

Program for the Education of Children and Youth
Who Are Neglected, Delinquent, or
At Risk of Educational Failure
(Title I, Part D)

**Annual Program Performance Report
School Year 2007–08**



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Contributors to this report included Sarah Bardack, Dory Seidel, Stephanie Lampron, and Lou Danielson, along with other staff of NDTAC.

We appreciate the guidance of John McLaughlin—the Title I, Part D, Program Manager—who emphasizes the importance of providing high-quality educational services for students who are neglected, delinquent, or at risk of educational failure and the related need for accurate and quality data to support these efforts.

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Executive Summary

Title I, Part D—also known as The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk—of the Elementary and Secondary Education Act, as amended in 2001,¹ provides financial assistance to States for educational programs for students who are educated within the justice and child welfare systems and students who are at risk of educational failure. This report summarizes results from the fourth accountability data collection and reflects data submitted by all 50 States, the District of Columbia, and Puerto Rico.

During school year (SY) 2007–08, data were reported for approximately 484,306 students who were neglected, delinquent, or at risk (N or D) and served by the Title I, Part D, program. The program provided \$164,673,522 in supplemental education funding to State education agencies to distribute among State and local agencies with neglect, delinquent, and at-risk facilities and programs. Students served by Part D represented a diverse population and were enrolled in a wide variety of programs and institutional settings. Juvenile detention and juvenile corrections represented the most common settings that received funds. Students also participated through adult correctional facilities or facilities that served students who were neglected (e.g., group homes) or at risk of dropping out.

The information presented in this report suggests that the Part D program is succeeding in meeting its goals by helping to (1) improve educational services for students who are N or D so that they have the opportunity to meet challenging academic achievement standards, (2) provide students with services so that they can successfully transition from programs back into their schools and communities, and (3) prevent students from dropping out and provide supports for students who have either dropped out or are returning from correctional facilities.

The reported data show that students who are N or D improved their performance in core academic subject areas and while also earning course credits and diplomas. States also reported positive outcomes in the area of transition, for example:

- ❖ Nearly 45 percent of students earned one or more high school credits.
- ❖ Approximately 8 percent of students earned a high school diploma or equivalent.
- ❖ Nearly 33 percent of students returned to their local school districts upon exiting a facility or program.
- ❖ Nearly 70 percent of long-term students showed improvement on reading and math performance tests.

These results and related information continue to play an important role in Federal assessments of the program's effectiveness. In the most recent performance report, the program demonstrated improvement in four of five performance targets under the Government Performance and Results Act (GPRA).

The quality of the data collected for the Title I, Part D, program has improved every year, and data collection for SY 2007–08 reflected an even more complete and reliable data collection than previous years. The U.S. Department of Education continues to support States as they further improve the quality of their reported data and use those data to improve programming for students who are N or D.

¹ Also known as the No Child Left Behind Act (NCLB).

Introduction

Title I, Part D, of the Elementary and Secondary Education Act (ESEA)—as amended in 2001² and also known as The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk—is administered by the Office of Student Achievement and School Accountability Programs within the U.S. Department of Education’s (ED’s) Office of Elementary and Secondary Education. Title I, Part D, provides supplemental education funding to programs for children and youth who are neglected, delinquent, or at risk³ (N or D) through two separate programs:

- ❖ **The State Agency (SA) Program** (Title I, Part D, Subpart 1) was originally authorized in 1966 and serves youth in State-operated institutions or community day programs.
- ❖ **The Local Education Agency (LEA) Program** (Title I, Part D, Subpart 2) was originally authorized in 1994 and supports school district programs that collaborate with locally operated correctional facilities and programs for youth who are N or D.

Both programs under Title I, Part D, share the same purposes:

- ❖ Improve educational services for children and youth who are N or D so that they have the opportunity to meet challenging State academic content and achievement standards
- ❖ Provide children and youth who are N or D with services so that they can successfully transition from institutionalization to further schooling or employment
- ❖ Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education.⁴

This report summarizes results from the fourth comprehensive accountability data collection and reporting for Title I, Part D, programs overall, which reflects SY 2007–08. The report highlights data submitted by all 50 States, the District of Columbia, and Puerto Rico regarding the programs operated and students served with Part D funding. Data includes academic and vocational outcomes and academic performance of students in the program. Appendixes provide data summaries for the Nation and each State, with SA and LEA programs reported separately; summaries of programming by State; a glossary of terms; and a description of the analytic methods used for this report.

² Also known as the No Child Left Behind Act (NCLB).

³ The term “neglected”—when used with respect to a child, youth, or student—means an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law because of abandonment, neglect, or death of his or her parents or guardians. The term “delinquent”—when used with respect to a child, youth, or student—means an individual who resides in 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. The term “at risk”—when used with respect to a child, youth, or student—means a school-age individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1-year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

⁴ Section 1401. ESEA (2001).

History of Title I, Part D, and Data Collection

ESEA, as amended in 2001, established the first requirements for Title I, Part D, grantees to submit evaluation data to ED. The law requires all agencies that receive Title I, Part D, funds annually to evaluate the impact of their programs based on the following abilities of students:

- ❖ Maintain and improve educational achievement
- ❖ Accrue school credits that meet State requirements for grade promotion and secondary school graduation
- ❖ Transition to a regular program or other education program operated by an LEA
- ❖ Complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving a correctional facility or institution serving children and youth who are N or D
- ❖ Participate in postsecondary education and job training programs, as appropriate.⁵

After ESEA, as amended in 2001, was enacted, ED pursued the creation of a uniform model to help States evaluate their Part D programs. As a result, performance measures were developed to align with the evaluation requirements outlined above. Based on consultations with a panel of experts and practitioners in the fields of juvenile justice and education and reviews of existing literature and evaluation models,⁶ ED selected a set of 12 academic and vocational outcome and performance measures. These measures were established for the SY 2004–05 data collection.

The elements in the evaluation model include basic programming information, student demographics, and outcome data in the following areas:

- ❖ **Academic**—Earning transferrable high school course credits, transitioning to schools in a local district, accepting and enrolling in postsecondary education, enrolling in GED courses, attaining a GED or high school diploma, and pre- and posttest results in reading and math
- ❖ **Vocational**—Enrolling in elective job training, enrolling in external vocational training programs, and attaining employment upon release

All of the Title I, Part D, performance measures were vetted through ED’s Office of Student Achievement and School Accountability (SASA) Programs and incorporated into ED’s Consolidated State Performance Report (CSPR). This report focuses on the fourth year of CSPR data collection, which reflects data from SY 2007–08.

