

**U.S. Department of Education**

**ED*Facts* Data Documentation**

**State Assessments in Mathematics and Reading/Language Arts**

**School Year 2016-17**

**September 2018**

**U.S. Department of Education**

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DOCUMENT CONTROL

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# Introduction

## Purpose

The purpose of this document is to provide information necessary to appropriately use school and district level data files on state assessment results from ED*Facts*. It contains information that is crucial to take into consideration prior to conducting any analyses on the data.

***Note:*** *Beginning with the release of the SY 2016-17 Assessment LEA and School public data files, data notes have been separated from the data documentation to improve usage. For more information, please see Question #7 in the Guidance for Using the Data – Frequently Asked Questions section of this document.*

## ED*Facts* Background

ED*Facts* is a Department of Education (ED) initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision making to improve outcomes for students. ED*Facts* centralizes data provided by the state education agencies (SEAs) at the SEA, local education agency (LEA), and school levels, and provides the Department with the ability to easily analyze and report the data. Since its inception in 2004, this initiative has reduced reporting burden for SEAs and local data producers, and has streamlined elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels.

It is imperative for users to understand that this file reflects data as reported by state education agencies to ED*Facts*. ED has conducted various data quality checks, resulting in communication with states to verify the data or, in some cases, the resubmission of the entire file. Data anomalies, however, may still be present within the file. If you have any comments or suggestions about this document or the data files, we would like to hear from you. See the Frequently Asked Questions section for information about submitting a question or comment. All data in ED*Facts* are organized into data groups and reported to ED by SEAs using defined file specifications. The data on student achievement and participation in reading/language arts and mathematics are organized into the following four data groups:

Table 1. ED*Facts* Achievement and Participation File Specifications and Data Groups

| **File Specification**  | **Data Group** | **Data Group Name** | **Data Group Definition** |
| --- | --- | --- | --- |
| FS175 | DG583 | Academic Achievement in Mathematics | The unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned. |
| FS178 | DG584 | Academic Achievement in Reading/Language Arts  | The unduplicated number of students who completed the state assessment in reading/language arts for whom a proficiency level was assigned. |
| FS185 | DG588 | Assessment Participation in Mathematics  | The unduplicated number of students who were enrolled during the period of the state assessment in mathematics. |
| FS188 | DG589 | Assessment Participation in Reading/Language Arts  | The unduplicated number of students who were enrolled during the period of the state assessment in reading/language arts.  |

In the academic achievement data (Mathematics FS175/ DG583 and Reading/Language Arts FS178/ DG584), states provide the count of students taking each type of assessment and scoring in each performance level by subject, grade, and full academic year status. In the assessment participation data (Mathematics FS185/ DG588 and Reading/Language Arts FS188/ DG589), states provide the count of students who were enrolled during the state assessment testing window, by whether the students participated or did not participate in the state assessment by subject, grade, and full academic year status. Both achievement and participation data are reported in the following subgroups, as required by law:

* Major Racial and Ethnic Groups
* Sex
* Disability Status
* LEP Status
* Economically Disadvantaged Status
* Migrant Status
* Homeless Enrolled Status

Beginning in the SY 2011-2012 reporting year, data are reported to ED*Facts* by assessment administered, as well as, by the individual performance levels established by each state that are applicable to each assessment type.

Please visit [www.ed.gov/edfacts](http://www.ed.gov/edfacts) to access the file specifications.

## Education Levels Reported and Identification Numbers

States submit data at three education levels: state, LEA (includes school districts), and school.

Each LEA is assigned a 7-digit ID by the National Center for Education Statistics (NCES) called the NCES LEA Identification Number. The first two digits make up a unique state ID called the American National Standards Institute (ANSI) state code and the last five digits are unique within that state for the LEA. Each school is also assigned a unique ID by NCES. The school IDs are 12 digits. The first seven digits make up the NCES LEA Identification Number for the LEA that the school belongs to and the remaining five digits are unique to that school within the LEA but those five digits may not be unique within the state.

Beginning in SY 2016-17, the ST\_LEAID and ST\_SCHID fields used in Common Core of Data (CCD) files have been added to the LEA and School level Assessment files to improve identification of districts and schools within states and connection to other CCD data files. The structure of the identification numbers are:

* ST\_LEAID: “Two-digit state abbreviation” - “State-assigned LEA ID”
* ST\_SCHID: “Two-digit state abbreviation” - “State-assigned LEA ID” – “State-assigned School ID”

## Date of the Data

The files contain data that are current as of April 11, 2018. April 11, 2018 was the deadline for the final data submission period of the SY 2016-17 Consolidated State Performance Report (CSPR). Appendix A includes a table showing the date of the last LEA and school level submissions for each state at the April 11, 2018 date.

## Privacy Protections Used

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps are taken to ensure someone cannot ascertain a student’s individual identity (i.e. the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students listed in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. In order to protect students’ privacy, the Department applied a combination of disclosure avoidance techniques, including suppressing data for very small groups of students, and a modest “blurring” (described below) of the data reported for all other students. Together, these steps protect the information of all students by preventing someone from determining with any reasonable certainty how a specific student performed on the assessments.

The process by which the privacy protections were applied to the Public Use file is described below.

Step One: Protection of Data for Small Groups

Because it is often easy to identify specific individuals when data are presented for small numbers of students, the Department has suppressed all cells with 1-5 students. These suppressions are identified by ‘PS’.

Step Two: Blurring of Data for Medium-sized Groups

To further protect the privacy of students, and to prevent any data suppressed in Step One from being recalculated by subtracting other reported groups data from the reported totals, the Department has reported the percent proficient and percent participation for all medium-sized groups as a range (e.g., <20% or 70-74%).

The magnitude of the reported ranges is determined by the size of the group whose data are being reported. For example, cells with the fewest students (6-15) are reported with the widest ranges (e.g., <50% or ≥50%). As the number of students reported increases, the magnitude of the range decreases, until there are more than 300 students in a cell, at which point the percent proficient and percent participation are reported as a whole number. The ranges used for varying sized groups are presented below in Table 2 and an illustration of the privacy protection is displayed in Table 3.

Table 2. Ranges Used for Reporting Percent Proficient and Percent Participation

| **Number of Students Reported in the Cell** | **Ranges Used for Reporting the Percent Proficient and Percent Participation for that Group** |
| --- | --- |
| 6-15 | <50%, ≥50% |
| 16-30 | ≤20%, 21-39%, 40-59%, 60-79% ≥80% |
| 31-60 | ≤10%, 11-19%, 20-29%, 30-39%, 40-49%, 50-59%, 60-69%, 70-79%, 80-89%, ≥90% |
| 61-300 | ≤5%, 6-9%, 10-14%, 15-19%, 20-24%, 24-29%, 30-34%, 35-39%, 40-44%, 45-49%, 50-54%, 55-59%, 60-64%, 65-69%, 70-74%, 75-79%, 80-84%, 85-89%, 90-94%, ≥95% |
| More than 300 | ≤1%, 2%, 3%, . . . , 98%, ≥99% |

Identification of specific individuals within the “All Students, All Grades” category is especially difficult. Therefore, the percent proficient and percent participation for that group is reported as a whole number whenever there are more than 200 students, rather than 300 students.

