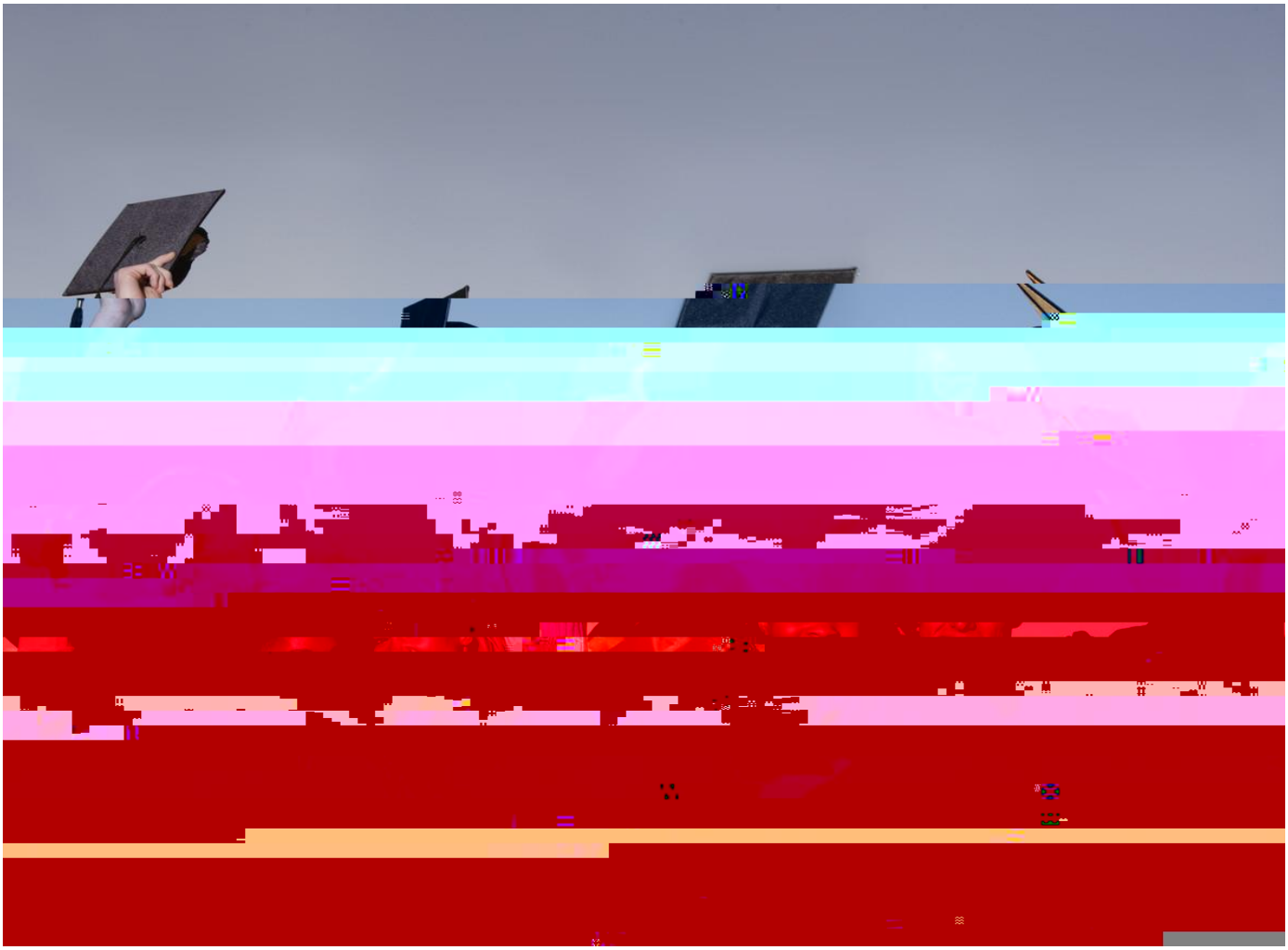
2021-2022

English Language Learners (ELL) Database and Program Handbook



English for Speakers of Other Languages (ESOL)

TABLE OF CONTENTS

	Page Numbers
Introduction.....	1
ESOL Definitions.....	

Introduction

This handbook combines the Florida Department of Education's (FDOE) Information Database data elements, reporting elements, edits and other information which relates to local record keeping and state reporting of English Language Learners (ELLs) data. It was developed by PK-12 Education Information Services (EIS) and the Bureau of Student Achievement through Language Acquisition (SALA). The handbook is designed for English for Speakers of Other Languages (ESOL) program staff as well as data processing and Management Information Systems (MIS) personnel, for the Florida public school districts.

All data elements are updated periodically here.

In an effort to provide the most current information, most of the information presented in this book is hyperlinked to the PK-12 Database Manuals.

This handbook contains several features:

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

For further information or questions, contact SALA by telephone 850-245-0417 or via email at sala@fldoe.org.

ELLs: Exit Date – the initial date a student exits an ESOL program.

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

ELLs: HLS Date – the date that the HLS was completed in accordance with Rule 6A-6.0902, F.A.C.

