



NEW ENGLAND  
SECONDARY SCHOOL  
CONSORTIUM

# NESSC METRICS

## Procedural Guidebook

### for 2012

March 2012



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## LIST OF ACRONYMS

ACRONYM	DEFINITION
CRI	College Readiness Indicator
CT	Connecticut
ED	Economically Disadvantaged
EDEN	Education Data Exchange Network
FERPA	Family Education Rights and Privacy Act
FTP	File Transfer Protocol
GED	General Educational Development
IEP	Individualized Education Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
ME	Maine
NCES	National Center for Educational Statistics
NESSC	New England Secondary School Consortium
NGA	National Governors Association
NH	New Hampshire
NSC	National Student Clearinghouse
QC	Quality Control
RI	Rhode Island
RIA	Research in Action, Inc.
SEA	State Education Agency
SpEd	Special Education
VT	Vermont

## 1.0 Overview-Business Rules

The production of statistical information based upon identified performance indicators requires a well defined set of business rules. These business rules describe what the indicator is intending to measure and the metric by which results are produced. Business rules are further augmented by data definitions, which operationalize and codify the data collection structures. A final set of operational definitions (Wheeler & Lyday, 1989) articulate how to process raw data into reported statistics.

The business rules reported within this section define the parameters and data necessary for the New England Secondary Schools Consortium (NESSC) to satisfy its objectives. The information found within this section provides a common understanding of the five key performance indicators for which data is being collected and reported (see NESSC, April 2010; NESSC, July 2011).

### 1.1 College Readiness Index [Status: *Pending*] [Baseline Year: TBD]

The Data Team recommended that, since college readiness was such a difficult and important measurement to capture, the Consortium would use multiple measures to create a report on college readiness. During its June 2011 meeting, the Team agreed that College Readiness for NESSC purposes would be defined as:

***Completion of 24 college credit hours of coursework and a GPA of 2.5 or enrollment in a third semester of college (2 or 4 year).***

The Data Team organized College Readiness Indicators (CRIs) into four dimensions: (a) performance, (b) preparatory, (c) behavioral, and (d) attitudinal. Potential indicators were screened and vetted by the Team based upon the indicator's degree of objectivity, research base, comparability across NESSC states, and data availability. After considerable deliberation, the following CRIs were approved for testing.

1. SAT/ACT participation rates
2. Completion of Algebra II
3. Course Completion and Scores in Dual Enrollment/Early College, Advanced Placement, and International Baccalaureate
4. SAT/PSAT/ACT scores

5. State assessment results
6. High school GPA
7. Attendance rates (in high school)
8. Completion of FAFSA
9. Completion of 4 years of mathematics

## 1.2 Dropout Rate [Status: *Operational*] [Baseline Year: 2009]

The Consortium dropout rate will be closely linked to the graduation rate. Data Team members recognize that, as the graduation rate and dropout rate have often been reported using disparate methods, a clearer relationship between these measures would be helpful. The National Governors Association (NGA) has offered guidance on the dropout rate by recommending that dropouts be counted as those students who have not completed high school and are no longer enrolled in high school. This rate is calculated as a cohort rate, using the same adjusted freshman cohort used for the graduation rate. This is conceptually helpful because as the graduation rate increases the dropout rate should decrease.

The following formula is used for calculating dropout rate:

$$\text{Dropout Rate} = \frac{\text{Dropouts}}{\text{Adjusted Freshman Cohort}}$$

A clear distinction was made between students who complete a high school program that requires students to meet state standards and those who receive a general educational development (GED) diploma. Since a variety of alternative high school diplomas exist in the region, the Data Team decided: (a) only programs that required students to meet standards would be allowed to count for the graduation and dropout rates, (b) GED completers are counted as dropouts, since they do not complete a program that requires students to meet state standards, and (c) the dropout rate to be calculated with and without GED completers.

### 1.3 Graduation Rate [Status: *Operational*] [Baseline Year:2009]

Graduation rates have been computed using the formula articulated in 34 C.F.R. 200.19. This is a rate that relies on the identification and tracking of a four-year graduation cohort. All states in the Consortium currently report the federal graduation rate.

