

**EDFacts Data Set**  
**Technical Amendments and Corrections**  
**Proposed for SYs 2008-09 and 2009-10**

**August 26, 2008**

## Table of Contents

Purpose.....	3
Background.....	3
Revisions being proposed.....	3
Technical Amendments - Detail.....	6
Technical amendments to incorporate racial ethnic guidance.....	6
Technical amendments for the transformation of the legacy Consolidated State Performance Report (CSPR).....	6
Technical amendments for the transformation of the legacy IDEA Section 618 tables..	9
Technical amendments for the transformation of the legacy Perkins IV Consolidated Annual Report (CAR).....	11
Technical Corrections - Detail.....	12
Changes to the reporting levels of data groups.....	12
Changes to the source of data groups.....	13
Changes to the category sets used in data groups.....	14
Changes to the permitted values of categories.....	15
Changes to the reporting periods.....	15
Deletions - Detail.....	15
Name Changes - Detail.....	16

## Purpose

This document lists the technical amendments and corrections requested for the approved *EDFacts* Data Set for SYs 2008-09 and 2009-10.

This document contains a summary of the technical amendments and corrections as well as a detailed explanation of each change.

## Background

The current *EDFacts* data set is approved for three school years: 2007-08, 2008-09, and 2009-10. The SY 2007-08 is currently being collected. Since approval, a few issues have been identified that require modifications to the data set. If approved, these modifications would be implemented for SYs 2008-09 and 2009-10.

The *EDFacts* data set is composed of data groups and categories. The structure of the *EDFacts* data set is explained in Attachment B-1. So that the data groups and categories can be identified as such, the names of data groups and categories are in italics in this document. Where appropriate, references are made to the relevant pages of Attachment B “*EDFacts* Data Set” from the approved collection package.

## Revisions being proposed

The modifications proposed have been organized in this document into four types:

- Technical amendments – These are additions to the *EDFacts* data set in order to continue the transformation of legacy collections. All additions to the *EDFacts* data set are already cleared as part of a legacy collection.
- Technical corrections – These are adjustments to existing data groups and categories in the *EDFacts* data set. Technical corrections include changes to:
  - the reporting levels of data groups
  - the source of the data groups
  - the category sets used in the data groups
  - the permitted values of categories
  - the reporting periods
- Deletions – These are data groups that are no longer needed by ED. They were identified as ED implemented the transformation of legacy collections into *EDFacts*.

- Name Changes – These are name changes to data groups and categories to provide clarity so that the terminology used will be understood and improve readability.

The tables below summarize the proposed modifications as outlined above. Later sections of the document provide a full explanation of each change.

**Table 1 – Technical Amendments (TA)**

#	Proposed amendment	Supporting transformation of legacy collection
1	Change permitted values of the category <i>Racial Ethnic</i>	Implementation of racial ethnic guidance
2	Collect corrective actions	Consolidated State Performance Report (CSPR)
3	Collect restructuring actions	CSPR
4	Collect LEP student academic status	CSPR
5	Collect caps for alternate assessments	IDEA Section 618 Table 6
6	Collect invalid assessments	IDEA Section 618 Table 6
7	Collect children with disabilities who are LEP and took an English language proficient test instead of a reading assessment	IDEA Section 618 Table 6
8	Collect CTE participants non-traditional	Perkins IV Consolidated Annual Report (CAR)
9	Collect CTE Concentrator non-traditional	Perkins IV CAR

**Table 2 – Technical Corrections (TC)**

#	Proposed correction	Data Groups impacted	Reason for correction
1	Add LEA level collection	MEP data groups collecting staff and student counts	Discontinued for SY 07-08 an error
2	Add school level collection [delete category <i>Grade Level (Basic)</i> ]	<i>Discipline Incidents Table (ID# 523)</i>	Changed approach to collect better data
3	Discontinue school level collection	AMAOs for LEP students data groups	AMAOs are monitored at the LEA level not the school level
4	Change source from “outside SEA” to “ED supplemented by SEA”	<i>Title I District Status (ID# 582)</i>	SEAs need to provide information on reallocations to ensure accurate data
5	Discontinue using category <i>One Data Point</i>	LEP and Title III testing data groups	Question removed from CSPR

