



# UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

## MEMORANDUM

**TO:** Sharon Mar  
Office of Information and Regulatory Affairs  
Office of Management and Budget

**THROUGH:** Privacy, Information and Records Management Services  
U.S. Department of Education

**FROM:** Alex Goniprow *AG*  
Deputy Assistant Secretary for Management  
Office of Elementary and Secondary Education

**SUBJECT:** Transmittal – Technical Revisions to the SY 2012-13 Consolidated State Performance Report (#1810-0614), Part I and Part II

I am forwarding proposed technical modifications to the Consolidated State Performance Report (CSPR) for the SY 2012-13 collection. The current CSPR was approved (OMB #1810-0614) in July 2012 and will expire July 31, 2015.

Part I of the SY 2012-13 CSPR will be due to the Department on or before December 20, 2013. Part II will be due on or before February 14, 2014.

We are requesting modifications to the CSPR to: (1) improve the quality and validity of the data the Department receives by improving the clarity and intent of questions; (2) update the collection to reflect changes to state data collections due to ESEA Flexibility; and (3) delete items that are not aligned with the reporting requirements. The proposed modifications result from questions and feedback we received from States, Congress, and other interested parties during the SY 2011-12 CSPR submission periods, data quality issues program offices identified during data quality reviews of State submissions, and question-by-question reviews program offices conducted in consultation with the Office of General Counsel (OGC) to ensure that the wording of each question was clear and consistent with the intent of the governing statute, and that each question was yielding useful and/or necessary information.

### Summary of Proposed Modifications for 2012-13

#### *Section 1.2: Participation in State Assessments*

- Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.

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***Section 1.3: Student Academic Achievement***

- Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.

***Section 1.4: School and District 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.

***Section 1.9: Education for Homeless Children and Youths Program***

- Divides achievement data by LEAs with and without McKinney Vento subgrants. Will use an aggregation of LEA-level EDFacts data instead of State-level EDFacts data

***Section 1.10: Migrant Child Counts***

- Transfers contents of this section to section 2.3 in Part II to simplify collection.
- Restructures open ended questions into lists and check boxes to reduce burden.

***Section 2.2: William F. Goodling Even Start Family Literacy Programs (Title I, Part B, Subpart 3)***

- Deletes section since programs are no longer be funded in SY 2012-13.

***Section 2.3: Education of Migrant Children (Title I, Part C)***

- Absorbs contents from section 1.10 with changes specified above.
- Renames some sections and titles, and rewords some guidance to make the information collection more consistent with terms used by the program in the field.
- Reorganizes some sections for clarity.
- Deletes some questions to eliminate duplication.

***Section 2.11: Graduation Rates***

- Modifies structure of question to better capture the way states are submitting racial and ethnic data to EDFacts.

***Section 2.12: Lists of Schools and Districts***

- Additional school statuses for flexibility states added to CSPR for consistency with EDFacts collection.

The proposed 2012-13 changes use existing EDFacts data to populate the CSPR; therefore, they do not add burden to the CSPR collection. The migrant section continues to have manual entry questions, but they have shifted from open ended questions to short checklists to reduce burden. The Even Start section has been eliminated, also reducing burden.

Some 2012-13 modifications, which added questions to the CSPR, were already cleared through OMB as a supplement to the 2011-12 documents. The added questions increased burden. The removal of Section 2.2 as part of these technical changes will be a decrease to the burden, which will result in a net burden change of 8 more total burden hours for respondents. Total estimated

burden will be 11,794 hours. The specific modifications requested are detailed in Attachment A. Also included are complete copies of the 2012-13 collection (Part I and II).

Thank you for your consideration of this request. If you have questions, please contact Jane Clark of the Office of Elementary and Secondary Education's Management and Support Unit at 202-401-1373 or [jane.clark@ed.gov](mailto:jane.clark@ed.gov).

Question Number	Subject	Justification
<b>SY2012-13 CSPR Amendments: 1 Deleted Section, 1 Deleted Question, 32 Technical Amendments</b>		
<b>Deleted Items</b>		
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
<b>Modified Questions: No Substantive Change</b>		
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
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

Question Number	Subject	Justification
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.
2.3.8	MEP Personnel Data	Makes minor changes to language for increased clarification.
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.

Question Number	Subject	Justification
2.12.1.3	List of Other Identified Schools	Additional school statuses for flexibility states added to CSPR for consistency with EDFacts collection.