CASAS ®

Comprehensive Adult Student Assessment Systems

Establishing NRS Performance Goals
Panel Discussion
June 23, 2021

www.casas.org

Panelists:

- Bethany Ely, CAERC Consortium
- Carol Hirota, Delta Sierra Consortium
- Branka Marceta, CAERC Consortium
- Thoibi Rublaitus, Corona-Norco Adult School
- John Russell, Citrus Consortium
- Jay Wright, CASAS

NRS Local Performance Goals – Panel Discussion

- NRS Performance Overview
- Engaging Staff into the Process
- Engaging Students into the Process
- Regional and Long-term Planning
- Applying Performance Goals to CAEP Planning

NRS Local Performance Goals

Use TE reports & CASAS data portal to determine performance goals for your local agency

CASAS
Data Portal

Introduction » California » Federal Table 4

California Adult Education Data

California WIOA Title II Learners
Federal Table 4
National Reporting System

Start here:
Refine your search:
Program year:

submit   reset

Educational Functioning Level Completion Rates

Remove all

			ABE				ASE		ESL					
Type	Name	Program Year	Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	49.0%	45.0%	27.0%	N/A
CA State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%	59.0%	57.0%	56.0%	49.0%	44.0%	26.0%	N/A
CA State Average		2018-2019	54.1%	54.7%	50.8%	41.8%	45.5%	43.2%	60.7%	62.5%	59.8%	49.7%	49.8%	27.7%	N/A

Note: The number in parentheses represents enrollment in Federal Table 4 Educational Functioning Level.

CASAS

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NRS Table 4
Measurable Skill Gains by Entry Level
All Student Activity Dates

Page 1 of 2
NRS4

Agency: 4908 - Rolling Hills Adult School (RHAS)   **Program Year:** 2019-2020

				First Period of Participation						All Periods of Participation		
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one educational functioning level gain (E)	Number who attained a secondary school diploma or its equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total number of Periods of Participation (J)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (K)	Total number of Periods of Participation in which a HSD or HSE was attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 2	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 3	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 4	1	0	323	0	1	0	0	100.00	1	0	1	100.00
ABE Level 5	14	0	2,143	8	2	2	2	71.43	14	8	2	71.43
ABE Level 6	1	0	151	0	1	0	0	100.00	1	0	1	100.00
ABE Total	**16**	**0**	**2,617**	**8**	**4**	**2**	**2**	**75.00**	**16**	**8**	**4**	**75.00**
ESL Level 1	6	0	771	6	0	0	0	100.00	8	6	0	75.00
ESL Level 2	15	0	1,721	13	0	0	2	86.67	21	13	0	61.90
ESL Level 3	32	0	4,398	29	0	2	1	90.63	41	29	0	70.73
ESL Level 4	68	0	9,655	51	1	7	9	76.47	92	51	1	56.52
ESL Level 5	84	0	12,149	64	0	10	10	76.19	98	64	0	65.31
ESL Level 6	85	0	12,422	43	3	19	20	54.12	103	43	3	44.66
ESL Total	**290**	**0**	**41,116**	**206**	**4**	**38**	**42**	**72.41**	**363**	**206**	**4**	**57.85**
Grand Total	**306**	**0**	**43,733**	**214**	**8**	**40**	**44**	**72.55**	**379**	**214**	**8**	**58.58**

NRS Performance Goals

Our suggestion is to use the CASAS Data Portal to compare and contrast levels of performance and persistence, but then use TE reports and drill down features to better identify specific reasons or causes.

CASAS Data Portal

http: www2.casas.org/dataportal/

NRS Local Performance Goals

Review your agencies NRS performance across all 12 Educational Functioning Levels

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE				ASE		ESL							Remove all
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High		Int. Low	Int. High	Low Adv	High Adv	
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	56.0%	49.0%	45.0%	27.0%	N/A	
CA State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%	59.0%	57.0%	56.0%	49.0%	44.0%	26.0%	N/A	
CA State Average		2018-2019	54.1%	54.7%	50.8%	41.8%	45.5%	43.2%	60.7%	62.5%	59.8%	49.7%	49.8%	27.7%	N/A	
Agency		2018-2019	34.0%	40.0%	37.7%	26.0%	22.6%	12.7%	63.0%	59.3%	56.2%	43.6%	42.2%	21.5%	N/A	Remove
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(2583)	(2088)	N/A	

NRS Local Performance Goals

Focus on and identify EFL's that that may need improvement.

