

Instructional Guide for Reporting the Local Title I-D Evaluation Report



As Adapted from NDTAC's Instructional Guide
To Reporting Data in the CSPR

Sherri Ybarra
Superintendent of Public Instruction
Idaho State Department of Education

Introduction

This instructional guide was developed to assist our LEAs with completing the Neglected or Delinquent, Title I-D, Subpart 2 Evaluation Report. This is a report that should only be completed for those facilities that receive Title I, Part D funds.

Data quality begins at the facility level, and “hopefully” all managers at both the LEA and facility level involved have an opportunity to review the data that they submit to be sure the data is complete, and plausible. Performing reviews early on in the data collection process will help facilitate data collection and the potential for any errors or problems.

The importance of this is that federal funding for Title I-D programs are contingent upon demonstrating student progress and the data reported from this evaluation accumulates to appear in a number of important Federal reports, e.g., *Annual Performance Reports*, *Program Assessment Rating Tool (PART)*, and the *Report to Congress*.

I. TABLE 1

This page shows the heading, LEA and institution name, and contact information at both levels of jurisdiction. This section should be self explanatory. We need to know who to contact if we have questions and who is the primary contact at the facility level.

II. TABLE 2

This table shows the type of facility, number of facilities, and average length of stay (days).

Please classify your facility based on what program or programs might predominate most and be most relevant to the population served. Here are definitions of the possible categories for your facilities:

At-Risk Programs	“At-risk Programs” (operated through LEAs) target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant, or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are
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	gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
Neglected Programs	“Neglected programs” are institutions for children and youth who are neglected and are in public or private residential facilities, other than a foster home, that are operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians. Neglected programs and students receiving funds solely through Title I, Part A, <u>should not</u> be reported under Title I, Part D.
Juvenile Detention	“Juvenile Detention” programs are shorter term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order or that provide care to children after commitment.
Juvenile Corrections	An institutional facility for children and youth who are delinquent and is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.
Other	Any other programs, not defined in any of the other categories (of at-risk, neglected, detention, or corrections), which receive Title I, Part D, funds and serve nonadjudicated children and youth. Note: Adjudicated youth should be reported under juvenile corrections.

Indicate the number of facilities that are present in the institution based on the definitions above. The average length of stay in days cannot be more than 365 and it should be a weighted average.

How to calculate a weighted average at the LEA institution level, by program type:

List facilities and programs in the LEA institution receiving Subpart 2 funds	Number of students*	Average length of stay (in days)	Students x stay
Juvenile Corrections Program A	80	11	880
Juvenile Corrections Program B	50	270	13,500
Total sum of all juvenile corrections programs in the institution	130	–	14,380

*This value should be based on a duplicated student count, or, more accurately, the number of students whose length-of-stay data are included in the calculation. Because students with multiple visits can be used to calculate the length-of-stay average, this value may be greater than the unduplicated count.

Calculation for Step 1:

Weighted average length of stay for all of the juvenile corrections’ programs in the LEA institution = 14,380/130 students = **111 days**

Note that taking a simple average across programs would produce an average length of stay of 141 days. Such a calculation would overrepresent some programs and inaccurately reflect the average length of stay for students as a whole.

This calculation would be repeated for each facility type in the institution (e.g., all of the at-risk programs, neglected programs, juvenile detention, and other programs).

Also on this page you will need to enter whether you have a multiple purpose facility (have more than one Part D funded program under your institution’s umbrella). Here is the definition of a multipurpose facility:

Multiple Purpose Facility	A facility which serves more than one programming purpose. For example, the same facility may run both a juvenile corrections program and a program for youth who are neglected.
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See definitions of programs [above](#) (Page 2) if you are unsure whether you have a facility that is multiple purpose. For example, you may have a multiple purpose facility that has a neglected program, at-risk program, and juvenile corrections program.

If you did designate a facility as multiple purpose, make sure you count the program type appropriately. For example, say your multiple purpose facility has a neglected program and a juvenile detention program. That should have been counted as a single neglected program and a juvenile detention program under the number of facilities heading.

