



NRS Summary Audit

06/06/2024
13:33:38

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

Tables 1-4 Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students:	1,859	1,782	29	0	0
Dropped Students:	744	674	20	0	0
Qualified Students:	1,115	1,108	9	0	0

Follow-Up Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students	1,859	1,782	29	0	0
Dropped Students	712	674	20	0	0
Excluded Students	0	0	0	0	0
Eligible Students	1,147	1,108	9	0	0
Non-Exited Students	219	215	7	0	0
Follow-up Students	928	893	2	0	0

NRS Reports in TE
2025-26

Drop Reason	Program Year 2023-2024		Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases		Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	88	88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	619	533	550	550	18	18	0	0	0	0
03 Concurrently enrolled in High School/K12	37	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	165	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	187	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	165	21	93	43	0	0	0	0	0	0
09 ESL Learner pretest score at ASE educational functioning level	22	11	22	11	0	0	0	0	0	0

Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act

*National Reporting System for
Adult Education*

APRIL 2025

Division of Adult
Education and Literacy, Office of
Career, Technical, and Adult
Education

U.S. Department of Education



<https://nrsweb.org/policy-data/nrs-ta-guide>

Overview of Key NRS Tables

- **Federal Table 2A:** reportable individuals with less than 12 hours of instruction.
- **Federal Table 3:** reporting for enrollees in Integrated Education and Training (IET) and Integrated EL Civics Education (IELCE).
- **Table 4:** new columns to display MSGs 1a-1d, and MSG's 2-3-4-5.
- **Table 4A:** details specific outcomes that result in measurable skills gains (MSGs 1a-1d)
- **Table 4B:** focuses on pre/post-test outcomes
- **Table 5:** follow up outcomes for 2Q and 4Q after exit.
- **NRS Table 11:** details outcomes from learners enrolled in Integrated Education and Training (IET).

Updated OCTAE NRS Tables 2024-25

	MSG types
Allowable for all participants	Type 1.a. Achievement as measured by a pre- and posttest
	Type 1.b. Awarding of credits or Carnegie units
	Type 1.c. Enrolled in postsecondary education and training
	Type 1.d. Pass a subtest on a State-recognized high school equivalency examination
	Type 2. Documented attainment of a secondary school diploma or its recognized equivalent
Allowable for participants receiving IET through postsecondary institutions	Type 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards
Allowable only for participants in IET or WPL programs	Type 4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training
	Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

TE NRS Report Setup Window

Use the Report Setup window to select specific NRS reports to generate.

- Go to **Reports – Federal Reports – NRS Tables 1-11**
- Click *Report Selection*
- Select reports to generate

The screenshot displays the TE NRS Report Setup Window. The top navigation bar includes 'View', 'Organization', 'Records', 'Reports', 'Tools', and 'Help'. Below this, a tab labeled 'NRS Tables' is active. The window is divided into two main sections. On the left, the 'Report Setup Navigator' lists various categories: General Settings, Class Definitions, Class Personnel, Class Instances, Student In Program Years, Student Records, Class Enrollments, Program Enrollments, Assessment Forms, Tests, Personnel Professional Status, Personnel Employment Records, Core Performance Students, and Report Selection. The 'Report Selection' category is currently selected and highlighted. On the right, under the heading 'Select report:', there is a list of 11 NRS tables and a summary audit, each with a checked checkbox: NRS Table 1, NRS Table 2, NRS Table 2A, NRS Table 3, NRS Table 4, NRS Table 4A, NRS Table 4B, NRS Table 4C, NRS Table 5, NRS Table 5A, NRS Table 6, NRS Table 7, NRS Table 8, NRS Table 9, NRS Table 10, NRS Table 11, NRS Table 99, and NRS Tables Summary Audit. The top right of the window shows the text '4908 - Rolling Hills Adult School (RHAS)'.

NRS Report Setup – Special Options

NRS Layout: ☐ For report Program Year ☒ Up to 2017-2018 ☐ 2018-2019, 2019-2020 ☐ Since 2020-2021

Special Options

Aggregate Multiple Agencies: ☐

Drop Reasons:

Selected	Available
01. Missing birthdate or age out	
02. Less than 12 hours of instru	
03. Concurrently enrolled in Hig	
04. No Gender	
05. No Ethnicity/race	

Buttons: <- Add, Remove ->, <- Add All, Remove All ->

Buttons: First, Up, Down, Last

Monitor drill down options

Show Test Pairs: ☒ Completed Level ☐ All pairs

Show only last PoP: ☐ **Show only PoPs with drop reasons:** ☐

Show only multiple PoPs: ☐ **Show only PoPs with MSG:** ☐

Show only absent for: ☐ < 83 days ☐ 83 - 89 days ☐ 90 - 97 days ☐ > 97 days

Located in the General Settings section of the TE report setup window

NRS Tables – Special Options

NRS Layout: ☐ For report Program Year ☒ Up to 2017-2018 ☐ 2018-2019, 2019-2020 ☐ Since 2020-2021

Monitor drill down options

Show Test Pairs: ☒ Completed Level ☐ All pairs

Show only last PoP: ☐ **Show only PoPs with drop reasons:** ☐

Show only multiple PoPs: ☐ **Show only PoPs with MSG:** ☐

Show only absent for: ☐ < 83 days ☐ 83 - 89 days ☐ 90 - 97 days ☐ > 97 days

There have been 3 different NRS layouts since WIOA

The options in this section affect the “Drill down to NRS Monitor” – not the NRS Tables

Click here if you want to see all pairs instead of just those that completed level

Several options available to display different views related to PoPs

NRS Report Setup – Monitor drill down options

 **Monitor drill down options**

Show Test Pairs: ☒ Completed Level ☐ All pairs

Show only last PoP: ☐ **Show only PoPs with drop reasons:** ☐

Show only multiple PoPs: ☐ **Show only PoPs with MSG:** ☐

Show only absent for: ☐ < 83 days ☐ 83 - 89 days ☐ 90 - 97 days ☐ > 97 days

Page Sort Order:

Selected

Student ▲

Drop Reason ▲

<- Add

Remove ->

<- Add All

Remove All ->

Available

First

Up

Down

Last

Student Print Option: ☐ ID Name ☐ ID ☐ Name ☒ Name ID

Student Name Format: ☐ First Last ☐ Last, First ☐ First Middle Last ☒ Last, First Middle

Include Address: ☐

NRS Table 2A is the only NRS report that includes students with less than 12 hours of instruction.