- ASE Low is well below the state average and statewide goal.
- When establishing local goals, consider a target number that is realistic, based on degree of need and number of students enrolled in the EFL.

Type	Name	Program Year	ASE		ESL		
			Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)	(642)	(2006)

Evaluating Persistence

Verify whether persistence in the low performing areas you targeted is "above average" or "below average."

Type	Name	Program Year	ABE				ASE	
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High
CA State Average		2018-2019	71.5%	65.6%	63.9%	61.5%	57.9%	N/A
Agency		2018-2019	51.7%	57.4%	54.9%	52.0%	70.0%	N/A

ABE Intermediate High is an example where low persistence may be a primary factor in low performance.

ASE Low shows persistence well above average – so most likely there are other reasons for low performance.

NRS Local Performance Goals

- Apply agency and student level strategies as appropriate for persistence and classroom performance.

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High	ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv	
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	56.0%	49.0%	45.0%	27.0%	N/A	
CA State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%	59.0%	57.0%	56.0%	49.0%	44.0%	26.0%	N/A	
CA State Average		2018-2019	54.1%	54.7%	50.8%	41.8%	45.5%	43.2%	60.7%	62.5%	59.8%	49.7%	49.8%	27.7%	N/A	
Agency		2018-2019	34.0%	40.0%	37.7%	26.0%	22.6%	12.7%	63.0%	59.3%	56.2%	43.6%	42.2%	21.5%	N/A	Remove
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(2583)	(2088)	N/A	
Agency		2017-2018	44.1%	38.6%	36.0%	24.6%	29.2%	13.0%	50.8%	59.0%	53.3%	43.1%	47.3%	22.5%	N/A	Remove
			(143)	(249)	(419)	(749)	(130)	(54)	(238)	(625)	(1847)	(3539)	(2409)	(1736)	N/A	
Agency		2016-2017	55.8%	59.9%	53.5%	3 %	34.3%	10.7%	62.2%	55.9%	56.3%	46	48.0%	26.2%	N/A	Remove
			(77)	(167)	(301)	( )	(70)	(28)	(135)	(479)	(1566)	(2)	(2179)	(1681)	N/A	

Remove all

CASAS Data Portal: E & E Survey

Engaging Staff: Carol Hirota

Programs/Systems Impact Student Learning

◆School Team: Administrators, Teachers, Counselors, Office Staff,
  Police Officer, Custodial Staff, District Team
◆ Professional Learning: CALPRO, CASAS, OTAN, District PD,
  Professional Organizations, CUE, Human Centered Design,
  Research (Hattie, Marzano, Sinek etc.), Best Practices,
  Communities of Practice, Prologis/Jobs For Future (CTE Pilot),
  Migrant Immigration Policy (Immigrant Integration Pilot)
◆ Professional Learning Community/Data Team Process
◆ WASC, Federal Program Monitoring…Process
◆External Partners: SJ County Immigrant Integration Collaborative, SJ County WorkNet,
  SJ Delta   College
◆ Funding: CAEP, WIOA, CalWORKs, ELL Pathways to Careers Grant
◆ Programs and Systems (Process/Procedures/Accountability)

Share Data Results with Staff

❑ Customer Service...Counter/Phone/Email

❑ Process on how registration, TOPS, test data entered into MIS

❑ Data Integrity (Quarterly)

❑ Support teachers/students pre/post CASAS tests, make-up tests

❑ Supporting students GED/HiSET exams registration

❑ Accurate attendance, TOPS Forms, Data Entry

❑ Share quarterly and annual data results-Feedback

❑ Support with Professional Learning (CASAS Institute, CCAE)

❑ Staff Meetings (Office) and Faculty Meetings (Teachers/Counselors)

❑ Daily Communication

Share Data Results With Teachers/Counselors

➢TOPS Enterprise (Weekly-Monitoring reports etc.)

