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***EDFacts* Workbook**

SY 2006–07

Version 3.3

December 2007

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2.0	10/17/05	Various	Version 2.0 or subsequent updates (i.e. 2.1., etc) contain information about the SY 2005–06 requirements.
3.0	12/06	B. Timm	Reorganized workbook and updated for SY 2006–07 requirements.
3.1	1/16/07	N. Thornton	<ul style="list-style-type: none"> • Section 2.2 – Updated. • Section 4.2 and Section 8.0 – Editorial changes made to reflect changes to ESS for version 3.0. • Section 4.5 – New – List of data groups dropped for SY 2006–07. • Section 6.1.1 – Added text: Numeric fields (total records in file in the header record, file record number in the data record, and the "count" in the data record) can be either right or left justified. • Section 7.0 – Add the following text: “A new version of each file specification has been created for each version of ESS. In some cases, updated versions were created to correct errors in the file specifications. Version 1.0 and subsequent updates (i.e. 1.1, 1.2, etc.) are used to build files for SYs 2003-04 and 2004-05. Version 2.0 and subsequent updates (i.e. 2.1, 2.2, etc.) are used to build files for SY 2005-06. Version 3.0 and any updates are used to build files for SY 2006-07. The most recent updates for each version of the file specifications are on the EDFacts Web site, www.ed.gov/edfacts.” • Section 3.2 – Revised to reflect the final regulations requiring the reporting of data to ED • Section 3.1.4 - Added a discussion of private school children. • Section 4.5 - Revised the discussion of dropped data groups to have separate sections for data groups dropped from one year to the next and data groups dropped midstream. • Appendix G – removed
3.2	2/27/07	B. Sinclair	<ul style="list-style-type: none"> • Revised reference to file spec 053 to 102 in Appendix E. • Revised references in tables 5 and 6 on page 13. • Revised text in 4.3 to remove submission plans as a source for information on priority codes.

Version Number	Date	Resp Individual	Summary of Change
3.3	December 2007	M. Smith	<ul style="list-style-type: none"> 4.4.2: Corrected reference to file spec for data group 668 4.4.4: Updated chart on N&D data 4.5.2: Added data groups 516, 622, 631, 633 and 663 7.5.2: Updated table for the Pop M/A/O columns instead of M/O column

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Preface

EDFacts is a collaborative effort of the U.S. Department of Education (ED), state education agencies (SEAs) and industry partners to centralize state-reported K through 12 educational performance data into one federally coordinated data repository located in ED. The purposes of EDFacts are to:

- Place the use of robust, timely performance data at the core of educational decision-making and policymaking.
- Reduce state and district burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy and management and the federal, state and local levels.
- The Education Data Exchange Network (EDEN) is a centralized, coordinated repository of state K through 12 education and performance data residing at ED. EDEN includes: (1) the EDEN Submission System (ESS), an electronic data system capable of receiving data on over 100 data groups at the state, district and school levels; and (2) the EDEN Survey Tool (EST), which collects data not currently collected through ESS.

The EDFacts Workbook SY 2006–07 is a reference guide to using ESS to submit data for school year (SY) 2006–07. States report data to ED using ESS. States transmit data through ESS to meet data requirements of annual and final grant reporting, specific program mandates and the *Government Performance and Results Act*.

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1.0 Introduction

1.1 Purpose

This document provides information on how to submit files through the EDEN Submission System (ESS) into *EDFacts* for school year 2006–07. This document assumes a basic understanding of the *EDFacts* data framework. An explanation of the *EDFacts* data framework is found in appendix B.

The ESS shares an opening Web page with the Consolidated State Performance Report (CSPR) and Title III data submission tools; however, this document does not cover how to use these systems. Each of the submission systems has a Getting Started guide or a User Guide.

1.2 *EDFacts* collection

The Office of Management and Budget approved the *EDFacts* collection for school year 2006–07 on September 26, 2006 under OMB Control Number 1875-0240. The *EDFacts* collection comprises:

- Data submitted by SEAs through ESS to *EDFacts*.
- Data collected from other sources (i.e., the U.S. Bureau of the Census)
- Civil Rights Data Collection (CRDC).
- Student count for the Formula Grant Electronic Application System for Indian Education (EASIE).
- Meta data.
- Submission plans for data to be submitted by states to ESS.

This document focuses on data submitted through ESS, meta data and submission plans.

1.3 *EDFacts* coordinator

Each SEA identifies a staff member who serves as the *EDFacts* coordinator. The *EDFacts* coordinator is the official SEA contact for the *EDFacts* team. The *EDFacts* coordinator is responsible for:

- Developing and submitting the state submission plan.
- Maintaining current directory records.
- Identifying data sources for each of the files to be submitted.
- Identifying and training staff who will create and submit the files.
- Submitting files according to the schedule in the state submission plan.
- Addressing edit reports produced by the system during the submission process by either providing explanations or submitting corrected data.
- Reviewing and updating state meta data.
- Developing and submitting a transition plan for missing data.
- Collaborating with the Common Core of Data (CCD) nonfiscal coordinator and program managers in the state so that they understand and approve the data submitted on behalf of their programs.

The EDFacts coordinator may designate additional persons to serve as SEA submitters. These are usually SEA staff or contractors who have the knowledge needed to extract the data from existing state systems, put the data into the EDFacts file formats, submit the data, and answer questions or handle programming issues that arise in the submission of the data.

1.4 Access to systems

Each SEA can have one or more users of the EDEN Submission System (ESS) and one user of the EDFacts Reporting System.

ESS – Users of ESS can submit files and review reports on the status of files submitted. ESS e-mail reports to the SEA Submitter who transmits the file. ESS includes the data framework, which provides information on the data submitted through ESS. The data framework includes direct links to the *File/XML Specifications*. ESS may be accessed at <https://eden.ed.gov/EDENPortal/>.

EDFacts Reporting System – One user per state now has access to the EDFacts Reporting System. The EDFacts Reporting System contains reports on the status of submissions through ESS. The system will also display data submitted through ESS. Currently, the system contains reports on data submitted for Tables 1 (Child Count), 3 (FAPE) and 4 (Exiting) for IDEA Part B. Additional reports will be added in the future. In addition, the system will contain reports on data submitted through the CSPR and Title III submission tools. The EDFacts coordinator approves users for both systems.

1.5 Technical assistance

In addition to this workbook, the following documents are available to assist SEAs in submitting data through ESS. All the documents listed below are available on the EDFacts Web site – <http://www.ed.gov/edfacts> .

EDEN Submission System (ESS) Users Guide – This guide addresses the basic mechanics of system access and file transmission. The figures in this document contain screen prints of the ESS to depict step-by-step instructions for ESS users. The guide is updated annually and for major system modifications that affect user procedures.

Release Notes – These documents provide a description of the technical enhancements to each version of ESS.

File / XML Specifications – These documents provide technical instructions for building the files that are submitted through ESS. File/XML specifications apply to a specific school year. XML validation schemas (.xsd) and style sheets (.xsl) are also available.

EDFacts Business Rules Guide – New for SY 2006–07, this document lists all the business rules that ESS uses to check the quality of data submitted to the system.

FAQs – This document lists answers to frequently asked questions (FAQs).

EDFacts Quarterly Newsletters – Newsletters contain information on relevant legislation, regulations, data collection information, training sessions, meetings and other events that occurred in the last quarter or are scheduled in the future.

To assist states with data submission, analysis and reporting, ED provides a dedicated partner support center (PSC). PSC can be reached via telephone (877-HLP-EDEN) or e-mail (eden_ss@ed.gov). PSC distributes e-mail announcements on system shut downs, reminders of due dates and technical hints. SEA staff members that use ESS automatically receive these e-mails.

In addition to the documents, the following tools are available upon request from the Partner Support Center:

EDFacts Data Set Viewer – New for SY 2006–07, the EDFacts Data Set Viewer is a customized Access Database that allows users to review data groups and categories for SY 2005–06 and SY 2006–07.

EDEN Submission Plan Workbook – The Workbook is a customized Excel spreadsheet designed to assist SEAs in planning the submission of files. The Workbook applies to a specific school year.

ED encourages SEAs to share information among themselves. To facilitate this, ED maintains and distributes upon request the list of EDFacts coordinators to staff at SEAs. ED also maintains a list serv at pbdmi@lists.ccsso.org. EDFacts coordinators, submitters and other SEA staff members can initiate and participate in discussions on the list serv.

2.0 Calendar

This section describes the calendar for submitting files to ESS for SY 2006–07. This section also provides information on the Common Core of Data (CCD) – EDFacts merger, submitting ESS files for previous school years and submitting the Consolidated State Performance Report (CSPR) and the Title III Biennial Report.

2.1 ESS files for SY 2006–07

The files submitted through ESS are assigned to one of four collection periods:

- Early – January 2007 through March 2007.
- Middle – February 2007 through May 2007.
- End – June 2007 through September 2007.
- Close-out – September 2007 through January 2008.

The collection periods are based on ED’s understanding of when data are available in most states. Through the EDEN Submission Plan, SEAs schedule the specific month in which they will submit each file. ED requests that SEAs submit their EDEN Submission Plans for the early and middle collection periods by January 1, 2007. Please submit the plans for the end collection period by March 1 and the close-out period by July 1.

2.2 CCD – EDFacts merger

All of the data elements collected by the National Center for Education Statistics (NCES) in its CCD nonfiscal surveys as well as critical business rules and error checks have been incorporated into EDFacts for SY 2006–07. Beginning with SY 2006–07, EDFacts will provide the CCD data to NCES as a pilot. The remainder of this section describes the state CCD process for SY 2006–07 well as the Department’s overall plan for the CCD-EDEN merger in SY 2006–07 and beyond.

2.2.1 State CCD Process for SY 2006–07 Only

The highlights of the process for state CCD submissions will be as follows:

1. SEAs will submit the nonfiscal CCD data directly to ESS via EDEN files and not to CCD. Refer to the Appendix E of this document for a complete crosswalk between CCD data items and EDFacts data groups.
2. In SY 2006–07, ESS will assign new NCES ID codes for all entities (schools and/or LEAs) new to the EDFacts and CCD directories.
3. Once each file is accepted, EDFacts will send the data to the CCD processing team using an automated, nightly batch process.
4. The CCD processing team will process the files as they have in the past using the established match edit process.
5. Starting in February 2007, states will be able to download the match and edit reports that are generated by the CCD system through the EDEN portal.

6. States' point of contact will be the same for EDEN and CCD – the Partner Support Center.

2.2.2 ED CCD Process and Plans for SY 2006–07 and Beyond

For the pilot year, both *EDFacts* and the historical CCD processing team will each process the data and run edit checks. Then the merger team will compare the *EDFacts* edits and processing with the output of the CCD system to ensure that *EDFacts* processing can replace the CCD's for the SY 2007–08 data collection. During the pilot, SEAs will submit CCD data continuously according to *EDFacts* due dates, rather than in one annual bundle, as the CCD has collected information in the past.

The CCD system will be the system of record, generating the established match and edit reports through the SY 2006–07 submissions. Starting with the SY 2007–08 directory information in January 2008, all of the match and edit reports will be generated through *EDFacts*.

Dropout and graduate/completer information will be provided in the closeout file requested by *EDFacts*, starting with the SY 2006–07 pilot. NCES will use available SY 2005–06 dropout and graduate/completer data from the SY 2005–06 *EDFacts* collection. SEAs are requested to submit the SY 2005–06 dropout and graduation data through ESS no later than January 31, 2007. If SEAs are not able to submit the dropout and graduation data through ESS, they will receive instructions on how to submit the data separately to NCES for SY 2005–06 only.

These are the key dates for the CCD – *EDFacts* merger:

- November/December 2006–SEAs receive and complete reconciliations for SY 2005–06 data between the CCD and *EDFacts*.
- January 2007 – SEAs submit SY 2005–06 dropout and graduate/completer files.
- March 2007 – SEAs finish submitting early submission period *EDFacts* files (SY 2006 – 07).
- May 2007 – SEAs finish submitting middle submission period *EDFacts* files (SY 2006–07).
- January 2008 – SEAs finish submitting closeout submission period *EDFacts* files (SY 2006–07).

Appendix E lists the specific early, middle, and closeout files that need to be submitted to ESS for CCD.

2.3 ESS files for previous school years

Below is the minimum data set that SEAs should have submitted for SY 2003–04 and SY 2005–06. The number in parentheses is the file/XML specification number for the data group.

Grades Offered (N039) Levels: LEA, SCH
Student Membership Table (N/X052) Levels: SEA, LEA, SCH
Free and Reduced Price Lunch Table (N/X033) Levels LEA, SCH
Student Performance Table - Math (N/X075) Levels SEA, LEA, SCH

Students Tested/Not Tested (N/X081) Levels SEA, LEA, SCH
Students Transferring Due to Choice Provisions (N/X010) Levels: SEA, LEA, SCH
Students Who Received Supplemental Educational Services (N/X038) Levels: SEA, LEA, SCH
Elementary Classes Taught by Teacher Qualification Table (N/X063) Levels: SEA, LEA, SCH
Secondary Classes in Core Academic Subjects Taught by Teacher Qualification (N/X064) Levels: SEA, LEA, SCH

and at least one of the following:

Student Performance Table - Language Arts (N/X076) Levels: SEA, LEA, SCH
Student Performance Table - Reading (N/X077) Levels: SEA, LEA, SCH
Student Performance Table - Reading/Language Arts (N/X078) Levels: SEA, LEA, SCH

SEAs can monitor their progress in submitting data from SY 2003–04 and SY 2004–05 with the state Close-out Report (LEAD014) in the EDFacts Reporting System.

SEAs should submit files for SY 2005–06 based on their EDEN Submission Plan. SEAs can monitor progress with the State Plan Execution Report (LEAD004) in the EDFacts Reporting System.

2.4 Consolidated State Performance Report (CSPR)

ED is collecting the SY 2005–06 CSPR through a Web-based submission tool that shares an opening Web page with ESS. ED plans to have some of the CSPR pre-populated with data from ESS. SEAs have the option to accept data pre-populated from ESS during the CSPR submission process.

The SY 2005–06 CSPR is collected in two parts operating on the following schedule:

- November 1, 2006 – Submission tool opens for CSPR Part I.
- December 1, 2006 – All SEA submissions must be entered and certified for CSPR Part I.
- December 31, 2006 – Submission tool closes for CSPR Part I.
- January 2, 2007 – Submission tool opens for CSPR Part II.
- February 1, 2007 – Submission tool closes for CSPR Part II. All SEA submissions must be entered and certified.

After each part closes, the Office of Elementary and Secondary Education (OESE) and other program offices in ED will review the submissions for data quality. SEAs should expect questions about their Part I data in January and about their Part II data in March. For each review period, SEAs will respond to reviewer questions and submit a newly certified CSPR, as needed. Prompt attention to the questions will enable ED to publish the CSPR in a timely manner. This schedule supports a target publication date in June 2007.

ED predicts a similar schedule for the CSPR for SY 2006–07. ED plans to have most of the SY 2006–07 CSPR pre-populated with data from ESS.

2.5 Title III Biennial Report

ED will be collecting the SY 2004–05 and SY 2005–06 Title III data through a Web-based tool that shares an opening Web page with ESS. Some of this Title III collection will be pre-populated with data from the CSPR and the state accountability workbooks on file with ED's Office of Elementary and Secondary Education (OESE).

The Title III Biennial Report for SY 2004–05 and SY 2005–06 will operate on the following schedule:

- December 1, 2006 – Submission tool opens.
- December 31, 2006 – Submission tool closes. All SEA submissions must be entered and certified.

This schedule supports a legislatively mandated report to Congress in March 2007. SEAs should expect questions from the Office of English Language Acquisition about the data in December 2006 and January 2007. Prompt attention to the questions will enable ED to meet the required reporting date with accurate data.

