Four Critical Factors that Impact Your NRS Data

Resources for the Adult Education Practitioner

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Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Four Critical Factors That Impact Your NRS Data

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4-6	Think about what you want to take-away from this session.	
8	What do you know about NRS?	
9	What exactly is a WDIS year?	
10-12	How are functional level gains earned?	
14	What is an LCP and how is it reported to the State for funding?	
20	What are the four critical factors?	
21	How long does a student need to attend a program before s/he is considered part of your school enrollment and eligible for funding?	
23	What do you consider to be the biggest negative impact on your student attendance?	
23	What is the greatest barrier that you face with regard to meeting a 70% post-testing rate?	
26	What are you doing to increase student post-testing performance?	
27	When you look at the "Critical Timeline of Events", which actions, if any, are you failing to do?	

28-33	What enrollment strategies, best practices, and resources can you begin to immediately implement in order to boost your overall school enrollment?	
34-39	What attendance strategies, best practices, and resources can you begin to immediately implement in order to boost your retention rate?	
40-46	What strategies, best practices, and resources can you begin to immediately implement in order to increase your overall post-testing rate?	
47-63	What strategies, best practices, and resources can you begin to immediately implement in order to increase your students' post-testing performance?	

Introduction

The National Reporting System (NRS) for Adult Education is an outcome-based reporting system for the State-administered, federally funded adult education program. All Adult General Education (AGE) programs in the State of Florida are required to follow performance-based funding guidelines outlined by the Florida Department of Education in order to comply with NRS requirements. Performance-based funding is an accountability system with a built-in incentive structure that encourages progress toward certain established goals and performance objectives with periodic measurements of progress.

AGE programs and courses of academic instruction are identified by a course number and summarized for evaluation of Measurable Skill Gains (MSGs) by Literacy Completion Points (LCPs) in ESOL and ABE programs. In order to progress through the adult program LCPs, a student must complete the performance standards listed in the FLDOE Adult Education Program Course Standards, website:

http://www.fldoe.org/workforce/dwdframe/ad_frame.asp

Progress from level to level is measured using a standardized test for all federally funded programs. For State-funded programs, a progress report is used to document program completion and to track LCPs. Adult high school and co-enrolled students show progress by demonstrating mastery of course performance

standards and by earning credit for course competencies. GED® preparation students' progress through LCPs by passing the subtests of the official GED® test. Applied Academics for Adult Education (AAAE) students' progress through LCPs by attaining the basic skills requirement of their respective career/technical program as measured by one of the five approved tests in State Board of Education Rule 6A-10.040, unless exempted.

In this age of accountability, administrators and teachers alike must clearly understand key factors that impact their NRS performance. First, however, all staff must know the definition of key terms to ensure that they are all on the same page. Once familiar with the terminology, adult educators need to put processes and procedures in place to support a continuous increase in their NRS performance. Though the formula is a complicated one, this training breaks it down and provides a simplified version which adult educators can easily follow with regard to AGE programs, specifically ESOL and ABE.

This training is broken down into two parts: (1) Let's Talk the Talk which addresses key terms and definitions and (2) Let's Walk the Talk which begins with a critical timeline of events impacting NRS performance elements and then addresses these events by emphasizing four critical factors: (1) student enrollment, (2) attendance and retention, (3) post-testing rate, and (4) post-testing performance. Key strategies, best practices, and resources provided for each of these four critical factors can be readily implemented in order to empower teachers and administrators to move their NRS performance data.

Part 1: Let's Talk the Talk

What Is NRS?

We now begin with a look at key terms and definitions associated with NRS reporting and performance. Let's first address what NRS is. NRS is an acronym of National Reporting System which is an outcome-based accountability system for the federally funded adult education program. It was developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL) and is administered by the State. State adult education directors and DAEL work cooperatively to manage a reporting system that demonstrates learner outcomes for adult education. In simpler terms, NRS embodies the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA, the Act) for the adult education and literacy program (Title II) and reporting under WIOA.

The online NRS database is designed to collect aggregate statewide data from formula grantees on an annual basis. The data, though reported annually, is reported according to WDIS year, not calendar or fiscal year. This leads us to our next question.

What Is a WDIS Year?

Let us reference the regular school year since we are all familiar with it. The school year begins July 1st and runs through June 30th of the following year. The WDIS year is different. There are five total reporting survey periods in a WDIS year; however, for practical purposes, we will focus on only 3 ***basic*** survey periods since the other two address courses that overlap across basic survey periods. During these 3 basic survey periods, data is collected with specific submission deadline dates for the state and federal governments. The chart below provides a clearer picture.

2019-2020 WDIS Year					
Survey	**Term**		**Trimester**	**WDIS Year**	**School Year**
F	Term 3	20182	April – July 2019	**2019 – 2020**	2018 – 2019
W	Term 1	20191	Aug. – Dec. 2019	**2019 – 2020**	2019 – 2020
S	Term 2	20192	Jan. – April 2020	**2019 – 2020**	2019 – 2020
F	Term 3	20193	April – July 2020	2020 – 2021	2019 – 2020

Your District may refer to a WDIS Year as an NRS Reporting Year.

Here you have an example of how agency's schedule overlaps with WDIS reporting. Each agency sets its own timeline of what gets reported during the three reporting windows. For example, Agency A may run a July 1 – June 30 reporting year, while

Agency B runs a May 1 – April 30 reporting year. Be sure that you know what your local reporting dates are for each survey. By looking at the "Trimester" column, you can see that these months correlate to the start and end dates for each trimester. The focus of this training is on exploring factors that impact your NRS data for these survey periods, data which is submitted to the state; therefore, we will not be looking at all details pertaining to the WDIS year. We will simply look at an overall picture so that you gain a handle on how the data is reported and which dates or time periods are significant. Additional information is available at https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf .

What Is a Measurable Skill Gain?

Now that you understand what a WDIS year is, let's look at how performance is measured. A measurable skill gain (MSG) is used to demonstrate participants' progress toward achieving a credential or employment. For adult education programs, participants can demonstrate MSG in two ways: (1) by educational functional level (EFL) or by receipt of a secondary school diploma. For the purpose of this training, we will be looking at MSG in AGE, specifically ESOL and ABE. If you wish to read on additional information on the topic, refer to the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act* found at https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf.

There are five types of MSG under WIOA. In this training, however, we will only address educational functional level (EFL) gains in ESOL and ABE programs. Basically, a student makes an EFL gain when s/he moves from one functional level to the next. The move to the next level is based on the student's post-test scores. You may be more familiar with the term Literacy Completion Point (LCP), which is the term that will be predominantly used throughout this handbook.

Take a look at the chart on the following page. This chart gives you the different NRS levels for the ABE Program with the correlated scale score ranges by test. As you look at the chart, notice the red circled numbers. These numbers indicate the steps you need to follow in order to determine when a student makes an MSG or, in other words, gains an LCP. A more detailed explanation of each step is outlined on Page 7.

1 Adult Basic Education (ABE) Program			
NRS Level	**Test**	**Subject**	**Scale Score Range**
1	TABE 11/12	Reading	300 – 441
		Mathematics	300 – 448
		Language	300 – 457
	CASAS Goals	Reading	≤ 203
	CASAS Goals	Mathematics	≤ 193
2 2	3 TABE 11/12	4 Reading	5 442 – 500
		Mathematics	449 – 495
		Language	458 – 510
	CASAS Goals	Reading	204 – 216
	CASAS Goals	Mathematics	194 – 203
3	TABE 11/12	Reading	501 – 535
		Mathematics	496 – 536
		Language	511 – 546
	CASAS Goals	Reading	217 – 227
	CASAS Goals	Mathematics	204 – 214
4	TABE 11/12	Reading	536 – 575
		Mathematics	537 – 595
		Language	547 – 583
	CASAS Goals	Reading	228 – 238
	CASAS Goals	Mathematics	215 – 225
5	TABE 11/12	Reading	576 – 616
		Mathematics	584 – 630
		Language	596 – 656
	CASAS Goals	Reading	239 – 248
	CASAS Goals	Mathematics	226 – 235
6	TABE 11/12	Reading	617 – 800
		Mathematics	631 – 800
		Language	657 – 800
	CASAS Goals	Reading	≥ 249
	CASAS Goals	Mathematics	≥ 236

Steps to determining an LCP gain in ABE:

1. **Be sure that you're looking at the correct program chart.**
   In this example, you are looking at the chart for ABE.
2. **Look at the NRS level that correlates to your student.**
   This student is currently enrolled in an ABE 2 level course.
3. **Select the test currently in use for your district/school.**
   TABE 11/12 is selected in this example.
4. **Identify the subject area.**
   The subject area is reading in this case.
5. **Look at the scale score range for the current NRS level placement.**

Now that you have all of your student's current testing and placement information, you need to look at the next scale score range that correlates to the next NRS level. In the provided example, the student will need to score between 504-535 in order to gain one LCP. It is possible for a student to gain more than one LCP from pretest to posttest. This student has a pretest score of 447 and a post-test score of 536. She has technically made two functional level gains or has earned two LCPs.

Let us look at a similar example for an ESOL student. The steps are explained on the following page.

1 ESOL Program			
NRS Level	**Test**	**Subject**	**Scale Score Range**
2	CASAS Reading 80s Series	Reading	153 – 180
1	3 CASAS Listening 980s Series	4 Listening	5 169 – 180
2	CASAS Reading 80s Series	Reading	181 – 190
	CASAS Listening 980s Series	Listening	181 – 189
3	CASAS Reading 80s Series	Reading	191 – 200
	CASAS Listening 980s Series	Listening	190 – 199
4	CASAS Reading 80s Series	Reading	201 – 210
	CASAS Listening 980s Series	Listening	200 – 209
5	CASAS Reading 80s Series	Reading	211 – 220
	CASAS Listening 980s Series	Listening	210 – 218
6	CASAS Reading 80s Series	Reading	221 – 235
	CASAS Listening 980s Series	Listening	219 - 227

Steps to determining an LCP gain in ESOL:

1. **Be sure that you're looking at the correct program chart.**
   In this example, you are looking at the chart for ESOL.
2. **Look at the NRS level that correlates to your student.**
   This student is currently enrolled in an ESOL 1 level course.
3. **Select the test currently in use for your district/school.**
   CASAS Listening 980s Series is selected in this example.
4. **Identify the subject area.**
   The subject area is listening in this case.
5. **Look at the scale score range for the current NRS level placement.**

Now that you have your student's current testing and placement information, you need to look at the next scale score range that correlates to the higher NRS level. In this case, the student needs to score between 504-535 in order to gain one LCP. Remember that it is possible for a student to gain more than one LCP from pre- to post-test. In the provided example, the student has a pretest score of 447 and a post-test score of 536. She has made two functional level gains or has earned two LCPs.

Before continuing with the next topic, we need to look at some new information regarding AGE placement and the reporting of learning gains. On October 14th, the State held a webinar identifying some upcoming changes following a U.S. Department of Education federal monitoring visit that occurred July 29th through August 2nd, 2019. In addition to commendations and possible findings, the Office of Career, Technical, and Adult Education (OCTAE) made some recommendations related to current policies for placement and the reporting of learning gains. There is a lot of information to digest from the information provided; therefore, you can anticipate that there will be changes regarding the topics of initial placement and the reporting of learning gains. As districts meet and decide on the best course of action in order to comply with state requests or directives, we at IPDAE will keep you informed and will update documentation to reflect any changes.

