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**Broward County Public Schools**

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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## **INTRODUCTION**

The Multicultural & ESOL Program Services Education has prepared this handbook to assist school staff and data processing personnel. This handbook combines Department of Education (DOE) information concerning database elements and other materials that relate to reporting data and local record keeping for English Language Learners (ELLs) in an English for Speakers of Other Languages (ESOL) Program in accordance with the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree (1990) and Florida Statute Section 233.058. Under this law, information on services provided to ELLs must be kept in the State database (TERMS) and specific database elements are required for tracking student services.

## **REQUIRED DATABASE ELEMENTS**

Upon registration students/parents complete a home language survey (HLS).

This HLS will show if the student has another language spoken at home. At that time they are administered an assessment to determine if they need assistance in the English language.

If these students need ESOL Program services they will be classified as **English Language Learners (ELLs)**. They will participate in the English/Language Arts through ESOL program that is designed to enable these students to communicate and achieve academic success in their English-speaking environment.

Data will be collected during survey reporting periods by the state to track services, testing data, academic progress, demographic information, and Program placement of all ELLs. Schools are required to enter this data on TERMS Panels A03 (Demographics), including ELLs' language classification, A21 (Test Score), and A23 (Special ESOL Program). Help screens are also available on TERMS (F1 key). **The ESOL curriculum/contact person or principal designee is responsible for providing the required information to the school's Data Processor.**

Each Panel and its elements are defined in the following pages.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS  
(ELLs)**

**TERMS REGISTRATION/STUDENT SCHEDULE  
A03 DEMOGRAPHICS**

PANEL:		A03. DEMOGRAPHICS			YEAR: 06	
STDT:	KEY:				TYPE:	
LAST	APP FIRST	MIDDLE	AKA	FORMER		
RESNBR	DR STREET	TYPE APT/BLDG	CITY	ST ZIP+4	RES CY	
SEX	RACE	DOB	BIRTH PLACE	VER	A PHONE	
ENT	DATE	SCHL GR	AS-SCHL CL	W/D	DATE	PR SSN EXTRNL NBR ALIAS NBR
<b>ELL</b>	<b>LAN</b>	<b>PAR</b>	<b>MG</b>	<b>CO</b>	<b>LG</b>	<b>SRVY</b>
<b>IM</b>	<b>LC</b>	<b>ENTRY</b>		<b>US</b>	EN: DS-SCHL PRIOR: DIST STATE CNTRY	
C	R	MC	MA	EX	BFR	TC 30D DP PUB:M P B ORIG
PF1=HELP 3=EXIT 4=PROMPT 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE						
PLEASE TYPE KEY ELEMENTS.						

Enter into the A03 Panel the following information:

- Immigrant Student (IM) information.
- Date of entry into the Unites States for Foreign Born Students. *Not required* for students born in Puerto Rico, Guam, Virgin Islands, or any U.S. territory.
- Country of birth.
- Language Classification (LC)

The following elements entered in the A03 Demographics Panel transfer to the A23 ELL Panel:

- ELL Code (LY, LF, LZ, ZZ)
- Student's Language
- Parent's Language
- Home Language Survey Date
- Language Classification

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS  
(ELLs)**

## **AO3 PANEL - DEMOGRAPHICS**

ELL (English Language Learner): Data entered on A03 Panel. Using the definitions given in the Consent Decree, the codes for ELL status are:

<u>Code</u>	<u>Definition</u>
<b>LY</b>	The student is an English Language Learner and is enrolled in classes specifically designed for ELLs.
<b>LF</b>	The student is being monitored for a two-year period after having exited from the ESOL Program.
<b>LZ</b>	The student is one for whom a two- (2) year follow-up period has been completed after the student has exited the ESOL Program.
<b>ZZ</b>	Not applicable (for the ESOL Program).

LANG (Home or Native Language): A two-character language code entered on A03 Panel that identifies the native language spoken by the students. **(Should not be changed to English if the student is found not to need ESOL services or when the student exits ESOL).** (See pages 6 - 10 for codes.)

**Note:** The district **must** collect and maintain the native language of each **PK - 12** student, regardless of the English Language Learner code.

PAR (Parent/Guardian Primary Home Language): Data entered on A03 Panel. A two-letter code indicating the primary home language of the parent(s) or guardian(s) of the student. Record the code representing the predominant language spoken in the home by the parent(s)/guardian(s). It is possible for the Parent/Guardian Primary Home Language to be different from the student's Native Language.

SURV-DTE (Home Language Survey Date): The date that indicates completion of the *Home Language Survey* in accordance with Rule 6A-6.0902, FAC. The *Home Language Survey* (HLS) is the date the HLS was **actually** completed by the parent/guardian and should be the date entered into the computer. **The only exception to this is for PK - 12 grade students who enroll during the summer and DO NOT ATTEND the summer session. Only**

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under these circumstances may the HLS be entered as the actual date the student starts the school year. This ensures that the calculations of the district's assessment timelines are not adversely affected.

**Note:** The original Home Language Survey Date should never be changed.

**CO** (Country of Birth): A two-character code, which identifies the country of birth of the student. (See pages 11 - 14 for codes.)

**Note:** The Country of Birth identifies the actual country of birth of the student. This data element is the one used for collecting and reporting the country of national origin. **All students, regardless of ELL status, should have a Country of Birth code. (It is possible for an ELL's CO to be US.)**

**LC** (Language Classification); Broward County Language Classifications (A1, A2, B1, B2, C1, C2, D, E)

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## LANGUAGE CODES

<b>AB</b>	<b>Abkhazian</b>	<b>FO</b>	<b>Faroese</b>
<b>AA</b>	<b>Afar</b>	<b>FA</b>	<b>Farsi, Persian</b>
<b>AK</b>	<b>Afrikaans</b>	<b>FJ</b>	<b>Fijian</b>
<b>EF</b>	<b>Akan</b>	<b>FI</b>	<b>Finnish, Suomi</b>
<b>EK</b>	<b>Akateko</b>	<b>FR</b>	<b>French</b>
<b>AL</b>	<b>Albanian, Shqip</b>	<b>FY</b>	<b>Frisian</b>
<b>WJ</b>	<b>American Sign Language</b>	<b>FU</b>	<b>Fulfulde, Nigerian</b>
<b>AM</b>	<b>Amharic</b>	<b>GL</b>	<b>Galician</b>
<b>AR</b>	<b>Arabic</b>	<b>KA</b>	<b>Georgian, Kartuli</b>
<b>AN</b>	<b>Armenian, Hayeren</b>	<b>GE</b>	<b>German</b>
<b>AS</b>	<b>Assamese</b>	<b>GR</b>	<b>Greek</b>
<b>WK</b>	<b>Awadhi</b>	<b>KL</b>	<b>Greenlandic, Kalaallisut</b>
<b>AZ</b>	<b>Azerbaijani</b>	<b>GU</b>	<b>Gujarati</b>
<b>BA</b>	<b>Bantu</b>	<b>HC</b>	<b>Haitian-Creole (Includes French Creole)</b>
<b>BC</b>	<b>Bashkir</b>	<b>HY</b>	<b>Haryanvi</b>
<b>BQ</b>	<b>Basque, Euskera</b>	<b>HA</b>	<b>Hausa</b>
<b>BE</b>	<b>Bengali, Bangla</b>	<b>HE</b>	<b>Hebrew, Iwrith</b>
<b>BR</b>	<b>Berber</b>	<b>HL</b>	<b>Hiligaynon</b>
<b>BP</b>	<b>Bhojpuri</b>	<b>HI</b>	<b>Hindi</b>
<b>DZ</b>	<b>Bhutani</b>	<b>HM</b>	<b>Hmong</b>
<b>BH</b>	<b>Bihari</b>	<b>HU</b>	<b>Hungarian, Magyar</b>
<b>BI</b>	<b>Bislama</b>	<b>IC</b>	<b>Icelandic, Islenzk</b>
<b>BF</b>	<b>Breton</b>	<b>IO</b>	<b>Igbo</b>
<b>BL</b>	<b>Bulgarian</b>	<b>IL</b>	<b>Ilacano</b>
<b>BU</b>	<b>Burmese, Myanmasa</b>	<b>IN</b>	<b>Indonesian, Bahasa Indonesia</b>
<b>BD</b>	<b>Byelorussian</b>	<b>IA</b>	<b>Interlingua</b>
<b>CA</b>	<b>Cambodian, Khmer</b>	<b>IE</b>	<b>Interlingue</b>
<b>CN</b>	<b>Cantonese</b>	<b>GA</b>	<b>Irish, Gaeilge</b>
<b>CT</b>	<b>Catalan</b>	<b>IT</b>	<b>Italian</b>
<b>ZA</b>	<b>Cebuano</b>	<b>JC</b>	<b>Jamaican Creole (includes Patois and Patwa)</b>
<b>ZB</b>	<b>Chhattisgarhi</b>	<b>JA</b>	<b>Japanese, Nihongo</b>
<b>ZC</b>	<b>Chinese, Hakka</b>	<b>JW</b>	<b>Javanese, Bahasa Jawa</b>
<b>ZD</b>	<b>Chinese, Min Nau (Fukienese or Fujianese)</b>	<b>KV</b>	<b>Kannada</b>
<b>CH</b>	<b>Chinese, Zhongwen</b>	<b>KS</b>	<b>Kashmiri</b>
<b>ZE</b>	<b>Chittagonian</b>	<b>KK</b>	<b>Kazakh</b>
<b>CO</b>	<b>Corsican</b>	<b>RW</b>	<b>Kinyarwanda</b>
<b>ZF</b>	<b>Creole</b>	<b>KY</b>	<b>Kirghiz, Kyrgyz</b>
<b>HR</b>	<b>Croatian, Hrvatski</b>	<b>RN</b>	<b>Kirundi</b>
<b>CZ</b>	<b>Czech</b>	<b>KO</b>	<b>Korean, Choson-o</b>
<b>DA</b>	<b>Danish</b>	<b>KZ</b>	<b>Kpelle (Guerze)</b>
<b>DL</b>	<b>Deccan</b>	<b>KU</b>	<b>Kurdish, Zimany Kurdy</b>
<b>DU</b>	<b>Dutch, Netherlands</b>	<b>LA</b>	<b>Laotian, Pha Xa Lao</b>
<b>DO</b>	<b>Dzongkha</b>	<b>LB</b>	<b>Latin</b>
<b>EN</b>	<b>English</b>	<b>LV</b>	<b>Latvian, Lettish</b>
<b>EO</b>	<b>Esperanto</b>	<b>LN</b>	<b>Lingala</b>
<b>ES</b>	<b>Estonian</b>	<b>LI</b>	<b>Lithuanian</b>

