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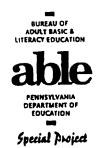   Evaluation
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ABSTRACT
                  A project was conducted to redesign the Pennsylvania
Department of Education (PDE) Bureau of Adult Basic and Literacy Education
required student tracking form to provide for better student tracking. The
Student Intake and Data form supplied by the PDE from program year 1996-97
was used as a point of comparison, and evaluations of this form by teachers
and counselors were used as a starting point. In addition, formats from other
agencies were reviewed to determine how they collect student data. As a
result, suggestions and comments made and data from these forms were used to
create a new form that has significantly improved accuracy in data input and
has enabled student information to be entered in a much more timely manner.
(The original and the redesigned student tracking forms are included in this
report.) (KC)

Action Research Monograph

PENNSYLVANIA ACTION RESEARCH NETWORK
1998-99

Monograph Title:

Redesigning The Current Student Tracking Form

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A Section 353 Project of the
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Bureau of Adult Basic and Literacy Education

Contact State Literacy Resource Center for Additional copies.

PRODUCT

"Pennsylvania Action Research Network:
Staff Development Through
Six Professional Development Centers"

Project Number 099-99-9010
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Project Director
Dr. Gary Kuhne
Assistant Professor and Regional Director of Adult Education
The Pennsylvania State University

Note: Action Research is a process of systematic inquiry credited
to Kurt Lewin who popularized it in the U.S. in the 1940"s. Today
it is considered a system of qualitative research. Typical of
action research, none of the individual projects in this monograph
series claims to have generalizable application beyond the
specific project described. However, each monograph report can
serve to be illustrative, instructive and provides the potential
for replication in other locations. For a level of
generalizability, it is recommended that the reader seek common
patterns in the monograph reports in this series, and the wider
literature, or contact the Action Research Network for assistance
in this.

I. ABSTRACT

My project, Redesigning the Current Student Tracking Form, was based on ineffective student tracking information for our program use and Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education required submission. Midwestern Intermediate Unit IV Adult Education Programs include an ABE program, a GED program, a Prison GED program and two JTPA programs.

I used the Student Intake/Data form supplied by PDE from Program Year 1996-97 as a point of comparison and used evaluations of this form from teachers and counselors as a starting point.

I reviewed formats from other agencies and determined how they collect student data. In compiling this information, I used the data, suggestions and comments that I thought would best meet our requirements.

I'm pleased with the end result because it has significantly improved accuracy in data input and has enabled me to enter student information in a much more timely manner.

II. PROBLEM

We submit student data to Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education for Midwestern Intermediate Unit IV's Adult Education Programs - including an ABE program, a GED program, a GED Prison program and two JTPA programs. Due to PDE's requirements for student data submission, an improved student data intake is necessary to collect student information in the most effective and timely manner. Also, there are many changes in data submission due to LitPro. It is important to me to collect the student data with the most efficient method for data entry on LitPro. The information from the intake should follow the format of the software program.

The need for an improved student data form can been seen in the layout of the old tracking form. It is hard to complete, missing pertinent information due to LitPro and PDE requirements and needs more complete information.

III. PLANNING

I began the process by announcing the need to redesign the current tracking form at a

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November, 1997, staff meeting. I asked for input and suggestions from teachers and counselors as to what should be included, deleted or changed on the current form. I also received information from other agencies about the format they use to collect student data. I thought there might be a problem with staff in changing forms in the middle of a contact year, but they all agreed there was a need for an updated form. When submission of the new form began, there were some problems with completing all of the information requested because periodic attendance reports were due to PDE and all the assessment information was not available. Hopefully, in the new contract year, this problem will be solved.

I checked with the Lawrence County GED test administration program to determine the required scores for the GED practice test and the actual GED test that should be reported on the intake and exit forms for accurate LitPro reporting. This was a major stumbling block that I'm happy to say has been clarified.

IV. ACTION

I was able to discuss and evaluate the ongoing changes in the tracking form with our program administrator, teachers and counselors. Each draft of the form was implemented with changes and corrections suggested by teachers and counselors. There were also required changes made due to LitPro updates. I received an announcement via e-mail on May 24, 1999, that another update of LitPro software is scheduled for release on June 1, 1999.

V. RESULTS

The result is that we have a much more efficient student tracking system. This is evident in our ability to meet PDE reporting requirements regarding enrollment, attendance and assessments. It is also important to our in-house program to track attendance by sites, enrollment requirements and assessment gains. We can pass along accurate information teachers and counselors by site and program. (See Appendix)

VI. REFLECTION

The longer our new forms are in use, the more familiar we will all become, making the forms and the LitPro software program a reliable tracking system for our program needs and PDE

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requirements. This has been a rewarding experience for me in that I feel I have made a genuine contribution to the Midwestern Intermediate Unit IV's adult education program in making student tracking more efficient and data submission to PDE accurate and complete.

