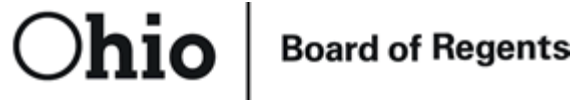


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Ohio Board of Regents Adult Basic and Literacy Education Desk Review Description Fiscal Year 2008



Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

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Introduction

The Adult Basic and Literacy Education Program (ABLE) under the Chancellor of the Ohio Board of Regents (Chancellor) is required by law to show the progress of the State ABLE Program toward continuously improving its performance. In addition, the Chancellor must describe how the State ABLE Program evaluates annually the effectiveness of the adult education and literacy activities based on the performance measures described in the Workforce Investment Act of 1998, Title II, the Adult Education and Family Literacy Act. The Desk Review is one means of measuring local program performance.

The uses of the ABLE Desk Review include:

- Accountability - meet performance goals and demonstrate state and local program achievement
- Promotion of program improvement – establish a system for assisting programs in their continuous improvement
- Information and advocacy for program – share key information with internal and external stakeholders

The ABLE Desk Review provides a rating for the local programs based on the following elements:

- Minimum Performance Levels (MPL) for the Educational Functioning Levels (EFL) as determined by standardized assessments
- MPLs for the follow-up measures including those for employment, entering postsecondary education and/or training, obtaining a GED and increased involvement in family literacy activities
- Student enrollment projections and student retention rates
- Pretesting and posttesting rates of students to determine level completion
- Key requirements and assurances of the FY 2008 grant

Explanation of the Report Format

The Desk Review Report consists of three forms – the data form, the worksheet for the consultant, and the report.

The data form provides information for a specific program that identifies the number and percent of students who have achieved a level. In addition, the form provides information such as the number of students served, the number of students receiving a GED, and so on.

The “Worksheet for Consultant for FY 2008” is completed by the state regional consultant for the program. The information is organized as a summary of the results and achievement levels that can be easily reviewed and evaluated.


The report is the summary of the data and comments from the specific state ABLÉ consultant. This form provides the overall achievement level of the program and comments on areas that may need to be improved.

The overall achievement level on the FY 2008 Desk Review indicates the performance status of a local program by using two (2) measures. The two (2) measures are weighted as follows:

Measure #1, *Student Achievement*, represents 67% of the overall rating.
Measure #2, *Administrative Requirements*, represents 33% of the overall rating.

The table below is used for determining the rating designations for Measure #1, Measure #2, and the overall Desk Review designation. For example, if the final percentage for Measure #1 is 76%, the rating for that measure is Acceptable.

Designation	State Indicators Met
Exemplary	95% - 100%
Superior	85% - 94%
Acceptable	70% - 84%
Not Acceptable	Below 70%



Explanation of the Measures

Measure #1 – Student Achievement

This measure has four (4) sections A – D focusing on factors related to student performance and the reporting of those achievements. The elements of this measure are:

- Completion of the Educational Functioning Levels (EFLs)
- Placement into postsecondary education and/or training
- Attainment of employment and retention of employment
- Obtainment of the GED
- Achievement of family literacy goals
- Other performance measures such as retention, enrollment, pretest and posttest rates

Measure #1 receives more emphasis since it reflects student achievement, which is the major intent of the legislation for ABLÉ’s state and federal funds.

Section A: CIP - Educational Functioning Levels (EFL) Completion

In this section, programs receive points for the Core Indicator of Performance of student completion of the Educational Functioning Levels (EFLs). Programs are given one point for each EFL for which students' performance met or exceeded the state's Minimum Performance Level (MPL) targets. Points are totaled and divided by the total number of EFLs in which students were enrolled. The percentage is recorded.

As an Example,

# EFLs Attempted	# Achieved	% Completed and Results for Section A
6	5	83.3%

Section B: CIP – Follow-up Goals

This section looks at a program's achievement in meeting the follow-up Core Indicators of Performance goals of placement in postsecondary education and/or training, attainment and retention of employment, obtainment of a GED, and achievement of the family literacy goals.

As an example,

# Core Indicators Attempted	# Achieved	% Completed and Results for Section B
4	2	50%

Credit will be given for each indicator for which the programs met or exceeded the state's MPLs. These indicators are only measured for students who had the indicator as a goal. Also, a program will only receive credit for achievement of indicators for which it has an approved component(s).

For example, if a program reports achievement in the family literacy indicators, but does not have an approved family literacy component, the program will not receive credit for achievement of those indicators.

The exception is GED attainment. A program will receive credit for students who have GED attainment as a goal and achieve that goal even if that program does not have an approved GED component.

Section C: Other Performance Measures

In this section, programs are rated on four (4) other measures related to student performance. Each element achieved is worth one (1) point. There are two (2) elements that could receive more than one (1) point. For enrollment, the program can receive 1.5 points if the actual enrollment exceeds the projected enrollment by more than 10%. If there is evidence in ABLELink showing that the program used a standardized test to posttest more than 75% of its students, the program

will receive 1.5 points. Once all the elements have been scored, an overall percentage is determined.

