



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Four Critical Factors that Impact your NRS Data

[www.floridaipdae.org](http://www.floridaipdae.org)

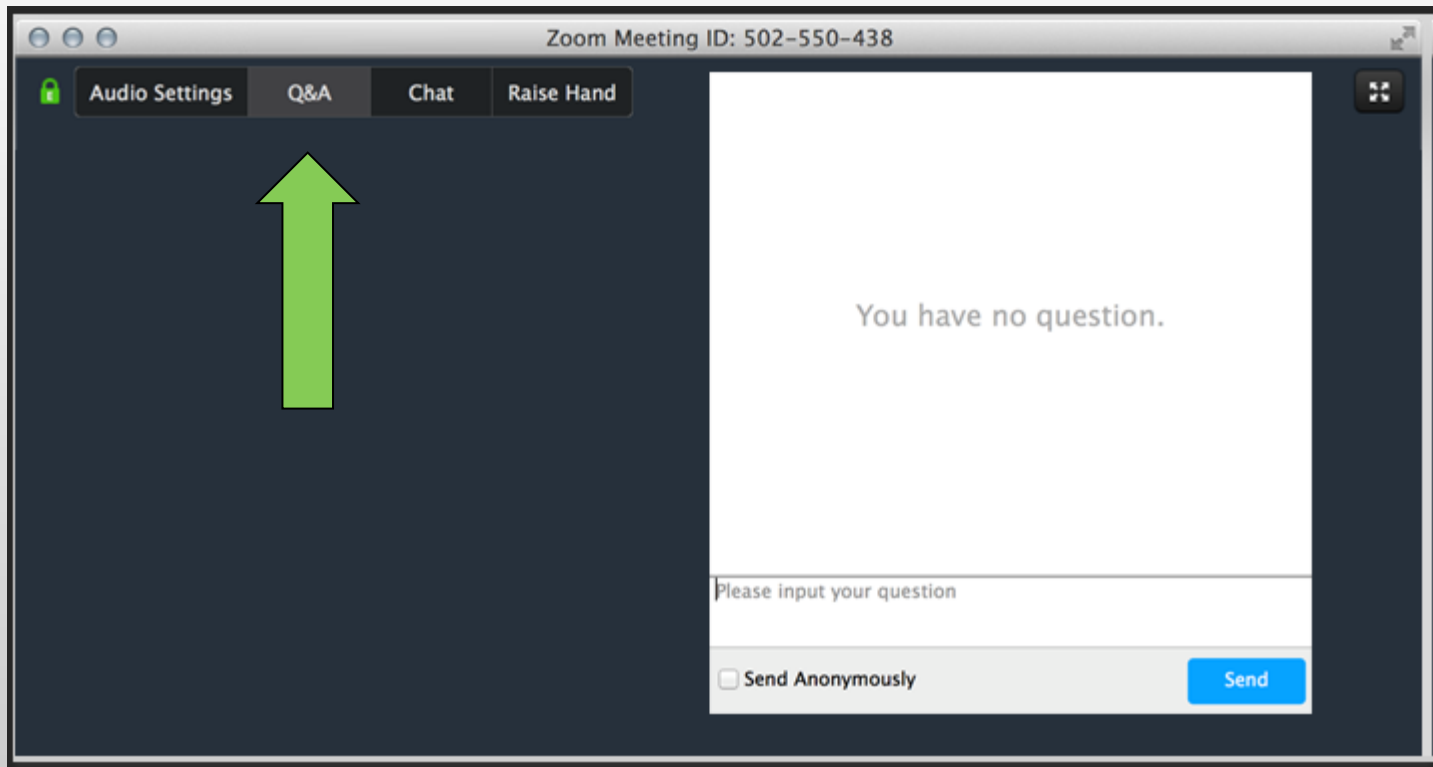
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez  
Miami-Dade County Public  
Schools, Administrator

- 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.

## Training Objectives:



In this session, we will look at four critical factors that impact your NRS data. The training is divided into 2 parts:

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



As we learn to “talk the talk”, we will first look at some key terms:

- What is NRS?
- What is a WDIS year?
- What is a Measurable Skill Gain (MSG)?

Next we will into the following:

- Federal/State Update
- MSG/LCP Reporting Requirement
- Formula for NRS Performance



As we learn to “walk the talk”, we will first gain an overview of the 4 critical factors impacting our NRS performance:

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

We will look closely at a critical timeline of events before moving into strategies, best practices, and resources for each of the 4 critical facts.

Finally, we will end with a reflection and Q & A session.





TALK the

PART I

**LET'S TALK THE TALK**

TALK



**National Reporting System  
for Adult Education**

## What is NRS?

- National Reporting System
- Outcome-based accountability system for the federally funded adult education program
- State-administered
- Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL)
- A cooperative process through which state adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education
- Embodies the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA, the Act) for the adult education and literacy program (Title II) and reporting under WIOA



## What is a WDIS year?

### WDIS 2019 - 2020

Survey	Term		Trimester	WDIS Year	School Year
F	Term 3	20182	April - July 2019	<b>2019-2020</b>	2018-2019
W	Term 1	20191	Aug. - Dec. 2019	<b>2019-2020</b>	2019-2020
S	Term 2	20192	Jan. - April 2020	<b>2019-2020</b>	2019-2020
F	Term 3	20193	April - July 2020	2020-2021	2019-2020

Additional information available at

<https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf>

## What is a Measurable Skill Gain (MSG)?

- 3 recognized types of MSGs for adult education:
  1. Valid LCP
  2. Diploma or GED
  3. Students who exited and were found enrolled in post-secondary by the end of the reporting year.