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<b>LM</b>	<b>Lombard</b>	<b>SD</b>	<b>Sindhi</b>
<b>MB</b>	<b>Macedonian</b>	<b>SC</b>	<b>Singhalese</b>
<b>NJ</b>	<b>Madura</b>	<b>XL</b>	<b>Sinhala</b>
<b>XI</b>	<b>Magahi</b>	<b>SI</b>	<b>Siswati</b>
<b>XJ</b>	<b>Maithili</b>	<b>SL</b>	<b>Slovak</b>
<b>MA</b>	<b>Malagasy</b>	<b>SJ</b>	<b>Slovenian</b>
<b>ML</b>	<b>Malayalam</b>	<b>SO</b>	<b>Somali</b>
<b>MS</b>	<b>Malay, Bahasa Malaysia</b>	<b>SP</b>	<b>Spanish</b>
<b>MT</b>	<b>Maltese</b>	<b>SU</b>	<b>Sundanese</b>
<b>MD</b>	<b>Mandarin</b>	<b>SH</b>	<b>Swahili</b>
<b>NR</b>	<b>Maori</b>	<b>SW</b>	<b>Swedish, Svenska</b>
<b>MR</b>	<b>Marathi</b>	<b>TA</b>	<b>Tagalog</b>
<b>XK</b>	<b>Marwari</b>	<b>TG</b>	<b>Tajik</b>
<b>MC</b>	<b>Moldavian</b>	<b>TB</b>	<b>Tamil</b>
<b>MO</b>	<b>Mongolian</b>	<b>TT</b>	<b>Tatar</b>
<b>NS</b>	<b>Napoletano - Calabrese</b>	<b>TE</b>	<b>Telugu</b>
<b>NA</b>	<b>Nauru</b>	<b>TH</b>	<b>Thai</b>
<b>NE</b>	<b>Nepali</b>	<b>TI</b>	<b>Tibetan, Bodskad</b>
<b>NO</b>	<b>Norwegian</b>	<b>TC</b>	<b>Tigrinya</b>
<b>OC</b>	<b>Occitan</b>	<b>TO</b>	<b>Tonga</b>
<b>OR</b>	<b>Oriya</b>	<b>TS</b>	<b>Tsonga</b>
<b>OM</b>	<b>(Afan) Oromo</b>	<b>TU</b>	<b>Turkish</b>
<b>PX</b>	<b>Pamiamento</b>	<b>TK</b>	<b>Turkmen</b>
<b>PJ</b>	<b>Panjabi, Punjabi</b>	<b>TD</b>	<b>Twi</b>
<b>PA</b>	<b>Pashto (Includes Pushtu)</b>	<b>UK</b>	<b>Ukranian</b>
<b>PO</b>	<b>Polish</b>	<b>UR</b>	<b>Urdu</b>
<b>PR</b>	<b>Portuguese</b>	<b>UY</b>	<b>Uyghur</b>
<b>RA</b>	<b>Rhaeto-Romance</b>	<b>UZ</b>	<b>Uzbek</b>
<b>RM</b>	<b>Rumanian, Romanian</b>	<b>VI</b>	<b>Vietnamese</b>
<b>RS</b>	<b>Russian</b>	<b>VO</b>	<b>Volapuk</b>
<b>RB</b>	<b>Rwanda</b>	<b>WE</b>	<b>Welsh</b>
<b>SG</b>	<b>Sangho</b>	<b>WO</b>	<b>Wolof</b>
<b>SA</b>	<b>Sanskrit</b>	<b>XH</b>	<b>Xhosa</b>
<b>XK</b>	<b>Saraiki</b>	<b>YI</b>	<b>Yiddish, Jiddisch</b>
<b>GD</b>	<b>Scots Gaelic</b>	<b>YO</b>	<b>Yoruba</b>
<b>SK</b>	<b>Serbian, Srpski</b>	<b>ZH</b>	<b>Zhuan, Nothern</b>
<b>SR</b>	<b>Serbo-Croatian</b>	<b>ZU</b>	<b>Zulu</b>
<b>ST</b>	<b>Sesotho</b>	<b>OT</b>	<b>Other</b>
<b>TN</b>	<b>Setswana</b>	<b>ZZ</b>	<b>Not Applicable</b>
<b>SN</b>	<b>Shona</b>		

## **PACIFIC LANGUAGE CODES**

<b>EC</b>	<b>Carolinian</b>	<b>MZ</b>	<b>Marshallese</b>
<b>ED</b>	<b>Chamorro</b>	<b>PU</b>	<b>Palauan</b>
<b>EE</b>	<b>Chuukese/Trukese</b>	<b>PV</b>	<b>Pohnpeians</b>
<b>GF</b>	<b>Guamanian</b>	<b>SM</b>	<b>Samoan</b>
<b>KT</b>	<b>Kosraen</b>	<b>YK</b>	<b>Yapese</b>

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**LANGUAGE CODES**

**INDIGENOUS LANGUAGES OF THE AMERICAS CODE**

AC	Abnaki	EA	Eskimo
AD	Achumawi	EB	Eyak
AE	Ahtena	FB	Foothill North Yokuts
AF	Alabama	FC	Fox
AG	Aleut	FD	French Cree
AH	Algonquian	GB	Guarani
AI	Apache	GC	Guaymi
AJ	Arapaho	HB	Haida
AO	Araucanian	HD	Han
AP	Arikara	HF	Havasupai
AQ	Athapascan	HG	Hichita
AT	Atsina	HH	Hidatsa
AU	Atsugewi	HJ	Hopi
AV	Aucanian	HK	Hupa
AW	Aymara	IB	Inupiak
AX	Aztec	ID	Iroquois
BG	Blackfoot	IF	Island Carib
CB	Caddo	JB	Jicarilla
CC	Cahuilla	KX	Kanjoval
CD	Cakchiquel	KB	Klamath
CE	Cayuga	KC	Kawaiisu
CF	Chasta Costa	KD	Kalispel
CG	Chemehevi	KE	Kansa
CI	Cherokee	KF	Karok
CJ	Chetemacha	KG	Keres
CK	Cheyenne	KH	Kickapoo
CL	Chinook Jargon	KI	Kiowa
CM	Chiricahua	KJ	Kiowa-Apache
CP	Chiwere	KM -	Koasati
CQ	Choctaw	KW	Koyukon
CS	Chumash	KP	Kuchin
CU	Clallam	KQ	Kutenai
CV	Coast Miwok	KR	Kwakiutl
CW	Cocomaricopa	IG	Indian
CX	Coeur D'Alene	IH	Ingalit
CY	Columbia	LC	Lower Chehalis
DF	Comanche	LD	Luiseno
DG	Cowlitz	XN	Maidu
DH	Cuna	ME	Makah
DI	Cupeno	MF	Mam
DJ	Cree	MG	Mandan
DK	Crow	MH	Maya
DB	Dakota	MJ	Menomini
DC	Delaware	MM	Miami
DD	Delta River Yuman	MN	Micmac
DE	Diegueno	MP	Mikasuki

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<b>XO</b>	<b>Miwok</b>	<b>VB</b>	<b>Shawnee</b>
<b>MQ</b>	<b>Mixtec</b>	<b>VC</b>	<b>Shoshoni</b>
<b>MU</b>	<b>Mohave</b>	<b>VD</b>	<b>Sierra Miwok</b>
<b>MV</b>	<b>Mohawk</b>	<b>VE</b>	<b>Siuslaw</b>
<b>MW</b>	<b>Mono</b>	<b>VF</b>	<b>Southern Maidu</b>
<b>MX</b>	<b>Mountain Maidu</b>	<b>VG</b>	<b>Southern Paiute</b>
<b>MY</b>	<b>Muskogee</b>	<b>VH</b>	<b>Spokane</b>
<b>NB</b>	<b>Navaho</b>	<b>TF</b>	<b>Tachi</b>
<b>NC</b>	<b>Nez Perce</b>	<b>TJ</b>	<b>Tanacross</b>
<b>ND</b>	<b>Nomlaki</b>	<b>TL</b>	<b>Tanaina</b>
<b>NF</b>	<b>Nootka</b>	<b>TM</b>	<b>Tanana</b>
<b>NG</b>	<b>Nootsack</b>	<b>TP</b>	<b>Tarahumara</b>
<b>NH</b>	<b>Northern Paiute</b>	<b>TQ</b>	<b>Tarascan</b>
<b>NI</b>	<b>Northwest Maidu</b>	<b>TR</b>	<b>Tewa</b>
<b>OA</b>	<b>Ojibwa</b>	<b>TV</b>	<b>Tillamook</b>
<b>OB</b>	<b>Okanogan</b>	<b>TX</b>	<b>Tiwa</b>
<b>OD</b>	<b>Omaha</b>	<b>TY</b>	<b>Tlingit</b>
<b>OE</b>	<b>Oneida</b>	<b>TZ</b>	<b>Towa</b>
<b>OF</b>	<b>Onondaga</b>	<b>XA</b>	<b>Tonkawa</b>
<b>OG</b>	<b>Osage</b>	<b>XB</b>	<b>Tsimshian</b>
<b>OH</b>	<b>Other Athapascan-Eyak</b>	<b>XC</b>	<b>Tubatulabal</b>
<b>OI</b>	<b>Ottawa</b>	<b>XD</b>	<b>Tupi</b>
<b>PB</b>	<b>Pacific Gulf Yupik</b>	<b>XE</b>	<b>Tuscarora</b>
<b>PC</b>	<b>Paiute</b>	<b>XF</b>	<b>Tutchone</b>
<b>PD</b>	<b>Panamint</b>	<b>XG</b>	<b>Twana</b>
<b>PF</b>	<b>Passamaquoddy</b>	<b>UA</b>	<b>Up River Yuman</b>
<b>PG</b>	<b>Patwin</b>	<b>UB</b>	<b>Upland Yuman</b>
<b>PH</b>	<b>Pawnee</b>	<b>UC</b>	<b>Upper chehalis</b>
<b>PK</b>	<b>Penobscot</b>	<b>UD</b>	<b>Upper Chinook</b>
<b>PL</b>	<b>Picuris</b>	<b>UE</b>	<b>Upper Kuskokwim</b>
<b>PM</b>	<b>Pima</b>	<b>UF</b>	<b>Upper Tanana</b>
<b>PN</b>	<b>Plains Miwok</b>	<b>UG</b>	<b>Ute</b>
<b>PP</b>	<b>Pomo</b>	<b>WA</b>	<b>Walapai</b>
<b>PQ</b>	<b>Ponca</b>	<b>WB</b>	<b>Wappo</b>
<b>PS</b>	<b>Potawatomi</b>	<b>WC</b>	<b>Washo</b>
<b>PT</b>	<b>Puget Sound Salish</b>	<b>WD</b>	<b>Wichita</b>
<b>OJ</b>	<b>Quapaw</b>	<b>WF</b>	<b>Winnebago</b>
<b>OK</b>	<b>Quechua</b>	<b>WG</b>	<b>Wintun</b>
<b>OL</b>	<b>Quekchi</b>	<b>WH</b>	<b>Wiyot</b>
<b>ON</b>	<b>Quiche</b>	<b>WI</b>	<b>Wyandot</b>
<b>OO</b>	<b>Quinault</b>	<b>YA</b>	<b>Yaqui</b>
<b>SB</b>	<b>Sahaptian</b>	<b>YB</b>	<b>Yavapai</b>
<b>SF</b>	<b>Saint Lawrence Island Yupik</b>	<b>YC</b>	<b>Yuchi</b>
<b>SQ</b>	<b>Salish</b>	<b>YD</b>	<b>Yuki</b>
<b>SS</b>	<b>Sandia</b>	<b>YE</b>	<b>Yuma</b>
<b>SV</b>	<b>San Carlos</b>	<b>YF</b>	<b>Yupik</b>
<b>SX</b>	<b>Santiam</b>	<b>YG</b>	<b>Yurok</b>
<b>SY</b>	<b>Seneca</b>	<b>YH</b>	<b>Zapotec</b>
<b>SZ</b>	<b>Serrano</b>	<b>YJ</b>	<b>Zuni</b>
<b>VA</b>	<b>Shastan</b>		

