Appendix F

ISAEP/GED

ISAEP and Adult Education GED

Arlington Public Schools offers several alternative pathways to earning a high school diploma. One of these alternatives is the General Educational Development (GED). GED prep classes are managed by the Career, Technical, and Adult Education (CTAE) Office and are available through two different programs: one for APS high school students and one for adults.

The Individual Student Alternative Education Plan (ISAEP)

Virginia law requires that all residents attend school until they receive a high school diploma or reach 18 years of age. Students between the ages of 16 and 18 may choose an alternative school plan to satisfy the legal requirement. One option is preparing for the GED combined with career training and counseling. This plan is called the Individual Student Alternative Education Plan (ISAEP).

ISAEP Eligibility Requirements

1. Meet with principal (or designee) and parents for counseling on the impact of failing to complete high school and for planning an individual student education program
2. Obtain a signed permission form from parent or legal guardian to take the practice and reading tests. (All practice and reading tests are administered by ISAEP staff)
3. Take an assessment to determine reading level. (A minimum reading level of 7.5 is required for eligibility to begin the ISAEP.)
4. Take practice tests in all four GED subject areas and score at least 125 in each area. The four areas are: Reasoning through Language Arts, Mathematics, Science, and Social Studies
5. Meet with GED Coordinator and parent or legal guardian for planning an individual student education program. Obtain a school withdrawal notice to be signed by principal or designee. A potential ISAEP student's attendance and disciplinary records are reviewed before being accepted into the ISAEP.
6. In order for a student to be eligible for enrollment in the ISAEP program, the student must be at least one full year behind in credits. Exceptions to this requirement may be made for students who are credit deficient and who are at risk of leaving school before completion.

ISAEP completion requirements

1. Receive career testing and counseling (Virginia Wizard)
2. Take practice tests in all four GED subject areas and score at least 150 in each area. The four areas are: Reasoning through Language Arts, Mathematics, Science, and Social Studies
3. Take placement test at Northern Virginia Community College and meet with counselor from Northern Virginia Community College
4. Complete Economics and Personal Finance Course if not already completed at home high school
5. Enroll in certification course at the Career Center or take the Microsoft Certification Course while enrolled in the ISAEP Program
6. Take and pass the GED test after verification of completing all the ISAEP requirements

Attainment of GED

Table 1 provides information reported to the Virginia Department of Education (VDOE) annually. This information includes the total number of students who:

- Take placement tests for ISAEP
- Enroll in ISAEP
- Take the GED test
- Pass the GED test

Table 1: ISAEP Enrollment, GED Participation, and GED Pass Rates, 2011-12 through 2015-16

Measure	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students "served;" i.e., who expressed an interest in ISAEP and took placement tests	19	22	15	21	18
Number of students served, by age and gender					
a. 16 Yrs.- Male	4	1	2	3	2
b. 16 Yrs. - Female	0	0	0	0	0
c. 17 Yrs. - Male	3	4	7	5	3
d. 17 Yrs. - Female	0	5	3	4	0
e. 18 Yrs. - Male	2	3	1	2	2
f. 18 Yrs. - Female	2	3	0	2	1
g. 19+ Yrs. - Male	5	6	2	4	4
h. 19+ Yrs. - Female	3	0	0	1	6
Number of students served, by race/ethnicity					
a. Caucasian	6	12	4	8	6
b. African-American	5	5	5	7	3
c. Hispanic	6	5	5	5	7
d. Other	2	0	1	1	2
Number of students **enrolled** in ISAEP program, by entry reason					
a. Academic Challenges (academic failure, SOL challenges, etc.)	2	1	5	2	
b. Disciplinary Issues (expulsion, long-term suspension(s), socialization difficulties, etc.)	2	2	1	2	
c. Age Imbalance (students who are older than their peers in academic classes)	3	1		1	
d. Other	0		1	5	3
Total number of students enrolled in ISAEP	7	4	7	10	3

