

Reports

AEMIS



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Student Reports

The following reports are available from the Class Menu > Student Reports Menu Item:

- **Student Roster:** A complete roster of students currently enrolled in the class and YTD contact hours for the selected class.
- **Withdrawn Students Report:** A list of students who are withdrawn from a class and the students' withdrawal dates.
- **ABE 300 Monthly Attendance Report:** A list of students enrolled for the program year/month specified, including the student's daily and total number of contact hours.

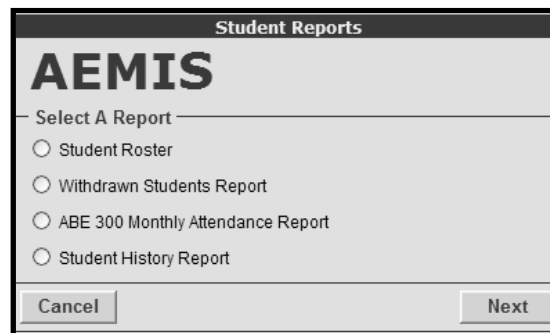
The log attendance screen displays only the students currently enrolled at the time you are logging attendance; it does not include withdrawn students. This report provides an accurate listing of the students who are enrolled during the month specified and their accompanying contact hours, disregarding withdrawal dates.

This report can be printed for an upcoming month to record attendance prior to entering into AEMIS. Click "printer-friendly version" in the upper right corner of the screen, and the attendance report will open in a new window. Then you can print the report without the menu on the left side.

- **Student History:** After indicating the appropriate class, you will then be asked to select a student. The report will display assessments, including scores from classes across the state, *that are not more than six months old* for the specified student. The assessment scores displayed can be utilized for entry, interim, and exit scores within your class. *For documentation purposes, print a copy of the report for the individual student files.*

To access the reports:

1. Select **Class > Student Reports** from the menu. A **Student Reports** dialog box will display.
2. When the **Student Reports** dialog box displays, select a report by clicking the appropriate radio button.



The screenshot shows a dialog box titled "Student Reports" with the AEMIS logo. Under the heading "Select A Report", there are four radio button options: "Student Roster", "Withdrawn Students Report", "ABE 300 Monthly Attendance Report", and "Student History Report". At the bottom of the dialog box, there are two buttons: "Cancel" and "Next".

Class Reports

ABE 300A Report

To view the ABE 300A report:

1. Select **Class>ABE 300A Report** from the menu.
2. You will be presented with a series of **Select a Class** dialog boxes.
3. Select the class from the dropdown lists provided. Click **[Next]**. Clicking **[Cancel]** will return you to the home screen.

4. Select the appropriate month from the **Month** dropdown list. After selecting a Month, the AEMIS screen will refresh. AEMIS will automatically default to the current month.

ABE 300A Class Summary Report

AEMIS printer friendly version

Class Information

Resa: [] Grantee: [] County: [] Class Site: []
 Class Name: [] Class Number: [] Program Type: [] Start Date: []
 Month: April PY: 2010

Instructor Information

Category	Instructors	Days & Hours/Instructor	Total Hours
Teaching part-time (20-25 hours per week)	[]	MON 7:00a-3:00p	65.00
		TUE 7:00a-3:00p	
		WED 7:00a-3:00p	
Teaching full-time (25+ hours per week)	[]	MON 7:00a-3:00p	27.00
		TUE 7:00a-3:00p	
		WED 7:00a-3:00p	
		THU 7:00a-3:00p	

New Student Summary
 Number of NEW students entering class this month

Receiving Public Assistance	4
TANF	1
Court-Ordered	1
Single Parent	4
OPT Registrant (upon entry)	2
Disabled	1
ABE (all other ABE sponsored programs/projects)	5
Total New Students	13

FFLs Upon Entry

ABE	# of Students	Contact Hours
1. ABE Beginning Literacy	4	119.00
2. ABE Beginning Basic Education	16	562.25
3. ABE Intermediate Low	17	280.00
4. ABE Intermediate High	22	299.50
5. ASE Low	13	116.00
6. ASE High	9	53.50
ESL	# of Students	Contact Hours
7. ESL Beginning Literacy	-	-
8. Low Beginning ESL	-	-
9. High Beginning ESL	-	-
10. Low Intermediate ESL	-	-
11. High Intermediate ESL	-	-
12. Advanced ESL	-	-
Work Based Project Learners	# of Students	Contact Hours
FFL Not Assigned	5	15.00
Totals	86	1445.25

Other Class Information

Payne Assessments Administered This Month: 0

Recommended Contact Hours This Month: 1190 Percent of Recommended Hours Met: 121.45 %

Recommended Enrollment This Month: 28 Percent of Recommended Enrollment Met: 307.14 %

5. To continue, make another menu choice.

To Print/View a NRS Table:

AEMIS
NRS Reports

You Are At: Reports -> NRS Reports

Report: [dropdown]

Reporting Standard: NRS WVABE

Site Type: [dropdown]

Class Type: [dropdown]

Student Type: [dropdown]

Program Year: [2007] *

RESA: [dropdown]

Grantee: [No Grantees Available]

Class Site: [No Class Sites Available]

Class: [No Classes Available]

Process children of selection:

(ie: if a RESA is selected then also generated selected report(s) for all of the Grantees in that RESA)

