

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

October 2018

revised July 2019

ATTACHMENT B

**Directory Records for the
EDFacts Data Set
for School Years 2019-20,
2020-21, and 2021-22**

TABLE OF CONTENTS

Introduction.....	3
Changes from the previous package.....	4
Section 1: Explanation of the directory.....	5
What is the Directory.....	5
How Directory Data Are Used.....	5
How the Directory is Organized.....	7
State Level.....	7
Local Education Agency (LEA) Level.....	8
School Level.....	12
States With Legislation for Charter Schools.....	14
Section 2: Data Collected.....	16
Directory Of SEAs, LEAs, and Schools.....	16
Basic Directory Information.....	16
Grades Offered.....	21
Descriptive Information.....	21
Reporting for States With Charter Legislation.....	23
Linking Charter Schools to Charter Authorizers and Management organizations.....	24
Charter Contracts.....	25
Independent Charter Districts.....	25
Charter Authorizers.....	25
Management Organizations.....	27
Appendix A: Citation Code of Federal Regulations.....	28

INTRODUCTION

This attachment explains the data collected to define and describe education units. Each SEA submits files containing the education units in the state referred to as the directory. All data collected through EDFacts are linked to education units in the directory. This attachment also explains the data used to describe charter authorizers and management organizations.

In previous OMB clearance packages, the information on some data that are used to describe education units was in a separate attachment. It was moved to this attachment so that this attachment provides a more comprehensive view of the data that are collected about education units.

This attachment includes the data groups (DGs) in the following file specifications (FS):

- FS029: Directory
- FS039: Grades Offered
- FS129: CCD School
- FS190: Charter Authorizer Directory
- FS196: Management Organization for Charter Schools Roster
- FS197: Crosswalk of Charter Schools to Management Organizations
- FS198: Charter Contracts

The attachment is organized as follows:

Section 1 – Explanation of Directory

- What is the directory
- How are directory data used
- How the directory is organized

Section 2 – Data Collected

- Basic directory information
- Descriptive information
- States with charters

Appendix A – Citation Code of Federal Regulations

Attachment A: Data Groups and Categories

The data groups described in this package are also included, in full detail, in Attachment A. Attachment A includes all the data groups and categories collected from State Education Agencies. Attachment A is presented as an Excel spreadsheet and the data groups and categories can be arranged by the type of changes being made to the items.

CHANGES FROM THE PREVIOUS PACKAGE

In addition to moving DGs into this attachment, the following changes were made:

- Added expectation that schools have a single physical location
- Revised and expanded data collected on charter schools which included:
 - Adding data group on state appropriations,
 - Adding new and revising existing definitions of permitted values for management organization type

Changes to the data to be collected are marked throughout this document. Items marked as **Revised!** were updated in response to either the 60- or the 30-day public comment period.

SECTION 1: EXPLANATION OF THE DIRECTORY

This section describes the purpose of the Directory, how the Directory data are used and organized.

WHAT IS THE DIRECTORY

At the start of each school year, each state education agency (SEA) submits files containing data that define the education units in that state, that is, a directory. The education units in each state are organized into a three-tier hierarchy:

- 1) State (SEA) level
- 2) Local Education Agency (LEA) level
- 3) School (SCH) level

The directory records include the following information on each education unit:

- Unique identifiers (e.g., name and identification numbers)
- Contact information (e.g., addresses)
- Descriptive information (e.g., virtual school status).

Every school is associated with an LEA. Every school and LEA is associated with a state. The state and NCES identifiers link the education units to each other in the hierarchy. Thus, the record for each school includes both the state and NCES identifiers of the LEA to which the school belongs. Records for both LEAs and schools include the identifiers of the state.

HOW DIRECTORY DATA ARE USED

The directory determines the universe for EDFacts. Prior to submitting any other data, a directory record must exist for every school and every school must be linked to a directory record for an LEA. If a directory record does not exist, all other data submissions for that education unit will fail. Therefore, the LEA and school directory files must be the first files submitted for each school year.

Each state submits the education units needed to completely and accurately report data for all data groups in the EDFacts data set. In some cases, an education unit is used for some purposes (data groups) and not for others.

Purposes of the directory data include:

- **Report Program Data**
Attachment A describes in detail the data submitted for U.S. Department of Education grant programs. The directory must include all education units that need to report data for these programs. The program data submitted populates the Consolidated State

Performance Report (CSPR), IDEA Section 618, and other program reports, and are also used in program public analysis files.

- **Publish the Official Directory and Report Official Statistics**

The Common Core of Data (CCD) is designed to be the Department of Education’s comprehensive statistical database of all public schools and school districts. It serves as the basis of official statistics that provide information on the condition of education. Each year NCES “locks” their published directory for the CCD collection. While SEAs can make changes to the directory in ESS after the directory is “locked” for CCD, those changes will not affect the published CCD file and could have unanticipated consequences. Data in the final CCD collection are used in NCES publications, including the annual compendia, the *Digest of Education*, and the *Condition of Education*.

