

U.S. DEPARTMENT OF EDUCATION

Consolidated State Performance Report (CSPR) Online Collection Tool

**Getting Started and**

**Frequently Asked Questions**

**SY 2016-17**

**September 2017**

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# Introduction

## Purpose

This document provides instructions for using the SY 2016-17 Consolidated State Performance Report (CSPR) Collection Tool and answers to frequently asked questions. The appendices contain a list of changes from the prior year’s CSPR collection and information on resources available to assist state education agencies (SEAs) in submitting the CSPR.

## CSPR Background

Sections 9302 and 9303 of the *Elementary and Secondary Education Act* (*ESEA*), as amended, provide to states the option of applying for, and reporting on, multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the CSPR is to reduce "red tape" and burden on states, the CSPR is also intended to have the important purpose of encouraging the integration of state, local, and *ESEA* programs in comprehensive planning and service delivery, and enhancing the likelihood that the state will coordinate planning and service delivery across multiple state and local programs. The combined goal of all educational agencies – state, local, and federal – is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The CSPR includes the following *ESEA* programs:

* *Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies*
* *Title I, Part C – Education of Migratory Children (Includes the Migrant Child Count)*
* *Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
* *Title II, Part A – Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
* *Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act*
* *Title VI, Section 6111 – Grants for State Assessments and Related Activities*
* *Title VI, Part B – Rural Education Achievement Program*
* *Title X, Part C - Education for Homeless Children and Youths*

# User Roles

## Types of Users

The Partner Support Center (PSC) works with each state to determine the users and assigns appropriate user names and passwords. The CSPR Collection Tool supports the following user roles:

* **General User**:
	+ Responsible for entering answers for the questions in either CSPR Part I or Part II.
* **Certify User**:
	+ The authorizing state official responsible for certifying the CSPR Part I or Part II.
* **Managing User**:
	+ May answer questions and complete all manual entry CSPR questions.
	+ Responsible for working with the **Certify User** to ensure all sections and parts are complete.
	+ May be the contact for questions concerning the state's CSPR.
	+ May also initiate a new version of a part of the CSPR, if an update is necessary.

Contact PSC to obtain usernames and passwords for additional users.

## Concurrent Users

The system is designed to allow multiple users within a state to access the system and enter data simultaneously. For instance, one person can enter data in *Section 1.1 Standards and Assessment Development*, while another person is entering data in *Section 1.4 School and District Accountability.* If two users work on the same screen (or page) simultaneously, there is a risk that one of the user’s input will be omitted; the data saved last will be the data that go into the database. To avoid potential confusion and unintended omission of data, assign responsibilities so no two users work in the same section at the same time.

# Navigation

## Section Organization

CSPR Parts I and II are divided into logical data areas to facilitate online navigation. The specific CSPR Sections**[[1]](#footnote-2)** are shown in the table below:

| **Part I** | **Part II** |
| --- | --- |
| 1.1 Standards and Assessment Development | 2.1 Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A) |
| 1.2 Participation in State Assessments | 2.3 Education of Migrant Children (Title I, Part C) |
| 1.3 Student Academic Achievement | 2.4 Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk (Title I, Part D, Subparts 1 and 2) |
| 1.4 School and District Accountability | 2.9 Rural Education Achievement Program (REAP) (Title VI, Part B, Subparts 1 and 2) |
| 1.6 Title III and Language Instructional Programs | 2.10 Funding Transferability for State and Local Educational Agencies (Title VI, Part A, Subpart 2) |
| 1.7 Persistently Dangerous Schools | 2.11 Graduation Rates |
| 1.9 Education for Homeless Children and Youths Program  | 2.12 Lists of Schools and Districts |

After successful login, click either Part I or Part II on the left side navigation panel. The opening screens for both CSPR Part I and Part II provide an index of the sections as well as a status to the right of the index, showing which sections are started, not started, or finished.

