



Annual Evaluations

5.1. Performance-Based Accreditation System

West Virginia's Performance-Based Accreditation System (PBAS) provides a framework for program excellence, accountability, and continuous improvement. PBAS employs a system for measuring compliance with the Federal core indicators and selected State core indicators on an annual basis for all programs through computerized reports and local self-audits, in addition to an on-site review of all State Indicators of Program Quality conducted with approximately 20 percent of local programs annually (Section 5.2). The essential components of PBAS include the following:

- Federal and State Core Indicators;
- Annual Evaluation;
- Performance Standards for Seven Indicators of Program Quality; and
- On-Site Review leading to County/Program Accreditation Status..

5.2 Annual Evaluation

The Annual Evaluation is designed to measure and monitor the ability of local programs to reach high standards related to performance-based criteria. In addition to the three Federal core indicators, five additional State indicators related to recruitment, retention, learning gains, and



staff development have been selected for annual evaluation. In this manner, programs can promote continuous improvement by determining (1) if they are serving a sufficient number of adult learners, (2) if the learners are attending the program on a regular basis to meet their goals, (3) if the learners are achieving substantial gains and outcomes, and (4) if instructional staff is committed to professional development opportunities that increase their effectiveness.

Annual evaluation activities for local providers will include the following:

- analysis of the MIS-generated Federal and State Core Indicators Report; and
- completion and submission to the State ABE Office of self-audits by local providers that include all of the standards for the seven Indicators of Program Quality outlined in Section 4.2.

Analysis of the MIS-generated Core Indicators Report

The measures and levels of performance for the Federal and State core indicators will be tracked through the ABE Management Information System (MIS). At any given time, local programs will have the ability to monitor their performance in meeting the given standards. While the MIS will not be operational statewide until 2002, seven counties will be selected for piloting in FY 2000 and an additional 14 counties will be added in FY 2001. The remaining programs will come on board in FY 2002. Obviously, regular performance monitoring will be enhanced by the MIS, but programs will still be expected to examine existing data through their current system



until the MIS becomes operational. All programs will begin use of a revised student entry and exit record in FY 2000 that will provide all the information needed to track the core indicators. Until the MIS becomes fully operational, student records will be submitted from the local providers to the State ABE Office or to a Regional Education Service Agency for data entry. Results will then be forwarded back to the provider.

Heavy emphasis will be placed on student follow-up to encourage thorough reporting of student outcomes. Counties/programs will be expected to conduct follow-up via written or telephone communication on at least 50 percent or a random sampling of 100 program completers for whom they have no record of primary and/or secondary goal attainment.

The MIS will have the ability to generate a Federal and State Core Indicators Report. Reports can be generated for each class site, in addition to aggregated reports for county/program performance statistics. Each county/program will submit its data electronically to the State GED Office where annual county reports and State reports will be generated and analyzed.

Performance results will be used by the State in the following manner:

1. Programs not meeting the performance level of at least 60 percent of the Federal and State core indicator measures selected in the first year of their program application (FY 2000 for most programs) will be required to submit an improvement plan to the State ABE Office for the second year of funding (FY 2001). The improvement plan will include measurable



objectives for addressing any areas of deficiency. Regional Coordinators of Adult Education will provide technical assistance to counties in need of improvement and will monitor their performance closely during the second year.

2. Programs that fail to meet at least 60 percent of the Federal and State core indicator measures for a second consecutive year (FY 2001) will be assigned a State Technical Assistance Team to assist the program in addressing its deficiencies. The State Technical Assistance Team will be comprised of individuals with particular expertise in the areas of greatest need. This may include, but not limited to, state and regional staff, teachers and local administrators. Quarterly progress reports will be submitted to the State GED Office. In addition, reduction in funding for the final year of the three-year grant may occur.
3. Failure to meet the Federal and State core indicator measures for three consecutive years will significantly hinder a program's ability to secure funding under the grant cycle for years 4 and 5.
4. Programs that meet or exceed their selected core indicators will be eligible for incentive funding (Refer to Section 12.1.5).
5. County-by-county data from the Core Indicators will be compiled in the WV ABE Report Card, an annual document that will allow local programs to compare their performance



with others in the state. Statistics will be given for every program in such areas as number of learners served, student demographics, performance related to core indicators and student learning gains, etc. A hard copy of the report will be sent to every program; a copy will be maintained at the West Virginia Curriculum Technology Resource Center; and the report will be placed on the ABE webpage.