APPENDIX

A. Original Form

B. Redesigned Form

Data Base Record No. /__/__/__/__/   Program No. /__/__/__/__/__/__/ (CONTRACT)
PROGRAM YEAR 1997-98   Month of Enrollment (number) ___/___/ (MOYR)

Name and designated code of the class or tutoring site
Site _____   Class Code C/T /__/__/ (CLASSCOD)

A

PENNSYLVANIA DEPARTMENT OF EDUCATION
Bureau of Adult Basic and Literacy Education
Student Intake/Data Form
(Use only for direct computer entry, DO NOT SUBMIT)

This form is intended for internal use by programs submitting their student data on floppy disk. Make any modifications that are required and photocopy for distribution to the teachers and tutors. These forms are not to be used to submit data directly to the Bureau.

The common practice has been to complete the first part of the form when the student enrolls. The second section is then completed when the student leaves the program. Because we require completion information at the end of the program year even when the student continues past June, agencies may wish to attach multiple copies of the second page for subsequent years. Carbon copies are no longer necessary because you will not be submitting these forms to ABLE.

1. Name _____ (SURNAME)
          (Last)   (First)

2. Social Security Number / / / / / / / / / (SS)

3. Home Address: Number & Street _____

    City _____ Zip Code _____ (ZIP)

4. Telephone _____ _____ OK to call _____ OK to mail

5. County / / / (2 digit code) (COUNTY)

6. School District / / / / / / (See instructions for code) (SCHLDIST)

7. Sex: 1. ___Male 2. ___Female (SEX)   9. Race: ____ (see instructions for numeric code) (RACE)

8. Student's initial entry level in this program. (LEVEL) Check one level only (see instructions):

    1. ___Preliterate ESL 0-1   4. ___Advanced ESL 9-10   7. ___Intermediate ABE 6-8

    2. ___Beginning ESL 2-4   5. ___Preliterate ABE 0-1   8. ___ABE 9-12

    3. ___Intermediate ESL 6-8   6. ___Beginning ABE 0-4   9. ___ GED Prep

9. Date of birth ____/____/____ Month / Day/Year. (BIRTHYR)

ERIC

10. Student household status (enter one). (MARITAL)

___ 1. Head of a Single Parent Household   ___ 2. Head or Spouse (Partner) of 2 Parent Household
___ 3. Head or Spouse (Partner) - No Dependents   ___ 4. Dependent Member of Household
___ 5. Living Alone   ___ 6. Living in Group Quarters

11. Number of Dependents Under 18 _/ / /_ (DEPENDTS)

15 a. At time of enrollment student is (check one--see instructions) (EMPLOYMT)

1. ___employed   2. ___unemployed/available for work   3. ___ not employed/not available for work

b. At time of enrollment does the student receive public assistance? ___Yes ___No (ASSIST)

c. At time of enrollment student is (check ALL that apply--see instructions)

___handicapped   ___institutionalized   ___homeless adult   ___an immigrant
(HANDICAP)   (INSTITUT)   (HOMELESS)   (IMMIGRNT)

___limited in English proficiency   (NELP)   ___displaced homemaker (DISPHOME)
___enrolled in other Federal training
    or educational program (PIC, etc.) (OTHERFED)

16. Circle last grade of school completed: (LSTGRADE)

00   01   02   03   04   05   06   07   08   09   10   11   12

Special Education   Non-English Diploma   Post-High School Study
13   14   15

17. How did student find out about this program? (check only ONE): (FINDOUT)

___01. School Board, IU, School announcement   ___10. Library/other independent
___02. Newspaper, radio, TV   ___11. Community agency/human service agency
___03. Handout, mailed leaflet   ___12. Clergy/church group
___04. Sign, billboard, phone book (not in school, worksite, agency)   ___13. PIC/JTPA SPOC program
___05. Relative, friend, acquaintance   ___14. Rehab. Counselor, caseworker, OES job service
___06. Employer/union-worksite announcement   ___15. Court: Probation, parole, etc.
___07. Previously studied ABE/GED or Adult Literacy   ___16. Military recruiter
___08. School/college counselor/teacher   ___17. Political/public official
___09. Institution (group home) personnel   ___18. Other (none of the above

18. Major reason for participating in program (check only ONE): (MAJREASN)

1.___ to improve job prospects   8.___ social acceptance, self satisfaction
2.___ to learn better English   9.___ qualify for college, business school
3.___ to obtain driver's license   10.___ required by probation, welfare, parole
4.___ to obtain citizenship   11.___ to achieve competency in reading/spelling, etc.,
5.___ to get diploma or certificate   with no specific purpose in mind
6.___ to qualify for training military   12.___ to achieve competency in math
7.___ to read to or help children with homework   13.___ other (none of the above)

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Section Two: Completions and Impact Data
(to be filled out at end of student's program or
at the end of the Program Year)

19. How many hours of instruction did this student receive during this program? _/_/_/ (INSTRHRS) (Round Fractions)

20 Other contact hours (counseling, assessment, etc.) _/_/_/ (CONTACT) (Round Fractions)

COMPLETION AND EARLY SEPARATION DATA

21. For the entry level (ESL, 0-4, 5-8, or 9-12) indicated in Item 7, Copy One, check one of the following: (TERMSTAT)

    1. ___ Completed and moved to higher level (Student completed level in which enrolled and re-enrolled
        in a higher level).

