

| Tab Name | Description |
|----------------------------|---|
| Data Groups | Contains the data groups and data group descriptions |
| Data Categories | Contains the lists of permitted values for each category |
| DG&DCs new in 60 out in 30 | Contains data groups and categories proposed as new in the 60-day package but removed from 30-day package |
| Summary of Changes | Final counts of changes in each part of the package |

OMB# 1850-0925 v.6

Date revised July 2020

Original Date October 2018

Instructions

- * Column B provides the status of each data group in the 60-day package (No changes, Revised, Retired, and New).
- * Column C provides the status of each data group in the 30-day package (No change from 60-day, Revised from 60-day, Revised Notes).
- * Column D provides the status of each data group in the final package (No change from 30-day, Revised from 30-day). This column can be used with a change code to easily identify what has changed since the prior package. [** As per the October 31, 2019 change memo, the values of rows 87, 104, 105, 106, 107, 123, & 124 have been revised.]
- * Column AA (Notes) is used to explain anything additional needed to interpret the data group.

- * Column C provides the status of each data group (No changes, Revised, Retired, and New). This column can be used with a change code to easily access what has changed.
- * Column D provides the status of each data group (No change from 60-day, Revised from 60-day, Revised Notes).
- * Column E provides the status of each data group (No change from 30-day, Revised from 30-day). This column can be used with a change code to easily access what has changed. [** As per the October 31, 2019 change memo, the values of rows 87, 104, 105, 106, 107, 123, & 124 have been revised.]
- * Column T (Notes) are used to explain anything additional needed to interpret the data group.

For reference so that all data groups and categories presented in the 60-day package are accounted for in the 30-day package.

NOTE: There were NO new data groups or categories proposed in the 30-day package.

For information only

| | | | | | |
|------|---------|--------------------------|--------------------------|----|-----------|
| NCES | Revised | No Change from 60-day | No Change from 30-day | 29 | Directory |
|------|---------|--------------------------|--------------------------|----|-----------|

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|------|-----------|--------------------------|--------------------------|----|-----------|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 29 | Directory |
|------|-----------|--------------------------|--------------------------|----|-----------|

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|------|-----------|--------------------------|--------------------------|----|-----------|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 29 | Directory |
|------|-----------|--------------------------|--------------------------|----|-----------|

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|------|-----------|--------------------------|--------------------------|----|----------------|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 39 | Grades Offered |
|------|-----------|--------------------------|--------------------------|----|----------------|

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| NCES | No Change | No Change from 60-day | No Change from 30-day | 129 | CCD School |
|------|-----------|--------------------------|--------------------------|-----|------------|

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|----------|-----------|-----------------------|-----------------------|-----|------------|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 129 | CCD School |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 129 | CCD School |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 129 | CCD School |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 129 | CCD School |
| OESE/OII | New | Revised from 60-day | No Change from 30-day | TBD | TBD |

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|----------|-----------|-----------------------|-----------------------|-----|--|
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 190 | Charter School Authorizer Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 190 | Charter School Authorizer Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 190 | Charter School Authorizer Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 190 | Charter School Authorizer Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 190 | Charter School Authorizer Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 196 | Management Organization for Charter Schools Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 196 | Management Organization for Charter Schools Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 196 | Management Organization for Charter Schools Roster |
| OESE/OII | No Change | No Change from 60-day | No Change from 30-day | 196 | Management Organization for Charter Schools Roster |
| OESE/OII | Revised | No Change from 60-day | No Change from 30-day | 196 | Management Organization for Charter Schools Roster |

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|------|-----------|-----------------------|-----------------------|-----|--|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 197 | Crosswalk of Charter Schools to Management Organizations |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 198 | Charter Contracts |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 198 | Charter Contracts |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 198 | Charter Contracts |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 052 | Membership |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 040 | Graduates/Completers |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 032 | Dropouts |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 059 | Staff FTE |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 033 | Free and Reduced Price Lunch |

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|-------|-----------|--------------------------|--------------------------|-----|---------------------------------|
| NCES | No Change | No Change from 60-day | No Change from 30-day | 059 | Staff FTE |
| NCES | No Change | No Change from 60-day | No Change from 30-day | 033 | Free and Reduced Price Lunch |
| OCFO | No Change | No Change from 60-day | No Change from 30-day | 035 | Federal Programs |
| OCTAE | Retire | No Change from 60-day | No Change from 30-day | 083 | CTE Concentrators Graduates |
| OCTAE | Retire | No Change from 60-day | No Change from 30-day | 082 | CTE Concentrators Exiting |

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|-------|---------|---------------|---------------------|-----|--|
| OCTAE | Revised | Revised Notes | Revised from 30-day | 142 | CTE Concentrators Academic Achievement |
|-------|---------|---------------|---------------------|-----|--|

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|-------|---------|---------------|-----------------------|-----|--------------------------------------|
| OCTAE | Revised | Revised Notes | No Change from 30-day | 154 | CTE Concentrators in Graduation Rate |
|-------|---------|---------------|-----------------------|-----|--------------------------------------|

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|-------|--------|-----------------------|-----------------------|-----|--|
| OCTAE | Retire | No Change from 60-day | No Change from 30-day | 155 | CTE Participants in Programs for Non-Traditional |
|-------|--------|-----------------------|-----------------------|-----|--|

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|----------|-----------|--------------------------|--------------------------|-----|--|
| OCTAE | Retire | No Change from 60-day | No Change from 30-day | 156 | CTE Concentrators in Programs for Non-Traditional |
| OCTAE | Retire | No Change from 60-day | No Change from 30-day | 157 | CTE Concentrators Technical Skills |
| OCTAE | Revised | Revised Notes | No Change from 30-day | 158 | CTE Concentrators Placement |
| OCTAE | Revised | Revised Notes | Revised from 30-day | 169 | CTE Type of Placement |
| OESE/OSS | No Change | Revised from 60-day | No Change from 30-day | 160 | High School Graduates Postsecondary Enrollment |

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|-------------------|-----------|-----------------------|-----------------------|-----|--|
| OESE/OSHS and OCR | No Change | No Change from 60-day | No Change from 30-day | 195 | Chronic Absenteeism |
| OESE/OME | Revised | No Change from 60-day | No Change from 30-day | 054 | MEP Students Served - 12 Months |
| OESE/OME | No Change | No Change from 60-day | No Change from 30-day | 165 | Migratory Data |
| OESE/OME | No Change | No Change from 60-day | No Change from 30-day | 165 | Migratory Data |
| OESE/OME | Revised | No Change from 60-day | No Change from 30-day | 121 | Migratory Students Eligible - 12 Months |
| OESE/OME | No Change | No Change from 60-day | No Change from 30-day | 122 | MEP Students Eligible and Served - Summer/Intersession |
| OESE/OME | No Change | No Change from 60-day | No Change from 30-day | 145 | MEP Services |
| OESE/OME | Retire | No Change from 60-day | No Change from 30-day | 192 | MEP Students Priority for Services |
| OESE/OSHS | No Change | No Change from 60-day | No Change from 30-day | 130 | ESEA Status |
| OESE/OSHS | No Change | No Change from 60-day | No Change from 30-day | 086 | Students Involved with Firearms |
| OESE/OSHS | No Change | No Change from 60-day | No Change from 30-day | 163 | Discipline Data |

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|------------------------|-----------|--------------------------|--------------------------|-----|--|
| OESE/OSHS/ Homeless | Revised | No Change from 60-day | No Change from 30-day | 118 | Homeless Students Enrolled |
| OESE/OSHS/ Homeless | No Change | No Change from 60-day | No Change from 30-day | 170 | LEA Subgrant Status |
| OESE/OSHS/ Homeless | No Change | No Change from 60-day | No Change from 30-day | 194 | Young Homeless Children Served (McKinney-Vento) |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 113 | N or D Academic Achievement - State Agency |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 125 | N or D Academic Achievement - LEA |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 119 | N or D Participation - State Agency |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 127 | N or D Participation - LEA |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 180 | N or D In Program Outcomes |

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|------------------|-----------|-----------------------|-----------------------|-----|---------------------------------|
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 180 | N or D In Program Outcomes |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 181 | N or D Exited Program Outcomes |
| OESE/OSHS/N or D | No Change | No Change from 60-day | No Change from 30-day | 181 | N or D Exited Program Outcomes |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 132 | Section 1003 Funds |
| OESE/OSS | No Change | No Change from 60-day | Revised | 179 | Academic Achievement in Science |

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|----------|-----------|-----------------------|-----------------------|-----|---|
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 189 | Assessment Participation in Science |
| OESE/OSS | Revised | No Change from 60-day | No Change from 30-day | 150 | Adjusted-Cohort Graduation Rate |
| OESE/OSS | Revised | No Change from 60-day | No Change from 30-day | 151 | Cohorts for Adjusted-Cohort Graduation Rate |
| OESE/OSS | Retire | No Change from 60-day | No Change from 30-day | 150 | Adjusted-Cohort Graduation Rate |
| OESE/OSS | Retire | No Change from 60-day | No Change from 30-day | 151 | Cohorts for Adjusted-Cohort Graduation Rate |

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|----------|-----------|-----------------------|-----------------------|-----|--|
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 103 | Accountability |
| OESE/OSS | Retire | No Change from 60-day | No Change from 30-day | 150 | Adjusted-Cohort Graduation Rate |
| OESE/OSS | Retire | No Change from 60-day | No Change from 30-day | 151 | Cohorts for Adjusted-Cohort Graduation Rate |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 132 | Section 1003 Funds |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 199 | Graduation Rate Indicator Status |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 200 | Academic Achievement Indicator Status |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 201 | Other Academic Indicator Status |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 205 | Progress Achieving English Language Proficiency Indicator Status |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 202 | School Quality or Student Success Indicator Status |
| OESE/OSS | No Change | No Change from 60-day | No Change from 30-day | 203 | Teachers |

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|----------|-----------|---------------------|---------------------|-----|---|
| OESE/OSS | No Change | Revised from 60-day | Revised from 30-day | 206 | School Support and Improvement |
| OESE/OSS | No Change | Revised from 60-day | Revised | 212 | Comprehensive Support and Targeted Support Identification |
| OESE/OSS | No Change | Revised from 60-day | Revised | 212 | Comprehensive Support and Targeted Support Identification |

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|-------------------------|-----------|-----------------------|---------|-----|-------------------------------------|
| OESE/OSS and OSERS/OSEP | No Change | No Change from 60-day | Revised | 175 | Academic Achievement in Mathematics |
|-------------------------|-----------|-----------------------|---------|-----|-------------------------------------|

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| OESE/OSS and OSERS/OSEP | No Change | No Change from 60-day | Revised | 178 | Academic Achievement in Reading/Language Arts |
|-------------------------|-----------|-----------------------|---------|-----|---|

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|-------------------------|-----------|-----------------------|-----------------------|-----|---|
| OESE/OSS and OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 185 | Assessment Participation in Mathematics |
|-------------------------|-----------|-----------------------|-----------------------|-----|---|

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|-------------------------|-----------|-----------------------|-----------------------|-----|---|
| OESE/OSS and OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 188 | Assessment Participation in Reading/Language Arts |
|-------------------------|-----------|-----------------------|-----------------------|-----|---|

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|------------------|-----------|-----------------------|-----------------------|-----|--------------------------------------|
| OESE/OSS/Title I | No Change | No Change from 60-day | No Change from 30-day | 037 | Title I Part A SWP/TAS Participation |
|------------------|-----------|-----------------------|-----------------------|-----|--------------------------------------|

