ipdae

INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

Digging Deeper into the Four Critical Factors that Impact your NRS Data

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!

Maria Gutierrez
Miami-Dade County Public Schools, Administrator

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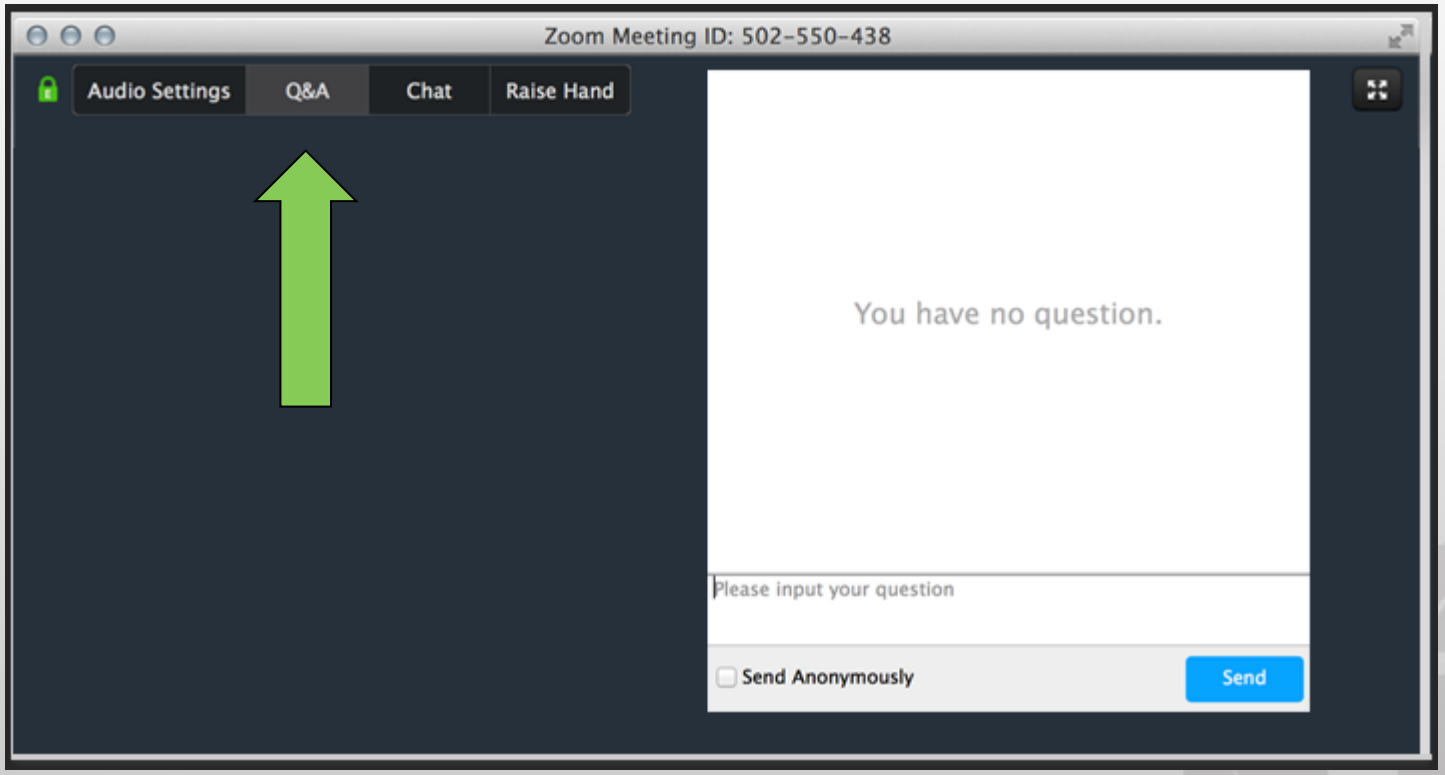
Things to Remember

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Training Objectives:

In this session, we will delve deeper into the four critical factors that impact your NRS data and identify strategies & best practices to help you move your data needle. The training emphasizes the portion titled "Let's Walk the Talk."

