



# Plenary I: Data Collection and Quality

**Monday • August 24 • 2020**

**Presenter:**

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**The National Technical Assistance Center**  
for the Education of Neglected or Delinquent Children and Youth (NDTAC)  
[neglected-delinquent.ed.gov](http://neglected-delinquent.ed.gov)



# Agenda

- *EDFacts*
- Consolidated State Performance Report
- File Specifications
- Business Rules Single Inventory
- Common Data Quality Issues
- Transition/After-Exit Data
- Resources



A photograph of several students in a school cafeteria. In the foreground, a young woman with long dark hair is smiling and looking towards a young man whose back is to the camera. To her right, another young woman is looking down at a red apple she is holding. They are sitting at a table with trays of food, including a salad and some yellow items. In the background, other students are seated at tables, and a person in a green shirt is visible. The scene is brightly lit and appears to be a typical school lunch period.

# ED *Facts*



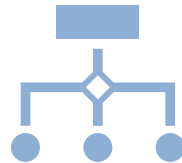
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# What is EDFacts?



A data warehouse which serves as a central repository for many education data collections



States submit raw data to *EDFacts*, which are then used for a variety of reports, tools, and data files by ED



About 80 percent of the CSPR is populated by *EDFacts* data



# Purpose of ED*Facts*



- To place the use of robust, timely performance data at the core of decision and policymaking in education.
- To reduce state and district data burden and streamline data practices.
- To improve state data capabilities by providing resources and technical assistance.
- To provide data for planning, policy, and management at the federal, state, and local levels.



# ED*Facts* Data Quality Approach

<b>Attribute</b>	<b>Definition</b>
<b>Timeliness</b>	Data are considered timely if submitted by the specified due (closing) date of the data collection.
<b>Completeness</b>	Data are considered complete if all of the required data are submitted, at each reporting level, for all education units, and all required category sets, subtotals, and totals. No data are missing and no placeholder data are submitted.
<b>Accuracy</b>	Data are considered accurate if they pass edits checks and data quality rules, contain no known errors, and are certified by the appropriate party.
<b>Validity</b>	Data are considered valid if they are reported in a consistent manner and measure what they were intended to measure.
<b>Usability</b>	Data are considered usable if the calculation/analyses are appropriate to the data and include explanations of anomalies.



# ED*Facts* Data Quality Strategy





# Consolidated State Performance Report (CSPR)



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# What is the CSPR?



The required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015



Data reported align with program requirements that States address through Consolidated State Plans



Process has evolved over time, but some version of the process in this format has been in place since SY 2003-04



# Title I, Part D Data Included in the CSPR

## CSPR Part II

### Section 2.5

- 2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1
  - 2.5.1.1 Programs and Facilities - Subpart 1
  - 2.5.1.2 Programs and Facilities That Reported - Subpart 1
  - 2.5.1.3 Students Served – Subpart 1
  - 2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit
- 2.5.2 Academic Performance – Subpart 1
  - 2.5.2.1 Academic Performance in Reading – Subpart 1
  - 2.5.2.2 Academic Performance in Mathematics – Subpart 1
- 2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2
  - 2.5.3.1 Programs and Facilities – Subpart 2
  - 2.5.3.2 Programs and Facilities That Reported - Subpart 2
  - 2.5.3.3 Students Served – Subpart 2
  - 2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit
  - 2.5.3.5 Academic Performance – Subpart 2



# CSPR Title I, Part D Frequently Asked Questions

- **How is average length of stay calculated for Sections 2.5.1.1 and 2.5.3.1?**

The average length of stay should be weighted by number of students and 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.

- **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.

- **For Section 2.5, what is long-term?**

Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2019.



A photograph of three students in a classroom setting. A young woman with long dark hair is smiling and looking towards a young man with short dark hair who is looking down at a laptop. Another student is partially visible in the background. A dark teal horizontal bar is overlaid across the middle of the image, containing the text 'File Specifications' in white.

# File Specifications



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# What are File Specifications?

- Provides technical instructions for building files that are submitted through the *EDFacts* Submission System (ESS)
- Used in coordination with other documentation posted on the *EDFacts* Initiative Home Page under *EDFacts* System Documentation, including:
  - ***EDFacts* Workbook** – a reference guide to using the *EDFacts* Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications
  - **ESS User Guide** – provides assistance to new users of the *EDFacts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
  - ***EDFacts* Business Rules Guide** – describes each business rule including the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied



# Layout of Each File Specification

- 1.0 PURPOSE
- 2.0 GUIDANCE FOR SUBMITTING THIS FILE
  - **2.1 Changes from the Previous School Year File Specifications**
  - **2.2 Core Requirements for Submitting this File**
    - Contains tables with the reporting period, the education units included or excluded, the type of count, and zero count reporting.
  - **2.3 Required Categories and Totals**
    - Lists the combinations of the categories that are expected to be submitted for the state and each LEA or school that should be included in the file.
  - **2.4 Guidance**
    - Contains guidance for submitting a file in the format of questions and answers.
  - **2.5 Definitions**
- 3.0 FILE NAMING CONVENTION
- 4.0 FIXED OR DELIMITED FILES



