

The Title I, Part D Data Toolkit

A Guide to Collecting, Reporting, Analyzing, and Using Federal Title I, Part D Data

April 2026

Prepared by the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At-Risk (NDTAC)

www.Neglected-Delinquent.ed.gov



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

About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-risk (NDTAC) is to improve educational programming for youth who are neglected or delinquent. NDTAC's legislative mandates are to develop a uniform evaluation model for State Educational Agency (SEA) Title I, Part D, Subpart 1 programs; to provide technical assistance to states in order to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are neglected or delinquent; and to serve as a facilitator among different organizations, agencies, and interest groups that work with youth in neglected or delinquent facilities. For more information on NDTAC, visit the Center's website at <https://neglected-delinquent.ed.gov>.

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Overview

Each year, the U.S. Department of Education (ED) requests that State educational agencies (SEAs) collect and report comprehensive demographic and performance data for children and youth who are neglected, delinquent, or at-risk, and who are served by Title I, Part D-funded programs. This Title I, Part D Data Toolkit serves as a centralized resource that guides SEAs through the complete data lifecycle—from data collection and quality assurance to analysis and decision making.

How to Use This Toolkit

This Toolkit is designed for Title I, Part D State coordinators who are responsible for managing the collection, submission, analysis, and use of program data. Whether State coordinators are launching the data collection process, validating submissions, preparing for federal reporting, or looking for ways to use data to inform program decisions, the Toolkit provides step-by-step guidance and targeted resources at each stage of the data lifecycle. Coordinators can use it to:

- Orient new staff or partners to Title I, Part D data systems
- Troubleshoot specific data reporting issues
- Find definitions and examples tied to *EDFacts* file specifications
- Strengthen data quality checks and collection tools
- Identify strategies for analyzing and interpreting program data
- Support continuous improvement through data-informed decision making

How this Toolkit is Organized

The Toolkit is structured to allow users to navigate directly to the sections most relevant to their immediate needs. It is divided into six sections and appendices, each focused on an aspect of the data process:

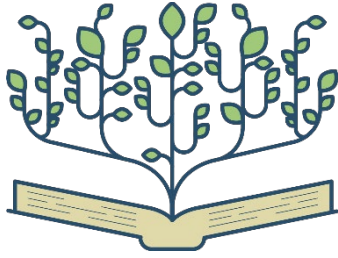
- **Introduction to EDFacts and the Consolidated State Performance Report:** The purpose and goals of these systems is introduced, setting the stage for understanding the context in which the data are collected, and data collection and submission timelines.
- **Data collection:** Detailed information is provided on file specifications, data definitions, and the tools available for data collection.
- **Data quality:** Guidance on maintaining high data quality is included to help SEAs implement effective strategies for data validation and integrity.
- **Data reporting:** An overview of the necessary federal reporting protocols is provided, ensuring that SEAs are well-informed about compliance expectations.
- **Data analysis:** Detailed methods for calculating key metrics and analyzing trends, making it easier to interpret the data.
- **Data-driven decision making:** Examples to illustrate how data-driven decision making can improve program outcomes, offering practical insights and inspiration for SEAs.
- **Appendices:** Additional resources, reference materials, and further guidance to support more in-depth exploration of specific topics.

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Section I: Introduction to ED Facts and the Consolidated State Performance Report

State coordinators can use the information in this section to:

- Understand the key collection and reporting systems, *ED Facts* and CSPR, and how they interact
- Clarify State coordinator responsibilities for data collection, validation, and submission
- Learn about the data collection and submission timeline for Title I, Part D data
- Reference statutory requirements for Title I, Part D data
- Train new staff and LEA partners on Title I, Part D data processor

Two different systems and processes are involved in the online reporting of Title I, Part D (TIPD) data. These data systems are called the Consolidated State Performance Report (CSPR) and *EDFacts*.

State educational agencies (SEAs) are required to evaluate their program’s effectiveness. This is done through collecting data on the programs through *EDFacts* and the CSPR. Data are collected at the State agency (SA) and local educational agency (LEA) level between July 1st and the following June 30th. The data are then reported up to the SEAs. SEAs submit the data to the U.S. Department of Education (ED). These data are used to provide reports to Congress and to drive ED’s decisions regarding technical assistance, including through NDTAC, to support State coordinators in improving TIPD programs.

The **CSPR** and **EDFacts** are annual data collections intended for planning and performance purposes. These are distinct from the **annual count**, which is intended to help determine program funding allocations.

EDFacts is an initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data that centralizes performance data supplied by SEAs with other data assets.¹ ED collects and uses *EDFacts* data for the following purposes:

- Use robust, timely performance data to inform decision making, policy formulation, and management at federal, State, and local levels.
- Identify grantees' technical assistance needs and improve State data capabilities by providing resources and support.
- Analyze the needs of students and determine strong performance to identify best practices.
- Shape ED priorities and meet statutory requirements.
- Justify the annual budget request to Congress while reducing State and district data burdens and streamlining data practices.

The **CSPR** is a specific reporting tool used by SEAs to submit annual performance data related to the implementation of federal education programs. Much of the TIPD data that appears in the CSPR is pulled directly from *EDFacts* data files. However, in the CSPR, there are additional questions which require SEAs to manually enter information that is not pulled from *EDFacts*.

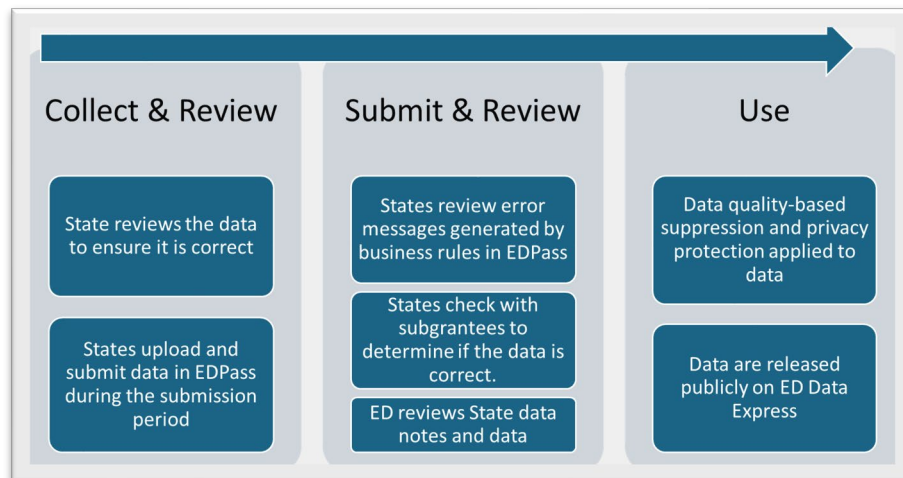


Figure 1: EDFacts Data Lifecycle

EDFacts and CSPR data go through a process of collection, review, and use. State coordinators collect data from SAs and LEAs. State coordinators work with their *EDFacts* coordinators to upload and submit the data in *EDPass*. When the data are submitted, the business rules are applied immediately in *EDPass* and may

generate error messages if the data are inconsistent, inaccurate, or do not conform to the business rules. SEA data and program staff review the error messages and provide data notes or corrections and ED

¹ See: <https://www.ed.gov/data/edfacts-initiative>.

reviews these data notes. ED applies data suppression rules for data quality and to ensure that student level data are protected for privacy before releasing data publicly.

Data Submission

In some States, the State coordinator is responsible for uploading files into EDPass. In other States, State coordinators must collaborate with their *EDFacts* and CSPR coordinators to ensure the data are submitted by the required due dates. SEAs are encouraged to submit data early, in case data must be resubmitted due to errors.

All TIPD data are submitted through EDPass, which serves as a centralized platform for SEAs to submit data, manage user accounts, and ensure data quality. The system is designed to allow multiple users within an SEA to access various functionalities simultaneously. For example, one user can upload data files while another user addresses data quality issues by adding data notes. However, it is important to coordinate tasks to prevent conflicts, as simultaneous edits on the same page may result in data being overwritten.

EDPass is part of the broader *EDFacts* modernization effort, which aims to improve the quality and timeliness of education information. This modernization includes providing tools to support State processes, giving States ownership of the data quality review process, and eliminating the data resubmission period by considering data final as of the due date.

The timeline for data submission is available on ED's website at:
<https://edfacts.communities.ed.gov/#program/data-submission-organizer>.

Each State is required to have an *EDFacts* coordinator. The *EDFacts* coordinator acts as the main liaison with ED and is responsible for the State's annual submission plan for all of the SEA's data, including for TIPD. They oversee the timely submission of data, ensure any errors are corrected, and verify that the SEA approves all files for storage in the *EDFacts* Data Warehouse. To find contact information for *EDFacts* coordinators in each State see the *EDFacts* coordinators [contact list](#).

Although the *EDFacts* coordinator is responsible for submitting all *EDFacts* data to the federal government, the TIPD State coordinator is responsible for collecting, checking, and preparing the data for submission. As the data are submitted, the system will immediately identify potential data errors. Coordinators can then work with subgrantees to provide corrections or data notes upon resubmission. When the program office receives the data, they will conduct a review and reach out to States with unusual data. In some cases, the program office may request resubmission of the data.

State Part D Coordinators' Responsibilities

TIPD State coordinators are responsible for facilitating the accurate and timely reporting of *EDFacts* and CSPR data. To do this effectively:

1. **Identify which programs receive TIPD funds.** Only programs that receive TIPD funds and the students benefiting from these funds should be included in the data reporting process. For Subpart 1 programs, only neglected and delinquent programs should report data. For Subpart 2, only delinquent and at-risk programs should report data.
2. **Develop a process to collect data.** Create data collection tools that can be shared with SAs and LEAs to collect and report data. The tools should be aligned with the *EDFacts* and CSPR requirements but can include data beyond what is required. Establish a process with LEAs and SAs for data collection to include:
 - a. Standardized procedures for data entry
 - b. Timelines

- c. Responsibilities for State and local data contacts
- 3. **Establish relationships with key data contacts.** To streamline data collection and reporting, connect with:
 - a. State and local data contacts: Staff at SAs and LEAs managing TIPD funds. Regular communication ensures they understand reporting requirements and deadlines.
 - b. Internal SA data staff: State's CSPR and ED*Facts* coordinators manage federal reporting requirements. Work closely with them to:
 - i. Provide clarification on data
 - ii. Review data submissions
 - iii. Update information in the online reporting system
- 4. **Set clear communication channels and reporting timelines.** To facilitate timely data submission, consider developing and sharing a structured timeline that includes:
 - a. Data collection periods
 - b. Internal review and validation steps
 - c. Time for follow-ups with subgrantees
 - d. Final data submission deadlines
- 5. **Review and validate data to ensure quality.** Data review is critical to ensuring quality. Consider these guidelines when reviewing the data:
 - a. Verify data completeness: Check for missing information and inconsistencies. Ensure that each SA and LEA have reported data for all required file specifications.
 - b. Compare with previous years: Identify trends and discrepancies. This could be manual or automated and might include an internal version of business rules.
 - c. Follow up with subgrantees: Address inaccuracies before final submission.
 - d. Provide justifications: If unresolved issues persist, include an explanation in the CSPR and be prepared to answer questions from ED during data certification.
 - e. Use Business Rules Single Inventory (BSRI): ED provides business rules to help identify common data quality issues. Utilize these rules to preemptively address errors.
- 6. **Provide training and technical assistance.** If data inconsistencies persist, consider:
 - a. Offering training sessions on data collection and reporting
 - b. Providing tailored technical assistance to subgrantees
 - c. Utilizing resources from NDTAC's [Reporting and Evaluation](#) page
 - d. Sharing best practices and lessons learned to improve future data quality

By following these structured steps, coordinators can facilitate a smooth and effective data reporting process, ensuring high-quality, reliable data for evaluation and program improvement.

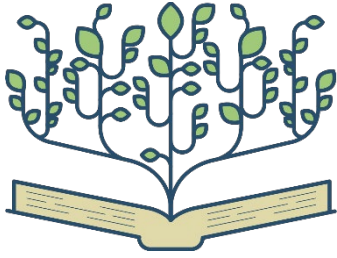
Statutory Requirements

This resource is intended to support State coordinators in carrying out statutory requirements, in particular SUBPART 3: SEC. 1431. PROGRAM EVALUATIONS, which states the following:

- a. Each State agency or local educational agency that conducts a program under subparts 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants —
 - 1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended year adjusted cohort graduation rate, if applicable;

2. To accrue school credits that meet State requirements for grade promotion and high school graduation;
 3. To make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;
 4. To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 5. As appropriate, to participate in postsecondary education and job training programs.
- b. **EXCEPTION**—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. *Note – This exception applies to the three-year program evaluation and does not apply to data collected by ED for *EDFacts* or the CSPR.
- c. **EVALUATION MEASURES**—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.
- d. **EVALUATION RESULTS**—Each State agency and local educational agency shall—
1. Submit evaluation results to the State educational agency and the Secretary; and
 2. Use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

The following sections in this Toolkit cover how to collect, report, analyze, and use high quality *EDFacts* and CSPR data to evaluate the program’s impact on student outcomes and how to improve programs for participating children and youth.