1. Let's Talk the Talk
2. Let's Walk the Talk

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Training Objectives

As we continue to "walk the talk," let's again identify the 4 critical factors impacting our NRS performance:

1. Enrollment
2. Attendance/Retention
3. Post-testing Rate
4. Post-testing Performance

We will explore strategies, best practices, and resources for each of the 4 critical factors and end with a review of the critical timeline of events.

A reflection and brief Q & A session will close out the session.

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AGE Placement and Reporting of Learning Gains

FDOE

October 14, 2019

FLORIDA DEPARTMENT OF EDUCATION
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1 LCP/student/WDIS year
total # enrolled

How can you gauge what your NRS % will be?

- Look at one WDIS year at a time.
- Count 1 LCP per student per program at the lowest functional level.
- Add up all these LCPs and divide them by the **total** # of students who were enrolled in the program.

See the problem?

- You got it!
- The problem is that your **denominator** includes ALL students who were registered in the program, not only those who pre- and post-tested.

Your district may refer to the WDIS year as an NRS reporting year.

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4 Critical Factors Impact your NRS Data! Do you know what they are?

100%

ENROLLMENT
Minimum goal is 100% of last year's enrollment.

70%

ATTENDANCE/ RETENTION
Minimum retention rate is 70%.

70%

POST-TESTING RATE
Minimum post-testing rate is 70%.

41%
43%

POST-TESTING PERFORMANCE
Minimum performance is 41% in ABE & 43% in ESOL.

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ENROLLMENT

What impacts your enrollment?

- 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.
- If a student is withdrawn and is out for ≥ 90 consecutive days, this student now counts twice on your denominator.

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Enrollment Strategies, Best Practices & Resources:

- Closely monitor students under 10 direct instructional hours.
- **Follow 10 tips to increasing your adult student enrollment.**

1. Actively recruit.
   - Establish a rapport with local schools and government agencies.
   - Attend high school graduations, open houses, and other special activities for schools within your geographical area.
   - Contact and visit local business and obtain permission to share and display program information.

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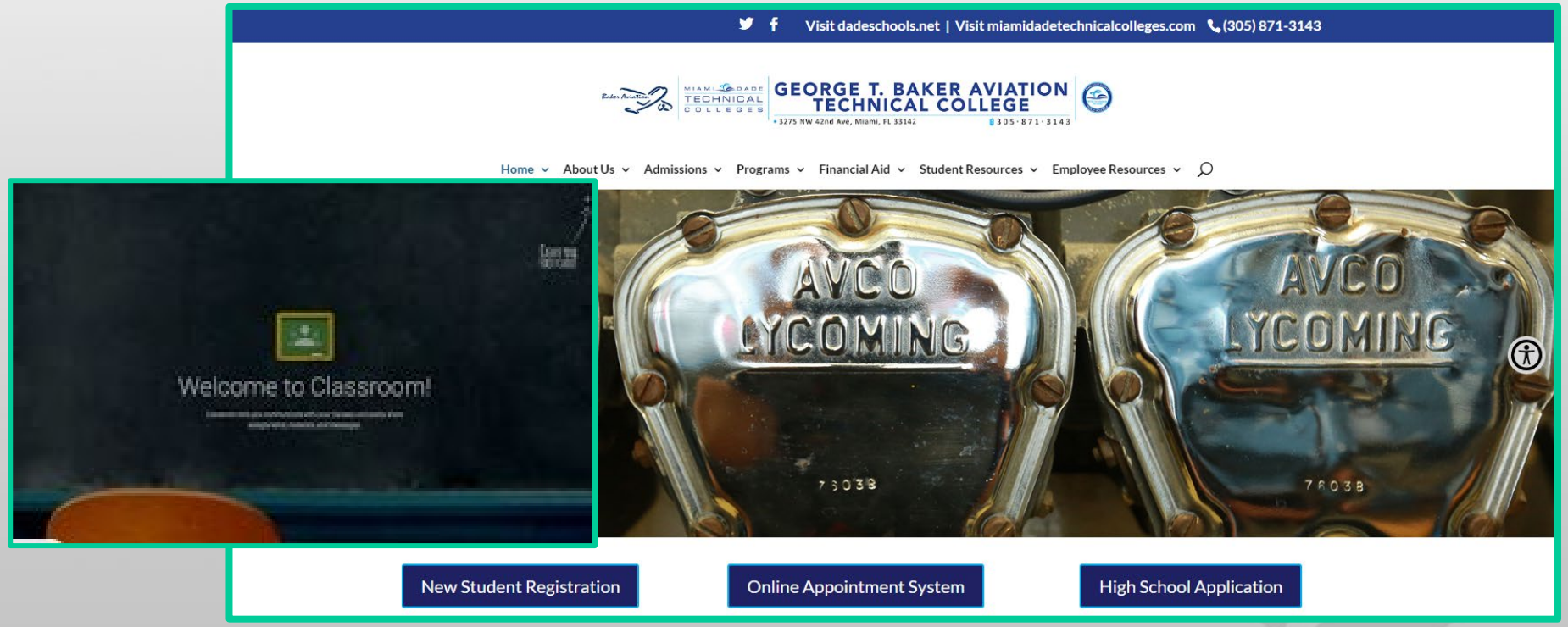
Enrollment Strategies, Best Practices & Resources: *...continued*