For the purpose of this training, we will focus on

- Educational functioning level (EFL) gains for ESOL/ABE
- Post-testing at the next functional level
- Literacy completion point (LCP) earned

*Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*

<https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf>

1 ABE PROGRAM				ESL PROGRAM			
LEVEL	Test	Subject	Scale Score	LEVEL	Test	Subject	Scale Score
1	TABE 11/12	Reading	300-441	1	CASAS Reading 80 Series	Reading	153-180
		Mathematics	300-448			Listening	169-180
		Language	300-457	2	CASAS Reading 80 Series	Reading	181-190
	CASAS Reading GOALS	Reading	≤ 203			Listening	189-190
2	TABE 11/12	Mathematics	≤ 193			Reading	191-200
		Reading	442-500			Listening	201-210
		Mathematics	447-495			Reading	211-220
	CASAS Reading GOALS	Reading	458-510			Listening	210-218
3	TABE 11/12	Language	458-510	3	CASAS Reading 80 Series	Reading	221-235
		Reading	204-216			Listening	219-227
		Mathematics	194-203	4	CASAS Reading 80 Series	Reading	221-235
	CASAS Reading GOALS	Mathematics	194-203			Listening	219-227
4	TABE 11/12	Reading	501-535			Reading	221-235
		Mathematics	496-536			Listening	219-227
		Language	511-546			Reading	221-235
	CASAS Reading GOALS	Reading	217-227			Listening	219-227
5	TABE 11/12	Mathematics	204-214	5	CASAS Reading 80 Series	Reading	221-235
		Reading	536-575			Listening	219-227
		Mathematics	537-595	6	CASAS Reading 80 Series	Reading	221-235
	CASAS Reading GOALS	Reading	547-583			Listening	219-227
6	TABE 11/12	Language	547-583			Reading	221-235
		Reading	228-238			Listening	219-227
		Mathematics	215-225			Reading	221-235
	CASAS Reading GOALS	Reading	228-238			Listening	219-227
7	TABE 11/12	Mathematics	215-225	7	CASAS Reading 80 Series	Reading	221-235
		Reading	576-616			Listening	219-227
		Mathematics	584-630	8	CASAS Reading 80 Series	Reading	221-235
	CASAS Reading GOALS	Reading	596-656			Listening	219-227
8	TABE 11/12	Language	596-656			Reading	221-235
		Reading	239-248			Listening	219-227
		Mathematics	226-235			Reading	221-235
	CASAS Reading GOALS	Reading	226-235			Listening	219-227
9	TABE 11/12	Reading	617-800	9	CASAS Reading 80 Series	Reading	221-235
		Mathematics	631-800			Listening	219-227
		Language	657-800	10	CASAS Reading 80 Series	Reading	221-235
	CASAS Reading GOALS	Reading	≥ 249			Listening	219-227
10	TABE 11/12	Mathematics	≥ 236			Reading	221-235
		Reading	≥ 249			Listening	219-227
		Mathematics	≥ 236			Reading	221-235
	CASAS Reading GOALS	Reading	≥ 249			Listening	219-227

= 1 EFL (1 LCP)

= 1 EFL (1 LCP)

ABE PROGRAM				ESL PROGRAM			
LEVEL	Test	Subject	Scale Score	LEVEL	Test	Subject	Scale Score
1	TABE 11/12	Reading	300-441	1	CASAS Reading 80 Series	Reading	163-180
		Mathematics	300-448				
		Language	300-457				
	CASAS Reading GOALS	Reading	≤ 203		CASAS Listening 980 Series	Listening	169-180
	CASAS Math GOALS	Mathematics	≤ 193				
2	TABE 11/12	Reading	442-500		CASAS Reading 80 Series	Reading	181-190
		Mathematics	449-495				
		Language					
	CASAS Reading GOALS	Reading				Listening	181-189
	CASAS Math GOALS	Mathematics					
3	TABE 11/12	Reading	501-535		CASAS Reading 80 Series	Reading	191-200
		Mathematics	496-536				
		Language					
	CASAS Reading GOALS	Reading				Listening	190-199
	CASAS Math GOALS	Mathematics					
4	TABE 11/12	Reading	536-575	4	CASAS Reading 80 Series	Reading	201-210
		Mathematics	537-595				
		Language	547-583				
	CASAS Reading GOALS	Reading	228-238		CASAS Listening 980 Series	Listening	200-209
	CASAS Math GOALS	Mathematics	215-225				
5	TABE 11/12	Reading	576-616	5	CASAS Reading 80 Series	Reading	211-220
		Mathematics	584-630				
		Language	596-656				
	CASAS Reading GOALS	Reading	239-248		CASAS Listening 980 Series	Listening	210-218
	CASAS Math GOALS	Mathematics	226-235				
6	TABE 11/12	Reading	617-800	6	CASAS Reading 80 Series	Reading	221-235
		Mathematics	631-800				
		Language	657-800				
	CASAS Reading GOALS	Reading	≥ 249		CASAS Listening 980 Series	Listening	219-227
	CASAS Math GOALS	Mathematics	≥ 236				

= 1 EFL (1 LCP)

= 1 EFL (1 LCP)



## AGE Placement and Reporting of Learning Gains

FDOE

October 14, 2019



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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1

What is the reporting requirement for the state?

