Consultants by Region

Erin Christian: Northwest and Southwest
Dan Froemel: Southeast, East TN, and First TN
Mid Cumberland South Central (Erin interim)
Upper Cumberland (Dan interim)
Agenda

- Purpose
- Structure and Basic Requirements
- Reporting
- Evaluating
- Data Collection
- Data Quality
Basic Requirements

Planning

Evaluating

Funding

Reporting

Monitoring
Consolidated State Performance Report (CSPR)

- Administered by US DOE
- Required of all states
- Mandatory for all LEAs
- Measures effectiveness of facilities and programs
- Funding contingent on demonstration of progress in outcomes:
  - Academic
  - Vocational
- Reporting year: July 1 through June 30
Purpose of CSPR

- Federal funding for Title I, D programs is contingent upon demonstration of student progress in their academic and vocational outcomes.
- It is critical that programs provide accurate data in order to assess these key student outcomes.
- The collection of high-quality data is important for Title I programs at the state and local levels.
- A basic requirement of Title I programs is to use evaluation data to plan and improve subsequent programming for participating children and youth.
LEAs submit data for the following indicators:

- student and facility counts;
- demographics [racial and ethnic categories, age, gender, disability, and limited English proficiency (LEP) status];
- transition services;
- academic and vocational outcomes (within facility and within 90 calendar days after exit); and
- academic achievement (performance) in reading and mathematics.
Using the CSPR

The data from the CSPR can be used to:

- identify data quality problems, which can be used to improve data collection;
- inform key management and funding decisions;
- identify and disseminate promising practices based on programs that have demonstrated success; and
- monitor facilities and programs.
Data Collection
Changes for This Year

- Facilities will be required to submit data to the LEA. The LEA will then submit data to the department.
- Last year, neglected facilities were only required to report how many students were in each grade level during the year.
- This year, **ALL** facilities will be required to submit data in all areas to the LEA.
Definitions

- **Unduplicated Count**
  - An unduplicated count is one that counts each student only once, even if the student was admitted to a facility or program more than one time within the reporting year.

- **Duplicated Count**
  - A duplicated count is a count in which students can be counted for each one of their stays in the program. For example, if Katie was enrolled in the facility from August to December and then again from February to June, she would be counted twice.

- **Long-term Students**
  - Long-term students are those who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions may not be added together.
Average Length of Stay (Duplicated Count)

- This number should represent the average number of days per stay for each type of facility or program during the reporting year.
- Students who have multiple stays can be included in this average.
- Because the data requested are for an average of days within the reporting year, the average length of stay for each program type should not exceed 365 days.
## Number of Students Served

In the fields below, report the total number of unduplicated students for the 2017-2018 reporting period

**All programs must complete this section**

### Total Unduplicated Students

Unduplicated means that each student is only counted once regardless of how many times he/she enters/exits the program

### Long-term Students

Students who have been in the program for 90 days or more

### Cumulative number of days

Cumulative number of days refers to the number of days that students were enrolled in your facility during the reporting year. For example, if Student A was enrolled for 40 days and Student B was enrolled for 60 days, enter 100 student days.

### Average length of stay

The average length of stay for students during the reporting period.
Student Count

- Report the number of unduplicated students and the number of long-term students (this information is needed for the academic achievement section).
  - It is important that facilities report this data to LEAs when they send in their aggregated data in July.
- Start date for long-term student counts is when the student’s enrollment within the facility begins, not necessarily when their educational programming begins.
Student Counts (Unduplicated Count)

Counting students for the CSPR versus annual count

– The criteria for being reported in the CSPR are not the same as those for the Annual Child Count.

– All students who benefitted from Title I, A or D programming or services during the school year should be included in the CSPR. There is no length-of-stay requirement.

**With the exception of rare cases, this number will be higher than your census.**
### Student Count vs. Annual Count

<table>
<thead>
<tr>
<th>STUDENT COUNT</th>
<th>ANNUAL COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unduplicated count of students - each student only counted once regardless of how many times he/she enters/exits program</td>
<td></td>
</tr>
<tr>
<td>• Counts students in program from July 1 to June 30 the following year</td>
<td></td>
</tr>
<tr>
<td>• Used as part of CSPR data to help evaluate <strong>program effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>• Duplicated count - every admission by student is counted during the annual count window</td>
<td></td>
</tr>
<tr>
<td>• Only counts students in the program during the specified annual count window (usually October to November)</td>
<td></td>
</tr>
<tr>
<td>• Used as part of the annual count information to help determine <strong>funding</strong> for the following year</td>
<td></td>
</tr>
</tbody>
</table>
## Number of Students Served

In the fields below, report the total number of unduplicated students for the 2017-2018 reporting period.

