PAPERWORK REDUCTION ACT SUBMISSION SUPPORTING STATEMENT

Mandatory Civil Rights Data Collection

July 2025

ATTACHMENT A-2

Data Groups for Civil Rights Data Collection for School Years 2025–26 and 2027–28

Revised after 60-day public comment period.

Responses to, and changes made as a result of comments received during the 60-day public comment period are primarily addressed and reflected in Attachment B. In this Data Groups document, changes made as a result of comments received during the 60-day public comment period and in response to the Trump Administration's priorities are noted with a "†".

INTRODUCTION

This attachment contains the details of sets of related data entries known as data groups (DG) that are used for the Civil Rights Data Collection (CRDC) collected from state educational agencies (SEA), local educational agencies (LEA), and schools.

To fully understand the data groups presented in this attachment, the reader should use Attachments A-1 and A-3 as references. Attachment A-1 explains how to read the table of information on each data group. Attachment A-3 contains the definitions and permitted values of the categories in the category sets.

In this attachment, data groups are listed in alphabetical order by data group name. For readability, the tables that describe data groups are not divided between pages, if possible. This results in some pages having significant blank space.

DATA GROUPS THAT ARE PART OF THE CRDC

Data groups that will be considered part of the CRDC fall into the following sets.

- Set A: Data groups submitted by LEAs through the CRDC, and also collected from SEAs through the ED*Facts* Submission System (ESS) to ensure internal consistency of the CRDC.
- Set B: Data groups submitted by LEAs and schools for the CRDC.
- Set C: Data groups submitted by SEAs through ESS and merged into the CRDC dataset to provide more complete and robust data for civil rights purposes, with no additional burden on SEAs or LEAs.

Set A Data Groups—Collected through both CRDC and ESS

The data groups, as collected through the CRDC, are explained in this attachment.

The data groups, as collected through the ESS, are explained in Attachments A and B of the ED*Facts* school years 2022–23, 2023–24, and 2024–25 (with 2021–22 continuation) information collection package titled, "Annual Mandatory Collection of Elementary and Secondary Education Data through ED*Facts*." The ED*Facts* information collection package (OMB control number: 1850-0925) is available at https://www.regulations.gov/docket/ED-2021-SCC-0159.

Data Group (DG) Name	Level	DG ID	Page
Charter status	School	915 (CRDC) 27 (ESS)	A2-7
Grades offered	School	932 (CRDC) 18 (ESS)	A2-7

Membership **Revised! †**	LEA, School	979 (CRDC) 39 (ESS)	A2-8
School type	School	977 (CRDC) 21 (ESS)	A2-9

Set B Data Groups—Collected through CRDC only

These data groups are explained in this attachment.

Data Group (DG) Name	**Level**	**DG ID**	**Page**
Advanced Placement course by subject enrollment table **Revised! †**	School	900	A2-10
Advanced Placement course enrollment table **Revised! †**	School	901	A2-11
Advanced Placement course self-selection	School	902	A2-12
Advanced Placement different courses offered	School	903	A2-13
Algebra I classes—middle school	School	906	A2-14
Algebra I course enrollment—grades 7-8 **Revised! †**	School	908	A2-15
Algebra I course enrollment—high school **Revised! †**	School	909	A2-16
Algebra I course passing—grades 7-8 **Revised! †**	School	911	A2-17
Algebra I course passing—high school **Revised! †**	School	912	A2-18
Alternative school focus	School	914	A2-19
Civil rights coordinators contact information **Revised!**	LEA	916	A2-19
Computer science classes—high school	School	1011	A2-20
Computer science course enrollment—high school **Revised †**	School	1013	A2-21
Corporal punishment instances—preschool	School	1010	A2-22
Corporal punishment instances table	School	917	A2-22
Credit recovery student participation	School	992	A2-23
Data science classes—high school	School	1030	A2-23
Data science course enrollment—high school **Revised! †**	School	1031	A2-24
Deaths due to homicide	School	919	A2-25
Desegregation order or plan	LEA	920	A2-25
Discipline of preschool children table	School	921	A2-26
Discipline of students with disabilities (*IDEA* and Section 504) table **Revised! †**	School	922	A2-27
Discipline of students without disabilities table **Revised! †**	School	923	A2-28
Distance education student enrollment table **Revised! †**	LEA	993	A2-29
Dual enrollment/dual credit program student enrollment **Revised! †**	School	994	A2-30
Early childhood program for non-*IDEA* children	LEA	926	A2-31
English learner students **Revised! †**	School	946	A2-31
English learner students—preschool	School	1032	A2-32
English learner students in EL programs **Revised! †**	School	947	A2-32
English learner students in EL programs—preschool	School	1033	A2-33
Firearm use	School	927	A2-33
Geometry course enrollment—grade 8	School	930	A2-34
Gifted/talented program enrollment table **Revised! †**	School	931	A2-35
Harassment or bullying—policy table **Revised! †**	LEA	988	A2-36

Data Group (DG) Name	Level	DG ID	Page
Harassment or bullying—policy (other categories) **Revised! †**	LEA	1034	A2-37
Harassment or bullying—web link table **Revised! †**	LEA	1022	A2-38
Harassment or bullying—web link (other categories) **Revised! †**	LEA	1035	A2-39
Harassment or bullying—reported allegations table	School	933	A2-40
Harassment or bullying—allegations by religion table	School	1023	A2-41
Harassment or bullying—students disciplined table **Revised! †**	School	934	A2-42
Harassment or bullying—students reported as harassed or bullied table **Revised! †**	School	935	A2-43
High school equivalency exam preparation program participation table **Revised! †**	LEA	929	A2-44
Informal removals of preschool children **New! †**	School	1004	A2-45
Informal removals of students with disabilities (*IDEA* and Section 504) **New! †**	School	1005	A2-46
Informal removals of students without disabilities **New! †**	School	1006	A2-47
Informal removals instances **New! †**	School	1054	A2-48
Informal removals instances—preschool **New! †**	School	1055	A2-48
Instruction type **New!**	School	907	A2-49
International Baccalaureate Programme enrollment table **Revised! †**	School	936	A2-50
Interscholastic athletics participants **Revised! †**	School	1036	A2-51
Interscholastic athletics sports	School	937	A2-51
Interscholastic athletics teams	School	938	A2-52
Justice facility days in regular school year table	School	940	A2-53
Justice facility educational program participants table	School	941	A2-54
Justice facility educational program hours per week table	School	942	A2-55
Justice facility type	School	943	A2-56
Kindergarten daily length and cost	LEA	944	A2-57
Magnet program detail	School	948	A2-58
Magnet status	School	949	A2-59
Mathematics classes—high school	School	950	A2-59
Mathematics course enrollment—high school **Revised! †**	School	951	A2-60
Membership—non-LEA	LEA	989	A2-61
Membership—non-LEA (K-12 only) **New! †**	LEA	910	A2-61
Membership—non-LEA (preschool only) **New!**	LEA	939	A2-62
Offenses table	School	952	A2-63
Offenses incidents—students	School	1024	A2-64
Offenses incidents—school staff	School	1025	A2-65
Offenses allegations—school staff resignation	School	1026	A2-65
Offenses allegations—school staff determination	School	1027	A2-66
Offenses allegations—school staff determination pending	School	1028	A2-66
Offenses allegations—school staff duty reassignment	School	1029	A2-67
Preschool ages for non-*IDEA* children	School, LEA	953	A2-67