Cancel Submit

* indicates a required field

1. Select **Reports > NRS** from the menu.
2. A **NRS Reports** dialog box will display. Select the report in which you want to print/view from the **Report** dropdown list.
3. Select the appropriate program year (fiscal year) from the **Program Year (fiscal year)** dropdown list.
4. To narrow/further filter the report results, select additional dropdown list items.
 - a. **NRS Reporting Standard** – Tables are generated based on NRS rules/regulations.
 - b. **WVABE Reporting Standard** – Tables are generated based on NRS rules/regulations; however, students who have attended less than 12 hours and met a goal are also included.
 - c. DO NOT select class, site, or student type. These filters are for use at the state level.
5. Process children of selection - Checking this box will cause AEMIS to generate the requested report and a similar report for each of the entities at the next level of detail, e.g., the specified entity's "children." For example, if you request NRS Table 4 and specify only RESA III, with the "Process Children of Selection" checked, AEMIS will generate a summary NRS Table 4 for RESA III and a separate NRS Table 4 for each Grantee that falls under RESA III. Likewise, if you select NRS Table 4 and select the Class Site "Boone County Adult Learning Center" and check "Process Children of Selection," you will receive a summary NRS Table 4 for "Boone County Adult Learning Center" and a separate NRS Table 4 for each Class offered at that center (for the specified Program Year, of course).

General Procedures and Explanations

This section contains explanations of how the reports are compiled, policies, etc. that pertain to many of the reports described throughout the **User's Guide**.

1. Qualifying as an “Academic” Student under NRS Standards

In order to be considered an academic student, the following must be true:

- a. The student has attained at least 12 contact hours, and
- b. A valid academic entry assessment has been completed.

2. Qualifying as an “Academic” Student under WVABE Standards

When WVABE standards are applied, the following must be true for a student to be considered qualified for inclusion in a report:

- a. The student has been designated as achieving their primary goal or secondary goal in less than 12 contact hours. This designation is automatically determined by AEMIS based upon the student's total contact hours for the class, primary and/or secondary goal, and achievements selected. A crosswalk of the goals and achievements can be found in Section 8 of this Guide.
- b. The student meets the qualifications of an NRS Academic Student.

3. Qualifying as a “Work-Based Project Learner”

A student is considered a Work-Based Project Learner (WBPL) if all of the following are true:

- a. The student has a Primary Goal of “Complete a short-term (12-30 hrs.) work-based project,” with no Secondary Goal.
- b. The student is not enrolled in another class (anywhere in the state) during the specified program year as an academic student.
- c. After a student has 30+ contact hours, she/he is automatically considered an academic student, and entry assessment must be entered prior to logging additional attendance.
- d. Students who are enrolled with a goal of "Complete WVABE Computer Literacy Program," are considered work-based project learners.

NRS Report Descriptions

1. NRS Table 1: Participants Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White (non-Hispanic)		"2 or More Races"		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
ABE Beginning Literacy	0	0	0	0	0	1	0	0	0	0	2	0	0	1	4
ABE Beginning Basic Education	1	1	0	0	2	1	0	0	0	0	9	6	2	3	25
ABE Intermediate Low	0	0	0	1	0	0	0	0	0	0	12	13	1	1	28
ABE Intermediate High	1	0	0	0	0	2	0	0	0	0	7	13	2	1	26
ASE Low	0	0	0	0	0	0	0	0	0	0	2	7	0	0	9
ASE High	0	0	0	1	0	0	0	0	0	0	2	6	1	0	10
ESL Beginning Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low Beginning ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High Beginning ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low Intermediate ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High Intermediate ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	1	0	2	2	4	0	0	0	0	34	45	6	6	102

This report counts the number of students enrolled in the program, organized by their Educational Functioning Level at entry, their ethnicity, and their sex. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. No further restrictions are applicable. Work-based project learners are not included in this report.

2. NRS Table 2: Participants by Age, Ethnicity, and Sex

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White (non-Hispanic)		"2 or More Races"		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16-18	0	1	0	0	0	1	0	0	0	0	9	6	2	3	22
19-24	1	0	0	0	2	2	0	0	0	0	11	15	3	1	35
25-44	0	0	0	1	0	1	0	0	0	0	12	18	1	1	34
45-59	1	0	0	1	0	0	0	0	0	0	1	5	0	1	9
60 and Older	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Total	2	1	0	2	2	4	0	0	0	0	34	45	6	6	102

This report counts the number of students enrolled in the program and organizes them by age, then ethnicity, then sex. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. No further restrictions are applicable. Work-based project learners are not included in this report.

3. NRS Table 3: Participants by Program Type and Age

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
Adult Basic Education	20	30	25	7	2	84
Adult Secondary Education	2	6	10	2	0	20
English-as-a-Second Language	0	0	0	0	0	0
Total	22	36	35	9	2	104

This report counts the number of students enrolled in the program and organizes them by program type (based on their Educational Functioning Level at entry), then age. The Educational Functioning Levels are translated into Program Types as depicted in the table above.

4. NRS Table 4: Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	Percentage Completing Level	WVABE Perf Meas	Average Attendance Hours
ABE Beginning Literacy	9	783	8	8	1	0	88.9%	70%	87
ABE Beginning Basic Education	43	5210	33	33	7	3	76.7%	70%	121
ABE Intermediate Low	49	3352	36	36	8	5	73.5%	68%	68
ABE Intermediate High	60	3658	39	39	7	14	65.0%	58%	60
ASE Low	18	805	14	14	1	3	77.8%	61%	44
ASE High	24	1022	0	0	16	8	0.0%	N/A	42
ESL Beginning Literacy	0	0	0	0	0	0	0.0%	75%	0
Low Beginning ESL	0	0	0	0	0	0	0.0%	72%	0
High Beginning ESL	0	0	0	0	0	0	0.0%	80%	0
Low Intermediate ESL	0	0	0	0	0	0	0.0%	71%	0
High Intermediate ESL	0	0	0	0	0	0	0.0%	62%	0
Advanced ESL	0	0	0	0	0	0	0.0%	41%	0
Total	203	14830	130	130	40	33			

This report provides an accounting of students on the basis of their entering educational functioning level and their advancement during the class. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. No further restrictions are applicable; however, each column has a set of specifications for inclusion. Work-based project learners are not included in this report.