What Is the Reporting Requirement for the State?

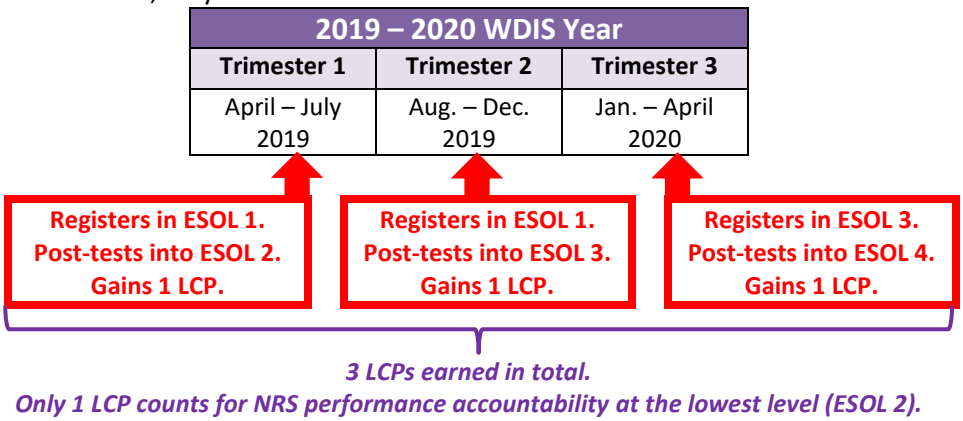
You now have a better understanding regarding the timeframe for reporting data to the state. It is reported within the context of a WDIS year. You also know that MSG or LCP refers to the gain a student makes when s/he moves from one functional level to a higher functional level. You are also aware that it is possible for a student to make multiple gains from pre- to post-test. Next, we will explore how these gains are reported to the State. One would think that if a student makes three functional gains within a WDIS year, all three functional gains are significant. When it comes to moving a student through an ESOL or ABE program in order to channel

them into CTE or other post-secondary educational options, the answer is *yes*. However, reality dictates otherwise. When reporting to the state, we only consider one LCP per student per WDIS year. This is significant, and you must have clarity in understanding this concept in order to implement changes that will yield higher NRS performance results for your programs.

Look at following two examples with visuals.

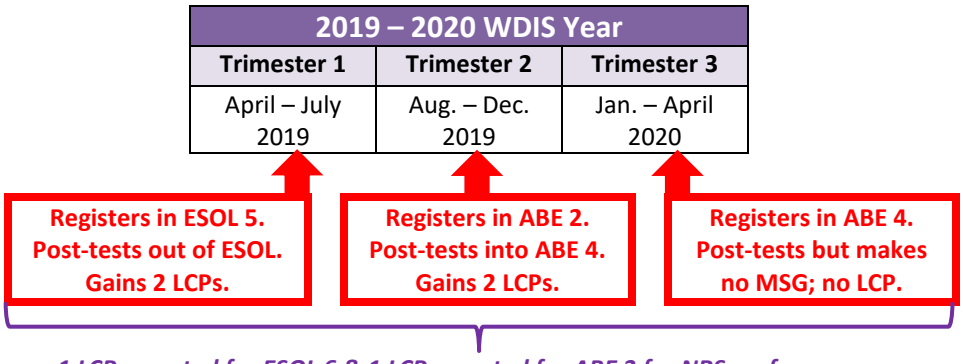
Example 1:

The student is enrolled in the ESOL program and moves three functional levels (from ESOL 1 to ESOL 4). Even though the student has moved three functional levels and three LCPs are reported to the state, only one functional level LCP at ESOL 2 counts towards your NRS performance accountability. In other words, only the LCP at the lowest functional level counts.



Example 2:

The student is enrolled in two programs within the same WDIS year: ESOL and ABE. In the ESOL program, he moves out of ESOL 5, earns two LCPs, and exits the program. He then pre-tests into ABE Level 2 and post-tests within the same WDIS year, further earning an additional two LCPs in ABE. In this case, one LCP at ESOL 5 and one LCP at ABE Level 2 count for NRS performance accountability.



In the second example on the previous page, you are allowed to count two LCPs for the same WDIS year because each LCP was earned in a different program: one in ESOL and one in ABE. Also notice that the LCPs were reported at the lowest functional level gain.

How Can You Gauge What Your NRS Performance % Will Be?

Let us now look at simplified rendering of the NRS performance formula. For practical purposes, this simplified version gives you something viable that you can use to gauge ongoing performance; but let's look at some non-negotiable guidelines:

1. **Remember to stay within the WDIS year.**
   Do not include any data outside the target WDIS year.
2. **Count only one LCP per student per program.**
   Don't worry about which LCP is reported at which functional level. Just make sure you only count one.
3. **Total the number of students who were enrolled in your program.**
   Any student with a minimum of ten hours of attendance counts.
4. **Divide the total number of LCPs (#2) by the total number of students enrolled in the program (#3).**
5. **This percent is your approximate NRS percent.**

NRS % Program Formula: $\frac{\text{1 LCP / Student / WDIS Year}}{\text{Total Student Enrollment}}$

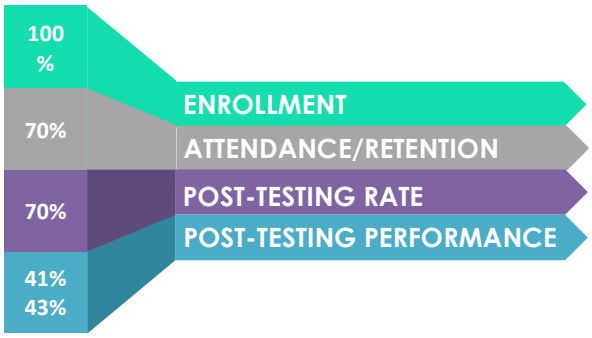
When you look at this formula, you can immediately see that something stands out. The denominator in the formula (total number of students enrolled) includes all students, not just those who post-tested. This presents a challenge because you are not just measuring performance for students who pre- and post-test. You are measuring performance over all students enrolled. As we continue this training, we will focus on anything and everything that impacts this *denominator* because if it impacts your *denominator*, it impacts your NRS performance per cent. Again, keep in mind that we are using a simplified version of the NRS formula; therefore, your calculated NRS performance per cent will not equal the State's calculation of your NRS performance. It will, however, be close enough. Also, remember that your district may refer to the WDIS year as an NRS reporting year.

Part 2: Let's Walk the Talk

Four Critical Factors that Impact Your NRS Performance

Now you can *talk the talk*. You understand key terms and know the formula for success, so it is time to *walk the talk*; but before we start walking, we need to look at four critical factors that impact your NRS performance percent. We will begin with an overview of these four factors; and as we delve into each one, we will look at strategies and best practices that you can immediately implement in order to begin to move your data in a positive direction. We will also provide you with numerous resources that you can use to implement some of these key strategies and best practices.

Look at the graphic below. Notice that each of these four critical factors carries its own attainment goal as set forth by the state. Learn these percent goals. Share them throughout your school and district. Own them!



Let us take a more in depth look at each of these four critical factors and their respective goals.

ENROLLMENT	***To meet the goal, you must maintain your enrollment at a minimum 100% of your prior WDIS year's enrollment.***
ATTENDANCE/RETENTION	***Your minimum retention goal is 70%. This is critical because it is directly tied to your post-testing rate.***
POST-TESTING RATE	***Your minimum goal for post-testing is also 70%. It makes sense that you can't reach a 70% post-testing goal if your retention is lower.***
POST-TESTING PERFORMANCE	***Your post-testing performance goals are 41% for ABE and 43% for ESOL.***

Critical Factor #1: Enrollment

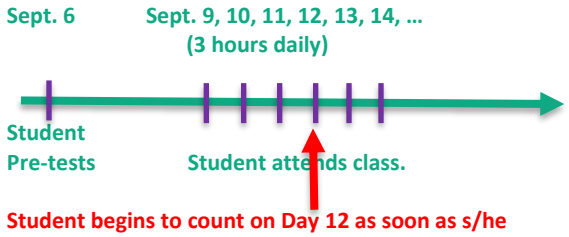
What impacts your enrollment?

What do you know about enrollment? We all know one thing: student enrollment in adult education programs across the State has been steadily declining for several years now. This is an area of concern and struggle for all of us. As we look at factors that impact our enrollment, begin to formulate ideas that will help you maintain at least 1000% of your prior WDIS year's enrollment numbers for the AGE programs in your schools. Again, our goal for this *Resource Handbook* is to identify critical factors impacting your NRS performance data and looking at ways in which you can head in a positive direction.

As we delve deeper into the enrollment topic, we need to begin by defining the moment when a student begins to count for funding purposes. This is also important because once you begin to receive funding for a student, s/he is now a part of your denominator in the NRS performance formula. We work hard to recruit students and increase our enrollment; however, we need to be aware of certain data points that impact our enrollment numbers. For example, if a student pretests, registers for a class, and attends that class for ten instructional contact hours or more, then the student is funded. This distinction is important because the bulk of adult program funding comes from student enrollment. You want to be sure to capture and retain students in order to maximize program funding.

Familiarize yourself with the chart and visuals on the following page. Now, look at the first two bullet points and the corresponding visual to their right. Here, you have an example of a student who pre-tests on September 6th and then begins attending class on September 9th. Each class runs three hours a day, and the student attended the full three hours each day. On September 12th, the student reaches his first 10 hours of direct instructional time. At this specific point s/he begins to count as part of your denominator because you begin to receive funding for him/her.

Enrollment is a double-edged sword. On one side, as your enrollment increases, your funding increases. On the other side, remember that the denominator on your NRS performance formula is the "total" number of students enrolled. The higher your enrollment, the harder you have t work to ensure that all students remain enrolled, complete the course, and post-test successfully.

What Impacts Your Enrollment?	
Did you know?	
A student must participate in a minimum of 12 contact hours of instructional activity (10 hours of direct instruction + 2 hours of testing) in order to count as part of your fundable enrollment.	
Orientation hours do not count as instructional contact hours.	**Student begins to count on Day 12 as soon as s/he reaches 10 hours of direct instruction.**
If a student is withdrawn and is out for ≥ 90 consecutive days, this student now counts twice on your denominator. In other words, s/he counts as two students.	**1 LCP / Student / WDIS Year** **Total # of Students Enrolled** **Re-enrolls after 90-day requirement = Counts as 2 students!**

Another part of enrollment that we need to address is when a student is withdrawn from a program, returns, and is re-enrolled. This sounds great, right? Well, it is if it is done prior to 90 days of the student's withdrawal date.

Look at the second visual on the bottom right of the chart above. If a student is enrolled in a class and attends for ten hours or more, s/he is now a part of our denominator. After two weeks of class, the student starts having attendance issues and is finally withdrawn after six consecutive absences. Once withdrawn, the student is out for 75 calendar days and then returns to school and re-enrolls in the class. This is a great scenario. You have recaptured the student and have regained the possibility of moving that student to the next functional level. Now, let's alter the scenario by just one day. Let's say that the student returns on Day 95. Too late. It's great that you recaptured the student; however, now he counts twice. He counts as two separate students because he did not re-enroll prior to the 90-day requirement.

For additional information on this topic, access the *Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures* at http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Critical Factor #2: Attendance/Retention

What impacts your attendance, your retention?

