

**MULTICULTURAL, ESOL AND PROGRAM  
SERVICES DEPARTMENT**



Broward County  Public Schools

**STATE DATABASE GUIDELINES  
FOR  
ENGLISH LANGUAGE LEARNERS (ELLs)  
2010 - 2011**

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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**Broward County Public Schools**

**STATE DATABASE GUIDELINES  
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## **INTRODUCTION**

The Multicultural, ESOL and Program Services Department has prepared this handbook to assist school staff and data processing personnel. This handbook combines Florida Department of Education (FLDOE) 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 Information Management Technician (IMT).**

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

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**TERMS REGISTRATION/STUDENT SCHEDULE A03 DEMOGRAPHICS**

PANEL:		A03. DEMOGRAPHICS			YEAR: 08	
STDT:	KEY:				TYPE:	
LAST	APP FIRST	MIDDLE	AKA	FORMER		
RESNBR	DR STREET	TYPE APT/BLDG	CITY	ST ZIP+4	RES CY	
GEN RACE:	E W B A I P	DOB	BIRTH PLACE	VER A PHONE		
	<u>N N N N N N</u>					
ENT DATE	SCHL GR	AS-SCHL	CL W/D	DATE PR	SSN	EXTRNL NBR ALIAS NBR
<b><u>ELL LAN PAR</u></b>				<b><u>MG CO LG SRVY IM LC</u></b>		
				EN: DS-SCHL PRIOR: DIST STATE CNTRY		
C R MC MA EX MFS				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: Note: The children of US military personnel born overseas are not to be included in any count of immigrant children or youth.
- 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

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**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).
<b>LY-T</b>	<b>The student is a temporary Language Learner, placed in Program based on a “Yes” response to the Home Language Survey, only used for Pre-K students.</b>

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

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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 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:** ELL students that leave the district for 90 school days or more are required to be reassessed for ESOL services upon return to the district. The original ENTRY date may **not** be modified. Update the plan date and print an A07 Panel and file in the ELLSEP folder to document the interruption of ESOL services. All prior documentation should be maintained in the student's ELL Plan and/or cum folder with an explanation of new data. All measures should be taken to honor time student has received ESOL services.

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>ES</b>	<b>Estonian</b>
<b>AA</b>	<b>Afar</b>	<b>FO</b>	<b>Faroese</b>
<b>AK</b>	<b>Afrikaans</b>	<b>FA</b>	<b>Farsi, Persian</b>
<b>EF</b>	<b>Akan</b>	<b>FJ</b>	<b>Fijian</b>
<b>EK</b>	<b>Akateko</b>	<b>FL</b>	<b>Filipino</b>
<b>AL</b>	<b>Albanian, Shqip</b>	<b>FI</b>	<b>Finnish, Suomi</b>
<b>WJ</b>	<b>American Sign Language</b>	<b>FR</b>	<b>French</b>
<b>AM</b>	<b>Amharic</b>	<b>FY</b>	<b>Frisian</b>
<b>AR</b>	<b>Arabic</b>	<b>FU</b>	<b>Fulfulde, Nigerian</b>
<b>AN</b>	<b>Armenian, Hayeren</b>	<b>GL</b>	<b>Galician</b>
<b>AS</b>	<b>Assamese</b>	<b>KA</b>	<b>Georgian, Kartuli</b>
<b>WK</b>	<b>Awadhi</b>	<b>GE</b>	<b>German</b>
<b>AZ</b>	<b>Azerbaijani</b>	<b>GR</b>	<b>Greek</b>
<b>BA</b>	<b>Bantu</b>	<b>KL</b>	<b>Greenlandic, Kalaallisut</b>
<b>BC</b>	<b>Bashkir</b>	<b>GU</b>	<b>Gujarati</b>
<b>BQ</b>	<b>Basque, Euskera</b>	<b>HC</b>	<b>Haitian-Creole (Includes French Creole)</b>
<b>BS</b>	<b>Bassa</b>	<b>HY</b>	<b>Haryanvi</b>
<b>BJ</b>	<b>Belarusian</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>KN</b>	<b>Kiribati</b>
<b>CZ</b>	<b>Czech</b>	<b>RN</b>	<b>Kirundi</b>
<b>DA</b>	<b>Danish</b>	<b>KO</b>	<b>Korean, Choson-o</b>
<b>DL</b>	<b>Deccan</b>	<b>KZ</b>	<b>Kpelle (Guerze)</b>
<b>DU</b>	<b>Dutch, Netherlands</b>	<b>KU</b>	<b>Kurdish, Zimany Kurdy</b>
<b>DO</b>	<b>Dzongkha</b>		
<b>EN</b>	<b>English</b>		
<b>EO</b>	<b>Esperanto</b>		

