

Promising pointers of performance:

Indicators of a brighter data tomorrow

FY14 Spring
Administrators Meeting
April 2014



Illinois Community College Board
www.iccb.org



You +
Possibilities
at Illinois Community Colleges

Today's agenda

1. General updates and reminders
2. Promising indicators of NRS performance in Illinois
3. Updates on GED[®] testing data since launch of 2014 GED[®] test
4. Pentaho – Version 2 update
5. Planned timeline for release of new reports



General Updates and reminders

- Probation and Watch list going into effect in FY15 is based on FY14 data. Data is pulled from Table 4 of the official NRS Performance Report (4th Quarter – All Funds with AH Filter applied)
 - Below 32% = Probation List
 - 32% to 36.99% = Watch List
- Based on total # of students gaining a NRS level from pre to post test divided by total # served
 - Excludes ASE High and reflects testing with attendance hour filter applied



General Updates – Building addresses (NEW)

- Access the Building list in DAISI and provide addresses

The screenshot shows the DAISI (Data and Information System Illinois) interface for updating a building's address. The page title is "Administration: Building List". The form includes the following fields and options:

- *Name:** A text input field containing "v2 - A Building".
- *Address Line 1:** A text input field with a red arrow pointing to it.
- Address Line 2:** A text input field.
- *City:** A text input field with a red arrow pointing to it.
- *Zip+4:** Two text input fields for zip code and plus-four digits, with a red arrow pointing to the second field.
- *Type:** A dropdown menu set to "CC - Community, Junior or Technical Colleges".
- Default Building:** Radio buttons for "Yes" and "No".
- Status:** Radio buttons for "Active" and "Inactive", with an "Inactive Date" field next to the "Inactive" option.
- Subcontracting:** Radio buttons for "Yes" and "No".

At the bottom of the form are "SUBMIT" and "CANCEL" buttons. A yellow callout box on the right contains the following text:

Click the Building Name to access this screen.

Update address fields and click SUBMIT

We will use this additional data in future Area Plan submissions



General Updates – Public Assistance update

- **Public Aid Generation**
 - Implications for the 90/10 rule
 - On-going issues presented by new PA numbers presented by students
- **Next steps**
 - ICCB to revise export file
 - DHS to match
 - Data fed back to DAISI
 - ICCB to provide Reverse Referral form to state DHS office



Other Reminders

- **All FY14 classes funded with grant funds must end on or before June 30th – No exceptions**
- **Programs must ensure that student separations are completed appropriately**
 - Instruction ends and the student indicates that he/she will not be returning; or
 - A student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.



National Reporting System reminders...

- **A few reminders re: students reported to the National Reporting System (NRS)**
 - **Must have a minimum of 12 attendance hours**
 - **Students in fixed entry classes must also reach the midterm successfully in order to be counted**
 - **Error free in DAISI**
 - (i.e. all required fields completed, pre-tested, attendance valid, etc)
 - **Excludes VOC only or Foreign Language GED students only**



Promising indicators for NRS...

- In FY13, Illinois ranked 6th in the country in relation to the number of students served in Adult Education.
 - 4th in the number of ESL served
 - 5th in the number of ASE students
 - 8th in the number of ABE students
- For the 15 NRS measures related to performance (11 EFLs and 4 Core Measures), Illinois has shown improvement.
 - Remain in Quartile #1 in only four of the measures. These include ESL Low Beginning, ESL High Beginning, ESL Advanced and Entered Employment
 - For three of those four, the state is within a couple points of reaching Quartile #2