Section II: Data Collection

State coordinators can use the information in this section to:

- Understand the federal data collection requirements
- Design or improve data collection tools and systems
- Communicate expectations to State agency and local educational agency grantees
- Train new staff or partners on Title I, Part D data collection requirements

Relevant appendices

- [Appendix A: Definitions](#) — Clarifies key terms used in file specifications.
- [Appendix B: Program Type Category Sets](#) — Lists and defines program type categories by subpart and program.
- [Appendix C: Calculating Average Number of Days Served](#) — Provides an example of how to compute this required CSPR metric.

High-quality data collection is the foundation of accurate reporting and program improvement. State coordinators are responsible for overseeing the data collection process and ensuring that all required information is gathered from subgrantee facilities and programs. The following content provides an overview of the data collection process, including collection requirements for ED*Facts* and Consolidated State Performance Report (CSPR), relevant file specifications and data groups, and tips for collecting high-quality data.

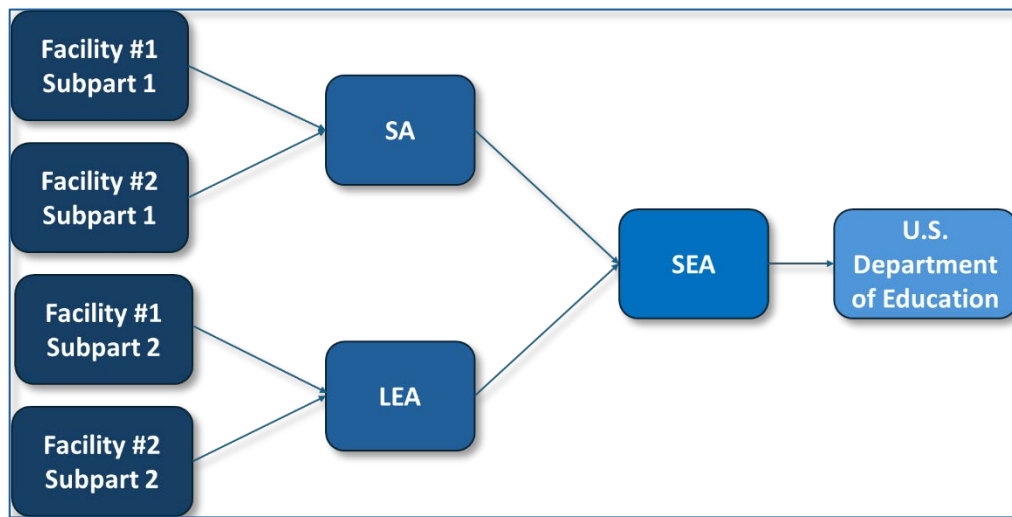
Process

State educational agencies (SEAs) are required to collect data annually on students served by Title I, Part D (TIPD) programs from both State agencies (SAs) in Subpart 1 and local educational agencies (LEAs) in Subpart 2 [34 CFR 76.720(c)]. The process usually occurs in three steps:

1. Facilities collect and report demographic and performance data in the appropriate data collection instrument to the SA for Subpart 1 and LEA for Subpart 2.
2. SAs and LEAs collect and collate the data from all TIPD programs and report the data to the SEA. Data should be aggregated when the SA or LEA serves multiple programs of the same type (e.g. SA operates two juvenile correctional facilities, or the LEA serves three delinquent programs in three local facilities). State coordinators may choose to collect these data at the facility level to better determine program effectiveness and support subgrantees improvement efforts.
3. SEAs collect and aggregate the data for Subpart 1 and Subpart 2 separately (as applicable) and report the data to the U.S. Department of Education (ED) through the data collection process.

Figure 2 illustrates the data collection flow. This example shows two SA facilities and two LEA facilities, but most SEAs will have more subgrantees.

Figure 2: Data collection and reporting process



Data Collection Requirements for ED*Facts* and CSPR

The data collection requirements are organized into various file specifications (or file specs) that capture detailed information on students' demographics, academic progress, and academic and career outcomes. These specifications are updated on a three-year cycle, meaning that once changes are made, they remain in effect for three years before any further updates can occur. Each file specification includes detailed descriptions of the data categories required to ensure comprehensive reporting. For more in-depth information on specific terms and definitions, please refer to [Appendix A](#) and [Appendix B](#).

EDFacts

The table below lists the file specs for Subpart 1 and Subpart 2 and the description for each file spec.

Table 1: TIPD EDFacts file specifications and descriptions by SA and LEA

Description	SA (Subpart 1) File Specs Neglected or Delinquent	LEA (Subpart 2) File Specs Delinquent or At-risk
Student Participation	FS 119	FS 127
Academic Achievement	FS 113	FS 125
Academic / Career Outcomes in Program	FS 218	FS 219
Academic / Career Outcomes after exit	FS 220	FS 221
Assessment Proficiency (optional)	FS 224	FS 225

The same information is collected from both SAs and LEAs. These include data on student participation, academic achievement, academic and career outcomes, and proficiency in reading and math. However, there are differences in the facility types and program types for SA and LEA programs, so these data should be collected using two different instruments. For example, only SAs may serve neglected children and youth, and only LEAs may serve at-risk children and youth.

- **FS 119 (SA) and FS 127 (LEA)** collect information on students receiving TIPD services. The data include total count of students and is disaggregated by:
 - Age (Ages 3-21)
 - Sex (Male and Female)
 - Race/ethnicity (American Indian/ Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, Two or more races)
 - English learner status (as defined by Title III)
 - Disability status (as defined by IDEA)
 - Long-term status (students in facilities for 90+ days)
 - Program type category sets
 - Neglected Subpart 1 (**only**): Group homes, shelters, community day programs, residential treatment homes, other
 - Delinquent Subpart 1: Adult corrections, community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, other
 - Delinquent Subpart 2: Community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, other
 - At-risk Subpart 2 (**only**): There are no category sets for at-risk. At-risk programs operate within an LEA's buildings/facilities. The term "at-risk," when used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication; has a drug or alcohol problem; is pregnant or is a parent; has come into contact with the juvenile justice system or child welfare system in the past; is at least one year behind the expected grade level for the age of the individual; is an English learner; is a gang member; has dropped out of school in the past; or has a high absenteeism rate at school.
- **FS 113 (SA) and FS 125 (LEA)** collect information on student academic achievement in reading and math based on an initial assessment administered to all students upon entering the facility and a follow-up assessment administered to students who have been in the facility at least 90 days. The data include the count of students who showed:
 - Improvement of more than one full grade from the initial to follow-up assessment

- Improvement of up to one full grade level from the initial to follow-up assessment
- No change from the initial to follow-up assessment
- Negative grade level change from the initial to follow-up assessment

Tip: Collecting Student Academic Assessment Data

Student follow-up assessments (FS 113 and 125) are designed to measure academic growth—not proficiency—and should be administered at the 90-day mark or as close to that point as possible. These assessments help evaluate progress after a period of academic support, and it is expected that students will demonstrate some level of growth (up to one full grade level) after 90 days in the program.

- **FS 218 (SA) and FS 219 (LEA)** collect information on academic and career outcomes of students while they are in TIPD-funded programs. Data should be reported in each category in which a student achieved the item (e.g., A student earns high school course credits and then earns a diploma). Data are collected on the count of students who:
 - Earned high school course credits
 - Enrolled in GED programs
 - Earned a GED
 - Earned a high school diploma
 - Enrolled in job training
 - Obtained employment
 - Accepted or enrolled in postsecondary education

Tip: Count all outcomes students achieve

Students can attain multiple outcomes and each of these outcomes should be reported. For example, a student could earn both high school course credits and a diploma while in TIPD programs. Additionally, the same activity could satisfy multiple outcomes, such as military service, which could count as both obtaining employment and enrolling in postsecondary education, since the military is considered a postsecondary training and employment option.

- **FS 220 (SA) and FS 221 (LEA)** collect information on academic and career outcomes of students in TIPD programs up to 90 days after exiting programs. Data are collected on the count of students who:
 - Earned high school course credits
 - Enrolled in GED programs
 - Earned a GED
 - Earned a high school diploma
 - Enrolled in job training
 - Obtained employment
 - Accepted or enrolled in postsecondary education

Tip: Collecting Post-exit Data

Collecting post-exit performance data (FS 220 and 221) can be challenging. Sometimes State laws prevent tracking of students released from programs. If the State law prohibits tracking, please inform ED in a data note, specifying the law citation and/or State code. To help improve tracking of post-exit outcomes, coordinators can provide support to programs to create processes for tracking students, such as assigning job responsibilities to reach out to students formerly in the program. This includes processes to collect post-exit data for students who have completed a TIPD-funded education program, but remain in the facility.

- **FS 224 (SA) and FS 225 (LEA) optional** - collect information on students served in TIPD programs who took statewide standardized assessments and achieved proficiency. The data include the number of students served by TIPD who:
 - Took a statewide standardized assessment
 - Took a statewide standardized assessment and achieved proficiency
 - Took a statewide standardized assessment and did not achieve proficiency

Figure 3 summarizes categories and disaggregated data collected from each file specification outlined in this section.

Figure 3: TIPD ED Facts datapoints 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)	Optional State standardized assessment (FS 224/225)*
<ul style="list-style-type: none"> • Age • Sex • Race • English learners • Students with disabilities • Long-term students • Program type 	<ul style="list-style-type: none"> • Growth on reading and math initial and follow-up assessments: <ul style="list-style-type: none"> ○ Improved more than one full grade ○ Improved up to one full grade ○ No grade level change ○ Negative grade level change 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Took statewide standardized assessment • Took statewide standardized assessment and achieved proficiency • Took statewide standardized assessment and did not achieve proficiency

*FS 224/225 are optional

CSPR II Manual Entry

CSPR II manual entry includes three additional measures — count of programs, average length of stay, and average number of days served by subpart and category set. For definitions of category sets see [Appendix B: Program Type Category Sets](#).

- **Number of programs or facilities:** The total number of individual facilities or programs that received TIPD funding during the reporting year. The types of programs or facilities reported within ED Facts should match the types of programs or facilities reported on the CSPR.
- **Number of programs or facilities reporting data:** This is the number of individual facilities or programs that were able to provide data for the collection. This is ideally equal to the number of individual facilities or programs that received funds, as identified in the previous bullet point.
- **Average length of stay (in days):** The average number of days per student stay (for each facility or program) during the reporting year. Multiple visits can be included.
- **Average number of days served:** This is the average number of days that each student attends an educational program and receives services supported by TIPD in the reporting year. See [Appendix](#)

[C: Calculating Average Number of Days Served](#) for an example on how to calculate the average number of days served.

Program Type

FS 127 and 119, as well as CPSR II manual entry data, include program type category sets, which provide details on facility type. These program type categories sets were introduced in the SY 2022-23 data collection. The table below shows the subparts, the programs, and program type categories. The program type categories vary by subpart and overall program. In addition, at-risk does not contain any program type categories.

Table 2: Category sets by subpart and program type

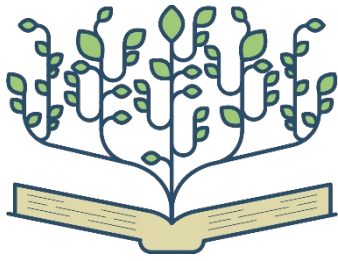
Subpart 1: SA Programs		Subpart 2: LEA Programs	
Neglected	Delinquent	Delinquent	At-risk
<ul style="list-style-type: none"> Group homes Shelters Community day programs Residential treatment homes Other 	<ul style="list-style-type: none"> Adult correction Community day programs Juvenile detention centers Shelters Group homes Ranch/wilderness camps Residential treatment centers Long-term secure juvenile facilities Other 	<ul style="list-style-type: none"> Adult correction Community day programs Juvenile detention centers Shelters Group homes Ranch/wilderness camps Residential treatment centers Long-term secure juvenile facilities Other 	<ul style="list-style-type: none"> No category sets

Data Collection Tools

State coordinators are responsible for creating and distributing data collection tools, and training subgrantee staff to use them. State coordinators can use various methods and strategies to collect and aggregate data effectively. Below are the key elements to consider when developing and implementing data collection systems.

- Assess existing systems:** Before developing new tools, State coordinators should first assess whether student-level data for all students served in all facility types is available through an existing Student Information System (SIS), and whether that system has the capability to capture all required data elements. State coordinators should work with SAs and LEAs to determine whether the SIS includes the necessary data. If no centralized system exists or current systems do not meet all requirements, State coordinators may need to create spreadsheets or alternative tools to ensure consistent and complete data collection.
- Methods for developing and collecting data:** State coordinators can develop data collection tools in a variety of ways, depending on the context and available infrastructure. Some common forms of these mechanisms include:
 - Spreadsheets (like Excel, CSV, Google sheets)
 - Survey tools (like Google forms, Qualtrics, SurveyMonkey, Alchemer)
 - Statewide data systems, if they include the required data elements. State coordinators should ensure that both SAs and LEAs have appropriate access to the system and to the records for students they serve. LEAs may only have access to students enrolled in their own agency, which can be a limitation when students are served in facilities managed by another LEA or agency.

