

Tab Name	Description
Data Groups	Contains the data groups and data group descriptions
Data Categories	Contains the lists of permitted values for each category
Items new in 60 out in 30	Contains data groups and categories proposed as new in the 60-day package and taken out of the 30-day package
Data Group Compare to 21-22	Contains the data groups and their final change status compared to the currently approved package (SY 21-22)
Data Category Compare to 21-22	Contains the data categories and their final change status compared to the currently approved package (SY 21-22)

**OMB#** 1850-0925 v.9

**Date** June 2022

**Instructions**

Column A provides the status of each data group (No changes Revised, Retired, New, Technical Correction). This column is used to filter data groups by their change code to easily identify what has changed since the prior package.

Available in Attachment A (PDF version) p. 2-226. Each row in this tab is a different table in the PDF version.

Column A provides the status of each data group (No changes Revised, Retired, New, Technical Correction). This column is used to filter categories by their change code to easily access what has changed.

Available in Attachment A (PDF version) p. 227-368. Each row in this tab is a different table in the PDF version.

These items were never added to any EDFacts collection.

Available in Attachment A-1 (PDF version) p. 2-4. Each row in this tab is a different table in the PDF version.

Column A provides the status of each data group (No changes Revised, Retired, New, Technical Correction). This column is used to filter data groups by their change code to easily identify what has changed since the currently approved package.

Available in Attachment A-1 (PDF version) p. 5-169. Each row in this tab is a different table in the PDF version.

Column A provides the status of each data category (No changes Revised, Retired, New, Technical Correction). This column is used to filter data categories by their change code to easily identify what has changed since the currently approved package.

Available in Attachment A-1 (PDF version) p. 170-254. Each row in this tab is a different table in the PDF version.

For a more detailed readers guide to this document, see Appendix E of this package.

<b>Final Status</b>	<b>30-day Status</b>	<b>60-day Status</b>	<b>Data Steward</b>	<b>Statutory and/or regulatory reference numbers</b>	<b>FS Number</b>
Technical Correction	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	NCES/GEO	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	039
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	Retired	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	052
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040

No change	No change	Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	032
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	Retired	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	059
Technical Correction	Technical Correction	No change	NCES	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	033
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	059
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
No change	No change	No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029

No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	033
No change	No change	No change	OESE/SSA/Title III	ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1)(ii)	050
No change	No change	No change	OESE/SSA/Title III	ESEA section 3201(3)	067
No change	No change	No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	045
No change	No change	Revised	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), 116(2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	116
No change	No change	No change	OESE/SSA/Title III	ESEA sections 1111(b)(1)(C), 1111(b)(2)(B)(v), 3201(3) and 3121(a)(5) and J-1 of the Department's Non-Regulatory Guidance	126
No change	No change	No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), and 3201(3), and 34 CFR 200.6(h)(1)(ii)	137
No change	No change	No change	OESE/SSA/Title III	ESEA section 3121(a)(2), and 3201(3), and 34 C.F.R. § 200.5(a)(2)	138
No change	Technical Correction	No change	OESE/SSA/Title III	ESEA sections 1111(c)(4)(A)(ii), 1111(c)(4)(B)(iv), and 3201(3), and 34 C.F.R. § 200.5(a)(2) and 200.6(h)(1)(ii)	139

No change	No change	No change	OESE/SSA/Title III	ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	141
No change	No change	No change	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), 116(2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	
No change	No change	No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	210
No change	No change	No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	211
No change	No change	No change	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029
No change	No change	No change	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190
No change	No change	Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196

No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196
No change	No change	Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	198
No change	No change	Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	198
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	198
No change	No change	No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	197
No change	No change	Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	207
Technical Correction	No change	Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, CFR 200.83 and Non-Regulatory Guidance (NRG) Chapter V	054
No change	No change	Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG	165
No change	Technical Correction	No change	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1-C6	165
No change	No change	Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	121

Technical Correction	No change	Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Sections 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) , NRG, Chapter I, C2 and Chapter, V, D	122
Technical Correction	No change	Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, Non-regulatory Guidance (NRG), Chapter V	145
No change	No change	No change	OESE/OSSS	ESEA Section 8532(a); Section 8532(b); Section 8303	130
No change	No change	Technical Correction	OESE/OSSS	ESEA Section 8561(d); Section 8561€	086
No change	No change	No change	OESE/OSSS	ESEA Section 8561(d); Section 8561€	163
No change	Revised	Revised	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	113
No change	Revised	Revised	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	125
No change	No change	No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
No change	Retired	No change	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119



No change	No change	Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127
No change	No change	No change	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	170
No change	No change	Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180
No change	No change	Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180
No change	Revised	Revised	OESE/SSA/Homeless	ESEA Section 721; Section 722; Section 724 (d) and (f)	195
No change	No change	No change	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	194
No change	No change	Technical Correction	OESE/OSSA/Title I	PL 107-279, Title I, Part C Sec. 153	TBD
No change	No change	No change	OESE/OSSA/Title I	ESEA Section 1003(i); Section 8303	TBD
No change	No change	No change	OESE/OSSA/Title I	ESEA sections 1114, 1115, and 8303	037

No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	175
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No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	178
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No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303	179
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No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	185
No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	188
No change	No change	Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303	189
No change	No change	Technical Correction	OESE/RINAP	ESEA Section 5211	131
No change	No change	No change	OESE/OSSA/Title I	ESEA Section 1114; Section 1115; 134 Section 8303	
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150

No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150

No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150

No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
No change	No change	Retired	OESE/SSA/Title II A	ESEA sections 1111(h)(1)(C)(ix)(I-III) and 1111(h)(5)(D)(i-iii)	103
No change	No change	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8303	160
No change	No change	No change	OESE/OSSA/Title I	PL 114-95, Section 1116; Section 8303	193
No change	No change	No change	OESE/OSSA/Title I	PL 114-95, Section 8303	193
No change	No change	No change	OESE/OSSA/Title I	ESEA Section 1003(i); Section 8303	132
No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199
No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	200

No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	201
No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111(c),1111(h); Section 8303	205
No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	202
No change	No change	No change	OESE/SSA/Title II A	ESEA Section 1111(h); Section 8303	203
No change	No change	No change	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 1111(h); Section 8303	206
No change	No change	Revised	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212
No change	Technical Correction	Technical Correction	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212
No change	No change	Retired	OESE/SSA/Title I, Part D	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	181
No change	No change	Retired	OESE/SSA/Title I, Part D	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	181

No change	No change	Technical Correction	OSERS/OSEP and OCR	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	009
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070
No change	No change	Technical Correction	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	005
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	088
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099



No change	No change	Technical Correction	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	089
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	112
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(D) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	143
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.645	144
No change	No change	Technical Correction	OCFO	PL 103-382	035
No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD

No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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Technical Correction	Revised	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Revised	New	OESE/OSSA/Title I	ESEA section 1111(g)(1)€; 1112(c)(5)	TBD
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Revised	Revised	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119
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Revised	Revised	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119
No change	Technical Correction	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127
No change	No change	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127
Technical Correction	No change	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180
Technical Correction	No change	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180

Revised	Revised	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	181
Revised	Revised	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	181
No change	Revised	New	OESE/OSSA/Title I	PL 114-95, Section 8303	193
No change	Technical Correction	New	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212
No change	New		OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	113
Technical Correction	New		OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	125
Technical Correction	New		OESE/SSA/Homeless	ESEA Section 721; Section 722; Section 724 (d) and (f)	195
Technical Correction			NCES	PL 107-279, Title I, Part C Sec. 153	029
Technical Correction			NCES	PL 107-279, Title I, Part C Sec. 153	029
Technical Correction			NCES	PL 107-279, Title I, Part C Sec. 153	029
Technical Correction			NCES	PL 107-279, Title I, Part C Sec. 153	029

<b>File Spec Name</b>	<b>DG Number</b>	<b>Data Group Name (SY 2021-22)</b>	<b>Data Group Name (SY 2022-23 - 60-day Changes Only)</b>
Directory	1	LEA identifier (NCES)	
Directory	4	LEA identifier (state)	
Directory	5	School identifier (state)	
Directory	7	Education entity name	
Directory	8	Address mailing	
Directory	9	Address location	
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TBD

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TBD

Assessment participation in  
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TBD

Assessment participation in  
mathematics HS table

TBD

Assessment participation in  
reading/language arts HS table

TBD

Assessment participation in  
science HS table

TBD

Academic achievement in  
mathematics grades 3-8 table



TBD

Academic achievement in  
reading/language arts grades 3-8  
table

TBD

Academic achievement in science  
grades 3-9 table

TBD

Academic achievement in  
mathematics HS table

TBD

Academic achievement in reading/language arts HS table

TBD

Academic achievement in science HS table

TBD

Title I Part A foster care enrolled

N or D Participation - State Agency

TBD

Neglected programs participation table - state agency

N or D Participation - State Agency TBD

Delinquent programs participation table - state agency

N or D Participation - LEA TBD

Delinquent programs participation table - LEA

N or D Participation - LEA TBD

At-Risk programs participation table - LEA

N or D In Program Outcomes TBD

Title I Neglected or Delinquent program academic and career and technical outcomes in programs table - state agency

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Directory	16N	
Directory	531N	

<b>Data Group Name (SY 2022-23 - 30-day Changes Only)</b>	<b>Data Group Name (SY 2022-23 - Final Changes Only)</b>
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Chronic absenteeism table -  
School

Title I Neglected or Delinquent  
outcomes in programs table -  
state agency

Title I Delinquent and At-Risk  
outcomes in programs table -  
LEA

N or D assessment proficiency  
table - state agency

N or D assessment proficiency  
table - LEA

Chronic absenteeism table -  
SEA/LEA

LEA identifier (state) new

School identifier (state) new

Operational status - LEA new

Operational status - school new



**Data Group Definition**  
**(SY 2021-22)**

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

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

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

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

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

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

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

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

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

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

The classification of schools based on the curriculum concentration.

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

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

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

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

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

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

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

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

The classification of the operational condition of a school.

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

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

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

A number used to uniquely identify state agencies.

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The number of English learners who have attained and not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.

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

An indication that 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.

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

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

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

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

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

The type of organization.

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

The full legally accepted name of the management organization.

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

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

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

The type of management organization.

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

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

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

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

How charter schools receive state appropriations.

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

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

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

The unduplicated number of eligible migratory students.

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

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

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

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

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

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

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

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

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

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

An indication of whether the LEA received a McKinney-Vento subgrant.

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

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

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

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

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.

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A school's performance on the graduation rate indicator.

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

A school's performance on the other academic indicator.

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

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

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

Designation by the state of a school for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.

The reasons for identification for comprehensive support and improvement (CSI).

The reasons for identification for targeted support and improvement (TSI).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**Data Group Definition**  
**(SY 2022-23 - 60-day Changes Only)**

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

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

The unique number an SEA assigns to the contract (or charter).

The effective date of the contract (or charter) issued by approved charter school authorizer authorizing the charter school to operate in the state under the state's charter school legislation.

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

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

The unduplicated number of eligible migratory children.

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

The number of eligible migratory children who receive services funded by the Title I, Part C - Migrant Education Program (MEP).

An indication of whether a school was eligible to receive ESEA Title I, Part A funds to operate a school-level Title I program and whether a school received such funds.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

The unduplicated number of children with disabilities (IDEA) who are ages 5 (in kindergarten) through 21 and receiving special education and related service according to an individualized education program (IEP) or a services plan in place on the state's child count date.

The number of children with disabilities (IDEA) who are ages 3 through 21 as of the child count date and removed to an interim alternative educational setting either unilaterally by school personnel (not the IEP team) or by a hearing officer.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 and not in kindergarten and receiving special education and related service according to an individualized education program (IEP), an individualized family service plan (IFSP), or a services plan in place on the state's child count date.

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

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in mathematics.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in reading/language arts.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in science.

The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in mathematics.

The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in reading/language arts.

The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in science.

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in mathematics and received a valid score

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of students in grades 3 through 9 who completed the state assessment(s) in science and received a valid score .

The unduplicated number of students in high school who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of students in high school who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of students in high school who completed the state assessment(s) in science and received a valid score.

The number of students who are in foster care and enrolled in a public LEA, all of whom are eligible for Title I, Part A services.

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



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

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

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

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

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

The number of students participating in neglected and delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes at the time of exiting from the program.

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended, who attained academic and career and technical outcomes at the time of exiting from the program.

The dollar amount of Title I, Part A allocation reserved by the LEA to serve homeless children and youth.

The reasons for identification for additional targeted support and improvement (ATSI).

**Data Group Definition**  
**(SY 2022-23 - 30-day Changes Only)**

The five-digit identifier assigned to the school by NCES. Used with the two-digit state code to be a unique seven-digit. Also used with the seven-digit LEA identifier to be a unique twelve-digit identifier.

The unduplicated number of English learners who were assessed on the annual state English language proficiency assessment.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

The number of students who are in foster care and enrolled in a public LEA that receives Title I, Part A services.

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

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended, who attained academic and career and technical outcomes at the time of exiting from the program or up to 90 calendar days after exiting the program.

The initially reserved dollar amount of Title I, Part A allocation reserved by the LEA to serve homeless children and youth.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, who participated in a statewide assessment for mathematics and reading.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, who participated in a statewide assessment for mathematics and reading.



**Data Group Definition**  
**(SY 2022-23 - Final Changes Only)**

Also known as the NCES LEA ID. The seven-digit unique identifier assigned to the LEA by NCES consisting of the two-digit ANCI state code and a five-digit code unique within the state.

Also known as the NCES School ID. The seven-digit unique identifier assigned to the school by NCES consisting of the two-digit ANCI state code and a five-digit code unique within the state. This identifier can also be presented in a twelve-digit format (consisting of the two-digit ANCI state code, the unique five-digit code for the LEA, and the unique five-digit code

The unduplicated number of migratory children who received instructional or support services funded by the Migrant Education Program (MEP).

The unduplicated number of eligible migratory children who received instructional or support services during the summer/intersession term funded by the Migrant Education Program (MEP).

The number of eligible migratory children who received instructional or support services funded by the Migrant Education Program (MEP).

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

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

The new state LEA ID if changed during the school year.

The new identifier assigned to a school by the SEA if changed during the school year.

The new classification of the operational condition of a local education agency (LEA) if changed during the school year.

The new classification of the operational condition of a school if changed during the school year.

Category Sets (SY 2021-22)	Category Sets (SY 2022-23 - 60-day Changes Only)
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NA

NA

NA

NA

NA

NA

NA

NA

LEA Operational Status

Grades Offered

School Type

Magnet Status

Grade Level (Membership)

Racial Ethnic

Sex (Membership)

Diploma/Credential

Racial Ethnic

Sex (Membership)

Disability Status (IDEA)

English Learner Status (Only)

Economically Disadvantaged Status

Migratory Status

Homeless Enrolled Status

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

Local Education Agency Type

NA

Staff Category (CCD)

NA

School Operational Status

NA

NA

Lunch Program Status

NA

NA

Shared Time Status

NA

Out of Field Status

Reconstituted Status

NSLP Status

Virtual School Status

NA

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

Certification Status (Title III)

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

Grade Level (Basic w/13)

Grade Level (Basic w/13)  
Racial Ethnic

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

Participation Status  
Assessment Administered (ELP)  
Assessed First Time

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

Assessment Administered (ELP)  
English Learner Accountability



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

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

English Learners Proficiency Within Five Years  
Status

English Learners Exited Status

Charter Status

Charter LEA Status

NA

NA

NA

NA

Charter Authorizer Type

NA

NA

NA

NA

NA

Management Organization Type

NA

NA

NA

NA

State Appropriation Methods

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

NA

Consolidated MEP Funds Status

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

Age/Grade (w/o 13)

Age/Grade (w/o 13)  
MEP Services

Persistently Dangerous Status

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

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

GFSA Reporting Status

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

Progress Level  
Academic Subject (Assessment - no science)

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

Progress Level  
Academic Subject (Assessment - no science)

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

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

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

McKinney-Vento Subgrant Recipient Flag

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

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

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

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

Age (PK)

Title I School Status

NA

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

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

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

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

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

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

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

REAP Alternative Funding Status

Age/Grade (w/o Out of School)  
Title I Program Type  
Major Racial and Ethnic Groups  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status  
Homeless Enrolled Status  
Foster Care Status

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

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

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

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

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

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

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

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

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

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

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

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



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

State Poverty Designation

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

NA

NA

NA

Graduation Rate Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (GRM)  
Graduation Rate Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Academic Achievement Status  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (AAM)  
Academic Achievement Status  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Academic Progress Status  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (OAM)  
Academic Progress Status  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

English language Proficiency Status

Indicator Type (ELP)  
English language Proficiency Status

Indicator Type  
School Quality or Student Success Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (SQSSM)  
School Quality or Student Success Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Inexperienced Status  
Emergency or Provisional Credential Status  
Out of Field Status

Comprehensive Support and Improvement  
Additional Targeted Support and Improvement  
Targeted Support and Improvement

Reason Applicability  
Comprehensive Support Identification Type

Reason Applicability  
Comprehensive Support and Improvement  
Identification Subgroups

Target Identification Subgroups  
Reason Applicability

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

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

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

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

Discipline Method (Suspension/Expulsion)  
English Learner Status (Both)  
Removal Length (Suspensions/Expulsions)

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

Age Group  
Qualification Status (Special Education  
Teacher)

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

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

Staff Category (Special Education Related  
Service)  
Certification Status (IDEA)

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

Qualification Status (Paraprofessionals)  
Age Group

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

Disability Status (IDEA)  
Educational Services

Federal Program Code  
Funding Allocation Type

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

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

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

Participation Type M (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (Only)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

Participation Type RLA (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (RLA)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

Participation Type S (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (Only)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

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

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

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

Assessment Type M (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (Only)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

Assessment Type RLA (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (RLA)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