The numbering system for tables within each section is set up so the table number starts with the section number. For instance, all tables in the Title III and Language Instructional Programs section start with 1.6. This numbering scheme aligns with the Microsoft Word (Word) version of the CSPR, available for download on the ED*Facts* website.

## Screen Navigation

The following features of the collection tool facilitate navigation through each section of the CSPR.

* Left Menu Navigation Panel: Throughout a CSPR data entry session, the left side of the screen will display links to the other CSPR sections. Users can use the links to move from one section to another, but should use the **Save** or **Continue** button to ensure that the contents of the current page are saved to the database before leaving the page.
* Section Progress Bar: The bar at the bottom of each page shows user progress within the current section. If there are five web pages within a single section and the user is on page 2, the section will show page 2 of 5.
* Comments Field: For each non-text question, a text comment field is available for states to provide additional context and/or notes to explain data anomalies.
* Definitions: Definitions included within the Word version of the CSPR are also located within the corresponding section of the CSPR collection tool.
* Scroll Bars: The scroll bars (both up/down and right/left) appear on each screen as an indication that additional information is available.
* Navigation Buttons: Clicking on a navigation button within the collection tool saves the data and comments. Specific buttons within the screens in the collection tool include:
	+ **Continue**: This button saves the information on the current screen prior to moving to the next screen.
	+ **Clear**: This button will undo the last action. The page will revert to the last saved version. It will not clear the entire screen/table.
	+ **Back**: The **Back** button at the bottom of the CSPR screens takes users to the previous screen, but first saves the contents of the current screen. Use the **Back** button, rather than the browser’s back button (at the top left corner of the browser screen), to navigate to the previous screen. The browser’s back option does not save the contents of the screen.
	+ **Go to Last Page**: The **Go to Last Page** button allows users to quickly update one or two questions and proceed to the last page of the section. This is designed to allow quick updates to be made once sections are noted as finished or near completion.
	+ **Save**: The **Save** button allows users to save their work without going forward or back. Once users have saved their data, they can log off or move to another section; however, when a user moves forward or back, the data will automatically be saved.

Data can be entered over the course of multiple sessions without losing data. The system will “time out” if there is no activity for more than 20 minutes. If the system times out, the user is logged out, and the login prompt will appear.

## Saving or Printing File Copies of the CSPR

A current PDF copy of the SY 2016-17 CSPR can be downloaded before or after certification. The difference between before and after certification is that the version generated after certification is stamped with the name of the certifying official, the date and time of certification. The PDF file will contain all of the data in a format that corresponds to the Word version of the CSPR.

The PDF version of the “Finished” CSPR may be useful for circulating completed responses for staff to review, and to provide a “final” version to the certifying official prior to certification. After certification, the PDF version can be used to keep a record of the data submitted to the U.S. Department of Education (ED).

The most recent certified version will be available to view and print. If an additional version of the CSPR is created, the previously certified PDF file will be archived. If access is needed for previous certified versions, contact the PSC for assistance.

The PDF version of the CSPR is accessed by clicking on the Adobe icon. There is a link directly below the icon that is used to download the Adobe reader, if needed.

# Data Entry

There are three types of data submissions:

* **Prefill**: Many CSPR tables are populated automatically with data the SEA provided through ED*Facts* file submissions. For these questions, the CSPR data can only be modified by resubmitting the relevant ED*Facts* files.
* **Manual**:For the remaining CSPR tables, data must be entered manually through the CSPR collection tool.
* **Lists of Schools**: Some CSPR questions require a list of schools that meet specified criteria. These lists are generated through the ED*Facts* Reporting System (ERS) and are not populated directly into the CSPR Collection Tool. However, these lists are considered part of the SEA’s certified CSPR submission.

Data submitters may provide additional information about the data submitted by typing explanations into the comment fields that accompany each CSPR question.

