

UNDERSTANDING THE NEW YORK STATE REPORT CARD FOR ADULT EDUCATION PROVIDERS

The New York State Report Card for Adult Education Providers is issued annually by the office of Adult Education Programs and Policy (AEPP) of the New York State Education Department (NYSED). The report card uses data entered by adult education providers into ASISTS (the Adult Student Information System and Technical Support), the state data system used by all NYSED funded adult education providers to manage and report student data.

The report card described below covers student and program activities for fiscal year 2024 which began July 1, 2023 and ended June 30th, 2024.

For fiscal year 2024, NYSED will issue separate report cards for programs funded by each of the state and federal funding streams listed below.

- Workforce Investment and Opportunity Act (WIOA) Area 1
- Workforce Investment and Opportunity Act (WIOA) Area 3 (Corrections)
- Workforce Investment and Opportunity Act (WIOA) Area 2 (IELCE)
- Employment Preparation Education (EPE)

Who is included in the report cards?

To be included in the report card calculations students must meet the following National Reporting System (NRS) criteria:

- Complete a minimum of twelve hours of instruction during the fiscal year.
- Participate in Instruction funded by NYSED using either core WIOA, WIOA Corrections, IELCE, or EPE funding. More information on these funding sources is available later in this document or on the NYSED web site <http://www.acces.nysed.gov/aapp/welcome-adult-education-programs-and-policy-aapp>.
- Have a Pretest using one of the NYSED approved assessment instruments.

What is the purpose of the report cards?

The report cards are used for the following purposes:

- They are used by NYSED to evaluate program performance. This evaluation may result in programs being placed in corrective action or selected as appropriate candidates to receive intensive technical assistance to improve future performance.
- Report cards provide a year-end statistical snapshot of program makeup and performance for members of the community and policy makers.
- Programs can also use report card statistics to put their own statistics in context, comparing their performance to the rest of the state. More information on these comparisons are provided later in this document.

How is program performance evaluated?

Programs were evaluated using five performance measures in fiscal year 2024.

- **Measurable Skills Gain (MSG) rate.** This is a broad measure of educational progress. All program participants are measured using a NYSED approved assessment at or soon after intake. That score is used to place the student in one of twelve Educational Functioning Levels (EFL). NRS guidelines include six EFLs each for Adult Basic Education (ABE) and English as a Second Language (ESL) instruction. MSG is demonstrated in one of the following three ways:
 - o By the student moving to a higher EFL as the result of scoring higher on a posttest after instruction.

- By the student attaining a High School Equivalency (HSE) diploma. Please see the NYSED AEPP site for more information on how a student can achieve an HSE diploma.
- By the student attaining a Credential in an approved training program

The MSG rate is calculated by dividing the number of students who demonstrated MSG by the total number of participants in the program.

NOTE: It is possible that a student can have multiple Periods of Participation (POP) if they leave the program for a minimum of 90 days and return within the fiscal year. In such cases, each of the POPs will be considered in the calculation for MSG.

Weighting. There are varying degrees of difficulty in demonstrating MSG for students in different EFLs. Accordingly, the MSG rates for different EFLs are weighted differently. Student performance in harder-to-serve levels are weighted more than those in easier-to-serve levels. The determination of ease with which a student can demonstrate MSG for each level is determined by the overall performance of all programs in New York State at each EFL.

The calculations are done in the following steps:

- The state MSG level for each of the 11 EFLs is calculated.
- The weight for the easiest level is assigned as 1; this is the EFL where students had the highest MSG rate. A student demonstrating gain from this EFL will not receive any additional advantage in the calculation but will not be penalized either.
- The weight for each other level is then calculated by
 1. Subtracting MSG rate of that level from the MSG rate of the easiest level
 2. Dividing the result of step 1 by the MSG rate of the easiest level
 3. Adding 1 (one) to the result of step 2
- To calculate the Weighted MSG rate the following calculations are done:
 1. The number of students demonstrating MSG in each EFL is multiplied by the weight to come up with a weighted numerator for each EFL.
 2. The weighted numerators are added across all EFLs.
 3. The result of step 2 is divided by the total enrollment across all EFLs. (Please note that ABE level 6 is not included in the calculations.)

Below are the weights calculated using 2024 NYS data. The easiest EFL to demonstrate MSG is highlighted in red. The hardest EFL (and the one weighed most heavily) is highlighted in green.

