

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

March 2022

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**ATTACHMENT C**

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***EDFacts* Metadata and  
Processing System (*EMAPS*) for  
School Years 2022-23, 2023-24,  
and 2024-25  
(with 2021-22 continuation)**

OMB No. 1850-0925 v.8

## INTRODUCTION

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The ED*Facts* Metadata and Process System (EMAPS) is a web-based tool used to provide SEAs with an easy method of reporting and maintaining information on state policies, plans, and other metadata to aid in the analysis of data collected. It is also used for data collections that are better suited to a web-based collection.

In the tables below, the Reference column lists the section names and question numbers that are used to organize each question. This column also includes skip logic. These might be altered slightly to ensure that questions appear proper on web pages.

Changes from prior year are marked with “**(Revised60!)**”, “**(New60!)**”, “**(Revised30!)**”, “**(Retire30!)**”, Changes are also summarized in the introduction to each collection.

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## DATA COLLECTIONS

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This section provides information about data collections using the *EMAPS* web-based tool.

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### IDEA PART B DISPUTE RESOLUTION

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This data collection is authorized by Part B of the Individuals with Disabilities Education Act (IDEA): 20 USC 1418 (a)(1)(F), 1418(a)(1)(H), 1418(a)(1)(G), and 1418(a)(3). This data collection requests information on the following: written, signed complaints; mediation requests; due process complaints; and expedited due process complaints.

Question	Permitted Values
<b>Section A: Written, Signed Complaints</b>	
Total number of written signed complaints filed.	
Complaints with reports issued.	Integer (Count) or Missing
Reports with findings of noncompliance.	Integer (Count) or Missing
Reports within timelines.	Integer (Count) or Missing
Reports within extended timelines.	Integer (Count) or Missing
Complaints pending.	Integer (Count) or Missing
Complaints pending a due process hearing.	Integer (Count) or Missing
Complaints withdrawn or dismissed.	Integer (Count) or Missing
<b>Section B: Mediation Requests</b>	
Total number of mediation requests received through all dispute resolution processes.	
Mediations held.	Integer (Count) or Missing
Mediations held related to due process complaints.	Integer (Count) or Missing
Mediation agreements related to due process complaints.	Integer (Count) or Missing
Mediations held not related to due process complaints.	Integer (Count) or Missing
Mediation agreements not related to due process complaints.	Integer (Count) or Missing
Mediations pending.	Integer (Count) or Missing

Question	Permitted Values
Mediations withdrawn or not held.	Integer (Count) or Missing
<b>Section C: Due Process Complaints</b>	
Total number of due process complaints filed.	
Resolution meetings.	Integer (Count) or Missing
Written settlement agreements reached through resolution meetings.	Integer (Count) or Missing
Hearings fully adjudicated.	Integer (Count) or Missing
Decisions within timeline (include expedited).	Integer (Count) or Missing
Decisions within extended timeline.	Integer (Count) or Missing
Due process complaints pending.	Integer (Count) or Missing
Due process complaints withdrawn or dismissed (including resolved without a hearing).	Integer (Count) or Missing
<b>Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)</b>	
Total number of expedited due process complaints filed.	
Expedited resolution meetings.	Integer (Count) or Missing
Expedited written settlement agreements.	Integer (Count) or Missing
Expedited hearings fully adjudicated.	Integer (Count) or Missing
Change of placement ordered.	Integer (Count) or Missing
Expedited due process complaints pending.	Integer (Count) or Missing
Expedited due process complaints withdrawn or dismissed.	Integer (Count) or Missing
Comment	text

IDEA PART B MAINTENANCE OF EFFORT (MOE) REDUCTION AND COORDINATED EARLY INTERVENING SERVICES (CEIS)  
**(REVISED60!) (REVISED30!)**

This data collection is authorized by Section 618, Part B of the Individuals with Disabilities Education Act (IDEA): 20 USC 1413(f)(4) and 1418(a)(3). This data collection requests the following information for every local educational agency (LEA) or educational service agency (ESA) that receives an IDEA Section 611 or 619 sub grant: LEA/ESA allocations; Maintenance of Effort (MOE) Reduction; provision of Coordinated Early Intervening Services (CEIS) and number of children receiving CEIS.

Question	Permitted Values
LEA Name	text
Update Flag	<ul style="list-style-type: none"> <li>• 1 – Change to LEA/ESA Name</li> <li>• 2 – LEA/ESA no longer used</li> <li>• 3 – New LEA/ESA</li> <li>• 5 – Change to NCESID #</li> <li>• Blank – no change to the LEA/ESA</li> </ul>
NCES ID	valid NCES ID
Year used to make the LEA/ESA/SEA determinations	number (YYYY-YY)
Total LEA/ESA allocation for Section 611 of IDEA FFY 20XX	dollar value, 2 decimals
Total LEA/ESA allocation for Section 611 of IDEA FFY 20XX	dollar value, 2 decimals
Increase in LEA/ESA allocations for Section 611 from FFY 20XX to FFY 20XX	calculated by system
Total LEA/ESA allocation for Section 619 of IDEA FFY 20XX	dollar value, 2 decimals
Total LEA/ESA allocations for Section 611 and 619 of IDEA for FFY 20XX	calculated by system
15% of the total LEA/ESA allocations for Section 611 and 619 of IDEA for FFY 20XX	calculated by system
Determination under 34 CFR 300.600(a)(2) that controls whether the LEA may be able to reduce MOE during SY 20XX-XX	<ul style="list-style-type: none"> <li>• ‘1’ – meets the requirements and purposes of Part B,</li> <li>• ‘2’ – needs assistance in implementing the requirements for Part B,</li> <li>• ‘3’- needs intervention in implementing the requirements for Part B.</li> <li>• ‘4’ – needs substantial intervention in implementing the requirements of Part B</li> <li>• ‘NA’ – Not applicable or no determination</li> <li>• ‘M’ – Missing</li> </ul>

