

**Annual Mandatory Collection of Elementary and Secondary
Education Data through *EDFacts***

August 2010

Updated May 2011 per Attachment H

ATTACHMENT B-1

**Overview of *EDFacts* Data Set
For School Years 2010-11,
2011-12, and 2012-13**

INTRODUCTION

This clearance submission is for the data set to be collected through EDFacts for school years 2010-11, 2011-12, and 2012-13.

Attachment B contains the data set that is being proposed for collection and is organized into eight parts:

- Attachment B-1 – Overview of the collection
- Attachment B-2 – Information about the EDFacts data set to assist reviewers
- Attachment B-3 – Data groups collected from state education agencies (SEAs)
- Attachment B-4 – Categories used in data groups
- Attachment B-5 – Data collected for the Civil Rights Data Collection (CRDC)
- Attachment B-6 – Data groups collected for School Improvement Grants (SIG)
- Attachment B-7 – Data groups for the State Fiscal Stabilization Fund (SFSF)
- Attachment B-8 – Dispute Resolution data

This part of Attachment B is the overview of the collection. It is organized as follows:

- Summary of EDFacts – This section provides some background on EDFacts and the scope of the data set.
- Legacy collections – This section explains how EDFacts relates to other kindergarten through grade 12 data collections that the Department has had and still has.
- Standard definitions – This section provides definitions for terms that are used throughout the data set.
- Reporting periods – This section lists the reporting periods used in the data set.
- Directory records – This section explains the directory or universe of education entities. All data that are collected through EDFacts are linked to education entities in the directory.
- Metadata – This section explains the metadata collected to interpret data submitted by state education agencies (SEAs) and local education agencies (LEAs).

Appendix A, at the end of this document, lists changes to this document after the 30-day public comment period. Appendix B, at the end of this document, lists changes to this document from Attachment H – Technical Amendments.

SUMMARY OF EDFACTS

EDFacts is a U. S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, kindergarten through grade 12 (K–12) performance data in education planning, policymaking, and management and budget decisionmaking to improve outcomes for students. EDFacts centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly 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.

The following are key points about this collection.

- EDFacts does not collect individual student or staff-level information. All information provided to EDFacts is aggregated – often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members. In submitting data to EDFacts, SEAs and other data suppliers cannot suppress the data in small data cells except as specifically authorized by federal statute.
- Data are collected from multiple sources. Most data are collected through the EDEN Submission System (ESS). The ESS collects batch files submitted electronically by SEAs. Most metadata (*e.g.*, state submission plans and metadata on state proficiency levels) are collected through the EDFacts Metadata and Process System (EMAPS). EMAPS is a web-based survey system. Data for the Civil Rights Data Collection (CRDC) are collected through a separate web-based survey tool.
- Data are reported for a specific period of time. For example, the membership table (DG39) is reported for October 1 while MEP students served 12-month table (DG102) is reported for the period of September 1 through August 31. The reporting periods used for EDFacts are described later in this attachment.
- Data are associated with the school year of performance. For example, the membership table (DG39) data for October 1, 2010 are associated with SY 2010-11 since the membership table data represent the beginning counts of students for the school year. As another example, the MEP students served 12 month table (DG102) data for September 1, 2010 through August 31, 2011 are associated with SY 2010-11 since the program year most closely aligns with SY 2010-11.

The table below summarizes the EDFacts data set proposed for collection.

| Component of the EDFacts Data Set | Description | Explained in |
|--|--|------------------------|
| Directory records | EDFacts collects data from SEAs and obtains data from Census to build an official roster of SEAs, LEAs, and schools. | Attachment B-1 |
| Data groups (DG) collected from SEAs | SEAs submit files to ED via the ESS. | Attachment B-3 and B-4 |
| Metadata | SEAs respond to surveys through EMAPS to provide metadata necessary to interpret the data submitted through the ESS. | Attachment B-1 |
| Data groups collected for CRDC | EDFacts collects data from LEAs. These data are not typically maintained by SEAs. | Attachment B-5 |
| Data groups collected for School Improvement Grants (SIG) | SEAs provide school level data on Tier I and Tier II schools that received school improvement grants under section 1003(g) of ESEA as amended. | Attachment B-6 |
| Data groups for the State Fiscal Stabilization Fund (SFSF) | SEAs provide data for the metrics of the State Fiscal Stabilization Fund. | Attachment B-7 |
| Dispute Resolution data | SEAs provide data on the dispute resolutions under the <i>Individuals with Disabilities Education Act (IDEA)</i> | Attachment B-8 |

LEGACY COLLECTIONS

EDFacts was instituted at ED to centralize and consolidate kindergarten through grade 12 (K-12) data collections. Prior to EDFacts, SEAs submitted data mostly through paper-based collections, referred to as “legacy collections.” As a result of EDFacts, some legacy collections have been discontinued or retired while others are moving towards retirement or will be transformed to integrate EDFacts data. The summary of the legacy collections below is organized as follows:

- Discontinued or retired
- Burden reduced
- Moving towards retirement
- Being transformed

The OMB paperwork clearance numbers are provided.

