AEFLA Regional Network Meeting May 2020

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

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State Superintendent
of Public Instruction

- CDE Update
  - RFA Update
  - General Guidance on deliverables
  - AEO COVID – 19 updates
- Distance Learning Update
- Networking
- Local Assessment Policy
- NRS Performance Goals
- Resources
- TE Report of the Month: NRS DIR

CDE Update (1)

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The CDE-AEO will be announcing Preliminary Notice of Intent to Award and Appeals process before April 30, 2020

RFA Critical Dates

Preliminary Notice of Intent to Award posted. (Appeals must be submitted within ten calendar days.)	TBD
Final Notice of Intent to Award	April 30, 2020
Grant Award Notifications	July 2020

CDE Update (2)

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All CDE-AEO COVID-19 Guidance and FAQ Webpage is available at the following URL

https://otan.us/resources/covid-19-field-support/

CDE Update (3)

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- *The date to submit year end TE data by July 15 remains firm.*

- *Submit what you have.*

CDE Update (4)

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- Distance Learning Hours
  - FAQ's re: Pre/post-testing
  - FAQ's re: Instructional Hours
  - Remote pre/post-testing
  - Remote EL Civics assessment
  - Using DL features in TE
- Local Assessment Policy
- NRS Performance Goals

Distance Learning Update (1)

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- With many agencies working online for **COVID-19**, many agencies are quickly adapting to implementing distance learning options.

- The CDE has a FAQ page that addresses issues for distance learning such as instructional hours and pre/post-testing

- *https://otan.us/resources/covid-19-field-support/*

Distance Learning Update (2)

– The FAQ's address several issues related to **pre-post-testing remotely.**

– CASAS is piloting remote pre/post-testing as well as remote EL Civics assessments (COAAPs, CIT)

Distance Learning Update (3)

- The FAQ's address several issues related to **recording hours of instruction** .

- Facilitated online instruction can be recorded the same as "regular" instruction.

- For educational software applications, the recommendation is to use "proxy" hours – that is assign a number of hours to each lesson or module.

Distance Learning Update (4)

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Distance Learning Hours

- TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a "regular classroom."

- **Instructions for recording distance learning hours in TE** are posted on the COVID-19 Support Webpage

Networking

COVID –19 Distance Learning and Testing
- ABE
- ASE
- ESL/ELA
- EL CIVICS
- IELCE-COAAPs

Local Assessment Policy (1)

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Many of the agency level solutions for distance learning implementation include the same repeated

recommendation – "Document the process in your agency's Local Assessment Policy."

12

https://www.casas.org/docs/default-source/caacct/attachment-a.pdf?sfvrsn=2e4a11c3_30?Status=Master

Local Assessment Policy (2)

- Establish procedure for appropriate placement, and pre- and post-testing

- Maintain a calendar of the year's test dates, with specific dates as "testing dates" and make up days for those who are absent

- Specify test security and uniform administration procedures

- Identify appropriate test series and modalities, and effective strategies for ensuring learner progress

- Define procedures for hours and assessment for special programs such as distance learning

Local Assessment Policy (3)

Appendix C in the statewide assessment policy addresses issues for distance learning. Appendix C includes:

- Definition of Distance Learners
- Testing
- Curricula
- Instructional hours

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NRS Local Performance Goals

- Use TE reports & CASAS data portal to determine performance goals for your local agency

NRS Local Performance Goals (1)

Compare your agencies performance to the recent statewide averages and current NRS state goals.

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High	ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv	
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	56.0%	49.0%	45.0%	27.0%	N/A	
CA State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%	59.0%	57.0%	56.0%	49.0%	44.0%	26.0%	N/A	
CA State Average		2018-2019	54.1%	54.7%	50.8%	41.8%	45.5%	43.2%	60.7%	62.5%	59.8%	49.7%	49.8%	27.7%	N/A	
Agency		2018-2019	34.0%	40.0%	37.7%	26.0%	22.6%	12.7%	63.0%	59.3%	56.2%	43.6%	42.2%	21.5%	N/A	Remove
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(2583)	(2088)	N/A	

Remove all

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NRS Local Performance Goals (2)

Focus on and identify EFL's that that may need improvement.

Type	Name	Program Year	ASE		ESL		
			Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)		

ASE Low is an area where this agency may need improvement

ESL Beginning Lit is an area where this agency is performing well.

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NRS Local Performance Goals (3)

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Can you identify any EFL's besides ASE Low that may serve well as targets for NRS Local Performance goals?

