

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS175 - Academic Achievement in Mathematics File Specifications** |
| **SY 2020-21** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

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| --- | --- |
| **Title:** | FS175 - Academic Achievement in Mathematics File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change** |
| 1.0 – 16.0 |  | Versions 1.0 through 16.0 are used to build files for school years prior to SY 2020-21. |
| 17.0 | February 2021 | Updated for SY 2020-21:   * Table 2.2-1: Revised definition of reporting period Testing Window * Section 2.4 and Table 4.2-1: Revised definition of category Major Racial and Ethnic Groups * Section 2.5: * Renamed heading "Guidance" to "Data Reporting Guidelines" * Streamlined questions and answers to ensure the file specification emphasizes technical guidance and includes references for any critical policy guidance * Section 2.5.2: Revised guidelines for use of Major Racial and Ethnic Groups permitted values |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](http://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Single Inventory (BRSI) - a single inventory containing business rules applied to ED*Facts* data throughout the pre- and post-submission lifecycle of that data. The inventory describes each business rule, including the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 8/31/2022). 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 for education planning, policymaking, and management and budget decision-making to improve 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.

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# PURPOSE

This document contains instructions for building files to submit ED*Facts* Data Group 583: Academic achievement in mathematics table. The definition for this data group is:

The unduplicated number of students who completed the state assessment in mathematics and for whom a proficiency level was assigned.

The data reported using this file specification are used to monitor and report performance on programs and activities supported by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), Section 618.

The ED data stewarding office/s for this file: OESE and OSERS/OSEP

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2019-20 File Specifications

This file was not collected for SY 2019-20 because of waivers in response to COVID-19.

As noted in the document history on page ii, Section 2.5 has been renamed to "Data Reporting Guidelines" and the questions and answers have been streamlined to ensure the file specification emphasizes technical guidance and includes references for any critical policy guidance (statutory, regulatory, or program priority). Our goal is to be transparent about the source of reporting guidance and requirements. We encourage grantees and survey respondents to use the references to build contextual understanding about the reporting requirements.

The guidance has been updated and other editorial changes have been made. These changes are listed in the document history on page ii. There have been no changes to the record layouts.

## Core Requirements for Submitting the File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| Reporting Period | Testing Window - The period when the state administers state-wide academic assessments as described by ESEA  ***Revised!*** | Testing Window - The period when the state administers state-wide academic assessments as described by ESEA  ***Revised!*** | Testing Window - The period when the state administers state-wide academic assessments as described by ESEA  ***Revised!*** |
| Education units reported | Include SEA | Operational LEAs that had students during the assessment testing window | Operational schools that had students during the assessment testing window |
| Education units not reported |  | Closed, inactive, or future LEAs | Closed, inactive, or future schools |
| Count | Once | Once at LEA in accordance with ESEA regulations | Only at one school where student was assessed |
| Zero counts | Required for all valid combinations | Not required; valid combinations for the state that are not included will be assumed to be zeros | Not required; valid combinations for the state that are not included will be assumed to be zeros |
| Zero exceptions and  Not applicable | Grade Level (Assessment) – Use only applicable high school grade levels (i.e., 9, 10, 11, and 12) or the permitted value “HS” for high school.  Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5.2. | Grade Level (Assessment) – Use only applicable high school grade levels (i.e., 9, 10, 11, and 12) or the permitted value “HS” for high school.  Grade Level (Assessment) – Records at the LEA and School level should be consistent with grade levels reported in file 039 Grades Offered. For example, if the highest grade in an LEA or school is grade level 6, the records for that LEA or school should not include grade levels 7 through 12.  Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5.2.  Leave LEAs that do not have students to report out of the file. | Grade Level (Assessment) – Use only applicable high school grade levels (i.e., 9, 10, 11, and 12) or the permitted value “HS” for high school.  Grade Level (Assessment) – Records at the LEA and School level should be consistent with grade levels reported in file 039 Grades Offered. For example, if the highest grade in an LEA or school is grade level 6, the records for that LEA or school should not include grade levels 7 through 12.  Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5.2.  Leave Schools that do not have students to report out of the file. |
| Missing | Use “-1” to report missing counts.  Use “MISSING” when a category is not available | Use “-1” to report missing counts.  Use “MISSING” when a category is not available | Use “-1” to report missing counts  Use “MISSING” when a category is not available |
| Related metadata survey | The responses to the E*MAPS* Assessment Metadata Survey and the permitted values reported must align. See more information related to aligning with the E*MAPS* Assessment Metadata Survey in Section 2.5 Data Reporting Guidelines. | The responses to the E*MAPS* Assessment Metadata Survey and the permitted values reported must align. See more information related to aligning with the E*MAPS* Assessment Metadata Survey in Section 2.5 Data Reporting Guidelines. | The responses to the E*MAPS* Assessment Metadata Survey and the permitted values reported must align. See more information related to aligning with the E*MAPS* Assessment Metadata Survey in Section 2.5 Data Reporting Guidelines. |