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| OESE/OSS/Title I | No Change | No Change from 60-day | No Change from 30-day | 134 | Title I Part A Participation |
|------------------|-----------|-----------------------|-----------------------|-----|------------------------------|

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| OESE/OSS/Title I | No Change | No Change from 60-day | No Change from 30-day | 193 | Title I Allocations |
|------------------|-----------|-----------------------|-----------------------|-----|---------------------|

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| OESE/OSS/Title I | No Change | No Change from 60-day | No Change from 30-day | 193 | Title I Allocations |
| OESE/OSS/Title III | Revised | No Change from 60-day | No Change from 30-day | 050 | Title III English Language Proficiency Results |
| OESE/OSS/Title III | No Change | No Change from 60-day | No Change from 30-day | 067 | Title III Teachers |
| OESE/OSS/Title III | No Change | No Change from 60-day | No Change from 30-day | 045 | Immigrant |
| OESE/OSS/Title III | Revised | No Change from 60-day | No Change from 30-day | 116 | Title III Students Served |
| OESE/OSS/Title III | No Change | No Change from 60-day | No Change from 30-day | 126 | Title III Former EL Students |
| OESE/OSS/Title III | Revised | No Change from 60-day | No Change from 30-day | 137 | English Language Proficiency Test |
| OESE/OSS/Title III | Revised | No Change from 60-day | No Change from 30-day | 138 | Title III English Language Proficiency Test |
| OESE/OSS/Title III | Revised | No Change from 60-day | No Change from 30-day | 139 | English Language Proficiency Results |
| OESE/OSS/Title III | No Change | No Change from 60-day | No Change from 30-day | 141 | EL Enrolled |

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|--------------------|-----------|-----------------------|-----------------------|-----|--|
| OESE/OSS/Title III | Revised | No Change from 60-day | Revised | 210 | Title III English Learners |
| OESE/OSS/Title III | Revised | No Change from 60-day | Revised | 211 | Title III English Learners |
| OESE/SSRP | Revised | No Change from 60-day | Revised from 30-day | 131 | LEA End of SY Status |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 009 | Children with Disabilities (IDEA) Exiting Special Education |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 006 | Children with Disabilities (IDEA) Suspensions/Expulsions |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 007 | Children with Disabilities (IDEA) Reasons for Unilateral Removal |
| OSERS/OSEP | Revised | Revised from 60-day | No Change from 30-day | 070 | Special Education Teachers (FTE) |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 005 | Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting |

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|--------------------|-----------|-----------------------|-----------------------|-----|---|
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 088 | Children with Disabilities (IDEA) Disciplinary Removals |
| OSERS/OSEP | Revised | Revised from 60-day | No Change from 30-day | 099 | Special Education Related Services Personnel |
| OSERS/OSEP | No Change | Revised from 60-day | No Change from 30-day | 089 | Children with Disabilities (IDEA) Early Childhood |
| OSERS/OSEP | Revised | Revised from 60-day | No Change from 30-day | 112 | Special Education Paraprofessionals |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 143 | Children with Disabilities (IDEA) Total Disciplinary Removals |
| OSERS/OSEP | No Change | No Change from 60-day | No Change from 30-day | 144 | Educational Services During Expulsion |
| OSERS/OSEP and OCR | No Change | Revised from 60-day | No Change from 30-day | 002 | Children with Disabilities (IDEA) School Age |
| OESE/OSS | New | No Change from 60-day | No Change from 30-day | 150 | Adjusted-Cohort Graduation Rate |

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|--------------------|-----|-----------------------|-----------------------|-----|---|
| OESE/OSS | New | No Change from 60-day | No Change from 30-day | 151 | Cohorts for Adjusted-Cohort Graduation Rate |
| OESE/OSS/Title III | New | Revised Notes | No Change from 30-day | 116 | Title III Students Served |
| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |

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| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
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| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
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| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
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| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
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| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
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|-------|-----|------------------------|--------------------------|-----|-----|
| OCTAE | New | Revised from 60-day | No Change from 30-day | TBD | TBD |
|-------|-----|------------------------|--------------------------|-----|-----|

| DG Number | SY 2018-19 Data Group Name | SY 2019-20 Data Group Name (Changes only: 60 day package) |
|-----------|------------------------------|---|
| 1 | LEA identifier (NCES) | |
| 4 | LEA identifier (state) | |
| 5 | School identifier (state) | |
| 7 | Education entity name | |
| 8 | Address mailing | |
| 9 | Address location | |
| 10 | Telephone - education entity | |
| 11 | Web site address | |
| 16 | LEA operational status | |
| 21 | School type | |

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| 453 | Local education agency (LEA) type |
| 458 | Chief state school officer contact information |
| 529 | School identifier (NCES) |
| 531 | School operational status |
| 551 | Supervisory union identification number |
| 559 | State code |
| 570 | State agency number |
| 571 | Effective date |
| 669 | Out of state indicator |
| 743 | Reconstituted status |

27 Charter status

653 Charter LEA status

804 Charter authorizer identifier (state)

18 Grades offered

573 Shared time status

22 Title I school status

24 Magnet status

791 NSLP status

803 Virtual school status

TBD

State appropriations for charter

| | |
|-----|---------------------------------------|
| 798 | Charter authorizer name |
| 805 | Charter authorizer address location |
| 806 | Charter authorizer address mailing |
| 807 | Charter authorizer type |
| 808 | Charter authorizer identifier (state) |
| 825 | Management organization name |
| 826 | Employer identification number (EIN) |
| 827 | Organization address location |
| 828 | Organization address mailing |
| 829 | Management organization type |

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|-----|------------------------------------|
| 833 | Management organization EIN |
| 830 | Charter contract ID number |
| 831 | Charter contract approval date |
| 832 | Charter contract renewal date |
| 39 | Membership table |
| 306 | Graduates/completers table |
| 326 | Dropouts table |
| 528 | Staff FTE table |
| 565 | Free and reduced-price lunch table |

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| 644 | Teachers (FTE) |
| 813 | Direct certification |
| 547 | Federal programs funding allocation table |
| 320 | CTE concentrators graduates table |
| 521 | CTE concentrators exiting table |

681 CTE concentrators academic achievement table

702 CTE concentrators in graduate rate table

703 CTE participants in programs for non-traditional table

704 CTE concentrators in programs for non-traditional table

705 CTE concentrators technical skills table

736 CTE concentrators placement table

753 CTE concentrators placement type table

739 HS graduates postsecondary enrollment table

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| 814 | Chronic absenteeism table |
| 102 | MEP students served 12-month table |
| 110 | Migratory students eligible regular school year |
| 514 | Consolidated MEP funds status |
| 634 | Migratory students eligible 12-month table |
| 635 | MEP students eligible and served summer/intersession table |
| 684 | MEP services table |
| 796 | MEP students priority for services table |
| 36 | Persistently dangerous status |
| 596 | Students involved with firearms table |
| 603 | GFSA reporting status |

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| 655 | Homeless students enrolled table |
| 754 | McKinney-Vento subgrant recipient flag |
| 818 | Young homeless children served (McKinney-Vento) table |
| 628 | N or D academic achievement table - state agency |
| 629 | N or D academic achievement table - LEA |
| 656 | N or D participation table - state agency |
| 657 | N or D participation table - LEA |
| 782 | N or D academic and career and technical outcomes in programs table - LEA |

783 N or D academic and career and technical outcomes in programs table - state agency

784 N or D academic and career and technical outcomes exited programs table- LEA

785 N or D academic and career and technical outcomes exited programs table - state agency

56 Economically disadvantaged students

585 Academic achievement in science table

590 Assessment participation in science table

695 Four-year adjusted-cohort graduation rate table

696 Cohorts for the four-year adjusted-cohort graduation rate table_x000D_

697 Five-year adjusted-cohort graduation rate table

698 Cohorts for the five-year adjusted-cohort graduation rate table

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| 699 | State poverty designation |
| 755 | Six-year adjusted-cohort graduation rate table |
| 756 | Cohorts for the six-year adjusted-cohort graduation rate table |
| 794 | School Improvement Funds 1003(a) |
| 834 | Graduation rate indicator status table |
| 835 | Academic achievement indicator status table |
| 836 | Other academic indicator status table |
| 837 | Progress achieving English language proficiency indicator status |
| 838 | School quality or student success indicator status table |
| 839 | Teachers table |

842 Comprehensive support and targeted support schools

866 Comprehensive support identification

867 Targeted support identification

583 Academic achievement in mathematics
table

584 Academic achievement in reading/language
arts table

588 Assessment participation in mathematics table

589 Assessment participation in reading/language arts table

548 Title I SWP/TAS participation table

670 Title I participation table

788 Parental involvement reservation

| | |
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| 797 | Title I, Part A Allocations |
| 151 | Title III English language proficiency results table |
| 422 | Title III teachers table |
| 519 | Immigrant table |
| 648 | Title III students served table |
| 668 | Title III former EL students table |
| 674 | English language proficiency test table |
| 675 | Title III English language proficiency test table |
| 676 | English language proficiency results table |
| 678 | EL enrolled table |

- 864 Title III English learners not proficient within five years

- 865 Title III English learners exited

- 614 REAP alternative funding status

- 85 Children with disabilities (IDEA) exiting special education table

- 475 Children with disabilities (IDEA) suspensions/expulsions table

- 476 Children with disabilities (IDEA) reasons for unilateral removal table

- 486 Special education teachers (FTE) table

- 512 Children with disabilities (IDEA) removal to interim alternative educational setting table

598 Children with disabilities (IDEA) disciplinary removals table

609 Special education related services personnel (FTE) table

613 Children with disabilities (IDEA) early childhood table

647 Special education paraprofessionals (FTE) table

682 Children with disabilities (IDEA) total disciplinary removals table

683 Educational services during expulsion table

74 Children with disabilities (IDEA) school age table

TBD Regulatory extended year adjusted-cohort graduation rate table

TBD

Cohorts for the extended year adjusted-cohort graduation rate table

TBD

Title III students served table in English language instruction program

TBD

CTE secondary participation enrollment

TBD

CTE secondary concentrator enrollment

TBD

CTE concentrators in extended year
graduate rate table

TBD

CTE concentrators non-traditional program
table

TBD

CTE concentrators postsecondary
credential table

TBD

CTE concentrators postsecondary credits
table

TBD

CTE concentrators work-based learning
table

TBD

CTE concentrators program quality table

SY 2019-20 Data Group Name (Changes only: 30 day package)

SY 2019-20 Data Group Name (Changes only: FINAL)

Title III English learners five years

SY 2018-19 Data Group Definition

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

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

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

The full registered name of the school, LEA, SEA, or other entity reporting education data.

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

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

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

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

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

The classification of schools based on the curriculum concentration.

The classification of an education unit reported in the local education agency (LEA) file.

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

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

The classification of the operational condition of a school.

The three-digit unique identifier assigned to the supervisory union.

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

A number used to uniquely identify state agencies.

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

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

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

An indication that a public school provides free public elementary and/or secondary education to eligible students under a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be public charter school.

The status of a charter district as an LEA for purposes of federal programs.

The identifier assigned to an authorized public chartering agency by the SEA

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

An indication that a school offers career and technical education or other educational services in which some or all students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.

An indication that a school is designated under state and federal regulations as being eligible for participation in programs authorized by Title I of ESEA as amended and whether it has a Title I program.

An indication of whether the school is a magnet school or has a magnet program within the school.

The classification of participation by a school in the National School Lunch Program (NSLP).

An indication of the extent to which a public school offers instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies.