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

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

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

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

## COUNTRY CODES

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

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

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

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

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

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

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

PANEL:	A08. LOCAL DATA ELEMENTS	YEAR: 08
STDT:	SCHL:	GR: ST:
ELIGB	FTE-1 FTE-2 FTE-3 FTE-4	PRIDE MATH SCIE SOCST WRNG
	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: 08
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		<b>130</b>
PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 11=PRINT 12=ESCAPE		

\* Note: The amount of instructional time, for the purpose of the ELL student plan may be documented using the students' course schedule. Additionally, plan dates on the A23 Panel must be updated whenever there is a change to an ELLs' plan including schedule changes. All ELLs (LY) students should have a plan date of the first day of school indicating their new schedule and updated whenever there is a schedule change.

**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: 08
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 <b>FLGS</b> 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>CODE</b>	<b>DEFINITION</b>
➔ E	Sheltered/Self-Contained – English
➔ S	Sheltered/Self-Contained – Core/Basic Subject Areas
➔ I	Mainstream/Inclusion – English
➔ C	Mainstream/Inclusion – Core/Basic Subject Areas
➔ Z	Not Applicable

**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>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: Listening, 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 or 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 or 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 or fluent English-speakers <sup>5</sup>

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 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.
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.

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

**FLORIDA DEPARTMENT OF EDUCATION  
STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION  
COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2010-2011**

**Note: Course numbers and titles taken from the 2010-2011 FDOE Course Code Directory**

**ELEMENTARY**

COURSE #    COURSE TITLE

COMPUTER LITERACY

5002000    Introduction to Computers

LANGUAGE ARTS

5010010    English for Speakers of Other Languages – Elementary  
5010020    Functional Basic Skills in Reading – Elementary  
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

5012020    Math – Kindergarten  
5012030    Math – Grade 1  
5012040    Math – Grade 2  
5012050    Math – Grade 3  
5012060    Math – Grade 4  
5012070    Math – Grade 5



SCIENCE

5020010    Science – Grade K  
5020020    Science – Grade 1  
5020030    Science – Grade 2  
5020040    Science – Grade 3  
5020050    Science – Grade 4  
5020060    Science – Grade 5

SOCIAL STUDIES

5021000    Social Studies – Elementary

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**MIDDLE/JUNIOR HIGH**

COURSE #    COURSE TITLE

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)  
1000020    M/J Intensive Reading and Career Planning  
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  
1002181    M/J Developmental Language Arts ESOL - Reading  
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  
1008070    M/J Reading 3  
1008080    M/J Reading 3, Advanced  
1009000    M/J Creative Writing 1  
1009010    M/J Creative Writing 2  
1009020    M/J Creative Writing 3  
1009030    M/J Expository Writing 1  
1009040    M/J Expository Writing 2

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**MIDDLE/JUNIOR HIGH (continued)**