Let us now move on to the second critical factor impacting your NRS performance data: attendance and retention. The ultimate goal here is to increase your

retention rate; however, we are all well-aware that students with poor attendance are more likely to drop out of a program than those who attend regularly. If a student withdraws from your program, you cannot post-test him/her and, as a result, forego the opportunity to gain an LCP. As educators, we want to every student to be successful. With regard to retention, we want to retain every student; but when we are talking about NRS performance, we need to be strategic in this endeavor. Consider time and personnel limitations. Having addressed that, let us focus first on those students within a current WDIS year who have not yet made one functional level gain.

When encountering a situation where a student does NOT earn you an LCP either because s/he has been withdrawn or simply did not perform well enough to gain the functional level gain, you need to heavily target this student to ensure that s/he continues to post-test until s/he achieves a measurable skill gain.

Look at the visual on the right side of the chart below in order to gain a better understanding of this. Here, you have an example where the first student earns an LCP in Trimester 1. This student has now been added to the numerator of your NRS performance formula. Remember, 1 LCP/ student/ WDIS year. The 2nd student does not earn an LCP the first trimester. Let's say this student dropped out since we are specifically addressing attendance and retention. You need to target this student and work hard to re-enroll him/her the second trimester in order to post-test him/her. Here, the student gains the LCP in Trimester 2, so technically, this student is off your radar. The third student is the most critical. This student was enrolled in the 1st trimester and failed to gain an LCP in Trimester 1 and in Trimester 2. Now, you only have Trimester 3 to remedy the situation. You will need to work twice as hard to get this student to re-enroll in your program and attend regularly in order to have a shot at making that functional level gain. If you fail to do this by the third trimester, it will be too late, and the student will remain only on your denominator.

What Impacts Your Attendance, Your Retention?

Did you know?

Attendance and retention are interconnected. Students with attendance issues are more likely to withdraw from your program.
Many attendance issues can be easily addressed and resolved.
It is critical that you target withdrawn students, especially those who have not yet earned an LCP within the current WDIS year, or they will negatively impact your denominator.

2019 – 2020 WDIS Year		
Trimester 1	**Trimester 2**	**Trimester 3**
LCP Earned	**No need to target**	**No need to target**
No LCP	**Target** LCP Earned	**No need to target**
No LCP	**Target** No LCP	**Target**

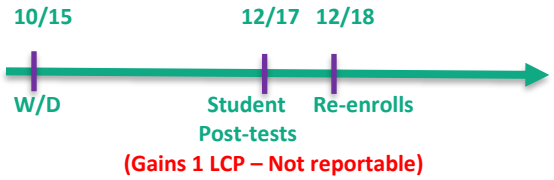
To summarize, you basically have the entire WDIS year to move a student from one functional level to the next. If you fail to do so within that WDIS year, the student will count against you in determining your NRS performance %. It is critical for you to focus specifically on students who do not gain an LCP throughout the WDIS year regardless of reason (nonperformance or program withdrawal). The impact is the same. As the WDIS year progresses, you need to target more heavily those students demonstrating no functional level gain.

Critical Factor #3: Post-testing Rate

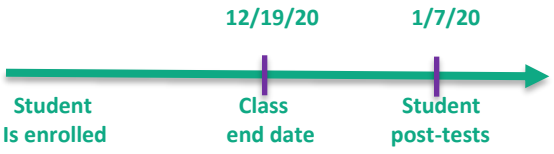
What impacts your post-testing rate?

The third critical factor is your post-testing rate, but what precisely is that? Your post-testing rate is the percent of students who are enrolled in your program and who post-test. To gain a clear picture, look at the information on the left of the chart below.

<table>
<tr><th colspan="2">What Impacts Your Post-testing Rate?</th></tr>
<tr><td colspan="2">Did you know?</td></tr>
<tr><td>Most programs post-test only at the end of the trimester.</td><td rowspan="3">You forego the possibility of earning a reportable LCP in both examples:

EXAMPLE 1:
 

(Gains 1 LCP – Not reportable)

EXAMPLE 2:
 

(Gains 1 LCP – Reportable the following trimester)</td></tr>
<tr><td>Students who are withdrawn, return to post-test within the trimester and are NOT re-enrolled in the course prior to post-testing result in no LCP earned.</td></tr>
<tr><td>Post-testing students >7 days after course exit date should be reported following trimester. Gain counts as long as student re-enrolls and we are in the same period of participation.</td></tr>
</table>

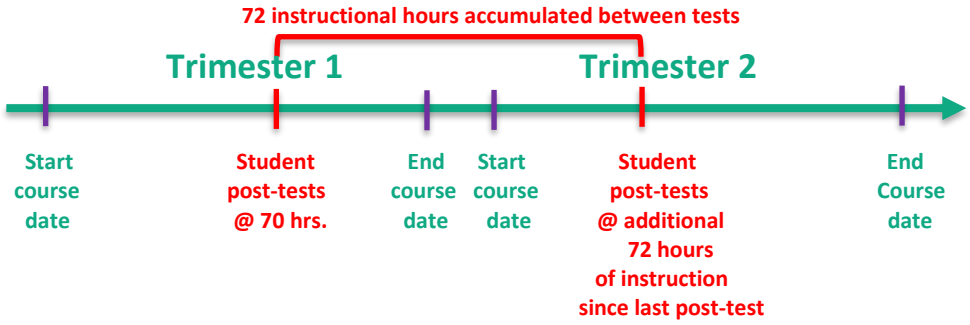
Most programs throughout the State post-test students once at the end of the trimester. Some students withdraw from a program without post-testing and then return and are tested without first re-enrolling them in the course. In situations like this, you forego the possibility of earning a reportable LCP. The third box on the chart refers to students who post-test after the course end-date. When this

happens, the LCP is reported the following trimester as long as the student re-enrolls and we are in the same period of participation.

We now know that the State target is to attain a minimum 70% post-testing rate. The post-testing rate is critical because it directly impacts your performance rate as well. Because of the way the NRS formula is set up, you already know that if a student does not post-test, s/he counts against you in your denominator. We have emphasized this repeatedly. Additionally, every time your post-testing rate drops, in essence, so will your performance rate. You may ask yourself, "Why?" The math is pretty simple. If you only post-test 50% of the students enrolled in your program, this already drops your performance rate to 50%. Now, you are starting at a maximum performance of 50%, assuming that every single one of your students who post-tests gains a minimum of one functional level gain.

Let us specifically address the two examples visually represented on the right of the table. Both are examples of students who do post-test and make a functional level gain; however, in neither example are the LCPs reportable. In the first example, the student returns to post-test but is not re-enrolled in the course prior to post-testing. The student does make the functional gain and can move to the next level course; however, you have forgone the ability to report that LCP for your NRS performance rate. In the second example, the student post-tests more than 7 days after the end of course date; therefore, the LCP is reported the following trimester.

Before we move on to the last critical factor, let us address the minimum number of instructional hours that are required for post-testing. Be sure that you follow the test publisher's recommended number of instructional hours before determining when to post-test a student. Also, remember that you accumulate instructional hours from the prior test to the present. This allows you to include instructional hours from a prior trimester when determining whether or not a student has sufficient hours to post-test. In situations like these, the hours transfer across WDIS years. In other words, you can carry hours over from one trimester to the next regardless of WDIS year. See the chart on the following page.

What Impacts Your Post-testing Rate?
Did you know?
Instructional hours for post-testing are counted from test date to test date.
EXAMPLE: 

The chart shows how to count instructional hours to determine whether or not a student has met the minimum requirement for post-testing as recommended by the testing company. In the example in the prior chart, the student post-tested early in the first trimester. Instructional hours accumulated after the first post-test are added to instructional hours accumulated during the second trimester. Together, the sum of total hours equals 72 hours which according to the test publisher meets the minimum instructional time requirement. Since the student is "ready" to post-test, s/he can be tested at the 72-hour mark rather than having to wait to post-test at the end of the trimester.

Critical Factor #4: Post-testing Performance

What impacts your students' post-testing performance?

We already know that the post-testing rate impacts your post-testing performance. If a student does not meet the requirements for "reportable" LCPs, then this will negatively impact your post-testing performance. If the student does not post-test, this will impact your post-testing performance.

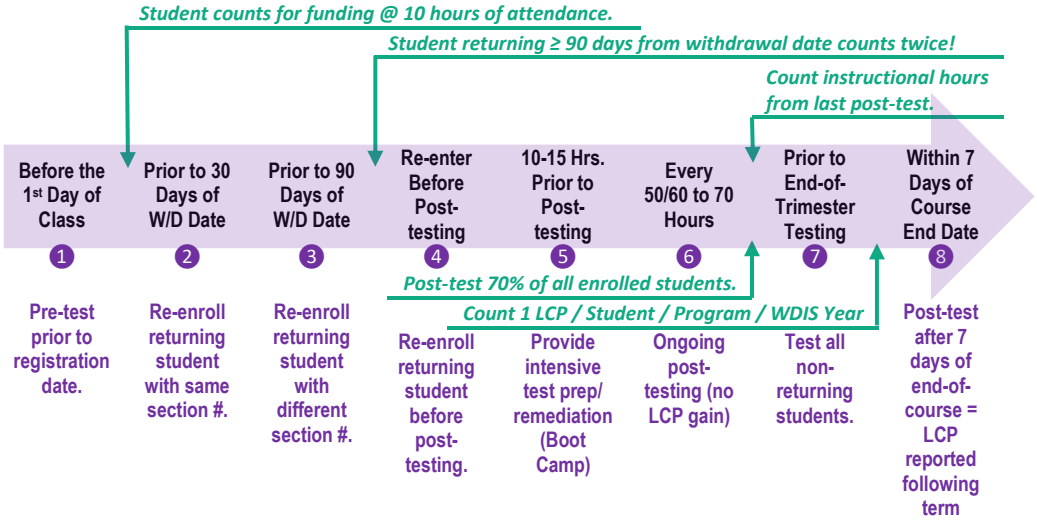
In addition to these "technicalities", we must look at the instructional component. Students who are not well-prepared to test will test poorly. We have addressed instruction and instructional resources in numerous IPDAE webinars, and this is not what this *Resource Handbook* is about. With regard to instruction, what we need to keep in mind is that it must be data- and competency- or standards- driven. That being said, let us talk about post-testing frequency. If you test a student once per trimester, then that student only has one shot at making a measurable skill gain. If the student has more than one opportunity to post-test, then that student will have more than one opportunity to move a functional level. It's simple math. We should

also consider that the more often a student is exposed to testing, the less anxious s/he will be.

Another important point is that if a student is confident and well-prepared for post-testing, then odds are that the student will do well. This begins by knowing what test level and form the student will be tested on and what content will be tested. We at IPDAE have been mentioning for some time now that we are field-testing individualized Instructional Student Plans (ISPs) for TABE 11/12. These plans identify all content that will be post-tested based on subject area and test level. What we have seen so far with our control groups is that students are performing significantly better when post-testing when these plans are used to identify and target their deficiencies. Prior to post-testing, review the student's individualized ISP. Go over any pending content that remains non-mastered. Be sure that the student has demonstrated at least 70-75% mastery of all identified tested content. This will give the student a higher chance at making that measurable skill gain. As your students move from one functional level to the next, so will your post-testing performance increase.

Critical Timeline of Events: Miss the Date, Miss the LCP!

Look at the visual below. All eight talking points are critical to moving your NRS data, so we will go over each in detail.



