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U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS212 - Comprehensive Support and Targeted Support Identification File Specifications** |
| **SY 2021-22** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS212 - Comprehensive Support and Targeted Support Identification File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change**  |
| 1.0 – 17.0 | February 2020 | Versions 1.0 through 17.0 are used to build files for school years prior to SY 2021-22. |
| 18.0 | August 2021 | Updated for SY 2021-22:* Table 2.2-1: Revised reporting requirements for Education units not reported, Zero counts and Missing
* Sections 2.4 and 4.2:
	+ Added new permitted value “USETH Underserved Race/Ethnicity” and “MISSING Missing” permitted value to category Target Identification Subgroups
	+ Added “MISSING Missing” permitted value to category Comprehensive Support Identification Type
	+ Revised definition for category Target Identification Subgroups
	+ Added comments regarding use of racial permitted values to relevant permitted values in category Target Identification Subgroups
* Section 2.5: Added new Q&As *In what order should FS212 and FS206 be submitted?* and *Which racial permitted values should be used for the category Targeted Identification Subgroups?* Revised reporting guidelines for all other questions
 |
| 18.1 | January 2022 | * Section 2.4: In category Target Identification Subgroups, in the comment for permitted value MNP, removed references to “MNH” and “MOPI” since they are not applicable for the category
 |

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](https://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

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

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

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

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](https://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 the following ED*Facts* Data Groups:

**Table 1.0-1: ED*Facts* Data Groups**

|  |  |  |
| --- | --- | --- |
| Data Group Name | DG | Definition |
| Comprehensive support identification table | 866 | The reasons for identification for comprehensive support and improvement (CSI). |
| Targeted support identification table | 867 | The reasons for identification for targeted support and improvement (TSI).[[1]](#footnote-2) |

The data collected using this file specification are required by the Elementary and Secondary Education Act (ESEA), as amended. Each state is required to include all public schools in its statewide system of annual meaningful differentiation. These data will be used in the Consolidated State Performance Report.

The ED data stewarding office/s for this file: OESE/SSA.

# 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 FS was not collected for SY 2020-21 because of waivers in response to COVID-19.

There have been changes to this file specification that resulted in changes to the record layouts. The changes are:

* Added new permitted value “USETH Underserved Race/Ethnicity” and “MISSING Missing” permitted value to category Target Identification Subgroups
* Added “MISSING Missing” permitted value to category Target Identification Subgroup
* Revised definition for category Target Identification Subgroups

## 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 |  |  | School Year - Any 12-month period |
| Education units included |  |  | Schools that were reported this school year as one or more of the following:* Comprehensive Support and Improvement
* Targeted Support and Improvement
* Additional Targeted Support and Improvement
 |
| Education units not reported |  |  | Schools that were NOT reported this school year as any of the following: * Comprehensive Support and Improvement
* Targeted Support and Improvement
* Additional Targeted Support and Improvement

Schools that were reported in the Exit status for either of the following:* Comprehensive Support and Improvement – Exit Status
* Additional Targeted Support and Improvement – Exit Status

***Revised!*** |
| Type of count |  |  |  |
| Zero counts |  |  | Records are only required for reasons that apply. Records are not required for reasons that do not apply.***Revised!*** |
| Zero exceptions orNot applicable |  |  |  |
| Missing |  |  | If the identification reason is missing, report the school using missing (MISSING) for the Identification Type and using reason applies (RESNAPPLYYES) for Reason Applicability.Also, include in the explanation field why the identification type is not available.***Revised!*** |
| Related metadata survey |  |  |  |

## Required Categories and Totals

The tables below list the combinations of the categories that are expected to be submitted for each school that should be included in the file.

* An “X” in the column indicates that the column must be populated when reporting that particular category.
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

If a school was reported in FS 206 as “Comprehensive Support and Improvement,” then report DG 866 as follows:

**Table 2.3–1: 866 - Comprehensive Support Identification Table Required Categories and Totals**

| **Category Set** | **Table Name** | **Comprehensive Support Identification Type** | **Reason Applicability** | **Comments** |
| --- | --- | --- | --- | --- |
| **Category Set A** | **CSIREASONS** | X | X | Comprehensive Support Identification Type by Reason Applicability  |

If a school was reported in FS 206 as “Targeted Support and Improvement” or “Additional Targeted Support and Improvement[[2]](#footnote-3),” then report DG 867 as follows:

**Table 2.3–2: 867 - Targeted Support Identification Table Required Categories and Totals**

| **Category Set** | **Table Name** | **Target Identification Subgroups** | **Reason Applicability** | **Comments** |
| --- | --- | --- | --- | --- |
| **Category Set A** | **TSIREASONS** | X | X | Target Identification Subgroups by Reason Applicability |

## Categories and Permitted Values

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

**DG866 - Comprehensive support identification table:**

**Reason Applicability**

An indication of whether a reason applies.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| RESNAPPLYES | Reason applies |  |
| RESNAPPLNO | Reason does not apply | Not required – See core requirement table***New!*** |

**Comprehensive Support Identification Type**

The reasons for identification as a comprehensive support or improvement schools.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| CSILOWPERF | Lowest-performing school |  |
| CSILOWGR | Low graduation rate high school |  |
| CSIOTHER | Additional targeted school not exiting such status |  |
| MISSING***New!*** | Missing | Use when data are not available by this category. |

**DG867 - Targeted support identification table:**

**Reason Applicability**

An indication of whether a reason applies.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| RESNAPPLYES | Reason applies |  |
| RESNAPPLNO | Reason does not apply | Not required – See core requirement table***New!*** |

**Target Identification Subgroups**

***Revised!*** The reasons for identification as targeted support or improvement schools.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| ECODIS | Economically Disadvantaged (ED) Students |  |
| WDIS | Children with one or more disabilities (IDEA) |  |
| LEP | English learners |  |
| MAN | American Indian \ Alaska Native \ Native American |  |
| MA | Asian | Do not use with Asian \ Pacific Islander (MAP)***New!*** |
| MF | Filipino |  |
| MAP | Asian \ Pacific Islander | Do not use with Asian (MA) or Native Hawaiian \ other Pacific Islander \ Pacific Islander (MNP)***New!*** |
| MB | Black (not Hispanic) African American |  |
| MHN | Hispanic (not Puerto Rican) | Do not use with Hispanic\Latino (MHL). Use with Puerto Rican (MPR)***New!*** |
| MHL | Hispanic \ Latino | Do not use with Hispanic (not Puerto Rican) (MHN) or Puerto Rican (MPR)***New!*** |
| MM | Multicultural \ Multiethnic \ Multiracial \ other |  |
| MNP | Native Hawaiian \ other Pacific Islander \ Pacific Islander | Do not use with Asian \ Pacific Islander (MAP).***Revised!*** |
| MPR | Puerto Rican | Do not use with Hispanic\Latino (MHL). Use with Hispanic (not Puerto Rican) (MHN).***New!*** |
| MW | White (not Hispanic) \ Caucasian |  |
| USETH***New!*** | Underserved Race/Ethnicity |  |
| MISSING***New!*** | Missing |  |

## *Revised!* Data Reporting Guidelines

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

***New!* In what order should FS212 and FS206 be submitted?**

FS212 should be submitted first, then FS206, to ensure that ESS submission edit S206-R02 will execute, identifying discrepancies between the permitted values submitted in the two files.

***Revised!*****Which schools should be included in DG 867 (Targeted support identification table)?**

For purposes of reporting in this file, include in DG 867 schools that are identified for targeted support and improvement, either for consistently underperforming subgroups (referred to as Targeted Support and Improvement (TSI)) and/or Additional Targeted Support and Improvement (ATSI {ADDLTSI}) in FS 206. That is, report in this file under DG 867 schools reported in FS206 with the permitted value abbreviations TSI and/or ADDLTSI.

**How should data be reported when a school has more than one reason for identification?**

Report all reasons for identification. Include each reason in a separate row in the file.

***Revised!*****How should reasons for identification be reported for a school if the school is identified for both Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) or both Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI {ADDLTSI})?**

Report the reasons for identification in both DG 866 (Comprehensive support identification table) and DG 867 (Targeted support identification table). For example, a school could be identified for CSI based on overall performance and could simultaneously be identified for ATSI {ADDLTSI} based on the performance of subgroup A. In that case, the reasons for both designations should be reported for the school.

***Revised!* How should a school reported as in exit status in FS206 be reported in this file if the school also is identified in another status?**

A school reported as in exit status in FS206 should be reported in this file only if the school also is identified in another status. For example, a school that is in CSI exit status but newly identified for TSI would be included in this file for its TSI status only. A school that is reported in an exit status in FS 206 and has not been identified for any other status should not be included in this file.