Assessment Type S (HS)  
Proficiency Status  
Major Racial and Ethnic Groups  
Sex (Membership)  
Disability Status (Only)  
English Learner Status (Only)  
Homeless Enrolled Status  
Economically Disadvantaged Status  
Migratory Status  
Foster Care Status  
Military Connected Student Status

NA

Neglected Programs (Subpart 1) by Racial Ethnic  
Neglected Programs (Subpart 1) by Sex  
(Membership)  
Neglected Programs (Subpart 1) by Age (All)  
Neglected Programs (Subpart 1) by Disability  
Status (Only)  
Neglected Programs (Subpart 1) by English  
Learner Status (Only)  
Neglected Programs (Subpart 1) by Economically  
Disadvantaged (Only)  
Neglected Programs (Subpart 1)



Delinquent Programs (Subpart 1) by Racial Ethnic  
Delinquent Programs (Subpart 1) by Sex  
(Membership)  
Delinquent Programs (Subpart 1) by Age (All)  
Delinquent Programs (Subpart 1) by Disability  
Status (Only)  
Delinquent Programs (Subpart 1) by English  
Learner Status (Only)  
Delinquent Programs (Subpart 1) by N or D Long  
Term Status  
Delinquent Programs (Subpart 1) by  
Economically Disadvantaged (Only)  
Delinquent Programs (Subpart 1)

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

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

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

NA

Target Identification Subgroups

**Category Sets  
(SY 2022-23 -  
30-day Changes Only)**

**Category Sets  
(SY 2022-23 -  
Final Changes Only)**

Identification Subgroups  
Reason Applicability

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

Neglected Programs (Subpart 1) by Racial Ethnic  
Neglected Programs (Subpart 1) by Sex  
(Membership)  
Neglected Programs (Subpart 1) by Age (All)  
Neglected Programs (Subpart 1) by Disability  
Status (Only)  
Neglected Programs (Subpart 1) by English  
Learner Status (Only)  
Neglected Programs (Subpart 1)

Neglected Programs (Subpart 1) by Racial Ethnic  
Neglected Programs (Subpart 1) by Sex  
(Membership)  
Neglected Programs (Subpart 1) by Age (All)  
Neglected Programs (Subpart 1) by Disability  
Status (Only)  
Neglected Programs (Subpart 1) by English  
Learner Status (Only)  
Neglected Programs (Subpart 1)  
Other

Delinquent Programs by Racial Ethnic	Delinquent Programs by Racial Ethnic
Delinquent Programs by Sex (Membership)	Delinquent Programs by Sex (Membership)
Delinquent Programs by Age (All)	Delinquent Programs by Age (All)
Delinquent Programs by Disability Status (Only)	Delinquent Programs by Disability Status (Only)
Delinquent Programs by English Learner Status (Only)	Delinquent Programs by English Learner Status (Only)
Delinquent Programs by N or D Long Term Status	Delinquent Programs by N or D Long Term Status
Delinquent Programs	Delinquent Programs
	Other

Delinquent Program by Racial Ethnic  
Delinquent Program by Sex (Membership)  
Delinquent Program by Age (All)  
Delinquent Program by Disability Status (Only)  
Delinquent Program by English Learner Status (Only)  
Delinquent Program by N or D Long Term Status  
Delinquent Program

Identification Subgroups  
Reason Applicability

Proficiency Status  
Academic Subject (Assessment - no science)

Proficiency Status  
Academic Subject (Assessment - no science)

Homeless Enrolled Status  
Economically Disadvantaged Status

NA

NA

LEA Operational Status

School Operational Status

Reporting Period (SY 2021-22)	Reporting Period (SY 2022-23 - 60-day Changes Only)	Reporting Period (SY 2022-23 - 30-day Changes Only)	Reporting Period (SY 2022-23 - Final Changes Only)
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Effective Date

Effective Date

Effective Date

Effective Date

Effective Date

Effective Date

Effective Date

Effective Date

Effective Date

October 1 (or closest school  
day)

Effective Date

Beginning of School Year

October 1 (or closest school  
day)

School Year (CCD)

School Year (CCD)

Effective Date

Effective Date

October 1 (or closest school day)

Effective Date

Effective Date

Effective Date

Effective Date

October 1 (or closest school day)      October 1 (or closest school day) or USDA reporting period

Effective Date

Effective Date

October 1 (or closest school day)

October 1 (or closest school day)

Effective Date

Effective Date

November 30

October 1 (or closest school day)

October 1 (or USDA reporting period)

October 1 (or closest school day) or USDA reporting period

Testing Window (EL)

School Year

School Year

October 1 (or closest school day)

School Year - Any 12-month period

School Year

Testing Window (EL)

Testing Window (EL)

Testing Window (EL)

October 1 (or closest school day)

School Year

School Year

School Year

Effective Date

Effective Date

School Year (state)

Effective Date

School Year (state)

School Year (state)

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School Year (state)

School Year (state)

School Year (state)

Performance Period (MEP)

Regular School Year

Performance Period (MEP)

Performance Period (MEP)



Performance Period (MEP)

Performance Period (MEP)

Current School Year

School Year

School Year

Program Year (N or D)

Program Year (N or D)

School Year (state)

Program Year (N or D)

Program Year (N or D)

School Year

Program Year (N or D)

Program Year (N or D)

School Year

School Year (state)

Beginning of School Year

October 1 (or closest school  
day)

Regular School Year

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window (with EL)

Testing Window

School Year

Regular School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

16 Months

Postsecondary enrollment

School Year

Federal Fiscal Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

School Year

Program Year (N or D)

Program Year (N or D)



Child Count Date

Program Year (IDEA-Exit)

School Year

School Year

Child Count Date

School Year

School Year

Child Count Date

Child Count Date

Child Count Date

School Year

School Year

Federal Fiscal Year

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Testing Window

Regular School Year

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Program Year (N or D)

Federal Fiscal Year

School Year

Testing Window

Testing Window

School Year

Effective Date

Effective Date

Effective Date

Effective Date



SEA Level	LEA Level	School Level	Education Unit Total
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**Data Group Comment**

If address location is not submitted, address location defaults to address mailing.

Each student is counted individually, no full-time equivalency.

Report only for LEAs and schools with graduate levels. Each student is counted individually, no full-time equivalency.

Each student is counted individually, no full-time equivalency.

Used only when there is a hierarchy relationship among LEAs

Previously known as the FIPS state code

SEAs are 01.

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

While a school may be reconstituted for purposes of SIG or ESEA accountability provisions, for purposes of CCD, the school may be recognized as a new school and thus does not receive a new NCES ID. 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 a new school. This indicator is used in the school year that the school implements the restructuring or transformation change.

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

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

In Category Sets B and C, the number of students for each academic subject is unduplicated.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.



Reporting level of SEA is a proxy for authorizer level

Charter schools can have up to two authorizers

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

School level is a proxy for charter contracts

School level is a proxy for charter contracts

School level is a proxy for charter contracts/Only charter schools with charter management organizations

Reporting level is marked as school level because the FS is linking charter management organizations to charter schools at the  
Only charter schools with charter management organizations.

State appropriations consist of funds provided by the state government only and do not include allocations of funds from federal

Do not include students in schoolwide programs that consolidate MEP funds.

Count eligibility regardless of whether school received MEP funds and regardless of whether the students participated in MEP

30-day change: Updated Statutory and/or regulatory reference numbers

Includes migratory students regardless of whether they participated in MEP services. Children from ages 3 through 21 will be category 1 count.

This is the category 2 count.

Students reported in category set A are also reported in either category set B or C depending on whether the students are children with disabilities (IDEA).

The number of students by academic subject is unduplicated.

The number of students by academic subject is unduplicated.

The number of students for each combination of academic subject and N or D program is unduplicated.

The number of students for each N or D program is unduplicated.

The number of students for each N or D program is unduplicated.

Report only for LEAs with ESEA, as amended by ESSA, Title I, Part A TAS program or SWP.

Report only for LEAs with Title I programs.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

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Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by ESSA.

Report when state uses this extended year rate.

The SY 20xx-yy data should equal the LEA's federal fiscal year 20xx Title I, Part A grant award amount. Title I, Part A funds carried over from the previous fiscal year are excluded.



OCR is the data steward for data reported at the school level. OSERS/OSEP is the data steward for data reported at the LEA and

The number of students for each discipline method is unduplicated.

The number of students for each interim removal is unduplicated.

The SY 20XX-YY file should include the distribution of all federal dollars from the FY 20XX federal appropriation, regardless of the fiscal year in which the funds were used. Funds carried over from previous federal appropriation years should not be included.

This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment).

This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment). This also includes recently arrived English learners required to take the State's English language proficiency assessment in lieu of the end-of-course assessment.

This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment).

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

This is an optional data group

Changed SEA Level to LEA Level.  
This is an optional data group

Removed EUT

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

Final Status	30-day Status	60-day Status	Data Steward	Statutory and/or regulatory reference numbers	FS Number(s)
No change	No change	Technical Correction	EDFacts	PL 107-279, Title I, Part C Sec. 153	29
No change	No change	Retired	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	Multitple	Multiple	052, 040, 032, 002, 009, 007, 005, 088, 089, 143, 175, 178, 185, 188
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040
No change	No change	No change	Multitple	Multiple	040, 032, 002, 009, 007, 005, 088, 089, 143
No change	No change	No change	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	040, 032, 118, 121, 127, 195, 037, 175, 179, 185, 189, 150, 151, 160, 199, 200, 201, 202



No change	No change	No change	OESE/SSA/ Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	040, 132, 195, 175, 178, 179, 185, 188, 189, 150, 151
No change	No change	No change	OESE/OSSS	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3)	040, 032, 175, 178, 179, 185, 188, 189, 150, 151, 160, 199, 200, 201, 202
No change	No change	No change	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1	040, 032, 118, 037, 175, 178, 179, 185, 188, 189
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	032

No change	No change	Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	059
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	033
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	No change	No change	OESE/OSSA/Title I	ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1)(ii)	050
No change	No change	No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	045

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No change	Retired	No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	137, 138

No change	No change	No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	050, 137, 138
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No change	No change	No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	210
No change	No change	No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	211
No change	No change	Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029
No change	No change	Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029

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No change No change No change OESE/CSP ESEA Title IV, Part C, Section 4301 207

No change No change No change OESE/OME Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B 054, 121, 122, 145

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No change	No change	No change	OESE/OSSA/Title I ESEA Section 1111(c); Section 8303	202

No change	No change	No change	OESE/OSSA/Title I ESEA Section 1111(c); Section 8303	203
No change	No change	No change	OESE/OSSA/Title I ESEA Section 1111(c); Section 8303	203
No change	No change	No change	OESE/OSSA/Title I ESEA Section 1111(c); Section 8303	203
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No change	Technical Correction	Revised	OESE/OSSA/Title I ESEA Section 1111 (c); Section 8303	212
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No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002, 007, 005, 088, 089, 143, 144
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No change	No change	No change	OSERS/OSEP and OCR	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002
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No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006
No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006

No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007
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No change	No change	No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099
No change	No change	Retired	OESE/SSA/Title III	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099, 067

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No change	No change	No change	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	089
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No change	No change	No change	OCFO	PL 103-382	035
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No change	No change	No change	OCFO	PL 103-382	035
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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Technical Correction	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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No change	Technical Correction	New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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No change	Revised	New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119
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No change	No change	Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 196 4301	
No change	No change	New	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199
No change	Revised	New	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	200

No change	Revised	New	OESE/OSSA/Title I ESEA Section 1111(c); Section 8303	201
No change	Revised	New	OESE/OSSA/Title I ESEA Section 1111(c),1111(h); Section 8303	205
No change	No change	New	OSERS/OSEP 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099
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836 Academic Progress Status

837 English language Proficiency Status

838 Indicator Type Indicator Type (SQSSM)

838 School Quality or Student Success Status

839	Inexperienced Status		
839	Emergency or Provisional Credential Status		
839	Out of Field Status		
842	Comprehensive Support and Improvement		
842	Additional Targeted Support and Improvement		
842	Targeted Support and Improvement		
866, 867	Reason Applicability		
866	Comprehensive Support Identification Type	Comprehensive Support and Improvement Identification Subgroups	Comprehensive Support Identification Type

867

Target Identification  
Subgroups

Identification Subgroups

784, 785

Academic / Career and  
Technical Outcomes (Exit)

74, 476, 512, Disability Category (IDEA)  
598, 613,  
682, 683

74 Educational Environment  
(IDEA) SA

85 Disability Category (IDEA)  
Exiting

85 Basis of Exit

475 Discipline Method  
(Suspension/Expulsion)

475 Removal Length  
(Suspensions/Expulsions)

476 Interim Removal Reason  
(IDEA)

486, 647 Age Group

486 Qualification Status (Special  
Education Teacher)

512 Interim Removal (IDEA)

598 Removal Length (IDEA)

609 Staff Category (Special  
Education Related Service)

609, 422 Certification Status



613 Educational Environment  
(IDEA) EC

613 Age (Early Childhood)

647 Qualification Status  
(Paraprofessionals)

683 Educational Services

668, 583, Proficiency Status  
584, 585,  
588, 589, 590

151, 668, Disability Status (Only)  
674, 675,  
678, 634,  
655, 657,  
814, 548,  
583, 584,  
585, 588,  
589, 590,  
695, 696,  
697, 698,  
756, 850,  
851, 852,  
853, 854,  
855, 856,  
857, 739,  
834, 835,  
836, 838

547 Federal Program Code

547 Funding Allocation Type

TBD Assessment Type M (lower grades) Assessment Administered M (lower grades)

TBD Assessment Type RLA (lower grades) Assessment Administered RLA (lower grades)

TBD Assessment Type S (lower grades) Assessment Administered S (lower grades)

TBD

Assessment Type M (HS)

Assessment Administered M  
(HS)

TBD

Assessment Type RLA (HS)

Assessment Administered RLA  
(HS)

TBD

Assessment Type S (HS)

Assessment Administered S  
(HS)

TBD

Participation Type M (lower  
grades)

Participation Status M (lower  
grades)

TBD

Participation Type RLA (lower grades)

Participation Status RLA (lower grades)

TBD

Participation Type S (lower grades)

Participation Status S (lower grades)

TBD

Participation Type M (HS)

Participation Status M (HS)

TBD

Participation Type RLA (HS)

Participation Status RLA (HS)

TBD

Participation Type M (HS)

Participation Status S (HS)

TBD

Neglected Programs (Subpart  
1)

TBD		Delinquent Programs
743		Reconstituted Status
21	School Type	School type
453	Local Education Agency Type	Local education agency (LEA) type
531	School Operational Status	School operational status
669	Out Of State Indicator	Out of state indicator

18	Grades Offered	Grades offered
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573	Shared Time Status	Shared time status
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22	Title I School Status	Title I school status
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829	Management Organization Type	Management organization type
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834		Indicator Type (GRM)
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835		Indicator Type (AAM)
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836

Indicator Type (OAM)

837

Indicator Type (ELP)

609

Certification Status (IDEA)

422

Certification Status (Title III)

Category Name (SY 2022-23 - Final Changes Only)	Category Definition (SY 2021-22)
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The statuses describing the operational condition of an LEA.

The statuses describing magnet schools and magnet programs within the schools.

An indication that students are either female or male.

The types of high school credential received by high school completers.

The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.

An indication that students met the definition of an English learner.

An indication that students were identified as homeless.

An indication that students meet the state criteria for classification as economically disadvantaged.

An indication that students are eligible migratory children.

The grade level (primary instructional level) of students at which students decided to leave school before graduating.

Titles of employment, official status, or rank.

An indication of students' qualification for free or reduced-price lunch.

The statuses describing participation in the National School Lunch Program (NSLP).

The statuses describing 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 telecommunication technologies.

An indication of the progress made by students toward English proficiency.

An indication of whether students met the definition of an English learner.

The language normally used by students or normally used by the parents of the students.

An indication that immigrant students participated in programs for immigrant children and youth funded under ESEA, as amended, Title III Section 3114(d)(1) using funds reserved for immigrant education programs/activities.

The grade level (primary instructional level) of students.

An indication of which of the four years an English learner is in after no longer receiving services under Title III of ESEA, as amended.

The description of the content or subject area of an assessment.

An indication of whether students participated in assessments.

The types of English language proficiency assessments administered.

An indication that students are taking the English language proficiency assessment for the first time.

The types of English language instruction educational program.

The proficiency status of English Learners within five years.

The exit status of English Learners.

The statuses describing existence of a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be public charter school.

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

The organization types that authorize charters.

Methods used to provide state appropriations to charter schools.

The discrete age or grade level (primary instructional level) of students (children).

The discrete age or grade level (primary instructional level) of students (children).

An indication that migratory children who have made a qualifying move within the previous 1-year period and who - (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

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 statuses describing consolidation of federal Migrant Education Program (MEP) funds.

An indication that the qualifying arrival date (QAD) occurred within 12 months of the end of the reporting period (8/31).

The types of services received by eligible migratory students in the migrant education program (MEP).

The statuses for designation as persistently dangerous.

The types of weapons.

The methods used to discipline students who are not children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.



The statuses describing submission of reports required by Gun-Free Schools Act (GFSA) of 1994.

The types of program under ESEA, as amended, Title I, Part D, Subpart 1 (state programs).

The amount of progress shown in academic subjects.

The description of the content or subject area of an assessment.

The types of program under ESEA, as amended, Title I, Part D, Subpart 2 (LEA programs).

The discrete age or grade level (primary instructional level) of students (children).

The primary nighttime residence of the students at the time the students are identified as homeless.

An indication that homeless youths were unaccompanied by parents or legal guardians.

The discrete age of students (children).

An indication that students were served for at least 90 consecutive days during the reporting period by Title I, Part D of ESEA as amended.

The statuses describing subgrants for McKinney-Vento.

The types of academic or career and technical outcome attained.

An indication that students have disability status under Section 504.

The age ranges of children birth through 5 (not Kindergarten).

