Data Gathering Process Guide

Community Collaboration Project

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Alliance for Education

University of Washington Bothell

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CONTENTS

INTRODUCTION

Thank you for helping Alliance for Education (A4E) with their data-gathering and processing needs. All good policy decisions should be based on sound data regarding inputs, processes, and outcomes. Your help in gathering and processing data for A4E is critical in ensuring that appropriate stakeholders have critical information about Seattle Public Schools' K-12 performance, college access, and college success. This data will allow comparisons across years or to other state/national benchmarks, and will even eventually allow specific pinpointing of schools which require additional college access resources to ensure we can accomplish A4E's mission "to ensure every child in Seattle Public Schools is prepared for success in college, career, and life."

This guide is intended to provide easy step-by-step instructions for how to gather data required by Alliance for Education. It was written assuming you have little experience doing this specific type of research and also minimal experience with the Microsoft Excel spreadsheet program. There are many programs that allow one to gather and display data, but because Excel is widely in use, reasonably user-friendly, and relatively easy to translate into other programs (like Word, PowerPoint, etc.), all of our directions will be assuming you are using the Excel program.

The basic idea is that you should be able to go through this guide and successfully complete each of the three sections of the Consolidated SCAN data spreadsheet: K-12 Indicators, College Access, and College Success. The directions are done column-by-column and usually require accessing data from online via specific file-paths, requesting data from Seattle Public Schools (SPS) administrators, performing calculations, or some combination of the three. The directions are intended to take the flood of data on the spreadsheet and pare it down to a trickle of data, which is easily managed and manipulated into a useable form for creating the next iteration of the data spreadsheet.

We hope that the directions in this guide, along with the accompanying screenshots, file-paths, URLs, appendices, and maybe even a few extra tips and tricks, will make gathering data for A4E smooth and painless. It is also our hope that you are not only able to complete your data-gathering assignment, but also learn about education data in Washington State and how to use Microsoft Excel better in some small way. Thank you and good luck!

SOURCE OVERVIEW

The methods of data gathering A4E uses vary depending on the source of the data. Some sources make data retrieval very efficient, and some less so. A4E collects data from three different sources, each with its own idiosyncrasies and varying degrees of efficiency from a data-retrieval standpoint. Below is a breakdown of each data source A4E uses and details about how data is gathered from them.

SEATTLE PUBLIC SCHOOLS (SPS)

SPS has the least efficient methods of data gathering of all the sources employed by A4E. To get data from them, A4E must call or email a data representative at SPS main office, who then retrieves the data and most often emails the requested data back to A4E. The disadvantages are pretty clear; this process takes time and may be further delayed by personnel issues or turnover at SPS. While A4E does have a data agreement with SPS, the requests sent from A4E to SPS are not official Public Records Requests (PRRs). We imagine this to be a matter of convenience, since one does not want to go through all the trouble of creating an official PRR if you can just send an informal email and get the same result. However, this may cause problems when personnel turn over at A4E or at SPS. There is no designated format for these information requests and the routing is quite informal.

The advantage of working directly with the school district is that A4E may be able to influence what data is collected, specific to their programs, which they might not be able to do with other data providers. The other providers may not always be collecting the data A4E desires and having a close relationship with the school district opens up these options.

OFFICE OF THE SUPERINTENDENT OF PUBLIC EDUCATION (OSPI)

The OSPI has online data capability and information in a variety of formats and reports. The OSPI does not require PRRs for any of the data on its website, as all the data there is considered public information and does not contain specific personal information, such as names of students or teachers. The disadvantage is that OSPI does not tailor a data package for any specific user. Nor is there an online query system where you can simply request display of specific data sets you are looking for. Instead, you scour the website and reports available. Some reports are already in excel format, some are in other formats and some data is in PDF reports, which require even more effort to extract and transform into a useable format, even if the report is downloadable. Another disadvantage to OSPI data is that it is not always carefully cleaned and may contain inconsistencies (such as percentages adding up to more than 100%) or you may not always know how something was measured at first glance at the data.

