



Reporting Initial Educational Functioning Levels and Learning Gains for ABE

Data Reporting Training Module

Prepared by the Division of Career and Adult Education

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This module covers:

1. Reporting initial educational functioning levels and learning gains for ABE.
2. Placement and reporting of literacy completion points (also known as LCPs) for continuously and new enrolled students.
3. Who is a continuously enrolled student?
4. Who is a new student?
5. New student vs. continuously enrolled student.
6. Placement and LCPs – student example.

Placement for Instructional Purposes and Reporting of Literacy Completion Points (LCP) for Continuously and New Enrolled Students

Beginning with 2016-17 the policy for determining initial functioning level reported and reporting Literacy Completion Points (LCP) has changed.

- For continuously enrolled students, Educational Functioning Level (EFL) reported may only be equal to or higher than a previously reported Educational Functioning Level for the same program and subject area.
- For new students, EFLs reported to the State should be based on the lowest functioning level by subject area based on initial assessment.

To clarify this new policy, the Chancellor released a memo on April 4, 2016, titled 2016-2017 Assessment Policies.

Who is considered a Continuously Enrolled Student?

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

Who is considered a New Student?

- A new student is a student who was not previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year.

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

The following are all examples of New Students:

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

New Student vs. Continuously Enrolled Student

The following chart show examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

Student	Enrollment Reported for 2013-14	Enrollment Reported for 2014-15	Enrollment Reported for 2015-16	New Student or Continuously Enrolled Student in 2016-17
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

Placement and LCPs – Student Example

Subject	Pre-test EFL or previously reported EFL	EFL reported to the state	Post-test EFL	EFL Reported to the state in the next term
Math	ABE Intermediate Low (4.0-5.9)	ABE Intermediate Low (4.0-5.9)	ABE Intermediate High (6.0-8.9)	ABE Intermediate High (6.0-8.9)
Reading	ABE Intermediate High (6.0-8.9)	ABE Intermediate High (6.0-8.9)	ABE Intermediate High (6.0-8.9)	ABE Intermediate High (6.0-8.9)
Language Arts	ABE Intermediate High (6.0-8.9)	ABE Intermediate High (6.0-8.9)	ABE Intermediate Low (4.0-5.9)	ABE Intermediate High (6.0-8.9)

Resources:

1. Workforce Development Information System (WDIS) Handbook
<http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/WDIS-handbooks.stml>
2. Florida College System Handbook
<http://www.fldoe.org/accountability/data-sys/CCTCMIS/fl-college-data-info-sys/college-data-diction.stml>
3. Florida College System & District Technical Center Directories
<http://data.fldoe.org/ccdir/>
4. Florida National Reporting System (NRS) Website
<http://www.fldoehub.org/CCTCMIS/Pages/nrs.aspx>
5. USDOE NRS Website
<http://www.nrsweb.org>