

2013-2014

English Language Learners (ELLs) Database and Program Handbook



English for Speakers of Other Languages
(ESOL)

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INTRODUCTION

This handbook combines the Florida Department of Education's (FDOE) Information Database data elements, reporting elements, edits and other information which relates to local record keeping and state reporting of English Language Learners (ELLs) data. It was developed by the Office of Education Information and Accountability Services (EIAS) and the Bureau of Student Achievement through Language Acquisition (SALA). The handbook is designed for English for Speakers of Other Languages (ESOL) program staff as well as data processing and Management Information Systems (MIS) personnel, for the Florida public school districts.

In an effort to provide the most current information, most of the information presented in this book is hyperlinked to the office of EIAS Database Manuals.

This handbook contains several features:

- Program notes pages
- Data element names hyperlinked to the corresponding data element page on the EIAS site
- Program notes below the links explaining the data elements
- Hyperlinked appendices (test name table, country codes, etc.)
- ESOL State Board of Education rules, hyperlinked to rule text

For further information or questions, contact the Bureau of Student Achievement through Language Acquisition (SALA) by telephone 850-245-0417 or via email at sala@fldoe.org.

ESOL DEFINITIONS

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Country of Birth – the country of birth of the student.

English Language Learner – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and

Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY—The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF—The student is being followed up for a two-year period after having exited from the ESOL program.

LP—The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grades K-12, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.

LZ—The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, the student is re-coded LZ and remains so for the remainder of the K-12 school career. This code also applies to John M. McKay Scholarship students who were formerly in an ESOL program.

ZZ—Not applicable. (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

English Language Learners: Basis of Entry – A one character code indicating the student’s basis of entry in the ESOL program in Florida: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

English Language Learners: Basis of Exit – A one character code indicating the student’s basis of exit from the ESOL program: A, B, C, D, E, F, G, H, I, J, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *The addition of codes H, I, and J are effective with the 2012 CELLA administration.*

English Language Learners: Classification Date – the initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

ELL Committee – A committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend any committee meetings.

English Language Learners: Entry Date – the initial date a student enters an ESOL program.

English Language Learners: Exit Date – the initial date a student exits an ESOL program.

English Language Learners: Extension of Instruction – indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.09022, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations. The anniversary date is based on Date Entered United States School. Three years from this date, regardless of what state the students started school, program-wise in Florida there would have to be an ELL Committee to extend services. FTE is still based on the number of survey periods.

English Language Learners: Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC.

English Language Learners: Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- O** Maintenance or Developmental Bilingual Education
- T** Dual Language (Two-way Developmental Bilingual Education)
- Z** Not applicable

English Language Learners: Post Reclassification Dates – each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semi-annually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.09031, FAC.

English Language Learners: Program Participation – what programs the ELL is enrolled in and receiving services. The allowable program codes are:

- E** English for Speakers of Other Languages
- H** Home Language/Bilingual Education
- L** English for Speakers of Other Languages and Home Language/Bilingual Education
- N** Newcomer/New Beginnings Program (Primarily grades 6-12)
- Z** Not applicable

English Language Learners: Reclassification Date – the initial date a **former** ELL (LF) is reclassified as an ELL (LY).

English Language Learners: Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

English Language Learners: Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

ELL Student Plan – Per Rule 6A-6.0901, FAC, an ELL Student Plan is a written or electronic document that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or instructional schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student's existing plan, Individual Education Plan (IEP), etc. or may be a separate document for a given student or group of students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student's file. The ELL Student Plan must be updated to reflect current services. If the ELL Student Plan is electronic all of the information must be in one file.

English Language Learners: Student Plan Date – the date of the most recent development or review of the Student ELL Plan to reflect current services.

Heritage Language – is a native, home, and/or ancestral language. It may be an indigenous language (e.g., Navajo) or the language of immigrants or migrants (e.g., Spanish or Hungarian in the U.S.). It is a language spoken at home or in a cultural community that is different from the dominant language of the mainstream culture. In the United States, heritage speakers may include ELL or fluent bilingual speakers; they may be newcomers, indigenous peoples, or second or later generations of immigrants.

Immigrant Student – individuals who: (a) are aged 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Immigrant Student Services – the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.

NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.

Test Accommodations

- CELLA - the type of special accommodations, if any, needed by the student when being tested. The accommodations are: Contracted Braille, Large Print or Not Applicable. These codes will be used for Pre-ID labels for Comprehensive English Language Learning Assessment (CELLA) and other statewide assessments.
- FCAT – any of the accommodations for ELLs that are listed in the FCAT test administration manuals, for the current year.

ELEMENT NAME: CERTIFICATION/LICENSURE QUALIFICATION STATUS

State Edit(s)/Reject Rule(s) for This Element: The Certification/Licensure Qualification Status code entered must be I, O, M, S or N. If a valid code is not used, the record will be rejected.

Program Specific Notes: Teachers who are responsible for the English/Language Arts/Intensive Reading instructions of ELLs (LY) are required to have an ESOL Endorsement/ESOL K-12 Certification in addition to the appropriate base coverage, based on subject area taught.

Teachers who are assigned to teach ELLs English/Language Arts/Intensive Reading and/or Language Arts through ESOL must be reported as out of field if they do not hold the ESOL Endorsement/ESOL K-12 Certification on their teaching certificate at the time an ELL is assigned to them.

Reporting as out of field, for the purposes of ESOL, is defined as:

- Reported as out of field on the data element Certification/Licensure Qualification Status via the Automated Student Information System; and
- Reported to and approved as out of field by the local school board.

Note: See cautionary note located under the ESOL Weighted FTE Funding section of this manual.

Question(s) and Answers:

Teachers who are responsible for the subject area instruction of math, science, social studies and computer literacy must complete 60 hours of ESOL training by September 15 of the following year of ELL assignment in accordance with 6A-6.0907. Subject area teachers do not have to be reported as “out-of-field.”

ELEMENT NAME: CERTIFICATION/LICENSURE QUALIFICATION STATUS (Continued)

Note: Teachers who are reported as out of field in ESOL only (under this data element and to the school board) DO NOT need to be counted as out of field for the accreditation process or review by the Southern Association of Colleges and Schools (SACS).

English for Speakers of Other Languages (ESOL) Competencies and Skills, 11th Edition may be viewed at <http://www.fldoe.org/asp/ftce/pdf/47ESOL-rev.pdf>.

State Formats Using This Element:

[Teacher Course DB9 15x](#)

ELEMENT NAME: COUNTRY OF BIRTH

State Edit(s)/Reject Rule(s) for This Element: If Grade Level = PK-12, Country of Birth must be a valid code as listed in Appendix Q of the *DOE Database Manual*; other than ZZ. If Survey Period Code = 5 and Grade Level = 30 or 31, then Country of Birth may be ZZ. If the code is not a valid code, the record will be rejected.

Program Specific Notes: This data element is used for collecting and reporting the country of national origin as required by the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (For more information on the Consent Decree, please visit <http://www.fldoe.org/aala/lulac.asp>.)