COURSE #    COURSE TITLE

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

SCIENCE

2000010	M/J Life Science
2000020	M/J Life Science, Advanced
2000030	M/J Life Science, IB Middle Year Program
2000050	IB Middle Year Program Biology
2001010	M/J Earth/Space Science
2001020	M/J Earth/Space Science, Advanced
2001030	M/J Earth/Space Science, IB Middle Year Program
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 US History & Career Planning

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**MIDDLE/JUNIOR HIGH (continued)**

COURSE #    COURSE TITLE

SOCIAL STUDIES (continued)

2100020	M/J US History, Advanced
2100025	M/J US History, Advanced & Career Planning
2100030	M/J Florida History
2100040	M/J U.S. History, IB Middle Years Program
2103010	M/J World Geography (Year Long)
2103015	M/J World Geography (Semester Long)
2103016	M/J World Geography & Career Planning
2103020	M/J World Geography, Advanced (Year Long)
2103025	M/J World Geography, Advanced (Semester Long)
2103026	M/J World Geography, Advanced & Career Planning
2103030	M/J Geography: Asia, Oceania, Africa
2103032	M/J Geography: Asia, Oceania, Africa & Career Planning
2103040	M/J Geography: Europe and the Americas
2103042	M/J Geography: Europe and the Americas & Career Planning
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
2105040	M/J World Cultures, IB Middle Year Program
2106010	M/J Civics (Year Long)
2106015	M/J Civics (Semester Long)
2106016	M/J Civics & Career Planning
2106020	M/J Civics, Advanced (Year Long)
2106025	M/J Civics, Advanced (Semester Long)
2106026	M/J Civics, Advanced & Career Planning
2106030	M/J Law Studies
2109010	M/J World History
2109020	M/J World History, Advanced

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**SENIOR HIGH/ADULT**

COURSE # COURSE TITLE

COMPUTER LITERACY

0200300	Introduction to Computers
0200310	Computer Applications I

LANGUAGE ARTS

1000400	Intensive Language Arts
1000410	Intensive Reading
1000420	Intensive Writing
1001300	English Skills 1
1001310	English 1
1001320	English Honors 1
1001330	English Skills 2
1001340	English 2
1001350	English Honors 2
1001360	English Skills 3
1001370	English 3
1001380	English Honors 3
1001390	English Skills 4
1001400	English 4
1001410	English Honors 4
1001420	Advanced Placement English Language
1001430	Advanced Placement English Literature
1001550	AICE English Language
1001560	AICE Pre-AICE English Language
1001800	English 1 – Pre IB
1001810	English 2 – Pre IB
1001820	English 3 – Pre IB
1001830	English 4 – Pre IB
1001840	English 1 Honors, IB Middle Year Program
1001845	English 2 Honors, IB Middle Year Program
1002300	English 1 Through ESOL
1002310	English 2 Through ESOL
1002320	English 3 Through ESOL

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COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
FOR SCHOOL YEAR 2010-2011**

**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

LANGUAGE ARTS (continued)

1002380	Developmental Language Arts Through ESOL (MC)
1002381	Developmental Language Arts Through ESOL -Reading
1002520	English 4 Through ESOL
1004300	Semantics and Logic
1005300	World Literature
1005310	American Literature
1005320	British Literature
1005330	Contemporary Literature
1005340	Classical Literature
1005350	Literature and the Arts 1
1005360	Literature and the Arts 2
1005365	Literature in the Media
1005370	AICE English Literature 1
1005375	AICE English Literature 2
1005380	Pre-AICE English Literature
1008300	Reading 1
1008310	Reading 2
1008320	Advanced Reading
1008330	Reading 3
1009300	Writing 1
1009310	Writing 2
1009320	Creative Writing 1
1009330	Creative Writing 2
1009331	Creative Writing 3
1009332	Creative Writing 4
1009333	Creative Writing 5
1020810	American Literature Honors
1020820	British Literature Honors
1020830	Classical Literature Honors
1020840	Contemporary Literature Honors
1020850	World Literature Honors
1020860	Great Books

