NRS CORE PERFORMANCE MEASURES

Using the Data to Implement
Policy, Process, and Procedure

GETTING STARTED

- Log into Pentaho and go to Static Reports.

- Choose NRS Core Performance Measures.

- Set the parameters of the data you wish to view and get the report.

You now have all the data you need in order to begin analysis.

Viewing the Data

NRS Core Performance Measures

Program: ██████████████████

General College Activity: Not specified
Specific College Activity: Not specified

Include Students with at least 12 hours of attendance

AH Filter: Applied

Funding Restricted: Not Specified
**Funding Unrestricted:** Not Specified
Quarter: 4
Fiscal Year: 2017

| Performance Measures | Group Breakdown | | | | Number of students needed to meet state target for this level | Eligible for a post-test and no prior LG (Group 2 & 3) | Number who Entered at Level in Program | Number who Completed Level in Program | Percent who Completed Level in Program | FY2017 State Targets | Percent Difference vs. FY2017 State Targets |
	Group 1: Level Gainers (LG)	Group 2: PT, but no LG	Group 3: Enough AH, but no PT	Group 4: Lacked AH for PT							
ABE Intermediate Low	17	0	5	18		5	40	17	42.5%	42%	0.5%
ABE Intermediate High	45	4	3	42		4	94	45	47.87%	34%	13.87%
ASE Low	48	2	7	38		7	95	48	50.53%	37%	13.53%
ASE High	0	1	49	39		49	89	0	0%		
Subtotal: **ABE/ASE**	110	7	64	137		65	318	110	**34.59%**		
ESL Beginning Literacy	1	0	0	2	1		3	1	33.33%	50%	-16.67%
ESL Low Beginning	13	0	2	7		2	22	13	59.09%	45%	14.09%
ESL High Beginning	30	4	10	21	4	12	65	30	46.15%	52%	-5.85%
ESL Intermediate Low	29	10	11	17	1	14	67	29	43.28%	44%	-0.72%
ESL Intermediate High	25	5	8	14		12	52	25	48.08%	41%	7.08%
ESL Advanced	6	14	9	8	3	13	37	6	16.22%	24%	-7.78%
Subtotal: **ESL**	104	33	40	69		53	246	104	**42.28%**		
Total	214	40	104	206		118	564	214	37.94%	**N/A**	**N/A**
ABE/ASE, excluding ASE High						16	229	110			
Total, excluding ASE High						69	475	214			

