

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

**October 2018**

**revised July 2019**

---

**ATTACHMENT C**

---

***EDFacts* Metadata and  
Processing System (*EMAPS*) for  
School Years 2019-20, 2020-21,  
and 2021-22**

OMB No. 1850-0925 v.4

## INTRODUCTION

---

The *EDFacts* Metadata and Process System (*EMAPS*) is a web-based tool used to provide SEAs with an easy method of reporting and maintaining information on state policies, plans, and other metadata to aid in the analysis of data collected. It is also used for data collections that are better suited to a web-based collection.

In the tables below, the Reference column lists the section names and question numbers that are used to organize each question. This column also includes skip logic. These might be altered slightly to ensure that questions appear proper on web pages.

Changes from prior year are marked with “**Revised!**” and “**New!**” Changes are also summarized in the introduction to each collection.

### Table of Contents

Introduction.....	1
IDEA PART B DISPUTE RESOLUTION.....	2
IDEA PART B MAINTENANCE OF EFFORT (MOE) REDUCTION AND COORDINATED EARLY INTERVENING SERVICES (CEIS).....	4
COMMON CORE OF DATA (CCD) GRADES OFFERED & GRADUATES/COMPLETER SURVEY.....	8
GUN FREE SCHOOLS ACT (GFSA) SURVEY.....	10
IDEA STATE SUPPLEMENTAL SURVEY <b>REVISED!</b> .....	12
STATE SUBMISSION PLAN (SSP).....	19
PERKINS V <b>NEW!</b> .....	21
ACCOUNTABILTY METADATA <b>NEW!</b> .....	22
ASSESSMENT METADATA SURVEY <b>REVISED!</b> .....	28

## DATA COLLECTIONS

This section provides information about data collections using the *EMAPS* web-based tool.

### IDEA PART B DISPUTE RESOLUTION

This data collection is authorized by Part B of the Individuals with Disabilities Education Act (IDEA): 20 USC 1418 (a)(1)(F), 1418(a)(1)(H), 1418(a)(1)(G), and 1418(a)(3). This data collection requests information on the following: written, signed complaints; mediation requests; due process complaints; and expedited due process complaints.

There are no changes from SY 2018-19.

Reference	Data Collected / Question	Format/Permitted Values
Section A: Written, Signed Complaints		
1	Total number of written signed complaints filed.	Calculated by system
1.1	Complaints with reports issued.	Integer or Missing
1.1.a	Reports with findings of noncompliance.	Integer (Count) or Missing
1.1.b	Reports within timelines.	Integer or Missing
1.1.c	Reports within extended timelines.	Integer or Missing
1.2	Complaints pending.	Integer or Missing
1.2.a	Complaints pending a due process hearing.	Integer or Missing
1.3	Complaints withdrawn or dismissed.	Integer or Missing
Section B: Mediation Requests		
2	Total number of mediation requests received through all dispute resolution processes.	Calculated by system
2.1	Mediations held.	Integer or Missing
2.1.a	Mediations held related to due process complaints.	Integer or Missing
2.1.a.i	Mediation agreements related to due process complaints.	Integer or Missing
2.1.b	Mediations held not related to due process complaints.	Integer or Missing
2.1.b.i	Mediation agreements not related to due process complaints.	Integer or Missing
2.2	Mediations pending.	Integer or Missing

Reference	Data Collected / Question	Format/Permitted Values
2.3	Mediations withdrawn or not held.	Integer or Missing
Section C: Due Process Complaints		
3	Total number of due process complaints filed.	Calculated by system
3.1	Resolution meetings.	Integer or Missing
3.1.a	Written settlement agreements reached through resolution meetings.	Integer or Missing
3.2	Hearings fully adjudicated.	Integer or Missing
3.2.a	Decisions within timeline (include expedited).	Integer or Missing
3.2.b	Decisions within extended timeline.	Integer or Missing
3.3	Due process complaints pending.	Integer or Missing
3.4	Due process complaints withdrawn or dismissed (including resolved without a hearing).	Integer or Missing
Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)		
4	Total number of expedited due process complaints filed.	Calculated by system
4.1	Expedited resolution meetings.	Integer or Missing
4.1.a	Expedited written settlement agreements.	Integer or Missing
4.2	Expedited hearings fully adjudicated.	Integer or Missing
4.2.a	Change of placement ordered.	Integer or Missing
4.3	Expedited due process complaints pending.	Integer or Missing
4.4	Expedited due process complaints withdrawn or dismissed.	Integer or Missing
Optional	Comment	text

**IDEA PART B MAINTENANCE OF EFFORT (MOE) REDUCTION AND COORDINATED EARLY INTERVENING SERVICES (CEIS)**

This data collection is authorized by Section 618, Part B of the Individuals with Disabilities Education Act (IDEA): 20 USC 1413(f)(4) and 1418(a)(3). This data collection requests the following information for every local educational agency (LEA) or educational service agency (ESA) that receives an IDEA Section 611 or 619 sub grant: LEA/ESA allocations; Maintenance of Effort (MOE) Reduction; provision of Coordinated Early Intervening Services (CEIS) and number of children receiving CEIS.

The reporting periods for the next three years are:

Report due	SY	FFY	Question A2C	Question D3 (Past two SYs)
May 2020	SY 2018-19	FFY 2018	FFY 2018	SY 2016-17 and SY 2017-18
May 2021	SY 2019-20	FFY 2019	FFY 2019	SY 2017-18 and SY 2018-19
May 2022	SY 2020-21	FFY 2020	FFY 2020	SY 2018-19 and SY 2019-20

Reference	Data Collected / Question	Format/Permitted Values
	LEA Name	Text
	Update Flag	<ul style="list-style-type: none"> <li>• Change to LEA/ESA Name</li> <li>• LEA/ESA no longer used (no data reported)</li> <li>• New LEA/ESA</li> <li>• Change to NCESID #</li> <li>• LEA/ESA no longer used (data reported)</li> </ul>
	NCESID	<ul style="list-style-type: none"> <li>▪ Seven-digit NCES ID (e.g. 1234567), no dash between state ID and LEA ID</li> <li>▪ Blank</li> </ul>
	Year used to make the LEA/ESA/SEA determinations	YYYY-YY
Section A LEA/SEA Allocations		
A2A	Total LEA/ESA allocation for Section 611 of IDEA FFY 20XX	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
A2B	Total LEA/ESA allocation for Section 611 of IDEA FFY 20XX	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
A2C	Increase in LEA/ESA allocations for Section 611 from FFY 20TT to FFY	calculated by system

