SEA Title III and ED*Facts*
Coordinator Webinar

Office of Elementary and Secondary Education (OESE)

Virtual | April 26, 2023

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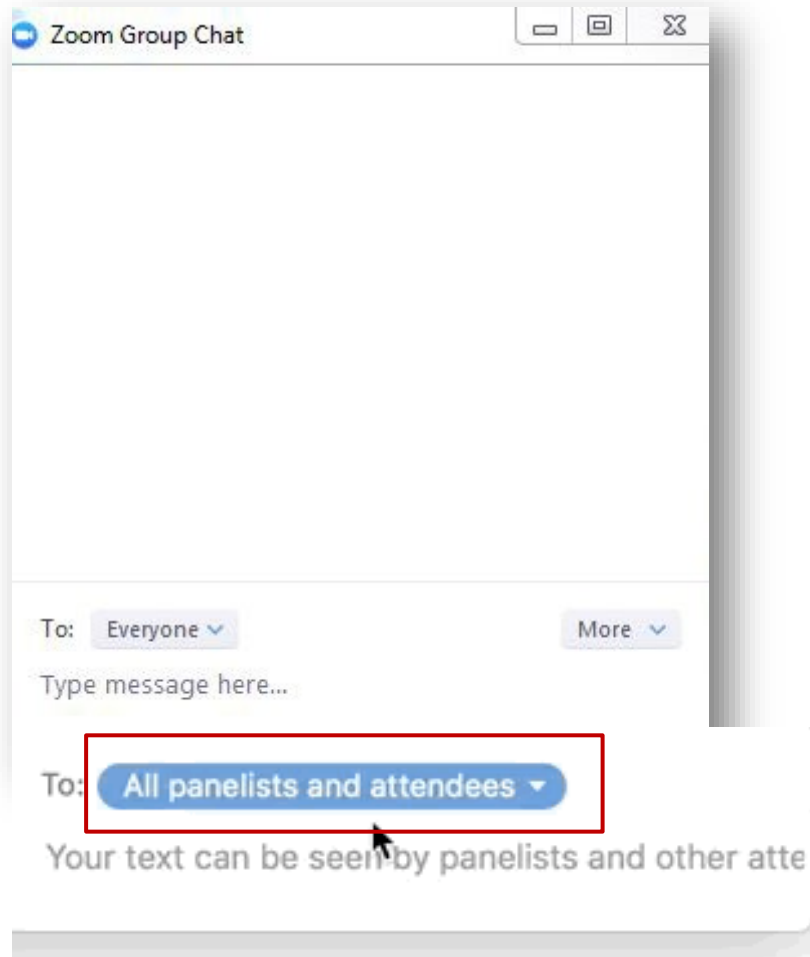
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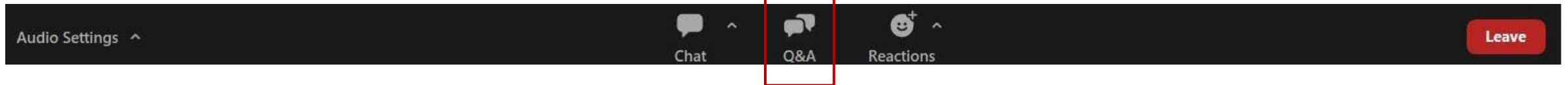
TECHNICAL ISSUES

For technical assistance during the webinar, please contact us using the Q&A function.

Chat and Q&A Functions

- Use the Q&A button to submit questions directly to ED.

- Use the chat function to provide follow-up or share your state's context for implementation or challenges with reporting.