Measure	2011-12	2012-13	2013-14	2014-15	2015-16
Total number of students with special needs enrolled in the ISAEP program	1	1	1	2	2
Total number of students enrolled in the ISAEP program who **took** the GED Tests between July 1 and June 30, by age and gender					
a. 16 Yrs.- Male	3	0		1	2
b. 16 Yrs. - Female	0	0			
c. 17 Yrs. - Male	0	0	3	1	
d. 17 Yrs. - Female	0	0	1	3	
e. 18 Yrs. - Male	1	1			
f. 18 Yrs. - Female	1	0			
g. 19+ Yrs. - Male	1	0		0	
h. 19+ Yrs. - Female	0	0		0	
Total number of students who took the GED test	6	1	4	5	2
Total number of students enrolled in the ISAEP program who **passed** the GED Tests between July 1 and June 30, by age and gender					
a. 16 Yrs.- Male	3	0		1	2
b. 16 Yrs. - Female	0	0		0	
c. 17 Yrs. - Male	0	0	1	1	
d. 17 Yrs. - Female	0	0	1	3	
e. 18 Yrs. - Male	0	1			
f. 18 Yrs. - Female	0	0			
g. 19+ Yrs. - Male	1	0			
h. 19+ Yrs. - Female	0	0			
Total number of students who passed the GED test	4	1	2	5	2

Adult GED Program

The APS Adult Education GED Program is designed for persons who were once enrolled in school, but for various reasons, did not complete the requirements for high school graduation. Classes are available for persons who wish to develop or refresh the skills necessary for successful completion of the GED test. Students are encouraged to take the GED test when their progress indicates their readiness. New students are required to take an English and math assessment to ensure proper course placement.

Registration

Table 2 shows the number of students who registered for adult GED courses from 2011-12 through 2015-16. The data includes:

- **Initial registrations**: all students who registered. These students took a placement exam and received counseling about the GED and available courses.
- **Remained registered**: the number of students who remained registered after the placement exam and receiving counseling.
- **Canceled registration**: the number of students who canceled their registration after taking the placement exam and receiving counseling about course options.

Table 2: Adult GED Course Registrations, 2011-12 through 2015-16

Course	Registrations	2011-12	2012-13	2013-14	2014-15	2015-16
Basic math classes	Initial Registrations	0	19	28	24	12
	Remained Registered	0	19	24	20	12
	Canceled Registration	0	0	4	4	0
Pre-GED prep classes level 1/2	Initial Registrations	30	0	0	0	0
	Remained Registered	30	0	0	0	0
	Canceled Registration	0	0	0	0	0
Pre - GED classes level 1	Initial Registrations	13	0	0	0	0
	Remained Registered	13	0	0	0	0
	Canceled Registration	0	0	0	0	0
GED en español curso preparatorio	Initial Registrations	0	0	0	0	4
	Remained Registered	0	0	0	0	4
	Canceled Registration	0	0	0	0	0
GED en español (solamente matematicas)	Initial Registrations	34	37	17	17	0
	Remained Registered	34	37	17	17	0
	Canceled Registration	0	0	0	0	0
GED en español	Initial Registrations	50	76	98	89	78
	Remained Registered	46	69	94	79	74
	Canceled Registration	4	7	4	10	4
GED math only	Initial Registrations	0	1	0	0	0
	Remained Registered	0	1	0	0	0
	Canceled Registration	0	0	0	0	0
GED preparation classes level 2	Initial Registrations	30	60	53	39	43
	Remained Registered	28	58	50	39	43
	Canceled Registration	2	2	3	0	0
GED preparation classes level 3	Initial Registrations	61	43	48	39	33
	Remained Registered	56	43	46	37	31
	Canceled Registration	5	0	2	2	2
GED preparation classes level 4	Initial Registrations	104	46	60	86	54

Course	Registrations	2011-12	2012-13	2013-14	2014-15	2015-16
	Remained Registered	96	40	54	86	54
	Canceled Registration	8	6	6	0	0
Skill builder prep classes	Initial Registrations	0	23	24	14	24
	Remained Registered	0	23	24	14	24
	Canceled Registration	0	0	0	0	0
Grand total	Initial Registrations	322	305	328	308	248
	Remained Registered	303	290	309	292	242
	Canceled Registration	19	15	19	16	6

Gains over Time

Students in the adult GED program take practice tests to assess their educational functioning level (EFL) and gains in reading and math. The EFLs are:

1. Adult Basic Education (ABE) Beginning Literacy
2. ABE Beginning Basic Education
3. ABE Intermediate Low
4. ABE Intermediate High
5. Adult Secondary Education (ASE) Low
6. ASE High

Performance on practice assessments is entered into the National Reporting System (NRS) database, which produces a report for each school year on gains made by students in the program. **Tables 3-6** show gains made by EFL in 2012-13 through 2015-16. The report includes data for both reading and math; if a student made a gain in one of these areas, it is counted as a gain.

