

Documentation for SIG National and State Summaries

Documentation of Methodology

June 2013

Data and Methodology Notes – SIG National and State Summaries

U.S. Department of Education
Arne Duncan
Secretary

Office of Planning Evaluation, and Policy Development (OPEPD)
Denise Forte
Acting Assistant Secretary

Performance Information Management Service (PIMS)
Ross Santy
Director

Policy and Program Studies Service (PPSS)
Tom Weko
Director

Office of Elementary and Secondary Education (OESE)
Deb Delisle
Assistant Secretary

Office of School Turnaround (OST)
Carlas McCauley
Group Leader

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 is publicly releasing national and state summaries as well as a public use file on SIG Cohort 1 awarded schools' SY2010-11 leading indicator data. This documentation provides information about the data contained and methodology used in the summaries. The public use file and accompanying documentation can be accessed at <http://explore.data.gov>.

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It is imperative for users to understand that the data within the summaries 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 entire files. Data anomalies, however, may still be present within the data files and summaries. 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:

EDFacts

U.S. Department of Education
400 Maryland Ave NW
Washington, DC 20202

Or

EDFacts@ed.gov

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1.0 Introduction

1.1 Purpose

The purpose of this document is to provide a description of the methodology used and the data contained in the SIG national and state summaries. These summaries contain SY2010-11 leading indicator data on Cohort 1 SIG schools and an overview of its data quality as well as cohort graduation rate, demographic, and assessment data.

1.2 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

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- 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 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

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- 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.
 - (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 -

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- 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) 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

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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.

The summaries present data on 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 SIG National and State Summaries

The following section summarizes the data and methods used in the national and state summaries of SIG Cohort 1 schools.

2.1 *EDFacts* Data

The following *EDFacts* data files were used in the SIG national and state summaries:

File Name	Data Group(s)	School Year(s)
N167 School Improvement Grants	DG729, 731, 732, 733, 734, and 735	SY2010-11
N150 Regulatory Adjusted-Cohort Graduation Rate ¹	DG695	SY2010-11
N175 Academic Achievement in Mathematics ²	DG583	SY2009-10 and SY2010-11
N178 Academic Achievement in Reading (Language Arts) ²	DG584	SY2009-10 and SY2010-11

¹ Summaries use only “All students” category.

² State Profiles only. Summaries use only “All students, All grades” category.

In addition to the *EDFacts* data, the summaries utilized the following data from the National Center for Education Statistics’ Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11 (<http://nces.ed.gov/ccd/pubschuniv.asp>):

- ULOCAL: NCES urban-centric locale code
- LEVEL: School level (of instruction)
- TOTFRL: Total of free lunch eligible and reduced-price lunch eligible students
- MEMBER: Total students, all grades
 - AM: American Indian/Alaska Native students
 - ASIAN: Asian students
 - HISP: Hispanic students
 - BLACK: Black, non-Hispanic students

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- WHITE: White, non-Hispanic students
- PACIFIC: Hawaiian Native/Pacific Islander students
- TR: Two or more races students
- G09: Total grade 9 students
- G10: Total grade 10 students
- G11: Total grade 11 students
- G12: Total grade 12 students

Enrollment in high school grades was created by summing G09, G10, G11, and G12.

Values reported in the CCD for ULOCAL were recoded to create “locale:”

Reported CCD values and definitions for ULOCAL:

- 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- 12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.
- 13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.
- 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- 22 = Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.
- 23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000.
- 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

ULOCAL permitted values	Locale permitted values
11, 12, and 13	Urban
21, 22, and 23	Suburb
31, 32, and 33	Town
41, 42, and 43	Rural

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2.2 Methodology

The purpose of the summaries is to provide the public with a national and state-by-state overview of SIG’s Cohort 1 awarded tier 1 and tier 2 schools’ leading indicator data and data quality. Each data element is disaggregated by school level and locale, when applicable. The national and state summaries include:

- Number of SIG schools, disaggregated by SIG model, school level, and locale
- Demographics of SIG students
- Summary of the timeliness, completeness, and quality (see section 4.2.2) of the SY2010-11 leading indicator data submitted to *EDFacts*.
- Summary of SY2010-11 leading indicator data and graduation rate in SIG schools
- SY2009-10 and SY2010-11 assessment analysis of SIG schools and all schools in state (state summaries only)

2.2.1 Demographics of SIG students

Demographic summaries provide the total enrollment in SIG cohort 1 tier 1 and 2 schools, the percentage of students eligible for free or reduced-price lunch, and the percentage of students from each racial/ethnic category in each state and nationally. The calculations were created using data from the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11. These calculations are based on October 1, 2010 student counts and may not reflect the population present at the end of the school year.

Total Enrollment:

Sum of MEMBER across all SIG schools (in state or nationally)

Percentage of students eligible for free or reduced-price lunch:

Sum of TOTFRL across all SIG schools (in state or nationally) divided by the sum of MEMBER across all SIG schools (in state or nationally)

Percentage of students from each racial/ethnic category:

Sum of AM or ASIAN or HISP or BLACK or WHITE or PACIFIC or TR divided by the sum of MEMBER

2.2.2 Data Quality Assessment

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Each state's SY2010-11 leading indicator data as submitted to *EDFacts* was assessed on timeliness, completeness, and validity by 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 data quality outreach to states.

