Establishing NRS Performance Goals
June 18, 2021

NRS Local Performance Goals

- NRS Performance Overview
- Identify Local Performance, as well as Statewide Goals and Statewide Averages
- Compare Agency Data to Statewide Averages and Goals
- Identify areas of strength and areas for improvement
- Identify agency and student level strategies for improvement

Review – NRS Table 4

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 of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total number of Periods of Participation (K)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (L)	Total number of Periods of Participation in which a HSD or HSE was attained (M)	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
				First Period of Participation								**All Periods of Participation**		
ABE Level 1	3	0	468	0	0	0	1	2	0.00	3	0	0	0	0.00
ABE Level 2	6	0	655	0	0	0	2	4	0.00	6	0	0	0	0.00
ABE Level 3	7	0	557	0	0	0	2	5	0.00	8	0	0	0	0.00
ABE Level 4	26	0	2,822	8	4	0	4	10	46.15	28	8	4	0	42.86
ABE Level 5	420	0	25,414	76	42	0	78	224	28.10	423	78	42	0	28.37
ABE Level 6	40	0	3,238	2	9	0	13	16	27.50	41	2	9	0	26.83
ABE Total	502	0	33,154	86	55	0	100	261	28.09	509	88	55	0	28.09
ESL Level 1	49	0	3,605	35	0	0	10	4	71.43	50	35	0	0	70.00
ESL Level 2	114	0	8,296	76	0	0	21	17	66.67	114	76	0	0	66.67
ESL Level 3	278	0	20,312	170	1	0	47	60	61.51	282	171	1	0	60.99
ESL Level 4	559	0	44,774	305	3	0	96	155	55.10	569	305	3	0	54.13
ESL Level 5	542	0	52,302	302	4	0	89	147	56.46	552	304	4	0	55.80
ESL Level 6	576	0	55,088	190	9	1	147	229	34.72	594	193	9	1	34.18
ESL Total	2,118	0	184,377	1,078	17	1	410	612	51.75	2,161	1,084	17	1	50.99
Grand Total	2,620	0	217,531	1,164	72	1	510	873	47.21	2,670	1,172	72	1	46.63

Table 4 = Gains by Educational Functioning Level = Reports learners who entered program at one Instructional Level and finished the program year (June 30) at a higher level.

Review – NRS Table 4B

NRS Table 4B

Educational Functioning Level Gain and Attendance for Pre - and Post - tested Participants

All Student Activity Dates

Agency: 4908 - Rolling Hills Adult School (RHAS)   **Program Year:** 2020-2021

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	64	0	1	0	0.00
ABE Level 2	1	330	0	0	1	0.00
ABE Level 3	1	66	0	1	0	0.00
ABE Level 4	10	1,238	8	1	1	80.00
ABE Level 5	17	1,699	12	4	1	70.59
ABE Total	**30**	**3,397**	**20**	**7**	**3**	**66.67**
ESL Level 1	37	3,100	33	2	2	89.19
ESL Level 2	82	7,273	73	1	8	89.02
ESL Level 3	193	17,712	164	4	25	84.97
ESL Level 4	427	40,837	306	28	93	71.66
ESL Level 5	425	47,377	298	24	103	70.12
ESL Level 6	450	49,652	193	66	191	42.89
ESL Total	**1,614**	**165,951**	**1,067**	**125**	**422**	**66.11**
Grand Total	**1,644**	**169,348**	**1,087**	**132**	**425**	**66.12**

