was on an IEP for any part of the school year will be considered a SPED student.

Variable #14: Team

Definition

Name of team student was enrolled in during the school year

Coding:

Lewiston	Oxford Hills	South Portland	Noble	Bonny Eagle
1. Red	20. One	40. One	60. Maroon	<i>Freshman</i>
2. Green	21. Two	41. Two	61. Grey	80. A fresh
3. Gold	22. Three	42. Three	62. White	81. B fresh
4. Orange	23. Four		63. One	82. C fresh
5. North	24. W		64. Two	83. D fresh
6. South	25. X		65. Three	
7. East	26. Y		66. Four	<i>Sophomore</i>
8. West	27. Z		67. House 1 Jr.	84. A soph
			68. House 2 Jr.	85. B soph
			69. House 3 Jr.	86. C soph
			70. House 1 Sr.	87. D soph
			71. House 2 Sr.	
			72. House 3 Sr.	
99. Not on a team	99. Not on a team	99. Not on a team	99. Not on a team	99. Not on a team

Type

Numeric

Timeframe

N/A

Example

42

Additional Notes

For any student not assigned to a team, code as 99, including juniors and seniors. If student switches teams during the year, code as team they were assigned to for the majority of time. If unsure, use team they were on at end of school year.

Student Engagement Data

Contains the Following Variables:

Variable #17 -	Enrollment
Variable #17B -	Graduated
Variable #18 -	Days enrolled
Variable #19 -	Days attended
Variable #20A -	Violence
Variable #20B -	Alcohol/Drugs
Variable #20C -	Suspensions/Expulsions

Variable #17: Enrollment

Definition

Describes final enrollment status for that school year

Coding

1. Enrolled on October 1st and for the rest of the school year
2. Enrolled after October 1st and for the remainder of the school year (transferred in)
3. Was enrolled on October 1st but dropped out before the end of the year (drop out)
4. Was enrolled on October 1st but transferred out before the end of the year (transferred out)
5. Unknown

Type

Numeric

Timeframe

End of school year

Example

1, 2, 3, 4, or 5

Additional Notes

Any student who enrolls after Oct. 1 and either transfers out or drops out before the end of the school year should not be entered in the database.

Variable #17B: Graduated

Definition

Describes whether a student graduated or not

Coding

0. Did not graduate
1. Graduated

Type

Numeric

Timeframe

End of school year and including summer school

Example

0 or 1

Additional Notes

Count students who successfully meet graduation requirements over the summer beyond June of their senior year as graduates. Note: All students who graduate are reported to state on form EF-M-40 on Oct. 1 of each year.

Variable #18: Days Enrolled**Definition**

Number of days student was officially enrolled in school that school year

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

182

Additional Notes

Days enrolled will be counted in the same way it is reported to the Maine Department of Education.

Variable #19: Days Attended**Definition**

Number of days student was officially in attendance that school year

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

175

Additional Notes

Attendance will be counted in the same way it is reported to the Maine Department of Education.

Variable #20A: Violence

Definition

Number of incidences of student violence during the school year

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

3

Additional Notes

The definition for incidences of violence will be the one that the Principals use in their report to the state. Data coordinators may need to coordinate with their Assistant Principals or someone else to obtain these data. Single disciplinary infractions may be counted in more than one variable. For example, a student expelled for violence will be counted in both variable 20a and 20c.

Variable #20B: Alcohol/Drugs

Definition

Number of incidences of alcohol or drug violations during the school year

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

3

Additional Notes

Single disciplinary infractions may be counted in more than one variable. For example, a student suspended for a drug or alcohol violation will be counted in both 20b and 20c.

Variable #20C: Suspensions/Expulsions

Definition

Number of times (**not days**) student was suspended or expelled during the school year

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

3

Additional Notes

The number of suspensions and expulsions will be combined and reported as one number, not separately. Like variable 20b and 20c, single disciplinary infractions may be counted in more than one variable.