Question(s) and Answer(s):

Q. *What country code do you use for those students born on a U. S. military base in a country other than the U.S.?*

A. The actual country (do not list as United States), regardless of a student's citizenship or if a military base is located on a U.S. Territory, should be reported. The Country of Birth identifies the actual country in which the student was born.

Note: Schools are prohibited from eliciting, compiling or recording any information regarding a student's immigration status.

Q. *Is the code of "ZZ" (Other) used for Non-ELLs?*

A. No, all students, regardless of ELL status, should have a Country of Birth code other than "ZZ" (except for Survey 5 and grade level 30 or 31).

State Formats Using This Element:

[Student Demographic Information DB9 13x](#)

ELEMENT NAME: [Date Entered United States School](#)

State Edit(s)/Reject Rule(s) for This Element:

If Survey Period Code is 3, Date Entered United States School must be numeric, a valid date in the format MMDDYYYY and between date certain and 15 years prior to current date certain or it must be 00000000 or 88888888.

If Survey Period Code is 2, 5 or 7, Date Entered United States School must be zero filled. If the code is not a valid code, the record will be rejected.

Program Specific Notes:

It is recommended to collect this date for every student and keep it locally. Program-wise, it is the start date for ESOL, Immigrants and mandatory third grade retention. (Note: FTE funding is still based on the survey periods.)

Question(s) and Answer(s):

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [ENGLISH LANGUAGE LEARNER, PK-12](#)

State Edit(s)/Reject Rule(s) for This Element: English Language Learner PK-12 code must be LY, LF, LP, LZ or ZZ. If the codes are not valid, the record will be rejected.

Program Specific Notes: The codes used should identify the current status of the student.

Note: *Code LN has been removed as of July 1, 2007. Students previously reported as LN must be reported under another approved code, as appropriate. The decision regarding the appropriate code should be based on whether or not the student is receiving instruction to meet his/her unique needs, regardless of instructional model/approach, teachers' certification and program funding.*

Prekindergarten students will be reported as LY based on an affirmative response to the Home Language Survey (HLS). However, the PK students are not initially tested for English language proficiency, nor is an ELL Format submitted for PK ELLs.

Rule 6A-6.0902, FAC, says that prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.

Question(s) and Answer(s):

- Q. *When would it be appropriate to use the code "ZZ" for the English Language Learner data element?*
- A. A code of "ZZ" would be used for each student who is English proficient as documented by "no" responses to the three Home Language Survey questions and who does not meet the definition of ELL; or for a student who answers "yes" on Home Language Survey and does not score as limited English proficient on the appropriate assessment instrument(s) (based on age/grade).
- Q. *How are PK students coded for ELL purposes?*
- A. (a) Any PK student who has an affirmative response to any of the three Home Language Survey questions should be coded "LY" on the Student Demographic Format and be provided linguistically and culturally appropriate services within the PK program. (Note: The ELL Format is not reported for PKs.)
- (b) Any PK student who has all negative responses to the Home Language Survey should be coded "ZZ."
- (c) PK Students who were served in PK as ELL "LY," and when tested in PK scored as full English proficient, should be reported as "ZZ."
- (d) PK students who were served in PK as ELL "LY," and when tested in K scored as full English proficient, should be reported as "LF."

ELEMENT NAME: ENGLISH LANGUAGE LEARNER, PK-12 (Continued)

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

[Student Demographic Information DB9 13x](#)

[Student Discipline/Referral Action DB9 19x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF ENTRY

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Basis of Entry code must be A, R, L, T or Z. If the Basis of Entry code is not valid, the record will be rejected.

Program Specific Notes: The prior procedure requiring Basis of Entry to be the same as Basis of Exit is no longer valid.

Guide for Basis of Entry Codes

Grade Level	Tested or entered via:	Code
K-12	Aural/Oral	A
K-12	ELL/LEP Committee	L
3-12	Scored full English speaker on Aural/Oral; but \leq 32% on Reading/Writing	R

Note: Districts now have to abide by \geq 33% to exit an ELL.

The code of Z, Not Applicable, is used for Survey 7 only.

ELLs with an English Language Learners, PK-12 code of LP who are placed in an ESOL program should be reported with a Basis of Entry Code of T.

Question(s) and Answer(s):

Q. *Must a student who answered "Yes" only to the HLS question, "Is a language other than English spoken in the home?" be placed in the ESOL program pending the required aural/oral assessment?*

A. No. Effective July 1994, these students no longer have to be placed in the program pending aural/oral assessment.

Q. *What Basis of Entry code should be used for former ELLs who are being "reclassified" as ELL?*

A. *Don't change the original data. The only way a student can be reclassified or re-exited from an ESOL program is through an ELL Committee.*

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [ENGLISH LANGUAGE LEARNERS: BASIS OF EXIT](#)

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Basis of Exit code must be A, B, C, D, E, F, G, H, I, J, L, R or Z. If a valid code is not used, the record will be rejected. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *The addition of codes H, I, and J are effective with the 2012 CELLA administration.*

Program Specific Notes: The prior procedure requiring Basis of Exit to be the same as Basis of Entry is no longer valid.

Question(s) and Answer(s):

Q. *Once a student has entered the ESOL program via the ELL Committee and has a Basis of Entry of "L," may the student be exited once new test scores for reading/writing (Basis of "R") are available?*

A. The test scores may be used to refer the student back to the ELL Committee; however, the ELL Committee would have to meet again, and then, if the student is exited, the Basis of Exit would be "L."

Special Note - ESE/ESOL Students: *For Entry/Exit codes for an ELL who is also identified and/or served in Exceptional Student Education Programs; if the student is first identified/served as ESE, an IEP meeting with ELL Committee representation must be held prior to testing the ESE student for placement in an ESOL program.*

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: CLASSIFICATION DATE

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Classification Date must be numeric and a valid date unless zero-filled.

Program Specific Notes: ELLs: Classification Date is the initial date a student who responded “yes” to the Home Language Survey is determined eligible or not eligible based on assessment. This element should be used only for students classified as ELL for the first time based on assessment.

Question(s) and Answer(s):

Q Does the ELLs: Classification Date have to fall into the “180 day” calendar?

A. No. The date should reflect the actual date the procedure in question took place and should be a valid date. (See date reporting format on data element.)

Q Does the ELLs: Classification Date need to be reported for PK students?

A. The date should be maintained for local accountability as it will have to be transmitted to the state, and then reported when the student enters Kindergarten, if the student remains in the program.

Note: The ELLs: Classification date is the same as the date of the Home Language Survey for PK ELLs and kept locally.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [ENGLISH LANGUAGE LEARNERS: ENTRY DATE](#)

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Entry Date must be numeric and a valid date unless zero-filled.

Program Specific Notes: This is the initial date the student actually enters the ESOL program, not necessarily the first date he/she entered school.