Data Group (DG) Name	**Level**	**DG ID**	**Page**
Preschool daily length and cost	LEA	954	A2-68
Preschool eligible children	LEA	955	A2-68
Preschool enrollment table	School	956	A2-69
Preschool grade	School	913	A2-69
Preschool children served table	LEA	957	A2-70
Public schools total	LEA	958	A2-70
Referrals or arrests instances	School	1047	A2-71
Remote instruction provided by teachers **Retired!**	School	1041	A2-72
Remote instruction received by students ~~**Retired!**~~ **Revised! †**	School	1042	A2-73
Remote instruction setting **New!**	School	1048	A2-74
Restraint or seclusion for *IDEA* students table **Revised! †**	School	959	A2-75
Restraint or seclusion for non-*IDEA* students table **Revised! †**	School	960	A2-75
Restraint or seclusion instances table	School	961	A2-76
Restraint or seclusion of students in non-LEA facilities **New! †**	LEA	1049	A2-77
Retention table **Revised! †**	School	963	A2-78
SAT or ACT test participation table **Revised! †**	School	964	A2-79
School fiber-optic connection	School	1016	A2-79
School-issued devices	School	1017	A2-80
School Wi-Fi access in classrooms	School	1018	A2-80
School Wi-Fi enabled devices	School	1019	A2-80
Student-owned devices	School	1020	A2-80
School counselors (FTE)	School	965	A2-81
School days missed due to out-of-school suspensions table **Revised! †**	School	966	A2-82
Science classes—high school	School	973	A2-83
Science course enrollment—high school **Revised! †**	School	974	A2-84
Security staff (FTE) table	School	975	A2-85
Single-sex academic classes table	School	976	A2-86
Special education school	School	1015	A2-86
Students with disabilities served under *IDEA* **Revised! †**	School	980	A2-87
Students with disabilities served under *IDEA*—preschool	School	1037	A2-87
Students with disabilities served under Section 504 only **Revised! †**	School	981	A2-88
Students with disabilities served under Section 504 only—preschool	School	1038	A2-88
Support services staff (FTE)	School	982	A2-89
Suspension instances	School	1007	A2-90
Suspension instances—preschool	School	1008	A2-91
Teacher absenteeism table	School	983	A2-92
Teacher certification areas (FTE) **Revised! †**	School	1039	A2-94
Teacher credentials (FTE)	School	990	A2-96
Teacher credentials (FTE)—not certified	School	1009	A2-98
Teachers (FTE)	School	984	A2-100
Teachers (counts)—current	School	1003	A2-102

Data Group (DG) Name	Level	DG ID	Page
Teachers (counts)—previous and current	School	1040	A2-104
Teacher experience	School	985	A2-105
Threat assessment team **New!** †	School	1050	A2-107
Threat assessment team—preschool **New!** †	School	1051	A2-108
Threat assessment team—students with disabilities (*IDEA* and Section 504) **New!** †	School	1052	A2-108
Threat assessment team—students without disabilities **New!** †	School	1053	A2-109
Ungraded detail	School	986	A2-110
Wi-Fi enabled devices needed for remote learning	School	1043	A2-110
Wi-Fi enabled devices received for remote learning	School	1044	A2-110
Wi-Fi hotspot needed for remote learning	School	1045	A2-111
Wi-Fi hotspot received for remote learning	School	1046	A2-111

Set C Data Groups—Collected through ESS only, merged into CRDC dataset after collection is complete, with no additional burden on SEAs or LEAs

The four data groups in the table below are presented in this attachment.

Data Group (DG) Name	Level	DG ID	Page
Children with disabilities (IDEA) school age table	School	74 (ESS)	A2-112
Chronic absenteeism table	School	814 (ESS)	A2-113
Graduates/completers table	School	306 (ESS)	A2-114
Title I school status	School	22 (ESS)	A2-115

For a detailed explanation of the ESS data groups (OMB control number: 1850-0925), the reader should go to https://www.regulations.gov/docket/ED-2021-SCC-0159/document, and review Attachments A and B of the ED*Facts* school years 2022–23, 2023–24, and 2024–25 (with 2021–22 continuation) information collection package.

SET A: DATA GROUPS COLLECTED THROUGH CRDC AND ESS

Group Name: Charter status			**DG: 915**
Definition	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 a public charter school.		
Permitted Values	• Yes • No • Not applicable		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	A charter school is a public school that 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 a public charter school.		

Group Name: Grades offered			**DG: 932**
Definition	The grade level(s) offered by the school or LEA.		
Permitted Values	• Ungraded • Prekindergarten* • 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* • Adult Education* • No Grades*	
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☑	State £
Education Unit Total	£		
Comment	For the CRDC, preschool is also considered a grade. See data group Preschool grade (DG913). Permitted values with an asterisk (*) are not used for the CRDC.		

Revised †

Group Name: Membership			**DG: 979**
Definition	The official unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or LEA or students whose membership is reported by another school or LEA.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☑	State £
Education Unit Total	☑		
Comment	Each student is counted individually, no full-time equivalency. Students must be counted in the school where they physically and/or remotely attend for more than 50% of the school day. For distance education schools or virtual remote schools, students must be counted in the school from which they receive more than 50% of their coursework. Education Unit Total applies to the CRDC LEA reporting level. Category set A is reported at the CRDC school level only.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)–Expanded~~ †		

Group Name: School type			**DG: 977**
Definition	The classification of schools based on the curriculum concentration.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	School types below with an asterisk (*) are not used for the CRDC. **Code Set:** • 1 - Regular School* 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. • 2 - Special Education School* 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. • 3 - Career and Technical Education School* A public elementary/secondary school that focuses primarily on providing students with an occupationally relevant or career-related curriculum, including formal preparation for technical or professional occupations. • 4 - Alternative Education School A public elementary/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. • 5 - Reportable Program* Program that does not meet the definition of a public elementary/secondary school.		

SET B: DATA GROUPS COLLECTED THROUGH CRDC ONLY

Revised! †

Group Name: Advanced Placement course by subject enrollment table			**DG: 900**
Definition	The number of students enrolled in at least one Advanced Placement (AP) course in a subject area.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that have students who are enrolled in one or more AP courses. For each subject area, the data should be unduplicated. Category sets B and C do not include all students. Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams. Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Subject Area (Advanced Placement) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Subject Area (Advanced Placement) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Subject Area (Advanced Placement) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Advanced Placement course enrollment table			**DG: 901**
Definition	The unduplicated number of students enrolled in at least one Advanced Placement (AP) course.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students. Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams. Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership) – Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership) – Expanded~~ †		
Category Set C †	• Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership) – Expanded~~ †		
Category Set D †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership) – Expanded~~ †		

Group Name: Advanced Placement course self-selection			**DG: 902**
Definition	An indication of whether enrollment via self-selection by the student is permitted for all Advanced Placement (AP) courses offered.		
Permitted Values	• Yes • No • Not applicable		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that have students who are enrolled in one or more AP courses. Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams. Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses. Advanced Placement (AP) course self-selection – AP course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).		

Group Name: Advanced Placement different courses offered			**DG: 903**
Definition	The unduplicated number of different Advanced Placement (AP) courses offered by the school.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Report only for schools that have students who are enrolled in one or more AP courses. Count different AP courses and not classes. Examples of different AP courses are Biology, Chemistry, Calculus AB, and Calculus BC. Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams. Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.		

Group Name: Algebra I classes—middle school			**DG: 906**
Definition	The unduplicated number of classes in Algebra I college-preparatory course at the middle school level.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Report only for schools with grade 7 or 8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.		

Revised! †

Group Name: Algebra I course enrollment—grades 7-8			**DG: 908**
Definition	The unduplicated number of students in grades 7-8 enrolled in Algebra I college-preparatory course.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling –Single day at the end of the regular school year • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with grades 7-8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course. Category sets B and C do not include all students. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Algebra I course enrollment—high school	**DG: 909**

Definition	The number of high school level students enrolled in Algebra I college-preparatory course.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – Single day at the end of the regular school year • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course. Report only for schools with grade 9 or 10, and that provide college-preparatory Algebra I course. Report only for schools with grade 11 or 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course. For each grade span, the data should be unduplicated. Category sets B and C do not include all students. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Grade Span (Secondary) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Grade Span (Secondary) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Grade Span (Secondary) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Algebra I course passing—grades 7-8			**DG: 911**
Definition	The unduplicated number of students in grades 7-8 who passed Algebra I college-preparatory course.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with students in grades 7-8 and/or ungraded middle school age students who are enrolled in Algebra I course. Category sets B and C do not include all students. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Algebra I course passing—high school			**DG: 912**
Definition	The number of high school level students who passed Algebra I college-preparatory course.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with students in grade 9 or 10 who are enrolled in Algebra I course. Report only for schools with students in grade 11 or 12 and/or ungraded high school age students who are enrolled in Algebra I course. For each grade span, the data should be unduplicated. Category sets B and C do not include all students. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Grade Span (Secondary) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Grade Span (Secondary) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Grade Span (Secondary) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Alternative school focus			DG: 914
Definition	An indication of the specific group of students whose needs the alternative school is designed to meet.		
Permitted Values	• Alternative school for students with academic difficulties • Alternative school for students with discipline problems • Alternative school for students with academic difficulties and discipline problems		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools designated as alternative schools. 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.		

Revised!

