

Score Card Type	Basic Skills	
Indicator # & Name	1G. Grant Funded Basic Skills One Year Grade Level Reading Gains	
Indicator Description	Percent of grant funded Basic Skills students who advanced at least one full reading grade level within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading)	
	Exit Levels used to Measure Grade Level Gains: <input checked="" type="checkbox"/> Post-test Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry reading level between 0.0 and 11.9 are selected for final calculations. The reading level at exit is used to determine grade level gains. For students with more than one reading exit level, the highest reading exit level is used for calculating grade level advancement.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who experienced a gain of at least 1.0 grade level in reading. (For example, 5.5 to 6.5. Note: 5.5 – 6.0 <u>is not</u> a gain of a full grade level.)</p>		
Target Computation Logic		
The target for colleges will be the average of the four highest colleges reporting Basic Skills students. The target for CBOs will be the average of the four highest CBOs reporting Basic Skills students.		
Threshold Computation Logic		
The threshold for colleges will be the average of the four lowest colleges reporting Basic Skills students. The threshold for CBOs will be the average of the four lowest CBOs reporting Basic Skills students.		
Verification Process		
Exceptions/Special Cases/Comments Comment: All students with an entry reading level between 0.0 and 12.9 are reported in the Client Reporting System; however, for this measure only those students with entry reading levels between 0.0 and 11.9 are selected for final calculations. Data will not be included in final calculations for students who entered at 12.0 or above because they cannot achieve a full grade level gain.		

Note: All **Bold** phrases/words are further defined in the glossary.

Score Card Type	Basic Skills	
Indicator # & Name	2G. Grant Funded Basic Skills One Year Grade Level Language (Writing) Gains	
Indicator Description	Percent of grant funded Basic Skills students who advanced at least one full language/writing grade level within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Language/Writing)	
	Exit Levels used to Measure Grade Level Gains: <input checked="" type="checkbox"/> Post-test Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry language/writing level between 0.0 and 11.9 are selected for final calculations. The language/writing level at exit is used to determine grade level gains. For students with more than one language/writing exit score, the highest language/writing exit level is used for calculating grade level advancement.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who experienced a gain of at least 1.0 grade level in Language/Writing. (For example, 5.5 to 6.5. Note: 5.5 – 6.0 <u>is not</u> a gain of a full grade level.)</p>		
Target Computation Logic		
The target for colleges will be the average of the four highest colleges reporting Basic Skills students. The target for CBOs will be the average of the four highest CBOs reporting Basic Skills students.		
Threshold Computation Logic		
The threshold for colleges will be the average of the four lowest colleges reporting Basic Skills students. The threshold for CBOs will be the average of the four lowest CBOs reporting Basic Skills students.		
Verification Process		
Exceptions/Special Cases/Comments		
Comment: All students with an entry language/writing level between 0.0 and 12.9 are reported in the Client Reporting System; however, for this measure only those students with entry language/writing levels between 0.0 and 11.9 are selected for final calculations. Data will not be included in final calculations for students who entered at 12.0 or above because they cannot achieve a full grade level gain.		

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Score Card Type		Basic Skills	
Indicator # & Name		3G. Grant Funded Basic Skills One Year Grade Level Math Gains	
Indicator Description		Percent of grant funded Basic Skills students who advanced at least one full math grade level within one reporting year.	
Business Logic			
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known	
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program	
	<input type="checkbox"/> AEFL/GPR Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)		
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Math)		
	Exit Levels used to Measure Grade Level Gains: <input checked="" type="checkbox"/> Post-test Scores <input type="checkbox"/> Instructor Judgment Levels		
<p>Selection Process Continued: Grant students meeting the above criteria with an entry math level between 0.0 and 11.9 are selected for final calculations. The math level at exit is used to determine grade level gains. For students with more than one math exit level, the highest math exit level is used for calculating grade level advancement.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who experienced a gain of at least 1.0 grade level in Math. (For example, 5.5 to 6.5. Note: 5.5 – 6.0 <u>is not</u> a gain of a full grade level.)</p>			
Target Computation Logic			
The target for colleges will be the average of the four highest colleges reporting Basic Skills students. The target for CBOs will be the average of the four highest CBOs reporting Basic Skills students.			
Threshold Computation Logic			
The threshold for colleges will be the average of the four lowest colleges reporting Basic Skills students. The threshold for CBOs will be the average of the four lowest CBOs reporting Basic Skills students.			
Verification Process			
<p>Exceptions/Special Cases/Comments</p> <p>Comment: All students with an entry math level between 0.0 and 12.9 are reported in the Client Reporting System; however, for this measure only those students with entry math levels between 0.0 and 11.9 are selected for final calculations. Data will not be included in final calculations for students who entered at 12.0 or above because they cannot achieve a full grade level gain.</p>			