➢Quarterly Reports

➢Annual Report July 1-June 30

➢Professional Learning Community: Data Teams Process

Professional Development Day
Professional Learning Community PLC
August 2, 2017 Wednesday

WELCOME BACK!

8:00-9:30 Professional Learning Community: Data Team
- Data FY 16-17 (WIOA, AEBG, Course Completions, # HS Diplomas, # GED etc.)
- Interpretation, Comparison of Data
- Celebrations of Data
- Kaizen...Continuous Improvement
  - What are factual statements that can be communicated based on this data?
  - What are some questions that you have about the data?
  - What do we celebrate?
  - What areas do we need to improve for FY 17-18?

9:30-9:45 Break

10:00-11:00 Data Team FY 17-18
- Set up Data Team FY 17-18 Data Format in Google Drive
- Create Data Team Goals FY 17-18 in Google Drive

11:00-Noon LunchEDU

Noon-1:30 Professional Learning Development-Communities of Practice: Accelerated Learning
- Gateway to Health-Austin Cushman
- CTE Bundled Courses- Maria D. Martinez
- How can we accelerate student learning? Course completions?

1:30-1:45 Break

1:45-2:30 Professional Learning Development-Communities of Practice: Create Learning Spaces
- How can we improve our learning experiences for our adult learners by changing our classroom environment?

Stockton Unified School District

PLC Data Team: CASAS Data Portal-Table 4

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High		ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv	
CA State Goal		2020-2021	53.0%	54.0%	49.0%	39.0%	41.0%	39.0%	61.0%	62.0%	60.0%	49.0%	49.0%	27.0%	N/A	
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	56.0%	49.0%	45.0%	27.0%	N/A	
CA State Average		2019-2020	33.4%	35.6%	35.2%	37.3%	36.2%	40.6%	46.7%	50.9%	49.9%	40.9%	41.9%	21.9%	N/A	
Agency	Stockton USD	2019-2020	14.3%	46.7%	34.2%	47.0%	34.2%	20.1%	70.8%	64.6%	64.7%	54.5%	59.6%	43.2%	N/A	Remove
			(7)	(45)	(111)	(219)	(149)	(139)	(48)	(127)	(371)	(352)	(260)	(162)	N/A	
Agency	Stockton USD	2018-2019	25.0%	67.5%	66.7%	40.3%	46.5%	37.1%	75.4%	72.0%	64.6%	57.8%	62.4%	44.9%	N/A	Remove
			(4)	(40)	(99)	(387)	(215)	(132)	(65)	(164)	(413)	(389)	(314)	(187)	N/A	
Agency	Stockton USD	2017-2018	41.2%	62.9%	47.6%	40.3%	55.3%	29.4%	80.0%	69.2%	61.7%	55.4%	64.6%	37.4%	N/A	Remove
			(17)	(62)	(143)	(395)	(190)	(119)	(70)	(172)	(444)	(426)	(311)	(139)	N/A	
Agency	Stockton USD	2016-2017	31.3%	41.7%	45.2%	29.8%	27.6%	13.3%	59.6%	59.7%	58.1%	48.1%	59.7%	32.7%	N/A	Remove
			(32)	(60)	(166)	(423)	(210)	(143)	(89)	(139)	(418)	(362)	(298)	(168)	N/A	
Agency	Stockton USD	2015-2016	59.3%	67.9%	52.4%	39.5%	41.4%	49.0%	76.5%	72.4%	71.0%	58.6%	59.7%	33.1%	N/A	Remove
			(27)	(84)	(208)	(483)	(198)	(251)	(81)	(174)	(328)	(389)	(273)	(160)	N/A	