Question	Permitted Values
Reduction of local and/or state funds taken pursuant to Section 613(a)(2)(C) by the LEA/ESA during SY 20XX-XX	dollar value, 2 decimals
Percent of the available reduction taken by LEA /ESA during SY 20XX-XX	calculated by system
Did the State determine whether the LEA/ESA met the MOE compliance standard in FFY 20XX/SY 20XX-XX?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• M – Missing</li> <li>• NA – Not applicable (for Update Flag 3 (new) only)</li> </ul>
Did the LEA/ESA meet the MOE compliance standard in FFY 20XX/SY 20XX-XX?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
By the date of this data submission, did the State return non-Federal funds to the Department based on the failure of the LEA/ESA to meet the MOE compliance standard in FFY 20XX/SY 20XX-XX?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
What amount of non-Federal funds did the State return to the Department based on the failure of the LEA/ESA to meet the MOE compliance standard in FFY 20XX/SY 20XX-XX?	<ul style="list-style-type: none"> <li>• Dollar amount</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Required CEIS Was the LEA/ESA required to use 15% of funds for CEIS due to significant disproportionality in SY 20XX-XX?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Was the LEA/ESA identified as having significant disproportionality due to 'identification as a child with a disability'?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Was the LEA/ESA identified as having significant disproportionality due to 'identification by disability category'?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>

Question	Permitted Values
Was the LEA/ESA identified as having significant disproportionality due to 'placement in a particular educational setting'?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Was the LEA/ESA identified as having significant disproportionality due to 'disciplinary action'?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Required CEIS Amount reserved for required CEIS in the LEA /ESA in SY 20XX-XX	dollar value, 2 decimals
Required CEIS Percent taken for required CEIS in the LEA /ESA in SY 20XX-XX	calculated by system
Voluntary CEIS Did the LEA/ESA voluntarily use up to 15% of IDEA 611 and 619 fund for CEIS in SY 20XX-XX?	<ul style="list-style-type: none"> <li>• 1 – Yes</li> <li>• 0 – No</li> <li>• M – Missing</li> </ul>
Voluntary CEIS Amount reserved for voluntary CEIS in SY 20XX-XX	dollar value, 2 decimals
Voluntary CEIS Percent taken for voluntary CEIS during SY 2016-17	calculated by system
Total number of children receiving CEIS under the IDEA in the LEA/ESA during SY 20XX-XX	<ul style="list-style-type: none"> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Total number of children who received CEIS under the IDEA anytime in the past two school years (including SY 2014-15, SY 20XX-XX and SY 20XX-XX) and received special education and related services in SY 20XX-XX	<ul style="list-style-type: none"> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Number of children receiving CCEIS under IDEA who are between the ages of 3 and 5 (not in kindergarten) (in the reference year). <b>(New60!) (Retire30!)</b>	<ul style="list-style-type: none"> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Number of children receiving CCEIS under IDEA who are between the ages of 5 (in kindergarten) and 21 (in the reference year). <b>(New60!) (Retire30!)</b>	<ul style="list-style-type: none"> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>
Number of children with disabilities receiving CCEIS under IDEA in the (reference year).* <b>(New60!)</b>	<ul style="list-style-type: none"> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> </ul>

Question	Permitted Values
Number of children without disabilities receiving CCEIS under IDEA in (the reference year).* <b>(New60!)</b>	<ul style="list-style-type: none"> <li>• M – Missing</li> <li>• Positive whole Number</li> <li>• Zero</li> <li>• NA – Not applicable</li> <li>• M – Missing</li> </ul>

*\*Collection of the two new items will begin in SY 2023-24.*



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## METADATA COLLECTIONS

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Metadata are information to explain other data. Like all data collections, the *EDFacts* collection requires metadata. Metadata collected from a SEAs aid the analysis and appropriate use of data. The metadata to be collected range from information to support data submissions (*e.g.*, completeness) to capturing state policies surrounding data collection (*e.g.*, student count dates). *EDFacts* minimizes the burden on SEAs to report metadata by rigorously evaluating the need for the information and prioritizing metadata that pertain to critical data items.

It is possible as *EDFacts* data are collected that the items in the *EMAPS* metadata collections will be altered slightly to ensure the proper metadata are collected to support ED's understanding of the *EDFacts* data.

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### COMMON CORE OF DATA (CCD) GRADES OFFERED & GRADUATES/COMPLETER SURVEY

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This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS039 - Grades Offered, to be used to determine which states are subject to edits on the permitted values Ungraded, Grade 13, or Adult Education in file FS052 Membership
- FS059 - Staff Full-Time Equivalent (FTE), to be used to determine which states are subject to edits on the permitted value Ungraded Teachers
- FS040 - Graduates/Completers, to be used to determine which states are subject to edits on the permitted value Other High School Completion Credentials
- FS086 - Students Involved with Firearms

Question	Permitted Values
<b>GRADES OFFERED (FS029, FS039)</b>	
Does your state offer ungraded instruction? (Optional)	Yes/No
Are any teachers identified as teachers for ungraded classes?	Yes/No
Does your state offer Grade 13 instruction, as it is defined in the file specification for FS052 (Membership)?	Yes/No
Does your state report Adult Education within its elementary and secondary structure?	Yes/No

Question	Permitted Values
Can you differentiate between grades offered and grades enrolled at the school level?	Yes/No
Can you differentiate between grades offered and grades enrolled at the district level?	Yes/No
Please describe the student counts included in prekindergarten reporting for your state in the box below.	
Do the counts include students enrolled in Headstart, children with disabilities, or State-funded preschool programs?	Yes/No
If there are significant differences between the data reported at the school, LEA, and SEA level, please explain the reason for these differences.	
Grades Offered Comment:	text
<b>GRADUATES/COMPLETERS (FS040)</b>	
For which of the following does your state collect data? (Optional)	Other high school completion credentials for meeting criteria other than the requirements for a regular diploma (i.e. certificate of completion, certificate of attendance).
Are there exit codes that allow a student to leave the school system without being classified as one of the following: dropout, diploma recipient, OHC recipient, transfer, death?	Yes/No
If Yes, please explain:	text
Does your state recognize and report dropouts below grade 7?	
If No, please explain	
Graduates/Completers Comment:	text

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**GUN FREE SCHOOLS ACT (GFSA) SURVEY**

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This metadata collection relates to the Gun Free Schools Act data collection. This information along with the data collected is used for the legislative required reporting on gun related incidents.

