

TE Special Topics

Special Topics – Navigation and Data Entry

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Definitions of TE Listers – Organization menu

Organization -> Agencies

Content: The Agencies lister maintains a list of agencies, with specific data about the agency such as funding sources and primary contact information.

Created: When the Agency data is first created in the database. Agencies are unduplicated.

Tip: Open the agency record in order to find information about the agency's state and federal reporting requirements. For example on the Navigator bar, there are selections for Program Years, which indicates funding information about the agency for that year, as well as several optional tables for state reporting; and Core Performance Measures, which provides information about the NRS follow-up cohorts.

Use to: Enter information about the agency, discover the number of WTUs administered through CASAS eTests, and find associated Sites, Users and Access Groups.

Organization -> Sites

Content: The Sites lister maintains a list of sites within the agency.

Created: When Site data is first inserted into the database. Sites are unduplicated.

Use to: Find Classes, Students, Personnel, Users and Access Groups related to the specific site.

Organization -> Personnel -> Registration

Content: The Personnel Registration lister maintains a list of assigned staff such as teachers and administrators either at the agency or site level.

Created: When personal information is first added into the system. An individual's personnel record may include multiple roles that individual serves at the agency,

although it is strongly recommended that the agency only records the person's highest level in the organization hierarchy. Personnel records may also be linked to user records for access into the system and activity tracking.

Use to: Enter and find information about agency and site personnel.

Organization -> Personnel -> Employment Records

Content: The Personnel Employment Records lister maintains information about the individual's employment at the agency, focusing on formal categories of employment required for NRS Federal Table 7 reporting. The Employment Record includes two fields, Employment Type and Job Type. Employment Type addresses the five types of employment listed on Federal Table 7, such as teacher or paraprofessional. Job Type specifies whether the job is part-time or full-time.

Created: When the information about an employee's employment is first added into the system. Records may be duplicated.

Use to: Enter specific characteristics about the individual's employment—specifically fields that have always been required for NRS Reporting Table 7.

Organization -> Personnel -> Functional Roles

Content: The Personnel Functional Roles lister maintains information about more specific internal roles of organization staff, such as the assigned instructional program, or whether the person is an Administrator and Teacher. These roles may be recorded at the agency or site level.

Created: When information about the functional role of an employee is first added into the system. Records may be duplicated.

Use to: Enter and find information about administrators and teachers.

Organization -> Personnel -> Professional Status

Content: The Personnel Professional Status lister maintains information about teachers' certifications and years of experience. These are new fields required by the NRS on Reporting Table 7 beginning with the 2012-13 program year.

Created: When information about the teacher's certifications and/or years of experience is first added into the system. Records may be duplicated.

Use to: Enter and find information about a teacher's qualifications.

Organization -> Users

Content: The Users lister maintains information about all users who have been given credentials to access TOPSpro Enterprise.

Created: When information about a user account is first entered.

Use to: Set the access rights available to each user. Menu Access Rights assigns credentials according to specific TE features as presented on the TE main menu. Data Access Rights assigns multiple levels of access for different TE features, ranging from the ability to view basic information on individual records and listers to having authorization to delete records in the database.

Organization -> Access Groups

Content: The Access Groups lister maintains a list of all created groups. For example, an agency may create an access group for teachers, with read-only access as specified under Menu Access and Data Access rights. Instead of re-assigning all these rights individually for each person, you could simply assign an access group for the teachers.

Created: When information about an access group is first entered.

Use to: Create new access groups with detailed Menu Access and Data Access rights. The options that are available in Access Groups are the same as those selected for individual users.

Organization -> Forms -> Assessment Forms

Content: The Assessment Forms lister maintains a list of all CASAS tests available in the TOPSpro Enterprise database.

Use to: Find available CASAS tests.

Organization -> Forms -> Additional Assessments

Content: The Additional Assessments lister maintains a list of customized EL Civics assessments approved for the agency (California only).

Created: When information about a new assessment is approved by the state and then entered by the agency.

Use to: Find approved Additional Assessments available to the agency.

Definitions of TE Listers – Records menu

Records -> Students -> Demographics

Content: The Demographics lister includes student data related to Student ID, gender, ethnicity, race, language, contact information, current employment, and education level.

Created: Whenever a new student ID is added to the database. Students are unduplicated, meaning that TE will only display one listing for each student ID in the database.

Tip: While most demographics fields have a permanent value, a few of these fields are dated. For example, Years of School, Highest Degree or Diploma, and Employment are fields that may change over time and retain a history. Demographic History and Employment History display this history and can be found in the Navigator Panel when you open any student record in the Demographics lister.

Use to: Review a list of all students in the TE database, regardless of program year activity, or to find students with specific demographics characteristics.

Records -> Students -> In Program Years

Content: The In Program Years lister maintains a list of students by program year. A student is associated with a program year when the student has any dated activity such as completing a test, enrolling in a class, or achieving a reported outcome.

Created: The first time the student has a dated activity in the program year. Students are duplicated, meaning there can be more than one listing for a single student ID, but each student will only have one listing per year.

Tip: As long as the program year column is filtered by the current program year, which is the default, the total count in the icon bar is a quick way to determine the total number of students with activity in your agency this year.

Use to: Determine the number of students with activity in a particular program year, and identify current students. The program years record contains limited information—generally the student demographics record is better for making edits to student demographics. If you are trying to ensure that your edits are limited only to records with current activity, however, you can open any program years record and find links in the Navigator Panel to Class Enrollments, Class Records, Program Enrollments, Program Records, Records and Tests.

Records -> Students -> Records

Content: The Student Records lister collects data on personal status, labor force, goals, results and workplace related information like income and hours per week.

Created: When any dated record is created or updated related to personal status, goals and workplace information. Students are duplicated, meaning there can be more than one listing for each student ID.

Tip: Filter on Labor Force Status to quickly find students who have not completed that field.

Use to: Find students by goals, results or personal status.

Records -> Classes -> Enrollments

Content: The Class Enrollments lister maintains a list of students by class with their class status, start date and end date.

Created: The first time a student is associated with a Class ID. The lister displays a duplicated list of students, but contains only one record for each class in which the student is enrolled. If a student appears in this lister more than once, it is because the student is associated with more than one class.

Tip: Open any record and use the Instructional Hours field on the Navigator Panel to add or edit Instructional Hours for the student.

Use to: Find classes and associated students.

Records -> Classes -> Records

Content: The Class Records lister maintains a list of students by class, and assigns a new record date whenever any data related to class participation, such as hours of instruction or skill level, is entered.

Created: Whenever or any student activity occurs while the person is assigned to that class ID, such as class enrollment, and update to class participation, or completing a test while in that class. Students are duplicated.

Tip: Filter or sort on Participations in order to see the different sources of hours of instruction. In TE you can enter hours from an Update Record, Test, or from a third party attendance system.

Use to: Find students have any recorded participation in class whether by manual entry of hours of instruction, import from 3rd Party attendance, or scanning of Update Records.

Records -> Programs -> Enrollments

Content: The Program Enrollments lister maintains a list of students by instructional program with status in program and exit reason. This lister also tracks the program start date and end date.

Created: The first time there is activity by the student in a recorded instructional program. The lister displays a duplicated list of students, but contains only one record for each program in which the student is enrolled. If one student appears in this lister more than once, it is because the student is enrolled in more than one program.

Tip: Filter or sort this lister by Instructional Program to quickly determine the number of students by program.

Use to: Find students in a particular instructional program, or determine those who have exited or retained.

Records -> Programs -> Records

Content: The Program Records lister maintains a list of students by instructional program, and assigns a new record date whenever any new activity occurs while the student is assigned to that program, whether it is enrollment in the program,

an update to progress or status, or completing a test. As long as the student remains assigned to the program at the time of recorded activity, then TE creates a new program record for that student.

Created: Anytime there is an update to that student's program, such as a change of status, progress, or exit reason. Students are duplicated.

Use to: Find students who have progressed within level, completed level, or advanced to a higher level.

Records -> Tests

Content: The Tests lister maintains a list of all students who were administered a test. Acceptable tests are those yielding a scale score and published by CASAS, TABE, GAIN and BEST.

Created: Whenever a student completes a test. Students are duplicated.

Tip: Filter the Scale Score column to specify a score or a range of scores, such as 200 to 215.

Use to: Find students who tested on a specific date, completed a particular test form, or who achieved specific scores.

Records -> Certificates

Content: The Certificates lister maintains a list of students who have obtained a certificate for achieving a specific CASAS level, based on specifically defined conditions such as in Iowa.

Created: Whenever a student fulfills specified conditions for achieving a new level. Students are duplicated.

Use to: Find students who have earned a certificate.

Use the Navigator Bar to Refine your Reports

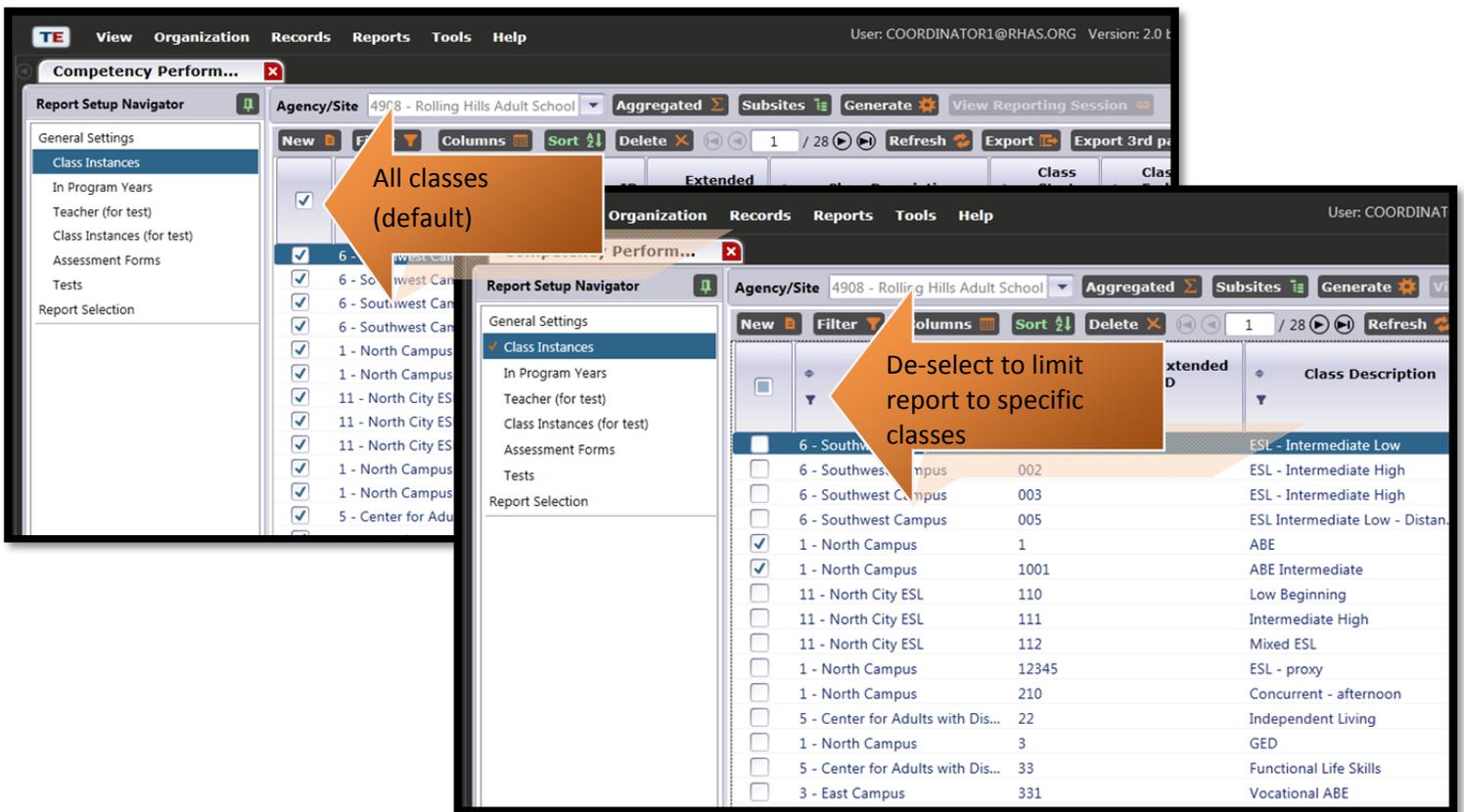
When using any report setup window in TE, to the left is the **Report Setup Navigator**. Here you can further refine the data you want to show in your report. Using **Report Setup Navigator**, you can:

- Define specific settings using General Settings page
- Filter the initial population using the available listers
- Choose which reports to be displayed using the Report Selection

For this exercise, let's look at the **Next Assigned Test** Report Setup window.

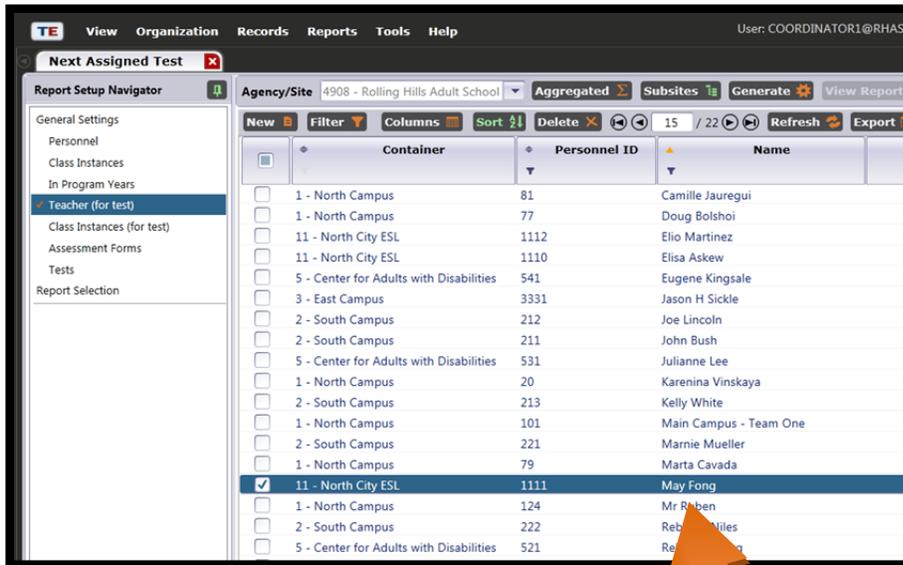
The screenshot shows the 'Next Assigned Test' report setup window in the TE system. The interface includes a top navigation bar with 'View', 'Organization', 'Records', 'Reports', 'Tools', and 'Help'. The user is identified as 'COORDINATOR1@RHAS.ORG' and the version is '2.0 build 232'. The main window is titled 'Next Assigned Test' and features a 'Report Setup Navigator' on the left side with a tree view containing 'General Settings', 'Class Instances', 'In Program Years', 'Teacher (for test)', 'Class Instances (for test)', 'Assessment Forms', 'Tests', and 'Report Selection'. The main content area is divided into several sections: 'Session Name' with a text input field containing 'Next Assigned Test on February 05, 2013 at 21:05:29 by coordinator1@rhas.org'; 'Common Filters' with a 'Program Years' section containing radio buttons for 'Current Program Year', '7/1/2010 - 6/30/2011', '7/1/2011 - 6/30/2012', and '7/1/2012 - 6/30/2013'; 'Date Ranges' with an 'Assessment Date' dropdown set to 'N/A' and 'from:' and 'to:' input fields; 'Output Layout Parameters' with two columns of 'Selected' and 'Available' items. The 'Selected' items on the left are Agency, Site, and Class, while the 'Selected' items on the right are Student, Modality, Score, and Date. Below these are 'Warn if too many pages:', 'Include Criteria Info:', 'Include Prepared By:', and 'Include Print Time:' checkboxes, all of which are checked. The 'Report Style Option:' section includes six columns of radio buttons for 'Agency Print Option', 'Site Print Option', 'Class Print Option', 'Personnel Print Option', and 'Student Print Option', each with options for 'B&W', 'Blue', 'Green', 'Red', 'ID Name', 'ID', 'Name', and 'Name ID'. The 'Render export page:' checkbox is unchecked. At the bottom, there is a 'Special Options' section.

1. The **Report Setup Navigator** bar contains a series of different options that varies for each report. Often, these options are TE listers that relate to the particular report.
2. Click a selection on **Report Setup Navigator** to display the lister on the right hand side of your screen. Use the standard filter and sort features included in TE listers to limit the information contained in your report.
3. On the setup window for the **Next Assigned Test** report, click **Class Instances**, which displays a list of classes. Here you can filter the report for one particular class, or a few different classes.



4. A related selection on this report is **Class Instances (for test)**. This navigator bar option also lets you filter by class, but in this case it filters according to the class in which the test was administered, rather than by the class in which the student is enrolled.

5. Another option on the **Next Assigned Test** report is **Teacher (for test)**. This selection allows you to filter the report for a particular teacher... **Teacher (for test)** filters specifically according to the teacher assigned to the class in which the test was administered.



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Next Assigned Test
by Class NAT4

02/19/2013 19:35:49

Agency: 4908 - Rolling Hills Adult School	Class: 111 - Intermediate High
Site: 11 - North City ESL	Teacher: 1111 - Fong, May

Student	Class Administered	Last Test				Next Assigned Test	
		Date	Form	Level	Raw Score	Scale Score	Form (Test Series)
514977730 Lukashuk, Lena	111	10/30/2012	085L	C	12	214	086L(LW)
	111	08/06/2012	187R	D	20	240	188R(LW-1, LW-2, LW-3, WPFT, CIT)
523232615 Martz, Daniela	111	10/11/2012	186R	C	16	218	086R(LW-1, LW-3, CIT) 185R(LW-2)
555158044 Fuentes, Alex	111	10/30/2012	086L	C	12	214	085L(LW)
	111	09/12/2012	086R	C	18	222	085R(LW-1, LW-2, LW-3, CIT)
555160429 Duhaney, Marlon	111	10/30/2012	086L	C	19	224	085L(LW)
	111	10/11/2012	188R	D	17	236	187R(LW-1, LW-2, LW-3, WPFT, CIT)
555559156 Kuzov, Nadiya	111	10/30/2012	086L	C	18	222	085L(LW)
	111	11/11/2012	086R	C	26	232	188R(LW-1, LW-2, LW-3, CIT)

6. **Personnel** also filters by teacher, but in this case it filters according to the teacher assigned to the class in which the student is enrolled – and not according to where the test was administered, as in **Teacher (for test)**.

- Another example included in **Next Assigned Test** is **In Program Years**, which enables you to filter for a particular student.

CASAS

02/19/2013
19:50:00

Next Assigned Test
by Class

Page 1 of 2
NAT4

Agency: 4908 - Rolling Hills Adult School Course: 1
Site: 1 - Main Campus Teacher: 101 - Team One, Main Campus -
Class: 1 - ...

Student	Test History						Next Assigned Test	
	Class	Administered	Date	Form	Level	Raw Score	Scale Score	Form
Garcia, Chuckie T	897345398	424	12/01/2012	084R	B	12	202	
		1	10/16/2012	083R	B	18	210	
		1	01/15/2013	085R	C	19	223	086R

* Score outside of accuracy range
◆ Score is a conservative estimate; retesting is recommended

Typical Navigator Bar Items for TE Reports

Class Instances

Content: a list of classes held during the program year. Class instances are defined by a time period determined by the agency (such as fiscal year, quarter, or semester.)

Use to: limit reports to specific class sessions or classes within a defined date range (such as ABE Class 012304, or all classes from March 1 – June 30.)

Class Instances (for tests)

Content: a list of classes during the program year. Class instances (for tests) allows you to filter by the class in which the test was administered, where as Class Instances filters by student enrollment.

Use to: limit reports to specific class sessions in which tests were administered.

Personnel

Content: The Personnel lister maintains information about personnel within the organization, such as Administrator and Teacher. These roles may be recorded at the agency or site level.

Use to: filter the report so that it only includes class data to which specific teachers or others are assigned.

Teacher (for test)

Content: The Teacher (for test) lister maintains information about tests administered in classes assigned to specific teachers.

Use to: limit the test report so that it only includes tests administered in classes to which specific teachers are assigned.

Assessment Forms

Content: a list of all CASAS tests (and selected tests from others) available in the TOPSpro Enterprise database.

Use to: limit the report so that it only includes data from specifically selected test forms.

Tests

Content: a list of all tests completed by students

Use to: display the report so that it only includes data from particular student test administrations.

Tip: Use the scale score column to specify a range of scores, such as 200 to 215, so that the report only displays data from tests in the specific scale score range (in this example, 200-215.)

In Program Years

Content: a list of students by program year. By default, this will display students from only the current program year. A student is associated with a program year when the student has any dated activity such as taking a test, enrolling in a class, or achieving a result.

Use to: find specific students to include (or exclude) from a report.

Student Records

Content: a duplicated list of students in the database. This lister will display a new student record each time there is activity for a particular student—so in many cases there will be more than one listing for each student (that is, a “duplicated” list.)

Use to: filter the report so that it only includes students with specific criteria—such as students with labor force status = employed, or students with special programs = distance learning.

Program Enrollments

Content: an unduplicated list of students by program. A student is associated with a program upon enrollment. The student is included in this lister the first time there is recorded activity that associates the student with the program. This lister only includes one record per student per program – that is, it is an “unduplicated list.”

Use to: find students assigned to a specific instructional program.

Class Enrollments

Content: an unduplicated list of students by class. A student is associated with a class upon enrollment, and is included in this lister the first time there is recorded activity that associates the student with the class. This lister only includes one record per student per class– that is, it is an “unduplicated list.”

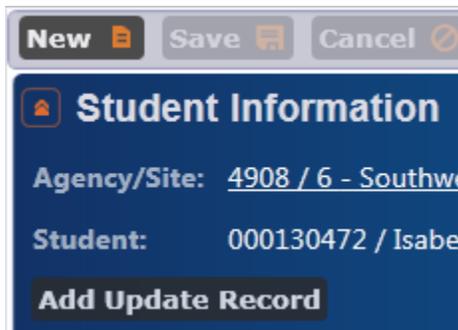
Use to: find students assigned to a specific class.

How to Manually Enter Update Records

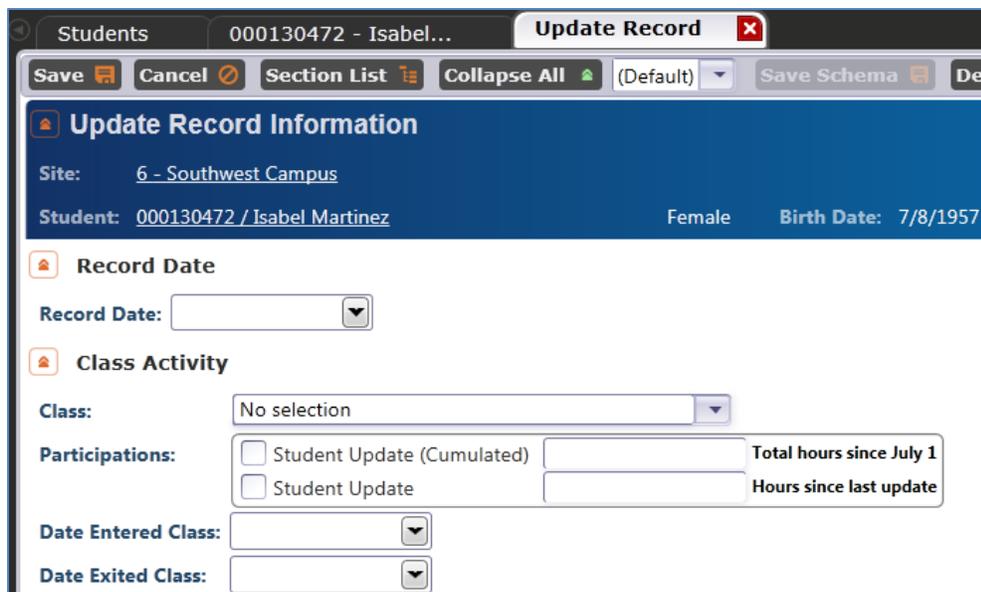
1. In TE, on the **Records** menu, point to **Students**, and select **Demographics**.



2. In Student Demographics lister, open the record for the student that needs the new Update Record. (In this example, we will open the record for Isabel Martinez.)
3. On the Student Information bar at the top, click **Add Update Record**.



4. This opens a blank Update form. This record includes all of the fields on the Update Record answer sheet, as well as a few key fields from the Entry Record.



- When you complete the form, click **Save**. You can enter all of the fields included in this window, or just enter one or two... either way clicking Save will add a new Class Record and/or Program Record for that student.

Update Record Information

Site: 6 - Southwest Campus

Student: 000130472 / Isabel Martinez Female Birth Date: 7/8/1957

Record Date

Record Date: 5/23/2013

Class Activity

Class: 002 - ESL - Intermediate High

Participations:

- Student Update (Cumulated)
- Student Update

Date Entered Class: 5/23/2013

Date Exited Class:

Personal Status and Results

Work Results:

- Got a job
- Retained job
- Entered military
- Acquired workforce readiness skills

Personal Results:

- Increased involvement
- Increased involvement

- Use the Navigator bar to verify the record you just created (depending on what you entered, you can check Student Records, Class Records, or Program Records.)

Student Information

Agency/Site: 4908 / 6 - Southwest Campus

Student: 000130472 / Isabel Martinez Birth Date: 7/8/1957 Gender: Female

Student Records

Program Year	Record Date	Labor Force Status	Personal Status Entries	Primary Goals	Secondary Goals	Special Program Entries	Result
7/1/2012 - 6/30/2013	5/27/2013						Retained job, I
7/1/2012 - 6/30/2013	5/23/2013						Retained job
7/1/2012 - 6/30/2013	5/7/2013						
7/1/2012 - 6/30/2013	3/19/2013	Unemployed		Get a Job	Improve English s...	None	

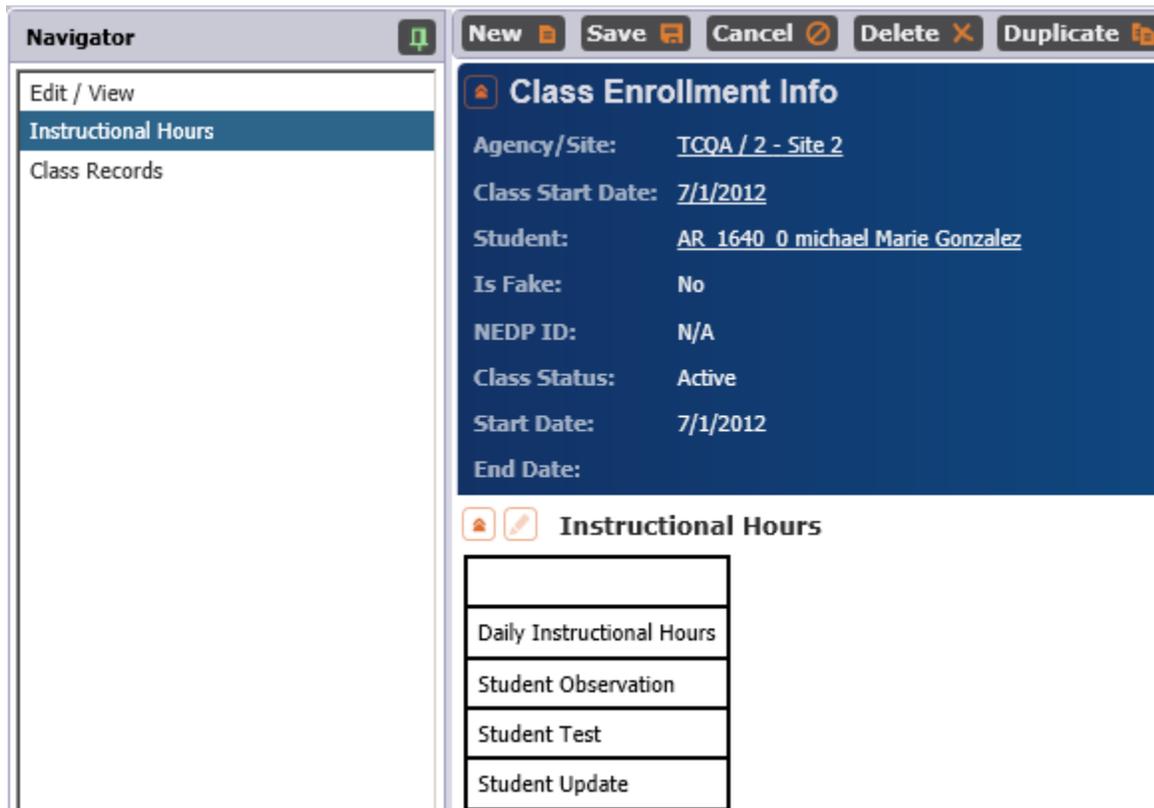
How to Add Instructional Hours

Enter Instructional Hours per Student

- 1) On the **Records** menu, point to **Classes**, and select **Enrollments**.



