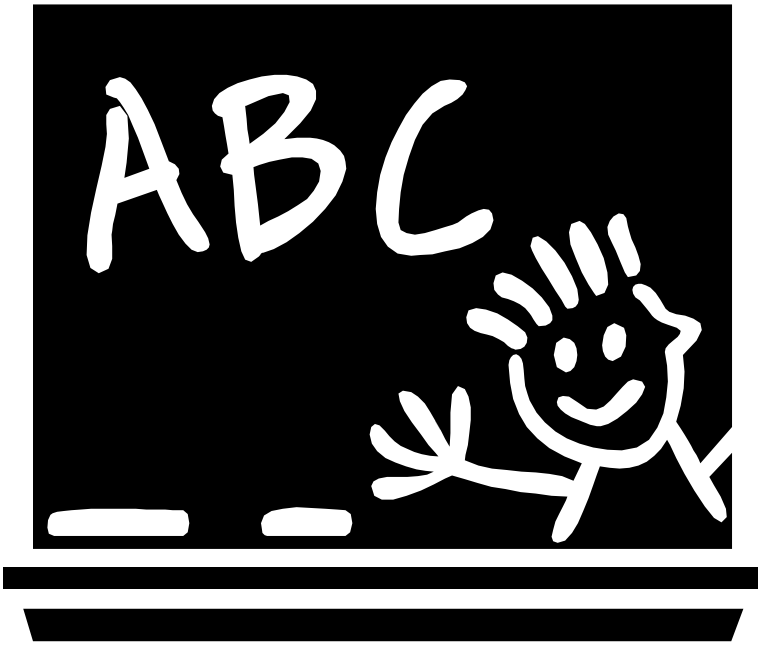
ESOL

English for Speakers of Other Languages



Language Enriched Pupil (LEP)
Database and Program Handbook

2005-2006

Copyright
State of Florida
Departmetnt of State
2005

Authorization for reproduction is hereby granted to the State System of Public Education consistent with Section 1006.39(2), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

TABLE OF CONTENTS

Introduction 1

ESOL Definitions 3

ESOL Weighted FTE Funding 5

Data Elements and Corresponding Program Notes 8

Appendices:

A. Conversion Chart for an Alphabetical Test Score To Numeric Score 79

B. FEFP Program Numbers 84

C. Foreign Country & United States Commonwealth and Territories Codes 88

D. Test Name Table 94

E. Test Subject Content Codes 100

F. Language Codes 120

G. Limited English Proficient Student Information Format 130

H. LULAC et al. vs. State Board of Education Consent Decree, 1990 134
Modification to the Consent Decree 170

I. List of Aural/Oral Language Proficiency Tests 176

J. Limited English Proficient Student Information Edits 185

K. Test Score Reporting and Use of Test Data Format Slots 253

L. ESOL Personnel Training Requirements 257

M. List of Data Elements 261

O. Identification, Placement and Assessment of LEP Students 265

P. Florida Automated System for Transferring Educational Records (F. A. S. T. E. R.). 269

→ Q. List of Courses Eligible for ESOL Weighted FTE Course Code Directory 2005-06 ... 273

INTRODUCTION

This handbook combines the Department of Education (DOE) Information Data Base data elements and other materials that relate to local record keeping and state reporting data for limited English proficient students. It was developed by the Office of Education Information and Accountability Services and the Office of Multicultural Student Language Education (OMSLE). The handbook was designed for use by English for Speakers of Other Languages (ESOL) staff as well as data processing and Management Information Systems (MIS) personnel in Florida school districts.

The handbook is organized in two parts. The first part contains selected student data elements with a corresponding page containing information on state edits and program specific notes. The second part contains appendices with other related data base materials and information.

Note: Appendices that were taken directly from data base materials may not have the same appendix designation in this handbook as they have in the DOE Database Manuals.

In an effort to provide the most current information and best technical assistance possible, this handbook will be updated as the need arises. Periodically you may receive revised pages, inserts, or additions with a transmittal memo and specific instructions on each change.

For further information, or if you have any questions, please contact:

Regions I and V
Ruben Vazquez
850-245-0893 or Suncom 205-0893
ruben.vazquez@fldoe.org

Region II
Ginger Alberto
850-245-0894 or Suncom 205-0894
ginger.alberto@fldoe.org

Region III
Pat Faircloth
850-245-0885 or Suncom 205-0885
pat.faircloth@fldoe.org

Region IV
Eduardo Padilla
850-245-0687 or Suncom 205-0687
eduardo.padilla@fldoe.org

ESOL DEFINITIONS

Limited English Proficient - 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 to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY - The student is Limited English Proficient and is enrolled in classes specifically designed for LEP students.

LN - The student is Limited English Proficient and is not enrolled in classes specifically designed for LEP students.

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

LP - The student is in the 4th-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment.

LZ - The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

ZZ - Not applicable (Students who responded in the negative to all three required Home Language Survey Questions, that is, Non-LEP students).

Home or native language - when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

LEP Committee - a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents are also invited to attend any committee meetings.

LEP Student Plan - a written document(s) that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of LEP identification, assessment data used to classify or reclassify the student as LEP, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student's existing plan, IEP, etc., or may be a separate document for a given student or students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student's file.

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

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

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

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

Limited English Proficient: Basis of Exit - one character code indicating the student's basis of exit from the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L); or Not Applicable (Z).

Limited English Proficient: 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.

Limited English Proficient: Entry Date - the initial date a student entered an ESOL program.

Limited English Proficient: Exit Date - the initial date a student exits an ESOL program.

Limited English Proficient: Extension of Instruction - indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th, or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.

Limited English Proficient: Home Language Survey Date - the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

Limited English Proficient: Instructional Strategy - the type of instructional strategy provided to limited English proficient students in each course. The allowable types of instructional strategies are: Home Language and/or ESOL Instruction (only valid for elementary self-contained courses); Home Language Instruction - math, science, social studies, and computer literacy; and ESOL instruction - language arts, math, science, social studies, and computer literacy.

Limited English Proficient: Post Reclassification Dates - each date that a former limited English proficient student's performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student's first report card, semiannually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

Limited English Proficient: Reclassification Date - the initial date a **former** limited English proficient student (LF) is reclassified as limited English proficient (LY).

Limited English Proficient: Reclassification Exit Date - the date a reclassified LEP student exits the ESOL program.

Limited English Proficient: Reevaluation Date - the most recent date the limited English proficient student was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

Limited English Proficient: Student Plan Date - the date of the most recent development or review of the Limited English Proficient Student Plan.

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

ESOL Weighted FTE Funding

Question(s) and Answer(s):

Q. Do you report students with a Limited English Proficient code of 'LN' for ESOL weighted FTE funding?

A. No, if the students are not enrolled in an approved ESOL program and are not receiving ESOL and/or Home Language instruction, ESOL weighted FTE funding may not be claimed. These students should be reported for FTE funding for membership in the program in which they are enrolled.

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

A. ESOL weighted FTE funding may be claimed for students with a Limited English Proficient 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 completed the required ESOL and/or Home Language inservice training required for basic subject area teachers;

   and/or

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

   or

4. grandfathered teachers who were granted an ESOL Endorsement,

   and

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

   Note: For further details regarding personnel requirements please see the chart, ESOL Personnel Training Requirements, Appendix L of this handbook.

Q. Can ESOL weighted FTE funding be claimed for LEP students 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 LEP students. For details regarding cost, see Financial and Program Cost Accounting and Reporting for Florida Schools, 2001.

Q. Can weighted FTE funding be claimed and reported for LEP students served by paraprofessionals or teachers aides?

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

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

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

Q. Can school districts claim ESOL weight FTE funding for students in basic subject area classes (computer literacy, math, science, and social studies) when the teacher has not completed the 60 hours inservice 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 LEP student during the 2004-2005 school year and is reported out-of-field, but is not assigned an LEP student for the 2005-2006 school year, must she/he be reported out-of-field for the second year?

A. No. For further details regarding the time lines for the completion of the required ESOL training, please see the ESOL Personnel Training Requirements, Appendix L of this handbook.

*Q. Must all ESOL teachers be reported as "out-of-field"? **

A. No. All teachers teaching the primary Language Arts/English to LEP students who do not have the 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 LEP student is assigned to such a teacher.

Q. Should Basic Subject Areas Teachers be reported "out-of-field" in ESOL?

A. No. All teachers teaching math, science, social studies and computer literacy to LEP students 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.

Notes:
(a) Answers to the last two questions above assume the teachers have the appropriate certification or base coverage for the subject(s) being taught.

(b) Further details and information regarding procedures for reporting FTE may be obtained by referring to FTE General Instructions.

For the most up-to-date requirements regarding "out-of-field", refer to district's current certification policies.

FTE Audit Issues

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

- ☺ Course Code Directory
- ☺ FEFP Cost Factor (130)
- ☺ 1 - 3 years automatic
- ☺ 3 - 6 years based on annual assessments

- ☺ Eligibility: "LY"
- ☺ LEP Student Plan/
  - ⇩ Assessment/
  - ⇩ InstructionalTime
- ☺ Dated Parental Notification (Written)

Category A Records

Data Elements
and
Corresponding Program Notes

Implementation Date:
Fiscal Year 1996-97
July 1, 1996

Element Name: Certification/Licensure/Qualification Status

Definition/Domain

A code indicating the type of certification, licensure, or qualification status applicable to the teacher's position in the class being reported.

CODE	DEFINITION
A	**Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.**
B	**Substitute teacher.**
H	**Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.**
I	**Instructional staff member certified/licensed in the field being taught.**
O	**Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.**
M	**Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.**
S	**Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.**
N	**Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.**

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:
- ☒ State Report
- ☒ Local Accountability
- ☐ F.A.S.T.E.R.

Data Element Number: **108150**

Grades and Programs Requiring This Data Element:
All Programs Grades PK-12
Adult Postsecondary Vocational

State Reporting Formats Requiring This Data Element:
Teacher Course DB9 15x

Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 9

Revised: 4/05 Volume I Effective: 7/05 Page Number: 22-10

ELEMENT NAME: CERTIFICATION/LICENSURE STATUS

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

The Certification/Licensure 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 instructions of LEP students (LY) are required to have an ESOL Endorsement in addition to the appropriate base coverage, based on subject area taught.

Teachers who are assigned to teach LEP students English/Language Arts and/or Language Arts Through ESOL must be reported as out-of-field if they do not hold the ESOL Endorsement on their teaching certificate at the time an LEP student 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 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:

Q. Must an ESE teacher be reported as out-of-field if he/she is the primary English/Language Arts teacher assigned to teach a LEP student?

A. Yes, if the ESE teacher is responsible for the instruction of English/Language Arts for that LEP student, the student's IEP indicates English/Language Arts instruction, and the teachers does not have an ESOL Endorsement they must be reported out of field.

Q. When ESOL/Language Arts and/or *English instruction are provided though 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 LEP student is provided with **all** the ESOL/Language Arts/English instruction via the pull-out program, then the pull-out teacher is the person who must have the ESOL Endorsement and the elementary teacher need not be reported as out-of-field. If, however, the LEP student comes back in the class and the non-LEP students are still being instructed in Language Arts/English, or the class receives additional Language Arts/English instruction during the remainder of the day, the elementary grade teacher would also need to have the ESOL Endorsement or be reported as out-of-field until no longer assigned an LEP student for Language Arts/English.

Q. Does an ESOL/Language Arts/English 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 LEP students?

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 LEP student 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.

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

State Formats Using This Element:

Teacher Course DB9 15x

Element Name: Country of Birth

Definition/Domain

A two-character code which identifies the country or US Commonwealth/Territory of birth of the student.

See Appendices G and Q for countries, United States Commonwealths and Territories.

Length: **2**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades PK-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Student Demographic Information DB9 13x**
Data Element Number: **108800**	Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9

ELEMENT NAME: COUNTRY OF BIRTH

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

If Grade Level=PK-12, Country of Birth must be a valid code as listed in Appendix G or Appendix Q of the *DOE Database Manual*; or Appendix C of this handbook, other than ZZ. If Survey Period Code = 5 and Grade Level = 30 or 31, then Country of Birth may be ZZ. If the code is not a valid code, the record will be rejected.

Program Specific Notes:

This data element is used for collecting and reporting the country of national origin as required by the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (See Appendix H)

Question(s) and Answer(s):

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

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

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

Q. Is the code of 'ZZ' (Other) used for non-LEP students?

A. No, all students, regardless of LEP status, should have a County of Birth code. The code of 'ZZ' or 'Other', should only be used when the Country of Birth is not listed in Appendix G or Appendix Q of the *DOE Database Manual*. See Appendix C in this handbook.

State Formats Using This Element:

Student Demographic Information DB9 13x

Element Name: Course Flag

Definition/Domain

Up to four characters describing course attributes which give additional information needed by the district for counseling, tracking of credits, flagging for use with weighted grade point averages, etc. The letter or number codes defined below will be standard statewide. Any time one of the codes below is printed under "Course Flag" on the permanent record printout, it must correspond to the meaning given below. The field may also be used for locally defined codes which are consistent with state requirements for the use of state course numbers and titles. The coded values do not have to appear in any specific order.

CODE	DEFINITION
E **= Academic Scholar - Elective (Code valid prior to 7/1/00.)**	**The course meets an Academic Scholar elective.**
R **= College Preparatory**	**The course meets a university admissions requirement. (Definition prior to 7/1/00: The course meets an academic Scholar requirement.)**
G **= Gifted**	**The course section is entirely composed of gifted students.**
H **= Honors**	**This is an honors course as designated by the state Course Code Directory. To designate an honors course by district definition, use a code reserved for local district use.**
N **= No Credit**	**No credit awarded - per district policy (i.e., 9-12 grade student did not meet the 135 hour rule).**
S **= SLEP**	**Credit awarded by passing the SLEP examination.**
T **= Transferred**	**Credit transferred from an out-of-state school or nonpublic school by equating of courses.**

CONTINUED ON NEXT PAGE

Length: **4**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Adult Basic Skills (optional) **Adult Secondary Education**

Adult Postsecondary Vocational

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

State Reporting Formats Requiring This Data Element:

Student Course Transcript Information DB9 39x

Data Element Number: **109125**

Reported in Survey Periods: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 9

Revised: 10/01 Volume I Effective: 7/05 Page Number: 32-1

Element Name: Course Flag (Continued)

Definition/Domain (Continued)

CODE	DEFINITION
I **= Include**	**Include in grade point average (used only in combination with an "X").**
X **= Exclude**	**Exclude from state and local grade point average (used only in combination with an "I" for tracking forgiveness).**
W **= Exclude from State GPA**	**Exclude from State GPA, but include in District GPA**
1 **= Sub for Practical Arts Graduation Requirements.**	**Computer Education substitution for Practical Arts graduation requirement. The valid Computer Education substitution courses are 0200300-0200380, 0200800-0200810, 0201300-0201360, 0201380, and 0200890.**
2 **= Sub for BUS EN I 1001440**	**Vocational substitution for Business English I. The valid substitutions are courses 8203300, 8212000 and 8215100.**
3 **= Sub for BUS EN I 1001440 and/or BUS EN II 1001450**	**Vocational substitution for Business English I or II. The valid substitution is course 8212000.**
4 **= Sub for BUS MA I 1205540**	**Vocational substitution for Business Mathematics. The valid substitutions are courses 8212000, 8206300, 8207200, 8203300, 8215100 and 8216100.**
5 **= Sub for MA 1 1205380/II 1205390 (valid prior to 7/1/97.)**	**Vocational substitution for Mathematics 1: Course number 1205380 and Mathematics II: Course Number 1205390.**
6 **= Sub for GEN SCI 2002310** (Valid prior to 7/1/00)	**Vocational substitution for General Science. The valid substitutions are courses 8121600, 8121000, 8121300, 8121400, 8106200, 8115110, 8106800, 8106400, 8118300, 8112100, 8112000, 8106500 and 8106100.**
@ = Sub for BIO TECH 2000430	**Vocational substitution for Biology Technology. The valid substitutions are courses 8121000, 8121300, 8121400, 8121600, 8106200, 8115110, 8106800, 8112000, 8106500 and 8106100.**
# = Sub for ENV SCI 2001340	**Vocational substitution for Environmental Science. The valid substitutions are courses 8113000, 8118300 and 8112100.**
% = Sub for PHY SCI 2003310	**Vocational substitution for Physical Science. The valid substitutions are courses 8103400, 8103200 and 8103300.**

CONTINUED ON NEXT PAGE

Element Name: Course Flag (Continued)

Definition/Domain (Continued)

CODE	DEFINITION
7 = **Sub for ANAT PHYSIO 2000350**	**Vocational substitution for Anatomy and Physiology. The valid substitutions are courses 8417130-8417210, 8418300, and 8417230.**
8 = **Sub for Pre-Algebra**	**Vocational substitution for Pre-Algebra. The valid substitution is course 8730000.**
9 = **Ninth Grader**	**A student below the ninth grade has been declared a ninth grade student for this course and credit will apply toward high school graduation as provided through the district's pupil progression plan.**
P = **Course in Progress**	**For use in 1) interdistrict records transfer to indicate the courses the student was taking and had not yet completed at the time when he or she left the sending district; and 2) for Exceptional Student Education courses taken over a longer period of time than usual. Credit would be zero until the course is completed (Time Modification).**
B* = **Home Language and/or ESOL Instruction**	**Limited English Proficient: Instructional Strategy code indicating the type of instruction of the LEP student. (This code is only valid for elementary self-contained courses.)**
M* = **Home Language Instruction**	**Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in their home language in the course. (Home Language instruction is valid in math, science, social studies and computer literacy.)**
D* = **ESOL Instruction**	**Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in English in the course. (ESOL Instruction is valid in language arts, math, science, social studies and computer literacy.)**
A = **Sub for Science Graduation Requirements**	**JROTC Coast Guard substitution for Marine Science I. The valid JROTC Maritime substitution courses are the completion of program 1804320-1804350.**
F = **Sub for Science Graduation Requirements**	**JROTC Air Force substitution for Physical Science. The valid JROTC Aerospace substitution courses are the completion of program 1800300-1800320.**

CONTINUED ON NEXT PAGE

Element Name: Course Flag (Continued)

Definition/Domain (Continued)

CODE	**DEFINITION**
K **= Sub for Science Graduation Requirements**	**JROTC Navy Substitution for Physical Science. The valid JROTC Naval Science substitution courses are the completion of program 1802300-1802330.**
O = **Sub for Life Management Skills Graduation Requirements**	**JROTC Army substitution for Life Management Skills. The valid JROTC Army substitution courses are the completion of program 1801300-1801310.**
Q **= Sub for Life Management Skills Graduation Requirements**	**JROTC Marine Corps substitution for Life Management Skills. The Valid JROTC Marine Corps substitution courses are the completion of courses 1803300-1803310.**
& **= Sub for Life Management Skills Graduation Requirements.**	**JROTC Air Force substitution for Life Management Skills. The valid JROTC Air Force substitution courses are the completion of program 1800400-1800410.**
0(zero) **= Sub for Practical Arts Graduation Requirements**	**JROTC substitution for Practical Arts graduation requirement. The valid JROTC substitution courses are the completion of program 1800300-1800360, or 1801300-1801330, or 1802300-1802330, or 1803300-1803330, or 1804300-1804350.**
$ **= Sub for Practical Arts Graduation Requirements**	**Journalism substitution for Practical Arts graduation requirement. The valid Journalism substitution courses are 1006300-1006330.**

***NOTE:** **The LEP student's Instructional Strategy code (B, M or D) must be submitted to the state in survey periods 2 and 3 in the "Limited English Proficient: Instructional Strategy" data element for each course being reported to the state.**

Example: RH9 **The course meets a university admissions requirement; it is being offered as an Honors course; the individual who is taking the course is a student below the ninth grade who is able to count the course toward fulfilling graduation requirements and university admissions requirements because the district's pupil progression plan addresses this specific situation.**

NOTE: **Codes** C, J, L, U, V, Y **and** Z **are reserved for local district use. The Department will not assign values to those codes at any time in the future. Districts may also define other codes for local use, but should recognize that it is possible that the Department may define standard values for them sometime in the future.**

NOTE: **Code** 0 (zero) **is now state defined.**

ELEMENT NAME: COURSE FLAG

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

Course Flag must be 0-9, A-O, Q-Z, $, &, @, #, % or blank.

NOTE: Codes C, J, L, U, V, Y, and Z are reserved for local district use.

If the Course Flag code is not valid the record will be rejected.

Program Specific Notes:

Code	Meaning
B=Home Language and/or ESOL Instruction	Limited English Proficient: Instructional Strategy code indicating the type of instruction of the LEP student. (This code is only valid for elementary self-contained courses.)
M=Home Language Instruction	Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in their home language in the course. (Home Language instruction is valid in math, science, social studies, and computer literacy.)
D=ESOL Instruction	Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in English in the course. (ESOL Instruction is valid in language arts, math, science, social studies, and computer literacy.)

*NOTE: The LEP student's instructional strategy code (B, M, or D) must be submitted to the state in survey periods 2 and 3 in the "Limited English Proficient: Instructional Strategy" data element for **each course** being reported to the state.

It is important that schools and teachers note the difference between ESOL as a strategy and ESOL as a course. As required in law and rule, eligible LEP students should receive instruction in Basic ESOL (language arts/English) using ESOL strategies and ESOL or home language instruction in math, science, social studies, and computer literacy (courses taught using appropriate strategies).

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

See Program Specific Note given on FEFP Program Number data element in this handbook.

Note: ESOL Listening/Speaking, ESOL Reading/Writing or ESOL Combined Skills courses may be used to teach English through the content areas and may also be used for additional assistance to LEP students enrolled/reported in block scheduled courses.

State Formats Using This Element:

Student Course Transcript Information DB9 39X

Implementation Date:
Fiscal Year 1989-90
July 1, 1989

Element Name: FEFP Program Number

Definition/Domain

The number of the Florida Education Finance Program in which a student earns FTE in a class or section of a course.

For Vocational dually enrolled students, report FTE earned under FEFP program number 103 (9-12 basic) ONLY on Student Course Schedule, Surveys 1-4, and NOT on Vocational Student Course Schedule, Survey 5.

See Appendix E: FEFP Program Numbers.

