U.S. DEPARTMENT OF EDUCATION

ED*Facts* Workbook
SY 2018-19

Version 15.0
December 2018

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Document Control

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DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0 –13.0		Versions in the 1.0 through 13.0 series are used to submit files for school years prior to SY 2016-17.
14.0	December 2017	Updates for the SY 2017-18 (ESS 14.0 series)
15.0	December 2018	Updates for the SY 2018-19 (ESS 15.0 series)

Preface

ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, pre-kindergarten through grade 12 (pre-K–12) performance data. These data will be used for education planning, policymaking, management and budget decision making to improve academic outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

The ED*Facts* Workbook SY 2018-19 is a reference guide to using the ED*Facts* Submission System (ESS) to submit data for school year (SY) 2018-19. States report data to ED using ESS. Data submitted through the ESS is authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data through ED*Facts* (OMB 1850-0925, expires June 30, 2020).

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1. Introduction

Purpose

This document provides information on how to submit files through the ED*Facts* Submission System (ESS) for school year (SY) 2018-19. This document assumes a basic understanding of the ED*Facts* data framework. A glossary of ED*Facts* terminology appears in Appendix B.

Although the ESS shares an opening Web page with other data submission tools, this document only provides guidance on ED*Facts* data submissions via ESS.

2. Overview for SY 2018-19

Regulations

On February 25, 2007, Final Regulations were published to amend 34 Code of Federal Regulations (CFR) part 76 governing state reporting requirements. The revised regulations allow the Secretary and ED, 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 ED*Facts* (OMB 1875-0240). The failure to submit ED*Facts* data constitutes a failure to comply substantially with the law, applicable to the funds provided by the federal government.

OMB Clearance

The Office of Management and Budget (OMB) approved the "Annual Mandatory Collection of Elementary and Secondary Education Data for ED*Facts*" for School Years 2016-17, 2017-18 and 2018-19. This data collection activity is approved until June 30, 2020, under OMB Control Number 1850-0925. The total data approved for collection by ED*Facts* includes:

1. Data submitted by state education agencies (SEAs) through ESS to ED*Facts*

2. Metadata from SEAs and other sources

3. Submission plans for data to be submitted by states to ESS

ED*Facts* does not collect individual student or staff-level information. All information provided to ED*Facts* is aggregated—often by categories such as grade level. In submitting data to ED*Facts*, states cannot suppress the data in small data cells except as specifically authorized by federal statute.

3. Summary of OMB Package

The complete package information can be found at Reginfo.gov. Below is a summary of the package information, with some edits to formatting for convenience. For a complete explanation of Data Groups and categories, reference Attachment B-3 of the OMB Package.

Accountability and Reporting Provisions of ESEA, as amended by ESSA

The data groups in this section support the oversight and reporting of the accountability provisions of ESEA, as amended by ESSA, however, data groups associated with public school choice and supplemental educational services are included in a separate section.

These data groups comprise the education data most frequently shared with the public. This section includes data for the accountability and reporting components of ESEA, as amended by ESSA: academic achievement and participation in state assessments, graduation rates, additional academic indicators, and others. The data steward for most of the data groups in this section is the Office of Elementary and Secondary Education within the Office of State Support (OESE/OSS). Assessment participation and achievement files are co-stewarded with OSEP.

The table below lists the data groups in this section.

File Spec	Data Group Name	DG ID
103	State poverty designation	699
103	Progress achieving English language proficiency indicator status table	837
130	Improvement status – school (Retired in SY 2018-19)	34
132	Economically disadvantaged students	56
132	School Improvement Funds 1003(a)	794
150	Regulatory five-year adjusted-cohort graduation rate table	697
150	Regulatory four-year adjusted-cohort graduation rate table	695
150	Regulatory six-year adjusted-cohort graduation rate table	755
151	Cohorts for regulatory five-year adjusted-cohort graduation rate table	698
151	Cohorts for regulatory four-year adjusted-cohort graduation rate table	696
151	Cohorts for regulatory six-year adjusted-cohort graduation rate table	756
175	Academic achievement in mathematics table	583
178	Academic achievement in reading/language arts table	584
179	Academic achievement in science table	585

File Spec	Data Group Name	DG ID
185	Assessment participation in mathematics table	588
188	Assessment participation in reading/language arts table	589
189	Assessment participation in science table	590
199	Graduation rate indicator status table	834
200	Academic achievement indicator status table	835
201	Other academic indicator status table	836
202	School quality or student success indicator status table	838
203	Teachers table	840

> **TIP!** Ensure that the Assessment Metadata Survey aligns with the data submitted in Assessment files 175, 178, 179, 185, 188, and 189.