Live Webinar Transcription

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Agenda

1. Introduction and Overview

2. Guide to Collecting and Reporting Title III Data

3. Changes to SY2022–23 File Specifications

4. ED*Facts* Modernization

5. ED Data Express (EDE) Updates

6. Wrap-Up

Introduction and Overview

OESE Key Staff for Title III

- **Deborah Spitz**
  Group Leader

- **Leticia Braga**
  Title III Team Lead

- **Fariba Hamedani**
  Title III Program Officer

- **Sophia Hart**
  Title III Program Officer

- **Scott Richardson**
  Title III Program Officer

- **Melissa Wilks**
  OESE Data Team

Goals of the Title III Data Quality Effort

- Provide technical assistance and support for SEA Title III and ED*Facts* coordinators to improve the quality of Title III-related data that states submit through ED*Facts* and their Consolidated State Performance Reports (CSPRs)

- Encourage collaboration between SEA Title III and ED*Facts* coordinators

- Determine priorities for future state technical assistance work

Overview of Activities

- [Guidance document](#) on Title III data

- **Quarterly meetings between ED, SEA Title III staff, and SEA ED*Facts* coordinators**

- Community of Practice for SEA Title III coordinators and ED*Facts* coordinators around specific topic(s) of interest

- Training/materials for new SEA Title III and ED*Facts* coordinators

Guide to Collecting and Reporting Title III Data

Title III Data Guide Release

Title III Data Quality Effort

This effort provides a venue for technical assistance, support, and collaboration for SEA Title III and EDFacts Coordinators, to improve the quality of Title III-related data that states submit through EDFacts and their Consolidated State Performance Reports (CSPRs).

Resources

Guide to Collecting and Reporting Title III Data (March 2023)

Title III Data Reporting Process

Title III Ed*Facts* Data Crosswalk

Guide to Collecting and Reporting Title III Data

March 2023

- The guide was released March 2023!

- Covers SY 2021–22, with planned updates for SY 2022–23 and beyond

- Available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/

Overview of Contents

- Responsible Parties

- What Data to Submit and How

- When to Submit Data

- A Closer Look at ED*Facts* File Specifications

- A Closer Look at CSPR Part I Manual Entry Requirements

- Data Quality Checklist

- SEA Communication With ED

- Once Data Are Submitted

- How ED Uses Title III Data

- Changes to File Specs and Reporting Requirements

- Resources and Help

- Appendix A: Data Comments

- Appendix B: Frequently Used Terms

CSPR and ED*Facts* Title III Crosswalk

Exhibit 1. Crosswalk of CSPR questions and ED*Facts* file specifications containing Title III data

CSPR Question #	CSPR Question	ED*Facts* File Spec	ED*Facts* Data Group	ED*Facts* Category Set	ED*Facts* Reporting Level
1.2.5.2	Performance of ELs on state ELP assessment	FS137; FS139	DG674; DG676	A–B	SEA
1.2.5.3	Performance of ELs in LEAs receiving Title III funds on state ELP	FS050; FS138	DG151; DG675	A–D	SEA
1.2.5.3.1	ELs in LEAs receiving Title III funds who have exited LIEP based on attaining ELP	FS211	DG865	A; EUT	SEA
1.2.5.3.2	ELs in LEAs receiving Title III funds who have not attained proficiency in 5 years	FS210	DG864	A; EUT	SEA
1.2.5.4.1	Students in LEAs receiving Title III funds who have exited EL status by year	FS126	DG668	A	SEA
1.2.5.4.2	Results for students in LEAs receiving Title III funds who have exited EL status in mathematics	FS126	DG668	B–C	SEA
1.2.5.4.3	Results for students in LEAs receiving Title III funds who have exited EL status in reading/language arts	FS126	DG668	B–C	SEA
1.2.5.4.4	Results for students in LEAs receiving Title III funds who have exited EL status in science	FS126	DG668	B–C	SEA

Education Units and Reporting Periods

Exhibit 4. Education units required to report Title III data and reporting period by file specification[5]

File Spec	File Spec Name	Required for Schools	Required for LEAs	Required for SEAs	Reporting Period
FS045	Immigrant	No	Yes	Yes	School year
FS050	Title III English language proficiency results	Yes	Yes	Yes	State ELP assessment testing window
FS067	Title III teachers	No	Yes	Yes	School year
FS116	Title III students served	No	Yes	Yes	DG648: October 1 (or closest school day) DG849: School year
FS126	Title III former EL students	No	Yes	Yes	School year
FS137	English language proficiency test	Yes	Yes	Yes	State ELP assessment testing window
FS138	Title III English language proficiency test	Yes	Yes	Yes	State ELP assessment testing window
FS139	English language proficiency results	Yes	Yes	Yes	State ELP assessment testing window
FS141	English learners enrolled	Yes	Yes	Yes	October 1 (or closest school day)
FS210	Title III English learners five years	No	Yes	Yes	School year
FS211	Title III English learners exited	No	Yes	Yes	School year

