



AGE Placement and Reporting of Learning Gains

FDOE

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Federal Monitoring Visit Updates

- U.S. Department of Education conducted a federal monitoring visit during July 29th through August 2nd
- Topics Covered:
 - Performance Accountability
 - Fiscal
 - State Leadership
 - Competition and Monitoring Locals
 - WIOA Shared Monitoring
- Commendations and Possible Findings
- In addition to commendations and possible findings, OCTAE made some recommendations related to current policies for placement and reporting of learning gains

Establishment of Initial Educational Functioning Level

- Recommendations from OCTAE included:
 - Policies to address changes in EFL resulting from changing test series
 - Collection of additional learning gains for ESL students



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Establishment of Initial EFL and Reporting Learning Gains- ABE Students

New Students vs. Continuous Student

A continuously enrolled student is a student who was previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year

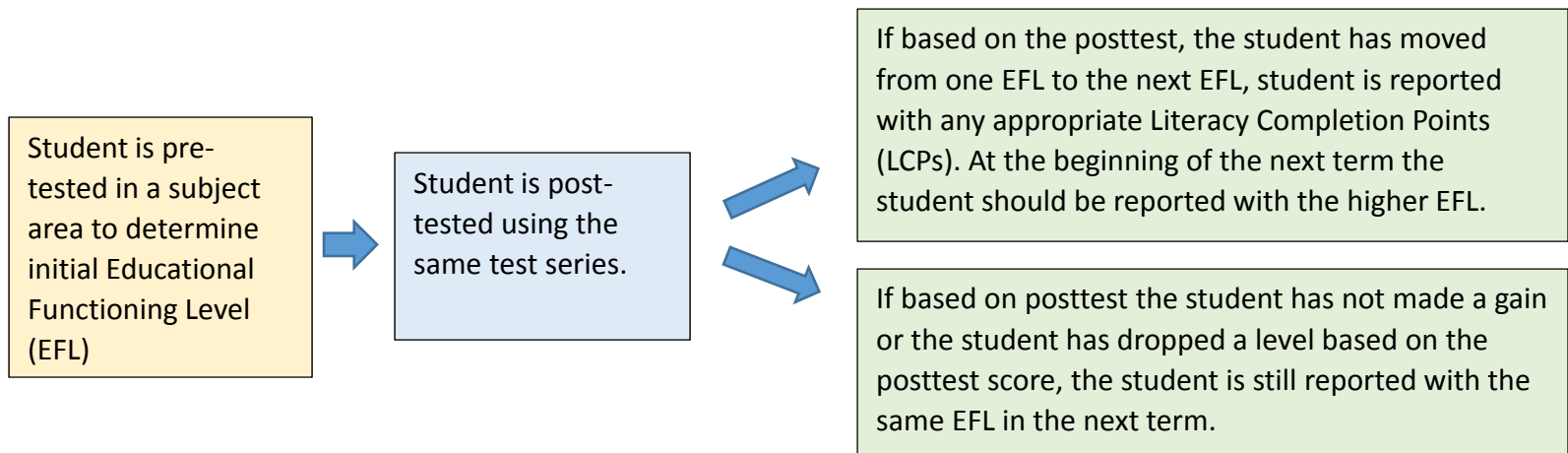
The following are all examples of New Students:

- Students not previously enrolled in any Adult Education program in any agency/district/college
- Students previously enrolled in an Adult Education program in an agency/district/college, but not enrolled in any term in either the current reporting year OR in the prior reporting year
- Students previously or currently enrolled at another agency/district/college, but have not enrolled in an Adult Education program at your agency/district/college

New ABE Students- Placement and EFL

- Student is pre-tested to establish an initial educational functioning level
- Approved assessments include TABE 11/12 and CASAS
- Student should be post-tested with the same test series to determine learning gains
- As long as the student is tested with the same test series, the EFL reported can only be equal to or higher than previously reported as long as they are continuously enrolled

New ABE Students- Placement and EFL



Continuously Enrolled ABE Students- Placement and EFL

Old Policy	Updated 19-20 Policy
<p>As long as the student was continuously enrolled the EFL reported must be equal to or higher than previously reported EFL. If a student changed test series and dropped a level, they still had to be reported with the higher EFL.</p>	<ul style="list-style-type: none">• EFL reported is now based on the test series• As long as the student was continuously enrolled and being tested under the same test series, the EFL reported must be equal to or higher than previously reported EFL.• If a student changed test series, a new initial EFL is reported for the student. This EFL can be lower or higher than the previously reported EFL based on the old test series

Procedures for Changing Test Series for an ABE Student

- The test series to establish an Educational Functioning Level (EFL) and determine learning gains may only be changed once in a reporting year for an individual student.
 - An exception may be allowed if a test is expired during a reporting year, or a new assessment is approved by FDOE.
- A student must be pre-tested on the new series to establish a new EFL.
- Learning gains reported as Literacy Completion Points (LCPs) may only be based on the pre-test and a subsequent post-test for the same test series.