In addition to the files above, metadata related to Assessment Files are collected in the ED*Facts* Metadata and Process System (E*MAPS*) Assessment Metadata Survey. Detailed information about the survey is available in the E*MAPS* User Guide on the ED*Facts* Initiative page. In addition, a checklist is available on the ED*Facts* Community site to assist with aligning the Assessment data and metadata: *Checklist – Assessment Data and Metadata Alignment.*

Career and Technical Education (CTE)

The data steward for these data groups is the Office of Career and Technical Education (OCTAE). The table below lists the data groups in this section. The table includes the indicators that use the data group.

File	Data Group Name	DG ID	Indicator
142	CTE concentrators academic achievement table	681	1S1 and 1S2 both numerator and denominator
082	CTE concentrators exiting table	521	3S1 denominator
083	CTE concentrators graduates tables	320	3S1 numerator
154	CTE concentrators in graduate rate table	702	4S1 both numerator and denominator
155	CTE participants in programs for non-traditional table	703	6S1 both numerator and denominator
156	CTE concentrators in programs for non-traditional table	704	6S2 both numerator and denominator
157	CTE concentrators technical skills table	705	2S1 both numerator and denominator
158 and	CTE concentrators placement table	736 and	5S1 both numerator and denominator

File	Data Group Name	DG ID	Indicator
169		753	

TIP! For SY 2018-19, report the CTE data that the state provided in the Perkins report in files 142, 154, 158. The Perkins report is due at the end of the calendar year. That data may be from a school year prior to SY 2018-19.

TIP! To verify data as it will appear in the final CAR Report use the CTE reports available in the ED*Facts* Reporting system.

Office of Elementary and Secondary Education (OESE) – General

The files in this section are stewarded by the Office of State Support within the Office of Elementary and Secondary Education.

The table below lists the data groups in this section.

File Spec	Data Group Name	DG ID
160	HS graduates postsecondary enrollment table	739
167	Advanced coursework	732
167	Advanced coursework/dual enrollment classes	734
167	Dual enrollment classes	733
167	Increased learning time	745
167	Intervention used	728
167	School year minutes	729
167	Student attendance rate	731
167	Teacher attendance rate	735
195	Chronic absenteeism table	814

Funding Flexibility – REAP

The data group in this section supports the provisions of ESEA, as amended by ESSA, that provide LEAs or SEAs flexibility in how they use federal education funding. The data steward for this data group is the Office of School Support and Technology Programs within OESE (OESE/SSTP).

The table below lists the data group in this section:

File	Data Group Name	DG ID
131	REAP alternative funding status	614

Individuals with Disabilities Education Act (IDEA)

The data groups in this section support oversight and reporting of the *Individuals with Disabilities Education Act* (*IDEA*) (IDEA Section 300.8(c)(1-13)). Data in this section are used for the Office of Special Education Program's (OSEP) Annual Report to Congress and for *IDEA* state accountability purposes.

The table below lists the data groups in the *IDEA* section:

File Spec	Data Group Name	DG
002	Children with disabilities (*IDEA*) school age table	74
005	Children with disabilities (*IDEA*) removal to interim alternative educational setting table	512
006	Children with disabilities (*IDEA*) suspensions/expulsions table	475
007	Children with disabilities (*IDEA*) reasons for unilateral removal table	476
009	Children with disabilities (*IDEA*) exiting special education table	85
070	Special education teachers (FTE) table	486
088	Children with disabilities (*IDEA*) disciplinary removals table	598
089	Children with disabilities (*IDEA*) early childhood table	613
099	Special education related services personnel (FTE) table	609
112	Special education paraprofessionals (FTE) table	647
143	Children with disabilities (*IDEA*) total disciplinary removals table	682
144	Educational services during expulsion table	683

If an LEA reported students in 002 and 089, the LEA is expected to report data in the personnel files (070, 099, and 112).