# 1 LCP/student/WDIS year

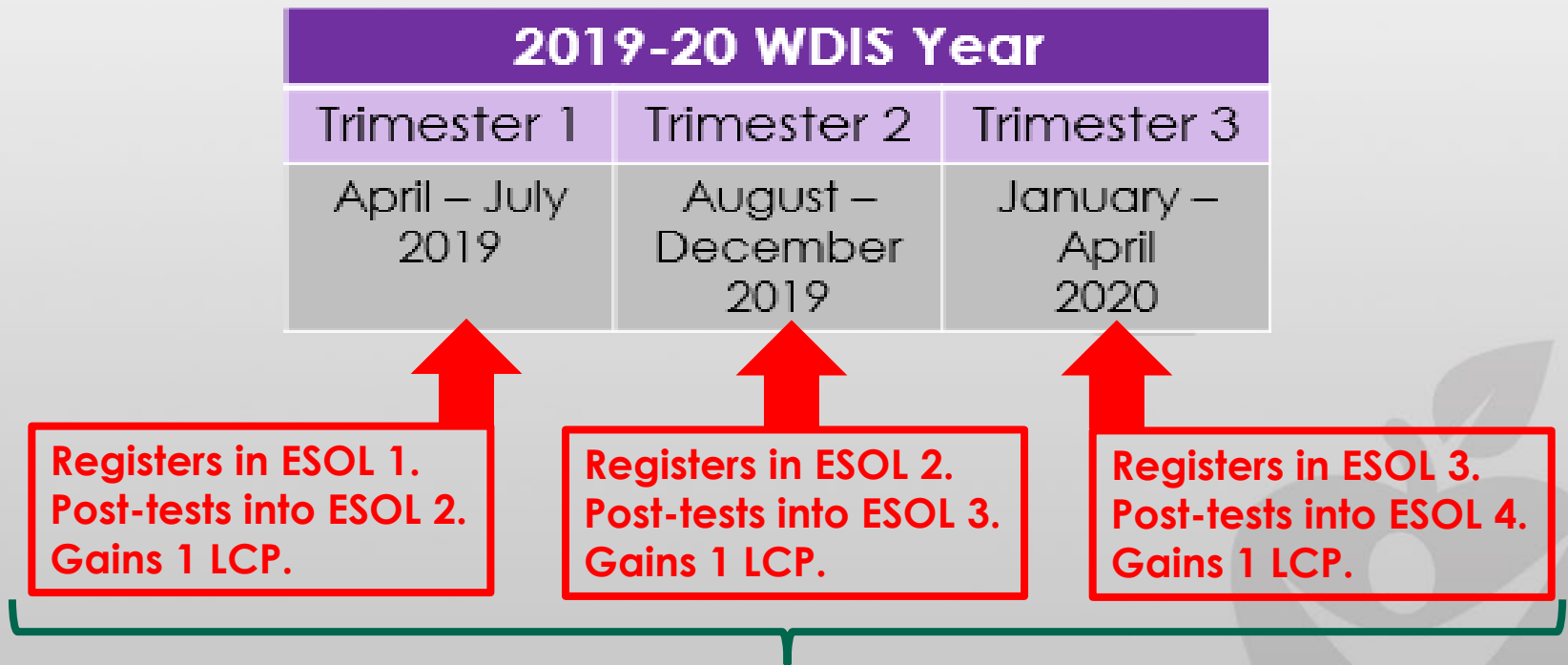
The state “counts” one LCP per student per WDIS year for each program in which the student is enrolled.

- **Example 1:** Student is enrolled in ESOL 1 and moves to ESOL 4 in the 2019-20 school year. The student earned 3 LCPs; however, **only 1 LCP counts toward performance accountability.**
- **Example 2:** Student is enrolled in ESOL 5 and post-tests out of ESOL gaining 2 LCPs. The student then pre-tests on the TABE and tests into ABE Level 2 in the same WDIS year. The student post-tests at an ABE Level 4, earning 2 LCPs in ABE. **The student earned 2 LCPs in ESOL but only 1 counts toward performance accountability. The student earned 2 LCPs in ABE but again only one counts toward performance accountability.**



Remember: 1 LCP/student/WDIS year

- Example 1:** Student is enrolled in ESOL 1 and moves to ESOL 4 in the 2019-20 school year. The student earned 3 LCPs and 3 are reported to the state; however, **only 1 LCP counts towards NRS performance accountability.**



3 LCPs earned in total.

Only 1 LCP at lowest level (ESOL 2) counts towards your NRS performance.

Remember: 1 LCP/student/WDIS year

- Example 2:** Student is enrolled in ESOL 5 and post-tests out of ESOL gaining 2 LCPs. The student then pre-tests on the TABE and tests into ABE Level 2 in the same WDIS year. The student post-tests at an ABE Level 4, earning 2 LCPs in ABE. **The student earned 2 LCPs in ESOL and 2 LCPs in ABE but only 1 in ESOL and 1 in ABE count towards your NRS performance accountability .**

2019-20 WDIS Year		
Trimester 1	Trimester 2	Trimester 3
April – July 2019	August – December 2019	January – April 2020

Registers in ESOL 5.  
Post-tests out of ESOL  
Gains 2 LCPs.

Registers in ABE 2.  
Post-tests into ABE 4.  
Gains 2 LCPs.

Registers in ABE 4  
Post-tests but makes no  
MSG.

1 LCP reported for ESOL 6. / 1 LCP reported for ABE 3.



$$\frac{1 \text{ LCP/student/WDIS year}}{\text{total \# enrolled}}$$

## 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.*

walk

PART II

**LET'S WALK THE TALK**

talk



## **We can talk the talk!**

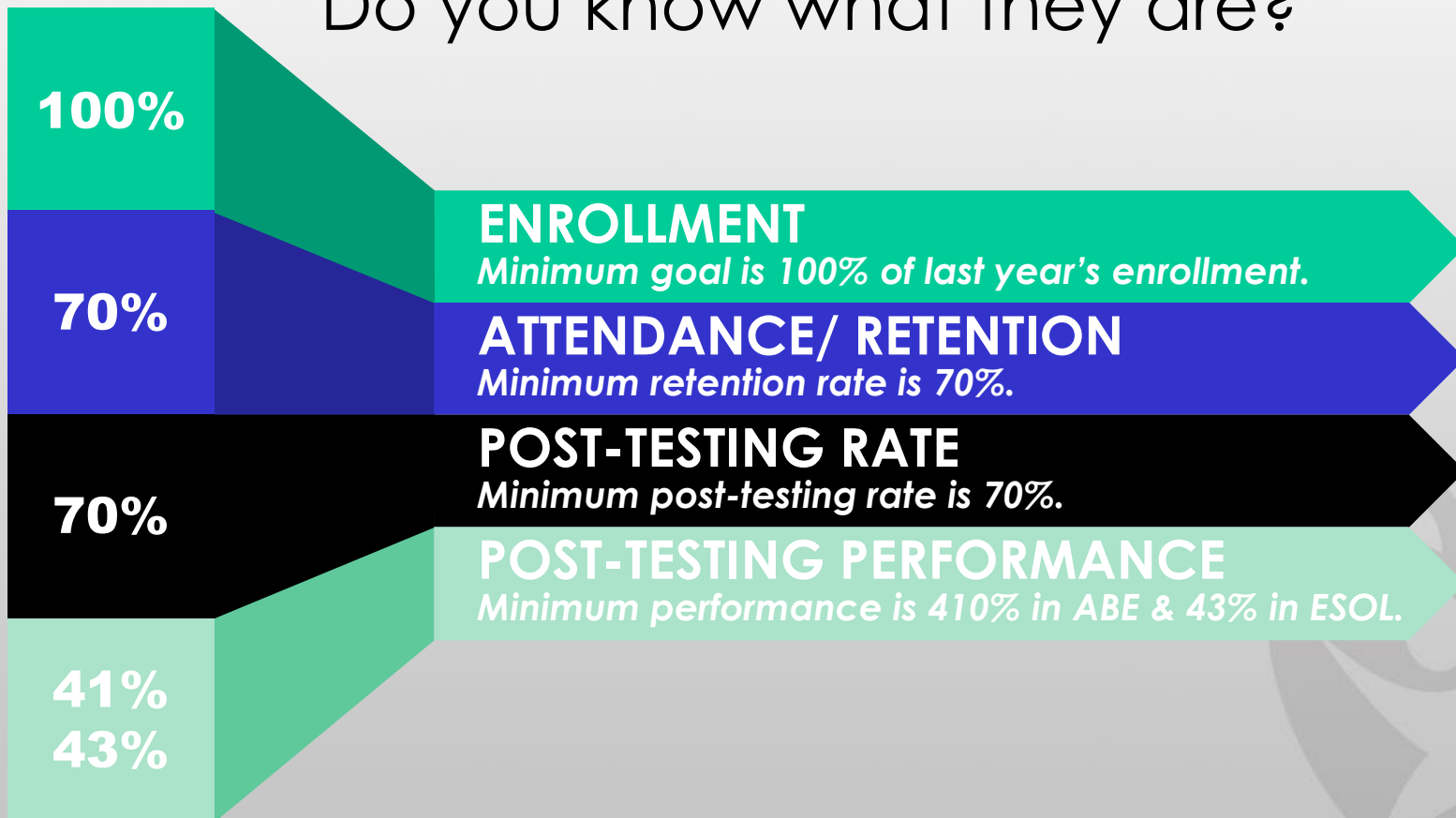
- We are ready!
- We understand the vocabulary and we know the formula.

