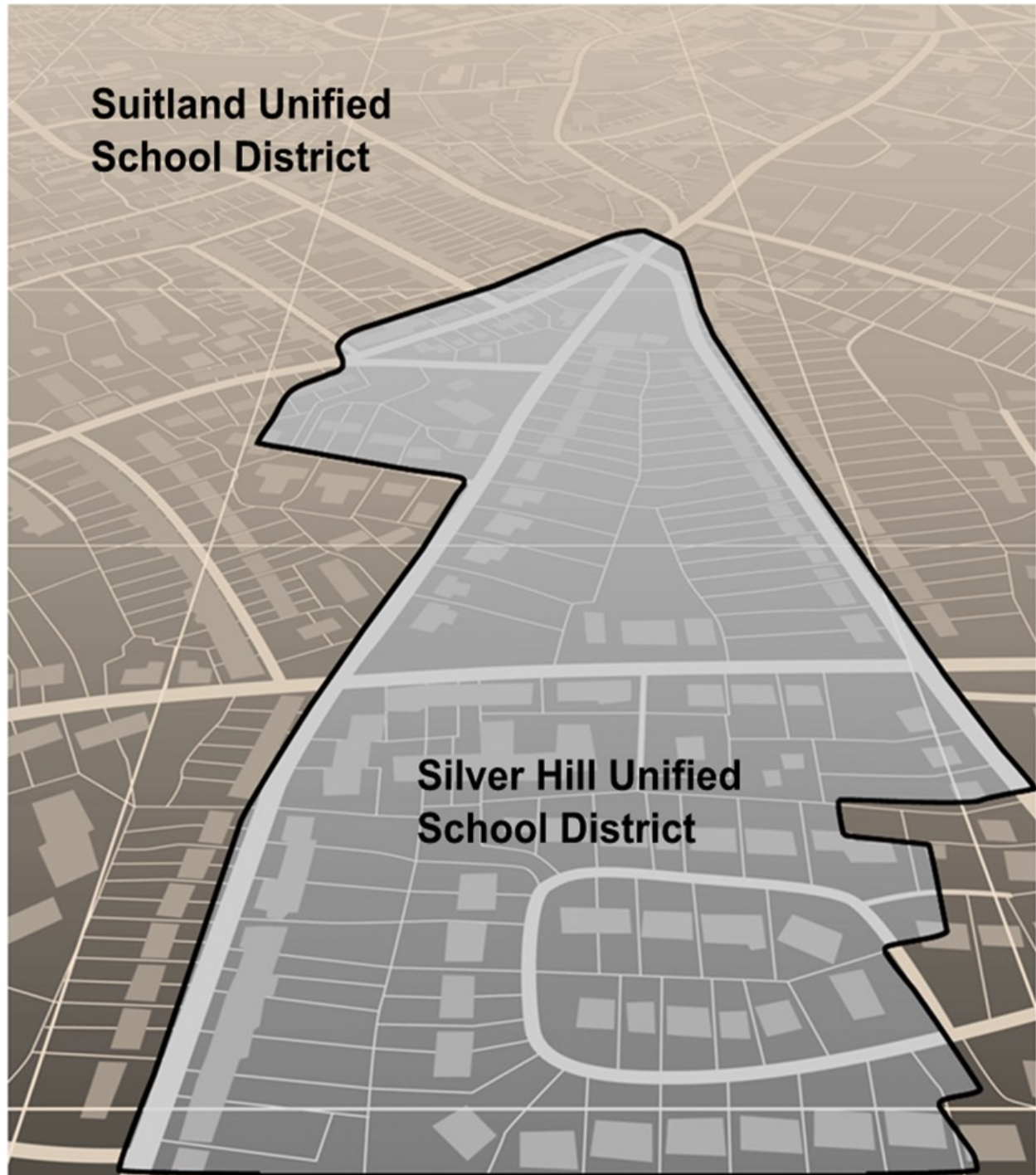


2027SDRP_RespondentGuide

September 2026



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INTRODUCTION

This guide is divided into five parts.

- [Part 1 What is the School District Review Program \(SDRP\)](#)
- [Part 2 How to Use the TIGERweb](#)
- [Part 3 How to Use the Submission Log](#)
- [Part 4 How to Access the Geographic Update Partnership Software \(GUPS\) Web](#)
- [Part 5 How to Submit Files to the Census Bureau](#)

In addition, it has two appendices that provide supplemental information.

IMPORTANT: Images used in this guide may differ slightly from the finalized versions of software and materials. Regardless of any difference in images, the overall instruction, actions, and results that are illustrated within this document remain consistent with what is anticipated for the program.

A. School District Review Program

The SDRP is a U.S. Department of Education National Center for Education Statistics (NCES) sponsored program conducted annually by the U.S. Census Bureau. It is of vital importance for the state's allocation of federal funding under Title I of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act of 2015, Public Law 114-95. The updated school district boundary information submitted through this program is used by the Small Area Income and Poverty Estimates (SAIPE) program in forming the Census Bureau's estimates of the number of children aged 5 through 17 in families in poverty for each school district. These estimates are the basis of the Title I allocation for school districts in each state. School district boundaries are also used to develop estimates of social, economic, demographic, and housing conditions from the American Community Survey (ACS), and they provide essential geographic information to help education program administrators and researchers investigate location-based questions.

School districts are represented in the Census Bureau's data according to financial responsibility. This means that the spatial representation and grade range of each school district indicate the school district that pays for the education of the students. For more information and examples of financial responsibility, see [Appendix A](#).

The SDRP consists of two phases—Annotation and Verification. In the Annotation Phase, the Census Bureau provides mapping coordinators with current school district boundaries and associated information for their state. The Annotation Phase materials the mapping coordinator receives for the 2027 SDRP reflect the school district names, federally assigned school district local education agency (SDLEA) codes, and boundaries updated during the 2026 SDRP. Each state reviews their data and reports changes in the school district boundaries or attributes to the Census Bureau as they exist on January 1, 2027.

The review encompasses only Type 1, Type 2, and Type 3 school districts as defined by the NCES.

- **Type 1** is a local school district that is not a component of a supervisory union.
- **Type 2** is a local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- **Type 3** is an education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.

After the Census Bureau incorporates changes submitted through the Annotation Phase into the Master Address File/Topologically Integrated Geographic Encoding and Referencing (MAF/TIGER) System, mapping coordinators will review these changes for accuracy and completeness during the Verification Phase.

B. Mapping Coordinator Responsibilities

Each year, the NCES sends a letter to each state and the District of Columbia requesting they designate a mapping coordinator to be the primary liaison for the SDRP. It is the responsibility of the mapping coordinator to initiate and maintain contact throughout the program with local school district officials. The mapping coordinator must ensure that reviews and submissions are completed within the time frame of the SDRP.

When the mapping coordinator receives updates from local school district officials, they must review them for accuracy and completeness before submitting them to the Census Bureau. This review includes all types of updates submitted. For boundary updates, it is the responsibility of the mapping coordinator to confirm that a change is valid and all affected school districts agree to the change.

Note: The state mapping coordinators for **Florida, Hawaii, Maryland, Nevada, West Virginia**, or the **District of Columbia**, may not have any changes to submit for the SDRP. School districts in these states are all unified and county based. Unless the geographic relationship of school districts has changed in the state or a school district's name was changed, the mapping coordinator does not have any changes to report for the 2027 SDRP. If the mapping coordinator has no changes to report, [Contact Information](#).

Once all the information is correct and in the proper format, submit this information to the Census Bureau to complete the Annotation Phase. After processing the Annotation Phase changes, the Census Bureau will create new materials for review. These new materials are reviewed as part of the Verification Phase. The mapping coordinator is responsible for reviewing and confirming the changes that appear in the verification materials and notifying the Census Bureau if there are any additional changes or corrections.

IMPORTANT: The Verification Phase is for reviewing changes submitted during the Annotation Phase and not for submitting new changes.

C. Types of School District Boundary Updates

There are eleven types of school district updates within the SDRP as noted below in [Table 1](#). The table includes links to examples of the types of updates and the submission method used to report them to the Census Bureau.

Table 1: Types of School District Updates

Type of Update	Update Description	Link to Examples	Submission Method
Boundary Change	Occurs when a school district adds or removes area from the same school district level or across school district levels.	Figure 1 . Refer to sub-section Part 4 for details.	GUPS Web
Complex Consolidation	Occurs when two or more school districts merge to create a new school district with a new name and new SDLEA code, along with additional boundary changes. Note: The Census Bureau expects accompanying boundary changes for the new school district.	Figure 2 . Refer to sub-section 3.5 for details.	Submission Log
Complex Dissolution	Occurs when a single school district dissolves its area between two or more existing school districts, with or without additional boundary changes. Complex dissolutions do not create new school districts, and the names and SDLEA code of the receiving school districts remain unchanged.	Figure 3 . Refer to sub-section 3.6 for details.	Submission Log
SDLEA Code Change	Occurs when correcting an SDLEA code.	Refer to sub-section 3.3 for details.	Submission Log
Grade Range Change	Occurs when a school district changes the grades it covers; for example, changing from covering 9-12 to 7-12.	Refer to sub-section 3.2 for details.	Submission Log
Level Change	Occurs when a school district changes classification; for example, changing from elementary to unified.	Refer to sub-section 3.4 for details.	Submission Log
Name Change	Occurs when a school district changes its name; for example, changing from Oak Union Unified School District to Oak Union School District.	Refer to sub-section 3.1 for details.	Submission Log
New District	Occurs when transferring area from one or more existing school districts to form a completely new school district.	Figure 4 . Refer to sub-section 3.7 for details.	Submission Log
Pseudo School District	Occurs when one school district pays for the educational services for a set of grades in a different geographic area than its own.	Refer to sub-appendix A1 .	Contact Information Census Bureau

Type of Update	Update Description	Link to Examples	Submission Method
Simple Consolidation	Occurs when two or more school districts merge to create a new school district with a new name and new SDLEA code, with no additional boundary changes.	Figure 5 . Refer to subsection 3.5 for details.	Submission Log
Simple Dissolution	Occurs when one or more existing school districts are entirely absorbed by one other existing school district. Note: Simple dissolutions retain the name and SDLEA code of the receiving school district, and do not create a new school district.	Figure 6 . Refer to subsection 3.6 for details.	Submission Log

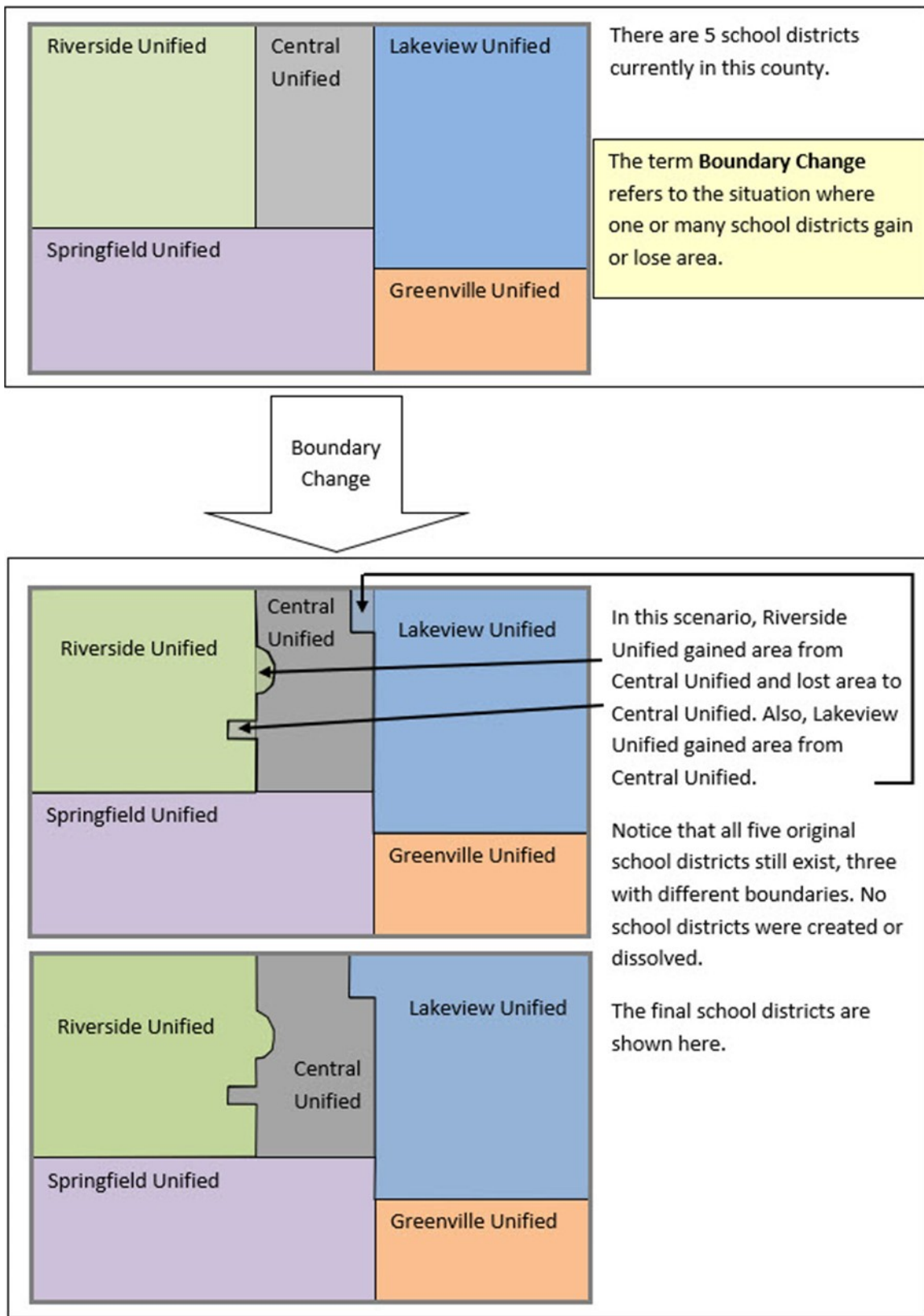


Figure 1: Boundary Change Example (Update Using GUPS Web)