## Required Categories and Totals

The table below lists the combination of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
  + If the record is for a category set, specify an “N” (No).
  + If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Assessment Administered** | **Proficiency Status** | **Grade Level (Assessment)** | **Major Racial and Ethnic Groups** | **Sex (Membership)** | **Disability Status (Only)** | **English Learner Status (Only)** | **Economically Disadvantaged Status** | **Migratory Status** | **Homeless Enrolled Status** | **Foster Care Status** | **Military Connected Student Status** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **STUDPERFM** | X | X | X | X |  |  |  |  |  |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Major Racial and Ethnic Groups |
| **Category Set B** | **STUDPERFM** | X | X | X |  | X |  |  |  |  |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Sex (Membership) |
| **Category Set C** | **STUDPERFM** | X | X | X |  |  | X |  |  |  |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Disability Status (Only) |
| **Category Set D** | **STUDPERFM** | X | X | X |  |  |  | X |  |  |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by English Learner Status (Only) |
| **Category Set E** | **STUDPERFM** | X | X | X |  |  |  |  | X |  |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Economically Disadvantaged Status |
| **Category Set F** | **STUDPERFM** | X | X | X |  |  |  |  |  | X |  |  |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Migratory Status |
| **Category Set G** | **STUDPERFM** | X | X | X |  |  |  |  |  |  | X |  |  | N | Student Count by Assessment Administered by Grade Level (Assessment) by Proficiency Status by Homeless Enrolled Status |
| **Category Set H** | **STUDPERFM** | X | X | X |  |  |  |  |  |  |  | X |  | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Foster Care Status |
| **Category Set I** | **STUDPERFM** | X | X | X |  |  |  |  |  |  |  |  | X | N | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) by Military Connected Student Status |
| **Subtotal 1** | **STUDPERFM** | X | X | X |  |  |  |  |  |  |  |  |  | Y | Student Count by Assessment Administered by Proficiency Status by Grade Level (Assessment) |

## Categories and Permitted Values

This section contains the categories and permitted values used for submitting this file.

**DG583 - Academic achievement in mathematics table:**

**Assessment Administered**

The types of assessments administered.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| REGASSWOACC | Regular assessments based on grade-level achievement standards without accommodations. |  |
| REGASSWACC | Regular assessments based on grade-level achievement standards with accommodations. |  |
| ALTASSALTACH | Alternate assessments based on alternate achievement standards. |  |
| MISSING | Missing | Use when data are not available by this category. |

**Proficiency Status**

An indication of whether scores were proficient or above.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| PROFICIENT | Attained proficiency |  |
| NOTPROFICIENT | Not proficient |  |
| MISSING | Missing | Use when data are not available by this category. |

