1. **Attendance**

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

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

**Benchmarks:**

<table>
<thead>
<tr>
<th></th>
<th># of points</th>
<th>Cut Points for Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>3</td>
<td>77% and above</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>2</td>
<td>66%-76%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>1</td>
<td>55%-65%</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>0</td>
<td>54% and below</td>
</tr>
</tbody>
</table>

*Includes:*  
1) Projects with fund codes 340, 345, and 359  
2) Students with attendance greater than 0 hours  
3) Attendance in funded slots in rate based classes

*Excludes:*  
1) Non rate based classes  
2) Site specialty of “Homeless” and “Pathways to Family Success”  
3) Class focus of “Homeless”

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:**

<table>
<thead>
<tr>
<th></th>
<th># of points</th>
<th>Cut Points for Average Attended Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>3</td>
<td>160 and above</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>2</td>
<td>130 – 159</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>1</td>
<td>105 -129</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>0</td>
<td>Less than 105</td>
</tr>
</tbody>
</table>
Includes:
1) Projects with fund codes 340, 345, and 359
2) Students with attendance greater than 0 hours
3) All attended hours --- rate based class attendance, 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”
3) Non rate based class focus of “SA: GED Content Area”
4) Students enrolled only in “Transitions Math” or “Transitions Writing” non rate based classes
5) DL directly enrolled students -- those directly referred to the Hub by the CALC Option 1 or 2 sites

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:

<table>
<thead>
<tr>
<th>Level</th>
<th># of points</th>
<th>Cut Points for Pre and Post Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>3</td>
<td>77% and above</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>2</td>
<td>66%-76%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>1</td>
<td>55%-65%</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>0</td>
<td>54% and below</td>
</tr>
</tbody>
</table>

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”
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
7) Students enrolled only in “Transitions Math or Transitions Writing” non rate based classes
8) DL directly enrolled students -- those directly referred to the Hub by the CALC Option 1 or 2 sites
4. **Learner Gains**

**Definition:**
Total percent of all students who demonstrate meaningful learner gain on MAPT, TABE Literacy, TABE Language, TABE Clas-e, or BEST Plus assessments (based on student’s primary assessment).

**Learner gain for each assessment is defined as:**
- **MAPT:** 21 scale score points
- **TABE 9/10 Literacy:** 32 scale score points
- **TABE 9/10 Language:** 23 scale score points
- **TABE Clas-e:** 25 scale score points
- **BEST Plus:** 33 scale score points

**Standard:**
Programs ensure that between 35% and 49% of students demonstrate gain as defined above.

**Benchmarks:**

<table>
<thead>
<tr>
<th></th>
<th>ESOL cut points</th>
<th>ABE cut points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>9</td>
<td>47% and above</td>
</tr>
<tr>
<td>Advanced</td>
<td>8</td>
<td>42% - 46%</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>7</td>
<td>37% - 41%</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>6</td>
<td>32% - 36%</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>5</td>
<td>27% - 31%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>4</td>
<td>22% - 26%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>3</td>
<td>17% - 21%</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>2</td>
<td>12% - 16%</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>1</td>
<td>7% - 11%</td>
</tr>
<tr>
<td>Remedial Action</td>
<td>0</td>
<td>6% and below</td>
</tr>
</tbody>
</table>

**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”, and Pre Literacy I, 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
7) Students enrolled only in “Transitions Math or Transitions Writing” non rate based classes
8) DL directly enrolled students -- those directly referred to the Hub by the CALC Option 1 or 2 sites
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.

[http://www.doe.mass.edu/acls/smartt/forms/goals.doc](http://www.doe.mass.edu/acls/smartt/forms/goals.doc)

**Benchmarks:**

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

<table>
<thead>
<tr>
<th># of points</th>
<th>Advanced</th>
<th>Meets Standard</th>
<th>Needs Improvement</th>
<th>Remedial Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 6</td>
<td>Advanced</td>
<td>Meets Standard</td>
<td>Needs Improvement</td>
<td>Remedial Action</td>
</tr>
</tbody>
</table>

**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 attendance greater than 0 hours
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”
3) Students enrolled only in “Transitions Math” or “Transitions Writing” non rate based classes.
4) DL directly enrolled students -- those directly referred to the Hub by the CALC Option 1 or 2 sites
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:**

<table>
<thead>
<tr>
<th></th>
<th># of points</th>
<th>Cut Points for Completing An EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Standard</td>
<td>1</td>
<td>At least 33% of students complete an EFL</td>
</tr>
<tr>
<td>Does Not Meet Standard</td>
<td>0</td>
<td>Less than 33% of students complete an EFL.</td>
</tr>
</tbody>
</table>

**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