

PAPERWORK REDUCTION ACT SUBMISSION SUPPORTING STATEMENT

**Annual Mandatory Collection of Elementary and Secondary
Education Data through EDFacts**

June 2010

ATTACHMENT B-6

**EDFacts Data Set
School Improvement
Grants**

INTRODUCTION

Revised! This attachment explains how the data will be collected for the 18 metrics in the final requirements for the School Improvement Grants (SIG) program authorized under section 1003(g) of Title I of the ESEA for Tier I and Tier II schools that implemented one of the four required school intervention models and were served with SIG funds during the school year for which the SEA is reporting.¹ (The final requirements for the SIG program define Tier I and Tier II schools and the four school intervention models.) Some of the data used in the metrics will come from the data collected through ESS (data groups in Attachment B-3). Some of the data will come from reporting under the State Fiscal Stabilization Fund (SFSF) program.

REPORTING METRICS

The final requirements for the SIG program include 18 metrics, which are listed in the table below.

List of Metrics for the School Improvement Grants	
School Data	
1	Intervention used (<i>i.e.</i> , turnaround, restart, closure, or transformation)
2	AYP status
3	Which AYP targets the school met and missed
4	School improvement status
5	Number of minutes
Student Outcome/Academic Progress Data	
6	Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (<i>e.g.</i> , Basic, Proficient, Advanced), by grade and by student subgroup
7	Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup
8	Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup
9	Percentage of limited English proficient students who attain English

¹ Final requirements were published on December 10, 2009 and are available at: <http://www2.ed.gov/programs/sif/submitted-notice.doc>; those requirements were amended by interim final requirements published on January 21, 2010, which are available at: <http://www2.ed.gov/programs/sif/interim.doc>. Together, these requirements are referred to in this document as “final requirements.”

List of Metrics for the School Improvement Grants	
	language proficiency
10	Graduation rate
11	Dropout rate
12	Student attendance rate
13	Number and percentage of students completing advanced coursework (e.g., AP/IB) and/or dual enrollment classes
14	College enrollment rates
Student Connection and School Climate	
15	Discipline incidents
16	Truants
Talent	
17	Distribution of teachers by performance level on LEA's teacher evaluation system
18	Teacher attendance rate

NEW DATA GROUPS

Revised! The table below lists the new data groups that will be collected for Tier I and Tier II schools that implemented one of the four required school intervention models and were served with SIG funds during the school year for which the SEA is reporting. (For a school implementing the closure model, an SEA must only complete the metric "Intervention used.") These data groups will be collected using an EDFacts collection tool.

Data Group Name	DG ID	Used for metric	Level
Intervention used	728	Metric 1	Tier I and II schools only
School year minutes	729	Metric 5	Tier I and II schools only
New! Increased learning time	745	Metric 5	Tier I and II schools only
Average scale score ²	730	Metric 8	State and Tier I and II schools
Student attendance rate	731	Metric 12	Tier I and II schools only
Advanced coursework	732	Metric 13	Tier I and II schools only
Dual enrollment classes (733	Metric 13	Tier I and II schools only
Advanced coursework/dual enrollment classes	734	Metric 13	Tier I and II schools only
Teacher attendance rate	735	Metric 18	Tier I and II schools only

Revised! Also, for the purposes of the FY2009 SIG funds, baseline data (i.e., school year (SY) 2009-10 data) for the above data groups will be collected for Tier I and Tier II

² SEAs would also submit metadata on the assessments that the scale scores are from.

schools that implemented the restart, transformation, or turnaround model in SY 2010-11 and were served with SIG funds, to the extent that these data are available to the SEA. See Question K-4 in the ED's SIG guidance that addresses what ED means when it refers to the availability of data to an SEA [available at <http://www2.ed.gov/programs/sif/sigguidance05242010.pdf>]. By October 31, 2010, each SEA that received FY 2009 SIG funds will submit a plan indicating the data groups listed above for which the SEA will have school year (SY) 2009-10 data available. The deadline for submitting the baseline data into EDFacts will be January 31, 2011. In addition, for Tier I and Tier II schools that will begin implementing the restart, transformation, or turnaround model in SY 2011-12, ED expects that all SEAs will be able to enter baseline data from SY 2010-11 for these schools into EDFacts by January 31, 2012.