ED has not yet established the schedule for the next Title III report. ED plans to have most of the next Title III report pre-populated with data from ESS. ED also plans to combine the Title III Biennial data collection with the CSPR collection beginning with the SY 2006–07 collection.

3.0 Policies

This section describes recent policies of ED.

3.1 Standard data definitions

As part of the drive to streamline data collections across ED, *EDFacts* has standardized several definitions used through the *EDFacts* data groups for SY 2006–07. Although some of the previous definitions were similar, they were not identical, and states following the reporting requirements for various program offices to the letter often were required to classify students differently for different programs. This standardization of data definitions will reduce record keeping and reporting burden on the states and ultimately increase the level of data quality.

3.1.1 Children with disabilities (IDEA)

Children with disabilities (IDEA) are children having mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services

under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or service plan.

[Reference - Section 602(3) of IDEA]

3.1.2 Limited English proficiency

Limited English proficient students (LEP), also known as English language learners, are defined in coordination with state definitions based on Title 9 of the Elementary and Secondary Education Act. LEP students:

- (A) are aged 3 through 21;
- (B) are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (must meet criterion i, ii *or* iii)
 - (i) were born outside of the United States and have native languages other than English;
 - (ii) (must meet I *and* II)
 - (I) are Native Americans or Alaska Natives or native residents of the outlying areas; and
 - (II) come from environments in which languages other than English have a significant impact on their level of language proficiency; or
 - (iii) are migratory, have native languages other than English, and come from an environment where languages other than English are dominant; and
- (D) have difficulties in speaking, reading, writing or understanding the English language that are sufficient to deny the students one of the following:
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 111(b)(3) of the ESEA;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in U.S. society.

To be classified as limited English proficient, an individual must be A, B, C *and* D. For C, an individual can be i, ii *or* iii. If C-ii, the individual must be I *and* II. For D, an individual must be identified as having difficulties in speaking, reading, writing or understanding the English language through a valid assessment and must be denied i, ii *or* iii.

[Statutory Reference - Section 9101(25) of ESEA]

3.1.3 Migrant students

Migrant students are students who are or whose parents or spouses are migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain or to accompany such parents or spouses to obtain temporary or seasonal employment in agricultural or fishing work have done at least one of the following:

- (A) moved from one local education agency (LEA) to another.
- (B) moved from one administrative area to another in a state that is comprised of a single LEA.

(C) resided in an LEA with an area larger than 15,000 square miles and migrated a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

[Reference - 34 CFR 200.81]

3.1.4 Private school students

States should include private school students in only a small subset of EDFacts files related to IDEA Part B and Title I participation. The specific files are as follows:

IDEA Part B. The following files which collect data on IDEA Part B include data on children with disabilities who have been parentally placed in private schools or facilities:

- N/X002 Children with Disabilities (IDEA) School Age File {Data Group 74} - This file collects the data on the school age children with disabilities for tables 1, child count, and table 3, educational placement.
- N/X089 Children with Disabilities (IDEA) Early Childhood File {Data Group 613} - This file collects the data on the early childhood children with disabilities for tables 1, child count, and table 3, educational placement.
- N/X009 Children with Disabilities (IDEA) Exiting Special Education {Data Group 85} - This file collects the data on children with disabilities for table 4, exiting special education programs.

Title I Participation. The following file which collects data on Title I can include data on students in private schools if those students receive services under Title I:

- N/X037 Students Participating in Title I {Data Group 548} - This file collects data on students participating in Title I. This data has been collected through the Consolidated State Performance Report (CSPR) in section 2.1.3.

3.2 Final regulations requiring the reporting of data to ED

Final Regulations were published on January 25, 2007 to amend the regulations in 34 CFR part 76 governing state reporting requirements. These regulations allow the Secretary and the U. S. Department of Education, through the Paperwork Reduction Act clearance process, to require states to report certain information electronically. The regulations also establish that the Department may take administrative action against a state for failure to submit reports in the manner prescribed by the Secretary. This is intended to significantly reduce reporting burden and to streamline data collections currently required by the Department by bringing elementary and secondary education data in through the Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts (1875-0240). The failure to submit EDFacts data constitutes a failure to comply substantially with the law applicable to the funds provided by the federal government. The immediate remedy for this failure is the development of a State Transition Plan as required in the regulation. The Transition Plan should address all three components of the annual EDFacts data submission requirements: the required data, the required format, and the time by which the required data must be submitted.

3.3 Proposed standards on reporting data on race/ethnicity

The Secretary of Education has proposed new guidance on maintaining, collecting and reporting data on race and ethnicity to the U. S. Department of Education. This guidance proposes to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity. The proposed guidelines were published on August 7, 2006. The public comment period ended on September 21, 2006. The Department is reviewing the public comments and preparing to issue final guidance on this issue.

4.0 School Year 2006–07 Files

This section summarizes the files to be submitted for school year 2006–07. The list of files by collection period may be found in the EDEN Submission Plan Workbook. The files and collection periods are also available in the data framework and in the EDFacts Data Set Viewer.

4.1 Background

The files to be submitted are based on the data groups in the EDFacts collection. The data groups in that collection were organized into files and assigned to one of four collection periods based on when the data should be available in the SEAs.

Data groups are assigned IDs between 1 and 999. Files are also assigned IDs between 1 and 999. To differentiate, we use “ID#” without the leading zeros for data groups. We add “N” or “X” or both (“N/X”) for files and include the leading zeros. “N” is used for fixed and delimited (non-XML) files and “X” is used for XML files.

4.2 Directory

The first step in submitting files to EDFacts is to update the directory.¹ ED recommends that each SEA submit a complete directory file for SY 2006–07 to create a baseline of data that are of consistently high quality. For SY 2006–07, the data group Operational Status (ID#16) was divided into data group (ID#16) Operational Status – District and data group (ID #531) Operational Status - School. The data group was divided because districts and schools have slightly different permitted values for operational status. Charter school status (data group #27) is now in the directory file, rather than in the beginning of the year status file. The “Directory files” section (8.0) of this workbook provides more information on directory data and submitting directory files.

4.3 Priorities for SY 2006–07 and beyond

Within each collection period, ED has assigned a priority code to each data group to phase them in over three years. This phased-in approach is designed to maximize the quality of the data EDFacts receives from the states and at the same time minimize burden by allowing states two years to prepare to submit data for some of the more challenging data groups.

Below is a description of the priority codes. A full list of the data groups and their priority codes can be found in the EDFacts Data Set Viewer. Overall, the priority codes were assigned using the following criteria:

- **Priority Code “0” – Directory files and CCD-related files.** The files critical to the overall operation of EDFacts as well as the CCD – EDFacts merger are required and are not part of the data group phase in strategy. The data groups in this category are assigned a priority code of “0.”

¹ The directory and grades offered files in EDFacts are the same as the Universe in CCD.

- **Priority Code “1”**
 - **Data groups required for SY 2006–07.** A core subset of the SY 2006–07 data groups are required to be submitted through EDEN for the SY 2006–07 reporting year. These data groups are assigned a priority code of “1.”
 - **Data groups included in the SY 2003–04 and SY 2004–05 minimum data sets.** These data groups provide the most basic *No Child Left Behind* information and include assessment results and membership.
 - **Data groups needed to eliminate/populate other ED data collections.** The data from a number of data groups that, if provided by states, can be used to pre-populate several existing data collection efforts including the CSPR and OSEP’s child count, thereby reducing state burden.
- **Priority Code “2”**
 - **Data groups required for SY 2007–08.** For the SY 2007–08 reporting year, second year phase-in data groups will be added. These data groups are assigned a priority code of “2.”
 - **Data groups program offices need to monitor programs and report to Congress.** Some of these data groups represent the second tier of data groups required for program operation and some are data groups states have indicated may take time within their state to gather and report the necessary information.
- **Priority Code “3”**
 - **Data groups required for SY 2008–09.** Finally, in SY 2008–09, states will be required to submit all data groups described for the SY 2006–07 EDFacts data set. These data groups are assigned a priority code of “3.”
 - **Data groups that require two years to phase-in.** These data groups are generally ones which require substantial additional in-state reporting.
 - **Data groups that may change when programs are reauthorized by Congress.** There are a small number of EDFacts data groups that will change when programs are reauthorized by Congress in the coming year.

The EDFacts coordinator should work with the CCD nonfiscal coordinator and use the priority codes to guide the development of the state EDEN Submission Plan for SY 2006–07. ED recommends that after submitting the directory file, states should submit the grades offered (N03) and the membership (N/X052) files.

4.4 Relationships among files

In EDFacts, the data are organized differently than in the legacy collections. This subsection explains how certain data groups and files relate to others.

4.4.1 IDEA Part B data

In the past, IDEA Part B data have been collected through tables. Many states have already been approved to submit the IDEA Part B data through EDEN only. Below is a crosswalk between the EDFacts files and the tables.

Table 1/Child count: Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act (OMB # 1820-0043) – File N/X089 (Data Group ID# 613) is used to submit early childhood data. File N/X002 (Data Group ID# 74) is used to submit school age data.

Table 2/Personnel: Personnel Employed to Provide Special Education and Related Services for Children with Disabilities (OMB #1820-0518) – File N/X070 (Data Group ID# 486) is used to submit data on teachers employed to provide services to children with disabilities. File N/X112 (data group ID# 647) is used to submit data on paraprofessionals employed to provide services to children with disabilities. File N/X099 (Data Group ID# 609) is used to submit data on related service personnel employed and contracted to provide services to children with disabilities.

Table 3 FAPE: Part B, Individuals With Disabilities Education Act Implementation of FAPE Requirements (OMB # 1820-0517) – The data on educational environment are submitted in the same files as the Table 1/Child count data.

Table 4/Exiting: Report of Children with Disabilities Exiting Special Education During the School Year (OMB # 1820-0521) – File N/X009 (Data Group ID# 85) is used to submit all the exiting data.

Table 5/Discipline: Report of Children with Disabilities Subject to Disciplinary Removal (OMB # 1820-0621) – The discipline data are the most complex. The diagram below is intended to illustrate the relationship among the files submitted. File N/X088 (Data Group ID# 598) is used to submit all removals by length. File N/X006 (data group ID# 475) is used to submit in-school and out-of-school suspensions and expulsions. File N/X005 (data group ID# 512) is used to submit removals to interim alternative education settings. File N/X007 (data group ID# 476) is used to submit removals of students to interim alternative education settings by school personnel by the reason for the removal.

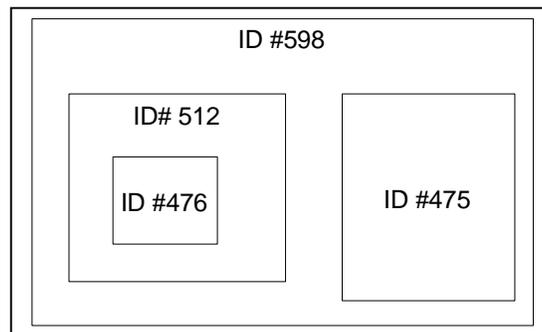


Table 6/Assessment: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment (OMB # 1820-0659) – This table collects three types of data on assessments: participation, no assessment, and results. File N/X093 (Data Group ID# 618) is used to submit the participation by type of assessment. File N/X004 (Data Group ID# 491) is used to submit the data on students not assessed by the reasons not assessed. File N/X003 (Data Group ID# 447) is used to submit the results of the assessments.

4.4.2 Title III and limited English proficiency student data

The best way to understand the data related to Title III and limited English proficiency is to focus on the universe included in each one.

Universe of students who are included	What is collected	File #	Data group ID
Any student who might be limited English proficient (LEP)	The result of the placement assessments	N/X085	621
All students assessed and determined to be LEP	Count of the students who were assessed and determined to be LEP	N/X047	116
Student who took native language assessments	The results of native language assessments (Not all states have native language assessments.)	N/X049	272
Student enrolled in any program designed for LEP students	Count of students enrolled in a program designed for limited English proficient students	N/X046	123
Students in enrolled in Title III programs	Count of students who are enrolled in a program designed for limited English proficient students that is funded by Title III (This file is a subset of N/X046.)	N/X116	648
Students in enrolled in Title III programs	The results of the annual assessment on English proficiency of the students in Title III programs. (This file contains data about the same students as those reported in File N/X 116.)	N/X050	151
Former Title III Students	Count of the former Title III students and the results of their content assessment	N/X126	668
Immigrants	Count of the immigrant students whether LEP or not	N/X045	519

4.4.3 Migrant student data

Data are collected on students eligible for funding and for students served under the migrant student program. Unduplicated counts are also collected by time frame: regular school year, summer session and 12 months. The best way to understand the data on migrant students is the following matrix.

Student group	Reporting period		
	12 month unduplicated	Regular school year	Summer session
Eligible for funding purposes	N/X121 ID #634 (formerly Count #1 on the Migrant Child Count Report)	N/X102 ID #110	N/X122 D #635 (formerly Count #2 on the Migrant Child Count Report)
Served (including after period of eligibility expired)	N/X054 ID #102	N/X123 ID #636	N/X124 ID #637

4.4.4 Neglected and delinquent (N&D) children data

The N&D program has subpart 1 for state agencies and subpart 2 for LEAs. The data are collected separately for each subpart. The matrix below summarizes the data collected for the N&D program.

	Subpart 1 (SEA)	Subpart 2 (LEAs)
Outcomes	N/X113 ID #628	N/X125 ID #629
Length of stay	On-line ID #632	On-line ID #633
Funded facilities	On-line ID #630	On-line ID #631
Participation	N/X119 ID #656	N/X127 ID #657

Data group ID#s 630, 631, 632, and 633 consist of a single number for each state thus these will be collected through a Web-based form instead of a file submission.

4.5 Dropped EDFacts Data Groups

From one year to the next, data groups may be dropped from the EDFacts data collection for numerous reasons, primarily due to changes in program reporting requirements. The following sections describe data groups that have been removed from the EDFacts data collection effort for SY 2006–07.

4.5.1 Data groups dropped from SY 2005–06 to SY 2006–07

The following is a list of data groups that have been removed from the EDFacts Collection from SY 2005–06 to SY 2006–07:

Data Groups Dropped for School Year 2006-07				
Data Group #	Data Group Name	Steward	Reporting Level	File Spec Number
341	Additional Indicator Tables	OESE	School, LEA, State	N001
611	Average Freshman Graduation Rate - Not used for 05-06	EDEN	School, LEA	NA
597	Children with Disabilities (IDEA) Alternative Assessment Table	OSERS/OSEP	School, LEA, State	N087
599	Children with Disabilities (IDEA) in Correctional Facilities Tables	OSERS/OSEP	LEA, State	N090
600	Children with Disabilities (IDEA) in Private Schools Not Referred by Public Agency Tables	OSERS/OSEP	LEA, State	N091
619	Children with Disabilities (IDEA) Invalid Assessment Tables	OSERS/OSEP	State	N092
564	Dropout Rate Tables	OESE	School, LEA, State	N031
602	Focus of Charter School	OII-Charter	School	NA
624	Long-Term Neglected or Delinquent Served Table	OESE	LEA, State	N097
540	Neglected or Delinquent Student Participation Tables	OESE	LEA, State	N056
539	Presence of Ability Grouping Table	OCR	School	NA
543	School Choice Transfer Received Status	OESE/Title I	School	N101
542	School Choice Transfer Used Status	OESE/Title I	School	N101
457	Schools Classified as Persistently Dangerous	OSDFS	LEA, State	N101
538	Students by Entry and Exit Classroom Tables	OCR	School	NA
577	Students Eligible for School Choice Transfer	OESE	School, LEA, State	N010
545	Supplemental Services Provided Status	OESE	School	N102
581	Teachers Receiving High Quality Professional Development	OESE	State	N102
489	Teaching Vacancies Tables	OESE	LEA	N062
527	Technology Professional Development Table	OT	School, LEA	N072
616	Transfer Funds Indicator	OESE	LEA	N035
38	Truancy Rate	OSDFS	School, LEA	N102

Note: In some cases, the data group listed in the table above was one of several data groups included in that file specification. In those cases, the file specification itself has not been dropped, just that component. Additionally, there are four data groups shown here with NA in the file specification number column. These data groups either were never collected for SY 2005–06 or they were part of the Office of Civil Rights (OCR) data collection effort.

