

Reporting Initial Educational Functioning Levels and Learning Gains for ESOL and ELCATE

Slide #1 Introduction

This training module was designed to provide guidance on reporting initial educational functioning levels and literacy completion points or learning gains for students enrolled in English for Speakers of Other Languages, also known as ESOL, or English Literacy for Career and Technical Education, also known as ELCATE.

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 purposes 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 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 AGE at your agency in the current or prior reporting year. We prepared some examples to help differentiate these two group 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 who 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 English for Speakers of Other Languages (ESOL) Assessments Update.

This slide provides important information about the Comprehensive Adult Student Assessment System, or CASAS, Life and Work 980 Series Listening Test that has been approved for National Reporting System purposes.

This is important because agencies must transition from the 80 Series Listening Test to the 980 Series Listening Test for 2016-17 reporting.

Beginning with 2016-17 new students enrolling in adult ESOL or ELCATE courses must be pre-tested in reading and listening. The initial EFL will be based on the test score of the lower skill area (reading or listening). Learning gains will be based on the test score in the same skill area used for the initial EFL placement for instructional purposes.

Please note that students previously or currently enrolled in ESOL or ELCATE, who tested out of the course based on the reading score, should not be re-enrolled using the listening score.

Students can enroll in adult ESOL College and Career Readiness for additional English language instruction.

Slide #9 Placement for Instructional Purposes and LCPs – Student Example.

New Student

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.

After being tested this example shows the student scored in the high beginning range (3) for listening and in the low intermediate range (4) for reading. Accordingly, since the listening score was the lower of the two tests, this score is used for placement for instructional purposes. The initial EFL reported to the state would be high beginning (3). When the student was post-tested, the determination of LCPs was based on any gains on the listening subtests. In this example the student did make a gain and is reported with an LCP. In addition, during the next term the EFL reported would reflect the higher functioning level for listening.

Slide #10 Placement for Instructional Purposes and LCPs – Student Example (cont'd)

New Student

Once again, this table provide examples of the pre and post-test EFLs that must be reported to the state. This particular slide shows a new student who was pre and post-tested and scored in the same range. In this case the agency should use local policy to determine which is the lower score and use that score for placement for instructional purposes and reporting of initial EFL. If for example the agency selected listening to report the initial EFL, when the student was post-tested, any learning gains would be based on that subtest. In the example here, when post-tested, the

student made a gain in reading, but not listening. The initial EFL would continue to be high beginning (level 3) and no LCPs would be reported.

Slide #11 Placement for Instructional Purposes and LCPs – Student Example

Continuous Student

This slide shows a continuously enrolled student who was pre and post-tested. Because the student was placed based on their reading subtest that is the assessment that should be used to determine learning gains. In the example shown here the student's initial EFL reported for reading was Low Intermediate Level 4 and in their post-test the student scored a higher EFL. Beginning with the next term the initial functioning level will reflect the higher EFL High Intermediate Level 5 and the student is awarded an LCP.

Slide #12 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 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 website. These resources are important because they contain a lot of guidance for MIS and program staff.

This completes the Reporting Initial Educational Functioning Levels and Learning Gains for ESOL and ELCATE.