

PARKING LOT QUESTIONS FROM MABLE CONFERENCE
JANUARY 20, 2011

1. Explain the exiting policy?

If a student announces he is leaving the program, give him a separation date of his last day of attendance or the date he notifies you that he is not returning.

If a student has no attendance for 90 days and has no further attendance scheduled, give him a separation date that is no more than 90 days after his last attendance. The question has been asked whether you should make his separation date the same as his last date of attendance or if it should be the date 90 days after his last attendance when you determined he wasn't returning. There is no rule that specifically addresses that decision. From a practical standpoint, if his 90 days of non-activity spans July 1, I would probably make the separation date prior to July 1. Mable does not force you to enter a date that is less than 30 days old when you are doing separation.

2. Student gone for 2 years and had 53 hours previously. We can't enroll due to time, how can we count them and obtain the extra 7 hours/to count?

Sorry, I don't understand the question. What do you mean by We can't enroll due to time? If he was gone and you separated him, you should be able to create a new enrollment record. You will probably do intake, assessment and goal setting again since he was gone for so long. That should bring you nearly to the 60 hours. Of course the new rulings have cut that number back, but the issue is still the same.

3. What happens if a person has 60 hours, stops, retests for instructional year, has a higher "pretest" in PAI, which score counts?

I think you are asking if the higher pretest score will change his starting EFL for purposes of showing gain. The answer is no. You must show a gain based on the original EFL in the starting PAI.

However, if there is a gain between pretests and the student has sufficient hours for testing, that gain will count for NRS reporting.

4. The order of the language, reading and math. Could it match the paperwork?
5. Can K-12 schools see the student records of students in other school districts in the AIM database?
6. Can the profile form have a question on it that reads something like this-Have you been in another Montana ABLÉ program this year?
7. Help me to explain to my instructors why the results of a student's GED Predictive Test cannot be substituted for a post test. (They usually exit the program upon achieving the GED and we can never capture the post test gain).
NRS guidelines dictate which tests we can use for evaluating student achievement. The GED Predictive Test has not been approved for that purpose. However, keep in mind that if the student started at ASE High, you will capture a post test gain if he passes the GED.
8. Under 18-can MABLE system require/have a box for non-enrollment letter?
9. Can we update the profile form to match MABLE and can profile questions about referral be all grouped together on one page?
10. Can the profile form allow people to select more than two goals?
11. Could the race/ethnicity questions be better highlighted so students can easily see they need to answer two (2) questions?

12. If a student walks in with a TABE test that is valid but more than 30 days old what shall we do with it?