Using Data to Drive Insights and Action in Title I, Part D Programs

Strategies for Data Quality and Program Improvement

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

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

2025 Title I, Part D State Coordinators Annual Meeting

Speakers

Heather Denny, Education Program Specialist, U.S. Department of Education

Alexander Gabriel, TA Specialist and Data Co-Lead, NDTAC

Claire Kelley, Senior Data Scientist and Data Lead, NDTAC

Agenda

I. Introduction to ED*Facts* and CSPR data collection and reporting

II. Data quality overview

III. Program improvement overview

IV. Break out sessions

Introduction to ED*Facts* and CSPR Data Collection and Reporting

Purpose of ED*Facts* and CSPR

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

ED*Facts* File Specifications

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

Data Collected through ED*Facts* and CSPR

Participation (FS 119/127)	Outcomes in facility (FS 218/219) Outcomes 90 days after exit (FS 220/221)	Academic achievement (FS113/125)	State standardized test (FS 224/225)*	CSPR II
• Age • Sex • Race • English learner status • Disability status • Long-term status • Program Type	• Earned high school course credits • Enrolled in GED program • Earned GED or high school diploma • Enrolled in job training • Obtained employment • Accepted or enrolled in post-secondary education	• Math (improved more than one grade, improved one grade, no change, decrease) • Reading (improved more than one grade, improved one grade, no change, decrease)	• Number of students who have taken state standardized tests and achieved proficiency **Optional*	• Average length of stay • Average number of days served • Number of programs or facilities • Program Type

Data Collection

Collection

States upload and submit data in EDPass during the submission period

Review

States review error messages generated by business rules in EDPass

States provide data notes to error messages

ED reviews State data notes and data

Use

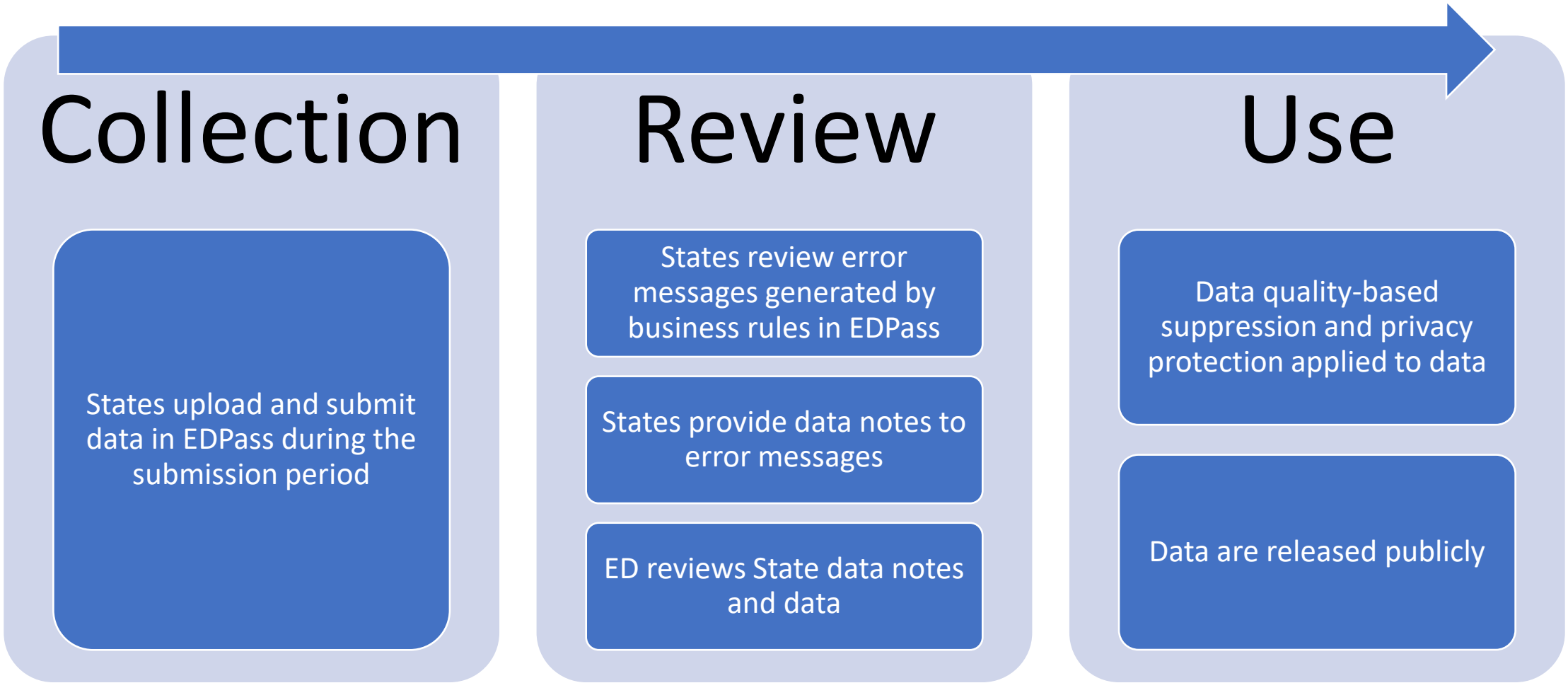
Data quality-based suppression and privacy protection applied to data