LEGACY COLLECTIONS THAT HAVE BEEN DISCONTINUED OR RETIRED

The following collections have been discontinued or retired completely as separate collections because of EDFacts.

Civil Rights Data Collection (1870-0500)

The Civil Rights Data Collection (CRDC) was integrated into EDFacts to leverage the directory and standard definitions. This approach allows the CRDC to take full advantage of data collected from the SEAs to supplement the data collected from LEAs. Attachment B-5 explains how the CRDC collection operates.

Elementary and Secondary Education Act, Title I, Part C Migrant Child Count Report (1810-0519)

This collection was first consolidated in the Consolidated State Performance Report (CSPR) because the CSPR included programmatic questions. Now, as part of the transformation of the CSPR, many of the numerical data are populated through files submitted to the ESS. The data groups used to provide the data formerly collected through this collection are in the “Migrant Education Program” section of Attachment B-3.

General Education Provisions Act (GEPA), Section 424 (1875-0203)

GEPA section 424 mandates the reporting on the distribution of federal education funds to school districts and other entities, such as libraries, colleges and universities, state agencies, individual schools, and private recipients. Data collected through files submitted by SEAs to the ESS are combined with data from ED’s grant systems. The data group used to provide the data formerly collected from SEAs through this collection is in the “*General Education Provisions Act*” section of Attachment B-3.

State Data Collection for *McKinney-Vento Homeless Assistance Act (1810-0650)*

This collection was consolidated into the CSPR to benefit from the less burdensome web-based collection method used for CSPR. As part of the transformation of the CSPR, most of the numerical data are now populated through files submitted to the ESS. The data groups used to provide the data formerly collected through this collection are in the “McKinney-Vento Homeless Program” section of Attachment B-3.

Title III Biennial Evaluation Report (1885-0553)

This collection was first consolidated into the CSPR because the CSPR included similar questions. Now, as part of the transformation of the CSPR, the numerical data are populated through files submitted to the ESS. The data groups used to provide the data formerly collected through this collection are in the “Limited English Proficient Students and Title III of *ESEA*” section of Attachment B-3.

LEGACY COLLECTIONS WHERE BURDEN HAS BEEN SIGNIFICANTLY REDUCED

The following collection has had a significant reduction in burden.

Common Core of Data – Non Fiscal (1850-0067)

For SY 2008-09, the non-fiscal portion of the Common Core of Data (CCD) was collected through ESS for the 50 states, the District of Columbia (DC), Puerto Rico (PR) and the U.S. Virgin Islands (VI). ED is working with the Bureau of Indian Education (BIE) and the Department of Defense Education Agency (DoDEA) so that these entities submit through ESS starting in either SY 2009-10 or SY 2010-11. The remaining territories (e.g. Guam and others) will be added when capacity allows them to submit electronically using the ESS. The data groups used to provide the data formerly collected through this collection are in the section “Non-Fiscal Common Core of Data” in Attachment B-3.

LEGACY COLLECTIONS MOVING TOWARDS RETIREMENT

The following collections are planned to be retired as separate collections over the next years.

Gun-Free Schools Act Report (1865-0002)

The numerical data are collected through files submitted to the ESS. The narrative data are collected through *EMAPS*. The data groups used to provide the data formerly collected through this collection are in the “Safe, Drug-Free and Gun-Free Schools” section of Attachment B-3.

Section 618 of *IDEA Part B*

ED has used six clearances to collect the majority of data required for section 618 of the *Individuals with Disabilities Education Act (IDEA)*. To ensure data quality, SEAs were approved to transition to reporting through the ESS (referred to as “EDFacts-only reporting”) instead of the legacy collection forms after the SEA demonstrated that the data at the state level submitted to EDFacts were congruent to data submitted using the legacy collection. The table

below shows the cumulative number of states approved for EDFacts only reporting by clearance and by school year (SY).

