

Information and Program Progress: The Big Picture

Promising Practices 9

Suggestions for Program Improvement for Ohio ABLE Practitioners

Monitoring Performance

Program Puzzler

As an ABLE administrator, you understand that your program's effectiveness is determined in part by the success of students in meeting the Minimum Performance Levels within the Educational Functioning Levels. However, teachers are focused on their teaching and often do not see the relationship between their instruction, assessment, and program progress. Too, your staff member responsible for ABLELink is focused on accurately inputting whatever information appears on the forms without questioning data that might be in error. How can you get all staff members to see the connection among testing, accurate information on forms, review of information after it is inputted into ABLELink and program progress?



Timely Tips

Create a flowchart for new and existing staff to explain the program's "big picture" (e.g., funding, Annual Performance Report [APR]).

Peer Perspective

Professional Development

- Provide staff training on how instruction and posttesting fit together to create the "big picture." This could be done as a part of regular staff meetings.
- Encourage veteran teachers to work with new teachers.
- Cross train staff members. Not only does this allow them to "walk in the other's shoes," but it gives the program a contingency plan when staff shortages occur.
- Use scenarios of fictitious student cases to use at staff meetings. These can help show how improper information can cause havoc in ABLELink.

Classroom Structure

- Assign volunteers or aides to assist with testing and paperwork. This can help to ensure students do not "slip through the cracks."
- Have another person (e.g., teacher, aide, volunteer) in the classroom to assist the teacher.

Classroom Management

- Keep monthly reports of levels completed, year-to-date totals, and program targets for your students.
- Record all students that have been tested and chart milestones for retesting.
 - Establish retesting intervals based on 90-day review, finished percents.
- Create a regular schedule for tracking student progress within your classroom.
- Develop a team approach or designate specific staff for processes such as orientation and testing. For example:
 - Specific staff members are assigned to orientation to explain their different responsibilities within the program (e.g., ABLELink staff explains his/her role, teacher explains his/her role).
 - Orientation is set up to cover multiple days of activities (e.g., three hours sessions offered in morning and afternoon over two days).
 - One person is responsible for posttesting, and the program dedicates a "testing week" once a month to complete testing activities.

(Continued on page 2)

Peer Perspective

(Continued from page 1)

Program Management

- Involve staff in developing program management procedures.
- Maintain clear, regular communication between the administrator, the ABLELink person, and the classroom.
- Designate a fulltime, dedicated ABLELink person.
- Use fulltime staff to run the office.
 - Office staff can also assist with tracking current students and potential students (e.g., track names of callers to make connections when they enter for orientation, link information with students).
 - Office staff can be trained to administer assessments.
- Keep a running list of who completes orientation, separate from ABLELink to be able to link information with students.
- Establish procedures for regular reporting (e.g., monthly ABLELink reports created and sent to teachers to show posttesting rates, retention).
- Generate monthly classroom reports on attendance for administrators and teachers to compare with posttest rates.
- Create monthly report of student information (e.g., hours attended, student testing information—posttesting and progress testing gains) for each teacher and/or site.
- Create a report for each teacher by class and based on the number of students at each Educational Functioning Level (EFL).
 - List all students after 12 hours of enrollment. Include testing information. Maintain a sheet for each EFL. Each month have the teachers figure percentages of improvement and turn in the reports to the director.

Added Insights

ABLELink Accompaniments

- ◆ Annual Report Status
- ◆ Annual Report Table 1 Participants by Entering Educ. Functioning Level
- ◆ Annual Report Table 3 Participants by Program Type and Age
- ◆ Annual Report Table 4 Educ. Gains and Attend. By Educ. Functioning Level
- ◆ Annual Report Table 5 Core Follow-up Outcome Achievement
- ◆ Annual Report Table 6 Participant Status and Program Enrollment
- ◆ Annual Report Table 8 Outcomes for Adults in Family Literacy Programs
- ◆ Annual Report Table 9 Outcomes for Adults in Workplace Literacy Programs
- ◆ Annual Report Table 10 Outcomes for Adults in Correctional Educ. Programs
- ◆ Annual Report Table 11 Secondary Outcomes Measures (Optional)
- ◆ Annual Report Table 13 Core...Prior Reporting Year and Unintended Outcomes
- ◆ Annual Report Table 14 Optional Goals
- ◆ Error Validation by Teacher
- ◆ Latest Progress Recorded for Students, by Teacher (*)
- ◆ Program Overview - Enrollment by Site, Teacher, Class
- ◆ Students without Initial Tests by Teacher (*)
- ◆ Students without Post-Tests by Teacher (*)
- ◆ Teacher Overview Page 1
- ◆ Teacher Overview Page 2
- ◆ Teacher Overview Page 3
- ◆ Teacher Overview Page 4

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