Looking at the Federal Core Indicators for the current program year on the ABE Performance Measures Worksheet located in the Appendix, you can determine the following comparison of educational gains:

Qualifications for Inclusion by Column

Each column in this report is defined in a manner distinct from the other columns (as opposed to simply being an enumeration of different values of the same attribute, e.g., ethnicity). For this reason, the column definitions are described individually.

- a. **Total Number Enrolled:** The number of students enrolled with the entry level designated by the left-most column of the row.
- b. **Total Attendance Hours:** The number of contact hours attributed to students whose entry level placed them in this row.
- c. **Number Completed Level:** The number of students whose exit assessment indicates that they completed the educational functioning level in which they entered the program.
- d. **Number who Completed a Level and Advanced One or More Levels:** The number of students whose exit assessment indicates that

they completed the educational functioning level in which they entered the program and advanced into a higher educational functioning level by the time of their exit assessment. Column E represents a sub-set of Column D (Number Completed Level).

- e. **Number Separated Before Completed:** The number of students who left the program or received no services for 90 consecutive days and have no scheduled services.
- f. **Number Remaining within Level:** The number of students who have not yet completed their entry level but who remain enrolled in the program.
- g. **Percentage Completing Level:** This is the percentage of enrolled students who completed their entry level. This value is simply Column D/Column B.

If a program has very few students enrolled in an educational functioning level, careful consideration of that level must be maintained. For example, if only one student is enrolled and that student does not advance in an FFL, the program would be at zero percent completion. The program rate would be at only 50 percent if a second student had joined the class and moved to a higher educational functioning level.

As an ABE instructor, you cannot predict the entry FFL of new students, nor can you go out and recruit students to fill a particular functioning level. The lesson here is that every student counts (particularly those attending at least 12 hours of class time) when it comes to the NRS. Timely assessments, appropriate goal setting, accurate record keeping, and student retention are all critical steps in demonstrating the success of your ABE instruction.

- h. **WVABE Percentage Level:** This is the percentage that the program is held accountable.

Entering Educational Functioning Level Source: AEMIS	Actual Percentage Completing Level Source: AEMIS	Minimum Percentage Completing Level for "Educational Gain" Source: Federal rates negotiated by WV	Educational Gain Outcome Performance
ABE Beginning Literacy (FFL 1)	88.9%	81%	<i>Exceeds</i>
ABE Beginning Basic (FFL 2)	76.7%	74%	<i>Exceeds</i>
ABE Intermediate Low (FFL 3)	73.5%	72%	<i>Exceeds</i>
ABE Intermediate High (FFL 4)	65.0%	62%	<i>Exceeds</i>
ASE Low (FFL 5)	77.8%	61%	<i>Exceeds</i>
ASE High (FFL 6)	0	Not applicable	<i>Not measured</i>

*This FFL is not counted toward program performance because educational gain is not measurable since this is the highest possible level for an individual.

5. **NRS Table 4a: Educational Gains and Attendance by Educational Functioning Level, with Completion Breakdown**

This report has the same perspective as Table 4, except that the breakdown of advancement is more detailed. This provides a more detailed analysis of the degree of advancement of students at each level of program entry. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. No further restrictions are applicable; however, each column has a set of specifications for inclusion. Column specifications are elaborated upon below. Work-based project learners are not included in this report.

6. **NRS Table 4b: Educational Gains and Attendance by Educational Functioning Level, with Completion Breakdown**

This report is identical to Table 4A, with the exception that only those student enrollments that have been assessed with a West Virginia Department of Education (WVDOE)/ABE approved standardized assessment method are included in the report. Additionally, to be included in this report, the assessment method applied at Entry and Exit must be the same method and academic area, e.g., if the Entry Assessment used TABE/Math to determine the entry FFL, then the Exit Assessment must use TABE/Math also to be considered in Table 4B. To be counted in this report, a student must be a qualified academic student. Work-based project learners are not included in this report.

7. NRS Table 4c: Educational Gains and Attendance for Participants in Distance Education

This report is identical to Table 4A, with the exception that *only those student enrollments that are identified as Distance Learners are included* and they must have been assessed with a West Virginia Department of Education (WVDOE)/ABE approved standardized assessment method are included in the report. To be counted in this report, a student must be a qualified academic student. Work-based project learners are not included in this report.

8. NRS Table 5: Core Follow-up Outcome Achievement

The report provides an accounting of the number and percentages of students who achieve certain “Core Outcome Measures” as a result of the program in which they are enrolled. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. Work-based project learners are not included in this report.

a. How do I compare my class follow-up data to the federal core measures?

Unlike learning gain information, AEMIS cannot give you an immediate report on the follow-up data (new or retained employment, postsecondary enrollment, GED[®] completion) for the current fiscal/program year. Students are matched periodically throughout the year for employment, GED and postsecondary. However, only students who have been withdrawn will be reflected on Table 5.

You may also ask AEMIS to generate Table 5, Core Follow-up Outcome Achievement, for previous fiscal/program years, as illustrated in the sample below.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome	WVABE Perf Meas
Entered Employment	12	0	12	100.0%	5	41.7%	58%
Retained Employment	8	0	8	100.0%	3	37.5%	64%
Obtained a GED or Secondary School Diploma	21	0	20	95.2%	18	90.0%	63%
Entered Postsecondary Education or Training	54	0	53	98.1%	35	66.0%	76%

b. What happens if my class data falls below the federal core measures?

