

Status	Authorizing Statute	Statutory and/or regulatory reference numbers	FS Number
Revised	IDEA Part B	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	IDEA Part B	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
Revised	IDEA Part B	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	IDEA Part B	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	IDEA Part B	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
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029

No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESEA Title IV Part C	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
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No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
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No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESEA Title IV Part C	PL 114-95, Title IV, Part C, Section 4301	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
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No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
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No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	029
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Revised	ESRA	PL 107-279, Title I, Part C Sec. 153	033
New	ESRA	PL 107-279, Title I, Part C Sec. 153	033
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No change	ESEA Title III	ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1)(ii)	050
No change	ESRA	PL 107-279, Title I, Part C Sec. 153	052
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No change	IDEA Part B	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070
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New	McKinney-Vento	McKinney-Vento Homeless Assistance Act, Title VII, Part B, Education for Homeless Children and Youths (42 U.S.C. § 11432(e)(1-2))	TBD
New	McKinney-Vento	Section 722(f) of the McKinney-Vento Homeless Assistance Act, Title VII, Part B, Education for Homeless Children and Youths enumerates the Functions of the Office of the Coordinator and section 722(g)(1) outlines the many requirements of the State Plan. Sections 722(g)(3) and (6) outline the LEA requirements and the duties of the liaison to carry out.	TBD
New	McKinney-Vento	Section 722(f) of the McKinney-Vento Homeless Assistance Act, Title VII, Part B, Education for Homeless Children and Youths enumerates the Functions of the Office of the Coordinator and section 722(g)(1) outlines the many requirements of the State Plan. Sections 722(g)(3) and (6) outline the LEA requirements and the duties of the liaison to carry out.	TBD
New	ESEA and IDEA	ESEA Section 1111(b); Section 1111(h); Section 8303 20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	TBD

New	ESEA and IDEA	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	McKinney-Vento	ESEA Section 721; Section 722; Section 724 (d) and (f)	195
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New	McKinney-Vento	ESEA Section 721; Section 722; Section 724 (d) and (f)	195
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Crosswalk of Charter Schools
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Management organization EIN

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	TBD	
	TBD	

TBD

TBD

TBD

TBD

TBD

Chronic Absenteeism

TBD

Chronic Absenteeism

TBD

**Data Group Name (SY 2025-26 -
Changes Only)**

School Breakfast Program

Section 1003 reservation

State administration set aside

Identified student percentage

Child welfare contact

McKinney-Vento subgrant

Homeless liaison (FTE)

Homeless staff (FTE)

Academic performance in mathematics

Academic performance in
reading/language arts

Chronic absenteeism table - School

Chronic absenteeism table - SEA/LEA

Data Group Definition (SY 2024-25)

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 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 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 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 seven-digit unique identifier assigned to the LEA by NCES consisting of the two-digit ANSI state code and a five-digit code unique within the state.

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 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 school year.

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

The classification of schools based on the curriculum concentration.

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

The seven-digit unique identifier assigned to the school by NCES consisting of the two-digit ANSI 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 ANSI state code, the unique five-digit code for the LEA and the unique five-digit code for the school).

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 outlying areas and freely associated areas of the United States.

A number used to uniquely identify state agencies.

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

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

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

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

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

The amount of federal dollars distributed to local education agencies (LEAs) 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 participating in and served by Title I of ESEA, as amended, Part C Sections 1114 (Schoolwide Programs (SWP)) and 1115 (targeted assistance (TAS) programs).

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

The unduplicated number of students who graduated from high school or completed some other educational 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 students who meet the definition of immigrant children and youth in Title III of ESEA, as amended.

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

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

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

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

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

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

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 unduplicated number of eligible migratory children.

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

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

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 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.

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

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 dollar amount that the school received for school improvement under Section 1003(a) 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 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 were assessed on the annual state English language proficiency assessment.

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

The number of times children with disabilities (IDEA) who were ages 3 through 21 and subject to any removal from school 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 number of eligible migratory children who received instructional or support services funded by the Migrant Education Program (MEP).

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 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 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 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 form the adjusted cohort for the seven-year adjusted cohort graduation rate.

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 form the adjusted cohort for the eight-year adjusted cohort graduation rate.

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 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 four-year adjusted cohort graduation rate who 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 in the adjusted cohort for the five-year adjusted cohort graduation rate who 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 in the adjusted cohort for the six-year adjusted cohort graduation rate who 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 in the adjusted cohort for the seven-year adjusted cohort graduation rate who 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 in the adjusted cohort for the eight-year adjusted cohort graduation rate who 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 most significant cognitive disabilities.

The number of students in the adjusted cohort for the nine-year adjusted cohort graduation rate who 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 most significant cognitive disabilities.

The number of students in the adjusted cohort for the ten-year adjusted cohort graduation rate who 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.

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

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 unduplicated number of eligible migratory children 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, Part A of the ESEA, as amended, in which federal Migrant Education Program (MEP) funds are consolidated as authorized under 34 CFR Section 200.29.

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

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

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

The unduplicated number of students who were enrolled in grades 3 through 9 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/end-of-course assessment during the period of the state assessment(s) in science.

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

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

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

The type of organization.

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

The 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, amended, regulations that govern the process an SEA uses to adjust the ED-determined Title I, Part A allocations.

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

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

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

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

The full legally accepted name of the management organization.

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

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

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

The type of management organization.

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

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

The effective date of the contract (or charter) issued by approved charter school authorizer authorizing 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.

A school's performance on the graduation rate indicator.

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

A school's performance on the other academic indicator.

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

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

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

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

How charter schools receive state appropriations.

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.

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

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

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

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 (LEA) 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 who are in foster care and enrolled in a public LEA that receives ESSA Title I, Part A funds.

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

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

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, who participated in statewide assessment for mathematics and reading.

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

Data Group Definition (SY 2025-26 - Changes Only)

The unduplicated number of students who are eligible to participate in the School Breakfast Program under the Child Nutrition Act of 1966.

An indication of whether the LEA received a McKinney-Vento subgrant, including consortia and regional subgrantees.

The dollar amount reserved by the SEA for school improvement under ESEA section 1003(a).

The dollar amount set aside by the SEA for State administration under ESEA section 1003(b)(2).

The percentage of enrolled students who are directly certified for free meals through the National School lunch program (NSLP), including homeless children, migrant children, runaway children, foster children, and Head Start children directly approved for free school meals without application or verification.

The number of child or youth participating in a program under Title I, Part D, Subpart 1 of the ESEA that has come into contact with both the child welfare system and juvenile justice system.

