AGE Data Reporting Overview - Districts
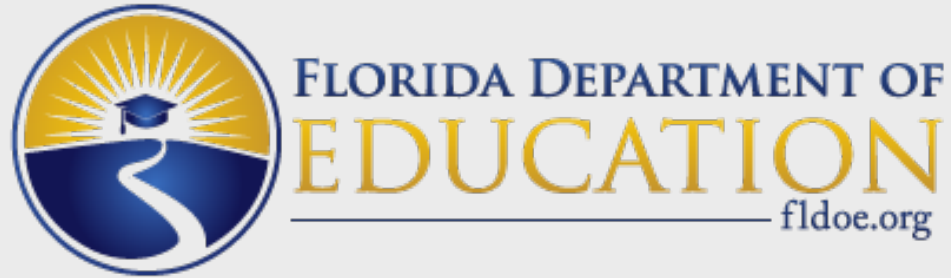
2015 ACE of Florida Conference

Overview of AGE Reporting Requirements

What is the purpose for collecting and reporting AGE data to FDOE?

State Purposes:

- Workforce Funding Model
- Performance Funding
- Legislative Reports

Federal Purposes:

- National Reporting System (NRS)
  - Adult Education and Family Literacy Act

NRS- What is a Participant/Completer

- Participant
  - Student was enrolled in an NRS eligible program during the reporting year
  - Student was enrolled in a minimum of 12 instructional hours during the reporting year
  - Student is pulled into a cohort based on the lowest functioning level in the reporting year

- Completer
  - Student was a participant
  - Based on the lowest functioning level reported for the student, student was reported with one or more literacy completion points for that program or student earned a diploma or GED

NRS Unique Reporting Requirements

- Students must be enrolled a minimum of 12 contact hours in the reporting year to be NRS reportable

- An educational gain is calculated from the lowest EFL only

- Distance education courses must use on-site proctored assessments to be NRS reportable.

- Co-enrolled high school students are excluded from NRS

Key Data Elements

Demographics
   – Gender
   – Race/Ethnicity
   – Birthdate
   – SSN
	Programmatic
	   – Program and Course Numbers
	   – Grade Level
	   – Date of Entry and Exit
	   – Instructional Hours

Accountability and Outcome Measurement
   – Functioning Level
   – Literacy Completion Points
   – Post Test Status
   – Test Records
   – Diploma Codes
	Other
	   – Highest Level of Schooling
	   – Location of Prior Schooling
	   – Employment Status
	   – Personnel
	      • Used for Table 7
	      • Submitted through a separate process

Relationship of AGE and NRS

WDIS Program Number	Program Name	15-16 NRS Eligible
9900000	Adult Basic Education (ABE)	Yes
9900010	Adult High School	Yes
9900040	Adult English for Speakers of Other Languages (ESOL)	Yes
9900050	English Literacy for Career and Technical Education (ELCATE)	Yes
9900051	Academic Skills for Adult ESOL	No
9900090	Citizenship	No
9900099	Adult High School Co-Enrolled	No
9900100	Adult General Education for Adults with Disabilities Educational Plan	No
9900130	General Education Development® (GED®) Preparation (GED2014)	Yes
9900300	Literacy Skills for Adult ESOL	No
S990001	Applied Academics for Adult Education	No

Key Components of Data Reporting

Intake Process- Key Elements for NRS

- Collection of key data elements
  - Race/Ethnicity
  - Gender
  - Birthdate
  - SSN

- Collection of NRS required data elements
  - Employment Status (Must be collected at the beginning of each term)
  - Highest level of schooling
  - Location of schooling

- FDOE provides a sample intake form
  - http://www.fldoe.org/core/fileparse.php/3/urlt/sdsf.pdf

Determining Functioning Level and Placement

Adult Basic Education (ABE)

- Student tests below the ninth grade level in one or more areas

- NRS Eligible placement tests include TABE, CASAS, and Wonderlic GAIN

- Student should be placed in the lowest functioning level by subject areas

- LCPs are based off gains on eligible posttest scores

Determining Functioning Level and Placement

English for Speakers of Other Languages (ESOL) and

English Literacy for Career and Technical Education (ELCATE)

– Student has an educational functioning level below 7 (WDIS)

– Eligible placement tests include CASAS, Best Plus and TABE CLAS-E: Reading and Listening