State and regional adult education staff regularly monitors AEMIS to identify program performance at the county level as well as individual classes. If consistent performance problems surface, the Regional Coordinator will contact the ABE Director and/or ABE instructor(s) to discuss the problem area(s) and provide technical assistance. If you have questions or concerns about your own class performance, you are encouraged to contact your Regional Coordinator directly.

9. NRS Table 5a: Core Follow-up Achievement for Participants in Distance Education

The report provides an accounting of the number and percentages of students who achieve certain “Core Outcome Measures” as a result of the program in which they are enrolled *specifically for students designated as Distance Learners*. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. Work-based project learners are not included in this report.

10. NRS Table 6: Participant Status and Program Enrollment

Participant Status on Entry into the Program	Number
Disabled	0
Employed	0
Unemployed	0
Not in the Labor Force	0
On Public Assistance	0
Living in Rural Areas	0
Program Type	
In Family Literacy Programs	0
In Workplace Literacy Programs	0
In Programs for the Homeless	0
In Programs for Work-Based Project Learners	0
Institutional Programs	
In Correctional Facilities	0
In Community Correctional Programs	0
In Other Institutional Settings	0
Secondary Status Measures (Optional)	
Homeless	0

This report provides an accounting of students who were enrolled during the specified time period, according to various categories, based on social/medical status, class site type, and other factors. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration or be a work-based project learner.



The total of

- *Employed*
- *Unemployed*
- *Not in Labor Force*

should equal the "Total Number Enrolled" on Table 4.

11. NRS Table 10: Outcomes for Adults in Correctional Education Programs

The report provides an accounting of the number and percentages of students who achieve certain “Core Outcome Measures” as a result of the program in which they are enrolled *specifically for students in correctional education programs*. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration. Work-based project learners are not included in this report.

12. NRS Table 11: Secondary Outcome Measures

Secondary Outcome Measures	Number of Participants with Main or Secondary Goal or Status	Number of Participants Obtaining Outcome	Percentage Achieving Outcome
Achieved WBPL Goal	8	7	87.5%
<i>Achieved WBPL Goal (WBPL)</i>	8	7	87.5%
<i>Achieved WBPL Goal (Comp Lit)</i>	0	0	0.0%
Left Public Assistance	53	19	35.8%
Achieved Citizenship Skills	0	0	0.0%
Increased Involvement in Children's Education	0	0	0.0%
Increased Involvement in Children's Literacy Activities	0	0	0.0%
Voted or Registered to Vote	0	0	0.0%
Increased Involvement in Community Activities	0	0	0.0%

- a. **Number of Participants with Main or Secondary Goal or Status (Column B):** The number of students who have the necessary goal/status to be counted for this Secondary Outcome Measure.
- b. **Number of Participants Obtaining Outcome (Column C):** The number of students who have the necessary achievement(s)/status to be counted for this Secondary Outcome Measure.
- c. **Percentage Achieving Outcome:** The percentage of students who are eligible to be counted under an outcome measure that achieved the outcome, i.e., Column C/Column B.

13. NRS Table 12: Work-Based Project Learners by Age, Ethnicity, and Sex

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White (non-Hispanic)		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
N/A 16-18	0	0	0	0	0	0	0	0	0	0	1	1	2
19-24	0	0	0	0	0	0	0	0	0	0	1	1	2
25-44	0	0	0	0	0	0	0	0	0	0	3	1	4
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	5	3	8

This report is identical to Table 2, except that it applies to work-based project learners, as opposed to academic students. This table includes students assessed with the computer literacy verification checklists.

13. NRS Table 13: Core Follow-up Outcome Achievement for Prior

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not reported in the Prior Reporting Period	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal
Entered Employment	0	0
Retained Employment	2	0
Obtained a GED or Secondary School Diploma	0	1
Placed in Postsecondary Education or Training	0	2

Reporting Year and for Unintended Outcomes

The report provides an accounting of the number and percentages of students who achieve certain “Core Outcome Measures,” in a manner similar to Table 5, except that these achievements occur under one of the following two circumstances, which prevents them from being reported in Table 5:

- a. The achievement is considered unintended, i.e., the student record does not record the appropriate set of goals and student status for this achievement to be considered intentional.
- b. The achievement can be considered intentional; but because of the duration requirements of certain employment status related achievements, these achievements were not reported in the program year in which they occurred.
- c. To be counted in this report, a student must be a qualified academic student for the enrollment under consideration.

WVABE Reports

The screenshot shows a web application window titled "WVABE Reports" with the "AEMIS" logo in the top left. Below the logo, a breadcrumb trail reads "You Are At: Reports -> WVABE Reports". The main area contains several dropdown menus: "Report" (empty), "Site Type" (empty), "Class Type" (empty), "Program Year" (set to "2010"), "RESA" (empty), "Grantee" (set to "No Grantees Found"), "Class Site" (set to "No Sites Found"), and "Class" (set to "No Classes Found"). At the bottom left is a "Cancel" button and at the bottom right is a "Submit" button.

To print/view a WVABE Report:

1. Select **Reports > WVABE** from the menu.
2. A **WVABE Reports** dialog box will display. Select the report which you want to print/view from the **Report** dropdown list.
3. Select the appropriate program year (fiscal year) from the **Program Year (fiscal year)** dropdown list.
4. To narrow/further filter the report results, select additional dropdown list items.
 - Local programs should NOT select a **SITE TYPE** or **CLASS TYPE**. These filters are for use at the state level.
5. Reports are generated based on students who have attendance. NRS regulations are not applicable; ALL students with attendance are included. The Student Type filter is not available for all reports.

