

# California Adult Education Student Progress and Goal Attainment Report



## Adult School Programs in California

**Program Year 2007**  
**July 1, 2006 to June 30, 2007**

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Program Year July 1, 2006, to June 30, 2007

California Department of Education, Adult Education Office

This report was prepared by Comprehensive Adult Student Assessment Systems (CASAS) — for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2006-07 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

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### **List of Acronyms**

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

ABE	Adult Basic Education
ASE	Adult Secondary Education
AWD	Adults with Disabilities
CAHSEE	California High School Exit Exam
CASAS	Comprehensive Adult Student Assessment Systems
CDE	California Department of Education
CTE	Career Technical Education
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
NRS	National Reporting System
Parent Ed.	Parent Education
U.S.	United States
WIA Title II	Workforce Investment Act Title II

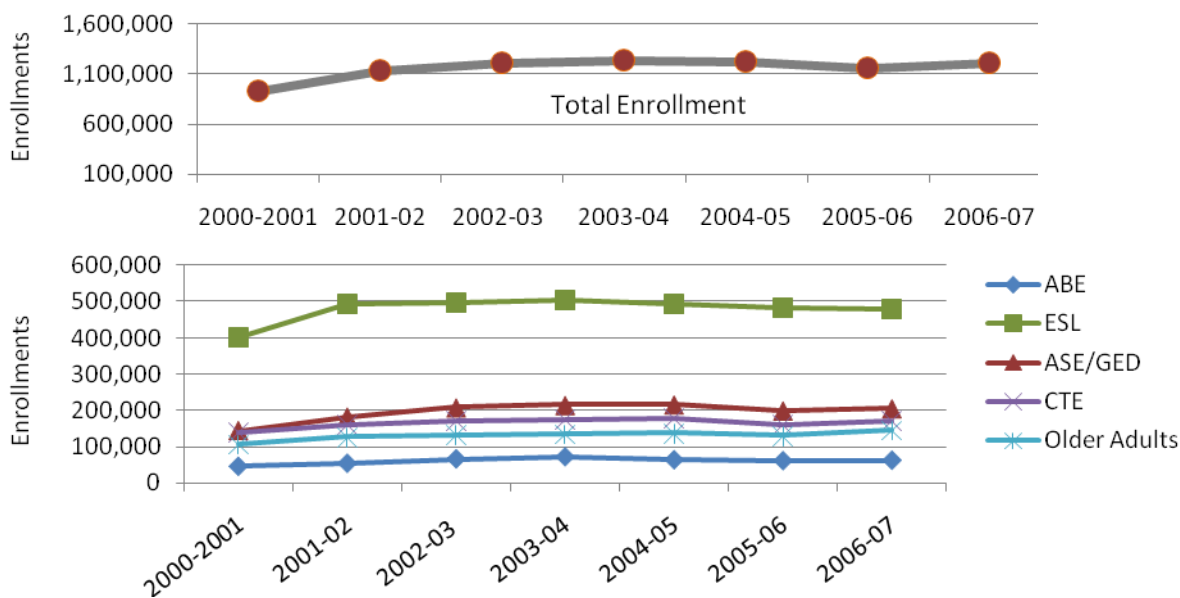
## California Adult School Programs — Overview

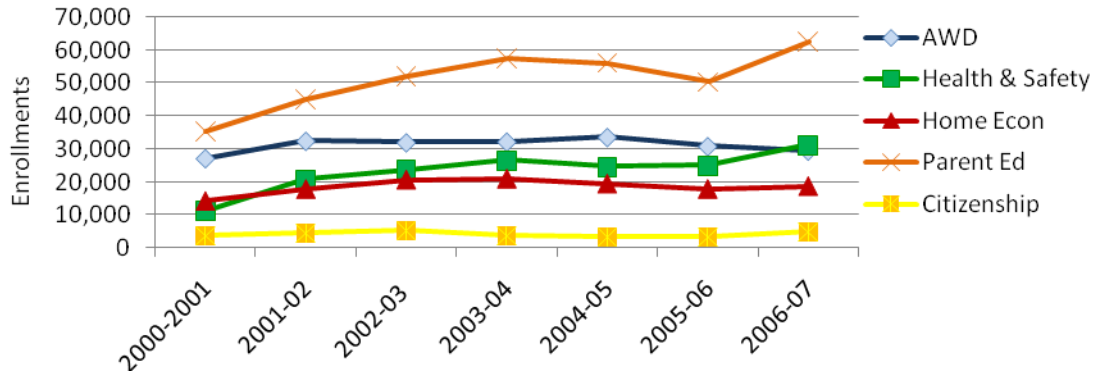
The 285 adult schools in California enrolled 1,206,864 adult learners supported through state apportionment funds in program year 2006-07. This report presents the results of data collected by the Comprehensive Adult Student Assessment Systems (CASAS) from all learners enrolled in California adult schools. 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 382. In addition to the 285 agencies that submitted data, 51 agencies did not provide information on their adult school learners, and 46 additional agencies are inactive. The non-reporting and inactive agencies are among the smallest agencies in terms of adult school enrollment, representing less than two 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 (ESL-Cit), High School Diploma (H.S. Diploma) or Adult Secondary Education including General Education Development certification programs (ASE/GED), Citizenship, Career Technical Education (CTE), Adults with Disabilities (AWD), Health and 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

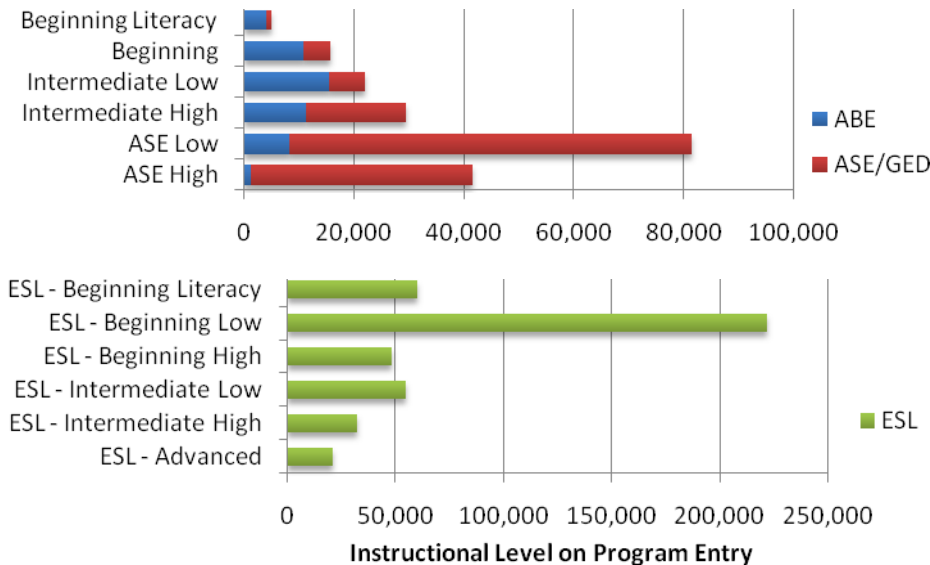
**Figure 1 Adult School Enrollment over Seven-Year Period (2000-2007)**





The student enrollment patterns in the California adult schools over the past seven years have not varied greatly within each of the ten program areas. Enrollment increased slightly compared to 2005-06. The upward trend in enrollment occurs in eight of the ten programs areas, the highest being Older Adults followed by Parent Ed., CTE, Health & Safety, and ASE/GED in comparison to the previous program year. The ESL program shows a smaller percentage drop in comparison to 2004-05 enrollments. 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.

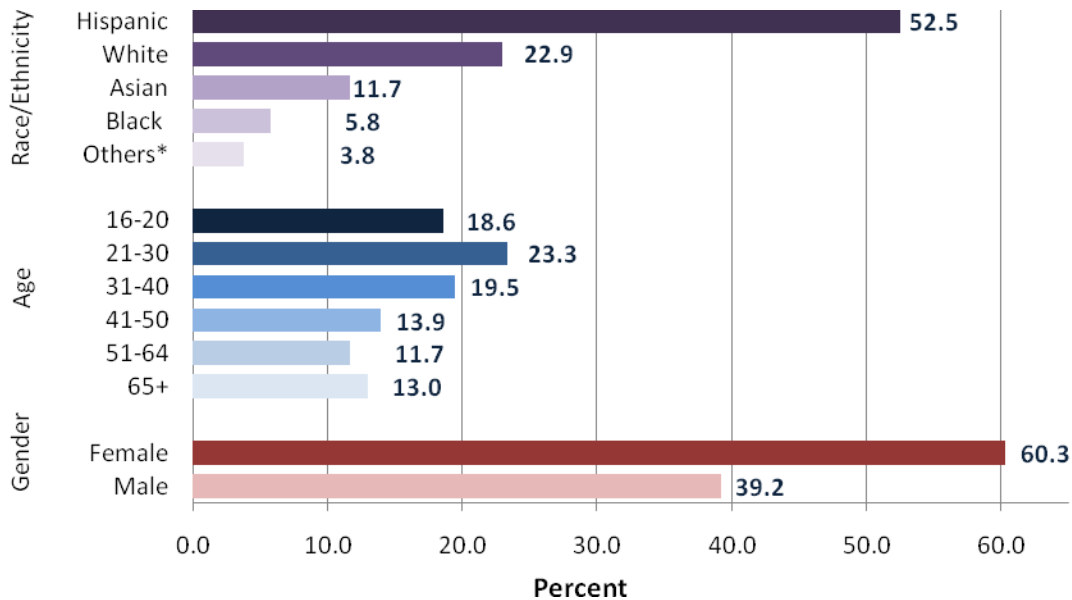
**Figure 2 Adult School Enrollment in Instructional Levels for ABE, ASE/GED, and ESL upon Entry**



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 (61.9 percent) of adult school enrollments. Agencies serving these learners were eligible for federal supplementary funding through Title II of the Workforce Investment Act (WIA). See Figure 2.