An indication that students are homeless regardless of whether the students are receiving services under McKinney-Vento.

The types of assessments administered.

The grade level assigned by the school system in which the students are enrolled.

The major racial and ethnic groups states use for reporting data.

An indication that students are in foster care.

An indication that the students are military connected.

An indication that students met the definition of an English learner and are not excluded because they have attended schools in the U.S. fewer than 12 months.

The statuses describing the intention to use Alternative Fund Use Authority (AFUA).

The discrete age or grade level (primary instructional level) of students (children).

The types of Title I programs offered in the school or district.

An indication of whether students in a cohort graduated with a high school diploma within the allowable time.

Poverty quartiles.

The action taken with respect to postsecondary enrollment by students who graduated.

Statuses for graduation rate.

Indication of state defined status.

Statuses for academic achievement.

The major racial and ethnic groups states use for reporting accountability data.

Statuses for academic progress.

Statuses for progress in achieving English language proficiency.

The label for the School Quality or Student Success Indicators used by state for Accountability under ESEA, as amended by ESSA.

Statuses for school quality or student success.

An indication of whether teachers have been identified as inexperienced as defined by the state.

An indicator of whether teachers have been identified as having emergency or provisional credentials.

An indication of whether teachers have been identified as teaching a subject or field for which they are not certified or licensed as defined by the state.

Designation by the state for Comprehensive Support and Improvement.

Designation by the state for Additional Targeted Support and Improvement.

Designation by the state for Targeted Support and Improvement.

An indication of whether a reason applies.

Comprehensive Support and Improvement Type

The reasons for identification as a comprehensive support or improvement schools.

The reasons for identification as a targeted or additional targeted support or improvement school.

The types of academic or career and technical outcome attained.

The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan.

The settings in which school-aged children ages 5 who are kindergarten through 21 receive special education and related services.

The primary disability as identified in the Individualized Education Program (IEP).

The reason children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period.

The types of suspension or expulsion used for the discipline of children with disabilities.

The cumulative number of days children with disabilities (IDEA) were suspended or expelled during the school year for disciplinary reasons.



The reasons why children with disabilities (IDEA) were unilaterally removed from their current educational placement to an interim alternative educational setting.

The age range of students (children).

An indication of whether special education teachers are fully certified in the State.

The types of interim removal from current educational setting experienced by children with disabilities (IDEA).

The cumulative number of days children with disabilities (IDEA) were removed from their current educational setting during the school year.

Titles of personnel employed and contracted to provide related services for children with disabilities (IDEA).

An indication of whether an educator/ a related services personnel holds the certification or licensure required by their assignment.

The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.

The discrete age of children (students) who are in early childhood on the state specified child count date.

An indication of whether paraprofessionals are classified as qualified for their assignment according to state definition.

An indication of whether children (students) received educational services when removed from the regular school for disciplinary reasons.

An indication of whether scores were proficient or above.

An indication that children (students) are children with disabilities (IDEA).

The unique five-digit number assigned to each federal program as listed in the Catalog of Federal Domestic Assistance (CFDA).

The types of allocation or distribution made.

The types of schools based on the curriculum concentration.

The classifications describing the operational conditions of LEAs.

The statuses describing the operational condition of a school

The statuses describing the relationship between an education unit's address and the SEA reporting the education unit.

Grade levels that are offered.

The statuses describing whether some or all students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.

The statuses describing designation under state and federal regulations as being eligible for participation in programs authorized by Title I of ESEA as amended and existence of Title I programs.

The organization types that manage charter schools.

**Category Definition**  
**(SY 2022-23 -**  
**60-day Changes Only)**

The classifications describing the operational condition of the local education agency (LEA).

The statuses describing the existence of charter schools.

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

An indication that migratory children received MEP-funded services and met the definition of “priority for services”: children who have made a qualifying move within the previous 1-year period and who - (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

An indication that formerly eligible migratory children received MEP-funded services under the continuation of services authority ESEA, as amended, Title I, Part C Section 1304(e)(1).

An indication that the children’s qualifying arrival date (QAD) occurred within 12 months of the end of the reporting period (8/31).

The types of MEP-funded services received by eligible migratory children

The types of firearms.



The statuses describing LEA subgrants for McKinney-Vento.

An indication that students have disability status under Rehabilitation Act, as amended, Section 504 (and not the definition of disability under the Individuals with Disabilities Act).

The major racial and ethnic groups states use for reporting data, as defined in the State's ESEA Consolidated State Plan.

The State defined indicator status.

The major racial and ethnic groups states use for reporting accountability data, as defined in the State's ESEA Consolidated State Plan.

The types of assessments administered in mathematics in the lower grades.

The types of assessments administered in reading/language arts in the lower grades.

The types of assessments administered in science in the lower grades.

The types of assessments administered in mathematics in high school.

The types of assessments administered in reading/language arts in high school.

The types of assessments administered in science in high school.

An indication of participation in types of lower grade mathematics assessments.

An indication of participation in types of lower grade reading/language arts assessments.

An indication of participation in types of lower grade science assessments.

An indication of participation in types of mathematics high school assessments.

An indication of participation in types of reading/language arts high school assessments.

An indication of participation in types of science high school assessments.

The types of neglected programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.



The types of delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended or under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended.

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

The classification of schools based on the curriculum concentration.

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

The classifications describing the operational condition of a school.

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

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

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

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

The type of management organization.

The graduation rate indicator type.

The academic achievement indicator type.

The other academic indicator type.

The Progress Achieving English Language Proficiency indicator type.

An indication of whether related services personnel hold the certification or licensure required by their assignment.

An indication of whether educators hold the certification or licensure required by their assignment.

**Category Definition**  
**(SY 2022-23 -**  
**30-day Changes Only)**

An indication that formerly eligible migratory children received MEP-funded services under the continuation of services authority in section 1304(e)(1-3) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.

The types of assessments administered in the lower grades.

The types of assessments administered in the lower grades.

The types of assessments administered in high school.

The types of assessments administered in high school.

An indication of participation in types of lower grade assessments.



An indication of participation in types of high school assessments.

An indication of participation in types of high school assessments.

**Category Definition**  
**(SY 2022-23 -**  
**Final Changes Only)**

An indication that students have disability status under Rehabilitation Act, as amended, Section 504.

**Permitted Value Description List  
(SY 2021-22)**

Open  
Closed  
New  
Added  
Changed geographic boundary  
Inactive  
Future  
Reopened

Yes  
No  
Not applicable for magnet status

Male  
Female

Regular secondary school diploma  
Other state-recognized equivalent

American Indian or Alaska Native  
Asian  
Black or African American  
Hispanic/Latino  
Native Hawaiian or Other Pacific Islander  
White  
Two or more races

English learner

Homeless enrolled

Economically Disadvantaged (ED) Students

Migratory students

Below Grade 7

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

Pre-Kindergarten Teachers  
Kindergarten Teachers  
Elementary Teachers  
Secondary Teachers  
Ungraded Teachers  
Paraprofessionals/Instructional Aides  
Elementary School Counselors  
Secondary School Counselors  
School Counselors  
Librarians/Media Specialists  
Library/Media Support Staff  
LEA Administrators  
LEA Administrative Support Staff  
Instructional Coordinators and Supervisors to the Staff  
School Administrators  
School Administrative Support Staff  
Student Support Services Staff (w/o Psychology)  
School Psychologist  
All Other Support Staff

Free lunch qualified  
Reduced-price lunch qualified

Yes, participating without using any Provision or the CEO  
Yes, under Provision 1  
Yes, under Provision 2  
Yes, under Provision 3  
Yes, under Community Eligibility Option (CEO)  
No

Exclusively virtual  
Primarily virtual  
Supplemental Virtual

Attained proficiency  
Making progress  
Did not make progress

English learner  
Non-English learner

ISO-639-2 language codes

Participated in programs

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

First year

Second year

Third year

Fourth year

Mathematics

Reading/language arts

Science

Participated

Did not participate

Medical Exemption



Alternate English language proficiency (ELP)  
assessment based on alternate ELP achievement  
standards  
Regular English language proficiency (ELP)  
assessment

Students took assessment for the first time

Transitional Bilingual Education or Early-Exit  
Bilingual Education  
Dual Language or Two-way Immersion  
ESL or ELD  
Content Classes with integrated ESL support  
Newcomer programs  
Other

Proficient within five years  
Not proficient within five years

Exited  
Did not exit

Charter school  
Not a charter school  
Not Applicable

LEA for federal programs  
LEA for ESEA and Perkins  
LEA for IDEA  
Not LEA for federal programs  
Not a charter district  
Not Applicable

State department of education  
State board of education  
Public charter school board  
Local education agency  
University  
Community college  
Not for profit organization  
Non educational government entities  
Other

Direct from state  
Through local school district  
Allocation by local school district

Age Birth through 2  
Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Out of School  
Ungraded

Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Out of School  
Ungraded

Students classified as having Priority for Services

Continued

Yes  
No  
Not Applicable

QAD occurred within 12 months

Instructional services  
Reading instruction  
Mathematics instruction  
High school accrual  
Support services  
Counseling services

Yes  
No

Handguns  
Rifles/shotguns  
Multiple  
Other

One year expulsion and no educational services  
One year expulsion and educational services  
Expulsion modified to less than one year without  
educational services  
Expulsion modified to less than one year with  
educational services  
Another type of disciplinary action  
Other reasons such as death, withdrawal, or  
incarceration  
No disciplinary action

Yes, with no reported offenses  
Yes, with reporting of one or more students for an offense  
No report filed  
Not applicable for GFSA reporting status

Neglected programs  
Juvenile detention  
Juvenile correction  
Adult correction  
Other programs

Up to one full grade  
More than one full grade  
Negative change  
No change

Mathematics  
Reading/language arts

At-risk programs  
Neglected programs  
Juvenile detention  
Juvenile correction  
Other programs

Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded

Shelters and transitional housing  
Doubled-up  
Unsheltered  
Hotels/motels

Unaccompanied youth

Age 3 through 5  
Age 6  
Age 7  
Age 8  
Age 9  
Age 10  
Age 11  
Age 12  
Age 13  
Age 14  
Age 15  
Age 16  
Age 17  
Age 18  
Age 19  
Age 20  
Age 21

Long-Term N or D Students

Yes  
No

Earned a GED  
Obtained high school diploma  
Earned high school course credits  
Enrolled in a GED program  
Were accepted and/or enrolled into post-secondary education  
Enrolled in job training courses/programs  
Obtained employment

Section 504 Status

Age Birth through 2  
Age 3 through 5 (not Kindergarten)

Homeless

Regular assessments based on grade-level achievement standards without accommodations  
Regular assessments based on grade-level achievement standards with accommodations  
Alternate assessments based on alternate achievement standards

Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
High School

American Indian \ Alaska Native \ Native American  
Asian  
Asian \ Pacific Islander  
Black (not Hispanic) African American  
Filipino  
Hispanic (not Puerto Rican)  
Hispanic \ Latino  
Multicultural \ Multiethnic \ Multiracial \ other  
Native Hawaiian \ other Pacific Islander \ Pacific Islander  
Puerto Rican  
White (not Hispanic) \ Caucasian

Foster Care

Military Connected

English learner

Exercising authority  
Eligible but not exercising authority  
Not eligible for REAP alternative funding status

Age Birth through 2  
Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Ungraded

Public targeted assistance program  
Public school-wide program  
Private school students participating  
Local neglected program

Graduated with a regular high school diploma  
within the allowable time  
Graduated with an alternate high school diploma  
within the allowable time  
Did not graduate with a regular or alternate high  
school diploma within the allowable time  
Has not graduated with a state-defined alternate  
high school diploma and removed from the cohort  
as allowed

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

Enrolled in an IHE  
Did not enroll in an IHE  
No information on postsecondary actions

State defined status  
Too few students  
No students in the subgroup

State Defined Status

State defined status  
Too few students  
No students in the subgroup

American Indian \ Alaska Native \ Native American  
Asian  
Asian \ Pacific Islander  
Black (not Hispanic) African American  
Filipino  
Hispanic (not Puerto Rican)  
Hispanic \ Latino  
Multicultural \ Multiethnic \ Multiracial \ other  
Native Hawaiian \ other Pacific Islander \ Pacific  
Islander  
Puerto Rican  
White (not Hispanic) \ Caucasian  
Native Hawaiian  
Other Pacific Islander

State defined status  
Too few students  
No students in the subgroup

State defined status  
Too few students  
No students in the subgroup

Indicator 1  
Indicator 2  
Indicator 3  
Indicator 4  
Indicator 5  
Indicator 6  
Indicator 7  
Indicator 8  
Indicator 9  
Indicator 10

State defined status  
Too few students  
No students in the subgroup



Experienced teacher  
Inexperienced teacher

Emergency or Provisional  
No Emergency or Provisional

Teaching in field  
Not teaching in field

Comprehensive Support and Improvement  
Comprehensive Support and Improvement - Exit  
Status  
Not Comprehensive Support and Improvement

Additional Targeted Support and Improvement  
Additional Targeted Support and Improvement -  
Exit Status  
Not Additional Targeted Support and Improvement

Targeted Support and Improvement  
Targeted Support and Improvement - Exit Status  
Not Targeted Support and Improvement

Reason applies  
Reason does not apply

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

Economically Disadvantaged (ED) Students  
Children with one or more disabilities (IDEA)  
English learners  
American Indian \ Alaska Native \ Native American  
Asian \ Pacific Islander  
Asian  
Black (not Hispanic) African American  
Filipino  
Hispanic \ Latino  
Hispanic (not Puerto Rican)  
Native Hawaiian \ other Pacific Islander \ Pacific  
Islander  
Multicultural \ Multiethnic \ Multiracial \ other  
Puerto Rican  
White (not Hispanic) \ Caucasian  
Underserved Race/Ethnicity

Enrolled in local district school  
Earned a GED  
Obtained high school diploma  
Earned high school course credits  
Enrolled in a GED program  
Were accepted and/or enrolled into post-secondary  
education  
Enrolled in job training courses/programs  
Obtained employment

Autism  
Deaf-blindness  
Developmental delay  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Multiple disabilities  
Orthopedic impairment  
Specific learning disability  
Speech or language impairment  
Traumatic brain injury  
Visual impairment  
Other health impairment

Inside regular class 80% or more of the day  
Inside regular class 40% through 79% of the day  
Inside regular class less than 40% of the day  
Separate School  
Residential facility  
Homebound/Hospital  
Correctional Facilities  
Parentally placed in private schools

Autism  
Deaf-blindness  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Multiple disabilities  
Multiple disabilities  
Orthopedic impairment  
Specific learning disability  
Speech or language impairment  
Traumatic brain injury  
Visual impairment  
Other health impairment

Graduated with regular high school diploma  
Graduated with an alternate diploma  
Received a certificate  
Reached maximum age  
Moved, known to be continuing  
Transferred to regular education  
Dropped out  
Died

In School Suspensions  
Out-of-School Suspensions/Expulsions

Less than or equal to 10 days  
Greater than 10 days

Drugs  
Weapons  
Serious bodily injury

Age 3 through 5  
Age 6 through 21

Fully certified  
Not fully certified

Unilaterally removed to an interim alternative educational setting by School Personnel (NOT the IEP team) for drugs, weapons, or serious bodily injury

Removed to an interim alternative educational setting based on a Hearing Officer finding that there is substantial likelihood of injury to the child or others

1 day or less  
2 through 10 days  
Greater than 10 days

Audiologists  
Speech-language pathologists  
Interpreters  
Psychologists  
Occupational therapists  
Physical therapists  
Physical education teachers and recreation and therapeutic recreation specialists  
Social workers  
Medical/nursing service staff  
Counselors and rehabilitation counselors  
Orientation and mobility specialists

Fully certified or licensed  
Not fully certified or licensed

Services in Regular Early Childhood Program (at least 10 hours)  
Other Location Regular Early Childhood Program (at least 10 hours)  
Services in Regular Early Childhood Program (less than 10 hours)  
Other Location Regular Early Childhood Program (less than 10 hours)  
Separate Class  
Separate School  
Residential Facility  
Home  
Service Provider Location

Age 3  
Age 4  
Age 5 (Not Kindergarten)

Qualified  
Not qualified

Received educational services  
Did not receive educational services

Attained proficiency  
Not proficient

Children with one or more disabilities (IDEA)

Adult Education State Grant Program  
Title I Grants to Local Education Agencies  
Migrant Education - Basic State Grant Program  
Title I Program for Neglected and Delinquent  
Children  
Special Education - Grants to States  
Career and Technical Education - Basic Grants to  
States  
Special Education Preschool Grants  
Education for Homeless Children and Youth  
Charter Schools Program  
21st Century Community Learning Centers  
Special Education State Personnel Development  
Grants  
Retained by SEA for program administration, etc.  
Transferred to another state-level agency  
Distributed to entities other than LEAs  
Unallocated or returned funds

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 administrative center  
Service agency  
State agency  
Federal agency  
Independent charter district  
Other education agency  
Specialized public school district

Open  
Closed  
New  
Added  
Changed LEA affiliation  
Inactive  
Future  
Reopened

In state  
Out of state

Pre-Kindergarten  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded  
Adult Education  
No Grades

Is a shared-time school  
Is not a shared-time school

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

Charter Management Organization (CMO)  
Education Management Organization (EMO)  
Single Management (non-profit)  
Single Management (for-profit)



**Permitted Value Description List**  
**(SY 2022-23 -**  
**60-day Changes Only)**

Pre-Kindergarten Teachers  
Kindergarten Teachers  
Elementary Teachers  
Secondary Teachers  
Ungraded Teachers  
Paraprofessionals/Instructional Aides  
Elementary School Counselors  
Secondary School Counselors  
School Counselors  
Librarians/Media Specialists  
Library/Media Support Staff  
LEA Administrators  
LEA Administrative Support Staff  
Instructional Coordinators and Supervisors to the Staff  
School Administrators  
School Administrative Support Staff  
Student Support Services Staff (w/o Psychology)  
School Psychologists  
All Other Support Staff