– Student should be placed in the lowest functioning level based on reading subtest score

– LCPs are based off gains on eligible posttest scores on reading subtest

Determining Functioning Level and Placement

GED Preparation

– Student tests above a ninth grade level on one or more subjects

   – to be placed in the comprehensive course numbers students should meet the ninth grade level in two or more subjects

– Eligible placement tests include TABE, CASAS, and Wonderlic GAIN

– LCPs are based off successful passing of subtests, however only full GED earners are included in the NRS calculation

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Determining Functioning Level and Placement

Applied Academics for Adult Education (AAAE)

- Student has a high school diploma or GED, but needs remediation in order to meet basic skills requirements for a CTE program

- Eligible placement tests include TABE, CASAS, and Wonderlic GAIN

- Student should be placed in the lowest functioning level by subject area

- Not included in NRS reporting

Collection and Reporting of Attendance and Instructional Hours
Best Practices

- Establish class schedule and determine scheduled hours to be used for reporting

- Take attendance daily and upload into your MIS system at the very minimum weekly

- Throughout the year, randomly sample 5-10 students to see if their instructional hours and entry and exit dates match

- Verify the withdrawal date and instructional hours for any student who is withdrawn for non-attendance

Collection and Reporting of Attendance and Instructional Hours
Best Practices

- Scheduling
  - Based on reasonable expected hours of attendance
  - An agency must be able to document attendance and determine when a student has six consecutive absences
  - An agency should be able to know the maximum number of instructional hours the student could be reported with into WDIS and FCS

Collection and Reporting of Attendance and Instructional Hours
Best Practices

- Block Scheduling
  - If your agency schedules ABE students using a "block schedule", then each course must be scheduled within the block and attendance is required to be taken for each course
  - Example- A student is enrolled in ABE reading, math and language courses and is scheduled to attend Monday through Thursday from 9-12 am
    - Each of these courses must have a scheduled time
    - Attendance should be taken during that scheduled time for the course

Instructional Hours and Local Systems

Awareness of how your system collects and reports data is critical.

- Entry Date
  - An enrollment date is different then the entry date.
  - An entry date is the first day of classes that the student attends. Instructional hours may be counted from this point forward.
  - Your system may consider an enrollment date as:
    - The first day of scheduled classes
      - If a student does not attend until the second week of scheduled classes, then instructional hours should only include from the first date of attendance and forward
    - The date in which you provided orientation and placement testing

Instructional Hours and Local Systems

- Exit Date
  - This is either the last date of the term or the withdrawal date based on non-attendance.
  - A student must be withdrawn after six consecutive absences. Instructional hours may be counted up to and including the last date of attendance
  - It is strongly recommended that you check with your MIS team to determine if your local MIS system requires you to use the actual last date of attendance as the exit date or if it requires you to use the day after the last date of attendance

Relationship Between Instructional Hours and Reporting Purposes

Funding

- Model drives off FTE (1 FTE= 900 instructional hours)
- Under reporting of hours can result in loss of funding
- Students with less than 10 total hours are excluded

Performance

- National Reporting System (NRS)
  - To be included a student must have a minimum of 12 instructional hours
- Drives off LCPs which are reported based on post test scores. Students who exit before they have attained enough hours to be post tested can impact completion rate.

Collection and Reporting of Attendance and Instructional Hours
Common Questions

- Should I report students who have less than 12 hours?
  - Yes, report all students who received instruction. We total up the instructional hours for the year in determining who to include for NRS reporting

- If a student misses a class, or leaves early, do I need to deduct those hours from the total instructional hours?
  - No, agencies should report scheduled hours, not actual attendance hours. However, after six consecutive absences then the student must be withdrawn back to the day after the last date of attendance

- Why do I need to collect actual attendance if we report scheduled hours?
  - You need to be able to document class attendance for withdrawal purposes. In addition, you need to track instructional hours to determine when to post test a student to see if they have made a learning gain

Collection and Reporting of LCPs and Test Records
Best Practices

- Tracking attendance hours for post testing purposes

- Agencies should report all test records, not just those that are linked to an LCP

- Agencies should generate reports that show local performance throughout the year, and review to see where there may be possible issues

Collection and Reporting of LCPs and Test Records
Common Questions

- Can I report an LCP for a program even if the student is not enrolled? For example an ABE student who passes one of the GED subtests?
  - No, Literacy Completion Points should only be reported for learning gains in that program

- How do I place a student whose pre-test score is at the highest value for that functioning level?
  - Districts may place the student in the next higher functioning level, if their pre-test score is at the highest range of the functioning level. For example if a student's TABE score for mathematics is a 313, the agency can either enroll them at the Beginning Literacy level or enroll them in the next higher level, beginning basic education. If they choose the later option, they cannot report the student with an LCP if the student's post-test score places them in that same level

NRS Performance and LCPs
Adult Basic Education(ABE)

What are valid measures for reporting LCPs?