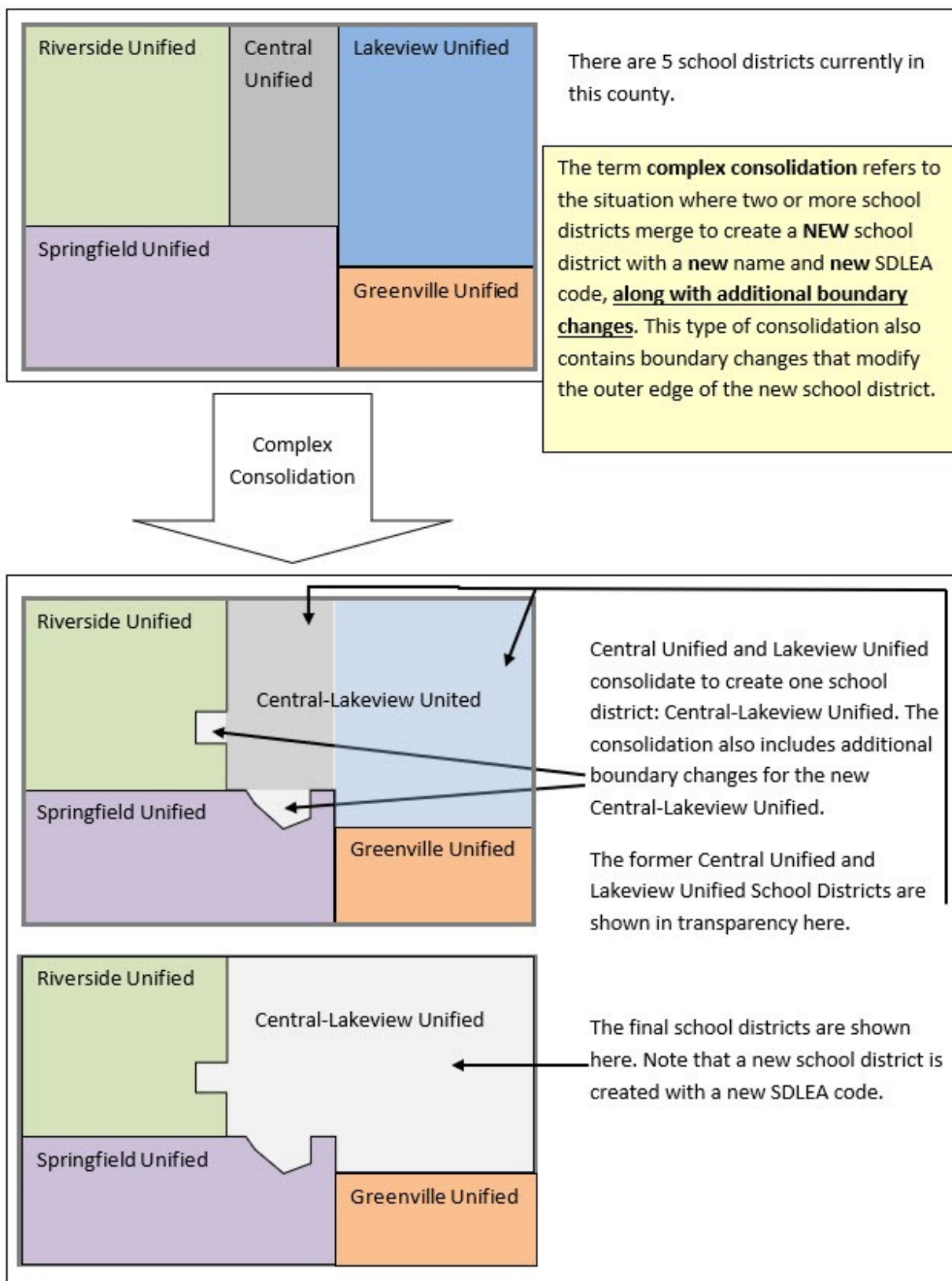


Figure 2: Complex Consolidation Example (Update Using Submission Log)

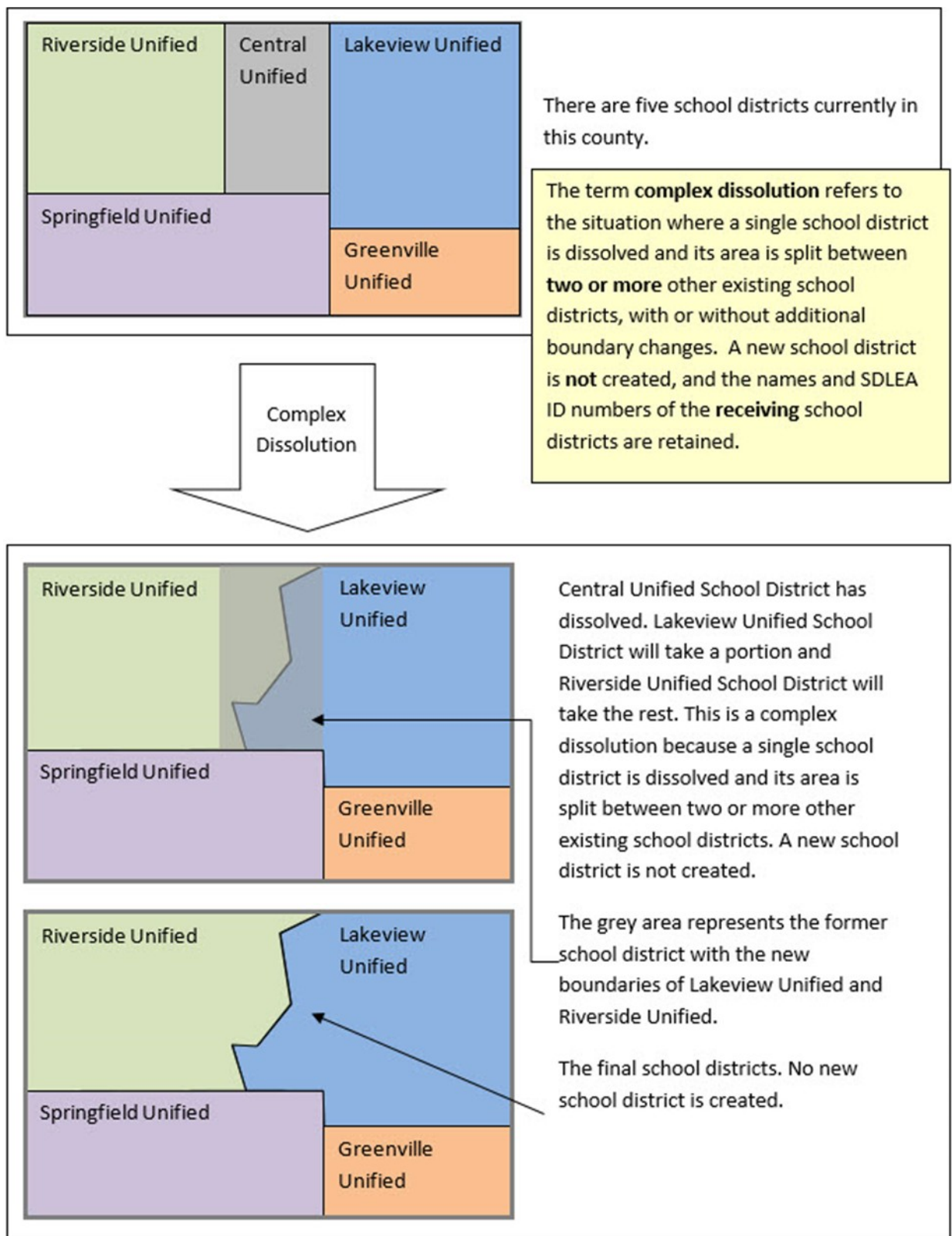


Figure 3: Complex Dissolution Example (Update Using Submission Log)

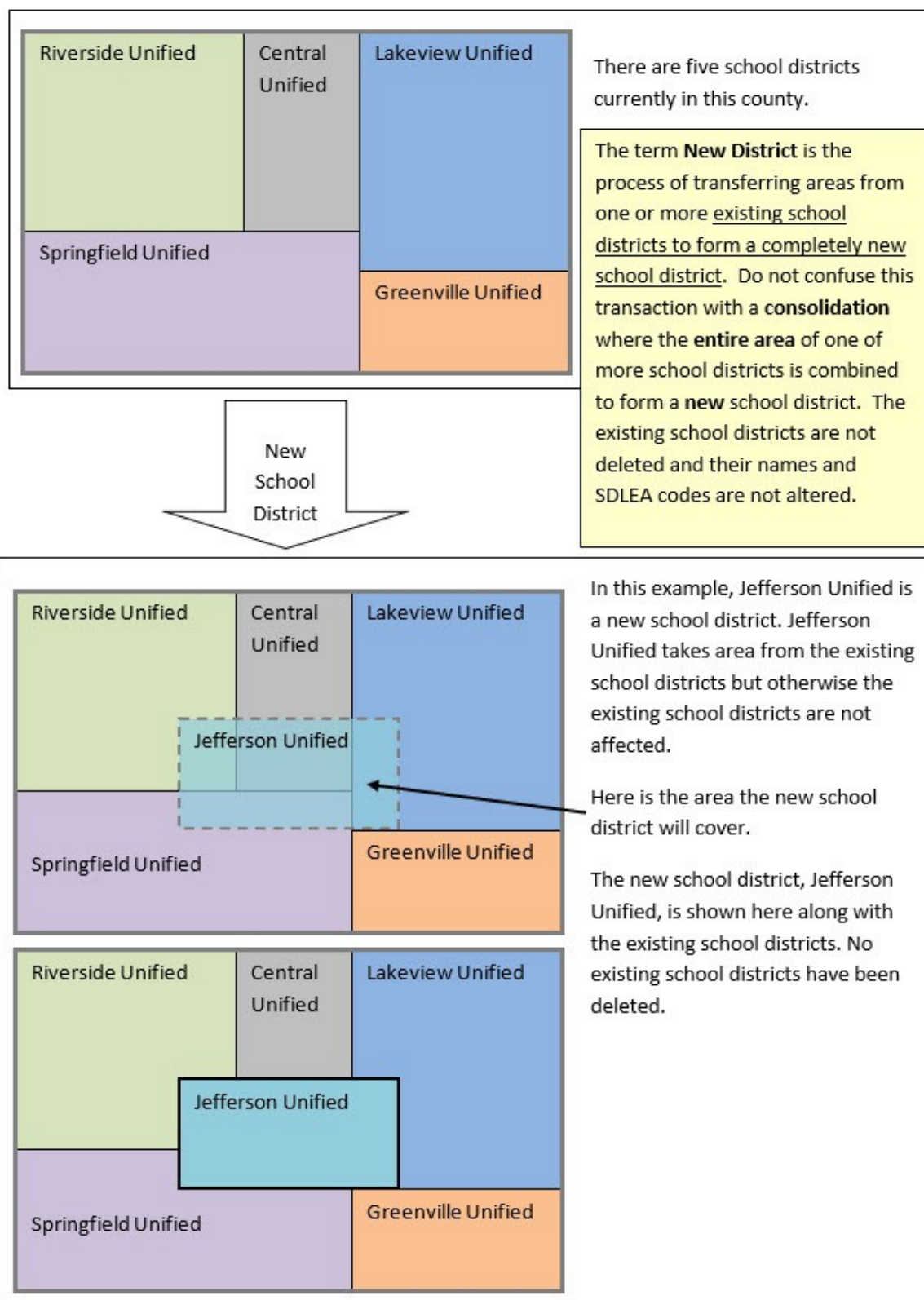


Figure 4: New District Example (Update Using Submission Log)