#	Proposed correction	Data Groups impacted	Reason for correction
6	Change category from <i>AMAO (Assessment)</i> to <i>English Proficiency Level</i>	<i>LEP Students English Proficiency Table</i> (ID# 676)	The current category does not apply to all LEP students. Replaced with category that applies to all LEP students.
7	Discontinue using category <i>Language (Home)</i>	<i>Title III LEP Students Served Table</i> (ID# 648)	Burden not justified by information need
8	Discontinue using category <i>Grade Level (Basic)</i>	<i>Title III Former Students Table</i> (ID# 668)	Burden not justified by information need
9	Change permitted values for <i>English Proficiency Level</i>	<i>LEP Enrolled Tables</i> (ID# 678)	Simplifies the collection of data
10	Change reporting period to school year	<i>Discipline Table</i> (ID# 673)	Reporting period was incorrect

**Table 3 – Deletions (D)**

#	Name of data group proposed to be deleted	ID #	Reason for deletion
1	<i>Average Daily Attendance (Rural)</i>	685	Determined transformation didn't reduce burden to SEAs.
2	<i>LEP Assessed in Native Language Table</i>	272	Question removed from CSPR for SY 2007-08.
3	<i>LEP Recent Arrival Table</i>	677	OMB requested ED not burden the states with collecting this data.

**Table 4 – Name Changes (TC)**

#	Current Name	Proposed name	Reason for name change
<b>Data groups</b>			
1	CTE Concentrators Tables (ID# 521)	CTE Concentrators Exiting Tables	Clarifies that includes only students exiting secondary school
2	Economic disadvantage students (ID# 56)	Economically disadvantage students	Grammar
3	Proficiency Target Status Math (and Reading/Language Arts) Tables (ID# 554 and 552)	AMO Math (and Reading/Language Arts) Status Tables	Match terminology used in guidance
<b>Categories</b>			
4	AMAO (Assessment)	Title III Accountability	Clarifies by specifically naming the program
5	Economic disadvantage students	Economically disadvantage students	Grammar

#	Current Name	Proposed name	Reason for name change
6	Race/Ethnicity	Racial Ethnic	Match terminology used in guidance
7	Testing Status (Assessment)	Participation Status	Match terminology used in guidance

## Technical Amendments - Detail

This section describes technical amendments that are needed to continue transforming legacy collections. The amendments are organized by the legacy collection impacted.

### ***Technical amendments to incorporate racial ethnic guidance***

The following technical amendments incorporate the racial ethnic guidance that was finalized after the *EDFacts* data set was approved.

(TA1) Change the permitted values for the category *Racial Ethnic*

The permitted values would change from the current 5 to the 7 permitted values approved in Department guidance. For SYs 2008-09 and 2009-10, SEAs will have an option of which set of permitted values to use. The paperwork burden for this change has already been approved. This change would be to page 80 in Attachment B-5

### ***Technical amendments for the transformation of the legacy Consolidated State Performance Report (CSPR)***

The Consolidated State Performance Report (CSPR) for SY 2007-08 is currently in the clearance process. The modifications below impact only questions in the SY 2007-08 CSPR that are unchanged from the SY 2006-07 CSPR. These modifications would allow the questions on the CSPR to be populated through *EDFacts*.

(TA2) Collect corrective actions

This technical amendment adds a data group that provides data on the corrective actions taken under NCLB that are being implemented in schools that are in improvement status. This data group is planned to be used to populate the question on corrective actions in section 1.4 of the CSPR for SY 2008-09.

- Data Group ID - 686
- Data Group Name – *Corrective Actions*
- Section – Education Unit
- Steward – OESE

This data group can either be collected in the aggregate at the SEA and LEA levels or in the detail at the school level. Collecting the data in the aggregate provides useful but

incomplete data. Collecting the data in detail, which provides complete information, requires robust education unit data systems which some SEAs are still developing. ED proposes to collect the data at the aggregate level for SY 2008-09 and then at the detail level for SY 2009-10.

