

California Adult Education Student Progress and Goal Attainment Report



Adult School Programs in California

Program Year 2006

July 1, 2005 to June 30, 2006

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California Department of Education, Adult Education Office

The Comprehensive Adult Student Assessment System (CASAS), Foundation for Educational Achievement, prepared this report for the California Department of Education, Adult Education Office. CASAS collected the data in this report during the 2005-2006 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the Adult Education Office.

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List of Acronyms

Please refer to the list below for acronyms appear in the report.

ABE	Adult Basic Education
AWD	Adults with Disabilities
ASE	Adult Secondary Education
CAHSEE	California High School Exit Exam
CASAS	Comprehensive Adult Student Assessment System
CDE	California Department of Education
Career Technical Education	Career/Tech Ed.
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
Home Econ.	Home Economics
H.S. Diploma	High School Diploma
K-12	Kindergarten through grade twelve
Parent Ed.	Parent Education
NRS	National Reporting System
United States	U.S.
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act

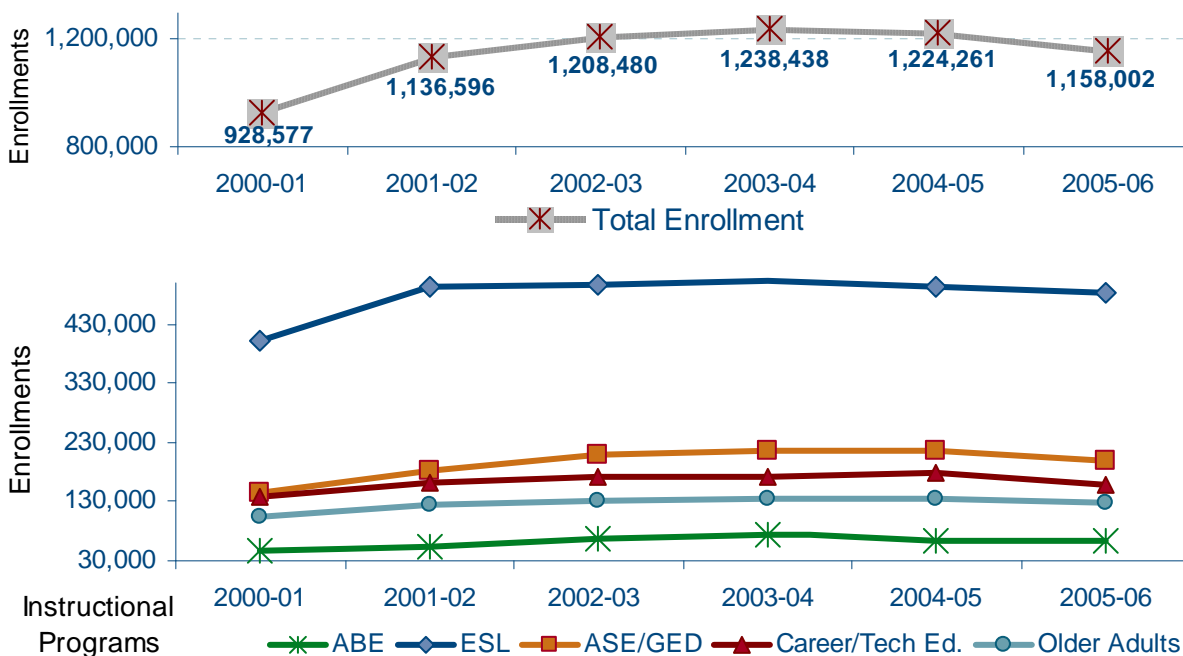
California Adult School Programs — Overview

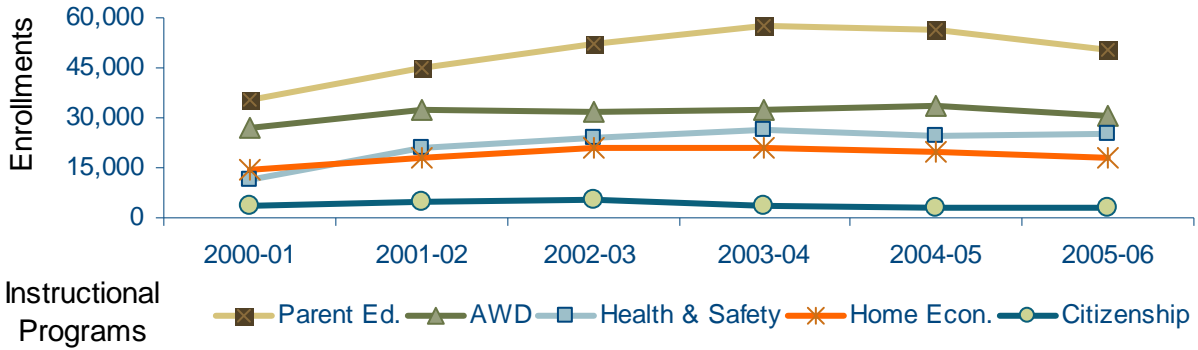
The 287 adult schools in California enrolled 1,158,002 adult learners supported through state apportionment funds in program year 2005-06. This report presents the results of data collected by Comprehensive Adult Student Assessment System (CASAS) from all learners enrolled in California adult schools. The report analysis was prepared by CASAS under contract with the California Department of Education (CDE). The number of agencies approved to offer adult school programs in the State of California is 384. In addition to the 302 agencies that submitted data, 41 agencies did not provide information on their adult school learners, and 41 additional agencies are inactive. The non-reporting and inactive agencies are among the smallest agencies in terms of adult school enrollment, representing less than 2 percent of the state adult school enrollment.

School districts and county offices of education along with adult schools serve adult education learners in ten funded program areas to provide diverse educational opportunities designed to meet adult learner needs. The ten program areas are Adult Basic Education (ABE), English as a Second Language (ESL) including ESL-Citizenship, High School Diploma or Adult Secondary Education including General Education Development certification programs (ASE/GED), Citizenship, Career Technical Education (Career/Tech Ed.), Adults with Disabilities (AWD), Health and Safety (Health & Safety), Parent Education (Parent Ed.), Home Economics (Home Econ.), and Older Adults. The abbreviations identified on the previous page appear throughout this report.

Program Enrollment and Demographic Information

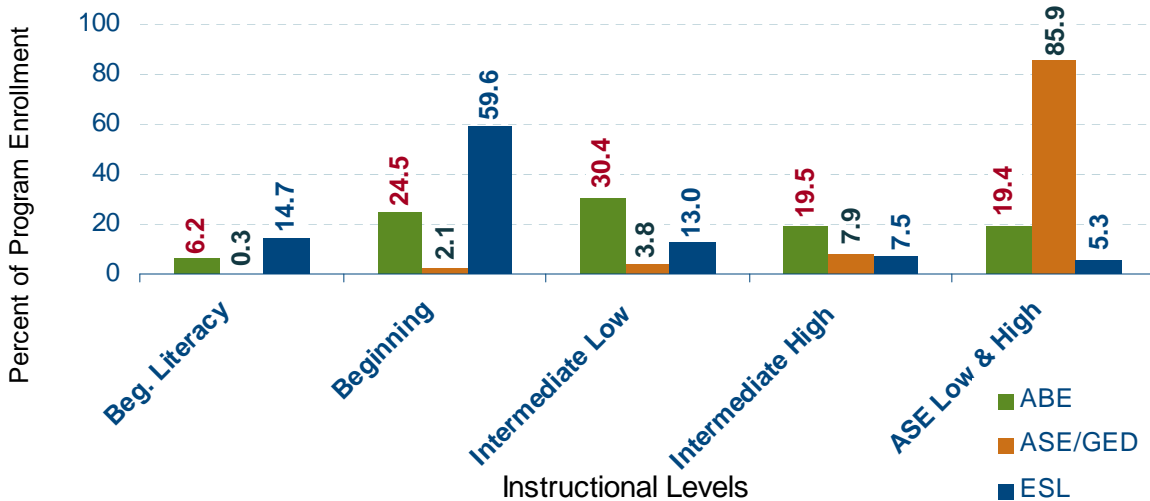
Figure 1 Adult School Enrollment over Six-Year Period (2000-2006)





Total enrollment in California adult schools decreased consecutively for the second year. Enrollment decreased by 5.4 percent compared to 2004-05. The downward trend in enrollment occurs in nine of the ten programs areas, the highest being Career/Tech Ed. (10.5 percent) followed by Parent Ed., Home Econ., AWD, and ASE/GED in comparison to previous program year. The ESL program shows a smaller percentage drop in comparison to 2004-05 enrollments. The 2.2 percent drop in ESL enrollments represents 11,033 learners (see Table 1 in appendix). This is the third largest enrollment decrease in 2005-06 after Career/Tech Ed. and ASE/GED. Student enrollment patterns as a percentage of total enrollments in each of the ten programs over the past five years have not varied greatly. See Figure 1.

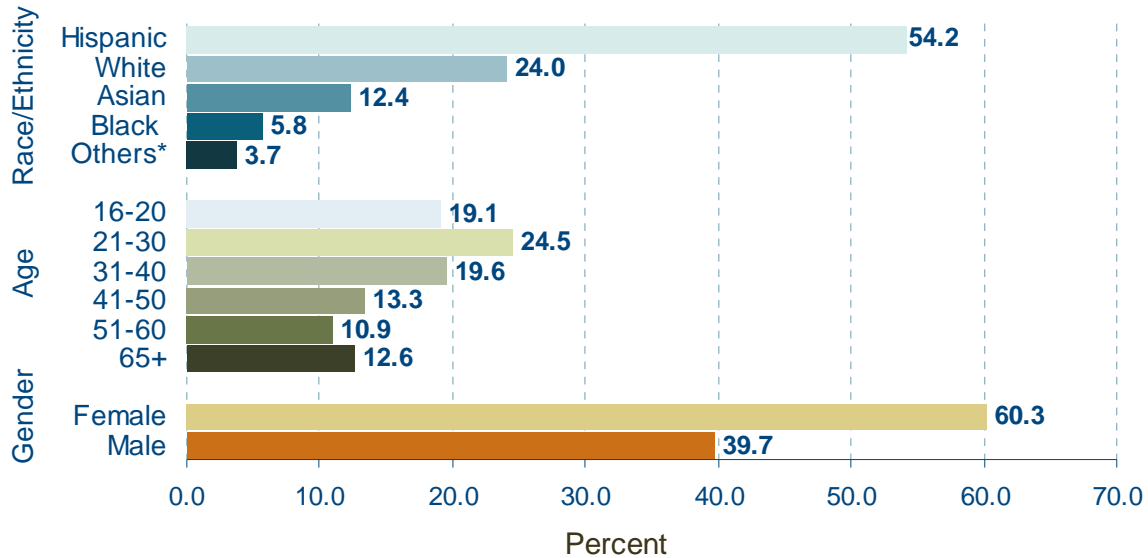
Figure 2 Adult School Enrollment in Instructional Levels for ABE, ASE/GED, and ESL upon Entry



Student Entry Records obtained from agencies identify the literacy functioning level, at the beginning of instruction, as determined by the instructor. Three program areas — ABE, ASE/GED, and ESL — have multiple instructional levels and comprise the majority (64.2 percent) of adult school enrollments. Agencies serving these learners were eligible for federal supplementary funding through Title II of the Workforce Investment Act. See Figure 2.