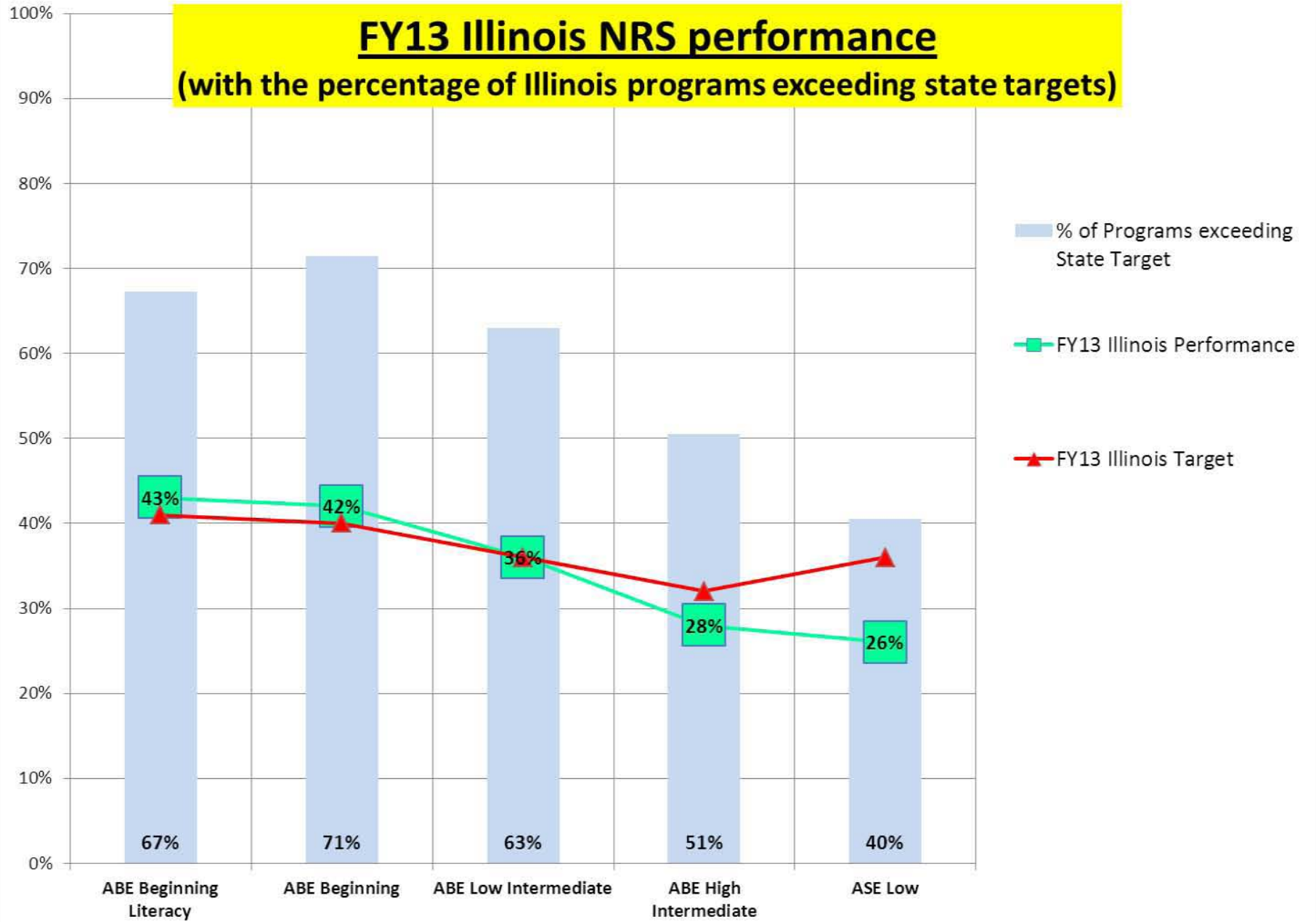
Promising indicators for NRS...

- With the exception of two, all NRS EFL's have shown improvement.
- Significant improvements have been made to ensure post-testing is being done within guidelines
- While overall percentage is down, more students are entering post-secondary
- Dramatic increase in GED[®] pass rate in FY13