TIP! Permitted values reported in 099 must align with the responses to the IDEA E*MAPS* State Supplemental Survey.

In addition to the files above, the following IDEA Part B and Part C (ages birth through 2 years) data and metadata are reported via E*MAPS*; the IDEA E*MAPS* surveys are generally submitted by the State IDEA Data Manager. The state Assessment Director submits the Assessment Metadata Survey.

E*MAPS* Survey Name
E*MAPS* IDEA Part B Dispute Resolution
E*MAPS* IDEA Part B Maintenance of Effort (MOE) & Coordinated Early Intervening Services (CEIS)
E*MAPS* IDEA Part C Dispute Resolution

E*MAPS* Survey Name
E*MAPS* IDEA Part C Exiting Collection
E*MAPS* IDEA Part C Child Count and Setting
E*MAPS* State Supplemental Survey - IDEA
E*MAPS* Assessment Metadata Survey (co-managed with OESE)

Child Count and Educational Environment files (002 and 089) are linked to 052 Membership. In addition to the business rules that enforce relationships to 052, these files have business rules to ensure that the category set, subtotals and total of the education unit align. The data for each category (e.g., age, educational environment) is aggregated for the category sets and compared to the data reported in the subtotal for that category.

For example, category set A of 002 Children with Disabilities (IDEA) school age is data by disability category (IDEA), racial ethnic, and sex (membership). The data submitted for category set A are aggregated by disability category (IDEA) and compared to subtotal 3, which are data by disability category (IDEA). Likewise, the data for category set A are aggregated by racial ethnic and compared to subtotal 4. Finally, the data for category set A are aggregated by sex (membership) and compared to subtotal 1.

> **TIP!** The aggregation of the category sets equals the subtotals, for example:
> - Category set A aggregated by disability category (IDEA) = Subtotal 3
> - Category set A aggregated by racial ethnic = Subtotal 4
> - Category set A aggregated by sex (membership) = Subtotal 1

In summary, the total number of students reported in each category, subtotal and for the total of the education unit should equal.

> **TIP!** The aggregation of the category sets equals the subtotals and the total of the education unit.

Zeros are required at the SEA level. Some permitted values, however, are not applicable to every state. See the "Core Reporting Requirements" table in each file specification for guidance, as well as the "Guidance" section for clarification in the form of questions and answers. Before submitting the file, check which permitted values are applicable to your state.

> **TIP!** Ensure that the permitted values used in 002 and 089 align with the responses to the E*MAPS* IDEA State Supplemental Survey.

English Learners and Title III of ESEA as Amended by ESSA

The data groups in this section support oversight and reporting of programs for the education of English Learners as contained in Title I and Title III of ESEA, as amended by ESSA. Title III also provides programs for students who are immigrants. The data steward for these data groups is the Office of Elementary and Secondary Education within the Office of State Support and Title III (OESE/Title III).

The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
045	Immigrant table	519
050	Title III English language proficiency results table	151
067	Title III teachers table	422
116	Title III ELs served table	648
126	Title III former EL students table	668
137	English language proficiency test table	674
138	Title III English language proficiency test table	675
139	English language proficiency results table	676
141	EL enrolled table	678
204	Title III English learners not proficient after five years table	840
204	Title III English learners exited table	841

McKinney-Vento Homeless Program

The data groups in this section support oversight and reporting of the McKinney-Vento Education for Homeless Children and Youth Program, a formula grant program that aids in the education of homeless children and youths and collects comprehensive information regarding the impediments they must overcome to regularly attend school. The data steward for these data groups is the McKinney-Vento Homeless Program Office within the Office of Elementary and Secondary Education and the Office of Safe and Healthy Schools (OESE/OSHS/Homeless).

