

NEDP

Using data for marketing



Session Overview

- NEDP Overview
- Yearly Statistical Report - Demographic Profile
- Basic Skills Profile - Cut-Score & Pilot Studies
 - Purpose of the study
 - Cut Score Study design
 - Cut Score results
 - Pilot Site Study design
 - Initial and Expanded Pilot results
- Additional evaluation
 - Opinion survey: using CASAS assessments in Diagnostic Phase
 - Student difficulties in Generalized Assessment

Questions

- What do NEDP students look like?
- What essential skills do they need for success in NEDP?
- How do we obtain and use quality data to answer these questions and to promote NEDP?

The NEDP

- Provides a unique way for adults to earn a high school diploma
- Allows adults to demonstrate their high school level skills by applying their life experiences in real-life situations
- Awards a traditional high school diploma to adults who have acquired many competencies at the high school level through work, family, and community experiences
- Is not a traditional instructional program – it provides opportunity for participants to proceed at their own pace.
- Provides the opportunity for participants to demonstrate their skills and knowledge
- Offers flexibility

NEDP 2006-07 Yearly Report:

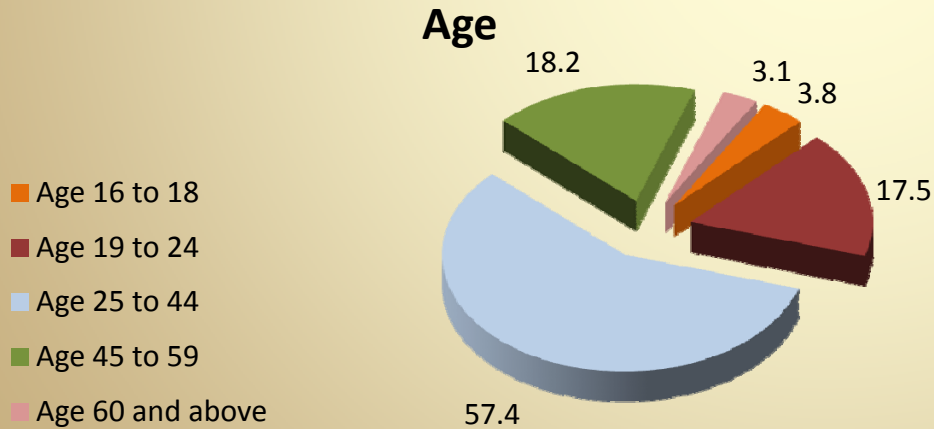
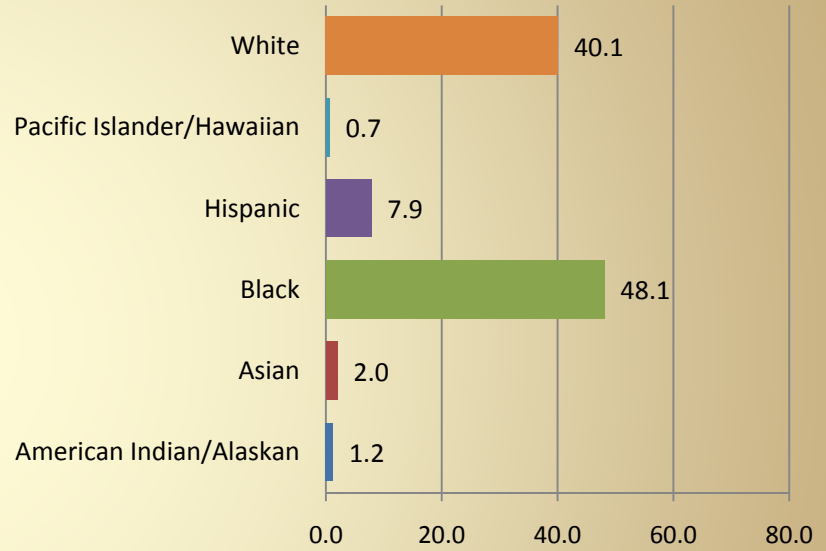
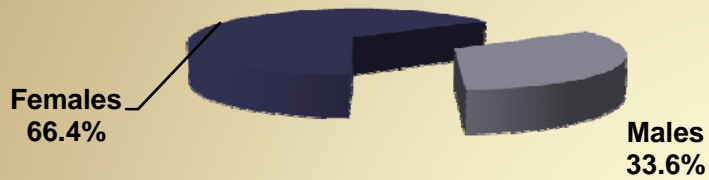
Where are NEDP students served?

