2023-24 Adult General Education Test and Performance Data Reporting Changes Technical Assistance Questions

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Background and Purpose of Data 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 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.

For any remaining questions not contained in this document at present, the Division of Career and Adult Education has provided a means to submit additional questions to be addressed and included at a later date.

Frequently Asked Questions

Assessment Score & Test ID Reporting

1. How is the reporting of assessments different under the new data structure?

Under the new data reporting structure, test formats/record types have been revised to allow for relational data matching between the course format and the test and performance format. Please reference the 2023-24 Adult Education Test and Performance Changes packet for a comprehensive outline which includes all new data elements, modified data elements, deleted data elements, updated formats/record types, and deleted formats/record types.

The table below details how reported assessments will be linked followed by a brief explanation of how the linkages will be used to determine pre- and post-test MSGs.

WDIS	Format	Changes	Guidance & Linkage
	Adult General Education Test and Performance Record Format	Revised to include new data elements, including Test ID.	Agencies are to report a unique Test ID for all reported tests. *Does not include GED® or AHS.*
	Adult General Education Student Course Format	Revised to delete and add several data elements. New data elements required for assessment linking include Pre-Test ID and Post-Test ID.	Agencies are to report the pre-test ID that established the beginning functioning level of the student in the course in a subject area. The Pre-test ID must match a reported Test ID. Agencies are to report the post-test ID that established the final educational functioning level of the student in the course in a subject area. The Post-test ID must match a reported Test ID.

CCTCMIS	Format	Changes	Guidance & Linkage
	Adult Education Test and Performance Information Format – Record Type 0	New record type inclusive of new data elements including Adult Test ID Number.	Agencies are to report a unique Test ID for all reported tests. *Does not include GED® or AHS.*
	Course Information Record Format - Record Type 6	Revised to delete and add several data elements. New data elements required for assessment linking include Pre-Test ID Number and Post-Test ID Number.	Agencies are to report the Pre-test ID that established the beginning functioning level of the student in the course in a subject area. The Pre-test ID must match a reported Test ID. Agencies are to report the Post-test ID that established the final educational functioning level of the student in the course in a subject area. The Post-test ID must match a reported Test ID.

CBO	Format	Changes	Guidance & Linkage
	Adult Test and Performance Record Format	Revised to include new data elements, including Test ID.	Agencies are to report a unique Test ID for all reported tests. *Does not include GED® or AHS.*
	Adult Course Format	Revised to delete and add several data elements. New data elements required for assessment linking include Pre-Test ID and Post-Test ID.	Agencies are to report the Pre-test ID that established the beginning functioning level of the student in the course in a subject area. The Pre-test ID must match a reported Test ID. Report the Post-test ID that established the final educational functioning level of the student in the course in a subject area. The Post-test ID must match a reported Test ID.

In the new data structure, agencies are required to report all assessments taken by students, test scores, associated EFLs and other information using various data elements across the Test and Performance, Course, and Demographic formats. The EFL data element alone will not be used to calculate EFL MSGs like in the past. Various data elements that are now relational will be used to calculate student gains. Specific NRS business rules that detail exact calculation methodology are in process and will be produced prior to 2023-24 NRS reporting.

2. What is the meaning of "Unique Test ID"? Does this mean unique by student/term/test/and result?

Example: Student John is enrolled in ESOL Spring 2023 and took CASAS Life and Works Reading subject test 083R and got a 209 on 1/26/2023. The same student, Student John, post-tests on 2/25/2023 in the same term with the CASAS Life and Works Reading subject 084R test and gets a 212.

For each student, survey/term, survey/term submission, and test subject area, the Test ID should be unique. The student may not have the same Test ID with the same subject area within the survey/term. In the example given, each reading test given to the student should have a different Test ID. Please also note that Test IDs are unique to each respective student. For example, if Student John was assigned a Pre-test ID of A123, Student Mary may also be assigned a Pre-test ID of A123 at any time.

3. Assigning unique Test IDs may quickly exhaust all possible numbers that can be assigned. Can the Test ID be longer?

Guidance has been updated to reflect a change to the original proposed policy last Fall. The data element, Test ID, now allows a four-character alphanumeric value which should allow more options.

Out-of-Range Score Policies & Related Reporting

4. What is an out-of-range (OOR) test score?

Out-of-range scores are defined as the following:

- Out-of-range <u>low</u> test score: A "score" that is returned from CASAS with a symbol (*) or returned from TABE as "O/R" for out-of-range.
- Out-of-range <u>high</u> test score: A "conservative estimate" score that is returned from CASAS with a symbol (♦) and an upper range score that is returned from TABE with the scale score and a symbol (+).