Question(s) and Answer(s):

Q. Is the ELLs: Entry Date supposed to be the same as the ELLs: Classification Date?

A. The ELLs: Entry Date may be the same as the ELLs: Classification Date. However, there is no requirement in FAC Rules, in Statute or in the database edits requiring both of these dates to be the same. In fact, in some cases the Entry Date will occur prior to the Classification Date, such as when students are identified via the Home Language Survey and the definition of ELL, but the school/district is unable to test on that same date. Upon an affirmative response to questions 2 and/or 3 of the Home Language Survey, [Rule 6A-6.0902](#), FAC., requires the school/district to place the student in the ESOL program in the interim.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: EXIT DATE

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Exit Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

Question(s) and Answer(s):

Q. *If you have an exit date, do you have to have a reclassification date?*

A. No. The reclassification date is reserved for former ELLs who are “re-entering” the ESOL program.

Q. *Does withdrawal date equal the ELL exit date, even if the student has not been tested out of the ESOL Program? If not, what date do you put in for exit date?*

A. If the student withdraws from school but has not "tested/exited" out of the ESOL program, the exit date should be zero-filled.

Note: For all ELLs who withdraw from school, special care and attention should be taken by school (and district) personnel to update and transmit the student record through F.A.S.T.E.R. to the receiving school district.

Rapid transfer of records, whether automated or via hard copy, will provide the receiving district with vital data and will avoid unnecessary delays and duplicate testing.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: EXTENSION OF INSTRUCTION

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Extension of Instruction code must be Y or Z. If the English Language Learners: Extension of Instruction code is not Y or Z, the record will be rejected.

Program Specific Notes: English/Language Arts and/or ESOL instruction, plus math, science, social studies and computer literacy instruction using ESOL and/or Home Language strategies, may be reported for ESOL weighted FTE funding for a base period of three years. Funding may be extended for a 4th, 5th or 6th year, based on annual evaluations from Entry Date. Lack of funding does not relieve the district of the obligation to provide services beyond the six years.

(See the 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree, <http://www.fldoe.org/aala/lulac.asp>, and Section 1011.62, F.S.)

For the ESOL program, three years is based on the Date Entered United States School. Six years of FTE funding is still based on surveys 2 and/or 3 (two surveys equals one year of funding).

Special attention should be given to accurate reporting of entry date to ensure this data may be transmitted via [F.A.S.T.E.R.](#) to allow all districts the ability to track the total number of years an ELL has been served.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE

State Edit(s)/Reject Rule(s) for This Element: If Grade Level = 30 or 31, English Language Learners: Home Language Survey Date may be zero-filled. If Grade Level = PK-12, English Language Learners: Home Language Survey Date must be a valid date. If the English Language Learners: Home Language Survey Date is not a valid date, the records will be rejected.

State Validation Rule: If Grade Level = PK-12, English Language Learners: Home Language Survey Date must be less than or equal to the survey date unless Survey Period Code = 1 or 4 or Year-Round/Extended School Year FTE Indicator = A. If these elements do not match, the district must correct the record.

Program Specific Notes: The three questions that must be asked on the Home Language Survey (HLS) are:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Questions may be on a separate survey or part of the school registration form.

(See 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and [Rule 6A-6.0902, FAC.](#))

The district must further assess all students who answer "Yes" to any of the questions on the HLS. For grades K-12, the aural/oral assessment must be completed within four weeks (20 school days), or the school must document the delay and notify the parent/guardian of such delay, in a language the parent/guardian understands, unless clearly not feasible.

As clarified in the Office of Early Learning Memorandum # 06-09 (<http://www.fldoe.org/earlylearning/pdf/06-09.pdf>), the HLS or the assessment for English language proficiency is not required for infants and toddlers (ages birth through three) who are served in Family Literacy Program or for young children served in Head Start Programs who go through the public school enrollment process in order to obtain a Florida student ID for provision of free meals or for later transportation from VPK programs into kindergarten.

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.

Students in grades 3-12 must also be assessed in reading and writing. The assessments in reading and writing shall be completed as soon as possible after enrollment, but not later than twenty (20) school days after the aural/oral assessment or listening and speaking assessment.

**ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE
(Continued)**

Note: Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available.

If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ESOL program, the District shall have the student's principal or another representative of the school to meet with the parent to describe the range of programs and services and discuss the benefits the child is likely to gain by being enrolled in an ESOL program and receiving ESOL services.

Nothing shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors, the child will still be coded as an LY, the child will still be assessed on CELLA and the child still has to be provided comprehensible instruction.

Question(s) and Answer(s):

Q. For a court adjudicated student, how does the district administer the HLS if the district cannot send the survey home to the parent/guardian because the student lives at a state-operated facility?

A. Parents are not required to complete the HLS; the student may complete it at the state-operated facility.

Q. Are the three HLS questions matched to a specific data element?

A. The HLS questions do not appear on any specific data element. However, the date and the results of a Home Language Survey are reported.

Q. Must the HLS, as signed by the parent/guardian, agree with the date entered in the computer? Many districts run batch programs using the first day of school or the student's first day in district as the date of the HLS. How should this be handled? How important is it that these dates agree?

A. The HLS Date is the date the HLS was actually completed by the student or the parent/guardian and should be the date entered into the computer. This date should not be "hard-coded" as it is the first step in the assessment process and is used to determine how long it takes to assess students as ELL or not ELL. The only exception to this is for PK-12 grade students who enrolled during the summer. See next question/answer.

Q. If a student is not new to a Florida public school, but is new to a particular school district, do you have to re-survey the student?

A. If the student was surveyed in another Florida public school with the same three HLS questions, the HLS from the previous Florida school district may be used.

**ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE
(Continued)**

- Q. *All babies of teenage parents are reported as PK, and as such, are those babies to be surveyed?*
- A. As clarified in the Office of Early Learning Memorandum # 06-09 (<http://www.fldoe.org/earlylearning/pdf/06-09.pdf>), the HLS or the assessment for English language proficiency is not required for infants and toddlers (ages birth through three) who are served in Family Literacy Program or for young children served in Head Start Programs who go through the public school enrollment process in order to obtain a Florida student ID for provision of free meals or for later transportation from VPK programs into kindergarten.

Note: It is important to note the difference between PK students reported of teenage parents (Alternative Education Program) and PK students reported for all other programs.

If the PK services are limited to only child care and other social services, such as in the Alternative Education - Teenage Parent Program, then the childcare providers are not required to obtain the required 18 ESOL in-service training points. If however, the PK services are instructional (developmental), the PK instructor is required to obtain the 18 ESOL in-service training points.

State Formats Using This Element:

[Student Demographic Information DB9 13](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: INSTRUCTIONAL MODEL

State Edit(s)/Reject Rule(s) for This Element: Starting July 1, 2007, English Language Learners: Instructional Model must be E, S, I, C, O, T or Z. If the English Language Learners: Instructional Model is not E, S, I, C, O, T or Z, the records will be rejected.

Program Specific Notes: It is important that schools and teachers note the difference between ESOL as a model and ESOL as a course. As required in law and rule, eligible ELLs should receive ESOL instruction (course) or Language Arts/English using ESOL models and ESOL or Home Language instruction in math, science, social studies and computer literacy.

The courses (listed in the [Appendix DD](#) of the Database Manuals) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The following chart describes the instructional model codes that should be used, based on the ELL code of the student.