## **COUNTRY CODES**

### **UNITED STATES COMMONWEALTH AND TERRITORIES**

<b>AQ</b>	<b>American Samoa</b>
<b>BK</b>	<b>Baker Island</b>
<b>CZ</b>	<b>Canal Zone (Panama)</b>
<b>CW</b>	<b>Cook Islands</b>
<b>FB</b>	<b>Federated States of Micronesia</b>
<b>GU</b>	<b>Guam</b>
<b>HW</b>	<b>Howland Island</b>
<b>JI</b>	<b>Jarvis Island</b>
<b>JQ</b>	<b>Johnston Atoll</b>
<b>KF</b>	<b>Kingman Reef</b>
<b>RS</b>	<b>Marshall Islands</b>
<b>MQ</b>	<b>Midway Islands</b>
<b>NS</b>	<b>Navassa Islands</b>
<b>QO</b>	<b>Northern Mariana Islands</b>
<b>PB</b>	<b>Palau, Belau</b>
<b>PM</b>	<b>Palmyra Atoll</b>
<b>PR</b>	<b>Puerto Rico</b>
<b>UM</b>	<b>United States Minor Outlying Islands</b>
<b>VI</b>	<b>U.S. Virgin Islands</b>
<b>WQ</b>	<b>Wake Island</b>

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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## COUNTRY CODES

AF	Afghanistan	CI	Chile
AB	Albania	CH	China
AG	Algeria	KI	Christmas Island
AN	Andorra	CN	Clipperton Island
AO	Angola	KG	Cocos Islands (Keeling)
AV	Anguilla	CL	Colombia
AY	Antarctica	CQ	Comoros
AC	Antigua and Barbuda	CF	Congo
AX	Antilles	CR	Coral Sea Island
AE	Argentina	CS	Costa Rica
AD	Armenia	DF	Croatia
AA	Aruba	CU	Cuba
AS	Australia	DH	Curacao Island
AU	Austria	CY	Cyprus
AJ	Azerbaijan	CX	Czechoslovakia
AI	Azores Islands, Portugal	DT	Czech Republic
BF	Bahamas	DK	Democratic Kampuchea
BA	Bahrain	DA	Denmark
BS	Baltic States	DJ	Djibouti
BG	Bangladesh	DO	Dominica
BB	Barbados	DR	Dominican Republic
BI	Bassas Da India	EJ	East Timor
BE	Belgium	EC	Ecuador
BZ	Belize	EG	Egypt
BN	Benin	ES	El Salvador
BD	Bermuda	EN	England
BH	Bhutan	EA	Equatorial Africa
BL	Bolivia	EQ	Equatorial Guinea
BJ	Bonaire Island	ER	Eritrea
BP	Bosnia and Herzegovina	EE	Estonia
BC	Botswana	ET	Ethiopia
BV	Bouvet Island	EU	Europa Island
BR	Brazil	FA	Falkland Islands (Malvinas)
BT	British Virgin Islands	FO	Faroe Islands
BW	British West Indies	FJ	Fiji
BQ	Brunei Darussalam	FI	Finland
BU	Bulgaria	FR	France
BX	Burkina Faso, West Africa	FM	France, Metropolitan
BM	Burma	FN	French Guiana
BY	Burundi	FP	French Polynesia
JB	Byelorussia SSR	FS	French Southern and Antarctic Islands
CB	Cambodia	JC	French Southern Territories
CM	Cameroon	FW	French West Africa
CC	Canada	GB	Gabon
CV	Cape Verde	GM	Gambia
CJ	Cayman Islands	GZ	Gaza Strip
CP	Central African Republic	GD	Georgia
CD	Chad		

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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<b>GE</b>	<b>Germany</b>	<b>LS</b>	<b>Liechtenstein</b>
<b>GH</b>	<b>Ghana</b>	<b>LH</b>	<b>Lithuania</b>
<b>GI</b>	<b>Gibraltar</b>	<b>LU</b>	<b>Luxembourg</b>
<b>GO</b>	<b>Glorioso Islands</b>	<b>MC</b>	<b>Macau</b>
<b>GR</b>	<b>Greece</b>	<b>LC</b>	<b>Macedonia</b>
<b>GL</b>	<b>Greenland</b>	<b>MF</b>	<b>Madagascar</b>
<b>GJ</b>	<b>Grenada</b>	<b>IM</b>	<b>Madeira Islands</b>
<b>GP</b>	<b>Guadeloupe</b>	<b>MK</b>	<b>Malawi</b>
<b>GT</b>	<b>Guatemala</b>	<b>MY</b>	<b>Malaysia</b>
<b>GF</b>	<b>Guernsey</b>	<b>MV</b>	<b>Maldives</b>
<b>FG</b>	<b>Guiana</b>	<b>ML</b>	<b>Mali</b>
<b>GV</b>	<b>Guinea</b>	<b>XA</b>	<b>Malta</b>
<b>GS</b>	<b>Guinea-Bissau</b>	<b>MB</b>	<b>Martinique</b>
<b>GY</b>	<b>Guyana</b>	<b>MR</b>	<b>Mauritania</b>
<b>HA</b>	<b>Haiti</b>	<b>MP</b>	<b>Mauritius</b>
<b>HM</b>	<b>Heard and McDonald Islands (Australia)</b>	<b>YT</b>	<b>Mayotte</b>
<b>HO</b>	<b>Honduras</b>	<b>NB</b>	<b>Melanesia</b>
<b>HK</b>	<b>Hong Kong</b>	<b>MX</b>	<b>Mexico</b>
<b>HU</b>	<b>Hungary</b>	<b>OE</b>	<b>Moldova, Republic of</b>
<b>IC</b>	<b>Iceland</b>	<b>MJ</b>	<b>Monaco</b>
<b>II</b>	<b>India</b>	<b>MG</b>	<b>Mongolia</b>
<b>IX</b>	<b>Indian Ocean Territory (British)</b>	<b>OT</b>	<b>Montenegro</b>
<b>IO</b>	<b>Indonesia</b>	<b>MH</b>	<b>Montserrat</b>
<b>IR</b>	<b>Iran</b>	<b>OJ</b>	<b>Moorea</b>
<b>IZ</b>	<b>Iraq</b>	<b>MW</b>	<b>Morocco</b>
<b>EI</b>	<b>Ireland</b>	<b>MZ</b>	<b>Mozambique</b>
<b>IS</b>	<b>Israel</b>	<b>OP</b>	<b>Myanmar</b>
<b>IT</b>	<b>Italy</b>	<b>NK</b>	<b>Namibia</b>
<b>IV</b>	<b>Ivory Coast</b>	<b>NR</b>	<b>Nauru</b>
<b>JM</b>	<b>Jamaica</b>	<b>NP</b>	<b>Nepal</b>
<b>JN</b>	<b>Jan Meyan</b>	<b>NL</b>	<b>Netherlands</b>
<b>JA</b>	<b>Japan</b>	<b>NA</b>	<b>Netherlands Antilles</b>
<b>JO</b>	<b>Jordan</b>	<b>NN</b>	<b>Neutral Zone</b>
<b>JD</b>	<b>Juan De Nova Island</b>	<b>NW</b>	<b>New Caledonia</b>
<b>KA</b>	<b>Kazakhstan</b>	<b>NT</b>	<b>New Hibrides</b>
<b>KE</b>	<b>Kenya</b>	<b>NZ</b>	<b>New Zealand</b>
<b>KB</b>	<b>Kiribati</b>	<b>NU</b>	<b>Nicaragua</b>
<b>KN</b>	<b>Korea, Peoples Republic of (North)</b>	<b>NG</b>	<b>Niger</b>
<b>KR</b>	<b>Korea, Republic of (South)</b>	<b>NI</b>	<b>Nigeria</b>
<b>KU</b>	<b>Kuwait</b>	<b>QE</b>	<b>Niue</b>
<b>KC</b>	<b>Kyrgyzstan</b>	<b>NF</b>	<b>Norfolk Island</b>
<b>LO</b>	<b>Lao, Peoples Democratic Republic of</b>	<b>NX</b>	<b>North Africa</b>
<b>LP</b>	<b>Lapland</b>	<b>QI</b>	<b>North Ireland</b>
<b>LV</b>	<b>Latvia</b>	<b>NO</b>	<b>Norway</b>
<b>LE</b>	<b>Lebanon</b>	<b>OC</b>	<b>Oceania</b>
<b>LT</b>	<b>Lesotho</b>	<b>MU</b>	<b>Oman</b>
<b>LI</b>	<b>Liberia</b>	<b>PI</b>	<b>Pacific Islands</b>
<b>LY</b>	<b>Libya</b>	<b>PK</b>	<b>Pakistan</b>
<b>LB</b>	<b>Libyan Arab Jamahiriya</b>	<b>PS</b>	<b>Palestine</b>
		<b>PN</b>	<b>Panama</b>