# Title I, Part D File Specifications

## SY 2018-19 ED Facts - CSPR Part II Data Crosswalk

CSPR Question #	CSPR Question	EDFacts File Spec	EDFacts Data Group	EDFacts Reporting Level
<b>2.5</b>	<b>PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK</b>			
<b>2.5.1</b>	<b>State Agency Title I, Part D Programs and Facilities – Subpart 1</b>			
2.5.1.1	Programs and Facilities - Subpart 1	Manual entry	Manual entry	Manual entry
2.5.1.2	Programs and Facilities That Reported - Subpart 1	Manual entry	Manual entry	Manual entry
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.3	Students Served – Subpart 1	FS 119	656	SEA
2.5.1.4	Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit	FS 180 FS 181	783 785	SEA SEA
<b>2.5.3</b>	<b>LEA Title I, Part D Programs and Facilities – Subpart 2</b>			
2.5.3.1	Programs and Facilities – Subpart 2	Manual entry	Manual entry	Manual entry
2.5.3.2	Programs and Facilities That Reported - Subpart 2	Manual entry	Manual entry	Manual entry
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.3	Students Served – Subpart 2	FS 127	657	LEA
2.5.3.4	Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit	FS 180 FS 181	782 784	LEA LEA





# Business Rules Single Inventory (BRSI)



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# What is the Business Rules Single Inventory (BRSI)?

- A single inventory for State Education Agencies that contains data quality (DQ) business rules applied to EDFacts data throughout the lifecycle of that data.
- Includes previously published submission rules as well as post-submission DQ rules that have not been officially published prior to 2018.
- Increases transparency in post-submission DQ review processes and provide SEAs with the opportunity to check data prior to submission.
- Includes two documents:
  - (1) the EDFacts Business Rules Single Inventory User Guide, detailing the layout of the BRSI spreadsheet, FAQs and commonly used filters; and
  - (2) the EDFacts Business Rules Single Inventory Excel spreadsheet describing each business rule.



# Locating Title I, Part D Business Rules

How can you find the data quality review edits that are applied to N or D data in the Business Rules Single Inventory (BRSI)?

- 1) System of Publication (Column G) = February ESEA Review
- 2) Scope (Column H) Neglected and Delinquent

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
	SY 2018-19	SY 2019-20	Changes for Current SY	DQ Phase	System of publication	Scope	Reward	Rule ID	Rule Type	Failure Classification	Data / Format	SEA	LEA	SCH	Other	FS	DG	Data Source - EMAPS Survey	Question Number (CSPR, EMAPS)	Definition
1	Y	Not yet enabled	Changed	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-003	Accuracy - Across File	Warning	Data	Y	N	N	NA	113, 119	628, 656	NA	NA	This edit identifies when the number of students reported in each academic Category Set A is greater than the number of students reported in N or D Long-Term Status (DG 628) reported in FS 113.
974	Y	Not yet enabled	Changed	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-004	Completeness - Missing Data	Warning	Data	Y	N	N	NA	113	628	NA	NA	The rule identifies when the number of long-term students reported in Category Set F of FS 119 (DG 656) is less than the sum of students with mathematics pre- and post-test results reported in Category Set A of FS 113 (DG 628). For Category Set A, data should be reported for the number of long-term Title I Part D students served who took both a pre- and post-test (DG 628) reported in FS 113.
975	Y	Not yet enabled	New	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-031	Accuracy - Across File	Warning		N	Y	N		127, 125	657, 629			This rule identifies when either no data or all zeros are reported for the reading/language arts pre- and post-test results of long-term students in Category Set A of FS 113.
976	Y	Not yet enabled	New	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-032	Completeness - Missing Data	Warning		N	Y	N		125	629			The rule identifies when the number of long-term students reported in Category Set F of FS 127 (DG 657) is less than the sum of students with mathematics pre- and post-test results reported in Category Set A of FS 125 (DG 629).
977	Y	Not yet enabled	New	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-033	Completeness - Missing Data	Warning	Data	Y	N	N		113	628			This rule identifies when either no data or all zeros are reported for the mathematics pre- and post-test results of long-term students in Category Set A of FS 125.
978	Y	Not yet enabled	New	Post-submission	February ESEA Review	Neglected or Delinquent	ESE/SSA/N or D	OESE-ND-033	Completeness - Missing Data	Warning	Data	Y	N	N		113	628			The rule identifies when either no data or all zeros are reported for the mathematics pre- and post-test results of long-term students in Category Set A of FS 113.



# Types of Title I, Part D Business Rules

- Programs reporting  $\neq$  Programs funded
- Mixed up data/programs
- Over 100% at Subpart and program level
- Major missing data (long-term (LT), unduplicated count (UC), math and reading results, all age data)
- All zeros for math and reading
- Academic performance results over LT or UC
- Demographics (Missing LEP/IDEA/race/gender, subtotals don't equal UC)
- No data for academic and/or career and technical outcomes
- **New!** Year-to-year comparisons
- **New!** 5-Year longitudinal checks



A photograph of three students in a classroom setting. A young woman with long dark hair is smiling and looking towards a young man with short dark hair who is looking down at a laptop. Another student is partially visible in the background. A dark teal horizontal bar is overlaid on the image, containing the title text.