Student Achievement Data

Contains the Following Variables:

Variable #21-	PSAT Math
Variable #22-	PSAT Reading
Variable #23-	PSAT Writing
Variable #24-	SAT Math
Variable #25-	SAT Reading
Variable #26-	SAT Writing
Variable #27-	Post-sec coursework
Variable #28a-	U.S. Hist AP
Variable #28b-	Eng Lit & Comp AP
Variable #28c-	Calc AB AP
Variable #28d-	Eng Lang & Comp AP
Variable #28e-	Bio AP
Variable #28f-	Stats AP
Variable #28g-	Chem AP
Variable #28h-	Other AP
Variable #29a-	U.S. Hist AP score
Variable #29b-	Eng Lit & Comp AP score
Variable #29c-	Calc AB AP score
Variable #29d-	Eng Lang. & Comp AP score
Variable #29e-	Bio AP score
Variable #29f-	Stats AP score
Variable #29g-	Chem AP score
Variable #30-	Heterogeneous courses
Variable #31-	Honors challenge

Variable #21: PSAT Math

Definition

Math score on PSAT test taken during sophomore year

Coding

N/A

Type

Numeric

Timeframe

Sophomore year only

Example

55

Additional Notes

College board currently reports PSAT scores in 2-digit form (i.e., 55 instead of 550 as they use for reporting SAT scores). For consistency, PSAT should be reported using the college board 2-digit convention.

Variable #22: PSAT Reading

Definition

Reading score on PSAT test taken during sophomore year

Coding

N/A

Type

Numeric

Timeframe

Sophomore year only

Example

50

Additional Notes

College board currently reports PSAT scores in 2-digit form (i.e., 50 instead of 500 as they use for reporting SAT scores). For consistency, PSAT should be reported using the college board 2-digit convention.

Variable #23: PSAT Writing

Definition

Writing score on PSAT test taken during sophomore year

Coding

N/A

Type

Numeric

Timeframe

Sophomore year only

Example

63

Additional Notes

College board currently reports PSAT scores in 2-digit form (i.e., 63 instead of 630 as they use for reporting SAT scores). For consistency, PSAT should be reported using the college board 2-digit convention.

Variable #24: SAT Math

Definition

Math score on SAT test, including additional questions for Maine, taken during junior year

Coding

N/A

Type

Numeric

Timeframe

Junior year only

Example

600

Additional Notes

Report score which includes the additional questions that have been added to the SAT in order to meet NCLB requirements. Unlike PSAT 2-digit scores, use the customary 3-digit SAT convention.

Variable #25: SAT Reading

Definition

Reading score on SAT test taken during junior year

Coding

N/A

Type

Numeric

Timeframe

Junior year only

Example

600

Additional Notes

Unlike PSAT 2-digit scores, use the customary 3-digit SAT convention.

Variable #26: SAT Writing

Definition

Writing score on SAT test taken during junior year

Coding

N/A

Type

Numeric

Timeframe

Junior year only

Example

600

Additional Notes

Unlike PSAT 2-digit scores, use the customary 3-digit SAT convention.

Variable #27: Post-Sec Coursework

Definition

Did student participate in an experience from which he/she can earn credit that would be honored by at least some post-secondary institutions. This includes any of the following coursework options:

- Advanced Placement
- International Baccalaureate
- College Level examination program
- Voc/Tech at High School (credit earned at the HS)
- Voc/Tech at Voc/Tech Center
- College course at High School (a true college course taken at HS)
- College course at Voc/Tech Center
- College course at college (course taken at the college campus)
- Any of the above types that is earned “on-line”
- Other

Coding

0. No
1. Yes

Type

Numeric

Timeframe

End of school year

Example

0 or 1

Additional Notes

These variables are defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Each school can also report whether a student is enrolled in each of the individual acceptable post-secondary experience options as defined by the COT. This would be a separate yes/no variable for each of the possible experiences. Like with GPA, the Donahue Institute will only use whether a student has had any post-secondary experiences in any of the above options in its analysis. However, the Institute can hold the data for each specific type of post-secondary experience separately for schools to run further analysis on their own if they wish. A full description of each of the separate post-secondary credit variables can be found in the “Other” section at the end of the handbook.