5. May out-of-range test scores be reported and used for placement?

OOR Pre-Test: Per Florida Department of Education (FDOE) policy, pre-test scores that are out of range, low or high, are not usable for the placement of <u>new</u> students in an educational functioning level (EFL) and therefore should not be reported on the course format except in select circumstances as provided in Table 1.

Programs must administer another test at the next less difficult level, if available, for out-of-range low scoring students, or at the next more difficult level, if available, for out-of-range high scoring students, to obtain an accurate scale score and EFL. If a student pre-tests out-of-range low on the lowest level test form, the student should be retested using the alternate form.

Only in circumstances where out-of-range low scoring students are re-tested and still score an out-of-range low score should the student be placed in the lowest EFL and reported with the OOR low score on the course format. Refer to Table 1 below for an example using ABE and CASAS GOALS and Table 2 for an example using ESOL and CASAS Life & Work.

Table 1: 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.

Table 2: 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.

OOR Post-Test: If a student tests out-of-range high on a post-test, scores are reportable and may be used for MSGs, if applicable, notwithstanding the above policy. This out-of-range high score may be carried over for the next term as a pre-test.

Note: TABE CLAS-E or TABE 11/12 levels E and L test reports do not provide out-of-range low scores. For reporting out-of-range low TABE 11/12 test scores on a re-test for levels M, D, and A refer to State Data Reporting Procedures for (TABE) 11/12.

6. How are OOR test scores reported?

Adult Test Score reporting requires a 4-digit numeric value.

In range test scores must be reported with a leading value of 0.
OOR low test scores must be reported with leading value of 1.
OOR high test scores must be reported with a leading value of 9.

Reference appendix *Adult Test Reporting* for all in range, OOR low and OOR high test score values, by test, that are acceptable for reporting.

7. Will an out-of-range high/low score be expected to have a retest score?

This depends on whether the test taken was for pre-testing or post-testing.

Pre-testing

Out-of-range scores, low or high, earned by new students during pre-test do not depict the students' true academic abilities and are therefore not usable for

reporting and instructional placement. For instructional placement, new students who receive an out-of-range pre-test score are expected to be retested using the next less difficult level, if available, if they scored out-of-range low, or at the next more difficult level, if available, if they score out-of-range high, to obtain an in-range scale score and EFL. If a student pre-tests out-of-range low on the lowest level test form, the student should be retested using the alternate form. Only in circumstances where the out-of-range low scoring student is re-tested and scores an out-of-range low score <u>again</u> should the student be placed in the lowest EFL and reported with the OOR low score on the Course format.

> Example: A new Adult ESOL student pre-tests out-of-range low on CASAS Form 27. The student should then be assessed again on CASAS Form 28 to see if they can achieve a reportable numerical scale score. If after re-test the student scores an out-of-range low score for a second time, the student should be placed in the lowest EFL and reported with the OOR low score on the Course format. See question 6 on how to report OOR scores.

Post-testing

Out-of-range scores, low or high, earned by students during post-test may be reported and linked to the Course format and gains, if applicable, will be awarded.

All tests taken should be reported on the Test and Performance format. Only Test IDs used for placement and the establishment of a final EFL in a course should be reported on the Course format. OOR scores linked to the Course format may become the pre-test ID during the next term. See question 9 for additional information on OOR post-tests scores becoming pre-tests in the next term.

8. What should a provider do when a new or continuing student receives an OOR high score on the highest-level test of a series on a pre-test?

ESOL: If a new Adult ESOL student obtains a score on a pre-test that exceeds the scale-score range on the highest-level test of a series <u>in both Reading and Listening</u>, the student is not eligible to enroll in the Adult ESOL course. The provider should encourage the student to move to ABE or ASB based on placement tests (TABE 11&12 or CASAS GOALS).

- TABE CLAS-E, ESOL students who receive both a 589 or greater in Reading and 608 or greater in Listening have completed the Adult ESOL program.

- CASAS Life and Works ESOL students who receive both a 236 or greater in Reading and 228 or greater in Listening to have completed the Adult ESOL program.

If a new Adult ESOL student obtains a score that exceeds the scale-score range on the highest-level test of the series in just one subject, Reading or Listening, the student can still be enrolled into Adult ESOL.

Agencies should follow the same guidance for continuing Adult ESOL students. Continuing students that have post-tested OOR high or beyond Level 6 on both Reading and Listening tests have completed the Adult ESOL program. The student should be encouraged to move to ABE or ASB based on placement tests (TABE 11&12 or CASAS GOALS).