| EDFacts-Only Reporting* | | Number of States Approved for ESS (by SY)[†] | | | | | | |
|--------------------------------|-------------------------|--|----------------|----------------|----------------|----------------|----------------|----------------|
| Description | Clearance number | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Table 1 – Child count | 1820-0043 | | 19 | 35 | 35 | 41 | 49 | 53 |
| Table 2 – Personnel | 1820-0518 | | | | 32 | 40 | 52 | 58 |
| Table 3 – Environments | 1820-0517 | | 13 | 32 | 33 | 38 | 47 | 53 |
| Table 4 – Exiting | 1820-0521 | 18 | 34 | 34 | 40 | 42 | 52 | 54 |
| Table 5 – Discipline | 1820-0621 | | | | 21 | 29 | 50 | 50 |
| Table 6 - Assessment | 1820-0659 | | | | 16 | 16 | 43 | 50 |

ED will work with the remaining SEAs so that all SEAs that have the ability to submit through EDFacts are approved for EDFacts only reporting by SY 2010-11. The data groups used to provide the data formerly collected through these collections are in the “*Individuals with Disabilities Education Act*” section of Attachment B-3.

LEGACY COLLECTIONS BEING TRANSFORMED

Some collections will not be discontinued or retired because the collection includes data such as text that are not suitable for collection through EDFacts. Instead these collections will be transformed to take full advantage of EDFacts data.

Consolidated State Performance Report (1810-0614)

ED converted the Consolidated State Performance Report (CSPR) from a paper to web-based collection for SY 2004-05. The CSPR includes both numerical and text data. Since SY 2004-05, ED has transitioned a majority of the numerical data from manual collection to population through ESS files. The data groups used to provide the data formerly collected through this collection are in the following sections of Attachment B-3:

* There are a total of 59 states/entities which include the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, and outlying areas (American Samoa, Guam, Marshall Islands, Commonwealth of Northern Mariana Islands, Micronesia, Palau, and the U.S. Virgin Islands)

[†] The counts shown are as of April 21, 2011.

- Limited English Proficient Students and Title III of *ESEA*
- Accountability and Reporting Provisions of *ESEA*
- Neglected or Delinquent Program
- Migrant Education Program
- Title I Program (Non-Accountability Provisions)
- Public School Choice and Supplemental Educational Services
- Safe, Drug-Free and Gun-Free Schools

ED will continue to transform this collection to take full advantage of ESS files.

Charter School Program (CSP) Grant Award Database (1855-0016)

This collection was transformed before it was submitted for OMB approval. The initial collection was designed to take advantage of the data available from *EDFacts*. The collection obtains a list of charter schools that received funding under the Charter School Program (CSP) instead of collecting detailed data on those charter schools. The demographic and performance data of those charter schools are then pulled from the data submitted by SEAs as part of the *EDFacts* collection. Once a year, SEAs receive a report on the reconciliation between the list of charter schools submitted through this collection and the schools identified as charter in the *EDFacts* directory.

Consolidated Annual Report (CAR) for the *Carl D. Perkins Career and Technical Education Act of 2006 (1830-0569)*[‡]

This collection includes both numerical and text data. The report also includes data from both secondary and post-secondary education. For SY 2008-09, ED began to transition the collection of data for the secondary education performance indicators. As of SY 2010-11, all states are required to submit their secondary *Perkins* data exclusively via *EDFacts*. The data groups used to provide the data formerly collected through this collection are in the “Career and Technical Education” section of Attachment B-3.

[‡] Prior to the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), data on career and technical education were collected under the clearance “Vocational Technical Education Annual Performance and Financial Reports” (1830-0503).

STANDARD DEFINITIONS

In order to consolidate and centralize K-12 data collections, definitions need to be standardized. The same term cannot have multiple definitions. This section contains the standard definitions used in the EDFacts data set:

- Career and Technical Education (CTE) Concentrator
- Career and Technical Education (CTE) Participant
- Children with Disabilities (*IDEA*)
- Limited English Proficient (LEP) Students
- Eligible Migrant Children
- Participating Migrant Children

These standard definitions are used whenever possible. The standard definition for LEP students cannot be used for the data groups under the topic “Career and Technical Education” in Attachment B-3 because LEP students are defined in the *Carl D Perkins Career and Technical Education Act of 2006 (Perkins IV)* differently than in *ESEA*. In the EDFacts data set, when referring to limited English proficient students as defined for *Perkins IV* the term will be followed by “(*Perkins*)”.

Career and Technical Education (CTE) Concentrator – A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two (2) credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.*

Career and Technical Education (CTE) Participant – A secondary student who was enrolled in a vocational education course. The threshold level to be a participant is defined by the state, with most states defining a CTE participant as a student who has completed at least one course (or a substantial portion of it), and may be enrolled in another course. This definition includes students who have reached the threshold level of concentrator.†

Children with Disabilities (*IDEA*) (also referred to as Students with Disabilities (*IDEA*)) – Children having intellectual disabilities;‡ hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; a specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the *Individuals with Disabilities Education Act (IDEA)* according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or services plan.§

* If a State has a negotiated definition that is different, the State should use that definition.