Procedures for Changing Test Series for an ABE Student- Continued

- When pre-testing on the new series to establish a new EFL:
 - If the change occurs at the beginning of the course, the EFL reported would be based on the new test series.
 - If the change occurs in the middle of a course enrollment and based on the new test series the student has dropped below the current EFL, the agency should update the course record to reflect the lower EFL.
 - If the change occurs in the middle of a course enrollment and based on the new test series the student has moved to a higher EFL, the agency should begin reporting the new higher EFL at the beginning of the next term. If the new higher EFL places the student out of the program, the student should be exited from the course and enrolled in the appropriate higher level program (Example ABE to GED Prep).

Procedures for Changing Test Series for an ABE Student- Continued

- These policies can be applied to students who were transitioned from the TABE 09/10 to the TABE 11/12 in 2018-19
 - If the student is still enrolled in ABE, the initial education functioning level of the students can be based on the new test series
 - The initial TABE 11/12 score would represent the pretest score of the new test series and any subsequent gains would be based on moving up from that pre-test score

Changing Test Series- Example 1a

Previous Test Series	EFL Based on Previous Test Series	New Test Series	EFL based on New Test Series
TABE 11/12	ABE Level 2	CASAS	ABE Level 3

Timing of the Change	EFL Reported for Current Term	EFL Reported for Next Term
Beginning of the Course	ABE Level 3	ABE Level 3 or higher if post-tested
Middle of the Course	ABE Level 2	ABE Level 3 or higher if post-tested

Notes:

- If changing in the middle of a course, the initial EFL reported should always reflect the lowest EFL between the two test series
- No gains would be reported from going from a Level 2 based on the TABE 11/12 to Level 3 based on the CASAS because it was between two different test series
- If student moved from a Level 3 to 4 on the same test series, the LCP can be reported

Changing Test Series- Example 1b

Previous Test Series	EFL Based on Previous Test Series	New Test Series	EFL based on New Test Series
TABE 11/12	ABE Level 3	CASAS	ABE Level 5

Timing of the Change	EFL Reported for Current Term	EFL Reported for Next Term
Beginning of the Course	ABE Level 5- Student is enrolled in GED Prep	N/A
Middle of the Course	ABE Level 3	Student should be exited and enrolled in GED prep based on the test date of the new series

Notes:

- In this scenario the student placed out of ABE when moving to a new test series
- If the move to the new test is done before the start of a course, the student would be enrolled in GED, they would not be placed in ABE
- If the move to the new test is done in the middle of the course, the EFL reported would reflect the lower EFL, and the student would be exited out of the ABE course and moved to the GED course. There would be no gains reported unless the student had previously earned an LCP from the prior test series.

Changing Test Series- Example 2

Previous Test Series	Initial EFL Based on Previous Test Series	New Test Series	Initial EFL based on New Test Series
CASAS	ABE Level 3	TABE 11/12	ABE Level 2

Timing of the Change	EFL Reported for Current Term	EFL Reported for Next Term
Beginning of the Course	ABE Level 2	ABE Level 2 or higher if post-tested
Middle of the Course	ABE Level 2	ABE Level 2 or higher if post-tested

Notes:

- If changing in the middle of a course the initial EFL reported should always reflect the lowest EFL between the two test series
- If student moved from a Level 2 to 3 on the same test series, the LCP can be reported

Changing Test Series- Example 3

Previous Test Series	Initial EFL Based on Previous Test Series	New Test Series	Initial EFL based on New Test Series
TABE 09/10	ABE Level 4	TABE 11/12	ABE Level 2

Timing of the Change	EFL Reported for Current Term	EFL Reported for Next Term
Beginning of the Course	ABE Level 2	ABE Level 2 or higher if post-tested
Middle of the Course	ABE Level 2	ABE Level 2 or higher if post-tested