NRS ESL levels are 1-6 only, however the highest test forms for the CASAS Life & Work Skills Series have a score range that is inclusive of levels 6 and greater than 6. ESOL assessment pre-test and post-test scores that are above the NRS Level 6 range are reportable. The EFL should be reported using the WDIS, CCTCMIS, CBO values for ESL >6 on data element Adult Educational Functioning Level.

ABE/GED®**:** If a new ABE/GED® student obtains a score that exceeds the scale score in one or more areas on the highest-level test of a series, the scores are reportable for placement. The OOR high score should be reported with a leading 9 as directed in question six. A student at this level should be encouraged to take the GED® Ready tests and/or GED® tests. An example of a high scoring student is an underage student that requires an age-waiver to take the GED®.

9. **Per FDOE policy, post-test scores become pre-test scores used for placement in the next term. Will OOR post-test scores be reportable as pre-test scores in the next term?**
Yes. The following guidance should be applied to the reporting of all post-test scores that become pre-test scores used for placement in a following term. For all post-tests that become pre-tests in a following term, agencies must submit Test and Performance pre-test data in the new term that matches the post-test data from the prior term. Reference the table below that outlines all test related data elements that must match. Agencies may decide whether to carry over the Test ID or assign a new one for the new term.

Test and Performance Data Element	Spring 2023 Survey S, 3, Term 3E	Summer 2023 Survey F,1, Term 1E
Adult Test Name	Match	Match
Test Date	Match	Match
Adult Test Form	Match	Match
Adult Test Level	Match	Match
Adult Test Score	Match	Match
Test ID	Agency may assign new Test ID or carry over the same Test ID	Agency may assign new Test ID or carry over the same Test ID

Pre-test and Post-test Reporting

10. If a student is not post-tested, what should be reported for the Post-Test ID?

On the student course format, students who do not post-test and students in non-NRS eligible programs should be reported with 9999 for WDIS, CCTCMIS, and CBO.

11. What happens when a student pre-tests in the summer term and doesn't register until the fall term of the next school year? How is that reportable?

A student that pre-tests but does not attend any hours during the summer cannot be reported for the summer term. Report the student in the fall term once class attendance has begun. Pre-test scores must be reported for the term during which the student attends class. In this example, the pre-test taken in the summer term can be reported as the pre-test for the fall enrollment term. There are no edits related to test date that will cause this reporting to be blocked.

12. Per FDOE policy, post-test scores become pre-test scores used for placement in the next term. How is this done under the new data structure?

For all post-tests that become pre-tests in a following term, agencies must submit Test and Performance pre-test data that matches Test and Performance post-test data from the prior term. Reference the below table that outlines all test related data elements that must match. Agencies may decide whether to carry over the Test ID or assign a new one for the new term.

Test and Performance Data Element	Spring 2023 Survey S,3, Term 3E	Summer 2023 Survey F,1, Term 1E
Adult Test Name	Match	Match
Test Date	Match	Match
Adult Test Form	Match	Match
Adult Test Level	Match	Match
Adult Test Score	Match	Match
Test ID	Agency may assign new Test ID or carry over the same Test ID	Agency may assign new Test ID or carry over the same Test ID

13. Is FDOE policy to report the highest post-test score and EFL or the most recent?

2023-24 FDOE Adult Education assessment policy and data reporting policy is that agencies must report all tests on the Test and Performance format and assign unique Test IDs for all tests taken. The Test ID associated with the highest test score during the same term should be reported and linked to the Course format.

14. If a student went down a level on post-test from the previous term, which test should be used as the pre-test ID for the following term? The highest-level post-test as pre-test or most recent?

2023-24 FDOE Adult Education assessment policy and data reporting policy is that agencies should report all tests on the Test and Performance format and assign unique Test IDs for all tests taken. The Test ID associated with the highest test score during the same term should be reported and linked on the Course format.

During the following term, follow the below scenario-based guidance on which post-test to report as the pre-test.

Scenario: Student post-tests multiple times during the same reporting period/term
When multiple post-tests are taken during a term, agencies must report all tests taken on the Test and Performance format. Agencies should link to the Course format the Test ID associated with the post-test used to establish course or program "exit"; i.e., the post-test with the highest test score and EFL.

The linked post-test on the Course format must become the pre-test reported in the following term. Please reference question 12 for how to report a post-test score that becomes the pre-test score in a following term.