The full legally accepted name of the authorized public chartering agency that currently oversees the charter school.

The set of elements that describes the physical location of the authorized public chartering agency, including the street address, city, state, ZIP Code and ZIP Code + 4

The set of elements that describes the mailing address of the authorized public chartering agency, including the mailing address, city, state, ZIP Code, and ZIP Code + 4

The type of organization.

The unique identifier assigned to an authorized public chartering agency by the SEA

The full legally accepted name of the management organization.

The identification number issued by the IRS in order for the entity to pay federal taxes to the U.S. Treasury and report wages to the IRS and Social Security Administration.

The set of elements that describes the physical location of the management organization, including the street address, city, state, ZIP Code, and ZIP Code + 4.

The set of elements that describes the mailing address of the management organization, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

The type of management organization.

The identification number issued by the IRS in order for the entity (charter management organization) to pay federal taxes to the U.S. Treasury and report wages to the IRS and Social Security Administration.

The unique number an SEA assigns to the contract (or charter) that authorizes the charter school to operate in the state under the state's charter school legislation.

The effective date of the contract (or charter) that an approved charter school authorizer authorized the charter school to operate in the state under the state's charter school legislation.

The date by which the charter school must renew its contract (or charter) with an approved charter school authorizer in order to continue to operate in the state under the state's charter school legislation.

The official unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or local education agency or students whose membership is reported by another school or LEA.

The unduplicated number of students who graduated from high school or completed some other education program that is approved by the state or local education agency (SEA or LEA) during the school year and the subsequent summer school.

The unduplicated number of dropouts. Dropouts are defined as students who (1) were enrolled in school at some time during the school year, were not enrolled the following school year, but were expected to be in membership (i.e., were not reported as dropouts the year before), (2) did not graduate from high school (graduates include students who received a GED without dropping out of school), (3) did not complete a state or district-approved educational program, and (4) did not meet any of the following exclusionary conditions: (4a) transfer to another public school district, private school, or state- or district-approved educational program; (4b) temporary school-recognized absence due to suspension or illness; or (4c) death.

The number of full-time equivalent (FTE) staff.

The unduplicated number of students who are eligible to participate in the Free Lunch and Reduced-Price Lunch Programs under the National School Lunch Act of 1946.

The number of full-time equivalent (FTE) classroom teachers.

The number of students in membership whose National School Lunch Program (NSLP) eligibility has been determined through direct certification.

The amount of federal dollars distributed to local education agencies (LEAs), retained by the state education agency (SEA) for program administration or other approved state-level activities (including unallocated, transferred to another state agency, or distributed to entities other than LEAs).

The unduplicated number of CTE concentrators who left secondary education and who received a high school diploma or its recognized equivalent.

The unduplicated number of CTE concentrators who left secondary education

The number of CTE concentrators who left secondary education during the school year for whom a proficiency score on the state assessment was included in the state's calculation of adequate yearly progress (AYP)

The unduplicated number of CTE concentrators who were included in the state's computation of its graduation rate as described in section 1111 (b)(2)(C)(vi) of the ESEA, as amended.

The unduplicated number of CTE participants who participated in a program that leads to employment in non-traditional fields.

The unduplicated number of CTE concentrators who completed a program that leads to employment in non-traditional fields.

The unduplicated number of CTE concentrators who took technical skill assessments that are aligned with industry-recognized standards.

The unduplicated number of CTE concentrators who left secondary education in the cohort which graduated the prior program year

The number of CTE concentrators who left secondary education in the cohort which graduated the prior program year and were placed.

The number of students who graduated the previous academic year who enrolled or did not enroll in an IHE during the academic year immediately following the previous academic year.

The unduplicated number of students absent 10% or more school days during the school year

The unduplicated number of migratory students who received instructional or support services in a Migrant Education Program (MEP).

The unduplicated number of eligible migratory students enrolled in a public school during the regular school year.

An indication that the school has a schoolwide program, as defined by Title I of ESEA as amended, in which federal Migrant Education Program (MEP) funds are consolidated as authorized under 34 CFR Section 200.29.

The unduplicated number of eligible migratory students.

The unduplicated number of eligible migratory students served by a Migrant Education Program (MEP) during the summer/intersession term.

The number of eligible migratory children who receive services funded by MEP.

The unduplicated number of eligible migratory students who received instructional or support services in a Migrant Education Program (MEP) and were classified as having a priority for services

An indication that the school is identified as persistently dangerous in accordance with state definition.

The unduplicated number of students who were involved in an incident involving a firearm.

An indication that the school or local education agency (LEA) submitted a Gun-Free Schools Act (GFSA) of 1994 report to the state, as defined by Title 18, Section 921.

The unduplicated number of homeless students enrolled in public schools at any time during the school year.

An indication that the LEA received a McKinney-Vento subgrant.

The unduplicated number of homeless children who are birth through age 5 (not Kindergarten) and received services under program subgrants funded by Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (2015).

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both a pre- and post-test.

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both a pre- and post-test.

The number of students participating in programs for neglected or delinquent students (N or D) under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

The number of students participating in programs for neglected, delinquent, or at-risk students (N or D) under Title I, Part D, Subpart 2 (LEA) of ESEA as amended.

The number of students participating in programs for neglected or delinquent students (N or D) under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended, who attained academic and career and technical outcomes while enrolled in the programs.

The number of students participating in programs for neglected or delinquent students (N or D) under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes while enrolled in the programs.

The number of students participating in programs for neglected or delinquent students (N or D) under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after they exit the program.

The number of students participating in programs for neglected or delinquent students (N or D) under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after they exited the program.

The unduplicated number of students who met the state criteria for classification as economically disadvantaged according to the state definition.

The unduplicated number of students who completed the state assessment in science and for whom a proficiency level was assigned.

The unduplicated number of students who were enrolled during the period of the state assessment in science.

The number of students who graduate (1) in four years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the four-year adjusted-cohort graduation rate.

The number of students in the adjusted-cohort for the four-year adjusted-cohort graduation rate who did or did not graduate (1) in four years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students who graduate (1) in five years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the five-year adjusted-cohort graduation rate.

The number of students in the adjusted cohort for the five-year adjusted-cohort graduation rate who did or did not graduate (1) in five years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities.

The classification of a school's poverty quartile for purposes of determining the number of inexperienced, emergency/provisional credentialed, and out-of-field teachers in high and low poverty schools, according to state's indicator of poverty.

The number of students who graduate (1) in six years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the six-year adjusted-cohort graduation rate.

The number of students in the adjusted cohort for the six-year adjusted-cohort graduation rate who did or did not graduate (1) in six years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities.

The dollar amount that the school received for school improvement under Section 1003(a) of ESEA, as amended.

A school's performance on the graduation gate indicator.

A school's performance on the academic achievement Indicator for both mathematics and reading/language arts.

A school's performance on the other academic indicator.

A school's performance on the progress in achieving English language proficiency indicator.

A school's performance on the state-specific indicators of school quality or student success.

The number of full-time equivalent teachers.

An indication that the school is designated by the state as a comprehensive support and improvement or targeted support and improvement school.

The reasons for identification for comprehensive support and improvement.

The reasons for identified for targeted support and improvement.

The unduplicated number of students who completed the state assessment in mathematics and for whom a proficiency level was assigned.

The unduplicated number of students who completed the state assessment in reading/language arts and for whom a proficiency level was assigned.

The unduplicated number of students who were enrolled during the period of the state assessment in mathematics.

The unduplicated number of students who were enrolled during the period of the state assessment in reading/language arts.

The unduplicated number of students participating in and served by Title I of ESEA, as amended, Part A, Sections 1114 (Schoolwide Programs (SWP)) and 1115 (targeted assistance (TAS) programs).

The unduplicated number of students participating in and served by programs under Title I, Part A of ESEA as amended.

The dollar amount of the Title I of ESEA, Part A allocation reserved by the LEA for parental involvement activities.

The dollar amount of Title I, Part A funds awarded to an LEA by its SEA in accordance with the ESEA's, as amended, regulations that govern the process an SEA uses to adjust the ED-determined Title I, Part A allocations.

The unduplicated number of English learners who were assessed on the annual state English language proficiency assessment and who received services in an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The unduplicated headcount of teachers who taught in language instruction educational programs designed for English learners supported with Title III of ESEA, as amended by ESSA, funds.

The unduplicated number of students who meet the definition of immigrant children and youth in Title III of ESEA, as amended.

The unduplicated number of English learners served by an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The number of former English learners who are meeting and not meeting the challenging State academic standards as measured by proficiency for each of the four years after such children are no longer receiving services under Title III of ESEA, as amended.

The unduplicated number of English learners who were enrolled at the time of the state annual English language proficiency assessment.

The unduplicated number of English learners who were enrolled during the time of the state English language proficiency assessment and who received services in an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The unduplicated number of English learners who took the annual state English language proficiency assessment.

The unduplicated number of English learner students enrolled in an elementary or secondary school.

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.

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.

An indication that the local educational agency (LEA) notified the state of the LEA's intention to use REAP-Flex Alternative Uses of Funding Authority during the school year as specified in the Title V, Section 5211 of ESEA, as amended.

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

The number of children with disabilities (IDEA) who are ages 3 through 21 and suspended or expelled for disciplinary reasons.

The number of times children with disabilities (IDEA) who were ages 3 through 21 and unilaterally removed by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team) due to drug or weapon offenses or serious bodily injury.

The number of full-time equivalent (FTE) special education teachers employed or contracted to work with children with disabilities (IDEA) who were ages 3 through 21.

The number of children with disabilities (IDEA) who are ages 3 through 21 and removed to an interim alternative educational setting.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 21 who were subject to any kind of disciplinary removal during the school year.

The number of full-time equivalent (FTE) related services personnel employed or contracted to provide related services for children with disabilities (IDEA) who were ages 3 through 21.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5.

The number of full-time equivalent (FTE) paraprofessionals employed or contracted to work with children with disabilities (IDEA) who were ages 3 through 21.

The number of times children with disabilities (IDEA) who were ages 3 through 21 and subject to any kind of disciplinary removal.

The unduplicated number of children (students) who were removed for disciplinary reasons from their regular school program for the remainder of the school year or longer, including all removals resulting from violations of the Gun-Free Schools Act (GFSA) of 1994.

The unduplicated number of children with disabilities (IDEA) who are ages 6 through 21.

SY 2019-20 Data Group Definition (Changes only: 60-day package)

An indication that a public school provides free public elementary and/or secondary education to eligible students under a specific charter issued, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be public charter school.

How charter schools receive state appropriations.

The number of CTE concentrators who left secondary education during the school year for whom a proficiency level was assigned on the state assessment as described in section 1111(b)(2) of ESEA, as amended.

The unduplicated number of CTE concentrators who were included in the state's computation of its four-year adjusted cohort graduation rate as defined in section 8101 of ESEA, as amended.

The number of CTE concentrators who, in the second quarter after exiting left secondary education in the cohort which graduated the prior program year and were placed.

The number of students who graduate (1) in four years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the four-year adjusted-cohort graduation rate.

The number of students in the adjusted-cohort for the four-year adjusted-cohort graduation rate who did or did not graduate (1) in four years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities.

An indication that the local educational agency (LEA) notified the state of the LEA's intention to exercise the alternative uses of funds authority during the school year as specified in the Title V, Section 5211 of ESEA, as amended.

The number of students who graduate (1) in a certain number of years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the regulatory adjusted-cohort graduation rate.

The number of students in the adjusted-cohort for the regulatory adjusted-cohort graduation rate who did or did not graduate (1) in a certain number of years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities.