Timely

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

Completeness

A state's data file was determined to be complete if all data groups contained values for at least 80 percent of SIG cohort 1 tier 1 and 2 schools.

Validity

A state's data file was determined to be valid if for each data group, at least 80 percent of submitted values were within the plausible range (see Appendix D for further discussion on plausibility).

2.2.3 Summaries of leading indicators and graduation rates

Per SIG final requirements, states are required to report, through *EDFacts* file 167, student attendance, teacher attendance, and school year minutes for all SIG cohort 1 tier 1 and 2 schools and advanced coursework for all students in 9th, 10th, 11th, or 12th grade in SIG cohort 1 tier 1 and 2 schools. In addition, under Title I of the Elementary and Secondary Education Act states report cohort graduation data, collected through files 151, for all operational schools with 12th grade.

For the national summary, a SIG national average of each leading indicator and the cohort graduation rate data was calculated by aggregating across all applicable SIG cohort 1 tier 1 and 2 schools. Similarly, for the state summaries, SIG state averages were created by aggregating across all applicable SIG schools in the state. All averages are weighted by school enrollment.

If a state submitted plausible values for fewer than 80% of their SIG schools for any element, no average was calculated for that element. For the three elements submitted for all SIG schools (student attendance, teacher attendance, and school year minutes), averages were based on only those schools that reported a plausible value for all three elements. Because states only report leading indicator data for SIG schools, no national or state all-schools averages are available. At the time of publication, no national adjusted cohort graduation rate is available; however, state adjusted cohort graduation rates, publicly released on November 26, 2012, are provided on the state summary profiles. To access the state adjusted cohort graduation rates, go to <http://www.ed.gov/news/press-releases/states-report-new-high-school-graduation-rates-using-more-accurate-common-measur>.

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2.2.4 State summaries of assessment results in SIG schools and all schools

For each state, an average state proficiency rate was calculated for SIG schools and all schools for mathematics and reading/language arts. The average state proficiency rate of SIG schools is the sum of the total number of students participating in the assessment and receiving a valid score across all SIG schools divided by the number of students scoring at or above the state’s proficiency level on the assessment (as reported in N175 and N178). For example:

	Number of students who participated in the assessment and received a valid score	Number of students who scored at or above proficiency
SIG School A	150	50
SIG School B	75	48
SIG School C	250	125
State Total	475	223

This state’s average proficiency rate is 223/475 or 47%.

The same method was used to create each state’s all-schools average proficiency rate.

Note that in order to increase the comparability of the assessment results across years. Schools were excluded from the SIG and all-schools average state proficiency rates if:

- The school was missing either SY2009-10, SY2010-11, or both years of academic achievement data;
- The school implemented the closure model in 2010-11 (SIG only);
- The school split into or merged with another school between SY2009-10 and SY2010-11 (SIG only);
- The school does not offer any tested grades;
- The school’s state administers fall testing (excluded because fall 2010 assessments coincide with the beginning of SIG implementation);
- The school added or lost more than one grade level of instruction (unless change only affected grade levels below 3); or
- The state significantly changed the assessment used for reporting in N175 and/or N178 between SY2009-10 and SY2010-11.

In states that administer fall testing or made significant changes to their state assessments between SY2009-10 and SY2010-11, the profiles display SY2010-11 math and reading/language arts data only.

For a list of the schools excluded from the assessment analysis, see Appendices B and C. For an explanation of the privacy protections applied to the assessment data, see Section 5.1 of this documentation.

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To access the publicly released school-level data on SY2008-09 to SY2010-11 math and reading/language arts academic achievement and school-level data on SY2010-11 regulatory adjusted-cohort graduation rates, go to <http://explore.data.gov>.

3.0 Guidance for interpreting these summaries

Should these summaries be used to draw conclusions about the effectiveness of the SIG program or to compare states’ “success” with the SIG program?

No. Leading indicator summaries are based on only one year of program implementation, and national and state averages are largely a function of the schools chosen for program participation. For example, a graduation rate of less than 60 percent is one possible eligibility criterion, so the average graduation rate of 62 percent for 2010-11 is likely due to this selection criterion. Additionally, though assessment summaries are provided for the year before and after SIG implementation, these summaries should NOT be used to draw conclusions about the SIG program. Schools’ assessment scores can rise and fall over one year for a variety of reasons, and any changes (positive or negative) cannot be attributed to SIG. Therefore, neither the leading indicator summaries nor the assessment summaries should be used to compare one state to another. The Institute of Education Sciences is currently conducting a rigorous evaluation of the SIG program which will provide information about SIG’s effectiveness.

