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

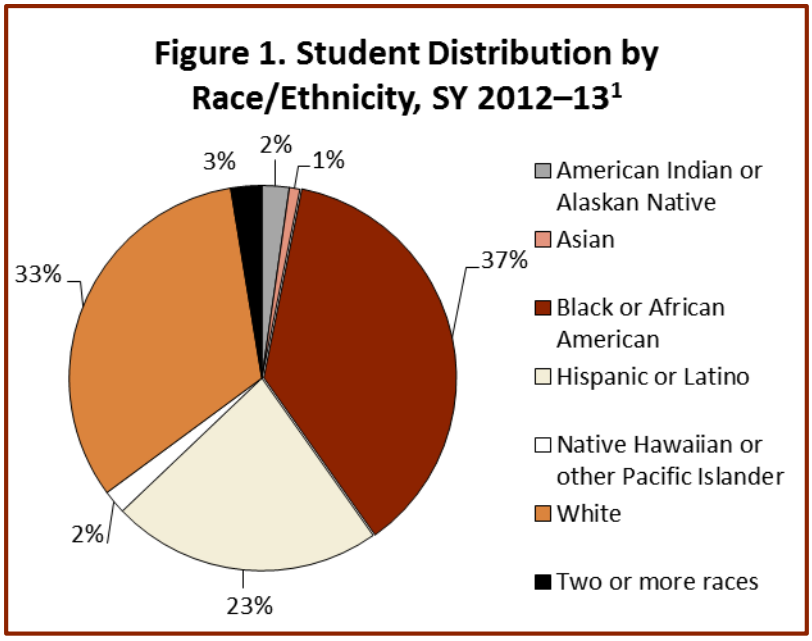
Under Subpart 2, the number of SEAs that receive funds may vary from year to year (see Table 1b). In each of the past 3 years, 46 SEAs received Subpart 2 funding. Funds may be distributed to neglect programs, juvenile detention, juvenile corrections, and at-risk programs.

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



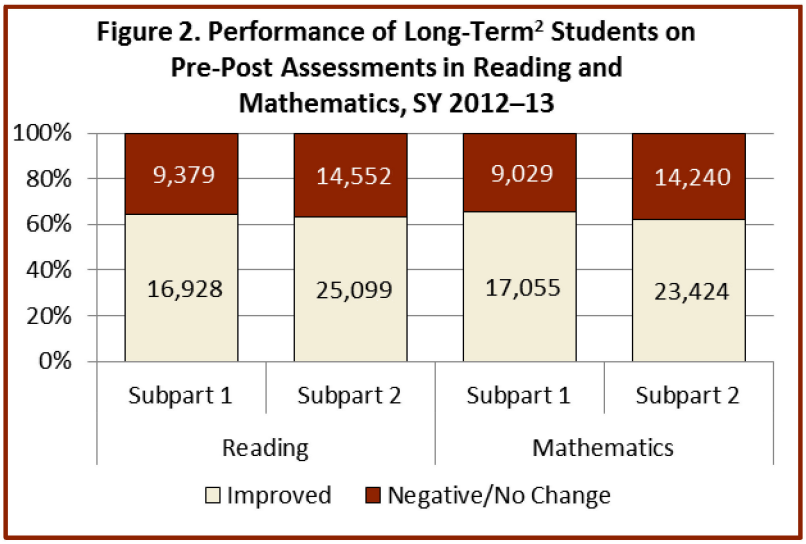
Student Demographics

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 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).
- Half (50 percent) of age-eligible students[3] (not including adult corrections) earned high school course credits while in facility.
- Approximately 10 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	0	0
Juvenile detention	0	0
Juvenile corrections	8	133
Adult corrections	3	98
Other	0	0
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	0
Juvenile Detention	0
Juvenile Corrections	8
Adult Corrections	3
Other	0
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	0	0	650	230	0
Total Long Term Students Served	0	0	429	87	0