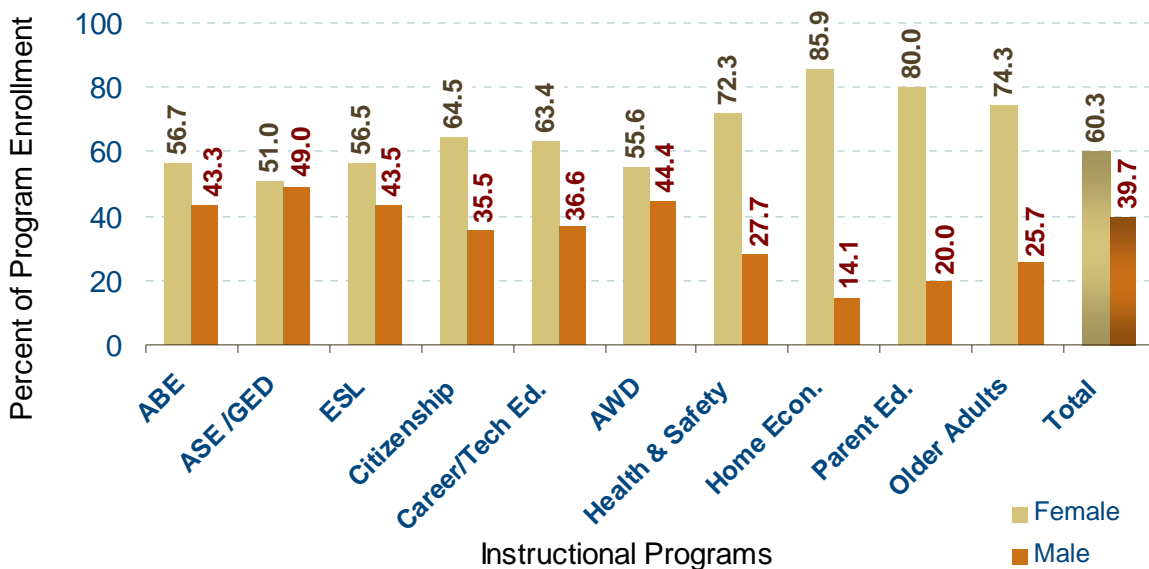
Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in adult education programs in California are Hispanic (54.2 percent) and White (24 percent). Adult learners are more likely to be female (60.3 percent) than male (39.7 percent). The largest group of adult school learners (44.1 percent) is between the ages twenty-one to forty. See Figure 3.

Figure 3 Adult School Learners' Demographics at a Glance



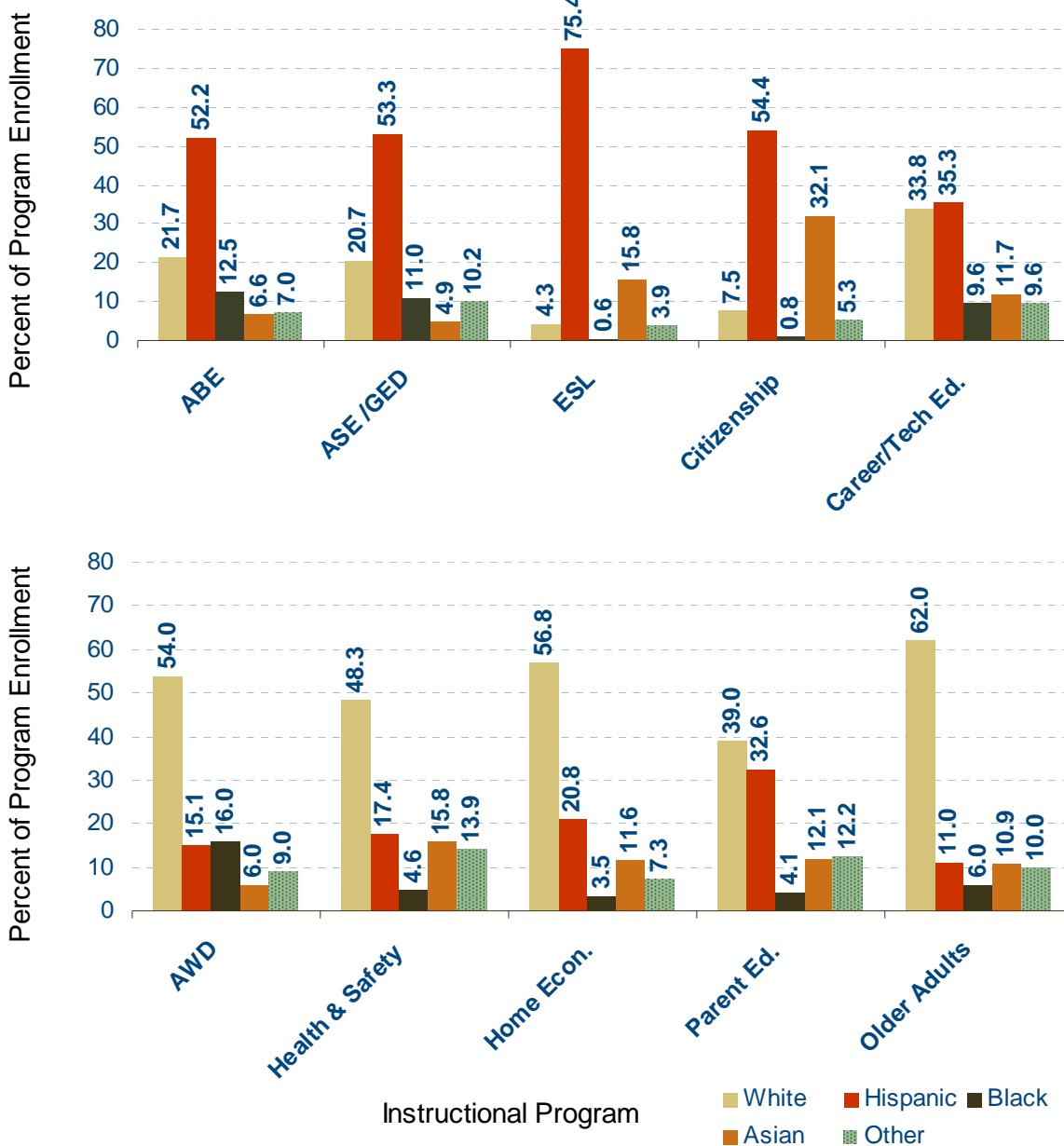
Note: Race: Other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander

Figure 4 Gender Distribution of Adult School Learners by Instructional Program



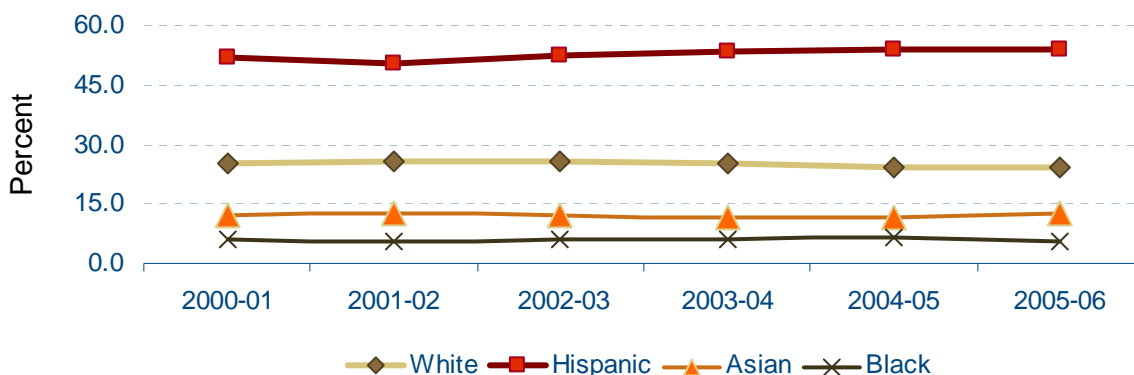
The gender ratio favors females in every program area. The ratio is most similar in ASE/GED and is most disparate in the areas of Home Econ., Parent Ed., Health & Safety, and Older Adults. See Figure 4.

Figure 5 Ethnic Distribution of Adult School Learners by Instructional Program



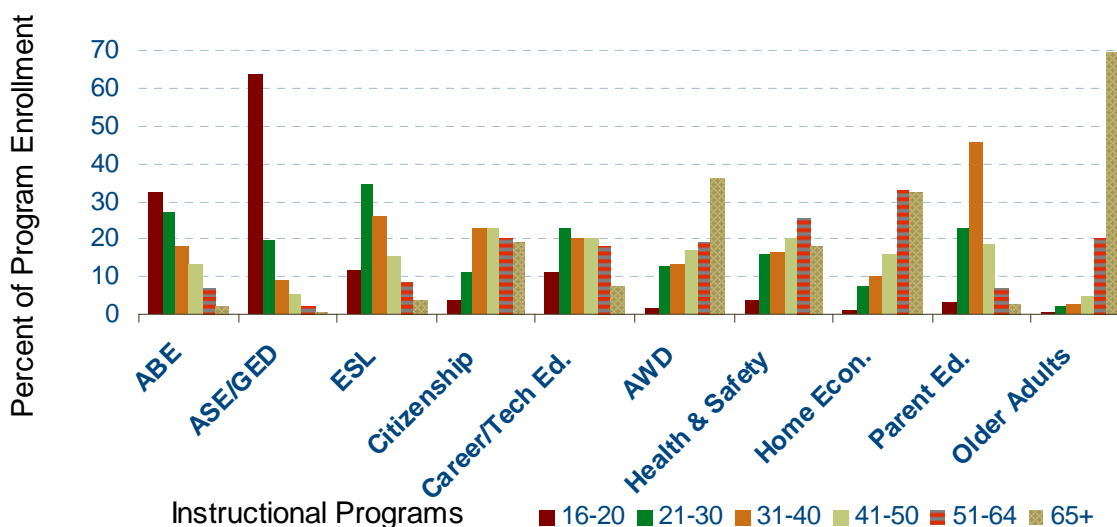
Whites continue to constitute the majority enrollment in AWD, Health & Safety, Home Econ., and Older Adults, while basic skills (ABE, ASE/GED, and ESL) have a Hispanic majority enrollment. Other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander constituting 3.7 percent of the total enrollment. See Figure 5. Race distribution patterns as a percent of total enrollment within each program area have remained more or less constant in past program years.