ELL Status Code	Instructional Model and Courses
LF	Z
LZ	Z
LY	E Sheltered – English
LY	S Sheltered – Core/Basic Subject Areas
LY	I Mainstream/Inclusion – English
LY	C Mainstream/Inclusion – Core/Basic Subject Areas
LY	O Maintenance and/or Developmental Bilingual Education
LY	T Dual Language (Two-Way Developmental Bilingual Education)
LP	Z If not in ESOL Program. If in ESOL Program then E, S, I, C, O, or T whichever applies (see LY notes)
ZZ	Z

Note: Instructional model codes for LY students MUST be provided for each course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

Former codes valid prior to July 1, 2007, are B, D and M. The instructional strategy codes reported on the Course Flag data element are only valid for records submitted prior to July 1, 2007.

This data element was developed to capture the data on the type of instructional model/approach used to provide comprehensible instruction to ELLs, regardless of the course or courses the students are enrolled in. The differentiating factor between the various models is tied to the approach and the language of instruction, not the course itself.

Example #1:

District uses the Sheltered – English and the Sheltered – Core/Basic Subject Areas. Coding for courses would be as follows: Any ESOL, English, language arts and reading course would be coded with the code of “E,” and any mathematics, science, social studies and computer literacy course the ELL would be enrolled in would be coded with the code of “S.”

ENGLISH LANGUAGE LEARNERS: INSTRUCTIONAL MODEL (continued)

Example #2:

District uses Sheltered – English, and Mainstream/Inclusion – Core/Basic Subject Areas. Coding for courses would be as follows: Any ESOL, English, language arts and reading course would be coded with the code of “E,” any mathematics, science, social studies and computer literacy course the ELL would be enrolled in would be coded with the code of “C.”

Example #3:

Elementary school in the district has implemented a dual language program, where all students, regardless of their ELL status are taught all subject areas in English and another language. All instructional minutes or courses, regardless of the course number (i.e. Graded Self-Contained or subject area) would be reported with a code of “T.”

It is important to note that this data element is tied to the student and what instruction is being provided to the student. As you know, the instructional models/approaches implemented at the various schools within a district may vary and therefore, the codes used by individual schools may vary greatly also. Unless all schools in the district are implementing the same models for all students, data entry may not be automated.

State Formats Using This Element:

[Student Course Schedule DB9 14x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: POST RECLASSIFICATION DATES

State Edit(s)/Reject Rule(s) for This Element: None. However, this element is used in Local Accountability and District Records Transfer.

Program Specific Notes: Post reclassification monitoring refers to the dates when the review of former ELLs (LFs) must be documented. The performance of all LF students should be reviewed on a periodic/regular basis to ensure that LF students are succeeding and are meaningfully participating in non-ESOL courses. This data element is used to document four specific required reviews.

Post Reclassification Monitoring - a student's performance must be reviewed and documented:

First Report Card: refers to the date of first report card or grading period after the ELL exits the ESOL Program. The most common is the end of the first nine-week grading period after exiting.

First Semi-annual Review: refers to the end of the first six months after exiting. Schools may wish to use the second report card, if the school calendar/grading period is by semester; if not, then the end of the grading period closest to a six-month period.

Second Semi-annual Review: refers to end of the first year after exiting.

End of the Second Year

(See 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and [Rule 6A-6.09031, FAC.](#))

Once a student, identified as LF, has been through all the required monitoring reviews and has not been reclassified as ELL, the LF code must be changed to LZ.

Question(s) and Answer(s)

Q. Is the recording of these dates the only documentation that must be maintained?

A. No, this data element records only the dates that each of four reviews was conducted. Schools must document in each former ELL's (LF) cum folder that the post-reclassification monitoring was done, what was reviewed and what decisions were made, if any.

State Formats Using This Element:

None.

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: PROGRAM PARTICIPATION

State Edit(s)/Reject Rule(s) for This Element: A one character code that indicates the program in which the ELL is enrolled and is receiving services.

The English Language Learners: Program Participation code must be E, H, L, N or Z. If the code is not E, H, L, N or Z, the record will be rejected.

Program Specific Notes: English for Speakers of Other Languages means the teaching of English using the English language as the medium of instruction.

Home Language/Bilingual Education means the teaching of language arts, mathematics, science, social studies and computer literacy using the student's heritage/native language as the medium of instruction.

Newcomer/New Beginnings (generally for grades 6-12) means the provision of instruction to secondary students who are recent arrivals and have had interrupted education; instruction in English and core subject areas.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs

Program¹	Instructional Focus	Grade Level
REQUIRED		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
OPTIONAL (In addition to ESOL)		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
Newcomer <i>(Specific equal access provisions are required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 - 12 <i>(May be implemented in Grades 1 - 5 based on student needs)</i>

	Instructional Model/Approach²		Academic Content	Language of Instruction	Student Composition
	Model	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language (Native language of ELLs enrolled in program)	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

¹ Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required; other programs may also be delivered, based on student need.

² More than one model/approach may be implemented at any given school.

³ Instruction must be aligned to areas of knowledge, standards, and benchmarks of the approved content standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

⁴ Language of instruction may or may not be the native language of ELLs.

⁵ Fluent English-speakers includes former ELLs and native English speakers.

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: RECLASSIFICATION DATE

State Edit(s)/Reject Rule(s) for This Element: The English Language Learners: Reclassification Date must be numeric and a valid date unless zero-filled. If the English Language Learners: Reclassification Date is not a valid date or not zero-filled, the records will be rejected.

Program Specific Notes: This data element is used **only** for students who have exited the ESOL program (identified as LF) and are re-entering an ESOL program (now identified as LY).

Question(s) and Answer(s):

Q. Do we need to test a student for reclassification or can we go by the report card grades/monitoring data?

A. An ELL Committee meeting must take place prior to the placement of the student back into the ESOL program. The Committee must base its decision on an approved test and at least 2 of the 5 criteria. Therefore, the district does not change the initial data because the only way to re-enter or re-exit is through the ELL Committee.

The 5 criteria are:

- (1) Extent and nature of prior educational and social experiences;
- (2) Written recommendation and observation by current and previous instructional and supportive services staff;
- (3) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- (4) Grades from the current or previous years;
- (5) Test results other than those used for placement

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: RECLASSIFICATION EXIT DATE

State Edit(s)/Reject Rule(s) for This Element: If the English Language Learners: Reclassification Exit Date is greater than zero, then the English Language Learners: Reclassification Exit Date must be equal to or greater than the English Language Learners: Reclassification Date.

Program Specific Notes: This is the date a student who was reclassified as an ELL exits the ESOL program for the second time. An ELL Committee meeting must take place prior to exiting a reclassified student. The Committee must base its decision on an approved test and at least 2 of the 5 criteria. Therefore, the district does not change the initial data because the only way to re-enter or re-exit is through the ELL Committee.

The 5 criteria are:

- (1) Extent and nature of prior educational and social experiences;
- (2) Written recommendation and observation by current and previous instructional and supportive services staff;
- (3) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- (4) Grades from the current or previous years;
- (5) Test results other than those used for placement

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [ENGLISH LANGUAGE LEARNERS: REEVALUATION DATE](#)

State Edit(s)/Reject Rule(s) for This Element: English Language Learners: Reevaluation Date must be numeric and a valid date unless zero-filled. If the English Language Learners: Reevaluation Date is not numeric, a valid date or zero-filled, the record will be rejected.