	Aggregate for SY 2008-09	Detail for SY 2009-10
Reporting Levels	<ul style="list-style-type: none"> <li>SEA</li> <li>LEA</li> </ul>	School
Definition	The number of schools in improvement status implementing a corrective action.	The corrective action being implemented in a school
Format	Integer (Count of schools)	
Permitted Values		See list below.
Category Set A	<i>Corrective Action</i>	
Comment		A school can implement more than one corrective action.
File specification	Added to the AYP Status (N/X103) which is collected in the close out collection period.	A new file specification would be developed to collect this data.
	Collecting in aggregate requires the following category.	
Category	<i>Corrective Action</i>	
Definition	The types of corrective actions under NCLB.	
Permitted values	See list below	

Permitted values for corrective action:

- Required implementation of a new research-based curriculum or instructional program
- Extension of the school year or school day
- Replacement of staff members relevant to the school's low performance
- Significant decrease in management authority at the school level
- Replacement of the principal
- Restructuring of the internal organization of the school
- Appointment of an outside expert to advise the school

(TA3) Collect restructuring actions

This technical amendment adds a data group that provides data on the restructuring under NCLB that is being implemented in schools that are in improvement status. This data group is planned to be used to populate the question on restructuring actions in section 1.4 of the CSPR for SY 2008-09.

- Data Group ID – 687
- Data Group Name – *Restructuring Actions*
- Section – Education Unit
- Steward – OESE
- File specification – Added to the AYP Status (N/X103) which is collected in the close out collection period.

This data group can either be collected in the aggregate at the SEA and LEA level or in the detail at the school level. Collecting the data in the aggregate provides useful but incomplete data. Collecting the data in the detail, which provides complete information, requires robust education unit data systems which some SEAs are still developing. ED proposes to collect that data at the aggregate level for SY 2008-09 and then at the detail level for SY 2009-10.

	Aggregate for SY 2008-09	Detail for SY 2009-10
Reporting Levels	<ul style="list-style-type: none"> <li>• SEA</li> <li>• LEA</li> </ul>	School
Definition	The number of schools in improvement status implementing a restructuring action.	The restructuring action being implemented in a school
Format	Integer (Count of schools)	
Permitted Values		See list below.
Category Set A	<i>Restructuring Action</i>	
Comment		A school can implement more than one restructuring action.
File specification	Added to the AYP Status (N/X103) which is collected in the close out collection period.	A new file specification would be developed to collect this data.
	Collecting in aggregate requires the following category.	
Category	<i>Restructuring Action</i>	
Definition	The types of restructuring actions under NCLB.	
Permitted values	See list below	

Permitted values for restructuring action

- Replacement of all or most of the school staff (which may include the principal)
- Reopening the school as a public charter school
- Entering into a contract with a private entity to operate the school
- Take over the school by the state
- Other major restructuring of the school governance



(TA4) Collect LEP student academic status

This technical amendment adds a data group that provides data on the third annual measurable achievement objective (AMAO) for Title III of ESEA, as amended by NCLB. This AMAO is based on the academic performance of the LEP student subgroup. We previously anticipated that we would derive this information using data collected about LEAs on the annual measurable objectives that determine AYP status. However, because Title III sub-grants can be awarded to a consortium of LEAs, we were unable to derive the data. To derive the AMAO, we would need to know each of the LEAs in the consortiums. We do not currently collect that information. We determined that collecting the AMAO separately would be less burdensome for SEAs than collecting the detailed information on the consortiums in order to calculate this AMAO from data on the annual measurable objectives that determine AYP status. This data group will be used to populate the AMAO questions in section 1.6 of the CSPR for SY 2007-08.

Data Group ID	688
Data Group Name	<i>LEP Student Academic Status</i>
Section	Education Unit
Definition	An indication of whether the state or the subgrantee met the annual measurable objectives for the Limited English Proficient (LEP) student subgroup in math and reading/language arts.
Permitted Values	<ul style="list-style-type: none"><li>• Met</li><li>• Not met</li><li>• Not applicable</li></ul>
Reporting Period	Regular School Year
Steward	OELA
Reporting Levels	SEA and LEA
File Specification	Added to the AYP Status File Specification (N/X103) which is collected during the close out collection period

***Technical amendments for the transformation of the legacy IDEA Section 618 tables***

The following technical amendments are needed for the transformation of Table 6 “Report on the Participation and Performance of Students with Disabilities on State Assessments.” Therefore, these data are already approved for collection under 1820-0659.

(TA5) Collect caps for alternate assessments

Table 6 of the Section 618 tables collects the number of students included in the NCLB one and two percent caps. These data are not currently included in the ED*Facts* data set.