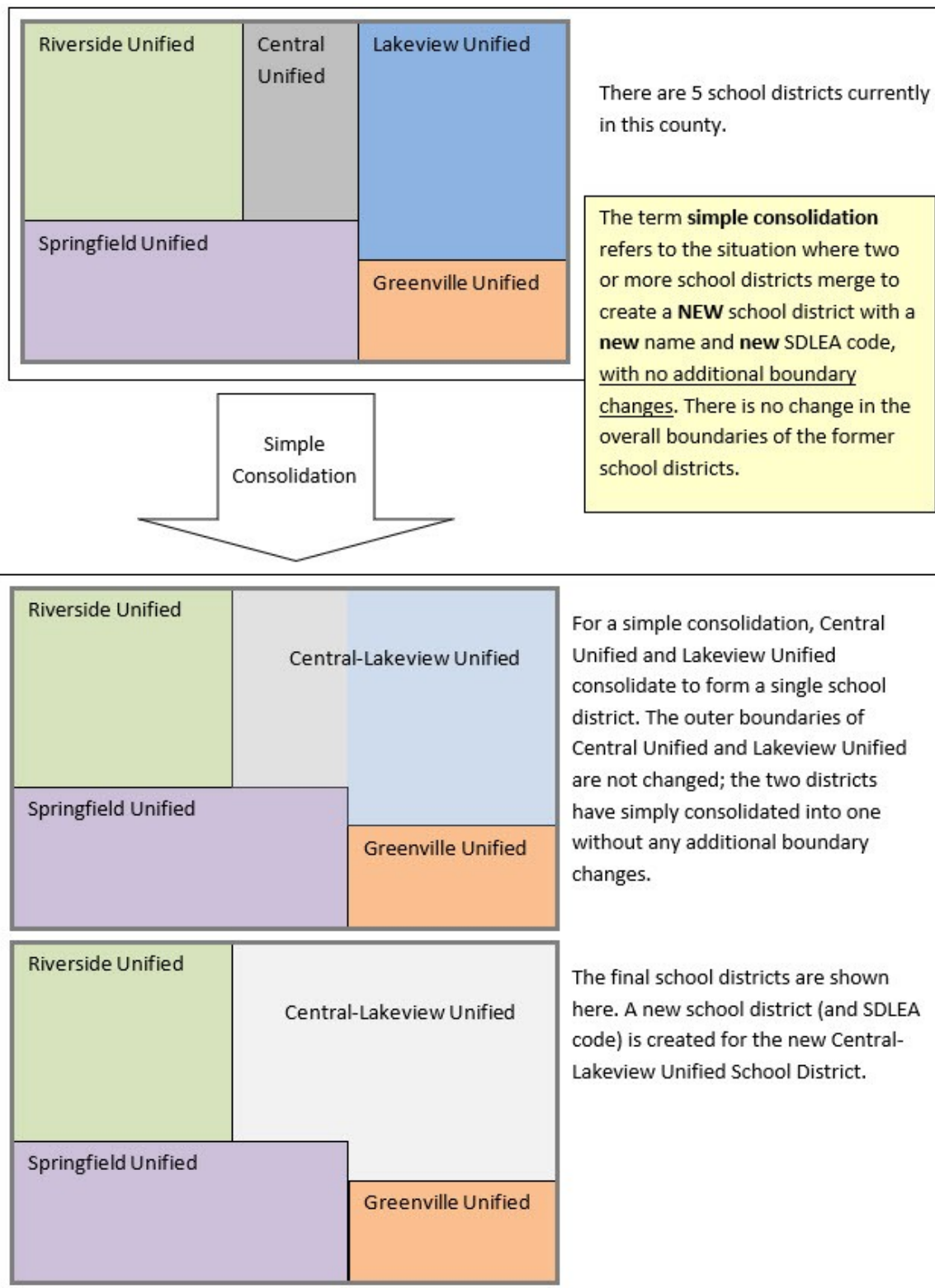


Figure 5: Simple Consolidation Example (Update Using the Submission Log)

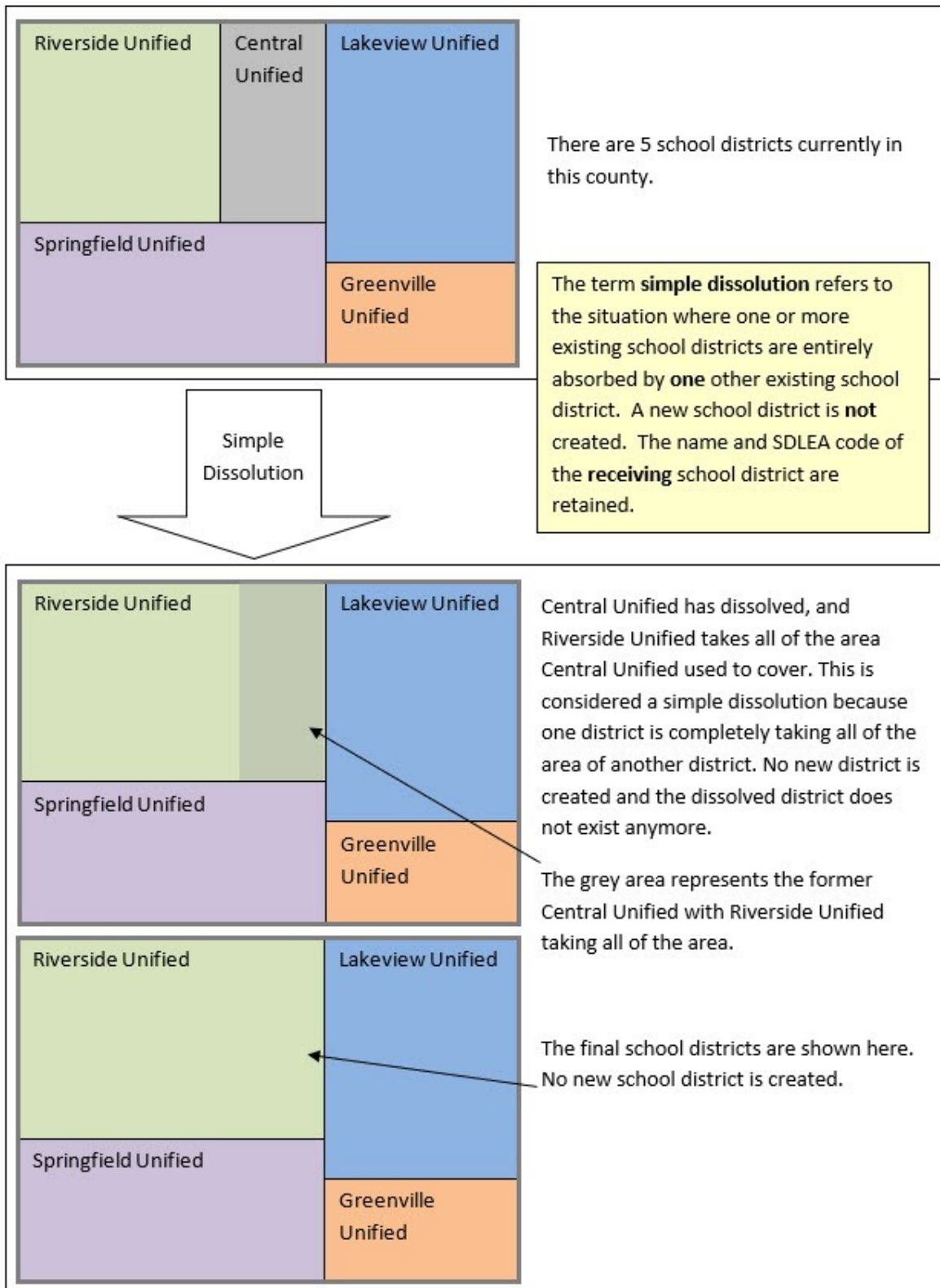


Figure 6: Simple Dissolution Example (Update Using the Submission Log)

D. Guidance for Boundary Changes

When reviewing school district boundaries, the Census Bureau encourages the mapping coordinator to focus on updating large changes that affect housing units and population first and then move to smaller differences if there is time before the SDRP submission deadline. The goal of the SDRP is to obtain major changes that affect population rather than small spatial corrections of boundaries.

The Census Bureau generally does not accept boundary changes of less than 30 feet when the correction does not affect housing. In remote areas with sparse population, the Census Bureau considers a difference of 60-75 feet to not be significant if housing units are not present. When reviewing source boundaries against the Census Bureau's boundaries, if the source shows a school district boundary on a road, then use the road as it appears in the Census Bureau's shapefile, even if the road does not seem fully spatially accurate. Road realignments are not accepted as part of the SDRP.

If there are many spatial corrections of school district boundaries for the state, the Census Bureau may be able to make these updates outside of the SDRP cycle. Please [Contact Information](#) the SDRP team for more information.

E. Contact Information

For assistance in preparing an SDRP submission or if issues arise with the Geographic Update Partnership Software (GUPS) Web, contact the SDRP team at the Census Bureau at [<geo.school@census.gov>](mailto:geo.school@census.gov) or 1-301-763-1099.

PART 1 WHAT IS THE SCHOOL DISTRICT REVIEW PROGRAM (SDRP)

CHAPTER 1 OVERVIEW

1.1 SDRP Schedule

- **September 2026**—Notify the mapping coordinators by email that Annotation Phase materials are available to download and review.
- **October 2026**—Provide free training webinar on responding to the SDRP to mapping coordinators.
- **December 31, 2026**—Deadline for submission of updated school districts. All school district updates must be received by this date to participate in the 2027 SDRP Verification Phase. We encourage you to submit changes as soon as possible rather than waiting until the deadline.
- **April 2027**—Review of Verification Phase materials by mapping coordinators.
- **December 2027**—Release of preliminary poverty estimates based on the updated school districts.

1.2 SDRP Annotation Phase Materials

SDRP Annotation Phase materials are available for download from [Annotation Phase Program Materials](#). Review the Quick Start Guide and this guide before starting work. These guides explain the guidelines and reporting tools that apply to the state's updates.

1.3 SDRP and GUPS Web Help

The Census Bureau encourages mapping coordinators to [Contact Information](#) the SDRP team with any questions related to the program or GUPS Web. Additionally, valuable information is located on the SDRP website, <www.census.gov/programs-surveys/sdrp.html>.

1.4 Description and Use of Listing Files

The Census Bureau creates four listing files provided in a Microsoft Excel® (.xlsx) format.

- Inventory and Grade Range File (All States)
- County Coverage File (All States)
- Legal Government Coextensive Coverage File (Limited States)
- School District to Geography (SD/GEO) Relationship File (Limited States)

Depending on the state's school district geography and how the state participates in the SDRP, some listing files may not be included. The following sub-sections describe each of these listings in detail. [Appendix B](#) provides greater detail in the form of individual tables that provide a data dictionary for each of the listing files.

1.4.1 Inventory and Grade Range File (All States)

The Inventory and Grade Range listing file is named "<ST>_SD_Inventory_A.xlsx." This file lists the school districts reported to the Census Bureau as of the 2026 SDRP, including the school

district name, SDLEA code, level, type, and grade range. Details on this specific listing file are found in sub-appendix [B1](#).

The official school district name is its legal name including any state-used descriptive wording, such as "Independent School District", "Consolidated School District", or "Supervisory Union." The grade ranges included in these files indicate the grade ranges for which each school district is financially responsible. Use this set of grades, based on financial responsibility, to assign the data for each child to exactly one school district. For information on financial responsibility see [Appendix A](#).

Note: The Census Bureau requires complete school district coverage; therefore, the listings may contain school districts that are not Type 1, Type 2 or Type 3. These are flagged in the listings as follows: Pseudo (A), Department of Defense (B), Interstate (C), and Bureau of Indian Affairs [BIA] (D). These files also flag school districts within a state or county that have the same name but different SDLEA codes with an (E). In these situations, the SDLEA codes are the means to identify unique school districts that share the same name. See sub-appendix [A1](#) for more information on pseudo school districts. In areas that are not covered by any school district (i.e., national park land, the Great Lakes) the Census Bureau creates a unified school district named "School District Not Defined" with SDLEA code of 99997.

1.4.1.1 Submitting Updates to Information in the Inventory and Grade Range File

Carefully review the information contained in this file and provide the Census Bureau with updates and/or corrections. List the updates to the school district name, SDLEA code, level, type, and grade range in the submission log, as described in [Chapter 3](#), and submit the file using the Secure Web Incoming Module (SWIM) as described in [Chapter 5](#).

IMPORTANT: If the mapping coordinator plans to submit more than 25 updates, [Contact Information](#) the SDRP team before completing the submission log.

1.4.2 County Coverage File (All States)

The County Coverage listing file is named "<ST>_County_Coverage_A.xlsx." This file lists school districts for each county, sorted by county. There is a separate record for each unique school district/county combination. Details on this specific listing file are found in sub-appendix [B2](#).

The County Coverage file reflects the boundaries of the 2026 school districts as shown in the shapefiles and the TIGERweb map viewer. Use this file to locate each school district and to review the extent of the areas of each school district as they relate to counties.

Carefully review the information contained in this file and provide the Census Bureau with updates and/or corrections. Specifically review where a school district to county relationship should no longer be maintained, or where a new relationship should be created and maintained.

1.4.3 Legal Government Coextensive Coverage File (Limited States)

The Legal Government Coextensive Coverage listing file is named

"<ST>_Coextensive_Coverage_A.xlsx." It is available for Alabama, Alaska, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Utah, and Virginia because some of their school districts are coextensive with general-purpose local governments such as counties or county equivalents and incorporated places. Details on this specific listing file are found in sub-appendix [B3](#).

The Census Bureau maintains these coextensive relationships without the need for states to submit boundary changes for the listed school districts. All changes to counties or county equivalents and incorporated places are obtained through the Census Bureau's Boundary and Annexation Survey (BAS). If the mapping coordinator believes that a legal boundary is incorrect, please notify the Census Bureau at [<geo.bas@census.gov>](mailto:geo.bas@census.gov).

Carefully review the information contained in this file and provide the Census Bureau with updates and/or corrections. Specifically, review where a coextensive relationship should no longer be maintained or where a new relationship should be created and maintained.

