

**U.S. Department of Education**

**ED*Facts* Data Documentation**

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

**School Year 2020-21**

**November 2022**

**U.S. Department of Education**

Miguel Cardona

*Secretary of Education*

**National Center for Education Statistics**

**Administrative Data Division**

Ross Santy

*Associate Commissioner*

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If you have any comments or suggestions about this document or the data files, we would like to hear from you. Please direct your comments to: [EDFacts@ed.gov](mailto:EDFacts@ed.gov).

DOCUMENT CONTROL

DOCUMENT INFORMATION

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|  |  |  |
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| **Version Number** | **Date** | **Summary of Change** |
| 1.0 | November 2022 | Initial documentation for School Year (SY) 2020-21. |

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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:* *ED recommends users of the SY 2020-21 Assessment Data review the data notes and state explanations to understand the full context of state, local, and school implementation of the statewide assessments. Due to the circumstances created by the COVID-19 pandemic, ED waived the reporting of the statewide assessments in the 2019-2020 school year and encouraged states to consider flexibilities regarding the timing, length, and type of administration of assessments in the 2020-2021 school year. Please be sure to review ED’s* [*letter*](https://oese.ed.gov/files/2021/02/DCL-on-assessments-and-acct-final.pdf) *regarding assessments for 2020-21. Statewide assessments were administered in most States in 2020-21 but, due to continued disruptions from the pandemic, rates of participation varied widely in schools throughout the country. Because assessment participation varied so widely, overall results for schools, districts and States may not be representative for those entities, and data for the school year 2020-2021 may not be comparable with other years.*

## 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. State-level data are reported by the Office of Elementary and Secondary Education (OESE) via ED Data Express (<https://eddataexpress.ed.gov/>).

It is imperative for users to understand that this file reflects data as reported by SEAs 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. |

***New!*** Beginning in SY 2020-21, states reported assessment data to ED*Facts* by assessment administered and by proficiency status, rather than by the individual performance levels.[[1]](#footnote-1)

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 by proficiency status (e.g., “Attained Proficiency” and “Not Proficient”) by subject, and grade. In the assessment participation data (Mathematics FS185/ DG588 and Reading/Language Arts FS188/ DG589), states provide the count of students enrolled during the state assessment testing window, by whether the students participated or did not participate in the state assessment by subject, and grade. Both achievement and participation data are reported in the following subgroups, as required by law:

* Major Racial and Ethnic Groups
* Students who identify as male or female (Sex (Membership))
* Students with a disability (Disability Status)
* English Learner students (English Learner Status)
* Students who are economically disadvantaged (Economically Disadvantaged Status)
* Students who are migratory (Migrant Status)
* Homeless students (Homeless Enrolled Status)
* Students in foster care (Foster Care Status)
* Students who are military connected (Military Connected Student Status)

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 (SEA), district (LEA), 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 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 2018-19, to better identify districts and schools within states and provide connectivity to Common Core of Data (CCD) files, the ST\_LEAID and ST\_SCHID variable fields used in CCD files were introduced to the LEA and school level Assessment files. The structures 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 March 30, 2022. March 31, 2022 was the deadline for the data resubmission period of the SY 2020-21 Consolidated State Performance Report (CSPR) Part I. Appendix A includes a table showing the date of the last LEA and school level submissions for each state. If a state had no data in the system as of the data resubmission date, the data user will find a note indicating “no data” in Appendix A.

## 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). Identification 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 LEA and school Public Use file is described below.

Step One: Protection of Data for Small Groups

Because it may be possible 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 at the District and School Levels

| **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 when there are more than 200 students, rather than 300 students. ED has, however, 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 symbols: ≥, ≤, <, >. In the public files, these symbols are translated to:

Table 3. Illustration of Symbols in the Files

|  |  |  |
| --- | --- | --- |
| **Text** | **Symbol** | **Abbreviation** |
| 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, if a proficiency rate in the data file that shows “GE50” means that the rate for that particular subgroup is “greater than or equal to 50%.” See Table 4 below for additional explanation of the way privacy protection for student counts are applied.

Table 4. Illustration of Privacy Protections

| **Subgroup** | **3rd Grade Number Students** | **3rd Grade Percent Proficient** | **4th Grade Number Students** | **4th Grade Percent Proficient** | **5th Grade Number Students** | **5th Grade Percent Proficient** | **All Grades Number Students** | **All Grades 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 | . | . | . | . | . | . | . | . |
| All  Students | 83 | 80-84%  (80%) | 108 | 75-79%  (78%) | 108 | 85-89%  (89%) | 299 | 82%  (82%) |

Note: “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 not reported in the data release.

### 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 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. 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 states allow for medical exemptions for all students.
* Information on which assessment types, by grade, states implement to meet the assessment requirements under Section 1111(b)(3) of ESEA.
* 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 in the Academic Achievement in Mathematics and Academic Achievement in Reading/Language Arts files 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 proficiency status 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 files.

Table 5. Assessment Types and Definitions

| **Assessment Type** | **Definition of Assessment** |
| --- | --- |
| Regular assessments based on grade-level achievement standards without accommodations (REGASSWOACC) | An assessment administered without accommodations 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 administered with accommodations 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. These accommodations vary by state. See ESEA, Section 1111(b)(3). |
| 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 proficiency statuses 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 who “attained proficiency” as designated by the state 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 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 6. Participation Statuses and Definitions

| **Participation Status** | **Definition of Participation Status** |
| --- | --- |
| Participated – Regular assessment based on grade-level achievement standards without accommodations (REGPARTWOACC) | An assessment administered without accommodations 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 administered with accommodations 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. These accommodations vary by state. See ESEA, Section 1111(b)(3). |
| 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) | Did not participate in an assessment. |

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.

# Data Quality

## Timeliness

The Office of Elementary and Secondary Education (OESE) identifies an Assessment data submission as **timely** if the state submitted the required data to the appropriate data submission system (i.e., ED*Facts* Submission System (ESS) or E*MAPS*) on or before the due date on December 15, 2021. However, for the purposes of file creation, data submitted as of the resubmission date are included in the public files. The resubmission date for the SY 2020-21 Assessment data files was March 30, 2022 at 11:59PM EST.

Table 7. States that did not Submit Data by the Final Due Date

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **State** | **Data Type** | **Education Level** | **Academic Subject** | **Subgroup** | **Grade** |
| WASHINGTON | Participation | SEA, LEA, SCH | Reading/Language Arts | All subgroups | All grades |
| WASHINGTON | Achievement | LEA, SCH | Reading/Language Arts | All subgroups | All grades |
| WASHINGTON | Achievement and Participation | LEA, SCH | Mathematics | All subgroups | All grades |

## Coordinated Review

States submitted a consolidated set of assessment data files through the ESS to meet the reporting requirements for the Office of Special Education Programs (OSEP) and OESE. After the close date, OSEP and OESE conducted a coordinated review of the submitted assessment data. OSEP reviews this set of assessment data files for the purposes of IDEA Section 618 and OESE reviews this set of assessment data files for the purposes of the consolidated reporting under ESEA. The review includes the following three areas: timeliness of the data submission, completeness of the data files, and accuracy of the data. Through the coordinated review, the States receive one set of data quality comments or inquiries associated with the assessment data from the Department. For states that have missing or inaccurate data, there are opportunities to resubmit their data files and have them reviewed prior to publication.

