

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

**August 2016
Revised January 2017
Revised May 2017**

ATTACHMENT B-1

**Overview of *EDFacts* Data Set
for School Years 2016-17,
2017-18, and 2018-19**

OMB No. 1850-0925 v.2

INTRODUCTION

This revised clearance submission is for the data set collected through EDFacts for school years 2016-17, 2017-18, and 2018-19.

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

- Attachment B-1 – Overview of the collection

Attachments with changes

- Attachment B-3 – Data groups collected from state educational agencies (SEAs)
 - o SY 2016-17
 - Changes in this attachment are compared to Attachment B-3 in the approved package (February 2016).
 - Identifies data groups being retired as a result of ESSA.
 - Includes technical corrections to existing data groups.
 - o SY 2017-18 and 2018-19
 - Changes in this attachment are compared to the new SY 2016-17 Attachment B-3.
 - Identifies data groups retired and added as a result of ESSA.
 - Includes technical corrections, updates, and revisions to existing data groups.
- Attachment B-4 – Categories used in data groups
 - o SY 2016-17
 - Changes in this attachment are compared to Attachment B-4 in the approved package (February 2016).
 - Identifies category sets retired as a result of ESSA. The retired category sets were associated with data groups that were retired.
 - Includes technical corrections to existing category sets.
 - o SY 2017-18 and 2018-19
 - Changes in this attachment are compared to the new SY 2016-17 Attachment B-4.
 - Identifies category sets retired and added as a result of ESSA.
 - Includes technical corrections, updates, and revisions to existing category sets.
- Attachment B-6 (Early Learning Data Collection through *EMAPS*) has been revised to note the Department of Education Program Office is discontinuing the plans to start the new collection on Kindergarten Entry Assessment

Attachments with no changes:

- Attachment B-2 – Directory (no changes from approved package)
- Attachment B-5 – *IDEA* Tables in *EMAPS* (no change from approved package)

Because the collection is collected electronically, the data set is presented in data dictionary format instead of collection instrument format.

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

- Summary of EDFacts – This section provides background information on EDFacts and the scope of the data set.
- Legacy collections – This section explains how EDFacts relates to other elementary and secondary data collections within the U.S. Department of Education (ED).
- Standard definitions – This section provides definitions for terms that are used throughout the data set.
- Reporting periods – This section explains the reporting periods used in the data set.
- Metadata – This section explains the metadata collected to interpret the data submitted through EDFacts.

Attachment C details major changes between the EDFacts data groups described in Attachment B and those currently cleared for collection under OMB# 1850-0925.

- Attachment C SY 2016-17
 - o Describes changes from the approved package.
- Attachment C 2017-18 and 2018-19
 - o Describes changes from the new SY 2016-17 Attachments B-3 and B-4.

Attachment D contains specific topics for which ED would like to obtain input from EDFacts data submitters and stakeholders.

- Questions were included in the 60 day comment period only
- ED did not include new directed questions for the 30 day comment period, so Attachment D is blank in the 30 day package

Attachment E contains an explanation of the EDFacts data set to assist reviewers. Attachment E also contains a list of acronyms used in the attachments.

Attachment F-1 is a summary of public comments received during the 60 day comment period and ED's response to comments. The comments are organized by topic area.

Attachment F-2 is a summary of public comments received during the 30 day comment period and ED's response to comments. The comments are organized by topic area.

SUMMARY OF EDFACTS

EDFacts is an ED initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision making to improve outcomes for students. EDFacts centralizes data provided by SEAs at the SEA, LEA, and school levels, and provides ED with the ability to easily analyze and report the data. Since its inception in 2004, this initiative has reduced reporting burden for SEAs and local data producers, and has streamlined elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels.

The following are key points about this collection.

- **No individual or staff level data** - EDFacts does not collect individual student or staff-level information. All information provided to EDFacts is aggregated – often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to

specific students or staff members. In submitting data to EDFacts, SEAs and other data suppliers cannot suppress the data in small data cells.

- **Data are collected using files and web pages** - Most data are collected through the EDFacts Submission System (ESS). The ESS collects batch files submitted electronically by SEAs. Most metadata (*e.g.*, state submission plans and metadata on state proficiency levels) are collected through the EDFacts Metadata and Process System (EMAPS). EMAPS is a web-based survey system.
- **Data are reported for a specific period of time.** For example, the membership table (DG39) is reported for October 1, while other data groups are reported for a school year.
- **Data are associated with the school year of performance.** The membership table (DG39) data for October 1, 2016, are associated with SY 2016-17 since the membership table data represent the beginning counts of students for the school year.

