THE
NATIONAL TECHNICAL ASSISTANCE CENTER
FOR
THE EDUCATION OF NEGLECTED OR DELINQUENT CHILDREN & YOUTH

ED*Facts* Data Analysis and Use

November 12th 2025

Speakers

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Agenda

I. **ED*Facts* and TIPD 101**: Introduction to ED*Facts*, data collection, submission, and review process

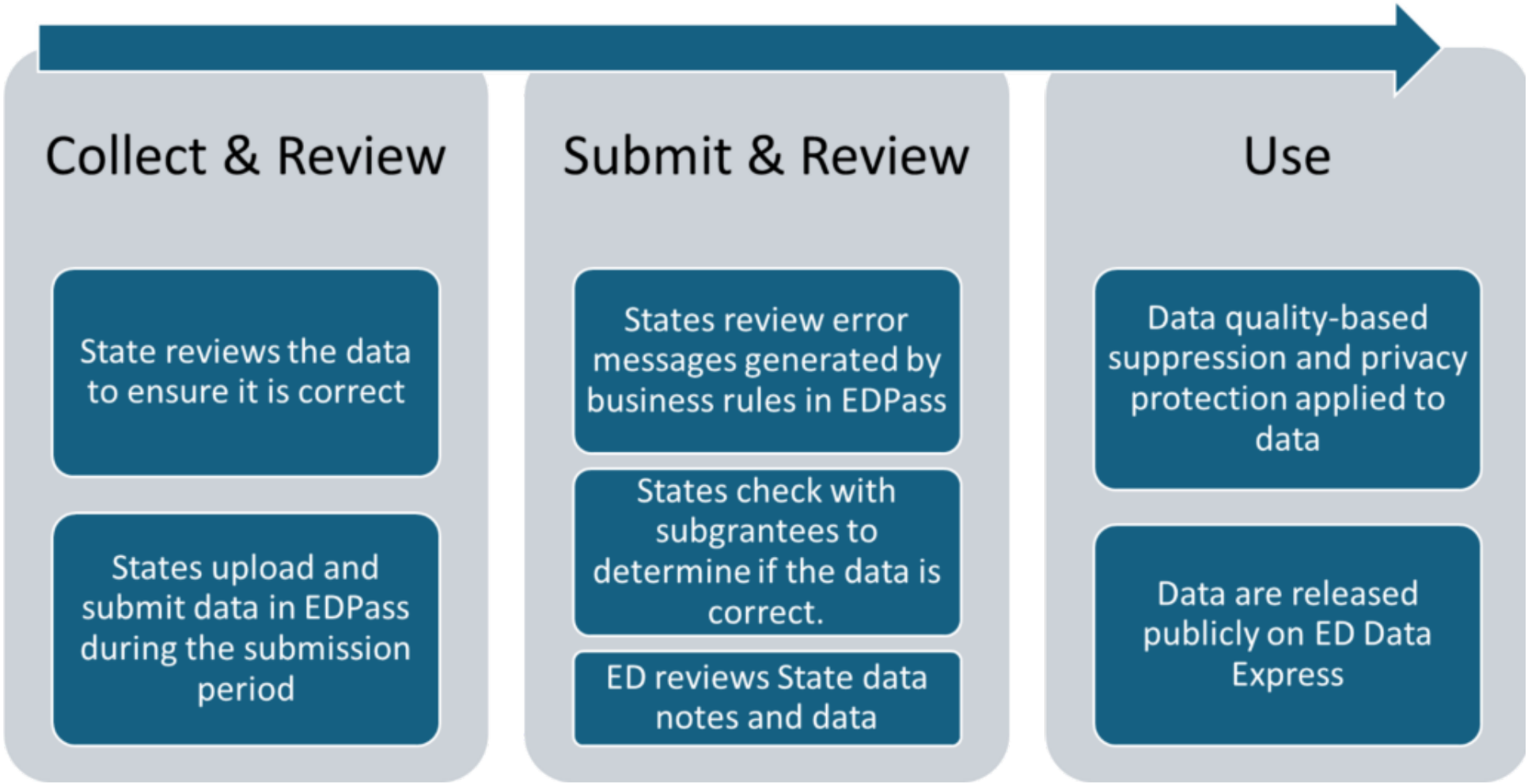
II. **TIPD Data Analysis**: Data sources, analytic concepts, excel demo, and data point calculations