Data Group ID	689
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Data Group Name	<i>Caps on Alternate Assessments</i>
Section	Students
Definition	The number of children with disabilities (IDEA) who scored at or proficient on an alternate assessment and were counted as proficient for adequate yearly progress (AYP) determinations.
Permitted Values	Integer
Reporting Period	State Testing Window
Category	<i>Assessment Achievement Standard</i>
Steward	OSEP
Reporting Levels	SEA and LEA
Comment	The number of scores at or above proficient on alternate assessments that count as proficient for AYP determinations is capped.
File Specification	A new file specification would be developed to collect this data.

The above data group will require the addition of a category set so that the allocation can be collected by the specific program.

Name	<i>Assessment Achievement Standard</i>
Definition	The type of achievement standards to which the cap applies
Permitted values	<ul style="list-style-type: none"> <li>• Modified (2% cap)</li> <li>• Alternate (1% cap)</li> </ul>

(TA6) Collect invalid assessments

Table 6 of the Section 618 tables collects the number of students whose assessments were invalid. These data are not currently included in the ED*Facts* data set.

Data Group ID	690
Data Group Name	<i>Children with Disabilities (IDEA)Invalid NCLB Assessments</i>
Section	Students
Definition	The number of children with disabilities (IDEA) whose test results are invalid.
Permitted Values	Integer
Reporting Period	State Testing Window
Category	<i>Academic Subject (Assessment), Grade Level (Assessment), t Assessment Administered</i>
Steward	OSEP
Reporting Levels	SEA and LEA
File Specification	A new file specification would be developed to collect this data.

This data group would use only existing categories.

(TA7) Collect children with disabilities who are LEP and took an English language proficient test instead of a reading assessment

Table 6 collects the number of children with disabilities participating in assessments under NCLB by the type of assessment. Limited English Proficient (LEP) students who have been in the U.S. less than one year can take the English language proficiency test to meet the requirements for a reading assessment. In anticipation of the transition of Table 6 into ED Facts, ED included data group *Children with Disabilities (IDEA) Participation in NCLB Assessment Table* (ID# 616) to collect this data. However, the list of assessments used in the data group omitted the English language proficiency test which could be used for children with disabilities who are also limited English proficient and in the U.S. less than one year.

A permitted value for English language proficiency test would be added to the category *Assessment Administered*. This permitted value would only be used for the academic subject reading. This is a change to page 21 of Attachment B-5.

***Technical amendments for the transformation of the legacy Perkins IV Consolidated Annual Report (CAR)***

The following technical amendments are needed to begin the transformation of the legacy Perkins Consolidated Annual Report (CAR).

(TA8) Collect CTE Participants Non-Traditional

This data group provides data on the number of career-technical education (CTE) participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields. This data group will be used to respond to question 5P1 of the Perkins IV Consolidated Annual Report (CAR).

Data Group ID	691
Data Group Name	<i>CTE Participants Non-Traditional</i>
Section	Students
Definition	The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields.
Permitted Values	Integer
Category Set A	<i>Racial ethnic, sex</i>
Category Set B	<i>Disability status (only)</i>
Category Set C	<i>LEP status (only)</i>
Category Set D	<i>Economically disadvantaged status</i>
Category Set E	<i>Single Parents or Pregnant status</i>
Reporting Period	Program year
Steward	OVAE
Reporting Levels	SEA and LEA
File Specification	This will require the development of a new file specification.

This data group would use only existing categories.

(TA9) Collect CTE Concentrator Non-Traditional

This data group provides data on the number of career-technical education (CTE) concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields. This data group will be used to respond to question 5P2 of the Perkins IV Consolidated Annual Report (CAR).

Data Group ID	692
Data Group Name	<i>CTE Concentrator Non-Traditional</i>
Section	Students
Definition	The number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields.
Permitted Values	Integer
Category Set A	<i>Racial ethnic, sex</i>
Category Set B	<i>Disability status (only)</i>
Category Set C	<i>LEP status (only)</i>
Category Set D	<i>Economically disadvantaged status</i>
Category Set E	<i>Single Parents or Pregnant status</i>
Reporting Period	Program year
Steward	OVAE
Reporting Levels	SEA and LEA
File Specification	This will require the development of a new file specification.

This data group would use only existing categories.

