



How Instruction and Data Influence Performance

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Goals

- **Instructors will be knowledgeable of NRS data and performance requirements.**
- **Instructors will know about accurate data tracking.**
- **Instructors will be knowledgeable of essential instructional components for retaining and motivating students.**

AEFLA

- The Adult Education and Family Literacy Act is what Basic Skills/CCR is funded under.
- NCCCS is the designated state agency responsible for the allocation of federal and state funds under this Act. The College and Career Readiness Unit, under the NCCCS Programs and Student Services Division, provides leadership, oversight, professional development, technical assistance, and monitors and evaluates programs funded through WIOA-AEFLA grants.
- 82.5% of the funds are then dispersed to local providers who receive the grant. NC has 76 providers in 2016-17. 58 Community Colleges and 18 CBO's received funds to provide Adult Literacy Services.

WIA to WIOA

- AEFLA was authorized under the Workforce Investment Act (WIA) of 1998.
- WIA was reauthorized under the Workforce Innovation and Opportunity Act (WIOA) on July 22, 2014.



WIOA's Vision

- WIOA aims to increase access to and opportunities for employment, education, training, and support services. The act explicitly recognizes the need to coordinate services in order to create a full system of education and training for adults with barriers to employment.

[OCTAE](#)

<https://sites.ed.gov/octae/2015/05/20/wioa-a-vision-to-revitalize-the-workforce-system/>

WIOA Consideration 3

- Provider can demonstrate past effectiveness in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

WIOA Consideration 5

- Program is (A) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction.

WIOA Consideration 7

- Provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance

WIOA Consideration 8

- Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

WIOA Consideration 9

- Provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means.

WIOA Consideration 12

- The provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

Pieces of the program

Instructors

Administrators

Data Specialists

Assessment Specialists



Red Flag Monitoring

Red Flag Monitoring 2015-16 Program Year Data

2016-17 Target:	36.0%				Key: 1 = yes, 0 =					
Program Name	% making level gain 2015-16	% making level gain 2014-15	Difference in performance between 2014-15 and 2015-16	Meeting 90% of 2016-17 target	Meeting 2016-17 target	% Post-testing 2015-16	% of NRS students without an initial placement in 2015-16	percent change in total attendance hours between 2014-15 and 2015-16		
NCCCS Average	33.4%	31.2%	2.3%	1	0	57.7%	1.4%	-6.0%		
Program A	28.2%	26.3%	1.9%	0	0	56.5%	0.3%	9.2%		

Red Flag Monitoring Activity

- Use your own Red Flag Monitoring
 - Do you have any red dots?
 - Do you have any green dots?
 - Identify one strength of the program
 - Identify one area that needs improvement
 - Develop two – three strategies to address the area of improvement

Current Table 4

- **Look at your Current Table 4**
 - **Colleague (XLET4)**
- **This shows where your program is in completing levels for 2016-17.**
 - **Does not include HSE or Post-secondary**
 - **Only shows one record per student**
- **Does this look like what you expect?**
- **Are there areas you want to look into?**



NRS Reporting and Performance Measures

How are we measured?

- Measurable Skill Gains
- Employment rates after exit
- Median earnings after exit
- Completion of secondary diploma and becoming employed or entering post-secondary education or training within one year of exit
- Completion of post-secondary diploma for students who exit our program and post-secondary education

What do I need to know?

- 1. Participants and reportable individuals**
2. Program entry and exit, and periods of participation
3. Measurable skill gain (MSG)
4. Employment performance indicators
5. Credential attainment indicator



Participants and Reportable Individuals

- **Participant:**
 - Only upon achieving 12 contact hours after program entry
 - Reported on NRS and Statewide Performance Report tables
 - Count toward performance measures
- **Reportable Individual:**
 - Provides identifying information
 - Taken action that demonstrates an *intent* to use program services
 - Has *less* than 12 contact hours



Six Key Issues

1. Participants and reportable individuals
- 2. Program entry and exit, and periods of participation**
3. Employment performance indicators
4. Measurable skill gain (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators

Program Entry

- **Program entry**—the date on which a reportable individual enrolls in an adult education and family literacy program

September 2016

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
		27	28	29	30	

Program Exit

- **Program exit** occurs when the participant has not received services for the past *90 consecutive calendar days* and *has no additional services scheduled (i.e. registered for an upcoming class)*. The date of exit is the last date on which the participant receives services.
- **However**, the exit date from service cannot be determined until *at least 90 consecutive calendar days* have elapsed since the participant last received services. Services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.





