

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

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

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**ATTACHMENT C**

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***EDFacts* Data Set  
SY 2017-18 and 2018-19  
Changes from SY 2016-17**

## INTRODUCTION

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This attachment lists the substantive changes to the EDFacts Data Set between the data set proposed in this submission for school year (SY) 2016-17 and the data set proposed for SYs 2017-18 and 2018-19.

Explanation of markings in red font in this document:

- **New! 60** are newly proposed additions made to the 60-day package.
- **New! 30** are newly proposed additions made to the 30-day package.
- **New for SY 2018-19!** are newly proposed additions to be implemented beginning in the 2018-2019 School Year.
- **Revised! 30** have proposed changes to already existing elements, and were revised prior to the 30 day comment period based on feedback from the 60 day comment period and/or technical edits and corrections.
- **Revised! 60** were revised prior to the 60 day comment period.
- **Retired!** are no longer being collected in SYs 2017-18 and 2018-19, under the ESEA, as amended by ESSA.
- **Final!** have been revised in the final package in response to the 30 day public comment feedback received as well as the change in the status of ESSA regulations.
- **Revised TA!** changes made as part of technical amendments.

**In order to see the comprehensive proposed collection, please review the B attachments. This document is a supplement to assist reviewers; it should not be used as a substitute for reviewing the detailed attachments.**

## NEW DATA GROUPS

This section explains the data groups that are proposed as additions to the data set. The additions are generally organized according to the data steward office within ED.

ED anticipates the need for metadata from the state to allow ED to understand and interpret data submitted for the new data groups. See new Metadata Survey described in Attachment B-1. Note that information in the new data groups was revised to align with ESSA and to adjust for the removal of ESSA regulations.

### ACCOUNTABILITY AND REPORTING PROVISIONS OF ESEA AS AMENDED BY ESSA

<b>Group Name: Graduation rate indicator status table <span style="color: red;">New! 60</span></b>		<b>DG: 834</b>
<b>Definition <span style="color: red;">Revised! 30</span></b>	A school's performance on the Graduation Rate Indicator.	
<b>Permitted Values <span style="color: red;">Final!</span></b>	<ul style="list-style-type: none"> <li>State defined permitted values</li> <li>Too few students</li> <li>No students in the subgroup</li> </ul>	
<b>Reporting Period</b>	School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment <span style="color: red;">Revised! 30</span></b>	Education Unit Total means the status for all students. Report only for schools with a 12 <sup>th</sup> grade.	
<b>Scope Comment</b>		
<b>Duplication Comment</b>		
<b>File Specification #</b>	199	
<b>CATEGORY SET</b>	<b>DESCRIPTION</b>	
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>Major Racial and Ethnic Groups</li> </ul>	
<b>Category Set B</b>	<ul style="list-style-type: none"> <li>Disability Status (Only)</li> </ul>	
<b>Category Set C</b>	<ul style="list-style-type: none"> <li>English Learner Status (Only)</li> </ul>	
<b>Category Set D</b>	<ul style="list-style-type: none"> <li>Economically Disadvantaged Status</li> </ul>	
<b>STEWARD: OESE/OSS</b>		

<b>Group Name: Academic achievement indicator status table <span style="color: red;">New! 60, Revised! 30</span></b>		<b>DG: 835</b>	
<b>Definition <span style="color: red;">Revised! 30</span></b>	A school's performance on the Academic achievement Indicator for both Mathematics and Reading/Language Arts.		
<b>Permitted Values <span style="color: red;">Final!</span></b>	<ul style="list-style-type: none"> <li>• State defined permitted values</li> <li>• Too few students</li> <li>• No students in the subgroup</li> </ul>		
<b>Reporting Period</b>	School Year		
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>		
<b>Comment</b>	Education Unit Total means the status for all students.		
<b>Scope Comment</b>			
<b>Duplication Comment</b>			
<b>File Specification #</b>	200		
<b>CATEGORY SET</b>	<b>DESCRIPTION</b>		
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>• Major Racial and Ethnic</li> </ul>		
<b>Category Set B</b>	<ul style="list-style-type: none"> <li>• Disability Status (Only)</li> </ul>		
<b>Category Set C</b>	<ul style="list-style-type: none"> <li>• English Learner Status (Only)</li> </ul>		
<b>Category Set D</b>	<ul style="list-style-type: none"> <li>• Economically Disadvantaged Status</li> </ul>		
<b>STEWARD: OESE/OSS</b>			