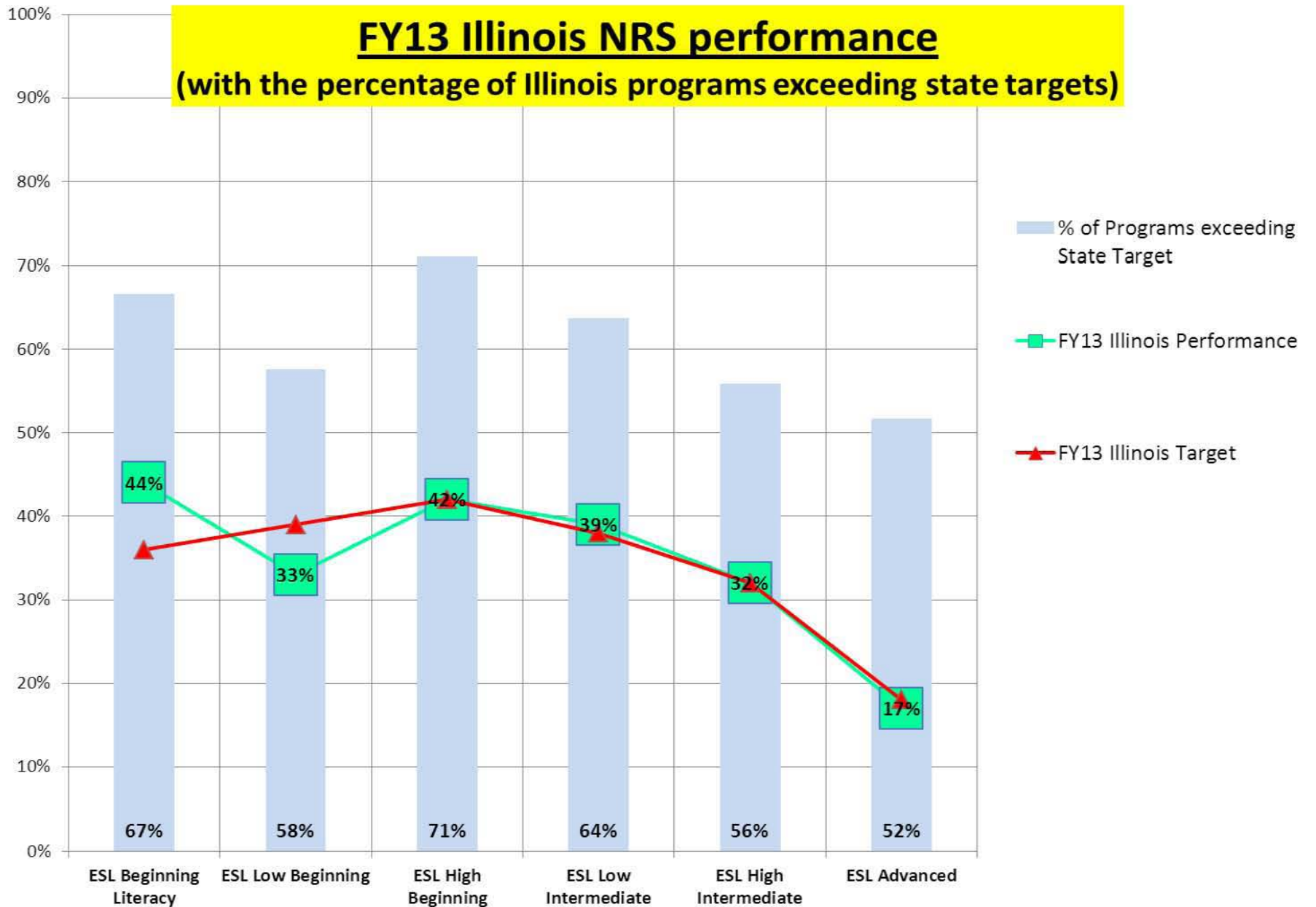
FY13 ABE and ASE data

FY13 Illinois NRS performance (with the percentage of Illinois programs exceeding state targets)