Variable #28a - h: Variables Related to AP Course-Taking

Variable Name

- 28a. U.S. Hist AP
- 28b. Eng Lit & Comp AP
- 28c. Calc AB AP
- 28d. Eng Lang & Comp AP
- 28e. Bio AP
- 28f. Stats AP
- 28g. Chem AP
- 28h. Other AP

Definition

- 28a. Was student enrolled in a U.S. History AP course?
- 28b. Was student enrolled in an English Literature and Composition AP course?
- 28c. Was student enrolled in a Calculus AB AP course?
- 28d. Was student enrolled in an English Language and Composition AP course?
- 28e. Was student enrolled in a Biology AP course?
- 28f. Was student enrolled in a Statistics course?
- 28g. Was student enrolled in a Chemistry course?
- 28h. Was student enrolled in any other AP course?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

End of school year

Example

0 or 1

Additional Notes

It should be noted that information related to AP courses taken and test scores obtained (subsequent variable) will not allow schools to complete the AP reporting requirements for the APR. The APR first asks for the “number and percent of students enrolled in at least one course that offers AP/IB credit.” This part we will be able to compute. However, the second APR question asks for the “percentage passing AP and IB tests (i.e. 3 or higher on the AP test.)” We won’t be able to compute this since we are not collecting scores for all AP classes – just the most popular ones.

All schools except Bonny Eagle offer 28d.

For 28h, Other AP, if student was enrolled in at least one AP course not already listed above, report as yes.

Variable #29a - g: Variables Related to AP Scores

Variable Name

- 29a. U.S. Hist AP score
- 29b. Eng Lit & Comp AP score
- 29c. Calc AB AP score
- 29d. Eng Lang & Comp AP score
- 29e. Bio AP score
- 29f. Stats AP score
- 29g. Chem AP score

Definition

- 29a. Score on U.S. History AP test
- 29b. Score on English Literature & Composition AP test
- 29c. Score on Calculus AB AP test
- 29d. Score on English Language & Composition AP test
- 29e. Score on Biology AP test
- 29f. Score on Statistics AP test
- 29g. Score on Chemistry AP test

Coding

- 1. If student received a one
- 2. If student received a two
- 3. If student received a three
- 4. If student received a four
- 5. If student received a five
- 99. If student took the course but did not take the test

Type

Numeric

Timeframe

End of school year

Example

1, 2, 3, 4, 5 or 99

Additional Notes

AP tests are scored on a 1 to 5 scale. If student took the course but did not take the test, code as 99

All schools except Bonny Eagle offer 29d.

Variable #30: Heterogeneous

Definition

In how many heterogeneous classes was the student enrolled during the school year?

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

4

Additional Notes

N/A

Variable #31: Honors Challenge

Definition

In how many heterogeneous classes did the student earn honors credit (through an honors challenge option) during the school year?

Coding

N/A

Type

Numeric

Timeframe

End of school year

Example

2

Additional Notes

N/A

Academic Support Data

Contains the Following Variables:

Variable #32-	Needs intervention (Delayed until year-two)
Variable #33-	Received intervention (Delayed until year-two)
Variable #34-	On grade level Math (Delayed until year-two)
Variable #35-	On grade level Reading (Delayed until year-two)
Variable #36-	On grade level Writing (Delayed until year-three)
Variable #37A-	Failed ELA
Variable #37B-	Failed math
Variable #37C-	Failed science
Variable #37D-	Failed social studies
Variable #38A	Passed ELA (Starting in year-two)
Variable #38B	Passed math (Starting in year-two)
Variable #38C	Passed science (Starting in year-two)
Variable #38D	Passed social studies (Starting in year-two)

Variable #32: Needs Intervention

Definition

Student needs academic intervention

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

Schools do not consistently or uniformly identify and record whether an individual student has been identified as needing intervention. Also, it is important that the process used to determine whether a student needs intervention is the same across all five schools if we want to compare outcomes. Team decided to wait until year-two before collecting these data to allow more time to address questions related to this variable.