NRS Table 2

Participants by Age, Ethnicity, and Sex
All Student Activity Dates



06/03/2025
08:35:00

NRS Table 2A

Reportable Individuals by Age, Ethnicity, and Sex
All Student Activity Dates

Page 1 of 2
NRS2A

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2024-2025

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16-18	0	0	0	0	0	0	2	1	0	0	1	0	0	0	4
19-24	1	0	3	3	1	0	15	18	0	0	0	1	0	0	42
25-44	0	0	6	14	11	2	38	52	0	0	15	10	0	2	150
45-54	0	0	1	0	0	1	6	11	0	0	1	3	1	0	24
55-59	0	0	1	1	0	0	0	3	0	0	0	1	0	0	6
60+	0	0	1	0	0	1	0	1	0	0	0	5	0	0	8
Total	1	0	12	18	12	4	61	86	0	0	17	20	1	2	234



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NRS Table 3

Participants by Program Type and Age
All Student Activity Dates

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NRS3

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	11	34	104	19	5	4	177
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	4	4	21	2	1	0	32
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	12	114	509	141	44	86	906
Integrated Education and Training Program	0	0	0	0	0	0	0
IELCE (Sec. 243)	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	27	152	634	162	50	90	1,115

NRS Table 3

- Reports Age Range by Program Type
- Item count of IET students for each WIOA II program
- Includes separate Program Type for learners in 243 IELCE

Program Type (A)	16-18 (B)
Adult Basic Education	11
Integrated Education and Training Program	0
Adult Secondary Education	4
Integrated Education and Training Program	0
English Language Acquisition	12
Integrated Education and Training Program	0
IELCE (Sec. 243)	0
Integrated Education and Training Program	0
Total	27

NRS Table 4

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 EFL gain (MSG types 1a, 1b, 1c, 1d) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (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 (MSG types 1a, 1b, 1c, 1d) (L)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2) (M)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ABE Level 2	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ABE Level 3	1	0	17	0	0	0	1	0	0.00	1	0	0	0	0.00
ABE Level 4	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ABE Level 5	1	0	16	1	0	0	0	0	100.00	1	1	0	0	100.00
ABE Level 6	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ABE Alternative Placement	1	0	12	0	1	0	0	0	100.00	1	0	1	0	100.00
ABE Total	3	0	45	1	1	0	1	0	66.67	3	1	1	0	66.67
ESL Level 1	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Level 2	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Level 3	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Level 4	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Level 5	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Level 6	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Alternative Placement	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
ESL Total	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00
Grand Total	3	0	45	1	1	0	1	0	66.67	3	1	1	0	66.67

Table 4 reports
Measurable Skills
Gains (MSGs) =

MSG's
Columns E F G

Percentage =
 $E + F + G / B$

First Period 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 EFL gain (MSG types 1a, 1b, 1c, 1d) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)
ABE Level 1	0	0	0	0	0	0	0	0	0.00
ABE Level 2	0	0	0	0	0	0	0	0	0.00
ABE Level 3	1	0	17	0	0	0	1	0	0.00
ABE Level 4	0	0	0	0	0	0	0	0	0.00
ABE Level 5	1	0	16	1	0	0	0	0	100.00
ABE Level 6	0	0	0	0	0	0	0	0	0.00
ABE Alternative Placement	1	0	12	0	1	0	0	0	100.00
ABE Total	3	0	45	1	1	0	1	0	66.67
ESL Level 1	0	0	0	0	0	0	0	0	0.00
ESL Level 2	0	0	0	0	0	0	0	0	0.00
ESL Level 3	0	0	0	0	0	0	0	0	0.00
ESL Level 4	0	0	0	0	0	0	0	0	0.00
ESL Level 5	0	0	0	0	0	0	0	0	0.00
ESL Level 6	0	0	0	0	0	0	0	0	0.00
ESL Alternative Placement	0	0	0	0	0	0	0	0	0.00
ESL Total	0	0	0	0	0	0	0	0	0.00
Grand Total	3	0	45	1	1	0	1	0	66.67

Table 4

Column E =
MSGs 1a-1d

Column F =
MSG 2

Column G =
MSG's 3, 4, 5

Percentage =
 $E + F + G / B$

First Period 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 EFL gain (MSG types 1a, 1b, 1c, 1d) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)
ABE Level 1	0	0	0	0	0	0	0	0	0.00
ABE Level 2	0	0	0	0	0	0	0	0	0.00
ABE Level 3	1	0	17	0	0	0	1	0	0.00
ABE Level 4	0	0	0	0	0	0	0	0	0.00
ABE Level 5	1	0	16	1	0	0	0	0	100.00
ABE Level 6	0	0	0	0	0	0	0	0	0.00
ABE Alternative Placement	1	0	12	0	1	0	0	0	100.00
ABE Total	3	0	45	1	1	0	1	0	66.67
ESL Level 1	0	0	0	0	0	0	0	0	0.00
ESL Level 2	0	0	0	0	0	0	0	0	0.00
ESL Level 3	0	0	0	0	0	0	0	0	0.00
ESL Level 4	0	0	0	0	0	0	0	0	0.00
ESL Level 5	0	0	0	0	0	0	0	0	0.00
ESL Level 6	0	0	0	0	0	0	0	0	0.00
ESL Alternative Placement	0	0	0	0	0	0	0	0	0.00
ESL Total	0	0	0	0	0	0	0	0	0.00
Grand Total	3	0	45	1	1	0	1	0	66.67