- **Serve as a Sampling Frame for Statistical Studies**

The CCD is used as a sampling frame for cross-sectional and longitudinal school-based surveys conducted by NCES. For example, the National Teacher and Principal Survey (formerly the Schools and Staffing Survey), draws a sample of public schools from the most recent CCD file that is available. Longitudinal surveys like the Early Childhood Longitudinal Study (ECLS), the Middle Grades Longitudinal Study (MGLS), and the High School Longitudinal Study (HSLs) also start with the CCD to create a full listing of schools that meet specified grade ranges. Sampled schools are then contacted for participation in the studies. The CCD is used to help produce the sampling weights. CCD variables are used as composite variables in the final data sets and are used by researchers as control variables in their analyses.

- **Serve as a Sampling Frame for NAEP**

The CCD serves as the public school sampling frame for the National Assessment of Educational Progress (NAEP). To annually construct the NAEP sampling frame, NCES requires the most current public school information regarding grade spans, enrollment, and district affiliation that is consistent both within and across states and jurisdictions of interest. Additionally, using the CCD as the sampling frame allows for NAEP results to be consistently reported with other NCES reports and products that also use CCD data.

- **Define the Universe for the Civil Rights Data Collection (CRDC)**

The respondent universe of the CRDC will be based on the most recently available data from the CCD. The CRDC does not include schools and school districts in the outlying areas or overseas Department of Defense schools. The CRDC is primarily designed to collect data from public school districts about educational entities where students receive educational services for at least 50 percent of the school day, regardless of whether students are reported elsewhere for funding, accountability, or other reporting purposes. To be eligible to participate in the CRDC, schools must serve students at the site for at least 50 percent of the school year. Since the CCD and CRDC differ slightly in scope, some records are deleted, added, or modified in order to provide better coverage and a more efficient sample design for the CRDC. Districts with no membership or missing

membership at the district level are generally excluded, except in some special cases, such as where membership data were available for the associated schools. Additionally, the Office of Civil Rights (OCR) augments the CRDC frame with justice facilities, which may not be under the purview of the SEA. In collaboration with the Department of Justice Office for Juvenile Justice and Delinquency Prevention (OJJDP), OCR adds justice facilities which may not have been otherwise included in the CCD to ensure coverage of all youth in pre- or post-adjudication facilities that receive educational services. Also, state-operated programs for special populations of students (such as schools for the deaf and schools for the blind) are added to the universe if they are not already included in the CCD.

- **Populate the List of Schools Used on Free Application for Student AID (FAFSA)**

The Department’s Federal Student Aid (FSA) program provides an on-line Free Application for Student AID (FAFSA) which helps students pay for their college education. Several years ago, information on high school of graduation was added to the on-line FAFSA. Through regular data sharing between NCES and FSA, the CCD Directory is used to populate the list of high schools presented to students when completing this application. This allows the official identifying and contact information from the CCD for the school to be pulled into the FAFSA record.

HOW THE DIRECTORY IS ORGANIZED

This section explains the education units that are submitted for the three tiers of the hierarchy used for EDFacts reporting: State level, LEA level, and school level. After the segments on state, LEA, and school levels, there is a segment explaining directory reporting unique for states that have charter schools. The final segment is a summary.

Each state fits its unique set of education units into this three-tier hierarchy so that the state can accurately and complete report its data.

STATE LEVEL

The only education unit reported at the state level is the SEA.

Definition – State Education Agency (SEA)

A state education agency (SEA) is the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction (education), including the setting of standards for instructional programs and is the state agency that administers federal grant programs under the *ESEA*.

State agencies, other than the SEA, may be involved in “coordinating and supervising public elementary and secondary instruction.” For example, another state agency may administer the programs under *Carl D. Perkins Career and Technical Education Act of 2006*, as amended by the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*.

However, only one state agency is designated as the agency that administers the federal grant programs under the *ESEA*. The directory record at the state level is for the SEA.

While the directory record at the state level is for the SEA, data submitted at the state level may contain data for other state agencies. For example, if schools or reportable programs are operated by another state agency, such as the Department of Corrections, the SEA should make arrangements with that agency to obtain and submit the data.

LOCAL EDUCATION AGENCY (LEA) LEVEL

Several types of education units are reported at the LEA level. Agencies reported at this level are education units in a state that are not the SEA and are not schools. The definition of an LEA is from the Elementary and Secondary Education Act of 1965, as amended. The full citation from the Code of Federal Regulation is included in Appendix A.

Definition – Local Education Agency (LEA)

Local educational agency or LEA means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

The local education agency (LEA) type is used to classify or group LEAs.

Name	Local education agency (LEA) type
ID	453
Definition	The classification of an education unit reported in the local education agency (LEA) file.
Permitted Values	
<ul style="list-style-type: none"> 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 3 - Supervisory union 4 - Service agency 5 - State operated agency 6 - Federal operated agency 9 - Specialized public school district 	
<p>If the state’s legislation for charter schools allows the creation of school districts exclusively for charter schools, then:</p> <ul style="list-style-type: none"> 7 - Independent charter district 	
<p>When needed:</p> <ul style="list-style-type: none"> 8 - Other local education agencies 	

EXPECTED REPORTING BY TYPE

The table below indicates the expected reporting of key data by the type of LEA. The type “Other LEAs” should only be used when an SEA determines the entity does not fit the criteria for any of the other reporting types.