However, ED has determined that this results in an increased risk of disclosure in districts with only two schools where one school has a very small student population (n≤ 6) and the other school has a student population between 200 and 300 students. In order to mitigate disclosure risks, ED has implemented an additional privacy protection routine that removes whole number reporting for “All Students” in the larger school within these districts. As a result the reported percent proficient and percent participation for the larger school, which has between 200 and 300 students, will not be a whole number percentage. Instead it will be presented as a 5 percent point range (i.e., 50-54% instead of 52%).

### Interpreting Symbols in the Files

For rates that are privacy protected, some of the privacy protections use the following symbols and translations:

* Greater than or equal to = ≥ = GE
* Less than or equal to = ≤ = LE
* Greater than = > = GT
* Less than = < = LT
* Data suppressed to protect student privacy = PS

For example, a graduation rate in the data file displaying “GE50” means the rate for that particular subgroup is “greater than or equal to 50%.” See table below for additional explanation of the way privacy protection for various student counts are applied.

#### Interpreting Zeroes and Blank Cells

A "." or blank cell indicates that no data were reported for a particular grade/subgroup combination. LEAs and schools are required to report non-zero data (counts of one student or more) but are not required to submit a "zero students" value for each possible combination of the data. Some LEAs and schools report zeroes and some do not. Since LEAs and schools are not required to report zeroes, one cannot infer a meaningful difference between a reported zero count and a blank or "." cell. Furthermore, there is no meaningful difference between a "." and a blank. When the files are created, some of the cells are read as numeric data and some are read as character data. This causes each cell to show as either a "." or blank.

If an education unit actually did report zero students for a particular grade/subgroup combination, then an "n/a" value will appear for the rate for that grade/subgroup combination.

Table 3. Illustration of Privacy Protections

|  | **3th Grade** | **3th Grade** | **4th Grade** | **4th Grade** | **5th Grade** | **5th Grade** | **All Grades** | **All Grades** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Number Students** | **Percent Proficient** | **Number Students** | **Percent Proficient** | **Number Students** | **Percent Proficient** | **Number Students** | **Percent Proficient** |
| American Indian | . | . | . | . | . | . | . | . |
| Asian | . | . | . | . | 1 | PS(100%) | 1 | PS(100%) |
| Black | 78 | 75-79%(79%) | 100 | 75-79%(76%) | 101 | 85-89%(89%) | 279 | 80-84%(82%) |
| Hispanic | . | . | . | . | . | . | . | . |
| White | 5 | PS(80%) | 8 | ≥50%(100%) | 6 | ≥50%(83%) | 19 | ≥80%(89%) |
| Two or More Races | . | . | . | . | . | . | . | . |
| AllStudents | 83 | 80-84%(80%) | 108 | 75-79%(78%) | 108 | 85-89%(89%) | 299 | 82%(82%) |

Notes: “PS”indicates that the percent proficient has been suppressed to protect student privacy.Parenthesized numbers in italics represent the actual percent proficient of the subgroup and are included solely for illustration purposes and are not reported in the data release.

# Description of the Data

## Academic Achievement Data

States are required to report achievement data on state assessments to ED under Title I, Part A of the *Elementary and Secondary Education Act* (ESEA). Student performance on state assessments is measured by assessing students against state content standards. Students are assessed annually in third through eighth grade and at least once in high school. The data are aggregated for all students and by the various subgroups. Data are typically presented as “the percent of students proficient or above on the state assessment,” with “proficient or above” defined as the number of students achieving at the “proficient” or “advanced” levels, as defined by each SEA.

SEAs are required to complete an assessment metadata survey annually via E*MAPS* to define these proficient levels as well as other assessment metadata. The survey collects and stores information necessary to interpret the information received in academic achievement and assessment participation files. States provide the following information through their E*MAPS* Assessment Metadata Survey:

* Information on which circumstances students with disabilities may not take assessments, including whether states allow for medical exemptions for all students.
* Information on which assessment types, by grade and performance level, states implement to meet the assessment requirements under Section 1111(b)(3) of ESEA and at which performance level students are proficient.
* Information on whether state assessments changed between the current school year and prior school year.

The information provided through the E*MAPS* Assessment Metadata Survey must align exactly with the data provided through in the Academic Achievement in Mathematics and Academic Achievement in Reading/Language Arts in order to accurately interpret the data and calculate the percentage of students considered proficient.

For reporting purposes, states provide the counts of students by academic subject, by assessment type, by grade level, and by performance level for all students and the various subgroups. See Table 5 below for a list and description of the assessment types reported in Academic Achievement in Mathematics and Academic Achievement in Reading/Language Arts.

Table 4. Assessment Types and Definitions

| **Assessment Type** | **Definition of Assessment** |
| --- | --- |
| Regular assessments based on grade-level achievement standards without accommodations (REGASSWOACC) | 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 111(b)(3). |
| Regular assessments based on grade-level achievement standards with accommodations (REGASSWACC) | 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)(3). |
| Alternate assessments based on grade-level achievement standards (ALTASSGRADELVL) | A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State’s regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of 34 CFR §200.6, even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in SY 2007-08, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B). |
| Alternate assessments based on modified achievement standards (ALTASSMODACH) | A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP. See 34 CFR §200.1(e).  |
| Alternate assessments based on alternate achievement standards (ALTASSALTACH) | 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). |

The total number of students across all performance levels across all assessment types equals the total number of students who completed the state assessment and for whom a proficiency level was assigned. This is the denominator in our calculation of percent proficient and is represented in the “numvalid” fields of the data files.

The numerator is comprised of the number of students assigned to performance levels designated by the state to be at or above grade-level proficiency across all assessment types.

The reporting period is the testing window defined by the state. For most states the testing window represents a period in the spring of each school year. A few states utilize a testing window in the fall.

## Assessment Participation Data

In addition to achievement, states are required to report assessment participation data to ED under Title I, Part A of the Elementary and Secondary Education Act (ESEA). Participation data are reported on third through eighth grade and at least once in high school, and the data are disaggregated by various subgroups. Data are typically presented as the “percent of students who participated in the state assessment.”

For reporting purposes, states provide the counts of students by academic subject, by grade level, and by participation status for all students and the various subgroups. See Table 6 for a list of the participation statuses reported in File Specifications 185 and 188.