Group Name: Civil rights coordinators contact information			DG: 916
Definition	Contact information for civil rights coordinators.		
Permitted Values	• First Name • Last Name • Email Address		
Reporting Period **Revised!**	October 1 of the following school year		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Civil rights coordinators lead efforts to carry out LEAs' responsibilities under federal law prohibiting discrimination against students and others on the bases of sex, race/color/national origin, and/or disability by recipients of federal financial assistance from the U.S. Department of Education.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Civil Rights Law (Coordinators)		

Group Name: Computer science classes—high school			**DG: 1011**
Definition	The unduplicated number of classes in computer science courses at the high school level.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Computer science courses involve the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society. They often include computer programming or coding as a tool to create things like software, applications, games, websites and electronics, managing large databases of information, legal and ethical issues involved in computer technology use, and network security. Computer science does not include using a computer to do everyday things, such as browsing the internet, use of tools like word processing, spreadsheets or presentation software, or using computers in the study and exploration of other subjects.		

Revised! †

Group Name: Computer science course enrollment—high school			**DG: 1013**
Definition	The number of high school level students enrolled in computer science courses.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide computer science courses. Computer science courses involve the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society. They often include computer programming or coding as a tool to create things like software, applications, games, websites and electronics, managing large databases of information, legal and ethical issues involved in computer technology use, and network security. Computer science does not include using a computer to do everyday things, such as browsing the internet, use of tools like word processing, spreadsheets or presentation software, or using computers in the study and exploration of other subjects.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Corporal punishment instances—preschool	**DG: 1010**

Definition	The number of instances of corporal punishment that preschool children received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of corporal punishment for children enrolled in preschool. Preschool refers to preschool programs and services for children ages 3 through 5. Include the number of instances, not the number of children who received corporal punishment. A child may have received corporal punishment more than once if the child was involved in multiple offenses. Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a child.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Preschool (Corporal Punishment and Suspension)		
Category Set B	• Preschool (Corporal Punishment)		

Group Name: Corporal punishment instances table			**DG: 917**
Definition	The number of instances of corporal punishment that K-12 students received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of corporal punishment for students enrolled in grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who received corporal punishment. A student may have received corporal punishment more than once if the student was involved in multiple offenses. Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Disability Status (Corporal Punishment)		

Group Name: Credit recovery student participation			DG: 992
Definition	The unduplicated number of students who participate in at least one credit recovery program that allows them to earn missed credit in order to graduate from high school.		
Permitted Values	• Integer		
Reporting Period	School year up to one day prior to the beginning of the following school year		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Credit recovery programs (including courses or other instruction) aim to help more students graduate by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies, including online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.		

Group Name: Data science classes—high school			DG: 1030
Definition	The unduplicated number of classes in data science courses at the high school level.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Data science courses focus on learning and gathering meaning from datasets, using methods from mathematics, statistics, computing, and other fields. Students in data science courses learn data-related skills, such as data cleaning, merging, analysis, modelling, and visualization; exposure to a wide variety of data types; and may study societal, ethical, and civic implications of data usage and analysis. Many data science courses also include coverage of the "data cycle," akin to the scientific method: 1) formulating data-related questions; 2) gathering and collecting		

	data; 3) exploring the data; 4) analyzing the data; and 5) interpreting and communicating the results, which then leads to additional inquiry.

Revised! †

Group Name: Data science course enrollment—high school			**DG: 1031**
Definition	The number of high school level students enrolled in data science courses.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide data science courses. Data science courses focus on learning and gathering meaning from datasets, using methods from mathematics, statistics, computing, and other fields. Students in data science courses learn data-related skills, such as data cleaning, merging, analysis, modelling, and visualization; exposure to a wide variety of data types; and may study societal, ethical, and civic implications of data usage and analysis. Many data science courses also include coverage of the "data cycle," akin to the scientific method: 1) formulating data-related questions; 2) gathering and collecting data; 3) exploring the data; 4) analyzing the data; and 5) interpreting and communicating the results, which then leads to additional inquiry.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Deaths due to homicide	**DG: 919**

Definition	An indication of whether any of the school's students, faculty, or staff died as a result of a homicide committed at the school.		
Permitted Values	• Yes • No		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment			

Group Name: Desegregation order or plan			**DG: 920**
Definition	An indication of whether the LEA is covered by a desegregation order or plan.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Desegregation order or plan – An order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district's actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the *Civil Rights Act* of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.		

Group Name: Discipline of preschool children table	**DG: 921**

Definition	The number of preschool children who were disciplined during the school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. For each discipline method, the data should be unduplicated. Category sets B, C, and D do not include all children.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Discipline Method (Preschool) • Racial Ethnic • Sex (Membership)		
Category Set B	• Discipline Method (Preschool) • Disability Status (*IDEA*) • Sex (Membership)		
Category Set C	• Discipline Method (Preschool) • EL Status (Only) • Sex (Membership)		
Category Set D	• Discipline Method (Preschool) • Disability Status (Section 504 Only) • Sex (Membership)		

Revised! †

Group Name: Discipline of students with disabilities (*IDEA* and	**DG: 922**

Section 504) table			
Definition	The number of students with disabilities (*IDEA* and Section 504) who were disciplined during the school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each discipline method, the data should be unduplicated. Category set A includes students with disabilities served under *IDEA* only. Category set B includes students with disabilities served under Section 504 only. Category set C does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Discipline Method • Disability Status (*IDEA*) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Discipline Method • Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Discipline Method • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Discipline of students without disabilities table	DG: 923

Definition	The number of students without disabilities who were disciplined during the school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each discipline method, the data should be unduplicated. Category set B does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Discipline Method • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Discipline Method • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Distance education student enrollment table	**DG: 993**

Definition	The unduplicated number of students enrolled in any distance education courses.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Category sets B and C do not include all students. Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students. LEAs should provide response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the district should not be included unless the district has access to enrollment and monitoring information for those courses.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded)~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Dual enrollment/dual credit program student enrollment	**DG: 994**

Definition	The unduplicated number of students enrolled in at least one dual enrollment/dual credit program that allows them to take college-level courses and earn concurrent credit toward a high school diploma and a college degree.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment	For schools with any grade 9 through 12 or ungraded with high school age students. For schools with students enrolled in at least one dual enrollment/dual credit program. Category sets B and C do not include all students. Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Early childhood program for non-*IDEA* children	**DG: 926**
Definition	An indication of whether the LEA's early childhood program

	serves non-*IDEA* children birth through age 2.		
Permitted Values	• Yes • No • Not applicable		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Report only for LEAs that provide early childhood program(s).		

Revised! †

Group Name: English learner students			**DG: 946**
Definition	The unduplicated number of students enrolled in school who are English learners (EL).		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include EL students enrolled in grades K-12, and comparable ungraded levels. Include all EL students, regardless of whether they are enrolled in English language instruction educational programs designed for EL students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: English learner students—preschool		**DG: 1032**
Definition	The unduplicated number of students enrolled in preschool who are	

	English learners (EL).		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include EL students enrolled in preschool. Include all EL students, regardless of whether they are enrolled in English language instruction educational programs designed for EL students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Sex (Membership)		
Category Set B	• Racial Ethnic • Sex (Membership)		

Revised! †

Group Name: English learner students in EL programs			**DG: 947**
Definition	The unduplicated number of English learner (EL) students enrolled in English language instruction educational programs designed for EL students.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment	Include EL students enrolled in grades K-12, and comparable ungraded levels. Include only EL students who are enrolled in English language instruction educational programs designed for EL students. This includes students served through *ESEA* Title III, as amended by *ESSA*, and students receiving EL services through other programs designed for EL students. Category set B does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (IDEA) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: English learner students in EL programs—preschool		**DG: 1033**
Definition	The unduplicated number of English learner (EL) preschool students enrolled in English language instruction educational	

	programs designed for EL students.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment	Include EL students enrolled in preschool. Include only EL students who are enrolled in English language instruction educational programs designed for EL students. This includes students served through *ESEA* Title III, as amended by *ESSA*, and students receiving EL services through other programs designed for EL students. Category set B does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Racial Ethnic • Sex (Membership)		
Category Set B	• Disability Status (IDEA) • Sex (Membership)		

Group Name: Firearm use			**DG: 927**
Definition	An indication of whether there been at least one incident at the school that involved a shooting (regardless of whether anyone was hurt).		
Permitted Values	• Yes • No		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA ☐	State £
Education Unit Total	£		
Comment	Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm.		

Group Name: Geometry course enrollment—grade 8		**DG: 930**
Definition	The unduplicated number of students in grade 8 enrolled in Geometry college-preparatory course.	
Permitted Values	• Integer	

Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Report only for schools with grade 8 and/or ungraded with middle school age students, and that provide college-preparatory Geometry course. Geometry is a course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.		