Are state assessments comparable? No. State assessments are designed by each state to measure the content the state has determined appropriate for that grade and subject. As a result, both the content on the tests and achievement standards students must meet to be considered “proficient” vary widely across states. Therefore, specific proficiency rates for schools in different states are not comparable. For more information, the National Center for Education Statistics (NCES) has released a series of studies exploring state assessment comparability utilizing the National Assessment of Educational Progress (NAEP).

NCES studies on NAEP and state assessments can be accessed online here:
<http://nces.ed.gov/nationsreportcard/studies/statemapping/>

What is the date when data were pulled?

The SY2010-11 leading indicator data were pulled from the ED Facts Data Warehouse and represent the most recent submissions from state education agencies of the leading indicator data as of March 29, 2013. Appendix A includes a table showing the date of the last school level submission for each state at the time of the data pull.

The academic achievement, cohort graduation rate, and common core of data displayed in the summaries align with the data publicly released by the Department.

Should these data align with data reported on State websites and report cards?

Not necessarily. States may update their websites on different schedules than they use to report to ED. States may also build their websites and online report cards to utilize only the results for students who were present for the full academic year, and therefore were included within school and district accountability determinations. The data in these files includes information on all students who received a valid score on the state assessment, regardless of their ‘full academic year status.’ Additionally, ED uses a method to protect the privacy of individuals represented within the data that could be different than the method used by an individual state. For more discussion of how privacy protections affect the presentation of data within these files, see Section 4.1 Privacy Protection FAQs. Finally, schools were excluded from the assessment

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summaries for a variety of reasons (see Section 2.2.4) so these means will not necessarily align with statewide means.

Should these data align with other data published by ED?

Not necessarily. State-level data are finalized in each State’s Consolidated State Performance Report (CSPR), and also published on ED Data Express and in the ESEA Report to Congress. Data published in these locations are point-in-time data, and they reflect the official data for a particular school year. If states resubmit school or district level data after they finalize their CSPR, then school and/or district level data may not align when it is rolled-up to the state level. Additionally, schools were excluded from the assessment summaries for a variety of reasons (see Section 2.2.4) so these means will not necessarily align with statewide means.

Is there a unique identifier that can be used to combine/merge these data with other federal data sets?

All rows of data include the NCES assigned school ID (variable name: NCESSCH). This 12-digit identifier is used within the Common Core of Data and other regular data releases from NCES. It can be used to merge these data with other ED data publications, or with state data publications. Anyone wishing to merge these data with data in files published by other agencies that do not utilize the NCES assigned school code may first need to match each NCES assigned school ID with a state assigned ID. The Common Core of Data (<http://nces.ed.gov/ccd>) includes both NCES and state assigned ID numbers. It could be used to associate each of these records with a state assigned ID number as a first.

What if I notice something unusual in the data?

Data concerns would need to be corrected by individual states through a resubmission of data files to *EDFacts*. However, rather than emailing states directly, if you notice something unusual in the data or something that you don’t understand, send an e-mail to edfacts@ed.gov. To assist us in responding to the concern, please format your e-mail as follows:

The subject line of the e-mail should be:
SIG National and State Summaries

The following information needs to be included preferably in this order and with the captions:

- States – indicate which state(s) have the issue
- Description – describe the issue (what did you see, what were you expecting to see)

3.1 Privacy Protections Used

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps are taken to ensure someone cannot ascertain a student’s individual identity (i.e. the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students listed in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. In order to protect students’ privacy, the Department applied a combination of

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disclosure avoidance techniques, including suppressing data for very small groups of students, and a modest “blurring” (described below) of the data reported for all other students. Together, these steps protect the information of all students by preventing someone from determining with any reasonable certainty how a specific student performed on the assessments.

The process by which the privacy protections were applied is described below. Additional technical specifications are available at on the Department of Education’s website.

Step One: Protection of Data for Small Groups

Because it is often easy to identify specific individuals when data are presented for small numbers of students, the Department has suppressed all cells with 1-5 students. These suppressions are identified by a [*insert symbol here*].

Step Two: Blurring of Data for Medium-sized Groups

To further protect the privacy of students, and to prevent any data suppressed in Step One from being recalculated by subtracting other reported groups data from the reported totals, the Department has reported the percent proficient for all medium-sized groups as a range (*e.g.*, <20% or 70-74%).

The magnitude of the reported ranges is determined by the size of the group whose data are being reported. For example, cells with the fewest students (6-15) are reported with the widest ranges (*e.g.*, <50% or ≥50%). As the number of students reported increases, the magnitude of the range decreases, until there are more than 300 students in a cell, at which point the percent proficient is reported as a whole number. The ranges used for varying sized groups are presented below in Table 1.

