DATA ANALYSIS AND REVIEW

It is strongly encouraged that agencies review their data regularly. Some recommendations for data review and the instructions for obtaining the information follow.

- Number of Current FY Students
- Number of NRS participants
- Number of NRS participants on Tables 1-4 & totals for Table 6
- Number of non-NRS participants and reasons why
- Number of NRS participants post-assessed/number of those who made level gains
- Number of NRS participants with enough hours for post-testing but did not receive a post-test (including people who left with enough hours, excluding those with HAS Entry Level and excluding those who already made a level gain in FY)
- Current FY students missing new fields
- Current FY students still enrolled with no hours in 90+ days
- Staff missing new fields/Table 7 issues
- Students who have achieved cohort outcome but are not Responded to Survey/Table 5 issues
- Students with not enough hours between assessments

**Number of Current FY Students:** From the Student grid, go to Find>Current FY. Look to see if the number is accurate. Look for students who have a status of Prospective with an Intake Date from more than 90 days ago. (Consider creating a custom view to add Intake Date.)

Custom views are extremely useful due to the wealth of information that they can provide at a glance. Because custom views allow you to change the information displayed for whatever population you are working in, you can change a view and then use the Print functions to create an ad hoc report that can be printed via Print HTML, or saved and sent as an attachment via Print PDF or Print Excel.

To create a Custom View with Date of Intake, go to the View menu in the student grid. Select “Create New Views.” You will get the “Add New Views” pop-up window. From this window, give your view a name (use something that will help you remember what fields you modified for that view) and then select the “Fields” button.
You will now see the Field Selection window. In the left-hand column are all of the available fields that can be added to your view. In the right-hand column are the fields currently being displayed.

You can add fields by clicking once on the field in the left-hand column to select it, then clicking the “Add” button. If you are adding multiple fields, you can hold down the CTRL button on the keyboard while making your selections to highlight more than one, but you will need to click the Add button once for each selection to add them. You can remove fields by clicking once on the field in the right-hand column and clicking the “Remove” button. You can also change the order in which fields display by clicking the “Move Up” and “Move Down” buttons. For this example, add the Intake Date field. Once you have the fields you want for this view, in the order you want them displayed in, click “OK.”

You will be returned to the “Add New Views,” where you will be able to verify that the Fields now displays the options you added. Additionally, from here you could select the “Sort By” button to pre-determine the order in which columns sort. The default order is alphabetically by last name, but using the “Sort” function allows you to pre-order multiple columns at a time based on the criteria you choose. Bear in mind that you can also always sort columns into ascending or descending numeric or
alphabetical order by double clicking the column heading for ascending order, then clicking once more for descending order.

Custom Views are always saved once applied. You can return to the default view by going to View>Key Info, or by logging out and back into the database. A saved view can be re-applied at any time by going to View>My Views and locating the view by name. Views are specific to user name, so if one person in your agency saves and uses a view, other users would still see whatever view they are using themselves. If you export or print data with a Custom View applied, the data in your custom view is what will export. Custom views are username specific, so other persons in your agency will not see them in their My View list.

If you have Prospective students with Intake Dates from 90+ days ago, consider editing their Overall Status from Prospective to Never Attended or Left.

Q: Do all of these students affect our Tables, or do Prospective students affect our tables? No. Current FY students include anyone with a Date of Intake from this year, or hours this year (but not necessarily 12+ hours), or a Prospective status, or who is enrolled in a class (even if that class is from a prior FY and you forgot to close it out/mark them as left. So Prospective students or current FY students with <12 hours won’t negatively affect your Tables because they won’t be on your Tables. But, it’s still a good idea to make sure the numbers look valid, and to clean up prospective students so that they aren’t cluttering up your Current FY Student selection.

**Number of NRS participants:** From the Student grid, go to Find>Current FY, then Find>NRS>Fundables in the Selection. These are the students who are 16 years of age or older, with 12+ hours of instruction and a valid assessment generating a valid Educational Functioning Level (EFL) in the current FY. Be sure that whatever number is displayed here matches the Total column for NRS Tables 1-4, and the sum of the Highest Education Level Completed at Entry/Location columns and rows on Table 6, as described below. If they do not match, contact tech support or use the instructions below to see why.

**Number of NRS participants on Tables 1-4 & totals for Table 6:** From the above selection (or from Current FY student selection) go to Print>Print Reports. Bring up FY Data Table 1 (not Current Data Table, as this runs off raw data and is less accurate). Verify that the number in the Total column matches the number of NRS participants returned in your above search. Repeat with Tables 2-4. Repeat with Table 6, but rather than looking in the Total column on Table 6, verify that the 3 lines of Employment Status (Employed, Unemployed, Not in Labor Force) add up to the total of NRS participants, and that the columns and rows for Highest Education Level Completed at Entry and Location also add up to the total of NRS participants.

If any of the totals do not add up, return to the list of Current FY NRS Participants and go to Find>Fiscal Year Based Diagnostic Search to determine why.

The **Fiscal Year Based Diagnostic Search** is an extremely useful search for identifying issues in student data that can potentially prevent them from accurately populating your NRS tables.

This search is run using summarized, fiscal year data, which means you want to run this search after LACES has run FY summaries, which is automatically done on a monthly basis, or after you have manually run FY summaries for your agency.
To run manual FY summaries, select your Current FY students by going to Find>Current FY. This will return those students who have been active at some in this FY. LACES can only run FY summaries on selections of 200 students or fewer, so if you have more than 200 students in your current FY selection, you’ll need to schedule the summaries to be run, or break the selection down to subsets of 200 and run them in groups.

To schedule the summaries, turn off paging and then click the top checkbox on the left hand corner of the student grid. This will select all current FY students. Go to Selection and Subset this group of students. Then, go to New and click on Create FY Summaries. You can see that the “Create FY Summaries Now” button is inactive, because the selection is larger than 200 students. Click the schedule button to schedule the summaries to be run by LiteracyPro. Generally, it takes 1-2 business days to run summaries. You will be notified via email when the summaries are run, provided your account has a valid email address associated with it. You can go to the User>Account tab and edit or add an email address if necessary.

If you want to break your selection down to subsets of 200 students so that you can manually run the summaries yourself, go to the User tab and click the My Settings folder. Here, you can change the number of records that display to 200. Now, when you subset one page of students, it will be the 200 displayed, allowing you to manually run summaries on each page of students.

