

# 2008 PERFORMANCE STANDARDS for Community Adult Learning Centers (fund codes 340, 345, 359)

## 1. Attendance

**Definition:**

Total number of rate-based attended student hours divided by the total number of planned student hours. (Excludes non-rates based classes)

**Standard:**

Programs ensure that students attend between 66% and 76% of total planned student hours.

**Benchmarks:**

	# of points	Cut Points for Attendance
Advanced	3	77% and above
Meets Standard	2	66%-76%
Needs Improvement	1	55%-65%
Remedial Action	0	54% and below

**Includes:**

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 1 hour of attendance
- 3) Attendance in funded slots in rate based classes

**Excludes:**

- 1) All Unfunded slots (slots overenrolled up to 20%)
- 2) Site specialty of “Homeless” and “Pathways to Family Success”
- 3) Class focus of “Homeless” and “P21”

## 2. Average Attended Hours

**Definition:**

Total number of attended hours divided by the total number of students. (Attended hours includes rates based, non-rates based, and volunteer match hours.)

**Standard:**

Programs ensure that students attend between 130 and 159 average attended hours.

**Benchmarks:**

	# of points	Cut Points for Average Attended Hours
Advanced	3	160 and above
Meets Standard	2	130 – 159
Needs Improvement	1	105 -129

Remedial Action	0	Less than 105
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**Includes:**

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 1 hour of attendance
- 3) All attended hours --- rate based class attendance (including unfunded slots), non rate based class attendance, and volunteer match hours

**Excludes:**

- 1) Site specialty of “Homeless” and “Pathways to Family Success”
- 2) Rate based class focus of “Homeless” and “P21”
- 3) Non rate based class focus of “SA: GED Content Area”

**3. Pre and Post Test Percentage**

***Definition:***

Total number of students who are pre and post tested divided by the total number of students enrolled in a program for the year (based on student’s primary assessment).

***Standard:***

Programs ensure that between 66% and 76% of eligible students are pre- and post-tested.

***Benchmarks:***

	# of points	Cut Points for Pre and Post Testing
Advanced	3	77% and above
Meets Standard	2	66%-76%
Needs Improvement	1	55%-65%
Remedial Action	0	54% and below

**Includes:**

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 12 hours of attendance
- 3) Tests selected in the primary assessment area

**Excludes:**

- 1) Site specialty of “Homeless” and “Pathways to Family Success”
- 2) Class focus of “Homeless” and “P21”
- 3) Non rate based class focus of “SA: GED Content Area”
- 4) Students with an initial TABE score of 585 or higher
- 5) Students with an initial MAPT score of 600 or higher
- 6) Students enrolled at the site with an intake date after 4/1

## 4. Learner Gains

### **Definition:**

Total percent of all students who demonstrate learner gain on MAPT, TABE Literacy, TABE Language, REEP, or BEST Plus assessments (based on student’s primary assessment)

### **Meaningful or average learner gain for each assessment is defined as:**

MAPT	21 scale score points (meaningful gain)
TABE Literacy	30 scale score points (meaningful gain)
TABE Language:	27 scale score points (significant gain)
REEP:	.4 scale score points (significant gain)
BEST Plus:	33 scale score points (significant gain)

### **Standard:**

Programs ensure that between 35% and 49% of students demonstrate meaningful or average gain as defined in the table above.

### **Benchmarks:**

		<b>ESOL cut points</b>	<b>ABE cut points</b>
Advanced	9	55% and above	47% and above
Advanced	8	50% – 54%	42% - 46%
Meets Standard	7	45% – 49%	37% - 41%
Meets Standard	6	40% – 44%	32% - 36%
Meets Standard	5	35% – 39%	27% - 31%
Needs Improvement	4	30% – 34%	22% - 26%
Needs Improvement	3	25% - 29%	17% - 21%
Remedial Action	2	20% - 24%	12% - 16%
Remedial Action	1	15% - 19%	7% - 11%
Remedial Action	0	14% and below	6% and below

### **Includes:**

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 12 hours of attendance
- 3) Tests selected in the primary assessment area

### **Excludes:**

- 1) Site specialty of “Homeless” and “Pathways to Family Success”
- 2) Class focus of “Homeless”, “Pathways to Family Success”, “P21”, and Pre Literacy 1I,II, III
- 3) Non rate based class focus of “SA: GED Content Area”
- 4) Students with an initial TABE score of 585 or higher
- 5) Students with an initial MAPT score of 600 or higher
- 6) Students enrolled at the site with an intake date after 4/1

## 5. Setting and Meeting Student Goals

### **Definition:**

- Total number of goals set divided by the number of students enrolled in the program
- Total number of goals met divided by the number of students enrolled in the program

### **Standard:**

- Programs set, on average, at least 2 goals per student per year.
- Programs meet, on average, at least 1 goal per student per year.
- Programs are eligible for Column A, B, and C goal attainment points as noted below.

### **Benchmarks:**

	# of points	Cut Points for Learner Gain
Goals Set	1	Set at least 2 goals/student
Goals Met	2	Meet at least 1 goal/student
Column A/B Goals	3	If majority (50%+) of met goals are Column A&B goals, <b>and</b> if the program meets at least 1 goal/student, program earns 3 Column A/B points.
Column A/B Goals	2	If majority (50%+) of met goals are Column A&B goals, <b>and</b> if the program meets less than 1 but at least .5 goals/student, program earns 2 Column A/B points.
Column C Goals	1	If program meets at least 1 Column C goal/student, program earns 1 Column C point.

	# of points
Advanced	5-6
Meets Standard	3 – 4
Needs Improvement	1-2
Remedial Action	0

*Note: maximum performance points in any combination of the above are 6.*

### **Includes:**

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 1 hour of attendance
- 3) Obtain GED goal includes date met up to 9/30

### **Excludes:**

- 1) Site specialty of “Homeless” and “Pathways to Family Success”
- 2) Class focus of “Homeless” and “P21”

revised 8/2/10

## **6. NRS Educational Functioning Level Completion**

***Definition:***

The total number of students completing the eleven Educational Functioning Levels (EFL) divided by the total number of enrolled students.

***Standard:***

Program meets or exceeds the annual state target as negotiated with US DOE.

***Note:***

ACLS negotiates performance targets annually with US DOE based on state performance data for the eleven educational functioning levels (excluding High ASE).

***Benchmarks:***

	# of points	Cut Points for Completing One EFL
Meets Standard	1	At least 33% of students complete an EFL
Does Not Meet Standard	0	Less than 33% of students complete an EFL.

***Includes:***

- 1) Students with at least 12 hours of attendance

***Excludes:***

- 1) High ASE level (GLE 11 – 12.9) since passing GED counts as EFL completion