1.4.4 School District to Geography (SD/GEO) Relationship File (Limited States)

In Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont, school districts are commonly coextensive with one or more incorporated places and/or county subdivisions (towns, townships, boroughs, etc.). Review the relationships listed in the SD/GEO Relationship listing file, "<ST>_SD_GEO_Relationship_A.xlsx", to ensure that the state school districts are maintaining the correct relationships with the general-purpose local governments.

Like the County Coverage file, this file contains records for each school district/incorporated place and school district/county subdivision coextensive relationship. It is sorted by SDLEA code for use in reviewing the geographic relationship between the general-purpose local governments (towns, townships, boroughs, etc.) and each school district. Details on this specific listing file are found in sub-appendix [B4](#).

The Census Bureau maintains these relationships without the need for states to submit boundary changes for the listed school districts. All changes to incorporated places and county subdivisions are obtained through BAS. If the mapping coordinator believes that a legal boundary is incorrect, notify the Census Bureau at [<geo.bas@census.gov>](mailto:geo.bas@census.gov).

Carefully review the information contained in this file and provide the Census Bureau with updates and/or corrections. Specifically review where a relationship should no longer be maintained, or where a new relationship should be created and maintained.

Note: If the SD/GEO Relationship File and/or a Coextensive Coverage files are not available for download, and there are school districts in the state that are legally coextensive with general-purpose local governments, [Contact Information](#) the SDRP team.

1.4.5 Submitting Updates to Information in the “County Coverage,” “Legal Government Coextensive Coverage,” and/or “Relationship” Files

Update the individual listing files with all changes, additions, and deletions making clear what changed by highlighting, changing text color, text bolding, adding, or crossing out the changes. Zip all the updated listing files into one .zip file and submit it to the Census Bureau using SWIM. For more information regarding SWIM, refer to [Chapter 5](#).

PART 2 HOW TO USE THE TIGERWEB

CHAPTER 2 USING THE TIGERWEB MAP VIEWER FOR THE SDRP

The [TIGERweb map viewer](#), reached by selecting the “TIGERweb Applications” tab once on the site, is available for state and local education officials to view the Census Bureau's school district information current as of January 1, 2026. In addition to school districts, TIGERweb also offers the ability to view:

- Roads, highways, and railroads.
- Rivers, lakes, streams and other “single-line” drainage.
- Boundaries for legal and statistical geographies.
- Selected special land use areas such as military reservations and national parks.
- Satellite imagery.

IMPORTANT: The [TIGERweb User Guide](#) is available from the TIGERweb Applications tab. Please utilize it for comprehensive details that may not be mentioned in this program specific guide.

To summarize the process, the mapping coordinators and other local education officials use the application to locate each school district and compare their boundary and attribution to a local source for school districts to determine if there is a need to make any changes. The mapping coordinator can provide boundary changes to the SDRP if the Census Bureau data does not correctly depict the school district boundary in effect as of January 1, 2027.

Note: Mapping coordinators, please provide local education officials with these TIGERweb instructions, which can be downloaded from [Annotation Phase Program Materials](#).

To review the boundary of a school district, users need either the name of the school district or the seven-digit geographic identification code (i.e., GEOID) for the school district. The GEOID may be constructed by combining the two-digit state code and the five-digit SDLEA code from the Inventory and Grade Range File. This file is described in section [1.4.1](#) and detailed in appendix [B1](#). TIGERweb uses the GEOID to zoom directly to the school district.

If a local education official determines that changes need to be reported for the 2027 SDRP, report the changes to a state SDRP mapping coordinator who will submit the changes to the Census Bureau. The mapping coordinator is the liaison between the state’s Department of Education and the Census Bureau. Find contact information for mapping coordinators on the [SDRP website](#).

IMPORTANT: The Census Bureau will not accept school district boundary changes that are submitted by local education officials. The mapping coordinator must approve and submit all SDRP updates.

2.1 Locating a School District

TIGERweb allows users to quickly locate an entity visually using the Zoom scrollbar or by using the Query tool ([Figure 7](#)) to search for a school district by its name or unique GEOID. Additional details on the Query tool are found in section 1.3.6 of the [TIGERweb User Guide](#).



Figure 7: Query Tool Button

[Figure 8](#) shows the resulting Query tool window that appears after selecting the button.

Figure 8: Query Tool Window

Select the Query tool from the toolbar. Select the Attribute tab from the Query tool window. From the Select Map drop-down menu, choose one of the following map services:

- States and Counties to locate a county.
- Places and County Subdivisions to locate a city, town, or township.
- School Districts to locate a unified, secondary, or elementary school district.

Key the GEOID, derived by combining the two-digit state code and five-digit SDLEA code in the Inventory and Grade Range Listing File, in the Enter GEOID of Feature box, or type all or part of the school district's name in the Enter Name of Feature box. Enter a GEOID or a school district's name, but not both. Searching by unique GEOID will take users directly to the entity. Searching by name may produce a list of school districts with the same or similar name.

Follow the steps below to locate unified school district West Prairie Community Unit School District 103, Illinois with GEOID 1700314.

1. Select the Query tool and the Attribute tab.
2. From the Select Map drop-down menu, choose School Districts ([Figure 9](#)).
3. From the Select Layer(s) drop-down menu, choose Unified School Districts then enter 1700314 in the GEOID field ([Figure 10](#)).

4. Choose SUBMIT to search for the unified school district.

The screenshot shows the 'Attribute' tab of the Query Tool. At the top, there are two tabs: 'Attribute' and 'Spatial'. Below them is a dropdown menu currently showing 'School Districts'. The dropdown is open, displaying a list of map layers: 'Select Map...', 'Transportation (Roads and Railroads)', 'PUMAs, UGAs, and ZCTAs', 'Tribal Census Tracts and Block Groups', 'Census Tracts and Blocks', 'Military and Other Special Land Use Areas', 'School Districts' (which is highlighted in blue), 'Places and County Subdivisions', 'American Indian, Alaska Native, and Native Hawaiian Areas', 'Legislative Areas', 'Census Regions and Divisions', 'Urban Areas', 'Metropolitan and Micropolitan Statistical Areas and Related Statistical Areas', and 'States and Counties'. At the bottom of the interface is a 'SUBMIT' button.

Figure 9: Query Tool–Attribute Tab–Select Map

The screenshot shows the 'Spatial' tab of the Query Tool. At the top, there are two tabs: 'Attribute' and 'Spatial'. Below them is a dropdown menu currently showing 'School Districts'. Below the dropdown is a checkbox labeled 'Within Map Extent'. Underneath is a label 'Select Layer(s):' followed by a list box containing 'Unified School Districts', 'Secondary School Districts', 'Elementary School Districts', and 'School District Administrative Areas'. Below the list box is a text input field containing '1700314'. Underneath is a label 'AND/OR' followed by another text input field containing 'Enter Name of Feature'. At the bottom of the interface is a 'SUBMIT' button.

Figure 10: Query Tool–Query by GEOID

TIGERweb displays the query results under the Task Results tab to the left of the map (Figure 11).

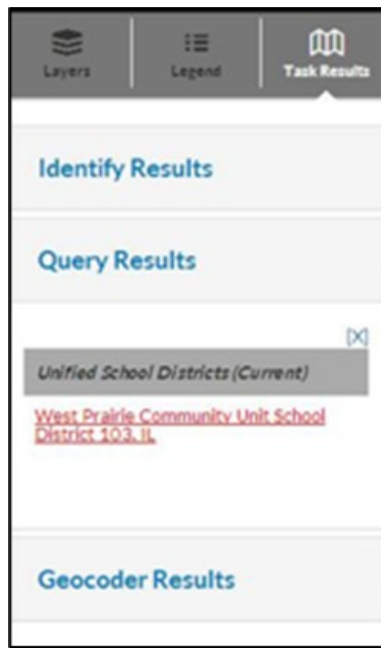


Figure 11: Task Results Tab with Query Results

TIGERweb also displays the Info panel containing attribute data for the entity ([Figure 12](#)) in a separate window. Minimize or close the Info panel by selecting the '-' or 'x' symbol in the top right of the Info panel.

United States Census Bureau TIGERweb Geography Division	
Geographic Identifier	1700314
Name	West Prairie Community Unit School District 103
State FIPS Code	17
Unified School District Code	00314
Base Name	West Prairie Community Unit School District 103
Legal/Statistical Area Description Code	00
MTFCC	G5420
School District Type	N/A
Highest Grade in School District	12
Lowest Grade in School District	PK

Figure 12: Query Results–Info Panel

Select the desired name from the results listed under the Unified School Districts heading of Query Results and TIGERweb will display the school district highlighted in the center of the map display (**Figure 13**). To start a new Query, select Clear Map (the 'X') above the Zoom scrollbar. The Query window reappears, and the located entity is no longer highlighted.

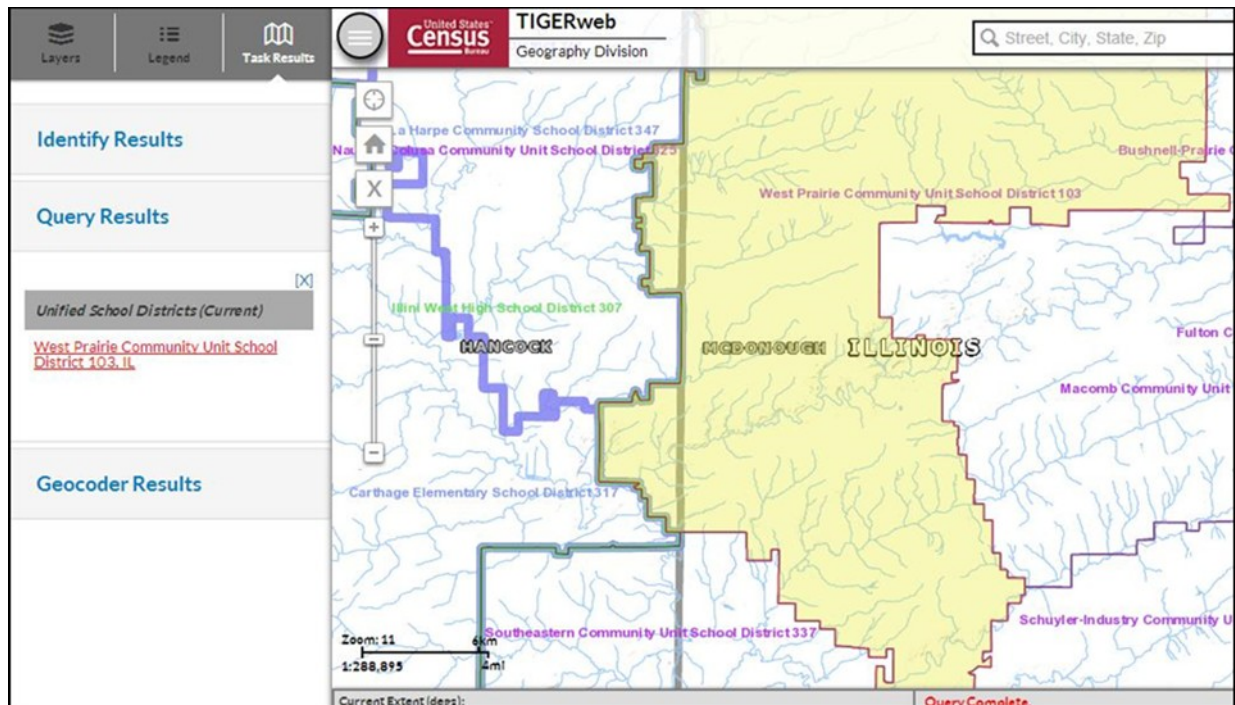


Figure 13: Map Display with Query Results

Follow the steps below to locate a school district named Bridgeport in Connecticut without knowing its school district level.

1. Select the Query tool.
2. From the Select Map drop-down menu, choose School Districts.
3. From the Select Layer(s) drop-down menu, hold down the Control or Shift Key and choose Unified, Secondary, and Elementary. All three will display as highlighted (**Figure 14**) then enter Bridgeport in the Enter Name of Feature box.
4. Choose SUBMIT to search.

QUERY

Attribute Spatial

School Districts

☐ Within Map Extent

Select Layer(s) :

- Unified School Districts
- Secondary School Districts
- Elementary School Districts
- School District Administrative Areas

Enter GEOID of Feature

AND/OR

bridgeport

SUBMIT

Figure 14: Query Tool–Query by Name

Searching by name could produce a list of school districts with the same or similar names, as shown in [Figure 15](#); however, the results will include the state in which the entity is located to help choose the correct school district.

Query Results

[\[X\]](#)

Unified School Districts (Current)

- Bridgeport Exempted Village School District, OH
- Bridgeport Independent School District, TX
- Bridgeport Public Schools, NE
- Bridgeport School District, CT
- Bridgeport School District, WA
- Bridgeport-Spaulding Community School District, MI

Secondary School Districts (Current)

No features found!

Elementary School Districts (Current)

No features found!

Figure 15: Query by Name Results

TIGERweb displays the selected entity highlighted in the center of the map display along with the Info panel containing attribute data for the entity. Minimize or close the Info panel to view the entire map and Query Results section ([Figure 16](#)).