## **Now let's walk the talk.**

- Let's look at 4 critical factors that impact your NRS data.



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

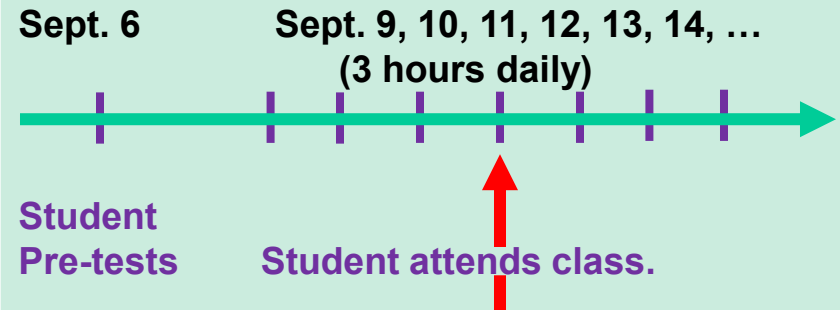


## ENROLLMENT

### What impacts your enrollment?

#### Did you know?

- 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  $\geq 90$  consecutive days, this student now counts twice on your denominator.
- In other words, s/he counts as two students.



**Student begins to count on Day 12 as soon as he reaches 10 hours of instruction.**

1 LCP/ Student / WDIS Year  
Total # of Students Enrolled

**Re-enrolls after 90 days after withdrawal date = Counts as 2 students!**

## ATTENDANCE/RETENTION

What impacts your attendance, your retention?

### Did you know?

- 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.

#### 2019-2020 WDIS Year

Trimester 1	Trimester 2	Trimester 3
LCP Earned	<b>No need to target</b>	<b>No need to target</b>
NO LCP	<b>Target</b> LCP Earned	<b>No need to target</b>
NO LCP	<b>Target</b> NO LCP	<b>Target</b>

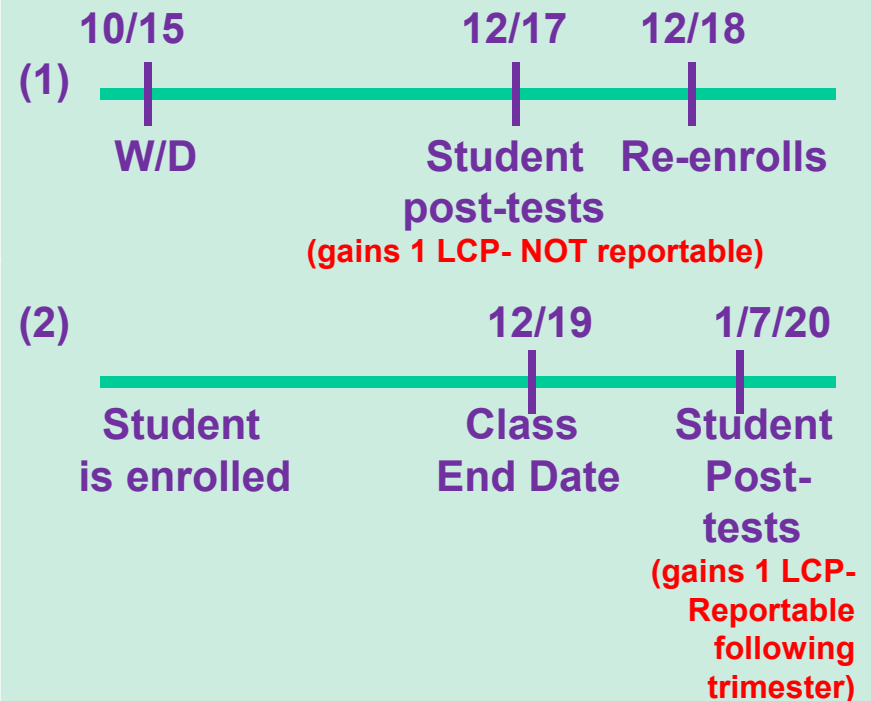
## POST-TESTING RATE

What impacts your post-testing rate?

### Did you know?

- 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.