The unduplicated number of English learners served by an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The unduplicated number of CTE participants in secondary education.

The unduplicated number of CTE concentrators in secondary education.

The unduplicated number of CTE concentrators who were included in the state's computation of its extended-year adjusted cohort graduation rate as defined in section 8101 of ESEA, as amended.

The unduplicated number of CTE concentrators in career and technical education programs and programs of study that leads to non-traditional fields.

The unduplicated number of CTE concentrators who graduated from high school included in determination of the recognized postsecondary credential indicator.

The unduplicated number of CTE concentrators who graduated from high school included in the determination of the recognized postsecondary credits indicator.

The unduplicated number of CTE concentrators who graduated from high school included in the determination of the participation in work-based learning (WBL) indicator.

The unduplicated number of CTE concentrators included in other measure of success in career and technical education.

SY 2019-20 Data Group Definition (Changes only: 30-day package)

The number of students who graduated the previous academic year tracked for enrollment in an IHE during the next academic year.

An indication that the school is designated by the state as a comprehensive support school.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 and not in Kindergarten.

The unduplicated number of children with disabilities (IDEA) who are receiving services and are ages 5 & are in kindergarten through 21.

SY 2019-20 Data Group Definition (Changes only: FINAL)

An indication that the school is designation by the state of a school for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.

The number of English learners who have attained and 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.

The number of English learners in programs receiving Title III funds who have exited and not exited a language instruction educational program as a result of attaining English language proficiency.

An indication that the local educational agency (LEA) notified the state of the LEA's intention to use its Title II, Part A or Title IV, Part A funds for alternative uses, as authorized in Title V, Section 5211 of ESEA, as amended.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 (not in Kindergarten).

The unduplicated number of children with disabilities (IDEA) who are receiving services and are ages 5 & are in kindergarten through 21.

The unduplicated number of children with disabilities (IDEA) who are receiving services and are ages 5 (in kindergarten) through 21.

SY 2018-19 Category Sets

Grade Level (Membership),Racial Ethnic,Sex (Membership)

Diploma/Credential,Sex (Membership),Racial Ethnic
Diploma/Credential,Sex (Membership),Disability Status (IDEA)
Diploma/Credential,Sex (Membership),English Learner Status (Only)
Diploma/Credential,Economically Disadvantaged Status
Diploma/Credential,Migratory Status
Diploma/Credential,Homeless Enrolled Status

Grade Level (Dropout),Racial Ethnic,Sex (Membership)
Grade Level (Dropout),Disability Status (IDEA)
Grade Level (Dropout),English Learner Status (Only)
Grade Level (Dropout),Economically Disadvantaged Status
Grade Level (Dropout),Migratory Status
Grade Level (Dropout),Homeless Enrolled Status

Staff Category (CCD)

Lunch Program Status

Federal Program Code,Funding Allocation Type
Federal Program Code

Diploma/Credential (Expanded),Sex (Membership)
Diploma/Credential (Expanded),Racial Ethnic
Diploma/Credential (Expanded),Disability Status (IDEA or ADA)
Diploma/Credential (Expanded),Economically Disadvantaged Status
Diploma/Credential (Expanded),Migratory Status
Diploma/Credential (Expanded),Single Parents Status
Diploma/Credential (Expanded),Displaced Homemaker
Diploma/Credential (Expanded),LEP Status (Perkins)
Diploma/Credential (Expanded),Non-Traditional Enrollees

Sex (Membership)
Racial Ethnic
Disability Status (IDEA or ADA)
Economically Disadvantaged Status
Migratory Status
Single Parents Status
Displaced Homemaker
LEP Status (Perkins)
Non-Traditional Enrollees

Academic Subject (Assessment - no science),Proficiency Status,Sex (Membership)
Academic Subject (Assessment - no science),Proficiency Status,Racial Ethnic
Academic Subject (Assessment - no science),Proficiency Status,Disability Status (IDEA or ADA)
Academic Subject (Assessment - no science),Proficiency Status,Economically Disadvantaged Status
Academic Subject (Assessment - no science),Proficiency Status,Migratory Status
Academic Subject (Assessment - no science),Proficiency Status,Single Parents Status
Academic Subject (Assessment - no science),Proficiency Status,Displaced Homemaker
Academic Subject (Assessment - no science),Proficiency Status,LEP Status (Perkins)
Academic Subject (Assessment - no science),Proficiency Status,Non-Traditional Enrollees

Inclusion Type,Sex (Membership)
Inclusion Type,Racial Ethnic
Inclusion Type,Disability Status (IDEA or ADA)
Inclusion Type,Economically Disadvantaged Status
Inclusion Type,Migratory Status
Inclusion Type,Single Parents Status
Inclusion Type,Displaced Homemaker
Inclusion Type,LEP Status (Perkins)
Inclusion Type,Non-Traditional Enrollees

Representation Status,Sex (Membership)
Representation Status,Racial Ethnic
Representation Status,Disability Status (IDEA or ADA)
Representation Status,Economically Disadvantaged Status
Representation Status,Migratory Status
Representation Status,Single Parents Status
Representation Status,Displaced Homemaker
Representation Status,LEP Status (Perkins)

Representation Status,Sex (Membership)
Representation Status,Racial Ethnic
Representation Status,Disability Status (IDEA or ADA)
Representation Status,Economically Disadvantaged Status
Representation Status,Migratory Status
Representation Status,Single Parents Status
Representation Status,Displaced Homemaker
Representation Status,LEP Status (Perkins)

Test Result,Sex (Membership)
Test Result,Racial Ethnic
Test Result,Disability Status (IDEA or ADA)
Test Result,Economically Disadvantaged Status
Test Result,Migratory Status
Test Result,Single Parents Status
Test Result,Displaced Homemaker
Test Result,LEP Status (Perkins)
Test Result,Non-Traditional Enrollees

Placement Status,Sex (Membership)
Placement Status,Racial Ethnic
Placement Status,Disability Status (IDEA or ADA)
Placement Status,Economically Disadvantaged Status
Placement Status,Migratory Status
Placement Status,Single Parents Status
Placement Status,Displaced Homemaker
Placement Status,LEP Status (Perkins)
Placement Status,Non-Traditional Enrollees

Placement Type

Postsecondary Enrollment Action,Major Racial and Ethnic Groups
Postsecondary Enrollment Action,Sex (Membership)
Postsecondary Enrollment Action,Disability Status (Only)
Postsecondary Enrollment Action,English Learner Status (Only)
Postsecondary Enrollment Action,Economically Disadvantaged Status

Sex (Membership),Racial Ethnic
Sex (Membership),Disability Status (Only)
Sex (Membership),Disability Status (504)
Sex (Membership),English Learner Status (Only)
Sex (Membership),Homeless Enrolled Status

Age/Grade (w/o 13)
Age/Grade (w/o 13 and BT2),Priority for Services (Only)
Age/Grade (w/o 13 and BT2),Continuation (Only)

Age/Grade (w/o 13),Racial Ethnic
Age/Grade (w/o 13 and BT2),Priority for Services (Only)
Age/Grade (w/o 13 and BT2),English Learner Status (Only)
Age/Grade (w/o 13),Disability Status (Only)
Age/Grade (w/o 13),Mobility Status (12 months)
Age/Grade (w/o 13),Mobility Status (Regular School Year)
Age/Grade (w/o 13),Referral Status

Age/Grade (w/o 13)

Age/Grade (w/o 13),MEP Services

MEP Session Type,Age/Grade (w/o 13 and BT2)

Grade Level (Basic w/13),Weapon
Discipline Method (Firearms-not IDEA)
Discipline Method (Firearms-IDEA)

Age/Grade (Basic)
Homeless Primary Nighttime Residence
Disability Status (Only)
English Learner Status (Only)
Migratory Status
Homeless Unaccompanied Youth Status
Homeless Unaccompanied Youth Status,Homeless Primary Nighttime Residence

Age (PK)

N or D Program (Subpart 1),Academic Subject (Assessment - no science),Progress Level

N or D Program (Subpart 2),Academic Subject (Assessment - no science),Progress Level

N or D Program (Subpart 1),Racial Ethnic
N or D Program (Subpart 1),Sex (Membership)
N or D Program (Subpart 1),Age (All)
N or D Program (Subpart 1),Disability Status (Only)
N or D Program (Subpart 1),English Learner Status (Only)
N or D Program (Subpart 1),N or D Long Term Status

N or D Program (Subpart 2),Racial Ethnic
N or D Program (Subpart 2),Sex (Membership)
N or D Program (Subpart 2),Age (All)
N or D Program (Subpart 2),Disability Status (Only)
N or D Program (Subpart 2),English Learner Status (Only)
N or D Program (Subpart 2),N or D Long Term Status

N or D Program (Subpart 2),Academic / Career and Technical Outcomes

N or D Program (Subpart 1),Academic / Career and Technical Outcomes

N or D Program (Subpart 2),Academic / Career and Technical Outcomes (Exit)

N or D Program (Subpart 1),Academic / Career and Technical Outcomes (Exit)

Assessment Administered,Performance Level,Grade Level
(Assessment),Major Racial and Ethnic Groups
Assessment Administered,Performance Level,Grade Level (Assessment),Sex
(Membership)
Assessment Administered,Performance Level,Grade Level
(Assessment),Disability Status (Only)
Assessment Administered,Performance Level,Grade Level
(Assessment),English Learner Status (Only)
Assessment Administered,Performance Level,Grade Level
(Assessment),Economically Disadvantaged Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Migratory Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Homeless Enrolled Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Foster Care Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Military Connected Student Status

Participation Status (MS),Grade Level (Assessment),Major Racial and Ethnic Groups
Participation Status (MS),Grade Level (Assessment),Sex (Membership)
Participation Status (MS),Grade Level (Assessment),Disability Status (Only)
Participation Status (MS),Grade Level (Assessment),English Learner Status (Only)
Participation Status (MS),Grade Level (Assessment),Economically Disadvantaged Status
Participation Status (MS),Grade Level (Assessment),Migratory Status
Participation Status (MS),Grade Level (Assessment),Homeless Enrolled Status
Participation Status (MS),Grade Level (Assessment),Foster Care Status
Participation Status (MS),Grade Level (Assessment),Military Connected Student Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status
Homeless Enrolled Status
Foster Care Status

Cohort Status,Major Racial and Ethnic Groups
Cohort Status,Disability Status (Only)
Cohort Status,English Learner Status (Only)
Cohort Status,Economically Disadvantaged Status
Cohort Status,Homeless Enrolled Status
Cohort Status,Foster Care Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status
Homeless Enrolled Status
Foster Care Status

Cohort Status,Major Racial and Ethnic Groups
Cohort Status,Disability Status (Only)
Cohort Status,English Learner Status (Only)
Cohort Status,Economically Disadvantaged Status
Cohort Status,Homeless Enrolled Status
Cohort Status,Foster Care Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status
Homeless Enrolled Status
Foster Care Status

Cohort Status, Major Racial and Ethnic Groups
Cohort Status, Disability Status (Only)
Cohort Status, English Learner Status (Only)
Cohort Status, Economically Disadvantaged Status
Cohort Status, Homeless Enrolled Status
Cohort Status, Foster Care Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status

Indicator Type, Major Racial and Ethnic Groups
Indicator Type, Disability Status (Only)
Indicator Type, English Learner Status (Only)
Indicator Type, Economically Disadvantaged Status

Inexperienced Status
Emergency or Provisional Credential Status
Out of Field Status