- *Enrollment*—The criteria for enrollment is based on achieving 100% or more of the FY 2008 projected enrollment **or** exceeding the FY2007 actual enrollment. If the program exceeded the projected enrollment by more than 10%, then the program receives another 0.5 of a point.

	FY 2008 Projected Enrollment	
Percents	100 – 110	Greater than 110
Points	1	1.5

OR

Percents	Greater than 100 of the FY2007 Actual Enrollment
Points	1

- *Retention*—A retention rate of 75% or above is achieved - one (1) point. Retention refers to a student who completed a level or who was enrolled during the fourth quarter of the previous program year.
- *Pretest information*—Pretest data entered in ABLELink that meets or exceeds 98% of the number of students enrolled - one (1) point.
- *Pretest and posttest*—The number of students posttested equals or exceeds 55% of the number of students pretested using a standardized assessment. Note: If the percentage is greater than 75%, the program receives 1.5 points.

Percent of Students Pre and Posttested with Standardized Test	50-75	Greater than 75
Points	1	1.5

As an Example:

Element	Achievement Level	Point(s) Earned	Possible Points
Enrollment	Met 84% of FY 2008 projected enrollment	0	1 or 1.5
Retention	Rate was 95.8%	1	1
Pretest	Number tested matches 98.8% of the number enrolled	1	1
Pretest and posttest	Program posttested 56.5% of the number pretested	1	1 or 1.5
	Total points received for four (4) elements	3	4*
$\frac{\text{Total points achieved}}{\text{Total elements possible}} = \frac{3}{4}$		Percentage of elements met	75%

*The divisor is always four (4) since we use the number of the items being examined that have potential point values.

Section D: Overall Level Completion for Extra Points

This section compares the program's overall EFL completion rate to the state's overall EFL completion average of 63.2%.

To receive 5-percentage points added to the total for Measure #1, a program must:

- Administer the number of posttests equal to or exceeding the number of students completing an EFL, **and**
- Meet or exceed the state's overall completion average

As an Example,

The total enrollment in FY 2008 was 168 students and of these students 98 completed a level. The overall performance is:

$$\frac{\text{Completers}}{\text{Enrollment}} = \frac{98}{168} = 58.3\%$$

Since, the overall program percent does not exceed the overall state average.

$$(58.3\% < 63.2\%)$$

The program does not receive the extra 5%.

Overall rating for Measure #1

Once the scoring for each of the sections is completed, the overall score is determined by adding the percentages for each section and calculating an average percentage for the measure. This percentage is used to find the rating for this measure.

As an Example,

Section	Total Pts for Program	Points Achieved	% of EFLs achieved	Score
Section A: EFL Completion	6	5	$\frac{5}{6} = 83.3\%$	83.3%
Section B: CIPs Follow-up goals	4	2	$\frac{2}{4} = 50.0\%$	50.0%
Section C: Other Performance Measures	4	3	$\frac{3}{4} = 75.0\%$	75.0%
Section D: Overall Level Completion – Extra Points				0
Average Score	$\frac{83.3 + 50 + 75}{3} = 69.4$			69.4%
Rating for Measure #1 (refer to page 3)		Not Acceptable		

Measure #2 –Administrative Requirements

The score for this measure is determined by the extent to which the program has complied with key state and federal standards and grant requirements. These items are tracked through the State ABLE Program. Each item which meets the FY 2008 requirements will receive one point. *There are 15 items evaluated for all programs this year. One additional item, attendance at the New ABLE Directors' Orientation, applies only to programs that have new administrators.* The items being tracked are listed in the table below.

The items listed here are tracked for timeliness and completeness.	
Data Certification Checklist Verification Form	Program Professional Development Plan (PPDP)
First Data Match	Second Data Match
First Interim Report	Second Interim Report
Annual Performance Report (APR)	Final Data Match
Fall Directors' Meeting	Spring Directors' Meeting
Final Expenditure Report (FER)	LD Planning Guide
Schedule A	Portfolio Meeting
Individual Professional Development Plan (IPDP)	New ABLE Directors' Orientation, if applicable

As an Example:

A particular program was not required to attend the New ABLE Directors' Orientation. The program met all but one (1) of its required items. The rating for the program would be as follows.

Requirements	Met Requirement
Met	14
Not met	1
Score	$\frac{14}{15} = 93.3\%$
Rating for Measure #2 (referring to page 3)	Superior

Overall Rating Structure

Determining the Overall Desk Review Rating

To determine the overall program rating, the percentage for Measure #1 is doubled and added to the percentage for Measure #2 as indicated below. The total is then divided by three (3).

As an Example:

Measure	Percentage	Multiplication/Division Factor	Weighted Value
Measure 1	69.4	2	138.8
Measure 2	93.3%	1	93.3
Totals		3	232.1
Overall Rating	Acceptable	$\frac{232.1}{3} = 77.4\%$	