This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS086 - Students Involved with Firearms
- FS163 - Discipline Data

Question	Permitted Values	Skip Logic
<b>RESPONDENT INFORMATION</b>		
Name of Individual Completing this Report:	text	
Title of Individual Completing this Report:	text	
Fax:	text xxx-xxx-xxxx	
Email Address:	text	
Did your state submit all GFSA data via ESS (files # C086 and C163) for SY 2016-17	Yes/No	
<b>LEA COMPLIANCE WITH GFSA</b>		
List the name and address of each LEA that has not provided an assurance that it is in compliance with the State law that requires that a student who brings a firearm to school, or possesses a firearm at school, be expelled for one year. (If all LEAs have provided the necessary assurance, please indicate “none” in response to this item.)	None, One or more LEA Names and Addresses (text)	
2. List the name and address of each LEA that has not provided an assurance that it is in compliance with the requirement in Section 4141(h) that an LEA receiving ESEA funds have in place a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school, or possesses a firearm at school. (If all LEAs have provided the necessary assurance, please indicate “none” in response to this item.)	None, One or more LEA Names and Addresses (text)	
3. If applicable, please provide information that explains any circumstances affecting the quality of data submitted to us. What information can the State share with us that will help us to more accurately interpret the data submitted on this GFSA report form (e.g., fewer than 100% LEAs responded to the State; figures reported included all weapons, not only firearms)?	text	
<b>STATE COMPLIANCE WITH GFSA</b>		

Question	Permitted Values	Skip Logic
4. Please indicate whether your State law related to GFSA has changed in the past 12 months.	<ul style="list-style-type: none"> <li>• Yes, our state law has changed in the past 12 months</li> <li>• No, our state law has not changed in the past 12 months</li> </ul>	
Summary of New/Revised Statute	text	Only required if 4 is Yes
5. How does your State law address the need for providing educational services in an alternative setting to students expelled from their regular school setting? Choose one option.	<ul style="list-style-type: none"> <li>• State law encourages LEAs to provide educational services to expelled students in an alternative setting.</li> <li>• State law requires LEAs to provide educational services to expelled students in an alternative setting.</li> <li>• State law does not address the need for educational services in an alternative setting.</li> </ul>	
6. Are any State funds used to support the implementation of educational services in alternative settings as it relates to students who have been expelled under the GFSA? Choose one option.	<ul style="list-style-type: none"> <li>• Yes, State funds are provided.</li> <li>• No, State funds are not provided</li> </ul>	

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**IDEA STATE SUPPLEMENTAL SURVEY (REVISED30!)**

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This metadata collection relates to the current school year *IDEA* data collection.

This metadata collection relates to the following *EDFacts* Submission System (ESS) file specifications:

- FS002 - Children with Disabilities (IDEA) School Age
- FS005 - Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
- FS006 - Children with Disabilities (IDEA) Suspensions/Expulsions
- FS007 - Children with Disabilities (IDEA) Reasons for Unilateral Removal
- FS009 - Children with Disabilities (IDEA) Exiting Special Education
- FS088 - Children with Disabilities (IDEA) Disciplinary Removals
- FS089 - Children with Disabilities (IDEA) Early Childhood
- FS099 - Special Education Related Services Personnel
- FS143 - Children with Disabilities (IDEA) Total Disciplinary Removals
- FS144 - Educational Services During Expulsion

<b>Question</b>	<b>Permitted Values</b>	<b>Skip Logic</b>
<b>EXITING</b>		
<b>Reference Period</b>		
Does your state use the required reference period of July 1 to June 30 to report exiting data for IDEA?	Yes/No	
What is the reference period used? Start Date, End Date	Date	Only required if first response is No
<b>Maximum Age for Services</b>		

Question	Permitted Values	Skip Logic
What is the maximum age at which a student with disabilities (IDEA) can receive special education services?	<ul style="list-style-type: none"> <li>• 18 years</li> <li>• 19 years</li> <li>• 20 years</li> <li>• 21 years</li> <li>• 22 years</li> <li>• 23 years</li> <li>• 24 years</li> <li>• 25 years</li> <li>• 26 years</li> <li>• none</li> </ul>	
Comment	text	
<b>Alternate Diploma</b>		
Does your state offer a state-defined alternate diploma, defined in accordance with Section 8101(23) and (25) of ESEA(A)(ii)(I)(bb), as amended by the ESSA, that is for students with the most significant cognitive disabilities?	Yes/No	
If yes, please provide the statutory/regulatory/policy citation(s) in your state.	text	Only required if first response is Yes
Comment	text	
<b>Certificates</b>		
Can a student with disabilities (IDEA) exit an educational program by receiving a high School completion certificate, modified diploma, or similar document?	Yes/No	
If yes, please provide the statutory/regulatory/policy citation(s) in your state.	text	Only required if first response is Yes
Comment	text	
<b>Regular High School Diplomas</b>		
Is there a minimum age for graduation with a regular high school diploma in your state?	Yes/No	
If yes, provide the minimum age for graduation with a regular high school diploma.	text	Only required if first response is Yes
<b>Moved, Known to be Continuing</b>		