## Business Rules Run

In order to assure data quality of the Assessment data files, OESE evaluated the data using the data quality business rules. The business rules run against the data are accessible in the [ED*Facts* Business Rules Single Inventory](https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html) (BRSI).

## Suppression

OESE identified data (table below) that included data quality concerns warranting suppression from the SY 2020-21 SEA, LEA, and School public Assessment data files for the following states/entities:

Table 8. Data that are Suppressed from the SY 2020-21 Assessment Files Due to Data Quality Concerns

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **State** | **Data Type** | **Education Level** | **Academic Subject** | **Subgroup** | **Grade** | **Suppression Reason** |
| VIRGINIA | Achievement and Participation | SEA | Reading/ Language Arts | CWD | All grades | The Achievement data submitted by the state were not complete. Additional suppression was applied to the Participation data to align with OSEP’s suppression of the data in the Part B Assessment data files |

## Data Notes

States/entities had the option to provide additional information to OESE related to data quality issues or changes. This information has been compiled and accompanies the data files for data users. Data notes will include information on using caution to use and interpret the data, based on data quality concerns.

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 into the data notes excel file to improve usability, which is posted under Supporting Material on the [Data Files page on the ED*Facts* Initiative website](https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html).

States have the opportunity to respond to all data issues that were reported by the resubmission date (March 30, 2022). If any new issues were identified after this date due to resubmission or late submissions, states did not have the opportunity to provide responses to the data notes.

For more information, see Question #7 in the Guidance for Using the Data – Frequently Asked Questions section of this document.

# File Structure

## File Layout *– Revised!*

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 1.13Variable Naming Convention provides the breakdown of the variable names.

The SY 2018-19 release of the Assessment results was a transitional year with data files released in both “wide” and “long” format. Beginning in SY 2020-21, the files are released solely in long format. The long-format files provide data for a single entity across multiple records, or rows, whereas the wide-format files provided data for a single entity in one record, or row. Publishing data in a long format allows for flexibility in terms of adding or removing data elements over time, because the addition/removal of data elements does not affect the record layout/structure of the files over time.

Number of variables for each file:

* School – 15
* District – 12

The SUBJECT variable will display “MTH” in the mathematics files and “RLA” in the Reading/Language Arts files, and the SCHOOL\_YEAR variable will display the school year as “2020-2021” for SY 2020-21 files.

Table 14. Table Layout for Mathematics and Reading/Language Arts Achievement Files

| **Variable Name** | **Type** | **Length** | **Description** |
| --- | --- | --- | --- |
| SCHOOL\_YEAR | Character | 9 | School Year |
| STNAM | Character | 250 | State Name |
| FIPST[[2]](#footnote-2) | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID[[3]](#footnote-3) | 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* |
| SUBJECT | Character | 3 | Subject  • Mathematics = MTH  • Reading/language arts = RLA |
| GRADE | Character | 2 | Grade  •00 (All grades), 03, 04, 05, 06, 07, 08, HS |
| CATEGORY | Character | 3 | Category/Subgroup  •ALL, CWD, ECD, F, FCS, HOM, LEP, M, MAM, MAS, MBL, MHI, MIG, MIL, MTR, MWH |
| DATE\_CUR | Character | 9 | Date of data resubmission due date (“Data current as of” date) |
| NUMVALID | Number | 8 | The number of students who completed the state assessment and for whom a proficiency level was assigned |
| PCTPROF | Character | 8 | Percentage of students who attained proficiency (Calculation of number of students that attained proficiency divided by the number of students who completed the state assessments and for whom a proficiency level was assigned) |

Table 15. Table Layout for Mathematics and Reading/Language Arts Participation Files

| **Variable Name** | **Type** | **Length** | **Description** |
| --- | --- | --- | --- |
| SCHOOL\_YEAR | Character | 9 | School Year |
| STNAM | Character | 250 | State Name |
| FIPST[[4]](#footnote-4) | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID[[5]](#footnote-5) | 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* |
| SUBJECT | Character | 3 | Subject  • Mathematics = MTH  • Reading/language arts = RLA |
| GRADE | Character | 2 | Grade  •00 (All grades), 03, 04, 05, 06, 07, 08, HS |
| CATEGORY | Character | 3 | Category/Subgroup  •ALL, MAM, MAS, MHI, MBL, MWH, MTR, CWD, ECD, LEP, F, M, HOM, MIG, FCS, MIL |
| DATE\_CUR | Character | 9 | Date of data resubmission due date (“Data current as of” date) |
| NUMPART | Number | 8 | Number of students who participated in an assessment |
| PCTPART | Character | 8 | Percentage of students who participated in an assessment (Calculation of number of students enrolled divided by the number of students who participated in the assessment NUMPART) |

## Permitted Value Definitions

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

Table 9. Subject Abbreviations

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

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

Table 10. 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 |

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

Table 11. Category Abbreviations

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

**[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 12. Achievement Variable

| **Variable** | **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:

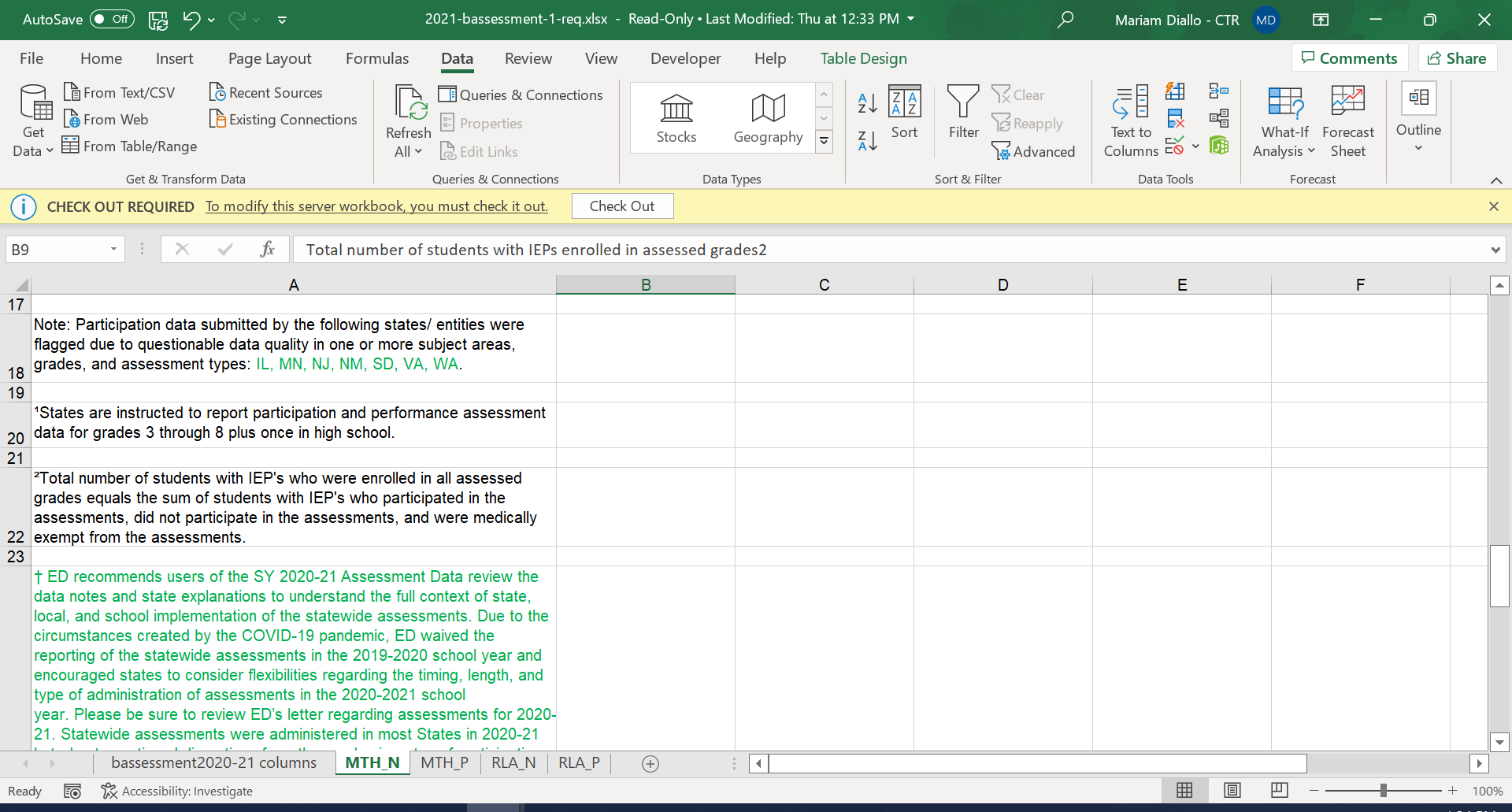
Table 13. Participation Variable

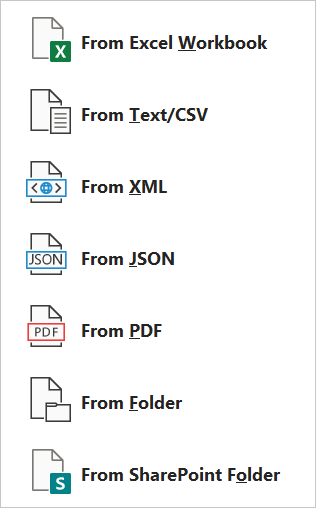
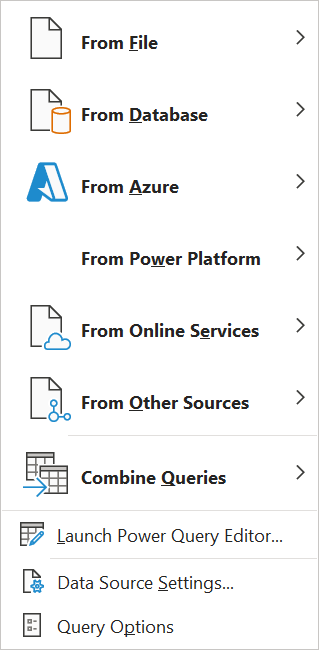
| **Variable** | **Definition** |
| --- | --- |
| numpart | The number of students who participated in a state assessment |
| pctpart | The percentage of students who participated in a state assessment |

## Transforming Long Files to Wide *– New!*

Users may wish to transform the long files to wide for their analysis. The data can be transformed by consulting the documentation for your specific software or by using the following steps in Excel Power Query:

1. Open a new Excel workbook
2. Go to “Get Data” > “From File” > “From Text/CSV” in the Data ribbon





1. Highlight the columns for (Achievement files) *NUMVALID* and *PCTPROF* or (Participation files) *NUMPART* and *PCTPART* then go to the Transform ribbon and select “Unpivot Columns”
2. A new column labeled *Attribute* will be displayed as well as a corresponding column, *Value*
3. Add a custom column and enter a formula to concatenate *CATEGORY* and *Attribute*, creating a unique value pair (e.g., ALL NUMVALID, ECD PCTPROF, etc.,) for each entity. Rename the custom column *Header*
4. Remove columns not needed in the output
5. Next, select the column *Header*, and go to the Transform ribbon and select “Pivot Column”
6. Select “Value” for the Values Column and “Don’t Aggregate” for the Aggregate Value Function – Click “OK”
7. The column *Header* will be displayed to show the *CATEGORY* and achievement/participation metric, and the corresponding value for each entity
8. Finally, select the File ribbon and “Close and Load” to generate the transformed table

The wide file format naming convention previously used was[[6]](#footnote-6):

[Category Abbreviation]\_[Subject Abbreviation][Grade Number][metric field (i.e., Numvalid)\_[SY]

# 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 change 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 2018-19 and SY 2020-21, see [Appendix B - State Assessment Changes from Prior School Year](#_Appendix_B_-).

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

Under the ESEA, an 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 consolidated state plan (the most recent copy of each state’s plan can be found here: (<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). 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 crosswalked into six standard racial and ethnic groups. See [Appendix C for the crosswalk](#_Appendix_C_-).

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 ESEA, 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 Male and Female 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, an issue with the creation of the aggregate count reported to ED*Facts*, or due to one or more states accepting non-binary as a gender selection.

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
* Wyoming

To review the list of states that received a MEP grant, visit: <https://results.ed.gov/resources/state_program_information>

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 2020-21 Assessment Public Data Notes, which are posted alongside this [data documentation on the ED*Facts* website](https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html). States not included in the Public Data Notes, do not have known data anomalies that should affect users’ interpretation or analysis of the data. ED recommends taking the data anomalies into consideration when using the data. In many cases, feedback is 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* (by affected state)

***New York*** – Prior to SY 2005-06, New York City (NYC) schools were reported as part of a single, regular LEA. In SY 2005-06, New York began reporting NYC schools as part of a supervisory union with 33 member LEAs. NCES continues to report NYC schools as a single LEA. However, in the CCD nonfiscal universe data files ([link](https://nces.ed.gov/ccd/files.asp#Fiscal:2,Page:1)), they appear in the supervisory union configuration. NCES aggregates data from the 33 component LEAs with the single supervisory union to provide estimates for the NYC Public Schools. This aggregation is done by selecting schools or LEAs with a FIPST code = 36 (for the state of New York) and a supervisory union identification number (UNION) = 300.

