

# Reporting Tool: Reporting Complete Pre- and Posttest Results for Reading and Mathematics

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## Related Consolidated State Performance Report Tables and *EDFacts* File Specifications

### Consolidated State Performance Report Tables:

- Students Served (long-term student count; tables 2.5.1.3/2.5.3.3)
- Academic Performance in Reading and Mathematics (tables 2.5.2.1/2.5.3.5.1 and 2.5.2.2/2.5.3.5.2)

### *EDFacts* File Specifications:

- C113 & C125: Neglected or Delinquent (N or D) Academic Achievement
- C119 & C127: Neglected or Delinquent (N or D) Participation

## Purpose of this Tool

Reporting high-quality and accurate data for the number of students demonstrating improvement is a critical component of Title I, Part D program performance. This tool provides sample calculations that can be used to avoid common data collection errors and increase the likelihood that the academic achievement data reported are accurate and consistent.

## Reporting Notes

- In SY 2013–14, *EDFacts* file specification C135 was eliminated. Therefore,
  - The number of long-term students is now submitted via C119 and C127.
  - The number of students testing below grade level upon entry and the number of students with complete pre-posttest results are no longer collected.
- Reporting pre- and posttest results in C125 is still optional for at-risk programs.

## Data Quality Information Related to Reporting Pre- and Posttest Results for Reading and Mathematics

Results for academic achievement in reading and mathematics are important to the Title I, Part D program because the data are used to calculate the following:

- The percentage of long-term students who improved in reading and mathematics from pretest to posttest. (This is a performance indicator used to prepare the Federal Annual Performance Plans and Reports, as mandated by the Government Performance Results Act Modernization Act of 2010 [GPRAMA].)
- The percentage of long-term students with complete pre-posttest results in reading and mathematics is calculated as the sum of the students who had pre- and posttest results (e.g., results across negative change, no change, or improvement). (This is a leading indicator for the Title I, Part D program).

Therefore, it is critical that these data be accurate. For instance, the sum of the number of students who had pre- and posttest results (e.g., results across negative change, no change, or improvement) reported for mathematics and reading should not exceed the number of unduplicated students or the number of long-term students.

Performing a few simple calculations before submitting academic achievement data will help identify any inconsistencies to make sure that the number of students demonstrating results aligns with other data submitted in the Consolidated State Performance Report (CSPR). The example below provides sample calculations to help guide technical assistance to facilities around these data.

## Reporting Complete and Consistent Pre- and Posttest Data

Using the data in the table below, this example provides step-by-step information for data providers on ways to avoid common errors when reporting pre- and posttest data.

### Sample Information for Students in Adult Corrections Programs (Subpart 1 example)

CSPR measure	Number of students
Number of unduplicated students (Table 2.5.1.3)	100
Number of long-term students (Table 2.5.1.3)	65
Number of long-term students who demonstrated negative grade-level change from the pre- to posttest exams (Table 2.5.2.1)	20
Number of long-term students who demonstrated no change in grade level from the pre- to posttest exams (Table 2.5.2.1)	0
Number of long-term students who demonstrated improvement up to one full grade level from the pre- to posttest exams (Table 2.5.2.1)	10
Number of long-term students who demonstrated improvement of more than one full grade level from the pre- to posttest exams (Table 2.5.2.1)	40

- A. The calculation below shows the way to determine if the number of students who are demonstrating results is lower than or equal to the number of unduplicated students:
- Number of long-term students who have complete pre-and posttest data =  $20 + 0 + 10 + 40 = 70$
  - Number of unduplicated students: **100**
- **OK.** The number of students demonstrating results (70) is lower than the number of unduplicated students (100).
- B. The calculation below demonstrates how to calculate the percentage of students who improved from their pretest to their posttest:
- Number of students who have complete pre-and posttest data =  $20 + 0 + 10 + 40 = 70$
  - Number of students who improved from their pretests to posttests =  $10 + 40 = 50$
- The percentage of students who improved ( $50/70$ ) is 71%. **Do not report this value until you have completed your review.**
- C. The calculation below shows the way to determine if the number of students who are demonstrating results is lower than or equal to the number of long-term students:
- Number of long-term students who have complete pre- and posttest data =  $20 + 0 + 10 + 40 = 70$
  - Number of long-term students: **65**
- **NOT OK.** The number of students with data results (70) is larger than the number of long-term students (65). In this example, the percentage of long-term students with pre-posttest results is 108%.

**This presents a data quality issue, which requires review by the State-level data coordinators and facility staff to determine if the issue is with the long-term student count or the number of students with pre- and posttest data. The percent of students who improved will need to be reviewed and recalculated once the values in the table are confirmed.**

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This NDTAC tool is intended as a quick reference and does not supersede or replace any Federal forms or information about the collection and reporting of data pertaining to Title I, Part D.