The dollar amount of McKinney-Vento subgrant funds awarded to an LEA by its SEA in accordance with the McKinney-Vento Act, as amended, and related regulations.

The number of full-time equivalent (FTE) homeless liaisons and staff carrying out the duties of the liaison and LEA requirements under Section 722(g)(3) and (6) of the McKinney-Vento Act.

The number of full-time equivalent (FTE) SEA State Coordinators and staff carrying out the functions of the office of the coordinator and state plan in sections 722(f) and (g)(1) of the McKinney-Vento Act.

The unduplicated number of students in grades 4 and 8 who completed the state assessment in mathematics and for whom a proficiency level was assigned.

The unduplicated number of students in grades 4 and 8 who completed the state assessment in reading/language arts and for whom a proficiency level was assigned.

The unduplicated number of students enrolled during the school year.

The unduplicated number of students enrolled during the school year.

Category Sets (SY 2024-25)**Category Sets (SY 2025-26 - Changes Only)**

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

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

Interim Removal (IDEA)_x000D_
Disability Category (IDEA)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

Discipline Method
(Suspension/Expulsion)_x000D_
Removal Length
(Suspensions/Expulsions)_x000D_
Disability Category (IDEA)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

Discipline Method (Suspension/Expulsion)
Removal Length
Disability Category (IDEA)
Racial Ethnic
Sex (Membership)
English Learner Status (Both)

Interim Removal Reason
(IDEA)_x000D_
Disability Category (IDEA)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

Age (Exiting)_x000D_
Basis of Exit_x000D_
Disability Category (IDEA)
Exiting_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)
NA

NA

NA

NA

NA

NA

NA

NA

LEA Operational Status

NA

NA

LEA Operational Status

School Type

Charter Status

Local Education Agency Type

NA

School Operational Status

NA

NA

NA

NA

Charter LEA Status

Out Of State Indicator

Reconstituted Status

NA

Grade Level (Dropout)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
Disability Status (IDEA)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status
Lunch Program Status

Lunch Program Status

Breakfast Program Status

Federal Program Code_x000D_
Funding Allocation Type

Racial Ethnic_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Migratory Status_x000D_
Homeless Status (Only)
Grades Offered

Diploma/Credential_x000D_
Sex (Membership)_x000D_
Racial Ethnic_x000D_
Disability Status (IDEA)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status

English Learner Status
(Both)_x000D_
Language (Native)_x000D_
Program Participation (Immigrant)

Assessment Administered
(ELP)_x000D_
English Learner
Accountability_x000D_
Grade Level (Membership)_x000D_
Racial Ethnic_x000D_
Sex (Membership)

Age/Grade (w/o 13)_x000D_
Age/Grade (w/o 13 and BT2)_x000D_
Priority for Services (Only)_x000D_
Continuation of Services

Staff Category (CCD)

Standard Occupational Classification code

NA

Certification Status (Title III)

Age Group_x000D_
Qualification Status (Special
Education Teacher)

Grade Level (Basic w/13)_x000D_
Firearms_x000D_
Discipline Method (Firearms-not
IDEA)_x000D_
Discipline Method (Firearms-IDEA)

Removal Length (IDEA)_x000D_
Disability Category (IDEA)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

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

Age (Early Childhood)_x000D_
Disability Category (IDEA)_x000D_
Educational Environment (IDEA) _
EC_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

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

Staff Category (Special Education
Related Service)_x000D_
Certification Status (IDEA)

Age Group_x000D_
Qualification Status
(Paraprofessionals)

Academic Subject (Assessment - no
science)_x000D_
Progress Level

Grade Level (Basic w/13)_x000D_
Racial Ethnic

Grade Level (Basic w/13)_x000D_
Language Instruction Educational
Program Type

Age/Grade (Basic)_x000D_
Homeless Primary Nighttime
Residence_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Migratory Status_x000D_
Homeless Unaccompanied Youth
Status_x000D_
Racial Ethnic

Neglected Programs (Subpart
1)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
Age (All)_x000D_
Disability Status (Only)_x000D_
English Learner Status (Only)

Delinquent Programs_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
Age (All)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
N or D Long Term Status
Age/Grade (w/o 13)_x000D_
Racial Ethnic_x000D_
Age/Grade (w/o 13 and BT2)_x000D_
Priority for Services (Only)_x000D_
English Learner Status
(Only)_x000D_
Disability Status (Only)_x000D_
Mobility Status (12 months)
Academic Subject (Assessment - no
science)_x000D_
Progress Level

Former English Learner Year_x000D_
Academic Subject
(Assessment)_x000D_
Proficiency Status_x000D_
Disability Status (Only)

Delinquent Programs_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
Age (All)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
N or D Long Term Status
Racial Ethnic_x000D_
Sex (Membership)_x000D_
Age (All)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
N or D Long Term Status
Shared Time Status

NSLP Status

Virtual School Status

Persistently Dangerous Status

REAP Alternative Fund Use Authority
Status

NA

Federal Fiscal Year (Receive Funds)

Title I Program Type_x000D_
Age/Grade (w/o Out of School)

Participation Status_x000D_
Assessment Administered_
(ELP)_x000D_
Assessed First Time

Participation Status_x000D_
Assessment Administered_
(ELP)_x000D_
Assessed First Time_x000D_
Disability Status (Only)
Assessment Administered
(ELP)_x000D_
English Learner Accountability

Grade Level (Basic w/13)_x000D_
Language (Native)_x000D_
Racial Ethnic_x000D_
Disability Status (Only)

Disability Category (IDEA)_x000D_
Racial Ethnic_x000D_
Sex (Membership)_x000D_
English Learner Status (Both)

Educational Services_x000D_
Disability Status (IDEA)

Age/Grade (w/o 13)_x000D_
MEP Services

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status
Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Cohort Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status

Postsecondary Enrollment
Action_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged Status
GFSA Reporting Status

NA

Consolidated MEP Funds Status

McKinney-Vento Subgrant Recipient
Flag

Assessment Administered M (lower
grades)_x000D_
Grade Level (Lower)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Assessment Administered M
(HS)_x000D_
Grade Level (HS)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Assessment Administered RLA (lower
grades)_x000D_
Grade Level (Lower)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status (RLA)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Assessment Administered RLA
(HS)_x000D_
Grade Level (HS)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status (RLA)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Assessment Administered S (lower
grades)_x000D_
Grade Level (Lower SCI)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Assessment Administered S
(HS)_x000D_
Grade Level (HS SCI)_x000D_
Proficiency Status_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (Lower)_x000D_
Participation Status M (lower
grades)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (HS)_x000D_
Participation Status M (HS)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (Lower)_x000D_
Participation Status RLA (lower
grades)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (HS)_x000D_
Participation Status RLA (HS)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (Lower SCI)_x000D_
Participation Status S (lower
grades)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

