

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

August 2017

ATTACHMENT G

Change Memorandum
Technical Amendments
SY 2017-18 and 2018-19

CONTENTS

PURPOSE	3
BACKGROUND	3
TECHNICAL AMENDMENTS TO ALIGN WITH ESSA	3
<i>Change to "Other Academic Indicator"</i>	3
<i>Removing reference to diplomas</i>	4
<i>Change to "Within Five Years"</i>	4
<i>Change to "Migratory Students"</i>	5
REDUCE DISAGGREGATION	6
TECHNICAL CORRECTIONS	6
<i>Definition</i>	6
<i>Category Sets</i>	7
<i>Reporting Periods</i>	8
<i>Subtotal</i>	8
DATA GROUP AND FILE SPECIFICATION IDS	9
ATTACHMENTS	10

PURPOSE

This document describes technical amendments proposed for the ED*Facts* data set for SY 2017-18 and 2018-19. The supporting attachments have been updated to reflect the amendments and are submitted with this change request. These changes are to:

- Align the language used in the ED*Facts* data set to the terminology used in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA);
- Fix technical errors in ED*Facts* documentation; and
- Assign DG and FS identification numbers (IDs) to new data groups.

BACKGROUND

The current ED*Facts* data set is approved for three school years: 2016-17, 2017-18, and 2018-19. The ED*Facts* data set is primarily collected through the ED*Facts* Submission System (ESS) and submitted by state educational agencies (SEAs). ESS is an electronic collection system that collects data at the state, local education agency (LEA), and school levels. This approach has allowed the U.S. Department of Education (ED) to have a robust set of data while also modernizing the collection approach from the SEAs.

ED is currently collecting the SY 2016-17 data. ED plans to begin collecting the SY 2017-18 data by December of 2017.

The ED*Facts* data set is composed of data groups and categories. The structure of the ED*Facts* data set is explained in Attachment E of the approved data set.

TECHNICAL AMENDMENTS TO ALIGN WITH ESSA

This section explains the requested technical amendments to the ED*Facts* data set. All changes are changes in terminology and thus do not change the burden for this collection. The changes are:

- Changing from “Academic Progress Indicator” to “Other Academic Indicator”
- Removing reference to diplomas
- Changing from “after five years” to “within five years”
- Changing from “migrant students to “migratory students

CHANGE TO “OTHER ACADEMIC INDICATOR”

The term “Academic Progress Indicator” was used in regulations that have subsequently been rescinded. The term from the statute is “Other Academic Indicator.” This change impacts one data

group.

	As is	As should be
DG ID	TBD (DG ID wasn't assigned)	836
DG Name	Academic progress indicator status table	Other academic indicator status table
DG Definition	A school's performance on the Academic Progress Indicator.	A school's performance on the Other Academic Indicator.

REMOVING REFERENCE TO DIPLOMAS

	As is	As should be
DG ID	739	
DG Name	HS graduates postsecondary enrollment table	
DG Definition	The number of students who graduated with a regular or alternate high school diploma during the previous academic year who enrolled or did not enroll in an IHE during the academic year immediately following the previous academic year.	The number of students who graduated the previous academic year who enrolled or did not enroll in an IHE during the academic year immediately following the previous academic year.

CHANGE TO "WITHIN FIVE YEARS"

ESEA uses the phrase "within five years" for English learners to achieve proficiency with English. This change impacts one data group:

	As is	As should be
DG ID	TBD (DG ID wasn't assigned)	840
DG Name	Title III English learners not proficient after five years	Title III English learners not proficient within five years
DG Definition	The number of English learners who have not attained English language proficiency after five years of identification as an English learner in a district that receives Title III of ESEA, as amended, funds	The number of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.

CHANGE TO “MIGRATORY STUDENTS”

The term in the previous package was “migrant students.” The term from the statute is “migratory students.” This change impacts the following data groups:

FS	DG	DG Name
054	102	MEP students served 12-month table
165	110	Migrant students eligible regular school year
121	634	Migrant students eligible 12-month table
122	635	MEP students eligible and served summer/intersession table
145	684	MEP services table
192	796	MEP students priority for services table

For each of these DGs, the name and the definition will be changed from “migrant” to “migratory.”

The change also impacts the some categories:

- Migrant Status
- Migrant Priority for Services (Only)
- Continuation (Only)
- MEP Services

The change for Migrant Status is:

	As is	As should be
Category Name	Migrant Status	Migratory Status
Category Definition	An indication that students are eligible migrant children.	An indication that students are eligible migratory children.
Permitted value	Migrant students	Migratory students

The change for Migrant Priority for Services (Only) is:

	As is	As should be
Category Name	Migrant Priority for Services (Only)	Priority for Services (Only)

The change for Continuation (Only) is:

	As is	As should be
Definition	An indication that migrant children are receiving instructional or support	An indication that migratory children are receiving instructional or support services

services under the continuation of services authority <i>ESEA</i> , as amended, Title I, Part C Section 1304(e)(2)-(3).	under the continuation of services authority <i>ESEA</i> , as amended, Title I, Part C Section 1304(e)(2)-(3).
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The change for MEP Services is:

	As is	As should be
Definition	The types of services received by participating migrant students in the migrant education program (MEP).	The types of services received by participating migratory students in the migrant education program (MEP).

Data group names were updated in Attachment B-3 but not marked as a change.

REDUCE DISAGGREGATION

Previously, the data on assessments in mathematics and reading/language arts was collected by School Year Attendance Status (also known as Full Academic Year Status). The Department has determined that these additional disaggregations of the data are not required. Therefore, the category “School Year Attendance Status” is removed from all the category sets (Attachment B-4) and subtotals for the following DGs (Attachment B-3).