Period of Participation (POP)

- Every entry is counted as a period of participation, even if it occurs during the same program year.
- Participants with more than one program entry will have multiple periods of participation in a program year.

Periods of Participation - Implications

Participants with more than one program entry have multiple periods of participation in a program year

Every period of participation is a new service period and treated as if the participant is a new participant (follow-up, MSG, etc.)

A new intake process is required for each period of participation

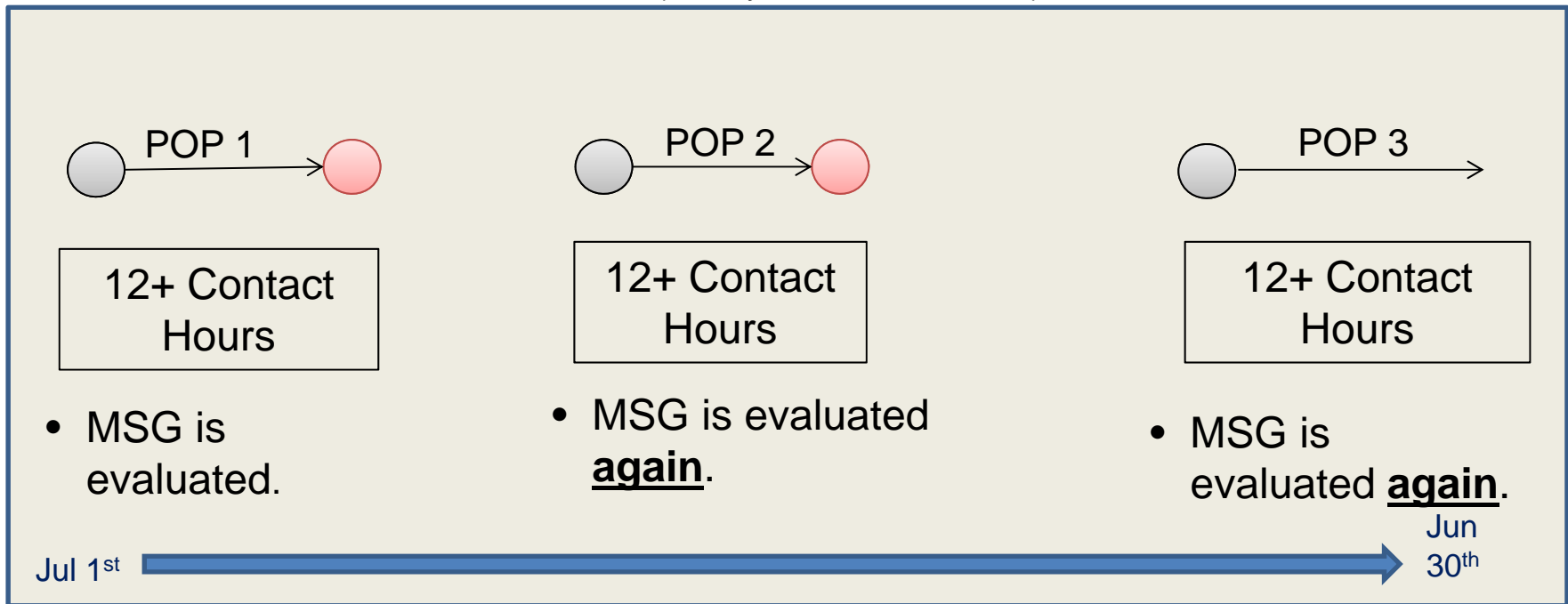
Periods of Participation (POP) MSG Indicator Example