    2. ___ Completed (Student completed level of instruction in which enrolled; no subsequent enrollment
        in higher level).

    3. ___ Continued (Student attended instruction throughout the program; still progressing at same level).

    4. ___ Early Separation (Student did not complete level of instruction in which enrolled and separated
        before end of program).

22. EARLY SEPARATIONS: If "Early Separation" is checked above, please indicate the primary reason for the
student's early separation from this level. (Consult instructions section and enter one 2-digit number.
NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves
before the program ends.)

    _____ (SEPREASN)   Additional comments: _____

23. Circle the number of Grade Levels or ESL levels the student advanced.

        0   1   2   3   4   5   6   7   8   9   (GRDADVNC)

24. If the student has been tested, please complete the following: (See Instructions)

Name of pre-test or pre-assessment _____

a. Code _/_/_/ (See instruction for Code)(PRETEST)

b. Pretest month _____ (PREMONTH)

c. Subjects: R Reading; M Mathematics; C Combined.
(PRESUBJ)

d. Test score type: ___ 1. Grade Level. 2. GED test. 3. MELT.
    (PRETYPE)

e. Test score equivalent _/_/_/_/ (to nearest tenth) (PRESCORE)

Name of post-test _____

a. Code   _/_/_/ (See instruction for Code) (POSTCODE)

b. Post-test month _____ (POSTMNTH)

c. Subjects: R Reading; M Mathematics; C Combined.
(POSTSUBJ)

d. Test score type: ___ 1. Grade Level. 2. GED test. 3. MELT.
    (POSTTYPE)

e. Test score equivalent _/_/_/_/ (to nearest tenth) (POSTSCOR)

25. IMPACT DATA: ACHIEVEMENT OF PROGRAM PARTICIPANTS

You must check at least one, but check as many as appropriate.

Educational

___ Improved basic skills for personal satisfaction and increased self-confidence. (IMPRVBSK)
___ Completed ABE Level I (0-5), ABE Level II (6-8), or GED Prep. (9-12) (LEVL1IMP)
___ Completed Beginning ESL. (ESL1COMP)
___ Completed Intermediate ESL. (ESL2COMP)
___ Completed Advanced ESL. (ESL3COMP)
___ Improved, reading, writing, and math skills. (LEVL1IMP)
___ Obtained an adult high school diploma. (HSDIPLOM)
___ Passed the GED test. (GEDP)
___ GED test taken; results not received. (GEDT)
___ Learned the English language (for participants whose primary language is not English) (ENGLLANG)
___ Entered another education/training program. (OTHREDTR)

Societal

___ Received U.S. Citizenship. (USCITZN)
___ Registered to vote or voted for the first time. (VOTED)
___ Received driver's license as a result of program. (DRIVER)
___ Referred to agencies (other than educational) for needed services. (AGENCYRF)

Economic

___ Obtained a job. (JOB)
___ Obtained a better job or salary, or secured job retention. (BTRJOB)
___ Was removed from public assistance. (OFFPUBAS)
___ Met personal objective. (METPOBJ)

Other Outcomes

___ _____
___ _____
___ _____
___ _____
___ _____

I certify that this Information is correct. Completed by _____
(initials)

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Basic Information:

Name: _____ Social Security #: ___ ___ / ___ ___ / ___ ___ ___ ___ Birthdate: __ / __ / __

Address: _____ City/State/Zip: _____

Telephone #: ___ ___ ___ - ___ ___ ___ - ___ ___ ___ ___ OK to Call: Yes ☐ No ☐ OK to Mail: Yes ☐ No ☐

County Code: ___ ___ (2 digit code) School District Code: ___ ___ ___ ___ ___ (5 digit code)

Enrollment date: __ / __ / __ Site: _____ Site No. ___ - ___ ___

Sex: Male ☐ Female ☐ Race: _____ (see instructions for numeric code)

Program Information:

Student Initial Entry Level: (check one)

Preliterate ESL 0-1		Advanced ESL 9-10		Intermediate ABE 5-8	
Beginning ESL 2-4		Preliterate ABE 0-1		ABE 9-12	
Intermediate ESL 6-8		Beginning ABE 2-4		GED Prep	

Student Household Status: (check one)