- Web-based portals (often the same portal the SEA uses for their grant management system)
 - Paper and pencil for low-tech or offline settings
- **Level of detail:** States also have flexibility to decide the level of detail at which to collect data. While reporting to the federal government is often aggregated at the State level, States can collect disaggregated data and additional details on the students or facilities. Collecting more data beyond what is federally mandated requires effort to collect but provides more details that are useful for analyzing and encouraging data-driven decision making for program improvement. Facility-level data provide necessary information that can still drive decision making. It requires less effort to collect; however, this information provides less detail than student level data.
- **Strategies to improve data collection:** There are several ways to improve the usability of a data collection tool. Providing instructions at the beginning of the data collection tool will orient users to the technical aspects of collecting the data and filling out the tool. Additionally, providing a glossary of terms is helpful to clarify each data element so that the user understands what data to submit. Incorporating data quality checks is an important step so that data issues are identified real-time, allowing users to proactively address it. Data quality checks are discussed further in the next section.



Section III: Data Quality

State coordinators can use the information in this section to:

- Identify common data quality challenges in Title I, Part D reporting
- Establish routines for data checks and internal validation
- Create clear documentation and training to support consistent reporting across grantees
- Write informative data notes to document data inconsistencies

Relevant appendix

- [Appendix D: Data Quality Calculations](#) – Provides step by step examples on how to set up and run calculations to detect potential data quality issues.

Data quality is the foundation for data-driven decision making. Data quality checks are a way to improve the accuracy of data. Data quality checks should be included throughout the data collection and reporting process. These checks can be included early on when facilities are collecting data by building it into data collection tools. Reviewing the submitted data using additional data quality checks will also reveal any potential data quality issues.

The business rules single inventory (BRSI) is a set of data quality rules that the U.S. Department of Education (ED) applies to ED*Facts* data submissions from State education agencies (SEAs). These rules are organized by file specification and fall into distinct types of data checks. There are four common ways to check data quality:

- **Completeness:** Checking that data are reported for all items that are required.
- **Subtotal to total:** Checking if the number of students in subgroups sums to the total number of students overall.
- **Expected relationship:** Comparing the values from one set of file specs with the values in another file spec and understanding when each set of values should be less than, equal to, or more than another set of values.
- **Year-to-year comparison:** Comparing the number reported in the current year to the previous year and identifying substantial differences. If the State has a small program, even minor changes in the actual count can result in large percentage changes from year to year. Keep this in mind when interpreting year-to-year comparisons.

For examples of each of these with calculations, please see [Appendix D: Data Quality Calculations](#).

The data quality checklists below are organized by file specifications and are based on the BRSI. These rules are helpful to include throughout the data collection process. State coordinators can incorporate data quality checks into data collection forms, as well as conduct data quality checks when receiving the data, and prior to submitting. Coordinators can use the checklist when reviewing subgrantee data in addition to sharing the checklist with subgrantees to review their own data.

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

For participation data, data quality considerations include verifying that the data are complete, confirming that demographic subgroups sum up to the total number of students, the number of long-term students is less than the total number of students, and ensuring the data are consistent from year to year. This is applicable to both Subpart 1 State agencies (SAs) and Subpart 2 local educational agencies (LEAs).

The desired response to each item in this table is “yes.”

Question	YES	NO
Completeness: Does the data file contain at least one value that is not “0”? <i>Note: This check ensures the file is not made up entirely of zeros.</i>		
Completeness: Does the data file contain at least one value that is not “-1”? <i>Note: Since “-1” indicates a missing count, this check ensures the file is not entirely composed of missing values.</i>		
Completeness: Are the data complete for the data file (e.g., there are no blank fields or missing data)? <i>TIP: If there are no students in a subgroup (such as English learners), report 0s instead of leaving the fields blank.</i>		
Subtotal to total: Do the subtotals equal the totals?		
- Male + Female = Unduplicated count of students		
- Sum of ages (3 through 21) = Unduplicated count of students.		

- Native American/Alaska Native + Asian + Black/African American + Native Hawaiian/Pacific Islander + White + Two or more races + Hispanic = Unduplicated count of students		
Year-to-year comparison: Are there substantial changes in the count of students from the current year compared to the previous year?		
- $(\text{Student count previous year} - \text{Student count current year} / \text{Student count previous year}) * 100 > 50\%$ [Subpart 1 and Subpart 2]		
- $(\text{Student count previous year} - \text{student count current year}) > 10$ - [Subpart 1 only]		
- $(\text{Student count previous year} - \text{student count current year}) > 50$ [Subpart 2 only]		

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

For academic achievement data, data quality considerations include verifying that the data are complete, confirming that the number of long-term students (students who are in facilities for at least 90 days) is equal to or exceeds the number of students who took an assessment, and ensuring that the data remain consistent from year to year. The goal is to ensure that **all** long-term students have received both an initial and follow-up assessment. Any section that applies only to Subpart 1 SAs or Subpart 2 LEAs is clearly indicated.

The desired response to each item in this table is “yes.”

Question	YES	NO
Completeness: Does the data file contain at least one value that is not “0”? <i>Note: This check ensures the file is not made up entirely of zeros.</i>		
Completeness: Does the data file contain at least one value that is not “-1”? <i>Note: Since “-1” indicates a missing count, this check ensures the file is not entirely composed of missing values.</i>		
Completeness: Are the data complete for the data file (e.g., there are no blank fields or missing data)? <i>TIP: If there are no students in an achievement category (such as number who improved more than one grade level), report 0s instead of leaving the fields blank.</i>		
Expected relationship: Are there more students in total than assessment takers in total?		
- Total count of all students who participated in the program is greater than or equal to the count of students who took academic achievement assessments. Subpart 1: FS 119 (all participants) \geq FS 113 (assessed students) Subpart 2: FS 127 (all participants) \geq FS 125 (assessed students)		
Expected relationship: Are there more long-term students than reported assessment takers?		
- Total count of long-term students who participated in the program is greater than or equal to the count of students who took academic achievement assessments. Subpart 1: FS 119 (long-term participants) \geq FS 113 (assessed students) Subpart 2: FS 127 (long-term participants) \geq FS 125 (assessed students)		
Year to year comparison: Are there no substantial changes in the count of students from the current year compared to the previous year?		

Example: Percentage of students improving on assessments in previous year – Percentage of students improving on assessments in current year > 10		
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FS 218 (Subpart 1) and 219 (Subpart 2): Outcomes In-Program Checklist

Outcome data should be reported for all students who participated in a Title I, Part D (TIPD) funded program. For Subpart 1 programs this includes both neglected and delinquent students. For Subpart 2 this includes both delinquent and at-risk students but does not include neglected students served with Title I, Part A funds. For outcomes in program data, data quality considerations include verifying that the data are complete and confirming that the number of students achieving an outcome does not exceed the total number of students served by the program. Any section that applies only to Subpart 1 SAs or Subpart 2 LEAs is clearly indicated. If a student achieves multiple outcomes (e.g., earns high school course credits and earns a high school diploma) the student should be reported in each category in which an outcome is achieved.

The desired response to each item in this table is “yes.”

Question	YES	NO
Completeness: Does the data file contain at least one value that is not “0”? <i>Note: This check ensures the file is not made up entirely of zeros.</i>		
Completeness: Does the data file contain at least one value that is not “-1”? <i>Note: Since “-1” indicates a missing count, this check ensures the file is not entirely composed of missing values.</i>		
Completeness: Are the data complete for the data file (e.g., there are no blank fields or missing data)? <i>TIP: If there are no students who achieved an outcome (such as earned a GED), report 0s instead of leaving the fields blank.</i>		
Expected relationship: Is the number of students achieving outcomes less than or equal to the number of students reported?		
- Count of students who earned high school course credits is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (course credits) ≤ FS 119 (participation) Subpart 2: FS 219 (course credits) ≤ FS 127 (participation)		
- Count of students who enrolled in a GED program is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (GED enrollment) ≤ FS 119 (participation) Subpart 2: FS 219 (GED enrollment) ≤ FS 127 (participation)		
- Count of students who obtained a high school diploma or earned a GED is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (diploma or GED earned) ≤ FS 119 (participation) Subpart 2: FS 219 (diploma or GED earned) ≤ FS 127 (participation)		
- Count of students who enrolled in job training courses or programs is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (job training enrollment) ≤ FS 119 (participation) Subpart 2: FS 219 (job training enrollment) ≤ FS 127 (participation)		
- Count of students who obtained employment is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (employment) ≤ FS 119 (participation)		

Subpart 2: FS 219 (employment) ≤ FS 127 (participation)		
- Count of students who were accepted and/or enrolled in postsecondary education is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 218 (postsecondary acceptance/enrollment) ≤ FS 119 (participation) Subpart 2: FS 219 (postsecondary acceptance/enrollment) ≤ FS 127 (participation)		
Expected relationship: Is the count of students who earned a GED less than or equal to the count of students who enrolled in a GED program? Subpart 1: FS 218 (GED earned) ≤ FS 218 (GED enrollment) Subpart 2: FS 219 (GED earned) ≤ FS 219 (GED enrollment)		
Expected relationship: Is the count of students who obtained a high school diploma less than or equal to the count of students who earned high school course credits? Subpart 1: FS 218 (diploma) ≤ FS 218 (course credits) Subpart 2: FS 219 (diploma) ≤ FS 219 (course credits)		

FS 220 (Subpart 1) and 221 (Subpart 2): Outcomes After Program Exit Checklist

For outcomes after program exit data, data quality considerations include verifying that the data are complete and confirming that the total number of students exceed the number of students achieving an outcome. Any section that applies only to Subpart 1 SAs or Subpart 2 LEAs is clearly indicated. If the SEA is unable to report outcomes after program exit due to State law, then the State coordinator must submit a data note that includes reference to the specific statute.

Note: students may leave the program but not leave the facility. For example, a student may graduate from the GED program but remain incarcerated in the facility.

The desired response to each item in this table is “yes.”

Question	YES	NO
Completeness: Does the data file contain at least one value that is not “0”? <i>Note: This check ensures the file is not made up entirely of zeros.</i>		
Completeness: Does the data file contain at least one value that is not “-1”? <i>Note: Since “-1” indicates a missing count, this check ensures the file is not entirely composed of missing values.</i>		
Completeness: Are the data complete for the data file (e.g., there are no blank fields or missing data)? <i>TIP: If there are no students who achieved an outcome (such as earned a GED after exit), report 0s instead of leaving the fields blank.</i>		
Expected relationship: Is the count of students achieving outcomes less than or equal to total students reported?		
- Count of students who earned high school course credits after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (course credits) ≤ FS 119 (participation) Subpart 2: FS 221 (course credits) ≤ FS 127 (participation)		

- Count of students who enrolled in a GED program after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (GED enrollment) ≤ FS 119 (participation) Subpart 2: FS 221 (GED enrollment) ≤ FS 127 (participation)		
- Count of students who obtained a high school diploma or earned a GED after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (diploma or GED earned) ≤ FS 119 (participation) Subpart 2: FS 221 (diploma or GED earned) ≤ FS 127 (participation)		
- Count of students who enrolled in job training courses or programs after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (job training enrollment) ≤ FS 119 (participation) Subpart 2: FS 221 (job training enrollment) ≤ FS 127 (participation)		
- Count of students who obtained employment after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (employment) ≤ FS 119 (participation) Subpart 2: FS 221 (employment) ≤ FS 127 (participation)		
- Count of students who were accepted and/or enrolled into postsecondary education after exit is less than or equal to the unduplicated count of students who participated in the program. Subpart 1: FS 220 (postsecondary enrollment) ≤ FS 119 (participation) Subpart 2: FS 221 (postsecondary enrollment) ≤ FS 127 (participation)		
Expected relationship: Is the count of students who earned a GED less than or equal to the count of students who enrolled in a GED program? Subpart 1: FS 220 (GED earned) ≤ FS 220 (GED enrollment) Subpart 2: FS 221 (GED earned) ≤ FS 221 (GED enrollment)		
Expected relationship: Is the count of students who obtained a high school diploma less than or equal to the count of students who earned high school course credits? Subpart 1: FS 220 (diploma) ≤ FS 220 (course credits) Subpart 2: FS 221 (diploma) ≤ FS 221 (course credits)		

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

The desired response to each item in this table is “yes.”

Question	YES	NO
Completeness: Does the data file contain at least one value that is not “0”? <i>Note: This check ensures the file is not made up entirely of zeros.</i>		
Completeness: Does the data file contain at least one value that is not “-1”? <i>Note: Since “-1” indicates a missing count, this check ensures the file is not entirely composed of missing values.</i>		

CSPR II Checklist

When reporting data for the Consolidated State Performance Report (CSPR) II, the State coordinator should ensure that the program/facility types reported in ED*Facts* match the program/facility types reported for the CSPR II. The average length of stay should be less than or equal to 365 days because the

reporting timeframe is limited to one year. Additionally, the average number of days served should be less than or equal to the average length of stay because students cannot be served more days than they stayed. In many cases, the number of days served is expected to be less than the length of stay since students may not be served every day (e.g. weekends, holidays).