† If a State has a negotiated definition that is different, the State should use that definition.

‡ Prior to SY 2011-12, “...having mental retardation,....”

Limited English Proficient (LEP) Students – In coordination with the state’s definition based on Title 9 of *ESEA*, students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*who are i, ii, or iii*)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (*who are I and II*)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who are denied i or ii or iii*)**
 - (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.^{††}

Eligible Migrant Children^{‡‡} (also referred to as Eligible Migrant Students) – Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Participating Migrant Children (also referred to as Participating Migrant Students) – Children who participate in Migrant Education Programs (MEP) under Title I, Part C, including those served under continuation of services authority.

[§] Statutory reference – Section 602(3) of *IDEA*

^{**} Must be determined by a valid assessment

^{††} Statutory reference – Section 9101(25) of *ESEA*

^{‡‡} Statutory reference – 34 CFR 200.81

Reporting Periods

Data groups that are counts of students or staff are assigned to a reporting period. The reporting period is the period of time for the count. Counts can be either cumulative over a period of time or snapshot of a specific day. The following reporting periods are used for cumulative counts:

- School year (state) – Any 12-month period defined by the state. The state determines whether summer is included in the preceding or following school year
- School year (CCD) – The 12-month period beginning on October 1 and ending the following September 30. The summer follows the regular school year
- Regular school year – The instructional period not including intersession or summer sessions
- Summer – The instructional period in the months of May through September
- Intersession– Instructional periods between sessions during the regular school year
- Testing window – The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by *ESEA*
- Program year (*IDEA-Exit*) – The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (*IDEA*)
- Program year (MEP) – The 12-month period beginning September 1 and ending August 31 as described for the Migrant Education Program (MEP)
- Program year (N or D) – The 12-month period beginning July 1 and ending June 30 as described for the Prevention and Intervention Programs for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk Program (N or D)
- Program year (*Perkins*) – The 12-month period beginning July 1 and ending June 30 as described for programs under *Carl D. Perkins Career and Technical Education Act of 2006*, (unless the state has approval from the Department for a different 12-month period)

The following reporting periods are generally used for counts that are snapshots:

- October 1 (or the closest school day to October 1)
- *IDEA* child count (The date designated by the state that is between October 1 and December 1.)

DIRECTORY RECORDS

EDFacts maintains a three-tier directory of education units in each of the 50 states, DC, PR, the outlying areas (i.e., American Samoa, Guam, Commonwealth of Northern Mariana Islands, Marshall Islands, Micronesia, Palau, and the U.S. Virgin Islands), DoDEA, and BIE. The three tiers are the SEA, the LEA, and school. For each education unit, a Directory Record is maintained that includes unique identifiers (e.g., name, identification numbers, location), contact information (e.g., addresses, phone numbers, Web sites), and descriptive information (e.g., type, operational status).

The state and NCES identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the state and NCES identification numbers of the LEA to which the school belongs.

Data in the Directory are generally obtained from SEAs. However, ED may obtain some data, for example, FIPS County Code (DG12), from other federal sources instead of SEAs.

DEFINITIONS OF SEA, LEA, AND SCHOOL

The following are definitions of SEA, LEA, and school.

SEA. A state education agency (SEA) is the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the state agency that administers federal grant programs under the *ESEA*.

The directory data for the SEA is the directory data for the state agency that administers the *ESEA* programs. Other state agencies may be involved in “coordinating and supervising public elementary and secondary instruction.” For example, a different state agency may administer the programs under *Carl D. Perkins Career and Technical Education Act of 2006*. In this case, the directory data is still the directory data of the SEA even though the files submitted that contain data for programs under *Carl D. Perkins Career and Technical Education Act of 2006* are provided by the other state agency.

LEA. A local education agency (LEA) or education agency is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.

School. A school is an institution that provides educational services and

- has one or more grade groups (PK through 12 grade) or is ungraded,
- has one or more teachers,
- is located in one or more buildings,
- has assigned administrator(s),
- receives public funds as its primary support, and
- is operated by an education agency.

Note - For purposes of this definition, "public funds" includes federal, state, and local public funds. "Located in a building" does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An "education agency" is not limited to the state or local education agency, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services.