Grade Level (HS SCI)_x000D_
Participation Status S (HS)_x000D_
Major Racial and Ethnic
Groups_x000D_
Sex (Membership)_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged
Status_x000D_
Migratory Status_x000D_
Homeless Enrolled Status_x000D_
Foster Care Status_x000D_
Military Connected Student Status

NA

NA

NA

Charter Authorizer Type

NA

NA

NA

NA

Age (PK)

Sex (Membership)_x000D_
Racial Ethnic_x000D_
Disability Status (Only)_x000D_
Disability Status (504)_x000D_
English Learner Status
(Only)_x000D_
Homeless Enrolled Status_x000D_
Economically Disadvantaged Status

Homeless Enrolled Status_x000D_
Economically Disadvantaged Status

NA

NA

NA

NA

Management Organization Type

NA

NA

NA

NA

Graduation Rate Status_x000D_
Indicator Type (GRM)_x000D_
Major Racial and Ethnic Groups
(Accountability)_x000D_
State Defined Status
Indicator_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged Status

Academic Achievement
Status_x000D_
Indicator Type (AAM)_x000D_
Major Racial and Ethnic Groups
(Accountability)_x000D_
State Defined Status
Indicator_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged Status
Academic Progress Status_x000D_
Indicator Type (OAM)_x000D_
Major Racial and Ethnic Groups
(Accountability)_x000D_
State Defined Status
Indicator_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged Status

School Quality or Student Success
Status_x000D_
Indicator Type (SQSSM)_x000D_
Major Racial and Ethnic Groups
(Accountability)_x000D_
State Defined Status
Indicator_x000D_
Disability Status (Only)_x000D_
English Learner Status
(Only)_x000D_
Economically Disadvantaged Status

Inexperienced Status_x000D_
Emergency or Provisional Credential
Status_x000D_
Out of Field Status

English Language Proficiency
Status_x000D_
Indicator Type (ELP)_x000D_
State Defined Status Indicator

Comprehensive Support and
Improvement_x000D_
Targeted Support and
Improvement_x000D_
Additional Targeted Support and
Improvement

State Appropriation Methods

English Learners Proficiency Within
Five Years Status

English Learners Exited Status

Reason Applicability_x000D_
Comprehensive Support and
Improvement Type

Reason Applicability_x000D_
Identification Subgroups

Reason Applicability_x000D_
Identification Subgroups

Academic / Career and Technical
Outcomes

Academic / Career and Technical
Outcomes

Academic / Career and Technical
Outcomes (Exit)

Academic / Career and Technical
Outcomes (Exit)

NA Grade Level (Basic w/13)

Title I School Status

Academic Subject (Assessment - no
science)_x000D_
Proficiency Status

Academic Subject (Assessment - no
science)_x000D_
Proficiency Status

NA

Assessment Administered M (lower grades)
Grade Level (NAEP)
State Performance Levels
Major Racial/Ethnic Groups
Sex
Disability Status
English Learner Status
Economically Disadvantaged Status
Migratory Status
Homeless Status
Foster Care Status
Military Connected Status

Assessment Administered RLA (lower grades)
Grade Level (NAEP)
State Performance Levels
Major Racial/Ethnic Groups
Sex
Disability Status
English Learner Status
Economically Disadvantaged Status
Migratory Status
Homeless Status
Foster Care Status
Military Connected Status

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

Chronic Absentee Status
Homeless Enrolled Status
Economically Disadvantaged Status

Reporting Period (SY 2024-25)	Reporting Period (SY 2025-26 - Changes Only)	SEA Level	LEA Level	School Level
Child Count Date		1	1	1
School Year		1	1	0
School Year		1	1	0
School Year		1	1	0
Program Year (IDEA-Exit)		1	1	0
Effective Date		0	1	1
Effective Date		0	1	1
Effective Date		0	0	1
Effective Date		1	1	1

Effective Date	1	1	1
Effective Date	1	1	1
Effective Date	1	1	1
Effective Date	1	1	1
Effective Date	0	1	0
Effective Date	0	1	1
Effective Date	0	0	1
Effective Date			
Effective Date			
Effective Date	0	0	1
Effective Date	0	0	1
Effective Date			
Effective Date	0	1	0
Effective Date	0	0	1
Effective Date			
Effective Date	0	0	1
Effective Date	0	1	0
Effective Date			
Effective Date	1	1	1
Effective Date	1	1	1
Effective Date	0	1	1
Effective Date	0	1	0

Effective Date	0	1	1
Effective Date	0	0	1
Effective Date	0	0	1
School Year (CCD)	1	1	1

October 1 (or USDA reporting period)	0	0	1
October 1 (or USDA reporting period)	0	0	1
October 1 (or closest school day) or USDA reporting period	0	0	1

Federal Fiscal Year	1	1	0
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Regular School Year	1	1	0
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Oct 1	0	1	1
School Year (CCD)	1	1	1

School Year	1	1	0
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Testing Window (EL)	1	1	1
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Oct 1	1	1	1
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Performance Period (MEP)	1	0	0
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Oct 1	1	1	0
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Oct 1	0	0	1
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School Year	1	1	0
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Child Count Date	1	1	0
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School Year	1	1	0
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School Year	1	1	0
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Child Count Date	1	1	0
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Child Count Date	1	1	0
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Child Count Date	1	1	0
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Program Year (N or D)	1	0	0
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School Year	1	1	0
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School Year	1	1	0
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School Year (state)	1	1	0
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Program Year (N or D)	1	0	0
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Program Year (N or D)	1	0	0
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Performance Period (MEP)	1	0	0
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Program Year (N or D)	0	1	0
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School Year	1	1	0
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Program Year (N or D)	0	1	0
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Program Year (N or D)	0	1	0
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Oct 1	0	0	1
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November 30		0	0	1
Oct 1		0	0	1
Current School Year		0	0	1
School Year		0	1	0
School Year	School Year (state)	0	0	1
Regular School Year		1	1	0
Testing Window (EL)		1	1	1
Testing Window (EL)		1	1	1
Testing Window (EL)		1	1	1
Oct 1		1	1	1
School Year		1	1	0
School Year		1	1	0

