

**CASAS Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE**

Educational Functioning Levels		CASAS Level	Reading and Math Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211 - 220
4	High Intermediate Basic Education	C	221 - 235
5	Low Adult Secondary Education	D	236 - 245
6	High Adult Secondary Education	E	246 and above

\* Estimated score below the accurate range

**CASAS Relationship to NRS Educational Functioning Levels (EFL) for ESL as of July 2006**

Educational Functioning Levels		CASAS Level	Reading and Listening Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181 - 190
3	High Beginning ESL	A	191 - 200
4	Low Intermediate ESL	B	201 - 210
5	High Intermediate ESL	B	211 - 220
6	Low Advanced ESL	C	221 - 235

\* Estimated score below the accurate range

**Table 4**  
**Educational Gains and Attendance by Educational Functioning Level**

Student Records Dated between 07/01/2010 and 06/30/2011  
 Consumer Records Dated between 07/01/2010 and 06/30/2011

Agency: 4908 - Rolling Hills Adult School

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	27	2,803	3	0	1	23	11.11
ABE Beginning Basic Education	2	70	1	1	0	1	50.00
ABE Intermediate Low	8	342	3	1	0	5	37.50
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	8	444	4	2	1	3	50.00
ESL Low Beginning	17	2,168	11	8	2	4	64.71
ESL High Beginning	51	5,138	27	13	7	17	52.94
ESL Low Intermediate	41	5,693	25	18	4	12	60.98
ESL High Intermediate	62	6,718	40	27	1	21	64.52
ESL Advanced	35	3,731	6	N/A	5	24	17.14
<b>Total</b>	280	27,568	122	70	25	113	46.92

Column C: TOPSpro collects hours from all Test Records and all Update records. Whichever number is greater is used.

Column H reports NRS Level Completion percent for an EFL.

A learner is placed into the EFL score range (Column B) according to the learner's instructional program (**ENTRY No.11**) and first accurate pretest scaled score. Conservative estimate scores are considered accurate scores.

Pre and post-tests cannot be the same test form unless a different test form was given in between.

Column D Level Completion: If a pretest score falls within a given EFL range and the post-test is equal to or higher than the uppermost number in that EFL, then the student Completed a Level.  
*Example: Pretest Score of 205 and Post-test score 210 – Learner Completed a Level – ABE Beginning.*

Column E: Learner status (**UPDATE Field No. 7**) must be coded RETAINED IN PROGRAM.

Column G represents the number of learners still enrolled who are at the same educational level as when entering the program.

Column F: Learner Status (**UPDATE Field No. 7**) must not be coded LEFT PROGRAM or NO SHOW

If learner shows any progress in **UPDATE Field No.8** they will not be included in this column.

**Table 4B** identifies learners with paired test scores only. This group is a subset of the learners included in Table 4. Note that Tables 4 and 4B columns B and H result in different totals and percentages.

**Table 4B**  
**Educational Gains and Attendance by Educational Functioning Level**  
 Student Records Dated between 07/01/2010 and 06/30/2011  
 Consumer Records Dated between 07/01/2010 and 06/30/2011

Agency: 4908 - Rolling Hills Adult School

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	13	1,579	3	0	1	9	23.08
ABE Beginning Basic Education	2	70	1	1	0	1	50.00
ABE Intermediate Low	5	227	3	1	0	2	60.00
ABE Intermediate High	5	144	1	0	3	1	20.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	7	406	4	2	0	3	57.14
ESL Low Beginning	16	2,109	11	8	1	4	68.75
ESL High Beginning	44	4,775	27	13	2	15	61.36
ESL Low Intermediate	40	5,385	25	18	4	11	62.50
ESL High Intermediate	56	6,282	40	27	0	18	71.43
ESL Advanced	34	3,643	6	N/A	4	24	17.65
<b>Total</b>	<b>223</b>	<b>24,745</b>	<b>122</b>	<b>70</b>	<b>15</b>	<b>86</b>	<b>54.70</b>

ONLY LEARNERS WITH ACCURATE PAIRED PRE-TESTS AND POST-TESTS ARE INCLUDED ON TABLE 4B

Identifies the number of learners within an EFL who have completed a level

Column E uses same general guidelines as COLUMN D BUT test score must be 1 point higher than the uppermost number in the pre-test score range.  
  