Reference	Data Collected / Question	Format/Permitted Values
	20XX	
A3B	Total LEA/ESA allocation for Section 619 of IDEA FFY 20XX	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
A4	Total LEA/ESA allocations for Section 611 and 619 of IDEA for FFY 20XX	calculated by system
A5	15% of the total LEA/ESA allocations for Section 611 and 619 of IDEA for FFY 20XX	calculated by system
Section B Maintenance of Effort (MOE)		
B2	Determination under 34 CFR 300.600(a)(2) that controls whether the LEA may be able to reduce MOE during SY 20XX-XX	<ul style="list-style-type: none"> <li>• meets the requirements and purposes of Part B,</li> <li>• needs assistance in implementing the requirements for Part B,</li> <li>• needs intervention in implementing the requirements for Part B.</li> <li>• needs substantial intervention in implementing the requirements of Part B</li> <li>• Not applicable or no determination</li> <li>• Missing</li> </ul>
B3	Reduction of local and/or state funds taken pursuant to Section 613(a)(2)(C) by the LEA/ESA during SY 20XX-YY	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
B4	Percent of the available reduction taken by LEA/ESA during SY 20XX-YY	calculated by system
B5	Did the State determine whether the LEA/ESA met the MOE compliance standard in FFY 20XX/SY 20XX-YY?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Missing</li> <li>• Not applicable</li> </ul>
B6	Did the LEA/ESA meet the MOE compliance standard in FFY 20XX/SY 20XX-YY?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>

Reference	Data Collected / Question	Format/Permitted Values
B7	By the date of this data submission, did the State return non-Federal funds to the Department based on the failure of the LEA/ESA to meet the MOE compliance standard in FFY 20XX/SY 20XX-YY?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
B8	What amount of non-Federal funds did the State return to the Department based on the failure of the LEA/ESA to meet the MOE compliance standard in FFY 20XX/SY 20XX-YY?	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
Section C Coordinated Early Intervening Services (CEIS) Provisions		
C2A	Was the LEA/ESA required to use 15% of funds for CEIS due to significant disproportionality in SY 20XX-YY?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2A.1	Was the LEA/ESA identified as having significant disproportionality due to 'identification as a child with a disability'?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2A.2	Was the LEA/ESA identified as having significant disproportionality due to 'identification by disability category'?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2A.3	Was the LEA/ESA identified as having significant disproportionality due to 'placement in a particular educational setting'?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2A.4	Was the LEA/ESA identified as having significant disproportionality due to 'disciplinary action'?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2B	Required CEIS Amount reserved for required CEIS in the LEA /ESA in SY 20XX-YY	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C2C	Required CEIS Percent taken for required CEIS in the LEA /ESA in SY 20XX-YY	calculated by system

Reference	Data Collected / Question	Format/Permitted Values
C3A	Voluntary CEIS Did the LEA/ESA voluntarily use up to 15% of IDEA 611 and 619 fund for CEIS in SY 20XX-YY	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Missing</li> </ul>
C3B	Voluntary CEIS Amount reserved for voluntary CEIS in SY 20XX-YY	<ul style="list-style-type: none"> <li>• Dollar with cents</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
C3C	Voluntary CEIS Percent taken for voluntary CEIS during SY 20XX-YY	calculated by system
Section D Coordinated Early Intervening Services (CEIS) Children		
D2	Total number of children receiving CEIS under the IDEA in the LEA/ESA during SY 20XX-YY	<ul style="list-style-type: none"> <li>• Integer</li> <li>• Zero</li> <li>• Not applicable</li> <li>• Missing</li> </ul>
D3	Total number of children who received CEIS under the IDEA anytime in the past two school years (including SY 20VV-WW, SY 20WW-XX and SY 20XX-YY) and received special education and related services in SY 20XX-YY	<ul style="list-style-type: none"> <li>• Integer</li> <li>• Zero</li> <li>• Not applicable</li> <li>• Missing</li> </ul>



---

## METADATA COLLECTIONS

---

Metadata are information to explain other data. Like all data collections, the *EDFacts* collection requires metadata. Metadata collected from a State Education Agency (SEA) aid the analysis and appropriate use of data. The metadata to be collected range 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 and prioritizing metadata that pertain to critical data items.

It is possible as *EDFacts* data are collected that the items in the *EMAPS* metadata collections will be altered slightly to ensure the proper metadata are collected to support ED's understanding of the *EDFacts* data.

---

### COMMON CORE OF DATA (CCD) GRADES OFFERED & GRADUATES/COMPLETER SURVEY

---

This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS039 - Grades Offered, to be used to determine which states are subject to edits on the permitted values Ungraded, Grade 13, or Adult Education in file FS052 Membership
- FS059 - Staff Full-Time Equivalent (FTE), to be used to determine which states are subject to edits on the permitted value Ungraded Teachers
- FS040 - Graduates/Completers, to be used to determine which states are subject to edits on the permitted value Other High School Completion Credentials

Reference	Metadata collected / Question	Format/Permitted Values
Section Grades Offered (FS039)		
	Does your state offer ungraded instruction?	Yes/No
	Does your state offer Grade 13 instruction, as it is defined in the file specification for FS052 (Membership)?	Yes/No
	Does your state report Adult Education within its elementary and secondary structure?	Yes/No
	Can you differentiate between grades offered and grades enrolled at the school level?	Yes/No
	Can you differentiate between grades offered and grades enrolled at the district level?	Yes/No

Reference	Metadata collected / Question	Format/Permitted Values
Optional	Please provide any relevant additional information	Text
	Does your state offer ungraded instruction?	Yes/No
Section Staff FTE (FS059)		
	Are any teachers identified as teachers for ungraded classes?	Yes/No
Section Membership (FS052)		
	Please describe the student counts included in prekindergarten reporting for your state in the box below.	Text
	Do the counts include students enrolled in Headstart, children with disabilities, or State-funded preschool programs?	Yes/No
Optional	If there are significant differences between the data reported at the school, LEA, and SEA level, please explain the reason for these differences.	Text
Section Graduates/Completers (FS040)		
	For which of the following does your state collect data?	<ul style="list-style-type: none"> <li>Other high school completion credentials for meeting criteria other than the requirements for a regular diploma (i.e. certificate of completion, certificate of attendance).</li> </ul>
	Are there exit codes that allow a student to leave the school system without being classified as one of the following: dropout, diploma recipient, OHC recipient, transfer, death?	Yes/No
Skip logic – Only required if previous response is “Yes.”	If Yes, please explain:	text
	Does your state recognize and report dropouts below grade 7	Yes/No
Skip logic – Only required if previous response is “No.”	If No, please explain	text
Optional	Please provide any relevant additional information	text

---

**GUN FREE SCHOOLS ACT (GFSA) SURVEY**

---

This metadata collection relates to the Gun Free Schools Act data collection. This information along with the data collected is used for the legislative required reporting on gun related incidents.