Timelines are important. Deadlines are important. Scheduling details are important. If you make an error concerning any of these, you will forego earning your LCP. In other words, even if the student technically gains a functional level

when post-testing, it will not count toward your NRS performance percent. Let us address each of these talking points.

1. Before the 1st day of class:

   Be sure to pre-test students prior to registering them for any course. If you fail to pre-test first, you will forego earning the LCP when the student post-tests. Also, be mindful that the same applies if you pretest a student, and the test score is invalid. The result will be the same, and you will forego earning the LCP.

2. Prior to 30 days of the withdrawal date

   This is more of a registrar issue, but it is important that you are at least aware of it. When a student is withdrawn and returns within 30 days of the withdrawal date, your registrar is to register the student in the same section number. Don't worry too much about the why behind this. Just be mindful and share this information with your registrar.

3. Prior to 90 days of the withdrawal date

   This appears to be similar to number 2 above except that we are now looking at a student who returns 90 days after his/her withdrawal date. What is different is that any student who returns after 90 days or later of being withdrawn (within the same WDIS year) counts twice on your denominator. This has been emphasized multiple times already throughout this document. Please, be sure to make every effort to recapture a student prior to these 90 days.

4. Re-enter before post-testing

   Re-enter a returning to student prior to post-testing him/her. We are sometimes so focused on post-testing everyone, especially students who are returning after never post-testing, that we forget to first re-enter them in the course. This is critical if you are to have a shot at gaining the LCP. If the student returns, and you do not re-enter him/her in the course prior to post-testing him/her; you will forego earning the LCP.

5. 10-15 hours prior to post-testing

   I cannot emphasize enough the importance of ensuring that your students are ready to post-test. This means that you should be providing some sort of remediation prior to post-testing the student. This "intervention" should address non-mastered content reflected on the student's ISP. Remember that we are aiming for a minimum of 70-75% mastery on the ISP to determine

whether or not the student is ready for post-testing. Ideally, 75-80% would be best. This will lead to decreased frustration on the part of the student as well an increase in post-testing performance.

6. Every 50/60 to 70 hours

   Ongoing post-testing is critical to increasing your post-testing performance. Recall the examples that we reviewed earlier in this *Resource Handbook*. If a student only post-tests at the end of the trimester, then s/he only has one opportunity to demonstrate mastery and gain an LCP. If a student has an opportunity to test repeated until s/he makes a functional level gain, then your chances of gaining an LCP from that student increase dramatically. Also, remember that the more familiar a student is with the testing process, the less test anxiety s/he will experience.

   I do want to make a special note at this point. Please, ensure that the student has received the recommended hours of instruction as per the test publisher prior to scheduling him/her for post-testing.

7. Prior to end-of-trimester testing

   Even though the goal regarding post-testing is to establish a system that supports post-testing throughout the trimester, there will always be students who are left at the end of the trimester who have not yet gained an LCP and are not eligible to proceed to the next functional level. It is important that these students are not forgotten, and that they are provided with one last opportunity to gain that LCP.

   In this category, you might also have students who started late in the trimester and did not accumulate the required number of instructional hours. In such a case, if the student has NOT demonstrated 70-75% mastery of tested competencies or standards and you are certain that s/he will be returning the following trimester; then hold off and post-test the student the following trimester when s/he earns the required number of instructional hours. On the other hand, if you are certain that the student will not be returning the following trimester for whatever reason, you may still be able to post-test him/her. Usually, most test publishers and districts require a minimum of 40 hours of instructional hours in circumstances such as these as an exception to the rule. Check with your administrator and/or district staff and verify the procedure in your district. Some districts also require certain documentation be in place in order to allow post-testing exceptions.

8. Within 7 days of course end date

   Last on our critical timeline of events is that you must post-test a student within seven days of the end-of-course date if you want the LCP to be reported within the same term. After 7 days, the LCP is reported the following term so long as the student re-enrolls and we are in the same period of participation.

Now that we have gone over some very critical dates and correlated actions that need to take place, let's look at some specific best practices, strategies, and resources to address the 4 critical factors: (1) enrollment, (2) attendance/retention, (3) post-testing rate, and (4) post-testing performance.

Strategies, Best Practices & Resources for the 4 Critical Factors

Enrollment Strategies, Best Practices & Resources

Remember that funding for enrollment begins at ten hours of direct instructional time. Be sure that you closely monitor all students to ensure that they meet this minimum target.

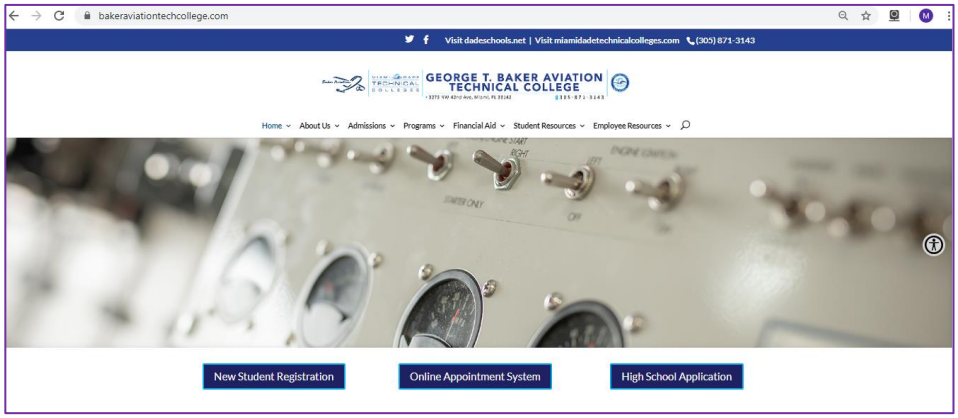
Even though the main focus of this *Resource Handbook* is on increasing your NRS performance percent, program growth is vital to success. As your program improves and grows, as it gains a reputation for excellence, and as students share positive experiences via word of mouth and social media; your NRS performance will be positively impacted. Let us briefly go over ten simple tips that will help grow your student enrollment.

1. Actively recruit.

   Assign personnel to attend local high school graduations, school ceremonies and events, community activities and fairs, etc. Visit local businesses and request permission to recruit for your program and post program information. Develop a calendar for recruitment and assign personnel to recruiting activities. Keep a running log of your recruitment efforts and make sure to ask new students what brought them to your program. This will help you target which marketing and recruitment efforts are working and which are not.

2. Develop, promote, and regularly update your web page.

   Ensure that you have a web page for your school with program offerings, activities calendar, contact information, etc. that is useful and current. Look at the partial snip of a web page for one of our technical colleges.

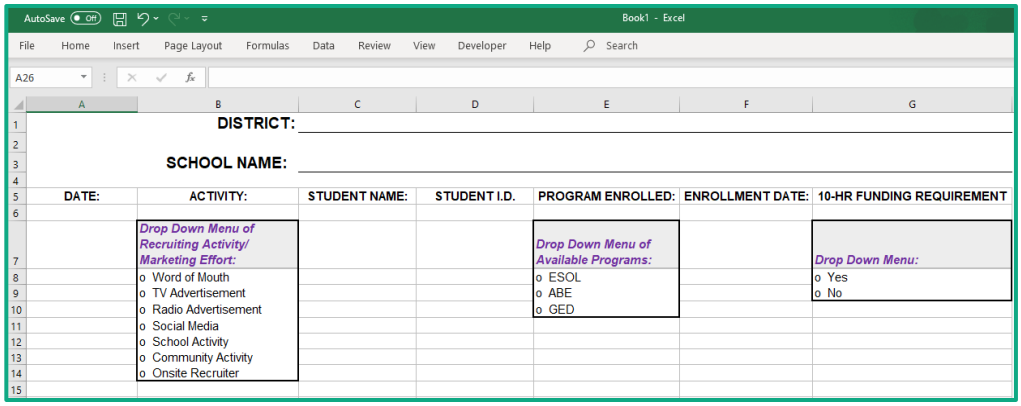


   This website has the school name, easy to read drop down menus at the top (Home, About Us, Admissions, Programs, Financial Aid, Student Resources, Employee Resources). It highlights "New Student Registration," "Online Appointment System,", and "High School Application." The layout is clean and easy to read. Basically, it's inviting. This is an actual website for George T. Baker Aviation Technical College in Miami-Dade County. As I navigated through the website, I saw that it was simple to navigate and that the information was current. Keep these details in mind when creating a website for your school or program. If you wish to take a closer look, you can access this website at https://www.bakeraviationtechcollege.com/.

3. Regularly use multiple sources of social media.

   Facebook, Twitter, LinkedIn, Instagram, Snapchat, and other social media platforms can help you market yourself and stay connected with interested or target groups.

   Before we continue to explore specific strategies and best practices for recruiting students, let's look at a simple resource that you can easily create in either Excel or Access to gauge the effectiveness of your recruiting efforts. This information is critical if you are to develop an effective recruiting plan.



Book1 - Excel

File Home Insert Page Layout Formulas Data Review View Developer Help Search

A26

	A	B	C	D	E	F	G
1		DISTRICT:					
2							
3		SCHOOL NAME:					
4							
5	DATE:	ACTIVITY:	STUDENT NAME:	STUDENT I.D.	PROGRAM ENROLLED:	ENROLLMENT DATE:	10-HR FUNDING REQUIREMENT
6							
7		*Drop Down Menu of Recruiting Activity/ Marketing Effort:*			*Drop Down Menu of Available Programs:*		*Drop Down Menu:*
8		o Word of Mouth			o ESOL		o Yes
9		o TV Advertisement			o ABE		o No
10		o Radio Advertisement			o GED		
11		o Social Media					
12		o School Activity					
13		o Community Activity					
14		o Onsite Recruiter					
15							

Notice that in the last column to the right, you can document whether or not the student has reached the minimum ten hours of direct instruction for funding purposes. Remember, if a student is present less than ten hours, you will NOT receive any funding for that student.

4. Show the career benefit of the curriculum.

   What is the value of attending and completing your program? What unique services can you provide? Articulate how your courses translate beneficially to the workforce. Look at this example below. Even though this is a Career Technical Education (CTE) program, link your ESOL and ABE programs as key transition programs to post-secondary educational options that will lead to high paying jobs and fulfilling careers.

5. Deliver flexible, blended, and accelerated learning options.

   Tell students you offer many ways to learn. Include any supporting software programs that you offer. Do you offer tutoring for students who need additional assistance or who are returning from an absence and need additional support? This is a great selling point.

6. Train all staff to respond in a timely manner.

   Having customers wait more than 24 hours for a return call is simply bad business.

7. Share student success stories.

   Highlight student success stories on your web page or through social media. Post success stories in classrooms, hallways, and offices.

8. Play to your strengths.

   Every program has something unique. What are your unique strengths? How do you compare to other schools, adult programs, etc.? Are your programs less expensive, accelerated, high performing? Do you provide career counseling to assist students into transitioning to post-secondary educational options. Do you offer a blended learning program option?

9. Facilitate the enrollment process.

   Though district have clear enrollment procedures, there are local processes that can probably be simplified or streamlined. If possible, have an appointment system set up so that students are not standing in line wasting valuable time. Share detailed steps or requirements for your enrollment process. Post required documentation at the registration counter and on your website. If possible, have an appointment system set up so that students are not standing in line wasting valuable time.

10. Customer service, customer service, customer service!

    Customer service is key! It makes all the difference in the world, but it isn't something that just happens by displaying posters. Be specific with all employees as to what customer service means at your school site. What does it look like? How do you handle irate students or customers? Request feedback from your students. Have frank conversations where they feel comfortable in helping you identify areas for improvement. And please, remember that having a strong work ethic is a key ingredient to providing outstanding customer service.