	Regular public school districts (1 and 2)	Supervisory unions (3)	Specialized public school district (9)	Service agency (4)	State operated agencies (5)	Federal operated agencies (6)	Independent charter districts (7)
Have schools	Yes ¹	No	Yes	No	Yes	Yes	Yes
Membership (FS 052)	Yes	No	Maybe	No	Yes	Yes	Yes
Graduates (FS 040)	Yes	No	Maybe	No	Yes	Yes	Yes
Dropouts (FS 032)	Yes	No	Maybe	No	Yes	Yes	Yes
Staff (FS 059)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Assessment	Yes	No	Maybe	No	Yes	Yes	Yes
Federal programs	Yes	Yes	Maybe	Maybe	Maybe	Maybe	Maybe
CRDC	Yes	No	Yes	No	Maybe	Maybe	Yes

REGULAR PUBLIC SCHOOL DISTRICT (1 & 2)

All states have regular public school districts; therefore, all states submit records on the regular public school districts in their states.

Definition – Regular Public School District

A regular public school district is a local government administrative authority which governs the education system at a specified local level on behalf of the public and the state.

Revised! Under this definition, a regular public school district:

- Is state authorized, either directly or through delegated authority
- Is governed in accordance with state statute (e.g., a publically elected school board)
- Designs and develops education standards and goals, including curriculum in support of state guidelines
- Is authorized to provide education credentials (i.e., authorization to proceed to the next grade level or diploma)
- Has primary responsibility for providing public education
- Has an official (usually titled superintendent) who is either appointed or elected
- Has one or more schools that it manages or operates OR tuitions all students
- Procures and allocates funding from federal, state and local sources for schools and other education and related services

Regular public school districts are reported as either:

- Regular public school district that is not a component of a supervisory union
- Regular public school district that is a component of a supervisory union

SUPERVISORY UNION (3)

States that have supervisory unions submit records on those education units in the LEA level file.

Definition – Supervisory Union

A supervisory union is an administrative center or county superintendent's office serving as the administrative center.

Not all states have supervisory unions. The state may use a different name for these entities. As explained later in this attachment, states with supervisory unions include the supervisory union identifier in the file to link the regular public school districts to the supervisory union.

SPECIALIZED PUBLIC SCHOOL DISTRICT (9)

Some states have school districts that are designed for a specific need or purpose. For example, a state would report specialized public school districts if the state has school districts with only career and technical schools. These districts may serve a geographic region that encompasses multiple regular public school districts. If the state has such entities, then the state submits records on those education units in the LEA level file. Not all states have specialized public school districts.

Definition – Specialized Public School District

A specialized public school district is a school district that operates one or more schools that are designed for a specific educational need or purpose.

Revised! Under this definition, a specialized public school district:

- Is state authorized, either directly or through delegated authority
- Is governed in accordance with state statute
- Designs and develops education standards and goals, including curriculum for a specific need or purpose
- Has an organizational structure which could include an official (usually titled superintendent) who is either appointed or elected
- Has one or more schools that it manages or operates
- Procures and allocates funding from federal, state and local sources for schools and other education and related services

A specialized public school district may also provide specialized educational services or related services to other education agencies similar to a service agency. The difference between the two is that a specialized public school district is responsible for schools while a service agency is not.

A specialized public school district may be authorized to provide credentials, such as a technical education certificate. A specialized public school district would generally not provide regular high school diplomas.

As noted in the table on expected reporting, these districts may not have students reported in the Membership file (FS 052) if all the students are reported elsewhere.

SERVICE AGENCY (4)

Some states have LEAs that provide specialized educational and related services to other LEAs. If the state has such entities, then the state submits records on those education units in the LEA level file.

Definition – Service Agency

A service agency is an agency that does not operate schools instead it provides specialized educational services (such as career and technical education) or related services (such as services in IEPs) to other education agencies that the agencies cannot readily provide for themselves.

The state may use a different name for these entities, such as, regional education service agency (RESA), education service agency (ESA), or board of cooperative education services (BOCES).

STATE OPERATED AGENCIES (5)

Some states have schools that are operated by a state agency. For example, a state may have a state school for the blind. As another example, the state’s Department of Justice may operate the schools in detention or correctional facilities. The SEA submits records at the LEA for the state operated agency so that the schools can be associated with that state operated agency.

Definition – State Operated Agency

State operated agency is an organization overseen by a state agency that operates schools or programs that provide public elementary and/or secondary level instruction.

While state operated agencies are submitted by the SEA and in the EDFacts hierarchy under the SEA, this does not mean that those agencies are necessarily under the authority of the SEA.

FEDERAL OPERATED AGENCIES (6)

Some states have schools that are operated by a federal agency, e.g., Department of Defense or the Bureau of Indian Education (BIE). SEAs report these schools only when the SEA runs programs in these schools and thus has data to report for these schools. When this occurs, the SEA either associates those schools with a state LEA coordinating the program OR sets up an LEA for the federal agency.