This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS086 - Students Involved with Firearms
- FS163 - Discipline Data

Reference	Question	Format/Permitted Values
Section RESPONDENT INFORMATION		
	Name of Individual Completing this Report:	text
	Title of Individual Completing this Report:	text
	Fax:	xxx-xxx-xxxx (include dashes)
	Email Address:	text
	Did your state submit all GFSA data via ESS (files # C086 and C163) for SY 20XX-YY	Yes/No
Section LEA COMPLIANCE WITH GFSA		
1	List the name and address of each LEA that has not provided an assurance that it is in compliance with the State law that requires that a student who brings a firearm to school, or possesses a firearm at school, be expelled for one year.	None - If all LEAs have provided the necessary assurance or List one or more LEAs including names, NCES ID, state ID and Addresses
2	List the name and address of each LEA that has not provided an assurance that it is in compliance with the requirement in Section 4141(h) that an LEA receiving ESEA funds have in place a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school, or possesses a firearm at school.	None - If all LEAs have provided the necessary assurance or, List one or more LEAs including names, NCES ID, state ID and Addresses
3 -Optional	If applicable, please provide information that explains any circumstances affecting the quality of data submitted to us. What information can the State share with us that will help us to more accurately interpret the data	text

Reference	Question	Format/Permitted Values
	submitted on this GFSA report form (e.g., fewer than 100% LEAs responded to the State; figures reported included all weapons, not only firearms)?	
Section STATE COMPLIANCE WITH GFSA		
4	Please indicate whether your State law related to GFSA has changed in the past 12 months.	<ul style="list-style-type: none"> <li>• Yes, our state law has changed in the past 12 months</li> <li>• No, our state law has not changed in the past 12 months</li> </ul>
4.a Skip logic - Only required if response to 4 is "Yes."	Summary of New/Revised Statute	text
5	How does your State law address the need for providing educational services in an alternative setting to students expelled from their regular school setting?	<ul style="list-style-type: none"> <li>• State law encourages LEAs to provide educational services to expelled students in an alternative setting.</li> <li>• State law requires LEAs to provide educational services to expelled students in an alternative setting.</li> <li>• State law does not address the need for educational services in an alternative setting.</li> </ul>
6	Are any State funds used to support the implementation of educational services in alternative settings as it relates to students who have been expelled under the GFSA?	<ul style="list-style-type: none"> <li>• Yes, State funds are provided.</li> <li>• No, State funds are not provided</li> </ul>

---

**IDEA STATE SUPPLEMENTAL SURVEY REVISED!**

---

This metadata collection relates to the current school year *IDEA* data collection.

This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS002 - Children with Disabilities (IDEA) School Age
- FS005 - Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
- FS006 - Children with Disabilities (IDEA) Suspensions/Expulsions
- FS007 - Children with Disabilities (IDEA) Reasons for Unilateral Removal
- FS009 - Children with Disabilities (IDEA) Exiting Special Education
- FS088 - Children with Disabilities (IDEA) Disciplinary Removals
- FS089 - Children with Disabilities (IDEA) Early Childhood
- FS099 - Special Education Related Services Personnel
- FS143 - Children with Disabilities (IDEA) Total Disciplinary Removals
- FS144 - Educational Services During Expulsion

The following is a change from SY 2018-19:

- There is a follow up question on the ages of children when the response to the question “Please indicate whether your state permits the placement of children with disabilities (IDEA) ages (3 through 5) in the following educational environments” for ‘Residential Facility’ is ‘permit depending on age of the child’.
- The minimum age for dropouts was removed.

Reference	Metadata / Question	Format/Permitted Values
Section EXITING		
Subsection Reference Period		
	Does your state use the required reference period of July 1 to June 30 to report exiting data for IDEA?	Yes/No
Skip logic - Only required if previous response is “No.”	What is the reference period used? Start Date	Date, MM/DD/YYYY
	End Date	Date, MM/DD/YYYY
Subsection Maximum Age for Services		
	What is the maximum age at which a student with disabilities (IDEA) can receive special education services?	<ul style="list-style-type: none"> <li>• 18 years</li> <li>• 19 years</li> <li>• 20 years</li> </ul>

Reference	Metadata / Question	Format/Permitted Values
		<ul style="list-style-type: none"> <li>• 21 years</li> <li>• 22 years</li> <li>• 23 years</li> <li>• 24 years</li> <li>• 25 years</li> <li>• 26 years</li> <li>• none</li> </ul>
Optional	Comment	text
Subsection Alternate Diploma		
	Does your state offer a state-defined alternate diploma, defined in accordance with Section 8101(23) and (25) of ESEA(A)(ii)(I)(bb), as amended by the ESSA, that is for students with the most significant cognitive disabilities?	Yes/No
Skip logic - Only required if previous response is "Yes."	If yes, please provide the statutory/regulatory/policy citation(s) in your state.	text
Optional	Comment	text
Subsection Certificates		
	Can a student with disabilities (IDEA) exit an educational program by receiving a high school completion certificate, modified diploma, or similar document?	Yes/No
Skip logic - Only required if previous response is "Yes."	If yes, please provide the statutory/regulatory/policy citation(s) in your state.	text
Optional	Comment	text
Subsection Regular High School Diplomas		
	Is there a minimum age for graduation with a regular high school diploma in your state?	Yes/No
Skip logic - Only required if previous response is "Yes."	If yes, provide the minimum age for graduation with a regular high school diploma.	text
Moved, Known to be Continuing		
	When reporting counts under the "Moved, Known to be Continuing" reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program), what is your state's catchment area for SEA - Level Counts	<ul style="list-style-type: none"> <li>• Entire state (students moving out of state)</li> <li>• Districtwide (students moving out of district)</li> <li>• Other (specify)</li> </ul>

Reference	Metadata / Question	Format/Permitted Values
Skip logic - Only required if previous response is "Other (specify)."	SEA-level Comment	Text
	When reporting counts under the "Moved, Known to be Continuing" reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program), what is your state's catchment area for LEA - Level Counts	<ul style="list-style-type: none"> <li>• Entire state (students moving out of state)</li> <li>• Districtwide (students moving out of district)</li> <li>• Other (specify)</li> </ul>
Skip logic - Only required if previous response is "Other (specify)."	LEA-level Comment	text
Optional	Comment	text
Section CHILD COUNT		
Subsection Child Count Date		
	What date between October 1 and December 1 is your state's IDEA child count date?	Month dropdown <ul style="list-style-type: none"> <li>• October</li> <li>• November</li> <li>• December</li> </ul> Day dropdown listing <ul style="list-style-type: none"> <li>• 1-31 for October</li> <li>• 1-30 for November</li> <li>• 1 for December</li> </ul>
Subsection State Operated Programs		
	Does your state report data for all state-operated programs (SOPs) related to children with disabilities (IDEA)?	<ul style="list-style-type: none"> <li>• Yes, ALL SOPs are reported</li> <li>• Yes, SOME SOPs are reported</li> <li>• No, NONE of the SOPs are reported</li> </ul>
Skip logic - Only required if previous response is "Yes, ALL SOPs are reported" or "Yes, SOME SOPs are reported."	SOPs are reported for which one of the following:	<ul style="list-style-type: none"> <li>• SEA and LEA levels</li> <li>• SEA only</li> <li>• LEA only</li> </ul>
Skip logic - Only required if previous response is "No, NONE of the SOPs are reported."	Comment	text