Head of a Single Parent Household		Head or Spouse (Partner) of 2 Parent Household	
Head or Spouse (Partner) – No Dependents		Dependent Member of Household	
Living Alone		Living in Group Quarters	

Number of Dependents under 18 Year of Age: __ __

At time of enrollment the students is: (check one)

Employed	
Unemployed/available for work	
Unemployed/unavailable for work	

Education:

Last grade of school completed: __ __ Special Education ☐ Post-High School Study ☐

Previous GED test results: _____ Date: _____

Other Information:

How did student find out about this program? (check one)

School Board, IU, School Announcement		Library/Other Independent	
Newspaper/Radio/TV		Community Agency/Human Services Agency	
Handout/Mailed Leaflet		Clergy/Church Group	
Sign/Billboard/Phone Book		PIC/JTPA SPOC Program	
Relative/Friend/Acquaintance		Rehab Counselor/Caseworker/OES Job Service	
Employer/Union-Worksite Announcement		Court: Probation, Parole, etc.	
Previously studied ABE/GED or Adult Literacy		Military Recruiter	
School/College counselor/teacher		Political/Public Official	
Institution (group home) Personnel		Other (explain)	

Major reason for participating in our program: (check one)

To improve job prospects		Social acceptance/self-satisfaction	
To learn better English		Qualify for college/business school	
To obtain driver's license		Required by probation/welfare/parole	
To obtain citizenship		To achieve competency in reading/spelling	
To earn diploma or certificate		To achieve competency in math	
To quality for military training		To reading or help children with homework	
Other (explain)			

At time of enrollment is the student:

	Yes	No
Receiving Public Assistance	☐	☐
Handicapped	☐	☐
Institutionalized	☐	☐
A Homeless Adult	☐	☐
An Immigrant	☐	☐
ESL	☐	☐
A Displaced Homemaker	☐	☐
Enrolled in Federal Training or educational program	☐	☐

Pre-Test Information:

TABE LOCATOR: Date: _____ / _____ / _____

Subtest	# Correct
Reading	
Math	
Language	

TEST INSTRUMENT ADMINISTERED:TABE

Complete Battery: ☐   Survey: ☐

Form: _____   Level: _____

Date: _____ / _____ / _____

Subtests	Raw (NC)	Scaled Score	Grade Equiv.
Reading			
Math Comp			
Applied Math			
Language			
Spelling			

OFFICIAL GED PRACTICE TEST:

Date: _____ / _____ / _____

Subtest	Raw (NC)	GED Std. Score
Writing		
Social Studies		
Science		
Literature & Arts		
Math		
COMPOSITE		

Revised 5/24/99

Section Two: Completion and Impact Data
(To be completed at the end of student's program
or at the end of the program year)

B

Completion and Early Separation Data

Name: _____   Site: _____

How many hours of instruction did this student receive during this program? _ _ _ hours

Other contact hours (counseling, assessment, etc)? _ _ _   Achieved Personal Goal? Yes ☐ No ☐

Exit Status (check one)

Completed level and left		Completed goal and left	
Continued to higher level		Continued to next level	
Continued, same level or goal		Separated early	

Early Separation Reason (check one)

To take a job (unemployed at time of enrollment)		To take a better job (employed at time of enrollment)	
Released from institution or transferred to another institution		To enter a training program	
Moved from the area		Health problems	
Transportation problems		Child care problems	
Family problems		Time class is scheduled	
Location of class		Lack of interest; instruction not helpful to participant	
Financial problem		Information unavailable	
Other (explain)			

Testing Information

Grade Levels Advanced? _ _

If the student has been post-tested, please complete the following?

TEST INSTRUMENT ADMINISTERED: TABE

Complete Battery: ☐   Survey: ☐
Form: _____   Level: _____
Date given: _____ / _____ / _____

Subtests	Raw (NC)	Scaled Score	Grade Equiv.
Reading			
Math Comp			
Applied Math			
Language			
Spelling			

Official GED Practice Test: ☐
Actual GED Test: ☐
Date: ___ / ___ / ___

Subtests	Raw (NC)	Scaled Score	Percentile Rank (if applicable)
Writing			
Social Studies			
Science			
Literature & Arts			
Math			
COMPOSITE			

Impact Data: Achievement of Program Participants

Please check at least one in each section, but check as many as appropriate.

Educational:

	Passed the GED test
	GED test taken; results not received
	Obtained high school diploma
	Entered another educational/training program
	Entered the military
	Other (Explain)

Societal:

	Received U.S. citizenship
	Registered to vote
	Voted for the first time
	Received driver's license as a result of the program
	Other (Explain)

Economic:

	Gained employment
	Secured advancement with employment
	Was removed from public assistance
	Other (Explain)

Personal:

	Read more to children
	Greater involvement in schooling of children
	Other (Explain)

I certify that this information is correct.

Completed by: _____

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