

---

# **Title I, Part D, Subpart 1 Program Evaluation Summary Guidelines**

## **2019-20**

Authorized by Elementary and Secondary  
Education Act (ESEA)  
(20 U.S.C. 6303 (g))



**Please direct questions to:**

Kyle Peaden  
Education Consultant  
Title I and School Support Team  
Division for Student and School Success  
Wisconsin Department of Public  
Instruction  
125 South Webster Street, P.O. Box 7841  
Madison, WI 53707-7841  
(608) 266-5404  
[kyle.peaden@dpi.wi.gov](mailto:kyle.peaden@dpi.wi.gov)

© 2019 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

The United States Education Department (ED) Title I-D program requires State Agencies (SAs) to submit information regarding the educational progress of students served through Title I, Part D funding. The data provided by states allow ED to measure the performance of Title I, Part D programs as mandated by the Elementary and Secondary Education Act (ESEA). Subpart 3, section 1431(a) of the ESEA establishes the requirement for Part D grantees to submit evaluation data annually to ED regarding the ability of students enrolled in Part D programs to attain educational outcomes similar to their peers enrolled in local educational programs. The reporting requirements apply to both SA programs (Subpart 1) and LEA programs (Subpart 2) receiving Title I, Part D funding.

The reporting year is defined as July 1 through June 30.

## I. General Information

I. GENERAL INFORMATION		
Legal Name of Institution		Division Code <input type="checkbox"/> Juvenile <input type="checkbox"/> Adult Corrections
Mailing Address Street, City, State, ZIP		
Name of Person(s) Submitting the Report / Position		
Phone Area/No.	Fax Area/No.	Email Address

Legal Name of Institution – Name of the Institution that houses the educational program.

Division Code - Select the division the institution works with (e.g. DJC or DAI).

Mailing Address - Provide the full address for the institution.

Name of Person(s) Submitting the Report / Position - Provide the name and position title for the individual(s) that collected the data and submitted the report.

Phone/Fax/Email - Provide the contact information of the person(s) submitting the report.

## II. Certification

II. CERTIFICATION	
I HEREBY CERTIFY that the information contained in this report is the most accurate available to the reporting agency.	
Signature of Agency Administrator ➤	Signature of Title I-D Supervisor ➤

The agency administrator is the education director, warden, or other authorized representative that can certify the data is correct.

The Title I-D supervisor is the division representative or other authorized representative that can certify the data is correct.

## III. Student Demographics

In these tables, report the demographic counts of students who were served with Title I, Part D at the institution. The unduplicated count should be equal to the subtotals of each demographic category, and all demographic category counts should be equivalent to each other. For example, if the unduplicated count of students equals 120 students, then the racial and ethnic total should equal 120; the sex total should equal 120; and the age total should

equal 120.

Gender	
Male	
Female	
<b>Total Gender Male + Female</b>	0

States should determine their own policies for mapping to the reporting forms and report transgender students in the same manner in which the facility has categorized them. States may consider using one category to be applied consistently to avoid duplicated counts, or providing the count separately within the comments section.

III. STUDENT DEMOGRAPHICS (cont'd)	
Age	Number of Students Served
3 through 5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
<b>Total Number of Students for All Ages</b>	0

When reporting the age of students served, indicate the age of the student when he/she left the facility or the age at the end of the reporting year (June 30), if the student is still enrolled.

#### **IV. Students with Disabilities (IDEA) and English Learner Students**

IV. STUDENTS WITH DISABILITIES (IDEA) and LEP STUDENTS SERVED	
	Total Number Served
Number of students served with disabilities (IDEA)	
Number of students served identified as LEP	

Students with Disabilities should follow the same classification for Individuals with Disabilities Education Act (IDEA), reporting already used in the state and includes students (based on those classifications) who receive special education, and related services under IDEA, according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Limited English Proficient (LEP) Students (also referred to as English learners (ELs)), should be defined in the same manner in which students within the state are defined as LEP and in coordination with Title III of the ESEA.

Students may be categorized as having a disability and LEP if both apply. Data should be submitted only for those students receiving Title I, Part D services.

## V. Unduplicated and Long-Term Students Served

V. NON-DUPLICATIVE AND LONG-TERM (90 DAYS OR MORE) STUDENTS SERVED		
	Title I Students	Average Length of Stay (Days)
Total non-duplicative students served		
Total long-term students served		

The Average Length of Stay (Days) column should show the average stay in days weighted by the number of students enrolled and should include the number of days per stay each student was enrolled during the reporting year, regardless of entry or exit date. Because the data requested are for an average of days within the reporting year, the average length-of-stay value for each program type should not exceed 365 days. When calculating the average length-of-stay, do not include days that fall outside the reporting period.

In the Unduplicated Students Served column, insert the number of students served throughout the year, but do not count a student more than once if they have multiple stays within the institution. The number of unduplicated students identified here should match the number of students identified in the totals of the demographics section.