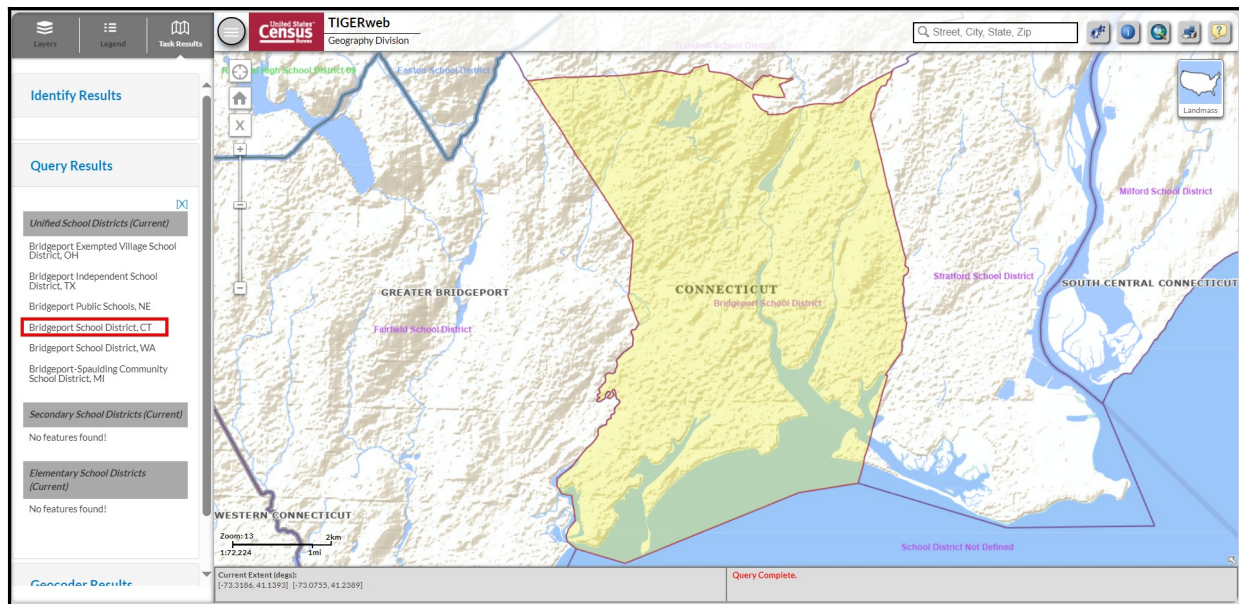


Figure 16: Map Display with Query Results

After using the Query tool to locate a school district, users can compare the TIGERweb map of the school district to a local source for the school district boundary. Provide boundary and/or attribute update information to the state mapping coordinator if the TIGERweb map does not correctly depict the school district boundary shown in a local source. Mapping coordinators prepare all school district updates for their respective states, following details in part 2 and/or 3 of this respondent guide, and submit the updates to the Census Bureau as described in part 5.

2.2 Printing and Saving a Map

TIGERweb has the functionality to save maps, print paper maps, or capture screen images of the areas where the boundary requires an update or annotate changes. This functionality is useful for a local education official to indicate to the mapping coordinator where a school district boundary change is needed. The local official can capture a screen image and annotate the change for the mapping coordinator to approve and submit to the Census Bureau.

Using the Print tool button from the upper right of the map display ([Figure 17](#)) opens the Print window ([Figure 18](#)). A table with detailed instructions for the options available in this window is found in section 1.3.7 of the [TIGERweb User Guide](#).



Figure 17: Print Tool Button

PRINT

Map Title

TIGERweb

Map Layout

A4 Landscape

Map Format

PDF

☒ Maintain Map Scale

☒ Print Legend

Open/Download Map (Click to open/Right Click - Save As)

Generate Map

Figure 18: Print Tool Window

PART 3 HOW TO USE THE SUBMISSION LOG

CHAPTER 3 USING THE SUBMISSION LOG FOR THE SDRP

The submission log is an Excel spreadsheet used to report all updates except boundary changes. It is available for download from [Annotation Phase Program Materials](#). Record each type of acceptable school district change as a separate record in this file.

The Census Bureau requires the use of the submission log for the following change types:

- School district name.
- Grade range.
- SDLEA code.
- Level (elementary, secondary, or unified).
- Simple and complex consolidation.
- Simple and complex dissolution.
- New district.
- Simple spatial update using whole MCDs or incorporated places.

Note: Not all fields in the submission log are displayed in the examples in this chapter.

3.1 School District Name Change

A school district name change is usually a result of a misspelling or legal school district name change. [Figure 19](#) shows an example of the fields requiring information. They are the Type of Change, County code(s), SDLEA of Change, Old Name, and New Name fields. [Contact Information](#) the SDRP team if seeking to submit more than 25 name changes.

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD NAME	NEW NAME	OLD GR LOW	OLD GR HIGH	NEW GR LOW	NEW GR HIGH	OLD LEVEL	NEW LEVEL	OLD SDLEA	NEW SDLEA
NAME	005	19320	BLUE STONE	BLUESTONE								
NAME	009 021	20603	JENNERSVILLE	JENNERSVILLE USD 219								

Figure 19: Example of a School District Name Change

3.2 Grade Range Change

A grade range change is the result of an incorrect grade range previously reported to the Census Bureau or a new change (e.g., changing from Kindergarten to Pre-Kindergarten). Gaps and overlaps in grade range coverage cannot exist. Grade range changes require information in the Type of Change, County code(s), SDLEA of Change, Old Grade Range Low, Old Grade Range High, New Grade Range Low, and New Grade Range High fields ([Figure 20](#)). [Contact Information](#) the SDRP team if seeking to submit more than 25 grade range changes.

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD NAME	NEW NAME	OLD GR LOW	OLD GR HIGH	NEW GR LOW	NEW GR HIGH	OLD LEVEL	NEW LEVEL
GRADE RANGE	001 003 013	17175			01	PK				
GRADE RANGE	017	02319			K	08	K	12		

Figure 20: Example of a School District Grade Range Change

3.3 SDLEA Code Change

SDLEA code changes include a correction to the SDLEA code. SDLEA code changes require information in the Type of Change, County code(s), SDLEA of Change, Old SDLEA (same as SDLEA of Change), and New SDLEA fields (Figure 21).

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD NAME	NEW NAME	OLD GR LOW	OLD GR HIGH	NEW GR LOW	NEW GR HIGH	OLD LEVEL	NEW LEVEL	OLD SDLEA	NEW SDLEA
SDLEA	135	00021							00021	00012		

Figure 21: Example of a SDLEA Code Change

3.4 Level Change

A level change occurs when a school district changes classification; for example, changing from elementary to unified. Level changes require information in the Type of Change, SDLEA of Change, Old Level, and New Level fields (Figure 22).

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD NAME	NEW NAME	OLD GR LOW	OLD GR HIGH	NEW GR LOW	NEW GR HIGH	OLD LEVEL	NEW LEVEL	OLD SDLEA	NEW SDLEA
LEVEL		00021							E	U		

Figure 22: Example of a Level Change

3.5 Simple and Complex Consolidation

A consolidation occurs when two or more school districts merge, or consolidate, to create a new school district with a new name and new SDLEA code. Complex consolidations have additional boundary changes and simple consolidations do not.

Consolidations require information in the Type of Change, County code(s), New Name, New Grade Range Low, New Grade Range High, New Level, Consolidation 1 SDLEA (SDLEA code of first school district being merged), Consolidation 2 SDLEA (SDLEA code of other school district being merged), Consolidation New SDLEA (SDLEA code of newly formed school district, if known; otherwise place “unknown” in this field), and Narrative/Description fields ([Figure 23](#)). **If the submission is a complex consolidation, additional documentation such as a shapefile or map indicating the location of the boundary changes is required.**

Note: The fields for Consolidation 3 SDLEA and Consolidation 4 SDLEA only require information if three or more school districts are consolidating (merging). If five or more school districts are consolidating, enter the remaining SDLEA codes on the next row starting in the Consolidation SDLEA field.

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	NEW NAME	NEW GR LOW	NEW GR HIGH	NEW LEVEL	CONSOLIDATION1 SDLEA	CONSOLIDATION2 SDLEA	CONSOLIDATION3 SDLEA	CONSOLIDATION4 SDLEA	CONSOLIDATION NEW SDLEA	NARRATIVE/DESCRIPTION
SIMPLE CONSOLIDATION	025		CORKFARM SYMPHONY	PK	12	U	39504	45003	46004		UNKNOWN	Farmdale USD (39504) merged with Cork USD (45003) and Symphony (46004) to form Corkfarm Symphony.

Figure 23: Example of a Simple Consolidation

3.6 Simple and Complex Dissolution

A simple dissolution occurs when one or more existing school districts entirely dissolve(s) into one other existing school district. A simple dissolution never results in the creation of a new school district. The receiving school district retains its name and SDLEA code. A Complex Dissolution occurs when a single school district dissolves its area between two or more existing school districts, with or without additional boundary changes.

Note: A separate entry is required for each school district that dissolves into the existing school district through this change.

Dissolutions require information in the Type of Change, County code(s), SDLEA of Change (SDLEA code of school district that is gaining area), Added Area SDLEA (same as SDLEA of Change), Deleted SDLEA (SDLEA code of school district being dissolved), and Narrative/Description (include county code(s)) and if applicable, the Old Grade Range Low, Old Grade Range High, New Grade Range Low, New Grade Range High, Old Level, and New Level fields ([Figure 24](#)). **If the submission is a complex dissolution, additional documentation such as a shapefile or map that reflects the updated school district boundaries is required.**

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD GR LOW	OLD GR HIGH	NEW GR LOW	NEW GR HIGH	OLD LEVEL	NEW LEVEL	ADDED AREA SDLEA	LOST AREA SDLEA	DELETED SDLEA	NARRATIVE/DESCRIPTION
SIMPLE DISSOLUTION	071	40001						40001		69069		Columbia USD (69069) dissolved into Shaw USD (40001)
SIMPLE DISSOLUTION	071	40001						40001		00021		Albermarle USD (00021) dissolved into Shaw USD (40001)
SIMPLE DISSOLUTION	035	24678	PK	08	PK	12	E	U	24678		13589	Hill High School (13589) dissolved into Avon Grove School District (24678)

Figure 24: Example of a Simple Dissolution

3.7 New District

A new district occurs when transferring area from one or more existing school districts to form a completely new school district. New districts require information in the Type of Change, County code(s), New Name, New GR Low, New GR High, New Level, New SDLEA and Narrative/Description ([Figure 25: Example of a New District](#)[Error: Reference source not found](#)). If the new school district is comprised of existing MCD(s) or place(s), then a description detailing those geographies is required in the narrative/description field. **If the new district boundary is not coincident with an existing geography in the Census Bureau's data, then additional documentation such as a shapefile or map that reflects the new district's boundary is required.**

TYPE OF CHANGE	COUNTY	NEW NAME	NEW GR LOW	NEW GR HIGH	NEW LEVEL	NEW SDLEA	ADDED AREA SDLEA	LOST AREA SDLEA	NARRATIVE/DESCRIPTION
NEW DISTRICT	065	Elm Valley City School District	K	12	U	unknown			New District "Elm Valley City School District" shares the same boundary as Elm Valley City

Figure 25: Example of a New District

3.8 Simple Spatial Update Using Whole MCDs or Incorporated Places

A simple spatial update occurs when the area that is being added to a school district is also an existing minor civil division (MCD) or incorporated place in the Census Bureau's data. Simple spatial updates can include a change to the boundary of an existing school district or the creation of a new district. These updates may be submitted using the submission log since whole geographies are being moved to the school district.

Simple spatial updates involving school district boundary changes, shown in [Figure 26](#), require information in the Type of Change, County code(s), Added Area SDLEA, Lost Area SDLEA, and Narrative/Description fields. The Narrative/Description field must contain the MCD(s) or incorporated place(s) that are being added to the school district.

TYPE OF CHANGE	COUNTY	SDLEA OF CHANGE	OLD NAME	NEW NAME	ADDED AREA SDLEA	LOST AREA SDLEA	DELETED SDLEA	NARRATIVE DESCRIPTION
BOUNDARY CHANGE	001				15467	64534		15467 Great Falls Supervisory Union added the parts of SDLEA 64534 covered by Bradley Township and Frederick Township.

Figure 26: Example of a Simple Spatial Update–Boundary Change

Once all updates are complete, zip the submission log and submit it to the Census Bureau following instructions outlined in [Chapter 5](#). Proceed to the next part of the guide to learn more about using GUPS Web for the SDRP.

PART 4 HOW TO ACCESS THE GEOGRAPHIC UPDATE PARTNERSHIP SOFTWARE (GUPS) WEB

CHAPTER 4 GETTING STARTED

4.1 What is GUPS Web?

The Census Bureau developed GUPS Web to simplify and modernize how state and local governments respond to the Census Bureau's geographic partnership programs. As a web mapping application, GUPS Web is easily accessible online and includes tools for participants to review and submit updates to the Census Bureau.

4.2 GUPS Web Hardware and Operating System Requirements

GUPS Web does not have minimum hardware or operating system requirements. It is supported across all major web browsers including Microsoft Edge, Google Chrome, and Mozilla Firefox. The Census Bureau recommends using a laptop or desktop computer to guarantee full accessibility with the tools and features of GUPS Web.

