



21st CCLC Data Collection & Measurement: Best, Better, Good

Purpose: To provide a tangible thought process to help programs think through the most appropriate measurement tool and quality of data to collect for different outcomes, purposes, audiences, and populations.

Step 1: Identify the outcome, purpose, audience, and populations for the data collection.

Step 2: Write a statement of exactly what you want to measure for the outcome.

Step 3: Use what you wrote down in Steps 1 and 2, along with your local evaluator and/or the data person from your LEAs to determine if the data you are currently collecting is “best” or if a change is warranted.

Step 1: Identify the outcome, purpose, audience, and populations for the data collection.

General Outcome Types:

- Academic (e.g., reading scores, math scores, academic behavior [e.g., attendance])
- Non-academic (e.g., SEL, student belonging)

General Purpose(s):

- Inform program changes (e.g., changes in teacher practices will occur based on results)
- Report to feds (e.g., 21APR)
- Demonstrate impact (e.g., sharing successes with others)
- Share with interested parties (e.g., share program highlights and challenges)

Audience(s):

- | | |
|---------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Feds/State | <input type="checkbox"/> Program staff |
| <input type="checkbox"/> Program board | <input type="checkbox"/> Students |
| <input type="checkbox"/> Program families | <input type="checkbox"/> Local Education Agency (LEA) |
| <input type="checkbox"/> Community partners | <input type="checkbox"/> Classroom teachers |

Population(s):

- Grade level
- ELL
- Exceptional students _____
- Another group _____
- Regular program participants
- Non-regular program participants

Step 2: Write a statement of exactly what you want to measure for the outcome.

A statement like this is very important as it will help you identify the appropriate measurement tools and data type. Some examples are provided below along with some considerations to help you think through associated factors related to the measurement tool and data type.

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

- Data to address this statement needs to be collected two or more times a year.
- Overall reading achievement is comprised of multiple components and does not provide information on any one specific component of reading such as fluency.

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

- Data to address this statement needs to be collected two or more times a year, depending on the intended use of the data.
- Reading fluency is a very specific component of reading so the measurement tool needs to provide reading fluency scores.

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

- Data to address this statement likely needs to be collected on a regular basis (e.g., daily, weekly, monthly).
- Reading fluency is a very specific reading skill, so the measurement tool needs to provide scores related to reading fluency.

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

- Data to address this statement can be collected once, or more frequently, depending on the intended use of the data.
- Measuring a person's feeling of safety in a space is data related to their perceptions. Data for this can be collected using a variety of tools and data types as feeling safe in a space is not a clearly defined construct.

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

- Data to address this statement needs to be collected two or more times a year.

- Best: Self-efficacy is a clearly defined construct and therefore is better measured by a validated tool developed to measure self-efficacy. Better/Good: Pull out items from an established scale to use.

Statement:

Step 3: Identify measurement tool and data quality options

Repeat this process for all outcomes of interest, creating a list of Outcome Measure Statements. See where there might be overlap and where there might be gaps.

Then, using the information from Steps 1 and 2, meet as a team, with your local evaluator, and with the district data person to help you identify measurement tools and data type options that best meet your needs. There will not be a “perfect” fit for most situations. Each program also has contextual factors which need to be taken into consideration. But the hope is that this tool is useful in providing clarity of thought to better identify measurement tools and quality data types.

Be aware, many measurement tools provide multiple data types. For example, IXL provides two types of scores (*Diagnostic Score*, *Percentile Rank*) that can be used to show growth over time. Between these two options the *Diagnostic Score* is a “better” measure to use for tracking student growth over time as it is on a vertical scale that corresponds to student grade levels. Whereas the *Percentile Rank* compares students’ scores to their peers across the nation. It is impossible to list all the different options for all the different measurement tools used across the state of Ohio. But when meeting with your local evaluator and/or district data person, ask them about the data type options to see if you are using the “best” option with your available data.