NRS Table 4 – Placement EFL

Example:

922L	8/1/25	ESL 3
923R	9/1/25	ESL 4
925R	10/1/25	ESL 6

Entering Educational Functioning Level (A)	Number of Participants (B)	Number who achieved at least one educational functioning level gain (E)	Percentage Achieving Measurable Skill Gains (J)
ABE Level 1	3	0	0.00
ABE Level 2	6	0	0.00
ABE Level 3	7	0	0.00
ABE Level 4	26	8	46.15
ABE Level 5	420	76	28.10
ABE Level 6	40	2	27.50
ABE Total	502	86	28.09
ESL Level 1	49	35	71.43
ESL Level 2	114	76	66.67
ESL Level 3	278	170	61.51
ESL Level 4	559	305	55.10
ESL Level 5	542	302	56.46
ESL Level 6	576	190	34.72
ESL Total	2,118	1,078	51.75
Grand Total	2,620	1,164	47.21

922L	8/1/25	ESL 3
923R	9/1/25	ESL 4
925R	10/1/25	ESL 6

- Listening test occurred first so that administration places the learner into the ESL 3 level
- Reading tests are paired, and achieved a level gain... so those are used to record the MSG.
- Columns B, E, and J are all recorded on the row for ESL 3 in this example.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number who achieved at least one educational functioning level gain (E)	Percentage Achieving Measurable Skill Gains (J)
ABE Level 1	3	0	0.00
ABE Level 2	6	0	0.00
ABE Level 3	7	0	0.00
ABE Level 4	26	8	46.15
ABE Level 5	420	76	28.10
ABE Level 6	40	2	27.50
ABE Total	502	86	28.09
ESL Level 1	49	35	71.43
ESL Level 2	114	76	66.67
ESL Level 3	278	170	61.51
ESL Level 4	559	305	55.10
ESL Level 5	542	302	56.46
ESL Level 6	576	190	34.72
ESL Total	2,118	1,078	51.75
Grand Total	2,620	1,164	47.21

Periods of Participation
(PoPs) are represented by
Columns K-O.

All Periods of Participation				
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)
3	0	0	0	0.00
6	0	0	0	0.00
8	0	0	0	0.00
28	8	4	0	42.86
423	78	42	0	28.37
41	2	9	0	26.83
509	88	55	0	28.09
50	35	0	0	70.00
114	76	0	0	66.67
282	171	1	0	60.99
569	305	3	0	54.13
552	304	4	0	55.80
594	193	9	1	34.18
2,161	1,084	17	1	50.99
2,670	1,172	72	1	46.63

PoPs –Reminder of Policy

- ▶ A Period of Participation (PoP) begins when an individual enters the program.
- ▶ A PoP ends at program exit (90 days without service and no scheduled services).
- ▶ A PoP *does not* end when a program year ends.



PoPs –Implications

Participant Status

1. An individual becomes a participant once he/she has attained 12 hours of instruction within a period of participation (PoP).
2. Participant status is retained until an exit occurs.
3. Individuals must achieve participant status each time a new PoP begins.



PoPs –Implications

Participant Status (continued)

- 
- 4. Participants who remain continuously enrolled across multiple program years do not need to requalify as a participant in new program years.
 - 5. Measurable Skill Gain (MSG) is reported at least once for every participant per program year.

NRS Table 4A

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre/post-testing (MSG type 1a) (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (MSG type 1a) (D)	Number with EFL Gain For Mathematics by pre/post-testing (MSG type 1a) (E)	Percentage Achieving Mathematics EFL Gains (MSG type 1a) (F)	Number with EFL Gain by Carnegie Units/Credits (MSG type 1b) (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (MSG type 1b) (H)	Number with EFL Gain by Transition to Postsecondary Education (MSG type 1c) (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG type 1c) (J)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)	Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (L)
ABE Level 1	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 2	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 3	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 4	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 5	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 6	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Alternative Placement	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Total	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 1	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 2	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 3	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 4	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 5	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Level 6	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Alternative Placement	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ESL Total	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Grand Total	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre/post-testing (MSG type 1a) (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (MSG type 1a) (D)	Number with EFL Gain For Mathematics by pre/post-testing (MSG type 1a) (E)	Percentage Achieving Mathematics EFL Gains (MSG type 1a) (F)	Number with EFL Gain by Carnegie Units/Credits (MSG type 1b) (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (MSG type 1b) (H)	Number with EFL Gain by Transition to Postsecondary Education (MSG type 1c) (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG type 1c) (J)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)	Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (L)
ABE Level 1	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 2	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 3	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 4	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 5	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
ABE Level 6	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Alternative Placement	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
ABE Total	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%

NRS Table 4A displays MSG totals for NRS level like Table 4, with more detailed results.

Use Table 4A to review outcomes by specific NRS MSGs 1a-1d
For MSG 1a – Table 4A breaks down results by test modality.

