

**Business Rules for Federal Report Tables**  
updated 8/31/11

Participants are adults sixteen years of age or older who receive at least twelve (12) hours of instruction. Hours of instruction include classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED test should not be counted as an instructional activity nor should counseling hours be included.

**NOTE: Federal Report figures are based on individual student records...not class reports.**

**TABLE 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex**

- A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.
- Students are counted in one of the twelve educational functioning levels which is determined by the pre-test in the current fiscal year in a primary area: ABE Reading, ABE Writing, ABE Math, ESOL Speaking/Listening, or ESOL Writing.

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
ABE Beg Lit															
ABE Beg ABE															
ABE Int Low															
ABE Int High															
ASE Low															
ASE High															
ESL Beg Lit															
ESL Low Beg															
ESL High Beg															
ESL Low Int															
ESL High Int															
ESL Adv															

**TABLE 2: Participants by Age, Ethnicity, and Sex**

- Participants should be classified based upon their age at entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current year.
- The totals in Columns B–O should equal the totals in Column B–O of Table 1. Row totals in Column P should equal corresponding column totals in Table 3.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16 – 18															
19 – 24															
25 – 44															
45 – 59															
60+															

**TABLE 3: Participants by Program Type and Age**

- Participants are classified as ABE, ASE, or ESOL students. This is determined by their pre-test score in their primary area in the current fiscal year. See the federal level charts for Table 4 that show the scale score ranges. Students are classified in ABE if their pre-test scores fall in the ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, or ABE Intermediate High levels. Students are classified in ASE if their pre-test scores fall in the ASE Low or ASE High levels. Students are classified as ESOL if they are assessed in any ESOL level.
- The total in Column G should equal the total in Column P of Table 1. The total in Columns B–F should equal the totals for the corresponding rows in Column P of Table 2 and the total in Column P of Table 1.

<b>Program Type</b> <b>(A)</b>	<b>16 – 18</b> <b>(B)</b>	<b>19 – 24</b> <b>(C)</b>	<b>25 – 44</b> <b>(D)</b>	<b>45 – 59</b> <b>(E)</b>	<b>60+</b> <b>(F)</b>	<b>Total</b> <b>(G)</b>
ABE						
ASE						
ESOL						

**TABLE 4: Educational Gains and Attendance by Educational Functioning Level**

- Educational gain is based on the first and last test given during the fiscal year.
- Students must be given the same test in the primary area during the same fiscal year. Different forms or different levels of the test must be given and alternated for the initial and subsequent assessments.
- GED Official Practice tests cannot be used since they are not designed to measure educational gain and cannot be correlated to GLE's. USDOE does not approve this test.

<b>Entering Educational Level</b> <b>(A)</b>	<b>Total Number Enrolled</b> <b>(B)</b>	<b>Total Attendance Hours</b> <b>(C)</b>	<b>Number Completed Level</b> <b>(D)</b>	<b>Number who Completed and Advanced One or More Levels</b> <b>(E)</b>	<b>Number Separated Before Completed</b> <b>(F)</b>	<b>Number Remaining Within Level</b> <b>(G)</b>	<b>Percentage Completing Level</b> <b>(H)</b>
ABE Beg Lit							
ABE Beg ABE							
ABE Int Low							
ABE Int High							
ASE Low							
ASE High							
ESL Beg Lit							
ESL Low Beg							
ESL High Beg							
ESL Low Int							
ESL High Int							
ESL Adv							

**Column A:** Entering educational level refers to the twelve educational levels. Refer to the charts below on pages 4-5 for scale score (or GLE/SPL) ranges.

**Column B:** Total number enrolled includes students who receive 12 or more hours of instruction with a primary assessment. Students are placed in education levels according to the pre test in the primary area. For example, students initially assessed in the primary area of math or reading with a MAPT scale score between 200 and 299 are listed in the Beginning ABE level. See the charts below on pages 4-5 that are used to indicate placement in the NRS educational levels.  $\text{Column B} = \text{Column D} + \text{F} + \text{G}$

**Column C:** Total attendance hours are calculated for students placed in educational functioning levels who have a total 12 or more hours of instruction. All class and match hours are included regardless of class placement.

**Column D:** Number who completed a level includes all learners whose post test scale score is the end scale score of the placement level or in a higher level. The number includes those who left after completing the level or who remain enrolled after completing the level as well as those who moved to one or more higher levels. For example, if a student initially scores 450 on the BEST Plus test (Low Intermediate ESL) and post tests at 472, he/she completes the level since the final assessment is at the end range for that level. If the student has post tested at 473, he/she completes and advances a level.

