2023 ACE Summer Symposium

YOUR WAY

Florida Adult Education

2023-24 Adult Education Data Structure Changes

Agenda

- Welcome
- Purpose & Goal of Recent Changes
- Adult Education Test and Performance Data Reporting Structure Changes
  - Program & Policy Updates
  - Data Reporting Changes
  - Test and Performance Updates
- Resources
- Intersection of Policy and Data Reporting
- Best Practices Sharing
- Contact Information

Purpose & Goal of Adult Education Test and Performance Data Reporting Structure Changes

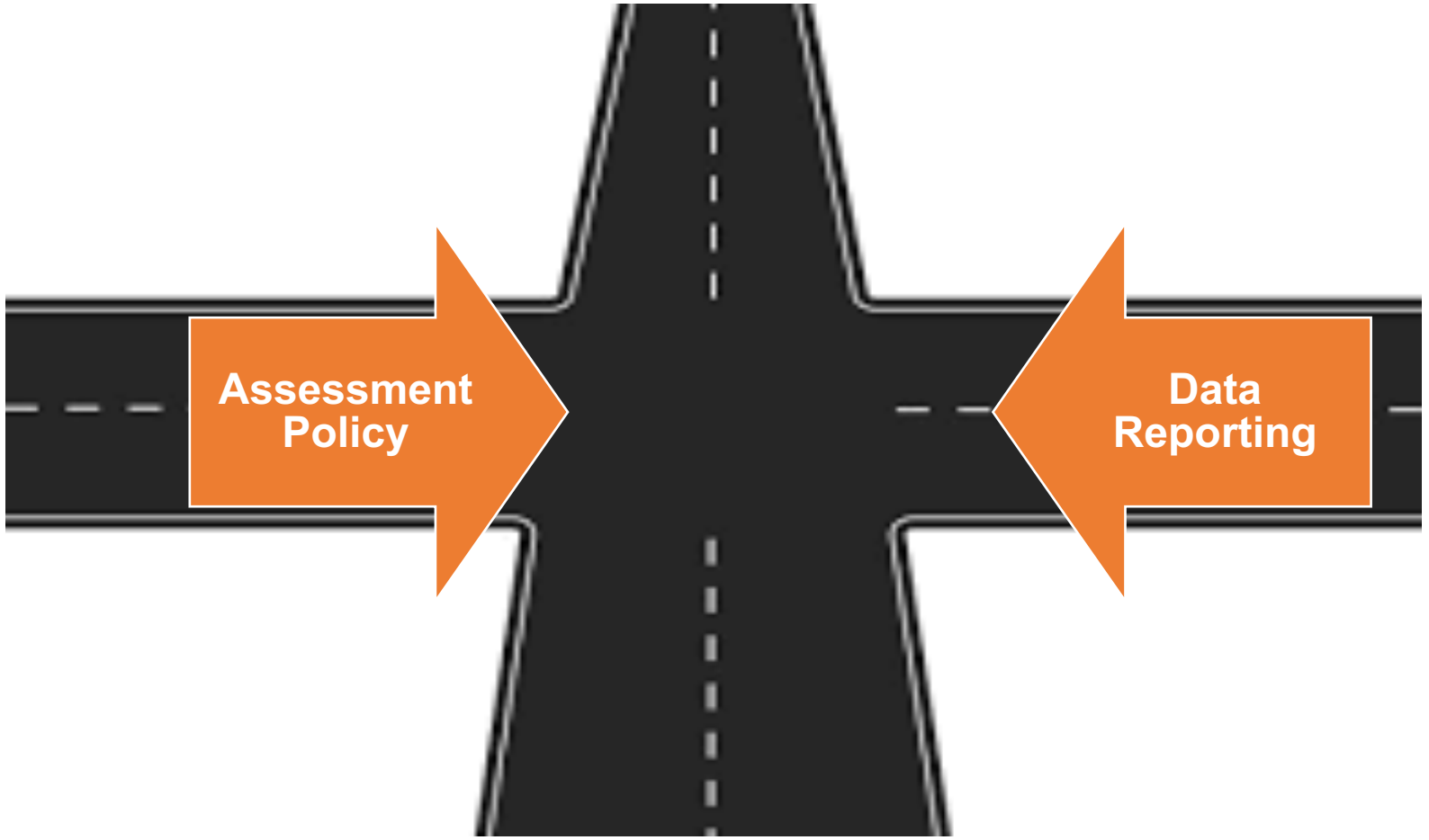
Adult Education Data Structure Changes

- Significant Adult General Education (AGE) data collection changes are effective beginning with the 2023-2024 reporting year. Changes largely impact the structure, data elements, formats/record types and edits related to the reporting of assessments and related outcomes.
- The purpose of these changes is to establish a relational data system that allows for stronger accuracy and accountability. The revised data collection system now allows, for example, the state to determine pre-test and post-test measurable skill gains (MSG) using assessment reporting that is situated in edits requiring correct test names, forms, subject areas and score ranges, per test publishers, to be accepted. Additionally, with the establishment of pre-test and post-test identification numbers, streamlined tracking of a student's educational journey is now possible.
- Starting with reporting year 2023-2024, Literacy Completion Points (LCP) will no longer exist and therefore are no longer used as a method to obtain MSGs. LCPs were a state-created unit of measurement established for purposes no longer needed. In alignment with the Workforce Innovation and Opportunity Act (WIOA) and the National Reporting System (NRS), MSGs will be calculated based on more appropriate program-specific data collection that measures expected outcomes for the students in the program.
- Finally, the new reporting structure requires agencies to understand and apply assessment policy for increased success. Assessment policy now systematically guides data reporting. For questions related to assessment policy, please reference the Florida Assessment Policy Technical Assistance Paper.

Test and Performance Updates

Important Things to Remember About 2023-24 Changes

- Assessment policies have remained the same. Method of reporting has changed.
- Information on pre-tests and post-tests provided by the agency will be used to calculate gains.