Table 5. Participation Statuses and Definitions

| **Participation Status** | **Definition of Participation Status** |
| --- | --- |
| Participated – Regular assessment based on grade-level achievement standards without accommodations (REGPARTWOACC) | 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 111(b)(3). |
| Participated – Regular assessments based on grade-level achievement standards with accommodations (REGPARTWACC) | 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)(3). |
| Participated – Alternate assessments based on grade-level achievement standards (ALTPARTGRADELVL) | A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State’s regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of 34 CFR §200.6, even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in SY 2007-08, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B). |
| Participated – Alternate assessments based on modified achievement standards (ALTPARTMODACH) | A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP. See 34 CFR §200.1(e).  |
| Participated – Alternate assessments based on alternate achievement standards (ALTPARTALTACH) | 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). |
| Participated – English language proficiency assessment (PARTELP) | May be taken LEP students who have been in the U.S. less than 12 months in lieu of the reading/language arts assessment.Note: This status is only for the reading/language arts assessment and only when the state allows LEP students who have been in the U.S. less than 12 months to take an English language proficiency assessment in lieu of the reading/language arts assessment. |
| Medical exemption (MEDEXEMPT) | 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. |
| Did not participate (NPART) |  |

The total number of students across all participation statuses (excluding medical exemption) equals the total number of students who were enrolled during the period of the state assessment. This is the denominator in our calculation of percent participation.

The numerator is comprised of the number of students who participated in an assessment and is represented in the “numpart” fields of the data files.

The reporting period is the testing window defined by the state. For most states the testing window represents a period in the spring of each school year. A few states utilize a testing window in the fall.

# File Structure

## Variable Naming Convention

Variable names within the file are organized using the abbreviations listed below in the following structure:

 [SUBGROUP]\_[SUBJECT][GRADE][METRIC]\_SCHOOL YEAR

**[SUBGROUP]:** Data are presented in the file for each of the subgroups in the following format (please see Appendix D - Major Racial and Ethnic Groups and Special Populations Subgroups for more information on ‘major racial and ethnic groups’):

Table 6. Subgroups Abbreviations

| **Abbreviation** | **Meaning** |
| --- | --- |
| ALL | All students in the school |
| MAM | American Indian/Alaska Native students |
| MAS | Asian/Pacific Islander students |
| MHI | Hispanic students |
| MBL | Black students |
| MWH | White students |
| MTR | Two or More Races |
| CWD | Children with disabilities (IDEA) |
| ECD | Economically disadvantaged students |
| LEP | Limited English proficient students |
| F | Female students |
| M | Male students |
| HOM | Homeless enrolled students |
| MIG | Migrant students |

**[SUBJECT]:** Data within each file are specific to only one subject. Across all available files there are two possible subjects:

| **Abbreviation** | **Meaning** |
| --- | --- |
| MTH | Mathematics |
| RLA | Reading/Language Arts |

**[GRADE]:** Data are presented in the file for each of the following grades:

Table 7. Grade Level Abbreviations

| **Abbreviation** | **Meaning** |
| --- | --- |
| 00 | Results aggregated across all grades |
| 03 | Grade 3 |
| 04 | Grade 4 |
| 05 | Grade 5 |
| 06 | Grade 6 |
| 07 | Grade 7 |
| 08 | Grade 8 |
| HS | Grade(s) assessed in high school |

**[METRIC]:** All data are aggregated by subgroup and grade level. For each combination of subgroup and grade level within the file there are two metrics presented in the assessment achievement files:

Table 8. Achievement Variable Abbreviations

| **Abbreviation** | **Definition** |
| --- | --- |
| numvalid | The number of students who completed the state assessment and for whom a proficiency level was assigned |
| pctprof | The percentage of students scoring at or above the state’s proficiency level on the assessment |

For each combination of subgroup and grade level within the file there are two metrics presented in the assessment participation files:

Table 9. Participation Variable Abbreviations

| **Abbreviation** | **Definition** |
| --- | --- |
| numpart | The number of students who participated in a state assessment |
| pctpart | The percentage of students who participated in a state assessment |

For example:

Table 10. Examples of Variable Names

| **Variable name** | **Definition** |
| --- | --- |
| ALL\_MTH00numvalid\_1213 | The number of all students who completed a state assessment in mathematics and for whom a proficiency level was assigned across all grades in SY 2012-2013 |
| MHI\_RLA08pctprof\_1213 | The percent of Hispanic students scoring at or above proficient on the reading/language arts assessment in the eighth grade in SY 2012-2013 |
| ALL\_MTH00numpart\_1213 | The number of all students participating in the mathematics assessment, across all grades in SY 2012-2013 |
| MHI\_RLA08pctpart\_1213 | The percent of Hispanic students who participated in a reading/language arts assessment in the eighth grade in SY 2012-2013 |

## File Layout

The table layout for the school and district data is identical, with the exception that the district level table does not contain a school name or school NCES ID (NCESSCH). Section 3.1 Variable Naming Convention provides the breakdown of the variable names.

The ## in the tables below indicates grade level: 00 (All Students), 03, 04, 05, 06, 07, 08, HS.

### Academic Achievement Files

Number of variables for each file:

* School – 231
* District – 229

Note: The subject in the variable name will display “MTH” in the mathematics files and “RLA” in the Reading/Language Arts files and the SY will display the school year as “1617” for SY 2016-17 files.

Table 11. Table Layout for Mathematics and Reading/Language Arts Achievement Files

| **Variable Name** | **Type** | **Length** | **Description** |
| --- | --- | --- | --- |
| STNAM | Character | 250 | State Name |
| FIPST[[1]](#footnote-1) | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID[[2]](#footnote-2) | Character | 7 | District NCES ID |
| ST\_LEAID | Character | 35 | Local Education Agency (District) State ID *Assigned by State* |
| LEANM | Character | 60 | District Name  |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| ST\_SCHID | Character | 35 | School State ID (Not in District file)*Assigned by State* |
| DATE\_CUR | Character | 9 | Date of data snapshot (“Data current as of” date) |
| ALL\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Total number of students that completed an assessment and for whom a proficiency level was assigned |
| ALL\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of students in the school that scored at or above proficient |
| MAM\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of Native American students that completed an assessment and for whom a proficiency level was assigned |
| MAM\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of Native American students that scored at or above proficient |
| MAS\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of Asian/Pacific Islander students that completed an assessment and for whom a proficiency level was assigned |
| MAS\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of Asian/Pacific Islander students that scored at or above proficient |
| MBL\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of Black students that completed an assessment and for whom a proficiency level was assigned |
| MBL\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of Black students that scored at or above proficient |
| MHI\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of Hispanic students that completed an assessment and for whom a proficiency level was assigned |
| MHI\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of Hispanic students that scored at or above proficient |
| MTR\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of students with Two or More Races that completed an assessment and for whom a proficiency level was assigned |
| MTR\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of students with Two or More Races that scored at or above proficient |
| MWH\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of White students that completed an assessment and for whom a proficiency level was assigned |
| MWH\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of White students that scored at or above proficient |
| F\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of female students that completed an assessment and for whom a proficiency level was assigned |
| F\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of female students that scored at or above proficient |
| M\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of male students that completed an assessment and for whom a proficiency level was assigned |
| M\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of male students that scored at or above proficient |
| CWD\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of children with disabilities that completed an assessment and for whom a proficiency level was assigned |
| CWD\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of children with disabilities that scored at or above proficient |
| ECD\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of economically disadvantaged students that completed an assessment and for whom a proficiency level was assigned |
| ECD\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of economically disadvantaged students that scored at or above proficient |
| LEP\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of limited English proficient students that completed an assessment and for whom a proficiency level was assigned |
| LEP\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of limited English proficient students that scored at or above proficient |
| HOM\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of homeless students that completed an assessment and for whom a proficiency level was assigned |
| HOM\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of homeless students that scored at or above proficient |
| MIG\_[SUBJECT]##numvalid\_[SY] | Number | 8 | Number of migrant students that completed an assessment and for whom a proficiency level was assigned |
| MIG\_[SUBJECT]##pctprof\_[SY] | Character | 8 | Percentage of migrant students that scored at or above proficient |

### Assessment Participation Files

Number of variables in each file:

* School - 231
* District - 228

Note: The subject in the variable name will display “MTH” in the mathematics files and “RLA” in the Reading/Language Arts files and the SY will display the school year as “1617” for SY 2016-17 files.