OSPI is useful because it does have a lot of data for Washington State, all the way down to the school level. It also makes it relatively easy to compare school or district level data to state level data, and includes a lot of useful variables, even if you do not have a lot of control over how they display. Also, data can be retrieved from OSPI at any time, and there is no need to request data officially or unofficially.

URL: www.k12.wa.us

THE BERC GROUP: COLLEGE TRACKING DATA SERVICES (CTDS)

The BERC Group (Baker Evaluation Research Consulting) is a local research and consulting group which gathers large amounts of data about college attendance in Washington State and makes it available for research/viewing on their website. They can display data as tables or a chart and their online tools make it easy to review trends in college attendance all the way down to the school level. This is useful because OSPI data only tracks students until college graduation, whereas A4E's SCAN project wishes to send all children to college at the end of high school. BERC fills a hole left in OSPI's data gathering and makes the data available to the public.

BERC also offers a variety of consulting services, and specialized reports as well as the generally-available online data. While the BERC group appears to do work around the Pacific Rim, all the "events" listed on their website occur in Washington State and all the data they make publicly available is also from Washington State.

BERC makes gathering data about college attendance/graduation/persistence very easy, but does not have data for pre-12 outcomes like test scores, graduation rates, etc.

Because each source provides slightly different data (SPS about specific K-12 school level data, OSPI with a state focus on K-12 and BERC with post-12 data) they are all important in accomplishing A4E's mission of improving K-12 outcomes in SPS so that children are best prepared to attend postsecondary education.

In relation to the project, our main concern is that even if ERDC can pull together the data currently offered by OSPI and SPS (which would still be an improvement over the informal SPS data system) then A4E and other concerned nonprofits may still have to go to BERC for college-bound data. While this would be better than the current system of data-sharing, it would still mean that nonprofits such as A4E may have to pull data from multiple sources.

URL: www.collegetracking.com

DATA GATHERING PROCESS

Your process will vary depending on what data you are attempting to gather for Alliance for Education. This guide will give you a step-by step process for gathering data for each column of the Consolidated SCAN spreadsheet. The data to be gathered is usually identified by the column you are gathering. If you do not need step-by-step instructions, only a general idea of where to look for the data, please see the "Source" page of your Excel spreadsheet.

In general, your process will be:

1. Find the data; the location will vary depending on the data being researched.
    a. K-12 Indicators-OSPI and SPS Data
    b. College Access-SPS Data
    c. College Success-SPS and BERC

2. Determine the format of the data you have found.
    a. Most will be available in MS Excel.
    b. If it is not in excel, then the usual process is to copy it from the screen, paste it into excel, then re-arrange or format the data to match the format/order of previous data, and then place it in your spreadsheet.
    c. The third option is to transpose the data from the originating source onto your spreadsheet. This is the least efficient method, largely because it is time-consuming and often inaccurate.   If you must transpose, ALWAYS check your work once you are complete to be sure your data set matches the originator exactly.

3. Add the data to the data set, making sure it is the right format. Things to look out for:
    a. Be sure to use the SAME column and row headings for consistency
    b. Ensure the years of the data are properly labeled
    c. If data is listed in previous years as a percent, then so too should the new data.

4. Save the data and create a backup copy off the main system.

<div style="border:1px solid black; text-align:center">

If data is in a GRAY cell, do not modify the cell.
Gray cells denote cells that have automatically-calculated values. Modifying these cells will prevent them from working properly.

</div>

COLUMN BY COLUMN INSTRUCTIONS

Column D

Title	Total number of students (OSPI)
URL	http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=100&reportLevel=District&orgLinkId=100&yrs=&year=2010-11
File-path	www.k12.wa.us > Research and Reports (dropdown menu) > School Report Card > Summary (dropdown menu) > Seattle Public Schools > Click GO

Instructions:

Relevant data will be displayed on page. It is recommended to click-drag to select all relevant data, control-C to copy the data, and then paste the data into a NEW excel spreadsheet. Once there, format the data to align with existing data (by properly ordering the ethnic groups) and then copy/paste the data into column D.

