

**Division of Adult Education
Monthly Webinar**

February 15, 2024

This session is being recorded. By participating in
this session, you are consenting to the recording,
retention, and use of this session.

 pennsylvania
DEPARTMENT OF EDUCATION

2/15/2024

1

Agenda

- Announcements
- Strategies and tips to achieve higher EFL gains
- MSG performance

 pennsylvania
DEPARTMENT OF EDUCATION

2/15/2024

2

Announcements

- PDS needs assessment – due 2/29

 pennsylvania
DEPARTMENT OF EDUCATION

2/15/2024

3

Strategies and Tips to Achieve Higher EFL Gains

• Presenters

- Lehigh-Carbon Community College
- New World Association
- Literacy Pittsburgh
- Intermediate Unit 1



2/15/2024

4

4



Achieving and Maintaining EFL Gains

Allison Ludlow
 Program Administrator
 Lehigh Carbon Community College
 aludlow@lccc.edu

5

Data and Evaluation Plan

- Analysis of data including tables 4 and 4b, instructor surveys, student CASAS exams, and the CASAS competencies in general told us the following things:
 1. Classes are based on NRS level but the competencies are based on test form level
 2. Instructors were feeling overwhelmed if they had students with multiple forms in a class
 3. Remote instructors specifically were looking for digitally interactive activities that reinforced competencies
 4. We have an instructor website and Google shared drive that has resources, scope and sequence, lesson and unit plans but it was being underutilized

6

Additions to the 2023-2024 Program Year Pertaining to EFL Gains

- 1. CASAS Listening Exam
- 2. Applied and Received a grant outside of PDE to purchase Burlington English Subscriptions
- 3. Created a once a week class exchange that focused on the CASAS competencies

7

Class Exchange

- Once a week students move to different classes based on test form
- Students work with this group for 1.5 hours
 - Tests A and Ax
 - Test B
 - Tests C and D
- Students have a chance to interact with different groups of people and possibly a new instructor

8

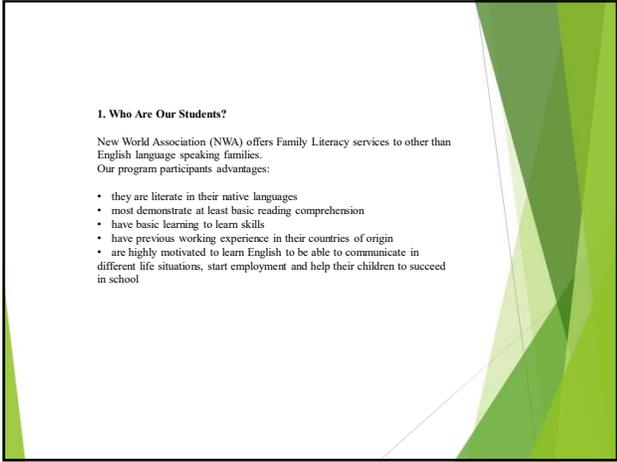
Other Contributions to EFL Gains

- Allowed students to meet more students and instructors so that they were more excited about progress testing and moving to the next level of class
- Instructors only needed to focus on one or two levels of competencies
- Had an in-house "marketing campaign" that reintroduced instructors to our resources
- Professional Development specifically for Burlington English
- DLS prioritized working with remote instructors on competency resources

