Reporting Initial Educational Functioning Levels and Learning Gains for ESOL and ELCATE

Data Reporting Training Module

Prepared by the Division of Career and Adult Education

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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

This module covers:

1. Reporting initial educational functioning levels and learning gains for ESOL and ELCATE.

2. Placement and Reporting of Literacy Completion Points or Learning Gains for Continuously Enrolled and New Students.

3. Who is a Continuously Enrolled Student?

4. Who is a New Student?

5. New Student vs. Continuously Enrolled Student.

6. English for Speakers of Other Languages (ESOL) Assessments Update.

7. Placement and LCPs – New Student Example.

8. Placement and LCPs – New Student Example (cont'd).

9. Placement and LCPs – Continuous Student Example.

Placement for Instructional Purposes and Reporting of Literacy Completion Points (LCP) for Continuously and New Enrolled Students

Beginning with 2016-17 the policy for determining initial functioning level reported and reporting literacy completion points has changed.

- For continuously enrolled students, Educational Functioning Level reported may only be equal to or higher than a previously reported Educational Functioning Level for the same program and subject area.
- For new students, EFLs reported to the State should be based on the lowest functioning level by subject area based on initial assessment.

To clarify this new policy, the Chancellor released a memo on April 4, 2016, titled 2016-2017 Assessment Policies.

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Who is considered a Continuously Enrolled Student?

- A continuously enrolled student is a student who was previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year.

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Who is considered a New Student?

- A new student is a student who was not previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year.

Who is considered a New Student (cont'd)?

The following are all examples of New Students:

- Students not previously enrolled in any Adult Education program in any agency/district/college.

- Students previously enrolled in an Adult Education program in an agency/district/college, but not enrolled in any term in either the current reporting year OR in the prior reporting year.

- Students previously or currently enrolled at another agency/district/college, but have not enrolled in an Adult Education program at your agency/district/college.

New Student vs. Continuously Enrolled Student

The following chart show examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

Student	Enrollment Reported for 2013-14	Enrollment Reported for 2014-15	Enrollment Reported for 2015-16	New Student or Continuously Enrolled Student in 2016-17
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

ESOL Assessments update

- The CASAS Life and Work 980 Series Listening test has been approved for NRS purposes.

- Programs must transition from the 80 Series Listening Test to the 980 Series Listening Test for 2016-17 reporting.

- New students (2016-2017) enrolling in adult ESOL courses must be pre-tested in reading and listening. The initial EFL will be based on the test score of the lower skill area (reading or listening). Learning gains will be based on the test score in the same skill area used for the initial EFL placement.

- Students previously or currently enrolled in ESOL or ELCATE who test out of the course based on the reading score should not be re-enrolled using the listening score. Students can enroll in Adult ESOL College and Career Readiness for additional English language instruction.

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Placement and LCPs – Student Example

New Student

Subject	Pre-test EFL or previously reported EFL	EFL reported to the state	Post-test EFL	EFL Reported to the state in the next term
Listening	High Beginning (3)	High Beginning (3)	Low Intermediate (4)	Low Intermediate (4)
Reading	Low Intermediate (4)			

Placement and LCPs – Student Example (cont'd)

New Student

Subject	Pre-test EFL or previously reported EFL	EFL reported to the state	Post-test EFL	EFL Reported to the state in the next term
Listening	High Beginning (3)	High Beginning (3)	High Beginning (3)	High Beginning (3)
Reading	High Beginning (3)	High Beginning (3)	Low Intermediate (4)	

Placement and LCPs – Student Example (cont'd)

Continuous Student

Subject	Pre-test EFL or previously reported EFL	EFL reported to the state	Post-test EFL	EFL Reported to the state in the next term
Listening	High Beginning (3)		Low Intermediate (4)	
Reading	Low Intermediate (4)	Low Intermediate (4)	High Intermediate (5)	High Intermediate (5)

Resources:

1. Workforce Development Information System (WDIS) Handbook
   http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/WDIS-handbooks.stml

2. Florida College System Handbook
   http://www.fldoe.org/accountability/data-sys/CCTCMIS/fl-college-data-info-sys/college-data-diction.stml

3. Florida College System & District Technical Center Directories
   http://data.fldoe.org/ccdir/

4. Florida National Reporting System (NRS) Website
   http://www.fldoehub.org/CCTCMIS/Pages/nrs.aspx

5. USDOE NRS Website
   http://www.nrsweb.org