A: Make sure you have "Seattle Public Schools" selected.

B: Ensure you are collecting data for the proper year.

C: The data you are want to put in column A is the October Count. Ignore the percentage data, as your spreadsheet should calculate them automatically.

Column E

Title	Total number of Students (SPS)
URL	N/A
File-path	N/A

Instructions:

This is data directly from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column F

Title	Total 9th Graders (OSPI)
URL	http://www.k12.wa.us/DataAdmin/default.aspx#otherlinks
File-path	www.k12.wa.us > Research and Reports>scroll down to "October Enrollment Report">District level>open excel spreadsheet to access data

Instructions:

Once you open the spreadsheet, scroll down in the "Oct3Dist_FedEthRacebyGrade" tab of the excel workbook to find Seattle Public Schools. All the information you need will be divided out by ethnicity already. Grade 9 totals are in column AF. You may wish to save this file for future use.

Column G

Title	9th graders earning sufficient credits
URL	N/A
File-path	N/A

Instructions:

This is data directly from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column H

Title	% of 9th graders earning sufficient credits
URL	CALCULATION
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they should automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Columns I through M

Title	Percent of students proficient in 10th Grade math (Level 1-4 and "no score")
URL	http://reportcard.ospi.k12.wa.us/WASLCurrent.aspx?schoolId=1&reportLevel=State&year=2009-10&gradeLevelId=10&groupLevel=District&waslCategory=1&chartType=1
File-path	OSPI website > research and reports dropdown menu > report cards > MSP/HSPE > MSP/HSPE dropdown menu >Seattle Public Schools >click the appropriate year/test (you may need to scroll down a bit to find the MATH section).

Instructions:

All data for these columns is found in the same place. Following the file-path will open up a page which displays the raw and percent data for the test. Manually enter or cut-and-paste the PERCENT data into the appropriate cell, making sure to follow the format of the previous data.
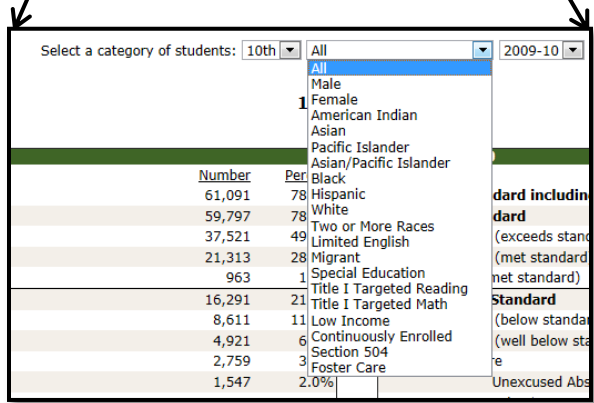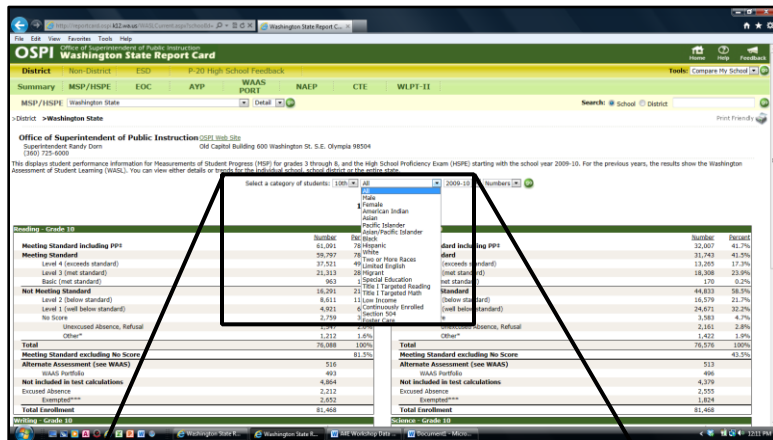
Please select from the dropdown menu the subgroup you need data for. It is also important to make sure you have the proper year selected for your research.