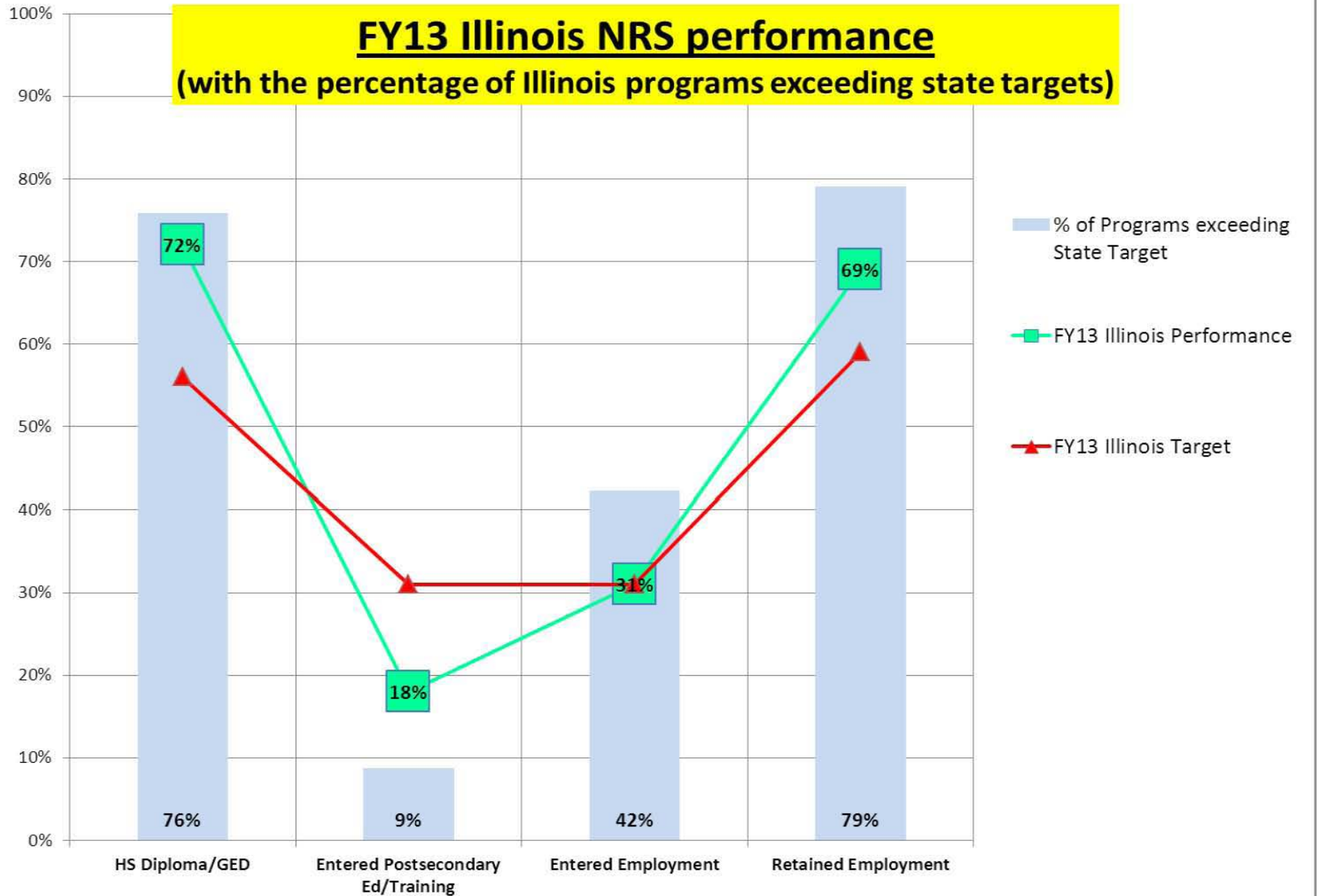
FY13 ESL data

FY13 Illinois NRS performance (with the percentage of Illinois programs exceeding state targets)



FY13 Core Measure data

FY13 Illinois NRS performance (with the percentage of Illinois programs exceeding state targets)



GED® testing update through 4-20-14...

- A few points regarding GED® testing data through 4-20-14:
 - Of the 964 students taking all four parts of the test, 365 (38%) have passed all four parts.
 - Math test scores reflect increased difficulty of the test
 - Current pass rates are as follows:

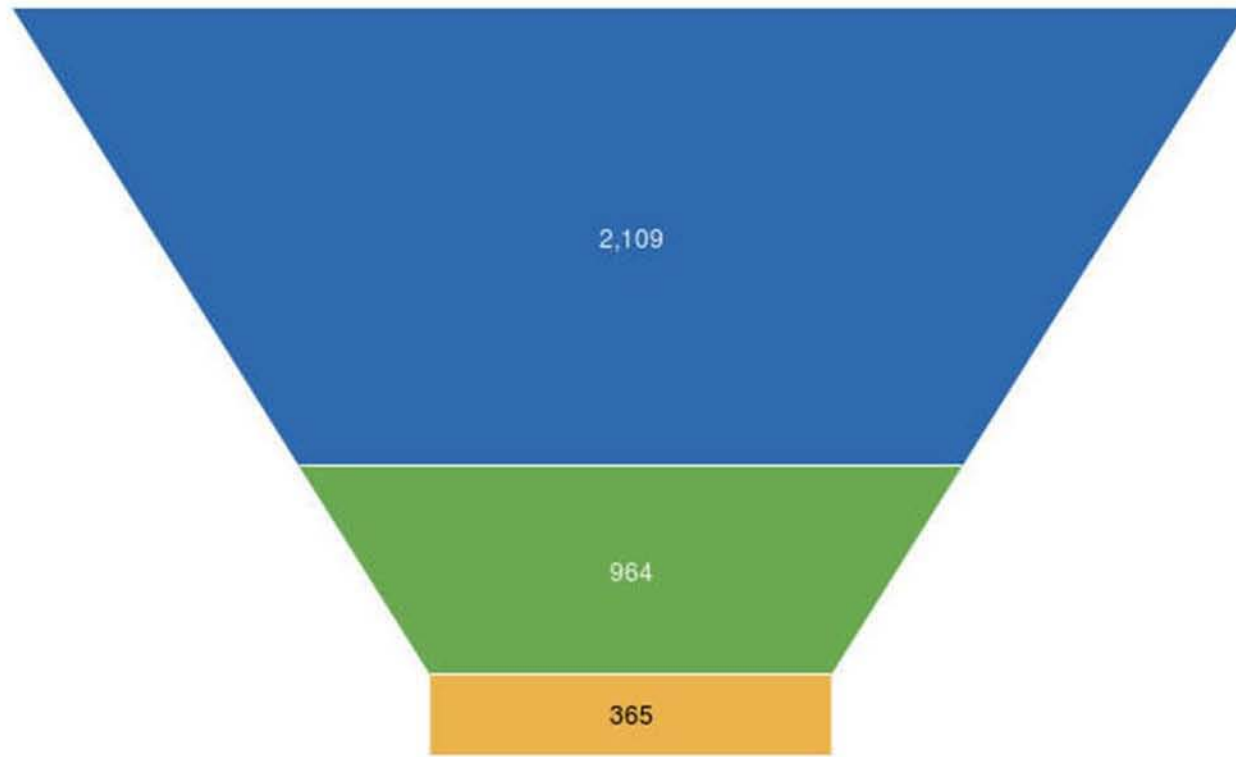
GED® Test Taker Performance Distribution