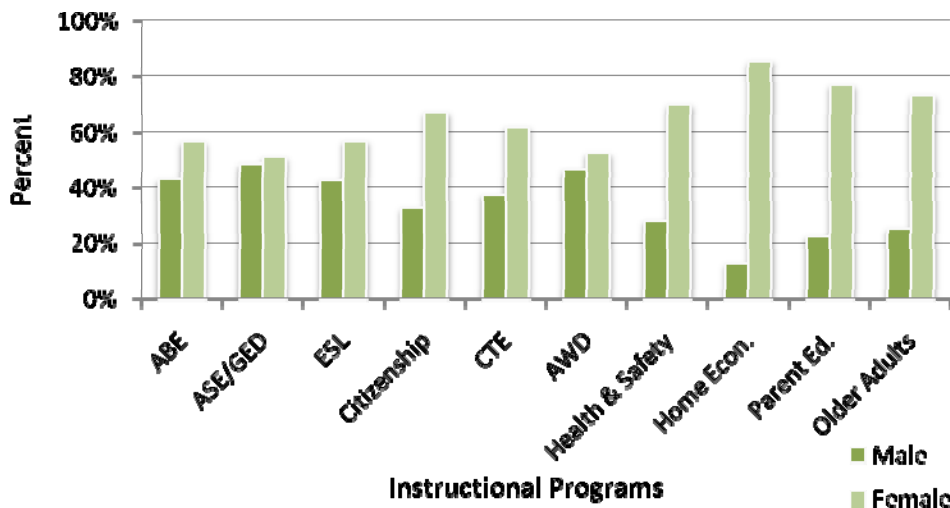
Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in adult education programs in California are Hispanic (52.5 percent) and White (22.9 percent). Adult learners are more likely to be female (60.3 percent) than male (39.2 percent). The largest group of adult school learners (42.8 percent) is between the ages twenty-one to forty. See Figure 3.

**Figure 3 Adult School Learners' Demographics at a Glance**



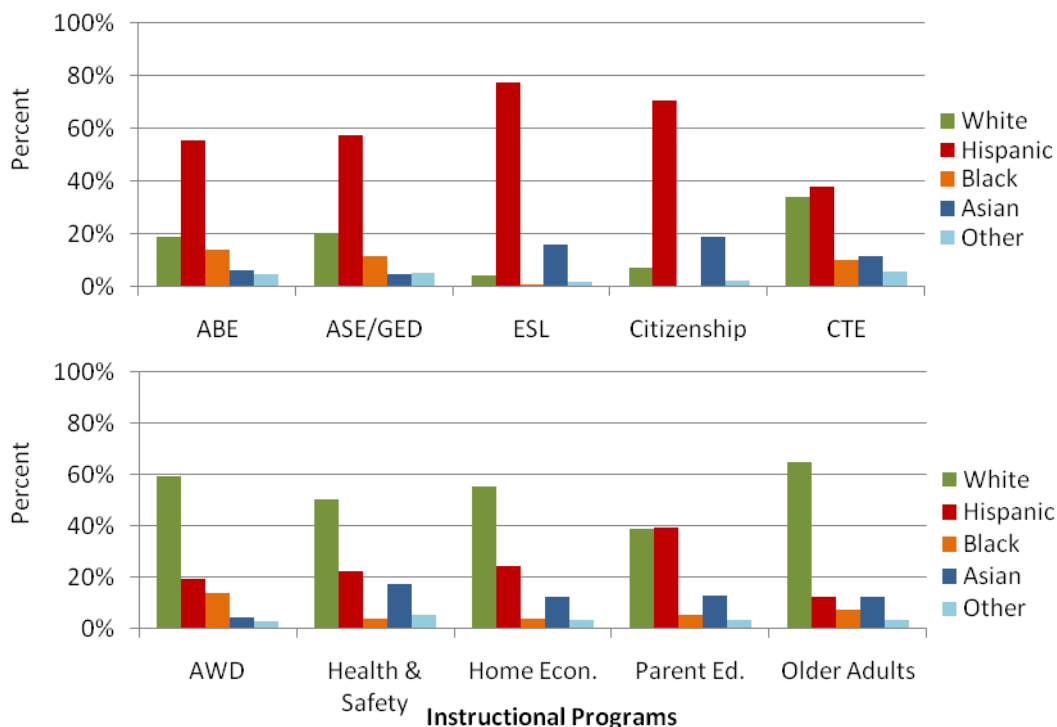
\* Note: Other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander

**Figure 4 Gender Distribution of Adult School Learners by Instructional Program**



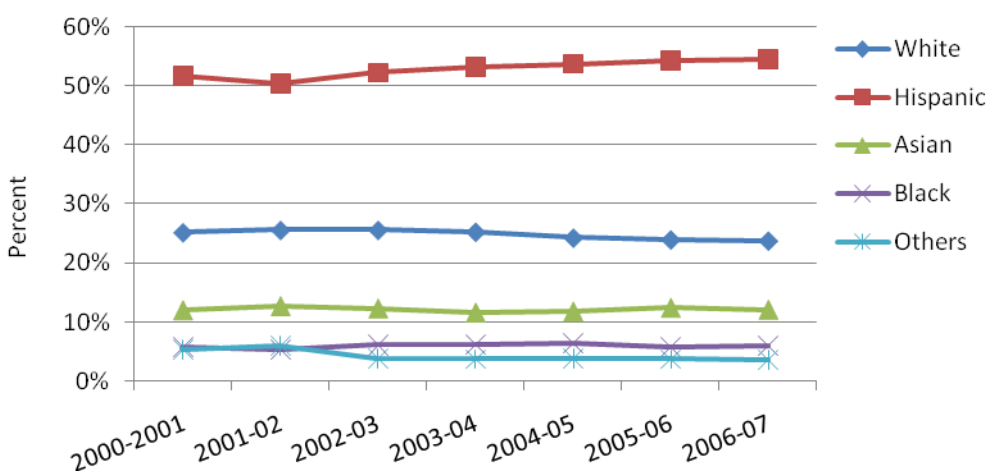
The gender ratio favors females in every program area. The ratio is most similar in ASE/GED and is most disparate in the areas of Home Econ., Parent Ed., Health & Safety, and Older Adults. See Figure 4.

**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 3.5 percent of the total enrollment. See Figure 5. Race distribution patterns as a percentage of total enrollments within each program area have remained more or less constant in past program years.

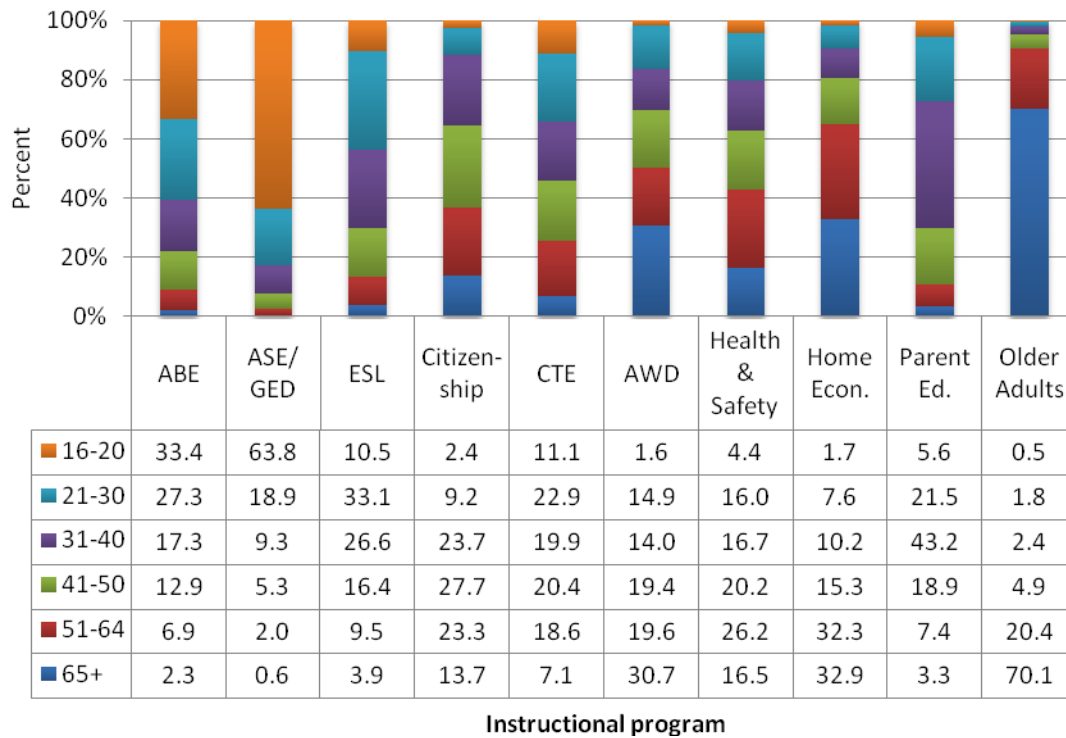
**Figure 6 Ethnic Distribution of Adult School Learners over Seven-Year Period**





The percentage of enrollment according to race remained steady for the last two program years. The highest increase in enrollment occurred in Hispanic (29,992 learners) followed by White (9,242 learners), and Black (5,148 learners) in 2006-07, after a drop in enrollment in 2005-06. See Figure 6.

