Managing Agency Level Performance and Persistence

March 18, 2022
Managing Performance and Persistence

• Recap: NRS Table 4/Table 4B/Persister
• Identify Education Levels that represent areas of strength and that represent areas that need improvement
• Compare performance to persistence rate for those targeted levels
• Review targeted data reports to focus efforts
• Obtain feedback from affected staff, teachers, and students
• Implement agency and student level strategies to address performance and persistence
• Identify and other resources to foster continuous improvement
### Table 4

**Measurable Skill Gains by Entry Level**

**All Student Activity Dates**

**Program Year:** 2019-2020

**Agency:** 4908 - Rolling Hills Adult School (RHAS)

#### Entering Educational Functioning Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Participants</th>
<th>Total Number of Participants Excluded from MSG Performance</th>
<th>Total Attendance Hours for all participants</th>
<th>Number who achieved at least one educational functioning level gain</th>
<th>Number who attained a secondary school diploma or its equivalent</th>
<th>Number Separated Before Achieving Measurable Skill Gains</th>
<th>Number Remaining in Program without Measurable Skill Gains</th>
<th>Percentage Achieving Measurable Skill Gains</th>
<th>Total number of Periods of Participation</th>
<th>Total number of Periods of Participation in which a HSD or HSE was attained</th>
<th>Percentage of Periods of Participation with Measurable Skill Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>ABE Level 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
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<td>0</td>
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<td>0</td>
<td>100.00</td>
<td>1</td>
<td>0.00</td>
<td>1</td>
<td>0</td>
<td>100.00</td>
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<tr>
<td>ABE Level 5</td>
<td>14</td>
<td>2,143</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>71.43</td>
<td>14</td>
<td>8</td>
<td>2</td>
<td>71.43</td>
<td></td>
</tr>
<tr>
<td>ABE Level 6</td>
<td>1</td>
<td>151</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>100.00</td>
<td>1</td>
<td>0.00</td>
<td>1</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>ABE Total</strong></td>
<td><strong>16</strong></td>
<td><strong>2,617</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>75.00</strong></td>
<td><strong>16</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>75.00</strong></td>
<td><strong>4</strong></td>
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<tr>
<td>ESL Level 1</td>
<td>6</td>
<td>721</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>75.00</td>
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</tr>
<tr>
<td>ESL Level 2</td>
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<td>1,721</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>86.67</td>
<td>21</td>
<td>13</td>
<td>0</td>
<td>61.90</td>
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<td>ESL Level 3</td>
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<td>4,398</td>
<td>29</td>
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<td>2</td>
<td>90.63</td>
<td>43</td>
<td>29</td>
<td>0</td>
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<td>53</td>
<td>1</td>
<td>7</td>
<td>76.47</td>
<td>92</td>
<td>51</td>
<td>1</td>
<td>56.52</td>
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<tr>
<td>ESL Level 5</td>
<td>84</td>
<td>12,149</td>
<td>64</td>
<td>0</td>
<td>10</td>
<td>76.19</td>
<td>98</td>
<td>64</td>
<td>0</td>
<td>65.31</td>
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<tr>
<td>ESL Level 6</td>
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<td>12,422</td>
<td>43</td>
<td>3</td>
<td>19</td>
<td>54.12</td>
<td>103</td>
<td>43</td>
<td>3</td>
<td>44.66</td>
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<tr>
<td><strong>ESL Total</strong></td>
<td><strong>290</strong></td>
<td><strong>41,116</strong></td>
<td><strong>206</strong></td>
<td><strong>4</strong></td>
<td><strong>38</strong></td>
<td><strong>72.41</strong></td>
<td><strong>363</strong></td>
<td><strong>206</strong></td>
<td><strong>4</strong></td>
<td><strong>57.85</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Grand Total</td>
<td>306</td>
<td>43,733</td>
<td>214</td>
<td>8</td>
<td>40</td>
<td>72.55</td>
<td>379</td>
<td>214</td>
<td>8</td>
<td>58.58</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4 =** Gains by Educational Functioning Level = Reports learners who entered program at one Instructional Level and finished the program year (June 30) at a higher level.
Table 4B = Same level advancement information as Table 4 (but without PoPs)
Only includes learners who completed a valid pre- and post-test.
The **Persistor** looks at the percentage of Table 4 students who also qualify for Table 4B – (the percentage of qualified enrollees who have a pre/post-test pair).

*Column C ÷ Column B = Column D (% of Persistor)*
CASAS Data Portal

http://www2.casas.org/dataportal/
NRS Local Performance Goals

Compare your agencies performance to the recent statewide averages and current NRS state goals.

