

Table of Contents

Title 28 EDUCATION

Part CXVII. Bulletin 120—Adult Education Data Quality and Procedures

Chapter 1.	General Provisions.....	1
§101.	Introduction	1
Chapter 3.	Assessment and Student Placement.....	1
§301.	Standardized Assessments.....	1
§303.	Approved Assessments.....	1
§305.	Placement in an Educational Functioning Level	2
§307.	Follow-up Assessments	2
§309.	Special Populations	2
Chapter 5.	Adult Education Core Measures.....	3
§501.	NRS Core and Secondary Measures.....	3
§503.	Reporting Core Measures	3
§505.	Student Goal Setting for Core Measures	3
§507.	Data Matching	3
Chapter 7.	Data Reporting.....	4
§701.	Data Accuracy and Entry.....	4
§703.	Quarterly Reporting.....	5
§705.	LiteracyPro Data System.....	5
§707.	Resolving Data Analysis Problems and Deviations	5

Title 28 EDUCATION

Part CXVII. Bulletin 120—Adult Education Data Quality and Procedures

Chapter 1. General Provisions

§101. Introduction

A. The Louisiana Department of Education, Division of Dropout Prevention, Adult and Family Services developed *Bulletin 120—Adult Education Data Quality and Procedures* to assist local adult education programs in meeting the reporting requirements of the National Reporting System (NRS) for Adult Education. This bulletin is designed to:

1. assist local adult education programs with the processes of gathering student data;
2. inputting data into the state approved adult education database system;
3. reporting data on program performance; and
4. reviewing data to plan for and facilitate program improvement.

B. This Part CXVII is applicable to all local adult and family literacy programs which are funded through the Louisiana Department of Education. This Part CXVII is in compliance with NRS requirements, which is the official accountability system for federally funded adult education programs. NRS reporting components include:

1. student assessment measures;
2. data collection methodologies;
3. reporting forms; and
4. program procedures.

C. The Louisiana Department of Education, Division of Dropout Prevention, Adult and Family Services and the National Reporting System for Adult Education are committed to assisting local adult education programs in improving the quality and utility of program data. Questions regarding this bulletin or this Part CXVII should be directed to the Louisiana Department of Education, Division of Dropout Prevention, Adult and Family Services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005), amended LR 34:605 (April 2008), LR 35:2315 (November 2009).

Chapter 3. Assessment and Student Placement

§301. Standardized Assessments

A. NRS policies require local adult education programs to assess and place students at an educational functioning

level (EFL) upon intake and at least one other time during the program year. Standardized assessments used to place students or demonstrate educational growth must be both valid and normed for adult students. The initial assessments are to be administered at intake or the first 12 hours of attendance.

B. Each local director is responsible for training instructors, paraprofessionals, and volunteers in the proper procedures for administering NRS approved assessments. All staff members involved in gathering, analyzing, compiling, and reporting NRS data shall participate in professional development training as specified in the State Plan, Section 12.1. The state also provides opportunities throughout the year for instructors to become certified in the administration of the approved assessments. The training is administered by the local program supervisor or director and sessions are scheduled annually plus on an as needed basis for new personnel.

C. In order to provide professional development opportunities for all local providers, the state staff will conduct three regional meetings and one state conference annually. These conferences include seminars and workshops on assessment policies and procedures, accommodations for assessing students with disabilities, NRS policy, data collection procedures, definitions of measures, and specific training for conducting assessments used in the program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005), amended LR 35:2315 (November 2009).

§303. Approved Assessments

A. The Louisiana Department of Education has approved certain assessments, which are aligned with educational functioning levels within NRS to measure student level and growth. Only assessments on this list may be used to determine student placement upon intake or demonstrate educational growth. No other assessments, other than the assessments listed on the placement chart found in the NRS Guidelines, are to be used by local programs for placement purposes or to demonstrate educational growth at an educational functioning level.

B. Assessments for Adult Basic Education and Adult Secondary Students:

1. Test of Adult Basic Education (TABE);
2. Comprehensive Adult Student Assessment System (CASAS);

3. Wonderlic (to be used at the Low Intermediate Basic Education, High Intermediate Basic Education and Low Adult Secondary Education levels only);

4. WorkKeys: (to be used at the High Intermediate Basic Education and Adult Secondary Education educational functioning levels only).