Table 1 - Ranges used for reporting Percent Proficient

Number of Students Reported in the Cell	Ranges Used for Reporting the Percent Proficient for that Group
6-15	<50%, ≥50%
16-30	≤20%, 21-39%, 40-59%, 60-79% ≥80%
31-60	≤10%, 11-19%, 20-29%, 30-39%, 40-49%, 50-59%, 60-69%, 70-79%, 80-89%, ≥90%
61-200	≤5%, 6-9%, 10-14%, 15-19%, 20-24%, 24-29%, 30-34%, 35-39%, 40-44%, 45-49%, 50-54%, 55-59%, 60-64%, 65-69%, 70-74%, 75-79%, 80-84%, 85-89%, 90-94%, ≥95%
More than 200	≤1%, 2%, 3%, . . . , 98%, ≥99%

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

State	ESS Submission Date
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
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

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State	ESS Submission Date
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

Data and Methodology Notes – SIG National and State Summaries

Appendix B- Math Assessment Analysis Exclusions

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
AZ	040696000526	San Carlos Secondary School	1	0	0	0	0	0	0
AZ	040696001656	Rice Elementary School	1	0	0	0	0	0	0
CA	061608002009	Greenfield Elementary	0	0	0	0	0	1	0
CA	062271003168	Edwin Markham Middle	1	0	0	0	0	0	0
CA	062580003868	March Mountain High	1	0	0	0	0	0	0
CA	062805010722	Explore Middle	0	1	0	0	0	0	0
CA	062958008933	Cactus Middle	1	0	0	0	0	0	0
CA	063132004840	Fremont Middle	1	0	0	0	0	0	0
CA	063186004914	Edison-Ronald McNair Intermediate	1	0	0	0	0	0	0
CA	063441002774	Brown, Jr., (Willie L.) Elementary	0	1	0	0	0	0	0
CA	069102610577	Riverside County Community	1	0	0	0	0	0	0
CO	080336000353	Gilpin K-8 School - Elementary	1	0	0	0	0	0	0
CO	080336000374	Lake Middle School	0	0	0	0	1	0	0
CO	080336000392	Philips Elementary School	0	1	0	0	0	0	0
CO	080336000396	Rishel Middle School	0	1	0	0	0	0	0
CO	080336001956	Skyland Community High School	0	1	0	0	0	0	0
CO	080336006477	Greenlee K-8 School	0	0	0	0	0	1	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
CO	080336006479	Strive Prep - Lake	0	0	0	0	1	0	0
CO	080336006490	Lake International School	0	0	0	0	1	0	0
CT	090279001585	Katherine Brennan School	0	0	0	0	1	0	0
DE	100124000246	Mt Pleasant High	0	0	1	0	0	0	0
DE	100153000158	Seaford High School	0	0	1	0	0	0	0
DC	110001800232	Options Public Charter School	1	0	0	0	0	0	0
FL	120153001590	Ridgewood High School	1	0	0	0	0	0	0
GA	130012000089	Douglass High School	0	0	1	0	0	0	0
GA	130012000120	Crim High School	0	0	1	0	0	0	0
GA	130022303063	Georgia School For The Deaf	0	0	1	0	0	0	0
GA	130022503061	Atlanta Area School For The Deaf	0	0	1	0	0	0	0
GA	130042001943	Northeast High School	0	0	1	0	0	0	0
GA	130042001944	Southwest High School	0	0	1	0	0	0	0
GA	130042002477	Wm S Hutchings Career Ctr	0	0	1	0	0	0	0
GA	130042002610	Rutland High School	0	0	1	0	0	0	0
GA	130066001991	Burke County High School	0	0	1	0	0	0	0
GA	130084002097	Temple High School	0	0	1	0	0	0	0
GA	130102000376	Beach High School	0	0	1	0	0	0	0
GA	130159000775	Dade County High School	0	0	1	0	0	0	0
GA	130174000708	Clarkston High School	0	0	1	0	0	0	0
GA	130174000712	McNair High School	0	0	1	0	0	0	0
GA	130180001889	Dooly County High	0	0	1	0	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
		School							
GA	130252001092	Griffin High School	0	0	1	0	0	0	0
GA	130282001208	Henry County High School	0	0	1	0	0	0	0
GA	130387001418	Spencer High School	0	0	1	0	0	0	0
GA	130387001430	Jordan Vocational High School	0	0	1	0	0	0	0
GA	130405001483	Peach County High School	0	0	1	0	0	0	0
GA	130422001514	Hawkinsville High School	0	0	1	0	0	0	0
GA	130438001533	Josey High School	0	0	1	0	0	0	0
GA	130438001536	Glenn Hills High School	0	0	1	0	0	0	0
GA	130438001573	Laney High School	0	0	1	0	0	0	0
GA	130459002432	Stewart County High School	0	0	1	0	0	0	0
GA	130537002093	Ridgeland High School	0	0	1	0	0	0	0
HI	150003000048	Naalehu Elementary	0	0	1	0	0	0	0
HI	150003000096	Hawaii School for the Deaf and Blind	0	0	1	0	0	0	0
HI	150003000240	Kamaile Elementary	0	0	1	0	0	0	0
ID	160081500719	Lakeside Elementary School	0	0	0	0	0	1	0
ID	160207000836	Melba High School	0	0	0	0	1	0	0
IN	180345000467	Glenwood Middle School	1	0	0	0	0	0	0
IN	180477000856	John Marshall Community High School	1	0	0	0	0	0	0
ME	230732000194	Governor James B.	0	0	0	1	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
		Longley Elem School							
ME	230993000286	Riverton School	0	0	0	1	0	0	0
MA	250279000201	Blackstone	0	0	0	0	0	1	0
MI	260023001200	Weston Preparatory Academy	1	0	0	0	0	0	0
MI	261200004695	Lessenger Elementary-Middle School	0	0	0	0	1	0	0
MI	261200004710	Farwell Middle School	0	0	0	1	0	0	0
MI	261200004800	Nolan Elementary School	0	0	0	1	0	0	0
MI	261200004858	White Elementary School	0	0	0	1	0	0	0
MI	261200004862	Phoenix Elementary	0	0	0	1	0	0	0
MI	261644001822	Alger Middle School	0	0	0	1	0	0	0
MI	261644001823	Gerald R. Ford Middle School	0	0	0	1	0	0	0
MI	261644005354	Westwood Middle School	0	0	0	1	0	0	0
MI	263012006610	Romulus Middle School	0	0	0	1	0	0	0