Table 13. Table Layout for Mathematics and Reading/Language Arts Participation Files

| **Variable Name** | **Type** | **Length** | **Description** |
| --- | --- | --- | --- |
| STNAM | Character | 250 | State Name |
| FIPST | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID | Character | 7 | District NCES ID |
| ST\_LEAID | Character | 35 | Local Education Agency (District) State ID*Assigned by State* |
| LEANM | Character | 60 | District Name  |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| ST\_SCHID | Character | 35 | School State ID (Not in District file)*Assigned by State* |
| DATE\_CUR | Character | 9 | Date of data snapshot (“Data current as of” date) |
| ALL\_[SUBJECT]##numpart\_[SY] | Number | 8 | Total number of students who participated in an assessment  |
| ALL\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of students in the school who participated in an assessment |
| MAM\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of Native American students who participated in an assessment |
| MAM\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of Native American students who participated in an assessment |
| MAS\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of Asian/Pacific Islander students who participated in an assessment |
| MAS\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of Asian/Pacific Islander students who participated in an assessment |
| MBL\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of Black students who participated in an assessment  |
| MBL\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of Black students who participated in an assessment |
| MHI\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of Hispanic students who participated in an assessment |
| MHI\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of Hispanic students who participated in an assessment  |
| MTR\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of students with Two or More Races who participated in an assessment |
| MTR\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of students with Two or More Races who participated in an assessment  |
| MWH\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of White students who participated in an assessment  |
| MWH\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of White students who participated in an assessment |
| F\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of female students who participated in an assessment  |
| F\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of female students who participated in an assessment  |
| M\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of male students who participated in an assessment  |
| M\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of male students who participated in an assessment |
| CWD\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of children with disabilities (IDEA) who participated in an assessment |
| CWD\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of children with disabilities (IDEA) who participated in an assessment  |
| ECD\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of economically disadvantaged students who participated in an assessment |
| ECD\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of economically disadvantaged students who participated in an assessment |
| LEP\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of limited English proficient students who participated in an assessment |
| LEP\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of limited English proficient students who participated in an assessment |
| HOM\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of homeless enrolled students who participated in an assessment  |
| HOM\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of homeless enrolled students who participated in an assessment  |
| MIG\_[SUBJECT]##numpart\_[SY] | Number | 8 | Number of migrant students who participated in an assessment |
| MIG\_[SUBJECT]##pctpart\_[SY] | Character | 8 | Percentage of migrant students who participated in an assessment  |

# Guidance for Using the Data – Frequently Asked Questions (FAQs)

1. ***Are state assessments comparable?***

State assessments are designed by each state to measure the content the state has determined appropriate for that grade and subject. As a result, both the content on the tests and achievement standards students must meet to be considered “proficient” vary widely across states. Specific proficiency rates for schools in different states should not be considered comparable. Uses of the data to compare achievement across states could be done utilizing a school’s relation to their state mean or to a state target, but should be done with caution. For more information, the National Center for Education Statistics (NCES) has released a series of studies exploring state assessment comparability utilizing the National Assessment of Educational Progress (NAEP).

NCES studies on NAEP and state assessments can be accessed online here: <http://nces.ed.gov/nationsreportcard/studies/statemapping/>

1. ***Are these data comparable from year to year?***

Many states changed their standards and assessments at some point in the process of measuring their students, so it is often not possible to create a trend line that looks at changes in achievement across years, since a change could reflect a change in one or more of several aspects of the state’s assessment system. For example, states may change their academic standards, state-wide assessment, or the cut-points for creating proficiency levels. This could result in drastic increases or decreases in percent proficient from year to year.

For a list of states which reported they made changes to their state assessments between SY 2015-16 and SY 2016-17, see Appendix C - State Assessment Changes from Prior School Year.

1. ***Why are the major racial and ethnic groups reported differently by states?***

Under the ESEA, a state education agency (SEA) has the flexibility to determine the major racial and ethnic groups it will use for reporting on the data included in its assessment and accountability system. The major racial and ethnic groups that an SEA uses are approved through its Accountability Workbook (the most recent copy of each state’s workbook can be found here: <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>). As a result, there is some variation in how SEAs report data by race and ethnicity. To create the data file, the major racial ethnic groups were cross-walked into six standard racial and ethnic groups. See Appendix D for the crosswalk.

1. ***Why doesn’t the summation of the major racial and ethnic groups equal the “ALL” student count?***

Due to flexibilities with states’ implementation of the Elementary and Secondary Education Act, there may be instances where not all possible groupings of racial and ethnic identification are reported as individual major racial and ethnic groups. Therefore, some information may be missing and these counts by major racial and ethnic group will not include every student; however any students not included within an individual major racial and ethnic group would be included in the “ALL” student count.

1. ***Why doesn’t the summation of the sexes equal the “ALL” student count?***

In almost all cases, summing the male and female counts will equal the “ALL” student count. However, there may be instances where this is not the case. This could be due to missing information on an individual student’s test record or an issue with the creation of the aggregate count reported to ED*Facts*.

1. ***Why are migrant data consistently missing for some states over the school years?***

Only states that apply for and receive a Migrant Education Program grant under Title I, Part C are required to provide data to ED on migrant students. The following states did *not* receive a Migrant Education Program grant and were therefore not required to submit data on migrant students:

* Connecticut
* District of Columbia
* Puerto Rico
* Rhode Island
* Virgin Islands
* West Virginia

To review the list of states that received a MEP grant, please visit: <http://www2.ed.gov/programs/mep/awards.html>.

1. ***Are there any known limitations within the data?***

ED conducts various data quality checks on an annual basis, resulting in communication with states to verify the data or a resubmission of the entire file. These checks focus upon the presence or absence of categories within all submitted levels of the data, alignment of the school and district data with certified state-level data, and missing or questionable data on individual schools participating in key federal programs.