- LCP is based off a posttest score only.
- NRS Eligible tests include TABE, CASAS, and Wonderlic GAIN

How are LCPs included in NRS?

If the student's lowest functioning level for all enrollment during the reporting year was Adult Basic Education(ABE), then:

- LCPs reported for any ABE courses are included, even if the LCP was not reported in the course with the lowest initial functioning level
- For example, if a student was enrolled in

   ABE Mathematics with EFL- Beginning Basic Education, and

   ABE Language Arts with EFL- Low Intermediate Basic Education

   The student would be included in the Beginning Basic Education NRS cohort and LCPs earned in either math or language arts would be included in calculating completion

NRS Performance and LCPs
ESOL and ELCATE

What are valid measures for reporting LCPs?

- LCP is based off a posttest score only
- NRS Eligible tests include CASAS, Best Plus and TABE CLAS-E: Reading and Listening

How are LCPs included in NRS?

If the students lowest functioning level for all enrollment during the reporting year was ESOL or ELCATE, then:

- Any LCPs reported with ESOL are included for ESOL only, and any LCPs reported with ELCATE are included for ELCATE only
- For example, if a student was enrolled in

    ABE Mathematics with EFL- Beginning Basic Education, and

    Adult English for Speakers of Other Languages with EFL- ESL High Beginning

    The student would be included in the ESL High Beginning

    NRS cohort and only LCPs earned in ESOL would be included in calculating completion

NRS Performance and LCPs
Adult High School

What are valid measures for reporting LCPs?

- LCPs are based off academic credit

How are LCPs included in NRS?

If the students lowest functioning level for all enrollment during the reporting year was AHS, then:

- Student's Functioning Level is based on grade level equivalent
- For example, if based on credits a student is considered a 9-10th grade classification at the beginning of the year, the student would be included in the ASE low category. If a student is considered a 11-12th grade classification at the beginning of the year, the student would be included in the ASE high category
- ASE Low students would be considered a completer if they were reported with an LCP based on academic credit or if they graduated with a standard diploma or GED
- ASE High students would be considered a completer if they graduated with a standard diploma or GED

# NRS Performance and LCPs
GED Preparation

What are valid measures for reporting LCPs?

- LCPs are based off successful passing of individual subtests
- For placement in the program students should be pretested using an NRS eligible assessment to determine their functioning level (9-12th grade)

How are LCPs included in NRS?

If the students lowest functioning level for all enrollment during the reporting year was GED Preparation, then:

- Student's functioning level is based on grade level equivalent
- For example, if pretest score is equivalent to grade level 9 or 10 at the beginning of the year, the student would be included in the ASE low category. If pretest score is equivalent to grade level 11 or 12 at the beginning of the year, , the student would be included in the ASE high category
- ASE Low and High students would only be considered a completer if they were a full GED Earner
- Agencies may report students passing the individual subtests as LCPs, however completion is only based on the full completion of the GED
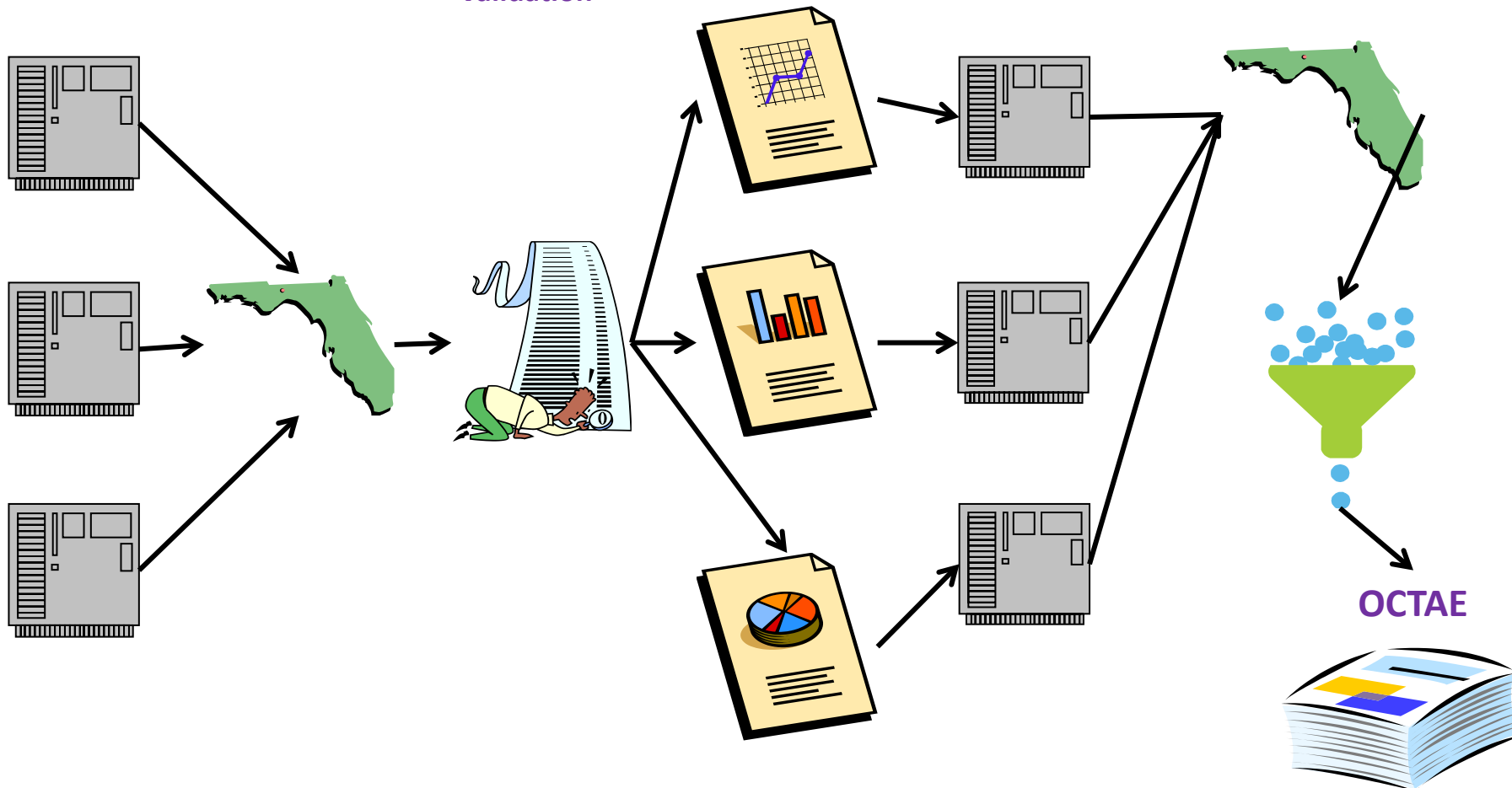- FDOE uses data match to determine which students earned their GED
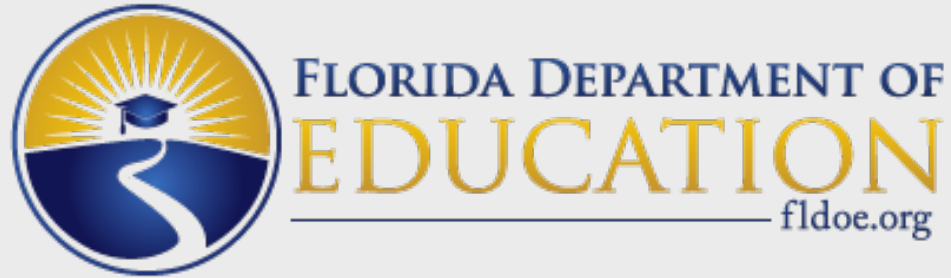
Data Review Process and Common Reporting Issues