<u>Scenario: Student post-tests with a score the reflects a lower EFL</u>
If a student post-tests and the score reflects a lower EFL than the initial pre-test, the test(s) must still be reported on the Test and Performance format with the test with the highest score linked to the Course format. Even though the EFL associated with the test score is lower than the EFL of placement, the post-test score and associated EFL must become the pre-test score reported in the following next term. FDOE adult education policy requires that when a student's EFL goes down, the student must still be instructed at their highest level. For example, if a student entered a term at an EFL level 4, ended the term with a test score(s) that reflects an EFL level of 3, the student must be reported with the EFL 3 and associated test score on the Test and Performance and Course formats. That test score would become the pre-test score in the next term. Although the student is reported with pre-test score and EFL of 3, the agency must instruct the student at EFL level 4.

The state recognizes that there may be some fluctuation of EFL based on student performance. The state will determine whether an MSG has been gained by looking at all EFLs with forward progression.

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Educational Functioning Level Reporting

15. Will the FDOE policy remain that agencies should only report EFLs that remain the same or go up and not EFLs that go down?

Under the new data structure, agencies must report all EFLs regardless of movement. The state recognizes that there may be some fluctuation of EFL based on student performance. The state will determine whether an MSG has been gained by looking at EFLs with forward progression. Pre-test or post-test gains previously earned will neither be lost, nor will a "double gain" be awarded for fluctuation from and back to an EFL already gained.

16. If a student pre-tests at a Level 4 but post-tests at a Level 3, does the agency report that the student dropped an EFL?

Under the new data structure, agencies must report all NRS approved assessment scores and associated EFLs regardless of movement. The state recognizes that there may be some fluctuation of EFL based on student performance. The state will determine whether an MSG has been gained by looking at EFLs with forward progression. Pre-test or post-test gains previously earned will neither be lost, nor will a "double gain" be awarded for fluctuation from and back to an EFL already gained.

17. If a student pre-tests at Level 4, post-tests at Level 3, then post-tests again back at a Level 4, would this be considered a gain?

No. The state recognizes that there may be some fluctuation of EFL based on student performance. The state will determine whether an MSG has been gained by looking at EFLs with forward progression. Pre-test or post-test gains previously earned will neither be lost, nor will a "double gain" be awarded for fluctuation from and back to an EFL already gained.

18. How will EFLs reported on the Test and Performance format be used to determine whether an MSG for NRS reporting was earned?

In the new data structure, agencies are required to report all NRS approved assessments taken by students, test scores, associated EFLs, and other information using various data elements across the Test and Performance, Course, and Demographic formats. The EFL data element alone will not be used to calculate EFL MSGs like in the past. Various data elements that are now relational will be used to

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calculate student gains. Specific NRS business rules that detail exact calculation methodology are in process and will be produced prior to 2023-24 NRS reporting.

19. **Will agencies still report EFLs for programs and/or courses in which students do not pre-test (Ex. Literacy Skills for Adult ESOL 9900300)?**

No. Reporting of educational functioning levels is only applicable to students who take a pre-test or post-test on an approved assessment in a program that is reportable to the NRS.

GED® and Adult High School Reporting

20. **With the GED® Test Science and Social Studies subjects now added to the Test Subject Content data element, are agencies expected to report GED® scores like other NRS approved assessment or is this information only to be reported if a student takes the GED® as an entry test or pretest into a program?**

An individual GED® assessment in Reasoning through Language Arts, Mathematical Reasoning, Science or Social Studies is not an approved pre-test or post-test for entry into a program or for an MSG. Individual GED® tests and subject areas were added to the Test and Performance format, only, for more complete reporting on performance activity for students. Additionally, while the state matches enrollment records to the GED® testing database, this requires data matching on other student demographic information. As a result, this matching may not return all valid test records based on administrative records matching limitations.

21. **How do you enroll a student who has a high school diploma from another country into the GED® program?**

Students who received a high school diploma from another country may wish to earn a GED® in the United States for several reasons, such as having difficulty obtaining transcripts from their native country. If they wish to earn their GED®, they would be enrolled the same as any ABE/GED student.

22. For the new data element Adult High School Credits at Entry, should agencies report the number of credits earned since the first time the student entered (even if it was a couple or a few years ago), or should agencies report the number of credits earned starting in the 23-24 year when this data element takes effect?

For students who enrolled in adult high school in 2022-23 and who are continuing their enrollment in the 2023-24 reporting year, the Adult High School Credits at Entry data element must reflect the total number of credits which are being applied to the adult high school diploma attainment as of the 2023-24 reporting year. These credits will be used to establish the functioning level of the student for the 2023-24 reporting year.