HSE Subsections in TE

Go to **Records – Students – Demographics**

Enter Subsection scores for
GED or HiSET

New **Save** **Cancel** **Delete** **Duplicate** 4 / 2015 **Go To Linked**

Identification

Student ID: 10021717 Gender: Male SSN: N/A SSID:
Name: Arlen Jaqueline Armendariz Birth Date: 1/3/2000 SSN Consent Signed: ITIN:
Age: 24 Data Sharing Consent Signed: GED ID:
Has Notes: Has Portal Account: No Has Compulsory Attendance Release:

Site Enrollment

Program Year	Sites
23-24	01 - 01: RHAS Site Campus 02 - 02: RHAS Site Campus

Education

Highest Year of School: Highest Degree or Diploma: CAHSEE Scores:

School Outside US: ☐

☐ None ☐ A. A./A.S. Degree
☐ HSE Certificate ☐ 4 yr. College Graduate
☐ High School Diploma ☐ Higher than B.A./B.S.
☐ Technical/Certificate ☐ Individual Education Plan
☐ Some college, no degree ☐ Other Diploma/Degree

Highest Degree or Diploma Earned Outside US: ☐

GED 2014 Scores: GED 2002 Scores:

Subsection	Date	Score	Passed	Non-English	Subsection	Date	Score	Passed	Non-English
Social Studies	6/14/2024		☐	☒					

Add Score **Create student record**

HSE Subsections in TE

GED 2014 Scores:

Subsection	Date	Score	Passed	Non-English
Science	6/14/2024		☒	☒
Reasoning through Language Arts	6/14/2024		☒	☒

Add Score **Create student record**

- Science
- Social Studies
- Reasoning through Language Arts
- Mathematical Reasoning

Click *Add Score* and Enter appropriate Subsection

Go to ***Records – Students – Demographics***

Enter Student score or Check *Passed*



10/09/2025
08:34:11

NRS Table 4B

Educational Functioning Level Gain and Attendance for Pre- and Posttested Participants (MSG Type 1a)
All Student Activity Dates

Page 1 of 2
NRS4B

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2025-2026

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	2	586	2	0	0	100.00
ABE Level 2	17	3,162	12	0	5	70.59
ABE Level 3	31	5,955	22	0	9	70.97
ABE Level 4	47	7,875	34	0	13	72.34
ABE Level 5	24	3,509	12	0	12	50.00
ABE Total	121	21,087	82	0	39	67.77
ESL Level 1	35	3,545	24	0	11	68.57
ESL Level 2	249	23,155	229	0	20	91.97
ESL Level 3	33	2,817	22	0	11	66.67
ESL Level 4	60	5,640	44	0	16	73.33
ESL Level 5	35	3,722	21	0	14	60.00
ESL Level 6	5	360	3	0	2	60.00
ESL Total	417	39,239	343	0	74	82.25
Grand Total	538	60,326	425	0	113	79.00

NRS Table 4B displays pre/post-test MSG's by NRS level like Table 4, but only includes students that have completed a pretest and post-test.



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NRS Persister

Educational Gains and Attendance by Educational Functioning Level
All Student Activity Dates

Page 1 of 2
NRSPERS

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

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	5	1	20.00	47.80	13.00	0.00	0.00
ABE Level 2	34	20	58.82	56.18	73.65	41.18	85.00
ABE Level 3	76	43	56.58	77.57	106.26	26.32	69.77
ABE Level 4	62	40	64.52	72.37	93.48	33.87	72.50
ABE Level 5	25	14	56.00	64.44	94.86	20.00	64.29
ABE Level 6	7	5	71.43	44.00	52.80	28.57	60.00
ABE Total	209	123	58.85	69.14	92.57	29.67	71.54
ESL Level 1	69	43	62.32	74.61	96.84	39.13	62.79
ESL Level 2	400	258	64.50	75.74	90.97	59.25	91.86
ESL Level 3	118	64	54.24	68.73	89.41	38.14	70.31
ESL Level 4	147	88	59.86	70.12	88.86	42.86	71.59
ESL Level 5	105	59	56.19	65.04	87.22	35.24	62.71
ESL Level 6	67	24	35.82	72.79	120.25	17.91	58.33
ESL Total	906	536	59.16	72.37	91.80	46.47	78.92
Grand Total	1,115	659	59.10	71.77	91.95	43.32	77.54

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	5	1	20.00	47.80	13.00	0.00	0.00
ABE Level 2	34	20	58.82	56.18	73.65	41.18	85.00
ABE Level 3	76	43	56.58	77.57	106.26	26.32	69.77
ABE Level 4	62	40	64.52	72.37	93.48	33.87	72.50
ABE Level 5	25	14	56.00	64.44	94.86	20.00	64.29
ABE Level 6	7	5	71.43	44.00	52.80	28.57	60.00
ABE Total	209	123	58.85	69.14	92.57	29.67	71.54
ESL Level 1	69	43	62.32	74.61	96.84	39.13	62.79
ESL Level 2	400	258	64.50	75.74	90.97	59.25	91.86
ESL Level 3	118	64	54.24	68.73	89.41	38.14	70.31
ESL Level 4	147	88	59.86	70.12	88.86	42.86	71.59
ESL Level 5	105	59	56.19	65.04	87.22	35.24	62.71
ESL Level 6	67	24	35.82	72.79	120.25	17.91	58.33
ESL Total	906	536	59.16	72.37	91.80	46.47	78.92
Grand Total	1,115	659	59.10	71.77	91.95	43.32	77.54

NRS Persister compares Qualified Enrollees on Table 4 to Pre/post-test Persisters on Table 4B.

Column C ÷ Column B = Column D (Pct of Persister)

Tale of the Tape: NRS Table 4 vs. NRS Table 4B

 NRS Table 4B Educational Functioning Level Gains and Attendance for Pre- and Post- tested Participants All Student Activity Dates Agency: ABE - Rolling Hills Adult School (00462) Program Year: 2020-2021						
Existing Educational Functioning Level (EFL)	Number of Participants (N)	Total Attendance Hours (A)	Number with EFL Gain (B)	Number Separated Before Achieving EFL Gain (C)	Number Reaching Minimum Level (D)	Percentage Achieving EFL Gain (B/D)
ABE Level 1	5	120	0	0	0	0.00
ABE Level 2	5	120	0	0	0	0.00
ABE Level 3	10	1,200	0	0	0	0.00
ABE Level 4	12	1,200	12	0	0	100.00
ABE Total	32	3,600	12	0	0	37.50
EFL Level 1	10	1,200	10	0	0	100.00
EFL Level 2	10	1,200	10	0	0	100.00
EFL Level 3	10	1,200	10	0	0	100.00
EFL Level 4	427	42,700	390	37	353	82.90
EFL Level 5	425	42,500	390	35	355	82.35
EFL Level 6	430	43,000	390	35	355	81.40
EFL Total	1,002	100,200	1,280	107	1,173	117.15
Grand Total	1,034	103,800	1,292	107	1,173	117.15

Q: Why is the number of students in Table 4 and 4B different?