- 2) Select one record from the lister and double-click it to open the details page.
- 3) Select **Instructional Hours** from the Navigator panel.



- 4) Click the **Edit** button.

5) Click the **Add** button. The instructional hours field will now appear for each of the four categories.

  **Instructional Hours**

	8 / 09 / 2012 	Add
Daily Instructional Hours	<input type="text" value="0"/>	
Student Observation	<input type="text" value="0"/>	
Student Test	<input type="text" value="0"/>	
Student Update	<input type="text" value="0"/>	

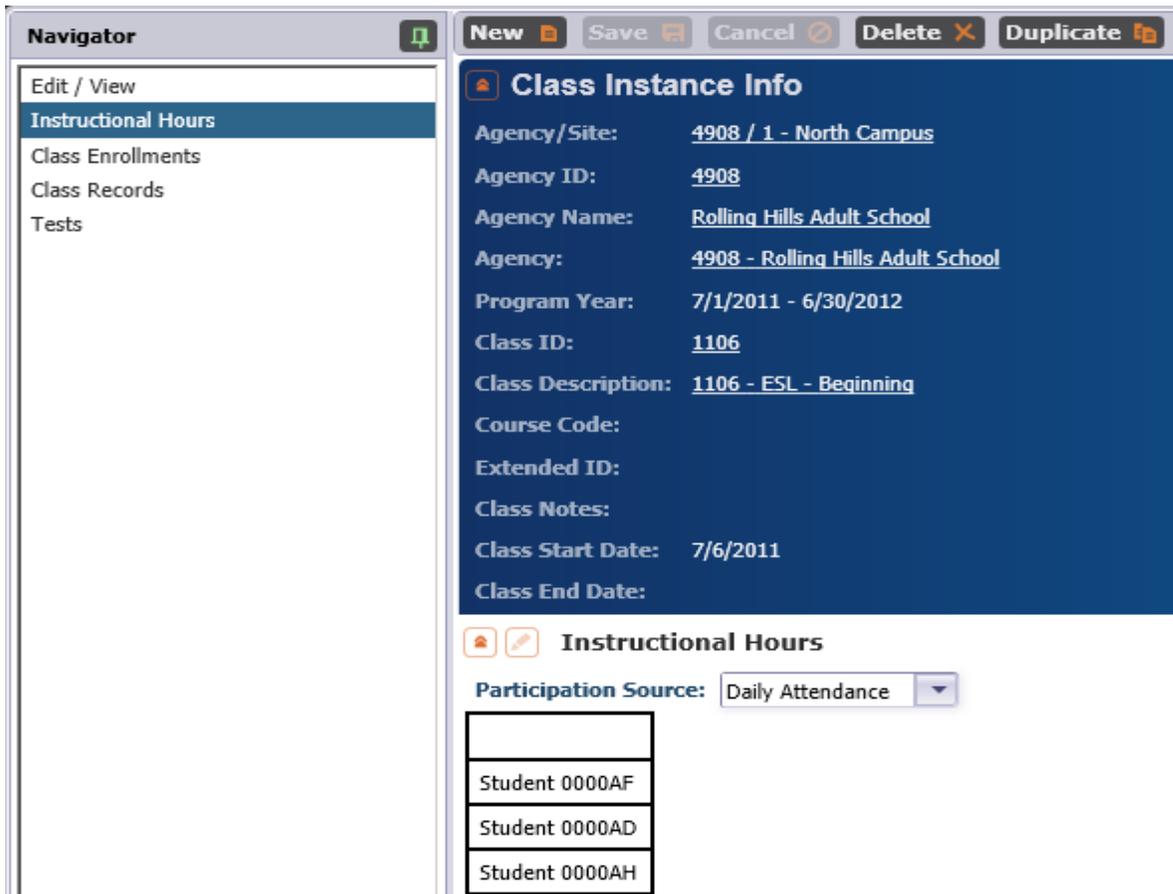
6) Add the correct number of hours and click **Save**.

How to Enter Instructional Hours per Class

- 1) On the **Organization** menu, point to **Classes**, and select **Instances**.



- 2) Select a class that has at least one student enrolled. Double-click that record to open the details page.
- 3) Click **Instructional Hours** in the Navigator panel.



- 4) Click the **Edit** icon to modify the record information.

5) Select **Participation Source**.

  **Instructional Hours**

Participation Source: Daily Attendance ▾

	Add
Student 0000AF	Student Update(Cummulated)
Student 0000AD	Daily Attendance
Student 0000AH	Student Observation
Student 0000A3	Student Test
	Student Update

6) Click the **Add** button, and then enter the **Instructional Hours** into the new fields.

  **Instructional Hours**

Participation Source: Daily Attendance ▾

	8 / 09 / 2012 	Add
Student 0000AF	<input type="text" value="0"/>	
Student 0000AD	<input type="text" value="0"/>	
Student 0000AH	<input type="text" value="0"/>	
Student 0000A3	<input type="text" value="0"/>	

7) Click **Save**.

How to Create User Access Groups

1. On the **Organization** menu, select **Access Groups**. Click **Refresh**.
2. Click the **New** icon.
3. Enter information about the new access group using the graphic below.

Access Group Info

Container: 4908 / 11 - North City ESL

Group Name: Rolling Hills Teaching Staff

Select Container

Container: 11 - North City ESL

Access Group Info

Name: Rolling Hills Teaching Staff

Users: **Add User**

Menu Access Rights

Rights:

- File
 - Unlock
 - Lock
 - Connect
 - Disconnect
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions

4. Click **Save**.
5. Under **Menu Access Rights**, check all boxes to give this new user access to all TE menus.

- Under **Data Access Rights**, check the boxes in the List Records and **View Record** columns to provide the new user with those capabilities.

Data Access Rights

Container Access Rights: **Add Access Right**

Role Access Rights: **Add Access Right**

Record Type Rights:

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel in Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Dated Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Demographics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Employment Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in Classes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in Classes (dated records)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in Programs (dated records)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Click **Save**.

- Return to the **Access Groups** lister. Locate the new group you just created.

Access Groups

New **State/Agency/Site** 4908 - Rolling Hills Adult School **Subsites** **Filter**

Container	Group Name
1 - North Campus	Read-Only
1 - North Campus	Rolling Hills Teaching Staff
1 - North Campus	Test 1

9. On the **TOPSpro** Enterprise menu, click **Disconnect**, then reconnect to TOPS Enterprise using the login credentials below. Use the password *coordinator*. Click **Connect**.

The screenshot shows the TOPSpro Enterprise login interface. On the left is the TOPSpro Enterprise logo. On the right, there are four input fields: "Server:" (a dropdown menu showing "eTests Training - Rolling Hills2 - https://etestsonline.org/Training/RollingHills2/..."), "State/Agency(/Site):" (a text box with "4908/11"), "User:" (a text box with "coordinator50@rhas.org"), and "Password:" (a text box with "*****"). Below the fields is a "Connect" button. The CASAS logo is in the top right corner.

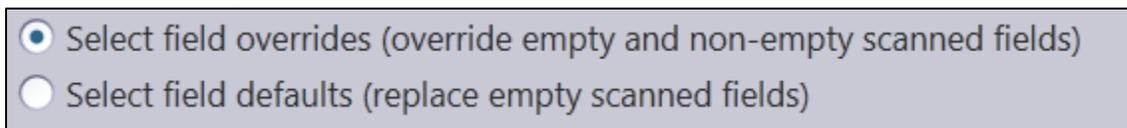
10. Open the **Students Demographics** lister and click **Refresh**. Open the top student on the list. Note that both New and Edit Mode buttons are now grayed out according to the data access rights you selected, and that the Agency/Site drop box only includes **Site 11 – North City ESL** with a lower record count.
11. Close all pages.

Batch Edit – Batch Delete

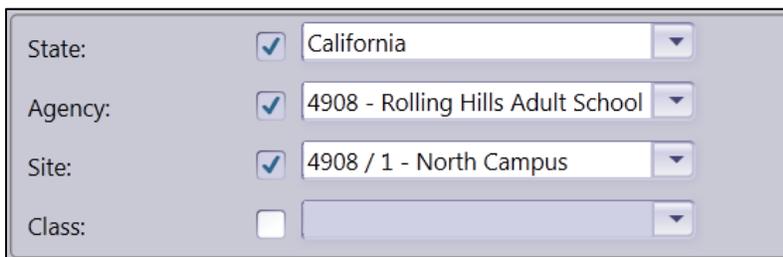
1. In TE, on the **Tools** menu, select **Scanning Wizard**.



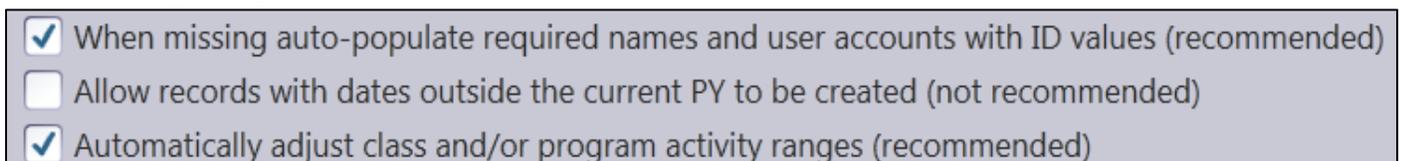
2. Complete the first four screens of this wizard. For this specific illustration, we will simulate scanning Entry Records, with the following screen by screen selections:
 1. You may retrieve a previous scan session, or select a new one. Select new scanning session.
 2. Indicate whether you are simulating a scan session or actually scanning. Select Simulate scanning.
 3. Select whichever answer sheet you will be scanning. For this exercise, select Entry on the front side, and None on the back side
 4. Retrieve an Entry Record simscan file to produce data for this exercise
3. Select the default option for field overrides, and then click **Next**.



4. Indicate the following override scan options, and then click Next.



5. In the next step, verify that the three checkboxes indicate the default selections below, and then click **Next**.



6. The next screen includes the “batch repair” options, where you can edit the records that you just scanned.

◆ Status	◆ Record Number	◆ Record Type	◆ State	◆ Agency ID	◆ Site ID	◆ Student ID	◆ Class ID
	1	8070	California	4908	1	000127198	102
	2	8070	California	4908	1	000123511	101
	3	8070	California	4908	1	000128424	101
	4	8070	California	4908	1	000124066	101
	5	8070	California	4908	1	000122010	101
	6	8070	California	4908	1	000126583	101
	7	8070	California	4908	1	000125272	101
	8	8070	California	4908	1	000122755	102
	9	8070	California	4908	1	000124416	102
	10	8070	California	4908	1	000121936	102

7. Scroll to the right so that you can view the fields as shown in the graphic below.

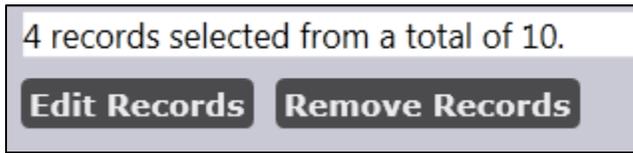
◆ Highest Diploma	◆ Diploma Earned Outside US	◆ Ethnicity	◆ Race	◆ Native Language	◆ Entry Date	◆ Instructio... Program	◆ Primary Goal	◆ Secondary Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
GED Certificate	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	None
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal

8. For this illustration, we will assume everyone in this exercise is Instructional Program = ABE and has an Entry Date of 9/4/2012.

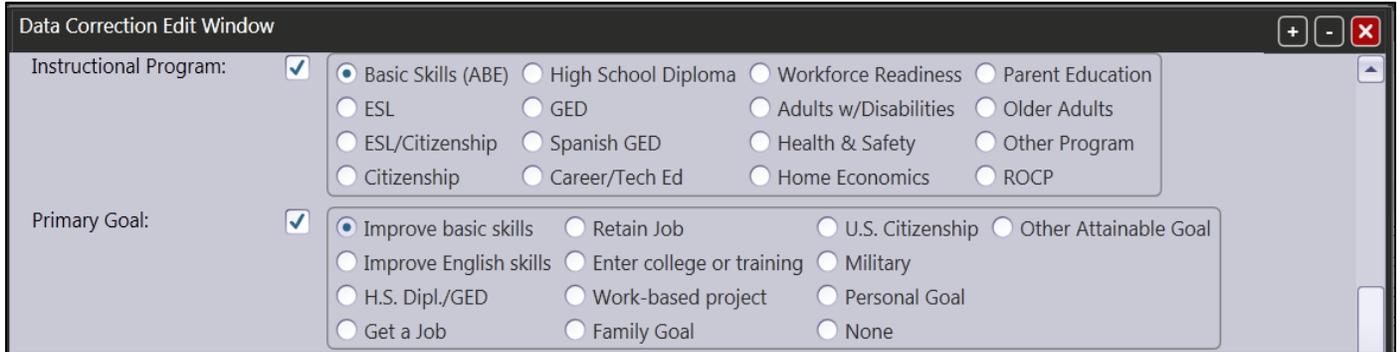
9. Use the *Ctrl* key to highlight the four records that currently indicate Instructional Program = ESL, as shown in the graphic below.

◆ Highest Diploma	◆ Diploma Earned Outside US	◆ Ethnicity	◆ Race	◆ Native Language	◆ Entry Date	◆ Instructio... Program	◆ Primary Goal	◆ Secondary Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
GED Certificate	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	None
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	ESL	Improve English skills	Personal Goal

10. Click **Edit Records**.



11. In the **Data Correction Edit Window**, select Instructional Program = ABE and Primary Goal = Improve basic skills. Click **Save**.



12. The batch repair table now displays the corrections you just entered, with the specific fields you edited shown in green.

↕ Highest Diploma	↕ Diploma Earned Outside US	↕ Ethnicity	↕ Race	↕ Native Language	↕ Entry Date	↕ Instructio... Program	↕ Primary Goal	↕ Secondary Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
GED Certificate	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal

13. For the next edit, use the **Ctrl** or **Shift** key to highlight all ten records. Click **Edit Records**.

↕ Highest Diploma	↕ Diploma Earned Outside US	↕ Ethnicity	↕ Race	↕ Native Language	↕ Entry Date	↕ Instructio... Program	↕ Primary Goal	↕ Secondary Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/2/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
GED Certificate	No	Not Hispanic o...	White	English	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Hispanic or Lat...		Spanish	9/1/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal

14. Find Entry Date, and select 9/4/2012. Click **Save**.



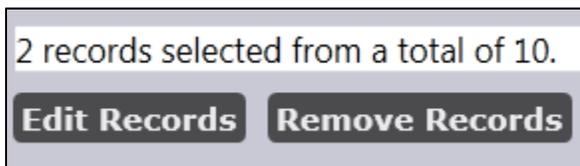
15. The batch repair table now displays Entry Date as 9/4/2012 for all ten records.

Highest Diploma	Diploma Earned Outside US	Ethnicity	Race	Native Language	Entry Date	Instructio... Program	Primary Goal	Secondary Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Not Hispanic o...	Black or A...	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
	No	Not Hispanic o...	White	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Not Hispanic o...	White	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	Other Attainable Goal
GED Certificate	No	Not Hispanic o...	White	English	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal
High School Diploma	No	Hispanic or Lat...		Spanish	9/4/2012	Basic Skills (ABE)	Improve basic skills	None
High School Diploma	No	Hispanic or Lat...		Spanish	9/4/2012	Basic Skills (ABE)	Improve basic skills	Personal Goal

16. To illustrate Batch Delete, we will assume records #5 and #10 are “completely wrong” and need to be deleted. Use the Ctrl key to highlight records 5 and 10.

Status	Record Number	Record Type	State	Agency ID	Site ID	Student ID
	1	8070	California	4908	1	000127198
	2	8070	California	4908	1	000123511
	3	8070	California	4908	1	000128424
	4	8070	California	4908	1	000124066
	5	8070	California	4908	1	000122010
	6	8070	California	4908	1	000126583
	7	8070	California	4908	1	000125272
	8	8070	California	4908	1	000122755
	9	8070	California	4908	1	000124416
	10	8070	California	4908	1	000121936

17. Click **Remove Records**. When prompted to remove the records, click **Yes**.



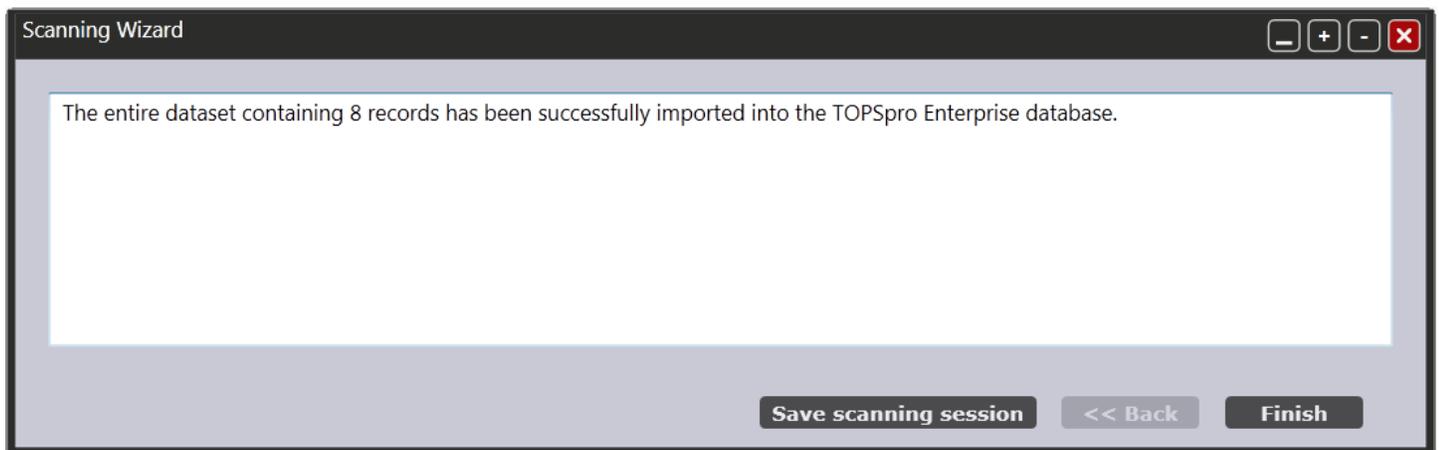
18. The batch repair table now displays eight records instead of ten, with **Record Number** still displaying according to the sequence in which it was scanned.

Record Number	Record Type	State	Agency ID	Site ID	Student ID
1	8070	California	4908	1	000127198
2	8070	California	4908	1	000123511
3	8070	California	4908	1	000128424
4	8070	California	4908	1	000124066
6	8070	California	4908	1	000126583
7	8070	California	4908	1	000125272
8	8070	California	4908	1	000122755
9	8070	California	4908	1	000124416

19. On the Scanning Wizard, click **Next**.

20. On the next screen, click **Next** to enter the eight remaining records.

21. Click **Finish** to exit the Scanning Wizard.



Next Assigned Test Showing Entire Test History

1. On the Reports menu, point to CASAS eTests, and select Next Assigned Test.



2. Under

Special Options, click the check box titled "Test History."

Special Options

Reporting Level:

Agency
 Site
 Class

Exclude Inaccurate Scores:

Show Test History:

Show Test Series:

Use only tests in selected class(es):

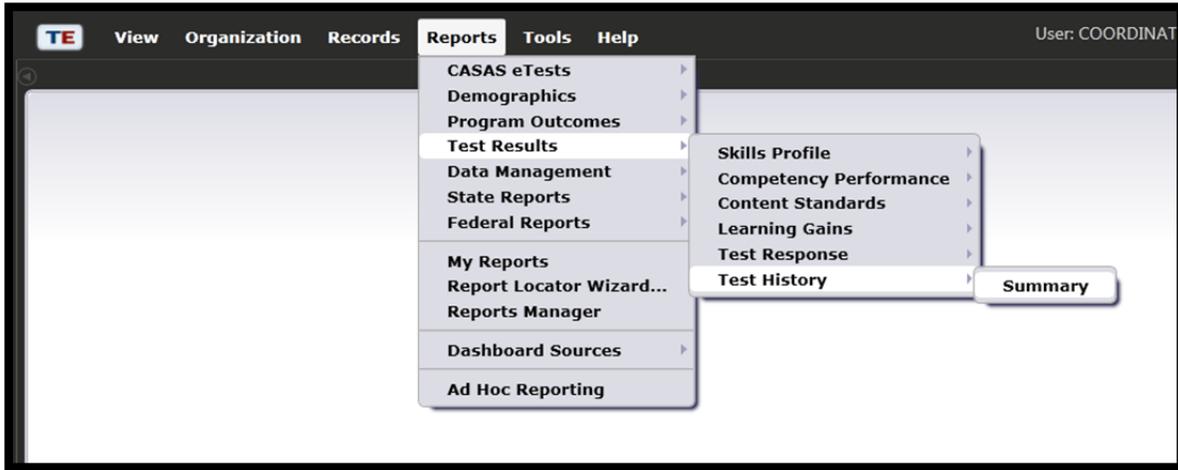
Use only tests in current program year:

3. Click Generate.
4. This displays each student with their entire range of administered tests.

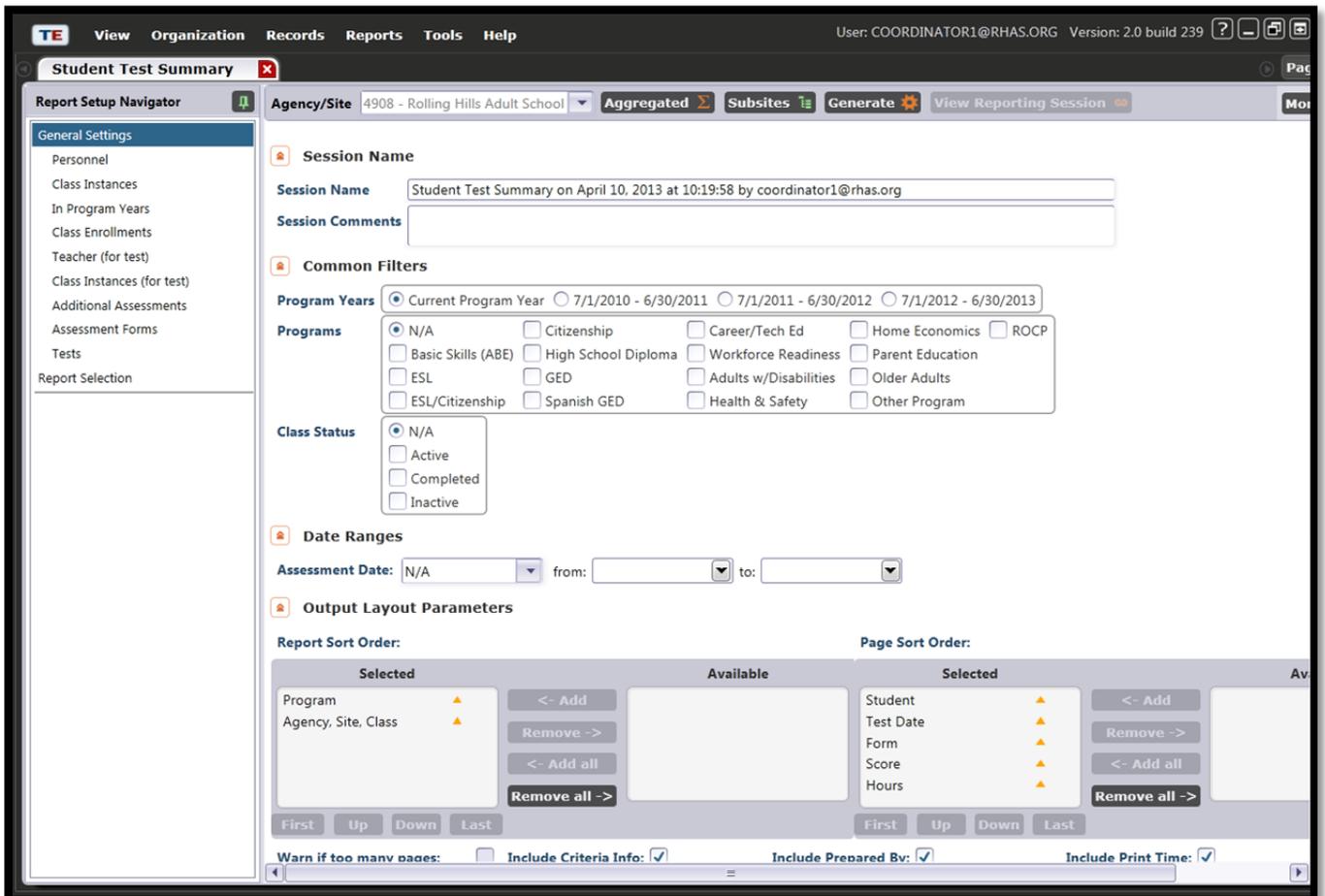
		Next Assigned Test						
		by Class						
Agency:		4908 - Rolling Hills Adult School			Course:		1	
Site:		1 - North Campus			Teacher:		101 - Team One, Main Campus -	
Class:		1 - ABE						
		Test History					Next Assigned Test	
Student		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form(Test Series)
023945893	Ford, Trayla B	1	09/01/2012	086R	C	14	217	085R(LW-1, LW-2, LW-3, CIT)
340993385	Andrews, Dustin P	1	10/17/2012	130M		8	212	
		1	10/23/2012	033M	B	18	212	
		1	02/01/2013	034M	B	20	215	033M(LW)
308303438	Ankiel, Rick L	1	07/05/2012	031M	A	22	209 ♦	
		1	02/25/2013	033M	B	19	214	034M(LW)
		3	07/12/2012	033M	B	22	219	
		1	07/03/2012	085R	C	17	221	086R(LW-1, LW-2, LW-3, CIT)

How to Generate a Student Test History Report

1. Go to *Reports/Test Results/Test History/Summary*.



2. This will open the *Report Setup* window.

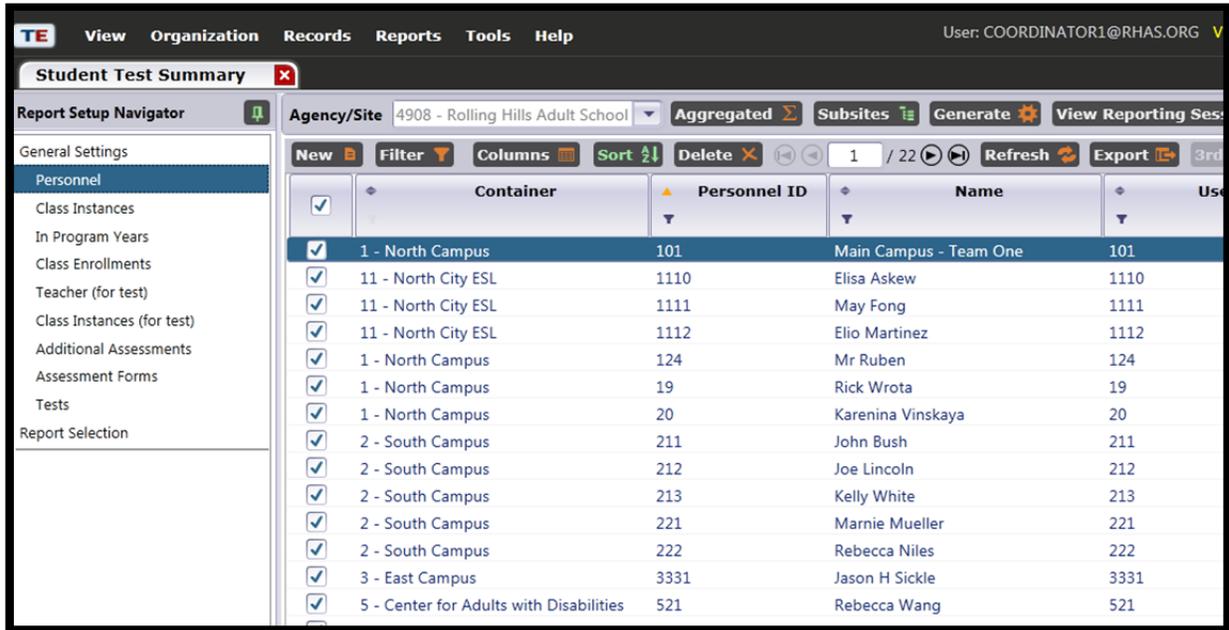


3. With no changes to the **General Settings**, a **Test History by Class** for every class in your agency will be generated.

