#### Paperwork Reduction Act Submission Supporting Statement

**Annual Mandatory Collection of Elementary and Secondary**

**Education Data through ED*Facts***

**August 2017**

Attachment G

**Change Memorandum**

**Technical Amendments**

**SY 2017-18 and 2018-19**

Contents

[Purpose 3](#_Toc490482192)

[Background 3](#_Toc490482193)

[Technical Amendments To Align with ESSA 3](#_Toc490482194)

[Change to “Other Academic Indicator” 3](#_Toc490482195)

[Removing reference to diplomas 4](#_Toc490482196)

[Change to “WithIn Five Years” 4](#_Toc490482197)

[Change to “Migratory Students” 5](#_Toc490482198)

[REDUCE DISAGGREGATION 6](#_Toc490482199)

[Technical Corrections 6](#_Toc490482200)

[Definition 6](#_Toc490482201)

[Category Sets 7](#_Toc490482202)

[Reporting Periods 8](#_Toc490482203)

[Subtotal 8](#_Toc490482204)

[Data Group and File Specification IDs 9](#_Toc490482205)

[Attachments 10](#_Toc490482206)

# **Purpose**

This document describes technical amendments proposed for the ED*Facts* data set for SY 2017-18 and 2018-19. The supporting attachments have been updated to reflect the amendments and are submitted with this change request. These changes are to:

* Align the language used in the EDFacts data set to the terminology used in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA);
* Fix technical errors in EDFacts documentation; and
* Assign DG and FS identification numbers (IDs) to new data groups.

# **Background**

The current ED*Facts* data set is approved for three school years: 2016-17, 2017-18, and 2018-19. The ED*Facts* data set is primarily collected through the ED*Facts* Submission System (ESS) and submitted by state educational agencies (SEAs). ESS is an electronic collection system that collects data at the state, local education agency (LEA), and school levels. This approach has allowed the U.S. Department of Education (ED) to have a robust set of data while also modernizing the collection approach from the SEAs.

ED is currently collecting the SY 2016-17 data. ED plans to begin collecting the SY 2017-18 data by December of 2017.

The ED*Facts* data set is composed of data groups and categories. The structure of the ED*Facts* data set is explained in Attachment E of the approved data set.

# **Technical Amendments To Align with ESSA**

This section explains the requested technical amendments to the ED*Facts* data set. All changes are changes in terminology and thus do not change the burden for this collection. The changes are:

* Changing from “Academic Progress Indicator” to “Other Academic Indicator”
* Removing reference to diplomas
* Changing from “after five years” to “within five years”
* Changing from “migrant students to “migratory students

### Change to “Other Academic Indicator”

The term “Academic Progress Indicator” was used in regulations that have subsequently been rescinded. The term from the statute is “Other Academic Indicator.” This change impacts one data group.

|  |  |  |
| --- | --- | --- |
|  | **As is** | **As should be** |
| **DG ID** | TBD (DG ID wasn’t assigned) | 836 |
| **DG Name** | Academic progress indicator status table | Other academic indicator status table |
| **DG Definition** | A school’s performance on the Academic Progress Indicator. | A school’s performance on the Other Academic Indicator. |

### Removing reference to diplomas

|  |  |  |
| --- | --- | --- |
|  | **As is** | **As should be** |
| **DG ID** | 739 |
| **DG Name** | HS graduates postsecondary enrollment table |
| **DG Definition** | The number of students who graduated with a regular or alternate high school diploma during the previous academic year who enrolled or did not enroll in an IHE during the academic year immediately following the previous academic year. | 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. |

### Change to “WithIn Five Years”

ESEA uses the phrase “within five years” for English learners to achieve proficiency with English. This change impacts one data group:

|  | **As is** | **As should be** |
| --- | --- | --- |
| **DG ID** | TBD (DG ID wasn’t assigned) | 840 |
| **DG Name** | Title III English learners not proficient after five years | Title III English learners not proficient within five years |
| **DG Definition** | The number of English learners who have not attained English language proficiency after five years of identification as an English learner in a district that receives Title III of ESEA, as amended, funds | 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. |

### Change to “Migratory Students”

The term in the previous package was “migrant students.” The term from the statute is “migratory students.” This change impacts the following data groups:

|  |  |  |
| --- | --- | --- |
| **FS** | **DG** | **DG Name** |
| 054 | 102 | MEP students served 12-month table |
| 165 | 110 | Migrant students eligible regular school year |
| 121 | 634 | Migrant students eligible 12-month table |
| 122 | 635 | MEP students eligible and served summer/intersession table |
| 145 | 684 | MEP services table |
| 192 | 796 | MEP students priority for services table |

For each of these DGs, the name and the definition will be changed from “migrant” to “migratory.”