C. Assessments for English-as-a-Second Language Students:

1. Basic English Skills Test (BEST) Literacy and BEST Plus;

2. Comprehensive Adult Student Assessment System (CASAS);

3. Test for Adult Basic Education—Complete Language Assessment System—English (TABE CLAS-E).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005), amended LR 34:605 (April 2008), LR 35:2316 (November 2009), repromulgated LR 36:311 (February 2010).

§305. Placement in an Educational Functioning Level

A. Upon administration of an approved assessment, at intake or within the first 12 hours of attendance, local programs are to place students at an educational functioning level. The TABE Locator test is administered prior to the full assessment. Charts developed from the *NRS Implementation Guidelines*, shall be used for determining the appropriate EFL for a student. These charts are included in the instructor manual pertaining to this Part CXVII and are located on the Adult Education website at www.louisianaschools.net.

B. Growth can only be shown through the administration of an approved pre-test and post-test or by passing the GED test. A student who passes the GED may be given credit for completing the High Adult Secondary (ASE) level. This is the only method to show completion of this level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005), amended LR 34:605 (April 2008), LR 35:2316 (November 2009).

§307. Follow-up Assessments

A. NRS reporting policies state that programs use a different form of the same test for the follow-up (post-test) assessment for a student. Both the pre-test and post-test shall be administered and scored according to the test directions provided by the publisher. Test publisher guidelines are available on the Adult Education website www.louisianaschools.net for approved assessments. Post-tests shall be administered after the student has:

1. attended for 60-100 hours based upon test publisher's guidelines for the amount of time needed for a student to show a meaningful gain; or

2. been enrolled for 90 days; or

3. has completed an Individualized Prescription of Instruction (IPI) for the area being used for NRS reporting purposes and in accordance with test publisher's guidelines. The subject area (total math, reading or total language) to be used for NRS reporting purposes is the lowest educational functioning level based upon the pre-test scores if multiple areas are assessed. The program decides the skill areas in which to assess the student based on the student's instructional needs and goals.

B. The department's benchmark for the percentage of students who are pre and post-tested is 40 percent.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005), amended LR 34:605 (April 2008), LR 35:2316 (November 2009).

§309. Special Populations

A. Assessments for special populations are administered with appropriate accommodations as specified by the publisher of the approved assessment. Test publisher accommodation guidelines for approved assessments are available on the Adult Education website www.louisianaschools.net. Accommodations for adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under the provisions of Section 504 of the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations. Adult Education programs must document that adult learners were given the opportunity to self-disclose any disability during the student orientation process.

B. Accommodations for approved assessments will likely differ from accommodations for the GED test. There are four types of disabilities, learning and other cognitive disabilities, attention deficit/hyperactivity disorder, emotional/mental health or physical/chronic health disability, which are applicable to students registered for the GED test. Disabilities must be documented on the appropriate form, which is available from a GED chief examiner. Although a student may receive accommodations for assessments for placement or to measure growth by a local program, this does not guarantee or imply that the same accommodations will be appropriate or provided for the GED test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005), amended LR 34:605 (April 2008), LR 35:2316 (November 2009).

Chapter 5. Adult Education Core Measures

§501. NRS Core and Secondary Measures

A. NRS measures include both core measures and secondary measures. NRS core measures apply to all adult education students. There are three types of core measures:

1. outcome measures, which include:
 - a. educational gain;
 - b. entered employment;
 - c. retained employment;
 - d. receipt of secondary school diploma or GED; and
 - e. placement in postsecondary education or training;
2. descriptive measures, including:
 - a. student demographics;
 - b. reasons for attending and student status; and
3. participation measures of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy, corrections or workplace literacy).

B. NRS secondary measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult education programs.

C. Programs must meet a minimum of 50 percent of the federally-approved performance benchmarks as measured by NRS Tables 4 and 5 annually.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005), amended LR 34:606 (April 2008), LR 35:2316 (November 2009).