- Changes will highlight the intersection of assessment policy and data reporting.



Assessment Summary: Critical Definitions

New Student: A student who was not previously enrolled in AGE in your agency in the current or prior reporting year. The following are all examples of new students in 2022-23:

- Student has never enrolled in AGE in any agency/district/college;
- Student was previously enrolled in an AGE program in an agency/district/college, but not enrolled in any term in either 2022-23 or 2021-22;
- Student was previously or currently enrolled at another agency/district/college but has not enrolled in an Adult Education program in 2022-23 to date or 2021-22.

Continuing Student: A student who was previously enrolled in AGE in your agency in the current or prior reporting year.

STUDENT	ENROLLMENT REPORTED 2021-2022	ENROLLMENT REPORTED 2022-2023	NEW OR CONTINUOUS 2023-2024
A	NO	NO	NEW
B	YES	NO	NEW
C	NO	YES	CONTINUOUS
D	YES	YES	CONTINUOUS

Out of Range Definitions

Out-of-Range Low Defined as a “score” that is returned from CASAS with a symbol (*), or as “O/R” from TABE.

Out-of-Range High Defined as a “conservative estimate” score for CASAS returned with a symbol (♦), and an upper range score for TABE with the scale score and a symbol (+).

Per FDOE policy, out-of-range scores, low or high, are never to be used for placement or reporting purposes except when a new student's pre-test score is below the lowest scale score on the lowest level test form after re-testing.

Out-of-Range Allowable Scores and Reporting – New Students

- Per FDOE policy, pre-test scores that are out of range, low or high, are not usable for the placement of **new students** in an initial educational functioning level (EFL) and therefore should not be reported. Programs must administer another test at the next less difficult level (for out-of-range low) or at the next more difficult level (for out-of-range high) to obtain an accurate scale score and EFL.
- Only in circumstances where out-of-range low scoring students are re-tested and still score an out-of-range low score, is an OOR low score is reportable. Refer to the table provided below.

For Adult Basic Education (Program #9900000/CIP #1532010100)

Scenario	Reporting for Pre-Test ID Only
Student takes a CASAS 900 GOALS Series 913/914 M in Mathematics and receives a * in place of a scale score.	Out-of-Range Low Score is reported with the value of 1178.
Student takes a CASAS 900 GOALS Series 901/902 R in Reading and receives a * in place of a scale score.	Out-of-Range Low Score is reported with the value of 1165.

