

Data Reporting Infrastructure Necessary for Accurately Tracking Dropout and Graduation Rates

0011



And they said

0011



1 2
4 5

They also said

0011

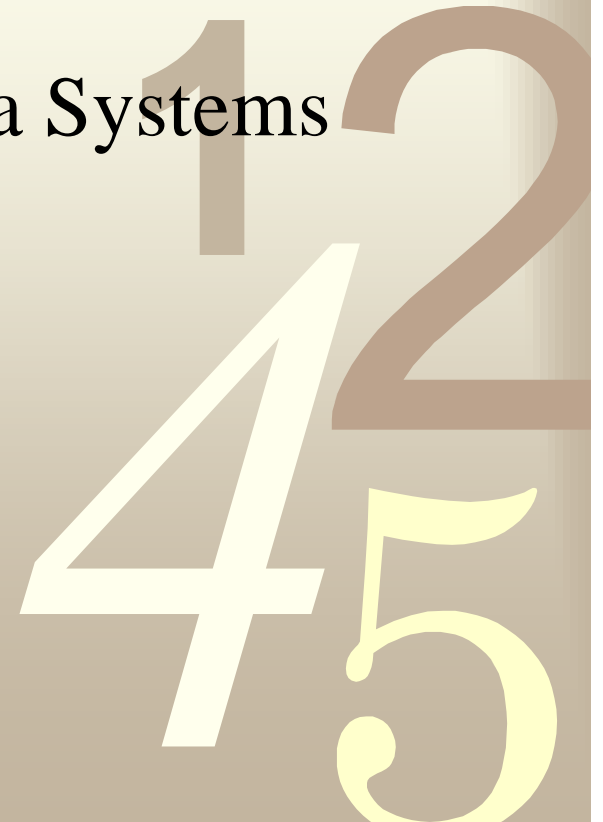
- There is no reason to have unit records systems at the SEA level



Presentation Outline

0011

- History of SEA Data Systems Development
- Purposes of SEA Data Systems
- Elements of SEA and LEA Data Systems



Original SEA Data System Objectives

0011

- Build more flexible, integrated data bases at state level
 - Common in the 1980's were data systems, using data collected from districts on paper forms, that were single purpose systems
 - Often the data “as of” dates were 2-3 weeks apart and were managed by different offices
 - And, frequently, the data were collected using commonly named elements with differing definitions and coding conventions

Original SEA Data System Objectives

0011

- Reduce data burden on school districts through streamlining of reporting
 - With multiple (though separate) collections, the major unit of measurement (a school) was asked to gear up for a different focus almost weekly
 - For school administrators, October was a loss with at least 2 federal collections (OCR and EEOC), at least 2 state collections (funding and course membership), and multiple district counts (10 day counts, 20 day counts).

Original SEA Data System Objectives

0011

- Promote equitable computing resources and commonly defined information systems at local level
 - Typically high schools had the systems.
 - ESE offices at the LEA level had the systems
 - Vocational program offices had them.
- Nothing matched across the systems

Original SEA Data System Objectives

0011

- Facilitate more efficient and rapid exchange of information within and between levels of state educational system