Completion and submission to the State ABE Office of self-audits by local providers that include all of the standards for the seven Indicators of Program Quality

To be eligible for funding each year of the multi-year grant, programs must submit results of a self-audit that reflects all of the standards for the Indicators of Program Quality. Programs will be directed to examine their classes, services, and administration to determine compliance with the given standards. Additionally, input from students must be obtained via surveys or interview to determine their level of satisfaction with their learning experience. The purpose of the self-audit is to serve as a tool for promoting continuous improvement by enabling programs to determine their strengths and weaknesses and to assist the State ABE Office in determining technical assistance needs of local providers. The results of the self-audits will be summarized and forwarded to regional and Staff Development staff for use in training development and delivery of needed support.

In addition to local provider annual evaluation activities, the State will conduct a variety of



assessment activities to determine effectiveness of performance. Section 12.1.1 outlines the numerous evaluation activities that will be undertaken to measure the effectiveness of staff development. Specific standards for workplace education will be developed to better evaluate program performance. MIS reports will be utilized to examine target populations being served, methods of referral, goal attainment, trends in student demographics, etc. The State Student Organization scheduled to be chartered in June, 1999 will be an integral component in obtaining learner feedback on program effectiveness. With the emphasis on *Serving Adults...Showing Results*, an ongoing system of evaluation activities will be conducted to ensure optimal return on Federal and State investments.

5.3. On-Site Evaluation leading to County/Program Accreditation Status

While no longer required to conduct on-site evaluations of 20 percent of local programs, the ABE field viewed the process as vital to continuous improvement. Therefore, West Virginia will continue to conduct full evaluations of approximately 20 percent of local programs annually. Programs will be notified in advance of the review in order to have adequate preparation time. Regional Coordinators of Adult Education will conduct on-site training workshops with all programs prior to their review. The training will include distribution of documentation folders that correspond to the individual standards for each Indicator of Program Quality (IPQ). Programs will be directed to prepare documentation and place appropriate information in the



individual folders. Programs will also be given a technical assistance booklet that will assist them in preparing for the evaluation.

The on-site review will be conducted through one of two processes:

- team review or
- desktop audit.

The on-site team review will involve a minimum of a two-member team that will conduct the evaluation. Team members may include State and regional staff, teachers, and county administrators. In addition, programs scheduled for review during the following year are invited to accompany the team, if they so desire, to better prepare them for their own evaluation. The evaluation will consist of an entry interview with the program administrator, review of documentation folders, visits to ABE classes, student interviews, and an exit interview.

The desktop audit involves the completion of a technical assistance checklist by the Regional Coordinator of Adult Education (RCAE) at least two weeks prior to the on-site evaluation. This checklist is used to validate compliance with the standards based on the RCAE's review of the documentation folders and classroom observation. The completed checklist is forwarded prior to the on-site to the State or regional staff person assigned to the county/program. The staff person reviews the checklist to determine potential strengths and weaknesses of the program and targets selected areas for further discussion/observation. During



the on-site visit, the staff person focuses on the selected areas but the steps in the process are very similar to the team review, i.e., entry and exit interview, class visits, etc.

Within two weeks of the on-site a completed final evaluation report is submitted to the State ABE Office. The report includes a rating of commendation, satisfactory, or recommendation for each standard, in addition to specific comments on each rating. The report is sent to the county administrator and County Superintendent of Schools, and the county/program then prepares an action plan to address any recommendations cited in the report. The action plan should be developed with input from all ABE personnel in the county/program.

When the action plan is returned to the State ABE Office, the plan is forwarded to the initial review team member(s) to determine if additional follow-up or technical assistance is necessary to ensure compliance. These recommendations are then returned to the Assistant Director of Adult Education for final review. Those programs requiring additional follow-up are assigned to designated staff with expertise in the areas of need for on-site technical assistance and resolution of recommendations.

An accreditation process is currently being developed that will result in the following designations:

- full approval
- conditional approval



- probationary status.

A point system is being developed, based on compliance with the standards, that will be used to issue the designations. The accreditation system will be implemented in FY 2001. The accreditation status will play a significant role in determining program past effectiveness for the purpose of future funding.