WVABE Report Descriptions

- 1. Class Summary - Core Participation Measures:** Counties/programs must meet at least 65% of recommended enrollment and/or contact hours.

This report provides a summary of the ABE 300/300A reports submitted by the instructors on a monthly basis. Programs are required to meet minimum enrollment and contact hour requirements based upon the number of instructors and hours taught per month. Classes that fall below the recommended enrollment and / or contact hour guidelines (65% or less) for one month are considered to be "non-compliant." Classes that fall below the recommendations for two consecutive months should take immediate action to remedy the situation or close the class. Classes that fall below the recommendations for three consecutive months should be closed unless it meets specific specialized conditions (i.e., special target population such as county jail, non readers, etc.).

	Total New	Total Enroll	Total C/Hours	Avg C/Hours Per Student	Rec Enroll	Rec C/Hours	% Enroll Met	% C/Hours Met
JULY	107	107	1594.75	15	28	1196	382%	133%
AUGUST	51	99	1994.5	20	31	1502	319%	133%
SEPTEMBER	27	91	2197.5	24	31	1517	294%	145%
OCTOBER	52	117	1522.25	13	26	1153	450%	132%
NOVEMBER	46	107	1158.5	11	26	978	412%	118%
DECEMBER	15	74	1055.5	14	26	1004	285%	105%
JANUARY	35	82	1017.5	12	24	984	342%	103%
FEBRUARY	17	73	870.75	12	24	776	304%	112%
MARCH	35	128	1884.25	15	31	1660	413%	114%
APRIL	13	86	1445.25	17	28	1190	307%	121%
MAY	18	103	1736.5	17	28	1351	368%	129%
JUNE	13	89	1182.75	13	28	1287	318%	92%
YTD AVERAGES & TOTAL S	429		17660	15.25	27.5833	1216.5	349.5%	119.75%

This report provides a summary of student attendance on a monthly basis. Programs are required to meet minimum enrollment and contact hour requirements based upon the number of instructors and instructional hours per month. Classes that fall below the recommended enrollment and/or contact hour guidelines (65% or less) for one month are considered "non-compliant." Classes that fall below the recommendations for two consecutive months should take immediate action to remedy the situation or close the class. Classes that fall below the recommendations for three consecutive months should be closed unless they meet specific specialized conditions (i.e., special target population such as county jail, non-readers, etc.). This report represents all classes according to the criteria specified.

AEMIS is programmed with the following guidelines:

ATTENDANCE	Actual Hours Taught <= 56 hours/month * 8
	Actual Hours Taught > 56 hours/month * 7.5
ENROLLMENT	# of Instructors that taught<= 52 hours/month * 8
	# of Instructors that taught 53-79 hours/month * 10
	# of Instructors that taught 80-99 hours/month * 13
	# of Instructors that taught 100+ hours/month * 15

What does “taught” mean? The instructor(s) had instructional hours for the specified month recorded in AEMIS on the log attendance screen.

- 2. Non-compliant Class Summary:** ABE classes are required to meet minimum enrollment and contact hour guidelines based upon the number of instructors and hours taught per month. Classes that fall below the recommended enrollment and/or contact hour guidelines (65% or less) for one month are considered “non-compliant.” Classes that fall below the recommendations for two consecutive months should take immediate action to remedy the situation or close the class. Classes that fall below the recommendations for three consecutive months should be closed unless they meet specific specialized conditions (i.e., special target population such as county jail, non-readers, etc.). This report represents only those classes where the enrollment and contact hours fall below the recommended guidelines, based upon the criteria specified. In appearance, it is identical to the Class Summary.
- 3. Class Location:** This is a listing of all “open” and “available for public viewing” classes within the criteria specified.
- 4. Computer Literacy:** ABE classes are required to meet minimum enrollment and contact hour guidelines based upon the number of instructors and hours taught per month. Classes that fall below the recommended enrollment and/or contact hour guidelines (65% or less) for one month are considered "non-compliant." Classes that fall below the recommendations for two consecutive months should take immediate action to remedy the situation or close the class. Classes that fall below the recommendations for three consecutive months should be closed unless they meet specific specialized conditions (i.e., special target population such as county jail, non readers, etc.). This report represents only classes that have computer literacy “only” students. In appearance, it is identical to the Class Summary.

5. Referral Source

Referral Source	Number
	0
Local Job Service	0
Local Job Service / One-stop C	3
Job Training Program	3
One-Stop Center (Workforce WV)	0
Community Action Agency	0
HRDF	0
OIC	0
Adult Education Hotline	0
Library	1
Division of Rehab. Services	1
DHHR (Dept. of Health & Human	16
Adult Vocational / Higher Educ	76
College	0
Media (i.e. TV, Internet, News	2
Advertisement (i.e. Pamphlet,	1
Judicial System	26
Friend	0
Counselor	7
Employer	3
High School	16
Family Member / Friend	56
I Attended Before	21
Mission West Virginia	0
Senior Center	1
TV/Radio	0
Literacy WV	0
Military	4

This report provides a tally of the referral sources as indicated by the students upon entry. This report would be useful when marketing your program. The numbers on this report represents unrestricted (body count) of the student enrollment. For example, if “Joey” is enrolled in three different classes with a referral of friend in two classes, and DHHR in one class, the report will reflect "once" for friend and "once" for DHHR.