III. **TIPD Data Use**: Asking questions, use cases, data-driven decision-making, and goalsetting

IV. **Questions**: Q&A with attendees and evaluation survey

Introduction to ED*Facts*

ED*Facts* Data Quality Review and Use



Data Collection and Submission Time Frame

School Year (SY)	Data Collection Time Frame	Submission to ED
SY 2024-25	**July 1, 2024, to June 30, 2025**	**February 2026**
SY 2025-26	July 1, 2025, to June 30, 2026	February 2027
SY 2026-27	July 1, 2026, to June 30, 2027	February 2028

Purpose of ED*Facts* Data Collection

- To place the use of robust, timely performance data at the core of decision and policymaking in education.
- To reduce state and district data burden and streamline data practices.
- To improve state data capabilities by providing resources and technical assistance.
- To provide data for planning, policy, and management at the federal, state, and local levels.

File Specifications

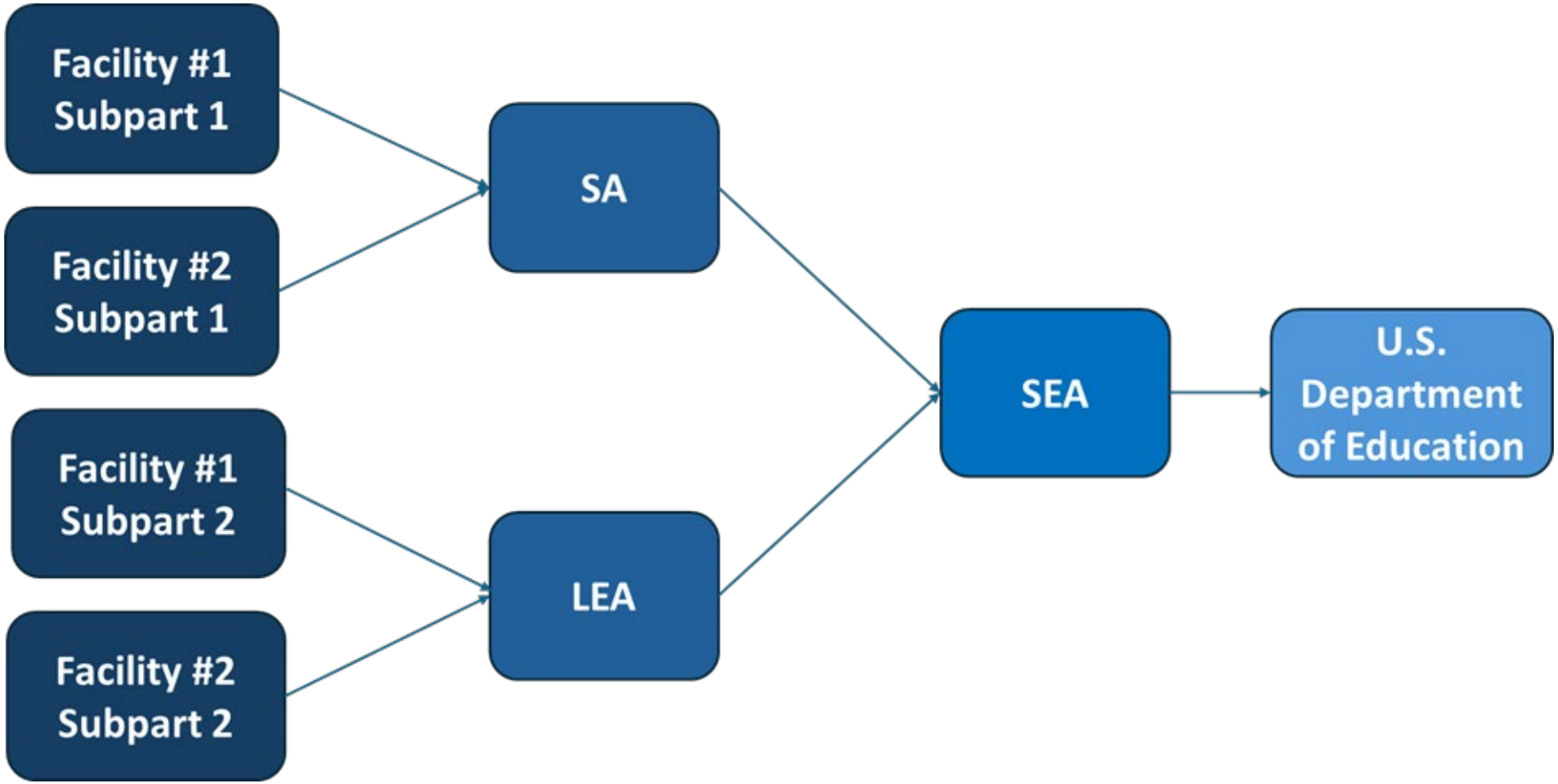
Description	SA File Specs	LEA File Specs
ACADEMIC ACHIEVEMENT	FS 113	FS 125
PARTICIPATION	FS 119	FS 127
N/D OUTCOMES	FS 218	FS 219
N/D EXIT OUTCOMES	FS 220	FS 221
N/D ASSESSMENT PROFICIENCY *optional*	FS 224	FS 225