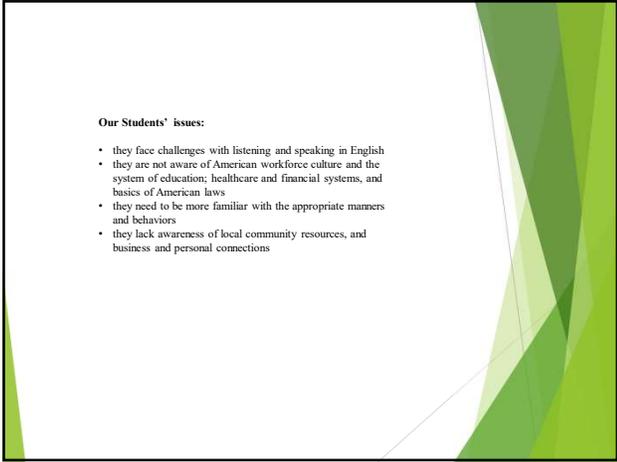
9



10



11



12

2. Our Family Literacy staff members

- have multiple years of experience in Adult Basic Education
- are trained in administering standardized assessments and conducting instructional and supportive services
- are resourceful and dedicated to providing services to immigrant and refugee community
- are able and eager to identify the differences between various languages and English, to pinpoint difficulties in reading, writing, and speaking that may be due to interference of rules and formats from a student's first language

13

3. Why Do We Use CASAS Life and Work Series Reading Paper Version?
 – To reduce the level of stress of our students and make them feel more comfortable, especially during the pre-assessment time.

The human brain is amazing. It functions 24 hours a day, every day since we were born and only stops when taking an exam (a joke).



- During initial interviews, most prospective candidates report they have huge issues with English language comprehension through listening
- Most program candidates have some comprehension through reading skills and are familiar with multiple choice testing
- Some do not have an adequate level of digital literacy skills to take tests on computers

14

4. Arranging a welcoming and positive testing environment

Physical Environment

- Setting up a classroom
- Filtering out any unnecessary noise or distractions
- Ensuring the appropriate, temperature, lighting and ventilation in the room
- Preparing the timer (we do not place any timers on the walls, as they may cause anxiety in some students)
- Prepare the whiteboard for demonstration

Emotional environment

- Greeting test takers warmly
- Communicating in a polite and quiet manner
- Explaining why a test is administered and encouraging to do the best



15

5. The Importance of Following CASAS Instructions for Administering Tests:

- Preparation
- Test Security
- Getting Started
- Testing Procedures

16

6. Test Scoring- Accurate Range

NWA pays a special attention to test scores within an accurate range. If a student scores below or above the accurate range on pre- or posttest, we retest them with the test that falls within their scoring range.

We observe that an appraisal does not always define the appropriate level of a pre-test; so a student must be reassessed with a different level of test.



17

7. Test Results: Students and Teachers

Father: How did your English test go?
Son: I got nearly 100!
Father: What do you mean, about 100?
Son: The questions didn't give me any trouble, just the answers!



- Inform students about test scores to explain what class level they will be placed
- Inform students in what content areas they need improvement (using Student Performance by Competency)

CASAS test results also inform teachers: what should I teach? What materials should I use?

18

8. What We Need to Teach for Posttest Success?

Using CASAS Life and Work Reading Series tests, requires teachers to teach vocabulary related to the content areas and regularly expose student to reading comprehension activities.

19

9. Teaching Vocabulary

What vocabulary we teach: common everyday words; words that are used across disciplines and content areas (e.g. prepositions and conjunctions); gradually introduce infrequently used content specific words

How we teach vocabulary: pre-teach the words to support the text to be read; teach pre-fixes and suffixes, synonyms and antonyms, phrases and world collocations, idiomatic expressions.

What we expect our student to be able to do: understand a new word in a context; define a word; select an appropriate word for use; know multiple meaning of the word; use he word correctly in writing and speech

We explain to students that regular reading, including reading with children, contributes to strong vocabulary development.

20

10. Teaching Reading Comprehension Strategies We Use

- Answering and Generating Questions
- Making Inferences and Predictions
- Recognizing Story Structure
- Comparing and Contrasting
- Using Graphic Organizers
- Sequences
- Differentiating Between Facts and Opinions
- Determining the Main Idea, Important Facts and Supportive Details

21

11. Other Factors that Contribute to Successful Outcomes

- Positive learning environment in which students can work as individuals and team-members, are supported and praised for academic success, and have their own voices and choices
- Students' commitment, dedication and motivation
- Textbooks that are correlated with CASAS competencies and CCR Standards
- Authentic materials related to CASAS competencies (advertisements, forms, applications, schedules, etc.)