Program Specific Notes: This data element is **NOT** to be used to record **ANNUAL DIAGNOSTIC** ELL assessment dates; it should be used only for the required reevaluation that occurs at the end of the third, fourth and fifth year the ELL is in the ESOL program.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: STUDENT PLAN DATE

State Edit(s)/Reject Rule(s) for This Element: The English Language Learners: Student Plan Date must be numeric and a valid date unless zero filled.

Program Specific Notes: Teacher, ELL Committee Chairperson, school ESOL Contact Person or administrator/designee must complete the ELL Student Plan. The ELL Student Plan:

- must be in writing and maintained in a student's cum folder (permanent record, category A) or if electronic, must be all in one file.
- must be reevaluated after one year and subsequent years thereafter; however, please keep in mind the ELL Student Plan must reflect current services provided to the ELL. For ELLs who change semesters, plan must be updated to reflect current services.

(See 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and [Rule 6A-6.0902](#), FAC.)

ELL student plan means a written document or an electronic file, which contains the student's name, the date the plan was completed, instruction by program, including programs other than the ESOL provided, amount of instructional time or the instructional schedule, the date the student's limited English proficiency is identified, and assessment data used to classify or reclassify the student as an English Language Learner, date of exit and assessment data used to exit students from the ESOL program. Whether hard copy written document or an electronic file, each ELL Plan must be readily identifiable as the ELL Plan. Each completed plan must be maintained as a separate student record, and not replaced or over-written by subsequent data entries.

Note: The amount of instructional time at the secondary level, for the purpose of the ELL Student Plan, may be documented using the student's course schedule. That is, this information does not have to be rewritten on the ELL Student Plan form; the student course schedule must be stapled to the ELL Student Plan form. However, when a schedule is used, all courses taught using ESOL and/or Home Language strategies must be so indicated on the schedule. In addition, if the ELL is participating in courses that are taught through other programs, such as Alternative Education or Exceptional Student Education, this must also be indicated on the schedule.

Question(s) and Answer(s):

Q. *Is the ELLs: Student Plan Date the initial date the plan was developed?*

A. The ELLs: Student Plan Date is the date that the most recent plan was developed, as defined by the ELLs: Student Plan Date. The ELL Student Plan should reflect current services and may need to be updated more than once a year to reflect current services: this would especially apply to high school ELLs who change courses/semesters.

Q. *When students go from one grade to the next does the plan date have to be updated?*

A. Yes, not only must the ELL Student Plan itself be updated, but the ELLs: Student Plan Date should reflect the date the plan was updated.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [FEDERAL/STATE PROJECT, AREA AND MODEL](#)

State Edit(s)/Reject Rule(s) for This Element: A numeric indication of the project type, subject area and model for the instruction received by the student during the project year. The first digit of Federal/State Project, Area and Model must be 1, 2, 5 or 8. The second digit must be in the range 0-9, A or Z. The third and fourth digits must be in the range 00-01 or 08-14. The fifth digit must be zero. If these codes 8Z140 are not reported the record will be rejected.

Program Specific Notes: This element comes in only on Survey 5.

What to Report for Title III Immigrant Children and Youth on this data element:

A single record would be **8Z140**

First Digit	8
Second Digit	Z
Third - Fourth Digit	14
Fifth Digit	0

State Formats Using This Element:

[Federal/State Compensatory Project Evaluation DB9 18x](#)

ELEMENT NAME: FEFP PROGRAM NUMBER

State Edit(s)/Reject Rule(s) for This Element: Student Course Schedule - FEFP Program Number must be 101-103, 111-113, 130, 254-255, 300 or 999.

If the FEFP Program Numbers are not valid, the record will be rejected.

See [Appendix E](#) of the Database Manuals for FEFP Program Numbers.

Program Specific Notes: English for Speakers of Other Languages (ESOL) KG-12; FEFP Program Number is 130.

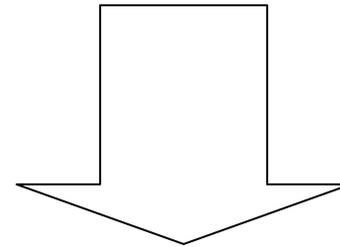
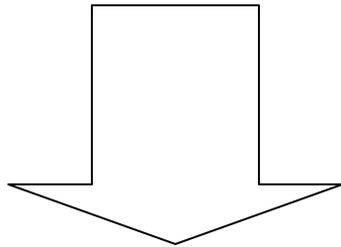
Please see [Appendix DD](#) of the Database Manuals for a list of courses eligible for ESOL weighted FTE from the [Course Code Directory 2013-2014](#).

In the courses listed in Appendix DD, student FTE reported for FEFP funding shall comply with Section 1003.56, F.S., the Course Code Directory, the District's ELL Plan and Rules 6A-6.0900 through 6A-6.0909, FAC, (<https://www.flrules.org/Default.asp>). All students who are reported as ELL and under the ESOL FEFP Program Number (130) must be receiving instruction by appropriately qualified personnel using ESOL and/or home language strategies. (Please refer to <http://www.fldoe.org/fefp/> for FTE General Instructions.)

FEFP (continued)

FTE Audit Issues

[S. 1011.62, F.S.](#) An eligible student may be reported for funding in the ESOL program for membership in ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.



Course Code Directory

FEFP Cost Factor (130)

1 – 3 years automatic

3 – 6 years based on annual
assessments

Eligibility: “LY” or “LP”

ELL Student Plan/

Assessment/

Instructional Time

Dated Parental Notification (Written)

Category A Records

FEFP (continued)

ESOL Weighted FTE Funding

Question(s) and Answer(s):

Q. Under which circumstances may ESOL weighted FTE funding be claimed for ELLs?

A. ESOL weighted FTE funding may be claimed for students with an ELL code of “LY” or “LP” who are enrolled in ESOL-Elementary, English Language Arts, English Language Arts through ESOL, Intensive Reading or Developmental Language Arts (R) and the content areas math, science, social studies and computer literacy. The teachers of these courses must be:

appropriately certified in accordance with the current year’s Course Code Directory;

and

in the process of, or have completed the required ESOL and/or Home Language in-service training required for basic subject area teachers;

and/or

in the process of, or have completed the training/certification requirements of the subject responsible for

and

documenting the use of ESOL and/or Home Language strategies.

Q. Can ESOL weighted FTE funding be claimed for ELLs enrolled in Basic ESOL (Language Arts/English) math, science, social studies and computer literacy classes that are not self-contained?

A. Yes. The delivery of ESOL and/or Home Language instruction via split classes is an appropriate delivery model and ESOL weighted FTE funding may be claimed for eligible ELLs. For details regarding cost, see Financial and Program Cost Accounting and Reporting for Florida Schools (Red book) at <http://www.fldoe.org/fejp/redtoc.asp>.

Q. Can weighted FTE funding be claimed and reported for ELLs with paraprofessionals or teachers aides as the teacher(s) of record? (This practice is illegal.)

A. No. FTE may be reported only for the instructional time students spend in an eligible subject area with a certified teacher (the teacher of record). FTE may not be claimed for students served by non-certified personnel.