The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
118	Homeless students enrolled table	655
170	McKinney-Vento subgrant recipient flag	754
194	Young homeless children served (McKinney-Vento) table	818

Migrant Education Program

The data groups in this section support oversight and reporting of the Migrant Education Program (MEP). The data steward for these groups is the Office of Migrant Education within OESE (OESE/OME).

The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
054	MEP students served 12-month table	102
121	Migratory students eligible 12-month table	634
122	MEP students eligible and served summer/intersession table	635
145	MEP services table	684
165	Migratory students eligible regular school year table	110
165	Consolidated MEP funds status	514
192	MEP students priority for services table (Retired in SY 2018-19)	796

Neglected or Delinquent Program

The data groups in this section support oversight and reporting of the Prevention and Intervention Programs for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk Program (N or D) (under *ESEA,* as amended by ESSA, Title I, Part D, Subparts 1 and 2), a formula grant program to provide supplementary educational services to children and youth in state-run institutions to ensure a successful transition to school or the workforce. This section does not include programs funded solely through Title I, Part A. The data steward for these data groups is the N or D program office within the Office of Elementary and Secondary Education and the Office of Safe and Healthy Schools (OESE/OSHS/N or D).

The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
113	N or D academic achievement table - State Agency	628
119	N or D participation table – State Agency	656
125	N or D academic achievement table – LEA	629
127	N or D participation table – LEA	657
180	N or D academic and vocational outcomes in programs table – LEA	782
180	N or D academic and vocational outcomes in programs table – State Agency	783
181	N or D academic and vocational outcomes exited programs table – LEA	784
181	N or D academic and vocational outcomes exited programs table – State Agency	785

Non-Fiscal Common Core of Data

The data groups in this section comprise most of the Non-Fiscal Common Core of Data (CCD) that are collected through the ESS. CCD is a program that annually collects fiscal and non-fiscal data about all public schools, public school districts and SEAs in the United States. The data are supplied by SEA officials and include information that describes schools and school districts, including name, address, and phone number;

descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures. ED*Facts* collects only non-fiscal data for CCD. The data steward for these data groups is the National Center for Education Statistics (NCES).

The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
032	Dropouts table	326
033	Free and reduced-price lunch table	565
033	Direct certification	813
040	Graduates/completers table	306
052	Membership table	39
059	Staff FTE table	528
059	Teachers (FTE)	644
129	Magnet status	24
129	Virtual school status	803
129	NSLP status	791
129	Shared time status	573

Safe, Drug-Free and Gun-Free Schools

The data steward for the data groups in this section is the Office of Safe and Healthy Schools (OSHS) which is under the Office of Elementary and Secondary Education (OESE). The table below lists the data groups in this section:

File Spec	Data Group Name	DG ID
130	Persistently dangerous status	36
086	Students involved with firearms table	596
163	GFSA reporting status	603

Title I Program (Non-Accountability Provisions)

The data groups in this section support oversight and reporting of the Title I Program excluding the accountability and reporting which are in separate sections in this attachment. The data steward for these groups is the division of the Office of Elementary and Secondary Education with the Office of State Support that administers the Title I Program (OESE/OSS/Title I).

The table below lists the data groups in this section:

File Spec #	Data Group Name	DG ID
037	Title I SWP/TAS participation table	548
129	Title I school status	22
134	Title I participation table	670
193	Title I, Part A Allocations	797

File Spec #	Data Group Name	DG ID
193	Parental involvement reservation	788

Charter Schools and Districts

NOTE: For assistance with data collected regarding Charter Schools, consult the ED*Facts* Charter Workbook located on the ED*Facts* Initiatives Home page.

The data groups in this section support oversight and reporting of charter schools. Only states with charter legislation report these data groups. The steward for these data groups is the division of OII that administers the Charter School Program (OII-Charter).