For LEAs that are not charter:

Not applicable

Not a charter district

For LEAs that are charter:

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

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

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

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

- School Quality and Student Success Measure 1
- School Quality and Student Success Measure 2
- School Quality and Student Success Measure 3
- School Quality and Student Success Measure 4
- School Quality and Student Success Measure 5
- School Quality and Student Success Measure 6
- School Quality and Student Success Measure 7
- School Quality and Student Success Measure 8
- School Quality and Student Success Measure 9
- School Quality and Student Success Measure 10

Additional Targeted Support and Improvement - Exit Status  
Not Additional Targeted Support and Improvement

Targeted Support and Improvement - Exit Status  
Not Targeted Support and Improvement

State-defined subgroup 1  
State-defined subgroup 2  
State-defined subgroup 3  
Lowest-performing school  
Low graduation rate high school  
Additional targeted support and improvement school not  
exiting such status

State-defined subgroup 1  
State-defined subgroup 2  
State-defined subgroup 3  
Economically Disadvantaged (ED) Students  
Children with one or more disabilities (IDEA)  
English learners  
American Indian \ Alaska Native \ Native American  
Asian \ Pacific Islander  
Asian  
Black (not Hispanic) African American  
Filipino  
Hispanic \ Latino  
Hispanic (not Puerto Rican)  
Native Hawaiian \ other Pacific Islander \ Pacific Islander  
Multicultural \ Multiethnic \ Multiracial \ other  
Puerto Rican  
White (not Hispanic) \ Caucasian

Age 3 through 5 (not in kindergarten)  
Age 5 (in kindergarten) through 21

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
Advanced Assessment without accommodations-middle school  
Advanced Assessment with accommodations-middle school  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment with accommodations

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
Advanced Assessment without accommodations-middle school  
Advanced Assessment with accommodations-middle school  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment with accommodations  
English language proficiency assessment

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
Advanced Assessment without accommodations-middle school  
Advanced Assessment with accommodations-middle school  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment with accommodations



Alternate assessment  
High school regular assessment in mathematics I, without accommodations  
High school regular assessment in mathematics I, with accommodations  
High school regular assessment in mathematics II, without accommodations  
High school regular assessment in mathematics II, with accommodations  
High school regular assessment in mathematics III, without accommodations  
High school regular assessment in mathematics III, with accommodations  
Advanced Assessment without accommodations – high school  
Advanced Assessment with accommodations – high school  
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Locally-selected nationally recognized high school assessment  
Alternate assessment  
High school regular assessment in reading/language arts I, without accommodations  
High school regular assessment in reading/language arts I, with accommodations  
High school regular assessment in reading/language arts II, without accommodations  
High school regular assessment in reading/language arts II, with accommodations  
High school regular assessment in reading/language arts III, without accommodations  
High school regular assessment in reading/language arts III, with accommodations  
English language proficiency assessment  
Advanced Assessment without accommodations – high school  
Advanced Assessment with accommodations – high school  
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Locally-selected nationally recognized high school assessment without accommodations  
Locally-selected nationally recognized high school assessment with accommodations

Alternate assessment

High school assessment in science I, without accommodations  
High school assessment in science I, with accommodations  
High school assessment in science II, without accommodations  
High school assessment in science II, with accommodations  
High school assessment in science III, without accommodations  
High school assessment in science III, with accommodations  
Advanced Assessment without accommodations – high school  
Advanced Assessment with accommodations – high school  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot  
assessment with accommodations  
Locally-selected nationally recognized high school assessment  
without accommodations  
Locally-selected nationally recognized high school assessment  
with accommodations

Participated - Regular assessment without accommodations  
Participated - Regular assessment with accommodations  
Participated - Alternate assessment  
Participated - Advanced Assessment without accommodations-  
middle school  
Participated - Advanced Assessment with accommodations-  
middle school  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment with accommodations  
Did not participate  
Medical exemption

Participated - Regular assessment without accommodations  
Participated - Regular assessment with accommodations  
Participated - Alternate assessment  
Participated - Advanced Assessment without accommodations-  
middle school  
Participated - Advanced Assessment with accommodations-  
middle school  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment with accommodations  
Participated - English language proficiency assessment  
Did not participate  
Medical exemption

Participated - Regular assessment without accommodations  
Participated - Regular assessment with accommodations  
Participated - Alternate assessment  
Participated - Advanced Assessment without accommodations-  
middle school  
Participated - Advanced Assessment with accommodations-  
middle school  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment with accommodations  
Did not participate  
Medical exemption

Participated - Alternate assessment  
Participated - High school regular assessment in mathematics I,  
without accommodations  
Participated - High school regular assessment in mathematics I,  
with accommodations  
Participated - High school regular assessment in mathematics II,  
without accommodations  
Participated - High school regular assessment in mathematics II,  
with accommodations  
Participated - High school regular assessment in mathematics  
III, without accommodations  
Participated - High school regular assessment in mathematics  
III, with accommodations  
Participated - Advanced Assessment without accommodations  
- high school  
Participated - Advanced Assessment with accommodations -  
high school  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority  
(IADA) pilot assessment with accommodations  
Participated - Locally-selected nationally recognized high school

Participated - Alternate assessment  
Participated - High school regular assessment in mathematics I, without accommodations  
Participated - High school regular assessment in mathematics I, with accommodations  
Participated - High school regular assessment in mathematics II, without accommodations  
Participated - High school regular assessment in mathematics II, with accommodations  
Participated - High school regular assessment in mathematics III, without accommodations  
Participated - High school regular assessment in mathematics III, with accommodations  
Participated - Advanced Assessment without accommodations - high school  
Participated - Advanced Assessment with accommodations - high school  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Participated - Locally-selected nationally recognized high school  
Participated - Alternate assessment  
Participated - High school regular assessment in mathematics I, without accommodations  
Participated - High school regular assessment in mathematics I, with accommodations  
Participated - High school regular assessment in mathematics II, without accommodations  
Participated - High school regular assessment in mathematics II, with accommodations  
Participated - High school regular assessment in mathematics III, without accommodations  
Participated - High school regular assessment in mathematics III, with accommodations  
Participated - Advanced Assessment without accommodations - high school  
Participated - Advanced Assessment with accommodations - high school  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Participated - Locally-selected nationally recognized high school  
Group Homes  
Shelters  
Community Day Programs  
Residential Treatment Home

Adult correction  
Community day programs  
Juvenile detention centers  
Shelters  
Group homes  
Ranch/wilderness camps  
Residential treatment centers  
Long-term secure juvenile facilities  
Other

Yes  
No

Regular school  
Special education school  
Career and technical education school  
Alternative education school  
Reportable program

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  
Specialized public school district  
Supervisory union  
Service agency  
State operated agency  
Federal operated agency  
Independent charter district  
Other local education agency

Ungraded  
Pre-Kindergarten  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded  
Adult Education  
No Grades

Not a Title I school  
Title I schoolwide eligible school – No program  
Title I schoolwide eligible- Title I targeted assistance program  
Title I schoolwide school  
Title I targeted assistance eligible school– No program  
Title I targeted assistance school

Graduation Rate Measure 1  
Graduation Rate Measure 2  
Graduation Rate Measure 3

Academic Achievement Measure 1  
Academic Achievement Measure 2  
Academic Achievement Measure 3  
Academic Achievement Measure 4

Other Academic Measure 1  
Other Academic Measure 2  
Other Academic Measure 3  
Other Academic Measure 4

Progress Achieving English Language Proficiency Measure 1  
Progress Achieving English Language Proficiency Measure 2  
Progress Achieving English Language Proficiency Measure 3  
Progress Achieving English Language Proficiency Measure 4

Fully certified or licensed  
Not fully certified or licensed

Fully certified or licensed  
Not fully certified or licensed

**Permitted Value Description List**  
**(SY 2022-23 -**  
**30-day Changes Only)**



Yes  
No

School Quality and Student Success Measure 1  
School Quality and Student Success Measure 2  
School Quality and Student Success Measure 3  
School Quality and Student Success Measure 4  
School Quality and Student Success Measure 5  
School Quality and Student Success Measure 6  
School Quality and Student Success Measure 7  
School Quality and Student Success Measure 8  
School Quality and Student Success Measure 9  
School Quality and Student Success Measure 10  
School Quality and Student Success Measure 11  
School Quality and Student Success Measure 12

Reason applies

Lowest-performing school

Low graduation rate high school

CSI school not exiting such status

ATSI school not exiting such status

Regular assessment without accommodations

Regular assessment with accommodations

Alternate assessment

If Applicable:

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Regular assessment without accommodations

Regular assessment with accommodations

Alternate assessment

If Applicable:

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Regular assessment without accommodations

Regular assessment with accommodations

Alternate assessment

If Applicable:

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Alternate assessment

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

If Applicable:

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Alternate assessment

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

If Applicable:

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Alternate assessment

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

If Applicable:

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced Assessment without accommodations

Advanced Assessment with accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA)

pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Participated in regular assessment without accommodations

Participated in regular assessment with accommodations

Participated in alternate assessment

Did not participate

If Applicable:

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Medical exemption

Participated in regular assessment without accommodations  
Participated in regular assessment with accommodations  
Participated in alternate assessment  
Did not participate

If Applicable:

Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Participated in English language proficiency assessment  
Medical exemption  
Participated in regular assessment without accommodations  
Participated in regular assessment with accommodations  
Participated in alternate assessment  
Did not participate

If Applicable:

Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Medical exemption  
Participated in alternate assessment  
Participated in high school regular assessment, without accommodations  
Participated in high school regular assessment, with accommodations  
Did not participate

If Applicable:

Participated in high school regular assessment II, without accommodations  
Participated in high school regular assessment II, with accommodations  
Participated in high school regular assessment III, without accommodations  
Participated in high school regular assessment III, with accommodations  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated - Alternate assessment  
Participated - High school regular assessment, without accommodations  
Participated - High school regular assessment, with accommodations  
Did not participate

If Applicable:

Participated - High school regular assessment II, without accommodations  
Participated - High school regular assessment II, with accommodations  
Participated - High school regular assessment III, without accommodations  
Participated - High school regular assessment III, with accommodations  
Participated - Advanced Assessment without accommodations  
Participated - Advanced Assessment with accommodations  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated - Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Participated in alternate assessment  
Participated in high school regular assessment, without accommodations  
Participated in high school regular assessment, with accommodations  
Did not participate

If Applicable:

Participated in high school regular assessment II, without accommodations  
Participated in high school regular assessment II, with accommodations  
Participated in high school regular assessment III, without accommodations  
Participated in high school regular assessment III, with accommodations  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Group homes  
Shelters  
Community day programs  
Residential treatment home  
Other



Academic Achievement Measure 1  
Academic Achievement Measure 2  
Academic Achievement Measure 3  
Academic Achievement Measure 4  
Academic Achievement Measure 5  
Academic Achievement Measure 6

Other Academic Measure 1  
Other Academic Measure 2  
Other Academic Measure 3  
Other Academic Measure 4  
Other Academic Measure 5  
Other Academic Measure 6

Progress Achieving English Language Proficiency Measure 1  
Progress Achieving English Language Proficiency Measure 2

**Permitted Value Description List  
(SY 2022-23 -  
Final Changes Only)**

Participated in alternate assessment  
Participated in high school regular assessment,  
without accommodations  
Participated in high school regular assessment, with  
accommodations  
Participated in English language proficiency  
assessment  
Did not participate

If Applicable:

Participated in high school regular assessment II,  
without accommodations  
Participated in high school regular assessment II, with  
accommodations  
Participated in high school regular assessment III,  
without accommodations  
Participated in high school regular assessment III, with  
accommodations  
Participated in advanced assessment without  
accommodations  
Participated in advanced assessment with  
accommodations  
Participated in Innovative Assessment Demonstration

Data Steward	60-day Proposed Data Group Name
OESE/OSSA/Title I	Title I, Part A homeless reservation
OESE/SSA/State Assessment and OSERS/OSEP	Assessment participation in mathematics children with disabilities (IDEA) grades 3-8 table
OESE/SSA/State Assessment and OSERS/OSEP	Assessment participation in mathematics children with disabilities (IDEA) HS table
OESE/SSA/State Assessment and OSERS/OSEP	Assessment participation in reading/language arts children with disabilities (IDEA) grades 3-8 table
OESE/SSA/State Assessment and OSERS/OSEP	Assessment participation in reading/ language arts children with disabilities (IDEA) HS table
OESE/SSA/State Assessment and OSERS/OSEP	Academic achievement in mathematics children with disabilities (IDEA) disaggregation grades 3-8 table
OESE/SSA/State Assessment and OSERS/OSEP	Academic achievement in mathematics children with disabilities (IDEA) HS disaggregation table
OESE/SSA/State Assessment and OSERS/OSEP	Academic achievement in reading/language arts children with disabilities (IDEA) disaggregation grades 3-8 table
OESE/SSA/State Assessment and OSERS/OSEP	Academic achievement in reading/language arts children with disabilities (IDEA) HS disaggregation table
OESE/SSA/Title I, Part D	Title I Delinquent program length of stay - state agency
OESE/SSA/Title I, Part D	Title I Delinquent program recidivism- state agency
OESE/SSA/Title I, Part D	Title I Delinquent program length of stay - LEA
OESE/SSA/Title I, Part D	Title I Delinquent program recidivism- LEA

**60-day Proposed Data Group Definition**

The number of homeless children and youth served by Title I, Part A programs under the reservation for homeless children and youth.

The unduplicated number of children with disabilities (IDEA) who were enrolled in grades 3 through 8 during the period of state assessment(s) in mathematics.

The unduplicated number of children with disabilities (IDEA) who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in mathematics.

The unduplicated number of children with disabilities (IDEA) who were enrolled in grades 3 through 8 during the period of state assessment(s) in reading/language arts.

The unduplicated number of children with disabilities (IDEA) who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in reading/language arts.

The unduplicated number of children with disabilities (IDEA) enrolled in grades 3 through 8 who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of children with disabilities (IDEA) in high school who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of children with disabilities (IDEA) enrolled in grades 3 through 8 who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of children with disabilities (IDEA) in high school who completed the state assessment(s) in reading/language arts and received a valid score.

The average length of stay in number of days of students in delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended.

The number of students who previously exited a delinquent program under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, and returned to the delinquent program during the reporting period.

The average length of stay in number of days of students in delinquent programs under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended.

The number of students who previously exited a delinquent program under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended, and returned to the delinquent program during the reporting period.

<b>Categories</b>
NA
Participation Type M (lower grades) Grade Level (Assessment) Major Racial and Ethnic Groups Disability Category (IDEA)
Participation Type M (HS) Major Racial and Ethnic Groups Disability Category (IDEA)
Participation Type RLA (lower grades) Grade Level (Assessment) Major Racial and Ethnic Groups Disability Category (IDEA)
Participation Type RLA (HS) Major Racial and Ethnic Groups Disability Category (IDEA)
Assessment Type M (lower grades) Proficiency Status Grade Level (Assessment) Major Racial and Ethnic Groups Disability Category (IDEA)
Assessment Type RLA (lower grades) Proficiency Status Major Racial and Ethnic Groups Disability Category (IDEA)
Assessment Type M (HS) Proficiency Status Grade Level (Assessment) Major Racial and Ethnic Groups Disability Category (IDEA)
Assessment Type RLA (HS) Major Racial and Ethnic Groups Disability Category (IDEA)
Delinquent Programs
Delinquent Programs
Delinquent Programs
Delinquent Programs

<b>Change Status</b>	<b>Data Steward</b>	<b>Statutory and/or regulatory reference numbers</b>	<b>FS Number</b>	<b>File Spec Name</b>
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	NCES/GEO	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	NCES	PL 107-279, Title I, Part C Sec. 153	039	Grades Offered
No change	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
Retired	NCES	PL 107-279, Title I, Part C Sec. 153	129	CCD School
No change	NCES	PL 107-279, Title I, Part C Sec. 153	052	Membership
No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040	Graduates/Completers



Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	032	Dropouts
No change	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	NCES	PL 107-279, Title I, Part C Sec. 153	059	Staff FTE
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	033	Free and Reduced Price Lunch
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	NCES	PL 107-279, Title I, Part C Sec. 153	129	CCD School
No change	NCES	PL 107-279, Title I, Part C Sec. 153	059	Staff FTE
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	029	Directory
No change	NCES	PL 107-279, Title I, Part C Sec. 153	129	CCD School

No change	NCES	PL 107-279, Title I, Part C Sec. 153	129	CCD School
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	033	Free and Reduced Price Lunch
No change	OESE/SSA/Title III	ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1)(ii)	050	Title III English Language Proficiency Results
No change	OESE/SSA/Title III	ESEA section 3201(3)	067	Title III Teachers
No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	045	Immigrant
Revised	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), 116(2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)		Title III Students Served
No change	OESE/SSA/Title III	ESEA sections 1111(b)(1)(C), 1111(b)(2)(B)(v), 3201(3) and 3121(a)(5) and J-1 of the Department's Non-Regulatory Guidance	126	Title III Former EL Students
No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), and 3201(3), and 34 CFR 200.6(h)(1)(ii)	137	English Language Proficiency Test
No change	OESE/SSA/Title III	ESEA section 3121(a)(2), and 3201(3), and 34 C.F.R. § 200.5(a)(2)	138	Title III English Language Proficiency Test
Technical Correction	OESE/SSA/Title III	ESEA sections 1111(c)(4)(A)(ii), 1111(c)(4)(B)(iv), and 3201(3), and 34 C.F.R. § 200.5(a)(2) and 200.6(h)(1)(ii)	139	English Language Proficiency Results
No change	OESE/SSA/Title III	ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	141	EL Enrolled