Performance Period (MEP)	1	0	0
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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School Year	1	1	1
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Postsecondary enrollment	1	1	1
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School Year	0	1	1
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Regular School Year	0	0	1
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Performance Period (MEP)	0	0	1
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School Year	0	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 (with EL)	1	1	1
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Testing Window (with EL)	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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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year	0	1	0
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School Year	0	1	0
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School Year	0	1	0
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School Year (state)	1	1	0
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School Year	0	0	1
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School Year	1	1	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	1	0	0
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School Year (state)	0	0	1
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School Year (state)	0	0	1
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School Year (state)	0	0	1
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School Year (state)	0	0	1
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School Year	0	0	1
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School Year	0	0	1
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School Year	0	0	1
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School Year	0	0	1
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School Year	1	1	1
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School Year	0	0	1
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School Year	0	0	1
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School Year (state)	0	0	1
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School Year	1	1	0
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School Year	1	1	0
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School Year	0	0	1
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School Year	0	0	1
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School Year	0	0	1
Program Year (N or D)	1	0	0
Program Year (N or D)	0	1	0
Program Year (N or D)	1	0	0
Program Year (N or D)	0	1	0
Regular School Year	1	1	0
Regular School Year	0	0	1
Testing Window	1	0	0
Testing Window	0	1	0
Oct 1	0	0	1
Federal Fiscal Year	1	0	0
Federal Fiscal Year	1	0	0
April 1	0	1	1
Federal Fiscal Year	1	0	0

Federal Fiscal Period	0	1	0
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Federal Fiscal Period	0	1	0
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Federal Fiscal Period	1	0	0
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Testing Window	1	1	1
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Testing Window	1	1	1
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School Year	0	0	1
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School Year	1	1	0
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Education Unit Total	Data Group Comment (SY 2024-25)	Data Group Comment (SY 2025-26 - Changes Only)
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1	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 State levels.	
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0	Also known as the NCES LEA ID.	
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If address location is not submitted, address location defaults to address mailing.

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0

Also known as the NCES School ID.

0

0

0

Previously known as the FIPS state code

0

SEAs are 01.

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0 Charter schools can have up to two authorizers

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

1

1 All states report direct certification

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

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

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

1 This data group is intended to be comprehensive and represent all FTE employed and contract staff in each district.

1 This data group is intended to be comprehensive and represent all FTE employed and contract staff in each district.

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0 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).

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1 Includes migratory students regardless of whether they participated in MEP services.

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

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

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0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

0 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

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

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

1 State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.

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

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

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

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

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

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

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

0

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

0

0 This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, IADA 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.

0

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

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

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1 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.

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1 EUT total added

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

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

0 School level is a proxy for charter contracts

0 School level is a proxy for charter contracts

0 School level is a proxy for charter contracts

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

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This is an optional data group

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This is an optional data group

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The federal fiscal year that corresponds to the school year.

0

The federal fiscal year that corresponds to the school year.

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EUT total added

Data Group Scope Comment (SY 2024-25)	Data Group Scope Comment (SY 2025-26 - Changes Only)
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Used only when there is a
hierarchy relationship among LEAs

Report only for charter schools

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

Report only for LEAs and schools with graduate levels.

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.

Report only for LEAs with Title I programs.

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

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

LEAs/Schools with a 12th grade
that have at least one student in
the cohort.

Reports only charter schools with
charter management
organizations

Only charter schools with charter
management organizations

Report only for schools identified
for comprehensive support and
improvement

Report only for schools identified
for targeted support and
improvement

Report only for schools identified
for additional targeted support
and improvement

**Data Group Duplication
Comment (SY 2024-25)**

**Data Group Duplication
Comment (SY 2025-26 -
Changes Only)**

The number of students for
each interim removal is
unduplicated.

The number of students for
each discipline method is
unduplicated.

The number of students by
academic subject is
unduplicated.

The number of students by academic subject is unduplicated.

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

Status	Authorizing Statute
No change	IDEA Part B

No change IDEA Part B

No change Multiple

No change Multiple

No change Multiple

No change	Multiple
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No change	IDEA Part B
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No change	IDEA Part B
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Retire	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	ESRA
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No change	ESRA
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No change	ESRA
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Retire	ESRA
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No change	ESRA
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No change	ESRA
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No change	ESEA Title IV Part C
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No change	ESEA Title IV Part C
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No change	ESRA
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No change	Multiple
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No change	Multiple
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No change	Multiple
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No change	Multiple
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No change	Multiple
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No change	ESRA
Retire	

Retire	
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No change	ESEA Title 1 Parts A and C
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No change	Multiple
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No change	ESRA
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No change	ESRA
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No change	ESEA Title III
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Technical Correction	ESEA Title III
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No change	ESEA Title III
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Technical Correction	ESEA Title III
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No change	ESRA
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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Retire	ESRA
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No change	ESEA Title III
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No change	IDEA Part B
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Revised	IDEA Part B
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No change	ESEA Title I Part A
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No change	ESEA Title I Part A
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No change	ESEA Title I Part A
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No change	Multiple
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Retire	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	IDEA Part B
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No change	ESEA Title I Part D
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No change	ESEA Title I Part D
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No change	ESEA Title III
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No change	McKinney-Vento
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No change	McKinney-Vento
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No change	McKinney-Vento
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No change	ESEA Title I Part D
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No change	ESEA Title I Part D
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No change	ESEA Title I Part D
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No change	ESEA Title I Part D
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Retire	ESEA Title 1 Parts A and C
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No change	ESEA Title III
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No change	ESEA Title III
No change	Multiple
No change	ESRA
No change	ESRA
No change	ESRA
No change	ESEA Title I Part A
Technical Correction	REAP
New	ESEA Title 1 Parts A and C
No change	ESEA Title 1 Parts A and C

No change	ESEA Title 1 Parts A and C
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No change	ESEA Title III
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No change	ESEA Title III
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No change	IDEA Part B
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No change	ESEA Title 1 Parts A and C
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No change	Multiple
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No change	Multiple
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title I Part A
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No change	ESEA Title 1 Parts A and C
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Revised	McKinney-Vento
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change	ESEA and IDEA
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No change