22

Strategies and Tips to Achieve Higher EFL gains




23

Agency, class, and staff level accountability

Data driven for program improvement
 Organizational goals to meet outcomes
 Agency level - Monthly targets to achieve EFL goal
 Team level – team goals, metrics, and plans
 Individual goals – monthly reports

Program improvement leads to institutional change



24

EFL gains strategies from our teams

Instruction and enrollment teams
Tutoring program
Family literacy
Subgrantee: Goodwill of Southwestern PA



25

Instructional Team Strategies

- **Teachers go through assessment training for relevant assessment**
 - Better ability for them to use assessment to inform instruction and
 - They can then assist with TABE post-testing if needed
- **Each teacher is assigned a post-testing point person**
 - This helps teachers to know who to reach out to since we have two big teams of enrollment coordinators and teachers
 - Enrollment coordinators push into classes for assessments to test and/or schedule for upcoming testing session
 - Teachers and enrollment coordinators can capitalize on planning breaks for testing between sessions since we know students who available during class hours



26

Instructor Monthly Report

Our monthly report form ensures that instructors check in on data related to their students and classes at least monthly (via the class outcomes tracking dashboard), report on their current progress, and reflect on ways that they can further improve their outcomes in the month ahead.

Goal 1:
Monitor our class-based program's performance against PSE standards and internal goals in real-time using a new (soon) dashboard! Track metrics such as student enrollment, educational gains, goal achievements (e.g., HSE attainment, employment outcomes, and postsecondary entry), and class attendance. Analyze this data to improve student persistence, coordinate quarterly testing for eligible students (based on hours and points to the next level), support data collection related to student outcomes, and optimize class capacity.

Progress:

Student retention/enrollment

- All Levels MW In Person - 83%
- Intermediate Reading MW Remote - 56%
- ESL 5 Y/7th Remote - 61%

EFL Gains

- All Levels MW In Person - 27%
- Intermediate Reading MW Remote - 22%
- ESL 5 Y/7th Remote - 10%

HSE

- 5 achieved so far
- 4 students have just math left to go. 1 just has science and math left.

Employment & Postsecondary

- All Levels MW In Person - 15% employment, 0 post-secondary
- Intermediate Reading MW Remote - 23% employment, 0 post-secondary
- ESL 5 Y/7th Remote - 29% employment, 0 post-secondary

Analysis:
I will take new students for online Reading in January to try to get a solid cohort to increase enrollment there. Having managed enrollment helps with that too. I expect 6 more ESL 5 students will be enrolled in the next couple of weeks. We will do another TABE session for in-person students the first week of February.



27

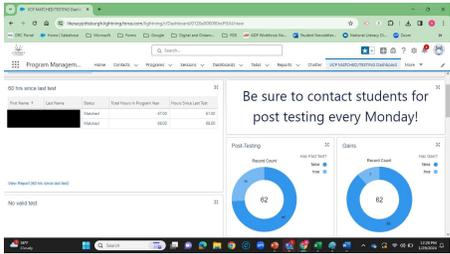
Tutoring Team's Role

- Coordinators have individual dashboards to track hours and EFL gains
 - Students over 60 hours of instruction are contacted weekly to schedule post-testing
 - Eligible students placed in batched TABE sessions (both in-person and online options)
- Coordinators report enrollment and gains to Director of Volunteer Programs Monthly
- Coordinators identify students close to EFL gains to schedule post-tests strategically/prioritize for testing



31

Individual Area Dashboards



32

Tutoring Program Individual Monthly Report

Coordinator Monthly Report Form

Name: [Redacted]
 Area: SH
 Month / Year: November 2023

Goal 1:
 Meet or exceed FDE standards for the South Hills area including enrollment (75 enrolled total by the end of program year) and educational functional level gains (50%).

- Each Monday, check the "60 Hours since last test report" and contact all students to schedule testing within 48 hours. Monitor and report outcomes of students [\[Link\]](#)
- Assist in any orientation scheduled in the SH area
- At least 55% of enrolled students will attain employment [\[Link\]](#)
- Assist in the development of an individual student plan program.