DATA COLLECTION BY METRIC

In the sections below there is an explanation of how the data will be obtained for each metric and, where applicable, how calculations will be made for the metrics.

SCHOOL DATA

There are five school data metrics.

Metric #1

Which intervention the school used (i.e., turnaround, restart, closure, or transformation)

Revised! This metric requires the collection of a new data group from Tier I and Tier II schools implementing one of the four required school intervention models and were served with SIG funds.

Group Name: Intervention used		ID: 728
Section	School	
Definition	The type of intervention used by the school under the School Improvement Grant (SIG)	
Permitted Values	<ul style="list-style-type: none"> • Turnaround • Restart • Closure • Transformation 	
Reporting Period	Revised! Regular school year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Comment	Revised! Collected only for Tier I and Tier II schools that implemented one of the four models and were served with SIG funds.	
STEWARD: OESE		

Metric #2

AYP Status

This metric will be obtained from the following data group listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
AYP status	32	X/	Accountability and Reporting

		N103	Provisions of ESEA
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This data group is already collected at the school level.

Metric #3

Which AYP targets the school met and missed

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
AMO mathematics status table	554	X/N109	Accountability and Reporting Provisions of ESEA
AMO reading/language arts status table	552	X/N111	Accountability and Reporting Provisions of ESEA
Elementary/middle additional indicator status table	556	X/N106	Accountability and Reporting Provisions of ESEA
High school graduation rate indicator status table	557	X/N107	Accountability and Reporting Provisions of ESEA
Mathematics participation status table	555	X/N108	Accountability and Reporting Provisions of ESEA
Reading/language arts participation status table	553	X/N110	Accountability and Reporting Provisions of ESEA

Metric #4

School improvement status

This metric will be obtained from the following data group listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Improvement status - school	34	X/N130	Accountability and Reporting Provisions of ESEA

This data group is already collected at the school level.

Metric #5a

Revised! Number of minutes

This metric requires the collection of a new data group from Tier I and Tier II schools.

Group Name: School year minutes		ID: 729
Section	School	
Definition	The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.	
Permitted Values	<ul style="list-style-type: none"> • Integer between 54,000 and 200,000 	
Reporting Period	Revised! Regular school year (if part of implementing the restart, transformation, or turnaround model, then regular school year plus summer session)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Comment	<p>Revised! Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds</p> <p>Example</p> <ul style="list-style-type: none"> ➤ The regular school year for a school included 176 full school days and four half school days that all students were required to attend. ➤ The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes. ➤ The school also provided 80 days of additional learning time for which all students had the opportunity to participate. ➤ The additional learning time lasted 90 minutes per day. ➤ The total minutes would be 76,620, calculated as follows: <ul style="list-style-type: none"> ○ 176 days multiplied by 390 minutes = 68,640 minutes; ○ 4 days multiplied by 195 minutes = 780 minutes; ○ 80 days multiplied by 90 minutes = 7,200 minutes; ○ Add the results: 68,640 minutes + 780 minutes + 7,200 = 76,620 minutes 	
STEWARD: OESE		

New! Metric #5b

Types of increased learning time offered

This metric requires the collection of a new data group from Tier I and Tier II schools.

Group Name: Increased learning time		ID: 745	
Section	School		
Definition	The types of increased learning time provided		
Permitted Values	<ul style="list-style-type: none"> • Longer school year • Longer school day • Before or after school • Summer school • Weekend school • Other 		
Reporting Period	Revised! Regular school year (if part of implementing the restart, transformation, or turnaround model, then regular school year plus summer session)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Comment	Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds		
STEWARD: OESE			

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

There are nine student outcome/academic progress data metrics.

Metric #6

Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g. basic, proficient, advanced), by grade and by student group

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Academic achievement in mathematics table	583	X/N075	Accountability and Reporting Provisions of ESEA
Academic achievement in reading/language arts table	584	X/N078	Accountability and Reporting Provisions of ESEA

These data groups are already collected at the school level.

Metric #7

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Assessment participation in mathematics table	588	X/N081	Accountability and Reporting Provisions of ESEA
Assessment participation in reading/language arts table	589	X/N081	Accountability and Reporting Provisions of ESEA

These data groups are already collected at the school level.

Metric #8

Revised! (1) Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, and for each subgroup; and (2) Scale scores at three specific achievement percentiles.

Revised! This metric requires the collection of a new data group at the state level and from Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.