Table 4B = Same level advancement information as Table 4 (but without PoPs)
Only includes learners who completed a valid pre- and post-test.
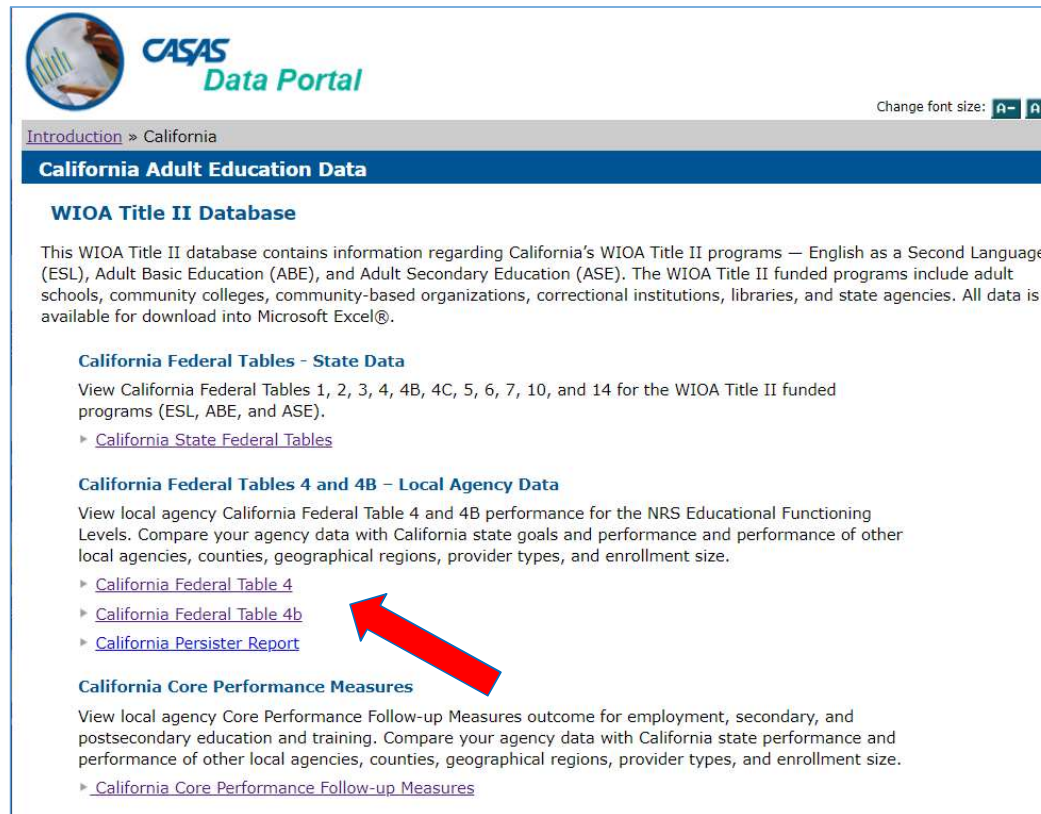
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Review – NRS Persister

CASAS

NRS Persister

Educational Gains and Attendance by Educational Functioning Level

All Student Activity Dates

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2020-2021

Entering Educational Functioning Level (A)	Total Number Enrolled NRS Table 4 (B)	Total Number Enrolled NRS Table 4B (C)	Percentage of Persister (D)	Average Attendance Hours NRS Table 4 (E)	Average Attendance Hours NRS Table 4B (F)	Percentage with EFL Gain NRS Table 4 (G)	Percentage with EFL Gain NRS Table 4B (H)
ABE Level 1	3	1	33.33	156.00	64.00	0.00	0.00
ABE Level 2	6	1	16.67	109.17	330.00	0.00	0.00
ABE Level 3	7	1	14.29	79.57	66.00	0.00	0.00
ABE Level 4	26	10	38.46	108.54	123.80	30.77	80.00
ABE Level 5	420	17	4.05	61.13	99.94	18.10	70.59
ABE Level 6	40	9	22.50	80.95	69.22	5.00	11.11
ABE Total	**502**	**39**	**7.77**	**66.56**	**103.08**	**17.13**	**53.85**
ESL Level 1	49	37	75.51	73.57	83.78	71.43	89.19
ESL Level 2	114	82	71.93	72.77	88.70	66.67	89.02
ESL Level 3	278	193	69.42	73.53	92.45	61.15	84.97
ESL Level 4	559	427	76.39	80.32	95.93	54.56	71.66
ESL Level 5	542	425	78.41	96.73	111.54	55.72	70.12
ESL Level 6	576	450	78.13	95.76	110.46	32.99	42.89
ESL Total	**2,118**	**1,614**	**76.20**	**87.27**	**103.03**	**50.90**	**66.11**
Grand Total	**2,620**	**1,653**	**63.09**	**83.30**	**103.03**	**44.43**	**65.82**