A Closer Look at ED*Facts* File Specifications

Outcome: FS050 **Title III English Language Proficiency Results**

Data group

FS050 includes DG151. It provides information on how to report the unduplicated number of ELs who were assessed on the annual state ELP assessment and who received services in an English LIEP supported with Title III of ESEA funds (*i.e.*, LIEPs in LEAs receiving Title III funds). The reporting categories include a count of ELs receiving services under Title III by ELP assessment administered (regular or alternate) and EL accountability status (attained proficiency, making progress, and did not make progress), among all students (Category Set A in DG151) as well as students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) (Category Set B in DG151).

Reporting level and reporting period

The file should be submitted for the school, LEA, and SEA levels. For each level, only include the student in the data count one time. Data should be reported for ELs served in LIEPs in LEAs receiving Title III, Part A funds who were assessed during the state ELP assessment testing window. For states with Title III consortia, data should be reported for the individual LEAs.

Guidance for specific data elements

All ELs in grades K–12 who took the annual ELP assessment and received services in a Title III EL program should be reported. The state's definition of "making progress" can include students who "attained proficiency." Therefore, students could be reported at the school, LEA, and SEA levels as both "making progress" and "attained proficiency." Since the data group for this reporting element is based on students who were assessed on the annual ELP assessment, only students reported as "participated" in FS138 should have their proficiency results reported in FS050. Furthermore, students counted as "assessed first time" in FS138 will have only one data point and, as such, cannot be reported under the "making progress" category.

Relationship with other file specs

This file reports results of the state ELP assessment for ELs receiving services under Title III, while FS139 reports the results for *all* ELs. The number of students receiving services under Title III who were enrolled at the time of the state ELP assessment is reported in FS138.

Data validation checks

States can use the following list to validate their data and should take steps to investigate whether corrections are needed if any of the following statements apply. Issues classified as errors will prevent the data from being accepted by the system, while issues classified as warnings will require the SEA to either resubmit the data or submit a data note explaining why the data are accurate.

FS050

⚠ At the SEA level, the number of Title III ELs[7] that attained proficiency is greater than the number of Title III ELs making progress—the number attaining proficiency should be less than or equal to the number making progress.

⚠ The number of Title III ELs that attained proficiency at the SEA level differs by more than 10 percent from the sum of the number of Title III ELs that attained proficiency at the **LEA** level.

⚠ The number of Title III ELs that attained proficiency at the SEA level differs by more than 10 percent from the sum of the number of Title III ELs that attained proficiency at the **school** level.

⚠ At the SEA level, the percentage of Title III ELs making progress in the current school year differs by more than 20 percentage points compared with the prior school year.

⚠ At the SEA level, the number of Title III ELs that attained proficiency in the current school year differs by more than 10 percent compared with the prior school year.

✗ The SEA has not submitted a valid count or submitted a count of zero for permitted values for each category set (a count is not required for "Missing").

⚠ Warning   ✗ Error

A Closer Look at CSPR Manual Entry Requirements

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

This question collects information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants. The types of activities states can report on include the following:

- Identifying and implementing effective LIEPs and curricula for teaching ELs
- Helping ELs meet the same challenging state academic standards that all children are expected to meet
- Identifying/developing and implementing measures of English proficiency
- Strengthening and increasing parent, family, and community engagement in programs that serve ELs
- Providing recognition, which may include financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs
- Other

If "Other" is checked, a response must be submitted in the comment box to provide information on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities.

States can use the following list to validate the manual entry information and should take steps to investigate whether corrections are needed if any of the statements apply. These issues will trigger an error flag during ED's data review, which will require the SEA to either resubmit the data or submit a data note explaining why the data are accurate.

- None of the listed technical assistance activities are checked by the state.
- "Other" is checked as a form of technical assistance provided to LEAs but no text is provided in the comment box.

Questions on the Guide?

Please add your questions using the webinar Q&A function.