Revised!

Group Name: Average scale score		ID:730	
Section	Student		
Definition	The average scale scores on the State assessments in mathematics and reading/language arts for students for whom a scale score was determined		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period	Testing window		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	€		
Comment	Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • Major Racial and Ethnic Groups 		
Category Set B	<ul style="list-style-type: none"> • Academic Subject (Assessment) 		

	<ul style="list-style-type: none"> • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • Disability Status (Only)
Category Set D	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • LEP Status (Only)
Category Set E	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • Economically Disadvantaged Status
Category Set F	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment) • Migrant Status
SUBTOTALS	DESCRIPTION
Subtotals 1	<ul style="list-style-type: none"> • Academic Subject (Assessment) • Assessment Administered • Achievement Percentile • Grade Level (Assessment)
STEWARD: OESE	

Please note for the data group above, Category Set G includes a new category— Achievement Percentile. Since this category did not exist in previous collections, the addition of the following category is required.

Revised!

Category Name: Achievement Percentile		Steward: OESE
Definition	Scale scores at three specific achievement percentiles.	
Permitted Values	<ul style="list-style-type: none"> • scale score at the 25th percentile • scale score at the 50th percentile (median) • scale score at the 75th percentile 	

In order to properly interpret the scale score data, metadata of the name of the assessments will be collected through a survey.

Metric #9

Percentage of limited English proficient (LEP) students who attain English language proficiency

This metric will be obtained from the following data group listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
LEP English language proficiency results table	676	N/X139	Limited English Proficient Students and Title III of ESEA

Revised! In previous school years, this data group was collected only at the state and LEA level. The requirement is being expanded to collect it at the school level for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.

The metric would be calculated as follows:

Numerator	
# of LEP students who attain English language proficiency on the annual state English language proficiency assessment.	DG676 Category set A (Proficiency status) where proficiency status = proficient
Denominator	
# of LEP students who took the annual state English language proficiency assessment	DG676 Category set A (Proficiency status)

Metric #10
Graduation rate

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Graduation rate table	563	X/N041	Accountability and Reporting Provisions of ESEA
Regulatory extended time adjusted-cohort gradation rate table	697	X/N150	Accountability and Reporting Provisions of ESEA
Regulatory extended four-year cohort gradation rate table	695	X/N150	Accountability and Reporting Provisions of ESEA

These data groups are already collected at the school level.

Revised! DG563 will be used unless a state has an approved four-year adjusted cohort rate, as defined in 34 C.F.R. § 200.19(b)(1)(i)(A) (and, if the State is using an extended-year adjusted cohort rate, 34 C.F.R. § 200.19(b)(1)(v)(A)). Once a State has an approved adjusted cohort rate consistent with 34 C.F.R. § 200.19(b)(1)(i)(A) (and, if the State chooses, 34 C.F.R. § 200.19(b)(1)(v)(A)), DGs 697 and 695 will be used.

Metric 11
Dropout rate

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Dropouts table	326	X/N032	Non-Fiscal Common Core of Data
Membership table	39	X/N052	Non-Fiscal Common Core of Data

These data groups are already collected at the school level.

The metric would be calculated as follows:

Numerator	
# of students who dropped out in grades 7 through 12	DG 326 Subtotal 1 where grade level = grade 7, 8, 9, 10, 11 or 12
Denominator	
# of students in membership on October 1 in grades 7 through 12	DG39 Subtotal 4 where grade level = grade 7, 8, 9, 10, 11 or 12

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Metric 12

Student attendance rate

Revised! This metric requires the collection of a new data group from Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.

Group Name: Student attendance rate		ID:731
Section	Students	
Definition	Revised! The number of school days during the regular school year (plus summer, if applicable, if part of implementing the restart, transformation, or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year.	
Permitted Values	<ul style="list-style-type: none"> • Percentage 	
Reporting Period	Revised! Regular school year (if part of implementing the restart, transformation, or turnaround model, then regular school year plus summer session)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>
Comment	Revised! Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.	
STEWARD: OESE		

Metric 13

Number and percentage of students completing advanced coursework (e.g., AP/IB) and/or dual enrollment classes

This metric requires the collection of three new data groups from Tier I and Tier II schools, Advanced coursework (DG732), Dual enrollment classes (DG733) and Advanced coursework/dual enrollment classes (DG734).