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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<b>NQ</b>	<b>Papua New Guinea (Previously New Guinea)</b>	<b>SW</b>	<b>Sweden</b>
<b>PD</b>	<b>Paracel Islands</b>	<b>SZ</b>	<b>Switzerland</b>
<b>PX</b>	<b>Paraguay</b>	<b>SY</b>	<b>Syria</b>
<b>PG</b>	<b>Persian Gulf States</b>	<b>JJ</b>	<b>Syrian Arab Republic</b>
<b>PE</b>	<b>Peru</b>	<b>TA</b>	<b>Tahaiti</b>
<b>RP</b>	<b>Philippines</b>	<b>TB</b>	<b>Taiwan, Province of China</b>
<b>PC</b>	<b>Pitcairn Islands</b>	<b>TZ</b>	<b>Tanzania, United Republic of</b>
<b>PL</b>	<b>Poland</b>	<b>TJ</b>	<b>Tajikistan</b>
<b>PY</b>	<b>Polynesia</b>	<b>TH</b>	<b>Thailand</b>
<b>PO</b>	<b>Portugal</b>	<b>TO</b>	<b>Togo</b>
<b>QA</b>	<b>Qatar</b>	<b>TL</b>	<b>Tokelau</b>
<b>RE</b>	<b>Reunion</b>	<b>XT</b>	<b>Tonga</b>
<b>RH</b>	<b>Rhodesia</b>	<b>TD</b>	<b>Trinidad and Tobago</b>
<b>RO</b>	<b>Romania</b>	<b>TR</b>	<b>Tromelin Island</b>
<b>RU</b>	<b>Russian Federation</b>	<b>TQ</b>	<b>Trust Territory of Pacific</b>
<b>RW</b>	<b>Rwanda</b>	<b>TS</b>	<b>Tunisia</b>
<b>QD</b>	<b>Samoa</b>	<b>TU</b>	<b>Turkey</b>
<b>SM</b>	<b>San Marino</b>	<b>TF</b>	<b>Turkmenistan</b>
<b>SQ</b>	<b>Sao Tome and Principe</b>	<b>TK</b>	<b>Turks and Caicos Islands</b>
<b>SA</b>	<b>Saudi Arabia</b>	<b>TY</b>	<b>Tuvalu</b>
<b>LD</b>	<b>Scotland</b>	<b>UG</b>	<b>Uganda</b>
<b>SG</b>	<b>Senegal</b>	<b>UA</b>	<b>Ukraine (Formerly, Ukrainian Soviet Socialist Republic)</b>
<b>SE</b>	<b>Seychelles Islands</b>	<b>UB</b>	<b>Union of Soviet Socialist Republic</b>
<b>SL</b>	<b>Sierra Leone</b>	<b>TC</b>	<b>United Arab Emirates</b>
<b>SK</b>	<b>Sikkim</b>	<b>UK</b>	<b>United Kingdom (Great Britain)</b>
<b>SN</b>	<b>Singapore</b>	<b>US</b>	<b>United States</b>
<b>QH</b>	<b>Slovakia</b>	<b>UV</b>	<b>Upper Volta</b>
<b>JE</b>	<b>Slovenia</b>	<b>UY</b>	<b>Uruguay</b>
<b>SI</b>	<b>Solomon Islands</b>	<b>UD</b>	<b>Uzbekistan</b>
<b>SO</b>	<b>Somalia</b>	<b>TV</b>	<b>Vatican City</b>
<b>JF</b>	<b>South Georgia and the South Sandwich Islands</b>	<b>VN</b>	<b>Vanuatu</b>
<b>SF</b>	<b>South Africa</b>	<b>VE</b>	<b>Venezuela</b>
<b>UR</b>	<b>Soviet Union</b>	<b>VM</b>	<b>Vietnam</b>
<b>SP</b>	<b>Spain</b>	<b>WL</b>	<b>Wales</b>
<b>SS</b>	<b>Spanish Sahara</b>	<b>WC</b>	<b>Wallis and Futuna Islands</b>
<b>SR</b>	<b>Spratley Islands</b>	<b>WN</b>	<b>West Indies</b>
<b>CE</b>	<b>Sri Lanka, Ceylon</b>	<b>WB</b>	<b>Western Sahara</b>
<b>SB</b>	<b>St. Barthelemy</b>	<b>WS</b>	<b>Western Samoa</b>
<b>SH</b>	<b>St. Helena (Ascension Island)</b>	<b>YS</b>	<b>Yemen, Peoples Democratic Republic of</b>
<b>SV</b>	<b>St. Kitts-Nevis</b>	<b>YE</b>	<b>Yemen, Arab Republic</b>
<b>SJ</b>	<b>St. Lucia</b>	<b>YO</b>	<b>Yugoslavia</b>
<b>ST</b>	<b>St. LVC Vincentucia</b>	<b>CG</b>	<b>Zaire</b>
<b>JS</b>	<b>St. Pierre and Miquelon</b>	<b>ZA</b>	<b>Zambia</b>
<b>JH</b>	<b>St. Vincent and Grenadines</b>	<b>ZB</b>	<b>Zimbabwe</b>
<b>SU</b>	<b>Sudan</b>	<b>ZZ</b>	<b>Not Applicable</b>
<b>SX</b>	<b>Suriname</b>		
<b>JK</b>	<b>Svalbard</b>		
<b>WZ</b>	<b>Swaziland</b>		

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**TERMS REGISTRATION/STUDENT SCHEDULE  
A08 LOCAL DATA ELEMENTS**

PANEL:	A08. LOCAL DATA ELEMENTS	YEAR: 06
STDT:	SCHL:	GR: ST:
ELIGB	FTE-1 FTE-2 FTE-3 FTE-4	PRIDE MATH SCIE SOCST WRTNG
	OTHER	TEST ACC MISC1 MISC2 MISC3 MISC4
LOCAL	EMPL MAGNT TRACK	RDR
DIFF DIPL:	BACC DIPL:	ADV I-CERT: K: PKP: CA: CS:
BACCL	FTE SCORE	CEEB HVBC
	USER CODES	PKG ALG 6-8 0.000
PF1=HELP 3=EXIT 7=BKWD 8=FWD 12=ESCAPE PLEASE TYPE KEY ELEMENTS.		

A one character code that indicates the type of special accommodations, if any, needed by the student when being tested.

<u>CODE</u>	<u>DEFINITION</u>
C	Contracted Braille
U	Uncontracted Braille
L	Large Print
Z	Not applicable. None of the above test accommodations are needed.

Note: 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 DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

**TERMS REGISTRATION/STUDENT SCHEDULE**  
**A10 CURRENT SCHEDULE (PK-12)**

PANEL: A10. CURRENT SCHEDULE (PK-12) YEAR: 07

STDT: SCHL: GR: ST:  
HMRM: TM:  
ST: A T: SY: 01  
A COURSE SEC/M DATE SCHL T PRDS PGM MINS DAYS BLD-RM TCHR  
ST  
130

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 11=PRINT 12=ESCAPE

- Program 130 will be automatically populated for all eligible ESOL weighted FTE courses (See pages 20-30).
- Once a student is exited from the ESOL Program, 130 will default to the basic Program.

**The A10 Panel is used to enter student's course codes.**

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**TERMS REGISTRATION/STUDENT SCHEDULE**

**A10 SCHEDULE DETAIL**

```

PANEL:                A10. SCHEDULE DETAIL                YEAR: 07
STDT:                SCHL:  GR:  ST:
CLASS: A COURSE SEC/M DATE SCHL                SA WGT CR CDS T SY
                                                01
MEETS: T PRDS  DAYS  TIMES                LOC: TP BLDG-RM
MBSHP: MINS ENTRY W/D--DATE TOT                TCHR: NBR
VALUE: CRDT TRMS DUR  ATTP GREQ  QUAL: PGM--E EXC GE  DR PS FLGS CI
MISC: S      MBRH L I P F D A DE AS LOC: GR EL SK AUD LOC V/A:ED CS SA VC
VOC:  SET VA-PGM LENG VOC-OCC SUFX T I VSPI B S  TOTAL  PAID  DUE THRD
PF1=HELP 3=EXIT 7=BKWD 8=FWD 9=NXT PAGE 11=PRINT 12=ESCAPE
ONE OR MORE KEY ELEMENTS IN ERROR.
  
```

**Instructional Model:**

A code that indicates the instructional model/approach used to provide English Language Learners comprehensible instruction.

<b>➔</b>	<b><u>CODE</u></b>	<b><u>DEFINITION</u></b>
➔	<b>E</b>	Sheltered/Self-Contained – English
➔	<b>S</b>	Sheltered/Self-Contained – Core/Basic Subject Areas
➔	<b>I</b>	Mainstream/Inclusion – English
➔	<b>C</b>	Mainstream/Inclusion – Core/Basic Subject Areas
➔	<b>T</b>	Dual Language (Two-way Developmental Bilingual Education only used by some schools)
➔	<b>Z</b>	Not Applicable

Former codes of B, D and M were valid prior to July 1, 2007 only.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

## **ELL STATUS CODE AND INSTRUCTIONAL MODEL**

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

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 instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code **must** be entered in the data element of the Student Course Schedule Format (A10 Schedule Detail).