Out-of-Range Allowable Scores and Reporting – New Students, Con't

- **For Adult English for Speakers of Other Languages (Program #9900040/CIP #1532010900)**

Scenario	Reporting for Pre-Test ID Only
Student takes the CASAS Life & Work 27/28 R Series in Reading and receives an * in place of a scale score.	Out-of-Range Low Score is reported with the value of 1153.
Student takes the CASAS Life & Work Series 981/982 L in Listening and receives an * in place of a scale score.	Out-of-Range Low Score is reported with the value of 1169.

Out-of-Range Allowable Scores and Reporting – Continuing Students

- Continuous students' placement in their next course is based on their most recent post-test score.
  - For a student receiving a conservative estimate score on CASAS or an out-of-range high score on TABE as a post-test, the score is always valid for gains and for reporting. These scores must be reported as a pre-test for continuing students in their next course of enrollment.
  - If there has been a gap of enrollment of at least 6 months, it is recommended that the agency re-test the student to determine instructional placement for their next term of enrollment. In such a case, this test is for instructional purposes only, not for pre-test reporting in the next course of enrollment. Agencies would report the most recent post-test score as the student's pre-test score.

Assessment Policy

- The Division is updating guidance regarding the assessment policies and how these policies are implemented in the new data element structure.

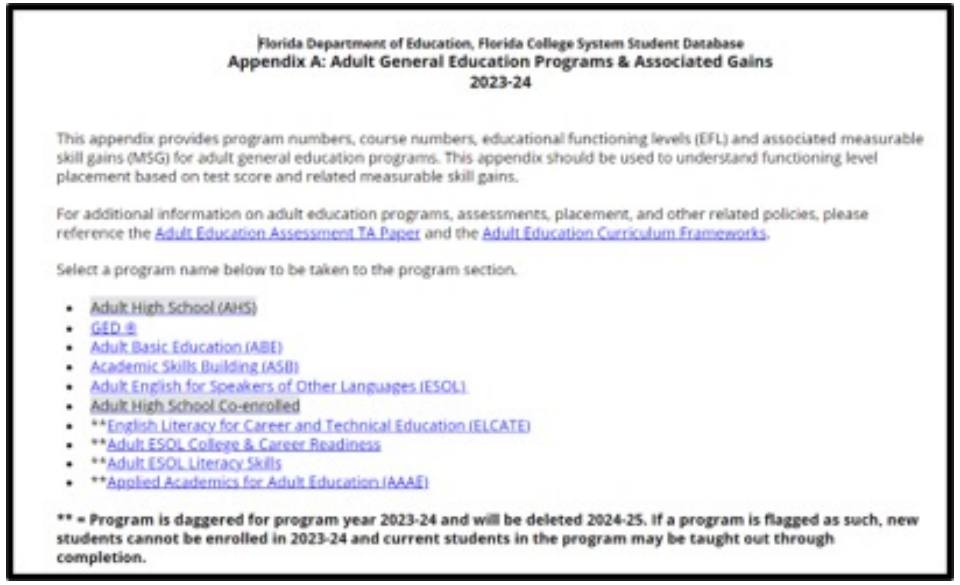
- Questions about the Assessment Policy should be emailed to Lisa Williams at Lisa.Williams@fldoe.org.

Determination of Measurable Skill Gains

- Education Functioning Level, initial set by agency based on test score.
- All related EFL gains will be determined by FDOE using agency reported scores and associated EFL gains.

Appendix
Adult General Education Programs & Associated Gains

- Significantly revised format; prior format focused on literacy completion point information.
- Revised appendix provides program names, program numbers, course numbers, educational functioning levels (EFL) and associated measurable skill gains (MSG) for adult general education programs. This appendix should be used to understand functioning level placement based on test score and related measurable skill gains.
- Programs that only have LCPs as gains are still present, however there is no gain to be reported.
- New Academic Skills Building (ASB) added to appendix.
- Appendix
  - R – WDIS, Districts
  - A – CCTCMIS, Colleges
  - B – CBO, Community Based Organizations



Florida Department of Education, Florida College System Student Database

Appendix A: Adult General Education Programs & Associated Gains
2023-24

This appendix provides program numbers, course numbers, educational functioning levels (EFL) and associated measurable skill gains (MSG) for adult general education programs. This appendix should be used to understand functioning level placement based on test score and related measurable skill gains.

