for FY2018/2019

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WIOA – WEP - EPE Accountability FY17/18

 Measurable Skill Gain Educational Gain (per new level charts) •HSE Attainment (counted as gain) Post Test Rate •Enrollment per contract •HSE test achievements

ALE Accountability FY17/18

Measurable Skill Gain
Educational Gain (per new level charts)
HSE Attainment (counted as gain)
Post Test Rate
Enrollment per contract

MOU with Department of Labor is Signed!!

Data Match will take place in the next two weeks

Aggregate data only!

Your program is responsible for manual surveys

2018 to 2019 Class Carryover Utility in ASISTS

- Occurred once in mid-June
- Will be applied again in August
- Programs may still choose which classes and which students/participants will be brought into FY2019

Intake Process

Begin to assess student needs An introduction to your program
 What you offer students: classes, case management services, career planning

Intake should include the following:

The support you also provide

 How does a student go about receiving help Intake Process

Begin to assess student needs Intake should include the following:

 Videos, short films, PowerPoints are often provided for this portion of intake

 Why literacy programming is important for ABE and for ESL students

• What benefits will result?

Complete the Individual Student Record Form (ISRF)

Discuss each field with students

- Email, why do we need it?
- SSN, why do we need it, what happens to it
- Barriers to employment, carefully talk about how each can impact a student's career path
- Last year in school (US or otherwise)

Intake Process

Each conversation you have is a learning experience

Locator (with time to score it)
 TABE (both math and reading)
 Time to score and discuss why the diagnostic tool is so important to teachers/students

Beginning January 2019, the countdown to TABE 11 & 12

• Time allocations have changed

Intake Process

Each conversation you have is a learning experience

BEST Plus 2.0 or BEST Literacy

 Individual testing, be prepared to have those students waiting for testing to be engaged in an activity

Conversation about goals from the student's perspective

 HSE? Another training program? Employment?

Intake Process cont'd

HSE Options

• HSE offers 4 different pathways

- TASC 5 subtests
 - Reading, Writing, Math, Science, Social Studies
 - Can combine with old GED scores
- 24 College credits
 - Expensive but possible
- National External Diploma Program
 - Combines work experience with academic rigor
- Recent addition: Regents 4th Pathway
 - Student may use a passing Regents score in place of a TASC subtest
 - Must take at least one TASC subtest

Intake Process cont'd

Civics

 Discussion with students about funding, how are these programs supported? State, federal?

First lesson in civics and government

Intake Process cont'd

NYSED expects ample time allocated for **INTAKE**

- Conversation about goals from the student's perspective
- Attendance policy, what happens if you don't come to class for a day? For 2 days?
 For 3 days?
- Begin developing the Education and Employment Plan (EEP)
- Disabilities release form (explain to student)
- Record all time spent during the intake process
 - Can be individual or in group setting

HSE Diplomas What Counts and When

HSE Diplomas

- Count for Measurable Skill Gain (MSG)
- Do not count as a Post Test
- Students that achieve MSG by earning their HSE Diploma
 - Are removed from the denominator for Post Test Calculations
 - Are removed from the numerator for Post Test Calculations

HSE Diplomas
 HSE Diplomas will count for an adult education preparation program

- Only when the program submits a T-TAF with their ADULT program preparation code affixed
- The Diploma will be automatically credited by ASISTS
 - Currently once per quarter
 - Will be done once per month

Major Importance

Program must use their NYSED issued ADULT program preparation code

 If they are using an ASHEP preparation code, the diploma will not be credited to the adult education program

Eligibility for WIOA

- Program Areas 1, 2,3, or 4
 - ABE, ASE, and ESL programming
 - IETs
 - IEL/CEs
 - Corrections
 - Literacy Zones
- Students can be the age of 16 or older but MUST be Out of School
 - This means totally disengaged from school
- If they are ASHEP, they ARE NOT disengaged from school
- Students CANNOT be coded as both ASHEP and WIOA

How does a program know if the diploma is counting:

						Run Report
	1.	Start Date:	07/01/2017		Select & Change Report	
	2.	End Date:	06/30/2018		Students Missing Key Demographics Students with Invalid Enrollment	
ln ASISTS	3.	Class Funding:	 ✓E EPE ✓LZ Literacy Zone ✓W2 WIOA-Title II □X OTHER 	~	Students with Invalid Test Scores Students with Funding Source Not Matching Instruction Funding Source Student Enrolled Not Counted In NRS Student Assessment and Attendance (Download Only) Student Assessment and Attendance w/Instruction Description Students without Pre-Test Students without Post Test Students Not Moving to Higher Level Students Moving to Higher Level	
	4.	Prepare NRS Report by:	All		Students Missing Social Security Numbers Students with Invalid Social Security Numbers POP Participants Details and Demographics	
	5.	NRS Report Criteria:			POP MSG Achievement by Name POP MSG Achievement by EFL	

