

Executive Overview - TOPSpro Enterprise and eTests Online

Richard Ackermann

CASAS

rackermann@casas.org

Executive Overview in Four Parts

- Part I - Essential Features of TE and eTests
- Part II - Recent changes for WIOA
- Part III - New features in TE & eTests
- Part IV - Core Performance / Student Portal

TOPSpro Enterprise and eTests

- What are the essential features?
- What's in it for students?
- What's in it for teachers?
- What's in it for administrators?

■ *What is TE + eTests Online?*

- Student management and accountability system



- Two applications in one
- Online test administration
- Hosted by CASAS
- Secure web-based application
- FERPA compliant





- Flexible testing
- Multiple series & modalities
- Registration & data collection
- Practice tests
- Streamlined testing (locator)
- Accommodation features
- Automated timing
- Automated scoring/recording
- Immediate results
- Auto-selected next test
- Reduced risk of duplications
- Discourages cheating
 - No A, B, C, D indicators



- Used with CASAS eTests Online
- Automated scoring/recording
- Scanning option
- Import/export 3rd-Party data
- Record instructional hours
- Customizable listers
- Ad hoc reporting
- Drill-down: reports-to-data
- Actionable reports
- Compliance:
 - Data Integrity
 - NRS Federal Tables
 - Core Performance

- *What's in it for students?*
 - Basic computer skills
 - Immediate score after testing (optional)
 - Performance results in minutes



eTests Online Personal Score Report

111111111

Thomas Weaver

Your Reading scaled score on form 083R is 213.

Jul 15 2013

Please see your CASAS facilitator to help understand your score.



Intermediate Basic Skills

Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.

OK

Print



Individual Skills Profile

 06/07/2011
 15:37:20

 Page 1 of 1
 ISP

Maria Gonzalez

ID# 8760435

Agency: 4908 - Rolling Hills Adult School

Program: ESL

Most Recent	Form	Date	Scale Score	NRS ⁺ Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	083L	05/25/2010	204	4	B	36	21	30
Reading	084R	05/07/2010	212	5	B	34	19	24

Reading Competencies		N	Correct	Reading Content Standards		N	Correct
Basic Communication		4	50 %	Vocabulary		31	70 %
Consumer Economics		15	80 %	General reading comprehension		36	72 %
Community resources		3	33 %	Text in format		23	65 %
Health		5	60 %	Reference materials		5	40 %
Employment		16	75 %	Reading strategies		34	70 %
Learning to learn		12	75 %	Reading and thinking skills		4	75 %

Listening Competencies		N	Correct	Listening Content Standards		N	Correct
Basic Communication		12	75 %	Phonology		9	44 %
Consumer Economics		16	68 %	Vocabulary		48	56 %
Community resources		18	50 %	Grammar		48	56 %
Health		14	64 %	General Discourse		42	57 %
Employment		21	52 %	Informational Discourse		18	55 %
Government and law		1	100 %	Strategies and Critical Thinking		41	60 %

Reading Tasks		N	Correct	Listening Tasks		N	Correct
Forms		8	75 %	Picture Prompt		0	N/A
Charts, maps, consumer billings, matrices, graphs, tables		4	50 %	Comprehension question		16	56 %
Articles, paragraphs, sentences, directions, manuals		14	78 %	Predict next line of dialogue		16	56 %
Signs, price tags, advertisements, product labels		10	70 %	Identify true statement based on prompt		16	56 %
Measurement scales, diagrams		0	N/A	Responds to oral cues		0	N/A



Individual Skills Profile

 06/07/2011
 15:51:28

 Page 1 of 1
 ISP

John Morris

ID# 1593579

 Agency: 4908 - Rolling Hills Adult School
 Program: GED

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	017M	11/12/2010	246	6	D	34	23	32	11.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10.3

Reading Competencies	N	Correct
Consumer Economics	9	77 %
Community resources	24	66 %
Health	13	76 %
Employment	29	75 %
Government and law	12	50 %
Learning to learn	19	78 %

Reading Content Standards	N	Correct
Vocabulary	29	68 %
General reading comprehension	51	72 %
Text in format	8	62 %
Reference materials	5	80 %
Reading strategies	21	80 %
Reading and thinking skills	16	68 %

Math Competencies	N	Correct
Compute using whole numbers	6	100 %
Compute using decimal fractions	20	65 %
Compute using fractions	9	88 %
Compute with percents, rate, ratio, and proportion	14	78 %
Use expressions, equations, and formulas	13	76 %
Demonstrate measurement skills	23	82 %
Interpret data from graphs and compute averages	7	100 %
Use statistics and probability	2	50 %

Math Content Standards	N	Correct
Number sense	43	79 %
Algebra	15	80 %
Geometry	11	90 %
Measurement	30	80 %
Data	20	75 %
Probability	2	50 %

Reading Tasks	N	Correct
Forms	2	50 %
Charts, maps, consumer billings, matrices, graphs, tabl	13	69 %
Articles, paragraphs, sentences, directions, manuals	44	77 %
Signs, price tags, advertisements, product labels	1	100 %
Measurement scales, diagrams	0	N/A

John Morris has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
97 %	Math

CASAS		Student Performance			Page 1 of 4
06/10/2011 19:55:24		by Test Item & Competency			SCPTMC
Agency:	4908 - Rolling Hills Adult School	Student:	000130472	Martinez, Isabel	
Site:	6 - Southwest Campus	Test Date:	03/19/2012		
Class:	001 - ESL - Intermediate Low	Raw Score:	19	Scale Score:	212
Form:	083R - Life and Work Reading Level B				
Position	Correct?	Comp. No.	Task	Competency Description	
1	No	0.2.1	3	Respond appropriately to common pers. info. questions	
		7.2.1		Identify and paraphrase pertinent information	
2	Yes	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms	
		7.2.1		Identify and paraphrase pertinent information	
3	No	4.1.3	4	Identify, use information in job descriptions, ads	
		4.1.6		Interpret work-related vocabulary	
4	Yes	4.1.3	4	Identify, use information in job descriptions, ads	
		4.1.6		Interpret work-related vocabulary	
5	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms	
		0.2.1		Respond appropriately to common pers. info. questions	
6	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms	
		0.2.1		Respond appropriately to common pers. info. questions	
		2.3.2		Identify the months of the year and the days of the week	
7	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord	
		7.2.1		Identify and paraphrase pertinent information	
		7.3.1		Identify a problem and its possible causes	
8	No	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord	
		7.2.1		Identify and paraphrase pertinent information	
9	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord	
		7.2.1		Identify and paraphrase pertinent information	
10	Yes	1.4.2	4	Select housing by interpreting ads, signs, and other info.	
11	Yes	1.4.3	1	Interpret lease and rental agreements	
12	No	1.4.3	1	Interpret lease and rental agreements	
13	No	1.4.3	1	Interpret lease and rental agreements	
14	Yes	3.3.2	4	Interpret medicine labels	
		3.3.1		Identify and use necessary medications	

- *What's in it for teachers?*
 - Spend zero time scoring tests
 - Generate individual and class reports on demand
 - Manage enrollment and track attendance with ease



CASAS

Class Performance

03/01/2012 Page 1 of 6
 09:34:52 SCPSTIC2

Agency:	4908 - Rolling Hills Adult School	Total Tests:	37	Total Students:	35
Form:	083R - Life and Work Reading Level B				

Position	Correct?	Comp No.	Task	Competency Description
30	27 %	1.1.3	2	Interpret maps and graphs
		1.9.4		Interpret maps related to driving
		2.2.5		Use maps relating to travel needs
24		5.3.8	3	Identify procedures for reporting a crime
		7.2.2		Analyze a situation, statement, or process
32	40 %	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
		7.2.2		Interpret info. for medical, dental, life insurance
29	45 %			Interpret maps and graphs
				Interpret maps related to driving
				Ask for, give, follow, or clarify directions
31	45 %	3.2.1	1	Fill out medical health history forms
		7.2.4		Identify, make inferences: inductive, deductive reasoning
19	48 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms
		2.3.2		Identify the months of the year and the days of the week
		7.2.2		Analyze a situation, statement, or process
		4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		1.1.6		Count, convert, use coins, currency and symbols (money)
		1.3.3		Identify, use methods to buy goods, services, make purchases
		7.2.1		Identify and paraphrase pertinent information
13	54 %	1.4.3	1	Interpret lease and rental agreements
25	54 %	5.3.8	3	Identify procedures for reporting a crime
				Identify and paraphrase pertinent information
20	56 %		2	Interpret wages, deductions, benefits, timekeeping forms

Test Question Number

Percentage of students who answered this question correctly

The Competency Number on which this question is based

Task Area

Bold Competency Descriptions give details about the Competency Number

Non-bold Competency Descriptions and Numbers give additional details about the test item.