Length: **3**	Grades and Programs Requiring This Data Element:
Format: **Numeric**	**All Programs Grades PK-12**
Compatibility Requirement: **State Standard**	
Use Types:	State Reporting Formats Requiring This Data Element:
☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	**Student Course Schedule DB9 14x** **Vocational Student Course Schedule DB9 16x**
Data Element Number: **122225**	Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9

Revised: 10/01 Volume I Effective: 7/05 Page Number: 94-1

E**LEMENT NAME: FEFP PROGRAM NUMBER**

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

Student Course Schedule - FEFP Program Number must be 101-103, 111-113, 130, 254-255, 300, or 999.

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

See Appendix E of the *DOE Database Manual*; or Appendix B of this handbook for FEFP Program Numbers.

Program Specific Notes:

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

Please see Appendix Q of this handbook for a list of courses eligible for ESOL weighted FTE from the Course Code Directory 2005-2006. ←

In the courses listed above, student FTE reported for FEFP funding shall comply with Section 1003.56, F.S., the Course Code Directory, the District's LEP Plan, and Rules 6A-6.0900 through 6A-6.0909, F.A.C. All students who are reported as LEP and under the ESOL FEFP Program Number (130) must be receiving instruction by appropriately qualified personnel using ESOL and/or home language strategies. (Please refer to http://www.firn.edu/doe/bin00042/fteinstr.htm for FTE General Instructions 2005-2006.

State Formats Using This Element:

Student Course Schedule DB9 14x
Vocational Student Course Schedule DB9 16x

Implementation Date:
Fiscal Year 1994-95
July 1, 1994

Element Name: **Grade Level**

Definition/Domain

The student's current grade level placement or the grade level for which data are being reported:

CODE	GRADE OR LEVEL
PK	Prekindergarten
KG	Kindergarten
01-12	First through twelfth grade
30	Adult, Nonhigh School graduate
31	Adult, High School graduate

NOTES: If a student is in an ungraded setting, assign the student to the grade in which he or she would normally be enrolled.

Obsolete Grade Level Codes are listed below:

13 Postsecondary Vocational Technical, first year (applicable for years prior to 1988-89)
14 Postsecondary Vocational Technical, second year (applicable for years prior to 1988-89)
15 Adult Vocational Technical, Supplemental (applicable for years prior to 1988-89)
16 Preapprenticeship-Vocational Technical (applicable for years prior to 1988-89)
17 Apprenticeship-Vocational Technical (applicable for years prior to 1988-89)
20 Adult General, Elementary (K-8) (applicable for years prior to 1988-89)
21 Adult General, Secondary (9-12) (applicable for years prior to 1988-89)
22 Adult, Community Instructional Services (applicable for years prior to 1987-88)
23 Student eligible for Certificate of Completion at the end of grade 12 who elects to remain in a remedial program for one additional school year. (applicable for years prior to 2005-06)
24 Adult Lifelong Learning (applicable for 1987-88 only)

Length: 2

Format: Alphanumeric

Compatibility Requirement:
State Standard

Use Types:
☒ **State Report**
☒ **Local Accountability**
☒ **F.A.S.T.E.R.**

Data Element Number:
124025

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Workforce Development Education (adult general education and postsecondary vocational education)

State Reporting Formats Requiring This Data Element:

Student Demographic Information DB9 13x
Student Course Schedule DB9 14x
Vocational Student Course Schedule DB9 16x
Prior School Status/Student Attendance DB9 55x
Student Course Transcript Information DB9 39x
Student End of Year Status DB9 17x
WDIS Adult General Education Student Course Schedule DB9 48x
WDIS Student Demographic Information DB9 46x
WDIS Student End of Term Status DB9 50x
WDIS Vocational Student Course Schedule DB9 47x
Student Discipline/Referral Action DB9 19x

Reported in Survey Periods: ☒ **1** ☒ **2** ☒ **3** ☒ **4** ☒ **5** ☒ **8** ☒ **9** ☒ **F** ☒ **W** ☒ **S**

Revised: 5/04 **Volume I** **Effective: 7/05** **Page Number: 99-1**

ELEMENT NAME: GRADE LEVEL

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

The student's current grade Level code must be PK, KG, 01-12, 23, 30 or 31. If Grade Level is not one of the valid codes, the record will be rejected. Grade Level is used in many edits (see below).

Program Specific Notes:

Close attention should be paid to how data are recorded once the PK student progresses to Kindergarten so as to not have negative impact on assessment timeline calculation. Based on how the Average Length of Time from Identification to Classification is calculated it is advisable for the school district to input LEP data locally for PK LEP students for future state transmittal.

There is no formal English language proficiency assessment required for PK students. Once a PK student's Home Language Survey is completed by the parent/guardian, if there is one or more affirmative response, the student is considered to be LEP and should be provided linguistically and culturally appropriate services within the PK program.

Pre-Kindergarten local data maintenance:

Hard Copy Record	**Local Accountability**	**Data Entry Required**
Registration Packet with completed Home Language Survey (HLS)	HLS Date*	Actual date or the first day of school (for PK and Kindergarten students who enroll during the summer.)
with Affirmative Response to HLS	LEP Code*	'LY'
	Basis of Entry	'T'
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began.
	Instructional Strategy	'D'

*State reported data elements for PK.

Upon Entering Kindergarten, an Aural/Oral test is administered and the PK data (which was maintained locally) is updated, and reported, to the state as follows:

If the student scores LEP:

Data Element	**Changes to:**
LEP Code	Remains 'LY'
Basis of Entry	'A'
Student Plan Date	Update to first day of Kindergarten
LEP Strategy	Update as needed
All Test related data elements	Enter updated information to document assessment

If the student scores Full English Speaker:

Data Element	**Changes to:**
LEP Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
All Test related data elements	Enter updated information to document assessment

NOTE: HLS DATE, CLASSIFICATION DATE, AND DATE OF ENTRY <u>REMAIN THE SAME</u> AS PK DATA.

Question(s) and Answer(s):

Q. What are the reporting requirements for PK LEP students? Do we have to submit the LEP Format for PK LEP Students?

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

Q. Is a LEP Student Plan required for PK LEP students?

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

State Formats Using This Element:

Student Demographic Information DB9 13x
Student Course Schedule DB9 14x
Vocational Student Course Schedule DB9 16x
Prior School Status/Student Attendance DB9 55x
Student Course Transcript Information DB9 39x
Student End of Year Status DB9 17x
WDIS Adult General Education Student Course Schedule DB9 48x
WDIS Student Demographic Information DB9 46x
WDIS Student End of Term Status DB9 50x
WDIS Vocational Student Course Schedule DB9 47x
Student Discipline/Referral Action DB9 19x

Element Name: Limited English Proficient, PK-12

Definition/Domain

Using the definitions and the codes given below, indicate the status of the student who has been identified as a Limited English Proficient (LEP) student. A Limited English Proficient student is one 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 to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

CODE	DEFINITION
LY	**The student is Limited English Proficient and is enrolled in classes specifically designed for LEP students.**
LN	**The student is Limited English Proficient and is not enrolled in classes specifically designed for LEP students.**
LF	**The student is being followed up for a two-year period after having exited from the ESOL program.**

CONTINUED ON THE NEXT PAGE

Length: **2**

Format: **Alphabetic**

Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

State Reporting Formats Requiring This Data Element:

Student Demographic Information DB9 13x

Student Discipline/Referral Action DB9 19x

Data Element Number: **144025**

Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 8 ☒ 9

Element Name: Limited English Proficient, PK-12 (Continued)

Definition/Domain (Continued)

CODE	DEFINITION
LP	**The student is in the 4th-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment.**
LZ	**The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.**
ZZ	**Not applicable**

ELEMENT NAME: LIMITED ENGLISH PROFICIENT

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

Limited English Proficient PK-12 code must be LY, LN, LF, LP, LZ or ZZ. If the codes are not valid, the record will be rejected.

Program Specific Notes:

The codes used should identify the current status of the student.

Special attention should be given in the use of the code LN to ensure accuracy in reporting and compliance with the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (See Appendix H of this handbook)

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

Question(s) and Answer(s):

Q. When would it be appropriate to use the code ZZ for the Limited English Proficient data element?

A. A code of “ZZ” would be used for each student who is English proficient as documented by "no" responses to the three Home Language Survey questions and who does not meet the definition of LEP; or for a student who answers "yes" on Home Language Survey and does not score as limited English proficient on the appropriate assessment instrument(s) (based on age/grade).

Q. What LEP code do you use for an LEP student whose LEP: Basis Entry was a "T", was served in the program, and 20 days later tested as fully English proficient?

A. Once the student is tested as fully English proficient the LEP code should be changed from "LY" to "LF".

Q. Under what circumstances do you use the code of "LN"?

A. The code “LN” may only be used to report any student in membership who has been identified and assessed as LEP and who is <u>not enrolled in an approved ESOL Program</u> or <u>any ESOL course</u> and who is <u>not receiving comprehensible instruction</u>. For information on what data elements are reported in the LEP Format for students coded as "LN", see Appendix G in this handbook.

Q. If the teacher has not been trained in ESOL and/or home language strategies, should LEP students be coded as "LN"?

A. Yes, if the teacher is not using and documenting the use of ESOL and/or home language strategies in the Basic ESOL (or primary language arts), math, science, social studies and computer literacy courses.

Q. How are PK students coded for LEP purposes?

A. (a) Any PK student who has an affirmative response to any of the three Home Language Survey questions should be coded LY if the PK teacher/instructor has been trained (or is in the process of receiving 18 inservice points/hours) and is documenting the use of strategies.

(b) If the PK instructor has not been trained and is not documenting the use of specific strategies that address the needs of PK LEP students, then these PK LEP students should be coded as LN.

(c) Any PK student who has all negative responses to the Home Language Survey should be coded ZZ.

(d) PK students who were served in PK as LEP (LY), and when tested in K scored as full English proficient, should be reported as ‘LF’.

ELEMENT NAME: LIMITED ENGLISH PROFICIENT (Continued)

State Formats Using This Element:
Student Demographic Information DB9 13x
Student Discipline/Referral Action DB9 19x

Element Name: Limited English Proficient: Basis of Entry

Definition/Domain

A one-character code used to indicate the basis of entry into the English for Speakers of Other Languages (ESOL) program.

CODE	DEFINITION
A	**Aural/Oral**
R	**Reading and Writing**
L	**LEP Committee**
T	**Temporarily placed in a program based on (a) a "Yes" response to the Home Language Survey (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).**

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number: **144075**

Grades and Programs Requiring This Data Element:

All Programs Grades K-12

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: BASIS OF ENTRY

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

Limited English Proficient: Basis of Entry code must be A, R, L, or T. 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. See Appendix O in this handbook.

Guide for Basis of Entry Codes

Grade Level	Tested or entered via:	Code
K-12	Aural/Oral	A
K-12	LEP Committee	L
4-12	Scored full English speaker on Aural/Oral; but <= 32% on Reading/Writing	R
4-12	LEP Committee	L

NOTE**:** Some districts have now raised the <= 32% on Reading/Writing. This must be approved in the District LEP Plan.

Question(s) and Answer(s):

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

A. No. Effective July 1994 these students no longer have to be placed in the program pending aural/oral assessment. See Appendix O for complete instructions/requirements for entry/exit.

Q. Should the Basis of Entry be updated if the LEP Committee decides a K-3 student, who entered the program through an aural/oral test and now scores full 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 Basis of Entry code should be used for former LEP students who are being 'reclassified' as LEP?

A. The Basis of Entry code of 'L' will always be used for former LEP (LF) students "re-entering" the program, as the LEP Committee is the only means of reclassifying a former LEP student.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

Element Name: Limited English Proficient: Basis of Exit

Definition/Domain

A one-character code used to indicate the basis of exit out of the English for Speakers of Other Languages (ESOL) program.

CODE	DEFINITION
A	**Aural/Oral**
R	**Reading and Writing**
L	**LEP Committee**
Z	**Not Applicable**

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number: **144080**

Grades and Programs Requiring This Data Element:

All Programs Grades K-12

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: BASIS OF EXIT

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

Limited English Proficient: Basis of Exit code must be A, R, L or Z. If a valid code is not used, the record will be rejected.

Program Specific Notes:

The prior procedure requiring Basis of Exit to be the same as Basis of Entry is no longer valid. See Appendix O in this handbook.

Possible Entry and Exit Codes by Grade:

Grades	Entry Code	Exit Code
PreK		A (In K)
K-3:	A	A
	L	L
4-12:	A	R
	R	R or L
	L	L

Question(s) and Answer(s):

Q. Once a student has entered the ESOL program via the LEP 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 LEP Committee; however, the LEP Committee would have to meet again, and then, if the student is exited, the Basis of Exit would be 'L'.

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Classification Date

Definition/Domain

The initial date a student who responded "Yes" to the Home Language Survey is determined eligible or not eligible based on assessment of an ESOL program.

MMDDYYYY	**Classification date** **Example: 01181991 = January 18, 1991**
00000000	**Zero fill for students not yet classified eligible or ineligible.**

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades K-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x**
Data Element Number: **144095**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

Revised: 5/04 Volume I Effective: 7/05 Page Number: 107-7

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: CLASSIFICATION DATE

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

Limited English Proficient: Classification Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

LEP: Class Date is the initial date a student who responded "yes" to the Home Language Survey is determined eligible or not eligible based on assessment. This element should be used only for students classified as LEP for the first time based on assessment, or for PK students based on affirmative response(s) to the Home Language Survey.

Question(s) and Answer(s):

Q. Do the LEP dates have to fall into the "180 day" calendar?

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

Q. Does the LEP Classification Date need to be reported for PK students?

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

Note:

The LEP Classification date is the same as the date of the Home Language Survey for PK LEP students.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Entry Date

Definition/Domain

The initial date a student entered an ESOL program.

MMDDYYYY **Entry date**
Example: 01181991 = January 18, 1991

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades K-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x**
Data Element Number: **144105**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 X☒ 5 ☒ 8 ☐ 9

Revised: 5/04 Volume I Effective: 7/05 Page Number: 107-9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: ENTRY DATE

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

Limited English Proficient: Entry Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

This is the initial date the student actually enters the ESOL program, not the first date he/she entered school.

Question(s) and Answer(s):

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

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Implementation Date:
Fiscal Year 1991-92
July 1,1991

Element Name: Limited English Proficient: Exit Date

Definition/Domain

The initial date a student exits an ESOL program

MMDDYYYY **Exit date**
Example: 01181991 = January 18, 1991

00000000 **Zero fill if exit has not occurred**

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades K-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x**
Data Element Number: **144115**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

Revised: 5/04 Volume I Effective: 7/05 Page Number: 107-11

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: EXIT DATE

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

Limited English Proficient: Exit Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

Question(s) and Answer(s):

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

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

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

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

Note:

For all LEP students who withdraw from school, special care and attention should be taken by school (and district) personnel to update and transmit the student record (through F.A.S.T.E.R., see Appendix P this manual) to the receiving school district.

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Extension of Instruction

Definition/Domain

A one-character code used to indicate that a Limited English Proficient student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC.

CODE	DEFINITION
Y	**Student in need of extension of instruction**
Z	**Not applicable or no**

NOTE: The base period of three years is defined as three calendar years from the original date an LEP student enters the ESOL program. Student may receive an additional 4th, 5th, or 6th year of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:

All Programs Grades K-12

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Data Element Number: **144125**

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: EXTENSION OF INSTRUCTION

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

Limited English Proficient: Extension of Instruction code must be Y or Z. If the Limited English Proficient: Extension of Instruction code is not Y or Z, the record will be rejected.

Program Specific Notes:

English/Language Arts and/or ESOL instruction, plus math, science, social studies, and computer literacy instruction using ESOL and/or Home Language strategies, may be reported for ESOL weighted FTE funding for a base period of three years, and may be extended for a 4th, 5th, or 6th year, based on annual evaluations. 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(See Appendix H) and Section 1011.62 F.S.)

The base period of three years is defined as three calendar years from the ORIGINAL DATE an LEP student enrolls in **ANY** ESOL program in **ANY** school district within the State of Florida.

Special attention should be given to accurate reporting of entry date to ensure this data may be transmitted via F.A.S.T.E.R. (see Appendix P of this handbook) to allow all districts the ability to track the total number of years an LEP student has been served.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Home Language Survey Date

Definition/Domain

The date that indicates completion of the Home Language Survey in accordance with Rule 6A-6.0902, FAC.

MMDDYYYY **Home Language Survey date**
Example: 01181991 = January 18, 1991

NOTE: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades PK-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Student Demographic Information DB9 13x**
Data Element Number: **144135**	Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9

Revised: 10/01 Volume I Effective: 7/05 Page Number: 107-15

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: HOME LANGUAGE SURVEY DATE

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

If Grade Level = 30 or 31, Limited English Proficient: Home Language Survey Date may be zero-filled. If Grade Level = PK-12 or 23, Limited English Proficient: Home Language Survey Date must be a valid date. If the Limited English Proficient: Home Language Survey date is not a valid date the records will be rejected.
State Validation Rule: If Grade Level = PK-12 or 23, Limited English Proficient: Home Language Survey Date must be less than or equal to the survey date unless Survey Period Code = 1 or 4 or Year-Round/Extended School Year FTE Indicator = A. If these elements do not match the district must correct the record.

Program Specific Notes:

The three questions that must be asked on the Home Language Survey are:

1. Is a language other than English used in the home?

2. Did the student have a first language other than English?

3. Does the student most frequently speak a language other than English?

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

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree (See Appendix H of this handbook) and Rule 6A-6.0902, FAC)

The district must further assess all students who answer "Yes" to any of the questions on the Home Language Survey. This must be completed within four weeks (20 days) or the school must document the delay and notify the parent/guardian of such delay, in a language the parent/guardian understands.

For specific information and requirements regarding the placement of LEP students, see Appendix O of this handbook.

Question(s) and Answer(s):

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

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

Q. Are the three Home Language Survey questions matched to a specific data element?

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

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

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

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: HOME LANGUAGE SURVEY DATE (Continued)

Q. How are the dates of the Home Language Survey recorded for those PK and Kindergarten students participating in Summer or spring pre-registration or 'Round-up' and other 1-12 grade students who enroll during the summer (prior to the first day of school)?

A. Only under these circumstances may the HLS be entered as the actual date the student started school. This ensures that the calculation of the districts assessment timelines are not adversely affected.

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

A. If the student was surveyed in another Florida public school with the same three HLS questions, the HLS from the previous Florida school district may be used. However, if the survey form with completed questions is not readily available, then the student should be re-surveyed upon entry into the receiving school.

Q. All babies of teenage parents are reported as PK, and as such, are those babies to be surveyed?

A. Yes, all students in grades PK-12, and grade level 23, reported in membership in Florida public schools are to be surveyed. The HLS should be completed on each baby by the teenage parent or guardian.

Note:

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

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

State Formats Using This Element:

Student Demographic Information DB9 13x

Element Name: Limited English Proficient: Instructional Strategy

Definition/Domain

A code that indicates the type of instructional strategy used for the instruction of a Limited English Proficient student in each course.

CODE	DEFINITION
B	**Home Language and/or ESOL Instruction. (This code is only valid for elementary self-contained courses.)**
M	**Home Language Instruction - Math, Science, Social Studies and Computer Literacy**
D	**ESOL Instruction - Language Arts, Math, Science, Social Studies and Computer Literacy**
Z	**Not applicable**

NOTE: If the student's LEP: Instructional Strategy is B, M **or** D**, the code must also appear in the course flag field and must be retained for history purposes. See the Course Flag data element for more information.**

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number: **144145**

Grades and Programs Requiring This Data Element:

All Programs Grades K-12

State Reporting Formats Requiring This Data Element:

Student Course Schedule DB9 14x

Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: INSTRUCTIONAL STRATEGY

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

Limited English Proficient: Instructional Strategy must be B, D, M or Z. If the Limited English Proficient: Instructional Strategy is not B, D, M, or Z, the records will be rejected.

Program Specific Notes:

It is important that schools and teachers note the difference between ESOL as a strategy and ESOL as a course. As required in law and rule, eligible LEP students should receive ESOL instruction (course) or Language Arts/English using ESOL strategies and ESOL or Home Language instruction in math, science, social studies and computer literacy.

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 LEP students.

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

LEP Status Code	Instructional Strategy and Courses	
LN	Z	
LF	Z	
LZ	Z	
LY	B	when Basic ESOL and ESOL and/or home language instruction in the basic subject areas are delivered in a self-contained course number as listed in course code directory (graded self-contained) at the elementary level only.
	D	when both Basic ESOL language arts or English and basic subject areas (math, science, etc) are taught as separate courses and with ESOL Strategies.
	M	for each separate course in math, science, social studies, and computer literacy taught using home language strategies.
LP	Z	If not in ESOL Program. If in ESOL Program then B, M or D, whichever applies (see LY notes)
ZZ	Z	

Note:

Instructional strategy codes for LY students **MUST** be provided for <u>each course</u> the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

Question(s) and Answer(s):

Q. When a student is enrolled in ESOL and in ESE, and is enrolled in a "Mainstream" math course in which ESOL strategies are used, is this course "flagged" with an "instructional strategy" code?

A. Yes. If ESOL strategies are being used to provide instruction in Basic ESOL (English/Language Arts) and if ESOL or Home Language strategies are being used to provide math, science, social studies and computer literacy, then the appropriate LEP Instructional Strategy code must be used, regardless of the students' program participation and FEFP code (cf. Student Course Schedule Format, Data Element #144145: *Limited English Proficient: Instructional Strategy*).

State Formats Using This Element:

Student Course Schedule DB9 14x

Element Name: Limited English Proficient: Post Reclassification Dates

Definition/Domain

Each date that the former Limited English Proficient student's performance has been reviewed to ensure parity of participation once the student has been classified as English proficient. These reviews shall take place automatically at the student's first report card and semiannually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

CODE	DEFINITION
AMMDDYYYY	**First Report Card**
BMMDDYYYY	**First Semiannual Review**
CMMDDYYYY	**Second Semiannual Review**
DMMDDYYYY	**End of the Second Year**

Example: A01181991 = First Report Card on January 18, 1991

Length: **9**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☐ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number: **144155**

Grades and Programs Requiring This Data Element:

All Programs Grades K-12

State Reporting Formats Requiring This Data Element:

None

Reported in Survey Periods: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: POST RECLASSIFICATION DATES

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

None. However, this element is used in Local Accountability and District Records Transfer.