Program Entry/ Reentry



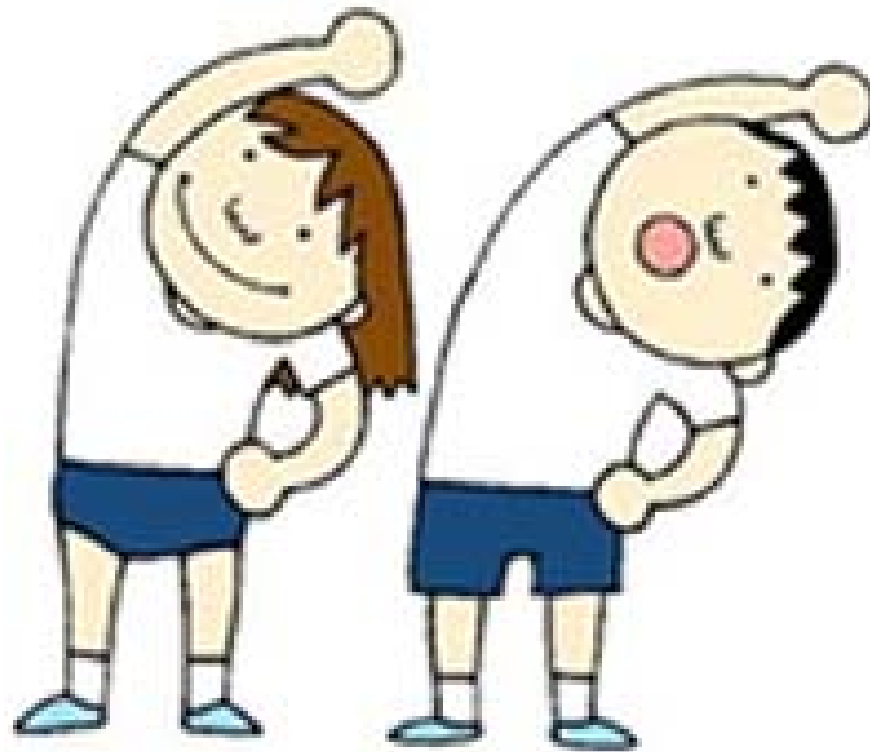
Program Exit
(90 days since last service)



Strategies to Retain Students

- Identify student goals and connect to objectives of the class
- Provide instruction that is motivating and engaging
- Contact students when absent
- Have peer buddies
- Be available to students for questions and assistance

5 minute stretch break





Key Issues for NRS

1. Participants and reportable individuals
2. Program entry and exit and periods of participation
- 3. Measurable skill gain (MSG)**
4. Employment performance indicators
5. Credential attainment indicator

Measurable Skill Gain Indicator (MSG)

The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- Similar to Educational Functioning Level Gains, but with a few changes
 - 1) 4 ways to get a MSG now
 - 2) Individuals are counted based upon periods of participation (POP)
 - 3) Adult Secondary Education High is now counted for a MSG since there are now several possible routes to get a MSG that apply to them
- Reported in Table 4. New Tables published on the [National Reporting System](http://www.nrsweb.org) website (www.nrsweb.org)
- Only one MSG counts per period of participation