Table 3: Educational Gains and Attendance by Educational Functioning Level, 2012-13

Entering EFL	Enrolled	Total Attendance Hours	Completed Level	Advanced One or More Levels	Separated before Completed	Remained within Level	Completed Level	State Target
ABE Beg. Literacy	0	0	0	0	0	0	0%	50%
ABE Beg. Basic Education	12	651	5	4	2	5	42%	50%
ABE Int. Low	58	3092	17	11	4	37	29%	45%
ABE Int. High	30	1431	6	4	5	19	20%	40%
ASE Low	15	1257	5	3	4	6	33%	37%
ASE High	0	0	0	0	0	0	0%	N/A

Table 4: Educational Gains and Attendance by Educational Functioning Level, 2013-14

Entering EFL	Enrolled	Total Attendance Hours	Completed Level	Advanced One or More Levels	Separated Before Completed	Remained within Level	Completed Level	State Target
ABE Beg. Literacy	7	318	2	2	0	5	28.57%	52%
ABE Beg. Basic Education	35	2113	8	8	0	27	22.86%	48%
ABE Int. Low	66	3777	8	6	6	52	12.12%	45%
ABE Int. High	27	1701	5	3	8	14	18.52%	38%
ASE Low	4	321	1	1	3	0	25%	39%
ASE High	0	0	0	0	0	0	0%	N/A

Table 5: Educational Gains and Attendance by Educational Functioning Level, 2014-15

Entering EFL	Enrolled	Total Attendance Hours	Completed Level	Advanced One or More Level	Separated Before Completed	Remained within Level	Completed Level	State Target
ABE Beg. Literacy	10	715	3	3	0	7	30%	48%
ABE Beg. Basic Education	41	3001	17	17	2	22	41%	45%
ABE Int. Low	56	3318	14	14	4	38	25%	43%
ABE Int. High	20	1458	9	9	1	10	45%	36%
ASE Low	4	320	0	0	0	4	0%	40%
ASE High	1	163	0	0	1	0	0%	N/A

Table 6: Educational Gains and Attendance by Educational Functioning Level, 2015-16

Entering EFL	Enrolled	Total Attendance Hours	Completed Level	Advanced One or More Level	Separated Before Completed	Remained within Level	Completed Level	State Target
ABE Beg. Literacy	3	280	2	0	1	0	67%	51%
ABE Beg. Basic Education	27	1528	7	1	20	0	26%	43%
ABE Int. Low	32	2668	6	1	26	0	19%	40%
ABE Int. High	24	1817	5	2	19	0	21%	35%
ASE Low	4	379	2	1	2	0	50%	43%
ASE High	0	0	0	0	0	0	0%	N/A

Attainment of GED

GED students must take the GED test at a Pearson VUE Testing Center. They have the option to proactively share their GED scores with APS within the ged.com website at the time of registering for the test or after taking the test. Since not all students share their scores, APS does not have test results for all adult education GED students who take the test.

The CTAE Office provided Planning and Evaluation with GED results for 39 adult education students who took the GED between December 2014 and December 2016. These are students whose GED results were accessible to CTAE staff on ged.com because the student had shared scores with APS.

Of the 39 students:

- 23 attained the GED (59%).

Of the remaining 16 who haven't yet attained the GED:

- None has taken all four subtests.
- 11 have passed at least one subtest (four have passed one subtest, three have passed two subtests, and four have passed three subtests).
- Six have failed at least one subtest (five have failed one subtest and one has failed two subtests).

Of the students who attained the GED, it took an average 0.6 years from the APS start date to the final GED test date. This ranged from 0.2 years for four students and 1.8 years for one student. **Table 7** shows the time (in years) it took all 23 students to attain the GED. Due to low numbers, it is not possible to disaggregate the data by entry level.

Table 7: Years to Attain GED

Years to Attain GED	Number of Students
0.2	4
0.3	3
0.4	3
0.6	2
0.7	2
0.9	1
1.0	1
1.1	1
1.2	1
1.3	1
1.8	1