**Grade Level (Assessment)**

The grade level assigned by the school system in which the students are enrolled.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| 03 | Grade 3 |  |
| 04 | Grade 4 |  |
| 05 | Grade 5 |  |
| 06 | Grade 6 |  |
| 07 | Grade 7 |  |
| 08 | Grade 8 |  |
| 09 | Grade 9 |  |
| 10 | Grade 10 |  |
| 11 | Grade 11 |  |
| 12 | Grade 12 |  |
| HS | High School |  |
| MISSING | Missing | Use when data are not available by this category. |

**Major Racial and Ethnic Groups**

***Revised!*** The major racial and ethnic groups states use for reporting data.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MAN | American Indian \ Alaska Native \ Native American |  |
| MA | Asian |  |
| MAP | Asian \ Pacific Islander |  |
| MB | Black (not Hispanic) African American |  |
| MF | Filipino |  |
| MHN | Hispanic (not Puerto Rican) |  |
| MHL | Hispanic \ Latino |  |
| MM | Multicultural \ Multiethnic \ Multiracial \ other |  |
| MNP | Native Hawaiian \ other Pacific Islander \ Pacific Islander |  |
| MPR | Puerto Rican |  |
| MW | White (not Hispanic) \ Caucasian |  |
| MISSING | Missing | Use when data are not available by this category. |

**Sex (Membership)**

An indication that students are either female or male.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| F | Female |  |
| M | Male |  |
| MISSING | Missing | Use when data are not available by this category. |

**Disability Status (Only)**

An indication that children (students) are children with disabilities (IDEA).

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| WDIS | Children with one or more disabilities (IDEA) |  |
| MISSING | Missing | Use when data are not available by this category. |

**English Learner Status (Only)**

An indication that students met the definition of an English learner.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| LEP | English learner |  |
| MISSING | Missing | Use when data are not available by this category. |

**Economically Disadvantaged Status**

An indication that students meet the state criteria for classification as economically disadvantaged.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| ECODIS | Economically Disadvantaged (ED) Students |  |
| MISSING | Missing | Use when data are not available by this category. |

**Migratory Status**

An indication that students are eligible migratory children.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MS | Migratory students |  |
| MISSING | Missing | Use when data are not available by this category. |

**Homeless Enrolled Status**

An indication that students were identified as homeless.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| HOMELSENRL | Homeless enrolled |  |
| MISSING | Missing | Use when data are not available by this category. |

**Foster Care Status**

An indication that students are in foster care.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| FCS | Foster Care |  |
| MISSING | Missing | Use when data are not available by this category. |

**Military Connected Student Status**

An indication that the students are military connected.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MILCNCTD | Military Connected |  |
| MISSING | Missing | Use when data are not available by this category. |

## *Revised!* Data Reporting Guidelines

This section contains guidance for submitting this file in the format of questions and answers.

The questions in this section are based on the following regulations and/or regulatory guidance: Section 1111(b) and (c) of the ESEA and 34 CFR 200.1 through 200.10.

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

Include all students who:

* Took the assessment,
* Received a valid score, and
* Were assigned a proficiency level.

If a student was reported as participating in FS185, the student is also reported in the mathematics academic achievement file. Please see question “Which students are not reported in this file?” below for additional guidance.

This includes students who participated in regular assessments with or without accommodations; or alternate assessments including those based on alternate academic achievement standards. Both students who were enrolled for a full academic year and those not enrolled for a full academic year must be reported in this file.

See 34 CFR 200.2(a)(b)(1)(i).

***Revised!* Which students are not reported in this file?**

Do not include students reported as “non-participants” in FS185 in the mathematics academic achievement file. Students that 1) did not take an assessment; 2) did not receive a valid score; or 3) were not assigned a proficiency level should not be reported in this file. See 34 CFR 200.2(a)(b)(1)(i).

**What if my state assigns non-participants to the lowest level of proficiency?**

Those students are not reported in these files (for reporting academic achievement results).

