

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS178 - Academic Achievement in Reading/Language Arts File Specifications** |
| **SY 2018-19** |

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**U.S. Department of Education**

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DOCUMENT CONTROL

DOCUMENT INFORMATION

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| **Title:** | FS178 - Academic Achievement in Reading/Language Arts File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

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| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change** |
| 1.0 – 14.0 |  | Versions 1.0 through 14.0 are used to build files for school years prior to SY 2018-19. |
| 15.0 | August 2018 | Updated for SY 2018-19. |
| 15.1 | September 2019 | Update to Table 2.2-1 (Core Reporting Requirements), Zero Exceptions and Not Applicable; removed guidelines for Assessment Administered. |
| 15.2 | November 2019 | Section 2.4.2: Corrected data record examples |

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 Guide – 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 6/30/2020). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, kindergarten through grade 12 (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 584: Academic achievement in reading/language arts table. The definition for this data group is:

The unduplicated number of students who completed the state assessment in reading/language arts 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, as amended.   These data will be used as responses in the Consolidated State Performance Report (CSPR).

The data collected using this file specification are collected under the authority of the Individuals with Disabilities Education Act (IDEA), Section 618.  The data are used for monitoring the programs and activities under IDEA. Appendix A contains a crosswalk between this file and the applicable sections of the OSEP legacy collection, Table 6.

The ED data stewarding offices for this file: OESE/OSS 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 2017-18 File Specifications

Other than any editorial changes listed in the document history on page ii, there have been no changes to this file specification.

## Core Requirements for Submitting this 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 (or the annual state English language proficiency assessment) as described by ESEA | Testing Window - The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by ESEA | Testing Window - The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by ESEA |
| 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[[1]](#footnote-2) | Not required; valid combinations for the state that are not included will be assumed to be zeros\* |
| Zero exceptions and  Not applicable | 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 2.4.3. | 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 2.4.3.  Leave LEAs that do not have students to report out of the file. | 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 2.4.3.  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 2.4 Guidance. | 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 2.4 Guidance. | 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 2.4 Guidance. |

## Required Categories and Totals

The table below lists the combinations 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** | **Performance Level** | **Grade Level (Assessment)** | **Major Racial and Ethnic Groups** | **Sex (Membership)** | **Disability Status (Only)** | **English Learner Status (RLA)** | **Economically Disadvantaged Status** | **Migratory Status** | **Homeless Enrolled Status** | **Foster Care Status** | **Military Connected Student Status** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **STUDPERFRLA** | X | X | X | X |  |  |  |  |  |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Major Racial and Ethnic Groups |
| **Category Set B** | **STUDPERFRLA** | X | X | X |  | X |  |  |  |  |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Sex (Membership) |
| **Category Set C** | **STUDPERFRLA** | X | X | X |  |  | X |  |  |  |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Disability Status (Only) |
| **Category Set D** | **STUDPERFRLA** | X | X | X |  |  |  | X |  |  |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by English Learner Status (RLA) |
| **Category Set E** | **STUDPERFRLA** | X | X | X |  |  |  |  | X |  |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Economically Disadvantaged Status |
| **Category Set F** | **STUDPERFRLA** | X | X | X |  |  |  |  |  | X |  |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Migratory Status |
| **Category Set G** | **STUDPERFRLA** | X | X | X |  |  |  |  |  |  | X |  |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Homeless Enrolled Status |
| **Category Set H** | **STUDPERFRLA** | X | X | X |  |  |  |  |  |  |  | X |  | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Foster Care Status |
| **Category Set I** | **STUDPERFRLA** | X | X | X |  |  |  |  |  |  |  |  | X | N | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) by Military Connected Student Status |
| **Subtotal 1** | **STUDPERFRLA** | X | X | X |  |  |  |  |  |  |  |  |  | Y | Student Count by Assessment Administered by Performance Level by Grade Level (Assessment) |

## Guidance

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

**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 FS188, the student is also reported in the reading/language arts academic achievement file, except for English Learners who took the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment. 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.

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

Do not include students reported as a “non-participants” in FS188 in the reading/language arts 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.