Question	Permitted Values	Skip Logic
When reporting counts under the "Moved, Known to be Continuing" reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program), what is your state's catchment area for SEA - Level Counts	<ul style="list-style-type: none"> <li>• Entire state (students moving out of state)</li> <li>• Districtwide(students moving out of district)</li> <li>• Other (specify)</li> </ul>	
SEA-level Comment	text	Only required if first response is Other (specify)
When reporting counts under the "Moved, Known to be Continuing" reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program), what is your state's catchment area for LEA - Level Counts	<ul style="list-style-type: none"> <li>• Entire state (students moving out of state)</li> <li>• Districtwide(students moving out of district)</li> <li>• Other (specify)</li> </ul>	
LEA-level Comment	text	Only required if first response is Other (specify)
Comment	text	
<b>CHILD COUNT</b>		
<b>Child Count Date</b>		
What date between October 1 and December 1 is your state's IDEA child count date?	Month dropdown listing October, November and December Day dropdown listing 1-31 for October, 1-30 for November, and 1 for December	
<b>State Operated Programs</b>		

Question	Permitted Values	Skip Logic
Does your state report data for all state-operated programs (SOPs) related to children with disabilities (IDEA)?	<ul style="list-style-type: none"> <li>• Yes, ALL SOPs are reported</li> <li>• Yes, SOME SOPs are reported</li> <li>• No, NONE of the SOPs are reported</li> </ul>	
SOPs are reported for which one of the following:	<ul style="list-style-type: none"> <li>• SEA and LEA levels</li> <li>• SEA only</li> <li>• LEA only</li> </ul>	Only required if first response is "Yes, ALL SOPs are reported" or "Yes, SOME SOPs are reported"
Comment	text	Only required if first response is "No, NONE of the SOPs are reported"
<b>Child Count</b>		
Disability Categories Used by your state		
Autism	Yes/No	
Deaf-Blindness	Yes/No	
Developmental Delay	Yes/No	
Emotional Disturbance	Yes/No	
Hearing Impairment	Yes/No	
Intellectual Disabilities	Yes/No	
Multiple Disabilities	Yes/No	
Orthopedic Impairment	Yes/No	
Specific Learning Disability	Yes/No	
Speech or Language Impairment	Yes/No	
Traumatic Brain Injury	Yes/No	
Visual Impairment	Yes/No	
Other Health Impairment	Yes/No	
Comment	text	



Question	Permitted Values	Skip Logic
<b>Developmental Delay</b>		Only displayed if Developmental Delay selected in previous question
What ages are included in your state's definition for developmental delay for children with disabilities (IDEA)		
3 years	Yes/No	
4 years	Yes/No	
5 years in Kindergarten	Yes/No	
5 years not in Kindergarten	Yes/No	
6 years	Yes/No	
7 years	Yes/No	
8 years	Yes/No	
9 years	Yes/No	
Comment	text	
<b>ENVIRONMENTS - SCHOOL AGE</b>		
<b>Environments for School-Aged Children with Disabilities (IDEA)</b>		
Please indicate whether your state permits placement of children with disabilities (IDEA), ages 5 (in kindergarten) through 21, in the following educational environments. <i>For each of the following environments, provide the following information:</i>	<ul style="list-style-type: none"> <li>• Regular Class</li> <li>• Separate School</li> <li>• Residential Facility</li> <li>• Homebound/Hospital</li> <li>• Correctional Facility</li> <li>• Parentally Placed in Private Schools</li> </ul>	
Permitted?	<ul style="list-style-type: none"> <li>• permit for all age children</li> <li>• permit depending on age of the child</li> <li>• does not permit</li> </ul>	

Question	Permitted Values	Skip Logic
If you responded, "permit depending on age of child", please enter the ages for which the educational environment is permitted for children with disabilities (IDEA), ages 5 (in kindergarten) through 21.	<ul style="list-style-type: none"> <li>• 5 (in kindergarten)-11</li> <li>• 12-17</li> <li>• 18-21</li> </ul>	
<b>ENVIRONMENTS - EARLY CHILDHOOD</b>		
<b>Early Childhood Environments for Children with Disabilities (IDEA)</b>		
Please indicate whether your state permits the placement of children with disabilities (IDEA), ages 3 through 5 (not in Kindergarten), in the following educational environments. For each of the following environments, provide the following information:	<ul style="list-style-type: none"> <li>• Regular Early Childhood Program</li> <li>• Separate Special Education Class</li> <li>• Separate School</li> <li>• Residential Facility</li> <li>• Home</li> <li>• Service Provider Location</li> </ul>	
Permitted?	<ul style="list-style-type: none"> <li>• permit for all age children</li> <li>• permit depending on age of the child</li> <li>• does not permit</li> </ul>	
If you responded, "permit depending on age of child", please enter the ages for which the educational environment is permitted for children with disabilities (IDEA), ages 3 through 5 (not in Kindergarten).	<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5 (not in Kindergarten)</li> </ul>	
<b>STAFFING</b>		
<b>IDEA Staffing</b>		
Please indicate all related service personnel categories that are employed or contracted to provide related services to children with disabilities (IDEA), ages 3 through 21, in your state.		
Psychologists	Yes/No	
Social Workers	Yes/No	
Occupational Therapists	Yes/No	
Audiologists	Yes/No	
Physical Education	Yes/No	
Physical Therapists	Yes/No	