The following formula is used for calculating graduation rate:

$$\text{(# of Graduating Seniors)} \div \text{(# of First-time Freshman +/- Transfers In or Out)}$$

The Team felt that in addition to the common four-year rate, the Consortium should report five- and six-year graduation rates. The Data Team decided against “freezing” the number of students in a graduating cohort (the denominator in the equation). This means that as graduates (adjusted for transfers in and out) are added in the fifth and sixth years of the cohort, graduation rates will rise.

- For the purpose of baseline data, the adjusted cohorts in the fifth and sixth years will be applicable once the baseline cohort (2009) reaches the five year mark.
- No exemptions will be included for special education (SpEd) or limited English Proficiency (LEP) students.

### 1.4 Post-Secondary Enrollment [Status: *Operational*] [Baseline Year: 2009]

The intention of capturing post-secondary enrollment is to determine the percentage of students who go on to further education after high school.

The following formula is used for calculating post-secondary enrollment:

$$\text{(# of Students Enrolled in post-secondary)} \div \text{(# of High School Graduates)}$$

The Data Team considered whether the denominator for the post-secondary enrollment rate should be the number of high school graduates or the number in the freshman (high school) cohort, since the measure seeks to report the effect of high school transformation over the course of a student’s high school career. The Data Team further delineated two enrollment conditions: (a) Immediately upon graduating from high school, and (b) Delayed up to 16 months from graduation.

### 1.5 Post-Secondary Success [Status: *Operational*] [Baseline Year: 2011]

Post-secondary success identified high school graduates who attended two- or four-year higher education institutions and graduated. At the request of the Consortium Council, this indicator was renamed “post-secondary success”, which will eventually include enrollment and completion data for students who attend one-year post-secondary professional certificate programs (e.g., LPN). The data reported by this indicator does not reflect all students starting and completing their post-secondary education “on time.” For that reason, the post-secondary success rate will be computed over a six-year period.

The following formula is used for calculating post-secondary success:

$$\text{(# of Students Completing Post-Secondary Programs within Six Years)} \div \text{(Freshman College Cohort)}$$

The Data Team was concerned about accurately representing two groups in the post-secondary success rate. One was the group of students who delayed (or deferred) entering college. If the calculation for post-secondary success was predicated on students going directly from high school to college, this population would be misrepresented as “unmatriculated” rather than simply starting school later. For this reason the decision was made to create a new freshman (college) cohort each fall. Students would belong in the cohort in which they started their post-secondary education. A student who graduated in 2009, for example, but did not start college until fall of 2011, would belong to the 2011 college cohort.

## 2.0 Data Definitions

Business rules are further augmented by data definitions, which operationalize and codify the data collection structures. The National Center for Educational Statistics (NCES) publishes data definition used by state education agencies (SEAs) reported on federal performance indicators. Many of the data definitions are those found within the greater National Data Model used to collect and store federally-mandated data via the Education Data Exchange Network (EDEN) and ED Facts.

The NESSC's Data Team is using data definitions consistent with federal reporting except when notated within this document. Additionally, some definitions are unique to the NESSC given focus of the performance indicator and/or lack of federal guidance. For example, graduation rates are reported using the most recent federal reporting formats and data definitions; however, a "six-year" rate may require unique data definition. The NESSC Data Team also agreed to disaggregate performance data by ethnic group (e.g., Hispanic/non-Hispanic) and by gender, race, socioeconomic status, English proficiency status, and disability status.

### 2.1 College Readiness (under development)

The NESSC Data Team agreed in June 2011 that the CRI data would be collected at the student-level and aggregated to two units of analysis: (1) school, and (2) state. The below listed indicator data definitions are currently under development and beta-testing by the Annenberg Center for School Reform at Brown University.

- 2.1.1 SAT/ACT participation rates
- 2.1.2 Completion of Algebra II
- 2.1.3 Course Completion and Scores in Dual Enrollment/Early College, Advanced Placement, and International Baccalaureate
- 2.1.4 SAT/PSAT/ACT scores
- 2.1.5 State assessment results
- 2.1.6 High school GPA
- 2.1.7 Attendance rates (in high school)
- 2.1.8 Completion of FAFSA



