



# Consolidated State Performance Report (CSPR) Training 2024

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*June 2024*





# Agenda

- Purpose
- Continuous Improvement Cycle
- Reporting
- Evaluating
- Data Collection
- Data Submission
- Data Quality
- Closing



# Purpose



# Purpose of CSPR

- Federal funding for Title I, Part D, subpart 1 and 2 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.

# Continuous Improvement Cycle

# Continuous Improvement Cycle



# Reporting

# Consolidated State Performance Report (CSPR)

- Administered by the United States Department Of Education (ED)
- 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





# Consolidated State Performance Report (CSPR)

- LEAs submit data for the following indicators:
  - student and facility counts;
  - facility type (new this year);
  - 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.



# 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.



# Data Collection

# CSPR Overview Page

## Program Guidance and Instruction

### 2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

This report collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students. Throughout this section:

Report data for the program year of July 1 through June 30.

Count programs/facilities based on how the program was classified to ED for funding purposes.

- The new reporting instrument will be in ePlan under the Data and Information tab.
- The overview page gives the purpose of the data reporting and relevant citations
- The page will also contain the new facility type definitions required this reporting year.

# Type of Facility

Use the definitions listed below:

Term	Definition
<b>Adult Corrections</b>	An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense.
<b>Community Day Programs</b>	The term "community day program" means a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.
<b>Juvenile Detention Centers</b>	A juvenile detention center is a shorter-term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
<b>Shelters</b>	A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. The Department notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.
<b>Group Homes</b>	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
<b>Ranch/Wilderness Camps</b>	A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.
<b>Residential Treatment Centers</b>	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (substance abuse, sex offender, mental health, etc.) in conjunction with residential care. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
<b>Long-Term Secure Juvenile Facilities</b>	A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision.

- ED is now requiring that LEA's report the type of facility, using their definitions, in the CSPR data this year

# CSPR Reporting Page

Facility Details		
* Facility Name <input type="text"/>	* Neglected or Delinquent Facility Select... ▼	* Select the type of facility. - Facility Type is based on the Child Count submitted the same Fiscal Year. Data should provide ALL students enrolled during July 1 - June 30 for the fiscal year being reported. Select... ▼

- The LEA will complete a separate CSPR reporting page for each facility.
- Enter Facility Name
- Choose Neglected or Delinquent from the drop-down menu
- **\*New\*** Select the Type of Facility from the drop-down menu
  - Refer to the definitions on the Overview page or in the TA guide



# 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.

- *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.

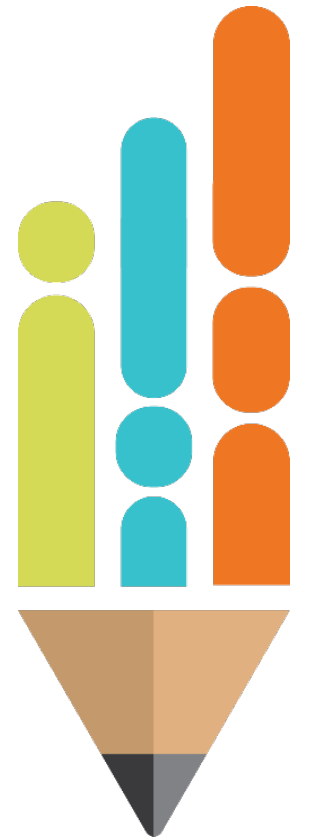




# Student Counts (Unduplicated Count)

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



# 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 the grade level the student was in when he/she left the facility OR the grade level at the end of the reporting year (June 30) if the student is still enrolled.
- Report gender of the student as either male or female.



# CSPR Reporting Page

All fields are required. Use 0 where appropriate.

## STUDENT DEMOGRAPHICS - UNDUPLICATED COUNT

**Gender** - This is an Unduplicated Count (ONE TIME) count of students who were served between July 1 and June 30 of the fiscal year being reported. Students are only counted once, regardless of the number of times of re-entry.

Male	Female	Total - Gender
* <input type="text"/>	* <input type="text"/>	<input type="text" value="0"/>

**Race/Ethnicity** - This is an Unduplicated Count (ONE TIME) count of students who were served between July 1 and June 30 of the fiscal year being reported. Students are only counted once, regardless of the number of times of re-entry. The total count must match the Total-Gender count.