<b>Question</b>	<b>Permitted Values</b>	<b>Skip Logic</b>
Speech-Language Pathologists	Yes/No	
Interpreters	Yes/No	
Counselors	Yes/No	
Orientation and Mobility Specialists	Yes/No	
Medical/Nursing Service Staff	Yes/No	
Comment	text	Only required if No is selected for any service personnel category
<b>DISCIPLINE</b>		
<b>Discipline</b>		
Does your state remove students with disabilities (IDEA) from their educational placement for disciplinary purposes for the remainder of the school year or longer?	Yes/No	
If No, please provide the relevant statutory/regulatory/policy citation(s) that prohibit this practice.		Only required if first response is No
<b>ASSESSMENT</b>		
<b>Assessment</b>		
Are children with disabilities (IDEA) who were English Learners and who were in the U.S. less than 12 months prior to the reading/language arts state assessment allowed to take the English language proficient (ELP) assessment in lieu of the regular reading/language arts assessment in your state?	Yes/No	
Comment	text	
<b>STATE ADMINISTRATION</b>		
<b>State Administration</b>		
How is your state's special education 618 data related to students (i.e., child count, educational environments, discipline, exiting, & assessment) integrated into your state's <u>Student Information System</u> (i.e., state data system used for all student data)?	<ul style="list-style-type: none"> <li>• All data components</li> <li>• Some data components</li> <li>• Not at all</li> </ul>	

Question	Permitted Values	Skip Logic
Comment	text	
How is your state's special education 618 data related to students (i.e., child count, educational environment, discipline, exiting, & assessment) integrated into your state's <u>longitudinal data system</u> ?	<ul style="list-style-type: none"> <li>• All data components</li> <li>• Some data components</li> <li>• Not at all</li> </ul>	
Comment	text	
<b>IDEA - MOE Reduction &amp; CEIS (Retire30!)</b>		
<b>MOE Reduction &amp; CEIS</b>		
What is your state's definition of significant disproportionality? <b>(Retire30!)</b>	text	

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**STATE SUBMISSION PLAN (SSP) (REVISED60!) (REVISED30!)**

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SEAs are responsible for maintaining a submission plan that provides details regarding its plans for reporting data via ED*Facts*. The plans indicate whether SEAs will submit files on time, the estimated number of educational units that will be submitted for each file level, and a status flag to indicate when the submission of data for each reporting level is complete and ready for ED's review. This information is necessary in order to monitor state progress on file submissions, evaluate timeliness of submissions, and to provide a mechanism for SEAs to communicate to ED the completeness of the data they submitted. Given the observed discrepancies in some states between subtotals for Sex and totals for all students, we added three metadata questions to better understand permitted values used within each state. The responses may be used to generate data notes for added data user context.

For each file specification SEAs provide the information below.

<b>Question</b>	<b>Permitted Values</b>	<b>Skip Logic</b>
<i>For each file specification, provide the following information:</i>		
Timely SEA	Yes/No	
Timely LEA	Yes/No	
Timely SCH	Yes/No	
Expected Late Submission Date SEA	date mm/dd/yyyy	Only required when SEA timely response is No
Expected Late Submission Date LEA	date mm/dd/yyyy	Only required when LEA timely response is No
Expected Late Submission Date SCH	date mm/dd/yyyy	Only required when SCH timely response is No
Not Timely Comment	text	Only required when one of previous timely responses is No
Status SEA	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>	

Question	Permitted Values	Skip Logic
Status LEA	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>	
Status SCH	<ul style="list-style-type: none"> <li>• No Data in ESS</li> <li>• Not Required to Submit</li> <li>• Data in ESS</li> <li>• Submission Complete</li> </ul>	
Not Required to Submit Comments	text	Only required when one of previous status responses is Not Required to Submit
Data Anomaly SEA	Yes/No	
Data Anomaly LEA	Yes/No	
Data Anomaly SCH	Yes/No	
Data Anomaly Comments	text	Only required when one of previous data anomaly responses is No
<b>New60!</b> For sex, does your state collect more than two permitted values (male and female)?	Yes/No	
<b>Revised30!</b> Beyond male and female, what permitted values does your state collect about students to represent sex, gender, and/or gender identity? Please provide state definitions if terms are defined.	text	Only required when previous responses is Yes

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**ACCOUNTABILITY METADATA (REVISED30!)**

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This metadata collection relates to the collection of data on Title I, Part A accountability systems for ESEA, as amended by ESSA as defined in approved ESEA consolidated State plans for the reporting year. This metadata collection relates to the following ED<sup>Facts</sup> Submission System (ESS) file specifications:

- FS 199 Graduation Rate Indicator Status
- FS 200 Academic Achievement Indicator Status
- FS 201 Other Academic Indicator Status
- FS 202 School Quality or Student Success Indicator Status
- FS 205 Progress Achieving English Language Proficiency Indicator Status
- State-Defined Subgroups (FS 199, FS 200, FS 201, FS 202 and 212)

For purposes of this metadata collection, a measure is a component part of an indicator. For example, the Academic Achievement indicator could be composed of a measure for mathematics and a measure for reading/language arts. For each measure for an indicator, a State reports school performance using State-defined statuses for the measure. ED proposes collecting this metadata survey manually for at least the first year to allow states more flexibility in responding to this collection.

### Section - FS 199 Graduation Rate Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
For <b>each</b> measure, please answer the following questions:	What is the measure name?	Graduation Rate indicator 1: [Text]
	Indicate the type of scale used for the measure.	Select [dropdown menu]: <ul style="list-style-type: none"> <li>• Ordinal – Performance levels</li> <li>• Nominal – Met/not met</li> <li>• Interval – Percentage scale (i.e., 1% to 100%)</li> <li>• Interval - Index</li> <li>• Other</li> </ul>
	If the measure type is Performance levels, an Index, or Other, describe the measure. For Performance levels, list the labels for the performance levels, starting with the lowest performance level. For an index, provide the lowest and highest possible numerical values. For other types of measures, use text to list and describe the State-defined statuses used to report the measure for FS 199. If the measure type is Met/not met or	[Text]

Reference	Metadata collected / Question	Format/Permitted Values
	Percentage scale, no further information is needed.	