Reference	Metadata / Question	Format/Permitted Values
Subsection Child Count		
	Please indicate all of the disability categories used by your state. Select Yes for each category that applies.	
	Autism	Yes/No
	Deaf-Blindness	Yes/No
	Developmental Delay	Yes/No
	Emotional Disturbance	Yes/No
	Hearing Impairment	Yes/No
	Intellectual Disabilities	Yes/No
	Multiple Disabilities	Yes/No
	Orthopedic Impairment	Yes/No
	Specific Learning Disability	Yes/No
	Speech or Language Impairment	Yes/No
	Traumatic Brain Injury	Yes/No
	Visual Impairment	Yes/No
	Other Health Impairment	Yes/No
Optional	Comment	text
Subsection Developmental Delay		
Skip logic - Only displayed if previous selection is "Developmental Delay."	What ages are included in your state's definition for developmental delay for children with disabilities (IDEA)	
	3 years	Yes/No
	4 years	Yes/No
	5 years	Yes/No
	6 years	Yes/No
	7 years	Yes/No
	8 years	Yes/No
	9 years	Yes/No
Optional	Comment	text
Section ENVIRONMENTS - SCHOOL AGE		
Subsection Environments for School-Aged Children with Disabilities (IDEA)		



Reference	Metadata / Question	Format/Permitted Values
	Please indicate whether your state permits placement of children with disabilities (IDEA), ages 6 through 21, in each of the following educational environments.	<ul style="list-style-type: none"> <li>• Regular Class</li> <li>• Separate School</li> <li>• Residential Facility</li> <li>• Homebound/Hospital</li> <li>• Correctional Facility</li> <li>• Parentally Placed in Private Schools</li> </ul>
	Permitted?	<ul style="list-style-type: none"> <li>• permit for all age children</li> <li>• permit depending on age of the child</li> <li>• does not permit</li> </ul>
Skip Logic – Only required if previous selection is “permit depending on age of child.”	What are the ages for which the educational environment is permitted for children with disabilities (IDEA), ages 6 through 21.	<ul style="list-style-type: none"> <li>• 6-11</li> <li>• 12-17</li> <li>• 18-21</li> </ul>
Optional	If you responded “permit depending on age of child,” please enter the ages for which the educational environment is permitted for children with disabilities (IDEA), ages 6 through 21.	Text
Subsection Early Childhood Environments for Children with Disabilities (IDEA)		
	Please indicate whether your state permits the placement of children with disabilities (IDEA) ages (3 through 5) in each of the following educational environments.	<ul style="list-style-type: none"> <li>• Regular Early Childhood Program</li> <li>• Separate Special Education Class</li> <li>• Separate School</li> <li>• Residential Facility</li> <li>• Home</li> <li>• Service Provider Location</li> </ul>
	Permitted?	<ul style="list-style-type: none"> <li>• permit for all age children</li> <li>• permit depending on age of the child</li> <li>• does not permit</li> </ul>
Skip logic – Only required if previous response is “permit depending on age of the child.”	Ages	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> </ul>

Reference	Metadata / Question	Format/Permitted Values
Optional	If you responded "permit depending on age of child," please enter the ages for which the educational environment is permitted for children with disabilities (IDEA), ages 3 through 5.	text
Section STAFFING		
Subsection IDEA Staffing		
	Please indicate all related service personnel categories that are employed or contracted to provide related services to children with disabilities (IDEA), ages 3 through 21, in your state.	
	Psychologists	Yes/No
	Social Workers	Yes/No
	Occupational Therapists	Yes/No
	Audiologists	Yes/No
	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	Yes/No
	Physical Therapists	Yes/No
	Speech-Language Pathologists	Yes/No
	Interpreters	Yes/No
	Counselors and Rehabilitation Counselors	Yes/No
	Orientation and Mobility Specialists	Yes/No
	Medical/Nursing Service Staff	Yes/No
Skip logic - Only required if previous response is "No" to any service personnel category	Comment	text
Section DISCIPLINE		
Subsection Discipline		
	Does your state remove students with disabilities (IDEA) from their educational placement for disciplinary purposes for the remainder of the school year or longer?	Yes/No
Skip logic - Only required if previous response is "No."	If No, please provide the relevant statutory/regulatory/policy citation(s) that prohibit this practice.	text
Section ASSESSMENT		
Subsection Assessment		
	Are children with disabilities (IDEA) who were English Learners and who were in the U.S. less than 12 months prior to the reading/language arts state	Yes/No

Reference	Metadata / Question	Format/Permitted Values
	assessment allowed to take the English language proficient (ELP) assessment in lieu of the regular reading/language arts assessment in your state?	
Optional	Comment	text
Section STATE ADMINISTRATION		
Subsection State Administration		
	How is your state's special education 618 data related to students (i.e., child count, educational environments, discipline, exiting, & assessment) integrated into your <u>state's Student Information System</u> (i.e., state data system used for all student data)?	<ul style="list-style-type: none"> <li>• All data components</li> <li>• Some data components</li> <li>• Not at all</li> </ul>
Optional	Comment	text
	How is your state's special education 618 data related to students (i.e., child count, educational environment, discipline, exiting, & assessment) integrated into your <u>state's longitudinal data system</u> ?	<ul style="list-style-type: none"> <li>• All data components</li> <li>• Some data components</li> <li>• Not at all</li> </ul>
Optional	Comment	text
Section IDEA - MOE Reduction & CEIS		
Subsection MOE Reduction & CEIS		
	What is your state's definition of significant disproportionality?	text

---

 STATE SUBMISSION PLAN (SSP)
 

---

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.

For each file specification SEAs provide the information below.

Reference	Metadata Collected/Question	Format/Permitted Values
Section - Timeliness		
	Timely SEA	Yes/No
	Timely LEA	Yes/No
	Timely SCH	Yes/No
Skip logic - Only required when SEA timely response is "No."	Expected Late Submission Date SEA	date mm/dd/yyyy
Skip logic - Only required when LEA timely response is "No."	Expected Late Submission Date LEA	date mm/dd/yyyy
Skip logic - Only required when SCH timely response is "No."	Expected Late Submission Date SCH	date mm/dd/yyyy
Skip logic - Only required when one of previous timely responses is "No."	Not Timely Comment	text
Section – Status		
	Status SEA	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>
	Status LEA	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>

Reference	Metadata Collected/Question	Format/Permitted Values
	Status SCH	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>
Skip logic - Only required when one of previous status responses is "Not Required to Submit."	Not Required to Submit Comments	text
Section – Data Quality		
	Data Anomaly SEA	Yes/No
	Data Anomaly LEA	Yes/No
	Data Anomaly SCH	Yes/No
Skip logic - Only required when one of previous data anomaly responses is "No."	Data Anomaly Comments	text

---

**PERKINS V NEW!**


---

This metadata collection relates to *Perkins V* data collection. This metadata collection is new for SY 2019-20.