SUMMARY OF DIRECTORY DATA GROUPS BY TIER

The following table displays which directory data groups are collected for each tier in the hierarchy of education units in the states. Following this summary, there is a detailed description of each of these data groups.

| By Tier | SEA | | LEA | | School | |
|-------------------------|-----|--|----------------------|---|----------------------|------------------------------|
| | DG | Name | DG | Name | DG | Name |
| Unique Identifiers | 559 | FIPS state code | 559 | FIPS state code | 559 | FIPS state code |
| | 7 | Education entity name | 7 | Education entity name | 7 | Education entity name |
| | 6 | DUNS number* | 6 | DUNS number* | | |
| | 570 | State agency number | | | | |
| | | | 551 | Supervisory union identification number | | |
| | | | 4 | LEA identifier (State) | 4 | LEA identifier (State) |
| | | | 1 | LEA identifier (NCES) | 1 | LEA identifier (NCES) |
| Contact Information | | | | | 529 | School identifier (NCES) |
| | 9 | Address location | 9 | Address location | 9 | Address location |
| | 8 | Address mailing | 8 | Address mailing | 8 | Address mailing |
| | 10 | Telephone - education entity | 10 | Telephone - education entity | 10 | Telephone - education entity |
| | 11 | Web site address | 11 | Web site address | 11 | Web site address |
| Descriptive Information | 458 | Chief state school officer contact information | | | | |
| | | | 12 | FIPS county code* | 12 | FIPS county code* |
| | | | 572 | County name* | 572 | County name* |
| | | | 16 | LEA operational status | 531 | School operational status |
| | | | | | 743 | Reconstituted status |
| | | | 453 | Education agency type | 21 | School type |
| | | | 17 | Locale* | 17 | Locale* |
| | | | 18 | Grades offered | 18 | Grades offered |
| | | 14 | Geographic location* | 14 | Geographic location* | |

| By Tier | SEA | | LEA | | School | |
|---------|-----|----------------|-----|--------------------------------|--------|--------------------------------|
| | DG | Name | DG | Name | DG | Name |
| | | | 13 | Congressional district number* | 13 | Congressional district number* |
| | | | 27 | Charter status | 27 | Charter Status |
| | | | 582 | Title 1 district status* | | |
| | 571 | Effective date | 571 | Effective date | 571 | Effective date |
| | | | 669 | Out of state indicator | 669 | Out of state indicator |

* ED plans to obtain these data groups from sources other than the SEA.

DETAILED DESCRIPTION OF DIRECTORY DATA GROUPS

Below are detailed descriptions of directory data groups. For each data group, there is a header box showing the name of the data group, the data group number, the data provider (SEA vs. another source), and the levels for which the data group is collected. That box is followed by the definition and, as appropriate, the code set or permitted values.

UNIQUE IDENTIFIERS

| Name | DG ID | Source | Level(s) |
|------------|-------|--------|--------------------|
| State code | 559 | SEA | State, LEA, School |

Definition: The two digit American National Standards Institute (NASI) code for the state, District of Columbia, and the possessions (outlying areas) and freely associated areas of the United States.

| Name | DG ID | Source | Level(s) |
|-----------------------|-------|--------|--------------------|
| Education entity name | 7 | SEA | State, LEA, School |

Definition: The full legally accepted name of the school, LEA, SEA, or other entity reporting education data.

| Name | DG ID | Source | Level(s) |
|-------------|-------|-------------|------------|
| DUNS number | 6 | Outside SEA | State, LEA |

Definition: DUNS (Data Universal Numbering System) is the unique nine-digit identification number assigned to a business entity by Dunn and Bradstreet.

| Name | DG ID | Source | Level(s) |
|---------------------|-------|--------|----------|
| State agency number | 570 | SEA | State |

Definition: A number used to uniquely identify state agencies. SEAs are 01.

| Name | DG ID | Source | Level(s) |
|---|-------|--------|----------|
| Supervisory union identification number | 551 | SEA | LEA |

Definition: The three-digit unique identifier assigned to the supervisory union by the state.

| Name | DG ID | Source | Level(s) |
|------------------------|-------|--------|-------------|
| LEA identifier (state) | 4 | SEA | LEA, School |

Definition: The identifier assigned to an LEA by the SEA. Also known as State LEA Identification Number (ID).

| Name | DG ID | Source | Level(s) |
|---------------------------|-------|--------|----------|
| School identifier (state) | 5 | SEA | School |

Definition: The identifier assigned to a school by the SEA. Also known as State School Identification Number (ID).

| Name | DG ID | Source | Level(s) |
|-----------------------|-------|--------|-------------|
| LEA identifier (NCES) | 1 | SEA | LEA, School |

Definition: The seven-digit unique identifier assigned to the LEA by the NCES. Also known as NCES Education Agency ID.

Format: The LEA identification number is made up of a two-digit state code followed by a five-digit LEA code.

| Name | DG ID | Source | Level(s) |
|--------------------------|-------|--------|----------|
| School identifier (NCES) | 529 | SEA | School |

Definition: The twelve-digit unique identifier assigned to the school by the NCES. Also known as NCES School ID.