POP MSG Achievement by Name

How does a program know if the diploma is counting:

POP MSG Achievement Report (Alphabetic)

Students Enrolled		POP #	Total POP Hours	Completed Level	Attained HSE	Achieved MSG	Separated w/o MSG	Remaining w/o MSG
97	Alamo Cruz, Luis	1	298	Х		Х		
98	Albadri, Abdullah	1	37		Х	Х	Х	
99	Albardan, Hadaya	1	81				Х	
100	Albardan, Sawsan	1	82	Х		Х		

NYSED New Policy for EPE regarding HSE Diplomas

- Regardless of when a student achieves the HSE diploma
- ASISTS will stop counting contact hours for literacy classes two times per fiscal year
- Once on December 31st for any student who has achieved the HSE diploma any time between July 1st and December 31st
- Once on June 30th for any student who has achieved the HSE diploma any time between January 1st and June 30th
- For enrollment in any CTE programming, ASISTS will stop counting contact hours for any student who achieves their HSE diploma at any time between July 1st and June 30th

Updated Information TABE 11 & 12

TABE Status Update

TABE 9&10 is available until February 2019

TABE 11&12 now available in paper and online

In New York TABE 11&12 will be fully implemented July 1, 2019

TABE 11 & 12 Level L and Level A

- Change in NYS Policy
- Programs must provide Level L
 - Primarily for low level learners
- Programs must provide Level A
 - Primarily for those students preparing to take the TASC test
 - Level A TABE is most closely aligned with the TASC test

Gradual Implementation

- Programs should be prepared with new TABE 11 & 12 by January 1, 2019
- Any time after January 1, 2019 when a student is POST Tested on the TABE 9/10 series
 - Program should also, on the same day or shortly after that day
 - Test the student on the TABE 11 or 12 at the level indicated on the TABE 11/12 Locator
 - Providing they are valid, these tests will remain in the students account
 - Mark these tests as pre tests
 - At the conclusion of FY2019, these tests will roll over into FY2020 and the lower of the two will then be marked as the Pre Test of Record

TABE 11&12 Highlights

- New standards
 - National College and Career Readiness (CCR) Standards
- New test length
 - Only one test length full battery
 - NO Survey
- Changes to Math sections
 - Only one Math test; standards focus on Applied Math

TABE 11&12 Highlights

Improved Locator design

 Longer Locator test provides a stronger prediction to TABE Levels

New York continues to use Reading & Math only

Alignment to TASC Test
 Level A is the most thoroughly aligned

Educational Functioning Level Descriptors

Old:

New:

Example: Level 1 Math

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level **understand and apply** the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can **analyze and compare** 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can **reason** with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to **create composite shapes**. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

TABE 11&12 Maximum Allowable Time

Level	Reading Part 1	Reading Part 2	Math Part 1	Math Part 2
L	35 minutes	75 minutes	75 minutes	N/A
E	55 minutes	75 minutes	75 minutes	N/A
М	50 minutes	8o minutes	60 minutes	15 minutes
D	8o minutes	6o minutes	40 minutes	35 minutes
A	70 minutes	70 minutes	30 minutes	45 minutes
Locator	45 minutes	N/A	15 minutes	15 minutes

TABE 11&12: Objectives by Level

Content Area Reporting Objectives		overe	d Obj	ectiv	ives			
		Е	Μ	D	А			
Mathematics								
Measurement and Data	•	•	•					
Number and Operations in Base Ten	•	•	•					
Number and Operations Fractions		•	•					
Operations and Algebraic Thinking	•	•	•					
Geometry	•	•	•	•	•			
Expressions and Equations			•	•				
Ratios and proportional Relationships			•	•				
The Number System				•				
Statistics and Probability			•	•	•			
Functions				•	•			
Algebra					•			
Number and Quantity					•			
Standards for Mathematical Practice (double count)	•	•	•	•	•			
Reading								
Phonological Awareness	•							
Phonics and Word Recognition	•	•						
Key Ideas and Details	•	•	•	•	•			
Craft and Structure	•	•	•	•	•			
Integration of Knoledge and Ideas	•	•	•	•	•			
Informational text (double count)	•	•	•	•	•			
Literary Text (double count)			•	•	•			
Language								
Conventions of Standard English	•	•	•	•	•			
Knowledge of Language			•	•				
Vocabulary Acquisition and Use	•	•		•	•			
Text Types and Purposes		•	•	•	•			