Notes:

- If changing in the middle of a course, the initial EFL reported should always reflect the lowest EFL between the two test series
- If student moved from a Level 2 to 3 on the same test series, the LCP can be reported

Changing Test Series- Example 4

Previous Test Series	Initial EFL Based on Previous Test Series	New Test Series	Initial EFL based on New Test Series
TABE 11/12	ABE Level 3	CASAS	ABE Level 4

Timing of the Change	EFL Reported for Current Term	EFL Reported for Next Term
Beginning of the Course	ABE Level 4	ABE Level 4 or higher if post-tested
Middle of the Course	ABE Level 3	ABE Level 4 or higher if post-tested

What if the student had already made a gain based on TABE 11/12 from a level 3 to 4

- If changing in the middle of a course the initial EFL reported should always reflect the lowest EFL between the two test series
- If student moved from a Level 2 to 3 on the same test series, the LCP can be reported

Changing Test Series- Example 5

If changing in the middle of course, what if the student had already made a gain based on TABE 11/12 from a level 2 to 3?

Initial Test	Initial EFL	Current EFL before test series switch	New Test Series	EFL based on new test
TABE 11/12	ABE Level 2	ABE Level 3	CASAS	ABE Level 4

- The EFL reported for the course would be ABE Level 2
- The LCP for moving from a level 2 to 3 on the same test series would be reported
- There is no LCP for moving from a level 3 to 4 because it was a different test series
- In the next course the EFL reported would be level 4

Changing Test Series- Example 6

If changing in the middle of a course, what if the student makes the same gain in the same term?

Initial Test Series	Initial EFL	Current EFL before test series switch	New Test Series	EFL based on new test	Final EFL
TABE 11/12	ABE Level 2	ABE Level 3	CASAS	ABE Level 2	ABE Level 3

- The EFL reported for the course would be ABE Level 2
- The LCP for moving from a level 2 to 3 on the same test series would be reported. There are not two reportable values, it is the same LCP value.
- In the next course the EFL reported would be level 3

Changing Test Series- Example 7

What if the student makes the same gain in the same reporting year on two different test series?

Fall Course			Spring Course		
Initial Test Series	Initial EFL	Current EFL before test series switch	New Test Series	EFL based on new test	Final EFL
TABE 11/12	ABE Level 2	ABE Level 3	CASAS	ABE Level 2	ABE Level 3

- The EFL reported for the both courses would be ABE Level 2
- The LCP for moving from a level 2 to 3 on the same test series would be reported in the first course. The same LCP could be reported for moving from a level 2 to 3 on the same test series in the second course.
- In the next course the EFL reported would be level 3

Implementation timeline

- TA Paper is currently being updated to reflect the new policies
- Q&A Resource Document is also being created as an additional resource

Implementation timeline

- Agencies may apply the new policies to the current reporting year
- It is an agency level decision whether to begin applying the changes to the next term or to go back to the first reportable term in 2019-20
- If agencies choose to review their records and update EFLs and report additional gains for the summer data (Term 1/Survey F), they will need to follow proper procedures for sending updated records



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Establishment of Initial EFL and Learning Gains- ESL Students

New ESL Students- Placement and EFL

- Student is pre-tested in both listening and reading
- Initial EFL is based on the lowest EFL between the two subtests
- Approved assessment include CASAS, BEST Plus, BEST Literacy, and TABE CLAS-E
- Student should be post-tested with the same test series to determine learning gains
- As long as the student is tested with the same test series, the EFL reported can only be equal to or higher than previously reported as long as they are continuously enrolled

Continuously Enrolled ESL Students- Placement and EFL

Old Policy

As long as the student was continuously enrolled the EFL reported was based on the initial subtest used to place the student. The EFL reported must be equal to or higher than previously reported EFL. If a student changed test series and dropped a level, they still had to be reported with the higher EFL.