	Exiters*		Retained**		Graduates		Total Served	
	n	%	n	%	n	%	N	%
Connecticut	117	28.7	93	22.8	198	48.5	408	9.0
District of Columbia	84	15.6	315	58.3	141	26.1	540	11.9
Guam	6	50.0	5	41.7	1	8.3	12	0.3
Illinois	4	11.8	17	50.0	13	38.2	34	0.7
Kentucky	24	27.0	38	42.7	27	30.3	89	2.0
Maryland					492	28.3	1,738	38.2
New York	268	26.4	314	30.9	435	42.8	1,017	22.4
Rhode Island	6	6.5	38	41.3	48	52.2	92	2.0
Virginia	17	5.6	204	66.9	84	27.5	305	6.7
Washington	10	17.5	34	59.6	13	22.8	57	1.3
West Virginia	27	21.4	46	36.5	53	42.1	126	2.8
Wisconsin	5	3.9	57	44.5	66	51.6	128	2.8
							4,546	100.0

*students who exited program either during Diagnostics or Generalized Assessment, but did not graduate

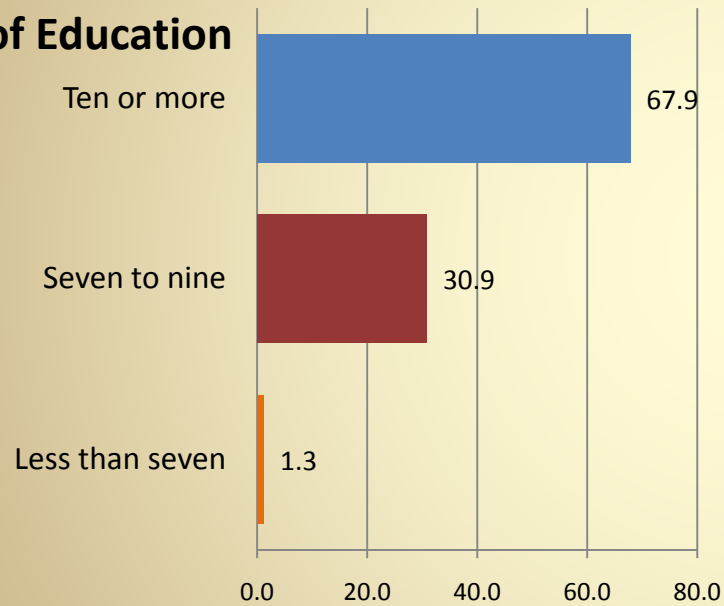
** students retained in either the Diagnostic or Generalized Assessment phase at the conclusion of the program year

