

Academic and Attendance School Records

Grade 10/Year 11

Fast Track Project Technical Report

Cynthia Rains

August 11, 2003

Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Subsets
 - A. Grades
 - B. Achievement Tests
 - C. Special Education
 - D. Attendance
 - E. Miscellaneous
- V. Differences between Groups
- VI. Recommendations for Use
- VII. Item Means and SDs

Appendix

Instructions for Entering Data

SAS program to convert character variables to numeric variables

Citations

Instruments

Conduct Problems Prevention Research Group. (1992). *School Records Form* [On-line].

Available: <http://www.fasttrackproject.org>

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: O11Q

Scored: SRR11

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 for up to three schools.

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 eleventh year of the collection of this study. 110 were missing the complete measure. Of these, 45 were from the control sample (4 from Durham, 13 from Nashville, 17 from Pennsylvania, and 11 from Washington). 89 of the missing were from the normative sample (15 from Durham, 31 from Nashville, 24 from Pennsylvania, and 19 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.

In year 11, the data for school records included information on up to three schools that the child had attended during the school year. This information included grades for the core subjects for each school that the child had attended. A mean score was calculated by averaging the students' grades across the three schools. Another way to look at the grades was to determine which school the child had attended longest and then look at the child's grades for that school.

The tables below show the mean score for each core subject as well as the core subject grade for the school that the students attended for the longest time:

Normative Sample						
Variable	Label	N	Mean	Std Dev	Minimum	Maximum
MATHGRADE	Average Math Grade across Schools	276	6.239	4.078	1.000	13.000
LAGRADE	Average Language Arts Grade across Schools	279	6.710	4.120	1.000	13.000
SSGRADE	Average Social Studies Grade across Schools	250	6.784	4.018	1.000	13.000
SCIGRADE	Average Science Grade across Schools	260	6.412	3.976	1.000	13.000
MATHMAX	Math grade for school student attended longest	271	6.159	4.061	1.000	13.000
LAMAX	Language Arts grade for school student attended longest	274	6.661	4.130	1.000	13.000
SSMAX	Social Studies grade for school student attended longest	245	6.718	4.014	1.000	13.000
SCIMAX	Science grade for school student attended longest	256	6.391	3.965	1.000	13.000

Control Sample						
Variable	Label	N	Mean	Std Dev	Minimum	Maximum
MATHGRADE	Average Math Grade across Schools	97	4.959	3.838	1.000	13.000
LAGRADE	Average Language Arts Grade across Schools	96	6.469	3.966	1.000	13.000
SSGRADE	Average Social Studies Grade across Schools	86	6.023	3.997	1.000	13.000
SCIGRADE	Average Science Grade across Schools	90	6.133	3.769	1.000	13.000
MATHMAX	Math grade for school student attended longest	92	4.946	3.746	1.000	13.000
LAMAX	Language Arts grade for school student attended longest	91	6.473	3.939	1.000	13.000
SSMAX	Social Studies grade for school student attended longest	81	6.037	3.935	1.000	13.000
SCIMAX	Science grade for school student attended longest	86	5.988	3.727	1.000	13.000

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	23	6%	12	8%
Option 2-Tennessee Comprehensive Assessment Programs	1	0.3%	0	0%
Option 3-CTBS/Terra Nova	19	5%	8	5%
Option 4-Stanford Achievement Tests	3	0.8%	1	0.6%
Option 6-IOWA*	5	1%	3	2%
Option 9-Other	9	2%	6	4%
Option-10-Durham End-of Grade Tests	10	3%	5	3%
Option 11-Exempt	5	1%	2	1%
Option-12-Not Applicable	123	32%	34	22%
Option 13-Durham H.S. Comprehensive Test	1	0.3%	0	0%
Option 14-Durham H.S. Competency Exam	15	4%	10	6%
Option 15-Pennsylvania System of School Assessment	2	0.5%	1	0.6%
Option 16-Tennessee Competency Exam	52	13%	19	12%
Option 17-Washington Assessment of Student Learning	30	8%	9	6%
Option-Skip	89	23%	45	29%

*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. Nashville and Durham did not use either test.