EFL	State percentages	Weight
ABE1	70%	1.02
ABE2	51%	1.30
ABE3	48%	1.34
ABE4	54%	1.25
ABE5	71%	1.01
ESL1	65%	1.09
ESL2	69%	1.04
ESL3	72%	1.00
ESL4	68%	1.05
ESL5	60%	1.17
ESL6	48%	1.34

- **Post Test Rate.** This is another measure of educational progress as well as student retention. The post test rate is the percentage of students who were administered a valid posttest and is calculated by dividing the number of students with a posttest by the total number of students in the program. Students who are in ABE level 6, do not need a posttest, and are not included in this calculation. Students who received an HSE or earned a Credential are given credit for being post tested if they were post-tested.
- **Enrollment.** This measure compares the program’s enrollment to the numbers the program was contracted to serve for the fiscal year. These numbers are calculated separately for each funding and compared to the contracted enrollment for that funding stream.
- **Employment 2nd Quarter after Exit.** This measure looks at how many students who left the program are employed two quarters after exit. For more information on the exit time frames used for this calculation, please go to this [link](#) on the ASISTS resource page.
- **Employment 4th Quarter after Exit.** This measure looks at how many students who left the program are employed two quarters after exit. For more information on the exit time frames used for this calculation, please go to this [link](#) on the ASISTS resource page.

Calculating the Evaluation Metrics

Program performance is evaluated in two different ways. The first is by comparing program performance to a state benchmark. If a program meets the benchmarks for all five measures, its performance is considered **Proficient** or better. The second is by ranking program performance using a Quartile scoring system.

- **Comparison to State Benchmarks.** NYSED has established statewide benchmarks for the five measures in the report card.

Measure	Benchmark
Measurable Skills Gain	49%
Post-test rate	70%
Enrollment	100%
Employment 2 nd Quarter after Exit	32%
Employment 4 th Quarter after Exit	30%

- **Quartile Ranking.** In addition to comparing program performance against a fixed standard, program performance is also ranked using the procedure listed below.
 - o Program performance on four of the five measures (MSG, post-test rates, Employment 2nd and 4th quarter after exit) are placed in one of four quartiles, each representing 25% of the state. The quartile values are 0,1,2, 3 and 4, with 0 representing the lowest end of the scale and 4 representing the top performers. The employment outcomes were combined for ranking purposes and were not ranked separately.
 - o In addition, programs are ranked within each quartile for their percentile position (0 to 99) within each quartile.
 - o The above two calculations are added to come up with a single quartile ranking of program performance (one for each measure of performance). The table below represents the range of possible values.

Quartile	Program standing
0 to 0.99	Performance is in the bottom 25%
1.00 to 1.99	Performance is the second 25% from the bottom. It is below the half-way point but not in the bottom quartile.
2.00 to 2.99	Performance is better than half the programs in the state but not good enough to put them in the top 25%
3.00 to 4.00	This represents the top performers in the state (the top 25%). A ranking of 4.00 is the highest quartile ranking a program can get.

Combining the Metrics into a Combined Score

Once the metrics for the two measures (MSG and post test rates) are calculated separately, they are combined to create one evaluative measure for the program. This is a multi-step process as listed below.

- **Weighting the scores.** The quartile rankings for both MSG, post test rates, and employment outcomes are weighted to reflect their impact on the overall score. In 2024, the following were the weights.

Measure	Percentage of Total Score	Quartile Ranking multiplied by
Measurable Skills Gain	40%	10
Post-test Rate	30%	7.5
Employment	30%	7.5

- **Adding the scores.** The scores calculated using the step above are added to arrive at a Total Score for the program.

For example if a program has the following scores for each measure:

- 2.5 for MSG
- 2 for Post-test rate
- 1 for Employment

The program's total score would be

- 2.5×10 for MSG = 25
- 2×7.5 for Post-test rate = 15
- 1×7.5 for Employment = 7.5
- Total score = $25 + 15 + 7.5 = 47.5$

- **Ranking the score.** The Total Score for the program is ranked using the same methodology that was used to rank the MSG and post test rates as described above to create a Quartile Ranking for the program that encompasses MSG, Post test rates, and Employment.
- **Program Rating.** The Quartile Ranking is combined with the program's compliance with the State performance benchmarks using the rules below.

Quartile Ranking	Did the Program Meet the State Benchmarks?	Program Rating
0 to 0.99	No	Unacceptable
0 to 0.99	Yes	Proficient
1 to 1.99	No	Needs Improvement
1 to 2.99	Yes	Proficient
3 to 3.99	Yes	Highly Proficient

Programs who met all five state benchmarks for performance are considered ‘Proficient’ or ‘Highly Proficient’ depending on their quartile ranking. Those that did not meet the state benchmarks would have their performance rated ‘Unacceptable’ (if they were in the bottom quartile) or ‘Needs Improvement’ (the top three quartiles) and would be required to submit a Corrective Action Plan. They may also be designated for ITAP (Intensive Technical Assistance Program) by NYSED.

Additional Performance Metrics

In addition to the measures used in evaluating program performance, the report card also includes additional performance metrics. These measures may be included in future report cards. For 2024, these metrics, including program performance, statewide performance and proposed future benchmark, are listed primarily for informational purposes.