4.5.2 OMB-cleared data groups removed from the EDFacts data collection

The following data groups were approved as part of the SY 2006–07 data collection but will not be included in the SY 2006–07 data collection effort.

Data Group Number	Data Group Name
60	Federal Programs Participation Table
412	Paraprofessionals Table
516	Homeless Educational Support Services and Activities Table
622	LEP Program Instruction Table
631	N or D Funded Facilities Table (LEAs)
633	N or D Average Length of Stay in Funded Facilities Table (LEAs)
663	Transfer Funds Table

5.0 Submission Process

This section summarizes the process for submitting files through ESS to EDFacts:

1. Prepare the submission plan.
2. Update the directory.
3. Gather the data.
4. Create the files.
5. Check the files.
6. Submit the files.
7. Correct format and validation errors and address reasonability warnings.
8. Monitor progress.

This section also provides information on what to do with large files and what happens to files that have high error rates.

5.1 Prepare the submission plan

The EDFacts coordinator should complete the EDEN Submission Plan Workbook so that the EDFacts coordinator can obtain accurate reports on progress in submitting school year 2006–07 files. The plan can be completed for the entire year or for one or more collection periods at a time. Workbook section 2.1 “ESS files for SY 2006–07” contains the due dates for the submission plan.

To complete the Workbook, the EDFacts coordinator needs to identify the data source, estimate the number of schools and districts for which data will be reported, and estimate the month the file will be submitted. The EDFacts coordinator should work with the CCD nonfiscal coordinator and program managers to complete the submission plan. ED recommends that SEAs submit the grades offered (N03) and membership (N/X052) files first.

EDFacts coordinators can update their State Submission Plans throughout the year by contacting the Partner Support Center and submitting revised plans to PSC.

5.2 Update the directory

The directory must be updated before any other files can be submitted. Workbook section 8.0 “Directory Files” describes the directory. Before beginning SY 2006–07 submissions, the EDFacts coordinator should work with the CCD nonfiscal coordinator to resolve the items identified in the CCD – EDFacts directory and universe reconciliations.

5.3 Gather the data

The SEA submitter should read the file/XML specification as outlined in workbook section 7.0 “File/XML specifications.” The SEA submitter may need to review the

“Guidance” and “Requirements for Submitting This File” sections of each file/XML specification with the program office owner or steward of the data in the state.

After confirming the source of the data, the submitter should decide if a staging database is necessary. In some database systems, creating views or queries is sufficient to pull the data together for a file. In other cases, the data would be pulled from the system and put into a staging database to organize the data in order to create the file. The best way to stage data is in a relational database. Excel or another spreadsheet application can be used to gather and stage the necessary data. However, the submitter must use caution when using Excel or other spreadsheet applications. Excel removes the leading zeros when the files are saved, unless the cell formats are set to “Text.” If the leading zeros are omitted in a field, the files may generate error messages when they are uploaded to ESS.

Each row of data in the staging database corresponds to a record in the data section of a non-XML file or one TABLETYPE object for XML files. For example, if student membership was submitted, a row of data in the staging database would be created for each grade level, race/ethnicity and sex combination. Consequently, there is a row for first grade Asian males; a row for first grade Asian females; a row for first grade American Indian males; a row for first grade American Indian females; etc. These rows would convert to records in the data section of the non-XML file and to TABLETYPE objects for XML files.

The data in the staging database or staging view/query should be the same as what is laid out in the Data Record Definition section of the non-XML file specification document or objects for XML files.

While it is easier to group the data by education unit when reviewing them, subtotals and totals do not have to be contiguous to the detailed data. ESS sorts files by the identifiers to match the total records with the education units. If a file is split, all the data for a single education unit must be in the same file.

Some rows with counts of zero may need to be included because submitting the count of zero allows the data to be distinguished from missing or not collected data. Zeros provide a more accurate and complete picture. For example, in the membership file at the school level, if a school with seventh grade enrollment has no seventh grade American Indian male children, the school file must still include a row for this category with a count of zero. However, if the school does not have a seventh grade, then all the rows of data associated with the seventh grade can be omitted.

5.4 Create the file

After the SEA submitter gathers the data, the SEA submitter creates the file. Workbook section 6.0 “EDFacts Files” contains detailed information on creating files in the formats accepted by EDEN.

Files can be quite large. While ED has upgraded ESS to handle much larger files, local internet bandwidth bottlenecks can present problems when submitting very large files. There are two solutions:

1. Compress large files.
2. Split large files.

5.4.1 Compress large files

The ESS has been designed to recognize files compressed with the Zip data compression algorithm. The ESS will accept a Zip file and automatically extract (i.e. decompress) the file.

Plain text files, like EDFacts submission files, are very amenable to Zip compression. File size reductions of 50 to 95% are common with text files. There are a variety of commercial or free file compression utilities that create Zip files.

Zip compressed files should have the .zip extension when uploaded to the ESS. The file name included in the Header Record (or FILETRANSMIT object if XML) should have the extension appropriate to the format of the uncompressed file.

5.4.2 Split large files

If compression is insufficient or not available, large files can be split into smaller files. A file **must** be split at an education unit boundary — the data for a single education unit must not be split between files. For example, an SEA may submit two files with school-level membership data, perhaps one with one school to test the format and a second file with all the other schools. The system will combine the data from the two files. However, the system cannot combine a file that contains some of the membership data for a school and a second file that contained the rest of the membership data for the school. The second file's data for that school will overwrite the first file's data for that school. For example, if the first file submitted contains membership data of a school for grades K through 3 and a second file contains membership data for that same school for grades 4 through 6, the data in the second file will replace the data in the first file. In this example, only the data on grades 4 through 6 from the second file will move to the database for that school.

Each of the split files must still be properly formatted according to the file/XML specification. Each must have a unique File ID and File Name. Each non-XML file must have a Header Record with the correct record count for the individual file. Each XML file must be a valid XML document with valid FILETRANSMISSION start and end tags.

5.5 Check the file

Before the file is submitted through the EDEN Submission System, the file should be reviewed. Workbook section 6.1 “EDFacts file formats” contains specific rules for each of the file formats. The file should also be checked for the following:

Header Record – The file name in the Header Record should be the same as the external file name. The Transmission Status Report displays the file name from the Header Record, not the external file name. Using the same name in both locations ensures that the file can be readily and correctly identified when technical support is needed.

FIPS/ZIP Codes – FIPS and ZIP codes are string fields, not numeric fields. Therefore, states with FIPS codes from 1 through 9 and ZIP codes that start with zero must include the leading zeros.

SEA, LEA and School IDs – SEA, LEA and School IDs both NCES and state are string fields, not numeric fields. Therefore, leading zeros should be used if they are part of the ID. An error will occur if IDs do not match exactly, i.e., an NCES ID number submitted as 749 but the NCES ID is 00749. Where leading zeros are meaningful, such as in NCES IDs, include the leading zeros and fill with blanks in string fields.

Percentages – Fields that contain percentages should be reported as decimals in the format 5,4; meaning there are five total digits with four digits after the decimal point. Ninety-five percent is then represented as “0.9500”.

Subtotals and Grand Totals – Subtotals and grand totals must be equal to or greater than the sum of their parts. If the subtotal or grand total is less than the sum of its parts, an error is identified.

Completeness – Files do not need to contain all the schools and LEAs, but each file must contain all of the data for a specific education unit. **Subsequent submissions for a single education unit overwrite previous submissions of that file type for that education unit.** For example, submitting Grade Level Membership counts for an LEA in one transmittal file followed by the Third Grade Membership counts for the **same** LEA in another transmittal file will result in the Grade Level counts in transmittal #1 being overwritten by the Grade Level counts in transmittal #2 for that LEA, resulting in only third grade membership data in the database.

File type – The file type in the Header Record and in the File Transmit XML object must be in ALL CAPS. The ESS is set up for an exact match of file type that is case-sensitive. If a match is not found, the file will receive a format error.

Field length – The field length cannot exceed the length specified in the non-XML file specification regardless of type of file (XML, comma-delimited, tab-delimited, or fixed). One method for checking the length of each field in a delimited file is to open the file in Excel and use the length function the application provides. Instructions on how to use this function are as follows:

1. Choose an empty field or create a new column to hold the result of the function.
2. Type “=LEN(CELL)” into the formula bar above the spreadsheet, where CELL is the target cell whose length you want to count. This cell should now contain the total number of characters in the target cell.
3. To have this formula work for every cell in the target cell’s column, select the cell containing the LEN formula and copy it. Next, select the result cell’s entire column and choose the paste command to have the formula apply to every cell in that column.

4. Each cell in the target cell's column should now have a corresponding cell that contains the target cell's number of characters. You can now sort the spreadsheet by this column to see if any of the counts exceed the maximum length of the field as defined in the file specification.

5.6 Submit the file

Once the SEA submitter has gathered the data and formatted the files to match the file/XML specifications, the SEA submitter logs in to the EDEN Portal to submit the data to ESS. SEA submitters will receive an acknowledgment for receipt of files and messages that request actions on the part of the SEA. The *EDEN Submission System User Guide* explains in detail how to submit files to ESS.

Performance testing on the ESS has shown that the ESS can successfully process a directory file of 300 megabytes. However, the EDEN portal is a shared environment where processing resources are often used by more than one SEA. This can result in the system being slow. To help manage burden, SEAs should submit files as soon as they are created instead of creating many files and submitting them as a batch. Submitting outside the peak time of 8 AM to 5 PM Eastern Time is also helpful. Files can be submitted over the weekend. However, the system is down for some period of time on most Sundays for routine maintenance.

ESS generates an e-mail acknowledging receipt of the file to the SEA submitter who sent the file. The SEA submitter receives messages via ESS when the file has processed successfully, is a duplicate of the most recent transmittal file or has errors. Specific error messages are not provided in the e-mail but are available in reports in ESS.

5.7 Correct format errors

Format edits take place when the file is first submitted to ESS. A format edit is a check that determines whether the data are in the correct file format. Format errors are the most serious error type and prevent any further processing of the file. The SEA must resubmit the file for reprocessing to correct the error.

Conditions that cause format errors include, but are not limited to:

- Absence of a Header Record.
- An improperly formatted Header Record.
- An invalid file type specified in the Header Record.
- Absence of a CRLF at the end of a record.
- Invalid record length.
- An invalid file format or extension (.txt, .csv or .tab) specified in the file name in the Header Record.
- A comma- or tab-delimited file that is improperly delimited (i.e., absence of a comma or tab between fields).
- Improperly formatted XML.
- Invalid XML tags.
- XML tags in a different order than specified in the schema.

- Using End-of-File (EOF) characters will cause the system to look for a new record/file and result in a validation error. Instead use CRLF.

The file must be resubmitted if there are format errors.

5.8 Correct validation errors

Validation edits take place while the file is still in ESS. A validation edit is performed against the values in each field. A validation error occurs if the value is not included in the permitted values column in the file/XML specifications. A value that fails the edit check is always incorrect. The file will not be transferred to the staging database. The SEA must correct the data values and resubmit the entire file before processing can continue. When a file passes all validation edits, the file is transferred to the staging database.

Examples of conditions that will cause validation errors include, but are not limited to:

- The file is missing one or more mandatory data groups (i.e., Agency Name or Address Line 1 in the Directory file).
- A post office box is specified in a Location Address line.
- A required count is blank or invalid.
- A numeric field contains non-numeric characters.
- An invalid Permitted Value is used.
- A required subtotal or total record is missing.
- A subtotal or total record is less than the sum of its parts.

Files must be resubmitted if there are validation errors. If during the course of processing a file 1,000 or more errors or warnings are identified, further processing of that file will end. For example, if an inappropriate string is included in every record in a file, the processing will stop after 1,000 errors are identified. The *Business Rules* document contains all of the validation edits in ESS.

5.9 Address reasonability warnings

Reasonability edits take place when the file is in the staging database. A reasonability edit (also known as a soft edit) is where a reasonability check is performed against the value entered in a field. If a discrepancy is found (i.e., a value falls outside of the normal range), a reasonability warning is issued. The SEA submitter must then look at the value in the field and determine if it is correct or incorrect. The submitter will need to respond in one of two ways. If the data are correct, the SEA submitter must provide an explanation through EDEN that clarifies the discrepancy. If the data are incorrect, the data must be corrected, and the file must be resubmitted. If during the course of processing a file 1,000 or more errors or warnings are identified, further processing of that file will end. For example, if an inappropriate string is included in every record in a file, the processing will stop after 1,000 errors are identified. The *Business Rules* document contains all of the reasonability edits in ESS.

5.10 Monitor progress

EDFacts coordinators can track their overall progress towards meeting their submission plans using the State Plan Execution Reports in EDFacts. EDFacts coordinators should update the submission plan if delays or other problems are identified.

ESS displays two reports that can also be used to monitor progress:

- **Transmittal Status Report** – This report updates to reflect the “real time” status of every file submitted by the SEA.
- **Submission Progress Report** – This report reflects the last action taken by the SEA or ED with regard to a specific submission type.

Detailed information about both of these reports is available in the *EDEN Submission System User Guide*, but the difference between the two is important.

A transmittal is a file sent by the SEA with data for one or more educational units (School, LEA or SEA). A transmittal may contain data for a single school or district. The status of any given transmittal (file) sent by an SEA is only available in the EDEN system. A transmittal usually contains one submission type, but may contain more than one.

A submission type equates roughly to a database table, which may or may not correspond to a transmittal. An example of where submission types differ from transmittals is in the Federal Programs area. The Federal Programs file/XML specification (transmittal) includes three data groups: the Federal Programs Participation Table, the Federal Programs Offered Table and the Federal Funding Allocation Table. Each of these tables is a distinct submission type and translates to a separate table within the EDFacts database.

Another difference between transmittals and submissions is that a transmittal may contain one or more education units. A submission, however, will contain ALL the education units submitted to date for that school year, regardless of how many transmittals were used to send them. This is to facilitate reasonability checks on the entire population submitted for a given table.

The Submission Progress Report shows only submission types. There are three rows in the report for the Federal Programs data instead of the one Transmittal Status Report row for a file. The Submission Progress Report is available either through the EDEN system or through EDFacts, under the Submission Status section, where it is called the State Submission Report (LEAD001).

6.0 EDFacts Files

This section describes the four file formats that are accepted by ESS and how these files are created.

6.1 EDFacts file formats

The four file formats accepted by ESS are:

- Fixed.
- Comma-delimited.
- Tab-delimited.
- eXtensible Markup Language or XML².

6.1.1 Fixed format

In a fixed-format file, each data element in both the Header Record and Data Record has a predefined length (for example, 15 characters) and a beginning position within the record. Thus, the software knows exactly where to find each individual field (including filler fields) within the record. When entering the specific data into the file, all fields must be filled, beginning in the Start position, even if most of the positions are blank. The suffix for fixed-format files is **.txt**.

The following rules apply to fixed-format files submitted to ESS.

- The file extension must be “.txt.”
- Filler fields should be blank.
- Numeric fields must not contain commas.
- String fields should be left justified and filled with trailing blanks.
- Numeric fields (total records in file in the header record, file record number in the data record, and the "count" in the data record) can be either right or left justified.