<b>Group Name: Other academic indicator status table <span style="color: red;">New! 60, Revised! 30</span></b>		<b>DG: 836</b>	
<b><span style="color: red;">Revised TA!</span></b>			
<b>Definition <span style="color: red;">Revised! 30</span></b>	A school's performance on the Other Academic Indicator.		
<b>Permitted Values <span style="color: red;">Final!</span></b>	<ul style="list-style-type: none"> <li>• State defined permitted values</li> <li>• Too few students</li> <li>• No students in the subgroup</li> </ul>		
<b>Reporting Period</b>	School Year		
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>		
<b>Comment</b>	Education Unit Total means the status for all students.		
<b>Scope Comment</b>			
<b>Duplication Comment</b>			
<b>File Specification #</b>	201		
<b>CATEGORY SET</b>	<b>DESCRIPTION</b>		
<b><span style="color: red;">Revised! 30</span></b>			
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>• Major Racial and Ethnic Groups</li> </ul>		

<b>Category Set B</b>	<ul style="list-style-type: none"> <li>Disability Status (Only)</li> </ul>
<b>Category Set C</b>	<ul style="list-style-type: none"> <li>English Learner Status (Only)</li> </ul>
<b>Category Set D</b>	<ul style="list-style-type: none"> <li>Economically Disadvantaged Status</li> </ul>
<b>STEWARD: OESE/OSS</b>	

<b>Group Name: Progress achieving English language proficiency indicator status table <span style="color: red;">New! 60, Revised! 30</span></b>		<b>DG: 837</b>
<b>Definition <span style="color: red;">Revised! 30</span></b>	A school's performance on the progress in achieving English Language proficiency indicator.	
<b>Permitted Values <span style="color: red;">Final!</span></b>	<ul style="list-style-type: none"> <li>State defined permitted values</li> <li>Too few students</li> <li>No students in the subgroup</li> </ul>	
<b>Reporting Period</b>	School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment</b>	Education Unit Total means the status for all students.	
<b>Scope Comment</b>		
<b>Duplication Comment</b>		
<b>File Specification #</b>	103	
<b>STEWARD: OESE/OSS</b>		

<b>Group Name: School quality or student success indicator status table <span style="color: red;">New! 60</span></b>		<b>DG: 838</b>
<b>Definition <span style="color: red;">Revised! 30</span></b>	A school's performance on the state-specific indicators of school quality or student success.	
<b>Permitted Values <span style="color: red;">Final!</span></b>	<ul style="list-style-type: none"> <li>State defined permitted values</li> <li>Too few students</li> <li>No students in the subgroup</li> </ul>	
<b>Reporting Period</b>	School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total <span style="color: red;">Revised TA!</span></b>	<input type="checkbox"/>	
<b>Comment <span style="color: red;">Revised TA!</span></b>	Subtotal 1 is the status for all students for each indicator.	
<b>Scope Comment</b>		
<b>Duplication Comment</b>		
<b>File Specification #</b>	202	
<b>CATEGORY SET <span style="color: red;">Revised! 30</span></b>	<b>DESCRIPTION</b>	
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>Indicator Type</li> </ul>	

	<ul style="list-style-type: none"> <li>Major Racial and Ethnic Groups</li> </ul>
<b>Category Set B</b>	<ul style="list-style-type: none"> <li>Indicator Type</li> <li>Disability Status (Only)</li> </ul>
<b>Category Set C</b>	<ul style="list-style-type: none"> <li>Indicator Type</li> <li>English Learner Status (Only)</li> </ul>
<b>Category Set D</b>	<ul style="list-style-type: none"> <li>Indicator Type</li> <li>Economically Disadvantaged Status</li> </ul>
<b>SUBTOTAL</b>	DESCRIPTION
<b>Revised TA!</b>	
<b>Subtotal 1</b>	<ul style="list-style-type: none"> <li>Indicator Type</li> </ul>
<b>STEWARD: OESE/OSS</b>	

<b>Group Name: Teachers table <span style="color: red;">New! 60</span></b>		<b>DG: 839</b>
<b>Definition <span style="color: red;">Revised! 30</span></b>	The number of full-time equivalent teachers.	
<b>Permitted Values <span style="color: red;">Revised! 30</span></b>	<ul style="list-style-type: none"> <li>Decimal (to 2 places)</li> </ul>	
<b>Reporting Period</b>	School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment</b>		
<b>Scope Comment</b>		
<b>Duplication Comment</b>		
<b>File Specification #</b>	203	
<b>CATEGORY SET <span style="color: red;">Revised! 30</span></b>	DESCRIPTION	
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>Inexperienced Status</li> </ul>	
<b>Category Set B</b>	<ul style="list-style-type: none"> <li>Emergency or Provisional Credential Status</li> </ul>	
<b>Category Set C</b>	<ul style="list-style-type: none"> <li>Out of Field Status</li> </ul>	
<b>STEWARD: OESE/OSS</b>		