10 tips (continued)

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



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Enrollment Strategies, Best Practices & Resources: *...continued*

3. Regularly use multiple sources of social media.

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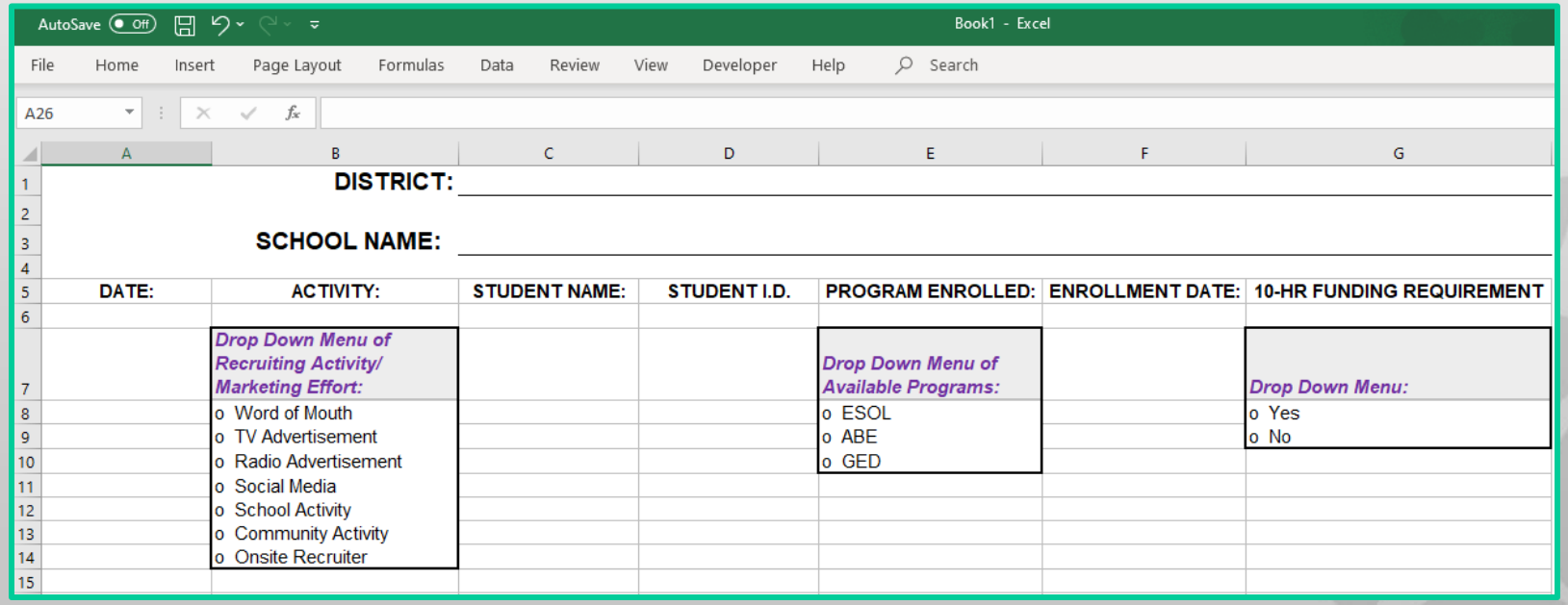
Enrollment Strategies, Best Practices & Resources:

...continued

Tracking your recruiting efforts is key in developing a successful recruiting plan. Let's look at a sample template that you can easily use.



