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**U.S. DEPARTMENT OF EDUCATION**

ED*Facts* Submission System

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| **FS212 - Identification School Support and Improvement File Specifications** |
| **SY 2022-23** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

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

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change**  |
| 1.0 – 18.0 | February 2020 | Versions 1.0 through 18.0 are used to build files for school years prior to SY 2022-23. |
| 19.0 | December 2022 | Updated for SY 2022-23:* Changed file specification name
* Section 1.0: updated for new DG888, and for DG866 and DG867 name changes
* Table 2.3-1: updated DG866 name and removed the Table Name column, which contained duplication; table name now displayed prior to Table 2.3-1
* Table 2.3-2: updated DG867 name and removed the Table Name column, which contained duplication; table name now displayed prior to Table 2.3-1
* Table 2.3-3: created for new DG888
* Section 2.4: updated for new DG888 and for DG866 and DG867 name changes, and other permitted value changes
* Section 2.5: reporting guidelines updated to align with new and revised data groups
* Table 4.2-1 and 4.2-2: updated for new DG888 and for DG866 and DG867 name changes, and other permitted value changes
* Tables 4.1-1 and 4.2-1: Type changed from Number to Integer
 |
| 19.1 | January 2023 | * Section 2.5: removal of Q&A for which schools should be included; parts of the guidance were inaccurate
 |
| 19.2 | January 2023 | * Section 2.4, Table 4.2-1:
	+ correction to permitted value description for CSIOTHER for category “Comprehensive Support Type”
	+ correction to description for category “Identification Subgroups”
 |

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- submission lifecycle of that data. The inventory describes each business rule, including the EDPass rule ID, legacy rule ID, rule objective, error message, failure classification, definition, rule logic, file specifications and the data group 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 6/30/2025). ED*Facts* is a centralized data collection system used by the National Center for Education Statistics and grant making offices across the U.S. Department of Education (ED) to gather survey and administrative data. Data are reported by State Education Agencies (SEAs) and include data at the SEA, local education agency (LEA), and/or school level.

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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 and improvement identification table***Revised!*** | 866 | The reasons for identification for comprehensive support and improvement (CSI). |
| Targeted support and improvement identification table***Revised!*** | 867 | The reasons for identification for targeted support and improvement (TSI). |
| Additional targeted support and improvement identification table***New!*** | 888 | The reasons for identification for additional targeted support and improvement (ATSI). |

***Revised!*** 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 used to identify schools. 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 2020-21 File Specifications

Revised FS name to reflect the data collected.

Added new data group for collection of identification for Additional Targeted Support and Improvement (ATSI).

Changed the name of the category "Target Identification Subgroups" to "Identification Subgroups" because it is used for both TSI and ATSI. In addition, added option for three state defined subgroups to the category "Identification Subgroups." Removed permitted value “Underserved Race/Ethnicity.” (States that previously used that permitted values should now use one of the state-defined subgroups as the permitted value for the subgroup.)

Added the permitted value of CSI school not exiting such status for reporting DG866 Comprehensive Support and Improvement (CSI) identification.

## 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
 |
| Type of count |  |  |  |
| Zero counts |  |  | Records are only required for reasons that apply. Records are not required for reasons that do not apply. |
| 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. |
| 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.

***Revised!*** If a school was reported in FS 206 as “Comprehensive Support and Improvement,” then report DG 866 as follows, using the table name CSIREASONS:

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

| **Category Set** | **Comprehensive Support and Improvement Type** | **Reason Applicability** | **Comments** |
| --- | --- | --- | --- |
| **Category Set A** | X | X | Comprehensive Support and Improvement Type by Reason Applicability ***Revised!*** |

***Revised!*** If a school was reported in FS 206 as “Targeted Support and Improvement,” then report DG 867 as follows, using the table name TSIREASONS:

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

| **Category Set** | **Identification Subgroups** | **Reason Applicability** | **Comments** |
| --- | --- | --- | --- |
| **Category Set A** | X | X | Identification Subgroups by Reason Applicability***Revised!*** |

***New!*** If a school was reported in FS 206 as “Additional Targeted Support and Improvement,” then report DG 888 as follows, using the table name ATSIREASONS:

**Table 2.3–3: 888 – Additional Targeted Support and Improvement Identification Table Required Categories and Totals**

| **Category Set** | **Identification Subgroups** | **Reason Applicability** | **Comments** |
| --- | --- | --- | --- |
| **Category Set A** | X | X | Identification Subgroups by Reason Applicability |

## Categories and Permitted Values

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

***Revised!* DG866 - Comprehensive support and improvement identification table:**

**Reason Applicability**

An indication of whether a reason applies.

| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| --- | --- | --- |
| RESNAPPLYES | Reason applies |  |

**Comprehensive Support and Improvement Type**

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

| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| --- | --- | --- |
| CSILOWPERF | Lowest-performing school |  |
| CSILOWGR | Low graduation rate high school |  |
| CSINOTEXIT***New!*** | CSI school not exiting such status ***New!*** | Schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) that have not satisfied the statewide exit criteria for such schools within a State-determined number of years and are required to implement more rigorous State-determined action***New!*** |
| CSIOTHER | ATSI school not exiting such status***Revised!*** |  |
| MISSING | Missing | Use when the identification reason(s) for a school is missing  |

***Revised!* DG867 - Targeted support and improvement identification table:**

**Reason Applicability**

An indication of whether a reason applies.

| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| --- | --- | --- |
| RESNAPPLYES | Reason applies |  |

***Revised!*** **Identification Subgroups**

***Revised!*** The reasons for identification as a targeted or additional targeted support or improvement school.

| **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) |
| MF | Filipino |  |
| MAP | Asian \ Pacific Islander | Do not use with Asian (MA) or Native Hawaiian \ other Pacific Islander \ Pacific Islander (MNP) |
| MB | Black (not Hispanic) African American |  |
| MHN | Hispanic (not Puerto Rican) | Do not use with Hispanic\Latino (MHL). Use with Puerto Rican (MPR) |
| MHL | Hispanic \ Latino | Do not use with Hispanic (not Puerto Rican) (MHN) or Puerto Rican (MPR) |
| MM | Multicultural \ Multiethnic \ Multiracial \ other |  |
| MNP | Native Hawaiian \ other Pacific Islander \ Pacific Islander | Do not use with Asian \ Pacific Islander (MAP). |
| MPR | Puerto Rican | Do not use with Hispanic\Latino (MHL). Use with Hispanic (not Puerto Rican) (MHN). |
| MW | White (not Hispanic) \ Caucasian |  |
| STEDFNDSUBGRP1***New!*** | State-defined subgroup 1***New!*** |  |
| STEDFNDSUBGRP2***New!*** | State-defined subgroup 2***New!*** |  |
| STEDFNDSUBGRP3***New!*** | State-defined subgroup 3***New!*** |  |
| MISSING | Missing | Use when the identification reason(s) for a school is missing***New!*** |

***New!* DG888 – Additional targeted support and improvement identification table:**

**Reason Applicability**

An indication of whether a reason applies.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| RESNAPPLYES | Reason applies |  |

**Identification Subgroups**

***Revised!*** The reasons for identification as a targeted or additional targeted support or improvement school.

|  |  |  |
| --- | --- | --- |
| **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) |
| MF | Filipino |  |
| MAP | Asian \ Pacific Islander | Do not use with Asian (MA) or Native Hawaiian \ other Pacific Islander \ Pacific Islander (MNP) |
| MB | Black (not Hispanic) African American |  |
| MHN | Hispanic (not Puerto Rican) | Do not use with Hispanic\Latino (MHL). Use with Puerto Rican (MPR) |
| MHL | Hispanic \ Latino | Do not use with Hispanic (not Puerto Rican) (MHN) or Puerto Rican (MPR) |
| MM | Multicultural \ Multiethnic \ Multiracial \ other |  |
| MNP | Native Hawaiian \ other Pacific Islander \ Pacific Islander | Do not use with Asian \ Pacific Islander (MAP). |
| MPR | Puerto Rican | Do not use with Hispanic\Latino (MHL). Use with Hispanic (not Puerto Rican) (MHN). |
| MW | White (not Hispanic) \ Caucasian |  |
| STEDFNDSUBGRP1 | State-defined subgroup 1 |  |
| STEDFNDSUBGRP2 | State-defined subgroup 2 |  |
| STEDFNDSUBGRP3 | State-defined subgroup 3 |  |
| MISSING | Missing | Use when the identification reason(s) for a school is missing***New!*** |

## Data Reporting Guidelines

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

***New!* Do other files collect related data?**

Yes. FS206 collects school support and improvement statuses.