## Data Prefilled from ED*Facts* files

The CSPR ED*Facts* Crosswalk, posted on the [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts), lists whether each question is prefill or manual entry. This document also indicates which ED*Facts* file, data group, and category set is used to populate prefilled sections. The CSPR Part I and Part II Data Keys posted at the same location contain more detailed information on the prefill logic used to populate ED*Facts* data into each cell of each CSPR table. The state’s ED*Facts* and CSPR coordinators should work together to facilitate the submission of timely and accurate CSPR data.

The prefilled data tables in the CSPR Collection Tool are refreshed nightly with data from the most recently submitted ED*Facts* files. This means that data files submitted to ED*Facts* one day will show up in the CSPR Collection Tool the next day. Note: that all ED*Facts* files that populate the CSPR must be submitted no later than 8:00 p.m. ET the day before the CSPR certification due date.

## Manual Entry – Numeric Data

All CSPR tables not prefilled from ED*Facts* files must be entered manually through the CSPR Collection Tool. The tab key will advance the cursor from one cell to the next. The collection tool will not allow users to copy entire data tables directly from an external source into the screens. Additionally, the collection tool does not allow characters other than numbers to be typed into these fields. If the cursor is on a numeric field and a letter is typed, nothing will appear on the screen.

## Manual Entry – Text

Some questions require a text response. The text boxes for these questions are limited to a maximum of 4,000 or 8,000 characters for a single response. If this limit is exceeded, an error message will be returned to reduce the number of characters in the text. The data in these fields are saved in plain text without formatting. The text should be reviewed to ensure that it renders properly.

## Lists of Schools

Some CSPR questions ask for lists of schools that meet specified criteria. The CSPR Collection Tool is not designed to provide these data, so the lists are instead provided by the ED*Facts* Reporting System (ERS). These ERS reports are populated entirely with data from ED*Facts* files. Before certifying the CSPR, SEA staff must submit the relevant ED*Facts* files, review the ERS reports, and confirm that the lists of schools and districts are correct. See the CSPR-ED*Facts* Crosswalk and the CSPR Parts I and II Data Keys for more information about which ED*Facts* files are used in each ERS report. See Appendix B for more information on how to access and review the ERS reports. Please note that the school-level data that populate these reports are only refreshed once a week on Fridays. After the ED*Facts* coordinator submits the relevant school-level files, the data will appear in the ERS reports the following week.

## Comment Fields

For all non-text fields, the option of adding explanatory text in a separate comments field is available. Additional and specific information regarding the data should be entered in these comment fields. The comments are published as part of each state’s official report, and should be phrased in a way that helps the public understand the data.

Generally, the comment fields are limited to 4,000 or 8,000 characters. As is the case with the large text fields, these fields will be plain text with no formatting.

## Missing Data

If SEAs are unable to provide data for questions prefilled from ED*Facts* files, the cell(s) will appear blank. For required data missing, please input detailed information in the comment fields, such as the anticipated date of data submission. To avoid confusion, remove the comment indicating that data are missing once the missing data have been reported.

# Validation Edits

In the interest of improving data quality, some of the sections in the CSPR have built in validation edits, either to check for large changes from the previous year, or to check the data for internal consistency. These edit checks are defined in the CSPR Business Rules Guide posted on the [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts). Some numeric fields also have basic validation edits (e.g., student counts should be provided in whole numbers) that will trigger the appropriate error message.

There are three types of validation edits. For each type of edit, the data should be reviewed carefully and necessary action taken, as indicated by the flag:

* **Flag with comment**: Review the data, verify its accuracy, and submit revised data if necessary. It may be helpful to consult with program office staff to verify the data before proceeding. If data appear to be accurate upon review, explain in the comment field why the data are outside the range noted in the flag. In the explanation, include numbers to precisely explain the issue noted in the flag (e.g., “the number of all students tested is 100 greater than the sum of male and female students tested, because a gender was not reported for 100 students”). The error messages for these edit checks will begin with “ERROR,” and will change to “OVERRIDE” once the user enters an explanation into the relevant comment field.
* **Flag without comment**: Review the data, verify its accuracy, and submit revised data if necessary. It may be helpful to consult with program office staff to verify the data before proceeding. If data appear to be accurate upon review, it is encouraged to provide an explanatory comment, although it is not required by the system. The error messages for these edit checks will begin with “WARNING.”
* **Fatal Flaw**: This flag indicates that there is a critical problem with the response (or lack of response). Review the data to determine the problem and resubmit revised data. The state will not be able to certify the CSPR unless the data are corrected. The error messages for these edit checks will begin with “FATAL.”