The Persister looks at the percentage of Table 4 students who also qualify for Table 4B – (the percentage of qualified enrollees who have a pre/post-test pair).
Column C ÷ Column B = Column D (% of Persister)

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CASAS Data Portal

http: www2.casas.org/dataportal/

CASAS Data Portal

1. Go to http: www2.casas.org/dataportal/

2. Click Federal Table 4

3. Find the drop box labelled **Start here**
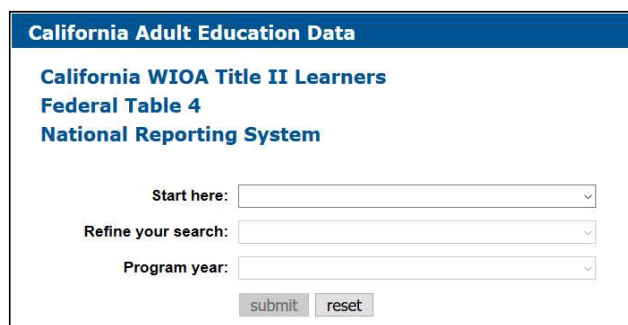
California Adult Education Data

California WIOA Title II Learners
Federal Table 4
National Reporting System

Start here:
Refine your search:
Program year:
County
Provider Type
Geographical Region
Enrollment Size ESL, ABE, ASE
Agency
State of California
CDE Area

- **County**. Select one of the 58 counties in California
- **Provider Type.** Such as CBO, K12, or community college
- **Geographical Region**. Select from one of 11 regions statewide, or pick multiple regions
- **Enrollment Size**. Groups into small, medium, large
- **Agency**. Specify one WIA/WIOA II agency. Includes all CA funded agencies from 2004-05 to present.
- **State of California**. Select to display all statewide data
- **CDE Area**. Select one of the 14 CDE assigned areas.

CASAS Data Portal

Go to http: www2.casas.org/dataportal/

California Adult Education Data

California WIOA Title II Learners
Federal Table 4
National Reporting System

Start here: [_____⌄]
Refine your search: [_____⌄]
Program year: [_____⌄]

[submit] [reset]

- **Refine your search** based on the category selected in the first drop box.
- **Program year**. Includes all reporting years from PY 2004-05 to PY 2019-20.
- Click **submit** once you select criteria in all three drop boxes.

CASAS Data Portal

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	
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%	35.5%	34.3%	10.7%	62.2%	55.9%	56.3%	46.7%	48.0%	26.2%	N/A	Remove
			(77)	(167)	(301)	(603)	(70)	(28)	(135)	(479)	(1566)	(2843)	(2179)	(1681)	N/A	

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.

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 Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High	ESL Beg. Low/High	ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv	
																Remove all
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

Compare your agencies performance to the recent statewide averages and current NRS state goals.

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	
															Remove all
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

Compare your agency's performance with past year's data.

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	
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%	35.5%	34.3%	10.7%	62.2%	55.9%	56.3%	46.7%	48.0%	26.2%	N/A	Remove
			(77)	(167)	(301)	(603)	(70)	(28)	(135)	(479)	(1566)	(2843)	(2179)	(1681)	N/A	

NRS Local Performance Goals

Identify EFL's that represent areas of strength versus others that may need improvement.

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)

NRS Local Performance Goals

Identify EFL's that represent areas of strength versus others that may need improvement.

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)		

ASE Low is an area where this agency may need improvement
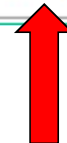
ESL Beginning Lit is an area where this agency is performing well.

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)

NRS Local Performance Goals

How do we prioritize from the data which levels are the most important?

NRS Local Performance Goals

Can you identify any EFL's besides ASE low that may serve well as targets for NRS Local Performance goals?