**All programs must complete this section.**

### Total Unduplicated Students

Unduplicated means that each student is only counted once regardless of how many times he/she enters/exits the program.

### Long-term Students

Students who have been in the program for 90 days or more.

### Cumulative number of days

The cumulative number of days refers to the number of days that students were enrolled in your facility during the reporting year. For example, if Student A was enrolled for 40 days and Student B was enrolled for 60 days, enter 100 student days.

### Average length of stay

The average length of stay for students during the reporting period.
## Demographic Data

### Student Demographic Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>SSN</td>
<td>XXX-XX-__</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td>______ / ______ / ______</td>
</tr>
<tr>
<td>Age of Student</td>
<td>______</td>
</tr>
<tr>
<td>Race/Ethnicity <em>(check one)</em></td>
<td>American Indian/Alaskan Native, Asian, Black, White, Pacific Islander/Native Hawaiian, Hispanic, Multiple Races</td>
</tr>
<tr>
<td>Date of Entry</td>
<td>______ / ______ / ______</td>
</tr>
<tr>
<td>Previous School</td>
<td></td>
</tr>
<tr>
<td>Current Grade Level</td>
<td></td>
</tr>
<tr>
<td>Proficient in English?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Has IEP?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Migrant?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Homeless?</td>
<td>Yes, No</td>
</tr>
</tbody>
</table>
Demographic Data (Unduplicated)

- The unduplicated count should be equal to the subtotals for each demographic category, and all demographic category counts should be equivalent to each other.
  - For example, if the unduplicated count of students equals 120 students, then the racial and ethnic total should equal 120, the gender total should equal 120, and the age counts should equal 120.
Demographic Data

- Report race and ethnicity in seven racial and ethnic categories.
- Report the age the student was when he/she left the facility OR the age at the end of the reporting year (June 30) if the student is still enrolled.
- Report other areas:
  - Students with disabilities
  - Limited English proficiency students
  - Gender

Reporting Tool: Collection and Reporting Racial/Ethnic data
### Race/Ethnicity

In the fields below, please indicate the total number of students served in the 2017-2018 reporting period in each demographic area.

*All programs must complete this section*

<table>
<thead>
<tr>
<th>Demographic Area</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This number should match the total for unduplicated students.

### Gender

In the fields below, please indicate the total number of males and females served in the 2017-2018 reporting period.

*All programs must complete this section*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Age

In the fields below, please indicate the total number of students in each range served in the 2017-2018 reporting period.

*All programs must complete this section*

<table>
<thead>
<tr>
<th>Age Range</th>
<th>3-5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the fields below, please indicate the total number of students in each range served in the 2017-2018 reporting period.

**All programs must complete this section**

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 3-5</td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Grade 1</td>
</tr>
<tr>
<td>Grade 2</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Grade 5</td>
</tr>
<tr>
<td>Grade 6</td>
</tr>
<tr>
<td>Grade 7</td>
</tr>
</tbody>
</table>
Transition Services

Student received transition services that address further schooling and/or employment?

☐ YES  ☐ NO

**Facility is not able/permissioned to collect data on student outcomes.**

If your program/placement is unable to collect transition service data, please indicate this on the survey.
Transition Services (Unduplicated)

- **Transition Services Definition.** Supports and services that promote effective practices across multiple domains that impact a youth's successful return to the community.

- **Reporting Received Transition Services.** Only services that help a student return to and be productive in their communities through continued education, vocational training, or employment should be counted in this table.
Transition Services

Examples of transition services:

– developing an educational plan for the student,
– developing a vocational plan for the student,
– preparing students for re-entry into education or work, or
– identifying and providing supports needed to ensure students’ success in returning to school or employment.
## Transitional Services

In the fields below, please indicate the total number of students receiving transition services in the 2017-2018 reporting period.