Data are released publicly

Internal Data Collection and Review

- Grantees submit data to the state
  - Some states provide TA, have data collection systems, or provide grantees with structured files to support data collection
- State conducts internal quality control activities
  - Data should be checked for correctness and completeness
  - States may conduct trend analysis, comparison between grantees or use internal knowledge of their grantees to improve data accuracy
- State requests additional information or resubmission of grantee data as needed
- Data is aggregated to prepare for submission to EDFacts

ED*Facts* Data Quality Review and Use



Data Quality Overview

Why is Data Quality Important?

- Data quality practices ensure accurate, complete, and reliable data.
- Good data quality is necessary to make program decisions to improve outcomes for students.
- High-quality data can increase program efficiency by reducing errors, minimizing rework, and streamlining decision-making processes.

Keys of Data Quality

Quality technical assistance is provided from the State educational agency (SEA) to subgrantees.

The subgrantee has a system in place to collect data on an ongoing basis.

After the data are collected, the SEA has checks and balances in place to review data for quality submissions.

Data Quality Business Rules

Accuracy

- Year-to-year
- Longitudinal
- Subtotal to total
- Across files

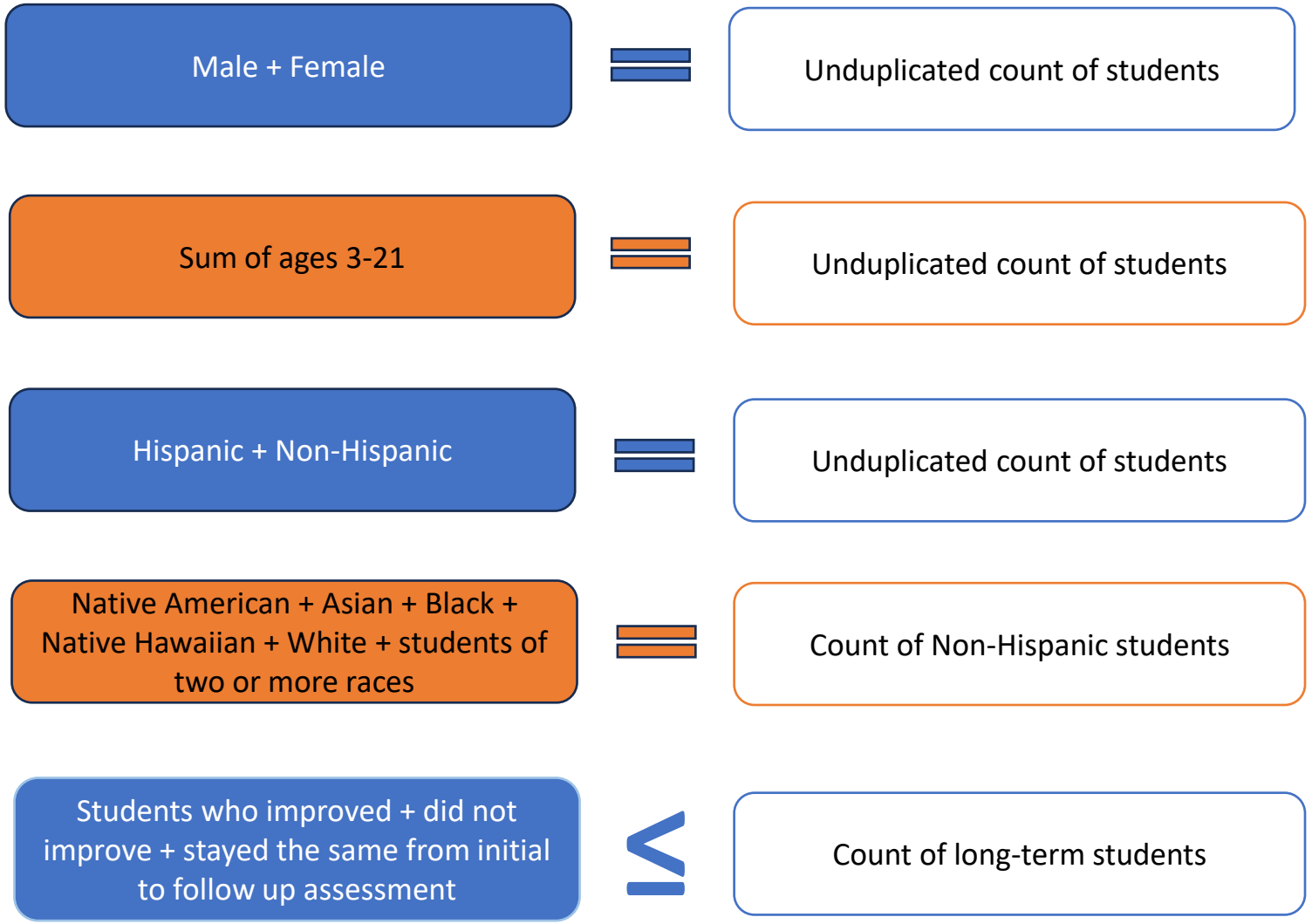
Completeness

- Missing data
- Incomplete data

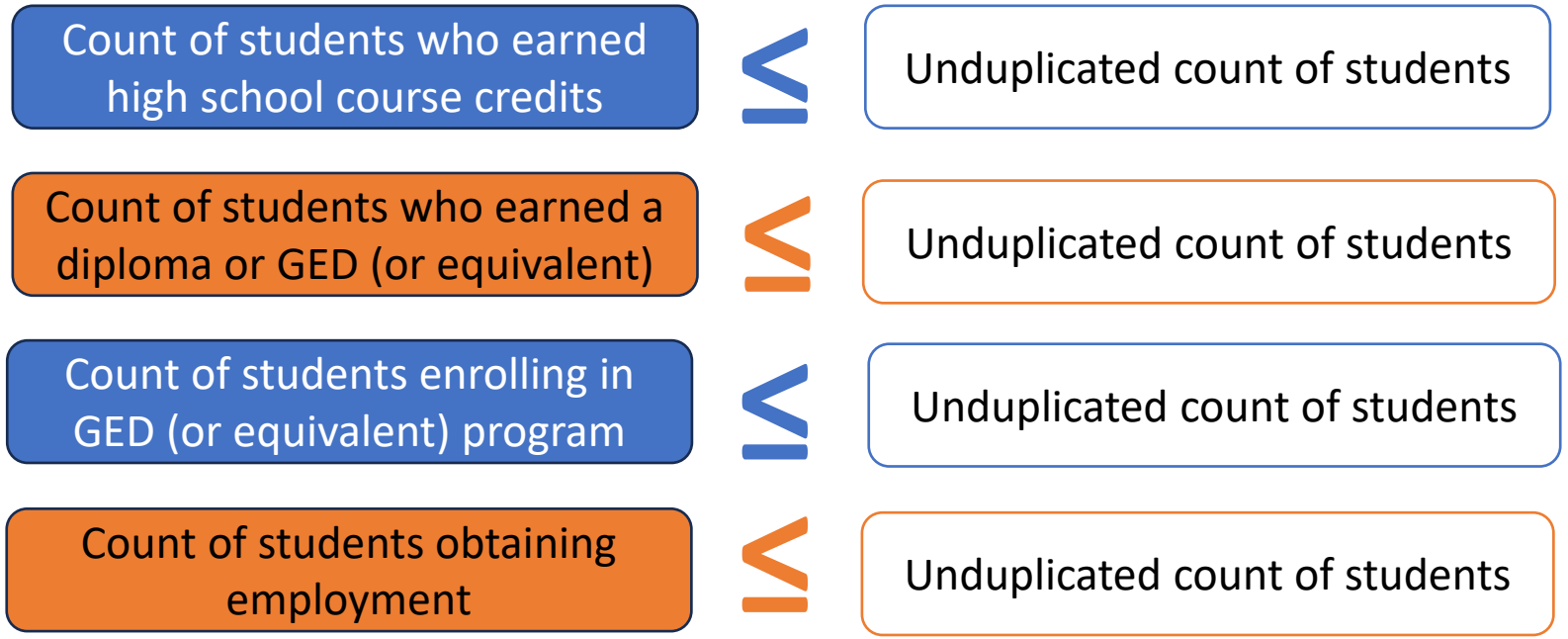
Most Common Data Quality Issues SY23-24

- Facility types reported in EdFacts do not match facility types and counts reported on the CSPR.
- CSPR - average days served is greater than average length of stay.
- LEAs do not report required academic achievement or outcome data.
- The number of long-term students is less than the number of students with academic achievement data.

