

**Consolidated State Performance Report
State Agency Title I, Part D Facilities (Subpart 1)
Delinquent Program**

The Consolidated State Performance Report contains annual performance requirements for the Title I, Part D, Subpart 1, Delinquent Educational program for school year 2021-22, defined as July 1, 2021, through June 30, 2022.

General instructions for Title I, Part D, Subpart 1:

- Report information on the facilities receiving Title I, Part D, Subpart 1 funding during the reporting year.
- Report information on the number of delinquent students receiving Title I, Part D, Subpart 1 services during the reporting year.
- Indicate zero (0) when indicating students not served.
- Do not use zero to indicate missing data or data not collected.
- Leave blank fields for uncollected or missing data.

Specific instructions for Title I, Part D, Subpart 1:

Name, Region, County, District, Type, Schools (RCDTS); and Address of Facility

Provide the name, records, and address of the facility.

2.4.1.1 PROGRAMS AND FACILITIES

Indicate the program and facility type.

Average Length of Stay in Days: The average length of stay includes the number of days, per visit, each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits can be included for students who entered more than once during the reporting year. The average length of stay must not exceed 365 days.

2.4.1.2 STUDENTS SERVED

Indicate the number of students served in each demographic area by serving facility.

Total Unduplicated Students Served: Count each student once, even if the student was admitted to a facility or program more than once within the reporting year.

Long-term Students Served: These are students enrolled in the program for 90 or more consecutive calendar days. Adding or including multiple admissions together for a sum of 90 days is not permissible.

Students with Disabilities (Individuals with Disabilities Education Act): These are students identified as having disabilities should follow the same classification as provided in the Individuals with Disabilities Education Act (IDEA). This includes students (based on the classifications) who receive special education and related services under IDEA according to an Individualized Education Program, Individualized Family Service Plan, or service plan.

Limited English Proficient (LEP) Students: Students identified by the state definition of LEP in coordination with Title IX of the Elementary and Secondary Education Act.

Note: If applicable, students may be identified as both — disability and LEP.

Note: The total unduplicated student served count (reported in table 2.4.1.2) should be equal to the subtotals of each demographic category. For example, if the total unduplicated students served equals 120 students, then the race/ethnicity, gender, and age totals should each equal 120.

2.4.1.3.1 TRANSITION SERVICES

Transition services are described as supports and resources that promote effective practices across multiple domains which impact a student's successful return to the community. This measure refers to transition services that promote continued education or job training and employment.

Is this facility permitted to collect data on student outcomes after exit?

Check *yes* or *no*. This data interprets subsequent data reported under academic outcomes.

Number of students receiving transition services that address continued education and/ or employment.

Provide comments, if applicable.

2.4.1.3.2 ACADEMIC OUTCOMES

Academic outcomes guidelines:

- No minimum length of stay requirements.
- Unduplicated count of students with multiple admissions should be counted once.
- The same student may attain more than one outcome. For example, the same student enrolled in their local district school and earned high school course credit. Both outcomes may be counted.
- Counts should reflect actual (not anticipated) outcomes.
- Data is not restricted to the student's most recent enrollment. All outcomes achieved over multiple enrollment periods must be included.

90 days after exit: Time period up to 90 days after the student is released from a facility or program. Exiting does not refer to transferring to another facility within the juvenile justice or child welfare system.

The 90-day period does not require programs to track children and youth for a full 90 days after exit. Programs may provide transition data in which students achieve outcomes after exiting. Programs may report achievement outcomes before the 90-day period, if the student exits.

2.4.1.6 ACADEMIC PERFORMANCE

The academic performance tables (2.4.1.6.1 and 2.4.1.6.2) provide reporting of long-term students' academic progress in reading and math while participating in Title I, Part D facilities and programs. This includes students enrolled in a program for 90 or more consecutive calendar days. This number must not exceed the number of long-term students reported in Section 2.4.1.2.

Note: Students entering a facility or program before the current reporting year may be included in the report, if enrolled 90 or more consecutive calendar days and partial enrollment was during the reporting period (July 1, 2021 - June 30, 2022).

The academic performance sections must reflect an unduplicated count of students. Adding multiple visits together to obtain a 90-day enrollment is not permissible. If students take more than one posttest, report the most recent test result.

Assessments used for the collection of academic performance data must include a pre- and post-test. Standardized assessments are generally administered once a year and not appropriate for measuring student progress while in the program.

Scores must be converted to grade-level equivalencies.

Report results of the most recent 90-day post-test.

Please return to: **Illinois State Board of Education**
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ILLINOIS STATE BOARD OF EDUCATION

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NAME OF FACILITY	FACILITY RCDTS
ADDRESS (Street, City, State, ZIP Code)	

**Consolidated State Performance Report: STATE AGENCY TITLE I, PART D FACILITIES (Subpart 1)
School Year 2021-2022**

2.4.1.1 Programs and Facilities			2.4.1.2 Students Served (Continued)				
Check only one:		Average Length of Stay in Days	Age	Juvenile Corrections		Adult Corrections	
<input type="checkbox"/> Juvenile Center (IYC)		_____	19				
<input type="checkbox"/> Adult Correction Center		_____	20				
2.4.1.2 Students Served			21				
Number of Students Served	Juvenile Corrections	Adult Corrections	2.4.1.3.1 Transition Services				
Total Unduplicated Students Served			Student Subgroups	Juvenile Corrections		Adult Corrections	
Long-Term Students Served			Is the facility permitted to collect data on student outcomes after exit? If no, explain below.	<input type="checkbox"/> Yes		<input type="checkbox"/> Yes	
Student Subgroups				<input type="checkbox"/> No		<input type="checkbox"/> No	
Students with disabilities (IDEA)			Number of students receiving transition services that address continued education and/or employment.				
LEP Students			Comments:				
Race/Ethnicity	Juvenile Corrections	Adult Corrections					
American Indian or Alaska Native							
Asian							
Black or African American							
Hispanic or Latino							
Native Hawaiian or Other Pacific Islander							
White							
Two or more races							
Gender	Juvenile Corrections	Adult Corrections	2.4.1.3.2 Academic Outcomes				
Male			# of Students Who	Juvenile Corrections		Adult Corrections	
Female				In Facility	90 days after exit	In Facility	90 days after exit
Age	Juvenile Corrections	Adult Corrections	Enrolled in their local district school				
3 through 5			Earned high school course credit				
6			Enrolled in a GED program				
7			Earned a GED				
8			Obtained high school diploma				
9			Accepted and/or enrolled into postsecondary education				
10			Enrolled in job training courses/programs				
11			Obtained employment				
12							
13							
14							
15							
16							
17							
18							

2.4.1.6.1 Academic Performance in Reading			2.4.1.6.2 Academic Performance in Math		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections	Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
1. Long-term students who tested below grade level upon entry			1. Long-term students who tested below grade level upon entry		
2. Long-term students who have completed pre- and post-test results (data)			2. Long-term students who have completed pre- and post-test results (data)		
Of the students reported in row 2 above, indicate the number who showed:			Of the students reported in row 2 above, indicate the number who showed:		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections	Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
3. Negative grade level change from the pre-to post-test exams			3. Negative grade level change from the pre-to post-test exams		
4. No change in grade level from the pre- to post-test exams			4. No change in grade level from the pre- to post-test exams		
5. Improvement up to one full grade level from the pre- to post-test exams			5. Improvement up to one full grade level from the pre- to post-test exams		
6. Improvement of more than one full grade level from the pre- to post-test exams			6. Improvement of more than one full grade level from the pre- to post-test exams		