Reference	Metadata Collected/Question	Format/Permitted Values
Section – Career Clusters		
	Which career clusters are used by your state?	
	Agriculture, Food & Natural Resources	Yes/No
	Architecture & Construction	Yes/No
	Arts, A/V Technology & Communication	Yes/No
	Business Management & Administration	Yes/No
	Education & Training	Yes/No
	Finance	Yes/No
	Government and Public Administration	Yes/No
	Health Science	Yes/No
	Hospitality & Tourism	Yes/No
	Human Services	Yes/No
	Information Technology	Yes/No
	Law, Public Safety, Corrections & Security	Yes/No
	Manufacturing	Yes/No
	Marketing	Yes/No
	Science, Technology, Engineering & Mathematics	Yes/No
	Transportation, Distribution & Logistics	Yes/No
	Comment on career clusters	text
Section – Graduation Rate Indicator		
	Does the state use an extended year graduation rate indicator?	Yes/No
	What is included in the numerator used in your ACGR rate?	text
	What is included in the denominator used in your ACGR rate?	text
Skip Logic – Only required if previous response is “Yes.”	If state is submitting extended year graduation rate for 1S2, what is the extended year?	<ul style="list-style-type: none"> <li>• 5-year rate</li> <li>• 6-year rate</li> <li>• 7-year rate</li> <li>• 8-year rate</li> <li>• 9-year rate</li> <li>• Other</li> </ul>
Skip logic – Only required if previous response is “Other.”	If other year rate, what is the number of years?	text

---

**ACCOUNTABILITY METADATA NEW!**

---

This metadata collection relates to the collection of data on the accountability indicators for ESEA, as amended by ESSA. This metadata collection relates to the following ED*Facts* Submission System (ESS) file specifications:

- FS 199 Graduation Rate Indicator Status
- FS 200 Academic Achievement Indicator Status
- FS 201 Other Academic Indicator Status
- FS 202 School Quality or Student Success Indicator Status
- FS 205 Progress Achieving English Language Proficiency Indicator Status
- FS 160 High School Graduates Postsecondary Enrollment

For purposes of this metadata collection, an element is a component part of an indicator. For example, the academic achievement indicator could be composed of an element for mathematics and an element for reading/language arts.

This metadata collection includes information about collected performance levels for the elements of the indicators. Below is an example of metadata on performance levels for a nominal indicator:

Name of Performance Level	Range of Values (if applicable)	Description of Performance Level
Green		Meeting expectations
Yellow		Making progress
Red		Below expectations

ED proposes collecting this metadata survey manually for at least the first year to allow states more flexibility in responding to this collection.

### Section - FS 199 Graduation Rate Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions		
	Does the state have an alternate diploma?	Yes/No
	Does the state include extended-year adjusted-cohort graduation rates as part of this indicator?	Yes/No
	Has the indicator changed since the prior year in a way that would impact comparability?	Yes/No
Optional	Please provide any relevant additional information.	Text
Section – Indicator Interpretation		
	What type of indicator?	<ul style="list-style-type: none"> <li>• Ordinal</li> <li>• Nominal</li> <li>• Interval</li> </ul>

Reference	Metadata collected / Question	Format/Permitted Values
		• Other
Skip logic - Only required if the previous response is "Other."	Please explain other.	Text
	How many elements are included for this indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• More than 4</li> </ul>
For each element the following questions will be asked		
	What is the element name?	Text
	How many performance levels?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• More than 6</li> </ul>
Optional	Please provide any relevant additional information about this element	Text
For each performance level the following questions will be asked	What is the name of the performance level?	Text
	Please describe the performance level.	Text
Optional	Please provide the range of values for the performance level.	Text

### Section FS 200 Academic Achievement Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions		
	Do you report reading/language arts and mathematics separately?	Yes/No
	Do you report separate measures per education level (elementary, middle, secondary)?	Yes/No
	Has the indicator changed since the prior year in a way that would impact comparability?	Yes/No
Optional	Please provide any relevant additional information	Text
Section – Indicator Interpretation		
	What type of indicator?	<ul style="list-style-type: none"> <li>• Ordinal</li> <li>• Nominal</li> <li>• Interval</li> <li>• Other</li> </ul>
Skip logic - Only required if previous	Please explain other.	Text



Reference	Metadata collected / Question	Format/Permitted Values
response is "Other."		
	How many elements are included for this indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• More than 4</li> </ul>
For each element the following questions will be asked		
	What is the element name?	Text
	How many performance levels?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• More than 6</li> </ul>
Optional	Please provide any relevant additional information about this element	Text
For each performance level the following questions will be asked	What is the name of the performance level?	Text
	Please describe the performance level.	Text
Optional	Please provide the range of values for the performance level.	Text

### FS 201 Other Academic Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions		
	Do you report reading/language arts and mathematics separately?	Yes/No
	Do you report separate measures per education level (elementary, middle, secondary)?	Yes/No
	Do you report subgroups on a separate scale?	Yes/No
	Has the indicator changed since the prior year in a way that would impact comparability?	Yes/No
Optional	Please provide any relevant additional information.	Text
Section – Indicator Interpretation		
	What type of indicator?	<ul style="list-style-type: none"> <li>• Ordinal</li> <li>• Nominal</li> <li>• Interval</li> <li>• Other</li> </ul>
Skip logic - Only required if previous response is "Other."	Please explain other	Text

Reference	Metadata collected / Question	Format/Permitted Values
	How many elements are included for this indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• More than 4</li> </ul>
For each element the following questions will be asked		
	What is the element name?	Text
	How many performance levels?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• More than 6</li> </ul>
Optional	Please provide any relevant additional information about this element	Text
For each performance level the following questions will be asked	What is the name of the performance level?	Text
	Please describe the performance level.	Text
Optional	Please provide the range of values for the performance level.	Text

### FS 202 School Quality or Student Success Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions		
	How many separate indicators are included in your State's School Quality or Student Success Indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> <li>• 9</li> </ul>
	Do you report separate measures per education level (elementary, middle, secondary)?	Yes/No
	Do you report subgroups on a separate scale?	Yes/No
	Has the indicator changed since the prior year in a way that would impact comparability?	Yes/No
Optional	Please provide any relevant additional information.	Text

Reference	Metadata collected / Question	Format/Permitted Values
Section – Indicator Interpretation		
For each indicator the following questions will be asked		
	What type of indicator?	<ul style="list-style-type: none"> <li>• Ordinal</li> <li>• Nominal</li> <li>• Interval</li> <li>• Other</li> </ul>
Skip logic - Only required if previous response is “Other.”	Please explain other.	Text
	How many elements are included for this indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• More than 4</li> </ul>
For each element the following questions will be asked		
	What is the element name?	Text
	How many performance levels?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• More than 6</li> </ul>
Optional	Please provide any relevant additional information about this element	Text
For each performance level the following questions will be asked	What is the name of the performance level?	Text
	Please describe the performance level.	Text
Optional	Please provide the range of values for the performance level.	Text