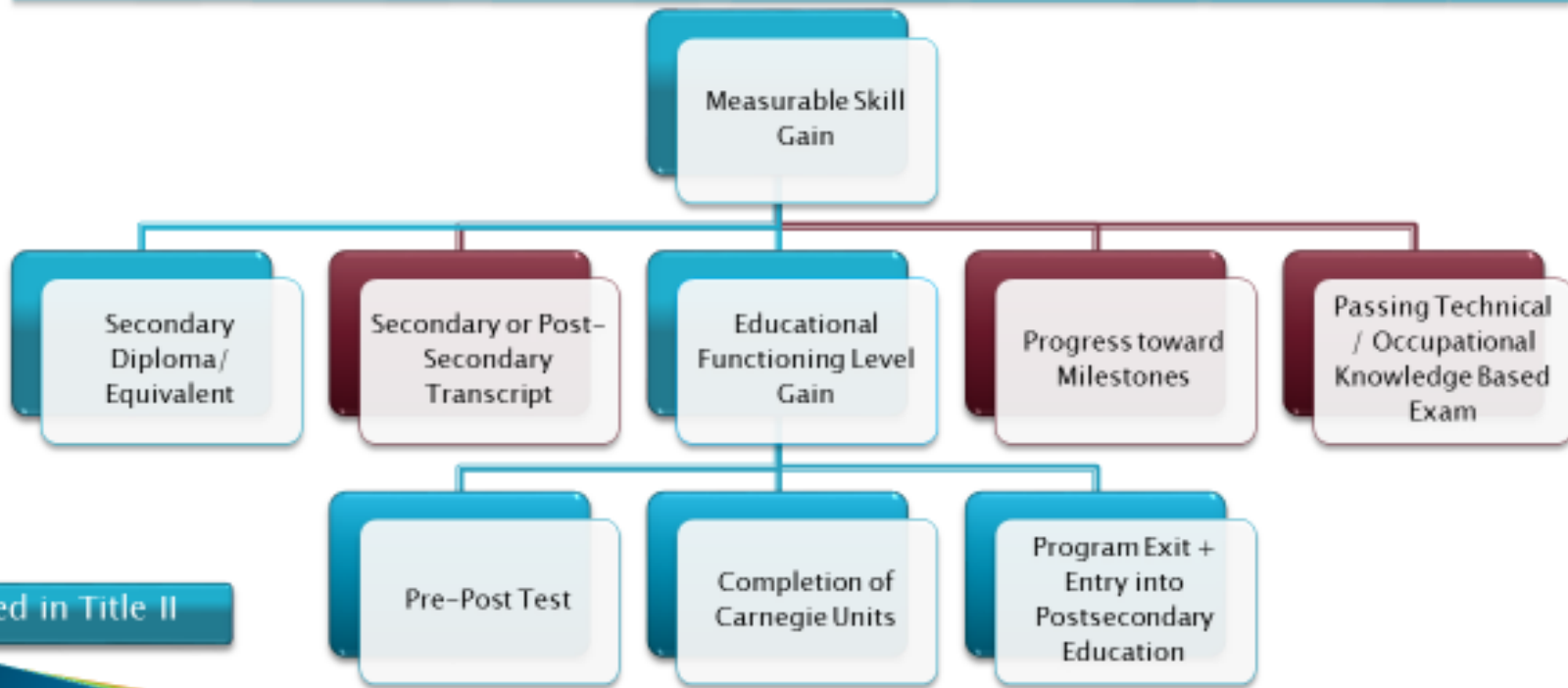
Consideration 3

- Demonstrate Past Effectiveness
- State adjusted level of performance for MSG is **36%** for 2016-17 and **38%** for 2017-18



Measurable Skill Gain

5 Types of Measurable Skill Gain



Used in Title II



Secondary Diploma/Equivalent



- New Method to earn a MSG
- Any student with 12 or more hours who receives their AHS or HSE diploma in the program year gets counted as a measurable skill gain (MSG)



Educational Functioning Level Gain

Documented achievement of at least once educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure educational functioning level gain in one of three ways:

The approved pre- and post-tests must be based on the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education. The list of approved assessments is published annually in the Federal Register.

Method 1 to EFL Gain

- (1) Comparing the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test.
 - No change from how we currently track level gain (test code/component with lowest EFL at the beginning of the program year)

Method 2 to EFL Gain

- (2) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units.
 - Adult High School level gain occurs when students have completed the following:
 - Placed at ASEL for the program year
 - Have completed at least 50% of required credits to earn an Adult High School Diploma
 - Have completed one credit in the program year



Method 3 to EFL Gain

- (3) States may report an educational functioning level gain for participants who exit the program and enroll in postsecondary education and training during the program year.
 - Student exits the program during the program year (not received services for 90 days and no further services scheduled)
 - Student enrolls in post-secondary education and training during the program year



Student Scenario 1

- Jane comes into your program on July 6 and stays in your program.
 - She pre-tests on July 6 at ABEHI
 - She post-tests on December 15 at ASEL
 - She remains in your program through June, but doesn't post-test again.
 - How many periods of participation does Jane have?
 - How many Measurable Skills Gains (MSG) does she have?

Student Scenario 2

- Maria comes into your program on August 15 and stays in your program until November 16 and comes back on May 16.
 - She pre-tests on August 15 at ESLLI
 - No post-test was given before Maria exits in November
 - On May 16, Maria pre-tests at ESLLI
 - On June 30, Maria post-tests at ESLLI
 - How many periods of participation does Maria have?
 - How many measurable skills gains does Maria have?



