

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.5

Date revised June 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

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

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

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

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
OESE/OSS	No Change	Revised from 60-day	No Change from 30-day	160	High School Graduates Postsecondary Enrollment
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
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
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
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
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
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
OESE/OSS and OSERS/OSEP	No Change	No Change from 60-day	Revised	175	Academic Achievement in Mathematics

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
OESE/OSS/Title I	No Change	No Change from 60-day	No Change from 30-day	037	Title I Part A SWP/TAS Participation
OESE/OSS/Title I	No Change	No Change from 60-day	No Change from 30-day	134	Title I Part A Participation
OESE/OSS/Title I	No Change	No Change from 60-day	No Change from 30-day	193	Title I Allocations
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
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
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
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

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	

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

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

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

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

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

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 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 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 (GFS) 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 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.

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

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

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)

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

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)

SY 2019-20 Categories (Changes only: FINAL)

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
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
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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)

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

No

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

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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

1

1

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

1

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

0

1

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 20-21.

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); Section 8303 States can submit multiple extended adjusted graduation rate tables, the number of years will be indicated as part of the file.
- 0 PL 114-95, Section 3121; Section 3122; Section 8303 Separating from DG 648 with no EUT. Can be a duplicate count.

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

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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*