American Indian or Alaska Native	* <input type="text"/>
Asian	* <input type="text"/>
Black or African American	* <input type="text"/>
Hispanic/Latino	* <input type="text"/>
Native Hawaiian or Other Pacific Islander	* <input type="text"/>
White	* <input type="text"/>
Two or More Races	* <input type="text"/>
<b>TOTAL - RACE/ETHNICITY</b>	<input type="text" value="0"/>

# CSPR Reporting Page

Age - This is an Unduplicated Count (ONE TIME) count of students who were served between July 1 and June 30 of the fiscal year being reported. Students are only counted once, regardless of the number of times of re-entry. The total count must match the Total-Gender and Race/Ethnicity count.

3-5 years old	*	<input type="text"/>
6 years old	*	<input type="text"/>
7 years old	*	<input type="text"/>
8 years old	*	<input type="text"/>
9 years old	*	<input type="text"/>
10 years old	*	<input type="text"/>
11 years old	*	<input type="text"/>
12 years old	*	<input type="text"/>
13 years old	*	<input type="text"/>
14 years old	*	<input type="text"/>
15 years old	*	<input type="text"/>
16 years old	*	<input type="text"/>
17 years old	*	<input type="text"/>
18 years old	*	<input type="text"/>
19 years old	*	<input type="text"/>
20 years old	*	<input type="text"/>
21 years old	*	<input type="text"/>
<b>TOTAL - AGE</b>		<input type="text" value="0"/>

# CSPR Reporting Page

Grade Level - This is an Unduplicated Count (ONE TIME) count of students who were served between July 1 and June 30 of the fiscal year being reported. Students are only counted once, regardless of the number of times of re-entry. The total count must match the Total-Gender and Race/Ethnicity count.

Pre-K	*	<input type="text"/>
K	*	<input type="text"/>
1	*	<input type="text"/>
2	*	<input type="text"/>
3	*	<input type="text"/>
4	*	<input type="text"/>
5	*	<input type="text"/>
6	*	<input type="text"/>
7	*	<input type="text"/>
8	*	<input type="text"/>
9	*	<input type="text"/>
10	*	<input type="text"/>
11	*	<input type="text"/>
12	*	<input type="text"/>
Ungraded	*	<input type="text"/>
<b>Total - Grade Level</b>		<input type="text" value="0"/>

# CSPR Reporting Page

Total Unduplicated Count - Race, Gender, Age, and Grade totals must be equal.	
Total Counts Reported Above	
Total Gender	<input type="text" value="0"/>
Total Race	<input type="text" value="0"/>
Total Age	<input type="text" value="0"/>
Total Grade	<input type="text" value="0"/>

- The unduplicated count should be **equal** to the subtotals for each demographic category, and all demographic category counts should be equivalent to each other.
  - *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, the grade level total should equal 120, and the age counts should equal 120.*

# CSPR Reporting Page

NUMBER OF STUDENTS SERVED	
Total Number of Students Served - <i>Students can be counted more than once.</i>	* <input type="text"/>
Average Number of Days Served - <i>The average number of days students are served with Title I, Part A Neglected or Title I, Part D funding.</i>	* <input type="text"/>
Cumulative Number of Days - <i>Cumulative number of days refers to the number of days that students were enrolled in the 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.</i>	* <input type="text"/>
Total Unduplicated Students - <i>Unduplicated means that each student is only counted once, regardless of how many times he/she enters/exits the program.</i>	* <input type="text"/>
Average Length of Stay - <i>The Average Length of Stay for students during the reporting period. (Average Length of Stay = Cumulative Number of Days divided by Total Unduplicated Students)</i>	<input type="text"/>

- All students who benefitted from Title I, Part A or Title I, Part D programming or services during the school year should be included in the CSPR. There is no length-of-stay requirement.
- **Total Number of Students Served** is a duplicate count.