The desired response to each item in this table is “yes.”

Question	YES	NO
Expected relationship: Is the average length of stay less than or equal to 365 days?		
Expected relationship: Is the average number of days served less than or equal to the average length of stay?		
Expected relationship: Does the count of programs/facilities manually entered in CSPR match the corresponding program/facility data reported in ED Facts in FS 119 (participation, Subpart 1) and FS 127 (participation, Subpart 2)? <i>For example: If CSPR shows that one or more shelters are receiving funds (e.g., 2 shelters), then ED Facts should report a positive number of students in shelters. Reporting 0 students in ED Facts would indicate a discrepancy, since it conflicts with the CSPR data.</i>		
Expected relationship: If average length of stay > 0 is this also reflected in the count of programs reporting data? <i>For example: If data are reported for students in adult corrections, then the count of facilities, average length of stay, and average number of days served should also be reported for adult corrections. If the data reported is zero or null, then that would indicate data are missing for that reporting category.</i>		
Expected relationship: If the average count of programs reporting data in FS 119 (participation, Subpart 1) or FS 127 (participation, Subpart 2) > 0 then is the average number of days served > 0?		

Troubleshooting Data Issues

When a data issue is identified, there are steps to investigate and address the data issue:

1. Identify the data discrepancy
2. Investigate the potential data entry or reporting issue
3. Identify potential causes of data discrepancy
4. Add a data note to explain the data discrepancy or update data entry to correct the value

If there is a potential data error, it is important to investigate the issue and understand what is causing the discrepancy. The data flag could be the result of a data error, or it could be reflective of external changes.

For example, the number of students earning high school course credits may be higher than the total number of students. Once such an issue is identified, it is important to contact the facility to understand how the data were reported. In this case, it could be a data entry error, such as reporting the total number of credits earned instead of the number of students who earned a credit, or a number was mistakenly entered. Working with the facility to understand the discrepancy is critical to update and submit accurate data.

It is advisable to conduct data checks on two occasions. The first review should be conducted when each program/SA/LEA submits data, allowing time to request corrections if needed. A second review should take place upon submission to ensure that data was entered into the system correctly.

Data Notes

When submitting data, it is important to include data notes to explain the reasons behind any anomalies, unexpected changes, or data limitations. Data notes demonstrate that the individual submitting the data understands what is causing the data flag—whether it is a change in program participation, a reporting limitation, or an external factor like a policy shift. This context is essential for accurate interpretation and helps reviewers distinguish between true data quality problems and explainable fluctuations.

Well-written data notes can:

- Provide transparency by explaining why significant changes occurred (e.g., a program closed due to low enrollment and small allocations, leading to a large drop in student counts).
- Demonstrate ownership and accountability (e.g., an SEA acknowledging incomplete demographic data and committing to improve reporting with the LEA).
- Clarify operational constraints that affect data collection (e.g., students leaving the program before follow-up assessments could be administered).
- Build trust with reviewers by showing that the data are being actively monitored, understood, and improved where needed.

Including clear, specific data notes ensures that data users can make well-informed decisions and assessments based on a complete understanding of the data. Below are some examples of data notes:

File Spec	BRSI Rule Failure	Data Note Example
113	Year to Year Comparison: The SEA-level data indicate a change of -60% between the current school year number of long-term students who showed improvement of up to one full grade level or more on reading/language arts initial and follow-up assessments and the prior school year number of long-term students who showed improvement of up to one full grade level or more on reading/language arts initial and follow-up assessments for the following TIPD, Subpart 1 Programs types: Adult correction.	The significant decrease is due to the very small number of participating students in the TIPD, Subpart 1 program. There was a decrease in number of long-term students from 2023-24 to long-term students participating in 2024-2025. This led to a significant percentage change. The only eligible State agency (Department of Corrections) decided to discontinue operating their TIPD, Subpart 1 program, due to the small number of eligible students and the resulting small allocation which required great administrative needs.
127	Category Set Comparison: In one LEA, the sum of the Category Set A [N or D Program (Subpart 2), Racial Ethnic] does not equal Subtotal 1 [N or D Program (Subpart 2)] for the following TIPD, Subpart 2 program: Juvenile correction. These two counts should equal.	The data are accurate as reported. The LEA reported racial/ethnic data for some students, but indicated the data were not available for all the students. The SEA will work with the LEA to ensure complete and accurate data can be reported moving forward.
125	Completeness: In 1 LEA(s), no data or all zeros were reported for the sum of students with initial and follow-up assessment results in reading/language arts for the following TIPD, Subpart 2 program: at-risk programs.	This program was not able to collect the follow-up assessment results. Students are often pulled out of the program with little or no warning and do not get the opportunity to take the follow-up assessment before they leave.

In the first example, the data note clearly explains the changes occurring in the facilities which affected the number of long-term students. In the second example, the data note explains the reason for the data discrepancy. The third and fourth examples highlight data discrepancies that relate to data collection challenges. For more tips on writing data notes please see this [Department of Education resource](#).

Ensuring data quality is a critical step in the data collection and reporting process that enables States and stakeholders to use the data to understand and improve programs for students served by TIPD.



Section IV: Data Reporting

State coordinators can use the information in this section to:

- Prepare data files for federal submission according to Title I, Part D file specifications
- Aggregate participation, demographic, achievement, and outcome data across facilities and programs
- Communicate data reporting expectations to subgrantees
- Train staff and partners on Title I, Part D data reporting standards and aggregation practices

After collecting the data and checking them for quality, they must be prepared in accordance with the file specification for reporting. This often requires aggregating data across multiple facilities within a State agency (SA) or local educational agency (LEA).

State coordinators can use the tables provided to identify which data points to report at what level of aggregation. Aggregation refers to combining data from multiple groups, such as data from multiple facilities, into a summary value of interest. These tables can also be shared with subgrantees to illustrate the reporting requirements.

Federal data reporting often requires aggregating data to a specific reporting level, typically at the SA or LEA level for Title I, Part D (TIPD). Tools such as Power BI, Tableau, or statistical software (e.g., Excel, R, or SAS) can be used to combine data from multiple sources or spreadsheets to meet these requirements.

The following tables show the required data elements for TIPD reporting. The cells are intentionally left empty so coordinators and subgrantees can clearly see what information must be reported. While these tables are not official data collection instruments, coordinators may choose to enter sample or aggregated data into the empty cells to better understand the reporting requirements or to illustrate expectations for subgrantees.

FS 119: Student Participation (Subpart 1)

For neglected programs in this file spec, the following must be reported:

- **Neglected program participation (Subpart 1):** The number of students participating in programs for neglected students under TIPD Subpart 1, aggregated at the SA level.
- **Neglected program participation reporting categories (Subpart 1)**
 - Neglected program type (group homes, shelters, community day programs, residential treatment homes, other) overall and by race/ethnicity, sex, age, students with disabilities, English learners, and long-term students.
 - When reporting these data, ensure that totals for each category represent the aggregation of all relevant facilities under the SA. For instance, the total number of Black students in group homes would be the sum of Black students across all group homes reported by the SA.

Neglected Programs Subpart 1: Race/Ethnicity							
Program Type	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or More Races
Group homes							
Shelters							
Community day programs							
Residential treatment homes							
Other							
Total (all programs)							

Neglected Programs Subpart 1: Sex		
Program Type	Male	Female
Group homes		

Shelters		
Community day programs		
Residential treatment homes		
Other		
Total (all programs)		

Neglected Programs Subpart 1: Long-term students, students with disabilities, and English learners			
Program Type	Long-term students	Students with disabilities	English learners
Group homes			
Shelters			
Community day programs			
Residential treatment homes			
Other			
Total (all programs)			

Neglected Programs Subpart 1: Age																	
Program Type	3 - 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Group homes																	
Shelters																	
Community day programs																	
Residential treatment homes																	
Other																	
Total (all programs)																	

For delinquent programs in this file spec the following must be reported:

- **Delinquent program participation (Subpart 1):** The number of students participating in programs for delinquent students under TIPD Subpart 1, aggregated at the SA level.
- **Delinquent program participation reporting categories (Subpart 1)**
 - Delinquent program type (adult corrections, community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, other) overall and by race/ethnicity, sex, age, students with disabilities, English learners, long-term students.
 - If an SA operates multiple facilities of the same program type (e.g., several juvenile detention centers), the data must be aggregated across all those facilities before reporting. For example, the number of Hispanic students served in juvenile detention centers should reflect the total across all such centers operated by the SA.

Delinquent Programs Subpart 1: Race/Ethnicity							
Program Type	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or More Races
Adult corrections							

Community day programs							
Juvenile detention centers							
Shelters							
Group homes							
Ranch/wilderness camps							
Residential treatment centers							
Long-term secure juvenile facilities							
Other							
Total (all programs)							

Delinquent Programs Subpart 1: Sex		
Program Type	Male	Female
Adult corrections		
Community day programs		
Juvenile detention centers		
Shelters		
Group homes		
Ranch/wilderness camps		
Residential treatment centers		
Long-term secure juvenile facilities		
Other		
Total (all programs)		

Delinquent Programs Subpart 1: Long-term students, students with disabilities, and English learners			
Program Type	Long-term students	Students with Disabilities	English learners
Adult corrections			
Community day programs			
Juvenile detention centers			
Shelters			
Group homes			
Ranch/wilderness camps			
Residential treatment centers			
Long-term secure juvenile facilities			
Other			
Total (all programs)			

Delinquent Programs Subpart 1: Age																	
Program Type	3 - 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Adult corrections																	
Community day programs																	
Juvenile detention centers																	
Shelters																	
Group homes																	
Ranch/wilderness camps																	
Residential treatment centers																	
Long-term secure juvenile facilities																	
Other																	
Total (all programs)																	

FS 127: Student Participation (Subpart 2)

For delinquent programs in this file spec the following must be reported:

- **Delinquent program participation (Subpart 2):** The number of students participating in programs for delinquent students under TIPD Subpart 2.
- **Delinquent program participation reporting categories (Subpart 2)**
 - Delinquent program type (community day programs, juvenile detention centers, shelters, group homes, ranch/ wilderness camps, residential treatment centers, long-term secure juvenile facilities, other) overall and by race/ethnicity, sex, age, students with disabilities, English learners, and long-term students.
 - If an LEA serves multiple facilities of the same type, the data must be aggregated across those facilities before reporting. For example, if an LEA operates three group homes, the number of students with disabilities served in group homes should reflect the total number of students with disabilities across all three group homes—not separate counts for each facility. So, if one group home served 5 students with disabilities, the second served 3, and the third served 7, the total reported would be 15 students with disabilities in group homes.

Delinquent Programs Subpart 2: Race/Ethnicity							
Program Type	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or More Races
Adult corrections							
Community day programs							
Juvenile detention centers							

Shelters							
Group homes							
Ranch/wilderness camps							
Residential treatment centers							
Long-term secure juvenile facilities							
Other							
Total (all programs)							

Delinquent Programs Subpart 2: Sex		
Program Type	Male	Female
Adult corrections		
Community day programs		
Juvenile detention centers		
Shelters		
Group homes		
Ranch/wilderness camps		
Residential treatment centers		
Long-term secure juvenile facilities		
Other		
Total (all programs)		

Delinquent Programs Subpart 2: Long-term students, students with disabilities, and English learners			
Program Type	Long-term students	Students with disabilities	English learners
Adult corrections			
Community day programs			
Juvenile detention centers			
Shelters			
Group homes			
Ranch/wilderness camps			
Residential treatment centers			
Long-term secure juvenile facilities			
Other			
Total (all programs)			

Delinquent Programs Subpart 2: Age																	
Program Type	3 - 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Adult corrections																	
Community day programs																	

Juvenile detention centers																		
Shelters																		
Group homes																		
Ranch/wilderness camps																		
Residential treatment centers																		
Long-term secure juvenile facilities																		
Other																		
Total (all programs)																		

For at-risk programs in this file spec the following must be reported:

- **At-risk program participation (Subpart 2):** The number of students participating in programs for at-risk students under TIPD, Subpart 2.
- **At-risk program participation reporting categories (Subpart 2)**
 - Race/ethnicity, sex, age, students with disabilities, English learners, long-term students.
 - Unlike the neglected and delinquent programs, at-risk programs do not include program type categories. However, if an LEA operates at-risk programs across multiple sites (e.g., two high schools and a middle school), the data must be aggregated across all sites and reported as a single at-risk program for that LEA. For example, if one high school served 8 English learners, the second high school served 4, and the middle school served 3, the total number of English learners reported for the at-risk program would be 15.

