



## A Framework for Program Quality

NC Basic Skills Technical Assistance Report

# Performance Standards



North Carolina Community College System  
Academic and Support Services  
Basic Skills Department

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Our appreciation to the Caldwell Community College Basic Skills Department for some of the contributions in this report

# Performance Standards

## Introduction

As Basic Skills educators, we obviously want our students to succeed. That is why we go to work every day – to help adult learners gain the skills they need to advance to the next step in their educational journey. We also understand that as stewards of state and federal funding, we need to be accountable and demonstrate that we are making an impact. For Basic Skills programs, that impact is primarily measured in terms of **five federal core outcome measures**. These measures include helping students to:

1. •Complete an educational functioning level
2. •Obtain a job
3. •Retain a job
4. •Enroll in postsecondary education or job training
5. •Earn a high school diploma or GED

In addition, Basic Skills programs conducted in community colleges are held accountable for meeting a **state performance standard** of 75% retention.

The purpose of this Technical Assistance Report is to examine both federal and state performance standards more closely and provide clarification and guidance. Each section begins with a brief overview followed by a series of questions and answers. In addition, useful tips are dispersed throughout the document and are noted by this icon.



This report is not intended to cover all of the aspects of the state’s assessment policy or LEIS data entry procedures. It will, however, give you a good framework for understanding some of the critical elements related to achieving North Carolina’s performance standards. Additional information can be obtained in the:

- State Assessment Policy  
[http://www.ncccs.cc.nc.us/Basic\\_Skills/DocumentsLoad/NC%20Assessment%20Policy%2009%20Revised.pdf](http://www.ncccs.cc.nc.us/Basic_Skills/DocumentsLoad/NC%20Assessment%20Policy%2009%20Revised.pdf)
- National Reporting System website at <http://www.nrsweb.org/foundations/>
- Revised LEIS User Manual that will be developed in 2010-2011 to cover specific data collection and data entry procedures.

# Federal Core Outcome Measures and Performance Standards

## Overview

**Core Outcome Measures:** All states that receive funding through the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act (WIA) are held accountable for five federal core outcome measures. These measures include helping students to:

- Complete an Educational Functioning Level (EFL)
- Obtain a job
- Retain a job
- Enroll in postsecondary

As required by the federal legislation, North Carolina annually negotiates performance standards for each of the core outcome measures with the Office of Vocational and Adult Education (OVAE) in the U.S. Department of Education. For example, the performance standards define the specific percentage of students who are expected to complete each of the educational functioning levels. To establish common definitions and data collection procedures to document achievement of the performance standards, the National Reporting System (NRS) was developed by OVAE.

States that meet or exceed WIA performance standards are eligible for incentive funds. In the future, it is anticipated that federal funding to Basic Skills programs will be partially determined by the program's ability to meet the federal performance standards. This is one of the reasons why attention to your program's performance is increasingly more important.

This chart compares the performance standards required for 2009 – 2010 with the new standards for 2010 - 2011. Note that the performance standards in several areas are higher in 2010 – 2011. That is the purpose of continuous improvement – getting better every year at serving adult learners.

Core Outcome Measure	2009 – 2010 Performance Standard	2010 – 2011 Performance Standard
<b>Completion of EFLs</b>		
ABE Beginning Literacy	20 %	20%
ABE Beginning Basic Education	37 %	39%
ABE Low Intermediate	37 %	40%
ABE High Intermediate	36 %	38%
ASE Low	46 %	46%
ESL Beginning Literacy	28 %	46%
ESL Low Beginning	47 %	38%
ESL High Beginning	40 %	43%
ESL Low Intermediate	34 %	36%
ESL High Intermediate	34 %	33%
ESL Advanced	15 %	12%
1. Placement in Unsubsidized Employment	46 %	33%
2. Retention in Unsubsidized Employment	37 %	37%
3. High School Completion	77 %	75%
4. Placement in Postsecondary Education or Training	30 %	44%

**Applicable Students:** The educational functioning level (EFL) completion measure applies to all students who attend 12 hours or more. The remaining measures (employment, job retention, high school completion, and enrollment in postsecondary) are referred to as follow-up measures and apply **ONLY** to those students who designate those measures as goals.



•All instructors, program administrators, and LEIS staff should be aware of the performance standards and use them to track class/program progress.

**Documentation:** The EFL completion measure is documented at the local level through pre-post testing with state-approved standardized tests. The follow-up measures are documented at the state level through data match with employment, postsecondary, and GED databases after the student exits the program.

Funding of your program requires that you demonstrate accountability through accurate record keeping. You are responsible for collecting, maintaining and providing information that proves the quality of your instruction. The Basic Skills program relies on the Data Warehouse as the central collection point for statewide data. Whether you enter data into Colleague or LACES yourself or you provide information to a data clerk, **you are responsible for checking its accuracy and making sure it is submitted in a timely fashion.**

**Program Performance:** Meeting or exceeding the performance standards for the core outcome measures involves several variables, such as:

▶ Quality instruction that keeps students actively engaged in the learning process	▶ Specialized services to support transitions to postsecondary
▶ Regular data analysis to identify potential red flags in program performance and a program improvement plan to address identified needs	▶ Total understanding by all staff members of the annual performance standards and the implications of that performance on future funding
▶ Accurate data collection and entry with regular self-audits to check for errors	▶ Understanding of the NRS guidelines and definitions for documenting employment and job retention
▶ A disciplined approach to post-testing	▶ Sufficient intensity and duration of instruction
▶ Good student retention	▶ Realistic NRS student goal setting

Likewise, there are several issues that can negatively impact performance, such as:

- ▶ **Lack of post-testing.** Students who are not post-tested receive **no** credit for educational gain.
- ▶ **Inappropriate goal setting.** Your program is held accountable for the follow-up measures (employment-related, postsecondary education, high school completion) **ONLY** for students who are designated with one of those goals within the data system. **ONLY STUDENTS WHO**

**CAN ACHIEVE THE GOAL WITHIN THE PROGRAM YEAR SHOULD HAVE THAT GOAL DESIGNATED ON THE LEIS FORM.**

- ▶ **Insufficient hours of instruction.** Research indicates that many adult learners need approximately 100 hours of instruction to generate significant learning gains. If your program and/or classes do not provide sufficient intensity and duration for learners to attend this number of hours within a semester or program year, you may want to re-examine your scheduling process.
- ▶ **Data entry errors.** Every program needs to have a data audit procedure in place to ensure that student data are being recorded and collected accurately and then input into Colleague/LACES correctly. That procedure should include a process for identifying and correcting errors and resolving missing data.

**Analyzing Your Performance Data:** For program improvement efforts to really take hold, the entire staff needs to be engaged in the process. This involves having staff members analyze their own class/program data to identify potential ‘red flags’ or trouble spots. The System Office is in the process of developing a variety of reports in Colleague that will greatly assist in the data analysis process. In the meantime, colleges can access the National Reporting System (NRS) tables in the Data Warehouse for timely information. Community-based organizations can access similar reports directly through LACES. Remember, you will want to use the **federal** report tables (NRS), not the state tables, in Data Warehouse to examine your federal performance standards. NRS table 4 (04100) is one of the most helpful tables.

**North Carolina Community College System**  
**Literacy Information**  
 Educational Gains and Attendance by Educational Functioning Level

NRSTABLE04100 ←

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number Who Completed a Level and Advanced One or More Levels	Number Separated Before Completing	Number Remaining within Level	Percentage Completing Level
ABE Beginning Literacy	285	57,277.25	31	31	36	218	10.9 %
ABE Beginning Basic Education	253	27,986.75	77	77	62	114	30.4 %
ABE Intermediate Low	762	62,422.25	251	251	153	358	32.9 %
ABE Intermediate High	1,113	84,167.50	309	298	290	514	27.8 %
ASE Low	790	45,148.25	277	143	204	309	35.1 %
ASE High	879	49,134.50	389	0	245	365	37.7 %
ESL Literacy	1,597	151,135.00	508	508	558	531	31.8 %
ESL Low Beginning	582	63,577.00	275	275	131	186	46.5 %
ESL High Beginning	551	64,431.50	259	259	135	157	47.0 %
ESL Intermediate Low	562	67,653.25	246	246	147	169	43.8 %
ESL Intermediate High	616	71,180.00	210	209	187	219	34.1 %
ESL Advanced	475	61,432.00	33	31	219	223	6.9 %
<b>Totals:</b>	<b>8,575</b>	<b>805,545.25</b>	<b>2,845</b>	<b>2,326</b>	<b>2,367</b>	<b>3,363</b>	<b>33.2 %</b>

Let's take a closer look at this table to understand what each column means.



Let's compare column 8 percentages – this program's performance – with the state's performance standards to determine how this program fared. (Percentages have been rounded.) The circled percentages mark the standards that were **not** met.