# CSPR Reporting Page

NUMBER OF STUDENTS SERVED	
Total Number of Students Served - <i>Students can be counted more than once.</i>	* <input type="text"/>
Average Number of Days Served - <i>The average number of days students are served with Title I, Part A Neglected or Title I, Part D funding.</i>	* <input type="text"/>
Cumulative Number of Days - <i>Cumulative number of days refers to the number of days that students were enrolled in the 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.</i>	* <input type="text"/>

- **Average Number of Days Served** is collected as the average number of days students are served with Title I, Part A Neglected or Title I, Part D funding.
- The calculation of this number depends on the purchases that the individual facilities have made with title funds.
- If the youth at the facility have access to library books, electronic programming and/or equipment, or other items/services (CTE focused, transition services, tutoring, etc.) on the weekends, the number of days calculation will include non-school days as well as the number of instructional days.
- If the youth at the facility only access items/services purchased through title funds during instructional school days, the number of days calculation will **ONLY** include the average number of instructional days.
- **Note:** This calculation will be individual to each facility based on their purchases under the title

# CSPR Reporting Page

NUMBER OF STUDENTS SERVED	
Total Number of Students Served - <i>Students can be counted more than once.</i>	* <input type="text"/>
Average Number of Days Served - <i>The average number of days students are served with Title I, Part A Neglected or Title I, Part D funding.</i>	* <input type="text"/>
Cumulative Number of Days - <i>Cumulative number of days refers to the number of days that students were enrolled in the 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.</i>	* <input type="text"/>
Total Unduplicated Students - <i>Unduplicated means that each student is only counted once, regardless of how many times he/she enters/exits the program.</i>	* <input type="text"/>
Average Length of Stay - <i>The Average Length of Stay for students during the reporting period. (Average Length of Stay = Cumulative Number of Days divided by Total Unduplicated Students)</i>	<input type="text"/>

- **Cumulative Number of Days** is the sum of all days for all students served.
- Enter the cumulative number of days as the number of days that all students were enroll in the 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 days.

# CSPR Reporting Page

NUMBER OF STUDENTS SERVED	
Total Number of Students Served - <i>Students can be counted more than once.</i>	* <input type="text"/>
Average Number of Days Served - <i>The average number of days students are served with Title I, Part A Neglected or Title I, Part D funding.</i>	* <input type="text"/>
Cumulative Number of Days - <i>Cumulative number of days refers to the number of days that students were enrolled in the 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.</i>	* <input type="text"/>
Total Unduplicated Students - <i>Unduplicated means that each student is only counted once, regardless of how many times he/she enters/exits the program.</i>	* <input type="text"/>
Average Length of Stay - <i>The Average Length of Stay for students during the reporting period. (Average Length of Stay = Cumulative Number of Days divided by Total Unduplicated Students)</i>	<input type="text"/>

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

# Average Length of Stay

- 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 will be calculated by the instrument.
- **Note:** This calculation **cannot** be edited since it is populated by the instrument.

(Average Length of Stay = Cumulative Number of Days divided by Total Unduplicated Students)



# CSPR Reporting Page

## TYPES OF STUDENTS SERVED

Students with Disabilities - This refers to the number of students receiving special education services while place in the program.	* <input type="text"/>
Limited English Proficiency Students - This refers to students who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.	* <input type="text"/>

- Enter the total number of students that receive special education services.
- Enter the total number of students with Limited English Proficiency.

# Academic & Vocational Outcomes in the Program

- One way that data are collected is **In Facility**.
  - **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.



# CSPR Reporting Page

## ACADEMIC AND VOCATIONAL OUTCOMES WHILE IN THE FACILITY

In the fields below, please indicate the total number of students who achieved an outcome while enrolled at the facility. - As a reminder, students may have more than one outcome.

Earned high school course credits	*	<input type="text"/>
Enrolled in the GED program	*	<input type="text"/>
Earned a GED (a "one-time outcome" per student)	*	<input type="text"/>
Obtained a high school diploma (a "one-time outcome" per student)	*	<input type="text"/>
Accepted and/or enrolled in post-secondary education - cannot include courses offered within the program	*	<input type="text"/>
Enrolled in job training course/program	*	<input type="text"/>
Obtained employment	*	<input type="text"/>
No Academic Outcome	*	<input type="text"/>

- Enter the total number of students who achieved an outcome while in the facility.
- **Student counts, not outcome counts**
  - These counts reflect the number of students attaining a specific outcome. **They are not counts of the outcome itself.**
    - Example: If a student earns four credits while in the program, this will only count as one outcome.