Do not include English learners who have been in the U.S. less than 12 months and who took the English language proficiency assessment in lieu of the statewide reading/language arts assessment in this file.

**What about recently-arrived English Learners?**

If permitted by your state’s policy, recently-arrived English learners[[2]](#footnote-3) can take the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment. If English learners take this assessment, they are reported in FS188 as participating through the ELP for the reading/language arts assessment.

However, the results of these students should be included in FS050, not FS178. Therefore, the number of students reported as participants in FS188 will be higher than the number of students reported with results in FS178 by exactly the number of English learners who have been in the U.S. less than 12 month and who took the ELP in lieu of the reading/language arts assessment.

**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).

**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.

**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 2.4.3. For the other category sets, only include the students who 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 2.4.5 of this document for additional information about reporting children with disabilities (IDEA) in this file.

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 reading/language arts.

**Table 2.4-1: 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 |

**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 the 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.

### Grade Level

**What grade levels should be reported?**

LEA and school records should include all required grade levels that are present in the LEA or school. Reading/language arts 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.

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

**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 type.

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

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

*ESEA*, as amended, requires states to administer assessments in reading/language arts in each of the grades 3 through 8 and at least once in grades 9 through 12. Students who took a reading/language arts assessment in grade 9 should be reported either as grade 9 or as high school.

**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 FS178 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 FS178. The ED*Facts* Data Warehouse is unable to interpret data it receives unless it is an exact match to the corresponding metadata.

**How should the grade levels reported in this file align with grade levels reported in FS188?**

A state should report the same grade levels in FS178 that they report in FS188. For example, if a state reported their regular assessments using the ‘HS’ permitted value in FS188, the state must also report using the ‘HS’ permitted value for that assessment type in FS178.

### Performance Level

**What performance levels should be reported?**

The data reported in academic achievement files are reported by state-defined academic achievement (performance) levels. In the files, the state-defined academic achievement levels are labeled as level 1 through level 6. A state must report at least 3 levels. The state defined academic achievement levels are specific to an assessment type. That is, the number (and name) of levels used for the alternate assessment on alternate achievement standards may be different than the number of levels used for the regular assessment.

The above information is contained in the E*MAPS* Assessment Metadata Survey and mapped accordingly. The academic achievement levels used in the academic achievement files must be the same as the academic achievement levels reported in E*MAPS*. For example, if a state indicates in E*MAPS* that its regular assessments have four academic achievement levels, the data reported in FS178 for that assessment type should contain four academic achievement levels.

Level 1 must be reported as the lowest academic achievement level. Use the other numbers (*i.e.,* 2, 3, 4, 5, and 6) sequentially. Use only the numbers needed. For example, if a state has 4 academic achievement levels, the state will report data using numbers 1, 2, 3, and 4. Number 1 will be the lowest level of performance and number 4 will be the highest level.

***Revised!* How do I get rid of the error: “Student Performance Level Numbers are not contiguous”?**

This error message indicates that the file includes educational units that have some performance level counts, (L1, L2, L3…etc.) but not all. ED*Facts* expects that for each category included in the file, the list of performance levels will be contiguous, beginning with L1. Typically, this error message occurs when counts of zero are left out of the file. SEA submitters should make sure that each reported category has all levels used by the state represented, to prevent this error from occurring.

For example, the state has 4 performance levels. A school in that state had no economically disadvantaged students scoring at levels 1, 2 and 4. The 55 economically disadvantaged students scored at level 3.

If the records are submitted as follows, the file will receive an error because levels 1 and 2 are missing.