Data collected through ED*Facts*

Participation (FS 119/127)	Academic Achievement (FS 113/125)	Outcomes in Facility (FS 218/219) Outcomes 90 days after Exit (FS 220/221)	Optional: State Standardized Assessment (FS 224/225)*
• Age • Sex • Race • English learners • Students with disabilities • Long-term students • Program type	• Growth on reading and math initial and follow-up assessments: ○ Improved more than one full grade ○ Improved up to one full grade ○ No grade level change ○ Negative grade level change	• Earned high school course credits • Enrolled in GED program • Earned GED • Earned high school diploma • Enrolled in job training • Obtained employment • Accepted or enrolled in post-secondary education	• Took statewide standardized assessment • Took statewide standardize assessment and achieved proficiency • Took statewide standardized assessment and did not achieve proficiency

*FS 224/225 are optional

Data Collection and Reporting Process



Data Quality Resources

- ED*Facts* Business Rules Single Inventory
  - https://www.ed.gov/data/edfacts-initiative/edfacts-resources/edfacts-business-rules
- NDTAC Data Quality Tipsheet
  - https://neglected-delinquent.ed.gov/resources/ndtac-tip-sheet-ensuring-data-quality-tipd-data-collection-and-reporting
- 2023 Data Clinic (focused on data quality)
  - https://neglected-delinquent.ed.gov/events/november-2023-ndtac-webinar-edfacts-topical-call