Educational Functioning Level Completion Rates

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ABE</th>
<th>ASE</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>55.0%</td>
<td>50.0%</td>
<td>48.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>55.0%</td>
<td>50.0%</td>
<td>48.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>54.1%</td>
<td>49.4%</td>
<td>44.5%</td>
<td>39.6%</td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>54.0%</td>
<td>49.4%</td>
<td>44.5%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

TE: Reports – Federal Reports – NRS Tables 1-11

Reports – Federal Reports – NRS Performance
NRS Local Performance Goals

Compare your agencies performance to the recent statewide averages and current NRS state goals.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ABE Beg. Lit.</th>
<th>ABE Beg. Basic</th>
<th>ABE Int. Low</th>
<th>ABE Int. High</th>
<th>ASE Low</th>
<th>ASE High</th>
<th>ESL Beg. Lit.</th>
<th>ESL Beg. Low/High</th>
<th>ESL Int. Low</th>
<th>ESL Int. High</th>
<th>ESL Low Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Goal</td>
<td>2019-2020</td>
<td>55.0%</td>
<td>57.0%</td>
<td>50.0%</td>
<td>38.0%</td>
<td>39.0%</td>
<td>23.0%</td>
<td>60.0%</td>
<td>59.0%</td>
<td>56.0%</td>
<td>49.0%</td>
<td>45.0%</td>
<td>27.0%</td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>55.0%</td>
<td>56.0%</td>
<td>50.0%</td>
<td>37.0%</td>
<td>37.0%</td>
<td>23.0%</td>
<td>59.0%</td>
<td>57.0%</td>
<td>56.0%</td>
<td>49.0%</td>
<td>44.0%</td>
<td>26.0%</td>
</tr>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>54.1%</td>
<td>54.7%</td>
<td>50.8%</td>
<td>41.8%</td>
<td>45.5%</td>
<td>43.2%</td>
<td>60.7%</td>
<td>62.5%</td>
<td>59.8%</td>
<td>49.7%</td>
<td>49.8%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>34.0%</td>
<td>40.0%</td>
<td>37.7%</td>
<td>26.0%</td>
<td>22.6%</td>
<td>12.7%</td>
<td>63.0%</td>
<td>59.3%</td>
<td>56.2%</td>
<td>43.6%</td>
<td>42.2%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>
NRS Local Performance Goals

Identify EFL’s that represent areas of strength versus others that may need improvement.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ASE Low</th>
<th>ASE High</th>
<th>ESL Beg. Lit.</th>
<th>ESL Beg. Low/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Goal</td>
<td>2019-2020</td>
<td>39.0%</td>
<td>23.0%</td>
<td>60.0%</td>
<td>59.0%</td>
<td>56.0%</td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>37.0%</td>
<td>23.0%</td>
<td>59.0%</td>
<td>57.0%</td>
<td>56.0%</td>
</tr>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>45.5%</td>
<td>43.2%</td>
<td>60.7%</td>
<td>62.5%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>22.6%</td>
<td>12.7%</td>
<td>63.0%</td>
<td>59.3%</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

**ASE Low** is an area where this agency may need improvement.

**ESL Beginning Lit** is an area where this agency is performing well.
NRS Local Performance Goals

Can you identify any EFL’s besides ASE low that may serve well as targets for NRS Local Performance goals?

- **ABE Intermediate High** may be a good target given that it performs well below the state goals and average.

- **ESL Intermediate Low** performs closer to the goals and average statewide, but a good target given it is the largest group at this agency.
NRS Local Performance Goals

How do we begin our work focusing on the areas of improvement?

Target your data to the areas of need

Develop agency and student level strategies that match each area
Evaluating Persistence

Focus on the EFL’s with low performance that you targeted.

In TE: *Reports – Federal Reports – NRS Persister*

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>Beg. Year</th>
<th>Beg. Basic</th>
<th>Int. Low</th>
<th>Int. High</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>71.5%</td>
<td>65.6%</td>
<td>63.9%</td>
<td>61.5%</td>
<td>57.9%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>51.7%</td>
<td>57.4%</td>
<td>54.9%</td>
<td>52.0%</td>
<td>70.0%</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**ABE Intermediate High** is an example where low persistence may be a primary factor in low performance.

**ASE Low** shows persistence well above average – so most likely there are other reasons for low performance.
When Performance and Persistence are High

- If performance and persistence are both high, CONGRATULATIONS!!!
When Performance is High and Persistence is Low

• VERY UNUSUAL

• But if so, the agency should take steps to increase the frequency of pre/post-testing rates for students.
When Performance and Persistence are Both Low

• The agency should address basic data clean up first – that is, missing student demographics or attendance hours.