The following tables display the means for the percentiles reported:

Normative Sample						
Variable	Label	N	Mean	Std Dev	Minimum	Maximum
o11Q41	Durham: Achievement/Competency Exams: Scale Score-Reading	17	151.941	9.542	137.000	171.000
o11Q42	Durham: Achievement/Competency Exams: Achievement Level-Reading	9	2.333	1.000	1.000	4.000
o11Q43	Durham: Achievement/Competency Exams: State Percentile Score-Reading	7	25.143	26.302	2.000	66.000
o11Q44	Durham: Achievement/Competency Exams: Scale Score-Math	14	200.143	45.273	154.000	260.000
o11Q45	Durham: Achievement/Competency Exams: Achievement Level-Math	8	1.875	0.835	1.000	3.000
o11Q46	Durham: Achievement/Competency Exams: State Percentile Score-Math	9	23.222	27.617	1.000	80.000
o11Q47	Durham: Achievement/Competency Exams: Total Percentile Scores-Language	1	15.000	.	15.000	15.000
o11Q48	Durham: Achievement/Competency Exams: Total Percentile Scores-Math	1	5.000	.	5.000	5.000
o11Q51	Nashville: Achievement/Competency Exams: Total Percentile Scores-Language	3	49.333	12.220	36.000	60.000
o11Q52	Nashville: Achievement/Competency Exams: Total Percentile Scores-Math	3	37.667	12.583	26.000	51.000
o11Q54	Nashville: Tennessee Competency Exam: 1. Math score	46	60.370	19.251	21.000	99.000
o11Q55	Nashville: Tennessee Competency Exam: 1. Language score	45	57.200	21.411	21.000	97.000
o11Q57	Nashville: Tennessee Competency Exam: 2. Math score	24	50.833	17.687	17.000	79.000
o11Q58	Nashville: Tennessee Competency Exam: 2. Language score	27	48.481	17.560	22.000	75.000
o11Q61	PennState: Achievement/Competency Exams: Total Percentile Scores-Language	16	62.375	28.502	1.000	99.000
o11Q62	PennState: Achievement/Competency Exams: Total Percentile Scores-Math	16	65.063	30.499	3.000	99.000
o11Q63	PennState: Achievement/Competency Exams: PSSA-Reading	1	44.000	.	44.000	44.000
o11Q64	PennState: Achievement/Competency Exams: PSSA-Language	1	2.000	.	2.000	2.000
o11Q65	PennState: Achievement/Competency Exams: PSSA-Math	2	66.000	35.355	41.000	91.000
o11Q68	Seattle: Achievement/Competency Exams: Total Percentile Scores-Language	8	38.250	31.896	5.000	96.000
o11Q69	Seattle: Achievement/Competency Exams: Total Percentile Scores-Math	3	36.000	54.672	1.000	99.000
o11Q70	Seattle: Achievement/Competency Exams: WASL-Reading	27	407.519	25.772	335.000	449.000
o11Q71	Seattle: Achievement/Competency Exams: WASL-Writing	28	8.714	2.339	2.000	12.000
o11Q72	Seattle: Achievement/Competency Exams: WASL-Math	30	387.900	42.702	316.000	482.000