## Technical Corrections - Detail

This section describes technical corrections to the data set. The technical corrections have been organized as follows:

- Changes to the reporting levels of data groups
- Changes to the source of data groups
- Changes to the category sets used in data groups
- Changes to the permitted values of categories
- Changes to reporting periods

### ***Changes to the reporting levels of data groups***

(TC1) Add LEA level collection to the MEP data groups collecting staff and student counts

For SY 2007-08, we discontinued the collection of MEP data at the LEA level because of a misunderstanding with the program office on the use of the data and an assumption that all the data could be obtained from MSIX. The collection of these data one level below

the SEA is needed for program monitoring. The following data groups should have LEA as a reporting level.

Data groups collecting staff counts (all in Attachment B-2):

- *MEP Personnel (FTE) Table* (ID# 515) on page 46
- *MEP Personnel (Headcount) Table* (ID# 625) on page 47

Data groups collecting student counts (all on Attachment B-3):

- *MEP Services Table* (ID# 684) on page 38
- *MEP Students Eligible and Served Summer/Intersession Tables* (ID# 635) on page 39<sup>1</sup>
- *MEP Students Served 12-Month Tables* (ID# 102) on page 40
- *MEP Students Served Regular School Year Tables* (ID# 636) on page 41
- *MEP Students Served Summer/Intersession Tables* (ID# 637) on page 42
- *Migrant Students Eligible 12-Month Tables* (ID# 634) on page 44
- *Migrant Students Eligible Regular School Year* (ID# 110) on page 45

(TC2) Add school level collection for *Discipline Incidents Table* (ID# 523)

ED previously collected this data by elementary, middle, and high school levels. For school year 07-08, ED collected the data at the LEA level and attempted to obtain the grade range aspect by collecting grade level. Some SEAs have had difficulty with that approach. In addition, the approach results in the loss of the connection between discipline incidents and student performance within a school. Therefore, the data group should be collected at the school level so that the grade range aspect is available as well as the connection to student performance within the school. This would result in discontinuing the collection of the category *Grade Level (Basic)*. This is a change to Attachment B-3 page 20.

(TC3) Discontinue school level collection for AMAOs for LEP students

AMAOs are monitored at the LEA level. Therefore, the collection of the school level for *AMAO Making Progress Status for LEP Students* (ID# 569) and *AMAO Proficiency Attainment Status for LEP Students* (ID# 518) should be discontinued. This is a change to Attachment B-2 pages 2 and 3.

## ***Changes to the source of data groups***

(TC4) Change the source of data group *Title I District Status* (ID# 582)

The source of *Title I District Status* is listed as “outside SEA.” ED can obtain an initial breakdown of districts that receive Title I funds from its own records. Under certain circumstances, SEAs can reallocate Title I funds to other districts. ED needs to collect

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<sup>1</sup> On page 39, the box for LEA level was marked indicating that the LEA level would be collected. However, there was a note stating that the LEA level was being discontinued. At the time, the check mark for the LEA level was a typo.

data on any districts that received Title I because of reallocations. The source should be “ED supplemented by SEA.” This change would be to page 28 of Attachment B-1.

### ***Changes to the category sets used in data groups***

(TC5) Discontinue using the category *One Data Point* in the LEP and Title III testing data groups

ED has determined that data on the number of students taking the English language proficiency test for the first time is not justified by the burden. Therefore, this question was removed from the CSPR for SY 2007-08. This data was collected under the data groups *LEP English Language Testing Tables* (ID# 674) and *Title III LEP English Language Testing Tables* (ID# 675). Removing the category from these data groups would change Attachment B-3 on pages 32 and 68. This category was only used by these two data groups. Therefore, the category itself will be deleted in Attachment B-5 on page 72.

(TC6) Change the category used to collect the assessment result in data group *LEP Students English Proficiency Table* (ID# 676)

The data group currently uses the category *AMAO (Assessment)*. The category *AMAO (Assessment)* has the following permitted values: did not make progress, making progress, and attained proficiency. These permitted values do not apply to the assessment results of all LEP students. These permitted values apply only to the assessment results of Title III LEP students. The data group should use the category *English Proficiency Level*. After the technical change to the category *English Proficiency Level* (listed below), this category will have the following permitted values: proficient and not proficient. These permitted values apply to the assessment results of all LEP students. This change would be reflected in Attachment B-3 on page 36.

(TC7) Discontinue using the category *Language (Home)* in the data group *Title III LEP Students Served Table* (ID# 648)

ED determined that the collection of data on the home language of Title III students was not justified by the information need relative to the burden. This change is to Attachment B-3 page 70.