6.1.2 Comma-delimited file format

The comma-delimited file format is similar to the fixed format for order, record definitions and comments; however, rather than being a fixed length of characters, each field is separated by a comma. In instances where strings contain commas (,), there is the potential for causing incorrect processing, so use fixed or tab-delimited files when commas are included in the data. The suffix for the comma-separated file format is **.csv**.

The following rules apply to comma-delimited files submitted to ESS.

- The file extension must be “.csv.”
- Except for the last field in a record, each field, whether valued or not, must be followed by a comma, including filler fields. When the last field in a data record layout is filler, the data will look like the record ends in a comma, but it ends with a blank filler field.
- Filler fields should be blank.

² Appendix F provides a discussion of XML and the advantages of reporting using that format.

- For valued fields, the comma should immediately follow the permitted value.
- Data values (text or numeric) must not contain commas within the field.
- A Carriage Return/Line Feed (CRLF) must immediately follow the last field in each record.
- The fields cannot exceed the maximum length.
- A comma indicating the end of the last data field in the Header Record or Data Record should not be used.

We recommend, however, using tab-delimited over comma-delimited format as imbedded commas in string fields can be problematic in comma-delimited files. Using quotes/double quotes to imbed commas in a comma-delimited format does not work in MS SQLServer.

6.1.3 Tab-delimited file format

The tab-delimited file format is similar to the fixed format for order, record definitions and comments; however, rather than being a fixed length of characters, each field is separated by a tab character. String fields should NOT be surrounded by double quotes (“”). The suffix for tab-delimited file formats is **.tab**.

The following rules apply to tab-delimited files submitted to ESS.

- The file extension must be “.tab.”
- Except for the last field in a record, each field, whether valued or not, must be designated by a tab character, including filler fields. When the last field in a data record layout is filler, the data will look like the record ends in a tab, but it ends with a blank filler field.
- Filler fields should be blank.
- For fields that contain a value, the tab should immediately follow the data value.
- In tab-delimited files, data values must NOT be enclosed in double quotes (“”). Double quotes within a field will cause a Format Error.
- Numeric fields must not contain commas.
- A CRLF must immediately follow the last field in each record.
- The fields cannot exceed the maximum length.
- A tab indicating the end of the last data field in the Header Record or Data Record should not be used.

6.1.4 XML files

XML files are described in Appendix F. In addition to the XML specifications, SEA submitters will need the XML schemas and the non-XML file specification for the allowable field. XML style sheets are also available. The suffix for the XML file format is **.xml**.

The following rules apply to XML files submitted to ESS.

- The file extension must be “.xml.”
- XML tags must comply with the XML schemas.
- XML tags must be in the order specified in the schema.
- Numeric data should not contain commas.

6.2 Creating files

Each file has two file/XML specifications. One specification provides the specifics on submitting the fixed, comma-delimited and tab-delimited files and the other XML files. This section includes a description of the processes for creating non-XML and XML files.

6.2.1 Creating non-XML files

Within each non-XML file (fixed, comma-delimited and tab-delimited formats), there is a header row and the data section. One of the data items in the header row is a count of the rows in the data section. For that reason, the header section is often added to the file after the data section is compiled. The number of positions for the total records in the file header field length is 10 and the file record number field length is six. Currently, ED is working on a change to the system to make them consistent.

The data section consists of lines of plain text. The only real difference among the three file formats used by ESS is how the border between the fields is defined. The delimited file formats (comma and tab) use a comma or tab to define the fields. The fixed format uses a fixed location to define the fields.

Copy or export the data from the staging area to a text file. The process used to copy or export is dependent on the application used for staging and is beyond the scope of this workbook. The copy or export process will also determine which non-XML format to use.

The fields included and their order and structure should match the description in the relevant data record definition section of the file/XML specification. Make sure all the “filler” fields are present.

Fields that are defined as “Number” can contain values with leading zeros or without leading zeros. Additionally, when submitting fixed format files, “Number” fields can be either right- or left-justified. This applies to the following fields: “Total Records in File” in the Header, “File Record Number” in the Data Record, and the “Count” fields in the Data Record, i.e., Teacher Count, Student Count.

If the copy or export process included a row with the field names at the top of the file, delete that line.

Once the data section is created, then the Header Record can be added to the top of the file following the description in the header record definition of the relevant file/XML specification.

6.2.2 Creating XML files

There are two approaches to making XML submissions. The original approach essentially duplicates the non-XML file format creating a TABLETYPE object to hold the data record. The modified approach takes advantage of the power of XML schemas for data validation. Currently, an additional file transformation step is required if using the validation schema approach. When using either approach to building an XML file, remember that XML is case sensitive.

6.2.2.1 Using the “original” approach

The “original” approach is the file format defined in the XML specifications. Essentially all of the formats for files that are tables have a similar XML definition. There is an AGENCY element for each education unit – SEA, LEA or school. The table data for a row is contained in a <TABLETYPE> element. Each data category is defined by a <CATEGORY> element. The <TABLETYPE> and <CATEGORY> elements have attributes to clarify what they contain.

LEA	Grade Level	Race/ethnicity	Sex (Membership)	Amount
1234567	01	AS	M	26
1234567	01	AS	F	28

Example: If the table above contains a portion of the LEA membership data for a state, the comparable section of an original approach XML file looks like:

```
<AGENCY FIPSSTATECODE="99" STATEAGENCYIDNUMBER="01"
  STATELEAIDNUMBER="1234567">
  <TABLETYPE TYPEABBRV="MEMBER" TOTALINDICATOR="N">
    <CATEGORY TYPE="GRADELVMEM" VALUE="01"/>
    <CATEGORY TYPE="RACEETHNICITY" VALUE="AS"/>
    <CATEGORY TYPE="SEX" VALUE="M"/>
    <AMOUNT>26</AMOUNT>
  </TABLETYPE>
  <TABLETYPE TYPEABBRV="MEMBER" TOTALINDICATOR="N">
    <CATEGORY TYPE="GRADELVMEM" VALUE="01"/>
    <CATEGORY TYPE="RACEETHNICITY" VALUE="AS"/>
    <CATEGORY TYPE="SEX" VALUE="F" />
    <AMOUNT>28</AMOUNT>
  </TABLETYPE>
  ...
</AGENCY>
```

XML files have the advantage of being both human and computer readable. It may be easier for a person to spot an error in the XML file than a non-XML file. Most modern database systems have tools for generating XML.

6.2.2.2 Using the validation schemas

With the validation schemas approach, a special file, called an XML schema, is used that defines the legal contents of an XML file. Each of the submission files has its own validation schema. A schema defines the valid structure for a file, the valid element names, order, format, legal code values, numeric value ranges, etc. Most errors and warnings can be identified by validating an XML file prior to submission.

Using the validation schema format, the same section of the membership file would look like:

```
<Agency>
  <StateAgencyIdNumber>01</StateAgencyIdNumber>
```

```

<StateLealdNumber>1234567</StateLealdNumber>
<Membership>
  <Grade>01</Grade>
  <RaceEthnicity>AS</RaceEthnicity>
  <Sex>M</Sex>
  <TotalIndicator>N</TotalIndicator>
  <Amount>26</Amount>
</Membership>
<Membership>
  <Grade>01</Grade>
  <RaceEthnicity>AS</RaceEthnicity>
  <Sex>F</Sex>
  <TotalIndicator>N</TotalIndicator>
  <Amount>28</Amount>
</Membership>
</Agency>

```

The validation schema knows that a <Membership> element will contain <Grade>, <RaceEthnicity>, <Sex>, <TotalIndicator> and <Amount> elements. It validates that they are in that order. It validates that “01”, “AS” and “M” are legal content for the respective elements. It validates that TotalIndicator must be “N” for this combination of elements. It ensures that Amount is an integer.

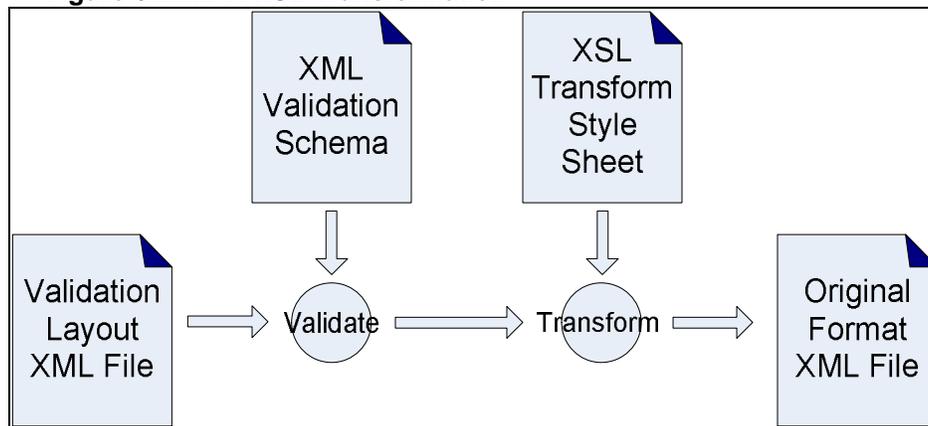
An XML schema for the original layout can verify that the <TABLETYPE> element contains some number of <CATEGORY> elements and an <AMOUNT> element. It cannot verify, however, that the right combination of <TYPE>s are used or validate that the VALUE=“01” is valid when TYPE=“GRADELVMEM”.

Currently, XML transform technology must be used to convert the validated XML file to the “original” approach XML structure – the data remains the same, but the tagging and structure of the file are modified to the acceptable format. The XML transform technology takes a style sheet (a special type of XML file) to do the transformation.

The XSL Transform process moves data from one XML representation into another XML representation. The transformation processor only needs a special XML file, called an XSL Transform Style Sheet, containing the transformation rules.

Thus, a full-featured XML schema can be defined specifically for each file submission. States can create files to be validated by the “validation schemas.” An XSL Transformation can convert the file into the format accepted by the ESS. This is shown diagrammatically below.

Figure 6.2.2.2-1: XSL Transformation



Validation Schemas and XSL Transform documents are available for each of the File Submissions. These are specific to both the file type and level. That is, there is a validation schema and XSL transform for the SEA level membership file and a separate set for the LEA level membership file.

Another advantage of the validation schema format is these were designed so the XML file is easier to generate from the common database applications.

Eventually, the ESS will be modified to perform the Transform. The “validation format” files will be accepted directly by the ESS.

A variety of commercial and free tools are available for editing, validating and transforming XML files. Both the validations schemas and the transformation style sheets are posted with the file/XML specifications.

A basic discussion of XML can be found in Appendix F.

7.0 File/XML specifications

The purpose of this section is to explain how the file/XML specifications are constructed so that the user can interpret the information correctly. This guidance applies specifically to the SY 2005–06 and the SY 2006–07 file specifications. The SY 2003–04 and SY 2004–05 file specifications were formatted differently. Where appropriate, footnotes have been added to explain how the guidance applies to the SY 2003–04 and SY 2004–05 file specifications.

For each file, two specification documents are available – one for XML files and the other for non-XML (fixed-format, comma-delimited and tab-delimited) files. File/XML specification documents contain descriptions of the relevant data groups, permitted values and record layouts that must be used to submit the files. XML specifications begin with an “X” prefix and a three-digit number. Non-XML specifications begin with an “N” prefix and the same three digit number as their XML counterpart. The only exception to this is N039 Grades Offered, which does not have an XML counterpart. The grades offered data are combined with the X029 Directory XML specifications.

7.1 Organization of the file/XML specifications

Separate versions of each file specification are created for each version of ESS. In some cases, updated versions are also created to correct errors in the file specifications. Version 1.0 and subsequent updates (i.e. 1.1, 1.2, etc.) are used to build files for SY 2003–04 and SY 2004–05. Version 2.0 and subsequent updates (i.e. 2.1, 2.2, etc.) are used to build files for SY 2005–06. Version 3.0 and any updates are used to build files for SY 2006–07. The most recent updates for each version of the file specifications are on the *EDFacts* Web site, <http://www.ed.gov/edfacts>.

Each file/XML specification document for SY 2005–06 and SY 2006–07 is organized as follows. Subsequent parts of this section will address each section of the specifications in greater detail.

Section	Title and description
----------------	------------------------------

1.0	Purpose³
------------	----------------------------

The purpose section gives the data group name(s) and identification number(s) included in this submission file. It also references the legal citation for collecting the data or the legacy collection the data group replaces.

Any questions about the meaning of the data being collected can be resolved by referring to the data framework or *EDFacts* Data Set Viewer and looking up the data group name and number referenced in this section. See the *ESS User Guide* for guidance on using the data framework.

1.1	Changes from the SY 2005–06 file/XML specification⁴
------------	-----------------------------------------------------------------------

³ For the SY 2003–04 and SY 2004–05 file specifications, the data group name and definition are in section 1.3 *Key Definitions*.

This section describes any changes that were made to this file/XML specification from the prior year.

1.2 Requirements for submitting data groups⁵

The requirements section indicates at what level (SEA, LEA, school) files are to be created and submitted. This section also contains information about whether the data apply to all schools and LEAs or only a subset. For example, graduation data are only submitted for schools and LEAs that have 12th grade.

It also contains the data requirements matrix that shows valid combinations of categories and total indicators for the file. This matrix is a very important reference for those staff creating the files.

2.0 File naming convention

This section describes the convention for naming the files to be uploaded to ESS. The file naming convention section is customized in each file/XML specification document for the portion of the name that varies according to the file being submitted.

3.0 Guidance for submitting file

This section provides guidance on any special considerations or clarification that may be necessary for the file to be submitted. The SEA submitter should review this section with the program office data steward.

4.0, 5.0, 6.0 SEA, LEA and/or School File Descriptions

These section(s) each describe one level of file – SEA, LEA or school – as appropriate for the file being described. The organization of these chapters is identical.

For the non-XML specifications, these chapters document the Header Record, then the Data Record, and end with partial examples of fixed, comma, and tab-delimited layouts.

XML files are composed of a hierarchy of XML objects. The sections of the File Description chapters in the XML specifications define the XML objects beginning with the innermost object and working out to the root FILETRANSMIT object.

Appendix

A few file/XML specification documents have an appendix if additional clarifying information is necessary (See for example the Directory File/XML specifications N029/X029).

⁴ This section is not included in the SY 2003–04 and SY 2004–05 file specifications.

⁵ The information in this section is in sections 4.3, 5.3, and 6.3 of the SY 2003–04 and SY 2004–05 file specifications.

7.2 Single vs. multiple data group files

The structure of the files can be generalized into two types based on whether they report multiple data groups or a single data group.

Many of the data groups consist of a single item, count, flag or characteristic per education unit. Examples of these are Mailing Address (data group 8), Title I School Status (data group 22), School Poverty Percent (data group 31) and School Totals (data group 454). These are often gathered with similar data groups in a file that has a single record per education unit but multiple data groups per record. Files of this type are mostly confined to the directory and status files.

The majority of the files collect a single data group, but that data group consists of a table or tables of multiple records per education unit. These data groups may contain multiple levels of aggregation and categorical reporting. For example the LEA level membership file collects for each LEA:

- Membership counts by each grade level by race/ethnicity group by sex.
- Subtotal counts of membership by grade level by race/ethnicity group.
- Subtotal counts of membership by grade level by sex.
- Subtotal counts of membership by race/ethnicity group by sex.
- Subtotal counts of membership by grade level.
- A grand total membership count.

The LEA MEMBERSHIP TABLE (file N/X052) collects just this one data group but that consists of 18 records per grade level per LEA (10 detail and 8 subtotal records) plus an additional 11 records per LEA (10 subtotal and one grand total record).

Section 1.0 “Purpose” in the file/XML specification is the place to look to identify the number and type of data groups collected in each file.