Figure 6 Ethnic Distribution of Adult School Learners over Six-Year Period



The percentage of enrollment according to race remained steady for the last two program years, although total enrollment decreased within all race groups. The highest drop occurred in Hispanic (28,318 learners) followed by White (17,706 learners), and Black (10,637 learners). See Figure 6.

Figure 7 Age Distributions of Adult School Learners by Instructional Program



ASE followed by ABE continues to have the youngest learner cohort. AWD and Older Adults continue to have the oldest cohort. Learners between thirty-one and forty years of age represent the most common age range for those enrolled in Parent Ed. classes. ASE/GED programs served the highest percentage (61.6 percent) of learners under the age of twenty-one, while ESL served learners between the ages twenty-one and thirty. Adult education programs are successfully attracting youth who exited the traditional kindergarten through grade twelve (K-12) program before completing the requirements for a high school diploma. The ASE/GED programs assist these students in completing the requirements for a high school diploma, preparing them to pass the GED, in addition to helping K-12 learners complete program requirements for graduation. See Figure 7.

Primary Reasons for Enrollment

Figure 8 Main Primary Reasons for Enrollment of Adult School Learners upon Entry

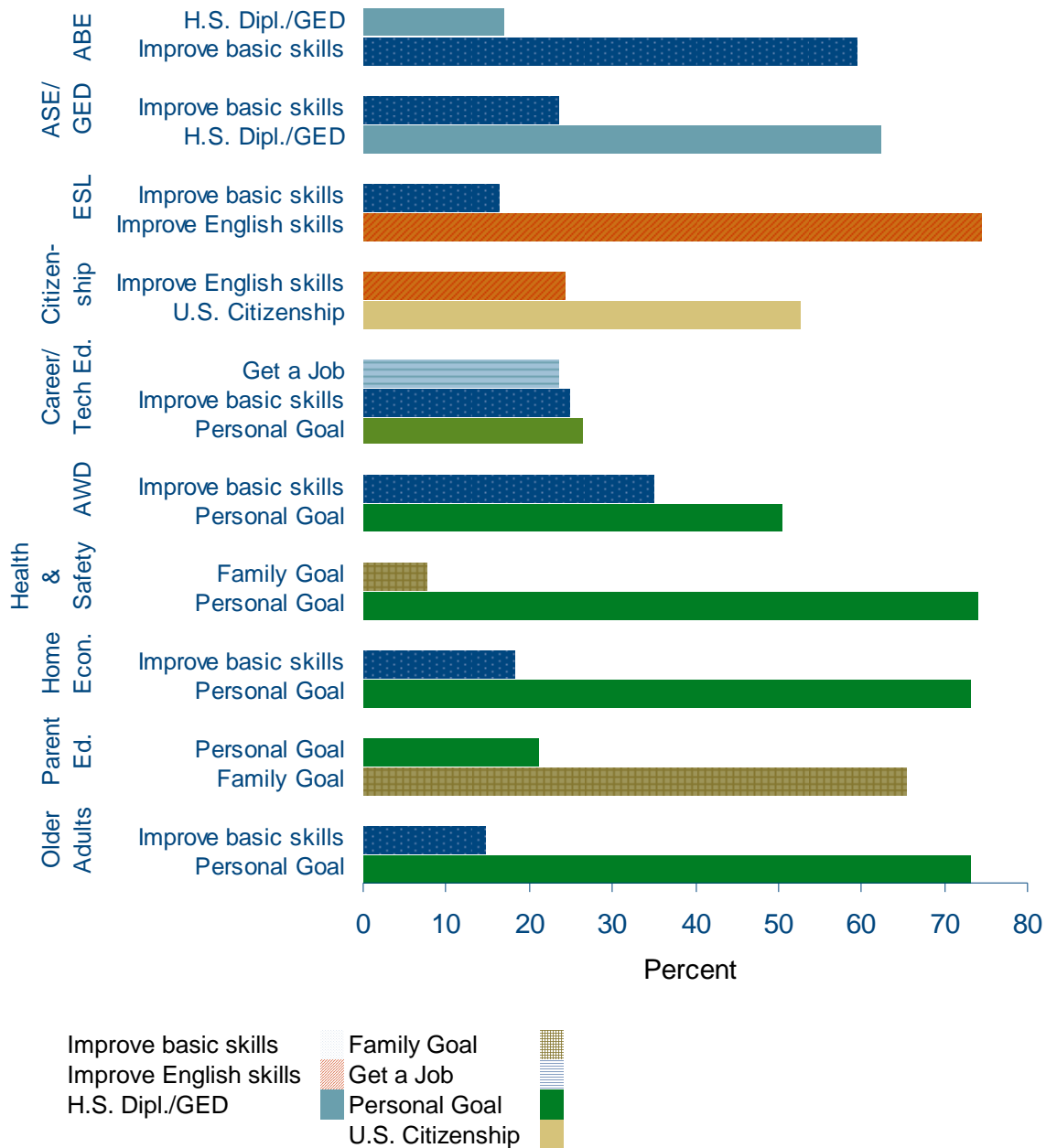
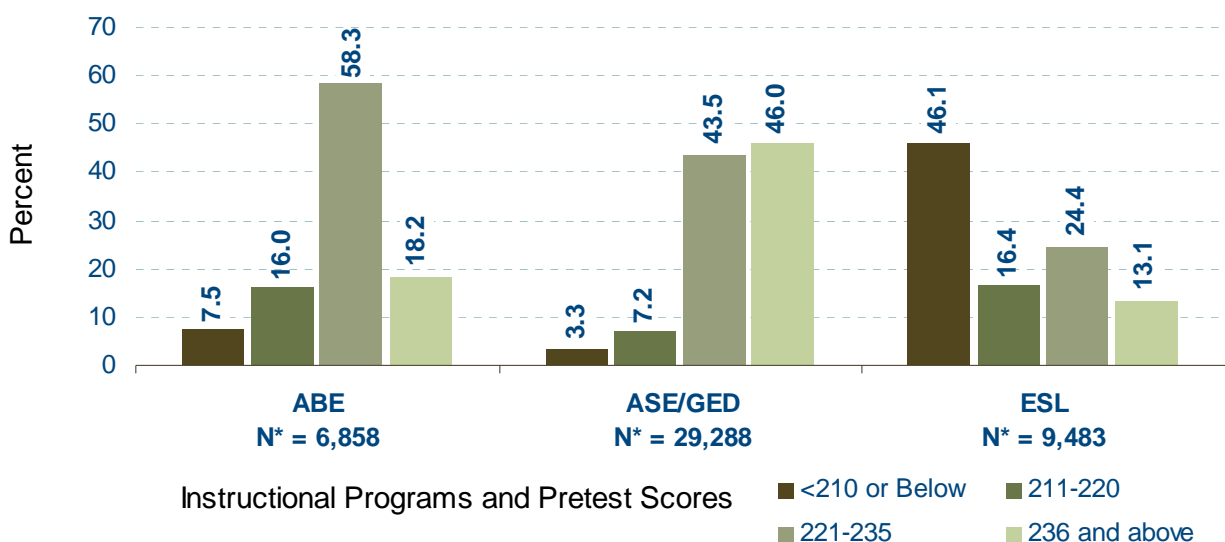


Figure 8 shows the primary reasons for enrollment in each program area. ABE, ASE/GED, and ESL have a higher percentage of learners enrolling whose main reason for enrollment is to improve basic skills, to get a high school diploma, and to improve English skills respectively. The primary reason learners enrolled in AWD, Health & Safety, Home Econ., and Older Adults was to achieve personal goals.

Earning a high school diploma or GED certificate in one term or within the school year may not be a realistic goal for many learners enrolled in ASE. A substantial percentage of these new entrants have low skill levels. Among ESL learners, 62.5 percent of those who indicated obtaining a high school diploma or GED within one year as their primary goal scored at 220 or below on a CASAS pretest. A scale score at or below 220 indicates a low probability of achieving a sufficient proficiency level to secure a high school diploma or GED within a program year. As shown in Figure 9, only 10.5 percent of those enrolled in ASE/GED classes were at or below a CASAS 220. However, the 3,055 learners comprising this 10.5 percent would have been better served by placement in a level of ABE that would meet their more immediate needs for English and basic skills improvement. This would also be true for many of the learners in ASE/GED scoring between 221 and 235 on a CASAS reading pretest (43.5 percent). Of the 43.5 percent (12,752 learners), those scoring at the higher end of the range would have a better chance of attaining their certification goal than those scoring at the lower end.

Figure 9 Adult School Learners with Goal of H.S. Diploma/GED vs. Reading Pretest Scores



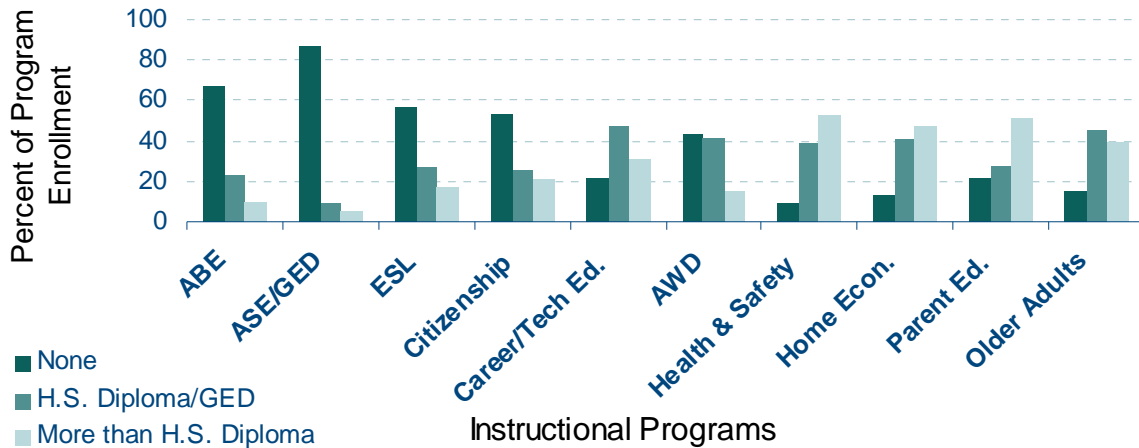
Note N* represents the number of learners whose primary reason for enrollment was to get a high school diploma or a GED certificate and had taken a CASAS reading test during the program year 2005-06.

