

2009 PERFORMANCE STANDARDS for Community Adult Learning Centers (fund codes 340, 345, 359)

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:

	# of points	Cut Points for Attendance
Advanced	3	77% and above
Meets Standard	2	66%-76%
Needs Improvement	1	55%-65%
Remedial Action	0	54% and below

Includes:

- 1) Projects with fund codes 340, 345, and 359
- 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%)
- 3) Site specialty of “Homeless” and “Pathways to Family Success”
- 4) Class focus of “Homeless” and “P21”

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:

	# of points	Cut Points for Average Attended Hours
Advanced	3	160 and above
Meets Standard	2	130 – 159
Needs Improvement	1	105 -129
Remedial Action	0	Less than 105

Includes:

- 1) Projects with fund codes 340, 345, and 359
- 2) Students with at least 1 hour of attendance
- 3) All attended hours --- rate based class attendance (including unfunded slots), 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” and “P21”
- 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

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:

	# of points	Cut Points for Pre and Post Testing
Advanced	3	77% and above
Meets Standard	2	66%-76%
Needs Improvement	1	55%-65%
Remedial Action	0	54% and below

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” and “P21”
- 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

4. Learner Gains

Definition:

Total percent of all students who demonstrate meaningful learner gain on MAPT, TABE Literacy, TABE Language, REEP, or BEST Plus assessments (based on student's primary assessment).

Learner gain for each assessment is defined as:

MAPT	21 scale score points
TABE Literacy	30 scale score points
TABE Language:	27 scale score points
REEP:	.4 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:

Advanced	9	55% and above
Advanced	8	50% – 54%
Meets Standard	7	45% – 49%
Meets Standard	6	40% – 44%
Meets Standard	5	35% – 39%
Needs Improvement	4	30% – 34%
Needs Improvement	3	25% - 29%
Remedial Action	2	20% - 24%
Remedial Action	1	15% - 19%
Remedial Action	0	14% and below

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”, “P21”, 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

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>

Benchmarks:

	# of points	Cut Points for Learner Gain
Goals Set	1	Set at least 2 goals/student
Goals Met	2	Meet at least 1 goal/student
Column A/B Goals	3	If majority (50%+) of met goals are Column A&B goals, and if the program meets at least 1 goal/student, program earns 3 Column A/B points.
Column A/B Goals	2	If majority (50%+) of met goals are Column A&B goals, and if the program meets less than 1 but at least .5 goals/student, program earns 2 Column A/B points.
Column C Goals	1	If program meets at least 1 Column C goal/student, program earns 1 Column C 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 340, 345, and 359
- 2) Students with at least 1 hour of attendance
- 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” and “P21”
- 3) Students enrolled only in “Transitions Math or Transitions Writing” non rate based classes.

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:

	# 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:

- 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