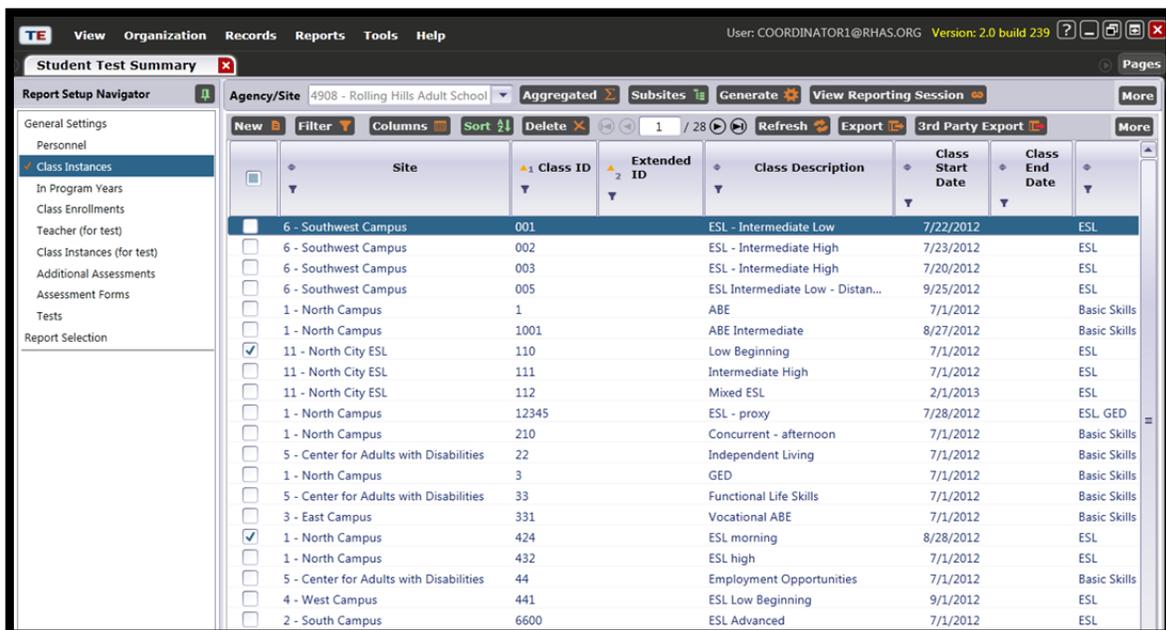
CASAS		Student Test Summary			Page 1 of 40 STS4	
04/10/2013 17:23:18		by Class				
Agency:	4908 - Rolling Hills Adult School		Course:	1		
Site:	1 - North Campus		Teacher:	N/A		
Class:	1 - ABE					
Student	Status	Date	Form	Score	Test Hours of Instruction	Cumulative Hours of Instruction
023945893	Ford, Trayla B	09/01/2012	086R	217		
098509389	Aljmaner, Robin A	09/19/2012	130M	214		
		09/19/2012	130R	247 ♦		
298349872	River, Autumn	10/23/2012	085R	226		
		11/20/2012	086R	237		
308303438	Ankiel, Rick L	07/03/2012	085R	221		
		07/05/2012	031M	209 ♦		
		02/25/2013	033M	214		
340993385	Andrews, Dustin P	10/17/2012	130M	212		
		10/17/2012	130R	239		
		10/23/2012	033M	212		
		02/01/2013	034M	215		
364363453	Jipper, Veronica A	10/09/2012	034M	226		
		12/01/2012	035M	229		
498098833	Crespa, Jose	07/25/2012	130M	217		
		07/25/2012	130R	233		
		07/26/2012	035M	224		
536363636	Long, Bob A	09/01/2012	037R	238		
872347348	Fabroso, Ruinistia L	07/01/2012	033M	219		
893593875	Hillen, Jasper	09/21/2012	083R	206		
		12/21/2012	084R	205		

4. By using the **Report Navigator bar** in the **Report Setup** window, you can customize this report further.

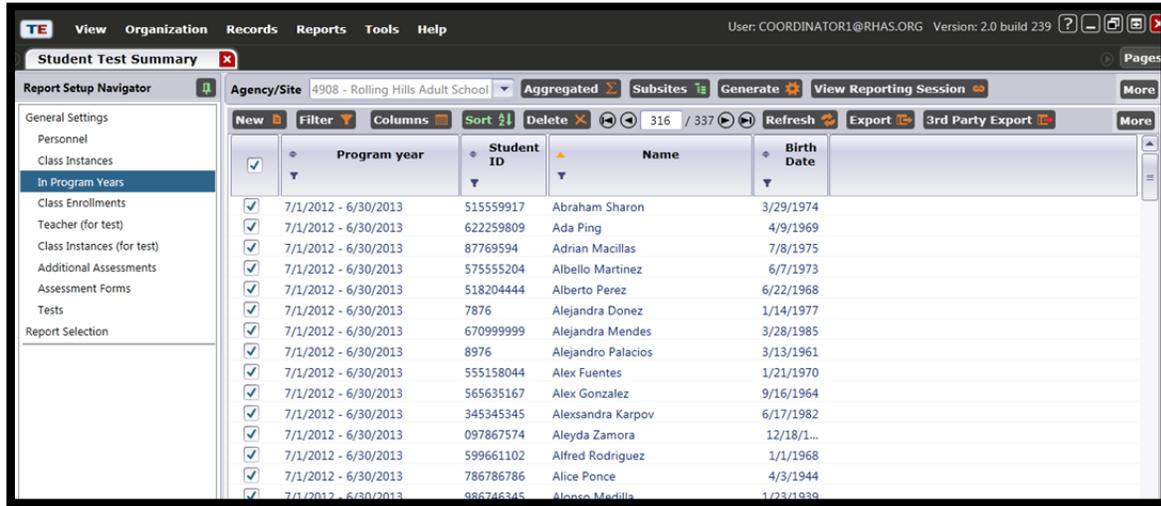
Personnel: By using this option, you can choose to generate a test history report for all students by teacher. This is helpful if a teacher would like a report showing just their classes without choosing specific classes.



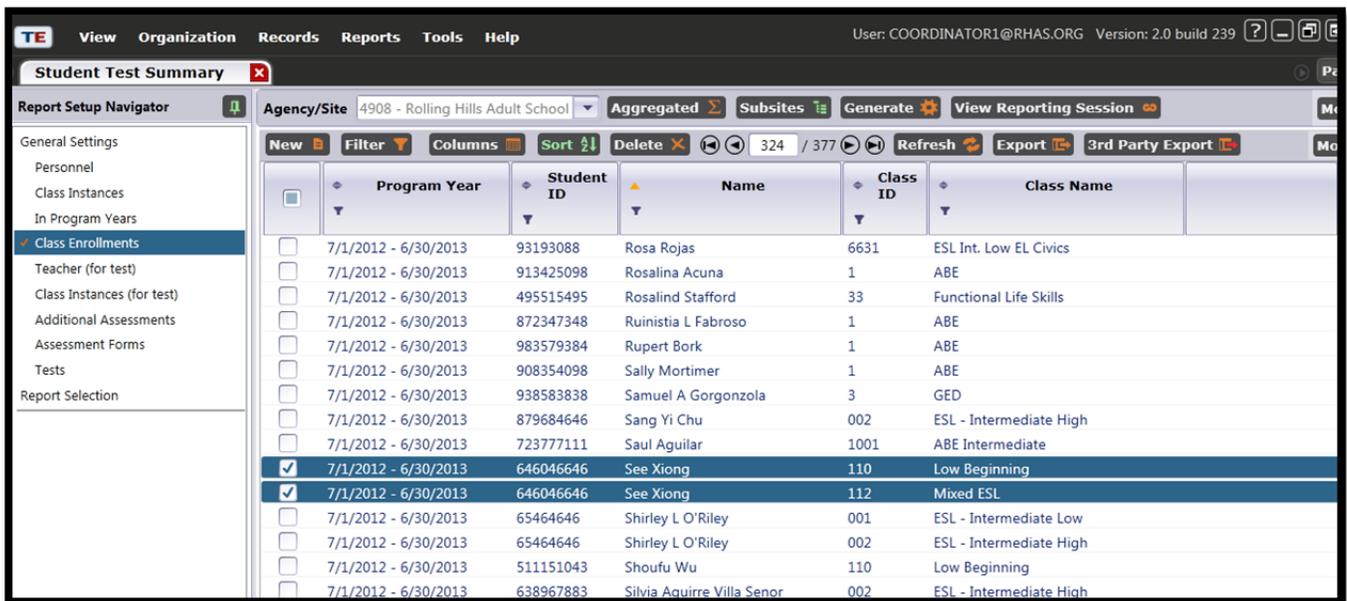
Class Instances: This option allows you to generate a Test History report by specific classes. This option will pull students' tests from all classes and show in the Test History for each class they're enrolled in.



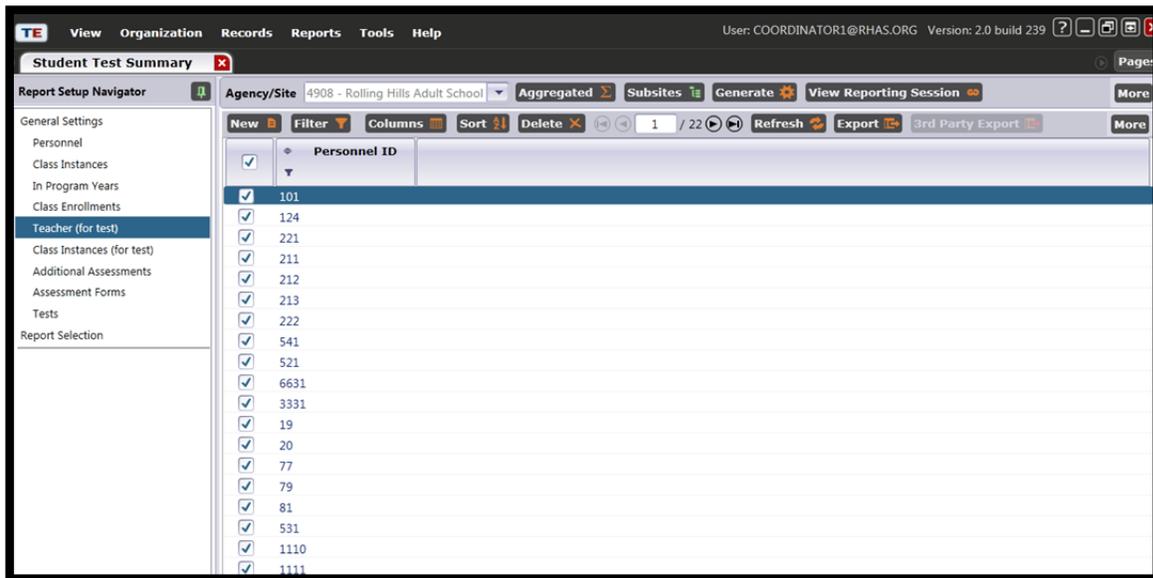
In Program Years: This option opens the student lister so that you can choose a Test History report for specific students.



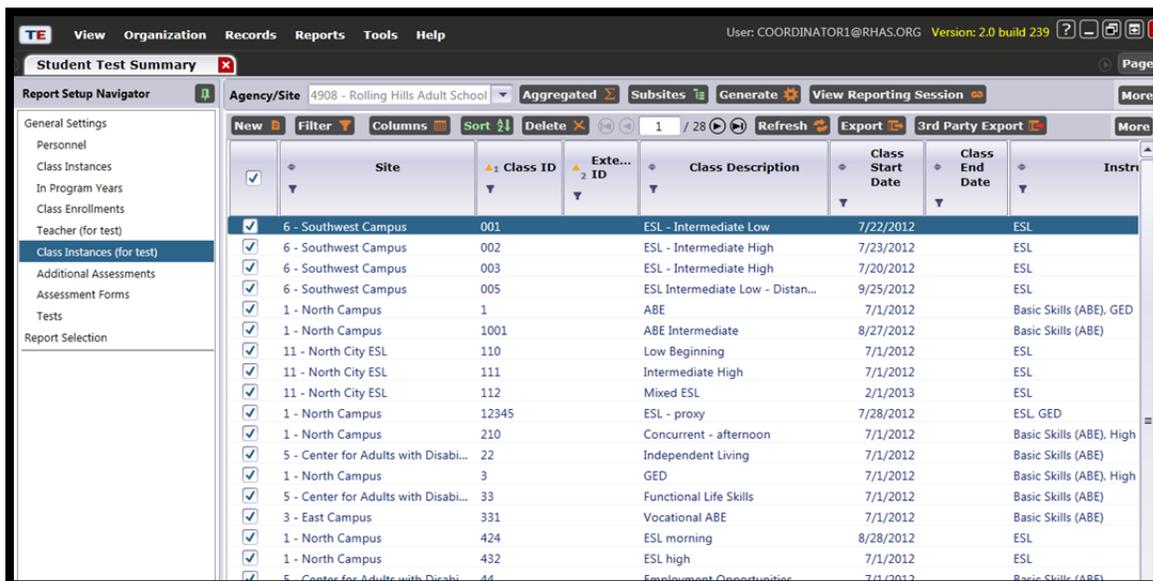
Class Enrollments: This option allows you to choose a Test History report for students in all classes they are enrolled in.



Teacher (for test): By choosing this option, and specifying a specific teacher, you will generate a Test History report for all the classes for that teacher. This option limits tests given within that specific class.



Class Instances (for test): With this option, you can generate a Test History report for specific classes. This option limits the history results to those tests taken in each specific class.



Additional Assessments: Use this option to have AAs show in your Test History reports.

TE View Organization Records Reports Tools Help User: COORDINATOR1@RHAS.ORG Version: 2.0 build 239

Student Test Summary

Report Setup Navigator Agency/Site: 4908 - Rolling Hills Adult School Aggregated Subsites Generate View Reporting Session

General Settings: Personnel, Class Instances, In Program Years, Class Enrollments, Teacher (for test), Class Instances (for test), **Additional Assessments**, Assessment Forms, Tests, Report Selection

Agency	Program Year	Form	Approval Date	Disapproval Date	Objective Number	Unique
<input type="checkbox"/>	4908 - Rolling...	7/1/2010 - 6/30/2011	001C	7/1/2010		1
<input type="checkbox"/>	4908 - Rolling...	7/1/2010 - 6/30/2011	046C	7/1/2010	46	
<input type="checkbox"/>	4908 - Rolling...	7/1/2010 - 6/30/2011	045C	7/1/2010	45	
<input type="checkbox"/>	4908 - Rolling...	7/1/2010 - 6/30/2011	006C	7/1/2010	6	
<input checked="" type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	001C			
<input checked="" type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	006C			
<input checked="" type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	013C			
<input type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	004C			
<input type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	028C			
<input type="checkbox"/>	4908 - Rolling...	7/1/2012 - 6/30/2013	046C			

CASAS

04/10/2013 17:33:41

Student Test Summary by Class Page 25 of 38 STS4

Agency: 4908 - Rolling Hills Adult School Class: 6631 - ESL Int. Low EL Civics
 Site: 2 - South Campus Teacher: N/A

Student	Status	Date	Form	Score	Test Hours of Instruction	Cumulative Hours of Instruction
21194049 Hernandez, Mary		08/14/2012	083R	205		
		10/22/2012	084R	216		
		11/17/2012	001C	Pass		
		12/16/2012	083R	209		
		03/25/2013	084R	216		
54194048 Ortiz, Juana		08/14/2012	083R	216		
		10/22/2012	084R	213		
		11/17/2012	001C	Pass		
		12/16/2012	083R	215		
		03/25/2013	084R	216		
60173003 Ramos, Miguel		08/14/2012	083R	209		
		10/22/2012	084R	215		
		11/17/2012	001C	Fail		
		12/16/2012	083R	209		
		03/25/2013	084R	229		
73146610 Salas, Teresa		08/14/2012	083R	213		
		10/22/2012	084R	216		
		11/17/2012	001C	Pass		
		12/16/2012	083R	208		
		03/25/2013	084R	218		
83173430 Salazar, Martha		08/14/2012	083R	213		

Assessment Forms: Use this option to show Test History results only for specific test forms.

The screenshot shows the 'Student Test Summary' report interface. The left-hand menu has 'Assessment Forms' selected. The main table lists various forms with columns for Form, Form Name, Modality, Assessment Type, Form Level, and Level Scale. Several forms are checked, including 081R, 082R, and 083R.

Form	Form Name	Modality	Assessment Type	Form Level	Level Scale
<input type="checkbox"/>	056L Life Skills Listening Level C	Listening	Fixed Form	C	CASAS RML C
<input type="checkbox"/>	061L Employability Listening Level A	Listening	Fixed Form	A	CASAS RML A
<input type="checkbox"/>	062L Employability Listening Level A	Listening	Fixed Form	A	CASAS RML A
<input type="checkbox"/>	063L Employability Listening Level B	Listening	Fixed Form	B	CASAS RML B
<input type="checkbox"/>	064L Employability Listening Level B	Listening	Fixed Form	B	CASAS RML B
<input type="checkbox"/>	065L Employability Listening Level C	Listening	Fixed Form	C	CASAS RML C
<input type="checkbox"/>	066L Employability Listening Level C	Listening	Fixed Form	C	CASAS RML C
<input type="checkbox"/>	080L Life and Work Listening Appraisal Form 80	Listening	Appraisal	APPRAISAL	CASAS RML
<input type="checkbox"/>	080R Life and Work Reading Appraisal Form 80	Reading	Appraisal	APPRAISAL	CASAS RML
<input type="checkbox"/>	081L Life and Work Level A Listening	Listening	Fixed Form	A	CASAS RML A
<input checked="" type="checkbox"/>	081R Life and Work Reading Level A	Reading	Fixed Form	A	CASAS RML A
<input type="checkbox"/>	081RX Life and Work Reading Level A Extended	Reading	Fixed Form	AX	CASAS RML A
<input type="checkbox"/>	082L Life and Work Level A Listening	Listening	Fixed Form	A	CASAS RML A
<input checked="" type="checkbox"/>	082R Life and Work Reading Level A	Reading	Fixed Form	A	CASAS RML A
<input type="checkbox"/>	082RX Life and Work Reading Level A Extended	Reading	Fixed Form	AX	CASAS RML A
<input type="checkbox"/>	083L Life and Work Level B Listening	Listening	Fixed Form	B	CASAS RML B
<input type="checkbox"/>	083R Life and Work Reading Level B	Reading	Fixed Form	B	CASAS RML B

Tests: Use this option to specify a Test History report for specific students and specific tests.

The screenshot shows the 'Student Test Summary' report interface with 'Tests' selected in the left-hand menu. The main table displays test results for individual students, including columns for Form, Class ID, Student ID, Name, Score override, Accurate, and Passed. Several rows are checked, showing results for Abraham Sharon and Albello Martinez.

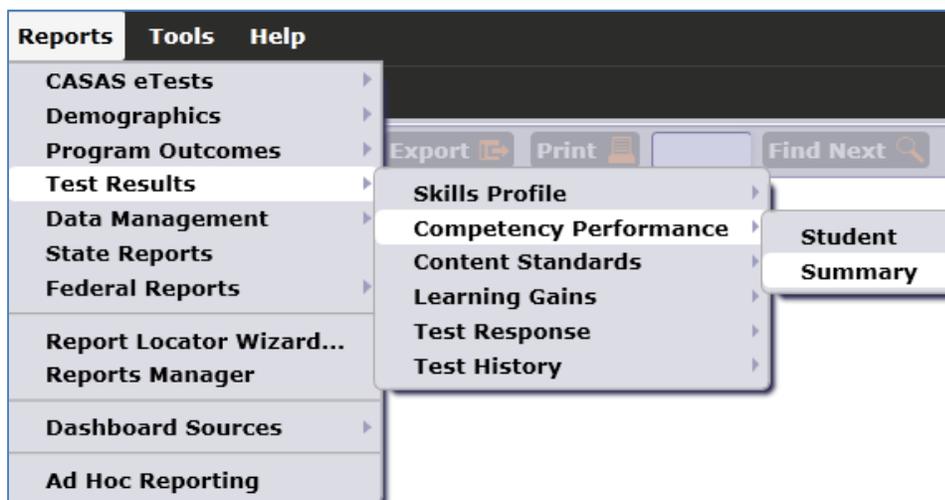
Form	Class ID	Student ID	Name	Score override	Accurate	Passed
<input checked="" type="checkbox"/>	082L	110	Abraham Sharon	No	Yes	Yes
<input checked="" type="checkbox"/>	082RX	110	Abraham Sharon	No	Yes	Yes
<input checked="" type="checkbox"/>	081L	110	Abraham Sharon	No	Yes	Yes
<input type="checkbox"/>	084R	003	Ada Ping	No	Yes	Yes
<input type="checkbox"/>	083R	003	Ada Ping	No	Yes	Yes
<input type="checkbox"/>	083R	003	Adrian Macillas	No	Yes	Yes
<input type="checkbox"/>	084R	003	Adrian Macillas	No	Yes	Yes
<input type="checkbox"/>	082L	110	Albello Martinez	No	Yes	Yes
<input type="checkbox"/>	081L	110	Albello Martinez	No	Yes	Yes

Generating Four Different Views Using the Competency Performance Summary

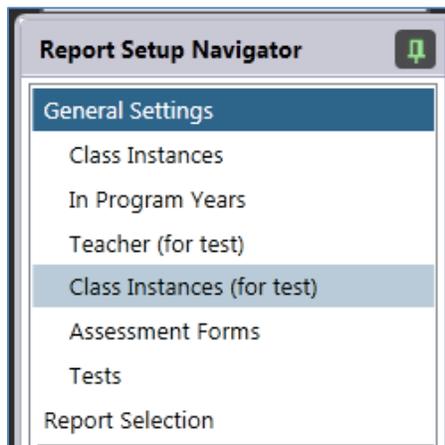
The Competency Performance Summary report in TE evaluates student test results at the agency, site, and class levels, generating performance data by competency and task area. Each CASAS test item is linked to one or more CASAS competencies, which identify essential life skills. This report relates student test responses to each corresponding competency.

In TE, there are four different views of this same report, enabling evaluation by test item, overall competency performance, competency area, and task area.

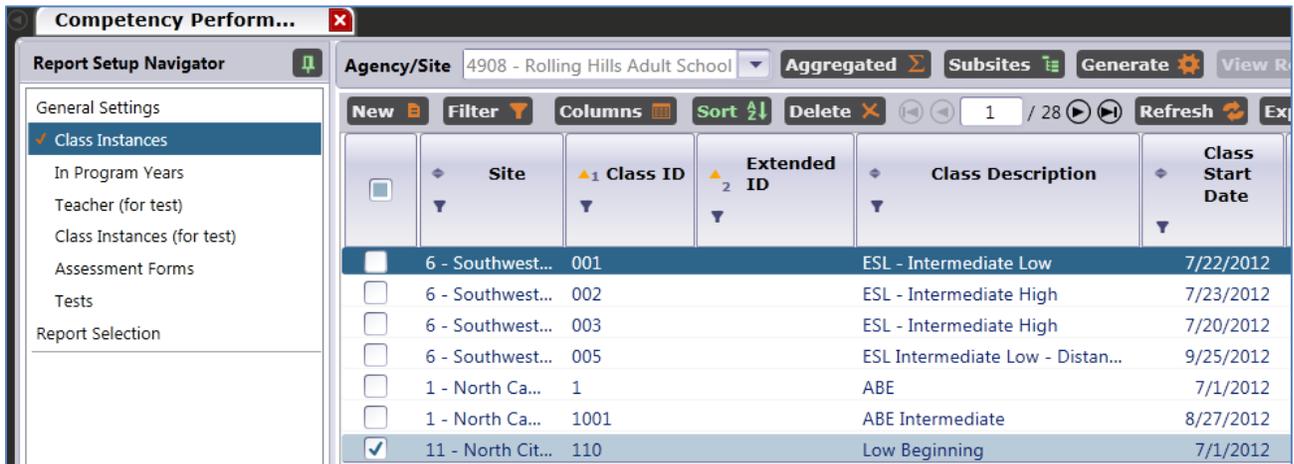
1. On the Reports menu, point to Test Results, then point to Competency Performance, and then select Summary.



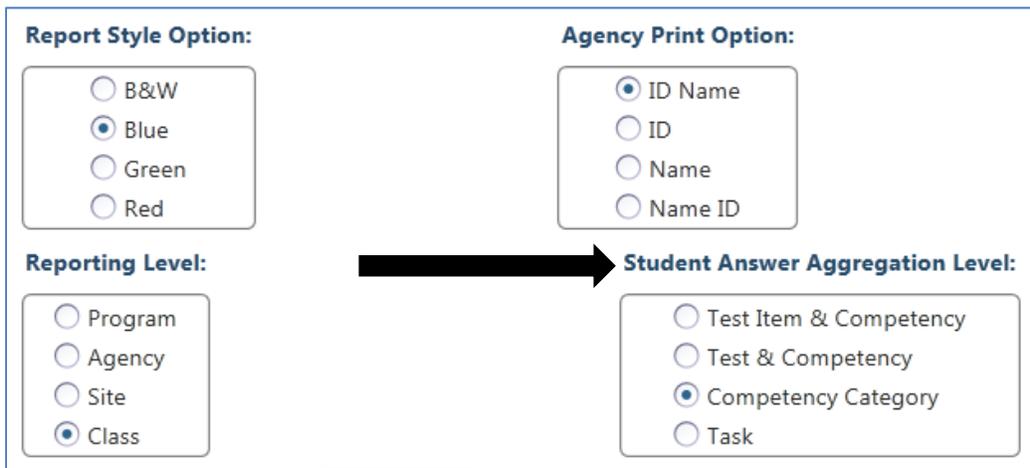
2. On the Navigator bar, click Class Instances (for Test).



3. Use the lister in the Navigator bar to select the appropriate class.



4. On the setup window, find the section titled Student Answer Aggregation Level.



5. There are four different methods to display competency performance.

- a. **Test Item & Competency** is the default setting. This displays competency data by specific test item, listing the item description and CASAS competency number for each individual item, and posting student performance results for each, for the specific tests completed by students in the selected class.

Position	Correct?	Comp No.	Task	Competency Description
1	50 %	2.2.5	2	Use maps relating to travel needs
		2.2.1		Ask for, give, follow, or clarify directions
2	16 %	2.2.5	2	Use maps relating to travel needs
		2.2.1		Ask for, give, follow, or clarify directions
3	50 %	4.5.7	2	Demonstrate ability to resolve problems with machines
4	66 %	4.5.7	2	Demonstrate ability to resolve problems with machines
5	66 %	4.2.4	3	Interpret employee handbooks
		3.4.5		Recognize drug, tobacco, alcohol problems, locate treatment
6	33 %	4.2.4	3	Interpret employee handbooks
		3.4.5		Recognize drug, tobacco, alcohol problems, locate treatment

- b. **Test & Competency** focuses how students performed on a particular CASAS competency rather than the specific test item, displaying performance results for all competencies that appear on the listed test form. If a competency appears more than once on a particular test form, the report will aggregate the students' performance on all items coded to that competency, not just the one item. For example, the graphic below displays data for Form 081L, which includes 24 test items. Most of the listings provide performance data for 24 items (that is, matching the number of items on Form 081L.) Competency 0.2.1, on the other hand, evaluates 48 items—meaning there are two items (24 x 2) on Form 081L that relate to that competency, not just one.

CASAS				
Class Performance				
04/04/2013 20:37:55		by Class		Page 1 of 17 SCPSTC4
Agency:	4908 - Rolling Hills Adult School	Teacher:	1110 - Askew, Elisa	
Site:	11 - North City ESL	Form:	081L - Life and Work Level A Listening	
Class:	110 - Low Beginning	Total Tests:	24	Total Students: 24
Comp No.	Task	No. of Items	Correct	Competency Description
1.8.1	3	24	12 %	Demonstrate ability to use and manage savings and checking accounts,
4.8.1	3	24	12 %	Demonstrate ability to work as a member of a team
0.1.8	3	24	16 %	Understand or use appropriate language to express emotions and states
4.8.4	3	24	16 %	Demonstrate ability to meet customer needs
1.9.2	3	24	20 %	Identify driving regs., proc. to obtain a driver's license
1.2.9	1	24	25 %	Identify common articles of clothing
1.4.7	2	24	25 %	Interpret info. about home maintenance; comm. w/landlord
4.8.3	3	24	29 %	Demonstrate effective communication w/ customers, clients
0.2.1	3	48	37 %	Respond appropriately to common pers. info. questions

- c. **Competency Category** displays competency performance data by the two-digit CASAS competency category rather than the more specific three-digit competency number. This option provides less specificity than the first two options, but often yields more robust performance results (that is, the percentages in the Correct column reflect a greater volume of test data.)