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

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

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

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

- **E** English for Speakers of Other Languages
- **H** Home Language/Bilingual Education
- **L** English for Speakers of Other Languages and Home Language/Bilingual Education
- **N** Newcomer/New Beginnings Program (Primarily grades 6

Primarily

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

Heritage Language – is a native, home, and/or ancestral language. It may be an indigenous language (e.g., Navajo) or the language of immigrants or migrants (e.g., Spanish or Hungarian in the U.S.). It is a language spoken at home or in a cultural community that is different from the dominant[4]

ELEMENT NAME: CERTIFICATION/LICENSURE/QUALIFICATION STATUS

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

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

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

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

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

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

Question(s) and Answers:

Ring3ang3( )11(t)-4(he)] TJETQq0.00000912 0 612 792 reW* nBT/F9 11.05 Tf327.8f1 219..8 44Tm0 g0 G[(-)] TJETQq0.00000912 0 61

ELEMENT NAME: COUNTRY OF BIRTH

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

Program Specific Notes: This data element is used for collecting and reporting the country of national origin as required by the 1990 League of United Latin American Citizens (LULAC) et al v.

ELEMENT NAME: DATE ENTERED UNITED STATES SCHOOL

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

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

If Survey Period Code is 2 and 5, DEUSS must be zero filled. If the code is not a valid code, the record will be rejected.

Program Specific Notes:

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

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: DIPLOMA BILITERACY SEAL DESIGNATION

Program Specific Notes: An indicator to designate that a student has earned a standard diploma under section 1003.4282, F.S., and has satisfied the Gold Seal of Biliteracy or the Silver Seal of Biliteracy requirements per section 1003.432, F.S. This seal is signified on the standard diploma and designated on the student transcript.

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF ENTRY

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

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

Guide for Basis of Entry Codes

Note: Districts now have to abide by =or> 33% to exit an English Language Learners (ELL).

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

Question(s) and Answer(s):

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

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

Q. W!

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF EXIT

State Edit(s)/Reject Rule(s) for This Element: English Language Learner (ELLs): Basis of Exit code must be H, I, J, L or Z. If a valid code is not used, the record will be rejected.. *The addition of codes H, I, and J are effective with the 2012 CELLA administration.*

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

Question(s) and Answer(s):

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

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

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

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: CLASSIFICATION DATE

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

Program Specific Notes: ELLs: Classification Date is the <u>initial</u> date a student who responded "Yes" to the Home

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: EXTENSION OF INSTRUCTION

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

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

(See the 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree, http://fldoe.org/academics/eng-language-learners/consent-decree.stml, and Section 1011.62, F.S.)

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

Special attention should be given to accurate reporting of entry date to ensure this data may be transmitted via the Florida Automated System for Transferring Educational Records **(FASTER)** to allow all districts the ability to track the total number of years an ELL has been served.

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE

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

State Validation Rule: If Grade Level = PK-12, ELLs: HLS Date must be less than or equal to the survey date unless Survey Period Code = 1 or 4 or Year-Round/Extended School Year Full-time Equivalent (FTE)

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: INSTRUCTIONAL MODEL

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

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

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

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

ELL Status Code	Instructional Model and Courses	
LF	Z	
LZ	Z	
LY	E	Sheltered – English
LY	S	Sheltered – Core/Basic Subject Areas
LY	I	Mainstream/Inclusion – English
LY	C	Mainstream/Inclusion – Core/Basic Subject Areas
LY	O	Maintenance and/or Developmental Bilingual Education
LY	T	

ENGLISH LANGUAGE LEARNERS: INSTRUCTIONAL MODEL (continued)

Example #3:
Elementary school in the district has implemented a dual language program, where all students, regardless of their ELL status are taught all subject areas in English and another language. All instructional minutes or courses, regardless of the course number (i.e., Graded Self-Contained or subject area) would be reported with a code of "T."

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

State Formats Using This Element:
Student Course Schedule DB9 14x

NAME: ENGLISH LANGUAGE LEARNERS: POST RECLASSIFICATION DATES

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

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

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

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

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

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

End of the Second Year

(See 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree at http://www.fldoe.org/academics/eng-language-learners/consent-decree.stml and Rule 6A-6.09031, F.A.C.)

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

Question(s) and Answer(s)

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

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

State Formats Using This Element: None.

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs

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

Instructional Model/Approach[2]			Academic Content	Language of Instruction	Student Composition
	Model	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing [3]	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	M 0 0 .52>BDC q233.45 4		

ELEMENT NAME:

State Formats Using This Element:
Federal/State Compensatory Project Evaluation

ELEMENT NAME: FLORIDA EDUCATION FINANCE PROGRAM NUMBER

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

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

See Appendix E of the Database Manuals for FEFP Program Numbers.

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

Please see Appendix DD of the Database Manuals for a list of courses eligible for ESOL weighted Full-time Equivalent (FTE) from the Course Code Directory.