Program Specific Notes:

Post reclassification monitoring refers to the dates when the review of former LF students 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 experiencing meaningfully participating in non-ESOL courses. This data element is used to document four specific required reviews.

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

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

- First Semiannual 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 Semiannual 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 and Rule 6A-6.0901, F.A.C.) (See Appendix H of this handbook)

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

Question(s) and Answer(s)

Q. Do you have to record an exit date for students identified as LF prior to 8/10/90?

A. Yes, for students reported in membership. Students identified as LF need an exit date in order to begin the Post Reclassification monitoring process as required by the Rule 6A-6.0901, F.A.C.

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

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

State Formats Using This Element:

None.

Element Name: Limited English Proficient: Reclassification Date

Definition/Domain

The initial date a former Limited English Proficient student is reclassified as Limited English Proficient.

MMDDYYYY	**Reclassification date**
00000000	**Zero fill if reclassification has not occurred**

Length: **8**
Format: **Alphanumeric**
Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:
All Programs Grades K-12

Use Types:
☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number:
144165

State Reporting Formats Requiring This Data Element:
Limited English Proficient Student Information DB9 10x

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: RECLASSIFICATION DATE

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

The Limited English Proficient: Reclassification Date must be numeric and a valid date unless zero-filled. If the Limited English Proficient: Reclassification Date is not a valid date or not zero-filled, the records will be rejected.

Program Specific Notes:

THIS DATA ELEMENT IS USED ***ONLY*** FOR STUDENTS WHO HAVE EXITED THE ESOL PROGRAM (IDENTIFIED AS LF) AND ARE RE-ENTERING AN ESOL PROGRAM (NOW IDENTIFIED AS LY).

Question(s) and Answer(s):

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

A. State Board of Education Rules do not specifically require testing of all former LEP students; however, a LEP Committee meeting must take place prior to the placement of the student back into the ESOL program. Therefore, the Basis of Entry, for reclassified former LEP students will always be 'L' - LEP Committee.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Reclassification Exit Date

Definition/Domain

The date a reclassified Limited English Proficient student exits the ESOL program.

MMDDYYYY	**Reclassification exit date** **Example: 12021991 = December 2, 1991**
00000000	**Zero fill if the student has not been reclassified or the reclassified student has not exited the ESOL program.**

Length: **8**

Format: **Alphanumeric**

Compatibility Requirement:
Compatible

Use Types:
☒ State Report
☒ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number:
144170

Grades and Programs Requiring This Data Element:
All Programs Grades K-12

State Reporting Formats Requiring This Data Element:
Limited English Proficient Student Information DB9 10x

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: RECLASSIFICATION EXIT DATE

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

Program Specific Notes:

This is the date a student who was reclassified Limited English Proficient exits the ESOL program, for the second time.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Limited English Proficient: Reevaluation Date

Definition/Domain

The most recent date the Limited English Proficient student was reevaluated in order to determine whether the student should continue in or exit the program.

MMDDYYYY	**Reevaluation date** **Example: 01181991 = January 18, 1991**
00000000	**Zero fill if the reevaluation has not occurred.**

NOTE: This element should be used only for the purpose of recording students reevaluated to continue in the program after the base period of three years.

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades K-12**
Compatibility Requirement: **Compatible**	
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x**
Data Element Number: **144175**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

Revised: 5/04 Volume I Effective: 7/05 Page Number: 107-25

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: REEVALUATION DATE

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

Limited English Proficient: Reevaluation Date must be numeric and a valid date unless zero-filled. If the Limited English Proficient: Reevaluation Date is not numeric, a valid date or zero-filled, the record will be rejected.

Program Specific Notes:

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x.

Element Name: Limited English Proficient: Student Plan Date

Definition/Domain

The date of the most recent development or review of the Limited English Proficient Student Plan.

MMDDYYYY **The most recent date the Limited English Proficient Student Plan was developed or reviewed.**

Example: 01181991 = January 18, 1991

Length: **8**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades K-12**
Compatibility Requirement: **Compatible**	
Use Types:	State Reporting Formats Requiring This Data Element:
☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	**Limited English Proficient Student Information DB9 10x**
Data Element Number: **144185**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: STUDENT PLAN DATE

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

The Limited English Proficient: Student Plan Date must be numeric and a valid date unless zero filled.

Program Specific Notes:

Teacher, LEP Committee Chairperson, school ESOL Contact Person, or administrator/designee must complete the LEP student plan. The LEP student plan:

- must be in writing and maintained in student's cum folder (permanent record, category A).
- must be reevaluated after one year and subsequent years thereafter.

(See the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree and 6A-6.0902 FAC.) (See Appendix H of this handbook)

LEP student plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, and assessment data used to classify or reclassify as LEP, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.

Note:

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

Question(s) and Answer(s):

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

A. The LEP: Student Plan Date is the date that the <u>most recent plan</u> was developed, as defined by the Limited English Proficient: Student Plan Date.

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

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Primary Language Spoken In Home → **RENAMED**

Definition/Domain

A two-character 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) or guardian(s).

See Appendix N: Language Codes.

Length: **2**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades PK-12**
Compatibility Requirement: **Compatible**	
Use Types:	State Reporting Formats Requiring This Data Element:
☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	**Student Demographic Information DB9 13x**
Data Element Number: → **163096**	Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9

Revised: 4/05 Volume I Effective: 7/05 Page Number: 124-29.50 ←

ELEMENT NAME: PARENT/GUARDIAN PRIMARY HOME LANGUAGE

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

Parent/Guardian Primary Home Language code must be a valid language code as listed in Appendix N of the *DOE Database Manual* or Appendix F of this handbook. If the Parent/Guardian Primary Home Language code is not valid the record will be rejected.

Program Specific Notes:

This data is self-reported by the parent/guardian during the registration process. It is possible for the Parent/Guardian Primary Home Language to be different from the Native Language, Student.

State Formats Using This Element:

Student Demographic Information DB9 13x

Element Name: Native Language, Student

Definition/Domain

A two-character code which identifies the native language spoken by the students.

CODE	DEFINITION
NN	**The language code of the student.**
ZZ	**Not applicable (ZZ is not valid for students in grades PK-12.)**

See Appendix N: Language Codes.

Length: **2**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☒ State Report
☐ Local Accountability
☒ F.A.S.T.E.R.

Data Element Number: **144050**

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

State Reporting Formats Requiring This Data Element:

Student Demographic Information DB9 13x

Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9

Revised: 10/01 Volume I Effective: 7/05 Page Number: 116-15

ELEMENT NAME: NATIVE LANGUAGE, STUDENT

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

Native Language, Student must be a valid language code, containing no blanks. (See the language code table, Appendix N of the *DOE Database Manual* or Appendix F of this handbook.) If the Native Language, Student is not a valid language code, the record will be rejected.

If Grade Level is PK-12 or 23, then Native Language, Student must be other than ZZ. If the student is coded ZZ the record will be rejected.

Program Specific Notes:

The district must collect and maintain the native language of each PK-12 student, regardless of the Limited English Proficient code.

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree or Appendix H of this handbook)

Question(s) and Answer(s):

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

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

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

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

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

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

Note:

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

State Formats Using This Element:

Student Demographic Information DB9 13x

Element Name: Resident Status, State/County

Definition/Domain

A code representing the resident status of the student for purposes of enrollment.

CODE	DEFINITION
0	**PK-12 Student:Foreign Exchange student enrolled in a Florida public school.**
* 1	**PK-12 Student:Out-of-county resident enrolled in this school district.**
* 2	**PK-12 Student:Out-of-state resident enrolled in this school district.**
* 3	**PK-12 Student:In-county resident.**
4	**Adult Student: Florida resident.**
5	**Adult Student: Out-of-state resident.**

* NOTE: **When providing special education programs through contractual arrangements with nonpublic schools or community facilities, the school district is responsible for "verifying that the student is a resident of the school district…" Rule 6A-6.0361(6)(d), Florida Administrative Code.**

Length: **1**

Format: **Alphanumeric**

Compatibility Requirement:

Compatible

Use Types:

☒ State Report
☒ Local Accountability
☐ District Records Transfer

Data Element Number:

170025

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Workforce Development Education (adult general education and postsecondary vocational education)

State Reporting Formats Requiring This Data Element:

Student Demographic Information DB9 13x

WDIS Student Demographic Information DB9 46x

Reported in Survey Periods: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 9 ☒ F ☒ W ☒ S

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

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

Program Specific Notes:

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

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

Note:

For additional information regarding enrollment procedures for Foreign Born students, see DPS Memorandum 95-201: Enrollment of Foreign Born and LEP Students at http://www.firn.edu/doe/omsle/dps95201.htm

State Formats Using This Element:

Student Demographic Information DB9 13x

WDIS Srudent Demographic Infoemation DB9 46x

Element Name: Test Date

Definition/Domain

The month, day, and year in which the student was tested for each test administration during the school year. This data element will be used for pretest and posttest dates for the Compensatory Project Evaluation, spring testing for norm-referenced tests, and for English language proficiency assessment.

MMDDYYYY **Example: 09181984 Test taken on September 18, 1984**

Example: 00000000 Test not taken

NOTE: Test Dates reported on the Limited English Proficient Information record may be in a school year(s) other than the one in which the record is being submitted.

Length: **8**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Use Types:

☒ State Report

☒ Local Accountability

☒ F.A.S.T.E.R.

Data Element Number: **176425**

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Adult Basic Skills **Adult Secondary Education**

Adult Postsecondary Vocational

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Department of Juvenile Justice Student Entry Assessment DB9 53x

Department of Juvenile Justice Student Exit Assessment DB9 54x

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 8 ☐ 9

Revised: 10/01 Volume I Effective: 7/05 Page Number: 156-1

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 date the test was administered which determined the student as LEP, or that was used to exit the LEP student for Surveys 2 and 3.

For Survey 5, this refers to the date the test was administered which determined Annual Reporting for English Language Proficiency in the four domains of listening, speaking, reading, and writing.

Question(s) and Answer(s):

Q. If you have a LEP student currently in an ESOL program, do you send test information if it is not in the current year; i.e., the student was tested in the prior year?

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

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Department of Juvenile Justice Student Entry Assessment DB9 53x
Department of Juvenile Justice Student Exit Assessment DB9 54x

Element Name: Test Name

Definition/Domain

A three-character code representing the name of a test given to an individual student.

See Appendix I: Test Name Table.

NOTE: (X_ _) The character of 'X' in the first position of the test name code is reserved for local district use.

NOTE: ZZZ is to be used to indicate "Not Applicable" on the Limited English Proficient format.

Length: **3**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:

All Programs Grades PK- 12

Adult Basic Skills **Adult Secondary Education**

Adult Postsecondary Vocational

Use Types:

- ☒ State Report
- ☐ Postsecondary Transcript
- ☒ Local Accountability
- ☒ District Records Transfer
- ☐ Permanent Record

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Data Element Number: **177025**

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 8 ☐ 9

ELEMENT NAME: TEST NAME (ALL OCCURRENCES)

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

The Test Name (all occurrences) must be a valid code. Valid Test Name codes are specified in Appendix I of the *DOE Database Manual*; or Appendix D of this handbook. If X is the first charter then the second and third positions must contain alpha characters. If Test Name is not a valid code 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 must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected.

Program Specific Notes:

All aural/oral tests used to determine listening/speaking of all potential LEP students must be approved by FDOE. See Appendix I of this handbook for current list of FDOE approved aural/oral tests.

Potential LEP students in grades 4-12 must be assessed with a NRT and score reported as national percentile (NP) score. Reading Comprehension and Language Mechanics or Usage are the test subject content areas that should be used.

Question(s) and Answer(s):

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

A. You may not use a test that is not on the Test Name Table, see *DOE Database Manual*, Appendix I; or see Appendix D of this handbook for the Test Name Table.

Q. Must the reevaluation instrument for students beyond the three-year base period be a NRT instrument or be a norm-referenced language proficiency test such as the LAS Reading/Writing assessment battery be used?

A. First, the student should be tested with the same instrument, as adjusted for age, grade and level, as was used for entry. If the entry instrument was an aural/oral test, the student scores FEP and is in grade 4-12, then an NRT reading/writing instrument should be used prior to exiting. As always, the student may be referred to the LEP Committee.

Note:

While the reading and writing tests do not have to be approved by the Department of Education, these tests must be norm-referenced instruments. The scores must be reported as national percentile scores. For tests that are norm referenced but use raw scores or scale scores, a Norming Comparison Scale to the 32nd percentile or higher depending on District LEP Plan must be used to equate scores for each test sub-part of reading (or reading comprehension) and writing (language usage of total language).

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

Please see Appendix I of this handbook for the revised list of FDOE approved aural/oral tests.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x
D-J-J-Student Entry Assessment DB9 53x
D-J-J-Student Exit Assessment DB9 54x

Element Name: Test Score

Definition/Domain

A four-digit number used to record the score achieved on a specific test.

If Test Score type is PF, 0001 equals P and 0002 equals F.

Note: For reporting alpha scores they must be right justified with remaining fields blank-filled.

Length: **4**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades PK-12**
Compatibility Requirement: **Compatible**	**Adult Basic Skills** **Adult Secondary Education** **Adult Postsecondary Vocational**
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x** **Department of Juvenile Justice Student Entry Assessment DB9 53x** **Department of Juvenile Justice Student Exit Assessment DB9 54x**
Data Element Number: **177225**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 8 ☐ 9

Revised: 4/03 Volume I Effective: 7/05 Page Number: 160-1

ELEMENT NAME: TEST SCORE (ALL OCCURRENCES)

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

Test Score must be numeric and right justified with leading zeros. If Test Score is not numeric right justified with leading zeros the record will be rejected.

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

Program Specific Notes:

Reading/Writing - Students in grades 4 and above who score fully English proficient on the Aural/Oral and score at or below the 32nd percentile on the reading and writing sub-parts of a norm referenced test are eligible for an ESOL program. Assessment of reading and writing test must be completed within one year; for transfers, information completed one year prior can be used. For additional details regarding 4-12 grade LEP assessment see Appendix O in this handbook. (Apendix H of this handbook) (See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree and Section 6A-6.0902 FAC.

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

LEP students in grades K-12 who score limited English proficient on an aural/oral test as indicated by publishers' cut-off scores, are eligible for and should be provided appropriate services.

All numeric test scores should be reported as indicated by the test publisher. Please use the conversion chart in Appendix A of this handbook for all alphabetical scores.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. IF NO CONVERSION IS AVAILABLE, THE USE OF THESE TESTS MUST BE DISCONTINUED.

Question(s) and Answer(s):

Q. May the district's annual norm-referenced test scores be used for entry/exit into the ESOL program by LEP students.

A. Yes, for 4-12 grade students who scored English proficient on an Aural/Oral Test and the NRT scores are less than 1 year old, the district's annual NRT may be used.

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

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

Q. May a school district use the reading portion (NRT) of the Florida Comprehensive Assessment Test (FCAT) for Reading Comprehension score for 4-12 grade LEP students since the score in national percentiles?

A. School districts are strongly discouraged from using the NRT portion of the FCAT for the following reasons:

- 4-12 LEP students need a NP score in reading and writing (language mechanics or language usage), therefore students would have to be tested with a completely different test to obtain a writing score.
- The results could not be obtained until near the end of the school year and schools would have to convene LEP Committee meetings on every student so tested to determine placement.
- Use of the FCAT NRT will necessitate a student tracking system to ensure all 4-12 grade LEP students that need to be tested are in fact tested; those served fewer than one year would not be able to be individually exempted.
- A different test would still need to be used for those LEP students who entered prior to February, but were not present during original FCAT testing or the make-up test.

(See Appendix A of this handbook, Conversion Chart to convert the alphabetical language proficiency levels derived from Aural/Oral Language Proficiency Tests with alphabetical scores.)
State Formats Using This Element:

Limited English Proficient Student Information DB9 10x
D-J-J-Student Entry Assessment DB9 53x
D-J-J-Student Exit Assessment DB9 54x

Element Name: Test Score Type

Definition/Domain

A two-character code used to indicate the kind of score being submitted.

CODE	DEFINITION
RS	**Raw Score**
SS	**Scale Score (Expanded Standard Score)**
NP	**National Percentile**
NC	**Normal Curve Equivalent**
GE	**Grade Equivalent**
LS	**Local Stanine**
NS	**National Stanine**
FS	**Final Score (Score resulting from combined ratings on the Florida Writing Assessment Program)**
PI	**Objective Performance Index (subscore for FCAT)**
AL	**Achievement Level**
PF	**Pass/Fail**
DS	**Developmental Score**
OS	**Observed Status (Score resulting from observation in School Readiness Uniform Screening System [SRUSS])**
FR	**Final Rating**
ZZ	**Not Applicable**

NOTE: Codes "RS" or "SS" may be used to report aural/oral language proficiency levels for ESOL testing.

Length: **2**

Format: **Alphanumeric**

Compatibility Requirement: **Compatible**

Grades and Programs Requiring This Data Element:

All Programs Grades PK-12

Adult Basic Skills **Adult Secondary Education**

Adult Postsecondary Vocational

Use Types:

☒ State Report
☒ Local Accountability
☒ District Records Transfer

State Reporting Formats Requiring This Data Element:

Limited English Proficient Student Information DB9 10x

Data Element Number: **177425**

Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

ELEMENT NAME: TEST SCORE TYPE (ALL OCCURRENCES)

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

Test Score Type must be RS, SS, NP, or ZZ. If Test Score Type is not RS, SS, NP, or ZZ the record will be rejected.

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

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

Program Specific Notes:

All numeric test scores should be reported with the appropriate test score type as indicated by the test publisher. For alphabetical test scores, please refer to Appendix A of this handbook for the conversion chart denoting the Test Score Type as Raw Score.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. IF NO CONVERSION IS AVAILABLE, THE USE OF THESE TESTS MUST BE DISCONTINUED.

For school districts considering the use of the FCAT NRT, please see the notes listed under Program Specific Notes in Test Score Data Element in this manual.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

Element Name: Test Subject Content

Definition/Domain

A two-character code for each subject area of the test.

See Appendix L: Test Subject Content Codes.

Length: **2**	Grades and Programs Requiring This Data Element:
Format: **Alphanumeric**	**All Programs Grades PK-12**
Compatibility Requirement: **Compatible**	**Adult Basic Skills** **Adult Secondary Education** **Adult Postsecondary Vocational**
Use Types: ☒ State Report ☒ Local Accountability ☒ F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: **Limited English Proficient Student Information DB9 10x** ← ←
Data Element Number: **177625**	Reported in Survey Periods: ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 9

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 other than X_ unless ZZ. Valid Test Subject Content Codes are specified in Appendix L of the *DOE Database Manual*; or Appendix E of this handbook. If the Test Subject Content code is not a valid code, the record will be rejected.

Program Specific Notes:

For the LEP: 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.

Note:

The Test Subject Content codes used for the standardized norm-referenced test (NRT), which are used for assessing LEP Reading/Writing scores should be as described in appendix E of this handbook under the appropriate test name.

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

30 Language (Total) and 10 Reading.

If the test provides a composite score for both reading and writing, guidance must be sought from the Test Publisher to obtain separate scores, as a reading and writing NP score must be obtained and reported for each 4-12 grade LEP student.

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.

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:

Limited English Proficient Student Information DB9 10x

Appendix A

Conversion Chart For
An Alphabetical Test Score
To Numerical Score

CONVERSION CHART
FOR AN ALPHABETICAL TEST SCORE
TO NUMERICAL SCORE

THE FOLLOWING CHART SHOULD BE USED ONLY FOR TESTS THAT YIELD AN ALPHABETICAL TEST SCORE (LANGUAGE PROFICIENCY LEVEL OR LANGUAGE CATEGORY). THE DATA ELEMENT TEST SCORE MUST BE NUMERIC, THEREFORE THIS CONVERSION MUST BE USED FOR ANY ALPHABETICAL SCORE.

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

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

Appendix B

FEFP Program Numbers

APPENDIX B
FEFP PROGRAM NUMBERS

Program/Category	FEFP Program Numbers Used for Reporting on the Student Course Schedule Format
Basic Programs	
* K-3 Basic	101
4-8 Basic	102
9-12 Basic	103
** K-3 Basic, with ESE Services	111
4-8 Basic, with ESE Services	112
9-12 Basic, with ESE Services	113
EXCEPTIONAL STUDENT EDUCATION	
Support Level 4	254
Support Level 5	255
ESOL	130
VOCATIONAL 9-12	
Vocational 9-12 (formerly 301-309)	300
OTHER PROGRAMS	
Community Instructional Services (CIS) (Applicable to years prior to 1987-88)	998
Nonfunded because student not eligible for FTE for reasons other than attendance or program membership (used in state reporting)	999

* Includes children of teenage parents.