### 2.1.9 Completion of 4 years of mathematics

## 2.2 Dropouts

The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

### 2.2.1 Leavers-Exit system (dropout)

## 2.3 Graduates

Graduation rate is defined as follows, for all public high schools in the State: (i)(A) A State must calculate a "four-year adjusted cohort graduation rate," defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. (B) For those high schools that start after grade 9, the cohort must be calculated based on the earliest high school grade. (ii) The term "adjusted cohort" means the students who enter grade 9 (or the earliest high school grade) and any students who transfer into the cohort in grades 9 through 12 minus any students removed from the cohort. (A) The term "students who transfer into the cohort" means the students who enroll after the beginning of the entering cohort's first year in high school, up to and including grade 12. (B) To remove a student from the cohort, a school or local education agency (LEA) must confirm in writing that the student transferred out, emigrated to another country, or is deceased. (1) To confirm that a student transferred out, the school or LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma. (2) A student who is retained in grade, enrolls in a GED program, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort. (iii) The term "students who graduate in four years" means students who earn a regular

high school diploma at the conclusion of their fourth year, before the conclusion of their fourth year, or during a summer session immediately following their fourth year. (iv) The term “regular high school diploma” means the standard high school diploma that is awarded to students in the state and that is fully aligned with the state's academic content standards or a higher diploma and does not include a GED credential, certificate of attendance, or any alternative award. (v) In addition to calculating a four-year adjusted cohort graduation rate, a state may propose to the Secretary for approval an “extended-year adjusted cohort graduation rate.” (A) An extended-year adjusted cohort graduation rate is defined as the number of students who graduate in four years or more with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year adjusted cohort graduation rate, provided that the adjustments account for any students who transfer into the cohort by the end of the year of graduation being considered minus the number of students who transfer out, emigrated to another country, or are deceased by the end of that year. (B) A state may calculate one or more extended-year adjusted cohort graduation rates.

2.3.1 Four Year Rate: First Time Freshman

2.3.2 Four Year Rate: Graduates

2.3.3 Fifth Year Rate: Enrolled Year 5

2.3.4 Fifth Year Rate: Graduates

2.3.5 Sixth Year Rate: Graduates

2.3.6 Completer Rate: GEDs

2.3.7 Completer Rate: Alternate Completers

2.3.8 Early Enrollment into Post-Secondary

## **2.4 Post Secondary Enrollment**

The Team has, on many occasions, discussed the validity of data related to college enrollment if decision rules beyond “any instance” of enrollment are not in place. That is, “any instance” could include students enrolled at any time and enrolled for  $\leq 1$  day. In March 2011, the Team agreed to the “any instance” criteria, as most states received this data from the National Student Clearinghouse (NSC) and is subject to NSC’s data reporting guidelines.

#### 2.4.1 Immediate Enrollment in Post-Secondary

2.4.1.1 Enrolled in a 2-year program college (Immediately)

2.4.1.2 Enrolled in a 4-year program college (Immediately)

The NCS identifies students as part of the “Immediate Enrollment” subgroup when the student enrolled in a two- or four-year post-secondary institution with an enrollment status of full-time, half-time or less-than half-time in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any term that begins before October 1st of the graduation year and ends after October 1st of the graduation year. Therefore, the student must be enrolled by October 1<sup>st</sup> AND for at least 10 days.

NSC Guideline example for the Class of 2010:

- 'EnrollmentStatus' = F,H,L,blank
- 'EnrollBeginDate' ≤ 20101001
- 'EnrollEndDate' ≥ 20101001
- 'term duration' ≥ 10 days

#### 2.4.2 Enrollment in Post-Secondary (i.e., Delayed)

2.4.2.1 Enrolled in a 2-year program college (Delayed)

2.4.2.2 Enrolled in a 4-year program college (Delayed)

The NCS identifies students as part of the “At a Later Date” subgroup when the student enrolled in a two- or four-year post-secondary institution with an enrollment status of full-time, half-time or less-than half-time between October 2nd of the fall immediately following graduation and August 15th of the 2nd summer following high school graduation. This period includes the fall and spring academic terms in the year following graduation as well as terms ending in the subsequent academic year (including all semesters, quarters, trimesters, and periodic collegiate terms within the two-year window). Therefore, the student must be enrolled by August 15<sup>th</sup>, two academic years post high school graduation AND be enrolled for at least 10 days. **Note:** The NSC guidelines presented here differ from criteria specified by the Data Team during its March 22, 2011 call. The “Immediate Enrollment” metric has an added caveat of at

least 10 days. The “At a Later Date” enrollment metric extends the enrollment period from a 16 month window to 2 academic years following graduation.

