

Data Collection & Measurement: Best, Better, Good

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21st Century Community Learning Center

Statewide Evaluation Team

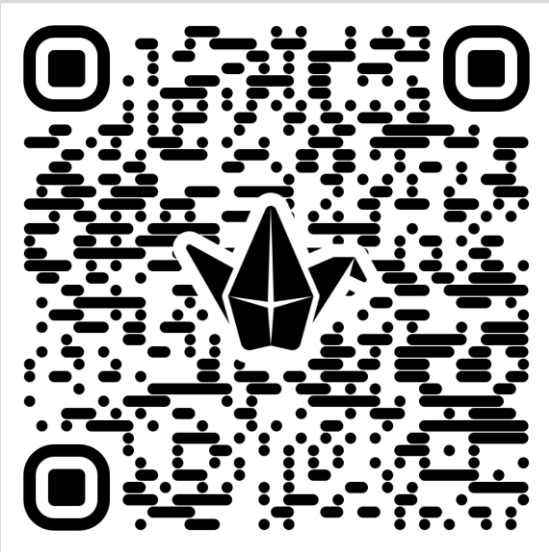


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Why collect data?



Why collect data?



**Federal/State
Mandates**



**Inform
Improvement**



**Measure
Impact**



**Share
Successes**

What is high-quality data?

- Data that is appropriate for the intended purpose, audience, and population
 - *Purpose* – How will the data be used?
 - *Audience* – Who is using the data?
 - *Population* – Who is the data representing?
- Data that measures what it is intended to measure
 - For example: Using an overall measure of student reading is NOT a high-quality measure for phonics.
- What may be quality data for one purpose may not be quality data for another purpose
 - For example: Student data on mathematics proficiency level are NOT high-quality data to determine if students are increasing in their understanding of fractions.
- Data for reporting versus data to inform planning

Overview

- 1 Identify key components for data collection
- 2 Outcome measure statements
- 3 Next Steps



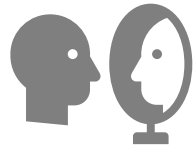
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Key Components for Data Collection

Key Components for Data Collection



Outcome(s) of Interest



General Purpose(s)



Audience(s)



Population(s)



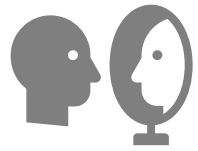
Outcomes

Academic

- Literacy
- Math
- GPA
- Academic behavior (e.g., attendance, in-school suspensions)

Non-Academic

- Workforce readiness
- Student well-being
- Family engagement



General Purpose(s)

- Inform program changes
 - Using data to change teacher practices
 - Using data as part of a cycle of improvement
- Report to feds/state
 - Required submission
- Demonstrate impact
 - Using data to inform community partners of program impacts
- Share with interested parties
 - Using data to notify caregivers and/or students of individual progress
 - Using data to inform LEA of program highlights and challenges



Audience(s)

- Feds/State
- Program staff
- Program board
- Students
- Program families
- LEA
- Community Partners
- Classroom teachers

Population(s)

- Grade level(s)
- English language learner (ELL)
- Exceptional students
- Regular/non-regular program participation
- Another group



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Outcome Measure Statement

Outcome Measure Statement

A statement that identifies:

- the purpose of the data
- the population of interest
- what is being measured

Example 1: We desire to know if our *students* are *improving* in their *overall* reading achievement.

- ***students***: you are just looking for an overall average across the students in your program
- ***improving***: you need data from at least two time points, a before and after
 - How might the timing of data availability impact your use of this data?
 - Might be useful for sharing impacts with interested parties, fed/state reporting.
- ***overall***: you are not interested in components of reading (such as oral fluency, phonics, or comprehension)

Example 2 We desire to know if our students are improving in their *oral reading fluency*.

- ***oral reading fluency***: is a very specific component of reading, so we need scores specific to oral reading fluency
 - Examples of appropriate scores: NWEA MAP Sentence Reading Fluency score; STAR Estimated Oral Reading Fluency score
 - Might be useful for sharing impacts with interested parties, fed/state reporting, or for demonstrating impact.

Example 3 We desire to know *how to help Student A* improve in oral reading fluency.

- **how to help:** data is needed on a regular basis (e.g., weekly, monthly)
 - Variety of appropriate measurement tools (e.g., IXL, NWEA MAP, iReady)
 - Many of these kinds of tools provide instructional planning reports with specific scores related to specific skills as well as next steps to help student improve.
 - Might be useful for making changes in instruction.
- **Student A:** you want individual student information
 - Might be useful for sharing impacts with student, caregivers, classroom teachers.