**Figure 7 Age Distributions of Adult School Learners by Instructional Program**



ASE/GED followed by ABE continues to have the youngest learner cohort. AWD and Older Adults continue to have the oldest cohort. ASE/GED programs served the highest percentage (63.8 percent) of learners under the age of twenty-one, while ESL served learners between the ages twenty-one and thirty (33.1 percent). Learners between thirty-one and forty years of age represent the most common age range for those enrolled in Parent Ed. classes. 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 Key Primary Reasons for Enrollment of Adult School Learners upon Entry**

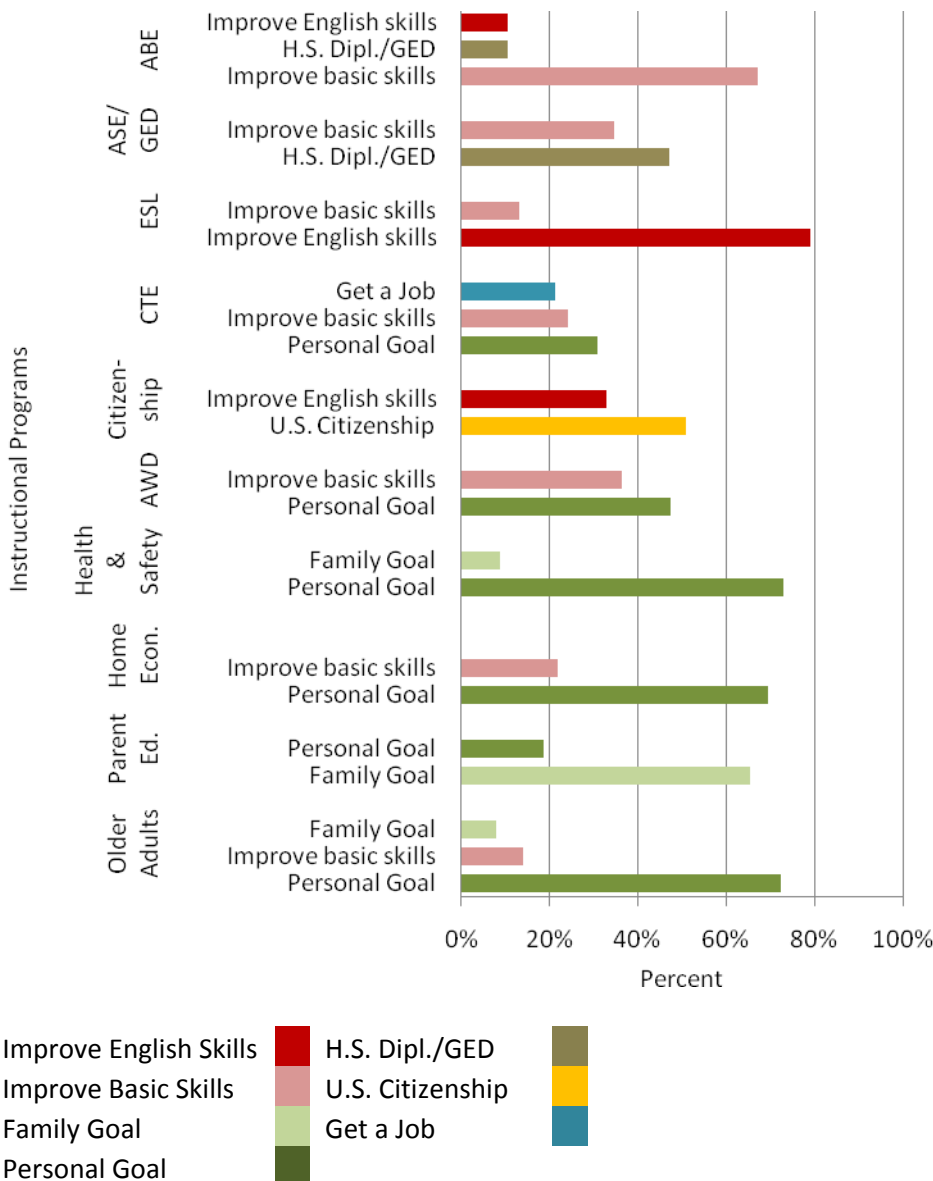
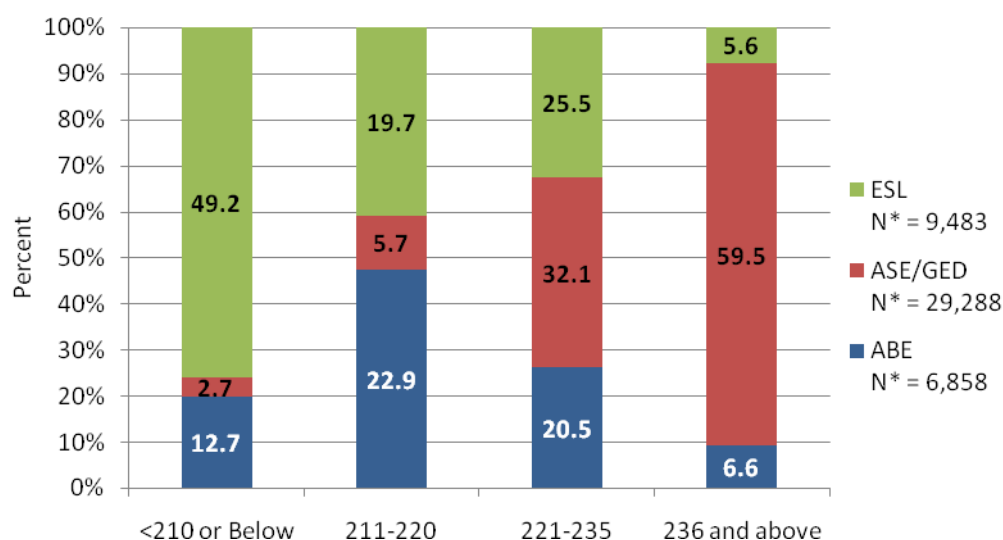


Figure 8 shows the primary reasons for enrollment in each program area. ABE, ASE/GED, and ESL have a higher percentage of learners enrolling whose main reason for enrollment is to improve basic skills, to get a high school diploma, and to improve English skills, respectively. The primary reason that 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/GED. A substantial percentage of these new entrants have low skill levels. Among the 4,792 ESL learners, 68.9 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 8.4 percent of those enrolled in ASE/GED classes were at or below a CASAS 220. However, the 2,098 learners comprising this 8.4 percent might 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 may also be true for many of the 8,004 (43.5 percent) learners in ASE/GED scoring between 221 and 235 on a CASAS reading pretest. Of the 43.5 percent (14,851 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**



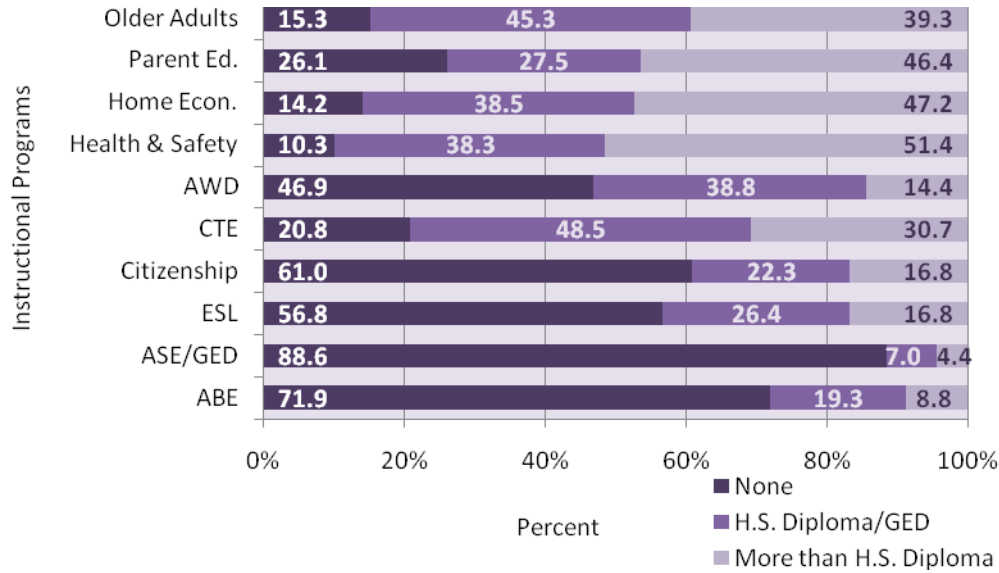
*Note N\* represents the number of learners whose primary reason for enrollment was to get a high school diploma or a GED certificate and had taken a CASAS reading test during the program year 2006-07.*

### 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 (51.1 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 (88.6 percent), ABE (71.9 percent), ESL (56.8 percent), and Citizenship (61 percent) indicated they had neither a diploma, GED certificate,