TABE 11&12: Levels E/M/D/A Reading

- TABE 11&12 Reading content reflects mature, life and work related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
 - These are measured using texts and forms familiar to everyday adult lives, as well as through excerpts that reflect our cultural diversity
 - Based on OCTAE CCR standards focused largely on informational texts (e.g. research, scientific, historical information)
 - The previous focus on literary text (e.g. fiction, memoir, poetry) is significantly decreased

TABE 11&12: Levels L/E/M/D/A Mathematics

- TABE 11&12 Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, etc.
 - Standards have more emphasis on applied versus computation skills
 - Item sets are integrated by mathematical contexts appropriate for adults
 - The objective distribution at Level A is very closely aligned with the content distribution of the TASC/HSE Mathematics test

TABE 11&12 Resources

Now available on tabetest.com:

■ TABE 11&12 Blueprints

- <u>www.tabetest.com/resources-2/testing-information/blue-prints/</u>

TABE 11&12 Sample Practice Items

- www.tabetest.com/resources-2/testing-information/tabe-1112-practice/

- TABE 11&12 Online Tools Training
 - <u>www.tabetest.com/resources-2/testing-information/online-tools-</u> training/

■ TABE 11&12 Blueprints

- www.tabetest.com/resources-2/testing-information/blue-prints/



■ TABE 11&12 Sample Practice Items

- <u>www.tabetest.com/resources-2/testing-information/tabe-1112-practice/</u>

	LEVEL A
	TABE 11 & 12 MATHEMATICS PRACTICE ITEMS
1. Which expression is equivalent t	o (x2y)3 • x3?
A. x5y3	
B. x6y3	
C. x9y3	
D. x18y3	
2. The lists show the measured heir Section A: 4.8, 5.0, 5.3, 5.8, 6.1, 6.5, 6	ghts, in meters, of trees in two different sections of a fores $.5$
Section 8: 3.8, 3.8, 5.8, 6.4, 6.6, 6.8, 9.	.2
Which statement makes a correct co the two data sets?	onclusion based on the interquartile range of
A. The trees in Section B most III	kely have more consistent heights than the trees in Section A.
B. The trees in Section A most III	kely have more consistent heights than the trees in Section B.
C. A randomly selected tree in tree in Section A.	Section B will most likely be taller than a randomly selected
D. A randomly selected tree in tree in Section B.	Section A will most likely be taller than a randomly selected
3. A RAINWATER COLLECTION SYSTEM	N USES A CYLINDRICAL STORAGE TANK WITH A DIAMETER OF 3
What is the total volume of water, i	in cubic centimeters, that can be collected?
A. 12,566 cubic centimeters	
B. 50,000 cubic centimeters	
C. 157,080 cubic centimeters	
D. 251,327 cubic centimeters	
4. A COUNTY CLERK HAS A GIVEN AN Based on the scatterplot, what does	MOUNT OF MONEY TO BUDGET FOR CULTURAL EVENTS. s the point (0, 18) represent?
Cultural Events Budget	A, the total amount of the budget given to the county
Budget Remaining $x = 10^{-0.45x} + 18^{-0.45x} + 18^{-0$	8. the total amount of the budget spent after 18 months
Budget Remaining budget Remaining x = -0.42x + 18	C, the average amount spent out of the budget each month
and a	D, the predicted amount of time after

- TABE 11&12 Online Tools Training
 - <u>www.tabetest.com/resources-2/testing-information/online-tools-</u> <u>training/</u>





Online Tools Training

NYSED Plan for Implementation

- ASISTS will be ready to accept TABE 11 & 12 scores beginning January, 2019
- NRS Guidelines have allowed for a post test given between January 1st and June 30th of any given fiscal to be carried into the new year as a pre-test.
- Beginning January, 2019 when a student is post tested on the TABE 9 & 10, the student should also be pre tested on the TABE
 11 & 12 in anticipation of that pre test being used after July 1, 2019
- As of July 1, 2019 the only TABE assessment accepted is TABE 11
 & 12

 TABE 9 & 10 will be discontinued as of June 30, 2019