A: Table 4 includes all learners who qualify for WIOA II reporting, while Table 4B only includes students with a pretest and a post-test.

Q: Table 4 has ABE L6 and 4B doesn't. Why is that?

A: For the ABE6 EFL, there is no way for a student to achieve a gain other than earning the HS diploma or HSE. There is no way to earn a gain through pre/post-testing, so for “fairness” in accurately reporting student outcomes, this level is not included.

Q: On Table 4, there is Column E for "*Number who have achieved at least one EFL gain*" and on Table 4B, there is a column for *Number with EFL gain*. Is there any significance to this wording difference?

A: This is on purpose. Table 4 reports other Measurable Skills Gains in addition to pre/post-testing, whereas Table 4B is focused only on results from testing.

Tale of the Tape: NRS Table 4 vs. NRS Table 4B

Q: The number of EFL gains in Table 4B is sometimes higher... in some cases significantly higher. Should the number of gains be the same on both tables?

A: Usually this will occur for students that earn a pre/post-test level gain in addition to another Measurable Skills Gain.

On Table 4, different types of MSG's are reported, but ultimately only one MSG per student per PoP is allowed. TE prioritizes both HSE and HS diploma ahead of pre/post-test gains, so if a student earns HSE or HS diploma, and also achieves a pre/post level completion, then the pre/post gain is usually not reported on Table 4.

Table 4B, on the other hand, only displays pre/post-test data, and ignores other outcomes such as HSE and HSD – so for that same example above where a student earned both HSE/HSD and a pre/post-test level gain – on Table 4B, the pre/post gain will be reported.

Tale of the Tape: NRS Table 4 vs. NRS Table 4B

Q: Shouldn't the totals in Column L in Table 4 and Column D in Table 4B be the same?

A: Not necessarily.

- Column L on Table 4 is factoring in multiple Periods of Participation (PoPs) -- so if students have more than one PoP in a year, that could increase the total of MSG's reported on Table 4 and may be another reason for why these two tables may vary.
- Table 4 is counting different types of MSG's, so in cases when students are earning these outcomes outside of pre/post-testing, then these columns will be different.

Example: Student enrolls in ASE for one PoP, achieves a pre/post-test gain, and also completes the GED.

- Table 4 reports the GED. Because it only reports one MSG per student, it does not report the pre/post-test gain.
- Table 4B only reports pre/post – so 4B reports the pre/post-test gain.



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NRS Table 5

Primary Indicators of Performance

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NRS5

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	648	69	10.65	660	71	10.76
Employment Fourth Quarter after exit	617	57	9.24	649	63	9.71
Median Earnings Second Quarter after exit	70	\$1,500	N/A	71	\$1,275	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	204	1	0.49	214	1	0.47
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	204	1	0.49	214	1	0.47
Attained a Postsecondary Credential while enrolled or within one year of exit	24	16	66.67	24	16	66.67
Attained any Credential (unduplicated)	219	18	8.22	229	18	7.86



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NRS Table 5

Primary Indicators of Performance

Agency: 4908 - Rolling Hills Adult School (RHAS)

First Period of Participation			
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
(A)	(B)	(C)	(D)
Employment Second Quarter after exit	648	69	10.65
Employment Fourth Quarter after exit	617	57	9.24
Median Earnings Second Quarter after exit	70	\$1,500	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	204	1	0.49
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	204	1	0.49
Attained a Postsecondary Credential while enrolled or within one year of exit	24	16	66.67
Attained any Credential (unduplicated)	219	18	8.22

Outcomes on Table 5:

- Employment after 2Q
- Employment after 4Q
- Median Earnings
- HSE/HSD then Employment within 4Q
- HSE/HSD then Enter Post-Secondary within 4Q
- Complete Post-Secondary

First Period of Participation			
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
(A)	(B)	(C)	(D)
Employment Second Quarter after exit	648	69	10.65
Employment Fourth Quarter after exit	617	57	9.24
Median Earnings Second Quarter after exit	70	\$1,500	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	204	1	0.49
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	204	1	0.49
Attained a Postsecondary Credential while enrolled or within one year of exit	24	16	66.67
Attained any Credential (unduplicated)	219	18	8.22

Outcomes on Table 5:

- Employment after 2Q
- Employment after 4Q
- TE Employment & Earnings Survey + EDD data match*
- Median Earnings
- EDD data match*
- HSE/HSD then Employment 4Q
- HSE/HSD Enter Post-Secondary 4Q
- Complete Post-Secondary
- CCCCO data match*

NRS Table 11

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG (types 1a, 1b, 1c, 1d) via Achievement of at Least One Educational Functioning Level Gain	1	0	0.00	1	0	0.00
MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent	1	0	0.00	1	0	0.00
MSG (type 3) via Secondary or Postsecondary Transcript	1	0	0.00	1	0	0.00
MSG (type 4) via Progress Toward Milestones	1	0	0.00	1	0	0.00
MSG (type 5) via Passing Technical/ Occupational Skills Exam	1	0	0.00	1	0	0.00
Employment Second Quarter after exit	0	0	0.00	0	0	0.00
Employment Fourth Quarter after exit	0	0	0.00	0	0	0.00
Median Earnings Second Quarter after exit	0	\$0	N/A	0	\$0	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00	0	0	0.00
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0.00	0	0	0.00
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00	0	0	0.00
Attained any Credential (unduplicated)	0	0	0.00	0	0	0.00