Changes to SY 2022–23 File Specifications

FS116: Title III Students Served
(includes DG648 and DG849)

FS116 provides information on how to report:

- The unduplicated number of ELs served by an LIEP supported with Title III funds (DG648, SY2022–23).

- The number of ELs served by an LIEP supported with Title III funds (DG849, SY2022–23).

The following changes were made from SY2021–22 through the OMB clearance process:

- **Added collection of data by Racial Ethnic category (DG648).**

- **Changed reporting period from "October 1 or the closest school day to October 1" to "School Year - Any 12-month period" (DG648).**

FS116 Changes to Core Reporting Requirements

Table 2.2-1: Core Reporting Requirements – DG648 Title III students served table

	SEA	LEA	School
Reporting Period	School Year - Any 12-month period ~~Revised!October 1 (or closest school day) - October 1 or the closest school day to October 1~~	School Year - Any 12-month period ~~Revised!October 1 (or closest school day) - October 1 or the closest school day to October 1~~	

Table 2.2-2: Core Reporting Requirements – DG849 Title III students served in English language instruction program table

	SEA	LEA	School
Reporting Period	School Year - Any 12-month period	School Year - Any 12-month period	

Note. This screenshot was adapted from the SY 2022–23 file specification for FS116 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS116 Changes to Required Categories

Revised! Table 2.3–1: DG648 Required Categories and Totals

Aggregation	Grade Level (Basic w/13)	Racial Ethnic	Total Indicator	Comments
Category Set A	X		N	Student Count by Grade Level (Basic w/13)
Category Set B *New!*		X	N	Student Count by Racial Ethnic
Education Unit Total			Y	Education Unit Total of Student Count

Note. This screenshot was adapted from the SY 2022–23 file specification for FS116 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS116 New Permitted Values

New! **Racial Ethnic**

The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.

Permitted Value Abbreviation	Permitted Value Description	Comments
AM7	American Indian or Alaska Native	
AS7	Asian	
BL7	Black or African American	
HI7	Hispanic/Latino	
PI7	Native Hawaiian or Other Pacific Islander	
MU7	Two or more races	
WH7	White	
MISSING	Missing	Use when data are not available by this category.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS116 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS116 Changes to Data Reporting Guidelines

Revised! **Which students should not be reported?**
Pre-K students should not be reported in this file. If your state generally includes Pre-K students in the 'Ungraded' category, those students should be left out of the 'Ungraded' count for this file.

If, in the reporting school year, a student is listed as an English learner whose parent opted their child out of participation in an LIEP in an LEA receiving Title III funds, then that child would not be included in this file.

o Similar updated guidelines will be seen across the Title III-specific FSs.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS116 as of April 26, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

Questions on Changes to FS116?

Please add your questions using the webinar Q&A function.

FS139: English Language Proficiency Results
(includes DG676)

FS139 provides information on how to report the unduplicated number of ELs who were assessed on the annual state English language proficiency assessment (SY 2022–23).

The following changes were made from SY2021–22 through the OMB Package Clearance Process:

- **Changed data group definition from "who took" to "who were assessed on."**

FS139 Changes to Data Reporting Guidelines

Revised! **Which students should be reported in this file?**

~~Include~~Report all English learners in grades K through 12 who were assessed on the State annual English language proficiency (ELP) assessment (see data group definition in Section 1.0). The definition of "English ~~learners~~Learner Students" is in the ED*Facts* Workbook. ~~English learners who participated in an alternate English language proficiency (ELP) assessment should be included.~~

English learners who participated in an alternate assessment to the State ELP assessment for students with the most significant cognitive disabilities who are unable to participate in the regular State ELP assessment with or without accommodations should be included.

Since the data group for this reporting element is based on students who were assessed on the annual ELP assessment, only students reported as "participated" in FS137 should have their proficiency results reported in FS139. Students whose participation status in FS137 is anything other than PART (participated) should not be included in reporting for FS139 (*i.e.*, students who did not participate or who had a medical exemption).

Students counted as "assessed first time" in FS137 will only have one data point and, as such, cannot be reported as having the values of "PROGRESS" (making/made progress) or "NOPROGRESS" (did not make progress) in FS139.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS139 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

Questions on Changes to FS139?

