Talk Data To Me
Processes, Procedures and People

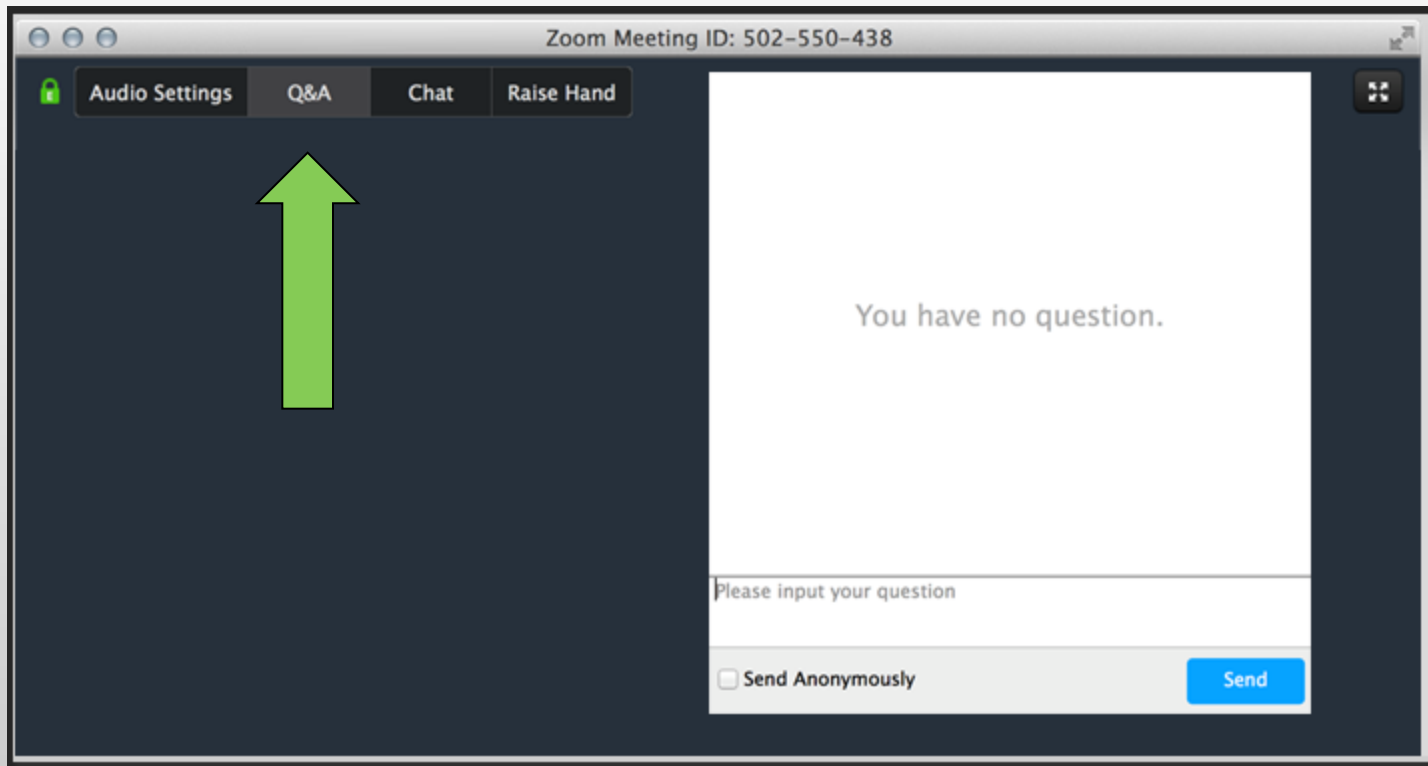DATA → KNOWLEDGE → ACTION

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Welcome!

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- If you have 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** and it will be archived and available on the IPDAE website within 48 hours.

By the end of this session, participants will have:

- An understanding of state accountability

- An understanding of NRS Table 4

- Processes for accurate collection, monitoring and reporting of local data

- Procedures for monitoring and reporting local data

- Reflecting on local processes, procedures and people

- An opportunity to reflect on your local processes, procedures and people

- Next steps and open discussion
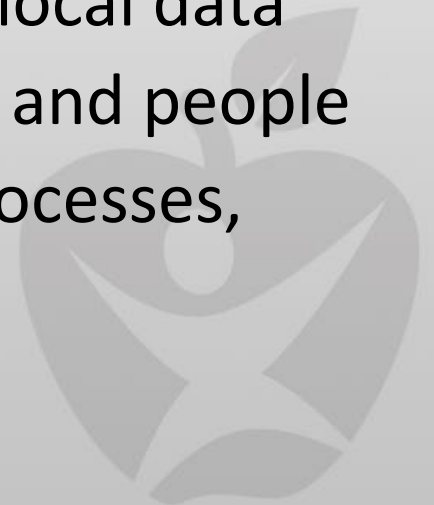
1. What state outcomes are districts held accountable for?