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OESE - GENERAL  
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<b>Group Name: Comprehensive support and targeted support schools <span style="color: red;">New for SY 2018-19!</span></b>		<b>DG: TBD</b>
<b>Definition</b>	An indication the school is designated by the state as a comprehensive support or targeted support and improvement school.	
<b>Permitted Values</b>	<ul style="list-style-type: none"> <li>Comprehensive Support and Improvement (Not exit year)</li> <li>Targeted Support and Improvement (Not exit year)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Exit Year from Comprehensive Support and Improvement</li> <li>• Exit Year from Targeted Support and Improvement</li> <li>• Not comprehensive support or targeted support and improvement</li> </ul>
<b>Reporting Period</b>	Current School Year
<b>Reporting Levels</b>	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>
<b>Comment</b>	
<b>Scope Comment</b>	
<b>Duplication Comment</b>	
<b>File Specification #</b>	TBD
<b>STEWARD: OESE/OSS</b>	

<b>Group Name: Comprehensive support identification <span style="color: red;">New for SY 2018-19!</span></b>		<b>DG: TBD</b>
<b>Definition</b> <span style="color: red;">Final!</span>	The reasons for identification for comprehensive support and improvement school.	
<b>Permitted Values</b> <span style="color: red;">Revised! 30</span>	<ul style="list-style-type: none"> <li>• Lowest-performing school</li> <li>• Low high school graduation rate</li> <li>• Chronically low-performing subgroup</li> </ul>	
<b>Reporting Period</b>	Current School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>	
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment</b>		
<b>Scope Comment</b> <span style="color: red;">Final!</span>	Report only for schools identified for comprehensive support and improvement.	
<b>Duplication Comment</b>		
<b>File Specification #</b>	TBD	
<b>STEWARD: OESE/OSS</b>		

<b>Group Name: Targeted support identification <span style="color: red;">New for SY 2018-19!</span></b>		<b>DG: TBD</b>
<b>Definition</b> <span style="color: red;">Revised! 30</span> <span style="color: red;">Final!</span>	The reason for identification for targeted support and improvement.	
<b>Permitted Values</b> <span style="color: red;">Revised! 30, Final!</span>		
<b>Reporting Period</b>	Current School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>	
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment</b> <span style="color: red;">Revised! 30</span>	For each school identified for targeted support and improvement, the SEA will report one Identification Type and one or more	

	Identification Subgroups.
<b>Scope Comment</b>	Report only for schools identified for targeted support
<b>Duplication Comment</b>	
<b>File Specification #</b>	TBD
<b>CATEGORY SET</b> <b>Revised! 30</b>	<b>DESCRIPTION</b>
<b>Category Set A</b>	<ul style="list-style-type: none"> <li>• Identification Type</li> </ul>
<b>Category Set B</b>	<ul style="list-style-type: none"> <li>• Identification Subgroup</li> </ul>
<b>STEWARD: OESE/OSS</b>	

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ENGLISH LEARNERS STUDENTS AND TITLE III OF ESEA, AS AMENDED BY ESSA  
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<b>Group Name: Title III English learners not proficient within five years</b>		<b>DG: 840</b>	
<b>table New! 30 Revised TA!</b>			
<b>Definition</b>  <b>Revised TA!</b>	The number of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.		
<b>Permitted Values</b>	<ul style="list-style-type: none"> <li>• Integer</li> </ul>		
<b>Reporting Period</b>	School Year		
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>		
<b>Comment</b>			
<b>Scope Comment</b>			
<b>Duplication Comment</b>			
<b>File Specification #</b>	204		
<b>STEWARD: OESE/OSS/Title III</b>			



Group Name: Title III English learners exited table <b>New! 60</b>		DG: 841
<b>Definition Revised! 30</b>	The number of English learners in programs receiving Title III funds who have exited a language instruction educational program as a result of attaining English language proficiency.	
<b>Permitted Values</b>	• Integer	
<b>Reporting Period</b>	School Year	
<b>Reporting Levels</b>	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
<b>Education Unit Total</b>	<input type="checkbox"/>	
<b>Comment</b>		
<b>Scope Comment</b>		
<b>Duplication Comment</b>		
<b>File Specification #</b>	204	
<b>STEWARD: OESE/OSS/Title III</b>		

## NEW DATA CATEGORIES

This section identifies the data categories that are proposed as additions to the data set.

