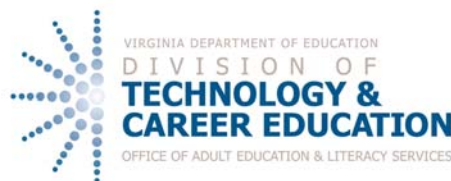


# End of Year Data Entry & Reporting Guide FY 2008-2009



ALL FY 2008-2009 DATA IS DUE ON OR BEFORE AUGUST 3, 2009.

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END OF YEAR DATA ENTRY & REPORTING GUIDE  
FY 2008-2009

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*SPECIFIC EXPORTS AND NRS REPORTS ARE IDENTIFIED WHEN APPLICABLE.*



LOOK FOR NEW FEATURES AVAILABLE IN THE NRS WEB-BASED DATA SYSTEM.

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### ✓TRANSITIONAL MONTH (JULY 2009)

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All final data for FY 2008-2009 must be entered in the system by August 3, 2009. Until the system is locked for FY 2008-2009, you should not remove any exit dates assigned to learners. Additionally, you should not change learners from inactive to active in classes. These two changes, in particular, will affect the data reported for FY 2008-2009.

Once we enter July, you will see at the bottom of the student's demographics screen an option to apply changes for the previous fiscal year (2008-2009). It should be similar to the following.

**Apply changes to Previous Fiscal Year 2008-2009**

If the updated data applies to FY 2008-2009, choose YES to apply the change. Otherwise, choose NO and save the updated information for FY 2009-2010.



### ✓DIAGNOSTIC REPORTS

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Six diagnostic reports are available to identify potential errors with your local data or the entry of the data. The six reports include the following.

- Students Incomplete Error Report
- Students Non-Enrolled Error Report
- Staff and Instructor Error Report
- Potential Duplicate Report
- Active Students with Exit Dates
- Active Students with Invalid Entry Levels

Diagnostic Reports	
Download	Report Name
NA	Students Incomplete Error Report
NA	Students Non-Enrolled Error Report
NA	Staff and Instructor Error Report
NA	Potential Duplicate Report
NA	Active Students with Exit Dates
NA	Active Students with Invalid Entry Levels

Programs should make every effort to eliminate all potential errors before the fiscal year data entry is closed. With the exception of the Potential Duplicate Report, each of the other diagnostic reports must be blank at the close of the fiscal year data entry. In general, the solution to remove students from the diagnostic reports is accomplished by either correcting and/or entering the missing data. The other alternative is to assign learners exit dates between July 1, 2008, and June 30, 2009, when appropriate.

#### Students Incomplete Error Report

The Students Incomplete Error Report identifies learners that have incomplete attendance (less than 12 hours), missing goals, assessments (pre or post), and specific demographic data. Each of these data elements must be complete for learners to be eligible for reporting on the NRS tables.

#### Students Non-Enrolled Error Report

The Students Non-Enrolled Error Report identifies learners that have not been enrolled in a class. Because learners have not been enrolled in a class, attendance has not been entered for each identified learner on the report.

#### Staff and Instructor Error Report

The Staff and Instructor Error Report identifies all staff that may have missing or incomplete demographic data. In general, this report is blank for all programs currently reporting into the NRS data system.

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### Potential Duplicate Report

The Potential Duplicate Report identifies learners that may be entered more than once in the system. Because different people may enter the data in a given year or across fiscal years, the opportunity for duplication increases. This is also true for learners that complete forms differently from one year to the next. Several variables including social security number (SSN), gender, and birth date are provided to assist in identifying actual duplicates. The more variables a learner matches on, the more likely the record is duplicated.

### Active students with Exit Dates

The Active Students with Exit Dates report identifies learners that have an exit date assigned from a previous fiscal year. Active students, when applicable, should only have exit dates assigned between July 1 and June 30 of the current fiscal year.

### Active Students with Invalid Entry Levels

The Active Students with Invalid Entry Levels report identifies learners currently being reported in an educational functioning level that is no longer reportable - e.g. ESL Beginning, ESL Low Advanced, or ESL High Advanced. The records of these learners have been made active during the fiscal year through attendance entry and goals being assigned. A previous post-test (most likely) is identifying the learner at one of these levels.