### Section - FS 205 Progress Achieving English Language Proficiency Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions		
	Do you report separate measures per education level (elementary, middle, secondary)?	Yes/No
	Has the indicator changed since the prior year in a way that would impact comparability?	Yes/No
Optional	Please provide any relevant additional information	Text
Section – Indicator Interpretation		

Reference	Metadata collected / Question	Format/Permitted Values
	What type of indicator?	<ul style="list-style-type: none"> <li>• Ordinal</li> <li>• Nominal</li> <li>• Interval</li> <li>• Other</li> </ul>
Skip logic - Only required if previous response is "Other."	Please explain other.	Text
	How many elements are included for this indicator?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• More than 4</li> </ul>
For each element the following questions will be asked		
	What is the element name?	Text
	How many performance levels?	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• More than 6</li> </ul>
Optional	Please provide any relevant additional information about this element.	Text
For each performance level the following questions will be asked	What is the name of the performance level?	Text
	Please describe the performance level.	Text
Optional	Please provide the range of values for the performance level.	Text

### Section FS 160 High School Graduates Postsecondary Enrollment

Reference	Metadata collected / Question	Format/Permitted Values
Section - General Questions	What is the state's definition of academic year for reporting postsecondary enrollment?	
	Start date	MM/DD/YY
	End date	MM/DD/YY
	Are private IHEs and out of state IHEs included in the postsecondary enrollment data?	Yes/No

---

**ASSESSMENT METADATA SURVEY REVISED!**

---

This metadata collection relates to the collection of data on statewide assessments. This information is collected annually and is used to evaluate assessment data.

This metadata collection relates to the following EDFacts Submission System (ESS) file specifications:

- FS175 - Academic Achievement in Mathematics
- FS178 - Academic Achievement in Reading (Language Arts)
- FS179 - Academic Achievement in Science
- FS185 - Assessment Participation in Mathematics
- FS188 - Assessment Participation in Reading/Language Arts
- FS189 - Assessment Participation in Science

Questions were added to evaluate the following assessment data:

- FS137 - English Language Proficiency Test
- FS138 - Title III English Language Proficiency Test
- FS139 - English Language Proficiency Results

Reference	Metadata Collected/Question	Format/Permitted Values
Section – General Information		
	Does your state permit significant medical emergency as an exemption from the state assessments for all students?	Yes/No
	<p>Is your state exempting eighth-grade students who take the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and, if so, ensuring that:</p> <ol style="list-style-type: none"> <li>a. The student instead is taking the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;</li> <li>b. The student's performance on the high school assessment is being used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;</li> <li>c. In high school: <ol style="list-style-type: none"> <li>1. The student is taking a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the</li> </ol> </li> </ol>	Yes/No

	<p>assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;</p> <p>2. The State is providing for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and</p> <p>3. The student's performance on the more advanced mathematics assessment is being use for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.”</p>	
Skip logic – Only required for Outlying Areas	Please submit a data note below indicating whether your entity is required to implement ESEA.	Text

To make this section easier to read, a column for row number has been added.

Row	Reference	Question	Permitted Values
1		<b>Mathematics Grades 3-8</b>	
2		<i>(Entities) For grades 3-8, provide the following information for Regular Assessments with and without Accommodations</i>	
3		Is more than one regular assessment (with or without accommodations) for Grades 3-8 offered?	Yes/No
4	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 7-25 for each assessment indicated in Row 4	How many regular assessments (with or without accommodations) for Grades 3-8 are offered?	Integer
5			
6			
7		Assessment Name	text
8		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
9		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
10		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> </ul>

Row	Reference	Question	Permitted Values
			<ul style="list-style-type: none"> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> </ul>
11		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
12	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
13		<i>Questions regarding changes from prior year:</i>	
14		1. A. Did the state change its academic assessment?	Yes/No
15	Skip logic - Only required if previous response is "Yes."	1. B. If so, did the change affect comparability?	Yes/No
16		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
17	Skip logic - Only required if previous response is "Yes."	1.D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
18		2. A. Did the state make changes to achievement standards?	Yes/No
19	Skip logic - Only required if previous response is "Yes."	2. B. If so, did the change affect comparability?	Yes/No
20		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
21	Skip logic - Only required if previous response is "Yes."	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
22		3. A. Did the state make changes to content standards?	Yes/No
23	Skip logic - Only required if previous response is "Yes."	3. B. If so, did the change affect comparability?	Yes/No
24		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
25	Skip logic - Only required if previous response is "Yes."	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
26		<i>(Entities) For grades 3-8, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
27		Is more than one alternate assessment for Grades 3-8 offered?	Yes/No
28	Skip logic - Only required if previous response is "Yes."	How many alternate assessments (with or without accommodations) for Grades 3-8 are offered?	Integer
	Add tables containing Rows 29-48		

Row	Reference	Question	Permitted Values
	for each assessment indicated in Row 28		
29		Assessment Name	text
30		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
31		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
32		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> </ul>
33		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
34	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
35		<i>Questions regarding changes from prior year:</i>	
36		1. A. Did the state change its academic assessment?	Yes/No
37	Skip logic - Only required if previous response is "Yes."	1. B. If so, did the change affect comparability?	Yes/No
38		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
39	Skip logic - Only required if previous response is "Yes."	1.D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
40		2. A. Did the state make changes to achievement standards?	Yes/No
41	Skip logic - Only required if previous response is "Yes."	2. B. If so, did the change affect comparability?	Yes/No
42		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
43	Skip logic - Only required if previous response is "Yes."	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
44		3. A. Did the state make changes to content standards?	Yes/No



Row	Reference	Question	Permitted Values
45	Skip logic Only required if previous response is "Yes."	3. B. If so, did the change affect comparability?	Yes/No
46		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
47	Skip logic - Only required if previous response is "Yes."	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
48	optional	Comment	text
49			
50	<b>Section - Mathematics Secondary</b>		
51		<i>(Entities) For HS, provide the following information for Regular Assessments with and without Accommodations</i>	
52		Is more than one regular assessment (with or without accommodations) for HS grades offered?	Yes/No
53	<p>Skip logic – Only required if previous response is "Yes."</p> <p>Add tables containing Rows 54-72 for each assessment indicated in Row 53</p>	How many regular assessments (with or without accommodations) for HS grades are offered?	Integer
54		Assessment Name	text
55		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
56		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
57		Grade Level	(states) <ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> <li>• HS</li> </ul> (entities) <ul style="list-style-type: none"> <li>• HS</li> </ul>
58		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> </ul>

Row	Reference	Question	Permitted Values
			• Other
59	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
60		<i>Questions regarding changes from prior year:</i>	
61		1. A. Did the state change its academic assessment?	Yes/No
62	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
63		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
64	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
65		2. A. Did the state make changes to achievement standards?	Yes/No
66	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
67		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
68	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
69		3. A. Did the state make changes to content standards?	Yes/No
70	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
71		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
72	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
73		<i>(Entities) For HS, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
74		Is more than one alternate assessment for HS grades offered?	Yes/No
75	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 76-95 for each assessment indicated in Row 75	How many alternate assessments for HS grades are offered?	integer
76		Assessment Name	text
77		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>

