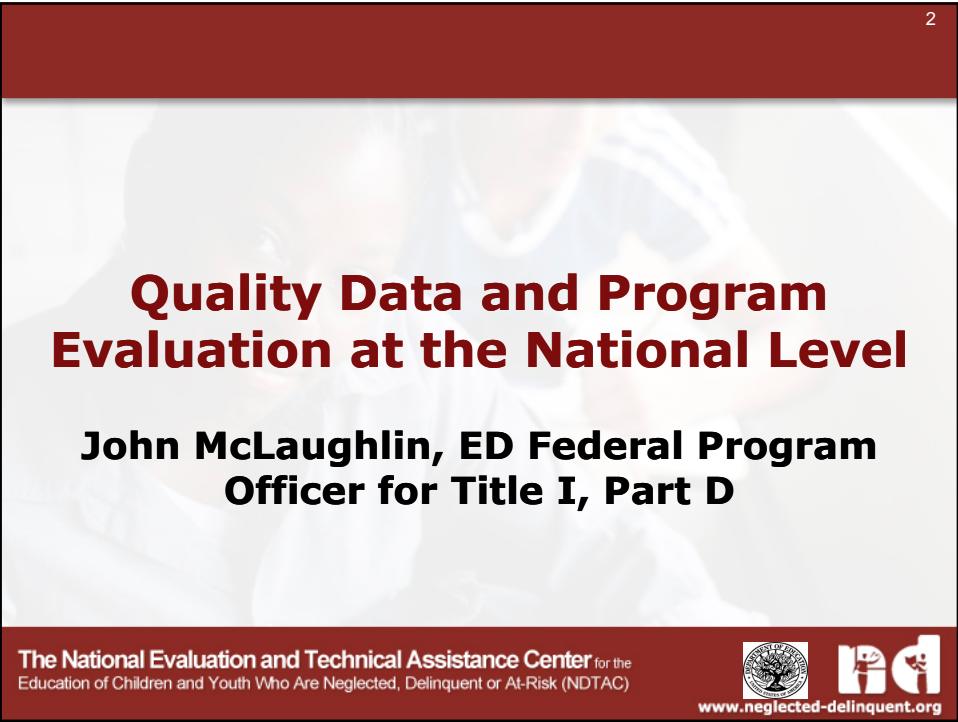


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**Disseminating Title I, Part D, Data:
Focusing on Quality Data and Program
Evaluation**

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2



**Quality Data and Program
Evaluation at the National Level**

**John McLaughlin, ED Federal Program
Officer for Title I, Part D**

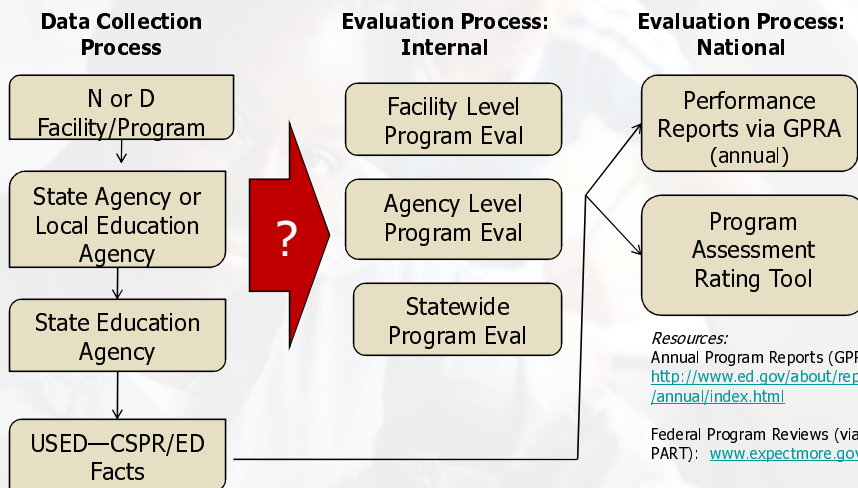
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Where do your data go? -Program Evaluation

3



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Where do your data go? -Dissemination

4

Where can the data be accessed?

