

# Are You on Target?



AEBG Data Integrity Report  
Year End Review

*AEBG Data Integrity Analysis by Quarter*

# Agenda

- Review items on AEBG DIR
- Compare with statewide results
- Create a plan to correct issues and improve results

**For this training, you need your agency's:**

- AEBG Data Integrity Report (DIR)



# EOY DIR

Summary Information	
Students in the Services Section	237
Students not enrolled in the 7 AEBG programs	1
Marked HSD/HSE Outcome but did not have AEBG Program	0
Marked Post-Secondary Outcome for AEBG but did not have AEBG Program	0
Marked Employment Outcome but did not have AEBG Program	0
Marked Wages Outcome but did not have AEBG Program	0
Marked Transition Outcome but did not have AEBG Program	0
Students enrolled in the 7 AEBG programs	236

- All AEBG learners at your agency should be entered into your TE database in your Total for July 1 to June 30.
  - If not, you have until August 1 to make sure that all students who registered in Q4 are included in your data.

# 1. Missing Birthdate

CA State Avg. Q4  
1.4%

Your Agency  
?

- This item is required, and should always be low, even especially by the end of the 4th Q.
- By Q4, percentage should show ***no more than 1.4 % missing birthdate.***

CA State Avg. Q4

21.6 %

## 2. Less than 12 Hours of Instruction

Your Agency

?

If early in the year, these numbers will always be high, and these totals do not reflect anything notable about the agency's performance.

- Attendance hours must be submitted each quarter.
- Number will be high for agencies using CASAS eTests, where a student completes a pretest at orientation but never returns
  - We always discourage agencies from deleting records for any reason, and suggest that it is better to live with high totals on the DIR than records haphazardly.

# How to Improve Your Agency's Data

Important demographics data

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	1	0.42 %
02 Less than 12 Hours of Instruction	56	23.73 %
02a Zero or Empty Hours of Instruction	51	21.61 %
02b Total hours between 1-11 hours	3	1.27 %
03 No Highest Year of School/Degree Earned	36	15.25 %
03a No Highest Year of School	33	13.98 %
03b No Highest Degree Earned	8	3.39 %
04 No Gender	1	0.42 %
05 No Race/Ethnicity	4	1.69 %
06 Total Reported Labor Force Status	130	55.08 %
06a Total 'Employed'	55	23.31 %
06b Total 'Employed with notice'	0	0.00 %
06c Total 'Unemployed'	59	25.00 %
06d Total 'Not in Labor Force'	16	6.78 %
06e Total missing Labor Force Status	101	42.80 %

# Improving Data

- Review your agency's intake process
  - Who is responsible for registering students
  - Are registration forms checked for completeness?

- ❖ Remind staff responsible for registration to double-check for missing information.
- ❖ Have teachers and support staff gather the missing information from the students.
- ❖ Other suggestions? What's worked for you?

## 2. Less than 12 hours

CA State Avg. Q4  
2. 21.6%

Your Agency  
?

02	Less than 12 Hours of Instruction	56	23.73 %
02a	Zero or Empty Hours of Instruction	51	21.61 %
02b	Total hours between 1-11 hours	3	1.27 %

For certain agencies with “highly transient” students, item #2 may always be high.

- Need to probe agency to determine whether numbers can be improved with better data collection, or whether high numbers are just due to transient population
- If this is related to “transient population,” then it is good to probe for why this is happening so often, and how agency can avoid this from continuing
- Comparing the numbers in #2a with #2b is a good way to verify whether “transient” issues adequately explain issues with item #2.



# How to Improve Your Agency's Data

## Find Out Why Students Aren't Staying

- Do you have a migrant worker population?
- Survey students attending your agency – why don't students stay?
- Survey students who have left.
  - Did their work conflict with class times offered?
  - Transportation difficulties?
  - Childcare issues?
- Is the problem with a specific program area?
  - Is the problem with specific classes?
  - If so, then what can your agency do?
    - Offer classes at different times
    - Update your curriculum to better meet student needs

# Demographic Data

03a. CA State Avg.  
Q4  
5.2%

Your Agency  
?

03b. CA State Avg.  
Q4  
8.3%

Your Agency  
?

03c. CA State Avg.  
Q4  
2.6%

Your Agency  
?