Data Check: Subtotal to Total



Data Check: Less than or Equal to (across files)



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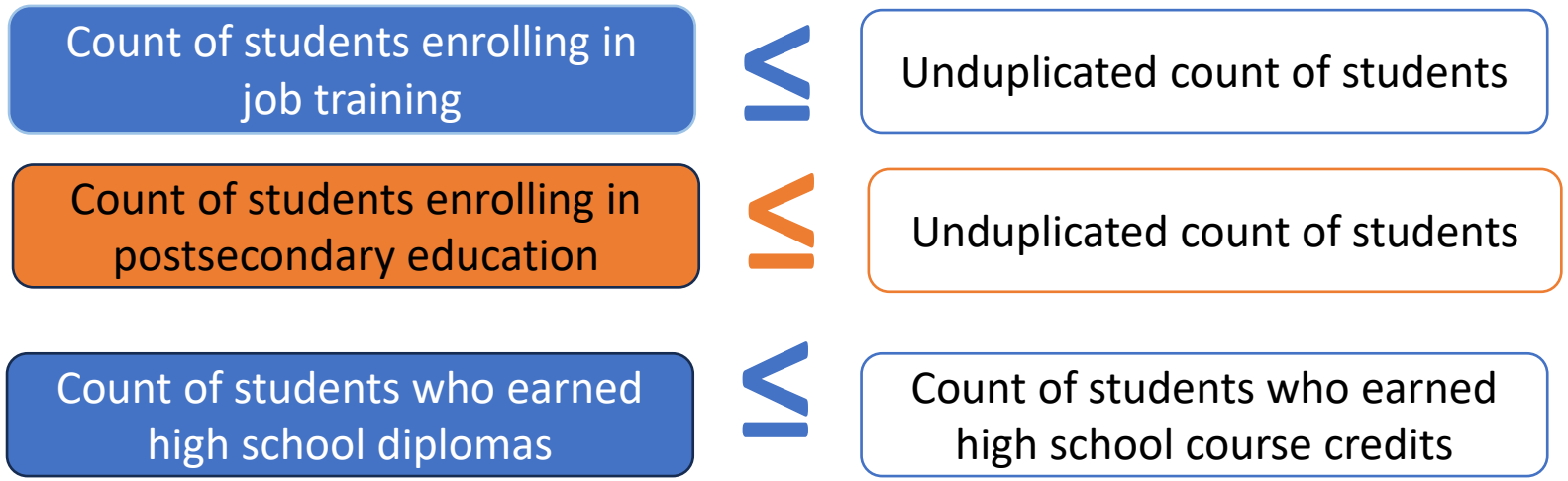
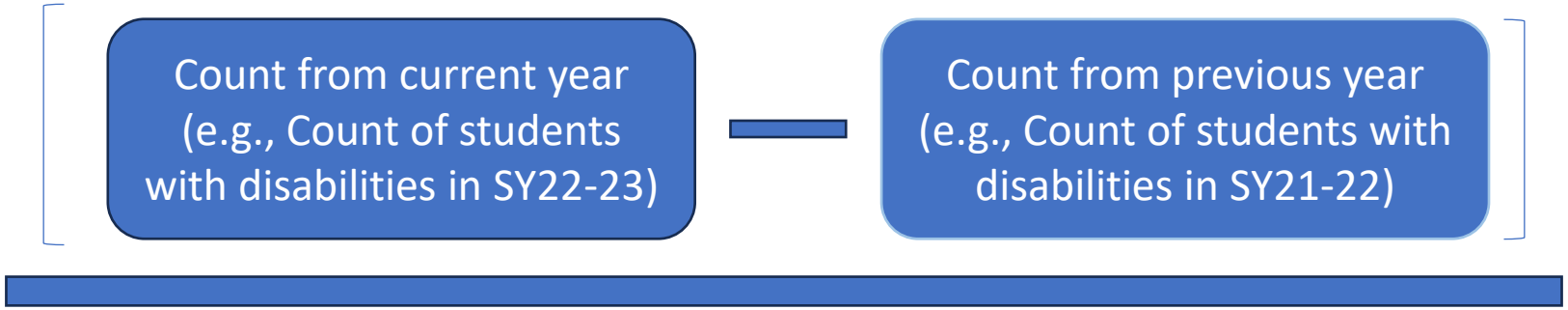