***Revised!*****Are students who were not enrolled for the full academic year included in this file?**

Yes. Include both students who were enrolled for the full academic year and those who were not enrolled for the full academic year in this file. These data are used by a variety of sources, many of which do not differentiate on full academic year status. Please note that you are no longer required to disaggregate assessment data by “full academic year” and “non-full academic year” status. However, there is still an expectation that the assessment data will include students who were represented in both of these groups. See 34 CFR 200.2(a)(b)(1)(i) and ESEA 1111(c)(4)(F).

***Revised!*****Are all students reported in all category sets?**

No. All students should be reported in category set B (by sex (membership)) and in subtotal 1. For category set A (by major racial and ethnic groups), see question “what if some students are not assigned to a major racial and ethnic group” in section 2.5.2. For the other category sets, only include the students that meet the definition of the category being collected. For example, category set C collects information on children with disabilities (IDEA). Do not include students who do not meet that definition in category set C. Please see section 2.5.4 of this document for additional information about reporting children with disabilities (IDEA) in this file. See 34 CFR 200.2(a)(b)(1)(i).

In the case where a student’s race/ethnicity or sex is unknown and cannot be reported, leave these students out of the relevant category set (either Cat Set A-Major Racial and Ethnic Groups) or Cat Set B-Sex (Membership)), but include them in the Subtotal.

**Do any other file specifications collect related data?**

Yes. The matrix below illustrates the relationship between the data on the assessments and ED*Facts* data groups and files. This file collects data on academic achievement in mathematics.

**Table 2.5-1: Related Files**

|  |  |  |
| --- | --- | --- |
| **Student Participation** |  |  |
| Reading/Language Arts | Mathematics | Science |
| FS188, DG589 | FS185, DG588 | FS189, DG590 |
| **Academic Achievement** |  |  |
| Reading/Language Arts | Mathematics | Science |
| FS178, DG584 | FS175, DG583 | FS179, DG585 |

***Revised!*****How should an 8th grade student taking a more advanced math assessment than the standard 8th grade assessment be reported in this file specification?**

Under Section 1111(b)(2)(C) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states may offer a more advanced mathematics assessment to eligible 8th grade students in lieu of the standard grade-level assessment. For the purposes of ED*Facts* reporting, the students taking an advanced mathematics assessment should be included in the grade in which they were enrolled when assessed, not the grade to which the content is aligned.  In other words, an 8th grader taking a high school assessment in lieu of the standard grade-level assessment should be included with results for other 8th graders, and should not be banked and should not be included with high school results. See 34 CFR 200.5(b).

Please note that if a student takes the high school assessment in eighth grade, ESEA, as amended, requires that these students be assessed using a more challenging assessment in high school.  The results of that assessment should be included with the results of the standard high school assessment.

If a state has specific nuances in the way this requirement is implemented and needs further guidance, they should contact the Partner Support Center.

***Revised!*****If a student takes multiple assessments for a single grade or takes the same assessment multiple times, can all of those results be included in this file?**

No. A student should be included only once for each subject area in each grade.  For the purposes of reporting to ED*Facts*, a state should only report on the assessment system approved through the Department’s peer review process used to meet federal requirements for assessments and accountability, and should only report one score for that assessment. See 34 CFR 200.2(a)(b)(1)(i).

### Grade Level

***Revised!*****What grade levels should be reported?**

LEA and school records should include all required grade levels that are present in the LEA or school. Mathematics assessments are required in grades 3 through 8 and once in high school. For example, a K-6 school should submit grades 3 through 6, but not 7, 8, and high school. See 34 CFR 200.2(a)(b)(1)(i).

State records must include academic achievement data for all required grades: 3 through 8 and once in high school.

***Revised!*****Why do the permitted values include grades 9 through 12 as well as a value for “High School?”**

The permitted values are provided so SEAs have more flexibility. For high school grades, assessment results can be reported by specific grade levels or by using the permitted value for high school (HS). Data reported by specific grade levels (*i.e.,* 9, 10, 11, and 12) or high school (HS) will be used for reporting results of statewide assessments in high school. Do not report data using both specific grade level and the permitted value for high school (HS) for a specific assessment. See 34 CFR 200.2(a)(b)(1)(i).