ESEA and IDEA

No change

ESEA and IDEA

No change	ESEA and IDEA
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No change	ESEA Title IV Part C
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No change	McKinney-Vento
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No change	McKinney-Vento
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No change	ESEA Title IV Part C
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No change	ESEA Title 1 Parts A and C
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Revised	ESEA Title 1 Parts A and C
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Revised	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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Revised	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title IV Part C
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No change	ESEA Title III
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No change	ESEA Title III
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No change	ESEA Title 1 Parts A and C
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No change	ESEA Title 1 Parts A and C
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Revised	ESEA Title 1 Parts A and C
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No change	ESEA Title I Part D
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No change	ESEA Title I Part D
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No change	ESEA Title 1 Parts A and C
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New	ESRA
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New	IDEA Part B
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New	McKinney-Vento
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New	ESEA and IDEA
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New	ESEA and IDEA
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New	ESRA
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Statutory and/or regulatory reference numbers	FS Number(s)
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
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
Multiple	002, 005, 006, 007, 009, 032, 037, 040, 052, 088, 089, 116, 118, 119, 121, 127, 141, 143, 195
Multiple	002, 005, 006, 007, 009, 032, 040, 052, 088, 089, 119, 127, 143, 160, 175, 178, 179, 185, 188, 189, 195
ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	002, 005, 006, 007, 009, 045, 088, 089, 143

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 002, 005, 006, 007, 088,
1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 089, 143
300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR
300.645

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(E) ; 34 CFR 005
§§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

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 006
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

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 006
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

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 007
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

20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 009
(a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR
300.644; 34 CFR 300.645

20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 009
(a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR
300.644; 34 CFR 300.645

20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 009
(a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR
300.644; 34 CFR 300.645

PL 107-279, Title I, Part C Sec. 153 029

PL 107-279, Title I, Part C Sec. 153 029

PL 107-279, Title I, Part C Sec. 153 029

PL 107-279, Title I, Part C Sec. 153 029

PL 107-279, Title I, Part C Sec. 153 029

PL 107-279, Title I, Part C Sec. 153

029

PL 114-95, Title IV, Part C, Section 4301

029

PL 114-95, Title IV, Part C, Section 4301

029

PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)

032

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)

032, 037, 040, 118, 119,
121, 127, 150, 151, 160,
175, 179, 185, 188, 189,
195, 199, 200, 201, 202

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

032, 037, 040, 118, 175,
178, 179, 185, 188, 189

PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)

032, 040, 144

ESEA Section 1111(b); Section 1111(h); Section 8303	032, 040, 150, 151, 160, 175, 178, 179, 185, 188, 189, 195, 199, 200, 201, 202
PL 114-95, Section 1431(a); Section 1431(d); Section 8303	032, 040, 150, 151, 175, 178, 179, 185, 188, 189, 195
PL 107-279, Title I, Part C Sec. 153	033
PL 103-382	035
PL 103-382	035
ESEA sections 1114, 1115, and 8303	037

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	037, 050, 118, 119, 121, 126, 127, 138, 141, 150, 151, 160, 175, 178, 179, 185, 188, 189, 195, 199, 200, 201, 202
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PL 107-279, Title I, Part C Sec. 153	039
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PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040
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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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ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	045, 141
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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, 139
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ESEA sections 3121(a) and 3201(3), and 34 CFR 200.6(h)(1) 050, 139
(ii)

PL 107-279, Title I, Part C Sec. 153 052

Title I, Part C Education of Migratory Children, ESSA Section 054
1301 and 1304, CFR 200.83 and Non- Regulatory Guidance
(NRG) Chapter V

Title I, Part C Education of Migratory Children, ESSA Section 054, 121
1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter
I, C2 and Chapter IX, B

Title I, Part C Education of Migratory Children, ESSA Section 054, 121
1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter
I, C2 and Chapter IX, B

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, 145

PL 107-279, Title I, Part C Sec. 153

059

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645

067

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645

070

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645

070, 112

ESEA Section 8561(d); Section 8561€ 086

ESEA Section 8561(d); Section 8561€ 086

ESEA Section 8561(d); Section 8561€ 086

PL 107-279, Title I, Part C Sec. 153 086, 116, 141

20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 088
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

20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 089
(a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR
300.644; 34 CFR 300.645

20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 089
(a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR
300.644; 34 CFR 300.645

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645 099

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645 099

20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645 112

ESEA Section 1431(a); Section 1431(d); Section 8303 113, 125

ESEA Section 1431(a); Section 1431(d); Section 8303 113, 125, 224, 225

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

PL 114-95, Section 1431(a); Section 1431(d); Section 8303 118

PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
PL 114-95, Section 1431(a); Section 1431(d); Section 8303	118
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ESEA Section 1431(a); Section 1431(d); Section 8303	119, 127
ESEA Section 1431(a); Section 1431(d); Section 8303	119, 127
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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

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
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, 224, 225
PL 107-279, Title I, Part C Sec. 153	129
PL 107-279, Title I, Part C Sec. 153	129
PL 107-279, Title I, Part C Sec. 153	129
ESEA Section 8532(a); Section 8532(b); Section 8303	130
ESEA Section 5211	131
ESEA section 1003(a)-(b); ESEA section 1111(h)(5)	132
ESEA Section 1114; Section 1115; Section 8303	134

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74	Educational Environment (IDEA) SA
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Academic / Career and Technical Outcomes (Exit)

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Title I School Status

TBD

475, 598

TBD

TBD

TBD

528, 644

Category Name (SY 2025-26 - Changes Only)

Federal Fiscal Year (Receive Funds)

Breakfast Program Status

Removal Length

Chronic Absentee Status

Grade Level (NAEP)

State Performance Levels

Standard Occupational Classification code

Category Definition (SY 2024-25)

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

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

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

An indication that students are either female or male.

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

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

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

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 discrete age of children (students) on the date of the most recent IDEA child count prior to exiting special education.

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

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

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.

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 statuses describing the existence of charter schools.

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

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

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

An indication that students are eligible migratory children.

An indication of whether children (students) are children with disabilities (IDEA).

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

An indication that students were identified as homeless.

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

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.

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

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

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

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

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

The types of English language proficiency assessments administered.

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

The grade level (primary instructional level) of students entering and receiving services in a school during a specific academic session.

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

An indication that migratory children 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.

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

Titles of employment, official status, or rank.

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

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

The age range of students (children).

The methods used to discipline students who are children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.

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

The types of firearms.

The grade level (primary instructional level) of students.

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

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

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

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

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

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

The amount of progress shown in academic subjects.

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

The types of English language instruction educational program.

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

The discrete age of students (children).

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

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

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

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.

An indication of whether scores were proficient or above.

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 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.

The statuses for designation as persistently dangerous.

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

An indication of whether students participated in assessments.

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

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

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

An indication that students are in foster care.

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

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

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

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

The statuses describing LEA subgrants for McKinney-Vento.