### Section FS 200 Academic Achievement Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
For <b>each</b> measure, please answer the following questions:	What is the measure name?	Academic Achievement indicator: [Text]
	What is the lowest grade to which the measure applies? What is the highest grade to which the measure applies??	<ul style="list-style-type: none"> <li>• Lowest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> <li>• Highest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> </ul>
	Indicate the type of scale used for the measure.	Select [dropdown menu]: <ul style="list-style-type: none"> <li>• Ordinal – Performance levels</li> <li>• Nominal – Met/not met</li> <li>• Interval – Percentage scale (i.e., 1% to 100%)</li> <li>• Interval – Index</li> <li>• Other</li> </ul>
	If the measure type is Performance levels, an Index, or Other, describe the measure. For Performance levels, list the labels for the performance levels, starting with the lowest performance level. For an index, provide the lowest and highest possible numerical values. For other types of measures, use text to list and describe the State-defined statuses used to report the measure for FS 200. If the measure type is Met/not met or Percentage scale, no further information is needed.	Text

### FS 201 Other Academic Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
For <b>each</b> measure, please answer the following questions:	What is the measure name?	Other Academic indicator: [Text]
	What is the lowest grade to which the measure applies? What is the highest grade to which the measure applies?	<ul style="list-style-type: none"> <li>• Lowest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> <li>• Highest: [dropdown menu: K, 1, 2, 3, 4, 5, 6,</li> </ul>



Reference	Metadata collected / Question	Format/Permitted Values
		7, 8, 9, 10, 11, 12]
	Indicate the type of scale used for the measure.	Select [dropdown menu]: <ul style="list-style-type: none"> <li>• Ordinal – Performance levels</li> <li>• Nominal – Met/not met</li> <li>• Interval – Percentage scale (i.e., 1% to 100%)</li> <li>• Interval – Index</li> <li>• Other</li> </ul>
	If the measure type is Performance levels, an Index, or Other, describe the measure. For Performance levels, list the labels for the performance levels, starting with the lowest performance level. For an index, provide the lowest and highest possible numerical values. For other types of measures, use text to list and describe the State-defined statuses used to report the measure for FS 201. If the measure type is Met/not met or Percentage scale, no further information is needed.	[Text]

### FS 202 School Quality or Student Success Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
For <b>each</b> indicator, please answer the following questions	What is the indicator name?	SQSS indicator 1: [Text]
	What is the lowest grade to which the indicator applies? What is the highest grade to which the indicator applies?	<ul style="list-style-type: none"> <li>• Lowest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> <li>• Highest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> </ul>
	Indicate the type of scale used for the School Quality or Student Success indicator.	Select [dropdown menu]: <ul style="list-style-type: none"> <li>• Ordinal – Performance levels</li> <li>• Nominal – Met/not met</li> <li>• Interval – Percentage scale (i.e., 1% to 100%)</li> <li>• Interval – Index</li> <li>• Other</li> </ul>
	If the indicator type is Performance levels, an Index, or Other, describe the measure. For Performance levels, list the labels for the performance levels, starting with the lowest performance level. For an index, provide the lowest and highest possible	[Text]

Reference	Metadata collected / Question	Format/Permitted Values
	numerical values. For other types of indicators, use text to list and describe the State-defined statuses used to report the measure for FS 202. If the measure type is Met/not met or Percentage scale, no further information is needed.	

### Section - FS 205 Progress Achieving English Language Proficiency Indicator Status

Reference	Metadata collected / Question	Format/Permitted Values
For each measure, please answer the following questions:	What is the measure name?	ELP indicator: [Text]
	What is the lowest grade to which the measure applies? What is the highest grade to which the measure applies?	<ul style="list-style-type: none"> <li>• Lowest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> <li>• Highest: [dropdown menu: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</li> </ul>
	Indicate the type of scale used for the measure.	Select [dropdown menu]: <ul style="list-style-type: none"> <li>• Ordinal – Performance levels</li> <li>• Nominal – Met/not met</li> <li>• Interval – Percentage scale (i.e., 1% to 100%)</li> <li>• Interval – Index</li> <li>• Other</li> </ul>
	If the measure type is Performance levels, an Index, or Other, describe the measure. For Performance levels, list the labels for the performance levels, starting with the lowest performance level. For an index, provide the lowest and highest possible numerical values. For other types of measures, use text to list and describe the State-defined statuses used to report the measure for FS 205. If the measure type is Met/not met or Percentage scale, no further information is needed.	[Text]

## Section State-Defined Subgroups (FS 199, FS 200, FS 201, FS 202 and FS 212)

Reference	Metadata collected / Question	Format/Permitted Values
<b>For each State-defined subgroup:</b>	If the State includes State-defined subgroups other than those for which there is a permitted value (e.g., subgroups other than most major racial/ethnic subgroups, economically disadvantaged students, children with disabilities and English learners) in the statewide system of annual meaningful differentiation in the State's approved ESEA consolidated State plan for the reporting year, provide the name of each State-defined subgroup. Note: In cases where a State has defined one or more State-defined subgroup, the number for each subgroup should match the number for the State-defined subgroup in FS 199, 200, 201, 202 and 212.	<ul style="list-style-type: none"> <li>• State-defined subgroup 1: [Text]</li> <li>• State-defined subgroup 2: [Text]</li> <li>• State-defined subgroup 3: [Text]</li> </ul>

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**ASSESSMENT METADATA SURVEY (NEW60!)**

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This metadata collection relates to the collection of data on statewide assessments. This information is collected annually and is used to evaluate assessment data.

This metadata collection relates to the following ED Facts Submission System (ESS) file specifications:

- FS175 - Academic Achievement in Mathematics
- FS178 - Academic Achievement in Reading (Language Arts)
- FS179 - Academic Achievement in Science
- FS185 - Assessment Participation in Mathematics
- FS188 - Assessment Participation in Reading/Language Arts
- FS189 - Assessment Participation in Science

Questions were added to evaluate the following assessment data:

- FS050 - Title III English Language Proficiency Results
- FS137 - English Language Proficiency Test
- FS138 - Title III English Language Proficiency Test
- FS139 - English Language Proficiency Results

### **Statewide Academic Assessments Administered for ESEA Title I Purposes**

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#### **Section A - General Questions**

This section pertains to all the academic assessments.