7.3 Data requirement matrix

For the single data group files (the files that contain tables), Section 1.2 “Requirements for submitting this data group” of the file/XML specification contains the data requirements matrix.⁶ This matrix describes which data categories are being collected and how the counts are to be aggregated. It also indicates which records are considered subtotals of others in the submission and whether the submission should have a grand total for each education unit.

The data requirements matrix from the Membership file (file/XML specification 52) is shown below.

⁶ For the SY 2003–04 and SY 2004–05 file specifications, this matrix is in section 4.3 for SEAs, 5.3 for LEAs, and 6.3 for schools.

Example Table 1.2-1: Membership Table, Required Categories and Applicable Totals

Table name	Grade level (membership)	Race/ethnicity	Sex (membership)	Total indicator	Comments
MEMBER	X	X	X	N	Detail Records
MEMBER	X	X		Y	Sub-total by GRADELVMEM and RACEETHNICITY
MEMBER	X		X	Y	Sub-total by GRADELVMEM and SEX
MEMBER		X	X	Y	Sub-total by RACEETHNICITY and SEX
MEMBER	X			Y	Sub-total by GRADELVMEM
MEMBER				Y	Grand total

Each row in the matrix defines a set of rows to be submitted in the file. The first row in the example indicates membership must be reported by grade level, race/ethnicity and sex (i.e., 5th grade Asian males). The second row indicates a membership subtotal reported by grade level and race/ethnicity (i.e. 5th grade Asians).

The “N” under Total Indicator on row one of the data requirements matrix indicates that this is the lowest level of detail EDFacts will collect. A state may have summarized individual records to get this, but for EDFacts purposes this is neither a subtotal nor grand total but a detail record.

The “Y” on row 2 indicates EDFacts considers this record to be a subtotal or grand total of the detail records which are reported in the line 1 data records in this example. While processing the file, ESS will sum the detail data by grade level and race/ethnicity. Any amount reported in the second set of data records must be greater than or equal to the calculated detail total. That is, the reported total third grade Hispanics from the second data set must be greater than or equal to the sum of all the third grade Hispanics (Male and Female) reported in the detail data.

The data requirements matrix shows which records are considered detail (total indicator = N) and which records are considered sub-totals or grand totals of those details (total indicator = Y). Subtotal records contain one or more categories. Grand total records never contain categories.

7.4 File naming convention

States will be submitting a lot of files. Having a naming convention simplifies the process of identifying:

- The contents of the file.
- The file type.
- The level of the file (i.e. SEA, LEA, or school).
- The submitting state.

Each file name is limited to 25 characters (including the file extension). The format is:

ss/levFILETYPESvvvvvvv.ext

The elements of the file name are as follows:

- ss** = the 2-character USPS State Code value (See Appendix F)
- lev** = the 3-character file level as follows:
 - For SEA files, specify **SEA**
 - For LEA files, specify **LEA**
 - For school files, specify **SCH**
- FILETYPES** = the 9-character file name abbreviation. (For example, the file name abbreviation for directory Files is DIRECTORY.) See the *EDEN Submission System User Guide* for a complete list of file name abbreviations. The file name abbreviation is also noted in each file/XML specification in section 2.0.
- vvvvvvv** = any combination of up to 7 characters as specified by the SEA (when a file is split into multiple files as discussed in workbook section 5.4.2, this portion of the file name should differentiate among the multiple files).
- .ext** = the file extension as follows:
 - For fixed-format files, specify **.txt**
 - For comma-delimited files, specify **.csv**
 - For tab-delimited files, specify **.tab**
 - For eXtensible Markup Language (XML) files, specify **.xml**

Examples

Example of fixed-format SEA directory information file name for the state of Euphoria (EU) using version numbering as the final 7 characters:

EUSEADIRECTORYVer0001.txt

Example of comma-delimited LEA directory information file name for the state of Euphoria (EU) using a full date /version combination as the final 7 characters:

EULEADIRECTORY110305A.csv

Example of tab-delimited school directory information file name for the state of Euphoria (EU) using a month/day/version combination as the final 7 characters:

EUSCHDIRECTORY1213V01.tab

Example of an XML school directory information file name for the state of Euphoria (EU) using the file creator's initials, date and version as the final 7 characters:

EUSCHDIRECTORYsk0214a.xml

7.5 Non-XML file description

Sections 4, 5 and/or 6 of the file/XML specifications each describe the layout for a specific file reporting level – SEA, LEA and/or school. All three sections are present when all three file levels are to be reported. Only sections 4 and 5 are present if data are only to be reported for SEA and LEA or for only LEA and school.

For non-XML files, section 4.1, 5.1 and/or 6.1 define the Header Record layout. Sections 4.2, 5.2 and/or 6.2 define the contents and layout of the data records. Sections 4.3, 5.3 and/or 6.3 show partial example files for their respective file levels.

7.5.1 Header record description

The Header Record is the first record in every non-XML file. The Header Record provides information as to the file type, number of Data Records in the file, file name, file identifier and file reporting period.

The structure of the Header Record is essentially the same for all files. It comprises:

- **File type:** Defines the type of file being submitted. This is a text string up to 50 characters long and must match the permitted value specified in the file specification.
- **Record count:** The total number of records in the data section. Do not count the header record. Because the number of data records must be known to complete this portion of the header record, the header record is often created and added after the data section is created.
- **File name:** The name of the file uploaded to the ESS including the file extension. If the file was zipped prior to submission, this should be the uncompressed file name and extension. The file name should follow the file naming convention defined above. The Transmission Status Report displays the name contained in the header record not the external file name. For this reason, it is important that the name stored in the header record match the actual name of the file. Using the same file name in both locations ensures that the file can be readily and correctly identified when technical support is needed. Multiple transmittal files of the same type of file should each have a unique file name.
- **File identifier:** This is a text string up to 32 characters long that uniquely identifies or describes the file. It can be simply a repeat of the file name, or it can further identify the file for SEA purposes. Additional information might include the creation date, file creator, version number, a brief description of the data on the file, etc. The file identifier is also shown on the Transmittal Status Report page of the ESS. Since this column can be sorted, starting the file identifier with a creator User ID can make it easy for multiple submitters to locate and track the status of their submissions.
- **File reporting period:** This is the academic school year for which the data are being reported. The required format is either “CCYY-CCYY” or “CCYY CCYY”. The proper format for the 2006–07 school year would be either “2006-2007” or “2006 2007”.

- **Filler:** The filler field is blank. The purpose of the filler field at the end of the header record is to make it the same overall length as the detail record.

7.5.2 Data records description

The data records are submitted immediately following the header records and provide detail data as well as subtotals and grand totals. Each record appears on its own line in the file and each ends with a carriage return/line feed (CRLF).

The data section of the file is described in a table. An example is shown below.

Data element name	Start position	Length	Type	Pop	Definition / comments	Permitted values
File record number	1	6	Number	M	A sequential number assigned by the State that is unique to each row entry within the file.	
ID 559 FIPS state code	7	2	String	M	The two-digit Federal Information Processing Standards (FIPS) for the state, District of Columbia and the possessions and freely associated areas of the United States (i.e. Puerto Rico).	For a list of valid FIPS State Codes, refer to the <i>EDFacts Workbook</i> , Appendix F.
... (rows omitted)	...	...	...	...	...	...
Table name	45	20	String	M	The official student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or students whose membership is reported by another school.	MEMBER
... (rows omitted)	...	...	...	...	...	...
Sex (membership)	95	15	String	A	The concept describing the biological traits that distinguish the males and females of a species.	M = Male F = Female MISSING NOTCOLLECT = Not Collected
... (rows omitted)	...	...	...	...	...	...
Explanation	111	200	String	O	Submitted files will be processed....	
Student	311	10	Number	M	If the count provided is	

Data element name	Start position	Length	Type	Pop	Definition / comments	Permitted values
count					either a subtotal or grand total, it must be equal to or greater than the sum of its parts.	
Carriage return/line feed (CRLF)	321	1		M		

The columns in this table are:

- **Data element name:** The name of the data in each field.
- **Start position:** For a fixed-format file, the text character position in which the data should begin. In this sample, the file record number starts in character position 1 and ends in character position 6. The FIPS state code must be in character positions 7 and 8. This information is not used for comma- or tab-delimited files.
- **Length:** The maximum number of characters allowed for this field. Many fields will be shorter than the maximum, but the maximum length of a field applies to all files regardless of the type (.txt, .csv, .tab, or .xml).
- **Type:** The type of data – text string or numbers – that will be entered in the field.
- **Pop⁷ (Population status):** The population status indicates when the field must be populated. The following population statuses are used: M - Mandatory, this field must always be populated; A - This field is populated in accordance with table 1.2-1; O - Optional, data in this field is optional
- **Definition/comments:** The definition of the data group in each field. This information should be used in concert with section 3.0 (Guidance) in the file specification.
 - **Permitted values:** The range of values that are allowed for the field. In the example, for this file the Table Name must be the text string “MEMBER”. The category Sex (Membership) can have one of four values: “M”, “F”, “MISSING”, or “NOTCOLLECT”.

For every non-XML file except the directory files, the first five fields in the data records are the same. They are:

- **File record number:** a number that uniquely identifies each data row in the file submission. Typically these are simply the sequential row number.
- **FIPS state code:** The two-digit Federal Information Processing Standards (FIPS) for the state, District of Columbia and the possessions and freely associated areas of the United States (i.e. Puerto Rico).

⁷ Previously, this column was "Mandatory/Optional". For the 03-04/04-05, 05-06, and the initial versions of the 06-07 file specifications, this column was "(M)andatory/(O)ptional." The column had either an M or an O. The M indicated that the field must always be populated. The O indicated either that the field was populated in accordance with table 1.2-1 or was optional.

- **State education agency number:** The state agency number for all SEAs is “01.”
- **State LEA identifier:** The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA ID. This ID is a required field in LEA and school level files. For SEA level files, a blank filler field is located in this position. An LEA directory record must exist with a matching state LEA ID.
- **State school identifier:** The identifier assigned to a school by the state education agency (SEA). Also known as state school identification number. This ID is a required field in school level files. For SEA and LEA level files, a blank filler field is located in this position. A school directory record must exist with a matching SEA, LEA and school ID.

The remaining fields of the data record contain the data specific to the file.

7.5.3 Example layouts

Following the data record definition section for each level, the file specifications include partial sample layouts for that level. The fixed-format is shown first followed by sample comma-delimited and tab-delimited files.

7.6 XML file descriptions

Sections 4, 5 and/or 6 of the XML specifications each describe the layout for a specific file reporting level – SEA, LEA and/or school.

Each XML document has a FILETRANSMISSION at its root. The FILETRANSMISSION object contains an AGENCY object for each of the education units in the file. For the single data group files, multiple TABLETYPE objects hold each of the data records within the AGENCY object. A CATEGORY object defines each of the category sets for the data record.

Sections 4, 5 and/or 6 have subsections that describe these XML objects starting with the most internal object and ending with the FILETRANSMISSION object.

Included for each XML object are the following XML characteristics:

- Element – name of the XML element tag.
- Attribute – name of the XML attribute tag.
- Category value – name of the category.
- Char – the XML element or attribute characteristic as previously defined.
- Definition/comments – definition and additional comments related to formats or other business rules.
- Permitted values – the range of values allowed for the field.

The Char (characteristics) column in the XML format matrices accepts the following codes:

Table 7.6-1: XML Format Codes

Code	Characteristic
M	Mandatory Element/Attribute

Code	Characteristic
O	Optional
C	Conditionally Required
MR	Mandatory and Repeatable Element
OR	Optional and Repeatable Element
CR	Conditional and Repeatable Element

7.6.1 File transmission XML object

Each XML file has a FILETRANSMISSION object at its root. The FILETRANSMISSION object has attributes holding the file type, file ID and school year. These are the same as those in the non-XML header record.

The FILETRANSMISSION object contains AGENCY elements that hold the data for each of the education units in the submission.

7.6.2 Agency XML Object

The AGENCY objects contain the data for all the education units in the submission. An AGENCY object has attributes for the FIPS state code and state agency number ('01' for all state education agencies). For an LEA level file, the AGENCY object has an attribute for the state LEA ID. For a school level file, the AGENCY object has an attribute for the state LEA ID and one for the state school ID.

All of the data for an education unit are in elements within the AGENCY object. There is one AGENCY object for each education unit in the file.

If the file is a single data group file, the individual records are stored in TABLETYPE objects. If the file is a multiple data group file, the data are contained in a series of elements and attributes defined specifically for the data groups.

7.6.3 Table Type XML Object

The TABLETYPE object stores the data from the data requirements matrix (Table 1.2-1 in section 1.2) for single data group files. It has attributes for the table type and the total indicator flag. The category information is stored in a series of CATEGORY tags with the respective count in an AMOUNT element.

7.6.4 Category XML Object

The CATEGORY object has two attributes: a TYPE attribute that names the category set and a VALUE attribute to store the category set code value.

8.0 Directory Files

This section describes the directory used in *EDFacts* and the file used to submit directory records. It also discusses changes to the directory. This section is intended to provide a basic outline of the directory in *EDFacts* and does not substitute for the directory file/XML specification when building and submitting directory files.

8.1 Hierarchy

EDFacts maintains a three-tier directory of education units in each of the 50 states, the District of Columbia, Puerto Rico, the outlying areas (i.e., American Samoa, Guam, Northern Marianas and the Virgin Islands), Bureau of Indian Education, and Department of Defense schools. The three tiers are the state education agencies (SEAs), the local education agencies (LEAs) referred to as “agencies” in NCES’ Common Core of Data (CCD) and the schools.

In some states, there are schools outside of the traditional three-tier system such as state schools, youth facilities, and correctional institutions. States have been able to accommodate this additional tier by creating a virtual LEA that includes some or all of these additional schools. States should contact the Partner Support Center to determine if this solution is appropriate. All uses of these virtual LEAs should be documented in the meta data.

8.1.1 State education agency (SEA)

An SEA is the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the state agency that administers federal grant programs under the Elementary and Secondary Education Act.

8.1.2 Local education agency (LEA)

An LEA is a governmental administrative unit at the local level that exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries. In addition to traditional school districts, LEAs include:

1. State-operated agencies that provide instruction or education support services for students in any of grades prekindergarten through 12 or ungraded. This may include, but is not limited to, the state education agency; Corrections, Health and Human Services, Juvenile Justice, and other state agencies; the governor’s office; and the State Board of Education. SEAs should not report agencies operated by the Department of Defense Education Authority or the Bureau of Indian Education.
2. County or city governments that operate schools when these agencies perform the function of a local education agency (LEA).
3. Agencies operating schools that provide instruction to grades in addition to prekindergarten through 12 or ungraded. For example, a local authority

administering both community colleges and vocational-technical schools that serve students in grades 10 through 12 or a board responsible for laboratory schools in universities.

4. Agencies administering charter schools – Charter schools under the authority of the school district in which they are situated are reported with that school district. Charter schools administered by some other agency than a school district are reported with that administering agency. For example, State Board of Charter Schools, State Charter School Licensing Authority, Board of Regents, etc.
5. Separate charter schools – Charter schools that are not under the authority of any agency are reported as their own education agencies, because every school in the CCD universe must have an associated education agency. In these instances, the Charter school is included in the hierarchy twice: once as an LEA and once as a school.
6. Agencies that do not operate schools – Report supervisory unions and education service agencies that provide services but do not operate schools. For example, supervisory unions (typically found in New England) provide administrative services for multiple school districts. Education service agencies usually provide administrative, professional development, research and evaluation, or data processing services to multiple districts or may employ instructional staff that provides services in multiple districts. An example of this type of agency would be an education service agency that contracts to provide special education teachers and student support staff to several districts. In addition to supervisory unions, Regional Education Service Agencies (RESA) and Boards of Cooperative Education Services (BOCES) fall into this category.
7. Local education agencies that “tuition out” their students – Report agencies that are responsible for providing education to students residing within their boundaries even if the agency sends all of its students to other agencies or to private schools for their education. For example, a small township that finds it more feasible to send its students to a neighboring LEA than to operate schools itself.

