

Section V: Data Analysis

State coordinators can use the information in this section to:

- Access Title I, Part D data through public and internal data platforms
- Identify and understand key metrics and measures from ED*Facts* and CSPR data
- Apply analytic methods such as trends, counts, percentages, outlier detection, and comparative analysis
- Develop data-driven questions and analyses tailored to program goals

Relevant appendix

- [Appendix E: Using ED Data Express, Fast Facts, and Excel Pivot Tables to analyze Title I, Part D Outcome Data](#) – Provides set by step guidance on accessing public Title I, Part D data.

State coordinators can access Title I, Part D data (TIPD) through different sources for use in analyzing program data, whether they use the internal data collected directly from subgrantees or utilize the data points available in the *EDFacts* and Consolidated State Performance Report (CSPR) data. By identifying the primary question, determining the necessary calculations, conducting a thorough analysis, and setting actionable next steps and measurable goals, this framework is a starting place to help data users navigate program complexity and drive continuous improvement.

1. Primary question:
 - Which question(s) are we trying to answer with the data?
2. Data points:
 - Which data points should we calculate to obtain information of interest?
3. Analysis:
 - Data insights: What do the data tell us?
 - Data gaps: What do the data not tell us?
 - Positive outcomes: How do the data support our intended outcomes?
 - Areas for improvement: Which data points warrant further attention?
4. Next steps:
 - Based on the analysis, which actions should we take next?
 - Consider any feedback loops where revisiting earlier steps may be necessary as new data emerge.
5. Goals:
 - What specific, measurable goals can we set based on the insights gained from the data?

The information below provides step-by-step guidance, sample questions to help frame analyses, and illustrative examples that demonstrate how to apply analytic methods to TIPD data.

Accessing Data

There are various data tools where users can access TIPD data, including [Fast Facts](#) and the [Data Explorer tool](#) on the NDTAC website, and [ED Data Express](#). The data available on these sites is best used by the public, including journalists or community members with questions about TIPD funded programs. In addition, State coordinators have access to internal data, which is the data that State coordinators collect and submit to ED annually. Each of these data access tools is discussed below:

- [Fast Facts](#), available on the NDTAC website, presents national and State three-year longitudinal data on funding, program types, and student demographics for children and youth who are neglected, delinquent or at-risk and enrolled in TIPD Subpart 1 and Subpart 2 programs. National data on key academic outcomes and initial and follow up assessment results are also provided.
- The [Data Explorer tool](#), available on the NDTAC website, is an interactive tool that provides access to data visualizations displaying TIPD data. This tool provides dashboards on student demographics, student performance, and academic/vocational outcomes for students enrolled in TIPD programs. Data are available for both Subpart 1 and 2 for the past five years. Visit the Data Explorer to find customizable data visualizations, five-year trends, comparisons to public schools, or program level data on student participation, program outcomes, or academic achievement.
- [ED Data Express](#) provides public access to the funding, participation, and performance data on formula grant programs administered by the [Office of Elementary and Secondary Education](#), including TIPD Subparts 1 and 2. Data are available from SY 2010-11 onward. Journalists or researchers who request a State agency's (SA) or local educational agency's (LEA) TIPD data may be referred to ED Data Express as these data are publicly available and has been reviewed and approved. Most of the data are collected by school year and updated annually as the data become

available. To learn how to download data, see the [ED Data Express Data Download Tool User Guide](#). Visit ED Data Express to download public data or see State or LEA geographic maps on TIPD programs.

- Internal data are the most timely and complete data sources. Fast Facts, Data Explorer, and ED Data Express suppress data when the numbers of students participating in a program are very small. In addition, there is a delay of roughly 12 to 18 months, on average, from the time the data are submitted until they are released publicly. Because internal data are not suppressed and States can more readily access these data, we encourage State coordinators to use their internal data. Furthermore, internal data, such as facility- or student-level data, may be more detailed, enabling additional analyses. Use internal data to obtain subgrantee-level data, timely data, or complete data.

Note: Fast Facts, Data Explorer, and ED Data Express all use the same data sources but each of these tools package and present the metrics differently. For additional details on downloading and using public data, see [Appendix E: Using ED Data Express, Fast Facts, and Excel Pivot Tables to analyze Title I, Part D Outcome Data](#).

While this toolkit emphasizes TIPD ED*Facts* and CSPR data, State coordinators should also consider other data sources that provide important insights about TIPD students. For example:

- **YRBS (Youth Risk Behavior Survey):** Health and risk behaviors affecting youth success.
- **ACS (American Community Survey):** Community demographics, including languages spoken at home.
- **IDEA (Individuals with Disabilities Education Act) data:** Information on students with disabilities and service provision.
- **NAEP (National Assessment of Educational Progress):** Literacy and numeracy trends, achievement gaps.
- **School climate surveys and discipline/referral data:** Insight into behavioral health and engagement.
- **ED*Facts* Title III data on English learners by State:** Comparative context for English learner enrollment and outcomes.
- **State data collection on graduation and academic progress for special populations:** Local context for comparative outcome analysis.