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Score Card Type	Basic Skills	
Indicator # & Name	(04G) 6G. Grant Funded Basic Skills NRS Level 1 – ABE Beginning Literacy Gain	
Indicator Description	Percent of grant funded Basic Skills students who progressed from NRS Level 1 to a higher level in a particular instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language/Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry level between 0.0 and 1.9 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to 2.0 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	(5G) 7G. Grant Funded Basic Skills NRS Level 2 – ABE Beginning Basic Education Gain	
Indicator Description	Percent of grant funded Basic Skills students who progressed from NRS Level 2 to a higher level in a particular instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language/Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry level between 2.0 and 3.9 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to 4.0 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	(6G) 8G. Grant Funded Basic Skills NRS Level 3 – ABE Low Intermediate Gain	
Indicator Description	Percent of grant funded Basic Skills students who progressed from NRS Level 3 to a higher level in a particular instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language/Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry level between 4.0 and 5.9 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to 6.0 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	(7G) 9G. Grant Funded Basic Skills NRS Level 4 – ABE Intermediate High Gain	
Indicator Description	Percent of grant funded Basic Skills students who progressed from NRS Level 4 to a higher level in a particular instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language/Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry level between 6.0 and 8.9 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to 9.0 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	(8G) 10G. Grant Funded Basic Skills NRS Level 5 – ASE Low Gain	
Indicator Description	Percent of grant funded Basic Skills students who progressed from NRS Level 5 to a higher level in a particular instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language/Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry level between 9.0 and 10.9 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to 11.0 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	(9G) 11G. Grant Funded Basic Skills NRS Level 6 – ASE High Completion	
Indicator Description	Percent of grant funded Basic Skills students who complete NRS Level 6 in one instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels (Reading or Math or Language\Writing)	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued:</p> <p>All students meeting the above criteria with an entry level between 11.0 and 11.9 (inclusive) are selected for final calculations. [Note that if the student has an entry level of 12.0 or higher she or he cannot be counted as a completer under the NRS system since it tops out at 12.9.]</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test score equivalent to 12.9 AND “Yes” is reported for “Completed ABE/ELL” on the S7 – Basic Education Levels record in Client Reporting in the reporting year.</p>		
Target Computation Logic		
Federal AEFL/GPR target used for this indicator.		
Threshold Computation Logic		
There is not a threshold for this indicator.		
Verification Process		
Exceptions/Special Cases/Comments Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level completion.		

