



Department of
Education

Data Collection and CSPR Reporting for Neglected and Delinquent Facilities

January 16-19, 2018



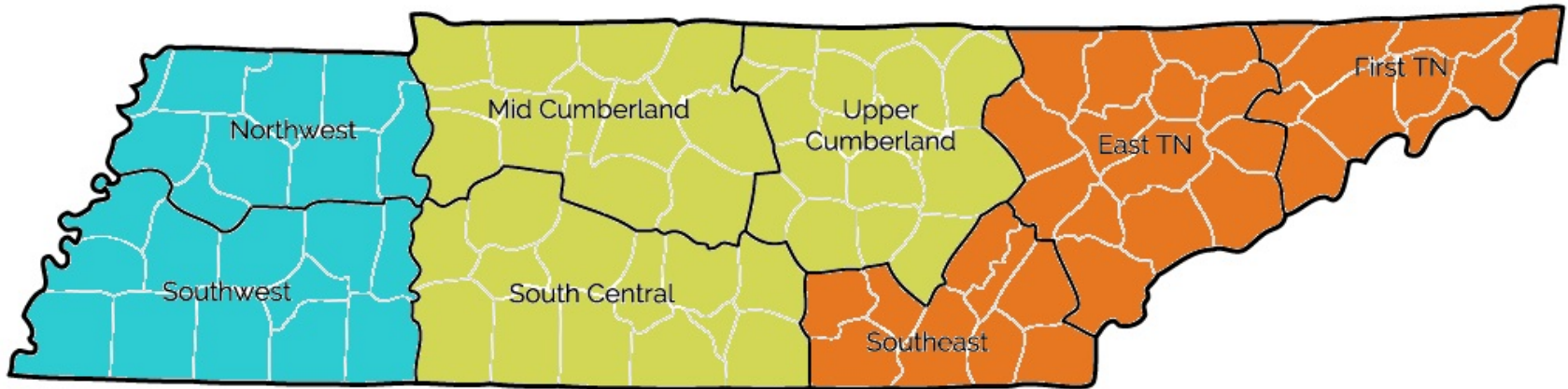
Non-traditional Educational Program

Consultants:

Erin Christian

Dan Froemel

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)

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Agenda

Agenda

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

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Basic Requirements

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Basic Requirements



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Reporting

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.

Consolidated State Performance Report (CSPR)

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.

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Evaluating

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.

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Data Collection

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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.***

Average Length of Stay (survey)

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

STUDENT COUNT	ANNUAL COUNT
<ul style="list-style-type: none">• Unduplicated count of students - each student only counted once regardless of how many times he/she enters/exits program• Counts students in program from July 1 to June 30 the following year• Used as part of CSPR data to help evaluate program effectiveness	<ul style="list-style-type: none">• Duplicated count - every admission by student is counted during the annual count window• Only counts students in the program during the specified annual count window (usually October to November)• Used as part of the annual count information to help determine funding for the following year

Student Count (survey)

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.

Demographic Data

Student Demographic Information

Last Name: _____ First Name: _____

SSN: XXX-XX-____

Gender: _____

Date of Birth: ____ / ____ / ____

Age of Student: _____

Race/Ethnicity (*check one*): American Indian/Alaskan Native Asian Black

White Pacific Islander/Native Hawaiian Hispanic Multiple Races

Date of Entry: ____ / ____ / ____

Previous School: _____

Current Grade Level: _____

Proficient in English? Yes No

Has IEP? Yes No

Migrant? Yes No

Homeless? Yes No

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](#)

Demographic Data (survey)

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**

American Indian or Alaska native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or other Pacific Islander

White

Two or more races

Total

This number should match your total for unduplicated students.

Gender

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**

Male

Female

Total

This number should match your total for unduplicated students.

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**

3-5

6

7

8

Demographic Data (survey) cont.