	Math	RLA	Science	Social Studies
Below Passing	63%	34%	42%	44%
Passed	37%	66%	58%	56%



GED® testing results through 4-20-14

GED® Test Takers to Passer Funnel Chart



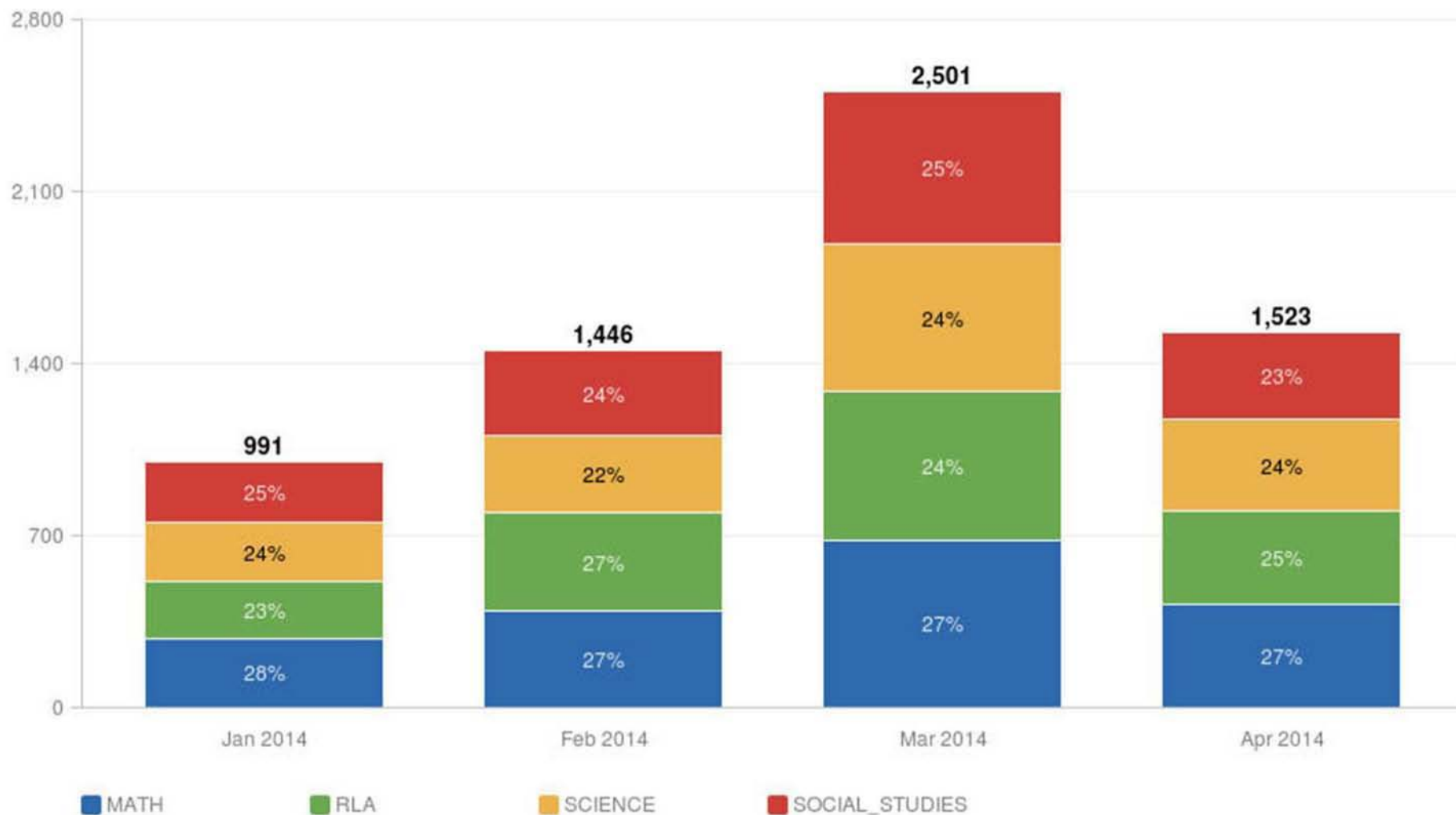
■ # GED® Test Takers

■ # GED® Test Completers

■ # GED® Test Passers

GED® testing results through 4-20-14

GED® Tests Taken by Content Area and Month



GED® testing results through 4-20-14

6,461
GED® Tests

3,075
GED Ready™ Tests

Weekly GED Test Volumes



GED® testing results through 4-20-14

Testing data breakdown through 4-20-14

2,109

Test Takers

6,461

GED® Tests Taken

3,075

GED Ready™ Tests Taken

477

Passed 1 Content Area

249

Passed 2 Content Areas

227

Passed 3 Content Areas

Test Volumes

Math



1,754

907

RLA



1,616

818

Science



1,526

673

Social Studies



1,565

677

GED® Tests

GED Ready™ Tests

Pentaho – NRS drillable report update

- Changes made to report
 - New version deployed to address performance issues
 - Marked improvement in speed
 - New layout for “drillable” hyperlinks
 - New options for filtering built directly into drill down interface which include the following:

NRS Core Performance Measures > Group Details

1 / 1

Fiscal Year: 2014
AH Filter: Applied
Program: ICCB (Jay) Training Program
College: [Empty]
Quarter: 4
NRS Group: All
Exclude High NRS Levels: Yes
Is ESL: Not Specified
Is ABE/ASE: Not Specified

NRS Level: [Empty]
Active in ICCB: Not Specified
Completed Level In Program: Not Specified
Eligible for Post Test: Yes
Funding Restricted: Not Specified
Funding Unrestricted: Not Specified
Output Type: HTML (Paginated)

View Report Auto-Submit



Pentaho (version released 4-21-14)

version: 1.3.4

Printed:

04/21/2014

NRS Core Performance Measures

Program: XYZ Program

AH Filter: Applied

Funding Restricted: Not Specified

College: Not specified

Fiscal Year: 2014

Funding Unrestricted: Not Specified

Include Students with at least 12 hours of attendance