***Revised!* What if data on identification reasons is missing?**

A state is expected to submit a reason for identification for all public schools reported in FS206 with an accountability status of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ADDLTSI). If a state reports a missing reason for identification for any school, the state should:

* include a data note in the State Submission Plan (SSP) indicating that some schools are missing a reason for identification.
* include a record for each school missing the identification reason using the “Missing” permitted value for the Comprehensive Support Identification Type or Target Identification Subgroups category and “Reason applies” permitted value for the Reason Applicability category. Describe the circumstances that resulted in the data not being available in the explanation field.

The missing identification reason should only be used in the rare instance that the state was unable to obtain the identification reason for the school due to extenuating circumstances.

***Revised!* The file includes the permitted value “reason does not apply.” Are records for reasons that do not apply required?**

No. This file is designed differently than other status files. For this file, each reason for identification is a separate row in the file. That row includes three fields to report the reason:

* Table Name – This field is used to identify whether the reason is for identification as comprehensive support and improvement or as targeted or additional targeted support and improvement.
* Reason – This field is either the Comprehensive Support Identification Type or the Target Identification Subgroups
* Reason applicability – This field confirms that the reason applies to the school using the permitted value Reason Applies.

***New!*  Which racial permitted values should be used for the category Targeted Identification Subgroups?**

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.

## 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:* SCH for a school level
 | 3 |
| filename | **CSITSIRSN** | 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.  | **SCHOOL CSI TSI REASON** |
| 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.  | **2021-2022**OR**2021 2022** |
| Filler | 127 | 213 | String | M | Leave filler field blank. |   |
| Carriage Return / Line Feed (CRLF) | 340 | 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 CSI TSI REASON,15,euschCSITSIRSNv000001.csv,characters to identify file,2021-2022,¶ |

## 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 data element cannot be updated through this file. |  |
| **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.  |  |
| Table Name | 49 | 20 | String | M | For DG 866 - See Table 2.3–1: Comprehensive Support Identification Table Required Categories and Totals For DG 867 – See Table 2.3–2: Targeted Support Identification Table Required Categories and Totals | **CSIREASONS****TSIREASONS** |
| Comprehensive Support Identification Type | 69 | 15 | String | A | The reasons for identification as a comprehensive support or improvement schools. | When reporting for DG867, leave blank**CSILOWPERF** – Lowest-performing school**CSILOWGR** – Low graduation rate high school**CSIOTHER** – Additional targeted school not exiting such status**MISSING*****Revised!***  |
| Target Identification Subgroups | 84 | 15 | String | A | The reasons for identification as targeted support or improvement schools.***Revised!*** | When reporting for DG866, leave blank**ECODIS** – Economically Disadvantaged (ED) Students**WDIS** – Children with one or more disabilities (IDEA)**LEP** – English learners**MAN** – American Indian \ Alaska Native \ Native American**MA** – Asian**MF** – Filipino**MAP** – Asian \ Pacific Islander**MB** – Black (not Hispanic) African American**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**USETH** – Underserved Race/Ethnicity**MISSING*****Revised!*** |
| Filler | 99 | 1 | String | M | Leave filler field blank. |  |
| Explanation | 100 | 200 | String | O | Text field for state use. |  |
| Reason Applicability | 300 | 15 | String | M | An indication of whether a reason applies. | **RESNAPPLYES** – Reason applies**RESNAPPLNO** – Reason does not apply - Optional |
| Carriage Return / Line Feed (CRLF) | 315 | 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 tables 2.3-1 and 2.3-2.

**Table 4.2–2: Data Record Examples**

|  |  |
| --- | --- |
| **Aggregation**  | **Example** |
| Format | File Record Number,State Code,State Agency Number,LEA Identifier (State),School Identifier (State),Table Name,Comprehensive Support Identification Type,Target Identification Subgroups,,Explanation,Reason Applicability,Carriage Return / Line Feed (CRLF) |
| Comprehensive support identification table (DG866) – CSI school because of lowest-performing school | 1,80,01,00613EUPHORIA,00000000000000000506,CSIREASONS,CSILOWPERF,,,,RESNAPPLYES¶ |
| Targeted support identification table (DG867) – TSI school because of performance of Economically Disadvantaged (ED) Students | 2,80,01,00613EUPHORIA,00000000000000000506,TSIREASONS,,ECODIS,,,RESNAPPLYES¶ |



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1. DG 867 includes schools identified for TSI and/or Additional Targeted Support and Improvement (ATSI {ADDLTSI}) in FS 206. See the guidance in section 2.5 below for important, additional information. [↑](#footnote-ref-2)
2. DG 867 includes schools identified for TSI and/or ATSI {ADDLTSI} in FS 206. See the guidance in section 2.5 below for important, additional information. [↑](#footnote-ref-3)