The types of assessments administered below high school grade levels for mathematics.

The types of assessments administered in high school for mathematics.

An indication that the students are military connected.

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

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

The types of assessments administered below high school grade levels for reading / language arts.

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

The types of assessments administered before high school grade levels for science.

The types of assessments administered in high school for science.

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

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

An indication of participation in assessments for mathematics before high school grade levels.

An indication of participation in high school assessments for mathematics.

An indication of participation in assessments for reading/language arts before high school grade levels.

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

An indication of participation in assessments for science below high school grade levels.

An indication of participation in high school assessments for science.

The organization types that authorize charters.

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

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

The type of management organization.

Statuses for graduation rate.

The graduation rate indicator type.

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

The state defined indicator status.

Statuses for academic achievement.

The academic achievement indicator type.

Statuses for academic progress.

The other academic indicator type.

The School Quality or Student Success indicator type.

Statuses for school quality or student success.

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

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

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.

Statuses for progress in achieving English language proficiency.

The Progress Achieving English Language Proficiency indicator type.

Designation by the state for additional Targeted Support and Improvement.

Designation by the state for Comprehensive Support and Improvement.

Designation by the state for Targeted Support and Improvement.

Methods used to provide state appropriations to charter schools.

The proficiency status of English Learners within five years.

The exit status of English Learners.

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

An indication of whether a reason applies.

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

The types of academic or career and technical outcome attained while in program.

The types of academic or career and technical outcome attained after exit from program.

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.

Category Definition (SY 2025-26 - Changes Only)

The Federal fiscal year that is the source of the subgrant.

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

The cumulative number of days removed from their current educational setting during the school year for disciplinary reasons.

An indication of whether students were absent 10% or more school days during the
The grade level assigned by the school system in which the students are enrolled.

The state defined performance level.

The Standard Occupational Classification (SOC) system code to classify workers into occupational categories.

Permitted Value Description List (SY 2024-25)

Age 5 (Kindergarten)

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

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

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

Two or more races

White

Female

Male

English learners

Non-English learner

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

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

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 14
Age 15
Age 16
Age 17
Age 18
Age 19
Age 20
Age 21

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

Autism
Deaf-blindness
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

Open_x000D_
Closed_x000D_
New_x000D_
Added_x000D_
Changed geographic boundary_x000D_
Inactive_x000D_
Future_x000D_
Reopened

Open_x000D_
Closed_x000D_
New_x000D_
Added_x000D_
Changed LEA affiliation_x000D_
Inactive_x000D_
Future_x000D_
Reopened

In state_x000D_
Out of state
Not a reconstituted school_x000D_
Reconstituted school

Regular School_x000D_
Special Education School_x000D_
Career and Technical Education School_x000D_
Alternative Education School_x000D_
Reportable Program

Regular public school district that is not a component of a supervisory union_x000D_
Regular public school district that is a component of a supervisory union_x000D_
Supervisory union_x000D_
Service agency_x000D_
State operated agency_x000D_
Federal operated agency_x000D_
Independent charter district_x000D_
Other local education agency_x000D_
Specialized public school district

Charter school_x000D_
Not a charter school_x000D_
Not Applicable

LEA for federal programs_x000D_
LEA for ESEA and Perkins_x000D_
LEA for IDEA_x000D_
Not LEA for federal programs_x000D_
Not a charter district_x000D_
Not applicable

Below Grade 7
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Grade 13
Ungraded

English learners
No students in the subgroup
State defined status
Too few students

Migratory students

Children without disabilities
Children with one or more disabilities (IDEA)

Economically Disadvantaged (ED) Students

Homeless enrolled

Free lunch qualified

Reduced-price lunch qualified

Adult Education State Grant Program_x000D_

Title I Grants to Local Education Agencies_x000D_

Migrant Education - Basic State Grant Program_x000D_

Title I Program for Neglected and Delinquent Children_x000D_

Special Education - Grants to States_x000D_

Career and Technical Education - Basic Grants to States_x000D_

Special Education Preschool Grants_x000D_

Education for Homeless Children and Youth_x000D_

Charter Schools Program_x000D_

21st Century Community Learning Centers_x000D_

Special Education State Personnel Development Grants_x000D_

GEARUP State Awards_x000D_

Rural Education Achievement Program_x000D_

English Language Acquisition, State Grants_x000D_

Supporting Effective Instruction State Grants_x000D_

Comprehensive Literacy Development Grants_x000D_

Statewide Longitudinal Data Systems_x000D_

Student Support and Academic Enrichment Grants

Retained by SEA for program administration, etc._x000D_

Transferred to another state-level agency_x000D_

Distributed to entities other than LEAs_x000D_

Unallocated or returned funds

Homeless

Children with one or more disabilities (IDEA)

Pre-Kindergarten_x000D_
Kindergarten_x000D_
Grade 1_x000D_
Grade 2_x000D_
Grade 3_x000D_
Grade 4_x000D_
Grade 5_x000D_
Grade 6_x000D_
Grade 7_x000D_
Grade 8_x000D_
Grade 9_x000D_
Grade 10_x000D_
Grade 11_x000D_
Grade 12_x000D_
Grade 13_x000D_
Ungraded_x000D_
Adult Education_x000D_
No Grades

Regular secondary school diploma
Other state-recognized equivalent
Participated in programs

ISO-639-2 language codes

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

Attained proficiency
Making progress
Did not make progress

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

Continuation of Services

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

Children classified as having Priority for Services

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

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

Fully certified or licensed
Not fully certified or licensed
Fully certified
Not fully certified
Age 3 through 5 (not Kindergarten)
Age 5 (in kindergarten) through 21

One year expulsion with educational services under IDEA_x000D_
Expulsion modified to less than one year with educational services under
IDEA_x000D_
Another type of disciplinary action_x000D_
Other reasons such as death, withdrawal, or incarceration_x000D_
No disciplinary action

One year expulsion and no educational services_x000D_
One year expulsion and educational services_x000D_
Expulsion modified to less than one year without educational services_x000D_
Expulsion modified to less than one year with educational services_x000D_
Another type of disciplinary action_x000D_
Other reasons such as death, withdrawal, or incarceration_x000D_
No disciplinary action

Handguns_x000D_
Rifles/shotguns_x000D_
Multiple_x000D_
Other

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

1 day or less_x000D_
2 through 10 days_x000D_
Greater than 10 days

Age 3
Age 4
Age 5 (Not Kindergarten)