100,06,01,123456,98765,STUDPERFRLA,05,,,,,,ECODIS,,REGASSWOACC,,**L3**,,,N,,55¶

To avoid the error, the file must be submitted as follows:

100,06,01,123456,98765,STUDPERFRLA,05,,,,,,ECODIS,,REGASSWOACC,,**L1**,,,N,,0¶

101,06,01,123456,98765,STUDPERFRLA,05,,,,,,ECODIS,,REGASSWOACC,,**L2**,,,N,,0¶

102,06,01,123456,98765,STUDPERFRLA,05,,,,,,ECODIS,,REGASSWOACC,,**L3**,,,N,,55¶

### Major Racial and Ethnic Groups

**What are the permitted values for Major Racial and Ethnic Groups?**

The permitted values are:

* White (not Hispanic) \ Caucasian
* Black (not Hispanic) African American
* Hispanic \ Latino
* Hispanic (not Puerto Rican)
* Puerto Rican
* Asian
* Asian \ Pacific Islander
* American Indian \ Alaska Native \ Native American
* Multicultural \ Multiethnic \ Multiracial \ other
* Filipino
* Native Hawaiian \ other Pacific Islander \ Pacific Islander

**Which permitted values should be used?**

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.

When reporting the major racial and ethnic values, use **one** of the following sets of values for Asian populations:

* Asian/Pacific Islander
* Asian
* Asian and Native Hawaiian/Pacific Islander

Do not use the combination of either “’Asian/Pacific Islander’ and ‘Asian’” or “‘Asian/Pacific Islander’ and ‘Asian and Native Hawaiian/Pacific Islander.’” Using these combinations 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.

**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.

### Sex (Membership)

**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.

### Disability Status (Only)

**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.

**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)).

Also exclude any children with disabilities (IDEA) who are recently-arrived English learners in the U.S. less than 12 months who took the English language proficiency assessment in lieu of the reading/language arts assessment.

### English Learner Status (RLA)

See question “What about recently-arrived English learners” in section 2.4.

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

Include students who meet the definition of an English learner in the ED*Facts* Workbook.

**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).

### 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.

**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[[3]](#footnote-4).”

### 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 results 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 active 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 reading/language arts 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 assessments to all students in reading/language arts 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 permitted values for Assessment Administered?**

The permitted values are:

* **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

**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.
* *Alternate assessment[[4]](#footnote-5) 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 a state’s responses to the E*MAPS* Assessment Metadata Survey?**

A state should report the same assessment types in FS178 that they report in E*MAPS*.

### States That Conduct Assessments in the Fall

**To what does the term “fall testing state” refer?**

Fall testing states are those that conduct at least one of their statewide assessments during a fall testing window.

**For fall testing states, are the data reported for the current school year based on the current school year’s content or the prior year’s content?**

Typically the fall testing states report assessment results based on the prior year’s content. For example:

|  |  |
| --- | --- |
| Reported in Fall 2018 as | Content based on |
| Grade 4  reading/language arts | Grade 3 reading/language arts |

In a fall testing state, this means that a student’s academic achievement data are reported in the grade of student’s current school year, regardless of the content grade of the assessment.

**How do fall testing states report their SY 2017-18 assessment data?**

Fall testing states will report their fall 2017 data as SY 2018-19 assessment data.

### 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.

## Definitions

See the [ED*Facts* Workbook](http://www2.ed.gov/about/inits/ed/edfacts/index.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 | **STUPERRLA** | 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 READING LANGUAGE ARTS**  **LEA STUDENT PERFORMANCE READING LANGUAGE ARTS**  **SCHOOL STUDENT PERFORMANCE READING LANGUAGE ARTS** |
| 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. | **2018-2019**  OR  **2018 2019** |
| 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 READING LANGUAGE ARTS,15,euschSTUPERRLAv000001.csv,characters to identify file,2018-2019,¶ |