Educational Background and Labor Force Status

The adult education program in California is congruent with its primary goals of serving the least educated and most in need. Adult school programs in California served a majority of learners who entered without a basic secondary education. More than half (50.6 percent) of all adult school learners neither possessed a high school diploma nor a GED certificate at the time they entered their programs. Specifically, a majority of the learners enrolling in ASE/GED (87 percent), ABE (67.7 percent), ESL (56.4 percent), and Citizenship (53.4 percent) indicated they had neither a diploma, GED certificate,

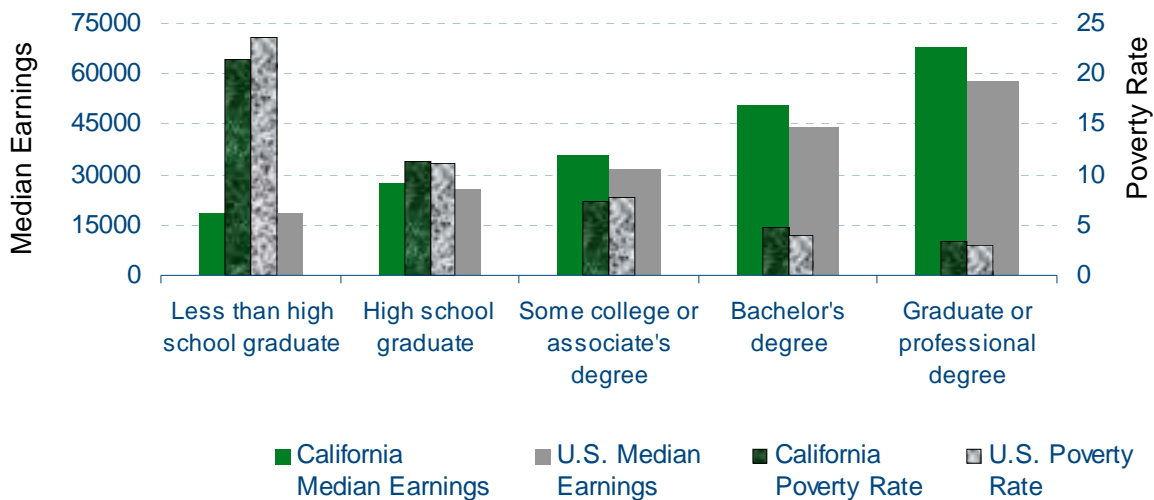
technical training, nor degree. A higher percentage of learners enrolled in Career/Tech Ed., Health & Safety, Home Econ., Parent Ed. and Older Adult programs have a high school diploma or more advanced education. See Figure 10.

Figure 10 Highest Degree Earned by Adult School Learner Prior to Enrollment in Instructional Program



Educational attainments positively affect income, employment, and poverty rate. Figure 11 compares median earnings of California population to the United States (U.S.) according to level of education completed. The chart shows that individual incomes increase and poverty rates declines with higher educational attainment.

Figure 11 California Median Earnings and Poverty Rate (U.S. Census 2005) compared to Educational Background

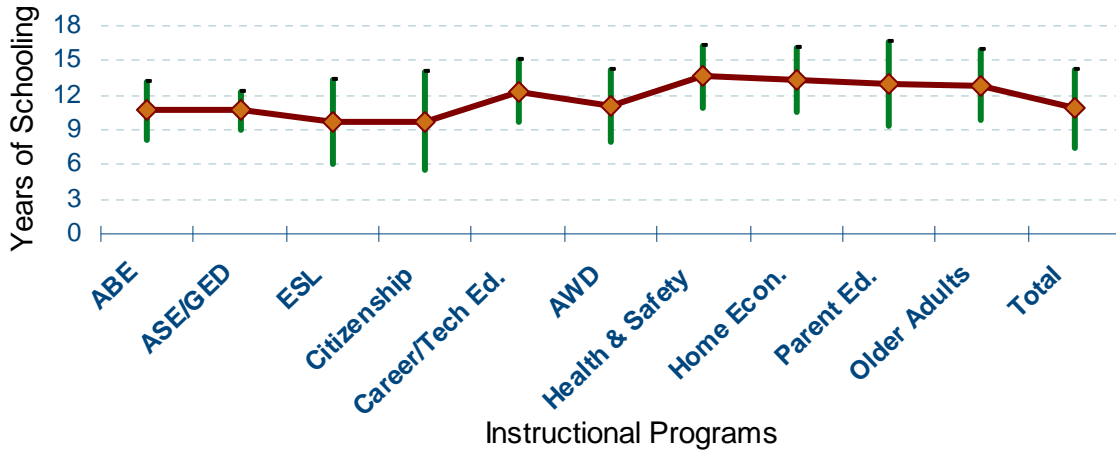


Source: U.S. Census Bureau Fact Sheet 2005. All data represents population 25 years and over.

ASE/GED programs have the smallest range of average years of schooling. ABE, ESL, ASE/GED, Citizenship, and AWD programs enrolled a majority of learners who have

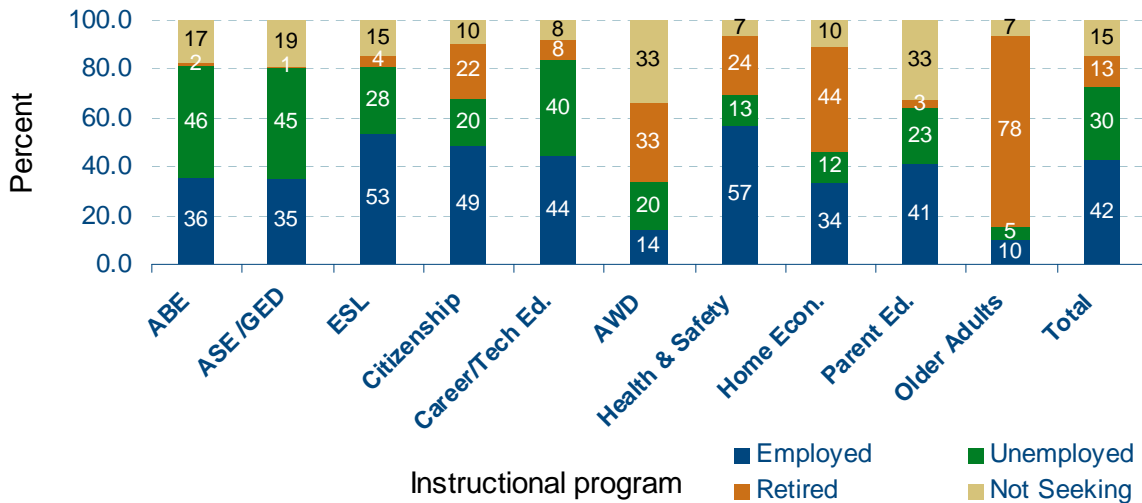
fewer than 12 years of schooling. The remaining program areas have, on average, learners with 12 or more years of schooling. See Figure 12.

Figure 12 Average Years of Schooling (+/- Standard Deviation) of Adult School Learners by Program



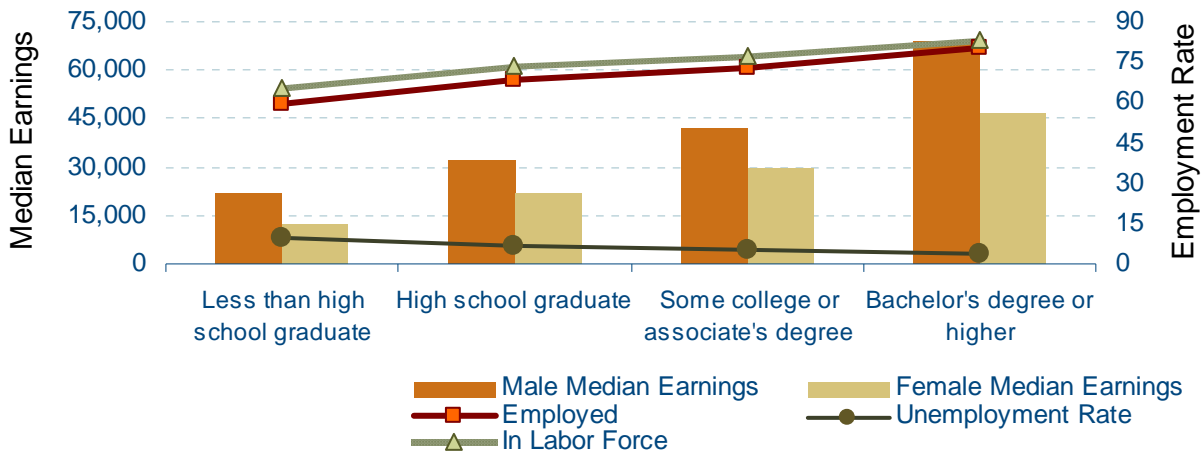
The employment status of adult learners upon entry into their programs were as follows: employed (42.3 percent), unemployed (30.4 percent), retired (12.6 percent), and not seeking work (14.7 percent). Among the Workforce Investment Act (WIA) Title II funded programs, ESL had the highest proportion of employed learners. Health & Safety, Career/Tech Ed., and Parent Ed. also had a higher proportion of enrollees who were employed. See Figure 13.