Learner Status (**UPDATE Field No. 7**) must be coded: RETAINED IN PROGRAM

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pre-tests and post-tests and paired skill levels.

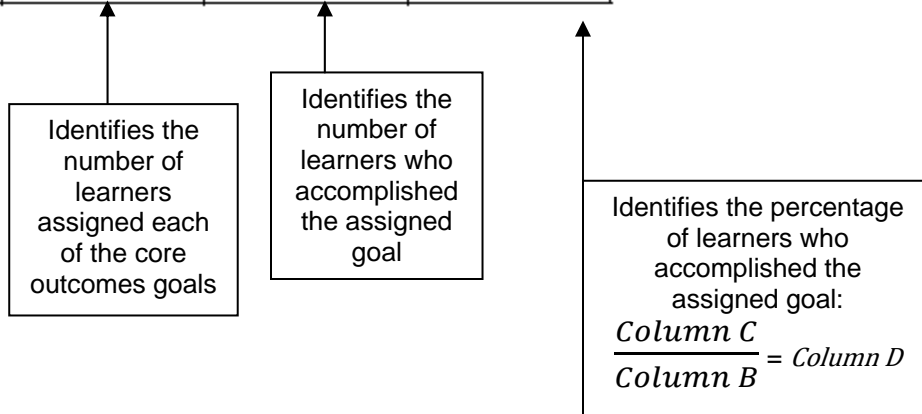
**Table 5** reports learners with primary or secondary goals (Entry Record field 12) that address NRS core outcomes—get a job, retain a job, obtain GED/high school diploma, or enter college/training—and compares the number assigned these goals with the number who achieved the outcome. Below is a TOPSpro NRS Federal Table 5 Report example for a fictitious agency, Rolling Hills Adult School.

**Table 5**  
**Core Follow-up Outcome Achievement**

Student Records Dated between 07/01/2010 and 06/30/2011  
Consumer Records Dated between 07/01/2010 and 06/30/2011

Agency: 4908 - Rolling Hills Adult School

Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	4	1	25.00
Retained Employment	0	0	0.00
Obtained a GED or secondary school diploma	7	3	42.86
Placed in postsecondary education or training	6	1	16.67



**National Reporting System (NRS) Performance Report.** This report details the California Workforce Investment Act (WIA) Title II performance goals for each Educational Functioning Level (EFL) for a selected program year and compares it to the local agency's level completion performance for all enrollees (Federal Table 4) and those with paired CASAS pre- and post-test scores (Federal Table 4B). This TOPSpro report allows an agency to determine if it is meeting, exceeding, or under-performing compared to the California performance goals. This is a TOPSpro NRS Performance Report example for a fictitious agency, Rolling Hills Adult School.

Column A – Educational Functioning Level (EFL) describes the learners’ skills upon entering that level.

Source: NRS Implementation Guidelines

Agency: 4908 - Rolling Hills Adult School

**National Reporting System Performance Report**  
**Program Year 2009-2010**

Column C – Percentage of level completion or performance for all learners enrolled for each EFL as calculated from Federal Table 4 Column H.

Entering Educational Functioning Level	California Performance Goal Program Year 2009-2010	Performance (against all Enrollees)	Performance (against enrollees with pre- & post-test results)
ABE Beginning Literacy	27.00 %	23.08 %	42.86 %
ABE Beginning Basic	41.00 %	25.00 %	25.00 %
ABE Intermediate Low	37.00 %	35.71 %	62.50 %
ABE Intermediate High	26.00 %	30.00 %	37.50 %
ASE Low	19.00 %	100.00 %	100.00 %
ASE High	NA	0.00 %	0.00 %
ESL Beginning Literacy	43.00 %	50.00 %	60.00 %
ESL Low Beginning	33.00 %	55.56 %	62.50 %
ESL High Beginning	48.00 %	58.82 %	58.82 %
ESL Intermediate Low	46.00 %	69.81 %	74.00 %
ESL Intermediate High	43.00 %	3.57 %	3.57 %
ESL Advanced	21.00 %	0.00 %	0.00 %

Column B – California performance goals for a particular program year for each EFL.