Survey Percentage. This measure is the percentage of students who should have been surveyed for all follow-up outcome measures who were surveyed.

Post-test Rate for Eligible Students. This metric is the post-test rate for students who had 40 or more contact hours.

Additional Data

In addition to the performance-related data, the report cards also include data that is intended to provide fuller picture of the program to the reader. The next few pages explain every field included in the report cards, in order of appearance.

Header Section/Performance Summary	
Program Name	This is the name of the provider for which the report card has been created.
Total Score	The Total Score as described above in the section 'Combining the Scores/Adding the Scores'.
Quartile Ranking	The ranking of the total score as described above in the section 'Combing the Scores/Ranking the Scores'.
Program Rating	Program rating for the provider as described above in the section 'Combining the Scores/Program Rating.'
Performance Summary	
Measure	The five measures used by NYSED to evaluate program performance.
Performance	Performance of the program on the five measures.
NYS Benchmark	The benchmarks set by NYSED for each measure as described earlier in the document in the section 'Comparison to State Benchmarks'.
Benchmark Met?	Indicates whether the program met the benchmarks for the two measures.
Ranking	The quartile ranking of the program on each individual measure.
Weight	The percentage of the total score the measure represents.
Weighted Score	The score of the program on each individual measure and would be the Ranking times Weight.
<i>Please note that the Weighted Score for all measures should add up to the Total Score listed in the Performance Summary Section</i>	
Additional Performance Metrics	
Measure	The two measures that are not used in calculating the overall program performance score.
Program Performance	Program performance on the measure.
Statewide Performance	Performance by all programs in the state on the measure.
Future benchmark	Proposed benchmark if this measure is included on future report cards
Performance Details	
Measurable Skills Gain (40%)	
Educational levels	The level (5 ABE and 6 ESL) into which the students are placed based on their pretest score.
Enrollment	The unduplicated count of students who were enrolled in the program at that level.
# of POPs	Number of Periods of Participation at each level. This is NOT an unduplicated count. A student can have multiple POPs if they exited the program and returned to attend classes, at least 90 days after the exit date. More information on POPs can be found at www.nrsweb.org .
# Making Ed.	Number of POPs moving to a higher level based on post testing.
# with HSE	Number of POPs who received an HSE.
# with MSG	Number of POPs who achieved an MSG. Students can demonstrate MSG by making educational gain base on pre vs. post test, attaining an HSE, or earning an approved credential.
Weights	The weights calculated for each level based on state performance
Weighted MSG	The weighted MSG is calculated by multiplying the # with MSG and the Weights for that level. This number should always be higher or equal to the # with MSG.

NYS FY23/24	The state statistics for MSG for each level. The weights for each level are calculated using the state statistics.
Program Stats	The percentage of POPs with MSG for each level
Details Page/ Post Test Percentage (40%)	
Program Performance	The post test performance for the program.
NYS Benchmark	The state benchmark for post test performance for New York state.
Meets NYS Benchmark	Did the program meet state benchmark for post test performance?
Quartile Ranking	The ranking of post-test percentage
Final Score	The weighted score for post-test performance calculated by multiplying the ranking by 7.5.
Details Page/ Follow-up Outcomes	
Outcome	The two follow-up employment measures.
Number of Participants	The number of people who were included in the denominator of the calculation of the outcome percentage.
Number with Outcome	Number of people who had the outcome (numerator).
Percentage with Outcome	Percentage of people with the outcome and is calculated as Number with Outcome/Number of Participants.
State Benchmark	The benchmarks for the two employment measures as set by NYSED.
Meets Benchmark?	Did the program meet the employment measure benchmarks?
Additional Key Data Elements/Co-Enrollment	
Total Co-Enrolled	Total number of students who were co-enrolled in programs run by other WIOA partners.
Title I	Number of students who were co-enrolled in Title I programs.
Title III	Number of students who were co-enrolled in Title III programs.
Title IV	Number of students who were co-enrolled in Title IV programs.
<i>Please note that the numbers co-enrolled in titles I, III and IV, may not be equal to Total Co-Enrolled as the same student could be co-enrolled in multiple programs.</i>	
Additional Key Data Elements/Barriers to Employment	
Barrier	Barriers to Employment as defined by WIOA guidelines. For more information please click here .
Number of Participants	Number of participants who were identified as having the barrier to employment.
Additional Key Data Elements/Credentials	
Number of HSEs	Number of students who were enrolled in the current fiscal year who received a High School Equivalency diploma.
Number of Credentials	Number of students who were enrolled in the current fiscal year who received a post-secondary credential.
Participant Demographics	
This section lists the numbers of students in various demographic categories. For the definitions of these categories, please click here .	