Revised! †

Group Name: Gifted/talented program enrollment table	DG: 931
Definition	The unduplicated number of students enrolled in gifted/talented programs.
Permitted Values	• Integer

Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Report only for schools with one or more gifted/talented programs. Category sets B and C do not include all students. Gifted/talented programs – Programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Harassment or bullying—policy table	**DG: 988**
Definition	An indication of whether the LEA has a written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.
Permitted Values	• Yes

	• No		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment †	Harassment or bullying on the basis of sex – Harassment or bullying on the basis of sex refers to harmful conduct based on actual or perceived sex (including sexual orientation, ~~gender identity, sex characteristics,~~ sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. † Harassment or bullying on the basis of race, color, or national origin – Racial harassment or bullying refers to harmful conduct based on actual or perceived race, color or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling, graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. Harassment or bullying on the basis of disability – Disability harassment or bullying refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling, graphic and written statements, which may include use of cell phones or the Internet, or other conduct that may be physically threatening, harmful or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.		

Revised! †

Group Name: Harassment or bullying—policy (other categories)	**DG: 1034**
Definition †	An indication of whether the LEA has a written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation~~; gender identity;~~ or religion.
Permitted Values	• Yes

	• No		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment †	Harassment or bullying on the basis of sexual orientation – Sexual orientation harassment or bullying refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. Harassment or bullying on the basis of religion – Religious harassment or bullying refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. ~~Harassment or bullying on the basis of gender identity – Gender identity harassment or bullying refers to harmful conduct based on actual or perceived gender identity (including harassment because a student identifies as or is perceived to be transgender, cisgender, or nonbinary). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.~~ †		

Revised! †

Group Name: Harassment or bullying—web link table	**DG: 1022**
Definition	The web link to the LEA's written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.
Permitted Values	• Text for comments

Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment †	Include web link to policy or policies. Harassment or bullying on the basis of sex – Harassment or bullying on the basis of sex refers to harmful conduct based on actual or perceived sex (including sexual orientation, ~~gender identity, sex characteristics,~~ sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. † Harassment or bullying on the basis of race, color, or national origin – Racial harassment or bullying refers to harmful conduct based on actual or perceived race, color or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling, graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. Harassment or bullying on the basis of disability – Disability harassment or bullying refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling, graphic and written statements, which may include use of cell phones or the Internet, or other conduct that may be physically threatening, harmful or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.		

Revised! †

Group Name: Harassment or bullying—web link (other categories)	**DG: 1035**
Definition †	The web link to the LEA's written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation~~; gender identity;~~ or religion.
Permitted Values	• Text for comments

Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment †	Include web link to policy or policies. Harassment or bullying on the basis of sexual orientation – Sexual orientation harassment or bullying refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. Harassment or bullying on the basis of religion – Religious harassment or bullying refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties. ~~Harassment or bullying on the basis of gender identity – Gender identity harassment or bullying refers to harmful conduct based on actual or perceived gender identity (including harassment because a student identifies as or is perceived to be transgender, cisgender, or nonbinary). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.~~ †		

Group Name: Harassment or bullying—reported allegations table	**DG: 933**
Definition	The number of reported allegations of harassment or bullying on the basis of a civil rights category.
Permitted Values	• Integer
Reporting Period	Regular School Year

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations for students enrolled in grades K-12, and comparable ungraded levels. In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim. Alleged victims must be students. An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count. Within each civil rights category, the count should be unduplicated.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Civil Rights Category (Allegations)		

Group Name: Harassment or bullying—allegations by religion table	**DG: 1023**
Definition	The number of reported allegations of harassment or bullying on the basis of perceived religion for a religion category.
Permitted Values	• Integer
Reporting Period	Regular School Year

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations for students enrolled in grades K-12, and comparable ungraded levels. Harassment or bullying on the basis of religion – Religious harassment or bullying refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Religion Category		

Revised! †

Group Name: Harassment or bullying—students disciplined table	**DG: 934**
Definition	The number of students disciplined for engaging in harassment or bullying on the basis of a civil rights category.
Permitted Values	• Integer
Reporting Period	Regular School Year

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include disciplined students enrolled in grades K-12, and comparable ungraded levels. In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims. Alleged victims are students. A student disciplined for engaging in harassment or bullying on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex count and the disability count. Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Civil Rights Category (Student Counts) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Civil Rights Category (Student Counts) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Civil Rights Category (Student Counts) • Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set D †	• Civil Rights Category (Student Counts) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Harassment or bullying—students reported as harassed or bullied table	**DG: 935**
Definition	The number of students reported as harassed or bullied on the basis of a civil rights category.
Permitted Values	• Integer
Reporting Period	Regular School Year

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim. A student reported as harassed or bullied on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex count and the disability count. Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Civil Rights Category (Student Counts) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Civil Rights Category (Student Counts) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Civil Rights Category (Student Counts) • Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set D †	• Civil Rights Category (Student Counts) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: High school equivalency exam preparation program participation table			**DG: 929**
Definition	The unduplicated number of students ages 16 through 19 who participated in a high school equivalency exam preparation program provided by the LEA.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Report only for LEAs that provide a high school equivalency exam preparation program. Category sets B and C do not include all students. High school equivalency exam preparation programs – Programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

New! †

Group Name: Informal removals of preschool children			**DG: 1004**
Definition	The number of preschool children who received at least one informal removal.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment †	Preschool refers to preschool programs and services for children ages 3 through 5. Informal removal – ~~Any action by a school staff member to remove a student (regardless of age, grade level, or disability status) from an education program or activity for a period of time because of an incident without the incident being entered into a student's record and without providing written notification about the incident to the student's guardian~~ An instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student's parent or guardian to remove the student from the educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension). † Category sets B, C, and D do not include all children.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Racial Ethnic • Sex (Membership)		
Category Set B	• Disability Status (*IDEA*) • Sex (Membership)		
Category Set C	• Disability Status (Section 504 Only) • Sex (Membership)		
Category Set D	• EL Status (Only) • Sex (Membership)		

New! †

Group Name: Informal removals of students with disabilities (*IDEA* and Section 504)	**DG:1005**

Definition	The number of students with disabilities (*IDEA* and Section 504) who received at least one informal removal.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment †	Include students enrolled in grades K-12, and comparable ungraded levels. Informal removal – ~~Any action by a school staff member to remove a student (regardless of age, grade level, or disability status) from an education program or activity for a period of time because of an incident without the incident being entered into a student's record and without providing written notification about the incident to the student's guardian~~ An instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student's parent or guardian to remove the student from the educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension). † Category set A includes students with disabilities served under *IDEA* only. Category set B includes students with disabilities served under Section 504 only. Category set C does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Disability Status (*IDEA*) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

New! †

Group Name: Informal removals of students without disabilities	**DG: 1006**
Definition	The number of students without disabilities who received at least one informal removal.

Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment †	Include students enrolled in grades K-12, and comparable ungraded levels. Informal removal ~~– Any action by a school staff member to remove a student (regardless of age, grade level, or disability status) from an education program or activity for a period of time because of an incident without the incident being entered into a student's record and without providing written notification about the incident to the student's guardian~~ An instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student's parent or guardian to remove the student from the educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension). † Category set B does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

New! †

Group Name: Informal removals instances	**DG: 1054**
Definition	The number of instances of informal removals that K-12 students received.
Permitted Values	• Integer

Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of informal removals for students enrolled in grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who informal removals. Informal removal – An instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student's parent or guardian to remove the student from the educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension).		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Disability Status (Specific)		

New! †

Group Name: Informal removals instances—preschool			**DG: 1055**
Definition	The number of instances of informal removals that preschool children received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of informal removals for children enrolled in preschool. Include the number of instances, not the number of children who received informal removals. Preschool refers to preschool programs and services for children ages 3 through 5. Informal removal – An instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student's parent or guardian to remove the student from the		

	educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension).
CATEGORY SET	**DESCRIPTION**
Category Set A	• Preschool (Informal Removals)

New!

Group Name: Instruction type			**DG: 907**
Definition	The option that best describes the instruction offered during the school year at the school.		
Permitted Values	• We offered only in-person instruction. • We offered only remote instruction. • We offered a hybrid of in-person and remote instruction (e.g., some students received in-person instruction while others received remote instruction; some students received remote instruction and hybrid instruction for some or all parts of the school year).		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.		

