

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
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- 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

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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?

3 Remind staff responsible for registration to double-check for missing information.

3 Have teachers and support staff gather the missing information from the students.

3 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
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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
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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 %

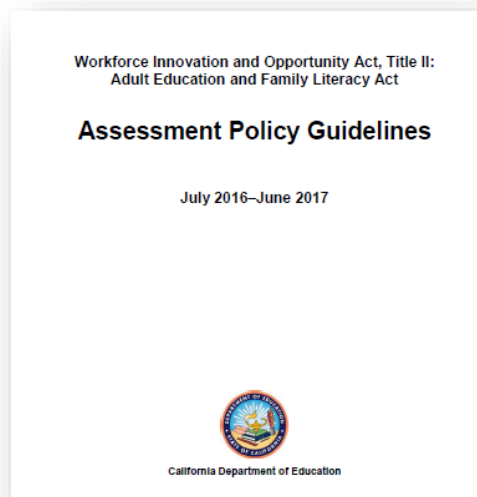
Your Agency
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9. No Post-Test

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

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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
- techsupport@casas.org

Next week –

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