Note that information in the new categories was revised to align with ESSA and to adjust for the removal of ESSA regulations

<b>Category Name: Foster Care Status <span style="color: red;">New! 60</span></b>		<b>Steward: OESE/OSS</b>
<b>Comments <span style="color: red;">Final!</span></b>		
<b>Definition</b>	An indication that students are in foster care.	
<b>Permitted Values</b>		
	<ul style="list-style-type: none"> <li>• Foster Care Status</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 583 Academic achievement in mathematics table</li> <li>• 584 Academic achievement in reading/language arts table</li> <li>• 585 Academic achievement in science table</li> <li>• 588 Assessment participation in mathematics table</li> <li>• 589 Assessment participation in reading/language arts table</li> <li>• 590 Assessment participation in science table</li> <li>• 695 Regulatory four-year adjusted-cohort graduation rate table</li> <li>• 696 Cohorts for regulatory four-year adjusted-cohort graduation rate table</li> <li>• 697 Regulatory five-year adjusted-cohort graduation rate table</li> <li>• 698 Cohorts for regulatory five-year adjusted-cohort graduation rate table</li> <li>• 755 Regulatory six-year adjusted-cohort graduation rate table</li> <li>• 756 Cohorts for regulatory six-year adjusted-cohort graduation rate table</li> </ul>	

<b>Category Name: Military Connected Student Status</b> <b>New! 60</b>		<b>Steward: OESE/OSS</b>
<b>Comments Revised!</b> <b>30 Final!</b>		
<b>Definition Revised!</b> <b>30 Final!</b>	An indication that the students are military connected.	
<b>Permitted Values</b>		
<b>Final!</b>	<ul style="list-style-type: none"> <li>• Military Status</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 583 Academic achievement in mathematics table</li> <li>• 584 Academic achievement in reading/language arts table</li> <li>• 585 Academic achievement in science table</li> <li>• 588 Assessment participation in mathematics table</li> <li>• 589 Assessment participation in reading/language arts table</li> <li>• 590 Assessment participation in science table</li> </ul>	

<b>Category Name: Indicator Type</b> <b>New! 60</b>		<b>Steward: OESE/OSS</b>
<b>Comments</b>	Not all permitted values need to be used. Data should only be reported for indicators used within the state. Metadata on indicators will be collected.	
<b>Definition</b>	The label for the School Quality or Student Success Indicators used by state for Accountability under <i>ESEA</i> , as amended by <i>ESSA</i> .	
<b>Permitted Values</b>		
	<ul style="list-style-type: none"> <li>• Indicator 1</li> <li>• Indicator 2</li> <li>• Indicator 3</li> <li>• Indicator 4</li> <li>• Indicator 5</li> <li>• Indicator 6</li> <li>• Indicator 7</li> <li>• Indicator 8</li> <li>• Indicator 9</li> <li>• Indicator 10</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 838 School Quality or Student Success Indicator Status table</li> </ul>	

<b>Category Name: Inexperienced Status</b> <b>New! 60, Revised! 30</b>		<b>Steward: OESE/OSS</b>
<b>Comments</b>		
<b>Definition</b> <b>Revised! 30</b>	An indication of whether teachers have been identified as inexperienced as defined by the state	
<b>Permitted Values</b> <b>Revised! 30</b>		
	<ul style="list-style-type: none"> <li>• Experienced teacher</li> <li>• Inexperienced teacher</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 839 Teachers table</li> </ul>	

<b>Category Name: Emergency or Provisional Credential Status</b> <b>New! 60</b>		<b>Steward: OESE/OSS</b>
<b>Comments</b>		
<b>Definition</b> <b>Revised! 30</b>	An indicator of whether teachers have been identified as having emergency or provisional credentials.	
<b>Permitted Values</b> <b>Revised! 30</b>		
	<ul style="list-style-type: none"> <li>• Teacher without an emergency or provisional credential</li> <li>• Teacher with an emergency or provisional credential</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 839 Teachers table</li> </ul>	

<b>Category Name: Out of Field Status</b> <b>New! 60</b>		<b>Steward: OESE/OSS</b>
<b>Comments</b>		
<b>Definition</b> <b>Revised! 30</b>	An indication whether teachers have been identified as teaching a subject or field for which they are not certified or licensed as defined by the state.	
<b>Permitted Values</b> <b>Revised! 30</b>		
	<ul style="list-style-type: none"> <li>• Teacher teaching in the subject or field for which they are certified or licensed</li> <li>• Teacher teaching in the subject or field for which they are not certified or licensed</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 839 Teachers table</li> </ul>	

<b>Category Name: Qualification Status (Special Education Teacher) <span style="color: red;">New! 60</span></b>		<b>Steward: OSEP</b>
<b>Comments</b>	States should report teachers in this category consistent with the description of fully certified special education teachers in the IDEA Part B formula grant assurance.	
<b>Definition</b>	An indication of whether special education teachers are fully certified in the State.	
<b>Permitted Values</b>		
	<ul style="list-style-type: none"> <li>• Fully certified</li> <li>• Not fully certified</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 486 Special education teachers (FTE) table</li> </ul>	