First Period of Participation			
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
(A)	(B)	(C)	(D)
MSG (types 1a, 1b, 1c, 1d) via Achievement of at Least One Educational Functioning Level Gain	1	0	0.00
MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent	1	0	0.00
MSG (type 3) via Secondary or Postsecondary Transcript	1	0	0.00
MSG (type 4) via Progress Toward Milestones	1	0	0.00
MSG (type 5) via Passing Technical/ Occupational Skills Exam	1	0	0.00
Employment Second Quarter after exit	0	0	0.00
Employment Fourth Quarter after exit	0	0	0.00
Median Earnings Second Quarter after exit	0	\$0	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0.00
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0.00
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00
Attained any Credential (unduplicated)	0	0	0.00

NRS Table 11:

Reports achievement for all 5 NRS MSG's for Enrollees in IET

- Includes follow up Employment/Earnings
- Includes NRS MSG's 3, 4, and 5 that are used by WIOA partners



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NRS Summary Audit

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NRSS

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

Tables 1-4 Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students:	1,859	1,782	29	0	0
Dropped Students:	744	674	20	0	0
Qualified Students:	1,115	1,108	9	0	0

Follow-Up Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students	1,859	1,782	29	0	0
Dropped Students	712	674	20	0	0
Excluded Students	0	0	0	0	0
Eligible Students	1,147	1,108	9	0	0
Non-Exited Students	219	215	7	0	0
Follow-up Students	928	893	2	0	0

Drop Reason	Program Year 2023-2024		Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases		Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	88	88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	619	533	550	550	18	18	0	0	0	0
03 Concurrently enrolled in High School/K12	37	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	165	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	187	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	165	21	93	43	0	0	0	0	0	0
09 ESL Learner pretest score at ASE educational functioning level	22	11	22	11	0	0	0	0	0	0



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Agency: 4908 - Rolling Hills Adult School (RHAS)

NRS Summary Audit

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Tables 1-4 Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2	Period of Participation 3
Selected Students:	1,860	1,780	79	
Dropped Students:	739	666		
Qualified Students:	1,121	1,114	9	

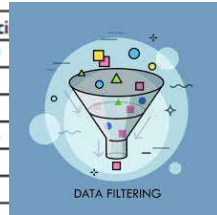
TE selects WIOA II
Enrollees based on
Program Enrollment –
ABE, ASE, ESL



WIOA II Enrollees
qualify for NRS Table
4 by meeting NRS
basic requirements

Follow-Up Summary

Participation 1	Participation 2	Period of Participation 3	Period of Participation 4
1,780		0	0
666		0	0
0		0	0
1,114		0	0
253		0	0
861		0	0



Drop Reason	Program Year 2023-2024		Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases		Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	534	548	548	18	18	0	0	0	0	0
03 Concurrently enrolled in High School/K12	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	21	91	43	0	0	0	0	0	0	0
09 ESL Learner pretest score at ASE educational functioning level	5	9	5	0	0	0	0	0	0	0



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NRS Performance

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NRSP

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023 -2024

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total number of Periods of Participation (C)	Total number of Periods of Participation with MSGs (D)	Percentage of Periods of Participation with MSGs (E)	California Performance Goal Program Year 2023 -2024 (F)	Total Number Enrolled with pre & post-test (G)	Total number of Periods of Participation with pre & post-test (H)	Total number of Periods of Participation with MSGs w pre & post-test (I)	Percentage of Periods of Participation with MSGs w pre & post test (J)
ABE Level 1	5	5	0	0.00 %	44.00 %	1	1	0	0.00 %
ABE Level 2	34	34	17	50.00 %	44.00 %	20	20	17	85.00 %
ABE Level 3	76	76	32	42.11 %	43.00 %	43	43	30	69.77 %
ABE Level 4	62	62	32	51.61 %	43.00 %	40	40	31	77.50 %
ABE Level 5	25	25	10	40.00 %	42.00 %	14	14	9	64.29 %
ABE Level 6	7	7	3	42.86 %	43.50 %	5	5	3	60.00 %
ESL Level 1	69	69	27	39.13 %	34.00 %	43	43	27	62.79 %
ESL Level 2	400	400	237	59.25 %	40.00 %	258	258	237	91.86 %
ESL Level 3	118	120	46	38.33 %	37.00 %	64	65	46	70.77 %
ESL Level 4	147	148	63	42.57 %	34.50 %	88	89	63	70.79 %
ESL Level 5	105	105	37	35.24 %	34.50 %	59	59	37	62.71 %
ESL Level 6	67	67	15	22.39 %	25.00 %	24	24	15	62.50 %
Total	1115	1118	519	46.4%	N/A	659	661	515	77.9%

NRS Performance Report compares local agency performance and persistence results to NRS Goals Statewide.



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NRS Table 4 Drill Down to Monitor

Page 1 of 2
NRS4

Measurable Skill Gains (MSG) by Entry Level

All Student Activity Dates

Program Year: 2024-2025

Agency: Z1835 - Rowland Unified School District (RUSD)

					Is IET	Is IELCE	Distance Ed.	Periods of Participation																		
								Pop #	D	Hours	Start Date	End Date	Days absent	Pretest				Post-test				Level gain	HSE	HS	Separated	Remaining
														Form	Score	Level	Date	Form	Score	Level	Date					
D	Student	Gender	Age	Program				1	U	12	08/19/2024	08/19/2024	284	ABE AI		ABE Alt	08/19/2024					Y				
	Perez, Veronica		10133467	F 46 ABE																						

Number of Students:

1

01	Missing birthdate or age outside of 16-110
02	Less than 12 hours of instruction
03	Concurrently enrolled in High School/K12
04	No Gender
05	No Ethnicity/race
06	No accurate placement test or self-reported ASE High level
09	ESL Learner pretest score at ASE educational functioning level

Pretest/post-test substitutes	
ABE L5	Self declared level ABE L5
ABE L6	Self declared level ABE L6
HS	High School Diploma
PSEC	Post secondary achieved
ABE Alt	ABE Alternative placement
ESL Alt	ESL Alternative placement

PSEC can be any of the following:			
Education Results	Entered College		Attained credential
	Attained A.A or A.S degree		Occupational skills licensure
	Attained B.A or B.S degree		Occupational skills certificate
	Entered graduate studies		
	Attained post graduate degree		



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NRS Table 4
Drill Down to Monitor

Page 1 of 2
NRS4

Measurable Skill Gains (MSG) by Entry Level

All Student Activity Dates

Program Year: 2024-2025

Agency: Z1835 - Rowland Unified School District (RUSD)

D Student	Gender	Age	Program	Is IET	Is ELCE	Distance Ed.	Pop #	D	Hours	Start Date	End Date	Days absent	Periods of Participation											
													Pretest				Post-test				Level gain	HSE	HS	Separated
													Form	Score	Level	Date	Form	Score	Level	Date				
Perez, Veronica		10133467	F 46 ABE				1	U	12	08/19/2024	08/19/2024	284	ABE AI		ABE Alt	08/19/2024					Y			

Number of Students: 1

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ABE L5	Self declared level ABE L5
ABE L6	Self declared level ABE L6
HS	High School Diploma
PSEC	Post secondary achieved
ABE Alt	ABE Alternative placement
ESL Alt	ESL Alternative placement

PSEC can be any of the following:			
Education Results	Entered College	Work Results	Attained credential
	Attained A.A. or A.S. degree		Occupational skills licensure
	Attained B.A. or B.S. degree		Occupational skills certificate
	Entered graduate studies		
	Attained post graduate degree		

Drill down to the **NRS Monitor** to review more detailed data represented in any cell on the NRS Tables.

Statewide Joint Performance Report

Statewide Performance Report													
PROGRAM				TITLE (select one):									
STATE: Title I Local Area:				Title I Adult		☐		Title II Adult Education		☐			
REPORTING PERIOD COVERED (Required for current and three preceding years.)				Title I Dislocated Worker		☐		Title III Wagner-Peyser		☐			
From (mm/dd/yyyy) : To (mm/dd/yyyy) :				Title I Youth		☐		Title IV Vocational Rehabilitation		☐			
				Title I and Title III combined		☐							
SUMMARY INFORMATION													
Service		Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Funds Expended (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Cost Per Participant Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)								
Career Services		1	2	3	4								
Training Services		5	6	7	8								
				Percent enrolled in more than one core program:				Percent Admin Expended:					
				12				13					
		Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Total Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Employment Rate (Q2) ² (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Employment Rate (Q4) ² (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Credential Rate ³ (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Measurable Skill Gains ³ (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate	
Total Statewide		14	15										
				Negotiated Target									
				Actual		16 18 19 21		28	29 31		32 34		
Sex	Female	35											
	Male	36											
Age	< 16	37											
	16 - 18	38											
	19 - 24	39											
	25 - 44	40											

All WIOA partners submit the SPR

WIOA Title II learners are included under Career Services

WIOA Participants Served and Participants Exited

Employment results 2Q and 4Q after exit

Credentials include workforce licensure and certifications

MSG's include results from NRS Table 4

Table 99
Indicator Denominators for the Statewide Performance Report

Enter the number of participants included in the denominators for each indicator on the Statewide Performance Report.

BY PARTICIPANT CHARACTERISTICS		Employment Rate(Q2) (Cohort Period:07/01/2022 - 06/30/2023)	Employment Rate(Q4) (Cohort Period:01/01/2022 - 12/31/2022)	Median Earnings(Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate(Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
		Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide						
Sex	Female					
	Male					
Age	< 16					
	16 - 18					
	19 - 24					
	25 - 44					
	45 - 54					
	55 - 59					
	60+					
Ethnicity/Race	American Indian / Alaska Native					
	Asian					
	Black / African American					
	Hispanic / Latino					
	Native Hawaiian / Pacific Islander					
	White					
	More Than One Race					
BY EMPLOYMENT BARRIER						
		Employment Rate(Q2) (Cohort Period:07/01/2022 - 06/30/2023)	Employment Rate(Q4) (Cohort Period:01/01/2022 - 12/31/2022)	Median Earnings(Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate(Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
		Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide						
Displaced Homemakers						
English Language Learners, Low Levelsof Literacy, Cultural Barriers						
Exhausting TANF within 2 years (Part ATitle IV of the Social Security Act)						
Ex-offenders						
Homeless Individuals / runaway youth						

NRS Ad Hoc Cross Tab

1. Select **Ad Hoc NRS Cross Tab** from the TE Federal Reports menu.
2. Refer to **Row Categories** and **Column Categories** in the Special Options section of the report setup window.

