**Policy for Reporting Educational Functioning Level (EFL)**

**and Literacy Completion Point (LCP) learning gains[[1]](#footnote-1)**

**2016-2017**

**New Enrollment Assessment Procedures**

The following policy should be used to determine the Educational Functioning Level (EFL) for newly enrolled students. Examples of newly enrolled students include:

Students not previously enrolled in any Adult Education program in an agency/district/college

* Students previously enrolled in an Adult Education program in an agency/district/college, but not enrolled in any term in either the current reporting year OR in the prior reporting year
* Students previously or currently enrolled at another agency/district/college, but have not enrolled in an Adult Education program at your agency/district/college.

The following chart shows examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student | Enrollment Reported for 2013-14 | Enrollment Reported for 2014-15 | Enrollment Reported for 2015-16 | New Student or Continuously Enrolled Student in 2016-17 |
| A | No | No | No | New |
| B | Yes | No | No | New |
| C | Yes | Yes | No | New |
| D | No | No | Yes | Continuous |
| E | No | Yes | Yes | Continuous |

Note: Students previously enrolled in ESOL or ELCATE who tested out of these courses based on the reading score should not be re-enrolled in these programs using the listening score (see Students D and E in the above scenario). Students may receive English language instruction by enrolling in Adult ESOL College and Career Readiness, program number 9900051 (formerly Academic Skills for Adult ESOL Learners).

**New Student Enrollment (ESOL) – CASAS:**

* Students who enroll for the first time in ESOL or ELCATE must pre-test in both listening and reading. The Initial EFL placement is based on the test with the lower score.
* Students must post-test in both listening and reading after completing 70 to 100 hours of instruction. EFL and LCP learning gains are calculated based on the test score in the same skill area (listening or reading) used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
* Students who make an EFL and LCP learning gain are reported in the next higher EFL in the next reporting term.
* Students who do not make an EFL and LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
* Students who test out of the program should be exited from the course based on the test date.

**New Student Enrollment - All other adult education assessments:**

* The Initial EFL placement is based on the student’s pre-test score.
* EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
* Students who make an EFL and LCP learning gain are reported in the next higher EFL in the next reporting term.
* Students who do not make an EFL and LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
* Students who test out of the program should be exited from the course based on the test date. For example, an Adult Basic Education (ABE) student who post-tests and scores above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date which reflects the diploma date.

**Continuous Enrollment Assessment Procedures**

The following policy should be used when determining the EFL for a continuously enrolled student. A continuously enrolled student is a student who has previously enrolled in agency/district/college in another term in either the same reporting year, or in the previous reporting year. For examples of students who are considered continuously enrolled, please use the chart located in the “New Enrollment” section.

**Continuous Enrollment (ESOL) - CASAS:**

* Students are post-tested in both listening and reading. The EFL should be based on the test (reading) used for the Initial EFL placement.
* Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.
* Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
* Students previously or currently enrolled in ESOL or ELCATE who test out of the course based on the reading score should not be re-enrolled using the listening score. Students who test out of the program should be exited from the course based on the test date.

**Continuous Enrollment - All other adult education assessments:**

* Student should be placed based on pre-test scores.
* EFL and LCP learning gains are calculated based on the test score in the same skill area used for the Initial EFL placement (see the Adult Education Assessment Technical Assistance Paper for guidance).
* Students who make an EFL and LCP learning gain are reported in the higher EFL in the next reporting term.
* Students who do not make an EFL or LCP learning gain or score into a lower EFL should continue to be reported in the same EFL in the next reporting term.
* Students who have tested out of the program are exited from the course based on the test date. For example, Adult Basic Education (ABE) students who post-test and score above 8.9 should have an exit date that reflects the qualifying test score date. A student who takes and passes the GED® should have an exit date that reflects the diploma date.

1. Out of range scores should not be used to report EFLs LCPs. [↑](#footnote-ref-1)