

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

August 2010

Updated July 2011 per Attachment H-1

ATTACHMENT B-7

***EDFacts* Data Set
State Fiscal Stabilization
Fund**

INTRODUCTION

This attachment explains how the data will be added to EDFacts data set to enable easier collection from SEAs for a subset of the 37 metrics (34 indicators and 3 descriptors) that are part of the Phase 2 Application for the State Fiscal Stabilization Fund (SFSF). Some of the data used in the metrics comes from the data already collected through ESS (data groups in Attachment B-3). Some of the data will need to be added to ESS. Some of the data will not be collected by ED beyond the application.

Appendix A, at the end of this document, lists changes to this document after the 30 day public comment period. Appendix B, at the end of this document, lists changes to this document per Attachment H – Technical Amendments.

For readability, the tables that describe data groups, categories, and calculations are not divided between pages. This results in some pages having significant blank space.

INDICATORS

The Phase II Application for SFSF includes 34 indicators which are listed in the table below. (The table does not include the three descriptors.)

List of Metrics for the State Fiscal Stabilization Fund	
Achieving Equity in Teacher Distribution (education reform area (a))	
(a)(1)	The number and percentage of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the <i>Elementary and Secondary Education Act of 1965</i> , as amended (<i>ESEA</i>)
(a)(2)	Whether the state’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the state is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111 (b)(8)(C) of the <i>ESEA</i>)
(a)(3)	Whether the systems used to evaluate performance of teachers include student achievement outcomes or student growth data as an evaluation criterion
(a)(4)	If the district’s teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level
(a)(5)	If the district’s teachers receive performance ratings or levels through an evaluation system, whether the number and percentages of teachers rated at each performance rating or level are publicly reported for each school in the LEA

List of Metrics for the State Fiscal Stabilization Fund	
(a)(6)	Whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion
(a)(7)	If the district’s principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level
Improving Collection and Use of Data (education reform area (b))	
(b)(1)	Which of the 12 elements described in section 6401(e)(2)(D) of the <i>America COMPETES Act</i> (20 U.S.C. 9871) are included in the state’s statewide longitudinal data system
(b)(2)	Whether the state provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects in a manner that is timely and informs instructional programs
(b)(3)	Whether the state provides teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
Standards and Assessments (education reform area (c))	
(c)(1)	The approval status, as determined by the Department, of the state’s assessment system under section 1111(b)(3) of the <i>ESEA</i> with respect to reading/language arts, mathematics and science assessments
(c)(2)	Whether the state has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department
(c)(3)	Whether the state’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards
(c)(4)	Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in state’s assessments
(c)(5)	The number and percentage of students with disabilities who are included in state reading/language arts and mathematics assessments
(c)(6)	Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in state assessments
(c)(7)	Whether the state provides native language versions of state assessments for limited English proficient students that are approved by the Department
(c)(8)	The number and percentage of limited English proficient students who are included in state reading/language arts and mathematics assessments

List of Metrics for the State Fiscal Stabilization Fund	
(c)(9)	Whether the state’s Annual State Report Card (under section 1111(h)(1) of the <i>ESEA</i>) contains the most recent available state reading and mathematics National Assessment of Educational Progress (NAEP) results required by 34 CFR 200.11 (c)
(c)(10)	The number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i)
(c)(11)	Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the <i>Higher Education Act of 1965</i> , as amended (<i>HEA</i>)) within 16 months of receiving a regular high school diploma
(c)(12)	Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the <i>HEA</i>) in the state within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE
Supporting Struggling Schools (education reform area (d))	
(d)(1)	The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(c)(v) of the <i>ESEA</i>) on the state assessments in reading/language arts, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on the state assessment in reading/language arts, in the last year
(d)(2)	The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(c)(v) of the <i>ESEA</i>) on the state assessments in mathematics, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on the state assessment in reading/language arts, in the last year
(d)(3)	The number and identity of the schools that are Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools
(d)(4)	Of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year
(d)(5)	The number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools
(d)(6)	Of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed or transformed in the last year

List of Metrics for the State Fiscal Stabilization Fund	
(d)(7)	The number of charter schools that are currently permitted to operate under state law
(d)(8)	The number of charter schools currently operating
(d)(9)	The number and percentage of charter schools that have made progress on state assessments in reading/language arts in the last year
(d)(10)	The number and percentage of charter schools that have made progress on state assessments in mathematics in the last year
(d)(11)	The number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years
(d)(12)	For each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons

NEW DATA GROUPS

The table below lists the new data groups that will be collected. These data groups will be collected using an EDFacts collection tool.