Anomalies identified during the data quality review process are noted in the SY 2016-17 Assessment Public Data Notes, which are posted alongside this data documentation on the EDFacts website. ED recommends taking the data anomalies into consideration when using the data. In many cases, feedback are included from the state in response to inquiries from ED regarding the identified data anomalies. Furthermore, ED has amended state comments to remove information that is not directly applicable to the identified anomaly, or to provide context for the reader.

*Other limitations*

**New York** – Data for the New York City School District (NCES LEAID ‘3620580’) has been submitted as a supervisory union with 33 subordinate school districts. Each record within this file includes information about the local education agency (LEA) to which the school belongs. The schools included in this file are reported as they were submitted to ED*Facts,* with associations for all New York City being to these subordinate school districts. All but one of the subordinate school districts have the name “New York City Geographic District ##” where ## is a number between 1 and 32. If you are interested in aggregating the submitted school level data to the level of the New York City School District, use the names and LEA IDs in the Table 16 to identify the proper records within the data file.

Table 13. New York City School District’s Subordinate School Districts

| **Subordinate District Name** | **LEA ID** |
| --- | --- |
| New York City Geographic District #1 | 3600076 |
| New York City Geographic District #2 | 3600077 |
| New York City Geographic District #3 | 3600078 |
| New York City Geographic District #4 | 3600079 |
| New York City Geographic District #5 | 3600081 |
| New York City Geographic District #6 | 3600083 |
| New York City Geographic District #7 | 3600084 |
| New York City Geographic District #8 | 3600085 |
| New York City Geographic District #9 | 3600086 |
| New York City Geographic District #10 | 3600087 |
| New York City Geographic District #11 | 3600088 |
| New York City Geographic District #12 | 3600090 |
| New York City Geographic District #13 | 3600091 |
| New York City Geographic District #14 | 3600119 |
| New York City Geographic District #15 | 3600092 |
| New York City Geographic District #16 | 3600094 |
| New York City Geographic District #17 | 3600095 |
| New York City Geographic District #18 | 3600096 |
| New York City Geographic District #19 | 3600120 |
| New York City Geographic District #20 | 3600151 |
| New York City Geographic District #21 | 3600152 |
| New York City Geographic District #22 | 3600153 |
| New York City Geographic District #23 | 3600121 |
| New York City Geographic District #24 | 3600098 |
| New York City Geographic District #25 | 3600122 |
| New York City Geographic District #26 | 3600099 |
| New York City Geographic District #27 | 3600123 |
| New York City Geographic District #28 | 3600100 |
| New York City Geographic District #29 | 3600101 |
| New York City Geographic District #30 | 3600102 |
| New York City Geographic District #31 | 3600103 |
| New York City Geographic District #32 | 3600097 |
| NYC Special Schools District 75 | 3600135 |

1. ***Should these data align with data reported on State websites and report cards?***

Not necessarily. States may update their websites on different schedules than they use to report to ED. States may also build their websites and online report cards to utilize only the results for students who were present for the full academic year, and therefore were included within school and district accountability determinations. The data in these files includes information on all students who received a valid score on the state assessment, regardless of their ‘full academic year status.’ Additionally, ED uses a method to protect the privacy of individuals represented within the data that could be different than the method used by an individual state. For more discussion of how privacy protections affect the presentation of data within the Public Use file, see Section 1.5 Privacy Protection FAQs.

1. ***Should these data align with other data published by ED?***

Not necessarily. State-level data are finalized in each State’s Consolidated State Performance Report (CSPR), and also published on ED Data Express and in the ESEA Report to Congress. Data published in these locations are point-in-time data, and they reflect the official data for a particular school year. If states resubmit school or district level data after they finalize their CSPR, then school and/or district level data may not align when it is rolled-up to the state level.

1. ***Were proficiency rates reported by the SEAs within the files submitted to EDFacts?***

No. Data are reported to ED*Facts* by the individual performance levels established by the state. Each state identifies its performance levels as being below, at or above state definitions of grade level proficiency. Those proficiency mappings are reported to ED separately from the ED*Facts* data files. For example, State A may submit counts of students scoring in Level 1, Level 2, Level 3 and Level 4. State A also submits information regarding which of those levels are considered by the state to be at or above grade level proficiency. The submitted proficiency mappings are then used to convert the data reported to ED*Facts* by performance level into the percent proficient metric included within these files. The metric for number of valid scores within the file represents the aggregation of reported student counts across all performance levels. Tables showing the proficiency levels reported for each grade level and assessment type within each state are available from the [ED*Facts* website](https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html).

1. ***When are state assessments typically administered?***

States generally administer their statewide assessments during the spring. There are a small number of states that administer their assessments in the fall. Students who test in the fall are assessed on academic content from the previous school year. See state websites for detailed information about the timing of statewide assessments.

1. ***Why are valid combinations of grades and student groups missing for some LEAs and schools?***

The file specifications provide states with guidance on when to report a zero versus leave the record out of the file. At the SEA level, states are required to report zero counts by every disaggregation required in academic achievement (Mathematics FS175 and Reading/Language Arts DG584) and assessment participation (Mathematics FS185 and Reading/Language Arts FS188). For example, if a state does not have any Grade 3 migrant students, the state is required to report a zero for that record in their SEA level files. At the LEA and School level, states are not required to report zero counts. Valid combinations for the state that are not included in the LEA or school level files will be assumed to be zeros.

If a state does not administer a certain assessment type the state is instructed not to report zero counts for those records. Similarly, if a state does not use all major racial and ethnic group permitted values, the state should not report zero counts for those permitted values. Reporting zero counts will be considered data quality issues.

1. ***Is there a unique identifier that can be used to combine/merge these data with other federal data sets?***

All rows of data include the NCES assigned school ID (variable name: NCESSCH). This 12-digit identifier is used within the Common Core of Data and other regular data releases from NCES. It can be used to merge these data with other ED data publications, or with state data publications. Anyone wishing to merge these data with data in files published by other agencies that do not utilize the NCES assigned school code may first need to match each NCES assigned school ID with a state assigned ID. The Common Core of Data (<http://nces.ed.gov/ccd>) includes both NCES and state assigned ID numbers. It could be used to associate each of these records with a state assigned ID number.

1. ***What if I notice something unusual in the data?***

Data concerns would need to be corrected by individual states through a resubmission of data files to ED*Facts*. However, rather than emailing states directly, if you notice something unusual in the data or something that you don’t understand, send an e-mail to EDEN\_SS@ed.gov. To assist us in responding to the concern, please format your e-mail as follows:

* The subject line of the e-mail should be: “EDFacts Public Assessment Files”

The following information should be included preferably in this order and with the captions:

* School Year – indicate which school year(s) have the issue(s)
* Academic subject – indicate whether the issue is with the data on mathematics or reading/language arts or both
* Assessment file – Academic Achievement in Mathematics and/or Reading/Language Arts (FS175/DG583, FS178/DG584), Assessment Participation in Mathematics and/or Reading/Language Arts (FS185/DG588, FS188/DG589)
* States – indicate which state(s) have the issue
* Description – describe the issue (what did you see, what were you expecting to see)

# Appendix A - Last Submission Date by State

The tables below contain the last date that an SEA submitted files containing academic achievement and assessment participation data for SY 2016-17. All data in the public files are current as of 4/11/2018. Therefore, any data submitted after this date are not included in the Achievement or Participation files.