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

Fully certified or licensed
Not fully certified or licensed

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

Qualified
Not qualified

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

Mathematics_x000D_
Reading/language arts
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

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

Group homes
Shelters
Community day programs
Residential treatment home
Other programs

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

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

Long-Term N or D Students

QAD occurred within 12 months

Mathematics
Reading/language arts
Science

First year
Second year
Third year
Fourth year

Attained proficiency
Not proficient

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

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
No virtual instruction

No
Yes
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

Students took assessment for the first time

Participated
Did not participate
Medical Exemption

Received educational services_x000D_
Did not receive educational services

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

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

Graduated with a regular high school diploma within the allowable time
Graduated with a state-defined alternate high school diploma within the allowable time
Did not graduate with a regular or state-defined 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

Enrolled in an IHE
Did not enroll in an IHE
No information on postsecondary actions
Yes, with no reported offenses_x000D_
Yes, with reporting of one or more students for an offense_x000D_
No report filed_x000D_
Not applicable for GFSA reporting status

Yes
No

Yes_x000D_
No

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
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

High school regular assessment I, without accommodations
High school regular assessment I, with accommodations
Alternate assessments based on alternate achievement standards
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

Military Connected

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

Grade 9
Grade 10
Grade 11
Grade 12
High School

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
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

English learners

High school regular assessment I, without accommodations
High school regular assessment I, with accommodations
Alternate assessments based on alternate achievement standards
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

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
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

High school regular assessment I, without accommodations
High school regular assessment I, with accommodations
Alternate assessments based on alternate achievement standards
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

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9

Grade 10
Grade 11
Grade 12
High School

Participated - regular assessment based on grade-level achievement standards without accommodations

Participated - regular assessment based on grade-level achievement standards with accommodations

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated - alternate assessment based on alternate achievement standards

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

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

Medical exemption

Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Did not participate
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 in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

Participated - regular assessment based on grade-level achievement standards without accommodations
Participated - regular assessment based on grade-level achievement standards with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated - English language proficiency assessment
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Medical exemption
Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated - English language proficiency assessment
Did not participate
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 in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

Participated - regular assessment based on grade-level achievement standards without accommodations
Participated - regular assessment based on grade-level achievement standards with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Medical exemption
Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Did not participate
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 in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

State department of education_x000D_
State board of education_x000D_
Public charter school board_x000D_
Local education agency_x000D_
University_x000D_
Community college_x000D_
Not for profit organization_x000D_
Non educational government entities_x000D_
Other

Age Birth through 2
Age 3 through 5 (not Kindergarten)
Section 504 Status

Charter Management Organization (CMO)_x000D_
Education Management Organization (EMO)_x000D_
Single Management (non-profit)_x000D_
Single Management (for-profit)

American Indian \ Alaska Native \ Native American
Children with one or more disabilities (IDEA)
Economically Disadvantaged (ED) Students
English learners
Graduation Rate Measure 1
Asian
Graduation Rate Measure 2
Asian \ Pacific Islander
Graduation Rate Measure 3
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
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

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

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
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

State Defined Status

Academic Achievement Measure 1
American Indian \ Alaska Native \ Native American
Children with one or more disabilities (IDEA)
Economically Disadvantaged (ED) Students
English learners
Academic Achievement Measure 2
Asian
Academic Achievement Measure 3
Asian \ Pacific Islander
Academic Achievement Measure 4
Black (not Hispanic) African American
Academic Achievement Measure 5
Filipino
Academic Achievement Measure 6
Hispanic (not Puerto Rican)
Hispanic \ Latino
Multicultural \ Multiethnic \ Multiracial \ other
Native Hawaiian \ other Pacific Islander \ Pacific Islander
Puerto Rican
White (not Hispanic) \ Caucasian
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

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

American Indian \ Alaska Native \ Native American
Children with one or more disabilities (IDEA)
Economically Disadvantaged (ED) Students
English learners
Other Academic Measure 1
Asian
Other Academic Measure 2
Asian \ Pacific Islander
Other Academic Measure 3
Black (not Hispanic) African American
Other Academic Measure 4
Filipino
Other Academic Measure 5
Hispanic (not Puerto Rican)
Other Academic Measure 6
Hispanic \ Latino
Multicultural \ Multiethnic \ Multiracial \ other
Native Hawaiian \ other Pacific Islander \ Pacific Islander
Puerto Rican
White (not Hispanic) \ Caucasian
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

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

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

American Indian \ Alaska Native \ Native American
Children with one or more disabilities (IDEA)
Economically Disadvantaged (ED) Students
English learners
School Quality and Student Success Measure 1
Asian
School Quality and Student Success Measure 2
Asian \ Pacific Islander
School Quality and Student Success Measure 3
Black (not Hispanic) African American
School Quality and Student Success Measure 4
Filipino
School Quality and Student Success Measure 5
Hispanic (not Puerto Rican)
School Quality and Student Success Measure 6
Hispanic \ Latino
School Quality and Student Success Measure 7
Multicultural \ Multiethnic \ Multiracial \ other
School Quality and Student Success Measure 8
Native Hawaiian \ other Pacific Islander \ Pacific Islander
School Quality and Student Success Measure 9
Puerto Rican
School Quality and Student Success Measure 10
School Quality and Student Success Measure 11
White (not Hispanic) \ Caucasian
School Quality and Student Success Measure 12
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

No Emergency or Provisional
Emergency or Provisional
Experienced teacher
Inexperienced teacher
Teaching in field
Not teaching in field

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

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

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

Targeted Support and Improvement
Not Targeted Support and Improvement

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

Proficient within five years
Not proficient within five years

Exited
Did not exit

Lowest-performing school_x000D_
Reason applies_x000D_
Low graduation rate high school_x000D_
More rigorous interventions because CSI school not exiting such status_x000D_
ATSI becoming CSI because not exiting ATSI status

Economically Disadvantaged (ED) Students_x000D_
Lowest-performing school_x000D_
Reason applies_x000D_
Children with one or more disabilities (IDEA)_x000D_
Low graduation rate high school_x000D_
English learners_x000D_
More rigorous interventions because CSI school not exiting such status_x000D_
ATSI becoming CSI because not exiting ATSI status_x000D_
American Indian \ Alaska Native \ Native American_x000D_
Asian_x000D_
Asian \ Pacific Islander_x000D_
Black (not Hispanic) African American_x000D_
Filipino_x000D_
Hispanic (not Puerto Rican)_x000D_
Hispanic \ Latino_x000D_
Multicultural \ Multiethnic \ Multiracial \ other_x000D_
Native Hawaiian \ other Pacific Islander \ Pacific Islander_x000D_
Puerto Rican_x000D_
White (not Hispanic) \ Caucasian_x000D_
State-defined subgroup 1_x000D_
State-defined subgroup 2_x000D_
State-defined subgroup 3

Economically Disadvantaged (ED) Students
Children with one or more disabilities (IDEA)
English learners
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
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

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

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

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

**Permitted Value Description List (SY 2025-26
- Changes Only)**

Languages that have native speakers from the ISO-639-2 language code list (https://www.loc.gov/standards/iso639-2/php/code_list.php). If the SEA is unable to find a suitable codes for a language on the ISO-639-2 list, SEAs may request the addition of language codes from the ISO-639-3 language code list (https://iso639-3.sil.org/code_tables/639/data).

