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 came into being 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

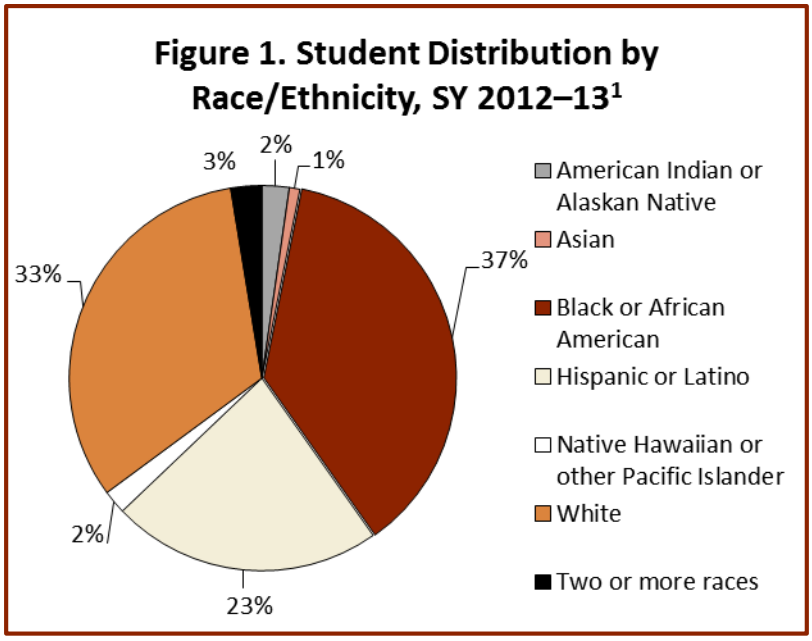
Under Subpart 2, the number of SEAs that receive funds may vary from year to year (see Table 1b). In each of the past 3 years, 46 SEAs received Subpart 2 funding. Funds may be distributed to neglect programs, juvenile detention, juvenile corrections, and at-risk programs.

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



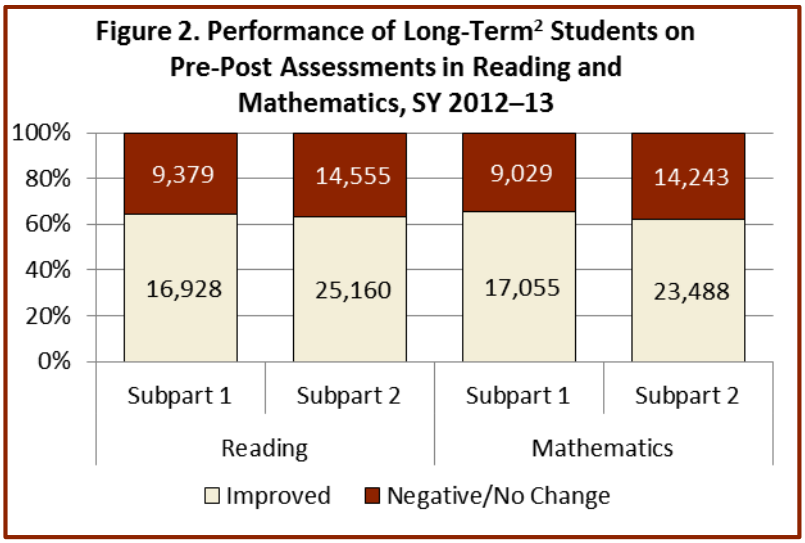
Student Demographics

In school year (SY) 2012–13, 401,919 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 1[1]).
- **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 students[2] with test results demonstrated improvement in both mathematics and reading from pretest to posttest (see Figure 2).
- Nearly half (46 percent) of age-eligible students[3] (not including adult corrections) earned high school course credits while in facility.
- Approximately 9 percent of age-eligible students[3] earned a high school diploma or equivalent while in facility or after exit.



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

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[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	4	315
Adult corrections	7	160
Other		
Total	11	
Comments: California does not serve students in Neglected, Juvenile Detention or Other programs with Title I, Part D, Subpar 1 funds.		

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	4
Adult Corrections	7
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			659	725	
Total Long Term Students Served			621	239	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)			188	6	
LEP Students			169	16	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native			6	7	
Asian			24	16	
Black or African American			178	211	
Hispanic or Latino			398	426	
Native Hawaiian or other Pacific Islander			3	8	
White			50	57	
Two or more races			0	0	
Total			659	725	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			641	668	
Female			18	57	
Total			659	725	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15			25		
16			90		
17			216		
18			135	73	
19			115	236	
20			49	361	
21			29	55	
Total			659	725	

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

This response is limited to 8,000 characters.

Comments:

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?			No	No	
Number of students receiving transition services that address further schooling and/or employment.			659	725	

This response is limited to 4,000 characters.

Comments: Prior to 2011, the California Department of Corrections and Rehabilitation (CDCR), Division of Juvenile Justice (DJJ), had the ability to obtain post-release information on parolees through the CDCR Juvenile Parole system. Under the Public Safety Act of 2010, the state transferred supervision of released DJJ offenders to the County Probation Offices beginning in February 2011. The DJJ no longer has the ability to obtain student transition data among the 58 county probation systems, each having local policies and procedures for tracking and reporting youth activities after release from the state juvenile system.