# 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.







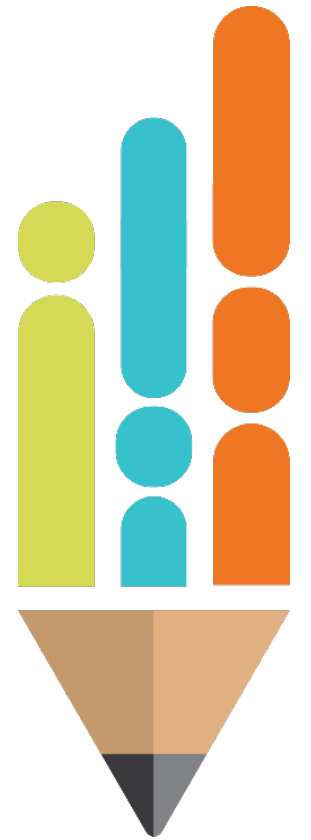
# Academic & Vocational Outcomes

- **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.
    - 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.



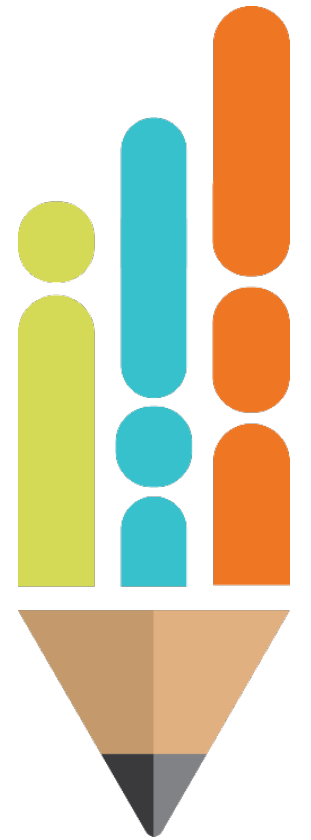
# Academic & Vocational Outcomes in the Program

- **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 & Vocational Outcomes in the Program

- **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
- **Accepted or enrolled in postsecondary education:** The number of students accepted and/or enrolled in independent postsecondary programs





# Academic & Vocational Outcomes in the Program

- **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



# CSPR Reporting Page

**TRANSITION SERVICES** - Transition Services are services that help a student return and be productive in his/her communities through continued education, vocational training, or employment.

\* Number of students who received transition services

- **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.





# Academic and Vocational Outcomes 90 Days After Exit

- Another way that data are collected is **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.*



# CSPR Reporting Page

## ACADEMIC AND VOCATIONAL OUTCOMES AFTER EXITING THE FACILITY

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

Earned high school course credits	* <input type="text"/>
Enrolled in the GED program	* <input type="text"/>
Enrolled in a local school district ( <i>Each student should only be counted as enrolling in a local school district up to 90 days after exit. Enrolling in a local district is a "one-time outcome" per student.</i> )	* <input type="text"/>
Earned a GED ( <i>a "one-time outcome" per student</i> )	* <input type="text"/>
Obtained a high school diploma ( <i>a "one-time outcome" per student</i> )	* <input type="text"/>
Accepted and/or enrolled in post-secondary education	* <input type="text"/>
Enrolled in job training course/program	* <input type="text"/>
Obtained employment	* <input type="text"/>
No Academic Outcome	* <input type="text"/>

- Enter the number of students who achieved an outcome within the 90 calendar days after exiting the facility.



# Importance of Collecting 90 Day Outcomes

- ED requires that all programs receiving Title I, Part D, Subpart 1 and 2 funding collect these outcomes.
- This was a finding of non-compliance when the department was monitored by ED.
- These outcomes can provide vital data in planning and evaluating the effectiveness of your programming.