The Data Process- Local to State

Classroom → School → LEA → Verification/Validation → Final Transmission
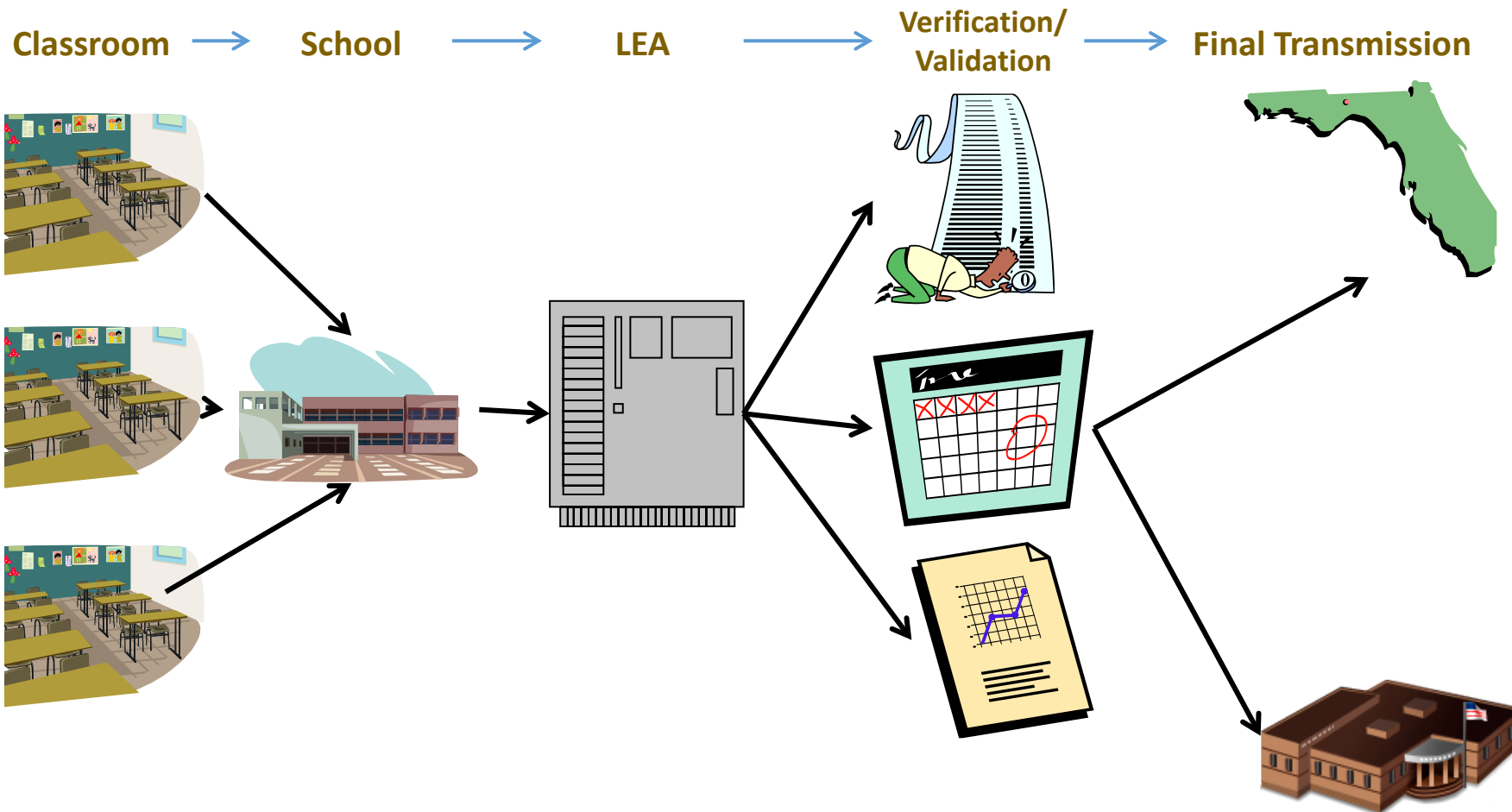
The Data Process- State to Final Report

LEA → State → Verification/Validation → Reports → LEA → State

OCTAE

Develop a Local Review Process

- Meet with your data staff

- Create a schedule for the review of data before each submission period closes

- Your data staff can provide you with a list of verification reports

- Choose the reports that you will review

- If you think of a new verification report idea, discuss it with your data office