Figure 13 Labor Force Status by Instructional Program



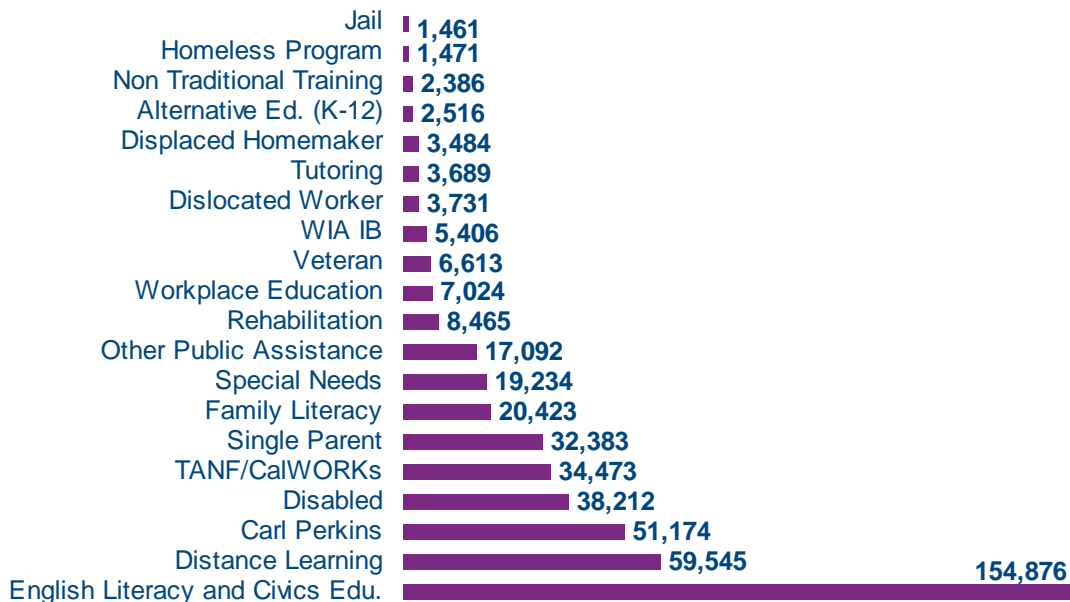
The data published by the United States (U.S.) Census Bureau for the State of California shows a higher employment rate for adults who have higher education. See Figure 14.

Figure 14 California Median Earnings by Gender and Employment Rate (U.S. Census 2005) compared to Educational Background



Source: U.S. Census Bureau Fact Sheet 2005. All data represents population twenty-five years and over.

Figure 15 Personal Status and Special Programs Endorsement by Adult School Learners at Program Entry



Students received instructions regarding completion of the student Entry Record — Special Programs in which they enrolled. Because programs are not mutually exclusive, there was overlap between programs. The total number of learners on public assistance (learners who indicated Temporary Assistance for Needy Families (TANF)/CalWORKs or

other public assistance) has decreased steadily during past program years. See Figure 15.

Learner Goal Attainment

The Student Update Record collected data for all learners who completed an Entry Record at the end of the instructional period prior to June 30, 2006. Goal attainment includes learners' enrollment status, progress and results, as well as their known reasons for exiting. Of the 1,158,002 learners enrolled in adult school programs, 979,151 specified their status on the Student Update Record. Nearly 65 percent of those had completed or continued in their educational program, 19.1 left before completion, and 16.3 percent did not attend or had fewer than 12 hours of instruction. Learner progress is analyzed for 632,352 (64.6 percent) learners who remained in an instructional program or made a positive termination — that is, they completed a goal or level before leaving the program. Of these 632,352 learners, 17.2 percent completed and left their adult education instructional program, 18.9 percent completed a level and moved up, and 63.9 percent continued progressing in their education at the same level.

Figure 16 Enrollment Status of Adult School Learners at Time of Student Update

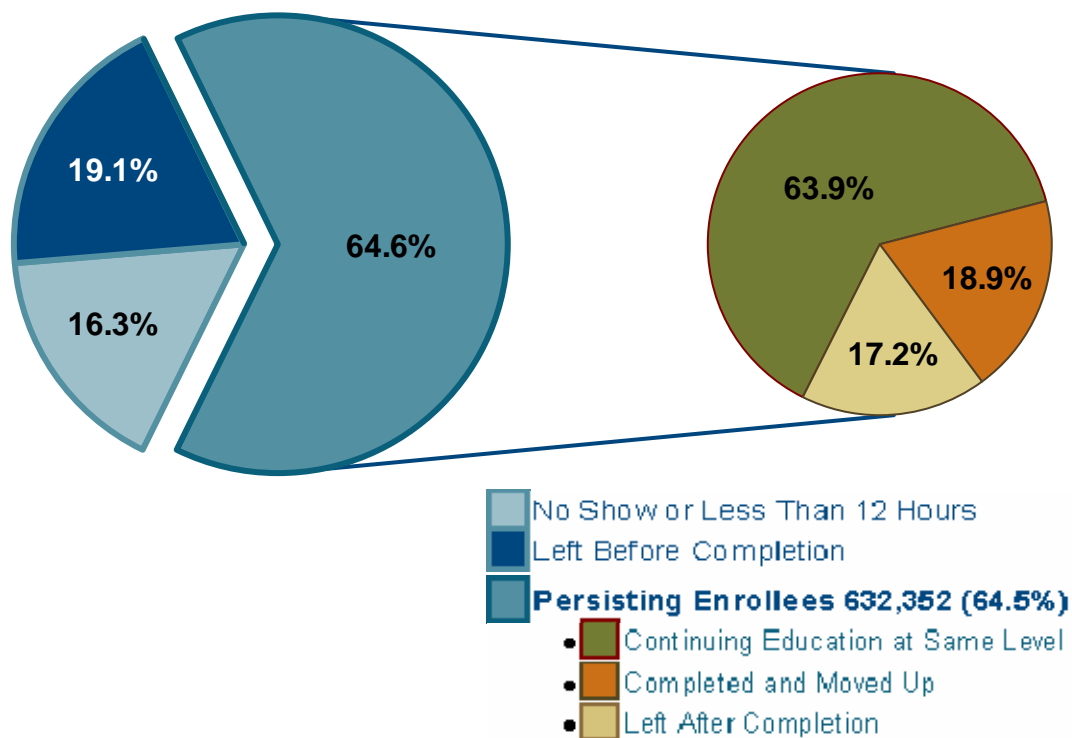


Figure 17 shows the proportion of learners who persisted by remaining in the program or leaving after they completed an instructional level (632,352 learners). Conversely, it also shows the proportion of non-persisting learners who either never attended class or left the program before they completed an instructional level.

Figure 17 Instructional Program Enrollment Status of Adult School Learners Ordered by Persistence, Contrasted with Non-Persistence (“No Shows” and “Left Before Completing a Level”)

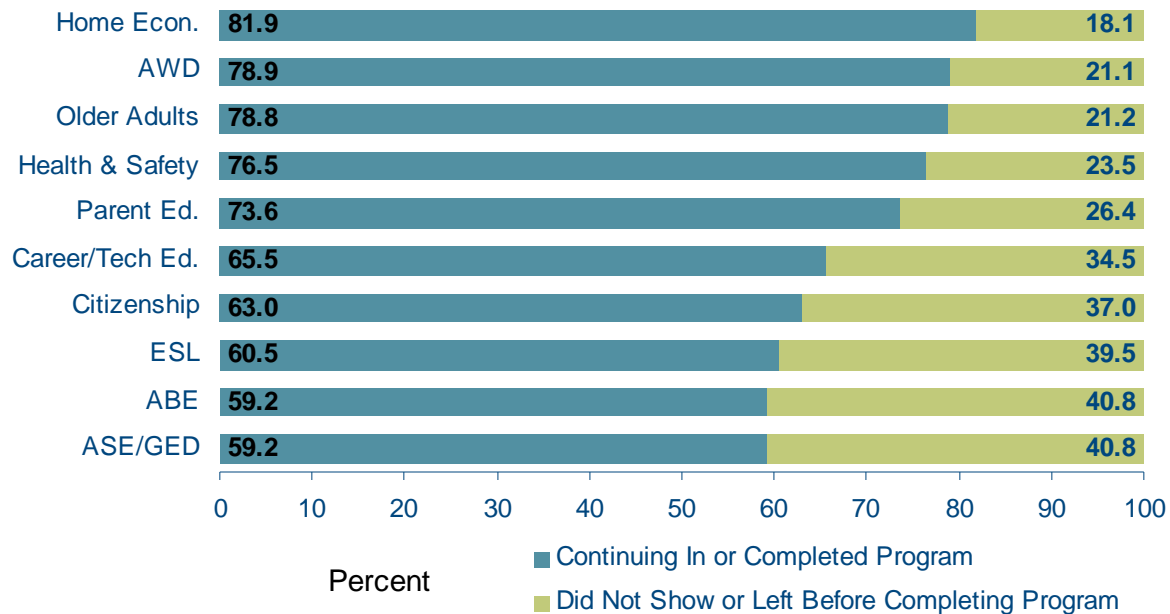


Figure 18 Positive Learner Outcomes of Adult School Learners Ordered by Total Percent Completing