Definition – Federal Operated Agency

Federal operated agency is an organization overseen by a federal agency that operates schools or programs that provide public elementary and/or secondary level instruction.

INDEPENDENT CHARTER DISTRICTS (7)

See section on “States with Charter Schools” for an explanation of independent charter districts.

SCHOOL LEVEL

The school level file should contain all the public elementary/secondary schools in the state.

Definition – Public Elementary/Secondary School

A public elementary/secondary school is an organization authorized by public authority and financed primarily through public funds to provide public education to students.

Under this definition, schools:

- Are operated by a public school district, independent charter district, or state agency on behalf of the state (or federal government in the case of BIE and DoD schools)
- Provide instruction for students
- Have, will have, or had one or more students
- Have, will have, or had one or more teachers
- Have an assigned administrator(s) (principal) responsible to public authority
- Receive public funds as its primary support

The phrase “have, will have, or had” is intended to capture schools that may not have students or teachers at the time the directory is submitted. For example, a school that is being planned and reported as “future” operating status may not currently have students or teachers.

Most schools will have a single physical location. Few schools will share a single physical location with another school.

Public elementary/secondary schools are reported by type based on curriculum.

Name	School type
DG	21
Definition	The classification of schools based on the curriculum concentration.
Permitted Values	1 – Regular school 2 – Special education school 3 – Career and technical education school 4 – Alternative education school When needed to report data: 5 – Reportable program

EXPECTED REPORTING BY TYPE

The table below indicates the expected reporting of key data by the type of school.

Data reported	Regular (1)	Special Education (2)	Career and Technical (3)	Alternative (4)
Membership (FS 052)	Yes	Maybe	Maybe	Yes
Staff (FS 059)	Yes	Yes	Yes	Yes
Assessment	Yes	Maybe	Maybe	Yes
CRDC	Yes	Yes	Maybe	Yes
FAFSA	Yes	Yes	Maybe	Yes

For CCD, students are reported at the school level at their *school of record*. In some states, a special education or career and technical school does not have students in membership to report because all of the students attending the school are shared-time students with a different *school of record*.

REGULAR SCHOOL (1)

Regular schools are public elementary/secondary schools. Most schools in the state will be regular schools.

Definition – Regular School

A regular school is a public elementary/secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.

SPECIAL EDUCATION SCHOOLS (2)

Special education schools are public elementary/secondary schools that focus on serving the educational needs of students with disabilities (IDEA).

Definition – Special Education School

A special education school is a public elementary/secondary school that focuses primarily on serving the educational needs of students with disabilities (IDEA) and which adapts curriculum, materials, or instruction for these students.

CAREER AND TECHNICAL EDUCATION SCHOOLS (3)

Career and technical education schools are public elementary/secondary schools that focus on occupation and career related curriculum.

Definition – Career and Technical Education School

A career and technical education school is a public elementary/secondary school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for technical or professional occupations.

ALTERNATIVE EDUCATION SCHOOLS (4)

Alternative education schools are public elementary/secondary schools that serve students whose needs cannot be met in a traditional classroom setting. These may include students who:

- Are at risk of academic failure or dropping out of school
- Have been suspended or expelled or are at risk of being suspended or expelled
- Are pregnant or parenting
- Are in dropout recovery or credit recovery
- Are juvenile offenders or “delinquents”
- Engage in high-risk health behaviors
- Are disruptive or exhibit behavioral or discipline problems
- Are chronically truant or absent
- Have health problems that prevent attendance at a regular school

Definition - Alternative Education School

An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.

REPORTABLE PROGRAM (5)

The permitted value “reportable program” is available for SEAs that have data to report to EDFacts at the school level that the SEA has determined does not meet the definition of a public elementary/secondary school provided earlier in this document.

To be reported as a reportable program in the Directory, that program or entity:

- Is not a public school under the CCD and EDFacts definition of a school; and
- Must report students to EDFacts or the CRDC at the school level to meet a specific federal requirement; and
- Has students reported in the reportable program that are eligible to receive free public education from the state.

STATES WITH LEGISLATION FOR CHARTER SCHOOLS

This section describes the entities reported for states that have legislation for charter schools.

The state legislation designates certain entities with the authority to establish charter schools. Every charter school has a charter from an authorizer. Like other public elementary/secondary schools, every charter school operates under a school district. The school district may be a regular public school district or, if allowed by state statute, an independent charter district. The

charter school may contract with a management organization to manage, operate, or oversee the school. The boxes below contain the definitions of these entities.

Definition – Charter School Revised!

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.

A key point in this definition is that charter schools are public elementary and secondary schools.

All states that have charter schools also have charter authorizers, that is, authorized public chartering agencies.

Definition – Authorized Public Chartering Agency

An authorized public chartering agency (aka charter authorizer) is a state educational agency, local educational agency, a specialized charter granting entity or Independent Charter Board, Higher Education Institute, Non-profit entity, state, county, or local governmental entity, or other entity that has the authority pursuant to state law to authorize or approve a charter school, and to decide to renew, not renew, or revoke charter contracts.

