



*Central Southern Tier
RAEN
NRS Updates & Changes*

Agenda highlights



Funding Codes



Auto Exiting



Attendance



Hours for assessments



**Post testing – new
policy**



CUSP charts FY2018



Follow Up



Coding in ASISTS

Funding Codes:

- **Determine during Intake Process, which funding source to assign to students**
- **After student has accrued 12 contact hours and a valid pre test, no changes to funding codes should be made**

Automatic Exits

- **Automatic Exiting is the source of concern, not PoPs!**
- **Entering literacy data on a monthly basis will resolve these issues**
- **Student records (ISRF), Instructional Offerings, Instructional Activity (attendance) must be entered on a monthly basis**



Automatic Exits

- Attendance must be entered into ASISTS on a monthly basis
- **Example:** Attendance from September should have been entered into ASISTS by October 31st. On November 1st, students from July, August, and September will be exited if there was not attendance recorded in ASISTS



The background of the slide is a dark, textured wooden surface with vertical grain lines. Scattered across the top and right sides are several autumn leaves in various shades of red, orange, and brown. Some leaves are whole, while others are partially torn or overlapping.

New Direction in Assessment Protocol



- Post testing protocol
 - NYS Assessment Policy remains the same
- OCTAE indicating as of last week (October, 2017)
 - **NO** premature post testing is acceptable
 - Regardless of students entering the program at the end of the fiscal year
 - Regardless of students indicating they are leaving the program

NYS Assessment Policy

New York State Assessment Policy
Revised January 2017

FY2018

Assessment refers to the collection of information using specially designed instruments regarding a student's initial skill level and the development of his or her literacy and language skills as a result of instruction. The Federal *NRS Implementation Guidelines* state:

- At intake, an individual learner's educational functioning level is determined within the functioning level descriptors, using a uniform, standardized assessment procedure approved by the state and OVAE. The assessment procedure must include standardized scoring protocols.
- To determine gain, the learner should be assessed again at least once after a standard instructional period, at the end of the class or at the end of the program year, as determined by state policy.

As part of its effort to comply with federal National Reporting System (NRS) guidelines, the New York State Education Department (NYSED) mandates that adult education programs use standardized tests to determine students' initial skill levels, as well as the measurable skill gain they achieve as a result of their participation in a program.

NYSED's assessment policies were developed to provide guidance to local programs while adhering to Federal assessment requirements. All programs funded through NYS Adult Education are required to administer state approved assessments to report results according to NRS guidelines; therefore, programs should use these policies as the sole basis for assessment. However, programs are free to administer additional forms of assessment as they see fit in response to the needs of their students.

The Rationale for Standardized Assessment

Standardized tests are used to:

- Determine the student's skill level at intake. Assessments administered during the student intake process helps determine the instructional setting in which a student will be placed. As a result of the assessment process, the student is placed into an Educational Functioning Level as determined by the Federal guidelines and then referred for appropriate level instruction.
- Determine measurable skill gain; the intake assessment provides the basis for determining measurable skill gain, which is calculated by comparing students' future skill levels to those ascertained during the initial intake.



NYS CUSP SCORE RANGES 2017

TABE RANGES AND CUSP SCORES			
NRS Level	Educational Level	TABE Range	Cusp Range
1	Beginning ABE Literacy	0 – 1.9	1.7 – 1.9
2	Beginning ABE	2.0 – 3.9	3.7 – 3.9
3	Low Intermediate ABE	4.0 – 5.9	5.7 – 5.9
4	High Intermediate ABE	6.0 – 8.9	8.7 – 8.9
5	ASE Low	9.0 – 10.9	10.7 – 10.9

BEST PLUS 2.0 RANGES AND CUSP SCORES			
NRS Level	Educational Level	BEST Plus 2.0 Range	Cusp Range
1	Beginning ESL Literacy	88 – 361	346 – 361
2	Low Beginning ESL	362 – 427	412 – 427
3	High Beginning ESL	428 – 452	441 – 452
4	Low Intermediate ESL	453 – 484	473 – 484
5	High Intermediate ESL	485 – 524	513 – 524
6	Advanced ESL	525 – 564	554 – 564

BEST LITERACY RANGES AND CUSP SCORES			
NRS Level	Educational Level	BEST Literacy Range	Cusp Range
1	Beginning ESL Literacy	0 – 20	17 – 20
2	Low Beginning ESL	21 – 52	47 – 52
3	High Beginning ESL	53 – 63	59 – 63
4	Low Intermediate ESL	64 – 67	65 – 67
5	High Intermediate ESL	68 – 75	71 – 75
6	Advanced ESL	Not valid as pre-test	Not valid as pre-test

The background of the image is a dark, textured wooden surface with vertical grain lines. Scattered across the top and right sides are several autumn leaves in various shades of red, orange, yellow, and brown. The leaves are of different sizes and shapes, some showing signs of decay or damage. The text "Follow Up Outcomes" is centered in the lower half of the image in a bold, yellow, sans-serif font.

Follow Up Outcomes

Follow-up Outcomes

Based on Data Match						
Outcome	Number Matched		Number with Outcome		Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Based on Data Match						
Outcome	Number Surveyed	Number Responding	Survey Percentage	Number with Outcome	Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Earn HSE/Other Recognized Credential						
Earn Post-Secondary Diploma						
Total Employment Outcomes (Survey and Data Match)						
Median Earnings (Survey and Data Match)						
Follow-up Outcomes Total						

Follow-up Outcomes


Based on Data Match						
Outcome	Number Matched		Number with Outcome		Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Based on Data Match						
Outcome	Number Surveyed	Number Responding	Survey Percentage	Number with Outcome	Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Earn HSE/Other Recognized Credential						
Earn Post-Secondary Diploma						
Total Employment Outcomes (Survey and Data Match)						
Median Earnings (Survey and Data Match)						
Follow-up Outcomes Total						

The background of the slide is a dark, textured wooden surface with vertical planks. Scattered across the upper half of the image are several autumn leaves in various shades of red, orange, and brown. Some leaves are whole, while others are partially torn or overlapping. The lighting is soft, highlighting the veins on the leaves.

**Be prepared to follow up
manually on those participants
for whom you do not have SSNs**

Follow-up Outcomes

Based on Data Match						
Outcome	Number Matched		Number with Outcome		Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Based on Data Match						
Outcome	Number Surveyed	Number Responding	Survey Percentage	Number with Outcome	Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Earn HSE/Other Recognized Credential						
Earn Post-Secondary Diploma						
Total Employment Outcomes (Survey and Data Match)						
Median Earnings (Survey and Data Match)						
Follow-up Outcomes Total						

The background of the slide is a dark, textured wooden surface with vertical grain lines. Scattered across the top and right sides are several autumn leaves in various shades of red, orange, yellow, and brown. Some leaves are whole, while others are partially torn or overlapping.

**Reminder: HSE credential can
only be counted for those
participants who are referred to
the TASC test with a T-TAF**

Follow-up Outcomes

Based on Data Match						
Outcome	Number Matched		Number with Outcome		Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Based on Data Match						
Outcome	Number Surveyed	Number Responding	Survey Percentage	Number with Outcome	Percentage with Outcome	State Averages
Employed 2nd Quarter						
Employed 4th Quarter						
Median Income 2nd Quarter						
Earn HSE/Other Recognized Credential						
Earn Post-Secondary Diploma						
Total Employment Outcomes (Survey and Data Match)						
Median Earnings (Survey and Data Match)						
Follow-up Outcomes Total						



Reminder Credential Attainment: It will be necessary to track participants after they exit your program until a credential is attained.