MI	263039006679	Thompson Middle School	0	0	0	1	0	0	0
MI	263504001345	Waldron Middle School	0	0	0	1	0	0	0
MN	270009601892	New Visions Charter School	0	0	1	0	0	0	0
MN	271108500189	East Central Senior Secondary	1	0	0	0	0	0	0
MN	272124000943	Bethune Elementary	0	0	1	0	0	0	0
MN	272124002476	Lucy Laney @ Cleveland Park Elementary	0	0	1	0	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
MN	272124004239	Hmong International Academy	0	0	1	0	0	0	0
MN	272520001214	North View Ib World School	0	0	1	0	0	0	0
MN	273051001301	Ponemah Elementary	0	0	1	0	0	0	0
MN	273384001609	Maxfield Magnent Elementary	0	0	1	0	0	0	0
MO	291434000653	Ervin Jr. High	0	1	0	0	0	0	0
MO	291640000840	Central High	1	0	0	0	0	0	0
MO	291640000860	Northeast High	1	0	0	0	0	0	0
MO	291640000880	East High School	1	0	0	0	0	0	0
NE	310552000177	Crawford Elementary	0	0	1	0	0	0	0
NE	317284001147	Elliott Elementary	0	0	1	0	0	0	0
NE	317323001205	Madison Elementary	0	0	1	0	0	0	0
NE	317380001262	Minatare Elementary	0	0	1	0	0	0	0
NE	317640001571	Santee Elementary	0	0	1	0	0	0	0
NE	317640001572	Santee High	0	0	1	0	0	0	0
NE	317881001738	Winnebago High	0	0	1	0	0	0	0
NH	330061600296	Nute Junior High School	0	0	0	1	0	0	0
NH	330061600544	Nute High School	0	0	0	1	0	0	0
NH	330459000246	Gossler Park School	0	0	0	1	0	0	0
NH	330459000254	Parker Varney School	0	0	0	1	0	0	0
NH	330459000258	Southside Middle School	0	0	0	1	0	0	0
NH	330573000366	Pittsfield High School	0	0	0	1	0	0	0
NH	330573000539	Pittsfield Middle School	0	0	0	1	0	0	0
NY	360007700595	Unity Center For Urban Technologies	0	0	1	0	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
NY	360007701934	Chelsea Career And Tech Education High School	0	0	1	0	0	0	0
NY	360008102938	Bread & Roses Integrated Arts High School	0	0	1	0	0	0	0
NY	360009201377	School For Global Studies	0	0	1	0	0	0	0
NY	360009203389	Cobble Hill School Of American Studies	0	0	1	0	0	0	0
NY	360009802860	Queens Vocational - Technical High School	0	0	1	0	0	0	0
NY	360010202022	Long Island City High School	0	0	1	0	0	0	0
NY	360011901913	Automotive High School	0	0	1	0	0	0	0
NY	360012201950	Flushing High School	0	0	1	0	0	0	0
NY	360015101947	Franklin D Roosevelt High School	0	0	1	0	0	0	0
NY	360015202888	William E Grady Vocational High School	0	0	1	0	0	0	0
NY	360585000296	Bennett High School	0	0	1	0	0	0	0
NY	360585000305	Dr. Martin Luther King Jr, Jr Multicultural Institute School	0	0	1	0	0	0	0
NY	360585000341	International School	0	0	1	0	0	0	0
NY	360585000378	South Park High School	0	0	1	0	0	0	0
NY	362475003363	East High School	0	0	1	0	0	0	0
NY	362475005585	Global Media Arts High School - Franklin	0	0	1	0	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
NY	362475006180	Vanguard Collegiate High School	0	0	1	0	0	0	0
NY	362475006214	Rochester Stem High School	0	0	1	0	0	0	0
NY	362475006216	Robert Brown High School Of Construction & Design	0	0	1	0	0	0	0
NY	362859003852	Delaware Elementary School	0	0	1	0	0	0	0
NY	362859003861	George Fowler High School	0	0	1	0	0	0	0
NY	362859003872	Hughes Elementary School	0	0	1	0	0	0	0
NY	363192004249	Emerson Middle School	0	0	1	0	0	0	0
NY	363192004250	Roosevelt High School	0	0	1	0	0	0	0
OH	390437504416	Woodward Career Tech High	1	0	0	0	0	0	0
OR	410198000688	Marshall High School	0	0	0	1	0	0	0
OR	410674000456	Madras High School	0	0	0	1	0	0	0
OR	410708001687	Eagle Ridge High School	0	0	0	1	0	0	0
OR	410927000746	Ontario High School	0	0	0	1	0	0	0
OR	410933001666	Oregon City Service Learning Academy	0	0	0	1	0	0	0
OR	411004001529	Arts, Communication, & Technology School	0	0	0	1	0	0	0
OR	411004001531	Spanish - English International School	0	0	0	1	0	0	0
OR	411004001532	Pursuit Of Wellness Education At Roosevelt	0	0	0	1	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
OR	411082001296	Mckay High School	0	0	0	1	0	0	0
OR	411082001444	Hallman Elementary School	0	0	0	1	0	0	0
OR	411082001717	Early College High School	0	0	0	1	0	0	0
OR	411082001738	Roberts High School	0	0	0	1	0	0	0
PA	421158001012	Career Technology Academy	0	1	0	0	0	0	0
PA	421917006754	Arthur J Rooney Middle School	0	1	0	0	0	0	0
RI	440012000026	Central Falls Senior High School	0	0	0	1	0	0	0
SC	450075001349	Fairfax Elementary	0	0	0	0	0	0	1
SC	450075001415	Allendale-Fairfax Middle	0	0	0	0	0	0	1
SC	450096000122	Denmark-Olar High	0	0	0	0	0	0	1
SC	450096000123	Denmark-Olar Middle	0	0	0	0	0	0	1
SC	450144000215	Morningside Middle	0	0	0	0	0	0	1
SC	450144000251	N. Charleston High	0	0	0	0	0	0	1
SC	450177000326	Manning Junior High	0	0	0	0	0	0	1
SC	450192000386	J V Martin Junior High	0	0	0	0	0	0	1
SC	450231000562	Carolina High School And Academy	0	0	0	0	0	0	1
SC	450246000612	Estill Middle	0	0	0	0	0	0	1
SC	450246000613	Estill High	0	0	0	0	0	0	1
SC	450252001449	Ridgeland Middle	0	0	0	0	0	0	1
SC	450252001481	Hardeeville Middle/High	0	0	0	0	0	0	1
SC	450267000712	West Lee Elementary	0	0	0	0	0	0	1
SC	450336000951	Eau Claire High	0	0	0	0	0	0	1
SC	450336000953	Ca Johnson Preparatory	0	0	0	0	0	0	1