Sum of all days, per stay of Title-I students.	÷	Unduplicated number of Title-I students.	=	Average Length of Stay in Days
--	---	--	---	--------------------------------

An unduplicated count is one that counts each student only once, even if the student was admitted to a facility or program more than once within the reporting year. Long-term students are those who have been enrolled in a program for 90 or more consecutive calendar days between July 1 and June 30. Multiple admissions may not be added together.

## VI. Transition Services

VI. TRANSITION SERVICES		
	Juvenile Corrections	Adult Corrections
Are facilities in your state permitted to collect data on student outcomes after exit?	<input type="checkbox"/> Yes <input type="checkbox"/> No. If no, below give reason state policy is no.	<input type="checkbox"/> Yes <input type="checkbox"/> No. If no, below give reason state policy is no.

In the space below, if appropriate, indicate the reason(s) your state policy does not allow collection of data on student outcomes after exit.

If data collection on student outcomes after exit is not possible and no data exists, indicate so with the “No” checkbox. Provide a comment in the box below justifying why such data is unavailable at this time (e.g., current policies, legislation).

Identify the total number of students that received transition services specifically focused on further education, schooling, or vocational training and employment so that students can return to and be productive in their communities. Examples of such transition services may include developing education or vocational plans (including goals, action steps, and/or expected outcomes), and/or preparing students for reentry into education or work, including identifying and providing supports needed to ensure students’ success in returning to school or employment.

## VII. Academic and Vocational Outcomes While in State Agency Program or 90 Calendar Days After

VII. ACADEMIC AND VOCATIONAL OUTCOMES WHILE IN STATE AGENCY PROGRAM OR 90 CALENDAR DAYS AFTER		
Outcomes <i>Number of students who...</i>	Title 1 Students Served	
	In Facility	90 Days After Exit
1. Enrolled in their local district school		
2. Earned high school course credits		
3. Enrolled in a GED program		
4. Earned a GED		
5. Obtained a high school diploma		
6. Accepted and/or enrolled into post-secondary education		
7. Enrolled in job training courses/programs		
8. Obtained employment		

There is no length-of-stay requirement for reporting a student’s academic and vocational outcomes. All students may be included regardless of their length of stay in a facility or program.

Counts should reflect actual, not anticipated, outcomes.

The same student may be counted as having attained more than one outcome. For example, the same student may have obtained employment and returned to a district school. Data for academic and vocational outcomes are not restricted to a student’s most recent facility enrollment/exit period. If a student has multiple enrollments in a facility during a reporting year, all outcomes achieved should be included.

These counts reflect the number of students attaining a specific outcome. They are not counts of the outcome itself. For example, if a student earns 10 high school course credits in a facility during his or her first enrollment, and 15 credits during his or her second enrollment, the student would be counted one time under, “earned high school course credits while in facility.”

The 90-day period does not require states to track children and youth for a full 90 days after exit. Rather, this period gives states that are able to provide transition data a longer tracking window in which students may be able to achieve outcomes after exiting. If states are only able to provide data for a shorter period of time (i.e., 10, 20, or 30 days after exit), and students have achieved these outcomes, that data should be reported. If this data tracking is not allowed or available, it is not necessary to fill out.

1. **Enrolled in their local district school:** The number of students who returned to, or enrolled in, local district schools (external to the juvenile justice system).
2. **Earned high school course credits:** The number of students who earned transferable high school course credits.
3. **Enrolled in a GED program:** The number of students who enrolled in a program or course designed specifically to help students pass the GED. The GED course need not be run by a facility or program itself for students to be reported under this item.
4. **Earned a GED:** The number of students who earned a GED. Students may be counted for this item in locations where the GED is awarded by the state (rather than the facility or agency).
5. **Obtained a high school diploma:** The number of students who earned a high school diploma.
6. **Accepted or enrolled in postsecondary education:** The number of students accepted and/or enrolled in postsecondary programs. Postsecondary education refers to an independent postsecondary educational program; it does not refer to individual college-level courses that are part of a facility’s educational programming. Students may be reported if they meet one of the following criteria: (1) They are accepted into a postsecondary program (and subsequently enroll or decline); or (2) They enroll in a program that does not require an application process. Being accepted into a postsecondary program, and then enrolling in the program, may be counted only once in each time period (e.g. once under “in facility” and once under “90 days after exit”). The programs or courses need not be run by, and the outcomes need not be awarded by, a facility or program itself to be counted.
7. **Enrolled in job training courses or programs:** The number of students enrolled in vocational/job-training programs or courses. To be considered a job-training course or program for the Program Evaluation Summary, the course must focus on preparing students for a specific vocation. A course or program that focuses solely on soft skills, such as resume writing and interview preparation, would not be considered a job-training course or program; although a job-training course or program might incorporate soft skills into the curriculum. Examples of job-training programs include culinary schools, food preparation and safety, cosmetology, OSHA certification, HVAC repair, auto-mechanic training programs, Job Corps, Youth Build, and Home Builders. The programs or courses should not be part of a 2- or 4-year postsecondary degree program, which should be reported under “Accepted or enrolled into postsecondary education” (above). The programs or courses may be provided by the facility or program, or through an external organization. If a student earned transferrable high school course credits through a job- training course, states may count the student both as having earned high school course credit and as having enrolled in job training courses or programs. If a facility or program requires enrollment in vocational courses, states may also include students

enrolled in such programs under this item.