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	0	0	198	88	0
LEP Students	0	0	4	3	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	0	2	1	0
Asian	0	0	3	0	0
Black or African American	0	0	392	164	0
Hispanic or Latino	0	0	90	23	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0
White	0	0	157	41	0
Two or more races	0	0	6	1	0
Total	0	0	650	230	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	571	230	0
Female	0	0	79	0	0
Total	0	0	650	230	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	4	0	0
14	0	0	17	0	0
15	0	0	52	0	0
16	0	0	116	1	0
17	0	0	172	8	0
18	0	0	163	35	0
19	0	0	80	62	0
20	0	0	46	77	0
21	0	0	0	47	0
Total	0	0	650	230	0

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?	0	0	yes	yes	0
Number of students receiving transition services that address further schooling and/or employment.	0	0	627	21	0

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	
# 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	0	0	0	0	349	259	S	S	0	0
Earned high school course credits	0	0	0	0	546	204	143	13	0	0
Enrolled in a GED program	0	0	0	0	129	13	109	16	0	0
Earned a GED	0	0	0	0	96	6	17	S	0	0
Obtained high school diploma	0	0	0	0	99	11	41	S	0	0
Accepted and/or enrolled into post-secondary education	0	0	0	0	101	81	S	S	0	0
Enrolled in job training courses/programs	0	0	0	0	194	63	133	S	0	0
Obtained employment	0	0	0	0	121	122	133	S	0	0

This response is limited to 4,000 characters.

Comments:

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	0	0	344	85	0
Long-term students who have complete pre- and post-test results (data)	0	0	299	53	0

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	0	0	64	S	0
No change in grade level from the pre- to post-test exams	0	0	61	17	0
Improvement up to one full grade level from the pre- to post-test exams	0	0	68	10	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	106	24	0
Comments: PA will correct this error.					

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	0	0	370	86	0
Long-term students who have complete pre- and post-test results (data)	0	0	292	54	0

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	0	0	39	S	0
No change in grade level from the pre- to post-test exams	0	0	55	15	0
Improvement up to one full grade level from the pre- to post-test exams	0	0	71	7	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	127	29	0
Comments: PA will correct.					

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	0	0
Neglected programs	111	140
Juvenile detention	152	64
Juvenile corrections	0	0
Other	0	0
Total	263	
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	0
Neglected programs	111
Juvenile detention	152
Juvenile corrections	0
Other	0
Total	263
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		4,509	20,668		
Total Long Term Students Served		2,183	5,274		

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)		1,132	3,664		
LEP Students		18	158		

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native		2	21		
Asian		41	98		
Black or African American		2,548	11,657		
Hispanic or Latino		366	2,247		
Native Hawaiian or other Pacific Islander		8	25		
White		1,462	6,400		
Two or more races		82	220		
Total		4,509	20,668		

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male		2,439	16,626		
Female		2,070	4,042		
Total		4,509	20,668		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5		10	1		
6		38			
7		44	3		
8		72	7		
9		75	10		
10		112	37		
11		133	139		
12		249	317		
13		400	820		
14		584	1,966		
15		818	3,486		
16		887	4,772		
17		810	5,593		
18		220	2,439		
19		48	761		
20		9	300		
21			17		

Total		4,509	20,668		

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

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?	0	yes	yes	0	0
Number of students receiving transition services that address further schooling and/or employment.		1,191	8,258		

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	
# 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			1,626	1,897	10,046	10,487				
Earned high school course credits			2,276	1,951	10,914	8,271				
Enrolled in a GED program			35	23	1,032	299				
Earned a GED			24	11	560	187				
Obtained high school diploma			146	98	756	283				
Accepted and/or enrolled into post-secondary education			117	114	529	439				
Enrolled in job training courses/programs			130	117	2,636	977				
Obtained employment			189	143	895	874				

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		1,137	3,779		
Long-term students who have complete pre- and post-test results (data)		1,097	3,099		

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		97	301		
No change in grade level from the pre- to post-test exams		292	669		
Improvement up to one full grade level from the pre- to post-test exams		531	900		
Improvement of more than one full grade level from the pre- to post-test exams		177	1,229		
Comments: PA will correct					

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		1,178	3,976		
Long-term students who have complete pre- and post-test results (data)		1,051	3,086		

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		103	332		
No change in grade level from the pre- to post-test exams		288	670		
Improvement up to one full grade level from the pre- to post-test exams		529	882		
Improvement of more than one full grade level from the pre- to post-test exams		131	1,202		
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.