Entering Educational Functional Level (EFL)	2018-19			2017-18			Stockton School for Adults
	Stockton School for Adults	Performance Goal	California Performance (Against All Enrollees)	Stockton School for Adults	Performance Goal	California Performance (Against All Enrollees)	Stockton School for Adults
	%	%	%	%	%	%	%
ABE Beginning Literacy	25.00	55.00	54.10	33.33	53.00	51.40	31.30
ABE Beginning Basic	67.50	56.00	54.70	62.07	56.00	52.50	41.70
ABE Intermediate Low	66.67	50.00	50.80	40.68	48.00	49.20	45.20
ABE Intermediate High	40.31	37.00	41.80	27.93	32.00	36.70	29.80
ASE (2007-2008) ASE Low	46.05	37.00	45.50	41.51	36.00	43.80	27.60
ASE High	37.12	23.00	43.20	55.34	n/a	38.50	13.30
ESL Beginning Literacy	75.38	59.00	60.70	79.37	63.00	58.60	59.60
ESL Beginning (Low 2006-07)	71.95	57.00	62.50	68.71	64.00	60.40	59.70
ESL Beginning (High 2006-07)	64.65	56.00	59.80	58.29	62.00	58.50	58.10
ESL Intermediate Low	57.84	49.00	49.70	51.64	54.00	48.80	48.10
ESL Intermediate High	62.42	44.00	49.80	61.40	52.00	48.80	59.70
ESL Advanced	44.92	26.00	27.70	33.56	27.00	26.50	32.70
ESL Advanced Low							
ESL Advanced High							

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Payment Points Summary

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PPSR17

Agency: 5879 - Stockton Unified School District (SUSD)
Program Year: 2018-2019

Funding: ☐ 225 Funding ☑ 231 Funding
☑ Civic Participation ☑ Citizenship Preparation ☑ 243 IELCE

Funding	Program/Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points																Total PP
				Completed NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed Citizenship Interview Test		Passed Government & History Test		AA 1		AA 2		AA 3		
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
225/231	Basic Skills (ABE)	387	268	158	40.8	2	0.5	0	0.0											160
	ESL	1,506	1,194	807	53.6	2	0.1	0	0.0											809
	Adult Secondary Education	469	344	189	40.3	52	11.1	56	11.9											297
EL Civics (231)	Civic Participation	1,589	1,272											854	53.7	400	25.2	149	9.4	1,403
	Citizenship Preparation	390	326							49	12.6	128	32.8							177
EL Civics (243)	Integrated EL Civics (IELCE)	1,231	991											545	44.3	303	24.6	192	15.6	1,040
	IELCE with IET	29	17											4	13.8	0	0.0	0	0.0	4
Totals:		5,601	4,412	1,154	20.6	56	1.0	56	1.0	49	0.9	128	2.3	1,403	25.0	703	12.6	341	6.1	3,890

Number of unduplicated learners: 2,362

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

IET = Integrated Education and Training

\\\\\ Not Applicable

PLC Data Team: CASAS Data Portal Persister Report

Educational Functioning Level Persistence Rates

Type	Name	Program Year	ABE				ASE		ESL							All	Remove
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High		Int. Low	Int. High	Low Adv	High Adv	All	
CA State Average		**2019-2020**	**50.0%**	**50.8%**	**50.2%**	**47.3%**	**45.0%**	**N/A**	**56.4%**	**59.1%**	**63.3%**	**65.2%**	**66.7%**	**61.1%**	**N/A**	**56.2%**	
Agency	Stockton USD	2019-2020	42.9%	68.9%	70.3%	64.8%	62.4%	N/A	87.5%	74.8%	79.8%	79.5%	81.5%	87.0%	N/A	71.0%	Remove
			(7)	(45)	(111)	(219)	(149)	(139)	(48)	(127)	(371)	(352)	(260)	(162)	N/A	(1990)	
Agency	Stockton USD	2018-2019	50.0%	82.5%	78.8%	71.8%	71.6%	N/A	87.7%	82.9%	82.6%	84.8%	84.4%	87.7%	N/A	76.3%	Remove
			(4)	(40)	(99)	(387)	(215)	(132)	(65)	(164)	(413)	(389)	(314)	(187)	N/A	(2409)	
Agency	Stockton USD	2017-2018	52.9%	72.6%	62.9%	75.4%	77.9%	N/A	92.9%	82.6%	84.5%	83.3%	89.1%	82.7%	N/A	77.1%	Remove
			(17)	(62)	(143)	(395)	(190)	(119)	(70)	(172)	(444)	(426)	(311)	(139)	N/A	(2488)	
Agency	Stockton USD	2016-2017	34.4%	51.7%	57.8%	52.0%	46.2%	34.3%	74.2%	69.8%	76.6%	70.4%	74.2%	71.4%	N/A	63.1%	Remove
			(32)	(60)	(166)	(423)	(210)	(143)	(89)	(139)	(418)	(362)	(298)	(168)	N/A	(2508)	

Note: The number in parentheses represents enrollment in Federal Table 4 Educational Functioning Level.