Interpreting the Data

National educational outcome data on students in N or D programs is currently limited. As such, the information collected and presented in this report provides a rare picture of the academic and vocational accomplishments of students who are N or D. However, several factors must be considered when interpreting the outcome data, including the nature of the funding, the program’s data collection format, and the diversity of students served under Title I, Part D.

⁵ Section 1431. ESEA (2001).

⁶ Existing models included Performance-Based Standards, developed by the Council of Juvenile Correctional Administrators; the Alternative Schools Accountability Model, used in California; and the Juvenile Justice Education Enhancement Program, used in Florida.

The Nature of Part D Funding

Title I, Part D, funds complement and supplement other funding sources that are dedicated to serving youth in the justice and child welfare systems. In SY 2007–08, the average per-pupil expenditure for the program was \$304, which represents only a portion of education funds that N or D programs receive among all potential State and local funding sources. As a result, the academic achievement and outcome results that are presented in this report cannot be attributed solely to funding support provided through Part D.

Data Collection Format and Reporting

The format of the data-reporting model limits the complexity of analyses and results presented in this report. All Part D data reported through CSPR are provided by States in aggregate form and do not include student-, school-, or facility-level data. Cross-tabulations—such as those that might examine outcomes by gender, age, race, or facility—are not possible within this dataset.

In relation to the academic performance data in reading and math, N or D programs typically have the flexibility to select the pre- and posttest assessments that are best suited to their populations. Few States require all SA or LEA programs to use the same assessment. Data presented in the academic performance section of this report reflect compilations of results from several reading and math testing instruments.

The information presented in this report reflects data as they were reported to ED. Improvements were made to the completeness and quality of data reported by States during the fourth collection (for SY 2007–08). However, in some cases, issues with data completeness and reliability still persist. The “Data Quality” section of this report examines data quality in greater detail, and Appendixes D and E provides specific notes on individual State pages.

Challenges in the Student Population

The population served by Part D is unique. Part D programs often serve students who are N or D with many academic challenges. For example, for SY 2007–08, States reported that most incoming long-term students tested below grade level in reading (55 percent) and math (56 percent).

Research on youth in the juvenile justice system supports this finding and further highlights that students with academic challenges are disproportionately concentrated in facilities for youth who are delinquent. According to one study, 9 to 76 percent of students in this population have learning disabilities.⁷ One study found that at least 37 percent of incarcerated youth are eligible for services under the Individuals with Disabilities Education Act (IDEA), whereas less than 9 percent of the overall public school population are eligible for the same services.⁸ Furthermore, some research has reported that as high as 70 percent of youth in the juvenile justice system have mental health issues.⁹ Youth in the juvenile justice system are also

⁷ Rutherford, R. B., Bullis, M., Anderson, C. W., & Griller-Clark, H. M. (2002). *Youth with disabilities in the correctional system: Prevalence rates and identification issues*. Retrieved October 10, 2008, from <http://cecp.air.org/juvenilejustice/docs/Youth%20with%20Disabilities.pdf>

⁸ Quinn, M., Rutherford, R., Leone, P., Osher, D., & Poirier, J. (2005). Youth with disabilities in juvenile corrections: A national survey. *Exceptional Children*, 71(3), 339–345.

⁹ Shufelt, J. L., & Coccozza, J. J. (2006, June). *Youth with mental health disorders in the juvenile justice system: Results from a multi-State prevalence study*. Retrieved October 6, 2008, from <http://www.ncmhjj.com/pdfs/publications/PrevalenceRPB.pdf>

culturally and linguistically diverse and many speak English as a second language.¹⁰ These challenges for students who are N or D should be kept in mind when reviewing the education data in this report.

¹⁰ Baltodano, H. M., Harris, P. J., & Rutherford, R. B. (2005). Academic achievement in juvenile corrections: Examining the impact of age, ethnicity and disability. *Education & Treatment of Children*, 28(4), 361–379.

Title I, Part D, Summary

For SY 2007–08, the Title I, Part D, program served approximately 484,306 students who were N or D by providing \$164,673,522 in supplemental educational funding to State education agencies (SEAs) to distribute to their SA and LEA programs. Students served by Part D were enrolled in a variety of programs and institutional settings and had opportunities to achieve several academic and vocational outcomes. Table 1 highlights the distribution of funding and the student population across SA and LEA programs.

In terms of Part D funding, Subpart 1 received 29 percent of funding, and Subpart 2 received 71 percent of funding. Similarly, Subpart 2 represents the majority of programs funded through Part D, as well as the number of students served. Over 70 percent of Part D programs and students served by Part D were reported for Subpart 2 whereas less than 30 percent of Part D programs, and students served by Part D were reported for Subpart 1.

Table 1. Comparison of SA and LEA Programs			
SY 2007–08	SA Programs (Subpart 1)	LEA Programs (Subpart 2)	Title I, Part D (Overall)
Total Funding	\$48,552,075 (29%)	\$116,121,447 (71%)	\$164,673,522
❖ Mean (by SEA)	\$933,964	\$2,233,105	\$3,167,069
❖ Median	\$678,165	\$907,525	\$1,585,690
❖ Range	\$84,432–\$3,358,536	\$5,086–\$2,800,462	\$89,518–\$6,158,998
Number of grantees	SEAs in all 50 States, District of Columbia, and Puerto Rico	LEAs in 44 States	All 50 States, District of Columbia, and Puerto Rico
Number of programs that reported receiving Part D funds	786 (20%)	3,229 (80%)	4,015
Number of students served (unduplicated)	131,860 (27%)	352,446 (73%)	484,306
Average length of stay	4.23 months	2.27 months	2.73 months