Educational Functioning Level	Program Performance	State Performance Standard
ABE Beginning Literacy	11 %	20 %
ABE Beginning Basic Education	30 %	37 %
ABE Intermediate Low	33%	37 %
ABE Intermediate High	28 %	36 %
ASE Low	35 %	46 %
ESL Literacy	32%	28 %
ESL Low Beginning	47 %	47 %
ESL High Beginning	47 %	40 %
ESL Intermediate Low	44 %	34 %
ESL Intermediate High	34 %	34 %
ESL Advanced	7 %	15 %

This program failed to meet six of the eleven performance standards for educational gain. A variety of reasons could contribute to the low performance. One of the most important tasks in program improvement is determining the root causes of the problems by asking probing questions that can reveal some of the core issues.



•Appendix A includes the Red Flag chart which lists a variety of possible causes, probing questions, and sample strategies to address low achievement on the performance standards.

To track your progress in completion of educational functioning levels, check **NRS table 4** on a regular basis. **Remember:** your data will only be accurate if you are inputting pre-test and post-test scores on a regular basis.

It is also recommended that you annually assess your program operations using the **NC Program Standards Self-Assessment**. This self-assessment tool examines the elements of eight critical program functions that can impact your program's achievement of the performance standards. It can be accessed at <http://ncbsonline.net/Program%20Standards%20Checklist.doc>



•**Important Reminder:** While you may indicate on the LEIS form that students did in fact achieve the follow-up goals (employment, job retention, etc.), the official documentation is taken from the data match conducted at the state level following the end of the program year. Therefore, **NRS table 5** in Colleague and LACES will not represent accurate data. Be sure to use NRS table 5 from the Data Warehouse **after** the data match results have been inserted at the state level (usually around November following the program year).

**Determining Your Program Performance Score:** The System Office recognizes that smaller programs that may have only a few students in a particular functioning level can be negatively (or positively) impacted. For example, if you have only one student in ESL Beginning Literacy and that student **does not** complete his/her functioning level, your program would score 0%. On the other hand, if that one student **did** complete the level, your program would score 100%.

At the local level, therefore, the System Office has decided to average the performance targets and the percents of level completion attained for (1) ABE/ASE, (2) ESL, and (3) follow-up goals. The ABE/ASE and ESL scores will be added together for an overall level completion performance rating. The follow-up goals will be averaged for a separate performance rating. We believe that this method provides a fairer rating system for large and small programs alike. Let’s look at an ESL example. While the program still did not meet the performance standard, the new rating method provides a more realistic picture of performance (-5 compared to -30).

**Comparison of Former and New Performance Rating Method for ESL**

Level	Target Percent For Level Completion	Percent of Level Completion Attained	Former Performance Rating Method		Total Number of Students in Level	Students Completing Level	New Performance Rating Method	
			Met Goal	Did Not Meet Goal			Averaged Target %	Averaged ESL % Attained
ESL Beginning Literacy	42%	50%	+8	0	2	1	35%	30%
ESL Beginning Low	45%	0%	0	-45	1	0		
ESL Beginning High	38%	60%	+22	0	5	3		
ESL Intermediate Low	36%	29%	0	-7	7	2		
ESL Intermediate High	34%	33%	0	-1	3	1		
ESL Advanced	15%	8%	0	-7	13	1		
			+30	-60	31	8		
<b>Level Completions Score:</b>				<b>-30</b>				<b>-5</b>

## What You Need to Know about the Performance Standards

### Completion of Educational Functioning Levels

#### 1. What are educational functioning levels?

The NRS divides educational functioning into six levels for both ABE and ESL:

- ▶ The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education, and low and high adult secondary education. Each ABE level has a description of basic reading, writing, numeracy, and functional and workplace skills.
- ▶ The six ESL levels are beginning literacy, low beginning ESL, high beginning ESL, low and high intermediate ESL, and advanced ESL. The ESL levels describe speaking and listening skills and basic reading, writing, and functional workplace skills.

The skill descriptors illustrate the types of skills students functioning at that level are likely to have. The descriptors do not provide a complete or comprehensive delineation of all of the skills at that level but provide examples to guide assessment and instruction. Each level is aligned to scale scores from various NRS-approved standardized tests. For a complete description, refer to Appendix B.

#### 2. What students are held accountable for completion of educational functioning levels?

All students with 12 hours or more of attendance are included in the educational gain measure. This measure is documented through pre-post testing with state-approved standardized assessments administered in compliance with the state assessment policy. Your program gets credit for completion of EFL's for any student who completes or advances one or more educational functioning levels from the starting level measured on entry into the program.

#### 3. What standardized tests are approved for use in North Carolina's Basic Skills program?

Currently, the following tests are approved:

Test	ABE	ESL	GED/AHS
CASAS	√	√	√
TABE (Forms 9 & 10)	√		√
TABE CLAS-E		√	
WorkKeys	√ High Intermediate ABE only		√
BEST Literacy/BEST Plus		√	
Wonderlic GAIN	√		√

- Compensatory Education students must be assessed with CASAS.

## Pre-Testing

### 4. Must all students be pre-tested?

All students must be pre-tested and scores entered in the appropriate data system (Colleague for community colleges; LACES for community-based organizations). Students who are unable to understand or respond to some tests due to low literacy or English proficiency or due to disability should be assessed with CASAS pre-literacy and POWER Level 5A.

### 5. In what skill areas should students be pre-tested?

The local program must decide the skill areas most relevant to each student's needs and assess students in those areas.

For example,

- If a student has multiple learning goals and will have a general course of study, which includes reading, math, and language, then pre-testing should occur in all sub-test areas. In that case, you will use the **lowest sub-test score** regardless of subject to determine the entry educational functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.
- If a student's goal is to improve math skills only, the math sub-test is the only one that needs to be administered. That score would then be used to determine the entry educational functioning level. If, on the other hand, the student is administered all sub-tests, only the math score should be used since instruction will occur specifically in that area.



• Instructors need to know the subject area of the lowest score so they can be sure to focus instruction in that area. EFL completion will be based on that subject.

### 6. When should students be pre-tested?

Pre-tests are administered during the student orientation process, before entering class at an assessment center, or within the first two weeks of classroom instruction. **It is not advisable to administer a complete set of pre-tests on the student's first day.**



• Think about how you feel when you have to take a test. Is that how you want to welcome new students to your program?

### 7. Why is initial placement so important in reporting educational gain under the National Reporting System?

The initial assessment is the basis for placing students in an entry educational functioning level. This is the baseline upon which programs measure student level completion and movement. Using the results from the initial assessment, programs should place students in the appropriate NRS educational functioning level and design curriculum and instruction to guide students to higher levels. For example, if math is the student's lowest skill area and is used to determine the entry EFL, the instructor should focus significant instruction in math.

## Post-Testing

### 8. How is completion of educational functioning levels determined?

The only way to document that a student has completed a level or moved to a higher one is through documented pre- and post-assessment scores. (The one exception is that adult high school students may be moved from low adult secondary to high adult secondary upon completion of half of their credits. See explanation below.)

### 9. What is the post-testing exception for Adult High School students?

Adult High School programs may measure and report educational gain through the awarding of credits or Carnegie units. For example, a college that requires students to complete 20 units for a diploma may move students from adult secondary education (ASE) low to adult secondary education (ASE) high upon completion of 10 units or 50% of the requirements. Adult students can complete ASE high by earning enough credits to complete the requirements for high school graduation.

All Adult High School students should be pre-tested with a state-approved standardized test upon entering the program. Students who score below 9.0 must be placed in the appropriate ABE level until a post-test score indicates movement into ASE low or high.

### 10. When should a student be post-tested?

Refer to the State Assessment Policy for detailed NRS-approved procedures and timelines for valid and reliable post-testing. In a nutshell, there are **two** procedures you should observe.

1. You should follow the test publisher's guidelines regarding the recommended number of hours of instruction required between pre- and post-testing. For example, TABE recommends 60 hours of instruction prior to post-testing; CASAS recommends 70 – 100 hours.
2. You may find that some students, particularly in lower functioning levels, may need additional hours of instruction beyond the test publisher's recommended hours before they are able to show educational gain. Study your data and examine the student's progress and rigor of instruction before determining the best time to post-test after the required hours have been met.



•Don't be too quick to post-test. Study your data to see how long, on average, it is actually taking students to complete an EFL.

**11. Are there any exceptions to the required number of instructional hours prior to post-testing?**

Yes, there are three exceptions for CASAS and one exception for TABE.

**1. CASAS Only:**

- a. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term or other block of instruction, may choose to post-test at the end of the instructional period.
- b. Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data.

**2. TABE and CASAS:**

- a. Students may be post-tested after 40 hours (CASAS) and 30 hours (TABE) if they meet **both** of the following criteria:
  - i. Must be at Adult Secondary Low or Adult Secondary High,
  - ii. Must have a goal of obtaining a GED/high school diploma, entering post-secondary education or training, entering employment, or retaining employment.

If post-testing occurs under any of these exceptions, the program must keep written documentation which includes the reason for post-testing early. The written documentation must include evidence of why the students are expected to make gains on the test even though the required hours of instruction were not met.

**12. What if a student leaves the program before he/she has attended the number of hours required for post-testing?**

Students without the required number of hours **should not** be post-tested (unless they meet the exceptions outlined in #9). Students who are not post-tested do not receive credit for educational gain.