CAEP Program Worksheet

California Adult Education Program (CAEP) Worksheet
Program Year 19-20

Measuring Persistence in Literacy Programs: ESL/ABE/HSD/HSE

Column C: ESL_____ + ABE_____ + HSD_____ + HSE_____ =Total C _____

Column B: ESL_____ + ABE_____ + HSD_____ + HSE_____ =Total B _____

Total C_____ ÷ Total B_____ = _____ % Persistence Rate

Goal: 70% or higher

Measuring Program Persistence:

Total unduplicated students Column E_____

Total unduplicated students Column M_____

No Designated Programs   Column M_____ (Subtract # from above Column M)

                           Column M_____

Column E_____ ÷ Column M_____ = _____ % Persistence Rate

Goal: 70% or higher

Stockton School for Adults
Adult Education Data Team

Date: August 20, 2019
Review Date: November 5, 2019

Name/Section # (s)

#3031 (AM)

Data (# of Level Completions or WIOA Payment Points/Learning Gains)

Data with the current Payment Points Monitor
Data with current El Civics Module Completion
Data with Pre and Post CASAS Test scores

Analyze Data

Review students' data on the payment point monitor. Also review personal El Civics Modules Completion forms, Pre/Post CASAS test scores, and spreadsheet.

SMART Goal

Data Goal:
By November 5th, 40 students in class will have completed 1 El Civics Module and 40 students will have both a Pre and Post CASAS test score.

Instructional/Management Strategies

In order to properly manage who has completed a module, I the teacher am going to use the attendance as a spreadsheet template. The students will also maintain their own records on an individualized worksheet.

Result Indicators Review Date:

November 5th, 2019
I was able to reach my SMART goal. My #3031 class had 43 students who have completed one El Civics Module. I also had 19 students who have completed two El Civics Modules. There were 43 students who have a Pre and Post CASAS score.

Reflection/Comments

Learning gains are the ultimate goal. SMART goals are to reflect actions that I could directly impact.

My class has been very diligent about coming to class which has helped in achieving my smart goal. When the students attend regularly and participate in all the class activities along with the required assignment, they are able to complete modules and make tremendous gains on their CASAS test scores.

Those students who have not come to class is due to the reasons that they have gone back to their country, they have attained a job, they have other family obligations, sickness, or other unknown reasons. Another factor is the transferring of students. Students who are transferred to the next level are not able to complete the next models in my current class although they do have the opportunity to finish them in their new class.

Many of my students are busy with activities at their children's school so they may not make it to school on a regular basis. Some may be getting ready to head back to their country for the holidays.

One last factor during this time of the year is the lack of work. This time of the year many students do not have jobs in the fields because of the weather. They may follow the field work to other cities and have to move or they decide to take this time to travel back to their native countries. All these factors contribute to the absences in my class.

Stockton School for Adults
Adult Education Data Team

Date: November 13, 2019
Review Date: February 4, 2020

Name/Section # (s)

9963/2463

Data (# of Level Completions or WIOA Payment Points/Learning Gains)

% of paired scores overall % of gains within level % of EFL level gains

Analyze Data

Annual Goal:
To increase the number of EFL gains in sections 9963 and 2463 for the 2019-2020 school year.

Analysis Tool:
Student Gains Report and TE used to determine data benchmarks

SMART Goals

1. By 2/04/20, **100% of currently enrolled students** with 30 or more hours will have a paired score.

2. By 2/04/20, a minimum of **20 or more** enrolled students with paired scores will have a CASAS score gain.

3. By 2/04/20, a minimum of **15 or more** enrolled students with paired scores will complete an EFL level using CASAS scores.

Instructional/Management Strategies

1. The teacher will monitor student testing history via the Student Gains Report, to ensure that students posttest and attain a paired score.
2. The teacher will keep the student informed of their target score needed to make an EFL level gain for motivational purposes.