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COURSES ELIGIBLE FOR ESOL WEIGHTED FTE  
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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

MATHEMATICS

1200300	Pre-Algebra
1200310	Algebra 1
1200320	Algebra 1 Honors
1200330	Algebra 2
1200340	Algebra 2 Honors
1200370	Algebra 1 A
1200380	Algebra 1 B
1200390	Algebra 1 Honors, IB Middle Year Program
1200395	Algebra 2 Honors, IB Middle Year Program
1200400	Intensive Mathematics
1200500	Advanced Algebra with Financial Applications
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
1202352	AICE Math 1
1202354	AICE Math & Mech 1
1202356	AICE Math & Mech 2
1202362	AICE Math & Prob & Stat 1
1202364	AICE Math & Prob & Stat 2
1202366	AICE Math & Mech & Stat 2
1202370	AICE Further Math
1202371	Pre-AICE Add Mth 3
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 1

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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

MATHEMATICS (continued)

1205410	Applied Math 2
1205420	Applied Math 3
1205500	Explorations in Math 1
1205510	Explorations in Math 2
1206300	Informal Geometry
1206310	Geometry
1206320	Geometry Honors
1206330	Analytic Geometry
1206800	Analytic Geometry IB
1206810	Geometry Honors, IB Middle Year Program
1207310	Integrated Math 1
1207320	Integrated Math 2
1207330	Integrated Math 3
1208300	Liberal Arts Math
1209810	Pre-AICE Math 1
1209820	Pre-AICE Math 2
1209830	IB Math Higher Level
1210300	Probability and Statistics W/App
1210310	IB Statistics and Introductory differential Calculus
1210320	Advanced placement Statistics
1210330	AICE Math Stat
1211300	Trigonometry
1211800	Trigonometry IB
1220910	Discrete Mathematics (formerly 122091A)
1298310	Advanced Topics in Mathematics (formerly 129830A)

SCIENCE

2000300	Intensive Science
2000310	Biology 1
2000320	Biology 1Honors
2000321	AICE Biology 1

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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SCIENCE (continued)

2000340	Advanced Placement Biology
2001342	Pre-AICE Environmental Management
2000350	Anatomy and Physiology
2000360	Anatomy and Physiology Honors
2000370	Botany
2000380	Ecology
2001381	AICE Environmental Management
2000390	Limnology
2000410	Zoology
2000430	Biology Technology
2000440	Genetics
2000800	Biology 1 Pre-IB
2000810	Biology 2 IB
2000820	Biology 3 IB
2000850	Biology Honors, IB Middle Year Program
2001310	Earth/Space Science
2001320	Earth/Space Science Honors
2001340	Environmental Science
2001350	Astronomy
2001370	IB Environmental Systems
2001380	Advanced Placement Environmental Science
2001390	Pre-AICE Coordinated Science 1
2001400	Pre-AICE Coordinated Science 2
2001410	AICE Food Studies
2002330	Space Technology and Engineering
2002340	Experimental Science 1
2002350	Experimental Science 2
2002360	Experimental Science 3
2002370	Experimental Science 4
2002400	Integrated Science 1
2002410	Integrated Science 1 Honors

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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SCIENCE (continued)

2002415	Integrated Science Honors, IB Middle Year Program
2002420	Integrated Science 2
2002430	Integrate Science 2 Honors
2002440	Integrated Science 3
2002450	Integrated Science 3 Honors
2002460	Integrated Science 4
2002470	Integrated Science 5
2002480	Forensic Science 1
2002490	Forensic Science 2
2002500	Marine Science 1
2002510	Marine Science 1 Honors
2002515	AICE Marine Science 1
2002520	Marine Science 2
2002535	AICE Marine Science 2
2002530	Marine Science 2 Honors
2002540	Solar Energy 1
2002550	Solar Energy 2
2003310	Physical Science
2003320	Physical Science Honors
➔ 2003330	AICE Physical Science 1
2003340	Chemistry 1
2003350	Chemistry 1 Honors
2003360	Chemistry 2
2003370	Advanced Placement Chemistry
2003371	AICE Chemistry
2003372	Pre-AICE Chemistry
➔ 2003373	AICE Chemistry
2003380	Physics 1
2003390	Physics 1 Honors
2020910	Astronomy S-G Honors
2020710	Nuclear Radiation Honors
2003400	Nuclear Radiation