Data Group Name	DG ID	Used for indicator
Teacher evaluations table ¹	737	(a)(4)
Teacher performance level names table	747	(a)(4)
Principal evaluations table ²	738	(a)(7)
Principal performance level names table	748	(a)(7)
HS graduates postsecondary enrollment table	739	(c)(11)
HS graduates postsecondary credit earned table	740	(c)(12)
Persistently lowest-achieving schools	741	(d)(3), (d)(4), (d)(5) and (d)(6)
Charter school closure reason	742	(d)(12)

In addition to the above data groups, metadata on the number of allowed charter schools would be collected for indicator (d)(7).

As described in the final requirements for the SFSF, if a state is currently able to fully collect and publicly report the required data or other information at least annually, the state must provide the most recent data or information with its plan. If a state is not currently able to fully collect or publically report the data or other information at least annually, the plan must describe the state's process and timeline for developing and implementing the means to do so, as soon as possible, but no later than September 30, 2011. The state plan must describe the state's collection and public reporting abilities with respect to each individual indicator or descriptor.

¹ SEAs would also submit metadata on the meaning of the levels in the evaluation system for teachers.

² SEAs would also submit metadata on the meaning of the levels in the evaluation system for principals.

DATA COLLECTION BY INDICATOR

The sections below provide an explanation of how the data in the EDFacts data set will be used in calculations for the SFSF indicators and what data groups are being proposed to be added to the EDFacts data set to obtain data for the indicators.

ACHIEVING EQUITY IN TEACHER DISTRIBUTION

The following indicators would either utilize existing EDFacts data groups or require the addition of data groups to the EDFacts data set, as detailed in this section:

- Indicator (a)(1) regarding courses taught by teachers who are highly qualified
- Indicator (a)(4) regarding performance ratings for teachers
- Indicator (a)(7) regarding performance ratings for principals

Indicator (a)(1)

The number and percentage of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the *Elementary and Secondary Education Act of 1965*, as amended

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

Data group name	DG ID	File	Listed under topic
State poverty designation	699	X/N063	Accountability and Reporting Provisions of <i>ESEA</i>
Teacher quality in core secondary classes table	383	X/N064	Accountability and Reporting Provisions of <i>ESEA</i>
Teacher quality in elementary classes table	381	X/N103	Accountability and Reporting Provisions of <i>ESEA</i>

The percentage indicator will be calculated using the same method that is used for section 1.5 of the school year 2008-09 Consolidated State Performance Report (CSPR) as follows:

First, schools in the highest and lowest poverty quartiles are determined using DG699.

Numerator	
# of classes in schools in the highest (or lowest) poverty quartile taught by highly qualified teachers.	DG381 or DG383 Category set A where qualification status is "highly qualified."
Denominator	
# of classes in schools in the highest (or lowest) poverty quartile	DG381 or DG383 Grand total

Indicator (a)(4)

If the district’s teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level

This indicator requires the addition of two new data groups.

Group Name: Teacher evaluations table			ID: 737
Section	Staff		
Definition	The number of teachers.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment			
File Specification #	N/X 166		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Faculty/Admin Performance Level 		
STEWARD: OESE			

Group Name: Teacher performance level names table			ID: 747
Section	Staff		
Definition	The name of the levels used in district evaluation systems for assigning teacher performance ratings		
Permitted Values	<ul style="list-style-type: none"> Short text 		
Reporting Period	School year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment			
File Specification #	N/X 166		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Faculty/Admin Performance Level 		
STEWARD: OESE			

The data groups above require the addition of the following category.

