

Question	Subject	Justification
SY 2012-13 CSPR Amendments: 1 Deleted Section, 1 Deleted Question, 32 Technical Amendments		
Deleted Items		
2.2	Even Start	Deletes entire section since programs are no longer be funded in SY 2012-13.
2.3.2.3	Participation in State Assessments	Deletes questions because they are duplicative of information in section 1.2
Modified Questions: No Substantive Change		
1.2.1	Participation of All Students in Mathematics Assessment	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.2.3	Participation of All Students in Reading/Language Arts Assessment	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.2.5	Participation of All Students in Science Assessment	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.3.1	Student Academic Achievement in Mathematics	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.3.2	Student Academic Achievement in Reading/Language Arts	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.3.3	Student Academic Achievement in Science	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
1.4.1	All Schools and Districts Accountability	Accommodates changes for ESEA Flexibility states by providing an alternative to the AYP question for flexibility states, by using existing EDFacts data on annual measurable objectives.
1.4.2	Title I School Accountability	Accommodates changes for ESEA Flexibility states by providing an alternative to the AYP question for flexibility states, by using existing EDFacts data on annual measurable objectives.
1.4.3	Accountability of Districts that Received Title I Funds	Accommodates changes for ESEA Flexibility states by providing an alternative to the AYP question for flexibility states, by using existing EDFacts data on annual measurable objectives.
1.9.3.1	Reading Assessment	Divides achievement data by LEAs with and without McKinney Vento subgrants for improved understanding of program outcomes. Will use an aggregation of LEA-level EDFacts data instead of State-level EDFacts data

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1.9.3.2	Mathematics Assessment	Divides achievement data by LEAs with and without McKinney Vento subgrants for improved understanding of program outcomes. Will use an aggregation of LEA-level EDFacts data instead of State-level EDFacts data
1.9.3.3	Science Assessment	Divides achievement data by LEAs with and without McKinney Vento subgrants for improved understanding of program outcomes. Will use an aggregation of LEA-level EDFacts data instead of State-level EDFacts data
1.10'	Migrant Child Counts	Transfers contents of this section to section 2.3 in Part II to simplify collection, and restructures open ended questions into lists and check boxes to reduce burden.
2.3.1.1	Category 1 Child Count	Question combined with question 1.10.1 from Part I to eliminate duplicative questions.
2.3.1.1.1	Category 1 Child Count Increases/Decreases	Question transferred from Section 1.10'.
2.3.1.1.2	Birth Through Two Child Count	Count retained from former question 2.3.1.1, but Birth through 2 separated from new question 2.3.1.1 so that 2.3.1.1 can provide the needed total for funding purposes.
2.3.1.2	Category 2 Child Count	Question combined with question 1.10.2 from Part I to eliminate duplicative questions. Question moved from later part of section 2.3
2.3.1.2.1	Category 2 Child Count Increases/Decreases	Question transferred from Section 1.10'.
2.3.1.2.2	Birth Through Two Child Count	Count retained from former question 2.3.3.2.1, but Birth through 2 separated from new question 2.3.1.2 so that 2.3.1.2 can provide the needed total for funding purposes.
2.3.1.3	Child Count Calculation and Validation Procedures	Series of question transferred from section 1.10 and converted from opened ended text boxes to check lists to reduce burden.
2.3.2.4	Qualifying Arrival Date	Changes term for consistency with language that program office uses in their guidance with their field. Simplifies table by removing requirement from reporting by number of months (reducing from four columns of data entry to one).
2.3.2.5	Qualifying Arrival Date During the Regular School Year	Changes term for consistency with language that program office uses in their guidance with their field.
2.3.2.6	Referrals - During the Regular School Year	Changes term for consistency with language that program office uses in their guidance with their field. Question unchanged from previous years, but moved from later in the section.
2.3.2.7	Referrals - During the Summer/Intersession Term	Changes term for consistency with language that program office uses in their guidance with their field. Question unchanged from previous years, but moved from later in the section.
2.3.3	MEP Participation Data - Regular School Year	Makes minor changes to language and structure for increased clarification.
2.3.5	MEP Participation Data - Performance Period	Changes term for consistency with language that program office uses in their guidance with their field.
2.3.6	School Data - During the Regular School Year	Makes minor changes to language for increased clarification.
2.3.7	MEP Project Data	Makes minor changes to language for increased clarification.

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2.3.8	MEP Personnel Data	Makes minor changes to language for increased clarification.
2.4.2.6.1	Academic Performance in Reading - Subpart 2	Makes changes to guidance for alignment with EDFacts file specifications.
2.11	Graduation Rates	Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.
2.12.1.1	List of Reward Schools	Additional school statuses for flexibility states added to CSPR for consistency with EDFacts collection.
2.12.1.3	List of Other Identified Schools	Additional school statuses for flexibility states added to CSPR for consistency with EDFacts collection.