Format: The school identification number is made up of a two-digit state code followed by a five-digit LEA code which is followed by a five-digit school code.

CONTACT INFORMATION

| Name | DG ID | Source | Level(s) |
|------------------|-------|--------|------------------|
| Address location | 9 | SEA | SEA, LEA, School |

Definition: The set of elements that describes the physical location of the education entity, including the street address, city, state, ZIP Code and ZIP Code + 4.

| Name | DG ID | Source | Level(s) |
|-----------------|-------|--------|------------------|
| Address mailing | 8 | SEA | SEA, LEA, School |

Definition: The set of elements that describes the mailing address of the education entity, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

| Name | DG ID | Source | Level(s) |
|------------------------------|-------|--------|------------------|
| Telephone – education entity | 10 | SEA | SEA, LEA, School |

Definition: The 10-digit telephone number, including the area code, for the education entity.

| Name | DG ID | Source | Level(s) |
|------------------|-------|--------|------------------|
| Web site address | 11 | SEA | SEA, LEA, School |

Definition: The Uniform Resource Locator (URL) for the unique address of a Web page of an education entity.

| Name | DG ID | Source | Level(s) |
|--|-------|--------|----------|
| Chief state school officer contact information | 458 | SEA | SEA |

Definition: The contact information of the chief state school officer, including first and last name, official title, phone number and email address.

DESCRIPTIVE INFORMATION

| Name | DG ID | Source | Level(s) |
|------------------|-------|-------------|-------------|
| FIPS county code | 12 | Outside SEA | LEA, School |

Definition: The Federal Information Processing Standards (FIPS) county code of the county, parish, borough, or comparable unit (within a state) in which an address is located.

| Name | DG ID | Source | Level(s) |
|-------------|-------|-------------|-------------|
| County name | 572 | Outside SEA | LEA, School |

Definition: The name of a county, parish, borough, or comparable unit (within a state) in which an education unit is located.

| Name | DG ID | Source | Level(s) |
|------------------------|-------|--------|----------|
| LEA operational status | 16 | SEA | LEA |

Definition: The classification of the operational condition of a local education agency (LEA).

Code Set:

- 1 – Open
No significant boundary change for this agency since the last report
- 2 – Closed
Agency closed with no effect on another agency's boundaries
- 3 – New
New agency formed with no effect on another agency's boundaries
- 4 – Added
Agency is being added to the report for the first time, but has been in existence
- 5 – Changed
Agency has undergone a significant change in geographical boundaries
- 6 – Inactive
Agency is temporarily closed and may reopen within 3 years
- 7 – Future
Agency is scheduled to be operational within 2 years
- 8 – Reopened
Agency was reported as closed in the previous year but has since reopened.

| Name | DG ID | Source | Level(s) |
|---------------------------|-------|--------|----------|
| School operational status | 531 | SEA | School |

Definition: The classification of the operational condition of a school.

Code Set:

- 1 – Open
Listed in previous year's directory

- 2 – Closed
Listed in previous year’s directory, but is currently not in operation and not expected to operate in the future
- 3 – New
Not listed in previous year’s directory or listed as future
- 4 – Added
Operational in previous year but reported for the first time this year
- 5 – Changed
Currently operational, listed in previous year’s directory, but affiliated with a different LEA
- 6 – Inactive
School is temporarily closed and may reopen within 3 years
- 7 – Future
School is scheduled to be operational within 2 years
- 8 – Reopened
School was reported as closed in the previous year but has since reopened

| Name | DG ID | Source | Level(s) |
|----------------------|-------|--------|----------|
| Reconstituted status | 743 | SEA | School |

Definition: An indication that the school was restructured, transformed or otherwise changed as a consequence of the state’s accountability system under *ESEA* or as a result of School Improvement Grants (SIG), but is not recognized as a new school for CCD purposes.

Comment: While a school may be reconstituted for purposes of SIG or *ESEA* accountability provisions, for purposes of CCD, the school may not be recognized as a new school and thus does not receive a new NCES ID. This data group provides a record that an existing school has undergone a school restructuring or transformation when it closes and reopens but does not meet the CCD criteria for being recognized as a new school. This indicator is used in the school year that the school implements the restructuring or transformation change.

Permitted Values:

- Yes
- No

| Name | DG ID | Source | Level(s) |
|-----------------------|-------|--------|----------|
| Education agency type | 453 | SEA | LEA |

Definition: The classification of the education agency within the geographic boundaries of a state according to the level of administrative and operational control granted by the state.