Student Test Summary

06/04/2013
01:23:09

by Class

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STS4

Agency:	4908 - Rolling Hills Adult School	Course:	1
Site:	1 - North Campus	Teacher:	101 - Team One, Main Campus -
Class:	1 - ABE		

Student	Status	Date	Form	Score	Test Hours of Instruction	Cumulative Hours of Instruction
023945893 Ford, Trayla B	Active	09/01/2012	086R	217	0	0
098509389 Aljmaner, Robin A	Active	09/19/2012	130M	214	0	0
	Active	09/19/2012	130R	247♦	0	0
298349872 River, Autumn	Active	10/23/2012	085R	226	0	0
	Active	11/20/2012	086R	237	0	0
308303438 Ankiel, Rick L	Active	07/03/2012	085R	221	0	0
	Active	07/05/2012	031M	209♦	0	0
	Active	02/25/2013	033M	214	0	0
340993385 Andrews, Dustin P	Active	10/17/2012	130M	212	0	0
	Active	10/17/2012	130R	239	0	0
	Active	10/23/2012	033M	212	0	0
	Active	02/01/2013	034M	215	0	0
364363453 Jipper, Veronica A	Active	10/09/2012	034M	226	0	0
	Active	12/01/2012	035M	229	0	0
498098833 Crespa, Jose	Active	07/25/2012	130M	217	0	0
	Active	07/25/2012	130R	233	0	0
	Active	07/26/2012	035M	224	0	0
536363636 Long, Bob A	Active	09/01/2012	037R	238	0	0
872347348 Fabros, Ruinistia L	Active	07/01/2012	033M	219	0	0

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
023945893	Ford, Trayla B	1	09/01/2012	086R	C	14	217	085R	CIT, LW-1, LW-2, LW-3
098509389	Aljmaner, Robin A	1	09/19/2012	130M		9	214	013M	ECS
								033M	LW
								213M	WLS
		1	09/19/2012	130R		22	247 ♦	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
298349872	River, Autumn	1	11/20/2012	086R	C	29	237	188R	CIT, LW-1, LW-2, LW-3
308303438	Ankiel, Rick L	1	02/25/2013	033M	B	19	214	034M	LW
		1	07/03/2012	085R	C	17	221	086R	CIT, LW-1, LW-2, LW-3
340993385	Andrews, Dustin P	1	02/01/2013	034M	B	20	215	033M	LW
		1	10/17/2012	130R		19	239	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
364363453	Jipper, Veronica A	1	12/01/2012	035M	C	22	229	036M	LW
498098833	Crespa, Jose	1	07/26/2012	035M	C	18	224	036M	LW
		1	07/25/2012	130R		17	233	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
536363636	Long, Bob A	1	09/01/2012	037R		22	238		
872347348	Fabroso, Ruinistia L	1	07/01/2012	033M	B	22	219	035M	LW
892592875	Hillen, Jarner	1	12/21/2012	084R	B	14	205	082RV	LW-1, LW-2, LW-3

Attendance

Attendance Source:

Week: 06/12/2017 - 06/18/2017 **Save** **Cancel**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	06/12/2017	06/13/2017	06/14/2017	06/15/2017	06/16/2017	06/17/2017	06/18/2017
	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
	60	60	60	60	60	60	60
Sorted by Name	Fill	Fill	Fill	Fill	Fill	Fill	Fill
913425098 / Rosalina Acuna	MM	MM	MM	MM	MM	MM	MM
098509389 / Robin A Aljmaner	60	MM	MM	MM	MM	MM	MM
903450983 / Mort J Alt	MM	MM	MM	MM	MM	MM	MM
340993385 / Dustin P Andrews	MM	MM	MM	MM	MM	MM	MM
308303438 / Rick L Ankiel	MM	MM	MM	MM	MM	MM	MM
090983439 / Krissy Bartholomew	MM	MM	MM	MM	MM	MM	MM
983579384 / Rupert Bork	MM	MM	MM	MM	MM	MM	MM
987459744 / Josh P Cork	MM	MM	MM	MM	MM	MM	MM

- *What's in it for administrators?*
 - Monitor program effectiveness
 - Track students in multiple programs
 - Meet accountability requirements





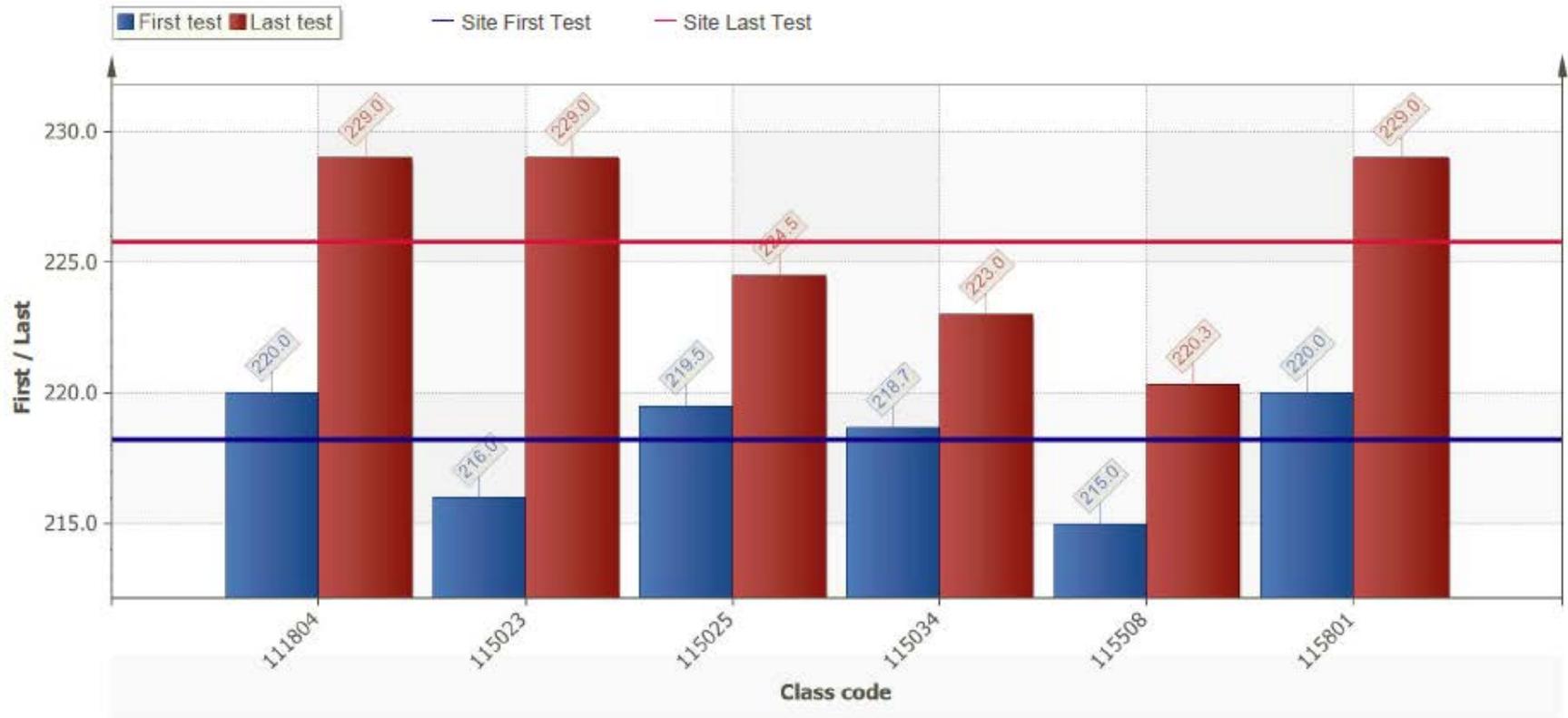
Learning Gains Comparison - First to Last

10/20/2010

18:03:45

Program: Basic Skills (ABE)
Agency: 4908 - Rolling Hills Adult School
Site: 01 - Noth Campus

Modality: CASAS Reading
Level: ABE Intermediate Low
Pretest: 211 - 220





Demographic Summary

06/21/2016
14:35:05

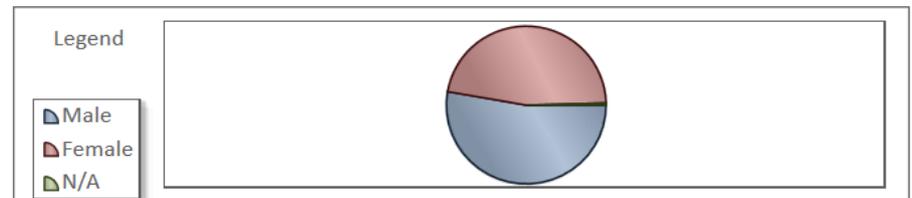
by Agency

Page 2 of 3
DS2

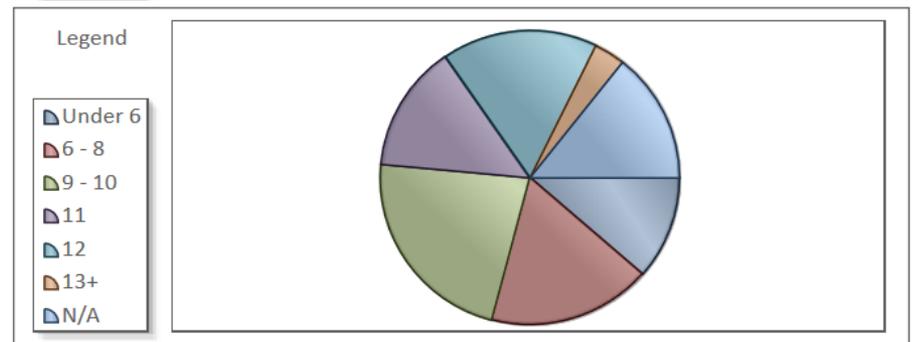
Agency: 4908 - Rolling Hills Adult School