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE				ASE		ESL							
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv		Remove all
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%	35.5%	34.3%	10.7%	62.2%	55.9%	56.3%	46.7%	48.0%	26.2%	N/A	Remove
			(77)	(167)	(301)	(603)	(70)	(28)	(135)	(479)	(1566)	(2843)	(2179)	(1681)	N/A	

NRS Local Performance Goals

Can you identify any EFL's besides ASE low that may serve well as targets for NRS Local Performance goals?

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%				
Agency		2018-2019	34.0%	40.0%	37.7%	26.0%	22.6%	12.7%	63.0%	59.3%	56.2%	43.6%				
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)				
Agency		2017-2018	44.1%	38.6%	36.0%	24.6%	29.2%	13.0%	50.8%	59.0%	53.3%	43.1%				
						(749)	(130)	(54)	(238)	(625)	(1847)	(3539)				
							34.3%	10.7%	62.2%	55.9%	56.3%	46				
							(70)	(28)	(135)	(479)	(1566)	(2				

ESL Intermediate Low performs closer to the goals and average statewide, but a good target given it is the largest group at this agency.

ABE Intermediate High may be a good target given that it performs well below the state goals and average.

NRS Local Performance Goals

Can you identify any EFL's besides ASE low that may serve well as targets for NRS Local Performance goals?

			ASE		ESL		
Type	Name	Program Year	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)

ASE Low represents an EFL with an even greater area of need.

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NRS Local Performance Goals

Can you assign appropriate targets for local performance for these two EFL's we identified?
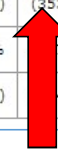
Educational Functioning Level Completion Rates

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
			9)	(749)	(130)	(54)	(238)	(625)	(1847)	(3539)	(2					
			6%	%	34.3%	10.7%	62.2%	55.9%	56.3%	46	48					
			1)	3)	(70)	(28)	(135)	(479)	(1566)	(2	(2					

ABE Intermediate High. You will need small, incremental steps to get to the state average or goal.

ESL Intermediate Low. The large number means improvement may be slow.

NRS Local Performance Goals

			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%	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%	.5%	34.3%	10.7%	62.2%	55.9%	56.3%	7%	48.0%	26.2%	N/A	Remove
			(77)	(167)	(301)	03)	(70)	(28)	(135)	(479)	(1566)	43)	(2179)	(1681)	N/A	

Educational Functioning Level Completion Rates

GOAL: *Agency will achieve a NRS Performance rate of 30% in ABE Intermediate High in PY 2021-22 and increase to 33% in PY 2022-23.*

GOAL: *Agency will improve to 45% in ESL Intermediate Low in PY 21-22 and to 47% in PY 22-23.*

NRS Local Performance Goals

Now that we have identified strengths and weaknesses, how do we go about fixing the weaknesses?

Evaluating Persistence

Compare your agencies performance from NRS Table 4 results to the persistence rate in each EFL.

Educational Functioning Level Completion Rates

			ABE				ASE		ESL							Remove all
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%	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	

Educational Functioning Level Persistence Rates

			ABE				ASE		ESL						All	Remove all
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	All	
CA State Average		2018-2019	71.5%	65.6%	63.9%	61.5%	57.9%	N/A	72.1%	71.4%	73.2%	73.8%	74.5%	70.3%	N/A	67.0%	
Agency		2018-2019	51.7%	57.4%	54.9%	52.0%	51.6%	N/A	67.5%	66.8%	71.9%	71.3%	72.4%	68.6%	N/A	68.2%	Remove
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(2583)	(2088)	N/A	(12923)	

Evaluating Persistence

Evaluate persistence data trends, as you already did for NRS Table 4 performance.

