

**2009 PERFORMANCE STANDARDS
ABE for INCARCERATED ADULTS
(Fund Codes 285,563)**

1. Attendance

Definition:

Total number of rate-based attended hours divided by the total number of planned student hours.

Standard:

Programs ensure that students attend between 45% and 55% of total planned student hours.

Benchmarks:

	# of Points	Cut Points for Attendance
Advanced	3	56% and above
Meets Standard	2	45% - 55%
Needs Improvement	1	34% - 44%
Remedial Action	0	33% and below

Includes:

- 1) Projects with fund codes 285 and 563
- 2) Students with at least 1 hour of attendance
- 3) Attendance in funded slots in rate based classes

Excludes:

- 1) Non rate based classes
- 2) All unfunded slots (slots overenrolled up to 20%).

2. 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:

Program ensures that between 20% and 30% of eligible students are pre and post tested.

Benchmarks:

	# of Points	Cut Points for Pre and Post Testing
Advanced	3	31% and above
Meets Standard	2	20% -30%
Needs Improvement	1	9% - 19%
Remedial Action	0	8% and below

Includes:

- 1) Projects with fund codes 285 and 563
- 2) Students with at least 12 hours of attendance
- 3) Tests selected in the primary assessment area

Excludes:

- 1) Non rate based class focus of SA: GED Content Area
- 2) Students with an initial TABE score of 585 or higher
- 3) Students enrolled at the site with an intake date after 4/1
- 4) Students enrolled only in "Transitions Math" or "Transitions Writing" non rate based classes

3. Learner Gains

Definition:

Total percent of all students who demonstrate meaningful learner gain on TABE Literacy or TABE Language (based on student's primary assessment).

Learner gain for each assessment is defined as:

TABE Literacy	30 scale score points
TABE Language	27 scale score points

Standard:

Programs ensure that between 30% and 40% of students demonstrate gain as defined above.

Benchmarks:

	# of Points	Cut Points for Learner Gains
Advanced	3	46% and above
Meets Standard	2	35% - 45%
Needs Improvement	1	24% - 34%
Remedial Action	0	23% and below

Includes:

- 1) Projects with fund codes 285 and 563
- 2) Students with at least 12 hours of attendance
- 3) Tests selected in the primary assessment area

Excludes:

- 1) Non rate based class focus of SA:GED Content Area
- 2) Students with an initial TABE score of 585 or higher
- 3) Students enrolled at the site with an intake date after 4/1
- 4) Students enrolled only in "Transitions Math" or "Transitions Writing" non rate based classes

4. 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 1 goal per student per year
- Programs meet, on average, at least .5 goals per student per year
- Programs are eligible for Column A, B and F goal attainment points as noted below

Benchmarks:

	# of Points	Cut Points for Learner Gain
Goals set	1	Set at least 1 goal per student
Goals met	2	Meet at least .5 goals per student
Column B C/F Goals	3	If the majority (at least 50% of met goals are column B and C/F goals, and if program meets at least 1 goal per student, program earns 3 Column B C/F points
Column B C/F Goals	2	If the majority (at least 50% of met goals are column B and C/F goals, and if program meets less than 1 goal per student but at least .5 goals per student, program earns 2 Column B C/F points
Column A C/F Goals	1	If program meets at least 1 column A or C/F goal per student, program earns one column C/F 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 285 and 563
- 2) Students with at least 1 hour of attendance
- 3) Obtain GED goal includes date met up to 9/30

Excludes:

- 1) Students enrolled only in "Transitions Math" or "Transitions Writing" non rate based classes.

5. 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 An 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:

Students with at least 12 hours of attendance

Excludes:

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