** Includes PK disabled children.

Appendix C

Foreign Country Codes
And
United States Commonwealth and Territories Codes

APPENDIX C

COUNTRY CODES

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

APPENDIX C (Continued)

COUNTRY CODES (Continued)

CODE	COUNTRY
FS	**French Southern and Antarctic Islands**
JC	**French Southern Territories**
FW	**French West Africa**
GB	**Gabon**
GM	**Gambia**
GZ	**Gaza Strip**
GD	**Georgia**
GE	**Germany**
GH	**Ghana**
GI	**Gibraltar**
GO	**Glorioso Islands**
GR	**Greece**
GL	**Greenland**
GJ	**Grenada**
GP	**Guadeloupe**
GT	**Guatemala**
GF	**Guernsey**
FG	**Guiana**
GV	**Guinea**
GS	**Guinea-Bissau**
GY	**Guyana**
HA	**Haiti**
HM	**Heard and McDonald Islands (Australia)**
HO	**Honduras**
HK	**Hong Kong**
HU	**Hungary**
IC	**Iceland**
II	**India**
IX	**Indian Ocean Territory (British)**
IO	**Indonesia**
IR	**Iran**
IZ	**Iraq**
EI	**Ireland**
IS	**Israel**
IT	**Italy**
IV	**Ivory Coast**
JM	**Jamaica**
JN	**Jan Meyan**
JA	**Japan**
JO	**Jordan**
JD	**Juan De Nova Island**
KA	**Kazakhstan**
KE	**Kenya**
KB	**Kiribati**
KN	**Korea, Peoples Republic of (North)**
KR	**Korea, Republic of (South)**
KU	**Kuwait**
KC	**Kyrgyzstan**
LO	**Lao, Peoples Democratic Republic of**
LP	**Lapland**
LV	**Latvia**
LE	**Lebanon**
LT	**Lesotho**
LI	**Liberia**
LY	**Libya**
LB	**Libyan Arab Jamahiriya**
LS	**Liechtenstein**
LH	**Lithuania**
LU	**Luxembourg**
MC	**Macau**
LC	**Macedonia**
MF	**Madagascar**
IM	**Madeira Islands**
MK	**Malawi**
MY	**Malaysia**
MV	**Maldives**
ML	**Mali**
XA	**Malta**
MB	**Martinique**
MR	**Mauritania**
MP	**Mauritius**
YT	**Mayotte**
NB	**Melanesia**
MX	**Mexico**
OE	**Moldova, Republic of**
MJ	**Monaco**
MG	**Mongolia**
MH	**Montserrat**
OJ	**Moorea**
MW	**Morocco**
MZ	**Mozambique**
OP	**Myanmar**
NK	**Namibia**
NR	**Nauru**
NP	**Nepal**
NL	**Netherlands**
NA	**Netherlands Antilles**

APPENDIX C (Continued)

COUNTRY CODES (Continued)

CODE	COUNTRY
NN	**Neutral Zone**
NW	**New Caledonia**
NT	**New Hibrides**
NZ	**New Zealand**
NU	**Nicaragua**
NG	**Niger**
NI	**Nigeria**
QE	**Niue**
NF	**Norfolk Island**
NX	**North Africa**
QI	**North Ireland**
NO	**Norway**
OC	**Oceania**
MU	**Oman**
PI	**Pacific Islands**
PK	**Pakistan**
PS	**Palestine**
PN	**Panama**
NQ	**Papua New Guinea (Previously New Guinea)**
PD	**Paracel Islands**
PX	**Paraguay**
PG	**Persian Gulf States**
PE	**Peru**
RP	**Philippines**
PC	**Pitcairn Islands**
PL	**Poland**
PY	**Polynesia**
PO	**Portugal**
QA	**Qatar**
RE	**Reunion**
RH	**Rhodesia**
RO	**Romania**
RU	**Russian Federation**
RW	**Rwanda**
QD	**Samoa**
SM	**San Marino**
SQ	**Sao Tome and Principe**
SA	**Saudi Arabia**
LD	**Scotland**
SG	**Senegal**
SE	**Seychelles Islands**
SL	**Sierra Leone**
SK	**Sikkim**
SN	**Singapore**
QH	**Slovakia**
JE	**Slovenia**
SI	**Solomon Islands**
SO	**Somalia**
JF	**South Georgia and the South Sandwich Islands**
SF	**South Africa**
UR	**Soviet Union**
SP	**Spain**
SS	**Spanish Sahara**
SR	**Spratley Islands**
CE	**Sri Lanka, Ceylon**
SB	**St. Barthelemy**
SH	**St. Helena (Ascension Island)**
SV	**St. Kitts-Nevis**
SJ	**St. Lucia**
ST	**St. LVC Vincentucia**
JS	**St. Pierre and Miquelon**
JH	**St. Vincent and Grenadines**
SU	**Sudan**
SX	**Suriname**
JK	**Svalbard**
WZ	**Swaziland**
SW	**Sweden**
SZ	**Switzerland**
SY	**Syria**
JJ	**Syrian Arab Republic**
TA	**Tahaiti**
TB	**Taiwan, Province of China**
TZ	**Tanzania, United Republic of**
TJ	**Tajikistan**
TH	**Thailand**
TO	**Togo**
TL	**Tokelau**
XT	**Tonga**
TD	**Trinidad and Tobago**
TR	**Tromelin Island**
TQ	**Trust Territory of Pacific**
TS	**Tunisia**
TU	**Turkey**
TF	**Turkmenistan**

APPENDIX C (Continued)

COUNTRY CODES (Continued)

CODE	COUNTRY
TK	**Turks and Caicos Islands**
TY	**Tuvalu**
UG	**Uganda**
UA	**Ukraine (Formerly, Ukrainian Soviet Socialist Republic)**
UB	**Union of Soviet Socialist Republic**
TC	**United Arab Emirates**
UK	**United Kingdom (Great Britain)**
US	**United States**
UV	**Upper Volta**
UY	**Uruguay**
UD	**Uzbekistan**
TV	**Vatican City**
VN	**Vanuatu**
VE	**Venezuela**
VM	**Vietnam**
WL	**Wales**
WC	**Wallis and Futuna Islands**
WN	**West Indies**
WB	**Western Sahara**
WS	**Western Samoa**
YS	**Yemen, Peoples Democratic Republic of**
YE	**Yemen, Arab Republic**
YO	**Yugoslavia**
CG	**Zaire**
ZA	**Zambia**
ZB	**Zimbabwe**
ZZ	**Not Applicable**

Appendix D

Test Name Table

APPENDIX D

TEST NAME TABLE

NAME	CODE
Adult Basic Learning Examination	**ABL**
Advanced Placement Test	**APT**
American College Testing Program	**ACT**
American College Testing Program, Enhanced	**ACE**
ACT, Explore	**AEX**
Armed Services Vocational Aptitude Battery Test	**ASV**
P-ACT+	**PAC**
Basic Academic Skills Individual Screener (BASIS)	**BAS**
Basic Skills Assessment Program	**BES**
Bateria Woodcock-Munoz-Revisada	**BWM**
Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)	**CIB**
California Achievement Text	**CAT**
College Entrance Exam Board (CEEB) (prior to 05/94)	**CEB**
College Placement Test	**CPT**
Comprehensive Assessment Program	**CAP**
CAP: Achievement Series	**ACS**
CAP: Developing Cognitive Skills	**DCA**
CAP: National Achievement Test	**NAT**
Comprehensive Test of Basic Skills (CTBS)	**CTB**
Curriculum-Based Measurement (CBM) Pilot	**CBM**
Diagnostic Achievement Battery – 2 (DAB-2)	**DAB**
Diagnostic Achievement Test for Adolescents, Second Edition	**DAA**
Diagnostic Assessments of Reading (Riverside)	**DAR**
ESL/Adult Literacy Scale	**ESL**
Early Reading Diagnostic Assessment (The Psychological Corporation)	**ERD**
Early Screening Inventory	**ESI**
Florida Comprehensive Assessment Test (FCAT)	**FCA**
Florida Competency Test on Personal Fitness	**FCP**
Florida Writing Assessment Program	**WAP**
Gates-MacGinite Reading Test	**GRT**
Grade Ten Assessment Test	**GTA**
Gray Oral Reading Test (GORT-3)	**GOR**
Hammill Multiability Achievement Test	**HMA**
High School Competency Test (HSCT)	**HSC**
Idea: Reading and Writing	**IRW**
International Baccalaureate	**INB**
International Baccalaureate Program	**IBP**
Iowa Test of Basic Skills (ITBS)	**ITB**

APPENDIX D

TEST NAME TABLE

NAME	CODE
Kaufman Test of Educational Achievement (KTEA)	**KEA**
KeyMath Revised	**KMR**
Language Assessment Scales: Reading and Writing Test	**LRW**
Mather-Woodcock Group Writing Test	**GWE**
Metropolitan Readiness Test	**MRT**
Metropolitan Achievement Test (MAT)	**MTS**
Mini-Battery of Achievement	**MBA**
Minnesota Essentials Test	**MET**
National Test of Basic Skills	**NTB**
New Century Education	**NCE**
Oral and Written Language Scales (OWLS)	**OWL**
Peabody Individual Achievement Test-Revised (PIAT-R)	**PIA**
Preliminary Scholastic Aptitude Test (PSAT)	**PSA**
Ready for School	**RFS**
Scholastic Assessment Test (prior to 03/94)	**SAT**
Scholastic Assessment Test I: Reasoning Tests (03/94 forward)	**SA1**
Scholastic Assessment Test II: Subject Tests (05/94 forward)	**SA2**
(CEEB ACH-SAT II)	
Scholastic Reading Inventory (SRI)	**SRI**
Science Research Associates Achievement Test	**SRA**
Slosson Oral Reading Test-Revised (SORT-R)	**SOR**
Stanford Achievement Test	**STA**
Stanford Early School Achievement Test	**SES**
Stanford Diagnostic Math Test	**STM**
Stanford Diagnostic Reading Test	**STR**
Stanford Test of Academic Skills	**STS**
STAR	**SAR**
State Student Assessment Test-I (SSAT-I)	**SS1**
State Student Assessment Test-II (SSAT-II)	**SS2**
TerraNova	**TER**
Test of Academic Proficiency	**TAP**
Test of Adult Basic Education	**TAB**
Test of English as a Foreign Language (TOE)	**TOE**
Test of Mathematical Abilities, 2nd Edition (TOMA-2)	**TEM**
Test of Reading Comprehension, 3rd Edition (TORC-3)	**TOR**
Test of Written Expression (TOWE)	**TWE**
Test of Written Language-3 (TOWL-3)	**TWL**

APPENDIX D

TEST NAME TABLE

NAME	CODE
Wechsler Individual Achievement Test (WIAT)	**WIA**
Wide Range Achievement Test-3 (WRAT-3)	**RAT**
Woodcock Diagnostic Reading Battery	**WDR**
Woodcock Johnson Tests of Achievement-Revised or 3rd Edition (WJ-R or WJ-3)	**WJA**
Woodcock Language Proficiency Battery, Revised	**WBR**
Woodcock Reading Mastery Test-Revised	**WRM**
Work Sampling System	**WSS**
Reserved for Local District Use	**X_ _**
Not Applicable	**ZZZ**

Tests Used to Determine Aural/Oral Language Proficiency of LEP Students

NAME	CODE
Bahia Oral Language Test	**BOL**
Balado Bilingual Test of Listening	**BLC**
Basic Inventory of Natural Language	**BIN**
Bilingual Syntax Measure I and II	**BSM**
Bilingual Verbal Ability Test	**BVA**
Comprehensive Adult Student Assessment System (CASAS)	**CAS**
Crane Oral Dominance Test Comprehension	**COD**
Dade County Oral Language Proficiency Scale	**DLD**
Idea Oral Language Proficiency Test	**IPT**

NOTE:Tests used to determine reading and writing proficiency should be obtained from the previous page

Language Assessment Battery	**LAB**
Language Assessment Scales	**LAS**
Maculaitis Assessment Program	**MAC**
Michigan Oral Language Proficiency	**MLP**
Oral Language Evaluation	**OLE**
Peabody Vocabulary Test	**PVT**
Secondary Level English Proficiency Test	**SLP**
Test of Language Development	**TLD**
Woodcock - Munoz Language Survey (Revised) ←	**WM**
Not Applicable	**ZZZ**

Appendix E

Test Subject Content Codes

APPENDIX E

TEST SUBJECT CONTENT CODES

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Generic Tests		
01	**Total Battery**	**TOTBAT**
02	**Basic Battery**	**BASICBAT**
05	**Reading and Writing** R, W	**READWRIT**
06	**Communications (Total)**	**COMM (T)**
07	**Word Attack**	**WDATTACK**
08	**Basic Skills Total**	**BASICSKL**
09	**Reading** W	**READING**
10	**Reading (Total)** W	**READ (T)**
11	**Comprehension** W	**COMPREHE**
3L	**Word Recognition Skills**	**WORDREC**
12	**Vocabulary**	**VOCAB**
13	**Word/Phonic Attack/Analysis**	**WORD**
14	**Listening (Total)** L	**LISTEN/T**
4L	**Listening Comprehension** L	**LISTCOMP**
2L	**Listening Vocabulary**	**LISTVOC**
15	**Prereading (Total)**	**PRERD (T)**
16	**Structural Analysis**	**STRUC/AN**
17	***Speaking** S	**SPEAKING**
18	***Language Proficiency Level** L, S	**LP/LEVEL**
19	***Oral** L	**ORAL**
20	**Mathematics (Total)**	**MATH (T)**
21	**Computation**	**COMPUTAT**
22	**Problem Solving/Applications**	**PROB/SLV**
23	**Concepts/Number System and Numeration**	**CONCEPTS**
24	**Geometry and Measurement**	**GEOMETRY**
25	**Mathematics Readiness**	**MATH/REA**
30	**Language (Total)** R, W	**LANGUAGE**
31	**Spelling**	**SPELLING**
32	**Capitalization**	**CAPITALI**
33	**Punctuation**	**PUNCTUAT**
34	**Capitalization and Punctuation/Mechanics**	**CAP/MECH**
35	**Usage/Expression**	**USAGE/EX**
36	**Written Expression**	**WRITTEN**
37	**Grammar**	**GRAMMAR**
40	**Study/Research/Reference Skills/Using Information**	**STUDY/RE**
41	**Study Skills**	**STUDYSKL**
42	**Reference Skills**	**REFSKILL**
43	**Visual Materials**	**VISMATRL**
44	**Thinking Skills**	**THINKSKL**

***NOTE: These codes should be used only with Aural/Oral Language Proficiency tests to determine Limited English Proficiency.**

NOTE: **Appropriate test subject content codes for reporting LEP data are indicated as L-listening; S-speaking; R- reading; W-writing.**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Generic Tests (Continued)		
50	**Science**	**SCIENCE**
60	**Social Studies/Environment**	**SS/ENVIR**
61	**Social Science**	**SOCSCIEN**
X_	**Reserved for Local Use (locally defined tests)**	**xxxxxxxx**
ZZ	**Not Applicable**	**NOTAPPL**
Specific Tests		
ESL: ESL/Adult Literacy Scale		
A1	**Advanced Listening**	**ESL AL**
A2	**Advanced Grammar**	**ESL AG**
A3	**Advanced Life Skills**	**ESL ALS**
A4	**Advanced Reading**	**ESL AR**
A5	**Advanced Composition**	**ESL AC**
A6	**Advanced Total**	**ESL AT**
I1	**Intermediate Listening**	**ESL IL**
I2	**Intermediate Grammar**	**ESL IG**
I3	**Intermediate Life Skills**	**ESL ILS**
I4	**Intermediate Reading**	**ESL IR**
I5	**Intermediate Composition**	**ESL IC**
I6	**Intermediate Total**	**ESL IT**
B1	**Beginning Listening**	**ESL BL**
B2	**Beginning Grammar**	**ESL BG**
B3	**Beginning Life Skills**	**ESL BLS**
B4	**Beginning Reading**	**ESL BIR**
B5	**Beginning Composition**	**ESL BC**
B6	**Beginning Total**	**ESL BT**
PSAT		
76	**Critical Reading**	**PSAT CR**
65	**Verbal**	**PSAT V**
66	**Math**	**PSAT M**
67	**Selection Index**	**PSAT SI**
68	**Writing**	**PSAT W**
SAT (prior to 03/94)		
70	**Verbal**	**SAT V**
71	**Reading Comprehension**	**SAT RD**
72	**Vocabulary**	**SAT VOC**
73	**Math**	**SAT M**
74	**Test of Standard Written English**	**SAT TSWE**
75	**Science**	**SAT SCI**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
SAT (2005)		
CR	**Critical Reading** R	**SAT VCR**
73	**Math**	**SAT M**
ES	**Essay**	**SAT ESAY**
MU	**Multiple Choice**	**SAT MC**
WK	**Writing** W	**SAT WRIT**
SAT I		
70	**Verbal**	**SAT V**
CR	**Critical Reading**	**SAT VCR**
AN	**Analogies**	**SAT ANLG**
SC	**Sentence Completion**	**SAT SNCM**
73	**Math**	**SAT M**
AR	**Arithmetic and Algebraic Reasoning**	**SAT ALGR**
GR	**Geometric Reasoning**	**SAT GEOR**
CEEB ACH/SAT II		
77	**American History and Social Studies**	**ACH AH**
78	**Biology**	**ACH BY**
BE	**Biology Ecological/Molecular**	**ACH BEM**
BM	**Biology Ecological/Molecular**	**ACH BM**
79	**Chemistry**	**ACH CH**
CL	**Chinese Listening**	**ACH CL**
CR	**Chinese Listening: Reading Subscore**	**ACH CR**
CS	**Chinese Listening: Listening Subscore**	**ACH CS**
CU	**Chinese Listening: Usage Subscore**	**ACH CU**
80	**European History and World Cultures**	**ACH EH**
81	**English Composition**	**ACH EN**
82	**English Composition with Essay**	**ACH ES**
EP	**English Language Proficiency Test**	**ACH ELP**
EL	**English Language Proficiency Test: Listening**	**ACH EL**
EB	**English Language Proficiency Test: Proficiency Rating**	**ACH EB**
ER	**English Language Proficiency Test: Reading**	**ACH ER**
83	**French**	**ACH FR**
FL	**French Listening**	**ACH FL**
FR	**French Listening: Reading Subscore**	**ACH FR**
FS	**French Listening: Listening Subscore**	**ACH FS**
84	**German**	**ACH GM**
GL	**German Listening**	**ACH GL**
GR	**German Listening: Reading Subscore**	**ACH GR**
GS	**German Listening: Listening Subscore**	**ACH GS**
85	**Hebrew**	**ACH HB**
MH	**Hebrew, Modern**	**ACH MHB**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
CEEB ACH/SAT II (Continued)		
IT	**Italian**	**ACH IT**
JL	**Japanese Listening**	**ACH JL**
JR	**Japanese Listening: Reading**	**ACH JR**
JS	**Japanese Listening: Listening Subscore**	**ACH JS**
JU	**Japanese Listening: Usage Subscore**	**ACH JU**
KL	**Korean Listening**	**ACH KL**
KR	**Korean Listening: Reading Subscore**	**ACH KLR**
KN	**Korean Listening: Listening Subscore**	**ACH KLL**
KU	**Korean Listening: Usage Subscore**	**ACH KLU**
86	**Literature**	**ACH LR**
87	**Latin**	**ACH LT**
M1	**Math Level Ic**	**ACHM1C**
88	**Math Level I**	**ACH M1**
89	**Math Level II**	**ACH M2**
MC	**Math Level IIc**	**ACH M2C**
90	**Physics**	**ACH PH**
91	**Spanish**	**ACH SP**
SL	**Spanish Listening**	**ACH SL**
SR	**Spanish Listening: Reading Subscore**	**ACH SR**
SS	**Spanish Listening: Listening Subscore**	**ACH SS**
US	**U.S. History**	**ACH USH**
WH	**World History**	**ACH WH**
WR	**Writing**	**ACH WR**
WC	**Writing: Multiple Choice Subscore**	**ACH WRWC**
WE	**Writing: Identifying Sentence Errors Subscore**	**ACH WRISE**
WS	**Writing: Improving Sentences Subscore**	**ACH WRIS**
WP	**Writing: Improving Paragraph Subscore**	**ACH WRIP**
WM	**Writing: Writing Sample Subscore**	**ACH WRWS**
CEEB ACH (prior to 05/94)		
77	**American History & Social Studies**	**ACH AH**
78	**Biology**	**ACH BY**
79	**Chemistry**	**ACH CH**
CL	**Chinese Listening**	**ACH CL**
80	**European History & World Cultures**	**ACH EH**
81	**English Composition**	**ACH EN**
82	**English Composition with Essay**	**ACH ES**
83	**French**	**ACH FR**
FL	**French Listening**	**ACH FL**
84	**German**	**ACH GM**
85	**Hebrew**	**ACH HB**
MH	**Modern Hebrew**	**ACH MHB**
IT	**Italian**	**ACH IT**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
CEEB ACH (prior to 05/94) (Continued)		
JL	**Japanese Listening**	**ACH JL**
86	**Literature**	**ACH LR**
87	**Latin**	**ACH LT**
88	**Math Level I**	**ACH M1**
89	**Math Level II**	**ACH M2**
MC	**Math Level IIc (Calculator)**	**ACH M2C**
90	**Physics**	**ACH PH**
91	**Spanish**	**ACH SP**
SL	**Spanish Listening**	**ACH SL**
ACT ACE, AEX and P-ACT +		
92	**Reading [ACT & P-ACT +] (Effective 10/89)**	**ACT READ**
93	**Science Reasoning [ACT & P-ACT +] (Effective 10/89)**	**ACT SCI**
94	**English [ACT & P-ACT + for Writing Skills]**	**ACT ENG**
95	**Math [ACT & P-ACT +]**	**ACT MATH**
96	**Social Studies (Not applicable after 6/89)**	**ACT SS**
97	**Natural Science (Not applicable after 6/89)**	**ACT SCI**
98	**Composite**	**ACT COMP**
RH	**Rhetorical [ACT, Explore]**	**ACT RHET**
UM	**Usage/Mechanics [ACT, Explore]**	**ACT UMEC**
WX	**Writing**	**ACT WRIT**
EG	**English/Writing**	**ACT ENWR**
NOTE:	**The P-ACT + test is taken by tenth graders to assist them in preparing for the ACT test.**	
APT [6]		
1A	**Art History**	**APT AH**
2M	**Art Studio 2D Portfolio**	**APT AST**
3M	**Art Studio 3D Portfolio**	**APT ASP**
1B	**Art Studio Drawing Portfolio**	**APT ASD**
1C	**Art Studio General**	**APT ASG**
1D	**Biology**	**APT BY**
2G	**Calculus AB Subscore**	**APT CABS**
1E	**Calculus AB**	**APT CLAB**
1F	**Calculus BC**	**APT CLBC**
1G	**Chemistry**	**APT CH**
1H	**Computer Science A**	**APT CSA**
1I	**Computer Science AB**	**APT CSAB**
1J	**Economics Macro**	**APT ECMA**
1K	**Economics Micro**	**APT ECMI**
1L	**English Language & Composition**	**APT ELAN**