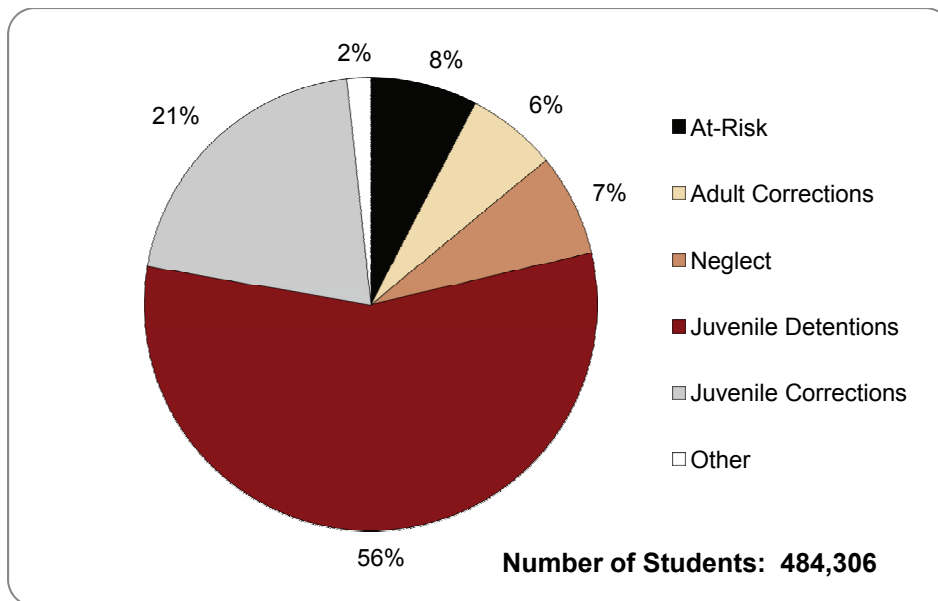
Note: For additional data and figures on SA and LEA programs, see the U.S. pages in Appendixes D and E.

Overall Student Enrollment and Characteristics

Student Enrollment

Of the 484,306 students who benefited from Part D funds, students were most commonly enrolled in either juvenile detention or juvenile correctional facilities (77 percent combined). Additional students were enrolled in facilities that served youth, who are neglected (e.g., group homes), in adult correctional facilities and through programs targeted at youth who are at risk (Figure 1). Appendix A provides additional information about the specific types of programs, per State and program type, that received funding.

Figure 1. Student Enrollment by Program Type

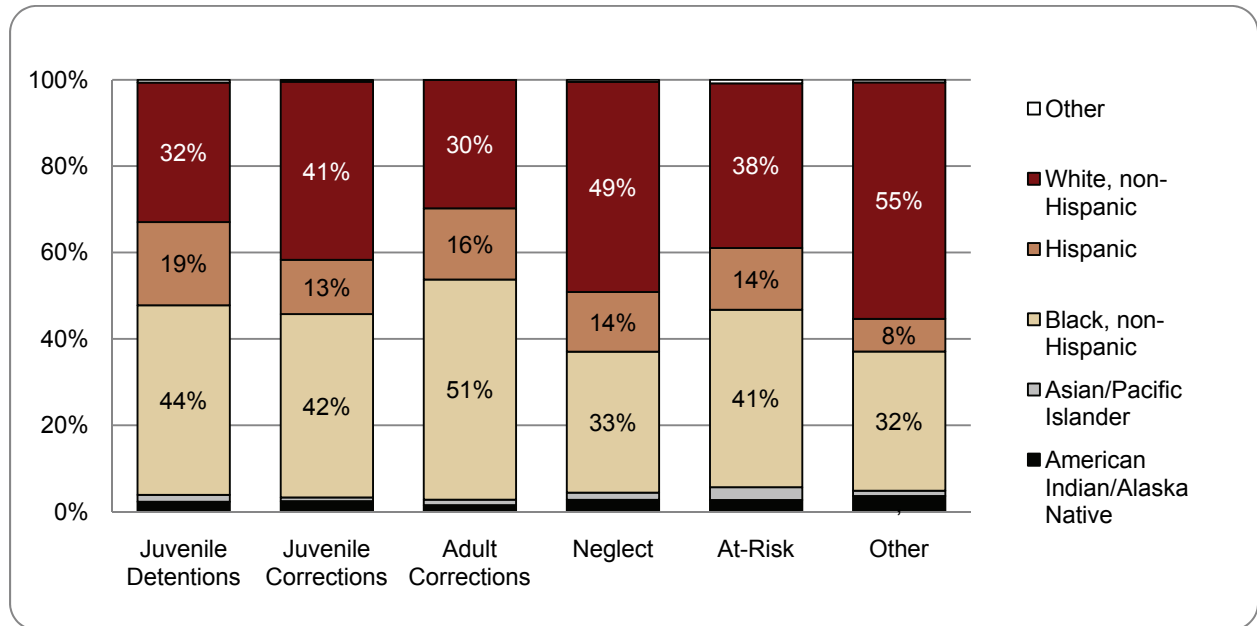


Note: Values represent unduplicated counts of students in facilities. Students who returned to the same location multiple times during the school year are counted only once.

Race/Ethnicity

During SY 2007–08, Part D programs served a racially diverse group of students, the majority of whom were black, non-Hispanic (43 percent); White, non-Hispanic (36 percent); or Hispanic (17 percent). Black, non-Hispanic students represented the majority of students enrolled in adult corrections programs, juvenile detention programs, juvenile corrections programs, and at-risk programs. White, non-Hispanic students represented the majority of students enrolled in neglect and other programs.¹¹

Figure 2. Student Enrollment by Race/Ethnicity and Program Type



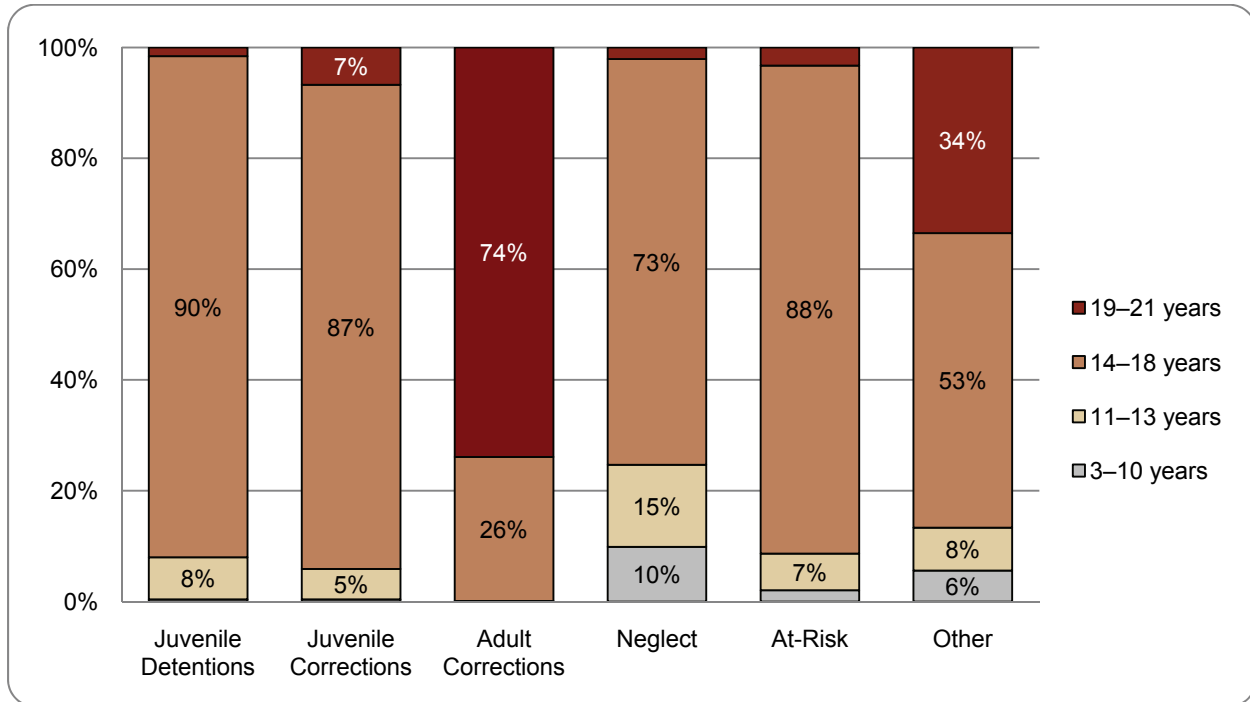
Note: The total unduplicated number of students reported by race/ethnicity per program type was 272,943 for juvenile detention programs; 99,915 for juvenile corrections programs; 31,121 for adult corrections programs; 35,304 for neglect programs; 36,912 for at-risk programs; and 8,129 for other programs.