The inclusion of non-traditional school districts results in some LEAs that do not report students.

8.1.3 School

A school (for the purpose of *EDFacts*) is an institution that provides educational services and

- has one or more grade groups (prekindergarten through 12) or is ungraded;
- has one or more teachers;
- is located in one or more buildings;
- has assigned administrator(s);

- receives public funds as its primary support; and,
- is operated by an education agency.

For purposes of this definition, “public funds” include federal, state and local public funds. “Located in a building” does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An “education agency” is not limited to the state or local education agency, but can include other agencies (example, corrections or health and human services) charged with providing public education services. In addition to what is traditionally considered a public school, schools include:

1. Schools that have grades in addition to prekindergarten through 12 and ungraded, if one or more of grades prekindergarten through 12 are included. *Example:* Report a Vocational-Technical Center that offers grades 11, 12, and a post-secondary Associate’s Degree (sometimes considered grades 13 and 14). *Exception:* Do not report postsecondary schools that offer prekindergarten services only; for example, a community college that includes a daycare center.
2. Schools that do not have students and staff because they are temporarily not in operation (but are expected to be in operation within two years). *Example:* report schools that are closed for renovations and future schools. Report schools that have no students simply because there are no students that year (example, a “one-room schoolhouse” without students that year).
3. Schools that do not report students and/or staff because these are included in the data for some other school of record. *Example:* report a Vocational-Technical Center that serves multiple high schools even if students attending the Vocational-Technical Center are included in the membership counts for these other high schools.
4. Charter schools. These operate under a public charter, with public funds, and are public schools. Report charter schools regardless of what agency administers them.
5. Schools operated by agencies other than a local education agency. Schools that fall within the definition of a school should be reported regardless of the agency responsible for them. This includes, but is not limited to, state-operated schools such as those operated by the State Education Agency; Corrections, Health and Human Services, Juvenile Justice, and other State agencies; the Governor’s office; and the State Board of Education. *Exception:* Schools under the administration of the Bureau of Indian Education and the Department of Defense Education Authority are reported by these agencies. These schools are not reported by the SEA of the state in which the school is located.
6. Schools that share the same campus or building, if they have separate administrators. *Example:* a single building with a principal for grades

prekindergarten through seven and a principal for grades eight through 12 would be reported as two schools. Note that cases in which programs are spread across several buildings or campuses are reported as a single school if they are under the direction of a single administrator (principal or equivalent).

7. Virtual schools. Although students are not physically present, there is a physical facility associated with the transmission of courses.

Inactive, closed, future and shared-time schools would not be expected to report students or AYP status.

8.2 Directory data

For each education unit, a directory record is maintained that includes unique identifiers (i.e., name, identification numbers, location), contact information (i.e., addresses, phone number, Web site) and descriptive information (i.e., education type, operational status). The chart in Appendix D of this workbook contains all the directory data by the level in the hierarchy that reports it. While not a part of the directory, the grades offered data should be maintained in conjunction with the directory data.

8.2.1 Unique identifiers

Each education unit has two IDs: NCES and state identifier. These IDs are used as the primary identifiers in *EDFacts*. IDs are strings and not numbers. *EDFacts* considers “01” and “1” to be different IDs. Therefore, SEA submitters must be careful to maintain leading zeros in IDs.

In addition, the identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the identification numbers of the LEA to which the school belongs.

The primary identifiers are used in coordination with the education unit name and addresses to identify duplicates. It is imperative that each education unit be included only once in the database.

For SY 2006–07, additional edits on directory data have been added to prevent duplications and assist with issuing NCES IDs to new LEAs and schools.

New for SY 2006–07 is the capability to report changes to state identifiers. The SY 2006–07 directory allows for the identification of a new state identifier and a prior state identifier. *EDFacts* will associate the institution to the new state identifier as of the supplied effective date.

8.2.2 Contact information

Basic contact information (address, telephone number, and Web site) are also included in the directory for each education unit. Both mailing and location addresses are requested. As noted above, addresses are used to identify duplicates. Addresses are also used to obtain locale codes from the U.S. Bureau of the Census.

8.2.3 Descriptive data

The directory also includes descriptive data. The most important descriptive data are operational statuses.

Operational status

For the Common Core of Data (CCD), *EDFacts* is now providing data that includes the directory universe for the pertinent school year. One of the critical fields in the CCD directory universe is the operational status of the schools and districts. There are different permitted values for Schools and LEAs.

When states add a school or district, they may report the operational status as “NEW”, “OPEN”, “ADDED”, or “FUTURE” as appropriate. The *EDFacts* system will determine, based on the effective date supplied, whether to report that entity to CCD as part of the current school year.

8.2.4 Grades offered

Grades Offered is a related file to directory. Grades offered data are submitted with directory data for XML. Grades offered records must exist for any LEA or school which has students enrolled. While it is expected that membership counts will be provided for any grade offered, it is understood that an exact match may not occur in all instances. The primary match between Membership data and Grades Offered is that when Membership data are submitted for a grade, that grade must exist in Grades Offered for that education unit. If an LEA has no students, only the applicable Directory data and a single record for Grades Offered indicating NoGrades need to be submitted. No Membership or other student-related data should be submitted for an education unit that has no students.

8.3 Directory files

The directory file/XML specification contains detailed information on submitting directory records. The key concepts to remember about directory records are (1) directory records are required before any other data can be submitted and (2) directory effective dates are mandatory except for LEA’s or schools with a status of Future. **ED recommends that each SEA submit a complete directory file for SY 2006–07 to create a baseline of data that are of consistently high quality.**

8.3.1 Requirement for directory records

Directory files for new LEAs and schools must be submitted before other file groups are submitted.

- A school (SCH) directory record will not be accepted until the LEA directory record associated with that school is in the system.
- A Membership record (or any other non-directory file) for a school will not be accepted unless a record for that school (SCH) exists in the directory file.
- When supervisory unions are reported, a new supervisory union must be submitted in one file and the institutions that are part of that supervisory union must be submitted in a subsequent file.

Since acceptance of all other files is dependent upon having complete directory data for every education unit, the SEA should confirm that all directory data are complete and accurate before any other type of file is submitted.

The directory data are not school-year specific, but continue from year to year. The directory data from SY 2005–06 will roll over to SY 2006–07. SEAs need only submit new LEAs and schools and changes to existing LEAs and schools with the effective date for any changes. While the directory data do roll over from year-to-year, SEAs may submit the entire directory file at the beginning of the school year to ensure that all information is current and accurate.

LEAs and schools are never deleted from the directory when they close. Instead, the operational status changes from OPEN to CLOSED through the directory file. LEAs and schools that close need only be submitted in the directory file once to indicate their change in operational status.

8.3.2 Effective dates

Starting with school year 2006–07, the effective date is a mandatory field unless the institution has an operational status of Future. The effective date indicates when a change to the directory data was made. For example, if a directory record is submitted that changes the operational status code of a school from OPEN to CLOSED and has an effective date of June 5, 2006, the school will be considered closed in SY 2005–06. If the effective date is October 10, 2006, the school would be considered closed in SY 2006–07. EDFacts keeps a history of changes that includes both the effective date of the change and the date submitted.

9.0 Missing, Not Applicable, Not Collected, Zero

This section describes how to use Missing, Not Applicable, Not Collected, or Zero so that the data submitted accurately reflect the situation that exists in the SEA. The methodology below is an attempt to balance clear reporting against burden.

9.1 Missing

Missing means the SEA collects the data, but the data are not currently available. For example, the SEA may collect a particular set of data on a paper survey, but the data are not converted to an electronic form yet and thus are not available to submit. In this case, these data are currently missing for the entire state. As another example, a particular LEA may not have returned a survey to the SEA. In this case, the data are currently missing for that LEA.

- When Missing is a valid option, it is included in the Permitted Values field in the File/XML specifications.
- For string fields, “MISSING” is the Permitted Value.
- For numeric fields, the value for Missing is –1 (minus 1).

9.1.1 Data group is missing for the entire state

If the data group is in its own file, then the file should be submitted when the data are available. For example, if an SEA does not have the SY 2006–07 data ready for data group #74 Children with Disabilities (IDEA) School Age (N/X002) by the February due date, then the SEA should not submit the file with prior year data or preliminary data. Instead the SEA should submit the file when the data are finalized. The State Submission Plan should reflect the date that finalized data can be submitted. When the data have established due dates (i.e. IDEA Part B), the SEA should request an extension from ED if finalized data will not be not available by the established date.

If the data group is not in its own file, then the file is submitted using Missing or the approved numeric value for Missing. For example, if an SEA doesn't have the SY 2006–07 data ready for data group #33 Distinguished School Status, but has the rest of the data groups for the file (N/X101 NCLB Start of School Year Status), the SEA should submit the file with data group #33 as “MISSING.” When the data become available, the SEA resubmits the entire file.

9.1.2 Data group is missing for a particular education unit

The record for that particular education unit is not submitted. When the data become available, the SEA submits a file with the records for only the education units with the missing data.

9.1.3 Missing data or missing category label

A category of data can be collected by itself or it can be part of a broader category set group. Depending on what data are missing, the situations are handled differently. For example, some data groups request data by sex while others report sex by grade by race/ethnicity group. Reporting missing sex data in these two situations is different.

In the first case, the data are missing but the data labels are known. Consequently, the file would have a record for male with an amount of -1 and a record for female with an amount of -1.

If a data group requests data by grade by sex by race/ethnicity and the state only has grade by race/ethnicity, then the data are reported in the grade by race/ethnicity category set and the grade by sex by race/ethnicity category set is not submitted. If there is not a grade by race/ethnicity category set, the state reports grade by sex by race data using MISSING or NOTCOLLECT as the sex value.

9.2 Not applicable

Not Applicable means the situation does not occur in the SEA, LEA or school. This is generally not a permitted value for most data groups or fields.

For non-table data groups (for example, status data groups), when not applicable is an option it is included in the permitted values column of the file/XML specifications. In most cases, the not applicable situations have been specifically designed for a particular data group. For example, data group 18 (Grades Offered) includes the permitted "NOGRADES = No grades are offered at this educational unit" instead of not applicable.

For table data groups, not applicable is invalid. This is because the table data groups are counts of students or staff, and the result of a count is usually zero, one or more rather than not applicable. If an SEA identifies a situation where not applicable appears to be needed, the SEA should contact PSC.

9.3 Not collected

Not Collected means the SEA does not collect the data group at all, does not collect the data group at a particular education unit level, or does not collect a particular category for that data group.

For non-table data groups (for example, status data groups), when Not Collected is an option, it is included in the Permitted Values column of the file/XML specifications.

For table data groups, if the data group is Not Collected at all by the SEA or is Not Collected at a particular education unit level, the table is not submitted. Since table data groups are generally in a file by themselves, the SEA does not send a file in for the data groups that are Not Collected. The data group should be reported as Not Collected through the State Submission Plan. See Section 9.5, When Submissions Are Not Required, below.

For table data groups where a particular category is Not Collected, the SEA should use the Not Collected permitted value for that category. For example, if race/ethnicity is not collected for student performance, it is expected that race/ethnicity is not collected for all grades within a school or LEA, and Race/ethnicity should have a value of NOTCOLLECT. Submitting student performance data with Race/ethnicity in some grades and not in others within the same category set results in an error.

If the data group contains more than one table (category set), Missing or Not Collected can be used for a category in one table and have other values in the second table. For

example, if Children with Disabilities data are collected by Race/ethnicity and Disability Category, but are not collected by Race/ethnicity and Sex, it is now acceptable to supply Race/ethnicity in the first set of data and to use Not Collected for Race/ethnicity in the second set.

9.4 Zeros

In numeric fields, zero (0) should be used when the education unit has no instances of a requested count, i.e., no student or staff to report within the scope of a specific data group. For instance, if a school has no Limited English Proficient (LEP) students, the correct response in the student performance files for those values is “0”.

9.5 When submissions are not required

If the lack of students in a particular group would result in a submission with ALL zeros, the submission does not need to be created. For example, if there are no LEP students in a school, no submission for N/X049 LEP Assessed in Native Languages (data group #272) needs to be created for that school. If you have just one student who needs to be reported for an education unit, then the submission needs to be created for that education unit, and all values need to be valid permitted values (a number, missing, or zero).

If an entire file for a particular file/XML specification is Missing, Not Applicable, or Not Collected, then the file should *not* be sent in. For example, if an SEA does not have native language assessments, the SEA would not submit files for the file/XML specification N/X049 LEP Assessed in Native Languages (data group #272).

10.0 Meta data

This section describes ED’s plans for collecting meta data.

Meta data are defined as data that describe other data. For *EDFacts* meta data include data that are needed to accurately interpret other data. For example, SEAs submit student performance data from state assessments. The crosswalk of the state performance levels to federal proficiency is meta data necessary for *EDFacts* to report state data accurately.

In the future, ED plans to have a Web-based tool to collect meta data. The tool would “roll over” the meta data from the previous school year so that an SEA would only need to make updates for changes. Until then, meta data will be collected using customized worksheets.

Crosswalk on proficiency – The first collection of meta data is the crosswalk from the state performance levels on state assessments and the NCLB level of proficiency. Each SEA received a worksheet with ED’s current information on the crosswalk. The *EDFacts* coordinator should ensure that the worksheet is completed and returned to the Partner Support Center.

Future meta data collection – Additional meta data collections will take place during the collection of the SY 2006–07 data. Attachment B-4 of the *EDFacts* information collection clearance package describes the meta data that ED plans to collect this year.