**13. What assessments should I use for post-testing?**

Students must be post-tested with the same test that was used for pre-testing. For example, if a student was pre-tested with TABE, then post-testing must be done with TABE, not CASAS. Alternate forms of the test **must** be used for post-testing. For example, if a student was pre-tested with TABE 9, then the post-test would be TABE 10. Refer to the State Assessment Policy for more detailed NRS-approved procedures for post-testing.

**14. In what subject area/s do I post-test?**

As you remember, the entry EFL was determined based on the lowest sub-test score (e.g., reading, math, or language). **The sub-test area that was used to determine the entry EFL must be used for post-testing.** You may choose to post-test in the other sub-tests as well, but this is a local program decision.

**15. Can the GED Practice Test be used to determine initial placement and/or completion of an educational functioning level?**

No. GED practice tests are for instructional assessment and use only and should NOT be reported for LEIS accountability purposes.

**16. What if a student scores lower on the post-test than on the pre-test?**

Under the current Colleague system, the current placement does not go down even if you enter a test score that lowers the student's placement level. Under the revised system (to be released sometime in the near future), the student placement will be determined by the test score. So, if a student's test score goes down, the placement goes down.

From an instructional standpoint, you should complete a student diagnostic form based on the posttest data and then put this in the student's folder. The instructor should follow-up with the student on instructional areas that need improvement and target those areas.

**17. How does Colleague or LACES document that my students completed an EFL?**

**Colleague:** The revised Colleague system will look at the placements and compare them to determine EFL movement. Completion of EFL will be automatically populated.

**LACES:** Entry level, current level, and subject area are automatically populated based on current fiscal year assessments, provided you are using one of the NRS-approved assessments that crosswalk to provide NRS Educational Functioning Levels. LACES updates levels based upon assessment records.

**18. How do I deal with out of range scores on TABE and CASAS?**

According to the test data for both CASAS and TABE assessments, the Standard Error of Measurement (SEM) escalates rapidly at the extreme range for each test. The increased SEM indicates that test scores occurring at the high and low end of each range of scores are unreliable. This means that high and low scores on each of the tests are less likely to be a true indication of the student's ability. Therefore, student's scoring out of range shall be retested. When a student's test score on the TABE or CASAS falls outside of an acceptable range retesting shall occur with a higher or lower level of the test.

The following tables should be used to determine whether the student's score is within or outside of the acceptable range of scores on that test and level. Be sure to match the table with the form and type of test given (e.g., TABE 9 Survey, TABE 9 Complete Battery). If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range the test administrator should follow the directions regarding whether to retest with a more or less advanced test. The tables indicate when more or less advanced tests are not available.

TABE 9 Survey Levels	Acceptable Range of Scores				
	Reading	Math Comp	Applied Math	Total Math	Language
E	294-520	235-500	200-499	200-504	235-523
M	394-550	300-550	354-545	314-549	399-550
D	464-600	434-600	450-585	442-593	490-590
A	540+	528+	530+	530+	540+

TABE 10 Survey Levels	Acceptable Range of Scores				
	Reading	Math Comp	Applied Math	Total Math	Language
E	290-518	235-500	200-499	200-499	235-522
M	367-552	310-549	353-547	310-549	400-548
D	463-595	440-600	440-590	442-593	490-585
A	540+	525+	533+	529+	540+

TABE 9 Complete Battery Levels	Acceptable Range of Scores				
	Reading	Math Comp	Applied Math	Total Math	Language
L	0-457	0-440	NA	180-439	NA
E	247-515	235-507	249-501	217-504	239-524
M	364-550	307-554	345-545	307-549	398-550
D	463-595	440-600	450-590	442-594	492-585
A	538+	530+	534+	528+	540+

TABE 10 Complete Battery Levels	Acceptable Range of Scores				
	Reading	Math Comp	Applied Math	Total Math	Language
L	0-457	0-432	NA	180-438	NA
E	246-516	243-500	200-500	217-504	235-523
M	374-550	320-550	345-546	314-549	396-550
D	460-595	440-605	445-590	444-593	490-585
A	535+	528+	534+	528+	536+

**CASAS:** The CASAS Test Administrator’s Manual includes *Raw to Scale Score Conversion Charts* that clearly indicate the accurate scale score ranges for each form. Below are a few examples. Refer to the test manual for the complete list.

CASAS Life and Work - Reading Acceptable Range of Scale Scores						
Form 27R Form 28R	Form 81R Form 82R	Form 81RX Form 82RX	Form 83R Form 84R	Form 85R Form 86R	Form 185R Form 186R	Form 187R Form 188R
153-191	170-203	182-216	186-229	200-246	197-246	213-256



•In the future, Colleague will be programmed to not accept out of range scores. In the meantime, test administrators need to pay close attention to determine if retesting is needed as a result of out of range scores.

**19. Where can I find out information about administering the approved standardized tests to ensure that I get valid and reliable results?**

Refer to the NC Basic Skills Assessment Policy at [http://www.ncccs.cc.nc.us/Basic\\_Skills/DocumentsLoad/NC%20Assessment%20Policy%2009%20Revised.pdf](http://www.ncccs.cc.nc.us/Basic_Skills/DocumentsLoad/NC%20Assessment%20Policy%2009%20Revised.pdf)

**Follow-Up Core Measures**

**20. What students are held accountable for achieving the follow-up core measures?**

Only those students who designate the follow-up core measures (employment, job retention, postsecondary education, high school completion) as a goal are held accountable for achieving them. These measures are verified at the state level through data matching with GED, employment, and postsecondary databases. **Remember: follow-up goals should only be indicated for students who can achieve that goal during the program year that runs from July 1 – June 30.** Refer to the Goals section in this report for more details.

**21. How is achievement of employment goals documented?**

The social security number of your student is matched with the state’s employment records to determine if the student entered employment by the **end**

**of the first quarter after the program exit quarter.** The exit quarter is the quarter when instruction ends, the learner terminates or has not received instruction for 90 days, and is not scheduled to receive



•**Remember:** Only students who are unemployed, actively seeking work, and likely to find a job within the program year should be designated with an employment goal.

further instruction. The quarters run from January 1 - March 31, April 1 - June 30, July 1 - September 30, October 1 - December 31. If the student exits the program on February 3, for example, he/she must be employed on or before June 30, the last day of the first quarter after program exit.

Employment is working in a paid, unsubsidized job. **Remember: Only students whose wages are reported and recorded in the North Carolina Employment Security Commission database will be matched.** If the job is subsidized in any way with state and/or federal funds, it is *not* an unsubsidized job, i.e., Community Work Experience Program (CWEP), subsidized jobs at correctional facilities, etc. A job obtained while the student is enrolled can be counted for entered employment and is reported **if** the student is still employed in the first quarter after exit from the program.

## 22. How is achievement of job retention goals documented?

The social security number of your student is matched with the state's employment records to determine if the student was still **employed in the third quarter after the exit quarter.**



•**Double Bogey!** In addition to students with job retention goals upon entry, learners who are have a goal of obtain a job and actually enter employment by the first quarter after their exit quarter are **also** held accountable for retaining that job through the third quarter after exit.

For example, if the employed learner

exits the program on February 3, he must still be employed on December 31. *Remember:*

Only students who are **employed upon entry** should be given an initial goal of job retention if it is likely that they will still be employed during the third quarter after their exit quarter.

## 23. How is achievement of postsecondary education goals documented?

The social security number of your student is matched with the National Student Clearinghouse, including universities and community colleges from other states.

## 24. How is achievement of high school completion/GED goals documented?

Completion of adult high school goals are data-matched with a list of successful AHS graduates submitted by the colleges to the System Office. The social security number of your GED student is matched with the GED database provided by Oklahoma Scoring, the agency that scores the state's GED tests.

## Goal Setting

It is important to remember that NRS goal setting is different from instructional goal setting although there are certainly some similarities. NRS goal setting for the follow-up core measures (employment, job retention, postsecondary education, high school completion) should be carefully set only after a thorough interview with the student and a review of assessment results.

When students first enroll, they often state very broad goals such as attaining a GED, getting a job, or attending college. For some students, those may be attainable goals within the program year. If so, they may be appropriate NRS goals. On the other hand, attainment of those goals within the program year may not be realistic for other students. Factors such as lower functioning level upon entry, limited time for class participation, or enrollment dates for subsequent college courses or job training programs beyond the program year, may make achievement of the goals unrealistic for NRS purposes.



For example, a student enrolls in January functioning on an ABE Beginning Basic level and wants to pass the GED test. It is unlikely that the student will be able to progress to the GED readiness level before June 30. Therefore, it would not be appropriate to mark the GED goal as an NRS goal. The instructor, however, would plan an instructional program of study that would help the student first work toward a pre-GED level and so on.

When NRS follow-up goals are marked on the LEIS form, the program is held accountable for helping the student attain the goal during the reporting year but also to orient instruction and services toward helping the student achieve the goal. For example, if the student's goal is to obtain a job, the program should provide instruction and services to help the student acquire the skills needed to obtain employment.