## 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 | **STUDPERFRLA** |
| 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 accountability and assessment data. | **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 | The concept describing the biological traits that distinguish the males and females of a species. | **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 (RLA) | 129 | 15 | String | A | An indication that students met the definition of an English learner and are not excluded because they have attended schools in the U.S. fewer than 12 months. | **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. |  |
| Performance Level | 219 | 15 | String | A | The level of performance of students on the state assessment according to state definition. | **L1** – Level 1 (lowest level)  **L2** – Level 2  **L3** – Level 3  **L4** – Level 4  **L5** – Level 5  **L6** – Level 6  **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 (RLA),Migratory Status,Economically Disadvantaged Status,Homeless Enrolled Status,Assessment Administered,Filler,Performance Level,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,STUDPERFRLA,03,MAN,,,,,,,REGASSWOACC,,L1,,,N,,10¶ |
| Category Set B | 3,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,M,,,,,,REGASSWOACC,,L1,,,N,,10¶ |
| Category Set C | 4,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,WDIS,,,,,ALTASSALTACH,,L1,,,N,,10¶ |
| Category Set D | 5,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,LEP,,,,ALTASSALTACH,,L1,,,N,,10¶ |
| Category Set E | 6,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,,,ECODIS,,ALTASSALTACH,,L1,,,N,,10¶ |
| Category Set F | 7,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,,MS,,,ALTASSALTACH,,L1,,,N,,10¶ |
| Category Set G | 8,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,,,,HOMELSENRL,REGASSWACC,,L1,,,N,,10¶ |
| Category Set H | 9,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,,,,,REGASSWACC,,L1,FCS,,N,,10¶ |
| Category Set I | 10,80,01,00613EUPHORIA,00000000000000000506,STUDPERFRLA,03,,,,,,,,REGASSWACC,,L1,,MILCNCTD,N,,10¶ |
| Subtotal 1 | 20,80,01,00614FEDERAL,00000000000000000282,STUDPERFRLA,07,,,,,,,,REGASSWACC ,,L1,,,Y,,10¶ |

# APPENDIX A: ED*FACTS* – IDEA (ASSESSMENT) CROSSWALK

This appendix contains the crosswalk for the IDEA legacy assessment collection.

**ED*Facts* – IDEA (Assessment) Crosswalk**

| **IDEA Data Collection Description** | **Table Section** | **Location (column, row, cell)** | **ED*Facts* File Spec** | **ED*Facts* Data Group** | **Category Set** |
| --- | --- | --- | --- | --- | --- |
| Performance of students with disabilities on ***Reading*** assessment | F |  |  |  |  |
| *Regular Assessment based on Grade level academic achievement standards (with & without accommodations)* | F.11A |  | FS178 | 584 | C |
| Level 1 | F.11A |  | FS178 | 584 | C |
| Level 2 | F.11A |  | FS178 | 584 | C |
| Level 3 | F.11A |  | FS178 | 584 | C |
| Level 4 | F.11A |  | FS178 | 584 | C |
| Level 5 | F.11A |  | FS178 | 584 | C |
| Level 6 | F.11A |  | FS178 | 584 | C |
| Total | F.11A | 11A Row Total (Column) | FS178 | 584 |  |
| *Alternate Assessment based on Grade level academic achievement standards* | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 1 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 2 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 3 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 4 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 5 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 6 | F.11B |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Total | F.11B | 11B Row Total (Column) | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| *Alternate Assessment based on Modified academic achievement standards* | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 1 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 2 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 3 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 4 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 5 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Level 6 | F.11C |  | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Total | F.11C | 11C Row Total (Column) | (no longer applicable) | (no longer applicable) | (no longer applicable) |
| Number of students include within the 2% Cap |  |  | Not Applicable |  |  |
| *Alternate Assessment based on Alternate achievement standards* | F.11D |  | FS178 | 584 | C |
| Level 1 | F.11D |  | FS178 | 584 | C |
| Level 2 | F.11D |  | FS178 | 584 | C |
| Level 3 | F.11D |  | FS178 | 584 | C |
| Level 4 | F.11D |  | FS178 | 584 | C |
| Level 5 | F.11D |  | FS178 | 584 | C |
| Level 6 | F.11D |  | FS178 | 584 | C |
| Total | F.11D | 11D Row Total (Column) | FS178 | 584 |  |
| Number of students included within the 1% Cap | F.11D |  | Not Applicable |  |  |



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1. As explained under the question “How do I get rid of the error: ‘Student Performance Level numbers are not contiguous’?” you must include some zero counts so that the student performance level numbers are contiguous. Beyond the zero counts needed to prevent that error, you do not have to include zero counts at the LEA or school levels. [↑](#footnote-ref-2)
2. Recently-arrived English learners are English learners who have been in the U.S. for less than 12 months. [↑](#footnote-ref-3)
3. 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-4)
4. 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-5)