Implementation Date:
Fiscal Year 1994-95
July 1, 1994

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
APT (Continued)		
1M	**English Literature & Composition**	**APT ELIT**
2H	**Environmental Science**	**APT SCIE**
1N	**European History**	**APT EURH**
1O	**French Language**	**APT FLAN**
1P	**French Literature**	**APT FLIT**
1Q	**German Language**	**APT GLAN**
2E	**German Literature**	**APT GLIT**
1R	**Government/Politics: U.S.**	**APT GPUS**
1S	**Government & Politics Comparative**	**APT GPCM**
HG	**Human Geography**	**APT HG**
2I	**International English Language**	**APT INEL**
1T	**Latin: Catullue-Horace**	**APT LCH**
2J	**Latin Literature**	**APT LLT**
1U	**Latin: Vergil**	**APT LVG**
1V	**Music Listening & Literature**	**APT MLL**
1W	**Music Theory**	**APT MT**
MT	**Music Theory Aural**	**APT MTA**
2K	**Music Theory Non-Aural**	**APT MTN**
1X	**Physics B**	**APT PB**
1Y	**Physics C Electricity & Magnetism**	**APT PCEM**
1Z	**Physics C Mechanical**	**APT PCM**
2D	**Psychology**	**APT PSY**
2A	**Spanish Language**	**APT SLAN**
2B	**Spanish Literature**	**APT SLIT**
2F	**Statistics**	**APT STA**
2C	**United States History**	**APT USH**
WI	**World History**	**APT WH**
Comprehensive Achievement Test (CAP)		
DCA : Developing Cognitive Abilities		
C1	**Verbal**	**VERBAL**
C2	**Quantitative**	**QUANT**
C3	**Spatial**	**SPATIAL**
C4	**Total Ability**	**DCA (T)**
ACS: Achievement Series (ACS/CAP Form A/B)		
10	**Reading Total**	**READ (T)**
11	**Reading Comprehension**	**COMPREHE**
12	**Vocabulary**	**VOCAB**
30	**Language Total**	**LANGUAGE**
31	**Spelling**	**SPELLING**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
ACS: Achievement Series (ACS/CAP Form A/B) (Continued)		
34	**Capitalization/Punctuation**	**CAP/MECH**
37	**Grammar**	**GRAMMAR**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
23	**Math Concepts**	**CONCEPTS**
22	**Math Problem Solving**	**PROB/SLV**
08	**Basic Skills Total**	**BASICSKL**
07	**Word Attack**	**WDATTACK**
41	**Study Skills**	**STUDYSKL**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
NAT: National Achievement Test (NAT/CAP Form 3)		
10	**Reading Total** R, W	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
30	**Language Total** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
34	**Language Mechanic** W	**CAP/MECH**
35	**Language Expression**	**USAGE/EX**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
22	**Problem Solving/Applications**	**PROB/SLV**
23	**Math Concepts**	**CONCEPTS**
08	**Basic Skills Total**	**BASICSKL**
42	**Reference Skills**	**REFSKILL**
07	**Word Attack**	**WDATTACK**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
CAT: California Achievement Test		
01	**Total Battery** R, W	**TOTBAT**
10	**Reading Total** R	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
13	**Word Analyses**	**WORD**
30	**Language Total**	**LANGUAGE**
31	**Spelling**	**SPELLING**
42	**Reference Skills**	**REFSKILL**
41	**Study Skills**	**STUDYSKL**
34	**Language Mechanics** W	**CAP/MECH**
35	**Language Expression** W	**USAGE/EX**
20	**Math Total**	**MATH (T)**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE

Specific Tests (Continued)

CAT: California Achievement Test (Continued)

21	**Math Computation**	**COMPUTAT**
23	**Math Concepts & Applications**	**CONCEPTS**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**

CTB: Comprehensive Test of Basic Skills

01	**Total Battery** R, W	**TOTBAT**
10	**Reading Total** R	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
13	**Word Analyses**	**WORD**
30	**Language Total** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
34	**Language Mechanics** W	**CAP/MECH**
35	**Language Expression** W	**USAGE/EX**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
22*****	**Problem Solving/Applications**	**PROB/SLV**
23	**Math Concepts & Applications**	**CONCEPTS**
40	**Study/Research/Reference**	**STUDY/RE**
41	**Study Skills**	**STUDYSKL**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**

***If Code 22 is used to represent Math Concepts and Applications, it must be converted to Code 23 if CTB is used in the Statewide Assessment Program Format in Survey 5.**

ITB: Iowa Test of Basic Skills

01	**Complete Battery Total** R, W	**TOTBAT**
10	**Reading Total** R	**READ (T)**
11	**Reading/Reading Comprehension** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
13	**Word Analysis**	**WORD**
14	**Listening**	**LISTEN/T**
30	**Language Skills Total** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
32	**Capitalization**	**CAPILALI**
33	**Punctuation**	**PUNCTUAT**
34	**Capitalization and Punctuation**	**CAP/MECH**
35	**Usage**	**USAGE/EX**
36	**Written Expression** W	**WRITTEN**
40	**Work Study Total**	**STUDY/RE**
41	**Study Skills**	**STUDYSKL**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
ITB: Iowa Test of Basic Skills (Continued)		
43	**Visual Materials**	**VISMATRL**
42	**Reference Materials**	**REFSKILL**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
23	**Math Concepts**	**CONCEPTS**
22	**Math Problem-Solving**	**PROB/SLV**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
MTS: Metropolitan Achievement Test		
01	**Total Battery** R, W	**TOTBAT**
02	**Basic Battery**	**BASICBAT**
10	**Reading Total** R	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
3L	**Word Recognition Skills**	**WORDREC**
12	**Vocabulary**	**VOCAB**
30	**Language Total (Includes: Language & Spelling)** W	**LANGUAGE**
34	**Language Mechanics (Includes: Punctuation, Capitalization & Usage)** W	**CAP/MECH**
31	**Spelling**	**SPELLING**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
23	**Math Concepts**	**CONCEPTS**
22	**Math Problem-Solving**	**PROB/SLV**
40	**Research Skills**	**STUDY/RE**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
NTB: National Tests of Basic Skills		
08	**Basic Skills Total** R, W	**BASICSKL**
10	**Reading Total** R	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
30	**Language Total** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
34	**Language Mechanics** W	**CAP/MECH**
35	**Language Expression** W	**USAGE/EX**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
23	**Math Concepts**	**CONCEPTS**
22	**Math Concepts & Applications**	**PROB/SLV**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
NTB: National Tests of Basic Skills (Continued)		
42	**Reference Skills**	**REFSKILL**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
STA: Stanford Achievement Test		
01	**Total Battery** R, W	**TOTBAT**
02	**Basic Battery**	**BASICBAT**
10	**Reading Total** R	**READ (T)**
11	**Reading Comprehension** R	**COMPREHE**
12	**Reading Vocabulary**	**VOCAB**
S7	**Sentence Reading**	**SENREAD**
S8	**Sounds and Letters**	**SOUNLET**
13	**Word/Phonic Attack/Analysis**	**WORD**
WF	**Word Reading**	**WORDREA**
WG	**Word Study Skills**	**WRDSTD**
30	**Language Total** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
34	**Language**	**CAP/MECH**
14	**Listening Total (Listening)**	**LISTEN/T**
4L	**Listening Comprehension**	**LISTCOMP**
LW	**Listening to Words and Stories**	**LSTWRDST**
2L	**Listening Vocabulary**	**LIST/VOC**
38	**Language Mechanics** W	**LAN/MECH**
MS	**Mathematics: Problem Solving**	**MATHPSL**
MP	**Mathematics: Procedures**	**MATHPRO**
35	**Language Expression** W	**USAGE/EX**
40	**Using Information**	**STUDYRE**
41	**Study Skills**	**STUDYSKL**
44	**Thinking Skills**	**THINKSKL**
20	**Math Total**	**MATH (T)**
21	**Math Computation**	**COMPUTAT**
23	**Math Concepts of Number**	**CONCEPTS**
22	**Math Applications**	**PROB/SLV**
EN	**Environments**	**ENVIRMNT**
50	**Science**	**SCIENCE**
60	**Social Studies**	**SS/ENVIR**
61	**Social Science**	**SOCSCIEN**
TOE: Test of English as a Foreign Language		
10	**Reading (Total)**	**READ (T)**
14	**Listening (Total)**	**LISTEN/T**
35	**Usage/Expression**	**USAGE/EX**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
GTA: Grade Ten Assessment Test		
11	**Reading Comprehension**	**COMPREHE**
20	**Mathematics Concepts and Problem - Solving Total**	**MATH (T)**
HSC: High School Competency Test (HSCT) SS2: State Student Assessment Test-II (SSAT-II)		
20	**Mathematics**	**MATH (T)**
06	**Communications**	**COMM (T)**
ASVAB: Armed Services Vocational Aptitude Battery		
S1	**Academic Aptitude**	**ASVAC**
S2	**Verbal Aptitude**	**ASVV**
S3	**Mathematics Aptitude**	**ASVM**
S4	**Business Aptitude**	**ASVBS**
S5	**Electrical Aptitude**	**ASVEL**
S6	**Health Aptitude**	**ASVH**
IBP: International Baccalaureate Program		
NA	**Art-Higher Level**	**IBART-H**
NB	**Art-Subsidiary Level**	**IBART-S**
NC	**Biology-Higher Level**	**IBBIO-H**
ND	**Biology-Subsidiary**	**IBBIO-S**
NE	**Business & Organization-Higher Level**	**IBB&O-H**
NF	**Business & Organization-Subsidiary Level**	**IBB&O-S**
NG	**Chemistry-Higher Level**	**IBCHM-H**
NH	**Chemistry, Applied-Subsidiary Level**	**IBCHA-S**
NI	**Chemistry, General-Subsidiary Level**	**IBCHG-S**
NJ	**Classical Languages-Higher Level**	**IBCLG-H**
NK	**Classical Languages-Subsidiary Level**	**IBCLG-S**
NL	**Computer Science-Higher Level**	**IBCOS-H**
NM	**Computer Science- Subsidiary Level**	**IBCOS-S**
NN	**Design Technology-Higher Level**	**IBDST-H**
NO	**Design Technology-Subsidiary Level**	**IBDST-S**
NP	**Economics-Higher Level**	**IBEC-H**
NQ	**Economics-Subsidiary Level**	**IBEC-S**
NR	**English A1-Higher Level**	**IBEA1-H**
NS	**English A1-Subsidiary Level**	**IBEA1-S**
NT	**English A2-Higher Level**	**IBEA2-H**
NU	**English A2-Subsidiary Level**	**IBEA2-S**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
International Baccalaureate Program (continued)		
NV	**English B-Higher Level**	**IBENB-H**
NW	**English B-Subsidiary Level**	**IBENB-S**
NX	**Environmental Systems-Subsidiary Level**	**IBEVS-S**
NY	**French A1-Higher Level**	**IBFA1-H**
NZ	**French A1-Subsidiary Level**	**IBFA1-S**
OA	**French A2-Higher Level**	**IBFA2-H**
OB	**French A2-Subsidiary Level**	**IBFA2-S**
OC	**French B-Higher Level**	**IBFRB-H**
OD	**French B-Subsidiary Level**	**IBFRB-S**
OE	**French Ab Initio-Subsidiary Level**	**IBFAI-S**
OF	**Geography-Higher Level**	**IBGEO-H**
OG	**Geography- Subsidiary Level**	**IBGEO-S**
OH	**German A1-Higher Level**	**IBGA1-H**
OI	**German A1-Subsidiary Level**	**IBGA1-S**
OJ	**German A2-Higher Level**	**IBGA2-H**
OK	**German A2-Subsidiary Level**	**IBGA2-S**
OL	**German B-Higher Level**	**IBGEB-H**
OM	**German B- Subsidiary Level**	**IBGEB-S**
ON	**History-Higher Level**	**IBHIS-H**
OO	**History-Subsidiary Level**	**IBHIS-S**
OP	**History & Culture of the Islamic World-Higher Level**	**IBISL-H**
OQ	**History & Culture of the Islamic World- Subsidiary Level**	**IBISL-S**
OR	**Information Technology in a Global Society-Subsidiary Level**	**IBIFT-S**
OS	**Language A2-Higher Level**	**IBLA2-H**
OT	**Language A2-Subsidiary Level**	**IBLA2-S**
OU	**Language B-Higher Level**	**IBLNB-H**
OV	**Language B-Subsidiary Level**	**IBLNB-S**
OW	**Language Ab Initio-Subsidiary Level**	**IBLAI-S**
OX	**Mathematics Higher Level**	**IBMAT-H**
OY	**Mathematics, Advance-Subsidiary Level**	**IBMAA-S**
OZ	**Mathematical Methods-Subsidiary Level**	**IBMAM-S**
PA	**Mathematical Studies-Subsidiary Level**	**IBMSS-S**
PB	**Music Higher Level**	**IBMUS-H**
PC	**Music-Subsidiary Level**	**IBMUS-S**
PD	**Philosophy-Higher Level**	**IBPHI-H**
PE	**Philosophy -Subsidiary Level**	**IBPHI-S**
PF	**Physics-Higher Level**	**IBPHY-H**
PG	**Physics-Subsidiary Level**	**IBPHY-S**
4P	**Psychology Higher Level**	**IBPSY-H**
3P	**Psychology Standard Level**	**IBPSY-S**
PH	**Social Anthropology-Higher Level**	**IBANT-H**
PI	**Social Anthropology- Subsidiary Level**	**IBANT-S**
PJ	**Spanish A1-Higher Level**	**IBSA1-H**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
International Baccalaureate Program (continued)		
PK	**Spanish A1-Subsidiary Level**	**IBSA1-S**
PL	**Spanish A2-Higher Level**	**IBSA2-H**
PM	**Spanish A2- Subsidiary Level**	**IBSA2-S**
PN	**Spanish B-Higher Level**	**IBSPB-H**
PO	**Spanish B-Subsidiary Level**	**IBSPB-S**
PP	**Spanish Ab Initio-Subsidiary Level**	**IBSAI-S**
PQ	**Theatre-Higher Level**	**IBTHE-H**
PR	**Theatre-Subsidiary Level**	**IBTHE-S**
PS	**School Based Subjects-Subsidiary Level**	**IBSBS-S**
PT	**Theory of Knowledge**	**IBTOKNW**
PU	**Extend Essay**	**IBEXESS**
PV	**Point toward IB Diploma**	**IBPOINT**
PW	**Reserved**	
PX	**Reserved**	
PY	**Reserved**	
PZ	**Reserved**	
CPT: College Placement Test		
RC	**Reading Comprehension**	**CPT RC**
SK	**Sentence Skills**	**CPT SK**
AS	**Arithmetic Skills**	**CPT AS**
EA	**Elementary Algebra**	**CPT EA**
CM	**College Level Math**	**CPT CM**
TER: TerraNova		
01	**Total Battery** R, W	**TOTBAT**
10	**Reading Composite (Plus edition)** R	**READ(T)**
11	**Reading** R	**COMPREHE**
12	**Vocabulary**	**VOCAB**
13	**Word Analysis**	**WORD**
20	**Mathematics Composite (Plus edition)**	**MATH(T)**
21	**Mathematics Computation**	**COMPUTAT**
23	**Mathematics**	**CONCEPTS**
30	**Language Composite (Plus edition)** W	**LANGUAGE**
31	**Spelling**	**SPELLING**
34	**Language Mechanics** W	**CAP/MECH**
35	**Language** W	**USAGE/EX**
50	**Science**	**SCIENCE**
60	**Social studies**	**SS/ENVIR**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
FCA: Florida Comprehensive Assessment Test		
10	SSS Reading	READ (T)
FA	**Constructs Meaning from Informational Text**	**FCA CMIT**
FB	**Constructs Meaning from Literature**	**FCA CML**
F1	**Words and Phrases in Context**	**FCA WPIC**
F2	**Main Idea, Plot and Purpose**	**FCA MIPP**
F3	**Comparisons and Cause/Effect**	**FCA COMP**
F4	**Reference and Research**	**FCA REF**
20	SSS Mathematics	MATH (T)
FC	**Number Sense, Concepts, and Operations**	**FCA NCO**
FD	**Measurement**	**FCA MEAS**
FE	**Geometry and Spatial Sense**	**FCA GEO**
FF	**Algebraic Thinking**	**FCA ALGE**
FG	**Data Analysis and Probability**	**FCA DAP**
50	SSS Science	Science
FP	**Physical and Chemical Sciences**	**FCA P/CH**
FZ	**Earth and Space Sciences**	**FCA E/SP**
FV	**Life and Environmental Sciences**	**FCA LIFE**
FT	**Scientific Thinking**	**FCA SCTH**
11	NRT Reading	COMPREHE
T1	**Initial Understanding**	**NRT INIT**
T2	**Interpretation**	**NRT INTE**
T3	**Critical Analysis**	**NRT CRIT**
T4	**Strategies**	**NRT STRA**
11	NRT Reading (2005 and later)	COMPREHE
TW	**Literary**	**NRT LIT**
TX	**Informational**	**NRT INFO**
TY	**Functional**	**NRT FUNC**
T1	**Initial Understanding**	**NRT INIT**
T2	**Interpretation**	**NRT INTE**
T3	**Critical Analysis**	**NRT CRIT**
T4	**Strategies**	**NRT STRA**
22	NRT Mathematics	PROB/SLV
	Grades 3-4	
TA	Whole Numbers	NRT WHOL
TB	Number Sense	NRT NUMB
TC	Geometry and Spatial Sense	NRT G/SS
TD	Measurement	NRT MEAS
TE	Statistics and Probability	NRT S/PR
TF	Fractions and Decimals	NRT FR/D
TG	Patterns and Relationships	NRT P/R
TH	**Estimation**	**NRT EST**
TI	**Problem solving**	**NRT PSOL**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
FCA: Florida Comprehensive Assessment Test (Continued)		
	Grades 5-8	
TD	**Measurement**	**NRT MEAS**
TH	**Estimation**	**NRT EST**
TI	**Problem Solving**	**NRT PSOL**
TJ	**Number Relationships**	**NRT NU/R**
TK	**Number Systems**	**NRT NSYS**
TL	**Patterns and Functions**	**NRT P/FN**
TM	**Algebra**	**NRT ALGE**
TN	**Statistics**	**NRT STAT**
TO	**Probability**	**NRT PROB**
TP	**Geometry**	**NRT GEOM**
	Grades 3-8 (2005 and later)	
T5	**Operations**	**NRT OPER**
TB	**Number Sense**	**NRT NUMB**
T6	**Patterns, Relationships and Algebra**	**NRT PRAL**
T7	**Data, Statistics, and Probability**	**NRT DSTP**
T8	**Geometry and Measurement**	**NRT G/M**
	Grades 9-10	
TI	**Problem Solving**	**NRT PSOL**
TM	**Algebra**	**NRT ALGE**
TN	**Statistics**	**NRT STAT**
TO	**Probability**	**NRT PROB**
TQ	**Functions**	**NRT FUNC**
TR	**Geometry - Synthetic**	**NRT G/SY**
TS	**Geometry - Algebraic**	**NRT G/AL**
TT	**Trigonometry**	**NRT TRIG**
TU	**Discrete Math**	**NRT DMAT**
TV	**Precalculus**	**NRT PCAL**
	Grades 9-10 (2005 and later)	
TZ	**Number Sense and Operations**	**NRT N/OP**
T6	**Patterns, Relationships and Algebra**	**NRT PRAL**
T7	**Data, Statistics, and Probability**	**NRT DSTP**
T8	**Geometry and Measurement**	**NRT G/M**
FCP: Florida Competency Test on Personal Fitness		
2P	**Personal Fitness**	**FCP FCTP**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
WAP: FCAT Writing Assessment Program		
WP	**Writing Persuasive**	**WR PERSU**
WN	**Writing Narrative**	**WR NARRA**
WE	**Writing Expository**	**WR EXPOS**
DAR: Diagnostic Assessments of Reading		
O1	**Oral Reading**	**ORALREAD**
11	**Reading Comprehension**	**COMPREHE**
31	**Spelling**	**SPELLING**
13	**Word Analysis**	**WORD**
WR	**Word Meaning**	**WORDMEAN**
3L	**Word Recognition**	**WORDREC**
ESI: Early Screening Inventory		
ST	**Status**	**ESI KST**
SU	**Summary Score**	**ESI KSU**
	RFS: Ready for School	
R1	**Standard 1**	**RFS ST1**
R2	**Standard 2**	**RFS ST2**
R3	**Standard 3**	**RFS ST3**
R4	**Standard 4**	**RFS ST4**
R5	**Standard 5**	**RFS ST5**
R6	**Standard 6**	**RFS ST6**
R7	**Standard 7**	**RFS ST7**
R8	**Standard 8**	**RFS ST8**
R9	**Standard 9**	**RFS ST9**
RT	**Standard 10**	**RFS ST10**
RU	**Standard 11**	**RFS ST11**
RV	**Standard 12**	**RFS ST12**
RX	**Standard 13**	**RFS ST13**
RY	**Standard 14**	**RFS ST14**
	WSS: Work Sampling System	
WB	**Personal/Social**	**WSS P/S**
WL	**Language Literacy**	**WSS LANG**
WD	**Math Thinking**	**WSS MATH**
WA	**Arts**	**WSS ARTS**
WJ	**Physical/Health**	**WSS PH/H**

APPENDIX E (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE

Specific Tests (Continued)

AAR: Alternate Assessment Report

10	**Sunshine State Standards/Special Diploma Reading**	**AAR READ**
20	**Sunshine State Standards/Special Diploma Mathematics**	**AAR MATH**
50	**Sunshine State Standards/Special Diploma Science**	**AAR SCIN**
WT	**Sunshine State Standards/Special Diploma Writing**	**AAR RITE**

DIB: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DI	**Initial Sound Fluency**	**DIB ISF**
DL	**Letter Naming Fluency**	**DIB LNF**
DN	**Nonsense Word Fluency**	**DIB PSF**
DP	**Phoneme Segmentation Fluency**	**DIB PSF**
DO	**Oral Reading Fluency**	**DIB ORF**

Appendix F
Language Codes

APPENDIX F

LANGUAGE CODES

AB - Abkhazian
AA - Afar
AK - Afrikaans
EF - Akan
AL - Albanian, Shqip
WJ - American Sign Language
AM - Amharic
AR - Arabic
AN - Armenian, Hayeren
AS - Assamese
WK - Awadhi
AZ - Azerbaijani
BA - Bantu
BC - Bashkir
BQ - Basque, Euskera
BE - Bengali, Bangla
BR - Berber
BP - Bhojpuri
DZ - Bhutani
BH - Bihari
BI - Bislama
BF - Breton
BL - Bulgarian
BU - Burmese, Myanmasa
BD - Byelorussian
CA - Cambodian, Khmer
CN - Cantonese
CT - Catalan
ZA - Cebuano
ZB - Chhattisgarhi
ZC - Chinese, Hakka
ZD - Chinese, Min Nau (Fukienese or Fujianese)
CH - Chinese, Zhongwen
ZE - Chittagonian
CO - Corsican
ZF - Creole
HR - Croatian, Hrvatski
CZ - Czech
DA - Danish
DL - Deccan
DU - Dutch, Netherlands
EN - English
EO - Esperanto
ES - Estonian
FO - Faroese
FA - Farsi, Persian
FJ - Fijian
FI - Finnish, Suomi
FR - French
FY - Frisian
FU - Fulfulde, Nigerian
GL - Galician
KA - Georgian, Kartuli
GE - German
GR - Greek
KL - Greenlandic, Kalaallisut
GU - Gujarati
HC - Haitian-Creole (Includes French Creole)
HY - Haryanvi
HA - Hausa
HE - Hebrew, Iwrith
HL - Hiligaynon
HI - Hindi
HM - Hmong
HU - Hungarian, Magyar

