

Division of State Court Administration

TO: Justice Loretta H. Rush

FROM: Mike Commons

C: Lilia Judson

RE: Educational Outcomes Data Collected on Children and Vulnerable Youth in Indiana

DATE: February 11, 2014

The following member agencies were asked to determine what data they collected that related to Educational Outcomes on Children and Vulnerable Youth in Indiana:

- Department of Education
- Department of Child Services
- Department of Correction
- Family and Social Services Administration
- Probation Departments from 17 Counties around the State of Indiana
- Division of Mental Health and Addiction
- Division of State Court Administration

The table that follows lists the agencies' responses. Much of this data is only tracked on a case-by-case basis; records exist that detail certain data relating to certain youth. Although this is helpful when addressing the needs of the certain youth, it is not maintained in a manner that allows for the data to be compared to other youths' data to make analytical conclusions related to the data. Also, each agency maintains its own agency-specific identifiers for each child. Although this allows each child's data to be tracked longitudinally within each agency, it keeps the children's data from being compared to the data from other agencies because the identifying numbers do not correlate.

Some of the data is maintained in a manner that does allow it to be analyzed and compared to other systems within Indiana as well as to systems in other States or jurisdictions. This is usually limited to total population numbers rather than child-specific analysis for the reasons stated above.

Please do not hesitate to contact me if you would like to discuss this further, or if I could provide more explanation regarding this information.

Attachment: Educational Outcomes Data for Children and Vulnerable Youth in Indiana Table

MEMBER	INDIVIDUAL PROVIDING DATA	EDUCATIONAL OUTCOMES DATA COLLECTED ON CHILDREN/VULNERABLE YOUTH	
The Superintendent of Public Instruction	Glenda Ritz	<p>Many of these are collected by race/ethnicity and gender</p> <ul style="list-style-type: none"> • School Enrollment • Graduation Rates • Homeless Students • Examination results • School Discipline 	<ul style="list-style-type: none"> • Attendance Rates • School Arrests • Suspensions/Expulsions • Drop Outs • Bullying • Truancy
The Department of Child Services	Cynthia Smith	<p><u>Individual Case Plans</u></p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Enrolled in 21st Century scholars program • Performing at grade level • Disciplinary actions • Extracurricular activities • Standardized testing (pass/fail for appropriate grades) • Graduation testing 	<p><u>Youth referred to education liaisons</u></p> <ul style="list-style-type: none"> • Reason for referral • IEP/504 education plans <p><u>Older youth programs</u></p> <ul style="list-style-type: none"> • Grade point average • Credit hours • Highest educational degree earned • Current education enrollment – full or part-time
The Director of the Department of Correction Division of Youth Services	Christine Blessinger	<ul style="list-style-type: none"> • Average score of credits earned • Percent of students who gained in Math, or Reading, or Math and Reading • Percent of students who earned expected number of credits • Percent of students who passed the GED • Percent of students who re-enrolled in public or alternative schools • Percent of students who enroll in college or post secondary job training • Percent of students who pass the high school equivalency exam • Percent of students who get jobs upon release 	
The Secretary of Family and Social Services	Cathy Robinson (Indiana First Steps)	<ul style="list-style-type: none"> • Developmental status of child when entering and when exiting program • Calculate if child has made developmental progress or met age appropriate skill level • Percent of Infants and Toddlers receiving services who demonstrate improvement in: <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships) ▪ Acquisition and use of knowledge and skills (Including early language/communication) ▪ Use of appropriate behaviors to meet their needs 	
Probation Representative	Susan Lightfoot	<p><u>IYAS (Juvenile Risk Assessment Tool)</u></p> <ul style="list-style-type: none"> • Suspensions, Expulsions, and Truancy (historical data) 	<p><u>Case-by-Case/County-by-County</u></p> <ul style="list-style-type: none"> • Attendance, Grades, Credits, Class Rank, Behavior, Special Ed. Classification
Division of Mental Health and Addiction	Kevin Moore	<ul style="list-style-type: none"> • Percentage of youth (5-17) whose overall school performance shows improvement on the CANS (Comprehensive Child and Adolescent Needs and Strengths) tools between two assessments. 	