

NATIONAL LEADERSHIP SUMMIT
on School Discipline and Climate

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Title I, Part D, Data Collection

Summary of the Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title I, Part D of the Elementary and Secondary Education Act

Authorizing Statute: Title I, Part D of the Elementary and Secondary Education Act (ESEA), as amended in 2001, consists of two subparts. The Subpart 1 State agency (SA) program was first authorized with Public Law 89-750, the Elementary and Secondary Amendments of 1966. The Subpart 2 local educational agency (LEA) program was created in its present form with the Improving America's Schools Act of 1994. The Title I, Part D program was most recently reauthorized under ESEA, as amended in 2001.

The goals of Title I, Part D are as follows:

1. Improve educational services for children and youth who are neglected, delinquent, or at-risk so they have the opportunity to meet challenging State academic content and achievement standards.
2. Provide these children and youth with services to successfully transition from residential placement to further schooling or employment.
3. Prevent youth who are at-risk from dropping out of school, and provide youth who drop out and children and youth returning from correctional facilities with a support system to ensure their continued education.

Program Office Information/Administration Structure: Title I, Part D is administered under the U.S. Department of Education (ED) Office of Safe and Healthy Students (OSHS). Dr. John McLaughlin serves as the Federal Program Manager [CFDA Numbers: 84.013 Subpart 1 (SA programs); 84.010 Subpart 2 (LEA programs)].

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC; <http://www.neglected-delinquent.org>) is funded through Title I, Part D and serves as a national resource center to provide technical assistance to States, schools, communities, and parents on the education of children and youth who are considered neglected, delinquent, or at-risk. Contact information for State program coordinators and NDTAC staff is provided at <http://www.neglected-delinquent.org/state-information>.

Subpart 1 Funding

ED provides formula funding (see Table 1a) to State education agencies (SEAs) in all 50 States, the District of Columbia, and Puerto Rico under Title I, Part D, Subpart 1. Funding may be distributed to neglect programs, juvenile detention, and juvenile and adult corrections programs serving youth.

Subpart 2 Funding

Under Subpart 2, the number of SEAs that receive funds may vary from year to year (see Table 1b). In each of the past 3 years, 46 SEAs received Subpart 2 funding. Funds may be distributed to neglect programs, juvenile detention, juvenile corrections, and at-risk programs.

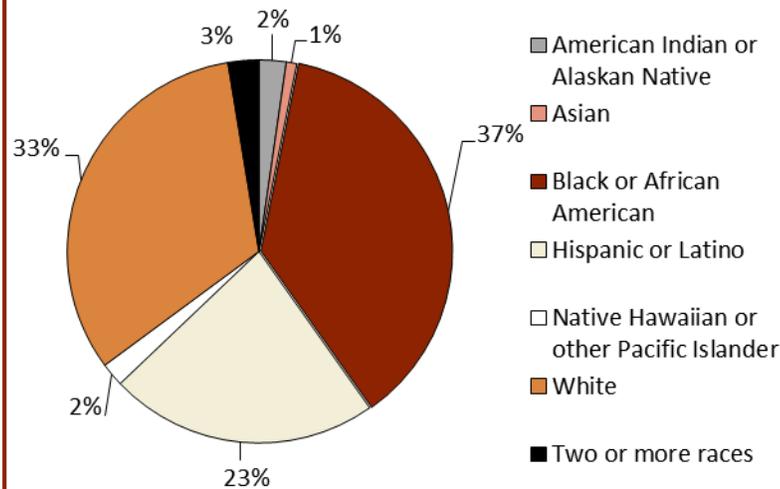
Table 1a. Title I, Part D Funding History—Subpart 1: State Agency Programs

School Year (SY)	Total Funding	Average Funding Across State Education Agencies (SEAs)	Average Number of Programs Receiving Funds per SEA
2010–11	\$49.2 million	\$943,506	17
2011–12	\$49.1 million	\$943,615	14
2012–13	\$49.0 million	\$941,829	13

Table 1b. Title I, Part D Funding History—Subpart 2: Local Education Agency Programs

School Year (SY)	Total Funding	Average Funding Across State Education Agencies (SEAs)	Average Number of Programs Receiving Funds per SEA
2010–11	\$147.9 million	\$3.2 million	58
2011–12	\$141.7 million	\$3.1 million	54
2012–13	\$134.8 million	\$2.9 million	55

Figure 1. Student Distribution by Race/Ethnicity, SY 2012–13¹



Student Demographics

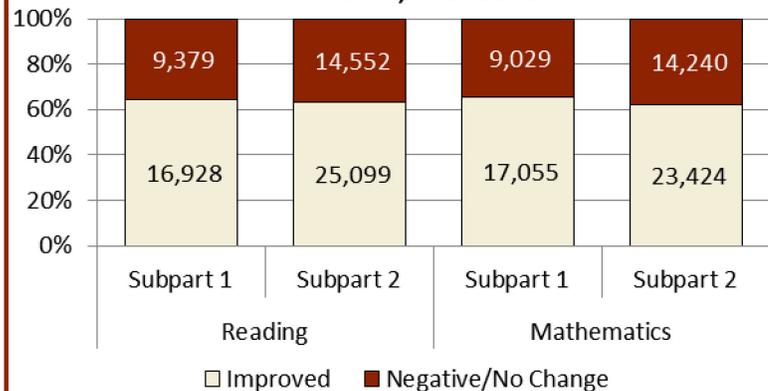
In school year (SY) 2012–13, 401,765 students were served by Title I, Part D, Subpart 1 and 2 funds. Of those students, 73 percent were in juvenile detention or juvenile correctional programs.