Students: 237

Gender	#	%
Male	125	52.74
Female	111	46.84
N/A	1	0.42



Highest School Year	#	%
Under 6	27	11.39
6 - 8	42	17.72
9 - 10	53	22.36
11	33	13.92
12	40	16.88
13+	8	3.38
N/A	34	14.35





06/13/2017
13:42:25

Table 4

Measurable Skill Gains by Entry Level
All Student Activity Dates

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NRS4

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	3	265	0	0	1	2	0.00	3	0	0.00
ABE Level 2	1	25	0	0	0	1	0.00	1	0	0.00
ABE Level 3	8	390	0	1	2	5	12.50	8	1	12.50
ABE Level 4	7	269	0	0	3	4	0.00	7	0	0.00
ABE Level 5	1	75	0	0	0	1	0.00	1	0	0.00
ABE Level 6	1	125	0	0	1	0	0.00	2	0	0.00
ABE Total	21	1,149	0	1	7	13	0.00	22	1	4.55
ESL Level 1	4	245	0	0	1	3	0.00	4	0	0.00
ESL Level 2	5	460	3	0	0	2	60.00	6	3	50.00
ESL Level 3	37	3,076	14	0	4	19	37.84	47	19	40.43
ESL Level 4	20	1,488	11	0	4	5	55.00	25	12	48.00
ESL Level 5	19	1,974	2	0	3	14	10.53	23	5	21.74
ESL Level 6	11	1,098	0	0	2	9	0.00	11	0	0.00
ESL Total	96	8,341	30	0	14	52	31.25	116	39	33.62
Grand Total	117	9,490	30	1	21	65	25.64	138	40	28.99



NRS Barriers To Employment

by Agency

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NRSBE2

06/17/2018

15:53:48

Program Year: 2017-2018 **Total Students:** 9165

Agency: 4908 - Rolling Hills Adult School (RHAS)

Entering Educational Functioning Level	Cultural Barriers	Disabled	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	No Barriers	Total
ABE Level 1	1	0	0	0	0	1	1	0	1	0	0	0	2	0	33	38
ABE Level 2	5	3	0	9	0	0	0	1	2	0	0	0	9	0	93	121
ABE Level 3	21	3	2	18	0	0	0	1	5	0	0	0	10	0	183	233
ABE Level 4	70	6	5	56	0	0	1	4	23	2	1	0	36	3	623	806
ABE Level 5	46	5	2	43	2	1	2	2	8	3	0	0	16	0	315	432
ABE Level 6	31	2	2	20	0	0	0	2	10	0	0	0	5	0	252	311
ESL Level 1	45	0	1	114	0	0	0	0	0	1	0	0	0	0	0	127
ESL Level 2	70	1	1	289	0	0	0	0	3	2	0	0	5	0	0	316
ESL Level 3	251	2	16	980	1	0	0	1	4	9	2	2	16	2	1	1,071
ESL Level 4	635	11	20	2,095	4	0	3	1	15	7	6	1	47	9	5	2,342
ESL Level 5	358	4	17	1,554	3	0	0	0	21	4	1	0	43	9	1	1,749
ESL Level 6	380	6	15	1,437	3	0	1	2	16	3	4	0	44	4	1	1,619
No Educational Functioning Level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,913	43	81	6,615	13	2	8	14	108	31	14	3	233	27	1,507	10,612
Total unduplicated	1,913	43	81	6,615	13	2	8	14	108	31	14	3	233	27	1,507	9,165



Ad Hoc NRS Tables

05/10/2018

21:18:46

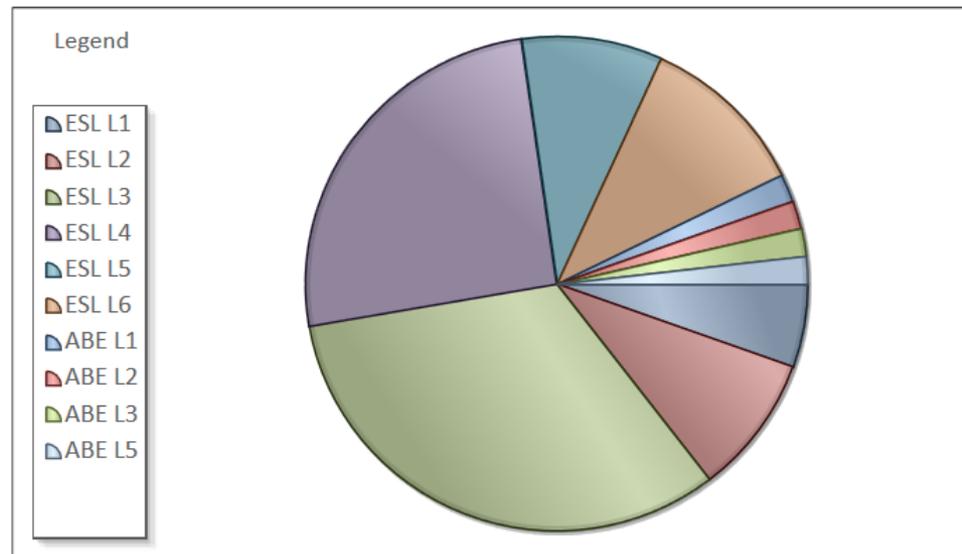
by Agency

All Student Activity Dates

Agency: 4908 - Rolling Hills Adult School (RHAS) **Students:** 123

Measurable Skills Gain: Achieved EFL gain **Students:** 55

Entering Educational Functioning Level	#	%
ESL Level 1	3	5.45
ESL Level 2	5	9.09
ESL Level 3	18	32.73
ESL Level 4	14	25.45
ESL Level 5	5	9.09
ESL Level 6	6	10.91
ABE Level 1	1	1.82
ABE Level 2	1	1.82
ABE Level 3	1	1.82
ABE Level 4	0	0.00
ABE Level 5	1	1.82
ABE Level 6	0	0.00





NRS Persister

Educational Gains and Attendance by Educational Functioning Level
All Student Activity Dates

05/10/2018
19:52:42

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2017-2018

Entering Educational Functioning Level (A)	Total Number Enrolled NRS Table 4 (B)	Total Number Enrolled NRS Table 4B (C)	Percentage of Persister (D)	Average Attendance Hours NRS Table 4 (E)	Average Attendance Hours NRS Table 4B (F)	Percentage with EFL Gain NRS Table 4 (G)	Percentage with EFL Gain NRS Table 4B (H)
ABE Level 1	4	3	75.00	76	77	25.00	33.33
ABE Level 2	2	2	100.00	35	35	50.00	50.00
ABE Level 3	7	2	28.57	50	52	14.29	50.00
ABE Level 4	5	3	60.00	40	29	0.00	0.00
ABE Level 5	2	0	0.00	47	0	50.00	0.00
ABE Level 6	1	0	0.00	125	0	0.00	0.00
ABE Total	21	10	47.62	373	193	19.05	30.00
ESL Level 1	6	5	83.33	60	64	50.00	60.00
ESL Level 2	7	6	85.71	90	96	71.43	83.33
ESL Level 3	36	27	75.00	82	90	50.00	74.07
ESL Level 4	22	18	81.82	81	81	63.64	77.78
ESL Level 5	19	14	73.68	113	128	26.32	42.86
ESL Level 6	12	11	91.67	69	68	50.00	54.55
ESL Total	102	81	79.41	495	527	50.00	66.67
Grand Total	123	91	73.98	868	720	44.72	62.64



Periods Of Participation Audit

06/13/2017
13:58:28

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NRSPOPA

Program Year: 2016-2017

Agency: 4908 - Rolling Hills Adult School (RHAS)