III. TABLE III

NUMBER OF STUDENTS SERVED IN AT-RISK, NEGLECTED, JUVENILE DETENTION, JUVENILE CORRECTIONS, AND OTHER PROGRAMS

The next table shows the number of students based on the program(s) offered by your facility. These pages are where you will need to report the demographic characteristics of each type of program.

Enter the total unduplicated count of students. An unduplicated count is one that counts each student only once, even if the student was admitted to a facility or program more than once within the reporting year.

Enter the number of long term students. Long-term students are those who have been enrolled in an institution’s program for 90 or more consecutive calendar

days. Multiple admissions may not be added together. The total number of long term students designated here should be less than or equal to the total unduplicated count.

Enter the racial/ethnic background of the students. The total of all racial/ethnic backgrounds should match the total unduplicated count.

Designate the appropriate distribution of gender among the students served in the program(s). The total number of male and female students should match the total unduplicated count.

Enter the age demographics of the students served. Again, the total of all ages should match the total unduplicated count.

IV. TABLE IV

ACADEMIC OFFERINGS OF PROGRAMS SERVING AT-RISK, NEGLECTED, JUVENILE DETENTION/JUVENILE CORRECTIONS AND OTHER STUDENTS

Indicate the number of programs that awarded at least one high school course credit.

Indicate the number of programs that awarded at least one high school diploma.

Indicate the number of programs that awarded at least one GED.

NOTE: The number of programs of any particular category should not exceed the total number of programs reported (see Page 2).

ACADEMIC OUTCOMES OF STUDENTS SERVED IN AT-RISK, NEGLECTED, JUVENILE CORRECTIONS/DETENTION, AND OTHER PROGRAMS

ACADEMIC OUTCOMES WHILE IN THE PROGRAM

Enter the number of students who earned transferable high school course credits *while enrolled* in the program.

Enter the number of students who enrolled in a program or course designed specifically to help students pass the GED *while enrolled* in the program. The

GED course need not be run by the program itself for students to be counted for this item.

ACADEMIC OUTCOMES DURING ENROLLMENT OR TRANSITION

The next items refer to the academic outcomes of students while in the LEA program or within 30 calendar days after exit. It may help to think of these terms as capturing a broader period of time that encompasses a student's stay from the point of entry until 30 days after exit. The outcomes need not be provided or awarded by the program itself.

Total outcomes reporting period

{Entrance date—Exit date—30-day transition period}

Enter the number of students who returned to or enrolled in local district schools (but external to the juvenile justice system) upon leaving the program or within 30 days after exit.

Indicate the number of students who earned a GED while enrolled in the program or within 30 days after exit.

Enter the number of students who earned a high school diploma while enrolled in the program or within 30 days after exit.

Indicate the number of students accepted into post-secondary programs. Enrollment and/or attendance at the post-secondary institution is *not* required for this item. Post-secondary education refers to students who apply to and are accepted into an independent post-secondary program; it does not refer to taking individual college-level courses as part of a program.

Enter the number of students who were accepted into and subsequently enrolled in post-secondary programs while enrolled in the program or within 30 days after exit. Enrollment is defined as the student's acceptance of an offer by a post-secondary institution.

NOTE: This number of students enrolled should be less than the number accepted into post-secondary education and any item's student count should be less than the total unduplicated count indicated earlier in the report for each particular program type.

VOCATIONAL OUTCOMES OF STUDENTS SERVED IN AT-RISK, NEGLECTED, JUVENILE DETENTION/JUVENILE CORRECTIONS, AND OTHER PROGRAMS

VOCATIONAL OUTCOMES WHILE IN THE PROGRAM

Enter the number of students who enrolled in programs or courses that provide job training *while enrolled* in the facility.

VOCATIONAL OUTCOMES DURING ENROLLMENT OR TRANSITION

The next items refer to the academic outcomes of students while in the LEA program or within 30 calendar days after exit. Again, it encompasses a student's stay from the point of entry until 30 days after exit. The outcomes need not be provided or awarded by the program itself.

Total outcomes reporting period

{Entrance date—Exit date—30-day transition period}

Indicate the number of students who enrolled in external job training programs (such as Job Corps, Youth Build, Home Builders, and culinary or other vocational schools) that are part of a 2- or 4-year postsecondary degree program (which should be reported). External means that the postsecondary program is not associated with the LEA program/facility. Enrollment may have occurred while the student was in the facility or program, or within 30 days after exit.