#	Metadata Collected/Question	Format/Permitted Values
Q1	Does your state permit significant medical emergency as an exemption from the state assessments for all students?	Yes/No

#### **Section B - Mathematics – Grades 3 through 8**

This section pertains to the following new data groups:

- Assessment participation in mathematics grades 3-8 table
- Assessment participation in mathematics children with disabilities (IDEA) grades 3-8 table
- Academic achievement in mathematics grades 3-8 table
- Academic achievement in mathematics children with disabilities (IDEA) grades 3-8 table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

Name of assessment	Type of assessment	Grade Levels
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Regular assessment without accommodations</li> <li>• Regular assessment with accommodations</li> <li>• Alternate assessment</li> <li>• Advanced Assessment without accommodations-middle school</li> <li>• Advanced Assessment with accommodations-middle school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> </ul>	Check all that apply: <ul style="list-style-type: none"> <li>€ 3</li> <li>€ 4</li> <li>€ 5</li> <li>€ 6</li> <li>€ 7</li> <li>€ 8</li> </ul>

Example:

Name of assessment	Type of assessment	Grade Levels
ALPHA Assessment	<ul style="list-style-type: none"> <li>• Regular assessment without accommodations</li> </ul>	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
BETA Assessment	<ul style="list-style-type: none"> <li>• Regular assessment without accommodations</li> </ul>	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

**Section C - Mathematics – High School**

This section pertains to the following new data groups:

- Assessment participation in mathematics HS table
- Assessment participation in mathematics children with disabilities (IDEA) HS table
- Academic achievement in mathematics HS table
- Academic achievement in mathematics children with disabilities (IDEA) HS table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

<b>Name of assessment</b>	<b>Type of assessment</b>	<b>Timing</b>
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Alternate assessment</li> <li>• High school regular assessment in mathematics I, without accommodations</li> <li>• High school regular assessment in mathematics I, with accommodations</li> <li>• High school regular assessment in mathematics II, without accommodations</li> <li>• High school regular assessment in mathematics II, with accommodations</li> <li>• High school regular assessment in mathematics III, without accommodations</li> <li>• High school regular assessment in mathematics III, with accommodations</li> <li>• Advanced Assessment without accommodations – high school</li> <li>• Advanced Assessment with accommodations – high school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> <li>• Locally-selected nationally recognized high school assessment without accommodations</li> <li>• Locally-selected nationally recognized high school assessment with accommodations</li> </ul>	Select one from list: <ul style="list-style-type: none"> <li>€ End of Grade</li> <li>€ End of Course</li> </ul>

**Section D - Reading/Language Arts – Grades 3 through 8**

This section pertains to the following new data groups:

- Assessment participation in reading/language arts grades 3-8 table
- Assessment participation in reading/language arts children with disabilities (IDEA) grades 3-8 table

- Academic achievement in reading/language arts grades 3-8 table
- Academic achievement in reading/language arts children with disabilities (IDEA) grades 3-8 table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

Name of assessment	Type of assessment	Grade Levels
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Regular assessment without accommodations</li> <li>• Regular assessment with accommodations</li> <li>• Alternate assessment</li> <li>• Advanced Assessment without accommodations-middle school</li> <li>• Advanced Assessment with accommodations-middle school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> <li>• English language proficiency assessment</li> </ul>	Check all that apply: <ul style="list-style-type: none"> <li>€ 3</li> <li>€ 4</li> <li>€ 5</li> <li>€ 6</li> <li>€ 7</li> <li>€ 8</li> </ul>

### Section E - Reading/Language Arts – High School

This section pertains to the following new data groups:

- Assessment participation in reading/language arts HS table
- Academic achievement in reading/language arts HS table
- Assessment participation in reading/language arts children with disabilities (IDEA) HS table
- Academic achievement in reading/language arts children with disabilities (IDEA) HS table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

Name of assessment	Type of assessment	Timing
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Alternate assessment</li> </ul>	Select one from list: <ul style="list-style-type: none"> <li>€ End of Grade</li> </ul>

Name of assessment	Type of assessment	Timing
	<ul style="list-style-type: none"> <li>• High school regular assessment in reading/language arts I, without accommodations</li> <li>• High school regular assessment in reading/language arts I, with accommodations</li> <li>• High school regular assessment in reading/language arts II, without accommodations</li> <li>• High school regular assessment in reading/language arts II, with accommodations</li> <li>• High school regular assessment in reading/language arts III, without accommodations</li> <li>• High school regular assessment in reading/language arts III, with accommodations</li> <li>• English language proficiency assessment</li> <li>• Advanced Assessment without accommodations – high school</li> <li>• Advanced Assessment with accommodations – high school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> <li>• Locally-selected nationally recognized high school assessment without accommodations</li> <li>• Locally-selected nationally recognized high school assessment with accommodations</li> </ul>	<p>€ End of Course</p>

### Section F - Science – Grades 3 through 9

This section pertains to the following new data groups:

- Assessment participation in science grades 3-9 table
- Academic achievement in science grades 3-9 table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

Name of assessment	Type of assessment	Grade Levels
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Regular assessment without accommodations</li> <li>• Regular assessment with accommodations</li> </ul>	Check all that apply: <ul style="list-style-type: none"> <li>€ 3</li> <li>€ 4</li> </ul>



Name of assessment	Type of assessment	Grade Levels
	<ul style="list-style-type: none"> <li>• Alternate assessment</li> <li>• Advanced Assessment without accommodations-middle school</li> <li>• Advanced Assessment with accommodations-middle school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> </ul>	<ul style="list-style-type: none"> <li>€ 5</li> <li>€ 6</li> <li>€ 7</li> <li>€ 8</li> <li>€ 9</li> </ul>

### Section G - Science – High School

This section pertains to the following new data groups:

- Assessment participation in science HS table
- Academic achievement in science HS table

Report as many assessments that were used in the above files. Repeat as many rows as necessary.