NEDP 2006-07 Yearly Report

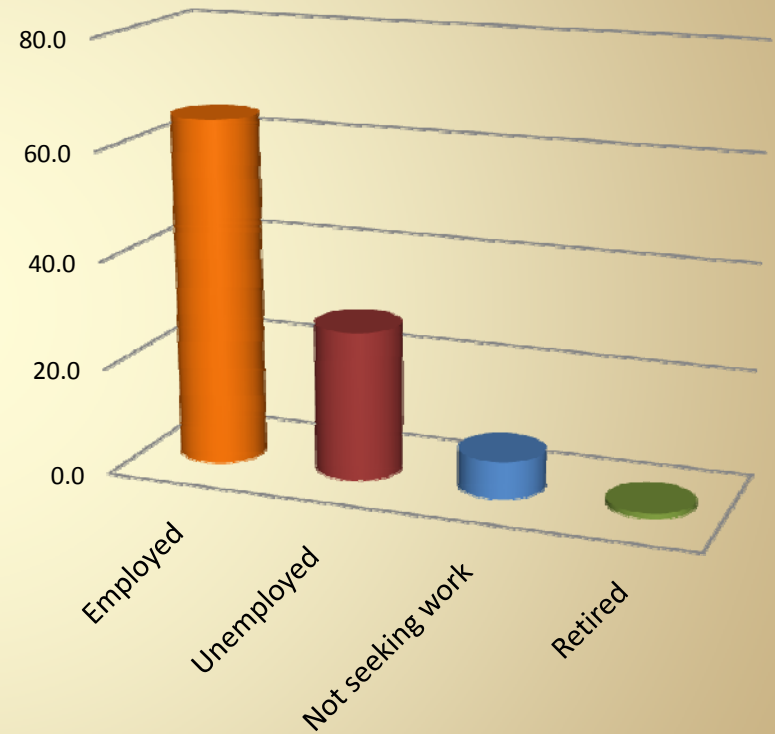


NEDP 2006-07 Yearly Report

Years of Education



Workforce Status



NEDP 2006-07 Yearly Report

- Goal Attainment data
 - Reasons for enrollment
 - Core follow-up outcomes
 - Reason for exiting prior to completion
- Results reflected disparate methodologies, affecting validity and comparability of the data
- Goal: establish methods for verifying goal attainment status

Student Basic Skills Profile

Two studies

1. Cut-Score study

- May to late summer 2006

2. Pilot Study

- Initial study from Fall 2006 to late spring 2007 involving seventeen sites from CT, MD, NY
- Expanded study from Summer 2007 to spring 2008, adding nine additional sites, three of which are from WV and VA

Overall Evaluation Design

- Cut-Score Study
 - Estimate student skill levels on common scale
 - Establish preliminary cut scores
 - Begin technical manual development
- Pilot Studies (initial and expanded)
 - Select sites to use CASAS assessments in place of old diagnostic tests
 - Evaluate appropriateness of strategy; collect quantitative and qualitative data

Student Basic Skills Profile

- Cut Score Study was conducted to
 - obtain baseline basic skills estimates
 - Begin exploring replacement of NEDP Diagnostic tests with CASAS survey achievement tests

Cut-Score Study

- General assumptions:
 - Students are already making satisfactory progress in Generalized Assessment
 - Skill levels should parallel adult secondary requirements
 - CASAS Level D, scale score 236+ in Reading, Math indicates:
 - Readiness for GED
 - Readiness for ASE

Cut Score Study Results: Reading

Scale score range	n	Percent	Cumulative Percent
224 and below	3	2.6	2.6
225 to 235	21	18.4	21.1
236 to 245	47	41.2	62.3
246 and above	43	37.7	100.0
Total	114	100.0	

*Level D Reading Test, Form 187

n = 114; mean = 243.5; mode = 242; median = 243; and standard deviation = 10.19

Cut Score Study Results: Math

Scale score range	n	Percent	Cumulative Percent
224 and below	30	36.6	36.6
225 to 235	39	47.6	84.1
236 to 245	8	9.8	93.9
246 and above	5	6.1	100.0
Total	82	100.0	

*Level D Math Test, Form 17

n = 82; mean= 227.41; mode = 225; median = 225.00; and standard deviation = 8.42.

Pilot Study

- Determine if CASAS reading and math assessments can be used to accurately place NEDP applicants into the Generalized Assessment phase, resulting in a successful completion
- Determine if the CASAS basic skills content standards provide sufficient information regarding the remediation process for applicants who do not meet minimum entry level criteria

Pilot Study

- Pilot study conducted in two phases:
 - 1st phase involving three states (CT, MD, NY) during 2006-07
 - 2nd phase expanded to other states

Initial Pilot Study Results

- Reading scale score of 236 and above:
 - 92.4% achieved a scale score of 236+
 - Places an individual in Adult Secondary Levels (NRS Levels 5 & 6)
 - Individuals have a 78% probability of passing the GED*
- Reading scale score of 246 and above:
 - 48.7% achieved a scale score of 246+
 - Places an individual in High Adult Secondary Level
 - Individuals have a 94% probability of passing the GED*

**CASAS Research Brief, Study of the CASAS Relationship to GED 2002 (2003)*

Initial Pilot Study Results

- Reading Form 187 (Level D)

Scale score range	n	Percent	Cumulative Percent
224 and below	5	1.2	1.2
225 to 235	27	6.4	7.6
236 to 245	183	43.7	51.3
246 and above	204	48.7	100.0
Total	419	100.0	

Level D Reading Test, Form 187

n = 419; mean = 245.8; mode = 247; median = 245; and standard deviation = 8.49

Pilot Study Results: Math

- Math scale score of 236 and above:
 - 49% achieved a scale score of 236+
 - Places an individual in Adult Secondary Levels (NRS Levels 5 & 6)
 - Individuals have a 78% probability of passing the GED*
- Math scale score of 246 and above:
 - 3.6% achieved a scale score of 246+
 - Places an individual in High Adult Secondary Level (NRS Level 6)
 - Individuals have a 94% probability of passing the GED*