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**SENIOR HIGH/ADULT (continued)**

COURSE # COURSE TITLE

SCIENCE (continued)

2003410	Physics 2
2003420	Advanced Placement Physics B
2003430	Advanced Placement Physics C
2003431	AICE Physics
2003432	Pre-AICE Physics
 2003433	AICE Physics 2
2003600	Principles of Technology 1
2003610	Principles of Technology 2
2003800	Chemistry 1 IB
2003810	Chemistry 2 IB
2003820	Chemistry 3 IB
2003830	Chemistry Honors, IB Middle Year Program
 2003840	IB Physics 1
 2003845	IB Physics 2
 2003850	IB Physics 3
2003860	Design Technology IB
2003870	Design Technology Honors, IB Middle Year Program

SOCIAL STUDIES

2100310	American History
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

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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SOCIAL STUDIES (continued)

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
2100490	AICE International History
2100500	AICE United States History
2100800	History of the Americas – IB
2100810	American History – IB
2101300	Anthropology
2101310	Archaeology
2101800	Social Anthropology 1 IB
2101810	Social Anthropology 2 IB
2102310	Economics
2102320	Economics Honors
2102321	AICE Economics 1
2102322	AICE Economics 2
2102323	Pre-Economics
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 1 IB
2102820	Economics 2 IB
2103300	World Cultural Geography
2103400	Advanced Placement Human Geography
2103410	AICE Geography
2103420	Pre-AICE Geography
2103430	IB Geography HL



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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SOCIAL STUDIES (continued)

2103800	World Geography IB
2103810	World Cultural Geography Honors, IB Middle Year program
2104300	Intro to Social Studies
2104310	Future Studies
2104320	Global Studies
2104330	Voluntary School / Community Service
2104340	Women's Studies
2104600	Multicultural Studies
2104610	The American Mosaic
2105300	Western Civilization
2105310	World Religions
2105340	Philosophy
2105350	Ethics
2105860	Philosophy 1 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
2106375	Comprehensive Law
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
2106445	International Relations 2
2106450	American Political System
2106460	American Political System Hon: Process and Power




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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SOCIAL STUDIES (continued)

2106468	Constitutional Law 1
2106470	Constitutional Law 2
2106480	Constitutional Law Honors
2106800	American Government Pre IB
2107300	Psychology 1
2107310	Psychology 2
2107350	Advanced Placement Psychology
2107360	AICE Psychology
 2107370	AICE Psychology 2
2107800	Psychology 1 IB
2107810	Psychology 2 IB
2108300	Sociology
 2108310	AICE Sociology 1
 2108320	AICE Sociology 2
2109310	World History
2109320	World History Honors
2109321	Pre-AICE World History
2109330	African History
2109340	Asian History
2109350	Contemporary History
2109360	British History
2109370	European History
2109371	AICE European History
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, -IB
2109830	World History Honors, IB Middle Year Program

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**SENIOR HIGH/ADULT (continued)**

COURSE #    COURSE TITLE

SOCIAL STUDIES (continued)

2120710	Anthropology Honors
2120910	Philosophy Honors
2120915	Philosophy Honors 2

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

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

PANEL: _____	A21. TEST SCORE	YEAR: 08
STDT: _____	SCHL: _____	GR: __ ST:
DATE: TEST: <u>IPT</u> __ __	SCHL: _____	GR: __ US: <u>E</u> R: <u>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/Yearly Progress/Exit  
KEA - Grades 3-12 (Reading/Writing)-Entry