2.4.3 Early enrollment in post-secondary (On-Time Graduates Only)

2.4.4 Enrollment in post-secondary (GED Completers Only)

2.4.5 Enrollment in post-secondary (Dropouts Only)

## 2.5 Post-Secondary Success

2.5.1 Completion of 2-year program/college

2.5.2 Completion of 4-year program/college

## 2.6 Disaggregated Subgroups

Reference 20 U.S.C. 6311

- economically disadvantaged students;
- students from major racial and ethnic groups;
- students with disabilities; and
- students with limited English proficiency;

**Note:** Disaggregation of data under subclause (II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2.6.1 Race/ethnicity

2.6.1.1 Asian and Pacific Islander- the NESSC has combined the data on Asian and Pacific Islander students into one category. While new federal guidelines require these groups be separated, not all states have moved to this format. For reporting through 2011, the states will continue to report these students as one category: Asian/Pacific Islander.

2.6.1.2 Multi-racial-States will report multiracial students as their data systems evolve to include this category. The following describes each state’s reporting preference for the 2010-11 school year:

- Connecticut(CT) will not report multi-racial, as to date they have asked students to select one option under race. However, the state is moving toward multi-racial identification, and plans to implement this category as soon as possible.
- Maine (ME)
- New Hampshire (NH) will report multi-racial—these students will not be counted in any other race category.
- Rhode Island (RI)
- Vermont (VT)-included multi-racial students in all of the race categories in which they self identified (i.e., some students are counted in more than one category). VT has agreed to roll up these students and report them as part of the multi-racial category at their discretion.

2.6.2 Limited English Proficient (LEP)-The Team determined that variation may exist across the states regarding how students are identified for inclusion in the LEP subgroup:

- Connecticut
- Maine
- New Hampshire
- Rhode Island
- Vermont – Students are identified as LEP if they received services at any time between 9th and 12th grade (they do not count “monitoring”).

2.6.3 Special Education (SpEd)-The Team determined that variation may exist across the states regarding how students are identified for inclusion in the SpEd subgroup:

- Connecticut
- Maine

- New Hampshire
- Rhode Island
- Vermont – students are identified as SpEd if they received services/had an individualized education plan (IEP) at any time between 9<sup>th</sup> and 12<sup>th</sup> grade (they do not count “monitoring”).

2.6.4 Economically Disadvantaged (ED) - The number of student eligible to receive free or reduced priced school meals.

### 3.0 Goal and Key Performance Indicators

The major goal of this project is to obtain and provide extensive support in the operational demands associated with data being collected across the NESSC member states. The following were identified:

- a. Coordinate implementation activities with NESSC's member state representatives in acquiring data needed by the group's evaluator (UMass Donahue Institute).
  - a. Conduct internal reviews of data definitions, business rules, apply quality controls to ensure data comparability.
  - b. Validate received data from member states prior to uploading files into the evaluator's data storage system.

### 3.1 Procedural Framework

Each member state of the NESSC is required to submit data according to guidelines provided by the evaluators and the data coordinator. Each data set submitted will be reviewed on the same quality criteria. Three (3) quality assurance techniques will be implemented to ensure that the data reported to the evaluator are valid. This approach uses a mixed method design (Tashakkori & Teddlie, 2003) commonly used in social science research and customized for use in statewide accountability systems (Taylor, Beaudoin, & Goldschmidt, 2007).

- **Business Rule Fidelity** – A qualitative review are developed to define the parameters and conditions necessary to satisfy the consortium's objectives. They promote transparency and increase system credibility.
- **Data Quality Checklist**-(see Appendix A) A standardized, qualitative procedure used to evaluate the data for its comprehensiveness by ensuring all aspects of each metric are responded to correctly.
- **Trend Analysis**-A quantitative procedure that requires multi-wave data which provides critical information about whether the current data is consistent with historical trends.

### 3.2 Personnel

- Great Schools Partnership (**Facilitator**)-Facilitates the data coordinator and NESSC member interactions, and reports on the progress of data submission.
- UMass Donahue Institute (**Evaluator**)-Supplies the format for submitting aggregate data. Receives state specific reports based on specified template.
- State Agency Representative (**Team Members**)-Provides requested data in the format specified.
- Research In Action, Inc. (**Data Coordinator**)-Conducts quality control checks on data submitted and report aggregate data to the evaluator.