Updated 1920 Policy

- EFL reported is based on the lower between the two subtests
- As long as the student was continuously enrolled and being tested under the same test series, the EFL reported must be equal to or higher than previously reported EFL and should always reflect the lower EFL between the two subtests
- If a student changed test series, a new initial EFL is reported for the student. This EFL can be lower or higher than the previously reported EFL based on the old test series

Continuously Enrolled ESL Students- Placement and EFL

19-20 Policy

- EFL reported is based on the lower between the two subtests
- As long as the student was continuously enrolled and being tested under the same test series, the EFL reported must be equal to or higher than previously reported EFL and should always reflect the lower EFL between the two subtests
- If a student changed test series, a new initial EFL is reported for the student. This EFL can be lower or higher than the previously reported EFL based on the old test series

20-21 Policy

- Two separate EFLs will be reported; one for listening and one for reading
- As long as the student was continuously enrolled and being tested under the same test series, the EFL reported must be equal to or higher than previously reported EFL for the specific subtest
- If a student changed test series, a new initial EFL is reported for the student. This EFL can be lower or higher than the previously reported EFL based on the old test series

ESL Placement – Example 1

Old Policy- New Student

Subtest	Initial EFL	EFL after PT	LCPs Reported?	EFL after second PT	LCPs Reported?
Listening	ESL Level 2	ESL Level 2	No	ESL Level 3	Yes
Reading	ESL Level 3	ESL Level 4	N/A	ESL Level 5	N/A

Based on the old policy, the listening test would have been used to determine EFL and report any subsequent gains. Even though a gain was made on the reading subtest, it would not have been reported since it was not the subject used to place the student.

ESL Placement – Example 1

Updated Policy in 2019-20

	Fall Term				Spring Term			
Subtest	Initial EFL	EFL Reported	EFL after PT	LCPs Reported	Initial EFL	EFL Reported	EFL after second PT	LCPs Reported
Listening	ESL Level 2	ESL Level 2	ESL Level 2	No	ESL Level 2	ESL Level 2	ESL Level 3	Yes
Reading	ESL Level 3		ESL Level 4	Yes	ESL Level 4		ESL Level 5	Yes

- Because only one EFL can currently be reported, it would be based on the lowest EFL between the two subjects. In this case the EFL reported would be a Level 2 or both terms.
- For the Fall Term the EFL for the gain in reading can reported using the new LCP codes
- For the Spring Term both EFLs from the Reading and Listening gains can be reported using the new LCP codes

ESL Placement – Example 1

Updated Policy in 2020-21

	Fall Term			Spring Term		
Subtest	Initial EFL	EFL after PT	LCPs Reported	Initial EFL	EFL after second PT	LCPs Reported
Listening	ESL Level 2	ESL Level 2	No	ESL Level 2	ESL Level 3	Yes
Reading	ESL Level 3	ESL Level 4	Yes	ESL Level 4	ESL Level 5	Yes

- Both EFLs can be reported beginning with 2020-21
- For the Fall Term the EFL for the gain in reading can reported using the new LCP codes
- For the Spring Term both EFLs from the Reading and Listening gains can be reported using the new LCP codes

ESL Placement – Example 2

Old Policy- Continuously Enrolled student placed based on Reading

Subtest	Initial EFL	EFL after PT	LCPs Reported?	EFL after second PT	LCPs Reported?
Listening	ESL Level 4	ESL Level 4	N/A	ESL Level 5	N/A
Reading	ESL Level 5	ESL Level 6	Yes	ESL Level 7	Yes

- The student was originally placed based on the reading test when that was the only option for placement
- The EFL and any LCPs reported were based on the Reading subtest
- In this example the student tested out of ESOL. They could have continued to receive instruction through ESOL College and Career Readiness (state fundable program that is not part of NRS)

ESL Placement – Example 2

Updated Policy in 2019-20

	Fall Term				Spring Term			
Subtest	Initial EFL	EFL Reported	EFL after PT	LCPs Reported	Initial EFL	EFL Reported	EFL after second PT	LCPs Reported
Listening	ESL Level 4	ESL Level 4	ESL Level 4	No	ESL Level 4	ESL Level 4	ESL Level 5	Yes
Reading	ESL Level 5		ESL Level 6	Yes	ESL Level 6		ESL Level 7	Yes

- Because only one EFL can currently be reported, it would be based on the lowest EFL between the two subjects. In this case the EFL reported would be a Level 4 or both terms.
- For the Fall Term the EFL for the gain in reading can reported using the new LCP codes
- For the Spring Term both EFLs from the Reading and Listening gains can be reported using the new LCP codes

ESL Placement – Example 2

Updated Policy in 2020-21

	Fall Term			Spring Term		
Subtest	Initial EFL	EFL after PT	LCPs Reported	Initial EFL	EFL after second PT	LCPs Reported
Listening	ESL Level 4	ESL Level 4	No	ESL Level 4	ESL Level 5	Yes
Reading	ESL Level 5	ESL Level 6	Yes	ESL Level 6	ESL Level 7	Yes