Educational Functioning Level Persistence 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	All	Remove all
CA State Average		**2018-2019**	**71.5%**	**65.6%**	**63.9%**	**61.5%**	**57.9%**	**N/A**	**72.1%**	**71.4%**	**73.2%**	**73.8%**	**74.5%**	**70.3%**	**N/A**	**67.0%**	
Agency		2018-2019	51.7%	57.4%	54.9%	52.0%	51.6%	N/A	67.5%	66.8%	71.9%	71.3%	72.4%	68.6%	N/A	68.2%	Remove
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(2583)	(2088)	N/A	(12923)	
Agency		2017-2018	58.7%	65.9%	64.0%	64.1%	70.0%	N/A	60.9%	70.6%	72.2%	73.2%	76.5%	72.2%	N/A	71.6%	Remove
			(143)	(249)	(419)	(749)	(130)	(54)	(238)	(625)	(1847)	(3539)	(2409)	(1736)	N/A	(12138)	
Agency		2016-2017	84.4%	85.0%	77.1%	76.1%	74.3%	60.7%	63.7%	63.3%	69.1%	72.0%	73.8%	74.2%	N/A	72.5%	Remove
			(77)	(167)	(301)	(603)	(70)	(28)	(135)	(479)	(1566)	(2843)	(2179)	(1681)	N/A	(10129)	

Evaluating Persistence

Focus on the EFL's with low performance that you targeted in the previous exercise.

| 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.

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.
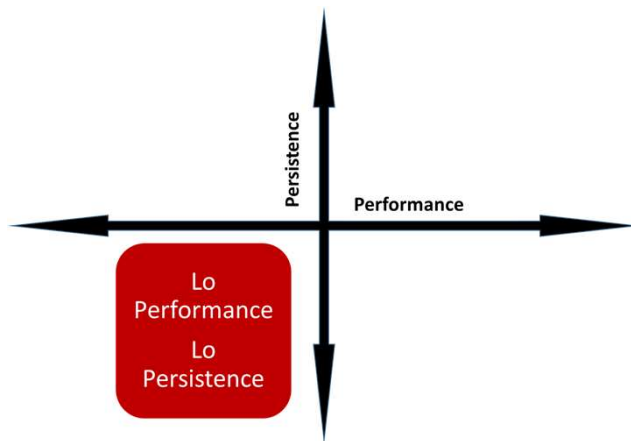
When Performance and Persistence are High
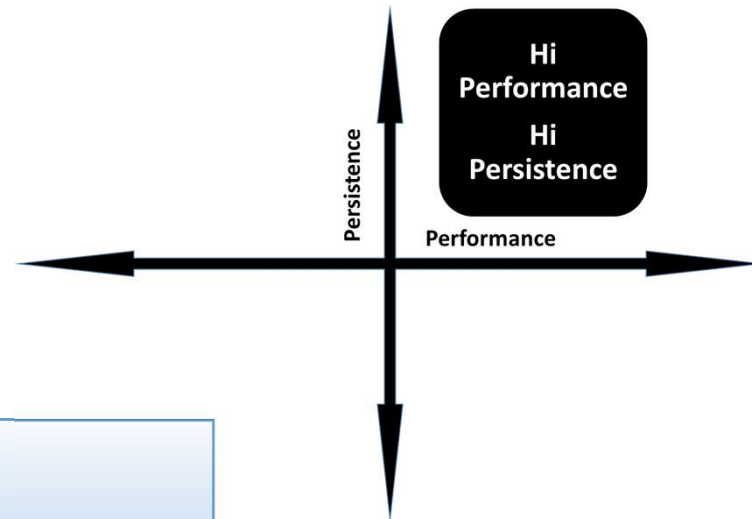
- If performance and persistence are both high, CONGRATULATIONS!!!