Source: California Department of Education, Adult Education Office negotiated NRS performance goals for California WIA Title II funding.

Column D – Percentage of level completion or performance for learners with paired test scores for each EFL as calculated from Federal Table 4B Column H.

**Persister Report.** This TOPSpro report details the educational gains, percentage of persistence, attendance hours, and percentage of each Educational Functioning Level (EFL) completion in a side by side comparison for Workforce Investment Act (WIA) Title II funded instructional programs National Reporting System (NRS) Federal Tables 4 and 4B. The percentage of persistence for each EFL provides an indication of those learners who remained in their instructional program. This is a TOPSpro Persister Report example for a fictitious agency, Rolling Hills Adult School.

Column B – Total learners in each EFL who have an accurate CASAS pretest.  
Source: CASAS Pretest Record scaled score.

Column C – Total learners in each EFL who have an accurate CASAS pre- and post-test. Source: CASAS pretest score according to NRS Implementation Guidelines score ranges.

Column D – Percentage of persisters is calculated by dividing Column C by Column B for each EFL.

**Persister Report**  
**Educational Gains and Attendance by Educational Functioning Level**

Agency: 4908 - Rolling Hills Adult School

Entering Educational Functioning Level (A)	Total Number Enrolled Federal Table 4 (B)	Total Number Enrolled Federal Table 4B (C)	Percentage of Persister (D)	Average Attendance Hours Federal Table 4 (E)	Average Attendance Hours Federal Table 4B (F)	Percentage Completing Level Federal Table 4 (G)	Percentage Completing Level Federal Table 4B (H)
ABE Beginning Literacy	13	7	53.85	116.85	77.57	23.08	42.86
ABE Beginning Basic	4	4	100.00	32.75	32.75	25.00	25.00
ABE Intermediate Low	14	8	57.14	51.00	49.88	35.71	62.50
ABE Intermediate High	10	8	80.00	40.30	36.63	30.00	37.50
ASE Low	1	1	100.00	125.00	125.00	100.00	100.00
ASE High	0	0	0.00	0.00	0.00	0.00	0.00
ESL Beginning Literacy	6	5	83.33	59.50	63.80	50.00	60.00
ESL Low Beginning	27	24	88.89	102.30	105.04	55.56	62.50
ESL High Beginning	34	34	100.00	119.32	119.32	58.82	58.82
ESL Intermediate Low	53	50	94.34	120.23	121.38	69.81	74.00
ESL Intermediate High	28	28	100.00	109.86	109.86	3.57	3.57
ESL Advanced	0	0	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>190</b>	<b>169</b>	<b>88.94</b>	<b>102.71</b>	<b>103.74</b>	<b>46.84</b>	<b>52.66</b>

Column A – Educational Functioning Level (EFL) describes the learners' entry level skills.  
Source: NRS Implementation Guidelines

Column H – Percentage of pre- and post-tested learners completing an EFL in Table 4B Column H. Column H is calculated by dividing Federal Table 4B Column D by Column B.

Column E – Average instructional hours of all learners in each EFL in Federal Table 4 Column C.  
Source: TOPSpro Update Record Hours of Instruction (item 5).

Column F – Average instructional hours of pre- and post-tested learners in each EFL in Federal Table 4B Column C.  
Source: TOPSpro Update Record Hours of Instruction (item 5).

Column G - Percentage of all learners completing an EFL in Table 4 Column H. Column G is calculated by dividing Federal Table 4 Column D by Column B.