D Student	PoP	Daily			Update			Cumulated			Test			Overall Hours			
		Start Date	End Date	H	Start Date	End Date	H	Start Date	End Date	H	Start Date	End Date	H	D	U	C	T
Milibiritschi, Cornieasta	908309830	1						10/29/2016	10/29/2016	38	09/01/2016	09/01/2016	0			38	
Screbicizi, Ronald	093182584	1						11/25/2016	11/25/2016	61	09/01/2016	09/01/2016	0			61	
Zritpab, Humil	092340934	1						01/26/2017	01/26/2017	37	09/01/2016	09/01/2016	0			37	
Trazainicibrn, Iri	098359843	1						01/26/2017	01/26/2017	91	09/01/2016	09/01/2016	0			91	
Good, Jenny B	509830030	1						11/30/2016	11/30/2016	56						56	
Schumann, Zola	599661105	1						06/05/2017	06/05/2017	100	02/03/2017	02/03/2017	12			100	24
		2									05/07/2017	05/07/2017	12				
Voten, Jasone	599661110	1						05/30/2017	05/30/2017	90	02/20/2017	05/02/2017	25			90	25
Rodriguez, Alfred	599661102	1						06/18/2017	06/18/2017	100	03/02/2017	03/02/2017	12			100	62
		2									06/07/2017	06/07/2017	50				
Banaste, Hazel	599662103	1						05/27/2017	05/27/2017	110	02/04/2017	02/04/2017	10			110	20
		2									06/04/2017	06/04/2017	10				
Acuna, Rosalina	913425098	1						12/12/2016	12/12/2016	45						45	
Van Hooser, Joan	224423412	1						01/21/2017	01/21/2017	113	05/05/2017	05/05/2017	107			113	107
Kim, Erica	274564719	1						11/12/2016	11/12/2016	20						20	
Bol, Mianda	258456852	1						06/08/2017	06/08/2017	59	05/20/2017	05/20/2017	51			59	51
Tsakalides, Nicolai	156236566	1						06/10/2017	06/10/2017	88	05/11/2017	05/11/2017	85			88	85
Przesmicki, Walter	515119987	1	06/12/2017	06/12/2017	1			05/23/2017	05/23/2017	18				1		18	
Vega, David	508990089	1						05/23/2017	05/23/2017	25						25	
Wu. Shoufu	511151043	1						05/23/2017	05/23/2017	28						28	



Summary Audit

06/13/2017
13:42:25

Page 1 of 1
NRSS

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2016-2017

	Program Year 2016-2017	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students:	237	192	24	0	0
Dropped Students:	120	76	4	0	0
Qualified Students:	117	116	20	0	0

Drop Reason	Program Year 2016-2017		Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases		Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	57	57	13	13	3	3	0	0	0	0
03 Concurrently enrolled in High School/K12	6	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	1	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	4	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	58	49	58	52	1	0	0	0	0	0
08 Work-based project learner	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
09 ESL Learner pretest score at ASE educational functioning level	7	6	7	7	0	0	0	0	0	0

- *How does TOPSpro Enterprise help local and state administrators?*
 - Local, regional and statewide is aggregated
 - All data is auditable down to the student level
 - Skills performance can be compared at all levels
 - Programs can be monitored in real time via the Internet



- *What else?*
 - NRS Tables 1-12
 - NRS Summary Audit
 - NRS Tables Monitor
 - NRS Periods of Participation
 - NRS Performance
 - Data Monitoring and Ad Hoc Reports
 - Data exchange with 3rd party applications
 - Program and Demographic Summary Reports
 - Data match with workforce partners

- *TOPSpro Enterprise Supports all NRS approved Adult Education Assessments*

NRS Approved Pre/Post-Tests

- CASAS
- TABE
- BEST
- GAIN

High School Equivalency (HSE)

- GED 2014
- HiSET
- TASC

Part II - WIOA Regs Kicked in July 1

- Periods of Participation adjusted for PY 17-18
- More NRS Table Revisions to come

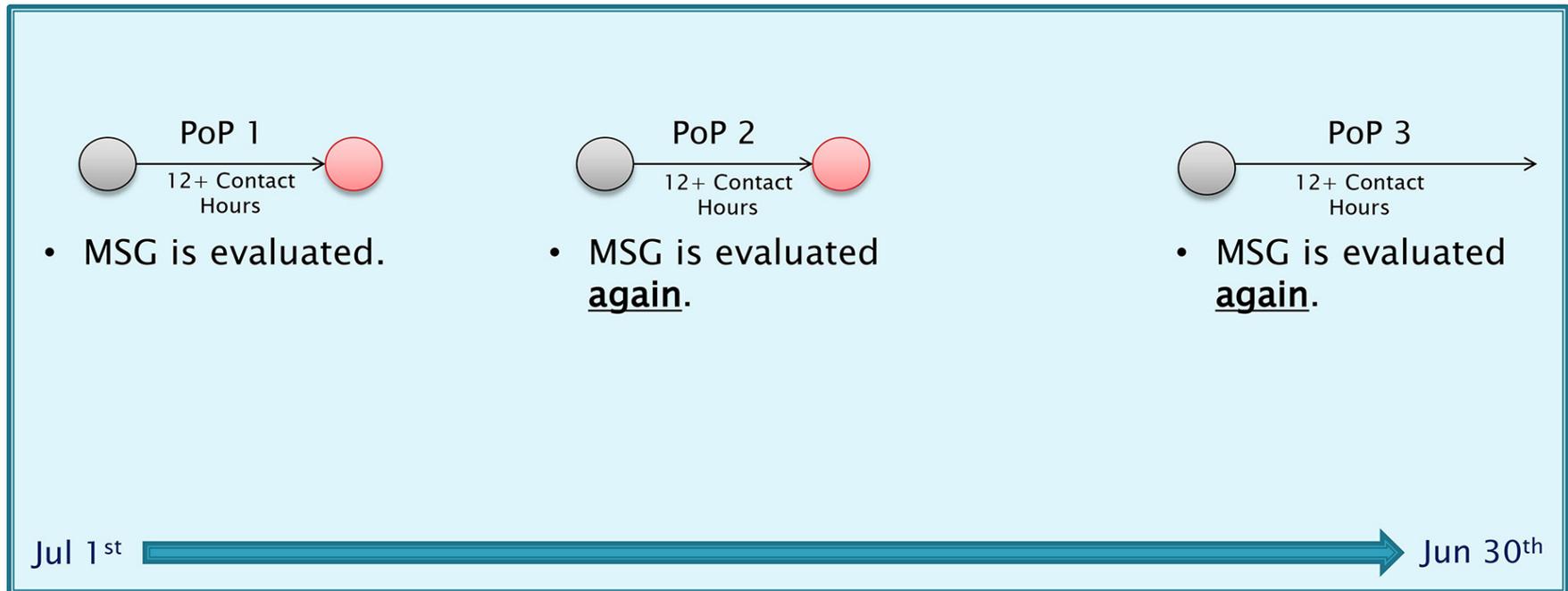
WIOA Background

U.S. Department of Education

U.S. Department of Labor

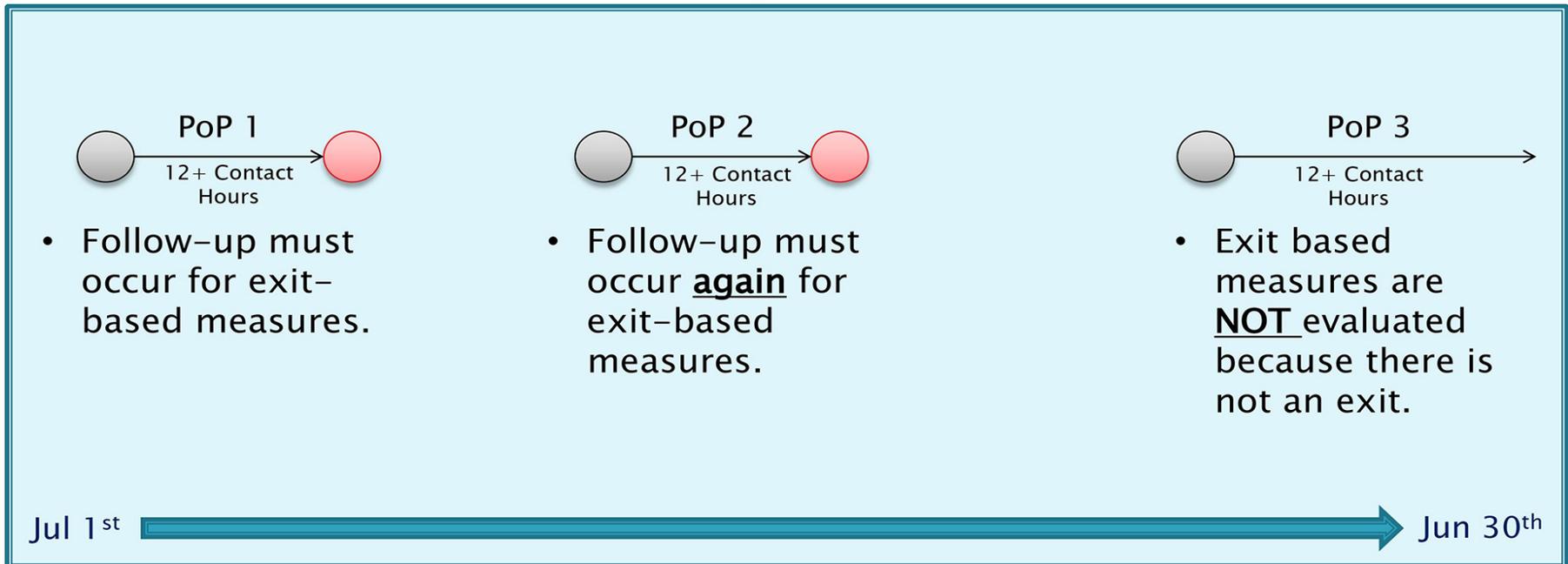
Periods of Participation (POP)