<b>Category Name: Language Instruction Educational Program Type <span style="color: red;">New! 60</span></b>		<b>Steward: OESE/OSS/Title III</b>
<b>Comments</b>		
<b>Definition</b>	The types of English instruction educational program.	
<b>Permitted Values <span style="color: red;">Revised! 30</span></b>		
	<ul style="list-style-type: none"> <li>• Transitional Bilingual Education or Early-Exit Bilingual Education</li> <li>• Dual Language or Two-way Immersion</li> <li>• English as Second Language (ESL) or English Language Development (ELD)</li> <li>• Content Classes with integrated ESL support</li> <li>• Newcomer programs</li> <li>• Other</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• 648 Title III ELs served table</li> </ul>	

<b>Category Name: Identification Type <span style="color: red;">New! 30</span></b>		<b>Steward: OESE/OSS</b>
<b>Comments</b>		
<b>Definition</b>	The reasons for identification as a targeted support and improvement school.	
<b>Permitted Values</b>		
	<ul style="list-style-type: none"> <li>• Consistently low-performing subgroups</li> <li>• Lowest-performing subgroups</li> </ul>	
<b>Data Groups</b>		
	<ul style="list-style-type: none"> <li>• TBD Targeted support identification</li> </ul>	

<b>Category Name: Identification Subgroup <span style="color: red;">New! 30</span></b>	<b>Steward: OESE/OSS</b>
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<b>Comments</b>	States are not limited to the student subgroups listed below. States can use any student subgroup listed in the state’s accountability plan.
<b>Definition</b>	The student subgroups identified for targeted support and improvement.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Economically disadvantaged students</li> <li>• Children with Disabilities (IDEA)</li> <li>• English Learners (ELL)</li> <li>• American Indian / Alaska Native or Native American</li> <li>• Asian</li> <li>• Asian / Pacific Islander</li> <li>• Black (not Hispanic) or African American</li> <li>• Filipino</li> <li>• Hispanic (not Puerto Rican)</li> <li>• Hispanic / Latino</li> <li>• Multicultural or Multiethnic or Multiracial</li> <li>• Native Hawaiian / Other Pacific Islander or Pacific Islander</li> <li>• Puerto Rican</li> <li>• White (not Hispanic) or Caucasian</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• TBD Targeted support identification</li> </ul>

## OTHER CHANGES TO THE EDFACTS DATA SET

### DATA GROUPS WITH REVISED TITLES

The following Data Groups have a revised title in the technical amendments (changing “migrant” to “migratory”).

- DG 110 Migratory students eligible regular school year
- DG 634 Migratory students eligible 12 month table
- DG 836 Other academic indicator status table

### DATA GROUPS WITH REVISED TITLES, PRIOR TO THE 30 DAY COMMENT PERIOD

The following Data Groups have language revisions to titles prior to the 30 day comment period:

<b>Title in the 60 day package</b>	<b>Revised title in the 30 day package</b>
Consolidated academic achievement indicator status table	Academic Achievement Indicator Status Table
Consolidated academic progress indicator status table	Academic progress indicator status table
Summative rating status table	Summative determination status table
English learners not proficient	English learners not proficient after five years table
Progress in achieving English language proficiency indicator status table	Progress achieving English language proficiency indicator status table

### DATA GROUPS WITH REVISED DATA CATEGORIES IN THE TECHNICAL AMENDMENTS

The following Data Group had the EUT changed to a subtotal to allow for collection of all students for each indicator type:

- DG 838 School quality or student success indicator status table

The following Data Groups had the data category “School Year Attendance Status” deleted in the technical amendments. See Attachment B-3 for details of these revisions.

- DG 583 Academic achievement in mathematics table
- DG 584 Academic achievement in reading/language arts table

- DG 588 Assessment participation in mathematics table
- DG 589 Assessment participation in reading/language arts table

The following Data Groups had data categories changed in the technical amendments to correct errors by aligning to how the Data Groups have been collected:

- DG 151 Title III English language proficiency results table
- DG 598 Children with disabilities (IDEA) disciplinary removals table
- DG 585 Academic achievement in science table

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**DATA GROUPS WITH REVISED DATA CATEGORIES IN THE FINAL PACKAGE**

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The following Data Groups had added, deleted, or revised data categories in the final package. See Attachment B-3 for details of these revisions.