Please see question below about how to align grade levels reporting with the E*MAPS* Assessment Metadata Survey.

***Revised!*****How are assessments of students in grade 9 reported?**

*ESEA*, as amended, requires states to administer assessments in mathematics in each of the grades 3 through 8 and at least once in grades 9 through 12. Students who took a mathematics assessment in grade 9 should be reported either as grade 9 or as high school. See 34 CFR 200.2(a)(b)(1)(i).

***Revised!*****How should the grade levels reported in this file align with states’ responses to the E*MAPS* Assessment Metadata Survey?**

A state should report the same grade levels in FS175 that they report in E*MAPS*. For example, if a state indicates in E*MAPS* that it will report their regular assessments using the ‘HS’ permitted value, the state must also report using the ‘HS’ permitted value for that assessment type in FS175. The ED*Facts* Data Warehouse is unable to interpret data it receives unless it is an exact match to the corresponding metadata. See 34 CFR 200.2(a)(b)(1)(i).

***Revised!*****How should the grade levels reported in this file align with the grade levels reported in FS185?**

A state should report the same grade levels in FS175 that they report in FS185. For example, if a state reported their regular assessments using the ‘HS’ permitted value in FS185, the state must also report using the ‘HS’ permitted value for that assessment type in FS175. See 34 CFR 200.2(a)(b)(1)(i).

### Major Racial and Ethnic Groups

***Revised!* Which permitted values should be used for the category Major Racial and Ethnic Groups?**

States should use whichever permitted values best align with the major racial and ethnic subgroups used in the State’s accountability system as outlined in their Consolidated State Plan.

Some permitted values are incompatible with other permitted values.

When reporting for Hispanic and Latino populations, there are two options:

* One permitted value option, use only
* Hispanic \ Latino - MHL
* Two permitted value option, use both
* Hispanic (not Puerto Rican) - MHN
* Puerto Rican - MPR

When reporting for Asian populations, there are two options:

* One permitted value option, use only
* Asian/Pacific Islander (MAP)
* Two permitted value option, use both
* Asian (MA)
* Native Hawaiian \ Other Pacific Islander \ Pacific Islander (MNP)

When reporting for Asian populations, the permitted value Filipino (MF) can be used in addition to the permitted values available within each option. Filipino (MF) is not required to be used with any of the three options.

Using incompatible permitted values may lead to duplicated counts and do not allow data to be rolled up to a higher level for privacy/small cell purposes.

**What if my state has a major racial and ethnic group that is not listed above?**

SEAs should inform ED through PSC if the list above does not include all the major racial and ethnic groups used by the state.

***Revised!*****What if some students are not assigned to a major racial and ethnic group?**SEAs are required to report academic achievement data by the major racial and ethnic groups, as defined by the State. Some students in the State may not be included in a major racial and ethnic group. In the case where a student’s race/ethnicity is unknown and cannot be reported, leave these students out of Cat Set A-Major Racial and Ethnic Groups, but include them in the Subtotal. Therefore, the data by major racial and ethnic groups in the assessment file will not necessarily equal the total number of students. For this reason, ESS will not include edit checks comparing the total to the aggregation of the number of students reported by the major racial and ethnic groups. See 34 CFR 200.2(a)(b)(1)(i).

### Sex (Membership)

***Revised!*****What if a student’s sex is unknown?**

In the case where a student’s sex is unknown and cannot be reported, leave these students out of Cat Set B-Sex (Membership), but include them in the Subtotal. See ESEA section 1111(b)(2)(B)(xi).

### Disability Status (Only)

***Revised!*****How are student counts reported by Disability Status (Only)?**

Report students who meet the definition of children with disabilities (IDEA) in the ED*Facts* Workbook during the testing window. See 34 CFR 200.2(b)(1)(ii) and 200.2(b)(11).