Revised! †

Group Name: International Baccalaureate Programme enrollment table	**DG: 936**
Definition	The unduplicated number of students enrolled in the International Baccalaureate (IB) Diploma Programme.
Permitted Values	• Integer

Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offer an IB program. Category sets B and C do not include all students. The International Baccalaureate (IB) Diploma Programme – The IB Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set D †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Revised! †

Group Name: Interscholastic athletics participants	**DG: 1036**
Definition	The number of students in grades 9-12 who participated on interscholastic athletic sports teams.
Permitted Values	• Integer
Reporting Period	School year up to one day prior to the beginning of the following

	school year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Interscholastic athletics refers to team-based organized sports activities that offer competition between schools. A student should be counted multiple times for each team they participated on.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Interscholastic athletics sports			**DG: 937**
Definition	The unduplicated number of high school-level interscholastic athletics sports in which male students, female students, or all students participate.		
Permitted Values	• Integer		
Reporting Period	School year up to one day prior to the beginning of the following school year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in interscholastic athletics. Interscholastic athletics – Team-based organized sports activities that offer competition between schools. Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	•—Interscholastic Athletics		

Group Name: Interscholastic athletics teams		**DG: 938**
Definition	The unduplicated number of high school-level interscholastic athletics teams in which male-students, female students, or all students participate.	
Permitted Values	• Integer	
Reporting Period	School year up to one day prior to the beginning of the following	

	school year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in interscholastic athletics. Interscholastic athletics – Team-based organized sports activities that offer competition between schools. Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports. Interscholastic athletics sports teams – The competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	•—Interscholastic Athletics		

Group Name: Justice facility days in regular school year table			**DG: 940**
Definition	The number of days that make up the justice facility's regular school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £

Education Unit Total	☑
Comment	Report only for justice facilities. Report the number of days per year that the regular credit-granting educational program operates. A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest. Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma. A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

Group Name: Justice facility educational program participants table	**DG: 941**
Definition	The unduplicated number of students who participated in the credit-granting educational program during the regular school year at the justice facility for the length of time specified.
Permitted Values	• Integer
Reporting Period	Regular School Year

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for justice facilities. This is a cumulative count based on the school's entire regular school year. The count is an unduplicated count of elementary, middle, and high school age students who participated in the educational program. Length of time refers to the cumulative number of calendar days that the student participated in the educational program. A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest. Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma. A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.		

CATEGORY SET	DESCRIPTION
Category Set A	• Justice Facility Duration

Group Name: Justice facility educational program hours per week table			**DG: 942**
Definition	The number of hours per week that the credit-granting educational program is offered to students during the regular school year at the justice facility.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Report only for justice facilities. A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest. Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma. A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.		

Group Name: Justice facility type			**DG: 943**
Definition	An indication of the type of justice facility.		
Permitted Values	• Pre-adjudication/Pre-conviction facility • Post-adjudication/Post-conviction facility • Pre- and post-adjudication/conviction facility		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for justice facilities. A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest. A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged. A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged. A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.		

	A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

Group Name: Kindergarten daily length and cost			**DG: 944**
Definition	An indication of whether the LEA provides a kindergarten program of a specific length to students and cost to parents/guardians		
Permitted Values	• Full-day kindergarten (free; no charge to parent(s)/guardian) • Full-day kindergarten (partial or full charge to parent(s)/guardian) • Part-day kindergarten (free; no charge to parent(s)/guardian) • Part-day kindergarten (partial or full charge to parent(s)/guardian)		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.		

Group Name: Magnet program detail		**DG: 948**
Definition	An indication of whether the entire school population participates in the school magnet program.	
Permitted Values	• Yes • No • Not applicable	
Reporting Period	October 1	

Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools operating a magnet program. Magnet program – A program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.		

Group Name: Magnet status			**DG: 949**
Definition	An indication of whether the school is a magnet school or has a magnet program within the school.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		

Comment	A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school. For the CRDC, only magnet schools or magnet programs that have a written mission statement with the explicit aim of preventing minority group isolation, are counted.

Group Name: Mathematics classes—high school			**DG: 950**
Definition	The unduplicated number of classes in mathematics college-preparatory courses at the high school level.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Mathematics (High School Classes)		

Revised! †

Group Name: Mathematics course enrollment—high school	**DG: 951**
Definition	The number of high school level students enrolled in mathematics college-preparatory courses, except Algebra I.
Permitted Values	• Integer
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second

	block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory mathematics courses. Exclude students enrolled in Algebra I. For each mathematics course, the data should be unduplicated. Category sets B and C do not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Mathematics (High School Course Enrollment) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Mathematics (High School Course Enrollment) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Mathematics (High School Course Enrollment) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Membership—non-LEA			**DG: 989**
Definition	The unduplicated number of students enrolled in the LEA, who are served in non-LEA facilities only.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Each student is counted individually, no full-time equivalency. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not		

	include students who are served in LEA facilities. Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.

New! †

Group Name: Membership—non-LEA (K-12 only)			**DG: 910**
Definition	The unduplicated number of K-12 students enrolled in the LEA, who are served in non-LEA facilities only.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Each student is counted individually, no full-time equivalency. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not include students who are served in LEA facilities. Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set D †	• Disability Status (Section 504 only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

New!

Group Name: Membership—non-LEA (preschool only)			**DG: 939**
Definition	The unduplicated number of preschool students enrolled in the LEA, who are served in non-LEA facilities only.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Each student is counted individually, no full-time equivalency. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not		

	include students who are served in LEA facilities. Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Racial Ethnic • Sex (Membership)
Category Set B	• Disability Status (*IDEA*) • Sex (Membership)
Category Set C	• EL Status (Only) • Sex (Membership)
Category Set D	• Disability Status (Section 504 only) • Sex (Membership)

Group Name: Offenses table			**DG: 952**
Definition	The unduplicated number of incidents that occurred at the school by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Incidents may occur before, during, or after normal school hours. Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.		

	An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Offense Type

Group Name: Offenses incidents—students			**DG: 1024**
Definition	The unduplicated number of incidents committed by a student that occurred at the school by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Incidents may occur before, during, or after normal school hours. Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether non-students were involved.		

	An incident refers to a specific criminal act involving one or more victims and offenders. Students include those enrolled in preschool, grades K-12, and comparable ungraded levels.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Offense Type (Students and School Staff)

Group Name: Offenses incidents—school staff			**DG: 1025**
Definition	The unduplicated number of incidents committed by a school staff member that occurred at the school by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Incidents may occur before, during, or after normal school hours. Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether students were involved.		

	An incident refers to a specific criminal act involving one or more victims and offenders. School staff refers to any person employed at a school, volunteering at a school on a temporary or permanent basis, or third parties who are contracted to provide services for the school.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Offense Type (Students and School Staff)

Group Name: Offenses allegations—school staff resignation			**DG: 1026**
Definition	The unduplicated number of allegations against a school staff member that were followed by a resignation or retirement prior to final discipline or termination, by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations involving students enrolled in preschool, grades K-12, and comparable ungraded levels. Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Offense Type (Students and School Staff)		

Group Name: Offenses allegations—school staff determination			**DG: 1027**
Definition	The unduplicated number of allegations against a school staff member that were followed by a determination that the staff member was responsible or not responsible, by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. School staff refers to any person employed or volunteering at a		

	school on a temporary or permanent basis.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Offense Type (Students and School Staff)

Group Name: Offenses allegations—school staff determination pending			**DG: 1028**
Definition	The unduplicated number of allegations against a school staff member that had a determination that remained pending, by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. Include allegations that had determinations that remained pending during the regular school year. School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Offense Type (Students and School Staff)		

Group Name: Offenses allegations—school staff duty reassignment			**DG: 1029**
Definition	The unduplicated number of allegations against a school staff member that were followed by a duty reassignment, prior to final discipline or termination, by type of offense.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. School staff refers to any person employed or volunteering at a		

	school on a temporary or permanent basis.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Offense Type (Students and School Staff)

Group Name: Preschool ages for non-*IDEA* children			**DG: 953**
Definition	An indication of whether the school's or LEA's preschool program serves non-*IDEA* children of a specific age range.		
Permitted Values	• Children age 3 years • Children age 4-5 years		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA ☑	State £
Education Unit Total	£		
Comment	Report only for schools or LEAs that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. Children who are not served under the *Individuals with Disabilities Education Act* (*IDEA*) are considered "non-*IDEA* children."		