CASAS				
Class Performance				
04/04/2013 20:27:08		by Class		Page 1 of 5 SCPSCC4
Agency:	4908 - Rolling Hills Adult School	Teacher:	1110 - Askew, Elisa	
Site:	11 - North City ESL	Form Level:	C	
Class:	110 - Low Beginning	Total Tests:	6	Total Students: 5
Comp No.	Correct	Competency Description	No. of Items	
1.3	0 %	Understand methods and procedures to buy goods & services	1	
2.5	12 %	Use community agencies and services	8	
1.9	25 %	Understand procedures for purchase and use of automobile	4	
2.7	25 %	Understand aspects of society and culture	4	
5.3	25 %	Understand legal rights and how to obtain legal advice	8	
1.2	26 %	Apply principles of comparison shopping for goods & services	15	
4.1	30 %	Understand basic principles of getting a job	10	
1.1	33 %	Use weights, measures, measurement scales, and money	3	
1.6	33 %	Understand consumer protection measures	6	
4.8	35 %	Demonstrate effectiveness in working with other people	20	
4.5	36 %	Effectively utilize common workplace technology and systems	58	
4.3	37 %	Understand work-related safety standards and procedures	29	
2.3	40 %	Understand concepts of time and weather	5	
4.4	44 %	Understand concepts and materials related to job performance	110	

- d. **Task** relates performance data to one of the six CASAS task areas rather than to CASAS competencies. TE also displays a legend defining the six task areas for reference.



Class Performance

04/04/2013
20:53:05

by Class

Page 1 of 5
SCPST4

Agency:	4908 - Rolling Hills Adult School	Teacher:	1110 - Askew, Elisa
Site:	11 - North City ESL	Form Level:	C
Class:	110 - Low Beginning	Total Tests:	6
		Total Students:	5

Task	Correct	Task Description	No. of Items
1	33 %	Completing fill-in-the-blank forms	6
3	45 %	Answering questions based on information contained in stories, articles, paragraphs, sentences, directions, or pictures	159
2	54 %	Answering questions based on information contained in consumer billings, maps, charts, matrices, graphs or tables	48
4	54 %	Answering questions based on information in signs, price tags, advertisements or product labels	11

Individual Skills Profile

Jesse Campos			Agency: 4908 - Rolling Hills Adult School						
ID# 610101494			Program: ESL						
Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Listening	086L	10/30/2012	224	6	C	31	19	31	
Reading	188R	10/11/2012	236	6	D	32	17	32	9.1

The top section displays the student’s most recent test for each test modality, with the form number, test date, and CASAS scale score. It also indicates the level of the test form administered, and relates the scale score to NRS Educational Functioning Level (EFL).

Number of Items shows the number of test items on the test form, the number of those the student attempted, and the number of items answered correctly.

Grade Equiv. relates the scale score to an estimated grade level equivalent, which you can either hide or display using the report setup window.

Reading Competencies		N	Correct
Consumer Economics		17	58 %
Community resources		30	46 %
Health		20	65 %
Employment		67	49 %
Government and law		16	43 %
Learning to learn		22	27 %
Listening Competencies		N	Correct
Government and law		6	0 %
Consumer Economics		24	54 %
Community resources		27	51 %
Basic Communication		20	50 %
Employment		52	59 %
Health		35	31 %

The report lists competency categories for each modality the student completed.

Total N represents the total number of test items attempted that relate to the competency category. For example, if a test item relates to CASAS competency 2.2.2, follows directions on transportation signals and signs, then the student’s performance on that item will be included in the N for content area 2, community resources. The N = 30 under reading competencies for community resources means this student completed a total of 30 test items that relate to this category (in this example all competencies that appear as 2.x.x).

Correct represents the percentage of items overall in that competency area the student answered correctly.

Reading Content Standards	N	Correct
Vocabulary	32	50 %
General reading comprehension	104	48 %
Text in format	9	66 %
Reference materials	9	44 %
Reading strategies	21	66 %
Reading and thinking skills	20	40 %

Listening Content Standards	N	Correct
General Discourse	15	53 %
Vocabulary	56	42 %
Informational Discourse	23	52 %
Strategies and Critical Thinking	55	50 %
Grammar	36	61 %
Phonology	11	27 %

The report lists content standard areas for each test modality the student completed.

Total N represents the total number of test items attempted in the listed content standard category. For example, if a test item relates to CASAS reading content standard R2.5, Interpret contractions, then that item will be included in the N for reading content standard category 2, Vocabulary. The N = 32 under reading content standards means this student completed a total of 32 reading test items that relate to this content standard category—in this example, all items that relate to reading content standard R 2.x.

Correct represents the percentage of items overall in that content standard category that the student answered correctly.

Reading Tasks	N	Correct	Listening Tasks	N	Correct
Forms	2	0 %	Comprehension question	16	75 %
Charts, maps, consumer billings, matrices, graphs, ta...	14	57 %	Predict next line of dialogue	24	62 %
Articles, paragraphs, sentences, directions, manuals	47	51 %	Identify true statement based on prompt	22	9 %
Signs, price tags, advertisements, product labels	1	100 %			

The Individual Skills Profile also includes task areas for each test modality the student completed.

Total N includes all of the test items that relate to the listed task area.

Correct represents the percentage of items overall in that task area that the student answered correctly.

Jesse Campos has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math

If a student attains a scale score of 236 or higher, the report will display information about the student’s likelihood of passing each subsection of the GED. The report uses competency and content standard information from the test items and relates that to each GED subsection. Information about the Math subsection will only appear if the student has completed a CASAS math test.

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	R,M,L	Writing
1	Beginning ESL Literacy	<=180	
2	Low Beginning ESL	181-190	<=145
3	High Beginning ESL	191-200	146-200
4	Low Intermediate ESL	201-210	201-225
5	High Intermediate ESL	211-220	226-242
6	Advanced ESL	221-235	243-260

At the bottom of the report is a table showing the six NRS levels (for either ABE/ASE or ESL, depending on the listed student’s instructional program.) This is for reference in order to correctly identify the NRS Level that appears at the top of the report.



Individual Skills Profile Summary

04/24/2013
14:33:12

by Agency

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ISPS2

Agency: 4908 - Rolling Hills Adult School	Form Level: B
Program: ESL	Total Tests: 341 Total Students: 158

Most Recent	Students	Date Range	Mean Score	Mean Number of Items		
				Total	Correct	Attempted
Listening	30	10/04/2012 - 05/29/2013	204	30	15	30
Reading	151	10/15/2012 - 06/22/2013	215	32	20	32

Reading Competencies	N	Correct
Basic Communication	710	72 %
Consumer Economics	3806	55 %
Community resources	1824	50 %
Health	1952	60 %
Employment	4496	66 %
Government and law	705	53 %
Learning to learn	4639	63 %

Reading Content Standards	N	Correct
Vocabulary	16895	59 %
General reading comprehension	31339	61 %
Text in format	12532	59 %
Reference materials	1696	62 %
Reading strategies	13641	60 %
Reading and thinking skills	2391	60 %

Listening Competencies	N	Correct
Health	807	36 %
Employment	1506	52 %
Basic Communication	476	51 %
Government and law	60	35 %
Community resources	902	53 %
Consumer Economics	869	40 %

Listening Content Standards	N	Correct
Strategies and Critical Thinking	1761	51 %
Phonology	329	50 %
General Discourse	1831	49 %
Informational Discourse	718	43 %
Vocabulary	2044	45 %
Grammar	7566	47 %

Reading Tasks	N	Correct
Forms	1272	64 %
Charts, maps, consumer billings, matrices, graphs, ...	1972	55 %
Articles, paragraphs, sentences, directions, manuals	4348	61 %
Signs, price tags, advertisements, product labels	1400	69 %

Listening Tasks	N	Correct
Comprehension question	600	72 %
Predict next line of dialogue	600	42 %
Identify true statement based on prompt	600	28 %



Individual Skills Profile

04/24/2013
14:30:19

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ISP

Jesse Campos

ID# 610101494

Agency: 4908 - Rolling Hills Adult School
Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Listening	086L	10/30/2012	224	6	C	31	19	31	
Reading	188R	10/11/2012	236	6	D	32	17	32	9.1

Reading Competencies	N	Correct
Consumer Economics	17	58 %
Community resources	30	46 %
Health	20	65 %
Employment	67	49 %
Government and law	16	43 %
Learning to learn	22	27 %

Reading Content Standards	N	Correct
Vocabulary	32	50 %
General reading comprehension	104	48 %
Text in format	9	66 %
Reference materials	9	44 %
Reading strategies	21	66 %
Reading and thinking skills	20	40 %

Listening Competencies	N	Correct
Government and law	6	0 %
Consumer Economics	24	54 %
Community resources	27	51 %
Basic Communication	20	50 %
Employment	52	59 %
Health	35	31 %

Listening Content Standards	N	Correct
General Discourse	15	53 %
Vocabulary	56	42 %
Informational Discourse	23	52 %
Strategies and Critical Thinking	55	50 %
Grammar	36	61 %
Phonology	11	27 %

Reading Tasks	N	Correct
Forms	2	0 %
Charts, maps, consumer billings, matrices, graphs, ta...	14	57 %
Articles, paragraphs, sentences, directions, manuals	47	51 %
Signs, price tags, advertisements, product labels	1	100 %

Listening Tasks	N	Correct
Comprehension question	16	75 %
Predict next line of dialogue	24	62 %
Identify true statement based on prompt	22	9 %

Jesse Campos has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	R,M,L	Writing
1	Beginning ESL Literacy	<=180	
2	Low Beginning ESL	181-190	<=145
3	High Beginning ESL	191-200	146-200
4	Low Intermediate ESL	201-210	201-225
5	High Intermediate ESL	211-220	226-242
6	Advanced ESL	221-235	243-260



Individual Skills Profile

04/24/2013
14:30:19

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ISP

Helena Luzanov

ID# 688881084

Agency: 4908 - Rolling Hills Adult School
Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Listening	081L	12/01/2012	200	3	A	30	22	30	
Reading	083R	12/01/2012	213	5	B	32	20	32	4.5

Reading Competencies	N	Correct
Basic Communication	4	50 %
Consumer Economics	16	62 %
Community resources	6	33 %
Health	4	50 %
Employment	16	68 %
Government and law	3	33 %
Learning to learn	17	76 %

Reading Content Standards	N	Correct
Vocabulary	67	61 %
General reading comprehension	113	60 %
Text in format	50	62 %
Reference materials	8	62 %
Reading strategies	51	60 %
Reading and thinking skills	9	44 %

Listening Competencies	N	Correct
Community resources	14	57 %
Consumer Economics	28	67 %
Health	15	53 %
Employment	24	62 %
Basic Communication	46	60 %

Listening Content Standards	N	Correct
Informational Discourse	16	68 %
Grammar	288	59 %
Strategies and Critical Thinking	61	62 %
Phonology	240	63 %
General Discourse	67	62 %
Vocabulary	92	63 %

Reading Tasks	N	Correct
Forms	6	83 %
Charts, maps, consumer billings, matrices, graphs, ta...	8	62 %
Articles, paragraphs, sentences, directions, manuals	14	64 %
Signs, price tags, advertisements, product labels	4	25 %

Listening Tasks	N	Correct
Picture Prompt	20	90 %
Comprehension question	18	66 %
Predict next line of dialogue	22	36 %

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	R,M,L	Writing
1	Beginning ESL Literacy	<=180	
2	Low Beginning ESL	181-190	<=145
3	High Beginning ESL	191-200	146-200
4	Low Intermediate ESL	201-210	201-225
5	High Intermediate ESL	211-220	226-242
6	Advanced ESL	221-235	243-260

Alejandra Mendes

ID# 670999999

Agency: 4908 - Rolling Hills Adult School
Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Listening	085L	10/30/2012	217	5	C	31	14	31	
Reading	188R	10/03/2012	236	6	D	32	17	32	9.1

Reading Competencies	N	Correct
Consumer Economics	17	47 %
Community resources	30	43 %
Health	20	40 %
Employment	67	43 %
Government and law	16	25 %
Learning to learn	22	54 %

Reading Content Standards	N	Correct
Vocabulary	32	46 %
General reading comprehension	104	40 %
Text in format	9	55 %
Reference materials	9	88 %
Reading strategies	21	42 %
Reading and thinking skills	20	50 %

Listening Competencies	N	Correct
Community resources	27	40 %
Government and law	6	0 %
Consumer Economics	24	29 %
Basic Communication	20	35 %
Health	35	31 %
Employment	52	57 %

Listening Content Standards	N	Correct
Vocabulary	56	39 %
Informational Discourse	23	43 %
Strategies and Critical Thinking	55	43 %
Grammar	36	41 %
Phonology	11	45 %
General Discourse	15	46 %

Reading Tasks	N	Correct
Forms	2	100 %
Charts, maps, consumer billings, matrices, graphs, ta...	14	57 %
Articles, paragraphs, sentences, directions, manuals	47	44 %
Signs, price tags, advertisements, product labels	1	0 %

Listening Tasks	N	Correct
Comprehension question	16	75 %
Predict next line of dialogue	24	37 %
Identify true statement based on prompt	22	13 %

Alejandra Mendes has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math

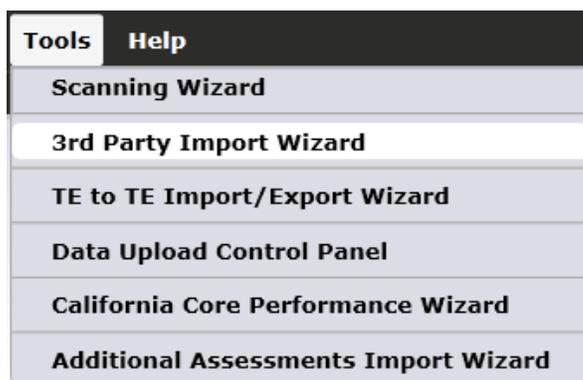
NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	R,M,L	Writing
1	Beginning ESL Literacy	<=180	
2	Low Beginning ESL	181-190	<=145
3	High Beginning ESL	191-200	146-200
4	Low Intermediate ESL	201-210	201-225
5	High Intermediate ESL	211-220	226-242
6	Advanced ESL	221-235	243-260

Using the 3rd Party Import Wizard

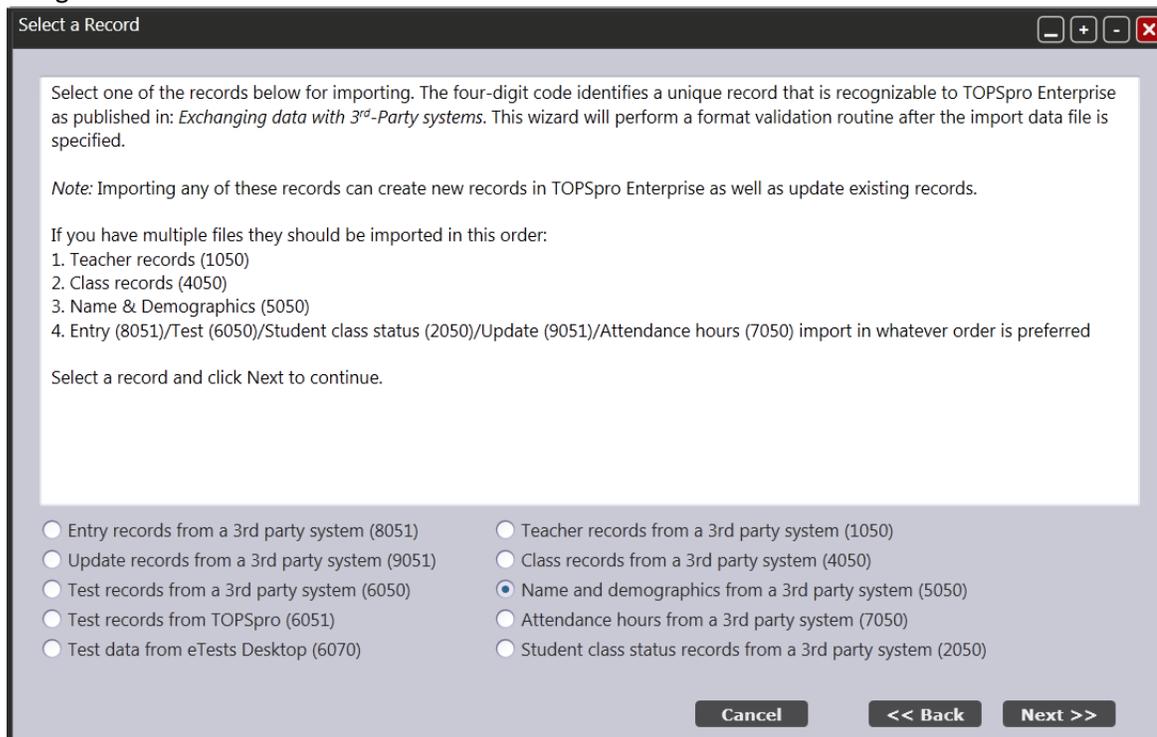
The 3rd Party Import Wizard enables you to bring in files from third party systems into your TE database so that you can include this data in TE. All of these files are imported using the Third Party Import Wizard.

This exercise details how to import Student Demographics from a 3rd Party System.

1. On the **Tools** menu, select **3rd Party Import Wizard**.



2. This opens the wizard. Review the information on the first screen and then click **Next**.
3. The next screen details the process for importing and lists all of the files available for import using this wizard.



4. In particular, note the radio buttons at the bottom of the screen. This lists the different files that you can import, and provides the four digit code that will appear within the file name of the data that you are importing.

<input type="radio"/> Entry records from a 3rd party system (8051)	<input type="radio"/> Teacher records from a 3rd party system (1050)
<input type="radio"/> Update records from a 3rd party system (9051)	<input type="radio"/> Class records from a 3rd party system (4050)
<input type="radio"/> Test records from a 3rd party system (6050)	<input checked="" type="radio"/> Name and demographics from a 3rd party system (5050)
<input type="radio"/> Test records from TOPSpro (6051)	<input type="radio"/> Attendance hours from a 3rd party system (7050)
<input type="radio"/> Test data from eTests Desktop (6070)	<input type="radio"/> Student class status records from a 3rd party system (2050)

5. For this exercise, select **Name and demographics from a 3rd party system** and then click **Next**.
6. On the next screen you can select the file format you are importing, and locate that file (from your computer hard drive or an external drive) for import.

Select import file

First, select the format of your file: SDF, DBF, or CSV.
Second, click the Browse button to navigate to your file.
Click the Next button to continue.

Import Data Format

System Data Format (SDF)
 Database file (DBF)
 Comma Separated Values (CSV)

Filename - 3rd Party Student Data
G:\TE Trng files\3rdPartyImportFiles\Name and Demographic Records - 5050.CSV

7. In this example we selected a Comma Separated Variables (CSV) file that contains student demographics data.
8. On the next screen, click **Next** to begin the import review process.
9. Review the information on the next screen. Click **Save import session** to create file that details the contents of the file you imported. When finished, click **Next**.

Import Wizard

The content of the specified import file has been read successfully.

All processed records (32) have been found to be valid according to the TOPSpro Enterprise criteria. In the next screen you will be able to edit individual records of your data, as well as perform a global override if, for example, you want to change the agency number for all records.

The validation of the data containers resulted in 32 records likely to trigger the creation of new agencies and/or sites if imported. We strongly suggest reviewing these records (colored in yellow) in the record grid displayed in the next screen(s) to make sure the import routine will not create unintended new data containers.

Click the Next button to continue.

10. The next screen lists all of the records included in the import, and highlights any errors for correction.

Use the data grid to select one or more records to edit. Notice the text box above the Edit Records button for any advisory message. Yellow records are cautionary while red records are

Status	Record Number	Record Type	State	Agency ID	Site ID	Student
Req Review	0000000001	5050	Florida	0013	7841	767465315
Req Review	0000000002	5050	Florida	0013	7841	599485833
Req Review	0000000003	5050	Florida	0013	7841	768344146

11. Make any necessary corrections using this edit screen.

Edit Records Remove Records Total records: 32

Cancel Save import session Create Data Report Load Existing Data << Back Next >>

12. Use the buttons at the bottom of the screen to assist with editing. When finished, click **Next** to begin the import process.

- Save import session creates a file that details the data that you imported.
- Create Data Report displays a report that provides these same details.
- Load Existing Data looks at all of your data that already exists in TE and matches it with the data you imported. If there is data missing from your import file, but that already exists in your TE database, clicking this button will populate this screen with the existing data elements.

13. The final screen appears, with feedback about what was successfully imported.

Import Results

Out of 32 valid records that were considered for import 31 imported.

Click Cancel if you want to abort this import session, or click Next to get back to the data correction screen to attempt to fix the invalid data.

Cancel Save import session << Back Next >>

14. Click **Save import session** to create a report of the session. In this example, one of the records did not import. Click **Next** to return to the review screen to edit the invalid file, or click **Cancel** to exit the wizard. If you click Cancel, the files that already successfully imported will remain successfully imported (in this example, the 31 that imported), but the file(s) that did not will not import.

Using the 3rd Party Export

The 3rd Party Export Wizard enables you to create files of your own TE data so that you view the data in your own database program. Each lister has it's own 3rd Party Export button .

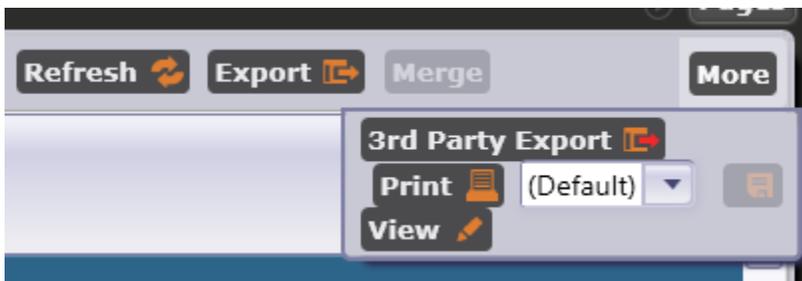
The listers that this wizard is available in are: **Student – Demographics, Classes – Enrollments, and Tests.**

This exercise details how to create a 3rd Party export file of your Student Demographics lister.

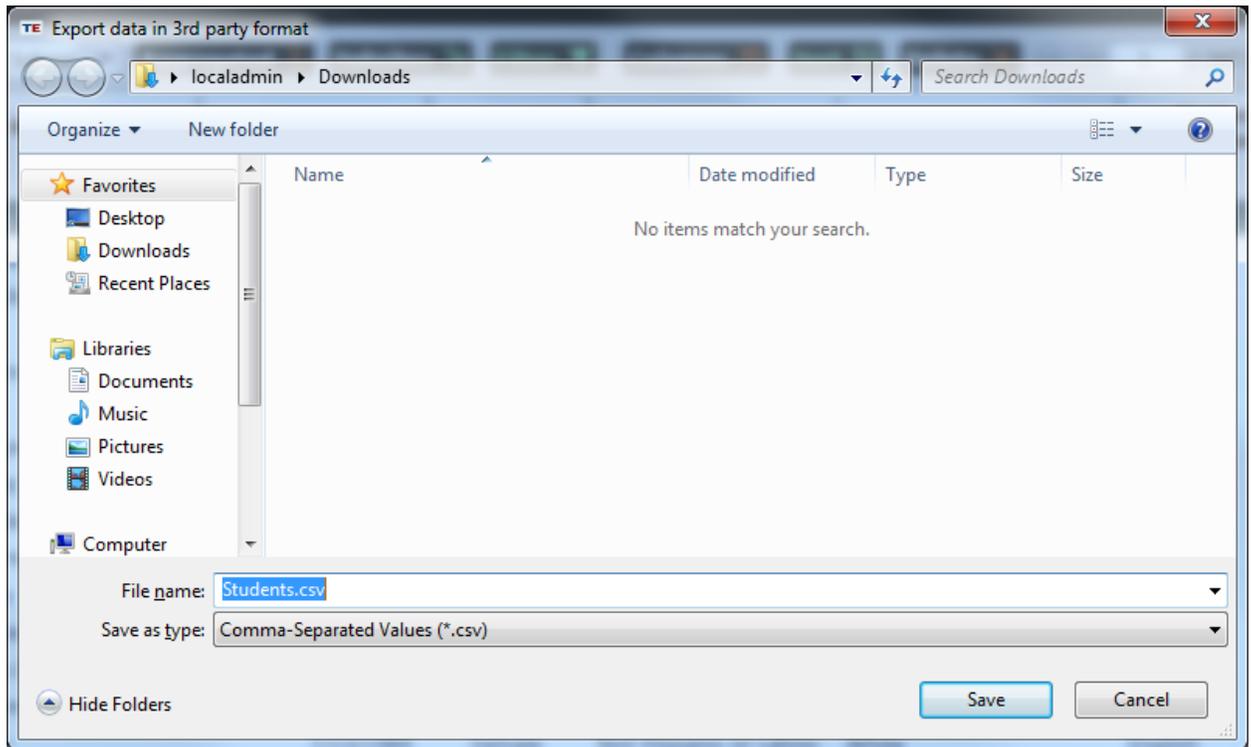
1. On the Tools menu, select Records -> Students -> Demographics



2. If you don't see the 3rd Party Export button in the lister tool bar, click the More button.

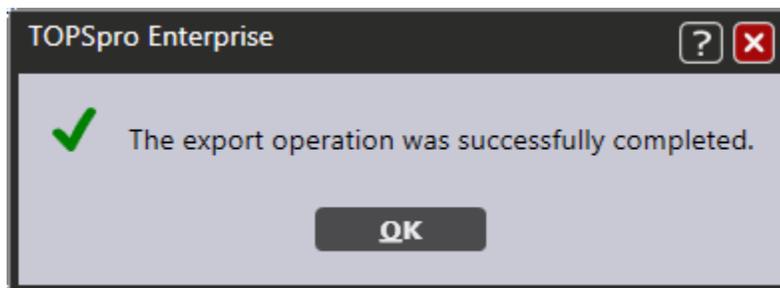


3. Click 3rd Party Export. A window will pop-up asking where you would like to save the file



TE will automatically prompt you to save the file as a .CSV file and will name the file with the name of the lister that you are creating it from. Click **Save**.

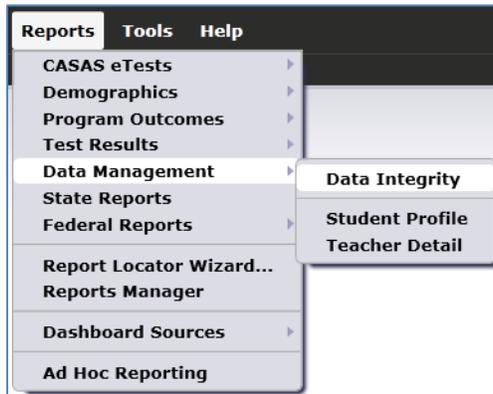
4. Once you have clicked save you will be presented with this pop-up:



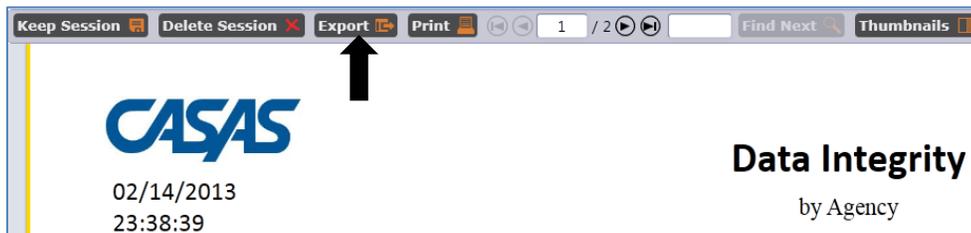
You have successfully exported student demographic information to be used in your 3rd party system.