For additional information on adult education programs, assessments, placement, and other related policies, please reference the Adult Education Assessment TA Paper and the Adult Education Curriculum Frameworks.

Select a program name below to be taken to the program section.

- Adult High School (AHS)
- GED ®
- Adult Basic Education (ABE)
- Academic Skills Building (ASB)
- Adult English for Speakers of Other Languages (ESOL)
- Adult High School Co-enrolled
- **English Literacy for Career and Technical Education (ELCATE)
- **Adult ESOL College & Career Readiness
- **Adult ESOL Literacy Skills
- **Applied Academics for Adult Education (AAAE)

** = Program is daggered for program year 2023-24 and will be deleted 2024-25. If a program is flagged as such, new students cannot be enrolled in 2023-24 and current students in the program may be taught out through completion.

Notes:
Agencies must adhere to guidance regarding when out of range test scores may be reported. Please reference the Adult Education Assessment TA Paper located at https://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml

Adult Test Name	Adult Test Name code	Adult Test Form	Adult Test Form code	Adult Test Subject Content	Adult Test Subject Content code	Adult Test Level	Adult Test Level code	Adult Test Score Range	Value to report for Out of Range Low	NRS Level for OOR Low Score	Values(s) to report for Out of Range High	NRS Level for OOR High Score	AGE program placement based on Test, Form, and Level
BEST Literacy	BSL	BEST Literacy	B	Reading & Writing	N	N/A	N/A	0-78	N/A	N/A	N/A	N/A	ESOL
BEST Literacy	BSL	BEST Literacy	C	Reading & Writing	N	N/A	N/A	0-78	N/A	N/A	N/A	N/A	ESOL
BEST Literacy	BSL	BEST Literacy	D	Reading & Writing	N	N/A	N/A	0-78	N/A	N/A	N/A	N/A	ESOL
BEST Plus	BSP	N/A	N/A	Listening & Speaking	S	N/A	N/A	88-564	N/A	N/A	N/A	N/A	ESOL, ELCATE
CASAS Goals	CAG	CASAS Reading GOALS	901R	Reading	R	Easy	A	165-212	1165	ABE 1	9212	ABE 2	ABE
CASAS Goals	CAG	CASAS Reading GOALS	902R	Reading	R	Easy	A	165-212	1165	ABE 1	9212	ABE 2	ABE
CASAS Goals	CAG	CASAS Reading GOALS	903R	Reading	R	Medium	B	196-225	1196	ABE 1	9225	ABE 3	ABE
CASAS Goals	CAG	CASAS Reading GOALS	904R	Reading	R	Medium	B	196-225	1196	ABE 1	9225	ABE 3	ABE
CASAS Goals	CAG	CASAS Reading GOALS	905R	Reading	R	Difficult	C	210-238	1210	ABE 2	9238	ABE 4	ABE
CASAS Goals	CAG	CASAS Reading GOALS	906R	Reading	R	Difficult	C	210-238	1210	ABE 2	9238	ABE 4	ABE
CASAS Goals	CAG	CASAS Reading GOALS	907R	Reading	R	Advanced	D	228-263	1228	ABE 4	9263	ABE 6	ABE, GED, ASB
CASAS Goals	CAG	CASAS Reading GOALS	908R	Reading	R	Advanced	D	228-263	1228	ABE 4	9263	ABE 6	ABE, GED, ASB
CASAS Goals	CAG	CASAS Math GOALS	913M	Math	M	Easy	AB	178-224	1178	ABE 1	9224	ABE 4	ABE
CASAS Goals	CAG	CASAS Math GOALS	914M	Math	M	Easy	AB	179-224	1179	ABE 1	9224	ABE 4	ABE
CASAS Goals	CAG	CASAS Math GOALS	917M	Math	M	Difficult	CD	219-250	1219	ABE 4	9250	ABE 6	ABE, GED, ASB
CASAS Goals	CAG	CASAS Math GOALS	918M	Math	M	Difficult	CD	218-250	1218	ABE 4	9250	ABE 6	ABE, GED, ASB
CASAS Life and Work	CLW	CASAS Life and Work Skills Series Level A Listening	981L	Listening	S	Easy	A	169-208	1169	ESL 1	9208	ESL 4	ESOL
CASAS Life and Work	CLW	CASAS Life and Work Skills Series Level A Listening	982L	Listening	S	Easy	A	169-208	1169	ESL 1	9208	ESL 4	ESOL
CASAS Life and Work	CLW	CASAS Life and Work Skills Series Level B Listening	983L	Listening	S	Medium	B	190-218	1190	ESL 3	9218	ESL 5	ESOL, ELCATE
CASAS Life and Work	CLW	CASAS Life and Work Skills Series Level B Listening	984L	Listening	S	Medium	B	190-218	1190	ESL 3	9218	ESL 5	ESOL, ELCATE
CASAS Life and Work	CLW	CASAS Life and Work Skills Series Level C Listening	985L	Listening	S	Difficult	C	210-240	1210	ESL 5	9240	ESL 6	ESOL, ELCATE
CASAS Life and Work	CLW						C	210-240	1210	ESL 5	9240	ESL 6	ESOL, ELCATE
CASAS Life and													