Appendix A: EDFacts Glossary

Term	Description
AMAO	Annual Measurable Achievement Objective
AYP	Adequate Yearly Progress
Category	In the Data Framework and file/XML specifications, the breakouts or dimensions in data group tables (i.e., Sex, Grade Level). Formerly Disaggregation Categories.
Category set	A valid combination of Categories that can be reported for a Table. The Category Set defines the lowest level value of a table (a cell). For example, in the Membership Table, the category set is race/ethnicity, sex and grade level. The lowest level value for the Membership Table is the number of students for an education unit belonging to one racial/ethnic group, of male or female sex and in a specific grade (i.e., the number of third-grade Asian females).
Comment	In the Data Framework, specific business rules and other meaningful information related to the data group.
CCD	Common Core of Data collected by the National Center for Education Statistics (NCES)
DANS	Office of Special Education Program's Data Analysis System
Data collection	Process used by the U.S. Department of Education for collecting data from State Education Agencies (SEAs).
Data element	One specific piece of data to be included in the submission (otherwise known as a variable or field in other types of data collections).
Data group	A specific aggregation (i.e. a group) of related data that are stored in EDFacts to satisfy the specific information need of one or more ED program offices. A data group can be a single data element such as AYP Status or a table of data such as the Children with Disabilities Exiting Special Education tables. Both represent a conceptual piece of information.
Data record	Detailed information, in a specified order and format, for an education unit.
Data repository	Location in the EDEN Submission System where cleaned and edited files are stored. Data become the responsibility of ED and become available for review by Subject Matter Experts, i.e., ED Program Office staff.
Data topic	In the Data Framework, a categorization of data groups that describes what type of data are represented (i.e., student, staff, program, directory).
Data staging database	Located in the EDEN Submission System where files are received for Reasonability Edits and explanation review by ED.
EDFacts	A collaborative effort among the U.S. Department of Education, State Education Agencies, and industry partners to centralize State-reported K-12 educational performance data into one Federally coordinated, data repository located in the U.S. Department of Education.
EDFacts coordinator	Official SEA contact for EDFacts and ESS. This person is responsible for ensuring that the files are submitted, that errors are corrected and that files are approved for submission to the Data Repository; serves as the SEA contact person for completing the state submission plan.
EDEN	Education Data Exchange Network, a centralized, coordinated repository

Term	Description
	of state reported, K-12, educational data residing at the U.S. Department of Education
Edit	Often referred to as a business rule. An indication of a problem in the format or contents of a file. EDFacts includes Format, Validation and Reasonability edits.
Education unit	Education entity such as SEA, LEA, or school.
Education unit level	Tier in the education hierarchy – school, LEA, or SEA level.
Error type	Category of error (format or validation error) in the data file that prevents complete transmission of the file.
File	See Transmittal File.
File extension	Ending portion of a file name that denotes the format used for this file (.txt, .tab, .csv, or .xml). Although .zip files may be submitted, when the file is unzipped it must create a file with one of the four permitted file extensions.
File format	One of four acceptable formats for submission of files. They include fixed length, comma-delimited, tab-delimited and XML.
File identifier	A 32-character string, including any combination of standard characters that is used to further identify a transmittal file.
File level	state = SEA, local education agency (including school districts and supervisory unions) = LEA, school = SCH
File/XML specification	A document that outlines the files, record layout and data elements in the record layouts.
FIPS	Federal Information Processing Standards; standards and guidelines developed by the National Institute of Standards and Technology (NIST) for federal computer systems. The list of FIPS State Codes is provided in Appendix C.
Format error	A significant error in the format of the file requiring correction and resubmission by the SEA before the data are processed.
GFSA	Gun-Free Schools Act
Header record	Required for every file, the first record in every file. A header record provides file type, file name, file identifier and file reporting period.
IDEA	Individuals with Disabilities Education Act
LEA	Local education agency
LEP	Limited English proficient, also known as English language learner
MEP	Migrant Education Program
NCES	National Center for Education Statistics, an organizational group within the Department of Education.
NCLB	No Child Left Behind Act of 2001
NIST	National Institute of Standards and Technology, a non-regulatory federal agency within the U.S. Commerce Department's Technology Administration. NIST's mission is to develop and promote measurement, standards and technology to enhance productivity, facilitate trade and improve the quality of life.
OMB	U.S. Office of Management and Budget – the approval authority for all data collections; administers and enforces the <i>Paperwork Reduction Act of</i>

Term	Description
	1995.
Permitted values	The valid values for a data element.
Prepopulate	To preload information into a survey request based on the data in the repository.
REAP	Rural Education Achievement Program
Record	Row within a fixed, comma-delimited, or tab-delimited file. This term does not relate to XML files.
Record layout	Description of the specific data elements and the order of elements per row within a flat file.
Reporting period	The specific date or period of time for which data are reported.
SEA	State education agency
SEA submitter(s)	Person(s) the SEA has approved to submit files and access the secure part of the EDEN Portal. Each Submitter receives a personal USER ID and PASSWORD from ED.
Schema	A format specification for an XML file. Some schemas may be used for multiple transmittal files.
Start position	For the fixed-file format only, the starting position within the row of the element.
Steward	The Principal Office within ED that has the primary responsibility for the data group.
Submission	A set of related data belonging to only one education unit (i.e., one school or one LEA), for one school year and for one file. For example, Membership data for a single school for the school year 2003-04, or current year status data for an LEA for the school year 2004-05.
SWP	School-wide program
Table type	Table data groups such as Membership or Students Tested, often used to qualify a count or category.
TAS	Targeted Assistance Schools
Transmission	The process of transferring a file from the SEA to the EDEN System.
Transmittal file	A physical file of data to be transferred. A transmittal file may consist of one or many submissions for a given Education Unit Level (i.e., more than one school). Large files may be broken into subparts for transmittal, if preferred by the submitter.
Transmittal status report	"Real time" display of the status of every file sent to the EDEN Submission System from the Data Receipt and Processing System through to the Data Repository.
Validation error	Significant error in the data quality of the file requiring correction and resubmission by the SEA before the data are processed.
Warning	Possible error in data quality requiring an explanation and/or correction by the SEA before further processing.
XML	Extensible Markup Language, a universal format for preparing and posting documents and data to the Web. Allows users to be more flexible and accurate in describing information. Also used for passing information between computing systems, which are otherwise unable to communicate.

Appendix B: EDFacts Data Framework

This appendix provides an overview of the EDFacts data framework.

The data framework is a conceptual model that is used to define the data requirements for EDFacts/EDEN. It is the means for describing the data to be collected through EDEN Submission System and EDEN Survey Tool during the paperwork clearance process. The data framework is also the means to describe data available in EDFacts for analysis and reporting. To help you understand the data framework, this document illustrates the structure, categorization, and data exchange of the data group “Membership Table.”

Structure

A data group is a specific aggregation (i.e. group) of related data that is stored in EDFacts to satisfy the specific information need of one or more ED program offices. Information on the structures of data groups is available in the data framework in ESS and in the EDFacts Data Set Viewer.

Every data group has a name, identification number, definition, code set or format, reporting period and reporting levels. The basic components of an example data group are:

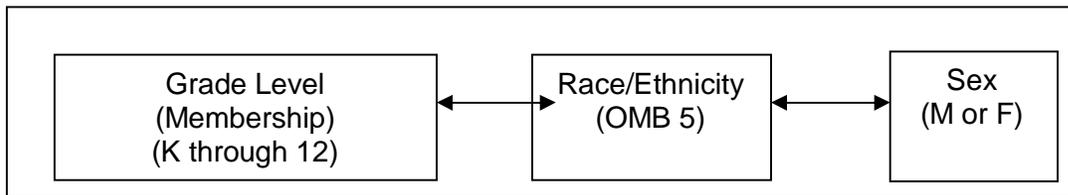
- **Name** – Membership Table
- **ID** – #39
- **Definition** - The student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or LEA or students whose membership is reported by another school or LEA.
- **Code Set or Format** – Number
- **Reporting period** – October 1
- **Levels** – State, LEA and school

Some data groups, like the example above, also have category sets. A category set is the grouping that an SEA or other data suppliers uses to aggregate data before the SEA or other data supplier sends the data to ED. The example data group includes a category set of grade level (membership), race/ethnicity, and sex. The category set can be illustrated by the following table:

Membership by race/ethnicity, by sex, and by grade levels

Grade Levels	American Indian/Alaskan Native - Male	American Indian/Alaskan Native - Female	Asian or Pacific Islander - Male	Asian or Pacific Islander - Female	Black (not Hispanic) - Male	Black (not Hispanic) - Female	Hispanic - Male	Hispanic - Female	White (not Hispanic) - Male	White (not Hispanic) - Female
K	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

The category set concept can also be illustrated by the following diagram.



Each grade level (K through 12) is reported by each race/ethnicity (5 in total) at the same time by each sex (male and female). The result if all grade levels are used is 130 numbers (13 grade levels permitted values * 5 race/ethnicity permitted values * 2 sex permitted values).

The Membership Table also includes the following subtotals:

- Subtotal 1 – Grade Level (Membership), Race/Ethnicity
- Subtotal 2 – Grade Level (Membership), Sex
- Subtotal 3 – Sex, Race/Ethnicity

The following tables illustrate the concept behind subtotal 1 by “grade level, race/ethnicity.” Subtotal 1 combines the columns indicated in the diagram below:

Subtotal 1 by grade level, race/ethnicity

Grade Levels	American Indian/Alaskan Native - Male	American Indian/Alaskan Native - Female	Asian or Pacific Islander - Male	Asian or Pacific Islander - Female	Black (not Hispanic) - Male	Black (not Hispanic) - Female	Hispanic - Male	Hispanic - Female	White (not Hispanic) - Male	White (not Hispanic) - Female
K	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Data exchange

Data are transmitted from the data supplier to ED using either the EDEN Submission System (ESS) or the EDEN Survey Tool (EST). The EDEN Submission System is used by SEAs to submit data. The data for the Membership Table is available in all SEAs; therefore, this data group is collected using the ESS. Since the Membership Table is a table structure data group, it is its own file: Membership, X/N 052. The file specifications are available through the EDFacts Data Set Viewer or through the EDFacts Web site – www.ed.gov/edfacts

Summary

Below is how the Membership Table appears in the OMB package for clearance. This presentation is similar to how it appears in the data framework and the EDFacts Data Set Viewer.

Data Group Membership Table

ID: 39

Topic: Student

Reporting period: Snapshot - October 1

Definition The 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.

Code set or format: Whole Number

Category A Grade Level (Membership), Race/Ethnicity, Sex (membership)

Category B

Category C

Category D

Category E

Category F

Category G

Subtotal 1 Grade Level (Membership), Race/Ethnicity

Subtotal 2 Grade Level (Membership), Sex (membership)

Subtotal 3 Sex (membership), Race/Ethnicity

Subtotal 4 Grade Level (membership)

Steward: EDFacts

Comment: At the LEA level, students who are tuitioned out should be reported by the receiving LEA where they receive services.

Grand Total:

Privacy:

State Defined:

Reporting Level

School: District/LEA: State/SEA:

The box “privacy” is checked when data are collected about students or staff that could result in small cell sizes, requiring suppression when EDFacts reports the data to maintain individual privacy. The box “state defined” is checked when the data definition is dependent on a state definition.

Appendix C: EDFacts Data Reporting

This appendix provides an introduction to EDFacts data reporting.

Use of data

The primary customers for EDFacts education data are the program managers and analysts at ED. EDFacts data are used to evaluate the effectiveness and efficiency of federal education programs with the intent to improve program management and budgetary focus on those federal education programs that provide the best education outcomes for the nation's students and their families. State and local education agencies can use this information to evaluate their education status and progress. Eventually the public, including parents and students, will also have access to this information and be able to analyze and display information about the condition of education in their neighborhoods. The public data file is modified to ensure that all of the necessary privacy and security requirements are completely enforced.

Sources of EDFacts data

Although the primary source of EDFacts data is the data that SEAs submit through the EDEN submission system, some data are obtained from other sources based on data provided by the SEA⁸. Data provided by other sources are listed in the following table along with their source and the SEA data on which they are based:

Table C-1: Data Sources for EDFacts

Data group ID	Data group	Potential source	Data group based on
17	Locale (Code)	NCES/Census	Location Address
14	Geographic Location	Census	Location Address
13	Congressional District Number	Census	Location Address
6	DUNS Number	Dunn & Bradstreet	Education Entity Name
572	County Name	NIST FIPS Publications	Location Address
582	Title I District Status	Derived	Federal Program Funding Allocation Table

[Source: File/XML specifications]

⁸ ED recommends that EDFacts coordinators maintain records of their SEA data sources for the data they submit to EDEN. This additional information will be critically important not only for future EDEN data collection efforts but also if ED has questions regarding a specific data file. This information is particularly useful when the data source is outside the EDFacts coordinator's office (such as a specific SEA program office) and should include the contact person and office where the data came from, the type of data received (i.e., format, etc), the date they provided the information, and any other relevant notes.

Partnership with state education agencies

ED has been working with SEA representatives to plan and implement EDFacts. As part of this effort, site visits to the states, the District of Columbia and Puerto Rico provided invaluable information on the availability and structure of data in the SEAs. This information was used to refine the set of data groups included in EDFacts and also served to help SEAs identify the location(s) within their agencies of the myriad data required for federal reporting. The EDFacts team will continue to work with the SEAs to keep this information current and usable.

Although the early stages of EDFacts implementation require duplicative reporting, the existing data collections will be retired as soon as SEAs demonstrate that they are submitting comparable data through the EDEN submission system. EDFacts produces two important benefits: a reduction in reporting burden on the SEAs and others and better quality and more complete data available for use by ED and the SEAs.

Data quality

Data quality is measured not only in its accuracy, but also in its completeness and timeliness. It is therefore critical that data be submitted to ED as soon as they are available for reporting and, as accurately as possible, for all education units available to the SEA. ED will perform validity, consistency and reasonability checks on all data submitted through the EDEN system.

Appendix D: EDFacts Directory Data Groups

	SEA	LEA	School
	ID# Name	ID# Name	ID# Name
Unique identifiers	559 FIPS State Code	559 FIPS State Code	559 FIPS State Code
		12 FIPS County Code	12 FIPS County Code
	7 Education Entity Name	7 Education Entity Name	7 Education Entity Name
	570 State Agency Number	570 State Agency Number	570 State Agency Number
		551 Supervisory Union Identifier	
		4 LEA Identifier (State)	4 LEA Identifier (State)
		1 LEA Identifier (NCES)	1 LEA Identifier (NCES)
			5 School Identifier (State)
Contact information	9 Address Location	9 Address Location	9 Address Location
	8 Address Mailing	8 Address Mailing	8 Address Mailing
	10 Telephone – Education Entity	10 Telephone – Education Entity	10 Telephone – Education Entity
	11 Web Site Address (URL)	11 Web Site Address (URL)	11 Web Site Address (URL)
	458 Chief State School Officer Contact Information		
Descriptive information		16 District Operational Status	531 School Operational Status
		453 Education Agency Type	21 School Type
	571 Effective Date	571 Effective Date	571 Effective Date
		27 Charter Status	27 Charter Status
		18 Grades Offered	18 Grades Offered

Appendix E: Crosswalk of CCD Data Items to EDFacts Data Groups

For the SEA level the following files need to be submitted:

Early collection period:

- N/X029 – Directory
- N/X052 – Membership
- N/X059 – Staff FTE

Closeout collection period:

- N/X040 – Graduates/Completers

CCD State Non-Fiscal File					
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group	EDFacts File Specification	EDFacts File Schedule
SEANAME	001 - 060	Name of State Education Agency	7 - State Agency Name	029 – Directory	Early
STREET	061 - 090	Mailing Address	8 - State Education Agency Mailing Address	029 – Directory	Early
CITY	091 - 120	City	8 - State Education Agency Mailing City	029 – Directory	Early
ZIP	121 - 125	ZIP Code (5 Digit)	8 - State Education Agency Mailing Zip Code	029 – Directory	Early
ZIP4	126 - 129	ZIP + 4 Code	8 - State Education Agency Mailing Zip Code Plus 4	029 – Directory	Early
PHONE	130 - 139	Telephone Number	10 - State Education Agency Phone Number	029 – Directory	Early
PKTCH - UGTCH	140 - 169	Teachers	528 - Staff FTE Tables	059 – Staff FTE	Early
TOTTCH	170 - 175	Total FTE Teachers	Derived from 528 - Staff FTE Tables	059 – Staff FTE	Early
AIDES - OTHSUP	176 - 253	Staff	528 - Staff FTE Tables	059 – Staff FTE	Early
TOTGUI	(200 – 205)	Total Guidance Counselors	Derived from 528 - Staff FTE Tables	059 – Staff FTE	Early
PK - WHUG	254 - 973	Students by Grade, Race / Ethnicity, and by Gender	39 - Membership Tables	052 – Membership	Early
MEMBER	974 - 981	Total Students	39 - Membership Tables	052 – Membership	Early
AMTOT - WHTOT	982 - 1021	Total students by Race / Ethnicity	Derived from 39 - Membership Tables	052 – Membership	Early
REGDIP - WHDIP	1022 - 1069	Diploma Recipients (total and by Race)	Derived from 306 – Graduates / Completer	040 – Graduates / Completers	Close-out

CCD State Non-Fiscal File						
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group		EDFacts File Specification	EDFacts File Schedule
		/Ethnicity)	Tables			
EQUIV-WHEQUIV	1070 - 1117	High School Equivalency Recipients (total and by Race / Ethnicity)	Derived from 306 – Graduates / Completer Tables		040 – Graduates / Completers	Close-out
OTHCOM - WHOHC	1118 - 1165	Other High School Completers (total and by Race / Ethnicity)	Derived from 306 – Graduates / Completer Tables		040 – Graduates / Completers	Close-out