File Spec #	Data Group Name	DG ID
196	Management Organization Name	825
196	Employer identification number (EIN)	826
196	Organization address locations	827
196	Organization address mailing	828
196	Management organization type	829
198	Charter Contract ID Number	830
198	Charter Contract Approval Date	831
198	Charter Contract Renewal Date	832
198	State Code	559

4. Getting Started

Directory File – Definitions and Reminders

This section is intended to provide a basic outline of the directory in ED*Facts* and does not substitute for reading the directory file or XML specification when building and submitting directory files. For detailed information regarding the Directory file, please see the FS029 – Directory File Specification on the ED*Facts* Initiatives Home page, and Attachment B-2 Directory Records for the ED*Facts* Data Set.

Hierarchy

ED*Facts* maintains a three-tier directory of education units in each of the 50 states, the District of Columbia, Puerto Rico, Department of Defense, and the Bureau of Indian Education. The three tiers are, from highest to lowest:

(1) State Education Agency (SEA)
(2) Local Education Agency (LEA), referred to as "agency" in NCES' CCD
(3) School (SCH)

Some states have schools that do not fit into the ED*Facts* three-tier system. Contact the Partner Support Center (PSC) with any questions regarding this issue.

Directory Levels

Attachment B-2 Directory Records for the ED*Facts* Data Set includes an explanation of the directory and definitions.

Requirement for Directory Records

Directory files for LEAs and schools must be submitted before any other file groups are submitted for districts and schools. In addition:

- 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 and processed 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 continuing with other types of file submissions.

ED*Facts* User Roles

For SEAs, there are three types of ED*Facts* users: ESS Submitters, ESS Reviewers and ED*Facts* Reporting System (ERS) Users. Each SEA can have one or more users of the ESS, and generally only two users of the ERS. The differences between these user types are described below.

Role	User Permissions
ESS Submitter	Submit files, review transmittal error reports, review submission status reports, view Education Unit Profile sub-application
ESS Reviewer	These users cannot submit data but are able to view data submissions in the ESS. CCD Submitters and IDEA Part B Data Managers typically have this role.
ERS User	Access the ERS and run reports created for SEA use, including submission status reports.
ED*Facts* Coordinator	Approves ESS and ERS users.

Related Systems

The following systems are used to collect, store and report on elementary and secondary educational data submitted by States to the Department of Education.

System	Description
ESS	The ED*Facts* Submission System is a centralized repository of elementary and secondary educational data. ESS can be accessed at https://eden.ed.gov/EDENPortal/.
E*MAPS*	The ED*Facts* Metadata and Process System (E*MAPS)* collects ED*Facts* metadata that are used to define state-specific parameters for reporting data in ESS files. E*MAPS* also contains the State Submission Plan and collects some data for IDEA. E*MAPS* access is granted to users for specific collections. E*MAPS* User guides are available on the ED*Facts* Initiative page. EMAPS can be accessed at https://emaps.ed.gov/suite/.
ERS	The ED*Facts* Reporting System (ERS) is the reporting website that gives SEAs access to data contained within ED*Facts* and E*MAPS.* ERS reports help states track submissions and verify data submitted in a simple format. ERS can be accessed within the ED*Facts* Submission System.
DMS	The Data Management System (DMS) is an online system designed to manage the CCD collection. The DMS User Guide, Business Rules Guide and other resources are available on the ED*Facts* Initiative page. DMS can be assessed at https://surveys.nces.ed.gov/CCDDMS/login/go.
CSPR	The Consolidated State Performance Report (CSPR) is a report certified by the state each year. Access to this report is contained within ESS. CSPR user documents are available on the ED*Facts* Initiative page.

5. Common Processes Overview

This section discusses a number of common ED*Facts* Processes and contains checklists to assist with process reminders.

Getting Started

To assist states with data submission, analysis and reporting, ED provides a dedicated Partner Support Center (PSC). PSC distributes e-mail announcements about system shut downs, reminders of due dates and technical hints. SEA staff members who use ESS automatically receive these e-mails. PSC distributes a Weekly Support Update that includes submission reminders, system upgrade announcements, upcoming webinars, and other helpful information.

PSC also provides technical assistance through the ED*Facts* Community Site. The ED*Facts* Community (known as Communities360) promotes collaboration, knowledge sharing, and interaction among ED*Facts* Coordinators and the larger ED*Facts* community.