Column N

Title	Number of ELL students
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column O

Title	# of ELL who gain 1 or more levels of English per year
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column P

Title	% of ELL who gain 1 or more levels of English per year
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column Q

Title	Early warning indicators: high absenteeism headcount
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column R

| Title	% high absenteeism
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column S

Title	Early warning indicators: medium absenteeism headcount
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column T

Title	% medium absenteeism
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column U

Title	Early warning indicators: High unexcused absences
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column V

Title	% high unexcused absences
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column W

Title	Early warning indicators: Medium unexcused absences
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column X

Title	% medium unexcused absences
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column Y

Title	Early warning indicators: High disciplinary headcount
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column Z

Title	% High disciplinary headcount
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column AA

Title	Early warning indicators: Moderate disciplinary headcount
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column AB

Title	% Moderate disciplinary headcount
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column AC

Title	Core Courses Student Count
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column AD

Title	Early warning indicators: course failure: > 20% core courses
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column AE

Title	% > 20%
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column AF

Title	Early warning indicators: course failure: 10% - 20% core courses
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column AG

Title	% 10% - 20%
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

TAB 2: COLLEGE ACCESS

Column D

Title	Total Number of Students (SPS)
URL	http://www.seattleschools.org/modules/cms/pages.phtml?pageid=217382
File-path	N/A

Instructions:

After opening the URL, one should navigate to Data Profile, and select the appropriate year. If the URL doesn't work, one would need to seek out the Data and Reports section of SPS. After choosing the appropriate year, choose the Full (year) Data Profile, and load the accompanying PDF file. Navigate until you reach "District Summary, Number and Percent of Students in each Ethnic Group All High School Students/Grades 9 - 12", and derive your data from the accompanying table.

A: Select the appropriate year of data from the drop down menu under "**Data Profile.**"

B: Select "Full (year) Data Profile (Includes all of the below)" for the data set in PDF format.

C: Navigate as appropriate and described in instructions. Unfortunately the page numbers will vary from year to year.

Column E

Title	Total number of seniors
URL	http://www.seattleschools.org/modules/cms/pages.phtml?pageid=217382
File-path	N/A

Instructions:

After opening the URL, one should navigate to Data Profile, and select the appropriate year. If the URL doesn't work, one would need to seek out the Data and Reports section of SPS. After choosing the appropriate year, choose the Full (year) Data Profile, and load the accompanying PDF file. Navigate until you reach "District Summary Student Educational Status Cumulative Completion and Dropout Rates", at which point the first column delineates the number of individuals in each senior class by gender, race, and total numbers.

Column F

Title	Total number of Students who graduated 2010-11 (all graduates, not just 9th grade cohort)
URL	http://www.seattleschools.org/modules/cms/pages.phtml?pageid=217382
File-path	N/A

Instructions:

After opening the URL, one should navigate to Data Profile, and select the appropriate year. If the URL doesn't work, one would need to seek out the Data and Reports section of SPS. After choosing the appropriate year, choose the Full (year) Data Profile, and load the accompanying PDF file. Navigate until you reach "District Summary Student Educational Status Cumulative Completion and Dropout Rates", at which point the second column delineates the total number of graduates by gender, race, and total numbers.

Column G

Title	% of students who graduated 2010-11 (total graduation # is denominator)
URL	N/A
File-path	N/A

Instructions:

Excel Formula: Excel Formula is an alternate method – Column F over Column E, to generate the same percentage otherwise listed in SPS data.

After opening the URL, one should navigate to Data Profile, and select the appropriate year. If the URL doesn't work, one would need to seek out the Data and Reports section of SPS. After choosing the appropriate year, choose the Full (year) Data Profile, and load the accompanying PDF file. Navigate until you reach "District Summary Student Educational Status Cumulative Completion and Dropout Rates", at which point the second column delineates the total percentage of graduates by gender, race, and total numbers.