TEST LEVEL: IPT I (K-6) **I** IPT II (7-12) **II**

TEST FORM:                    **E**                    **C**

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 03-12 who score FES on the IPT (**entering** the ESOL Program), additional test scores may be 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-II Brief Form |  |

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

Values to be used are:

**E – Entering ESOL for the first time**

**P – Yearly Progress**

**X – Exiting ESOL Program**

**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 can be a valid test score.

### K-2

	<b>Entry</b>	<b>Yearly Progress</b>
Listening	IPT	IPT
Speaking	IPT	IPT
Reading	-----	-----
Writing	-----	-----

	<b>Exit</b>
Listening	IPT
Speaking	IPT
Listening/Speaking/Reading/Writing	CELLA Composite
Reading	CELLA Reading

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

**Grades 3-12**

	<b>Entry</b>	<b>Yearly Progress</b>
Listening	IPT	IPT
Speaking	IPT	IPT
Reading	KEA	-----
Writing	KEA	-----

	<b>Exit</b>
Listening/Speaking/Reading/Writing	CELLA Composite
Reading	CELLA Reading
Reading	FCAT

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

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

## **Explanation of other data elements on the A21 Panel and A23 Panel**

<u>Code:</u>	<u>Definition:</u>
* <b>DLD</b>	Dade County Oral Language Proficiency Scale
* <b>LAB</b>	Language Assessment Battery (for grades 1-12)
* <b>LAS</b>	Language Assessment Scale (for Kindergarten)
* <b>BVA</b>	<b>Bilingual Verbal Ability Test</b>

When entering ELL information in TERMS for active ELLs (LYs) and students classified as LFs coming from other Florida school districts, the procedures below should be followed:

### Students from Dade County

For **LY** Students from Dade

- Open the A23 Panel using the Dade County dates (Lang. Survey Date, Referral Date, Classification Date and Entry Date).
- Update the "Plan Date" on the A23 Panel with the date of the test given in Broward County (use IPT test as the Progress Test).
- In the field "Test," on the A21 Panel, use the code **DLD** (which is the test given in Dade).
- In the field "School," on the A21 Panel, use the code **N999**.
- In the field "US," on the A21 Panel, use the code **E** for entering ESOL.
- Enter Dade County scores on the A21 Panel.  
On a blank A21 Panel, enter Broward County information (Date, Test, School, Grade, Scores and next to "US," use the code **P** for progress)

For students classified as **LF** who are in the 2<sup>nd</sup> year monitoring period from Dade, use all the dates from Dade County.

### Students from Orange County

The codes for students coming from Orange County are:

- LAB (Language Assessment Battery) for grades 1-12
- LAS (Language Assessment Scale) for Kindergarten



### Students from Collier County

The code for students coming from Collier County is:

- BVA (Bilingual Verbal Ability Test)

When entering students from any county, please follow the same procedures used for Dade County.

### Students from Other Florida School Districts

Please contact Martha Villa-Rosa (754-321-2956) at the Multicultural, ESOL and Program Services Department for assistance in registering active ELLs (LYs) and students classified as LFs entering the district from other Florida counties.

**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: 08	
STDT: _____		SCHL: _____	GR: _____	ST: _____		
PROG: REFDTE	TYP/CODE					SPECIALIST
_____	_____					
DATES: CLASS	ENTRY	PLAN	EXIT	REEVAL	RECLASS - EXIT	BASIS BASIS BASIS FUND-CODE:___
_____	_____	_____	_____	_____	_____	ENTRY/ X1 X2 EXT INS STAT
_____	_____	_____	_____	_____	_____	_____
ENTRY	ENTRY	PROGRESS	EXIT			* ELL/PRG:___
TEST:	DATE/SCORE	DATE/SCORE	DATE/SCORE	LC	ELL LANG PAR	SURV-DTE
LISTENING:						
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.**
- **X1 X2 details the two exit measures.**