Table 16. 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 |

*Utah* – For SY 2020-21, data for LEA ID 4900012 and LEA ID 4900169 were reported under multiple LEA names due to name changes, see below. Data were submitted by the state for FS175/DG583, FS178/DG584, and FS185/DG588 while the previous LEA names were active and appear in this file under Tuacahn High School for the Performing Arts and Dixie Montessori Academy. Data for FS188/DG589 were submitted by the state once the new names became active and appear in this file under Utah Arts Academy and Mountain View Montessori.

Table 17. Utah LEA Name Changes

| **LEA ID** | **Previous LEA Name** | **Current LEA Name** |
| --- | --- | --- |
| 4900012 | Tuacahn High School for the Performing Arts | Utah Arts Academy |
| 4900169 | Dixie Montessori Academy | Mountain View Montessori |

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 Protections Used.

1. ***Are these data available at the State level?***

Yes, at the SEA and LEA levels can be found on the ED Data Express website (<https://eddataexpress.ed.gov/>) 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.

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

No. Data are reported to ED*Facts* by proficiency status (e.g., “Attained Proficiency” and “Not Proficient”). The data submitted proficiency statuses are then used to calculate the percent proficient metric included within these files. The metric for number of valid scores within the file represents the aggregation of reported counts of students who attained proficiency and students who were not proficient.

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 FS178) 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) as well as the state assigned ID (variable name: ST\_SCHID). Either is a unique identifier and can be utilized for data merging.

1. ***Are there Assessment data available at the State (SEA) level?***

Yes, data at the SEA and LEA level can be found on the ED Data Express website: (<https://eddataexpress.ed.gov/>). Additionally, SEA-level data for Students with Disabilities (including data notes and documentation) may be found on the IDEA Section 618 Data Products site: (<https://data.ed.gov/dataset/idea-section-618-data-products-state-level-data-files>).

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 [EDFacts@ed.gov](mailto:EDFacts@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:

ED*Facts* Public Assessment Files

Please include the following information, preferably in this order and with the headers:

* School Year – indicate which school year(s) have the issue(s)
* Academic subject – indicate whether the issue is with the data in mathematics, or reading/language arts, or both
* Assessment file – Academic Achievement in Mathematics (FS175/DG583), Academic Achievement in Reading/Language Arts (FS175/DG584), Assessment Participation in Mathematics (FS185/DG588), and/or Assessment Participation in Reading/Language Arts (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 Assessment Achievement and Participation data for SY 2020-21 as of March 30, 2022. All data in the public files were current as of March 30, 2022. Any data submitted after this date are not included in the Assessment Achievement and Participation files. A note is included in the state row below if he state/entity had no data in the system as of the resubmission date. Therefore, data in the public files may not reflect a SEA’s most recent file submission if submitted after March 30, 2022.

Table A-1. Date of Last Submission of SY 2020-21 Achievement Data by State

| **State** | **LEA Level Mathematics (FS175)** | **LEA Level Reading/LA (FS178)** | **School Level Mathematics (FS175)** | **School Level Reading/LA (FS178)** |
| --- | --- | --- | --- | --- |
| ALABAMA | 11/8/2021 | 11/3/2021 | 11/8/2021 | 11/3/2021 |
| ALASKA | 12/3/2021 | 12/3/2021 | 12/3/2021 | 12/3/2021 |
| ARIZONA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| ARKANSAS | 3/22/2022 | 3/27/2022 | 3/23/2022 | 3/27/2022 |
| BUREAU OF INDIAN EDUCATION | 3/25/2022 | 3/25/2022 | 3/25/2022 | 3/25/2022 |
| CALIFORNIA | 11/10/2021 | 11/10/2021 | 11/10/2021 | 11/10/2021 |
| COLORADO | 11/19/2021 | 11/24/2021 | 11/19/2021 | 11/24/2021 |
| CONNECTICUT | 1/25/2022 | 1/25/2022 | 3/3/2022 | 3/3/2022 |
| DELAWARE | 12/8/2021 | 12/9/2021 | 12/8/2021 | 12/9/2021 |
| DISTRICT OF COLUMBIA | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver |
| FLORIDA | 11/29/2021 | 11/29/2021 | 11/29/2021 | 11/29/2021 |
| GEORGIA | 12/7/2021 | 12/15/2021 | 12/7/2021 | 12/15/2021 |
| HAWAII | 11/30/2021 | 12/2/2021 | 11/30/2021 | 12/2/2021 |
| IDAHO | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| ILLINOIS | 3/23/2022 | 3/23/2022 | 3/23/2022 | 3/23/2022 |
| INDIANA | 3/29/2022 | 3/29/2022 | 3/30/2022 | 3/30/2022 |
| IOWA | 3/7/2022 | 3/7/2022 | 3/7/2022 | 3/7/2022 |
| KANSAS | 11/24/2021 | 11/24/2021 | 11/24/2021 | 11/24/2021 |
| KENTUCKY | 12/3/2021 | 12/3/2021 | 12/3/2021 | 12/3/2021 |
| LOUISIANA | 12/12/2021 | 12/12/2021 | 12/12/2021 | 12/12/2021 |
| MAINE | 2/7/2022 | 2/7/2022 | 2/7/2022 | 2/7/2022 |
| MARYLAND | 2/25/2022 | 2/25/2022 | 2/25/2022 | 2/25/2022 |
| MASSACHUSETTS | 12/13/2021 | 12/13/2021 | 12/13/2021 | 12/13/2021 |
| MICHIGAN | 11/30/2021 | 11/30/2021 | 11/30/2021 | 11/30/2021 |
| MINNESOTA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| MISSISSIPPI | 11/19/2021 | 11/17/2021 | 11/17/2021 | 11/17/2021 |
| MISSOURI | 12/10/2021 | 12/10/2021 | 12/10/2021 | 12/10/2021 |
| MONTANA | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| NEBRASKA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| NEVADA | 3/25/2022 | 3/25/2022 | 3/25/2022 | 3/25/2022 |
| NEW HAMPSHIRE | 12/9/2021 | 12/9/2021 | 12/9/2021 | 12/9/2021 |
| NEW JERSEY | 2/10/2022 | 2/10/2022 | 2/11/2022 | 2/11/2022 |
| NEW MEXICO | 12/10/2021 | 12/10/2021 | 12/10/2021 | 12/10/2021 |
| NEW YORK | 3/24/2022 | 3/24/2022 | 3/24/2022 | 3/24/2022 |
| NORTH CAROLINA | 10/28/2021 | 11/10/2021 | 10/28/2021 | 11/15/2021 |
| NORTH DAKOTA | 10/5/2021 | 10/5/2021 | 10/5/2021 | 10/5/2021 |
| OHIO | 10/18/2021 | 10/18/2021 | 10/18/2021 | 10/18/2021 |
| OKLAHOMA | 12/9/2021 | 12/9/2021 | 12/10/2021 | 12/10/2021 |
| OREGON | 12/15/2021 | 1/11/2022 | 12/15/2021 | 1/11/2022 |
| PENNSYLVANIA | 3/7/2022 | 3/7/2022 | 2/25/2022 | 2/25/2022 |
| PUERTO RICO | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver | No Assessment data submitted by 3/30/22 – entity received a federal waiver |
| RHODE ISLAND | 12/6/2021 | 12/6/2021 | 12/6/2021 | 12/6/2021 |
| SOUTH CAROLINA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| SOUTH DAKOTA | 3/29/2022 | 3/30/2022 | 3/29/2022 | 3/30/2022 |
| TENNESSEE | 12/2/2021 | 1/7/2022 | 12/2/2021 | 1/7/2022 |
| TEXAS | 10/26/2021 | 10/26/2021 | 10/26/2021 | 10/26/2021 |
| U.S. VIRGIN ISLANDS | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities |
| UTAH | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| VERMONT | 3/28/2022 | 3/28/2022 | 3/28/2022 | 3/28/2022 |
| VIRGINIA | 12/3/2021 | 3/22/2022 | 12/3/2021 | 3/22/2022 |
| WASHINGTON | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 |
| WEST VIRGINIA | 12/13/2021 | 12/13/2021 | 12/13/2021 | 12/13/2021 |
| WISCONSIN | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| WYOMING | 11/23/2021 | 11/23/2021 | 11/23/2021 | 11/23/2021 |