Table A-1. Date of Last Submission of SY 2016-17 Achievement Data by State

| **State** | **LEA Level Mathematics (C175)** | **LEA Level Reading/LA (C178)** | **School Level Mathematics (C175)** | **School Level Reading/LA (C178)** |
| --- | --- | --- | --- | --- |
| ALABAMA | 2/22/2018 | 2/22/2018 | 2/22/2018 | 2/22/2018 |
| ALASKA | 10/4/2017 | 10/4/2017 | 10/4/2017 | 10/4/2017 |
| ARIZONA | 12/9/2017 | 12/9/2017 | 12/9/2017 | 12/9/2017 |
| ARKANSAS | 2/21/2018 | 2/22/2018 | 2/21/2018 | 2/22/2018 |
| BUREAU OF INDIAN EDUCATION | 2/28/2018 | 3/2/2018 | 2/28/2018 | 3/2/2018 |
| CALIFORNIA | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| COLORADO | 11/29/2017 | 11/29/2017 | 11/29/2017 | 11/29/2017 |
| CONNECTICUT | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| DELAWARE | 2/22/2018 | 2/22/2018 | 2/22/2018 | 2/22/2018 |
| DISTRICT OF COLUMBIA | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| FLORIDA | 2/22/2018 | 2/22/2018 | 2/22/2018 | 2/23/2018 |
| GEORGIA | 2/26/2018 | 2/26/2018 | 2/26/2018 | 2/26/2018 |
| HAWAII | 2/26/2018 | 2/26/2018 | 4/3/2018 | 2/27/2018 |
| IDAHO | 11/30/2017 | 12/8/2017 | 11/30/2017 | 12/8/2017 |
| ILLINOIS | 12/7/2017 | 3/2/2018 | 12/13/2017 | 3/2/2018 |
| INDIANA | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| IOWA | 10/19/2017 | 11/2/2017 | 10/20/2017 | 11/2/2017 |
| KANSAS | 11/22/2017 | 11/22/2017 | 11/22/2017 | 11/22/2017 |
| KENTUCKY | 11/7/2017 | 11/7/2017 | 11/7/2017 | 11/7/2017 |
| LOUISIANA | 12/13/2017 | 12/13/2017 | 12/13/2017 | 12/13/2017 |
| MAINE | 12/6/2017 | 12/6/2017 | 12/6/2017 | 12/6/2017 |
| MARYLAND | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| MASSACHUSETTS | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| MICHIGAN | 12/7/2017 | 12/8/2017 | 12/7/2017 | 12/8/2017 |
| MINNESOTA | 8/28/2017 | 9/7/2017 | 8/28/2017 | 9/7/2017 |
| MISSISSIPPI | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| MISSOURI | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| MONTANA | 12/7/2017 | 12/7/2017 | 12/7/2017 | 12/7/2017 |
| NEBRASKA | 4/10/2018 | 4/10/2018 | 4/10/2018 | 4/10/2018 |
| NEVADA | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| NEW HAMPSHIRE | 2/12/2018 | 2/12/2018 | 2/12/2018 | 2/12/2018 |
| NEW JERSEY | 12/8/2017 | 12/5/2017 | 12/12/2017 | 12/12/2017 |
| NEW MEXICO | 3/22/2018 | 3/23/2018 | 3/23/2018 | 3/23/2018 |
| NEW YORK | 12/27/2017 | 12/27/2017 | 12/27/2017 | 12/27/2017 |
| NORTH CAROLINA | 11/2/2017 | 11/2/2017 | 11/2/2017 | 11/2/2017 |
| NORTH DAKOTA | 12/8/2017 | 12/8/2017 | 2/26/2018 | 2/26/2018 |
| OHIO | 10/16/2017 | 10/16/2017 | 10/16/2017 | 10/16/2017 |
| OKLAHOMA | 2/28/2018 | 2/28/2018 | 3/21/2018 | 2/28/2018 |
| OREGON | 11/16/2017 | 11/16/2017 | 11/16/2017 | 11/16/2017 |
| PENNSYLVANIA | 2/20/2018 | 2/20/2018 | 2/20/2018 | 2/20/2018 |
| PUERTO RICO | 11/29/2017 | 11/29/2017 | 11/29/2017 | 11/29/2017 |
| RHODE ISLAND | 3/2/2018 | 12/6/2017 | 3/6/2018 | 3/6/2018 |
| SOUTH CAROLINA | 12/11/2017 | 12/11/2017 | 12/11/2017 | 12/11/2017 |
| SOUTH DAKOTA | 12/4/2017 | 12/8/2017 | 12/4/2017 | 12/8/2017 |
| TENNESSEE | 12/1/2017 | 12/1/2017 | 12/1/2017 | 12/1/2017 |
| TEXAS | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| UTAH | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| VERMONT | 11/28/2017 | 11/28/2017 | 2/9/2018 | 2/9/2018 |
| VIRGIN ISLANDS | 4/5/2018 | 4/5/2018 | 4/5/2018 | 4/5/2018 |
| VIRGINIA | 4/4/2018 | 11/17/2017 | 4/4/2018 | 11/17/2017 |
| WASHINGTON | 11/8/2017 | 11/8/2017 | 11/8/2017 | 11/8/2017 |
| WEST VIRGINIA | 4/20/2018 | 4/20/2018 | 4/20/2018 | 4/20/2018 |
| WISCONSIN | 12/1/2017 | 12/4/2017 | 12/1/2017 | 12/4/2017 |
| WYOMING | 11/13/2017 | 11/13/2017 | 11/13/2017 | 11/13/2017 |

*\*If data were submitted after the 4/11/2018 final due date, they may not be included in the public files.*