Develop your own scenario



Lunch

Share Scenario



Intensity and Duration

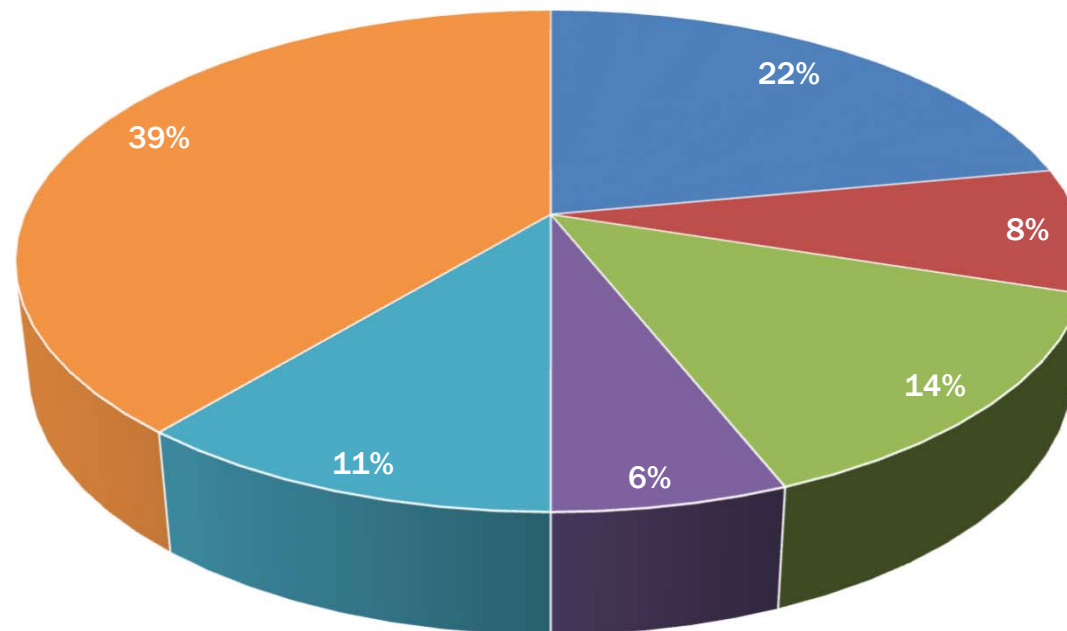
- **WIOA Consideration 5:** Program is (A) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction.

Example of Class

- 10 students begin on January 1
- 2 students leave in less than 12 hours
- 2 students leave between 12 and 40 hours
- >>>>Hit minimum hours for post-testing>>>>>
- 1 student leaves between 40 and 60 hours
- >>>>Hit recommended hours for post-testing>>>>
- 2 students leave between 60 and 100 hours
- 3 students are still there after 100 hours

Statistics for NC Participants (12 or more hours)

Student Retention percentages



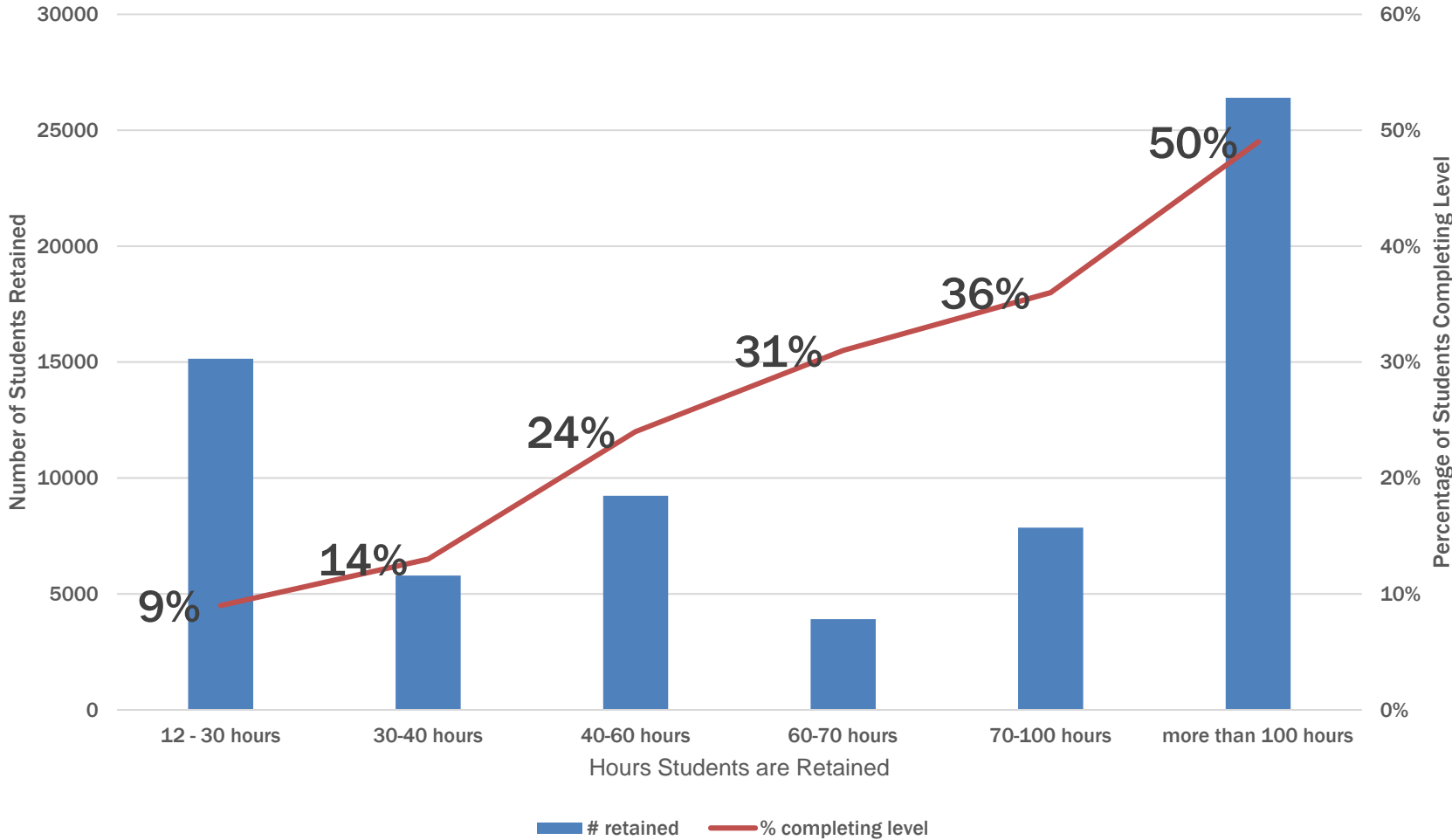
■ less than 30 hrs ■ 30-40 hours ■ 40-60 hours ■ 60-70 hours ■ 70-100 hours ■ more than 100 hours