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High	ESL Int. Low	ESL
CA State Goal		2019-2020	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%	60.0%	59.0%	56.0%	49.0%	45
CA State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%	59.0%	57.0%	56.0%	49.0%	44
CA State Average		2018-2019	54.1%	54.7%	50.8%	41.8%	45.5%	43.2%	60.7%	62.5%	59.8%	49.7%	49
Agency		2018-2019	34.0%	40.0%	37.7%	26.0%	22.6%	12.7%	63.0%	59.3%	56.2%	43.6%	4
			(147)	(270)	(446)	(704)	(124)	(71)	(265)	(642)	(2006)	(3577)	(
Agency		2017-2018	44.1%	38.6%	36.0%	24.6%	29.2%	13.0%	50.8%	59.0%	53.3%	43.1%	4
						(749)	(130)	(54)	(238)	(625)	(1847)	(3539)	(
							34.3%	10.7%	62.2%	55.9%	56.3%	46	4
						(70)	(28)	(135)	(479)	(1566)	(28	(

Remove all

ABE Intermediate High may be a good target given that it performs well below the state goals and average.

ESL Intermediate Low performs closer to the goals and average statewide, but a good target given it is the largest group at this agency.

NRS Local Performance Goals (4)

Verify whether persistence in the low performing areas you targeted is "above average" or "below average."

Type	Name	Program Year	ABE				ASE	
			Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High
CA State Average		2018-2019	71.5%	65.6%	63.9%	61.5%	57.9%	N/A
Agency		2018-2019	51.7%	57.4%	54.9%	52.0%	70.0%	N/A

ABE Intermediate High is an example where low persistence may be a primary factor in low performance.
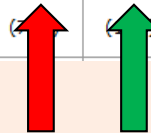
ASE Low shows persistence well above average – so most likely there are other reasons for low performance.

NRS Local Performance Goals (5)

20
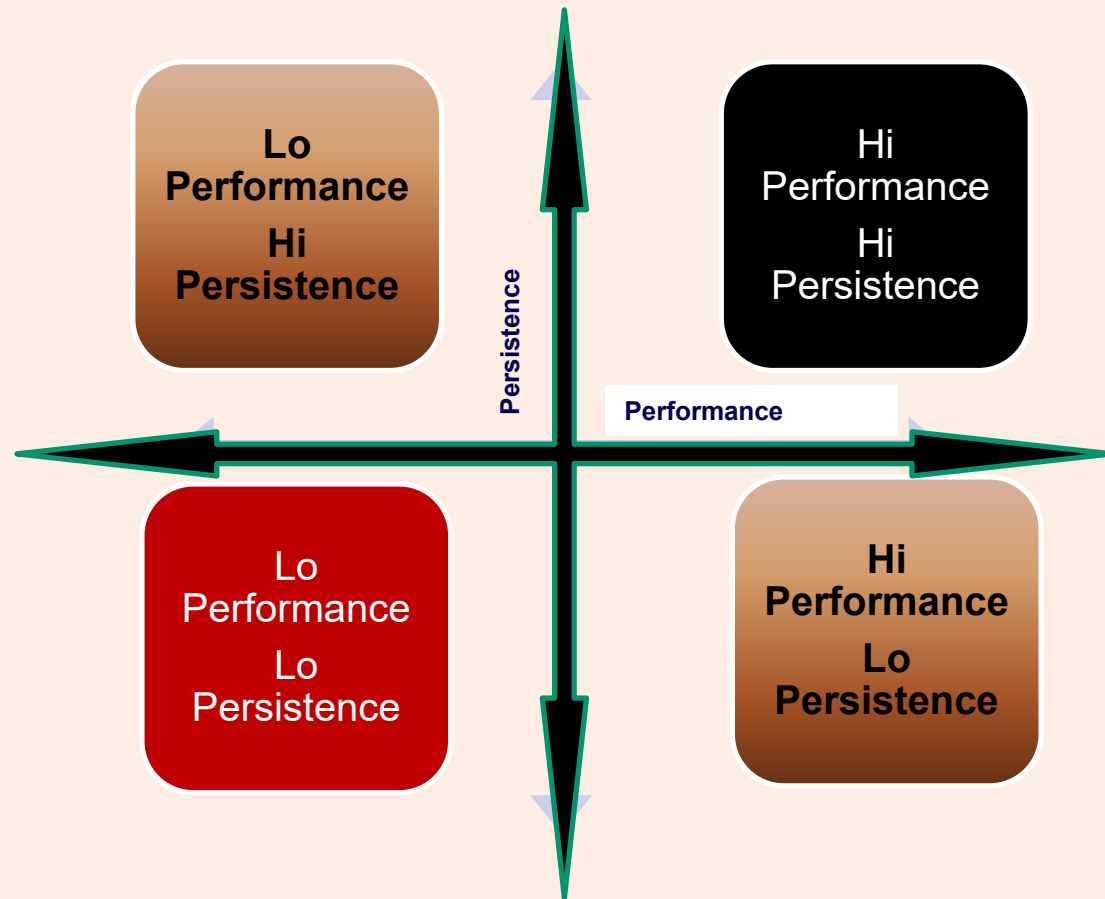
NRS Local Performance Goals (6)

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Focus on the EFL's that that may need improvement.