	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							

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Enrollment Strategies, Best Practices & Resources: *...continued*

4. Show the career benefit of the curriculum.

5. Deliver flexible, portable, and accelerated learning options.
6. Train all staff to respond in a timely manner.

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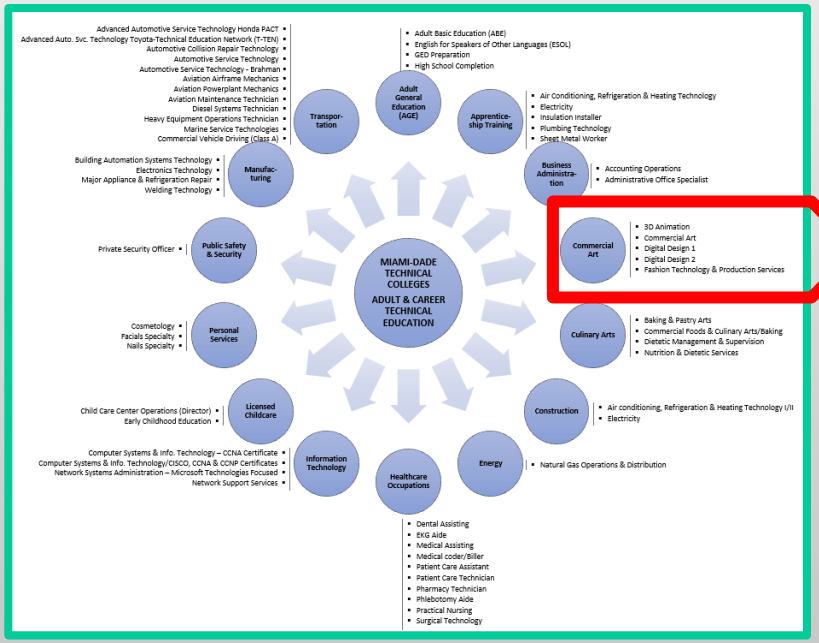
Enrollment Strategies, Best Practices & Resources: *...continued*

7. Share student success stories.



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Enrollment Strategies, Best Practices & Resources: *...continued*

8. Play to your strengths.
9. Facilitate the enrollment process.
10. Customer service, customer service, customer service!

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ATTENDANCE/RETENTION

What impacts your attendance, your retention?

- 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.

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ATTENDANCE/RETENTION

What impacts your attendance, your retention?

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

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Attendance/Retention Strategies, Best Practices & Resources:

Let's take a look at some simple strategies that you can immediately implement to address absences and withdrawals in order to increase your retention rate.

1. Market attendance as a priority in your school!

Be Here!

On Time, All Day, Every Day.

ATTENDANCE COUNTS!

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Attendance/Retention Strategies, Best Practices & Resources: *...continued*

2. Connect with students (via email, texting, etc.)
   - WhatsApp
   - Free messaging app

3. Keep morale high with good instruction.
4. Boost personalized learning.
   - Use technology.
   - Assess as you go.
   - Use Differentiated Instructional Student Plans (ISPs).

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Attendance/Retention Strategies, Best Practices & Resources: *...continued*

5. Implement an incentive program.
   - Name on attendance wall
   - Attendance certificate
   - Breakfast, lunch, or dinner with the principal
   - Choice of donated items
   - Parking space near building for most improved attendance

2020			JANUARY			
			Wk. 1	Wk. 2	Wk. 3	Wk. 4
ESOL 1	Teacher	Enrollment				
		Attendance %				
		LCPs Gained				

STUDENT RECOGNITION AWARDS

FOR THE MONTH OF _____ 2020

TEACHER: _____ **COURSE:** _____

Perfect Attendance	Promoted to the Next Level	Completed Program & Registered in CTE

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Attendance/Retention Strategies, Best Practices & Resources: *...continued*

6. Provide an instructional support system for students returning after a period of absence or after having been withdrawn.
   - Extra lab time
   - Assigned tutor/interventionist
   - Online follow-up lesson/activity

7. Address, whenever possible, issues impacting student attendance (childcare, transportation, etc.)
   - All communities are different, but you can always find ways to address issues that impact student attendance.
   - For example, connect students so that they can carpool. Try to obtain free public transportation passes.
   - Do the research.
   - Find a solution.