ED staff may contact SEAs during the review period, if issues flagged by the validation edits are not properly addressed.

# Certification

Once a state has provided all required data and verified its accuracy, the designated SEA certifier must log into the CSPR Collection Tool and certify “that the state has implemented a system of internal controls, and taken necessary corrective actions, to help ensure that all data included in this part of the SY 2016-17 CSPR, to the best of my knowledge, are valid and reliable.” ED cannot view the submitted CSPR data until the submission is certified.

## Certification Process

In order to certify Part I or Part II of the CSPR, the status for each of the sections within that part must be set to “Finished.” The last screen in each section asks the user if data entry is finished for that section. Users should indicate that a section is complete if: (1) the state has entered data for that item, or (2) the state has not submitted data for an item and does not plan to at the time of certification.

Only specific users within the state (usually the superintendent) have rights to certify and submit to ED. Once all sections are marked as “Finished,” the main menu will display a ***Start Certification*** button for the Managing User or Certify Official User. The Managing User or Certify Official User should click this button and follow instructions to complete the Contact Information and verify the pre-certified version of the CSPR. The Managing User or Certify Official User can then log in to officially certify and submit to ED. If a state needs to know who has certification rights, please contact the PSC.

## Creating Additional CSPR Versions

Once Part I or Part II of the CSPR is certified, state users can no longer make revisions. However, the Managing User can create a new version of the CSPR. The fields in this new version will be pre-filled with the information submitted in the previous version. Necessary changes should be made prior to certifying the submission of the next version.

Each time a new version of the CSPR is certified, the collection tool generates a PDF version that freezes the data for that particular version. If a second (or third or fourth) version of the CSPR is created for the state, the previously certified PDF file will be archived. The most recent version will be available to view and print by the state. If access to previous certified versions is needed, contact the PSC for assistance.

Only the Managing User within the state will have rights to create a new version.

# Frequently Asked Questions

**How do I contact technical support?**

SEAs can contact the U.S. Department of Education Partner Support Center (PSC) by toll free telephone, fax, or e-mail:

Telephone: 1-877-457-3336 (877-HLP-EDEN)

Fax: 1-888-329-3336 (888-FAX-EDEN)

Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com

E-mail: eden\_ss@ed.gov

Website: [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts)

Hours of operation are between 8:00 a.m. – 6:00 p.m. ET, Monday through Friday, except for federal holidays.

**When is Part I due?**

The authorized state official must certify Part I of the CSPR no later than 5:00 p.m. ET, December 14, 2017. Data provided through ED*Facts* must be submitted by 8:00 p.m. ET December 13, 2017, to appear in the CSPR collection tool, and be available for certification on December 14, 2017.

**When is Part II due?**

The authorized state official must certify Part II of the CSPR no later than 5:00 p.m. ET, February 15, 2018. Data provided through ED*Facts* must be submitted by 8:00 p.m. ET February 14, 2018, to appear in the CSPR collection tool and be available for certification on February 15, 2018.

**When will the CSPR reopen for corrections?**

Part I

* Re-opens: February 19, 2018
* Files due: February 28, 2018, by 8:00 p.m. ET
* Closes: March 1, 2018, by 5:00 p.m. ET

Part II

* Re-opens: March 19, 2018
* Files due: March 28, 2018, by 8:00 p.m. ET
* Closes: March 29, 2018, by 5:00 p.m. ET

**This CSPR is requesting data for SY 2016-17. Are there questions that ask for data from a school year other than 2016-17?**

Yes. Section 2.12 (List of Schools and Districts) contains statuses in effect for the 2017-18 school year.