MSG Indicator Example



Periods of Participation (POP)

Follow-Up Indicators Example

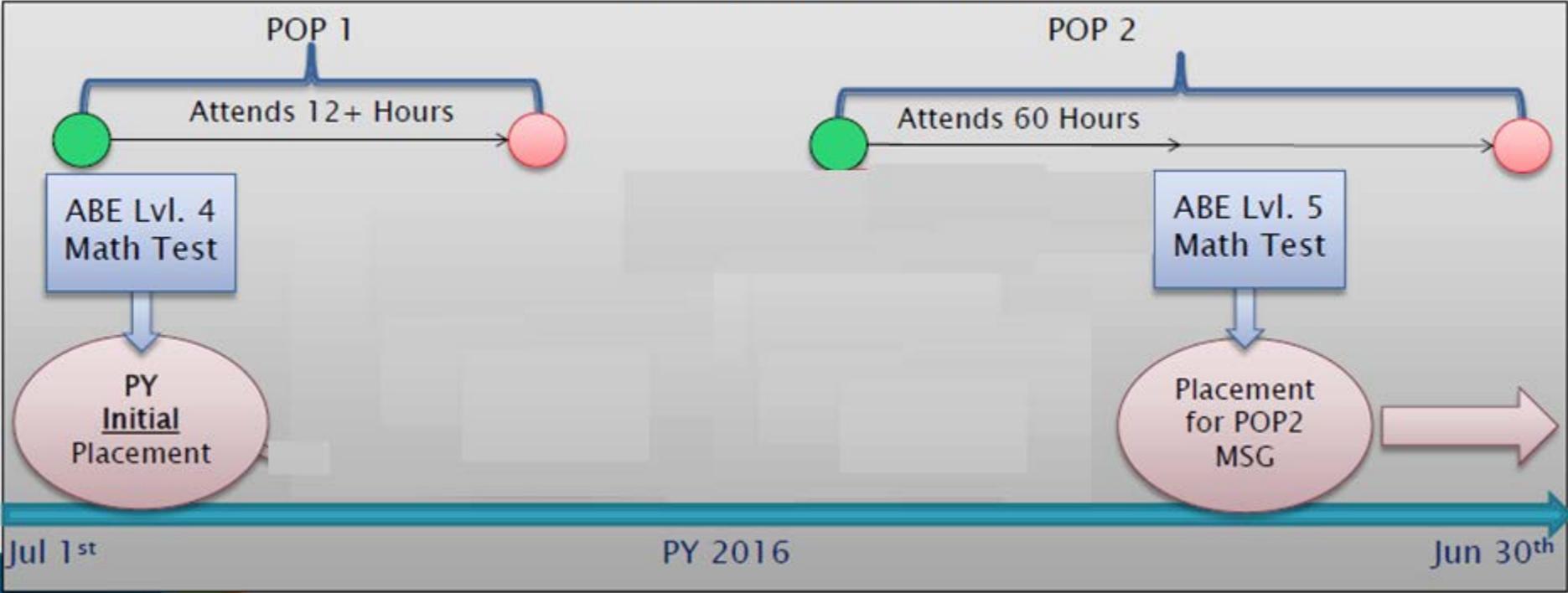


The practical reality of transforming WIA rules to WIOA in regard to Periods of Participation in PY 16-17 led to two major modifications for PY 17-18.

Meanwhile CASAS remained committed to not adding to the data collection burden of TOPSpro Enterprise users.

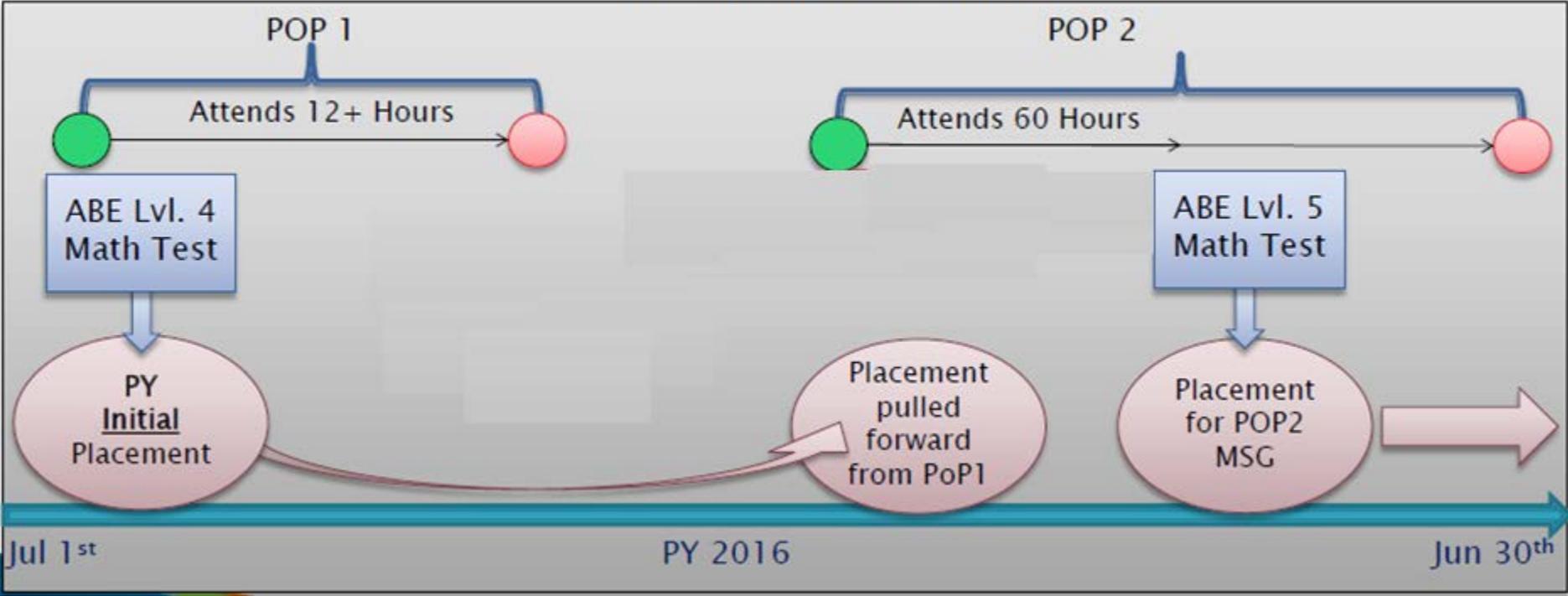
Periods of Participation

● Program Entry/ Reentry ● Program Exit (90 days since last service)