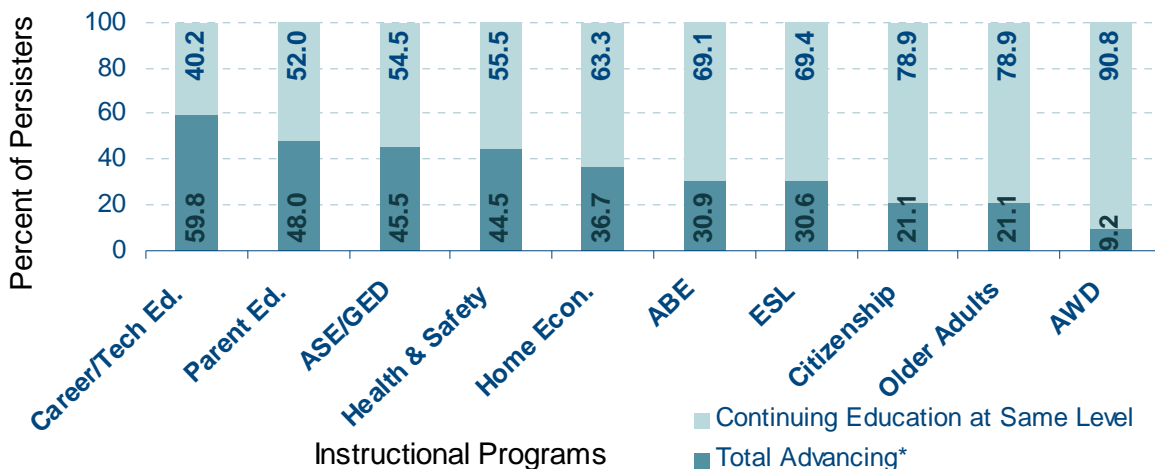
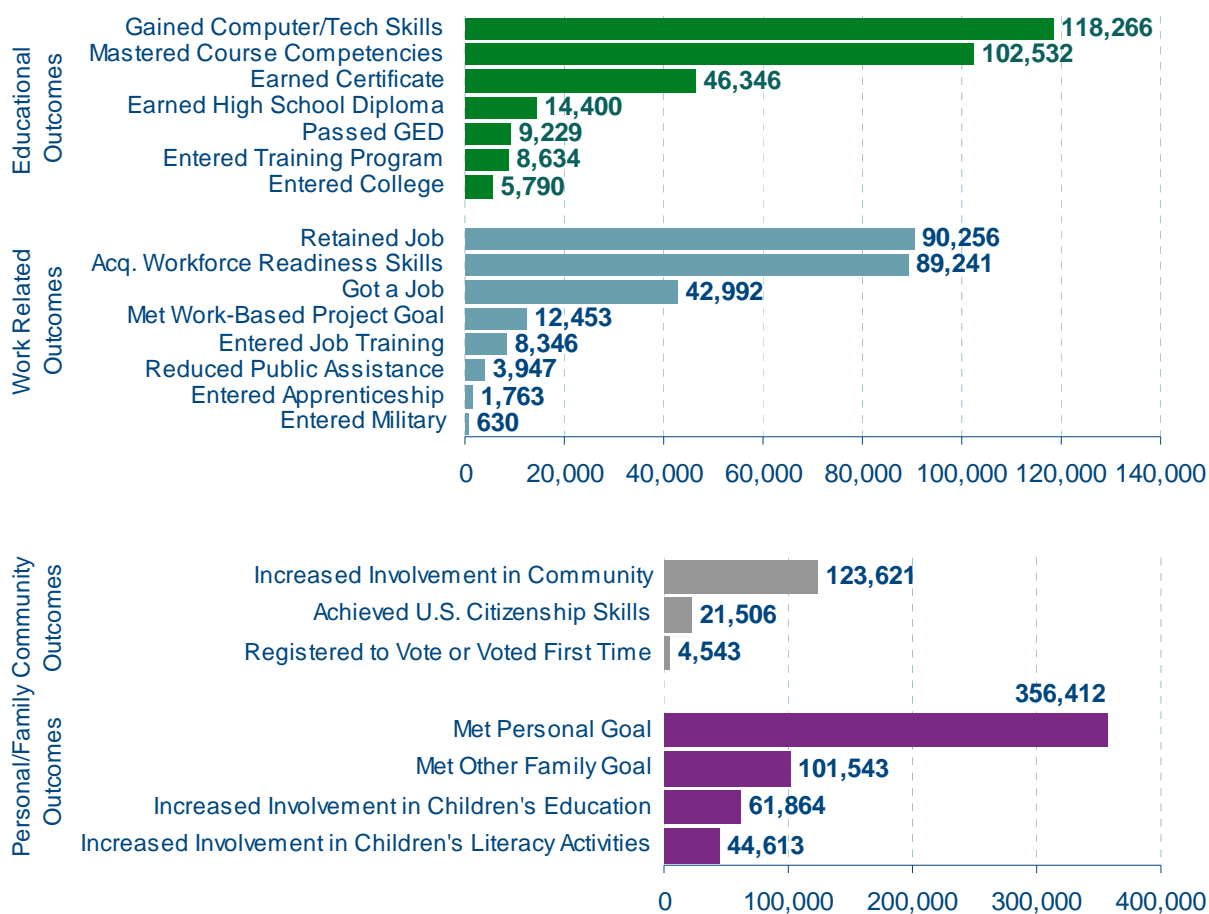


Figure 18 displays positive learner outcomes and lists in descending order the instructional programs that exhibit the highest percentage of learners completing a level (completed and moved up or left after completion). Because these results reflect learners who completed an instructional level, learners continuing in an instructional level would be the complement of these positive learner outcomes.

Agencies use the Student Update Record to collect data about learner results for the purpose of documenting positive changes that occurred during the instructional period. Learner results are classified into four broad-based outcomes of education, employment, personal/family, and community.

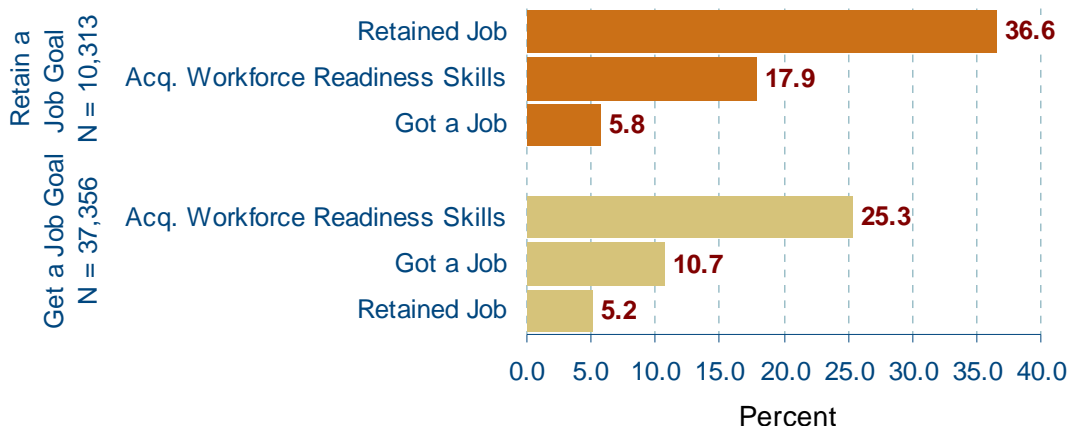
A significant proportion of learners reported specific educational outcomes such as the acquisition of computer or technical skills, mastered core competencies, and the attainment of a certificate. These results indicate that learners were able to achieve a wide array of educational outcomes based on diverse educational goals. The number of learners who indicated achieving a high school diploma has declined in 2005-06 program year. This may be due to the new requirement that all adult learners must pass the CAHSEE in order to receive a high school diploma. The work-related outcomes highlight the considerable number of learners who saw themselves as acquiring skills to retain current job and transferable workplace readiness skills. A significant number of learners also reported getting new jobs. Almost half of all learners completing the student Update Records reported having met a personal goal. Adult school learners continued to report an increase in community involvement. See Figure 19.

Figure 19 Educational, Employment, Community and Personal/Family Outcome Results of Adult School Learners



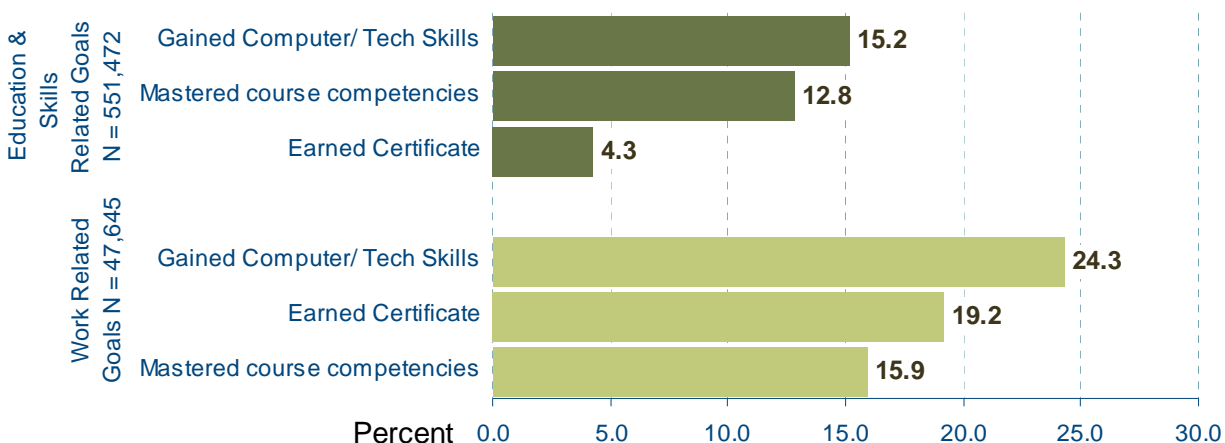
Note: Total learners for each outcome are unduplicated count across program enrollment.

Figure 20 Employment Outcome Results of Adult School Learners Entering Program with Employment-Related Goal



A high percentage of learners who indicated job acquisition or job retention as their primary goal indicated having achieved the respective goals or acquired transferable workplace readiness skills. See Figure 20.

Figure 21 Educational Outcomes of Adult School Learners Entering Program with Improving Skills, Gain a Diploma, or Preparation for Postsecondary Education and Work-Related Goals



A significant number of learners who cited educational-related goals (achieving High School Diploma or GED, preparing for postsecondary education), to improve basic or English skills, or work-related goals (get a job or retain a job) as their primary impetus for entering a program indicated they gained computer technical skills, mastered core competencies, and earned a certificate. Learners whose primary goal was family-related cited increased involvement in their children’s education (29.1 percent) and literacy (20.4 percent), meeting personal (40.5 percent) and family goal (51.4 percent). These learners also showed significant community-related outcomes. Also a majority of learners, who enrolled in a program to achieve a personal goal, indicated having successfully met their goal. See Figure 21.

Exit Reasons

Of the 1,158,002 learners enrolling in a program during 2005-06, 186,910 (19.1 percent) left their instructional programs before completing their educational or personal goals, and 159,889 (16.3 percent) enrolled but did not attend the minimum of 12 hours. The student Update Record reflected these reasons, if they were known. The reason for early exit for the majority of learners, as has been the case in previous years, was unknown. Consistent with prior years, the most often cited known reasons for early exit were schedule conflict and changed class or program for learners between the ages sixteen to sixty-four years old. Relocation and health problems were significant reasons cited by those sixty-five and over. The youngest learners, aged sixteen to twenty, were more likely than the rest of the population to exit because of lack of interest. Getting a job and relocation were more common among learners aged twenty-one to forty. See Figure 22.