More Recent Objectives

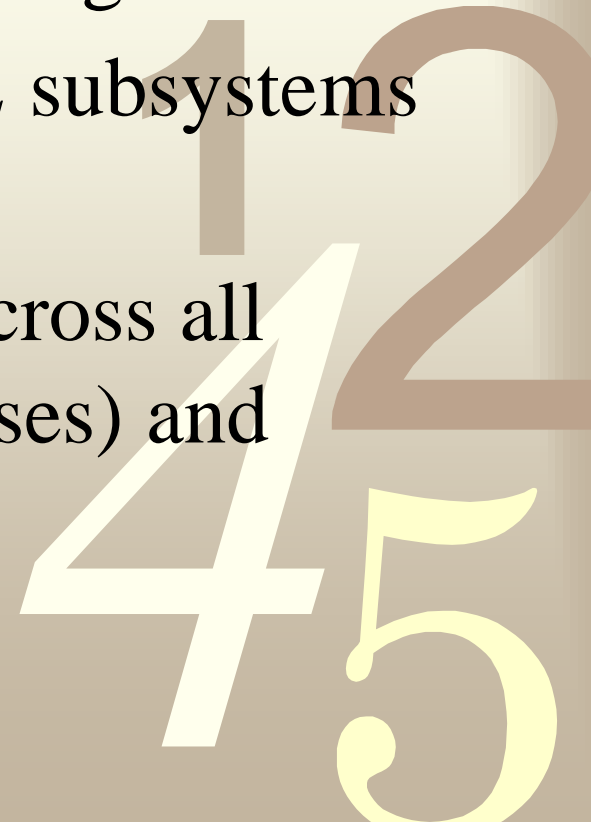
0011

- Current Objectives of Statewide data bases include:
 - Serve as the building block for longitudinal data systems
 - Serve as the day to day management information provider for SEA staff for use in funding and other areas
 - Serve as the data source for federal reporting requirements

Characteristics of a Robust SEA/LEA Data System

0011

- Covers all major data areas including staff, student, finance, facilities, and programs
- Allows for linkages across ALL subsystems within the SEA and LEA
- Facilitates the data exchanges across all levels of public (and in some cases) and private education

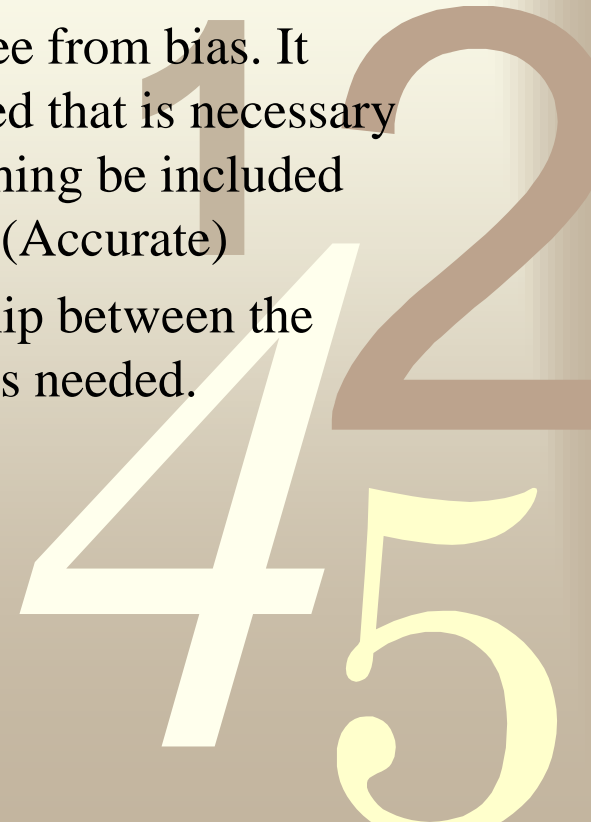


Characteristics of Systems Development/Results

0011

- ***Understandability.*** Information should be simple but not oversimplified. Explanations and interpretations should be included where necessary. (Dining table discussions)
- ***Reliability.*** Information should be verifiable and free from bias. It should be comprehensive; nothing should be omitted that is necessary to represent events and conditions, nor should anything be included that would cause the information to be misleading. (Accurate)
- ***Relevance.*** There must be a close logical relationship between the information provided and the purpose for which it is needed.