Table A-2. Date of Last Submission of SY 2016-17 Participation Data by State

| **State** | **LEA Level Mathematics (C185)** | **LEA Level Reading/LA (C188)** | **School Level Mathematics (C185)** | **School Level Reading/LA (C188)** |
| --- | --- | --- | --- | --- |
| ALABAMA | 2/23/2018 | 2/27/2018 | 2/23/2018 | 2/27/2018 |
| ALASKA | 10/4/2017 | 10/4/2017 | 10/4/2017 | 10/4/2017 |
| ARIZONA | 12/9/2017 | 12/9/2017 | 12/9/2017 | 12/9/2017 |
| ARKANSAS | 2/22/2018 | 2/22/2018 | 2/22/2018 | 2/22/2018 |
| BUREAU OF INDIAN EDUCATION | 3/1/2018 | 3/2/2018 | 3/1/2018 | 3/2/2018 |
| CALIFORNIA | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| COLORADO | 12/8/2017 | 12/11/2017 | 12/8/2017 | 12/8/2017 |
| CONNECTICUT | 2/28/2018 | 2/28/2018 | 2/28/2018 | 2/28/2018 |
| DELAWARE | 2/22/2018 | 2/22/2018 | 2/22/2018 | 2/22/2018 |
| DISTRICT OF COLUMBIA | 12/13/2017 | 12/13/2017 | 12/13/2017 | 12/13/2017 |
| FLORIDA | 1/29/2018 | 1/29/2018 | 12/12/2017 | 12/12/2017 |
| GEORGIA | 2/26/2018 | 2/26/2018 | 2/26/2018 | 2/26/2018 |
| HAWAII | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| IDAHO | 11/30/2017 | 12/8/2017 | 11/30/2017 | 12/8/2017 |
| ILLINOIS | 11/15/2017 | 11/15/2017 | 12/13/2017 | 12/13/2017 |
| INDIANA | 4/9/2018 | 4/9/2018 | 4/9/2018 | 4/9/2018 |
| IOWA | 11/2/2017 | 11/3/2017 | 11/6/2017 | 11/3/2017 |
| KANSAS | 11/22/2017 | 11/27/2017 | 11/22/2017 | 11/27/2017 |
| KENTUCKY | 11/7/2017 | 11/7/2017 | 11/7/2017 | 11/7/2017 |
| LOUISIANA | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| MAINE | 12/5/2017 | 12/6/2017 | 12/5/2017 | 12/6/2017 |
| MARYLAND | 12/4/2017 | 12/4/2017 | 12/4/2017 | 12/4/2017 |
| MASSACHUSETTS | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| MICHIGAN | 12/11/2017 | 12/11/2017 | 2/20/2018 | 2/20/2018 |
| MINNESOTA | 8/28/2017 | 9/7/2017 | 8/28/2017 | 9/7/2017 |
| MISSISSIPPI | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| MISSOURI | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| MONTANA | 12/7/2017 | 12/7/2017 | 12/7/2017 | 12/7/2017 |
| NEBRASKA | 4/10/2018 | 4/10/2018 | 4/10/2018 | 4/10/2018 |
| NEVADA | 2/27/2018 | 2/27/2018 | 2/27/2018 | 2/27/2018 |
| NEW HAMPSHIRE | 2/12/2018 | 2/12/2018 | 2/12/2018 | 2/12/2018 |
| NEW JERSEY | 12/8/2017 | 12/5/2017 | 12/12/2017 | 12/12/2017 |
| NEW MEXICO | 12/12/2017 | 12/12/2017 | 12/12/2017 | 12/12/2017 |
| NEW YORK | 12/27/2017 | 12/27/2017 | 12/27/2017 | 12/27/2017 |
| NORTH CAROLINA | 11/3/2017 | 11/9/2017 | 11/3/2017 | 11/9/2017 |
| NORTH DAKOTA | 12/11/2017 | 2/26/2018 | 12/11/2017 | 2/26/2018 |
| OHIO | 10/16/2017 | 10/16/2017 | 10/16/2017 | 10/16/2017 |
| OKLAHOMA | 2/28/2018 | 2/28/2018 | 2/28/2018 | 2/28/2018 |
| OREGON | 11/16/2017 | 11/16/2017 | 11/16/2017 | 11/16/2017 |
| PENNSYLVANIA | 3/1/2018 | 2/28/2018 | 3/1/2018 | 2/28/2018 |
| PUERTO RICO | 11/29/2017 | 11/29/2017 | 11/29/2017 | 11/29/2017 |
| RHODE ISLAND | 3/2/2018 | 3/2/2018 | 3/6/2018 | 3/6/2018 |
| SOUTH CAROLINA | 12/11/2017 | 12/11/2017 | 12/11/2017 | 12/11/2017 |
| SOUTH DAKOTA | 12/4/2017 | 12/7/2017 | 12/4/2017 | 12/7/2017 |
| TENNESSEE | 12/1/2017 | 12/1/2017 | 12/1/2017 | 12/1/2017 |
| TEXAS | 2/23/2018 | 2/23/2018 | 2/23/2018 | 2/23/2018 |
| UTAH | 12/11/2017 | 12/11/2017 | 12/11/2017 | 12/11/2017 |
| VERMONT | 11/28/2017 | 11/28/2017 | 2/9/2018 | 2/9/2018 |
| VIRGIN ISLANDS | 4/5/2018 | 4/5/2018 | 4/5/2018 | 4/5/2018 |
| VIRGINIA | 4/4/2018 | 11/17/2017 | 4/4/2018 | 11/17/2017 |
| WASHINGTON | 11/9/2017 | 11/9/2017 | 11/9/2017 | 11/9/2017 |
| WEST VIRGINIA | 4/20/2018 | 4/20/2018 | 4/20/2018 | 4/20/2018 |
| WISCONSIN | 12/4/2017 | 12/4/2017 | 12/4/2017 | 12/4/2017 |
| WYOMING | 11/27/2017 | 11/27/2017 | 11/27/2017 | 11/27/2017 |

*\*If data were submitted after the 4/11/2018 final due date, they may not be included in the public files.*

# Appendix B - State Assessment Changes from Prior School Year

The table below contains information on changes in state assessments from SY 2015-16 to SY 2016-17. If a row has a “yes” in the comment column, the comment will be found in table B-2.