While setting NRS goals is important for accountability, students' long term goals should not be ignored simply because they are not obtainable during the reporting year. Those goals should be recorded and maintained in student folders but not reported on the LEIS form.



•For all of the reasons listed above, it is recommended that students **DO NOT** complete the NRS goal section of the LEIS form. This section of the form should be completed by the interviewer or instructor only after pre-test results have been reviewed and a student interview has been conducted.

### 25. How many goals should be set for a student?

All students have the default goal of educational gain (aka, complete current level). For NRS, there are only four directly relevant to NRS accountability and are not required for all

students. Ideally, the attainment of the goal(s) should be achieved during the program year. Thus, students should meet with the instructor or with intake to set realistic and achievable goals within a realistic timeline. Providing training for instructors and intake on the goal-setting process will help students and the program as a whole to have a standardized framework for goal-setting. It is recommended that students in the Compensatory Education classes have three goals, one of which is a personal goal.

## Goals on the LEIS Form

**26. Student Data, Goals, and Achievements Form: This form lists nine different NRS goals. Is the program held accountable for all of these goals?**

19. STUDENT GOALS/INTENTS  
Date \_\_/\_\_/\_\_ (Check All Applicable)

**NRS Goals**

1.  Adult High School Diploma
2.  General Educational Development (GED) Diploma
3.  Enter Postsecondary Education/Training Program
4.  Enter Employment
5.  Retain Employment
6.  Leave Public Assistance (NRS Optional)
7.  Increase Citizenship Skills
8.  Increase Involvement in Children's Education
9.  Increase Involvement in Children's Literacy Activities

Your program (and the state) is held accountable for the **first five NRS goals that are listed on the form**. These directly address the core outcome measures (adult high school diploma, GED diploma, enter postsecondary education/training program, enter employment, retain employment). The remaining goals are ancillary goals that should be marked if they directly relate to the student's program of study.

**27. Why is "completion of EFL" not listed as an NRS goal on this form?**

EFL completion is not listed as an NRS goal because it is an implied goal for all students attending 12 hours or more. Achievement of this goal is automatically calculated through Colleague based on the pre- and post-test scores that are entered into the system.

**28. What impact do the North Carolina goals and achievements on the LEIS form have on my program's performance?**

While achievement of the North Carolina goals does not impact your program's ability to meet the federal performance standards, it does impact the 75% state performance standard. Additional information on this is included on the next page.

## State Performance Standard

**75% Retention Rate:** The State of North Carolina requires all colleges to meet a Basic Skills performance standard of a 75% retention rate. This percentage is calculated by using the following formula:

$$\frac{\text{Total \# of students completing a level} + \text{Total \# of student progressing}}{\text{Total \# of students served}}$$

The numbers for this formula are taken from LitTable 4 in Colleague.

### North Carolina Community College System Literacy Information

Initial Placement of Participants by Progress and Attendance

LITTABLE04100

Reporting Year: 2008–2009

Initial Placement for Period	Students Served	Attendance Hours	Completed Level	Completed Goal	Completed Level and Separated	Completed Goal and Separated	Students Progressing	Separated Before Completing	Moved Higher	Percentage Completing Level
ESL Beginning Literacy	1609	151227.00	569	679	142	333	787	233	596	36.6 %
Pre-Literacy ESL (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ABE Beginning Literacy	287	57293.25	38	205	13	13	224	25	38	13.2 %
Compensatory Education (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ESL Beginning	63	5063.00	50	10	15	4	11	2	50	79.4 %
ESL Beginning (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ESL Low Beginning	533	58547.00	318	129	105	64	150	65	318	59.7 %
Pre-Literacy ABE (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ESL High Beginning	555	64460.50	297	164	103	79	200	58	297	53.5 %
ABE Beginning Basic Education	257	28005.75	119	67	37	27	99	39	118	46.3 %
ABE Level 1 (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ESL Intermediate Low	586	67697.00	293	169	83	81	205	68	293	51.8 %
ESL Intermediate (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ABE Intermediate Low	792	82665.25	412	160	124	61	276	104	407	52.0 %
ESL Intermediate High	820	71218.00	236	254	83	103	297	87	235	38.1 %
ABE Intermediate High	1161	84541.00	491	316	183	132	483	187	454	42.3 %
ABE Level 2 (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
ESL Advanced Low	358	41155.25	38	247	16	107	271	51	34	10.1 %
ESL Advanced (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
Adult High School Low	40	2475.75	22	16	12	11	18	0	18	55.0 %
ESL Advanced High	123	20321.25	3	92	0	44	99	21	3	2.4 %
GED Prep Low	751	41254.00	258	248	110	99	399	94	127	34.4 %
GED Prep/TV Low	0	0.00	0	0	0	0	0	0	0	0.0 %
High School Graduate Low	25	1608.75	2	20	2	11	20	3	2	8.0 %
Adult High School High	204	15035.50	78	120	40	29	122	4	0	38.2 %
Adult High School (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %
GED Preparation (Old)	0	0.00	0	0	0	0	0	0	0	0.0 %

### 1. How does LEIS determine ‘number progressing’ that is used in the retention formula?

The *number progressing* consists of students currently **enrolled and attending** who have **not** yet completed a level. This may also include students who completed a goal and separated during the program year.

## 2. What happens if my program does not meet the 75% retention rate?

The short answer is that failure to meet the Basic Skills retention rate can result in decreased funding for your college. This obviously does not please community college presidents!

For the purpose of recognition for successful institutional performance, the State Board of Community Colleges evaluates each college on eight performance measures. These measures include:

- (1) **Progress of basic skills students (the 75% retention rate),**
- (2) Passing rate for licensure and certification examinations,
- (3) Performance of students who transfer to a four year institution,
- (4) Passing rates in developmental courses,
- (5) Success rates of developmental students in subsequent college-level courses,
- (6) The level of satisfaction of students who complete programs and those who do not complete programs,
- (7) Curriculum student retention and graduation, and
- (8) Client satisfaction with customized training.

For each of these eight performance measures on which a college performs successfully the college may retain and carry forward into the next fiscal year one-fourth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations. If a college demonstrates significant improvement on a measure that has been in use for three years or less, then the college would be eligible to carry-forward one-fourth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations for that measure.

Funds not allocated to colleges are used to reward exceptional institutional performance. After all State aid budget obligations have been met, the State Board of Community Colleges may distribute the remainder of these funds equally to colleges that perform successfully on eight performance measures **and** meet the following criteria:

- (1) The passing rate on all reported licensure /certification exams for which the colleges have authority over who sits for the exam must meet or exceed 70% for first-time test taker, and.
- (2) The percent of college transfer students with a 2.0 GPA after two semesters at a four-year institution must equal or exceed the performance of students who began at the four-year institution (native students).



## Red Flag Chart

Red Flag: Enrollment or hours/student does not increase over three years.		
Possible Causes	Probing Questions	Possible Strategies
<p>1a. Enrollment Trend:</p> <ul style="list-style-type: none"> <li>• Recent stagnant or decreasing funding can limit increased enrollment.</li> <li>• If your enrollment is declining, this could be a result of:               <ul style="list-style-type: none"> <li>○ Students attending longer making classes full and unavailable to the 'revolving door syndrome' (That's a good thing!)</li> <li>○ Your recruitment and marketing efforts may not be reaching your target population.</li> <li>○ The scheduling and/or location of your classes may not reflect the needs of the target population.</li> </ul> </li> </ul> <p>1b. Hours Per Student Trend: With our focus on continuous improvement,</p>	<p>Enrollment Trend</p> <ul style="list-style-type: none"> <li>• Is the decrease in enrollment program-wide, or is it limited to certain classes or locations?</li> <li>• How much budget did you have as your budget allowed you to increase enrollment?</li> <li>• How much did you spend as your cost per student remained the same?</li> <li>• What does the census data tell you about your primary target populations (e.g., ESL, working poor, older adults)? Do your recruitment strategies and promotional materials particularly target these individuals? Do your instructional offerings target these individuals?</li> <li>• What percent of your target population is currently employed? If it is a significant number, are you offering workplace education classes at local worksites?</li> <li>• Does your program have a productive relationship with several potential referral agencies (e.g., social services, health services, One Stop Centers, etc.)?</li> <li>• How did the majority of your current students learn about the program? Are you still using that recruitment technique?</li> </ul>	<p>Enrollment Trends</p> <ul style="list-style-type: none"> <li>• If enrollment has significantly decreased and you need to recruit additional students, here are some possible strategies:               <ul style="list-style-type: none"> <li>○ Go to the US Census and produce thematic maps of your service area showing pockets of undereducated adults and adults with limited English proficiency. Target recruitment and class locations there.</li> <li>○ Conduct staff training sessions with social service case workers, public health nurses, and other agency staff that serve the same population.</li> <li>○ Invite community based and ethnic organizations to co-sponsor classes and/or arrange referrals.</li> <li>○ Make a more targeted</li> </ul> </li> </ul>