Enrolled (Students w/ 12+ hours)	# of Students w/ less than 12 hours	% of students post-tested	% of students achieving EFL gains	This month's target enrollment	This month's target EFL gain %
53	31	15.09%	7.55%	41	5%



33

15 Points to the Next Level Strategy

LITERACY PITTSBURGH

34

Family Literacy

- We track data weekly through Salesforce.
- Director of Child and Family programs sends out a data email to teachers outlining each part of programming.
 - How many hours needed for enrollment
 - How many hours needed for 40 PE/ 25 ILA
 - Who needs a testing/goal appointment
- Open communication about issues in attendance to help barrier reduction and students succeed in classes.

LITERACY PITTSBURGH

35

Goodwill SWPA post test tracking example #1

First Name	Last Name	R hours in 22/23	M hours in 22/23	session 1 hours	session 2 hours	session 3 hours	total to date	hours since last reading	hours since last month
Student One		20	30	11.2	24.2	25.3	60.7	60.7	30.7
Student Two		27.1	////////	31.2	0.7	0	31.9	#VALUE!	#VALUE!
Student Three		12	-26	10	18	6.5	34.5	6.5	6.5
Student Four		5	5	2.1	0	6.8	8.9	13.9	13.9
Student Five				0	21.4	15.3	36.7	36.7	36.7
Student Six		12	////////	7	14.2	9.9	31.1	43.1	#VALUE!
Student Seven		7	39	11.4	13.5	0	24.9	31.9	31.9
Student Eight				0	43.1	43.1	43.1	43.1	43.1

LITERACY PITTSBURGH

36

Goodwill SWPA post test tracking example #2

Date added	advisor/E	first	last	hours	type of test	scheduled	reach out notes	gain/no gain
12/11/2023	Peggy	Student	One	40	12M Math	1/6/2024	do test 12/20	
11/4/2023	Sarah	Student	Two	50	Best Plus	11/20/2023	do arranged to give best in class	
12/4/2023	Laurie	Student	Three	45	12D Reading	1/4/2024	do test 12/4, 12/11	
12/11/2023	Sarah	Student	Six	43	Best Plus	1/6/2024	do will test in class on 1/6/2024	
11/20/2023	Kim	Student	Seven	52	12M Math		do test 11/20, 11/29, none 12/4, do test 12/4, 12/11 - test in class on 12/14, but none, asked advisor to try to schedule	
9/10/2023	Peggy	Student	One	48	11D Reading	9/15/2023	do scheduled after the math test on 9/10	GAIN
8/15/2023	Peggy	Student	One	45	11M Math	9/10/2023	do test 8/15, 8/21	no gain, but up from 468
7/20/2023	Laurie	Student	Three	46	11M Math	7/30/2023	do booked	GAIN



37

Goodwill: Looking at the data

We pulled our data and found that many of our level 2 and 3 students were not making gain.

The majority of those students were in TABE levels E and M.

We pulled TABE pre and post test profile reports for students in each level who did not make EFL gain and compiled a list of commonly missed skills.



38

Goodwill: We found that students needed the following skills:

- Recognizing place value
- Rounding whole numbers and decimals
- Comparing decimals
- Multiplication and Division with no calculator.
- Operations with Fractions
- Word problems with fractions
- Finding a unit rate
- Factors and products



39

Goodwill: Changing class content helped!

We offered 2 different math classes within the next session: our standard curriculum and the curriculum focused on the commonly needed skills.

After teaching an 8 week class session, we realized that students needed two eight week sessions to build skills.

We tracked our data and students in the new class achieved more EFL gains.

We've changed the curriculum and all math teachers have followed it. Our gains have increased.



