



SAIP Data Sets: Terms of Availability

- Data on student achievement and the learning context are available to researchers
- SAIP achievement data provide provincial/territorial, gender, and language breakdowns
- SAIP context data include school and out-of-school contexts
- SAIP data provide a unique opportunity for policy-relevant research
- Terms and conditions
- Contact information

Data on student achievement and the learning context are available to researchers

The provinces and territories, through the Council of Ministers of Education, Canada (CMEC), developed the School Achievement Indicators Program (SAIP) to assess the performance of 13- and 16-year-old students in mathematics content and mathematics problem-solving, reading and writing, and science (written component and practical task component). SAIP was designed to complement existing assessments in each province and territory, thereby providing Canada-wide data on both the achievement levels attained by 13- and 16-year-old students and the extent to which skills and knowledge develop between the ages of 13 and 16. The SAIP assessments were administered through three cycles from 1993 to 2004.

In September 1998, CMEC approved a proposal to enhance SAIP through the administration of comprehensive school, teacher, and student questionnaires. The questionnaires included items not only on student backgrounds and activities, but also on school characteristics, decision making, resources, classroom practices, opportunities to learn, attitudes toward school and the subject being assessed, and teacher backgrounds and specialization.

Both achievement and contextual data from SAIP are available to researchers through CMEC. The data sets are housed on a database and can be provided either in whole or in part.

SAIP achievement data provide provincial/territorial, gender, and language breakdowns

The SAIP assessments were designed to yield achievement data at pan-Canadian and provincial/territorial levels. Data are also available by language of instruction, i.e., French and English, and by gender. The sample size is too small, however, to yield reliable results from analysis within subcategories of a jurisdiction (such as schools or school boards/districts). For

reasons of confidentiality, all information pertaining to the identity of students, schools, and school districts/boards is removed when final data sets are prepared for analysis by CMEC.

Consequently, no data sets allowing for the identification of schools, school districts, or individuals can be made available.

With the completion of the third cycle of SAIP assessments in 2004, trend data is now available for all three subject areas.

SAIP context data include school and out-of-school contexts

The introduction of the contextual questionnaires as part of the 1999 assessment allowed for research into the linkages between the school, home, or social environment and student performance. The ultimate goal of the context questionnaires was to link the responses to the three questionnaires (student, teacher, and school) with the achievement levels of students in order to examine in detail how contextual factors are related to achievement. Further research will enable these links to be made. The main categories addressed by the questionnaires are as follows: provincial/district context, out-of-school context, school, student information, program design, teacher information, classroom instruction, and climate.

SAIP data provide a unique opportunity for policy-relevant research

SAIP, a long-term, pan-Canadian assessment with well-structured context questionnaires, afforded unique opportunities for providing information related to key policy areas of concern to ministries and departments of education.

SAIP gave jurisdictions a simple way to compare their performance with the rest of Canada. SAIP data also provided information to jurisdictions about the performance of their own education systems over time. The direct impact of introducing new curricula or the application of new policy initiatives is often not immediately apparent. Trend data from SAIP has allowed jurisdictions to measure the effects of these changes not only within their own system but also within the context of pan-Canadian performance.

CMEC is committed to encouraging policy-relevant research and to maintaining as a priority the dissemination of research results to policy makers and practitioners. Researchers requesting access to the SAIP data sets will be asked to provide a signature of agreement to the terms of availability described below.

Terms and conditions

CMEC will maintain a registry of all requests for the use of SAIP data so that jurisdictions can be informed regularly about the research being undertaken using this data. Requests from researchers outside the field of education who are interested in using SAIP data are welcome.

For the purposes of the registry, researchers wishing to use SAIP data should include the following information when requesting access to databases:

- Name(s) and affiliation(s) of researchers working on the project (i.e., name of university, college, ministry/department of education, school district/board, research foundation, organization, etc., where the researcher is employed or for whom he or she is undertaking the work)
- Contact information for the lead researcher on the project (mailing address, phone number, fax number, e-mail address)
- A succinct description of the project, including
 - the purpose(s) of the project
 - the proposed methodology to be used for the research
 - the proposed sources of information and interviewees
 - CMEC documentation required to complete the research
 - the software to be used (to ensure compatibility with SAIP database)
 - the proposed dissemination plan

Owing to sample-size considerations, researchers shall not use SAIP data to rank schools or school districts/boards, as such comparisons would not be valid.

Requests for access to confidential assessment materials such as test booklets will be considered by CMEC under the strict assurance that booklet contents and identification numbers will not be divulged in any manner in the ensuing report.

Dissemination of results is a priority for SAIP research. CMEC is particularly interested in opportunities for dissemination to policy makers and practitioners and would welcome research initiatives that include such activities. Publication of the research results will be the responsibility of the researcher(s) unless CMEC decides to play an active role in the dissemination of the research findings. The researcher(s) will be responsible for the research and conclusions. The researcher(s) will be asked to submit a report of their research findings or a copy of the paper/journal article to CMEC prior to any publication or presentation of the findings. CMEC will distribute, under a confidentiality agreement, the report of the findings to member jurisdictions that are named or identified in any research findings one month prior to publication or release of the findings so that they can prepare communications strategies before the report is released. Unless agreed otherwise, this report will be used by CMEC for information purposes only, and CMEC will not publish the report without the consent of the researcher(s).

The source and original purpose for which the data were collected must be acknowledged when publishing or presenting secondary analysis of the data. The researcher(s) shall undertake to ensure that data sets are not made available to others by any means whatsoever.

Contact information

For more information about the SAIP data, please contact pcapinfo@cmecc.ca



Council of Ministers of Education, Canada
School Achievement Indicators Program (SAIP)

I, _____, agree to the conditions
please print

outlined by CMEC in the document *SAIP Data Sets: Terms of Availability* and to the
submission of a copy of the final publication to CMEC **before the publication is released.**

Signature

Date

Title

CMEC Officer

Date