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Attendance/Retention Strategies, Best Practices & Resources: *...continued*

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											

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Attendance/Retention Strategies, Best Practices & Resources: *...continued*

9. Designate someone to regularly call students when they are absent.
10. Track absences, withdrawals, re-entries.

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

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POST-TESTING RATE

What impacts your post-testing rate?

- Most programs post-test only at the end of the trimester.
- 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.
- If an LCP is earned more than 7 days after course exit date, it should be reported in the next term. The gain will count as long as the student re-enrolls, and we are in the same period of participation.

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Post-testing Rate Strategies, Best Practices & Resources:

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

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Post-testing Rate Strategies, Best Practices & Resources: *...continued*

1. Establish an ongoing post-testing program.
   - What are the instructional hour requirements for ABE & ESOL?

TABE 11/12 (Reading, Mathematics & Language Subtests)		
NRS Level	**Alternate Form Testing *(i.e. 11M TO 12M)***	**Same Form Testing *(i.e. 11M TO 11M)***
1-4 (ABE)	50-60 hours of instruction recommended	60-80 hours of instruction recommended
5-6	30-59 hours of instruction recommended	
CASAS TESTS		
CASAS Math Goals CASAS Reading Goals	70-100 hours of instruction recommended	
CASAS Listening CASAS Reading		

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Post-testing Rate Strategies, Best Practices & Resources: *...continued*

1. Establish an ongoing post-testing program.
   - How will an ongoing post-testing program increase your post-testing rate?

2019-2020 WDIS YEAR					
Trim.	# of Instructional Days	# of Instructional Hrs./ Day	Total Instructional Hrs./ Trimester	# Times You 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 you post-test only once at the end of each trimester, you have a maximum of 3 opportunities for a student to gain an LCP.

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Post-testing Rate Strategies, Best Practices & Resources: *...continued*

1. Establish an ongoing post-testing program.

   - What happens if a student is leaving and not returning to your program?

     - Be sure the student has received at least 40 hours of instruction.
     - Check with your administrator or district supervisor to see what documentation needs to be in place.
     - Test the student with your administrator's approval.

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Post-testing Rate Strategies, Best Practices & Resources: *...continued*

1. Establish an ongoing post-testing program.

   - What happens at the end of a trimester if a student has not post-tested?

     - Test students who have not yet post-tested by the end of a trimester.
     - Be sure they have received at least 40 hours of instruction.
     - Make sure they have mastered **at least** 70% of tested content.
     - Check with your administrator or district supervisor to see what documentation needs to be in place.

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Post-testing Rate Strategies, Best Practices & Resources: *...continued*

Let's now address the 2nd key component to increasing your post-testing rate:

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

   - Refers to students who have been withdrawn from your program and are returning to post-test.
   - Be sure to re-enroll them in class prior to post-testing them.