Variable #33: Received Intervention

Definition

Student received academic intervention during school year

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

Like with previous variable, team decided to wait until year-two before collecting these data to allow more time to address questions related to this variable.

Variable #34: On Grade Level Math

Definition

Math achievement meets 10th grade expectations by end of 10th grade

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

End of sophomore year

Example

0 or 1

Additional Notes

Team decided to wait until year-two before collecting. Starting then, NWEA scores will be used to report yes/no to this variable.

Variable #35: On Grade Level Reading

Definition

Reading achievement meets 10th grade expectations by end of 10th grade

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

End of sophomore year

Example

0 or 1

Additional Notes

Team decided to wait until year-two before collecting. Starting then, NWEA scores will be used to report yes/no to this variable.

Variable #36: On Grade Level Writing

Definition

Writing achievement meets 10th grade expectations by end of 10th grade

Coding

0. No
1. Yes

Type

Numeric

Timeframe

End of sophomore year

Example

0 or 1

Additional Notes

Team decided to wait until year-three before collecting. Starting then, Writing will be measured in different ways as some schools are using NWEA and others are using a local prompt.

Variable #37A: Failed ELA

Definition

Did student fail an ELA course taken during that year?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

School year

Example

0, 1, or 2

Additional Notes

If a student took multiple ELA courses and failed even one, they should be coded as 1. If student did not take an ELA course, code as 2 (N/A).

Variable #37B: Failed Math

Definition

Did student fail a Math course taken during that year?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

School year

Example

0, 1, or 2

Additional Notes

If a student took multiple Math courses and failed even one, they should be coded as 1. If student did not take a Math course, code as 2 (N/A).

Variable #37C: Failed Science

Definition

Did student fail a Science course taken during that year?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

School year

Example

0, 1, or 2

Additional Notes

If a student took multiple Science courses and failed even one, they should be coded as 1. If student did not take a Science course, code as 2 (N/A).

Variable #37D: Failed Social Studies

Definition

Did student fail a Social Studies course taken during that year?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

School year

Example

0, 1, or 2

Additional Notes

If a student took multiple Social Studies courses and failed even one, they should be coded as 1. If student did not take a Social Studies course, code as 2 (N/A).

Variable #38A: Passed ELA (Starting in year-two)

Definition

Did student pass every ELA course they previously failed within one year of failing the course?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

Within one year following failing an ELA course

Example

0, 1, or 2

Additional Notes

This variable will not be collected until year two.

Variable #38B: Passed Math (Starting in year-two)

Definition

Did student pass every Math course they previously failed within one year of failing the course?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

Within one year following failing a math course

Example

0, 1, or 2

Additional Notes

This variable will not be collected until year two.

Variable #38C: Passed Science (Starting in year-two)

Definition

Did student pass every Science course they previously failed within one year of failing the course?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

Within one year following failing a science course

Example

0, 1, or 2

Additional Notes

This variable will not be collected until year two.

Variable #38D: Passed Social Studies (Starting in year-two)

Definition

Did student pass every Social Studies course they previously failed within one year of failing the course?

Coding

0. No
1. Yes
2. N/A

Type

Numeric

Timeframe

Within one year following failing a social studies course

Example

0, 1, or 2

Additional Notes

This variable will not be collected until year two.

