

**Public File Documentation for SY2010-11 SIG Leading Indicator Data File**

**EDFacts Data Documentation**

**June 2013**

## **EDFacts Data Notes – SY2010-11 SIG Leading Indicator Data**

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EDFacts is a U. S. Department of Education (ED) initiative to collect, analyze, report on, and promote the use of high-quality, kindergarten through grade 12 (K–12) performance data for use in education planning, policymaking, and management and budget decision-making to improve outcomes for students. EDFacts centralizes data provided by state education agencies, local education agencies, and schools, and provides users with the ability to easily analyze and report on submitted data. This initiative has reduced the reporting burden for state and local data producers and has streamlined data collection, analysis, and reporting functions at the federal, state, and local levels.

Given the interest in the School Improvement Grant program and the importance of turning around low-performing schools, ED has created a public use file on SIG Cohort 1 awarded schools' SY2010-11 leading indicator data. This documentation provides information about the data contained in the leading indicator data file that should be considered prior to conducting any analyses.

It is imperative for users to understand that these files reflect data as reported by state education agencies to EDFacts. ED has conducted various data quality checks, resulting in communication with states to verify the data or, in some cases, the resubmission of the entire file. Data anomalies, however, may still be present within the file. Appendix A notes each state's file

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submission date that was used to create this data file and Appendix B provides an overview of the data quality. If you have any comments or suggestions about this document or the data files, we would like to hear from you. Please direct your comments to:

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## **1.0 Introduction**

### ***1.1 Purpose***

The purpose of this document is to provide information on the data contained in the SY2010-11 SIG Leading Indicator Data File.

### ***1.2 EDFacts Background***

*EDFacts* is a U.S. Department of Education initiative to put performance data at the center of policy, management, and budget decisions for all K-12 educational programs. *EDFacts* centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets within the Department, such as financial grant information, to enable better analysis and use in policy development, planning, and management. The purpose of *EDFacts* is to:

- Place the use of robust, timely, performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.

All data in *EDFacts* are organized into ‘data groups’ and reported to ED by the state education agencies (SEAs) using defined file specifications. The data on SIG leading indicators (collected through File Specification 167) are organized into the following data groups:

- **DG729 School Year Minutes:** 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
- **DG731 Student Attendance Rate:** 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 (NOTE: if summer school days are included in the numerator, they must also be included in the denominator)
- **DG732 Advanced Coursework:** The number of students who complete advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics)
- **DG733 Dual Enrollment Classes:** The number of high school students who complete at least one class in a postsecondary institution
- **DG734 Advanced Coursework/Dual Enrollment:** The number of students who complete advanced coursework AND complete at least one class in a postsecondary institution
- **DG735 Teacher Attendance Rate:** The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days

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The SIG leading indicator data file includes DGs 729, 731, 732, 733, 734, and 735.

The remainder of this document contains background on the School Improvement Grants program and information about the data contained in this release that should be taken into consideration prior to conducting any analyses with the data.

### ***1.3 School Improvement Grants Program Background***

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, are grants to State educational agencies (SEAs) to support competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need and strongest commitment to use the funds to substantially raise the achievement of students in their lowest-performing schools. In general, SEAs must give priority to LEAs with Title I-eligible schools ranked in the bottom five percent of such schools, based on student achievement and lack of progress in improving student achievement, as well as secondary schools with a graduation rate below 60 percent over a number of years. LEAs seeking funding to serve such schools must implement one of four school intervention models: turnaround model, transformation model, restart model, or school closure.

A **turnaround model** is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - a) Screen all existing staff and rehire no more than 50 percent; and
  - b) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic

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Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

A **transformation model** is one in which an LEA must do the following:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

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- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide ongoing mechanisms for family and community engagement.

A **restart model** is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

A **school closure model** occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Schools eligible to receive funding through SIG are categorized into the following three tiers:

### **Tier I Schools**

Any Title I school in improvement, corrective action, or restructuring that -

- a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- b) Is a high school that has had a graduation rate, as defined in 34 CFR section 200.19(b) that is less than 60 percent over a number of years.

At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that -

- a) 1) Has not made adequate yearly progress for at least two consecutive years; or
- 2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under Section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

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- b) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of SIG final requirements.

### **Tier II Schools**

Any secondary school that is eligible for, but does not receive, Title I funds that -

- a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- b) Is a high school that has had a graduation rate as defined in 34 CFR section 200.19(b) that is less than 60 percent over a number of years.

At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that —

- a) 1) Has not made adequate yearly progress for at least two consecutive years; or  
2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- b) 1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools in Section I.A.3 of SIG final requirements;” or  
2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

### **Tier III Schools**

Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school or Tier II school.

At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that -

- a) 1) Has not made adequate yearly progress for a least two years; or  
2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- b) Does not meet the requirements to be a Tier I or Tier II school

Tier III schools are not required to implement a SIG intervention model or report data in EDFacts file 167.