    You may wish to visit https://abound.college/advice/ten-tips-marketing-adult-students/ for more detailed information regarding some of the strategies listed on this slide.

Attendance/Retention Strategies, Best Practices & Resources

Attendance refers to being present in a school program, whereas retention refers to regular attendance over time. With regard to your NRS performance data, the State goal for post-testing is 70%; therefore, our retention must also be at 70%. We have already talked about the math. If less than 70% of your students remain in the program, then it's impossible to reach that 70% minimum post-testing rate.

Now, let us look at some strategies and best practices that you can implement in order to improve your student attendance and retention rate. Remember, the purpose of this training is NOT to give you a dissertation on best practices. We want to keep it simple so that you are able to immediately implement some of the ideas that we will be sharing.

1. Market attendance as a priority in your school.

   Let your students know that attendance is important. Post posters in classrooms and hallways. You may want to set up an attendance wall where you highlight classrooms with the best weekly attendance rate. You will find a full-size page of this graphic that you can easily reproduce it and post it throughout your school site.

2. Connect with students (via email, texting, etc.).

   The main benefit of instant messaging (IM) is just that. It is instant. With IM, messages are usually read within 90 seconds of being sent. This means that you can communicate with students in real time, and it is free. Using *WhatsApp* also allows your students to communicate on a platform with which they are comfortable. Just be sure not to overuse the platform, so segment your contact list or groups.

3. Keep morale high with good instruction.

   Set high, attainable goals and define objectives. Hold awards ceremonies. Add instructional games to your repertoire of classroom activities. Make lessons relevant. Differentiate instruction. Be encouraging and use positive

competition. Allow students to work together. Provide specific feedback and offer opportunities to improve.

I want to make a special note here regarding good instruction. On October 14, State educational leaders held a webinar: *AGE Placement and Reporting of Learning Gains*. Under the old State policy, if a student tested out of ESOL or ELCATE based on the subtest used for placement and reporting, they were exited out of ESOL. The updated 19-20 policy states that a student should remain enrolled in ESOL or ELCATE until they have tested out in both subtest areas. In other words, the student would have to gain an ESL Level 7 or higher in BOTH reading and listening in order to be eligible to exit ESOL or ELCATE. This makes good instruction even more critical. You will need to find a balance where students are able to demonstrate progress on both the listening and reading subtests. It is easy for student morale to drop when there is a lack of performance.

4. Boost personalized learning.

   Use technology. Assess as you go. Use individualized ISPs.

5. Implement an incentive program.

   An incentive program is all about building community and relationships and providing support. Remember that your efforts will be most effective if they are part of a more comprehensive approach. Reach out to your students. Establish a school-wide culture of attendance. Emphasize student engagement throughout the trimester. Some things you can do include

   - Attendance wall highlighting students with perfect attendance
   - Attendance certificates
   - Breakfast, lunch, or dinner with the principal
   - Choice of donated items
   - Parking space near the building for most improved attendance

   I just want to share that out of all of these suggestions, lunch with the principal is a definite winner. Not only is it a way to recognize students, but it also provides a great opportunity to get feedback on your programs. Students feel valued when asked for their input.

6. Provide an instructional support system for students returning after a period of absence or students re-enrolling after having been withdrawn.

   Offer extra lab time outside of regularly scheduled class times. Assign tutors to help students “catch up” on missed instruction. In this case, you may wish

to post a sign-up sheet for tutoring and be sure that there is always someone available to provide the service. Offer online follow-up lessons or activities.

7. Address, whenever possible, issues impacting student attendance (childcare, transportation, etc.).

   All communities are different; however, you can always find ways to address issues that impact student attendance. For example, if you have issues with students getting to school, you may be able to connect students so that they can carpool; or you may even be able to obtain free public transportation passes. Do the research. Find a solution.

8. Conduct daily class counts.

   This recommendation is more for administrators than teachers. Conduct daily class counts of all classrooms. Do not just limit yourself to once a day. Try doing counts 30 minutes into the class time and 30 minutes prior to the end of class. This encourages students to be on time and not leave early. Share this data with teachers. You can easily share information in an email or even an informal conversation in the hallway.

   You may also want to display the data in a chart so that both students and teachers recognize the importance of student attendance. Make this part of your "attendance" board. See if there are any patterns. Are students consistently absent on Mondays or Fridays? Discuss this with your teachers and come up with activities to build connections in your classrooms and school on these days. For example, you may want to have *Coffee Mondays* or *Friday Films*. Just be sure that you do not supplant classroom instruction with frivolous activities. If you are implementing *Friday Films*, be sure that the content is relevant to what is being covered in class and build a lesson around it. Below is a sample template you can use as a model for registering information when conducting class head counts.

DAILY CLASS COUNTS

			Monday		Tuesday		Wednesday		Thursday		Friday		
		DATE:	4-Nov		5-Nov		6-Nov		7-Nov		8-Nov		
			Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Weekly
Teacher Name	Course	Room #	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	Average
Karen Jones	ESOL 1	352	32	34	33	33	31	32	34	34	32	30	32.5
Susana Garcia	ESOL 2	353	31	29	30	28	30	31	31	30	28	26	29.4
Timothy Kahn	ESOL 3	354	35	36	32	31	34	29	36	35	31	29	32.8
Cindy Liu	ESOL 3	355	36	34	37	31	36	37	35	31	30	24	33.1
Maria Gutierrez	ESOL 4	356	33	26	34	20	27	33	31	29	27	19	27.9
Juan Carlos Barroso	ESOL 5	357	38	35	38	37	36	35	37	28	36	31	35.1
Stephanie Wilson	ESOL 6	358	22	18	21	23	16	15	12	4	22	12	16.5
		DATE:	11-Nov		5-Nov		6-Nov		7-Nov		8-Nov		
			Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Weekly
Teacher Name	Course	Room #	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	Average
Karen Jones	ESOL 1	352	HOLIDAY										
Susana Garcia	ESOL 2	353											
Timothy Kahn	ESOL 3	354											
Cindy Liu	ESOL 3	355											
Maria Gutierrez	ESOL 4	356											
Juan Carlos Barroso	ESOL 5	357											
Stephanie Wilson	ESOL 6	358											

9. Designate someone to regularly call students when they are absent.

   Most of our adult education teachers are part-time teachers and may be resistant to making student calls on their own time. Many have multiple part-time jobs. You can rotate clerical personnel to make daily calls. Remember that every student who withdraws from your program or does not gain sufficient instructional hours to post-test or to do well on the post-test counts against you. This piece is a critical piece to increasing your NRS performance.

10. Track absences, withdrawals, and re-entries.

    Number 10 goes hand in hand with number 9. Look at the sample spreadsheet below. You have a larger version in the Appendix of this *Resource Handbook*. Meet with your leadership or administrative team and decide when you will contact students for poor attendance. Will you call immediately after one absence, or will you wait for three consecutive absences? You should definitely be contacting *every* single student who withdraws. In most situations, you will be able to find a solution for the student and get him/her to re-enroll in the course.

ATTENDANCE / RETENTION DATABASE

Student Name	ID	Phone	Teacher	Course	Consecutive Absences	Total Absences	Withdrawal Date	Contact Date	Contacted By	Reason for Contact	Student Response	Return Date Confirmed	Program Re-entry Date	Notes
Carlos Garcia	9999999	999-999-9999	Timothy Kahn	ESOL 3	5	6	N/A	12-Nov	Rosie	Absences	Sick	13-Nov	13-Nov	N/A
Maria Marques	8888888	888-888-8888	Cindy Liu	ESOL 3	3	11	N/A	12-Nov	Santiago	Absences	Transportation	None		Work to find carpool option.
Quin Li	7777777	777-777-7777	Stephanie Wilson	ESOL 6	8	12	11-Nov	12-Nov	Santiago	Withdrawal	Lost	15-Nov		Schedule w/ David for tutoring

Post-testing Rate Strategies, Best Practices & Resources

We now come to the third critical factor impacting your NRS performance data. Keep an open mind as we explore specific strategies and best practices to increase your post-testing rate. Remember that there are three key components to increasing your post-testing rate:

1. Establish an ongoing post-testing program.
2. Re-enroll withdrawn students prior to post-testing.
3. Post-test within 7 calendar days of the end-of-course date.

Let us address each of these individually along with some resources that can facilitate the process.

1. Establish an ongoing post-testing program.

Consider the minimum number of instructional hours required for a student to be eligible for post-testing. Remember that this varies by test. The at-a-glance charts on the next page summarize the instructional hour requirements for our most commonly used tests for ESOL and ABE.

CASAS TESTS	
CASAS Math Goals CASAS Reading Goals	70-100 hours of instruction
CASAS Listening CASAS Reading	

TABE 11/12 (Reading, Mathematics & Language Subtests)		
NRS Level	**Alternate Form Testing** ***(i.e., 11 M to 12 M)***	**Same Form Testing** ***(i.e., 11 M to 11 M)***
1-4 (ABE)	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5-6	30-59 hours of instruction recommended	

Always be sure to keep abreast of any recommended instructional hour requirements by the test publisher. This information is always posted online. Adhere to your district's testing policy guidelines as well.

Now, we will explore how having an ongoing testing program increases the number of opportunities that each student will have toward gaining an LCP within the WDIS year. Remember that for NRS purposes, we only count one LCP per student per WDIS year. Look at the chart below. This chart represents the three trimesters in the current 2019-20 WDIS year. Now, this is an example and may not be 100% representative of the number of instructional days and hours of instruction per day for your district and school site. Nonetheless, it serves the purpose.

2019 – 2020 WDIS Year					
Trim	**# of Instructional Days**	**# of Instructional Hrs./Day**	**Total Instructional Hrs./ Trim.**	**# Times Student Can Post-test** *(60 Hrs.)*	**# Opportunities To Gain an LCP in WDIS Year**
1	81	3	243	4	**10**
2	62	3	186	3	
3	73	3	219	3	

If there are 81 instructional days in Trimester 1 and a student attends three instructional hours per day, s/he will have an opportunity to test up to four times that trimester.

If we look at Trimester 2, there are 62 instructional days at three hours per day equals a total of 186 instructional hours. When we divide 186 by the recommended number of instructional hours (60 in this case), we see that in Trimester 2, a student can test up to three times.

In Trimester 3, a student can test up to three times as well. Overall, when we look at the entire 2019-20 WDIS year as represented in this chart, a student has a total of ten opportunities to post-test and gain an LCP. Had we simply post-tested at the end of the trimester, the student would have only had three opportunities to gain the LCP.

By increasing the number of post-testing opportunities, you are increasing your ability to gain an LCP from your students; but also remember that we must only test with a purpose. We do not randomly test students every time 60 hours of instruction are accumulated. It is essential that the student be prepared for post-testing. S/he should have mastered 75-80% of all tested content in order to avoid the frustration of repeated failure. On the other hand, if a student were to leave your program and never return, you would want to strongly consider testing the student in order to provide him/her with one final opportunity to make a functional level gain. Let us look into this with greater detail.