- DG 676: English language proficiency results table
- DG 674: English language proficiency test table
- DG 668: Title III former EL students table
- DG 648: Title III ELs served table
- DG 840: Title III English learners not proficient within five years (formerly Title III English learners not proficient after five years)
- DG 841: Title III English learners exited table
- DG 635 MEP students eligible and served summer/intersession table

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**DATA GROUPS WITH REVISED DATA CATEGORIES, PRIOR TO THE 30 DAY COMMENT PERIOD**

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The following Data Groups had added, deleted, or revised data categories prior to the 30 day comment period. See Attachment B-3 for details of these revisions.

- DG 629: N or D academic achievement table – LEA
- DG 784: N or D academic and vocational outcomes exited programs table – LEA
- DG 782: N or D academic and vocational outcomes in programs table – LEA
- DG 657: N or D participation table – LEA
- DG 670: Title I participation table
- DG 648: Title III ELs served table
- DG 826: Other academic indicator status table (formerly Academic progress indicator status table)
- DG 838: School quality or student success indicator status table
- DG TBD: Summative determination status table
- DG 839: Teachers table
- DG 840: Title III English learners not proficient within five years (formerly Title III English learners not proficient after five years)



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DATA GROUPS WITH REVISED DATA CATEGORIES, PRIOR TO THE 60 DAY  
COMMENT PERIOD

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The following Data Groups had added, deleted, or revised data categories prior to the 60 day comment period. See Attachment B-3 for details of these revisions. **Revised! 60**

- DG 151: Title III EL English language proficiency results table
- DG 486: Special education teachers (FTE) table
- DG 583: Academic achievement in mathematics table
- DG 584: Academic achievement in reading/language arts table
- DG 585: Academic achievement in science table
- DG 588: Assessment participation in mathematics table
- DG 589: Assessment participation in reading/language arts table
- DG 590: Assessment participation in science table
- DG 648: Title III ELs served table
- DG 674: EL English language proficiency test table
- DG 675: Title III EL English language proficiency test table
- DG 695: Regulatory four-year adjusted-cohort graduation rate table
- DG 696: Cohorts for regulatory four-year adjusted-cohort graduation rate table
- DG 697: Regulatory five-year adjusted-cohort graduation rate table
- DG 698: Cohorts for regulatory five-year adjusted-cohort graduation rate table
- DG 739: HS graduates postsecondary enrollment table
- DG 755: Regulatory six-year adjusted-cohort graduation rate table
- DG 756: Cohorts for regulatory six-year adjusted-cohort graduation rate table

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DATA GROUPS WITH REVISED DEFINITIONS IN TECHNICAL AMENDMENTS

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The following Data Group has a revised definition in the technical amendments; the reference to specific diplomas was removed.

- DG 739 HS graduates postsecondary enrollment table

The following Data Groups have a revised definition in the technical amendments changing migrant to migratory.

- DG 102 MEP students served 12 month table
- DG 110 Migratory students eligible regular school year
- DG 634 Migratory students eligible 12 month table
- DG 635 MEP students eligible and served summer/intersession table
- DG 684 MEP services table
- DG 796 MEP students priority for services table

The following Data Group has a revised definition in the technical amendments; the word charter was removed from the definition:

- DG 829 Management organization type

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**DATA GROUPS WITH REVISED DEFINITIONS IN FINAL PACKAGE**

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The following Data Group has a revised definitions in the final package; the reference to SIG was removed.

- DG 668 Title III former EL students table
- DG 743: Reconstituted status
- DG 840: Title III English learners not proficient within five years (formerly Title III English learners not proficient after five years)

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**DATA GROUPS WITH REVISED DEFINITIONS, PRIOR TO THE 30 DAY COMMENT PERIOD**

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The following Data Groups have revised definitions prior to the 30 day comment period. See Attachment B-3 for details of these revisions.

- DG 698: Cohorts for regulatory five-year adjusted-cohort graduation rate table
- DG 696: Cohorts for regulatory four-year adjusted-cohort graduation rate table
- DG 756: Cohorts for regulatory six-year adjusted-cohort graduation rate table
- DG 697: Regulatory five-year adjusted-cohort graduation rate table
- DG 695: Regulatory four-year adjusted-cohort graduation rate table
- DG 755: Regulatory six-year adjusted-cohort graduation rate table
- DG 834: Graduation rate indicator status table
- DG 835: Academic achievement indicator status table
- DG 836: Other academic indicator status table (formerly Academic progress indicator status table)
- DG 837: Progress achieving English language proficiency indicator status table
- DG 838: School quality or student success indicator status table
- DG TBD: Summative determination status table
- DG 839: Teachers table
- DG TBD: Teacher effectiveness table
- DG TBD: Targeted support identification
- DG 840: English learners not proficient within five years (formerly Title III English learners not proficient after five years)
- DG 841: Title III English learners exited table

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**DATA GROUPS WITH REVISED DEFINITIONS, PRIOR TO THE 60 DAY COMMENT PERIOD**

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The following Data Groups had revised definitions prior to the 60 day comment period. Many of these revisions are updated language and program titles while others are updated definitions based on ESEA, as amended by ESSA. See Attachment B-3 for details of these revisions.