Enter the number of students who received job offers while they were in the facility or program or within 30 days after exit.

V. TABLE V

ACADEMIC PERFORMANCE IN READING OF LONG-TERM STUDENTS SERVED IN AT-RISK, NEGLECTED, JUVENILE DETENTION/JUVENILE CORRECTIONS, AND OTHER PROGRAMS

Long-term students are considered students who have been enrolled at least part of the reporting school year for 90 or more consecutive days. However, if they enrolled over different reporting school years they should not be double counted across reporting years.

Also, these students need to be unduplicated so please do not add stays together to obtain a 90-day enrollment. If students have taken more than one post-test, report only the results of the most recent test.

Assessments used for collection of this data should be appropriate for pre- and post-test use. Standardized, statewide assessments are only appropriate if they are administered more than once during a school year. Test results can be collected and/or converted to grade level equivalents.

- 1) Enter the number of long-term students who tested at or above grade level upon entry. The number of long-term students tested below grade level should not exceed the total number of long-term students that were identified earlier on Page 3 of the report.
- 2) Enter the number of long-term students who tested below grade level upon entry. The number of long-term students tested below grade level should not exceed the total number of long-term students that were identified earlier on Page 3 of the report.
- 3.) Enter the number of long-term students who took both the pre- and post-test reading exams. The number entered here should be less than or equal to, but not more than the number of long-term students who tested at or above, or below grade level upon entry.
- 4.) Indicate the number of students from row 3 (number of long-term students who took both the pre- and post-test reading exams) who showed negative grade-level change from the pre- to the post-test exam.
- 5.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test reading exams) who showed no change in grade level from the pre- to the post-test exam.
- 6.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test reading exams) who showed improvement of up to one-half grade level from the pre- to post-test exams.
- 7.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test reading exams) who showed improvement from one-half up to one full grade level from the pre- to post-test exams.

8.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test reading exams) who showed improvement of more than one full grade level from the pre- to post-test exams.

VI. TABLE VI

ACADEMIC PERFORMANCE IN MATH OF LONG-TERM STUDENTS SERVED IN AT-RISK, NEGLECTED, JUVENILE DETENTION/JUVENILE CORRECTIONS, AND OTHER PROGRAMS

Again, the criteria for reporting student assessment in mathematics are near identical to reading.

Long-term students are considered students who have been enrolled at least part of the reporting school year for 90 or more consecutive days. However, if they enrolled over different reporting school years they should not be double counted across reporting years.

Also, these students need to be unduplicated so please do not add stays together to obtain a 90-day enrollment. If students have taken more than one post-test, report only the results of the most recent test.

Assessments used for collection of this data should be appropriate for pre- and post-test use. Standardized, statewide assessments are only appropriate if they are administered more than once during a school year. Test results can be collected and/or converted to grade level equivalents.

1) Enter the number of long-term students who tested at or above grade level upon entry. The number of long-term students tested below grade level should not exceed the total number of long-term students that were identified earlier on Page 3 of the report.

2) Enter the number of long-term students who tested below grade level upon entry. The number of long-term students tested below grade level should not exceed the total number of long-term students that were identified earlier on Page 3 of the report.

3.) Enter the number of long-term students who took both the pre- and post-test math exams. The number entered here should be less than or equal to, but not more than the number of long-term students who tested at or above, or below grade level upon entry.

4.) Indicate the number of students from row 3 (number of long-term students who took both the pre- and post-test math exams) who showed negative grade-level change from the pre- to the post-test exam.

5.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test math exams) who showed no change in grade level from the pre- to the post-test exam.

6.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test math exams) who showed improvement of up to one-half grade level from the pre- to post-test exams.

7.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test math exams) who showed improvement from one-half up to one full grade level from the pre- to post-test exams.

8.) Enter the number of students from row 3 (number of long-term students who took both the pre- and post-test math exams) who showed improvement of more than one full grade level from the pre- to post-test exams.

VII. SUBMISSION

This is the final page which will give you the option to print, and submit the report.

Thank you for helping us provide the U.S. Department of Education with quality data!