**all programs must complete this section**

<table>
<thead>
<tr>
<th>Transition services total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Report services that help students return to and be productive in their communities through continued education, vocational training, or employment.
## Academic and Vocational Outcomes

### Student Outcomes while Enrolled in Facility

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this the student's first admission into this facility?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, what other dates was the student enrolled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What age was the student when he/she was discharged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What grade was the student enrolled in when he/she was discharged?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check EACH outcome that the student achieved while enrolled in this facility.

- Earned high school course credit
- Obtained external employment
- Enrolled in a GED/HISET program
- Earned a GED/HISET
- Obtained a high school diploma
- Accepted into and/or enrolled in a post-secondary education program
- Enrolled in a job training courses/programs

**Total # of outcomes achieved in facility _____**

### Student Outcomes after exit-90 days after exit

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discharge Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check EACH outcome that the student achieved within 90 days after exiting the facility:

- Enrolled in his/h local district school
- Obtained employment
- Earned high school course credit
- Earned a GED/HISET
- Enrolled in a GED/HSET
- Accepted into and/or enrolled in a post-secondary education program
- Obtained a high school diploma
- Enrolled in a job training courses/programs

**Total # of outcomes achieved within 90 days of exit _____**

**Not able to collect exit outcomes ____ Please provide explanation: ___________________________**
Academic & Vocational Outcomes (Duplicated)

- No length-of-stay requirement
  - All students may be included regardless of their length of stay in a facility or program.

- Actual, not anticipated outcomes
  - Counts should reflect actual, not projected outcomes.

- One student achieving multiple outcomes
  - The same student may be counted as having attained more than one outcome. For example, the same student may have obtained employment and returned to a district school.
Multiple student enrollments are allowed.

- Data for academic and vocational outcomes are not restricted to a student’s most recent facility enrollment/exit period.
- If a student has multiple enrollments in a facility during a reporting year, all outcomes achieved should be included.
  - For example, if a student is enrolled from September to December and receives a credit and then is enrolled from March to May and gains employment, both outcomes would be counted.
Academic and Vocational Outcomes

- Student counts, not outcome counts
  - These counts reflect the number of students attaining a specific outcome. They are not counts of the outcome itself.
    - For example: If a student earns four credits while in the program, this would only count as one outcome.
Academic and Vocational Outcomes

- Two ways that data are collected: **In Facility** or **90 days after exit**
  - **In Facility**: This refers to outcomes achieved or attained during any point within the reporting year while the student was enrolled in the facility or program.
    - Example: student received an outcome for obtaining credits while enrolled in the facility.
  - **90 days after exit**: This refers to any time up to 90 days after a student has exited the program. *Exiting does not refer to transfer to another facility within the juvenile justice or child welfare systems.*
Academic and Vocational Outcomes

Section 1

- **Enrolled in their local district or school:** The number of students who returned to or enrolled in local district schools (external to the juvenile justice system)
Academic and Vocational Outcomes

Section 2

- **Earned a GED:** The number of students who earned a GED or HiSet

- **Obtained a high school diploma:** The number of students who earned a high school diploma
  - Unduplicated count of students
  - Outcome occurs either while the student is enrolled or in 90 days after exit; do not report the same student in both sections.
Academic and Vocational Outcomes

Section 3

- **Earned high school course credits**: The number of students who earned transferable high school course credits
- **Enrolled in a GED/HiSet program**: The number of students who enrolled in a program or course designed specifically to help students pass the GED/HiSet
Academic and Vocational Outcomes

Section 3 Continued

- Accepted or enrolled in postsecondary education: The number of students accepted and/or enrolled in independent postsecondary programs
- Enrolled in a job training course or programs: The number of students enrolled in a course/program that focuses on preparing students for a specific vocation
- Obtained employment: The number of students who received job offers
### Academic and Vocational Outcomes in the Program

In the fields below, please indicate the total number of students who achieved an outcome while students were enrolled in the program.

* Delinquent facilities must complete this section.
* Neglected facilities are not required to complete section, but encouraged to report any available data.

- Earned a GED
- Obtained a high school diploma
- Earned high school course credits
- Enrolled in a GED program
- Accepted and/or enrolled into post-secondary education
- Enrolled in job training courses/programs
- Obtained employment

### Academic and Vocational Outcomes 90 Days After Exit

In the fields below, please indicate the total number of students who achieved an outcome within 90 days after exit. As a reminder, students may have more than one outcome.