ESOL Weighted FTE Funding (continued)

Q. *Can school districts claim ESOL weighted FTE funding for students enrolled in other subject area classes, such as music, physical education, art, etc., when the teachers have completed the 18 in-service points of required ESOL training?*

A. No. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, and ESOL or home language instruction in math, science, social studies and computer literacy.

Q. *Do ESOL Teachers need to be reported as “out of field?”*

A. *Only teachers responsible for the primary English Language Arts instruction and Intensive Reading of ELLs who do not have the ESOL endorsement or ESOL K-12 certification must be reported and approved by the school board as being out-of-field in ESOL. Parents must be notified of the teacher’s out-of-field status. Basic subject area teachers do not have to be reported as out-of-field.*

Q. *If a Basic ESOL teacher (Language Arts/English) is assigned an ELL during the 2011-2012 school year and is reported out of field, but is not assigned an ELL for the 2012-2013 school year, must she/he be reported out of field for the second year and every year thereafter until the ESOL endorsement/certification is documented on the teacher’s certificate?*

A. Yes, according to 6A-1.0503, a teacher out of field in only ESOL shall complete at least three semester hours of college credit or the equivalent in-service toward the ESOL requirements within the first 2 calendar years from date of initial assignment to a class with ELLs and 3 semester hours or the equivalent in-service during each calendar year thereafter until all requirements for certification in ESOL are completed. The “stop and go” provision is no longer permitted.

Q. *Do ESOL teachers need to be reported as out-of-field?*

A. Only teachers responsible for the primary English Language Arts instruction and Intensive Reading of ELLs who do not have the ESOL endorsement or ESOL K-12 certification must be reported and approved by the school board as being out-of-field in ESOL. Parents must be notified of the teacher’s out-of-field status. Basic subject area teachers do not have to be reported as out of field.

Q. *What ESOL training is required for a teacher providing instruction to ELLs in a support position?*

A. Teachers who are providing instructional support to ELLs, (ESE, Speech, tutoring) are required to have a minimum of 18 hours of ESOL training. These teachers do not give the ELA or subject area grade and provide instructional support and services in a “push-in” approach.

State Formats Using This Element:

[Student Course Schedule DB9 14x](#)

ELEMENT NAME: [FUND SOURCE](#)

State Edit(s)/Reject Rules for This Element: Fund Source code must be E or Z, or the record will be rejected.

Program Specific Notes: This data is a requirement for NCLB reporting purposes and it is used to measure whether or not services provided to ELLs are funded under Title III.

State Formats Using This Element:

[Dropout Prevention Program Data DB9 11x](#)

[English Language Learners Information DB9 10x](#)

[Federal/State Indicator Status DB9 22x](#)

ELEMENT NAME: [FUND SOURCE: NCLB TITLE III](#)

State Edit(s)/Reject Rule(s) for This Element: A one character code to identify whether a teacher's position or the program a teacher is teaching in is funded under Title III of the No Child Left Behind (NCLB) Act.

The Fund Source: NCLB Title III code must be Y, N or Z. If this code is not Y, N or Z, the record will be rejected.

Program Specific Notes: Only teachers assigned to eligible ELLs or eligible immigrant students may be funded with Title III funds.

State Formats Using This Element:

[Teacher Course DB9 15x](#)

ELEMENT NAME: GRADE LEVEL

State Edit(s)/Reject Rule(s) for This Element: The student’s current Grade Level code must be PK, KG, 01-12, 30 or 31. If Grade Level is not one of the valid codes, the record will be rejected. Grade Level is used in many edits (see below).

Program Specific Notes: There is no formal English language proficiency assessment required for PK students. Once a PK student’s Home Language Survey is completed by the parent/guardian, if there is one or more affirmative response(s), the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the PK program. If the PK ELL tests proficient at the end of the school year, the student would then be coded ZZ.

Pre-Kindergarten local data maintenance:

Hard Copy Record	Local Accountability	Data Entry Required
Registration Packet with completed Home Language Survey (HLS) with Affirmative Response(s) to HLS	HLS Date*	Actual date or the first day of school (for PK and Kindergarten students who enroll during the summer)
	ELL Code*	“LY”
	Basis of Entry	“T”
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began

*State reported data elements for PK on the Student Demographic Information Format. (Note: PK ELLs are not reported on the English Language Learners Format.)

Based on the responses to the HLS, when an ELL enters KG, the student should be assessed within 20 school days with the aural/oral assessment.

If the PK ELL was not tested at the end of the previous school year, upon entering Kindergarten, an Aural/Oral test is administered and the PK data (which was maintained locally) is updated and reported to the state as follows:

If the student scores ELL:

Data Element	Changes to:
ELL Code	Remains “LY”
Basis of Entry	“A”
ELL Instructional Model	Update as needed
All Test related data elements	Enter updated information to document assessment
Classification Date	Date the student was determined eligible based on assessment
Date of Entry	Actual date started receiving services in the ESOL program in KG.
Student Plan Date	The date of the most recent development or review of the ELL Student Plan

ELEMENT NAME: GRADE LEVEL (Continued)

If, upon entering KG, the former PK ELL student scores proficient English Speaker:

Data Element	Changes to:
ELL Code	"LF"
Post Reclassification Dates	Two-year follow-up monitoring process begins
Date of Exit	Actual date of exit
All Test related data elements	Enter updated information to document assessment

Note: HLS Date remains the same as PK data.

Kindergarten Roundup: Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.

Question(s) and Answers:

Q. What are the reporting requirements for PK ELLs? Do we have to submit the ELL Format for PK ELLs?

A. Districts are not required to submit an ELL Format for PK students. The only data elements (which are on Student Demographics Format) that need to be reported on PK ELLs are: Date of Home Language Survey (HLS), Country of Birth, the Limited English Proficient code and all other elements that are required of all students.

Q. Is an ELL Student Plan required for PK ELLs?

A. The ELL Student Plan is also not required since it is assumed that all students in a PK/Early Intervention program are receiving developmentally appropriate instruction which addresses the language development and cultural needs of these students. Again, ELLs: Student Plan Date is a data element which appears on the ELLs Format and therefore is not recorded or reported for PK students.

State Formats Using This Element:

[Student Demographic Information DB9 13x](#)

[Student Course Schedule DB9 14x](#)

[Prior School Status/Student Attendance DB9 55x](#)

[Student Course Transcript Information DB9 39x](#)

[Student End of Year Status DB9 17x](#)

[Student Discipline/Referral Action DB9 19x](#)

ELEMENT NAME: [IMMIGRANT STUDENT](#)

State Edit(s)/Reject Rules for This Element: Immigrant Student must be code of Y, N or Z. If Immigrant Student is not a valid code, the record will be rejected.

If the Immigrant Student code is Z, then the School Number, Current Enrollment must be 3518 or the record will be rejected.

Program Specific Notes: This data element is dealing solely with the definition of immigrant children and youth under NCLB which is based solely on country of birth. The eliciting, requesting or maintaining of information regarding a student's legal immigration status is still prohibited under the Consent Decree.

Starting 2010-2011, this data element will be used to determine immigrant counts and allocations for the Immigrant Grant.