You may forego the possibility of earning a **reportable** LCP:



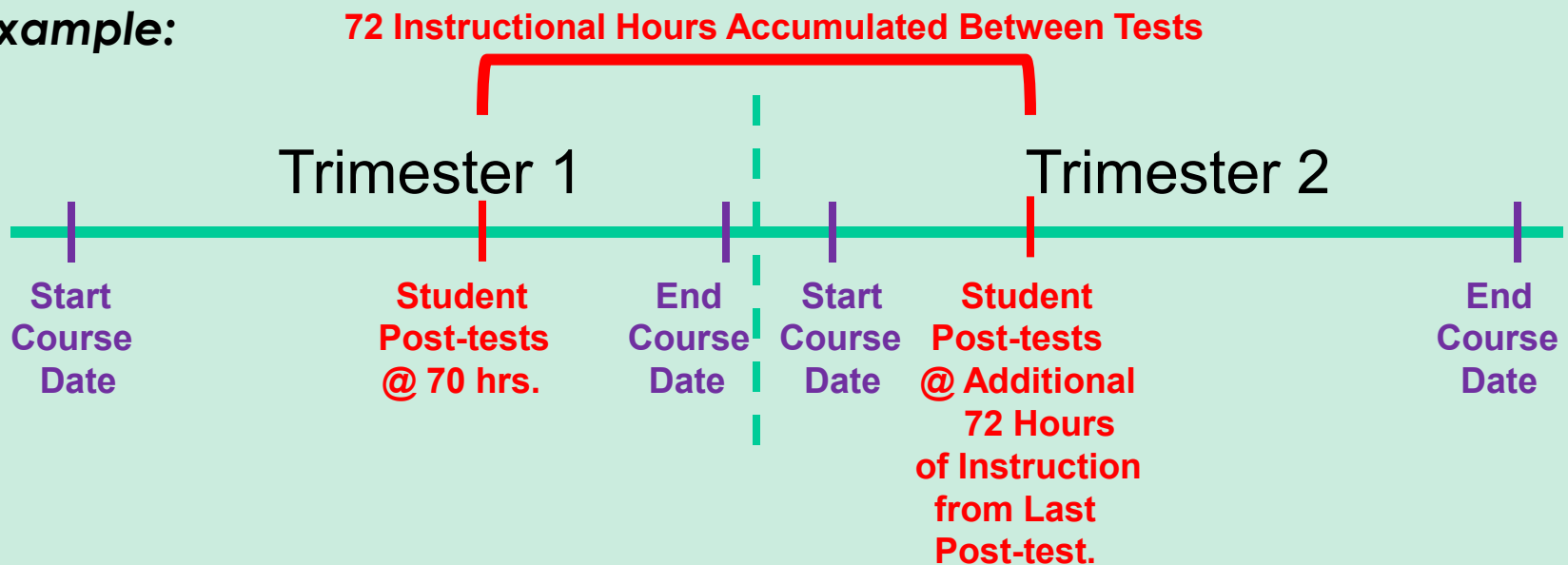
## POST-TESTING RATE

What impacts your post-testing rate? ...continued

### Did you know?

Instructional hours for post-testing are counted from test to test.

#### Example:





## POST-TESTING PERFORMANCE

What impacts your students' post-testing performance?

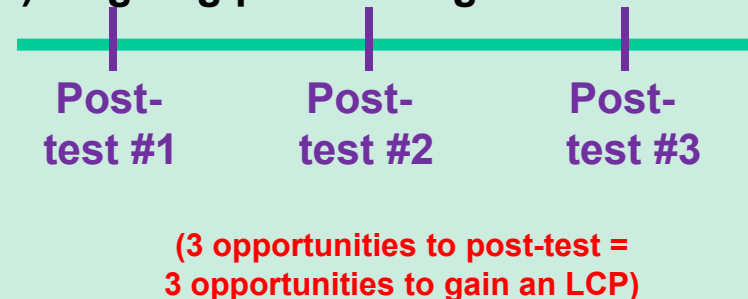
### Did you know?

- 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.

#### (1) End-of-trimester post-testing:



#### (2) Ongoing post-testing:



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

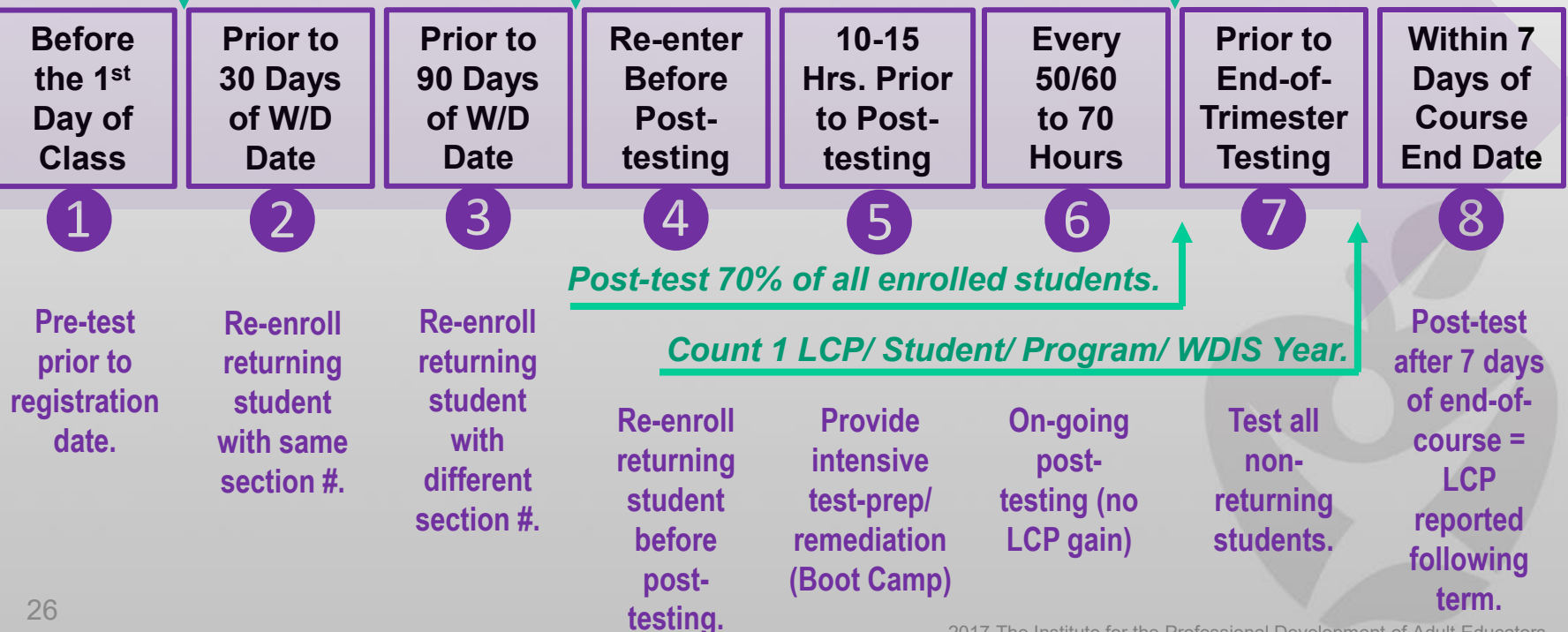
*Student counts for funding @ 10 hours of attendance.*