- Both EFLs can be reported beginning with 2020-21
- For the Fall Term the EFL for the gain in reading can reported using the new LCP codes
- For the Spring Term both EFLs from the Reading and Listening gains can be reported using the new LCP codes

ESL- Reportable LCP Codes for 2019-20

	EFL	Original LCP	Listening LCP	Reading LCP
ESOL	ESL Level 1	A	G	M
	ESL Level 2	B	H	N
	ESL Level 3	C	I	P
	ESL Level 4	D	J	R
	ESL Level 5	E	K	S
	ESL Level 6	F	L	T
ELCATE	ESL Level 5	B	K	S
	ESL Level 6	C	L	T
ESOL College and Career Readiness	ESL Level 7 and Higher	A	N/A	N/A

ESL- Reportable LCP Codes for 2020-21

	EFL	Original LCP	Listening LCP	Reading LCP
ESOL	ESL Level 1	A	G	M
	ESL Level 2	B	H	N
	ESL Level 3	C	I	P
	ESL Level 4	D	J	R
	ESL Level 5	E	K	S
	ESL Level 6	F	L	T
ELCATE	ESL Level 5	B	K	S
	ESL Level 6	C	L	T
ESOL College and Career Readiness	ESL Level 7 and Higher	A	N/A	N/A

ESL Placement – Changing Test Series

- Process is similar to ABE
 - If the change occurs mid-term, the EFL reported should reflect the lower EFL between the two test series
 - Gains reported may only be based on a pre-test and post-test for the same test series

ESL Placement- ESOL/ELCATE and ESOL College and Career Readiness

Old Policy

Once a student had tested out of ESOL or ELCATE based on the subtest used for placement and reporting they were exited out of ESOL and could be enrolled in ESOL-CCR for additional instruction.

Updated 19-20 Policy

A student should be remain enrolled in ESOL or ELCATE until they have tested out in both subtest areas. Once the student has an ESL Level 7 or higher in both reading and listening they can be enrolled in ESOL-CCR for additional Instruction.

- Students should not be concurrently enrolled in ESOL/ELCATE and ESOL-CCR
- Students who previously tested out of ESOL, but who still have a subtest score below ESL Level 7, can be re-enrolled in ESOL or ELCATE

Implementation timeline

- TA Paper is currently being updated to reflect the new policies
- Q&A Resource Document is also being created as an additional resource

Implementation timeline

- Agencies may apply the new policies to the current reporting year, or wait until the 2020-21 year to implement
- It is an agency level decision whether to begin applying the changes to the next term or to go back to the first reportable term in 2019-20
- If agencies choose to review their records and update EFLs and report additional gains for the summer data (Term 1/Survey F), they will need to follow proper procedures for sending updated records
- If you begin using the new LCP codes to distinguish between reading and listening gains, you should not also report the current general LCP values

2019-20 Data Reporting Schedule – Workforce Development Information System (WDIS)

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey F/G	August 26, 2019	September 5, 2019	September 19, 2019
Survey W/X	January 6, 2020	February 6, 2020	February 27, 2020
Survey S	June 1, 2020	July 2, 2020	July 9, 2020
End of Year Update Window	July 13, 2020	n/a	July 30, 2020

Data Certifications due on August 7, 2020

2019-20 Data Reporting Schedule – Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
1E/2B (Summer)	August 16, 2019	Sept. 6, 2019 (AGE Data)	October 4, 2019
		September 13, 2019	
2E/3B (Fall)	January 3, 2020	February, 7, 2020	March 6, 2020
3E (Winter/Spring)	April 3, 2020	May 8, 2020	June 12, 2020
EOY Data Verification (By Request Only)	June 16, 2020		June 30, 2020

Data Certifications DUE the day after the submission window closes

2019-20 Data Reporting Schedule – CBO System

Survey	Required Load Date	Submission Period CLOSSES
Survey 11*	n/a	July 30, 2020
Survey 1	October 15, 2019	October 29, 2019
Survey 2	March 16, 2020	March 30, 2020
Survey 3	July 15, 2020	July 29, 2020

* Survey 11 is a preliminary survey used for NRS reporting to show students still enrolled as of July 1st. Please see the handbook for required formats.

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