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

Component of the EDFacts Data Set	Description	Explained in
Directory records	EDFacts collects data from SEAs and obtains data from Census to build an official roster of SEAs, LEAs, and schools. EDFacts collects data from SEAs to build an official roster of charter school authorizers.	Attachment B-2
Data groups (DGs) and Categories collected from SEAs	SEAs submit files to ED via the ESS.	Attachments B-3 (DGs) and B-4 (Categories)
Metadata	SEAs respond to surveys through EMAPS to provide metadata necessary to interpret the data submitted through the ESS.	Attachment B-1
IDEA Tables collected in EMAPS	SEAs provide data on the Part B Dispute Resolutions and Maintenance of Effort Reduction/Continuation of Early Intervening Services under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Attachment B-5

SCOPE

EDFacts collects data on the education units in each of the 50 states, District of Columbia, Puerto Rico, the outlying areas and freely associated states (i.e., American Samoa, Guam, Commonwealth of Northern Mariana Islands, Marshall Islands, Micronesia, Palau, and the U.S. Virgin Islands), Department of Defense Education Activity (DoDEA), and Bureau of Indian Education (BIE).

The data are submitted by the State Education Agency (SEA). The SEA is the state agency designated as the agency that administers the federal grant programs under the *ESEA*. State agencies, other than the SEA, may be involved in federal grant programs. For example, another state agency may administer the programs under *Carl D. Perkins Career and Technical Education Act of 2006*. In these cases, the SEA is responsible for working with the other state agencies to submit the files required for the programs administered by those agencies.

LEGACY COLLECTIONS

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

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

LEGACY COLLECTIONS THAT HAVE BEEN DISCONTINUED OR RETIRED

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

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

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

General Education Provisions Act (GEPA), Section 424

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

State Data Collection for *McKinney-Vento Homeless Assistance Act*

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

Title III Biennial Evaluation Report

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

LEGACY COLLECTIONS WHERE BURDEN HAS BEEN SIGNIFICANTLY REDUCED

The following collections have had a significant reduction in burden because of integrating the collection into EDFacts.

Common Core of Data – Non Fiscal

Beginning with SY 2008-09, the non-fiscal portion of the Common Core of Data (CCD) was collected through ESS for the 50 states, the District of Columbia (DC), Puerto Rico (PR) and the U.S. Virgin Islands (VI) (the Bureau of Indian Education (BIE) and the Department of Defense Education Activity (DoDEA) also report CCD data through EDFacts). The remaining outlying areas and freely associated states (e.g. Guam and others) have been added as ED and entity capacity allowed for submission electronically using the ESS. The data groups used to provide the data formerly collected through this collection are in the section “Non-Fiscal Common Core of Data” in Attachment B-3.

***Gun-Free Schools Act* Report**

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

Section 618 of *IDEA* Part B

With the movement of Table 8 (shown in Attachment B-5) into EDFacts, all of the *IDEA* Section 618 Part B data are now collected through EDFacts.

The data groups used to provide the data formerly collected through the *IDEA* Section 618 Part B tables are in the “*Individuals with Disabilities Education Act*” section of Attachment B-3, as well as in Attachment B-5.

LEGACY COLLECTIONS BEING TRANSFORMED

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

Consolidated State Performance Report

ED converted the Consolidated State Performance Report (CSPR) from a paper to web-based collection for SY 2004-05. The CSPR includes both numerical and text data. Since SY 2004-05, ED has transitioned a majority of the numerical data from manual collection to population through ESS files.

Charter School Program (CSP) Grant Award Database

Data collection has been on-going since the creation of the CSP under approved OMB clearance packages, including the Annual Performance Report documents and Charter Schools Program Data Templates. In order to ensure the accuracy and completeness of the charter schools data in the CSP grant award database, EDFacts data were added and reconciled with the other collected charter schools data. The EDFacts data collection provides not only a list of charter schools and other detailed data on those charter schools that received funding under the CSP for a specific year, but also provides that same detailed data on all of the charter schools in existence that may not be receiving funds during that data collection year.

The demographic and performance data of charter schools pulled from the data submitted by SEAs as part of the EDFacts collection is integrated into the CSP database. Once a year, SEAs receive a report on the reconciliation between the list of charter schools submitted through this collection and the schools identified as charter in the EDFacts directory.

Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006

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

STANDARD DEFINITIONS

In order to consolidate and centralize elementary and secondary data collections, definitions have been standardized. The same term in EDFacts cannot have multiple definitions. Users can refer to Appendices B-3 and B-4 to see the definitions of the data groups and categories used in EDFacts. This section contains the standard definitions used in the EDFacts data set:

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

These standard definitions are used whenever possible. The standard definition for English Learner students cannot be used for the data groups under the topic “Career and Technical Education” in Attachment B-3 because LEP students are defined in the *Carl D Perkins Career and Technical Education*

Act of 2006 (Perkins IV) differently than in *ESEA*. In the *EDFacts* data set, when referring to limited English proficient students as defined for *Perkins IV* the term will be followed by “(*Perkins*)”.

Please refer to Attachment B-3: Data Groups and Attachment B-4: Data Categories for descriptions of the standard definitions for the SY1617 OMB package.