4.3 Invitation Email and Creating a GUPS Web Account

At the start of the SDRP, the Census Bureau will send an invitation email to mapping coordinators nominated by their state's department of education ([Figure 27](#)). This email grants access to a state project in GUPS Web and provides a link to register for a GUPS Web account. Below is an example of an invitation email.

Note: In cases where a technical lead is assigned to make SDRP updates instead of the mapping coordinator, the mapping coordinator should inform the Census Bureau by sending an email with the technical lead's email and contact information. The Census Bureau will send an invitation email to the technical lead so they can create their own GUPS Web user account.

From: geo.gups@census.gov
Date: April 23, 2026 at 9:41:28 AM EDT
Subject: You have been invited to a new GUPS Web Project for the School District Review Annotation

Hello,

The Census Bureau has invited you to the School District Review Annotation project(s) listed below as a GUPS Project Owner:

- 30 - Montana

Email geo.school@census.gov if you have questions.

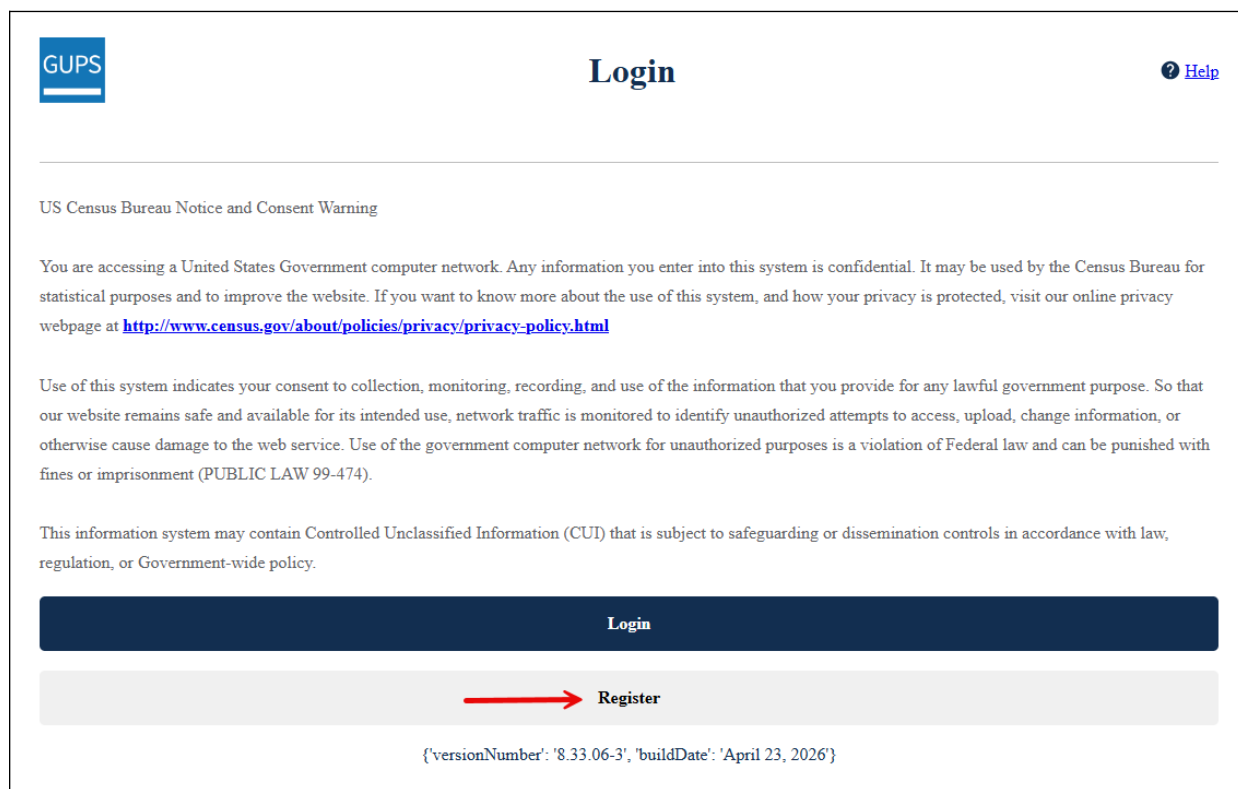
Don't have an account? Register here: <https://gupsweb.geo.census.gov>

Do not reply to this email. Mailbox is not monitored.

Figure 27: GUPS Web invitation email

To create an account, follow the steps below.

1. From an internet browser, open <<https://gupsweb.geo.census.gov/>>. Select the **Register** button as shown in **Figure 28**.



The screenshot shows the GUPS Web home page. At the top left is the GUPS logo. At the top center is the word "Login". At the top right is a "Help" link with a question mark icon. Below the header is a section titled "US Census Bureau Notice and Consent Warning". This section contains two paragraphs of text regarding the confidentiality of the system and the user's consent. Below the text are two buttons: a dark blue "Login" button and a light gray "Register" button. A red arrow points to the "Register" button. At the bottom of the page is a small JSON object: `{'versionNumber': '8.33.06-3', 'buildDate': 'April 23, 2026'}`.

Figure 28: GUPS Web home page

2. Complete the registration form, then select **Submit**. When the registration is completed, return to the GUPS Web home page and select **Login**. The Geographic Update Partnership Software login page will display as shown in **Figure 29**.

ureau

GUPS

Geographic Update Partnership Software

U.S. Census Bureau

Enter Credentials

Email

Login Is Required

Password [Show/Hide Password](#)

Password Is Required

Sign in

Forgot Password **Change Password** **Update Security Questions**

Are you a new user? Register: [Here](#) Already a User? [Request GUPS Access](#).

U.S. Census Bureau Notice and Consent Warning

You are accessing a United States Government computer network. Any information you enter into this system is confidential. It may be used by the Census Bureau system, and how your privacy is protected, visit our online privacy webpage at <https://www.census.gov/about/policies/privacy/privacy-policy.html>.

Use of this system indicates your consent to collection, monitoring, recording, and use of the information that you provide for any lawful government purpose. So that unauthorized attempts to access, upload, change information, or otherwise cause damage to the web service. Please do not share usernames and passwords with computer network for unauthorized purposes is a violation of Federal law and can be punished with fines or imprisonment (PUBLIC LAW 99-474).

Figure 29: GUPS Web login page

3. Type the **Email** and **Password** for the registered GUPS Web account and select **Sign In**. The **GUPS Dashboard** will open ([Figure 30](#)).

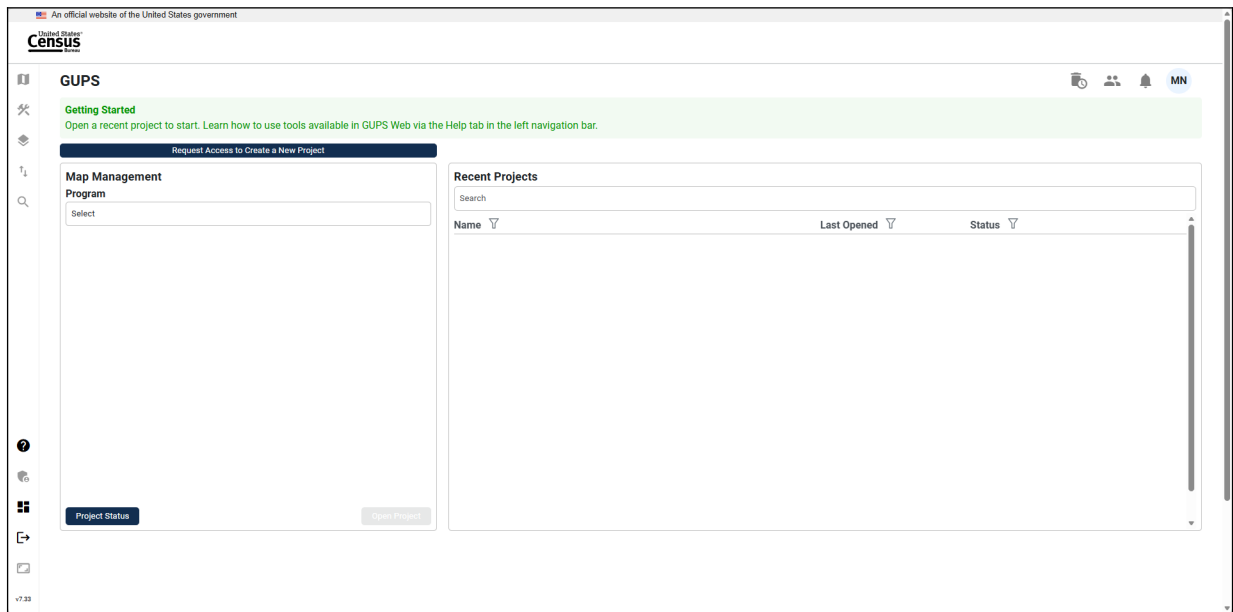


Figure 30: GUPS Web dashboard

4. Further information about how to use GUPS Web can be found in the Help Center by clicking on the Help Center icon  in the navigation bar as shown in Figure 31. In the Help Center, select **Program Area Support** then **School District Review Program** for additional information about using GUPS Web for the SDRP.

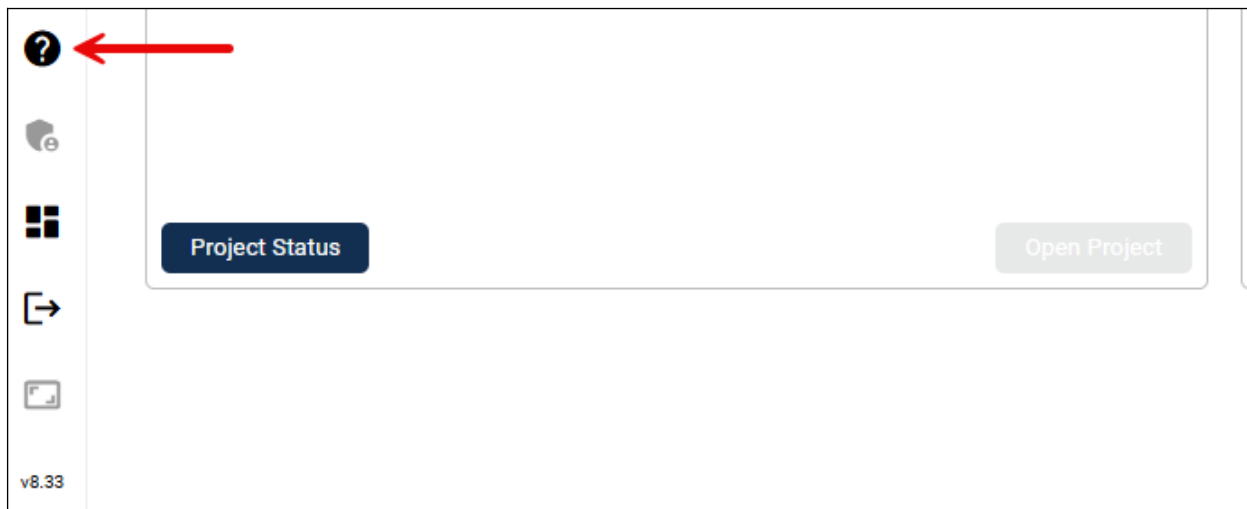


Figure 31: GUPS Web Help Center icon

PART 5 HOW TO SUBMIT FILES TO THE CENSUS BUREAU

CHAPTER 5 USING THE SECURE WEB INCOMING MODULE (SWIM)

There are two methods to submit updates to the Census Bureau. Boundary changes created in GUPS Web are automatically transmitted to the Census Bureau when the “Submit to Census” option is used in the application. Submission Logs and supporting documentation such as images, shapefiles and PDFs must be sent to the Census Bureau using SWIM. SWIM requires files to be contained within a .zip file (sub-folder zip files are not supported) and cannot be larger than 250 megabytes.

Use the instructions in this chapter to establish or access a SWIM account.