23. How will Adult High School EFLs be calculated?

Using data elements Adult High Diploma Option, Adult High School Credits at Entry, and Adult High School Credits Earned in a Course, DCAE will be able to establish the student's selected diploma option, the number of credits required to earn it, the number of credits already acquired, and the number of credits earned in each subsequent course.

After this initial assignment, the value reported on this data element Adult High School Credits at Entry should not change. Credits earned as reported on data element Adult High School Credits Earned in a Course will be added to this number to determine if there is a functioning level change from ABE level 5 to ABE level 6.

Please reference the below excerpt from the Adult General Education Programs & Associated Gains Appendix R, A and B for WDIS, CCTCMIS and CBO respectively. For example, if a student had 11 creditable adult high school credits at entry and was pursuing the traditional 24 credit diploma model, their initial functioning level will be set at ABE Level 5. Any future credits earned would be reported using data element Adult High School Credits Earned in a Course and added to the 11 credits at entry to determine the end of year functioning level for the student. Students at ABE level 6 can earn an MSG for earning the secondary credential.

Adult High School Educational Functioning Levels

Educational Functioning Level	Adult High School Diploma Option	Credits
ABE Level 5	Traditional 24 credit diploma	0 – 12 high school credits
ABE Level 6	Traditional 24 credit diploma	13 - 24 high school credits
ABE Level 5	18 credit ACCEL	0 - 9 high school credits
ABE Level 6	18 credit ACCEL	10 – 18 high school credits
ABE Level 5	18 credit CTE Pathway Option	0 - 9 high school credits
ABE Level 6	18 credit CTE Pathway Option	10 – 18 high school credits

2023-24 Reporting of Daggered AGE Programs

24. What Adult General Education programs are daggered for the 2023-24 program year and will no longer exist beginning 2024-25?

Programs daggered for deletion include English Literacy for Career and Technical Education (ELCATE), ESOL College and Career Readiness (CCR), Adult ESOL Literacy Skills, and Applied Academics for Adult Education (AAAE). These programs will no longer be included in the FDOE Course Code Directory as stand-alone programs after June 30, 2024. "Daggered" means that the programs are in teach out, no new students may be enrolled in them beginning 2023-24, and the programs will no longer exist the following year, 2024-25. Only students previously enrolled in these programs in 2022-23 may continuously enroll in these programs in 2023-24.

25. What other Adult General Education programs may students in daggered programs enroll into?

The Adult ESOL program standards and benchmarks have been updated in the 2023-24 curriculum framework to include curriculum relevant to serve all Adult ESOL students under one program. The Adult ESOL program (9900040/ 1532010902) now serves students eligible for Adult ESOL Literacy Skills (No NRS Levels), Adult ESOL (NRS Levels 1-6), and ELCATE (NRS Levels 5-6).

Integrated Education and Training (IET) programs offered through ESOL programs additionally fulfill the career readiness focus of ELCATE and CCR.

Students previously served by AAAE and test into NRS Levels 5-6 would be placed into ASB (9900500/ 1532010101), which is designed to develop the literacy and math skills necessary for students to enter the job market, upskill to earn a better job, or enter postsecondary education. ASB is also available to assist students who are currently enrolled in CTE to meet basic skills exit requirements.

26. How should agencies report students previously enrolled in the Adult ESOL Literacy Skills course, given that this course will no longer be offered starting July 1, 2024?

Students who were enrolled in the former Adult ESOL Literacy Skills course (9900300/ 1532010903) are not NRS-reportable until enrolled into Adult ESOL Level 1 by obtaining a valid pre-test score on a state-approved assessment. Programs should pre-test students on the lowest level test form, CASAS Life and Works 27/28 Literacy. If the student does not earn a score due to "scoring" out-of-range low twice, they should be placed into the Adult ESOL program, reported with the lowest EFL, and reported with the OOR low score on the Course format.

Reference question 6 for how to report OOR test scores.

Literacy Completion Points

27. Are literacy completion points reportable at all for any program in the 2023-24 reporting year?

No. The data elements associated with literacy completion points (LCPs) are being deleted from all formats. Programs that only had LCPs as a possible gain (Adult ESOL College & Career Readiness, Adult ESOL Literacy Skills, and Applied Academics for Adult Education) will not generate gains of any type and will no longer be offered in FDOE Course Code Directory. These programs are daggered (in teach-out) for 2023-24 and will be deleted in 2024-25. It is expected that no new students will be enrolled beginning 2023-24 and any continuing students in the programs will be taught out.