Control Sample						
Variable	Label	N	Mean	Std Dev	Minimum	Maximum
O11Q41	Durham: Achievement/Competency Exams: Scale Score-Reading	8	148.250	7.226	141.000	158.000
O11Q42	Durham: Achievement/Competency Exams: Achievement Level-Reading	3	1.667	1.155	1.000	3.000
O11Q43	Durham: Achievement/Competency Exams: State Percentile Score-Reading	3	11.667	14.224	2.000	28.000
O11Q44	Durham: Achievement/Competency Exams: Scale Score-Math	9	193.444	42.326	156.000	256.000
O11Q45	Durham: Achievement/Competency Exams: Achievement Level-Math	3	1.333	0.577	1.000	2.000
O11Q46	Durham: Achievement/Competency Exams: State Percentile Score-Math	3	4.667	4.726	1.000	10.000
O11Q47	Durham: Achievement/Competency Exams: Total Percentile Scores-Language	0	.	.	.	.
O11Q48	Durham: Achievement/Competency Exams: Total Percentile Scores-Math	0	.	.	.	.
O11Q51	Nashville: Achievement/Competency Exams: Total Percentile Scores-Language	1	60.000	.	60.000	60.000
O11Q52	Nashville: Achievement/Competency Exams: Total Percentile Scores-Math	1	51.000	.	51.000	51.000
O11Q54	Nashville: Tennessee Competency Exam: 1. Math score	17	54.059	19.879	28.000	92.000
O11Q55	Nashville: Tennessee Competency Exam: 1. Language score	16	46.000	25.388	2.000	90.000
O11Q57	Nashville: Tennessee Competency Exam: 2. Math score	13	44.923	18.437	18.000	71.000
O11Q58	Nashville: Tennessee Competency Exam: 2. Language score	14	44.786	18.779	22.000	75.000
O11Q61	PennState: Achievement/Competency Exams: Total Percentile Scores-Language	7	50.429	28.336	16.000	90.000
O11Q62	PennState: Achievement/Competency Exams: Total Percentile Scores-Math	7	51.143	24.409	21.000	85.000
O11Q63	PennState: Achievement/Competency Exams: PSSA-Reading	0	.	.	.	.
O11Q64	PennState: Achievement/Competency Exams: PSSA-Language	1	2.000	.	2.000	2.000
O11Q65	PennState: Achievement/Competency Exams: PSSA-Math	1	41.000	.	41.000	41.000
O11Q68	Seattle: Achievement/Competency Exams: Total Percentile Scores-Language	4	47.250	36.372	11.000	96.000
O11Q69	Seattle: Achievement/Competency Exams: Total Percentile Scores-Math	2	53.500	64.347	8.000	99.000
O11Q70	Seattle: Achievement/Competency Exams: WASL-Reading	8	399.500	35.577	335.000	456.000
O11Q71	Seattle: Achievement/Competency Exams: WASL-Writing	8	7.500	2.449	4.000	11.000
O11Q72	Seattle: Achievement/Competency Exams: WASL-Math	8	396.750	60.152	316.000	504.000

B. 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.”

Fifty-seven (15%) of the normative students and 39 (25%) 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.

Normative Sample

O11Q73 (Current IEP)	O11Q74 (Mentally Retarded)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	50	12.92	282	72.87
1	1	7	1.81	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q75 (Learning Disabled)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	27	6.98	259	66.93
1	1	30	7.75	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q75 (SBD/SED /BEH)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	39	10.08	271	70.03
1	1	18	4.65	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q77 (Ortho- pedically Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	53	13.70	285	73.64
1	1	4	1.03	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q78 (Other Health Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	53	13.70	285	73.64
1	1	4	1.03	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q79 (Speech/ Language Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	53	13.70	285	73.64
1	1	4	1.03	289	74.68
Missing	.	98	25.33	387	100.00

O11Q73 (Current IEP)	O11Q80 (Talented & Gifted)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	232	59.95	232	59.95
1	0	54	13.95	286	73.90
1	1	3	0.78	289	74.68
Missing	.	98	25.33	387	100.00

Control Sample

O11Q73 (Current IEP)	O11Q74 (Mentally Retarded)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	32	20.65	94	60.65
1	1	7	4.52	101	65.16
Missing	.	54	34.84	155	100.00

O11Q73 (Current IEP)	O11Q75 (Learning Disabled)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	20	12.90	82	52.90
1	1	19	12.26	101	65.16
Missing	.	54	34.84	155	100.00

O11Q73 (Current IEP)	O11Q75 (SBD/SED /BEH)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	25	16.13	87	56.13
1	1	14	9.03	101	65.16
Missing	.	54	34.84	155	100.00
skip	.	45	29.03	155	100.00

O11Q73 (Current IEP)	O11Q77 (Ortho- pedically Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	33	21.29	95	61.29
1	1	6	3.87	101	65.16
Missing	.	54	34.84	155	100.00

O11Q73 (Current IEP)	O11Q78 (Other Health Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	33	21.29	95	61.29
1	1	6	3.87	101	65.16
Missing	.	54	34.84	155	100.00

O11Q73 (Current IEP)	O11Q79 (Speech/ Language Impaired)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	.	62	40.00	62	40.00
1	0	37	23.87	99	63.87
1	1	2	1.29	101	65.16
Missing	.	54	34.84	155	100.00

Eleven normative students were classified into two or more categories: one was both learning disabled and speech and language impaired, two were orthopedically impaired and other health impaired, one was SBD/SED/BEH and orthopedically and other health impaired, one was learning disabled and orthopedically and other health impaired, and six were learning disabled and SED/SBD/BEH.