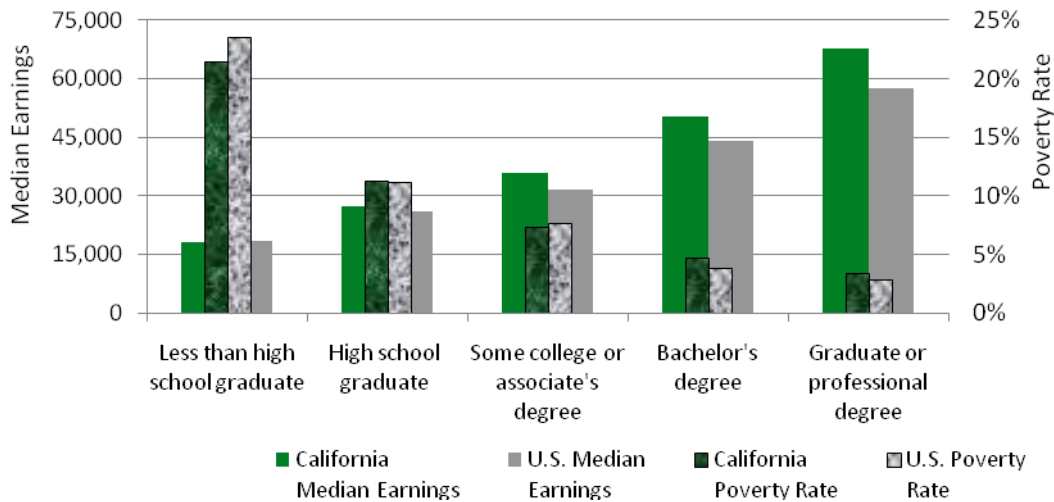
technical training, nor degree. A higher percentage of learners enrolled in CTE, Health & Safety, Home Econ., Parent Ed. and Older Adult programs have a high school diploma or more advanced education. See Figure 10.

**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 the California population to the United States (U.S.) according to level of education completed. The chart shows that individual incomes increase and poverty rates decline with higher educational attainment.

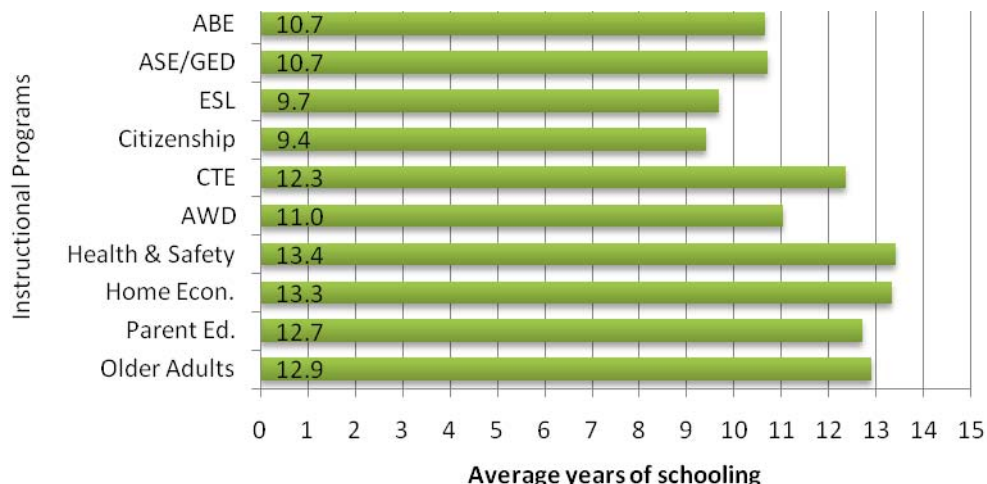
**Figure 11 California Median Earnings and Poverty Rate (U.S. Census 2005) Compared to Educational Background**



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

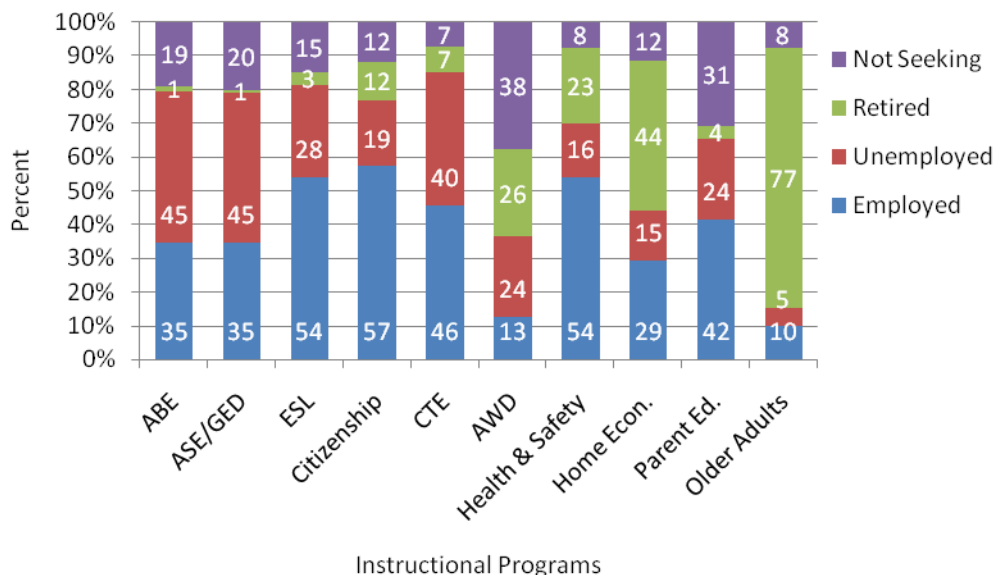
ABE, ESL, ASE/GED, Citizenship, and AWD programs enrolled a majority of learners who have fewer than twelve years of schooling. The remaining program areas have, on average, learners with twelve or more years of schooling. See Figure 12.

**Figure 12 Average Years of Schooling of Adult School Learners by Program**



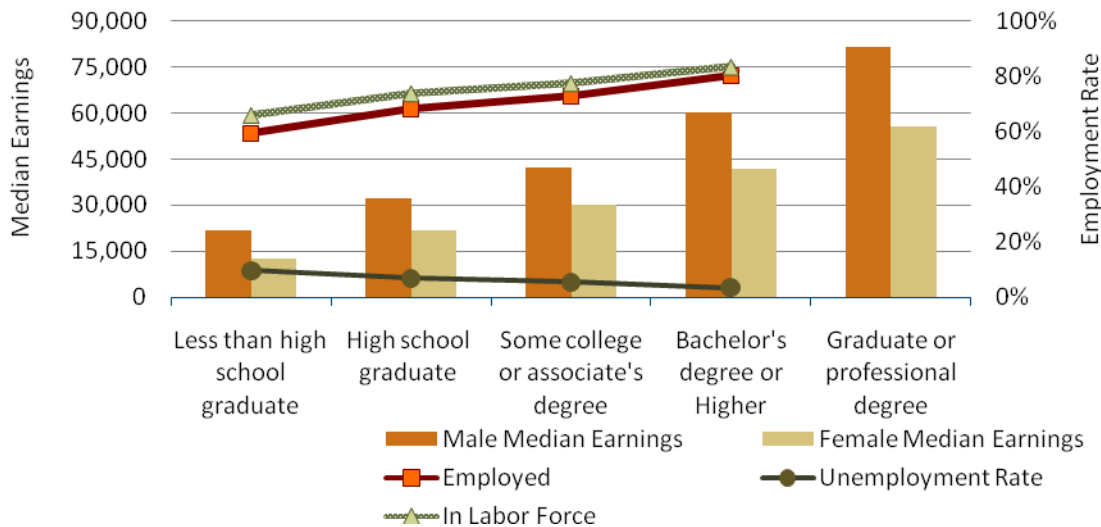
The employment status of adult learners upon entry into their programs was as follows: employed (42.5 percent), unemployed (30 percent), retired (12.5 percent), and not seeking work (15 percent). Among the WIA Title II funded programs, ESL had the highest proportion of employed learners. Health & Safety, CTE, and Parent Ed. also had a higher proportion of enrollees who were employed. See Figure 13.

**Figure 13 Labor Force Status by Instructional Program**



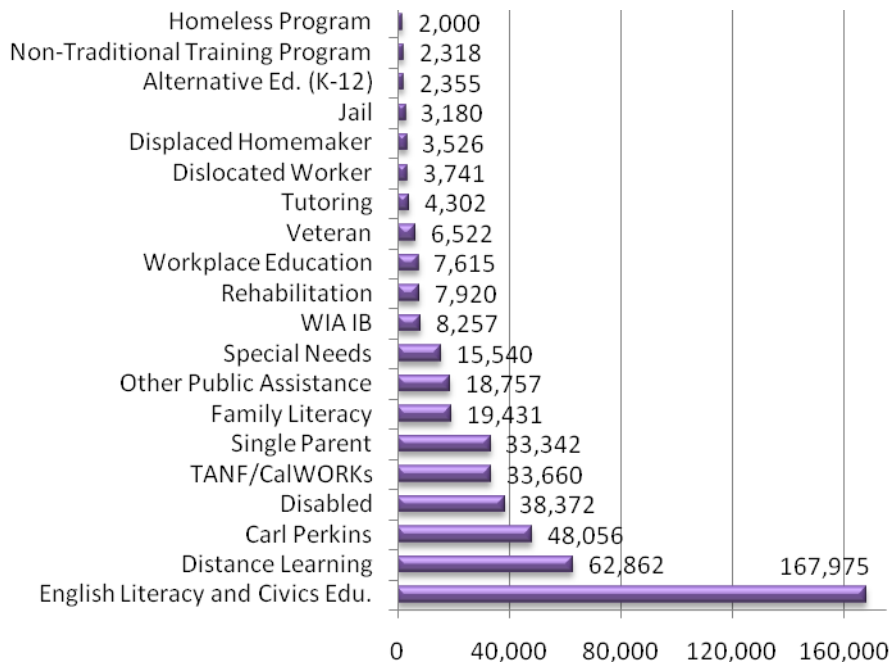
The data published by the U.S. Census Bureau for the State of California shows a higher employment rate for adults who have higher levels of education. See Figure 14.