Submitting the Data Integrity Report for Quarterly Submission

1. On the Reports menu, point to Data Management, and select Data Integrity.

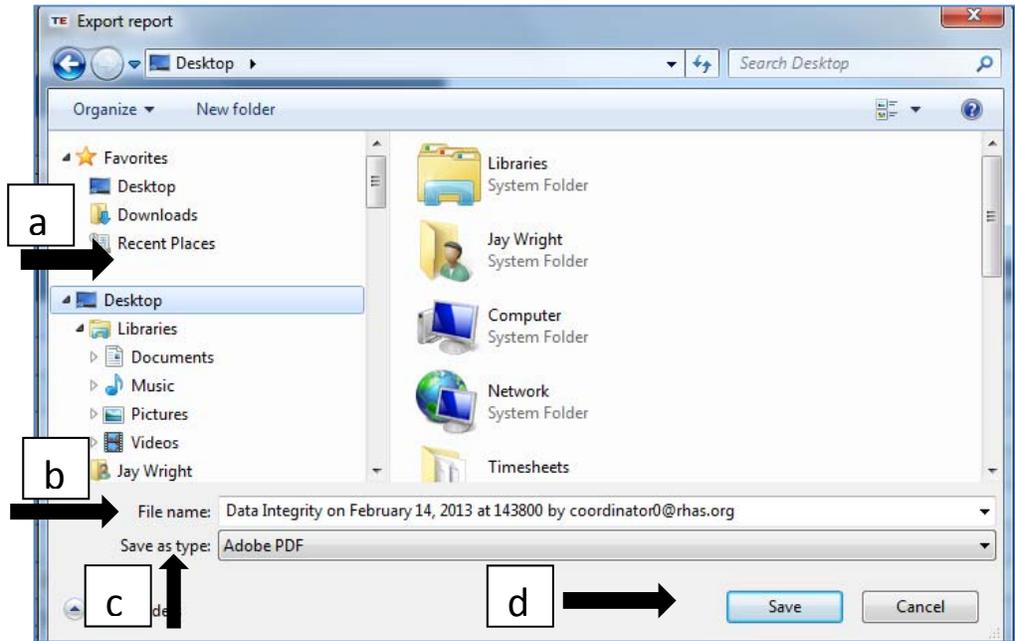


2. On the setup window, click Generate.
3. On the tool bar above the report, click Export.



4. This opens the Windows feature to save your document.

- a. Use the Windows navigation bar on the left to save your file (it is up to you where you want to save it.)
- b. **Filename** automatically titles the document with the report name, date, and username.
- c. In **Save as Type**, you have the option to save the document in several file formats.
- d. Once you've made all your selections, click **Save**.



5. Once you have saved the report, send an e-mail to capm@casas.org and be sure to include your saved pdf file as an attachment.

Instructions for Merging Student Records

The merge function is designed to bring together two different records of the same student. The student record may have been duplicated if a different student ID was entered due to a typo or other reasons. Depending on how long the duplicated IDs went undetected the student may have one or many related child records such as programs, classes and tests. The merge function will bring together all of these related records. For this reason note that the Navigator panel will list any of these related records that also need your guidance for merging. Lastly, please note that this merge function is designed to merge two student records within the same site.

1. On the Records menu go to Students and select Demographics.



2. Click Refresh if you have not set TE to automatically Refresh (you can set this under TE-Options-Listers).
3. Ensure the lister is sorted numerically by Student ID. You will see an orange color icon (small triangle) if the lister is sorted by Student ID.



If the lister is not sorted, Click here



4. While pressing the Ctrl key, select the two records for merging (in this example, we will use Student [005208216 – Rick Williams](#), and Student [123456789 – Marlon Sneed](#).) Make sure that both the students are from the same site and not-aggregated.

Site	Student ID	Name	Birth Date	Gender	Ethnicity	Races
6 - Southwest C...	000130472	Isabel Martinez	7/8/1957	Female	Hispanic or Latino	White
6 - Southwest C...	000196111	Antonio Macgrady	9/12/1965	Male	Hispanic or Latino	White
6 - Southwest C...	002440622	Romildo Mancillas	8/30/1969	Male	Not Hispanic or Latino	White
1 - North Campus	005208216	Rick Williams	5/20/1982	Male	Not Hispanic or Latino	Black or African American
2 - South Campus	005208242	Richard Williams	5/20/1982	Male	Not Hispanic or Latino	Black or African American
1 - North Campus	023945893	Trayla B Ford	3/16/1983	Female	Not Hispanic or Latino	White
1 - North Campus	034903948	Carmen Rodriguez	7/30/1953	Female	Hispanic or Latino	
1 - North Campus	039493489	John W Bestway	7/15/1983	Male	Not Hispanic or Latino	White
6 - Southwest C...	046583746	Jorge Casteneda	12/6/1959	Male	Hispanic or Latino	White
1 - North Campus	049485858	Carey D McGarnagle	6/8/1984	Male	Not Hispanic or Latino	White
6 - Southwest C...	060882	Dora A Cabrera	1/27/1955	Female	Hispanic or Latino	White
6 - Southwest C...	086485676	Luis Angel Moreno	11/25/1979	Male	Hispanic or Latino	White
6 - Southwest C...	089465737	Orlando Tomas Lamas	5/10/1982	Male	Hispanic or Latino	White
1 - North Campus	090983439	Krissy Bartholomew	9/9/1980	Female		White
1 - North Campus	091919119	Karen V Corkey	7/13/1983	Female	Not Hispanic or Latino	White
1 - North Campus	092340934	Humil Zritpab	5/25/1990	Female	Not Hispanic or Latino	White
1 - North Campus	092409833	Jaime Gomez	8/20/1990	Male	Hispanic or Latino	White
1 - North Campus	093182584	Ronald Screbicizi	8/9/1984	Male	Not Hispanic or Latino	White
1 - North Campus	093548385	Phat Lam	1/31/1989	Female	Not Hispanic or Latino	Asian
1 - North Campus	093734754	Jay Bluegill	9/29/1984	Male	Not Hispanic or Latino	White
1 - North Campus	095898383	Matt R O'Happenstance	9/9/1984	Female	Not Hispanic or Latino	White
6 - Southwest C...	097867574	Aleyda Zamora	12/18/1984	Female	Hispanic or Latino	White
1 - North Campus	098359843	Iri Trazainicibrn	5/23/1965	Male	Not Hispanic or Latino	White
1 - North Campus	098503953	Norberta Ellis	5/23/1983	Female	Not Hispanic or Latino	White
1 - North Campus	098509389	Robin A Aljmaner	2/2/1972	Female	Not Hispanic or Latino	White
1 - North Campus	098538348	Filbert A Evans	10/18/1969	Male	Not Hispanic or Latino	White
5 - Center for Ad...	112211121	Eduardo Montalban	11/11/1968	Male	Hispanic or Latino	White
1 - North Campus	123456789	Marlon Sneed	4/2/1995	Male		Black or African American

5. Click the Merge button that now appears at the top of the lister. Click the More button if Merge doesn't appear.



- TE now displays a screen that shows fields from the two records you selected, and highlights in pink the fields that contain conflicting information.

Merge

Set All To Record 1 Set All To Record 2 Set All To Newer Set All To Older Mark All Fields Solved Reset All Apply Merge Cancel Merge

Student Information

Agency/Site: 4908 / 1 - North Campus

Student: 005208216 / Rick Williams Birth Date: 5/20/1982 Gender: Male

Identification

Student ID: Merged: 005208216
 Record 1: 123456789
 Record 2: 005208216
Solved

Title:

Gender:

SSN:

Is Fake:

First Name: Merged: Rick
 Record 1: Marlon
 Record 2: Rick
Solved

Birth Date: Merged: 5/20/1982
 Record 1: 4/2/1995
 Record 2: 5/20/1982
Solved

Consent:

Middle Name:

Last Name: Merged: Williams
 Record 1: Sneed
 Record 2: Williams
Solved

NEDP ID:

GED ID:

CSIS ID:

Education

Highest Year of School:

Merged: 9
 Record 1:
 Record 2: 9
Solved

 School Outside US

Highest Degree or Diploma:

None A. A./A.S. Degree
 GED Certificate 4 yr. College Graduate
 High School Diploma Graduate Studies
 Technical/Certificate Other Diploma/Degree
 Some college, no degree
 Earned Outside US

GED Scores:

Language Arts, Writing
 Science
 Social Studies
 Language Arts, Reading
 Math

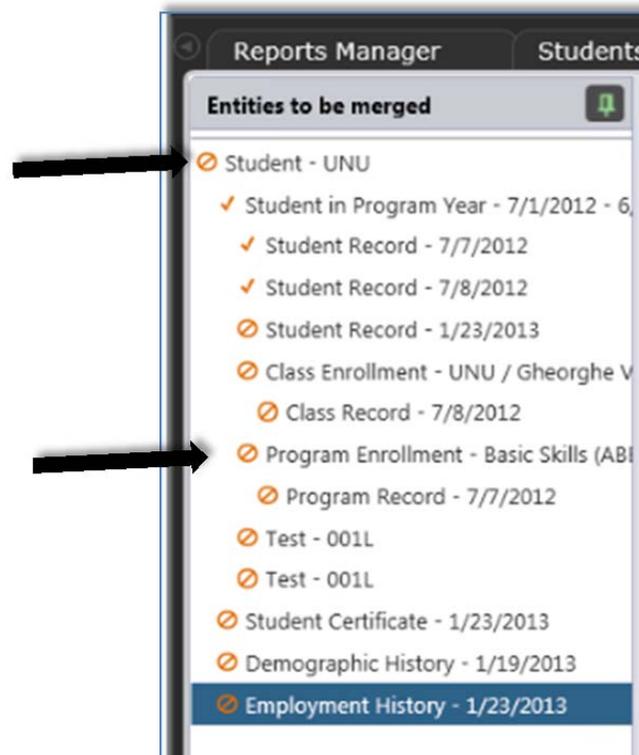
- 7. In this example, there are six fields highlighted. Four – Student ID, First Name, Last Name, and Birth Date – have conflicting entries. Two others – Highest Year of School and Ethnicity – show that one of the two records has missing information.
- 8. Refer to the first highlighted field, Student ID.

Student ID: Merged: 005208216
 Record 1: 123456789
 Record 2: 005208216
Solved
005208216

- 9. TE displays Student ID from the two records you selected. In addition, it underlines the record that appears to be most likely to contain the correct information. (Note: only you, or your agency, will know for sure which one is correct, based on your knowledge of the student.)
- 10. In this example, we will confirm that TE’s default is correct and select Record 2. Click the radio button for Record 2, and then click Solved.

Identification
Student ID: 005208216
Title:
First Name: Merged: Rick
 Record 1: Marlon
 Record 2: Rick
Solved
Rick

11. The highlighting disappears, and Student ID assumes the value for Record 2, in this example Rick Williams.
12. Repeat the process for First Name. Select Record 2: Rick and then click Solved.
13. While merging the two records if TE finds more conflicts in the sub-entities those will be listed in the Entities Tree.
 - a. In the left panel there is a tree with all the entities that will be merged. The entities listed are based on the two student records selected for merging. As you can see in the picture below, there are several conflicts detected and marked with the stop icon.



- b. For each entity there are some fields that have conflicts. These fields are marked with pink background as you can see in image below.

The screenshot shows a 'Merge' window for a student record. The window title is 'Merge' and it contains several buttons at the top: 'Set All To Record 1', 'Set All To Record 2', 'Set All To Newer', 'Set All To Older', 'Mark All Fields Solved', 'Reset All', 'Apply Merge', and 'Cancel Merge'. The main section is titled 'Student Information' and includes the following details:

- Agency/Site: 4908 / 1 - North Campus
- Student: 005208216 / Rick Williams
- Birth Date: 5/20/1982
- Gender: Male

The 'Identification' section contains the following fields and conflict resolution options:

- Student ID:** Merged: 005208216 (selected), Record 1: 123456789, Record 2: 005208216. A 'Solved' button is present below the options. The field is highlighted in pink.
- Is Fake:** No (dropdown)
- Title:** (empty)
- First Name:** Merged: Rick (selected), Record 1: Marlon, Record 2: Rick. A 'Solved' button is present below the options. The field is highlighted in pink.
- Middle Name:** (empty)
- Last Name:** Merged: Williams (selected), Record 1: Sneed, Record 2: Williams. A 'Solved' button is present below the options. The field is highlighted in pink.
- Gender:** Male (dropdown)
- Birth Date:** Merged: 5/20/1982 (selected), Record 1: 4/2/1995, Record 2: 5/20/1982. A 'Solved' button is present below the options. The field is highlighted in pink.
- SSN:** (empty)
- Consent:** Unknown (dropdown)
- NEDP ID:** (empty)
- GED ID:** (empty)
- CSIS ID:** (empty)

The 'Education' section contains the following fields and conflict resolution options:

- Highest Year of School:** Merged: 9 (selected), Record 1: (empty), Record 2: 9. A 'Solved' button is present below the options. The field is highlighted in pink.
- Highest Degree or Diploma:** None (selected), A. A./A.S. Degree, GED Certificate, 4 yr. College Graduate, High School Diploma, Graduate Studies, Technical/Certificate, Other Diploma/Degree, Some college, no degree, Earned Outside US.
- GED Scores:** Language Arts, Writing, Science, Social Studies, Language Arts, Reading, Math.
- School Outside US:** (checkbox)

- c. You can set the conflicting fields to one of the 3 options: Record 1, Record 2 or Merged.
 - d. For each conflicting field the most recent value is underlined.
 - e. You can set all values for all conflicts to Record 1, Record 2, Merged, Older, or Newer using the buttons in the toolbar.
 - f. Individual fields each have their own Solved button, you should only use the Solve All button if you are sure that in all cases the underlined record is the correct one.
14. Click the sub-entity in the left panel and the corresponding conflict information will appear on the information pane; then repeat Steps 6 to 13. If the merge can be completed you will receive a success message.

15. To fully merge the two records, address each of the highlighted fields. Once all of the conflicting fields are solved, click Apply Merge at the top of the window.

The screenshot shows a software interface for merging student records. At the top, there is a toolbar with buttons: 'Set All To Record 1', 'Set All To Record 2', 'Set All To Newer', 'Set All To Older', 'Mark All Fields Solved', 'Reset All', 'Apply Merge', and 'Cancel Merge'. An arrow points to the 'Apply Merge' button. Below the toolbar is a blue header section titled 'Student Information' containing the following data: Agency/Site: 4908 / 1 - North Campus, Student: 005208216 / Rick Williams, Birth Date: 5/20/1982, Gender: Male.

The 'Identification' section contains the following fields: Student ID: 005208216, Title: (empty), Gender: Male, SSN: (empty), Is Fake: No, First Name: Rick, Birth Date: 5/20/1982, Consent: Unknown, Middle Name: (empty), NEDP ID: (empty), Last Name: (empty), GED ID: (empty).

The 'Education' section contains the following fields: Highest Year of School: 9, Highest Degree or Diploma: (radio buttons for None, GED Certificate, High School Diploma, Technical/Certificate, Some college, no degree, Earned Outside US, A. A. / A. S. Degree, 4 yr., Grad, Oth), GED Scores: (checkboxes for Language Arts, Writing, Science, Social Studies, Language Arts, Reading, Math).

A dialog box titled 'TOPSpro Enterprise' is overlaid on the form, displaying a green checkmark and the text 'The merge was completed successfully' with an 'OK' button.

16. If you are unsure about how to solve any of the fields that are highlighted, you can click Cancel Merge.



17. An alternative to addressing each field individually is to use the action buttons at the top of the Merge screen.



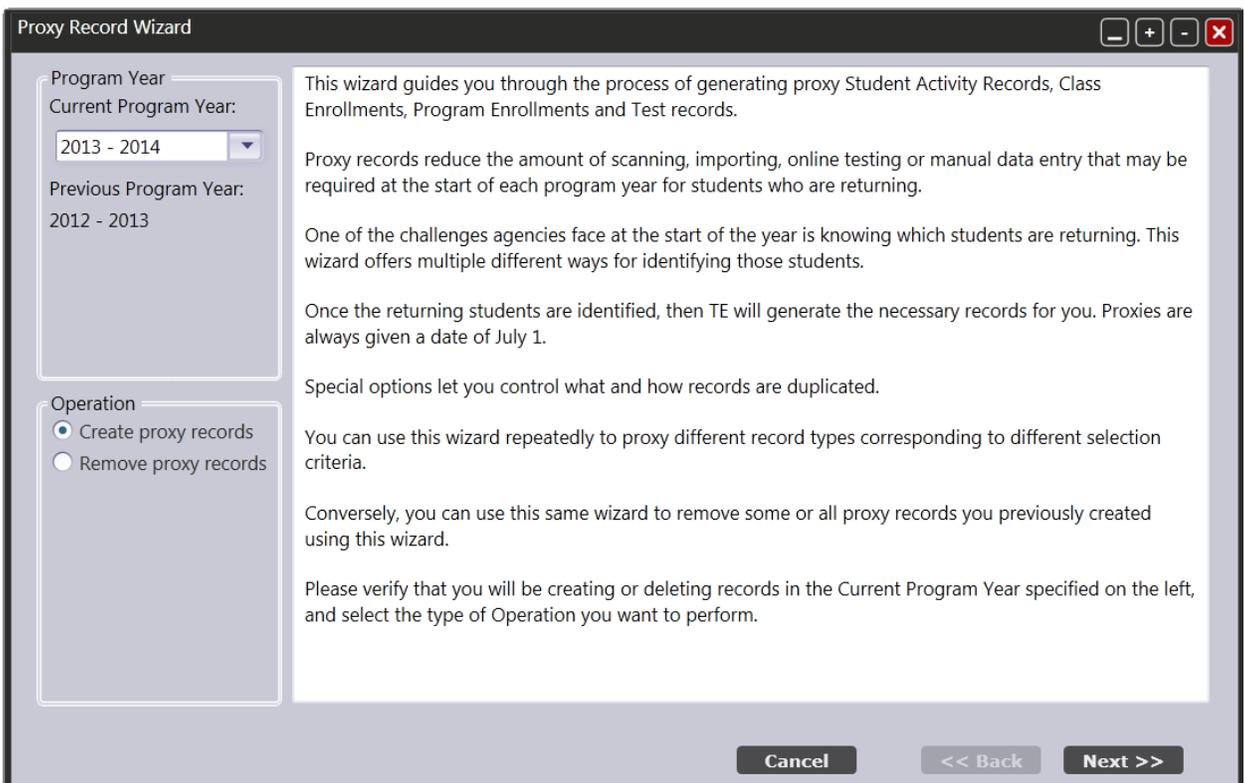
-
- | | |
|---|---|
|  | ➤ Automatically uses all of the information from the first record to create the merged record. |
|  | ➤ Automatically uses the data from the second record. |
|  | ➤ Automatically selects the data from the most recent record. |
|  | ➤ Selects data from the earliest record. |
|  | ➤ Merges the two records based on the default. |
|  | ➤ Cancels your selections and re-highlights all of the conflicting fields so that you can address these issues again. |
-

Using the Proxy Wizard

The Proxy Wizard enables you to reduce the amount of scanning, importing, manual data entry, and online testing normally required at the beginning of a program year. This feature “carbon copies” records from the previous program year and creates new records in the current program year with a date of July 1. The wizard gives you an option to create Student Activity Records, Class Enrollments, Program Enrollments, and Test Records.

This exercise details how to proxy tests from the previous program year.

1. On the **Tools** menu, select **Proxy Wizard** to open this feature.



2. The first screen describes the proxy process, and prompts you to select the correct year and indicate whether you wish to create new records or remove existing proxied records. Verify the current program year, select Create proxy records, and click **Next**.
3. On the next screen, verify the correct State and Agency and then click **Next**.

4. The next screen provides four different options for determining which records to proxy.

- **Activity in the New Program Year** selects records that are already in the database with current year activity between July 1 – September 30.
- **Summer Session Activity** selects records with previous year activity between May 12 and June 30.
- **3rd Party Import File** enables you to proxy records that you created from your third party attendance system.
- **List of Student IDs** enables you to specify records from the May 12 – June 30 range.

Below these four selections is a check box titled “Skip Additional Record Filtering.” Checking this bypasses some basic steps of the proxy process that will frequently require the same choices each time you proxy. Once you are familiar with the proxy feature, you will probably want to check this box to save some time when using this wizard, but for this exercise leave this unchecked to review all of the steps of the wizard.

Uncheck this box, select **Summer Session Activity** and then click **Next**.

- The next step prompts you to specify sites. For this exercise, select only Site 11 – North City ESL, and then click **Next**.

Select Sites

Step 3: What site(s) should be included in the proxy operation? Program Year: 2013 - 2014

Select the specific site (or sites) for which you want to proxy records. By default all sites under the specified agency are automatically selected.

Click the Next button to continue.

- 4908 - Rolling Hills Adult School
- 1 - North Campus
- 11 - North City ESL
- 2 - South Campus
- 3 - East Campus
- 4 - West Campus
- 5 - Sunrise Center
- 6 - Southwest Campus

Cancel << Back Next >>

- The next three screens – identified in the wizard as Steps 4, 5, and 6 – enable you to specify records for proxy by instructional program, class, and individual student. At the steps for class and student, the wizard displays a lister, and you can filter and sort the same way as in TE listers to find specific selections. For this exercise, we will not filter for any of these three steps.
- Step 7 allows you to filter by date range for each of the four available proxy options. As stated at the beginning of this document, the proxy date range is from May 12 – June 30. For each proxy type, you can leave the range as is, or provide a narrower (but not wider) date range. For this exercise, include only test records, and keep the same date range. Click **Next**.

Select date ranges

Step 7: What date ranges should be applied to the proxy operation? Program Year: 2013 - 2014

The default date ranges provided are the allowed ranges to get records from. You can narrow these date ranges, but you cannot expand them without the proper user access level.

Class Enrollment Date Range

Custom Interval from: 5/12/2013 to: 6/30/2013 Include in record filtering

Program Enrollment Date Range

Custom Interval from: 5/12/2013 to: 6/30/2013 Include in record filtering

Test Date Range

Custom Interval from: 5/12/2013 to: 6/30/2013 Include in record filtering

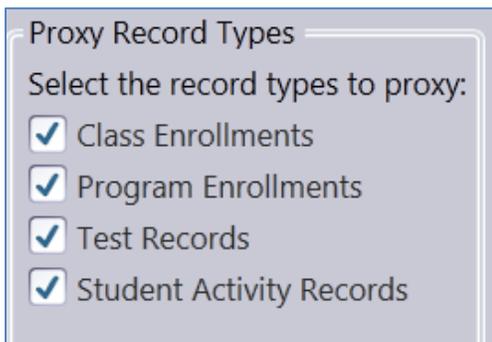
Activity Record Date Range

Custom Interval from: 5/12/2013 to: 6/30/2013 Include in record filtering

Cancel << Back Next >>

8. Step 8 displays a list of students who meet the criteria you specified in steps 3-7 – in this example, students in Site 11 with tests dated from May 12 – June 30. Here you can sort the list and delete any records that you may not want to proxy. For this exercise, we will bring forward all of these tests by clicking **Next**.
9. Now that you have specified which records to bring into the new year, you now select what new record types to create based on the data you brought forward. (If you are familiar with the Proxy Wizard in TOPSpro, this is an area where the TE Proxy Wizard is a lot different.)

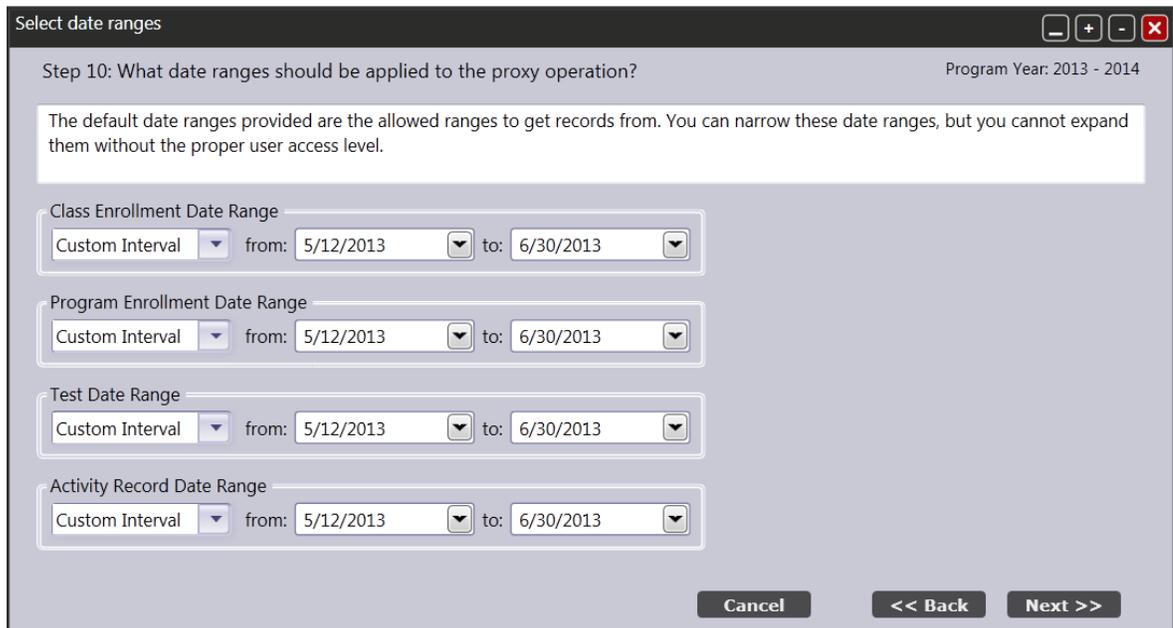
By proxying these tests and giving them a date of July 1, we have created new activity, which in TE by definition creates enrollment in a program and class. In Step 9, we determine whether this proxy only creates a new test record, or in addition creates program and class enrollments. For this exercise, we will allow the proxy to create all of the available new records. Leave all four boxes checked and click **Next**.



Proxy Record Types
Select the record types to proxy:

- Class Enrollments
- Program Enrollments
- Test Records
- Student Activity Records

10. Step 10 provides the same date range filter as Step 7, but in this step you specify this for the new record types you selected, not just the tests. Retain the default selections and click **Next**.



Select date ranges

Step 10: What date ranges should be applied to the proxy operation? Program Year: 2013 - 2014

The default date ranges provided are the allowed ranges to get records from. You can narrow these date ranges, but you cannot expand them without the proper user access level.

Class Enrollment Date Range
Custom Interval ▼ from: 5/12/2013 ▼ to: 6/30/2013 ▼

Program Enrollment Date Range
Custom Interval ▼ from: 5/12/2013 ▼ to: 6/30/2013 ▼

Test Date Range
Custom Interval ▼ from: 5/12/2013 ▼ to: 6/30/2013 ▼

Activity Record Date Range
Custom Interval ▼ from: 5/12/2013 ▼ to: 6/30/2013 ▼

11. Steps 11-12 provide lists similar to what you reviewed in Step 8. Step 11 enables you to review class enrollments, while Step 12 addresses program enrollments. You can eliminate records from this proxy by clicking “Delete Selected Records.” In both steps, leave the list as is and just click **Next**.

12. Step 13 provides the opportunity to change the class designation for the new tests you have created. By default, TE will assume the student remains in the same class as the previous program year, but if applicable, you can assign a new class to a test or a group of tests. Leave the class assignments as they appear in this step and click **Next**.

Update classes for tests

Step 13: Update classes for test records to be copied in the new program year. Program Year: 2013 - 2014

Review the test records this wizard is going to copy in the new program year.

If your agency is using the Extended ID and/or Course Code fields of the Class Definition record for designating an association with a program year (not recommended) this is the step where you indicate the new class definitions associated with this program year.

If the test records from the previous program year were associated with classes, you have also the option to remove these associations for the test records to be created in the new program year (the new records will no longer be bound to classes). Use the Delete Class Link button to clear such associations.

Multiple records can be selected using Control-click. Use the Delete button provided to remove unwanted records from this list.

Only the remaining records in the list will be created in the new program year.

New Class: **Assign Class**

Site	Student	Previous Class	New Class	Assessm... Date	Form
11 - North City ESL	515119987 / Walter...	110	110	6/17/2013	084R - Life and Work Readin...
11 - North City ESL	508990089 / David...	110	110	5/23/2013	083R - Life and Work Readin...
11 - North City ESL	511151043 / Shouf...	110	110	5/23/2013	083R - Life and Work Readin...
11 - North City ESL	551784784 / Andy...	110	110	5/23/2013	083R - Life and Work Readin...

1 record selected from a total of 41.