# Data Quality Issues



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# SY 2018-19 Common Data Quality Issues

Business Rule Type	Issue	Resolution
<b>Completeness – Missing Data</b>	Zero counts are submitted instead of missing counts.	Missing Counts: Submit if data was unable to be collected, but outcomes were obtained.  Zero Counts: Submit if data was collected, but no outcomes were obtained.
<b>Accuracy – Across File Comparison</b>	The number of students served is less than the sum of students reported obtaining outcomes.	Manually calculate the sum of students obtaining outcomes or test results and ensure it is not greater than the unduplicated student counts and/or the number of long-term students served.
<b>Accuracy – Year-to-Year Comparison</b>	The unduplicated student count reported changed by $\pm 10\%$ or more from the prior school year.	Establish internal checks in your State to correct or address this issue early.



# QTNA to Improve Data Quality

## Data Schedule

- How often are data collected?
- Is there an established due date?
- Is the due date consistent over time?
- What is the due date?

## Data Quality

- Do you have an established data quality process (e.g., SOPs, process flow, etc.)?
- Do you have it documented?
- Do you have a data quality rubric/list of data checks?
- Do you share the rubric or information contained in the rubric to subgrantees?
- Who conducts data quality (program staff/team, contractor, ED*Facts* coordinator)?
- Do you review for timeliness, completeness, and accuracy?

## Data Use

- Are the data used for research/evaluation?
- Are the data used by other SEA offices?
- Are the data released publicly?
- If so, in what format? What is the general process for releasing the information?
- Do you know if the data are regularly used by external stakeholders?





# Transition/After-Exit Data



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# Collecting After-Exit Data

## Academic, Career and Technical Outcomes While in the State Agency/LEA Program/Facility or Within 90 Calendar Days after Exit

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit	FS181	FS181	FS181	FS181	FS181

Outcomes (once per student)	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Adult Corrections	Adult Corrections	Other Programs	Other Programs
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned a GED	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181
Obtained high school diploma	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181





# Collecting After-Exit Data

## Academic, Career and Technical Outcomes While in the State Agency/LEA Program/Facility or Within 90 Calendar Days after Exit

Outcomes (once per student per time period)	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Adult Corrections	Adult Corrections	Other Programs	Other Programs
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
# of Students Who										
Earned high school course credits	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181
Enrolled in a GED program	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181
Accepted and/or enrolled into post-secondary education	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181
Enrolled in job training courses/programs	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181
Obtained employment	FS180/	FS181	FS180	FS181	FS180	FS181	FS180	FS181	FS180	FS181



# Poll Question

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Based on the current outcomes listed in the CSPR, which of the following are the most difficult to collect in your State?

- A. Enrollment in Local School District
- B. Earned GED or High School Diploma
- C. Earned High School Credits
- D. Enrolled in GED Program, Post-Secondary Education, or Job Training
- E. Obtained Employment



# Collecting After-Exit Data

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***New!*** If there is a state law or policy that prohibits contact with a student after they leave a facility, does that exempt the State from submitting after exit data currently required by ED?

Regardless of laws or policies implemented by the State, State agencies and local educational agencies must submit evaluation results to the State educational agencies and ED. (ESEA section 1431(d)(1)). Evaluation results include the after-exit data currently being collected through the CSPR.



# Strategies to Collecting After-Exit Data



- Ensure one person at each facility, institution, or program is responsible for staying in contact with students at least 90 days after exit
- Make data input easily accessible to staff in school district
- Develop surveys for students, families, and/or employers to complete
- Develop collaborative relationship with probation officers, social worker, and local community centers
- Share outcomes quarterly with State agencies and LEAs to improve data quality and decision making



A photograph of three students in a classroom setting. A young woman with long dark hair is smiling and looking towards a young man with short dark hair who is looking down at a laptop. Another student is partially visible in the background. A semi-transparent teal banner is overlaid across the middle of the image.

# Resources



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# Resources

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## **ED*Facts* Reporting Documentation**

- Data Quality Process Overview [PDF](#)
- [Business Rules Single Inventory \(BRSI\)](#)
- [File Specifications](#)
- [File Due Dates](#)

## **Consolidated State Performance Report (CSPR) Documentation**

- SY 2018-19 CSPR Part II [MS Word](#)
- SY 2018-19 CSPR User Guide [PDF](#)
- SY 2018-19 CSPR Part I Frequently Asked Questions [PDF](#)





Questions?



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# Contact Information

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Federal Relay Service: 800-877-0996  
(Voice/TTY) / [federalrelay@sprint.com](mailto:federalrelay@sprint.com)

PSC is open Monday-Friday from 8:00 a.m.- 6:00 p.m. ET excluding federal holidays.

On the due dates of the survey, PSC will be available via email until 8:00 p.m.

