Reporting Educational Functioning Level (EFL) and Literacy Completion Point (LCP) gains of Adult ESOL Students in Programs Using CASAS
Program Year July 1, 2016 – June 30, 2017

Starting July 1, 2016, the following procedure will be used to determine if a student is a NEW ENROLLMENT or CONTINUOUS ENROLLMENT:

Examples of NEW ENROLLMENT:
- Students not previously enrolled in your Adult Education
- Students previously enrolled in your Adult Education program, but not enrolled in any term in either the current reporting year or the prior reporting year
- Students previously or currently enrolled in another Adult Education program

Examples of CONTINUOUS ENROLLMENT:
- Students previously enrolled in your Adult Education program in another term of the current reporting year
- Students previously enrolled in your Adult Education program in one or more terms of the previous reporting year

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Enrollment Reported in 2013-14</th>
<th>Enrollment Reported in 2014-15</th>
<th>Enrollment Reported in 2015-16</th>
<th>New/Continuous Enrollment in 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>B</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>C</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
<tr>
<td>E</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
NOTE:
The following procedures will be used for the Adult ESOL or ELCATE course. Procedures for the Citizenship, College and Career Readiness, and Literacy Skills courses will remain the same in 2016-2017.

Procedures for NEW ENROLLMENTS:

• Pre-test new students in both listening and reading skill areas.

• Report the Initial EFL of students based on the skill area with the lower score. If the lower score is in the reading skill area, report the Initial EFL in reading. If the lower score is in the listening skill area, report the Initial EFL in listening.

• Post-test in both listening and reading after 70 to 100 hours of instruction.

• Track EFL/LCP gains based on the same skill area (listening or reading) used for the Initial EFL placement. Students with a lower initial placement score in reading will be tracked on reading. Students with a lower initial placement score in listening will be tracked on listening.

• Report EFL/LCP gains made by students as determined by the post-test score. Report the student’s new/same EFL. No EFL/LCP gain = same EFL. One EFL/LCP gain = one higher EFL. Two EFL/LCP gains = two higher EFLs.

• Report students who score into a lower EFL/LCP in the same EFL they had before post-testing. Once students have gained an EFL/LCP, do not report any EFL/LCP that is lower.

• Exit students from the course when they test out in the skill area of their Initial EFL. If the Initial EFL was based on reading, use the reading score to determine completion. If the Initial EFL was based on listening, use the listening score to determine completion.

• Exit students from the course based on the test date.

• Provide guidance to students who complete the course to determine if they may benefit from enrolling in one or more of the following courses:

  ➢ Adult ESOL College and Career Readiness (formerly Academic Skills)
  ➢ Adult Basic Education/Advanced Secondary Education
  ➢ GED® Preparatory
  ➢ Career and Technical Program
NOTE:
The following procedures will be used for the Adult ESOL or ELCATE course. Procedures for the Citizenship, College and Career Readiness, and Literacy Skills courses will remain the same in 2016-2017.

Procedures for testing, placing, and reporting EFLs/LCPs on CONTINUOUS ENROLLMENTS:

• Test continuing students in both listening and/or reading skill areas if the date of the last test in reading and/or listening exceeds four months.

• Do not test continuing students in listening and/or reading if the date of the last test in reading and/or listening is less than four months.

• Use the same EFL (based on reading) from the previous term to report the Initial EFL for the continuing term.

• Post-test in both listening and reading after 70 to 100 hours of instruction.

• Report EFL/LCP gains made by students as determined by the post-test score. Report the student’s new/same EFL. No EFL/LCP gain = same EFL. One EFL/LCP gain = one higher EFL. Two EFL/LCP gains = two higher EFLs.

• Report students who drop an EFL/LCP in the same EFL they had before post-testing. Once students have gained an EFL/LCP, do not report any EFL/LCP that is lower.

• Exit students from the course when they test out in the reading skill area.

• Exit students from the course based on the test date.

• Provide guidance to students who complete the course to determine if they may benefit from enrolling in one or more of the following courses:
  - Adult ESOL College and Career Readiness (formerly Academic Skills)
  - Adult Basic Education/Advanced Secondary Education
  - GED® Preparatory
  - Career and Technical Program
<table>
<thead>
<tr>
<th>NRS EFL</th>
<th>Reading Score Range 27/28 and 80R</th>
<th>980 Listening Scores</th>
<th>LCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27/28 - 153-180  80R - 171-180</td>
<td>169-180</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>181-190</td>
<td>181-189</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>191-200</td>
<td>190-199</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>201-210</td>
<td>200-209</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>211-220</td>
<td>210-218</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>221-235</td>
<td>219-227</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>236 or more</td>
<td>228 or more</td>
<td></td>
</tr>
</tbody>
</table>

* College and Career Readiness is a separate course in the ESOL Program. It is above the levels of the Adult ESOL program.
Reading 80 Series – Listening 980 Series

Procedure to determine Initial EFL and EFL/LCP gains when the scale scores of the Reading 80 Series and Listening 980 Series are identical but not in the same EFL.