Please add your questions using the webinar Q&A function.

FS210: Title III English Learner Five Years
(includes DG864)

FS210 provides information on how to report:

- The number of ELs who have attained and not attained English language proficiency within five years of initial classification as an EL and first enrollment in an LEA that receives Title III funds.

The following changes were made from SY2021–22 through the OMB Package Clearance Process:

- **Added and revised data reporting guidelines.**

FS210 New Data Reporting Guidelines

New! **Which students should not be reported in this file?**
If, in the reporting school year (SY), a student is listed as an English learner (EL) whose parent opted their child out of participation in a language instruction educational program (LIEP) in an LEA receiving Title III funds, then that child would not be included in this data group.

ELs who have not yet attained proficiency on the annual ELP assessment but have been in EL status for less than five years are not included in this data group.

New! **Is English language proficiency measured the same way in FS210 and FS211?**
No. For FS210, English language proficiency is measured by the annual ELP assessment, while for FS211, English language proficiency is measured by exit from EL status, which may include additional state criteria.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS210 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS210 New Data Reporting Guidelines (2)

New! **What students are included as "Proficient within five years?"**
For the number of students reported as "proficient within five years (PROF5YRSYES)," , an LEA that receives Title III funds must report on all students who attained proficiency on the annual ELP assessment in the current reporting SY and who were within five years of identification as an EL and first enrollment in the LEA.

For example, reporting the SY 2022-23 count of proficient within five years (PROF5YRSYES) ELs, an LEA would identify students who attained proficiency on the annual ELP assessment and who were ***first*** identified as ELs in an LEA receiving Title III funds in SY 2018-19, SY 2019-20, SY 2020-21, SY 2021-22, or SY 2022-23.

The Proficient within five years (PROF5YRSYES) count for the 2022-23 reporting SY must not include any students who were first identified as an EL and first enrolled in the LEA prior to SY 2018-19, as that would be beyond the parameters for reporting for the 2022-23 reporting SY. The Proficient within five years (PROF5YRSYES) count also must not include students whose were listed in the 2022-23 reporting SY as an EL whose parent opted their child out of LIEP participation, as noted above.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS210 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS210 New Data Reporting Guidelines (3)

New! **What students are included as "Not Proficient within five years?"** For the number of students reported as "not proficient within five years (PROF5YRSNO)," that receive Title III funds must report on all ELs who have not attained proficiency on the annual ELP assessment within five years of identification as an EL and first enrollment in the LEA. An EL must be reported in the Not Proficient within five years (PROF5YRSNO) count if, by the end of the 12-month reporting period, the student is in his or her 5th year or beyond of identification as an EL and has not attained English language proficiency on the annual ELP assessment by the end of the 5th year.

For example, for reporting the SY 2022-23 count of Not Proficient within five years (PROF5YRSNO), an LEA that receives Title III funds would determine which EL students enrolled during the 2022-23 reporting SY were first identified as ELs in SY 2018-19 or earlier, and then report how many of those students had not attained proficiency on the annual ELP assessment by the end of the 12-month reporting period.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS210 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS210 New Data Reporting Guidelines (4)
(continued from last slide)

New! **What students are included as "Not Proficient within five years?"**
For an EL to be included in the Not Proficient within five years (PROF5YRSNO) count for the 2022-23 reporting SY it does not matter what year prior to SY 2018-19 the student was first identified as an EL and first enrolled in the LEA, as long as the EL had not attained proficiency on the annual ELP assessment by the end of the 12-month reporting period.

ELs who were not assessed on the annual ELP assessment in their fifth year (the reporting SY) must be included in the Not Proficient within five years (PROF5YRSNO) count.

The Not Proficient within five years (PROF5YRSNO) count must not include students whose were listed in the 2022-23 reporting SY as an EL whose parent opted their child out of LIEP participation, as noted above.