Figure 22 Exit Reasons of Adult School Learners by Age Group

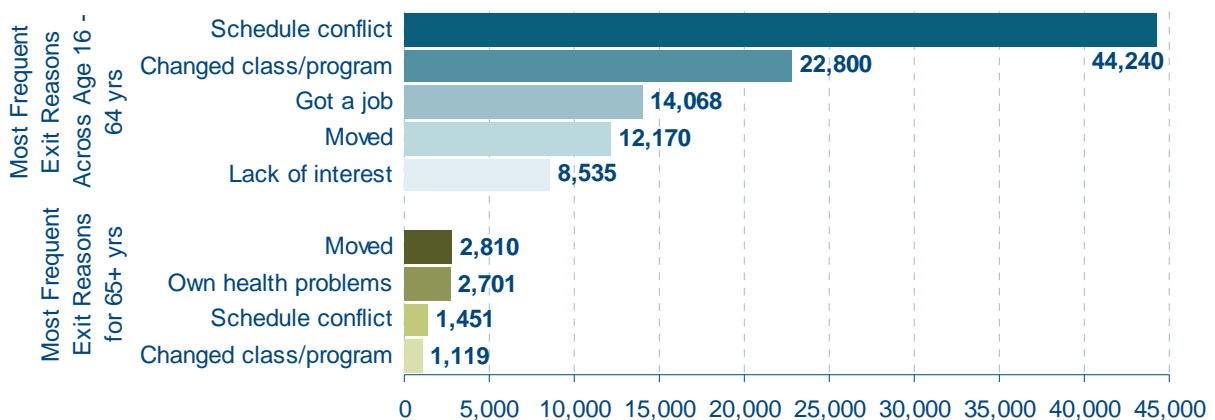
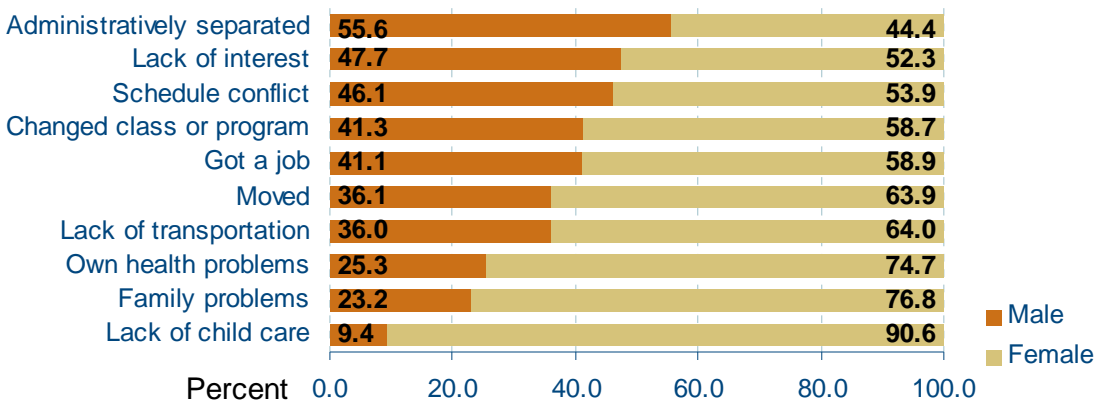


Figure 23 Exit Reasons of Adult School Learners by Gender



Consistent with prior years, a significantly higher proportion of women left early because of child care issues, family problems, or personal health problems compared to males. See Figure 23.

Test Scores and Learner Gains

As part of the process of monitoring learning gains in federally funded adult education programs in California, the federal WIA Title II legislation mandates that all learners in federally funded programs take pre- and post-tests during the course of the program year. However, the state has no such mandate for adult education programs receiving state apportionment funds. Because of the federal mandate for testing, the program areas of ABE, ASE/GED, and ESL contributed the vast majority of data for this section of the report.

Pre- and Post-Test Guidelines

Learner testing occurred primarily in reading; ABE and ASE/GED programs had the option to administer reading tests, math tests, or both, consistent with the instructional focus. Statewide guidelines require all ESL learners to take a reading test, a listening test, or both. There was some testing outside these guidelines (for example, a math pretest administered to ESL students). Learning gains are the difference between a learner's score on the first accurate pretest and the score on the highest accurate post-test. The administration of both tests must be within the program year, in this case July 1, 2005, to June 30, 2006. They must also be within the same of one of the three valid modalities, namely reading, math, and listening. Matched paired test data also must follow additional rules that include not taking the same test form consecutively, not using a post-test form from a lower CASAS level than the pretest level, and ensuring that both tests are within the accurate range.

In total there were 405,133 reading pretests. The majority were in ESL including the Citizenship program (338,657), followed by ASE/GED (40,539), ABE (22,845), Career/Tech Ed. (2,986). Additionally, ABE and ASE/GED learners took 28,671 math pretests, Career/Tech Ed. learners took 2,300 math pretests and ESL and Citizenship learners took 12,629 listening pretests.

Reading Tests

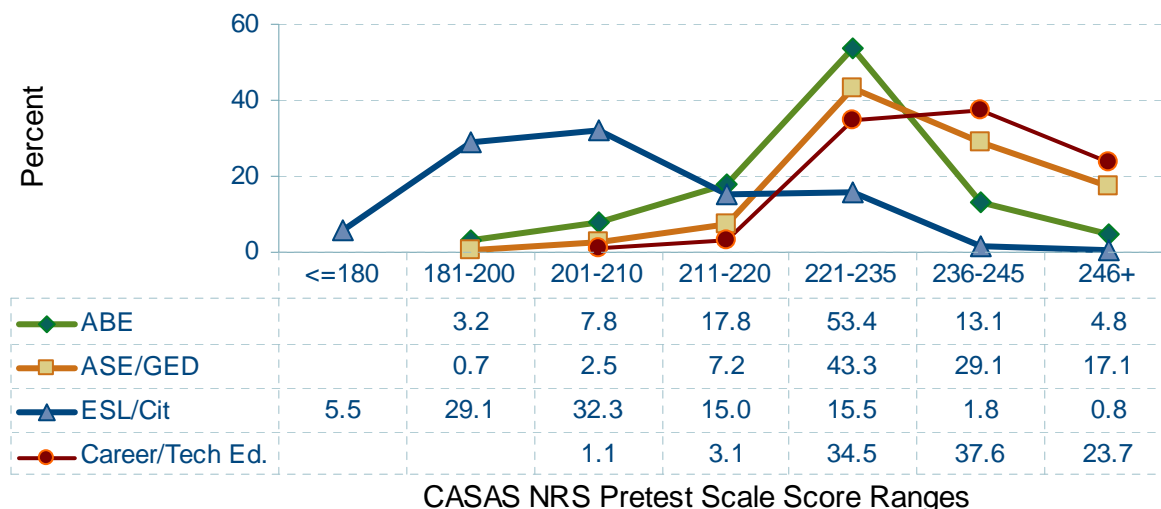
The mean reading pretest score for ABE learners (225.8) suggests they typically would be able to handle most routine reading, writing, and computational tasks related to life roles, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report. The mean reading pretest score for ASE/GED learners was 234.5, which indicates these learners were ready to begin GED preparation. The mean reading pretest score for ESL and Citizenship learners (205.9) suggests that these individuals would, on average, be able to satisfy basic survival needs and very routine social demands, understand simple learned phrases easily, and read and interpret simple material on familiar topics. Learners at this level may experience difficulty interpreting more complex job-related material, communicating on the telephone, or completing an application. The mean reading pretest score for

Career/Tech Ed. learners was 238.1. Learners enrolled in Career/Tech Ed. program have an average of 12 years of schooling (see Figure 12). A higher percentage of these learners have a high school diploma or a higher degree (see Figure 10).

Figure 24 presents the reading pretest score distributions by National Reporting System (NRS) level for ABE, ESL and Citizenship, ASE/GED, and Career/Tech Ed. The data show three distinct distributions of pretest scores for the five instructional programs. The center of the distribution of ESL and Citizenship pretest scores is lower than the other three program areas but covers the expanse of NRS score ranges. ABE, like ESL, covers the complete range of NRS, and although its distribution of pretest reading scores is similar to the ASE/GED distribution, the ABE distribution has a higher proportion of learners functioning at the lower NRS levels than is evidenced in ASE/GED. The majority of the ASE/GED pretest reading scores appropriately cover the higher levels of NRS (intermediate high and ASE low), reflecting the ability of those learners to benefit from instruction at the adult secondary level of education. The majority (61.3 percent) of learners in Career/Tech Ed. programs are functioning at an ASE or higher level with the peak of distribution falling between CASAS scale score range of 236-245.

The data appear to show some inappropriate placement of ABE learners into ASE/GED programs as well as the reverse. There were 4,219 (10 percent) ASE/GED learners with a reading pretest score of 220 or below who should have been placed in ABE, while 4,069 (17.9 percent) ABE learners who should have been placed in ASE/GED upon program entry.

Figure 24 Adult School Learners' Reading Pretest Score Distributions of CASAS/NRS Levels for Instructional Programs — ABE, ESL/Citizenship, ASE/GED, and Career/Tech Ed



Among the 401,781 learners in ABE, ASE/GED, and ESL programs who took a reading pretest, 208,020 (51.8 percent) provided valid post-test data and were eligible for the analyses that follow. The data in Figure 25 show that learning gains relate inversely to

the level at which a learner begins instruction. The ESL program, with the highest percentage of learners at the lower instructional levels, had the highest average learning gains. Learners in ASE/GED program have higher gains across all instructional levels.

Figure 25 CASAS/NRS Mean Reading Scale Score Gains of Adult School Learners Across ESL and Citizenship, ABE, and ASE/GED Programs

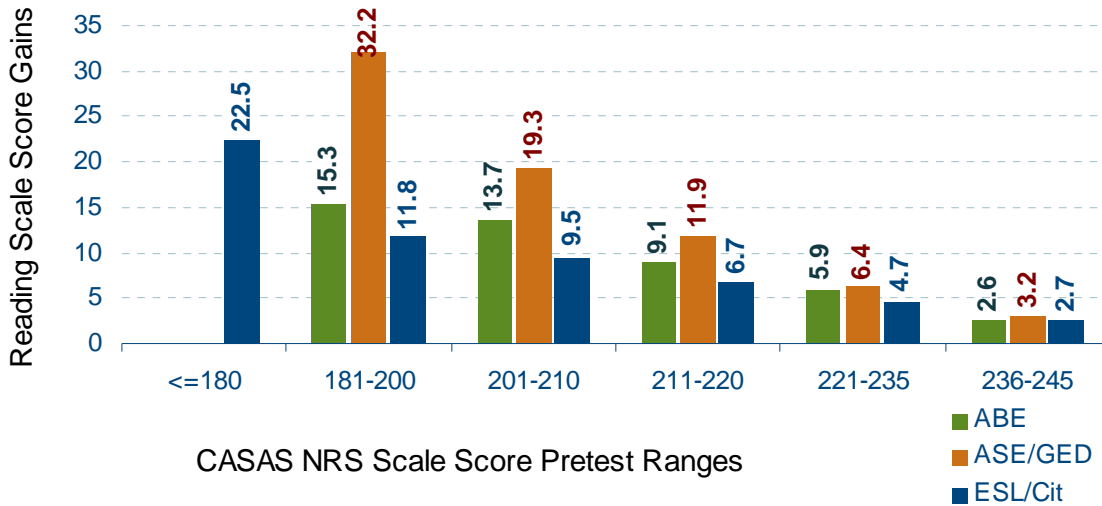


Figure 26 CASAS/NRS Skill Levels for Adult School Learners in ABE and ESL Program by Years of Schooling