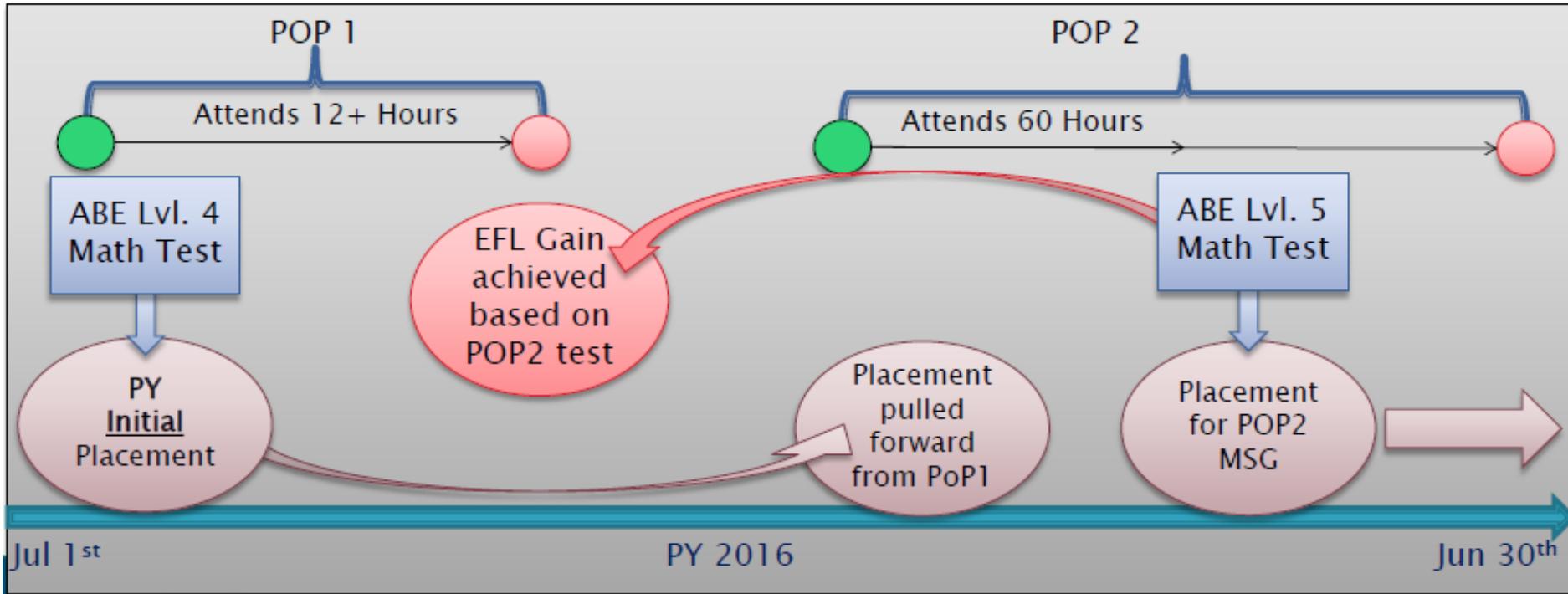
Periods of Participation

● Program Entry/ Reentry ● Program Exit (90 days since last service)



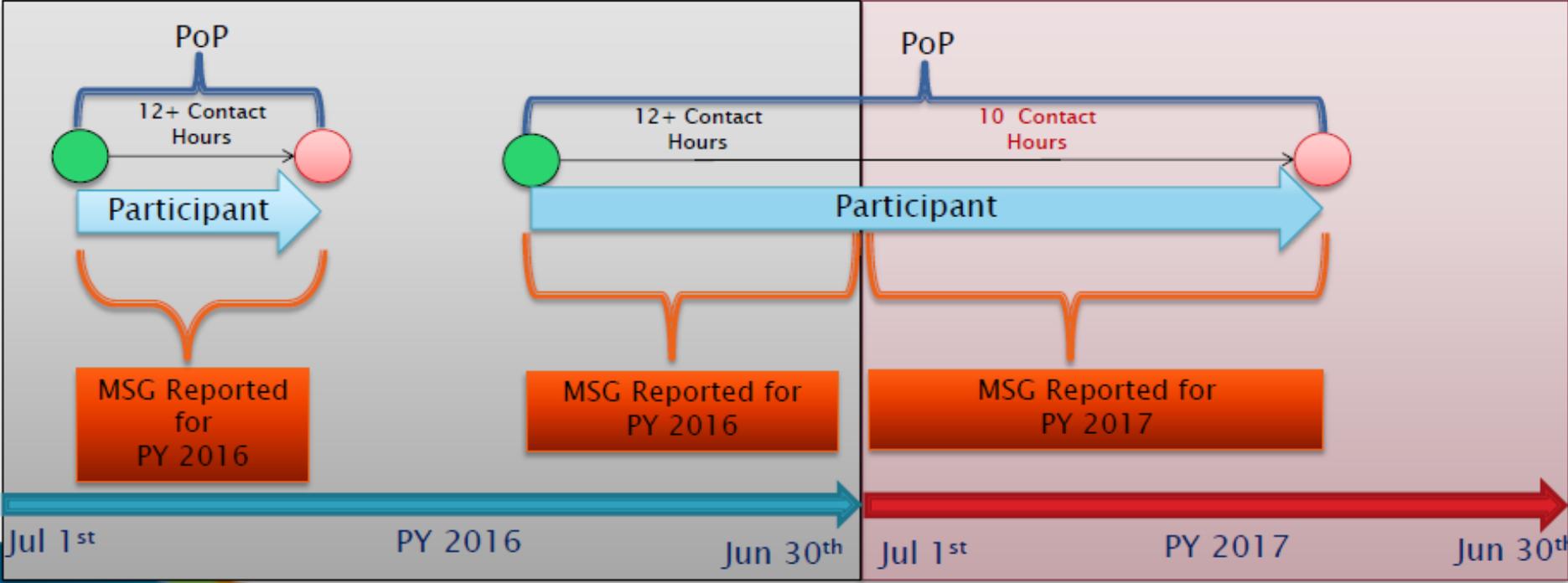
Periods of Participation

● Program Entry/ Reentry ● Program Exit (90 days since last service)



Periods of Participation

● Program Entry/ Reentry ● Program Exit (90 days since last service)



Periods of Participation



NRS Data Integrity

by Agency

Page 1 of 2
NRSDIR2

02/26/2018
10:01:58

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2017-2018

Summary Information	2017-2018	PoP 1	PoP 2	PoP 3	PoP 4
Total WIA Title II Learners	237	195	30	1	0
Learners Concurrently Enrolled in High School/K12	6	4	1	0	0
Total Learners eligible for WIA Title II	231	191	29	1	0

Item	Description	Last PoP or Current Enrollment		PoP 1		PoP 2		PoP 3		PoP 4	
		#	%	#	%	#	%	#	%	#	%
01	Missing Birthdate or outside 16-110	1	0%								
02	Less than 12 Hours of Instruction	19	8%	19	16%	6	21%	0	0%	0	0%
02a	Zero or Empty Hours of Instruction	14	6%	14	14%	4	14%	0	0%	0	0%
02b	Total hours between 1-11 hours	4	2%	4	3%	1	3%	0	0%	0	0%
03	No Highest Year of School/Degree Earned	35	15%								
03a	No Highest Year of School	32	14%								
03b	No Highest Degree Earned	8	3%								
08	No Pretest	49	21%	49	26%	0	0%	0	0%	0	0%
09	No Post-Test	93	40%	93	54%	12	41%	0	0%	0	0%
09a	No Post-Test or HSE/HSD	93	40%	93	54%	12	41%	0	0%	0	0%



NRS Periods Of Participation Audit

05/10/2018
19:34:50

Page 1 of 5
NRSPOPA

Program Year: 2017-2018

Agency: 4908 - Rolling Hills Adult School (RHAS)

D Student	PoP	Daily			Update			Cumulated			Test			Overall Hours				
		Start Date	End Date	H	Start Date	End Date	H	Start Date	End Date	H	Start Date	End Date	H	D	U	C	T	
Acosta, Melinda	555141083	1															225	
		2						12/01/2017	01/03/2018	225								
Acuna, Rosalina	913425098	1						08/25/2017	07/01/2018	45							45	
Adalberto, Maria	94193397	1						08/14/2017	07/01/2018	30	08/14/2017	07/01/2018	60			30	60	
Alt, Mort J	903450983	1						08/01/2017	07/01/2018	50						50		
Andrews, Dustin P	340993385	1						10/17/2017	07/01/2018	60						60		
Ankiel, Rick L	308303438	1						07/03/2017	07/01/2018	45						45		
Araiza, Roberto	511156803	1						08/04/2017	07/01/2018	71						71		
Armolos, Vicky	984759387	1						09/01/2017	07/01/2018	101	09/01/2017	07/01/2018	139			101	139	
Arteste, Geralde	613132728	1						07/06/2017	07/01/2018	205						205		



Last Activity

by Class

Page 27 of 34

LA4

06/14/2018

23:02:25

Program Year: 2017-2018

Class: 44 - Employment Opportunities

Agency: 4908 - Rolling Hills Adult School (RHAS)

Teacher: 541 - Kingsale, Eugene

Site: 05 - RHAS: Sunrise Center

D	Student	Program	Func. Level	Status	Pretest			Posttest			Agency Hours			Class Hours			Last Activity (days)
					Form	Score	Date	Form	Score	Date	U	T	D	U	T	D	
6	Brown, Brian	858619760	Basic Skills (ABE)	Retained in program							110	0	0	110	0	0	155
6	Clifton, Montgomery	554465445	Basic Skills (ABE)	Retained in program							90	0	0	90	0	0	71
6	Montalban, Eduardo	112211121	Basic Skills (ABE)	Retained in program							95	89	0	95	89	0	88
6	Ramos, Gloria	577889989	Basic Skills (ABE)	Retained in program							132	0	0	132	0	0	53
	Van Hooser, Joan	224423412	Basic Skills (ABE)	ABE Beg. Lit. Retained in program	310R	183	11/04/2017	311R	182	05/05/2018	113	107	0	113	107	0	40
6	Walton, Jennifer	303445505	Basic Skills (ABE)	Retained in program							92	0	0	92	0	0	145
Number of Students:		6															

Periods of Participation



NRS Periods of Participation Statistics

06/15/2018
19:44:33

by Agency

Page 1 of 2
NRSPOPS2

Program Year: 2017-2018

Agency: 4908 - Rolling Hills Adult School (RHAS)