*Student returning  $\geq 90$  days from withdrawal date counts twice!*

*Count instructional hrs. from last post-test.*

*Post-test 70% of all enrolled students.*

*Count 1 LCP/ Student/ Program/ WDIS Year.*



## **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.

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

10 tips (continued)

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

The screenshot displays the website for George T. Baker Aviation Technical College. The top navigation bar is dark blue with white text for social media links, website addresses, and a phone number. Below this, the college's name and address are prominently displayed. A horizontal menu with dropdown arrows lists various sections: Home, About Us, Admissions, Programs, Financial Aid, Student Resources, and Employee Resources. The main visual is a large, high-quality photograph of two Avco Lycoming engine cowls, which are metallic and feature the brand name in raised letters. To the left of this main image is a smaller, dark-themed inset showing a 'Welcome to Classroom!' message. At the bottom of the page, three blue buttons with white text provide direct links to 'New Student Registration', 'Online Appointment System', and 'High School Application'.

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

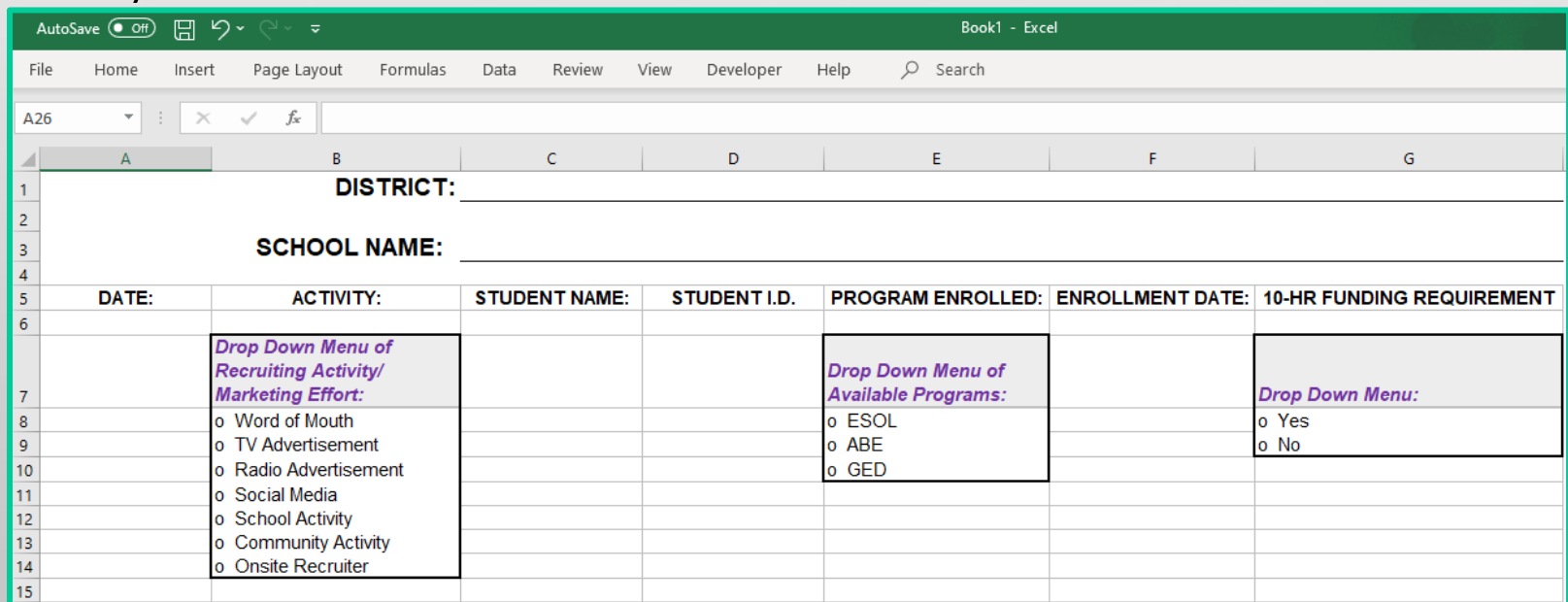
3. Regularly use multiple sources of social media.



## 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.



The screenshot shows an Excel spreadsheet titled "Book1 - Excel". The ribbon includes File, Home, Insert, Page Layout, Formulas, Data, Review, View, Developer, Help, and Search. The active cell is A26. The spreadsheet contains the following content:

DATE:	ACTIVITY:	STUDENT NAME:	STUDENT I.D.	PROGRAM ENROLLED:	ENROLLMENT DATE:	10-HR FUNDING REQUIREMENT
	Drop Down Menu of Recruiting Activity/ Marketing Effort:			Drop Down Menu of Available Programs:		Drop Down Menu:
	o Word of Mouth			o ESOL		o Yes
	o TV Advertisement			o ABE		o No
	o Radio Advertisement			o GED		
	o Social Media					
	o School Activity					
	o Community Activity					
	o Onsite Recruiter					

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

4. Show the career benefit of the curriculum.

The screenshot displays the Miami Dade Technical Colleges website. At the top, the navigation bar includes links for Home, Programs, About, Admissions, Resources, Registration, Contact, Blog, Real News, and Committees and Partners. The main banner features the text "2400 HOURS" in large blue letters, followed by "It All Started at..." and "HONDA PACT" in bold black letters. A blue Honda Civic is shown with a red toolbox and tools. To the right, a location pin marks the "Robert Morgan Educational Center & Technical College" at 18180 SW 122 Avenue, Miami, FL 33177, with contact information 305.253.9920 and robertmorgantech.net. A salary figure of "\$35,470" is displayed, with a note "Average Starting Salary based on Bureau of Labor Statistics, Florida". The PACT logo is also visible.