Raw data:

- CSPR—Reports accessible by State on ED website (<http://www.ed.gov/admins/lead/account/consolidated/index.html>)

Analyses and Synthesis:

- *Annual Program Performance Report*: National results and State pages (downloadable document)
- State Fast Facts Pages
Online: www.neglected-delinquent.org/nd/data.asp
- NDTAC Data Briefs
- Webinars, conferences, presentations

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Measures of Program Performance

5

- **5 Indicators within the CSPR Reports Are Used for Assessing Title I, Part D, Program Performance*:**

1. Percent of students earning high school course credits
2. Percent of students demonstrating improvement in reading
3. Percent of students demonstrating improvement in math
4. Percent of students earning a high school diploma or equivalent
5. Average cost per high school diploma or equivalent

***Ambitious Targets:** The Title I, Part D, Program goal is a 5% increase in student outcomes per year; while student outcomes have improved, the 5% target has not been frequently met

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Title I, Part D, Performance Results

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<i>GPRA Indicator</i>	<i>2003-04</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08 (preliminary)</i>
Measure 1 The percentage of N or D students obtaining a secondary school diploma or diploma equivalent (goal: increase)	10.5	↑	↓	↑
Measure 2 The percentage of N or D students earning high school course credits (goal: increase)	55.95	↓	↑	↑
Measure 3 The percentage of N or D students who improve reading skills as measured on approved and validated measures (goal: increase)	72.53	↓	↑	↑
Measure 4 The percentage of N or D students who improve math skills as measured on approved and validated measures (goal: increase)		69.22	↑	↓
Efficiency Measure Cost per high school diploma or equivalent (goal: decrease)	\$5,095	↓	↑	↓

Results are based on data from State Agency Programs

Factors Impacting Data Analyses

7

Number of States Excluded from National Performance Reports from the 2005-2008 Collections

	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08*
Number of States Excluded from 1 or More of the 5 Outcome Calculations	14	10	7	5

Data Problems Impacting Analyses in Federal Reporting

- Problems with age data
 - Missing data, cannot disaggregate, or not and unduplicated count unequal
- Number of students achieving outcomes is greater than number of age-appropriate students
- Key outcomes not reported (credits, diploma, GED, or academic performance)
- Number of students achieving outcomes is greater than number of age-appropriate students

*Represents preliminary estimates for SY 2007-08

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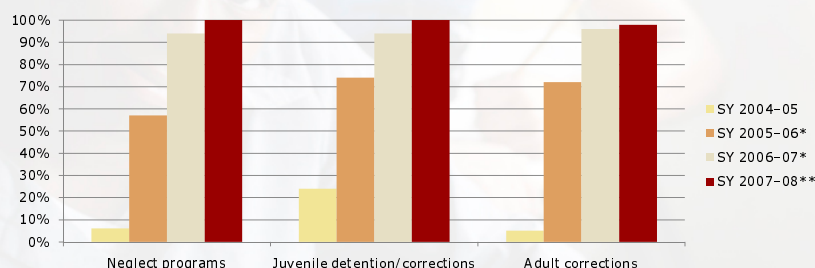
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Data Completeness Among State Agency Programs

8

Percent of States Reporting on All 10 Academic and Vocational Outcome Indicators

Across the collections, the ability of States to provide data has more than quadrupled from the first to most recent year.



* Percentages reflect the number of States that funded the particular program type within each year (varied from yr to yr).
 ** These are preliminary estimates for SY 2007-08

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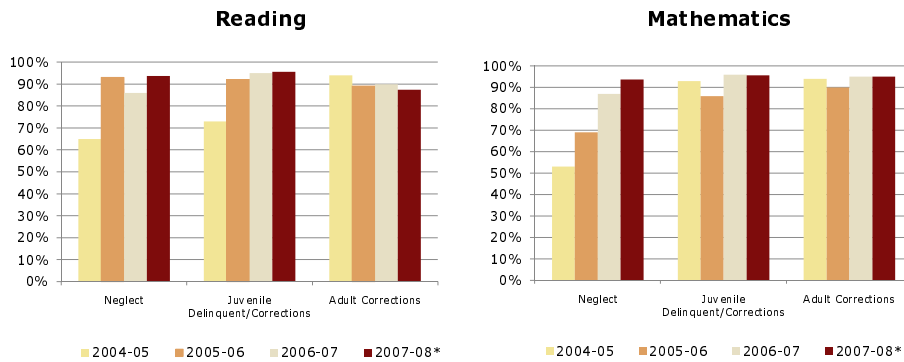