Initial Pilot Study Results: Math

- Math Form 15 (Level C)

Scale score range	N	Percent	Cumulative Percent
224 and below	31	7.4	7.4
225 to 235	184	43.7	51.1
236 to 245	191	45.4	96.4
246 and above	15	3.6	100.0
Total	421	100.0	

Level C Math Test, Form 15

n = 421; mean = 234.5; mode = 241; median = 234.0; and standard deviation = 7.41

Initial Pilot Study Results

Reading

Level D Reading Test, Form 187

$n = 419$; mean = 245.8; mode = 247; median = 245; standard deviation = 8.49

Math

Level C Math Test, Form 15

$n = 421$; mean = 234.5; mode = 241; median = 234.0; standard deviation = 7.41

Extended Study

- Current Pilot Sites continued using CASAS assessments in Diagnostic Phase
- Additional sites will adopt CASAS assessments
- Writing diagnostic will be evaluated
 - Limited sampling of writing responses from candidates already in Generalized Assessment
- Qualitative survey

Expanded Pilot Study Results

- Reading Form 187 (Level D)

Scale score range	n	Percent	Cumulative Percent
224 and below	1	0.3	0.3
225 to 235	20	6.5	6.8
236 to 245	124	40.1	46.9
246 and above	164	53.1	100.0
Total	309	100.0	

Level D Reading Test, Form 187

n = 309; mean = 246.9; median = 247; and standard deviation = 8.46

Expanded Pilot Study Results

- Math Form 15 (Level C)

Scale score range	n	Percent	Cumulative Percent
224 and below	13	4.3	4.3
225 to 235	113	37.2	41.4
236 to 245	167	54.9	96.4
246 and above	11	3.6	100.0
Total	304	100.0	

Level C Math Test, Form 15

n = 304; mean = 235.8; median = 236; and standard deviation = 6.43

Aggregate Pilot Study Results

- Reading Form 187 (Level D)

Scale score range	n	Percent	Cumulative Percent
224 and below	6	0.8	0.8
225 to 235	47	6.5	7.3
236 to 245	307	42.2	49.5
246 and above	368	50.5	100.0
Total	728	100.0	

Level D Reading Test, Form 187

n = 728; mean = 246.3; median = 247; and standard deviation = 8.49

Aggregate Pilot Study Results

- Math Form 15 (Level C)

Scale score range	n	Percent	Cumulative Percent
224 and below	44	6.1	6.1
225 to 235	297	41.0	47.0
236 to 245	358	49.4	96.4
246 and above	26	3.6	100.0
Total	725	100.0	

Level C Math Test, Form 15

$n = 725$; mean = 235.1; median = 236.0; and standard deviation = 7.04

Aggregated Pilot Study Results

- Reading Form 187 (Level D)

Scale score range	Initial Pilot	Expanded Pilot	Aggregated
224 and below	1.2	.03	0.8
225 to 235	6.4	6.5	6.5
236 to 245	43.7	40.1	42.2
246 and above	48.7	53.1	50.5
Total	n =419	n = 309	N=728