Assessment Administered,Performance Level,Grade Level
(Assessment),Major Racial and Ethnic Groups
Assessment Administered,Performance Level,Grade Level (Assessment),Sex
(Membership)
Assessment Administered,Performance Level,Grade Level
(Assessment),Disability Status (Only)
Assessment Administered,Performance Level,Grade Level
(Assessment),English Learner Status (Only)
Assessment Administered,Performance Level,Grade Level
(Assessment),Economically Disadvantaged Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Migratory Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Homeless Enrolled Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Foster Care Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Military Connected Student Status

Assessment Administered,Performance Level,Grade Level
(Assessment),Major Racial and Ethnic Groups
Assessment Administered,Performance Level,Grade Level (Assessment),Sex
(Membership)
Assessment Administered,Performance Level,Grade Level
(Assessment),Disability Status (Only)
Assessment Administered,Performance Level,Grade Level
(Assessment),English Learner Status (RLA)
Assessment Administered,Performance Level,Grade Level
(Assessment),Economically Disadvantaged Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Migratory Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Homeless Enrolled Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Foster Care Status
Assessment Administered,Performance Level,Grade Level
(Assessment),Military Connected Student Status

Participation Status (MS),Grade Level (Assessment),Major Racial and Ethnic Groups
Participation Status (MS),Grade Level (Assessment),Sex (Membership)
Participation Status (MS),Grade Level (Assessment),Disability Status (Only)
Participation Status (MS),Grade Level (Assessment),English Learner Status (Only)
Participation Status (MS),Grade Level (Assessment),Economically Disadvantaged Status
Participation Status (MS),Grade Level (Assessment),Migratory Status
Participation Status (MS),Grade Level (Assessment),Homeless Enrolled Status
Participation Status (MS),Grade Level (Assessment),Foster Care Status
Participation Status (MS),Grade Level (Assessment),Military Connected Student Status

Participation Status (RLA),Grade Level (Assessment),Major Racial and Ethnic Groups
Participation Status (RLA),Grade Level (Assessment),Sex (Membership)
Participation Status (RLA),Grade Level (Assessment),Disability Status (Only)
Participation Status (RLA),Grade Level (Assessment),English Learner Status (Only)
Participation Status (RLA),Grade Level (Assessment),Economically Disadvantaged Status
Participation Status (RLA),Grade Level (Assessment),Migratory Status
Participation Status (RLA),Grade Level (Assessment),Homeless Enrolled Status
Participation Status (RLA),Grade Level (Assessment),Foster Care Status
Participation Status (RLA),Grade Level (Assessment),Military Connected Student Status

Racial Ethnic
Disability Status (Only)
English Learner Status (Only)
Migratory Status
Homeless Status (Only)

Title I Program Type,Age/Grade (w/o Out of School)

English Learner Accountability
English Learner Accountability,Disability Status (Only)

Certification Status

English Learner Status (Both)
Language (Native)
Program Participation (Immigrant)

Grade Level (Basic w/13)
Grade Level (Basic w/13),Language Instruction Educational Program Type

Former English Learner Year
Academic Subject (Assessment),Proficiency Status,Former English Learner
Year
Academic Subject (Assessment),Proficiency Status,Disability Status
(Only),Former English Learner Year

Participation Status
Assessed First Time

Participation Status
Assessed First Time
Participation Status,Disability Status (Only)
Assessed First Time,Disability Status (Only)

English Learner Accountability

Grade Level (Basic w/13)
Language (Native)
Racial Ethnic
Disability Status (Only)

Basis of Exit, Age (Exiting), Disability Category (IDEA) Exiting
Basis of Exit, Racial Ethnic
Basis of Exit, Sex (Membership)
Basis of Exit, English Learner Status (Both)

Discipline Method (Suspension/Expulsion), Removal Length
(Suspensions/Expulsions), Disability Category (IDEA)
Discipline Method (Suspension/Expulsion), Removal Length
(Suspensions/Expulsions), Racial Ethnic
Discipline Method (Suspension/Expulsion), Removal Length
(Suspensions/Expulsions), Sex (Membership)
Discipline Method (Suspension/Expulsion), Removal Length
(Suspensions/Expulsions), English Learner Status (Both)

Interim Removal Reason (IDEA), Disability Category (IDEA)
Interim Removal Reason (IDEA), Racial Ethnic
Interim Removal Reason (IDEA), Sex (Membership)
Interim Removal Reason (IDEA), English Learner Status (Both)

Age Group, Qualification Status (Special Education Teacher)

Interim Removal (IDEA), Disability Category (IDEA)
Interim Removal (IDEA), Racial Ethnic
Interim Removal (IDEA), Sex (Membership)
Interim Removal (IDEA), English Learner Status (Both)

Removal Length (IDEA),Disability Category (IDEA)
Removal Length (IDEA),Racial Ethnic
Removal Length (IDEA),Sex (Membership)
Removal Length (IDEA),English Learner Status (Both)

Staff Category (Special Education Related Service),Certification Status

Educational Environment (IDEA) EC,Disability Category (IDEA),Age (Early Childhood)
Educational Environment (IDEA) EC,Disability Category (IDEA),Racial Ethnic
Educational Environment (IDEA) EC,Sex (Membership)
Educational Environment (IDEA) EC,English Learner Status (Both)

Age Group,Qualification Status (Paraprofessionals)

Disability Category (IDEA)
Racial Ethnic
Sex (Membership)
English Learner Status (Both)

Educational Services,Disability Status (IDEA)

Disability Category (IDEA),Racial Ethnic,Sex (Membership)
Disability Category (IDEA),Educational Environment (IDEA) SA,Age (School Age)
Educational Environment (IDEA) SA,Racial Ethnic
Disability Category (IDEA),Educational Environment (IDEA) SA,Sex (Membership)
Disability Category (IDEA),Educational Environment (IDEA) SA,English Learner Status (Both),Sex (Membership)

SY 2019-20 Categories (Changes only: 60 day package)

Academic Subject (Assessment),Proficiency Status,Sex (Membership)
Academic Subject (Assessment),Proficiency Status, Major Racial and Ethnic
Groups
Academic Subject (Assessment),Proficiency Status,Disability Status (IDEA or
ADA)
Academic Subject (Assessment),Proficiency Status,Economically
Disadvantaged Status
Academic Subject (Assessment),Proficiency Status,Migratory Status
Academic Subject (Assessment),Proficiency Status,Single Parents Status
Academic Subject (Assessment),Proficiency Status,Out of Workforce Status
Academic Subject (Assessment),Proficiency Status,EL Status (Perkins)
Academic Subject (Assessment),Proficiency Status,Non-Traditional Enrollees
Academic Subject (Assessment),Homeless Enrolled Status
Academic Subject (Assessment),Foster Care Status
Academic Subject (Assessment),Military Connected Student Status

Inclusion Type,Sex (Membership)
Inclusion Type,Major Racial and Ethnic Groups
Inclusion Type,Disability Status (IDEA or ADA)
Inclusion Type,Economically Disadvantaged Status
Inclusion Type,Migratory Status
Inclusion Type,Single Parents Status
Inclusion Type,Out of Workforce Status
Inclusion Type,EL Status (Perkins)
Inclusion Type,Non-Traditional Enrollees
Inclusion Type,Homeless Enrolled Status
Inclusion Type,Foster Care Status
Inclusion Type,Military Connected Student Status

Placement Status,Sex (Membership)
Placement Status,Major Racial and Ethnic Groups
Placement Status,Disability Status (IDEA or ADA)
Placement Status,Economically Disadvantaged Status
Placement Status,Migratory Status
Placement Status,Single Parents Status
Placement Status,Out of Workforce Status
Placement Status,EL Status (Perkins)
Placement Status,Non-Traditional Enrollees
Placement Status,Homeless Enrolled Status
Placement Status,Foster Care Status
Placement Status,Military Connected Student Status

Placement Type,Homeless Enrolled Status
Placement Type,Foster Care Status
Placement Type,Military Connected Student Status

Priority for Services (only) - category change

Age/Grade (w/o 13),Racial Ethnic
Age/Grade (w/o 13 and BT2),Priority for Services (Only)
Age/Grade (w/o 13 and BT2),English Learner Status (Only)
Age/Grade (w/o 13),Disability Status (Only)
Age/Grade (w/o 13),Mobility Status (12 months)

Age/Grade (Basic)
Homeless Primary Nighttime Residence
Disability Status (Only)
English Learner Status (Only)
Migratory Status
Homeless Unaccompanied Youth Status
Homeless Unaccompanied Youth Status,Homeless Primary Nighttime
Residence
Racial ethnic

Assessment Administered (ELP), English Learner Accountability
Assessment Administered (ELP), English Learner Accountability, Disability
Status (Only)

Grade Level (Basic w/13)

Participation Status
Assessment Administered (ELP), Assessed First Time

Participation Status
Assessment Administered (ELP), Assessed First Time
Participation Status, Disability Status (Only)
Assessment Administered (ELP), Assessed First Time, Disability Status (Only)

Assessment Administered (ELP), English Learner Accountability

English Learners Not Proficient Within Five Years Status

English Learners Exited Status

Grade Span (Special Education Staff), Qualification Status (Special Education Teacher)

Certification Status

Grade Span (Special Education Staff), Qualification Status (Special Education Teacher)

Major Racial and Ethnic Groups
Disability Status (Only)
English Learner Status (Only)
Economically Disadvantaged Status
Homeless Enrolled Status
Foster Care Status

Cohort Status, Major Racial and Ethnic Groups
Cohort Status, Disability Status (Only)
Cohort Status, English Learner Status (Only)
Cohort Status, Economically Disadvantaged Status
Cohort Status, Homeless Enrolled Status
Cohort Status, Foster Care Status

Grade Level (Basic w/13), Language Instruction Educational Program Type

Career Clusters, Sex (Membership)

Career Clusters, Sex (Membership)

Inclusion Type,Sex (Membership)
Inclusion Type, Major Racial and Ethnic Groups
Inclusion Type,Disability Status (IDEA or ADA)
Inclusion Type,Economically Disadvantaged Status
Inclusion Type,Migratory Status
Inclusion Type,Single Parents Status
Inclusion Type, Out of Workforce Status
Inclusion Type, EL Status (Perkins)
Inclusion Type,Non-Traditional Enrollees
Inclusion Type,Homeless Enrolled Status
Inclusion Type,Foster Care Status
Inclusion Type,Military Connected Student Status
Career Clusters

Representation Status,Sex (Membership)
Representation Status,Major Racial and Ethnic Groups
Representation Status,Disability Status (IDEA or ADA)
Representation Status,Economically Disadvantaged Status
Representation Status,Migratory Status
Representation Status,Single Parents Status
Representation Status,Out of Workforce Status
Representation Status, EL Status (Perkins)
Representation Status, Homeless Enrolled Status
Representation Status, Foster Care Status
Representation Status, Military Connected Student Status
Career Clusters

Postsecondary Credential,Sex (Membership)
Postsecondary Credential,Racial Ethnic
Postsecondary Credentials,Disability Status (ADA)
Postsecondary Credential,Economically Disadvantaged Status
Postsecondary Credential, Homeless Enrolled Status
Postsecondary Credential,Single Parents Status
Postsecondary Credential, Out of Workforce Status
Postsecondary Credential, EL Status (Perkins)
Postsecondary Credential, Non-Traditional Enrollee
Postsecondary Credential,Homeless Enrolled Status
Postsecondary Credential,Foster Care Status
Postsecondary Credential,Military Connected Student Status
Career Clusters