Contact information for PSC:

Toll Free: 877-457-3336 (877-HLP-EDEN)
E-mail: EDEN_SS@ed.gov
Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com

PSC is open from 8:00 a.m. to 6:00 p.m. ET, Monday through Friday, excluding Federal Holidays.

Technical Assistance

In addition to data submission guidance this workbook provides, a variety of resources are available to assist SEAs in submitting data through ESS. Many reference documents are available on the ED*Facts* Initiative page on ed.gov. The documents provide general information about the ED*Facts,* Data Governance, Documentation files (specific to ED*Facts*, Consolidated State Performance Report (CSPR), and Individuals with Disabilities Education Act (IDEA)), White Papers, and contact information. The resources posted are updated as frequently as possible and as resources allow.

For additional information on accessing assistance resources, please contact PSC.

Standard Notification Templates

PSC requests standard information for general requests submitted by states to the Department. The following templates provide the information that is needed when requests or notifications are escalated to the Department. When contacting PSC for these requests, please provide the information in the template.

Deletion Request

Deletion requests are needed when submitted data for an educational unit does not need to be included in a file. If data for an SEA, LEA or SCH level file needs to be updated or an LEA or school needs to be added, simply resubmit the corrected file in ESS. A deletion is only needed if an educational unit should not have been included for that particular file. To submit a deletion request to PSC, please provide the following information:

- File(s)
- Level(s)
- School Year(s)
- NCES ID's for schools/LEAs that need to be deleted
- Detailed reason explaining why the deletion is needed
- Date that the state will be able to submit correct data, if applicable
- Did a deletion happen last year? If so, why?
- If a whole entity will be deleted from the directory, were any other files submitted against that entity? Will those files need to be resubmitted?

File Submission Error(s)

After submitting a file which has a submission error, and determining that the data are correct, states may leave a comment regarding the data anomaly. These comments should be entered in the Data Anomoly field of the State Submission Plan in E*MAPS*.

Data Resubmission Notification

Sometimes after data have been submitted and the deadline for a file has past, states determine that they must resubmit a file. If a file is resubmitted, please enter a comment for each resubmitted file in the State Submission Plan in E*MAPS*. The comment should include details around what data were resubmitted and why.

Late File Submission Notification

If a file will not be submitted by the submission the deadline, update the State Submission Plan (SSP) in E*MAPS* to indicate the expected date and note the reason for the delay. This will generate an email that will be sent to the Department of Education (ED). PSC will contact the state on ED's behalf, if there are any follow up questions, based on the information the state submitted into the SSP.

New ED*Facts or CSPR Coordinator*

Please provide PSC timely notifications of new ED*Facts* Coordinators and new CSPR Coordinators to ensure accounts are set up and training is provided. PSC will need the following information for these requests:

- Full Name
- Phone Number
- Email address
- State or Entity

New IDEA Data Manager/Access to OMB Max:

Please provide PSC timely notifications of new IDEA Part B or Part C Data Managers to ensure accounts are set up. PSC will need the following information for these requests:

- Full Name
- Phone Number
- Email address
- State or Entity
- Are you a new IDEA Part B or Part C Data Manager?
- Who are you replacing as Data Manager? Does that person still require access to any of our systems?

Reminders

- ED*Facts* Files are due throughout the year. For a complete list of due dates, please see the [Data Submission Organizer](#) on the ED*Facts* Community page.
- With the exception of FS035 – Federal Programs, ESS is closed for SY 2015-16. All previous SYs are closed. The due dates for SY 2015-16 and all previous SYs are in the past.
- If a file has format errors, PSC developed the [File Format Checker](#), which can assist in determining the cause of the errors.
- The [ED*Facts* Community](#) site is frequently updated with new resources to assist with data submissions.
- Update the State Submission Plan in E*MAPS* with notes about late data, data anomalies, or data resubmissions.
- Workgroups exist for ED*Facts* Coordinators and CSPR Coordinators to send questions and have discussions with other states on the [ED*Facts* Community](#) site.