At-risk Programs Subpart 2: Race/Ethnicity							
Program Type	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or More Races
Total (all programs)							

At-risk Programs Subpart 2: Sex		
Program Type	Male	Female
Total (all programs)		

At-risk Programs Subpart 2: Long-term students, students with disabilities, and English learners			
Program Type	Long-term students	Students with disabilities	English learners
Total (all programs)			

At-risk Programs Subpart 2: Age																	
Program Type	3 - 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

At-risk (all programs)																		
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FS 113 (Subpart 1) and FS 125 (Subpart 2): Academic Achievement

Academic achievement (Subpart 1): The number of students served by TIPD Subpart 1 for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment.

When submitting data in FS 113, all Subpart 1 programs must be aggregated into a count. This means that the data reported should be a combined sum total across all facilities and program types under Subpart 1. For example, the number of students who increased more than one grade should reflect the total across all neglected and delinquent facilities operated by the SA.

Subpart 1 (all programs)			
Category	Measure	Reading	Math
Academic Achievement	More than one grade change		
	Up to one full grade change		
	No grade change		
	Negative grade change		

Academic achievement (Subpart 2): The number of students served by TIPD Subpart 2 for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment for each LEA.

When submitting data in FS 125, outcomes from all Subpart 2 programs within an LEA must be aggregated into a single count for each required measure. This means the data reported should reflect the combined total of students across all facilities and program types operated by an LEA under Subpart 2. For example, the number of students with no grade change should represent the total across all delinquent and at-risk programs operated by the LEA.

Subpart 2 (all programs)			
Category	Measure	Reading	Math
Academic Achievement	More than one grade change		
	Up to one full grade change		
	No grade change		
	Negative grade change		

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

Neglected and delinquent program outcomes in-program (Subpart 1): The number of students participating in neglected and delinquent programs under TIPD Subpart 1 who attained academic and career and technical outcomes while enrolled in the programs.

When reporting data in FS 218, all Subpart 1 programs across all participating SAs must be aggregated together into a single count. This means that outcomes for all students served under Subpart 1 should be combined, rather than separated by program type or facility. For example, if an SA operates both a residential treatment center for neglected youth and a juvenile detention facility for delinquent youth, the number of students who earned high school credits in both settings would be reported as a single total under FS 218.

Category	Measure	Subpart 1 (all programs)
Career/ Academic Outcomes in Program	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 postsecondary education	

Delinquent and at-risk program outcomes in program (Subpart 2): The number of students participating in delinquent and at-risk programs under TIPD Subpart 2 who attained academic and career and technical outcomes while enrolled in the programs for each LEA.

When reporting data in FS 219, all Subpart 2 programs must be aggregated within each LEA into a single count per outcome measure. This means that student outcome data should not be separated by program type or facility. For example, if an LEA operates an at-risk program at a high school and a delinquent program at a juvenile detention center, the total number of students who earned diplomas in both settings would be combined and reported as one total in FS 219 for that LEA.

Category	Measure	Subpart 2 (all programs)
Career/ Academic Outcomes in Program	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 postsecondary education	

FS 220 (Subpart 1) and FS 221 (Subpart 2): Program Outcomes After Exit

Neglected and delinquent program outcomes after-exit (Subpart 1): The number of students participating in neglected and delinquent programs under TIPD Subpart 1 who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

When reporting data in FS 220, outcomes for all Subpart 1 programs must be aggregated into a single count. This means that students served in different program types or facilities, or by different SAs—such as group homes for neglected youth and long-term secure juvenile facilities for delinquent youth—are combined when reporting after exit outcomes. For example, the total number of students who obtained employment after exiting any Subpart 1 program would be reported as one combined total, not broken out by program type or facility.

Note: a student may leave the program but remain incarcerated in the facility. For example, a student graduates from the program after obtaining their GED and begins a job training program.

Category	Measure	Subpart 1 (all programs)
Career/ Academic Outcomes after exit	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 postsecondary education	

Delinquent and at-risk program outcomes after-exit (Subpart 2): The number of students participating in delinquent and at-risk programs under TIPD Subpart 2 who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

When reporting data in FS 221, outcomes for all Subpart 2 programs must be aggregated within each LEA into a single count. This means that for each LEA, data should be aggregated across all relevant programs and sites—whether students exited an at-risk program at a high school or a delinquent program at a juvenile detention center. For example, if an LEA operates an at-risk program at a high school and a delinquent program at a juvenile detention center, the total number of students who enrolled in job training after exiting the program would be reported as one combined total, not broken out by program type or facility.

Category	Measure	Subpart 2 (all programs)
Career/ Academic Outcomes after exit	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 postsecondary education	

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

Statewide standardized assessment (Subpart 1) OPTIONAL: The number of students served by TIPD Subpart 1 who participated in a statewide assessment for mathematics and reading/language arts FS 224.

Subpart 1 (all programs)			
Category	Measure	Reading	Math
Assessment proficiency	Attained proficiency		
	Did not attain proficiency		

Statewide standardized assessment (Subpart 2) OPTIONAL: The number of students served by TIPD Subpart 2 who participated in a statewide assessment for mathematics and reading/language arts FS 225.

Subpart 2 (all programs)			
Category	Measure	Reading	Math
Assessment proficiency	Attained proficiency		
	Did not attain proficiency		

CSPR II Reporting

Consolidated State Performance Report (CSPR) II data reported includes count of programs/facilities, count of program reporting data, average length of stay (in days), and average number of days served. Like FS 119 and FS 127, the CSPR II data are reported by program/facility type. The State coordinator should ensure that the program/facility types reported in the CSPR II match the program/facility types reported in *EDFacts*.

Note on aggregating Average Length of Stay in Days and Average Number of Days Served: CSPR collects these data in an aggregate form. SEAs should submit the average number of days served for each facility type (not for each LEA), regardless of where the facilities are located or how many there are.

For example, there are three LEAs operating Subpart 2 community day programs with the following data:

- Community day program in LEA 1: 150 days served
- Community day program in LEA 2: 90 days served
- Community day program in LEA 3: 75 days served

Steps to calculate the average:

1. Sum the total days served:
150 + 90 + 75 = 315 days
2. Divide by the number of programs:
315 days/3 programs = 105 days served on average

This method ensures that the reported average accurately reflects the aggregated data for each facility type. This same type of calculation also applies to average length of stay.

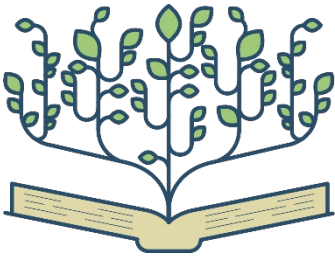
The table below illustrates the data points and the program types for federal reporting for Subpart 1. There are two different data groups, DG869 for neglected programs and DG870 for delinquent programs. The State coordinator should ensure that programs/facilities are reported in the correct data group based on how the facility was reported during the Annual Count. Columns without data are intentionally left empty to show where information would be reported, and coordinators may also find it useful to enter their own values in these columns to better understand or demonstrate reporting requirements.

SA Program/ Facility Type	Count of Programs/Facilities	Count of Neglected Programs Reporting Data	Count of Delinquent Programs Reporting Data	Average Length of Stay in Days	Average Number of Days Served
Adult corrections			FS119/DG870		
Community day programs		FS119/DG869	FS119/DG870		
Group homes		FS119/DG869	FS119/DG870		
Juvenile detention			FS119/DG870		
Long-term secure juvenile facilities			FS119/DG870		
Ranch/wilderness camps			FS119/DG870		
Residential treatment centers and residential treatment homes		FS119/DG869	FS119/DG870		
Shelters		FS119/DG869	FS119/DG870		
Other		FS119/DG869	FS119/DG870		
Total	(Calculated)	(Calculated)	(Calculated)	N/A	N/A

The table below illustrates the data points and the program types for federal reporting for Subpart 2. There are two different data groups, DG872 for delinquent programs and DG873 for at-risk programs. The State

coordinator should ensure that programs/facilities reported under DG872 were reported as delinquent during the Annual Count. At-risk programs are not eligible to be reported through the Annual Count. Columns without data are intentionally left empty to show where information would be reported, and coordinators may also find it useful to enter their own values in these columns to better understand or demonstrate reporting requirements.

LEA Program/ Facility Type	Count of Programs/Facilities	Count of Delinquent Programs Reporting Data	Count of At- risk Programs Reporting Data	Average Length of Stay in Days	Average Number of Days Served
At-risk programs			FS127/DG873		
Adult corrections		FS127/DG872			
Community day programs		FS127/DG872			
Juvenile detention		FS127/DG872			
Shelters		FS127/DG872			
Group homes		FS127/DG872			
Ranch/wilderness camps		FS127/DG872			
Residential treatment centers		FS127/DG872			
Long-term secure juvenile facilities		FS127/DG872			
Other		FS127/DG872			
Total	(Calculated)	(Calculated)		(Calculated)	NA



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: EDFacts 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.² 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

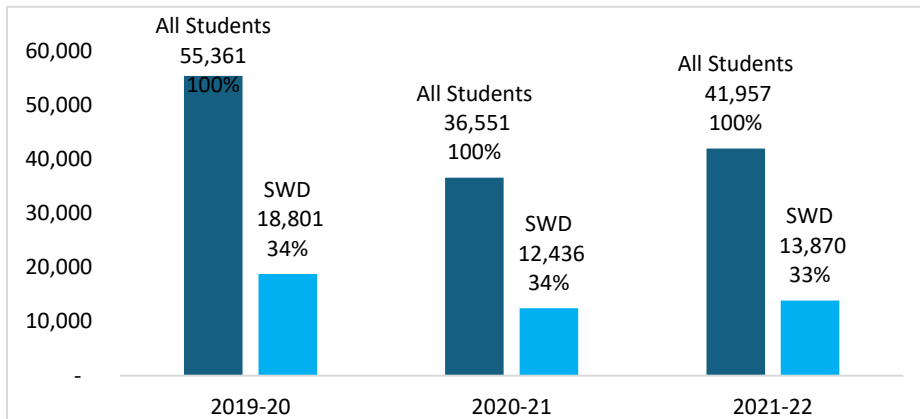
There are several ways to analyze and use the data. Key terms and analysis techniques are discussed below.

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

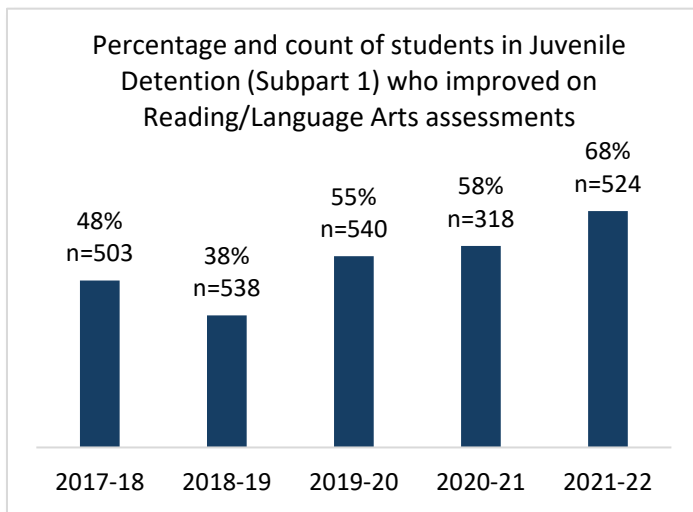


Trends

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.

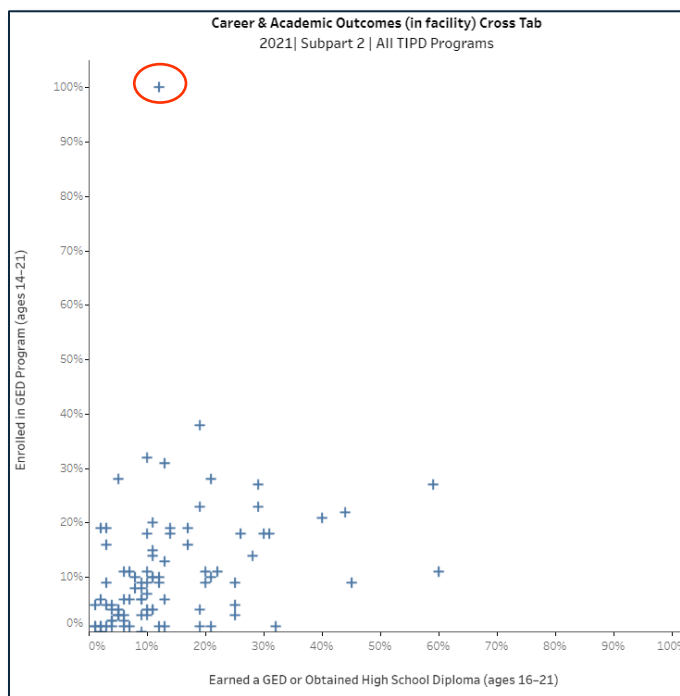
Figure 7: Academic achievement trends by student count and percentages



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.