VIEWING THE DATA

NRS Students Broken Down by Subgroup
Excluding ASE High

167 Students, 35%

55 Students, 12%

39 Students, 8%

214 Students, 45%

Fiscal Year 2017
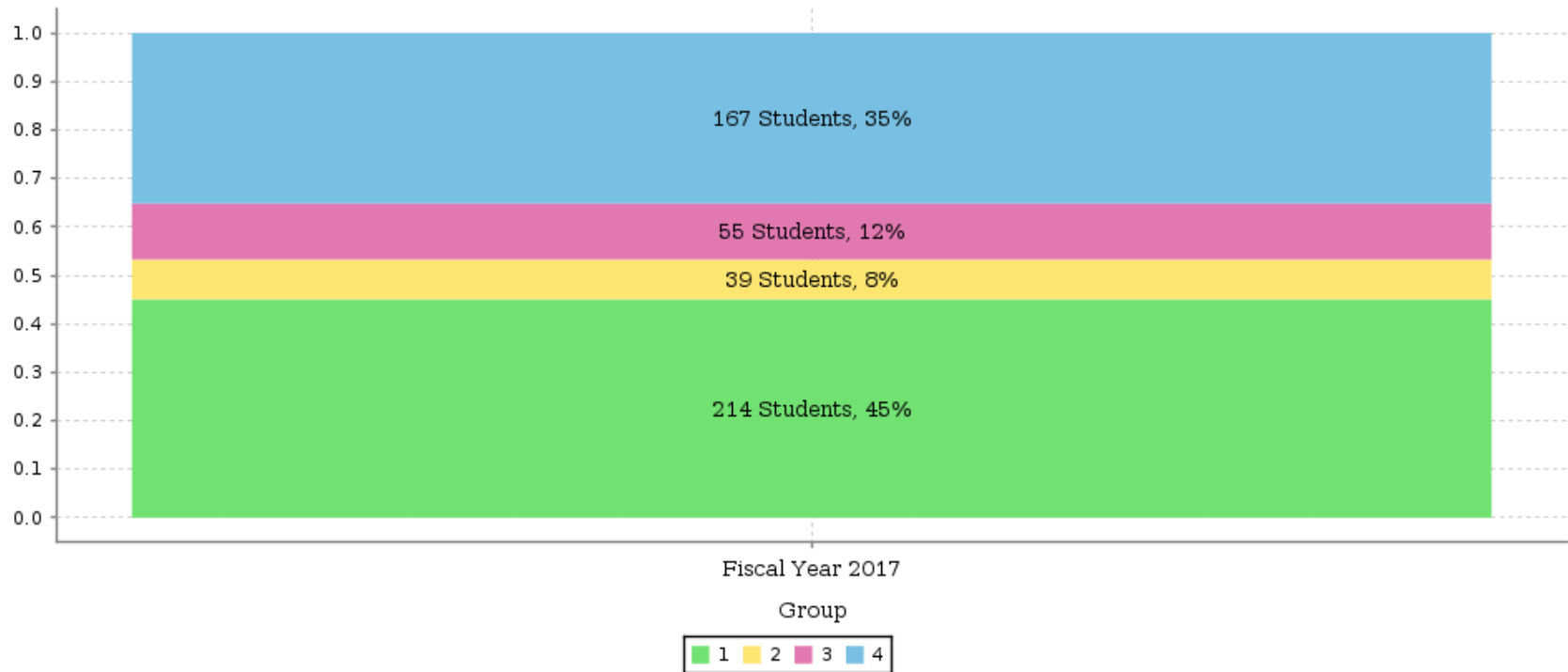
Group
1 2 3 4

Group 1 - Gained a level
Group 2 - Post-tested, but no level gain
Group 3 - Had enough attendance hours, but no post test
Group 4 - Not retained to minimum test threshold

QUESTIONS TO ASK
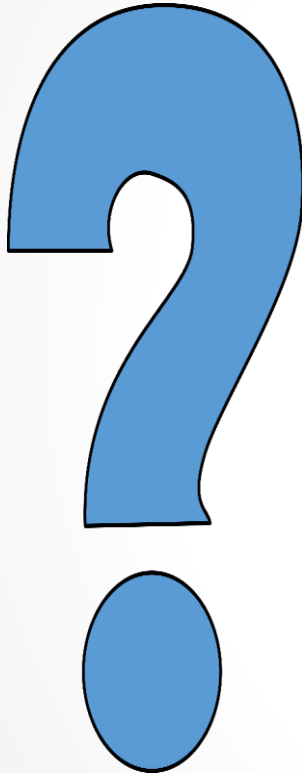
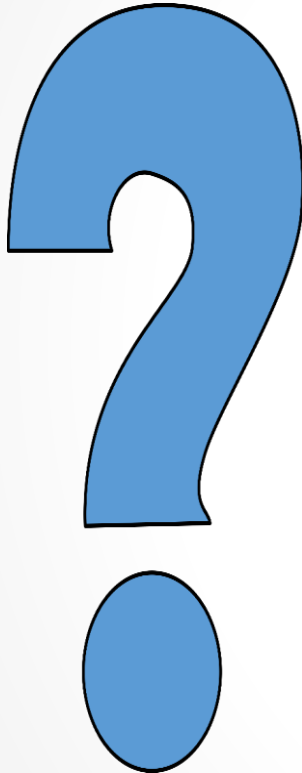| Performance Measures	Group 2: PT, but no LG
ABE Intermediate Low	0
ABE Intermediate High	4
ASE Low	2
ASE High	1
Subtotal: ABE/ASE	7
ESL Beginning Literacy	0
ESL Low Beginning	0
ESL High Beginning	4
ESL Intermediate Low	10
ESL Intermediate High	5
ESL Advanced	14
Subtotal: ESL	33
Total	40

Why did they not earn a level gain?

o Wrong test?

o Poor test environment/location?

o Too few hours of instruction between tests?

o Different instructors with respective students achieving different test results?