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

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

Children with Disabilities (IDEA) (also referred to as Students with Disabilities (IDEA)) – Children having intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; a specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the *Individuals with Disabilities Education Act (IDEA)* according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or services plan.¹

English Learner Students (Revised! 30) – In coordination with the state’s definition based on Section 8101(20) of the *ESEA*, as amended by the *ESSA*, the term ‘English learner’, when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*who is i, ii, or iii*)
 - (i) who was not born in the United States or whose native languages are languages other than English;
 - (ii) (*who is I and II*)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (*who is denied i or ii or iii*)²
 - (i) the ability to meet the challenging State academic standards;

¹ Statutory reference – Section 602(3) of *IDEA*

² Must be determined by a valid assessment

- (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
- or
- (iii) the opportunity to participate fully in society.

Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.³

Eligible Migrant Children⁴ (also referred to as Eligible Migrant Students) – Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

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

Homeless Students (Revised! 30) are defined as children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:

- (1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- (2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.⁵

REPORTING PERIODS

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

The following reporting periods are used for cumulative counts:

³ Statutory reference – Section 8101(20) of ESEA

⁴ Regulatory reference – 34 CFR200.81

⁵ As defined by MV Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725 and reauthorized in ESEA, as amended by ESSA, Title IX, Section 9105.

- School year (state) – Any 12-month period defined by the state. The state determines whether summer is included in the preceding or following school year
- School year (CCD) – The 12-month period beginning on October 1 and ending the following September 30.
- School year – Any 12-month period
- Regular school year – The instructional period not including intersession or summer sessions
- Current school year- Status based on previous school years accountability determinations
- Regular school year (Adjusted)- Regular school year unless the summer session is part of the intervention model then regular school plus summer session
- Beginning of school year – The count or status is taken or determined sometime during the first months of the school year.
- Summer – The instructional period in the months of May through September
- Intersession – Instructional periods between sessions during the regular school year
- Testing window – The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by *ESEA*
- 16 Months- Graduates from two school years prior
- 24 Months- Graduates who enrolled from four school years prior
- Federal Fiscal Year – The 12-month period beginning on October 1 and ending the following September 30. The summer follows the regular school year.
- Program year (*IDEA-Exit*) – The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (*IDEA*)
- Performance period (MEP) – The 12-month period beginning September 1 and ending August 31 as described for the Migrant Education Program (MEP)
- Program year (N or D) – The 12-month period beginning July 1 and ending June 30 as described for the Prevention and Intervention Programs for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk Program (N or D)
- Program year (*Perkins*) – The 12-month period beginning July 1 and ending June 30 as described for programs under *Carl D. Perkins Career and Technical Education Act of 2006*, (unless the state has approval from the Department for a different 12-month period)

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

- October 1 – October 1 or the closest school day to October 1
- October 1 (or USDA reporting period) – October 1 or the date that aligns with the reporting period used for USDA
- Child count date or IDEA child count – The date designated by the state that is between October 1 and December 1 for the IDEA child count
- November 1 – November 1 or the closest school day to November 1
- Effective date – October 1, unless updated by the SEA

METADATA

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

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

The following *EDFacts* metadata collection systems are now available through *EMAPS*:

- State Submission Plan –SEAs are responsible for maintaining a submission plan that provides details regarding its plans for reporting data via *EDFacts*. The plans indicate whether SEAs will submit files on time, the estimated number of educational units that will be submitted for each file level, and a status flag to indicate when the submission of data for each reporting level is complete and ready for ED's review. This information is necessary in order to monitor state progress on file submissions, evaluate timeliness of submissions, and to provide a mechanism for SEAs to communicate to ED the completeness of the data they submitted. The *EMAPS* data are integrated into *EDFacts*, so SEAs can access reports on the status of their submissions in relation to their plans.
- The *IDEA* State Supplemental Survey – The *IDEA* State Supplemental Survey is completed by each state's Part B Data Manager annually. This survey collects metadata related to the current school year *IDEA* data collection. The responses are shared with OSEP and compared to the data submitted. State *IDEA* Part B data managers are authorized to provide the metadata for this survey.
- Assessment Metadata Survey- The Assessment Metadata Survey collects and stores assessment metadata for files in the Consolidated State Performance Report (CSPR) and to meet *IDEA* reporting requirements. This information is collected annually and is used to evaluate state's achievement results in the CSPR and to calculate the percentage of students considered proficient

for the public assessment files.

- Accountability Metadata Survey-The Accountability Metadata Survey will collect and store metadata to support the indicator data groups and categories. This information will be collected annually and used to interpret and evaluate results of the indicators set forth in the ESSA and based on the indicators determined by each state. The questions in the survey are to be determined. *New!*
- Gun Free Schools Act (GFSA) Survey- The GFSA Survey is used to complete the GFSA data collection for the Office of Safe and Healthy Students (OSHS). This information is collected annually to fulfil the legislative reporting requirements on gun-related incidents. In addition, ED compiles these data to analyze and report state data.
- Directory Metadata Collections in this Package– This metadata survey will be used to collect information about the directory records submitted so that its state’s directory can be properly interpreted.

In addition, for non-EDFacts Coordinators, EMAPS is also used to collect information regarding LEAs or education service agencies (ESA) that received an IDEA 611 or 619 sub grant. These metadata questions are described in more detail in Attachment B-5.