Row	Reference	Question	Permitted Values
			<ul style="list-style-type: none"> <li>• 5</li> <li>• 6</li> </ul>
78		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
79		Grade Level	(states) <ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> <li>• HS</li> </ul> (entities) <ul style="list-style-type: none"> <li>• HS</li> </ul>
80		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
81	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
82		<i>Questions regarding changes from prior year:</i>	
83		1. A. Did the state change its academic assessment?	Yes/No
84	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
85		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
86	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
87		2. A. Did the state make changes to achievement standards?	Yes/No
88	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
89		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
90	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
91		3. A. Did the state make changes to content standards?	Yes/No
92	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
93		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No

Row	Reference	Question	Permitted Values
94	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
95	optional	Comment	text
96			
97		<b>Reading / Language Arts Grades 3-8</b>	
98		<i>(Entities) For grades 3-8, provide the following information for Regular Assessments with and without Accommodations</i>	
99		Is more than one regular assessment (with or without accommodations) for Grades 3-8 offered?	Yes/No
100	<p>Skip logic – Only required if previous response is “Yes.”</p> <p>Add tables containing Rows 101-119 for each assessment indicated in Row 100</p>	How many regular assessments (with or without accommodations) for Grades 3-8 are offered?	
101		Assessment Name	text
102		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
103		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
104		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> </ul>
105		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
106	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
107		<i>Questions regarding changes from prior year:</i>	
108		1. A. Did the state change its academic assessment?	Yes/No
109	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No

Row	Reference	Question	Permitted Values
110		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
111	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
112		2. A. Did the state make changes to achievement standards?	Yes/No
113	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
114		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
115	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
116		3. A. Did the state make changes to content standards?	Yes/No
117	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
118		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
119	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
120		<i>(Entities) For grades 3-8, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
121		Is more than one alternate assessment for Grades 3-8 offered?	Yes/No
122	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 123-142 for each assessment indicated in Row 122	How many alternate assessments for Grades 3-8 are offered?	integer
123		Assessment Name	text
124		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
125		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>

Row	Reference	Question	Permitted Values
126		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> </ul>
127		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
128	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
129		<i>Questions regarding changes from prior year:</i>	
130		1. A. Did the state change its academic assessment?	Yes/No
131	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
132		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
133	Skip logic – Only required if previous response is “Yes.”	1.D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
134		2. A. Did the state make changes to achievement standards?	Yes/No
135	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
136		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
137	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
138		3. A. Did the state make changes to content standards?	Yes/No
139	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
140		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
141	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
142	optional	Comment	text
143			
144		<b>Reading / Language Arts Secondary</b>	
145		<i>(Entities) For HS, provide the following information for Regular Assessments with and without Accommodations</i>	

Row	Reference	Question	Permitted Values
146		Is more than one regular assessment (with or without accommodations) for HS Grades offered?	Yes/No
147	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 148-166 for each assessment indicated in Row 147	How many regular assessments (with or without accommodations) for HS Grades are offered?	integer
148		Assessment Name	text
149		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
150		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
151		Grade Level	(states) <ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> <li>• HS</li> </ul> (entities) <ul style="list-style-type: none"> <li>• HS</li> </ul>
152		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
153	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
154		<i>Questions regarding changes from prior year:</i>	
155		1. A. Did the state change its academic assessment?	Yes/No
156	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
157		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
158	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>

Row	Reference	Question	Permitted Values
159		2. A. Did the state make changes to achievement standards?	Yes/No
160	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
161		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
162	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
163		3. A. Did the state make changes to content standards?	Yes/No
164	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
165		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
166	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
167		<i>(Entities) For HS, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
168		Is more than one alternate assessment for HS Grades offered?	Yes/No
169	<p>Skip logic – Only required if previous response is “Yes.”</p> <p>Add tables containing Rows 170-189 for each assessment indicated in Row 147</p>	How many alternate assessments for HS Grades are offered?	integer
170		Assessment Name	text
171		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
172		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
173		Grade Level	(states) <ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> </ul>



Row	Reference	Question	Permitted Values
			<ul style="list-style-type: none"> <li>• HS (entities)</li> <li>• HS</li> </ul>
174		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
175	optional	End of Grade (EOG)/ End of Course (EOC)Comment	text
176		<i>Questions regarding changes from prior year:</i>	
177		1. A. Did the state change its academic assessment?	Yes/No
178	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
179		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
180	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
181		2. A. Did the state make changes to achievement standards?	Yes/No
182	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
183		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
184	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
185		3. A. Did the state make changes to content standards?	Yes/No
186	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
187		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
188	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
189	optional	Comment	text
190			
191		<b>Science Grades 3-5</b> (states only)	
192		<i>For each grade 3-5, provide the following information for Regular Assessments with and without Accommodations</i>	
193		Is more than one regular assessment (with or without accommodations) for Grades 3-5 offered?	Yes/No

Row	Reference	Question	Permitted Values
194	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 195-213 for each assessment indicated in Row 194	How many regular assessments (with or without accommodations) for Grades 3-5 are offered?	integer
195		Assessment Name	text
196		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
197		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
198		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> </ul>
199		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
200	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
201		<i>Questions regarding changes from prior year:</i>	
202		1. A. Did the state change its academic assessment?	Yes/No
203	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
204		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
205	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
206		2. A. Did the state make changes to achievement standards?	Yes/No
207	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
208		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
209	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>

Row	Reference	Question	Permitted Values
210		3. A. Did the state make changes to content standards?	Yes/No
211	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
212		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
213	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
214		<i>For each grade 3-5, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
215		Is more than one alternate assessment for Grades 3-5 offered?	Yes/No
216	<p>Skip logic – Only required if previous response is “Yes.”</p> <p>Add tables containing Rows 217-236 for each assessment indicated in Row 216</p>	How many alternate assessments for Grades 3-5 are offered?	integer
217		Assessment Name	text
218		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
219		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
220		Grade Level	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> </ul>
221		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
222	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
223		<i>Questions regarding changes from prior year:</i>	
224		1. A. Did the state change its academic assessment?	Yes/No
225	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
226		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No

Row	Reference	Question	Permitted Values
227	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
228		2. A. Did the state make changes to achievement standards?	Yes/No
229	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
230		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
231	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
232		3. A. Did the state make changes to content standards?	Yes/No
233	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
234		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
235	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
236	optional	Comment	text
237			
238		<b>Science Grades 6-9</b> (states only)	
239		<i>For each grade 6-9, provide the following information for Regular Assessments with and without Accommodations</i>	
240		Is more than one regular assessment (with or without accommodations) for Grades 6-9 offered?	Yes/No
241	<p>Skip logic – Only required if previous response is “Yes.”</p> <p>Add tables containing Rows 242-260 for each assessment indicated in Row 241</p>	How many regular assessments (with or without accommodations) for Grades 6-9 are offered?	integer
242		Assessment Name	text
243		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
244		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>