Group Name: Advanced coursework		ID:732
Section	Students	
Definition	Revised! The number of students who complete advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics).	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Revised! Regular school year (if course completed during summer, then regular school year plus summer session)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>
	State <input type="checkbox"/>	

Comment	Revised! Collected only for Tier I and Tier II high schools that implemented the restart, transformation, or turnaround model and were served with SIG funds. “Completing advanced coursework” means that a student finished an advanced coursework class for which he or she received credit in accordance with State or local requirements.
Advanced Placement-	Revised! Advanced Placement (AP) is a program sponsored by the College Board through which high school students can earn college credit and advanced college placement. The list of courses identified by the College Board as preparation for AP tests is available at: http://www.collegeboard.com/student/testing/ap/about.html .
International Baccalaureate classes-	The IB Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.
Advanced Mathematics-	Advanced mathematics includes the following: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and pre-calculus. <ul style="list-style-type: none"> • Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers. • Analytic geometry courses include the study of the nature and intersection of lines and planes in space. • Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. • Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. • Pre-calculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.
STEWARDS: OESE	

Group Name: Dual enrollment classes		ID:733	
Section	Students		
Definition	Revised! The number of high school students who complete at least one class in a postsecondary institution.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	Revised! Regular school year (if course completed during summer, then regular school year plus summer session)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Comment	Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds		
STEWARD: OESE			

Group Name: Advanced coursework/dual enrollment classes		ID:734	
Section	Students		
Definition	Revised! The number of students who complete advance coursework AND complete at least one class in a postsecondary institution.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	Revised! Regular school year (if course completed during summer, then regular school year plus summer session)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Comment	Revised! Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.		
STEWARD: OESE			

The metric would be calculated to determine three percentages, as follows:

- Percentage completing advanced coursework
- Percentage completing dual enrollment classes
- Percentage completing both advanced coursework and dual enrollment classes

For the percentage completing advanced coursework

Numerator	
# of students who completed advanced coursework	DG732
Denominator	
# of students in membership on October 1 in high school grades	DG39 Subtotal 4 where grade level = grade 9, 10, 11 or 12

For the percentage completing dual enrollment classes

Numerator	
# of students who completed dual enrollment classes	DG733
Denominator	
# of students in membership on October 1 in high school grades	DG39 Subtotal 4 where grade level = grade 9, 10, 11 or 12

For the percentage completing both advanced coursework and dual enrollment classes

Numerator	
# of students who completed both advanced coursework and dual enrollment classes	DG734
Denominator	
# of students in membership on October 1 in high school grades	DG39 Subtotal 4 where grade level = grade 9, 10, 11 or 12

Metric 14

College enrollment rates

This metric will be collected through SFSF reporting.

STUDENT CONNECTION AND SCHOOL CLIMATE

There are two student connection and school climate metrics.

Metric 15

Discipline incidents

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Discipline incidents table	523	X/N030	Safe, Drug-Free and Gun-Free Schools

This data group is already collected at the school level.

Metric 16

Truants

This metric will be obtained from the following data groups listed in Attachment B-3.

Data group name	DG ID	File	Listed under topic
Truants	664	X/N131	Safe, Drug-Free and Gun-Free Schools

Revised! In previous school years, this data group was collected only at the state and LEA level. The requirement is being expanded to collect at the school level for schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.

TALENT

There are two talent metrics.

Metric 17

Distribution of teachers by performance level on LEA’s teacher evaluation system

This metric will be collected through SFSF reporting.

Metric 18

Teacher attendance rate

Revised! This metric requires the collection of a new data group from Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds.

Group Name: Teacher attendance rate		ID:735	
Section	Staff		
Definition	Revised! The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.		
Permitted Values	<ul style="list-style-type: none"> • Percentage (to 2 decimal places) 		
Reporting Period	Revised! Regular school year (if part of implementing the restart, transformation, or turnaround model, then regular school year plus summer session)		
Reporting Levels	School <input checked="" type="checkbox"/>	LEA <input type="checkbox"/> €	State <input type="checkbox"/> €
Comment	Revised! Collected only for Tier I and Tier II schools that implemented the restart, transformation, or turnaround model and were served with SIG funds. Teachers are considered to be “absent” if the definition below is met.		
Absent-	Revised! A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.		
STEWARD:OESE			