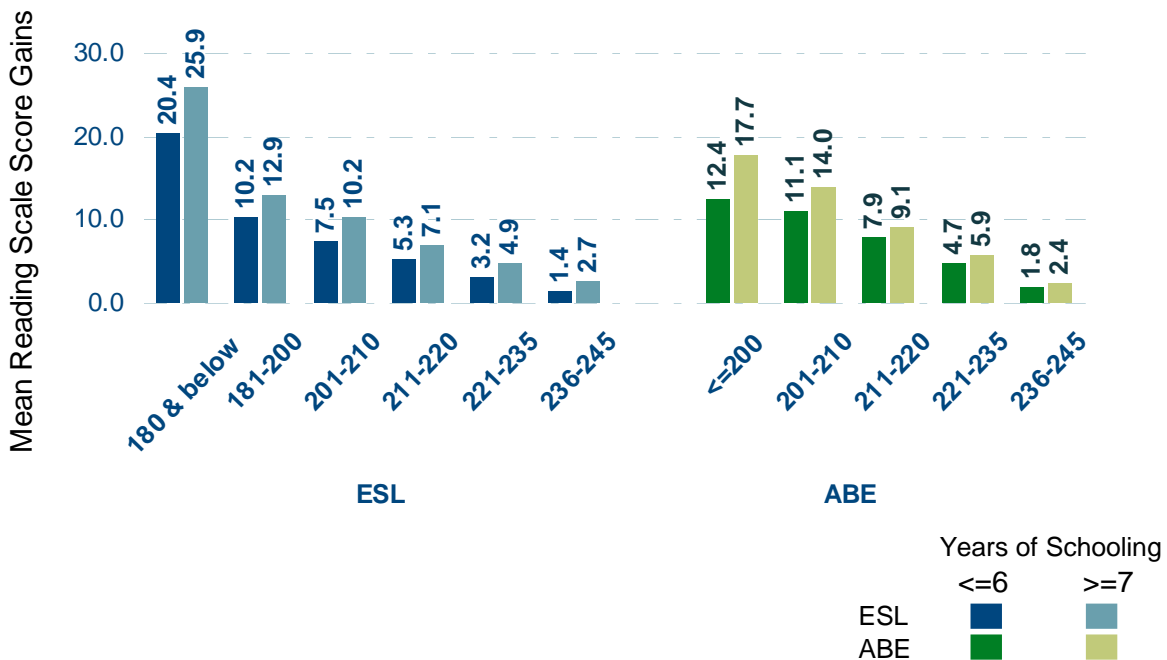
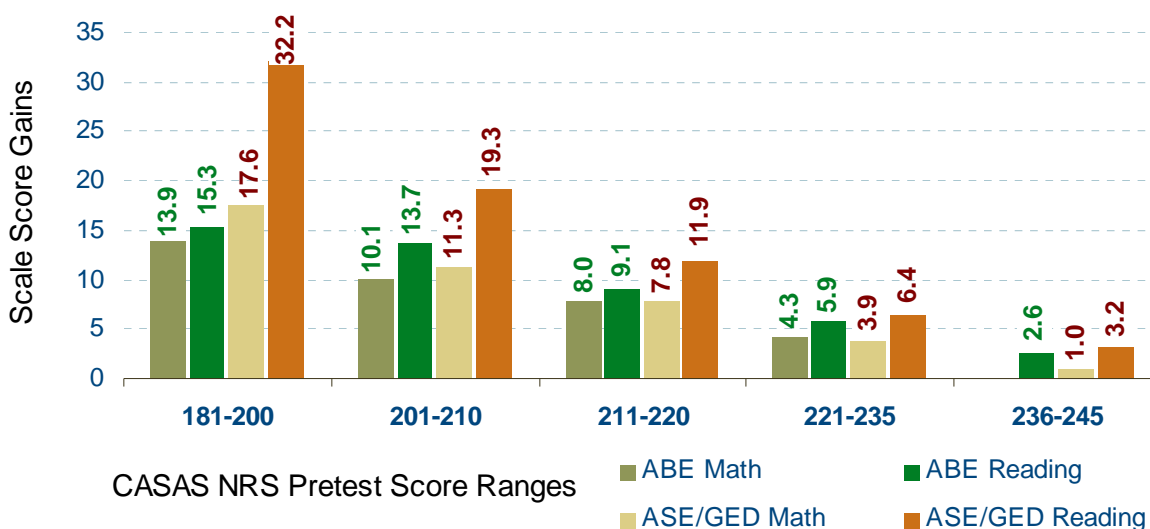


Figure 26 show the distribution of reading scale score gains for ABE and ESL. The distribution is across CASAS/NRS instructional program skill levels for learners with six or fewer years of schooling and for those with seven or more years of schooling. At

every pretest score range learners with seven or more years of education showed higher mean learning gains than those with six or fewer years of education. Although the overall average gains do not appear to be different, the differences found between the CASAS/NRS skills levels at the lower levels are dramatic and statistically significant. Learners at the ABE and ESL beginning literacy level with seven or more years of prior education outperformed similar learners with six or fewer years of education by one to two standard deviations.

Math Tests

Figure 27 Math and Reading Scale Score Gains of Adult School Learners in ABE and ASE/GED Programs



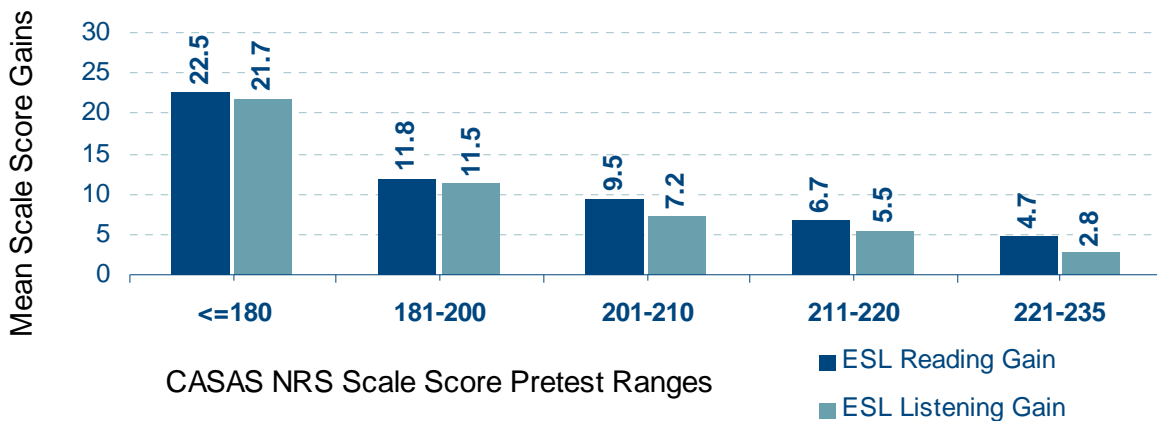
Adult school programs submitted math pretest scores for 10,297 ABE learners, 18,374 ASE/GED learners, and 2,300 Career/Tech Ed. learners. ABE learners who took the math assessment scored an average of 218.7, ASE/GED learners scored an average of 224.2, while Career/Tech Ed. learners scored an average of 230.5. The difference between the ABE and ASE/GED programs is best illustrated at the lower and higher functioning levels. Compared to ASE, the ABE program has a higher proportion of learners at the lowest instructional levels (210 or below) and a lower percentage at the highest instructional levels (236 and above).

Figure 27 compares math scale score gains to reading scale score gains in ABE and ASE/GED programs. There is greater differentiation in learning gains at the first two CASAS/NRS levels than in the latter three levels. Also noted is that reading gain scores are higher than comparable math scores for both ABE and ASE/GED, except at the lowest CASAS/NRS level for ABE. There were 3,281 ABE learners and 5,147 ASE/GED learners who took a valid math post-test.

Listening Tests

Programs submitted ESL listening pretest data for 12,629 learners. The overall average listening pretest score for ESL and Citizenship learners was 210.2, which was slightly higher when compared to the mean score among learners in 2003-04 (207.6) and 2004-05 (209.1). There were 6,359 ESL learners who took a valid listening post-test. Although the pretest means for reading and listening are quite comparable at every CASAS/NRS level, there are some differences in the amount of learning gains at intermediate and advanced levels (see Figure 28). The differences shown in the first two CASAS/NRS levels appear to be minute, but they are more accentuated in the CASAS/NRS intermediate and advanced levels.

Figure 28 Reading and Listening Mean Scale Score Gains of Adult School Learners in ESL and Citizenship Programs by Pretests on Each CASAS/NRS Level



Appendix

Table 1 Adult School Enrollment by Instructional Program over Six-Year Period

Program	2000-2001		2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	46,912	5.1	55,334	4.9	67,493	5.6	73,137	5.9	64,965	5.3	62,410	5.4
ESL	401,502	43.3	492,709	43.3	496,345	41.1	503,616	40.8	492,914	40.3	481,881	41.6
ASE/GED	143,989	15.5	181,933	16.0	207,668	17.2	214,724	17.3	215,703	17.6	198,995	17.2
Citizenship	3,711	0.4	4,561	0.4	5,178	0.4	3,638	0.3	3,300	0.3	3,261	0.3
Career/Tech Ed.	138,804	14.9	160,765	14.1	171,102	14.2	172,658	13.9	177,195	14.5	158,652	13.7
AWD	27,112	2.9	32,428	2.9	31,990	2.6	32,198	2.6	33,613	2.7	30,831	2.7
Health & Safety	11,289	1.2	20,757	1.8	23,759	2.0	26,557	2.1	24,700	2.0	24,943	2.2
Home Econ.	14,257	1.5	17,903	1.6	20,782	1.7	21,059	1.7	19,570	1.6	17,924	1.5
Parent Ed.	35,321	3.8	45,017	4.0	52,234	4.3	57,496	4.6	56,193	4.6	50,436	4.4
Older Adults	105,680	11.4	125,189	11.0	131,929	10.9	133,355	10.8	136,108	11.1	128,669	11.1
Total	928,577	100.0	1,136,596	100.0	1,208,480	100.0	1,238,438	100.0	1,224,261	100.0	1,158,002	100.0

Program	Change in Enrollment from 2004-05 to 2005-06	
	N	%
ABE	-2,555	-3.9
ESL	-11,033	-2.2
ASE/GED	-16,708	-7.7
Citizenship	-39	-1.2
Career/Tech Ed.	-18,543	-10.5
AWD	-2,782	-8.3
Health & Safety	243	1.0
Home Econ.	-1,646	-8.4
Parent Ed.	-5,757	-10.2
Older Adults	-7,439	-5.5
Total	-66,259	-5.4

CASAS 2007