### ✓NRS REPORTS BY CLASS, STAFF, AND PARTICIPANT STATUS

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Fiscal Year:

Class:

Staff:

Participant Status (Applies to tables 1-6 only):

If you have not noticed, you may generate your NRS tables by selecting a specific class, staff, or participant status. If you are an EL/Civics grantee, for example, you can view your actual

performance of just the EL/Civics learners. The same is true of corrections and the other active statuses. Programs may be interested in reviewing how a class or staff is affecting the overall performance of the program. These additional functions now make this possible. By default, you can continue to generate your NRS reports without selecting a specific class, staff, or status.

### ✓ATTENDANCE

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Make sure all learner attendance is updated before you finalize learner records for goal completion and post-test information. Programs are encouraged to review learner attendance for completeness and correctness. Table 4 identifies total hours for all learners with 12 or more hours. If this figure appears to be too low or high, you should look at an export of class or learner level attendance hours for accuracy.



Export(s): [Student Attendance](#); [Students in Classes](#)  
Report: [NRS Tables 1-6](#); [8-10](#)

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### ✓PARTICIPANT STATUS

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As you finish out the year with your data reporting, make sure you review your learner participant statuses for accuracy. For example, if you were an EL/Civics recipient this year, make sure those learners served by Civics funds are checked. If you did not receive EL/Civics funds this year but did in the past, make sure those learners are not checked. Participant statuses include the following.

- Community Corr. Program
- Correctional Facility
- Disabled
- Dislocated Worker
- Displace Homemaker
- EL/Civics
- EL/Civics - Distance Learner
- Family Literacy Program
- Fast Track GED
- General Adult Ed. (GAE)
- Homeless
- Learning Disabled Adult
- Low Income Status
- On Public Assistance
- Other Institutional Setting
- Single-parent Status
- Workplace Literacy Program

Participant statuses should reflect the learner's status during FY 2008-2009.

*Export(s): [Student Participant Status Report: NRS Table 6](#)*

### ✓CLASSES

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If your program enrolls learners in classes that cover multiple fiscal years, take the time to make learners no longer attending **INACTIVE**. This is a simple process and may prevent learners from unnecessarily appearing on the Error Report in future fiscal years. The Students in Classes export identifies whether a learner is active or inactive in a class. **DO NOT DELETE** a learner from a class. Programs are required to create new classes in the data system each fiscal year.

*Export(s): [Students in Classes](#)*

### ✓STAFF

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As you finish out the year, make sure you take an opportunity to review your staff information for accuracy and completeness. Staff must have the following information reported annually.

- (1) Demographics
- (2) Employment history
- (3) Test and Policy Certification(s)

Specific data related to staff will be locked just like learner data each fiscal year.

If a staff began employment/volunteering before July 1, 2008, but no history was entered, you should identify July 1, 2008, as the staff's start date in the system.



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### Important Notes:

- Job Status: A staff job status is classified based on the amount of funding that supports the staff's salary. If a local program pays for the staff's salary and associated benefits completely with Adult Basic Education grant funds and/or program income, the staff should have a reported status of full-time. Otherwise, the staff should be identified as part-time. Staff that is not paid should have a status of volunteer.
- Teachers: Only staff that performs instruction should be classified as a teacher. If a staff performs multiple roles, his/her function should be identified based on the function that represents the greatest percentage of responsibility.
- Licensed: For the purposes of reporting, a staff may be classified as licensed if he/she currently holds a license to teach in Virginia. Staff who does not hold a current license in Virginia should not be identified as licensed.

Export(s): [Staff](#); [Staff Employment](#); [Staff Endorsement Report](#): [NRS Table 7](#)

### ✓GOAL SETTING

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During the goal setting process, goals that are **REASONABLE** and **ATTAINABLE** during a fiscal year should be identified and reported. You should keep in mind the following guidelines when assigning goals in the data system.

#### Increase Educational Functioning Level

1. Each learner, each fiscal year must have the goal to increase educational functioning level set. The date set should be anytime between the date of intake and the first 12 hours of instruction.
2. If the learner increases an educational functioning level based on assessment scores, a met date must be entered for the goal increase educational functioning level. The met date should reflect the date the learner completed the post-test that identified the gain. *This goal only needs to be set once, even if more than one gain is made during the fiscal year.*
3. If a learner does not make an educational gain during the fiscal year based on assessment scores, do not enter a met date.