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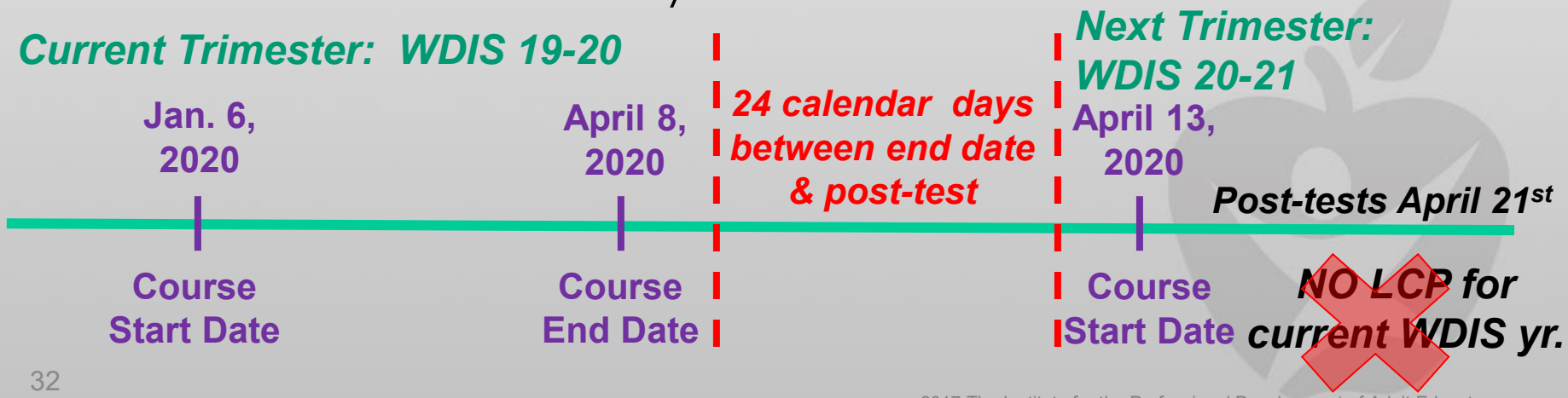
Post-testing Rate Strategies, Best Practices & Resources: *...continued*

The 3rd and last key component to increasing your post-testing rate:

3. Post-test within 7 calendar days of 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 7 calendar days of the course end date.



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POST-TESTING PERFORMANCE

What impacts your students' post-testing performance?

- Students who don't post-test count against you.
- Students who are not prepared for post-testing do not show functional level gains.
- Post-testing with the wrong NAT (CASAS) or next test assignment (TABE) will yield lower test scores.
- The more you post-test, the greater the chances a student has at making a functional level gain.

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

Now, let's look at some ways that we can increase our students' post-testing performance.

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.

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

Now, let's look at some ways that we can increase our students' post-testing performance.

1. 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?

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

1. Know the breakdown of the test:

- TABE 11/12 Reading
- TABE 11/12 Language
- TABE 11/12 Mathematics
- CASAS Listening
- CASAS Reading

Test Level:	E	M
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Pa	
# Passages:	7	8
# Items:		40
Average Word Count:	301-422	463-485
Average Lexile:	718L 780L	830L 846L
Average Time Per Passage:	14 Min.	12 Min.
Average Time Per Question:	2.5 Min	

CASAS Listening						CASAS Reading									
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 Min.									
Tasks/Items															
Picture P.						*Task 1:*									
10 Items						Forms									
Comprehension Question						*Task 2:*									
15 Items		11 Items		11 Items		Charts, maps, consumer billings, matrices, graphs, tables									
Predict the Next Line						*Task 3:*									
13 Items		15 Items		12 Items		Stories, articles, paragraphs, sentences, directions, or pictures									
		Identify a True Statement				*Task 4:*									
		12 Items		15 Items		Signs, price tags, ads, or product labels									

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

		NRS 1	NRS 2	NRS 3	NRS 4	NRS 5	NRS 6
Level 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
Level 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
Level 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
Level 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
Level 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

Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Language: TABE Level M

STUDENT NAME: **I.D.:**

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:		CCR Level:	C
Current Test Form:		Average Word Count:	463-485
Scale Score:		Average Lexile:	830L-846L
NRS Level:			

LOW EMPHASIS	MEDIUM EMPHASIS	HIGH EMPHASIS

DOMAIN: **Conventions of Standard English 44%**
CATEGORY: **Language (L)**

SCORED PROFICIENCY:
☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

MASTERY DATE:

NRS	Anchor	Group	Standard Description	Mastery Date
3	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	DETERMINERS / NOUNS / PRONOUNS	Use relative pronouns.	
		VERBS	Form and use the progressive verb tenses.	
			Form and use the perfect verb tenses.	
			Use verb tense to convey various times, sequences, states, and conditions.	
			Recognize and correct inappropriate shifts in verb tense.	
			Use modal auxiliaries to convey various conditions.	