Once summaries have been run, whether by LiteracyPro automatically, by being scheduled, or manually by you, you are ready to run a FY Based Diagnostic Search.

Generally speaking, it makes the most sense to run the Diagnostic Search on students who are NRS Participants. This search is intended to locate issues in student records that would populate the NRS tables if not for the errors. So, we’ll start by going to Find>Current FY, then Find>NRS>Fundables in the Selection. These are the people who should be populating your NRS tables.

Now, go to Find>FY Based Diagnostic Search. Select the program year, and then select the option to search in the current selection. Apply this search condition. Go down the list on the right hand column, clicking Get Results for each option.

The first category is **Search for Students Using Fiscal Year Data**. The first row indicates students with FY data in the above reporting system. This should match the number of students in your selection, indicating that all students have a FY summary created. If it does not match, look at the results for **Students Without FY data in the above reporting system**. If there is a number here, click on that number and run a FY summary on the selection. Students without FY data will not populate your FY NRS tables. **Student with FY data created before today** in the above Reporting System means that the students have a FY summary, but it was created prior to today, meaning some data may not be as up to date as you’d like it to be. It’s best to run this search with data that has been created very recently.

The next category is the **Search for Students missing Demographic Data in FY Records**, and contains indicators of missing ethnicity/race information or gender information. It is very unlikely that you’ll see students reported in this section, since LACES required you to enter that data to save the record, but some agencies migrated data from other systems, so it is possible. If you see numbers in this category, click on the number. You’ll be taken to the list of students missing that data. You can open the record, go to the Demographics folder, edit the record to add the data, and save. Remember that you’ll need to
run a new FY summary after any corrective changes made so that they will be picked up for the search and reporting purposes.

Next is the search for Students with Missing or Invalid Education Data. This is a very important search, as new fields were added effective July 1, 2012, that require education data for federal reporting. Again, these fields are required for new, incoming students, but many students who were prior FY students may have returned and because these fields weren’t required when they did their initial intake, you make have students missing these fields. Click on the number for students missing Highest Education Level Completed on Entry. You’ll be taken to the list of students missing that data. Open the first record and go to the Education folder. Click Edit in the bottom right hand corner, and edit the Highest Education Level Completed on Entry Location fields, then click the Save & Return button. Run a new FY summary to be sure the updates have been captured.

The Search for Students with Incorrect or Missing Employment Data is another search that usually has little to no results, because Employment Status is required on intake. However, again, migrated data may cause issues, as can students returning from prior FYs who had invalid statuses, or incorrect dates that do not correspond to the intake date or are invalid dates. Click on the number for students found with this error, and go to the Work History folder to correct any issues. Save, and run a new FY summary.

The Search for Students with Incorrect Assessment or Level Data is one of the most common areas to see students reported as having issues. Students with Subject Area in Student Overall Status History not matching current subject area is a common technical support issue. These records are usually caused by assessments that were pushed forward from one year to the next, but the database did not populate a current FY record in the Overall Status History folder. Other issues can be caused if subject areas are changed after the initial assessment. Because the Overall Status History folder cannot be modified by local users, you will need to contact technical support to have us update these records if you have results in this category, as well as with the Students with Entry Level Student Overall Status History not matching current entry level, which tends to go along with the Subject Area search.

The Students with incorrect GED levels in FY records search picks up students who have incorrect data in their FY record. In order to show as having Completed High Adult Secondary they must have an entry level of High Adult Secondary. This usually occurs if the Overall Status History record has no subject area from a non-GED pre-test. If you have numbers here but do NOT have numbers in the NRS Not Reportable row, this may not need to be corrected as long as your NRS tables look accurate. To correct this, contact technical support.

Students with more than one assessment pushed forward in the Reporting Period: LACES allows you to move assessments from one FY to the next by using the “Move Forward” button in the Assessment record. This should be done within the guidelines of the State agency you report to, as well as the test manufacturer’s guidelines. However, you should never move more than one assessment forward in the same subject area. If more than one assessment has been pushed forward in the same subject area, those students will show up in this search. To correct the records: Delete extraneous pushed forward assessment records for the new FY. Only one assessment per subject area may be pushed forward (and there is no reason to push forward more than one subject area since the student can only be tracked in one subject area per year for federal reporting purposes.) Run a new FY Summary Record after making corrections to students returned in this search.
The **Students with Current FY Instruction Hours totals not Matching the Recalculated Total** search will bring up any students whose current FY hours totals do not equal the sum of their hours for the Fiscal year. Most often, this is because hours have been added since the most recent FY summary was created. This can be avoided by always waiting to run the FY Based Diagnostic Search until immediately after summaries have been run. To correct the records: Click on the number of students returned in the Get Results area. Run new FY summaries on these students and then run this search again. If the search is still returning students, contact Tech Support to run an hours recalculation on your data. Run a new summary for any students in this category BEFORE attempting to fix other NRS non-reportable students, as this often clears up non-reportables.

The **Search for Students: Total Not Reportable** for NRS search should be run after all the other data has been cleaned up. If you run this search only on NRS Participants and have no issues in any other areas, you should have no non-reportable students. If you run the search on non-participants, you may find other problems with records that cause them to not be counted that are not included in the other diagnostic searches. To correct those records, you will need to review the records for common issues including a lack of hours or a valid assessment in the current FY. If you cannot determine the problem then send the list to Technical Support for analysis.

**Number of non-NRS participants and reasons why:** Just as it is important to know who is an NRS participant, it is also important to know who is not, and most importantly, why they are not. Starting with your Current FY students, go to Fund>NRS>Fundables and Remove from Selection. You will be left with students not counting on your NRS tables.

Occasionally, data entry errors in the required assessment or demographic information will keep a student from being picked up as a participant as well. To check why these students are not counting, use the Custom View called “NRS” to look at their information this fiscal year.

First, go to View > NRS.

- Sort the CurFYInstructHours column by double-clicking the column heading. This will sort by ascending order. Click once more on the column heading to sort in descending order.

- Students with <12 hours you should not be concerned with, as they should not count as participants (although you may want to look for data trends to spot possible retention issues.)