Attained proficiency
Made progress
Did not make progress

Ages 3 through 5 (not in kindergarten)
Age 5 (in kindergarten) through 11
Age 12 through 17
Age 18 through 21

Exercising AFUA
SRSA-eligible but not exercising AFUA
Not SRSA-eligible

Federal Fiscal Year - Current
Federal Fiscal Year - One Prior
Federal Fiscal Years -Two Prior
Federal Fiscal Year - Other

LEA is a McKinney-Vento subgrantee and fiscal agent

LEA is a McKinney-Vento regional subgrantee and fiscal agent

LEA is served by a McKinney-Vento regional subgrantee

LEA is the lead applicant for a McKinney-Vento consortium grant

LEA is a member of a McKinney-Vento consortium grant

LEA is a direct grantee from the McKinney-Vento SEA administrative funds

Graduation Rate Measure 1
Graduation Rate Measure 2
Graduation Rate Measure 3
Graduation Rate Measure 4

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
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3
State-defined subgroup 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

Economically Disadvantaged (ED) Students
Children with one or more disabilities (IDEA)
English learners
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
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3
State-defined subgroup 4

Free breakfast qualified
Reduced-price breakfast qualified

1 day or less
2 through 4 days
5 through 10 days
Greater than 10 days

Chronic Absent
Not Chronic Absent

Grade 4
Grade 8

Performance level 1
Performance level 2
Performance level 3
Performance level 4
Performance level 5
Performance level 6
Performance level 7
Performance level 8
Performance level 9
Performance level 10

2018 SOC codes

Tab	
Data Groups	
Data Categories	
Tab Name	
Data Groups	

Data Categories

Description
Contains the data groups and data group descriptions
Contains the lists of permitted values for each category
Column Name
Status (Final, 30-day, and 60-day)
Data Steward
Statutory and/or regulatory reference numbers
FS Number
File Spec Name
DG Number
Data Group Name (SY 2024-25)
Data Group Name (SY 2025-26 - Changes Only)
Data Group Definition (SY 2024-25)
Data Group Definition (SY 2025-26 - Changes Only)
Category Sets (SY 2024-25)
Category Sets (SY 2025-26 - Changes Only)
Reporting Period (SY 2024-25)
Reporting Period (SY 2025-26 - Changes Only)
SEA Level
LEA Level
School Level
Education Unit Total
Data Group Comments
Status (Final, 30-day, and 60-day)
Data Steward
Statutory and/or regulatory reference number

FS Number(s)
DG Number(s)
Category Name (SY 2024-25)
Category Name (SY 2025-26 - 60-day Changes only)
Category Definition (SY 2024-25)
Category Definition (SY 2025-26 - 60-day Changes only)
Permitted Value Description List (SY 2024-25)
Permitted Value Description List (SY 2025-26 - 60-day Changes only)
Permitted Value Abbreviation List (SY 2024-25)
Permitted Value Abbreviation List (SY 2025-26 - Changes Only)

Overview

Instructions

- * Column A provides the status of each data group (No changes Revised, Retired, New, Tech since the prior package.
- * Columns H, J, L and N are only populated for those data groups that are new or have revisions.
- * Column A provides the status of each data group (No changes Revised, Retired, New, Tech
- * Columns G, I, and K are only populated for those categories that are new or have revisions.

Details

Description

The status of the data group compared to the last package.

The acronym of the ED office that is the steward for the data group.

The statutory and/or regulatory reference for the data group.

The EDFacts File Specification Number.

The EDFacts File Specification Name.

The EDFacts data group number.

The current name of the data group.

The proposed new name of the data group compared to the last package.

The current definition of the data group.

The proposed new definition of the data group compared to the last package.

The current data categories of the data group.

The proposed new data categories of the data group compared to the last package.

The current reporting period of the data group.

The proposed reporting period of the data group compared to the last package.

An indication that the data group is collected at the SEA level.

An indication that the data group is collected at the LEA level.

An indication that the data group is collected at the school level.

An indication if an education unit total is a part of the reporting of the data group.

Any notes needed to assist in the interpretation of the data group.

The status of the data category compared to the last package.

The acronym of the ED office(s) that is the steward for the data category.

The statutory and/or regulatory reference for the data category.

The ED Facts file specification number(s).
The associated data group number(s).
The current name of the category.
The proposed new category name in the 60-day package.
The current definition of the category.
The proposed new definition of the category in the 60-day package.
The current permitted values of the category.
The proposed new permitted values of the category in the 60-day package.
The current permitted value abbreviation list.
The proposed new permitted value abbreviation list.

d to filter data groups by their change code to easily identify what has changed

d to filter categories by their change code to easily access what has changed.

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Notes

No change, new, retired, revised, and technical correction.

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New items do not get assigned file specifications until after OMB approval.

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New items do not get assigned data group numbers until after OMB approval.

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Not applicable for new data groups.

This column is only used if there is a change to the data group name or if the data group is new.

Not applicable for new data groups.

This column is only used if there is a change to the data group definition or if the data group is new.

Not applicable for new data groups.

This column is only used if there is a change to the data group definition or if the data group is new.

Not applicable for new data groups.

This column is only used if there is a change to the data categories or if the data group is new.

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This column is only used if there is a change to the reporting period or if the data group is new.

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No change, new, retired, revised, and technical correction.

No change, new, retired, revised, and technical correction.

New items do not get assigned file specifications until after OMB approval.

New items do not get assigned file specifications until after OMB approval.

This column is only used if there is a change to the category name or if there is a new category.
Not applicable for new data categories.
This column is only used if there is a change to the category definition or if the category is new.
Not applicable for new data categories.
This column is only used if there is a change to the permitted values or if the category is new.
This column is only used if there is a change to the permitted value abbreviation list.