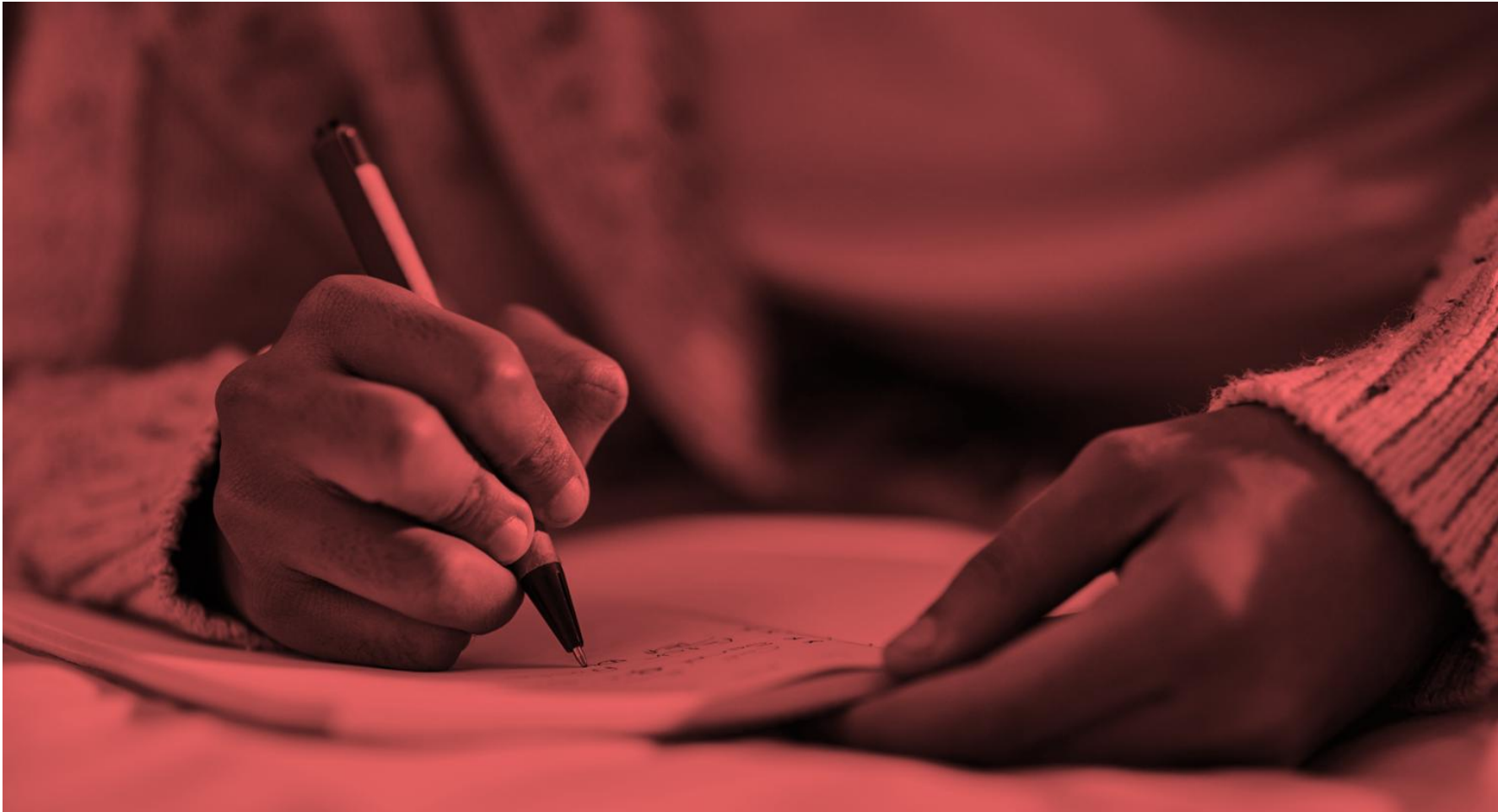
Example 4 We desire to know if our students feel we provide a ***safe space*** for them.

- ***safe space***: related to individual student perceptions
 - Information can be collected a variety of ways
 - Survey/Questionnaire you create
 - Individual conversations (be careful/thoughtful about power dynamics)
 - Video responses
 - Exit tickets (ask key questions and get suggestions from students)
 - May need to be collected only once, depending on purpose.
 - Might be useful for sharing with caregivers or to inform program changes.

Example 5 We desire to know if our students are improving in their *self-efficacy*.

- ***Self-efficacy***: scales to measure this already exist
 - Data from existing scales would be best measures, however you may not be able to use these for a variety of reasons (e.g., cost, length of scale, etc.)
 - Might be able to take several questions from existing scale and use them. The data from these would be “better”/ “good” measures.
 - Might be useful for sharing with students, caregivers, etc.