Adapted from GASB standards

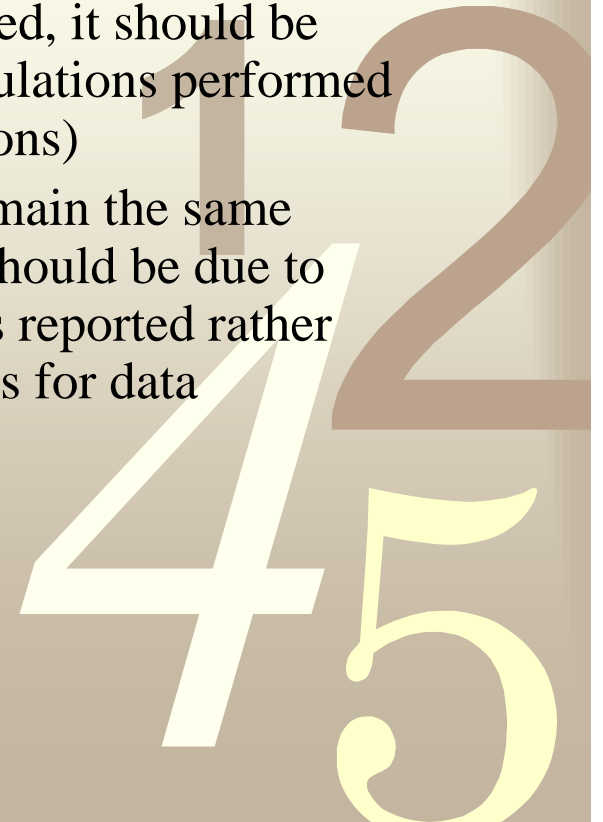


Characteristics of Systems Development/Results

0011

- ***Timeliness.*** Information from the system should be available soon enough after the reported events to affect decisions. (Speed of processing)
- ***Consistency.*** Once a principle or a method is adopted, it should be used for all similar events and conditions. The calculations performed by all should result in the same answer. (Replications)
- ***Comparability.*** Procedures and practices should remain the same across time and reports. If differences occur, they should be due to substantive differences in the events and conditions reported rather than arbitrarily implemented practices or procedures for data collection.

Adapted from GASB standards



Examples of SEA/LEA Collection Process

DEMOGRAPHICS

0011

- Racial/Ethnic Group
- Gender
- Grade Level
- ELL Status
- IDEA Status
- Migrant Status



Examples of SEA/LEA Collection Process - COURSES

0011

- Name
- Credits Attempted
- Credits Earned
- GPA



Examples of SEA/LEA Collection Process

INSTRUCTOR

0011

- Degree Level
- Years of Experience
- School(s) of Graduation
- Certification Status
- In/Out-of-Field Status
- HQT Status



Examples of SEA/LEA Collection Process

ATTENDANCE

0011

- Entry Date
- Withdrawal Date
- Withdrawal Reason
- Days Present
- Days Absent
 - Excused
 - Unexcused



Examples of SEA/LEA Collection Process ASSESSMENT DATA

0011

- Tests Taken – Form, Date, Publication Year
- Test Results – Score type, Score Value



Examples of SEA/LEA Collection Process DISCIPLINE

0011

- Type
- Context
- Results



Other Areas to be Included

0011

- Financial information capable of being linked to the school
- Staff Information linked to the school



Other Extended Functions

0011

- Capable of being integrated with external information data bases.



2005-06 PUBLIC HIGH SCHOOL GRADUATES STANDARD DIPLOMA - FALL 2006 FINDINGS

TOTAL INDIVIDUALS 112,578

TOTAL WITH OUTCOME DATA 98,985 87%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	65,827	58%
AVERAGE EARNINGS - ALL	\$2,405	
ESTIMATED: FULL-TIME/FULL-TIME QTR (FT/FC)	16,561	25%
AVERAGE QTRLY EARNINGS	\$4,872	