Grade
In the fields below, please indicate the total number of students in each range served in the 2017-2018 reporting period.
<i>**all programs must complete this section</i>
Ages 3-5 <input type="text"/>
Kindergarten <input type="text"/>
Grade 1 <input type="text"/>
Grade 2 <input type="text"/>
Grade 3 <input type="text"/>
Grade 4 <input type="text"/>
Grade 5 <input type="text"/>
Grade 6 <input type="text"/>
Grade 7 <input type="text"/>

Transition Services

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

YES

NO

****Facility is not able/permitted 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.

Transition Services (survey)

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***

Transition services total

Report services that help a student 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

Was this the student's first admission into this facility? Yes No

If no, what other dates 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 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

Discharge Date: _____

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.

Academic & Vocational Outcomes

- 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 (survey)

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

Cannot be courses offered within the program

Enrolled in job training courses/programs

Obtained employment

Must be employment outside of the program

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

Academic Achievement

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.

Consolidated State Performance Report Student Information Sheet
To be completed for every student in a Title I, Neglected, Delinquent, At-Risk Program

School Year: _____
Facility: _____ Completed by: _____

Student Demographic Information

Last Name: _____ First Name: _____
 SSN: XXX-XX-____ Gender: _____
 Date of Birth: ____/____/____ Age of Student: _____
 Race/Ethnicity (check one): American Indian/Alaskan Native Asian Black
 White Pacific Islander/Native Hawaiian Hispanic Multiple Races
 Date of Entry: ____/____/____ Previous School: _____
 Current Grade Level: _____ Proficient in English? Yes No
 Has IEP? Yes No Migrant? Yes No Homeless? Yes No

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): _____

Student Outcomes while Enrolled in Facility

Was this the student's first admission into this facility? Yes No
 If no, what other dates 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 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
 Discharge Date: _____

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:** _____

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

YES NO

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

Data Submission: Students Served cont.

Age	At-Risk Programs (Subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (Subpart 1 only)	Other Programs
3-5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
Total	(Autocalc)	(Autocalc)	(Autocalc)	(Autocalc)	(Autocalc)	(Autocalc)

SAMPLE

Data Submission: Academic and Vocational Outcomes

Outcomes (once per student, only after exit)	At-Risk Programs (Subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (Subpart 1 only)	Other Programs
# of Students who enrolled in their local district school 90 days after exit	SAMPLE					

Outcomes (once per student)	At-Risk Programs (Subpart 2 only)	At-Risk Programs (Subpart 2 only)	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Adult Corrections (Subpart 1 only)	Adult Corrections (Subpart 1 only)	Other Programs	Other Programs
# of Students who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned a GED	SAMPLE											
Obtained high school diploma	SAMPLE											

Outcomes (once per student per time period)	At-Risk Programs (Subpart 2 only)	At-Risk Programs (Subpart 2 only)	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Adult Corrections (Subpart 1 only)	Adult Corrections (Subpart 1 only)	Other Programs	Other Programs
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned high school course credits	SAMPLE											
Enrolled in a GED program	SAMPLE											
Accepted and/or enrolled into post-secondary education	SAMPLE											
Enrolled in job training courses/programs	SAMPLE											
Obtained employment	SAMPLE											

In this guide, the above tables are referred to as table sections 1, 2, and 3 respectively.

Data Submission: Academic Performance

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

SAMPLE

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

FACILITY	LEA
<ul style="list-style-type: none">• Collects data on each individual student as they enter and exit the program• Aggregates data and sends to LEA at the end of the reporting period (early July) or sooner	<ul style="list-style-type: none">• Collects aggregate from facility• Verifies data• Submits aggregate data to TDOE via online survey

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Data Quality

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.

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Resources

Resources

- The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)
 - <http://www.neglected-delinquent.org/>
- [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



Contact Information

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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.

Excellence | Optimism | Judgment | Courage | Teamwork

FRAUD, WASTE, or ABUSE

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>