Table A-2. Date of Last Submission of SY 2020-21 Participation Data by State

| **State** | **LEA Level Mathematics (FS185)** | **LEA Level Reading/LA (FS188)** | **School Level Mathematics (FS185)** | **School Level Reading/LA (FS188)** |
| --- | --- | --- | --- | --- |
| ALABAMA | 11/10/2021 | 11/9/2021 | 11/10/2021 | 11/9/2021 |
| ALASKA | 1/21/2022 | 12/3/2021 | 1/21/2022 | 12/3/2021 |
| ARIZONA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| ARKANSAS | 3/27/2022 | 3/28/2022 | 3/27/2022 | 3/28/2022 |
| BUREAU OF INDIAN EDUCATION | 3/26/2022 | 3/27/2022 | 3/27/2022 | 3/27/2022 |
| CALIFORNIA | 11/10/2021 | 11/10/2021 | 11/10/2021 | 11/10/2021 |
| COLORADO | 12/8/2021 | 12/8/2021 | 12/8/2021 | 12/8/2021 |
| CONNECTICUT | 1/25/2022 | 1/25/2022 | 3/3/2022 | 3/3/2022 |
| DELAWARE | 1/10/2022 | 1/10/2022 | 1/10/2022 | 1/10/2022 |
| DISTRICT OF COLUMBIA | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver |
| FLORIDA | 11/29/2021 | 11/29/2021 | 11/29/2021 | 11/29/2021 |
| GEORGIA | 12/2/2021 | 12/15/2021 | 12/2/2021 | 12/15/2021 |
| HAWAII | 11/30/2021 | 11/30/2021 | 11/30/2021 | 11/30/2021 |
| IDAHO | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| ILLINOIS | 3/22/2022 | 3/22/2022 | 3/22/2022 | 3/22/2022 |
| INDIANA | 3/29/2022 | 3/29/2022 | 3/30/2022 | 3/30/2022 |
| IOWA | 3/8/2022 | 3/8/2022 | 3/8/2022 | 3/8/2022 |
| KANSAS | 11/24/2021 | 11/24/2021 | 11/24/2021 | 11/24/2021 |
| KENTUCKY | 12/3/2021 | 12/3/2021 | 12/3/2021 | 12/3/2021 |
| LOUISIANA | 12/13/2021 | 12/13/2021 | 12/13/2021 | 12/13/2021 |
| MAINE | 2/7/2022 | 2/7/2022 | 2/7/2022 | 2/7/2022 |
| MARYLAND | 2/25/2022 | 2/25/2022 | 2/25/2022 | 2/25/2022 |
| MASSACHUSETTS | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| MICHIGAN | 12/6/2021 | 12/6/2021 | 12/6/2021 | 12/6/2021 |
| MINNESOTA | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| MISSISSIPPI | 11/17/2021 | 11/17/2021 | 11/17/2021 | 11/17/2021 |
| MISSOURI | 12/10/2021 | 12/10/2021 | 12/12/2021 | 12/10/2021 |
| MONTANA | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| NEBRASKA | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| NEVADA | 3/25/2022 | 3/25/2022 | 3/25/2022 | 3/25/2022 |
| NEW HAMPSHIRE | 12/9/2021 | 12/9/2021 | 12/9/2021 | 12/9/2021 |
| NEW JERSEY | 2/10/2022 | 2/10/2022 | 2/11/2022 | 2/11/2022 |
| NEW MEXICO | 12/15/2021 | 3/30/2022 | 12/15/2021 | 3/30/2022 |
| NEW YORK | 9/29/2021 | 9/29/2021 | 9/29/2021 | 9/29/2021 |
| NORTH CAROLINA | 11/2/2021 | 11/2/2021 | 11/2/2021 | 11/2/2021 |
| NORTH DAKOTA | 10/5/2021 | 10/5/2021 | 10/5/2021 | 10/5/2021 |
| OHIO | 10/18/2021 | 10/18/2021 | 10/18/2021 | 10/18/2021 |
| OKLAHOMA | 12/9/2021 | 12/9/2021 | 12/10/2021 | 12/10/2021 |
| OREGON | 12/15/2021 | 12/15/2021 | 12/15/2021 | 12/15/2021 |
| PENNSYLVANIA | 3/7/2022 | 3/7/2022 | 2/25/2022 | 2/25/2022 |
| PUERTO RICO | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver | No Assessment data submitted by 3/30/22 – entity received federal waiver |
| RHODE ISLAND | 12/6/2021 | 12/8/2021 | 12/6/2021 | 12/8/2021 |
| SOUTH CAROLINA | 12/14/2021 | 12/15/2021 | 12/14/2021 | 12/15/2021 |
| SOUTH DAKOTA | 3/29/2022 | 3/30/2022 | 3/29/2022 | 3/30/2022 |
| TENNESSEE | 12/2/2021 | 1/7/2022 | 12/2/2021 | 1/7/2022 |
| TEXAS | 10/26/2021 | 10/26/2021 | 10/26/2021 | 10/26/2021 |
| U.S. VIRGIN ISLANDS | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities | No Assessment data submitted by 3/30/22 – entity has flexibilities |
| UTAH | 12/15/2021 | 3/1/2022 | 12/15/2021 | 3/1/2022 |
| VERMONT | 3/28/2022 | 3/28/2022 | 3/28/2022 | 3/28/2022 |
| VIRGINIA | 12/3/2021 | 3/22/2022 | 12/3/2021 | 3/22/2022 |
| WASHINGTON | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 | No Assessment data submitted by 3/30/22 |
| WEST VIRGINIA | 12/13/2021 | 12/13/2021 | 12/13/2021 | 12/13/2021 |
| WISCONSIN | 12/14/2021 | 12/14/2021 | 12/14/2021 | 12/14/2021 |
| WYOMING | 11/12/2021 | 11/12/2021 | 11/12/2021 | 11/12/2021 |

# 

# Appendix B - State Assessment Changes from Prior School Year

The table below contains information on changes in state assessments from SY 2018-19 to SY 2020-21.