Percent working full qtr is of those employed

** Est. Avg Full Qtr - earnings of at least \$3,328 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$6.40 per hr (Qtrly Wages less than \$3,328)	49,266	75%
Wages Between \$6.40 to \$6.99 inclusive (Qtrly Wages at least \$3,328 but less than \$4,680)	9,935	15%
Wages Between \$7.00 and \$7.73 (Qtrly Wages at least \$4,680 but less than \$5,586)	3,273	5%
Wages at Least \$10.74 per hr. (Qtrly Wages at least \$5,586)	3,353	5%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	66	0%
FOUND IN THE MILITARY	3,285	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	73,405	65%
...IN DISTRICT POSTSECONDARY	1,059	1%
...IN COMMUNITY COLLEGE	41,818	57%
A.A. Program	26,225	18%
A.S. Program	2,193	5%
Adult Vocational	369	1%
Vocational College Credit	225	1%
Other	18,889	15%
...IN STATE UNIVERSITY	28,580	39%
...IN PRIVATE COLLEGE OR UNIVERSITY	4,349	6%

Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED 44,150 60%

RECEIVING PUBLIC ASSISTANCE

(Temporary Assistance to Needy Families (TANF), Food Stamps)

RECEIVING TANF	160	0%
... & EMPLOYED	92	58%
RECEIVING FOOD STAMPS	3,324	3%
... & EMPLOYED	2,067	62%
RECEIVING TANF &or FOOD STAMPS	3,381	3%
... & EMPLOYED	2,069	62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	24	0%
COMMUNITY SUPERVISION	404	0%

2005-06 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2006 FINDINGS

TOTAL INDIVIDUALS 43,981

TOTAL WITH OUTCOME DATA 19,030 43%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	12,172	28%
AVERAGE EARNINGS - ALL	\$2,267	
ESTIMATED FULL-TIME/FULL QTR (FT/FQ)	2,893	24%
AVERAGE FT/FQ EARNINGS	\$5,283	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,328 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$6.40 per hr (Qtrly Wages less than \$3,328)	9,279	76%
Wages Between \$6.40 to \$8.99 Inclusive (Qtrly Wages at least \$3,328 but less than \$4,680)	1,532	13%
Wages Between \$9.00 and \$10.73 (Qtrly Wages at least \$4,680 but less than \$5,585)	593	5%
Wages at Least \$10.74 per hr. (Qtrly Wages at least \$5,585)	768	6%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	162	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Uncuplicated)	1,806	4%
...IN DISTRICT POST-SECONDARY	125	7%
...IN COMMUNITY COLLEGE	1,602	89%
A.A. Program	171	11%
A.S. Program	33	2%
Adult Vocational	40	2%
Vocational College Credit	****	****
Other	1,351	84%
...IN STATE UNIVERSITY	71	4%
...IN PRIVATE COLLEGE OR UNIVERSITY	19	1%

Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED 1,094 61%

RECEIVING PUBLIC ASSISTANCE

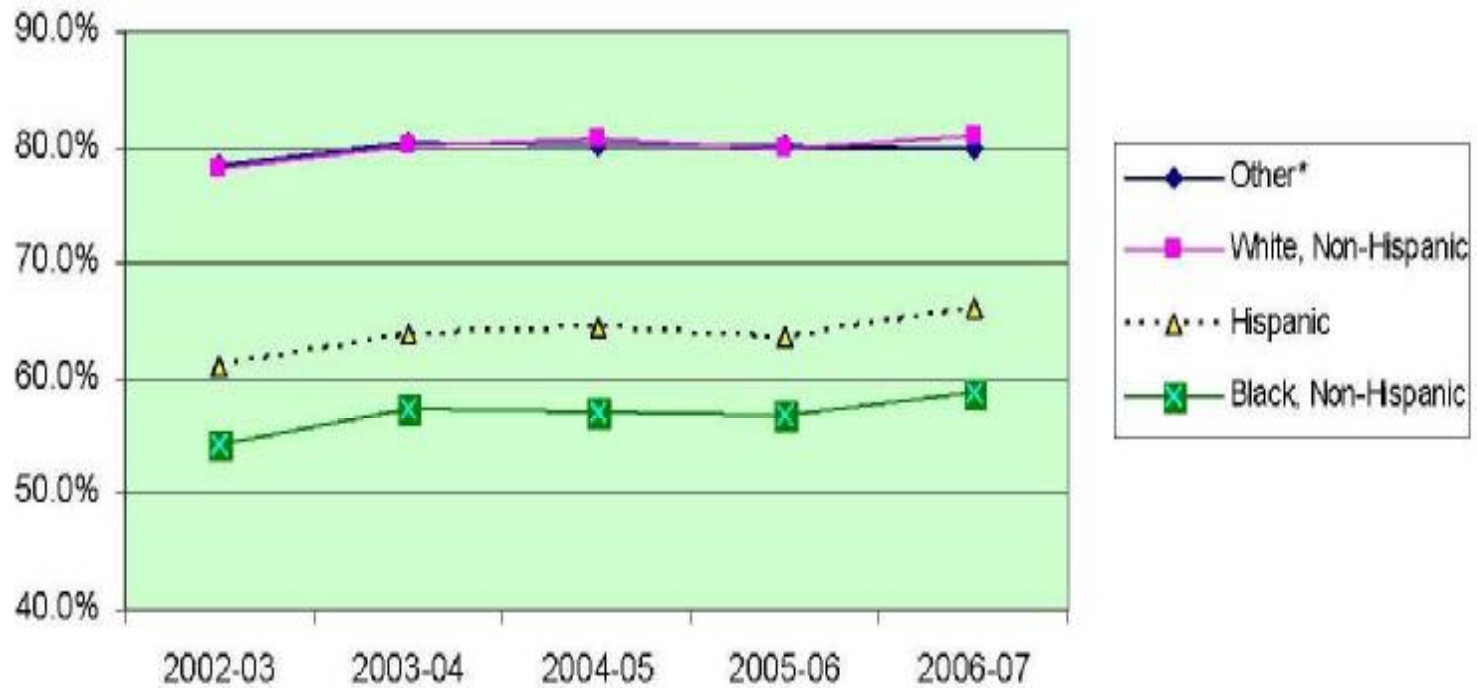
(Temporary Assistance to Needy Families (TANF), Food Stamps)

RECEIVING TANF	728	2%
... & EMPLOYED	143	20%
RECEIVING FOOD STAMPS	7,485	17%
... & EMPLOYED	1,006	25%
RECEIVING TANF &/or FOOD STAMPS	7,646	17%
... & EMPLOYED	1,916	25%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	202	0%
COMMUNITY SUPERVISION	646	1%

**Figure 2:
Graduation Rates by Race
2002-03 through 2006-07**



* "Other" combines Asian/Pacific Islander, American Indian/Alaskan Native, and multiracial students.

Graduation rates by race are shown for each district in Tables 3a and 3b on pp. 4-5.