Level D Reading Test, Form 187

n = 728; mean = 246.3; median = 247; and standard deviation = 8.49

Aggregate Pilot Study Results

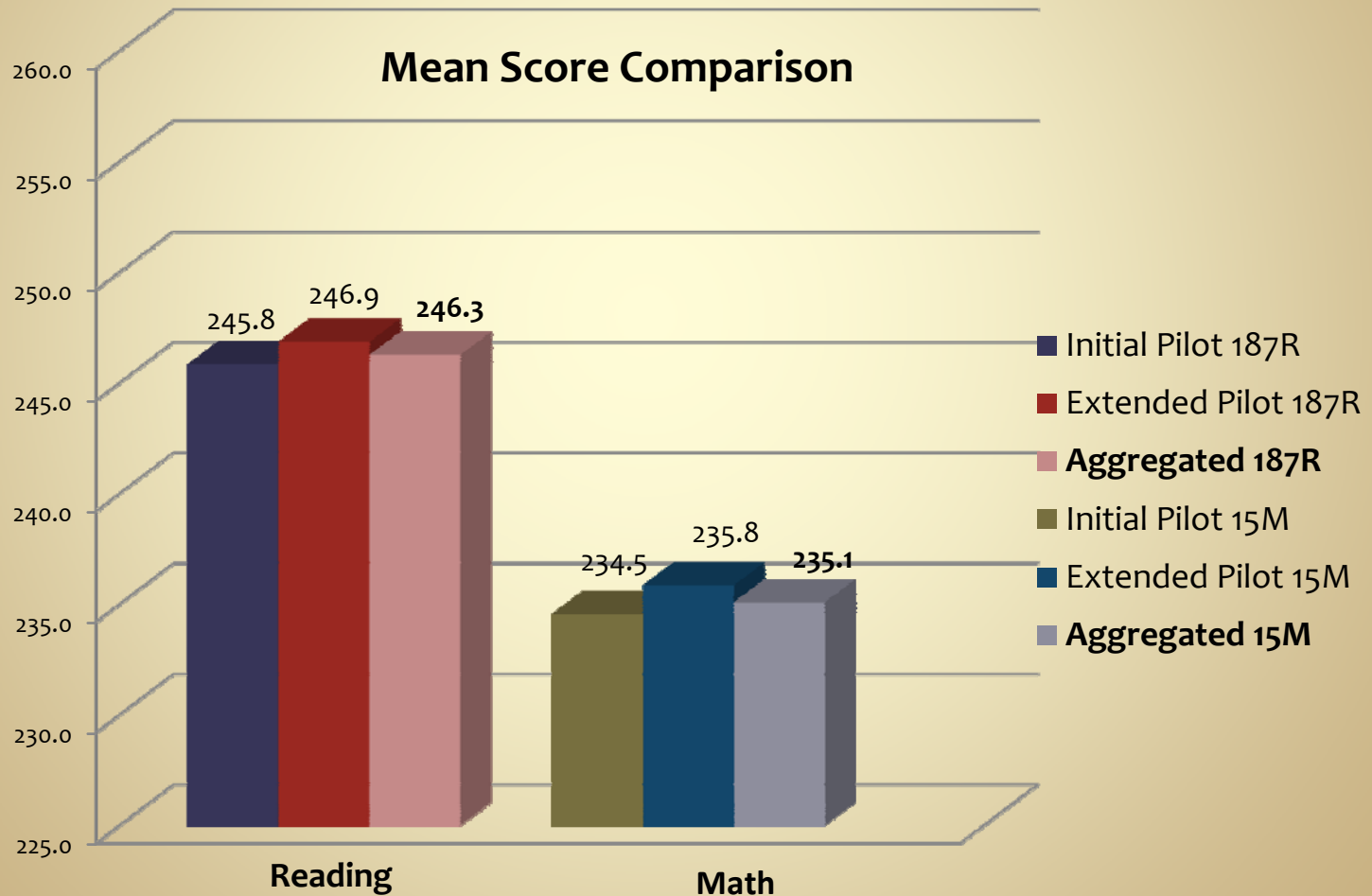
- Math Form 15 (Level C)

Scale score range	Initial Pilot	Expanded Pilot	Aggregated
224 and below	7.4	4.3	6.1
225 to 235	43.7	37.2	41.0
236 to 245	45.4	54.9	49.4
246 and above	3.6	3.6	3.6
Total	n = 421	n = 304	N = 725