However, DJJ has the ability to query the California Longitudinal Pupil Achievement Data System (CALPADS), California's state longitudinal database. The CDCR uses CALPADS to identify juvenile correction students that are released from their jurisdiction/school district and subsequently enroll in another California school. While California indicates "No" in row 1, "Are facilities able to collect data on student outcomes after exit", using this CDCR-CALPADS match process, twenty three (23) juvenile corrections students were found to be enrolled in another California school after exit from a juvenile correction facility. The remaining blank fields in Outcomes after Exit, table 2.4.1.3.2, indicate that the DJJ is not able to track this data.

The total number of unduplicated students by program is reported in row 2, number of students receiving transition services. The California Department of Education deduces that enrollment in the Juvenile or Adult Corrections Program alone indicates the number of students receiving transition services that address further schooling and/or employment.

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	
# of Students Who	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
Enrolled in their local district school					S	23	S			
Earned high school course credits					615		725			
Enrolled in a GED program					123		44			
Earned a GED					35		44			
Obtained high school diploma					108		21			
Accepted and/or enrolled into post-secondary education					39		26			

Enrolled in job training courses/programs					478		S
Obtained employment					469		S

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Comments: Data for 90 days after facility are unavailable, with the exception of juvenile correction students enrolled in local school district. Adult Corrections serves a population that is over 18 years of age and does not collect student exit data on this population.

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			420	70	
Long-term students who have complete pre- and post-test results (data)			208	208	

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			66	38	
No change in grade level from the pre- to post-test exams			S	18	
Improvement up to one full grade level from the pre- to post-test exams			28	48	
Improvement of more than one full grade level from the pre- to post-test exams			114	104	
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			419	76	
Long-term students who have complete pre- and post-test results (data)			229	144	

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			62	14	
No change in grade level from the pre- to post-test exams			7	10	
Improvement up to one full grade level from the pre- to post-test exams			45	32	
Improvement of more than one full grade level from the pre- to post-test exams			115	88	
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	118	
Neglected programs	106	
Juvenile detention	169	
Juvenile corrections		
Other		
Total	393	
Comments: Historically, Average Length of Stay data have not been available and will not be available for SY 13-14. The collection of these data is slated for SY 14-15, allowing adequate time to provide technical assistance to local educational agencies.		

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	118
Neglected programs	104
Juvenile detention	169
Juvenile corrections	
Other	
Total	391
Comments: Two neglected facility programs that served students did not report data. One facility closed in November 2012, and no personnel were available to report data. The administrators of the other facility did not make arrangements for the contract provider to have access or scheduled time to render services at this facility.	

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	21,005	3,788	39,349		
Total Long Term Students Served	10,218	1,417	10,179		

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)					
LEP Students					

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	333	58	471		
Asian	578	94	642		
Black or African American	2,655	1,114	8,655		
Hispanic or Latino	12,993	1,730	22,094		
Native Hawaiian or other Pacific Islander	173	27	312		
White	3,627	726	6,157		
Two or more races	646	39	1,018		
Total	21,005	3,788	39,349		

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	13,698	2,195	30,855		
Female	7,307	1,593	8,494		
Total	21,005	3,788	39,349		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5					
6					
7					
8					
9					
10	511	442	80		
11					
12					
13					
14					
15	5,501	1,334	8,540		
16					
17					
18	13,125	1,905	28,945		
19	1,868	107	1,784		
20					
21					

Total	21,005	3,788	39,349		

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

In SY 12-13 Students with Disabilities and Limited English Proficient data were not collected. The collection of these data has been changed for SY 13-14 and will be available for reporting next year.

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		
Number of students receiving transition services that address further schooling and/or employment.	21,005	3,788	39,349		

This response is limited to 4,000 characters.

Comments: The total number of unduplicated students by program is reported in row 2. The California Department of Education deduces that enrollment in the Neglected, Delinquent or At Risk program alone indicates the number of students receiving transition services that address further schooling and/or employment.

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	
# of Students Who	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
Enrolled in their local district school	5,565		2,007		17,664					
Earned high school course credits	14,138		2,082		29,258					
Enrolled in a GED program	187		37		1,067					
Earned a GED	73		8		948					
Obtained high school diploma	1,547		153		1,439					
Accepted and/or enrolled into post-secondary education	635		118		630					
Enrolled in job training courses/programs	1,404		133		2,249					
Obtained employment	561		132		528					

This response is limited to 4,000 characters.

Comments: Data collected in SY 201-213 cannot be separated out by In Facility and Within 90 days After Exit. As such, all outcome data have been reported in In Facilities column. The data collection has been amended for SY 13-14 to collect outcomes In Facility separate from Within 90 Days After Exit.

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	3,306	482	4,907		
Long-term students who have complete pre- and post-test results (data)	3,132	643	4,410		

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	1,079	120	1,143		
No change in grade level from the pre- to post-test exams	605	177	463		
Improvement up to one full grade level from the pre- to post-test exams	620	240	1,176		
Improvement of more than one full grade level from the pre- to post-test exams	828	106	1,628		
Comments:					

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.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

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	3,232	491	4,586		
Long-term students who have complete pre- and post-test results (data)	2,901	614	4,087		

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	966	112	1,035		
No change in grade level from the pre- to post-test exams	522	241	475		
Improvement up to one full grade level from the pre- to post-test exams	652	179	1,134		
Improvement of more than one full grade level from the pre- to post-test exams	761	82	1,443		
Comments:					

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