The change also impacts the some categories:

* Migrant Status
* Migrant Priority for Services (Only)
* Continuation (Only)
* MEP Services

The change for Migrant Status is:

|  |  |  |
| --- | --- | --- |
|  | **As is** | **As should be** |
| **Category Name** | Migrant Status | Migratory Status |
| **Category Definition** | An indication that students are eligible migrant children. | An indication that students are eligible migratory children. |
| **Permitted value** | Migrant students | Migratory students |

The change for Migrant Priority for Services (Only) is:

|  |  |  |
| --- | --- | --- |
|  | As is | As should be |
| **Category Name** | Migrant Priority for Services (Only) | Priority for Services (Only) |

The change for Continuation (Only) is:

|  |  |  |
| --- | --- | --- |
|  | As is | As should be |
| **Definition**  | An indication that migrant children are receiving instructional or support services under the continuation of services authority *ESEA,* as amended, Title I, Part C Section 1304(e)(2)-(3). | An indication that migratory children are receiving instructional or support services under the continuation of services authority *ESEA,* as amended, Title I, Part C Section 1304(e)(2)-(3). |

The change for MEP Services is:

|  |  |  |
| --- | --- | --- |
|  | As is | As should be |
| **Definition**  | The types of services received by participating migrant students in the migrant education program (MEP). | The types of services received by participating migratory students in the migrant education program (MEP). |

Data group names were updated in Attachment B-3 but not marked as a change.

# **Reduce Disaggregation**

Previously, the data on assessments in mathematics and reading/language arts was collected by School Year Attendance Status (also known as Full Academic Year Status). The Department has determined that these additional disaggregations of the data are not required. Therefore, the category “School Year Attendance Status” is removed from all the category sets (Attachment B-4) and subtotals for the following DGs (Attachment B-3).

| **Data Group Name** | **DG ID** |
| --- | --- |
| **Academic achievement in mathematics table** | 583 |
| **Academic achievement in reading/language arts table**  | 584 |
| **Assessment participation in mathematics table**  | 588 |
| **Assessment participation in reading/language arts table**  | 589 |

# **Technical Corrections**

This section explains the technical corrections. These corrections are errors in the package.

### Definition

|  |  |  |
| --- | --- | --- |
| **Data Group** | **As is** | **As should be** |
| Management organization type (DG 829) | The type of charter management organization. | The type of management organization. |

### Category Sets

In a couple of places, the category in Attachment B-3 Data Groups is incorrect. These data groups have been collected for several school years. These corrections align the data groups to how the data groups have been collected. Thus, there is no change in burden.

| **Data Group** | **As is** | **As should be** |
| --- | --- | --- |
| Children with disabilities (IDEA) exiting special education table (DG 85) | Category Set A* Basis of Exit
* Age (Exiting)
* Disability Category (*IDEA*)
 | Category Set A* Basis of Exit
* Age (Exiting)
* Disability Category (*IDEA*) Exiting
 |
| Title III English language proficiency results table (DG 151) | Category Set A* Title III Accountability

Category Set B* Title III Accountability
* Disability Status (only)
 | Category Set A* English Learner Accountability

Category Set B* English Learner Accountability
* Disability Status (only)
 |
| Children with disabilities (IDEA) disciplinary removals table (DG 598) | Category Set D* Removal Length (IDEA)
* English Learner Status (Only)
 | Category Set D* Removal Length (IDEA)
* English Learner Status (Both)
 |
| Academic achievement in science table (DG 585) | Category Set H* Assessment Administered
* Performance Level
* Grade Level (Assessment)
* School Year Attendance Status
* Foster Care Status