**How are racial ethnic data reported in the CSPR?**

The racial ethnic tables in sections 2.1 and 2.4 are prefilled from ED*Facts* files that use seven racial ethnic groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, and Two or More Races.

The racial ethnic data in sections 1.2, 1.3, and 2.11 are prefilled from ED*Facts* files that use state-designated major racial/ethnic values selected from the following list:

* American Indian / Alaska Native / Native American
* Asian
* Asian / Pacific Islander
* Black (not Hispanic) / African American
* Filipino
* Hispanic (not Puerto Rican)
* Hispanic / Latino
* Multicultural / Multiethnic / Multiracial / Other
* Native Hawaiian / Other Pacific Islander / Pacific Islander
* Puerto Rican
* White (not Hispanic) / Caucasian

States should use permitted values that best align with the major racial and ethnic subgroups outlined in their State Accountability Plan. The reported values will be mapped to the racial ethnic groups used within the CSPR application.

**How should data on Asian, Pacific Islander, and Native Hawaiian students be reported so that sections 1.2, 1.3, and 2.11 populate correctly?**

In the relevant ED*Facts* files, states must either report “Asian” and “Native Hawaiian / Other Pacific Islander / Pacific Islander” separately or report a combined “Asian/Pacific Islander” category. For states that report the combined category, the “Asian or Pacific Islander” row will be populated, but the indented “Asian” and “Native Hawaiian or Other Pacific Islander” rows will be left blank. For states that report the two categories separately, the two indented rows will be populated and the “Asian or Pacific Islander” row will display the sum of the two indented rows and, if reported, will also include data for the Filipino student subgroup.

**How does the system determine proficiency percentages?**

Assessment metadata is collected on each state’s academic achievement levels through the E*MAPS* Assessment Metadata survey. The CSPR cross-references the E*MAPS* survey responses with each state’s submission of C175, C178, and C179 files to determine which students are performing at or above proficient. The resulting counts of students performing at or above proficient are used to prefill data tables in sections 1.3, 1.9, and 2.1. The proficiency percentage is then automatically calculated.

**My state conducts Science Assessments at only three grade levels. How should we respond to Question 1.3.3?**

While states are only required to submit data for one grade in each of the three grade spans (3-5, 6-9, and 10-12), some states may submit science data for more grades. Therefore, the CSPR contains data tables for each grade level. In ED*Facts* file C179, include data only for those grade levels in which the state administered science assessments. The corresponding CSPR grade level tables will be populated with data from the C179 submission. A CSPR system warning may trigger for grade level tables left blank, but these warnings will not prevent the SEA from certifying the submission. Be sure to include an explanation in the Comments field for each grade that is not populated (for science only).

**In 1.6.3.2.1, does the “first assessment” reference an ELP assessment administered in the reporting year or students who have only taken a single ELP assessment, regardless of the school year?**

Only students who took the assessment for the first time during the reporting year (SY 2016-17) should be reported as “first assessment.”

**In 1.6.3.2.2, how do I report a student who has taken only two of the required four domains of the ELP?**

If a student has only taken assessments for two (2) of the four (4) domains in the ELP, that student is reported as “not making progress.”

**I answered 1.6.3.5.1 as “No” so I skipped to 1.6.3.6. Why are the questions in between showing up on the null value check?**

The null value checks for those questions can be ignored.

**Which teachers should be reported in the count in 1.6.6.1?**

Teachers who are certified or licensed in the language program or content area in which they teach. Teachers should only be reported if they are teaching courses specifically designed to provide language support for LEP students.