Appendix: Adult Test Reporting

- Appendix
  - Q – WDIS, Districts
  - C – CCTCMIS, Colleges
  - I – CBO, Community Based Organizations
- Includes almost all test data elements and related values
  - Test Name, Form, Content, Level, Score Range and allowable Out-of- Range Low reporting values

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2023-24 Curriculum Frameworks: Reporting for Daggered Programs

- No new students may be reported in the following program numbers in the 2023-24 reporting year:
  - Adult ESOL Literacy Skills
  - Applied Academics for Adult Education (AAAE)
  - ESOL College and Career Readiness (CCR)
  - English Literacy for Career and Technical Education (ELCATE)
- Only students who were enrolled in these programs in the 2022-23 year may be reported as enrolled.
- Programs will no longer be available for reporting in the 2024-25 reporting year.

Resources

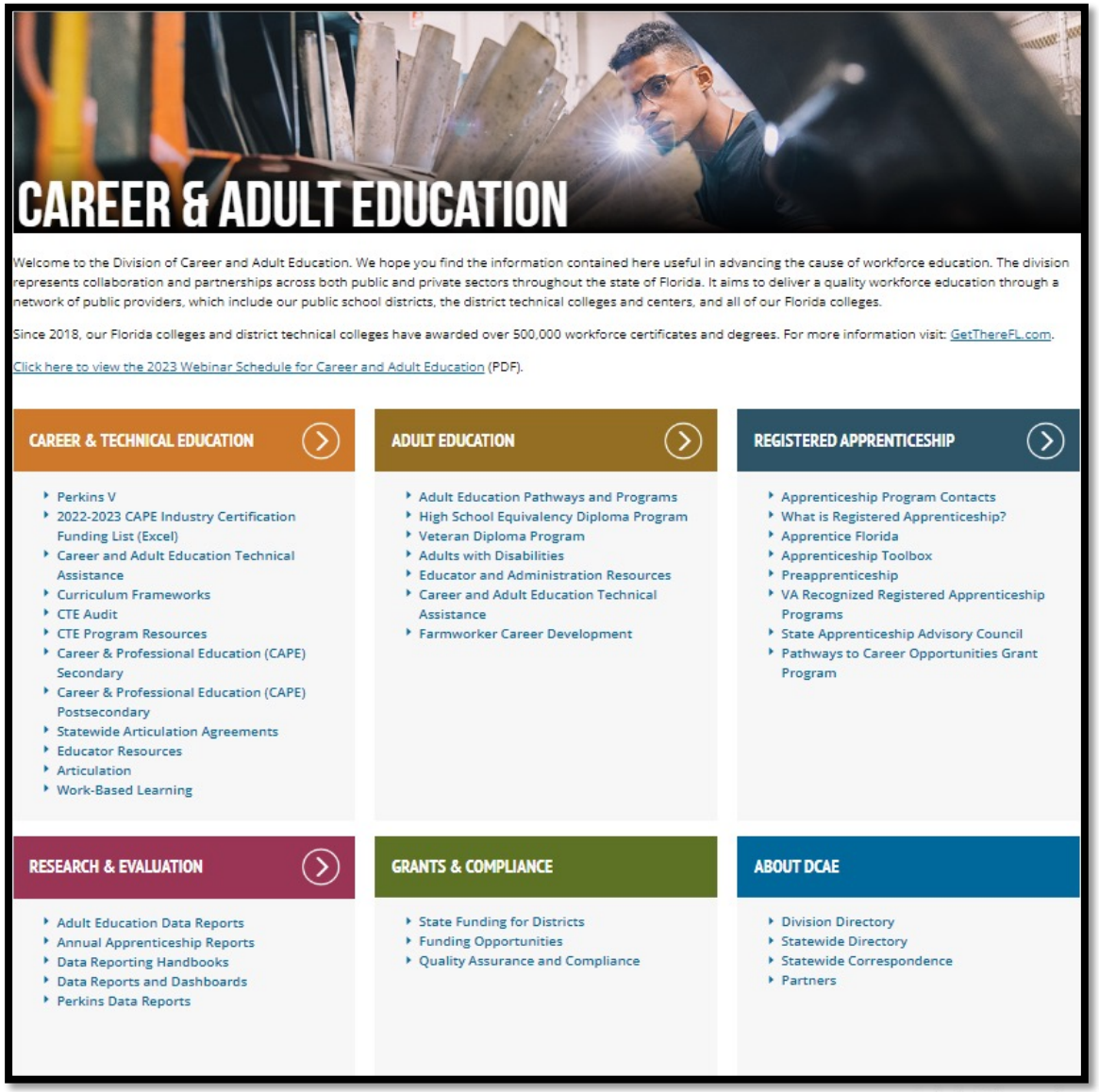
Resources

- The following resources have been provided to assist with the transition to the new data structure beginning 2023-24.
  - Adult Education Test and Performance Changes Data Packet
  - Technical Assistance FAQ document
  - Appendices
    - Adult Test Reporting
    - Adult General Education Programs & Associated Gains

Resources

RESEARCH & EVALUATION

- Adult Education Data Reports
- Annual Apprenticeship Reports
- Data Reporting Handbooks
- Data Reports and Dashboards
- Perkins Data Reports



CAREER & ADULT EDUCATION