Postsecondary Credits,Sex (Membership)
Postsecondary Credits,Racial Ethnic
Postsecondary Credits,Disability Status (ADA)
Postsecondary Credits,Economically Disadvantaged Status
Postsecondary Credits, Homeless Enrolled Status
Postsecondary Credits,Single Parents Status
Postsecondary Credits, Out of Workforce Status
Postsecondary Credits, EL Status (Perkins)
Postsecondary Credits, Non-Traditional Enrollees
Postsecondary Credits,Homeless Enrolled Status
Postsecondary Credits,Foster Care Status
Postsecondary Credits,Military Connected Student Status
Career Clusters

Participation Status (WBL),Sex (Membership)
Participation Status (WBL),Racial Ethnic
Participation Status (WBL),Disability Status (IDEA or ADA)
Participation Status (WBL),Economically Disadvantaged Status
Participation Status (WBL),Migratory Status
Participation Status (WBL),Single Parents Status
Participation Status (WBL),Out of Work Status
Participation Status (WBL),EL Status (Perkins)
Participation Status (WBL),Homeless Enrolled Status
Participation Status (WBL),Foster Care Status
Participation Status (WBL),Military Connected Student Status
Career Clusters

Achievement Status,Sex (Membership)
Achievement Status, Major Racial and Ethnic Groups
Achievement Status ,Disability Status (IDEA or ADA)
Achievement Status ,Economically Disadvantaged Status
Achievement Status ,Migratory Status
Achievement Status ,Single Parents Status
Achievement Status, Out of Workforce Status
Achievement Status, EL Status (Perkins)
Achievement Status, Non-Traditional Enrollees
Achievement Status,Homeless Enrolled Status
Achievement Status,Foster Care Status
Achievement Status,Military Connected Student Status
Career Clusters

SY 2019-20 Categories (Changes only: 30 day package)

Age Group,Qualification Status (Special Education Teacher)

Staff Category (Special Education Related Service), Certification Status

Age Group, Qualification Status (Paraprofessionals)

Sex (Membership)
Major Racial and Ethnic Groups
Disability Status (IDEA or ADA)
Economically Disadvantaged Status
Non-Traditional Enrollees
Single Parents Status
Out of Workforce Status
EL Status (Perkins)
Homeless Enrolled Status
Foster Care Status
Military Connected Student Status
Migratory Status
Career Cluster

Sex (Membership)
Major Racial and Ethnic Groups
Disability Status (IDEA or ADA)
Economically Disadvantaged Status
Non-Traditional Enrollees
Single Parents Status
Out of Workforce Status
EL Status (Perkins)
Homeless Enrolled Status
Foster Care Status
Military Connected Student Status
Migratory Status
Career Cluster

Inclusion Type,Sex (Membership)
Inclusion Type, Major Racial and Ethnic Groups
Inclusion Type,Disability Status (IDEA or ADA)
Inclusion Type,Economically Disadvantaged Status
Inclusion Type,Migratory Status
Inclusion Type,Single Parents Status
Inclusion Type, Out of Workforce Status
Inclusion Type, EL Status (Perkins)
Inclusion Type,Non-Traditional Enrollees
Inclusion Type,Homeless Enrolled Status
Inclusion Type,Foster Care Status
Inclusion Type,Military Connected Student Status
Inclusion Type,Career Clusters

Representation Status,Sex (Membership)
Representation Status,Major Racial and Ethnic Groups
Representation Status,Disability Status (IDEA or ADA)
Representation Status,Economically Disadvantaged Status
Representation Status,Migratory Status
Representation Status,Single Parents Status
Representation Status,Out of Workforce Status
Representation Status, EL Status (Perkins)
Representation Status, Homeless Enrolled Status
Representation Status, Foster Care Status
Representation Status, Military Connected Student Status
Representation Status,Career Clusters

Postsecondary Credential,Sex (Membership)
Postsecondary Credential,Major and Racial Ethnic Groups
Postsecondary Credentials,Disability Status (ADA)
Postsecondary Credential,Economically Disadvantaged Status
Postsecondary Credential, Migratory Status
Postsecondary Credential, Homeless Enrolled Status
Postsecondary Credential,Single Parents Status
Postsecondary Credential, Out of Workforce Status
Postsecondary Credential, EL Status (Perkins)
Postsecondary Credential, Non-Traditional Enrollee
Postsecondary Credential,Homeless Enrolled Status
Postsecondary Credential,Foster Care Status
Postsecondary Credential,Military Connected Student Status
Postsecondary Credential,Career Clusters

Postsecondary Credits,Sex (Membership)
Postsecondary Credits, Major Racial and Ethnic Groups
Postsecondary Credits,Disability Status (ADA)
Postsecondary Credits,Economically Disadvantaged Status
Postsecondary Credits, Migratory Status
Postsecondary Credits, Homeless Enrolled Status
Postsecondary Credits,Single Parents Status
Postsecondary Credits, Out of Workforce Status
Postsecondary Credits, EL Status (Perkins)
Postsecondary Credits, Non-Traditional Enrollees
Postsecondary Credits,Homeless Enrolled Status
Postsecondary Credits,Foster Care Status
Postsecondary Credits,Military Connected Student Status
Postsecondary Credits,Career Clusters

Participation Status (WBL),Sex (Membership)
Participation Status (WBL),Major Racial and Ethnic Groups
Participation Status (WBL),Disability Status (IDEA or ADA)
Participation Status (WBL),Economically Disadvantaged Status
Participation Status (WBL),Migratory Status
Participation Status (WBL),Single Parents Status
Participation Status (WBL),Out of Work Status
Participation Status (WBL),EL Status (Perkins)
Participation Status (WBL), Non-Traditional Enrollees
Participation Status (WBL),Homeless Enrolled Status
Participation Status (WBL),Foster Care Status
Participation Status (WBL),Military Connected Student Status
Participation Status (WBL),Career Clusters

Achievement Status,Sex (Membership)
Achievement Status, Major Racial and Ethnic Groups
Achievement Status ,Disability Status (IDEA or ADA)
Achievement Status ,Economically Disadvantaged Status
Achievement Status ,Migratory Status
Achievement Status ,Single Parents Status
Achievement Status, Out of Workforce Status
Achievement Status, EL Status (Perkins)
Achievement Status, Non-Traditional Enrollees
Achievement Status,Homeless Enrolled Status
Achievement Status,Foster Care Status
Achievement Status,Military Connected Student Status
Achievement Status,Career Clusters

SY 2019-20 Categories (Changes only: FINAL)

Academic Subject (Assessment),Proficiency Status,Sex (Membership)
Academic Subject (Assessment),Proficiency Status, Major Racial and Ethnic
Groups
Academic Subject (Assessment),Proficiency Status,Disability Status (IDEA or
ADA)
Academic Subject (Assessment),Proficiency Status,Economically
Disadvantaged Status
Academic Subject (Assessment),Proficiency Status,Migratory Status
Academic Subject (Assessment),Proficiency Status,Single Parents Status
Academic Subject (Assessment),Proficiency Status,Out of Workforce Status
Academic Subject (Assessment),Proficiency Status,EL Status (Perkins)
Academic Subject (Assessment),Proficiency Status,Non-Traditional Enrollees
Academic Subject (Assessment),Proficiency Status,Homeless Enrolled Status
Academic Subject (Assessment),Proficiency Status,Foster Care Status
Academic Subject (Assessment),Proficiency Status,Military Connected
Student Status

Placement Type

Assessment Administered, Proficiency Status, Grade Level (Assessment), Major Racial and Ethnic Groups
Assessment Administered, Proficiency Status, Grade Level (Assessment), Sex (Membership)
Assessment Administered, Proficiency Status, Grade Level (Assessment), Disability Status (Only)
Assessment Administered, Proficiency Status, Grade Level (Assessment), English Learner Status (Only)
Assessment Administered, Proficiency Status, Grade Level (Assessment), Economically Disadvantaged Status
Assessment Administered, Proficiency Status, Grade Level (Assessment), Migratory Status
Assessment Administered, Proficiency Status, Grade Level (Assessment), Homeless Enrolled Status
Assessment Administered, Proficiency Status, Grade Level (Assessment), Foster Care Status
Assessment Administered, Proficiency Status, Grade Level (Assessment), Military Connected Student Status

Assessment Administered,Proficiency Status,Grade Level (Assessment),Major Racial and Ethnic Groups
Assessment Administered,Proficiency Status,Grade Level (Assessment),Sex (Membership)
Assessment Administered,Proficiency Status,Grade Level (Assessment),Disability Status (Only)
Assessment Administered,Proficiency Status,Grade Level (Assessment),English Learner Status (Only)
Assessment Administered,Proficiency Status,Grade Level (Assessment),Economically Disadvantaged Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Migratory Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Homeless Enrolled Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Foster Care Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Military Connected Student Status

Assessment Administered,Proficiency Status,Grade Level (Assessment),Major Racial and Ethnic Groups
Assessment Administered,Proficiency Status,Grade Level (Assessment),Sex (Membership)
Assessment Administered,Proficiency Status,Grade Level (Assessment),Disability Status (Only)
Assessment Administered,Proficiency Status,Grade Level (Assessment),English Learner Status (Only)
Assessment Administered,Proficiency Status,Grade Level (Assessment),Economically Disadvantaged Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Migratory Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Homeless Enrolled Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Foster Care Status
Assessment Administered,Proficiency Status,Grade Level (Assessment),Military Connected Student Status

English Learners Proficiency Within Five Years Status

SY 2018-19 Permitted Values (DG without category set)

String

String

String

String

String

String

String

String

- 1 - Open
- 2 - Closed
- 3 - New
- 4 - Added
- 5 - Changed geographic boundary
- 6 - Inactive
- 7 - Future
- 8 - Reopened

- 1 - Regular school
- 2 - Special education school
- 3 - Career and technical education school
- 4 - Alternative education school
- 5 - Reportable program

- 1 - Regular public school district that is not a component of a supervisory union
- 2 - Regular public school district that is a component of a supervisory union
- 9 - Specialized public school district
- 3 - Supervisory union
- 4 - Service agency
- 5 - State operated agency
- 6 - Federal operated agency
- 7 - Independent charter district
- 8 - Other local education agency

String

String

- 1 - Open
- 2 - Closed
- 3 - New
- 4 - Added
- 5 - Changed LEA affiliation
- 6 - Inactive
- 7 - Future
- 8 - Reopened

String

String

String

String

YES - The school/LEA is out of state compared to the SEA.
NO - The school/LEA is not out of state compared to the SEA.