40

Contact Information

Literacy Pittsburgh:

- Lori Como, Chief Program Officer: lcomo@literacypittsburgh.org / 412.393.7640
- Gretchen Costello, Director of Adult Education: gcostello@literacypittsburgh.org / 412.393.7638
- Hannah Gerbeschacht, Director of Volunteer Programs: hgerbe@literacypittsburgh.org / 412.595.4347
- Caitlin Griffiths, Director of Child and Family Programs: cgriffiths@literacypittsburgh.org / 412.857.8213
- Abby Seeley, Director of Enrollment: aseeley@literacypittsburgh.org / 412.393.7639

Goodwill of SWPA:

- Laurie Cybulski, Director of Education and Testing: laurie.Cybulski@goodwillswpa.org / 412.606.1797
- Peggy Trout, Adult Education Coordinator: peggy.trout@goodwillswpa.org / 412.287.8631



41

Strategies and Tips for Achieving EFL Gains

Rachel Zilcosky, Program Administrator,
Rachel.Zilcosky@iu1.org

Chelsea Snyder, Coordinator,
Chelsea.Snyder@iu1.org



42. Intermediate Unit 1 Adult Education & Career Readiness

42

Program Background and Strategies

Program Background:

- Serve Fayette, Greene, Washington and Westmoreland Counties in southwestern PA. Contracted enrollment in direct service grant is 497
- In 2022-2023 PY, exceeded all EFL ranges except 3 in Table 4
- Overall EFL Gain in Table 4B was 87%
- Use CASAS Goals, CASAS Life and Work and BEST Plus

Strategies:

- Role of the Assessment Coordinator
- Diagnostic tools and targeted instructional goals
- Reports and forms that track assessment timeframes



43 Intermediate Unit 1 Adult Education & Career Readiness

43

Role of the Assessment Coordinator

- Monitors posttest needs in all classes
- Attends the SSC meetings for all counties to update the SSC on post testing needs
- Sends reminder emails to both the SSC and instructor of the class
- Works closely with Data Quality Specialist as a second check for data entry of post tests
- Provides instructional supports to all staff in planning instruction based on diagnostic results



44 Intermediate Unit 1 Adult Education & Career Readiness

44

Diagnostic Tools and Targeted Instructional Goals

- Inclusion of Tops Pro reports in all student intake folders Individual Skills Profile and the Student Competency Performance Report
- Continual instructor review of reports to identify students' areas of weakness and develop targeted instructional goals
- Incorporate CASAS related skills in each session, either as a problem of the day or warm up activities.
- Utilization of CASAS Tutor in Aztec and CASAS Scoreboost materials



45 Intermediate Unit 1 Adult Education & Career Readiness

45

MSG and posttesting data

- Interesting data that was shared by OCTAE
- Not an instruction to posttest out of timeframe
- Continuous improvement
 - Still need to look at and increase retention
 - Examine data more closely
 - Improve instruction



2/15/2024

49

49

Targets

- MSG – 48%
- EFL 4B – 70% (posttested participants)



2/15/2024

50

50

Where we were and where we are

	ABE MSG	ABE MSG Quartile/Rank	ESL MSG	ESL MSG Quartile/Rank	Overall MSG	Overall Quartile/Rank
2016-17	44.66	3 rd Q / 25 of 57	47.5	3 rd Q / 20	45.63	3 rd Q /
2018-19	43.3	2 nd Q / 34 of 57	44.40	2 nd Q / 31	43.85	2 Q / 35
2021-22	32.00	1 st Q / 47 of 57	36.04	2Q / 35	33.76	1 Q / 44
2022-23	32.47	1 Q / 49 of 57	34.13	2Q / 41	33.3	1 Q / 51



2/15/2024

51

51

Why?