Category Name: Faculty/Admin Performance Level	Steward: OESE
---	----------------------

Comment	Not all levels need to be used. Data should only be reported for levels used within the state or local education agency. Metadata on levels will be collected.
Definition	The levels used in district evaluation systems for assigning teacher or principal performance ratings
Permitted Values	
	<ul style="list-style-type: none"> • Not Rated • Level 1 (Lowest) • Level 2 • Level 3 • Level 4 • Level 5 • Level 6 • Level 7 • Level 8 (Highest)

The percentage indicator will be calculated as follows:

Numerator	
# of teachers at level 1 (level 2, level 3, etc.)	DG737 Category set A where faculty/admin performance level is “level 1” (“level 2,” “level 3,” etc.)
Denominator	
# of teachers	DG737 Grand total

Indicator (a)(7)

If the district’s principals receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level

This indicator requires the collection of two new data groups.

Group Name: Principal evaluations table			ID: 738
Section	Staff		
Definition	The number of principals.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	School Year		
Reporting Levels	School €	LEA □	State □
Grand Total (Education Unit Total)	□		
Comment			
File Specification #	N/X 166		
CATEGORY SET		DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> Faculty/Admin Performance Level 		
STEWARD: OESE			

Group Name: Principal performance level names table			ID: 748
Section	Staff		
Definition	The name of the levels used in district evaluation systems for assigning principal performance ratings		
Permitted Values	<ul style="list-style-type: none"> Short text 		
Reporting Period	School Year		
Reporting Levels	School €	LEA □	State □
Grand Total (Education Unit Total)	□		
Comment			
File Specification #	N/X 166		
CATEGORY SET		DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> Faculty/Admin Performance Level 		
STEWARD: OESE			

The data groups above require the same new category described under indicator (a)(4).

The percentage indicator would be calculated as follows:

Numerator	
# of principals at level 1 (level 2, level 3, etc.)	DG738 Category set A where faculty/admin performance level is "level 1" ("level 2," "level 3," etc.)
Denominator	
# of principals	DG738 Grand total

STANDARDS AND ASSESSMENTS

The following indicators in this section will require the addition of data groups to the EDFacts data set:

- Indicator (c)(11) regarding enrollment in postsecondary
- Indicator (c)(12) regarding completion of one year’s worth of college credit

Indicator (c)(11)

Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage who enroll in an IHE (as defined in section 101(a) of the *Higher Education Act of 1965*, as amended (*HEA*)) within 16 months of receiving a regular high school diploma

This indicator requires the addition of a data group.

Group Name: HS graduates postsecondary enrollment table		ID: 739
Section	Student	
Definition	The number of graduates from two school years prior to the current school year.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	School year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Only students graduating from high school consistent with 34 CFR 200.19(b)(1)(i) in the graduating class two years prior to the reporting period should be included in this count.	
File Specification #	N/X 160	
CATEGORY SET	DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Postsecondary Enrollment Action 	
STEWARD: OESE		

The data group above requires the addition of the following category.

Category Name: Postsecondary Enrollment Action		Steward: OESE
Comment	Institution of higher education (IHE) is defined in section 101(a) of the <i>Higher Education Act of 1965</i> , as amended (<i>HEA</i>)	
Definition	The action taken with respect to postsecondary enrollment by students who graduated from the school, LEA or state.	
Permitted Values		
	<ul style="list-style-type: none"> • No information on postsecondary actions • Enrolled in an IHE after receiving a regular high school diploma • Did not enroll in an IHE after receiving a regular high school diploma 	

The percentage indicator would be calculated as follows:

Numerator	
# of students who enrolled in an IHE within 16 months of receiving a regular high school diploma	DG739 Category set A where postsecondary enrollment action is “enrolled in an IHE within 16 months of receiving a regular high school diploma.”
Denominator	
# of students who graduated	DG739 Grand total

Indicator (c)(12)

Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the *HEA*) in the state within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrolment in the IHE

This indicator requires the addition of a new data group.

Group Name: HS graduates postsecondary credit earned table		ID: 740	
Section	Student		
Definition	The number of graduates from 4 school years ago who enrolled in an IHE within 16 months of receiving their high school diploma		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Only students graduating from high school consistent with 34 CFR 200.19(b)(1)(i) in the graduating class four years prior to the reporting period, and enrolling in an institution of higher education (IHE) as defined in section 101(a) of the <i>Higher Education Act of 1965</i> , as amended (<i>HEA</i>), should be included in this count.		
File Specification #	N/X 161		
CATEGORY SET		DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> Postsecondary Credit 		
STEWARD: OESE			

The data group above requires the addition of the following category.