What happens if you know that a student is going to be leaving your program and not returning? First, confirm that the student has accumulated a minimum of 40 hours of instruction. For most test publishers, this is the minimum requirement. If this is the case and you know that the student is ready for post-testing, i.e. has mastered at least 70% of the tested content, then consult with your administrator and obtain approval to post-test prior to his/her departure. More often than not, we have students that leave our programs due to expired visas, travel, family issues, etc. without post-testing. Again, this negatively impacts your NRS performance, so if you are able to post-test with your district and/or administrator's approval, then be sure to do so.

Another possible situation is what to do with students who have not yet post-tested by the end of a trimester. The recommendations are the same as for those students who leave early and are not planning on returning. Make sure that the students have accumulated at least 40 hours of instruction. Make sure they have mastered at least 70% of all tested content, and then always check with your administrator or your district to ensure that you follow the

appropriate procedures/ protocol. Some districts require specific documentation in situations like these.

We continue with the second key component to increasing your post-testing rate.

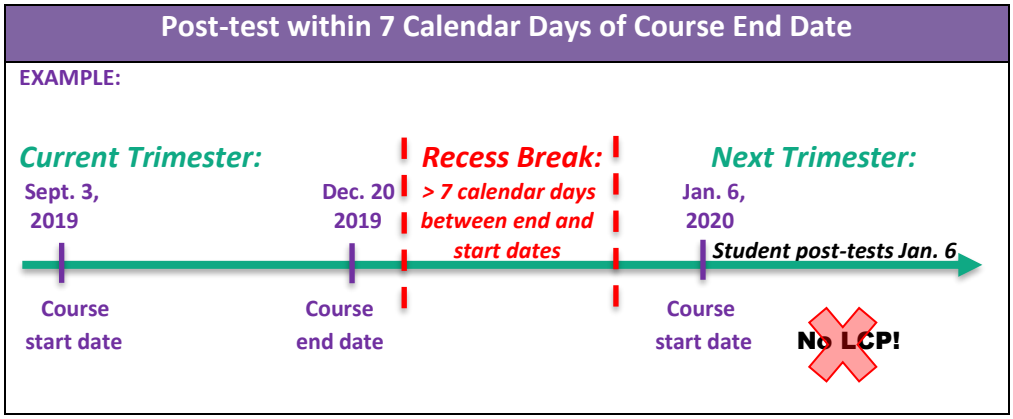
2. Re-enroll withdrawn students prior to post-testing.

   This refers specifically to students who withdraw from your program and then return to post-test. Again, these students have met the post-testing requirements we have already outlined. The important detail to remember regarding these students who are re-enrolling is that it is critical for you to re-enroll them before post-testing them, or you may forego earning the LCP.

3. Post-test within seven calendar days of the end-of-course date.

   AS you develop your testing schedule for the end of the trimester, be sure that you schedule to post-test all students within seven calendar days of the course end date. This is especially critical at the end of the trimester, especially in July and December when the end of the trimester is followed by breaks of more than seven calendar days.

   Look at the visual below.



You can see that the course ends on December 20th. If the student fails to post-test by December 20th, s/he will not be able to post-test until the new trimester begins on January 6th. This being the case, you may forego the LCP if you do not post-test by December 20th.

Post-testing Performance Strategies, Best Practices & Resources

Let us look at some strategies, best practices and resources that you can immediately begin to implement to increase your students' post-testing performance; but before we begin, we must clarify the difference between post-testing rate and post-testing performance to make sure we are all on the same page. The post-testing rate refers to the percent of all students enrolled who post-test. If 70 out of 100 students take the pre- and post-tests, then you have a 70% post-testing rate. When we refer to post-testing performance, we are talking about the percent of students who move from one functional level to the next (or higher) when post-testing. For example, if you have 100 students to pre- and post-test, and 80 of the 100 move up at least one functional level, then your post-testing performance is 80%.

Post-testing Rate	Post-testing Performance
Refers to the percent of students enrolled who take both a pre- and post-test.	Refers to the percent functional level gain for students who pre- and post-test. It does NOT take total enrollment into consideration.
State goal: 70% minimum	State goals: ESOL: 43% ABE: 41%
Example: 70 out of 100 total students enrolled took a post-test = 70% post-testing rate	***Example:*** 100 students post-test. 80 of the 100 gain at least 1 LCP = 80% post-testing performance

There are several ways we can increase our students' post-testing performance. Below is an overview of six simple strategies you can apply.

1. Know the breakdown of the test
2. Know the post-test form and level for each student
3. Create and use Individualized Instructional Student Plans (ISPs)
4. Integrate Computer Assisted Instruction (CAI) as part of a blended learning program whenever possible
5. Provide intensive test prep and remediation (Boot Camp) prior to post-testing
6. Ensure 75%-80% mastery of all tested content

We will now explore each strategy in greater detail as well as look at some resources that you can use.

1. Know the breakdown of the test

BREAKING DOWN THE TABE 11/12 TESTS

The first key component to increasing our students' post-testing performance is to know the breakdown of the test. What is tested at each level of the test? How many questions are there? How much time do you have overall? How much time do you have per question? These are all key questions that you and your student must be able to answer. If your students are familiar with the format of the test, the amount of time to complete it, and the question types that they will encounter; then chances are they will be less stressed about taking the test. Since we are addressing ESOL and ABE programs in this *Resource Handbook*, we will break down TABE 11/12 Reading, Math, and Language tests as well as the CASAS Listening and Reading tests.

Let us begin with the TABE 11/12 Reading subtest. As you look at the chart below, note that there are four levels of the TABE Reading Test: E, M, D, & A. The reading test has two parts. You can choose to give both parts in one sitting, or you can offer them at separate times. The maximum total allowable time for both parts is 100 minutes. As you go from level E to M to D to A, you can see that the number of passages, average work count, and Lexile level increase. All four levels of the test have 40 questions, and it takes approximately 2 ½ minutes to get through each question.

TABE 11/12 Reading				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Part A & 50 Min. for Part B)			
# Passages:	7	8		9
# Items:	40 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Passage:	14 Min.	12 Min.		11 Min.
Average Time Per Question:	2.5 Minutes			

Since this training is not specific to the TABE 11/12 test, or any test for that matter, you will need to refer to other IPDAE resources for more detailed information on the content covered in each level of the TABE 11/12 test. For content specific information on the TABE 11/12 Reading test, refer to the IPDAE webinar titled, "Breaking Down the TABE 11/12 Reading Test." You will also find a companion *Resource Handbook* with printable resources for that training.

The chart below breaks down the TABE 11/12 Language test. This test only has one part. The maximum allowable time and the number of questions is standard across all four levels: E, M, D, and A. Each level of the test has a total of 35 questions and a maximum allowable time of 55 minutes. This averages 1 ½ minutes per question. The average word count and Lexile level are listed so that you can see how both increase across levels demonstrating the increasing rigor from one level to the next.

TABE 11/12 Language				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	55 Minutes			
# Items:	35 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Question:	1.5 Minutes			

Again, for content specific information on the TABE 11/12 Language test, refer to the IPDAE webinar titled, "Breaking Down the TABE 11/12 Language Test." As with the reading one, a companion *Resource Handbook* with printable resources is included.

Below is the breakdown for the TABE 11/12 Mathematics test. This test, like the reading, has two parts. Be aware that each level, has different times. Also, there are approximately 40 questions per test.

TABE 11/12 Mathematics				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	65 Minutes for Both Parts: A & B	55 Minutes for Part A 10 Minutes for Part B	35 Minutes for Part A 30 Minutes for Part B	30 Minutes for Part A 35 Minutes for Part B
# Items:	40 Questions			

For content specific information on the TABE 11/12 Math test, there will be an upcoming IPDAE webinar training titled, "Breaking Down the TABE 11/12 Mathematics Test" on March 4, 2020. As with the reading and language webinars, a companion *Resource Handbook* with printable resources will also be available.

BREAKING DOWN THE CASAS TESTS

Here is a side by side breakdown of the CASAS Listening and Reading tests. For more specific information on additional CASAS tests, refer to the website: www.casas.org. You may also wish to visit the IPDAE website which has numerous webinars on CASAS and ESOL instruction.

<table>
<tr><th colspan="6">CASAS Listening Tests</th><th colspan="10">CASAS Reading Tests</th></tr>
<tr><th colspan="2">Level A</th><th colspan="2">Level B</th><th colspan="2">Level C</th><th colspan="4">Level A</th><th colspan="2">Level B</th><th colspan="2">Level C</th><th colspan="2">Level D</th></tr>
<tr><td>981</td><td>982</td><td>983</td><td>984</td><td>985</td><td>986</td><td>81</td><td>82</td><td>81x</td><td>82x</td><td>83</td><td>84</td><td>185</td><td>186</td><td>187</td><td>188</td></tr>
<tr><th colspan="16">Items/Time Per Test</th></tr>
<tr><td colspan="6">38 Items</td><td>24 Items</td><td colspan="2">28 Items</td><td colspan="2">32 Items</td><td colspan="2">38 Items</td><td colspan="2">32 Items</td></tr>
<tr><td colspan="2">49 min.</td><td colspan="2">52 min.</td><td colspan="2">51 min.</td><td colspan="10">60 minutes</td></tr>
<tr><th colspan="16">Tasks/Item Types</th></tr>
<tr><td colspan="2">Picture Prompt</td><td colspan="4" rowspan="2"></td><td colspan="10">Task 1:</td></tr>
<tr><td colspan="2">10 Items (R)</td><td colspan="10">Forms</td></tr>
<tr><td colspan="2">Comprehension Question</td><td colspan="4">Task 2:</td></tr>
<tr><td colspan="2">15 Items (R)</td><td colspan="2">11 Items (R)</td><td colspan="2">11 Items (NR)</td><td colspan="10">Charts, maps, consumer billings, matrices, graphs, tables</td></tr>
<tr><td colspan="2">Predict the Next Line</td><td colspan="4">Task 3:</td></tr>
<tr><td colspan="2">13 Items (R)</td><td colspan="2">15 Items (R)</td><td colspan="2">12 Items (NR)</td><td colspan="10">Stories, articles, paragraphs, sentences, directions, or pictures</td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="2">Identify a True Statement</td><td colspan="2" rowspan="2"></td><td colspan="10">Task 4:</td></tr>
<tr><td colspan="2">12 Items (NR)</td><td colspan="2">15 Items (NR)</td><td colspan="10">Signs, price tags, ads, or product labels</td></tr>
</table>

(R) = Item is repeated
(NR) = Item is NOT repeated

Let us begin with a review of some key details pertaining to the listening test. There are three levels of the test with two corresponding forms for each. There is a total of 38 items in each level; however, there is a slight variation in the amount of time allocated to each level of the test. Level A is 49 minutes. Level B is 52, and Level C is 51.

There are four questions types for the listening. In Level A, you have 10 items under "picture prompt", 15 items under "comprehension question", and 13 items under "predict the next line." There are no items under "identify a true statement." In the Level A listening test, all items are repeated once. In Level B, there is no picture prompt. In fact, picture prompt is only found in Level A. Under "comprehension question" you have 15 items, 13 under "predict the next line," and 12 under "identify a true statement." "Comprehension questions" and "predict the next line" items are repeated. "Identify a true statement" items are NOT repeated. In Level C, no items are repeated. This is the most difficult level test for listening. There are 11 items under "comprehension question," 12 under "predict the next line," and 15 under "identify a true statement."

Look the right part of the table as we review CASAS Reading tests. Level A has 4 forms: 81, 82, 81x, and 82x. Notice the different number of items for the forms. Forms 81 and 82 have 24 items. Forms 81x and 82x have 28 items. The Level B test only has 2 forms: 83 and 84. Each form has 32 items. The same holds true for Level C: 2 forms. Each form has 38 items.