**Red Flag: Enrollment or hours/student does not increase over three years.**

Possible Causes	Probing Questions	Possible Strategies
<p>you should see a steady increase in the hours each student participates. If not,</p> <ul style="list-style-type: none"> <li>• The interview and intake process may not clarify expectations for new learners.</li> <li>• Strategies are not in place to help students deal with barriers to participation.</li> <li>• Instruction is not geared to student goals</li> <li>• Students do not see progress toward their goals.</li> </ul>	<ul style="list-style-type: none"> <li>• If your enrollment is declining but hours/student are increasing:               <ul style="list-style-type: none"> <li>○ Have you improved services or management procedures to foster increased intensity and duration? (A good thing!)</li> <li>○ Are classes filled to capacity as a result of improved delivery?</li> <li>○ Have the demographics of your target population changed over the three-year period?</li> </ul> </li> </ul> <p>Hours Per Student Trend</p> <ul style="list-style-type: none"> <li>• Is the decrease in hours/student program-wide, or is it limited to certain classes or locations?</li> <li>• How would your staff attribute a downward trend?</li> <li>• If enrollment is steady but hours per student is declining:               <ul style="list-style-type: none"> <li>• Do you have an established 'stop out' procedure for keeping students engaged and connected to the program during temporary exits?</li> <li>• If your "stop out" strategies are sound, are teachers trained in using them and actually following them?</li> <li>• Do you have a system for contacting students after they have missed two-three consecutive classes?</li> <li>• Are teachers building a sense of community</li> </ul> </li> </ul>	<p>approach to your recruitment efforts. Don't try to be "all things to all people." Customize your recruitment materials to specific target populations so they don't get 'lost' in all of the information.</p> <p>Hours Per Student Trend</p> <ul style="list-style-type: none"> <li>• Examine the critical success factors and matching strategies throughout this report to pinpoint specific program components that need attention. Pay particular attention to #2, #3, and #4 related to student retention.</li> </ul>

Red Flag: Enrollment or hours/student does not increase over three years.		
Possible Causes	Probing Questions	Possible Strategies
	<p>within the classroom that keeps students engaged in the learning process and eager to participate?</p> <ul style="list-style-type: none"> <li>• Is instruction student-centered in which students are actively involved in planning and evaluating their own learning?</li> <li>• Is instruction contextualized to the students' goals so they see the relevance of what they are learning?</li> <li>• Do teachers regularly engage students in a variety of informal assessments so they can see ongoing progress?</li> <li>• If enrollment and hours/student are both declining: <ul style="list-style-type: none"> <li>• Examine all of the probing questions above.</li> </ul> </li> </ul>	

Red Flag: Retention: Program has a significant percentage of students exiting the program with less than 12 hours of attendance.		
Possible Causes	Probing Questions	Possible Strategies
<p>2a. Your student orientation and intake process (e.g., orientation to the program, developing a supportive climate, linking with community support services/potential barrier resolution, standardized testing) is not supporting continuation.</p> <p>2b. Students are not at the 'readiness' level to pursue instruction due to unrealistic expectations, too many</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide, or is it occurring in a few classes?</li> <li>• Does your orientation and intake process inform and motivate students to participate, or does it consist primarily of filling out forms and taking pre-tests?</li> <li>• Does your orientation and intake process focus on student strengths and the knowledge/experiences they bring to the program, or does it focus primarily on identifying their weaknesses?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct focus groups with students to determine how they feel about intake and what suggestions they have for improving it.</li> <li>• Look at models for managed intake that are supportive of entering students and help to build a sense of community. Check out <a href="http://ncbsonline.net/Managed%20Intake.htm">http://ncbsonline.net/Managed%20Intake.htm</a> for some ideas.</li> <li>• Set clear guidelines on student attendance expectations, such as no</li> </ul>

**Red Flag: Retention: Program has a significant percentage of students exiting the program with less than 12 hours of attendance.**

Possible Causes	Probing Questions	Possible Strategies
barriers, and other factors.	<ul style="list-style-type: none"> <li>• re potential barriers to participation being identified and resolved during the orientation and intake process?</li> <li>• f your orientation and intake procedures are sound, are the individuals in charge of conducting those procedures thoroughly trained in adult learning theory?</li> <li>• s student orientation and intake being conducted on a scheduled basis to ensure a more comprehensive, deliberate approach, or is it being conducted on a 'drop-in' basis?</li> <li>• oes the student orientation and intake process include very clear expectations about student attendance?</li> <li>• re there differences between the student intake and orientation procedures in classes with strong student retention (&gt;12 hours) versus weak student retention?</li> <li>• re there differences between student demographics (e.g., age, gender, ethnicity, goals) of students who leave early versus those that don't?</li> <li>• s your data entry accurate?</li> </ul>	<p>more than three unexcused absences within a semester or class cycle.</p> <ul style="list-style-type: none"> <li>• Use student contracts to emphasize the importance of regular attendance.</li> <li>• Convene teachers to redesign and pilot test a more supportive intake process.                             <ul style="list-style-type: none"> <li>○ Train those who perform intake.</li> <li>○ Measure impact of revised strategy.</li> </ul> </li> </ul>

**Red Flag: Retention: Program has a significant percentage of students who are not staying long enough to be post-tested.**

Possible Causes	Probing Questions	Possible Strategies
3a. Quality of instruction is not holding students. 3b. Not adequately	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide, or is it occurring in a few classes?</li> <li>• Are teachers fully informed of the post-test policy and the</li> </ul>	<ul style="list-style-type: none"> <li>• If the problem is program-wide, engage the staff in developing and pilot testing a student retention plan to include any or</li> </ul>

**Red Flag: Retention: Program has a significant percentage of students who are not staying long enough to be post-tested.**

Possible Causes	Probing Questions	Possible Strategies
<p>determining student's goal and using that context to plan and implement learning</p> <p>3c. Not adequately helping students manage the negative issues that interfere with participation</p> <p>3d. Not adequately helping students believe they can succeed (self efficacy)</p> <p>3e. Not taking time to let students see that what they are doing is helping them make progress toward their goal</p> <p>3f. Teachers are not aware of post-testing procedures and the impact of post-testing on program performance and funding</p> <p>3g. Students are not aware of the purpose of post-testing, both academically and programmatically (impact on program performance and funding).</p> <p>3f. Not post-testing students with sufficient hours and/or not entering post-test data into the data system</p>	<p>impact of that policy on program performance?</p> <ul style="list-style-type: none"> <li>• If your post testing procedures are sound, are teachers following them?</li> <li>• Are students being made aware during the orientation and intake process of the purpose and use of post-test results (both academically and programmatically)?</li> <li>• Is there a difference between student demographics (e.g., age, gender, ethnicity, goals) of those who are post testing and those who are not?</li> <li>• Do you have strong student persistence strategies for 1) helping students manage the negative forces, 2) building self efficacy, 3) setting clear goals, and 4) showing progress?</li> <li>• To what extent are there students with sufficient hours who are <u>not</u> post-tested?</li> <li>• To what extent are post-tested students <u>not</u> entered into the data system?</li> <li>• If your program operates on an open-entry basis, would a more managed enrollment structure help to address post-test problems?</li> <li>• Does your program set high expectations for regular student attendance?</li> </ul>	<p>all of the following: 1) examining post-testing procedures and training all staff, 2) developing strategies for the four key persistence support areas: a) helping students manage the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress.</p> <ul style="list-style-type: none"> <li>• Access NCSALL's research on learner persistence including the NCSALL study circle guide at <a href="http://www.ncsall.net/?id=791">http://www.ncsall.net/?id=791</a></li> <li>• Access additional learner persistence resources at <a href="http://ncbsonline.net/Student%20Retention.htm">http://ncbsonline.net/Student%20Retention.htm</a></li> <li>• If the issue is targeted (certain teachers or certain demographics), either (a) train the low performing teachers, (b) engage the staff in developing and pilot testing strategies (managing, self efficacy, goals, progress) to target the student demographics and/or (3) examine the classes with good post-test rates to determine what they are doing well.</li> <li>• Provide incentives to encourage completion of post-tests (pizza parties, return of \$10 tuition for post-testers, etc.)</li> <li>• Set clear guidelines on student attendance expectations, such as no more than three unexcused absences within a semester or class cycle.</li> </ul>