**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 TSI based on the performance of subgroup A. In that case, the reasons for both designations should be reported for the school.

**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 and Improvement Identification Type, Target Support and Improvement Identification Subgroups category or Additional Target Support and Improvement Identification Subgroup(s) 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 provide the identification reason for the school due to extenuating circumstances.

***Revised!* Which racial permitted values should be used for the categories Targeted Support and Improvement and Additional Targeted Support and Improvement Identification Subgroups?**

A State should use the major racial and ethnic subgroups defined for Title I accountability in the State’s ESEA consolidated State plan for the reporting year.

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.

***New!* Which permitted values does a State use for state-defined subgroups (Accountability)?**

If a state has defined for Title I accountability in the State’s ESEA consolidated State plan for the reporting year one or more subgroups other than economically disadvantaged students, children with disabilities, English learners, or major racial and ethnic groups for which there are permitted values, the state reports for the additional subgroups. A state may report data for up to three state-defined subgroups. In the ESEA Title I Accountability Metadata Survey (Accountability Metadata), the state will have provide the name for each measure and the type of scale used for each measure

As, applicable, a state reports the data for the first its state-defined subgroup 1 as for the “SDS1" and data for other state-defined subgroups for “SDS2” and “SDS1”. For example, if a state has defined a first additional subgroup as low-achieving subgroup and a second additional subgroup as a combined subgroup of the three lowest achieving racial/ethnic subgroups in the state, the state will report data for the low-achieving subgroup as “SDS1" and for the combined subgroup as “SDS2” across all applicable EDFacts files (i.e., FS 199, FS 200, FS 201, FS 202, FS 212).

## 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 | Integer***Revised!*** | 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.  | **2022-2023**OR**2022 2023** |
| 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,2022-2023,¶ |

## 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 | Integer***Revised!*** | 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 technical name in Section 2.3 Required Categories and TotalsFor DG 867 – See technical name in Section 2.3 Required Categories and TotalsFor DG 888 – See technical name in Section 2.3 Required Categories and Totals***Revised!*** | **CSIREASONS****TSIREASONS****ATSIREASONS*****New!*** |
| Comprehensive Support and Improvement Type***Revised!*** | 69 | 15 | String | A | The reasons for identification as a comprehensive support and improvement schools. | When reporting for DG867 or DG888, leave blank**CSILOWPERF** – Lowest-performing school**CSILOWGR** – Low graduation rate high school**CSINOTEXIT** – CSI school not exiting such status**CSIOTHER** – ATSI school not exiting such status**MISSING*****Revised!*** |
| Identification Subgroups***Revised!*** | 84 | 15 | String | A | The reasons for identification as a targeted or additional targeted support or improvement school.***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**STEDFNDSUBGRP1** – State-defined subgroup 1**STEDFNDSUBGRP2** – State-defined subgroup 2**STEDFNDSUBGRP3** – State-defined subgroup 2**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***Revised!*** |
| 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 and Improvement Identification Type,Identification Subgroups,,Explanation,Reason Applicability,Carriage Return / Line Feed (CRLF)***Revised!*** |
| Comprehensive support and improvement identification table (DG866) – CSI school because of lowest-performing school***Revised!*** | 1,80,01,00613EUPHORIA,00000000000000000506,CSIREASONS,CSILOWPERF,,,,RESNAPPLYES¶ |
| Targeted support and improvement identification table (DG867) – TSI school because of performance of Economically Disadvantaged (ED) Students***Revised!*** | 2,80,01,00613EUPHORIA,00000000000000000506,TSIREASONS,,ECODIS,,,RESNAPPLYES¶ |
| Additional targeted support and improvement identificaton table (DG 888) – ATSI school because of performance of Economically Disadvantaged (ED) Students***New!*** | 3,80,01,00613EUPHORIA,00000000000000000506,ATSIREASONS,,ECODIS,,,RESNAPPLYES¶ |



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