Group Name: Preschool daily length and cost			**DG: 954**
Definition	An indication of whether the LEA provides a preschool program of a specific length to children and cost to parents/guardians.		
Permitted Values	• Full-day preschool (free; no charge to parent(s)/guardian) • Full-day preschool (partial or full charge to parent(s)/guardian) • Part-day preschool (free; no charge to parent(s)/guardian) • Part-day preschool (partial or full charge to parent(s)/guardian)		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. A full-day preschool program is a program that a child attends each weekday for approximately six hours or more.		

Group Name: Preschool eligible children			DG: 955
Definition	An indication of whether the LEA's preschool program is provided to specific groups of children.		
Permitted Values	• Children with disabilities (*IDEA*) • Children in Title I schools • Children from low income families • All children		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Report only for LEAs that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. "Children with disabilities (*IDEA*)" refers to children with disabilities who are receiving services under the *Individuals with Disabilities Education Act*. Title I schools are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the *Elementary and Secondary Education Act*, as amended by the *Every Student Succeeds Act*), to assist in meeting their students' educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program. For the purposes of preschool eligibility, low-income is defined by the LEA, and may vary from LEA to LEA.		

Group Name: Preschool enrollment table			DG: 956
Definition	The unduplicated number of children enrolled in the school's preschool program.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. Category sets B, C, and D do not include all children.		
CATEGORY SET	**DESCRIPTION**		

Category Set A	• Racial Ethnic • Sex (Membership)
Category Set B	• Disability Status (*IDEA*) • Sex (Membership)
Category Set C	• EL Status (Only) • Sex (Membership)
Category Set D	• Disability Status (Section 504 only) • Sex (Membership)

Group Name: Preschool grade			**DG: 913**
Definition	The preschool grade level offered by the school.		
Permitted Values	• Preschool		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. The preschool grade level should be reported if offered.		

Group Name: Preschool children served table			**DG: 957**
Definition	The unduplicated number of children of a specific age served in preschool in LEA and non-LEA facilities.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. Include all children served in preschool that are under the responsibility of the LEA. Include preschool children in district facilities and preschool children in non-district facilities such as intermediate units, residential facilities outside the LEA, and social service agencies.		

CATEGORY SET	DESCRIPTION
Category Set A	• Age (Preschool)

Group Name: Public schools total			**DG: 958**
Definition	The unduplicated number of public schools under the governance of the LEA, including all facilities where students attend.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	☑		
Comment	Include charter schools that are under the governance of the LEA.		

Group Name: Referrals or arrests instances			**DG: 1047**
Definition	The number of instances of referrals or arrests that K-12 students received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of referrals or arrests for students enrolled in grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who received referrals or arrests. Referral to law enforcement – An action by which a student is reported by a school official or that official's designee to any law enforcement agency or official, such as a school police unit, for an		

	incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement. School-related arrest – occurs when a law enforcement officer takes a student into custody, and intends to or appears to intend to seek charges against the student for a specific offense or offenses for any school-related activity. School-related activities include any activity conducted on school grounds, during off-campus school activities (in-person or remote), while taking school transportation, or due to a referral by any school official or that official's designee. All school-related arrests are considered referrals to law enforcement.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Disability Status (Specific)

Retired!

Group Name: Remote instruction provided by teachers			**DG: 1041**
Definition	The amount of remote instruction provided by teachers.		
Permitted Values	• Students were taught by teachers who provided 5 or more hours of remote instruction on average each day. • Students were taught by teachers who provided 3-4 hours of remote instruction on average each day. • Students were taught by teachers who provided 1-2 hours of remote instruction on average each day. • Students were taught by teachers who provided less than 1 hour of remote instruction on average each day.		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offered remote instruction only or a		

	hybrid of in-person and remote instruction. Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

~~Retired!~~ **Revised! †**

Group Name: Remote instruction received by students			**DG: 1042**
Definition	The percentage of students who received remote instruction.		
Permitted Values	• 1-25% • 26-50% • 51-75% • Over 75%		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment †	Report only for schools that offered ~~remote instruction only or~~ a hybrid of in-person and remote instruction. † Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by		

	location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

New!

Group Name: Remote instruction setting			**DG: 1048**
Definition	The option that best describes the school's remote instruction setting.		
Permitted Values	• Students were physically in the school setting, while teachers, who provided these students remote instruction, were in a remote location. • Students were not physically in the school setting (e.g., students were at home or another remote location, while teachers were at school or both students and teachers were at home). • A and B.		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Remote instruction refers to non-face-to-face (i.e., not in-person)		

	instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

Revised! †

Group Name: Restraint or seclusion for *IDEA* students table			**DG: 959**
Definition	The number of students with disabilities (served under *IDEA*) who were subjected to restraint or seclusion.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each action type, the data should be unduplicated. Category set B does not include all students. Students with disabilities (served under *IDEA*) are students with disabilities who are receiving services under the *Individuals with Disabilities Education Act*.		
CATEGORY SET	**DESCRIPTION**		

Category Set A †	• Action (Restraint or Seclusion) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set B †	• Action (Restraint or Seclusion) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Revised! †

Group Name: Restraint or seclusion for non-*IDEA* students table			**DG: 960**
Definition	The number of students (who are not served under *IDEA*) who were subjected to restraint or seclusion.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each action type, the data should be unduplicated. Category sets B and C do not include all students. Students (who are not served under *IDEA*) include students without disabilities and students with disabilities served solely under Section 504 of the *Rehabilitation Act*.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Action (Restraint or Seclusion) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Action (Restraint or Seclusion) • Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• Action (Restraint or Seclusion) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Restraint or seclusion instances table			**DG: 961**
Definition	The number of instances that students were subjected to restraint or seclusion.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with one or more students subjected to restraint or seclusion. Include the number of instances, not the number of students subjected to restraint or seclusion. Include		

	instances for students enrolled in grades K-12, and comparable ungraded levels. A student may have been subjected to each action type more than once.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Action (Restraint or Seclusion) • Disability Status (Specific)

New! †

Group Name: Restraint or seclusion of students in non-LEA facilities			**DG: 1049**
Definition	The number of K-12 students enrolled in the LEA and who were being served in non-LEA facilities only, subjected to restraint or seclusion.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School £	LEA ☑	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each action type, the data should be unduplicated. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not include students who are served in LEA facilities. Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.		

CATEGORY SET	DESCRIPTION
Category Set A †	• Action (Restraint or Seclusion) • Racial Ethnic • Sex (Membership) or ~~Sex (Membership) – Expanded~~ †
Category Set B †	• Action (Restraint or Seclusion) • Disability Status (*IDEA*) • Sex (Membership) or ~~Sex (Membership) – Expanded~~ †
Category Set C †	• Action (Restraint or Seclusion) • Disability Status (Section 504 only) • Sex (Membership) ~~or Sex (Membership) – Expanded~~ †
Category Set D †	• Action (Restraint or Seclusion) • EL Status (Only) • Sex (Membership) or ~~Sex (Membership) – Expanded~~ †

Revised! †

Group Name: Retention table			**DG: 963**
Definition	The unduplicated number of students who were not promoted to the subsequent grade prior to the beginning of the following school year.		
Permitted Values	• Integer		
Reporting Period	School year up to one day prior to the beginning of the following school year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Category sets B, C, and D do not include all students. Retained – A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.		

CATEGORY SET	DESCRIPTION
Category Set A †	• Grade Level (K-12) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set B †	• Grade Level (K-12) • Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set C †	• Grade Level (K-12) • Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set D †	• Grade Level (K-12) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Revised! †

Group Name: SAT or ACT test participation table			**DG: 964**
Definition	The unduplicated number of students who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or both.		
Permitted Values	• Integer		
Reporting Period	School year up to one day prior to the beginning of the following school year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Include students who participated, regardless of whether they received valid scores on the tests. Category sets B and C do not include all students. SAT Reasoning Test (SAT) – The SAT is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board. ACT Test (ACT) – The ACT is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT,		

	Inc.
CATEGORY SET	**DESCRIPTION**
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Group Name: School fiber-optic connection			**DG: 1016**
Definition	An indication of whether the school is connected to the internet through fiber-optic connection.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			

Group Name: School-issued devices			**DG: 1017**
Definition	An indication of whether students are allowed to take home school-issued devices for learning use.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			

Group Name: School Wi-Fi access in classrooms			**DG: 1018**
Definition	An indication of whether the school has Wi-Fi access in every classroom.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			

Group Name: School Wi-Fi enabled devices			DG: 1019
Definition	Number of Wi-Fi enabled devices provided exclusively for student learning use.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			

Group Name: Student-owned devices			DG: 1020
Definition	An indication of whether student-owned devices are allowed for student learning use.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			

Group Name: School counselors (FTE)			DG: 965
Definition	The number of full-time equivalent (FTE) school counselors.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include school counselors for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds). Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. School counselor – A professional staff member assigned specific duties and school time for any of the following activities:		

	counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.