Welcome to the Division of Career and Adult Education. We hope you find the information contained here useful in advancing the cause of workforce education. The division represents collaboration and partnerships across both public and private sectors throughout the state of Florida. It aims to deliver a quality workforce education through a network of public providers, which include our public school districts, the district technical colleges and centers, and all of our Florida colleges.

Since 2018, our Florida colleges and district technical colleges have awarded over 500,000 workforce certificates and degrees. For more information visit: GetThereFL.com.

Click here to view the 2023 Webinar Schedule for Career and Adult Education (PDF).

CAREER & TECHNICAL EDUCATION

- Perkins V
- 2022-2023 CAPE Industry Certification Funding List (Excel)
- Career and Adult Education Technical Assistance
- Curriculum Frameworks
- CTE Audit
- CTE Program Resources
- Career & Professional Education (CAPE) Secondary
- Career & Professional Education (CAPE) Postsecondary
- Statewide Articulation Agreements
- Educator Resources
- Articulation
- Work-Based Learning

ADULT EDUCATION

- Adult Education Pathways and Programs
- High School Equivalency Diploma Program
- Veteran Diploma Program
- Adults with Disabilities
- Educator and Administration Resources
- Career and Adult Education Technical Assistance
- Farmworker Career Development

REGISTERED APPRENTICESHIP

- Apprenticeship Program Contacts
- What is Registered Apprenticeship?
- Apprentice Florida
- Apprenticeship Toolbox
- Preapprenticeship
- VA Recognized Registered Apprenticeship Programs
- State Apprenticeship Advisory Council
- Pathways to Career Opportunities Grant Program

RESEARCH & EVALUATION

- Adult Education Data Reports
- Annual Apprenticeship Reports
- Data Reporting Handbooks
- Data Reports and Dashboards
- Perkins Data Reports