§503. Reporting Core Measures

A. NRS policies mandate that all local adult education programs must report core measures. Educational gains are calculated on all learners in the program year, July 1–June 30. Core measures which must be reported include:

1. Educational Gains that are in relation to the student's EFL in reading, writing, speaking and listening, and functional areas. This measure applies to all students;
2. *Entered Employment*—students who obtain a job by the end of the first quarter after exit quarter. This measure applies to students who have set this as a goal*;
3. *Retained Employment*—students who remain employed in the third quarter after program exit. This measure applies to students who have set this as a goal*;
4. *Receipt of Secondary School Diploma or GED*—students who obtain a GED, secondary school diploma or

recognized equivalent. This measure applies to students who have set this as a goal*;

5. *Placement in Postsecondary Education or Training*—a learner who enrolls in a postsecondary educational or occupational skills program, building on prior services or training received. This measure applies to students who have set this as a goal.*

*Data-matching is used for these goals to measure program outcome.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

§505. Student Goal Setting for Core Measures

A. Adult learners enter adult education programs for any number of reasons, which are reflective of the students' educational, vocational, and personal goals. The goal setting process occurs at intake and is intended to define the areas to focus instruction and learning. Student goals serve to provide a basis to measure student and program performance, and thus it is imperative that goals be both attainable and measurable.

B. NRS policies state that goals set by learners will be measured at the end of the program year and that goals must be attainable within that program year. If the goal is not attainable within the year, it shall not be entered as the NRS goal but as a long-term goal of the learner. When the student's skills have improved to a level at which attainment of the goal would be feasible within the fiscal year, the long-term goal shall be entered as a goal for that year.

C. Goals will be reviewed upon reassessment of the student and updated accordingly. It is the role of the adult education instructor or coordinator to provide students with guidance on how to set and work toward meeting learning goals. Adult education instructors and coordinators will discuss with students the time frame to meet goals and discuss accessible resources for working toward the goal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005), amended LR 34:606 (April 2008).

§507. Data Matching

A. The state of Louisiana uses data matching as the methodology to follow up on NRS core measures. The Social Security Number (SSN) of the learner will be used to match data with Louisiana Department of Labor (LDOL) employment records and other records used in developing the WIA scorecard by the Department of Labor.

B. The SSN of the individual student is used by the LDOL only to search records and is not released by LDOL to any other third party individual or agency. Data is reported in aggregate format without any individual identifiable information. Accurate Social Security Numbers are critical to the success of the data matching process. Local

programs are responsible for checking enrollment forms for missing or invalid SSNs and are prohibited from "making up" a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN. A student may refuse to provide his/her SSN to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance.

C. Upon completion of the data-matching process, LDOL provides the Department of Education with a list of students who achieved the specified outcomes and these outcomes are reported back to local programs. The data matching process specifically tracks those students who set employment as a goal, but also matches all students in the database for the core measures. This process allows programs to know which students met their specified goal(s) and those who have achieved other outcomes while enrolled in the program. These outcomes are to be entered as an achievement in the approved adult education database, not as a goal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005), amended LR 34:606 (April 2008).

Chapter 7. Data Reporting

§701. Data Accuracy and Entry

A. The following data must be entered by local programs in order to ensure that the National Reporting System provides valid and accurate data. Data entry errors, which go uncorrected, often do not reflect the progress of the student or the program, and often affect funding for local programs. Timely review of data assists in ensuring its accuracy and adherence to programmatic guidelines. The following represents Louisiana Department of Education data collection and entry policies as well as common data entry errors.

Data	Entry Guidelines
Social Security Number or Identifying Number	<ol style="list-style-type: none"> Enter the learner's real Social Security number. Enter the alien identification number if ESL students do not have a Social Security number.
Contact Information	<ol style="list-style-type: none"> Enter as many phone numbers that are available for the student (e.g., home, work, etc.). Enter a complete mailing address including a number, street, apartment (if applicable), town and zip code. Use the learner's parish of residence (not where the program is located).
Enrollment Status	<ol style="list-style-type: none"> Enter the learner's status: enrolled, active, or left. <p>*A learner shall be separated and his/her status changed to left after nonattendance for 90 days according to NRS policies.</p>

Data	Entry Guidelines
Attendance	<ol style="list-style-type: none"> Attendance must be recorded daily on sign-in sheets. It is recommended that attendance be entered on a weekly basis. <p>*Attendance hours are counted for instruction or instructional activities. Instructional activities include classroom instruction, assessment to inform instruction, tutoring or participation in a learning lab. Virtual, on-line or distance education attendance hours must be recorded following NRS guidelines.</p>
Test Scores	<ol style="list-style-type: none"> Enter test results (pre-test or post-test) upon completion of approved assessment.