***Revised!*****Which students should be excluded from the children with disabilities (IDEA) subgroup?**

* Exclude children with disabilities (IDEA) who are parentally-placed in private schools and served through services plans
* Exclude children with disabilities (IDEA) who were exited from special education prior to the testing window (i.e., former children with disabilities (IDEA)).

See 34 CFR 200.2(b)(1)(ii) and 200.2(b)(11)

### English Learner Status (Only)

**How are student counts by English Learner Status (Only) reported?**

Include students who meet the definition of an English learner in the ED*Facts* Workbook. Include recently arrived students who are English learners and who have attended schools in the U.S less than 12 months.

***Revised!* Which students should be excluded from the English learner subgroup?**

Exclude former English learners (*i.e.,* those who exited English learner status prior to the testing window within the past two years). See ESEA section 1111(b)(2)(B)(xi).

### Economically Disadvantaged Status

**How are student counts reported by Economically Disadvantaged Status?**

States are required to report assessment data on students who are economically disadvantaged, as defined by the state.

### Migratory Status

**How are student counts reported by Migratory Status?**

Include students who meet the definition of eligible migratory students in the ED*Facts* Workbook.

***Revised!* Which students should be excluded from eligible migratory students?** Exclude students who are not eligible migratory children but participate in the Migrant Education Program (MEP) under “other provisions[[1]](#footnote-2).” See ESEA section 1111(b)(2)(B)(xi).

### Other Statuses

**How are student counts reported by Homeless Enrolled Status, Foster Care Status, and Military Connected Status?**

Under 34 CFR 200.2(b)(11), a State’s assessment system must enable result to be disaggregated within each State, LEA, and school by specific subgroups, including status as homeless child, status as a child in foster care, and status as a student with a parent who is a member of the armed forces on activity duty or serves on full-time National Guard duty. Consistent with these requirements, for purposes of submitting data to ED*Facts*, we encourage an SEA to use these same definitions, which are as follows:

* Children who are homeless. Status as a homeless child or youth is defined in accordance with section 725(2) of title VII, subtitle B of the McKinney-Vento Homeless Assistance Act, as amended;
* Children in foster care. ‘‘Foster care’’ means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made; and
* Students who are military connected. Status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where ‘‘armed forces,’’ ‘‘active duty,’’ and ‘‘full-time National Guard duty’’ have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).

### Assessment Administered

**For what assessments are data reported?**

Report data for the mathematics assessment your State administers to meet the requirements of Section 1111(b)(2) of the ESEA.  Section 1111(b)(2) of the ESEA requires States to administer statewide assessment to all students in mathematics at least once in each of grades 3 through 8 and at least once in grades 9 through 12.  These are also the assessments the State must submit for ED’s peer review process for State assessment systems.

**What are the definitions of the permitted values for Assessment Administered?**

* *Regular assessment based on grade level academic achievement standards* - An assessment designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level. See ESEA, Section 1111(b)(2).
  + Regular assessments based on grade level academic achievement standards can be taken with or without accommodations.

1. *Alternate assessment[[2]](#footnote-3) based on alternate academic achievement standards -* A way to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations (CFR) §200.1(d).

**How should the counts reported by assessment administered in this file align with states’ responses to the E*MAPS* Assessment Metadata Survey?**

A state should report the same assessment types in FS175 that they report in E*MAPS*.

### *Revised!* Reporting Academic Achievement Results for Children with Disabilities (IDEA) at the LEA Level

Children with disabilities (IDEA) are to be reported at the LEA level in accordance with ESEA requirements. For additional information please contact your state assessment director and refer to your state’s Consolidated State Application. See ESEA sections 1111(b) and (c).