¹¹ Due to space restrictions, labels for groups that represent less than 5 percent of the population are not displayed.

Age

The majority of students enrolled in Part D programs were between the ages of 14 and 18 (84 percent).¹² Within each N or D program area, the majority of students were 14- to 18-years old, except for adult corrections, where the majority of students were 19- to 21-years old.¹³

Figure 3. Student Enrollment by Age and Program Type



Note: The total number of students reported by age per program type was 273,012 for juvenile detention programs; 99,875 for juvenile corrections programs; 31,098 for adult corrections programs; 35,292 for neglect programs; 36,829 for at-risk programs; and 8,129 for other programs.

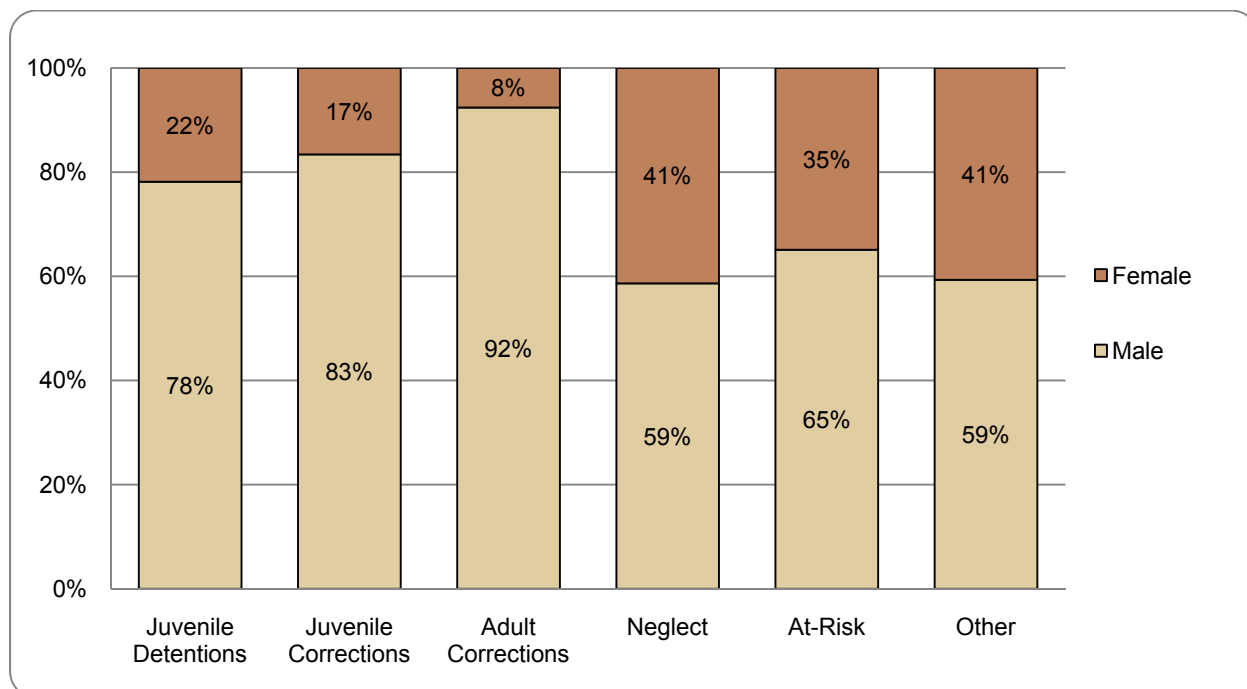
¹² Age-based data are collected on 3- to 21-year-old students.

¹³ Due to space restrictions, labels for groups that represent less than 5 percent of the population are not displayed.

Gender

The majority of students enrolled in Part D programs were male (77 percent), particularly in adult corrections programs where males comprised 92 percent of the student population. More females were enrolled in neglect, at-risk, and other programs than in juvenile detention programs, juvenile corrections programs, and adult corrections programs.¹⁴

Figure 4. Student Enrollment by Gender and Program Type



Note: The total unduplicated number of students reported by gender per program type was 273,093 for juvenile detention programs; 99,917 for juvenile corrections programs; 31,125 for adult corrections programs; 35,290 for neglect programs; 36,911 for at-risk programs; and 8,129 for other programs.

Overall Student Performance

Accountability provisions under ESEA, as amended in 2001, require agencies that receive Part D funds “to determine the program’s impact on the ability of participants to maintain and improve educational achievement” by using “appropriate measures of student progress.”¹⁵ The Federal reporting measures, as developed by ED, include 10 academic and vocational outcomes and student performance in reading and math. The 10 academic and vocational outcomes are reported for all students, regardless of the length of their enrollment in a program. Academic performance data (i.e., pre- and posttest results) are reported for only students who are enrolled in a program for 90 or more consecutive calendar days. These students are referred to as “long-term students.”

This section presents an overview of student performance results for SY 2007–08 and summarizes statistics of academic outcomes, academic performance of long-term students in reading and math, and vocational outcomes. In this report, the performance data for students

¹⁴ Due to space restrictions, labels for groups that represent less than 5 percent of the population are not displayed.