Level C Math Test, Form 15

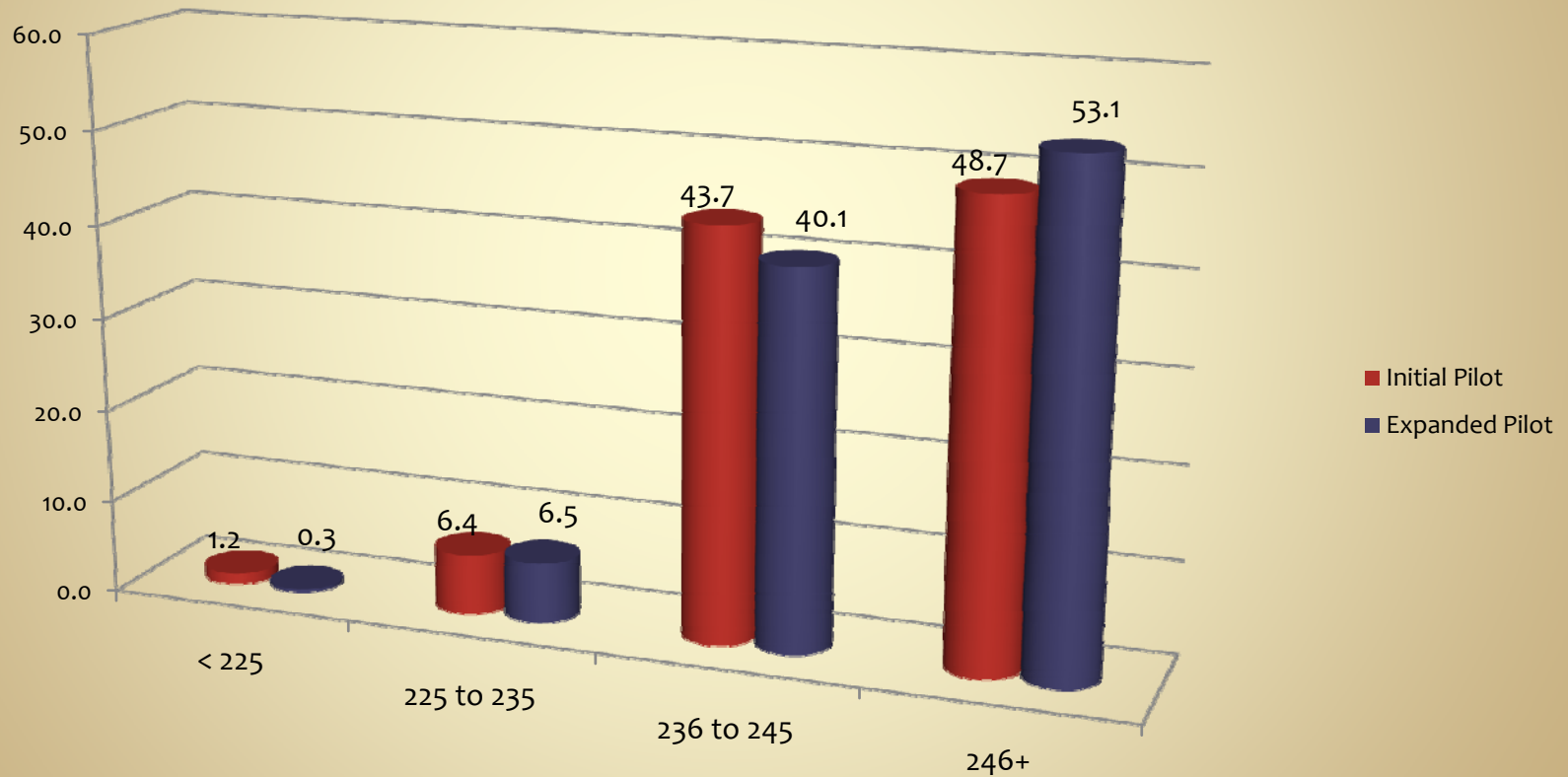
n = 725; mean = 235.1; median = 236.0; and standard deviation = 7.04