GRANTS & COMPLIANCE

- State Funding for Districts
- Funding Opportunities
- Quality Assurance and Compliance

ABOUT DCAE

- Division Directory
- Statewide Directory
- Statewide Correspondence
- Partners

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Resources

Adult Education
Apprenticeship
CAPE Data & Performance
Charter Technical Reports
Data Reports & Dashboards
Dual Enrollment
Perkins
Resources
Yearly Archived Materials

ADULT EDUCATION

Florida Adult Education programs offer a range of instruction that help adults get the basic skills they need to be productive workers, family members, and citizens. The National Reporting System (NRS) for Adult Education is the accountability system for Federally funded adult education programs, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures. All agencies receiving WIOA AGE, IELCE, or Corrections grant funds, are subject to NRS accountability NRS eligible programs.

NRS Eligible Programs, 2023-24

- Adult Basic Education (ABE)
- Adult High School (AHS)
- Adult English for Speakers of Other Languages (ESOL)
- English Literacy for Career and Technical Education (ELCATE)
- GED®

NRS Statewide Reports

- 2019-2020 Statewide NRS Report (PDF)
- 2020-2021 Statewide NRS Report (PDF)
- 2021-2022 Statewide NRS Report (PDF)

NRS Agency Level Data Reports

Agency and student level NRS reports are provided directly to agencies via ShareFile and TIBCO, respectively. For information on how to access ShareFile and TIBCO, visit the Resources page.

Adult Education Data Reporting Guidance

- NRS Business Rules
- NRS State and Agency Performance Targets
- Integrated Education and Training (IET) Data Reporting Guide
- Instructional Hour Reporting Technical Assistance Paper

Adult Education Test and Performance Data Structure Changes

- Technical Assistance FAQ – 5.17.23 (PDF)

Districts

- 2023-24 WDIS Adult Education Test and Performance Changes (PDF)
- 2023-24 WDIS Appendix R - Adult General Education Programs & Associated Gains (PDF)
- 2023-24 WDIS Appendix Q – Adult Test Reporting (Excel)

Florida College System Institutions

- 2023-24 CCTCMIS Adult Education Test and Performance Changes (PDF)
- 2023-24 CCTCMIS Appendix A - Adult General Education Programs & Associated Gains (PDF)
- 2023-24 CCTCMIS Appendix C – Adult Test Reporting (Excel)

Community Based Organizations

- 2023-24 CBO Adult Education Test and Performance Changes (PDF)
- 2023-24 CBO Appendix B - Adult General Education Programs & Associated Gains (PDF)
- 2023-24 WDIS Appendix I – Adult Test Reporting (Excel)

