

**2011 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 | 32 scale score points |
| TABE Language | 23 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