Category Name: Postsecondary Credit		Steward: OESE
Comment	Institution of higher education (IHE) is defined in section 101(a) of the <i>Higher Education Act of 1965</i> , as amended (<i>HEA</i>)	
Definition	Postsecondary credits earned after enrolling in an IHE.	
Permitted Values		
	<ul style="list-style-type: none"> No information on credits earned since enrolling Completed at least one year's worth of credit (applicable to a degree) after enrolling in the IHE Did not complete at least one year's worth of credit (applicable to a degree) after enrolling in the IHE 	

The percentage indicator would be calculated as follows:

Numerator	
# of students who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment	DG740 Category set A where postsecondary credit action is "completed at least one year's worth of credit (applicable to a degree) within two years of enrollment in the IHE "
Denominator	
# of students who graduated from high school 4 years ago who enrolled in an IHE within 16 months of receiving their high school diploma	DG740 Grand total

SUPPORTING STRUGGLING SCHOOLS

The following indicators will either utilize existing EDFacts data groups or require the addition of data groups to the EDFacts data set, as detailed in this section:

- Indicator (d)(1) regarding progress in reading/language arts
- Indicator (d)(2) regarding progress in mathematics
- Indicator (d)(3) regarding persistently lowest-achieving schools
- Indicator (d)(4) regarding interventions of persistently lowest-achieving schools
- Indicator (d)(5) regarding persistently lowest-achieving schools eligible for but not receiving Title I funds
- Indicator (d)(6) regarding interventions of persistently lowest-achieving schools eligible for but not receiving Title I funds
- Indicator (d)(7) regarding allowed charter schools
- Indicator (d)(8) regarding operating charter schools
- Indicator (d)(9) regarding progress of charter schools in reading/language arts
- Indicator (d)(10) regarding progress of charter schools in mathematics
- Indicator (d)(11) regarding charter schools that closed
- Indicator (d)(12) regarding reasons for charter schools closing

Indicator (d)(1)

The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(c)(v) of the *ESEA*) on the state assessments in reading/language arts, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on state assessments in reading/language arts, in the last year

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

Data group name	DG ID	File	Listed under topic
Student performance in reading/ language arts table	584	X/N078	Accountability and Reporting Provisions of <i>ESEA</i>
Improvement status - school	34	X/N130	Accountability and Reporting Provisions of <i>ESEA</i>
Title I school status	22	X/N129	Title I Program (Non-Accountability Provisions)

The average school gain will be calculated as the average of the percentage proficient or above for each grade from the current school year minus the percentage proficient or above for each grade from the previous school year.

The percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on the state assessment in reading/language arts will be calculated as follows:

Numerator	
# of Title I schools in improvement, corrective action or restructuring that have made progress on the state assessment in reading/language arts	The number of schools where: <ul style="list-style-type: none"> • For DG22 the permitted values is yes AND <ul style="list-style-type: none"> • For DG34 the permitted value is “improvement year 1,” “improvement year 2,” “corrective action,” “restructuring (planning),” or “restructuring” AND <ul style="list-style-type: none"> • The percentage of students at proficiency or above calculated from DG584 is higher than the previous school year
Denominator	
# of Title I schools in improvement, corrective actions or restructuring	The number of schools where: <ul style="list-style-type: none"> • For DG22 the permitted values is yes AND <ul style="list-style-type: none"> • For DG34 the permitted value is “improvement year 1,” “improvement year 2,” “corrective action,” “restructuring (planning),” or “restructuring”

Indicator (d)(2)

The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(c)(v) of the *ESEA*) on state assessments in mathematics, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on state assessments in mathematics, in the last year

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

Data group name	DG ID	File	Listed under topic
Student performance in mathematics table	583	X/N075	Accountability and Reporting Provisions of <i>ESEA</i>
Improvement status - school	34	X/N130	Accountability and Reporting Provisions of <i>ESEA</i>
Title I school status	22	X/N129	Title I Program (Non-Accountability Provisions)

The calculation of this indicator is the same as indicator (d)(1) except using DG583 instead of DG584.

Indicator (d)(3)

The number and identity of the schools that are Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools

This indicator requires the addition of a data group.

Group Name: Persistently lowest-achieving school		ID: 741	
Section	Education Unit		
Definition	An indication of whether or not the school has been identified by the state as persistently lowest-achieving		
Permitted Values	<ul style="list-style-type: none"> • Identified • Not identified 		
Reporting Period	School Year		
Reporting Levels	School ☐	LEA €	State €
Comment	To be identified as a persistently lowest-achieving school, a school must be in one of two categories: <ul style="list-style-type: none"> • Title I school in improvement, corrective action or restructuring (as indicated by DG34) • Secondary Schools (as indicated through DG18) that are eligible for but do not receive Title I funds (as indicated by DG22) 		
File Specification #	N/X 130		
STEWARD: OESE			

The new data group will be used in conjunction with the following data groups 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
Title I school status	22	X/N129	Title I Program (Non-Accountability Provisions)

The indicator is the number of schools where:

- DG22 is “Title I Targeted Assistance School,” “Title I Schoolwide Eligible-Title I Targeted Assistance Program,” or “Title I Schoolwide School”

AND

- DG 741 is “identified”

AND

- DG24 is “improvement year 1,” improvement year 2,” corrective action,” restructuring (planning),” or “restructuring

Indicator (d)(4)

Of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year

This indicator will utilize the following data groups 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 <i>ESEA</i>
Title I school status	22	X/N129	Title I Program (Non-Accountability Provisions)

In addition, the metric will use the new data group “persistently lowest-achieving school” (DG741) described under indicator (d)(3) and the new data group “SIG intervention“ (DG728) discussed in Attachment B-6.

The indicator is the number of schools where:

- DG22 is “Title I Targeted Assistance School,” “Title I Schoolwide Eligible-Title I Targeted Assistance Program,” or “Title I Schoolwide School”

AND

- DG 741 is “identified”

AND

- DG24 is “improvement year 1,” improvement year 2,” corrective action,” restructuring (planning),” or “restructuring”

AND

- DG728 is “turnaround,” restarted,” “closure,” or “transformation”

Indicator (d)(5)

The number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools

This indicator will utilize the following data groups.

Data group name	DG ID	File	Listed in Attachment
Title I school status	22	X/N129	B-3 under Title I Program (Non-Accountability Provisions)
Grades offered	18	X029 or N039	B-1 under Directory Records

In addition, the indicator will use the new data group “Persistently lowest achieving school” (DG741) described under indicator (d)(3).

The indicator is the number of schools where:

- DG18 only includes grade levels 7 through 12

AND

- DG 741 is “identified”

AND

- DG22 is “Title I Targeted Assistance School – No Program,” or “Title I Schoolwide Eligible-No Program”

Indicator (d)(6)

Of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed or transformed in the last year.

This indicator will utilize the following data groups:

Data group name	DG ID	File	Listed in Attachment
Title I school status	22	X/N129	B-3 under Title I Program (Non-Accountability Provisions)
Grades offered	18	X029 or N039	B-1 under Directory Records

In addition, the indicator will use the new data group “Persistently lowest-achieving school” (DG741) described under indicator (d)(3) and the new data group “SIG intervention“ (DG728) discussed in Attachment B-6

The indicator is the number of schools where:

- DG18 only includes grade levels 7 through 12

AND

- DG 741 is “identified”

AND

- DG22 is “Title I Targeted Assistance School – No Program,” or “Title I Schoolwide Eligible-No Program”

AND

- DG728 is “turnaround,” restarted,” “closure,” or “transformation”

Indicator (d)(7)

The number of charter schools that are currently permitted to operate under state law

This indicator requires the collection of one new piece of metadata:

- Name – Allowed Charter Schools
- Definition - The number of charter schools that are currently permitted to operate under state law

Indicator (d)(8)

The number of charter schools currently operating

This indicator will utilize the following data groups listed in Attachment B-1.

Data group name	DG ID	File	Listed under section
Charter status	29	X/N029	Directory Records
School operational status	531	X/N029	Directory Records

The indicator is the number of schools where:

- DG22 is “yes”

AND

- DG531 is “open,” “new,” “reopened,” “changed,” or “added”

Indicator (d)(9)

The number and percentage of charter schools that have made progress on state assessments in reading/language arts in the last year

This indicator will be obtained from the following data groups.