- **Race/ethnicity:** Across all programs receiving funds, the majority of students was either Black or African American (37 percent) or White (33 percent; see Figure 1¹).
- **Gender:** The majority of students enrolled in Title I, Part D programs was male (75 percent).
- **Age:** Students across Title I, Part D programs were predominantly 14–18 years of age (81 percent).

Student Academic Performance in School Year 2012–13 (Estimates)

- Over 60 percent of long-term students² with test results demonstrated improvement in both mathematics and reading from pretest to posttest (see Figure 2).
- Half (50 percent) of age-eligible students³ (not including adult corrections) earned high school course credits while in facility.
- Approximately 10 percent of age-eligible students³ earned a high school diploma or equivalent while in facility or after exit.

Figure 2. Performance of Long-Term² Students on Pre-Post Assessments in Reading and Mathematics, SY 2012–13



Technical Assistance (TA): NDTAC provides information on Title I, Part D program administration (e.g., reporting and evaluation, monitoring and compliance); program implementation (e.g., family involvement, transition); and related policies, laws, and initiatives. In addition, NDTAC offers TA through conferences, Webinars, issue briefs, fact sheets, and guides, and facilitates peer-to-peer networks (ND Communities). More national and State Title I, Part D program data can be found on the NDTAC Web site.

Interagency Collaboration: ED and NDTAC promote and facilitate communication and collaboration between Federal agencies and offices working with youth who are neglected or delinquent, including the following:

- ED, Office of Elementary and Secondary Education (OESE), Title I, Part A, and Homeless Education Programs
- ED, Office of Career, Technical, and Adult Education (OCTAE)
- U.S. Department of Justice (DOJ), Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- DOJ, Juvenile Reentry Committee of the Federal Interagency Reentry Council
- ED/DOJ, Supportive School Discipline Initiative

¹ One additional group, “Other (91 students),” rounds to 0%.

² “Long-term” refers to students who are enrolled in a program for 90 or more consecutive calendar days.

³ Because student-level data are not available, academic outcomes are examined in the context of student eligibility to attain each outcome based on age. ED has determined age ranges for each outcome based on the ages at which a student could reasonably be expected to achieve each outcome. The age-eligible range for students earning high school course credits while in facility is 13–21 years old. The age-eligible range for students earning a high school diploma or equivalent while in facility or after exit is 16–21 years old.

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 section 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, 2012 through June 30, 2013.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - **At-Risk Programs:** Programs operated (through LEAs) that 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 gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - **Juvenile Corrections:** An institution for delinquent children and youth 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. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - **Juvenile Detention Facilities:** Detention facilities 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 care to children after commitment.
 - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is 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.
 - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities- Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students.

Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs		
Juvenile detention		
Juvenile corrections	6	280
Adult corrections	5	270
Other		
Total	11	
Comments:		

FAQ on Programs and Facilities - Subpart I:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	
Juvenile Detention	
Juvenile Corrections	6
Adult Corrections	5
Other	
Total	11
Comments:	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served			263	305	
Total Long Term Students Served			263	287	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)			0		
LEP Students			84		

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native			10	1	
Asian			0	2	
Black or African American			118	228	
Hispanic or Latino			6	9	
Native Hawaiian or other Pacific Islander			0	0	
White			121	49	
Two or more races			8	16	
Total			263	305	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			239	305	
Female			24	0	
Total			263	305	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			0	0	
6			0	0	
7			0	0	
8			0	0	
9			0	0	
10			0	0	
11			0	0	
12			0	0	
13			4	0	
14			8	0	
15			16	0	
16			44	1	
17			64	10	
18			52	43	
19			48	111	
20			18	124	
21			8	16	
Total			262	305	

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments: Total Unduplicated Students Served does not match total number of students served by Age because the agency did not provide the age of one student.

Data was requested, but no data was reported for students with disabilities and LEP students for Adult Corrections.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.1.3.1 Transition Services in Subpart 1

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?			Yes	Yes	
Number of students receiving transition services that address further schooling and/or employment.			16		

This response is limited to 4,000 characters.

Comments:

2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
# of Students Who Enrolled in their local district school					S	14				
Earned high school course credits					182	14				
Enrolled in a GED program					42	4	73			
Earned a GED					18	S				
Obtained high school diploma					20	S				
Accepted and/or enrolled into post-secondary education					14	S				
Enrolled in job training courses/programs					12	S	9	S		
Obtained employment					S	12				

This response is limited to 4,000 characters.