These data can provide context for interpreting TIPD, highlight unmet needs, and even help justify resource allocation (e.g., coordinating with LEAs to provide counseling services if discipline data show above-average referral rates).

Metrics

TIPD data collection includes several metrics and measures that can be calculated. These metrics come from the ED*Facts* and CSPR II data collection. Figure 4 below shows which metrics are available in each ED*Facts* file specification (FS). For more information on the data elements contained in the file specification, please see Table 1 in [Data Collection Requirements](#). Exploring the available metrics and getting to know what data points exist allows State coordinators to see how the metrics connect to goals, which lays the groundwork for any analysis. Being familiar with the measures will allow for the application of analytic techniques, described in the next subsection, to turn raw numbers into meaningful insights.

Figure 4: ED Facts metrics by file specification

Participation (FS 119/127)	Academic achievement (FS 113/125)	Outcomes in program (FS 218/219) Outcomes 90 days after exit (FS 220/221)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Growth on reading and math initial and follow-up assessments: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • 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

Calculations

Additional metrics can be calculated by combining data points within and across file specifications. These calculations include demographic proportions, outcome proportions, assessment-taking proportions, and academic achievement proportions. Figure 5 shows examples of each type of calculation.

- **Demographic proportion:** Calculating the percentage of a student subgroup within the total student population, such as calculating the percentage of English learners or female students.
- **Outcome proportion:** Calculating the percentage of students who achieved a program outcome. These outcomes are calculated using age-eligible ranges which represent the typical age range of students who could reasonably be expected to achieve a given outcome. ED uses ranges for each outcome intended to capture the majority of students served across the country, but eligibility ranges may vary from State to State.¹ For example, to calculate outcome proportions, divide the count of students who earned high school course credits by the count of students aged 13-21.
- **Assessment taking proportion:** Calculating the percentage of long-term students who took an initial and follow-up assessment. This is calculated by dividing the number of students who took both assessments by the total number of long-term students.
- **Academic achievement proportion:** calculating the percentage of students who improved (combine the number of students showing up to one full grade level of improvement and those with more than one full grade level of improvement) assessment scores from initial to follow up assessment. Then divide that total by the total number of students assessed.

¹ Age eligible ranges are 13-21 for earning high school course credits, 14-21 for enrolled in GED program, 16-21 for accepted or enrolled in postsecondary education, 16-21 for enrolled in job training, 14-21 for obtained employment, and 16-21 for earned GED or obtained high school diploma.

Figure 5: Examples of calculations with ED Facts data by file specification

Demographic proportions (FS 119 - Subpart 1; FS 127 - Subpart 2)	Outcome proportions (FS 119, 218, 220 - Subpart 1; FS 127, 219, 221 - Subpart 2)	Assessment-taking proportions (FS 113, 119 - Subpart 1; FS 125, 127 - Subpart 2)	Academic Achievement proportions (FS 113 - Subpart 1; FS 125 - Subpart 2)
<ul style="list-style-type: none"> • Example: Percentage of English Learner students • Calculation: Count of English Learner students / Count of total students 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Example: Percentage of long-term students who took an assessment • Calculation: Count of students who took the assessment / Count of long-term students 	<ul style="list-style-type: none"> • 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

Data Vocabulary and Analysis Techniques

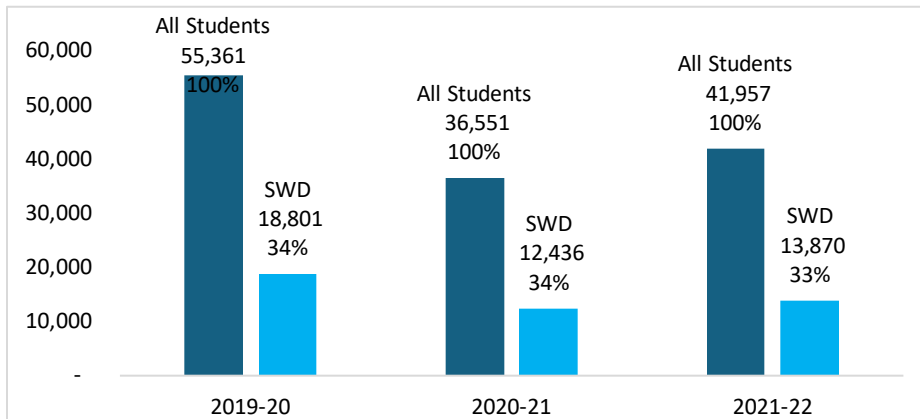
There are several ways to analyze and use the data. Key terms and analysis techniques are discussed below.