When Performance is High and Persistence is Low

- VERY UNUSUAL

- But if so, the agency should take steps to increase the frequency of pre/post-testing rates for students.
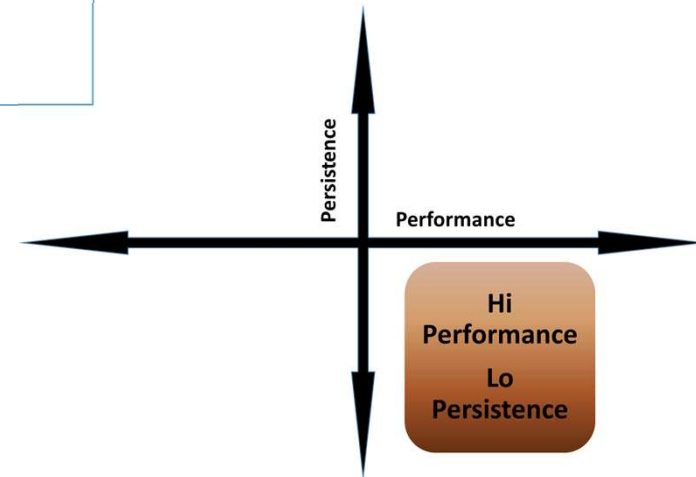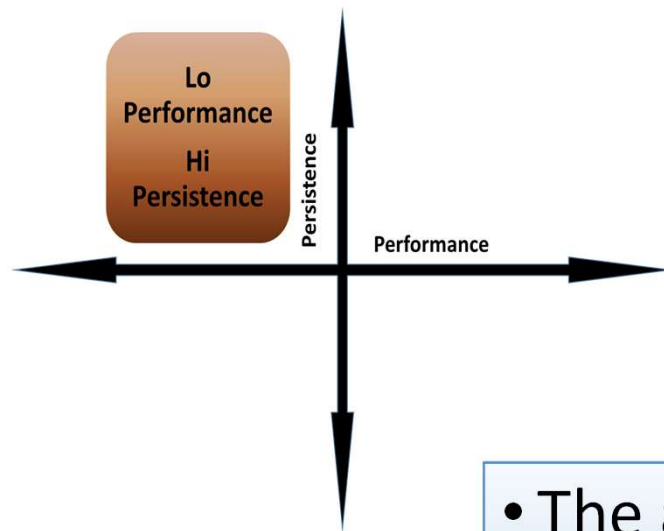
When Performance and Persistence are Both Low

- The agency should address basic data clean up first – that is, missing student demographics or attendance hours.

- Once basic clean up is complete, then start with the persistence side – specifically, student pre/post-testing rates.

When Performance is Low and Persistence is High

- The agency is doing well with completing data collection and testing requirements, but needs to address instruction in the classroom.

Evaluating Persistence

- If agency's *Federal Table 4* percentages are significantly lower than the percentages from Federal Table 4B – that is persistence is low – then the issue may be your students *who are not post-tested.*

- If your agency's Federal Table 4 percentages are equal to or close to Table 4B – that is persistence is good – then the issue may be **your students' performance on pre- and post-tests.**

Evaluating Performance

There are strategies at both the agency and student levels to address performance improvement – for improving both persistence and instruction.

Agency Level Strategies for Obtaining Better Persistence

- Clear communication across all staff
- Calendar for testing
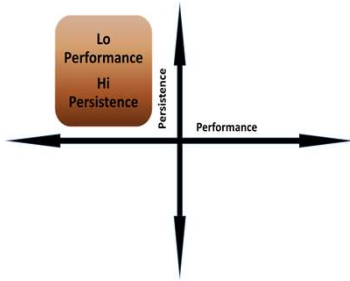- Local Assessment Policy
- TE Agency level reports
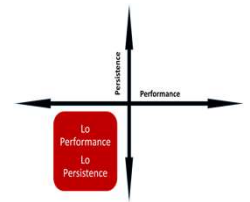
Student Level Strategies for Obtaining Better Persistence

- Track students' attendance
- Adapt schedule to student needs
- Reward students for testing
- TE Student level reports

Student Focused Strategies for Improving Learner Performance

- Assign appropriate student goals and review them regularly

- Recognize student accomplishments

- Review "test taking skills" with students

- Individualize instruction

- Evaluate performance by student and identify best practices of top performers

Agency Focused Strategies for Improving Learner Performance

Ensure assessment performance is in synch with local and statewide priorities

Review agency-wide assessment performance and compare by class, level, and program

- Align instruction to agency-specific population

- Identify potential external issues, such as the local economy, transportation, housing

- Establish firm attendance/local assessment policy to ensure consistency – meeting minimum data standards does not guarantee success

- Define and implement NRS Local Performance Goals

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