A key point in this definition is the state legislation dictates which entities can be authorizers.

Definition – Management Organization

A management organization is an organization that is a separate legal entity that 1) contracts with one or more charter schools to manage, operate, and oversee the charter schools; or 2) holds a charter, or charters, to operate a network of charter schools.

A key point in this definition is that a management organization manages, operates, or oversees one or more charter schools.

Some states have charter legislation that creates or allows for independent charter districts. In other states, all charter schools are under regular public school districts. If the state has legislation and has created independent charter districts, then any education units created under that authority are reported as independent charter districts.

Definition – Independent Charter District

An independent charter district is an education unit that is not under the administrative control of another local education agency and that operates one or more charter schools – and only charter schools.

In some states, charter schools are established as their own LEA. In these cases, the charter school is reported in the LEA file as an independent charter district and in the school file as a charter school.

SECTION 2: DATA COLLECTED

There are multiple data groups collected to provide information on the Directory detailed out below.

DIRECTORY OF SEAS, LEAS, AND SCHOOLS

All states have a record for the state education agency (SEA) in EDFacts. SEAs submit an SEA file only when updates to that record are needed. Every year, the SEA submits records for their LEA and school directory.

BASIC DIRECTORY INFORMATION

The directory for each state includes basic information about the SEA, LEAs, and schools including unique identifiers, contact information, and operational status.

UNIQUE IDENTIFIERS

The table below lists the unique identifiers collected to identify SEAs, LEAs, and school.

DG	Name	Definition	SE A	LE A	SC H
559	State code	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.	X	X	X
7	Education entity name	The full registered name of the school, LEA, SEA, or other entity reporting education data.	X	X	X
551	Supervisory union identification number	The three-digit unique identifier assigned to the supervisory union.		*	
4	LEA identifier (state)	The identifier assigned to an LEA by the SEA. Also known as State LEA Identification Number (ID).		X	X
5	School identifier (state)	The identifier assigned to a school by the SEA. Also known as State School Identification Number (ID).			X
1	LEA identifier (NCES)	The seven-digit unique identifier assigned to the LEA by NCES. Also known as NCES LEA ID.		X	X
529	School identifier (NCES)	The twelve-digit unique identifier assigned to the school by NCES. Also known as NCES School ID.			X

* The supervisory union identification number (DG 551) is used only by SEAs that have supervisory unions.

CONTACT INFORMATION

The table below lists the data groups collected on addresses and other contact information.

DG	Name	Definition	SEA	LEA	SCH
9	Address location	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.	X	X	X

DG	Name	Definition	SEA	LEA	SCH
8	Address mailing	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.	X	X	X
669	Out of state indicator	An indication that the mailing or location address of the LEA or school is outside of the state. {Defaults to "not out of state"}		X	X
10	Telephone – education entity	The 10-digit telephone number, including the area code, for the education entity.	X	X	X
11	Web site address	The Uniform Resource Locator (URL) for the unique address of a Web page of an education entity.	X	X	X
458	Chief state school officer contact information	The contact information of the chief state school officer, including first and last name, official title, phone number, and email address.	X		

Most schools will have a single physical location. Few schools will share a single physical location with another school.

OPERATIONAL STATUS

Each LEA and school has an operational status as of the beginning of the school year. If the operational status changes during the school year, the SEA can update it.

The first time an LEA or school is reported with an operational status of “New,” “Added,” or “Future,” NCES assigns the education unit an NCES identifier.

Because LEA and school operational statuses are slightly different, there is a data group for LEA operational status and a data group for school operational status.

LEA Operational Status

Name	LEA operational status
DG	16
Levels	LEA
Definition	The classification of the operational condition of a local educational agency (LEA).

LEAs with an operational status report data. LEAs with a non-operational status do not report data. The table below lists the statuses that are operational and non-operational.

Operational Statuses		Non-Operational Statuses	
1	Open	2	Closed
3	New	6	Inactive
4	Added	7	Future
5	Changed		
8	Reopened		

The table below explains the operational status for LEAs.

Status Code	Status	This status applies when the LEA:
1	Open	<ul style="list-style-type: none"> o In previous SY <ul style="list-style-type: none"> o Was reported with status that is operational o In current SY <ul style="list-style-type: none"> o Is in operation and had no significant changes in geographic boundaries
2	Closed	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> o Was reported • In current SY <ul style="list-style-type: none"> o Is NOT in operation and is not expected to be in operation in the future
3	New	<ul style="list-style-type: none"> • In prior SYs <ul style="list-style-type: none"> o Was NOT in operation in a prior SY o Could have been previously reported as Future • In current SY <ul style="list-style-type: none"> o Is in operation <p>Note: This status is used in the first SY that the LEA is operational regardless of whether the LEA was reported as "Future" in previous SY.</p>
4	Added	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> o Was NOT reported even though it was in operation • In current SY <ul style="list-style-type: none"> o Is in operation <p>Note: This status is for LEAs that were previously overlooked.</p>
5	Changed	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> o Was reported • In current SY <ul style="list-style-type: none"> o Is in operation but has undergone a significant change in geographic boundaries
6	Inactive	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> o Was reported • In current SY <ul style="list-style-type: none"> o Is temporarily closed but expected to reopen <p>Note: When an LEA that has been reported as inactive reopens, it is reported as open (instead of reporting as reopened)</p>
7	Future	<ul style="list-style-type: none"> • In prior SYs <ul style="list-style-type: none"> o Was reported with a status that is operational o Could have been reported previously as Future. • In current SY <ul style="list-style-type: none"> o Is NOT operational • In future SY <ul style="list-style-type: none"> o Is scheduled to be operational within 2 years
8	Reopened	<ul style="list-style-type: none"> • In prior SYs <ul style="list-style-type: none"> o Was reported as Closed • In current SY <ul style="list-style-type: none"> o Is in operation <p>Note: A reopened LEA must be reported with the NCES LEA ID it had prior to being reported as closed.</p>