1. **Counts:** The total number of items or occurrences in a dataset. For example, counting the number of students in a facility can help to understand the scale of the student population. [Figure 6]
2. **Proportions:** A portion of the total, expressed as a fraction of 100. They are useful for comparing parts of data to the whole, such as the percentage of students who meet academic benchmarks. [Figure 6]
3. **Trends:** Patterns or general directions in data over time. Identifying trends helps to understand how something has changed or is expected to change, such as an increase in student performance over several years. [Figure 7]
4. **Outliers:** Data points that differ significantly from most other data points in a dataset. They can represent errors or unique cases that might need further investigation. [Figure 8]
5. **Comparative analysis:** Involves examining differences and similarities between groups, time periods, or geographic areas to draw insights. [Table 4]

Counts and Proportions

Counts and proportions are two ways of viewing the data. Counts show the total, whereas proportions show the relationship of the portion to the whole. For example, Figure 6 shows the proportion and count of students with disabilities in TIPD Subpart 1 programs. Looking at the proportions, the percentage of students with disabilities has remained consistent from year to year. However, the overall counts show that the population of students with disabilities has decreased from SY 2019-20 to SY 2020-21, before slightly increasing in SY 2021-22.

Figure 6: Count and proportion of all students and students with disabilities in Subpart 1 programs

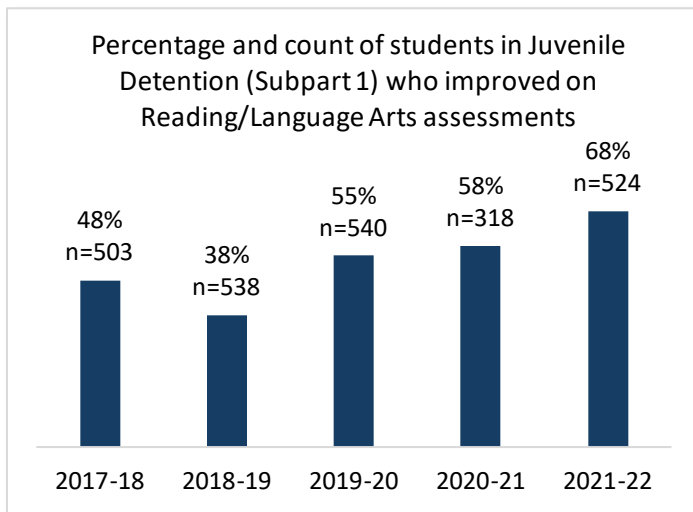


Trends

Two key considerations when examining trends are magnitude and direction. **Magnitude** refers to how large the change is, and **direction** refers to where the trend is going, such as increasing, decreasing, staying flat, or zigzagging.

For example, Figure 7 shows five years of academic achievement data on reading/language arts assessments for students in juvenile detention programs. Despite decreasing in 2018, the trend is increasing, with varying magnitude from year to year.

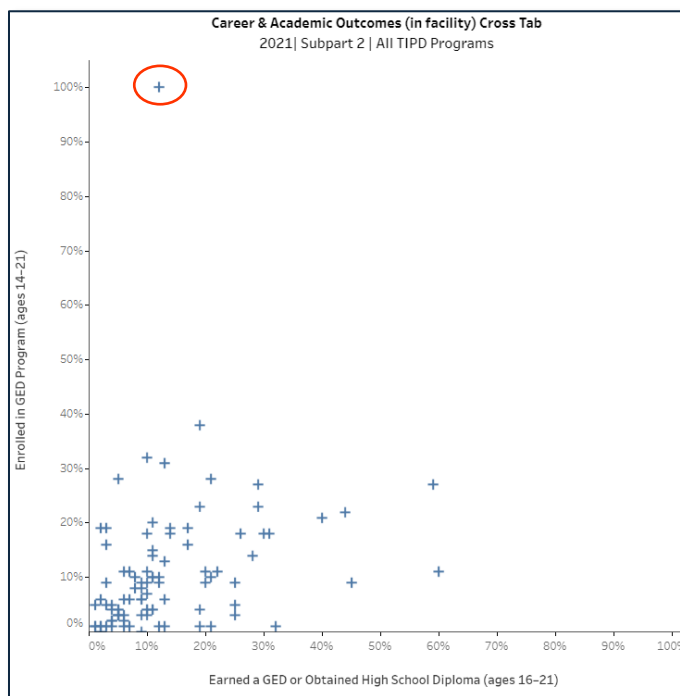
Figure 7: Academic achievement trends by student count and percentages



Tip: Watch Out for Volatility in Small Programs

In very small programs, calculating proportions can make tiny shifts look dramatic. For example, if there are 15 students this year and 5 of them meet a goal, that calculates to 33 percent. If next year only 5 students remain but all 5 meet the goal, it jumps to 100 percent—even though the actual number of students doing well has not changed. In these cases, reporting raw counts (e.g., “5 students met the goal”) alongside—or instead of—percentages gives a more stable, easier-to-interpret picture of what’s really happening.

Figure 8: Crosstab of GED enrollment and GED attainment by LEA



Outliers

Outliers are values that differ greatly from most others in the dataset. For example, in Figure 8, the LEA in the red circle stands apart from the cluster of other LEAs because a much larger share of its students appear to enroll in GED programs.

Comparative Analysis

Comparative analysis is a methodological approach to evaluating two or more pieces of data to compare their similarities and differences. This approach helps to put data into context and reveals strengths and areas of improvement. Comparison can be made within a dataset, such as examining differences between program types to identify patterns or outliers. For example, Table 4 shows how many students earned high school course credits and how many

students were served by each program type, allowing for comparisons of student outcomes between each program.

Table 4: High School Course Credits earned and participation in Subpart 1 by program type

TIPD Programs, Subpart 1	Total Program Participation	Earned HS Course Credits	% of Students Achieving Outcome
Neglected Programs	132	73	55%
Juvenile Detention	788	254	32%
Juvenile Correction	435	378	87%
Adult Correction	198	79	40%

Comparisons can also be made across datasets and reporting levels. Each type of comparison provides different insights and supports different kinds of action.

State-to-National: Comparing State TIPD program outcomes to national TIPD averages provides a broad benchmark and contextualizes program outcomes. This can show whether a State is keeping pace with national trends or moving in a different direction. This information can be used to evaluate whether programs are aligned with progress nationally and identify opportunities to learn from other States. When comparing TIPD data across programs or to national benchmarks, it is essential to account for State-specific contexts that shape results. For example, one State may have a higher proportion of long-term juvenile correctional facilities, while another primarily serves short-stay detention centers. These structural differences directly affect measures such as credit accrual or graduation rates. Similarly, demographic variation matters: a State with a higher proportion of English Learners may show different academic outcomes than a State with fewer such students. Recognizing these contextual factors ensures that comparisons are fair and that results reflect program structures and student characteristics, rather than misrepresenting performance.

TIPD to public school population: While TIPD students face unique educational barriers, comparisons to the public-school population serve to highlight disparities at the local level, underscoring the need for supports to help TIPD students meet the same academic standards expected of all students. For program improvement, it may be most useful to compare TIPD outcomes in an LEA to the public-school population outcomes in the same LEA.

Subgroup comparison: Comparing TIPD outcomes to other high-need groups within the State, such as students experiencing homelessness, students in foster care, or students with disabilities provides a clear view of how TIPD students fare relative to peers who also face significant challenges. Table 5 below presents graduation rates in Pennsylvania for public school students overall, as well as for students who are economically disadvantaged, receiving special education services, in foster care, or experiencing homelessness. The data reveal that TIPD students have a substantially lower graduation rate compared to other high need populations and highlights the need to improve programs focused on graduation rates.

Table 5: Pennsylvania high school graduation rates for special populations, SY21-22

Public school Graduation Rate	TIPD Graduation Rate	Economically Disadvantaged Graduation Rate	Special Education Graduation Rate	Foster Care Graduation Rate	Homeless Graduation Rate
87%	32%	80%	74%	49%	69%

Source: <https://www.pa.gov/agencies/education/data-and-reporting/high-school-graduation#accordion-252ceb6763-item-3a5ddca250>

Sample Data Analysis Questions

Below are sample data analysis questions that can be explored for each file specification. Data users can combine analysis techniques and measures to ask and answer meaningful questions using the data. Below are sample questions to explore for each file specification.

FS 119/127 – Analyzing Participation and Identification

1. **Trends and counts:** How has overall participation across TIPD facilities changed over the past three years, and which program types account for the change?
2. **Proportions:** What proportion of students are identified as English Learner in the most recent year, and how does this compare to expectations based on State demographics?
3. **Proportions and trends:** Has the population of identified English Learner students increased over the last three years?
4. **Comparison:** How do the participation trends of identified English Learner students compare to the participation trends across racial/ethnic groups?

Note: While in many States, English Learners may be primarily Hispanic or Spanish-speaking, some States have higher percentages of English Learner students in other racial or ethnic groups—such as American Indian/Alaska Native students. Be sure to consider State and local context when analyzing English Learner participation trends.

5. **Comparison:** How does the proportion of identified English Learner students in TIPD compare to the proportion of identified English Learner students in State public schools?
6. **Comparison:** Does an LEA have a higher proportion of long-term students?

FS 113/125 – Analyzing Academic Achievement

1. **Trends and proportions:** How has the proportion of students improving on assessments changed over the past three years?

2. **Comparison and proportions:** What percentage of long-term students receive both an initial and follow-up assessment? How has this changed over time?
3. **Comparison and proportions:** Which LEAs are seeing higher or lower proportions of students improving on assessments?
4. **Comparison and proportions:** How has the proportion of students improving on assessments changed over the past three years within the program? How do these trends compare to national TIPD trends?
5. **Comparison and proportions:** How does the proportion of students improving on assessments compare to the proportion of students improving on assessments in all TIPD programs?
6. **Comparison:** How do assessment results for TIPD students in each LEA compare to assessment results for all students in that LEA at the same grade level? How do the TIPD assessment results compare to other high-need student populations like foster care?

FS 218/219 and FS 220/221 – Analyzing Program Outcomes (In-Program or After Exit)

1. **Outliers and comparison:** Are there any LEAs or SAs where a higher percentage of students are earning high school course credits?
2. **Comparison and counts:** How does the number of long-term students compare to the number of students enrolling in job training?
3. **Comparison and proportions:** Are there program types that see higher rates of students enrolling in GED programs?
4. **Trends:** How has the number of students earning high school course credits changed in the past three years?
5. **Trends:** How has the percentage of students enrolling in job training changed in the past three years?

Sample Data Analysis Approaches

The following examples, which use artificial data, illustrate how data can be leveraged to gain insight into trends over time regarding program participation and outcomes. This information is designed to help SEA officials benchmark their data and identify areas for further investigation or intervention. Specifically, the examples below demonstrate how to analyze program and academic outcomes in TIPD Subpart 1 using the analytic concepts of trends, comparative analysis, and proportions. The data are primarily from FS 218 and include the count of students earning high school course credits, count of students enrolling in GED programs, and count of students attaining a GED or high school diploma. While this analysis focuses on Subpart 1 data, the same concepts are applicable to Subpart 2.

This example uses the metrics count of students earning high school course credits (FS 218) and count of students ages 13-21 (FS 119) to calculate the percentage of students earning high school course credits. Table 6 shows the data for the percentage of students in Subpart 1 earning high school course credits from SY 2019-20 to SY 2021-22.

Table 6: Percentage of students (ages 13-21) in Subpart 1 who earned high school course credits, SY 2019-20 to SY 2021-22

Program type	SY 2019-20	SY 2020-21	SY 2021-22
Adult correction	7%	8%	8%
Juvenile correction	75%	73%	71%
Juvenile detention	21%	28%	24%
Neglected programs	58%	*	61%

Other programs	85%	77%	54%
All programs	40%	46%	40%

*Omitted due to data anomaly

In this table, data from Subpart 1 show relative stability. The percentage of students earning high school course credits increased from 40 percent in SY 2019-20 to 46 percent in SY 2020-21 before slightly declining back to 40 percent in SY 2021-22. One informative aspect of this analysis is the detailed examination of outcomes by program type, which reveals distinct performance patterns that reflect program-specific strategies. For example, in SY 2021-22 juvenile corrections programs, 71 percent of participants earned high school course credits, which starkly contrasts with the 24 percent observed in juvenile detention programs. This contrast is not unexpected: students in juvenile corrections programs typically have longer lengths of stay, which increases their opportunity to earn course credits. Meanwhile, 61 percent of participants in neglected programs earned course credits.

The next example uses the metrics count of students enrolling in GED programs (FS 218) and count of students age by age, in this case ages 14-21, (FS 119) to calculate the proportion of students enrolling in GED programs. Table 7 shows the data for the percentage of students in Subpart 1 enrolling in GED programs.

Table 7 Percentage of students (ages 14-21) in Subpart 1 who enrolled in GED programs, SY 2019-20 to SY 2021-22

Program Type	SY 2019-20	SY 2020-21	SY 2021-22
Adult correction	54%	54%	62%
Juvenile correction	11%	12%	11%
Juvenile detention	2%	4%	5%
Neglected programs	4%	3%	4%
Other programs	10%	1%	11%
All programs	20%	22%	20%

This table shows modest fluctuations in GED enrollment over the three school years. Overall, the share of students enrolling in GED programs rose from 20 percent in SY 2019-20 to 22 percent in SY 2020-21 before returning to 20 percent in SY 2021-22, indicating a relatively stable pattern. Examining program types reveals notable variations. Adult correction programs saw GED enrollment hold steady at 54 percent for the first two years and then jumped to 62 percent in SY 2021-22, a promising increase. A higher level of GED enrollment is expected in adult corrections, as students in these programs are typically older and less likely to have the credits needed to graduate with a traditional high school diploma, making GED programs a more viable credentialing pathway. In contrast, juvenile correction programs remained low and stable (11–12%), while juvenile detention programs experienced a gradual uptick from 2 percent to 5 percent, suggesting an emerging trend towards increasing GED enrollment in those settings. Neglected programs hovered at around 3–4 percent. Other programs showed high volatility—dropping from 10 percent to 1 percent in SY 2020-21 before rebounding to 11 percent—which may warrant investigation into program changes or reporting anomalies.

The next example uses the count of students earning a GED (FS 218) and count of students age by age, in this case ages 16-21, (FS 119) to calculate the proportion of students attaining a GED. Table 8 shows the data for the percentage of students in Subpart 1 attaining a GED.

Table 8: Percentage of students (ages 16-21) in Subpart 1 who attained a GED, SY 2019-20 to SY 2021-22

Program Type	SY 2019-20	SY 2020-21	SY 2021-22
Adult correction	13%	10%	18%

Juvenile correction	20%	21%	22%
Juvenile detention	3%	4%	4%
Neglected programs	11%	25%	9%
Other programs	20%	18%	28%
All programs	13%	13%	15%

GED attainment remained relatively stable over the three years. Across all programs, the share of students (ages 16–21) who attained a credential remained at 13 percent from SY 2019-20 to the following year before increasing to 15 percent in SY 2021-22. Attainment patterns vary by program type. Adult correction programs dipped from 13 percent in SY 2019-20 to 10 percent in SY 2020-21 before noticeably rebounding to 18 percent in SY 2021-22, suggesting possible improvements at the facility level. Juvenile correction saw a consistent increase of one percentage point each year, reaching 22 percent in SY 2021-22. Juvenile detention remained low but stable, while neglected programs experienced a pronounced spike to 25 percent in SY 2020-21 before falling back to 9 percent in SY 2021-22, which may reflect an anomalous cohort or reporting irregularities. Finally, other programs fell from 20 percent to 18 percent and then jumped to 28 percent.

Table 9: Percentage of students (ages 14-21) in Subpart 1 who enrolled in a GED program and percentage of students (ages 16-21) in Subpart 1 who attained a GED, SY 2021-22

Program Type	GED Enrollment	GED Attainment
Adult correction	62%	18%
Juvenile correction	11%	22%
Juvenile detention	5%	4%
Neglected programs	4%	9%
Other programs	11%	28%
All programs	20%	15%

Table 9 compares GED enrollment to GED attainment provides important insight as enrollment is a prerequisite to attainment. Adult correction enrolls a high proportion of students in GED programs (62% in SY 2021-22) but yields lower attainment (18% in SY 2021-22). This gap is not unexpected. Many adult learners enter correctional programs with low reading and math skills, and it can take several years of instruction to build the academic foundation necessary to pass the GED. This underscores the need for long-term, sustained academic supports and flexible credentialing pathways for adult learners.

By contrast, juvenile correction enrolls only about one in ten students (11% in SY 2021-22) yet reports roughly double that rate in attainment (22% in SY 2021-22), suggesting potential data reporting errors given that more students are earning a GED than are enrolling in GED programs. Juvenile detention programs see minimal enrollment (5% in SY 2021-22) and generate similar attainment rates (4% in SY 2021-22). Neglected programs and other programs both display more attainment than enrollment—neglected (4% enrolled vs. 9% attained in SY 2021-22) and other (11% enrolled vs. 28% attained in SY 2021-22), suggesting possible data reporting issues. These contrasts highlight where added supports are needed for different populations (e.g., adult correction) and where potential data errors are occurring.

Note: Beginning in SY 2022-23, federal outcome data are no longer reported by program type. Coordinators will need to use internal data to conduct this comparison.

Appendix E: Using ED Data Express, Fast Facts, and Excel Pivot Tables to Analyze Title I, Part D Outcome Data

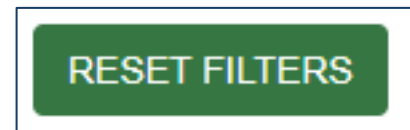
This appendix provides step-by-step guidance on how to download Title I, Part D performance data from ED Data Express, view data in Fast Facts, and create pivot tables in excel using the data. This appendix provides additional details to the [Accessing Data](#) section.

Downloading Data from ED Data Express

In [ED Data Express](#), to start, select the download option on the landing page.



Then hit the “RESET FILTERS” button, as the download page will be populated with filters that do not apply to Title I, Part D programs.



Next, make the following selections in the Program, State, Level, School Year, Data Topic, and Data Description boxes in the left-hand column:

1. In the **Program** box, select “Title I, Part D.”

Program	
<input type="checkbox"/>	Deselect all
<input type="checkbox"/>	McKinney-Vento Act
<input type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input checked="" type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title III

2. In the **State** box, select a State to view. We selected Alabama given the large number of students served within juvenile correction facilities.

State	
<input type="checkbox"/>	Deselect all
<input checked="" type="checkbox"/>	ALABAMA
<input type="checkbox"/>	ALASKA
<input type="checkbox"/>	ARIZONA
<input type="checkbox"/>	ARKANSAS
<input type="checkbox"/>	CALIFORNIA

3. In the **Level** box, select either “Local Education Agency” or “State Education Agency.” LEA contains information for Subpart 2, while SEA contains information for Subpart 1.

Level	
<input type="checkbox"/>	Deselect all
<input type="checkbox"/>	Local Education Agency
<input checked="" type="checkbox"/>	State Education Agency

4. In the **School Year** box, select a school year to view.

School Year

Deselect all

2018-2019

2017-2018

2016-2017

2015-2016

5. In the **Data Topic** box, select “Performance.” This selection contains the outcome data.

Data Topic

Deselect all

Participation

Performance

6. After selecting a Data Topic, a new box entitled **Data Description** will appear. The selection in the Data Description box will depend on the selection in the Level box above:

- If “State Education Agency” is selected for Level, then select “Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 **in Program**” in the Data Description box.

Data Description

Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 in Program

Performance on Pre- and Post-Tests

*Note: There is a similar selection entitled “Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 **After Exit**.” Users should use the selection ending in “**in Program**.”*

- If “LEA” is selected for “Level,” then select “Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 **in Program**.”

Data Description

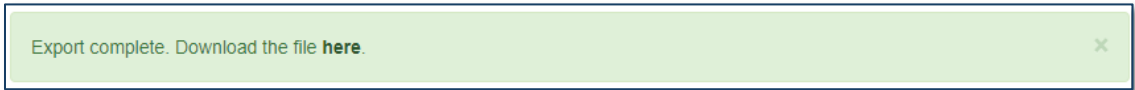
Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 in Program

Performance on Pre- and Post-Tests

*Note: There is a similar selection entitled “Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 **After Exit**.” Users should select the option ending in “**in Program**.”*

7. Review the columns in the table. There may be irrelevant columns to remove to produce a cleaner spreadsheet. To remove a column, click on the blue box with an “X” next to the variable name. Below are the names of the columns to keep. In general, if a column is blank, it is probably fine to remove it.
- For Subpart 1, keep the following columns: School Year, State, Data Group ID, Data Description, Value, Category, and Title I, Part D Program Type.
 - For Subpart 2, keep the following columns: School Year, State, NCES LEA ID, Local Education Agency (School District) Name, Data Group ID, Data Description, Value, Category, and Title I, Part D Program Type.

- Click download data and select CSV to download a file of the State’s program outcome data. This will produce a message “Export complete. Download the file [here](#).” Click on “[here](#)” to download the file.



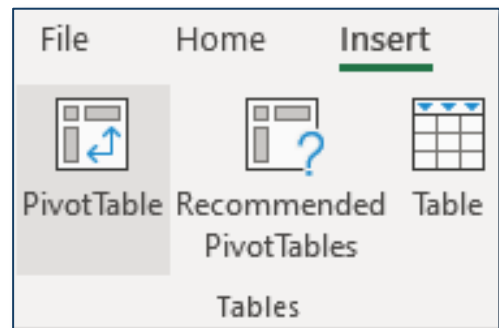
This datafile will contain data on the number of students who achieved a particular outcome by program and outcome type. This will contain only performance data.

Note: spreadsheet cells that have missing data will contains an “S”.

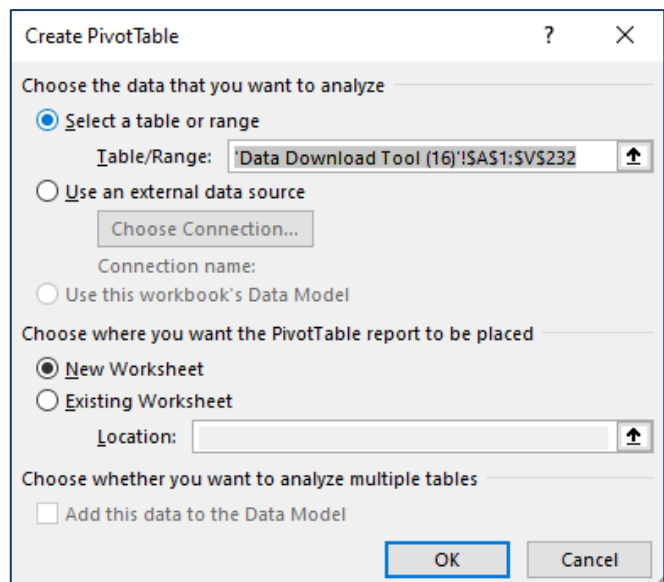
Creating a Pivot Table in Excel

- For Subpart 2 only, since the data are at the LEA level, the user needs to sum the data to the State level for program and outcome. The user can use a pivot table or sum function to aggregate the data to State level.

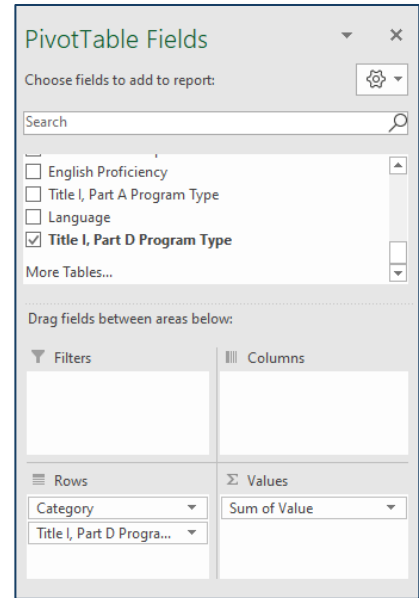
- In the spreadsheet, select all cells with data.
- At the top tool bar, click on “insert” and then select **pivot table**.



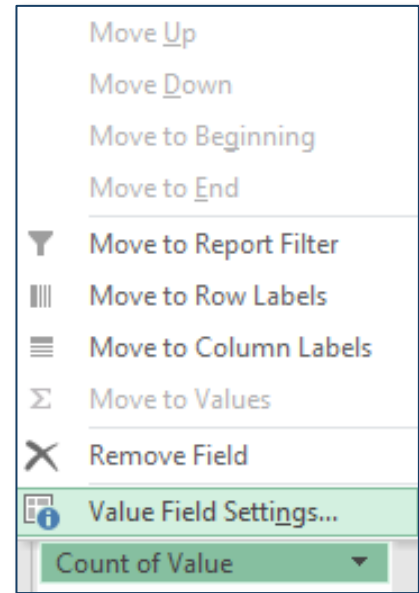
- This will cause a window to pop up that will confirm the range selected and provide the option for the pivot table to output in a new sheet or the current sheet. Click **OK** when ready.



- This will cause a pivot table to appear in a new sheet. Use the **PivotTable Field** window on the right-hand side to populate the table. Drag “Title I, Part D Program Type” to the rows box, drag “Category” to the rows box as well, and drag “Values” to the values box.



- Be sure that the values option is set to sum. Click on the arrow next to “Count of Value” and select “Value Field Settings.” Then select “Sum” and click “OK.”



- This will create a table that aggregates the number of programs to the State level for Subpart 2.

Row Labels	Sum of Value
Earned a GED	90
At risk programs	39
Juvenile correction	32
Juvenile detention	9
Neglected Programs	10
Other programs	0
Earned high school course credits	2404
At risk programs	564
Juvenile correction	264
Juvenile detention	1464
Neglected Programs	112
Other programs	0
Enrolled in a GED program	298
At risk programs	99
Juvenile correction	134
Juvenile detention	53
Neglected Programs	12
Other programs	0

Using Title I, Part D Fast Facts Data

Next, use the following steps to access participation data from [Fast Facts](#).

1. In the upper-righthand corner, use the dropdown to select a State.
2. Then, click the buttons underneath for Subpart 1 or Subpart 2 to view the Subpart of interest.

Select a State then a Subpart:

View Subpart 1

View Subpart 2

3. Click on the rectangle box entitled "II. Program Types" to view data by program type.

II. Program Types ▼

4. Scroll to the table entitled "Student Participation by Program Type" to view the number of students in each program. The table will display data for the three most recent years data are available.

Program Types	Alabama						United States					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
Neglected Programs	0	0%	7	1%	132	8%	3,903	6%	4,911	8%	5,096	8%
Juvenile Detention	0	0%	0	0%	788	51%	15,108	22%	14,459	22%	17,832	28%
Juvenile Corrections	332	60%	340	60%	435	28%	26,931	40%	24,925	38%	20,192	32%
Adult Corrections	220	40%	219	39%	198	13%	19,032	28%	19,006	28%	18,571	28%
Other Programs	0	0%	0	0%	0	0%	2,379	4%	1,838	3%	1,905	3%

This table will contain participation data, reflecting the total number of students in programs, for the selected State and the United States.

When using the performance data file and participation data table, the user should check that the year and Subpart (LEA or SEA) is the same to ensure accurate calculations. Users can use the participation and performance data to calculate the percentage of students achieving outcomes by program type.