Table B-1. State Assessment Changes in Mathematics and Reading/Language Arts

| **State** | **Subject/ Assessment Type/ Grade Range** | **Assessment Change from Prior Year?** | **Did Change Affect Comparability?** | **Changed cut scores** | **Changed proficiency standards** | **Significantly changed assessment items** | **Used entirely new assessment** | **Realigned assessment to new content standards** | **Other** | **Comment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ALASKA | Math REG 3-8 | Yes | Yes |  |  |  |  |  |  | Yes |
| ALASKA | Math REG Sec | Yes | Yes | X |  | X | X |  |  | Yes |
| ALASKA | Read REG 3-8 | Yes | Yes |  |  |  |  |  |  | Yes |
| ALASKA | Read REG Sec | Yes | Yes | X |  | X | X |  |  | Yes |
| AMERICAN SAMOA | Read REG 3-8 | Yes | Yes |  |  |  |  |  | X | Yes |
| ILLINOIS | Math REG Sec | Yes | Yes |  |  |  | X |  |  |  |
| ILLINOIS | Read REG Sec | Yes | Yes |  |  |  | X |  |  |  |
| INDIANA | Math ALT 3-8 | Yes | Yes | X |  |  |  |  |  |  |
| INDIANA | Math ALT Sec | Yes | Yes | X |  |  |  |  |  |  |
| INDIANA | Read ALT 3-8 | Yes | Yes | X |  |  |  |  |  |  |
| INDIANA | Read ALT Sec | Yes | Yes | X |  |  |  |  |  |  |
| MASSACHUSETTS | Math REG 3-8 | Yes | Yes |  |  |  |  |  |  |  |
| MISSISSIPPI | Math ALT 3-8 | Yes | Yes | X | X | X | X |  |  |  |
| MISSISSIPPI | Math ALT Sec | Yes | Yes | X | X | X | X |  |  |  |
| MISSISSIPPI | Read ALT 3-8 | Yes | Yes | X | X | X | X |  |  |  |
| MISSISSIPPI | Read ALT Sec | Yes | Yes | X | X | X | X |  |  |  |
| NEBRASKA | Math REG Sec | Yes | Yes | X | X | X | X |  |  | Yes |
| NEBRASKA | Read REG 3-8 | Yes | Yes |  |  |  |  |  |  |  |
| NEBRASKA | Read REG Sec | Yes | Yes | X | X | X | X |  |  | Yes |
| NEVADA | Read REG Sec | Yes | No |  |  |  |  |  |  |  |
| OKLAHOMA | Math ALT Sec | Yes | No |  |  |  |  |  |  |  |
| OKLAHOMA | Math REG 3-8 | Yes | Yes |  |  |  |  |  |  |  |
| OKLAHOMA | Math REG Sec | Yes | Yes | X | X | X | X | X |  |  |
| OKLAHOMA | Read ALT 3-8 | Yes | No |  |  |  |  |  |  |  |
| OKLAHOMA | Read ALT Sec | Yes | No |  |  |  |  |  |  |  |
| OKLAHOMA | Read REG 3-8 | Yes | Yes |  |  |  |  |  |  |  |
| OKLAHOMA | Read REG Sec | Yes | Yes | X | X | X | X | X |  |  |
| PENNSYLVANIA | Math ALT 3-8 | Yes | Yes | X | X |  |  | X |  |  |
| PENNSYLVANIA | Math ALT Sec | Yes | Yes | X | X |  |  | X |  |  |
| PENNSYLVANIA | Read ALT 3-8 | Yes | Yes | X | X |  |  | X |  |  |
| PENNSYLVANIA | Read ALT Sec | Yes | Yes | X | X |  |  | X |  |  |
| RHODE ISLAND | Math ALT 3-8 | Yes | No |  |  |  |  |  |  |  |
| RHODE ISLAND | Math ALT Sec | Yes | No |  |  |  |  |  |  |  |
| RHODE ISLAND | Read ALT 3-8 | Yes | No |  |  |  |  |  |  |  |
| RHODE ISLAND | Read ALT Sec | Yes | No |  |  |  |  |  |  |  |
| SOUTH CAROLINA | Math REG 3-8 | Yes | Yes |  |  |  |  |  |  | Yes |
| SOUTH CAROLINA | Math REG Sec | Yes | Yes | X | X |  |  |  |  |  |
| SOUTH CAROLINA | Read REG 3-8 | Yes | Yes |  |  |  |  |  |  | Yes |
| SOUTH CAROLINA | Read REG Sec | Yes | Yes | X | X |  |  |  |  |  |

The table below contains the comments made by states regarding their assessment changes.

Table B-2. State Assessment Changes in Mathematics and Reading/Language Arts - Comments

| **STATE** | **Subject/ Assessment Type/ Grade Range** | **Comment** |
| --- | --- | --- |
| ALASKA | Math REG 3-8 | The scale and score ranges for PEAKS are different than those used with previous summative assessments. Please note that Alaska canceled general and alternate assessment during the 2015-2016 school year. |
| ALASKA | Math REG Sec | The scale and score ranges for PEAKS are different than those used with previous summative assessments. Please note that Alaska canceled general and alternate assessment during the 2015-2016 school year. |
| ALASKA | Read REG 3-8 | The scale and score ranges for PEAKS are different than those used with previous summative assessments. Please note that Alaska canceled general and alternate assessment during the 2015-2016 school year. |
| ALASKA | Read REG Sec | The scale and score ranges for PEAKS are different than those used with previous summative assessments. Please note that Alaska canceled general and alternate assessment during the 2015-2016 school year. |
| AMERICAN SAMOA | Read REG 3-8 | Added grade 7 for Reading/Language Arts SBA assessment |
| NEBRASKA | Math REG Sec | Nebraska starting using the ACT assessment instead of state developed assessment in 2017. |
| NEBRASKA | Read REG Sec | Nebraska started using the ACT assessment instead of the state assessment in 2017. |
| SOUTH CAROLINA | Math REG 3-8 | Reporting scale changed from horizontal to vertical. Numeric values of scale scores are not comparable. Performance level cut scores did not change. Performance levels are comparable with the prior year. |
| SOUTH CAROLINA | Read REG 3-8 | Reporting scale changed from horizontal to vertical. Numeric values of scale scores are not comparable. Performance level cut scores did not change. Performance levels are comparable with the prior year. A numeric reading subscore was reported, but is not part of the federal reporting done in the CSPR. |

# Appendix C - Major Racial and Ethnic Groups and Special Populations Subgroups

The table explains how the major racial and ethnic groups used in the file specifications are converted into the six race ethnic categories used in these files.

Table C-1. Major Racial and Ethnic Groups

|  |  |
| --- | --- |
| **Race Ethnicity used in this file** | **Major Racial and Ethnic Groups used in reporting to ED*Facts***  |
| **Abbreviation** | **Description** | **Abbreviation used in files submitted by SEAs** | **Description of abbreviation from file specification** |
| MAS | Asian/Pacific Islander | MA | Asian |
| MAP | Asian / Pacific Islander |
| MF | Filipino  |
| MNP | Nat Hawaiian / Other Pacific Islander or Pacific Islander |
| MAM | American Indian or Alaska Native | MAN | American Indian / Alaska Native or Native American |
| MHI | Hispanic / Latino | MHL | Hispanic / Latino |
| MHN | Hispanic (not Puerto Rican) |
| MPR | Puerto Rican |
| MBL | Black or African American | MB | Black (Not Hispanic) or African American |
| MWH | White | MW | White (Not Hispanic) or Caucasian |
| MTR | Two or more races | MM | Multicultural or Multiethnic or Multiracial |

#

The table below explains how the special populations subgroup used in the file specifications are abbreviated in the data files.

Table C-2. Special Populations Subgroups

|  |  |
| --- | --- |
| **Special Population Subgroup used in this file** | **Special Population Subgroup used in reporting to ED*Facts***  |
| **Abbreviation** | **Description** | **Abbreviation used in files submitted by SEAs** | **Description of abbreviation from file specification** |
| CWD | Children with one or more disabilities (IDEA) | WDIS | Children with one or more disabilities (IDEA) |
| ECD | Economically Disadvantaged Students | ECODIS | Economically Disadvantaged Students |
| HOM | Homeless Enrolled | HOMELSENRL | Homeless Enrolled |
| LEP | Limited English proficient (LEP) | LEP | Limited English proficient (LEP) |
| MIG | Migrant Students | MS | Migrant Students |



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1. The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS. [↑](#footnote-ref-1)
2. Districts are a type of local education agency (LEA). The variable name uses the more generic term of LEA. [↑](#footnote-ref-2)