No change	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), 116 (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)		Title III Students Served
No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	210	Title III English Learner Five Years
No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	211	Title III English Learner Exited
No change	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029	Directory
No change	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029	Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190	Charter Authorizer Directory
Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	029	Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190	Charter Authorizer Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190	Charter Authorizer Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190	Charter Authorizer Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	190	Charter Authorizer Directory
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196	Management Organization for Charter Schools Roster
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196	Management Organization for Charter Schools Roster
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196	Management Organization for Charter Schools Roster
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196	Management Organization for Charter Schools Roster
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	196	Management Organization for Charter Schools Roster

Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	198	Charter Contracts
Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	198	Charter Contracts
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	198	Charter Contracts
No change	OESE/CSP	ESEA Title IV, Part C, Section 4301	197	Crosswalk of Charter Schools to Management Organizations
Technical Correction	OESE/CSP	ESEA Title IV, Part C, Section 4301	207	State Appropriations for Charter Schools
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, CFR 200.83 and Non-Regulatory Guidance (NRG) Chapter V	054	MEP Students Served - 12 Months
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG	165	Migratory Data
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1-C6	165	Migratory Data
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	121	Migratory Students Eligible - 12 Months
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Sections 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) , NRG, Chapter I, C2 and Chapter, V, D	122	MEP Students Eligible and Served - Summer/Intersession
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, Non-regulatory Guidance (NRG), Chapter V	145	MEP Services
No change	OESE/OSSS	ESEA Section 8532(a); Section 8532(b); Section 8303	130	ESEA Status

Technical Correction	OESE/OSSS	ESEA Section 8561(d); Section 8561€	086	Students Involved with Firearms
No change	OESE/OSSS	ESEA Section 8561(d); Section 8561€	163	Discipline Data
Revised	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	113	N or D Academic Achievement - State Agency
Revised	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	125	N or D Academic Achievement - LEA
No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118	Homeless Students Enrolled
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119	N or D Participation - State Agency
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127	N or D Participation - LEA
No change	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	170	LEA Subgrant Status
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180	N or D In Program Outcomes
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180	N or D In Program Outcomes

Revised	OESE/SSA/Homeless	ESEA Section 721; Section 722; Section 724 (d) and (f)	195	Chronic Absenteeism
No change	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	194	Young Homeless Children Served (McKinney-Vento)
Technical Correction	OESE/OSSA/Title I	PL 107-279, Title I, Part C Sec. 153	TBD	TBD
No change	OESE/OSSA/Title I	ESEA Section 1003(i); Section 8303	TBD	TBD
No change	OESE/OSSA/Title I	ESEA sections 1114, 1115, and 8303	037	Title I Part A SWP/TAS Participation
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	175	Academic Achievement in Mathematics
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	178	Academic Achievement in Reading/Language Arts

Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303	179	Academic Achievement in Science
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	185	Assessment Participation in Mathematics
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	188	Assessment Participation in Reading/Language Arts
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303	189	Assessment Participation in Science

Technical Correction	OESE/RINAP	ESEA Section 5211	131	LEA End of School Year Status
No change	OESE/OSSA/Title I	ESEA Section 1114; Section 1115; 134 Section 8303		Title I Part A Participation
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate



Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	150	Adjusted Cohort Graduation Rate

Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151	Cohorts for Adjusted Cohort Graduation Rate
Retired	OESE/SSA/Title II A	ESEA sections 1111(h)(1)(C)(ix)(I-III) and 1111(h)(5)(D)(i-iii)	103	Poverty Quartile
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8303	160	High School Graduates Postsecondary Enrollment
No change	OESE/OSSA/Title I	PL 114-95, Section 1116; Section 8303	193	Title I Allocations
No change	OESE/OSSA/Title I	PL 114-95, Section 8303	193	Title I Allocations
No change	OESE/OSSA/Title I	ESEA Section 1003(i); Section 8303	132	Section 1003 Funds
Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199	Graduation Rate Indicator Status
Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	200	Academic Achievement Indicator Status
Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	201	Other Academic Indicator Status

Revised	OESE/OSSA/Title I	ESEA Section 1111(c),1111(h); Section 8303	205	Progress Achieving English Language Proficiency Indicator Status
Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	202	School Quality or Student Success Indicator Status
No change	OESE/SSA/Title II A	ESEA Section 1111(h); Section 8303	203	Teachers
No change	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 1111(h); Section 8303	206	School Support and Improvement
Revised	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212	Identification School Support and Improvement
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212	Identification School Support and Improvement
Retired	OESE/SSA/Title I, Part D	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	181	N or D Exited Program Outcomes
Retired	OESE/SSA/Title I, Part D	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	181	N or D Exited Program Outcomes
Technical Correction	OSERS/OSEP and OCR	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002	Children with Disabilities (IDEA) School Age
No change	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	009	Children with Disabilities (IDEA) Exiting Special Education

No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006	Children with Disabilities (IDEA) Suspensions/Expulsions
No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007	Children with Disabilities (IDEA) Reasons for Unilateral Removal
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070	Special Education Teachers (FTE)
Technical Correction	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	005	Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	088	Children with Disabilities (IDEA) Disciplinary Removals
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099	Special Education Related Services Personnel
Technical Correction	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	089	Children with Disabilities (IDEA) Early Childhood
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	112	Special Education Paraprofessionals
No change	OSERS/OSEP	20 USC 1418(a)(1)(D) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	143	Children with Disabilities (IDEA) Total Disciplinary Removals

No change	OSERS/OSEP	20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.645	144	Educational Services During Expulsion
Technical Correction	OCFO	PL 103-382	035	Federal Programs
New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD	
New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD	
New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD	

New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/OSSA/Title I	ESEA section 1111(g)(1)€; 1112(c)(5)	TBD
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New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119	N or D Participation - State Agency
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New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119	N or D Participation - State Agency
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New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127	N or D Participation - LEA
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New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127	N or D Participation - LEA
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New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180	N or D In Program Outcomes
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180	N or D In Program Outcomes
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	181	N or D Exited Program Outcomes
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	181	N or D Exited Program Outcomes
New	OESE/OSSA/Title I	PL 114-95, Section 8303	193	Title I Allocations
New	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212	Identification School Support and Improvement
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	113	N or D Academic Achievement - State Agency
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	125	N or D Academic Achievement - LEA
New	OESE/SSA/Homeless	ESEA Section 721; Section 722; Section 724 (d) and (f)	195	Chronic Absenteeism
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029	Directory

DG Number	Data Group Name (SY 2021-22)	Data Group Name (SY 2022-23 - Changes Only)
1	LEA identifier (NCES)	
4	LEA identifier (state)	
5	School identifier (state)	
7	Education entity name	
8	Address mailing	
9	Address location	
10	Telephone - education entity	
11	Web site address	
16	Operational status - LEA	
18	Grades offered	
21	School type	
24	Magnet status	
39	Membership table	
306	Graduates/completers table	

326	Dropouts table
453	Local education agency (LEA) type
458	Chief state school officer contact information
528	Staff FTE table
529	School identifier (NCES)
531	Operational status - school
551	Supervisory union identification number
559	State code
565	Free and reduced-price lunch table
570	State agency number
571	Effective date
573	Shared time status
644	Teachers (FTE)
669	Out of state indicator
743	Reconstituted status
791	NSLP status

803	Virtual school status
813	Direct certification
151	Title III English language proficiency results table
422	Title III teachers table
519	Immigrant table
648	Title III students served table
668	Title III former EL students table
674	English language proficiency test table
675	Title III English language proficiency test table
676	English language proficiency results table
678	EL enrolled table

849	Title III students served in English language instruction program table
864	Title III English learners five years table
865	Title III English learners exit table
27	Charter status
653	Charter LEA status
798	Charter authorizer name
804	Charter authorizer identifier (state)
805	Charter authorizer address location
806	Charter authorizer address mailing
807	Charter authorizer type
808	Charter authorizer identifier (state)
825	Management organization name
826	Employer identification number (EIN)
827	Organization address location
828	Organization address mailing
829	Management organization type

830	Charter contract ID number	
831	Charter contract approval date	
832	Charter contract renewal date	
833	Management organization EIN	
845	State appropriations for charter	State appropriations for charter schools
102	MEP students served 12-month table	MEP children served 12-month table
110	Migratory students eligible regular school year	Migratory children eligible regular school year
514	Consolidated MEP funds status	
634	Migratory students eligible 12-month table	Migratory children eligible 12-month table
635	MEP students eligible and served summer/intersession table	MEP children eligible and served summer/intersession table
684	MEP services table	
36	Persistently dangerous status	

596	Students involved with firearms table
603	GFSA reporting status
628	N or D academic achievement table - state agency
629	N or D academic achievement table - LEA
655	Homeless students enrolled table
656	N or D participation table - state agency
657	N or D participation table - LEA
754	McKinney-Vento subgrant recipient flag
782	N or D academic and career and technical outcomes in programs table - LEA
783	N or D academic and career and technical outcomes in programs table - state agency



814	Chronic absenteeism table	Chronic absenteeism table - School
818	Young homeless children served (McKinney-Vento) table	
22	Title I school status	
56	Economically disadvantaged students	
548	Title I SWP/TAS participation table	
583	Academic achievement in mathematics table	
584	Academic achievement in reading/language arts table	

585 Academic achievement in science table

588 Assessment participation in mathematics table

589 Assessment participation in reading/language arts table

590 Assessment participation in science table

614	REAP alternative funding status	REAP Alternative Fund Use Authority (AFUA) status
670	Title I participation table	
695	Four-year adjusted cohort graduation rate table	
696	Cohorts for the four-year adjusted cohort graduation rate table	
697	Five-year adjusted cohort graduation rate table	
698	Cohorts for the five-year adjusted cohort graduation rate table	
755	Six-year adjusted cohort graduation rate table	
756	Cohorts for the six-year adjusted cohort graduation rate table	

- 850 Seven-year adjusted cohort graduation rate table
- 851 Cohorts for the seven-year adjusted cohort graduation rate table
- 852 Eight-year adjusted cohort graduation rate table
- 853 Cohorts for the eight-year adjusted cohort graduation rate table
- 854 Nine-year adjusted cohort graduation rate table
- 855 Cohorts for the nine-year adjusted cohort graduation rate table
- 856 Ten-year adjusted cohort graduation rate table

857 Cohorts for the ten-year adjusted cohort graduation rate table

699 State poverty designation

739 HS graduates postsecondary enrollment table

788 Parental involvement reservation

797 Title I, Part A Allocations

794 School Improvement Funds 1003(a)

834 Graduation rate indicator status table

835 Academic achievement indicator status table

836 Other academic indicator status table

837	Progress achieving English language proficiency indicator status	
838	School quality or student success indicator status table	
839	Teachers table	
842	Comprehensive support and targeted support schools	
866	Comprehensive support identification table	Comprehensive support and improvement identification table
867	Targeted support identification table	Targeted support and improvement identification table
784	N or D academic and career and technical outcomes exited programs table - LEA	
785	N or D academic and career and technical outcomes exited programs table - state agency	
74	Children with disabilities (IDEA) school age table	
85	Children with disabilities (IDEA) exiting special education table	

475	Children with disabilities (IDEA) suspensions/expulsions table
476	Children with disabilities (IDEA) reasons for unilateral removal table
486	Special education teachers (FTE) table
512	Children with disabilities (IDEA) removal to interim alternative educational setting table
598	Children with disabilities (IDEA) disciplinary removals table
609	Special education related services personnel (FTE) table
613	Children with disabilities (IDEA) early childhood table
647	Special education paraprofessionals (FTE) table
682	Children with disabilities (IDEA) total disciplinary removals table

683 Educational services during  
expulsion table

547 Federal programs funding  
allocation table

TBD Assessment participation in  
mathematics grades 3-8 table

TBD Assessment participation in  
reading/language arts grades 3-  
8 table

TBD Assessment participation in  
science grades 3-9 table



TBD

Assessment participation in  
mathematics HS table

TBD

Assessment participation in  
reading/language arts HS table

TBD

Assessment participation in  
science HS table

TBD

Academic achievement in  
mathematics grades 3-8 table

TBD

Academic achievement in  
reading/language arts grades 3-  
8 table

TBD

Academic achievement in  
science grades 3-9 table

TBD

Academic achievement in  
mathematics HS table

TBD

Academic achievement in  
reading/language arts HS table

TBD

Academic achievement in  
science HS table

TBD

Title I Part A foster care  
enrolled

TBD

Neglected programs  
participation table - state  
agency

TBD

Delinquent programs  
participation table - state  
agency

TBD

Delinquent programs  
participation table - LEA

TBD

At-Risk programs participation  
table - LEA

TBD	Title I Neglected or Delinquent outcomes in programs table - state agency
TBD	Title I Delinquent and At-Risk outcomes in programs table - LEA
TBD	Title I Neglected or Delinquent program at exit table - state agency.
TBD	Title I Delinquent and At-Risk program at exit table - LEA.
TBD	LEA Reservation to serve homeless children and youth
TBD	Additional targeted support and improvement identification table
TBD	N or D assessment proficiency table - state agency
TBD	N or D assessment proficiency table - LEA
TBD	Chronic absenteeism table - SEA/LEA
4N	LEA identifier (state) new
5N	School identifier (state) new
16N	Operational status - LEA new
531N	Operational status - school new

**Data Group Definition**  
**(SY 2021-22)**

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

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

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

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

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

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

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

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

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

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

The classification of schools based on the curriculum concentration.

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

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

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

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

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

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

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

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

The classification of the operational condition of a school.

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

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

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

A number used to uniquely identify state agencies.

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

The number of English learners who have attained and not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.

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

An indication that 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.

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

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

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

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

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

The type of organization.

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

The full legally accepted name of the management organization.

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

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

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

The type of management organization.

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

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

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

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

How charter schools receive state appropriations.

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

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

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

The unduplicated number of eligible migratory students.

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

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

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

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

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

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

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

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

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

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

An indication of whether the LEA received a McKinney-Vento subgrant.

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A school's performance on the graduation rate indicator.

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

A school's performance on the other academic indicator.



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

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

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

Designation by the state of a school for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.

The reasons for identification for comprehensive support and improvement (CSI).

The reasons for identification for targeted support and improvement (TSI).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Data Group Definition**  
**(SY 2022-23 - Changes Only)**

Also known as the NCES LEA ID. The seven-digit unique identifier assigned to the LEA by NCES consisting of the two-digit ANCI state code and a five-digit code unique within the state.

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

Also known as the NCES School ID. The seven-digit unique identifier assigned to the school by NCES consisting of the two-digit ANCI state code and a five-digit code unique within the state. This identifier can also be presented in a twelve-digit format (consisting of the two-digit ANCI state code, the unique five-digit code for the LEA, and the unique five-digit code

The unduplicated number of English learners who were assessed on the annual state English language proficiency assessment.

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

The unique number an SEA assigns to the contract (or charter).

The effective date of the contract (or charter) issued by approved charter school authorizer authorizing the charter school to operate in the state under the state's charter school legislation.

The unduplicated number of migratory children who received instructional or support services funded by the Migrant Education Program (MEP).

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

The unduplicated number of eligible migratory children.

The unduplicated number of eligible migratory children who received instructional or support services during the summer/intersession term funded by the Migrant Education Program (MEP).

The number of eligible migratory children who received instructional or support services funded by the Migrant Education Program (MEP).



The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

An indication of whether a school was eligible to receive ESEA Title I, Part A funds to operate a school-level Title I program and whether a school received such funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The unduplicated number of children with disabilities (IDEA) who are ages 5 (in kindergarten) through 21 and receiving special education and related service according to an individualized education program (IEP) or a services plan in place on the state's child count date.

The number of children with disabilities (IDEA) who are ages 3 through 21 as of the child count date and removed to an interim alternative educational setting either unilaterally by school personnel (not the IEP team) or by a hearing officer.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 and not in kindergarten and receiving special education and related service according to an individualized education program (IEP), an individualized family service plan (IFSP), or a services plan in place on the state's child count date.

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

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in mathematics.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in reading/language arts.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in science.



The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in mathematics.

The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in reading/language arts.

The unduplicated number of high school students who were expected to participate in an end-of-grade or end-of-course assessment during the period of the state assessment(s) in science.

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in mathematics and received a valid score

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of students in grades 3 through 9 who completed the state assessment(s) in science and received a valid score .

The unduplicated number of students in high school who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of students in high school who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of students in high school who completed the state assessment(s) in science and received a valid score.

The number of students who are in foster care and enrolled in a public LEA that receives Title I, Part A services.

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

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

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

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

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

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

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

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (Local Agency Programs) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

The initially reserved dollar amount of Title I, Part A allocation reserved by the LEA to serve homeless children and youth.

The reasons for identification for additional targeted support and improvement (ATSI).

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, who participated in a statewide assessment for mathematics and reading.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, who participated in a statewide assessment for mathematics and reading.

The new state LEA ID if changed during the school year.

The new identifier assigned to a school by the SEA if changed during the school year.

The new classification of the operational condition of a local education agency (LEA) if changed during the school year.

The new classification of the operational condition of a school if changed during the school year.