**In 1.6.6.1, which teachers should be reported for the estimate of the number of certified or licensed teachers who are working in and will, for the next five years, be working in Title III language instruction educational programs (LIEP)?**

States should report the number of certified or licensed teachers who are working in, and an estimate of the number who will be needed in, LIEPs for the next five years in the entire state. Note that the number should include not just teachers in the LEAs that receive Title III subgrants, but all certified or licensed teachers teaching in LIEPs for LEP students in the entire state.

**Section 1.7 Persistently Dangerous Schools is appearing blank when my state submitted all “NO”s for Persistently Dangerous Status in C130 *ESEA* Status. Shouldn’t this appear as a zero?**

No. For this section, if the state has not indicated there are any persistently dangerous schools, a blank will appear in 1.7 and that blank is equal to zero. Please use the comment field in 1.7 to ensure 1.7 is not interpreted as no data submitted.

**How are data populated in questions 1.9.1.1 and 1.9.1.2, Age/Grade and Primary Nighttime Residence of Homeless Children and Youth?**

The LEA-level data submitted for C118 (Homeless students enrolled) are aggregated into SEA-level counts of homeless children and youths enrolled in LEAs, with and without subgrants based on C170 (LEA McKinney-Vento sub-grant recipient flag).

**Section 1.9.1.2 FAQ on reporting homeless students:**

*When should States use S or STH to report homeless students?* The primary nighttime residence of students who are deemed homeless under the awaiting foster care provision should be indicated as “S” for shelters, transitional housing, and awaiting foster care. After a state is no longer permitted to use the awaiting foster care placement designation for students, the primary nighttime residence of students who are in shelters or transitional housing should be coded as “STH.” The majority of states may only include children and youth identified as homeless due to their status as awaiting foster care placement if they were identified prior to December 10, 2016. States covered under P.L. 114-95, Section 9105(c) may include children awaiting foster care placement until December 10, 2017. Covered states are those states that have a law that describes or defines the phrase awaiting foster care placement for the purposes of a program under the McKinney-Vento Act.

**In questions 2.3.1.1 and 2.3.1.2, how should migrant students who attended schools in more than one LEA be reported at the LEA level?**

At the SEA level, a migrant student is to be reported only once, regardless of the number of LEAs that the student attended. At the LEA level, the state determines the policy for reporting migrant students by LEA. This may include counting the student: (1) for each LEA the student attended, (2) at the LEA that the student attended for the longest period during the reporting period, or (3) at the last LEA that the student attended.

**In questions 2.3.1.1 and 2.3.1.2, how can a state increase its migrant student count(s)?**

The only changes states can make to the migrant counts during resubmission periods are downward revisions. It is each state’s responsibility to ensure that CSPR data are accurate, as certified during the initial submission of the data to ED. When the Authorizing State Official certifies the data, the state attests that all data included as of the CSPR due date are to the best of its knowledge, true, reliable, and valid.

If, under rare circumstances a state needs to make an upward child count revision, the State must submit a formal request to the Director of the Office of Migrant Education (OME) sufficiently in advance of the re-open closing day. The request must include detailed justification as to why the state must make an upward revision. Under no circumstance should a state make an upward revision without going through this process. OME may consider a state’s justification invalid, in which case the request for an upward revision will not be granted.

**In 2.3.5.3.1, what does “reading instruction” mean?**

Reading instruction is provided by an MEP-funded teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

Note: Children receiving an MEP-funded reading instruction service should be reported only once, regardless of frequency.

**What is meant by the term “Performance Period?”**

For the purpose of the SY 2016-17 CSPR MEP Section 2.3, the term “Performance Period” refers to the period between September 1, 2016, and August 31, 2017.

**In question 2.11.1 Regulatory Adjusted Cohort Graduation Rates, which school year’s data should be reported?**

For the SY 2016-17 CSPR, states should report their **SY 2016-17** regulatory adjusted cohort graduation rates.

**How are school statuses reported?**

In the SY 2016-17 CSPR, all statuses will be populated from ED*Facts* data files and reported in section 2.12. In addition, states with approved *ESEA* flexibility requests will report accountability statuses on priority and focus schools.

