

Appendix A: Definitions

This appendix presents definitions of data elements from the file specifications. These definitions are helpful to understand the requirements outlined in [Section II Data Collection](#).

FS 119 (Subpart 1) and FS 127 (Subpart 2): Participation

Item	Basic definition
Unduplicated count of students	Number of unique students who benefitted from Title I, Part D funding. (Count students only once, even if they were admitted to the same facility or program multiple times.)
Duplicated count of students ¹	Number of students who benefitted from Title I, Part D funding, including multiple enrollments. (Count the number of admissions to a facility or program per student.)
Number of long-term students	Number of students who were enrolled in a program for 90 or more consecutive calendar days.
Male	Number of male students.
Female	Number of female students.
Age	Number of students by individual age (3–21 years).
Students with disabilities	Number of students with disabilities, as defined by the Individuals with Disabilities Education Act (IDEA), and based on the reporting definitions already used by the SEA.
English learner students	Number of English learner students, as identified by State definitions and in coordination with Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).
RACE / ETHNICITY²	
Ethnicity	
Hispanic or Latino	Number of students who are Hispanic/Latino of any race.
Non-Hispanic or Latino ³	Number of non-Hispanic/Latino students.
Race	
American Indian or Alaska Native	Number of American Indian or Alaska Native students.
Asian	Number of Asian students.
Black or African American	Number of Black or African American students.
Native Hawaiian or other Pacific Islander	Number of Native Hawaiian or Other Pacific Islander students.
White	Number of White students.
Two or more races	Number of students who marked more than one race. (Hispanic/Latino students are not included in this category.)

¹ The duplicated count of students is not required on the CSPR forms or for the EDFacts collection; however, NDTAC recommends collecting this item because it is beneficial for calculating the weighted average length of stay.

² As of SY 2010–11, the U.S. Department of Education recommends all States to collect race/ethnicity data using a two-part question and then report the data, using the new seven-category system, instead of the former five-category system. For more information, see EDFacts “Guidance on Submitting Racial and Ethnic Data” <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/re-guide-v6-0.pdf>.

³ The ethnicity category “non-Hispanic/Latino” is not required on the CSPR forms or for the EDFacts collection, but when collecting the race/ethnicity data through the two-part question, the data may be determined.

FS 218 (Subpart 1) and FS 219 (Subpart 2): Outcomes In-Program

Item	Basic definition
Number of students who earned high school course credits (in program)	The number of students who earned transferable high school course credits while enrolled in the facility or program. In locations where high school course credits are awarded by the State or another program (rather than the facility or agency), students still may be counted.
Number of students who enrolled in a GED program (in program)	The number of students who, while in the facility or program, enrolled in a program or course designed to help students earn a GED. (The GED program may be run by an external organization or agency.)
Number of students who earned a GED (in program)	The number of students who earned a GED while enrolled in the facility or program. In locations where a GED is awarded by the State or another program (rather than the facility or agency), students still may be counted.
Number of students who obtained a high school diploma (in program)	The number of students who earned a high school diploma while enrolled in the facility or program. In locations where a high school diploma is awarded by the State or another program (rather than the facility or agency), students still may be counted.
Number of students who were accepted or enrolled in postsecondary education (in program)	The number of students who were accepted into and/or enrolled in postsecondary programs while enrolled in the facility or program.
Number of students who enrolled in job training courses/programs (in program)	The number of students who were enrolled in vocational/job training programs or courses while enrolled in the facility or program.
Number of students who obtained employment (in program)	The number of students who received job offers while in the facility or program.

FS 220 (Subpart 1) and FS 221 (Subpart 2): Outcomes up to 90 Days After Exit

Item	Basic definition
Number of students who enrolled in their local district schools (after program exit, up to 90 days)	The number of students who returned to or enrolled in their local district schools (external to the juvenile justice system) within 90 days after exit from the facility or program.
Number of students who earned high school course credits (after program exit, up to 90 days)	The number of students who earned transferable high school course credits any time between exit and 90 days after exit from the facility or program.
Number of students who enrolled in a GED program (after program exit, up to 90 days)	The number of students who enrolled in a program or course designed to help students earn a GED, any time between exit and 90 days after exit from the facility or
Number of students who earned a GED (after program exit, up to 90 days)	The number of students who earned a GED any time between exit and 90 days after exit from the facility or program.

FS 113 (Subpart 1) and FS 125 (Subpart 2): Academic Achievement

Item	Basic definition
Number of long-term students who showed negative grade-level change from the initial to follow up assessment	The number of long-term students who scored lower on their follow-up assessment than on their initial assessment. (This item is optional for at-risk programs.)
Number of long-term students who showed no change in grade level from the initial to follow up assessment	The number of long-term students whose scores did not change from their initial assessment to their follow-up assessment. (This item is optional for at-risk programs.)
Number of long-term students who showed improvement up to one full grade level from the initial to follow up assessment	The number of long-term students who scored up to one full grade level higher on their follow-up assessment than on their initial assessment. (This item is optional for at-risk Programs.)
Number of students who showed improvement of more than one full grade level from the initial to follow up assessment	The number of long-term students who scored more than one full grade level higher on their follow up assessment than on their initial assessment. (This item is optional for at-risk programs.)

FS 224 (Subpart 1) and FS 225 (Subpart 2): Statewide Standardized Assessments

Item	Basic definition
Number of students who participated in a statewide assessment	This is the number of students served under Title, I Part D who participated in an assessment that is administered statewide to students in public schools in mathematics or reading / language arts. (optional)
Number of students who attained proficiency on a statewide assessment	This is the number of students served under Title I, Part D who attained proficiency on an assessment that is administered statewide to students in public schools in mathematics or reading/language arts. (optional)

Number of students who did not attain proficiency on a statewide assessment	This is the number of students served under Title I, Part D who did not attain proficiency on an assessment that is administered statewide to students in public schools in mathematics or reading/language arts. (optional)
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