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Data Completeness Among State Agency Programs

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Percent of States Submitting Full or Partial Academic Performance Data



** These are preliminary estimates for SY 2007-08

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Data Completeness

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Percentage of States Submitting Program and Student Count Data

Program Type	Program counts				Unduplicated student counts*			
	04-05	05-06	06-07	07-08*	04-05	05-06	06-07	07-08*
Neglect programs	94%	100%	100%	100%	82%	86%	100%	100%
Juvenile detention	89%	90%	98%	100%	68%	100%	95%	100%
Juvenile corrections	94%	100%	100%	100%	86%	100%	100%	96%
Adult corrections	98%	100%	100%	100%	93%	100%	100%	96%

*Denominator (for types of programs served by a State) can vary from year to year

**Percentages represent preliminary estimates for SY 2007-08

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Data Use and Federal Monitoring

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Trends in Monitoring Reviews

- Failure of a subgrantee to submit a data report to the SEA has been a compliance issue.
- Submission of incomplete or unreliable CSPR data has been an area of concern, requiring technical assistance from ED, NDTAC, and the SEA.
- Through 2008-09, not using data to assess program impact has led to recommendations that the SEA require program evaluation (of any form).
- In future review cycles, having no evidence of using longitudinal data to assess program performance and impact will probably be a finding requiring corrective action.

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Data Quality: Problem-solving and Understanding Your Data

**Stephanie Lampron,
Deputy Director, NDTAC**

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The First Step: High Data Quality

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Implementing goals and reviews for high data quality benefits everyone:

- Difficult to assess a program (at any level) if you are unsure in the accuracy of the data.
- Minor issues at the local level can accumulate = large impact at the State or National level.
- Checking and reviewing data early can save time in the long-run.
- Students deserve to have their accomplishments demonstrated.

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What Does it Mean to Have High Data Quality?

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If data quality is high, it can be used in the manner intended because it is:

- **Accurate** (complete and correct)
- **Consistent** (you'd get the same result if you collected it over and over again)
- **Unbiased** (objectively reported)
- **Understandable** (easily interpreted)
- **Transparent** (assumptions and methods for collection are explained, valid and interpretable)

Adapted from the US Census Bureau:
http://www.census.gov/quality/P01-0_v1.3_Definition_of_Quality.pdf

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Factors that Commonly Impact Title I, Part D, Data Quality

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Discussion (Handouts #1 & 2)

- How many of you have encountered these issues?
- How have you solved them?
- What other issues have you experienced?
- How can ED or NDTAC help?

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Using Part D Data Across the Country: When data quality is not your fault ...

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All outcomes are calculated as follows:

$$\% = \frac{\# \text{ of students achieving outcome}}{\# \text{ of age-eligible students}}$$

Question: what are appropriate age eligible ranges?? (Handout #3)

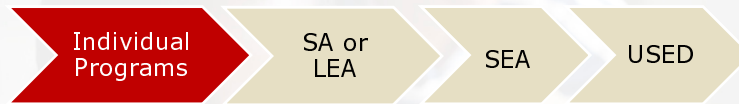
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Where does Data Quality Begin?

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*If data quality is not a priority at the local level, the problems become harder and harder to identify as the data is rolled up. Checks should be in place at all points in the process.

*If issues ARE flagged late in the process, it is more difficult (and less cost-effective) to identify where the problem is and rectify it in time.

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What are ways to motivate data providers to care about data quality?