(TC8) Discontinue using the category *Grade Level (Basic)* in the data group *Title III Former Students Table* (ID# 668)

ED determined that the collection of data on the grade level of former Title III students was not justified by the information need relative to the burden. This change is to Attachment B-3 page 67.

### ***Changes to the permitted values of categories***

(TC9) Change the permitted values for the category *English Proficiency Level*

The permitted values for this category are currently state-defined proficiency levels. ED has determined that these data are needed only by proficient and not proficient. When data is collected by the state-defined levels, in order to use the data, ED must also collect metadata on which state-defined levels correspond with proficient. While data at the level of the state-defined proficiency levels are valuable in monitoring, for this purpose, ED determined that obtaining the data as proficient and not proficiency met the information need. This change impacts data group *LEP Enrolled Tables* (ID # 678). The change is to Attachment B-5 page 40.

### ***Changes to the reporting periods***

(TC10) Change reporting period to school year for data group *Discipline Table* (ID# 673)

The approved reporting period for data group *Discipline Table* is the regular school year. However, the data on discipline actions needs to include discipline actions during intersession or summer programs. Therefore, the reporting period should be changed to school year. This change is to Attachment B-3 page 21.

### **Deletions - Detail**

The following data groups are proposed to be deleted.

(D1) Delete *Average Daily Attendance (Rural)* (ID# 685)

This data group was intended to collect data for calculating grants for the Rural Education Access Program (REAP). While working through the final technical details for collecting this data through ESS, ED determined that the burden to SEAs would not be reduced by transforming this collection into ED*Facts*. Therefore, this data group should be deleted. This change would delete page 5 in Attachment B-3.

(D2) Delete *LEP Assessed in Native Language Table* (ID# 272)

This data group was used to collect data on the performance of limited English proficient (LEP) students on native language assessments. The questions about the performance of LEP students on native language assessments have been removed from the SY 2007-08 Consolidated State Performance Report (CSPR). Therefore, this data group should be deleted. This change would delete page 31 in Attachment B-3.

(D3) Delete *LEP Recent Arrival Table* (ID# 677)

This data group should be deleted because OMB requested that ED not burden the SEAs with the collection of data on recent arrivals. Because of OMB's request, ED did not collect this data group for SY 2007-08. Therefore, this data group should be deleted. This change would delete page 35 in Attachment B-3.

## Name Changes - Detail

(NC1) Change the name of data group *CTE Concentrators Table* (ID# 521)

This data group collects data on CTE concentrators who have exited secondary education. For clarity, the name would change from *CTE Concentrators Tables* to *CTE Concentrators Exiting Tables*. This change would be to page 7 in Attachment B-3.

(NC2) Change the name of the data group *Economic Disadvantaged Students* (ID# 56)

The current name is grammatically incorrect. The category should be ***Economically Disadvantaged Students***. This change would be to Attachment B-3 page 23.

(NC3) Change the names of the data groups *Proficiency Target Status Math Tables* (ID# 554) and *Proficiency Target Status Reading/Language Arts Tables* (ID# 552)

These data groups collect whether or not an LEA or school achieved the annual measurable objectives (AMO) in math and reading. The current name uses the term "proficiency target" which is not the term normally used to describe this requirement. The new names would be:

- *AMO Math Status Tables* (ID# 554)
- *AMO Reading/Language Arts Status Tables* (ID# 552)

This change would be to pages 23 and 24 of Attachment B-2.

(NC4) Change the name of the category *AMAO (Assessment)*

The current name has confused some people. The change would make the association of the category with Title III of ESEA, as amended by NCLB, clearer. This change would be to Attachment B-5 page 19.

(NC5) Change the name of the category *Economic Disadvantaged Status*

The current name is grammatically incorrect. The category should be ***Economically Disadvantaged Status***. This change would be to Attachment B-5 page 36.

(NC6) Change the name of the category *Race/Ethnicity*



The current name does not match the name used in the guidance. To match, we propose to change the category name to *Racial Ethnic*. This change would be to Attachment B-5 page 80.

(NC7) Change the name of the category Testing Status (Assessment).

The term used in guidance is participation. To match, we propose to change the category name to Participation Status. The names of the permitted values would also change from “tested” and “not tested” to “participate” and “did not participate.” This change would be to Attachment B-5 page 99.