That was a lot of information on the first component. Let us now move on to Number 2 under post-testing performance strategies, best practices, and resources.

2. Know the post-test form and level for each student.

   As we just saw, it is important to know the overall test breakdown; for students, however, only focus on the breakdown of each student's specific post-test level and form.

   CASAS makes this simple. The "Next Assigned Test" report specifically identifies the post-test level and form per student per subject (reading and listening). Speak with your test chair in order to obtain this information.

   TABE 11/12 is a little more complicated. How do you determine the form and test level? With regard to the form, we already addressed that earlier in this *Resource Handbook* when we determined how many minimum instructional hours were recommended based on NRS level and form (11 or 12). You can refer back to the information; but if you want to keep it simple, just alternate forms. If you pretested with Form 11, then post-test with Form 12, and vice versa.

   Now, let's talk about the post-test level: E, M, D, and A. By the way, since most districts do NOT use Level L for literacy, it is not addressed in detail in this *Resource Handbook*. When you look at some of your score reports, you may notice that some scale scores have a plus (+) or minus (-) sign after them. Here's an explanation of what these scores mean. You may, or may not, decide to retest the student at a higher or lower level based on the sign. If a student gets an out-of-range (O/R) score or an N/A in place of the scale score, then that student will definitely need to be retested with a lower level of the TABE. The chart on the following page outlines the test forms, subject rea subtests, scale score ranges, and NRS levels.

TABE 11/12							
Level	**Subject**	**NRS 1**	**NRS 2**	**NRS 3**	**NRS 4**	**NRS 5**	**NRS 6**
L	Reading	300-441	442-500	N/A	N/A	N/A	N/A
	Language	300-457	458-510	N/A	N/A	N/A	N/A
	Mathematics	300-448	449-495	N/A	N/A	N/A	N/A
E	Reading	310-441	442-500	501-535	N/A	N/A	N/A
	Language	310-457	458-510	511-546	N/A	N/A	N/A
	Mathematics	300-448	449-495	496-536	N/A	N/A	N/A
M	Reading	N/A	442-500	501-535	536-575	N/A	N/A
	Language	N/A	458-510	511-546	547-583	N/A	N/A
	Mathematics	N/A	449-495	496-536	537-595	N/A	N/A
D	Reading	N/A	N/A	501-535	536-575	576-616	N/A
	Language	N/A	N/A	511-546	547-583	584-630	N/A
	Mathematics	N/A	N/A	496-536	537-595	596-656	N/A
A	Reading	N/A	N/A	N/A	536-575	576-616	617-800
	Language	N/A	N/A	N/A	547-583	584-630	631-800
	Mathematics	N/A	N/A	N/A	537-595	596-656	657-800

For more details on post-testing, check out the DRC website: www.tabetest.com.

3. Create and use individualized Instructional Student Plans (ISPs).

IPDAE is currently field-testing individualized ISPs for TABE 11/12 Reading, Language, and Mathematics in selected schools throughout the State. IPDAE trainers will be meeting prior to the end of the current calendar year to make any necessary recommendations and/or updates to the plans. Once finalized, these plans will be uploaded to the IPDAE website and will be available for all to access and download.

These TABE 11/12 individualized ISPs are critical to providing data-driven and standards-driven instruction that targets student deficiencies and leads to post-testing performance increases. But what is so special about an individualized ISP? The important thing to remember is that an Individualized ISP is truly *individualized*. There is a separate plan for each level containing all tested content for that level. Look at the sample below. We will not go over the entire plan in detail as this is a separate webinar training; however, I do want to point out some key components of the plan. Note that at the top you have the TABE subject and level at which the student will be "post-testing." It is important to note that this is not the level at which the student has already pre-tested. We are preparing the student for the post-test, so this is the information that is targeted in each Individualized ISP. In this sample plan for language, you are provided with an average word count and Lexile. This information is important because it will allow you to select material that mirrors what the students will encounter on the post-test. On the left you

have current testing information and on the right, you have the post-testing information.

As you continue to read through the individualized ISP, you will notice that each domain is addressed separately. This allows you to focus on those domains which the student has either partially mastered or not mastered at all. The mastery or "proficiency" for each domain can be found on the *TABE 11/12 Individual Profile Report*. You would simply transfer the information from that report to the student's individualized ISP.

Look at each domain section, and you will see the % allocated to that domain which is taken from the TABE Blue Print for that level. Below the domain percent is the CCR standards category for that domain. In this example, you see that the domain "Conventions of Standard English" falls under the CCR "Language" category. You also have a section titled "Mastery Date". When a student has mastered all of the standards listed under the domain, you can simply jot down the mastery date and move on. Keeping a plan updated with current performance information is critical. Remember we always refer to old data as useless data. Keep your data live for real results.

Finally, take a look at the section on the standards tested under the domain. The standards listed under each domain correspond to the identified standards on the Blue Print for that specific level. Notice that the standards are color-coded. Gray is for "low" emphasis; blue is for "medium" emphasis; and orange is for "high" emphasis. You also have a column to the right of the standards so that you are able to write in the mastery date as students become proficient at each standard.

Again, these individualized ISPs are currently being field tested; however, they will need to be realigned to the new TABE 11/12 Individual Student Profile Reports that were released on October 24, 2019. Finalized plans will be available for downloading in 2020.

Unfortunately, individualized ISPs for the CASAS tests are not currently available. You can use the *CASAS Individual Student Profile Report* in order to obtain specific testing data per student.

4. Integrate Computer Assisted Instruction (CAI) as part of a blended learning program, whenever possible.

   Education looks very different today than it did even just ten years ago. Most educational programs are currently enhanced with the application of CAI. Simply put, CAI refers to instruction or remediation presented on a computer. Many educational computer programs are currently available online from numerous publishers, and these programs enhance teacher instruction in

multiple ways. I am not going to get into all the ways that CAI can enhance your ABE or ESOL program; however, I do want to emphasize the importance of several characteristics of CAI such as (1) immediate feedback, (2) self-paced learning, (3) differentiated instruction, (4) test practice, and so much more.

Let us briefly discuss the phrase blended learning program. There are various definitions for blended learning, but in order to keep things simple and understandable, we will refer to it as a method of learning which combines classroom and online instruction. In addition, a key component of blended learning is that students have an element of control over where, when, and how they work. Whatever CAI program you select to support instruction in your ESOL or ABE classroom, be sure that it is closely aligned to the standards and competencies that are posted.

5. Provide intensive test prep/remediation (Boot Camp) prior to post-testing.

   Intensive test prep and remediation prior to post-testing will give your students a sense of confidence as well as an opportunity to obtain higher test scores. Begin with practice tests. Practice tests are designed to mimic the actual test which makes them excellent preparation tools. Enforce practice test time restrictions so that students practice managing their time throughout the actual test. Next, target non-mastered content on a student's individualized ISP. If the student does not have a plan, you can refer to any practice tests offered through your online programs or even teacher-created tests. The idea is to focus only what is pending mastery. Designate approximately 10-12 hours of intensive test prep and remediation. Anything beyond this is overkill and will lose its effectiveness.

   Before we move on to Number 6, let us look at a clip of a sample template for ongoing boot camp. Turn to the page to view. Feel free to adapt the template to fit your specific program needs.

Ongoing Boot Camp Calendar Trimester: September – December 2019					
	September:				October
	Week 1	Week 2	Week 3	Week 4	Week 1
Teacher:	Damien Liu	Abe McCain	Maria Garcia	Susan Lopez	
Course:	ESOL 1	ESOL 2	ESOL 3	ESOL 4	
Interventionist:	Karen Jones	Karen Jones	Karen Jones	Karen Jones	
Teacher:	Andy Novo	Andy Novo	Luis Moldes	Luis Moldes	
Course:	ABE 1/2 Reading	ABE 3/4 Reading	ABE 1/2 Language	ABE 3/4 Language	
Interventionist:	Michael Perez	Michael Perez	Sean Ruiz	Sean Ruiz	

The template above is for an "Ongoing Boot Camp Calendar." In this example, you can see that we're simply addressing one ESOL course and one combined ABE course per week. This is an easy start to setting up your ongoing boot camp. As you get accustomed to the process, you will be able to rotate boot camps more frequently. For example, rather than schedule one week per course, you may be able to schedule a boot camp every three or four days (depending on the number of hours). Also, be sure that you send your students to test once they have completed their scheduled boot camp hours if they have mastered at least 70% of the tested content. It's critical that you follow through with the testing piece.

Let us now look at a sample Boot Camp Schedule Template that you can use once you have identified which students have gained the minimum number of required instructional hours and have mastered at least 70% of the content to be tested. Turn to the following page for a full view.

Ongoing Boot Camp Schedule Trimester: September – December 2019					
	September				Week: 3
	Day 1	Day 2	Day 3	Day 4	Day 5
Boot Camp Dates:	16-Sept.	17-Sept.	18-Sept.	19-Sept.	
Post-testing Date:					**20-Sept.**
Pull-out Time:	6 p.m. – 9 p.m. (3 hours daily)				
Remediation Room:	Room 380	Room 380	Room 372	Room 379	
Teacher:	Damien Liu				
Course:	ESOL 1				**Ready for Post-testing:**
Interventionist:	Karen Jones				
Student Names:	Milagros Garcia	Milagros Garcia	Milagros Garcia	Milagros Garcia	Milagros Garcia
	Andres Falcon	Andres Falcon	Andres Falcon	Andres Falcon	Andres Falcon
	Maria Medina	Maria Medina	Maria Medina	Maria Medina	**NOT READY!**
	Ahmed Alamad	Ahmed Alamad	Ahmed Alamad	Ahmed Alamad	Ahmed Alamad
	Kushu Mia	Kushu Mia	Kushu Mia	Kushu Mia	Kushu Mia
	Merced Linares	Merced Linares	Merced Linares	Merced Linares	Merced Linares

It is important to review some of the information included in the sample template above. At the top you can see that we are working with the September – December trimester. We are in the month of September, and we are creating the boot camp for Week 3. Specific boot camp and testing dates are identified. The pull-out time for each of these dates is the same as the class time: 6-9 p.m. in this case. We are pulling students out of Mr. Liu's ESOL 1 course. The assigned interventionist who will be providing the boot camp instruction is Karen Jones. The individual names of students who will be participating in the boot camp are listed. Note that there is space for a maximum of eight names. The reason is that boot camp is supposed to be targeted differentiated instruction, so it makes no sense to have a large group of students. Keep your groups as small as possible, depending on available staff. In the last column on the right, you can see the names of those students who have gained the minimum 70% mastery of tested content and are ready to post-test. Notice that there is one student who is not yet ready. This student should return to class and get reassigned to the next boot camp round for her level (ESOL 1 in this example.)

One of the most frequent questions I get regarding boot camp is who is going to provide the instruction. The ideal boot camp situation is a pull-out model. For this to happen, you need to have a designated person for boot camp.