## Definitions

See the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html) for the standard definitions. This file specification has no additional definitions

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:   * SEA for a State Education Agency level * LEA for a Local Education Agency level * SCH for a school level | 3 |
| filename | **STUPERFMA** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:  .txt – fixed  .csv – comma delimited  .tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted. | **SEA STUDENT PERFORMANCE MATH**  **LEA STUDENT PERFORMANCE MATH**  **SCHOOL STUDENT PERFORMANCE MATH** |
| Total Records in File | 51 | 10 | Number | M | The total number of Data Records contained in the file. The header record is NOT included in this count. |  |
| File Name | 61 | 25 | String | M | The file name including extension, the same as the external file name. | See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |  |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years. | **2020-2021**  OR  **2020 2021** |
| Filler | 127 | 458 | String | M | Leave filler field blank. |  |
| Carriage Return / Line Feed (CRLF) | 585 | 1 |  | M |  |  |

Below is an example of a header record.

**Table 4.1–2:** **Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF) |
| Example | SCHOOL STUDENT PERFORMANCE MATH,15,euschSTUPERFMAv000001.csv,characters to identify file,2020-2021,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**Table 4.2–1: Data Records**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |  |
| **DG559** State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG570** State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file. | **01** – State Education Agency |
| **DG4** LEA Identifier (State) | 15 | 14 | String | M | The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA Identification Number (ID). This ID is a required field. This data element cannot be updated through this file. | SEA level – Blank |
| **DG5** School Identifier (State) | 29 | 20 | String | M | The identifier assigned to a school by the state education agency. Also known as the State School Identification Number (ID). This ID cannot be updated through this file. | SEA level – Blank  LEA level - Blank |
| Table Name | 49 | 20 | String | M | See table 2.3-1 Required Categories and Totals | **STUDPERFM** |
| Grade Level (Assessment) | 69 | 15 | String | A | The grade level assigned by the school system in which the students are enrolled. | **03** – Grade 3  **04** – Grade 4  **05** – Grade 5  **06** – Grade 6  **07** – Grade 7  **08** – Grade 8  **09** – Grade 9  **10** – Grade 10  **11** – Grade 11  **12** – Grade 12  **HS** – High School  **MISSING** |
| Major Racial and Ethnic Groups | 84 | 15 | String | A | The major racial and ethnic groups states use for reporting data.  ***Revised!*** | **MAN** – American Indian \ Alaska Native \ Native American  **MA** – Asian  **MAP** – Asian \ Pacific Islander  **MB** – Black (not Hispanic) African American  **MF** – Filipino  **MHN** – Hispanic (not Puerto Rican)  **MHL** – Hispanic \ Latino  **MM** – Multicultural \ Multiethnic \ Multiracial \ other  **MNP** – Native Hawaiian \ other Pacific Islander \ Pacific Islander  **MPR** – Puerto Rican  **MW** – White (not Hispanic) \ Caucasian  **MISSING** |
| Sex (Membership) | 99 | 15 | String | A | An indication that students are either female or male. | **F** – Female  **M** – Male  **MISSING** |
| Disability Status (Only) | 114 | 15 | String | A | An indication that children (students) are children with disabilities (IDEA). | **WDIS** – Children with one or more disabilities (IDEA)  **MISSING** |
| English Learner Status (Only) | 129 | 15 | String | A | An indication that students met the definition of an English learner. | **LEP** – English learner  **MISSING** |
| Migratory Status | 144 | 15 | String | A | An indication that students are eligible migratory children. | **MS** – Migratory students  **MISSING** |
| Economically Disadvantaged  Status | 159 | 15 | String | A | An indication that students meet the state criteria for classification as economically disadvantaged. | **ECODIS** – Economically Disadvantaged (ED) Students **MISSING** |
| Homeless Enrolled Status | 174 | 15 | String | A | An indication that students were identified as homeless. | **HOMELSENRL** – Homeless enrolled  **MISSING** |
| Assessment Administered | 189 | 15 | String | A | The types of assessments administered. | **REGASSWOACC** – Regular assessments based on grade-level achievement standards without accommodations.  **REGASSWACC** – Regular assessments based on grade-level achievement standards with accommodations.  **ALTASSALTACH** – Alternate assessments based on alternate achievement standards.  **MISSING** |
| Filler | 204 | 15 | String | M | Leave filler field blank. |  |
| Proficiency Status | 219 | 15 | String | A | An indication of whether scores were proficient or above. | **PROFICIENT** – Attained proficiency  **NOTPROFICIENT** – Not proficient  **MISSING** |
| Foster Care Status | 234 | 15 | String | A | An indication that students are in foster care. | **FCS** – Foster Care  **MISSING** |
| Military Connected Student Status | 249 | 125 | String | A | An indication that the students are military connected. | **MILCNCTD** – Military Connected  **MISSING** |
| Total Indicator | 374 | 1 | String | M | An indicator that defines the count level – see table 2.3-1 Required Categories and Totals | **N** – Specifies category set  **Y** – Specifies subtotal or total of the education unit |
| Explanation | 375 | 200 | String | O | Text field for state use. |  |
| Student Count | 575 | 10 | Number | M |  |  |
| Carriage Return / Line Feed (CRLF) | 585 | 1 |  | M |  |  |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Examples – School level**