Thirteen control students were also classified into two or more categories: one was both learning disabled and speech and language impaired, four were learning disabled and SED/SBD/BEH, one was learning disabled and orthopedically and other health impaired, four were orthopedically impaired and other health impaired, one was SBD/SED/BEH and orthopedically and other health impaired, one was mentally retarded and speech and language impaired, and one was mentally retarded and SBD/SED/BEH.

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

	Special Education Resources
Missing	124
No IEP	266
Has an IEP/0 minutes	24
Has an IEP/1-1499 minutes	45
Has an IEP/1500+ Minutes	4

	Separate or Self- Contained Classroom
Missing	124
No IEP	266
Has an IEP/0 minutes	52
Has an IEP/1-1499 minutes	11
Has an IEP/1500+ Minutes	10

	Consultation/ Counseling
Missing	128
No IEP	266
Has an IEP/0 minutes	62
Has an IEP/1-1499 minutes	7
Has an IEP/1500+ Minutes	0

	Total of All Services
Missing	124
No IEP	266
Has an IEP/0 minutes	4
Has an IEP/1-1499 minutes	55
Has an IEP/1500+ Minutes	14

One normative child was declared as not needing special education resources any longer.

D. Attendance

The table below contains attendance data for the children. Interviewers were able to record attendance data for each student for up to three schools that a student attended during the school year. Analysts should note that overall the normative students were enrolled in any school for a longer period of time. Analysts should note, however, that control students attending their second school had fewer absences than the normative students and control students attending their third school had fewer absences and fewer tardies.

Attendance Data	Normative		Control	
	Mean	SD	Mean	SD
1 st School: Days Enrolled	169.11	28.54	165.12	31.63
1 st School: Days Absent	15.71	17.55	20.82	22.85
1 st School: Days Tardy	6.99	10.07	7.65	11.90
2 nd School: Days Enrolled	73.24	44.34	64.27	38.16
2 nd School: Days Absent	22.00	23.25	15.90	19.64
2 nd School: Days Tardy	2.92	4.58	9.00	9.45
3 rd School: Days Enrolled	65.67	44.02	59.00	19.67
3 rd School: Days Absent	14.50	12.11	9.33	8.74
3 rd School: Days Tardy	2.50	4.36	0.50	0.71
Total Days Enrolled in School	171.13	24.69	167.23	32.06
Total Days Tardy to School	6.91	9.95	8.05	11.93
Total Days Absent from School	16.72	18.84	21.44	23.54

E. Miscellaneous

The students were in the following grades during the 2000-2001 year:

Youth's Grade	Normative		Control	
	Frequency	Percent	Frequency	Percent
7 th Grade	3	0.8%	2	1%
8 th Grade	16	4%	7	5%
9 th Grade	97	25%	41	26%
10 th Grade	181	47%	58	37%
11 th Grade	0	0	1	1%
12 th Grade	1	0.2%	1	1%
Missing Grade Data	89	23%	45	29%
Total	387	100%	155	100%

Fifty-five percent of the control students and 64% of the normative students were not repeating a grade, while 15% of the control sample and 13% of the normative sample were repeating a grade. For the rest of the students this information is unknown. Sixty-six percent of the normative students and 54% of the control students experienced no school transitions, while 27% of the normative students and 32% of the control students experienced one school transition during the school year. Fourteen normative students and ten control students had two school transitions, five normative students and four control students had three school transitions, and one control student experienced eight school transitions during the school year.

None of the students were siblings of a target child.

Finally, the majority of the students in both samples attended regular education schools rather than using any form of alternative setting. The alternative settings ranged from students being homebound or homeschooled to alternative schools to residential treatment facilities. While the majority of the students in both the normative and control samples attended regular education schools, it is notable that a number of the control students in particular, 19%, attended schools in alternative settings. Also, looking at the data in a different manner, it is important to note that 11% of the entire sample for which this data was available attended school in an alternative setting.