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- 1) Know who is involved in the process and their roles
- 2) Identify what is important to you and your data coordinators
- 3) Select motivational strategies that align with your priorities (and ideally encourage teamwork)

Reward	Provide Control	Belong	Compare	Learn	Punish
Provide bonus/ incentives for good data quality (individual or team level)	Set goals, but allow freedom of how to get there	Communicate vision and goals at all levels	Publish rankings & make data visible (to individuals or to everyone)	Provide training and tools on data quality and data usage	Withhold funding

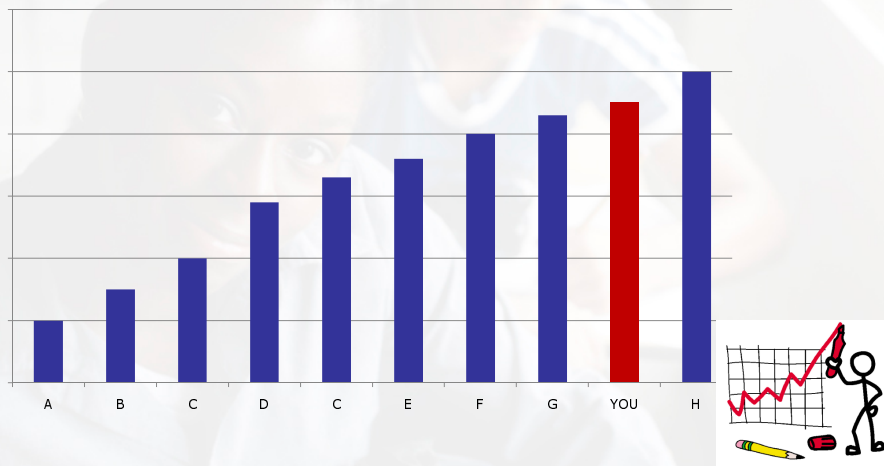
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Anonymous comparisons can make a point

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So.... If data quality is questionable, should you still use it?

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Why?

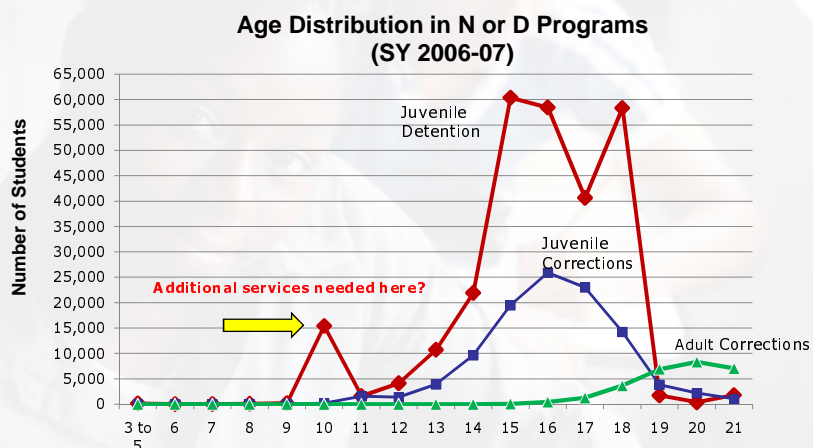
- To become familiar with how it looks and better identify problems
 - As more errors are found and fixed, new ones appear, leading to continuous quality improvement
- To demonstrate its usage & motivate others
- To know when you feel confident in using it for decision making purposes

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Example: Knowing your data



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Available Resources

The NDTAC Data Corner:

- **NDTAC CSPR Instructional Guide**
Updated annually to clarify questions received throughout the year, provide updates regarding changes and crosswalks with EdFacts, and data quality tips.
- **CSPR FAQs**
Summarizes common questions asked related to the CSPR

Direct Assistance

- NDTAC State Liaisons & Data Team members
- EdFacts helpdesk
- ND Communities
- State Coordinators: CSPR Coordinators, EdFacts

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References

- Pane, N. (2004). The Data Whisperer: Strategies for Motivating Raw Data Providers. In A. Roberts and K. Yeager (Eds). *Evidence-based Practice Manual*. Oxford University Press, Inc. New York, NY
- US Census Bureau, (2006). *Definition of Data Quality: Census Bureau Principle*. Version 1.3.