# Collecting 90 Day Outcomes

- Must attempt to collect the outcomes from each student.
  - The attempt must be **within** 90 days of exit.
    - Example: The transition coordinator contacts all students that have exited the previous 30 days on the 15th of each month.
  - Note that the term is "*attempt*."
    - Students are transient and parents are usually reluctant to answer the phone to talk to the facility after the student exits
  - Documentation must be maintained to prove the attempt was made.
    - Example: Call log or email chain
  - Outcomes **can** be collected through the caseworker for the child.





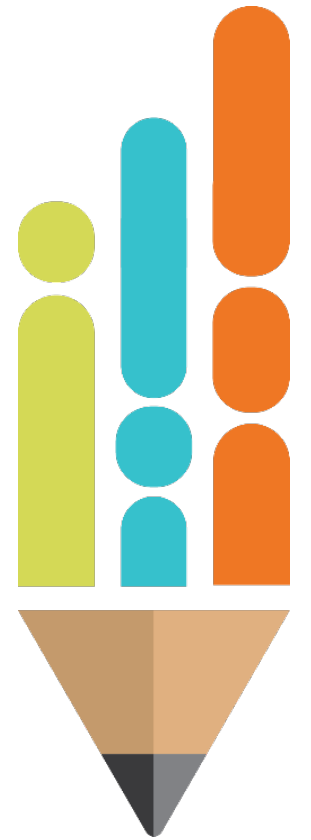
# Academic and Vocational Outcomes 90 Days After Exit

- **Enrolled in their local LEA or school:** The number of students who returned to or enrolled in local LEA schools (external to the juvenile justice system)
- **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 90 Days After Exit

- **Earned high school course credits:** The number of students who earned transferable high school course credits
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# Academic and Vocational Outcomes 90 Days After Exit

- **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



# CSPR Reporting Page

## LONG TERM STUDENTS

\* Total Number of Long-Term Students - Long Term Students are students who have been in the program for 90 days or more.

## PERFORMANCE DATA (Based on most recent Initial and Follow-Up Assessment Data)

Performance Data	Math	English
Count of long-term students who took the Initial Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students who tested AT OR ABOVE grade level on the Initial Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students who tested BELOW grade level on the Initial Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students who took the Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students with POSITIVE grade level change from the Initial to Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students with NEGATIVE grade level change from the Initial to Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students with NO change in grade level from the Initial to Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students with improvement up to one full grade level from the Initial to Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>
Count of long-term students with improvement more than one full grade level from the Initial to Follow-Up Assessment	* <input type="text"/>	* <input type="text"/>

- Enter the total number of students who have been enrolled in the program for 90 days or more.
- Start date for long-term student counts is when the student's enrollment within the facility begins, not necessarily when their educational programming begins.



# Academic Achievement (Unduplicated Count)

- Initial- and follow up- testing in math and reading within the program
  - 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.
- Five categories for reporting reading and math achievement
  - Positive grade level change
  - Negative grade level change
  - No change in grade level
  - Improvement up to one full grade level
  - Improvement of more than one full grade level

**Reminder:** These results are reported for **long-term students**. The number tested cannot be larger than the number of reported long-term students.



# Data Submission



# 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.

Facility	LEA
<ul style="list-style-type: none"><li>• Collect data on each individual student as they enter and exit the program</li><li>• Aggregates data and sends to the LEA at the end of the reporting period (early July) or sooner</li></ul>	<ul style="list-style-type: none"><li>• Collects aggregate data from facility</li><li>• Verifies data</li><li>• Submits aggregate data to the department via the new ePlan instrument</li></ul>



# Data Submission

- **Step 2:** Facilities must then aggregate their data before sending to the LEA.
- **Step 3:** LEAs will verify data and then input the aggregate data from each facility into a separate page in the ePlan instrument. The instrument is due to the department by **August 1, 2024**.
  - Example: If there are two facilities within this LEA, then two separate pages will be completed, etc.
- **Step 4:** The department will review and verify data before sending to ED.



# 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.





# Tips for Checking Your Data Quality

## cont.

- **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.

- **Post-Discharge Outcomes**

- Ensure that the program is collecting post-discharge outcomes (within 90 days of exit) and reporting those numbers to be submitted to the department.



# Closing



# Contact Information

- **Erin Christian** | Juvenile Justice, N&D  
Subpart 1  
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# Thank You!

Questions?

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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:

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