Group	School Type		Total
	Regular Education	Any Alternative Education Setting	
Control Sample	89 80.91	21 19.09	110
Normative Sample	224 92.18	19 7.82	243
Total	313	40	353 100.00
Frequency Missing = 110			

With $\chi^2 (1, N = 353) = 9.5757$, $p < 0.0020$, the hypothesis of independence between risk category (normative or high-risk control) and school type was rejected for these data.

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 a number of the items in several of the data sections—grades, school information and attendance, and the achievement/competency tests. Two grades showed significant differences between the samples—the average math grade across the schools and the math grade for the school that the student attended the longest. In both of these instances, the grades for the normative students were greater than the grades for the control students. Several variables from the school information section also indicated significant differences between the samples; these were the number of school building transitions, the number of schools the youth attended during the school year, and the total days absent from school. Finally, a significant difference was noted for the Tennessee Competency Exam’s Language Score, with the mean for the normative sample being significantly greater than the mean for the control sample.

Analysts should note that, when looking at data for the achievement and competency tests, the sample sizes are often very small and in some cases, may represent only one student.

A series of t-tests comparing the core subject grades for the school the student attended longest indicated significant differences to the school type (regular education setting versus any alternative education setting) indicated significant differences for two of the items—the language arts grade for the school the student attended longest and the science grade for the school the student attended the longest.

School Records—Attendance and Achievement Tests
The T-TEST Procedure

Variable	Normative Sample		Control Sample		DF	t Value	Pr > |t|
	Mean	Std Dev	Mean	Std Dev			
Number of School Building Transitions (O11Q11)	0.34	0.58	0.69	1.07	348	3.94	<.0001
Number of Schools Youth Attended During Academic Year (O11Q12)	1.10	0.36	1.22	0.51	351	2.51	0.0127
Total Days Enrolled in School	172.55	22.70	167.23	32.06	338	-1.75	0.0810
Total Days Tardy to School	7.20	10.58	8.05	11.93	266	0.58	0.5597
Total Days Absent from School	15.66	17.32	21.44	23.54	318	2.46	0.0144
Durham: Achievement/Competency Exams: Scale Score-Reading (O11Q41)	153.57	9.74	148.25	7.23	20	-1.34	0.1944
Durham: Achievement/Competency Exams: Ach. Level-Reading (O11Q42)	2.50	0.93	1.67	1.15	9	-1.25	0.2413
Durham: Achievement/Competency Exams: State Percentile Score-Reading (O11Q43)	28.50	27.12	11.67	14.22	7	-0.99	0.3571
Durham: Achievement/Competency Exams: Scale Score-Math (O11Q44)	200.58	45.91	193.44	42.33	19	-0.36	0.7196
Durham: Achievement/Competency Exams: Ach. Level-Math (O11Q45)	2.00	0.82	1.33	0.58	8	-1.26	0.2415
Durham: Achievement/Competency Exams: State Percentile Score-Math (O11Q46)	26.00	28.15	4.67	4.73	9	-1.26	0.2379
Durham: Achievement/Competency Exams: Total Percentile Scores-Language (O11Q47)	15.00	--	--	--	0	--	--
Durham: Achievement/Competency Exams: Total Percentile Scores-Math (O11Q48)	5.00	--	--	--	0	--	--
Nashville: Achievement/Competency Exams: Total Percentile Scores-Language (O11Q51)	44.00	11.31	60.00	--	1	1.15	0.4544
Nashville: Achievement/Competency Exams: Total Percentile Scores-Math (O11Q52)	31.00	7.07	51.00	--	1	2.31	0.2601