**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 25 years and older.

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



Students enrolled in Special Programs received instructions about how to complete the Student Entry Record. Because special program enrollments are not mutually exclusive, there was overlap between programs. The number of learners on public assistance (learners who indicated Temporary Assistance for Needy Families/California Work Opportunity and Responsibility to Kids 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, 2007. Goal attainment includes learners' enrollment status, progress and results, as well as their known reasons for exiting. Of the 1,206,864 learners enrolled in adult school programs, 1,005,031 specified their status on the Student Update Record. More than 65 percent of those had completed or continued in their educational program, 19.1 percent left before completion, and 16.3 percent did not attend or had fewer than 12 hours of instruction. Learner progress is analyzed for 656,369 (65.3 percent) of 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 656,369 learners, 14.3 percent completed and left their adult education instructional program, 20.3 percent completed a level and moved up, and 64.4 percent continued progressing in their education at the same level.

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

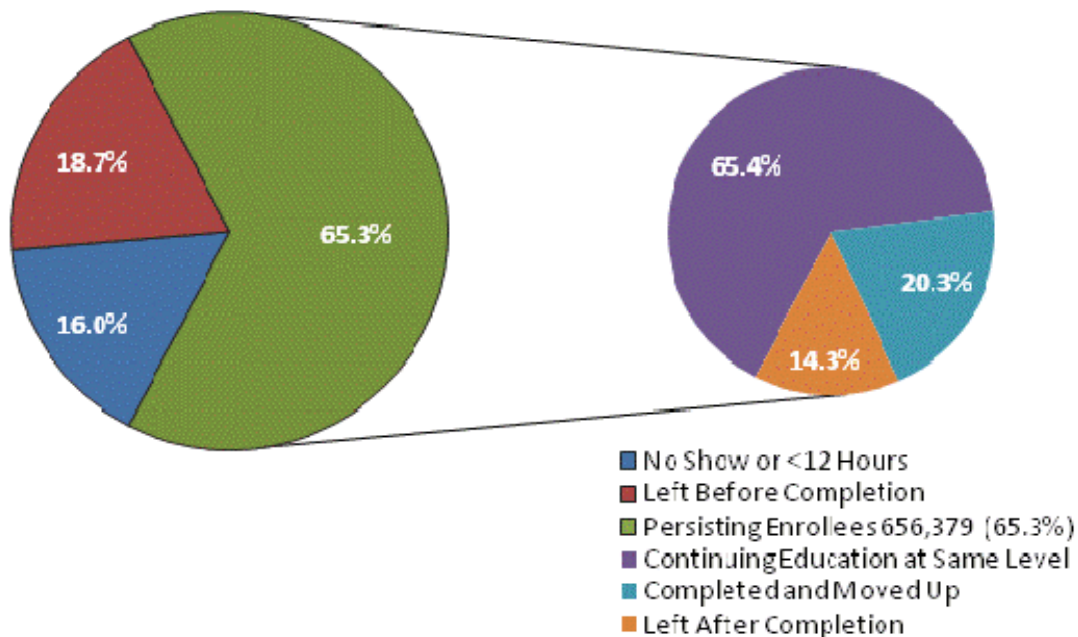
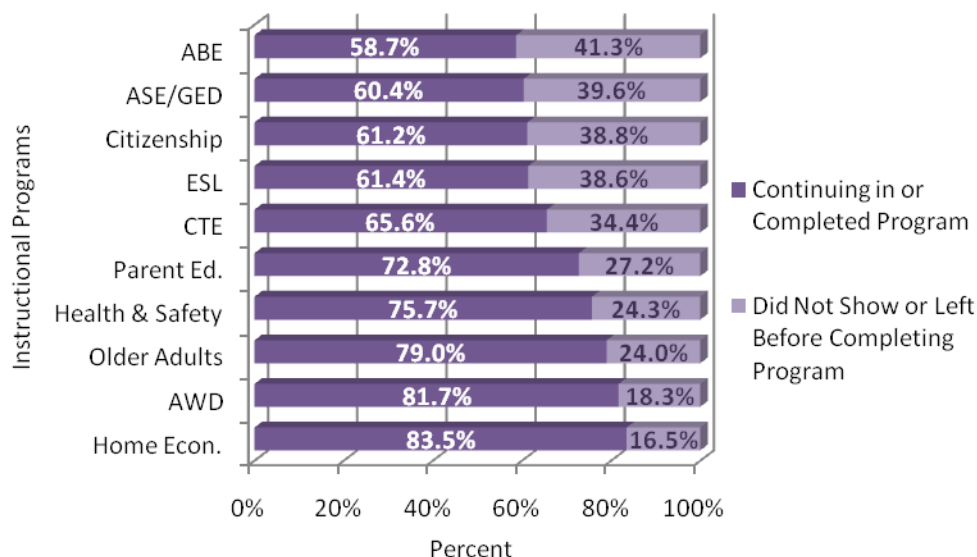


Figure 17 shows the proportion of learners who persisted by remaining in the program or leaving after they completed an instructional level (656,369 learners). Conversely, it also shows the proportion of non-persisting learners who either never attended class or left the program before they completed 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**

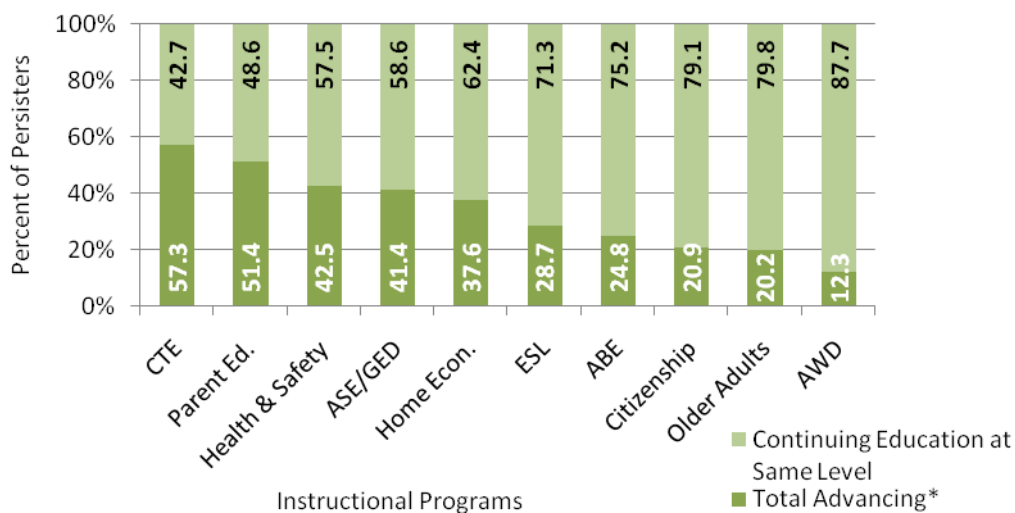


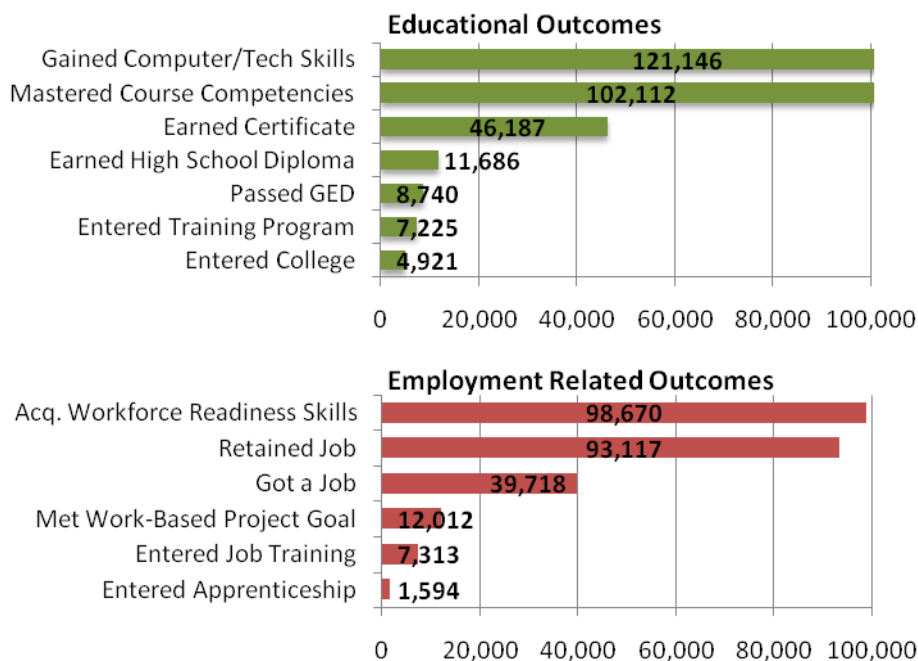
Figure 18 displays positive learner outcomes and lists in descending order the instructional programs that exhibit the highest percentage of learners completing a level (completed and moved up or left after completion). Because these results reflect learners who completed an instructional level, learners 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 the four broad-based outcomes of education, employment, personal/family, and community.