School Operational Status

The operational status of schools is more complicated. In addition to the operational status, for schools, there is a second status: reconstituted status. When a school is reconstituted for purposes

of SIG or ESEA accountability provisions, the school may not be recognized as a new school for the purposes of CCD and thus does not receive a new NCES ID. A school is defined as a new school if it is merged with another or undergoes substantial and significant changes. This data group provides a record that an existing school has undergone a school restructuring or transformation when it closes and reopens but does not meet the CCD criteria for being recognized as a new school. This indicator is used in the school year that the school implements the restructuring or transformation change.

Name	School operational status
DG	531
Levels	School
Definition	The classification of the operational condition of a school.

Schools with an operational status report data. Schools with a non-operational status do not report data. The table below lists the statuses that are operational and non-operational.

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

The table below explains the operational status for schools.

Status Code	Status	This status applies when the school:
1	Open	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was reported with a status that is operational • In current SY <ul style="list-style-type: none"> ○ Is in operation and is affiliated with the same LEA as the previous SY
2	Closed	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was reported • In current SY <ul style="list-style-type: none"> ○ Is NOT in operation and is not expected to be in operation in the future
3	New	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was NOT in operation ○ Could have been reported previously as Future • In current SY <ul style="list-style-type: none"> ○ Is in operation <p>Note: This status is used in the first SY that the school is operational regardless of whether the school was previously reported as future in previous SYs.</p>
4	Added	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was NOT reported even though it was in operation • In current SY <ul style="list-style-type: none"> ○ Is in operation <p>Note: This status is for schools that were previously overlooked.</p>

Status Code	Status	This status applies when the school:
5	Changed LEA affiliation	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was reported • In current SY <ul style="list-style-type: none"> ○ Is in operation but was previously reported as affiliated with a different LEA
6	Inactive	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was reported • In current SY <ul style="list-style-type: none"> ○ Is temporarily closed but expected to reopen <p>Note: When a school that has been reported as inactive reopens, it is reported as open (instead of reporting as reopened)</p>
7	Future	<ul style="list-style-type: none"> • In previous SY <ul style="list-style-type: none"> ○ Was NOT reported as operational • In current SY <ul style="list-style-type: none"> ○ Is not operational • In future SY <ul style="list-style-type: none"> ○ Is scheduled to be operational within 2 years
8	Reopened	<ul style="list-style-type: none"> • In prior SY <ul style="list-style-type: none"> ○ Was reported as Closed • In current SY <ul style="list-style-type: none"> • Is operational <p>Note: A reopened school must be reported with the LEA NCES ID and School NCES ID it had before being reported as closed.</p>

In addition to operational status, SEAs report school reconstituted status.

Name	Reconstituted status
DG	743
Levels	SCH
Definition	The school was restructured, transformed, or otherwise changed as a consequence of the state's accountability system under <i>ESEA</i> or as a result of School Improvement Grants (SIG), but is not recognized as a new school for CCD purposes.
Permitted Values	<ul style="list-style-type: none"> • Yes – Reconstituted • No – Not reconstituted

GRADES OFFERED

SEAs submit data on which grades are offered by the LEAs and schools.

Name	Grades offered	
DG	18	
Levels	LEA, SCH	
Definition	The grade level(s) offered by the school or district.	
Permitted Values	<ul style="list-style-type: none"> • Ungraded • Prekindergarten • Kindergarten • Grade 1 • Grade 2 • Grade 3 • Grade 4 • Grade 5 • Grade 6 	<ul style="list-style-type: none"> • Grade 7 • Grade 8 • Grade 9 • Grade 10 • Grade 11 • Grade 12 • Grade 13 • Adult Education • No Grades

“No Grades” is used for LEAs that have no schools or students.

DESCRIPTIVE INFORMATION

The following data groups are collected at the school level in FS 129.

SHARED TIME (DG 573)

An example of a shared-time school is a regional career and technical education center that enrolls (or serves) students from multiple home high schools on a part-time basis.