FS210 Changes to Data Reporting Guidelines

Revised! **Do students have to be enrolled in a Title III LEA for all 5 years in order to be included in this data group?**

No. As stated above, LEAs that receive Title III funds must report on all ELs who have attained and not attained proficiency on the annual ELP assessment within five years of (1) identification as an English learner and (2) first enrollment in the LEA. This reporting requirement does not require that a student is enrolled in the same LEA for all 5 years in order to be included. LEAs receiving Title III funds should include ELs who (1) first enroll in their LEA and then (2) transfer to another LEA and then (3) transfer back to their LEA. See scenario 1 below for an example. In this example, , which uses SY 2022-23 as the reporting year, the LEA would not reset the identification timeline when the EL re-enrolls in their LEA.

Revised! Table 2.5-1: Scenario 1

School year	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Year of identification as an EL	1	2	3	4	5
EL's LEA of enrollment	Title III LEA A	Any LEA in the state	Any LEA in the state	Any LEA in the state	Title III LEA A

Note. This screenshot was adapted from the SY 2022–23 file specification for FS210 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

FS210 Changes to Data Reporting Guidelines (2)

ED acknowledges that LEAs may be unable to accurately track an EL's identification timeline for students who transfer in and out of their LEA. In these cases, the LEA receiving Title III funds may choose to reset the identification timeline for ELs re-entering their LEA. See scenario 2 below for an example.

Revised! Table 2.5-2: Scenario 2

School year	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Year of identification as an EL	1	1	1	2	3
EL's LEA of enrollment	Title III LEA A	Title III LEA B	Title III LEA A	Title III LEA A	Title III LEA A

LEAs receiving Title III funds must reset the identification timeline for ELs entering their LEA for the first time, even though they were previously identified as an EL in another LEA.

To ensure ED can accurately interpret the data submitted, States should include in their State Submission Plan the following information:

- An indication of whether the LEAs receiving Title III funds can track ELs who transfer in and out of the LEA; and
- How ELs who transfer in and out of LEAs are being accounted for in this data group.

For state-specific questions regarding EL mobility across LEAs, please contact the Partner Support Center.

Note. This screenshot was adapted from the SY 2022–23 file specification for FS210 as of March 21, 2023. For the most recent version of this file specification, please refer to https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html.

Questions on Changes to FS210?

Please add your questions using the webinar Q&A function.

ED*Facts* Modernization

Current ED*Facts* Cycle

1. States submit data by the due date to ED*Facts* Submission System (ESS)

2. *Some* business rules applied during submission

3. Data pulled and data quality review conducted

4. Data quality results sent to States to review

5. States must resubmit files or respond to data quality findings

Note. This material was previously presented at the ED*Facts* Modernization September Update webinar held on Wednesday, September 14, 2022. Additional materials can be accessed at the ED*Facts* page located at https://edfacts.communities.ed.gov/#communities/pdc/documents/21451.

New Modernized ED*Facts* Cycle

1. Business rules applied during pre-submission

2. States submit data by the due date through EDPass

3. Data are usable once submitted!

   No post-submission data quality review.

Note. This material was previously presented at the ED*Facts* Modernization September Update webinar held on Wednesday, September 14, 2022. Additional materials can be accessed at the ED*Facts* page located at https://edfacts.communities.ed.gov/#communities/pdc/documents/21451.

ED Data Express (EDE) Updates

Updated EDE Landing Page

FS045 Posted on EDE

ED Data Express
Data about elementary and secondary schools in the U.S.

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RESET FILTERS

Current Size: 65,390 rows

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Selected Filters >>> | FS045 | Local Education Agency | 2020-2021

Displaying 1 - 10 of **65,390** rows

School Year	State	NCES LEA ID	LEA	Data Group	Data Description	Value	Population	Subgroup	Characteristics	Program Type
2020-2021	ALABAMA	0100005	Albertville City	519	Immigrant students enrolled	336	Immigrant Students	All Students in LEA		
2020-2021	ALABAMA	0100005	Albertville City	519	Immigrant students enrolled	308	Immigrant Students	English Learner		
2020-2021	ALABAMA	0100005	Albertville City	519	Immigrant students enrolled	28	Immigrant Students	Non-English Learner		
2020-2021	ALABAMA	0100005	Albertville City	519	Immigrant students enrolled	102	Immigrant Students		Central American Indian (Other)	
2020-2021	ALABAMA	0100005	Albertville City	519	Immigrant students enrolled	6	Immigrant Students		Creoles and pidgins, French-based	

FS210 Posted on EDE

ED Data Express
Data about elementary and secondary schools in the U.S.