First, determine the EFL of the reading score and of the listening score. For scores that are in different EFLs, use the lower EFL.

EXAMPLES

The skill areas have identical scores, but are in different EFLs.

- \( R-190 = 2/\text{Low Beg.} \)  
- \( L-190 = 3/\text{High Beg.} \)  
  - Based on Reading, Initial EFL is 2/Low Beginning

- \( R-200 = 3/\text{HB} \)  
- \( L-200 = 4/\text{LI} \)  
  - Based on Reading, Initial EFL is 3/High Beginning

- \( R-210 = 4/\text{LI} \)  
- \( L-210 = 5/\text{HI} \)  
  - Based on Reading, Initial EFL is 4/Low Intermediate

- \( R-219 = 5/\text{HI} \)  
- \( L-219 = 6/\text{ADV} \)  
  - Based on Reading, Initial EFL is 5/High Intermediate

- \( R-220 = 5/\text{HI} \)  
- \( L-220 = 6/\text{ADV} \)  
  - Based on Reading, Initial EFL is 5/High Intermediate

One of the skill areas has a lower score, but is in a higher EFL.

- \( R-220 = 5/\text{HI} \)  
- \( L-219 = 6/\text{ADV} \)  
  - Based on Reading, Initial EFL is 5/High Intermediate
80 Series Reading Test and 980 Series Listening Test

Procedure to determine the Initial EFL of students when the reading and listening scale scores are different but are in the same EFL:

Use the lower score to assign the initial EFL.

**EFL 1/Foundations:**

- R-180
- L-179
- Initial EFL is in listening

- R-153
- L-169
- Initial EFL is in reading

**EFL 2/Low Beginning:**

- R-182
- L-181
- Initial EFL is in listening

- R-188
- L-189
- Initial EFL is in reading

**EFL 3/High Beginning:**

- R-191
- L-190
- Initial EFL is in listening

- R-198
- L-199
- Initial EFL is in reading

**EFL 4/Low Intermediate:**

- R-201
- L-200
- Initial EFL is in listening

- R-208
- L-209
- Initial EFL is in reading

**EFL 5/High Intermediate:**

- R-211
- L-210
- Initial EFL is in listening

- R-217
- L-218
- Initial EFL is in reading

**EFL 6/Advanced:**

- R-221
- L-219
- Initial EFL is in listening

- R-226
- L-227
- Initial EFL is in listening

Procedure to determine the Initial EFL of students when the reading and listening scale scores are identical and in the same EFL:

The program will choose one of the two skill areas to establish the student’s Initial EFL. The skill area that is chosen will be used to track EFL/LCP gains.
EFL Placement Chart for Scale Scores that are Identical on 80 Reading and 980 Listening tests

<table>
<thead>
<tr>
<th>Reading Score Range 27/28 and 80R</th>
<th>Listening Score Range 980L</th>
<th>EFL</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/28 - 153-180 80R - 171-180</td>
<td>179-180</td>
<td>1 Foundations</td>
<td>N/A</td>
</tr>
<tr>
<td>190 = 2/LB</td>
<td>190 = 3/HB</td>
<td>2 Low Beginning</td>
<td>Identical Scores, but Different EFLs</td>
</tr>
<tr>
<td>200 = 3/HB</td>
<td>200 = 4/LI</td>
<td>3 High Beginning</td>
<td>Identical Scores, but Different EFLs</td>
</tr>
<tr>
<td>210 = 4/LI</td>
<td>210 = 5/HI</td>
<td>4 Low Intermediate</td>
<td>Identical Scores, but Different EFLs</td>
</tr>
<tr>
<td>219 = 5/HI</td>
<td>219 = 6/ADV</td>
<td>5 High Intermediate</td>
<td>Identical Scores, but Different EFLs</td>
</tr>
<tr>
<td>220 = 5/HI</td>
<td>220 = 6/ADV</td>
<td>5 High Intermediate</td>
<td>Identical Scores, but Different EFLs</td>
</tr>
<tr>
<td>220 = 5/HI</td>
<td>219 = 6/ADV</td>
<td>5 High Intermediate</td>
<td>Reading Score Higher, but in Lower EFL</td>
</tr>
</tbody>
</table>