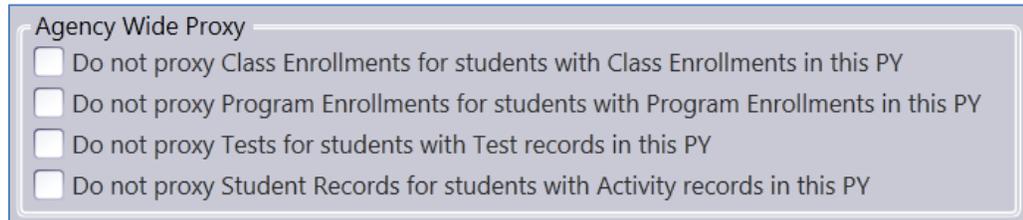
Delete Class Link **Delete Selected Records**

Cancel **<< Back** **Next >>**

13. Step 14 lists the students with new Student Activity Records. (This list is determined by your selections in steps 9-10.) Like in Steps 8, 11, and 12, you can delete specific records that you may not want to copy into your database. Click **Next**.

14. Step 15 allows you to refine the records you proxy. For this exercise, we will simply retain all of the default selections and click Next, but the selections are explained in more detail below:

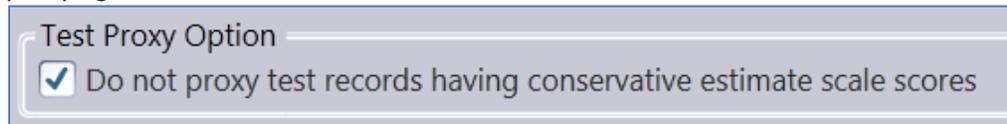
- **Agency Wide Proxy** gives you the opportunity to prevent the creation of proxied records in instances when another record may have already been created in the new program year.



Agency Wide Proxy

- Do not proxy Class Enrollments for students with Class Enrollments in this PY
- Do not proxy Program Enrollments for students with Program Enrollments in this PY
- Do not proxy Tests for students with Test records in this PY
- Do not proxy Student Records for students with Activity records in this PY

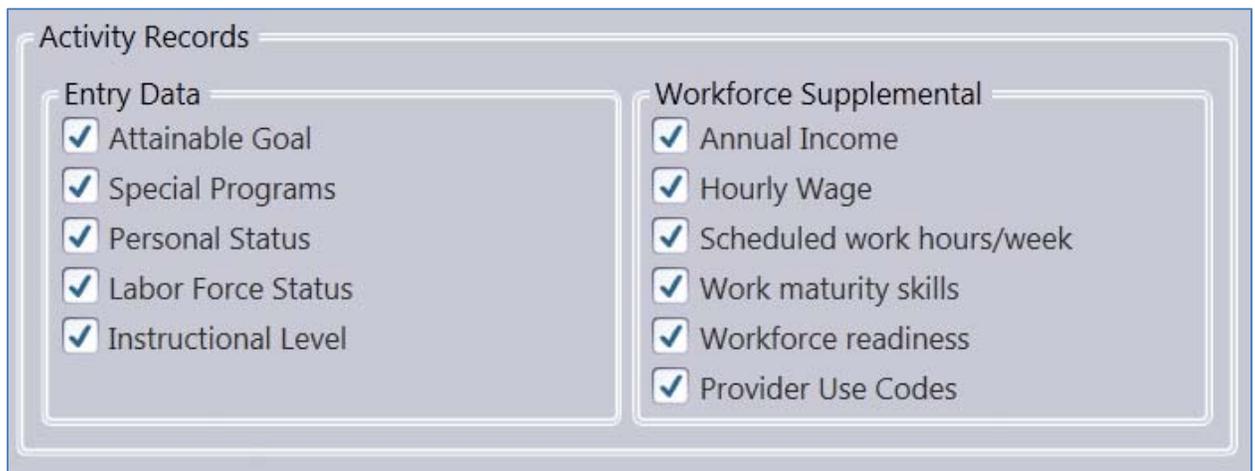
- **Test Proxy Option** excludes all conservative estimate (“diamond”) scores when you are proxying test records.



Test Proxy Option

- Do not proxy test records having conservative estimate scale scores

- **Activity Records** allows you to specify that certain fields do not carry over during the proxy. Checking Labor Force Status, for example, still allows the new proxy record to be created, but will copy the record without the old labor force status.



Activity Records

Entry Data	Workforce Supplemental
<input checked="" type="checkbox"/> Attainable Goal	<input checked="" type="checkbox"/> Annual Income
<input checked="" type="checkbox"/> Special Programs	<input checked="" type="checkbox"/> Hourly Wage
<input checked="" type="checkbox"/> Personal Status	<input checked="" type="checkbox"/> Scheduled work hours/week
<input checked="" type="checkbox"/> Labor Force Status	<input checked="" type="checkbox"/> Work maturity skills
<input checked="" type="checkbox"/> Instructional Level	<input checked="" type="checkbox"/> Workforce readiness
	<input checked="" type="checkbox"/> Provider Use Codes

15. The final screen appears, with a summary of the new records you will create during this proxy. Click **Finish** to complete the proxy and create the new records.

16. Once the process is complete, you have the option to create a Proxy Summary Report and a Proxy Detail Report. The Summary Report displays an overview of everything included in this proxy session, while the Detail lists each record created by student. Screen shots of these reports appear below.

Proxy Wizard Summary Report

Class Enrollments

Site: 4908 / 11 - North City ESL

Class Name	Intended	Created	Existing	Dropped	Failed
110 - Low Beginning	32	32	0	0	0
112 - Mixed ESL	9	9	0	0	0

Program Enrollments

Site: 4908 / 11 - North City ESL

Program	Intended	Created	Existing	Dropped	Failed
ESL	1	1	0	0	0

Student Activity Records

Site	Intended	Created	Existing	Dropped	Failed
4908 / 11 - North City ESL	37	37	0	0	0

Test Records

Site	Intended	Created	Existing	Dropped	Failed
4908 / 11 - North City ESL	41	41	0	0	0

Proxy Wizard Details Report

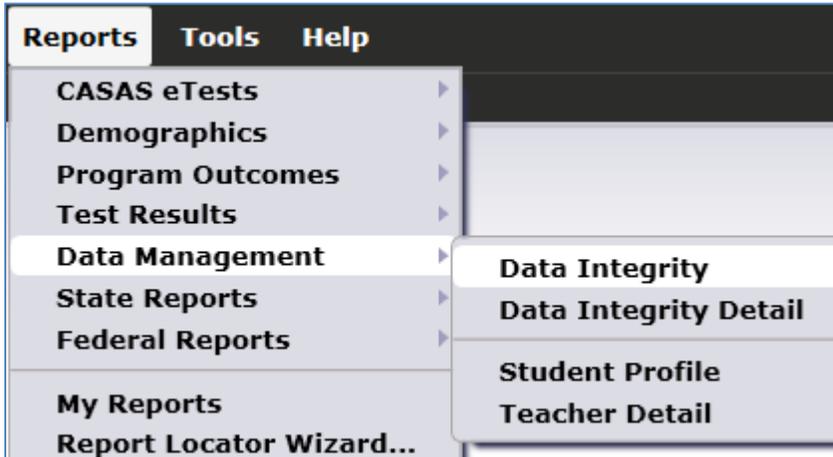
Class Enrollments

Site: 4908 / 11 - North City ESL

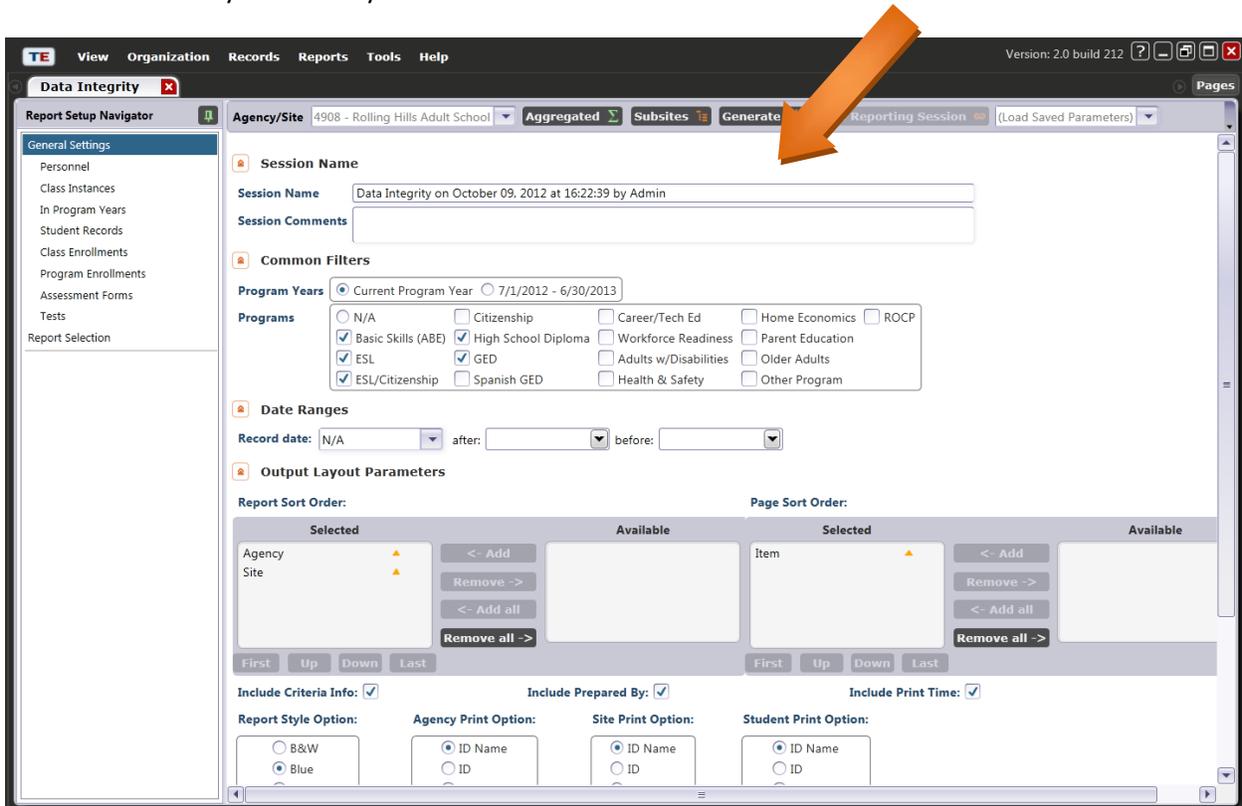
Student	Previous Class	New Class	Status	Details
615657784 / Zong Gao	110 - Low Beginning	110 - Low Beginning	Created	
603604474 / Rachel Tikkanen	112 - Mixed ESL	112 - Mixed ESL	Created	
615778033 / Xiong Le	110 - Low Beginning	110 - Low Beginning	Created	
616116180 / Frances Cruz	112 - Mixed ESL	112 - Mixed ESL	Created	
616116180 / Frances Cruz	110 - Low Beginning	110 - Low Beginning	Created	
567899756 / Genner Thomaston	110 - Low Beginning	110 - Low Beginning	Created	
566665175 / Tiao Yang	110 - Low Beginning	110 - Low Beginning	Created	
567899810 / Jorge Vargas	110 - Low Beginning	110 - Low Beginning	Created	
595979585 / Kap Park	110 - Low Beginning	110 - Low Beginning	Created	
569077777 / Chu Leng	110 - Low Beginning	110 - Low Beginning	Created	
677899133 / Esmeralda Martinez	110 - Low Beginning	110 - Low Beginning	Created	

Using Drill Down Options in the DIR

1. In TE, go to the **Reports**. Choose **Data Management**, then **Data Integrity**.



2. The **Report Setup Window** will open. Without making any changes to the setup window, click **Generate** to create a DIR for July 1st to today's date.



3. This **DIR** is a “live” document. From this report, you can “drill down” to the student records included in these **Item Counts**.
 - Double-clicking on each **Item Count** will open a list of the students assigned to that item.
4. Review **Item 01 – Missing Birthdate or outside 16-110**
 - Hover over the **Item Count**, to highlight the item count in DIR item 1.
 - Click the item count of “1” and the lister showing this record will open.

CASAS
10/09/2012 09:30:45
Page 1 of 2 DIR2

Data Integrity
by Agency

Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	337
Total concurrent learners in WIA Title II programs	6
Total Learners eligible for WIA Title II	331

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	1	0
02 Less than 12 Hours of Instruction	16	14
02a Zero or Empty Hours of Instruction	13	13
02b Total hours between 1-11 hours	1	1
03 No Highest Year of School/Degree Earned	10	10
03a No Highest Year of School	10	10
03b No Highest Degree Earned	6	2
03c Learners marked Degree or Diploma Earned but no Years of Schooling	6	2
03d Degree earned marked as outside U.S., but not Highest Year of School	13	4
04 No Gender	1	0
05 No Race/Ethnicity	5	2

TE View Organization Records Reports Tools Help

Data Integrity Data Integrity on ...

Report Viewer Navigator

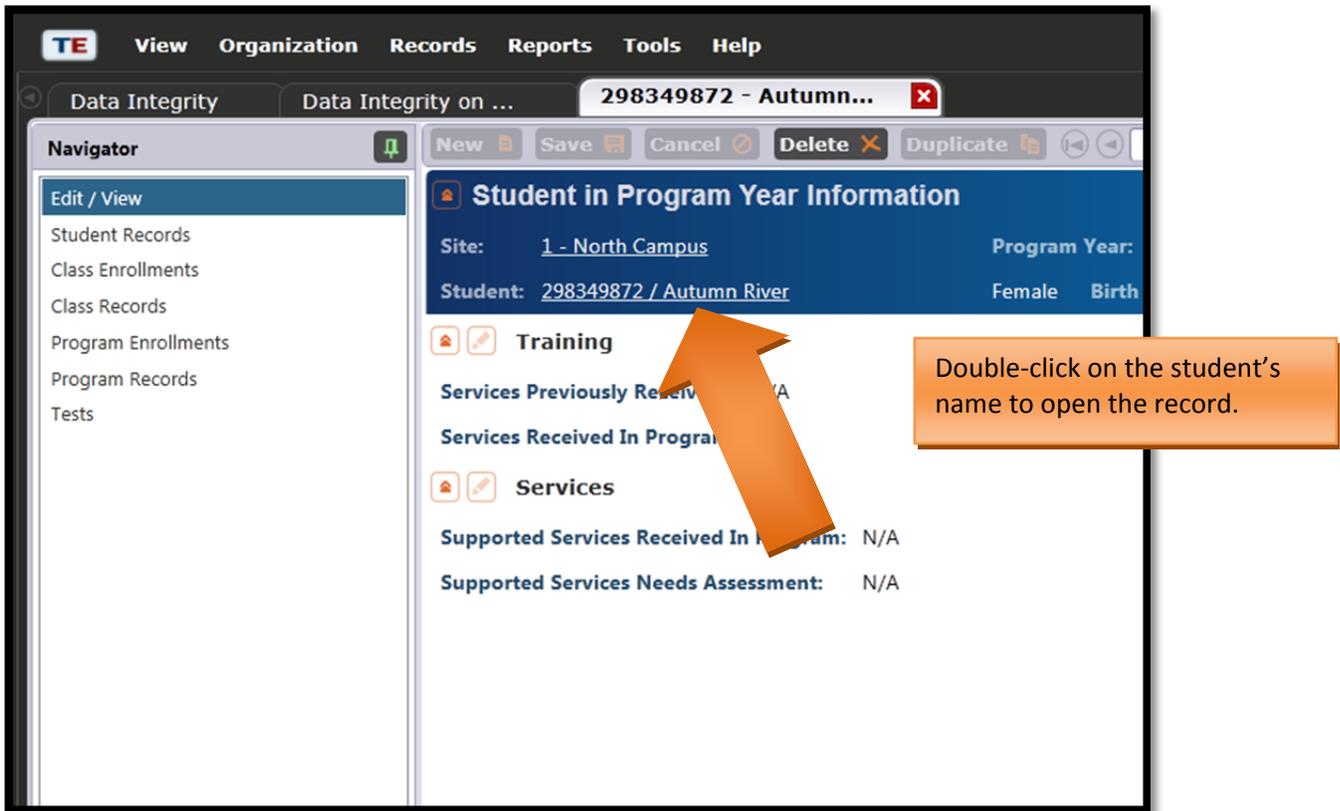
Archive Delete Report Delete Session New Filter Columns Sort Delete

Agency = 4908 - Rolling Hills Adult School, Concurrent Enrolled = No, Item

Program year	Site	Student ID	Name	Age	Gender
7/1/2012 - 6/30/2013	1 - North Cam...	298349872	Autumn River		Female

5. Double-click anywhere on the blue bar to open Autumn River’s record.

- In the blue section at the top of the record, double-click the link next to **Student** to open Autumn's record.



- Click the pencil icon  to open the edit view. Here you can add Autumn's birthdate.



- Click **Save**. Close all tabs except the first tab on the left. This is your report setup screen.
- Click **Generate** to create a new report. You will see that there are no longer any item counts on item 1.

CASAS
02/05/2013 21:25:15
Data Integrity by Agency
Page 1 of 2 DIR2
Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	337
Total concurrent learners in WIA Title II programs	6
Total Learners eligible for WIA Title II	331

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	0	0
02 Less than 12 Hours of Instruction	46	14
02a Zero or Empty Hours of Instruction	43	13
02b Total hours between 1-11 hours	3	1
03 No Highest Year of School/Degree Earned	34	10
03a No Highest Year of School	32	10
03b No Highest Degree Earned	6	2
03c Learners marked Degree or Diploma Earned but no Years of Schooling	6	2
03d Degree earned marked as outside U.S., but not Highest Year of School	12	4
04 No Gender	1	0
05 No Race/Ethnicity	5	2

More Drill Down Options

- This time, instead of directly “drilling down” on a DIR item, right-click the item count. In this example, right-click the item count for DIR item 22, less than 40 hours of instruction.

21	Learners with a pretest in the conservative estimate range	13
22	Learners with a pre-/post-test pair but less than 40 hours of instruction	35

Students - In Program Years Population
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
Item = 22

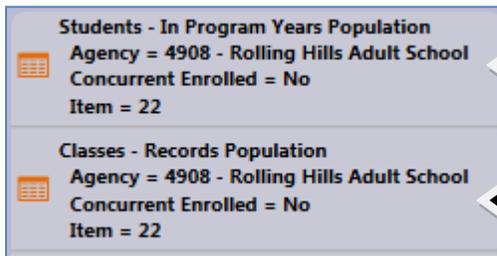
Classes - Records Population
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
Item = 22

Drill Down to Data Integrity Detail
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
DIR Item = 22.

Drill Down to Details Audit
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No

- In this example, there are four different drill down options—two that direct you to listers, and two that go to other TE reports.
- The selections you see for item #22 are specific to #22 – the right-click options vary depending on the data element you are reviewing.

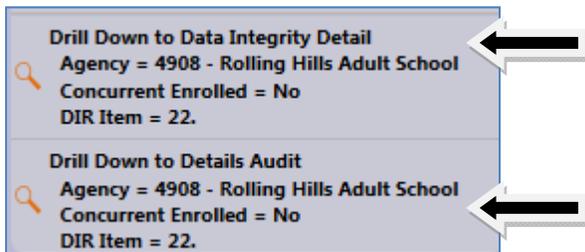
13. The two listers available are **Students – In Program Years** and **Classes – Records**.



Students – In Program Years directs you to the lister where the item count will exactly match. This option is useful if you want to verify the item count, or the specific identity of the students included in the count.

Classes – Records will display a lister where the item count will *not* match. Instead, this lister includes the specific information in the DIR item (in this example, item 22.) This option is useful if you are ready to correct the data in that particular DIR item.

14. The two reports available are the **Data Integrity Detail** and the **Data Integrity Detail Audit**.



Data Integrity Detail displays a “roster” style report that lists students by class, with each outstanding item indicated by a dot. This report is useful to disseminate to teachers and other agency staff who need to verify data for a particular group of students.

Data Integrity Detail Audit includes a separate page for each student. Each page contains all data elements about that one student. This report is helpful when you need an exhaustive account of the student’s data to determine what corrective action is necessary for that student.

15. Right-click the item count in DIR item #22, and then click **Classes –Records Population**. Note the item count on the lister is much larger than what displays on the DIR.

Site	Student ID	Name	Record Date	Class ID	Class name
11 - North...	515119987	Walter Przesmicki	6/17/2013	110	Low Beginning
11 - North...	566665175	Tiao Yang	6/16/2013	110	Low Beginning
11 - North...	555565723	Jaime Garcia	6/1/2013	110	Low Beginning

16. Open the class record for Walter Przesmicki.

17. Click the Edit icon next to **Activity in Classes**.



Activity in Class
Record Date: 6/17/2013 ▼
Participations:
 Student Update (Cumulated)
 Daily Attendance
 Student Observation
 Student Test
 Student Update

18. For this example, check **Student Test**, and input that Walter has 75 hours of instruction. Click **Save**.



Activity in Class
Record Date: 6/17/2013 ▼
Participations:
 Student Update (Cumulated)
 Daily Attendance
 Student Observation
 Student Test
 Student Update

19. Re-generate the **Data Integrity Report**. Note that the item count for #22 decreased by one.

20. Right-click again on DIR item #22.

22	Learners with a pre-/post-test pair but less than 40 hours of instruction	34
----	---	----

21. This time, select **Drill Down to Data Integrity Detail**. This report lists students by class, and indicates missing data by specific DIR items. In this example, note the report only includes students currently missing DIR item #22.

Students - In Program Years Population
 Agency = 4908 - Rolling Hills Adult School
 Concurrent Enrolled = No
 Item = 22

Classes - Records Population
 Agency = 4908 - Rolling Hills Adult School
 Concurrent Enrolled = No
 Item = 22

Drill Down to Data Integrity Detail
 Agency = 4908 - Rolling Hills Adult School
 Concurrent Enrolled = No
 DIR Item = 22.

Drill Down to Details Audit
 Agency = 4908 - Rolling Hills Adult School
 Concurrent Enrolled = No
 DIR Item = 22.



Data Integrity Drill Down to Data Integrity Detail

06/25/2013
15:43:26

by Agency

Agency: 4908 - Rolling Hills Adult School	Class: 1001 - ABE Intermediate
Site: 1 - North Campus	Teacher: 19 - Wrota, Rick

Student	No DOB, not 16-110	0 hours	1-11 hours	No Years of School	No Highest Degree	No Gender	No Race/Ethnicity	No Labor Force	No Entry	No Update	No Pretest	No Post-Test	No Valid Pair	No Update Status	Pretest high score	Pre/Post less 40 hr
	01	02a	02b	03a	03b	04	05	06e	07a	07b	08	09	10	19d	21	22
274564719 Kim, Erica				•												•
666444517 Greenleaf, Skip																•
268095630 Karahan, Ayshem																•

More Drill Down Options

CASAS
10/23/2012
09:02:24

Data Integrity
by Agency

Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	337
Total concurrent learners in WIA Title II programs	6
Total Learners eligible for WIA Title II	331

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	3	
02 Less than 12 Hours of Instruction	4	
02a Zero or Empty Hours of Instruction	4	
02b Total hours between 1-11 hours	3	
03 No Highest Year of School/Degree Earned	3	
03a No Highest Year of School	3	
03b No Highest Degree Earned	6	2

Right-click on the Item Count and this dialogue box will open:

Click "Students in Program Years" to get to the student's record.

Students - In Program Years Population
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
Item = 01

Drill Down to Details Audit
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
DIR Item = 01.

CASAS
10/23/2012
09:02:24

Data Integrity
Drill Down to Details Audit
by Agency

Page 1 of 2
0982

Student: 298349872 River: Autumn Agency: 4908 - Rolling Hills Adult School

Category	Field	Value	
Student Record	Gender	Female	
	Birth Date		
	Computed Age		
	Age Group		
	Ethnicity/Race marked	Not Hispanic or Latino, Indian	
	Derived Ethnicity/Race	Native	
	Func. Level Determination	Tests: Pretest-Posttest pair	
	Functioning Level	ABE int. high	
	Completed Level	HS	
	Completed and Advanced	Yes	
Aggregated Entry Record	Separated Before Completed	No	
	No. of Entry Records	0	
	Lowest Instructional Program	BS	
	Highest Instructional Program	BS	
	Lowest Program Start Date	10/19/2012	
	Instructional Level		
	Attainable Goals	H.S. Dipl./GED, Enter college or training	
	Special Programs	None	
	Personal Status		
	Labor Force Status	Not employed/not seeking work	
Aggregated Update	Annual Income		
	No. of Update Records	0	
	Instructional Hours	39	
	Work Results		
	Personal/Family Results		
	Community Results		
	Education Results		
	Student Status	Retained in program	
	Student Progress		
	GED Subsections Passed		
Ass. Test	No. of Test Records	0	
	Instructional Hours (all Tests)	0	
	Instructional Hours Source	Update	
	Date	Score	Form
	Pretest	10/23/2012	226
Posttest	11/20/2012	237	066R
Drop reasons			

Drill Down Parameters: Agency = 4908 - Rolling Hills Adult School, Concurrent Enrolled = No, DIR Item = 01

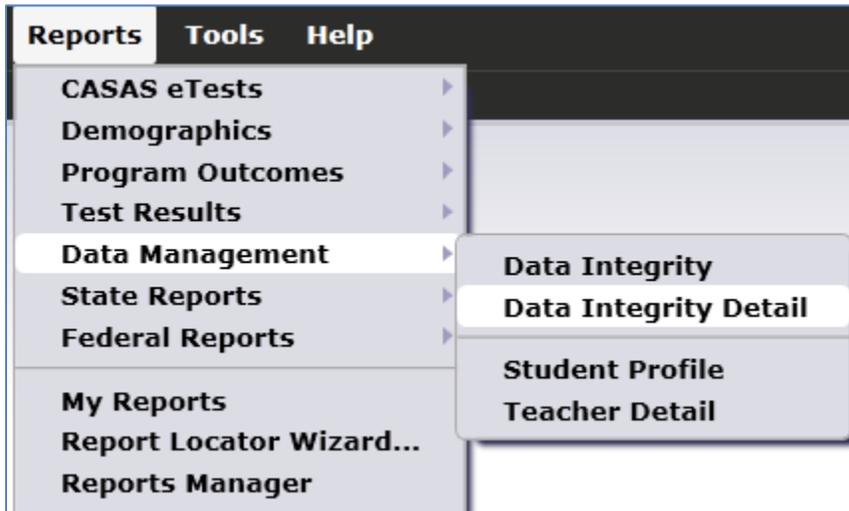
Click "Drill Down to Details Audit" to bring up all the information on the student.

Drill Down to Details Audit
Agency = 4908 - Rolling Hills Adult School
Concurrent Enrolled = No
DIR Item = 01.

Data Integrity Detail Report

The Data Integrity Detail report lists several key items from the Data Integrity Report and then displays the data in a class by class roster format, with a list of students in each class, indicating which DIR items pertain to each individual student. This facilitates easier dissemination at the class level, so that agencies can distribute a TE report to each teacher that clearly indicates “which items are missing” in that teacher’s class.

1. On the Reports menu, point to Data Management, and then click Data Integrity Detail.



2. On the Report Setup window, click Generate.
3. This displays a class by class list of items from the Data Integrity report, noting the specific issues that pertain to each student with a ●.

The screenshot shows the 'Data Integrity Detail' report interface. The top left has a 'Report Viewer Navigator' with a tree view showing 'Data Integrity Detail' selected. The main content area displays the CASAS logo, the date '04/08/2013 16:33:22', and report metadata: Agency: 4908 - Rolling Hills Adult School, Site: 1 - North Campus, Class: 1 - ABE, Course: 1, Teacher: 101 - Team One, Main Campus. Below this is a table with columns for various DIR items and rows for individual students. Black dots (●) indicate missing or problematic data for specific items.

Student	No DOB, not 16-110	0 hours	1-11 hours	No Years of School	No Highest Degree	No Gender	No Race/Ethnicity	No Labor Force	No Entry	No Update	No Pretest	No Post-Test	No Valid Pair	No Update Status	Pretest high score	Pre/Post less 40 hr
	01	02a	02b	03a	03b	04	05	06e	07a	07b	08	09	10	19d	21	22
005208216 Williams, Rick		●						●		●	●	●	●	●		
090983439 Bartholomew, Krissy				●								●	●	●		
095898383 O'Happenstance, Matt R												●				
098509389 Aljmaner, Robin A		●						●		●	●	●	●	●		
298349872 River, Autumn	●															●
308303438 Ankiel, Rick L															●	

4. For example, Autumn River is mostly complete, but missing Birthdate and also has a pre-/post-test pair with less than 40 hours of instruction.