8. **Obtained employment:** This question asks for the number of students who received job offers. Students who are employed within a facility during their enrollment should not be counted under this section. The purpose of this indicator is to capture transition outcomes for students after they exit from facilities or programs. If a student obtains employment with and remains working in the facility or program after his or her exit date, then he or she may be included.

## IX. Academic Performance in Reading

IX. ACADEMIC PERFORMANCE IN READING	
Performance Data <i>Based on most recent pre/post-test data</i>	Title 1 Students Served
1. Number of long-term students with negative grade level change from the pre- to post-test exams.	
2. Number of long-term students with no change in grade level from pre- to post-test exams.	
3. Number of long-term students with improvement up to one full grade level from the pre- to post-test exams.	
4. Number of long-term students with improvement of more than one full grade level from the pre- to post-test exams.	

The academic performance tables should reflect unduplicated counts of long-term students. Do not add two or more visits together to obtain a 90-day enrollment for a student. If students have taken more than one post-test, report only the results of the most recent test. Long-term students who entered a facility or program before the current reporting year can be included in the report if they were enrolled for 90, or more, consecutive calendar days and part of the enrollment was during the reporting period (July 1 through June 30). Agencies can elect when to report performance data on students whose enrollment spans multiple reporting periods, as long as students' performance is not double-counted across reporting years.

## X. Academic Performance in Mathematics

X. ACADEMIC PERFORMANCE IN MATHEMATICS	
Performance Data <i>Based on most recent pre/post-test data</i>	Title 1 Students Served
1. Number of long-term students with negative grade level change from the pre- to post-test exams.	
2. Number of long-term students with no change in grade level from pre- to post-test exams.	
3. Number of long-term students with improvement up to one full grade level from the pre- to post-test exams.	
4. Number of long-term students with improvement of more than one full grade level from the pre- to post-test exams.	

The academic performance tables should reflect unduplicated counts of long-term students. Do not add two or more visits together to obtain a 90-day enrollment for a student. If students have taken more than one post-test, report only the results of the most recent test. Long-term students who entered a facility or program before the current reporting year can be included in the report if they were enrolled for 90, or more, consecutive calendar days and part of the enrollment was during the reporting period (July 1 through June 30). Agencies can elect when to report performance data on students whose enrollment spans multiple reporting periods, as long as students' performance is not double-counted across reporting years.

All students receiving or benefitting from Title I, Part D services within the school year should be included in the annual report. The specific type of services received during the enrollment period do not exempt students from any of the reporting requirements, similar to the reporting requirements for students under Title I. Thus, all long-term students benefitting from Part D services, regardless of the manner in which Title I, Part D funds are used (e.g.,

transition, vocational education, etc.), should be reported under the pre- and post-test indicators for reading and mathematics.

Assessments used for the collection of academic performance data should be appropriate for pre- and post-test use.

Do not report on pre- and post-test results if different tests were used at pre- and post-test. Do not include results of GED tests (which are not pre- post-tests) in this section.

Some programs and facilities may score their assessment data in a format other than grade-level equivalents. However, many test publishers provide scores in multiple formats, including grade-level equivalents. Test results that can be collected and/or converted to grade level in a manner that is statistically valid should be reported in this manner.

If facilities administer more than one post-test during a student's stay, only the results of the most recent post-test should be used. Again, because this is an unduplicated count of students (see above), testing results should only be included for the most recent stay that was equal to or greater than 90 days. For students with multiple enrollments in separate reporting years, do not use the results of a pretest administered in a previous enrollment to assess student performance for the purpose of the CSPR. Use only pre- and post-test data from a student's most recent enrollment in the current reporting year.

If a student remained in the same facility or program (meaning he or she did not exit or go through another intake assessment), and changed his or her residential status to a day student (but still benefited from Part D funds), he or she should be counted once in the unduplicated count for his or her entire stay at the facility. Any outcomes attained during their entire stay (regardless of residential status) can be reported. For example, if a student changes his or her residential status in a facility within the reporting period, and is no longer eligible to be served with Part D funds due to this change, then he or she would still be counted once in the unduplicated count for his or her stay at the facility while eligible. However, only the outcomes from the period during which he or she was served by Part D funds would be reported. If a student changed facilities or programs as a result of his or her change in residential status (meaning he or she exited the facility and a new intake assessment was performed in a new day program), and the student was served by Part D in both programs, each program could count the student once and the outcomes achieved during the student's time in each program would be reported separately.