The data submitted by each state agency will be handled in accordance with regulations outlined in the Family Education Rights and Privacy Act (FERPA). To maintain the confidentiality of the submitted data Research in Action, Inc. (RIA) has set up a secured file transfer protocol (FTP) server to allow each state agency to transfer data securely. Each state agency will be assigned a unique username and password that provides access to the FTP server for uploading the requested data.

### 3.3 Procedural Sequence

- Step 1. Upload data in the requested format to RIA's FTP site using assigned login credentials.
- Step 2. Receive and screen data submitted by member states.
- Step 3. Apply the Quality Control (QC) Checklist to each Data Template.
- Step 4. Identify any missing or suspect data and submit Checklist to the member state's representative.
- Step 5. Each state agency representative will investigate and resubmit data/responses based on anomalies identified.
- Step 6. Validate and document updated Data Template.



Step 7. Submit finalized data to the Evaluator and outstanding (if applicable) data to the Facilitator.

### 3.4 Resource Allocation

To aid in the successful implementation of the quality assurance procedures, a customized set of controls and validation techniques were developed. The development and implementation required human and time resources. The procedures within this document focus on the efficient use of resources given fiscal and time limitations.

### 3.5 Timeline

	Task	Start Date	End Date	Resources
1.	Submit data set (via FTP)	March 07, 2012	March 30, 2012	Team Members
2.	Conduct QC checks on data set	April 02, 2012	April 05, 2012	Coordinator
3.	Report anomalies identified in data set	April 05, 2012	April 6, 2012	Coordinator Facilitator
4.	Investigate and address anomalies, missing data, etc.	April 6, 2012	April 9, 2012	Team Members
5.	Verify data corrections and document exceptions in <i>Guidebook</i>	April 12, 2012	April 14, 2012	RIA
6.	Submit missing data list to Facilitator; Develop course of action with SEA.	April 14, 2012	April 14, 2012	RIA Facilitator
7.	Submit final data reports to Evaluators	April 16, 2012	April 16, 2012	RIA

### 3.6 Data Submission (see Appendix B)

Appendix A  
Data Quality Checklist

# Data Quality Checklist

March 2

# 2012

This document is used to evaluate and document of those data being reported by members of the New England Secondary School Consortium (NESSC). This information contained within is not considered in the public domain until officially released to the NESSC evaluator, the Donahue Institute at the University of Massachusetts.

State of  
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### KPI #1. College Readiness

- Currently being developed and tested by the Annenberg Institution for School Reform at Brown Univ.

### KPI #2. Dropout Rate

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
2.1	Leavers-Exit system (dropout)	<input type="checkbox"/>	<input type="checkbox"/>		
2.2	Demographics: Gender	<input type="checkbox"/>	<input type="checkbox"/>	$m + f = all$	
2.3	Demographics: Race/Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	$non - Hispanic + Hispanic = all$	
2.4	Demographics: Income (ED)	<input type="checkbox"/>	<input type="checkbox"/>	$non - ED + ED = all$	
2.5	Demographics: Language (LEP/ELL)	<input type="checkbox"/>	<input type="checkbox"/>	$non - LEP + LEP = all$	
2.6	Demographics: Special Education (SWD)	<input type="checkbox"/>	<input type="checkbox"/>	$non - SWD + SWD = all$	

### KPI #3. Graduation Rate

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
3.1	Four Year Rate: First Time Freshman	<input type="checkbox"/>	<input type="checkbox"/>		
3.2	Four Year Rate: Graduates	<input type="checkbox"/>	<input type="checkbox"/>		
3.3	Fifth Year Rate: Enrolled Year 5	<input type="checkbox"/>	<input type="checkbox"/>		
3.4	Fifth Year Rate: Graduates	<input type="checkbox"/>	<input type="checkbox"/>		
3.5	Sixth Year Rate: Graduates	<input type="checkbox"/>	<input type="checkbox"/>		