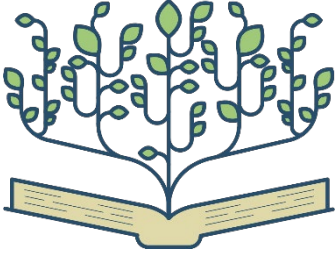
Table 9: Percentage of students (ages 14-21) in Subpart 1 who enrolled in a GED program and percentage of students (ages 16-21) in Subpart 1 who attained a GED, SY 2021-22

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.



Section VI: Data-driven Decision Making

State coordinators can use the information in this section to:

- Translate data insights into concrete programmatic actions
- Develop measurable, achievable goals that align with strategic priorities
- Leverage data to improve program operations such as monitoring, application review, and training
- Facilitate collaboration and feedback loops with stakeholders for contextual data interpretation

Effective decision making starts with asking clear, targeted questions and systematically analyzing the data at hand. This structured approach ensures that every decision is informed, objective, and aligned with strategic goals. Furthermore, data must be interpreted in context. State coordinators are encouraged to engage with subgrantees to better understand what the data may reflect—and what it may not. Conversations with local partners can reveal explanations for unexpected trends, identify data quality issues, and provide critical insight into what is happening on the ground.

Administrative Tools

When considering the next steps, State coordinators should leverage the available administrative tools to implement changes to improve programs, including:

- **Reviewing and selecting applications:** Developing an application template and reviewing applications are instances where State coordinators may consider incorporating data-driven decision making. For example, application questions should address how facilities will serve students with disabilities. This is critical in all facilities and may be especially important when facilities are not appropriately identifying students with disabilities. Incorporating a needs assessment in applications helps ensure that subgrantees systematically collect and analyze data, interpret the findings, and connect them to clear goals, providing a strong justification for their proposed use of funds. When reviewing applications, it is important that the programs address needs that are identified in the data. In another case, if student math assessment outcomes indicate students are struggling, programming proposed in the application should involve interventions to improve math comprehension.
- **Subgrantee monitoring:** The process of subgrantee monitoring is deeply intertwined with data. Some States conduct monitoring using a risk assessment; data quality or performance issues (e.g., low outcome achievement to low rates of improvement on assessments) can be factors to incorporate into risk assessments. Furthermore, when conducting monitoring, if there are identified data issues—whether quality or performance related—it is important to work with subgrantees to identify improvements in processes and practices to resolve the issue.
- **Assessing facility eligibility:** Reviewing certain data points, such as demographics and facility type, can provide insight into facility eligibility. State coordinators can evaluate whether the characteristics of the facility’s population suggest a need to re-evaluate the eligibility of the facility. For example, a facility where all the students have individualized education programs (IEPs) may indicate a program specifically established for the care and treatment of students with disabilities, and this would require further investigation to understand the primary purpose of the facility.
- **Training and technical assistance:** Data provide insights into performance or administrative challenges. This can help determine the types and topics of training subgrantees need, as well as identifying facilities in need or fostering peer learning through exemplary facilities.

SMART Goals

Developing SMART goals are an integral part of turning data insights into concrete, actionable outcomes. They help State educational agencies (SEAs) translate analysis into targeted initiatives that drive program improvement. Ensuring that each goal meets these criteria creates a clear, focused roadmap that aligns with strategic priorities and facilitates ongoing evaluation. When setting these goals, it is important to not only look at the current year of data, but previous years as well to identify trends over time. This can provide helpful context in setting goals that are achievable and time-bound by understanding the direction and magnitude. Important considerations for setting SMART goals are detailed below:

- **Specific:** Clearly define the objective. Detail who is involved, what needs to be accomplished, where it will take place, and why the goal is important.

- **Measurable:** Establish criteria for tracking progress. Identify key performance indicators (KPIs) or quantifiable metrics, such as assessment scores or attendance rates, which can measure success.
- **Achievable:** Ensure that the goal is realistic given available resources and constraints. Consider the strengths and capacities of the team and facilities, so that the goal is realistic and attainable.
- **Relevant:** Align the goal with broader educational strategies and priorities. The goal should directly address the insights or issues highlighted in the data analysis.
- **Time-bound:** Set a clear deadline for goal achievement. A defined timeframe, such as “by the end of the current academic year,” or “within the next six months,” helps maintain focus and accountability.

Improving Program Operations

State coordinators can use data to improve program operations, such as increasing initial and follow up assessment-taking among long-term students and ensuring accurate identification of students with specific needs (e.g., students with disabilities and English learners). The examples below, using data from ED Data Express, walk through two cases of using data to improve program outcomes, including posing questions, calculating measures, analyzing results, and taking action.

Example 1: Academic Assessments

In this example, the focus is on understanding and improving the number of long-term students taking assessments, which uses data from FS 125 (student academic achievement in Subpart 2). While this example uses public use data from ED Data Express, State coordinators may use internal data to validate or produce a more detailed analysis.

- **Question:** What proportion of long-term students are taking initial and follow up assessments? (This data point is important because it is difficult to determine if a program is effective if assessment data are incomplete.) Does this differ by local educational agency (LEA) subgrantees? If so, which subgrantees?
- **Datapoints/Calculations:**
 - Count of long-term students
 - Count of long-term students taking an initial assessment and a follow-up assessment
 - Percentage of long-term students who took an initial and a follow up assessment
- **Analysis:** This analysis uses comparative analysis to identify subgrantees that are exceling at administering assessments, as well as subgrantees who may be struggling.
 - For instance, LEA 1 had 168 long-term students and assessed 11 percent of long-term students, which indicates a need to improve. LEA 2 had 210 long-term students and 79 percent of long-term students were assessed. Learning about the practices in LEA 2 could help inform supports in LEA 1, especially since both LEAs are of comparable size. LEA 3 had 78 long-term students and assessed 100 percent of long-term students. LEA 3 can also be a useful source of information to learn about the success of these practices.
 - Furthermore, when looking at the metric for percentage of students who improved, it is important to first look at the percentage of students that took an initial and follow-up assessment. In cases where the percentage of students taking assessments is low, then the percentage showing students who improved will be a less reliable metric.

Table 10: Long-term students and math assessment progress and participation in Juvenile Detention facilities by LEA

LEA	Totals		Assessment Score Change				Outcome Measures	
	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%

- **Next steps based on the data analysis results**
 - Identify subgrantees who may need support, as well as those who could serve as exemplars. In the example above, LEAs 2 and 3 can serve as exemplars for other LEAs by demonstrating how they effectively assess a high proportion of their long-term students. In contrast, LEAs 1 and 4 need support in establishing processes to ensure that long-term students are properly assessed. Without appropriate assessment and benchmarking, students risk being placed in classes that do not match their knowledge levels, potentially explaining why students in LEA 1 are not showing improvement. LEA 2 also requires support, as fewer than half of its students demonstrated growth. This may stem from placement issues or suggest that the current math intervention should be reviewed.
 - Provide individual assistance to facilities to improve practices. For example, support LEA 1 in developing a process to ensure follow-up assessments occur, since only 11% of students completed both an initial and follow-up assessment. For LEA 2, where only a third of assessed students improved (32%), focus assistance on linking assessments to appropriate instructional interventions.
 - Investigate at what point an issue could be occurring. For example, is the issue related to data collection, data reporting, or the administration of assessments? For example, LEA 4 reported 31 long-term students but no assessments. Coordinators could check if the issue lies in assessment administration (e.g., assessments not offered) or in data collection/reporting (e.g., assessments given but not entered).

Note: Consider incorporating the proportion of students taking assessments into a risk assessment for monitoring subgrantees.

- **SMART goal setting**
 - **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 (e.g., LEAs 2 and 3) 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 a 15% total increase over the next three years (5% annually).

Example 2: English Learner Identification

In this example, the focus is on understanding and improving the identification of English learners in facilities, which uses data from FS 127 (participation in Subpart 2 facilities) and FS 141 (all ELs enrolled in public schools in LEA). While this example uses public use data from ED Data Express, coordinators may use internal data to produce a more detailed analysis. A comparable analysis could be performed with FS 119 (participation in Subpart 1 facilities) if SEAs have access to internal data distinguishing Subpart 1 subgrantees or facilities or other publicly available data sources such as the Census Bureau on English proficiency levels.

- **Question:** Are LEAs or State Agencies accurately identifying students who are English learners? Are there facilities where under-identification of English Learner students appears to be an issue?
- **Datapoints/Calculations:**
 - Proportion of ELs in Title I, Part D (TIPD) facilities by LEA
 - Proportion of ELs in public schools served by the same LEAs
- **Analysis:** This analysis focuses on identification of English learners in facilities. The analytic techniques used here include comparing the percentage of ELs across facilities, comparing the percentage of ELs in facilities to public school, and comparing the percentage of ELs to a related variable (in this case, the number of Hispanic students, as Spanish is the most commonly spoken language among ELs in this State, and many Spanish-speaking students may identify as Hispanic).

Note: This relationship varies by State. In some States, such as Montana, Alaska, or Hawaii, English Learner students may be more likely to speak languages other than Spanish and identify with racial or ethnic groups such as American Indian/Alaska Native or Pacific Islander.

- Most facilities reported 0 percent ELs and at most 4 percent ELs.
- The percentage of ELs reported in facilities 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.

Table 11: Total count of students and count and percentage of Hispanic and English learners in Juvenile Detention Facilities; and count and percentage of English learners in public schools by LEA

LEA	TIPD					Public school	
	Students	Hispanic students	% Hispanic	English Learners	% English Learner	English Learners	% English Learners
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%

- **Next steps based on data analysis results:** Given that the percentage of ELs is consistently low and below the percentage of ELs in public schools, it could indicate that there is an issue with how English Learner students are identified in facilities.
 - Coordinators can open dialogue with subgrantees to review screening processes for identifying English Learners. For example, LEA 1 reports only 3% English Learners in facilities compared to 20% in the district’s public schools, suggesting possible under-

identification. State coordinators could ask whether all incoming students are being screened with a standardized tool.

- Additionally, coordinators can include a question in the application about screening process, as well as services for English Learners in LEAs. For example, since LEA 6 reports 4% identified as ELs compared to 18% district-wide, State coordinators could request that LEA 6 describe its intake process for English Learner identification in its application.
- **SMART goal setting to improve data quality**
 - **Specific:** Enhance the accuracy and consistency of identifying English Learner students in juvenile detention facilities within LEAs.
 - **Measurable:**
 - The proportion of facilities that adopt standardized English Learner screening protocols.
 - Comparing facility identification data with LEA identification data.
 - **Achievable:** Implement standardized identification protocols and provide targeted training for staff in juvenile detention facilities. This approach aims to ensure consistent and accurate identification practices across all LEAs.
 - **Relevant:** Accurate identification of English Learner 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**
 - Short-term: Within the first 12 months, implement standardized protocols and conduct initial training sessions.
 - Mid-term: Over the next 12–24 months, conduct a pilot including complete quarterly reviews and facility audits to monitor progress and refine practices.
 - Long-term: At the end of a two-year pilot phase, evaluate the improvements in identification practices and assess the quality and effectiveness of English Learner services delivered to better serve English Learner students.

Improving Program Outcomes

The following examples walk through two cases of using data — including posing questions, calculating measures, analyzing results, and taking action — to improve outcomes related to high school course credits. These examples use public data from ED Data Express; however, States may have more detailed internal data that could allow for useful comparisons.

When improving program outcomes, it is important to consider which outcomes are the most relevant, outcomes for which data users can expect to see short-term changes, and outcomes that align with specific subgrantees, such as a subgrantee focusing on increasing the number of high school course credits earned by students served with TIPD funds.

Example 1: High School Course Credits Snapshot

This example of improving program outcomes focuses on the outcome of earning high school course credits and uses data from FS 127 (participation in Subpart 2 facilities) and FS 219 (career and academic outcomes while in Subpart 2 programs). This outcome is more likely to be achieved in a shorter time period than other career or academic outcomes. The example includes the metric for the total count of students, the count of long-term students, and the count of students earning high school course credits for each LEA. While outcome data are reported for all students (not just long-term students), long-term students

are the focus of this analysis because they are more likely to earn a high school course credit as they are in the facility at least 90 days, which is the length of a semester.

- **Question:** How many students are earning high school course credits?
- **Datapoints/Calculations:** total number of students, number of and percentage of students earning high school course credits, and long-term students.
- **Analysis:**
 - In LEA 1, LEA 2, and LEA 3, 38 percent, 30 percent, and 33 percent of students earned high school course credits, respectively. These LEAs have the highest rates of students earning high school course credits. Because the count of students earning credits is higher than the number of long-term students, it suggests that short-term students are also able to earn high school course credits.
 - LEA 5 may need support given the larger overall student population and high proportion of long-term students and no reported data for students earning high school course credits. LEA 6, while smaller, also has a high proportion of long-term students and reported no students earning high school course credits.
 - While LEA 7 has a large population of students, the number of long-term students is relatively low. This helps contextualize the fact that no students earned high school course credits or enrolled in GED programs.
 - LEAs 5 and 7 report no students earning high school course credits or enrolling in GED programs.