¹⁵ Section 1431. ESEA, as amended in 2001.

who are enrolled in both SAs and LEAs are combined to provide a unified overview of the accomplishments of programs that are receiving Title I, Part D, funds.¹⁶ The statutory purpose and evaluation framework that they share in common allows for the combined presentation. For SA and LEA program-specific results, refer to the U.S. summary pages in Appendixes D and E.

Academic Outcomes

The Part D evaluation focuses on measures and outcomes that are consistent with the purpose of Title I, Part D, and that align with the educational and transition goals of students in noninstitutional settings. Academic outcome measures include earning high school course credits, enrolling in GED programs, attaining a GED or high school diploma, and accepting or enrolling in postsecondary education. Academic outcome data are reported for all students who are enrolled in Part D programs and are not limited to students with longer lengths of stay.

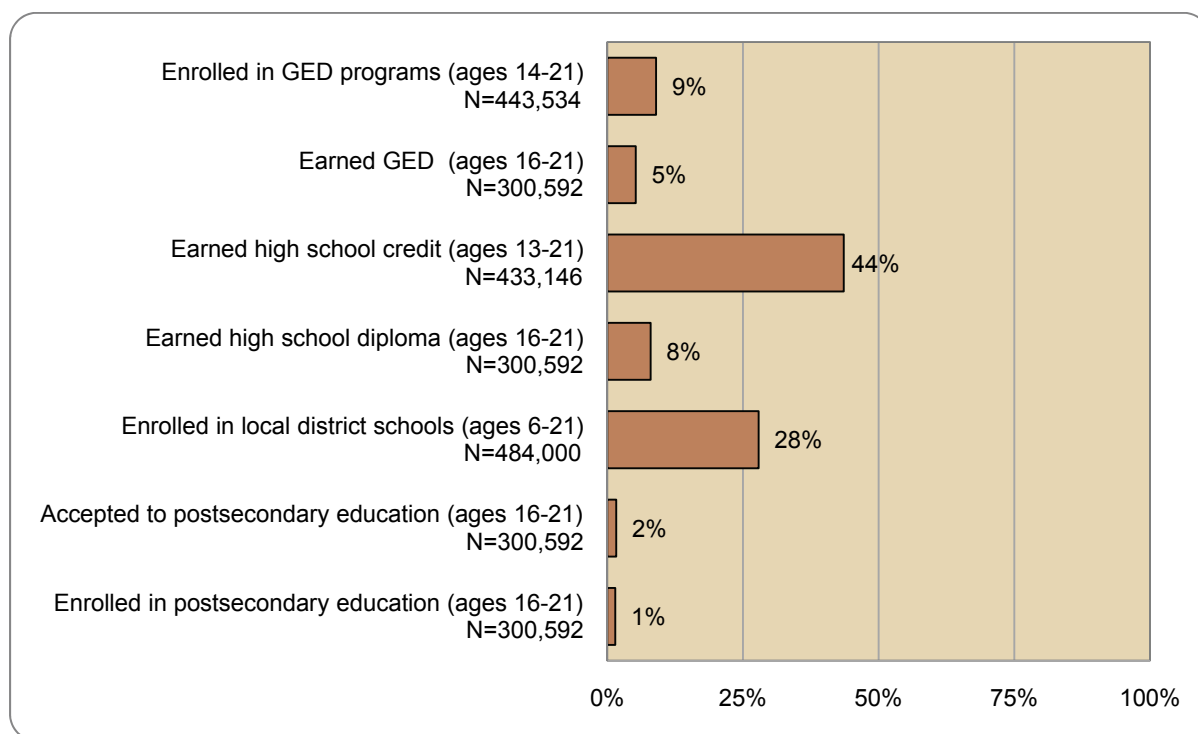
The reported data indicate that Part D students made measurable academic progress during SY 2007–08 (Figure 5). Across Part D programs, students achieved the following academic outcomes:

- ❖ More than 40 percent of students aged 13–21 earned high school course credits.¹⁷
- ❖ Nearly 10 percent of students aged 16–21 earned a high school diploma or equivalent
- ❖ Nearly 30 percent of students aged 6–21 enrolled in a local school district.

¹⁶ Combined data mask differences between SA and LEA programs. For example, students were enrolled for an average of 128 days in SA programs and 65 days in LEA programs. As such, direct comparisons between the programs for any specific performance metric are not appropriate.

¹⁷ Per methodology of the Government Performance Results Act (GPRA), calculations for the number of students earning high school course credits exclude the number of students enrolled in adult corrections programs.

Figure 5. Percentage of Students Attaining Specific Academic Outcomes



Note: N values represent the unduplicated number of age-eligible students. These numbers vary by indicator, depending on the States with data that could be included in the final calculations. Appendix C contains for more details about the methodology.

Academic Achievement of Long-Term Students in Reading and Math

For students in Title I, Part D, programs, academic assessments in reading and math are reported based on pre–posttest results.¹⁸ Because pre–posttests often are not sensitive enough to track progress over short stays, reading and math data are reported for long-term students only. “Long term” refers to students who are enrolled in a program for 90 or more consecutive calendar days. The progress of long-term students in reading and math is reported by grade level to determine how many students showed negative change, no change, or improvement between the pretest and most recent posttest. Data were also collected on the number of long-term students who tested below grade level upon entry to the program.¹⁹

An Alternative Measure of Academic Performance

For N or D programs, annual State accountability tests typically are not useful for tracking academic performance, because students residing in such programs frequently transition in and out of placement. As a result, students may not be enrolled on the day of the State assessment. As such, a review of a program’s performance based on the results would be inappropriate.

