

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

November 2024

May 2025

ATTACHMENT B

**Overview for School Years
2025-26, 2026-27, and 2027-28**

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This attachment provides an overview of the Annual Mandatory Collection of Elementary and Secondary Education Data through *EDFacts*. This information is intended to assist reviewers and the state data submitters.

WHAT IS INCLUDED IN THE PACKAGE?

The package contains the following:

- Supporting Statement Part A – Provides the justification for the collection of the data. (No changes from the 60-day package.)
- Supporting Statement Part B – Provides additional information about the collection including information on the statistical methodology. (No changes from the 60-day package.)
- Attachment A-1: Data Groups and Categories (30-day package) – Withdraws all proposed changes from the 60-day package. Contains the list of all data to be collected, the same data that is currently collected in SY 2024-25. This attachment is an Excel spreadsheet that can be sorted and filtered.
- Attachment A: Data Groups and Categories (60-day package only) – Contains the list of all data to be collected and proposed changes in the 60-day package. (No changes from the 60-day package.)
- Attachment B: Overview (this document) – Contains information about the collection including how the data are associated with schools and districts. (No changes from 60-day package beyond this list)
- Attachment C-1: Metadata Collections – Contains all the metadata to be collected. Withdraws all proposed changes from the 60-day package.
- Attachment C-2: IDEA Metadata Collections – Contains previously collected IDEA Part B data collections in *EMAPS*. (No changes from the 60-day package.)
- Attachment D: Directed Questions (60-day package only) – Contains questions on the 60-day package, including topics that the Department wanted to learn more about during the public comment periods. (No changes from the 60-day package.)
- Attachment E: Inclusion of IDEA Part C 618 – Contains the inclusion of previously cleared IDEA Part C 618 data collections into the *EDFacts* ICR. (No changes from the 60-day package.)
- Attachment F: Response to 60-day Public Comments (New attachment in 30-day package.)

WHAT IS EDFACTS?

EDFacts is a Department of Education (ED) initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision making to improve outcomes for students. *EDFacts* centralizes data provided by SEAs at the SEA, LEA, and school levels, and provides ED with the ability to easily

analyze and report the data. Since its inception in 2004, this initiative has reduced reporting burden for SEAs and local data producers, and has streamlined elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels. The following are key points about this collection.

No individual student or staff level data. *EDFacts* does not collect individual student or staff-level data. All data provided to *EDFacts* is aggregated – often by categories such as grade level. Although some of the data files may contain small numbers, none of the data are linked to specific students or staff members. In submitting data to *EDFacts*, SEAs and other data suppliers cannot suppress the data in small data cells.

Data are associated with the school year of performance. For example, the membership table (DG39) data for October 1, 2025, are associated with SY 2025-26 since the membership table data represent the beginning counts of students for the school year.

WHO SUBMITS DATA?

EDFacts collects data on the education units in each of the 50 states, District of Columbia, Puerto Rico, the outlying areas and freely associated states (i.e., American Samoa, Guam, Commonwealth of Northern Mariana Islands, Marshall Islands, Micronesia, Palau, and the U.S. Virgin Islands), Department of Defense Education Activity (DoDEA), and Bureau of Indian Education (BIE).

The data are submitted by the State Education Agency (SEA). The SEA is the state agency designated as the agency that administers the federal grant programs under the *ESEA*. State agencies, other than the SEA, may be involved in federal grant programs.

WHAT DATA ARE COLLECTED?

EDFacts collects data on behalf of the Department’s grant program offices and the Common Core of Data (CCD). The data collected are listed in Attachment A as data groups and categories and their permitted values.

What is a data group?

A data group is a specific aggregation (i.e., group) of related data that are stored in *EDFacts* to satisfy the specific information need of one or more ED program offices. Thus, a data group does not represent a single data entry but rather a set of related data entries. Each data group is intended to be discrete, concise, universally understood, and non-redundant.

For example, the membership table is a data group defined as “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.” Data groups are assigned identification numbers. The identification number of the membership table is 39 displayed as DG39.

What are categories and their permitted values?

A category is a grouping that an SEA uses to aggregate data before the SEA sends the data to ED. Permitted values are the predetermined different values of the categories. For example, data may be aggregated by the category Grade Level which has permitted values from pre-kindergarten to Grade 12.

Data categories are also options for data groups. For example, the options for the school type (DG21) are regular, special Education, career and technical education, or alternative education schools. These options are a category.

What are category sets?

A category set is a combination of categories and their permitted values (*e.g.*, racial ethnic by grade level). For example, the Membership table (DG39) has a single category set of grade level (membership), racial ethnic, and sex. For this category set, data are reported as follows:

- Grade 1, American Indian or Alaska Native, Female
- Grade 1, American Indian or Alaska Native, Male
- Grade 2, American Indian or Alaska Native, Female
- Grade 2, American Indian or Alaska Native, Male
- Etc.
- Grade 1, Asian, Female
- Grade 1, Asian, Male
- Grade 2, Asian, Female
- Grade 2, Asian, Male
- Etc.

