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

Action Researcher's Name:
Donna Urey

For further project detail contact:
The Pennsylvania Action Research Network
d/o Adult Education Graduate Program
Penn State University, McKeesport Campus
University Drive
McKeesport PA 15132

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

Contact State Literacy Resource Center for Additional copies.

This monograph is a result of a Learning From Practice project developed by The Pennsylvania State University, under support from the U.S. Department of Education, through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education; however, the opinions expressed herein do not necessarily reflect the positions or policies of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.
PRODUCT

“Pennsylvania Action Research Network: Staff Development Through Six Professional Development Centers”

Project Number 099-99-9010
July 1998-June 1999

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 be 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
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
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
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)
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. **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**
   - **Limited in English proficiency** (NELP)
   - **Displaced homemaker** (DISPHOME)
   - **Enrolled in other Federal training or educational program** (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

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

   - **School Board, IU, School announcement**
   - **Newspaper, radio, TV**
   - **Handout, mailed leaflet**
   - **Sign, billboard, phone book (not in school, worksite, agency)**
   - **Relative, friend, acquaintance**
   - **Employer/union-worksite announcement**
   - **Previously studied ABE/GED or Adult Literacy**
   - **School/college counselor/teacher**
   - **Institution (group home) personnel**

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

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

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) (POSTSCORE)
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 #:**

**Birthday:**

**Address:**

**City/State/Zip:**

**Telephone #:**

**OK to Call:** Yes

**OK to Mail:** Yes

**County Code:**

**School District Code:**

**Enrollment date:**

**Site:**

**Site No.:**

**Sex:** Male

**Female**

**Race:** (see instructions for numeric code)

## Program Information:

### Student Initial Entry Level:

- 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:**

- 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 Years of Age:**

**At time of enrollment the student is:**

- 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)

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

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

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

At time of enrollment is the student:

<table>
<thead>
<tr>
<th>Receiving Public Assistance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapped</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Institutionalized</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A Homeless Adult</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>An Immigrant</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>ESL</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A Displaced Homemaker</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Enrolled in Federal Training or educational program</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Pre-Test Information:

TABE LOCATOR: Date: __/__/__

<table>
<thead>
<tr>
<th>Subtest</th>
<th># Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
</tbody>
</table>

TEST INSTRUMENT ADMINISTERED: TABE

Complete Battery: □ Survey: □

Form: _____ Level: _____

Date: __/__/__

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw (NC)</th>
<th>Scaled Score</th>
<th>Grade Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Comp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OFFICIAL GED PRACTICE TEST:

Date: __/__/__

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw (NC)</th>
<th>GED Std. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 5/24/99
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)

<table>
<thead>
<tr>
<th>Completed level and left</th>
<th>Completed goal and left</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued to higher level</td>
<td>Continued to next level</td>
</tr>
<tr>
<td>Continued, same level or goal</td>
<td>Separated early</td>
</tr>
</tbody>
</table>

Early Separation Reason (check one)

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

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: _______ / _______ / _______

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw (NC)</th>
<th>Scaled Score</th>
<th>Grade Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Comp</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Applied Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Official GED Practice Test: ☐

Actual GED Test: ☐

Date: _______ / _______ / _______

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw (NC)</th>
<th>Scaled Score</th>
<th>Percentile Rank (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Impact Data: Achievement of Program Participants**

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

**Educational:**

<table>
<thead>
<tr>
<th>Passed the GED test</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED test taken; results not received</td>
</tr>
<tr>
<td>Obtained high school diploma</td>
</tr>
<tr>
<td>Entered another educational/training program</td>
</tr>
<tr>
<td>Entered the military</td>
</tr>
<tr>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

**Societal:**

<table>
<thead>
<tr>
<th>Received U.S. citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered to vote</td>
</tr>
<tr>
<td>Voted for the first time</td>
</tr>
<tr>
<td>Received driver’s license as a result of the program</td>
</tr>
<tr>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

**Economic:**

<table>
<thead>
<tr>
<th>Gained employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secured advancement with employment</td>
</tr>
<tr>
<td>Was removed from public assistance</td>
</tr>
<tr>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

**Personal:**

<table>
<thead>
<tr>
<th>Read more to children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater involvement in schooling of children</td>
</tr>
<tr>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

I certify that this information is correct.

Completed by: _____________________________

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