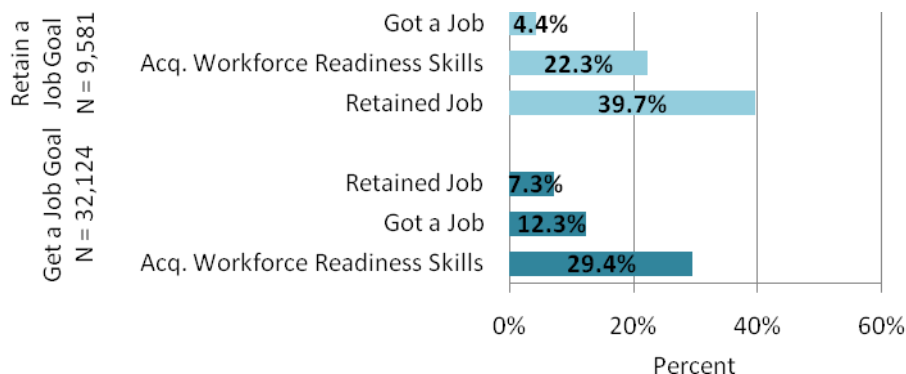
A significant proportion of learners reported specific educational outcomes, such as the acquisition of computer or technical skills, mastered core competencies, and the attainment of a certificate. These results indicate that learners were able to achieve a wide array of educational outcomes based on diverse educational goals. The number of learners who indicated achieving a high school diploma declined in the 2006-07 program year. This downward trend was noticed with the introduction of the new requirement that all adult learners must pass the California High School Exit Exam (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 a current job and acquire 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**



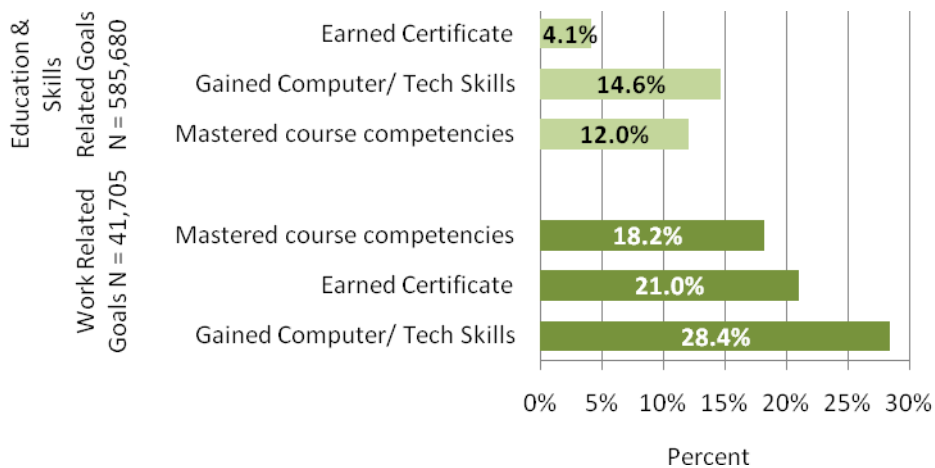
*Note: Total learners for each outcome are an unduplicated count across program enrollment.*

**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**



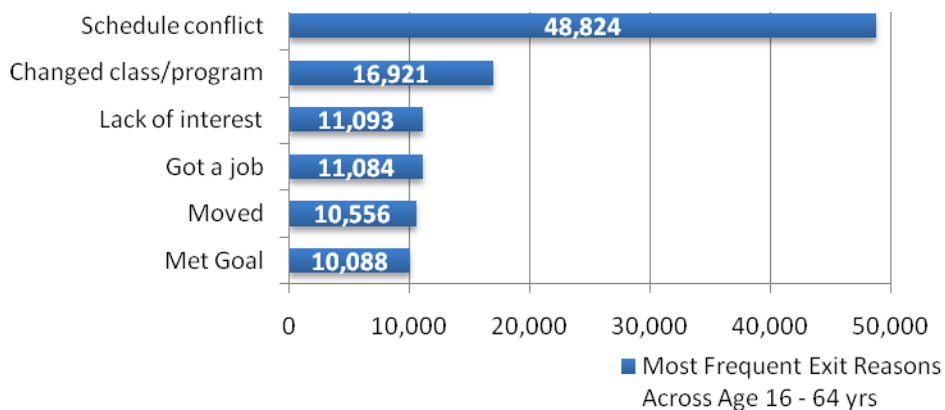
A significant number of learners who cited educational-related goals (achieving high school diploma or GED, preparing for postsecondary education), to improve basic or English skills, or work-related goals (get a job or retain a job) as their primary impetus for entering a program indicated they gained computer technical skills, mastered core competencies, and earned a certificate. See Figure 21.

Learners whose primary goal was family-related cited increased involvement in their children’s education (32 percent) and children’s literacy (20.4 percent), meeting personal (51.4 percent) and family goal (48.2 percent). These learners also showed significant community-related outcomes. In addition, a majority of learners, who enrolled in a program to achieve a personal goal, indicated having successfully met their goal.

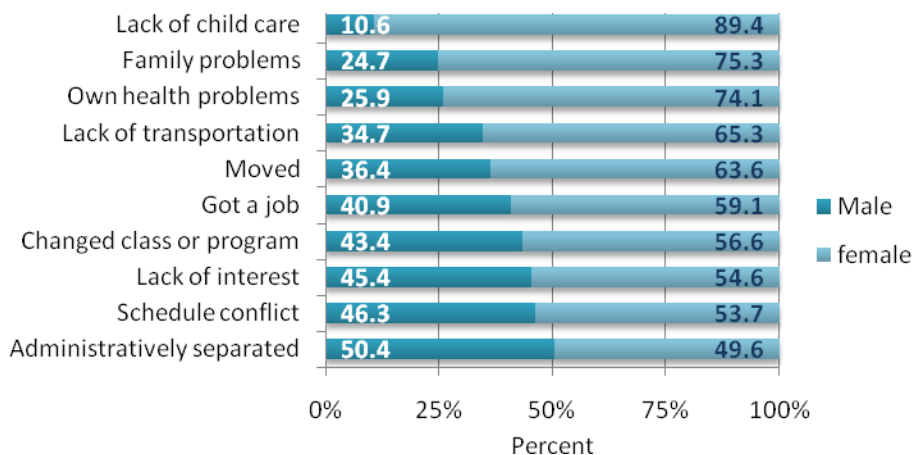
## Exit Reasons

Of the 1,206,864 learners enrolling in a program during 2006-07, 188,107 left their instructional programs before completing their educational or personal goals, and 160,545 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 of sixteen to sixty-four. 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, 2006, to June 30, 2007. 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 418,758 reading pretests. The majority were in ESL including the Citizenship program (343,692), followed by ASE/GED (47,693), ABE (25,295), CTE (2,078). Additionally, ABE and ASE/GED learners took 33,089 math pretests, CTE learners took 1,460 math pretests, and ESL learners took 13,318 listening pretests.

### **Reading Tests**

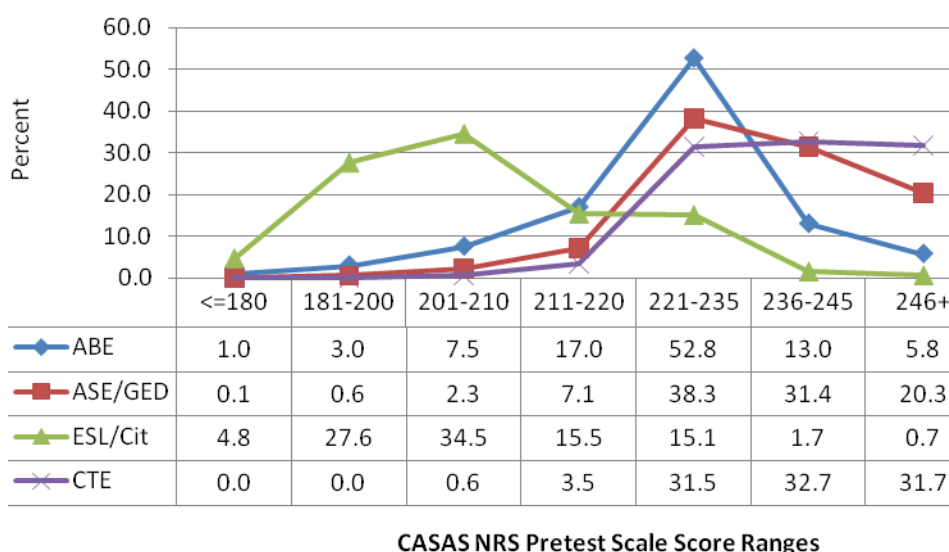
The mean reading pretest score for ABE learners (225.7) suggests they typically would be able to handle most routine reading, writing, and computational tasks related to life roles, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report. The mean reading pretest score for ASE/GED learners was 235.4, which indicates these learners were ready to begin GED preparation. The mean reading pretest score for ESL and Citizenship learners (206.5) 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 CTE

learners was 239.2. Learners enrolled in a CTE program have an average of twelve 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 CTE. 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 CTE programs are functioning at an ASE or higher level with the peak of distribution falling between the 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 4,778 (10 percent) ASE/GED learners with a reading pretest score of 220 or below who should have been placed in ABE, while there were 4,737 (18.7 percent) ABE learners who should have been placed in ASE/GED upon program entry.