Students: 123

Hours Source	#	%
Update	1	0.81
Test	13	10.57
Daily	0	0.00
Cumulated	109	88.62
N/A	0	0.00

# PoPs	#	%
1	96	78.05
2	26	21.14
3	1	0.81
4	0	0.00
N/A	0	0.00

# PoPs With 12+ Hours	#	%
0	0	0.00
1	115	93.50
2	8	6.50
3	0	0.00
4	0	0.00
N/A	0	0.00

Avg PoP Length (days)	#	%
1 day	18	14.63
2 days - 1 week	3	2.44
1 - 4 weeks(s)	6	4.88
1 - 3 month(s)	18	14.63
3 - 6 months	16	13.01
6 - 12 months	62	50.41
N/A	0	0.00

Avg PoP Hours	#	%
1 - 11	1	0.81
12 - 39	39	31.71
40 - 79	45	36.59
80 - 119	22	17.89
120+	16	13.01
N/A	0	0.00

Periods of Participation

# PoPs With Measurable Skills Gain	#	%
0	63	51.22
1	58	47.15
2	2	1.63
3	0	0.00
4	0	0.00
N/A	0	0.00

Min PoP Length (days)	#	%
1 day	33	26.83
2 days - 1 week	0	0.00
1 - 4 weeks(s)	2	1.63
1 - 3 month(s)	10	8.13
3 - 6 months	16	13.01
6 - 12 months	62	50.41
N/A	0	0.00

Max PoP Length (days)	#	%
1 day	16	13.01
2 days - 1 week	4	3.25
1 - 4 weeks(s)	5	4.07
1 - 3 month(s)	18	14.63
3 - 6 months	18	14.63
6 - 12 months	62	50.41
N/A	0	0.00

New and Revised Tables for PY 18-19

1. Table 11 – Integrated Education & Training
2. Table 2A – Reportable Individuals
3. Table 4 – Revision to capture PoP 1 vs All PoPs
4. Table 4A – Revision to capture different MSG

Table 11**Outcome Achievement for Participants in Integrated Education and Training Programs**

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain						
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG via Secondary or Postsecondary Transcript						
MSG via Progress Toward Milestones						
MSG via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			

Participants vs. Reportable Individuals

- **Participant:**
 - Only upon achieving 12 contact hours after program entry
 - Reported on NRS and Statewide Performance Report tables
 - Count toward performance measures

- **Reportable Individual:**
 - Provides identifying information
 - Taken action that demonstrates an *intent* to use program services
 - Has *less* than 12 contact hours

New - Table 2A (PY18-19)

Table 2A
Reportable Individuals by Age, Ethnicity, and Sex

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age**, ethnicity***, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
	16-18														
19-24															
25-44															
45-54															
55-59															
60+															
Total															

New - Table 4 (PY18-19)

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its recognized equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1												
ABE Level 2												
ABE Level 3												
ABE Level 4												
ABE Level 5												
ABE Level 6												
ABE Total												
ESL Level 1												
ESL Level 2												
ESL Level 3												
ESL Level 4												
ESL Level 5												
ESL Level 6												
ESL Total												
Grand Total												

New - Table 4A (PY18-19)

Table 4A
Educational Functioning Level Gain

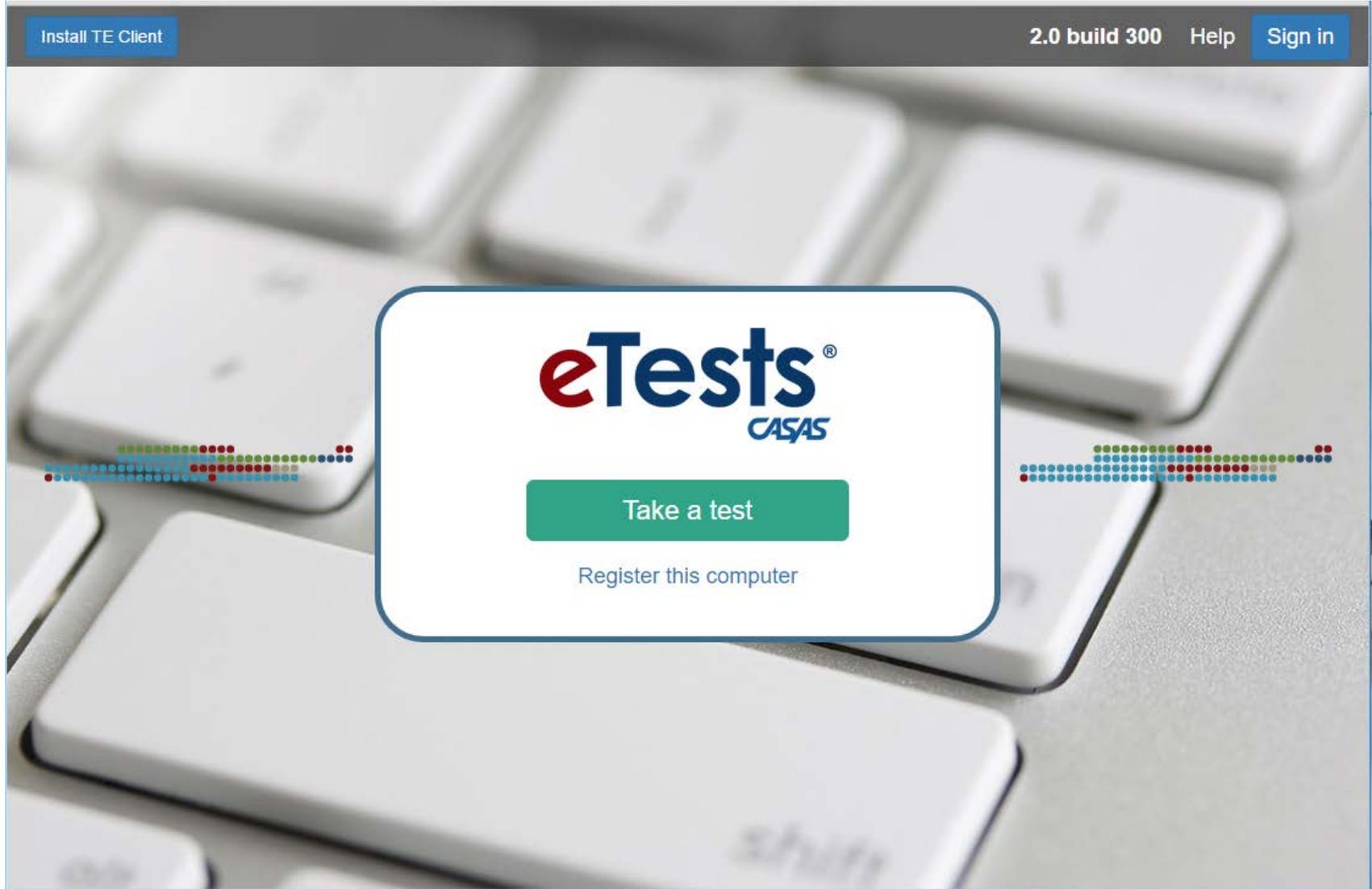
English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain For Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ABE Total									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
ESL Total									
Grand Total									

Part III -Features in eTests

- Data Collection Tool in eTests
- Transition from Silverlight to HTML
- Testing on multiple devices



The screenshot displays the eTests CASAS interface. At the top left, there is a blue button labeled "Install TE Client". At the top right, the text "2.0 build 300" is followed by "Help" and a blue button labeled "Sign in". The main content area features the eTests CASAS logo, which consists of the word "eTests" in a large, bold, blue font with a red "e", and "CASAS" in a smaller, blue font below it. Below the logo is a prominent green button with the text "Take a test". Underneath this button is a blue link that says "Register this computer". The background of the interface is a close-up photograph of a white computer keyboard.



Modalities Options Registration **Data** Layout Admin

Selected
Move up/down arrows to order data screens displayed to students

Student Info
SSN
Gender

↑
↓

Available

Zip code
Ward
Program information
Birth date
Highest grade information
Highest diploma information
Native language
Ethnicity

→
←



- Touch screen compatible
- Accessibility settings

➤ You can use the new version with [HTML](#) testing sessions now!

- Contact the CASAS Technology Support Team at techsupport@casas.org and request the [HTML](#) instructional-program templates with sets of sessions
- Using these default templates and sessions will ensure -
 - Standardized test delivery and data collection for [WIOA](#) accountability in all labs per site location with [CASAS approved assessments for NRS](#)
 - The CASAS Online System automatically presents appropriate-level tests to each of your students

- [Transitioning to HTML FAQs](#)
- [Steps for Testing Day](#)

- Windows 10 required for PCs and laptops
 - Compatible with any modern web browser
 - You do not need to re-register stations from the Silverlight version



- Note: Internet Explorer is being phased out by Microsoft. It is currently compatible with eTests, but may cease to be at any time.

