Annual Mandatory Collection of Elementary and Secondary Education Data through ED*Facts*

July 2011

ATTACHMENT H-1

Technical Amendments For School Years 2010-11, 2011-12 and 2012-13

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Attachment H
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PURPOSE

This document contains technical amendments proposed for the ED*Facts* data set. These technical amendments would apply to SY 2010-11, SY 2011-12, and SY 2012-13, as noted throughout this document.

BACKGROUND

The current ED*Facts* data set is approved for three school years: 2010-11, 2011-12, and 2012-13. The ED*Facts* data set is primarily collected through the EDEN Submission System (ESS). ESS is an electronic collection system that collects data at the state, local education agency (LEA), and school levels. This approach allows the U.S. Department of Education (ED) to have a robust set of data while also modernizing the collection approach from the SEAs.

ED is currently collecting the SY 2010-11 data. ED will begin collecting the SY 2011-12 data in January 2012.

The ED*Facts* data set is composed of data groups and categories. The structure of the ED*Facts* data set is explained in Attachment B-2 of the approved data set. Where appropriate, references are made to the relevant sections of Attachment B "ED*Facts* Data Set" from the approved collection package.

TECHNICAL AMENDMENTS STARTING SY 2010-11

ED is requesting that the following changes be applied to the ED*Facts* data set beginning SY 2010-11:

- Change to the approach for collecting data on Career and Technical Education (CTE) for Secondary Placement
- Editorial changes
- State request

These technical amendments are explained below.

#1 – CTE PLACEMENT

The Consolidated Annual Report (CAR) for Perkins requires the reporting of the 5S1 – Secondary Placement measure calculated as the percent of CTE concentrators who left secondary education and were placed in post-secondary education/advanced training, military, or employment. As part of the transformation of the CAR for Perkins, ED added CTE concentrators placement table (DG736) to the data set. That data group was designed to collect the

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unduplicated number of CTE concentrators who left secondary education in the cohort which graduated the prior program year by their placement, that is, whether the students were in advanced training, employment, military, postsecondary education, or none of these. This design allowed ED to use the total of the placements as the denominator of the Secondary Placement measure.

As the system was being designed to collect the data, several states informed ED that in their approved performance plans the placements are not mutually exclusive. A student can be employed and in advanced training. In this case, the student would be counted under both placements. Therefore, the approach we were taking to use the total of the placements as the denominator will not work.

To continue the transformation of the CAR, we need to change this data group to collect only whether a student was placed and add another data group to collect how the students were placed. The table below explains the initial data collection approach and the revised data collection approach. Under the revised approach, data by subgroups will be collected only as whether the students were or were not placed. Data on the type of placement will be collected only for all students and not for each subgroup.

Initial data collection approach	Revised data collection approach
DG 736 CTE concentrators placement table Number of students (disaggregated by all students and each subgroup) by placement type: • Advanced training • Employment • Military • Postsecondary education • Not placed	DG 736 CTE concentrators placement table Number of students (disaggregated by all students and each subgroup) by placement status: • Placed • Not placed
	DG 749 CTE concentrators placement type table Number of students (all students not disaggregated) by placement type who were placed in: • Advanced training • Employment • Military • Postsecondary education

This technical amendment results in changes to Attachment B-3 and Attachment B-4 in the section on "Career and Technical Education."

Burden - The current burden is based on an average burden per state of approximately one full time person for a year. We do not believe that this technical amendment materially alters that estimate. Therefore, we are not altering the burden hours for this technical amendment.

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#2 - EDITORIAL

As ED has worked with the states to collect data, ED has identified some areas where changes in the data set language will make it easier for states to understand what data are to be reported.

The following editorial changes are requested to Attachment B-3 in the section "Accountability and Reporting Provisions of *ESEA*":

a) Removing the phrase "and received a valid score" from data groups 588, 589, and 590.

The following editorial changes are requested to Attachment B-4 in the section "Categories used throughout the data set":

b) Removing the phrase "to children with disabilities" from the definition of Assessment Administered so that the category can be used for any students

c) Changing from the definition of the category Grade Level (Assessment) from referring to grades "K-12" to "3 to 12" since assessments start in grade 3.

Burden – These are editorial changes and do not impact burden.

#3 – STATE REQUEST

As ED has worked with the states to collect data, states inform us of concerns that they have with submitting the data. The category "Faculty / Admin Performance Level" was set up with a maximum of 6 levels. State uses only the levels that they need. One state informed us that they have 8 levels. The following technical amendment is requested to Attachment B-7:

• Expand Faculty / Admin Performance Level to 8 levels to accommodate the state has eight levels.

Burden – This technical amendment does not impact the other states and does not increase the burden for the state that is requesting the additional levels.