Data group name	DG ID	File	Listed in attachment
Student performance in reading/language arts table	584	X/N078	B-3 under Accountability and Reporting Provisions of <i>ESEA</i>
Charter status	29	X/N029	B-1 under Directory Records

The percentage indicator will be calculated as follows:

Numerator	
# of charter schools that have made progress on state assessments in reading/language arts	The number of schools where: <ul style="list-style-type: none"> • For DG29 the permitted values is “yes” AND <ul style="list-style-type: none"> • The percentage of students at proficiency or above calculated from DG584 is higher than the previous school year
Denominator	
# of charter schools	The number of schools where: <ul style="list-style-type: none"> • For DG29 the permitted values is “yes”

Indicator (d)(10)

The number and percentage of charter schools that have made progress on state assessments in mathematics in the last year

This indicator will be obtained from the following data groups.

Data Group Name	DG ID	File	Listed in Attachment
Student performance in mathematics table	583	X/N075	B-3 under “Accountability and Reporting Provisions of <i>ESEA</i> ”
Charter status	29	X/N029	B-1 under “Directory Records”

The percentage indicator will be calculated as follows:

Numerator	
# of charter schools that have made progress on state assessments in mathematics	The number of each school where: <ul style="list-style-type: none"> • For DG29 the permitted values is “yes” AND <ul style="list-style-type: none"> • For percentage of students at proficiency or above calculated from DG583 is higher than the previous school year
Denominator	
# of charter schools	The number of each school where: <ul style="list-style-type: none"> • For DG29 the permitted value is “yes”

Indicator (d)(11)

The number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years

This indicator will be obtained from the following data groups listed in Attachment B-1.

Data group name	DG ID	File	Listed under section
Charter status	29	X/N029	Directory Records
School operational status	531	X/N029	Directory Records

This indicator will require looking across multiple years of data within *EDFacts*. Charter schools reported with an operating status of “Closed” at any point during the past 5 school years will be counted for this indicator.

Indicator (d)(12)

For each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons

This indicator will require the addition of a data group.

Group Name: Charter school closure reason		ID: 742
Section	Education Unit	
Definition	The reason a charter school was closed (including a school that	

	was not reauthorized to operate).		
Permitted Values	<ul style="list-style-type: none"> • Finance • Enrollment • Academic • Other 		
Reporting Period	Last 5 School Years		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Comment	These data will be provided through ED's <i>EMAPS</i> tool, which will present the state with a list of charters reported as closed within the past five years. States would use the online tool to select one of the four closure reasons.		
File Specification #	N/X 168		
STEWARD: OII			

APPENDIX A – CHANGES TO VERSION USED IN 30-DAY PUBLIC COMMENT PERIOD

The table below lists the changes to the version used in 30-day public comment period.

Section	Change	Explanation for Change
All	“New” and “Revised” notes are removed for items that were “new” or “revised” in the 30-day package.	Unless noted otherwise in the document, these changes have been incorporated into the final package.
Introduction and New data groups	Moved sentences on blank space in document from section on new data groups to introduction	Formatting
New data groups, Indicators (a)(4), (a)(7), (c)(11), and (c)(12)	Added the word “table” to the names of the following data groups: DG738, DG739, DG740, DG747 and DG748.	To conform to naming conventions for data groups.
Indicator (a)(4)	Removed school level from DG748	Error. This data group is not collected at the school level.

APPENDIX B – CHANGES FROM THE TECHNICAL AMENDMENTS IN ATTACHMENT H

The table below lists the changes from the technical amendments in Attachment H. These changes are explained in detail in Attachment H.

Attachment B-7 Technical Amendments Starting SY 2010-11

Section	Change
Standards and Assessments	Revised the definition and permitted values of the Postsecondary Enrollment Action data category
Standards and Assessments	Revised the definition and permitted values of the Postsecondary Credit data category

Also, the file specification numbers were added to the tables describing the new data groups. The file specification numbers had not been assigned previously.

The table below lists the changes from the technical amendments in Attachment H-1. These changes are explained in detail in Attachment H-1.

Attachment B-7 Technical Amendments Starting SY 2010-11

Section	Change
Achieving Equity in Teacher Distribution	Added levels 7 and 8 as permitted values to the category Faculty / Admin Performance Level