Figure 4: Number of PK-12 Non-Promotions by Race, 2006-07

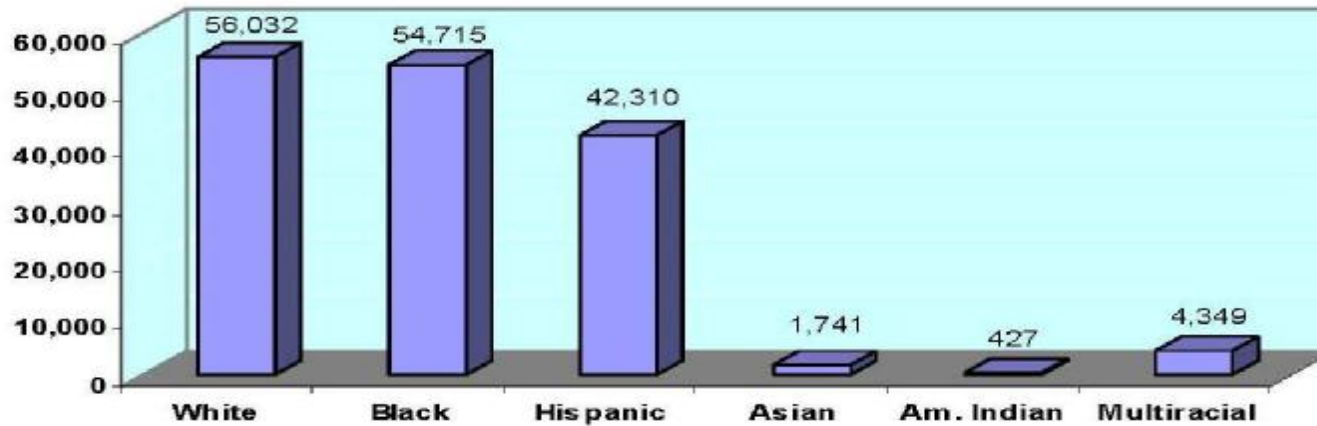
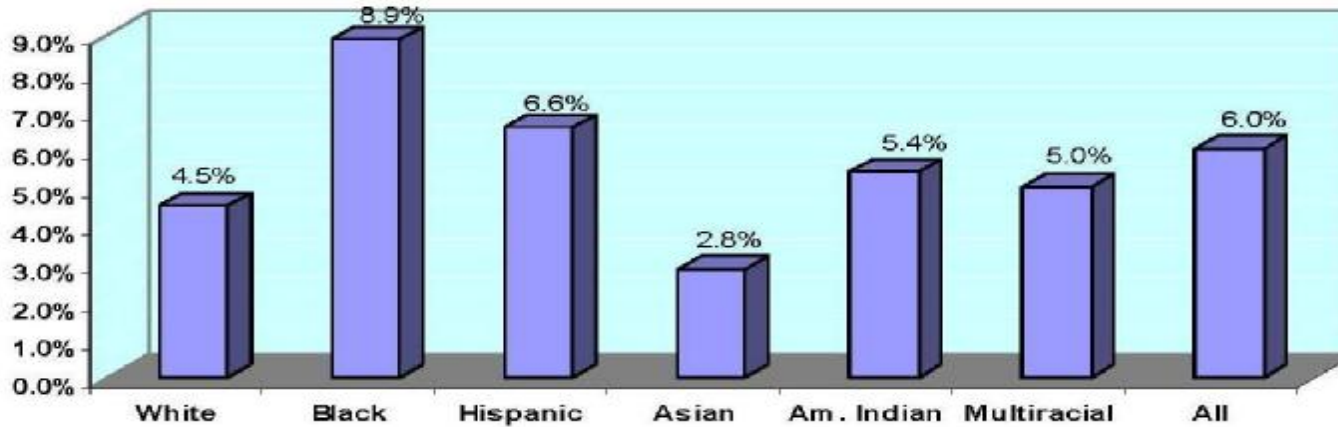


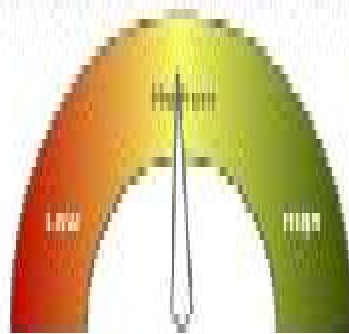
Figure 5: 2006-07 PK-12 Non-Promotion Rates by Race*



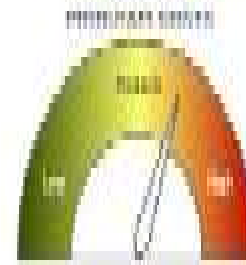
*The non-promotion rate is calculated by dividing the number of reported non-promotions by the October membership.

Return on Investment 2006-2007

RETURN ON INVESTMENT



The Return on Investment (ROI) is a measure of the financial performance of an investment. It is calculated as the net profit divided by the cost of the investment. The ROI is expressed as a percentage. The ROI is a key indicator of the profitability of an investment. The ROI is a key indicator of the profitability of an investment.



UNION COUNTY UNION COUNTY HIGH SCHOOL