

Checklists for Performing Data Quality Reviews of Title I, Part D Data

High-quality data are a critical component of effective program evaluation at the local, State, and Federal levels. NDTAC strongly recommends performing indepth reviews of the data at every stage in the data collection and data entry process to identify any errors or inconsistencies as early as possible. Reviews should be as comprehensive as possible and should not rely solely on the checks within the U.S. Department of Education's (ED's) Consolidated State Performance Report (CSPR) system.

These checklists can be used to facilitate indepth reviews of Title I, Part D data and clarify communications between State data providers and ED during the CSPR review process. The checklists can be used by anyone who is responsible for collecting, entering, or reviewing Title I, Part D data—at the school, local education agency (LEA), State agency (SA), or State education agency (SEA) level.

Data providers may also want to use these checklists as the basis for developing more detailed data quality tools to improve their data in subsequent collections. The checklists can be edited or adapted to include more detail and other State-level data. They can also be used to identify common data quality issues among facilities and programs so that greater clarification around reporting can be provided.

For more information on the Title I, Part D data collection, refer to the resources available on NDTAC's Consolidated State Performance Report tab (<http://www.neglected-delinquent.org/administering-title-i-part-d/reporting-and-evaluation?tab=2>).

General Data Quality Concerns

When entering and reviewing data, be sure the difference between data that are missing or not available and true zeros is made clear for those entering the data.

For those entering data via *EDFacts*:

- If data were missing after being summed across facilities, both States and LEAs should enter a negative one (-1) in the file.
- If data were collected, but when summed, zero students fell under that aggregation
 - For SEAs under Subpart 1, enter a zero for that aggregation.
 - For LEAs under Subpart 2, enter a zero for that aggregation or leave that aggregation out of the file.
 - If the data are not applicable to a certain program type (e.g., the State does not offer that program to students), the aggregations for that program type should be left blank in the SEA- and LEA-level *EDFacts* file.

When entering data via CSPR,

- If data were missing after being summed across facilities, the States and LEAs should leave the cell blank in the CSPR table.
- If data were collected, but when summed, zero students fell under that aggregation, States and LEAs should enter a zero in the cell of the CSPR table.

In the checklists, the bullets marked with an asterisk (*) represent data quality checks that are programmed within the CSPR online tool's edit-check system. If any of the data do not meet these criteria, check the data for accuracy, and if the issue cannot be resolved, provide a comment that explains the discrepancy in the comments section associated with the given table.

Data Quality Checklists

- [Programs and Facilities Checklist](#)
- [Students Served Checklist](#)
- [Academic and Vocational Outcomes Checklist](#)
- [Academic Performance in Reading & Mathematics Checklist](#)



Programs and Facilities Checklist

CSPR Tables 2.4.1.1/2.4.2.1 and 2.4.1.1.1/2.4.2.1.1

The “Programs and Facilities” section of the CSPR includes data on the number of programs that receive Part D funding, the average length of stay of students, and the number of programs that reported data during SY 2016–17.

NOTE: When reporting data for this section, submitting data or explaining the information provided for the number of programs receiving funding is important. Information on the number of programs that received funding should be available to the SEA and is not necessarily dependent on SA or LEA reporting. Providing accurate information regarding the types of programs that did or did not receive funds assists in interpreting all subsequent data.

Checklist for Program/Facility Counts and Length of Stay (Tables 2.4.1.1/2.4.2.1)

Facility/program counts

- Data are reported for all facilities or programs that received Title I, Part D funds.
- If an entire program or facility type did not receive Part D funding (e.g., if no neglect programs were funded under Part D), the cells have been left blank and a comment has been provided to indicate that no programs of this type received funding.

Average length of stay

- The reported average length of stay in days is fewer than or equal to 365 days; the stay should only reflect the period of enrollment that occurred within the current reporting year.*
- The calculations for average length of stay have been weighted, per the instructions provided in NDTAC’s “Reporting Tool: Creating a Weighted Average Length of Stay.”
- Stays from students with multiple visits during the reporting year are included in the average length of stay.

Checklist for Programs and Facilities That Reported (Tables 2.4.1.1.1/2.4.2.1.1)

- The number of programs reporting data equals the number of programs that received Title I, Part D funding (as reported in 2.4.1.1/2.4.2.1).*
- If the number of programs reporting data is lower than the number of programs that received funding, comments are provided for those programs that were not able to report data.

**Items marked with an asterisk reflect the data quality warnings that are programmed within ED’s online edit-check system.*

Related Resources and Instructions for Counting Part D Programs and Facilities

- See NDTAC’s “CSPR Guide,” chapter 3, for more information on program and facility counts, and an explanation of the reporting instructions for tables 2.4.1.1/2.4.2.1 and 2.4.1.1.1/2.4.2.1.1.
- See NDTAC’s “Reporting Tool: Creating a Weighted Average Length of Stay” (http://www.neglected-delinquent.org/nd/docs/ReportingTool_AvgLengthofStay.doc).



