



Adult Education and Literacy

Handout #1

Group 1 (Green)

- _____ # of Students in Group 1
- _____ # EFL gains to date
- _____ # of NRS Targets met or exceeded
- _____ # of students needed to meet targets (students in Groups 2 and 3)

Group 2 (Yellow)

- _____ # of students in Group 2
- _____ # currently active in a class
- _____ # eligible for post-test
- _____ # in ABE Intermediate
- _____ # in ESL Intermediate
- _____ # in ASE High

Group 3 (Red)

- _____ # of students in Group 3
- _____ # of students excluding ASE High
- _____ # currently active in a class
- _____ # of TABE testers
- _____ # of CASAS testers
- _____ # of BEST testers

Group 4 (Blue)

- _____ # of students in Group 4
- _____ # of students excluding ASE High
- _____ # currently active in a class
- _____ # of students with >30 attendance hours
- _____ # of students in ABE Intermediate
- _____ # of students in ESL Intermediate





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Handout #2

Using DAISI/PENTAHO to Evaluate Instructional Outcomes

- Log into DAISI/PENTAHO and access your program's **NRS Core Performance Measures Report**.
- Complete the * **NRS Core Performance Measure Worksheet**.
- Answer the questions below individually and then discuss at your table.

Yellow – Students not showing level gains

1. What are the external and internal barriers that may prevent students from obtaining level gains?
2. What strategies do you have in place to accelerate learning for student who do not show any level gains?
3. How do you use performance data to improve instructor and student outcomes in your respective program?
4. Whose responsibility is it in your program to ensure that DAISI/PENTAHO is being used to evaluate instructional outcomes?



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Handout #3

Using DAISI/PENTAHO to Assess Post-Testing Practices

- Log into DAISI/PENTAHO and access your program's **NRS Core Performance Measures Report**.
- Complete the ***NRS Core Performance Measure Worksheet**.
- Answer the questions below individually and then discuss at your table.

Red - Eligible students not post-tested

1. What prevents your program from post-testing eligible students?
2. What strategies and policies do you currently implement at your local program to ensure timely post-testing of students?
3. Share and list your best practices for ensuring timely data entry and conducting program performance analysis.
4. Whose responsibility is it within your program to ensure best practices for performance analysis and timely data entry?



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Handout #4

Using DAISI/PENTAHO to Project Student Outcomes

- Log into DAISI/PENTAHO and access your program's **NRS Core Performance Measures Report**.
- Complete the * **NRS Core Performance Measure Worksheet**.
- Answer the questions below individually and then discuss at your table.

Blue – Students who have 12 hours but not enough to post test

1. Discuss and share your process for ensuring post-testing occurs according to published guidelines.
2. What is your process for monitoring that post-testing policies are properly carried out?
3. What technical assistance do you need from ICCB in understanding performance measures or assessment policies?



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Handout #5

Using DAISI/PENTAHO to Project Student Outcomes

- Log into DAISI/PENTAHO and access your program's **NRS Core Performance Measures Report**.
- Complete the * **NRS Core Performance Measure Worksheet**.
- Answer the questions below individually and then discuss at your table.

Green –Students who achieve level gains

1. Discuss and share your process for sharing performance data with instructors and students to motivate continuous academic progression.
2. An analysis of FY 17 state data reflects that a number of students are exiting at the Intermediate levels.
 - a. Discuss and list among your group reasons why you think this is happening.
 - b. Share your strategies for motivating student retention to credential completion and transition into postsecondary education, training, and employment.
4. What technical assistance do you need from ICCB in understanding performance measures, data monitoring, and ensuring program quality?