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	FY2014 State Targets	Percent Difference vs. FY2014 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 Beginning Literacy	1	0	0	2	1	3	1	33.33%	45%	-11.67%	
ABE Beginning Basic Education	34	2	7	14		8	57	34	59.65%	43%	16.65%
ABE Intermediate Low	73	24	33	44		43	174	73	41.95%	38%	3.95%
ABE Intermediate High	61	31	22	73	1	31	187	61	32.62%	33%	-0.38%
ASE Low	22	18	14	32	10	15	86	22	25.58%	37%	-11.42%
ASE High	0	19	7	21		8	47	13	27.66%		
Subtotal: ABE/ASE	191	94	83	186		105	554	204	36.82%		
ESL Beginning Literacy	51	14	29	36	2	37	130	51	39.23%	40%	-0.77%
ESL Low Beginning	31	21	26	25	11	32	103	31	30.1%	40%	-9.9%
ESL High Beginning	52	13	16	12		21	93	52	55.91%	43%	12.91%
ESL Intermediate Low	49	22	35	11		44	117	49	41.88%	40%	1.88%
ESL Intermediate High	48	31	44	29	3	54	152	48	31.58%	33%	-1.42%
ESL Advanced	13	11	39	15	2	41	78	13	16.67%	19%	-2.33%
Subtotal: ESL	244	112	189	128		229	673	244	36.26%		
Total	435	206	272	314		334	1,227	448	36.51%	N/A	N/A
<i>ABE/ASE, excluding ASE High</i>						<i>97</i>	<i>507</i>	<i>191</i>			
<i>Total, excluding ASE High</i>						<i>326</i>	<i>1,180</i>	<i>435</i>			

Level completion rate when ASE High is excluded: 37.97%

Pentaho (version released 4-21-14)

Table 4b

Educational Gains and Attendance for Pre- and Post-tested Participants							
Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Post-tested (R)	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 Beginning Literacy	1	12	1	1	0	0	100%
ABE Beginning Basic Education	36	5,412.5	34	26	1	2	94.44%
ABE Intermediate Low	97	12,689.75	73	59	11	24	75.26%
ABE Intermediate High	92	8,312.5	61	34	13	31	66.3%
ASE Low	40	2,857	22	17	13	18	55%
ASE High	19	1,056	8	8	5	11	42.11%
ESL Beginning Literacy	65	14,164	51	42	1	14	78.46%
ESL Low Beginning	52	9,870.5	31	27	7	21	59.62%
ESL High Beginning	65	11,206.5	52	41	5	13	80%
ESL Intermediate Low	71	12,807	49	40	7	22	69.01%
ESL Intermediate High	79	12,806	48	37	15	31	60.76%
ESL Advanced	24	4,346	13	9	2	11	54.17%
Total	641	95,539.75	443	341	80	198	69.11%