Post-Secondary Outcomes Data

Contains the Following Variables:

Variable #39- Plans Post HS

Variable #40- Post-secondary enrollment

Variable #39: Plans Post HS

Definition

Primary activity high school seniors are planning to engage in after completing high school

Coding

1. Working
2. Military
3. 1-year certificate or trade school
4. 2-year college
5. 4-year college
6. Other
7. Unknown

Type

Numeric

Timeframe

Data collected from annual senior survey

Example

1, 2, 3, 4, 5, 6, 7

Additional Notes

This variable will be measured using the results of the senior survey conducted annually by each school. The Donahue Institute would like the schools to use a common survey if possible. In addition, they will request NSC data when they become available to schools next fall and try to match individual student NSC data with students in the database. If available, these data will become a new variable which will enable us to compare postsecondary plans with actual outcomes for at least those attending high education.

Variable #40: Post-Secondary Enrollment

Definition

Student is enrolled in a post-secondary institution in the third semester after graduation

Coding

0. No
1. Yes
2. Unknown

Type

Numeric

Timeframe

End of third semester after graduation (approximately 1.67 years after high school)

Example

0, 1, or 2

Additional Notes

This variable will not be collected until after year 2. Right now the only possibility for collecting this data uniformly is NSC data.

Other Variables

The section contains a collection of variables which schools are either required or have the option of reporting. Although the Donahue Institute will not be using these data in their analysis or reporting, they will be merging these variables into the SLC student database, as possible. This will allow schools to run their own analysis if they so choose.

Contains the Following Variables:

Variable #100-	Annual GPA
Variable #101-	Cumulative GPA
Variable #102a-	AP credit
Variable #102b-	IB credit
Variable #102c-	CLEP credit
Variable #102d-	VTHS credit
Variable #102e-	VTVT credit
Variable #102f-	CaHA credit
Variable #102g-	CaVT credit
Variable #102h-	CaC credit
Variable #102i-	On-line credit
Variable #102j-	Other credit

Variable #100: Annual GPA

Definition

Grade point average for student during that school year

Coding

N/A

Type

Numeric

Timeframe

End of school year (June)

Example

3.5

Additional Notes

Annual GPA is going to be collected and sent to the Donahue Institute but not used in their analysis or reporting. Rather, these data will be merged into the database, as possible, to allow schools to run their own analysis if they so choose. Schools will send GPA data in numeric format using whatever scale they wish. The lack of a uniform scale will prevent the Donahue Institute from using these data in their consortium reports.

Variable #101: Cumulative GPA

Definition

Cumulative grade point average for student over entire enrollment in high school

Coding

N/A

Type

Numeric

Timeframe

End of school year (June)

Example

3.5

Additional Notes

Cumulative GPA is going to be collected and sent to the Donahue Institute but not used in their analysis or reporting. Rather, these data will be merged into the database, as possible, to allow schools to run their own analysis if they so choose. School will send GPA data in numeric format using whatever scale they wish. The lack of a uniform scale will prevent the Donahue Institute from using these data in their consortium reports.

Variable #102a: AP Credit

Definition

Did the student participate in an advanced placement class from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102b: IB Credit

Definition

Did the student participate in an International Baccalaureate experience from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102c: CLEP Credit

Definition

Did the student participate in a College Level Examination Program from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102d: VTHS Credit

Definition

Did the student participate in a Vocational Technical Program at their High School from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102e: VTVT Credit

Definition

Did the student participate in a Vocational Technical Program at a Vocation Technical Center from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102f: CaHS Credit

Definition

Did the student participate in a College Course at their High School from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102g: CaVT Credit

Definition

Did the student participate in a College Course at a Voc/Tech Center from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102h: CaC Credit

Definition

Did the student participate in a College Course at a College Campus from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102i: On-line Credit

Definition

Did the student participate in any of the previously listed post-secondary credit options on-line from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.

Variable #102j: Other Credit

Definition

Did the student participate in any other program from which he/she can earn credit that would be honored by at least some post-secondary institutions?

Coding

- 0. No
- 1. Yes

Type

Numeric

Timeframe

School year

Example

0 or 1

Additional Notes

This variable is defined as whether the student enrolled or participated in the experience, not whether they passed the exam or finished the course.