What do you think?

- How many hours do you think are needed for students to make an educational functioning level gain?



Percentage of Students Completing a level by Total Hours



Intensity and Duration

- Schedule classes so that students have enough instructional hours to post-test
- Make sure students attend long enough to post-test or receive their HSE/AHS diploma, earn the number of Carnegie units, or enter into Post-secondary

Data Tracking

- Assessments and LEIS forms need to be given to LEIS/data entry personnel immediately. Do not hold paperwork.
- Web Advisor in LEIS (mandatory July 2017)
 - Record hours with the actual date the student attends and not a sum for a month.
 - Regularly update hours and testing to ensure ability to see performance for participants at the 12 hour mark.

What do the instructors know?

- How well do the instructors know their students?
- Do instructors know each of the students' goals?
- Do instructors know why the student is attending the college or CBO?
 - More specifically, why is the student attending Basic Skills?

How do you structure your class?

- Do you have daily lesson plans?
- Do your lesson plans reflect your students' goals?
- Are your lesson plans aligned with the NC Adult Education Standards?

- [Common Curriculum](http://commoncurriculum.com/)

<http://commoncurriculum.com/>

Learning to Ask the Right Questions to Students

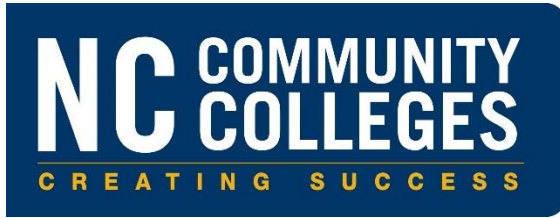
- Can you identify your academic strengths & weaknesses?
- Do you know your learning style and what accommodations you need for academic success?
- Do you know what strategies work the best for you in completing academic work?
- Are you able to communicate your academic needs to your teachers and fellow students?

Types of Learning Styles



Assess Motivation & Independence (Sandler, 2008)

- 1. Did you need support and structure in high school?
- 2. Do you routinely need help from other to keep you motivated and focused?
- 3. Do you thrive on individual attention from teachers?
- 4. Do you prefer to immerse yourself in a subject?
- 5. Do you need a high – energy environment?
- 6. Do you have trouble falling asleep?