Program's level completion rate excluding ASE High is 69.22%

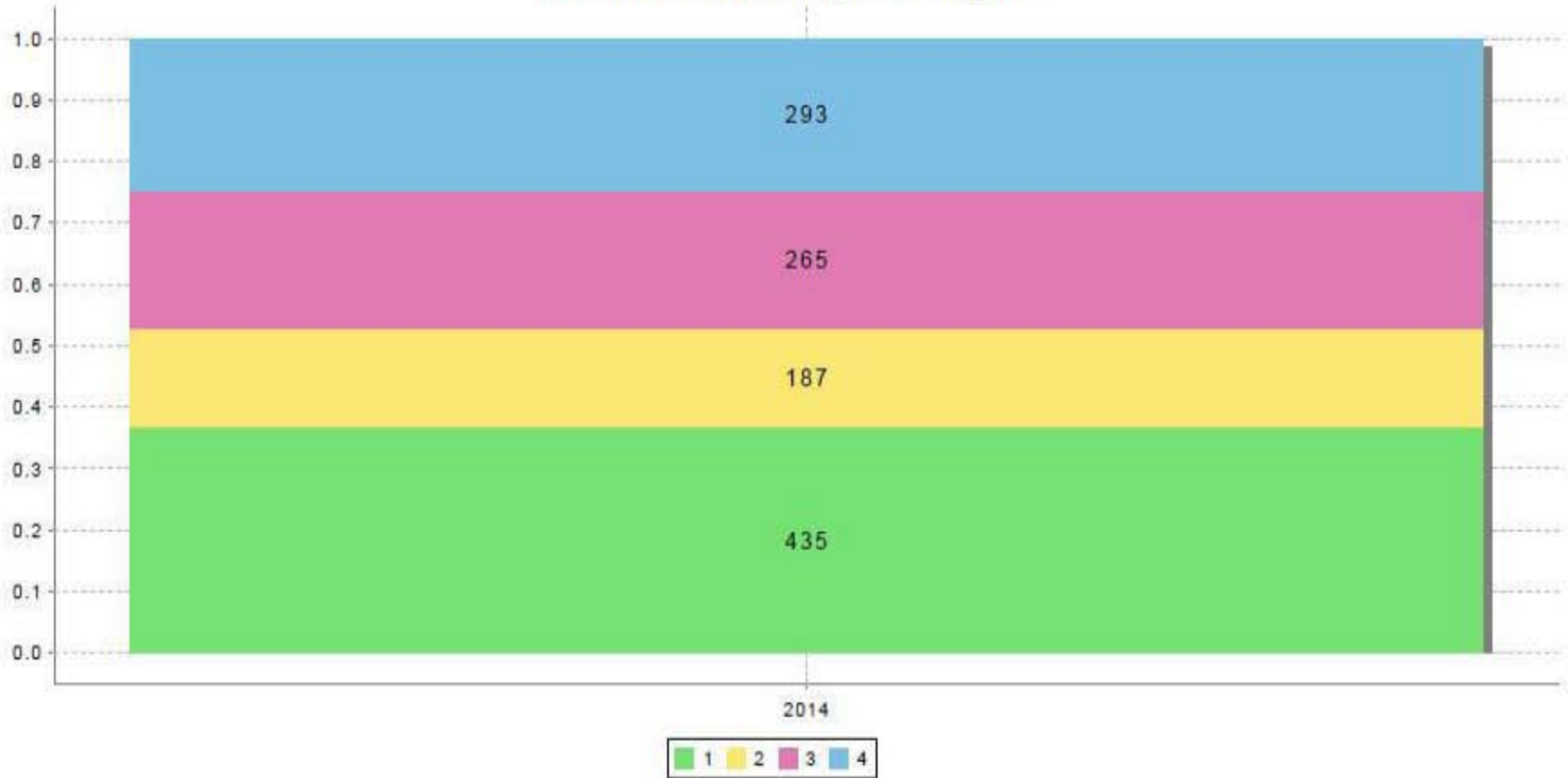
Pentaho (version released 4-21-14)

Testing Data

Instructional Type	Pre-Tested	Post-Tested	Post-Test
ABE Beginning Literacy	3	1	33.33%
ABE Beginning Basic Education	57	36	63.16%
ABE Intermediate Low	174	97	55.75%
ABE Intermediate High	187	92	49.2%
ASE Low	86	40	46.51%
ASE High	47	19	40.43%
ESL Beginning Literacy	130	65	50%
ESL Low Beginning	103	52	50.49%
ESL High Beginning	93	65	69.89%
ESL Intermediate Low	117	71	60.68%
ESL Intermediate High	152	79	51.97%
ESL Advanced	78	24	30.77%
Total:	1,180	622	52.71%
Program's post-test rate excluding ASE High is			52.71%

Pentaho (version released 4-21-14)