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

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

7. Share student success stories.
8. Play to your strengths.
9. Facilitate the enrollment process.
10. Customer service, customer service, customer service!

Please rate your experience

☒ Outstanding

☐ Excellent

☐ Very good

☐ Good

☐ Average

☐ Poor





## 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!**



## 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).

## **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 the building for most improved attendance
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

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

7. Address whenever possible, issues impacting student attendance (childcare, transportation, etc.)
  - All communities are different; however, you can always find ways to address issues that impact student attendance.
  - For example, if you have issues with students getting to school, you may be able to connect students so that they can carpool; or you may even be able to obtain free public transportation passes.
  - Do the research.
  - Find a solution.

## 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		
Teacher Name	Course	Room #	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Count #1	Count #2	Weekly
			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		Weekly Average
Teacher Name	Course	Room #	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	Count #1 6:00 p.m.	Count #2 8:30 p.m.	
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											

## 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

## **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.



## 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	



## 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	<b>10</b>
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.

## **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.

## **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.

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

Let's now address the 2<sup>nd</sup> 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.

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

The 3<sup>rd</sup> 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.

### Current Trimester:

Sept. 3,  
2019

Course  
Start Date

Dec. 20,  
2019

Course  
End Date

### Recess Break:

> 7 calendar  
days between  
end & start dates

### Next Trimester:

Jan. 6,  
2020

Course  
Start Date

Post-tests Jan. 6

**No LCP**

## Post-testing Performance Strategies, Best Practices & Resources:

This is the 4<sup>th</sup> and last critical factor impacting your NRS data.

Post-testing Rate	Post-testing Performance
Refers to the % of students enrolled who take both the pre- and post-tests.	Refers to the % functional level gain for students who pre- and post-test. It does NOT take total enrollment into consideration.
State goal: 70% minimum	State goals: 43% in ESOL 41% in ABE
<b>Example:</b> 70 out of 100 total students enrolled took the post-test = 70% post-testing rate	<b>Example:</b> 100 students post-test. 80 of the 100 gain at least 1 LCP = 80% post-testing performance

## 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.

## **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?





## 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



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

1. Know the breakdown of the test: TABE 11/12 Reading

Test Level:	E	M	D	A
Maximum Allowable Testing Time:	100 Minutes (50 Min. for Part A & 50 Min. for Part B)			
# Passages:	7	8	9	
# Items:	40			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile:	718L 780L	830L 846L	1081L– 1126L	1055L–1149L
Average Time Per Passage:	14 Min.	12 Min.	11 Minutes	
Average Time Per Question:	2.5 Minutes			

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

1. Know the breakdown of the test: TABE 11/12 Language

Test Level:	E	M	D	A
Maximum Allowable Testing Time:	55 Minutes			
# Items:	35			
Average Word Count:	301-422	463-485	497-562	596-676
Average Lexile:	718L 780L	830L 846L	1081L– 1126L	1055L–1149L
Average Time Per Question:	1.5 Minutes			

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

1. Know the breakdown of the test: TABE 11/12 Mathematics

Test Level:	E	M	D	A
<b>Maximum Allowable Testing Time:</b>	<ul style="list-style-type: none"> <li>• 65 Minutes for both parts A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• 55 Minutes for Part A</li> <li>• 10 Minutes for Part B</li> </ul>	<ul style="list-style-type: none"> <li>• 35 Minutes for Part A</li> <li>• 30 Minutes for Part B</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Minutes for Part A</li> <li>• 35 Minutes for Part B</li> </ul>
<b># Items:</b>	40			

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

### 1. Know the breakdown of the test: CASAS Listening & Reading

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									

## 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
<b>Level L</b>	<b>Reading Language Mathematics</b>	300-441	442-500	N/A	N/A	N/A	N/A
		300-457	458-510	N/A	N/A	N/A	N/A
		300-448	449-495	N/A	N/A	N/A	N/A
<b>Level E</b>	<b>Reading Language Mathematics</b>	310-441	442-500	501-535	N/A	N/A	N/A
		310-457	458-510	511-546	N/A	N/A	N/A
		300-448	449-495	496-536	N/A	N/A	N/A
<b>Level M</b>	<b>Reading Language Mathematics</b>	N/A	442-500	501-535	536-575	N/A	N/A
		N/A	458-510	511-546	547-583	N/A	N/A
		N/A	449-495	496-536	537-595	N/A	N/A
<b>Level D</b>	<b>Reading Language Mathematics</b>	N/A	N/A	501-535	536-575	576-616	N/A
		N/A	N/A	511-546	547-583	584-630	N/A
		N/A	N/A	496-536	537-595	596-656	N/A
<b>Level A</b>	<b>Reading Language Mathematics</b>	N/A	N/A	N/A	536-575	576-616	617-800
		N/A	N/A	N/A	547-583	584-630	631-800
		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%	SCORED PROFICIENCY: <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
CATEGORY: Language (L)	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.	

## **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)





## 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	Week
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					

## 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					
<b>Boot Camp Dates:</b> <b>Post-testing Date:</b> <b>Pull-out Time:</b> <b>Remediation Room:</b> <b>Teacher:</b> <b>Course:</b> <b>Interventionist:</b> <b>Student Names:</b>	MONTH: September 2019		WEEK: 3		
	Day 1	Day 2	Day 3	Day 4	Day 5
	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep
	6-9 p.m.				
	380	380	372	380	
	Damien Liu				
	ESOL 1				
	Karen Jones				Ready for Post-testing:
	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

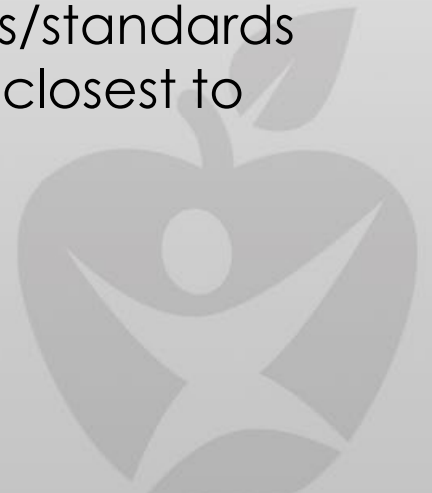
## **Post-testing Performance Strategies, Best Practices & Resources: ...continued**