YES - Reconstituted school
NO - Not a reconstituted school

YES – Charter school
NO – Not a charter school
NA – Not Applicable

For LEAs that are not charter:

NA – Not applicable
NOTCHR – Not a charter district

For LEAs that are charter:

CHRTNOTLEA - Not LEA for federal programs (Charter district which is not an LEA for federal programs)

CHRTIDEA - LEA for IDEA (Charter district which is an LEA for programs authorized under IDEA but not under ESEA and Perkins)

CHRTSEEA – LEA for ESEA and Perkins (Charter district which is an LEA for programs authorized under ESEA and Perkins but not under IDEA)

CHRTIDEAESEA – LEA for federal programs (Charter district which is an LEA for programs authorized under IDEA, ESEA and Perkins)

String

UG – Ungraded
PK – Prekindergarten
KG – Kindergarten
01 – Grade 1
02 – Grade 2
03 – Grade 3
04 – Grade 4
05 – Grade 5
06 – Grade 6
07 – Grade 7
08 – Grade 8
09 – Grade 9
10 – Grade 10
11 – Grade 11
12 – Grade 12
13 – Grade 13
AE – Adult Education
NOGRADES – No Grades

YES – Shared Time Yes
NO – Shared Time No

NOTTITLE1ELIG - Not a Title I school
SWELIGNOPROG - Title I schoolwide eligible school - No program
SWELIGTGPROG - Title I schoolwide eligible- Title I targeted assistance
program
SWELIGSWPROG - Title I schoolwide school
TGELGBNOPROG - Title I targeted assistance eligible school- No program
TGELGBTGPROG - Title I targeted assistance school

MAGNO - Magnet No
NA - Magnet is Not Applicable in the SEA
MAGYES - Magnet Yes

NSLPWOPRO - Yes, participating without using any Provision or the CEO
NSLPPRO1 - Yes, under Provision 1
NSLPPRO2 - Yes, under Provision 2
NSLPPRO3 - Yes, under Provision 3
NSLPCEO - Yes, under Community Eligibility Option (CEO)
NSLPNO - No

FULLVIRTUAL - Exclusively virtual - All instruction offered by the school is virtual. This does not exclude students and teachers meeting in person for field trips, school-sponsored social events or assessment purposes. All students receive all instruction virtually.
FACEVIRTUAL - Primarily virtual - The school's major purpose is to provide virtual instruction to students, but some traditional classroom instruction is also provided. Most students receive all instruction virtually.
SUPPVIRTUAL - Supplemental Virtual - Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instruction by teachers. Students vary in the extent to which their instruction is virtual.
NOTVIRTUAL - No virtual instruction - The school does not offer any virtual instruction. No students receive any virtual instruction.

String

String

String

SEA - State department of education
SBE - State board of education
PCSB - Public charter school board
LEA - Local educational agency
UNI - University
CC - Community college
NONPROFIT - Not for profit organization
GOVTENT - Non educational government entities
OTH - Other

String

String

String

String

String

Charter Management Organization (CMO) – a non-profit organization that operates or manages multiple charter schools (i.e., either through a contract with the charter schools or as the charter holder) linked by centralized support, operations, and oversight.

Education Management Organization (EMO) – a for-profit entity that contracts with new or existing public school districts, charter school districts, and charter schools to manage charter schools by centralizing support, operations, and oversight.

Other – an organization that is not a CMO or EMO and that provides management services to one or more charter schools.

String

String

String

String

Decimal number

integer

integer

Yes: MEP program funds were consolidated into a schoolwide program (SWP)

No: MEP program funds are not combined, including when the school does not have a Title I schoolwide program

Not Applicable: The school does not have a schoolwide program and/or does not receive federal migrant education funds under ESEA Title I, Part C.

No: School has not been identified as persistently dangerous

Yes: School has been identified as persistently dangerous

Yes, with reporting of one or more students for an offense

Yes, with no reported offenses

NO - No

NA - Not applicable

Yes
No

integer

High poverty quartile school
Low poverty quartile school
Neither high nor low poverty quartile school
Missing

dollars

State defined status
Too few students
No students in the subgroup
Missing

Comprehensive Support and Improvement
Targeted Support and Improvement
Comprehensive Support and Improvement - Exit Status
Targeted Support and Improvement - Exit Status
Not Comprehensive Support and Improvement or Targeted Support and Improvement
Missing

Lowest-performing school
Low graduation rate high school
Additional targeted school not exiting such status
Missing

Consistently underperforming subgroups school
Additional targeted support and improvement school
Missing

dollars

dollars

integer

integer

YES - The LEA is exercising the alternative uses of funds authority.

NO - The LEA is eligible but is not exercising the alternative uses of funds authority.

NA - The LEA is not eligible to use alternative uses of funds authority.

MISSING - If the status is missing, use the permitted value MISSING. This is a mandatory field that must be populated.

SY 2019-20 Permitted Values (Changes only: 60-day package)

Charter school receives state appropriations directly from the state
Charter school receives state appropriations allocated by the state through
the local school district
Charter school is allocated state appropriations by the local school district

Charter Management Organization (CMO) – a non-profit organization that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.

Education Management Organization (EMO) – a for-profit entity that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.

Single Management (non-profit) – a non-profit organization that is not a CMO or EMO and that provides management services to one charter school.

Single Management (for-profit) – a for-profit entity that is not a CMO or EMO and that provides management services to one charter school.

SY 2019-20 Permitted Values (Changes only: 30-day package)

Charter school receives allocations and appropriations directly from the state
Charter school receives appropriations allocated by the state through the local school district with no local school district control on allocation of funds (e.g. passthrough allocations)

Local school district receives appropriation of funds from state and allocates funding to charter school, local school district has similar decision making control on charter school's use of funds as district has for traditional public schools (e.g. district operated charter school).

Comprehensive Support and Improvement
Targeted Support and Improvement
Comprehensive Support and Improvement - Exit Status
Targeted Support and Improvement - Exit Status
Designated by state as additional targeted support
Designated by state as additional targeted support - Exit Status *see notes column
Comprehensive and Targeted Support and Improvement
Comprehensive and Targeted Support and Improvement - Exit Status
Not Comprehensive Support and Improvement or Targeted Support and Improvement
Missing

Lowest-performing school
Low graduation rate high school
Both lowest-performing and low graduation rate school
Additional targeted school not exiting such status
Both lowest-performing and additional targeted school
Both low graduation rate and additional targeted school
Lowest-performing, low graduation rate school, and additional targeted school
Missing

Economically disadvantaged students
Children with Disabilities (IDEA)
English Learners (EL)
American Indian / Alaska Native or Native American
Asian
Asian / Pacific Islander
Black (not Hispanic) or African American
Filipino
Hispanic (not Puerto Rican)
Hispanic / Latino
Multicultural or Multiethnic or Multiracial
Native Hawaiian / Other Pacific Islander or Pacific Islander
Puerto Rican
White (not Hispanic) or Caucasian

| SY 2019-20 Permitted Values (Changes only: FINAL) | EUT Reported |
|--|---------------------|
|--|---------------------|

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Comprehensive Support and Improvement (CSI, CSI-Exit, and Not CSI)
Targeted Support and Improvement (TSI, TSI Exit, and Not TSI)
Additional Target Support and Improvement (ATSI, ATSI Exit, and not ATSI) *see
notes column

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

No

Yes

Yes

| Number of Reported Subtotals | Statutory and/or regulatory reference numbers | Notes |
|-------------------------------------|--|--------------|
|-------------------------------------|--|--------------|

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 107-279, Title I, Part C Sec. 153

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

PL 114-95, Title IV, Part C, Section 4301

4 PL 107-279, Title I, Part C Sec. 153

1 PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)

1 PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)

0 PL 107-279, Title I, Part C Sec. 153

0 PL 107-279, Title I, Part C Sec. 153

0 PL 107-279, Title I, Part C Sec. 153

0 PL 107-279, Title I, Part C Sec. 153

0 PL 103-382

Category Set A = SEAs
Category Set B = LEAs

1

0

1

PL 115-224, 113(b)(3)(C)

This data group is now optional in ED Facts and can be reported through CAR system instead.

1

PL 115-224, 113(b)(3)(C)

This data group is now optional in ED Facts and can be reported through CAR system instead.

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PL 115-224, 113(b)(3)(C)

This data group is now optional in ED Facts and can be reported through CAR system instead.

0

PL 115-224, 113(b)(3)(C)

This data group is now optional in ED Facts and can be reported through CAR system instead.

1

PL 114-95, Section 1111(h); Section 8303

0 PL 114-95, Section 721; Section 722; Section 724 (d) and (f)

0 PL 114-95, Section 1304; Section 1308€; Section 8303

0 PL 114-95, Section 1304; Section 1308€; Section 8303

0 PL 114-95, Section 1304; Section 1308€; Section 8303

1 PL 114-95, Section 1304; Section 1308€; Section 8303

0 PL 114-95, Section 1304; Section 1308€; Section 8303

0 PL 114-95, Section 1304; Section 1308€; Section 8303

0 PL 114-95, Section 8532(a); Section 8532(b); Section 8303

0 PL 114-95, Section 8561(d); Section 8561€

0 PL 114-95, Section 8561(d); Section 8561€

0 PL 114-95, Section 8532(a); Section 8532(b);
Section 8303

0 McKinney-Vento Homeless Assistance Act,
Title VII, Subtitle B, Section 724(d) & (f);
Section 8303 of the ESEA

0 McKinney-Vento Homeless Assistance Act,
Title VII, Subtitle B, Section 724(d) & (f);
Section 8303 of the ESEA

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

1 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

1 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 1431(a); Section 1431(d);
Section 8303

0 PL 114-95, Section 8303

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303

0 PL 114-95, Section 1111(h); Section 8101(25);
Section 8303

1 PL 114-95, Section 1111(h); Section 8101(25);
Section 8303

0

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0 PL 114-95, Section 1111(h) Section 8303

0

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0 PL 114-95, Section 1003(i); Section 8303

0 PL 114-95, Section 1111(c); Section 8303

0 PL 114-95, Section 1111(c); Section 8303

0 PL 114-95, Section 1111(c),1111(h); Section 8303

0 PL 114-95, Section 1111(c),1111(h); Section 8303

1 PL 114-95, Section 1111(c),1111(h); Section 8303

0 PL 114-95, Section 1111(h); Section 8303

PL 114-95, Section 1111 (c); Section 1111(h); Section 8303 More than one permitted value will be allowed for reporting.

* ATSI Exit will be added as a permitted value in SY 2020-21.

0 PL 114-95, Section 1111 (c); Section 8303

0 PL 114-95, Section 1111 (c); Section 8303 Multiple identification groups can be used

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303
20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR
300.645

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303
20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR
300.645

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303
20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR
300.645

1 PL 114-95, Section 1111(b); Section 1111(h);
Section 8303
20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR
300.645

0 PL 114-95, Section 1114; Section 1115;
Section 8303

0 PL 114-95, Section 1114; Section 1115;
Section 8303

0 PL 114-95, Section 1116; Section 8303

0 PL 114-95, Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

Separating into two data groups, this data group will maintain the EUT.

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 1111(h), Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 3121; Section 3122;
Section 8303

0 PL 114-95, Section 5211

6 20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640;
34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR
300.641(d); 34 CFR 300.644; 34 CFR 300.645

1 20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)
(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640;
34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR
300.641(d); 34 CFR 300.644; 34 CFR 300.645

1 20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)
(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640;
34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR
300.641(d); 34 CFR 300.644; 34 CFR 300.645

2 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR
300.645

1 20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)
(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34
CFR 300.641(c); 34 CFR 300.641(d); 34 CFR
300.644; 34 CFR 300.645

- 1 20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645
- 1 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645
- 6 20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645
- 2 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645
- 0 20 USC 1418(a)(1)(D) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645
- 0 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.645
- 7 20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645
- 0 PL 114-95, Section 1111(h); Section 8101(25); Section 8303 States can submit multiple extended adjusted graduation rate tables, the number of years will be indicated as part of the file.

1 PL 114-95, Section 1111(h); Section 8101(25); States can submit multiple extended
Section 8303 adjusted graduation rate tables, the
number of years will be indicated as part
of the file.

0 PL 114-95, Section 3121; Section 3122; Separating from DG 648 with no EUT. Can
Section 8303 be a duplicate count.

2 PL 115-224, 113(b)(3)(C)

2 PL 115-224, 113(b)(3)(C)

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in ED Facts, can be reported through CAR system instead.

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in ED Facts, can be reported through CAR system instead.

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in ED Facts, can be reported through CAR system instead.

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in EDFacts, can be reported through CAR system instead.

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in EDFacts, can be reported through CAR system instead.