APPENDIX F (Continued)
LANGUAGE CODES (Continued)

IC - Icelandic,Islenzk
IO - Igbo
IL - Ilacano
IN - Indonesian, Bahasa Indonesia
IA - Interlingua
IE - Interlingue
GA - Irish, Gaeilge
IT - Italian
JC - Jamaican Creole (includes Patois)
JA - Japanese, Nihongo
JW - Javanese, Bahasa Jawa
KV - Kannada
KS - Kashmiri
KK - Kazakh
RW - Kinyarwanda
KY - Kirghiz, Kyrgyz
RN - Kirundi
KO - Korean, Choson-o
KU - Kurdish, Zimany Kurdy
LA - Laotian, Pha Xa Lao
LB - Latin
LV - Latvian, Lettish
LN - Lingala
LI - Lithuanian
LM - Lombard
MB - Macedonian
NJ - Madura
XI - Magahi
XJ - Maithili
MA - Malagasy
ML - Malayalam
MS - Malay, Bahasa Malaysia
MT - Maltese
MD - Mandarin
NR - Maori
MR - Marathi
XK - Marwari
MC - Moldavian
MO - Mongolian
NS - Napoletano - Calabrese
NA - Nauru
NE - Nepali
NO - Norwegian
OC - Occitan
OR - Oriya
OM - (Afan) Oromo
PX - Pamiamento
PJ - Panjabi, Punjabi
PA - Pashto (Includes Pushtu)
PO - Polish
PR - Portuguese
RA - Rhaeto-Romance
RM - Rumanian, Romanian
RS - Russian
RB - Rwanda
SG - Sangho
SA - Sanskrit
XQ - Saraiki
GD - Scots Gaelic
SK - Serbian, Srpski
SR - Serbo-Croatian
ST - Sesotho
TN - Setswana
SN - Shona
SD - Sindhi
SC - Singhalese
XL - Sinhala
SI - Siswati
SL - Slovak
SJ - Slovenian
SO - Somali

APPENDIX F (Continued)

LANGUAGE CODES (Continued)

SP - Spanish
SU - Sundanese
SH - Swahili
SW - Swedish, Svenska
TA - Tagalog
TG - Tajik
TB - Tamil
TT - Tatar
TE - Telugu
TH - Thai
TI - Tibetan, Bodskad
TC - Tigrinya
TO - Tonga
TS - Tsonga
TU - Turkish
TK - Turkmen
TD - Twi
UK - Ukranian
UR - Urdu
UY - Uyghur
UZ - Uzbek
VI - Vietnamese
VO - Volapuk
WE - Welsh
WO - Wolof
XH - Xhosa
YI - Yiddish, Jiddisch
YO - Yoruba
ZH - Zhuan, Northern
ZU - Zulu
OT - Other
ZZ - Not Applicable

APPENDIX F

INDIGENOUS LANGUAGES OF THE AMERICAS CODES

AC - Abnaki
AD - Achumawi
AE - Ahtena
AF - Alabama
AG - Aleut
AH - Algonquian
AI - Apache
AJ - Arapaho
AO - Araucanian
AP - Arikara
AQ - Athapascan
AT - Atsina
AU - Atsugewi
AV - Aucanian
AW - Aymara
AX - Aztec
BG - Blackfoot
CB - Caddo
CC - Cahuilla
CD - Cakchiquel
CE - Cayuga
CF - Chasta Costa
CG - Chemeheuvi
CI - Cherokee
CJ - Chetemacha
CK - Cheyenne
CL - Chinook Jargon
CM - Chiricahua
CP - Chiwere
CQ - Choctaw
CS - Chumash
CU - Clallam
CV - Coast Miwok
CW - Cocomaricopa
CX - Coeur D'Alene
CY - Columbia
DF - Comanche
DG - Cowlitz
DH - Cuna
DI - Cupeno
DJ - Cree
DK - Crow
DB - Dakota
DC - Delaware
DD - Delta River Yuman
DE - Diegueno
EA - Eskimo
EB - Eyak
FB - Foothill North Yokuts
FC - Fox
FD - French Cree
GB - Guarani
GC - Guaymi
HB - Haida
HD - Han
HF - Havasupai
HG - Hichita
HH - Hidatsa
HJ - Hopi
HK - Hupa
IB - Inupiak
ID - Iroquois
IF - Island Carib
JB - Jicarilla
KX - Kanjoval
KB - Klamath
KC - Kawaiisu
KD - Kalispel
KE - Kansa

APPENDIX F (Continued)

INDIGENOUS LANGUAGES OF THE AMERICAS CODES (Continued)

KF - Karok
KG - Keres
KH - Kickapoo
KI - Kiowa
KJ - Kiowa-Apache
KM - Koasati
KW - Koyukon
KP - Kuchin
KQ - Kutenai
KR - Kwakiutl
IG - Indian
IH - Ingalit
LC - Lower Chehalis
LD - Luiseno
XN - Maidu
ME - Makah
MF - Mam
MG - Mandan
MH - Maya
MJ - Menomini
MM - Miami
MN - Micmac
MP - Mikasuki
XO - Miwok
MQ - Mixtec
MU - Mohave
MV - Mohawk
MW - Mono
MX - Mountain Maidu
MY - Muskogee
NB - Navaho
NC - Nez Perce
ND - Nomlaki
NF - Nootka
NG - Nootsack
NH - Northern Paiute
NI - Northwest Maidu
OA - Ojibwa
OB - Okanogan
OD - Omaha
OE - Oneida
OF - Onondaga
OG - Osage
OH - Other Athapascan-Eyak
OI - Ottawa
PB - Pacific Gulf Yupik
PC - Paiute
PD - Panamint
PF - Passamaquoddy
PG - Patwin
PH - Pawnee
PK - Penobscot
PL - Picuris
PM - Pima
PN - Plains Miwok
PP - Pomo
PQ - Ponca
PS - Potawatomi
PT - Puget Sound Salish
OJ - Quapaw
OK - Quechua
OL - Quekchi
ON - Quiche
OO - Quinault
SB - Sahaptian
SF - Saint Lawrence Island Yupik
SQ - Salish
SS - Sandia

APPENDIX F (Continued)

INDIGENOUS LANGUAGES OF THE AMERICAS CODES (Continued)

SV - San Carlos
SX - Santiam
SY - Seneca
SZ - Serrano
VA - Shastan
VB - Shawnee
VC - Shoshoni
VD - Sierra Miwok
VE - Siuslaw
VF - Southern Maidu
VG - Southern Paiute
VH - Spokane
TF - Tachi
TJ - Tanacross
TL - Tanaina
TM - Tanana
TP - Tarahumara
TQ - Tarascan
TR - Tewa
TV - Tillamook
TX - Tiwa
TY - Tlingit
TZ - Towa
XA - Tonkawa
XB - Tsimshian
XC - Tubatulabal
XD - Tupi
XE - Tuscarora
XF - Tutchone
XG - Twana
UA - Up River Yuman
UB - Upland Yuman
UC - Upper Chehalis
UD - Upper Chinook
UE - Upper Kuskokwim
UF - Upper Tanana
UG - Ute
WA - Walapai
WB - Wappo
WC - Washo
WD - Wichita
WF - Winnebago
WG - Wintun
WH - Wiyot
WI - Wyandot
YA - Yaqui
YB - Yavapai
YC - Yuchi
YD - Yuki
YE - Yuma
YF - Yupik
YG - Yurok
YH - Zapotec
YJ - Zuni

APPENDIX F

PACIFIC LANGUAGES CODES

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

Appendix G
Limited English Proficient
Student Information Format

2005-2006 Limited English Proficient Student Information

1. Submit a separate record during reporting periods 2, 3 and 5 for each student in K-12 membership identified as "LY" for the Limited English Proficient data element. Also, submit a separate record for each student identified as "LF" for the Limited English Proficient data element, who has exited the program within the last two school years.

2. Submit a separate record during reporting periods 2, 3 and 5 for each 4-12 grade student in membership identified as "LP" for data element Limited English Proficient, if the "LP" student is enrolled in an ESOL program pending assessment. (If the 4-12 grade student is identified as "LP" and enrolled in a regular program, do not submit a record.)

NOTE: If the student is identified as "ZZ" for the Limited English Proficient data element, do not submit a Limited English Proficient Student Information format because the LEP: Post Reclassification Dates are for Local Accountability and District Records Transfer.

3. For Surveys 2 and 3 test information should be submitted only upon the student's entry into the program and exit from the program according to the following guidelines.

a. For students in grades KG-03 entering or exiting an ESOL program report the aural/oral test scores that determined the student eligible and in need of services or no longer in need of services. These are reported in the test fields for Listening and Speaking.

b. For students in grades 04-12, report entering or exiting an ESOL program report aural/oral test scores plus reading and writing test scores, using all four sets of test elements.

4. For Survey 5 report language proficiency assessments in the areas of listening, speaking, reading and writing for each student in KG-12 membership identified as “LY” anytime during the school year. The Test Score Type must be recorded in accordance with the test publisher’s guidelines and must match the Test Subject Code.

NOTE: Zeroes may be a valid test score.

5. KEY FIELDS: The key fields for this format are items 1-5.

' * ' indicates key fields

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	District Number, Current Enrollment *
2	3-6	4	A/N/R	School Number, Current Enrollment *
3	7-16	10	A/N	Student Number Identifier, Florida *
4	17-17	1	A/N	Survey Period Code *
5	18-21	4	N	School Year *
6	22-29	8	A/N	Limited English Proficient: Entry Date
7	30-30	1	A/N	Filler
8	31-38	8	A/N	Limited English Proficient: Student Plan Date
9	39-46	8	A/N	Limited English Proficient: Classification Date
10	47-54	8	A/N	Limited English Proficient: Exit Date
11	55-62	8	A/N	Limited English Proficient: Reevaluation Date
12	63-63	1	A/N	Limited English Proficient: Extension of Instruction
13	64-71	8	A/N	Limited English Proficient: Reclassification Date
14	72-79	8	A/N	Limited English Proficient: Reclassification Exit Date
15	80-80	1	A/N	Limited English Proficient: Basis of Entry

16	81-81	1	A/N	Limited English Proficient: Basis of Exit
17	82-84	3	A/N	Test Name Listening
18	85-86	2	A/N	Test Score Type Listening
19	87-88	2	A/N	Test Subject Content Listening
20	89-92	4	N/R	Test Score Listening
21	93-100	8	A/N	Test Date Listening
22	101-103	3	A/N	Test Name Speaking
23	104-105	2	A/N	Test Score Type Speaking
24	106-107	2	A/N	Test Subject Content Speaking
25	108-111	4	N/R	Test Score Speaking
26	112-119	8	A/N	Test Date Speaking
27	120-122	3	A/N	Test Name Reading
28	123-124	2	A/N	Test Score Type Reading
29	125-126	2	A/N	Test Subject Content Reading
30	127-130	4	N/R	Test Score Reading
31	131-138	8	A/N	Test Date Reading
32	139-141	3	A/N	Test Name Writing
33	142-143	2	A/N	Test Score Type Writing
34	144-145	2	A/N	Test Subject Content writing
35	146-149	4	N/R	Test Score Writing
36	150-157	8	A/N	Test Date Writing
37	158-158	1	A	Transaction Code
38	159-160	2	A/N	Filler

Appendix H

1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree

The version of the Consent Decree contained herein is a reprint of the original. For a copy of the original document showing participants signatures please contact our office. Every attempt has been made to ensure that the text of this version is an exact duplication of the original document.

ORDER

UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF FLORIDA

MIAMI DIVISION

CASE NO. 90-1913

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC); ASPIRA OF FLORIDA; THE FARMWORKERS' ASSOCIATION OF CENTRAL FLORIDA; FLORIDA STATE CONFERENCE OF NAACP BRANCHES; HAITIAN REFUGEE CENTER; SPANISH AMERICAN LEAGUE AGAINST DISCRIMINATION (SALAD); AMERICAN HISPANIC EDUCATOR'S ASSOCIATION OF DADE (AHEAD); and HAITIAN EDUCATORS' ASSOCIATION; CAROLINA M.; CLAUDIA M.; DELIA M.; LYDIE L.; SAMMY L.; SETH L.; and JUAN CARLOS G.

- Plaintiffs,

-vs-

FLORIDA BOARD OF EDUCATION AND FLORIDA DEPARTMENT OF EDUCATION; HONORABLE BOB MARTINEZ, GOVERNOR, CHAIRMAN OF THE STATE BOARD OF EDUCATION; JIM SMITH, SECRETARY OF STATE; BOB BUTTERWORTH, ATTORNEY GENERAL; TOM GALLAGHER, TREASURER & INSURANCE COMMISSIONER; GERALD A. LEWIS, CONTROLLER; DOYLE E. CONNER, COMMISSIONER OF AGRICULTURE; AND BETTY CASTOR, COMMISSIONER OF EDUCATION, EXECUTIVE OFFICER AND SECRETARY OF THE STATE BOARD OF EDUCATION,

- Defendants.

ORDER

WHEREAS, the parties of the above-entitled action have agreed upon a SETTLEMENT AGREEMENT embodying actions and policies to be undertaken regarding Plaintiff childrens' rights to equal education opportunities; and

WHEREAS, in view of the shared understanding of principles the parties and the court have concluded that there is no further need to litigate the issue of liability and the parties have mutually agreed to the entry of the attached Settlement Agreement as a Consent Order in this case; and

WHEREAS, neither party waives their claims nor defenses by entering this agreement as a settlement order, and Defendants' assent is not an admission that they have committed any violations of law,

IT IS HEREBY ORDERED, ADJUDGED, AND DECREED, and parties do hereby consent as follows:

- 1. That the attached SETTLEMENT AGREEMENT be entered as a Consent Order in this case binding upon the organizational entities on both sides of this matter, their successors in office, agents, employees, and all persons in active consent or participation with them.
  2. That the Court will retain jurisdiction for purpose of overseeing implementation of the Agreement.

(Signed) JAMES LAWRENCE KING
Honorable
Judge
United States District Court
August 14, 1990

SETTLEMENT AGREEMENT

UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF FLORIDA

MIAMI DIVISION

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC); ASPIRA OF FLORIDA; THE FARMWORKERS' ASSOCIATION OF CENTRAL FLORIDA; FLORIDA STATE CONFERENCE OF NAACP BRANCHES; HAITIAN REFUGEE CENTER; SPANISH AMERICAN LEAGUE AGAINST DISCRIMINATION (SALAD); AMERICAN HISPANIC EDUCATORS' ASSOCIATION OF DADE (AHEAD); and HAITIAN EDUCATOR'S ASSOCIATION; CAROLINA M.; CLAUDIA M.; DELIA M.; LYDIE L.; SAMMY L.; SETH L.; and JUAN CARLOS G.

- Plaintiffs,

-vs-

FLORIDA BOARD OF EDUCATION AND FLORIDA DEPARTMENT OF EDUCATION; HONORABLE BOB MARTINEZ, GOVERNOR, CHAIRMAN OF THE STATE BOARD OF EDUCATION; JIM SMITH, SECRETARY OF STATE; BOB BUTTERWORTH, ATTORNEY GENERAL; TOM GALLAGHER, TREASURER & INSURANCE COMMISSIONER; GERALD A. LEWIS, CONTROLLER; DOYLE E. CONNER, COMMISSIONER OF AGRICULTURE; AND BETTY CASTOR, COMMISSIONER OF EDUCATION, EXECUTIVE OFFICER AND SECRETARY OF THE STATE BOARD OF EDUCATION,

Defendants.

SETTLEMENT AGREEMENT

Introduction

The Parties to this Settlement Agreement are the above-described Plaintiffs and Defendants in this action - specifically LULAC et al. on the one hand, and the Florida State Board of Education, the Florida Department of Education and the Commissioner of Education on the other hand.

Terms of the Agreement

1. This Settlement Agreement is adopted by the parties to resolve a dispute as to the issue of compliance by the defendants with their legal obligations under federal and state law and regulations including the federal Equal Educational Opportunity Act [20 U.S.C. 170 3(f)], Title VI of the federal Civil Rights Act of 1964, the Florida Educational Equity Act, and related federal and state provisions regarding compensatory, migrant, and special education. All parties are satisfied that the best interests of the plaintiffs are properly and adequately addressed by this agreement.
2. This Settlement Agreement applies to plaintiffs and defendants, as well as to their agents, employees, successors, and assigns.
3. It is agreed that the state acting through the defendants have the obligation to set standards for school districts and to enforce such standards. The defendants have issued emergency regulations and will issue final regulations on or before November 14, 1990 to meet the terms of this Agreement and satisfy the state's obligation to set standards for school districts. All regulations including any future regulatory changes shall be compatible with the terms of this Agreement.
4. The defendants shall, for a period of five years, subject to extension on motion of the parties, annually submit to counsel for the plaintiffs a status report on the implementation of each section of this Agreement. Such report will be submitted on or about July 1 of each year unless the parties agree on a difference date. In addition, the plaintiffs on notice and subject to reasonable restraints of time and place, and, subject to any confidentiality limitations of state of federal law, may examine all documents which this Agreement requires to be issued, maintained or retained.
5. The defendants agree that the plaintiffs are entitled to attorney fees and costs. The parties agree to bargain in good faith concerning the amount of fees and costs. Should the parties be unable to reach agreement within ninety (90) days of the Court's approval of this Agreement, the plaintiffs may move the court for an award of fees and costs.
6. Enforcement remedies for violations of all provisions shall be in the manner set forth in the following paragraph:
a. The attorneys for the plaintiffs shall first provide written notice and demand to cure the specific alleged breaches to the defendants and said officials shall attempt to cure said violation within twenty-one (21) days of receipt of notice.
b. Thereafter, in the event the Plaintiffs or their attorneys do not believe these violations are cured, then the Plaintiffs or their counsel shall provide written notice to Defendants' counsel of these violations who shall attempt to cure said violations within twenty-one (21) days of receipt of notice. During this twenty-one (21) day period, either Defendants' attorneys or Plaintiffs' attorneys shall have the right to require the other by written request to meet personally or mediate in good faith to resolve the dispute.
c. In the event the dispute is not resolved at the end of the period described in paragraph (b) above, counsel for the Plaintiffs may apply to the Court and seek all remedies permitted by law.
d. However, defendants shall have the right to assert as a defense that they have substantially complied with the term or terms of the Settlement Agreement and the Consent Order which Plaintiffs allege have been breached, or raise any defense available to the defendants by the Settlement Agreement or permitted by law.

e. In the event enforcement proceedings are initiated, the Plaintiffs shall only recover reasonable attorneys' fees and costs in the event that they prevail.

Conclusion

In U.S. v. Armour 402 U.S. 673, 29 L.Ed.2 263 (1971) the court observed,

> "Consent decrees are entered into by the parties to a case after careful negotiation produced agreement on their precise terms. The parties waive the right to litigate the issue involved in the case and thus save themselves the time, expense and inevitable risk of litigation." 402 U.S. at 681

The decree presented to the Court, like the decree referred to in Armour, is one that is the product of "careful negotiation" on each and every term. While the defendants do not concede liability and the plaintiffs contend that they might have achieved more after a lengthy litigation process, all agree that the document represents a thoughtful, measured approach to a difficult issue which will serve the children of Florida well. We ask the Court to order it into being.

Respectfully submitted,

(Signed) Peter Roos
STEFAN ROSENZWEIG
CAMILO PEREZ- BUTILLO
PETER D. ROOS
for Plaintiffs

August 14, 1990
Date
(Signed) Sydney H. McKenzie III
SYDNEY H. MCKENZIE III
for Defendants

AGREEMENT

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

IDENTIFICATION AND ASSESSMENT

A. Definition -

1. All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to individual, mean:

a. individuals who were not born in the United States and whose native language is a language other than English; or

b. individuals who come from home environments where a language other than English is spoken in the home; or

c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

2. The terms home or native language, when used with reference to an individual of limited English proficiency, mean the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

3. The term LEP committee means a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) would also be invited to attend any committee meetings.

4. LEP student plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, and assessment data used to classify or reclassify as LEP, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.

5. Basic subject areas means instruction in computer literacy, mathematics, science and social studies.

6. Basic ESOL means instruction in English.

7. Other subject areas means any instruction other than Basic ESOL or Basic subject areas.

B. Initial Identification

1. Beginning in 1990-91 each student, upon initial enrollment in a school district, shall be surveyed at the time of enrollment by being asked the questions identified in I.B.2. Students whose initial enrollment in the district was prior to the 1990-91 school year shall also be surveyed unless they have been previously classified as LEP or unless they have been surveyed with the survey questions provided in I.B.2. The survey questions may be included on a registration form or on a separate survey. In either event, the survey shall be maintained in accordance with Rule 6A-1.0955, FAC.

2. The following questions shall appear on the survey:

a. Is a language other than English used in the home?

b. Did the student have a first language other than English?

c. Does the student most frequently speak a language other than English?

3. The home language and the national origin of each student shall also be collected and retained in the district's data system.

4. The data collected in accordance with the above described home language and national origin inquiries shall be reported (on at least an annual basis) and maintained in accordance with the Florida Department of Education's data collection procedures.

C. Assessment to Determine Eligibility for Appropriate Services and Funding

1. Each student for whom there is a "yes" response to questions (a), (b) or (c) posed in the survey shall be assessed to determine if he or she is limited in his or her English proficiency (LEP).