Reflection/Comments

SMART Goal Analysis:
As of 2/04/2020…

- *100% of currently enrolled students* with 30 or more hours have a paired score.
  - *There are 3 students without a paired score, but they are new and have not yet attended for 30 hours.*
  - *One of those students has a second Period of Participation without a paired score. Attendance consistency is an issue with this student.*

- *26 students enrolled (previous or current) have achieved a gain in their CASAS scores.*

- *20 students enrolled (previous or current) have completed an EFL level using CASAS scores.*

- *5 students were unable to achieve an EFL level gain due to maxed scores.*
  - *1 student maxed scores in both Reading and Math*
  - *1 student maxed in Reading and was only enrolled in Math a short time before he completed the course.*
  - *1 student only needed Math for an Electrician's apprenticeship and maxed in Math.*
  - *1 student has insufficient time to try to pair in another modality (Math) since she is almost complete with her course.*
  - *1 student enrolled for only 1 day.*

- *2 students (recently returned to my class) did not make a gain in their CASAS scores.*

All 3 goals were met this data period!

Negative Variables Affecting Outcomes:
- *Low attendance hours*
- *Lack of reliable transportation*
- *Housing Several students frequently re-locate and do not have consistent addresses.*
- *Changes in employee status and work schedules continue to be a major factor in retarding attendance and course completion rates (i.e. temporary shift changes, training programs that had no flexibility, job relocations)*
- *Student and dependant health issues*
- *Childcare considerations have caused some students to withdraw from class.*

Positive Intervention Affecting Outcomes:
- *Writing a student's goal CASAS score on the back of their assessment card really helps to motivate them. They know the score they need to meet and work harder to*

accomplish their goal.
- *I tend to **offer tangible rewards** (peanut butter cups PB= personal best, Starbucks gift cards, etc.) for those students who meet their CASAS EFL gain goal.*

Future Interventions:
- *Attempt to get a **CASAS paired score after fewer hours**. We were able to establish an extended SWT schedule since the last Data Review in order to get more students assessed.*
- *Continue to **individually conference with students** in order to determine strategies/ interventions to alleviate roadblocks and promote student success, EFL gains, and course completions.*
- *Be **flexible** with students' attendance due to complicated life schedules.*
- *Employ communication methods such as **email and telephoning students** to determine the causes of and appropriate interventions for declining attendance and course progress.*
- *Work with students to **modify expectations** to fit each student's unique abilities & circumstances.*
- ***Follow-up from the teacher** to try to get students to **re-enroll**.*

Cycle #3
Sections 2416 and 2417

Date: 02/03/20

Name/Section # (s)

GED Test Prep 2416 and 2417

Analyze Data

Annual goal: Increase the number of GED completions in sections 2416 & 2417 for the 2018-2019 school year. During the 2018-2019 school year, 59 students completed their GED. I will measure subtests attempted and subtests passed, as markers for student progress towards the goal. Since each completion consists of 4 subtests, I will use the annual goal of 240 subtests passed (equivalent to 60 completions).

SMART Goal

By 02/04/20 a minimum of 144 subtests will be passed.

Instructional/Management Strategies

- Testing monitored through self-reporting
- Students using Edgenuity will be monitored via teacher review of the Student Progress Report.
- Attendance data
- Discuss alternatives for students with long term delays in progress with counseling.
- SFA's options for child care assistance will continue to be offered as needed.

Result Indicators Review Date

Reflection/Comments:
Sections 2416 and 2417
As of 02/04/20   129 subtests that I know of have been attempted and
                    91 subtests that I know of have been passed

The result was far less than the goal. Student enrollment is likely 1 reason for this. Another reason is that I forgot to take into account the carryovers of subtests passes from the previous year that counts towards overall completions. This year there were 71 carryover subtests passed, bringin the total of subtests passed to 162. This exceeds the goal of 144.