Name	Shared time status
DG	573
Levels	SCH
Definition	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.
Permitted Values	<ul style="list-style-type: none"> • Yes – Shared-time school • No – Not a shared-time school

TITLE I SCHOOL STATUS (DG 22)

Name	Title I school status
DG	22
Levels	SCH

Definition	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.
Permitted Values	<ul style="list-style-type: none"> • Title I Targeted Assistance Eligible School- No Program • Title I Targeted Assistance School • Title I Schoolwide Eligible-Title I Targeted Assistance Program • Title I Schoolwide Eligible School- No Program • Title I Schoolwide School • Not a Title I School

MAGNET STATUS (DG 24)

Name	Magnet status
DG	24
Levels	SCH
Definition	An indication that the school is a magnet school or has a magnet program within the school.
Permitted Values	<ul style="list-style-type: none"> • Yes – Magnet school • No – Not a magnet school

NSLP STATUS (DG 791)

Name	NSLP status
DG	791
Levels	SCH
Definition	The classification of participation by a school in the National School Lunch Program.
Permitted Values	<ul style="list-style-type: none"> • Participating without using any Provision or the CEO • Participating under Provision 1 • Participating under Provision 2 • Participating under Provision 3 • Participating under Community Eligibility Option (CEO) • Does not participate in NSLP

VIRTUAL SCHOOL STATUS (DG 803)

“Virtual education” is instruction during which students and teachers are separated by time and/or location and interact via internet-connected computers or other electronic devices.

Name	Virtual school status
DG	803
Definition	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.
Permitted Values	<ul style="list-style-type: none"> • 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. • 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. • Supplemental Virtual – Instruction is directed by teachers in a traditional classroom

	<p>setting; virtual instruction supplements face-to-face instruction by teachers. Students vary in the extent to which their instruction is virtual.</p> <ul style="list-style-type: none"> • No virtual instruction - The school does not offer any virtual instruction. No students receive any virtual instruction.
--	---

REPORTING FOR STATES WITH CHARTER LEGISLATION

States with charter schools submit a file with the charter authorizers prior to submitting the school level file with the charter schools. The file with the charter authorizer is explained in the section “Charter Authorizer”

In addition, states with charter schools submit a file with management organizations, a file linking the management organizations to the charter schools, and a file with charter contract information.

States with independent charter district include those entities in the LEA level file prior to submitting the school level file with the charter schools.

To ensure completeness of data on charter schools, SEAs submit a file (FS 190) with the list or roster of authorized public chartering agencies (aka charter authorizers) in their state. The charter schools are linked to the charter authorizers using the identifier. Only states that have charter schools submit data on charter authorizers.

The purpose of the data items being collected regarding management organizations is to provide the Charter School Program (CSP) Office of the U.S. Department of Education insight into the extent and scope of the relationships between CMOs and EMOs with charter schools. The federal grant funding provided to states is allocated to schools that work with such non-profit and for-profit organizations, which assist in directing the charter schools, without always having accountability to a district or the state. It is important that the U.S. Department of Education begins to form a roster of these organizations to provide stronger oversight and accountability for federal funds.

The purpose of the data items being collected regarding charter contracts is to enable CSP to obtain a complete list of charter schools in the United States. CSP goes through a complex reconciliation process to compile a directory of all charter schools that are in operation across the nation. These data will fill in the data gaps so that for each school year CSP has a complete and accurate directory of charter schools.

CHARTER SCHOOLS

In the directory file, schools are marked as either charter or not charter.

Name	Charter status
------	----------------

DG	27
Levels	SCH
Definition	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 a public charter school.
Permitted Values	<ul style="list-style-type: none"> • Yes – Charter school • No – Not a charter school • NA – State does not have legislation for charter schools.

Charter schools also differ in appropriations and who holds the charter for the school.

Name	State appropriations for charter Revised!
DG	TBD
Levels	SCH
Definition	How charter schools receive state appropriations.
Comment	State appropriations consist of funds provided by the state government only and do not include allocations of funds from federal grants
Permitted Values Revised!	<ul style="list-style-type: none"> • 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).

.....
LINKING CHARTER SCHOOLS TO CHARTER AUTHORIZERS AND MANAGEMENT ORGANIZATIONS
.....

Charter schools are linked to the charter authorizers using the charter authorizer identifier. The identifiers associated with the charter authorizers are collected and reported in the aforementioned charter authorizer roster. The identifiers associated with the charter school are also reported in the school level directory for any school with a “yes” for charter status (DG 27).

Name	Charter authorizer identifier (state)
DG	804
Levels	SCH
Definition	The identifier assigned to an authorized public chartering agency by the SEA.

.....
CHARTER CONTRACTS
.....

FS 198 collects information on the charter contract. The following data groups are collected.

DG	Name	Definition
830	Charter contract	The unique number an SEA assigns to the contract (or charter) that authorizes the

	ID number	charter school to operate in the state under the state’s charter school legislation.
831	Charter contract approval date	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.
832	Charter contract renewal date	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.

INDEPENDENT CHARTER DISTRICTS

Whenever an LEA is reported with an LEA type of “independent charter district” the SEA also reports the type of authority that the education unit has related to U.S. Department of Education programs.