Category Sets (SY 2021-22)	Category Sets (SY 2022-23 - Changes Only)
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NA

NA

NA

NA

NA

NA

NA

NA

LEA Operational Status

Grades Offered

School Type

Magnet Status

Grade Level (Membership)

Racial Ethnic

Sex (Membership)

Diploma/Credential

Racial Ethnic

Sex (Membership)

Disability Status (IDEA)

English Learner Status (Only)

Economically Disadvantaged Status

Migratory Status

Homeless Enrolled Status

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

Local Education Agency Type

NA

Staff Category (CCD)

NA

School Operational Status

NA

NA

Lunch Program Status

NA

NA

Shared Time Status

NA

Out of Field Status

Reconstituted Status

NSLP Status

Virtual School Status

NA

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

Certification Status (Title III)

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

Grade Level (Basic w/13)

Grade Level (Basic w/13)  
Racial Ethnic

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

Participation Status  
Assessment Administered (ELP)  
Assessed First Time

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

Assessment Administered (ELP)  
English Learner Accountability

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



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

English Learners Proficiency Within Five Years  
Status

English Learners Exited Status

Charter Status

Charter LEA Status

NA

NA

NA

NA

Charter Authorizer Type

NA

NA

NA

NA

NA

Management Organization Type

NA

NA

NA

NA

#### State Appropriation Methods

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

NA

#### Consolidated MEP Funds Status

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

Age/Grade (w/o 13)

Age/Grade (w/o 13)  
MEP Services

#### Persistently Dangerous Status

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

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

GFSA Reporting Status

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

Progress Level  
Academic Subject (Assessment - no science)

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

Progress Level  
Academic Subject (Assessment - no science)

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

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

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

McKinney-Vento Subgrant Recipient Flag

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

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

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

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

Age (PK)

Title I School Status

NA

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

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

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

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

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

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

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

REAP Alternative Funding Status

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State Poverty Designation

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

NA

NA

NA

Graduation Rate Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (GRM)  
Graduation Rate Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Academic Achievement Status  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (AAM)  
Academic Achievement Status  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Academic Progress Status  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (OAM)  
Academic Progress Status  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
State Defined Status Indicator  
English Learner Status (Only)  
Economically Disadvantaged Status



English language Proficiency Status

Indicator Type (ELP)  
English language Proficiency Status

Indicator Type  
School Quality or Student Success Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups  
(Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Indicator Type (SQSSM)  
School Quality or Student Success Status  
State Defined Status Indicator  
Major Racial and Ethnic Groups (Accountability)  
Disability Status (Only)  
English Learner Status (Only)  
Economically Disadvantaged Status

Inexperienced Status  
Emergency or Provisional Credential Status  
Out of Field Status

Comprehensive Support and Improvement  
Additional Targeted Support and Improvement  
Targeted Support and Improvement

Reason Applicability  
Comprehensive Support Identification Type

Reason Applicability  
Comprehensive Support and Improvement  
Identification Subgroups

Target Identification Subgroups  
Reason Applicability

Identification Subgroups  
Reason Applicability

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

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

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

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

Discipline Method (Suspension/Expulsion)  
English Learner Status (Both)  
Removal Length (Suspensions/Expulsions)

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

Age Group  
Qualification Status (Special Education  
Teacher)

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

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

Staff Category (Special Education Related  
Service)  
Certification Status (IDEA)

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

Qualification Status (Paraprofessionals)  
Age Group

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

Disability Status (IDEA)  
Educational Services

Federal Program Code  
Funding Allocation Type

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

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

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

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

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

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

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

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

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

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

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

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

NA

Neglected Programs (Subpart 1) by Racial Ethnic  
Neglected Programs (Subpart 1) by Sex  
(Membership)  
Neglected Programs (Subpart 1) by Age (All)  
Neglected Programs (Subpart 1) by Disability  
Status (Only)  
Neglected Programs (Subpart 1) by English  
Learner Status (Only)  
Neglected Programs (Subpart 1)  
Other

Delinquent Programs by Racial Ethnic  
Delinquent Programs by Sex (Membership)  
Delinquent Programs by Age (All)  
Delinquent Programs by Disability Status (Only)  
Delinquent Programs by English Learner Status  
(Only)  
Delinquent Programs by N or D Long Term Status  
Delinquent Programs  
Other

Delinquent Program by Racial Ethnic  
Delinquent Program by Sex (Membership)  
Delinquent Program by Age (All)  
Delinquent Program by Disability Status (Only)  
Delinquent Program by English Learner Status  
(Only)  
Delinquent Program by N or D Long Term Status  
Delinquent Program

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

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

Academic / Career and Technical Outcomes

NA

Identification Subgroups  
Reason Applicability

Proficiency Status  
Academic Subject (Assessment - no science)

Proficiency Status  
Academic Subject (Assessment - no science)

Homeless Enrolled Status  
Economically Disadvantaged Status

NA

NA

LEA Operational Status

School Operational Status



Reporting Period (SY 2021-22)	Reporting Period (SY 2022-23 - Changes Only)	SEA Level	LEA Level	School Level	Education Unit Total
Effective Date			1	1	
Effective Date			1	1	
Effective Date				1	
Effective Date		1	1	1	
Effective Date		1	1	1	
Effective Date		1	1	1	
Effective Date		1	1	1	
Effective Date			1		
October 1 (or closest school day)			1	1	
Effective Date				1	
Beginning of School Year				1	
October 1 (or closest school day)		1	1	1	1
School Year (CCD)		1	1	1	1

School Year (CCD)	1	1	1	1
Effective Date		1		
Effective Date	1			
October 1 (or closest school day)	1	1		1
Effective Date			1	
Effective Date			1	
Effective Date		1		
Effective Date	1	1	1	
October 1 (or closest school day)			1	1
Effective Date	1			
Effective Date		1	1	
October 1 (or closest school day)			1	
October 1 (or closest school day)			1	1
Effective Date		1	1	
Effective Date			1	
November 30			1	

October 1 (or closest school day)				1	
October 1 (or USDA reporting period)	October 1 (or closest school day) or USDA reporting period			1	1
Testing Window (EL)		1	1	1	
School Year		1	1		
School Year		1	1		1
October 1 (or closest school day)	School Year - Any 12-month period	1	1		1
School Year		1	1		
Testing Window (EL)		1	1	1	
Testing Window (EL)		1	1	1	
Testing Window (EL)		1	1	1	
October 1 (or closest school day)		1	1	1	1



School Year (state)		1	
School Year (state)		1	
School Year (state)		1	
School Year (state)		1	
School Year (state)		1	
Performance Period (MEP)	1		
Regular School Year		1	1
Performance Period (MEP)		1	
Performance Period (MEP)	1		1
Performance Period (MEP)	1		1
Performance Period (MEP)	1		
Current School Year		1	

School Year	1	1		
School Year		1	1	
Program Year (N or D)	1			
Program Year (N or D)			1	
School Year (state)	1	1		1
Program Year (N or D)	1			
Program Year (N or D)			1	
School Year			1	
Program Year (N or D)			1	
Program Year (N or D)	1			

School Year			1	1
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School Year (state)	1	1		
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Beginning of School Year			1	
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October 1 (or closest school day)			1	1
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Regular School Year	1	1		1
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Testing Window	1	1	1	
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Testing Window	1	1	1	
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Testing Window 1 1 1

Testing Window 1 1 1

Testing Window (with EL) 1 1 1

Testing Window 1 1 1



School Year 1

Regular School Year 1 1 1

School Year 1 1 1

School Year 1 1 1 1

School Year 1 1 1

School Year 1 1 1 1

School Year 1 1 1

School Year 1 1 1 1

School Year	1	1	1
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School Year	1	1	1	1
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School Year	1	1	1
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School Year	1	1	1	1
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School Year	1	1	1
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School Year	1	1	1	1
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School Year	1	1	1
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School Year	1	1	1	1
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School Year			1	
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16 Months	Postsecondary enrollment	1	1	1
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School Year		1		1
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Federal Fiscal Year		1		1
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School Year			1	1
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School Year			1	
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School Year			1	
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School Year			1	
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School Year 1

School Year 1

School Year 1 1 1

School Year 1

School Year 1

School Year 1

Program Year (N or D) 1

Program Year (N or D) 1 0

Child Count Date 1 1 1 1

Program Year (IDEA-Exit) 1 1 0 1

School Year	1	1	0
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School Year	1	1	0
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Child Count Date	1	1	0	1
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School Year	1	1	0
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School Year	1	1	0	1
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Child Count Date	1	1	0
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Child Count Date	1	1	0	1
------------------	---	---	---	---

Child Count Date	1	1	0	1
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School Year	1	1	0	1
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School Year	1	1	0
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Federal Fiscal Year	1	1	0
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Testing Window	1	1	1
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Regular School Year	1	1	1
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Program Year (N or D) 1

Program Year (N or D) 1

Program Year (N or D) 1

Program Year (N or D) 1 1

Program Year (N or D)	1		
Program Year (N or D)		1	
Program Year (N or D)	1		
Program Year (N or D)		1	
Federal Fiscal Year		1	
School Year			1
Testing Window	1		
Testing Window		1	
School Year	1	1	
Effective Date		1	1
Effective Date			1
Effective Date		1	
Effective Date			1

**Data Group Comment**

If address location is not submitted, address location defaults to address mailing.

Each student is counted individually, no full-time equivalency.

Report only for LEAs and schools with graduate levels. Each student is counted individually, no full-time equivalency.

Each student is counted individually, no full-time equivalency.

Used only when there is a hierarchy relationship among LEAs

Previously known as the FIPS state code

SEAs are 01.

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

While a school may be reconstituted for purposes of SIG or ESEA accountability provisions, for purposes of CCD, the school is not recognized as a new school and thus does not receive a new NCES ID. 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 a new school. This indicator is used in the school year that the school implements the restructuring or transformation change.

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

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

In Category Sets B and C, the number of students for each academic subject is unduplicated.

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

Reporting level of SEA is a proxy for authorizer level

Charter schools can have up to two authorizers

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

Reporting level of SEA is a proxy for authorizer level

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

LEA level is a proxy for management organization

School level is a proxy for charter contracts

School level is a proxy for charter contracts

School level is a proxy for charter contracts/Only charter schools with charter management organizations

Reporting level is marked as school level because the FS is linking charter management organizations to charter schools at  
Only charter schools with charter management organizations.

State appropriations consist of funds provided by the state government only and do not include allocations of funds from

Do not include students in schoolwide programs that consolidate MEP funds.

Count eligibility regardless of whether school received MEP funds and regardless of whether the students participated in M

30-day change: Updated Statutory and/or regulatory reference numbers

Includes migratory students regardless of whether they participated in MEP services. Children from ages 3 through 21 will  
category 1 count.

This is the category 2 count.



Students reported in category set A are also reported in either category set B or C depending on whether the students are disabled (IDEA).

The number of students by academic subject is unduplicated.

The number of students by academic subject is unduplicated.

The number of students for each combination of academic subject and N or D program is unduplicated.

The number of students for each N or D program is unduplicated.

The number of students for each N or D program is unduplicated.

Report only for LEAs with ESEA, as amended by ESSA, Title I, Part A TAS program or SWP.

Report only for LEAs with Title I programs.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.  
Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.  
Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.  
Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.  
Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, and ESSA.

Report when state uses this extended year rate.

The SY 20xx-yy data should equal the LEA's federal fiscal year 20xx Title I, Part A grant award amount. Title I, Part A funds from the previous fiscal year are excluded.

OCR is the data steward for data reported at the school level. OSERS/OSEP is the data steward for data reported at the LE

The number of students for each discipline method is unduplicated.

The number of students for each interim removal is unduplicated.

The SY 20XX-YY file should include the distribution of all federal dollars from the FY 20XX federal appropriation, regardless in which the funds were used. Funds carried over from previous federal appropriation years should not be included.



This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment).

This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment). This also includes recently arrived English learners re State's English language proficiency assessment in lieu of the end-of-course assessment.

This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, Advanced Assessment, or Locally-selected Assessment).

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

Includes students who received a valid score for whom a proficiency level was assigned.

This is an optional data group

Changed SEA Level to LEA Level.  
This is an optional data group

Removed EUT

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

This is an optional data group to be used if an SEA needs to report these changes during the school year.

Change Status	Data Steward	Statutory and/or regulatory reference numbers	FS Number(s)
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Technical Correction	EDFacts	PL 107-279, Title I, Part C Sec. 153	29
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Retired	NCES	PL 107-279, Title I, Part C Sec. 153	129
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No change	Multitple	Multiple	052, 040, 032, 002, 009, 007, 005, 088, 089, 143, 175, 178, 185, 188
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No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040
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No change	Multitple	Multiple	040, 032, 002, 009, 007, 005, 088, 089, 143
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No change	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1) (ii)	040, 032, 118, 121, 127, 195, 037, 175, 179, 185, 189, 150, 151, 160, 199, 200, 201, 202
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No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	040, 132, 195, 175, 178, 179, 185, 188, 189, 150, 151
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No change	OESE/OSSS	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3)	040, 032, 175, 178, 179, 185, 188, 189, 150, 151, 160, 199, 200, 201, 202
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No change	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1	040, 032, 118, 037, 175, 178, 179, 185, 188, 189
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No change	NCES	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	032
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Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	059
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No change	NCES	PL 107-279, Title I, Part C Sec. 153	033
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No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	NCES	PL 107-279, Title I, Part C Sec. 153	129
No change	OESE/OSSA/Title I	ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1)(ii)	050
No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	045
No change	OESE/SSA/Title III	ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	045, 141
No change	OESE/SSA/Title III	ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	045
No change	EDFacts	PL 107-279, Title I, Part C Sec. 153	116, 141, 086

No change	OESE/SSA/Title III	ESEA sections 1111(b)(1)(C), 1111(b)(2)(B)(v), 3201(3) and 3121(a)(5) and J-1 of the Department's Non-Regulatory Guidance	126
No change	OESE/SSA/Title III	ESEA sections 1111(b)(1)(C), 1111(b)(2)(B)(v), 3201(3) and 3121(a)(5) and J-1 of the Department's Non-Regulatory Guidance	126
Retired	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	137, 138
No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	050, 137, 138
No change	OESE/SSA/Title III	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	137, 138, 139
No change	OESE/SSA/Title III	ESEA section 3121(a), 3122(b)(1), (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	116
No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	210
No change	OESE/SSA/Title III	PL 114-95, Section 3121; Section 3122; Section 8303	211



Technical Correction OESE/CSP PL 114-95, Title IV, Part C, Section 4301 029

Technical Correction OESE/CSP PL 114-95, Title IV, Part C, Section 4301 029

No change OESE/CSP ESEA Title IV, Part C, Section 4301 190

No change OESE/CSP ESEA Title IV, Part C, Section 4301 207

No change	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	054, 121, 122, 145
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No change	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	054, 121
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Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, CFR 200.83 and Non- Regulatory Guidance (NRG) Chapter V	054, 121
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Revised	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, CFR 200.83 and Non- Regulatory Guidance (NRG) Chapter V	054
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Revised	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1	165
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Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	121
Technical Correction	OESE/OME	Title I, Part C Education of Migratory Children, ESSA Section 1301 and 1304, Non-regulatory Guidance (NRG), Chapter V	145
No change	OESE/OSSS	ESEA Section 8532(a); Section 8532(b); Section 8303	130
Technical Correction	OESE/OSSS	ESEA Section 8561(d); Section 8561€	086
No change	OESE/OSSS	ESEA Section 8561(d); Section 8561€	086
No change	OESE/OSSS	ESEA Section 8561(d); Section 8561€	163
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127, 180, 181
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1431(a); Section 1431(d); Section 8303	113, 125
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1431(a); Section 1431(d); Section 8303	113, 125

Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180, 181
No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
No change	OESE/SSA/Homeless	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
No change	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127

No change	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	127
Technical Correction	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	170
Retired	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	180
Technical Correction	OESE/SSA/Homeless	ESEA Section 721; Section 722; Section 724 (d) and (f)	195
No change	OESE/SSA/Homeless	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 724(d) & (f); Section 8303 of the ESEA	194
No change	OESE/SSA/Homeless	ESEA sections 1114, 1115, and 8303	037
Retired	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	175, 178, 179
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	175, 178, 179, 185, 188, 189

Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3)	175, 178, 179, 185, 188, 189, 150, 151, 160, 199
No change	OESE/OSSA/Title I	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3)	175, 178, 179, 185, 188, 189, 150, 151
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3)	175, 178, 179, 185, 188, 189
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	178, 188
Technical Correction	OESE/RINAP	ESEA Section 5211	131
No change	OESE/OSSA/Title I	ESEA Section 1114; Section 1115; Section 8303	134

No change	OESE/OSSA/Title I	ESEA Section 1114; Section 1115; Section 8303	134
No change	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8101(25); Section 8303	151
Retired	OESE/OSSA/Title I	ESEA sections 1111(h)(1)(C)(ix)(I-III) and 1111(h)(5)(D)(i-iii)	103
No change	OESE/OSSA/Title I	ESEA Section 1111(h); Section 8303	160
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199, 200, 201, 202
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	200
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199, 200, 201, 202
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	201

No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	205
Revised	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	202
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	202
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	203
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	203
No change	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	203
No change	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 1111(h); Section 8303	206
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 1111(h); Section 8303	206
Technical Correction	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 1111(h); Section 8303	206
Revised	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212



Technical Correction	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212
Revised	OESE/OSSA/Title I	ESEA Section 1111 (c); Section 8303	212
No change	OESE/OSSA/Title I	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	181
No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002, 007, 005, 088, 089, 143, 144

No change OSERS/OSEP and OCR 20 USC 1418(a)(1)(A)(iv); 34 CFR 002  
§§300.640; 34 CFR 300.641(b); 34  
CFR 300.641(c); 34 CFR  
300.641(d); 34 CFR 300.644; 34  
CFR 300.645

No change OSERS/OSEP 20 USC1418(a)(1)(A); 20 USC 1418 009  
(a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)  
(iii); 34 CFR 300.640; 34 CFR  
300.641; 34 CFR 300.644; 34 CFR  
300.645

No change OSERS/OSEP 20 USC1418(a)(1)(A); 20 USC 1418 009  
(a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)  
(iii); 34 CFR 300.640; 34 CFR  
300.641; 34 CFR 300.644; 34 CFR  
300.645

No change OSERS/OSEP 20 USC 1418(a)(1)(A)(v); 20 USC 006  
1418(a)(1)(D); 20 USC 1418(a)(1)  
(E); 34 CFR §§300.640; 34 CFR  
300.641(b); 34 CFR 300.641(c); 34  
CFR 300.641(d); 34 CFR 300.644;  
34 CFR 300.645