*Remember, an increase in scale score does not always equate to a change in functioning level.*

#### Follow-up Goals

- *Enter Employment*
  - *Retain Employment*
  - *Enter Post-secondary Education and Training*
  - *Obtain a GED, EDP, or HS Diploma*
1. Learner follow-up goals should be set that are **REASONABLE** and **ATTAINABLE** and for learners who you anticipate will **EXIT** the program during the fiscal year. If the learner requires additional instruction and will exit the program in a future fiscal year, the goal should not be reported in the data system.
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2. Follow-up goals may be entered, set, and met at anytime during a fiscal year.
3. Social security numbers are **NOT** required but are strongly recommended.
4. To receive credit for the goal completion, a learner must **EXIT** the program during the fiscal year.
5. If the learner exits the program during the fiscal year, enter a set and met date for the follow-up goal. You must also enter an **EXIT DATE** for the learner.
6. The exit date may be on or after the goal completion date.

**Enter Employment:** If a learner finds a job, do not change his/her employment status. The status should remain unemployed for the balance of the fiscal year. If this learner continues into the next fiscal year employed, the employment status should be updated to reflect employed.

**Retain Employment:** Learners that completed the goal to enter employment during the fiscal year may also have the goal to retain employment set.

**Enter Post-secondary Education or Training:** If a learner provides a unique student id number assigned by the educational or training institution, enter that number on the student demographics page in the post-secondary number field. You do not have to enter the social security number in this field.

**Obtain GED, EDP, or HS Diploma:** Only GED completers will be counted in the follow-up of credential completers. If a learner is assigned a GED Testing number (program assigned, a driver's license T-number, etc.) different than the social security number, then enter this number in the GED Testing number field on the student demographics page. You do not have to enter the social security number in this field.

*Export(s): [Student Goals](#); [Follow-up Goals](#)  
Report: [NRS Table 5](#), [8](#), [9](#), and [10](#)*

### ✓EXIT DATES

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Is the program assigning exit dates to learners? There are many reasons to enter an exit date. Exit dates play a central role in several aspects of NRS reporting. Exit dates do not always adversely affect your program performance. *You should not assign exit dates to every learner each fiscal year.*

### NRS Reporting

- **NRS Table 4:** Exit dates control column F - *Number Separated before Completion*. Separation before completion is a measure of learner retention. This measure identifies learners who qualify for NRS reporting but exit a program without demonstrating an educational gain. The higher the separation total is for the program in comparison to the total number enrolled, the lower the program's retention rate. While there will always be learners who exit programs for the reasons listed below, it is the program's responsibility to address learner retention and maintain a level at or above the state average of approximately 80%.
  - **NRS Table 5:** Exit dates control when learners are reported for completing NRS follow-up goals. The totals for each of the follow-up goals are calculated by identifying each individual learner who completed a goal and was assigned an exit date. Learners are assigned exit dates for follow-up goal completion because, 1) they have completed the goal, and 2) they have left the program during the fiscal year because of this goal
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completion. If a learner completes a follow-up goal and continues in the program, an exit date should not be assigned.

### Primary Exit Criteria

Exit from program participation is reported when one of three primary criteria is met by the learner.

1. The learner no longer **ATTENDS** the program because he/she completes an NRS follow-up goal (entering employment, retaining employment, entering post-secondary education or training, or obtaining a high school diploma or its recognized equivalent [GED®]).
2. The individual does not receive services (attends a class) for 90 or more consecutive days.
3. The individual has a significant event occur that prevents participation in services (e.g. moves, major illness, death, etc.).

### Secondary Exit Criteria

Other secondary instances to assign learners exit dates include the following.

1. The learner does not accumulate 12 attendance hours in a fiscal year and is no longer receiving services.
2. The learner does not return to enroll in/begin a class after completing an assessment and/or setting a goal.
3. The learner does not return the next fiscal year after attending the previous fiscal year.
4. Either the learner appears on the Error Report, with missing data such as a test or goal, or the learner never enrolled in a class.
5. The learner's record has been duplicated in the data system and appears as a possible duplicate on the Potential Duplicate diagnostic report (exit the learner's record that is no longer active).

### Reviewing Exit Dates

Programs may use exports and various reports in the data system to review and assign exit dates to learners. If the program has assigned exit dates in the past and the learner has returned to the program in the current fiscal year, make sure to remove the exit date assigned from the previous fiscal year. If the exit date is not removed, the learner may not receive credit for completing an educational functioning level. The exports and reports listed below may be used to assist with identifying learners currently assigned exit dates, learners who should be assigned an exit date or learners who should have an exit date removed.