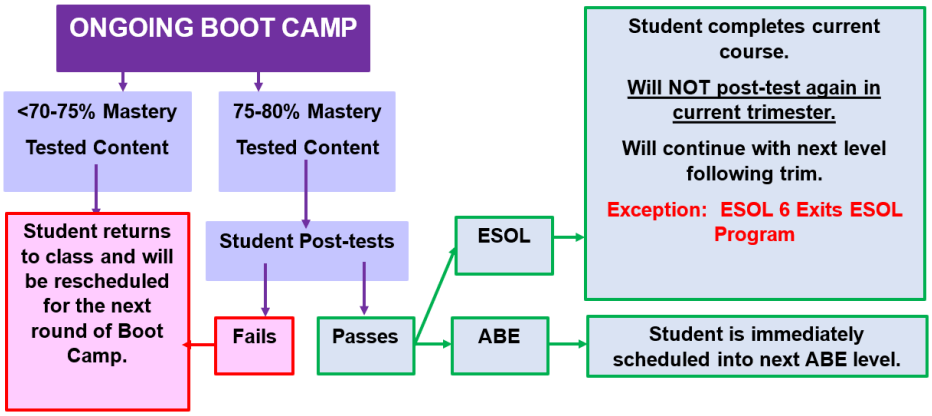
This is why we rotate groups. One more important observation that I want to share with you is that it is best to stick to one subject area when doing boot camp. If you are covering ABE levels 1 & 2 combined, do so for one subject area. For example, you may select reading, language, or math; but do not mix subject areas.

ESOL is a little different, depending on how your district has set up the reporting of LCPs. If your district is still under the old rule where LCPs are directly attached to the student's CASAS track, then provide the boot camp instruction by subject area as well (listening or reading.) If your district reports LCPs on both reading and listening, you may wish to combine the two; however, make a mental note that if you combine subject areas for ESOL, you must be sure to teach test-taking skills for each separately. Also, be aware that some of the ESOL competencies are tested in only one of the two subject areas (listening or reading.) Be sure that your instruction reflects what is tested and how it is tested.

As your students go through Boot Camp, please, remind your interventionists of the following:

- Group students during boot camp based on commonly failed content.
- Emphasize heavily weighted competencies (i.e. those with the highest number of questions).
- Address those competencies that are closest to mastery first. In other words, if a student has a 65% score on one competency and a 25% score on another; select the competency that he is closest to mastering first. This will give him or her a greater possibility of gaining that LCP because s/he already has some knowledge or understanding of that competency.
- Remember, be strategic!!!!

Before continuing with Number 6, we are going to take a look at two easy-to-read visuals of the processes for ongoing boot camp and for end-of-trimester boot camp. Let us first explore what happens after a student completes ongoing boot camp.

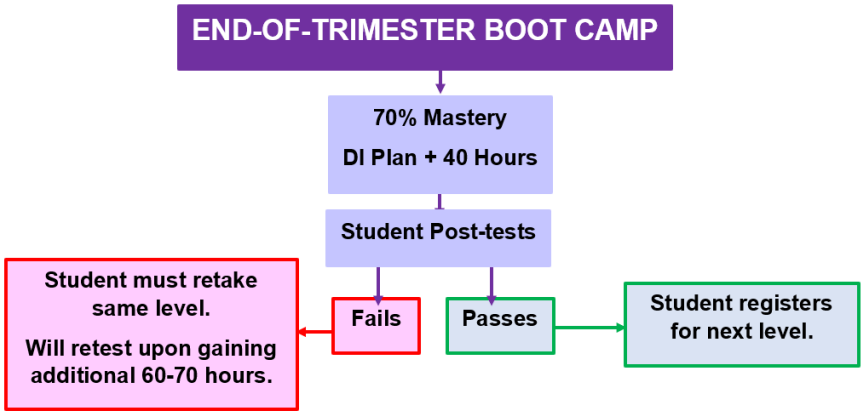


If the student has less than 70-75% mastery on tested competencies/ standards, return the student to class and reschedule them at a later date to participate in a second round of boot camp. If the student has gained 75-80% mastery of tested competencies/ standards, s/he is ready to post-test. If s/he fails the post-test, return him/her to class and schedule a second round of boot camp at a later date.

If an ESOL student passes, you can either move the student to the next functional level, or you can allow the student to remain in class and finish out the trimester. You do NOT need to retest the student at the end of the trimester in order to then allow him entry into the next higher course level. The reason for this is that when we are talking about language acquisition, the state does not recommend that we jump or skip functional levels. The only exception here is that if the student has exited Level 6 of ESOL, then s/he must be tested with the TABE for placement into ABE.

In the same situation, if we are talking about an ABE student, the ABE student needs to be scheduled into the next functional level if s/he gains the LCP. If the student were to drop a level when post-testing, the student should remain scheduled in the current level until s/he retests and makes a functional gain. In ABE, you do NOT reschedule a student into a lower level if his/her post-test score drops a functional level. They remain enrolled in the same ABE level course.

Next, we will explore what happens after a student completes end-of-trimester boot camp.



This situation is slightly different. If a student has mastered 70% of tested content and has a minimum of 40 hours of accumulated instructional time from his/her last post-test; then absolutely post-test the student. Remember, confirm with your administrator if you are required to complete any special documentation in this circumstance. If the student passes the post-test, s/he can register for the next functional level. If the student does NOT gain an LCP, s/he will need to retake the current course and accumulate the minimum number of required instructional hours before s/he is eligible to post-test again.

6. Ensure 75-80% mastery of all tested content.

   I've mentioned several times throughout this webinar, that you must make sure that your students are ready to post-test. Even if a student has accumulated the necessary instructional hours for post-testing, you must also ensure that s/he has met at least a minimum of 70% mastery on all tested content. I prefer to hold them to a 75-80% mastery level to give them some room for error. This provides the student with a better opportunity at gaining the LCP. 70% may be cutting it too close, and it is sad when a student fails to achieve the measurable gain by a point or two.

You are now ready to make some significant changes to your AGE programs, changes that will move your data in the right direction.

Reflection

Take the time to analyze and reflect on the information that has been presented in this *Resource Handbook* and take it one step further. Look at your specific AGE program. **Change** how you look at enrollment, attendance, retention, and post-testing the remainder of the year. Look at key data points that were presented throughout the webinar and at how they can impact your NRS performance. **Redesign** or participate in redesigning existing procedures regarding recruitment/enrollment, attendance/ retention, and establishing an ongoing post-testing program that will increase your site's post-testing rate as well as post-testing performance. **Review** all of the information covered in this webinar and look through the companion *Resource Handbook*. Share this information with teachers, administrators and district personnel and become an expert. **Reflect and Make a Change.** Finally, ask yourself, "What is working especially well at my school site, and what is not?" Speak to your administrative team and discuss these key points that impact all personnel at your school site. Make an active decision to initiate and support changes that will move your NRS performance data.

Appendix A

Appendix B

Daily Class Counts Template

DAILY CLASS COUNTS

			Monday		Tuesday		Wednesday		Thursday		Friday		
		DATE:	4-Nov		5-Nov		6-Nov		7-Nov		8-Nov		
Teacher Name	Course	Room #	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Weekly Average
Karen Jones	ESOL 1	352	32	34	33	33	31	32	34	34	32	30	32.5
Susana Garcia	ESOL 2	353	31	29	30	28	30	31	31	30	28	26	29.4
Timothy Kahn	ESOL 3	354	35	36	32	31	34	29	36	35	31	29	32.8
Cindy Liu	ESOL 3	355	36	34	37	31	36	37	35	31	30	24	33.1
Maria Gutierrez	ESOL 4	356	33	26	34	20	27	33	31	29	27	19	27.9
Juan Carlos Barroso	ESOL 5	357	38	35	38	37	36	35	37	28	36	31	35.1
Stephanie Wilson	ESOL 6	358	22	18	21	23	16	15	12	4	22	12	16.5

			11-Nov		5-Nov		6-Nov		7-Nov		8-Nov		
		DATE:	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Weekly
Teacher Name	Course	Room #	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	6:00 p.m.	8:30 p.m.	Average
Karen Jones	ESOL 1	352											
Susana Garcia	ESOL 2	353											
Timothy Kahn	ESOL 3	354											
Cindy Liu	ESOL 3	355	HOLIDAY										
Maria Gutierrez	ESOL 4	356											
Juan Carlos Barroso	ESOL 5	357											
Stephanie Wilson	ESOL 6	358											

Appendix C

Attendance/Retention Database Template

ATTENDANCE / RETENTION DATABASE

Student Name	ID	Phone	Teacher	Course	Consecutive Absences	Total Absences	Withdrawal Date	Contact Date	Contacted By	Reason for Contact	Student Response	Return Date Confirmed	Program Re-entry Date	Notes
Carlos Garcia	9999999	999-999-9999	Timothy Kahn	ESOL 3	5	6	N/A	12-Nov	Rosie	Absences	Sick	13-Nov	13-Nov	N/A
Maria Marques	8888888	888-888-8888	Cindy Liu	ESOL 3	3	11	N/A	12-Nov	Santiago	Absences	Transportation	None		Work to find carpool option.
Quin Li	7777777	777-777-7777	Stephanie Wilson	ESOL 6	8	12	11-Nov	12-Nov	Santiago	Withdrawal	Lost	15-Nov		Schedule w/ David for tutoring.

Appendix D

Breaking Down the TABE 11/12 Tests

TABE 11/12 Reading				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Part A & 50 Min. for Part B)			
# Passages:	7	8		9
# Items:	40 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Passage:	14 Min.	12 Min.		11 Min.
Average Time Per Question:	2.5 Minutes			
TABE 11/12 Language				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	55 Minutes			
# Items:	35 Questions			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile	718L-780L	830L-846L	1081L-1126L	1055L-1149L
Average Time Per Question:	1.5 Minutes			
TABE 11/12 Mathematics				
Test Level:	**E**	**M**	**D**	**A**
Maximum Allowable Testing Time:	65 Minutes for Both Parts: A & B	55 Minutes for Part A 10 Minutes for Part B	35 Minutes for Part A 30 Minutes for Part B	30 Minutes for Part A 35 Minutes for Part B
# Items:	40 Questions			

Appendix E

Breaking Down the CASAS Tests

CASAS Listening Tests						CASAS Reading Tests								
Level A		Level B		Level C		Level A				Level B		Level C		Level D	
981	982	983	984	985	986	81	82	81x	82x	83	84	185	186	187	188
Items/Time Per Test															
38 Items						24 Items		28 Items		32 Items		38 Items		32 Items	
49 min.		52 min.		51 min.		60 minutes									
Tasks/Item Types															
Picture Prompt						*Task 1:*									
10 Items (R)						Forms									
Comprehension Question						*Task 2:*									
15 Items (R)		11 Items (R)		11 Items (NR)		Charts, maps, consumer billings, matrices, graphs, tables									
Predict the Next Line						*Task 3:*									
13 Items (R)		15 Items (R)		12 Items (NR)		Stories, articles, paragraphs, sentences, directions, or pictures									
		Identify a True Statement				*Task 4:*									
		12 Items (NR)		15 Items (NR)		Signs, price tags, ads, or product labels									

Websites

CASAS https://www.casas.org/

FLDOE Adult Education Program Course Standards.
http://www.fldoe.org/workforce/dwdframe/ad_frame.asp

George T. Baker Aviation Technical College.
https://www.bakeraviationtechcollege.com/

National Reporting System for Adult Education.
https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf .

Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures.
http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf

Ten Tips for Marketing to Adult Students: Reaching the New Normal, pt. 3.
https://abound.college/advice/ten-tips-marketing-adult-students/

Tests of Adult Basic Education. TABE 11 & 12 Information and Resources.
https://tabetest.com/#

Florida IPDAE. http://www.floridaipdae.org/