NRS Data excluding ASE High

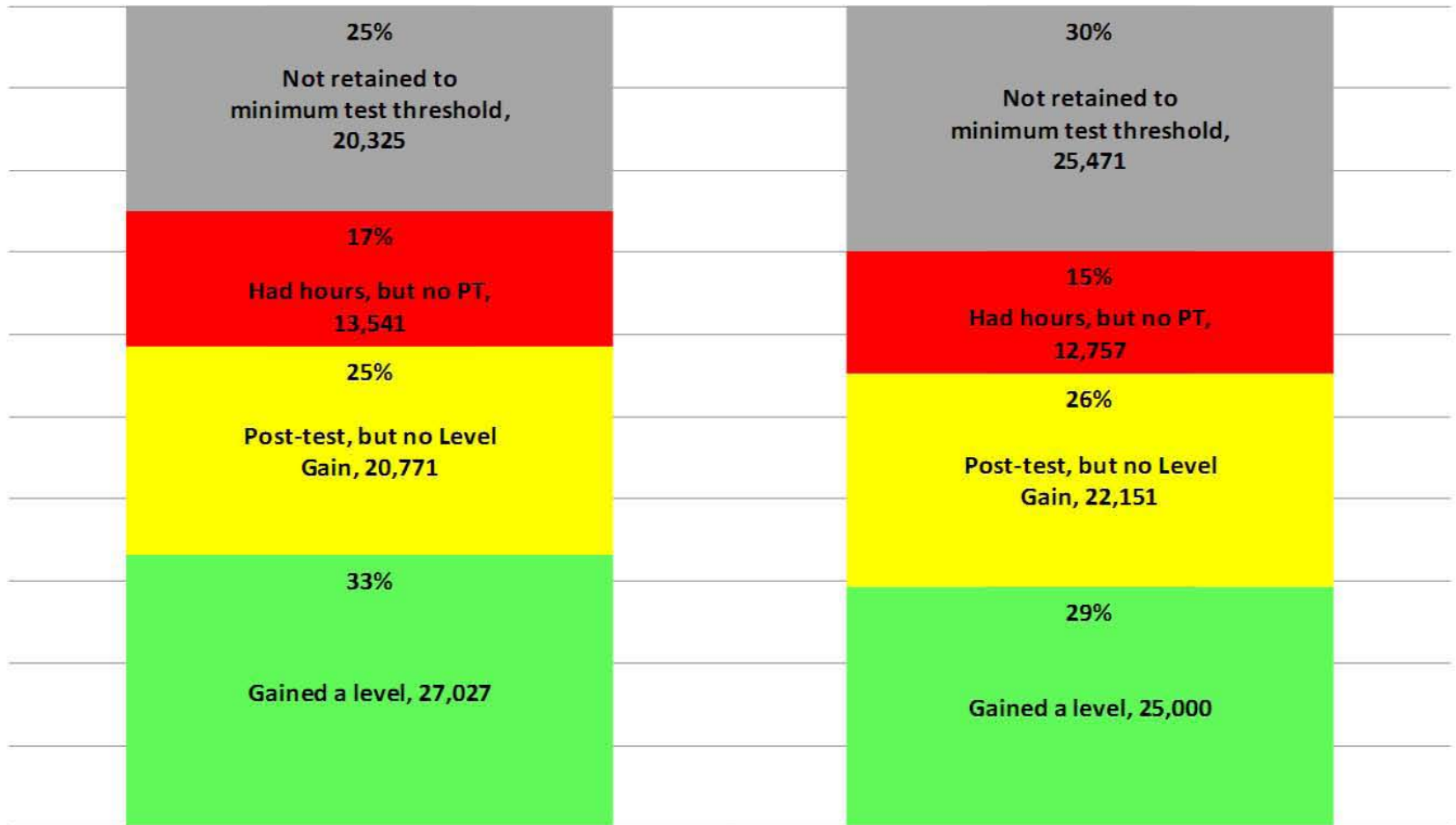


While these percentages reflect state targets, high performing programs should note the continuous improvement model and continue to strive to build on past successes. The continuous improvement model indicates that high performing programs will exceed past performance.

Note: Adult education providers must strive to continuously improve local NRS performance. Meeting challenging, yet reasonably attainable, goals for the coming year is required. Adult education providers need to continue to perform well for the State of Illinois to meet agreed upon Federal NRS performance targ ..

NRS subgroup breakdown (FY12 & FY13)

NRS students broken down by subgroup



FY13 NRS Outcomes

FY12 NRS Outcomes

Reports planned for release on or before 6/30/14

1. **Entered Employment Cohort Data**
2. **Retained Employment Cohort Data**
3. **GED[®] and High School Diploma Cohort Data**
 - Two methods currently being reviewed
4. **Transitions and Performance Report**
 - Provides a comprehensive extract of NRS population
5. **Late summer/Early Fall Training - TBA**