I SMART Goal Analysis:

II Variables Affecting Outcomes:
- *Student and dependant health issues (see notes above)*
- *Changes in employee status and work schedules continues to be a major factor in retarding attendance and course completion rates (i.e. several students have had temporary shift changes. Some students began training programs, that had no flexibility, for new jobs. Other have had interviews that have kept them out of class as they sought work).*
- *Transportation issues continue to be a problem for a number of students, as does housing. Some students have moved out of the area due to housing considerations*
- *Childcare considerations have caused some students to withdraw from class.*

III Planned Corrective Action:
- *Continue individually conferencing with students in order to determine strategies/ interventions to alleviate roadblocks to in order to promote student success, hench, course completion.*
- *Utilize the Independent Study model, as appropriate (see notes above)*
- *Continue to employ communication methods such as electronic & traditional mail as well as telephoning students to determine the causes of and appropriate interventions to curtail declining attendance (which eventually can lead to declining enrollment).*
- *Work with students to modify expectations to fit each students unique abilities & circumstances.*

Left Table

Student ID	Start Week	027C Emergency Services	040C Citizenship Prep	048C Digital Literacy	024C Crime and Safety	037C Jobs Skills	054C Census	051C Transitions	021C Parenting
	8/1/2019								
	8/1/2019								
	9/9/2019	X							
	8/5/2019								
	9/9/2019	X							
	8/19/2019								
	1/14/2020	X	X	X					
	12/9/2019								
	12/9/2019								
	1/21/2020	X	X	X	X				
	1/21/2020	X	X	X	X				
	8/1/2019								
	8/5/2019								
	11/18/2019	X	X	X					
	10/21/2019								
	1/21/2020	X	X	X	X				
	8/1/2019								
	8/1/2019								
	1/7/2020	X	X	X					
	12/9/2019	X	X	X					
	11/18/2019	X	X	X					
	1/21/2020	X	X	X					
	8/19/2019								
	8/5/2019								

Right Table

St	Class St	Hours	Test/Obs. Date	Form	Score	Level	Gain	Completed Lev	Drop Code
1C	Active	261	11/6/2019	084R	213	ABE 3	4	Yes	
95940		0	8/26/2019	908R	252	ABE L6	4	Yes	02
1C		0	1/22/2020	903R	220	ABE 3	12	Yes	02
26	Active	57	8/29/2019	085R	246	ABE L6	11	Yes	
1C	Active	179	9/18/2019	907R	235	ABE 4	14	Yes	
1C	Active	54	11/4/2019	907R	248	ABE L5	0	Yes	
61	Active	7	1/21/2020	907R	241	ABE L5	3	Yes	02
86	Active	291	12/9/2019	918M	230	ABE L5	11	Yes	
1C		0	12/9/2019	908R	247	ABE L5	-1	Yes	02
1C		0	2/27/2020	906R	228	ABE 4	3	Yes	02
1C	Active	13	1/16/2020	907R	251	ABE L6	9	Yes	
74	Active	67	12/18/2019	906R	233	ABE 4	11	Yes	
1C		0	9/26/2019	907R	250	ABE L6	12	Yes	02
93		0	8/26/2019	907R	251	ABE L6	13	Yes	02
1C	Active	44	1/30/2020	907R	239	ABE L5	1	Yes	
1C	Active	147	9/18/2019	908R	239	ABE L5	17	Yes	
1C	Active	107	1/27/2020	908R	241	ABE L5	6	Yes	
1C	Active	0	8/21/2019	907R	240	ABE L5	8	Yes	02
1C	Active	179	1/31/2020	907R	244	ABE L5	11	Yes	
90	Active	0	11/14/2019	907R	238	ABE 4	0	Yes	02
1C	Active	0	11/4/2019	908R	249	ABE L6	2	Yes	02
88	Active	297	11/12/2019	083R	226	ABE 4	11	Yes	
1C	Active	224	9/18/2019	908R	238	ABE 4	17	Yes	
1C		0	1/31/2020	906R	222	ABE 3	9	Yes	02
1C	Active	0	12/4/2019	905R	229	ABE 4	4	Yes	02
1C	Active	37	1/22/2020	907R	238	ABE 4	10	Yes	
97	Active	0	3/2/2020	914M	210	ABE 3	11	Yes	02
95	Active	127	11/8/2019	907R	251	ABE L6	7	Yes	
64	Active	119	9/24/2019	908R	258	ABE L6	11	Yes	
1C		0	9/26/2019	186R	223	ABE 4	9	Yes	02
40	Active	78	2/5/2020	186R	235	ABE 4	3	Yes	
83		0	1/30/2020	188R	242	ABE L5	8	Yes	02
1C		0	8/26/2019	907R	240	ABE L5	5	Yes	02
1C	Active	0	10/23/2019	904R	224	ABE 3	10	Yes	02
1C	Active	0	11/14/2019	913M	216	ABE 4	6	Yes	02
1C	Active	219	8/26/2019	907R	243	ABE L5	8	Yes	
1C	Active	133	8/26/2019	908R	240	ABE L5	2	Yes	
1C		0	9/6/2019	907R	244	ABE L5	15	Yes	02
51	Active	109	11/13/2019	906R	232	ABE 4	5	Yes	
1C	Active	239	9/24/2019	908R	239	ABE L5	3	Yes	
85	Active	20	3/2/2020	907R	243	ABE L5	11	Yes	
1C	Active	241	8/26/2019	906R	227	ABE 3	0	Yes	
6C		0	12/11/2019	083R	212	ABE 3	2	Yes	02
1C		0	11/12/2019	185R	224	ABE 4	4	Yes	02
99	Active	152	11/4/2019	907R	238	ABE 4	6	Yes	
27	Active	213	11/14/2019	913M	216	ABE 4	3	Yes	
1C	Active	10	10/24/2019	907R	241	ABE L5	12	Yes	02
1C		0	8/26/2019	908R	241	ABE L5	13	Yes	02
64	Active	39	3/2/2020	907R	251	ABE L6	13	Yes	
95		0	8/26/2019	907R	242	ABE L5	4	Yes	02
1C		0	9/3/2019	908R	248	ABE L5	0	Yes	02
1C	Active	50	8/26/2019	906R	217	ABE 3	3	Yes	
1C	Active	135	11/5/2019	085R	231	ABE 4	11	Yes	
1C		0	9/18/2019	904R	225	ABE 3	10	Yes	02
1C	Active	27	8/26/2019	908R	241	ABE L5	7	Yes	
1C	Active	36	2/26/2020	907R	243	ABE L5	5	Yes	