B. The Louisiana Department of Education requires that local programs submit a designation of distance learner for students enrolled in the adult education program, by participating in state-approved curricula and following a state-approved model for distance education. A list of state-approved curricula utilized for distance learning can be obtained on the Adult Education website at www.louisianaschools.net.

1. The student must be designated as a distance education learner if the majority of the student's attendance hours are in distance education. NRS approved proxy contact hours include:

a. Clock Time Model, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand alone software program. Student hours are taken from the activity statistics provided in the software.

b. Teacher Verification Model, which assigns a fixed number of hours of credit for each completed assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment. Telephone call and email contact are allowable in this model; however a contact log containing the date of contact, student name, topic discussed, and length of contact. The contact log must be filed with student attendance records.

c. Learner Mastery Model, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (70 percent) earns the credit hours attached to the material.

2. Students must have at least 12 onsite contact hours with the program.

3. Pre-tests and post-tests are to be administered in person using the state assessment policy.

4. Programs will report all required NRS data elements on distance education students in the state approved data management system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005), amended LR 34:606 (April 2008), LR 35:2316 (November 2009).

§703. Quarterly Reporting

A. The Louisiana Department of Education, Division of Dropout Prevention, Adult and Family Services requires that local programs enter data at least monthly during a program year. City or parish supervisors or program directors are responsible for timely entry into the state approved adult education data management system of local program data and ensuring its accuracy. Department of Education staff will review data for errors and contact supervisors or program directors to discuss needed corrections to local program data at least quarterly. Local program data, for the prior month should be entered by the tenth day of each month.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005), amended LR 34:606 (April 2008), LR 35:2317 (November 2009).

§705. State Approved Adult Education Data System

A. The Louisiana Department of Education mandates that adult education programs, which it funds, must use the state approved Adult Education Data System. Local programs are responsible for covering the costs of implementing and maintaining the system with a portion of their local grant funds. Staff from the Louisiana Department of Education and staff from the state approved adult education data management system are committed to improving data quality by providing professional development workshops each year. The program supervisor or director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for NRS will attend, at a minimum, an annual inservice meeting addressing the following topics: NRS and accountability policies; data collection process; definitions of performance measures; conducting pre and post assessments; and using data for improvement. While the above information can serve as a refresher for returning staff each year, it must also be included as part of the required inservice for new staff throughout the year. Adult Education staff shall participate in professional development training as specified in the State Plan, Section 12.1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3069 (December 2005), amended LR 34:607 (April 2008), LR 35:2317 (November 2009).

§707. Resolving Data Analysis Problems and Deviations

A. Upon receipt of data submitted by local programs, the Louisiana Department of Education, Division of Prevention, Adult and Family Services staff review program data quarterly for errors. It is the responsibility of the local program supervisor or director to conduct the initial review of the data, using the diagnostic features of the state approved adult education data management system and other instructions provided by department staff.

B. Upon receipt of local program data, department staff shall run the diagnostic features of the state approved adult education data management system to search again for common and obvious data errors, such as invalid attendance dates, birthdates, and/or Social Security numbers. Staff further reviews data using other searches to determine if additional data analysis problems and deviations exist. Department staff shall send a report to local program supervisors or directors detailing any data analysis problems or deviations. It is the responsibility of local program supervisors and directors to correct any data analysis problems or deviations within two weeks of notification of such problems by department staff.

C. Data analysis problems or deviations must be corrected to accurately reflect student progress, evaluate program success and determine future funding. Local program supervisors or directors must sign the data extract each quarter upon acceptance of data by department staff. The signed program extract confirms that the local program supervisor or director states that the data is correct to the best of his/her knowledge, the local program has adhered to Department of Education data guidelines, and data has been reviewed for errors. The data reflected in the signed extract is used to determine subsequent year funding and serves as the record of program performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3069 (December 2005), amended LR 34:607 (April 2008), LR 35:2317 (November 2009).