Table 12: Total count and percentage of students, long-term students, students who earned high school course credits, and students who enrolled in a GED program in Juvenile Detention facilities by LEA

LEA	Totals			High School Course Credits		GED Enrollment	
	Total students	Long-term students	% long-term students	Earned high school course credits	% earning high school course credits	GED Enrollment	% GED enrollment
LEA 1	52	0	0%	20	38%	4	8%
LEA 2	713	168	24%	214	30%	0	0%
LEA 3	87	19	22%	29	33%	0	0%
LEA 4	162	6	4%	4	2%	1	1%
LEA 5	247	210	85%	0	0%	0	0%
LEA 6	78	78	100%	0	0%	8	10%
LEA 7	546	31	6%	0	0%	0	0%

- **Next steps based on the data analysis results**
 - Determine if programs for GEDs or high school course credits are being operated in the LEA. In the example above, LEA 2 and 3 are only reporting students earning high school course credits, suggesting that they are not running GED programs. LEA 6 only reported students enrolling in GED programs suggesting there is no program operated for high school course credits. LEAs 5 and 7 report no students earning high school course credits or enrolling in GED programs, suggesting an issue with the interventions.
 - Reach out to LEAs where lower numbers of students are earning high school course credits or enrolling in GED programs (such as LEAs 5, 6, and 7) to understand what the data are

saying. For example, it could be a data collection issue, a data reporting issue, or a programming issue.

- Facilitate peer learning opportunities between facilities that are struggling and those where students are earning high school course credits (such as LEA 1, 2, or 3). Consider the number of students in the LEA, as well as the number of long-term students when facilitating peer learning.
- State coordinators could also review applications to see what programs exist in facilities reporting low or no students earning high school course credits. For example, State coordinators could review applications to identify programmatic differences between LEA 1, which shows 38% of students earning high school course credits despite having no long-term students, and LEA 6, which reports 100% long-term students but no high school course credits.

- **SMART goal setting**

- **Specific:** Target facilities reporting less than 10 percent of students earning high school course credits (in this example, LEA 5 and LEA 6) by identifying potential issues—whether in data collection, reporting, or program delivery—and facilitating peer learning with high-performing facilities (in this example, LEA 1, 2, or 3).
- **Measurable:** Establish baseline high school course credit percentages for all facilities and monitor progress quarterly. Aim for at least a 10-percentage point increase (for instance, moving from less than 10 percent to a minimum of 20 percent of students earning high school course credits) in identified low-performing facilities.
- **Achievable:** Leverage targeted support by providing staff training, conducting focused program reviews, and sharing best practices from facilities with higher accrual rates of high school course credits. Address underlying issues by evaluating both the data collection process and program implementation strategies.
- **Relevant:** Improving the rate at which students earn high school course credits is essential for helping them stay on track toward graduation—a primary focus of TIPD. Improving high school course credits outcomes directly supports the program’s statutory goal of facilitating successful transitions from facility-based education to secondary school completion and post-secondary opportunities. See *Note 1* on previous page for more information regarding the statutory requirement.
- **Time-bound:** Implement targeted interventions within the next six months and conduct quarterly reviews, aiming to achieve the targeted improvement within one academic year.

Note 1. Sec. 1426 of the Title I, Part D Statute states:

“The State educational agency may—

1. Reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and

2. Require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or obtaining employment after such children and youth are released.”

Example 2: High School Course Credits Longitudinal

This example uses data from FS 119 (student participation in Subpart 1 facilities) and FS 218 (career and academic outcomes while in Subpart 1 facilities) to demonstrate how to analyze and act on data when there is limited or no peer comparison by using trends. This is particularly useful if analyzing outcome data from ED Data Express from SY 2022-23 and beyond due to the changes in data collection starting in SY 2022-23.

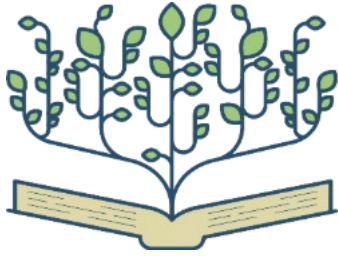
The outcome of interest is earning high school course credits, which is specifically mentioned in the statute, and it is an outcome that is more likely to be achieved in a shorter time period than other career or academic outcomes. The example includes the count of students earning high school course credits, the total count of students, and the total count of long-term students for each year. While outcome data are reported for all students (not just long-term students), long-term students are included because these students have more opportunities to achieve the outcomes compared to students who are in facilities for the short-term.

- **Question:** To what extent are students earning high school course credits?
- **Datapoints/Calculations:** Total number of students, count of and percentage of students earning high school course credits, and count of long-term students.
- **Analysis:** The analysis analyzes trends across time in a single facility type.
 - The percentage of students earning high school course credits has decreased each year from SY 2019-20 to SY 2021-22.
 - The percentage of long-term students has remained relatively stable.
 - The overall population has decreased from SY 2019-20 to SY 2021-22.
 - Although the population has decreased, the proportion of long-term students has remained stable, while the proportion of students earning high school course credits has decreased.

Year	Total students	Long-term students	% long-term students	Earned high school course credits	% earning high school course credits
SY 2021-22	13,429	9,528	71%	9,369	70%
SY 2020-21	13,195	9,437	72%	9,525	72%
SY 2019-20	18,272	13,042	71%	13,647	75%

- **Next steps based on the data analysis results**
 - Identify any changes in subgrantees or subgrantee programming that could contribute to the change, in this case, the decline.
 - Establish clear benchmarks for high school course credit attainment based on historical trend data (SY 2019-20 to SY 2021-22). For example, since rates were consistently above 70% until SY 2021–22, coordinators might set a benchmark of 75% as a reasonable target for recovery.
 - Investigate any changes in subgrantee structures or programming that may have contributed to the observed decline in high school course credit accrual rates. If subgrantees reduced staff, shifted schedules, or changed curricula, those changes could explain the dip in high school course credit attainment.
 - Conduct qualitative assessments (e.g., focus groups or interviews) with facility staff and educators to understand potential challenges or shifts in educational practices.
 - Evaluate the data collection and reporting processes to ensure consistency over the years.

- Collaborate with subgrantees to discuss findings and brainstorm corrective actions, including targeted interventions for earning high school course credits.
- **SMART Goal Setting to improve high school course credit attainment**
 - **Specific:** Develop and implement targeted interventions aimed at reversing the downward trend in high school course credit attainment. Focus on identifying and addressing factors—such as changes in programming or data collection practices—that are contributing to the decline.
 - **Measurable:** Set a goal to increase the percentage of students earning high school course credits by at least five percentage points in the next academic year.
 - **Achievable:** Leverage internal best practices and insights gained from subgrantee consultations to tailor interventions. Provide targeted professional development and resources to facilities where the decline is most pronounced.
 - **Relevant:** Improving high school course credit outcomes is critical to meeting statutory educational goals and preparing students for post-facility success. Enhanced high school course credit accrual rates will ensure that all students, especially long-term students with greater opportunities, receive the academic credit needed to progress toward graduation.
 - **Time-bound:** Aim to achieve a minimum increase of five percentage points in high school course credit attainment within the next 12 months, with a comprehensive evaluation at the end of the academic year to adjust strategies as needed.



Appendices

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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Appendix B: Program Type Category Sets

This appendix presents definitions of program type category sets from the file specifications. These definitions are helpful to understand the requirements outlined in [Section II Data Collection](#) for file spec 119 (participation, Subpart 1), file spec 127 (participation, Subpart 2), and CSPR II.

Subpart 1, Neglected Programs

Permitted Value Description	Definition
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
Shelters	A shelter is a short-term facility that provides temporary care in a physically unrestricting environment. Includes runaway/homeless shelters and other types of shelters.
Community day programs	The term “community day program” means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected children and youth (ESEA section 1432(3)).
Residential treatment home	A residential treatment home is a program that provides clinical treatment services in a 24-hour living environment.
Other programs	Any other programs, not defined above, which receive Title I, Part D funds and serve neglected or delinquent children and youth.
Missing	Use when data are not available in this category.

Subpart 1, Delinquent Programs

Permitted Value Description	Definition
Adult correction	An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense (ESEA section 1432(1)).
Community day programs	The term “community day program” means a regular program of instruction provided by a State agency at a community day school operated specifically for delinquent children and youth.
Juvenile detention centers	A juvenile detention center is a shorter-term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
Shelters	A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. ED notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
Ranch/wilderness camps	A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.

Residential treatment centers	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (e.g., substance abuse, sex offender, mental health, etc.) in conjunction with residential care. ED notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
Long-term secure juvenile facilities	A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision. Similar to juvenile correctional facility.
Other programs	Any other facilities or programs, not defined above, which meet the definition of an institution for delinquent children and youth.
Missing	Use when data are not available in this category.

Subpart 2, Delinquent Programs

Permitted Value Description	Definition
Adult correctional institutions	An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense.
Community day programs	The term “community day program” means a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.
Juvenile detention centers	A juvenile detention center is a shorter-term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
Shelters	A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. ED notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
Ranch/wilderness camps	A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.
Residential treatment centers	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (e.g., substance abuse, sex offender, mental health, etc.) in conjunction with residential care. ED notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
Long-term secure juvenile facilities	A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision.
Other programs	Any other programs, not defined above, which receive Title I, Part D funds and serve neglected or delinquent children and youth.

Subpart 2, At-Risk Programs

Permitted Value Description	Definition
<p><i>Note:</i> Subpart 2, at-risk Programs are not disaggregated. The term “at-risk,” when used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication; has a drug or alcohol problem; is pregnant or is a parent; has come into contact with the juvenile justice system or child welfare system in the past; is at least one year behind the expected grade level for the age of the individual; is an English learner; is a gang member; has dropped out of school in the past; or has a high absenteeism rate at school.</p>	

Appendix C: Calculating Average Number of Days Served

This appendix presents step-by-step guidance and instructions on calculating the average number of days served. This appendix corresponds to CSPR II Manual Entry in [Section II Data Collection](#). See more [tips](#) on summing in Microsoft Excel.

Example 1: Calculating the Average Number of Days Served

This tool will use a subpart 2 facility as an example; however, the process for calculating the average number of days served is the same for both subpart 1 and subpart 2.

Steps

1. Facility tracks and counts the number of days each student receives services in the program funded by Title I Part D between July 1 and June 30.
2. Add the days each student received services.
3. Divide the sum by the total number of duplicated students as reported in File Specification 119.

Note: the duplicated count of students should be used in this process. Students may exit and re-enter the program throughout the year and should be counted during both stays. See example 3 described below.

* Step 1 in detail: Count the number of days each student received TIPD services

- Student A received 11 days of TIPD services
- Student B received 10 days of TIPD services
- Student C received 6 days of TIPD services
- Student D received 5 days of TIPD services

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Student A Student D	Student C	Student B	Student B Student D	Student A Student B Student C
Week 2	Student A	Student A Student B	Student C Student D	Student A Student B	Student A Student B Student C
Week 3	Student B	Student B	Student A	Student A Student B Student C	Student A
Week 4	Student D ²		Student A Student D	Student A Student D	Student B Student C

* Step 2 in detail: Sum all the number of days each student received services.

$$11 \text{ days} + 10 \text{ days} + 6 \text{ days} + 5 \text{ days} = 32 \text{ days}$$

	A	B
1	Students	Days
2	Student A	11
3	Student B	10
4	Student C	6
5	Student D	5
6	<i>Sum</i>	32

	A	B
1	Students	Days
2	Student A	11
3	Student B	10
4	Student C	6
5	Student D	5
6	<i>Sum</i>	=SUM(B2:B5)

* Step 3 in detail: Divide sum of days served by the number of duplicated students (as reported in FS119)

32 days served divided by 4 students (duplicated count of students) equals 8 days.

Example 2: Duplicated Student Count

At times students may exit a facility and then re-enter a facility later in the year. These students should be counted for both of their stays. In the example below, student D leaves the facility after the first week and then returns to the facility in week 4. This student would be a duplicated student and should be counted for both stays. If these students are counted in the duplicated count of students in the facility, they should factor into the calculation.

In this example:

- Student A received 11 days of TIPD services
- Student B received 10 days of TIPD services
- Student C received 6 days of TIPD services
- Student D¹ received 5 days of TIPD services
- Student D² received 5 days of TIPD services (on second stay)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Student A Student D ¹	Student C Student D ¹	Student B Student D ¹	Student B Student D ¹	Student A Student B Student C Student D ¹ (leaves facility at the end of the day)
Week 2	Student A	Student A Student B	Student C Student D	Student A Student B	Student A Student B Student C
Week 3	Student B	Student B	Student A	Student A Student B	Student A

				Student C	
Week 4	Student D ² (returns to facility)	Student D ²	Student A Student D ²	Student A Student D ²	Student B Student C Student D ²

Calculation:

- 11 days + 10 days + 6 days + 5 days + 5 days = 37 days
- 37 days divided by 5 students (duplicated count of students. Student D should be counted as two separate students, one for each of his stays in the facility) equals 7.4 days

Appendix D: Data Quality Calculations

This appendix provides additional detail on how to conduct calculations to check the quality of the data. This information corresponds to [Section III Data Quality](#).