Comments: Data was requested, but no data was reported for students receiving transition services for Adult Corrections.

Data was requested, but no data was reported for the following fields for Adult Corrections: accepted and/or enrolled in post-secondary education while in facility or 90 days after exit, earned a GED while in facility or 90 days after exit, earned high school course credits while in facility or 90 days after exit, enrolled in a GED program 90 days after exit, enrolled in their local district school while in facility or 90 days after exit, obtained employment while in facility or 90 days after exit, and obtained high school diploma while in facility or 90 days after exit.

2.4.1.6 Academic Performance- Subpart 1

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry			148	107	
Long-term students who have complete pre- and post-test results (data)			94	70	

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams			32	17	
No change in grade level from the pre- to post-test exams			20	12	
Improvement up to one full grade level from the pre- to post-test exams			24	19	
Improvement of more than one full grade level from the pre- to post-test exams			18	22	
Comments:					

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry			156	118	
Long-term students who have complete pre- and post-test results (data)			94	74	

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams			26	16	
No change in grade level from the pre- to post-test exams			28	24	
Improvement up to one full grade level from the pre- to post-test exams			24	10	
Improvement of more than one full grade level from the pre- to post-test exams			16	24	
Comments:					

2.4.2 LEA Title I, Part D Programs and Facilities- Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	6	159
Neglected programs	6	178
Juvenile detention	32	57
Juvenile corrections	35	125
Other	6	73
Total	85	
Comments:		

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	6
Neglected programs	6
Juvenile detention	32
Juvenile corrections	35
Other	6
Total	85
Comments:	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	704	623	6,372	6,324	462
Total Long Term Students Served	203	242	1,721	2,913	207

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)	111	56	986	1,061	85
LEP Students	0	0	15	20	2

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	26	5	108	66	5
Asian	1	9	22	24	3
Black or African American	135	310	2,454	3,609	197
Hispanic or Latino	42	51	390	327	38
Native Hawaiian or other Pacific Islander	462	232	3,047	2,148	197
White	1	3	20	31	0
Two or more races	37	7	224	99	0
Total	704	617	6,265	6,304	440

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	484	402	4,437	4,329	226
Female	213	52	1,832	1,928	236
Total	697	454	6,269	6,257	462

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	7	0
7	4	0	0	3	0
8	5	1	1	3	0
9	3	0	5	13	0
10	7	0	35	15	0
11	12	8	76	34	0
12	21	8	244	125	1
13	23	19	584	251	3
14	70	28	1,038	561	21
15	120	29	1,567	1,023	43
16	187	46	1,769	1,301	61
17	220	42	637	1,126	97
18	20	10	113	739	73
19	10	8	66	431	59
20	2	4	53	311	58
21	0	1	81	269	46

Total	704	204	6,269	6,212	462
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If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

For fields where Total Unduplicated Students Served is higher, the local educational agencies did not submit complete data for Race/Ethnicity.

For fields where Total Unduplicated Students Served is higher, the local educational agency did not submit complete data for Sex and Age.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.2.3.1 Transition Services in Subpart 2

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?	Yes	Yes	Yes	Yes	Yes
Number of students receiving transition services that address further schooling and/or employment.	115	80	1,723	1,802	45

This response is limited to 4,000 characters.

Comments:

2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
# of Students Who Enrolled in their local district school	S	30	97	49	2,207	1,838	2,029	2,345	S	S
Earned high school course credits	269	161	150	99	1,970	1,301	3,409	1,955	217	S
Enrolled in a GED program	12	11	5	4	229	191	848	208	243	73
Earned a GED	S	S	S	S	25	5	230	115	72	29
Obtained high school diploma	9	7	5	S	30	20	101	50	S	S
Accepted and/or enrolled into post-secondary education	4	S	S	S	12	7	22	8	10	4
Enrolled in job training courses/programs	S	S	S	S	S	7	22	6	11	S
Obtained employment	5	13	5	S	13	54	93	96	S	13

This response is limited to 4,000 characters.

Comments:

2.4.2.6 Academic Performance- Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below. Reporting pre- and post-test data for at-risk students in the tables below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	90	117	842	1,610	67
Long-term students who have complete pre- and post-test results (data)	100	125	879	1,303	140

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	7	4	115	155	S
No change in grade level from the pre- to post-test exams	S	15	94	142	37
Improvement up to one full grade level from the pre- to post-test exams	31	105	441	594	38
Improvement of more than one full grade level from the pre- to post-test exams	60	S	159	403	62
Comments: The sum of students demonstrating test results is not equal to the number of students reported as having complete pre- and post-test results because some local educational agencies did not report complete data.					
For Long-term students who have completed pre- and post-test results, the counts are higher than performance data because performance data was not reported for every student that completed pre- and post-tests.					

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012, through June 30, 2013.

Is reporting pre-posttest data for at-risk programs required? No, reporting pre-posttest data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.