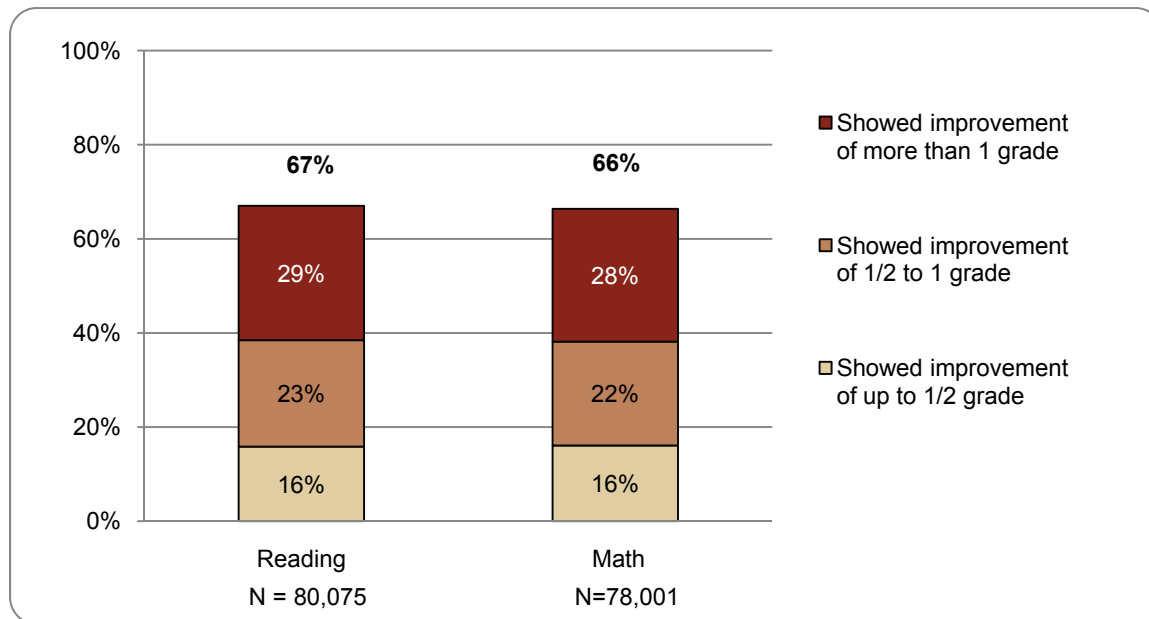
Taking these factors into account, ED supports the use of pretest and posttest scores in reading and math (for long-term students) to assess the academic achievement of students enrolled in N or D programs.

¹⁸ N or D programs individually select the pre- and posttest assessments best suited to their populations. Assessment data reflect State compilations of test results, typically from several reading and math assessment instruments.

¹⁹ Data were collected on only the number of long-term students who were reported to have both pre- and posttest results.

Among long-term students, 67 percent showed improvement in reading and 66 percent showed improvement in math²⁰ from their pretest to final posttest exams, before exiting the program (Figure 6).

Figure 6. Percentage of Long-Term Students Showing Improvement in Reading and Math



Note: N values represent the unduplicated number of long-term students who had data available for pretests and posttests.

Vocational Outcomes

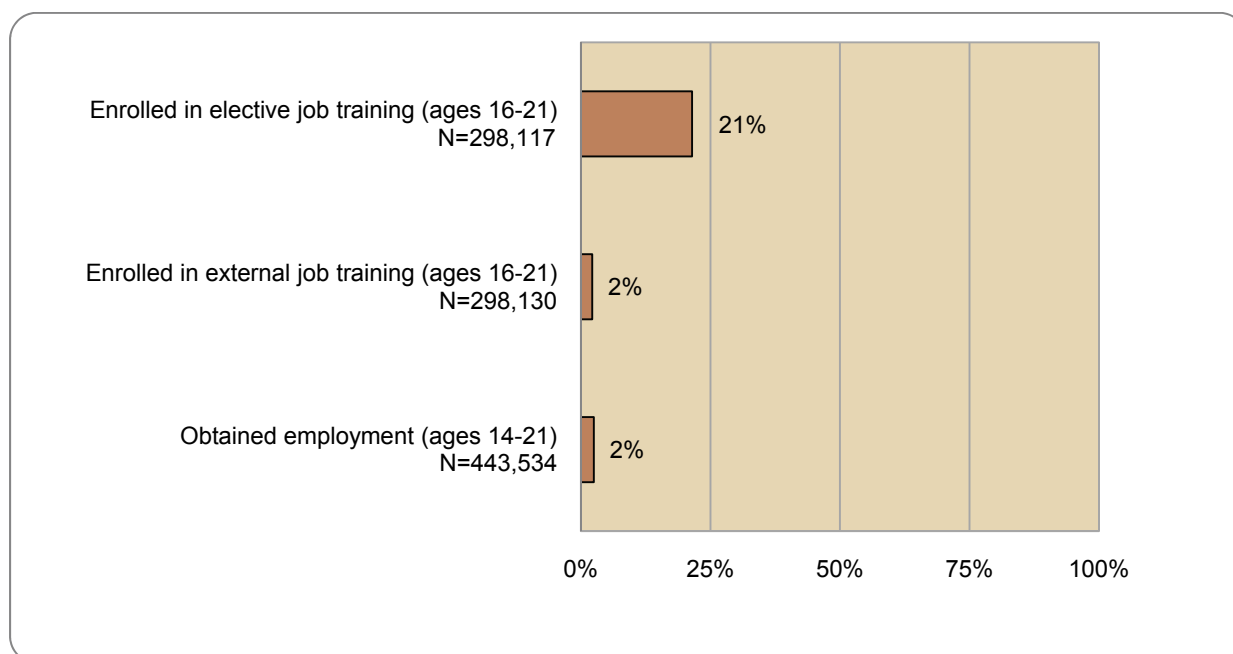
One of the main purposes of Title I, Part D, is to ensure that students in N or D programs develop skills that will assist them in making successful transitions back into the community and in obtaining employment. Three evaluation measures focus on vocational training and employment.

The reported data suggest that students in Part D programs made measurable progress toward obtaining vocational skills and/or employment in SY 2007–08 (Figure 7).²¹ Of the three vocational outcomes, students most commonly enrolled in elective job training. More than 20 percent of 16- to 21-year-old students enrolled in elective job training programs while enrolled in an N or D program or facility.

²⁰ “Improvement” from pre- to posttest assessments in reading and math is reported by States in one of three categories: improvement up to one-half grade level, improvement from one-half to one grade level, and improvement of more than one grade level.

²¹ Student counts are unduplicated, meaning individual students are not counted more than once for the same outcome. Individual students may be counted once for each outcome they achieved (e.g., once for enrolling in a job training program and once for obtaining employment).

Figure 7. Percentage of Students Attaining Vocational Outcomes



Note: N values represent the unduplicated number of age-eligible students. These numbers vary by indicator, depending on the States with data that could be included in the final calculations. Appendix C contains for more details about methodology.

Summary

The results demonstrated here suggest that the Part D program is contributing to States' efforts to fulfill the program's educational purpose and goals. Students in N or D programs are being offered the opportunity to meet educational standards similar to those of students in noninstitutional programs. Students in N or D programs are seizing those opportunities by improving their performance in core academic subject areas, earning high school course credits, and attaining GEDs and high school diplomas. States also reported positive outcomes for students who are transitioning back into schools and the community and for students who are enrolled in at-risk programs.