Subtotal to Total

Below are the subgroups expected to equal the unduplicated count of students or another aggregate group. These examples refer to file specs 119 (SA participation) and 127 (LEA participation).

Subgroup	Subgroup Categories	Equation	Total
Gender	Male + Female	Equal to	Unduplicated count of students
Ethnicity	Non-Hispanic + Hispanic	Equal to	Unduplicated count of students
Age	Age 3 + Age 4 + Age 5 + Age 6 + Age 7 + Age 8 + Age 9 + Age 10 + Age 11 + Age 12 + Age 13 + Age 14 + Age 15 + Age 16 + Age 17 + Age 18 + Age 19 + Age 20 + Age 21	Equal to	Unduplicated count of students
Race	Native American or Alaska Native + Asian + Black or African American + Native Hawaiian or Other Pacific Islander + White + Two or more races	Equal to	Total non-Hispanic students
Race/Ethnicity	Native American or Alaska Native + Asian + Black or African American + Native Hawaiian or Other Pacific Islander + White + Two or more races + Hispanic	Equal to	Unduplicated count of students

Compare Across Files

This involves comparing the values from one set of file specs with the values in another file spec and understanding when each set of values should be less than, equal to, or more than another set of values.

Career and Academic Outcomes

Each career/academic outcome while in facility (FS 218/219)⁶ should be less than or equal to the total number of unduplicated students. There cannot be more students achieving an outcome than there are students in total.

Outcomes ⁷	Equation	Total
Count of students who earned high school course credits (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)
Count of students who enrolled in GED program (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)

⁶ Prior to SY 2022-23, the file spec is FS 180 for career/academic outcomes while in facility for both SA and LEA.

⁷ It is okay if the total of all outcomes is more than the count of unduplicated students since students can achieve more than one outcome.

Count of students who obtained high school diploma or earned a GED (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)
Count of students who enrolled in job training courses/programs (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)
Count of students who obtained employment (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)
Count of students who were accepted and/or enrolled into postsecondary education (FS 218/219)	less than or equal to	Unduplicated count of students (FS 119/127)

Academic Achievement

Users can also conduct the same type of data quality check on career/academic outcomes up to 90 days after exit (FS 220/221) to see if each outcome after exit is less than or equal to the unduplicated count of students.

Academic Achievement (FS 113/125)	Equation	Total (FS 119/127)
<ul style="list-style-type: none"> Number of LT (Long-term) students who improved more than 1 grade from initial to follow up assessment <p style="text-align: center;">+</p>	Less than or equal to	Total number of LT students
<ul style="list-style-type: none"> Number of LT students who improved up to one 1 grade from initial to follow up assessment <p style="text-align: center;">+</p>		
<ul style="list-style-type: none"> Number of LT students whose assessment score did not change from initial to follow up assessment <p style="text-align: center;">+</p>		
<ul style="list-style-type: none"> Number of LT students whose assessment score decreased from initial to follow-up assessment 		

Percentage Change

This involves calculating the percentage by which the number of students has increased or decreased. This is useful to identify any large jumps or dips in the student population. This calculation can be used to check changes in participation (FS 119/127), and changes in students achieving outcomes (FS 218/219).

Percentage change equation

$$\frac{(\text{Count of students in current year} - \text{Count of students in previous year})}{\text{Count of students in previous year}} \times 100$$

Example equation of percentage change of students with disabilities

$$\frac{(\text{Number of students with disabilities SY 2022-23} - \text{Number of students with disabilities SY 2021-22})}{\text{Number of students with disabilities SY 2021-22}} \times 100$$

Example calculation of percentage of students with disabilities

In SY 2020-21 the number of students with disabilities served by TIPD in the United States was 12,436. In SY 2019-20 the number of students with disabilities served by TIPD in the United States was 18,801.

$$\frac{(12,436 - 18,801)}{18,801} \times 100$$

$$\frac{-6365}{18,801} \times 100$$

$$-0.3385 \times 100 = -33.85\%$$

From SY 2019-20 to SY 2020-21, there was a 34% decrease in the number of students with disabilities served by TIPD in the U.S. If there is a large percentage change, the State should be prepared to explain why that change occurred.

Note: a large percentage change does not necessarily indicate a data issue, but it helps identify areas to investigate and explain. States that have smaller programs may be more likely to see a larger percentage change. For this reason, it can be helpful to check the counts.

Completeness

This involves checking that data are reported for items that are expected. For example, if the data on neglected programs are reported for file spec 119 (student participation and demographics), then data on count of programs/facilities of neglected programs should be reported in the manual entry of CSPR.

IF	THEN
Count of programs reporting data (FS119/127) > 0	Count of programs/ facilities (manual entry) > 0
Count of programs reporting data (FS119/127) > 0	Average Length of Stay (manual entry) > 0
Count of programs reporting data (FS119/127) > 0	Average number of days served (manual entry) > 0

For example, if data are reported for students in Adult Corrections, then the count of facilities, average length of stay, and average number of days served should also be reported for Adult Corrections. If the data reported is zero or null, then that would indicate data are missing for that reporting category.

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

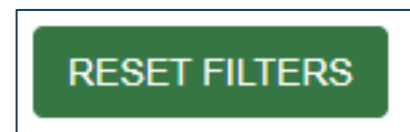
This appendix provides step-by-step guidance on how to download Title I, Part D performance data from ED Data Express, view data in Fast Facts, and create pivot tables in excel using the data. This appendix provides additional details to the [Accessing Data](#) section.

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."

A dropdown menu titled "Program" with a light gray header. Below the header is a list of options, each with a checkbox. The options are: "Deselect all", "McKinney-Vento Act", "Title I, Part A", "Title I, Part C", "Title I, Part D" (which is checked with a blue checkmark), and "Title III".

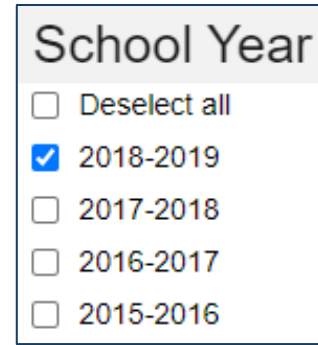
2. In the **State** box, select a State to view. We selected Alabama given the large number of students served within juvenile correction facilities.

A dropdown menu titled "State" with a light gray header. Below the header is a list of options, each with a checkbox. The options are: "Deselect all", "ALABAMA" (checked with a blue checkmark), "ALASKA", "ARIZONA", "ARKANSAS", and "CALIFORNIA".

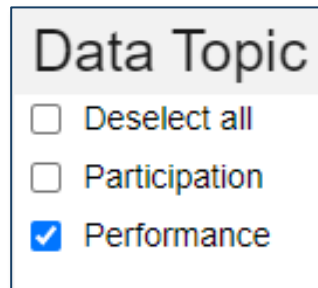
3. In the **Level** box, select either "Local Education Agency" or "State Education Agency." LEA contains information for Subpart 2, while SEA contains information for Subpart 1.

A dropdown menu titled "Level" with a light gray header. Below the header is a list of options, each with a checkbox. The options are: "Deselect all", "Local Education Agency", and "State Education Agency" (checked with a blue checkmark).

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

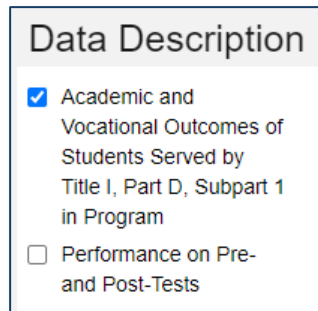


5. In the **Data Topic** box, select “Performance.” This selection contains the outcome data.



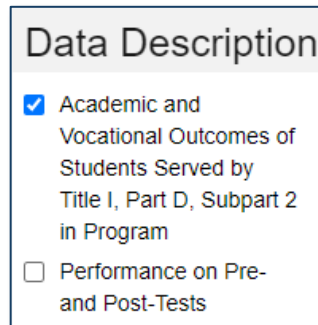
6. After selecting a Data Topic, a new box entitled **Data Description** will appear. The selection in the Data Description box will depend on the selection in the Level box above:

- 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.



*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**.”

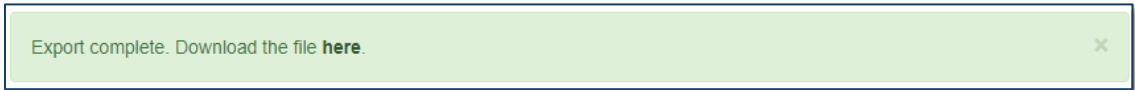


*Note: There is a similar selection entitled “Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 **After Exit**.” Users should select the option ending in “**in Program**.”*

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.

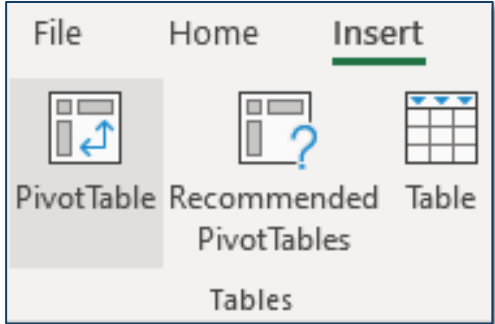
- Click download data and select CSV to download a file of the State’s program outcome data. This will produce a message “Export complete. Download the file **here**.” Click on “**here**” to download the file.

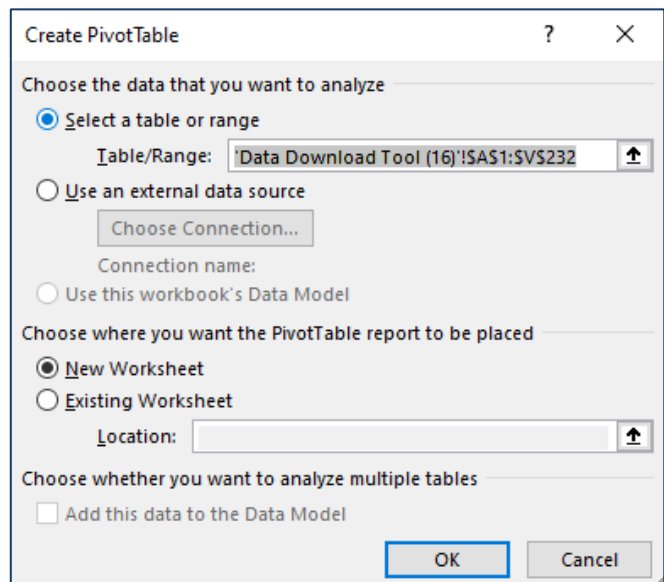


This datafile will contain data on the number of students who achieved a particular outcome by program and outcome type. This will contain only performance data.

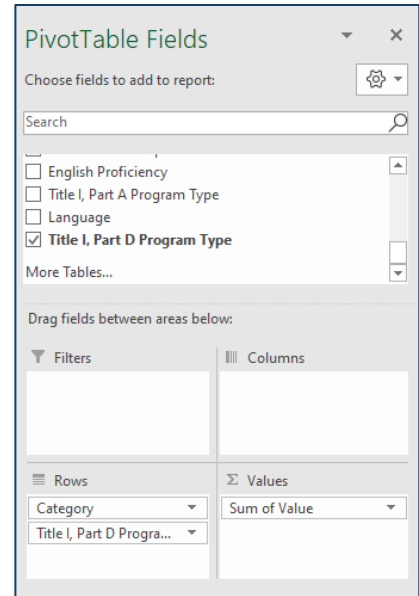
Note: spreadsheet cells that have missing data will contains an “S”.

Creating a Pivot Table in Excel

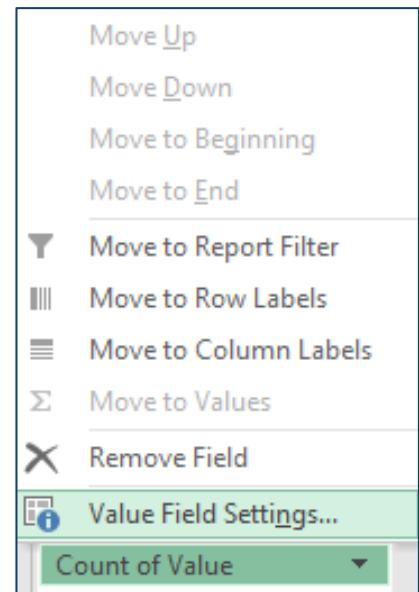
- For Subpart 2 only, since the data are at the LEA level, the user needs to sum the data to the State level for program and outcome. The user can use a pivot table or sum function to aggregate the data to State level.
- In the spreadsheet, select all cells with data.
 - At the top tool bar, click on “insert” and then select **pivot table**.
- 
- A screenshot of the Microsoft Excel ribbon, specifically the 'Insert' tab. The 'PivotTable' icon is highlighted with a grey background. Other icons visible include 'Recommended PivotTables' and '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:

Alabama ▼

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.

Questions? Contact the Department of ED or NDTAC

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