For the LEA level, the following files need to be submitted:

Early collection period:

- N/X029 – Directory
- N039 – Grades Offered (this data is in X029 for XML submitters)
- N/X002 – Children with Disabilities (IDEA) School Age
- N/X089 – Children with Disabilities (IDEA) Early Childhood
- N/X052 - Membership
- N/X059 – Staff FTE

Middle collection period:

- N/X046 – LEP Demographic

Closeout collection period:

- N/X032 – Dropouts
- N/X040 – Graduates/Completers
- N/X122 – MEP Students Eligible and Served Summer/Intersession

CCD Agency File					
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group	EDFacts File Specification	EDFacts File Schedule
LEAID	001 - 007	NCES Education Agency ID	1 - NCES LEA Identifier	029 - Directory	Early
STID	008 - 021	State Education Agency ID	4 - State LEA Identifier	029 - Directory	Early
NAME	022 - 081	Name of Education Agency	7 - LEA Name	029 - Directory	Early
PHONE	082 - 091	Telephone Number (Area Code and Phone Number)	10 - LEA Phone Number	029 - Directory	Early
MSTREE	092 - 121	Mailing Address - Street	8 - LEA Mailing Address	029 - Directory	Early
MCITY	122 - 151	Mailing Address - City	8 - LEA Mailing City	029 - Directory	Early

CCD Agency File						
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group		EDFacts File Specification	EDFacts File Schedule
MSTATE	152 - 153	Mailing Address - State (P.O. Abbreviation)	8 - LEA Mailing USPS State Abbreviation		029 - Directory	Early
MZIP	154 - 158	Mailing Address - ZIP (digits 1 thru 5)	8 - LEA Mailing Zip		029 - Directory	Early
MZIP4	159 - 162	Mailing Address - ZIP4 (digits 6 thru 9)	8 - LEA Mailing Zip Plus 4		029 - Directory	Early
LSTREE	163 - 192	Physical Location Address - Street	9 - LEA Location Address		029 - Directory	Early
LCITY	193 - 222	Physical Location Address - City	9 - LEA Location City		029 - Directory	Early
LSTATE	223 - 224	Physical Location Address - State (P.O. Abbreviation)	9 - LEA Location USPS State Abbreviation		029 - Directory	Early
LZIP	225 - 229	Physical Location Address - ZIP (digits 1 thru 5)	9 - LEA Location ZIP		029 - Directory	Early
LZIP4	230 - 233	Physical Location Address - ZIP4 (digits 6 thru 9)	9 - LEA Location Zip Plus 4		029 - Directory	Early
AGTYP	234 - 234	Education Agency Type Code	453 - LEA Educational Agency Type		029 - Directory	Early
UNION	235 - 237	Supervisory Union ID Number	551 - LEA Supervisory Union Identification Number		029 - Directory	Early
CONAME	238 - 267	County Name	572 - County Name		None (Derived from FIPS County Code)	Early
CONUM	268 - 272	FIPS County Code	12 - FIPS County Code		029 - Directory	Early
BOUND	273 - 273	Operational Status Code	16 - Operational Status		029 - Directory	Early
GSLO	274 - 275	Grade Span Offered - Lowest grade	Derived from 18 - Grades Offered		X029 - Directory N039 – Grades Offered	Early
GSHI	276 - 277	Grade Span Offered - Highest grade	Derived from 18 - Grades Offered		X029 - Directory N039 – Grades Offered	Early
UG	278 - 284	Ungraded Students	39 - Student Membership Tables		052 - Membership	Early
PK12	285 - 291	PK-12 Students	Derived from 39 - Student Membership Tables		052 - Membership	Early
MIGRNT	292 - 298	Migrant Students Served in a Summer Program	635 - MEP Students Eligible and Served Summer/Intersession		122 – MEP Students Eligible and Served Summer/Intersession	Close-out

CCD Agency File					
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group	EDFacts File Specification	EDFacts File Schedule
			Tables		
SPECED	299 - 305	Special Education - Individual Education Program (IEP)	Derived from 74 - Children with Disabilities (IDEA) School Age Tables and 613 - Children with Disabilities (IDES) Early Childhood Tables	002 – Children with Disabilities School Age 089 – Children with Disabilities Early Childhood	Early
ELL	306 - 312	English Language Learner	123 - LEP Demographic Tables	046 – LEP Demographic	Middle
PKTCH-UGTCH	313 - 347	Teachers	528 - Staff FTE Tables	059 – Staff FTE	Early
TOTTCH	348 - 354	Total FTE Teachers	Derived from 528 - Staff FTE Tables	059 – Staff FTE	Early
AIDES-OTHSUP	355 - 445	Staff	528 - Staff FTE Tables	059 – Staff FTE	Early
TOTGUI	(383 - 389)	Total Guidance Counselors	Derived from 528 - Staff FTE Tables	059 – Staff FTE	Early
TOTDPL	446 - 451	Total Diploma Recipients	Derived from 306 - Graduates/ Completer Tables	040 – Graduates/ Completers	Close-out
AMDPLM-WHDPLU	452 - 541	Diploma Recipients by Race / Ethnicity and Gender	306 - Graduates/ Completer Tables	040 – Graduates/ Completers	Close-out
TOTOHC	542 - 547	Total Other High School Completers	Derived from 306 - Graduates/ Completer Tables	040 – Graduates/ Completers	Close-out
AMOHCM-WHOHCU	548 - 637	Other High School Completers by Race / Ethnicity and Gender	306 - Graduates/ Completer Tables	040 – Graduates/ Completers	Close-out
TOTD07-WHD12U	638 - 1213	Dropouts by Grade, Race / Ethnicity, and Gender	326 - Dropouts Tables	032 - Dropouts	Close-out

For the school level the following files need to be submitted:

Early collection period:

- N/X029 – Directory
- N039 – Grades Offered (this data is in X029 for XML submitters)
- N/X101 – NCLB School Year Start Status
- N/X052 - Membership

Middle collection period:

- N/X033 – Free Reduced Price Lunch

End collection period:

- N/X102 – NCLB School Year End Status

CCD School File					
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group	EDFacts File Specification	EDFacts File Schedule
LEAID	0001 - 0007	NCES Education Agency ID	1 - NCES LEA Identifier	029 – Directory	Early
STID	0008 - 0021	State Education Agency ID	4 - State LEA Identifier	029 – Directory	Early
SCHNO	0022 - 0026	NCES School ID	529 - NCES School Identifier	029 – Directory	Early
SEASCH	0027 - 0046	State School ID	5 - State School Identifier	029 – Directory	Early
LEANM	0047 - 0106	Name of Education Agency	7 - LEA Name	029 – Directory (LEA file)	Early
SCHNAM	0107 - 0156	Name of School	7 - School Name	029 – Directory	Early
PHONE	0157 - 0166	Telephone Number (Area Code and Phone Number)	10 - School Phone Number	029 – Directory	Early
MSTREE	0167 - 0196	Mailing Address - Street	8 - School Mailing Address	029 – Directory	Early
MCITY	0197 - 0226	Mailing Address - City	8 - School Mailing City	029 – Directory	Early
MSTATE	0227 - 0228	Mailing Address - State (P.O. Abbreviation)	8 - School Mailing USPS State Abbreviation	029 – Directory	Early
MZIP	0229 - 0233	Mailing Address - ZIP (digits 1 thru 5)	8 - School Mailing Zip	029 – Directory	Early
MZIP4	0234 - 0237	Mailing Address - ZIP4 (digits 6 thru 9)	8 - School Mailing Zip Plus 4	029 – Directory	Early
LSTREE	0238 - 0267	Physical Location Address - Street	9 - School Location Address	029 – Directory	Early
LCITY	0268 - 0297	Physical Location Address - City	9 - School Location City	029 – Directory	Early
LSTATE	0298 - 0299	Physical Location Address - State (P.O. Abbreviation)	9 - School Location USPS State Abbreviation	029 – Directory	Early
LZIP	0300 - 0304	Physical Location Address - ZIP (digits 1 thru 5)	9 - School Location ZIP	029 – Directory	Early
LZIP4	0305 - 0308	Physical Location Address - ZIP4 (digits 6 thru 9)	9 - School Location Zip Plus 4	029 – Directory	Early
SCHTYP	0309 –	School Type Code	21 - School Type	029 – Directory	Early

CCD School File					
CCD Field Name	CCD Field Position	CCD Field Description	EDFacts Data Group	EDFacts File Specification	EDFacts File Schedule
	0309				
STATUS	0310 - 0310	Operational Status Code	531 - School Operational Status	029 – Directory	Early
GSLO	0311 - 0312	Grade Span Offered - Lowest grade	Derived from 18 - Grades Offered	X029 – Directory N039 – Grades Offered	Early
GSHI	0313 - 0314	Grade Span Offered - Highest grade	Derived from 18 - Grades Offered	X029 – Directory N039 – Grades Offered	Early
TITLEI	0315 - 0315	Title I Eligible School	22 - Title I School Status	101 – NCLB School Year Start Status	Early
STITLI	0316 - 0316	School-wide Title I	22 - Title I School Status	101 – NCLB School Year Start Status	Early
MAGNET	0317 - 0317	Magnet School	665 - Magnet Status	101 – NCLB School Year Start Status	Early
CHARTR	0318 - 0318	Charter School	27 - Charter Status	029 – Directory	Early
SHARED	0319 - 0319	Shared Time	573 - Shared Time Status	101 – NCLB School Year Start Status	Early
FTE	0920 - 0324	Classroom Teachers	644 - Classroom Teachers FTE	101 – NCLB School Year Start Status	Early
FRELCH	0325 - 0328	Free Lunch Eligible Students	565 - Free and Reduced Price Lunch Table	033 – Free Reduced Price Lunch	Middle
REDLCH	0329 - 0332	Reduced-Price Lunch Eligible Students	565 - Free and Reduced Price Lunch Table	033 – Free Reduced Price Lunch	Middle
FLE	0333 - 0336	Total of Free and Reduced-Price Lunch Eligible	565 - Free and Reduced Price Lunch Table	033 – Free Reduced Price Lunch	Middle
MIGRNT	0337 - 0340	Migrant Students Enrolled	110 - MEP Students Eligible Regular School Year Tables	102 – NCLB School Year End Status	End
TOTPK-WHALU	0341 - 1364	Students by Grade, Race / Ethnicity, and by Gender	39 - Membership	052 – Membership	Early

Appendix F: Introduction to XML

XML stands for eXtensible Markup Language and is becoming the preferred format for exchanging data between disparate data systems.

XML documents look similar to HTML documents—the HyperText Markup Language upon which the World Wide Web is constructed. Both documents consist of data that has been “tagged”.

Unlike HTML, XML is designed to describe the structure and semantics of the data, not its formatting. While HTML has predefined tags, XML does not.

Listed below is a sample of XML:

```
<?xml version="1.0" ?>
<note>
  <to>Jane</to>
  <from>Doug</from>
  <topic status="hot">Reminder</topic>
  <message>Don't forget the Membership files are
  due next week</message>
</note>
```

The first line is the **XML declaration**. It is an optional line stating what version of XML is in use (normally version 1.0) and may also contain information about character encoding and external dependencies.

The remainder of the sample consists of nested *elements*, some of which have *attributes* and *content*. An **element** typically consists of two tags, a *start tag* and an *end tag*, possibly surrounding text and other elements. The **start tag** consists of a name surrounded by angle brackets, like "<from>"; the **end tag** consists of the same name surrounded by angle brackets, but with a forward slash preceding the name, like "</from>". Element names are case-sensitive.

In addition to content, an element can contain **attributes** — name-value pairs included in the start tag after the element name. Attribute values must always be quoted, using single or double quotes, and each attribute name should appear only once in any element. In the example, the *topic* element has one attribute *status* which has a value of “hot”.

The element's **content** is everything that appears between the start tag and the end tag. The content of the *to* element is just the text “Jane” while the contents of the *note* element are the four elements *to*, *from*, *topic* and *message*.

XML requires that elements be properly nested — both the start and ending tags for an element must be between the start and ending tags of its containing element. It is an error to start one element, start a second element, and then end the first before ending the second.

XML provides special syntax for representing an element with empty content. Such an element may only have attributes. Instead of writing a start tag followed immediately by an end tag, a document may contain the **empty element tag** where a slash *follows* the element name. The following two examples are functionally equivalent:

```
<CATEGORY TYPE="SEX" VALUE="M"></CATEGORY>
<CATEGORY TYPE="SEX" VALUE="M" />
```

Every XML document must have exactly one top-level root element. In the example, *note* is the root element.

There are two levels of “Correctness” for XML documents. An XML document is **well-formed** if it follows the rules listed above.

An XML document can, in addition, be **valid** if it has data that conforms to a particular set of user defined content rules. These rules are defined in an XML Schema document.

An XML schema for our example could specify that a *note* element must contain a *to* element, a *from* element, a *topic* element and a *message* element in that order.

Rearranging the order or deleting one of the elements would be an error.

The XML Schema can define what the options are for the status attribute, maybe only “hot”, “warm”, “cool”, or “cold”. A *status* value of anything else would be an error.

Appendix G: State Abbreviations and FIPS Codes

This appendix defines the state abbreviations and the Federal Information Processing Standard (FIPS) codes (01-78).

Table G-1: State Abbreviations and FIPS Codes

State name	FIPS	State abbreviation
ALABAMA	01	AL
ALASKA	02	AK
ARIZONA	04	AZ
ARKANSAS	05	AR
CALIFORNIA	06	CA
COLORADO	08	CO
CONNECTICUT	09	CT
DELAWARE	10	DE
DISTRICT OF COLUMBIA	11	DC
FLORIDA	12	FL
GEORGIA	13	GA
HAWAII	15	HI
IDAHO	16	ID
ILLINOIS	17	IL
INDIANA	18	IN
IOWA	19	IA
KANSAS	20	KS
KENTUCKY	21	KY
LOUISIANA	22	LA
MAINE	23	ME
MARYLAND	24	MD
MASSACHUSETTS	25	MA
MICHIGAN	26	MI
MINNESOTA	27	MN
MISSISSIPPI	28	MS
MISSOURI	29	MO
MONTANA	30	MT
NEBRASKA	31	NE
NEVADA	32	NV
NEW HAMPSHIRE	33	NH
NEW JERSEY	34	NJ
NEW MEXICO	35	NM

State name	FIPS	State abbreviation
NEW YORK	36	NY
NORTH CAROLINA	37	NC
NORTH DAKOTA	38	ND
OHIO	39	OH
OKLAHOMA	40	OK
OREGON	41	OR
PENNSYLVANIA	42	PA
RHODE ISLAND	44	RI
SOUTH CAROLINA	45	SC
SOUTH DAKOTA	46	SD
TENNESSEE	47	TN
TEXAS	48	TX
UTAH	49	UT
VERMONT	50	VT
VIRGINIA	51	VA
WASHINGTON	53	WA
WEST VIRGINIA	54	WV
WISCONSIN	55	WI
WYOMING	56	WY
AMERICAN SAMOA	60	AS
BUREAU OF INDIAN AFFAIRS	59	BI ⁹
DOD DOMESTIC	61	DD ⁹
DOD OVERSEAS	58	DO ⁹
GUAM	66	GU
NORTHERN MARIANAS	69	MP
PUERTO RICO	72	PR
REPUBLIC OF PALAU	70	PW
VIRGIN ISLANDS	78	VI

⁹ Not official U.S. Postal State Abbreviations. The state abbreviations for the Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Affairs schools, state abbreviations correspond to the state in which the school is located.



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