Analyzing Data

Accessing Data

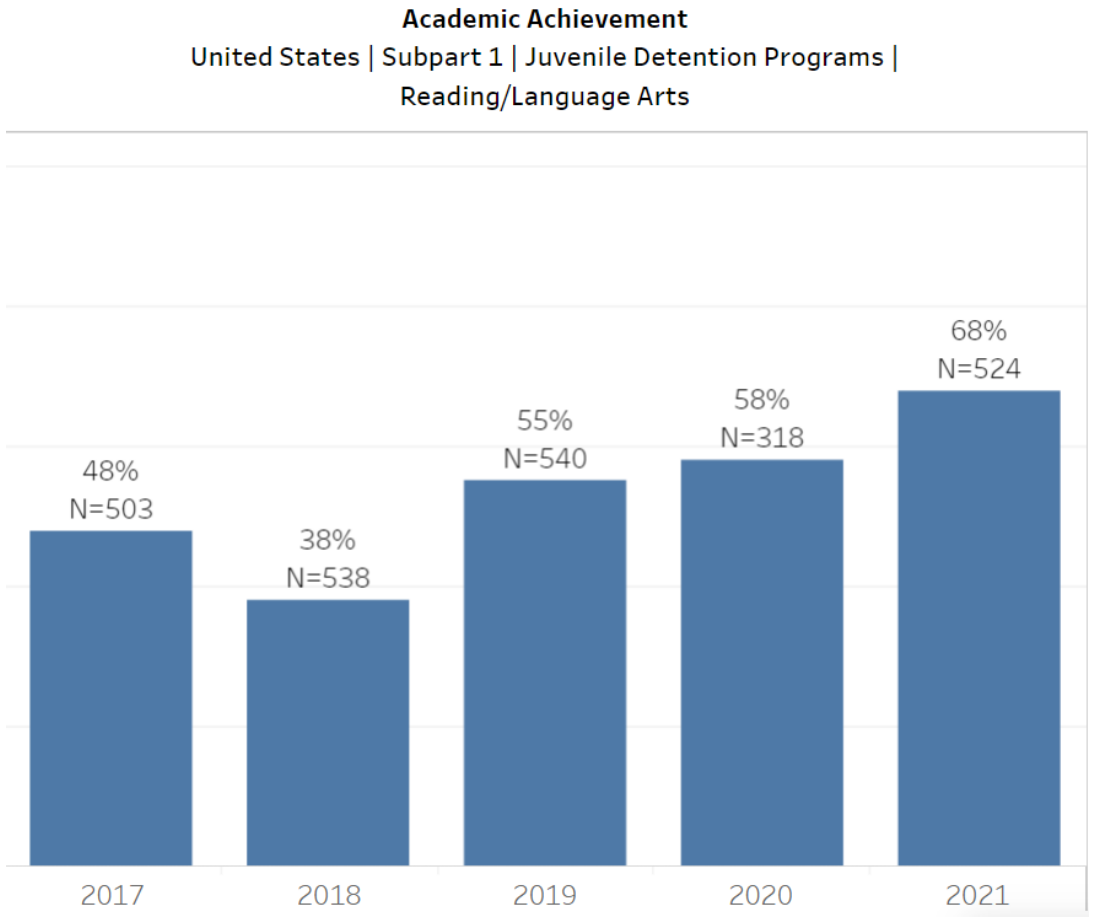
Fast Facts (NDTAC Website)	Data Explorer (NDTAC Website)	ED Data Express	Internal Data
• National and State three-year trend data on funding, program types, and demographics. • Includes key academic outcomes and assessment only for US. • Best for general overviews and public information.	• Interactive dashboards with TIPD data on demographics, performance, and outcomes. • Explore five-year trends, comparisons to public schools, or program-level results. • Useful for visual summaries and customizable views.	• Public access to funding, participation, and performance data for federal formula grants (including TIPD). • Covers data from SY 2010–11 onward. • Includes a downloadable data tool and geographic maps.	• Timely and complete data source—collected and submitted annually by States to ED. • Access to facility- or student-level detail (if available). • Use internal data for program improvement, performance monitoring, and timely decision-making.