Federal Program Assessments

Beginning with its enactment in 1993, GPRA requires Federal agencies to develop performance measures for their major programs. Under GPRA, ED established and annually reports to Congress on the following performance measures for Title I, Part D:

- ❖ The percentage of long-term students who are N or D who improve reading skills, as measured through State-approved pre–post assessments.
- ❖ The percentage of long-term students who are N or D who improve math skills, as measured through State-approved pre–post assessments.²²

²² The achievement in math measure was added to performance reports in 2008. Data from SY 2005–06 set the baseline for this measure.

- ❖ The percentage of age-eligible students who are N or D who obtain a secondary school diploma or equivalent.
- ❖ The percentage of age-eligible students who are N or D who earn high school course credits.²³
- ❖ Cost per high school diploma or equivalent.

The SY 2007–08 data provided the third year of comparison with baseline data obtained during SY 2004–05. The Part D program has set an ambitious goal of a 5-percent annual increase for the educational outcome measures. For SY 2007–08, student performance increased for three of the four academic outcomes, although not at the 5-percent level (see table 2).

Table 2. GPRA Performance Measures for Title I, Part D, by School Year				
Indicator	SY 2004–05 Baseline	SY 2005–06 Actual	SY 2006–07 Actual	SY 2007–08 Actual
The percentage of N or D students who obtained a secondary school diploma or diploma equivalent	10.50%	11.23%	10.27%	11.78%
Cost per high school diploma or equivalent	\$5,095	\$4,421	\$4,974	\$4,418
The percentage of N or D students who earned high school course credits	—	—	50.06%	50.46%
The percentage of N or D students who improved reading skills	72.53%	70.11%	70.25%	71.13%
The percentage of N or D students who improved math skills	NA*	72.11%	72.85%	72.15%

Note: GPRA data reflect results from SA programs (Subpart 1).

* “NA” indicates data were not applicable, because the indicator was not included in the SY 2004–05 GPRA report.

²³ The baseline was reset for this indicator as greater age-specific data were collected in the CSPR and a more accurate definition of age-eligible students was defined as a result.

Data Quality

The Federal model for evaluating Title I, Part D, was first put into place for SY 2004–05. To assist States with the first year of reporting requirements and to prepare programs and facilities for data collection, ED provided technical assistance (TA) to SEA officials via technical conferences and training sessions, online presentations, and resources. While many important strides were made in establishing the new evaluation system, many limitations and issues remained in the SY 2004–05 dataset.

Before and after each annual data collection since SY 2004–05, ED has remained committed to providing TA around the data collection and reporting process and has worked closely with States to review their data in an effort to address data quality issues. The results of these TA efforts have been reflected in a marked improvement in the data reported. For the past three collections (SY 2005–06 to SY 2007–08), the number of States that were able to provide data has increased or stabilized and the data provided has improved in quality and usability.

The following section provides evidence of these improvements by presenting an overview of data quality in SA programs, as an example. Data quality is examined across two subcategories: data completeness and internal consistency.

Data Completeness

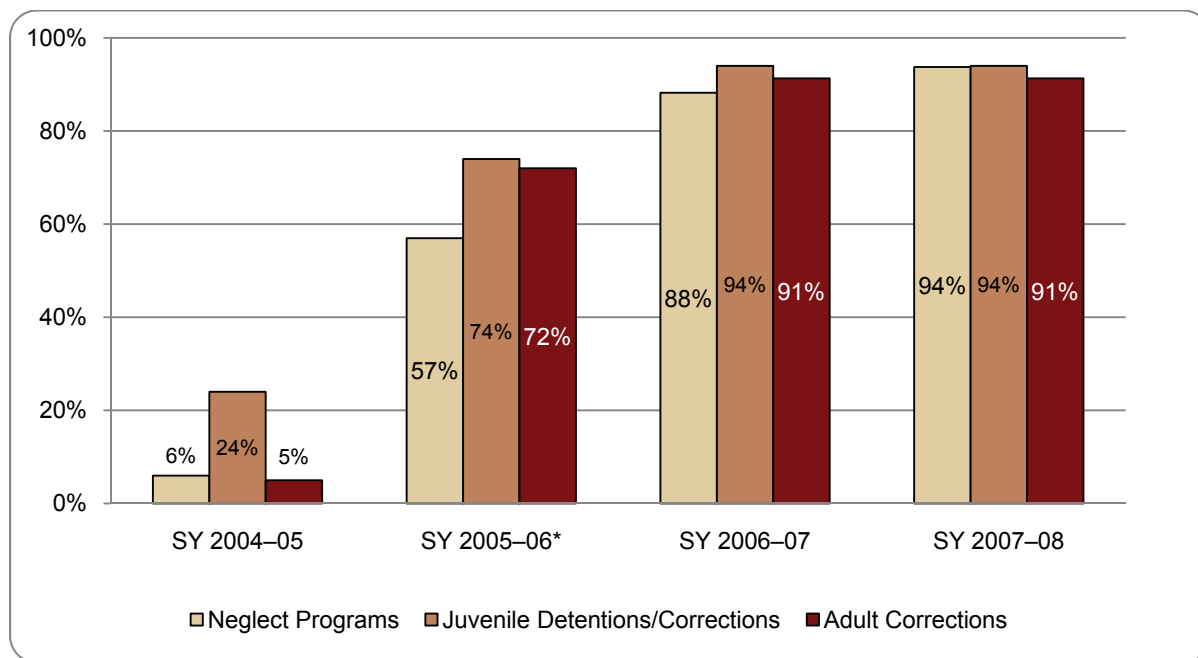
For the SY 2004–05 collection, numerous States could not report large portions of information. This was especially true for data about academic/vocational outcomes and academic performance data. For example, less than 20 percent of States provided complete outcome data for their SA programs. Data indicated a tremendous improvement by the second collection and overall a trend of improvement or maintenance of improvements has continued through the most recent collection. To illustrate the improvements in data completeness, Table 3 and Figure 8 provide an overview of States’ abilities to fulfill various reporting requirements during each collection year.

Table 3. Percentage of States Providing Student Participation Data (SA Programs)								
Type of Program	Unduplicated Student Counts				Average Length of Stay			
	SY 2004–05	SY 2005–06	SY 2006–07	SY 2007–08	SY 2004–05	SY 2005–06*	SY 2006–07	SY 2007–08
Neglect	82%	86%	100%	100%	76%	93%	94%	94%
Juvenile detention	68%	100%	100%	100%	74%	85%	100%	100%
Juvenile corrections	86%	100%	98%	98%	84%	98%	94%	96%
Adult corrections	93%	100%	98%	98%	75%	89%	96%	96%

Note: Percentages do not reflect the 52 grantees. Calculations are based on the number of States that provided funding for each program type per year, which may fluctuate. Appendix A provides details about programming per State for SY 2007–08.