- DG 519: Immigrant table
- DG 614: REAP alternative funding status
- DG 695: Regulatory four-year adjusted-cohort graduation rate table
- DG 697: Regulatory five-year adjusted-cohort graduation rate table
- DG 699: State poverty designation
- DG 739: HS graduates postsecondary enrollment table
- DG 755: Regulatory six-year adjusted-cohort graduation rate table

The following data groups had their titles and definitions updated to revise “Limited English Proficient” to “English Learners:”

- DG 151: Title III EL English language proficiency results table
- DG 422: Title III teachers table
- DG 648: Title III ELs served table
- DG 668: Title III former EL students table
- DG 674: EL English language proficiency test table
- DG 675: Title III EL English language proficiency test table
- DG 676: EL English language proficiency results table
- DG 678: EL enrolled table

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**DATA GROUPS WITH REVISED PERMITTED VALUES IN THE FINAL PACKAGE**

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The following Data Groups have revised permitted values in the final package. See Attachment B-3 for details of these revisions.

- DG 834: Graduation rate indicator status table
- DG 835: Academic achievement indicator status table
- DG 836: Other academic indicator status table (formerly Academic progress indicator status table)
- DG 837: Progress achieving English language proficiency indicator
- DG 838: School quality or student success indicator status table

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**DATA GROUPS WITH REVISED PERMITTED VALUES, PRIOR TO THE 30 DAY COMMENT PERIOD**

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The following Data Groups had revised permitted values prior to the 30 day comment period. See Attachment B-3 for details of these revisions.

- DG 803: Virtual school status

- DG TBD: Comprehensive support identification
- DG 839: Teachers table
- DG 836: Other academic indicator status table (formerly Academic progress indicator status table)
- DG 837: Progress in achieving English language proficiency indicator status table
- DG 838: School quality or student success indicator status table
- DG TBD: Summative determination status table
- DG 834: Graduation rate indicator status table
- DG TBD: Academic achievement indicator status table

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**DATA GROUPS WITH REVISED PERMITTED VALUES, PRIOR TO THE 60 DAY COMMENT PERIOD**

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The following Data Groups had revised permitted values prior to the 60 day comment period. Virtual school status permitted values were revised as a result of input received by the CCD team in the summer of 2016. See also Attachment D for Directed Question about reporting virtual school status. See Attachment B-3 for details of these revisions.

- DG 676: EL English language proficiency results table
- DG 803: Virtual school status

The following Data Groups have revised reporting levels. See Attachment B-3 for details of these revisions.

- DG 151: Title III EL English language proficiency results table
- DG 674: EL English language proficiency test table
- DG 675: Title III EL English language proficiency test table

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**DATA GROUPS WITH REVISED REPORTING LEVEL, PRIOR TO THE 30 DAY COMMENT PERIOD**

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The following Data Groups had revised reporting levels prior to the 30 day comment period.

- DG 840: English learners not proficient within five years (formerly Title III English learners not proficient after five years)

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**DATA GROUPS WITH REVISED REPORTING PERIODS IN THE TECHNICAL AMENDMENTS**

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The following Data Groups had revised reporting periods in the technical amendments to align to Attachment B-1 .

- DG 628 N or D academic achievement table - State Agency
- DG 629 N or D academic achievement table – LEA
- DG 635 MEP student students eligible and served summer/intersession table
- DG 656 N or D participation table – State Agency

- DG 657 N or D participation table – LEA
- DG 782 N or D academic and vocational outcomes in programs table – LEA
- DG 783 N or D academic and vocational outcomes in programs table – State Agency
- DG 784 N or D academic and vocational outcomes exited programs table – LEA
- DG 785 N or D academic and vocational outcomes exited programs table – State Agency

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#### DATA GROUPS WITH REVISED REPORTING PERIODS, PRIOR TO THE 60 DAY COMMENT PERIOD

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The following Data Groups had revised reporting periods prior to the 60 day comment period. These are corrections identified during file specification review in SY 2016-17.