Data Vocabulary

- **Measures**: Proportions and counts
- **Trends**: Patterns across multiple years of data
- **Outliers**: Data point that is outside of the expected range
- **Comparative analysis**: examining differences and similarities between groups, time periods or sites to draw insights

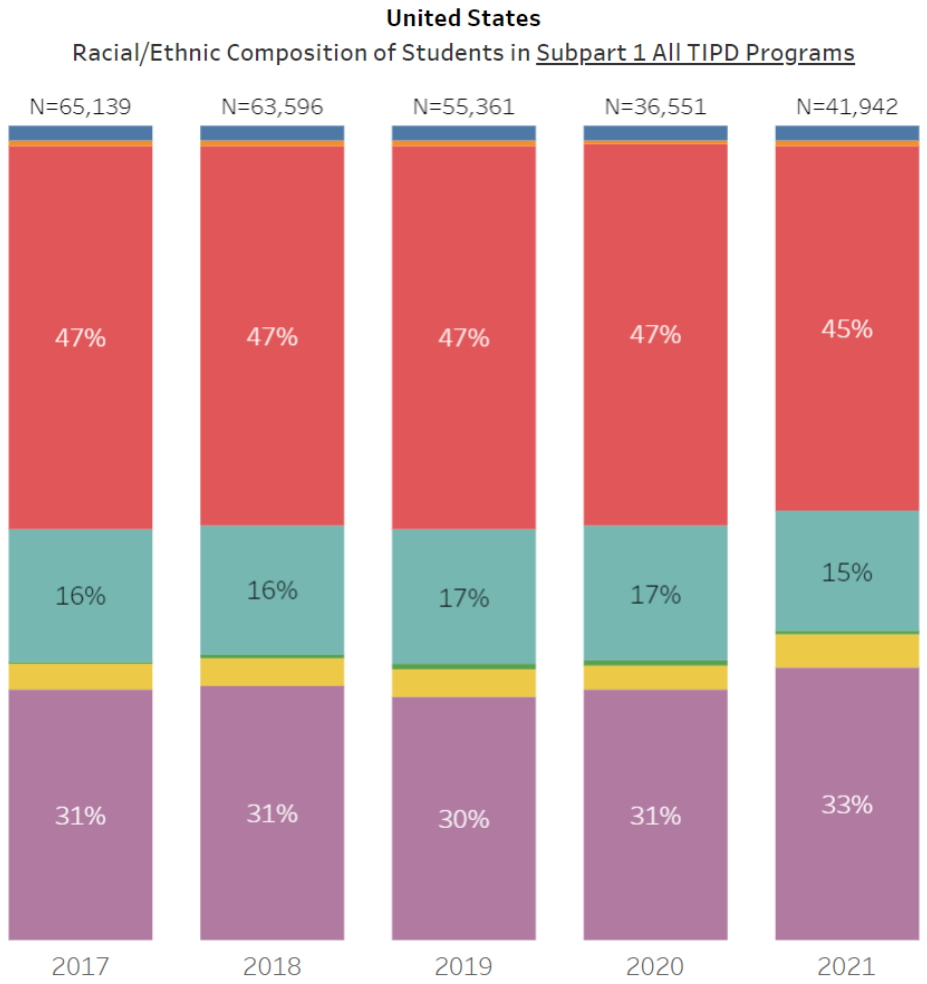
Trends

- **Magnitude**: How big was the change?
- **Direction**: Is the data increasing, decreasing, zig-zagging, or flat?
- **Example**: Despite decreasing in 2018, direction of the trend is increasing, with varying magnitude from year to year.