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

QUESTIONS TO ASK

Performance Measures	Group 3: Enough AH, but no PT
ABE Intermediate Low	5
ABE Intermediate High	3
ASE Low	7
ASE High	49
Subtotal: **ABE/ASE**	64
ESL Beginning Literacy	0
ESL Low Beginning	2
ESL High Beginning	10
ESL Intermediate Low	11
ESL Intermediate High	8
ESL Advanced	9
Subtotal: **ESL**	40
Total	**104**

Why were they not tested?

o Process for tracking when a student is eligible to test missing or inadequate?

o Process for contacting & scheduling a test time missing or inadequate?

o Test times are not flexible to fit student needs?

o Cooperation of instructors or staff interfering with scheduling students to test?

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

RETENTION

Performance Measures	Group 4: Lacked AH for PT
ABE Intermediate Low	18
ABE Intermediate High	42
ASE Low	38
ASE High	39
Subtotal: ABE/ASE	137
ESL Beginning Literacy	2
ESL Low Beginning	7
ESL High Beginning	21
ESL Intermediate Low	17
ESL Intermediate High	14
ESL Advanced	8
Subtotal: ESL	69
Total	206

How can we monitor these students to ensure they are continuing?

- Who is responsible?
- If they have stopped-out, how can we recover them?
- Is our program of enough value to make them want to continue?

Asking the right questions is the foundation for improvement.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

RETENTION
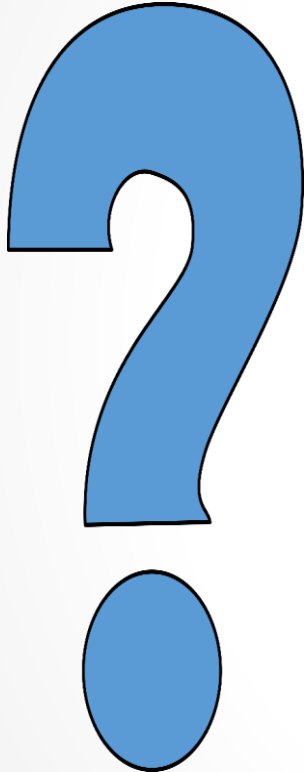
Performance Measures	Group 1: Level Gainers (LG)
ABE Intermediate Low	17
ABE Intermediate High	45
ASE Low	48
ASE High	0
Subtotal: ABE/ASE	110
ESL Beginning Literacy	1
ESL Low Beginning	13
ESL High Beginning	30
ESL Intermediate Low	29
ESL Intermediate High	25
ESL Advanced	6
Subtotal: ESL	104
Total	214

What can we do to retain or successfully exit/matriculate these students?

FY17 data shows that students are exiting at the Intermediate levels.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Policy Drives Procedure

Without policy, procedure will be erratic.

Successful organizations have systems and system portfolio's where data is used as a key performance indicator (KPI) driving policy creation.

Policy is the set of rules which govern everything that is done.

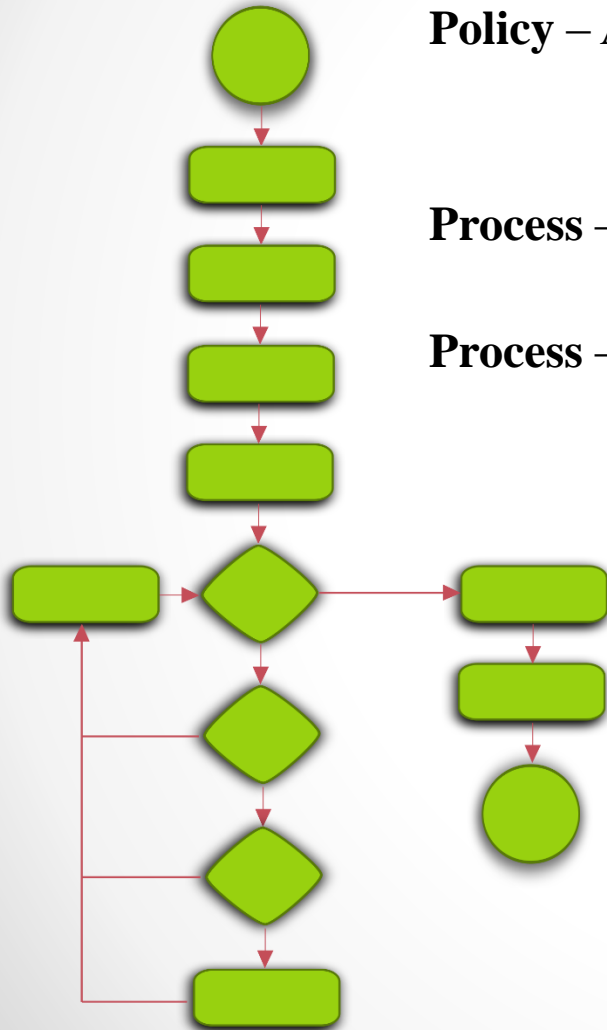**Policy** – List of rules or framework for the task

Process – Outline of how to get the task done

Procedure – Exact instructions on how to get the task done

Without good systems, there will not be any consistency.