■ Chromebooks

- All Chromebook devices are compatible
- Current version of Chrome OS
- Install [eTests Online Kiosk app](#)



■ iPads

- 9.7-inch screen or larger
- Minimum 2048 x 1536 resolution
- iOS 11 or higher
- Install [eTests Online Guided Access app](#)



- Note: Smaller or older iPads are not compatible.

Coming soon: Student Portal
for Core Performance Survey

Who to Track After Exit

Employment Measures

- All participants

Median Earnings

- Participants employed in second quarter after exit

Credential Measure: Secondary

- Participants at 9th grade or above
- Did not already have a credential

Credential Measure: Postsecondary

- Participants co-enrolled in postsecondary education, including IET

- In CA fewer than 10% of students provide SSN.
- New mandate: Universal Survey
- Conducted pilot using manual process

- Agency is collecting email address
- Agency is collecting cell phone
- Student is able to access student portal
 - has mobile phone, or
 - has computer with internet

- Run survey wizard in TE
 - Student has no SSN
 - Student is in 2nd or 4th quarter after exit
- TE pushes out invitations to survey
 - sms to cell phones
 - email
- Student responds to survey via portal

- If student doesn't respond...
- If return rate is less than 50%...
- Agency contacts student directly with ability to access portal and enter information for student

Looking Ahead - Two Keys to Success

- Starting with orientation let student know that their adult education provider depends financially on knowing about their success after exit.
- Enable the student to become familiar with getting messages from their provider and interacting with portal.

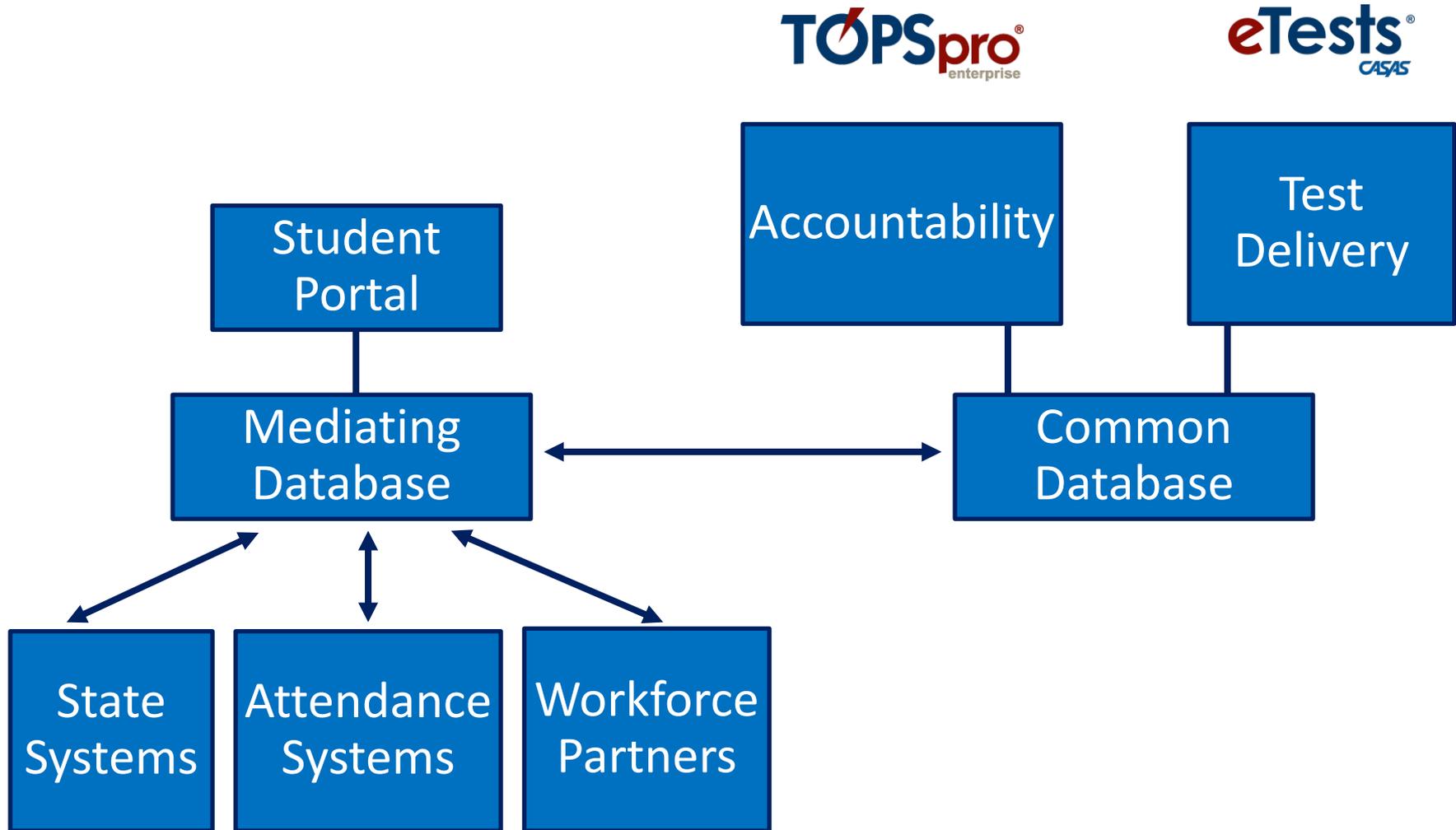
Phase 1

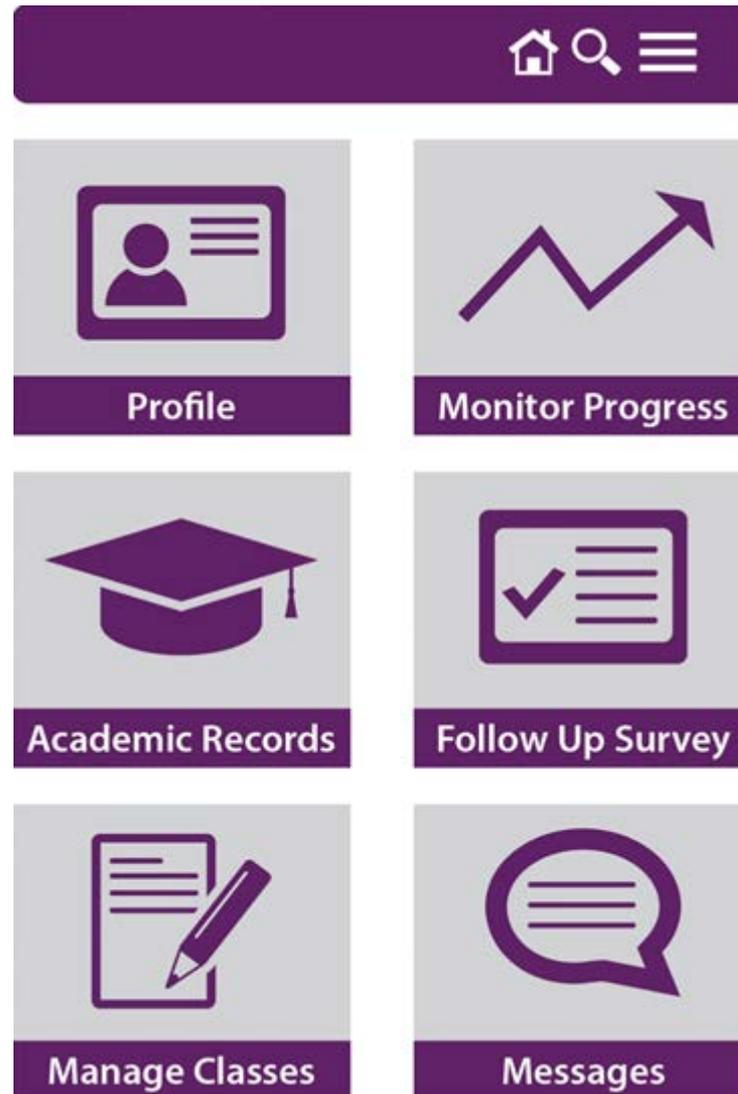
- NRS Core Performance Follow Up Survey
- Unique Student IDs across agencies
- Sample GOALS items in simulated test

Phase 2

- Student Registration
- Monitor Educational Progress
- Interact with Education Provider

Application Diagram





- Students able to access own records
- New channel of communication
- Uses mobile devices
- Helps retain students
- Find students after leaving program
- Ability to follow up on student outcomes
- Practice taking a test with CASAS eTests
- Allow students to register for classes
- Complete demographics from home
- Better engage students in their education
- Assist students in meeting goals
- Offer services including distance learning

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
- Follow us on Twitter  twitter.com/CASASsystem and use the hashtag [#casassi2018](https://twitter.com/hashtag/casassi2018) to tweet updates, photos, and stories.
- Keep in touch with Facebook  facebook.com/CASASsystem use the hashtag [#casassi2018](https://facebook.com/hashtag/casassi2018) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)