The Necessity of Locally Generated Reports

- Performance reports from the state will ALWAYS be significantly lagged

- Not all useful data are reported to the state

- Timely local response to student performance data feedback is critical

- The timeliest and most granular performance data will always come from local data systems

Data Verification

- Data should be transmitted as early as possible to allow for correction of reporting issues

- Data should be checked and validated before submitting. Data submitted should be as correct as possible

- Because of the complexities of AGE programs across the state, it is very strongly recommended that you develop additional edits in your own system that take into consideration your programs

Data Verification- State Versus Local

- Example- Over reporting of instructional hours
  - Agency "A" operates a program that includes 6 hours of instruction per week for a total of 30 weeks with a maximum amount of instructional hours of 180. Agency "B" operates a program that includes 9 hours of instruction per week for a total of 32 weeks. The maximum amount of instructional hours would be 288. Because of the differences it would be difficult to determine when an agency is over reporting or under reporting their hours

- Example- Entry and Exit Dates
  - Each agency has a different calendar schedule for their terms/semesters
  - Auditors have identified problems with students who were not exited after six consecutive absences, or who transferred in the middle of a term

2015-16 WDIS Submission Windows

- ## Surveys F/G
  - September 1st – Submission period opens
  - September 17th - Required load date
  - October 15th - Submission period closes

- ## Surveys W/X
  - January 4th - Window opens
  - February 4th – Required load date
  - March 3th – Submission period closes

- ## Survey S (Spring term)
  - April 18th – Submission period opens
  - July 7th - Required load date
  - July 14th – Submission period closes

- ## Survey S Update Window
  - July 18th - Window opens
  - August 4th – Submission period closes

General Reporting Issues

- Data not reviewed before sending to the state

- Edit errors not corrected

- Validation and Exception reports not requested and or reviewed and corrections not made

- Over reporting of instructional hours

- Missing literacy completion points

- Missing test records

- Failure to set the Post Test flag correctly

Collection and Reporting of Attendance and Instructional Hours
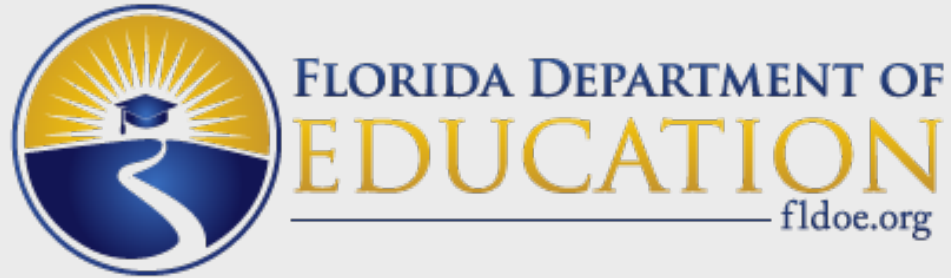### Common Reporting Issues

- Incorrect withdrawal date

- Failure to withdraw after six consecutive absences

- Reporting actual attendance hours instead of scheduled hours

- Failure to withdraw a student when they move to a higher functioning level

Collection and Reporting of LCP's and Test Records
Common Reporting Issues

- Missing Post-test Status Flag
- Missing test record
- Test record and LCP value do not match
- Incorrect LCP value

Wrap-up and Final Questions

Resources

- WDIS Handbook
  - http://fldoehub.org/CCTCMIS/wdis/Pages/WDIS.aspx

- FCS Handbook
  - http://www.fldoehub.org/CCTCMIS/c/Pages/default.aspx

- Reports Coordinator
  - http://data.fldoe.org/ccdir/Districts.cfm

- Florida NRS Web Site
  - http://www.fldoehub.org/CCTCMIS/Pages/nrs.aspx

- USDOE NRS Web Site
  - http://www.nrsweb.org

Contacts

Reporting Requirements and Data Elements

Tara McLarnon, Program Director

(850) 245-9005, Tara.Mclarnon@fldoe.org

Colin Barton, Program Specialist

(850) 245-9060, Colin.Barton@fldoe.org

Data Reporting and Submission Issues

Bruce Harrington- Districts

(850) 245-9520, Bruce.Harrington@fldoe.org

Christine Walsh- Colleges and Districts

(850) 245-9507, Christine.Walsh@fldoe.org

April Card- CBOs and Districts

(850) 245-9518, April.Card@fldoe.org