What are reporting periods?

The reporting period is the period of time for the count. Counts can be either cumulative over a period of time or a snapshot of a specific day. For example, the reporting period for the Membership table (DG39) is October 1 or the closest school day.

HOW ARE DATA COLLECTED?

Each SEA has one or more staff with access to EDPass. SEAs upload data files and respond to questions about the data through EDPass web screens. EDPass also provides data quality results based on predefined business rules. Once the SEA has addressed all business rule failures, the SEA submits the data files and metadata collections to EDFacts.

WHAT DEFINITIONS ARE USED?

In order to consolidate and centralize elementary and secondary data collections, definitions have been standardized.

Children with Disabilities (IDEA) (also referred to as Students with Disabilities (IDEA)) –

Based on Section 602(3) of the *IDEA*, children with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; a specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the *Individuals with Disabilities Education Act (IDEA)* according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or services plan.

English Learner Students – In coordination with the state’s definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term ‘English learner’, when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*who is i, ii, or iii*)
 - (i) who was not born in the United States or whose native languages are languages other than English;
 - (ii) (*who is I and II*)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who came from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (*who is denied i or ii or iii*)
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Migratory Child – According to sections 1115(c)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2), 1115(b), and 1309(2) of the statute and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or the child is not yet at a grade level at which the LEA provides a free public education; *and*

3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3 above, the child moved due to economic necessity from one residence to another residence, and:
 - a. From one school district to another; or
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Homeless Students, as defined by MV Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725 and reauthorized in ESEA, as amended by ESSA, Title IX, Section 9105, are children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:

1. students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
3. students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.

WHAT IS THE DIRECTORY?

The directory is the list of LEAs and schools that each SEA submits. Each SEA submits files containing data that define the education units in that state, that is, a directory. The education units in each state are organized into a three-tier hierarchy:

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

Every school is associated with an LEA and every LEA is associated with a state. The state and NCES identifiers link the education units to each other within the hierarchy. Thus, the record for each school includes both the state and NCES identifiers of the LEA to which the school belongs. Records for both LEAs and schools include the identifiers of the state. Each SEA fits its unique set of education units into this three-tier hierarchy so that the state can accurately and completely report its data.

STATE (SEA) LEVEL

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

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

State agencies, other than the SEA, may be involved in “coordinating and supervising public elementary and secondary instruction.” The directory record at the state level is for the SEA.

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

LOCAL EDUCATION AGENCY (LEA) LEVEL

The definition of an LEA is from the Elementary and Secondary Education Act of 1965, as amended.

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

Several types of education units are reported at the LEA level. These types have historically been assigned numbers.

- 1 – Regular public school district that is NOT a component of a supervisory union
- 2 – Regular public school district that is a component of a supervisory union
- 3 - Supervisory union
- 4 - Service agency
- 5 - State operated agency
- 6 - Federal operated agency
- 7 – Independent charter district
- 8 – Other local education agency
- 9 - Specialized public school district

Other local education agency (8) is used when an SEA has data to report for an entity that is not one of the other types.

REGULAR PUBLIC SCHOOL DISTRICTS (1 AND 2)

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

Definition – Regular Public School District

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

Under this definition, a regular public school district:

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

Regular public school districts are reported as either:

1. Regular public school district that is not a component of a supervisory union
2. Regular public school district that is a component of a supervisory union

SUPERVISORY UNION (3)

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

Definition – Supervisory Union

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

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

SERVICE AGENCY (4)

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

Definition – Service Agency

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

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

STATE OPERATED AGENCIES (5)

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

Definition – State Operated Agency

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

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

FEDERAL OPERATED AGENCIES (6)

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

Definition – Federal Operated Agency

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

INDEPENDENT CHARTER DISTRICTS (7)

Some states have charter legislation that creates or allows for independent charter districts. In other states, all charter schools are under regular public school districts. If the state has

legislation and has created independent charter districts, then any education units created under that authority are reported as independent charter districts.

Independent Charter District - An education unit that is not under the administrative control of another local education agency and that operates one or more charter schools – and only charter schools.

SPECIALIZED PUBLIC SCHOOL DISTRICT (9)

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

Definition – Specialized Public School District

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

Under this definition, a specialized public school district:

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

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

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

SCHOOL (SCH) LEVEL

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

Public Elementary/Secondary School - An organization authorized by public authority and financed primarily through public funds to provide public education to students.

Under this definition, schools:

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

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

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

REGULAR SCHOOL (1)

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

Definition – Regular School

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

SPECIAL EDUCATION SCHOOLS (2)

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

Definition – Special Education School

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

CAREER AND TECHNICAL EDUCATION SCHOOLS (3)

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

Definition – Career and Technical Education School

A career and technical education school is a public elementary/secondary school that

focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for technical or professional occupations.

ALTERNATIVE EDUCATION SCHOOLS (4)

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

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

Definition - Alternative Education School

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

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

REPORTABLE PROGRAM (5)

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

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

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

CHARTER SCHOOLS

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

Charter School - 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.