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
		Academy							
SC	450366001049	Carver Junior High	0	0	0	0	0	0	1
SC	450366001050	Myles W. Whitlock Junior High	0	1	0	0	0	0	1
SC	450378001107	Kingstree Junior High	0	0	0	0	0	0	1
TN	470276000974	Mt Pleasant High School	1	0	0	0	0	0	0
TX	480005311906	John H Wood Jr Charter School Granbury	1	0	0	0	0	0	0
TX	480022911527	Azleway Charter School-Pine Mountain	1	0	0	0	0	0	0
TX	481623001360	H Grady Spruce High School	1	0	0	0	0	0	0
TX	481830006945	Telles Academy	0	0	0	0	0	1	0
VT	500282000073	H O Wheeler School	0	0	0	1	0	0	0
VT	500390000127	Fair Haven Union High School District #16	0	0	0	1	0	0	0
VT	500501000168	Johnson Elementary	0	0	0	1	0	0	0
VT	500506000171	Lamoille Uhsd #18	0	0	0	1	0	0	0
VT	500612000440	Northfield Elementary	0	0	0	1	0	0	0
VT	500705000271	Rutland Senior High School	0	0	0	1	0	0	0
VT	500765000181	St. Johnsbury School	0	0	0	1	0	0	0
VT	500823500338	Mt Abraham Union High School District #28	0	0	0	1	0	0	0
VT	500930000386	Windsor High School	0	0	0	1	0	0	0
VT	500936000389	Winooski High School	0	0	0	1	0	0	0
VA	510169002747	Fries Middle School	1	0	0	0	0	0	0
VA	510189000805	Virginia Randolph	0	1	0	0	0	0	0