No change OSERS/OSEP 20 USC 1418(a)(1)(A)(v); 20 USC 006  
1418(a)(1)(D); 20 USC 1418(a)(1)  
(E); 34 CFR §§300.640; 34 CFR  
300.641(b); 34 CFR 300.641(c); 34  
CFR 300.641(d); 34 CFR 300.644;  
34 CFR 300.645

No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007
Revised	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070, 112
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070
No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	005
No change	OSERS/OSEP	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	088
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099
Retired	OESE/SSA/Title III	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099, 067

No change	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	089
No change	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	089
No change	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	112
No change	OSERS/OSEP	20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.645	144
No change	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	126, 175, 178, 179, 185, 188, 189
No change	OSERS/OSEP	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	050, 126, 141, 121, 118, 127, 195, 037, 175, 178, 179, 185, 188, 189, 150, 151, 160, 199, 200, 201, 202

No change	OCFO	PL 103-382	035
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No change	OCFO	PL 103-382	035
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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Technical Correction	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
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New	OESE/SSA/State Assessment and OSERS/OSEP	ESEA sections 1111(b)(2)(D), 1111(b)(2)(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 3111(c)(3), 3121(a)(2), and 3201(3), and 34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)	TBD
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119
New	OESE/SSA/Title I, Part D	ESEA Section 1431(a); Section 1431(d); Section 8303	119, 127
Technical Correction	EDFacts	PL 107-279, Title I, Part C Sec. 153	029
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	029

Technical  
Correction

NCES

PL 107-279, Title I, Part C Sec. 153 029

Technical  
Correction

NCES

PL 107-279, Title I, Part C Sec. 153 029

Technical  
Correction

NCES

PL 107-279, Title I, Part C Sec. 153 029

Technical  
Correction

NCES

PL 107-279, Title I, Part C Sec. 153 39

Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	129
Technical Correction	NCES	PL 107-279, Title I, Part C Sec. 153	129
Technical Correction	OESE/CSP	PL 114-95, Title IV, Part C, Section 4301	196
New	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	199
New	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	200
New	OESE/OSSA/Title I	ESEA Section 1111(c); Section 8303	201
New	OESE/OSSA/Title I	ESEA Section 1111(c),1111(h); Section 8303	205
New	OSERS/OSEP	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	099
New	OESE/SSA/Title III	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	067

DG Number(s)	Category Name (SY 2021-22)
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16 LEA Operational Status

24 Magnet Status

306, 326, 39, 74, 85, Sex (Membership)  
476, 512, 598, 613,  
682, 583, 584, 588,  
589

306 Diploma/Credential

306, 326, 74, 85, 476, Racial Ethnic  
512, 598, 613, 682

306, 326, 634, 655, English Learner Status (Only)  
657, 814, 548, 583,  
585, 588, 590, 695,  
696, 697, 698, 756,  
850, 851, 852, 853,  
854, 855, 856, 857,  
739, 834, 835, 836,  
838

306, 326, 814, 583, Homeless Enrolled Status  
584, 585, 588, 589,  
590, 695, 696, 697,  
698, 756, 850, 851,  
852, 853, 854, 855,  
856, 857

306, 326, 583, 584,  
585, 588, 589, 590,  
695, 696, 697, 698,  
756, 850, 851, 852,  
853, 854, 855, 856,  
857, 739, 834, 835,  
836, 838, TBD

Economically Disadvantaged Status

306, 326, 655, 548,  
583, 584, 585, 588,  
589, 590

Migratory Status

326

Grade Level (Dropout)

528

Staff Category (CCD)

565

Lunch Program Status

791	NSLP Status
803	Virtual School Status
151	English Learner Accountability
519	English Learner Status (Both)
519, 678	Language (Native)
519	Program Participation (Immigrant)
648, 678, 849, 596	Grade Level (Basic w/13)

668	Former English Learner Year
668	Academic Subject (Assessment)
674, 675	Participation Status
151, 674, 675, 676	Assessment Administered (ELP)
674, 675	Assessed First Time
849	Language Instruction Educational Program Type
864	English Learners Proficiency Within Five Years Status
865	English Learners Exited Status

27

Charter Status

653

Charter LEA Status

807

Charter Authorizer Type

845

State Appropriation Methods



102, 634, 635, 684      Age/Grade (w/o 13)

102, 634                  Age/Grade (w/o 13 and BT2)

102, 634                  Priority for Services (Only)

102                          Continuation (Only)

514                          Consolidated MEP Funds Status

634	Mobility Status (12 months)
684	MEP Services
36	Persistently Dangerous Status
596	Weapon
596	Discipline Method (Firearms-not IDEA)
603	GFSA Reporting Status
628, 657, 783, 785	N or D Program (Subpart 1)
628, 629	Progress Level
628, 629	Academic Subject (Assessment - no science)

628, 782, 784 N or D Program (Subpart 2)

655 Age/Grade (Basic)

655 Homeless Primary Nighttime Residence

655 Homeless Unaccompanied Youth Status

657 Age (All)

657	N or D Status (Long Term)
754	McKinney-Vento Subgrant Recipient Flag
782, 783	Academic / Career and Technical Outcomes
814	Disability Status (504)
818	Age (PK)
548	Homeless Status (Only)
583, 584, 585	Assessment Administered
583, 584, 585, 588, 589, 590	Grade Level (Assessment)

583, 584, 585, 588,  
589, 590, 695, 696,  
697, 698, 756, 850,  
851, 852, 853, 854,  
855, 856, 857, 739,  
834

Major Racial and Ethnic Groups

583, 584, 585, 588,  
589, 590, 695, 696,  
697, 698, 756, 850,  
851, 852, 853, 854,  
855, 856, 857

Foster Care Status

583, 584, 585, 588,  
589, 590

Military Connected Student Status

584, 589

English Learner Status (RLA)

614

REAP Alternative Fund Use Authority Status

670

Age/Grade (w/o Out of School)

670	Title I Program Type
696, 698, 756, 851, 853, 855, 857	Cohort Status
699	State Poverty Designation
739	Postsecondary Enrollment Action
834	Graduation Rate Status
834, 835, 836, 838	State Defined Status Indicator
835	Academic Achievement Status
835, 836, 838	Major Racial and Ethnic Groups (Accountability)
836	Academic Progress Status

837	English language Proficiency Status
838	Indicator Type
838	School Quality or Student Success Status
839	Inexperienced Status
839	Emergency or Provisional Credential Status
839	Out of Field Status
842	Comprehensive Support and Improvement
842	Additional Targeted Support and Improvement
842	Targeted Support and Improvement
866, 867	Reason Applicability

866 Comprehensive Support Identification Type

867 Target Identification Subgroups

784, 785 Academic / Career and Technical Outcomes  
(Exit)

74, 476, 512, 598,  
613, 682, 683 Disability Category (IDEA)



74 Educational Environment (IDEA) SA

85 Disability Category (IDEA) Exiting

85 Basis of Exit

475 Discipline Method (Suspension/Expulsion)

475 Removal Length (Suspensions/Expulsions)

476 Interim Removal Reason (IDEA)

486, 647 Age Group

486 Qualification Status (Special Education Teacher)

512 Interim Removal (IDEA)

598 Removal Length (IDEA)

609 Staff Category (Special Education Related Service)

609, 422

Certification Status

613 Educational Environment (IDEA) EC

613 Age (Early Childhood)

647 Qualification Status (Paraprofessionals)

683 Educational Services

668, 583, 584, 585, Proficiency Status  
588, 589, 590

151, 668, 674, 675, Disability Status (Only)  
678, 634, 655, 657,  
814, 548, 583, 584,  
585, 588, 589, 590,  
695, 696, 697, 698,  
756, 850, 851, 852,  
853, 854, 855, 856,  
857, 739, 834, 835,  
836, 838

547 Federal Program Code

547 Funding Allocation Type

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

TBD

743

21

School Type



453 Local Education Agency Type

531 School Operational Status

669 Out Of State Indicator

18 Grades Offered

573 Shared Time Status

22 Title I School Status

829 Management Organization Type

834

835

836

837

609

422

Category Name (SY 2022-23 - Final Changes Only)	Category Definition (SY 2021-22)
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The statuses describing the operational condition of an LEA.

The statuses describing magnet schools and magnet programs within the schools.

An indication that students are either female or male.

The types of high school credential received by high school completers.

The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.

An indication that students met the definition of an English learner.

An indication that students were identified as homeless.

An indication that students meet the state criteria for classification as economically disadvantaged.

An indication that students are eligible migratory children.

The grade level (primary instructional level) of students at which students decided to leave school before graduating.

Titles of employment, official status, or rank.

An indication of students' qualification for free or reduced-price lunch.

The statuses describing participation in the National School Lunch Program (NSLP).

The statuses describing 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 telecommunication technologies.

An indication of the progress made by students toward English proficiency.

An indication of whether students met the definition of an English learner.

The language normally used by students or normally used by the parents of the students.

An indication that immigrant students participated in programs for immigrant children and youth funded under ESEA, as amended, Title III Section 3114(d)(1) using funds reserved for immigrant education programs/activities.  
The grade level (primary instructional level) of students.

An indication of which of the four years an English learner is in after no longer receiving services under Title III of ESEA, as amended.

The description of the content or subject area of an assessment.

An indication of whether students participated in assessments.

The types of English language proficiency assessments administered.

An indication that students are taking the English language proficiency assessment for the first time.

The types of English language instruction educational program.

The proficiency status of English Learners within five years.

The exit status of English Learners.

The statuses describing existence of a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be public charter school.

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

The organization types that authorize char

Methods used to provide state appropriat

The discrete age or grade level (primary instructional level) of students (children).

The discrete age or grade level (primary instructional level) of students (children).

An indication that migratory children who have made a qualifying move within the previous 1-year period and who - (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Continuation of Services

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 statuses describing consolidation of federal Migrant Education Program (MEP) funds.



An indication that the qualifying arrival date (QAD) occurred within 12 months of the end of the reporting period (8/31).

The types of services received by eligible migratory students in the migrant education program (MEP).

The statuses for designation as persistently dangerous.

## Firearms

The types of weapons.

The methods used to discipline students who are not children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.

The statuses describing submission of reports required by Gun-Free Schools Act (GFSA) of 1994.

The types of program under ESEA, as amended, Title I, Part D, Subpart 1 (state programs).

The amount of progress shown in academic subjects.

The description of the content or subject area of an assessment.

The types of program under ESEA, as amended, Title I, Part D, Subpart 2 (LEA programs).

The discrete age or grade level (primary instructional level) of students (children).

The primary nighttime residence of the students at the time the students are identified as homeless.

An indication that homeless youths were unaccompanied by parents or legal guardians.

The discrete age of students (children).

An indication that students were served for at least 90 consecutive days during the reporting period by Title I, Part D of ESEA as amended.

The statuses describing subgrants for McKinney-Vento.

The types of academic or career and technical outcome attained.

An indication that students have disability status under Section 504.

The age ranges of children birth through 5 (not Kindergarten).

An indication that students are homeless regardless of whether the students are receiving services under McKinney-Vento.

The types of assessments administered.

The grade level assigned by the school system in which the students are enrolled.

The major racial and ethnic groups states use for reporting data.

An indication that students are in foster care.

An indication that the students are military connected.

An indication that students met the definition of an English learner and are not excluded because they have attended schools in the U.S. fewer than 12 months.

REAP Alternative Fund Use Authority (AFUA) Status

The statuses describing the intention to use Alternative Fund Use Authority (AFUA).

The discrete age or grade level (primary instructional level) of students (children).

The types of Title I programs offered in the school or district.

An indication of whether students in a cohort graduated with a high school diploma within the allowable time.

Poverty quartiles.

The action taken with respect to postsecondary enrollment by students who graduated.

Statuses for graduation rate.

Indication of state defined status.

Statuses for academic achievement.

The major racial and ethnic groups states use for reporting accountability data.

Statuses for academic progress.

Statuses for progress in achieving English language proficiency.

Indicator Type (SQSSM)

The label for the School Quality or Student Success Indicators used by state for Accountability under ESEA, as amended by ESSA.

Statuses for school quality or student success.

An indication of whether teachers have been identified as inexperienced as defined by the state.

An indicator of whether teachers have been identified as having emergency or provisional credentials.

An indication of whether teachers have been identified as teaching a subject or field for which they are not certified or licensed as defined by the state.

Designation by the state for Comprehensive Support and Improvement.

Designation by the state for Additional Targeted Support and Improvement.

Designation by the state for Targeted Support and Improvement.

An indication of whether a reason applies.

Comprehensive Support and Improvement Type

The reasons for identification as a comprehensive support or improvement schools.

Identification Subgroups

The reasons for identification as a targeted or additional targeted support or improvement school.

The types of academic or career and technical outcome attained.

The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan.

The settings in which school-aged children ages 5 who are kindergarten through 21 receive special education and related services.

The primary disability as identified in the Individualized Education Program (IEP).

The reason children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period.

The types of suspension or expulsion used for the discipline of children with disabilities.

The cumulative number of days children with disabilities (IDEA) were suspended or expelled during the school year for disciplinary reasons.



The reasons why children with disabilities (IDEA) were unilaterally removed from their current educational placement to an interim alternative educational setting.

The age range of students (children).

An indication of whether special education teachers are fully certified in the State.

The types of interim removal from current educational setting experienced by children with disabilities (IDEA).

The cumulative number of days children with disabilities (IDEA) were removed from their current educational setting during the school year.

Titles of personnel employed and contracted to provide related services for children with disabilities (IDEA).

An indication of whether an educator/ a related services personnel holds the certification or licensure required by their assignment.

The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.

The discrete age of children (students) who are in early childhood on the state specified child count date.

An indication of whether paraprofessionals are classified as qualified for their assignment according to state definition.

An indication of whether children (students) received educational services when removed from the regular school for disciplinary reasons.

An indication of whether scores were proficient or above.

An indication that children (students) are children with disabilities (IDEA).

The unique five-digit number assigned to each federal program as listed in the Catalog of Federal Domestic Assistance (CFDA).

The types of allocation or distribution made.

Assessment Administered M (lower grades)

Assessment Administered RLA (lower grades)

Assessment Administered S (lower grades)

Assessment Administered M (HS)

Assessment Administered RLA (HS)

Assessment Administered S (HS)

Participation Status M (lower grades)

Participation Status RLA (lower grades)

Participation Status S (lower grades)

Participation Status M (HS)

Participation Status RLA (HS)

Participation Status S (HS)

Neglected Programs (Subpart 1)

Delinquent Programs

Reconstituted Status

School type

The types of schools based on the curriculum concentration.

Local education agency (LEA) type

The classifications describing the operational conditions of LEAs.

School operational status

The statuses describing the operational condition of a school

Out of state indicator

The statuses describing the relationship between an education unit's address and the SEA reporting the education unit.

Grades offered

Grade levels that are offered.



Shared time status

The statuses describing whether some or all students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.

Title I school status

The statuses describing designation under state and federal regulations as being eligible for participation in programs authorized by Title I of ESEA as amended and existence of Title I programs.

Management organization type

The organization types that manage charters

Indicator Type (GRM)

Indicator Type (AAM)

Indicator Type (OAM)

Indicator Type (ELP)

Certification Status (IDEA)

Certification Status (Title III)

Category Definition (SY 2022-23 - Final Changes Only)	Permitted Value Description List (SY 2021-22)
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The classifications describing the operational condition of the local education agency (LEA).

Open  
 Closed  
 New  
 Added  
 Changed geographic boundary  
 Inactive  
 Future  
 Reopened

Yes  
 No  
 Not applicable for magnet status

Male  
 Female

Regular secondary school diploma  
 Other state-recognized equivalent

American Indian or Alaska Native  
 Asian  
 Black or African American  
 Hispanic/Latino  
 Native Hawaiian or Other Pacific Islander  
 White  
 Two or more races

English learner

Homeless enrolled

## Economically Disadvantaged (ED) Students

### Migratory students

Below Grade 7

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

Pre-Kindergarten Teachers

Kindergarten Teachers

Elementary Teachers

Secondary Teachers

Ungraded Teachers

Paraprofessionals/Instructional Aides

Elementary School Counselors

Secondary School Counselors

School Counselors

Librarians/Media Specialists

Library/Media Support Staff

LEA Administrators

LEA Administrative Support Staff

Instructional Coordinators and Supervisors to the Staff

School Administrators

School Administrative Support Staff

Student Support Services Staff (w/o Psychology)

School Psychologist

All Other Support Staff

Free lunch qualified

Reduced-price lunch qualified

Yes, participating without using any Provision or the CEO  
Yes, under Provision 1  
Yes, under Provision 2  
Yes, under Provision 3  
Yes, under Community Eligibility Option (CEO)  
No

Exclusively virtual  
Primarily virtual  
Supplemental Virtual

Attained proficiency  
Making progress  
Did not make progress

English learner  
Non-English learner

ISO-639-2 language codes

Participated in programs

Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded

First year  
Second year  
Third year  
Fourth year

Mathematics  
Reading/language arts  
Science

Participated  
Did not participate  
Medical Exemption

Alternate English language proficiency (ELP)  
assessment based on alternate ELP achievement  
standards  
Regular English language proficiency (ELP)  
assessment

Students took assessment for the first time

Transitional Bilingual Education or Early-Exit  
Bilingual Education  
Dual Language or Two-way Immersion  
ESL or ELD  
Content Classes with integrated ESL support  
Newcomer programs  
Other

Proficient within five years  
Not proficient within five years

Exited  
Did not exit

The statuses describing the existence of charter schools.

Charter school  
Not a charter school  
Not Applicable

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

LEA for federal programs  
LEA for ESEA and Perkins  
LEA for IDEA  
Not LEA for federal programs  
Not a charter district  
Not Applicable

ters.

State department of education  
State board of education  
Public charter school board  
Local education agency  
University  
Community college  
Not for profit organization  
Non educational government entities  
Other

ions to charter schools.