Data Group Name	DG ID
Academic achievement in mathematics table	583
Academic achievement in reading/language arts table	584
Assessment participation in mathematics table	588
Assessment participation in reading/language arts table	589

TECHNICAL CORRECTIONS

This section explains the technical corrections. These corrections are errors in the package.

DEFINITION

Data Group	As is	As should be
Management organization type (DG 829)	The type of charter management organization.	The type of management organization.

CATEGORY SETS

Attachment G
Annual Mandatory Collection of Elementary and Secondary Education Data through ED Facts
Technical Amendments

In a couple of places, the category in Attachment B-3 Data Groups is incorrect. These data groups have been collected for several school years. These corrections align the data groups to how the data groups have been collected. Thus, there is no change in burden.

Data Group	As is	As should be
Children with disabilities (IDEA) exiting special education table (DG 85)	Category Set A <ul style="list-style-type: none"> Basis of Exit Age (Exiting) Disability Category (IDEA) 	Category Set A <ul style="list-style-type: none"> Basis of Exit Age (Exiting) Disability Category (IDEA) Exiting
Title III English language proficiency results table (DG 151)	Category Set A <ul style="list-style-type: none"> Title III Accountability Category Set B <ul style="list-style-type: none"> Title III Accountability Disability Status (only) 	Category Set A <ul style="list-style-type: none"> English Learner Accountability Category Set B <ul style="list-style-type: none"> English Learner Accountability Disability Status (only)
Children with disabilities (IDEA) disciplinary removals table (DG 598)	Category Set D <ul style="list-style-type: none"> Removal Length (IDEA) English Learner Status (Only) 	Category Set D <ul style="list-style-type: none"> Removal Length (IDEA) English Learner Status (Both)
Academic achievement in science table (DG 585)	Category Set H <ul style="list-style-type: none"> Assessment Administered Performance Level Grade Level (Assessment) School Year Attendance Status Foster Care Status Category Set I <ul style="list-style-type: none"> Assessment Administered Performance Level Grade Level (Assessment) School Year Attendance Status Military Connected Student Status 	Category Set H <ul style="list-style-type: none"> Assessment Administered Performance Level Grade Level (Assessment) Foster Care Status Category Set I <ul style="list-style-type: none"> Assessment Administered Performance Level Grade Level (Assessment) Military Connected Student Status

REPORTING PERIODS

In a couple of places, the reporting period in Attachment B-3 Data Groups is incorrect. The reporting periods should match the reporting periods listed in Attachment B-1. These corrections align the data groups between Attachment B-1 and B-3. Thus, there is no change in burden.

Data Group	As is	As should be
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Attachment G
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Technical Amendments

MEP student students eligible and served summer/intersession table (DG 635)	Summer and Intersession Terms during the Performance Period (9/1 to 8/31)	Summer and Intersession Terms during the Performance Period (MEP)
All data groups for Neglected or Delinquent (N or D) Program – See list below	July 1 through June 30	Program year (N or D)

The reporting periods are corrected in the below list of the N or D data groups:

Data Group Name	DG
N or D academic achievement table – LEA	629
N or D academic achievement table - State Agency	628
N or D academic and vocational outcomes exited programs table – LEA	784
N or D academic and vocational outcomes exited programs table – State Agency	785
N or D academic and vocational outcomes in programs table – LEA	782
N or D academic and vocational outcomes in programs table – State Agency	783
N or D participation table – LEA	657
N or D participation table – State Agency	656

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SUBTOTAL
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Under ESSA, states can have more than one school quality or student success indicator status. To accommodate this, the data group school quality or student success indicator status table includes the category Indicator Type. An error was made in the data group structure for the status for all students. Generally, the status for all students is the education unit total. However, since the states can have more than one indicator, Indicator Type must be included with the status for all students. The data group has been revised.

Group Name: School quality or student success indicator status table		DG: 838	
Definition	A school's performance on the state-specific indicators of school quality or student success.		
Permitted Values	<ul style="list-style-type: none"> • State defined permitted values • Too few students • No students in the subgroup 		
Reporting Period	School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Education Unit Total!	<input type="checkbox"/>		
Comment	Subtotal 1 is the status for all students for each indicator.		
Scope Comment			
Duplication Comment			

File Specification #	202
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Indicator Type • Major Racial and Ethnic Groups
Category Set B	<ul style="list-style-type: none"> • Indicator Type • Disability Status (Only)
Category Set C	<ul style="list-style-type: none"> • Indicator Type • English Learner Status (Only)
Category Set D	<ul style="list-style-type: none"> • Indicator Type • Economically Disadvantaged Status
SUBTOTAL	DESCRIPTION
Subtotal 1	<ul style="list-style-type: none"> • Indicator Type
STEWARD: OESE/OSS	

DATA GROUP AND FILE SPECIFICATION IDS

When the OMB clearance package was originally submitted, the data group and file specification IDs were not assigned. To make the attachments easier to use, the IDs have been added to Attachment B-3 Data Group. The addition of the IDs is not marked in the Attachments.

Data Group Name	DG ID	FS ID
Graduation rate indicator status table	834	199
Academic achievement indicator status table	835	200
Other academic indicator status table	836	201
Progress achieving English language proficiency indicator status table	837	103
School quality or student success indicator status table	838	202
Teachers table	839	203
Title III English learners not proficient within five years table	840	204
Title III English learners exited table	841	204

ATTACHMENTS

The changes to the original attachments are marked as “**Revised TA!**” in red font in the Attachments. (The addition of the DG IDs and FS ID are not marked.)