- Very few programs are making targets
- Some programs are doing poorly
- Even our medium performing programs are still below target



2/15/2024

52

52

Examples

Contract	Reportable	Served	Participant	Enroll	Total PoPs	Total	Retention	Pre	Pre	Ed Gains	Ed Gains %	No Gain
ed	File	-0hrs-1hr	(Enrolled)	%	> 1	Hours		Post	Post %			with Post
338	65	46	24	7.10%		519	21.63	0	0.00%			
338	260	211	115	34.02%		3196	27.79	5	4.35%	2	1.74%	3
338	293	243	155	45.86%		5332	34.40	11	7.10%	6	3.87%	5
338	293	243	155	45.86%		5332	34.40	11	7.10%	6	3.87%	5
338	309	256	162	47.93%		5103	35.20	11	6.79%	6	3.70%	5
338	309	256	162	47.93%		5867	39.21	11	6.78%	6	4.54%	4
338	310	257	176	52.07%		6653	37.80	11	6.25%	8	4.55%	4
338	310	257	177	52.37%		6733	38.04	11	6.21%	8	4.52%	4
338	311	258	178	52.66%		6772	38.04	11	6.16%	8	4.49%	4
338	316	265	181	53.55%		6953	39.63	12	6.63%	8	4.42%	5
338	321	267	184	54.44%		7233	39.31	12	6.52%	8	4.35%	5
338	321	267	186	55.03%		7483	40.23	12	6.45%	8	4.30%	5

2/15/2024

53

53

Examples (2)

Contract	Reportable	Served	Participant	Enroll	Total PoPs	Total	Retention	Pre	Pre	Ed Gains	Ed Gains %	No Gain
ed	File	-0hrs-1hr	(Enrolled)	%	> 1	Hours		Post	Post %			with Post
400	295	274	214	53.50%		9947	46.48	71	33.18%	33	15.42%	38
400	400	393	358	89.50%		19196	53.62	137	38.27%	62	17.32%	75
400	400	393	358	89.50%		19604	55.65	142	39.69%	65	18.16%	77
400	400	393	359	89.75%		21601	60.17	142	39.55%	65	18.11%	77
400	400	393	360	90.00%		22082	61.34	144	40.00%	80	22.22%	64
400	401	394	364	91.00%		24311	66.79	164	45.05%	90	24.73%	72
400	401	394	364	91.00%		24313	66.79	166	45.60%	92	25.27%	71
400	401	394	364	91.00%		24317	66.81	167	45.88%	93	25.55%	71
400	454	445	385	86.25%		26031	67.61	167	43.38%	93	24.16%	71
400	455	447	397	89.25%		27248	68.63	173	43.58%	104	26.20%	66
400	480	472	412	103.00%		28814	69.94	173	41.99%	104	25.24%	66

Contract	Reportable	Served	Participant	Enroll	Total PoPs	Total	Retention	Pre	Pre	Ed Gains	Ed Gains %	No Gain
ed	File	-0hrs-1hr	(Enrolled)	%	> 1	Hours		Post	Post %			with Post
170	59	57	35	17.50%		922	28.36	10	28.57%	9	25.71%	2
170	74	74	58	34.12%		1709	29.46	22	37.93%	20	34.48%	2
170	83	91	71	41.76%		2284	32.30	30	42.25%	27	38.03%	3
170	87	95	74	43.53%		2404	32.48	30	40.54%	27	36.49%	3
170	87	95	74	43.53%		2414	32.62	30	40.54%	27	36.49%	3
170	97	95	78	45.88%		2526	32.39	33	42.31%	31	39.74%	3
170	101	100	86	50.59%		2779	32.32	42	48.84%	38	44.19%	5
170	103	102	86	50.59%		2787	32.52	43	50.00%	39	45.35%	5
170	104	103	86	50.59%		2861	33.26	46	53.49%	42	48.84%	5
170	110	109	88	51.76%		3022	34.34	51	57.95%	44	50.00%	8
170	113	112	89	52.35%		3106	34.90	54	60.67%	47	52.81%	8
170	116	115	91	53.53%		3177	34.91	56	61.54%	49	53.85%	8

54

Solutions

- Increase posttesting / track who is ready
- Increase intensity of services
- Barrier support to increase student persistence
- Quality of instruction / assessment-informed instruction
- Other?



2/15/2024

55

55

We can do this!



2/15/2024

56

56

Questions



2/15/2024

57

57

Contact/Mission

For more information on adult education please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.



2/15/2024

58