Column H

Title	% of students in racial/ethnic group who graduated 2010-11 (need 12th grade number)
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.
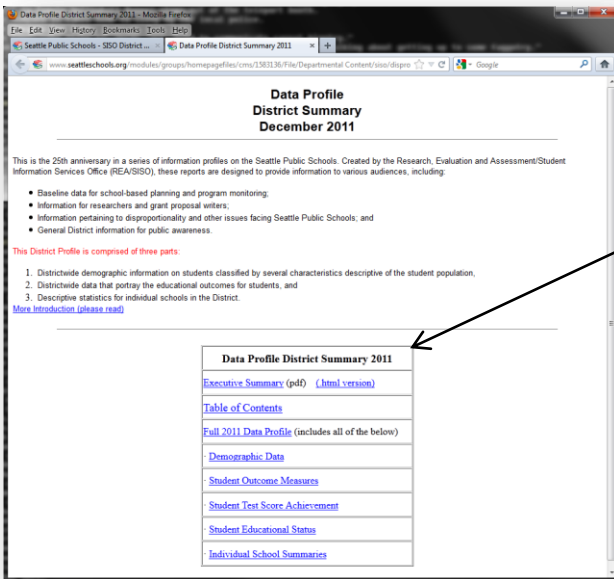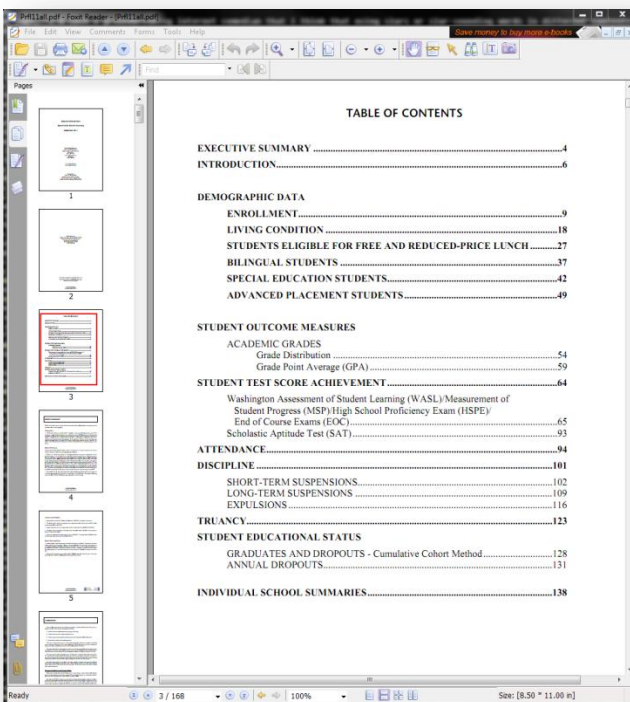
Column I

Title	Total number of Students who graduated from H.S. (9th grade cohort)
URL	http://www.seattleschools.org/modules/cms/pages.phtml?pageid=217382
File-path	N/A

Instructions:

After opening the URL, one should navigate to Data Profile, and select the appropriate year. If the URL doesn't work, one would need to seek out the Data and Reports section of SPS. After choosing the appropriate year, choose the Full (year) Data Profile, and load the accompanying PDF file. Navigate until you reach "District Summary Student Educational Status Cumulative Completion and Dropout Rates", at which point the percentage of graduates by race, gender, and total are available in the third column of the accompanying table.

Column J

Title	% of students who graduated 2010-11 (total graduation # as denominator)
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column K

Title	Number of HS students (of those who graduated) that graduate with required credits for a 4-year college (HECB minimum standards)
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column L

Title	Percent of HS students that graduate with required credits for a 4-year college
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column M

Title	Number of HS students who take the PSAT
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column N

Title	Percent of HS students who take the PSAT
URL	N/A
File-path	N/A

Instructions:

Like all GRAY cells, these cells contain formulas that should not be altered. If you leave them alone, they will automatically execute the proper calculation and display the appropriate data, if the source data exists on the spreadsheet.