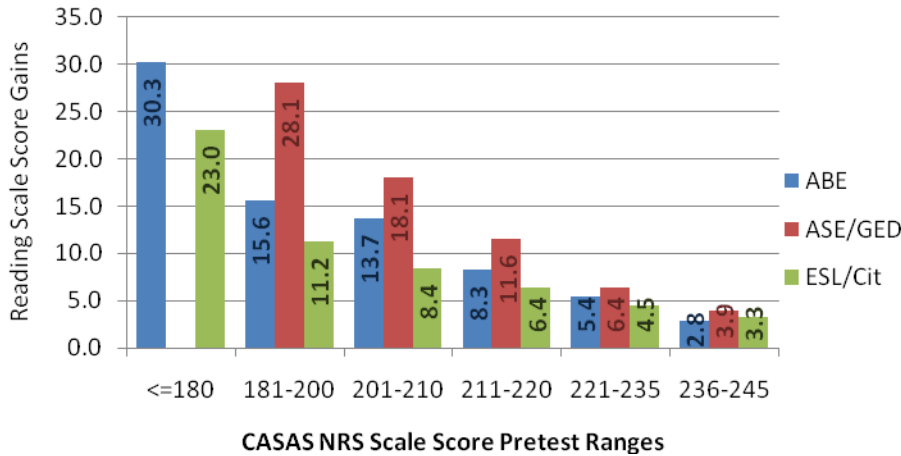
**Figure 24 Adult School Learners’ Reading Pretest Score Distributions of CASAS/NRS Levels for Instructional Programs — ABE, ESL/Citizenship, ASE/GED, and CTE**



Among the 418,758 learners in ABE, ASE/GED, and ESL programs who took a reading pretest, 215,296 (51.4 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 the 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**

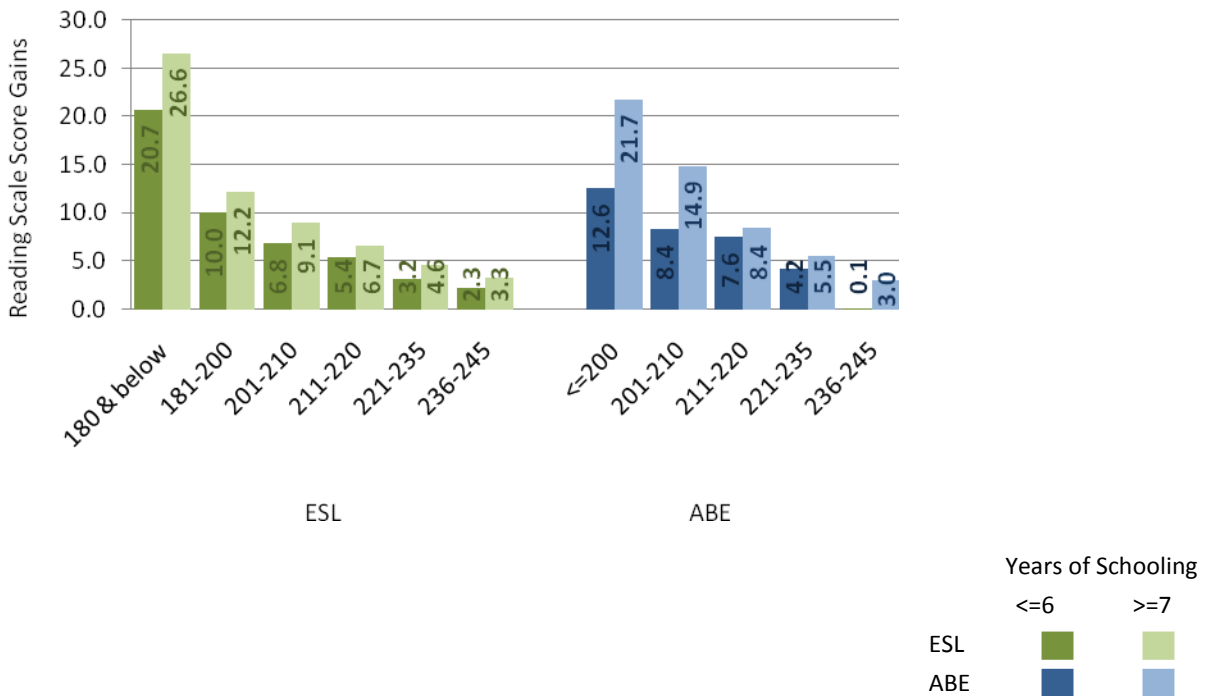
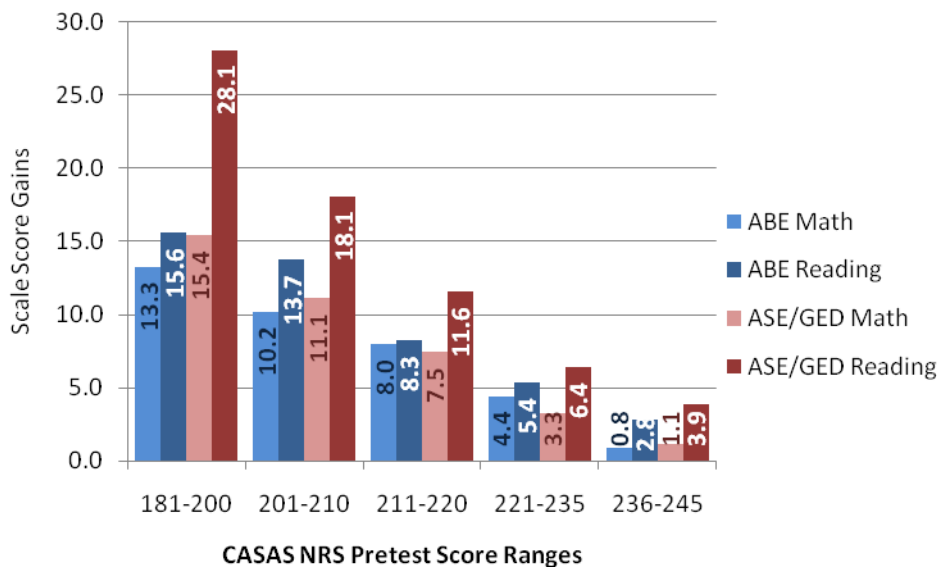


Figure 26 shows the distribution of reading scale score gains for ABE and ESL. The distribution is across CASAS/NRS instructional program skill levels for learners with six or fewer years of schooling and for those with seven or more years of schooling. At

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**



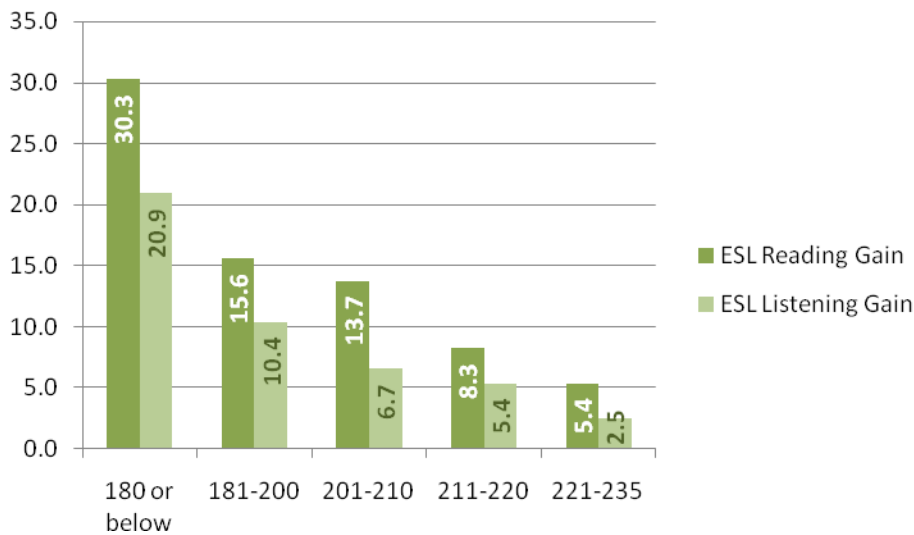
Adult school programs submitted math pretest scores for 13,036 ABE learners, 20,053 ASE/GED learners, and 1,460 CTE learners. ABE learners who took the math assessment scored an average of 218.4, ASE/GED learners scored an average of 225, while CTE learners scored an average of 230.1. The difference between the ABE and ASE/GED programs is best illustrated at the lower and higher functioning levels. Compared to ASE/GED, 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 3,980 ABE learners and 5,873 ASE/GED learners who took a valid math post-test.