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
3.6	Completer Rate: GEDs	<input type="checkbox"/>	<input type="checkbox"/>		
3.7	Completer Rate: Alternate Completers	<input type="checkbox"/>	<input type="checkbox"/>		
3.8	Early enrollment into post-secondary	<input type="checkbox"/>	<input type="checkbox"/>		
3.9	Demographics: Gender	<input type="checkbox"/>	<input type="checkbox"/>	$m + f = all$	
3.11	Demographics: Race/Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	$non - Hispanic + Hispanic = all$	
3.12	Demographics: Income (ED)	<input type="checkbox"/>	<input type="checkbox"/>	$non - ED + ED = all$	
3.13	Demographics: Language (LEP/ELL)	<input type="checkbox"/>	<input type="checkbox"/>	$non - LEP + LEP = all$	
3.14	Demographics: Special Education (SWD)	<input type="checkbox"/>	<input type="checkbox"/>	$non - SWD + SWD = all$	

#### KPI #4 Post-Secondary Enrollment

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
4.1	Enrolled in a 2-year program college (Immediately)	<input type="checkbox"/>	<input type="checkbox"/>		
4.2	Enrolled in a 4-year program college (Immediately)	<input type="checkbox"/>	<input type="checkbox"/>		
4.3	Enrolled in a 2-year program college (Delayed)	<input type="checkbox"/>	<input type="checkbox"/>		
4.4	Enrolled in a 4-year program college (Delayed)	<input type="checkbox"/>	<input type="checkbox"/>		
4.5	Early enrollment in post-secondary (On-Time Graduates Only)	<input type="checkbox"/>	<input type="checkbox"/>		
4.6	Enrollment in post-secondary (GED Completers Only)	<input type="checkbox"/>	<input type="checkbox"/>		

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
4.7	Enrollment in post-secondary (Dropouts Only)	<input type="checkbox"/>	<input type="checkbox"/>		
4.8	Demographics: Gender	<input type="checkbox"/>	<input type="checkbox"/>	$m + f = all$	
4.9	Demographics: Race/Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	$non - Hispanic + Hispanic = all$	
4.10	Demographics: Income (ED)	<input type="checkbox"/>	<input type="checkbox"/>	$non - ED + ED = all$	
4.11	Demographics: Language (LEP/ELL)	<input type="checkbox"/>	<input type="checkbox"/>	$non - LEP + LEP = all$	
4.12	Demographics: Special Education (SWD)	<input type="checkbox"/>	<input type="checkbox"/>	$non - SWD + SWD = all$	

### KPI #5 Post-Secondary Success

WBS	Measure	Completion Status	Quality Status	Criterion	Findings
5.1	Completion of 2-year program/college	<input type="checkbox"/>	<input type="checkbox"/>		
5.2	Completion of 4-year program/college	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Demographics: Gender	<input type="checkbox"/>	<input type="checkbox"/>	$m + f = all$	
5.4	Demographics: Race/Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	$non - Hispanic + Hispanic = all$	
5.5	Demographics: Income (ED)	<input type="checkbox"/>	<input type="checkbox"/>	$non - ED + ED = all$	
5.6	Demographics: Language (LEP/ELL)	<input type="checkbox"/>	<input type="checkbox"/>	$non - LEP + LEP = all$	
5.7	Demographics: Special Education (SWD)	<input type="checkbox"/>	<input type="checkbox"/>	$non - SWD + SWD = all$	

**A. RESOURCES (Stored on NESSC website) [Facilitator]**

- Procedural Guidebook for 2012
- FTP End-User Guide
- Data Template (State specific)
- Data Quality Checklist

**B. POPULATE TEMPLATE [Data Team]**

1. Open state's data template provided (MS Excel).
2. Enter data in highlighted cell on the '2012 Data' tab.
3. Add notes regarding specific cell totals on the 'Notes' tab.
4. Save file as "<State Initials>Data Template-<DDMM2012>" (e.g., RI Data Template -06Mar2012).

**Deadline: 30 March 2012**

**C. DATA SUBMISSION [Data Team]**

1. Open FTP server using ftp client (see End-User Guide).
2. Enter assigned login credentials (username and password).
3. Browse and locate file on PC to be upload.
4. Double-click selected file to upload.
5. Send email to notify the Data Coordinator of submission.

**D. REVIEW AND FINALIZATION [RIA]**

1. Receive and screen data submitted by member states.
2. Conduct quality control checks on each data point with the four (4) indicators:
  - KPI #2-Dropout Rate
  - KPI #3-Graduation Rate
  - KPI #4-Post-Secondary Enrollment
  - KPI #5-Post-Secondary Success
3. Identify and report missing or suspect data to member state representative.
4. Validate and document updated data.
5. Finalize and submit data to the Evaluator.