Special Options

Aggregate Multiple Agencies: ☐

Reporting Level: ☒ Agency ☐ Site ☐ Class

Row Categories:

Selected	Available
CAEP Program	Age
	EFL
	Program Type
	Hours
	Status on Entry
	Highest Diploma in U.S.
	Highest Diploma out U.S.
	Sex
	Highest School Year

Buttons: <- Add, Remove ->, <- Add All, Remove All ->

Bottom buttons: First, Up, Down, Last

Column Categories:

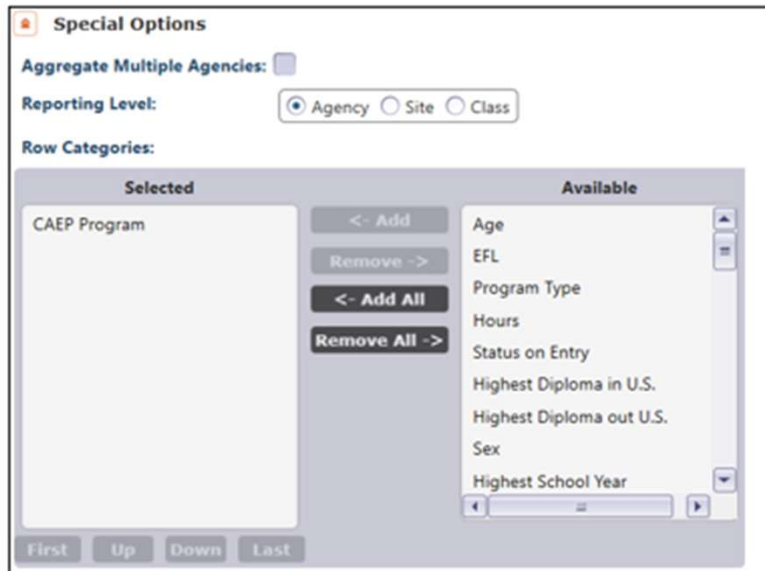
Selected	Available
CAEP Program	Age
	EFL
	Program Type
	Hours
	Status on Entry
	Highest Diploma in U.S.
	Highest Diploma out U.S.
	Sex
	Highest School Year

Buttons: <- Add, Remove ->, <- Add All, Remove All ->

Bottom buttons: First, Up, Down, Last

NRS Ad Hoc Cross Tab

In Row Categories, leave the default that TE has place, **CAEP Program**.



Special Options

Aggregate Multiple Agencies: ☐

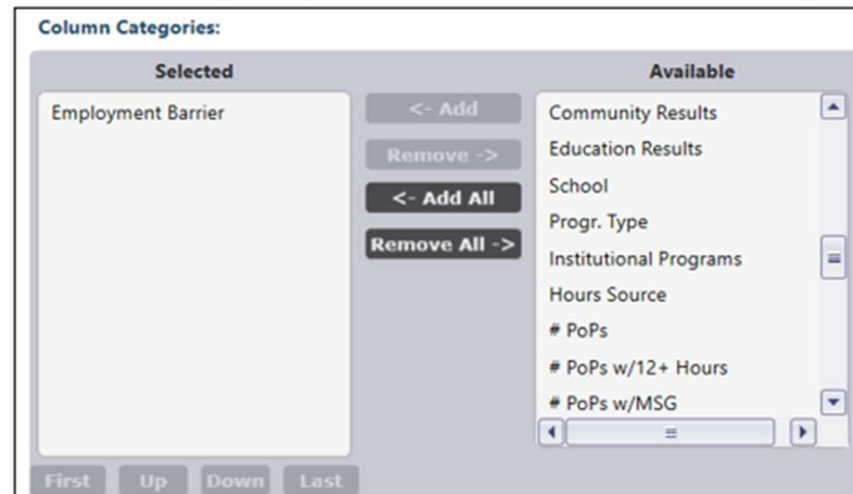
Reporting Level: ☒ Agency ☐ Site ☐ Class

Row Categories:

Selected		Available
CAEP Program	<- Add Remove -> <- Add All Remove All ->	Age EFL Program Type Hours Status on Entry Highest Diploma in U.S. Highest Diploma out U.S. Sex Highest School Year

First Up Down Last

In Column Categories, use the mover buttons to select **Employment Barrier**.



Column Categories:

Selected		Available
Employment Barrier	<- Add Remove -> <- Add All Remove All ->	Community Results Education Results School Progr. Type Institutional Programs Hours Source # PoPs # PoPs w/12+ Hours # PoPs w/MSG

First Up Down Last

CAEP Program by Employment Barrier

AHNR5CT2

Total Students: 2,605

CAEP Program	Cultural Barriers	Disabled	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
ESL/ELL	256	28	361	2,156	4	5	12	122	1,095	2,156	32	0	88	7	0	2,156
ABE	80	10	85	495	11	1	3	53	246	649	3	1	55	0	1	650
HSD	18	6	94	205	11	3	3	52	240	276	3	0	54	2	36	396
HSE	33	7	51	303	9	2	5	39	163	349	2	0	43	2	13	401
CTE	12	1	60	216	1	1	1	22	152	216	3	0	10	1	0	216
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	399	52	651	3,375	36	12	24	288	1,896	3,646	43	1	250	12	50	10,735
Total unduplicated	268	35	452	2,337	17	8	17	169	1,343	2,449	34	1	148	8	47	2,605

Employment Barrier	#	%
Students with no Employment Barrier	47	1.80 %
Students with 1 Employment Barrier	109	4.18 %
Students with 2 Employment Barriers	916	35.16 %
Students with 3 Employment Barriers	949	36.43 %
Students with 4 Employment Barriers	447	17.16 %
Students with 5 Employment Barriers	115	4.41 %
Students with 6 Employment Barriers	19	0.73 %
Students with 7 Employment Barriers	3	0.12 %
Students with 8 Employment Barriers	0	0.00 %
Students with 9 Employment Barriers	0	0.00 %
Students with 10 Employment Barriers	0	0.00 %
Students with 11 Employment Barriers	0	0.00 %
Students with 12 Employment Barriers	0	0.00 %
Students with 13 Employment Barriers	0	0.00 %
Students with 14 Employment Barriers	0	0.00 %
Students with 2+ Employment Barriers	2,449	94.01 %
Total Students	2,605	

Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act

*National Reporting System for
Adult Education*

APRIL 2025

Division of Adult
Education and Literacy, Office of
Career, Technical, and Adult
Education

U.S. Department of Education



<https://nrsweb.org/policy-data/nrs-ta-guide>