6. Student Achievement

Achievement	# Obtaining Achievement	# w/Goal or Status	# Obtaining Achievement with Goal or Status
Educational			
Increased at least .5 grade level, 3 pts. on CASAS scale, or 1 SPL in any assessment area	0	N/A	N/A
Increased at least one level in a Learning Management System in any assessment area (i.e. PassKey, K	0	N/A	N/A
Mastered at least 3 Essential IGOs	0	N/A	N/A
Mastered All Essential IGOs in Entry FFL	0	N/A	N/A
Completed entire vocational/ assessment battery/ test (i.e., LPN, TABE, CASAS)	1	0	0
Completed the OPT (Official Practice Test)	1	0	0
Passed all parts of the OPT (Official Practice Test)	1	N/A	N/A
Completed GED Orientation	1	N/A	N/A
Passed 1-4 parts of the GED	1	N/A	N/A
Employment-Related			
Obtained a better job or job promotion	0	0	0
Obtained / retained subsidized job	0	0	0
Earned a Ready to Work certificate	0	N/A	N/A
Completed a worksite learning experience	0	N/A	N/A
Completed an approved job readiness program (i.e., SPOKES, Hit the Ground Running)	0	N/A	N/A
Passed an employment or state licensing exam	0	N/A	N/A
Entered the military	0	N/A	N/A
Earned a Governor's Career Readiness Certificate	0	N/A	N/A
Earned a Customer Service Certificate (i.e. SPOKES)	0	N/A	N/A
Earned an Achievement Certificate (i.e. SPOKES)	0	N/A	N/A
Further Ed./Training			
Met requirements for entrance into technical training	0	N/A	N/A
Met score requirements on entrance into college (i.e. ACT, SAT, Compass, Accuplacer)	0	N/A	N/A
Enrolled in private WV college / university, select one	0	N/A	N/A
Enrolled in out-of-state post-secondary / job training	0	N/A	N/A

This report provides a tally of the achievements accomplished by the students, unrestricted (i.e. total enrollments). The only exception is retrain and obtain employment. These achievements follow NRS guidelines. This report is available for any given class, class site, grantee, RESA or statewide, depending upon your level of access.

7. Hours Between Assessment

Entering Educational Functioning Level	Name of the FFL
Total Number Enrolled	Total number of students enrolled that have an Entry FFL as specified in the FFL Column
Avg (hours)	Average (arithmetic mean) contact hours between Entry Assessment and Exit Assessment, for students that have an Exit Assessment
Min (hours)	Minimum contact hours between Entry Assessment and Exit Assessment, for students that have an Exit Assessment
Max (hours)	Maximum contact hours between Entry Assessment and Exit Assessment, for students that have an Exit Assessment
Total Attendance NO Post-Test (hours)	Total contact hours for all students that have no Exit Assessment
Avg Attendance No Post-Test (hours)	Average (arithmetic mean) contact hours for all students that have no Exit Assessment
Students without Post-Test	Number of students that do not have an Exit Assessment
<p>NOTE:</p> <p>1) Work-based Project Learners are not excluded from this report</p> <p>2) Students with less than 12 (unweighted) contact hours are excluded from this report</p> <p>3) Students with an Entry Assessment are excluded from this report</p> <p>4) If a student has an Interim Assessment, the date of the assessment is used as the Exit Assessment Date, in the absence of an Exit Assessment</p>	

Entering Educational Functioning Level	Total Number Enrolled	Avg (hours)	Min (hours)	Max (hours)	Total Attendance NO Post-Test (hours)	Avg Attendance NO Post-Test (hours)	Students without Post-Test
ABE Beginning Literacy	8	54.3571	9.5	126.5	36	36	1
ABE Beginning Basic Education	36	78.6481	4.5	277.5	262	29.1111	9
ABE Intermediate Low	43	56.0968	0	172	263	21.9167	12
ABE Intermediate High	57	49.9737	0	142	529	27.8421	19
ASE Low	17	33.9615	0	100	120	30	4
ASE High	22	52	48	56	802.5	42.2368	19
ESL Beginning Literacy	0	0	0	0	0	0	0
Low Beginning ESL	0	0	0	0	0	0	0
High Beginning ESL	0	0	0	0	0	0	0
Low Intermediate ESL	0	0	0	0	0	0	0
High Intermediate ESL	0	0	0	0	0	0	0
Advanced ESL	0	0	0	0	0	0	0
Total	183				2012.5		64

8. **Student Type Report:** This report provides a tally of the student types selected by the user on the student's ABE 400A. The report is available for any given class, class site, grantee, RESA or statewide, depending upon the user's level of access and can be filtered according to NRS and WVABE reporting standards.

Work Based Project Learners are NOT included in this report.	
Student Type	# Students Reported
Adult Vocational/Higher Education	52
College Prep	0
Computer Literacy	0
Court-Ordered	8
Distance Education	0
Distance Learner	0
Documented Disability (confidential file)	33
EL Civics	0
ESL	0
Family Literacy/Even Start	0
Homeless	0
Maintain Driver's License (formerly SB14)	0
OPT Registrant (upon entry)	1
Receiving Public Assistance	38
Single Parent	31
SPOKES	0
TANF	16
WIA Registrant	0
Work Release	0
Workplace	0
Workplace Site	0

Desktop Monitoring Report

Demographics

This report will answer questions such as:

1. Is the program serving mainly FFLs 1-4?
2. FFLs 5-6?
3. FFLs 7-12?
4. WBPL?
5. What age groups are attending in each of the above mentioned populations? ... not attending?
6. What does this tell you about . . . professional development, curriculum, and recruitment efforts?