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

| **State** | **Subject/ Assessment Type/ Grade Range** | **Academic Assessment Change from Prior Year?** | **Did Change Affect Comparability?** | **Planning Change in Three Years?** | **What Year?** | **Achievement Standards Change from Prior Year?** | **Did Change Affect Comparability?** | **Planning Change in Three Years?** | **What Year?** | **Content Standards Change from Prior Year?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Alabama | Math ALT 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Alabama | Math ALT Sec | Yes | No | No |  | Yes | No | No |  | Yes |
| Alabama | Math REG 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Alabama | Math REG Sec | No |  | No |  | Yes | No | No |  | No |
| Alabama | Read ALT 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Alabama | Read ALT Sec | Yes | No | No |  | Yes | No | No |  | No |
| Alabama | Read REG 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Alabama | Read REG Sec | No |  | No |  | Yes | No | No |  | No |
| Alaska | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Alaska | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Alaska | Math REG 3-8 | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Alaska | Math REG Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Alaska | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Alaska | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Alaska | Read REG 3-8 | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Alaska | Read REG Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Arizona | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Arizona | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Arizona | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Arizona | Math REG Sec | Yes | No | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Arizona | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Arizona | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Arizona | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| Arizona | Read REG Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Arkansas | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Arkansas | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Arkansas | Math REG 3-8 | No |  | Yes | 2023-24 | No |  | No |  | No |
| Arkansas | Math REG Sec | No |  | Yes | 2023-24 | No |  | No |  | No |
| Arkansas | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Arkansas | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Arkansas | Read REG 3-8 | No |  | Yes | 2023-24 | No |  | No |  | No |
| Arkansas | Read REG Sec | No |  | Yes | 2023-24 | No |  | No |  | No |
| Bureau Of Indian Education | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Bureau Of Indian Education | Read REG Sec | No |  | No |  | No |  | No |  | No |
| California | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| California | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| California | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| California | Math REG Sec | No |  | No |  | No |  | No |  | No |
| California | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| California | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| California | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| California | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Colorado | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Colorado | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Colorado | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Colorado | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Colorado | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Colorado | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Colorado | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Colorado | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Connecticut | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Connecticut | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Connecticut | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Connecticut | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Connecticut | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Connecticut | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Connecticut | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Connecticut | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Delaware | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Delaware | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Delaware | Math REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Delaware | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Delaware | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Delaware | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Delaware | Read REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Delaware | Read REG Sec | No |  | No |  | No |  | No |  | No |
| District of Columbia | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| District of Columbia | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| District of Columbia | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| District of Columbia | Math REG Sec | No |  | No |  | No |  | No |  | No |
| District of Columbia | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| District of Columbia | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| District of Columbia | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| District of Columbia | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Florida | Math ALT 3-8 | No |  | Yes | 2023-24 | No |  | No |  | No |
| Florida | Math ALT Sec | No |  | Yes | 2023-24 | No |  | No |  | No |
| Florida | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2023-24 | No |
| Florida | Math REG Sec | No |  | Yes | 2022-23 | No |  | Yes | 2023-24 | No |
| Florida | Read ALT 3-8 | No |  | Yes | 2023-24 | No |  | No |  | No |
| Florida | Read ALT Sec | No |  | Yes | 2023-24 | No |  | No |  | No |
| Florida | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2023-24 | No |
| Florida | Read REG Sec | No |  | Yes | 2022-23 | No |  | Yes | 2023-24 | No |
| Georgia | Math ALT 3-8 | No |  | No |  | No |  | Yes | 2023-24 | No |
| Georgia | Math ALT Sec | No |  | No |  | No |  | Yes | 2023-24 | No |
| Georgia | Math REG 3-8 | No |  | No |  | No |  | Yes | 2023-24 | No |
| Georgia | Math REG Sec | No |  | No |  | No |  | Yes | 2023-24 | No |
| Georgia | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Georgia | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Georgia | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Georgia | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Guam | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Guam | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Guam | Math REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Guam | Math REG Sec | Yes | No | No |  | No |  | No |  | No |
| Guam | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Guam | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Guam | Read REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Guam | Read REG Sec | Yes | No | No |  | No |  | No |  | No |
| Hawaii | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Hawaii | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Hawaii | Math REG 3-8 | No |  | Yes | 2021-22 | No |  | No |  | No |
| Hawaii | Math REG Sec | No |  | Yes | 2021-22 | No |  | No |  | No |
| Hawaii | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Hawaii | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Hawaii | Read REG 3-8 | No |  | Yes | 2021-22 | No |  | No |  | No |
| Hawaii | Read REG Sec | No |  | Yes | 2021-22 | No |  | No |  | No |
| Idaho | Math ALT 3-8 | Yes | Yes | No |  | Yes | Yes | Yes | 2021-22 | No |
| Idaho | Math ALT Sec | Yes | Yes | No |  | Yes | Yes | Yes | 2021-22 | No |
| Idaho | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Idaho | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Idaho | Read ALT 3-8 | Yes | Yes | No |  | Yes | Yes | Yes | 2021-22 | No |
| Idaho | Read ALT Sec | Yes | Yes | No |  | Yes | Yes | Yes | 2021-22 | No |
| Idaho | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Idaho | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Illinois | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Illinois | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Illinois | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Illinois | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Illinois | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Illinois | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Illinois | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Illinois | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Indiana | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Indiana | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Indiana | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Indiana | Math REG Sec | No |  | Yes | 2021-22 | No |  | No |  | No |
| Indiana | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Indiana | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Indiana | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Indiana | Read REG Sec | No |  | Yes | 2021-22 | No |  | No |  | No |
| Iowa | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Iowa | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Iowa | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Iowa | Math REG Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Iowa | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Iowa | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Iowa | Read REG 3-8 | No |  | Yes | 2021-22 | No |  | No |  | No |
| Iowa | Read REG Sec | No |  | Yes | 2021-22 | No |  | No |  | No |
| Kansas | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Kansas | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Kansas | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Kansas | Math REG Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Kansas | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Kansas | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Kansas | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Kansas | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Maine | Math ALT 3-8 | No |  | No |  | No |  | No |  | Yes |
| Maine | Math ALT Sec | No |  | No |  | No |  | No |  | Yes |
| Maine | Math REG 3-8 | Yes | Yes | No |  | No |  | Yes | 2022-23 | Yes |
| Maine | Math REG Sec | Yes | Yes | No |  | No |  | Yes | 2022-23 | Yes |
| Maine | Read ALT 3-8 | No |  | No |  | No |  | No |  | Yes |
| Maine | Read ALT Sec | No |  | No |  | No |  | No |  | Yes |
| Maine | Read REG 3-8 | Yes | Yes | No |  | Yes | No | Yes | 2022-23 | Yes |
| Maine | Read REG Sec | Yes | Yes | No |  | No |  | Yes | 2022-23 | Yes |
| Maryland | Math ALT 3-8 | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Math ALT Sec | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Math REG 3-8 | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Math REG Sec | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Read ALT 3-8 | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Read ALT Sec | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Read REG 3-8 | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Maryland | Read REG Sec | Yes | No | No |  | Yes | No | Yes | 2021-22 | No |
| Massachusetts | Math ALT 3-8 | Yes | No | No |  | No |  | No |  | No |
| Massachusetts | Math ALT Sec | Yes | No | No |  | No |  | No |  | No |
| Massachusetts | Math REG 3-8 | Yes | Yes | No |  | No |  | No |  | No |
| Massachusetts | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Massachusetts | Read ALT 3-8 | Yes | No | No |  | No |  | No |  | No |
| Massachusetts | Read ALT Sec | Yes | No | No |  | No |  | No |  | No |
| Massachusetts | Read REG 3-8 | Yes | Yes | No |  | No |  | No |  | No |
| Massachusetts | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Michigan | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Michigan | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Michigan | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Michigan | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Michigan | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Michigan | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Michigan | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Michigan | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Minnesota | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Minnesota | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Minnesota | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Minnesota | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Minnesota | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Minnesota | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Minnesota | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Minnesota | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Mississippi | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Mississippi | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Mississippi | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Mississippi | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Mississippi | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Mississippi | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Mississippi | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Mississippi | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Missouri | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Missouri | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Missouri | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Missouri | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Missouri | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Missouri | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Missouri | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Missouri | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Montana | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Montana | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Montana | Math REG 3-8 | Yes | No | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Montana | Math REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Montana | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Montana | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Montana | Read REG 3-8 | Yes | No | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Montana | Read REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Nebraska | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Nebraska | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Nebraska | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| Nebraska | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Nebraska | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Nebraska | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Nebraska | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| Nebraska | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Nevada | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Nevada | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Nevada | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Nevada | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Nevada | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Nevada | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Nevada | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Nevada | Read REG Sec | No |  | No |  | No |  | No |  | No |