Part III: Data Usage-A Real World Example

**Utilizing the Annual Report Card
Darryl Washington, Alabama Title I, Part D
Coordinator**

Utilizing the Annual Report Card

- **CSPR Data**
- **NDTAC Template**
- **NDTAC Data Sources**
- **Building Report Card**

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CSPR Data

2.4.1.1 State Agency Title I, Part D, Subpart Facilities

<i>Facility/Program type</i>	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (Days)	Number of N or D students (Unduplicated)
1. Neglected Programs	NA	NA	NA	NA
2. Delinquent (Total)	NA	NA	NA	NA
2.1. Juvenile Detention	NA	NA	NA	NA
2.2. Juvenile Corrections	5	0	365	1946
2.3. Adult Corrections	14	1869	365	1049
3. Number of facilities that served more than one purpose:				0

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CSPR

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1. Academic

While in the facility, the number of students who...

1. Earned high school course credits	NA	450	58
2. Were enrolled in a GED program	NA	244	795

While in the facility or within 30 calendar days after exit, the number of students who...

3. Enrolled in their local district school	NA	0	0
4. Earned a GED	NA	32	83
5. Obtained high school diploma	NA	0	13
6. Were accepted into post-secondary education	NA	0	40
7. Enrolled in post-secondary education	NA	0	38

2. Vocational

While in the facility, the number of students who...

1. Enrolled in elective job training courses/programs	NA	608	169
-------------------------------------------------------	----	-----	-----

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NDTAC Template

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School Year	Number of Students Enrolled (Unduplicated)			
	2004-05		2005-06	
State Subpart 1	#		#	
Neglect	NA	#VALUE!	NA	#VALUE!
Juvenile Detention	NA	#VALUE!	NA	#VALUE!
Juvenile Corrections	1,946	65%	1,849	64%
Adult Corrections	1,049	35%	1,030	36%
Other			NA	#VALUE!
Delinquent Total	2,995	100%	2,879	100%
Total	2,995	100%	2,879	100%
School Year	2004-05		2005-06	
US Subpart 1	#		#	
Neglect	7,803	7%	3,980	3%
Juvenile Detention	26,622	24%	47,220	35%
Juvenile Corrections	53,632	49%	53,261	40%
Adult Corrections	22,058	20%	29,135	22%
Other			2,001	1%
Delinquent Total	102,312	93%	129,616	97%
Total	110,115	100%	133,596	100%

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NDTAC Template

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Key Indicators	2004-05	2005-06	Change
Earned High School Course Credits	7.5%	29.8%	↑
Earned a GED or Obtained a High School Diploma	0.9%	10.6%	↑
Obtained Employment	0.9%	0.6%	↓
Improved on Reading Pre-Post Exams	73.7%	65.1%	↓
Improved on Math Pre-Post Exams	77.2%	69.6%	↓

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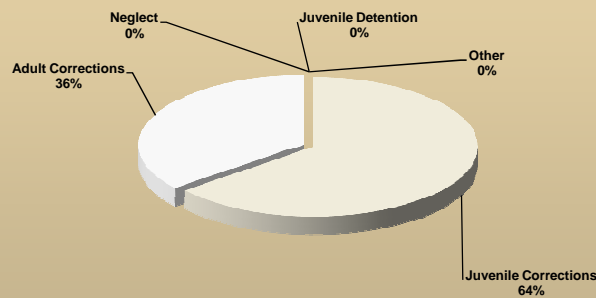


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NDTAC Template

30

Students Enrolled in N or D Programs - SY 2005-06

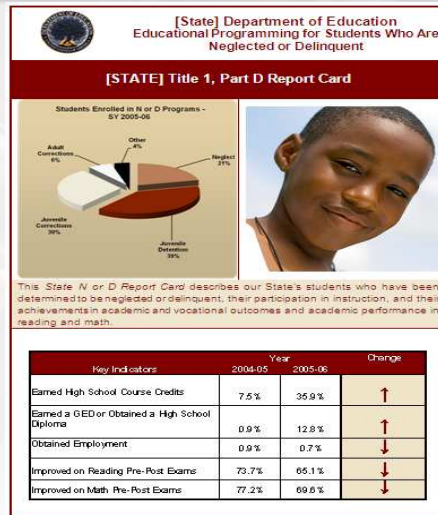


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Report Card



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Report Card Uses

- **Valuable Feedback for grantees**
- **Report on progress**
- **Identify Needs**
- **Opportunity for training**
- **Assessment tool**

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