9	Demographics									
10	The data in this section are the same as in NRS Table 3, except that the breakdown is more precise (NRS Table 3 has 3 groupings of FFLS: 1-4, 5-6, 7-12), and this section contains a breakdown of WBPLs, analogous to the data summarized in NRS Table 12.									
11	Entry FFL	16-18	19-24	25-44	45-59	60+	Total	% Total		
12	FFL 1	72	80	123	49	9	333	3.40%		
13	FFL 2	317	431	627	214	23	1612	16.30%		
14	FFL 3	536	642	915	188	25	2306	23.30%		
15	FFL 4	556	761	1151	191	20	2679	27.10%		
16	FFL 5	203	284	457	100	11	1055	10.70%		
17	FFL 6	108	248	488	93	12	929	9.40%		
18	FFL 7	0	2	5	7	2	16	0.20%		
19	FFL 8	0	4	9	6	2	21	0.20%		
20	FFL 9	1	2	8	6	2	19	0.20%		
21	FFL 10	0	3	16	10	1	30	0.30%		
22	FFL 11	1	8	20	8	1	38	0.40%		
23	FFL 12	2	6	27	7	3	45	0.50%		
24	FFL Subtotal	1796	2471	3826	879	111	9083	91.80%		
25	WBPL	40	131	278	181	180	810	8.20%		
26	Grand Total	1836	2602	4104	1060	291	9893	100.00%		
27	% Total	18.60%	26.30%	41.50%	10.70%	2.90%	100.00%	N/A		

Educational Measures

This table will answer such questions as:

1. Are students achieving a level gain?
2. What were the actual percentages completing a level in relation to the state measures/benchmarks?
3. Is it obvious that one group is not achieving a level gain? Why?
4. Does this indicate that one group is not achieving a level gain? Why?
5. What are the average numbers of hours elapsed between pre and post-assessments?
6. Are the students being assessed too frequently, or not frequently enough?
7. Are there FFLs with no or low enrollment with possibilities of students, based upon the needs of the community?
8. What % of students are being post-tested in each level?
9. Are students in one or more FFLs significantly less likely to be post-tested? If so, why?

Analyze the following factors?

1. Are the students staying in the program long enough to be post-tested? (retention)
2. Are the students being post-tested when they accumulate enough hours to post-test (follow recommended guidelines)?
3. Are students being post-tested, but not making level gains?
4. Are students taking the post-test and making level gains, but not appearing on Table 4b? (poor record keeping/data entry)

NOTE: This report can be run for only ONE "class" at a time. It "cannot" be run as a RESA, grantee, etc. report.

To access this report, go to Reports > Desk Monitoring. From the dialog box that appears, select the class from the various dropdown menus.

29	Educational Measures		Total Enrolled with 12+ Hours	Total Enrollments (B+C)	# Post-Tested	% Post-Tested	Hrs. Betw Entry and PostTest
30	Entry FFL	Total Enrolled with Less Than 12 Hours	333	562	249	74.80%	58.5
31	FFL 1		1001	2613	1251	77.80%	59.4
32	FFL 2	These are NOT included in NRS reports, as they have less than 12 (but not zero) contact hours.	1234	3540	1703	73.90%	59.4
33	FFL 3		2679	4221	1911	71.30%	54.2
34	FFL 4		1055	1722	752	71.30%	50.4
35	FFL 5		929	1487	403	43.40%	52.7
36	FFL 6		16	20	16	100.00%	125
37	FFL 7		21	23	17	81.00%	19.8
38	FFL 8		19	20	16	84.20%	88
39	FFL 9		30	30	27	90.00%	19.4
40	FFL 10		38	39	35	92.10%	17.4
41	FFL 11		45	50	33	73.30%	12.9
42	FFL 12		5	5	3	60.00%	12.9
43	Total		5244	14327	6413	N/A	58.1

Hrs. Betw Entry and Post Test		Hrs. Betw Interim and Post Test		# Completing Level		Avg Attendance Hours		% Completing Level		# Completers Needed To Meet Benchmark		WVABE Perf Benchmark	
58.5	The average number of contact hours elapsed between the entry assessment and the "post test", whether the Exit or Interim assessment.	37	The average number of contact hours elapsed between the interim assessment and the Exit assessment. NOTE: only students with 2 assessments or more are included here.	231	See NRS Table 4, column D, OR 4B, column D	97.3	Average contact hours for students that are Qualified (i.e. included in column C) See NRS Table 4, column J (Average Attendance Hours)	69.40%	See NRS Table 4, column H (Percentage Completing Level)	3	If the % Completing Level is less than the WVABE Performance Benchmark, this is the number of students that must Complete Entry FTL in order to meet the benchmark. If the % Completing Level meets or exceeds the WVABE Performance Benchmark, then this is zero.	63%	Corresponds to the Performance Measures associated with NRS Table 4B.
59.4		42.3		1120		103.8		69.50%		3		63%	
59.4		40.9		1539		91		66.70%		3		59%	
54.2		50.5		1534		82.9		57.30%		3		51%	
50.4		42		634		73.8		60.10%		3		53%	
62.7		49.2		0		74.5		0%		N/A		N/A	
125		116.6		16		139.9		100.00%		3		59%	
119.3		37.1		15		131.8		71.40%		3		40%	
83		82.3		15		108.8		78.90%		3		40%	
119.4		101.7		21		170.3		70.00%		3		58%	
07.4		104.2		23		149.2		60.50%		3		53%	
02.3		148.6		18		147.6		40.00%		5		50%	
58.1		47.8		5166		N/A		N/A		N/A		N/A	

Follow-up Outcome Measures

This table will answer such questions as:

1. Are outcomes lost because goals are not being set with students?
2. What are some possible causes/solutions?
3. What outside circumstances, or additional information, would impact the CORE achievements for this program (i.e. unemployment rate, availability of training programs, natural disaster, weather)?
4. What was the unemployment rate for the wage earning dates represented on this report?
5. How does this impact the follow-up outcome measures?