- Completion of ASE high level is attainment of a secondary credential or passing GED
- Passing the GED test or attaining a secondary credential counts as a level completion for only those initially placed at the ASE High level (this means that the student was initially assessed at 600 or above on the MAPT (GLE 11-12.9)).
- The NRS levels and scale scores are listed in the chart below on pages 4-5 for the primary assessment areas.

**NOTE:** According to the National Reporting System (NRS), if a student obtains the GED and was initially placed in any other ABE level, the post test is the only measure that can be used to indicate level completion.

**Column E:** Number who completed and also advanced one or more educational levels. Students counted in Column E are a subset of those counted in Column D, and are also counted in Column D. For example, if a student initially scores 450 on the BEST Plus test (Low Intermediate ESL) and post tests at 473 (472 is the end point of Low Intermediate ESL and 473 is the beginning point of High Intermediate ESL level), he/she would have completed and advanced a level.

**Column F:** Number of students who separated before completing the level, i.e. left the program or received no services for 40 consecutive days and had no scheduled services. To calculate if a student received no services, we use the end date of the last month of attendance and count the number of days between the last attendance date and class end date. If it is over 40 days, then the student received no services.

**Column G:** Number of learners still enrolled who are at the same educational level as when they entered. These are students who are current and did not complete the level, i.e. (a) did not have a post test OR (b) took a post test and did not complete the level.  $\text{Column G} = \text{Column B} - \text{D} - \text{F}$

**Column H:** Percentage completing level is calculated by dividing Column D (Number Completed Level) by column B (Total Number Enrolled) and multiplied by 100.

**TABLE 4B: Educational Gains and Attendance for Pre- and Post tested Participants**

**Note: Table 4B is the same as Table 4 except that only students who are pre and post tested are included.**

Entering Educational Level  (A)	Total Number Enrolled Pre and Post Tested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beg Lit							
ABE Beg ABE							
ABE Int Low							
ABE Int High							
ASE Low							
ASE High							
ESL Beg Lit							
ESL Low Beg							
ESL High Beg							
ESL Low Int							
ESL High Int							
ESL Adv							

**Include in this table only students who are both pre- and post tested.**

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column  $D + F + G$  should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula:  $H = \frac{\text{Column } D}{\text{Column } B}$

# FEDERAL LEVEL TABLES

## For FEDERAL REPORT

### ABE READING, LANGUAGE, AND MATH

<b>MAPT</b>			
<b>SUBJECT AREA</b>	<b>SCALE SCORES</b>	<b>GLE LEVEL</b>	<b>NRS LEVEL</b>
Reading & Math	200 – 299	2 – 3.9	Beginning ABE
Reading & Math	300 – 399	4 – 5.9	Low Intermediate ABE
Reading & Math	400 – 499	6 – 8.9	High Intermediate ABE
Reading & Math	500 – 599	9 – 10.9	Low ASE
Reading & Math	600 - 700	11 – 12.9	High ASE

<b>TABE 9 and TABE 10</b>			
<b>SUBJECT AREA</b>	<b>SCALE SCORES</b>	<b>GLE LEVEL</b>	<b>NRS LEVEL</b>
Language	389 and below	0 – 1.9	Beginning ABE Literacy
Language	390 – 490	2 – 3.9	Beginning ABE
Language	491 – 523	4 – 5.9	Low Intermediate ABE
Language	524 – 559	6 – 8.9	High Intermediate ABE
Language	560 – 585	9 – 10.9	Low ASE
Language	586 and above	11 – 12.9	High ASE
Math	313 and below	0 – 1.9	Beginning ABE Literacy
Math	314 – 441	2 – 3.9	Beginning ABE
Math	442 – 505	4 – 5.9	Low Intermediate ABE
Math	506 – 565	6 – 8.9	High Intermediate ABE
Math	566 – 594	9 – 10.9	Low ASE
Math	595 and above	11 – 12.9	High ASE
Reading	367 and below	0 – 1.9	Beginning ABE Literacy
Reading	368 – 460	2 – 3.9	Beginning ABE
Reading	461 – 517	4 – 5.9	Low Intermediate ABE
Reading	518 – 566	6 – 8.9	High Intermediate ABE
Reading	567 – 595	9 – 10.9	Low ASE
Reading	596 and above	11 – 12.9	High ASE

**FEDERAL LEVEL TABLES**  
**For FEDERAL REPORT**  
**ESOL SPEAKING /LISTENING**

<b>BEST PLUS</b>		
<b>SCALE SCORES</b>	<b>SPL LEVEL</b>	<b>NRS LEVEL</b>
400 and below	0 – 1	Beginning ESL Literacy
401 – 417	2	Low Beginning ESL
418 – 438	3	High Beginning ESL
439 – 472	4	Low Intermediate ESL
473 – 506	5	High Intermediate ESL
507- 540	6	Advanced ESL

