NDTAC | Tip Sheet

NDTAC Tipsheet: Submitting CSPR Data Successfully

The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) has developed this tipsheet as a supplement to the instructions provided in the Consolidated State Performance Report (CSPR) Guide for programs under Title I, Part D. This tipsheet is intended as a quick reference for State education agencies (SEAs) to use when requesting information from State agencies (SAs) and local education agencies (LEAs). Collecting timely and accurate data from State and local agencies is essential for data quality for students in Title I, Part D programs because it can affect their services at the Federal, State, and local levels. To help State coordinators be successful, NDTAC has created this tipsheet, which includes commonly used resources, common issues in data collection and submission, and suggestions on how to maintain high-quality data collection.

Using NDTAC Resources

NDTAC has provided many resources to assist State coordinators in the data collection process. The following table lists helpful CSPR resources and how they can be used during the collection process.

Title	Description of the Resource	How To Utilize
The Instructional Guide to Reporting Title I, Part D Data in the CSPR	This guide explains the CSPR and ED*Facts* data collection systems. It elaborates on the CSPR by providing table-by-table definitions, instructions, and information on the data and the manner in which they should be reported.	The first two chapters of this comprehensive guide provide helpful information about the CSPR and ED*Facts*. The remainder of the guide can be used to learn more about the CSPR indicators.
Title I, Part D Collection List	This document lists the information that needs to be collected for the Title I, Part D Federal collection, including data required through ED*Facts*.	This quick reference is useful for anyone collecting and reporting CSPR data, including the State Part D coordinator and staff at the subgrantee and/or facility levels.
Title I, Part D Data Collection and Submission Timeline	This table provides a timeline for data submission in ED*Facts* and the CSPR.	This timeline can be used when planning the collection and reporting process for CSPR data.
Checklists for Performing Data Quality Reviews of Title I, Part D Data	These checklists can be used to facilitate indepth reviews of Title I, Part D data and to clarify communications between State data providers and ED during the CSPR review process. They can be used by anyone who is responsible for collecting, entering, or reviewing Title I, Part D data—at the school, LEA, SA, or SEA levels.	These checklists help identify common data quality issues among facilities and programs so greater clarification around reporting can be provided. Data providers may want to use these checklists as the basis for developing more detailed data quality tools to improve their data in subsequent collections.

Title	Description of the Resource	How To Utilize
NDTAC State Liaisons	Each State has an assigned NDTAC staff member to function as a point person for one-on-one technical assistance. This staff member makes regular contact with the State N or D coordinator to offer individualized technical assistance for the State.	State coordinators and other staff at the SEA can email or call their NDTAC State Liaison with any CSPR-related questions.

Addressing Common Data Collection Issues

Facility Closures

Data can be difficult or even impossible to collect from facilities after they close. Because CSPR data are submitted to the U.S. Department of Education 8 months after a school year is over, it is important for the State Part D coordinator to be proactive in cases of facility closure. When a State Part D coordinator becomes aware of the imminent closure of a facility, the coordinator should work closely with facility staff to collect CSPR data from the current school year.

Incomplete Data Collection

Often, staff turnover or incomplete data collection systems can lead to delays in data submission. In such cases, State Part D coordinators should emphasize the importance of data collection for the purposes of program evaluation and accountability. State Part D coordinators will want to provide necessary technical assistance and training. Occasionally, a monitoring finding and corrective action may need to be put in place. Collection of CSPR data on a quarterly basis, as opposed to annually, may promote complete and timely data submission.

Collecting Data From All Facilities That Receive Part D Funds

State Part D coordinators should maintain lists of their current and past subgrantees and follow up with each as needed to ensure that data are collected from all subgrantees. Because Part A and Part D, Subpart 2 neglect programs are similar in their goals and funding streams, data submission can be confusing. CSPR data should be submitted by facilities that receive Part D funds. If an LEA receives only Part A funds, data on their students should not be included in section 2.4 of the CSPR.

*Coordinate With ED*Facts *Staff*

The majority of Part D CSPR data is entered via the ED*Facts* collection system. During CSPR deadlines, ED*Facts* staff are responsible for the submission of data for several Federal programs. Early coordination and planning with ED*Facts* staff at the SEA regarding data format and deadlines can be the key to successful data submission.

Addressing Common Data Concerns

Incomplete Demographic Data

Some facilities have difficulty collecting demographic data from all students, specifically race/ethnicity data. Race/ethnicity data should be provided for all students. In cases where students do not self-report their own race/ethnicity, observer identification should be used to identify the students' race and

ethnicity. More information on the collection of race/ethnicity data can be found at [NDTAC's Reporting Tool for Collecting and Reporting Racial Ethnic Data in Seven Categories](#).