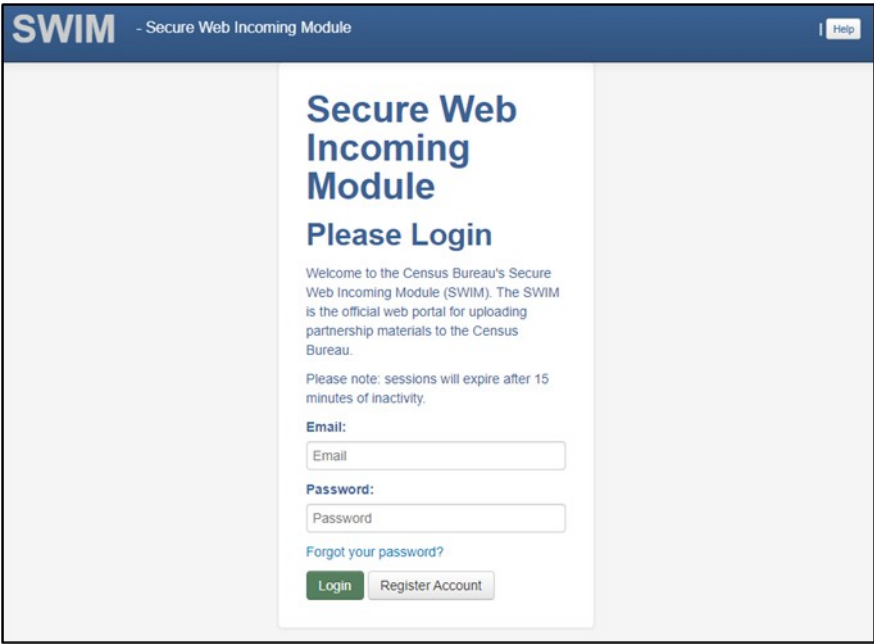
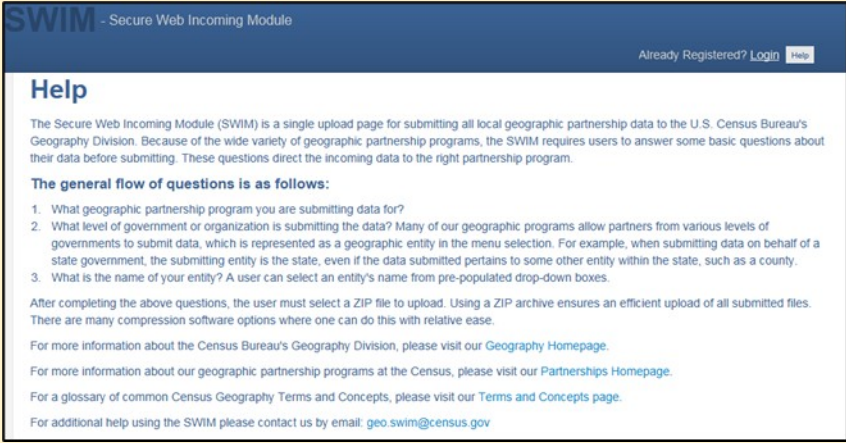
Some mapping coordinators may have an existing SWIM account. If so, submit the state’s SDRP submission using that existing account. For mapping coordinators without an established account, [Contact Information](#) the SDRP team to request a registration token. Once a SWIM token has been assigned, create a SWIM account.

To check for the existence of a SWIM account or to reset a password on an established account, choose “Forgot your password?” on the main SWIM page and enter the email address in question to check for the existence of an account. If SWIM locates an account, it asks the established security question for the account, for which the answer is not case-sensitive, and sends an email to reset the forgotten password. If SWIM does not locate an account associated with the email address, it returns the following message, “No account registered for this email address. The email address associated with the account is case sensitive. Try again with the proper case or go to Account Registration to register for a SWIM account.” Choosing the Account Registration link opens another window to establish a SWIM account; however, the person must have a registration token to proceed.

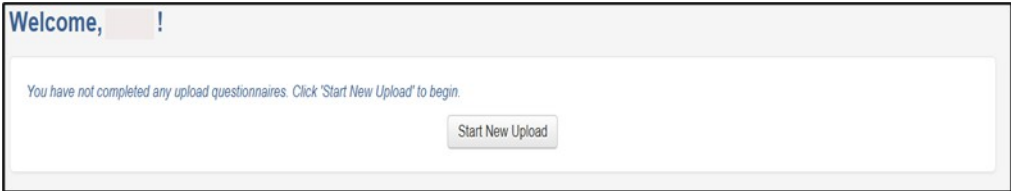
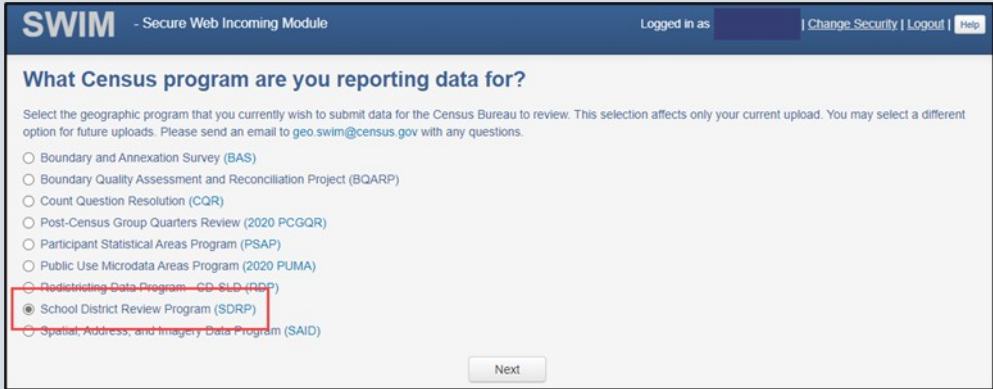
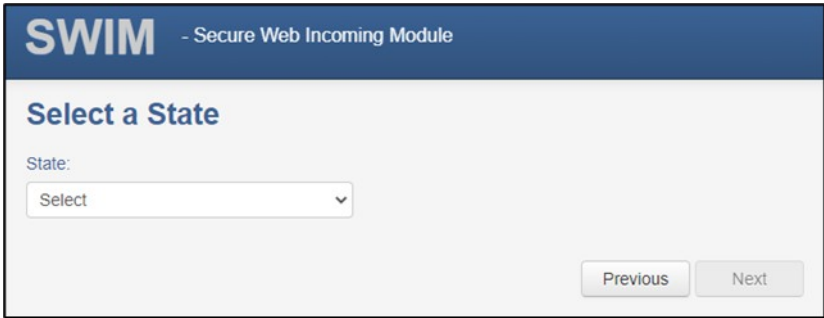
Note: The components of both the email address and the password of SWIM accounts are case-sensitive. Make note of the format used when establishing the SWIM account (e.g., jane@anytown.org or Jane@anytown.org or JANE@ANYTOWN.ORG.)

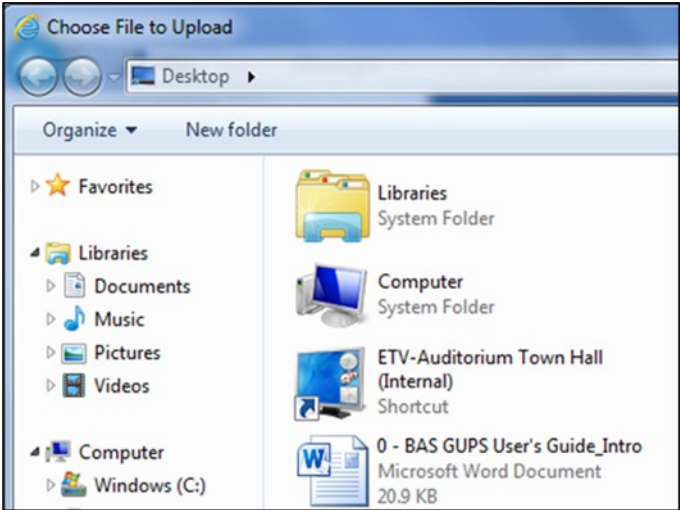
SWIM allows four attempts to login before it temporarily locks the account for 15 minutes. After the lock expires, try to login again or reset the password using the aforementioned “Forgot your password?” link on the login page. Once reset and logged into SWIM, account holders may modify their password and security answer by selecting “Change Security” link along the top, right side of the window. If problems occur with SWIM, [Contact Information](#) the SDRP team because it may be necessary to create a new SWIM account.

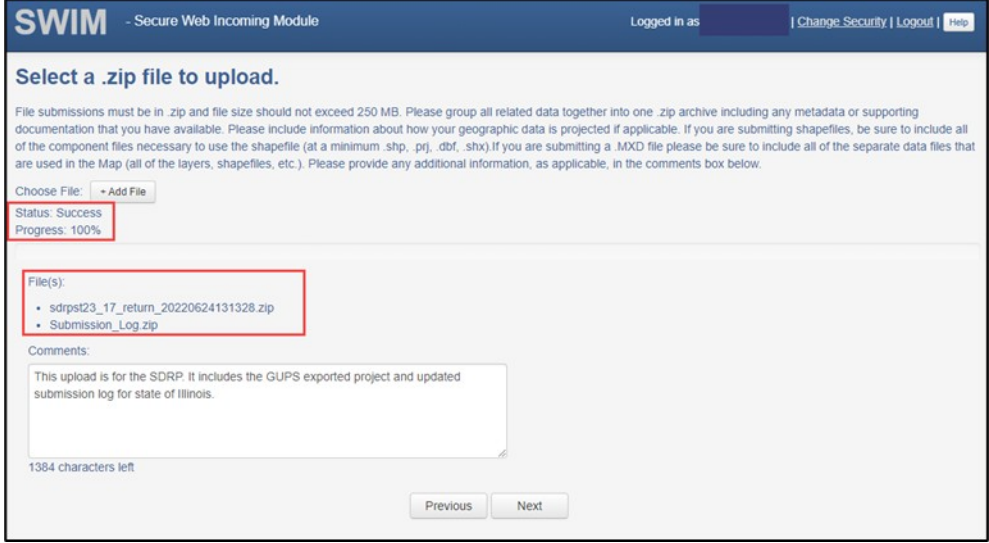
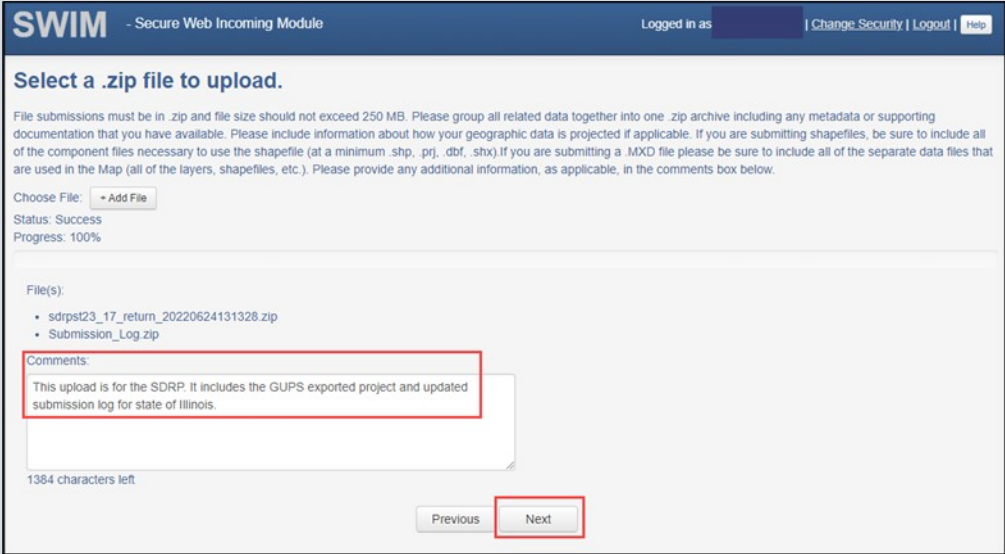
Table 2: Steps to Use SWIM

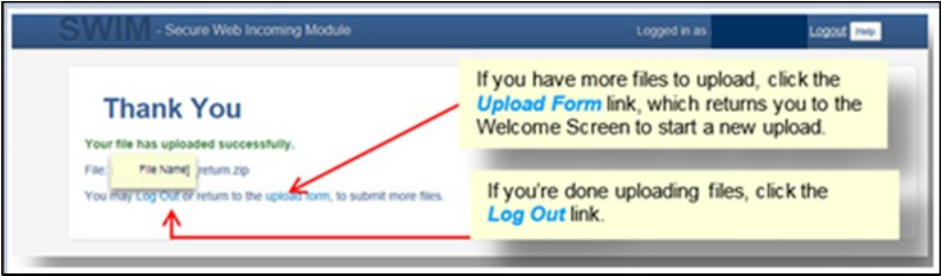
Step	Action and Result
Step 1	Open a new browser window and enter the URL: <https://respond.census.gov/swim>. The SWIM login screen opens. 
Step 2	For users that already have a SWIM account enter the email address and password. The email and password are case sensitive. Select the Login button. Skip to Step 7.
Step 3	Users without a SWIM account must register. Select the Register Account button. The Account Registration screen opens. All fields on the Account Registration screen are required.
	While working in SWIM obtain help by selecting the Help button on any screen. A screen opens with links to help resources. 
Step 4	On the Account Registration screen, enter the 12-digit token provided by the Census Bureau, then enter contact name, agency, and email in the appropriate fields.

Step	Action and Result
Step 5	Create a password. The passwords must meet the five criteria below: 1. It must be 8 characters in length. 2. It must have at least one upper case character. 3. It must have at least one lower case character. 4. It must have at least one number. 5. It must have at least one special character (valid special characters are: #, !, \$, *, &, ?, ~). Note: The commas shown immediately above are to separate the special characters listed. A comma is not a valid character for the password
Step 6	Set up a security question (choose the arrow on the right of the Security Question box and select a question in the drop-down list, then enter an answer in the Answer box). When finished, select the Submit button. A screen opens to confirm that the account has been successfully registered. Choose Login to return to the SWIM Login screen to enter the newly established account login and password information.
Step 7	Enter the account login and password information and choose the Login button.

Step	Action and Result
Step 8	With a valid login and password, the Welcome screen opens. To begin the submission process, choose the Start New Upload button. 
Step 9	The “What Census program are you reporting data for?” window opens. Select the School District Review Program radio button, and then choose Next at the bottom of the screen. 
Step 10	The Select a State window opens asking which state is being reported. Select the radio button next to the appropriate state and then choose the Next button to continue. 