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

ELL Status Code A03 Panel (TERMS)	Instructional Codes (flags) A10 Detail (TERMS)	Instructional Model and Courses
<b>LF</b>	<b>Z</b>	
<b>LZ</b>	<b>Z</b>	
<b>LY</b>	<b>E</b>	Sheltered/Self-Contained - English
<b>LY</b>	<b>S</b>	Sheltered/Self-Contained – Core/Basic Subject Areas
<b>LY</b>	<b>I</b>	Mainstream/Inclusion - English
<b>LY</b>	<b>C</b>	Mainstream/Inclusion – Core Basic Subject Areas
<b>LY</b>	<b>T</b>	Dual Language (Two-Way Developmental Bilingual Education)
<b>ZZ</b>	<b>Z</b>	

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

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**MATRIX OF FLORIDA’S PROGRAMS AND INSTRUCTIONAL MODELS  
FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

<b>Instructional Model/Approach</b>	<b>Academic Content</b>	<b>Language of Instruction</b>	<b>Student Composition</b>
1. Sheltered - English	English/Language Arts: Listen, Speaking, Reading & Writing <sup>3</sup>	English	Only students classified as English language learners
2. Sheltered – Core/Basic subject Areas	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion-English	English/Language Arts: Listening, Speaking, Reading & Writing <sup>3</sup>	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
4. Mainstream/Inclusion-Core/Basic Subject Areas	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
5. Dual Language (Two-way Developmental Bilingual Education)	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language <sup>4</sup>	Students classified as English language learners and fluent English-speakers <sup>5</sup>

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

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

<sup>3</sup> Instruction must be aligned to areas of knowledge, standards and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

<sup>4</sup> Language of instruction may or may not be the native language of ELLs.

<sup>5</sup> Fluent English-speakers includes former ELLs and native English speakers

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

Note: Course numbers and titles taken from the 2007-2008 FDOE Course Code Directory

**-----ELEMENTARY-----**

**COURSE # COURSE TITLE**

**GRADED SELF - CONTAINED**

5100060 Kindergarten  
5100070 First Grade  
5100080 Second Grade  
5100090 Third Grade  
5100100 Fourth Grade  
5100110 Fifth Grade

**UNGRADED SELF - CONTAINED**

5200000 Ungraded - Pre - Kindergarten  
5200010 Ungraded - Primary (K - 3)  
5200020 Ungraded - Intermediate (4 - 5)  
5200030 Ungraded - Elementary  
5200500 Ungraded - Temporary Instructional Placement

**COMPUTER LITERACY**

5002000 Introduction to Computers

**LANGUAGE ARTS**

5010010 English for Speakers of Other Languages - Elementary  
5010020 Functional Basic Skills in Reading  
5010030 Functional Basic Skills in Communications - Elementary  
5010040 Language Arts - Elementary  
5010050 Reading - Elementary  
5010060 Integrated Language Arts - Elementary  
5010070 Handwriting - Elementary  
5010080 Spelling - Elementary  
5010090 Writing - Elementary

**MATHEMATICS**

5012010 Functional Basic Skills in Mathematics - Elementary

**SCIENCE**

5010000 Science - Elementary

**SOCIAL STUDIES**

5021000 Social Studies - Elementary

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**-----MIDDLE/JUNIOR HIGH-----**

**COURSE # COURSE TITLE**

**GRADED SELF – CONTAINED**

2400000 Sixth Grade

**MATHEMATICS**

1204000 M/J Intensive Mathematics (MC)  
1205010 M/J Math 1  
1205020 M/J Math 1, Advanced  
1205040 M/J Math 2  
1205050 M/J Math 2, Advanced  
1205070 M/J Math 3  
1205080 M/J Math 3, Advanced  
1205090 M/J Mathematics 1, IB  
1205100 M/J Pre – Algebra, IB  
1298010 M/J Great Explorations in Math, Pre – Algebra (6<sup>th</sup> Grade)  
1298020 M/J Great Explorations in Math, Algebra, (7<sup>th</sup> Grade)  
1298030 M/J Great Explorations in Math, Geometry, (8<sup>th</sup> Grade)

**SCIENCE**

2000010 M/J Life Science  
2000020 M/J Life Science, Advanced  
2001010 M/J Earth/Space Science  
2001020 M/J Earth/Space Science, Advanced  
2002040 M/J Comprehensive Science 1  
2002050 M/J Comprehensive Science 1, Advanced  
2002070 M/J Comprehensive Science 2  
2002080 M/J Comprehensive Science 2, Advanced  
2002100 M/J Comprehensive Science 3  
2002110 M/J Comprehensive Science 3, Advanced  
2003010 M/J Physical Science  
2003020 M/J Physical Science, Advanced

**SOCIAL STUDIES**

2100010 M/J US History  
2100015 M/J World Geography  
2100020 M/J US History, Advanced  
2100030 M/J Florida History  
2103010 M/J World Geography  
2103020 M/J World Geography, Advanced

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

2103030	M/J Geography: Asia, Oceania, Africa
<b><u>SOCIAL STUDIES (Continued)</u></b>	
2103025	M/J World Geography, Advanced
2103040	M/J Geography: Europe and the Americas
2103050	M/J Florida: Challenges and Choices
2104000	M/J Social Studies
2105000	M/J Multicultural Studies: US
2105020	M/J World Cultures
2105030	M/J Advanced World Cultures
2106010	M/J Civics
2106015	M/J Civics
2106020	M/J Civics, Advanced
2106025	M/J Civics, Advanced
2106030	M/J Law Studies
2109010	M/J World History
2109020	M/J World History, Advanced

**COMPUTER LITERACY**

0200000	M/J Introduction to Computers
0200010	M/J Computer Applications 1

**LANGUAGE ARTS**

1000000	M/J Intensive Language Arts (MC)
1000010	M/J Intensive Reading (MC)
1001010	M/J Language Arts 1
1001020	M/J Language Arts 1, Advanced
1001030	M/J Language Arts 1, IB
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Advanced
1001060	M/J Language Arts 2, IB
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Advanced
1001090	M/J Language Arts 3, IB
1002000	M/J Language Arts 1 Through ESOL
1002010	M/J Language Arts 2 Through ESOL
1002020	M/J Language Arts 3 Through ESOL
1002180	M/J Developmental Language Arts
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2, Advanced

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

1008070	M/J Reading 3
1008080	M/J Reading 3, Advanced
1009000	M/J Creative Writing 1
<b>LANGUAGE ARTS (Continued)</b>	
1009010	M/J Creative Writing 2
1009020	M/J Creative Writing 3
1009030	M/J Expository Writing 1
1009040	M/J Expository Writing 2

**NOTE:** English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

-----**SENIOR HIGH/ADULT**-----

**COURSE # COURSE TITLE**

**MATHEMATICS**

1200300	Pre-Algebra
1200310	Algebra I
1200320	Algebra I Honors
1200330	Algebra II
1200340	Algebra II Honors
1200370	Algebra I A
1200380	Algebra I B
1200400	Intensive Mathematics
1201300	Math Analysis
1201310	Analysis of Function
1201320	IB Math Analysis
1202300	Calculus
1202310	Advanced Placement Calculus AB
1202320	Advanced Placement Calculus BC
1202340	Pre-Calculus
1202375	IB Pre-Calculus
1202800	Calculus IB
1202810	IB Calculus/Descriptive Statistics
1202820	IB Further Mathematics
1202830	IB Advanced Calculus
1205370	Consumer Math
1205400	Applied Math I
1205410	Applied Math II
1205420	Applied Math III
1205500	Explorations in Math I
1205510	Explorations in Math II
1206300	Informal Geometry
1206310	Geometry
1206320	Geometry Honors
1206330	Analytic Geometry
1206800	Analytic Geometry IB
1207310	Integrated Math I
1207320	Integrated Math II
1207330	Integrated Math III
1208300	Math Studies IB

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**MATHEMATICS (Continued)**

1209830	IB Math Higher Level
1210300	Probability and Statistics W/App
1210310	IB Statistics and Introductory differential Calculus
1210320	Advanced placement Statistics
1211300	Trigonometry
1211800	Trigonometry IB
1220610	Linear Algebra (formerly 122061A)
1220612	Abstract Algebra (formerly 122061B)
1220810	Differential Equations (formerly 122081A)
1220812	Multivariate Calculus (formerly 122081B)
1220910	Discrete Mathematics (formerly 122091A)
1298310	Advanced Topics in Mathematics (formerly 129830A)

**SCIENCE**

2000300	Intensive Science
2000310	Biology I
2000320	Biology I Honors
2000330	Biology II
2000340	Advanced Placement Biology
2000350	Anatomy and Physiology
2000360	Anatomy and Physiology Honors
2000370	Botany
2000380	Ecology
2000390	Limnology
2000410	Zoology
2000430	Biology Technology
2000440	Genetics
2000800	Biology I Pre-IB
2000810	Biology II IB
2000820	Biology III IB
2001310	Earth/Space Science
2001320	Earth/Space Science Honors
2001340	Environmental Science
2001350	Astronomy
2001370	IB Environmental Systems
2001380	Advanced Placement Environmental Science
2002330	Space Technology and Engineering
2002400	Integrated Science I
2002410	Integrated Science I Honors
2002420	Integrated Science II

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**SCIENCE (Continued)**

2002430	Integrate Science II Honors
2002440	Integrated Science III
2002450	Integrated Science III Honors
2002460	Integrated Science IV
2002470	Integrated Science V
2002480	Forensic Science 1
2002190	Forensic Science II
2002500	Marine Science I
2002510	Marine Science I Honors
2002520	Marine Science II
2002530	Marine Science II Honors
2002540	Solar Energy I
2002550	Solar Energy II
2003310	Physical Science
2003320	Physical Science Honors
2003340	Chemistry I
2003350	Chemistry I Honors
2003360	Chemistry II
2003370	Advanced Placement Chemistry
2003380	Physics I
2003390	Physics I Honors
2020910	Astronomy S-G Honors (formerly 202091A)
3027010	Biotechnology I
3027020	Biotechnology II
2020710	Nuclear Radiation Honors
2003400	Nuclear Radiation
2003410	Physics II
2003420	Advanced Placement Physics B
2003430	Advanced Placement Physics C
2003600	Principles of Technology I
2003610	Principles of Technology II
2003800	Chemistry I IB
2003810	Chemistry II IB
2003820	Chemistry III IB
2003850	Physics III IB
2003860	Design Technology IB