Name	Charter LEA status
DG ID	27
Levels	LEA
Definition	The status of a charter district as an LEA for purposes of federal programs.
Permitted Values	<ul style="list-style-type: none"> • Not applicable - There is no legislation to permit charter schools • State has charter schools, but does not permit charter LEAs • Not a charter district – State has charter LEAs but this LEA is not a charter LEA • Charter district which is an LEA for programs authorized under <i>IDEA</i>, <i>ESEA</i>, and <i>Perkins</i> • Charter district which is an LEA for programs authorized under <i>ESEA</i> and <i>Perkins</i> but not under <i>IDEA</i> • Charter district which is an LEA for programs authorized under <i>IDEA</i> but not under <i>ESEA</i> and <i>Perkins</i> • Charter district which is not an LEA for any federal program

CHARTER AUTHORIZERS

To ensure completeness of data on charter schools, SEAs submit a file (FS 190) with the list or roster of authorized public chartering agencies (aka charter authorizers) in their state. The charter schools are linked to the charter authorizers using the identifier. Only states that have charter schools submit data on charter authorizers.

Below are detailed descriptions of data groups used for the roster of charter authorizers. Similar to other education entities, the data groups are organized as unique identifiers, contact information, and descriptive information.

UNIQUE IDENTIFIERS

The unique identifiers for charter authorizers are the name, state code, and a state identifier.

DG	Name	Definition
798	Charter authorizer name	The full legally accepted name of the authorized public chartering agency that currently oversees the charter school.
559	State code	The two digit American National Standards Institute (ANSI) code for the state, District

		of Columbia, and the possessions (outlying areas) and freely associated areas of the United States.
808	Charter authorizer identifier (state)	The unique identifier assigned to an authorized public chartering agency by the SEA.

CONTACT INFORMATION

The roster includes the standard contact information of mailing and location address.

DG	Name	Definition
805	Charter authorizer address location	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.
806	Charter authorizer address mailing	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.

DESCRIPTIVE INFORMATION

The roster includes information about the type of organization that the charter authorizer is.

Name	Charter authorizer type
DG	809
Definition	The type of organization
Permitted Values	<ul style="list-style-type: none"> • State department of education • State board of education • Public charter school board • Local educational agency • University • Community college • Not for profit organization • Non educational government entities (for example, mayor's office) • Other

MANAGEMENT ORGANIZATIONS

The roster includes information about management organizations.

UNIQUE IDENTIFIERS

The unique identifiers for management organizations are the name, state code, and a state identifier.

The unique identifiers for charter authorizers are the name, state code, and a state identifier.

DG	Name	Definition
825	Management organization name	The full legally accepted name of the management organization.
559	State code	The two digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the possessions (outlying areas) and freely associated areas of the United States.
826	Employer identification number (EIN)	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.

CONTACT INFORMATION

The roster will include the standard contact information of mailing and location address.

DG	Name	Definition
827	Organization address location	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.
828	Organization address mailing	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.

DESCRIPTIVE INFORMATION

The roster will include information about the type of charter management organization

Name	Management organization type
DG	829
Definition	The type of management organization.
Permitted Values	<ul style="list-style-type: none"> • 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.

APPENDIX A: CITATION CODE OF FEDERAL REGULATIONS

The Education Sciences Reform Act of 2002 directed IES to use definitions from the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

TITLE I—EDUCATION SCIENCES REFORM

SEC. 101. SHORT TITLE.

This title may be cited as the “Education Sciences Reform Act of 2002”.

SEC. 102. DEFINITIONS.

In this title:

- (1) IN GENERAL.—The terms “elementary school”, “secondary school”, “local educational agency”, and “State educational agency” have the meanings given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) and the terms “freely associated states” and “outlying area” have the meanings given those terms in section of such Act (20 U.S.C. 6331(c)).

Below is the definition of an LEA from the Code of Federal Regulations (CFR).

34 CFR § 303.23 Local educational agency

(a) **GENERAL. LOCAL EDUCATIONAL AGENCY** or LEA means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(b) **EDUCATIONAL SERVICE AGENCIES AND OTHER PUBLIC INSTITUTIONS OR AGENCIES.** The term includes the following:

(1) **EDUCATIONAL SERVICE AGENCY**, defined as a regional public multiservice agency—

- (i) Authorized by State law to develop, manage, and provide services or programs to LEAs; and
- (ii) Recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary schools and secondary schools of the State.

(2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public charter school that is established as an LEA under State law.

(3) Entities that meet the definition of **INTERMEDIATE EDUCATIONAL UNIT** or IEU in section 602(23) of the Act, as in effect prior to June 4, 1997. Under that definition an **INTERMEDIATE EDUCATIONAL UNIT** or IEU means any public authority other than an LEA that;

- (i) Is under the general supervision of a State educational agency;
- (ii) Is established by State law for the purpose of providing FAPE on a regional basis; and
- (iii) Provides special education and related services to children with disabilities within the State.

(c) BIE-FUNDED SCHOOLS. The term includes an elementary school or secondary school funded by the Bureau of Indian Education, and not subject to the jurisdiction of any SEA other than the Bureau of Indian Education, but only to the extent that the inclusion makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the LEA receiving assistance under the Act with the smallest student population.

(Authority: 20 U.S.C. 1401(5), 1401(19))