Nashville: Tennessee Competency Exam: 1) Math Score (O11Q54)	61.47	19.25	54.06	19.88	47	-1.27	0.2109
Nashville: Tennessee Competency Exam: 1) Language Score (O11Q55)	60.41	19.36	46.00	25.39	46	-2.19	0.0339
Nashville: Tennessee Competency Exam: 2) Math Score (O11Q57)	55.00	16.57	44.92	18.44	26	-1.52	0.1397
Nashville: Tennessee Competency Exam: 2) Language Score (O11Q58)	52.06	16.46	44.79	18.78	29	-1.15	0.2598
Penn State: Achievement/Competency Exams: Total Percentile Scores-Language (O11Q61)	65.64	28.51	50.43	28.34	19	-1.15	0.2624
Penn State: Achievement/Competency Exams: Total Percentile Scores-Math (O11Q62)	65.36	31.89	51.14	24.41	19	-1.03	0.3147
Penn State: Achievement/Competency Exams: PSSA-Reading (O11Q63)	44.00	--	--	--	0	--	--
Penn State: Achievement/Competency Exams: PSSA-Language (O11Q64)	--	--	2.00	--	0	--	--
Penn State: Achievement/Competency Exams: PSSA-Math (O11Q65)	91.00	--	41.00	--	0	--	--
Seattle: Achievement/Competency Exams: Total Percentile Scores-Language (O11Q68)	33.60	26.85	47.25	36.37	7	0.65	0.5362
Seattle: Achievement/Competency Exams: Total Percentile Scores-Math (O11Q69)	1.00	--	53.50	64.35	1	0.67	0.6259
Seattle: Achievement/Competency Exams: PSSA-Reading (O11Q70)	410.25	22.42	399.50	35.58	30	-1.01	0.3210
Seattle: Achievement/Competency Exams: PSSA-Writing (O11Q71)	8.84	2.23	7.50	2.45	31	-1.45	0.1582
Seattle: Achievement/Competency Exams: PSSA-Math (O11Q72)	391.15	42.52	396.75	60.15	33	0.30	0.7682

School Records—Grades by Sample
The T-TEST Procedure

Variable	Normative Sample		Control Sample		DF	t Value	Pr > |t|
	Mean	Std Dev	Mean	Std Dev			
Average Math Grade across Schools	6.49	4.03	4.96	3.84	320	-3.18	0.0016
Average Language Arts Grade across Schools	6.83	4.09	6.47	3.97	323	-0.73	0.4647
Average Social Studies Grade across Schools	6.84	3.98	6.02	4.00	294	-1.61	0.1094
Average Science Grade across Schools	6.53	3.95	6.13	3.77	304	-0.81	0.4205
Math Grade for School Student Attended Longest	6.45	4.02	4.95	3.75	312	-3.07	0.0023
Language Arts Grade for School Student Attended Longest	6.80	4.10	6.47	3.94	315	-0.65	0.5146
Social Studies Grade for School Student Attended Longest	6.81	3.99	6.04	3.94	286	-1.49	0.1381
Science Grade for School Student Attended Longest	6.55	3.95	5.99	3.73	298	-1.13	0.2576

School Records—Grades by School Type
The T-TEST Procedure

Variable	Regular School		Any Alternative Education Setting		DF	t Value	Pr > |t|
	Mean	Std Dev	Mean	Std Dev			
Math Grade for School Student Attended Longest	6.12	3.96	4.63	4.24	312	1.77	0.0781
Language Arts Grade for School Student Attended Longest	6.84	4.01	5.04	4.30	315	2.06	0.0407
Social Studies Grade for School Student Attended Longest	6.63	3.98	6.14	4.04	286	0.54	0.5909
Science Grade for School Student Attended Longest	6.52	3.85	4.78	4.07	298	2.07	0.0389

The frequency distribution of the number of minutes per week with special education resources among the high-risk control and normative samples was:

Table of group by o11q83				
Group	o11q83 (Current Level of Service: # Min/Wk with Special Education Resources)			Total
Frequency Row Percent	0 minutes	1-1499 Minutes	1500+ Minutes	
Control	129 83.23	23 14.84	3 1.94	155
Normative	285 92.53	22 7.14	1 0.32	308
Total	414	45	4	463 100.00

With χ^2 (2, N = 463) = 10.3788, $p < 0.0056$, the hypothesis of independence between risk category (normative or high-risk control) and the number of minutes per week with special education resources was rejected for these data.

The frequency distribution of the number of minutes per week in a separate or self-contained classroom among the high-risk control and normative samples was:

Table of group by o11q84				
Group	o11q84 (Current Level of Service: # Min/Wk in Separate or Self-Contained)			Total
Frequency Row Percent	0 minutes	1-1499 Minutes	1500+ Minutes	
Control	144 92.90	5 3.23	6 3.87	155
Normative	298 96.75	6 1.95	4 1.30	308
Total	442	11	10	463 100.00

With χ^2 (2, N = 463) = 4.0274, $p < 0.1335$, the hypothesis of independence between risk category (normative or high-risk control) and the number of minutes per week in a separate or self-contained classroom was not rejected for these data.