- Focus your selected strategies on the EFL's you identified.
- Obtain feedback from affected staff and students
- Review targeted data reports

Type	Name	Program Year	ASE		ESL		
			Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)	(642)	(2006)

21

NRS Local Performance Goals (7)

Focus on the EFL's that that may need improvement.

- When establishing local goals, consider a target number that is realistic, based on degree of need and number enrolled in EFL.
- Apply agency and student level strategies as appropriate.

Type	Name	Program Year	ASE		ESL		
			Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)	(642)	(2006)

NRS Local Performance Goals (8)

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CASAS

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NRS Table 4
Measurable Skill Gains by Entry Level
All Student Activity Dates

Page 1 of 2
NRS4

Agency: 4908 - Rolling Hills Adult School (RHAS) **Program Year:** 2019-2020

				First Period of Participation							All Periods of Participation		
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one educational functioning level gain (E)	Number who attained a secondary school diploma or its equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total number of Periods of Participation (J)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (K)	Total number of Periods of Participation in which a HSD or HSE was attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 2	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 3	0	0	0	0	0	0	0	0.00	0	0	0	0.00
ABE Level 4	1	0	323	0	0	0	0	100.00	1	0	1	100.00
ABE Level 5	14	0	2,143	8	2	2	2	71.43	14	8	2	71.43
ABE Level 6	1	0	151	0	1	0	0	100.00	1	0	1	100.00
ABE Total	**16**	**0**	**2,617**	**8**	**4**	**2**	**2**	**75.00**	**16**	**8**	**4**	**75.00**
ESL Level 1	6	0	771	6	0	0	0	100.00	8	6	0	75.00
ESL Level 2	15	0	1,721	13	0	0	2	86.67	21	13	0	61.90
ESL Level 3	32	0	4,398	29	0	2	1	90.63	41	29		
ESL Level 4	68	0	9,655	51	1	7	9	76.47	92	51		
ESL Level 5	84	0	12,149	64	0	10	10	76.19	98	64		
ESL Level 6	85	0	12,422	43	3	19	20	54.12	103	43		
ESL Total	**290**	**0**	**41,116**	**206**	**4**	**38**	**42**	**72.41**	**363**	**206**		
Grand Total	**306**	**0**	**43,733**	**214**	**8**	**40**	**44**	**72.55**	**379**	**214**		

- Students - In Program Years Population
- Student Population
- Students - Records Population
- Programs - Enrollments Population
- Classes - Records Population
- Drill Down to Monitor
- Drill Down to Assessments Audit

- Use TE accountability reports such as the DIR, to address persistence, and instructional reports to improve learning
- Employ drill down features to better identify specific reasons or causes.

23

Resources

- Upcoming Web trainings
- TE "Report of the Month"

CASAS Web Trainings

- *NRS Local Performance Goals:*
  April 27, May 5, May 7, May 12,

- *Distance Learning Considerations:*
  May 5, May 14

- *Remote EL Civics Assessment*
  April 30

- *Remote pre/post-testing*
  May 4

- ***Dates TBD: workshops on remote testing implementation, and on Local Assessment Policy***

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25

NRS Data Integrity

CASAS

NRS Data Integrity
by Agency

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Page 1 of 2
NRSDIR2

Agency: 4908 - Rolling Hills Adult School (RHAS)   **Program Year:** 2019-2020

Summary Information	Without PoP	2019-2020	PoP 1	PoP 2	PoP 3	PoP 4
Total WIOA Title II Learners	287	5,657	5,370	4,007	723	100
Learners Concurrently Enrolled in High School/K12	0	2	2	1	0	0
Total Learners eligible for WIOA Title II	287	5,655	5,368	4,006	723	100