**Note: Exit Criteria for Advanced ESL: completion level = 541 and above**

**ESOL WRITING**

<b>TABE CLAS-E Writing Sub-test</b>		
<b>SCALE SCORES</b>	<b>SPL LEVEL</b>	<b>NRS LEVEL</b>
200 - 396	0 – 1	Beginning ESL Literacy
397 - 445	2	Low Beginning ESL
446 - 488	3	High Beginning ESL
489 - 520	4	Low Intermediate ESL
521 - 555	5	High Intermediate ESL
556 - 612	6	Advanced ESL

**Note: Exit Criteria for Advanced ESL: completion level = 612 and above**

**TABLE 5: Core Follow-up Outcome Achievement**

- Students select goals that are meaningful to them. One primary goal must be set each fiscal year.
- We use data matching for the goals of enter employment, retain employment, and obtain a GED. Programs will still need to use the survey method for these goals of obtain a secondary school diploma, and enter post-secondary education or training since no state database is currently available for data matching.
- We calculate if the goal is short term for the goals listed below based on the student’s initial assessment. Short term means attainable within a program year.
  - Obtain GED - if the assessment is greater than or equal to MAPT score of 600 or TABE scale score of 586
  - Enter post-secondary education leading to Associate degree or higher” - if the assessment is greater than or equal to (1) MAPT score of 600 or TABE score of 586, or (2) TABE Clas-e scale score of 556, or (3) BEST Plus scale score of 507.

Core Follow-up Outcome Measure  (A)	Number of Participants with Main or Secondary Goal  (B)	Number of Participants included in Survey (Sampled and Universe)  (C)	Number of Participants Responding to Survey or Used for Data Matching  (D)	Response Rate or Percent Available for Match  (E)	Number of Participants Achieving Outcome  (F)	Weighted Average Percent Achieving Outcome  (G)
Entered Employment						
Retained Employment						
Obtain a GED or Secondary School Diploma						
Entered Post Secondary Education or Training						

**Column A:** The core follow-up outcome measures are listed.

**Column B:** The number of participants who selected these goals.

**Column C:** The number included in the survey is the same as the number in Column B since we don’t have enough students per goal per site to do a sample. We will survey only those students who do not provide a social security number and do not sign the release form for these goals: 1) obtain a secondary school diploma (ADP) 2) enter post-secondary education 3) enter occupational training 4) job related goals. Data met for all other goals will come from data matching. Data matching occurs for Obtain GED regardless if a social security number is provided.

**Column D:** The number who responded to the survey or are reported through data matching will be listed.

**Column E:** The response rate entered is the percent who responded to the survey or are data matched (Column D/Column B)

**Column F:** The number who actually met the goal is listed.

**Column G:** The percent of goals met is listed in this column. (Column F / Column D)

**TABLE 6: Participant Status and Program Enrollment**

Participant status is categorized at entry into the program.

<b>Participant Status on Entry into the Program (A)</b>	<b>Number (B)</b>
Disabled	
Employed	
Unemployed	
Not in the Labor Force	
On Public Assistance	
Living in Rural Areas (in places of less than 2,500 inhabitants and outside urbanized areas)	
<b>Program Type</b>	
In Family Literacy Programs	
In Workplace Literacy Programs	
In Programs for the Homeless	
<b>Institutional Programs</b>	
In Correctional Facilities	
In Community Correctional Programs	
In Other Institutional Settings	
<b>Secondary Status Measures (Optional)</b>	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adults	

**TABLE 7: Adult Education Personnel by Function and Job Status**

- We use the staff plan and staff salary information to report staff as part or full time status.
- Full time indicates that the staff person works 30 or more hours per week.
  - Full time for Local Education Agencies (LEA's) is based on 37 weeks per year. If a staff person works 1,110 hours or more per year (37 wks x 30 hrs/wk), then the staff person is classified as full time. Part time is less than 1,110 hours.
  - Full time for non LEA's is based on 52 weeks per year. If a staff person works 1,560 hours or more per year (52 wks x 30 hrs/wk), then the staff person is classified as full time. Part time is less than 1,560 hours.

<b>Function (A)</b>	<b>Part Time Personnel (B)</b>	<b>Full Time Personnel (C)</b>	<b>Unpaid Volunteers (D)</b>
State-level Administrative/Supervisory/Ancillary Services			
Local-level Administrative/Supervisory/Ancillary Services			
Local Teachers			
Local Counselors			
Local Paraprofessionals			

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