Students Served Checklist

CSPR Tables 2.4.1.2/2.4.2.2

This section of the CSPR collects data on the number of students served through Title I, Part D-funded programs, their demographic information (such as racial and ethnic categories, age, and sex), and disability and limited English proficiency (LEP) status.

NOTE: Providing accurate student age data is important, as these values will be used when calculating student outcome data (e.g., the percentage of students aged 16–21 years obtaining a high school diploma).

Checklist for Number of Students Served

Unduplicated and long-term student counts

- Students with multiple enrollments within the same facility are counted only once in the unduplicated student count.
- The total number of long-term students is lower than or equal to the number of unduplicated students reported (per facility or program type).*
- Only students with stays of 90 or more consecutive calendar days are included in the long-term student count.

Racial and ethnic categories

- The number of students reported in the racial and ethnic categories is equal to the unduplicated count of students (per facility or program type).*
- If students were reported in categories other than those established by ED, a note is provided in the comments section identifying the number of students who were not entered into the table. The total number of students reported, including students noted in the comments section for racial and ethnic categories, should equal the unduplicated count.

Sex and Age

- The total number of students reported under each of the sex and age columns is equal to the unduplicated count of students (per facility or program type).*
- If the data on sex or age do not align with the unduplicated count, an explanation is provided in the comments section.
- Age data are disaggregated according to the CSPR instructions. If age data must be reported in ranges, provide an explanation in the comments section.

Students with disabilities (per IDEA) and limited English proficiency (LEP)

- The number of students with disabilities, as identified by IDEA, is equal to or lower than the unduplicated count of students (per facility or program type).
- The number of students who have limited English proficiency (LEP) is equal to or lower than the unduplicated count of students (per facility or program type).

**Items marked with an asterisk reflect the data quality warnings that are programmed within ED's online edit-check system.*

Related Resources and Instructions for Counting Students Served

- The ED*Facts* specification files (<http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>) related to student demographics are C119 and C127.
- See NDTAC's 'CSPR Guide,' chapter 3, for more information about counting students served.
- NDTAC's "Reporting Tool: Collecting and Reporting Racial Ethnic Data in Seven Categories" (http://www.neglected-delinquent.org/nd/docs/ReportingTool_EthnicData.pdf).

Academic and Vocational Outcomes Checklist CSPR Tables 2.4.1.3.2/2.4.2.3.2

This section of the CSPR collects data on the number of students that achieved any of eight possible academic or vocational outcomes. The outcomes are broken down into three tables. Outcomes in the last two of the following three tables should be reported as they have been attained during either (a) only the enrollment period and/or (b) a transition period of up to 90 days after exit.

1. **Outcomes (once per student only after exit):** This table includes outcomes that a student is generally able to achieve only after exit (e.g., students who return to their local district school).
2. **Outcomes (once per student):** This table includes outcomes that a student is able to achieve only once in their lives (e.g., earning a GED or high school diploma).
3. **Outcomes (once per student, per time period):** This table includes outcomes that a student may achieve during each time period (e.g., in facility and/or 90 days after exit).

NOTE: Two of the Federal performance indicators for Title I, Part D—the percentage of students who earned high school course credits and the percentage of students who obtained a high school diploma or GED—are calculated on the basis of the data provided in these tables. Data providers should pay particular attention to the quality of the data around these indicators.

Data providers should be aware of the methodology used by ED when calculating outcome percentages. ED may not identify students as being “age-eligible” in the same manner as all States. If the age eligibility for reporting States differs from ED’s, this should be noted in the comment section of the CSPR. For age eligibility information from ED, please see the table below.

Checklist for Academic and Vocational Outcomes (Tables 2.4.1.3.2/2.4.2.3.2)

Outcomes (once per student, only after exit)

- For each outcome, the number of students reported under the “after exit” time period does not exceed the unduplicated count of students reported in tables 2.4.1.2/ 2.4.2.2 (per facility or program type).*
- For each outcome, the number of students reported under the “after exit” time period does not exceed the number of age-eligible students who could reasonably be expected to achieve that outcome (per facility or program type).
- If the number of students reported in any cell exceeds the number of age-eligible students (per ED’s guidelines, below), an explanation is provided about the ages at which students are eligible to achieve an outcome in the given State and the related number of students who fall into that category (per facility or program type).

Outcomes (once per student)

- For each outcome, the number of students reported under the “in facility” time period does not exceed the unduplicated count of students, per program type, reported in tables 2.4.1.2/2.4.2.2 (per facility or program type).*
- For each outcome, the number of students reported under the “after exit” time period does not exceed the unduplicated count of students, per program type, reported in tables 2.4.1.2/2.4.2.2 (per facility or program type).*
- For each outcome, the number of students reported under the “in facility” time period does not exceed the number of age-eligible students who could reasonably be expected to achieve that outcome (per facility or program type).