Student	No DOB, not 16-110	0 hours	1-11 hours	No Years of School	No Highest Degree	No Gender	No Race/Ethnicity	No Labor Force	No Entry	No Update	No Pretest	No Post-Test	No Valid Pair	No Update Status	Pretest high score	Pre/Post less 40 hr
	01	02a	02b	03a	03b	04	05	06e	07a	07b	08	09	10	19d	21	22
298349872 River, Autumn	•															•

5. Click anywhere inside the cell with a ● to drill down and view the lister that contains the DIR issue in question.



6. In this example, clicking Rick Williams' cell for Item 2a, 0 hours of instruction, drills down to the Class Records lister, where you can open Rick's record to review and edit this information.

7. Input 45 hours to Rick's Participations and then click Save.

Class Record Information

Site: [1 - North Campus](#)
 Class Description: [1 - ABE](#)

Student: [005208216 / Rick Williams](#)
 Class Status: Active
 Record Date: 9/20/2012

Activity in Class

Record Date: 9/20/2012

Participations:

Student Update (Cumulated)
 Daily Attendance
 Student Observation
 Student Test
 Student Update 45

Provider Uses:
 Add Provider Use

8. Generate the report again, and note that Rick Williams no longer is marked for item 2a.

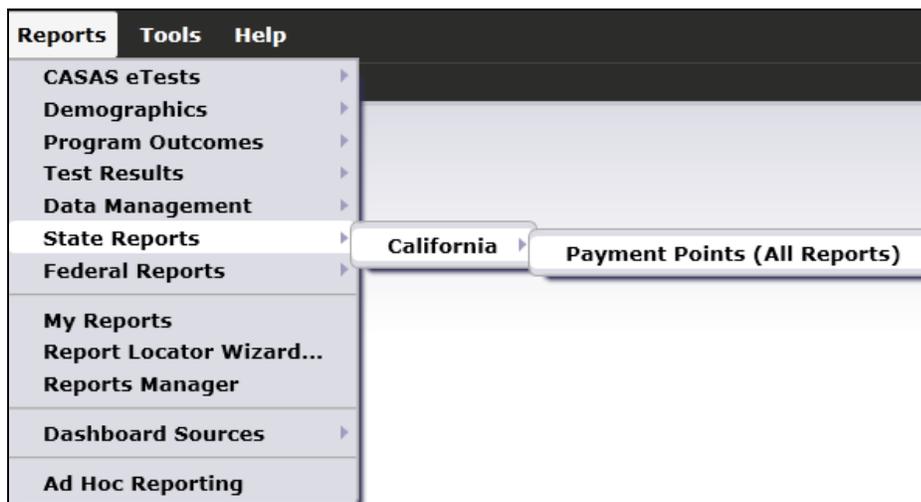
Student	No DOB, not 16-110	0 hours
	01	02a
005208216 Williams, Rick		

California Payment Points Reports in TE – Drill Down Options

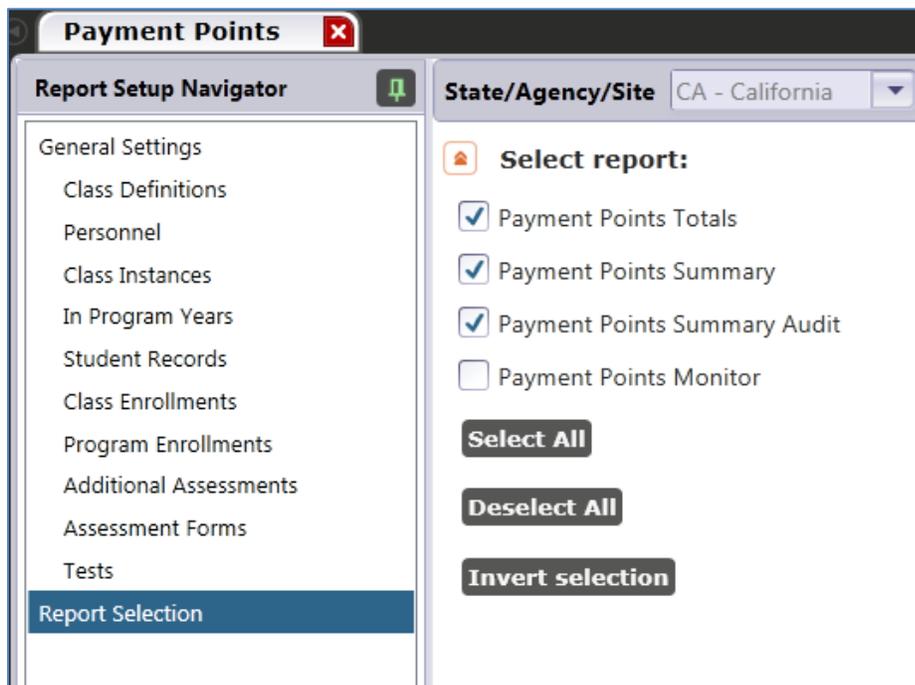
TE now includes four different reports to help California WIA II agencies manage their payment points:

- Payment Points Summary
- Payment Points Totals
- Payment Points Summary Audit
- Payment Points Monitor

1. On the Reports menu, point to State Reports, then point to California, and select Payment Points.



2. This opens the setup window. On the Navigator bar, select Report Selection.



3. By default, TE will generate the Totals, Summary, and Summary Audit, but will not create the Monitor unless you specify this in the setup window.

4. Leave the default selections as shown in the graphic above, and click Generate.

5. The **Payment Points Summary** report appears first. This is the report that is required for WIA II End of Year reporting. This report shows, by program and focus area, the number of qualified enrollees, number of those with paired pre- and post-tests, and, of those with paired scores, the item count and percentage of learners who achieved each payment points outcome.

CASAS
04/29/2013
20:09:52

Payment Points Summary

Page 1 of 2
PPSR

Agency: _____ Funding: 225 Funding 231 Funding 231 ESL Citizenship
Program Year: 2012-2013 Civic Participation Citizenship Preparation

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points										Student Outcome Dataset						Total PP			
				Benchmarks				Passed Citizenship Interview Test		Passed Government & History Test		SOD 1		SOD 2		SOD 3							
				Make a Significant Gain	Complete Two Levels	Received a GED Certificate	Received a High School Diploma	N	%	N	%	N	%	N	%	N	%	N	%				
	ABE/ESL																						
	Basic Skills (ABE)	19	14	9	64.3	4	28.6	0	0.0	0	0.0											13	
	ESL	3,810	2,718	2,137	78.6	758	27.9	0	0.0	0	0.0	25	0.7									2,920	
	ESL/Citizenship	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	Vocational Literacy																						
	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
225/231	ESL	1	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	ESL/Citizenship	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	Family Literacy																						
	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	ESL	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	ESL/Citizenship	0	0	0	0.0	0	0.0	0	0.0	0	0.0											0	
	Adult Secondary Education	1,397	787	470	59.7	88	11.2	0	0.0	205	14.7											763	
EL Civics	Civic Participation																						
	Citizenship Preparation	3,561	2,508									0	0.0	1,846	73.6								1,846

Number of unduplicated learners: 5,227

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.
Percentages for GED and High School Diploma are based on total number of enrollees.
All other percentages are based on total number of enrollees with paired scores.

Not Applicable

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6. Hover your mouse over the figures that display on the report. In this example, we hover over the 22 total that represents ABE students with paired scores. Click that number to drill down.

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores
	ABE/ESL		
	Basic Skills (ABE)	46	22
	ESL	230	209
	ESL/Citizenship	0	0

7. This generates the list of these 22 students represented in that report cell.

Keep Session Delete Session New Filter Columns Sort Delete 1 / 22 Ref

Agency = Rolling Hills Adult School, Program Year = 2012-2013, Focus Program = ABE/ESL - Basic Skills (ABE), Has Paired Scores = Yes

Program year	Site	Student ID	Name	Birth Date	Gender
7/1/2012 - 6/30/2013	5 - Center for...	112211121	Eduardo Montalban	11/11/1968	Male
7/1/2012 - 6/30/2013	5 - Center for...	145781936	Guadalupe Orozco	12/18/1975	Male
7/1/2012 - 6/30/2013	5 - Center for...	224423412	Joan Van Hooser	9/19/1959	Female

8. On the Report Viewer Navigator bar, click Payment Points Summary to return to the report.
9. Highlight and click any of the cells on this report to drill down for more information.
10. This time, right click on the same cell showing 22 ABE learners with paired scores. The generates a menu of options:

22	13	59	1	2	9	1	22
209	<ul style="list-style-type: none"> Students - In Program Years Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes Students - Records Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes Programs - Enrollments Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes Classes - Enrollments Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes Classes - Records Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes CASAS Pre/Post Tests Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes EL Civics Tests Population <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes Drill Down to Monitor <ul style="list-style-type: none"> Agency = Rolling Hills Adult School Program Year = 2012-2013 Focus Program = ABE/ESL - Basic Skills (ABE) Has Paired Scores = Yes. 						
0							
0							
0							
0							
0							
0							
0							
24							
6							

- Use Students – In Program Years to verify the correct list of students and match the item count.
- Go to Student Records, Program Enrollments, Class Enrollments, and Class Records to view additional information in those lists.
- Drill down to CASAS Pre/Post Tests to view all test administrations taken into account for Payment Points consideration.
- Go to EL Civics Tests to view all of your EL Civics Additional Assessments taken into account for Payment Points consideration.
- Click Drill Down to Monitor to view the Payment Points Monitor report for just the students included in that cell.

11. On the Report Viewer Navigator, click Payment Points Totals.

12. The **Payment Points Totals** report now appears. This report also lists by program and focus area. It shows the specific number of students that earned 0, 1, 2, 3, 4, and 5 payments points, and then aggregates the total number of payment points awarded to each program in the right hand column. It also displays the agency's grand total number of payment points in the lower right hand corner.

CASAS
04/29/2013
20:09:53

Payment Points Totals
Page 1 of 1
PPT

Agency: **Funding:** 225 Funding 231 Funding 231 ESL Citizenship
 Program Year: 2012-2013 Civic Participation Citizenship Preparation

Funding	Program/ Focus Areas	Qualified # of Enrollees	0 PP	1 PP	2 PP	3 PP	4 PP	5 PP	Total PP*
225/231	ABE/ESL								
	Basic Skills (ABE)	19	10	5	4	0			13
	ESL	3,810	1,671	1,367	763	9			2,920
	ESL/Citizenship	0	0	0	0	0			0
	Vocational Literacy								
	Basic Skills (ABE)	0	0	0	0	0			0
	ESL	1	1	0	0	0			0
	ESL/Citizenship	0	0	0	0	0			0
	Family Literacy								
	Basic Skills (ABE)	0	0	0	0	0			0
ESL	0	0	0	0	0			0	
ESL/Citizenship	0	0	0	0	0			0	
Adult Secondary Education									
		1,397	831	391	153	22			763
EL Civics	Civic Participation								
	Citizenship Preparation	3,561	1,715	1,846	0				1,846
Grand Total		8,788	4,228	3,609	920	31			5,542

Number of unduplicated learners with at least one Payment Point: 3,050

* Total PP = 1PP + 2(2PP) + 3(3PP) + 4(4PP) + 5(5PP).
 The total is derived by the sum of columns 1PP, 2PP, 3PP, 4PP and 5PP. 1PP equals 1 times the number of learners earning one Payment Point. 2PP equals 2 times the number of learners earning two Payment Points. 3PP equals 3 times the number of learners earning three Payment Points. 4PP equals 4 times the number of learners earning four Payment Points. 5PP equals 5 times the number of learners earning five Payment Points.

Not Applicable

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13. Right click the cell showing the 10 ABE learners with one earned payment point.

Funding	Program/ Focus Areas	Qualified # of Enrollees	0 PP	1 PP	2 PP	3 PP	4 PP
225/231	ABE/ESL						
	Basic Skills (ABE)	46	33	10	3	0	
	ESL	230	95	103			
	ESL/Citizenship	0	0	0			
	Vocational Literacy						
	Basic Skills (ABE)	0	0	0			
	ESL	0	0	0			
ESL/Citizenship	0	0	0				
Family Literacy							

Students - In Program Years Population
 Agency = Rolling Hills Adult School
 Program Year = 2012-2013
 Focus Program = Basic Skills (ABE)
 PPs = 1

Students - Records Population
 Agency = Rolling Hills Adult School
 Program Year = 2012-2013
 Focus Program = Basic Skills (ABE)
 PPs = 1

Programs - Enrollments Population
 Agency = Rolling Hills Adult School
 Program Year = 2012-2013

14. This generates the same menu options as when right-clicking any cell on the Payment Points Summary.

15. On the Report Viewer Navigator, select Payment Points Summary Audit.

Report Viewer Navigator 🔍

- ✓ Payment Points Totals
- ✓ 4/30/2013 2:22:27 PM
- ✓ Payment Points Summary
- ✓ 4/30/2013 2:22:27 PM
- ✓ Payment Points Summary Audit
- ✓ 4/30/2013 2:22:27 PM

- Students - In Program Years
- Students - Records
- Programs - Enrollments
- Classes - Enrollments
- Classes - Records
- CASAS Pre/Post Tests
- EL Civics Tests

16. The **Payment Points Summary Audit** now appears. This report is new in TE, and did not appear in TOPSpro. This report compares the number of WIA II records in the database to the number that met all criteria to qualify for payment points, lists each payment points drop reason, and summarizes the number of students that were dropped for each reason.



04/29/2013
16:04:15

Payment Points Summary Audit

Page 1 of 1
PPSA

Agency:	Funding: <input type="checkbox"/> 225 Funding <input checked="" type="checkbox"/> 231 Funding <input type="checkbox"/> 231 ESL Citizenship
Program Year: 2012-2013	<input checked="" type="checkbox"/> Civic Participation <input type="checkbox"/> Citizenship Preparation

Run Statistics	
Number selected	5514
Number included in report	4638

Dropped from entire report	Duplicated Cases	#	%	Unduplicated Cases	#	%
01 Missing birthdate or age outside of 16-110		5	0.11		5	0.11
02 Less than 12 hours of instruction		460	9.92		457	9.85
03 Concurrently enrolled in High School/K12		428	9.23		414	8.93
04 No Gender		2	0.04		0	0.00
05 No Ethnicity/race		4	0.09		0	0.00
18 Unfunded Payment Point		0	0.00		0	0.00
Number Dropped from entire report		0	0.00		0	0.00

Dropped from 225/231 Section	Duplicated Cases	#	%	Unduplicated Cases	#	%
10 Non-ASE Learner scored 236 or higher		78	1.68		75	1.62

Dropped from EL Civics Section	Duplicated Cases	#	%	Unduplicated Cases	#	%
15a Incomplete EL Civics Outcome datasets		0	0.00		0	0.00
15b Incomplete Civic Participation Outcome dataset		0	0.00		0	0.00
15c Incomplete Citizenship Preparation Outcome dataset		0	0.00		0	0.00
17 EL Civics student in non-ESL program		0	0.00		0	0.00
19 AA passed and highest test score below 180		0	0.00		0	0.00
Number Dropped from EL Civics Section		0	0.00		0	0.00

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17. Right click on the cell showing 47 learners dropped for less than 12 hours of instruction.

Dropped from entire report		Duplicated Cases		Unduplicate
		#	%	#
01	Missing birthdate or age outside of 16-110	1	0.30	1
02	Less than 12 hours of instruction	47	3.95	47
03	Concurrently enrolled in High School/K12	6	0.50	6
04	No Gender	1	0.08	1
05	No Ethnicity/race	5	0.42	5
18	Unfunded Payment Point	0	0.00	0
Number Dropped from entire report		57		
Dropped from 225/231 Section		#		

Students - In Program Years Population
Agency = 4908 - Rolling Hills Adult School
Program Year = 2012-2013
Drop Reason = 02

Classes - Records Population
Agency = 4908 - Rolling Hills Adult School
Program Year = 2012-2013
Drop Reason = 02

Drill Down to Monitor
Agency = 4908 - Rolling Hills Adult School
Program Year = 2012-2013
Drop Reason = 02.

18. Right-clicking cells from this report enables you to drill down to the In Program Years and Class Records lists, as well as to the Payment Points Monitor report.

19. Return to the report setup tab and refer to Report Selection.

Payment Points [X]

Report Setup Navigator [Up Arrow]

State/Agency/Site: CA - California

Select report:

Payment Points Totals

Payment Points Summary

Payment Points Summary Audit

Payment Points Monitor

Select All

Deselect All

Invert selection

General Settings

Class Definitions

Personnel

Class Instances

In Program Years

Student Records

Class Enrollments

Program Enrollments

Additional Assessments

Assessment Forms

Tests

Report Selection

20. Click Invert selection. This will deselect the three reports we just generated, and check the box for Payment Points Monitor. Click Generate.

21. The **Payment Points Monitor** provides a more detailed account of an agency's payment points, listing all outcomes for each student, as well as the specific assessments in the database that serve as each person's pretest and post-test for payment points purposes.

Payment Points Monitor

04/30/2013 15:42:45 Page 1 of 48 PPM

Program Year: 2012-2013 Site: 01 - OAC -
 Agency: 1

D	F	Student	Instructional Program	Worship. Ed. Family Lit.	Sig. Gain.	Two Levels	GED	HS	G & H	CT	SOD 1	SOD 2	SOD 3	Benchmarking Tests						Instr. Hours						
														Pretest			Posttest			Gain	SOD1 Form	SOD2 Form	SOD3 Form	U	T	D
														Form	Score	Site - Class	Form	Score	Site - Class							
1	050000736		Basic Skills (ABE)																		41	0	0			
1	050004111		Basic Skills (ABE)																			23	0	0		
02	1	050004897	ESL																			9	0	0		
1	050005017		ESL											185R	228	01 - 47029	186R	221	01 - 47620	-7		84	0	0		
1	050009013		ESL			Y								185R	229	01 - 47190	185R	232	01 - 47724	3		74	0	0		
1	050010501		ESL																			23	0	0		
1	050010543		ESL			Y	Y							081RX	184	01 - 46963	082R	210	01 - 46963	26		356	0	0		
02	4	050010689	ESL											185R	250	01 - 47634						6	0	0		
1	050011086		ESL			Y								083R	195	01 - 46927	084R	200	01 - 46927	5		241	0	0		
1	050013478		ESL																			12	0	0		
1	050013521		ESL											081RX	202	01 - 46957	082RX	206	01 - 46957	4		337	0	0		
1	050015112		ESL																			27	0	0		
1	050015618		ESL			Y								185R	211	01 - 47640	186R	220	01 - 47640	9		46	0	0		
1	050016913		ESL			Y								185R	215	01 - 47724	186R	218	01 - 47724	3		85	0	0		
1	050016995		ESL											081RX	216	01 - 47602	082RX	208	01 - 47602	-8		95	0	0		
1	050017125		ESL											083R	215	01 - 47009	082RX	216	01 - 47009	1		106	0	0		
1	050017145		ESL			Y								185R	211	01 - 46997	185R	214	01 - 47612	3		175	0	0		
1	050019980		ESL											081RX	214	01 - 47132	082RX	204	01 - 47132	-10		66	0	0		
1	050020688		ESL			Y								185R	216	01 - 47138	185R	221	01 - 47726	5		253	0	0		
1	050021881		ESL											185R	225	01 - 47138	186R	215	01 - 47138	-10		146	0	0		
1	050022889		ESL			Y								185R	211	01 - 47190	186R	218	01 - 47724	7		302	0	0		
1	050024571		Basic Skills (ABE)																			27	0	0		
1	050025316		ESL											185R	218	01 - 46995	186R	220	01 - 46995	2		87	0	0		
02	1	050025462	ESL																			3	0	0		
1	050026829		ESL			Y								185R	219	01 - 47029	185R	222	01 - 47640	3		273	0	0		
1	050027529		ESL			Y								185R	216	01 - 47190	186R	224	01 - 47622	8		204	0	0		
1	050027925		ESL											185R	216	01 - 47138	186R	211	01 - 47138	-5		147	0	0		
1	050034405		ESL											185R	228	01 - 47023	186R	220	01 - 47023	-8		204	0	0		
1	050036340		Basic Skills (ABE)																			81	0	0		
1	050039325		ESL											185R	235	01 - 47029						15	0	0		
1	050043506		ESL			Y								083R	202	01 - 46929	084R	215	01 - 46939	13		69	0	0		
1	050045618		ESL			Y								083R	199	01 - 46929	084R	205	01 - 46929	6		379	0	0		
1	050047729		ESL			Y	Y							083R	191	01 - 46943	084R	218	01 - 46943	27		144	0	0		
02	1	050049542	ESL																			5	0	0		

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22. Right click on any cell showing Student ID or Name to drill down to any of seven different lists displaying data for just that one student.

Student	
005208216	Rick Williams

23. Right click on Instructional Program to generate the Program Enrollments record for that student.

Instructional Program	
Basic Skills (ABE)	

24. Right click on any Pre- or Post-test Score to drill down to the list of tests used to determine payment points attainment for that student.

Pre	
Form	Score
037M	236

CASAS Pre/Post Tests Population
 Program Year = 2012-2013
 Agency = 4908 - Rolling Hills Adult School
 Student Program Year = 049485858 - McGarnagle
 Carey D

25. Right click on the Instructional Hours totals to drill down to the Class Records lister, where you can review more information about that student's attendance hours.

Instr. Hours		
U	T	D
0	0	0
75		

Classes - Records Population
 Program Year = 2012-2013
 Agency = 4908 - Rolling Hills Adult School
 Student Program Year = 049485858 - McGarnagle
 Carey D

26. Right click on any of the cells marked "Y" or "*" to view more information about the earned payment point (when it is a Y) or potential payment point that was not earned (when an *).

a. Right-clicking a cell for significant gain or two-level advancement drills down to the test lister for that listed student.

Workpl. Ed.	Family Lit.	Sig. Gain.
		Y

GED	HS
*	

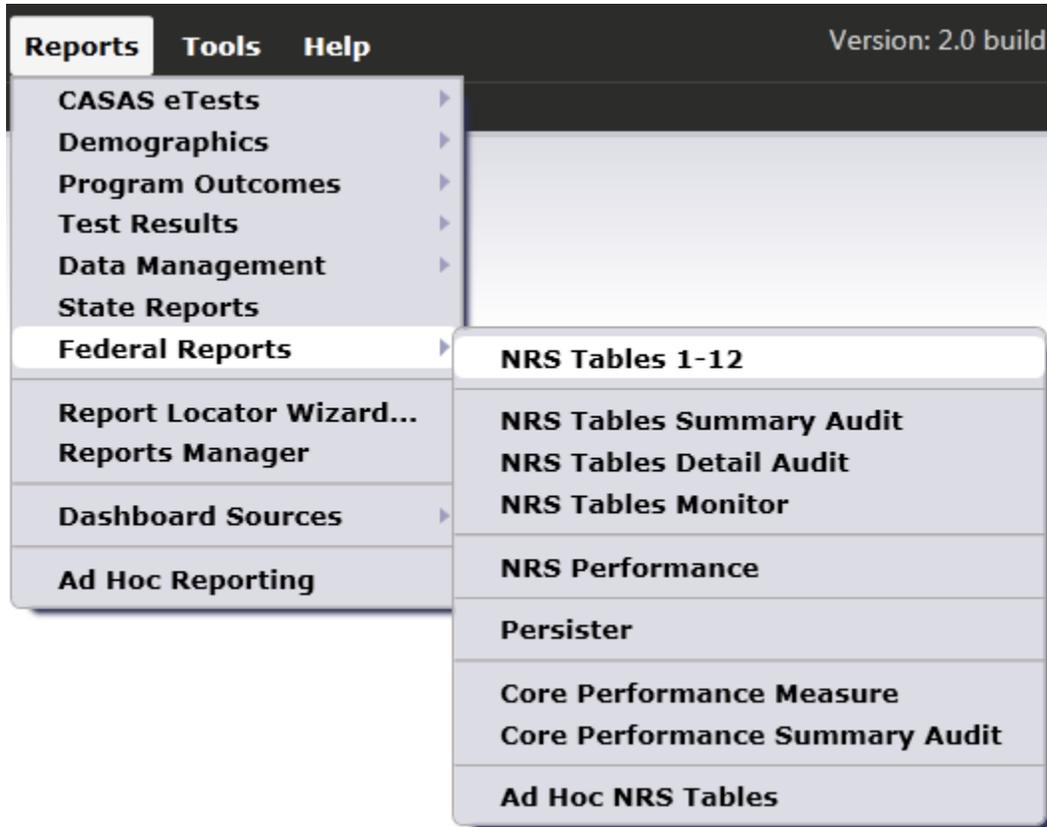
b. Right-clicking a cell for GED or HSD drills down to the Student Records lister for that student.

c. Right clicking a cell for any of the EL Civics outcomes drills down to EL Civics assessments lister.

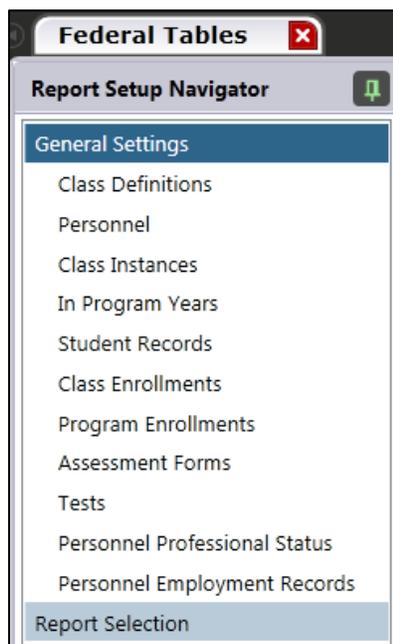
SOD 1	SOD 2	SOD 3
Y	Y	
Y		

Generating the Federal Tables in TE – Drill Down Options

1. On the Reports menu, point to Federal Reports, and select NRS Tables 1-12.



2. On the Navigator bar, click Report Selection.



- Click Deselect All, and select only Federal Table 4, Federal Table 4B, and the Federal Tables Summary Audit.

 **Select report:**

Federal Table 1

Federal Table 2

Federal Table 3

Federal Table 4

Federal Table 4B

Federal Table 4C

Federal Table 5

Federal Table 5A

Federal Tables Summary Audit

Select All

Deselect All

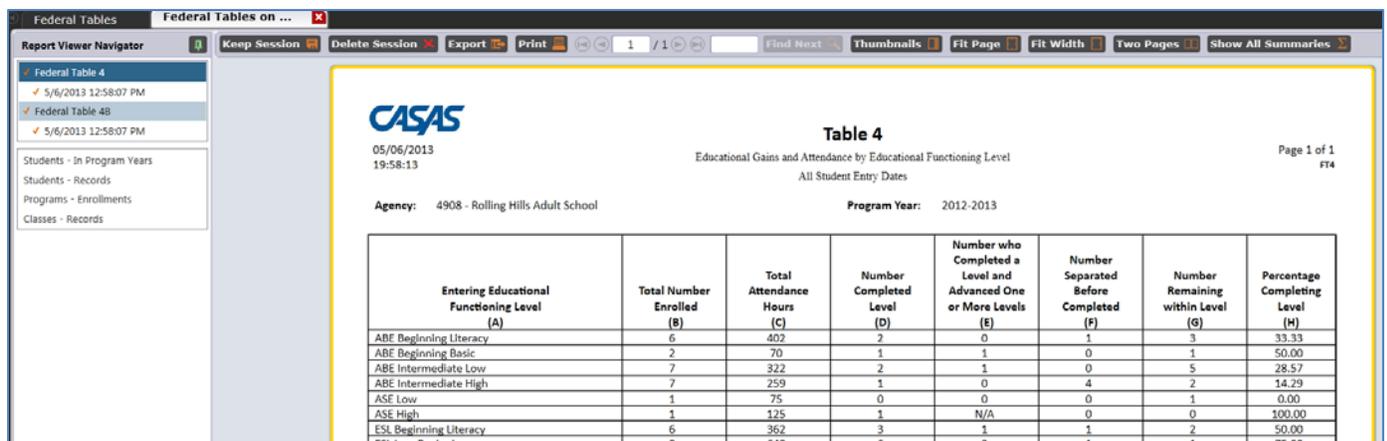
Invert selection

- Click Generate.



- This displays the NRS tables you selected.

- Once the report is open, a new Navigator bar appears on the left hand side. Use this Navigator bar to review the other federal tables.



Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6	402	2	0	1	3	33.33
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	7	322	2	1	0	5	28.57
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	6	362	3	1	1	2	50.00
ESL Low Beginning	8	648	6	3	1	1	75.00

- Review **Federal Table 4**. Table 4 displays agency data related to educational gains, and summarizes these outcomes by Educational Functioning Level (EFL). This table is formatted exactly according to NRS federal requirements.
- Hover your mouse over the data figures contained in the cells—as you hover, that cell highlights, which enables you to drill down on that cell.