2. How is post-test rate calculated?

3. How is MSG calculated?

The Florida DOE has three measures that districts are held accountable for:

- 70% Post Test Rate = total post tested NRS **eligible** students / total enrolled NRS eligible students
- 42% ABE Measurable Skills Gains (MSG)
- 40% ESL Measurable Skills Gains (MSG)

Understanding the stick we are beaten with.

- What is the NRS looking at?
- What is the NRS calendar?
- What is my data and is it correct?
- Tools to monitor your data.
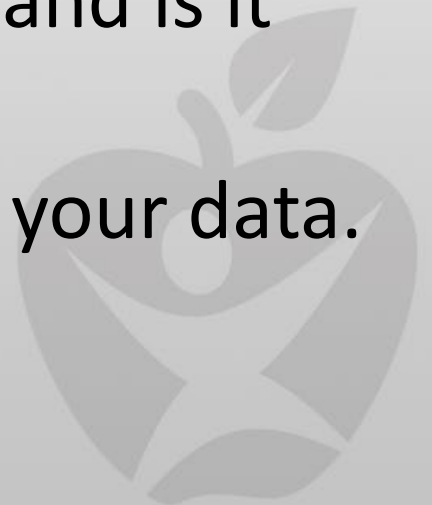
How do we improve student performance?

- Improved student post-test rate

- Student retention

- Purposeful and relevant instruction

Program	2016-2017	2017-2018	2018-2019
ABE Enrollment	632	631	702
ESOL Enrollment	2482	1756	1623
TOTAL Enrollment	**3114**	**2387**	**2352**
ABE % Post Test	35.28%	38.51%	44.59%
ESOL % Post Test	47.54%	53.99%	61.98%
Total % Post Test	**39%**	**49.90%**	**56.73%**
ABE % LCPS	20.41%	20.92%	19.52%
ESOL % LCPS	28.16%	30.98%	37.71%
TOTAL % LCPS	**26%**	**28.32%**	**32.22%**
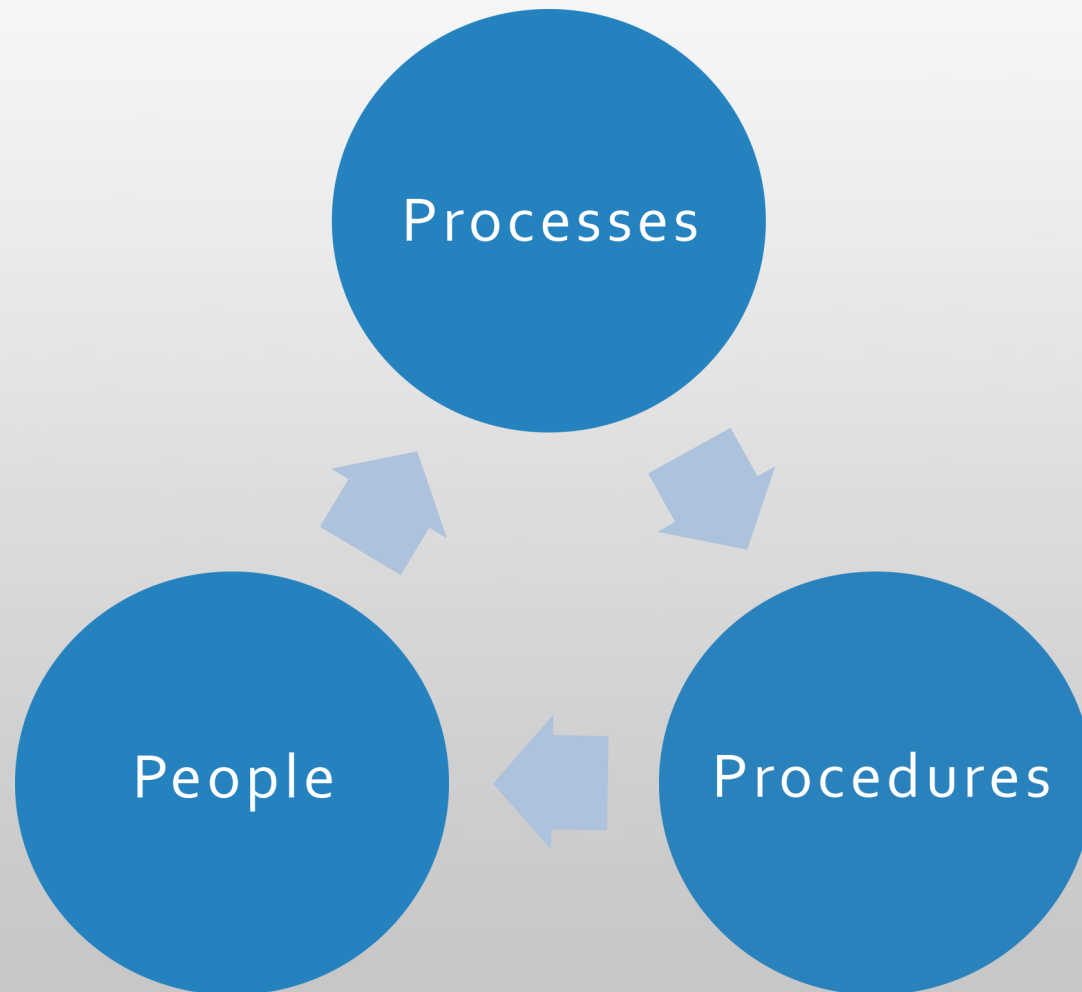
- Open Entry to Managed enrollment
- Informal to formal Orientation
- Informal to formal (structured) onboarding process for instructors
- Traditional course schedule to data driven course schedule
- Data hogging to data chats
- Procedural testing to student centered (Stakeholder) testing
- Professional Development, focused around current data and gaps
- Admin driven improvement to all stakeholders driving program improvement