Checklist for Academic and Vocational Outcomes (Tables 2.4.1.3.2/2.4.2.3.2)

- For each outcome, the number of students reported under the “after exit” time period does not exceed the number of age-eligible students who could reasonably be expected to achieve that outcome (per facility or program type).
- If the number of students reported in any cell exceeds the number of age-eligible students (per ED’s guidelines, below), an explanation is provided about the ages at which students are eligible to achieve an outcome in the given State and the related number of students who fall into that category (per facility or program type).
- The total number of students obtaining outcomes that a student is able to achieve only one time (e.g., earned a GED and obtained high school diploma) does not exceed the total unduplicated count (per facility or program type).

Outcomes (once per student per time period)

- For each outcome, the number of students reported under the “in facility” time period does not exceed the unduplicated count of students reported in tables 2.4.1.2/2.4.2.2 (per facility or program type).*
- For each outcome, the number of students reported under the “after exit” time period does not exceed the unduplicated count of students reported in tables 2.4.1.2/2.4.2.2 (per facility or program type).*
- For each outcome, the number of students reported under the “in facility” time period does not exceed the number of age-eligible students who could reasonably be expected to achieve that outcome (per facility or program type).
- For each outcome, the number of students reported under the “after exit” time period does not exceed the number of age-eligible students who could reasonably be expected to achieve that outcome (per facility or program type).
- If the number of students reported in any cell exceeds the number of age-eligible students (per ED guidelines below), an explanation is provided about the ages at which students are eligible to achieve an outcome in the given State and the related number of students who fall into that category (per facility or program type).

*Items marked with an asterisk reflect the data-quality warnings that are programmed within ED’s online edit-check system.

Related Instructions for Student Academic Outcomes

- The ED*Facts* specification files (<http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>) related to student academic and vocational outcomes are C180 and C181.
- See NDTAC’s CSPR Guide, chapter 3, regarding reporting student academic outcomes.

ED Age-Eligible Guidelines

ED does not require use of these age ranges within States. They are used to best estimate the percent of students achieving each outcome, so students who would not be eligible are not included in the calculation. ED requests that States explain when their eligibility requirements are not the same as ED’s age ranges (see below) to better understand the collection.

Academic or vocational outcome	ED’s age range	Academic or vocational outcome	ED’s age range
1. Enrolled in their local district school	6–21 years old	5. Obtained high school diploma	16–21 years old
2. Earned high school course credits	13–21 years old	6. Accepted or enrolled in postsecondary education	16–21 years old
3. Enrolled in a GED program	14–21 years old	7. Enrolled in job-training courses/programs	16–21 years old
4. Earned a GED	16–21 years old	8. Obtained employment	14–21 years old



Academic Performance in Reading & Mathematics Checklist

CSPR Reading Tables 2.4.1.6.1/2.4.2.6.1 and Mathematics Tables 2.4.1.6.2/2.4.2.6.2

This section of the CSPR collects academic progress data for long-term students enrolled in a program or facility for 90 days or longer. These outcomes measure whether a student has demonstrated a negative grade-level change, no change in grade level, or improvement from the pre- to posttest exams.

Two of the Title I, Part D Federal performance indicators—the number of long-term students who demonstrated grade-level improvement on reading and mathematics assessments—are calculated on the basis of data in these tables. Data providers should pay particular attention to the quality of the data around these indicators.

Checklist for Academic Performance on Pre-Posttest in Reading and Mathematics

- All students reported in this section are long-term students, with stays of 90 or more consecutive calendar days.
- The sum of the long-term students with test results (values across the negative, no-change, or improved categories) should be equal to or lower than the number of long-term students reported in tables 2.4.1.2/2.4.2.2 (per facility or program type).*
- Students are reported once in only one category (negative, no change, or improved), based on their most recent test.

**Items marked with an asterisk reflect the data quality warnings that are programmed within ED's online edit-check system.*

Related Resources and Instructions for Student Academic Performance

- EDFacts specification files (<http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>) related to academic performance are C113 and C125.
- See NDTAC's "CSPR Guide," chapter 3, regarding reporting student academic performance.
- See NDTAC's "Reporting Tool: Reporting Complete Pre- and Post-test Results for Reading and Mathematics" (http://www.neglected-delinquent.org/sites/default/files/ReportingTool_PrePostResults.pdf) for additional guidance on reporting complete pre- and posttest data.
- See "NDTAC Tip Sheet: Selecting Appropriate Pre-Posttests" (http://www.neglected-delinquent.org/sites/default/files/NDTAC_Tips_PrePosttests_508.pdf) for guidance on selection of an appropriate pre-posttest for tracking student progress in reading and mathematics.

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This NDTAC tool is intended as a quick reference and does not supersede or replace any Federal forms or information about the collection and reporting of data pertaining to Title I, Part D.