Tracking MSG in your classroom



How to Interpret the Columns on the Report



XLEPLA - Columns

Date:12/02/2015
Time:08:00:27AM

NRS Student Test Placement By Section Report

Page: 1

Stu ID Fname	Last Name	Fname	Att Hrs	LeAtt Dt	Section ID	Section Name	Beg Date	End Date	Ins Lname	Ins
			16.25	08/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				06/18/15	TABBATTOMA	ASEL	08/13/2015	TABBATTOMA	ASEL	N
			7.50	07/29/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				06/15/15	TABBATTOMA	ASEH	06/15/2015	TABBATTOMA	ASEH	N
			13.00	08/12/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				04/30/15	TABBATLANG	ABELI	04/30/2015	TABBATLANG	ABELI	N
			8.50	07/28/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				07/13/15	TABBATREAD	ABELI	07/13/2015	TABBATREAD	ABELI	N
			5.50	08/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				07/20/15	TABBATTOMA	ASEL	11/24/2015	TABBATTOMA	ASEH	Y
			39.25	08/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey	S
				Ini Tdate	Ini Pl TComp	Ini Pl EFL	Hi Tdate	Hi Pl Tcomp	Hi Pl EFL	ASEH CLvl
				07/02/15	TABBATTOMA	ASEH	08/11/2015	TABBATTOMA	ASEH	N



How to Read an Individual Student Record

XLEPLA - Rows

Date:12/02/2015
Time:08:00:27AM

NRS Student Test Placement By Section Report

Page: 1

Stu ID	Last Name	Fname	Att Hrs	Att Dt	Section ID	Section Name	Beg Date	End Date	Ins	Lname	Ins
			16.25	07/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			06/18/15		TABBATTOMA	ASEL	08/13/2015	TABBATTOMA	ASEL		
			7.50	07/29/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			06/15/15		TABBATTOMA	ASEH	06/15/2015	TABBATTOMA	ASEH		N
			13.00	08/12/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			04/30/15		TABBATLANG	ABELI	04/30/2015	TABBATLANG	ABELI		N
			8.50	07/28/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			07/13/15		TABBATREAD	ABELI	07/13/2015	TABBATREAD	ABELI		N
			5.50	08/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			07/20/15		TABBATTOMA	ASEL	11/24/2015	TABBATTOMA	ASEH		Y
			39.25	08/13/15	26451	BSP-GED-451	07/01/15	08/14/15	Coffey		
			07/02/15		TABBATTOMA	ASEH	08/11/2015	TABBATTOMA	ASEH		N



Completing Classroom Tool

Stu ID	Last Name	First Name	Tot Att Hrs	EFL Code	Enrolled	ASEH Ind	Compl Level	HSE/AHS diploma earned	postsec_ entry	At least one MSG	separation date
158478			16.25	ASEL	1	0	0	0	0	0	
146266			7.5	ASEH	0	0	0	0	0	0	
156777			13	ABELI	1	0	0	1	0	1	
81614			8.5	ABELI	0	0	0		0	0	
93251			5.5	ASEL	0	0	1		0	0	
156455			39.25	ASEH	1	0	0	1	0	1	
Total					3	0	1	2	0	2	

Totals	Numbers
Total Enrolled	3
Total who completed Carnegie units for level gain	0
Total who post-tested with level gain	1
Total who received HSE/AHS	2
Total who entered post-secondary	0
Total MSG	2
Percentage MSG	2/3= 67%

CBO – MSG View

Student ID	Last Name	First Name	Current FY Instr Hrs	Entry Level	Assess Status in Subj Area	Completed Level	Overall Status
262921			73	HAS (ABE L6)	Assessed 2+ this FY	TRUE	active
263782			37	High Beg ESL (ESL L3)	Assessed once this FY	FALSE	active
264748			46	Low Int ABE (ABE L3)	Assessed 2+ this FY	FALSE	active
265536			56	Low Int ABE (ABE L3)	Assessed 2+ this FY	FALSE	active
269625			87	Low Int ABE (ABE L3)	Assessed 2+ this FY	TRUE	active
269855			56	LAS (ABE L5)	Assessed 2+ this FY	FALSE	active
269856			48	Low Int ABE (ABE L3)	Assessed 2+ this FY	FALSE	active
269861			69	Beg Lit ABE (ABE L1)	Assessed 2+ this FY	FALSE	active

Your Turn

- **Use your classroom report and complete the “Classroom Chart”**
 - **For Colleague this report is the section report from XLEPLA**
 - **For LACES this is the Instructor Section View**



What did you learn from this exercise?

Main Points from this session

- **Measure programs on Measurable Skills Gains and ultimately employment and postsecondary transition.**
- **Importance of accurate tracking of data.**
- **Retention of students is essential for making gains.**
- **Engaging instruction is essential in retaining and motivating students.**



Closing Comments and Questions