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

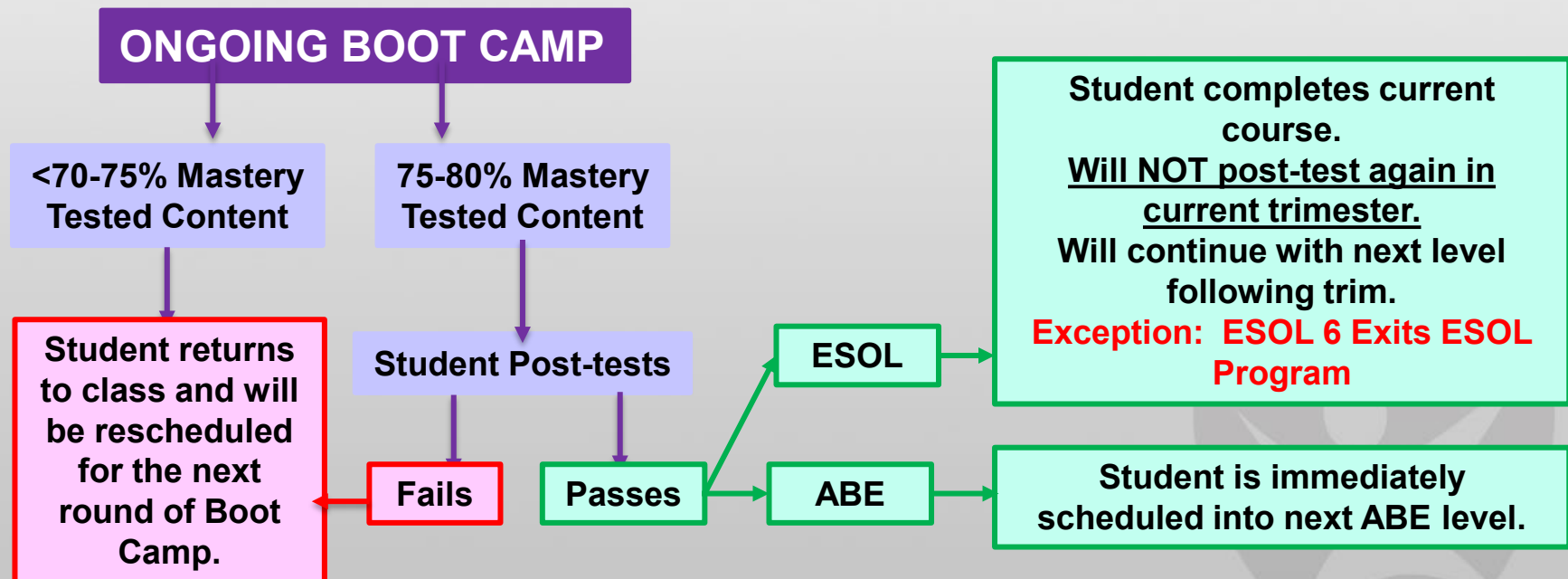
**Be Strategic!!!!**



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

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

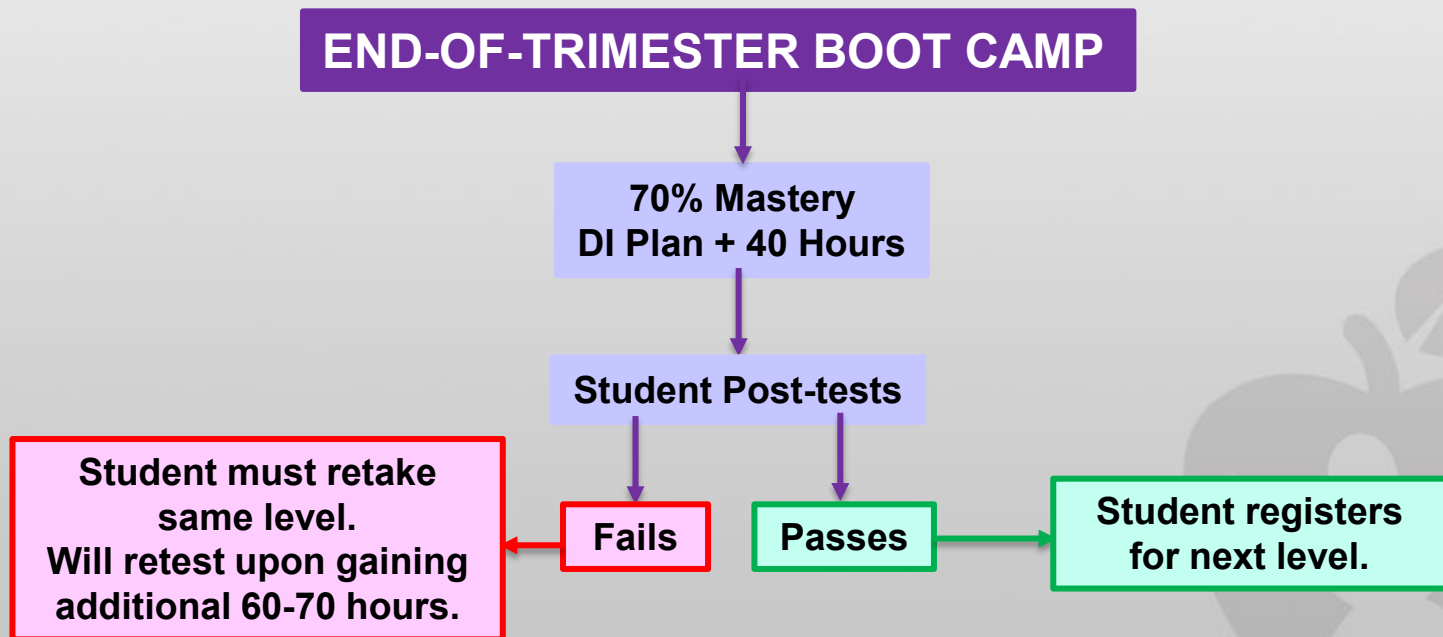
### What happens after boot camp?



## 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?



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

6. Ensure 75-80% mastery of all tested content.



# 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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Connected*

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