

## INDIANA

### ADULT EDUCATION PERFORMANCE MEASURES

Measure	National Average 2008-2009	Indiana 2008-09 Performance	Indiana 2009-10 Performance Target	Indiana 2009-2010 Performance	Indiana 2010-2011 Performance Target
<b>ABE Beginning Literacy</b>	38%	54%	51%	51%	53%
<b>ABE Beginning</b>	43%	54%	54%	50%	55%
<b>ABE Low Intermediate</b>	43%	54%	56%	50%	56%
<b>ABE High Intermediate</b>	38%	49%	50%	48%	51%
<b>ASE Low</b>	38%	44%	46%	45%	46%
<b>ESL Beginning Literacy</b>	43%	55%	54%	52%	56%
<b>ESL Low Beginning</b>	41%	62%	60%	58%	62%
<b>ESL High Beginning</b>	48%	61%	60%	59%	62%
<b>ESL Low Intermediate</b>	44%	56%	56%	54%	57%
<b>ESL High Intermediate</b>	40%	59%	60%	54%	61%
<b>ESL Advanced</b>	24%	46%	42%	46%	46%
<b>*Entered Employment</b>	55%	85%	81%	83%	83%
<b>*Retained Employment</b>	65%	100%	75%	67%	80%
<b>*GED or HS Diploma</b>	64%	93%	87%	88%	89%
<b>*Entered Postsecondary Ed</b>	59%	92%	90%	95%	92%
<b>*Weighted Average</b>					

Educational gain in adult education is measured by a set of educational functioning levels in which students are initially placed based on their ability to perform literacy-related tasks in specific content areas. The ABE/ASE and ESL levels describe the skills in basic reading and writing, numeracy, and functional workplace skills that a person functioning at that level could be expected to perform. One of the ESL levels has been divided into two new levels.

Standardized assessment is used to determine initial placement and educational gain. Programs must also collect and set performance standards for four measures (entering and retaining employment, high school completion, and further education).