Students born to U.S. military personnel on bases overseas can count as immigrants. (Change in definition received from USED for 2009-2010.)

Foreign exchange students meeting the definition of Immigrant Student also count as immigrants.

It is very important that you not confuse this with requirements of the Consent Decree. Domicile is still to be used for entry into public schools.

State Formats Using This Element:

[Federal State Indicator Status DB9 22x](#)

ELEMENT NAME: [IMMIGRANT STUDENT SERVICES](#)

State Edit(s)/Reject Rules for This Element: These codes are position specific. Please refer to the [Federal State Compensatory Project Evaluation](#) format for details.

Immigrant Student Services code L must be L or Z.
Immigrant Student Services code S must be S or Z.
Immigrant Student Services code A must be A or Z.
Immigrant Student Services code C must be C or Z.
Immigrant Student Services code M must be M or Z.
Immigrant Student Services code D must be D or Z.
Immigrant Student Services code F must be F or Z.
Immigrant Student Services code B must be B or Z.
Immigrant Student Services code R must be R or Z.
Immigrant Student Services code T must be T or Z.
Immigrant Student Services code O must be O or Z.

If these codes are not valid the record will be rejected.

Program Specific Notes: This information is required for reporting of activities provided to eligible immigrant students as outlined in Title III, Part A of NCLB.

State Formats Using This Element:

[Federal State Compensatory Project Evaluation](#)

ELEMENT NAME: NATIVE LANGUAGE, STUDENT

State Edit(s)/Reject Rule(s) for This Element: Native Language, Student must be a valid language code, containing no blanks. (See the [Language Code Table, Appendix N](#) of the *DOE Database Manual*.) If the Native Language, Student is not a valid language code, the record will be rejected.

If Grade Level is PK-12, then Native Language, Student must be other than ZZ. If the student is coded ZZ, the record will be rejected.

Program Specific Notes: The district must collect and maintain the native language of each PK-12 student, regardless of the ELL code.

(See the 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree, <http://www.fldoe.org/aala/lulac.asp>.)

Question(s) and Answer(s):

Q. Is the native language code of "Not Applicable" valid for grades PK-12?

A. No, all PK-12 grade student records must contain a valid native language code.

Q. Is it possible that the native language of a student who meets the definition of ELL be English?

A. Yes, given that this information is provided by the parent/guardian and/or self-reported. In addition, this would be the case for students with at least one parent/guardian being a native speaker of a language other than English and for whom the parent/guardian states that the child's native language is English (e.g., a student born in the Philippines - Father: U.S. born, and Mother: Philippine born).

Q. How is the "native" language of a student determined?

A. The "native" language is determined by question 2 of the Home Language Survey: "Did the student have a first language other than English?"

Note: *The appendix of language codes ([Appendix N](#), DOE Database Manual) was revised and all indigenous languages were grouped together (listing of Indigenous Languages of the Americas Codes and Pacific Island Languages Codes). Special attention should be paid to the revision of the native language codes of those students still in membership for whom the previously used language codes were deleted from the appendix.*

State Formats Using This Element:

[Student Demographic Information DB9 13x](#)

ELEMENT NAME: PRIMARY LANGUAGE SPOKEN IN THE HOME

State Edit(s)/Reject Rule(s) for This Element: Primary Language Spoken in the Home code must be a valid language code as listed in [Appendix N](#) of the *DOE Database Manual*. If the Parent/Guardian Primary Home Language code is not valid, the record will be rejected.

Program Specific Notes: This data is self-reported by the parent/guardian during the registration process. It is possible for the Primary Language Spoken in the Home to be different from the Native Language, Student. It is assumed that every Parent/Guardian will have a Primary Home Language.

State Formats Using This Element:

[Student Demographic Information DB9 13x](#)

ELEMENT NAME: [RESIDENT STATUS, STATE/COUNTY](#)

State Edit(s)/Reject Rule(s) for This Element: Resident Status, State/County code must be 0, 1, 2, 3, 4 or 5. If the Resident Status, State/County code is not valid, the record will be rejected. If Grade Level is PK-12, then Resident Status, State/County must be in the range 0-3. If Grade Level is 30-31, then Resident Status, State/County must be 4 or 5. If the record does not match these criteria, the district must correct it.

Program Specific Notes: Resident status is determined based on DOMICILE and is not to be confused with a student's legal immigration status. This data element is to be filled in based on record of domicile only. **Schools cannot elicit, require, maintain or document any information regarding a student's (or his/her parent/guardian's) immigration status.**

The code of "O" for Foreign Exchange Students is a self-reported item and is only to be used for those few foreign exchange students who are brought into the school through a Foreign Exchange agency or service.

State Formats Using This Element:

[Student Demographic Information DB9 13x](#)

ELEMENT NAME: [TEST ACCOMMODATIONS](#)

State Edit(s)/Reject Rule(s) for This Element: A one character code that indicates the type of special accommodations, if any, needed by the student when being tested.

The Test Accommodation code must be C, U, L, P, Q, R or Z. If the code is not C, U, L, P, Q, R or Z, the record will be rejected.

Program Specific Notes: This information will be used during the pre-identification process for administration of the Comprehensive English Language Learning Assessment (CELLA) and other statewide assessments.

State Formats Using This Element:

[Federal/State Indicator Status DB9 22x](#)

ELEMENT NAME: TEST DATE (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element: Test Date must be numeric and a valid date unless zero-filled. If Test Date is not numeric or not zero-filled, the record will be rejected. If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not, the record will be rejected. If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected. If Test Date is greater than zero, then Test Score Type must be a valid code other than ZZ. If not, the record will be rejected. If Test Date is greater than zero, then Test Subject Content must be a valid code. If not, the record will be rejected.

Program Specific Notes: This refers to the most recent date the test was administered which determined the student as ELL, or what was used to exit the ELL for Surveys 2, 3 and 5.

Question(s) and Answer(s):

- Q. *If you have an ELL currently in an ESOL program, do you send test information if it is not in the current year; i.e., the student was tested in the prior year?*
- A. The submission of the ELL record should reflect all the test information regarding entry and/or exit, regardless if either occurred in the past.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [TEST FORM \(ALL OCCURENCES\)](#)

State Edit(s)/Reject Rule(s) for This Element: If English Language Learners: Exit Date is greater than zero and Test Name is CEL, then Test Form must not be 3.

If English Language Learners: Exit Date is 00000000 and if Test Name Listening is CEL, then Test Form Listening must be code 3.

Program Specific Notes: CELLA Form 3 is used for placement only.

State Formats Using This Element:

[Student Assessment DB9 59x](#)

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [TEST LEVEL \(ALL OCCURENCES\)](#)

State Edit(s)/Reject Rule(s) for This Element: If Survey Period Code is not 7, then Test Level must not be blank. If Survey Period Code is 7, then the Test Level must be ZZ.

State Formats Using This Element:

[Student Assessment DB9 59x](#)

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [TEST NAME \(ALL OCCURRENCES\)](#)

State Edit(s)/Reject Rule(s) for This Element: The [Test Name \(All Occurrences\)](#) must be a valid code. Valid Test Name codes are specified in [Appendix I](#) of the *DOE Database Manual*.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not, the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected.