The frequency distribution of the number of minutes per week for consultation or counseling among the high-risk control and normative samples was:

Table of group by o11q85			
Group	o11q85 (Current Level of Service: # Min/Wk in Consultation/Counseling)		Total
Frequency Row Percent	0 Minutes	1-1499 Minutes	
Control	148 97.37	4 2.63	152
Normative	304 99.02	3 0.98	307
Total	452	7	459 100.00
Frequency Missing = 4			

With χ^2 (1, N = 459) = 1.8528, $p < 0.1735$, the hypothesis of independence between risk category (normative or high-risk control) and the number of minutes per week for consultation or counseling was not rejected for these data.

The frequency distribution of the total minutes per week with resources among the high-risk control and normative samples was:

Table of group by o11q86				
Group	o11q86 (Total Number of Minutes Per Week with Services)			Total
Frequency Row Percent	0 minutes	1-1499 Minutes	1500+ Minutes	
Control	119 76.77	27 17.42	9 5.81	155
Normative	275 89.29	28 9.09	5 1.62	308
Total	394	55	14	463 100.00

With χ^2 (2, N = 463) = 13.8843, $p < 0.0010$, the hypothesis of independence between risk category (normative or high-risk control) and the total minutes per week with resources was rejected for these data.

Differences in special education minutes per week (including an indicator of type of schools) were assessed by chi-squared tests of independence. Significance tests indicated that high-risk students were more likely to spend part-time and full-time minutes per week with special education resources (17% vs. 7%) and to spend more part-time and full-time total minutes per week with services (23% vs. 11%). No significant differences were noted in minutes per week for the separate or self-contained classrooms and for the minutes per week used for consultation or counseling.

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. Analysts should note that, while students may have been enrolled in more than three schools during the school year, data were collected only for the three schools that the student was enrolled in for the longest time. For example, if a student was enrolled in four schools during the school year for 20 days, 135 days, 10 days, and 15 days respectively, data would only have been collected for the three schools whose enrollment rates were for 20 days, 135 days, and 15 days.

Finally, analysts should note that there was a noticeable decline in the number of students identified as having current IEPs from year 10 to year 11 of the study. In year 10, 61 normative students (16%) and 49 control students (32%) had current IEPs. In year 11, 57 normative students (15%) and 39 control students (25%) had current IEPs. In year 10, 85 normative students and 39 control students were missing this item. However, in year 11, nine normative students were missing this item and 'skip' was used for 89 normative students for this item while nine control students were missing this item and skip was used for 45 control students for this item. Thus, data concerning IEP information may not be entirely accurate.

VII. Item Means and SDs

Normative Sample Year 11

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
O11Q83	Current Level of Service: # Min/Wk with Special Ed Resources	57	379.386	485.872	0.000	1500.000
O11Q84	Current Level of Service: # Min/Wk in Separate or Self-Contained	57	374.895	606.997	0.000	1500.000
O11Q85	Current Level of Service: # Min/Wk in Consultation/Counseling	54	0.944	4.319	0.000	30.000
O11Q86	Total Number of Minutes Per Week with Services	57	755.175	584.410	0.000	1500.000
O11Q87	Child Been Declared Not Needing SPED?	57	0.018	0.132	0.000	1.000

Control Sample Year 11

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
O11Q83	Current Level of Service: # Min/Wk with Special Ed Resources	39	485.692	516.608	0.000	1500.000
O11Q84	Current Level of Service: # Min/Wk in Separate or Self-Contained	39	320.949	590.016	0.000	1500.000
O11Q85	Current Level of Service: # Min/Wk in Consultation/Counseling	36	1.389	5.336	0.000	30.000
O11Q86	Total Number of Minutes Per Week with Services	39	807.923	577.796	0.000	1500.000
O11Q87	Child Been Declared Not Needing SPED?	39	0.000	0.000	0.000	0.000

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."