| New Hampshire | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Hampshire | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| New Hampshire | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| New Hampshire | Math REG Sec | No |  | No |  | No |  | No |  | No |
| New Hampshire | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Hampshire | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| New Hampshire | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| New Hampshire | Read REG Sec | No |  | No |  | No |  | No |  | No |
| New Jersey | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Jersey | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| New Jersey | Math REG 3-8 | Yes | Yes | Yes | 2021-22 | Yes | Yes | Yes | 2021-22 | No |
| New Jersey | Math REG Sec | Yes | Yes | Yes | 2021-22 | Yes | Yes | Yes | 2021-22 | No |
| New Jersey | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Jersey | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| New Jersey | Read REG 3-8 | Yes | Yes | Yes | 2021-22 | Yes | Yes | Yes | 2021-22 | No |
| New Jersey | Read REG Sec | Yes | Yes | Yes | 2021-22 | Yes | Yes | Yes | 2021-22 | No |
| New Mexico | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Mexico | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| New Mexico | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| New Mexico | Math REG Sec | No |  | No |  | No |  | No |  | No |
| New Mexico | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New Mexico | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| New Mexico | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| New Mexico | Read REG Sec | No |  | No |  | No |  | No |  | No |
| New York | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New York | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| New York | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| New York | Math REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| New York | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| New York | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| New York | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| New York | Read REG Sec | No |  | No |  | No |  | No |  | No |
| North Carolina | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| North Carolina | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| North Carolina | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| North Carolina | Math REG Sec | No |  | No |  | No |  | No |  | No |
| North Carolina | Read ALT 3-8 | Yes | Yes | No |  | Yes | Yes | No |  | Yes |
| North Carolina | Read ALT Sec | Yes | Yes | No |  | Yes | Yes | No |  | Yes |
| North Carolina | Read REG 3-8 | Yes | Yes | No |  | Yes | Yes | No |  | Yes |
| North Carolina | Read REG Sec | No |  | No |  | No |  | No |  | No |
| North Dakota | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| North Dakota | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| North Dakota | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| North Dakota | Math REG Sec | Yes | No | Yes | 2021-22 | No |  | No |  | No |
| North Dakota | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| North Dakota | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| North Dakota | Read REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| North Dakota | Read REG Sec | Yes | No | No |  | No |  | No |  | No |
| Northern Marianas | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Northern Marianas | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Northern Marianas | Math REG 3-8 | Yes | Yes | Yes | 2022-23 | Yes | Yes | Yes | 2022-23 | Yes |
| Northern Marianas | Math REG Sec | Yes | Yes | Yes | 2022-23 | Yes | Yes | Yes | 2022-23 | Yes |
| Northern Marianas | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Northern Marianas | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Northern Marianas | Read REG 3-8 | Yes | Yes | Yes | 2022-23 | Yes | Yes | Yes | 2022-23 | Yes |
| Northern Marianas | Read REG Sec | Yes | Yes | Yes | 2022-23 | Yes | Yes | Yes | 2022-23 | Yes |
| Ohio | Math ALT 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Ohio | Math ALT Sec | Yes | No | No |  | Yes | No | No |  | No |
| Ohio | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Ohio | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Ohio | Read ALT 3-8 | Yes | No | No |  | Yes | No | No |  | No |
| Ohio | Read ALT Sec | Yes | No | No |  | Yes | No | No |  | No |
| Ohio | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Ohio | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Oklahoma | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Oklahoma | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Oklahoma | Math REG 3-8 | No |  | Yes | 2023-24 | No |  | No |  | Yes |
| Oklahoma | Math REG Sec | No |  | No |  | No |  | No |  | Yes |
| Oklahoma | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Oklahoma | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Oklahoma | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | No |  | Yes |
| Oklahoma | Read REG Sec | No |  | No |  | No |  | No |  | Yes |
| Oregon | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Oregon | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Oregon | Math REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Oregon | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Oregon | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Oregon | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Oregon | Read REG 3-8 | Yes | No | No |  | No |  | No |  | No |
| Oregon | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Pennsylvania | Math ALT 3-8 | Yes | Yes | No |  | No |  | No |  | No |
| Pennsylvania | Math ALT Sec | Yes | Yes | No |  | No |  | No |  | No |
| Pennsylvania | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Pennsylvania | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Pennsylvania | Read ALT 3-8 | Yes | Yes | No |  | No |  | No |  | No |
| Pennsylvania | Read ALT Sec | Yes | Yes | No |  | No |  | No |  | No |
| Pennsylvania | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Pennsylvania | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Puerto Rico | Math ALT 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Math ALT Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Math REG 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Math REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Read ALT 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Read ALT Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Read REG 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Puerto Rico | Read REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Republic of Palau | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of Palau | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Republic of the Marshall Islands | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Rhode Island | Math ALT 3-8 | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Math ALT Sec | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Math REG 3-8 | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Math REG Sec | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Read ALT 3-8 | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Read ALT Sec | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Read REG 3-8 | No |  | No |  | No |  | No |  | Yes |
| Rhode Island | Read REG Sec | No |  | No |  | No |  | No |  | Yes |
| South Carolina | Math ALT 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Math ALT Sec | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Math REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| South Carolina | Read ALT 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Read ALT Sec | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| South Carolina | Read REG Sec | No |  | Yes | 2021-22 | Yes | Yes | Yes | 2022-23 | No |
| South Dakota | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| South Dakota | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| South Dakota | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| South Dakota | Math REG Sec | No |  | No |  | No |  | No |  | No |
| South Dakota | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| South Dakota | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| South Dakota | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| South Dakota | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Tennessee | Math ALT 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Math ALT Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Math REG 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Math REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Read ALT 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Read ALT Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Read REG 3-8 | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Tennessee | Read REG Sec | No |  | Yes | 2023-24 | No |  | Yes | 2023-24 | No |
| Texas | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Texas | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Texas | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Texas | Math REG Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Texas | Read ALT 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| Texas | Read ALT Sec | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | No |
| Texas | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | Yes |
| Texas | Read REG Sec | No |  | Yes | 2022-23 | No |  | Yes | 2022-23 | Yes |
| Utah | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Utah | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Utah | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Utah | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Utah | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Utah | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Utah | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Utah | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Vermont | Math ALT 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Math ALT Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Math REG 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Math REG Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Read ALT 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Read ALT Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Read REG 3-8 | No |  | Yes | 2022-23 | No |  | No |  | No |
| Vermont | Read REG Sec | No |  | Yes | 2022-23 | No |  | No |  | No |
| Virgin Islands | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Read REG 3-8 | No |  | No |  | No |  | No |  | No |
| Virgin Islands | Read REG Sec | No |  | No |  | No |  | No |  | No |
| Virginia | Math ALT 3-8 | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Virginia | Math ALT Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Virginia | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| Virginia | Math REG Sec | No |  | No |  | No |  | No |  | No |
| Virginia | Read ALT 3-8 | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Virginia | Read ALT Sec | No |  | Yes | 2021-22 | No |  | Yes | 2021-22 | No |
| Virginia | Read REG 3-8 | Yes | Yes | No |  | Yes | Yes | No |  | Yes |
| Virginia | Read REG Sec | Yes | Yes | No |  | Yes | Yes | No |  | Yes |
| Washington | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Washington | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Washington | Math REG 3-8 | Yes | Yes | Yes | 2021-22 | No |  | No |  | No |
| Washington | Math REG Sec | Yes | Yes | Yes | 2021-22 | No |  | No |  | No |
| Washington | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Washington | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Washington | Read REG 3-8 | Yes | Yes | Yes | 2021-22 | No |  | No |  | No |
| Washington | Read REG Sec | Yes | Yes | Yes | 2021-22 | No |  | No |  | No |
| West Virginia | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| West Virginia | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| West Virginia | Math REG 3-8 | No |  | No |  | No |  | No |  | No |
| West Virginia | Math REG Sec | No |  | No |  | No |  | No |  | No |
| West Virginia | Read ALT 3-8 | No |  | No |  | No |  | No |  | Yes |
| West Virginia | Read ALT Sec | No |  | No |  | No |  | No |  | Yes |
| West Virginia | Read REG 3-8 | No |  | No |  | No |  | No |  | Yes |
| West Virginia | Read REG Sec | No |  | No |  | No |  | No |  | Yes |
| Wisconsin | Math ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Wisconsin | Math ALT Sec | No |  | No |  | No |  | No |  | No |
| Wisconsin | Math REG 3-8 | No |  | No |  | No |  | No |  | Yes |
| Wisconsin | Math REG Sec | No |  | No |  | No |  | No |  | Yes |
| Wisconsin | Read ALT 3-8 | No |  | No |  | No |  | No |  | No |
| Wisconsin | Read ALT Sec | No |  | No |  | No |  | No |  | No |
| Wisconsin | Read REG 3-8 | No |  | No |  | No |  | No |  | Yes |
| Wisconsin | Read REG Sec | No |  | No |  | No |  | No |  | Yes |
| Wyoming | Math ALT 3-8 | No |  | Yes | 2022-23 | Yes | No | No |  | Yes |
| Wyoming | Math ALT Sec | No |  | Yes | 2022-23 | Yes | No | No |  | Yes |
| Wyoming | Math REG 3-8 | No |  | Yes | 2021-22 | Yes | No | No |  | No |
| Wyoming | Math REG Sec | No |  | Yes | 2021-22 | Yes | No | No |  | No |
| Wyoming | Read ALT 3-8 | No |  | No |  | No |  | Yes | 2023-24 | No |
| Wyoming | Read ALT Sec | No |  | No |  | No |  | Yes | 2023-24 | No |
| Wyoming | Read REG 3-8 | No |  | No |  | No |  | Yes | 2022-23 | No |
| Wyoming | Read REG Sec | No |  | No |  | No |  | Yes | 2022-23 | No |