• Once basic clean up is complete, then start with the persistence side – specifically, student pre/post-testing rates.
When Performance is Low and Persistence is High

- The agency is doing well with completing data collection and testing requirements, but needs to address instruction in the classroom.
NRS Local Performance Goals

How do we begin our work improving the levels we targeted?

Find the “gaps, hotspots, and diamonds in the rough”

Follow up with staff, teachers, and students included in the areas you identified
Review targeted data reports to focus efforts

• Highlight the neediest areas ("hotspots")
• Identify pockets of strong performance ("diamonds in the rough")
• Compare recent performance with longitudinal data
• Re-evaluate higher purpose and how the data relates to goals
Obtain feedback from affected staff and students

• Focus on the neediest areas
• Identify students, teachers, and classes that represent pockets of strong performance
• Re-evaluate higher purpose and how the feedback relates to targeted areas and goals
Agency Level Strategies for Obtaining Better Persistence

- Clear communication across all staff
- Calendar for testing
- Local Assessment Policy
- TE Agency level reports
Student Level Strategies for Obtaining Better Persistence

- Track students’ attendance
- Adapt schedule to student needs
- Reward students for testing
- TE Student level reports
Student Focused Strategies for Improving Learner Performance

• Assign appropriate student goals and review them regularly
• Recognize student accomplishments
• Review “test taking skills” with students
• Individualize instruction
• Evaluate performance by student and identify best practices of top performers
Agency Focused Strategies for Improving Learner Performance

**Ensure assessment performance is in synch with local and statewide priorities**

**Review agency-wide assessment performance and compare by class, level, and program**

- Align instruction to agency-specific population
- Identify potential external issues, such as the local economy, transportation, housing
- Establish firm attendance/local assessment policy to ensure consistency – meeting minimum data standards does not guarantee success
- Define and implement NRS Local Performance Goals
When Performance and Persistence are Both Low

TE Reports to Improve Persistence:

- “Roster” Reports –
  - Student Test Summary
  - Student Gains
  - Next Assigned Test
- Instructional Hours Reports
When Performance and Persistence are Both Low

TE Reports to Improve Persistence:
- NRS Data Integrity Report
  - Items 8-9-10 (#10a – pre/no post -especially)
    Report missing pretest, pretest but no post-test
  - Items 22 a-b-c
    Report 40+ hours/70+ hours between pre and post-test
- Monitor PoPs
  Evaluate students with enrollment but no PoP
  Evaluate students with multiple PoPs in a year
When Performance and Persistence are Both Low

NRS Reports

- **NRS Monitor**
  Review all of the details related to NRS – enrollment, demographics, hours, assessment

- **NRS Summary Audit**
  Review drop reasons such as missing demographics or 12+ instructional hours

- **NRS Assessments Audit**
  Detailed view of student pre/post, including how tests fit into PoPs

- **Federal Table 2A**
  The one NRS Table that does NOT require 12+ hrs
When Performance is Low and Persistence is High

TE Reports for Performance Improvement:
- DIR Items 10 a-b (10b especially – “Learners with pre/post but no EFL gain”)
- NRS Monitor
- Federal Tables 4A/4B
  Table 4A itemizes MSG’s by each NRS EFL
  Table 4B restricts view to only those with a pre/post-test pair
When Performance is Low and Persistence is High

TE Reports for Performance Improvement:
• Test Results Reports
  • Content Standards/CCRS
  • Competencies
  • Individual Skills Profile

Reports – Test Results
When Performance is Low and Persistence is High

TE Reports for Performance Improvement:
- Test Results Reports
  - Content Standards/CCRS
  - Competencies
  - Individual Skills Profile
- Refer to “Curriculum Management & Instruction” section of CASAS Web
Curriculum Management & Instruction

Home – Product Overviews – Curriculum Management & Instruction
Curriculum Management & Instruction

CASAS Basic Skills Content Standards
College and Career Readiness Standards
CASAS Competencies
CASAS Scale, Skill Levels, and Descriptors
Curriculum Modules (Low Level Literacy)
Instructional Materials: QuickSearch Online
Sample Test Items
Success Stories

Product Overviews
Get on-target results with CASAS assessments and resources. Our products are time saving, easy to use, and cost effective.

Curriculum Management and Instruction
The Need: Participation
To help adult educators plan curriculum and instruction that helps their students achieve success with their career and personal goals.

The Solution: Our Resources
Resources that create a dynamic and customized instructional program based on test results and tailored to your students!

Critical CASAS Content Standards and CASAS Competencies built into the CASAS assessment system:
- provide instructional objectives for curriculum development
- align with national standards and competencies
- are measured in CASAS assessments
- are referenced in CASAS test result reports
www.nrsweb.org

jwright@casas.org