Code Set:

- 1 - Regular local school district that is NOT a component of a supervisory union
Includes both independent school districts and those that are a dependent segment of a local government, such as a city or county. Agencies that do not operate schools (non-

- ops) but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions should be included.
- 2 - Local school district that is a component of a supervisory union
A superintendent and administrative services are shared with other local school districts. Each agency given this code should have an entry in the Supervisory Union Identification Number data field corresponding to the appropriate type 2 or type 3 agency. Non-ops in supervisory unions should be included in this category.
 - 3 - Supervisory union administrative center, (or county superintendent’s office serving the same purpose)
Each agency given this code should have an entry in the Supervisory Union Identification Number data field. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
 - 4 - Regional education service agency
Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
 - 5 - State agency providing elementary and/or secondary level instruction to school-age children in a specified population, e.g., agency responsible for state schools for the blind or deaf students, correctional facilities, and state hospitals.
 - 6 - Federal agency providing elementary- and/or secondary-level instruction to school-age children in a specified population. EXCLUDE Bureau of Indian Education (BIE) and Department of Defense Education Agency (DoDEA).
 - 7– Independent charter district
Agencies that administer charter schools that are not under the administrative control of local school districts (i.e., types 1, 2, or 3).
 - 8 – Other education agencies
Includes four categories of other education agencies:
 - Intermediate levels of public agencies that provide education but are not school districts, such as county juvenile detention centers, sheriff’s offices, or university lab schools;
 - Non-governmental organizations that provide education such as hospitals, residential treatment centers, YMCA, or Easter Seal Society;
 - Postsecondary schools or agencies reported in order to include a postsecondary ‘shared time’ school, such as community colleges or technical institutes; and
 - Other agencies that do not meet the criteria for other agency types 1 through 7.

| Name | DG ID | Source | Level(s) |
|-------------|-------|--------|----------|
| School type | 21 | SEA | School |

Definition: The type of education institution as classified by its primary focus. School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students.

Code Set:

- 1 - Regular School
A public elementary/secondary school that does NOT focus primarily on vocational, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- 2 - Special Education School
A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
- 3 - Vocational Education School
A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations.
- 4 - Alternative Education School
A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.
- 5 - Reportable Program
Program that does not meet the definition of a school but that enrolls public school students or otherwise provides education services on a regular basis. (This may include magnet programs operated within public schools when these programs must be reported separate from the schools and postsecondary institutions that are the school of record for students in any grade PK-13 or ungraded classes. Exclude postsecondary institutions that offer programs for students enrolled in elementary or secondary schools, for example, community colleges that provide a limited number of dual enrollment courses for students enrolled in a public high school.)

| Name | DG ID | Source | Level(s) |
|--------|-------|-------------|-------------|
| Locale | 17 | Outside SEA | LEA, School |

Definition: The designation of a school's or district's degree of urbanization based on its geographic location and population attributes such as density. May also be known as "urbanicity."

Permitted Values:

- City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.
- Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

- Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.
- Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- 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.
- Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- 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.
- 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.
- 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.

| Name | DG ID | Source | Level(s) |
|----------------|-------|--------|-------------|
| Grades offered | 18 | SEA | LEA, School |

Definition: The grade level(s) offered by the school or district.

Permitted Values:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ungraded • Prekindergarten • Kindergarten • Grade 1 • Grade 2 • Grade 3 • Grade 4 • Grade 5 • Grade 6 | <ul style="list-style-type: none"> • Grade 7 • Grade 8 • Grade 9 • Grade 10 • Grade 11 • Grade 12 • Grade 13/Postgraduate • Adult Education • No Grades |
|---|--|

| Name | DG ID | Source | Level(s) |
|---------------------|-------|-------------|-------------|
| Geographic location | 14 | Outside SEA | LEA, School |

Definition: The latitude and longitude where the education entity is physically located.

| Name | DG ID | Source | Level(s) |
|-------------------------------|-------|-------------|-------------|
| Congressional district number | 13 | Outside SEA | LEA, School |

Definition: The legally accepted number of an area established by law for the election of representatives to the United States Congress where the school or district is located.

| Name | DG ID | Source | Level(s) |
|----------------|-------|--------|-------------|
| Charter status | 27 | SEA | LEA, School |

Definition: An indication of whether the school or LEA provides free public elementary and/or secondary education to eligible students under a specific charter granted by a recognized public chartering agency.

Permitted Values:

- Yes
- No
- NA

| Name | DG ID | Source | Level(s) |
|-------------------------|-------|-------------|----------|
| Title I district status | 582 | Outside SEA | LEA |

Definition: An indication that a district is designated under state and federal regulations as receiving Title I funds.