* Delinquent facilities must complete this section.
* Neglected facilities are not required to complete section, but encouraged to report any available data.

If unable to collect outcome information after a student exits the program, please provide explanation in the box; then, mark n/a in any field that asks for outcomes 90 days after exit.

- Number of Students who enrolled in their local district school 90 days after exit
- Earned a GED
- Obtained a high school diploma
- Earned high school course credits
- Enrolled in a GED program
- Accepted and/or enrolled into post-secondary education
### Maintenance and Improvement of Academic Achievement

A student in a Title I-A tutoring program will submit semester public school report card grades if the tutoring program doesn’t pre/post-test.

**Pre-Test Scores**

| Date Assessed: __________________________ | Assessments used: __________________________ |
| Reading *(grade level equivalent)*:______________ | Math *(grade level equivalent)*:______________ |

**Post-Test Scores for students in the facility 90 days**

| Date Assessed: __________________________ | Assessments used: __________________________ |
| Reading *(grade level equivalent)*:______________ | Math *(grade level equivalent)*:______________ |
Academic Achievement (Unduplicated Count)

- Pre and post testing in math and reading
  - Only count students who have been in the program for 90 days or more.
  - If student has multiple enrollments, only count most recent testing where the student was in the program for 90 days or more.
## Academic Achievement (survey)

- Four categories for reporting reading and math achievement

### Performance Data-READING

Report information in the fields below based on the most recent pre-to posttest data for long term students (90 days or more) in the area of reading.

**Delinquent facilities must complete this section.**

**Neglected facilities are not required to complete section, but encouraged to report any available data.**

- Long-term students with negative grade level change from the pre-to posttest exams
- Long-term students with no change in grade level from the pre-to posttest exams
- Long-term students with improvement up to one full grade level from the pre-to posttest exams
- Long-term students with improvement of more than one full grade level from the pre-to posttest exams

If pre- or posttest data was unable to be collected for certain students, please provide an explanation below.
### Data Submission

**Step 1:** All data should be tracked at the facility level as students enter and exit the program from July 1 to June 30.

---

**Student Demographic Information**
- Last Name: ____________
- First Name: ____________
- SSN: XXX·XX·XX
- Gender: _________
- Date of Birth: ______
- Age of Student: ______
- Race/Ethnicity:
  - American Indian/Alaskan Native
  - Asian
  - Black
  - White
  - Pacific Islander/Native Hawaiian
  - Hispanic
  - Multiple Races
- Date of Entry: ______
- Previous School: ______
- Current Grade Level: ______
- Homeless/Yes/No: No
- Proficient in English? Yes/No: Yes
- His LEPT: Yes/No: No
- Migrant: Yes/No: No

**Mainstream Improvement of Academic Achievement**
A student in a Title I-A tutoring program will submit semester public school report card grades if the tutoring program meets enrollment requirements.

- Reading (grade equivalent):
- Math (grade equivalent):
- Post-Test Scores for students in the facility 90 days:
- Data assessed:
  - Assessments used:
- Reading (grade equivalent):
  - Math (grade equivalent):

**Student Outcomes while Enrolled in Facility**
- Was this the student’s first admission into this facility? Yes/No: Yes
- If no, what other state was the student enrolled?
- What age was the student when he/she was discharged?
- What grade was the student enrolled in when he/she was discharged?
- Check EACH outcome that the student achieved while enrolled in this facility:
  - Earned high school course credit
  - Earned a GED/HSSET
  - Accepted into and/or enrolled in a post-secondary education program
  - Enrolled in a job training course/program
- Total # of outcomes achieved in facility: ______

**Student Outcomes after exit-90 days after exit**
- Discharge Date: ______
- Check EACH outcome that the student achieved within 90 days after exiting the facility:
  - Enrolled in his/her local district school
  - Earned high school course credit
  - Earned a GED/HSSET
  - Accepted into and/or enrolled in a post-secondary education program
  - Enrolled in a job training course/program
- Total # of outcomes achieved within 90 days of exit: ______

**Not able to collect exit outcomes**: Please provide explanation: ______

**Student received transition services that address further schooling and/or employment?**
- Yes/No: Yes

**Facility is not able/permitted to collect data on student outcomes**: ______

---

**Data Submission**
- Step 1: All data should be tracked at the facility level as students enter and exit the program from July 1 to June 30.
### Data Submission

- **Step 2:** Facilities must then aggregate their data before sending to the LEA.