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	SCHOOL NAME	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
		Community High							
VA	510189001909	New Bridge School	0	1	0	0	0	0	0
WA	530315000498	Grandview Middle School	1	0	0	0	0	0	0
WA	530771001150	Cleveland High School	0	0	1	0	0	0	0
WA	530867001449	Sunnyside High School	0	0	1	0	0	0	0
WA	530870001472	Hunt Middle School	0	1	0	0	0	0	0
WA	531011001713	Stanton Alternative	1	0	0	0	0	0	0
WI	550960001127	Bay View High School	0	0	0	1	0	0	0
WI	550960001147	Custer High School	0	0	0	1	0	0	0
WI	550960001218	Bradley Tech High School	0	0	0	1	0	0	0
WI	550960001247	South Division High School	0	0	0	1	0	0	0
WI	550960002272	Vincent High School	0	0	0	1	0	0	0
WI	550960002604	Dubois High School	0	1	0	0	0	0	0
WI	550960002609	Whs Law Education And Public Service	0	1	0	0	0	0	0
WI	550960002655	Downtown Institute Of Arts And Letters	0	1	0	0	0	0	0
WI	550960002700	Madison Academic Campus	0	0	0	1	0	0	0
WI	550960002718	Foster & Williams	0	1	0	0	0	0	0
WI	550960002730	Milwaukee African American Immersion High School	0	0	0	1	0	0	0
WY	560170000385	Hem Junior/Senior High School	0	0	0	0	0	1	0
WY	560198000092	Triumph High School	0	0	0	0	0	1	0
WY	560451000256	Roosevelt High School	0	0	0	0	0	1	0

Data and Methodology Notes – SIG National and State Summaries

Appendix C- Reading/Language Arts Assessment Analysis Exclusions

STNAM	NCESSCH	School Name	Grade_Change	Closure	Assmt_Change	Fall_Testing	School_Change	No_Data	DQ_Concerns
AZ	040696000526	San Carlos Secondary School	1						
AZ	040696001656	Rice Elementary School	1						
CA	061608002009	Greenfield Elementary						1	
CA	062271003168	Edwin Markham Middle	1						
CA	062580003868	March Mountain High	1						
CA	062805010722	Explore Middle		1					
CA	062958008933	Cactus Middle	1						
CA	063132004840	Fremont Middle	1						
CA	063186004914	Edison-Ronald Mcnair Intermediate	1						
CA	063441002774	Brown, Jr., (Willie L.) Elementary		1					
CA	069102610577	Riverside County Community	1						
CO	080336000353	Gilpin K-8 School - Elementary	1						
CO	080336000374	Lake Middle School					1		
CO	080336000392	Philips Elementary School		1					
CO	080336000396	Rishel Middle School		1					
CO	080336001956	Skyland Community High School		1					

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
CO	080336006477	Greenlee K-8 School						1	
CO	080336006479	Strive Prep - Lake					1		
CO	080336006490	Lake International School					1		
CT	090279001585	Katherine Brennan School					1		
DE	100124000246	Mt Pleasant High			1				
DE	100153000158	Seaford High School			1				
DC	110001800232	Options Public Charter School	1						
FL	120153001590	Ridgewood High School	1						
HI	150003000048	Naalehu Elementary			1				
HI	150003000096	Hawaii School for the Deaf and Blind			1				
HI	150003000240	Kamaile Elementary			1				
ID	160081500719	Lakeside Elementary School						1	
ID	160207000836	Melba High School					1		
IN	180345000467	Glenwood Middle School	1						
IN	180477000856	John Marshall Community High School	1						
ME	230732000194	Governor James B. Longley Elem School				1			
ME	230993000286	Riverton School				1			
MA	250279000201	Blackstone						1	
MI	260023001200	Weston Preparatory Academy	1						
MI	261200004695	Lessenger					1		

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
		Elementary-Middle School							
MI	261200004710	Farwell Middle School				1			
MI	261200004800	Nolan Elementary School				1			
MI	261200004858	White Elementary School				1			
MI	261200004862	Phoenix Elementary				1			
MI	261644001822	Alger Middle School				1			
MI	261644001823	Gerald R. Ford Middle School				1			
MI	261644005354	Westwood Middle School				1			
MI	263012006610	Romulus Middle School				1			
MI	263039006679	Thompson Middle School				1			
MI	263504001345	Waldron Middle School				1			
MN	271108500189	East Central Senior Secondary	1						
MO	291434000653	Ervin Jr. High		1					
MO	291640000840	Central High	1						
MO	291640000860	Northeast High	1						
MO	291640000880	East High School	1						
NH	330061600296	Nute Junior High School				1			
NH	330061600544	Nute High School				1			
NH	330459000246	Gossler Park School				1			
NH	330459000254	Parker Varney				1			

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
		School							
NH	330459000258	Southside Middle School				1			
NH	330573000366	Pittsfield High School				1			
NH	330573000539	Pittsfield Middle School				1			
NM	350039000654	Newcomb High School			1				
NM	350111000301	Crownpoint High School			1				
NM	350117000330	Laguna-Acoma High School			1				
NY	360009201377	School For Global Studies			1				
NY	360585000305	Dr. Martin Luther King Jr, Jr Multicultural Institute School			1				
NY	360585000341	International School			1				
NY	362475006180	Vanguard Collegiate High School			1				
NY	362475006214	Rochester Stem High School			1				
NY	362475006216	Robert Brown High School Of Construction & Design			1				
NY	362859003852	Delaware Elementary School			1				
NY	362859003872	Hughes Elementary School			1				