Appendix A: Standard Data Definitions

As part of the drive to streamline data collections across the Department, ED*Facts* has standardized several definitions used throughout the ED*Facts* data groups. 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 recordkeeping and reporting burden on the states, ultimately increasing the level of data quality.

Standard definitions are also available in [Attachment B-1 Overview of ED](#) ED*Facts* Submission System (ESS)[Data Set for School Years 2016-17, 2017-18 and 2018-19](#).

NOTE: These standard definitions are used whenever possible. The standard definition for English Learner students cannot be used for the data groups under the topic "Career and Technical Education" because LEP students are defined in the *Carl D Perkins Career and Technical Education Act of 2006 (Perkins IV)* differently than in ESEA. In the ED*Facts* data set, when referring to limited English proficient students as defined for *Perkins IV* the term will be followed by "(*Perkins*)".

Career and Technical Education (CTE) Concentrators and Participants

Some files collect data on career and technical education (CTE) concentrators and participants.

Career and Technical Education (CTE) Concentrator – A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two (2) credit sequences at the secondary level are recognized by the state and/or its local eligible recipients (if a state has a negotiated definition that is different, the state should use that definition).

Career and Technical Education (CTE) Participant – A secondary student who was enrolled in a vocational education course. The threshold level to be a participant is defined by the state, with most states defining a CTE participant as a student who has completed at least one course (or a substantial portion of it) and may be enrolled in another course. This definition includes students who have reached the threshold level of concentrator (if a state has a negotiated definition that is different, the state should use that definition).

Children with Disabilities (IDEA)

Some files collect data on children or students with disabilities as defined by IDEA. In ED*Facts*, children with disabilities (IDEA) are generally defined as:

Children having intellectual disability; 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), Individualized Family Service Plan (IFSP), or a services plan. [1]

However, some files include only school-age children, and some files do not include parentally-placed children. The definition above is all inclusive. The file specification will indicate the specific group of students to be included.

In addition, the files differ on how students are aggregated by disability status. The category name indicates how the students are aggregated:

- The category "disability status (IDEA)" aggregates the counts by students who meet the definition above and those who do not.
- The category "disability status (Only)" includes only students who meet the definition above.
- The category "disability status (accountability)" includes students in the subgroup "children with disabilities (IDEA)" for purposes of accountability determinations. For purposes of accountability determinations, students who were formerly children with disabilities (IDEA), but are not currently, can be included for up to 2 years.

English Learner Students

Some files collect data on English learners students. In ED*Facts*, English learners are defined as follows:

In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual –
    (A) who is aged 3 through 21;
    (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
    (C) *(who is i, ii, or iii)*
        (i) who was not born in the United States or whose native languages are languages other than English;
        (ii) (who is I and II)
            (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

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[1] Definition adapted from PL 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual *(who is denied i or ii or iii)[2]*

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

- ***NOTE*** *- To be classified as an English learner, 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 denied i or ii or iii.[3]*

Migratory

Some files collect data on migratory students. Below are the definitions used for the data collected in ED*Facts*.

Eligible Migratory Children

When the phrases "eligible migratory children" or "eligible migratory students" are used, the definition is:

Any child who meets the statutory definition of a migratory child found in section 1309(2) of the statute and section 200.81 of the regulations and for whom the SEA approved a Certificate of Eligibility. In brief, the term migrant child means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

[2] Must be determined by a valid assessment
[3] Statutory reference – Section 8101(20) of *ESEA*

Disability Categories Under IDEA

Some files collect data by disability categories under *IDEA* (IDEA Section 300.8(c)(1-13)). Not all states use all disability categories allowed by *IDEA* (e.g., other health impairment; developmental delay for a subset of the allowable ages). Below are the definitions of the disability categories.

Autism — This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness — This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

Developmental delay — A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development.

> **NOTE**: A state may only use this disability category for children with disabilities (*IDEA*) ages 3 through 9.

Emotional disturbance — This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.