Column O

Title	Number of HS students who take the SAT/ACT (of those who graduated)
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column P

| Title	Percent of HS students who take the SAT/ACT
URL	N/A
File-path	N/A

Instructions:

This is available from Seattle Public Schools and should be collected directly from them. While there may be online sources for this data, the most reliable data and information can be retrieved by contacting SPS directly. Please see the Vice President of Operations for details.

Column Q

Title	Number of students who completed FAFSA (FAFSA)
URL	http://federalstudentaid.ed.gov/datacenter/fafsahs.html
File-path	N/A

Instructions:

At FAFSA website, choose "Washington" from the drop down menu, generating an Excel file which you will then open. Organize the cities alphabetically, scroll to the Seattle schools. Highlight "Applications Completed" and generate a total, either by SUMing them within the excel file, or calculating manually. Note, at the time of writing one year's data is available, which is not divided into further groups.
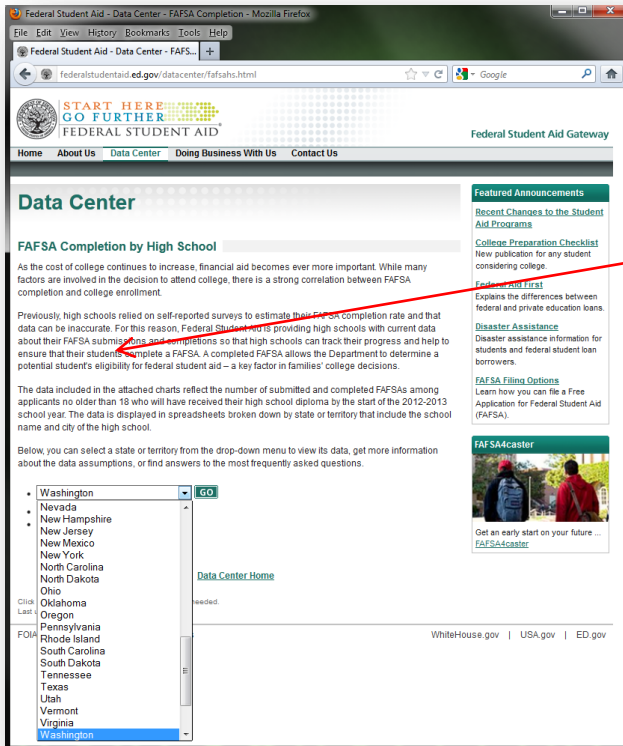
A: From the drop down menu choose "**Washington.**"
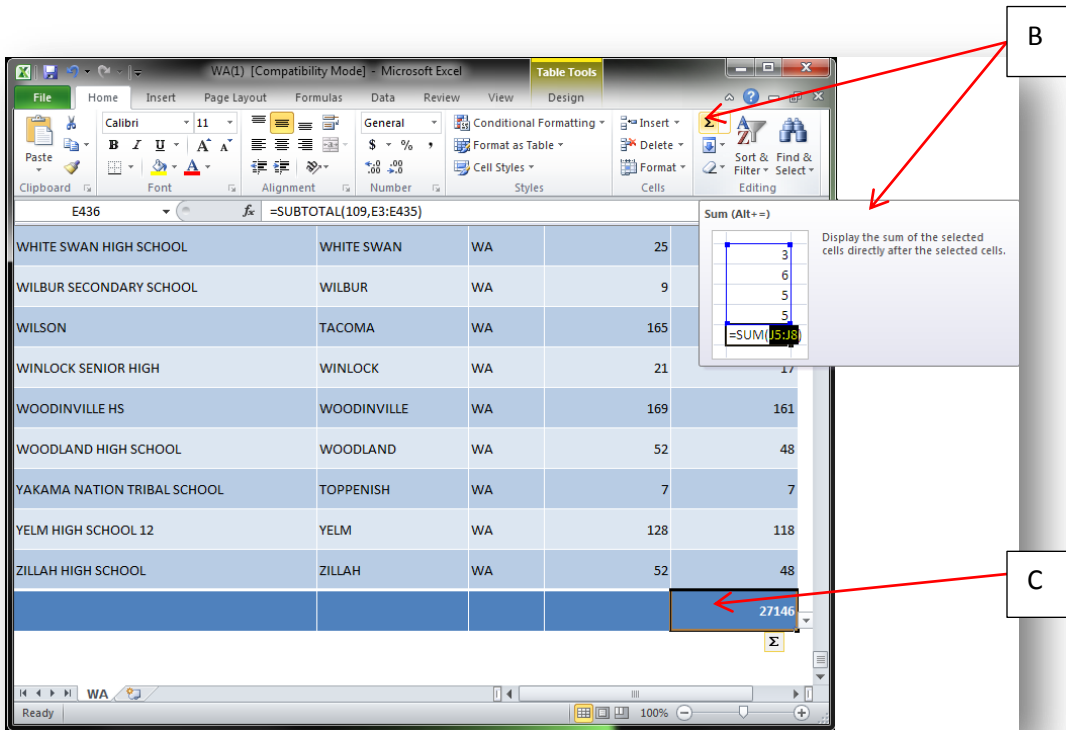
B: If you hover your cursor over this button (SUM), instructions will appear in a popup.
C: Find a clear cell and follow the instructions to sum the appropriate data. Make sure to choose data only from Seattle schools, which can be organized by alphabetizing the table by district name, as per instructions. Highlight that data for the formula and press enter for the calculation, which will appear in the blank cell you've chosen.