Data Check: Percent Change (year-to-year)



Data Notes – Example 1

File spec	BRSI rule failure	Data note
113	Year-to-year comparison: The SEA-level data indicates 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 test 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 for the following Title 1 Part D, Subpart 1 programs types: Adult correction.	The significant decrease is due to the very small number of participating students in the Title I, Part D, Subpart 1 program. There was a decrease in number of long-term students from 2020-21 to long-term students participating in 21-22. This led to significant percentage change. The only eligible State Agency (Department of Corrections) decided to discontinue operating their Title I, Part D, Subpart 1 program due to the small number of eligible students and the resulting small allocation which required great administrative needs.

Data Notes – Example 2

File spec	BRSI rule failure	Data note
127	Category set comparison: In 1 LEA(s), 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 Title I, Part D, Subpart 2 program: Juvenile correction. These two counts should equal.	The data are accurate as reported. One LEA reported racial/ethnic data for students but indicated the data was not available for all the students. [The SEA] will work with the LEA to ensure complete and accurate data can be reported moving forward.

Data Notes – Example 3

File spec	BRSI rule failure	Data note
125	Completeness: In 1 LEA(s), no data or all zeros were reported for the sum of students with initial and follow-up results in reading/language arts for the following Title I, Part D, Subpart 2 program: At-Risk programs.	This program was not able to collect the follow-up 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 test before they leave.

Data Quality Improvement

Why Improve Data Quality?

- Data is the key to evidence-based decision making.
- Without good data it is impossible to track outcomes, determine which programmatic changes to make, or determine which changes are effective.
- States are responsible for submitting high-quality data.
- States are best positioned (with their knowledge of their own grantees) to identify and mitigate poor-quality data.

What Can States Do to Improve Data Quality?

TA: Provide regular and effective technical assistance about data collection.

Internal Monitoring: Monitor grantee data for common errors or irregularities (see next slide).

Grantee Outreach: Communicate with grantees (especially those with ongoing data quality issues) about how to improve data collection and reporting.

Support Reporting: Creating internal data systems or workbooks to streamline data collection to support timely and accurate reporting.

Common Data Quality Red Flags

- Grantees may have inadequate data quality or reporting systems if:
  - They regularly fail to report academic achievement or outcome data.
  - Most or all outcome data is reported as 0.
  - They regularly submit data with internal errors (such as sub-totals not adding up to required totals).
  - Data submissions are late.
  - Data are inconsistent across years.

Program Improvement Overview

Key Questions for Data Analysis and Use

What question(s) are we trying to answer with the data?

What does the data/information tell us?

What does the data/information not tell us?

What are the causes to celebrate?

What are areas for improvement?

What are our next steps?

Analytic Techniques

Comparative Analysis

- Compare multiple programs within a SA or LEA
- Comparing across subgrantees
- Comparing state TIPD data to national TIPD data
- Comparing TIPD population to Public Schools population

Longitudinal Analysis (trends)

- Identifying direction of trend
- Identifying magnitude of trend

Use Cases

Improving Program Operations

- Increasing initial and follow up test-taking among long-term students
- Ensuring accurate identification of students with specific needs (EL/SWD)

Improving Program Outcomes

- Within a 90-day period all students should show some level of improvement on follow-up asssesments
- Increasing percentage of students earning high school course credits through peer learning
- Increasing percentage of students improving on academic tests through goal setting
- Ensuring programming is aligned with student needs

Data and TIPD Processes

- **Applications**: Revisit the datapoints proposed for assessing program impact in applications. Do the proposed interventions address the areas of need?
- **Monitoring**: Identify possible outliers or surprising data points as factors for risk assessment in monitoring.
- **Facility-eligibility**: Do the populations in the facility (e.g., a large proportion of students with IEPs) indicate a different purpose for the facility?

SMART Goals

SPECIFIC

MEASURABLE

ACHIEVABLE

RELEVANT

TIME-BOUND

SMART Goals Example

Increase the percentage of students taking initial and follow up assessments from 45% to 60% in 3 years, increasing 5 percentage points each year because improved data collection can provide more comprehensive information on program effectiveness.

Break Out Sessions