**SOCIAL STUDIES**

2100310	American History
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NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**SOCIAL STUDIES (Continued)**

2100320	American History Honors
2100330	Advanced Placement American History
2100340	African American History
2100350	Florida History
2100360	Latin American History
2100370	Eastern and Western Heritage
2100380	Visions and Their Pursuits: An American Tradition – U.S. History To 1920
2100390	Visions and Countervisions: Europe, the U.S., and the World from 1848
2100400	History of the Vietnam War
2100410	Caribbean Studies
2100420	Civil War and Reconstruction
2100460	Eastern and Western Heritage Honors
2100470	Visions and Their Pursuits Honors: An American Tradition: U.S. History to 1920
2100480	Visions and Countervisions Honors: Europe, the U.S., and the World from 1848
2100800	History of the Americas – IB
2100810	American History – IB
2101300	Anthropology
2101310	Archaeology
2101800	Social Anthropology I IB
2101810	Social Anthropology II IB
2102310	Economics
2102320	Economics Honors
2102330	Comparative Economics System
2102350	Applied Economics
2102360	Advanced Placement Microeconomics
2102370	Advanced Placement Macroeconomics
2102380	American Economic Experience
2102390	American Economic Experience Honors
2102800	Comparative Economic Systems Pre International Baccalaureate
2102810	Economics I IB
2102820	Economics II IB
2103300	World Cultural Geography
2103400	Advanced Placement Human Geography
2103800	World Geography IB
2104300	Intro to Social Studies
2104310	Future Studies
2104320	Global Studies
2104330	Voluntary School / Community Service

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**SOCIAL STUDIES (Continued)**

2104340	Women's Studies
2104600	Multicultural Studies
2104610	The American Mosaic
2105300	Western Civilization
2105310	World Religions
2105340	Philosophy
2105350	Ethics
2105860	Philosophy I IB
2106310	American Government
2106320	American Government Honors
2106330	Civics
2106340	Political Science
2106350	Law Studies
2106355	International Law
2106360	Comparative Political Systems
2106370	Comprehensive Law Studies
2106380	Legal Systems and Concepts
2106390	Court Procedures
2106400	Court Procedures Intern
2106420	Advanced Placement U.S. Government and Politics
2106430	Advanced Placement Comparative Government and Politics
2106440	International Relations
2106450	American Political System
2106460	American Political System Hon: Process and Power
2106470	Constitutional Law II
2106800	American Government Pre IB
2107300	Psychology I
2107310	Psychology II
2107350	Advanced Placement Psychology
2107800	Psychology I IB
2107810	Psychology II IB
2108300	Sociology
2109310	World History
2109320	World History Honors
2109330	African History
2109340	Asian History
2109350	Contemporary History
2109360	British History
2109370	European History

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

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**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**SOCIAL STUDIES (Continued)**

2109380	Advanced Placement European History
2109410	Jewish History
2109420	Advanced Placement World History
2109430	Holocaust
2109800	Contemporary History IB
2109810	World History Pre-IB
2109820	European History Pre-IB
2120710	Anthropology Honors
2120910	Philosophy Honors

**COMPUTER LITERACY**

0200300	Introduction to Computers
0200310	Computer Applications I
0200330	Computer Applications II

**LANGUAGE ARTS**

1000400	Intensive Language Arts
1000410	Intensive Reading
1001300	English Skills I
1001310	English I
1001320	English Honors I
1001330	English Skills II
1001340	English II
1001350	English Honors II
1001360	English Skills III
1001370	English III
1001380	English Honors III
1001390	English Skills IV
1001400	English IV
1001410	English Honors IV
1001420	Advanced Placement English Language
1001430	Advanced Placement English Literature
1001800	English I – Pre IB
1001810	English II – Pre IB
1001820	English III – Pre IB
1001830	English IV – Pre IB
1002300	English I Through ESOL
1002310	English II Through ESOL
1002320	English III Through ESOL

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

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**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**FLORIDA DEPARTMENT OF EDUCATION  
ACADEMIC ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2007-2008**

**LANGUAGE ARTS (Continued)**

1002380	Developmental Language Arts Through ESOL (MC)
1002520	English IV Through ESOL
1005300	World Literature
1005310	American Literature
1005320	British Literature
1005330	Contemporary Literature
1005340	Classical Literature
1008300	Reading I
1008310	Reading II
1008320	Advanced Reading
1008330	Reading III
1009300	Writing I
1009310	Writing II
1009320	Creative Writing I
1009330	Creative Writing II
1009331	Creative Writing III
1009332	Creative Writing IV
1009333	Creative Writing V

NOTE: English Language Learners (ELLs) enrolled in Advanced Placement and honors courses may be reported for ESOL WFTE if the ELLs/LEP Student Plan documents that the student is still eligible and in need of ESOL services, but is functioning at the intermediate or advanced level in reading and writing to allow full participation in those courses.

Source: 2007-08 Florida Department of Education Course Code Directory

STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)

**TERMS REGISTRATION/STUDENT SCHEDULE**  
**A21 TEST SCORE**

PANEL: _____	A21. TEST SCORE	YEAR: 07
STDT: _____	SCHL: _____ GR: __ ST:	
DATE: TEST: <u>IPT</u>	IDEA/LANG PROFICIENCY T SCHL: _____ GR: __ US: <u>E</u>	<u>R: Z</u>
SUBTEST      NATL PCT	SUBTEST      NATL PCT	
LISTEN <u>0000</u>		
SPEAKING <u>0000</u>		
PF1=HELP 3=EXIT 7=BKWD 8=FWD 10=DEL 12=ESCAPE		TERML:

DATE- MMDDYY

TEST:

IPT (Listening/Speaking only)- Entry/Exit  
KEA - Grades 4-12 (Reading/Writing)-Entry  
MTS – Grades 4-12 (Reading/Writing)-Exit

SCORE- (Nat'l Pct)- Four Digit (ex.0050)

US:

E Entering ESOL for the first time  
P Yearly Progress  
X Exiting the ESOL Program

- For students in grades KG-03 **entering** or **exiting** the ESOL Program **must include** test scores for **Listening and Speaking**. For students in grades 04-12 who score FES on the IPT (**entering** or **exiting** the ESOL Program), additional test scores are needed for **Reading and Writing**.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

## **Explanation of other data elements on the A21 Panel**

**The following elements will be entered on this Panel for an LY student.**

**DATE** (Test Date): The month, day, and year in which student was tested.  
MMDDYYYY      *Example:*      03031997      Test taken on March 3, 1997

**TEST:** (Test Name): A three-character code representing the name of a test given to an individual student.

	<u>Code:</u>	<u>Definition:</u>
*	<b>IPT</b>	Idea Oral Language Proficiency Test
*	<b>KEA</b>	Kaufman Test of Educational Achievement Test
*	<b>MTS</b>	Metropolitan Achievement Test

**US:** A code used to specify whether the test is a “PRE” or “POST” test.

Values to be used are:  
**E - Entering ESOL**  
**P – Yearly Progress**  
**X – Exiting ESOL**

**SUBTEST (NATL PCT):** (Test Score): A four-digit used to record the score achieved on a specific test. If the Test Score is zero, enter zeros in this field (0000).

<b>LISTENING:</b>	<b><u>0000</u></b>	<b>READING:</b>	<b><u>0000</u></b>
<b>SPEAKING:</b>	<b><u>0000</u></b>	<b>WRITING:</b>	<b><u>0000</u></b>

**NOTE:**  
Zeros may be a valid test score.

**\*NOTE:**  
For students in grades KG-03 **entering** or **exiting** the ESOL Program must include test scores for **Listening and Speaking**. For students in grades 04-12 (**entering** or **exiting** the ESOL Program), additionally test scores are needed for **Reading and Writing**.

**Program Specific Note:** For Survey 5, Test Date refers to the date the test was administered, which determined Annual Reporting for English Language Proficiency in the four domains of Listening, Speaking, Reading, and Writing.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**TERMS REGISTRATION/STUDENT SCHEDULE  
A23 SPECIAL PROGRAMS - ENGLISH LANGUAGE  
LEARNER**

**Panel A23, ENGLISH LANGUAGE LEARNER**, is used to maintain type **E** Program records. The Panel is accessed from Special Programs summary Panel by using the **[F9]** key.

PANEL: ____		A23. ENGLISH LANGUAGE LEARNER			YEAR: 07							
STDT: _____				SCHL: _____		GR: _____	ST: _____					
PROG: REFDTE		TYP/CODE		SPECIALIST								
_____		_____										
DATES: CLASS		ENTRY	PLAN	EXIT	REEVAL	RECLASS - EXIT	BASIS	BASIS	FUND-CODE:			
_____		_____	_____	_____	_____	_____	_____	_____	EXT INS	STAT		
		ENTRY		PROGRESS		EXIT						
TEST:		DATE/SCORE	DATE/SCORE	DATE/SCORE	LC	ELL	LANG	PAR	* ELL/PRG:			
LISTENING:									SURV-DTE			
SPEAKING:												
READING:												
WRITING:												
CLASS: COURSE		SEC/M		SCHL		T		DAYS	TIMES	MINS	FLGS	ST
								TOTAL:				
PF1=HELP 3=EXIT 7=BKWD 8=FWD 9=NXT PAGE 10=DEL 12=ESCAPE												
TERML:												

- **Test scores are entered on the A21 Panel.**
- **Test scores entered on the A21 Panel will appear on the A23 ELL Detail Panel.**

**\*ELL PROGRAM PARTICIPATION: A one-character code that indicates the Program in which the English Language Learner is enrolled in and is receiving services.**

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

## **Explanation of other data elements on the A23 PANEL**

**The following elements will be entered on this Panel for an LY student.**

REFDTE (Referral Date): The date the *Home Language Survey* is given and the student is referred for a language assessment.