Permitted Values:

- Yes
- No
- NA

| Name | DG ID | Source | Level(s) |
|----------------|-------|--------|------------------|
| Effective date | 571 | SEA | SEA, LEA, School |

Definition: The date a change in a directory data element takes place.

| Name | DG ID | Source | Level(s) |
|------------------------|-------|--------|-------------|
| Out of state indicator | 669 | SEA | LEA, School |

Definition: An indication that the mailing or location address of the LEA or school is outside of the state.

Permitted Values:

- Yes
- No

COUNTS OF DISTRICTS AND SCHOOLS

Using the data from the directory, ED will derive the counts of districts and schools for public reporting.

| Name | DG ID | Source | Level(s) |
|-----------------|--------------|---------------|-----------------|
| District totals | 460 | Outside SEA | SEA |

Definition: The number of districts in the state.

| Name | DG ID | Source | Level(s) |
|---------------|--------------|---------------|-----------------|
| School totals | 454 | Outside SEA | SEA, LEA |

Definition: The number of schools in the LEA or state.

METADATA

Metadata are information to explain other data. Like all data collections, the *EDFacts* collection requires metadata. Metadata collected from an SEA aids the analysis and appropriate use of data. The metadata to be collected ranges from information to support data submissions (*e.g.*, completeness) to capturing state policies surrounding data collection (*e.g.*, student count dates). *EDFacts* minimizes the burden on SEAs to report metadata by rigorously evaluating the need for the information prior to surveying SEAs, and prioritizing metadata that pertains to critical data items.

Metadata may be collected through a variety of modes, depending on ED's information needs and expectations for its use. While ED has used paper surveys to collect metadata in the past, under *EDFacts* these surveys are increasingly being converted into electronic collection methods, such as web-based surveys using the *EMAPS* tool.

For example, under the previous clearance *EDFacts* began collecting the following metadata items through *EMAPS*:

- State Submission Plan –SEAs are responsible for maintaining a submission plan that provides details regarding its plans for reporting data via *EDFacts*. The plans indicate whether SEAs will submit files on time, the estimated number of educational units that will be submitted for each file level, and a status flag to indicate when the submission of data for each reporting level is complete and ready for ED's review. This information is necessary in order to monitor state progress on file submissions, evaluate timeliness of submissions, and to provide a mechanism for SEAs to communicate to ED the completeness of the data they submitted. The *EMAPS* data are integrated into *EDFacts*, so SEAs can access reports on the status of their submissions in relation to their plans.
- Proficiency Levels – Each SEA has in place a state assessment system that is unique to that SEA. While SEA assessments have at least three academic achievement levels and data are reported to ESS as such, the CSPP only collects data on students grouped into two levels: (1) below proficient and (2) proficient and above. In order to properly interpret the data submitted to ESS for *ESEA* accountability purposes, ED needs additional information (*i.e.* metadata), to determine how each SEA's performance levels map to "proficient" in *ESEA*.

ED plans to continue the transforming of the paper survey collections of metadata into web-based surveys using the *EMAPS* tool. This approach will over the long run reduce burden on SEAs and processing costs for ED.

APPENDIX A – CHANGES TO VERSION USED IN 30-DAY PUBLIC COMMENT PERIOD

The table below lists the changes to the version used in 30-day public comment period.

| Section | Change | Explanation for Change |
|----------------------|--|--|
| All | “New” and “Revised” notes are removed for items that were “new” or “revised” in the 30-day package. | Unless noted otherwise in the document, these changes have been incorporated into the final package. |
| Introduction | Added Attachments B-6, B-7, and B-8 to list of parts of Attachment B | While these attachments were included in the original clearance package, they were inadvertently excluded from the list of sections within Attachment B. |
| Summary of EDFacts | Added key points and examples related to data being reported for a specific period of time and being associated with a particular school year. | Provide further clarification. |
| Standard Definitions | Added footnotes to CTE concentrator and CTE participant | Provide further clarification. |

APPENDIX B – CHANGES FROM THE TECHNICAL AMENDMENTS IN ATTACHMENT H

The tables below list the changes from the technical amendments in Attachment H. These changes are explained in detail in Attachment H.

Attachment B-1 Technical Amendments Starting SY 2010-11

| Section | Change |
|--------------------|---|
| Legacy Collections | Added the data on SY 2010-11 EDFacts only reporting for Section 618 IDEA Part B reporting |
| Legacy Collections | The approach to transition CAR to EDFacts was changed to remove the congruency analysis process |

Attachment B-1 Technical Amendments Starting SY 2011-12

| Section | Change |
|----------------------|--|
| Standard definitions | The definition of “children with disabilities (<i>IDEA</i>)” is changed from “Children having mental retardation; ...” to “Children having intellectual disabilities; ...” |