Name of assessment	Type of assessment	Timing
Text	Select one from the list: <ul style="list-style-type: none"> <li>• Alternate assessment</li> <li>• High school assessment in science I, without accommodations</li> <li>• High school assessment in science I, with accommodations</li> <li>• High school assessment in science II, without accommodations</li> <li>• High school assessment in science II, with accommodations</li> <li>• High school assessment in science III, without accommodations</li> <li>• High school assessment in science III, with accommodations</li> <li>• Advanced Assessment without accommodations – high school</li> <li>• Advanced Assessment with accommodations – high school</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations</li> <li>• Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations</li> <li>• Locally-selected nationally recognized high school assessment without accommodations</li> <li>• Locally-selected nationally recognized high school assessment with accommodations</li> </ul>	Select one from list: <ul style="list-style-type: none"> <li>€ End of Grade</li> <li>€ End of Course</li> </ul>

## Changes to Statewide Academic Assessment System

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This section covers adjustments or significant changes to the state's Statewide academic assessment system (i.e., content standards, achievement standards and/or assessments) under ESEA section 1111(b)(3) for assessments to be administered in any of the three school years following this reporting year.

Adjustments or significant changes to a State's Statewide assessment system are described in the Department's *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*.

**Question 1** – Indicate below which, if any, assessments the SEA is planning to make adjustments or significant changes for assessments to be administered in any of the three school years following this reporting year?

- € Grades 3-8 mathematics
- € Grades 3-8 reading/language arts
- € Grades 3-9 science
- € High school mathematics
- € High school reading/language arts
- € High school science

If any assessments are checked, continue to question 2.

**Question 2** – Report as many assessments that were marked as changed in question 1. Repeat as many rows as necessary.

Assessment	Type of change (Select one or more)	School year planned for change (Select one)
Each assessment marked in question 1	Content Standards	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>
	Achievement Standards	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>

Example:

If the response to Question #1 was Grades 3-8 mathematics, then the response to question #2 might appear as follows:

<b>Assessment</b>	<b>Type of change</b>	<b>School year planned for change</b>
Grade 3 – 8 mathematics	Content Standards	<ul style="list-style-type: none"><li>• SY after current SY</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Third SY after current SY</li></ul>

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**ENGLISH PROFICIENCY ASSESSMENT METADATA SURVEY (NEW60!)**

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This metadata collection relates to the collection of data the statewide English proficiency assessment. This information is collected annually and is used to evaluate and use the data.

### Statewide English Language Proficiency Assessments

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This metadata collection relates to the following files:

- FS050 - Title III English Language Proficiency Results
- FS137 - English Language Proficiency Test
- FS138 - Title III English Language Proficiency Test
- FS139 - English Language Proficiency Results

**Question 1** - For the files above, what is the name of the regular English Language Proficiency Assessment for each of the grade levels listed below:

<b>Grade Level</b>	<b>Select from list</b>	<b>If Other, provide name of assessment</b>
K	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> <li>• Other – Fill in the next column</li> </ul>	Text
1	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
2	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
3	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> </ul>	Text

Grade Level	Select from list	If Other, provide name of assessment
	<ul style="list-style-type: none"> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	
4	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
5	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
6	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
7	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
8	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
9	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
10	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul>	Text

<b>Grade Level</b>	<b>Select from list</b>	<b>If Other, provide name of assessment</b>
	Other – Fill in the next column	
11	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text
12	Select one: <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• ELPA 21</li> <li>• LAS LINKS</li> </ul> Other – Fill in the next column	Text

**Question 2** - For the files above, what is the name of the Statewide Alternate English Language Proficiency Assessments for Students with the Most Significant Cognitive Disabilities for each of the grade levels listed below

<b>Grade Level</b>	<b>Select from list</b>	<b>If Other, provide name of assessment</b>
K	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> <li>• Other - Fill in the next column</li> </ul>	Name
1	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
2	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
3	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
4	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
5	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
6	Select one: <ul style="list-style-type: none"> <li>• WIDA Alt ACCESS</li> </ul>	Name

Grade Level	Select from list	If Other, provide name of assessment
	Other - Fill in the next column	
7	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
8	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
9	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
10	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
11	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name
12	Select one: <ul style="list-style-type: none"> <li>WIDA Alt ACCESS</li> </ul> Other - Fill in the next column	Name

### **Changes to Statewide English language proficiency (ELP) Assessments**

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This section covers adjustments or significant changes to the state's Statewide English language proficiency (ELP) assessments (i.e., English language proficiency standards, achievement standards and/or assessments) under ESEA section 1111(b)(3) for assessments to be administered in any of the three school years following this reporting year.

Adjustments or significant changes to a State's Statewide assessment system are described in the Department's *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*.

**Question 1** – Is the SEA is planning to make adjustments or significant changes for English language assessments to be administered in any of the three school years following this reporting year?

- € Yes, continue to questions 2 and 3
- € No, end of metadata survey

**Question 2**

Report as many assessments that were marked as changed in question 1. Repeat as many rows as necessary.

<b>Assessment</b>	<b>Type of change (Select one or more)</b>	<b>School year planned for change (Select one)</b>
Each assessment marked in question 1	ELP standards	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>
	ELP Achievement standards (cut scores used on ELP assessments)	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>
	ELP Assessments	<ul style="list-style-type: none"> <li>• SY after current SY</li> <li>• Second SY after current SY</li> <li>• Third SY after current SY</li> </ul>