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

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

States with charter schools submitting a file with:

- charter authorizers
- management organizations

Charter Authorizers: SEAs submit a file (FS190) with the list or roster of authorized public chartering agencies (aka charter authorizers) in their state. The charter schools are linked to the charter authorizers using the identifier. Only states that have charter schools submit data on charter authorizers.

Management Organizations: SEAs submit a file (FS196) with a list of Management Organizations in their state. The purpose of the data on the management organizations is to provide the Charter School Program (CSP) Office insight into the extent and scope of the relationships between CMOs and EMOs with charter schools. The federal grant funding provided to states is allocated to schools that work with such non-profit and for-profit organizations, which assist in directing the charter schools, without always having accountability to a district or the state. The roster of these organizations provides stronger oversight and accountability for federal funds.

Management organization can be:

- Charter Management Organization (CMO) – a non-profit organization that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.

- Education Management Organization (EMO) – a for-profit entity that operates or manages a network of charter schools (either through a contract or as the charter holder) linked by centralized support, operations, and oversight.
- Single Management (non-profit) – a non-profit organization that is not a CMO or EMO and that provides management services to one charter school.
- Single Management (for-profit) – a for-profit entity that is not a CMO or EMO and that provides management services to one charter school.

APPENDIX A: CITATION CODE OF FEDERAL REGULATIONS

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

TITLE I—EDUCATION SCIENCES REFORM

SEC. 101. SHORT TITLE.

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

SEC. 102. DEFINITIONS.

In this title:

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

When the Elementary and Secondary Education Act of 1965 was amended by the Every Student Succeeds Act, ESRA was amended with the following text that updated the references and some definitions:

(ff) **EDUCATION SCIENCES REFORM ACT OF 2002.**—The Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.) is amended as follows: (1) Paragraph (1) of section 102 (20 U.S.C. 9501) is amended to read as follows: “(1)(A) **IN GENERAL.**—The terms ‘elementary school’, ‘secondary school’, ‘local educational agency’, and ‘State educational agency’ have the meanings given those terms in section 8101 of the Elementary and Secondary Education Act of 1965. “(B) **OUTLYING AREAS.**—The term ‘outlying areas’ has the meaning given such term in section 1121(c) of such Act. “(C) **FREELY ASSOCIATED STATES.**—The term ‘freely associated states’ means the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.”. (2) Section 173(b) (20 U.S.C. 9563(b)) is amended by striking “part E of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6491 et seq.)” and inserting “section 8601 of the Elementary and Secondary Education Act of 1965”.

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

34 CFR § 303.23 Local educational agency

(a) **GENERAL. LOCAL EDUCATIONAL AGENCY** or LEA means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or

secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.

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

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

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

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

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

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

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

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

APPENDIX B: ACRONYMS

Data group and data category definitions and comments may include acronyms. These acronyms are defined here. They are not defined within each data group or data category description.

- ACGR – Adjusted Cohort Graduation Rate
- CCD – Common Core of Data
- CEIS – Coordinated Early Intervening Services
- CEO – Community Eligibility Option
- CFR – Code of Federal Regulations
- CMO – Charter Management Organization
- CRDC – Civil Rights Data Collection
- CSP – Charter School Programs
- CSPR – Consolidated State Performance Report
- DG – Data Group
- ED – U.S. Department of Education
- EHCY – Education for Homeless Children and Youth
- EL – English Learner
- EMO – Education Management Organization
- ESEA – *Elementary and Secondary Education Act*
- FRPL – Free & Reduced Price Lunch
- FS – File Specification
- FTE – Full Time Equivalent
- GED – General Educational Development
- GEPA – General Education Provisions Act
- GFSA – Gun-Free Schools Act
- GPRA – Government Performance and Results Act
- HS – High School
- IDEA – *Individuals with Disabilities Education Act*
- IEP – Individualized Education Program
- IFSP – Individualized Family Service Plan
- IHE – Institute of Higher Education
- ISU – Integrated Support Unit
- K-12 – Kindergarten through grade 12
- LEA – Local Educational Agency
- MEP – Migrant Education Program
- MOE – Maintenance of Effort
- NCES – National Center for Education Statistics
- NCLB – *No Child Left Behind Act*

- N or D – Neglected or Delinquent
- NSLP – National School Lunch Program
- OCFO – Office of the Chief Financial Officer
- OCR – Office for Civil Rights
- OELA – Office of English Language Acquisition
- OESE – Office of Elementary and Secondary Education
- OII – Office of Innovation and Improvement
- OME – Office of Migrant Education
- OSHS – Office of Safe and Healthy Students
- OSEP – Office of Special Education Programs
- OSERS – Office of Special Education and Rehabilitative Services
- PK-12 – Pre-kindergarten through grade 12
- REAP – Rural Education Achievement Program
- RLIS – Rural and Low-Income Schools
- SA – School Age
- SEA – State Educational Agency
- SWP – Schoolwide Program
- SY – School Year
- TAS – Targeted Assistance School
- URL – Uniform Resource Locator