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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
   - Practice tests
   - Individualized ISPs (target non-mastered content)
   - 10-12 hours of Boot Camp (Ongoing and end-of-trimester)

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

ONGOING BOOT CAMP CALENDAR

TRIMESTER: September - December

	MONTH: September 2019				MONTH:				MON
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Wee
Teacher:	Damien Liu	Abe McCain	Maria Garcia	Susana 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					

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

ONGOING BOOT CAMP SCHEDULE

TRIMESTER: September - December 2019

MONTH: September 2019 **WEEK:** 3

	Day 1	Day 2	Day 3	Day 4	Day 5
Boot Camp Dates:	16-Sep	17-Sep	18-Sep	19-Sep	
Post-testing Date:					20-Sep
Pull-out Time:	6-9 p.m.				
Remediation Room:	380	380	372	380	
Teacher:	Damien Liu				
Course:	ESOL 1				
Interventionist:	Karen Jones				Ready for Post-testing:
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

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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

Remind Boot Camp Interventionists to

- Group students by commonly failed content
- Emphasize heavily weighted competencies/standards
- Address competencies/standards that are closest to mastery

Be Strategic!!!!

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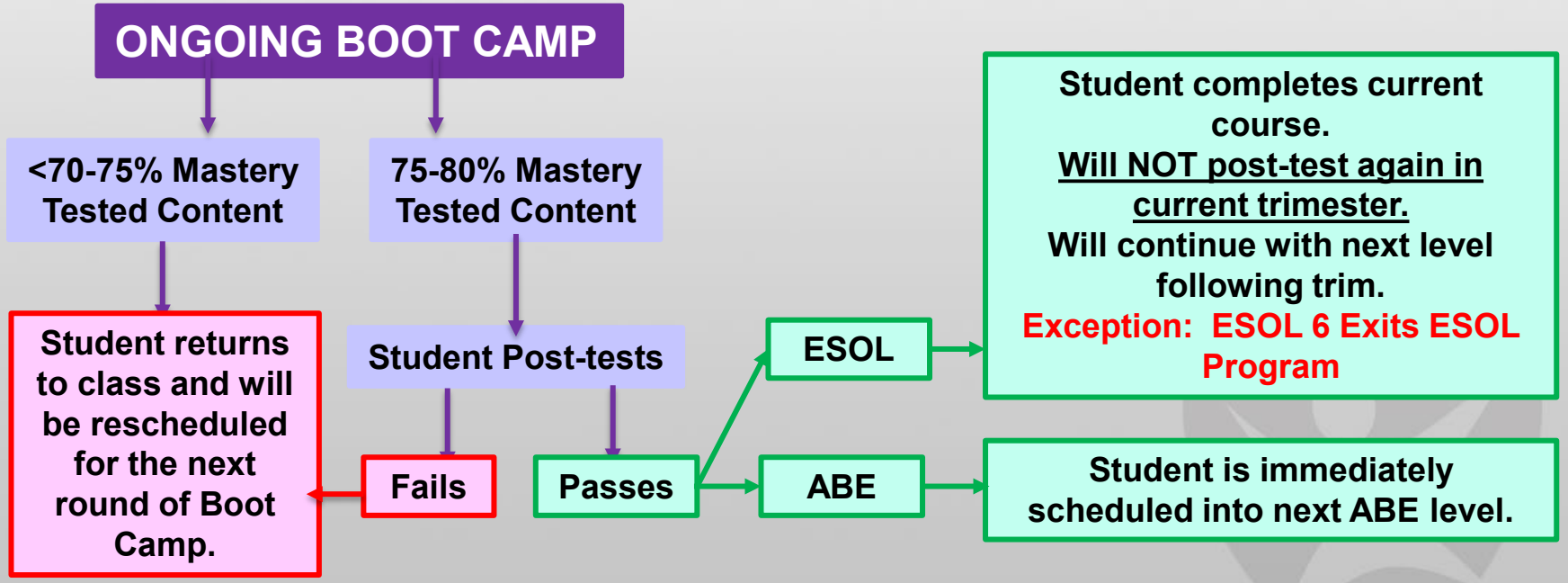
Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

What happens after boot camp?