You cannot create a good system without analyzing KPI's.

PROCESS IS THE LINK

Policy – All students upon completing "x" hours of adult education instruction will be post-tested.

Process – Reports will be run on a weekly basis to see who has completed at least "x" hours of instruction.

Process – Those students completing "x" hours of instruction will be contacted and scheduled for post-testing.

Procedure – *1)* The "employee title" runs the appropriate report at a set time.

Many organizations use flowcharts to visually represent the processes that dictate procedure.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

A Goal is the Starting Point

- If you are a teacher and a student gets 40% on a test, would you consider that a passing grade?

- If the goal is 40% and you reach goal, it still means that 60% of your students will probably not be successful in obtaining gainful employment or transitioning into postsecondary education.

The Goal is the Starting Point

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

NRS FY18 Illinois Targets

National Reporting System
FY2018 Illinois Targets

MEASURE	FY18 Targets
Educational Functioning Levels	
ABE Beginning Literacy	56%
ABE Beginning Basic Education	47%
ABE Intermediate Low	43%
ABE Intermediate High	34%
ASE Low	37%
ESL Beginning Literacy	51%
ESL Low Beginning	48%
ESL High Beginning	53%
ESL Intermediate Low	44%
ESL Intermediate High	42%
ESL Advanced	25%
Rolled-up Level Completion	**44%**

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

CONSEQUENCES OF INACTION

Programs failing to meet set targets for the

National Reporting System are subject to being placed on a probation or watch List. (State Policy)

The Probation or Watch list is designed to identify and
assist struggling programs to
improve performance
at both the program and state levels.

The probation and watch lists will be based on a
program's performance in meeting the
statewide targets for the Federal NRS.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

WHAT IT MEANS

- Programs failing to meet the state's EFL rolled-up target will be placed on either a watch or a probation list.

  Below 39% - Probation

  Between 39% and 43% - Watch

- Programs on probation will develop a corrective action plan to outline methods to be used to improve performance.
- Programs placed on watch will not be required to develop a corrective action plan. ICCB will closely monitor these programs to ensure state targets are met.
- Programs on probation failing to show marked improvement after one year will remain under a corrective action plan with programs on probation for multiple years possibly experiencing reductions in funding or defunding.
- Programs on probation showing marked improvement and meeting state targets may, based on performance, be moved to the watch list or removed from the watch and probation process entirely.
- Programs on the watch list failing to show improvement after one year will either remain on the list for a second year or be moved to the probation list as performance warrants.
- Programs on the watch list making improvement and meeting the state target will be removed from the list.
- Programs on either the watch or probation list will be assisted and monitored through contact with ICCB staff.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

THANKS FOR ATTENDING

ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, IL 62701
PHONE: 217-785-0123 FAX: 217-558-6700
WWW.ICCB.ORG

Jamil Steele
Senior Director for Adult Education
Telephone: 217/557-2740
jamil.steele@illinois.gov

Benjamin McDaniel
Director for Adult Education Data & Accountability
Telephone: 217/558-5669
ben.mcdaniel@illinois.gov

Jane M. Black
Associate Director for Program Compliance
Telephone 217/785-0088
jane.black@illinois.gov

Nelson Aguiar
Associate Director for ESL & Immigrant Issues
Telephone 217/785-0213
nelson.aguiar@illinois.gov

Ben Greer (Chicago)
*Associate Director for Adult Education
Program Support Specialist Regions 1 & 3*
Telephone: 312/814-8977
ben.greer@illinois.gov

James Flaherty (Chicago)
*Associate Director for Adult Education
Program Support Specialist Regions 2 & 4*
Telephone: 312/814-5950
james.flaherty@illinois.gov

James R. Thompson Center
100 W. Randolph Street, Ste. 2-010
Chicago, IL 60601