MMDDYYYY    *Example:* 01181991 = January 18, 1991

TYP    'E' always for ESOL.

CODE (FEFP Code): This code indicates funding Program for FTE (Code130, effective July 1, 1997 for Grades K-12).

CLASS (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.

MMDDYYYY    *Example:* 01181991 = January 18, 1991

00000000 Zero fill for students not yet classified.

ENTRY (Entry Date): This is the first date the student actually enters the ESOL Program, **NOT** the first date he/she entered school. Entry Date may be the same as the Classification Date. However, there is no requirement in Florida Administrative Code (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. 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. Rule 6A-6.0901, FAC, requires the school district to place (ELL: Entry Date) the student in the ESOL Program.

MMDDYYYY    *Example:* 01181991 = January 18, 1991

PLAN (Student Plan Date ELLSEP): The most recent date the *English Language Learner Student's Educational Plan* (ELLSEP) was developed or reviewed.

MMDDYYYY    *Example:* 01181991 = January 18, 1991

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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**EXIT** (Exit Date): The initial date a student exits the ESOL Program. **Do not** enter an "Exit Date" if a student withdraws from school. If a former ELL is reevaluated and determined in need of ESOL services, the initial "Exit Date" **will not be changed**.

MMDDYYYY *Example:* 01181991 = January 18, 1991

00000000 Zero fill if exit has not occurred.

**REEVAL** (Reevaluation Date): The most recent date the ELL was reevaluated to determine whether the student should continue in or exit the Program. This data element should **not** be used to record annual diagnostic ELL assessment dates; it should **ONLY** be used for the required re-evaluation that occurs at the end of the third, fourth, and fifth year in the ESOL Program.

MMDDYYYY *Example:* 01181991 = January 18, 1991

00000000 Zero fill if reevaluation has not occurred.

**RECLASS** (Reclassification Date): The initial date a **Former English Language Learner** student is reclassified as *English Language Learner*. This data element should be used **only** for those students who have exited the ESOL Program (identified as 'LF') and are re-entering the ESOL Program (now identified as 'LY').

MMDDYYYY *Example:* 01181991 = January 18, 1991

00000000 Zero fill if reclassification has not occurred.

**EXIT** (Reclassification Exit Date): The date a reclassified *English Language Learner* exits the ESOL Program for the second time.

MMDDYYYY *Example:* 101181991 = January 18, 1991

00000000 Zero fill if the student has not been reclassified or exited the ESOL Program.

**ENTRY/EXIT** (**Basis of Entry**): A one-character code used to indicate the basis of entry into the ESOL Program.

<u>Code</u>	<u>Definition</u>
<b>A</b>	Aural/Oral (KG – 12)
<b>R</b>	Reading and Writing (04 – 12)
<b>L</b>	ELL Committee (KG – 12)

<b>STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b>
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**T** Temporarily placed in Program based on a "Yes" response to the *Home Language Survey*, commonly used for Pre-K students

**ENTRY/EXIT (Basis of Exit):** A one-character code used to indicate the basis of exit out of the ESOL Program.

<u>Code</u>	<u>Definition</u>
<b>A</b>	Aural/Oral (KG – 03)
<b>R</b>	Reading and Writing (04 -12)
<b>L</b>	ELL Committee (KG – 12)
<b>Z</b>	Not Applicable to exit (Currently active in ESOL)

**EXT INS** (Extension of Instruction): A one-character code used to indicate that an ELL is receiving services beyond the base three (3) years of eligible ESOL FTE funding as specified in Rule 6A-6.0903,FAC. Code must be a:

- 'Y' = Student in need of extension of instruction
- 'Z' = Not applicable

**Note:** The base period of three years is defined as three calendar years from the **original date** an ELL enters in any ESOL Program in any school district within the state of Florida. Student may receive an additional 4th, 5th, or 6th year of FEFP based on annual evaluations. Lack of funding does not relieve the district of the obligation to provide services beyond the six (6) years.

**FUND CODE** The type of funds used to support the Program in which the student participates. This element is located in the TERMS A23 Detail Panel for ELLs and the element's name is FUND CODE.

- The code is E.

**ELL PROGRAM PARTICIPATION** A one-character code that indicates the Program in which the English Language Learner is enrolled in and is receiving services. The code will default to E for every LY student. Upon exiting the ESOL Program and the student becomes an LF, the code will default to Z.

<u>CODE</u>	<u>DEFINITION</u>
<b>E</b>	English for Speakers of Other Languages

STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
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**Z**

Not applicable

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
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**A23 PANEL ENTRY/EXIT CODES**

**Program Specific Notes:**

For the ELL Basis of Entry code of R (reading and writing), the writing score may be satisfied by a Total Language Score that includes a subtest named Writing, Language Mechanics, Mechanics, Written Expression, Language usage, Language, English.

**Guide for Basis of Entry Codes**

<b>Grade Level</b>	<b>Tested or entered via:</b>	<b>Entry Code</b>
K-12	Aural/Oral	<b>A</b>
K-12	ELL Committee	<b>L</b>
4-12	Scored Fluent English Speaker on Aural/Oral, but below the 51% district entry criteria on Reading/Writing	<b>R</b>
4-12	ELL Committee	<b>L</b>

The Basis of Entry code of “L” will always be used for former ELLs (LF) “re-entering” the program, as the ELL Committee is the **only** means of reclassifying a former ELL.

**Guide for Basis of Exit Codes**

**Note:**

Student must be determined Fluent English Speaker (FES) through an aural/oral instrument (such as the IPT), **prior** to **reading/writing** assessment.

<b>Grade Level</b>	<b>Entry Code</b>	<b>Exit Code</b>
PreK	<b>T</b>	<b>A (In K)</b>
K-3	<b>A</b>	<b>A</b>
K-3	<b>L</b>	<b>L</b>
4-12	<b>A</b>	<b>R</b>
4-12	<b>R</b>	<b>R or L</b>
4-12	<b>L</b>	<b>L</b>

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
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**PRE-KINDERGARTEN ELLS**

1. Grade level code must be 'PK'.
2. Districts are not required to submit an ELL format for Pre-Kindergarten students. The only data elements (which are on Student Demographics Format) that need to be reported on Pre-Kindergarten ELLs are:
  - Date of *Home Language Survey (HLS)*,
  - Country of Birth
  - Native Language Code
  - English Language Learner Code
  - All other elements that are required of all students
3. 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, and there is one or more affirmative responses, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the PK Program. The teacher is required to document the use of ESOL strategies for LY students in the plan book.
4. The "ELL Plan Date" is also not required since it is assumed that all students in a Pre-Kindergarten/Early Intervention Program are receiving developmentally appropriate instruction, which addresses the language development and culture of these students. Again, "ELL Plan Date" is a data element, which appears on the ELL Format and, therefore, is not recorded or reported for 'PK' students.
5. Pre-Kindergarten teachers are not exempt from the ESOL training requirements. A Pre-Kindergarten teacher is a Category III teacher and is required to complete eighteen (18) inservice points or three (3) semester hours in ESOL strategies.
6. PK students who were served in PK as ELL (LY), and when tested in KG scored as Fluent English Speaker, must be reported as "LF" and the two year monitoring period begins the date of the aural/oral language assessment.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**Pre-Kindergarten Local Data Maintenance**

<b>Hard Copy Record</b>	<b>Local Accountability</b>	<b>Data Entry Required</b>
Registration packet with completed Home Language Survey (HLS) with affirmative response to HLS	HLS Date*	Actual date of the first day of school (for PK and Kindergarten students who enroll during summer)
	ELL / LEP 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.

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 Non-English Speaker (NES) or Limited English Speaker (LES):**

<b>Data Element</b>	<b>Changes to:</b>
ELL Code	Remains 'LY'
Basis of Entry	"A"
Entry Date	Update to first day of Kindergarten
Student Plan Date	Update to first day of Kindergarten
ELL Model	Update as needed
All test related data elements	Enter updated information to document aural/oral assessment results.

**If the student scores Fluent English Speaker (FES):**

<b>Data Element</b>	<b>Changes to:</b>
ELL Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
All test related data elements	Enter updated information to document assessment

PK students who were served in PK as ELL (LY) and, when tested in Kindergarten, scored fluent English speakers (FES), should be reported as "LF" and monitored for 2 years.

\*Basis of Entry/Exit "A"-Aural/Oral.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
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**FUND SOURCE: NCLB TITLE III**

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.

<u>CODE</u>	<u>DEFINITION</u>
<b>Y</b>	The teacher or Program receives Title III funds.
<b>N</b>	No Title III funds are used to pay this teacher or fund the Program in which the teacher is teaching.
<b>Z</b>	Not applicable. Report code Z for survey periods 1 and 4.

**This information will be entered on the C05 Teacher Panel and can be obtained from the principal. If this code is not Y, N or Z, the record will be rejected.**

**Note:** Only teachers assigned to eligible English Language Learners (ELLs) or eligible immigrant students may be funded with Title III funds.

# APPENDICES

## STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

### IMPORTANT FACTS TO REMEMBER

- An ELL's native language is determined by his/her answer to the second question on the *Home Language Survey*, "Did the student have a first language other than English?"
- **English Language Learner** - A student who:  
Was not born in the U.S. and whose native language is other than English; or 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 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 that will be a hindrance in his or her opportunity to learn successfully in classrooms in which the language of instruction is English.
- **LANG and ENTRY IN US:**  
On the A03 Panel, after the student has been tested, enter the student's Language Classification (LANG). Additionally, for Foreign Born students, enter the date of entry into the United States, (ENTRY IN US). This is not required for students born in Puerto Rico, Guam, Virgin Islands, or any U.S. territory.
- 'LY', 'LY-T', and 'LF' students require an A23 ESOL Program Panel. Do not open an A23 Panel without test scores that support the LY code.
- Students eligible for ESOL may also be eligible for other programs (e.g., ESE, Dropout Prevention, Title I, etc.) and may already have an A23 Special Programs Panel; however, these students must have an ELL A23 Panel record as well and coded 'LY' on A03. ELLs who are also eligible for other Special Programs should have all appropriate A23 data completed at the time of entry.

## STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

- All ELLs receiving services in the ESOL Program must be coded 'LY', not 'ZZ', with a completed A23 ESOL Panel and A21 Test Score Panel.
- An ELL Plan Date is the **most** recent date the plan was developed or reviewed.
- When an ELL withdraws, the ELL Code does not change and no "Exit Date" should be entered.
- An ELL receiving services beyond the 3-year base period of eligible ESOL FTE funding, must have "EXT INS" coded as "Y". The base period of three years is defined as three calendar years from the **ORIGINAL DATE** an **ELL** enrolls in **ANY ESOL** Program in **ANY** school district within the State of Florida.
- 'LY' students who are exited from the ESOL Program should have their ELL code changed from 'LY' to 'LF' on the A03 Panel. The "Exit Date", "Basis of Exit" letter code on the A23 Panel, and scores for reading, writing, listening, and speaking are entered on the A21 Test Panel. **Their birth country should not be changed nor should their native language be changed to English.**
- Exited students (LFs) must complete a 2-year monitoring period. When the two years are completed, the code changes from LF to LZ.
- **The DPC must generate a monthly ELL roster report from the Data Warehouse to provide to ESOL Contacts for updates and accuracy.**
- English Language Learner: Home Language Survey Date - The date that the *Home Language Survey* was completed in accordance with Rule 6A-6.0902, FAC.
- English Language Learner: Instructional Model – the type of instructional model provided to English Language Learners in each course. The allowable types of instructional models are: (E, S, I, C, T, Z). All ELLs must show an instructional model in every course.

## ESOL-WEIGHTED FTE FUNDING

### Questions and Answers:

**Q.** *Under which circumstances can ESOL-weighted FTE funding be claimed for ELLs?*

**A.** ESOL-weighted FTE funding may be claimed for students with an English Language Learner Proficiency code of 'LY' who are enrolled in ESOL-Elementary, English, English Through ESOL, ESOL electives at the secondary level using ESOL strategies and/or ESOL or Home Language instruction in math, science, social studies and computer literacy. The teachers of these courses must be:

1. Appropriately certified in accordance with the current year's Course Code Directory;

*and*

2. In the process of, or have completed the required ESOL and/or Home Language inservice training required for basic subject area teachers;

*and/or*

3. In the process of, or have completed the training/certification requirements of the ESOL Endorsement for Basic ESOL (Language Arts or English), Elementary Education or Exceptional Student Education teachers responsible for the primary language arts for ELLs;

*or*

4. Grandfathered teachers who were granted an ESOL Endorsement; and have taken 60 inservice hours;

*and*

5. Documenting the use of ESOL and/or Home Language strategies.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

- Q.** *Can ESOL-weighted FTE funding be claimed for ELLs enrolled in basic ESOL (Language Arts/English) mathematics, 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.
- Q.** *Can weighted FTE funding be claimed and reported for ELLs served by paraprofessionals or teacher aides?*
- A.** No. FTE may only be reported 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-certificated personnel.
- 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 eighteen (18) inservice points of required ESOL training?*
- A.** No. Section 1003.56, F.S. only permits ESOL weighted FTE funding in Basic ESOL (English/Language Arts) using ESOL strategies, ESOL electives, and ESOL or home language instruction in mathematics, science, social studies, and computer literacy.
- Q.** *Can school districts claim ESOL weighted FTE funding for students in basic subject area classes when the teacher has not completed the 60 hours in-service points of required ESOL training during the mandatory timelines?*
- A.** No. The only exception is if the teacher was granted a district approved leave of absence.
- Q.** *If a basic ESOL teacher (Language Arts/English) is assigned an ELL during the 2006-2007 school year and is reported out-of-field, but is not assigned an ELL for the 2007-2008 school year, must she/he be reported out-of-field for the second year?*
- A.** No. However, the six-year timeline provided for the completion of the required training begins on the date of the initial assignment.

## STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

- Q.** *Must all ESOL teachers be reported as “out-of-field”?*
- A.** **Basic ESOL Teachers:** All teachers teaching the primary Language Arts or English to ELLs, who do not have ESOL Endorsement or full certification in ESOL, must be reported and approved by the school board as being “out-of-field” in ESOL at the time the ELL is assigned to such a teacher. **Basic Subject Area Teachers:** All teachers teaching mathematics, science, social studies, and computer literacy to ELLs are **not** required to be reported “out-of-field” in ESOL or home language, since they are only required to obtain sixty (60) inservice training points, which will not appear on nor affect their certification.
- Q.** *Must an ESE teacher be reported as out-of-field if he/she is the primary English/Language Arts/Reading teacher assigned to teach an ELL?*
- A.** Yes, if the ESE teacher is responsible for the instruction of English/Language Arts/Reading for that ELL, the student’s IEP indicates English/Language Arts/Reading instruction, and if the teacher does not have an ESOL Endorsement they must be reported out of field.
- Q.** *When ESOL/Language Arts/English/Reading instruction is provided through a pull-out Program, is the elementary grade teacher required to have the ESOL Endorsement or be reported as out-of-field?*
- A.** If the ELL is provided with **all** the ESOL/Language Arts/English/Reading instruction via the pullout Program, then the pull-out teacher is the person who must have the ESOL Endorsement and the elementary teacher need not be reported as out-of-field. If, however, the ELL comes back in the class and the non-ELLs are still being instructed in Language Arts/English, or the class receives additional Language Arts/English/Reading instruction during the remainder of the day, the elementary grade teacher would need to have the ESOL Endorsement or be reported as out-of-field until no longer assigned an ELL for Language Arts/English/Reading.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

- Q.** *Does an ESOL/Language Arts/English/Reading teacher continue to be reported as out-of-field for the six years until the ESOL Endorsement is obtained even though the teacher is not assigned any ELLs?*
- A.** No. If the teacher began the ESOL inservice training, was reported as out-of-field to the school board and via the Automated Student Database for the first year, but then was not assigned another ELL for the second year or subsequent years, the teacher is no longer reported as out-of-field in ESOL. However, it is important to note that the teacher is still required to obtain the initial 60 hours of the ESOL inservice. Once a teacher has been reported as out-of-field that same teacher may not be reported as out-of-field in other subject areas until the ESOL out-of-field has been satisfied.
- Q.** *Should Basic Area Teachers be reported “out-of-field” in ESOL?*
- A.** No. All teachers teaching math, science, social studies, and computer literacy to ELLs are **not** required to be reported “out-of-field” in ESOL or home language, since they are only required to obtain 60 inservice training points, which will not appear on, nor affect their teaching certificate. This is based on the teachers having the appropriate certification or base coverage for the subject(s) being taught.

## ESOL Program Specific Questions and Answers:

- Q.** *When would it be appropriate to use the code ZZ for the ELL data element?*
- A.** A code of “ZZ” would be used with the ELL data element 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. In addition, ZZ will be used for a student who answers "YES" to the Home Language Survey question(s) and scores fluent English Proficient on the appropriate assessment instrument(s).
- Q.** *How often do we reclassify students in the ESOL Program?*
- A.** Effective July 2002, the No Child Left Behind Act requires that ELLs be assessed on a yearly basis for language proficiency. Students will be given an aural language assessment at the end of each school year and their language classification and scores must be updated in TERMS. **The only exceptions will be language reclassification for exit or for students being referred for Special Programs, which can be done at any time to update the language classification.**
- Q.** *What changes need to be made in TERMS for students in the ESOL Program beyond the six years?*
- A.** In this case, the A23 Panel is not deleted. Course code will change to basic Program (NOT 130, as funds can no longer be claimed) on the A10 Panel, but on the A23 Panel the plan date will be updated as needed. Recommendation for a continuation of ESOL Program Services must be documented in the ELLSEP folder for each additional year.
- Q.** *Are there specific guidelines for exceptional students who are also English Language Learners?*
- A.** Yes. Please refer to "Guidelines for Exceptional Student Education (ESE) and English Language Learner (ELLs) PreK-12" available from the *Multicultural & ESOL Program Services Education Department*.

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

- Q.** *What course code numbers should be assigned to ELLs enrolled in specific classes?*
- A.** Course codes eligible for ESOL weighted FTE should be assigned according to the Broward County Course Code Catalog approved by the state. **This catalog is available for 1st and 2nd semesters every year and is available from the Core Curriculum Department.**
- Q.** *Must the Home Language Survey (HLS), as signed by the parent/guardian, agree with the date entered in the computer?*
- 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 is the first step in the assessment process and is used to determine how long it takes for schools to assess students as ELL or non-ELL. **The only exception to this is for PK-12 grade students who enrolled during the summer. The HLS is the actual date the student started school.**
- Q.** *What country code is used for those students born on a U.S. military base in a country other than the U.S.?*
- A.** Use 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. The Country of Birth identifies the actual country of birth of the student. (See pages 11-14 for Country codes.)
- Q.** *Can the country code 'ZZ' (Other) be used for non-ELLs?*
- A.** **No**, all students, regardless of ELL status, should have a Country of Birth code. This data element is the one 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 (1990).

**STATE DATABASE GUIDELINES FOR ENGLISH LANGUAGE  
LEARNERS (ELLs)**

**Q.** *Is an Instructional Model required for all LYs?*

**A.** **Yes**, it must be entered to indicate the type of instruction the ELL is receiving in each course (language arts, math, science, social studies, and computer literacy). LY students enrolled in ESE and Vocational Substitute Courses must also be coded. **If the instructional model is not valid, the record will be rejected.**

**Q.** *When a student is enrolled in ESOL and in ESE, and is enrolled in a “Mainstream” math course in which ESOL strategies are used, is this course “flagged” with an Instructional Model” code?*

**A.** **Yes**, if ESOL strategies are being used to provide instruction in Basic ESOL (English/Language Arts) and if ESOL or Home Language strategies are being used to provide math, science, social studies and computer literacy, then the appropriate ELL Instructional Model code should be used regardless of the students’ program participation and FEFP code: Instructional Model (flag) for ELLs PK-12.

**Source:**

2007-2008 English Language Learners (ELLs) Data Base and Program Handbook, Office of Education Information and Accountability Services (EIAS), and the Bureau of Academic Achievement through Language Acquisition (AALA).