03	No Highest Year of School/Degree Earned	36	15.6
03a	No Highest Year of School	33	14.3
03b	No Highest Degree Earned	8	3.5
03c	Learners marked Degree or Diploma Earned but no Years of Schooling	6	2.6
03d	Degree earned marked as outside U.S., but not Highest Year of School	11	4.8
04	No Gender	1	0.4
05	No Race/Ethnicity	4	1.7

- Missing these ***required data elements*** will negatively impact your data reports – these students will not be reported.

CA State Avg. Q4  
13.9 %

Your Agency  
?

## 6. Labor Force Status

Another required data element.  
Item 6e tells you how many students are missing *Labor Force Status*.

06	Total Reported Labor Force Status	130	55.08 %
06a	Total 'Employed'	55	23.31 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	59	25.00 %
06d	Total 'Not in Labor Force'	16	6.78 %
06e	Total missing Labor Force Status	101	42.80 %



CA State Avg. Q4  
19.9 %

## 8. No Pretest

Your Agency  
?

Another required item. All AEBG students in ESL, ABE and ASE must pre-test upon enrollment, so this item should always be very low.



Agencies can use CASAS, or any of the other federally approved assessments listed on the AEBG website.

## How to Improve Your Agency's Data

**Test all students. All ESL. All ABE. All ASE.  
No exceptions.**

- Test before you send them to class.
  - Check during the week that all students registered have been tested. Follow up and test students who have been missed.
  - Do you have different staff who register students from those who test students?
    - Have testing staff check mark students' registration to indicate that student have indeed been tested.
    - Train teachers to look for the check mark that the student has been tested before they are allowed in class.
  - Other suggestions?

CA State Avg. Q4  
51.0 %

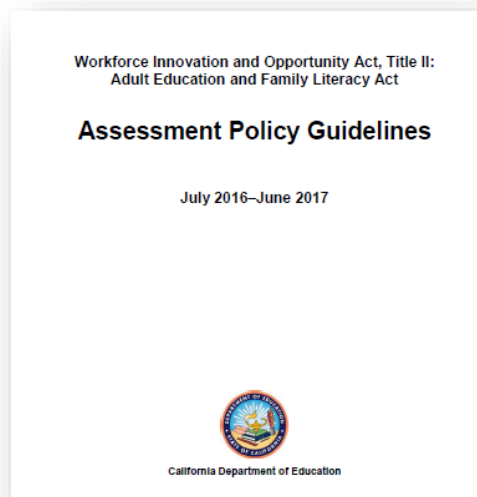
Your Agency  
?

# 9. No Post-Test

***Without question, the #1 most common problem for agencies.***

CA state average for Q4 is 55.93%.

CA statewide persistence rate (students with a pre and post-test) in 2013-14 was 71%, so “ideal” percentage for this area should be *under 30%* (100% - 71% = 29%)



# How to Improve Your Agency's Data

**Test all students. All ESL. All ABE. All ASE\*.  
No exceptions.**

Create a post-testing calendar for your agency.

- Make sure that staff and students are aware of the calendar.
- Who follows up on students who were absent on testing days?
  - What is the procedure for testing these students?

17.No Primary Goal  
18. No Secondary Goal

17. CA State Avg.  
Q4  
16.6 %

Your Agency  
?

18. CA State Avg.  
Q4  
22.3 %

Your Agency  
?

Learner goals are no longer required for Federal Tables, but are still essential to good instruction and an effective adult educational program.



CA State Avg. Q4

3.9 %

22. Learners with a pre-/post-test pair  
but less than 40 hours of instruction

Your Agency

?

This issue was introduced in 2009, in response to the requirement that all learners must have at least 40 hours of instruction between the pretest and the first post-test.

Informally, we have used 10% as a useful threshold for this item as well.

# How to Improve Your Agency's Data

Does your agency have a high number here? If yes,

- Review your *Local Assessment Policy*.
  - What is your schedule for Post-testing?
  - What are your listed exceptions for testing before 40 hours?

# Need Help?

- [aebg@casas.org](mailto:aebg@casas.org)
- [techsupport@casas.org](mailto:techsupport@casas.org)

## Next week –

- Importing data into TE; adding and editing data in TE
- DIR Cleanup