**Red Flag: Retention: Program's average student contact hours are below the state average.**

Possible Causes	Probing Questions	Possible Strategies
<p>4a. Quality of instruction is not holding students.</p> <p>4b. Not adequately determining student's goal and using that context to plan and implement learning</p> <p>4c. Not adequately helping students manage the negative issues that interfere with participation</p> <p>4d. Not adequately helping students believe they can succeed (self efficacy)</p> <p>4e. Not taking time to let students see that what they are doing is helping them make progress toward their goal</p> <p>4f. No self study options for students who have to 'stop out' for a while</p> <p>4g. No discussion with students about the likelihood of having to "stop out," staying engaged when they do, and how easy it is to re-enter when they want to come back.</p> <p>4h. Inadequate strategies for accommodating learning disabilities and other special learning needs</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide or is it occurring in a few classes?</li> <li>• Do you have an established 'stop out' procedure for keeping students engaged and connected to the program during temporary exits?</li> <li>• If your "stop out" strategies are sound, are teachers trained in using them and actually following them?</li> <li>• Do you have a system for contacting students after they have missed two-three consecutive classes?</li> <li>• Are teachers building a sense of community within the classroom that keeps students engaged in the learning process and eager to participate?</li> <li>• Is instruction student-centered in which students are actively involved in planning and evaluating their own learning?</li> <li>• Is instruction contextualized to the students' goals so they see the relevance of what they are learning?</li> <li>• Do teachers regularly engage students in a variety of informal assessments so they can see ongoing progress?</li> <li>• Is there a difference between student demographics (e.g., age, gender, ethnicity, goals) among students who persist and those who do not?</li> <li>• Do you have strong student persistence strategies for a) helping students manage</li> </ul>	<ul style="list-style-type: none"> <li>• If the problem is program-wide, engage the staff in developing and pilot testing a student retention plan to include any or all of the following: 1) examining post-testing procedures and training all staff, 2) developing strategies for the four key persistence support areas: a) helping students manage the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress.</li> <li>• Access NCSALL's research on learner persistence including the NCSALL study circle guide at <a href="http://www.ncsall.net/?id=791">http://www.ncsall.net/?id=791</a></li> <li>• Access additional learner persistence resources at <a href="http://ncbsonline.net/Student%20Retention.htm">http://ncbsonline.net/Student%20Retention.htm</a></li> <li>• If the issue is targeted (certain teachers or certain demographics), either train the low performing teachers or engage the staff in developing and pilot testing strategies (managing, self efficacy, goals, progress) to target the student demographics.</li> <li>• Conduct intensive training in LD identification and accommodation.</li> </ul>

Red Flag: Retention: Program's average student contact hours are below the state average.		
Possible Causes	Probing Questions	Possible Strategies
	<p>the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress?</p> <ul style="list-style-type: none"> <li>• Are teachers equipped to identify and accommodate learning disabilities and other special learning needs?</li> </ul>	<ul style="list-style-type: none"> <li>○ Check these resources at <a href="http://ncbsonline.net/Learning%20Disabilities.htm">http://ncbsonline.net/Learning%20Disabilities.htm</a> and <a href="http://www.nifl.gov/nifl/ld/bridges/bridges.html">http://www.nifl.gov/nifl/ld/bridges/bridges.html</a></li> </ul>

Red Flag: Educational Gain: Program is not meeting performance benchmarks for educational gain.		
Possible Causes	Probing Questions	Possible Strategies
		<p>General strategies are listed below. Strategies specific to EFLs are listed on the following chart/s.</p>
<p>5a. A small number of students in any given EFL that can affect success</p> <p>5b. Lack of appropriate instructional strategies to address various learning styles</p> <p>5c. Inadequate strategies for accommodating learning disabilities</p> <p>5d. Inadequate post-testing to verify gains</p> <p>5e. Student retention problems</p> <p>5g. Open-entry structure making retention and consistent teaching and learning more difficult</p> <p>5h. Lack of alignment between assessment and curriculum and instruction</p> <p>5i. Teachers' lack of content knowledge in areas being taught</p> <p>5j. Lack of appropriate instructional resources</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide or is it occurring in a few classes?</li> <li>• Is there a relationship between average hours of attendance and % completing an EFL?</li> <li>• Is a thorough process being used for realistic student goal identification?</li> <li>• Is the individual learning plan, instructional materials, and skills linked to the student's goal?</li> <li>• Are there significant barriers to attendance that can be overcome through collaboration with community services?</li> <li>• Should the program conduct a program self assessment to determine what parts of the program are working well and which are not?</li> <li>• Do the teachers know how to scope and sequence the skills using the context of the learner's goal?</li> <li>• Do the teachers provide frequent opportunities for students to practice and apply learning?</li> <li>• Is the curriculum aligned to the standardized</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a thorough data analysis to identify commonalities and differences between high performing and low performing classes in relation to completion of EFLs</li> <li>• Develop a classroom observation tool that includes critical characteristics of effective instruction</li> <li>• Ensure that teachers complete an annual self-assessment and develop and implement appropriate professional development plans</li> <li>• Provide frequent opportunities for teachers with high-performing classes to share strategies and techniques with their colleagues</li> <li>• Explore the feasibility and options for implementing more managed enrollment classes</li> <li>• (See individual EFL strategies in</li> </ul>

**Red Flag: Educational Gain: Program is not meeting performance benchmarks for educational gain.**

Possible Causes	Probing Questions	Possible Strategies General strategies are listed below. Strategies specific to EFLs are listed on the following chart/s.
	<p>assessment tool?</p> <ul style="list-style-type: none"> <li>• Do teachers create and integrate learning activities that require students to model negotiation, decision-making, problem-solving, and critical thinking skills?</li> <li>• Do teachers include group activities to teacher higher order thinking skills while creating a sense of community in their classes?</li> <li>• Is there a relationship between completion of EFLs and instructional setting (e.g., learning lab, classroom, tutorial, distance)?</li> <li>• Is there a relationship between completion of EFLs and class structure (e.g., managed entry versus open entry)?</li> <li>• Is there a relationship between years of teacher experience or professional development completed and completion of EFLs?</li> <li>• Is there a relationship between part-time and full-time teachers with completion of EFLs?</li> <li>• Have the teachers participated in training on serving adults with special learning needs, and are they making appropriate instructional accommodations?</li> </ul>	<p>charts below)</p>

## Possible Strategies for Specific Educational Functioning Levels

### Possible Strategies for ABE Beginning, Beginning Basic, Low Intermediate, and High Intermediate EFLs

- Have teachers read about the *Adult Reading Component Study* and complete the online *Adult Reading Component Mini-Course* and use the reading component assessments provided to identify skill levels on the reading sub-skills (word recognition, spelling, word meaning (vocabulary), silent reading comprehension, and oral reading rate).
  - (<http://www.nifl.gov/readingprofiles/index.htm>)
  - Have teachers complete the *Reading Research Self Assessment* and plan and complete a professional development plan to fill gaps in knowledge. (Under development by Mary Zeigler, University of Tennessee)
- Access the *Bridges to Practice* materials online at <http://www.nifl.gov/nifl/ld/bridges/bridges.html> to help teachers work effectively with students with special learning needs.
- Access additional resources for learning disabled students at <http://ncbsonline.net/Learning%20Disabilities.htm>
- Access NCSALL's publications:
  - *Creating Authentic Materials and Activities for the Adult Literacy Classroom* (April 2003)
    - <http://www.ncsall.net/fileadmin/resources/teach/jacobson.pdf>
  - *Understanding What Reading Is All About* (July 2005)
    - <http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf>
- Form a study group of teachers using NCSALL's study circle guide on *Research Based Adult Reading Instruction*
  - <http://www.ncsall.net/?id=892>
- Form a study group of teachers using NCSALL's study circle guide on *Adult Development*
  - <http://www.ncsall.net/index.php?id=893>
- Form a study group using NCSALL's study circle guide on *Adult Multiple Intelligences*
  - <http://www.ncsall.net/index.php?id=895>
- Form a study group using NCSALL's study circle guide on *Teaching and Learning in Authentic Contexts*
  - <http://www.ncsall.net/index.php?id=897>
- Encourage teachers to read and share articles from the multiple issues of *Focus on Basics*, a publication that connects adult education research to instructional practice. (See Section III for specific titles)
  - <http://www.ncsall.net/?id=31>

### Possible Strategies for ASE

- Encourage teachers to complete the free online course, *GED 2002: Making New Connection* series developed by the Florida Atlantic University
  - <http://www.floridatechnet.org/in-service/gedteach/>
- Encourage teachers to read NCSALL's *Focus on Basics* edition that focuses on GED instruction.
  - <http://www.ncsall.net/index.php?id=158>
- Access the *Circle of Learning*, four cross-curricular lessons developed by the GED Direct Training Project from St. John's River Community College
  - <http://www.floridatechnet.org/GED/sampler/circleoflearning.htm>
- Access *GED Online Lessons*, 200 online lessons designed to help teachers prepare students for the GED
  - <http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm>
- Have new GED teachers complete the free GED online tutorial developed by Kentucky Educational Television
  - <http://www.ket.org/ged2002/>
- Have GED teachers complete the online tutorial *Using the Internet in Support of GED Instruction* developed by the National Center on Adult Literacy. (A Google Search will locate a number of local programs in Missouri and neighboring states with fast track options.)
  - [http://www.literacy.org/tm\\_math/index.html](http://www.literacy.org/tm_math/index.html)
- Explore curriculum and delivery models for *Fast Track GED* classes that offer intensive GED preparation instruction over a shortened period of time.
- Make sure that your GED teachers can successfully pass the Official GED Practice Test before you hire them!
- Allow team teaching or job shadowing for teachers who need to build their content knowledge in certain GED test areas.
- Form a study group of teachers using NCSALL's study circle guide on *Adult Development*
  - <http://www.ncsall.net/index.php?id=893>
- Form a study group using NCSALL's study circle guide on *Adult Multiple Intelligences*<http://www.ncsall.net/index.php?id=895>
- Form a study group using NCSALL's study circle guide on *Teaching and Learning in Authentic Contexts*
  - <http://www.ncsall.net/index.php?id=897>
- Encourage teachers to read and share articles from the multiple issues of *Focus on Basics*, a publication that connects adult education research to instructional practice. (See Section III for titles.)
  - <http://www.ncsall.net/?id=31>