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
NY	363192004249	Emerson Middle School			1				
OH	390437504416	Woodward Career Tech High	1						
OR	410198000688	Marshall High School				1			
OR	410674000456	Madras High School				1			
OR	410708001687	Eagle Ridge High School				1			
OR	410927000746	Ontario High School				1			
OR	410933001666	Oregon City Service Learning Academy				1			
OR	411004001529	Arts, Communication, & Technology School				1			
OR	411004001531	Spanish - English International School				1			
OR	411004001532	Pursuit Of Wellness Education At Roosevelt				1			
OR	411082001296	Mckay High School				1			
OR	411082001444	Hallman Elementary School				1			
OR	411082001717	Early College High School				1			
OR	411082001738	Roberts High School				1			
PA	421158001012	Career Technology Academy		1					
PA	421917006754	Arthur J Rooney Middle School		1					
RI	440012000026	Central Falls Senior				1			

Data and Methodology Notes – SIG National and State Summaries

STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
		High School							
SC	450075001349	Fairfax Elementary							1
SC	450075001415	Allendale-Fairfax Middle							1
SC	450096000122	Denmark-Olar High							1
SC	450096000123	Denmark-Olar Middle							1
SC	450144000215	Morningside Middle							1
SC	450144000251	N. Charleston High							1
SC	450177000326	Manning Junior High							1
SC	450192000386	J V Martin Junior High							1
SC	450231000562	Carolina High School And Academy							1
SC	450246000612	Estill Middle							1
SC	450246000613	Estill High							1
SC	450252001449	Ridgeland Middle							1
SC	450252001481	Hardeeville Middle/High							1
SC	450267000712	West Lee Elementary							1
SC	450336000951	Eau Claire High							1
SC	450336000953	Ca Johnson Preparatory Academy							1
SC	450366001049	Carver Junior High							1
SC	450366001050	Myles W. Whitlock Junior High		1					1
SC	450378001107	Kingstree Junior High							1
TN	470276000974	Mt Pleasant High School	1						
TX	480005311906	John H Wood Jr	1						

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STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
		Charter School Granbury							
TX	480022911527	Azleway Charter School-Pine Mountain	1						
TX	481623001360	H Grady Spruce High School	1						
TX	481830006945	Telles Academy						1	
VT	500282000073	H O Wheeler School				1			
VT	500390000127	Fair Haven Union High School District #16				1			
VT	500501000168	Johnson Elementary				1			
VT	500506000171	Lamoille Uhsd #18				1			
VT	500612000440	Northfield Elementary				1			
VT	500705000271	Rutland Senior High School				1			
VT	500765000181	St. Johnsbury School				1			
VT	500823500338	Mt Abraham Union High School District #28				1			
VT	500930000386	Windsor High School				1			
VT	500936000389	Winooski High School				1			
VA	510169002747	Fries Middle School	1						
VA	510189000805	Virginia Randolph Community High		1					
VA	510189001909	New Bridge School		1					
WA	530315000498	Grandview Middle School	1						

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STNAM	NCESSCH	School Name	Grade_ Change	Closure	Assmt_ Change	Fall_Testing	School_ Change	No_ Data	DQ_Concerns
WA	530870001472	Hunt Middle School		1					
WA	531011001713	Stanton Alternative	1						
WI	550960001127	Bay View High School				1			
WI	550960001147	Custer High School				1			
WI	550960001218	Bradley Tech High School				1			
WI	550960001247	South Division High School				1			
WI	550960002272	Vincent High School				1			
WI	550960002604	Dubois High School		1					
WI	550960002609	Whs Law Education And Public Service		1					
WI	550960002655	Downtown Institute Of Arts And Letters		1					
WI	550960002700	Madison Academic Campus				1			
WI	550960002718	Foster & Williams		1					
WI	550960002730	Milwaukee African American Immersion High School				1			
WY	560170000385	Hem Junior/Senior High School						1	
WY	560198000092	Triumph High School						1	
WY	560451000256	Roosevelt High School						1	

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Appendix D- Data Completeness and Quality of ED*Facts* data file 167

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 ED*Facts*' Partner Support Center.

Timely

A state's data was determined to be timely if ED*Facts* 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
- The state was missing one or more entire data groups from N167; OR

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- 20 percent of data elements were missing across all schools.

Validity

A state’s data were 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.

For the purposes of the national and state summaries, values were determined to be implausible if:

- Student attendance rates (DG731) or teacher attendance rates (DG735) were reported as zero, greater than 100 percent or below 40 percent;
- School year minutes (DG729) were below 40,000, greater than 165,000, or reported as zero;
- The number of students who completed advanced coursework or dual enrollment classes (DG734) was greater than the number of students who completed advanced coursework (DG732) or the number of students who completed dual enrollment classes (DG733); and
- The number of students who completed advanced coursework, dual enrollment classes, or advanced coursework and dual enrollment classes exceeded total high school membership.

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

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State	Timeliness	Completeness	Validity
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
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

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State	Timeliness	Completeness	Validity
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
VT	Y	Y	Y
WA	Y	Y	Y
WI		Y	Y
WV	Y	Y	Y
WY			
Total	36	43	42