- If a student has 12+ hours, check their AssessedStatus. If it says "Never Assessed this Fiscal Year" or "No Value Entered" the student has not been given as assessment, or the assessment was not a valid assessment as defined by NRS. You can check this by going into the student record, then going to the Assessments folder. Look for any errors that kept an assessment from counting. Additionally, check to see if the student has an assessment from last fiscal year that could be moved forward to count for this FY. You can retroactively push forward an assessment if you missed one from last FY. You may want to do an Assessment Search>Assessment Status Search and search for students never assessed this year but who had assessments last year that could be pushed forward.

- If the student has a valid assessment and 12 or more instructional hours, check the Demographics information to see if there is missing or incorrect data in the required fields, or if the student was not 16+ years of age at entry. Additionally, make sure students do not have the Primary Program Work-based Project Learner unless they really are a Work-Based Project Learner, as that prevents them from being counted as an NRS participant.

- Make sure that the assessments have valid scaled scores and GLE’s. You cannot have only zeros; there must be an actual integer for the database to populate the subject area and level correctly.
**Number of NRS participants post-assessed/number of those who made level gains**

To see the number of students post-assessed, start with your Current FY students, then go to the Navigation Pane on the far left. Click on the + sign to the left of the Assessment Status folder and then click the folder called Assessed 2+ times this FY.

![Assessment Status](image)

Alternatively, you could use the Quick Field Search at the top of the screen and choose Assessment Status: Contains: 2, then use the magnifying glass on the right to search in your current selection of current FY students.

![Quick Field Search](image)

Once you have the list of students who have been assessed 2 or more times, you can then see how many have made level gains. You can go to Print>Print Reports>FY Data Table 4 from your current selection to view number of students in this selection who have gained, or you can use the Find>NRS Table Search>NRS Table 4, or you can simply use the Quick Field Search again and change the fields to Completed Level: Begins with (or Contains): Yes and use the magnifying glass on the right to search in your current selection. The state target for post-testing is 60% of NRS students. The state target for level gain depends on the Entry EFL. You can look at the dashboard indicator for Level Completion to see each EFL target, as well as where your agency is toward meeting or exceeding the target.

In addition to checking who has been post-tested and who has made gains, you may want to verify that the students were post-assessed within the correct number of hours based on state policy.

Hours between assessments has become a big area of concern with OCTAE. Your state has an assessment policy regarding how many hours a student must have **at a minimum** in order to be eligible
for post-assessment. These hours are required whether it is their first or second (or more) post-test within a fiscal year. **Typically**, the hours between assessment minimums are:

- At least 30 for ASE students
- At least 40 for ABE students
- At least 60 for ESL students

Most states do have exception policies for post-testing sooner, but *be sure to document why you tested sooner, using the Comments folder of the LACES database.* Familiarize yourself with your state’s assessment policy.

You can use the Assessment report called Hours Between Assessment to verify that your agency is following policy by going to the Student Grid, then using one of the options above to narrow your selection to only post-assessed students. Then go to Print>Print Reports>Hours Between Assessment, click then click Print PDF or Print Excel. You might also narrow down by program (ABE/ESL) or by choosing Entry Level>Contains>ABE (or ESL) (or Low Adult) since that will enable you to run the report with the specific hours options for those programs.

From the report, choose the appropriate number of hours, bearing in mind that you are searching for students who *did not* comply with the state policy, so you would want to search on students with fewer than the required number of hours.

The returned report will give you students who were post-tested outside of the state’s assessment policy for minimum number of hours.

Sometimes it can appear that the student was post-tested too early because many agencies only put in hours entry monthly, at the end of the month. LACES looks at the assessment dates and the hours dates to determine the hours since last assessment. Based on the data entered in LACES, something like this can occur:

1. 4/7/14 - TABE assessment
2. 4/22/14 - TABE assessment
3. 4/30/14 - 73 class hours entered for the student

While we understand that 4/30/14 is the date used to enter all of the hours for the month of April, LACES has no way of knowing if any of these hours were between 4/7/14 and 4/22/14; it simply looks at the assessment date and the hours date and sees that the student had 73 hours dated after the 4/22/14 assessment and no hours between the two assessments.

For the student to show the correct hours since last assessment (and also the correct hours between the pre-test and post-test), you would need to break up the hours for the month, or show them as occurring prior to 4/22/14. Delete the 73 hours record on 4/30/14 and re-enter the hours in two batches. Date the first hours record 4/21/14 and only enter the number of hours the student had in April up to that date (for example, if she had 46 hours prior to her post-test, enter that amount). Then, add a second hours record dated 4/30/14 that captures the remainder of hour hours for the month (in the example above, you would enter the remaining 26 hours she had after her post-test). Otherwise, you could consider doing data entry more frequently, such as daily or weekly.
Number of NRS participants with enough hours for post-testing but did not receive a post-test (including people who left with enough hours, excluding those with HAS Entry Level and excluding those who already made a level gain in FY): There are many ways to locate students who are eligible for post-testing. You can use the Dashboard Performance Indicator called Students Needing Post-Testing, or use the Alert indication by the same name. You can use the Find menu in the student grid and go to Assessment Search>Assessment Status search and search based on hours, or the Quick Select Search and do the same. Use a range beginning with the minimum number of hours required.

Assessment Status Search allows you to search for students who have not been assessed or whose last assessed date fell within a provided date range, as well as students who have more than $x$ hours or $y$ days since their last assessment. This search can be very useful for locating students eligible to be post-assessed, or those students who have assessments that are eligible to be pushed forward from one fiscal year to the next.

To generate this search:
1. Go to the Student tab in the navigation pane of LACES.
2. Choose Find from the menu bar and select Assessment Search>Assessment Status Search.
3. Select the criteria on which you wish to search. You can choose to search for all students who have never been assessed, or whose last assessed date was within a date range that you choose. You can also choose to search for students who have more than $x$ hours since their last assessed date, based on your choice of number of hours, or you can choose to search for students who have more than $y$ days since their last assessed date, based on your choice of number of days.
4. Choose one of the radio button selections for searching in all records or current selection.
5. Once you have defined all the required parameters of your search, click the GO button to bring up the search results in the List View.
Once you have your list of students with enough hours to be post-assessed, you can choose to narrow it down further, if you choose to. For example, students with an ENTRY level of High Adult Secondary cannot be post-assessed using the same instrument, since they’ve come in at the highest ABE level, so you may want to use the Quick Field Search and choose: Entry Level: Does Not Contain: High Adult.

Additionally, you may choose to remove students whose status indicates they have already exited your program, or those who have already made a level gain. (Quick Field Search= Completed Level: Contains: No) You can, of course, choose to leave those students in your selection, as well. Once you have this list, it can be helpful to use it to provide an Assessment Report to the people who will be post-assessing the students, letting them know that they are eligible for post-assessment, and what their last Assessment data was. If you go to Print>Print Reports, you can scroll to the Student: Student Assessment (with Date Range) report. Click once to highlight it, and then click either Print PDF or Print Excel. You can then enter a date range (typically FY of 7-1-xx to 6-30-xx) and print. Providing this information to the teachers can be more helpful than just simply providing a list of student names.

Additionally, you can use the Alert Settings/Inbox options to be notified via alerts that students are eligible for post-assessment, and then use the instructions above to pull out just students needing a level gain, and/or generate the Student Assessment report.

**Alerts and Messaging**
Alerts and Messages is a feature in LACES that allows the user to configure alerts and receive messages in an Inbox with a link to the students who fit the alert criterion.

As part of the Alerts messaging feature, two new tabs have been added:
- Inbox
- Alert Settings

You can configure the alerts that are relevant to you and schedule when they will be delivered as messages to your LACES inbox or email address.

Configuring and scheduling alerts is **optional**. You are **not** required to utilize the alerts and messages feature. You can always configure alerts later. You can also disable alerts, or disable notification emails.

**Configuring Alerts**

1. At the Alert Settings tab, double-click an alert record.
2. Click Edit at the bottom right of the screen.
3. Add a parameter (alerts that run without parameters will display N/A). Parameters will either be number of days or number of hours, depending on the alert being configured.
4. From the drop down Repeats list, select how often you want the alert to run.
5. Check the box “Send Notification Email” if you’d like to be notified via your email address that an alert has run and has been delivered to your Inbox. This is **optional**.
6. Check the “Enabled” box to receive the alert messages in your Inbox.
7. Click Save and Return.
TIPS:

- Be sure to check the "Enabled" box as well as the "Send Notification Email" box to receive email notifications. If only the "Send Notification Email" box is checked, no alerts will be sent to the Inbox or your email address. You can also skip the Notification Email part if you’ll remember to check the LACES Inbox.
- You must have a current email address associated with your LACES username to receive the email notifications if you check the Send Notification Email box. To verify or change your email address, go to User->Account and update your email address before checking "Send Notification Email."
- Only one email message will be sent notifying you that new alert messages are in your inbox. For example, if you scheduled 3 daily alerts, you will receive one email notifying you that all 3 alerts are ready for viewing. You will not receive a separate email for each alert.

Alerts are run each night on the following schedule:

- Daily – every night, including Saturday and Sunday
- Every Weekday (Mon-Fri) – each weekday, excluding Saturday and Sunday
- Every Mon, Wed, Fri
- Every Tues and Thursday
- Weekly – runs on Monday night
- Monthly – runs the first day of the month
- Quarterly – runs the first day of the new quarter (7/1, 10/1, 1/1, 4/1)
- Yearly – runs the first day of the year (1/1)

Changing Alerts

The parameters and repeat schedule can be changed by double-clicking the alert record and editing the Parameter Value field and making a new selection on the drop down list in the Repeats field. Unchecking the Enabled box will turn off the alert so it will not be run.

TIP:

- Changing the parameters of an alert will not add an additional alert record - there will always be 7 alerts. The new parameter value will display in the message subject line in the Inbox when the alert is run.

Alerts

1. Students needing post testing

   - Description:
     1. Current FY students who have met the required number of instructional hours by instrument to be reassessed.
     2. Current FY students who have at least one assessment.
     3. Current FY students who are active or enrolled, with the most current enrollment date in the current FY year.
• Each NRS approved assessment has a recommended number of hours that the student should complete prior to be reassessed. *Unless your state has been customized with different requirements, the number of hours for each instrument are:*

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Minimum recommended hours</th>
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<tbody>
<tr>
<td>TABE Clas-E</td>
<td>50 hours</td>
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<tr>
<td>TABE</td>
<td>40 hours with the following EFL’s:</td>
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<td></td>
<td>Beginning Lit ABE</td>
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<td></td>
<td>Beginning ABE</td>
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<td></td>
<td>Low Intermediate ABE</td>
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<td></td>
<td>High Intermediate ABE</td>
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<td></td>
<td>30 hours with the following EFL’s:</td>
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<td></td>
<td>Low Adult Secondary</td>
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<tr>
<td></td>
<td>High Adult Secondary</td>
</tr>
<tr>
<td>GAIN</td>
<td>60 hours</td>
</tr>
<tr>
<td>BEST Literacy</td>
<td>60 hours</td>
</tr>
<tr>
<td>BEST Plus</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

This alert does not require a parameter, but will run on all current FY.

2. Students not assessed within “x” days of intake

• Description: Students whose overall status is prospective or enrolled who have not been assessed in a specified number of days since intake date.

3. Students requiring survey for the entered and retained employment cohorts

• Description: Students who are ready for enter and retain employment follow-up for the quarter in which the alert is scheduled.

  Example: When the alert is run during the 3rd quarter (1-1 through 3/31) only students who need followed up in the 3rd quarter will be returned.

• The students meeting these criteria can also be found by running the search from All Students->Find->Employment Outcome Cohorts for Follow-up. The number of students returned in the alert message will match the number of students to contact during the quarter in which the alert was run.

4. Students requiring survey for the entered postsecondary education and training cohorts

• Description: Students who are exited with a postsecondary education and training cohort that has not already been indicated as Met or No with a Responded to Survey indicator

5. Students requiring survey for the Obtained a GED or secondary credential cohorts

• Description: Students who are exited with an Obtained a GED or secondary credential cohort that has not already been indicated as Met or No with a Responded to Survey indicator
6. Students with “x” hours prior to assessment eligibility

- Description: Students who are a specified number of hours within the minimum recommended number of hours by instrument for reassessment.

  1. Current FY students who are active or enrolled, with the most current enrollment date in the current FY.
  2. Current FY students with at least one assessment in the current FY.

- Using the chart from #1, students who are within the recommended number of instructional hours by instrument will be returned in the alert message. For example, if the parameter is set for 5 hours, students who have taken a TABE assessment and have completed 35 to 40 instructional hours will be returned in the alert message since they are within 5 hours of reassessment eligibility.

5. Students with no instructional hours after “x” days

- Description: Number of days since the student’s last instructional hours date.

  1. Current FY students who are active or enrolled, with the most current enrollment date in the current FY.
  2. When the student is enrolled in more than one class, group, or pair, the last hours date is used.

Inbox

Alerts are run each morning at 1:00 a.m. Changes made to the student record after the alert is run will display in the student record, but will not remove the student from the alert. For example, alert #1 looks for students who are active or enrolled. Students who are marked left after the alert is run will have left as their overall status. However, the student was active or enrolled at the time the alert was run.

Alert messages are delivered to the Inbox. The subject column will display the parameter value entered in the Alert Settings folder, and display a link to the list of students who meet the criteria of the alert.

Alert messages will remain in the Inbox unless you delete them. This will allow you to see differences in the results based on when the alert was run and allow you to link to the list of students who met alert criteria on an earlier date.
**Current FY students missing new fields:** Students with missing or invalid fields for the Highest Education Completed at Entry/Location fields added in 2012 will cause discrepancies from Tables 1-4 to Table 6. Use the FY Based Diagnostic Search described above in the section for NRS Participants on Tables 1-4 and 6 to locate and correct any missing data for these fields by going into the Education folder and clicking the Edit button, then adding the information to the two required fields, then hitting Save and Return. Remember that after adding or correcting data, they must have new FY summaries run before the information will show as corrected on the tables or the diagnostic search.

**Current FY students still enrolled with no hours in 90+ days:** Students should be properly exited in LACES at 90+ days without service, or at the time of their known exit. Use the Dashboard Indicator for Students Enrolled but Not Attending in >12 weeks or the Alert Indicator for Students with No Instructional Hours for X Days (with x=91) to locate students who need to be exited.

Students should be exited from the program based on known departure or 90 days without service; however, please be aware that LACES does not use the class end date entered as their end date to populate the Left Date field. Left Date is their last known date of attendance, based on Last Hours Date. The Left Date populates the Key Information section of the student’s record, and should be used for doing outcome follow-up for employment goals. Cohort data will give you the specific quarters of follow-up based on the left date, but goals data required a Met Date, which should be based on the LACES-generated Left Date.

You can create a custom view that shows the Left Date assigned by LACES. From the student tab, go to View>Create Custom View. Name your view, then click the Fields button. From the left hand column, locate Left Date and click that field, then click the Add button. When it has been added to the right hand column, click OK, then Save and Apply to Grid. Your view will change to display the Left Date column. Remember that the Left Date is based on their Last Hours Date.

You may notice that sometimes a Left Date will display for a student who still has an Overall Status of Active. This indicates that the student has gone more than 90 days without attendance hours being entered into their record, so even though you still have them as Enrolled, the database considers them left for reporting purposes. If you add hours for those students, the Left Date will be removed.

**Staff missing new fields:**

New staff data became required effective 7-1-12. They are:
- The field called Years of Teaching Experience in Adult Education
- Indicators of teaching credentials in the staff credentials folder

This data must be populated for all staff member who were active in your fiscal year, even if they were not teachers.

For Certification, OVAE is interested in tracking the following certifications:
- Adult Ed
- Special Ed
- K-12
- TESOL
If a staff member has any of those certifications, you should manually go to the Credentials folder and click the Add New button to add the certification Type and Date Earned. Both the Type and Date Earned are required for the information to correctly populate Table 7, which is a mandatory table. If the staff member does not have any of the 4 tracked certifications, you should enter No in the Certification field. A staff member can have more than one credential type and each should be entered into the Credentials folder. If the staff member has additional certifications or credentials outside of the 4 tracked on Table 7, you should enter those based on your state policy. The rows and columns for Teacher Certifications on Table 7 should at least equal the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

For Years of Teaching Experience in Adult Education, this only refers to teaching experience in adult education. For staff members who are not teachers, this should be 0. Otherwise, enter the number of years experience teaching specifically adult education. This must be manually updated every year; it will not update automatically. The Years of Teaching Experience in Adult Education rows should add up to exactly the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

The best way to verify this data is to create a custom view that adds the Years of Teaching Experience in Adult Ed field.

For this view, you should see no blank fields in the new staff information fields. If there are blanks for any staff member who was active in the FY, edit the Key Info folder in the Staff record to add those fields.

Updated data will not display on Table 7 until a new FY Summary has been run for the updated staff records. To run a new FY Summary, select the staff members by checking the box in front of their names on the Staff grid. Go to Selection>Subset. Go to New>Create FY Summary and click the Create FY Data Now button to create the summaries right then, or the Schedule button to have LiteracyPro run the summaries within 2-3 business days.

When viewing Table 7, the number of full and part time local teachers (excluding volunteers) should add up to the total sum of the Years of Teaching Experience in Adult Education rows and columns. The Certification rows and columns should add up to at least the sum of the full and part time local teachers (excluding volunteers), although since a staff member can have more than one certification, it may exceed the total. If your numbers are not reflecting as they should, please contact our technical support department.

Finally, your staff list should accurately reflect the active staff members in your agency. If people have left, mark them left. If people have been hired, add them. If you mark them left now and they actually left last year (or more years back), you must go into the Staff History folder and update both the End Date of the Active status and the Start Date of the Left status so that they do not show activity in the current fiscal year date range.

Q: I have people who aren’t showing on Table 7, why not? Create a custom view or go into their record and look at the Job Classification field. Only classifications that begin with the words State or Local will populate Table 7. Clerical/Support and Other are not valid job classifications, so those staff will not populate. Correct if necessary, run new FY summaries, and they should now populate.
**Students who have achieved cohort outcome but are not Responded to Survey:** Please use the searches and/or Alerts discussed in the Cohort Review to insure that all students who have achieved cohort outcomes have the Responded to Survey box checked for their Met outcomes.

**Students with not enough hours between assessments**
Students must meet minimum hours requirements before being re-assessed, in order for the data to be valid. You should regularly verify that the post-assessed students in your database were tested according to your state assessment policy. One way to do this is to use the Hours Between Assessment Report: This report will help you to locate students who were assessed with too few hours based on the assessment policy. If they were tested with too few hours, please put a note in the Comments folder in the student record explaining why. Students can be re-assessed with a MINIMUM of:

- 30 hours at an ASE level or with a valid exception
- 40 hours at an ABE level
- 60 hours at an ESL level

The Hours Between Assessment Report should be run from the students whose assessment status is Assessed 2+ times this FY, which can be loaded from the left-hand navigation folder “Assessment Status” or from the Quick Field Search.