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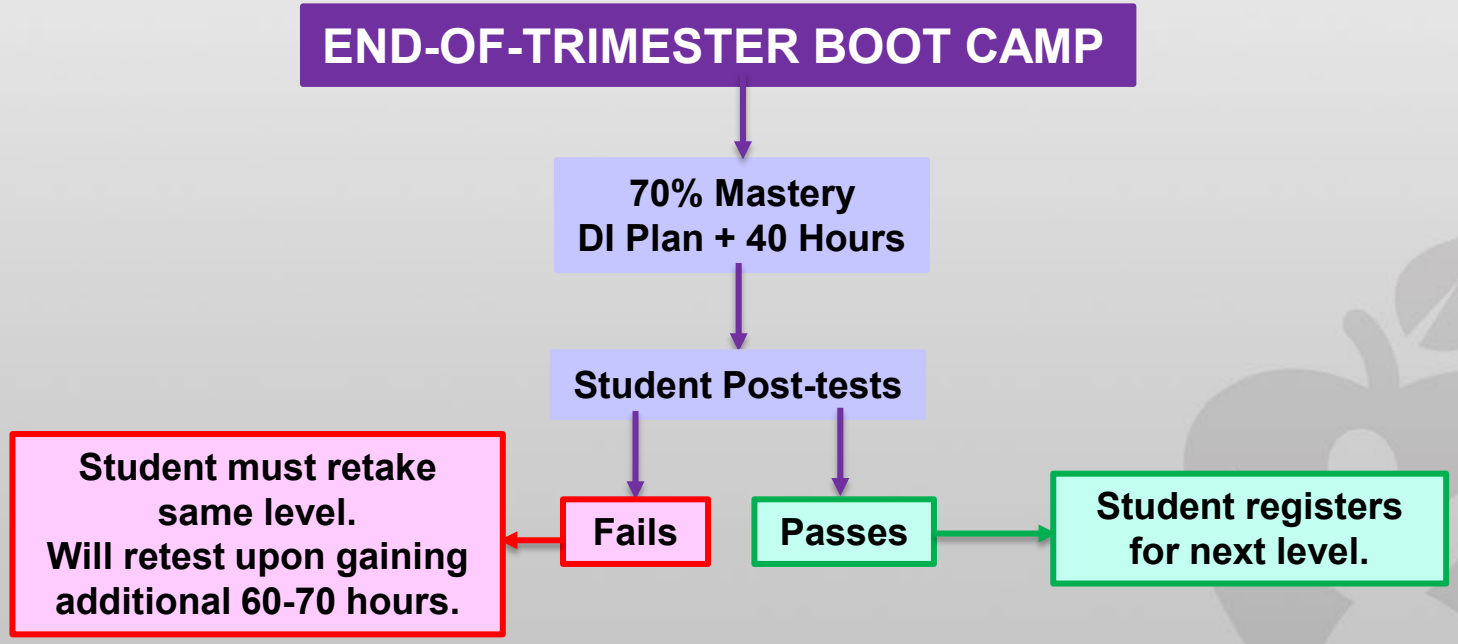
Post-testing Performance Strategies, Best Practices & Resources: *...continued*

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

What happens after boot camp?



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Post-testing Performance Strategies, Best Practices & Resources: *...continued*

6. Ensure a minimum of 70% mastery of all tested content (75-80% mastery preferred).

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

Student counts for funding @ 10 hours of attendance.

Student returning ≥90 days from withdrawal date counts twice!

Count instructional hrs. from last post-test.

1	2	3	4	5	6	7	8
Before the 1st Day of Class	Prior to 30 Days of W/D Date	Prior to 90 Days of W/D Date	Re-enter Before Post-testing	10-15 Hrs. Prior to Post-testing	Every 50/60 to 70 Hours	Prior to End-of-Trimester Testing	Within 7 Days of Course End Date
Pre-test prior to registration date.	Re-enroll returning student with same section #.	Re-enroll returning student with different section #.	Re-enroll returning student before post-testing.	Provide intensive test-prep/ remediation (Boot Camp)	On-going post-testing (no LCP gain)	Test all non-returning students.	Post-test after 7 days of end-of-course = LCP reported following term.

Post-test 70% of all enrolled students.

Count 1 LCP/ Student/ Program/ WDIS Year.

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Time to Reflect

Growth Mindset: Taking It One Step Further

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.

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"The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students."

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