*Export(s): [Students in Classes](#), [Student Goals](#)*

*NRS Report(s): [NRS Table 4 & 5](#)*

*Diagnostic Reports: [Student Incomplete Error Report](#), [Potential Duplicate Report](#), [Active Students with Exit Dates](#)*

### ✓STUDENTS INCOMPLETE ERROR REPORT

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After you have entered attendance, updated learner information, and addressed class issues, you should review the Students Incomplete Error Report. If you believe you have served more people than are shown on your Table 4, this report is a good source for identifying people not being counted.

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Look for the following issues with learners that have 12+ hours:

1. Learners that are only missing a goal - [no increase EFL goal set](#)
2. Learners with no educational functioning level - [no pre-test is entered](#)
3. Learners with no test - [no post-test is entered for the learner this fiscal year](#)

If a learner falls into one of the three categories, see if you have the information to update the learner record and remove him/her from the report. The learner may have made an educational gain that would benefit the program.

Do you see names of learners who have not been served this fiscal year or have not completed 12 or more total hours of instruction? If a learner meets one of these criteria, take the time to assign the learner an **EXIT DATE** for the current fiscal year. Many programs choose the end date of the program or the end of June for this purpose. By exiting the learners, you should not see their names on the 2009-2010 Students Incomplete Error Report.

### ✓EXPORTS



Do you regularly review your data quarterly, monthly, or weekly? The exports provided in the system offer an opportunity to review your data for consistency and accuracy. If you save the results of your export quarterly or monthly, you also have the benefit of beginning to look at trends in your program from one fiscal year to the next. For best results, make sure you download and save the export into Microsoft Excel. Because the data is fluid, if you do not save the results, you will lose some of this trend comparison.

Export	Assistance and Review
Students	Review of learner demographic information
Student Participant Status	Review of participant statuses checked on learner demographics
Student Goals	Review of all goals assigned to learners - includes exit dates
Student Tests	Review of all assessments entered for learners - includes post-test waiver identification
Classes	Review of all active classes
Students in Classes	Review of class enrollments - indicates exit dates and if a learner made an educational gain
Student Attendance	Review of attendance entered for each learner
Staff	Review of the active staff
Staff Employment	Review of the staff employment history
Staff Endorsement	Review of the staff endorsement(s)
Student by Participant Status	Review of learner demographics, tests, and goals based on a specific participant status - helpful for Civics or correction program review
Follow-up Goals	Review of learners with employment, post-secondary, or credential goals assigned EXIT dates that will be included in the data match (NRS Table 5, 8, 9, and 10)

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Reminder: The exports report learners regardless of whether or not they are counted on the NRS tables. Make sure you are reviewing the correct fiscal year.



### ✓NRS REPORTS

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Once you have completed all of your data entry for the fiscal year, make sure you print a copy (with notes) of each of the NRS tables generated by the system. It is also recommended that you save an electronic copy of the tables for future reference and trend comparisons. For FY 2008-2009, we have added a feature to download the NRS tables into an Excel document. Look for the Excel icon. This function is retroactive for previous fiscal years as well.

You should review each of the tables for consistency and accuracy. The results of these tables will be aggregated across the state to generate the state totals. On Tables 4 and 5 specifically, we have included the state targets for performance. Remember, the expectation from the state is that each local program **MEETS OR EXCEEDS** the state performance targets.

Important Note: If you operate a regional program, OAEL reviews each local school division's or CBLO's performance in addition to the overall performance of the region.

### ✓LOOKING AHEAD TO 2009-2010

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For 2009-2010, the data system is scheduled for updates to increase access to your data for improved program planning and decision-making. The following are two areas under development to accomplish this purpose.

1. Analysis Function: OAEL has been developing new analysis queries in the data system that will allow greater flexibility to review individual records for students, staff, and classes. Demographic data will be combined with tests, goals, or participant statuses, for example, to look more closely at performance and trends. Additionally, programs will be able to look at the data in terms of learners reported to the NRS versus non-NRS qualifying learners.
2. Reports: OAEL expects to add additional diagnostic and program improvement reports to the reports function of the system. The reports are being designed to support the assessment and goal-setting policies specifically related to follow up with learners and the accuracy of the data being reported. A potential certification report is also scheduled to certify the data that has been properly reviewed and reported by the program.