**\*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 Educational Plan* (ELLSEP) was developed or reviewed.

MMDDYYYY     *Example:* 01181991 = January 18, 1991

**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.

**Exit Date and Plan Date should always match.**

**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, fifth year, and beyond in the ESOL Program.

MMDDYYYY     *Example:* 01181991 = January 18, 1991

00000000     Zero fill if reevaluation has not occurred.

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

**Exit Date and Plan Date should always match.**

**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 ( <b>03 – 12</b> )
<b>L</b>	ELL Committee (KG – 12)
<b>T</b>	Temporarily placed in Program based on a "Yes" response to the <i>Home Language Survey</i> , only used for Pre-K students

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

<u>Code</u>	<u>Definition</u>
<b>B/C</b>	<b>CELLA Composite &amp; Reading AND IPT (K-2)</b>
<b>B/E</b>	<b>CELLA Composite &amp; Reading AND FCAT Reading (03-12)</b>
<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:

- 'Z' = Not applicable
- 'Y' = Student in need of extension of instruction
- 'N' = **ESOL Services no longer needed**

**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.

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

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
<b>Z</b>	Not applicable

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

## 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

Grade Level	Tested or entered via:	Entry Code
Pre –K	Answered Y to anyone of the Home Language Survey (HLS) Questions	<b>T</b>
K-12	Aural/Oral	<b>A</b>
K-12	ELL Committee	<b>L</b>
<b>3-12</b>	Scored Fluent English Speaker (FES) on Aural/Oral, and at or below the 32 percentile on a norm-referenced Reading/Writing test	<b>R</b>
<b>3-12</b>	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.

PK students who were served in PK as ELL (LY-T) and tested with the IPT-1 before school start of their (Kindergarten) school year (**not earlier than May**) are to be classified as ZZ if they do not meet entry criteria. If the students are tested after the start of the school year, and do not meet entry criteria, an ELL Committee must be convened to determine placement. If exiting the program is recommended, classify as LF and monitor for two years.

Grade Level	Exit Code
*PreK	L (In K)
<b>K-2</b>	<b>B/C</b>
<b>K-2</b>	L
<b>3-12</b>	<b>B/E</b>
<b>3-12</b>	L

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

## **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 (LY/T) Assessed **prior to** beginning KG, ELL code is 'ZZ' if the PK does not qualify for services, or LY if they do; therefore, when the student begins KG he/she will be considered ZZ or LY.
7. PK Students (LY/T) who are tested **after the start** of the school year, and do not meet entry criteria, an ELL Committee must be convened to determine placement. If exiting the program is recommended, classify as **LF** and monitor for two years.

**STATE DATABASE GUIDELINES  
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**Pre-Kindergarten Local Data Maintenance**

Hard Copy Record	Local Accountability	Data Entry Required
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 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 in PK and services began

PK students who were served in PK as ELL (LY-T) and tested with the IPT-1 before school start of their (Kindergarten) school year (not earlier than May) are to be classified as **ZZ** if they do not meet entry criteria.

\*State reported data elements for PK.

If LY-T 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):

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

If the student scores Fluent English Speaker (FES):

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

If the students are tested after the start of the school year, and do not meet entry criteria, an ELL Committee must be convened to determine placement. If exiting the program is recommended, classify as LF and monitor for two years.

**STATE DATABASE GUIDELINES  
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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 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:** Title III is a 100% federally funded supplemental program that concentrates on delivering English language education to students who have a primary language other than English. This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. If title III funds are used in anyway to provide supplemental assistance to the teacher or program use code **Y**.