Hearing impairment — This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Intellectual disability — This refers to significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Multiple disabilities — This refers to concomitant impairments (e.g., intellectual disability-blindness, intellectual disability -orthopedic impairments) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment — This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

Specific learning disability — This refers to a disability in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech or language impairment — This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic brain injury — This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment — This refers to a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Other health impairment — This refers to having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Homeless

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

Covered State — To be considered a covered state, the state must have statutory law that defines or describes the phrase, "awaiting foster care placement" for purposes of a program under the McKinney-Vento Act. [P.L. 114-95, Section 9501(c)]

[4] As defined by MV Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725

Appendix B: State Abbreviations and State Codes

State name	State code	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
NEW YORK	36	NY

State name	State code	State abbreviation
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[5]
DEPARTMENT OF DEFENSE	63	DoD[10]
GUAM	66	GU
MARSHALL ISLANDS	68	MH
MICRONESIA	64	FM
NORTHERN MARIANAS	69	MP
PUERTO RICO	72	PR
REPUBLIC OF PALAU	70	PW
VIRGIN ISLANDS	78	VI

[5] 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 Education schools, state abbreviations correspond to the state in which the school is located.

Appendix C: ED*Facts* Glossary

Term	Topic	Description
AMAO	ED	Annual Measurable Achievement Objective
AYP	ED	Adequate Yearly Progress
Category	ED*Facts*	A data category (category) characterizes a count, dollar value, or percentage rate in an ED*Facts* data group. A data category is a grouping that an SEA uses to aggregate data before the SEA sends the data to ED.
Category set	ED*Facts*	A data category set (category set) is a combination of data categories (*e.g.,* racial ethnic by grade level).
CCD	ED	Common Core of Data collected by the National Center for Education Statistics (NCES)
CPS	ED	Census Processing System
CTE	ED	Career and Technical Education
CWD	ED	Children with disabilities (IDEA)
Data group	ED*Facts*	An ED*Facts* data group is a specific aggregation (i.e., group) of related data that are stored in ED*Facts* to satisfy the specific information need of one or more ED program offices. An ED*Facts* data group does not represent a single data entry but rather a set of related data entries. Each ED*Facts* data group is intended to be discrete, concise, universally understood, and non-redundant.
Data record	ED*Facts*	Detailed information, in a specified order and format, for an education unit.
ED*Facts*	ED*Facts*	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.
ED*Facts* Coordinator	ED*Facts*	Official SEA contact for ED*Facts* and ED*Facts* Submission System.
Education unit	ED*Facts*	An individual education entity such as a SEA, LEA, or school.
Education unit level	ED*Facts*	Tier in the education hierarchy—school, LEA, or SEA level.
EMAPS	ED*Facts*	ED*Facts* Metadata and Process System.
English Learner (EL)	ED	As defined in Appendix A (formerly referred to as "Limited English Proficient")
ESEA	ED	Elementary and Secondary Education Act of 1965, as amended
ERS	ED*Facts*	ED*Facts* Reporting System
ESS	ED*Facts*	ED*Facts* Submission System

Term	Topic	Description
ESSA (Every Student Succeeds Act)	ED	The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.
File specification	ED*Facts*	A document that outlines the files, record layout and data elements in the record layouts.
IDEA	ED	Individuals with Disabilities Education Act
LEA	ED	Local education agency
MEP		Migratory Education Program
NCES	ED	National Center for Education Statistics
OMB	Federal	U.S. Office of Management and Budget—the approval authority for all data collections; administers and enforces the *Paperwork Reduction Act* of 1995.
PSC	ED*Facts*	Partner Support Center
Reporting period	ED*Facts*	The specific date or period of time for which data are reported.
SCH	ED*Facts*	School
SEA	ED	State education agency
SEA submitter(s)	ED*Facts*	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.
SSP	ED*Facts*	State Submission Plan
Steward	ED	Office or person with the primary responsibility for a data group.
Submission	ED*Facts*	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 SY 2014–15, or current year status data for an LEA for the SY 2014–15.
SWP	ED	School-wide program for Title I
SY	ED	School Year
TAS	ED	Targeted Assistance Schools for Title I

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