2. Any student identified in C.1. who also meets any one of the following standards shall be determined to be LEP and shall receive appropriate instruction and funding as specified herein.

a. English language speaking and listening comprehension skills shall be determined by the use of a state approved appropriate English language aural/oral proficiency test. Each test shall be administered in accordance with its publisher's instructions, and any student who scores within the LEP range determined by the publisher's standards shall be determined to be LEP.

b. For any student in grade 4 or above, English language reading and writing proficiency shall be determined by the following criterion:

(1). Any student who scores at or below the 32nd percentile on the reading and writing sub-parts of a norm-referenced test shall be determined to be LEP and shall be provided appropriate services.

c. Upon request of a parent or teacher, a student not determined to be LEP or a student determined to be LEP based solely on standard C. 2. b. may be referred to a LEP committee. The parent(s) preference will be considered in the final decision. The

LEP committee may determine a student to be LEP or not to be LEP according to consideration of at least two of the following criteria in addition to the test results from a. or b.;

(1). Extent and nature of prior educational and social experiences; and student interview;

(2). written recommendation and observation by current and previous instructional and supportive services staff;

(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;

(4). grades from the current or previous years.

(5). test results other than those from C. 2.a or C. 2.b

d. Any determinations by the LEP committee shall be contained in a written evaluation which shall be placed in the LEP student's plan. Such evaluation shall further set forth a plan, which will be implemented, to address the student's language needs.

e. In lieu of standards C.2.a and C.2.b a school district may use a district-developed or adapted test procedure to assess a student's limited English proficiency. The procedure must be approved by the Florida Department of Education prior to implementation. The Florida Department of Education must determine affirmatively that the instruments and standards utilized are valid and reliable measures of whether or not a student is limited English proficient before the test can be implemented. A test substituted for C.2.a. must measure speaking and listening and a test substituted for C.2.b. must measure reading and writing.

3. Assessment of each student's aural/oral proficiency pursuant to C.2.a and C.2.d should be completed as soon as possible after the student's initial enrollment and shall be completed within four (4) weeks unless the following is documented:

a. For each child so delayed, the reason for the delay, evidence that the child is accorded the programming required for LEP's pending the delay, and a specific timetable for completing the assessment. This documentation shall be mailed to the parents in their primary language no later than eight weeks after initial enrollment. A copy shall be retained in the child's files for a minimum of one year.

4. Assessment of each student's reading and writing proficiency pursuant to C.2.b or C.2.d shall be completed within one year after the date of enrollment for those students who are not identified as aural/oral deficient C.2.a, c, or d. as LEP. For students transferring into the school district, assessments completed one year prior to the student's transfer may be used.

5. Assessment of a student's English proficiency shall be completed as rapidly as possible. In the interim, from enrollment to eight weeks, the student shall be eligible for ESOL funding based on a school district interim assessment procedure which shall be described in a district plan approved by the Florida Department of Education. However, the student shall receive services until initial assessment is completed.

6. A LEP committee, with notification of and the opportunity to participate by the student's parents, shall conduct those assessments referred to in C.2.c and D.3. and shall recommend an LEP student plan for such student, within the terms of this agreement.

7. An eligible students may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in the ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed and properly documented prior to his enrollment in each additional year beyond the 3 year base period.

D. Programmatic Assessment

1. Each student determined to be LEP shall be further assessed in basic subject areas so as to aid the student's teacher in developing an appropriate instructional program.

2. Each district shall seek to (1) document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and (2) take such experiences into account in planning and providing appropriate instruction to such students. The Florida Department of Education shall generally assist in such efforts with the collaboration of appropriate technical resources, where feasible.

3. Any LEP student's teacher, administrator, parent or parent's designee may request the convening of a LEP committee, to review the student's progress in attaining necessary subject area competencies or persistent deficiencies in overall student performance. Such a committee may be reconvened at any time after a student has been served for a semester. The committee shall make recommendations for appropriate modifications in the student's programming to address problems identified, and shall document such modifications in the student's file.

E. Classification and Reclassification

1. (a). Every student identified as LEP shall continue to receive appropriate instruction and funding as specified herein until such time as the student is reclassified as English proficient. English proficiency shall be determined by reassessing the student utilizing the same or comparable assessment instruments, procedures and standards required for initial assessment as adjusted for age and grade.

(b). Provided, however, a student who does not meet the standards required for initial assessment as identified in C.2.a, b, c, or d and has been classified as LEP and enrolled in an ESOL program may be assessed utilizing additional information upon the request of a ESOL teacher, counselor, administrator or parent. The LEP committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. The documentation of the assessment used and the justification for such action shall be retained in the student's records. The procedure for follow-up on performance as specified in F.1. shall be followed.

(c). An LEP student shall be enrolled in one or more of the categorical programs listed in section III based on eligibility and need. The amount of time the student is assigned

to such a program(s) shall be comparable to that assigned non LEP students under similar conditions. Provided, however, if full time, the student shall be provided English and basic subject area instruction identified in section II for LEP students as soon as possible.

(d). A student may only be reclassified if he or she is determined not to be LEP utilizing the procedures in (a) and (b) and standards.

2. Student needs shall be determined by applying the multiple criteria for entry set forth in C.2 a, b, or c and the same LEP committee procedure set forth in C.2.c. This extension of instruction shall be provided to (a) all students not satisfying the above described standards for reclassification, and (b) all others on an individualized basis whose aural/oral proficiency testing and achievement results in English are not consistent. LEP committee considering the extension of programming for such students shall refer the student as necessary for appropriate compensatory, special and supportive services evaluations and programs.

3. LEP students provided ESOL or home language instruction may be reported for funding in the FEFP for a base period of three years, provided, however, the initial three years of funding may be extended annually for three years, based on an annual evaluation of the student's status compared to the assigned criteria. (Also see C. 7. and F. 4.)

F. Post Reclassification Monitoring

1. The performance of former LEP students shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of a LEP committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. Special weight shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.

2. Such LEP committees shall recommend an appropriate LEP student plan for such students. The basis and nature of such recommendations shall be in writing and maintained in the student's file. Any such plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.

3. Any student who is determined to be LEP pursuant to this section based on F.1 or with recommendation based on F.2 shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

4. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or extend annually for a period not to exceed a total of 6 years pursuant to C. 7., based on an annual evaluation of the student's status.

5. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to LEP children beyond the six years of state ESOL program funding.

II.

EQUAL ACCESS TO APPROPRIATE PROGRAMMING

A. Principle:

Each limited English proficient (LEP) child enrolled in any program offered by the Florida Public Schools is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement and special needs.

The primary goal of all such programming is, to develop as effectively and efficiently as possible,each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating pupils, promote cross-cultural understanding, and provide equal educational opportunities.

1. Equal access to appropriate programming shall include both access to intensive English language instruction and instruction in basic subject matter areas of math, science, social studies, computer literacy which is (1) understandable to the LEP student given his or her level of English language proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Recommendations for such programming shall be documented in the form of a LEP student plan, which shall be in conformity with this agreement.

2. Limited English proficient students with special needs (such as for compensatory, remedial, or exceptional education) and who are at greater risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students. LEP students shall receive needed services on a timely basis, and the services provided shall be appropriate for their level of English proficiency as set forth in A above.

B. State Approval of Appropriate District Instructional Programming for LEP Students

1. Each district shall submit a district LEP plan for the usage of state funds describing its proposed procedures and methodologies for serving LEP students, subject to Florida Department of Education approval prior to program implementation in 1990-91 school year, pursuant to the following criteria:

a. A district's LEP plans shall be submitted to the Florida Department of Education for review. A district's LEP plan will be reviewed and approved, disapproved or returned for clarification or further elaboration within 60 days of their submission. All such plans shall be reviewed by the Florida Department of Education for compliance with this agreement and with federal and state law and regulations. The Department must determine that each aspect of the plan satisfies these authorities and shall require appropriate changes prior to approval when this is not so.

b. A district's LEP plans shall be updated and resubmitted every three years. Interim changes in the plans shall be submitted as amendments to the Florida Department of Education, and must be approved prior to their implementation.

c. A district's LEP plans shall set forth in writing the district and school-level procedures and methodologies intended to provide equal educational opportunities to LEP students including (1) standards for entry, exit and post-reclassification monitoring; (2) instructional, categorical and student services (e.g., counseling); and (3) provisions for and plans to employ qualified staff; pursuant to all relevant provisions of this agreement; (4) evidence of consultation with the district's Parent (of LEP students) Leadership Council or other parent advisory body representative of parents of LEP students; and, (5) interim measures as outlined in G. The Florida Department of Education shall consider the councils' objections to plan approval in its review.

d. A district's LEP plan shall rely upon and incorporate home language instruction in basic subject areas (such as transitional or developmental bilingual education) and/or ESOL instruction in basic subject areas (such as "structured" or "sheltered " instructional strategies) in addition to basic ESOL instruction. All such programming shall provide each LEP student with the opportunity to learn the academic English subject matter vocabulary necessary for academic success.

e. Students shall be given credit toward fulfilling graduation requirements in English for each Basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL or home language.

C. Basic ESOL Instruction

1. Basic ESOL programs shall include instruction to develop skills in speaking, listening, reading and writing of English sufficient to enable the student to be English proficient.

2. LEP students shall be classified according to their levels of English language proficiency, academic achievement, and special needs and placed in programming appropriate for these levels. Basic ESOL instruction may be provided in heterogeneous classroom settings (e.g., with multiple language groups).

3. A LEP student shall be provided Basic ESOL programming for the minimum number of hours specified in the individual LEP student plan per day/week of Basic ESOL. Such plans shall specify that each student receive at minimum the amount of Basic ESOL instruction which may include special or alternative language arts necessary to attain parity of participation with non LEP students in language arts and in no event less than the amount of instruction received by a non LEP student at the same grade level.

4. Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry/exit standards set forth in Section I.

5. A student's ESOL teacher, parent or parent's designee, or other school personnel may request the convening of a LEP committee to identify any special problems which may be hindering a student's progress in ESOL at any time after the end of the student's first semester in the program. A LEP committee shall make appropriate recommendations as necessary for the modification of the LEP student plan. The nature and basis of such modification, if any, shall be documented in each student's LEP student Plan.

6. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of Basic ESOL instruction in each district. These standards shall be consistent with state-required curriculum frameworks and student performance standards.

7. Basic ESOL instruction shall be provided by appropriately qualified personnel, as set forth in Section IV of this agreement regarding personnel issues.

D. ESOL Instruction and Home Language Instructional Strategies in Basic Subject Areas

1. Districts shall provide appropriate home language instruction or ESOL content instruction or a combination of the two in basic subject areas in addition to basic ESOL instruction. Examples of appropriate ESOL instruction in basic subject areas include "ESOL content," "sheltered", "structured" and similar ESOL strategies.

2. Grouping, clustering, and/or transporting of students where practical and feasible within and between districts to achieve compliance with these standards shall be encouraged.

E. ESOL Instruction in Basic Subject Areas (as required in D)

1. A district that provides understandable instruction in whole or in part through ESOL strategies shall assure and be able to document that:

a. each such course has been structured in conformity with ESOL strategy for teaching limited English proficient students basic subject matter;

b. each course is taught by qualified personnel and appropriate materials are available to such personnel;

c. students are learning and progressing towards completion of the district's pupil progression plan.

2. The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non LEP students in basic subject areas, consistent with state-required curriculum frameworks and student performance standards.

3. LEP students in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher pursuant to Section IV of this agreement. Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction. The district in its district LEP plan shall specify how the district will meet the needs of students in their native language by the use of teachers, aides, parents, volunteers, and students proficient in the language.

4. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of the ESOL instruction in basic subject areas.

F. Home Language Instruction in Basic Subject Areas (as required in D)

1. A district that provides understandable instruction in whole or in part through home language instruction shall assure and be able to document that:

a. each such course has been structured in conformity with bilingual strategy for teaching limited English proficient students basic subject matter;

b. each course is taught by qualified personnel and appropriate materials are available to such personnel;

c. Students are learning and progressing towards competence of the district's pupil progression plan.

2. The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non LEP students in basic subjects, consistent with state-required curriculum frameworks and student performance standards. Such instruction shall incorporate appropriate, comparable home language texts when available and instructional materials.

3. The Florida Department of Education shall develop or identify standards and criteria for evaluating the appropriateness of the home language instruction in basic subject areas.

G. Interim Measures

1. All LEP students shall receive an instructional program which includes the components set forth herein - Basic ESOL instruction and understandable instruction in basic subject areas.

2. In recognition that appropriately trained personnel might not be available to each child to provide each component, a plan shall be developed at each school and for each district setting forth the following:

a. the number of students by language group who are denied any of the programming required by this agreement;

b. documentation of its efforts and lack of success in recruiting, hiring, and/or training appropriately qualified staff for such programs;

c. specific tasks and timelines for recruiting, hiring and training needed staff;

d. a plan for interim measures which must include inservice training programs, utilization of native speaking aides, native language materials and other elements designed to assure that each student's English language barrier is addressed in an instructionally sound manner.

H. Parental Involvement

1. Parental involvement and participation in LEP students' educational programming and academic achievement shall be promoted, among other ways by establishing Parent Leadership Councils at each school or at the district level composed in the majority of parents of LEP students. Parents of LEP students shall be provided leadership training and orientation to the district's LEP program monitoring procedures and involvement procedures available to parents of LEP students. Parents of LEP students shall be informed of the opportunity to be represented on existing school and district advisory committees.

2. Councils representing parents of LEP students shall be consulted prior to submission of LEP district plans to the state.

III.

EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS FOR LEP STUDENTS

A. Limited English proficient students are entitled to equal access to other appropriate programs such as compensatory, exceptional, early childhood, vocational, and adult education as well as to drop-out prevention and other supportive services, whether provided or funded under federal or state law or through local initiatives.

1. LEP students should not be restricted in such access by the imposition of any criteria or methods of program administration (such as pre-set time limits regarding program eligibility for reasons related to limited English proficiency, or minimum prerequisite levels of English proficiency prior to being served) which inappropriately delay or deny their being served.

2. Programs described in this section shall be provided to LEP students in a manner appropriate to their level of English language proficiency and must provide them equal access to the program's subject matter content and benefits including understandable instruction and service in a manner consistent with sections I and II of this agreement.

3. Extended day - (before school and after school) programs, whether funded through categorical or general programs shall provide equal access to eligible LEP students.

B. Compensatory Education

1. No district federal Chapter 1 basic and/or migrant education plan or state compensatory education plan shall be approved by the Florida Department of Education unless it shows evidence of providing equal access for eligible LEP students and incorporates programming and services for eligible students which is appropriate given their level of English language proficiency.

2. The Florida Department of Education shall monitor districts for compliance in accordance with the provision of their approved federal Chapter 1 and state compensatory education plans, and applicable federal and state requirements.

3. Each district shall report annually to the Florida Department of Education the number of students served by federal Chapter 1 and state compensatory programming and services by race, national origin, and limited English proficiency.

4. Federally funded compensatory services shall be provided to eligible LEP students on the basis of overall uniform written criteria and standards identifying special needs resulting from educational deprivation without specific regard to needs arising solely from limited English proficiency. These standards or criteria shall be met by the use of standardized test score data, as well as by additional information from informal assessments, observation by school staff, records of academic performance, and other relevant individualized indicators of educational deprivation. If language dominance tests are used, they must be combined with other measures or other indicators such as composite score, or a weighted score to select children on a basis other than English language proficiency.

5. Federal Chapter 1 funds shall be used as appropriate to provide supplementary educational services in specific subject matter components to remediate educational deficiencies once districts have allocated resources from local and state funds to provide legally required services to LEP students. Services provided under Chapter 1 shall be carefully coordinated with other categorical programs serving LEP students and with home language and/or ESOL services for such students as part of a student's LEP student plan. Unnecessary duplication or inconsistency of services shall be avoided. Examples of such cooperative services include:

a. employment and training of home language or ESOL instructional and supportive services Chapter 1 staff in addition to those provided with state and local funds;

b. development and/or purchase of instructional materials especially designed for LEP students in the home language and/or English which supplement materials purchased with state or local funds;

c. expenditures for the use of appropriate instructional facilities and/or equipment for the benefit of LEP student compensatory programming needs;

d. funding of parent involvement activities including training, development of materials to be used for training parents of LEP students in need of compensatory education services.

6. Federally funded services may be provided as necessary beginning during the pre-school through the secondary level, and may be implemented on a schoolwide basis where there are high concentrations of eligible children. Such services may be year-round, include intensive summer school programs, extend the school day, and serve to reduce class size. The Florida Department of Education shall monitor regularly the implementation of such services and may join with the local district and parents to develop a joint plan for program improvement where inadequate progress is being obtained until improved performance is sustained over more than a one-year period.

7. The Florida Department of Education shall, in addition to the overall Chapter I program monitoring tasks described herein, specifically monitor local districts on a regular basis to assure equal access and appropriate programming and services to limited English proficient students eligible under the federal Chapter I - migrant education program.

Such monitoring shall include:

a. use of statewide and localized Migrant Student Record Transfer System (MSRTS) specifically addresses the need for an appropriate use of data as to limited English proficient migrant students,

b. utilization of bilingual personnel who can communicate with the students and identify LEP students eligible for Chapter I - migrant programs and services.

8. LEP students shall be provided access to appropriate compensatory programs intended to prepare them for passing the state's competency testing requirements for graduation. This shall include access to courses, programs and services intended to remediate students failing to attain minimum required levels for passing such tests.

a. The Florida Department of Education shall retain the following data on LEP students by school district: (1) the number taking, passing and not passing the state's competency testing instrument, and (2) the number of students enrolled in funded compensatory programs.

9. Students in grades 3, 5, and 8 who have been in a membership in an ESOL program for LEP student for two or fewer years may be exempted from participation in the SSAT-I examination program or alternative program. Each school district will offer alternatives for the use of the SSAT-I for the measurement of the minimum standards for grades 3, 5, and 8. These alternatives shall measure the same standards as those measured by the SSAT-I through methods appropriate for the LEP student. The Florida Department of Education shall assist school districts in identifying or developing these alternative methods. Remedial programming that is responsive to the unique linguistic and cultural needs of the LEP students shall be provided to those students who do not meet the performance standards as measured by the SSAT-I or the alternative methods described herein.

10. LEP students who by the end of grade 12 fail to meet the 10th grade standards as measured by the SSAT-I and II, the student shall be provided compensatory education for the "thirteenth year" as provided in s. 232.246(10), F.S. If after the thirteenth year the student is still unsuccessful in meeting the 10th grade standards as measured by the SSAT-I and II, the student may be eligible to be reported for FTE funding in the appropriate courses in the Adult Education Program of the FEFP. In the case of the SSAT-I, alternative methods of measuring compliance with the standards shall be used where feasible, for LEP students if the students are unable to demonstrate achievement of the standards through the use of the SSAT-I due to deficiencies in language proficiency.

C. Exceptional Student Education

1. This section applies to handicapped and gifted students.

2. The Florida Department of Education shall monitor districts to ensure equal access for LEP students who are also exceptional students and to ensure appropriate exceptional student programming and services pursuant to federal and state law and regulations for these students.

a. Each school district's procedures for identification, assessment and evaluation shall provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. For children and students not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child or student.

b. Data, including but not limited to diagnostic, evaluation, educational, or social data, shall be reviewed when recommending student eligibility for a special exceptional student program.

c. For new exceptional students assigned to a special program, an individual educational plan (IEP) must be developed prior to assignment to special education programs and within 30 calendar days following determination of eligibility. IEPs must be reviewed at least annually and the parent must be notified of the meeting.

d. Communication with parents who are not proficient in the English language shall be in the language or other mode of communication commonly used by the parent unless such communication is clearly not feasible.

e. Individual educational plans for eligible LEP students must incorporate specific modifications to accommodate their levels of English proficiency consistent with sections I and II of this agreement.

3. A district's exceptional program plan shall not be approved where a district is failing to provide eligible LEP exceptional students and/or parents appropriate procedures, programming and/or services pursuant to the above described standards.

4. Each district shall report annually to the Florida Department of Education the number of exceptional students served by race, national origin, limited English proficiency and type of exceptional program.

5. Provision of exceptional student education programming and services shall be coordinated with the provision of other instruction, ESOL and/or home language programming as part of an student's LEP student plan.

D. Dropout Prevention

1. The Florida Department of Education shall monitor to ensure that LEP, racial and national origin minority students are provided equal access to state funded drop-out prevention programming and services, which shall be adapted as necessary to appropriately address LEP student needs, in a manner consistent with Section II of this agreement. The Florida Department of Education shall develop standards for district compliance in the provision of such services

a. Each district shall report annually to the Florida Department of Education the number of students served by dropout prevention programs by race, national origin, limited English proficiency, and type of service;

b. Advisory councils representing parents of LEP students shall participate appropriately in the development of a comprehensive program plan for dropout prevention.

2. A district's dropout prevention plan shall not be approved which fails to appropriately address LEP students' needs in a manner consistent with the standards in D.1. above.

E. Student Services

1. The Florida Department of Education shall monitor regularly and set standards to ensure that LEP students are provided equal access to student services (e.g., counseling) provided pursuant to F.S. Section 230.2313.

F. Equal Access of LEP Children to Pre-Kindergarten Programs

1. The Florida Department of Education shall monitor regularly local school district implementation of federally and state funded pre-kindergarten programs (such as Head Start,

Migrant Pre-Kindergarten, Pre-Kindergarten Early Intervention, and related programs) to ensure equal access and appropriate services for eligible LEP, racial and national origin minority children who are eligible for such programs, in conformity with Section II of the Agreement.

2. Each district shall report annually to the Florida Department of Education the number of LEP, racial and national origin minority children eligible for and served by pre-kindergarten programs, indicating which programs they are served by.

3. A district's Pre-Kindergarten plan shall not be approved unless it fully complies with the standards set forth in F.1 and the data-gathering responsibilities in F.2.