# **APPENDICES**

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

**APPENDIX A**

## **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:**  
On the A03 Panel, after the student has been tested, enter the student's Language Classification (LANG).
- 'LY', 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.
- 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" (Extension of Instruction) 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.
  - Districts are responsible for updating the A23 Panel after the 3<sup>rd</sup> year for students that no longer qualify for ESOL services by changing 'Y' to 'N'

**STATE DATABASE GUIDELINES  
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- 'LY' students who are exited from the ESOL Program should have their ELL code changed from 'LY' to 'LF' on the A03 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 ELL code changes from LF to LZ.
- Home Language Survey Date - The date that the *Home Language Survey* was completed in accordance with Rule 6A-6.0902, FAC.
- Yearly Progress Scores for listening and speaking (IPT I/II) must be entered on the A21 Panel for active LY students (K-12).
- Pre-K students with a temporary A23 Panel who qualify for ESOL Program Services in Kindergarten, must have their date of entry updated to the first day of Kindergarten.
- **The IMT must generate a monthly LEP Roster (SCLS001) report for the ESOL Contacts available from Data Warehouse. This report will provide updates and will assist with ensuring that all documents are accurate.**
- **New Report: In the Download Folder scroll down to report DWNI009. This report facilitates a Download of pertinent information by school of students with limited English proficiency data. It allows you to view in an excel sheet and therefore enable you to sort students by language classification, by entry date, etc.**
- All PLAN dates must be updated to reflect current services at the beginning of each school year, whenever classes or courses change, and whenever ESOL services change. **A copy of student schedule (A10) must be filed in the ELLSEP folder, and must be date stamped.**
- **Students coming from other districts in the state of Florida as well as students that leave the district for 90 school days or more are required to be reassessed for ESOL Services. Every measure should be taken to honor time and data the students brings. Codes for a few counties have already been established.**

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

**APPENDIX B**

**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.

**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?*

**STATE DATABASE GUIDELINES  
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- 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 2007-2008 school year and is reported out-of-field, but is not assigned an ELL for the 2008-2009 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.
- 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.

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

- 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 pullout 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.
- 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.

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

**APPENDIX C**

## **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 update Language Classification for LY's?*
- 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/oral language assessment in the spring to update their language classification. Scores must be updated in TERMS on the A21 Panel. **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.** *Should the basis of Entry be updated if the ELL Committee decides a K-2 student who entered the program through an aural/oral test and now scores fluent English speaker, should remain in the ESOL program?*
- A.** For the purpose of electronically tracking students enrolled in the program, and to have the “backup” as to why the student is still in the program, the Basis of Entry should be changed from “A” to “L”
- 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 and Program Services Department*.

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- Q. Who takes the Pre-IPT?*
- A. Only Pre-K students age 3 and over who are recommended for ESE testing are administered the IPT. All other Pre-K students whose parents checked off yes on the Home Language Survey are not tested for English language proficiency in Pre-K.
- 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. What promotion codes are used for ELL students?**

**A.** Code 1-ELLs (English Language Learners) who have had less than two (2) years of ESOL (Grades 1-8).

Code 9 -ELLs that are being promoted based on ELL Committee Recommendation (Grades KG-7 not applicable to grade 3.)

**Source:**

2010-2011 English Language Learners (ELLs) Data Base and Program Handbook, Office of Education Information and Accountability Services (EIAS), and the Bureau of Student Achievement through Language Acquisition (SALA).

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

**APPENDIX D**

**BASIS OF EXIT**

A one-two character code used to indicate the basis of exit out of the English for Speakers of other Languages (ESOL) program. Codes B, C, D and E are composed of two or more measures.

**CODE**

**DEFINITION**

**B** CELLA Composite Score and CELLA Reading Score – CELLA oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level (see table below). The second measure must be a score at the proficient level on CELLA Reading tested on grade level.

<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>
K-2	2050 and greater
3-5	2150 and greater
6-8	2200 and greater
9-12	2250 and greater

**C** A score at or above the proficient level on a state approved listening and speaking assessment or above the publisher’s cut score on an aural and oral assessment.

**E** FCAT level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and writing.

**L** English Language Learners (ELL) Committee.

**Z** Not Applicable