|  |  |
| --- | --- |
| **Aggregation** | **Example** |
| Format | File Record Number,State Code,State Agency Number,LEA Identifier (State),School Identifier (State),Table Name,Grade Level (Assessment),Major Racial and Ethnic Groups,Sex (Membership),Disability Status (Only),English Learner Status (Only),Migratory Status,Economically Disadvantaged Status,Homeless Enrolled Status,Assessment Administered,Filler,Proficiency Status,Foster Care Status,Military Connected Student Status,Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,00613EUPHORIA,00000000000000000506,STUDPERFM,03,MAN,,,,,,,REGASSWOACC,, PROFICIENT,,,N,,10¶ |
| Category Set B | 3,80,01,00613EUPHORIA,00000000000000000506,STUDPERFM,03,,F,,,,,,REGASSWOACC,,NOTPROFICIENT,,,N,,10¶ |
| Category Set C | 4,80,01,00613EUPHORIA,00000000000000000506,STUDPERFM,03,,,WDIS,,,,,ALTASSALTACH,,PROFICIENT,,,N,,10¶ |
| Category Set D | 5,80,01,00613EUPHORIA,00000000000000000506,STUDPERFM,03,,,,LEP,,,,ALTASSALTACH,,PROFICIENT,,,N,,10¶ |
| Category Set E | 17,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,,ECODIS,,ALTASSALTACH,,PROFICIENT,,,N,,10¶ |
| Category Set F | 18,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,MS,,,REGASSWOACC,,NOTPROFICIENT,,,N,,10¶ |
| Category Set G | 19,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,,,HOMELSENRL,REGASSWACC,,NOTPROFICIENT,,,N,,10¶ |
| Category Set H | 20,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,,,,REGASSWACC,,NOTPROFICIENT,FCS,,N,,10¶ |
| Category Set I | 21,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,,,,REGASSWACC,,PROFICIENT,,MILCNCTD,N,,10¶ |
| Subtotal 1 | 22,80,01,00614FEDERAL,00000000000000000282,STUDPERFM,07,,,,,,,,REGASSWOACC,,PROFICIENT,,,Y,,10¶ |



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1. Examples of students who might participate in the MEP under “other provisions”: (1) A child’s eligibility ends during the school term, and the agency provide services for the duration of the term; (2) A child’s eligibility ends and the agency provides services for an additional school year because comparable services are not available through other programs (e.g., Title I Part A, Title III, etc); and (3) A LOA continues to serve secondary school students who were eligible for services in secondary school through credit accrual programs, until those students graduate. [↑](#footnote-ref-2)
2. Alternative assessment – A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student’s Individualized Educational Program (IEP) team makes the determination of whether a student is able to take the regular assessment. [↑](#footnote-ref-3)