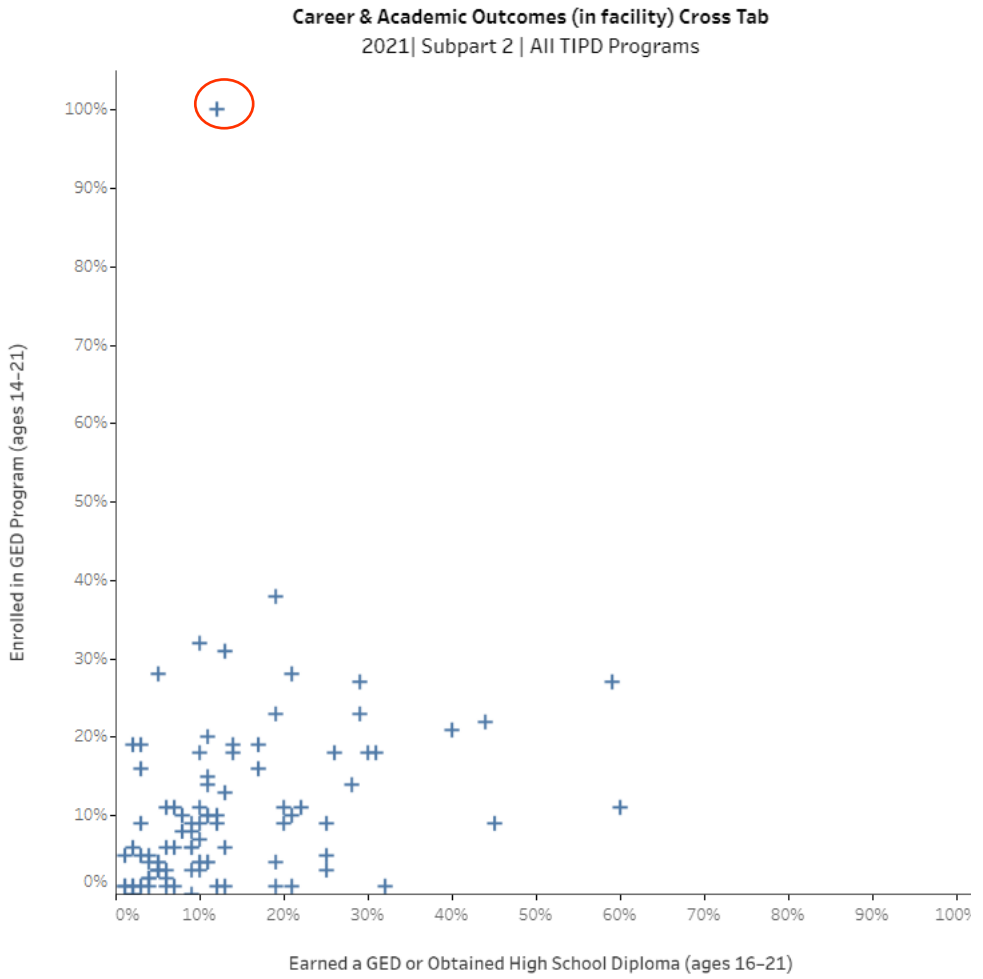
Measures

- **Counts** show the total number of students.
- **Percentages** show the proportion of students.
- **Example**: While the racial proportion of students is similar across years, the counts of students overall has decreased.



Outliers

- **Definition**: Values that are noticeably larger or smaller from other values.
- **Example**: This LEA in the red circle is different from the cluster of other LEAs because of the substantially higher proportion of students enrolling in GED programs.



Comparative Analysis

- **State-to-National Comparisons:** Compare State outcomes with national TIPD trends to identify alignment and areas for improvement.
- **TIPD vs. Public School Population:** Examine how TIPD students perform relative to public school peers.
- **Subgroup Comparisons:** Compare outcomes for TIPD students with other high-need student groups (e.g., foster care, homelessness, special education).

TIPD Standard Measures

Participation (FS 119/127)	Academic Achievement (FS113/125)	Outcomes in Facility (FS 218/219) Outcomes 90 days after Exit (FS 220/221)
• Total count of students • Count by age • Count by sex • Count by race • Count of English learners • Count of students with disability • Count of long-term students • Count of age-eligible students	• Growth on reading and math initial and follow-up assessments: ○ Count of students who Improved more than one full grade ○ Count of students who improved up to one full grade ○ Count of students with no grade level change ○ Count of students with a negative grade level change	• Count of students earning high school course credits • Count of students enrolling in GED program • Count of students earning a GED • Count of students earning a high school diploma • Count of students enrolling in job training • Count of students obtaining employment • Count of students accepted or enrolled in post-secondary education

