

# ABE Program Analysis Worksheet

***Instructions: Complete this worksheet before the Program Improvement Workshop on November 20, 2019. Bring all reports and this completed worksheet to the workshop, either virtually on a device or printed out.***

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| **Date Completed:** | **Name(s) of person/people completing this form:** |

***SECTION A: CONSORTIUM INFORMATION and DATA REVIEW***

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| ABE Consortium Name |  |
| Name and contact info for ABE Consortium Manager |  |
| Consortium Fiscal Agent |  |
| School districts that are consortium members |  |
| Other organizations that are consortium members |  |
| Number of ABE program sites (physical programming locations) in consortium |  |
| Consortium members other than the fiscal agent that are ABE providers (i.e. directly employ ABE instructors) |  |

**RECENT CHANGES AND DEVELOPMENTS**

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| **STAFFING**  List any ABE staff changes in the last year or two, especially changes that had significant impact on programming. |  |
| **CLASSES**  List any significant changes in the ABE classes offered in the last year or two. |  |
| **SITES**  List any changes with ABE sites in the last year or two. |  |
| **COMMUNITY**  Describe changes within the communities served by the consortium, if applicable to the ABE program. |  |
| **FUNDING**  Describe any significant funding changes or grant developments during the previous year or two. |  |
| **OTHER DEVELOPMENTS**  Describe any other important changes or development (e.g. changes to testing, curriculum, relationship with partners, etc.) |  |

**DATA PROCEDURES**

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| Which ABE staff have access to data in your consortium? |  |
| Who regularly enters ABE data in your consortium? |  |
| Who regularly monitors data in your consortium? |  |
| How frequently is ABE data monitored in your consortium? |  |
| How is the ABE data monitored for compliance and for program performance? |  |

**CONSORTIUM-LEVEL DATA REVIEW**

*To answer the following questions, run the* ***Level Gains with Post-Test Rates*** *in SiD for the consortium, for the 18-19 program year (July 1, 2018 – June 30, 2019). Export and save the report to a folder, or print it out and save the paper copy. Bring this report along to the workshop on November 20.*

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| In which levels does the consortium have the most participants? |  |
| In which levels does the consortium have the least number of participants? |  |
| In which levels do students average the highest number of hours per student? |  |
| In which levels do students average the lowest number of hours per student? (Note in particular in which levels students average less than 40 hours) |  |
| Which levels have the highest percentage of students post-tested? |  |
| Which levels have the lowest percentage of students post-tested? |  |
| In which levels did the consortium meet or exceed the NRS target for those levels? |  |
| In which levels did the consortium not meet NRS targets for those levels? |  |
| Did the consortium meet the “super-target” (43%) for ABE levels? If no, how far below the target? |  |
| Did the consortium meet the “super-target” (43%) for ESL levels? If no, how far below the target? |  |
| What, if any, additional information stands out on this report? |  |

Consider the data in the highlighted sections above (levels with lowest number of students per hour, levels with lowest percentage of students post-tested, levels that did not meet the NRS targets). What kinds of students do you think are represented in these highlighted sections? What do you know about them? Who are they? Write some thoughts below.

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*To answer the following questions, use the* ***Level Gains with Post-test Rates: Demographics*** *report in SiD. This is a new report that allows you to break down your level gain data by different student demographics. Using your answer from the section above (if applicable), run this report several times to compare at least three key demographic differences that may be significant within your consortium data. Use program year 18-19 (July 1, 2018 – June 30, 2019). Export and save the reports to a folder as you run them, or print them out and save the paper copies. Bring these reports along to the workshop on November 20.*

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| What demographic groups did you choose to run this report for and why? |  |
| What notable differences did you find when comparing across different demographics? |  |
| What do you think those differences could be attributable to? |  |
| What questions or issues does this raise for possible further consideration? |  |

***SECTION B: SITE/CLASS DATA REVIEW***

*To answer the following questions, run one* ***Level Gains with Post-Test Rates*** *report in SiD for each site in the consortium, for the 18-19 program year (July 1, 2018 – June 30, 2019). Export and save the reports to a folder as you run them, or print them out and save the paper copies. Bring these reports along to the workshop on November 20.*

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| In the levels the consortium did not meet NRS targets, which sites or classes had the most participants at that level? |  |
| What were the overall ESL and ABE level completion rates in the sites/classes noted above? |  |
| At which sites/classes do students average the highest number of hours per student? |  |
| At which sites/classes do students average the lowest number of hours per student? |  |
| Which sites/classes have the highest percentage of students post-tested? |  |
| Which sites/classes have the lowest percentage of students post-tested? |  |
| Which sites/classes seem to be doing the best at meeting NRS targets? |  |
| Which sites/classes seem to be struggling the most at meeting NRS targets? |  |
| What additional information stands out when comparing these reports? |  |

What ideas or thoughts do you have about the difference between post-testing rates, level gain rates or average number of student hours at different sites or in different classes? Record thoughts or questions below.

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***OPTIONAL:*** *Run the* ***Level Gains with Post-test Rates: Demographics*** *report to further analyze data at different sites, especially sites with lower post-testing rates, level gain rates or lower numbers of hours per students*. *Record any notable information below.*

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