Program Specific Notes: All aural/oral tests used to determine listening/speaking of all potential ELLs must be approved by FDOE.

Question(s) and Answer(s):

Q. *The district was using a test that was not on the Test Name Table, how do they code it?*

A. You may not use a test that is not on the Test Name Table, see *DOE Database Manual*, Appendix I; or see Appendix A of this handbook for the Test Name Table. Beginning 2009-10, district-developed tests are no longer valid for ELL entry/exit.

For the purpose of using IRW or LRW, the raw scores provided by these tests may be used and reported only using publisher's national percentile converted score for each test sub-part.

The Woodcock Munoz-Normative Update (R, W) – code of WNU has been added to the Test Name Table. This is to be used for entry/exit only.

Per [Rule 6A-6.0902](#), FAC, the assessment in reading and writing shall be completed as soon as possible after enrollment, but not later than twenty (20) school days after the aural/oral assessment or listening and speaking assessment.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: TEST SCORE (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element: Test Score must be numeric and right justified with leading zeros. If Test Score is not numeric and right justified with leading zeros, the record will be rejected.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not, the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected.

Program Specific Notes: Reading/Writing - Students in grades 3 and above who score fully English proficient on the Aural/Oral and score at or below the 32nd percentile on the reading and writing sub-parts of a norm referenced test are eligible for an ESOL program. Assessment of reading and writing test must be completed within 20 days of the aural/oral assessment.

If the Test Score is zero, enter zeros in this field.

ELLs in grades K-12 who score limited English proficient on an aural/oral test as indicated by publishers' cut-off scores, are eligible for and should be provided appropriate services. All numeric test scores should be reported as indicated by the test publisher. Please use the conversion chart below for all alphabetical scores.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. If no conversion is available, the use of these tests must be discontinued.

CONVERSION CHART FOR AN ALPHABETICAL TEST SCORE TO NUMERICAL SCORE

The following chart should be used only for tests that yield an alphabetical test score (language proficiency level or language category). The data element test score must be numeric; therefore, this conversion must be used for any alphabetical score.

LANGUAGE PROFICIENCY ALPHA SCORES		LANGUAGE CATEGORY (OLD LAU CATEGORIES)	NUMERIC TEST SCORES	TEST SCORE TYPE
NES/NEP	A	Monolingual speaker of a language other than English	1	RS
	B	Predominantly speaks language other than English	2	RS
LES/LEP	C	Bilingual	3	RS
	D	Predominantly speaks English	4	RS
FES/FEP	E	Monolingual speaker of English	5	RS
	F	Monolingual speaker of English	6	RS

NES/NEP = Non-English Speaking/Non-English Proficient
 LES/LEP = Limited English Speaking/Limited English Proficient
 FES/FEP = Fluent English Speaking/ Fluent English Proficient

Question(s) and Answer(s):

Q. Do test scores for students beyond the three-year base need to be updated annually and submitted to the DOE?

A. No. The original date of the test and the test scores for the test that proved eligibility and placement should be maintained and submitted to DOE at each reporting period.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: [TEST SCORE TYPE \(ALL OCCURRENCES\)](#)

State Edit(s)/Reject Rule(s) for This Element: Test Score Type must be RS, SS, NP or ZZ. If Test Score Type is not RS, SS, NP or ZZ, the record will be rejected.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not, the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected.

If Test Date (first occurrence) is greater than zero, then Test Score Type (first occurrence) must be a valid code other than ZZ. If not, the record will be rejected.

Program Specific Notes: All numeric test scores should be reported with the appropriate test score type as indicated by the test publisher. For alphabetical test scores, please refer to the conversion chart (previous page) denoting the Test Score Type as Raw Score.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. If no conversion is available, the use of these tests must be discontinued.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

ELEMENT NAME: TEST SUBJECT CONTENT (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element: The Test Subject Content Code must be a valid code. Valid Test Subject Content Codes are specified in [Appendix L](#) of the *DOE Database Manual*. If the Test Subject Content code is not a valid code, the record will be rejected.

Program Specific Notes: For the ELL: Basis of Entry code of R (reading and writing), the writing may be satisfied by a Total Language Score that includes a subtest named writing or Language Mechanics or Mechanics or Written Expression or Language Usage or Language or English.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the following Test Subject Content codes should be used:

30 Language (Total) and 10 Reading.

If the test provides a composite score for both reading and writing, guidance must be sought from the Test Publisher to obtain separate scores, as a reading and writing NP score must be obtained and reported for each 3-12 grade ELL.

The Test Subject Content codes recommended for use with Aural/Oral language proficiency tests are as follows:

- 17 Speaking
- 18 Language Proficiency Level
- 19 Oral

or as recommended by test publisher.

The CELLA Subject Content Codes are retained locally.

Question(s) and Answer(s):

Q. What is the correct test subject content code for the IPT? Is it 18 or 19?

A. The best test subject content code to use for the IPT is 18 (Language Proficiency Level) since 19 is oral only.

State Formats Using This Element:

[English Language Learners Information DB9 10x](#)

Appendix A

Web Links to Legal References

WEB LINKS TO LEGAL REFERENCES

1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) [Consent Decree](#)

September 2003 [Modification to the Consent Decree](#) (PDF, 31KB)

[Section 1003.56](#), F.S. English language instruction for limited English proficient students

Rule [6A-1.09432](#), FAC. Assessment of English Language Learners

Rule [6A-6.0901](#), FAC. Definitions Which Apply to Programs for English Language Learners

Rule [6A-6.0902](#), FAC. Requirements for Identification, Eligibility, and Programmatic Assessment of English Language Learners

Rule [6A-6.09021](#), FAC. Annual English Language Proficiency Assessment for English Language Learners (ELLs).

Rule [6A-6.09022](#), FAC. Extension of Services in English for Speakers of Other Languages (ESOL) Program

Rule [6A-6.0903](#), FAC. Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program

Rule [6A-6.09031](#), FAC. Post Reclassification of English Language Learners (ELLs)

Rule [6A-6.0904](#), FAC. Equal Access to Appropriate Instruction for Limited English Proficient Students

Rule [6A-0905](#), FAC. Requirements for the District English Language Learners Plan

Rule [6A-6.0906](#), FAC. Monitoring of Programs for English Language Learners

Rule [6A-6.0907](#), FAC. Inservice Requirements for Personnel of Limited English Proficient Students

Rule [6A-6.0908](#), FAC. Equal Access for English Language Learners to Programs Other Than English for Speakers of Other Languages (ESOL)

Rule [6A-6.0909](#), FAC. Exemptions Provided to English Language Learners

Rule [6A-6.09091](#), FAC. Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

Appendix B

DOE Database and Information Manuals

The [DOE Database and Information Manuals](#) have all the information on how the data is reported to the DOE.

Appendix C

Florida Automated System for Transferring Educational Records (FASTER)

[FASTER](#) and SPEEDE/ExPRESS are sets of predefined data formats used to electronically exchange student records and transcripts among educational institutions. Please visit this site often to obtain the latest information regarding the System.



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