Calculable Measures

Demographic proportions (FS 119 for Subpart 1; FS 127 for Subpart 2)	Outcome proportions (FS 119, 218, 220 for Subpart 1; FS 127, 219, 221 for Subpart 2)	Assessment-taking proportions (FS 113, 119 for Subpart 1; FS 125, 127 for Subpart 2)	Academic Achievement proportions (FS 113 for Subpart 1; FS 125 for Subpart 2)
• **Example**: Percentage of EL students • **Calculation**: Count of EL students / Count of total students	• **Example**: Percentage of age-eligible students who earned high school course credits • **Calculation**: Count of students earning high school course credits / Count of students ages 13-21	• **Example**: Percentage of long-term students who took an assessment • **Calculation**: Count of students who took the assessment / Count of long-term students	• **Example**: Percentage of students improving on academic assessments • **Calculation**: Count of students who improved more than one grade or improved one grade / Count of students who took an initial and follow-up assessment

**Outcome proportions are calculated using age-eligible ranges, which are age ranges of students who could reasonably expected to achieve a given outcome as determined by ED.*

Example Questions

1. What proportion of students are identified as EL in the most current year?
2. How does the proportion of identified EL students compare to the proportion of Hispanic students?
3. How does the proportion of identified EL students in TIPD compare to the proportion of identified EL students in traditional public schools?
4. How does the proportion of ELs and Hispanic students differ across LEAs?

Comparison of English Learner and Hispanic Students in Juvenile Detention Facilities (Subpart 2) and Public Schools, by LEA

	TIPD					Public school	
LEA	Students	Hispanic students	% Hispanic	ELs	% EL	ELs	% ELs
LEA 1	713	113	16%	24	3%	64,102	20%
LEA 2	87	4	5%	0	0%	158	3%
LEA 3	78	4	5%	0	0%	46	5%
LEA 4	148	0	0%	0	0%	916	13%
LEA 5	25	0	0%	0	0%	118	14%
LEA 6	184	29	16%	8	4%	4,976	18%

Analysis Takeaways

- Most LEAs reported 0 percent ELs and at most 4 percent ELs.
- The percentage of ELs reported in LEAs is substantially lower than the percentage in the public schools in the same LEA.
- Even In facilities with a higher proportion of Hispanic students, the percentage of ELs is low.
- This may indicate that there is an issue with how EL students are identified in facilities

Long-term students and math assessment progress and participation in Juvenile Detention facilities by LEA

	Totals		Assessment Score Change				Outcome Measures	
LEA	Long-term students	Students who took assessments	Negative grade change	No grade change	Up to one full grade change	More than one grade change	% of LT students who took assessments	% of students who improved
LEA 1	168	19	0	19	0	0	11%	0%
LEA 2	210	165	0	112	39	14	79%	32%
LEA 3	78	78	6	20	17	35	100%	67%
LEA 4	31	0	0	0	0	0	0%	0%
All	487	262	6	151	56	49	54%	64%

Key Takeaways

- LEA 1 assessed only 11% of 168 long-term students, showing a clear need for improvement.
- LEA 2 assessed 79% of 210 long-term students and could serve as a model for LEA 1.
- LEA 3 assessed 100% of 78 long-term students, offering an example of effective practices.
- Comparing practices across LEAs of similar size can help identify successful strategies.
- When reviewing improvement rates, low participation reduces the reliability of results.

Data Use

Data Questions

- What question/s are we trying to answer with the data?
- What does the data/information tell us?
- What does the data/information not tell us?
- What are the causes to celebrate?
- What are areas for improvement?
- What are our next steps?

Use Cases

- Improving program operations
  - Increasing initial and follow up assessment-taking among long term students
  - Ensuring accurate identification of students with specific needs (EL/SWD)
- Improving program outcomes
  - Focus on relevant outcomes
  - Focus on short-term outcomes
  - Focus on outcomes outlined in applications
- Examine relationship between variables
  - Which outcomes are intermediate to other longer-term outcomes?
  - How do you expect racial demographics to align with special needs populations?