Aggregated Pilot Study Results



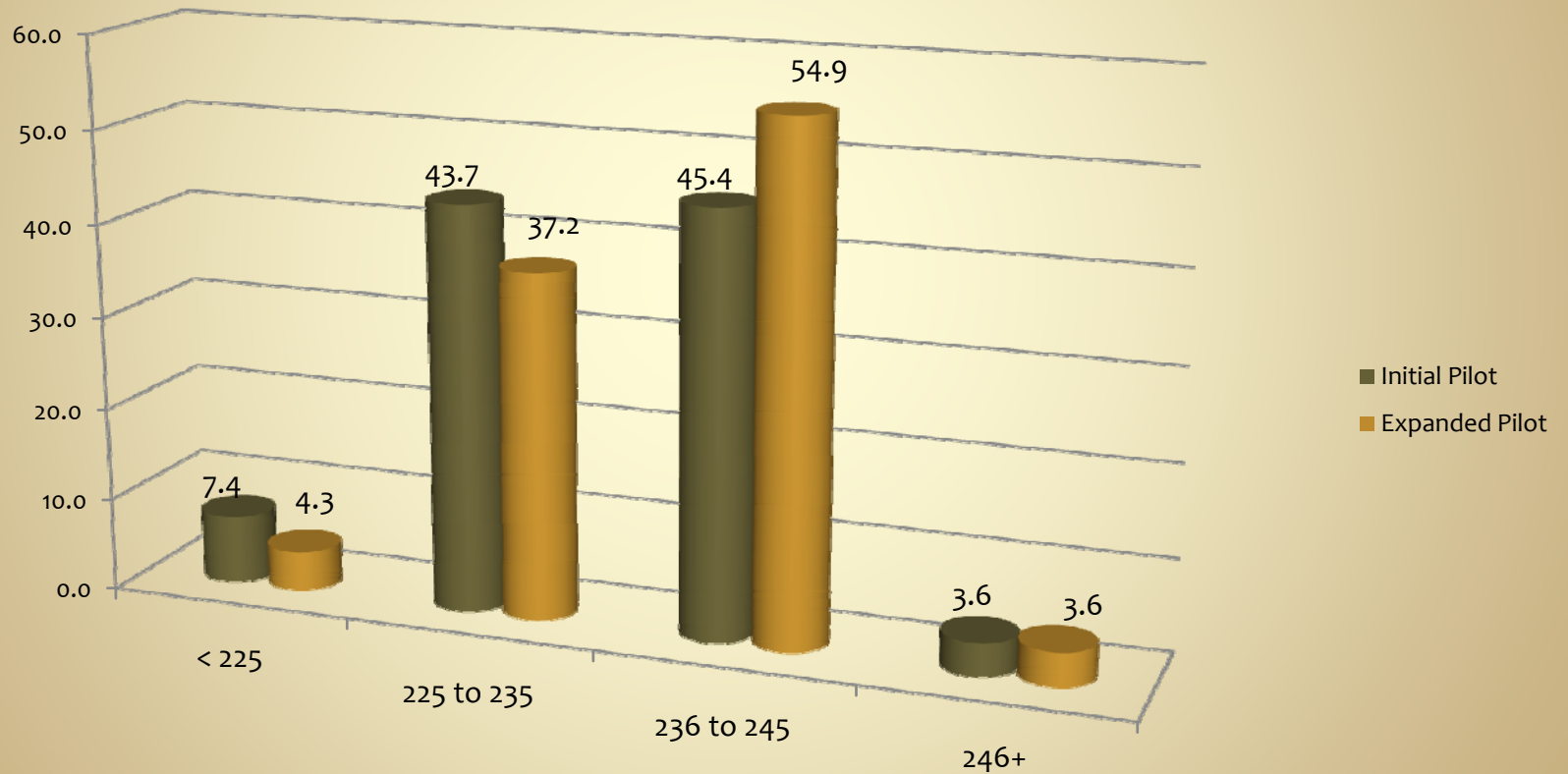
Aggregated Pilot Study Results

Reading Scale Score Distribution



Aggregated Pilot Study Results

Math Scale Score Distribution



Pilot Study Implications

- Results suggest raising math cut scores
- Local programs may need to increase pre-screening tool math cut-scores
- Applicants' reading skill levels indicate readiness for the program

Using CASAS Tests in Diagnostics

- What are NEDP staff perceptions of the CASAS tests as used in the Diagnostic Phase?
 - Are the tests satisfactory predictors of student success in Generalized Assessment?
 - Are the tools for remediation adequate?

NEDP Pilot Study Questionnaire

Participating sites were surveyed regarding use of CASAS tests in the Diagnostic Phase

- 105 respondents (NEDP advisors & assessors)
- Overall satisfaction
 - 82.9% of staff are satisfied with CASAS reading
 - 71.1% are satisfied with using CASAS math

NEDP Staff Perceptions

- 96.9% satisfied with ease of test administration
- 85.4% satisfied with ease of scoring CASAS tests
- 82.3% satisfied with ease of interpreting scores