PL 115-224, 113(b)(3)(C)

Submission depends on state's performance plan for Perkins V. This data group is optional in EDFacts, can be reported through CAR system instead.

Data Groups Not Collected in SY 2019-20

| Data Group Number | Data Group Name |
|-------------------|--|
| 583 | Academic achievement in mathematics table |
| 584 | Academic achievement in reading/language arts table |
| 585 | Academic achievement in science table |
| 588 | Assessment participation in mathematics table |
| 589 | Assessment participation in reading/language arts table |
| 590 | Assessment participation in science table |
| 151 | Title III English language proficiency results table |
| 668 | Title III former EL students table |
| 674 | English language proficiency test table |
| 675 | Title III English language proficiency test table |
| 676 | English language proficiency results table |
| 864 | Title III English learners not proficient within five years |
| 865 | Title III English learners exited |
| 834 | Graduation rate indicator status table |
| 835 | Academic achievement indicator status table |
| 836 | Other academic indicator status table |
| 837 | Progress achieving English language proficiency indicator status |
| 838 | School quality or student success indicator status table |

Data Groups Not Collected in SY 2020-21

| Data Group Number | Data Group Name |
|-------------------|--|
| 842 | Comprehensive support and targeted support schools |
| 866 | Comprehensive support identification |
| 867 | Targeted support identification |

| Code | Account Name | Account Type | Account Description | Account Balance | Account Status |
|------|--------------------------------|--------------------------------|--------------------------------|-----------------|----------------|
| 1000 | Assets | Assets | Assets | | |
| 1010 | Current Assets | Current Assets | Current Assets | | |
| 1011 | Cash | Cash | Cash | | |
| 1012 | Accounts Receivable | Accounts Receivable | Accounts Receivable | | |
| 1013 | Inventory | Inventory | Inventory | | |
| 1014 | Prepaid Expenses | Prepaid Expenses | Prepaid Expenses | | |
| 1015 | Other Current Assets | Other Current Assets | Other Current Assets | | |
| 1020 | Non-Current Assets | Non-Current Assets | Non-Current Assets | | |
| 1021 | Property, Plant, and Equipment | Property, Plant, and Equipment | Property, Plant, and Equipment | | |
| 1022 | Intangible Assets | Intangible Assets | Intangible Assets | | |
| 1023 | Other Non-Current Assets | Other Non-Current Assets | Other Non-Current Assets | | |
| 2000 | Liabilities | Liabilities | Liabilities | | |
| 2010 | Current Liabilities | Current Liabilities | Current Liabilities | | |
| 2011 | Accounts Payable | Accounts Payable | Accounts Payable | | |
| 2012 | Short-Term Debt | Short-Term Debt | Short-Term Debt | | |
| 2013 | Other Current Liabilities | Other Current Liabilities | Other Current Liabilities | | |
| 2020 | Non-Current Liabilities | Non-Current Liabilities | Non-Current Liabilities | | |
| 2021 | Long-Term Debt | Long-Term Debt | Long-Term Debt | | |
| 2022 | Other Non-Current Liabilities | Other Non-Current Liabilities | Other Non-Current Liabilities | | |
| 3000 | Equity | Equity | Equity | | |
| 3010 | Common Stock | Common Stock | Common Stock | | |
| 3020 | Retained Earnings | Retained Earnings | Retained Earnings | | |
| 3030 | Other Equity | Other Equity | Other Equity | | |
| 4000 | Income Statement | Income Statement | Income Statement | | |
| 4010 | Revenue | Revenue | Revenue | | |
| 4020 | Cost of Sales | Cost of Sales | Cost of Sales | | |
| 4030 | Operating Expenses | Operating Expenses | Operating Expenses | | |
| 4040 | Other Income and Expenses | Other Income and Expenses | Other Income and Expenses | | |
| 4050 | Net Income | Net Income | Net Income | | |
| 5000 | Balance Sheet | Balance Sheet | Balance Sheet | | |
| 5010 | Assets | Assets | Assets | | |
| 5020 | Liabilities | Liabilities | Liabilities | | |
| 5030 | Equity | Equity | Equity | | |
| 6000 | Income Statement | Income Statement | Income Statement | | |
| 6010 | Revenue | Revenue | Revenue | | |
| 6020 | Cost of Sales | Cost of Sales | Cost of Sales | | |
| 6030 | Operating Expenses | Operating Expenses | Operating Expenses | | |
| 6040 | Other Income and Expenses | Other Income and Expenses | Other Income and Expenses | | |
| 6050 | Net Income | Net Income | Net Income | | |
| 7000 | Balance Sheet | Balance Sheet | Balance Sheet | | |
| 7010 | Assets | Assets | Assets | | |
| 7020 | Liabilities | Liabilities | Liabilities | | |
| 7030 | Equity | Equity | Equity | | |

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Data Groups and Categories Proposed as New in 60-day Package but Removed in 30-Day Pack

Data Groups

| Data Steward | FS Number | File Spec Name | DG Number | SY 2019-20 Data Group Name (Changes only) |
|--------------|-----------|---|-----------|---|
| OESE/OII | TBD | TBD | TBD | Charter enrollment |
| OESE/OII | TBD | TBD | TBD | Initiation of charter application |
| OESE/OII | TBD | TBD | TBD | Charter holder |
| NCES | TBD | TBD | TBD | Magnet curriculum |
| OSERS/OSEP | 089 | Children with Disabilities (IDEA) Age 5 table | TBD | Children with disabilities (IDEA) age 5 table |
| OCTAE | TBD | TBD | TBD | Postsecondary CTE concentrators placement table |

| | | | | |
|-------|-----|-----|-----|--|
| OCTAE | TBD | TBD | TBD | Postsecondary CTE concentrators placement type table |
| OCTAE | TBD | TBD | TBD | Postsecondary CTE concentrators credential table |
| OCTAE | TBD | TBD | TBD | Postsecondary CTE concentrators nontraditional program table |
| OCTAE | TBD | TBD | TBD | CTE postsecondary participation enrollment |
| OCTAE | TBD | TBD | TBD | CTE postsecondary concentrator enrollment |

Data Categories

| Data Stewards | FS Numbers | SY 2019-20 Status | DG Numbers | SY 2018-19 Category Name (Changes only) |
|----------------------|-------------------|--------------------------|-------------------|--|
| OSERS/OSEP | 070, 112 | New | 486, 647 | Grade Span (Special Education Staff) |

| | | | | |
|-------|-----|-----|-----|-------------------------|
| OCTAE | TBD | New | TBD | Outcome Status |
| OCTAE | TBD | New | TBD | Credential Status |
| OCTAE | TBD | New | TBD | Disability Status (ADA) |
| OCTAE | TBD | New | TBD | Foster System Status |

age

SY 2019-20 Data Group Definition (Changes only)

The enrollment policy for charter school.

The individual or entity that submitted or solicited the application for a charter.

The organization that holds the charter for the school.

An indication of whether a magnet school offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

The unduplicated number of children with disabilities (*IDEA*) who are 5 and in kindergarten.

The number of CTE postsecondary concentrators during the second quarter after program completion.

The number of CTE postsecondary concentrators who after program completion and were placed in the second quarter after graduating.

The unduplicated number of CTE postsecondary concentrators who completed a program in the prior 12 months.

The unduplicated number of CTE postsecondary concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

The unduplicated number of CTE participants in postsecondary education.

The unduplicated number of CTE concentrators in post-secondary education.

SY 2019-20 Category Definition (Changes only)

The grade span the staff member serves.

An indication of whether students remained enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

An indication of whether students received a credential.

An indication that students have disability status under the *American's with Disabilities Act (ADA)*.

An indication that students are or have aged out of the foster care system

SY 2019-20 Categories (Changes only)

Educational Environment (IDEA) EC, Disability Category (IDEA), Age (Early Childhood)
Educational Environment (IDEA) EC, Disability Category (IDEA), Racial Ethnic
Educational Environment (IDEA) EC, Sex (Membership)
Educational Environment (IDEA) EC, English Learner Status (Both)

Outcome Status, Sex (Membership)
Outcome Status, Racial Ethnic
Outcome Status, Disability Status (ADA)
Outcome Status, Economically Disadvantaged Status
Outcome Status, Homeless Enrolled Status
Outcome Status, Single Parents Status
Outcome Status, Out of Workforce Status
Outcome Status, EL Status (Perkins)
Outcome Status, Non-Traditional Enrollee
Outcome Status, Foster System Status
Outcome Status, Military Connected Student Status

Placement Type

Credential Status,Sex (Membership)
Credential Status, Racial Ethnic
Credential Status,Disability Status (ADA)
Credential Status,Economically Disadvantaged Status
Credential Status, Homeless Enrolled Status
Credential Status,Single Parents Status
Credential Status, Out of Workforce Status
CredentialStatus, EL Status (Perkins)
Credential Status, Non-Traditional Enrollee
Credential Status,Foster System Status
Credential Status,Military Connected Student Status
Career Clusters

Inclusion Type,Sex (Membership)
Inclusion Type,Racial Ethnic
Inclusion Type,Disability Status (ADA)
Inclusion Type,Economically Disadvantaged Status
Inclusion Type,Homeless Enrolled Status
Inclusion Type,Single Parents Status
Inclusion Type,Out of Workforce Status
Inclusion Type,EL Status (Perkins)
Inclusion Type,Foster System Status
Inclusion Type,Military Connected Student Status
Career Clusters

Career Clusters, Sex (Membership)

Career Clusters, Sex (Membership)

SY 2019-20 Permitted Value Description List (Changes only)

Pre-school
Elementary
Middle
High school

Outcome of enrolled in postsecondary education, placed in advanced training or service, or placed or retained in employment; Not enrolled, placed or retained

Received credential; Did not receive credential

ADA Status

Foster or Aged Out

SY 2019-20 Permitted Values (Change only)

Charter school has open enrollment for the entire state
Charter school has open enrollment for a region of the state beyond the local school district
Charter school enrollment limited to the local school district without geographic preference
Charter school enrollment limited to the local school district with geographic preference to a zone or area within the district

Management organization initiated the process for establishing the charter school
Individual or entity that is not a management organization initiated the process for establishing the charter school
Charter authorizer initiated the process for establishing the charter school by soliciting charter applications from eligible entities

Charter school holds its own charter
Management organization holds the charter
Some other organization holds the charter

Yes - The special curriculum offered by this magnet school is capable of attracting substantial numbers of students of different backgrounds
No - The special curriculum offered by this magnet school does not necessarily attract substantial numbers of students of different racial backgrounds

Data Groups

| Status | 60-day | 30-day | Final | Final (from SY 18-19 package) |
|-------------|--------|--------|-------|-------------------------------|
| New* | 24 | 0 | 0 | 13 |
| Revisions** | 22 | 23 | 6 | 28 |
| Retired | 10 | 0 | 0 | 10 |
| No Change | 103 | 125 | 142 | 97 |
| | 159 | 148 | 148 | 148 |

Data Categories

| Status | 60-day | 30-day | Final | Final (from SY 18-19 package) |
|-------------|--------|--------|-------|-------------------------------|
| New* | 16 | 0 | 0 | 11 |
| Revisions** | 7 | 6 | 1 | 12 |
| Retired | 7 | 0 | 0 | 7 |
| No Change | 85 | 104 | 109 | 80 |
| | 115 | 110 | 110 | 110 |

**There were 11 data groups and 5 data categories proposed in the 60-day that were taken out of the 30-day package (not considered "retired" since never implemented)*

***Items could be revised more than once and "new" items could be revised*