To select students who have been assessed 2+ times this year using the navigation pane, go to the Assessment Status folder on the left-hand navigation pane and click the plus sign next to the Assessment Status folder. Click the folder called Assessed 2+ this FY.
To select students who have been assessed 2+ times this year using the Quick Field Search, go to the Quick Field Search and click the drop-down menu to change Last Name to Assessment Status. Change Begins With to Contains. Type 2 into the blank field and click the Search in the Current Selection (right-hand side) magnifying glass search option.

Once you have narrowed down the selection to the students who have been assessed 2 or more times this FY, you can additionally narrow down your selection to just ESL, ABE, or ASE students using the Quick Field Search.

To narrow down to ASE students, use the Quick Field Search by clicking the drop-down menu to change Last Name to Entry Level. Change Begins with to Contains. Type adult or adult secondary into the blank field and click the Search in the Current Selection (right-hand side) magnifying glass search option.
To narrow down to ESL students, use the Quick Field Search by clicking the drop-down menu to change Last Name to Entry Level. Change Begins with to Contains. Type ESL into the blank field and click the Search in the Current Selection (right-hand side) magnifying glass search option.

To narrow down to ABE students, use the Quick Field Search by clicking the drop-down menu to change Last Name to Entry Level. Change Begins with to Does Not Contain. Type ESL into the blank field and click the Search in the Current Selection (right-hand side) magnifying glass search option. This will remove all ESL students, leaving you with just ASE and ABE.

Once you have your selection set, go to Print>Print Reports and click the Student: Hours Between Assessments reports. Enter 29 or fewer hours if running on ASE students, 39 or fewer if running on ABE students, or 59 or fewer if running on ESL students. This report can take a while to run due to the great deal of information presented.

Check out any students returned in this report and be sure you know why they were assessed outside of the state’s assessment policy, if they were. If you have many students showing on this report due to hours being entered only once, at the end of the month, when the assessment may have been done mid-month, you may want to consider entering hours more frequently. Make corrections so that if hours were earned before the assessment in question, that is correctly noted.

It can be a good idea to use the Comments folder in the student record to indicate any exceptions to the assessment policy and a brief explanation.

**Cohort/Table 5 Review**

LACES will automatically assign students to a cohort

1. **IF** they meet the cohort criteria described below
2. **AND** have met all NRS requirements to be fundable
3. **AND** have exited the program

**Entered Employment cohort** *(Follow-up quarters are unchanged)*

- ANY student whose employment status was unemployed at the time of entry.
- For students continuing from the previous fiscal year, LACES will determine if the student’s earliest work history record upon entry in the new fiscal year indicates unemployed.
- The outcome will be automatically updated to Met if an Employment Status of Employed-Full or Employed-Part is entered into the Work History folder (or in the Demographics folder.)
- The outcome can be manually changed to Met by selecting Yes in the cohort record, after accessing the student’s record and double-clicking the Entered Employment cohort. If selecting Yes, the Start Date and Employment Status must be entered and the Responded to Survey box checked.
prior to saving the record. If selecting No, the Responded to Survey box should be checked prior to saving the record. If the student was unable to be reached for survey, no data is required but you may choose to enter the Follow-Up Date and/or Included in Survey data. The Responded to Survey box will be checked, along with the Data Matched box, if the state has imported data obtained from a data match.

**Retained Employment cohort**  
* (Follow-up quarters are unchanged)  
- ANY student whose employment status was employed at the time of entry.  
- ANY students who were unemployed at the time of entry but were employed during the first quarter after leaving the program.  
- For students continuing from the previous fiscal year, LACES will determine if the student’s **earliest work history record upon entry in the new fiscal year** indicates employed, employed-part, or employed-full.  
- The outcome is *automatically* updated to Met at the time of cohort generation, due to the Employment Status indicating Employed-Full or Employed-Part in the Work History folder (or in the Demographics folder.)  
- The outcome can be *manually* changed to Met by selecting Yes in the cohort record, after accessing the student’s record and double-clicking the Retained Employment cohort. If selecting Yes, the Start Date and Employment Status must be entered and the Responded to Survey box checked prior to saving the record. If selecting No, the Responded to Survey box should be checked prior to saving the record. If the student was unable to be reached for survey, no data is required but you may choose to enter the Follow-Up Date and/or Included in Survey data. The Responded to Survey box will be checked, along with the Data Matched box, if the state has imported data obtained from a data match.

**Obtained a GED or Secondary School Diploma cohort**  
* (Students may achieve the outcome before the end of the reporting period for the program year in which they exit)  
- ANY student who took all GED, TASC, or HiSet subject area tests (based on state assessment policies), as indicated in the Assessment folder or the Diploma folder in the student record.  
- The outcome will be *automatically* updated to Met at the time of cohort generation if passing scores are entered into the Assessment folder, or the Diploma types GED, High School Diploma, or Secondary School Diploma are entered into the Diploma folder with a Date Earned. You still must manually indicate the Responded to Survey data by opening the cohort record and clicking the Responded to Survey box.  
- The outcome can be *manually* updated to Met by selecting Yes in the cohort record, after accessing the student’s record and double-clicking the Obtain GED/Secondary School Diploma cohort. If selecting Yes, the Type of diploma and Date Earned must be entered and the Responded to Survey box checked prior to saving the record. Currently, only a GED diploma type can be entered if the student was not enrolled in Adult High School at 11/12 grade level or with an entry level of High Adult Secondary. GED, High School Diploma, or Secondary School Diploma may be selected for the type if the student was enrolled in Adult High School at 11/12 grade level or with an entry level of High Adult Secondary. If selecting No, the Responded to Survey box should be checked prior to
saving the record. If the student was unable to be reached for survey, no data is required but you may choose to enter the Follow-Up Date and/or Included in Survey data.

**Entered Postsecondary Education or Training cohort**  *(Students may achieve the outcome anytime from exit through the end of the following fiscal year)*

- ANY student who earned a secondary credential or diploma *while enrolled.*
- OR
- ANY student who already had a secondary credential/diploma at the time of entry.
- OR
- ANY students who were enrolled in a class with the Primary Program type called Transition.
- This outcome can never be automatically updated, it can only be manually changed to Met by selecting Yes in the cohort record, after accessing the student’s record and double-clicking the Entered Post-Secondary Education or Training cohort. If selecting Yes, the Responded to Survey box should be checked prior to saving the record. If selecting No, the Responded to Survey box should be checked prior to saving the record. If the student was unable to be reached for survey, no data is required but you may choose to enter the Follow-Up Date and/or Included in Survey data.

The NRS tracks the following cohorts on **Tables 5 (Mandatory Goal Table)**

- Enter Employment
- Retain Employment
- Obtain GED/Obtain Secondary School Diploma
- Place in Post-Secondary Education/Place in Post-Secondary Training

The non-employment related goals (Obtain GED/Secondary School Diploma, Place in Post-Secondary Education/Training) are tracked for students who are NRS participants and leave with those goals set, in the FY for which you are reporting Table 5.

The employment goals are tracked for preceding date ranges that cross fiscal years. For the 2013-2014 reporting period, the employment goals exit ranges tracked are:

Enter Employment: 10-1-12 to 9-30-13
Retain Employment: 4-1-12 to 3-31-13

So for employment goals, the student must have been an NRS participant in the period in which they exited to show on Table 5. As an example, if student Joe Smith exits the program on 9-15-13 with an enter employment cohort indicator, he would need to have earned his 12 hours and valid assessment sometime between 6-1-13 to 9-15-13 to populate to Table 5. If Donald Jones leaves with a retain employment goal on 5-12-13, he must have earned 12 hours and a valid assessment between 7-1-12 to 5-12-13. (based on a 6-1 to 5-31 fiscal year)

Additionally, employment goals must be followed up on or surveyed in specific quarters. Other Table 5 goals can be followed up on anytime in the FY or at exit, but the employment goals must be followed up on as follows:

Enter Employment: Must be surveyed (or data matched) one quarter after exit
Retain Employment: Must be surveyed (or data matched) three quarters after exit

*Please review the additional documentation on the NRS website that shows quarterly data follow-up information.*

**Personal goals and secondary outcome measures should still continue to be entered manually into the goals folder, including the Obtain Citizenship outcome for EL Civics.**

Data for the primary outcome measures reported on Table 5 is populated based on cohort data in the Cohorts folder, not from goals data in the Goals folder. The goals folder should still be used for secondary outcome measures, and can be used for primary outcomes if you want an additional place to track that data, but information added or modified in the goals folder does not populate Table 5. The only exception to this is that students who exited between 4-1-12 and 6-30-12 in the Retain Employment outcome will still be based on goals data, as cohorts did not go into effect until 7-1-12. The Included in Survey box only needs to be used if your program manager or the state requires it; it is no longer used in federal reporting. The Responded to Survey box must be checked once you have successfully surveyed the student or know the outcome of their cohort, whether the result was positive or negative. To update the survey data, you can go into the student record and double-click the cohort(s) displayed in the Cohort folder. Make changes to the Outcome Met buttons, follow-up date, and other fields as needed based on the results of your survey or known outcome information, then check the Responded to Survey box and save the record. Do not check Responded to Survey if you were unable to ascertain the outcome.

**When to survey:**

**Enter Employment:** Follow-up must be done in the quarter following exit of the student. The Responded to Survey box should be checked at the time of successful survey, regardless of the outcome. The applicable date range for conducting the follow-up will display in the cohort window when you open it. Table 5 Entered Employment for FY 13/14 is tracking students who exited between October 1, 2012 to September 30, 2013. All data for this outcome is coming only from the cohorts folder and all updates should be made only in the cohorts folder.

<table>
<thead>
<tr>
<th>Exit Quarter</th>
<th>Follow-Up Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1 to 12-31</td>
<td>1-1 to 3-31</td>
</tr>
<tr>
<td>1-1 to 3-31</td>
<td>4-1 to 6-30</td>
</tr>
<tr>
<td>4-1 to 6-30</td>
<td>7-1 to 9-30</td>
</tr>
<tr>
<td>7-1 to 9-30</td>
<td>10-1 to 12-31</td>
</tr>
</tbody>
</table>

**Retain Employment:** Follow-up must be done in the third quarter following exit of the student. The Responded to Survey box should be checked at the time of successful survey, regardless of the outcome, if you are conducting surveys. The applicable date range for conducting the follow-up will display in the cohort window when you open it. Table 5 Retained Employment for FY 13/14 is tracking students who exited between 4-1-12 to 3-31-13. Note that because of the date range being reported, some of these students will have exited prior to 7-1-12 when cohorts went into effect, and therefore they are still being populated from data in the goals folder. Data for this outcome comes from both the goals and the cohorts folder and updates should be made in both folders. FY 13/14 is the last year that there will be mixed cohort/goals data for the primary outcomes.
<table>
<thead>
<tr>
<th>Exit Quarter</th>
<th>Follow-Up Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1 to 6-30</td>
<td>1-1 to 3-31</td>
</tr>
<tr>
<td>7-1 to 9-30</td>
<td>4-1 to 6-30</td>
</tr>
<tr>
<td>10-1 to 12-31</td>
<td>7-1 to 9-30</td>
</tr>
<tr>
<td>1-1 to 3-31</td>
<td>10-1 to 12-31</td>
</tr>
</tbody>
</table>

**Obtain GED:** Follow-up can technically be done at any time up to 12-31 of the calendar year for the fiscal year in which they are placed in the cohort and exit. However, the state typically submits the data around the end of November/beginning of December each year, so you really have the entire fiscal year in which they were placed in the cohort and exited, and then through November following that FY. The applicable date range for conducting the follow-up will display in the cohort window when you open it. The Responded to Survey box should be checked at population of the cohort.

**Enter Post-Secondary Education/Training:** Follow-up can be done at any time in the fiscal year in which they are placed in the cohort and exit, and the entire following fiscal year. The applicable date range for conducting the follow-up will display in the cohort window when you open it. The Responded to Survey box should be checked at the time of successful survey, regardless of the outcome, if you are conducting surveys.

**All other outcomes:** Follow-up can be done at any time in the fiscal year in which they have the outcome and are exited.