Category Set I* Assessment Administered
* Performance Level
* Grade Level (Assessment)
* School Year Attendance Status
* Military Connected Student Status
 | Category Set H* Assessment Administered
* Performance Level
* Grade Level (Assessment)
* Foster Care Status

Category Set I* Assessment Administered
* Performance Level
* Grade Level (Assessment)
* Military Connected Student Status
 |

### Reporting Periods

In a couple of places, the reporting period in Attachment B-3 Data Groups is incorrect. The reporting periods should match the reporting periods listed in Attachment B-1. These corrections align the data groups between Attachment B-1 and B-3. Thus, there is no change in burden.

|  |  |  |
| --- | --- | --- |
| **Data Group** | **As is** | **As should be** |
| MEP student students eligible and served summer/intersession table (DG 635) | Summer and Intersession Terms during the Performance Period (9/1 to 8/31) | Summer and Intersession Terms during the Performance Period (MEP) |
| All data groups for Neglected or Delinquent (N or D) Program – See list below | July 1 through June 30 | Program year (N or D) |

The reporting periods are corrected in the below list of the N or D data groups:

| **Data Group Name** | **DG**  |
| --- | --- |
| **N or D academic achievement table – LEA**  | 629 |
| **N or D academic achievement table - State Agency**  | 628 |
| **N or D academic and vocational outcomes exited programs table – LEA**  | 784 |
| **N or D academic and vocational outcomes exited programs table – State Agency**  | 785 |
| **N or D academic and vocational outcomes in programs table – LEA**  | 782 |
| **N or D academic and vocational outcomes in programs table – State Agency**  | 783 |
| **N or D participation table – LEA**  | 657 |
| **N or D participation table – State Agency**  | 656 |

### Subtotal

Under ESSA, states can have more than one school quality or student success indicator status. To accommodate this, the data group school quality or student success indicator status table includes the category Indicator Type. An error was made in the data group structure for the status for all students. Generally, the status for all students is the education unit total. However, since the states can have more than one indicator, Indicator Type must be included with the status for all students. The data group has been revised.

|  |  |
| --- | --- |
| **Group Name: School quality or student success indicator status table** | **DG: 838** |
| **Definition** |  A school’s performance on the state-specific indicators of school quality or student success. |
| **Permitted Values** | * State defined permitted values
* Too few students
* No students in the subgroup
 |
| **Reporting Period**  | School Year |
| **Reporting Levels** | School  | LEA □ | State □ |
| **Education Unit Total!** | □ |
| **Comment**  | Subtotal 1 is the status for all students for each indicator. |
| **Scope Comment** |  |
| **Duplication Comment** |  |
| **File Specification #** | 202 |
| **CATEGORY SET**  | **DESCRIPTION** |
| **Category Set A** | * Indicator Type
* Major Racial and Ethnic Groups
 |
| **Category Set B** | * Indicator Type
* Disability Status (Only)
 |
| **Category Set C** | * Indicator Type
* English Learner Status (Only)
 |
| **Category Set D**  | * Indicator Type
* Economically Disadvantaged Status
 |
| **SUBTOTAL**  | **DESCRIPTION** |
| **Subtotal 1** | * Indicator Type
 |
| **STEWARD: OESE/OSS** |

# **Data Group and File Specification IDs**

When the OMB clearance package was originally submitted, the data group and file specification IDs were not assigned. To make the attachments easier to use, the IDs have been added to Attachment B-3 Data Group. The addition of the IDs is not marked in the Attachments.

| **Data Group Name** | **DG ID** | **FS ID** |
| --- | --- | --- |
| Graduation rate indicator status table | 834 | 199 |
| Academic achievement indicator status table | 835 | 200 |
| Other academic indicator status table | 836 | 201 |
| Progress achieving English language proficiency indicator status table | 837 | 103 |
| School quality or student success indicator status table | 838 | 202 |
| Teachers table | 839 | 203 |
| Title III English learners not proficient within five years table | 840 | 204 |
| Title III English learners exited table | 841 | 204 |

# **Attachments**

The changes to the original attachments are marked as “**Revised TA!**” in red font in the Attachments. (The addition of the DG IDs and FS ID are not marked.)