

# Analyzing Annual Performance Reports

Preview the annual performance report before submitting it to your program consultant.

This report gives you, your program staff, and the state staff an opportunity to check on current program performance. There is still time to make adjustments in policy or procedures during the program year so that performance can improve. The findings may also indicate a need for professional development in areas related to program performance.

Take a moment to review the following:

1. **Completion Rate** - Look at the completion rate at the bottom of Column H on Table 4. Remember that the benchmark for completion is 50% or higher.
2. **Table 4 & 4b** - Check that the number in Column D (number completing a level) is the same on Table 4 and 4b for all educational functioning levels but High ASE, for which a post-test is not necessary, or, in the case of programs with adult secondary credit classes, both ASE High and ASE Low.
3. **Retention** - Determine the average number of contact hours learners attend the program by dividing the number of attendance hours in Column C by the number enrolled in Column B. Do learners stay long enough to post-test (40 hours for CASAS and WorkKeys; 60 hours for TABE)? Is retention a problem?
4. **Post-testing** - Determine the percentage of learners who are post-tested by dividing the total in Column B on Table 4b by the total in the same column on Table 4. Do at least 50% of the students post-test? If not, begin to determine the cause.
5. **Percent of Gain** - Look at the total in Column H of Table 4b. This is the percentage of post-tested learners who complete a level. This percentage should be 70% or higher.
6. **Separation** - Divide the total separated before completing a level (Column F) on Table 4 by the total number enrolled to determine the percentage of learners who have left the program without making a level gain. If this number is higher than 33% this is cause for concern. Conversely, if the number in Column F is very low you may wish to encourage staff to exit students who will not be returning to class or who have not attended for 90 days. Remember that goals set and achieved on Table 5 do not appear on the report until the learner is exited.
7. **Goal Setting** – Compare the number of unemployed on Table 6 with the number who set a goal of entering employment on Table 5. Compare the number of students in the ASE and High Intermediate levels with the number setting a diploma goal on Table 5. Compare the number obtaining a GED or diploma with the number who set a goal of postsecondary education or training. Are goals being set realistically?
8. **Compare** – Compare the numbers on this report to last year's state report, which can be found on the Division's Web site under "Performance Data." Compare the numbers to the program's mid-year and final reports from last year. Is there improvement?

# Analyzing Table 4 and 4b for Program Improvement

## Tables 4 & 4b

The data on tables 4 & 4b of the annual performance report reflect the educational gains of enrolled students. Table 4 contains the total number of enrolled students, their contact hours, and gains in each educational functioning level. Table 4b contains the same information, but only for learners who were post-tested. An educational gain is made when a learner's scores on the post-test place him/her in an educational functioning level above his/her entry level.

There are four potential causes for low percentages on these tables, and the data will help reveal which, if any, is a concern in your local program.

1. **Low Retention** – Students must attend a minimum number of hours to be post-tested. To determine if this is a problem in your program or class, divide the number of attendance hours (column C) by the total number enrolled (Column B). If you determine that students are not attending long enough to post-test, consider the following:
  - a. Review intake procedures. If your program practices open entry/open exit, consider changing to managed intake.
  - b. Modify your professional development plan to include a goal for studying student retention.
  - c. Survey students who have left to determine why they left before achieving their educational goals.
2. **Students are not being post-tested** – If retention is not a problem, divide the numbers in Column B on Table 4b by the numbers in the same column on Table 4. This will give you the percentage of students who are being post-tested. If less than 60% of learners have been post-tested, consider the following:
  - a. Require an attendance spreadsheet that is kept up to date each day of class and shows the cumulative hours a learner has attended so staff will know which students have enough hours to be post-tested.
  - b. Set up a review team to compare student hours and post-testing by class on a regular basis.
3. **Students are being post-tested but not making gains** – Look at the Percentage Completing a Level in Column H of Table 4b. If this percentage is less than 70%, your program may have an instructional problem, an assessment problem, or both. Consider the following:
  - a. Does assessment match instruction? For example, are you assessing life skills, but teaching academic skills outside of a life skills context?
  - b. Is assessment consistently administered in a standardized way?
  - c. Is instruction relevant and varied?
4. **The paperwork flow or data entry procedures are flawed** – If staff believes that the reports do not reflect what is happening in the classroom, consider the following:
  - a. Run monthly class specific reports for individual class staff to review.
  - b. Then begin to analyze data flow breakdowns. Is staff turning in student data? Is the system for submitting data efficient and understood by all staff? Is data being entered into the software accurately and in a timely manner?

Enlist staff to help craft solutions to problems revealed through your analysis. Though these suggestions are just the beginning of your analysis of educational gains, it will get you started on a path which will help your students achieve gains and your program to improve outcomes.