

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS188 - Assessment Participation in Reading/Language Arts File Specifications** |
| **SY 2020-21** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS188 - Assessment Participation in Reading/Language Arts 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 reporting period from Testing Window to Testing Window (EL) * 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 * Table 4.2 – updated Pop value for Participation Status (RLA) from ‘M’ to ‘A’ |

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 EDFacts 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 589: Assessment participation in reading/language arts table. The definition for this data group is:

The unduplicated number of students who were enrolled during the period of the state assessment in reading/language arts.

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 offices 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 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 (with EL) - The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by ESEA  ***Revised!*** | Testing Window (with EL) - The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) as described by ESEA  ***Revised!*** | Testing Window (with EL) - The period when the state administers state-wide academic assessments (or the annual state English language proficiency assessment) 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 the LEA in accordance with ESEA regulations | Once at the school where the 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 | Participation Status (RLA) – If a state does not use a permitted value (e.g., medical exemption, and participated – English language proficiency assessment), the counts by that permitted value should be left 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 2.5.3. | Participation Status (RLA) – If a state does not use a permitted value (e.g., medical exemption, and participated – English language proficiency assessment), the counts by that permitted value should be left 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 2.5.3.  Leave LEAs that do not have students to report out of the file. | Participation Status (RLA) – If a state does not use a permitted value (e.g., medical exemption, and participated – English language proficiency assessment), the counts by that permitted value should be left 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 2.5.3.  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 2.5 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 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** | **Participation Status (RLA)** | **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** | **STUPARTRLA** | X | X | X |  |  |  |  |  |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Major Racial and Ethnic Groups |
| **Category Set B** | **STUPARTRLA** | X | X |  | X |  |  |  |  |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Sex (Membership) |
| **Category Set C** | **STUPARTRLA** | X | X |  |  | X |  |  |  |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Disability Status (Only) |
| **Category Set D** | **STUPARTRLA** | X | X |  |  |  | X |  |  |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by English Learner Status (Only) |
| **Category Set E** | **STUPARTRLA** | X | X |  |  |  |  | X |  |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Economically Disadvantaged Status |
| **Category Set F** | **STUPARTRLA** | X | X |  |  |  |  |  | X |  |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Migratory Status |
| **Category Set G** | **STUPARTRLA** | X | X |  |  |  |  |  |  | X |  |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Homeless Enrolled Status |
| **Category Set H** | **STUPARTRLA** | X | X |  |  |  |  |  |  |  | X |  | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Foster Care Status |
| **Category Set I** | **STUPARTRLA** | X | X |  |  |  |  |  |  |  |  | X | N | Student Count by Participation Status (RLA) by Grade Level (Assessment) by Military Connected Student Status |
| **Subtotal 1** | **STUPARTRLA** | X | X |  |  |  |  |  |  |  |  |  | Y | Student Count by Participation Status (RLA) by Grade Level (Assessment) |

## Categories and Permitted Values

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

**DG589 - Assessment participation in reading/language arts table:**

**Participation Status (RLA)**

An indication of whether students participated in reading/language arts assessments.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| REGPARTWOACC | Participated – regular assessment based on grade-level achievement standards without accommodations |  |
| REGPARTWACC | Participated – regular assessment based on grade-level achievement standards with accommodations |  |
| PARTELP | Participated – English language proficiency assessment |  |
| ALTPARTALTACH | Participated – alternate assessment based on alternate achievement standards |  |
| NPART | Did not participate |  |
| MEDEXEMPT | Medical exemption |  |
| 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.

This file specification is used to report the number of all students who were enrolled during the state assessment testing window, by whether the students participated or did not participate in the state assessment in reading/language arts.

***Revised!*** **For what assessments are data reported?**

Report participation counts 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 assessment 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 the assessments the State must submit for ED’s peer review process for State assessment systems. These are also the same assessments the State uses to measure proficiency for its academic achievement indicator for its Statewide accountability system under ESEA Title I (section 1111(c)(4)(B)(i)((I).

If a State administers multiple assessments in the grade 9 through 12 grade spans, which may be end-of-grade or end-of-course assessments,the State should submit participation counts for ALL of the assessments it administers to meet the requirements of Sections 1111(b)(2) and 1111(c)(4)(B)(i)((I) and submits for ED’s peer review process for State assessment systems and ONLY the assessments it administers for these purposes. Though States in general have not opted to administer multiple assessments in grades 3 through 8 for purposes of Sections 1111(b)(2) and 1111(c)(4)(B)(i)((I), a State that does should submit participation counts for ALL of the assessments it administers for these purposes and ONLY the assessments it administers for these purposes. See also 34 CFR 200.2(a)(b)(1)(i).

Additionally, the assessment types reported in FS188 should be consistent with a state’s *EMAPS* Assessment Metadata survey.

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

Include all students enrolled during the testing window. This means include:

* All students enrolled, whether or not they were present for the full academic year
* Students who did not participate in the assessments due to significant medical emergencies
* English learner students who have been in the U.S. less than 12 months and took the English Language Proficiency (ELP) assessment in lieu of the reading/language arts assessment

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

***Revised!* Who is considered a participant?**

A participant is a student who:

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

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

***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 year academic 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).

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

No. All students should be reported in category sets 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 2.5.3. 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 2.5.5 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 student participation in reading/language arts assessments. Other files collect data on student performance on state assessments.

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

State records must include assessment participation 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 participation 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 participation in 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. 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 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. 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 FS188 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 FS188. 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 grade levels reported in FS178?**

A state should report the same grade levels in FS188 that they report in FS178. For example, if a state reported their regular assessment using the ‘HS’ permitted value in FS178, the state must also report using the ‘HS’ permitted value for that assessment type in FS188. See 34 CFR 200.2(a)(b)(1)(i).

### Participation Status (RLA)

**What are the definitions of the permitted values for Participation Status (RLA)?**

* *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[[1]](#footnote-2) 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).
* *English language proficiency assessment -* May be taken by English learner students who have been in the U.S. less than 12 months in lieu of the reading/language arts assessment.
* *Medical exemption* – See guidance below.

**Who is considered to have a significant medical emergency?**

Each state determines what constitutes a significant medical emergency. On March 29, 2004, the Department announced a policy that students who are unable to participate in the state assessment during the testing and make-up windows because of a significant medical emergency will not count against the school’s participation rate. A May 19, 2004, “Dear Colleague” letter provided additional guidance acknowledging that there may be circumstances beyond an LEA's control when a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident). In these cases, the school or LEA should not be penalized for that student's absence due to the documented significant medical emergency. Therefore, when determining the percentage of students taking an assessment, states do not have to include a student with a significant medical emergency in the participation rate calculation. States desiring to use this flexibility are responsible for determining what constitutes a significant medical emergency. This guidance is posted on the Department’s website at: [ESEA Policy Letters to States](http://www.ed.gov/policy/elsec/guid/stateletters).

**What if my state does not have a policy for exempting students due to significant medical emergency?**

If the state does not have such a policy, do not report any students as having a significant medical emergency. Report all students as either participating or not participating.

**Should the significant medical emergency reported in this file align with states’ responses to the E*MAPS* Assessment Metadata Survey?**

Yes. If a state has a policy for exempting students due to significant medical emergencies, the state should report this information in E*MAPS* and report the count of students who were exempt due to significant medical emergencies in this file. For example, if a state indicates they have a policy related to significant medical emergency in E*MAPS*, the state must report counts for significant medical emergencies in FS188.

**How do I report assessment data for 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 under the PARTELP value in Participation Status (RLA).

However, the performance of these students is 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.

### 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 reported by English Learner Status (Only)?**

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, including those students who took the ELP in lieu of the regular reading/language arts assessment.

Students who took the ELP in lieu of the regular reading/language arts assessment should be reported as English learners in the category “English Learner Status (Only)” and as PARTELP in the category “Participation Status (RLA)”.

***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[[3]](#footnote-4).” 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).

### *Revised!* Reporting Assessment Participation 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 | **STUPARTRL** | 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 RLA ASSESSMENT PARTICIPATION**  **LEA RLA ASSESSMENT PARTICIPATION**  **SCHOOL RLA ASSESSMENT PARTICIPATION** |
| 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 | 363 | String | M | Leave filler field blank. |  |
| Carriage Return / Line Feed (CRLF) | 490 | 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 RLA ASSESSMENT PARTICIPATION,15,euschSTUPARTRLv000001.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 | **STUPARTRLA** |
| 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** |
| Foster Care Status | 189 | 15 | String | A | An indication that students are in foster care. | **FCS** – Foster Care  **MISSING** |
| Military Connected Student Status | 204 | 15 | String | A | An indication that the students are military connected. | **MILCNCTD** – Military Connected  **MISSING** |
| Filler | 219 | 15 | String | M | Leave filler field blank. |  |
| Filler | 234 | 15 | String | M | Leave filler field blank. |  |
| Filler | 249 | 15 | String | M | Leave filler field blank. |  |
| Participation Status (RLA) | 264 | 15 | String | A  ***Revised!*** | An indication of whether students participated in reading/language arts assessments. | **REGPARTWOACC** – Participated – regular assessment based on grade-level achievement standards without accommodations  **REGPARTWACC** – Participated – regular assessment based on grade-level achievement standards with accommodations  **PARTELP** – Participated – English language proficiency assessment  **ALTPARTALTACH** – Participated – alternate assessment based on alternate achievement standards  **NPART** – Did not participate  **MEDEXEMPT** – Medical exemption  **MISSING** |
| Total Indicator | 279 | 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 | 280 | 200 | String | O | Text field for state use. |  |
| Student Count | 480 | 10 | Number | M |  |  |
| Carriage Return / Line Feed (CRLF) | 490 | 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,Foster Care Status,Military Connected Student Status,Filler,Filler,Filler,Participation Status (RLA),Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,00613EUPHORIA,000506,STUPARTRLA,03,MAN,,,,,,,,,,,,REGPARTWOACC,N,,10¶ |
| Category Set B | 2,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,M,,,,,,,,,,,REGPARTWACC,N,,10¶ |
| Category Set C | 3,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,WDIS,,,,,,,,,,ALTPARTALTACH,N,,10¶ |
| Category Set D | 4,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,LEP,,,,,,,,,PARTELP,N,,10¶ |
| Category Set E | 5,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,,,ECODIS,,,,,,,ALTPARTMODACH,N,,10¶ |
| Category Set F | 6,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,,MS,,,,,,,,ALTPARTALTACH,N,,10¶ |
| Category Set G | 7,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,,,,HOMELSENRL,,,,,,MEDEXEMPT,N,,10¶ |
| Category Set H | 8,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,,,,,FCS,,,,,MEDEXEMPT,N,,10¶ |
| Category Set I | 9,80,01,00613EUPHORIA,000506,STUPARTRLA,03,,,,,,,,,MILCNCTD,,,,MEDEXEMPT,N,,10¶ |
| Subtotal 1 | 14,80,01,00614FEDERAL,000282,STUPARTRLA,05,,,,,,,,,,,,,NPART,Y,,10¶ |



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1. 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-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)