Revised! †

Group Name: School days missed due to out-of-school suspensions table			**DG: 966**
Definition	The unduplicated number of school days missed by students who received one or more out-of-school suspensions.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include school days missed by students enrolled in grades K-12, and comparable ungraded levels. Days when school staff were required to be present at school but students were not, should not be counted. Days when students were dismissed early from school, but school staff were not, should be counted as full days. Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day. For students with disabilities served under *IDEA*: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) services are provided because the		

	removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP. For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
CATEGORY SET	**DESCRIPTION**
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set B †	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set C †	• Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set D †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Group Name: Science classes—high school			**DG: 973**
Definition	The unduplicated number of classes in science college-preparatory courses at the high school level.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Science (Classes and Course Enrollment)		

Revised! †

Group Name: Science course enrollment—high school			**DG: 974**
Definition	The number of high school level students enrolled in science college-preparatory courses.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory science courses. For each science course, the data should be unduplicated. Category sets B and C do not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Science (Classes and Course Enrollment) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Science (Classes and Course Enrollment)		

	• Disability Status (*IDEA*) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set C †	• Science (Classes and Course Enrollment) • EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Group Name: Security staff (FTE) table			**DG: 975**
Definition	The number of full-time equivalent (FTE) school security staff.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds). Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Security Staff Type		

Group Name: Single-sex academic classes table			**DG: 976**
Definition	The unduplicated number of academic classes in a co-educational school that excludes students from enrolling or otherwise participating in those classes because of their sex.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	For co-educational schools only. Independent study is not considered a single-sex class. Include academic classes for grades K-12, and comparable ungraded levels. Single-sex academic class – A single-sex academic class refers to an academic class in a co-educational school that excludes boys or girls from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it does not exclude boys or girls, even if students of only one sex, or a disproportionate number of students of one sex, enroll. A physical education class is not considered an academic class.		

CATEGORY SET	**DESCRIPTION**
Category Set A	• Academic Subject (Single-Sex Classes) • Sex (Membership)

Group Name: Special education school			**DG: 1015**
Definition	An indication of whether the school is a special education school.		
Permitted Values	• Yes • No		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	A special education school is a public elementary/secondary school that focuses primarily on serving the educational needs of students with disabilities.		

Revised! †

Group Name: Students with disabilities served under *IDEA*			**DG: 980**
Definition	The unduplicated number of students served under the *Individuals with Disabilities Education Act* (*IDEA*).		
Permitted Values	• Integer		
Reporting Period	October 1 or *IDEA* Child Count Date		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. Category set C does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Students with disabilities served under *IDEA*—preschool			**DG: 1037**
Definition	The unduplicated number of preschool students served under the *Individuals with Disabilities Education Act* (*IDEA*).		
Permitted Values	• Integer		
Reporting Period	October 1 or *IDEA* Child Count Date		
Reporting Levels	School ☑	LEA £	State £

Education Unit Total	£
Comment	Include students enrolled in preschool. Category set C does not include all students.
CATEGORY SET	**DESCRIPTION**
Category Set A	• Sex (Membership)
Category Set B	• Racial Ethnic • Sex (Membership)
Category Set C	• EL Status (Only) • Sex (Membership)

Revised! †

Group Name: Students with disabilities served under Section 504 only			**DG: 981**
Definition	The unduplicated number of students who have been identified as having a disability and are receiving regular or special education and related aids and services solely under Section 504 of the *Rehabilitation Act* of 1973, and not under the *Individuals with Disabilities Education Act* (*IDEA*).		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. Category set C does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

Group Name: Students with disabilities served under Section 504 only—preschool	**DG: 1038**
Definition	The unduplicated number of preschool students who have been identified as having a disability and are receiving regular or special

	education and related aids and services solely under Section 504 of the *Rehabilitation Act* of 1973, and not under the *Individuals with Disabilities Education Act* (*IDEA*).		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in preschool. Category set C does not include all students.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Sex (Membership)		
Category Set B	• Racial Ethnic • Sex (Membership)		
Category Set C	• EL Status (Only) • Sex (Membership)		

Group Name: Support services staff (FTE)			**DG: 982**
Definition	The number of full-time equivalent (FTE) support services staff.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds). Exclude school counselors. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Support Services Staff Type		

Group Name: Suspension instances			DG: 1007
Definition	The number of instances of out-of-school suspension that K-12 students received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of out-of-school suspension for students enrolled in grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who received out-of-school suspensions. Out-of-school suspension – For students with disabilities served under *IDEA*: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP. For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an		

	instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
CATEGORY SET	**DESCRIPTION**
Category Set A	• Disability Status (Specific)

Group Name: Suspension instances—preschool			**DG: 1008**
Definition	The number of instances of out-of-school suspension that preschool children received.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include instances of out-of-school suspension for children enrolled in preschool. Include the number of instances, not the number of children who received out-of-school suspensions. Preschool refers to preschool programs and services for children ages 3 through 5. Out-of-school suspension – For students with disabilities served under *IDEA*: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP. For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an		

	instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
CATEGORY SET	**DESCRIPTION**
Category Set A	• Preschool (Corporal Punishment and Suspension)
Category Set B	• Preschool (Suspension)

Group Name: Teacher absenteeism table			**DG: 983**
Definition	The number of full-time equivalent (FTE) teachers who were absent more than 10 school days during the school year.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while		

	an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher absenteeism, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12

	Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

Revised! †

Group Name: Teacher certification areas (FTE)			**DG: 1039**
Definition	The number of full-time equivalent (FTE) teachers who are certified/licenses/endorsed in the specified areas.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). A teacher has met all applicable state teacher certification requirements for a standard certificate if the teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum		

	number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher certification, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks.

	• Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
CATEGORY SET	**DESCRIPTION**
Category Set A †	• Certification Areas †

Group Name: Teacher credentials (FTE)			**DG: 990**
Definition	The number of full-time equivalent (FTE) teachers who met all state licensing/certification requirements.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). A teacher has met all applicable state teacher certification requirements for a standard certificate if the teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a		

	worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher certification, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers

	- Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

Group Name: Teacher credentials (FTE)—not certified			**DG: 1009**
Definition	The number of full-time equivalent (FTE) teachers who have not met all state licensing/certification requirements.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). A teacher has not met all applicable state teacher certification requirements for a standard certificate if the teacher does not have a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has not met the standard teacher education requirements is not considered to have met state requirements even if he or she has completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a		

	worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher certification, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers

	- Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

Group Name: Teachers (FTE)			**DG: 984**
Definition	The unduplicated number of full-time equivalent (FTE) teachers.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher count, refer to the following teachers definition and guide to determine which teachers should be included and excluded:		

	Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for

	less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

Group Name: Teachers (counts)—current			**DG: 1003**
Definition	The unduplicated number of teacher employed at the school during the current regular school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year. Report counts, not full-time equivalencies. For the purposes of reporting teacher count, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to		

	teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
CATEGORY SET	**DESCRIPTION**
Category Set A	• Racial Ethnic • Sex (Membership)

Group Name: Teachers (counts)—previous and current			**DG: 1040**
Definition	The number of teachers employed at the school during both the previous regular school year and the current regular school year.		
Permitted Values	• Integer		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	☑		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year. Report counts, not full-time equivalencies. For the purposes of reporting teacher count, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).		

	- Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

Group Name: Teacher experience			**DG: 985**
Definition	The number of full-time equivalent (FTE) teachers with the specified length of experience.		
Permitted Values	• Decimal (to two decimal places)		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e.,		

	federal, state, and/or local funds). Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching. Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time. For the purposes of reporting teacher experience, refer to the following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include: • Regular Classroom Teachers - Teach Chemistry, English, mathematics, physical education, history, etc. • Special Education Teachers - Teach special education classes to students with disabilities. • General Elementary Teachers - Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day). - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students). - Include preschool teachers and kindergarten teachers. • Vocational/Technical Education Teachers - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes. • Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching

	administrators - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week). • Teachers of Ungraded Students • Itinerant, Co-op, Traveling, and Satellite Teachers - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades Preschool–12 Teachers to exclude: • Adult Education and Postsecondary Teachers - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library

CATEGORY SET	DESCRIPTION
Category Set A	• Teaching Experience

New! †

Group Name: Threat assessment team			**DG: 1050**
Definition †	An indication of whether a school has a threat assessment team or any other formal group of persons to identify students who ~~might be a potential risk for violent or harmful behavior (toward themselves or others)~~ <u>may pose a threat of targeted violence in schools</u>. †		
Permitted Values	• Yes • No		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment †	Threat assessment is a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in		

	schools. The term "threat assessment" does not include screening conducted to evaluate a student's need for specialized services or supports under Section 504 or IDEA, where the focus is on determining eligibility for services and is not an appraisal of a student's behavior to assess a threat. †

New! †

Group Name: Threat assessment team—preschool			**DG: 1051**
Definition	The number of preschool children who were referred for a threat assessment during the school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. Category sets B, C, and D do not include all children. Threat assessment is a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools. The term "threat assessment" does not include screening conducted to evaluate a student's need for specialized services or supports under Section 504 or *IDEA*, where the focus is on determining eligibility for services and is not an appraisal of a student's behavior to assess a threat.		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Racial Ethnic • Sex (Membership)		
Category Set B	• Disability Status (*IDEA*) • Sex (Membership)		
Category Set C	• EL Status (Only) • Sex (Membership)		
Category Set D	• Disability Status (Section 504 Only) • Sex (Membership)		

New! †

Group Name: Threat assessment team—students with disabilities (*IDEA* and Section 504)		**DG: 1052**
Definition	The number of students with disabilities (*IDEA* and Section 504) who were referred for a threat assessment during the school year.	
Permitted Values	• Integer	

Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. Category set A includes students with disabilities served under *IDEA* only. Category set B includes students with disabilities served under Section 504 only. Category set C does not include all students. Threat assessment is a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools. The term "threat assessment" does not include screening conducted to evaluate a student's need for specialized services or supports under Section 504 or *IDEA*, where the focus is on determining eligibility for services and is not an appraisal of a student's behavior to assess a threat.		
CATEGORY SET	**DESCRIPTION**		
Category Set A †	• Disability Status (*IDEA*) • Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set B †	• Disability Status (Section 504 Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		
Category Set C †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †		

New! †

Group Name: Threat assessment team—students without disabilities			**DG: 1053**
Definition	The number of students without disabilities who were who were referred for a threat assessment during the school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. Category set B does not include all students. Threat assessment is a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools. The term "threat assessment" does not include screening conducted to evaluate a student's need for specialized services or supports under Section 504 or *IDEA*, where the focus is		

	on determining eligibility for services and is not an appraisal of a student's behavior to assess a threat.
CATEGORY SET	**DESCRIPTION**
Category Set A †	• Racial Ethnic • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †
Category Set B †	• EL Status (Only) • Sex (Membership) ~~or Sex (Membership)—Expanded~~ †

Group Name: Ungraded detail			**DG: 986**
Definition	An indication of whether the ungraded school has mainly elementary, middle, and/or high school students.		
Permitted Values	• School has mainly elementary school age students • School has mainly middle school age students • School has mainly high school age students • School has mainly elementary and middle school age students • School has mainly middle and high school age students • School has elementary, middle, and high school age students		
Reporting Period	October 1		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	For schools that are wholly ungraded (i.e., schools that do not classify students by grade).		

Group Name: Wi-Fi enabled devices needed for remote learning			**DG: 1043**
Definition	The number of students who needed Wi-Fi enabled devices from the school for remote learning.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offered remote instruction only or a hybrid of in-person and remote instruction.		

Group Name: Wi-Fi enabled devices received for remote learning			**DG: 1044**
Definition	The number of students who received Wi-Fi enabled devices from the school for remote learning.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offered remote instruction only or a hybrid of in-person and remote instruction.		

Group Name: Wi-Fi hotspot needed for remote learning			**DG: 1045**
Definition	The number of students who needed a Wi-Fi hotspot from the school for remote learning.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offered remote instruction only or a hybrid of in-person and remote instruction.		

Group Name: Wi-Fi hotspot received for remote learning			**DG: 1046**
Definition	The number of students who received a Wi-Fi hotspot from the school for remote learning.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment	Report only for schools that offered remote instruction only or a hybrid of in-person and remote instruction.		

C: DATA GROUPS COLLECTED THROUGH ESS ONLY

Group Name: Children with disabilities (*IDEA*) school age table			**DG: 74**
Definition	The unduplicated number of children with disabilities (*IDEA*) who are ages 5 (in kindergarten) through 21 and receiving special education and related service according to an individualized education program (IEP) or a services plan in place on the state's count date.		
Permitted Values	• Integer		
Reporting Period	Child Count Date		
Reporting Levels	School ☑	LEA ☑	State ☑
Education Unit Total	☑		
Comment	Category sets A, D, and E are reported at all levels. Category sets B and C, as well as subtotals 2 and 7, are reported at the LEA and state levels only. 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.		
File Specification #	002		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Disability Category (*IDEA*) • Racial Ethnic • Sex (Membership)		
Category Set B	• Disability Category (*IDEA*) • Educational Environment (*IDEA*) SA • Age (School Age)		
Category Set C	• Educational Environment (*IDEA*) SA • Racial Ethnic		
Category Set D	• Disability Category (*IDEA*) • Educational Environment (*IDEA*) SA • Sex (Membership)		
Category Set E	• Disability Category (*IDEA*) • Educational Environment (*IDEA*) SA • English Learner Status (Both) • Sex (Membership)		
SUBTOTALS	**DESCRIPTION**		
Subtotals 1	• Sex (Membership)		
Subtotals 2	• Age (School Age)		
Subtotals 3	• Disability Category (*IDEA*)		
Subtotals 4	• Racial Ethnic		
Subtotals 5	• English Learner Status (Both)		
Subtotals 6	• Educational Environment (*IDEA*) SA		

Subtotals 7	• Age (School Age) • Educational Environment (*IDEA*) SA
STEWARD: OSERS/OSEP, OCR	

Group Name: Chronic absenteeism table			**DG: 814**
Definition	The unduplicated number of students absent 10% or more school days during the school year.		
Permitted Values	• Integer		
Reporting Period	School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	R		
Comment			
File Specification #	195		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Sex (Membership) • Racial Ethnic		
Category Set B	• Sex (Membership) • Disability Status (Only)		
Category Set C	• Sex (Membership) • Disability Status (504)		
Category Set D	• Sex (Membership) • English Learner Status (Only)		
Category Set E	• Sex (Membership) • Homeless Enrolled Status		
Category Set F	• Sex (Membership) • Economically Disadvantaged		
STEWARD: OESE and OCR			

Group Name: Graduates/completers table			DG: 306
Definition	The unduplicated number of students who graduated from high school or completed some other education program that is approved by the state or local educational agency (SEA or LEA) during the school year and the subsequent summer school.		
Permitted Values	• Integer		
Reporting Period	School Year (CCD)		
Reporting Levels	School ☑	LEA ☑	State ☑
Education Unit Total	☑		
Comment	Report only for LEAs and schools with graduate levels. Each student is counted individually, no full-time equivalency. Category sets C, D, E, and F do not include all students.		
File Specification #	040		
CATEGORY SET	**DESCRIPTION**		
Category Set A	• Diploma/Credential • Sex (Membership) • Racial Ethnic		
Category Set B	• Diploma/Credential • Sex (Membership) • Disability Status (*IDEA*)		
Category Set C	• Diploma/Credential • Sex (Membership) • English Learner Status (Only)		
Category Set D	• Diploma/Credential • Economically Disadvantaged Status		
Category Set E	• Diploma/Credential • Migratory Status		
Category Set F	• Diploma/Credential • Homeless Enrolled Status		
SUBTOTALS	**DESCRIPTION**		
Subtotals 1	• Diploma/Credential		
STEWARD: NCES			

Group Name: Title I school status	DG: 22

Definition	An indication of whether a school was eligible to receive ESEA Title I, Part A funds to operate a school-level Title I program and whether a school received such funds.		
Permitted Values	• 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		
Reporting Period	Beginning of School Year		
Reporting Levels	School ☑	LEA £	State £
Education Unit Total	£		
Comment			
File Specification #	129		
STEWARD: OESE/OSS/Title I			