**Why do certain question numbers appear to be skipped?**

In some cases, questions have skipped numbers. This is an indication that a question was included in a prior year’s CSPR, but was subsequently removed from the CSPR.

**If the prefilled data in the CSPR appear to be in error, what should I do?**

Consult with the state’s ED*Facts* Coordinator to learn more about the data files the state submitted. If there is an error in the ED*Facts* file submission, the ED*Facts* Coordinator in the state can resubmit those data, and the new information will show up in the CSPR the next day. If the data are still not correct, add a note in the comments field indicating known reasons for the data discrepancy, and contact PSC.

# APPENDIX A: Changes from Previous Years

While most of the CSPR content remains unchanged from SY 2015-16 to 2016-17, see below for information on revisions, additions, and deletions. See the CSPR-ED*Facts* Crosswalk, Business Rules Guides, and Data Keys for more detailed information.

| **Section** | **Question** | **Description of Changes** |
| --- | --- | --- |
| 1.4 School and District Accountability | 1.4.11.4.21.4.31.4.7 |  Removed sections 1.4.1 (All Schools & Districts Accountability), 1.4.2 (Title I School Accountability), 1.4.3 (Districts that Received Title I Funds), and section 1.4.7 (Appeal of AYP and Identification Determinations). |
|  1.4 School and District Accountability |  1.4.9.1.21.4.9.1.31.4.9.1.41.4.9.2.21.4.9.2.3 |  Removed sections 1.4.9.1.2 (Public School Choice – Students), 1.4.9.1.3 (Funds Spent on Public School Choice), 1.4.9.1.4 (Availability of Public School Choice Options), 1.4.9.2.2 (Supplemental Educational Services Students), and 1.4.9.2.3 (Funds Spent on Supplemental Educational Services). |
| 1.5 Teacher Quality | Entire Section | Removed section 1.5 (Teacher Quality). |
| 1.6 Title III and Language Instructional Programs | 1.6.3.2 |  Modified text to remove references to AMO and AMAO targets. |
| 1.6 Title III and Language Instructional Programs | 1.6.3.2.2 |  Removed the “Targets #” and “Targets %” columns for the “Title III Results” table. |
| 1.6 Title III and Language Instructional Programs | 1.6.3.51.6.3.6 | Modified text to remove references to AYP. |
| 1.6 Title III and Language Instructional Programs | 1.6.4.1 | Removed section 1.6.4.1 (Title III Subgrantee Performance). |
| 1.9 Education for Homeless Children and Youths Program | 1.9.1.2.1.11.9.1.2.1.2 | Updated the prefill to populate with permitted values for “S” and/or “STH,” and added an “FAQ on reporting homeless students.” |
| 1.9 Education for Homeless Children and Youths Program | 1.9.2.1 | Removed grades K-12 and Ungraded from the table. Will only be populated with “Age Birth Through 2” and “Age 3 through 5 (not Kindergarten).” |
| 1.9 Education for Homeless Children and Youths Program | 1.9.2.2 | Removed section 1.9.2.2 (Subgrants of Homeless Students Served). |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3 | Modified text throughout section 2.3 (Education of Migrant Children). |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.1.3.4 | Added a Comment row to the Procedures table. |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.2.4 | Updated the prefill logic for section 2.3.2.4 (Qualifying Arrival Date), to account for changed permitted value for Mobility Status (12 months), from LMQ12 to QAD. |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.2.5 | Added an “FAQ on Regular School Year” below table 2.3.2.5 (Qualifying Arrival Date During the Regular School Year). |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.2.6 | Permitted value REFSERV from MEP Services was removed for SY 2016-7. The prefill for this section was changed from C145 (Category Set A) to C121 (Category Set G). |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.5.3.1 | Updated to prefill Grade 8, similar to how Grade 9 is prefilled. |
| 2.3 Education of Migrant Children (Title I, Part C) | 2.3.82.3.8.12.3.8.2 | Removed question header 2.3.8 (MEP Personnel Data), and removed sections 2.3.8.1 (MEP State Director) and 2.3.8.2 (MEP Staff). |
| 2.4 Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk (Title I, Part D, Subparts 1 and 2) | 2.4.1.3.12.4.2.3.1 | Removed sections 2.4.1.3.1 (Transition Services in Subpart 1) and 2.4.2.3.1 (Transition Services in Subpart 2). |
| 2.4 Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk (Title I, Part D, Subparts 1 and 2) | 2.4.1.3.22.4.2.3.2 | Added an “FAQ on facilities collecting data on student outcomes after exit” below tables 2.4.1.3.2 and 2.4.2.3.2 (Academic and Vocational Outcomes while in the State Agency/LEA Program/Facility or Within 90 Calendar Days After Exit). |
| 2.4 Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk (Title I, Part D, Subparts 1 and 2) | 2.4.1.6.12.4.2.6.1 | Added a new Total row, which will be auto-calculated by summing the columns. |
| 2.12 Lists of Schools and Districts | 2.12.1.22.12.2.1 | Modified text to remove references to targets related to a state’s flexibility waiver. |
| 2.12 Lists of Schools and Districts | 2.12.32.12.4 | Removed sections 2.12.3 (List of Districts with State-Specific Statuses) and 2.12.4 (List of Districts Identified for Improvement). Reports EDEN034 and EDEN035 have been discontinued. |