## Possible Strategies for ESL EFLs

- For those teachers and program managers who need help with:
  - The basics of teaching ESL, add the Virginia ESL Starter Kit to their professional development plan
    - [http://www.aelweb.vcu.edu/publications/ESLKit/ESLKit\\_2002.pdf](http://www.aelweb.vcu.edu/publications/ESLKit/ESLKit_2002.pdf)
  - Creating lesson plans, add one or both of the following to their professional development plan:
    - OTAN lesson plan builder <http://www.adultedlessons.org/login.cfm?fuseaction=login>
    - Los Angeles Unified's lesson plan guide <http://esl.adultinstruction.org/LessonPlanning.htm>
  - ESL Program Standards,
    - <http://www.umbc.edu/alrc/Standards/Texts/MdESLStand.html> from Maryland Adult Education
    - <http://literacynet.org/esl/admin-benchmarks.html> from the National Institute for Literacy ESL Special Collection
  - ESL Curriculum, look at
    - Arkansas
      - <http://dwe.arkansas.gov/AdultEd/ESL/eslcurriculumguidelines2006.pdf>
    - Kentucky
      - <http://aeonline.coe.utk.edu/esolcrg.pdf>
    - Arlington, Virginia's REEP program (ONE OF THE BEST)
      - <http://www2.apsva.us/15401081182015517/lib/15401081182015517/reeppcurriculum/index.html>
  - Teaching Techniques
    - California's adult education Outreach and Technical Assistance Network (OTAN) and click on <Teaching Tools, and Resources>
      - <http://www.otan.us/>
    - The National Institute for Literacy's (NIFL) ESL Special Collection page on teaching tips and techniques
      - <http://literacynet.org/esl/tt-c.html>
  - Research on teaching ESL
    - The Center for Applied Linguistics (CAL) has an excellent publication on ESL instruction and research
      - [www.cal.org](http://www.cal.org)
    - The National Institute for Literacy (NIFL) ESL special collection
      - <http://literacynet.org/esl/tt-b.html>

**Red Flag: Goal Attainment: Program is not meeting performance benchmark for high school/GED completion.**

Possible Causes	Probing Questions	Possible Strategies
<p>6a. Improper goal setting for possible accomplishments within the program year due to 1) student not ready for that level work, or 2) student does not have enough time before the end of the program year to accomplish the goal</p> <p>6b. Undiagnosed learning disabilities that could benefit from test accommodations</p> <p>6c. Lack of effective instruction and aligned curriculum</p> <p>6d. Lack of teachers' content knowledge needed to relay the information effectively</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide or is it occurring in a few classes?</li> <li>• What criteria are being used when setting GED completion goals? Are they realistic for the program year?</li> <li>• Are all staff thoroughly trained on proper NRS goal setting?</li> <li>• How accurate is the process we are using to document completion of GEDs?</li> <li>• Are the data being entered correctly?</li> <li>• Are you using an effective curriculum aligned with GED test objectives?</li> <li>• Do teachers possess appropriate content knowledge and instructional delivery skills for the five components of the GED test?</li> <li>• On which of the GED sub-tests are students not achieving passing scores? On which sub-tests do they score the highest? What could account for the differences?</li> <li>• How do the entry EFLs differ among students with high school/GED completion goals who actually earn and don't earn a credential?</li> <li>• On average, how many contact hours do students with the same EFL who earn a high school credential attend? How does that compare with students who do not earn a credential?</li> <li>• Can your teachers identify what is not working (i.e., assessment, placement, instruction, materials, data input, special learning needs)?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a thorough data analysis to examine:             <ul style="list-style-type: none"> <li>○ Differences in student demographics between those who complete and those who do not</li> <li>○ Appropriateness of goal setting based on entry EFLs</li> <li>○ GED sub-tests with the highest and lowest pass rate</li> <li>○ Differences in contact hours for completers versus non-completers</li> </ul> </li> <li>• Examine the differences between classes with high pass/completion rates and those with low pass/completion rates.</li> <li>• Ensure that teachers can possess necessary content knowledge by having them pass the Official GED Practice Test before hiring</li> <li>• Encourage teachers to complete the free online course, <i>GED 2002: Making New Connections</i> series developed by the Florida Atlantic University             <ul style="list-style-type: none"> <li>○ <a href="http://www.floridatechnet.org/in-service/gedteach/">http://www.floridatechnet.org/in-service/gedteach/</a></li> </ul> </li> <li>• Encourage teachers to read NCSALL's <i>Focus on Basics</i> edition that focuses on GED instruction.             <ul style="list-style-type: none"> <li>○ <a href="http://www.ncsall.net/index.php?id=158">http://www.ncsall.net/index.php?id=158</a></li> </ul> </li> </ul>

**Red Flag: Goal Attainment: Program is not meeting performance benchmark for high school/GED completion.**

Possible Causes	Probing Questions	Possible Strategies
		<ul style="list-style-type: none"> <li>• Access the <i>Circle of Learning</i>, four cross-curricular lessons developed by the GED Direct Training Project from St. John's River Community College                             <ul style="list-style-type: none"> <li>○ <a href="http://www.floridatechnet.org/GED/sampler/circleoflearning.htm">http://www.floridatechnet.org/GED/sampler/circleoflearning.htm</a></li> </ul> </li> <li>• Access <i>GED Online Lessons</i>, 200 online lessons designed to help teachers prepare students for the GED                             <ul style="list-style-type: none"> <li>○ <a href="http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm">http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm</a></li> </ul> </li> <li>• Have new GED teachers complete the free GED online tutorial developed by Kentucky Educational Television                             <ul style="list-style-type: none"> <li>○ <a href="http://www.ket.org/ged2002/">http://www.ket.org/ged2002/</a></li> </ul> </li> <li>• Have GED teachers complete the online tutorial <i>Using the Internet in Support of GED Instruction</i> developed by the National Center on Adult Literacy.                             <ul style="list-style-type: none"> <li>○ <a href="http://www.literacy.org/tm_mat/index.html">http://www.literacy.org/tm_mat/index.html</a></li> </ul> </li> </ul>

**Red Flag: Goal Attainment: Program is not meeting performance benchmark for enrollment in postsecondary education/job training.**

Possible Causes	Probing Questions	Possible Strategies
<p>7a. Improper goal setting for possible accomplishments within the program year due to 1) student not ready for that level work, or 2) student does not have enough time before the end of the program year to accomplish the goal.</p> <p>7c. Lack of effective instruction and aligned curriculum for college transitions</p> <p>7c. Lack of collaborative relationships for postsecondary/job training programs to assist transitioning students</p> <p>7d. Inadequate follow-up procedures to verify enrollment</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide or is it occurring in a few classes?</li> <li>• What criteria are being used when setting postsecondary education goals? Are they realistic for the program year?</li> <li>• Are teachers thoroughly trained in appropriate goal setting?</li> <li>• What transitional services are being provided to assist students with the college enrollment process?</li> <li>• Do students have available information about financial aid?</li> <li>• Can your teachers identify what is not working (i.e., goal setting, transition strategies, follow-up data, instruction matched to goal)?</li> <li>• Are you using an effective curriculum to prepare transitioning students?</li> <li>• Do you provide opportunities for students to visit area colleges and/or invite guest speakers to talk about available training opportunities (e.g., job fairs)?</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the resources on the National College Transition Network (CTN), including curriculum resources, program planning, promising practices, and research. <ul style="list-style-type: none"> <li>◦ <a href="http://www.collegetransition.org/">http://www.collegetransition.org/</a></li> </ul> </li> <li>• Build collaborative partnerships with colleges and job training programs and work with representatives from Financial Aid, Admissions, Student Support, and Developmental Studies Departments to secure additional support.</li> <li>• Develop a specialized College Transition Class that provides sufficient duration, intensity, and curriculum to help students transition directly into credit-bearing classes. (CTN recommends a minimum of 14 weeks of instruction at 6 hours/week of direct instruction in addition 12 hours for personal computing skills and approximately 60 hours for college academic skills.)</li> <li>• Introduce students to CTN's college transition student web page designed to help them understand the transition process and become familiar with the college resources. <ul style="list-style-type: none"> <li>◦ <a href="http://www.collegeforadults.org/">http://www.collegeforadults.org/</a></li> </ul> </li> <li>• Offer college survival skills classes or integrate the content of those classes into existing GED classes.</li> </ul>