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The schools within this data file are Cohort 1 SIG schools only. Cohort 1 SIG schools are Tier I and II schools that received SIG funds to begin implementation of a SIG intervention model in the 2010-11 school year. SIG is also currently funding a Cohort 2 and 3, which are Tier I and Tier II schools beginning implementation in the 2011-12 school year and 2012-13 school year, respectively.

## **2.0 File Structure**

### ***2.1 File Name***

Below is the naming convention for the SIG leading indicator data file.

EDFacts\_SCH\_SIGLI\_1011.csv

Where:

EDFacts	= Source of the data
SCH	= Level of the data (SCH = School level)
SIGLI	= Type of data ( <b>SIG leading indicator data</b> )
XXYY	= School year (e.g. school year 2010-11 is represented as 1011)

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### 2.3 Variable Names and File Layout

Number of variables: 15

Date file was created: 4/2/2013

Variable Name	Type	Length	Format	Informat	Description
stnam	Character	250	\$250	\$250	State Name
fipst	Character	2	\$2	\$2	Federal Information Processing Standard code
leaid	Character	7	\$7	\$7	Local Education Agency (district) NCES ID
leanm10	Character	60	\$60	\$60	Local Education Agency (district) Name (from NCES Common Core of Data)
ncessch	Character	12	\$12.	\$12.	School NCES ID
schnam10	Character	250	\$250	\$250	School Name (from NCES Common Core of Data)
Tier	Number	1			Tier of SIG school per federal program requirements
SIG_Model	Character	14			Type of SIG model being implemented in SY2010-11 (Closure, Restart, Transformation, Turnaround)
Student_Attendance_Rate	Number	4			Student Attendance Rate as defined in DG731
Teacher_Attendance_Rate	Number	4			Teacher Attendance Rate as defined in DG735
School_Year_Minutes	Number	6			Number of minutes that all students were required to be at school and any additional learning time made available to all students
Advanced_Coursework_Rate	Number	4			Number of students in grades 9-12 who complete advanced coursework divided by the total number of students in grades 9-12
Dual_Enrollment_Rate	Number	4			Number of students in grades 9-12 who complete at least one class in a postsecondary institution divided by the total number of students in grades 9-12
Dual_Enr_AND_Adv_Course_Rate	Number	4			Number of students in grades 9-12 who complete at least one class in a postsecondary institution AND advanced coursework divided by the total number of students in grades 9-12
Dual_Enr_OR_Adv_Course_Rate	Number	4			Number of students in grades 9-12 who complete at least one class in a postsecondary institution OR advanced coursework divided by the total number of students in grades 9-12

### 2.4 Metrics

The following four variables were calculated by ED using the National Center for Education Statistics' Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (v.2a):

#### **Advanced\_Coursework\_Rate**

Numerator: DG732

**Version 0.1**

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Denominator: Sum of the total number of students in grade 9 (G09), grade 10 (G10), grade 11 (G11), and grade 12 (G12) from the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (v.2a)

### **Dual\_Enrollment\_Rate**

Numerator: DG733

Denominator: Sum of the total number of students in grade 9 (G09), grade 10 (G10), grade 11 (G11), and grade 12 (G12) from the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (v.2a)

### **Dual\_Enr\_AND\_Adv\_Course\_Rate**

Numerator: DG734

Denominator: Sum of the total number of students in grade 9 (G09), grade 10 (G10), grade 11 (G11), and grade 12 (G12) from the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (v.2a)

### **Dual\_Enr\_OR\_Adv\_Course\_Rate**

Numerator:  $DG732 + DG733 - DG734$

Denominator: Sum of the total number of students in grade 9 (G09), grade 10 (G10), grade 11 (G11), and grade 12 (G12) from the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (v.2a)

## ***2.5 Suppression Rules***

The following codes were used by ED when data were missing, not applicable, or implausible: “-1”, “-2”, and “-9”, respectively.

Student\_Attendance\_Rate & Teacher\_Attendance\_Rate:

- Missing values were coded as “-1”
- State reported zeroes were coded as “-9”

School\_Year\_Minutes:

- Missing values were coded as “-1”
- Values less than 40,000 and greater than 165,000 were coded as “-9”

Advanced\_Coursework\_Rate, Dual\_Enrollment\_Rate, Dual\_Enr\_AND\_Adv\_Course\_Rate, & Dual\_Enr\_OR\_Adv\_Course\_Rate:

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- Missing values were coded as “-1” for schools that offer high school grades
- Missing values were coded as “-2” for schools that do not offer high school grades
- If the state reported value in DG734 was greater than either DG732 or DG733, all four variables were coded as “-9”

### **3.0 Guidance for using these data**

School year 2010-11 is the first year these data were collected through *EDFacts* as a formal collection. In addition, this data file represents only one year of data on the School Improvement Grant program. Data users should avoid making conclusions about the effectiveness of the SIG program. For information on the completeness and quality of these data, see Appendix B.