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Score Card Type	Basic Skills	
Indicator # & Name	(10G) 14G. Grant Funded ELL NRS Level 1 – Beginning Literacy ELL Gain	
Indicator Description	Percent of grant funded Basic Skills ELL students who progressed from NRS Level 1 to a higher NRS/EFL level in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking, /Listening (combined score), or Reading/Writing (combined score).	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores	<input type="checkbox"/> Instructor Judgment Levels
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 1 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent to ELL Level 2 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	15G. Grant Funded ELL NRS Level 2 – Low Beginning ELL Gain	
Indicator Description	Percent of grant funded Basic Skills ELL students who progressed from NRS Level 2 to a higher NRS/EFL level in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking/Listening (combined score), or Reading/Writing (combined score).	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 2 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score of ELL Level 3 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	16G. Grant Funded ELL NRS Level 3 – High Beginning ELL Gain	
Indicator Description	Percent of grant funded Basic Skills ELL students who progressed from NRS Level 3 to a higher NRS/EFL level in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking, /Listening (combined score), or Reading/Writing (combined score).	
	Exit Levels used to Measure NRS Level Gains:	
<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels		
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 3 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score of ELL Level 4 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	17G. Grant Funded ELL NRS Level 4 – Low Intermediate ELL Gain	
Indicator Description	Percent of grant funded Basic Skills ELL students who progressed from NRS Level 4 to a higher NRS/EFL level in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking, /Listening (combined score), or Reading/Writing (combined score).	
	Exit Levels used to Measure NRS Level Gains:	
	<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels	
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 4 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score of ELL Level 5 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	18G. Grant Funded ELL NRS Level 5 – High Intermediate ELL Gain	
Indicator Description	Percent of grant funded Basic Skills ELL students who progressed from NRS Level 5 to a higher NRS/EFL level in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking, /Listening (combined score), or Reading/Writing (combined score).	
	Exit Levels used to Measure NRS Level Gains:	
<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels		
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 5 are selected for final calculations.</p> <p>Calculation Rules: The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score of ELL Level 6 or higher in the reporting year.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) uses only post-test scale scores to determine NRS level advancement.</p>	

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Score Card Type	Basic Skills	
Indicator # & Name	19G. Grant Funded ELL NRS Level 6 – Advanced ELL Completion	
Indicator Description	Percent of grant funded Basic Skills ELL students who completed NRS/EFL Level 6 in an instructional area within one reporting year.	
Business Logic		
Selection Process:	<input checked="" type="checkbox"/> Student Must Have ≥ 12 Hours of Service	<input checked="" type="checkbox"/> Age, Ethnicity & Gender Must be Known
	<input checked="" type="checkbox"/> AEFL/GPR Grant Students Only	<input type="checkbox"/> Must Have Exited Program
	<input type="checkbox"/> AEFL/GPR Grant Students AND All Students Enrolled in Basic Skills Courses (aid codes 73 through 76)	
	<input checked="" type="checkbox"/> Must Have Complete Set of Entry & Exit Levels from BEST Literacy or BEST Plus Speaking/Listening (combined score) or Reading/Writing (combined score) or TABE CLAS-E Speaking or Listening or Reading or Writing or Speaking,/Listening (combined score), or Reading/Writing (combined score) <u>and</u> must have the <i>Completed ELL Instructional Area</i> box marked on the S7 record.	
	Exit Levels used to Measure NRS Level Gains:	
<input checked="" type="checkbox"/> Post-test Scale Scores <input type="checkbox"/> Instructor Judgment Levels		
<p>Selection Process Continued: Grant students meeting the above criteria with an entry ELL Level 6 are selected for final calculations.</p> <p>Calculation Rules: (The State Office Staff to determine if this is correct) The denominator is the total number of students identified in the Selection Process. The numerator is the number of these students who achieved a standardized post-test scale score equivalent or greater than the highest score within ELL Level 6 AND have the <i>Completed ELL Instructional Area</i> box marked on the S7 record.</p>		
Target Computation Logic	Federal AEFL/GPR target used for this indicator.	
Threshold Computation Logic	There is not a threshold for this indicator.	
Verification Process		
Exceptions/Special Cases/Comments	<p>Comments: For more information on how NRS Level gains are measured, which data is used to determine NRS Level placement, etc. see the AEFL/GPR Performance Measures Report Frequently Asked Questions document and AEFL/GPR flowcharts in the glossary. Note: This indicator (AEFL/GPR Grant students) not only uses post-test scale scores to determine NRS level advancement it also requires checking the <i>Completed ELL Instructional Area</i> box on the S7 record.</p>	

Note: All **Bold** phrases/words are further defined in the glossary.