**Red Flag: Goal Attainment: Program is not meeting performance benchmark for obtaining employment.**

Possible Causes	Probing Questions	Possible Strategies
<p>8a. Improper goal setting for possible accomplishments within the program year due to 1) student not being ready for employment, or 2) student does not have enough time before the end of the program year to accomplish the goal.</p> <p>8b. Lack of available employment to match students' skills</p> <p>8c. Difficult follow-up with students who move from area/state</p> <p>8d. Lack of employment transition services (or failure to use what is available)</p>	<ul style="list-style-type: none"> <li>• How pervasive is this issue? Is it program-wide or is it occurring in a few classes?</li> <li>• What criteria are being used when setting employment goals? Are they realistic for the program year?</li> <li>• Are teachers thoroughly trained in appropriate goal setting?</li> <li>• What transitional services are being provided to assist students with the job search process including linkage with the WIA One Stop?</li> <li>• Can your teachers identify what is not working (i.e., goal setting, transition strategies, follow-up data, instruction matched to goal)? If so, engage them in examining and adapting other models.</li> <li>• Does the program have a pre-employment curriculum that can assist students with job search information?</li> <li>• Does the program have a strong relationship with the local One Stop or employment center?</li> <li>• What characteristics do students who achieve this goal have in common?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a thorough data analysis to determine:               <ul style="list-style-type: none"> <li>○ Common characteristics of goal achievers and</li> <li>○ Common characteristics of students who do not achieve the employment goal.</li> <li>○ Use the results to begin your planning process.</li> </ul> </li> <li>• Offer specialized classes that focus on integrating employment skills with contextualized basic skills.               <ul style="list-style-type: none"> <li>○ Virginia's <i>Career Bridge GED</i> that focuses on hospitality and health employment opportunities <a href="http://www.valrc.org/publications/healthcare/">http://www.valrc.org/publications/healthcare/</a></li> <li>○ West Virginia's <i>Hit the Ground Running Program</i> <a href="http://wvabe.org/ground.htm">http://wvabe.org/ground.htm</a></li> <li>○ Washington's <i>Integrated Basic Education and Skills Training Program (I-BEST)</i> <a href="http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc">http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc</a></li> </ul> </li> <li>• Develop a close working relationship with your local One Stop Center or employment agency and seek their support in transitioning your students to employment.</li> </ul>

**Red Flag: Goal Attainment: Program is not meeting performance benchmark for job retention.**

Possible Causes	Probing Questions	Possible Strategies
<p>9a. Improper goal setting for students with an initial goal of job retention</p> <p>9b. Difficulty in NRS timing issues with job retention follow-up</p> <p>9c. Difficult follow-up with students who move from area/state</p> <p>9d. Lack of appropriate contextualized curriculum to assist students with job retention</p> <p>9e. Students with weak employment histories or job motivation</p>	<ul style="list-style-type: none"> <li>• What criteria are being used when setting employment retention goals? Are they realistic for the program year?</li> <li>• What services are being provided to assist students with retaining employment?</li> <li>• Can your teachers identify what is not working (i.e., goal setting, job retention strategies, follow-up data, instruction matched to goal)? If so, engage them in examining and adapting other models.</li> <li>• Is passage of an employment exam required for job retention? If so, how can you contextualize instruction to match the testing objectives?</li> <li>• Does the program have a strong relationship with the local One Stop or employment center?</li> <li>• What characteristics do students who achieve this goal have in common?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a thorough data analysis to determine:               <ul style="list-style-type: none"> <li>○ Common characteristics of goal achievers and</li> <li>○ Common characteristics of students who do not achieve the job retention goal.</li> <li>○ Use the results to begin your planning process.</li> </ul> </li> <li>• Offer specialized classes that focus on integrating employment skills with contextualized academics.               <ul style="list-style-type: none"> <li>○ Virginia's <i>Career Bridge GED</i> that focuses on hospitality and health employment opportunities <a href="http://www.valrc.org/publications/healthcare/">http://www.valrc.org/publications/healthcare/</a></li> <li>○ West Virginia's <i>Hit the Ground Running Program</i> <a href="http://wvabe.org/ground.htm">http://wvabe.org/ground.htm</a></li> <li>○ Washington's <i>Integrated Basic Education and Skills Training Program (I-BEST)</i> <a href="http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc">http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc</a></li> </ul> </li> <li>• Develop a close working relationship with your local One Stop Center or employment agency and seek their support in helping with job retention services.</li> </ul>

## Exhibit 2.1 Functioning Level Table

Outcome Measures Definitions			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Beginning ABE Literacy</b>  <b>Test Benchmark:</b>            TABE (9–10) scale scores (grade level 0–1.9):            Reading: 367 and below            Total Math: 313 and below            Language: 389 and below            CASAS scale scores:            Reading: 200 and below            Math: 200 and below            Writing: 200 and below            Wonderlic GAIN scale scores:            English: 200-406            Math: 200-314</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p><b>Beginning Basic Education</b>  <b>Test Benchmark:</b>            TABE (9–10) scale scores (grade level 2–3.9):            Reading: 368–460            Total Math: 314–441            Language: 390–490            CASAS scale scores:            Reading: 201–210            Math: 201–210            Writing: 201–225            Wonderlic GAIN scale scores:            English: 407-525            Math: 315-522            MAPT scale scores:            All tests: 200-299</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

## Outcome Measures Definitions

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Intermediate Basic Education</b>  <b>Test Benchmark:</b>                      TABE (9–10) scale scores (grade level 4–5.9):                      Reading: 461–517                      Total Math: 442–505                      Language: 491–523                      CASAS scale scores:                      Reading: 211–220                      Math: 211–220                      Writing: 226–242                      Wonderlic GAIN scale scores:                      English: 526-661                      Math: 523-669                      MAPT scale scores:                      All tests: 300-399</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p><b>High Intermediate Basic Education</b>  <b>Test Benchmark:</b>                      TABE (9–10) scale scores (grade level 6–8.9):                      Reading: 518–566                      Total Math: 506–565                      Language: 524–559                      CASAS scale scores:                      Reading: 221–235                      Math: 221–235                      Writing: 243–260                      WorkKeys scale scores:                      Reading for Information: 75–78                      Writing: 75–77                      Applied Mathematics: 75–77                      Wonderlic GAIN scale scores:                      English: 662-746                      Math: 670-775                      MAPT scale scores:                      All tests: 400-499</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

## Outcome Measures Definitions

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Adult Secondary Education</b>  <b>Test Benchmark:</b>            TABE (9–10): scale scores (grade level 9–10.9):            Reading: 567–595            Total Math: 566–594            Language: 560–585            CASAS scale scores:            Reading: 236–245            Math: 236–245            Writing: 261–270            WorkKeys scale scores:            Reading for Information: 79–81            Writing: 78–85            Applied Mathematics: 78–81            Wonderlic GAIN scale scores:            English: 747-870            Math: 776-854            MAPT scale scores:            All tests: 500-599</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p><b>High Adult Secondary Education</b>  <b>Test Benchmark:</b>            TABE (9–10): scale scores (grade level 11–12):            Reading: 596 and above            Total Math: 595 and above            Language: 586 and above            CASAS scale scores:            Reading: 246 and above            Math: 246 and above            Writing: 271 and above            WorkKeys scale scores:            Reading for Information: 82–90            Writing: 86–90            Applied Mathematics: 82–90            Wonderlic GAIN scale scores:            English: 871-1000            Math: 855-1000            MAPT scale scores:            All tests: 600-700</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

## Outcome Measures Definitions

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>High Beginning ESL</b>  <b>Test benchmark:</b>  CASAS scale scores  Reading: 191–200  Listening: 191–200  Writing: 146–200  BEST Plus: 418–438 (SPL 3)  BEST Literacy: 53–63 (SPL 3)  TABE CLAS-E scale scores:*  Total Reading and Writing: 442-482  Total Listening and Speaking: 450-485</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p><b>Low Intermediate ESL</b>  <b>Test Benchmark:</b>  CASAS scale scores:  Reading: 201–210  Listening: 201–210  Writing: 201–225  BEST Plus: 439–472 (SPL 4)  BEST Literacy: 64– 67 (SPL 4)  TABE CLAS-E scale scores:*  Total Reading and Writing: 483-514  Total Listening and Speaking: 486-525</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

## Outcome Measures Definitions

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>High Intermediate ESL</b>  <b>Test Benchmark:</b>  CASAS scale scores:  Reading: 211–220  Listening: 211–220  Writing: 226–242  BEST Plus: 473–506 (SPL 5)  BEST Literacy: 68-75 (SPL 6)  TABE CLAS-E scale scores:*  Total Reading and Writing: 515-556  Total Listening and Speaking: 526-558</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p><b>Advanced ESL</b>  <b>Test Benchmark:</b>  CASAS scale scores:  Reading: 221–235  Listening: 221–235  Writing: 243–260  BEST Plus: 507–540 (SPL 6)  BEST Literacy: 76-78 (SPL 6) **  TABE CLAS-E scale scores:*  Total Reading and Writing: 557-600  Total Listening and Speaking: 559-600</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>