* The methodology for reviewing data quality changed for SY 2005–06: Average length of stay was considered valid only if greater than zero.

Figure 8: Percentage of States Reporting on All 10 Academic and Vocational Outcome Indicators (SA Programs)



Note: Percentages do not reflect the 52 grantees. Calculations are based on the number of States that provided funding for each program type per year, which may fluctuate. Appendix A provides details about programming per State for SY 2007-08.

* The methodology for reviewing data quality changed in SY 2005-06: Average length of stay was considered valid only if greater than zero.

Internal Consistency

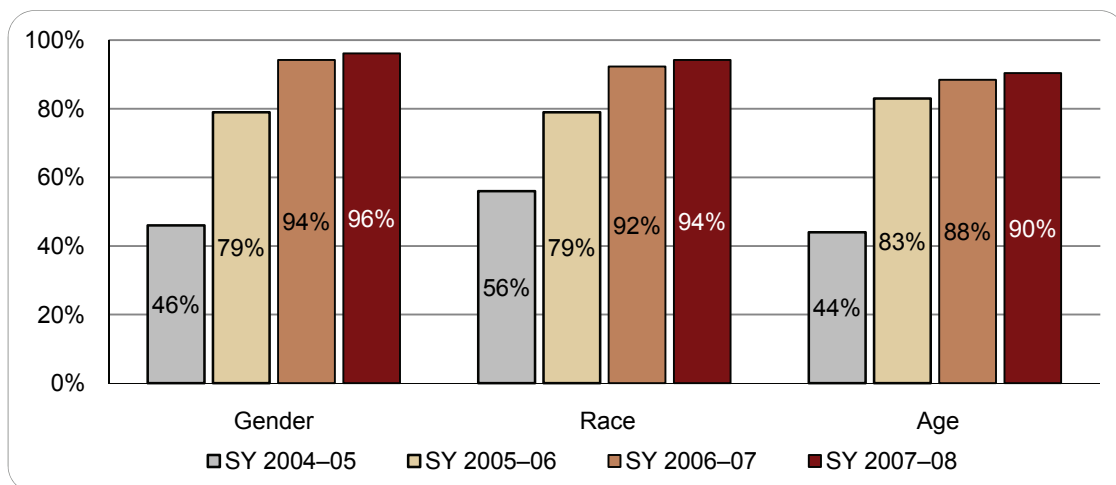
Data submitted for the initial collection also displayed problems related to internal consistency. For example, student counts did not always match across demographic categories (i.e., the sum of both gender groups did not always match the sum of all age groups, or the sum of race/ethnicity did not always equal the total number of students served). In other cases, the number of students reported as earning a particular outcome (e.g., a diploma) exceeded the total number of students in the eligible age range.²⁴ These and other issues severely affected analyses of the data and ED’s ability to accurately assess the performance of the program.

Again, marked improvements were evident during collection periods for subsequent years. During the first year, barely 50 percent of grantees provided reliable demographic data. But by the current fourth year (SY 2007-08), 90 percent of States provided SA program data that were aligned with student counts. This improvement across all demographic categories is displayed in Figure 9. The slower rate of progress for age data may be attributed to a change in the data collection format that occurred for SY 2006-07.²⁵

²⁴The age-eligible range refers to the number of students who could be reasonably expected to achieve that outcome, given their age.

²⁵ For SY 2007-08, the number of States that reported complete age data was slightly lower than the number of States that reported complete gender and race/ethnicity data. This is likely due to a change in the reporting format that occurred during SY 2006-07—that is, the age data changed from reporting in a categorical format (5-10 years, 11-15 years, 16-18 years, and 19-21 years) to reporting predominantly by each individual year (3- to 5-years old,

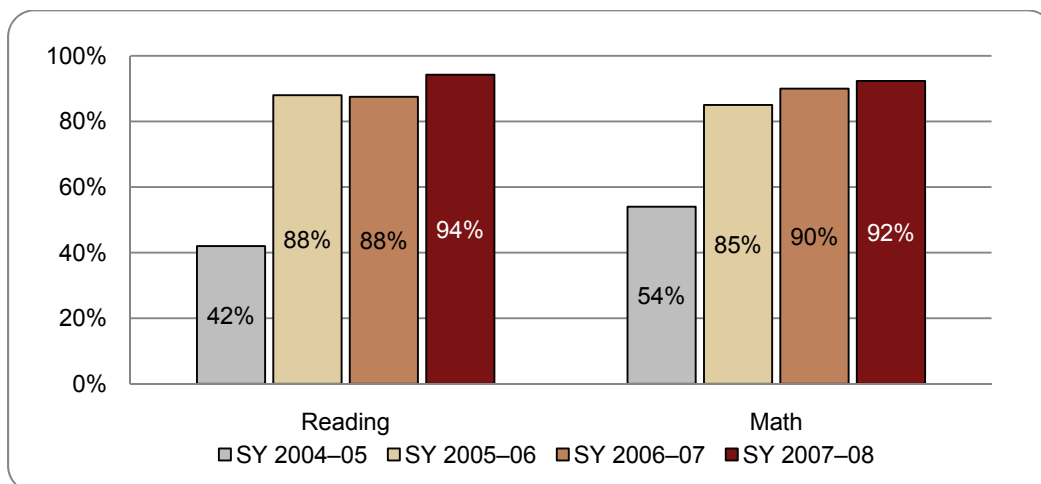
Figure 9. Percentage of States Providing Demographic Data That Aligned With the Overall Student Count (SA Programs)



Similarly, Figure 10 shows the improvement in States' abilities to provide consistent and complete academic performance data. States are asked to report (1) the number of students who have complete pre- and posttest data in reading and math and (2) the number of students who fall into one of several predefined areas of performance (e.g., negative, no change, and improved). One indicator of reliability is equality between those two data points.

Figure 10 shows that for SY 2004-05, only 42 percent and 54 percent of States reported data that aligned in reading and math, respectively. The number of States with aligned data has increased dramatically, with 94 percent and 91 percent of States reporting complete data for reading and math, respectively, for SY 2007-08.

Figure 10. Percentage of States in Which the Number of Students Reported Having Completed Pre- and Posttest Data Aligns With the Number of Students for Whom Test Results Were Reported (SA Programs)



6-years old, 7-years old, 8-years old, and so forth). States may have been updating their reporting systems to meet the new requirements during the CSPR reporting period.