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RESET FILTERS

Current Size: 7,190 rows

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Selected Filters >>> FS210   2020-2021

Displaying 1 - 10 of **7,190** rows

School Year	State	Data Group	Data Description	Value	Numerator	Population	Subgroup	Outcome
2020-2021	ALABAMA	864	Title III English learners not proficient within five years	36.3%	12,813	English Learners	All Students in SEA	Not proficient within five years
2020-2021	ALASKA	864	Title III English learners not proficient within five years	98.3%	7,899	English Learners	All Students in SEA	Not proficient within five years
2020-2021	ARIZONA	864	Title III English learners not proficient within five years	31.5%	25,798	English Learners	All Students in SEA	Not proficient within five years
2020-2021	ARKANSAS	864	Title III English learners not proficient within five years	92%	8,674	English Learners	All Students in SEA	Not proficient within five years

FS211 Posted on EDE

ED Data Express
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Current Size: 6,463 rows

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Selected Filters >>>   FS211   2020-2021

Displaying 1 - 10 of **6,463** rows

School Year	State	Data Group	Data Description	Value	Numerator	Population	Subgroup	Outcome
2020-2021	UNITED STATES	865	Title III English learners exited due to English language proficiency	7.6%	366,925	English Learners	All Students in SEA	Exited within 5 years
2020-2021	ALABAMA	865	Title III English learners exited due to English language proficiency	7.1%	2,379	English Learners	All Students in SEA	Exited within 5 years
2020-2021	ALASKA	865	Title III English learners exited due to English language proficiency	2.1%	335	English Learners	All Students in SEA	Exited within 5 years
2020-2021	ARIZONA	865	Title III English learners exited due to English language proficiency	7.8%	5,541	English Learners	All Students in SEA	Exited within 5 years

Questions on Updates to EDE?

Please add your questions using the webinar Q&A function.

Wrap-Up

COP Series: Supporting Districts to Improve EL and Title III Data Quality

Topic	Date
Session 1: Overview of Language Instruction Educational Programs (LIEPs) Definitions and reporting requirements.	February 6, 2023 from 1:30–3pm ET
Session 2: Defining LIEPs—Problem of Practice Discuss delivery models for LIEPs in states and how this impacts reporting.	March 20, 2023 from 2:30–4pm ET
Session 3: Data Improvements and Infrastructure—LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address some reporting challenges?	**May 3, 2023 from 3–4:30pm ET**
Session 4: Data Analysis How to use the data reported on LIEPs to inform programming.	June 14, 2023 from 11:30am–1pm ET

Reminder: Register for COP Session 3

- Session 3 will review the LIEP data reporting challenges that states have identified from the first two CoP sessions. States will discuss guidance, professional development (PD) activities, data updates, infrastructure, or other changes to improve CSPR and ED*Facts* quality.

- Please register: https://air-org.zoom.us/meeting/register/tJEuc-GvrT8rGNZqN65SbDk8HfXQLye1czJo

Updates

- Materials from past webinars and TA resources now available: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/english-language-acquisition-state-grants/performance/

- Reminder: Grantee Satisfaction Survey

Questions

- Please send questions about this data quality effort to: OESE.titleiii-a@ed.gov.

- Please continue to send specific questions related to your state's ED*Facts* data to: EDFacts@ed.gov.

- Please continue to send questions related to your state's CSPR data to: CSPR@ed.gov.

CSPR and ED*Facts* Resources

- Consolidated State Performance Resources: https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/

- ED*Facts* School Year 2022–23 File Specifications: https://www2.ed.gov/about/inits/ed/edfacts/sy-22-23-nonxml.html

- ED*Facts* File Due Dates: https://edfacts.communities.ed.gov/#program/data-submission-organizer

- ED*Facts* Business Rules Single Inventory: https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html

- ED*Facts* Modernization (including links to previous webinars): https://edfacts.communities.ed.gov/#program/edfacts-modernization

Webinar Feedback

Look out for a pop-up and e-mail after the webinar with a quick optional survey:

- Do you have feedback on this webinar you would like to provide?