Direct from state  
Through local school district  
Allocation by local school district

Age Birth through 2  
Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Out of School  
Ungraded

Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Out of School  
Ungraded  
Students classified as having Priority for Services

An indication that migratory children received MEP-funded services and met the definition of "priority for services": children who have made a qualifying move within the previous 1-year period and who - (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Continued

An indication that formerly eligible migratory children received MEP-funded services under the continuation of services authority in section 1304(e)(1-3) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.

Yes  
No  
Not Applicable

QAD occurred within 12 months

An indication that the children's qualifying arrival date (QAD) occurred within 12 months of the end of the reporting period (8/31).

Instructional services  
Reading instruction  
Mathematics instruction  
High school accrual  
Support services  
Counseling services

The types of MEP-funded services received by eligible migratory children

Yes  
No

Handguns  
Rifles/shotguns  
Multiple  
Other

The types of firearms.

One year expulsion and no educational services  
One year expulsion and educational services  
Expulsion modified to less than one year without educational services  
Expulsion modified to less than one year with educational services  
Another type of disciplinary action  
Other reasons such as death, withdrawal, or incarceration  
No disciplinary action

Yes, with no reported offenses  
Yes, with reporting of one or more students for an offense  
No report filed  
Not applicable for GFSA reporting status

Neglected programs  
Juvenile detention  
Juvenile correction  
Adult correction  
Other programs

Up to one full grade  
More than one full grade  
Negative change  
No change

Mathematics  
Reading/language arts



At-risk programs  
Neglected programs  
Juvenile detention  
Juvenile correction  
Other programs

Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded

Shelters and transitional housing  
Doubled-up  
Unsheltered  
Hotels/motels

Unaccompanied youth

Age 3 through 5  
Age 6  
Age 7  
Age 8  
Age 9  
Age 10  
Age 11  
Age 12  
Age 13  
Age 14  
Age 15  
Age 16  
Age 17  
Age 18  
Age 19  
Age 20  
Age 21

Long-Term N or D Students

The statuses describing LEA subgrants for McKinney-Vento.

Yes  
No

Earned a GED  
Obtained high school diploma  
Earned high school course credits  
Enrolled in a GED program  
Were accepted and/or enrolled into post-secondary education  
Enrolled in job training courses/programs  
Obtained employment

An indication that students have disability status under Rehabilitation Act, as amended, Section 504.

Section 504 Status

Age Birth through 2  
Age 3 through 5 (not Kindergarten)

Homeless

Regular assessments based on grade-level achievement standards without accommodations  
Regular assessments based on grade-level achievement standards with accommodations  
Alternate assessments based on alternate achievement standards

Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
High School

The major racial and ethnic groups states use for reporting data, as defined in the State's ESEA Consolidated State Plan.

American Indian \ Alaska Native \ Native American  
Asian  
Asian \ Pacific Islander  
Black (not Hispanic) African American  
Filipino  
Hispanic (not Puerto Rican)  
Hispanic \ Latino  
Multicultural \ Multiethnic \ Multiracial \ other  
Native Hawaiian \ other Pacific Islander \ Pacific Islander  
Puerto Rican  
White (not Hispanic) \ Caucasian

Foster Care

Military Connected

English learner

Exercising authority  
Eligible but not exercising authority  
Not eligible for REAP alternative funding status

Age Birth through 2  
Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Ungraded

Public targeted assistance program  
Public school-wide program  
Private school students participating  
Local neglected program

Graduated with a regular high school diploma  
within the allowable time  
Graduated with an alternate high school diploma  
within the allowable time  
Did not graduate with a regular or alternate high  
school diploma within the allowable time  
Has not graduated with a state-defined alternate  
high school diploma and removed from the  
cohort as allowed

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

Enrolled in an IHE  
Did not enroll in an IHE  
No information on postsecondary actions

State defined status  
Too few students  
No students in the subgroup

The State defined indicator status.

State Defined Status

State defined status  
Too few students  
No students in the subgroup

The major racial and ethnic groups states use for  
reporting accountability data, as defined in the  
State's ESEA Consolidated State Plan.

American Indian \ Alaska Native \ Native  
American  
Asian  
Asian \ Pacific Islander  
Black (not Hispanic) African American  
Filipino  
Hispanic (not Puerto Rican)  
Hispanic \ Latino  
Multicultural \ Multiethnic \ Multiracial \ other  
Native Hawaiian \ other Pacific Islander \ Pacific  
Islander  
Puerto Rican  
White (not Hispanic) \ Caucasian  
Native Hawaiian  
Other Pacific Islander

State defined status  
Too few students  
No students in the subgroup

State defined status  
Too few students  
No students in the subgroup

Indicator 1  
Indicator 2  
Indicator 3  
Indicator 4  
Indicator 5  
Indicator 6  
Indicator 7  
Indicator 8  
Indicator 9  
Indicator 10

State defined status  
Too few students  
No students in the subgroup

Experienced teacher  
Inexperienced teacher

Emergency or Provisional  
No Emergency or Provisional

Teaching in field  
Not teaching in field

Comprehensive Support and Improvement  
Comprehensive Support and Improvement - Exit  
Status  
Not Comprehensive Support and Improvement

Additional Targeted Support and Improvement  
Additional Targeted Support and Improvement -  
Exit Status  
Not Additional Targeted Support and  
Improvement

Targeted Support and Improvement  
Targeted Support and Improvement - Exit Status  
Not Targeted Support and Improvement

Reason applies  
Reason does not apply

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

Economically Disadvantaged (ED) Students  
Children with one or more disabilities (IDEA)  
English learners  
American Indian \ Alaska Native \ Native  
American  
Asian \ Pacific Islander  
Asian  
Black (not Hispanic) African American  
Filipino  
Hispanic \ Latino  
Hispanic (not Puerto Rican)  
Native Hawaiian \ other Pacific Islander \ Pacific  
Islander  
Multicultural \ Multiethnic \ Multiracial \ other  
Puerto Rican  
White (not Hispanic) \ Caucasian  
Underserved Race/Ethnicity

Enrolled in local district school  
Earned a GED  
Obtained high school diploma  
Earned high school course credits  
Enrolled in a GED program  
Were accepted and/or enrolled into post-  
secondary education  
Enrolled in job training courses/programs  
Obtained employment

Autism  
Deaf-blindness  
Developmental delay  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Multiple disabilities  
Orthopedic impairment  
Specific learning disability  
Speech or language impairment  
Traumatic brain injury  
Visual impairment  
Other health impairment

Inside regular class 80% or more of the day  
Inside regular class 40% through 79% of the day  
Inside regular class less than 40% of the day  
Separate School  
Residential facility  
Homebound/Hospital  
Correctional Facilities  
Parentally placed in private schools

Autism  
Deaf-blindness  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Multiple disabilities  
Multiple disabilities  
Orthopedic impairment  
Specific learning disability  
Speech or language impairment  
Traumatic brain injury  
Visual impairment  
Other health impairment

Graduated with regular high school diploma  
Graduated with an alternate diploma  
Received a certificate  
Reached maximum age  
Moved, known to be continuing  
Transferred to regular education  
Dropped out  
Died

In School Suspensions  
Out-of-School Suspensions/Expulsions

Less than or equal to 10 days  
Greater than 10 days

Drugs  
Weapons  
Serious bodily injury

Age 3 through 5  
Age 6 through 21

Fully certified  
Not fully certified

Unilaterally removed to an interim alternative educational setting by School Personnel (NOT the IEP team) for drugs, weapons, or serious bodily injury

Removed to an interim alternative educational setting based on a Hearing Officer finding that there is substantial likelihood of injury to the child or others

1 day or less  
2 through 10 days  
Greater than 10 days

Audiologists  
Speech-language pathologists  
Interpreters  
Psychologists  
Occupational therapists  
Physical therapists  
Physical education teachers and recreation and therapeutic recreation specialists  
Social workers  
Medical/nursing service staff  
Counselors and rehabilitation counselors  
Orientation and mobility specialists

Fully certified or licensed  
Not fully certified or licensed



Services in Regular Early Childhood Program (at least 10 hours)  
Other Location Regular Early Childhood Program (at least 10 hours)  
Services in Regular Early Childhood Program (less than 10 hours)  
Other Location Regular Early Childhood Program (less than 10 hours)  
Separate Class  
Separate School  
Residential Facility  
Home  
Service Provider Location

Age 3  
Age 4  
Age 5 (Not Kindergarten)

Qualified  
Not qualified

Received educational services  
Did not receive educational services

Attained proficiency  
Not proficient

Children with one or more disabilities (IDEA)

Adult Education State Grant Program  
Title I Grants to Local Education Agencies  
Migrant Education - Basic State Grant Program  
Title I Program for Neglected and Delinquent  
Children  
Special Education - Grants to States  
Career and Technical Education - Basic Grants to  
States  
Special Education Preschool Grants  
Education for Homeless Children and Youth  
Charter Schools Program  
21st Century Community Learning Centers  
Special Education State Personnel Development  
Grants  
Retained by SEA for program administration, etc.  
Transferred to another state-level agency  
Distributed to entities other than LEAs  
Unallocated or returned funds

The types of assessments administered in the lower  
grades.

The types of assessments administered in the lower  
grades.

The types of assessments administered in high school.

The types of assessments administered in reading/language arts in high school.

The types of assessments administered in high school.

An indication of participation in types of lower grade assessments.

An indication of participation in types of lower grade reading/language arts assessments.

An indication of participation in types of lower grade science assessments.

An indication of participation in types of high school assessments.

An indication of participation in types of reading/language arts high school assessments.

An indication of participation in types of high school assessments.

The types of neglected programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

The types of delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended or under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended.

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

The classification of schools based on the curriculum concentration.

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

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 administrative center  
Service agency  
State agency  
Federal agency  
Independent charter district  
Other education agency  
Specialized public school district

The classifications describing the operational condition of a school.

Open  
Closed  
New  
Added  
Changed LEA affiliation  
Inactive  
Future  
Reopened

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

In state  
Out of state

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

Pre-Kindergarten  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded  
Adult Education  
No Grades

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.

Is a shared-time school  
Is not a shared-time school

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.

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

The type of management organization.

Charter Management Organization (CMO)  
Education Management Organization (EMO)  
Single Management (non-profit)  
Single Management (for-profit)

The graduation rate indicator type.

The academic achievement indicator type.

The other academic indicator type.

The Progress Achieving English Language Proficiency indicator type.

An indication of whether related services personnel hold the certification or licensure required by their assignment.

An indication of whether educators hold the certification or licensure required by their assignment.



**Permitted Value Description List  
(SY 2022-23 -  
Final Changes Only)**

Pre-Kindergarten Teachers  
Kindergarten Teachers  
Elementary Teachers  
Secondary Teachers  
Ungraded Teachers  
Paraprofessionals/Instructional Aides  
Elementary School Counselors  
Secondary School Counselors  
School Counselors  
Librarians/Media Specialists  
Library/Media Support Staff  
LEA Administrators  
LEA Administrative Support Staff  
Instructional Coordinators and Supervisors to the Staff  
School Administrators  
School Administrative Support Staff  
Student Support Services Staff (w/o Psychology)  
School Psychologists  
All Other Support Staff

For LEAs that are not charter:

Not applicable

Not a charter district

For LEAs that are charter:

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

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

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

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

Yes  
No

School Quality and Student Success Measure 1  
School Quality and Student Success Measure 2  
School Quality and Student Success Measure 3  
School Quality and Student Success Measure 4  
School Quality and Student Success Measure 5  
School Quality and Student Success Measure 6  
School Quality and Student Success Measure 7  
School Quality and Student Success Measure 8  
School Quality and Student Success Measure 9  
School Quality and Student Success Measure 10  
School Quality and Student Success Measure 11  
School Quality and Student Success Measure 12

Additional Targeted Support and Improvement - Exit  
Status  
Not Additional Targeted Support and Improvement

Targeted Support and Improvement - Exit Status  
Not Targeted Support and Improvement

Reason applies

Lowest-performing school  
Low graduation rate high school  
CSI school not exiting such status  
ATSI school not exiting such status

State-defined subgroup 1  
State-defined subgroup 2  
State-defined subgroup 3  
Economically Disadvantaged (ED) Students  
Children with one or more disabilities (IDEA)  
English learners  
American Indian \ Alaska Native \ Native American  
Asian \ Pacific Islander  
Asian  
Black (not Hispanic) African American  
Filipino  
Hispanic \ Latino  
Hispanic (not Puerto Rican)  
Native Hawaiian \ other Pacific Islander \ Pacific Islander  
Multicultural \ Multiethnic \ Multiracial \ other  
Puerto Rican  
White (not Hispanic) \ Caucasian

Age 3 through 5 (not in kindergarten)  
Age 5 (in kindergarten) through 21

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
If Applicable:  
Advanced assessment without accommodations  
Advanced assessment with accommodations  
Innovative assessment Demonstration Authority (IADA)  
pilot assessment without accommodations  
Innovative assessment Demonstration Authority (IADA)  
pilot assessment with accommodations

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
If Applicable:  
Advanced assessment without accommodations  
Advanced assessment with accommodations  
Innovative Assessment Demonstration Authority (IADA)  
pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA)  
pilot assessment with accommodations

Regular assessment without accommodations  
Regular assessment with accommodations  
Alternate assessment  
If Applicable:  
Advanced assessment without accommodations  
Advanced assessment with accommodations  
Innovative Assessment Demonstration Authority (IADA)  
pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA)  
pilot assessment with accommodations



Alternate assessment  
High school regular assessment I, without accommodations  
High school regular assessment I, with accommodations  
If Applicable:  
High school regular assessment II, without accommodations  
High school regular assessment II, with accommodations  
High school regular assessment III, without accommodations  
High school regular assessment III, with accommodations  
Advanced assessment without accommodations  
Advanced assessment with accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Locally-selected nationally recognized high school assessment without accommodations  
Locally-selected nationally recognized high school  
Alternate assessment  
High school regular assessment I, without accommodations  
High school regular assessment I, with accommodations  
If Applicable:  
High school regular assessment II, without accommodations  
High school regular assessment II, with accommodations  
High school regular assessment III, without accommodations  
High school regular assessment III, with accommodations  
Advanced assessment without accommodations  
Advanced assessment with accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Locally-selected nationally recognized high school assessment without accommodations  
Locally-selected nationally recognized high school assessment with accommodations

Alternate assessment  
High school regular assessment I, without accommodations  
High school regular assessment I, with accommodations  
If Applicable:  
High school regular assessment II, without accommodations  
High school regular assessment II, with accommodations  
High school regular assessment III, without accommodations  
High school regular assessment III, with accommodations  
Advanced Assessment without accommodations  
Advanced Assessment with accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations  
Locally-selected nationally recognized high school assessment without accommodations  
Locally-selected nationally recognized high school assessment with accommodations

Participated in regular assessment without accommodations  
Participated in regular assessment with accommodations  
Participated in alternate assessment  
Did not participate  
If Applicable:  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
~~Participated in Innovative Assessment Demonstration~~  
Participated in regular assessment without accommodations  
Participated in regular assessment with accommodations  
Participated in alternate assessment  
Did not participate  
If Applicable:  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated in regular assessment without accommodations  
Participated in regular assessment with accommodations  
Participated in alternate assessment  
Did not participate

If Applicable:

Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority pilot assessment with accommodations  
Participated in alternate assessment  
Participated in high school regular assessment, without accommodations  
Participated in high school regular assessment, with accommodations  
Did not participate

If Applicable:

Participated in high school regular assessment II, without accommodations  
Participated in high school regular assessment II, with accommodations  
Participated in high school regular assessment III, without accommodations  
Participated in high school regular assessment III, with accommodations  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in alternate assessment  
Participated in high school regular assessment, without accommodations  
Participated in high school regular assessment, with accommodations  
Participated in English language proficiency assessment  
Did not participate

If Applicable:

Participated in high school regular assessment II, without accommodations  
Participated in high school regular assessment II, with accommodations  
Participated in high school regular assessment III, without accommodations  
Participated in high school regular assessment III, with accommodations  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Participated in Innovative Assessment Demonstration Authority pilot assessment with accommodations

Participated in alternate assessment  
Participated in high school regular assessment, without accommodations  
Participated in high school regular assessment, with accommodations  
Did not participate

If Applicable:

Participated in high school regular assessment II, without accommodations  
Participated in high school regular assessment II, with accommodations  
Participated in high school regular assessment III, without accommodations  
Participated in high school regular assessment III, with accommodations  
Participated in advanced assessment without accommodations  
Participated in advanced assessment with accommodations  
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations  
Group homes  
Shelters  
Community day programs  
Residential treatment home  
Other

Adult correction  
Community day programs  
Juvenile detention centers  
Shelters  
Group homes  
Ranch/wilderness camps  
Residential treatment centers  
Long-term secure juvenile facilities  
Other

Yes  
No

Regular school  
Special education school  
Career and technical education school  
Alternative education school  
Reportable program

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  
Specialized public school district  
Supervisory union  
Service agency  
State operated agency  
Federal operated agency  
Independent charter district  
Other local education agency

Ungraded  
Pre-Kindergarten  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded  
Adult Education  
No Grades

Not a Title I school  
Title I schoolwide eligible school - No program  
Title I schoolwide eligible- Title I targeted assistance  
program  
Title I schoolwide school  
Title I targeted assistance eligible school- No program  
Title I targeted assistance school

Academic Achievement Measure 1  
Academic Achievement Measure 2  
Academic Achievement Measure 3  
Academic Achievement Measure 4  
Academic Achievement Measure 5  
Academic Achievement Measure 6

Other Academic Measure 1  
Other Academic Measure 2  
Other Academic Measure 3  
Other Academic Measure 4  
Other Academic Measure 5  
Other Academic Measure 6

Progress Achieving English Language Proficiency Measure  
1  
Progress Achieving English Language Proficiency Measure  
2

Fully certified or licensed  
Not fully certified or licensed

Fully certified or licensed  
Not fully certified or licensed