Row	Reference	Question	Permitted Values
			<ul style="list-style-type: none"> <li>• 5</li> <li>• 6</li> </ul>
245		Grade Level	<ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> <li>• 8</li> <li>• 9</li> </ul>
246		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
247	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
248		<i>Questions regarding changes from prior year:</i>	
249		1. A. Did the state change its academic assessment?	Yes/No
250	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
251		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
252	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
253		2. A. Did the state make changes to achievement standards?	Yes/No
254	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
255		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
256	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
257		3. A. Did the state make changes to content standards?	Yes/No
258	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
259		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
260	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
261		<i>For each grade 6-9, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
262		Is more than one alternate assessment for Grades 6-9 offered?	Yes/No
263	Skip logic – Only required if previous response is “Yes.”	How many alternate assessments for Grades 6-9 are offered?	integer

Row	Reference	Question	Permitted Values
	Add tables containing Rows 264-288 for each assessment indicated in Row 263		
264		Assessment Name	text
265		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
266		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
267		Grade Level	<ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> <li>• 8</li> <li>• 9</li> </ul>
268		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
269	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
270		<i>Questions regarding changes from prior year:</i>	
271		1. A. Did the state change its academic assessment?	Yes/No
272	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
273		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
274	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
275		2. A. Did the state make changes to achievement standards?	Yes/No
276	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
277		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
278	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
279		3. A. Did the state make changes to content standards?	Yes/No
280	Skip logic – Only required if previous	3. B. If so, did the change affect comparability?	Yes/No

Row	Reference	Question	Permitted Values
	response is "Yes."		
281		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
282	Skip logic – Only required if previous response is "Yes."	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
283	optional	Comment	text
284			
285			
286		<b>Science Secondary</b> (states only)	
287		<i>For each grade 10-12 or HS, provide the following information for Regular Assessments with and without Accommodations</i>	
288		Is more than one regular assessment (with or without accommodations) for Grades 10-12 or HS offered?	Yes/No
289	<p>Skip logic – Only required if previous response is "Yes."</p> <p>Add tables containing Rows 290-308 for each assessment indicated in Row 289</p>	How many regular assessments (with or without accommodations) for Grades 10-12 or HS are offered?	integer
290		Assessment Name	text
291		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
292		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
293		Grade Level	<ul style="list-style-type: none"> <li>• 10</li> <li>• 11</li> <li>• 12</li> <li>• HS</li> </ul>
294		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
295	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
296		<i>Questions regarding changes from prior year:</i>	

Row	Reference	Question	Permitted Values
297		1. A. Did the state change its academic assessment?	Yes/No
298	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
299		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
300	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
301		2. A. Did the state make changes to achievement standards?	Yes/No
302	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
303		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
304	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
305		3. A. Did the state make changes to content standards?	Yes/No
306	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
307		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
308	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
309		<i>For each grade 10-12 or HS, provide the following information for Alternate Assessments based on Alternate Achievement Standards</i>	
310		Is more than one alternate assessment for HS Grades offered?	Yes/No
311	Skip logic – Only required if previous response is “Yes.”  Add tables containing Rows 312-331 for each assessment indicated in Row 311	How many alternate assessments for HS Grades are offered?	integer
312		Assessment Name	text
313		Number of Performance Levels	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
314		Performance Level at or Above Proficiency	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> </ul>



Row	Reference	Question	Permitted Values
			<ul style="list-style-type: none"> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
315		Grade Level	<ul style="list-style-type: none"> <li>• 10</li> <li>• 11</li> <li>• 12</li> <li>• HS</li> </ul>
316		End of Grade (EOG)/ End of Course (EOC)	<ul style="list-style-type: none"> <li>• End of Grade (EOG)</li> <li>• End of Course (EOC)</li> <li>• Other</li> </ul>
317	optional	End of Grade (EOG)/ End of Course (EOC) Comment	text
318		<i>Questions regarding changes from prior year:</i>	
319		1. A. Did the state change its academic assessment?	Yes/No
320	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
321		1. C. Is the state planning to make changes to its assessment within the next three years?	Yes/No
322	Skip logic – Only required if previous response is “Yes.”	1.D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
323		2. A. Did the state make changes to achievement standards?	Yes/No
324	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
325		2. C. Is the state planning to make changes to its achievement standards within the next three years?	Yes/No
326	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
327		3. A. Did the state make changes to content standards?	Yes/No
328	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
329		3. C. Is the state planning to make changes to its content standards within the next three years?	Yes/No
330	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	<ul style="list-style-type: none"> <li>• school year 1</li> <li>• school year 2</li> <li>• school year 3</li> </ul>
331	optional	Comment	text

The following questions are being added to support the reporting of English Language Proficiency assessments **NEW!**:

Row	Reference	Question	Permitted Values
332		Regular Grades K-12 Assessments with and without Accommodations- Assessment Name	text
333		1. A. Did the state change its ELP assessment?	Yes/No
334	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
335		1. C. Is the state planning to make changes to its ELP assessment within the next three years?	Yes/No
336	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	text
337		2. A. Did the state make changes to achievement standards?	Yes/No
338	Skip logic – Only required if previous response is “Yes.”	2. B. If so, did the change affect comparability?	Yes/No
339		2. C. Is the state planning to make changes to its ELP achievement standards within the next three years?	Yes/No
340	Skip logic – Only required if previous response is “Yes.”	2. D. If so, in what year?	text
341		3. A. Did the state make changes to content standards?	Yes/No
342	Skip logic – Only required if previous response is “Yes.”	3. B. If so, did the change affect comparability?	Yes/No
343		3. C. Is the state planning to make changes to its ELP content standards within the next three years?	Yes/No
344	Skip logic – Only required if previous response is “Yes.”	3. D. If so, in what year?	text
345		Alternate Assessments based on Alternate Achievement Standards (K-12) - Assessment Name	text
346		1. A. Did the state change its alternate ELP assessment?	Yes/No
347	Skip logic – Only required if previous response is “Yes.”	1. B. If so, did the change affect comparability?	Yes/No
348		1. C. Is the state planning to make changes to its ELP assessment within the next three years?	Yes/No
349	Skip logic – Only required if previous response is “Yes.”	1. D. If so, in what year?	text
350		2. A. Did the state make changes to ELP achievement standards?	Yes/No
351	Skip logic – Only required if previous	2. B. If so, did the change affect comparability?	Yes/No

Row	Reference	Question	Permitted Values
	response is "Yes."		
352		2. C. Is the state planning to make changes to its ELP achievement standards within the next three years?	Yes/No
353	Skip logic – Only required if previous response is "Yes."	2. D. If so, in what year?	text
354		3. A. Did the state make changes to alternate ELP content standards?	Yes/No
355	Skip logic – Only required if previous response is "Yes."	3. B. If so, did the change affect comparability?	Yes/No
356		3. C. Is the state planning to make changes to its alternate ELP content standards within the next three years?	Yes/No
357	Skip logic – Only required if previous response is "Yes."	3. D. If so, in what year?	Text (SY XX-YYYY)