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**Tables 2.4.1.2/2.4.2.2: Students Served**

The purpose of tables 2.4.1.2/2.4.2.2 is to collect information on the number of students served over the course of a year in programs receiving Title I, Part D funding, and on students’ racial and ethnic category, gender, age, and disability and LEP status.

<table>
<thead>
<tr>
<th>Number of Students Served</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total unuplicated students served</td>
<td>(optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term students served</td>
<td>(optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Subgroups**

<table>
<thead>
<tr>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities (LEA)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Limited English proficiency (LEP) Students</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

<table>
<thead>
<tr>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Asian</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Black or African American</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>White</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td>Two or more races</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
<td>(optional)</td>
</tr>
</tbody>
</table>

**Sex**

<table>
<thead>
<tr>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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## Data Submission: Students Served cont.

<table>
<thead>
<tr>
<th>Age</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
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<td>3-5</td>
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</tbody>
</table>
## Data Submission: Academic and Vocational Outcomes

<table>
<thead>
<tr>
<th>Outcomes (once per student, only after exit)</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students who enrolled in their local district school 90 days after exit</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### # of Students who

<table>
<thead>
<tr>
<th>Outcomes (once per student)</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned a GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtained high school diploma</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### # of Students Who

<table>
<thead>
<tr>
<th>Outcomes (once per student per time period)</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned high school course credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled in a GED program</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accepted and/or enrolled into post-secondary education</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Enrolled in job training courses/programs</td>
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</tr>
<tr>
<td>Obtained employment</td>
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</tbody>
</table>

In this guide, the above tables are referred to as table sections 1, 2, and 3 respectively.
## Data Submission: Academic Performance

<table>
<thead>
<tr>
<th>Performance Data (based on most recent pre-posttest data)</th>
<th>At-Risk Programs (Subpart 2 only)</th>
<th>Neglected Programs</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections (Subpart 1 only)</th>
<th>Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term students with negative grade level change from the pre-to-posttest exams</td>
<td>(optional)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Long-term students with no change in grade level from the pre-to-posttest exams</td>
<td>(optional)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Long-term students with improvement up to one full grade level from the pre-to-posttest exams</td>
<td>(optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term students with improvement of more than one full grade level from the pre-to-posttest exams</td>
<td>(optional)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Data Submission

- **Step 3:** A link will be sent to LEAs to input information in an online survey (Formstack).

- **Step 4:** LEAs will verify data and then input the aggregate data from each facility into a separate survey.
  - Example: If there are two facilities within this district, then two separate surveys will be completed.

- **Step 5:** The department will review and verify data before sending to USED.
## LEA vs. Facility Responsibilities

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collects data on each individual student as they enter and exit the program</td>
<td>• Collects aggregate from facility</td>
</tr>
<tr>
<td>• Aggregates data and sends to LEA at the end of the reporting period (early July) or sooner</td>
<td>• Verifies data</td>
</tr>
<tr>
<td></td>
<td>• Submits aggregate data to TDOE via online survey</td>
</tr>
</tbody>
</table>
Data Quality

Tips for checking your data quality

- **Student Counts**
  - Your student count for the year should be significantly higher than your daily census. For example, if your program has the capacity to serve 30 students (beds) at a time, your student count will probably be between 60-90.
  - Is your student count similar to last year? Did you have a dramatic increase or decrease? If so, please provide explanation.
Data Quality

Tips for checking your data quality (continued):

- Academic Achievement
  - Do the results make sense? Some programs reported having an extremely high number of students making academic gains of more than one year. Double check to ensure this is an accurate reflection of student progress.

- Demographics
  - Students with disabilities seemed to be under-reported in last year's data collection.
Resources

- The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)

- Instructional Guide to Reporting Title I, D Data

- Reporting Tools
  - Creating a Weighted Average Length of Stay
  - Collecting and Reporting Racial Ethnic Data in Seven Categories
  - Reporting Complete Pre- and Posttest Results for Reading and Mathematics
Questions
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Erin Christian
Erin.Christian@tn.gov
(901) 504-9627

East Tennessee
Dan Froemel
Daniel.Froemel@tn.gov
(615) 351-1208
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.
Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller’s toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

http://www.comptroller.tn.gov/hotline