- List specifics steps needed:

Example: Open Entry - Managed enrollment

- Program wide understanding

- Create structure

- Set expectation…

- Orientation

- Informal to formal (structured) onboarding process for instructors

- Traditional course schedule to data driven course schedule

- Data hogging to data chats

- Procedural testing to student centered (Stakeholder) testing

- Professional Development, focused around current data and gaps

- Communication … why the change is needed

- Share data …

- Define their role (Student role, support staff, site coordinators…)

- Professional Development

- Celebrate success

- Refine next steps

People critical to program wide improvement

- Speaking a common language
    - Site Coordinators
    - Teachers
    - Support Staff
    - Data Entry
    - District compliance office
    - Students

Inspect what you expect

- Are processes working?

- Are procedures working?

- Are people meeting expectations?

- Discovered that pieces were broken or missing, that many processes are dependent on people that continuous monitoring is needed to guide and refocus priorities

- Data wasn't changing based on all efforts implemented

1. Collecting accurate data: is the data collected reflecting the correct information needed

2. Recording the data: is the data being recorded correctly

3. Submitting the data: are all the required elements to submit being entered

4. Reviewing the data: who is ultimately reviewing the data

- Ran a WDIS survey report in January for the fall semester of all eligible enrolled students 2/14/20

- Ran reports from CASAS & TABE of all administered tests and compared it to what we had recorded

- Ran comparison reports from Focus on students who had post test indicators and who did not have a post test indicator

- Identified students who had made a gain

- A team of experts assembled to review data collected
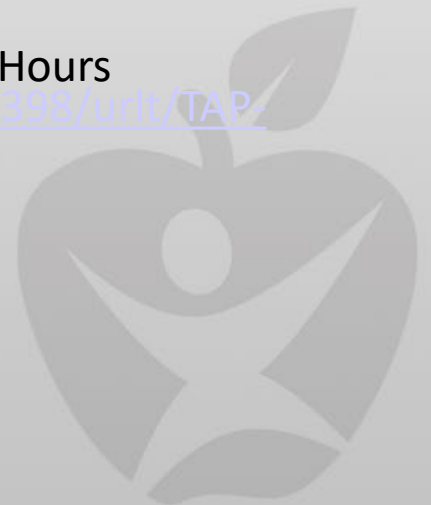
- Mined data student by student

Program	2019-2020 Naples Area Projections
ABE Enrollment	528
ESOL Enrollment	1178
TOTAL Enrollment	1706
ABE % Post Test	69.32%
ESOL % Post Test	76.74%
Total % Post Test	74%
ABE % LCPS	41.67%
ESOL % LCPS	51.95%
TOTAL % LCPS	49%

Is the Squeeze worth the Effort ?

- Four Critical Factors that Impact Your NRS Data Institute for Professional Development of Adult Educators Dec. 4 2019 https://www.floridaipdae.org/dfiles/resources/webinars/120419/Webinar_ResourceHandbook_120419.pdf

- 2021-2021 Florida Assessment Policy http://fldoe.org/core/fileparse.php/7522/urlt/2021FloridaAssessmentPolicy.pdf

- FLDOE Adult Education Program Course Standards. http://www.fldoe.org/workforce/dwdframe/ad_frame.asp

- National Reporting System for Adult Education. https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf

- Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures. http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf