

# Reporting Initial Educational Functioning Levels and Learning Gains for ABE

## Slide #1 Introduction

This training module was designed to provide guidance on reporting initial educational functioning levels (EFL) and literacy completion points (LCPs) also known as learning gains in adult basic education programs.

## Slide #2 Overview

This module provides a brief overview of reporting initial educational functioning levels and learning gains, placement for instructional purposes and reporting of LCPs for continuously and new enrolled students. We will define who is a continuously enrolled student and who is a new student. In addition, we will also review who is a new student vs. a continuously enrolled student and how to report Educational Functioning Levels (herein after referred to as EFL) for Placement for instructional hours and LCPs. Finally, we will review website resources that are available to you.

## Slide #3 Placement for Instructional Purposes and Reporting of LCPs for Continuously and New Enrolled Students.

Beginning with 2016-17 the following policies must be used for the initial EFL reported and the reporting of LCPs or learning gains.

For continuously enrolled students, EFLs reported to the State must be equal to or higher than a previously reported EFL for the same program and subject area.

For new students, EFLs reported to the State must be based on the lowest functioning level by subject area based on an initial assessment.

This new policy is effective for all students beginning enrollment on or after July 1, 2016.

A memo was released on April 4, 2016, titled 2016-2017 Assessment Policies.

Slide #4 Who is considered a Continuously Enrolled Student?

To implement this policy it is important to define who is a continuously enrolled student vs. a new student. This determines the EFL reporting requirements as mentioned in slide 3.

Accordingly, this slide defines who is a continuously enrolled student.

A continuously enrolled student is a student who was previously enrolled in an Adult General Education, or AGE program, in your agency in the current or prior reporting year.

Slide #5 Who is considered a New Student?

This slide provides the definition of a new student. As mentioned in the previous slide, it will be important for you to know if a student is continuously enrolled or a new student, because of the different reporting requirements.

A new student is a student who was not previously enrolled in Adult General Education at your agency in the current or prior reporting year. We prepared some examples in slide #6 to help differentiate these two groups of students.

Slide #6 Who is considered a New Student (cont'd)?

To be classified as a new student one of the following must occur: 1) Student was not previously

enrolled in any AGE programs in any agency, district or college. 2) Student was previously enrolled in an AGE program in an agency, district or college, but not enrolled in any term in either the current reporting year or in the prior reporting year. 3) Student was previously or currently enrolled in adult education at another agency, district or college, but not enrolled in an AGE program at your agency, district or college.

Slide #7 New Student vs. Continuously Enrolled Student.

This table provide examples of when a student must be categorized as a new student vs. a continuously enrolled student.

Student-A, was not enrolled 2013-14 through the 2015-16 school years, but enrolled in the 2016-17 school year; this student would be considered a new student. Student A is considered a new student because they did not have any previous AGE enrollment. Students B and C are also examples of when a previously enrolled student would be categorized as a new student. In the case of student B, as noted in the definition reflected in slide #3, option 2, this student was previously enrolled (2013-14) in an AGE program in an agency, district or college, but was not enrolled in any term in either the current reporting year or the prior reporting year. It is a little different for Student C in that they were previously enrolled in (2013-14 and 2014-15) at another agency, district or college. The distinction being the enrollment was at another agency, district or college.

Students D and E are similar examples of when a student must be categorized as a continuously enrolled student, because the students were enrolled in 2015-16; they would be considered continuous enrolled students.

Once it has been determined that the student is a new or continuous student, the agency, district or college will follow the new policy for reporting referenced in the Memorandum mentioned in slide #3.

#### Slide #8 Placement for instructional purposes and LCPs – Student Example

This table provide examples of the pre and post-test EFLs that must be reported to the state. The examples show the initial EFL that must be reported to the State when students are tested for their initial EFL or post-tested. Looking at the Math subtest example shown here, the student's initial EFL reported was ABE Intermediate Low, and when the student was post-tested they obtained a higher EFL. Beginning with the next term the initial functioning level reported will reflect the higher EFL and the student is awarded an LCP. In the Reading example the student's initial placement for instructional purposes and post-test scores were at the same EFL, subsequently the same EFL will be reported to the State (unless or until a post-test shows a learning gain).

Finally, in the Language Arts example the student scored a lower EFL than was initially reported based on the pre-test or previous EFL. In this case the EFL should be reported with the same EFL as previously reported.

If a student was tested in two or three ABE skill areas the agency would report the lowest skill level to the State.

#### Slide #9 Resources

This slide show resources available to you on the Department of Education's website.

The first link will take you to the WDIS Handbook, this handbook can be helpful to MIS and program staff and should be your first resource whenever you have a data reporting question.

The second link will take you to the Florida College System Handbook, similar to the WDIS Handbook for districts, program and MIS staff at Colleges will find this handbook to be a valuable resource whenever you have a question. The third link will take you to the Reports Coordinator Directory, in this directory you will find the contact information for the Reports Coordinator in your district, as well as other districts. This information is helpful to know because many times the Reports Coordinator can answer questions that can help program staff to better collect and report their data. The fourth link will take you to the Florida NRS website and the final link will take you to the USDOE NRS website. These resources are important because they contain a lot of guidance for MIS and program staff.

This completes the training module for Reporting Initial Educational Functioning Levels and Learning Gains for ABE.