Inconsistency Around Transition Data

The following table shows different situations regarding the laws and policies for transition services that facilities provide and appropriate responses in the CSPR.

Situation	2.4.x.3.1	2.4.x.3.2
All my facilities are legally able to track data after exit.	Mark "yes" to question in 2.4.x.3.1.	Provide data for "after-exit" outcomes. If data are not available, provide a comment explaining why data were not submitted.
Some but not all of my facilities are legally able to track data after exit.	Mark "yes" to question in 2.4.x.3.1 and provide a comment in that table that some but not all are legally able to collect data after exit.	Provide data for "after-exit" outcomes. If data are not available, provide a comment explaining why data were not submitted.
None of the facilities in my State are legally able to collect data after exit.	Mark "no" to question 2.4.x.3.1 and provide a comment in that table that none of the facilities are legally able to collect data after exit.	Do not provide data for "after-exit" outcomes. If data are available, provide a comment explaining the inconsistency between the two tables.

Students Enrolling in Local School Districts

Students enrolling in their local district schools is the single outcome counted only 90 days after exit and not in-facility. This change occurred in the CSPR collection system for the SY 2013–14 collection and may still lead to potential issues during the data collection process. If a student intends to enter his or her local school district after exiting a facility, and that facility does not have the ability to track the student after exit, the student should still be included in the count for the facility. If the facility the student is in has done all it can—everything has been put in place for a student to enroll in the local school district after exiting the facility—this student should be included in the count for the facility.

One-Time Outcomes vs. Multiple Outcomes

The academic and vocational outcomes for all Title I, Part D students are divided into three categories: only after exit–outcomes, one-time outcomes, and multiple outcomes. The following table outlines the differences among the three categories.

Academic/ Vocational Outcomes	Only After-Exit Outcomes	One-Time Outcomes	Multiple Outcomes
Description of category	Outcomes that happen only after a student exits a facility	Outcomes that students can achieve *only once in their lives*	Outcomes that students can achieve during each time period (e.g., in facility *and/or* 90 days after exit)
Tips for entering data	Provide the unduplicated number of students who enrolled, or who planned to enroll, in their local district schools within 90 calendar days after exiting.	Students should be reported once, and only in the timeframe during which the outcome was achieved (e.g., in facility *or* 90 days after exit). In this section, do not report a student in both columns.	Provide an unduplicated count within each time period; however, students may be counted once in each column separately, depending on when the outcome was achieved.
Academic/ vocational outcomes in 2.4.x.3.2	• Enrolled in their local district schools	• Earned a GED • Obtained a high school diploma	• Earned high school course credits • Enrolled in a GED program • Accepted or enrolled in postsecondary education • Enrolled in job training courses or programs • Obtained employment

Pre-Posttesting of Long-Term Students

The CSPR collects pre-post testing results in reading and mathematics for all long-term students. Long-term students are those who have been enrolled in a program/facility for 90 or more consecutive calendar days. Unfortunately, some of the tests developed to capture academic progress require a shorter window of time between pre- and posttest. In situations where a student was pre- and posttested but did not stay 90 days or longer, reading and mathematics pre-posttest results should not be included in the CSPR. In situations where the pre-posttest data capture only the early academic progress of long-term students, the data should still be submitted in the CSPR. If long-term students have taken more than one posttest, report only the results of the most recent test. To more accurately capture the academic progress of long-term students, subgrantees may want to administer a different pre-posttest. For more information on selecting pre-posttests, see NDTAC's Tipsheet: Selecting Appropriate Pre-Posttests.

Reporting Students With Multiple Enrollments or Unique Situations

Occasionally there are unique situations with students enrolled in Title I, Part D programs—enrollments sometimes span school years, students experience multiple enrollments within the same year, or a student's residential status changes. Accurately reporting academic and vocational outcomes and academic progress for students in unique situations can be challenging. For detailed information on how to report data accurately in these unique situations, please review Appendix E of The Instructional Guide to Reporting Title I, Part D Data in the CSPR.

Suggested Citation:

Seiter, L., Tweedie, J., Sokolsky, G. (2016 NDTAC Tipsheet: Submitting CSPR data successfully. Washington, DC: The National Technical Assistance Center for the Education of Neglected of Delinquent Children and Youth (NDTAC)).