# APPENDIX B: CSPR Resources and Reports

## User Documents

| **Resource** | **Description**  | **Location** |
| --- | --- | --- |
| **OMB-Approved CSPR Documents** | These documents contain the data tables, descriptions, and instructions that were approved by the Office of Management and Budget (OMB). The CSPR Collection Tool is designed to match the Word documents approved by OMB.  | [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts) |
| **CSPR-ED*Facts* Crosswalk** | The crosswalk specifies whether responses for each question in the CSPR are manually entered or prefilled with data from ED­*Facts* files. For questions prefilled, the crosswalk specifies which file specification, data group, category set, and reporting level of ED*Facts* data are used in the table.  | [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts) |
| **Part I and Part II CSPR Data Keys** | The data keys are similar to the crosswalk, but provide more detailed prefill information for each cell within each CSPR table. | [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts) |
| **Part I and Part II CSPR Business Rules Guides** | The business rules guides describe the edit checks that have been built into the CSPR Collection Tool to flag potential data quality problems.  | [ED*Facts* Initiative Homepage](http://www.ed.gov/edfacts) |
| **CSPR PDFs** | The CSPR collection tool generates PDF documents that replicate the format of the OMB-approved CSPR document. These PDF documents are populated with data and text that have been collected through the CSPR collection tool. SEA users with access to the tool can download a PDF of their responses at any point during or after the CSPR collection period. | PDFs of an SEA’s current CSPR version are available through the CSPR Collection Tool. Archived previous versions can be obtained by contacting PSC. Published PDFs for prior years are posted at [ED*Facts* Initiative - Consolidated State Performance Reports](http://www2.ed.gov/admins/lead/account/consolidated/index.html) |

## ERS Reports

SEA staff that have access to ERS can run the following data reports. These reports are located under the CSPR tab in ERS.

| **ERS Report** | **Description**  |
| --- | --- |
| **EDEN012** | Provides LEA-level data required to answer CSPR question 1.4.8.5.2. |
| **EDEN031** | Provides school-level data required to answer CSPR question 2.12.1.2. |
| **EDEN033** | Provides school-level data required to answer CSPR question 2.12.2.1. |
| **CSPR Validation Report** | Provides a snapshot of all edit checks that were triggered by the data as of each CSPR close. |
| **CSPR017 Report:** | Provides access to the state’s certified CSPR data. |



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1. Skipped numbers represent sections that were included in prior years’ CSPR collections, but were subsequently discontinued. [↑](#footnote-ref-2)