TAB 3: COLLEGE SUCCESS

Column D

Title	Class size (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle". Class Size is the second column. Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.
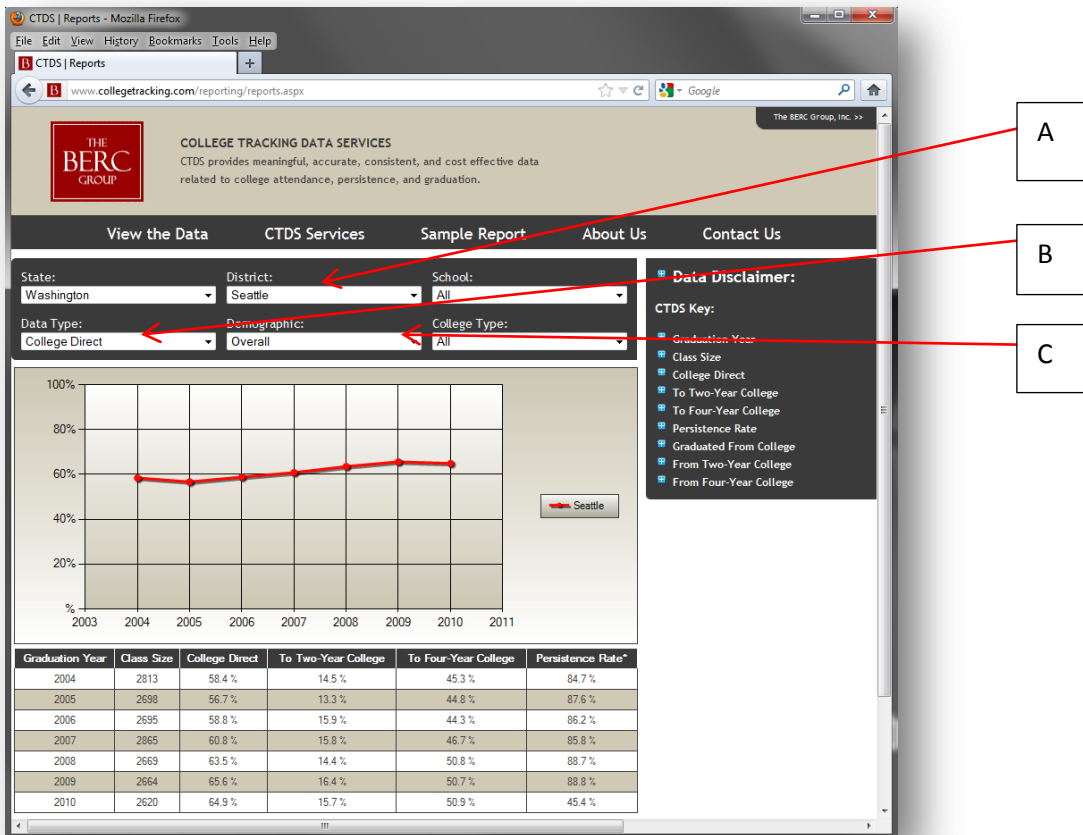
A: Make sure you choose "Seattle" under "**District.**"
B: Where instructed, change "**Data Type**" to and from College Direct and College Graduates.
C: Where instructed, make sure to change "**Demographic**" type among Overall, Gender, Ethnicity, and Free and Reduced Lunch .
Note: BERC page may be very slow to load, or time out. Be patient and reload page if necessary.