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**Appendix A- Date of SY2010-11 File 167 Submission Used in Extract and Analyses**

<b>State</b>	<b>ESS Submission Date</b>
Alabama	3/26/2013
Alaska	2/8/2013
Arizona	1/10/2013
Arkansas	1/9/2013
Bureau of Indian Education	N/A
California	1/16/2013
Colorado	1/11/2013
Connecticut	1/15/2013
Delaware	1/10/2013
District of Columbia	3/14/2012
Florida	1/30/2013
Georgia	1/8/2013
Hawaii	3/7/2013
Idaho	3/21/2013
Illinois	1/4/2013
Indiana	1/18/2013
Iowa	1/11/2013
Kansas	1/11/2013
Kentucky	1/4/2013
Louisiana	3/26/2013
Maine	2/9/2013
Maryland	1/11/2013
Massachusetts	3/21/2012

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Michigan	3/22/2013
Minnesota	1/8/2013
Mississippi	2/10/2012
Missouri	1/8/2013
Montana	1/8/2013
Nebraska	1/3/2013
Nevada	1/9/2013
New Hampshire	1/10/2013
New Jersey	2/3/2013
New Mexico	1/11/2013
New York	1/9/2013
North Carolina	1/11/2013
North Dakota	N/A
Ohio	3/26/2013
Oklahoma	1/8/2013
Oregon	1/9/2013
Pennsylvania	1/23/2013
Rhode Island	3/14/2013
South Carolina	1/28/2013
South Dakota	12/28/2012
Tennessee	1/9/2013
Texas	2/5/2013
Utah	2/13/2012
Vermont	3/20/2013
Virginia	1/14/2013
Washington	1/8/2013
West Virginia	1/7/2013
Wisconsin	1/4/2013
Wyoming	3/20/2013

## Appendix B- Data Completeness and Quality

**Exhibit 1: Number of schools reporting plausible values**

	Schools Reporting Plausible Values		Schools Expected to Report
	Num.	%	Num.
DG731 Student Attendance	787	96.8	813
DG735 Teacher Attendance	723	88.9	813
DG732 Advanced Coursework	429	93.1	461
DG733 Dual Enrollment	412	89.4	461
DG734 Adv. Course & Dual Enrollment	412	89.4	461
Adv. Course OR Dual Enrollment (derived)	410	88.9	461
DG729 School Year Minutes	756	93.0	813

Each state’s leading indicator data was assessed on timeliness, completeness, and validity using the following criteria. The completeness and accuracy determinations were based on leading indicator data submitted after the Office of School Turnaround’s December 2012 outreach to states through EDFacts’ Partner Support Center.

### Timely

A state’s data was determined to be timely if EDFacts file N167 was submitted by the scheduled due date (2/10/2012).

### Completeness

A state’s data was determined to be complete unless:

- 20 percent or more of their schools were missing any data group; OR

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- The state was missing one or more entire data groups from N167; OR
- 20 percent of data elements were missing across all schools.

### Validity

A state's data was determined to be valid unless:

- The state identified known data quality issues; OR
- The state reported implausible values for 20 percent or more of their schools in any data group; OR

### Exhibit 2: Data Quality Assessment Results

State	Timeliness	Completeness	Validity
AK	Y	Y	Y
AL		Y	Y
AR		Y	Y
AZ	Y	Y	Y
BIE			NA
CA	Y	Y	Y
CO	Y	Y	Y
CT		Y	
DC	Y	Y	
DE	Y		Y
FL	Y	Y	Y
GA	Y	Y	Y
HI	Y	Y	Y
IA	Y	Y	Y
ID	Y	Y	Y
IL		Y	Y
IN	Y	Y	Y
KS	Y	Y	Y

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KY	Y	Y	
LA	Y	Y	Y
MA			Y
MD	Y	Y	Y
ME	Y	Y	
MI	Y	Y	Y
MN	Y	Y	Y
MO	Y		Y
MS	Y	Y	Y
MT	Y	Y	Y
NC	Y		Y
NE	Y	Y	Y
NH	Y	Y	
NJ	Y	Y	Y
NM		Y	
NV	Y	Y	Y
NY			
OH	Y	Y	Y
OK		Y	Y
OR	Y	Y	Y
PA	Y	Y	Y
RI			Y
SC	Y	Y	Y
SD	Y	Y	Y
TN		Y	Y
TX		Y	Y
UT		Y	Y
VA	Y	Y	Y

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VT	Y	Y	Y
WA	Y	Y	Y
WI		Y	Y
WV	Y	Y	Y
WY			
<b>Total</b>	<b>36</b>	<b>43</b>	<b>42</b>