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

The table explains how the major racial and ethnic subgroups 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** |
| MAM | American Indian or Alaska Native | MAN | American Indian / Alaska Native or Native American |
| MAS | Asian/Pacific Islander | MA | Asian |
| MAP | Asian / Pacific Islander |
| MF | Filipino |
| MNP | Nat Hawaiian / Other Pacific Islander or Pacific Islander |
| MBL | Black or African American | MB | Black (Not Hispanic) or African American |
| MHI | Hispanic / Latino | MHL | Hispanic / Latino |
| MHN | Hispanic (not Puerto Rican) |
| MPR | Puerto Rican |
| MTR | Two or more races | MM | Multicultural or Multiethnic or Multiracial |
| MWH | White | MW | White (Not Hispanic) or Caucasian |

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

Table C-2. Other Populations Subgroups

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Populations Subgroups used in this file** | | **Other Subgroups 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 |
| FCS | Foster Care | FCS | Foster Care |
| HOM | Homeless Enrolled | HOMELSENRL | Homeless Enrolled |
| LEP | English Learner | LEP | English Learner |
| MIG | Migrant Students | MS | Migrant Students |
| MIL | Military Connected Students | MILCNCTD | Military Connected Students |



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1. Beginning in the SY 2011-2012 reporting year, data were reported to ED*Facts* by assessment administered and, until SY 2018-19, by the individual performance levels established by each state that are applicable to each assessment type. [↑](#footnote-ref-1)
2. The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS. [↑](#footnote-ref-2)
3. Districts are a type of LEA. The variable name uses the more generic term of LEA. [↑](#footnote-ref-3)
4. The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS. [↑](#footnote-ref-4)
5. Districts are a type of LEA. The variable name uses the more generic term of LEA. [↑](#footnote-ref-5)
6. For additional information on the wide file format layout, visit the ED*Facts* Data Files webpage (<https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>) and see the Assessment (Proficiency or Achievement) data documentation for years SY 2018-19 or earlier. [↑](#footnote-ref-6)