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20:00:40

Table 4
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School **Program Year:** 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)
ABE Beginning Literacy	6	402	2
ABE Beginning Basic	2	70	1
ABE Intermediate Low	7	322	2
ABE Intermediate High	7	259	1
ASE Low	1	75	0

- Click the number 6 that represents the number of learners who qualified for ABE Beginning Literacy. This drills down to a list with those 6 students.

Federal Tables on ...

Report Viewer Navigator

Keep Session Delete Session New Filter Columns Sort Delete 1 / 6 Ref

Agency = Rolling Hills Adult School, Educational Functioning Level = ABE Beginning Literacy

Program year	Site	Student ID	Name	Birth Date	Gender
7/1/2012 - 6/30/2013	5 - Center for...	224423412	Joan Van Hooser	9/19/1959	Female
7/1/2012 - 6/30/2013	5 - Center for...	556543301	Tony Ramos	1/11/1972	Male
7/1/2012 - 6/30/2013	1 - North Cam...	938579834	Leean Jacob	9/22/1984	Female
7/1/2012 - 6/30/2013	1 - North Cam...	983579384	Rupert Bork	1/17/1988	Female
7/1/2012 - 6/30/2013	1 - North Cam...	983598757	Jimmie Z Jones	10/12/1980	Male
7/1/2012 - 6/30/2013	1 - North Cam...	988745934	Martha Orange	7/8/1989	Female

- Click Federal Table 4 on the Report Viewer Navigator bar to return to Table 4.

Report Viewer Navigator

- ✓ Federal Table 4
- ✓ 5/6/2013 12:58:13 PM
- ✓ 5/6/2013 1:00:32 PM
- ✓ Federal Table 4B
- ✓ 5/6/2013 12:58:13 PM
- ✓ 5/6/2013 1:00:32 PM
- ✓ Federal Tables Summary Audit
- ✓ 5/6/2013 1:00:32 PM

11. Hover over any of the figures in Columns B-G to highlight and drill down on that data result.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6	402	2	0	1	3	33.33
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	7	322	2	1	0	5	28.57
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	6	362	3	1	1	2	50.00
ESL Low Beginning	8	648	6	3	1	1	75.00
ESL High Beginning	48	4,357	27	16	8	13	56.25
ESL Low Intermediate	47	5,112	27	19	4	16	57.45
ESL High Intermediate	66	8,033	40	24	2	24	60.61
ESL Advanced	42	4,089	11	N/A	5	26	26.19
Total	241	23,854	121	65	26	94	50.21

12. You can also right-click any of these cells to generate a wider variety of drill down options. Return the cell with the 6 students enrolled in ABE Beginning Literacy, and right-click that cell.

Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)
6	402	2
2		
7		
7		
1		
1		
6		
8		
48		
47		
66		
42		
241		

Students - In Program Years Population
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy

Students - Records Population
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy

Programs - Enrollments Population
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy

Classes - Records Population
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy

Drill Down to Monitor
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy.

Drill Down to Details
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy.

Drill Down to Assessments Audit
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy.

Drill Down to NRS Level Completion
Agency = Rolling Hills Adult School
Educational Functioning Level = ABE Beginning Literacy.

- Use Students – In Program Years to verify the correct list of students and match the item count.
- Go to Student Records, Program Enrollments, and Class Records to view additional information in those listers.
- The remaining four options drill down to other reports rather than to listers. For example, click Drill Down to Monitor to view the Federal Tables Monitor report for just the students included in that cell. You can also drill down to the FT Details, Assessment Audit, and NRS Level Completion.

13. The **Federal Tables Monitor** (also found by going to Reports – Federal Reports – NRS Tables Monitor) provides a table (or “roster”) view of students by class listing each student’s information relevant to federal tables achievement.



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Table 4 Drill Down to Monitor

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

Page 1 of 2
FT4

Program Year: 2012-2013 **Site:** 1 - North Campus
Agency: 4908 - Rolling Hills Adult School

D Student	Gender	DOB	Age	Program	Func. Level	Status	Pretest			Posttest			GED	HS	Hours			
							Form	Score	Date	Form	Score	Date			U	T	D	
983579384	Bork, Rupert	F	01/17/1988	24	Basic Skills (ABE)	ABE Beg. Lit.	Retained in program	011R	169	09/01/2012	012R	186	02/13/2013			47	0	0
988745934	Orange, Martha	F	07/08/1989	23	Basic Skills (ABE)	ABE Beg. Lit.	Left Program	031M	180	01/21/2013	032M	190	02/21/2013	Yes		80	0	0
983598757	Jones, Jimmie Z	M	10/12/1980	31	Basic Skills (ABE)	ABE Beg. Lit.	Left Program	082R	182	09/28/2012	085R	221	10/11/2012			50	0	0
938579834	Jacob, Leean	F	09/22/1984	27	Basic Skills (ABE)	ABE Beg. Lit.	Left Program	082R	195	07/11/2012	085R	217	12/17/2012			40	0	0

Number of Students:

14. “Drill Down to Details” takes you to the **NRS Detail Audit** (also on the Federal Reports menu) which generates a separate page of information for each student. In the drill down example in #11, this option displays 6 pages – one for each student listed in ABE Beginning Literacy.



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Table 4 Drill Down to Details

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

Page 1 of 6
FT4

Agency: 4908 - Rolling Hills Adult School **Program Year:** 2012-2013
Student: 938579834 Jacob, Leean

Student Record	Gender	Female
	Birth Date	09/22/1984
	Computed Age	27
	Age Group	25-44
	Ethnicity/Races marked	Not Hispanic or Latino, White
	Derived Ethnicity/Race	White
	Func. Level Determination	Tests: Pretest-Posttest pair
	Functioning Level	ABE Beg. Lit.
	Completed Level	Yes
	Completed and Advanced	No
	Separated Before Completed	No
	Lowest Instructional Program	BS

15. "Drill Down to Assessments Audit" directs you to an even more detailed report, the **NRS Assessments Audit**, which specifies the exact logic TE uses when factoring a student's assessments for federal reporting purposes.

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Table 4
Drill Down to Assessments Audit
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Page 1 of 7
FT4

Agency: 4908 - Rolling Hills Adult School

Student	Gender	Birthdate	Age	Instructional Level	Pretest			Posttest			
					Form	Score	Date	Form	Score	Date	
938579834	Jacob, Leean	F	09/22/1984	27	ABE Beg. Lit.	082R	195	07/11/2012	085R	217	12/17/2012

Scale Level	Pretest			Posttest		
	Form	Score	Date	Form	Score	Date
CASAS RML	082R	195	07/11/2012	085R	217	12/17/2012

Assessment Modality	Pretest			Posttest		
	Form	Score	Date	Form	Score	Date
Reading	082R	195	07/11/2012	085R	217	12/17/2012

Form	Score	Date	Is Accurate	Is Appraisal	Is Pretest	Is Posttest	Is Scale	Is Final
085R	217	12/17/2012	Yes	No	No	Yes	Yes	Yes
082R	195	07/11/2012	Yes	No	Yes	No	Yes	Yes

16. The final drill down option is the **NRS Level Completion Report**. This report lists students by federal level, displays their assessment results, and indicates which specific Table 4 outcomes each student achieved.

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Table 4
Drill Down to NRS Level Completion
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Page 1 of 1
FT4

Agency: 4908 - Rolling Hills Adult School
EFL: ABE Beginning Literacy

Program Year: 2012-2013

Student	Instr.	Hours	Pretest			Posttest			Test Gain	GED	HS	Completed Level	Advanced one or more levels	Separated before completed
			Form	Score	Date	Form	Score	Date						
983579384	Bork, Rupert	47	011R	169	09/01/2012	012R	186	02/13/2013	17					
988745934	Orange, Martha	80	031M	180	01/21/2013	032M	190	02/21/2013	10	Yes				Yes
983598757	Jones, Jimmie Z	50	082R	182	09/28/2012	085R	221	10/11/2012	39			Yes		
938579834	Jacob, Leean	40	082R	195	07/11/2012	085R	217	12/17/2012	22			Yes		
224423412	Van Hooser, Joan	113	310R	183	11/04/2012	311R	182	05/05/2013	-1					
556543301	Ramos, Tony	72	311R	180	09/12/2012									

Number of Students:

17. Once you have navigated to these different reports, use the Report Viewer Navigator to move from report to report.

Report Viewer Navigator

- ✓ Federal Table 4
- ✓ **Drill Down to NRS Level Completion**
- ✓ Drill Down to Assessments Audit, Agency = Rolli
- ✓ Drill Down to Assessments Audit, Agency = Rolli
- ✓ Drill Down to Monitor, Agency = Rolli
- ✓ Drill Down to Details, Agency = Rolli
- ✓ 5/6/2013 12:58:13 PM
- ✓ 5/6/2013 1:00:32 PM
- ✓ Federal Table 4B
- ✓ 5/6/2013 12:58:13 PM
- ✓ 5/6/2013 1:00:32 PM
- ✓ Federal Tables Summary Audit
- ✓ 5/6/2013 1:00:32 PM

18. You can also use the Navigator bar to view Federal Table 4B and the Federal Tables Summary Audit report.

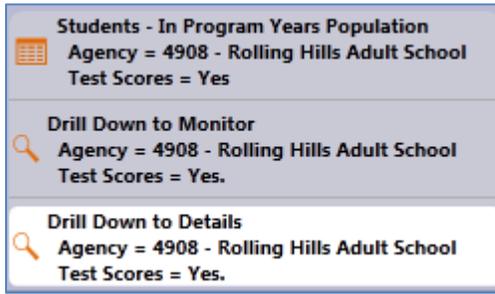
19. **Federal Table 4B** appears just like Federal Table 4, but only displays students with a valid pre- and post-test pair. Table 4B includes the same drill down and right-click options as Table 4.

							
05/06/2013 20:00:40		Table 4B Educational Gains and Attendance by Educational Functioning Level All Student Entry Dates				Page 1 of 1 FT4B	
Agency: 4908 - Rolling Hills Adult School		Program Year: 2012-2013					
Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	5	330	2	0	1	2	40.00
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	4	207	2	1	0	2	50.00
ABE Intermediate High	5	144	1	0	3	1	20.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	5	324	3	1	0	2	60.00
ESL Low Beginning	7	589	6	3	0	1	85.71
ESL High Beginning	38	3,729	27	16	2	9	71.05
ESL Low Intermediate	43	4,632	27	19	3	13	62.79
ESL High Intermediate	60	7,523	40	24	1	19	66.67
ESL Advanced	41	4,001	11	N/A	4	26	26.83
Total	211	21,674	121	65	14	76	57.35

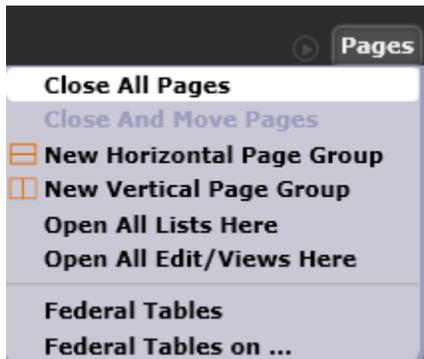
20. On the Navigator bar, click **Federal Tables Summary Audit**. This provides overview data for all learners that appear on the NRS reports. (You can also find this report on the TE Federal Reports menu.)

		
05/06/2013 20:00:39		Page 1 of 1 FTS
Agency: 4908 - Rolling Hills Adult School		Program Year: 2012-2013
Selected Students: 337 Dropped Students: 96 Qualified Students: 241		
Functional Level Determination	Number of Cases	
Test scores	261	
Self-reporting	0	
Enrollment in HS/GED	3	
Students in multiple programs who were reclassified	Number of Cases	
Moved from BS program to ESL/ESLC programs	0	
Moved from HS/GED programs to BS program	4	
Moved from HS/GED programs to ESL/ESLC programs	0	
Drop Reason	Number of Cases (duplicated)	Number of Cases (unduplicated)
Missing birthdate or age outside of 16-110	1	1
Less than 12 hours of instruction	46	46
Concurrently enrolled in High School/K12	6	5
No Gender	1	0
No Ethnicity/race	5	4
No accurate placement test	76	40
Work-based project learner	0	0
Score was too high/low	0	0

21. The Summary Audit also provides drill down and right-click options, though not as many as Federal Table 4 and Table 4B.



22. Click Pages – Close all pages to close the report and setup window.



Generating Core Performance Reports in TE – Drill Down Options

1. On the Reports menu, point to Federal Reports, and select Core Performance Measure.



2. Click Generate.



3. This displays the **Core Performance Measure Follow-up** report, with each page listing eligible learners for each NRS cohort.

Student	Gender	Birth Date	Quarter Left Program	
268095630	Karahan, Ayshem	F	07/28/1980	1
274564719	Kim, Erica	F	12/12/1982	1
345533535	Spasky, Thomas	M	12/28/1980	1
452234543	Jimson, Smythy Y	M	05/18/1976	1
511151043	Wu, Shoufu	M	01/24/1975	4
515565322	Delgado, Lena	F	10/05/1978	4
518204444	Perez, Alberto	M	06/22/1968	4
545444489	Hin, Hinoru	M	12/13/1965	4
555141083	Acosta, Melinda	F	01/30/1978	3
555556661	Tolentino, Quentin	M	06/20/1974	4
584958670	Stevens, Linda	F	07/21/1974	2
595979585	Park, Kap	M	03/20/1954	4
663456666	Colin, Hilary	F	12/01/1940	4
678611117	Posada, Jorge	M	06/22/1968	4
683565656	Zhou, Xai	M	07/17/1966	4
87676	Li, Mei Chong	F	09/20/1972	1
938579834	Jacob, Leean	F	09/22/1984	3
988745934	Orange, Martha	F	07/08/1989	3

Number of Students: 99



Core Performance Measure Follow-up

05/07/2013
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CPMF

Agency: 4908 - Rolling Hills Adult School
Cohort: Entered Employment

Program Year: 2012-2013
Federal Table 5

- Once the report is open, a new Navigator bar appears on the left hand side. Here you can generate listers that also display learners by NRS cohort.



- Review the report. This report includes a page for each NRS cohort, which each page listing the students that qualify for each.
- Hover your mouse over the data figures contained in the cells. Note: there is no ability to highlight and drill down when selecting specific students or other data elements. However, you can highlight and drill down when hovering over the Cohort name. In this example, click Entered Employment to drill down.

Core Performance Measure Follow-up

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21:56:12

Agency: 4908 - Rolling Hills Adult School **Program Year:** 2012-2013

Cohort: Entered Employment Federal Table 5

Student	Gender	Birth Date	Quarter Left Program
268095630 Karahan, Ayshem	F	07/28/1980	1
274564719 Kim, Erica	F	12/12/1982	1

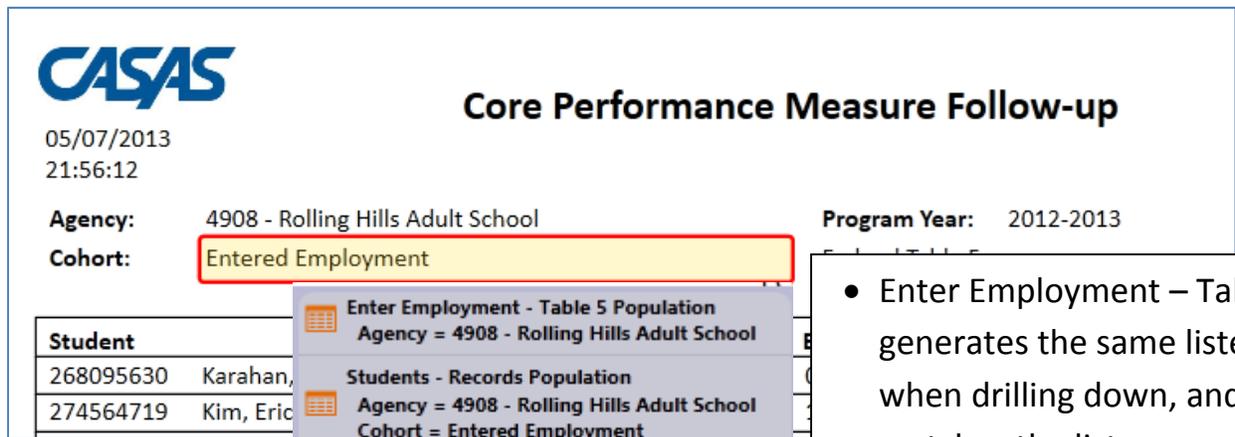
- This displays the lister with the students that appear on the report page.

Program year	Site	Student ID	Name	Birth Date	Gender
7/1/2012 - 6/30/2013	1 - North Cam...	268095630	Ayshem Karahan	7/28/1980	Female
7/1/2012 - 6/30/2013	1 - North Cam...	274564719	Erica Kim	12/12/1982	Female
7/1/2012 - 6/30/2013	6 - Southwest...	345533535	Thomas Spasky	12/28/1980	Male
7/1/2012 - 6/30/2013	1 - North Cam...	452234543	Smythy Y Jimson	5/18/1976	Male
7/1/2012 - 6/30/2013	11 - North City...	511151043	Shoufu Wu	1/24/1975	Male
7/1/2012 - 6/30/2013	11 - North City...	515565322	Lena Delgado	10/5/1978	Female
7/1/2012 - 6/30/2013	11 - North City...	518204444	Alberto Perez	6/22/1968	Male
7/1/2012 - 6/30/2013	11 - North City...	545444489	Hinoru Hin	12/13/1965	Male
7/1/2012 - 6/30/2013	11 - North City...	555141083	Melinda Acosta	1/30/1978	Female
7/1/2012 - 6/30/2013	11 - North City...	555556661	Quentin Tolentino	6/20/1974	Male
7/1/2012 - 6/30/2013	6 - Southwest...	584958670	Linda Stevens	7/21/1974	Female

8. Click Core Performance Measure Follow-up on the Report Viewer Navigator bar to return to the report.



9. You can also right-click the Cohort name to generate a wider variety of drill down options. Return to the Entered Employment cohort title, and right-click that cell.



- Enter Employment – Table 5 generates the same lister as when drilling down, and matches the listers you can access from the Navigator bar.
- Go to Student Records or Program Enrollments to view or edit additional information contained in those listers.
- The other two options drill down to other reports rather than to listers. Drill Down to Core Performance Diagnostics to view more detailed NRS cohort information for just the students included in that cohort. You can also drill down to the Details Audit.

10. The **Core Performance Diagnostics**, like the Core Performance Measures, lists students by NRS cohort. The Diagnostics report, however, provides more details such as Labor Force Status and Highest Degree Earned that affect whether a student qualifies for the cohorts.



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Core Performance Measure Follow-up Drill Down to Core Performance Diagnostics

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CPMF

Agency: 4908 - Rolling Hills Adult School Site: 1 - North Campus

Student	Gender	DOB	Drop Reason	Labor Force Status	Highest Diploma	Education Results	Work Results	Transition	Status
268095630	Karahan, Ayshem	F	07/28/1980	Unemployed	None		Got a job	No	Left Program
274564719	Kim, Erica	F	12/12/1982	Unemployed	None	Entered college		No	Left Program
452234543	Jimson, Smythy Y	M	05/18/1976	Unemployed	None			No	Left Program
938579834	Jacob, LEEAN	F	09/22/1984	Unemployed	None		Got a job	No	Left Program
988745934	Orange, Martha	F	07/08/1989	Unemployed	None	Passed GED		No	Left Program

Number of Students:

11. “Drill Down to Details” takes you to the **NRS Detail Audit** (on the TE menu, go to Reports – Federal Reports – NRS Detail Audit) which generates a separate page of information for each student. In the drill down example in #11, this option displays 18 pages – one for each student that qualified for the Entered Employment cohort.



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Core Performance Measure Follow-up Drill Down to Details Audit

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CPMF

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013
Student: 268095630 Karahan, Ayshem

Student Record	Gender	Female
	Birth Date	07/28/1980
	Computed Age	32
	Age Group	25-44
	Ethnicity/Races marked	Not Hispanic or Latino, White
	Derived Ethnicity/Race	White
	Func. Level Determination	Tests: Pretest-Posttest pair
	Functioning Level	ABE Int. High
	Completed Level	No
	Completed and Advanced	No
Separated Before Completed	Yes	
Lowest Instructional Program	BS	
Highest Instructional Program	BS	

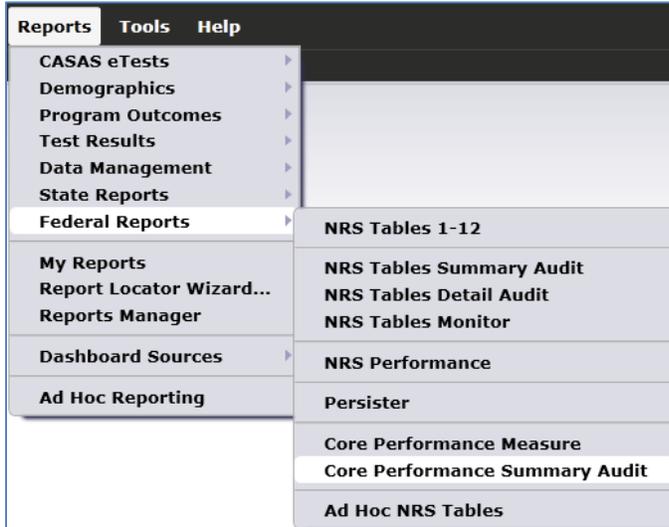
12. Once you have navigated to these different reports, use the Report Viewer Navigator to move from report to report.

Report Viewer Navigator

- ✓ Core Performance Measure Follow-up
 - ✓ Drill Down to Details Audit, Agency =
 - ✓ Drill Down to Core Performance Diag
 - ✓ 5/7/2013 2:56:07 PM

- Enter Employment - Table 5
- Enter Employment - Table 5A
- Retain Employment - Table 5
- Retain Employment - Table 5A
- Post-secondary - Table 5
- Post-secondary - Table 5A
- Students - In Program Years
- Students - Records
- Programs - Enrollments

13. The other report on the TE menu that helps track learners in the NRS cohorts is the **Core Performance Summary Audit**. On the Reports menu, point to Federal Reports, and select Core Performance Summary Audit.



14. This report provides overview data for all learners that qualify for the NRS cohorts.



Core Performance Summary Audit

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CPSA

Agency: 4908 - Rolling Hills Adult School **Program Year:** 2012-2013

Selected Students: 46

Dropped Students: 9

Qualified Students: 37

Drop Reason	Number of Cases (duplicated)	Number of Cases (unduplicated)
Missing birthdate or age outside of 16-110	0	0
Less than 12 hours of instruction	3	2
Concurrently enrolled in High School/K12	1	1
No Gender	0	0
No Ethnicity/race	0	0
No accurate placement test	6	5
Work-based project learner	0	0
Score was too high/low	0	0

15. The Summary Audit also provides drill down and right-click options, similar to the Core Performance report.

Classes - Records Population
 Agency = 4908 - Rolling Hills Adult School
 Drop Reason = 02

Students - In Program Years Population
 Agency = 4908 - Rolling Hills Adult School
 Drop Reason = 02

Drill Down to Core Performance Diagnostics
 Agency = 4908 - Rolling Hills Adult School
 Drop Reason = 02.

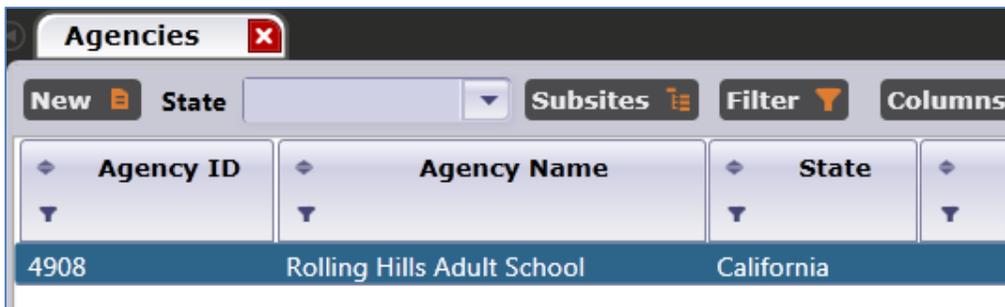
Drill Down to Details Audit
 Agency = 4908 - Rolling Hills Adult School
 Drop Reason = 02.

Specify Personnel Information in the Agency Lister

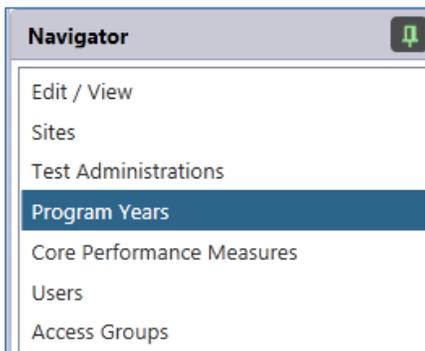
1. On the **Organization** menu, select **Agencies**.



2. Double-click anywhere on the row to open the Agency Record.



3. On the Navigator bar, click **Program Years**.



- Open the record for the current program year.

Program Years	
Funding Sources	Program Year
Section 231: ABE/ESL/VESEL/VABE/Family Lit., ASE/GED; EL Civics: Civic Participation, Citizenship Preparation	7/1/2010 - 6/30/2011
Section 231: ABE/ESL/VESEL/VABE/Family Lit., ASE/GED; EL Civics: Civic Participation, Citizenship Preparation	7/1/2011 - 6/30/2012
Section 231: ABE/ESL/VESEL/VABE/Family Lit., ASE/GED; EL Civics: Civic Participation, Citizenship Preparation	7/1/2012 - 6/30/2013

- This displays several tables where you can input agency information to meet state and federal requirements.

[New](#) [Save](#) [Cancel](#) [Delete](#) [Duplicate](#) 3 / 3 [Go To Linked](#) [Disconnect](#) [Section Li](#)

Program Year Information

Agency ID: 4908
 Agency Name: Rolling Hills Adult School
 Agency: 4908 - Rolling Hills Adult School
 Program Year: 7/1/2012 - 6/30/2013

Funding Sources

Funding Sources: Section 231: ABE/ESL/VESEL/VABE/Family Lit., ASE/GED
 EL Civics: Civic Participation, Citizenship Preparation

Adult Education Personnel

Function	Part-time Personnel	Full-time Personnel	Unpaid Volunteers
Local-level Administrative/Supervisory/Ancillary Services	0	0	0
Local Teacher	0	0	0
Local Counselor	0	0	0
Local Paraprofessional	0	0	0

Years of Experience

Experience	Part-time Personnel	Full-time Personnel
Less than one year	0	0
One to three years	0	0
More than three years	0	0

Certification

Certificate	Part-time Personnel	Full-time Personnel
No certification	0	0
Adult Education Certificate	0	0
K-12 Certification	0	0
Special Education Certification	0	0
TESOL Certification	0	0

Average Daily Attendance

A. Adult Education (Include CalWORKs and concurrent students)

Subsection	Enrollment	Enrollment (edits)	ADA	ADA (edits)	ADA IP	ADA IP (edits)
1. Elem. Basic Skills (Equivalent to Grades 1-8)	0	0	0	0	0	0
2. High Sch. Subj. (Equivalent to Grades 9-12 and GED Prep.)	0	0	0	0	0	0
3. English-as-a-Second-Language	0	0	0	0	0	0
4. Citizenship (Immigrant Education)	0	0	0	0	0	0

- Adult Education Personnel** enables you to input the item count of personnel, such as teachers and administrators—similar to the AE Personnel Wizard in TOPSpro.

Adult Education Personnel			
Function	Part-time Personnel	Full-time Personnel	Unpaid Volunteers
Local-level Administrative/Supervisory/Ancillary Services	0	0	0
Local Teacher	0	0	0
Local Counselor	0	0	0
Local Paraprofessional	0	0	0

7. **Years of Experience** and **Certification** enable you to input the personnel information required by the NRS starting 2012-13. Here you can provide the item count for both categories, as an alternative to entering this data in each Personnel Record.

  **Years of Experience**

Experience	Part-time Personnel	Full-time Personnel
Less than one year	0	0
One to three years	0	0
More than three years	0	0

  **Certification**

Certificate	Part-time Personnel	Full-time Personnel
No certification	0	0
Adult Education Certificate	0	0
K-12 Certification	0	0
Special Education Certification	0	0
TESOL Certification	0	0

8. Entering this data for Adult Education Personnel, Years of Experience, and Certification works the same way.
9. Click the **Edit** icon.



10. Enter the item count into each cell.

  **Years of Experience**

Experience	Part-time Personnel	Full-time Personnel
Less than one year	0	1
One to three years	0	6
More than three years	11	5

11. Click **Save**.