Follow-up data is **manual. The Survey data must still be manually entered by the user.** Survey data should be thought of as the outcome being known, so if you are aware of the outcome (whether the outcome is yes or no), the Responded to Survey box should be checked. **Remember that if a cohort is indicated as being Met, but the Responded to Survey box is not checked, the outcome will not populate Table 5 as a met outcome.** There is a search for students whose outcome is Yes but the Survey data is not completed, and you can update Survey data as a batch, as explained below.

**Included and Responded to Survey Search**

The Included and Responded to Survey Search is located in the Find menu in the Student tab. You can choose to search all records or just a current selection (such as Current FY students) and then Apply the Above Search Condition. Then go down the column and click the Get Results button to see students who have met goals or cohorts for the primary outcome measures, but were not included in or responded to survey. Then, after clicking on the number of students returned in the searches, you can use the batch options explained below to update this data as a batch.
Even if a Cohort Record is marked as Met in the Student Record, the objective will not count as Met on Table 5 if Responded to Survey is not checked. Responded to Survey should be checked for all students for whom you know the outcome, however you obtained the data. The only students who should not have Responded to Survey checked are those for whom you do not know the outcome. The students who do not have the Responded to Survey box checked will not be used for calculating Column G, the Met Percentage, so as not to penalize you for not being able to obtain the outcome information for all students; however, please be aware that the Responded to Survey/Data Matched percentage in Column E must be equal to or greater than 50% for OCTAE to consider the data statistically valid. If your Column E percentage statewide is not at or above 50% for all outcomes on Table 5, your data could be considered invalid.

Beginning with 12/13 Reporting, ‘Included in Survey’ is no longer included on Table 5, but we have left it available in LACES for those agencies who want to be able to track that they attempted to contact a student for follow-up even if they were not able to reach the student.

You can update survey data for goals and cohorts as a batch.

**Adjust NRS Survey Data-Goals and Cohorts**

NRS tables that report measures (Tables 5, 5a, 8, 9, and 10) use calculations to report the percentage of student response rate and percentage of students achieving outcome. These calculations are based on ‘Responded to Survey’ checkboxes in the student goal and cohort records, therefore it is important that the checkboxes are checked correctly. The Adjust NRS Survey Data allows users to do batch updates to the survey boxes for students in cohorts or for goals data.

ONLY students who meet the requirements to be NRS fundable in the 2013-2014 fiscal year or later, and meet the requirements to be included in a cohort (including being left) or who have employment goals being reported on the current FY’s Table 5 will be affected by adjusting the NRS survey data.

Cohort data will be applicable for students who were NRS fundable in 13/14, met cohort requirements, and exited in 13/14. For federal reporting purposes, goals data will be applicable only for the employment goals, for students who exited prior to July 1, 2012. *If in doubt, update in both folders.*

**To update survey cohort data:**

1. Go to the student tab.
2. Move the mouse tab to New.
3. Click Adjust NRS Cohort Survey Data.
4. Select the fiscal year from the Left in Fiscal Year dropdown list. (Students who left prior to the 2012-2013 fiscal year will not be included in a cohort.)
5. Select the choices for 'Included in Survey' and/or 'Responded to Survey.'
6. Check the cohorts to be affected.
7. Apply changes to current selection of students or all students.

**IMPORTANT NOTES:**

- Only students who are in a cohort will be affected by adjusting NRS cohort survey data.
- Prior to Adjusting NRS Survey data, the **Included and Responded to Survey Search** may be used to generate a selection of students who have achieved the cohort outcome but do not have included or responded to survey checked. Additionally, you can go to Find>NRS Table Searches>NRS Table 5 and click in the cells for students in the cohort/having met the cohort and use the results of this search to batch update survey data.

If you have students who you believe should be included on Table 5 as having met one of the objectives and you have verified that responded to survey has been checked, that the met date is correct (for and employment goal), and have update the FY Record, please submit a Tech Support Request and be sure to include the student’s name, the outcome in question, and any other pertinent information.

**Ways to Know When to Survey Students**

You can use the Employment Outcome Cohorts for Follow-Up Search in the Student grid. From the Student list, go to Find>Achievements & Goals> Employment Outcome Cohorts for Follow-Up Search. Be sure to select the Search on ALL Students options, as Table 5 data should always be run from ALL students, due to the lag in reporting time for the employment goals. Click the Apply the Above Search Condition button, and then locate the quarter you are currently in (or prior quarters if you are retroactively surveying students) and click the Get Results button. Click the number returned in the Get Results column to be taken to that list of students, where you can apply a view with telephone and other contact information to more easily survey each student. Be aware that you will have to run this search multiple times, as you can only click on one row to get results, and must re-run the search to get back to the results list.

You can also use the **All Followup Outcome tab** in LACES (accessed by clicking the View Other Tabs button {the one with the little double arrows} at the bottom of the left Navigation Pane to go to the additional tabs) to easily review your goal and cohort information for Table 5.
You cannot edit cohort or goal information from this tab, but it is a good way to review which of your students have met goals or cohort objectives and which are or are not marked as responded to survey.

In the All Followup Outcome tab, you can go to View > Create New Views to create a view that contains SurveyResponded in addition to any other fields you may need, including student contact info.

**ALERTS AND MESSAGING**

Another great way to know when to do the survey for the Table 5 outcomes is to use the Alerts and Messaging function described earlier (in the section for students needing post-assessment).

**Additional Table 5 Review**

When looking at Table 5, there are multiple columns. An explanation of each column:

Column B is the number of students who exited within the cohort. Think of it as the number of people who left wanting to attain that outcome.

Column C is not applicable to Wyoming because you don’t do random sampling.

Column D are the people you were able to successfully survey (regardless of whether or not they met the outcome) and the people used in a data match. Ideally, you want Column C to be as close as possible to the number in Column B.

Column E shows the percent of people you were able to survey or data match. D/B=% This number must be equal to or greater than 50%, indicating that you were able to data match or survey more than half of the people from Column B, making the results statistically significant.

Column F is the number of people who achieved the outcome. A learner cannot be included in F if they were not in Column D, because how can you know they achieved the outcome if you didn’t survey them? That is the main reason it is so important to correctly check the survey box.

Column G is the weighted number of participants achieving the outcome. There are formulas used to “weight” based on survey response.

Finally, Column H is the percentage of people who met the outcome based on number who achieved it and number who responded to survey. Ideally, you want this number to be as high as possible while still being accurate and with a greater than 50% response rate.