Step	Action and Result
Step 11	The Select a .zip file to upload screen opens. Select a .zip file to upload. File submissions must be in .zip and file size should not exceed 250 MB. Please group all related data together into one .zip archive including any metadata or supporting documentation that you have available. Please include information about how your geographic data is projected if applicable. If you are submitting shapefiles, be sure to include all of the component files necessary to use the shapefile (at a minimum .shp, .prj, .dbf, .shx). If you are submitting a .MXD file please be sure to include all of the separate data files that are used in the Map (all of the layers, shapefiles, etc.). Please provide any additional information, as applicable, in the comments box below. Choose File: + Add File Status: Progress: 0% File(s): Comments: 1500 characters left Previous Next
Step 12	To upload a .zip file, select the + Add File button on the screen to open a window that allows the user to navigate to the .zip file's location. 
	More than one .zip file can be added for upload in the SWIM session by repeating use of the + Add File button to locate and select each .zip file to upload. Or users can upload the individual .zip files separately. Please include Comments detailing what files are included in the SWIM upload and whether more files are expected.

Step	Action and Result
Step 13	Locate the .zip file(s) to upload and then double-click the left mouse button to add it to the window for upload. <i>The Progress field on the Select a .zip file to upload screen shows the progress of the upload. Once the upload is complete, the Status field shows Success, and the name of the file appears in the File(s) field.</i> 
Step 14	Type any comments in the Comments field. Select the Next button. 

Step	Action and Result
Step 15	The Thank You page confirms the receipt of the submission. To add additional files, choose the upload form link in the phrase You may Log Out or return to the upload form, to submit more files. This choice returns to the Welcome screen. Otherwise, to log out, select Log Out.  The screenshot shows the SWIM (Secure Web Incoming Module) interface. At the top, it says 'SWIM - Secure Web Incoming Module' and 'Logged in as [username]'. The main content area has a 'Thank You' heading and a message: 'Your file has uploaded successfully.' Below this, it shows 'File: [File Name] return.zip' and 'You may Log Out or return to the upload form, to submit more files.' Two red arrows point from yellow callout boxes to the page. The first callout box says: 'If you have more files to upload, click the Upload Form link, which returns you to the Welcome Screen to start a new upload.' The second callout box says: 'If you're done uploading files, click the Log Out link.'
	Be aware SWIM sessions deactivate after 15 minutes of inactivity.

APPENDICES

APPENDIX A FINANCIAL RESPONSIBILITY

The Census Bureau categorizes school districts based on the grade ranges for which the school district is financially responsible. These may or may not be the same as the grade ranges that a school district operates. The grade range that reflects financial responsibility is important for the allocation of Title I funds. Following are examples of how the Census Bureau represents financial responsibility.

A1 Pseudo School Districts

When a school district is financially responsible for providing education for one set of grades in one geographic area and financially responsible for a different set of grades in a different geographic area, the Census Bureau may create a pseudo school district to properly allocate Title I funds. For example, a school district that is financially responsible for grades K-12 in one geographic area is also financially responsible to educate students in grades 9-12 from a neighboring district covering a different geographic area. The Census Bureau creates a pseudo school district to identify the financially responsible district for grades 9-12 covering the geographic area of the neighboring district. The pseudo district is associated with the regular district so that the regular district is given “credit” for the additional financial responsibility. Consider the example of Science Hill Independent School District.

The Science Hill Independent School District has very few children in grades 9-12, so those children attend school in the Pulaski County School District ([Figure 32](#)). Pulaski County School District is financially responsible for educating children in grades 9-12 who live in the Science Hill Independent School District and Pulaski County School District is financially responsible for educating children in grade ranges K-12 within Pulaski County, outside of the Science Hill Independent School District. Therefore, the Census Bureau created the pseudo district “Pulaski County School District for Science Hill” using the same boundaries as the Science Hill Independent School District and assigned grades 9-12 to “Pulaski County School District for Science Hill.” The Science Hill Independent School District is assigned grades K-8 while the Pulaski County School District maintains its grades K-12.

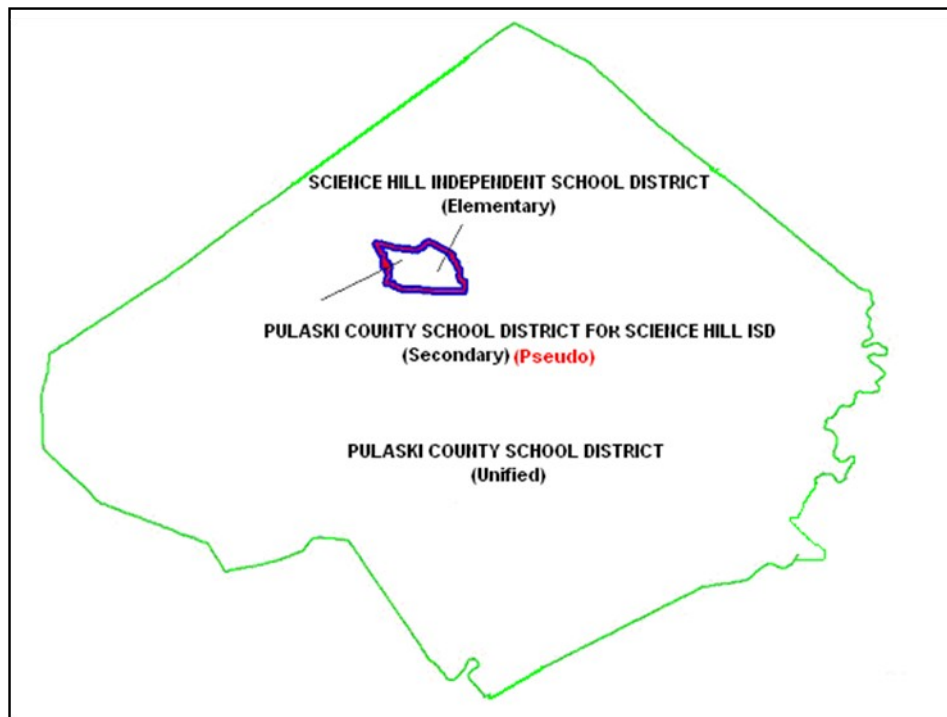


Figure 32: Example of a Pseudo School District–Pulaski County, KY

These pseudo districts are identified in the Inventory and Grade Range file by a flag with a value of "A." In the School District Boundary shapefiles, pseudo districts are identified by an SDTYPE of "A."

Additionally, the Census Bureau assigns them a pseudo SDLEA code and a school district name that is slightly different from the official name of the school district. They appear in the Inventory and Grade Range Listing¹ as shown in [Table 3Error: Reference source not found.](#)

Table 3: Pseudo School Districts in the Inventory and Grade Range Listing File

STATE CODE	SDLEA	LOGRADE	HIGRADE	SDLEVEL	SDTYPE	NAME
21	04950	PK	12	U	--	Pulaski County School District
21	21002	09	12	S	A	Pulaski County School District for Science Hill ISD
21	05220	PK	08	E	--	Science Hill Independent School District

¹ Refer to [Appendix B](#) for additional information.

When submitting a pseudo school district, provide the following information:

- Official school district name and SDLEA code.
- Alternate grade range.
- Service area of alternate grade range.

Currently, the Census Bureau has defined pseudo school districts in California, Georgia, Illinois, Kentucky, Massachusetts, Minnesota, New Jersey, Tennessee, Texas, and Vermont. To discuss school districts that fit the above description, [Contact Information](#) the SDRP team.

A2 Elementary PK/KG-12 School District

When a school district is financially responsible for all grades, but only operates schools with elementary grades, the Census Bureau classifies this as a PK/KG-12 Elementary School District. For example, a school district operates schools for children in grades Kindergarten (KG)-8 and pays a neighboring school district to educate children in grades 9–12. The first school district is operationally responsible for grades KG-8, but financially responsible for grades KG-12. If an elementary school district is financially responsible for grades KG-12 or Pre-Kindergarten (PK)–12, there will be no secondary school district represented for that area. In cases where an elementary school district is financially responsible for only lower grades, there is generally a secondary school district that is financially responsible for providing educational services for the upper grades.

APPENDIX B DATA DICTIONARY FOR THE LISTING FILES

The Census Bureau produces Excel files for the Annotation Phase. The listing file names will be followed by “_A”; e.g., <ST>_SD_Inventory_A.xlsx where <ST> = two-digit state code. Use the information in the sub-appendices to learn about the attributes contained in each listing.

Note: The NCESID, and variations of it in the NCES data, is a seven-digit identification code that is composed of the two-digit state code and five-digit SDLEA code. Each of the tables in this appendix contain these two fields.

B1 Data Dictionary for the Inventory and Grade Range File

These files follow the naming convention of <ST>_SD_Inventory_A.xlsx. [Table 4](#) describes the fields in the file, their length, data type, a brief description of the field, and the valid value ranges.

Table 4: Data Dictionary for the Inventory and Grade Range File

Attribute Field	Length	Type	Description	Value/Range
STATE CODE	2	VARCHAR	State code	01, 02, 04-06, 08-13, 15-42, 44-51, 53-56
SDLEA	5	VARCHAR	School district local education agency code	00001-99998
LOGRADE	2	VARCHAR	School district low grade	PK, KG, 01-11
HIGRADE	2	VARCHAR	School district high grade	PK, KG, 01-12
SDLEVEL	1	VARCHAR	School district level	E=Elementary; S=Secondary; U=Unified; A=Administrative Area
SDTYPE	1	VARCHAR	School district type	A=Pseudo; B=Dept. of Defense; C=Interstate; D=Bureau of Indian Affairs; E=Same Name
NAME	100	VARCHAR	School district name	Not Blank

B2 Data Dictionary for the County Coverage File

These files follow the naming convention <ST>_County_Coverage_A.xlsx. [Table 5](#) describes the fields in the file, their length, data type, a brief description of the field, and the valid value ranges.

Table 5: Data Dictionary for the County Coverage File

Attribute Field	Length	Type	Description	Value/Range
STATE CODE	2	VARCHAR	State code	01, 02, 04-06, 08-13, 15-42, 44-51, 53-56
COUNTY CODE	3	VARCHAR	County code	001-840
COUNTY NAME	100	VARCHAR	County name	Not Blank
SDLEA	5	VARCHAR	School district local education agency code	00001-99998
NAME	100	VARCHAR	School district name	Not Blank

B3 Data Dictionary for the Legal Government Coextensive Coverage File

These files follow the naming convention <ST>_Coextensive_Coverage_A.xlsx. [Table 6](#) describes the fields in the file, their length, data type, a brief description of the field, and the valid value ranges.

Table 6: Data Dictionary for the Legal Government Coextensive Coverage File

Attribute Field	Length	Type	Description	Value/Range
STATE CODE	2	VARCHAR	State code	01, 02, 04-06, 08-13, 15-42, 44-51, 53-56
COUNTY CODE	3	VARCHAR	County code	001-840
COUNTY NAME	100	VARCHAR	County name	Not Blank
SDLEA	5	VARCHAR	School district local education agency code	00001-99998
SDLEVEL	1	VARCHAR	School district level	E=Elementary; S=Secondary; U=Unified; A=Administrative Area
SDNAME	100	VARCHAR	School district name	Not Blank
COEXTWITH	100	VARCHAR	Name of government the school district is coextensive with	Not Blank

Attribute Field	Length	Type	Description	Value/Range
FIPS55 CODE	5	VARCHAR	Federal Information Processing Series (FIPS) code (formerly FIPS 55) of the place the school district is coextensive with. This field is only populated when the coextensive government is a place.	00001-89999

B4 Data Dictionary for the School District to Geography Relationship File

These files follow the naming convention <ST>_SD_GEO_Relationship_A.xlsx. [Table 7](#) describes the fields in the file, their length, data type, a brief description of the field, and the valid value ranges.

Table 7: Data Dictionary for the School District to Geography Relationship File

Attribute Field	Length	Type	Description	Value/Range
SDLEA	5	VARCHAR	School district local education agency code	00001-99998
SDLEVEL	1	VARCHAR	School district level	E=Elementary; S=Secondary; U=Unified; A=Administrative Area
SDNAME	100	VARCHAR	School district name	Not Blank
COUNTY SUBDIVISION 'PART' FLAG	1	VARCHAR	School district partially covers county subdivision part flag	P
STATE CODE	2	VARCHAR	State code	01, 02, 04-06, 08-13, 15-42, 44-51, 53-56
COUNTY CODE	3	VARCHAR	County code	001-840
COUNTY SUBDIVISION CODE	5	VARCHAR	County subdivision code	00000-98999
COUNTY SUBDIVISION NAME	100	VARCHAR	County subdivision name	Not Blank

Attribute Field	Length	Type	Description	Value/Range
COUNTY SUBDIVISION NAME SUFFIX	50	VARCHAR	County subdivision name suffix	Barrio, borough, CCD, census subarea, census subdistrict, city, county, district, precinct, gore, grant, location, municipality, plantation, barrio-pueblo, purchase, town, township, UT, village, charter township, reservation, no suffix exists
PLACE 'PART' FLAG	1	VARCHAR	School district partially covers incorporated place part flag	P
PLACE CODE	5	VARCHAR	Place code	00001-89999
PLACE NAME	100	VARCHAR	Place name	Not Blank
PLACE SUFFIX	50	VARCHAR	Incorporated place name suffix	Borough, city, metro township, municipality, town, village, city and borough, consolidated government, corporation, metropolitan government, urban county, unified government, no suffix exists