Improving Program Operations

Example 1

- **Question**: What proportion of long-term students are taking initial and follow up assessments?
- **Analysis**: Count of students taking assessments divided by count of long-term students.
- **Next Steps**: Identify subgrantees that are exceling *or* those that need support. Identify if there are more students taking assessments than there are long-term students, which would be a reporting error. Open a dialogue with subgrantees to learn more about administering of follow up assessments.

Example 2

- **Question**: How does the proportion of SWD in facilities compare with proportion of SWD in public schools?
- **Analysis**: Calculate proportion of SWD with disabilities and compare to data on SWDs in the state or LEA.
- **Next steps**: Identify subgrantees with overidentification *or* under-identification of SWD, engage subgrantees to learn about screening processes.

Improving Program Outcomes

- **Early pipeline outcomes**: Foundational milestones like earning course credits or enrolling in a GED program set the stage for later outcomes like GED or diploma attainment.
- **Short-term outcomes** are those directly linked to service delivery and more immediate like assessment data or high school course credits.
- **Subgrantee-specific outcomes**: What datapoints are outlined in applications or are related to how the program is run?
  - For example, a facility may have a particular focus on employment training.

Variable Relationships

Example 1

- Demographic relationship
- An increase in Hispanic students in TIPD or ELs in public schools could result in an increase in identified EL students in TIPD.
- Look at trends for count of identified EL and Hispanic students across subgrantees in TIPD and public schools. Use this information to see if facilities are screening for English Learners.

Example 2

- Outcome Relationship
- Students who earn a GED would likely need to enroll in a GED program.
- Look at the trends in GED enrollment and completion to assess the quality of data and understand where in the pipeline subgrantees could better support students.

Data and TIPD Processes

- **Application review and selection:** Use data to design applications, assess identified needs, and ensure proposed activities address documented gaps.
- **Subgrantee monitoring:** Incorporate data quality and performance indicators into risk assessments and follow-up activities.
- **Facility eligibility:** Review demographic and facility data to confirm eligibility and ensure programs align with their intended purpose.
- **Training and technical assistance:** Use data trends to identify topics and target subgrantees for support or peer learning opportunities.

SMART Goals Example 1

- **Specific**: Enhance the accuracy and consistency of identifying EL students in juvenile detention facilities within LEAs.
- **Measurable**: The proportion of facilities that adopt standardized EL screening protocols and comparing TIPD EL identification data with public school EL identification data.
- **Achievable**: Implement standardized identification protocols and provide targeted training for staff in juvenile detention facilities.
- **Relevant**: Accurate identification of EL students is crucial for ensuring they receive appropriate services and support. Enhancing identification practices aligns with broader educational goals and improves data quality.
- **Time-bound:**
  - 12 months: implement standardized protocols and conduct initial training sessions.
  - 12–24 months: conduct a pilot including complete quarterly reviews and facility audits to monitor progress and refine practices.
  - After 24 months: evaluate the improvements in identification.

SMART Goals Example 2

- **Specific**: Increase the proportion of students who participate in both initial and follow-up assessments.
- **Measurable**: From 46% to 61% (a 5% annual increase).
- **Achievable**: Build on existing LEA practices by scaling strategies used in high-performing facilities to support all long-term students in completing both initial and follow-up assessments.
- **Relevant**: Better data collection will provide comprehensive information on program effectiveness for reading and math interventions..
- **Time-Bound**: Achieve this 15% total increase over the next three years (5% annually)

Resources

- NDTAC EDFacts Tipsheet
- TIPD Data Collection Shopping List
- 2023 Data Clinic
- SY24-25 Business Rule Inventory (BRSI)
- Fast Facts
- EdDataExpress
- NDTAC Data Explorer
- EDFacts Initiative Homepage
- EDFacts Communities

Questions?