## Listening Tests

Programs submitted ESL listening pretest data for 13,318 learners. The overall average listening pretest score for ESL and Citizenship learners was 209.6. There were 6,415 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**

Instructional Program	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	55,334	4.9	67,493	5.6	73,137	5.9	64,965	5.3	62,410	5.4	63,626	5.3
ESL	492,709	43.3	496,345	41.1	503,616	40.7	492,914	40.3	481,881	41.6	478,217	39.6
ASE/GED	181,933	16.0	207,668	17.2	214,724	17.3	215,703	17.6	198,995	17.2	204,953	17.0
Citizenship	4,561	0.4	5,178	0.4	3,638	0.3	3,300	0.3	3,261	0.3	4,743	0.4
CTE	160,765	14.1	171,102	14.2	172,658	13.9	177,195	14.5	158,652	13.7	168,535	14.0
AWD	32,428	2.9	31,990	2.6	32,198	2.6	33,613	2.7	30,831	2.7	29,440	2.4
Health & Safety	20,757	1.8	23,759	2.0	26,557	2.1	24,700	2.0	24,943	2.2	31,270	2.6
Home Econ	17,903	1.6	20,782	1.7	21,059	1.7	19,570	1.6	17,924	1.5	18,813	1.6
Parent Ed	45,017	4.0	52,234	4.3	57,496	4.6	56,193	4.6	50,436	4.4	62,695	5.2
Older Adults	125,189	11.0	131,929	10.9	133,355	10.8	136,108	11.1	128,669	11.1	144,572	12.0
<b>Total</b>	<b>1,136,596</b>	<b>100</b>	<b>1,208,480</b>	<b>100</b>	<b>1,238,438</b>	<b>100</b>	<b>1,224,261</b>	<b>100</b>	<b>1,158,002</b>	<b>100</b>	<b>1,206,864</b>	<b>100</b>

**Table 2 Districts with Adult Schools That Submitted Data in 2006-07**

Agency	Agency
ABC Unified School District	Beaumont Unified School District
Acalanes Union High School District	Bellflower Unified School District
Alameda City Unified School District	Berkeley Unified School District
Albany Unified School District	Beverly Hills Unified School District
Alhambra City High School District	Big Valley Joint Unified School District
Alvord Unified School District	Brawley Union High School District
Amador County Unified School District	Bret Harte Union High School District (Calaveras COE)
Anaheim Union High School District	Burbank Unified School District
Anderson Union High School District	Calaveras County Office of Education
Anderson Valley Unified High School District	Calaveras Unified School District (Calaveras COE)
Antelope Valley Union High School District	Calexico Unified School District
Antioch Unified School District	Capistrano Unified School District
Apple Valley Unified School District	Carlsbad Unified School District
Arcadia Unified School District	Carmel Unified School District
Aromas/San Juan Unified School District	Caruthers Unified School District
Atascadero Unified School District	Castro Valley Unified School District
Azusa Unified School District	Center Unified School District
Baldwin Park Unified School District	Centinela Valley Union High School District
Banning Unified School District	Central Unified School District
Barstow Unified School District	Central Union High School District
Bassett Unified School District	Ceres Unified School District
Bear Valley Unified School District	Chaffey Joint Union High School District

Agency	Agency
Charter Oak Unified School District (Covina Valley USD)	Fontana Unified School District
Chawanakee Joint Unified School District	Fortuna Union High School District
Chino Valley Unified School District	Fremont Unified School District
Chowchilla Union High School District	Fremont Union High School District
Claremont Unified School District	Fresno Unified School District
Clovis Unified School District	Fullerton Joint Union High School District
Coachella Valley Unified School District	Galt Joint Union High School District
Coalinga/Huron Joint Unified School District	Garden Grove Unified School District
Colusa County Office of Education	Gilroy Unified School District
Colusa Unified School District (Colusa COE)	Glendora Unified School District
Compton Unified School District	Glenn County Office of Education
Conejo Valley Unified School District	Golden Plains Unified School District
Corning Union High School District	Gonzales Union High School District
Coronado Unified School District	Grant Joint Union High School District
Corona-Norco Unified School District	Grossmont Union High School District
Cotati-Rohnert Park Unified School District	Gustine Unified School District
Covina-Valley Unified School District	Hacienda La Puente Unified School District
Culver City Unified School District	Hamilton Union School District
Cutler-Orosi Unified School District	Hanford Joint Union High School District
Davis Joint Unified School District	Hayward Unified School District
Delano Joint Union High School District	Hemet Unified School District
Delhi Unified School District	Hesperia Unified School District
Desert Sands Unified School District	Holtville Unified School District
Dinuba Unified School District	Huntington Beach Union High School District
Dixon Unified School District	Imperial Unified School District
Dos Palos Oro-Loma Joint Unified School District	Inglewood Unified School District
Downey Unified School District	Irvine Unified School District
East Nicolaus Joint Union High School District (Sutter COE)	Jefferson Union High School District
East Side Union High School District	Julian Union High School District
Eastern Sierra Unified School District (Mono COE)	Jurupa Unified School District
El Dorado Union High School District	Kerman Unified School District
El Monte Union High School District	Kern Union High School District
El Rancho Unified School District	King City Joint Union High School District
Elk Grove Unified School District	Kings Canyon Joint Unified School District
Escondido Union High School District	Kingsburg Joint Union High School District
Eureka City High School District	Konocti Unified School District
Exeter Union High School District	Laguna Beach Unified School District
Fairfield-Suisun Unified School District	Lake Elsinore Unified School District
Farmersville Unified School District	Lassen Union High School District
Firebaugh-Las Deltas Unified School District	Lemoore Union High School District
Folsom Cordova Unified School District	Liberty Union High School District
	Linden Unified School District

Agency	Agency
Live Oak Unified School District (Sutter COE)	Northern Humboldt Unified High School District
Livermore Valley Joint Unified School District	Norwalk-La Mirada Unified School District
Lodi Unified School District	Novato Unified School District
Lompoc Unified School District	Oakland Unified School District
Long Beach Unified School District	Oceanside Unified School District
Los Alamitos Unified School District	Ojai Unified School District
Los Angeles Unified School District	Orland Joint Unified School District (Glenn COE)
Los Banos Unified School District	Oroville Union High School District
Los Gatos-Saratoga Joint Union High School District	Oxnard Union High School District
Lucerne Valley Unified School District	Pacific Grove Unified School District
Lucia Mar Unified School District	Pajaro Valley Joint Unified School District
Lynwood Unified School District	Palm Springs Unified School District
Madera Unified School District	Palo Alto Unified School District
Mammoth Unified School District (Mono COE)	Palos Verdes Peninsula Unified School District
Manteca Unified School District	Paradise Unified School District
Martinez Unified School District	Paramount Unified School District
Marysville Joint Unified School District	Patterson Joint Unified School District
Maxwell Unified School District (Colusa COE)	Perris Union High School District
Mendota Unified School District	Petaluma Joint Union High School District
Merced Union High School District	Pierce Joint Unified School District (Colusa COE)
Metropolitan Education District	Pittsburg Unified School District
Milpitas Unified School District	Placentia-Yorba Linda Unified School District
Modesto City High School District	Placer Union High School District
Modoc Joint Unified School District	Pleasanton Unified School District
Mono County Office of Education	Pomona Unified School District
Monrovia Unified School District	Porterville Unified School District
Montebello Unified School District	Poway Unified School District
Monterey Peninsula Unified School District	Princeton Joint Unified School District (Glenn COE)
Moorpark Unified School District	Ramona Unified School District
Moreno Valley Unified School District	Red Bluff Joint Union High School District
Morgan Hill Unified School District	Redlands Unified School District
Mountain Valley Unified School District	Redondo Beach Unified School District
Mountain View-Los Altos Union High School District	Reef Sunset Unified School District
Mt. Diablo Unified School District	Rialto Unified School District
Murrieta Valley Unified School District	Rim of the World Unified School District
Napa Valley Unified School District	Ripon Unified School District
Natomas Unified School District	Riverdale Joint Unified School District
Needles Unified School District	Riverside Unified School District
Nevada Joint Union High School District	Roseville Joint Union High School District
New Haven Unified School District	Rowland Unified School District
Newark Unified School District	Sacramento City Unified School District
Newport-Mesa Unified School District	Saddleback Valley Unified School District

Agency	Agency
Salinas Union High School District	Temple City Unified School District
San Benito High School District	Torrance Unified School District
San Bernardino City Unified School District	Tracy Joint Unified School District
San Diego City Unified School District	Tulare Joint Union High School District
San Dieguito Union High School District	Tulelake Basin Joint Unified School District
San Juan Unified School District	Turlock Joint Union High School District
San Leandro Unified School District	Tustin Unified School District
San Lorenzo Unified School District	Ukiah Unified School District
San Luis Coastal Unified School District	Upland Unified School District
San Marcos Unified School District	Vacaville Unified School District
San Mateo Union High School District	Vallejo City Unified School District
San Pasqual Valley Unified School District	Valley Center-Pauma Unified School District
San Ramon Valley Unified School District	Ventura Unified School District
Sanger Unified School District	Victor Valley Union High School District
Santa Ana Unified School District	Visalia Unified School District
Santa Clara Unified School District	Vista Unified School District
Santa Cruz City High School District	Wasco Union High School District
Santa Maria Joint Union High School District	Washington Unified School District
Santa Monica-Malibu Unified School District	West Contra Costa Unified School District
Santa Paula Union High School District	West Covina Unified School District (Covina Valley USD)
Selma Unified School District	Western Placer Unified School District
Sequoia Union High School District	Whittier Union High School District
Shasta Union High School District	William S. Hart Union High School District
Sierra Sands Unified School District	Williams Unified School District (Colusa COE)
Sierra Unified School District	Willows Unified School District (Glenn COE)
Silver Valley Unified School District	Windsor Unified School District
Simi Valley Unified School District	Woodlake Union High School District
Siskiyou Union High School District	Woodland Joint Unified School District
Soledad Unified School District	Yosemite Union High School District
Sonoma Valley Unified School District	Yreka Union High School District
Sonora Union High School District	Yuba City Unified School District (Sutter COE)
South San Francisco Unified School District	Yucaipa-Calimesa Joint Unified School District
Southern Trinity Joint Unified School District	
St. Helena Unified School District	
Stockton Unified School District	
Stony Creek Joint Unified School District (Glenn COE)	
Summerville Union High School District	
Sutter County Office of Education	
Sutter Union High School District (Sutter COE)	
Sweetwater Union High School District	
Tamalpais Union High School District	
Temecula Valley Unified School District	