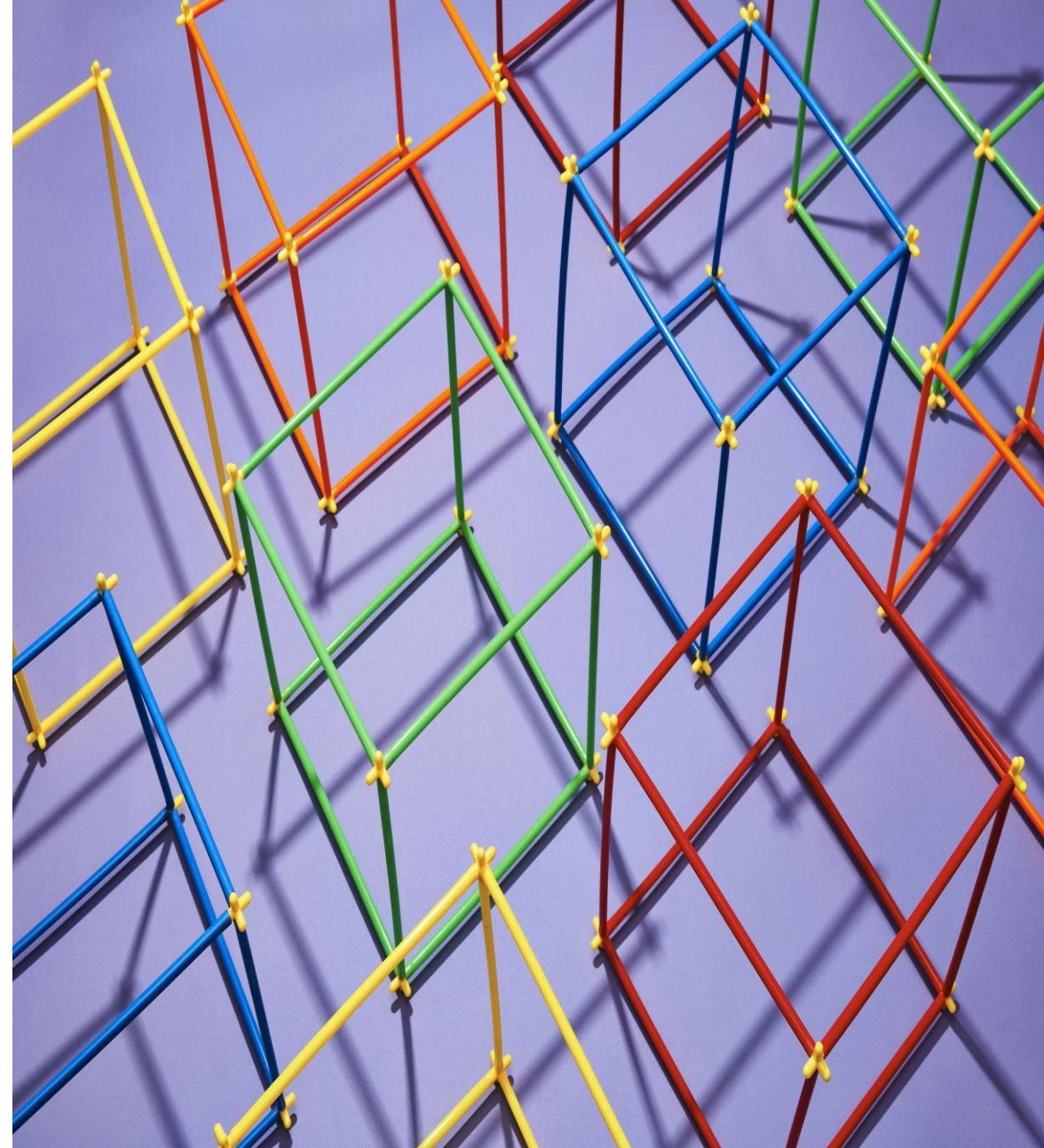
Write Statement



Share In and Share Out

Share your statements at your table.

What is a question you have about the data you are currently collecting and your statement?



Next Steps

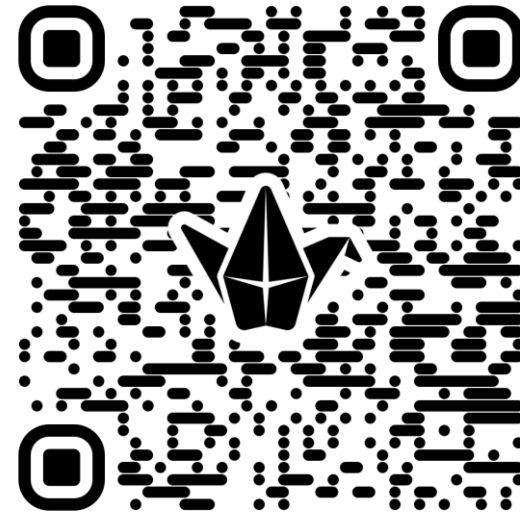
- Use the worksheet to look at other outcomes of interest/those currently collecting.
- Take a collective list of your Outcome Statements to your local evaluator and/or the data person from your LEA(s) and start a conversation about the data you currently have access to.
- Might spark an “Aha” kind of conversation.
 - “I didn’t know how you were wanting to use that data. There is more appropriate data that we can get to you.”



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