Resources: PLC/Data Teams
Carol S. Hirota 10/20

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Consultant Brandon Doubek, Creative Team Leadership
http://www.creativeleadership.net/

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Thoibi Rublaitus: Engaging Students

Student-Centered Approach

Constant Communication

- **Students**
  - **Provide Reports**
  - **Student Performance**
  - **Goal Setting Forms**

- **Teachers**
  - **PLC– Data Discussions**
  - **CASAS Class Summary Reports**
  - **Analysis – Data-driven Instruction Design**

Students-Centered Cultural Change Ethical Rationale

"Paying it Forward"

Students
- **Free classes – funded by State and Federal funds**
- **Why???? TAXES**
- **Past students make today possible**
- **Civic Responsibility**

Teachers
- **Performance based funding**
- **Prepare Productive members of the Community - mission**
- **College - Career - Confidence**

CORONA-NORCO ADULT SCHOOL

OUR MISSION

is to PROVIDE adult learners educational opportunities and services, PROMOTE transitional readiness, and PREPARE each individual to become a productive member of the community.

Steve Curiel: Managing NRS Performance

John Russell: Regional Collaboration

Regional Collaboration

- A variety of uses with shared data:
  - Consortium Uses
    - Understand the Community We Serve (Demographics, Income, Poverty)
    - Consortium Effectiveness
    - Member Effectiveness
    - Member Funding
    - Drive Three Year Logic Models
  - Stakeholder Uses
    - School Board Updates
    - CTE Information Sessions
  - Reports
    - Funding Reports
    - WASC Reports

Branka Marceta & Bethany Ely: CAEP Planning and Goal Setting

CAEP Planning and Goal Setting

Bethany Ely, Coordinator
Branka Marceta, Director
https://caerc.org/
https://www.capitaladulted.org/

-> 2021.03.10 - CAERC at CASAS NRS panel.docx

"Data as a Culture"

"Data as a Culture"

www.nrsweb.org

jwright@casas.org