Goal Setting Proficiency

This table will answer such questions as:

1. What goals are students setting and how do they compare over time?
2. Has your program met its performance measures?
How does this data compare to state benchmarks?
3. Analyze this information to determine whether goal setting is appropriate in your program. (i.e. number unemployed with the number setting the goal of obtain a job, number in FFLs 5-6 setting the goal of "Pass the GED")
4. Taking into consideration the "available" YTD enrollment for this program, and the number of students functioning at FFL4 and FFLs 5-6, are the number of participants with a primary or secondary goal of "Pass the GED" adequate for this program?

	Follow-Up Outcome Measures and Goal Setting Proficiency				WV Performance Measure
	# Achieving Outcome without Goal	# of Exits with Goal	# Achieving Outcome with Goal	% Achieving Outcome with Goal	
45					
46	Goal				
47	Obtain a Job	669	359	Col C/Col B 53.70%	Corresponds to the Performance Measures associated with NRS Table 5. 44%
48	Retain Current Job	485	305	62.90%	21%
49	Pass the GED	1888	1378	73%	67%
50	Enter Postsecondary Ed. or Job Training	778	477	61.30%	57%
51					

# Achieving Outcome without Goal	Achievers With & Without Goal	Potential %	Col C+F/Col G, reflecting the number of students "achieving with goal" as a percentage of the number of students that <i>could</i> have been included in "achieving with goal", if everyone with the achievement had been assigned the goal.
Students that do not have the Goal, but did Achieve the Outcome. These students probably <i>should</i> have been assigned the Goal.	The number of students that <i>could</i> have been included in "# Achieving Outcome with Goal", if everyone with the Achievement had been assigned the goal. Col C + Col F.		
455	1124	31.90%	
243	728	41.90%	
340	2228	61.80%	
423	1201	39.70%	

Class Profile Spreadsheet (CPS)

NOTE: This report can be run for only ONE "class" at a time. It "cannot" be run as a RESA, grantee, etc. report.

To access this report, go to Reports > CPS Report. From the dialog box that appears, select the class from the various dropdown menus.

The CPS Report is a spreadsheet of selected items on the ABE 400A/B. The following items are included:

<ul style="list-style-type: none"> • Student • SSN • Age • Gender • Entry Assessment • Entry FFL • Interim FFL • Exit FFL • Completed FFL • Moved to Higher FFL • Withdrawal Date • Continuing? • Contact Hours • Employment Status • Primary Goal • Secondary Goal • Achieved GED • Obtained an Unsubsidized Job • Retained Unsubsidized Job • Had Public Assistance Reduced or Eliminated • Enrolled in Job Training or Post-Secondary Education • Address • City • State • Zip • Phone • Alt Phone • Email • Documented Disability (Confidential file) • Court-Ordered • SPOKES • Adult Vocational/Higher Education • Workplace • WIA Registrant • EL Civics • College Prep 	<ul style="list-style-type: none"> • Distance Learner • Increased at Least .5 grade level, 3pts on CASAS Scale, or 1 SPL in Any Assessment Area • Increased at Least One Level in a Learning Management System in Any Assessment Area • Completed Entire Vocational/Assessment Battery/Test • OPT Registrant (upon entry) • Completed the OPT • Passed All Parts of the OPT • Completed GED Orientation • Passed 1-4 Parts of the GED • Obtained a Better Job or Job Promotion • Earned a Ready To Work Certificate • Completed a Worksite Learning Experience • Completed an Approved Job Readiness Program (i.e. SPOKES, Hit the Ground Running) • Earned a Governor's Career Readiness Certificate • Earned a Customer Service Certificate (i.e. SPOKES) • Earned an Achievement Certificate (i.e. SPOKES) • Met Score Requirements On Entrance into College (i.e. ACT, SAT, Compass, Accuplacer) • Met Requirements for Entrance into Technical Training • Enrolled in Out-of-State Post-Secondary/Job Training • Enrolled in Private/Local Vocation Training outside of WV K-12 System • Enrolled in On-line Post- Secondary/Vocational Training • Enrolled in Private WV College/University • Obtained Computer Skills • Completed Objectives for a WVABE Computer Literacy Program • Completed All Project Objectives
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This report is one of the most valuable reports available to you in regard to program improvement. The Regional Coordinators will be referring to this report frequently, as well as Regional and State Staff. Please take the time to become familiar with this report. This report is downloadable in Microsoft Excel. It is recommended that local programs download and save this report in excel in order to manipulate the data for program improvement purposes.

What do you want to learn from this data?

1. Are goals being set effectively in relation to contact hours?
2. Is the class an "OPT Testing Site" or an "ABE Classroom?"
What was the true intention of the class according to the grant award?
3. Are students post-assessing based upon the recommended guidelines?
4. After reviewing student employment status, as well as additional achievements marked, were employment goals set accordingly?
5. Based upon the achievements and number of contact hours, do you suspect the program should also be marking "OPT Registrant Upon Entry" and is not?
6. Are there times when the program should be providing an Entry Assessment or an Interim Assessment and isn't?

If a item has a "-" in the field, that indicates that the field is null (empty). Review this report periodically throughout the year for updated GED, post-secondary, and employment achievements. Achievements for "all" students will be updated, regardless of their goals and withdrawal dates.

Please keep in mind, this report is only as accurate as the data submitted on the ABE 400A/B forms. If you do see a discrepancy, notify Louise Miller at the following contact information with as much information regarding the discrepancy as possible.

Louise Miller

ABE Technology Coordinator / AEMIS System Administrator

304-256-4712, ext. 1122

1-800-766-7372, ext. 1122

louise@wvabe.org

AEMIS System Administrator



**Louise Miller
ABE Technology Coordinator**

1-800-766-7372, ext. 1122

**louise@wvabe.org
lbmiller@access.k12.wv.us**