Item	Description	Last PoP or Current Enrollment #	%	PoP 1 #	%	PoP 2 #	%	PoP 3 #	%	PoP 4 #	%
01	Missing Birthdate or outside 16-110	15	0%								
02	Less than 12 Hours of Instruction	4,948	87%	1,643	31%	3,800	95%	663	92%	100	100%
02a	Zero or Empty Hours of Instruction	4,721	83%	508	9%	3,755	94%	663	92%	100	100%
02b	Total hours between 1-11 hours	227	4%	1,135	21%	45	1%	0	0%	0	0%
03	No Highest Year of School/Degree Earned	1,161	21%								
03a	No Highest Year of School	1,161	21%								

NRS Data Integrity Report

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Item	Description
01	Missing Birthdate or outside 16-110
02	Less than 12 Hours of Instruction
02a	Zero or Empty Hours of Instruction
02b	Total hours between 1-11 hours
03	No Highest Year of School/Degree Earned
03a	No Highest Year of School
03b	No Highest Degree Earned
04	No Gender
05	No Race/Ethnicity
06	Total Reported Labor Force Status
06a	Total 'Employed'
06b	Total 'Employed with notice'
06c	Total 'Unemployed'
06d	Total 'Not in Labor Force'
06e	Total missing Labor Force Status
08	No valid pretest
09	Valid pretest with no post-test
09a	Valid pretest with no post-test or HSE/HSD
09b	No post-test and pretest below ASE High
09c	Valid pretest with no post-test or MSG
10a	Learners with a pre-/post-test pair
10b	Learners with a pre-/post-test pair, but have not c

Item 2a/2b. Differentiates those dropped with less than 12 hours. Usually "Zero or empty" suggests a data issue, while "1-11" simply suggests the student attended but not for 12 hours.

Item 09a/09b/09c.
- 09a – HSE/HSD is now an item on Table 4 and is considered as a MSG.
- 09b – ASE high is specified as those who score high and place in ASE high cannot attain level completion through pre/post-test.
- 09c – MSG = Measurable Skills Gain. The WIOA Table 4 factors multiple outcomes to calculate performance, where as in WIA it mostly just focused on pre/post-test results.

Item 10a/10b. The DIR now specifies those who completed pre/post but did not achieve level completion.

27

NRS Data Integrity Report

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11a	Achieved Educational Functional Level Gain with pre- and post-testing
11b	Achieved Educational Functional Level Gain with High School credits earned
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome
12a	Passed HSE
12b	Passed HSE but instructional program not HSE
12c	Passed HSE but Highest Degree Earned is HSE or higher
13a	Earned HS diploma
13b	Earned HS diploma but instructional program not HS diploma
14a	Learners with only One Period of Participation
14b	Learners with More than One Period of Participation
14c	Learners with continuous Period of Participation due to Retained in Program
15a	Learners with 90-97 days between Dates of Service
15b	Learners with 83-89 days between Dates of Service
16	Learners enrolled in Integrated Education and Training (IET)
17	No Primary Goal
18	No Secondary Goal
19	Learners with at least one Barrier to Employment
19a	Learners with Multiple Barriers to Employment
19b	Learners with No Barriers to Employment
20	Learners Co-enrolled in WIOA Titles I, III, or IV
21	Learners with a pretest in the conservative estimate range
22a	Learners with a pre-/post-test pair but less than 40 hours of instruction
22b	Learners without a pre-/post-test pair but more than 40 hours of instruction
22c	Learners without a pre-/post-test pair but more than 70 hours of instruction

Item 11a/11b/11c. The WIOA Table 4 factors multiple outcomes to calculate performance, where as in WIA it mostly just focused on pre/post-test results. y specific MSG.

Items 12a-13b These DIR items breakdown level completion outcomes b. HSE and HS diploma.

- 12b & 13b – alignment between HS diploma and HSE and program enrollment is not required to achieve the outcome, but it is recommended and expected – so reported on the DIR as a "FYI " item .

- 12c – another FYI item. Previously students who enrolled with higher education levels were excluded from earning the HSE outcome. That is no longer true but still reported on the DIR FYI.

28

NRS Data Integrity Report

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12a	Passed HSE
12b	Passed HSE but instructional program not HSE
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Item 14a/14b/14c. Periods of Participation. Breaks down enrollment count by PoP.

- 14c focuses on Pops that are (usually unwittingly) extended by marking "Retained in Program."

Item 15a/15b . Identifies learners who have an absence close to 90 days.

Items 17-18. Goals are no longer required for WIOA II reporting but still included in the DIR as a "FYI" item.

Items 19-20. Important in WIOA to track barriers and learners co-enrolled with WIOA partners.

Item 22a/22b/22c. Hours between Tests. Provides three different ways of evaluating pre/post results.

- 22a identifies those that may have post-tested "too early."
- 22b-c identify students who may need to complete a post-test.