

Q & A for AGE Placement and LCP Policy Updates for 2019-20 Reporting

Based on questions received during and after the webinar on October 14, 2019

How do these changes impact performance under WIOA and change how the NRS tables are calculated?

The related changes have the potential to increase the number of learning gains a student can earn. However, the effects will depend on the table and how those gains are counted. For example, Column D on Table 4 of the NRS reports is the number of participants who achieved at least one educational functioning level gain. Therefore, a student who has multiple LCPs reported is still only counted once in that column.

Which programs are impacted by these changes?

These changes relate to placement in all NRS eligible programs that require pre-testing for placement: ABE, ESOL, ELCATE, and GED prep. Refer to slides 5-23 for placement policies related to ABE, and GED prep. For ESOL and ELCATE, refer to slides 23-36 of the webinar.

In transitioning to a new test and complying with these new policies, can agencies use a similar process as used with the introduction of TABE 11/12: post-test with the currently used test, and then pre-test the student with the new series or test as the pre-test?

In order to report learning gains students must be pre- and post-tested using the same test series. It is suggested that agencies post-test students with the original test series before changing to a new test series. The initial test with the new test series is considered the pre-test.

A student was already enrolled in ABE Levels 5 or 6 and placed into GED prep based on another test series. The student is then tested using a new test series and the student drops to an ABE Level 4. Should our agency leave the student in GED prep?

Yes, once a student has a qualifying test score to place that student in GED prep, the student does not need to submit to an additional pre-test under a new or different test

series as long as they are continuously enrolled. The student would remain enrolled in GED prep.

We have a student who was tested on TABE 11/12 in 2018-19 and initially scored at an ABE level 2. When post-tested, the student's score placed them at ABE level 1. When the student was tested again, this time in 2019-20, the student went back up to a level 2. With the new policy, would we set the initial EFL as level 2, and the student would not be credited an LCP for going from level 1 to 2?

That is correct. Once a student has been pre-tested on a new series, the EFL reported can only be equal to or higher as long as they are continuously enrolled and LCPs reported may only be based on gains between the pre-test and post-test.

Does earning the GED still count as a completer for ABE?

Yes, if a student was enrolled in ABE and decides to pre-emptively take the GED test and passes all four sub-tests, that student is still counted as a completer and is recorded in Column E on Table 4 of the NRS reports.

If a student is pre- and post-tested with the TABE 11/12 and earns an LCP, then is pre- and post-tested with the CASAS Reading Goals and gains the same LCP, can both LCPs be reported?

See slides 17 and 18, of the webinar presentation for examples of how to report this information. If the same LCP based on two different test series is earned in the same course, then it would only be reported once. If the same LCP based on two different test series is earned in two different terms or courses, then it can be reported.

If a student is enrolled in ESL and placed on the listening score, once they test out and earn all the LCPs for ESL listening, can they remain in ESL and continue to receive instruction for reading?

Yes. A student should remain in ESOL or ELCATE until they have tested out in both reading and listening.

An ESL student entered the 2019-20 year with a level 3 in reading and a level 3 in listening, with the EFL based on the listening score. On the next test, the student stays a level 3 in reading but makes a gain in listening. Would we keep the EFL a level 3 since that was the lowest, but credit the student an LCP for making the gain in listening? Suppose the student tests again, and this time the score goes up in reading but down in listening. Since the student is already established with a level 4 in listening, would the EFL go up to level 4 or stay at a level 3 since that was the lower of the two scores?

For the 2019-20 year, you would need to report the lowest EFL between the two subjects. Beginning with the 2020-21 year, we will have two spaces to report EFLs which will help identify the gains in each area.

How is an ESL student reported with two LCPs, one for reading and one for listening? Do we enroll the student in two ESL classes to show the different ESL levels?

Districts can report up to six separate LCPs with a single course record including a combination of reading and listening LCPs. Florida Colleges do not have a limit on how many LCPs can be reported. Instruction for reading and listening should occur in the same course.

Can the student's initial EFL drop based on a new test series in the middle of a semester?

Yes. If the student is assessed in the middle of a term with a new test series and the EFL is lower than the previous test series, the lower EFL should be reported for that course. See the webinar slides for several examples of how to report different EFLs between two test series.

For the 2019-20 reporting year, are we able to report separate LCPs for reading and listening? Does that also mean we report 2 EFLs for ESL during this reporting year?

It is an agency level decision whether to implement the reporting of separate listening and reading LCPs for the 2019-20 reporting year, or wait until the 2020-21 reporting year. You should report all LCPs earned by the student based on a pre- and post-test on the same test series.

For districts, there is a current limit of six LCPs in a single course record. Because of the changes in ESL reporting, what if a student earns more than six?

If a student earns more than six LCPs in a single course, the most recent LCPs should be reported.

In the webinar, it was mentioned that the beginning of the term was before instruction began. So if a student is in ABX reading for Term A and continues with that course for Term B, is the beginning of the course Term A? Likewise, if the student is in math during the fall semester and continues math in the spring semester, is the beginning of the course the fall semester?

If the change in test series occurs prior to the first day of course enrollment, the EFL reported should be based on the new test series. If the change in test series occurs after the first day of course enrollment, the EFL reported should be the lowest EFL between the two test series.

What are examples of changing to a different test series? Is this discussion about the transition from the older TABE 9/10 series to the TABE 11/12 series? Or does it relate to switching from TABE to CASAS?

Both would be an example of changing of a test series.

When the TABE 9/10 was retired, our agency tested all new and continuing students on TABE 11/12 in January 2019. The TABE series is the only test series used by our agency. Are we set having complied with the prior policies on placement, or are additional steps required?

Switching from TABE 9/10 to the TABE 11/12 is considered switching a test series. If your agency has any students that changed EFLs as a result of the pre-testing on the TABE 11/12 series, your agency may adjust the initial EFL reported in accordance with the new placement policies.

Is there any guidance on giving the language test from TABE if you are using CASAS GOALS for reading and math?

The establishment of an EFL is based on each subject area assessment. The EFL reported in a subject area may only be equal to or higher than previously reported as long as you are using the same test series for that subject specific course.

Which tests are currently valid for which programs?

This information is provided in the Florida Adult Education Assessment Technical Assistance Paper for the current reporting year. The TA Paper is available under the “Adult Education” section on the Division website

<http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stm>.

What is considered 2020-21? Summer term?

This is based on the submission windows for the reporting year. For districts, this would include any data submitted in surveys F, W, and S for 2020-21. For colleges, this would include any data submitted for Terms 1, 2, or 3 for 2020-21.