Column E

Title	% students who enroll in a post-secondary education (College Direct) (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle". College direct rate is the third column. Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

Column F

Title	Percent of students who persist into second year (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle".   Persistence rate is the final column.   Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

Column G

Title	Percent of students who enrolled in a 2 year college within 4years (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle".   Fourth column is "To Two-Year College".   Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

Column H

Title	Percent of students who enrolled in 4 year college within 8 years (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle".   Fifth column is "To Four-Year College".   Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

Column I

Title	Percent of students who graduated from a 2 year college within 4years (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle", lower left dropdown menu labeled "Data Type:" should be changed to "College Graduates". Fourth column is "From Two Year College". Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

Column J

Title	Percent of students who graduated from a 4 year college within 8 years (BERC)
URL	http://www.collegetracking.com/reporting/reports.aspx
File-path	N/A

Instructions:

After opening the URL, the upper middle drop down menu labeled "District:" should be changed to "Seattle", lower left dropdown menu labeled "Data Type:" should be changed to "College Graduates". Fifth column is "From Four Year College". Change the lower middle drop down menu, "Demographic:", in order to see data by gender, Free/Reduced Lunch (Low Income) and ethnicity. The data will need to be manually entered.

TAB 4: DATA WISH LIST

This tab is to be used to store data ideas generated by A4E that are not readily available or are not yet being collected. If you think of a data category that you think should be included in the SCAN Consolidated data set, place it in this tab under the appropriate heading and then follow up at a later time. The data already in this tab was put there because this research team could not find ready sources of this data.

TAB 5: SOURCE LIST

The source list should be used by users who do not require step-by-step instructions for moving data from a web source to the spreadsheet. More experienced users can simply locate the column of data they want to download, look up the source on this sheet and then find the data and bring it to the spreadsheet.

DATA REDUNDANCY

Data redundancy is "the duplication of critical components or functions of a system with the intention of increasing reliability of the system." In this case, we are concerned with backing up the data contained within the data gathering spreadsheet and, eventually, captured from the ERDC database.

In the short term, the spreadsheet should be included in either the regular backup routine for A4E or, at least, copied to a thumb drive for retrieval later.

Once the ERDC system is online, A4E can rely on the ERDC backup system to ensure that data is not lost. However, A4E should include a backup routine to ensure that they can easily access the data they capture from ERDC. This process would include storing the raw data captured from ERDC as well as any transformations of that data. The nature of this backup is heavily dependent on the nature of the ERDC integration software that is mentioned in the ERDC roadmap but it should include:

- Automated and regularly scheduled backups of the raw data
- Automated and regularly scheduled backups of the transformed data
- Notification to system administrators of failed backups
- A method for simple recovery of backed up files.