- DG670: Title I participation table
- DG548: Title I SWP/TAS participation table

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#### DATA CATEGORIES WITH REVISIONS, IN THE TECHNICAL AMENDMENTS

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The following data categories have revisions to definitions:

- Migratory Status (formerly Migrant Status)
- Continuation (Only)
- MEP Services

The following data categories have revisions to permitted values:

- Migratory Status (formerly Migrant Status)

The following data category has a name revision:

- Migrant Status to Migratory Status
- Migrant Priority for Services (Only) to Priority for Services (Only)

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#### DATA CATEGORIES WITH REVISIONS, IN THE FINAL PACKAGE

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The following data categories have revisions to definitions:

- Military Connected Student Status
- Former English Learner Year

The following data categories have revisions to permitted values:

- Disability Category (IDEA)
- Cohort Status
- Former English Learner Year

The following data category has a name revision:

- Monitored English Learner to Former English Learner Year

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DATA CATEGORIES WITH REVISIONS, PRIOR TO THE 30 DAY COMMENT PERIOD

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The following data categories have language revisions to titles and definitions:

- Age/Grade (w/o Out of School)
- Experienced Status to Inexperienced Status
- Emergency or Provisional Credential Status
- Out of Field Status
- Military Connected Student Status

The following data categories have revisions to permitted values:

- Major Racial and Ethnic Groups
- Participation Status (MS)
- Participation Status (RLA)
- Cohort Status
- Inexperienced Status
- Emergency or Provisional Credential Status
- Out of Field Status
- Effectiveness Level
- Monitored Former EL Students
- Language Instruction Educational Program Type

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DATA CATEGORIES WITH REVISIONS, PRIOR TO THE 60 DAY COMMENT PERIOD

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The following data categories have language revisions to titles and definitions prior to the 60 day comment period:

- English Learner Status (RLA)
- LEP Status (Both) to English Learner Status (Both)
- LEP Status (Only) to English Learner Status (Only)
- Full Academic Year Status to School Year Attendance Status
- Title III Accountability to English Learner Accountability
- Monitored Former LEP to Monitored Former EL Students
- Mobility Status (12 months)
- Mobility Status (Regular School Year)

The following data categories have revisions to permitted values prior to the 60 day comment period:

- Participation Status (MS) (permitted values deleted)
- Participation Status (RLA) (permitted values deleted)
- Cohort Status (permitted values added)
- Basis of Exit (permitted value added)
- English Learner Status (Both) (permitted values revised)
- English Learner Status (Only) (permitted values revised)

## **DELETIONS TO THE EDFACTS DATA SET (DATA GROUPS) IN THE FINAL PACKAGE**

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The following Data Groups were proposed as new in either the 60 or 30 day comment period but have been deleted in the final package:

- DG TBD: Summative determination status table
- DG TBD: Teacher effectiveness table
- DG TBD: English learners not proficient after five years table

The following Data Groups will be retired in SY 2018-19. In the 60-day package, ED proposed retiring the DG in 2017-18:

- DG 34: Improvement status – school – retiring in SY 2018-19

## **DELETIONS TO THE EDFACTS DATA SET (DATA GROUPS) PRIOR TO THE 60 DAY COMMENT PERIOD**

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### ACCOUNTABILITY AND REPORTING PROVISIONS OF ESEA, AS AMENDED BY ESSA

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- DG 34: Improvement status – school (**see change in Final Package**)
- DG 662: Improvement status – LEA
- DG 686: Corrective actions table
- DG 687: Restructuring action table
- DG 693: School Improvement Funds status
- DG 741: Persistently lowest achieving school
- DG 795: School Improvement Funds 1003(g)

### DEPARTMENT PRIORITIES

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- DG 780: State interventions used in focus schools
- DG 781: State interventions used in priority schools
- DG 789: Funds allocated to priority and focus schools
- DG 790: Children from low-income families

### TITLE I PROGRAM (NON-ACCOUNTABILITY PROVISIONS)

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- DG 549: Title I TAS services table
- DG 550: Title I TAS staff funded (FTE) table

**DELETIONS TO THE EDFACTS DATA SET  
(DATA GROUPS) PRIOR TO THE 30 DAY COMMENT  
PERIOD**

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- DG 752: Baseline indicator status
- DG TBD: Mathematics academics progress indicator status table
- DG TBD: Reading/Language Arts academics progress indicator status table
- DG TBD: Mathematics academic Achievement status table
- DG TBD: Reading/Language Arts academic achievement status table

**DELETIONS TO THE EDFACTS DATA SET (DATA  
CATEGORIES) PRIOR TO THE 60 DAY COMMENT  
PERIOD**

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- Corrective Action
- Restructuring Action
- Faculty/Admin Performance Level
- Discipline Reason (Safe and Drug-Free)
- Staff Category (Title I)
- Title I Instructional Services
- Title I Support Services

**DELETIONS TO THE EDFACTS DATA SET (DATA  
CATEGORIES) PRIOR TO THE 30 DAY COMMENT  
PERIOD**

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- School Level (Accountability)
- Proficiency Status (field testing)