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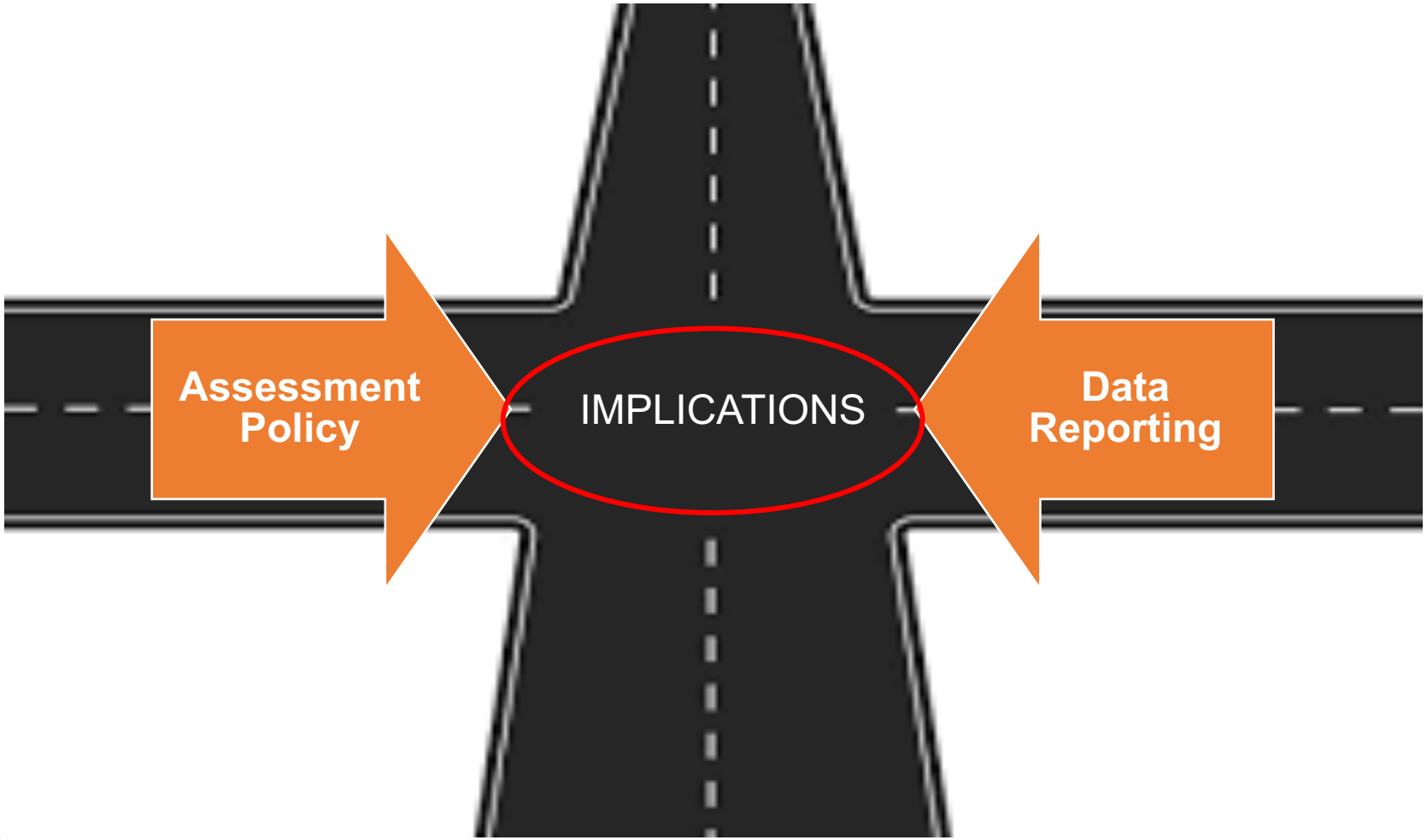
Intersection of Policy & Data Reporting

Intersection of Policy and Data Reporting



Data Reporting Structure Reminders

- The new reporting structure requires agencies to understand and apply assessment policy for increased success.
- The revised data collection system is now situated in edits requiring correct test names, forms, subject areas and score ranges, per test publishers, to be accepted.
- Validated score and EFL reporting will be the basis of pre and post-test gain calculation.

Best Practices Share Out

1. Does your agency have joint conversations between Adult Education administrative, teaching, and/or data staff?
2. How does your agency facilitate communications between Adult Education administrative, teaching and data staff?
3. At what frequency?
4. Please share your agency best practices.

Contact Information

YOUR WAY
Florida Adult Education

Division of Career & Adult, Research & Evaluation Contacts

- Tara Goodman, Vice Chancellor
  - Tara.Goodman@fldoe.org
- Dr. Brittany C. Ross, Director, Research & Evaluation
  - Brittany.Ross@fldoe.org
  - 850-245-9005
- Jessi Maddox, Educational Policy Analyst (CTE Specialist)
  - Jessica.Maddox@fldoe.org
  - 850-245-9463
- Vacant, Educational Policy Analyst (Adult Education Specialist)
- Merve Pamuk, Program Specialist IV
  - Merve.Pamuk@fldoe.org
  - 850-245-0720

Data System Contacts

Data Reporting and Submissions Issues

Kimberly Pippin – Bureau Chief, Kimberly.Pippin@fldoe.org, 850-245-9594

WDIS & CBO

- Jianca Reid – WEDS Manager, Jianca.Reid@fldoe.org, 850-245-0820

CCTCMIS

- Katherine Mueller - Data Processing Manager, Katherine.Mueller@fldoe.org, (850) 245-9515

THANK YOU!