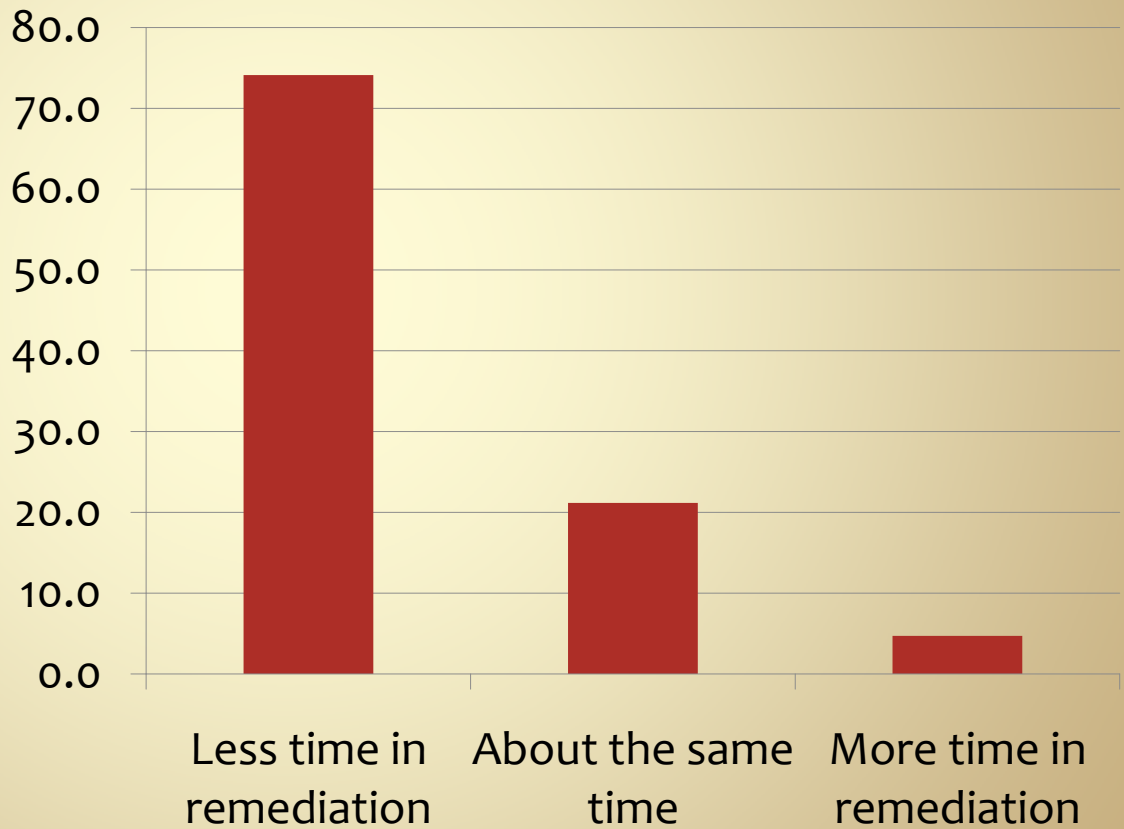
- Implications
 - More training may be necessary
 - More time using tests may ease issues with interpretation

NEDP Staff Perceptions

- 86% somewhat to very satisfied with CASAS tests as predictors of success in Generalized Assessment
- 87.9% consider existing reading score requirements adequate, 12.1% think they should be raised
- 62.2% consider math score requirements adequate, 36.7 think they should be raised
- Implications
 - CASAS will likely raise math cut score requirements

NEDP Staff Perceptions

- When CASAS tests are used in lieu of original NEDP diagnostic tests, learners generally need..



NEDP Staff Perceptions

- 27 of 30 agencies that responded to the survey indicate using a pre-screening tool
- Pre-screening tools used include CASAS appraisals and TABE

		CASAS in lieu of NEDP diagnostics			Total
		Less time in remediation	About the same time	More time in remediation	
Agency uses a pre-screening tool	Yes	57	16	3	76
	No	6	2	1	9
Total		63	18	4	85

NEDP Staff Perceptions

Remediation tools

Student Performance by Competency

- 52 of 105 respondents (49.5%) indicated using
- 71.4% were somewhat to very satisfied with ease of use
- 84.6% somewhat to very satisfied with how the tool helps learners improve their skills

NEDP Staff Perceptions

Remediation tools

Student Performance by Content Standard

- 39 of 105 respondents (37.1%) indicated using
- 48.7% were somewhat to very satisfied with ease of use
- 51.3% somewhat to very satisfied with how the tool helps learners improve their skills

Implications

- Improvements to test interpretation resources may be warranted

Extended Study Research Questions

- Can satisfactory student progress in Generalized Assessment be predicted according to reading, math, and/or writing scores?
- What demographic, background, and diagnostic variables correlate with high or low candidate achievement during Generalized Assessment?
- What are the relationships among the diagnostic indices?