In the courses listed in Appendix DD, student FTE reported for FEFP funding shall comply with Section 1003.56,

Full-Time Equivalent
Category A Records

Course Code Directory

Florida Education Finance Program

Cost Factor (130)

1 3 years automatic

3 6 years based on annual assessments

English Language Learner (ELL)

Student Plan/Assessment/

Instructional Time

Dated Parental Notification (Written)

English for Speakers of Other Languages (ESOL) Weighted Full-time Equivalent (FTE) Funding

Question(s) and Answer(s):

Q. Under which circumstances may ESOL weighted FTE funding be claimed for English Language Learners (ELLs)?

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

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

and

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

and/or

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

and

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

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

A. Yes. The delivery of ESOL and/or Home Language instruction via split classes is an appropriate delivery model and ESOL weighted FTE funding may be claimed for eligible ELLs. For details regarding cost, see Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) at http://www.fldoe.org/finance/fl-edu-finance-program-fefp/financial-program-cost-accounting-repo.stml.

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

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

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

A. No. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic E1 q0.hi7(Langur)8((e Ae)10(t)-4(s)] TJETQ

ELEMENT NAME: FUND SOURCE

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

Program Specific Notes: This data is a requirement for Every Student Succeeds Act (ESSA) reporting purposes and it is used to measure whether or not services provided to English Language Learners (ELLs)

ELEMENT NAME: GRADE LEVEL (continued)

State Formats Using This Element:
Student Demographic Information DB9 13x
Student Course Schedule DB9 14x
Prior School Status/Student Attendance DB9 55x
Student Course Transcript Information DB9 39x
Student End of Year Status DB9 17x
Student Discipline/Resultant Action DB9 19x

ELEMENT NAME: IMMIGRANT STUDENT

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

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

Program Specific Notes: This data element is dealing solely with the definition of immigrant children and youth under Every Student Succeeds Act (ESSA)

ELEMENT NAME: IMMIGRANT STUDENT SERVICES

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

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

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

Program Specific Notes: This information is required for reporting of activities provided to eligible immigrant students as outlined in Title III, Part A of Every Student Succeeds Act (ESSA).

State Formats Using This Element:
Federal State Compensatory Project Evaluation

ELEMENT NAME: NATIVE LANGUAGE, STUDENT

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

If Grade Level is PK-12,

ELEMENT NAME: PRIMARY LANGUAGE SPOKEN IN THE HOME

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

ELEMENT NAME: TEST DATE (ALL OCCURRENCES)

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

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

Question(s) and Answer(s):

Q. If you have an ELL currently in an English for Speakers of Other Languages (ESOL) program, do you send test information if it is not in the current year; i.e., the student was tested in the prior year?

A. The submission of the ELL record should reflect all the test information regarding entry and/or exit, regardless if either occurred in the past.

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: TEST FORM (ALL OCCURENCES)

State Edit(s)/Reject Rule(s) for This Element: If English Language Learners (ELLs): Exit Date is greater than zero and Test Name is CEL2 reW*u4cq0.00000912 0 612 792 reW* nBT/F2 11.04 Tf1 0 0 1 425.11 392.71 Tm0rAxo-4(i)6(sh

ELEMENT NAME: TEST NAME (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element: The **Test Name (All Occurrences)** must be a valid code. Valid Test Name codes are specified in Appendix I of the Florida Department of Education (*FDOE) Database Manual*

CONVERSION CHART
FOR AN ALPHABETICAL TEST SCORE
TO NUMERICAL SCORE

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

LANGUAGE PROFICIENCY ALPHA SCORES	LANGUAGE CATEGORY (OLD LAU CATEGORIES)	NUMERIC TEST

ELEMENT NAME: TEST SCORE TYPE (ALL OCCURRENCES)

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

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

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

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

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

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

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: TEST SUBJECT CONTENT (ALL OCCURRENCES)

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

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

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

30 Language (Total) and 10 Reading.

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

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

17 Speaking
18 Language Proficiency Level
19 Oral

or as recommended by test publisher.

The Comprehensive English Language Learning Assessment (CELLA) Subject Content Codes are retained locally.

Question(s) and Answer(s):

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

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

State Formats Using This Element:
English Language Learners Information DB9 10x

ELEMENT NAME: TIER PLACEMENT

State Edit(s)/Reject Rule(s) for This Element: The Tier Placement code must be a valid code. Valid Tier Placement codes are specified as A, B, C, D or Z in the Florida Department of Education (*FDOE) Database Manual*. If the Tier Placement code is not a valid code, the record will be rejected.

Program Specific Notes:

This code is to indicate the tier placement for a student classified as an English Language Learner and enrolled in a program or receiving services for English Language Learners (ELL) students (coded LY) for purposes of the ACCESS for ELLs 2.0 suite of assessments.

This code should be reported for English Language Learners, PK-12 students coded LY only for Survey 2. All others should be coded as Z.

State Formats Using This Element:
English Language Learners Information DB9 10x

Appendix B

FDOE Database and Information Manuals

The FDOE PK-12 Database Manuals have all the information on how the data is reported to the DOE.

Appendix C

Florida Automated System for Transferring Educational Records (FASTER)

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