G. Equal Access for Immigrant Students

1. The Florida Department of Education shall issue and monitor guidelines and standards to ensure that refugee and other immigrant LEP, racial and national origin minority students are provided free, equal and unhindered access to appropriate schooling throughout the state of Florida in compliance with the U.S. Supreme Court's mandate in Plyler vs. Doe, the federal Emergency Immigrant Education Act, Transition Program for Refugee Children, Family Educational Rights and Privacy Act (FERPA) and other applicable federal and state law. The standards shall provide that:

a. no district shall classify undocumented or other immigrant students on the basis of their federal immigration status as non-residents under state school attendance law;

b. no district shall inquire into an individual student's or his or parents' immigration status as such, for any educational purpose, except in the following circumstances:

1.) inquiry into whether or not a student satisfies the eligibility requirements of the federal Emergency Immigration Act (e.g., whether a student if foreign born, arrives in the U.S. within the last three years, and is in his or her first district of U.S. school attendance); or Transition Program for Refugee Children (e.g., whether a student has status as a refugee under federal immigration law);

2. No district shall in any case elicit, compile, nor maintain lists of students with alien registration numbers and those without.

3. No personally identifiable data of any kind shall be elicited, compiled or maintained as to any individual student's immigration status except as described above.

4. No prospective students nor student shall be referred or reported to the U.S. Immigration and Naturalization Services (INS) for any reason prior or subsequent to admission. A parent or guardian of a child on an I-20 visa or applying for such a visa may sign a release of data authorizing such referral on reporting.

5. No student shall be required to have or obtain a federal social security number as a precondition or condition subsequent to admission, or as a prerequisite for service under any federally funded program unless that program's statute and regulations specifically require such an exclusion.

6. No student shall be denied any federally funded educational services unless that program's statutes and regulations specifically require such exclusion. No eligible student shall be denied services under any state or locally funded program.

H. Chapter 2

1. No district Chapter 2 application shall be approved by the Florida Department of Education unless it assures equal access to limited English proficient students who are within the targeted program, school, and/or area where funds are expended.

2. The Florida Department of Education shall monitor districts for compliance in accordance with provisions of their approved Chapter 2 plan and applicable federal and state requirements.

3. Each district shall report annually to the Florida Department of Education the number of students served by federal Chapter 2 programs and services by race, national origin, and limited English proficient as provided for in the state student data base plan.

I. Pre-First Grade Classes

1. The Florida Department of Education shall monitor to ensure that district procedures for the enrollment of children in pre-first grade classes comply with the applicable requirements of federal and state law, including:

a. individualized assessment and appropriate provision for specific educational needs in the least restrictive environment

b. the use of multiple valid and reliable criteria

c. appropriate parental participation and informed notice in the parent's primary language.

J. Home-School Communication

1. The Florida Department of Education shall monitor regularly to ensure that all communications (written and oral) between school district boards and personnel and parents of current or former limited English proficient students are undertaken in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible.

K. Discipline

1. The Florida Department of Education shall issue and monitor standards to assure that no national origin minority or limited English proficient student is subjected to any disciplinary action because of their use of a language other than English.

IV

PERSONNEL

A. Certification and Inservice. -

1. The following certificate coverage shall apply to instruction for limited English proficient students and shall be issued by the Florida Department of Education:

a. Basic ESOL endorsement as currently provided in rule 6A-4.0244

6A-4.0244 Specialization Requirements for the Endorsement in English to Speakers of Other Language - Academic Class

(1) A bachelor's or higher degree with certification in another subject, and
(2) A minimum score of two hundred twenty (220) on the Test of Spoken English (TSE), and
(3) Fifteen (15) semester hours in English to speakers of other languages (ESOL) to include credit in each of the areas specified below:

(a) Methods of teaching English to speakers of other languages (ESOL),
(b) ESOL curriculum and materials development,
(c) Cross-cultural communication and understanding,
(d) Applied linguistics, and
(e) Testing and evaluation of ESOL

b. Basic ESOL coverage will be developed and adopted as a rule based on appropriate degree from appropriately accredited institution. Such coverage will enable a person who has a degree in ESL or ESOL from such an accredited institution, whether in-state or out-of-state, to receive that coverage needed to be qualified as set forth in this Agreement.

c. Each district shall submit in its district's LEP plan, the procedures they will use to monitor the oral language proficiency of teachers of LEP students in math, science, social studies or computer literacy courses in the LEP student's home language using the following criteria:

(1). Has a passing grade on a language examination designed to determine whether a person has a language proficiency necessary to teach elementary or secondary students in that language. The Florida Department of Education shall by October 1, 1990 develop a list of approved tests. A district which wishes to use an alternative examination shall submit it to the Florida Department of Education for approval prior to its utilization, or

(2). Holds a Florida foreign language certification coverage in the language which the teacher will utilize to instruct LEP pupils.

d. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory and has completed, prior to July 1, 1990, at least two years of successful teaching of Basic ESOL to LEP students, as verified in writing by the

Superintendent, may be issued the appropriate Basic ESOL endorsement. Such teachers shall complete 3 semester hours or 60 inservice points from A.1.a.(3)(a)(b)(c) or (e). The three hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990 and may be used toward meeting the 6 semester hour renewal requirements for that validity period. The school district shall maintain records on how teachers were evaluated as being successful. The experience in a Basic ESOL class acceptable as provided herein shall have been taught using ESOL strategies.

2. Qualified personnel shall be defined as provided in Rule 6A-1-0503.

6A-1.0503 Definition of Qualified Instructional Personnel

A qualified instructional staff member who meets one (1) of the following conditions:

(1) Holds a valid Florida teacher's certificate with appropriate coverage as provided for in the Course Code Directory.

(2) Is a selected noncertificated person employed under the provisions of Rule 6A-1.0502, FAC, or

(3) Holds a valid Florida teacher's certificate with coverage other than that deemed appropriate by subsection (1), has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field, after determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board only under one (1) of the following conditions:

(a) The individual is in the first year of employment in the specific area and has not been granted, during any preceding year in the district, approval by either the school board or the Department to be employed out-of-field in an area for which specific certification is otherwise required, or

(b) The individual has earned, during a period of twelve (12) months immediately preceding September 1 of the school year, at least six (6) semester hours of credit or equivalent toward the appropriate certification required by subsection (1), or in lieu thereof has provided a doctor's statement certifying to medical inability to earn such credit during the prescribed time.

3. Inservice standards for teachers of basic subject areas through ESOL or home language instructional strategies.

a. Any teacher of basic subject areas, through ESOL strategies (math, science, social studies, computer literacy), assigned to instruct LEP students on September 15, 1990 or for the first time in of any given school year thereafter shall complete at least 60 points of inservice training or equivalent college credit in subjects specified in A1.a.(3)(a), (b), (c), and (e) by September 15 of the following year.

b. Any teacher of basic subject areas, through home language strategies (math, science, social studies and computer literacy), assigned to instruct LEP students on September 15, 1990 or for the first time in of any given school year thereafter shall complete at least 60 points of inservice training or equivalent college credit in a) methods of teaching home language, b) home language curriculum and materials development and c) testing and evaluation in the home language by September 15 of the following year.

c. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory for the subject(s) and grades taught and has completed prior to 1990-91 at least two years of successful teaching of basic subject areas using ESOL strategies (math, science, social studies or computer literacy), to LEP students as verified in writing by the superintendent may be exempt from the requirements of A. 3. a. Such teacher shall complete 3 semester hours or 60 inservice points from A. 1. a. (3)(a), (b), (c), or (e). The three semester hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990, and may be used toward meeting the 6 semester hour renewal requirements for that validity period. The school district shall maintain records on how the teacher was evaluated as successful. The experience in a basic subject area ESOL class acceptable as provided herein shall have been taught using ESOL strategies.

d. A teacher who has appropriate certification as specified in the 1989-90- Course Code Directory for the subject and grades taught and has completed prior to 1990-91 at least two years of successful teaching of basic subject matter through the home language strategies as verified in writing by the superintendent may be exempt from the requirements of A. 3. a. Such teacher shall submit 3 semester hours or 60 inservice points from A. 1. a(3)(a), (b), (c), or (e) of the 6 semester hours required for the first certificate renewal after July 1, 1990. The school district shall maintain records on how the teacher was evaluated as being successful. The experience in a basic subject area class acceptable as provided herein shall have been taught using home language strategies.

4. Inservice standards for teachers of LEP students in subjects other than basic ESOL and Basic Subject areas.

a. Any teacher assigned to instruct LEP students in other subject areas on September 15, 1990 for the first time in any given school year thereafter shall complete inservice training in subjects specified in A.1.a. (3), (a), (b), (c), and (e) for three full planning days or by other means approved in the district's LEP plan (equivalent of 18 inservice points or 3 semester hours) by September 15 of the following year.

b. A teacher who has appropriate certification as specified in the 1989-90 Course Code Directory for the subject(s) and grades taught and has completed prior to 1990-91 at least one year of successful teaching of other subject areas, to LEP students as verified in writing by the superintendent may be exempt from the requirements of A. 4. a. Such teacher shall complete 3 semester hours or 60 inservice points from A. 1. a. (3)(a), (b), (c), or (e). The three semester hours of college credit or 60 inservice points shall be completed for the first certificate renewal after July 1, 1990 and may be used toward meeting the 6 semester hours renewal requirement for that validity period. The school district shall maintain records on how the teacher was evaluated as being successful.

5. Inservice training programs - standards: Programs set forth herein which enable teachers to meet requirements through inservice points shall meet the following standards:

a. The time frames shall be divided between the contact time and supervised practicum.

b. The inservice training time allotted to the instructional components set forth in 3. a., b. and 4. a. above shall be appropriately divided.

c. A set of performance competencies with post-tests shall be developed by each district in their Master Inservice Plan for each of the components in 3. a., b. and 4. a. above and shall be utilized in the inservice training.

d. Trainers of home language teachers shall, where possible be persons who speak the targeted home language.

e. Each inservice program developed to meet these requirements shall be pre-approved by the Florida Department of Education and shall be monitored at least once every three (3) years to assure that the standards set forth herein are met.

f. Up to 60 inservice points or 3 semester hours earned in meeting the requirements of 3. a may be used by a teacher for certificate renewal.

g. Each district shall retain records for each teacher and aide that successfully completed the requirements.

6. Each school district shall develop and implement an inservice program for teacher aides who work with LEP students.

7. Each school district shall develop and implement the inservice requirements contained in 3. a., b. and 4. a. in the district's Master Inservice Plan.

8. Each district shall develop and implement training components, in addition to the requirements in 3. a., and b., and 4. a. needed to increase the effectiveness and efficiency of the program(s) provided limited English proficient students.

9 The Department shall provide technical assistance, including technological assistance where feasible, to school districts in implementation of the inservice training.

B. Certification Required As Appropriate Coverage

1. The Florida Course Code Directory by 1991-92 shall reflect the following certification requirements as appropriate coverage for instruction provided limited English proficient students.

a. Basic ESOL instruction shall require basic ESOL endorsement plus appropriate coverage or endorsement to teach English at the appropriate grade level, or

b. Basic ESOL instruction shall require basic ESOL coverage.

2. The Florida Course Code Directory by 1991-92 shall reflect that those courses taught using ESOL or home language to convey basic subject matter shall be taught by personnel:

a. meeting the terms of the Agreement and

b. who have the appropriate coverage or endorsement to teach the basic subject area courses at the appropriate grade level as accepted for instruction of non LEP students.

3. Upon verification by a superintendent that the district has been unsuccessful in recruiting ESOL basic, ESOL subject matter, or home language instructors, and that certain positions at given schools cannot be filled during any school year with a person who meets the requirements of this agreement, a teacher without the requirements may be assigned to such a classroom on condition that he or she meets the terms of IV.A. 2.

C. Exemptions

1. Basic ESOL: If the number of LEP students in a district is fewer than ten (10) within a radius of 20 miles of a given school or within the school attendance zone, whichever is larger, a district may apply to the Florida Department of Education for an exemption from the delivery of basic ESOL through an ESOL teacher for the respective group of students. Exemptions shall only be granted on a one year basis, are renewable, and may only be granted if the district documents specific efforts to address the English language needs of its students.

D. Supply of Personnel

1. The Florida Department of Education shall review annually the personnel utilized in teaching LEP students by program for the purpose of identifying the areas of need as "critical teacher shortages" areas. The State Board of Education shall take all necessary steps to assure that the benefits (set forth in 240.4062 and 240.4064, F.S.) shall be made available to teachers in critical teacher shortage areas.

E. Inservice Evaluation

During 1992-93, the Department of Education shall conduct an evaluation of this system of inservice in A. 3. and 4., and shall make recommendations for revising the system based on analysis of student outcome measures.

F. Implementation Schedule For Section IV

1. Principles of Implementation

a. Except as set forth below, any teacher required to have an endorsement or training pursuant to this Agreement shall complete such training within one year of his or her initial assignment.

b. Exceptions to F. 1. a.:

(1). A beginning teacher shall complete the inservice requirements within two (2) years of initial assignment.

(2). A teacher required to have an ESOL endorsement on a certificate pursuant to this Agreement shall complete course work required for such endorsement within three (3) calendar years of his or her initial assignment

2. Interim measures - In recognition that this Agreement will require large numbers of teachers to be trained for the first time and that this poses a burden for school districts, the following interim measures will be in effect until 1993-94 except as specified herein:

a. During the 1990-91 school year, the following steps shall be taken to provide a phase in of the requirements of Section IV:

(1). Each school district shall conduct a survey of its LEP students and shall determine based thereon the number of teachers by school who need to be trained under this Agreement. Such survey will be completed by February, 1991.

(2). Each school district shall establish a program to assure that all ESOL Basic teachers needing training shall initiate training by the beginning of the 1991-92 school year and shall complete such training by the beginning of the 1994-95 school year.

(3). Each school district shall project the number of ESOL subject matter teachers and home language Basic subject matter teachers needed by the district and shall initiate a program which will assure that the grouping of teachers with the largest number shall begin training by the beginning of the 1991-92 school year and complete such training by the beginning of the 1993-94 school year and that the grouping of teachers with the lesser number shall begin training by the beginning of the 1991-92 school year and complete same by the beginning of the of the 1994-95 school year.

(4). Each school district shall also develop and implement a training and informational program for administrators, including principals, concerning this Agreement and the educational needs of LEP students.

b. Beginning in the 1991-92 school year those teachers requiring inservice training pursuant to IV. A. 4. shall complete such training within a school year. Each year thereafter those teachers who have not already completed the training shall complete the requisite training.

c. Those teachers who must complete specified credit or inservice points for certificate renewal pursuant to IV. A. 1. (d), 3. (c), or 4. (b) shall complete such training by the following time periods: Those whose validity period ends prior to July 1, 1993 shall complete requirements by June 1992; those whose validity period ends July 1, 1994 shall complete requirements by June 1993; those whose validity period ends July 1, 1995 shall complete requirements by June 1994.

V

MONITORING ISSUES

A. The Florida Department of Education shall regularly monitor local school districts to ensure compliance with the provisions of this agreement pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act).

B. For purposes of such monitoring, limited English proficient students are to be defined as those eligible in accordance with identification and assessment as specified in this agreement.

C. Monitoring shall include periodic review of (1) program compliance, (2) equal access under the Florida Educational Equity Act, and (3) review of program effectiveness.

D. Sufficient specific staff of the Florida Department of Education shall be assigned responsibility for monitoring in accordance with this agreement. The Department may also arrange for persons who are not regular employees of the Department to assist in monitoring activities.

E. All state documents making findings with respect to compliance with the requirements of this section shall be retained in Tallahassee and the applicable school district in accordance with state law.

F. Program Compliance Monitoring

The Florida Department of Education shall specifically incorporate monitoring school districts for compliance with the programmatic requirements for LEP students as set forth in this agreement. Such monitoring shall be in conjunction with the comprehensive monitoring system of the Division of Public Schools.

1. This monitoring shall specifically determine compliance with the following issues:

a. identification and assessment as specified in this document, including:

(1) conduct of home language survey,
(2) national origin self identification,
(3) assessment of aural/oral language proficiency;
(4) assessment of English language reading and writing proficiency,
(5) use of approved district developed or adapted test procedures,
(6) functioning of LEP committees
(7) application of reclassification procedures, and
(8) post-reclassification monitoring procedures;

b. provision of basic ESOL instruction, ESOL and home language instructional strategies in basic subject areas, ESOL instruction in basic subject areas, and home language instruction in basic subject areas, and implementation in accordance with the approved plan for services to LEP students;

c. employment of qualified personnel as designated in Section IV; and

d. establishment and functioning of Parent of LEP students involvement as designated in this agreement.

2. Periodic compliance monitoring shall be on the same time schedule as that for the comprehensive monitoring system of the Division of Public Schools.

3. Each district shall retain on file documentation to verify compliance with items in this agreement.

4. The report of each program compliance monitoring shall include recommendations and corrective actions in accordance with the findings and shall be delivered to school districts in a timely manner and filed as a public record.

5. The Florida Department of Education shall issue an annual report summarizing the results of these compliance reviews, identifying patterns of noncompliance, and recommending remedial actions as appropriate. District failure to undertake necessary compliance action in a timely manner shall invoke the procedures and sanctions set forth in section 229. 565(4), Florida Statutes.

6. Monitoring of applicable criteria shall be planned and undertaken with appropriate consultation and participation of councils representing parents of LEP students. The district shall be responsible for making a copy of the monitoring report available to the respective council(s) representing parents of LEP students.

G. Equal Access

1. Periodic review of local district compliance with Florida Educational Equity Act shall incorporate a review of district compliance with this agreement in regard to equal access to categorical programming for eligible national origin minority students and LEP students.

2. Such reviews shall be conducted in accordance with Rule 6A-19.010, FAC, and shall ascertain and document compliance, or shall require corrective actions.

3. In addition to the requirements of Rule 6A-19.010, FAC, the Florida Department of Education shall conduct a data review of all school districts within a three year period in order to ascertain any major deviance from expected data patterns. Where deviations are noted, the district shall be informed and shall be required to address the issue and report action taken.

H. Complaints

Any interested person or organization may file a complaint with the Florida Department of Education alleging violations by a school district of the terms of this agreement. The written complaint shall be specific as to the alleged violation. The Florida Department of Education shall have 60 days after the receipt of the complaint in which to investigate the allegations and report findings to the district and complainant. Any violations shall have corrective action specified. This complaint process is independent of the individual's rights under state and federal law.

VI

OUTCOME MEASURES

A. The Florida Department of Education will strive in the future to develop an evaluation system containing outcome measures for assessing the fulfillment of Federal and State law in regard to limited English proficient students. The goal is to not only more effectively and efficiently measure compliance but to substitute outcome measures for, where appropriate, the minimum input measures as contained in this agreement that have or may be becoming maximum standards shortly after implementation of this agreement.

B. The Florida Department of Education shall design an evaluation system containing output measures by October 1, 1991. The state data system shall be amended to include needed data items between October 1, 1991 and June 30, 1992. The evaluation shall be implemented in the 1992-93 school year.

C. The evaluation system shall address equal access and program effectiveness.

D. Equal Access

The Florida Department of Education shall conduct a data review of all school districts within a three year period in order to ascertain any major deviance from expected data patterns. Where deviations are noted, the school district shall be informed and shall be required to address the issue and report action taken. The district profiles include a comparison of (1) national origin minority students, (2) students who are not national origin minorities and (3) LEP students on the following indicators such as:

1. participation in categorical programs, participation in special programs in the Florida Education Finance Program, and participation in targeted academic courses

E. Program Effectiveness

1. The Florida Department of Education shall establish a system for minimum review of program effectiveness which shall include review data such as:

a. students are acquiring English language skills sufficient for parity of participation with non LEP students within a reasonable period of time

b. students are learning and progressing toward completion of requirements specified in district's pupil progression plan as evidence by a comparison of LEP and non LEP students.

c. A comparison of LEP and non LEP students (by race/ethnic, national origin and district) on:

1. retention rates
2. graduation rates
3. dropout rates
4. grade point average
5. state assessment test scores

Districts shall annually collect these types of data.

d. Comparison of student identification and student exit data from ESOL programs by home language by district and state.

2. The Florida Department of Education shall designate employees to provide technical assistance to those school districts whose data suggest that inadequate or inappropriate services are being provided to LEP students. Such technical assistance shall include:

a. joint determination of practices to be investigated by the local school district,

b. involvement of the LEP parent group and school district personnel in determining actions to improve the situation, and

c. a summary report to the Division of Public Schools.

3. The data for school districts receiving technical assistance as described above shall be reviewed the following year to identify the impact of any changes made.

4. The Florida Department of Education shall annually summarize in a written report the results of the program effectiveness monitoring.

MODIFICATION TO THE CONSENT DECREE

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF FLORIDA
MIAMI DIVISION

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC); et al., Plaintiff, vs. FLORIDA BOARD OF EDUCATION, ET AL., Defendant	) Case No.: Case No. 90-1913-CIV-Moreno

STIPULATION MODIFYING CONSENT DECREE

On August 14, 1990, this lawsuit was settled and a Settlement Agreement was approved as an order of the Court. On January 17, 2003, Plaintiffs' moved to enforce the terms of the Consent Decree and on February 28, 2003, the Court ordered the parties to commence mediation immediately.

On April 25, 2003, the parties participated in mediation before former United States District Judge Edward B. Davis, in Miami, Florida. This is the first modification that the parties have sought of the original Consent Decree. The parties agree to modify the Consent Decree with respect to § IV *(Personnel), as set forth herein.*

1. Nothing herein is intended to diminish any option for endorsement or coverage set forth in the August 14, 1990, Decree. Rather, this stipulation sets forth an additional means by which a certified teacher may obtain ESOL subject area coverage. It also establishes training and/or educational requirement for persons holding administrative and guidance counselor positions. All other requirements of § IV that are not inconsistent with this modification continue.

2. A certified teacher may obtain ESOL subject area coverage by virtue of passing a state approved ESOL certification examination. Any teacher who receives coverage in ESOL through this option shall be required to obtain 120 hours of in-service training or continuing education ESOL-approved courses within a three (3) year period of the date of their receipt of ESOL certification. This requirement includes those who have already been certified un the proficiency test method. Any ESOL-approved in-service hours and course work taken prior to gaining ESOL certification may be counted toward the required 120 post-certification hours.

3. Defendants shall require that school administrators and guidance counselors be required to obtain sixty (60) house on in-service training or continuing education in ESOL-approved courses within a three (3) year period of the effective date of this Stipulation. Any school administrators and guidance counselors hired after the effective date of this Stipulation shall have three (3) years from the date of being hired to meet this requirement. Any ESOL-approved in-service hours and course work taken prior to the effective date of this Stipulation or prior to hiring may be counted toward the required sixty (60) post-certification hours.

4. The Department shall inform all districts of the terms of this modification within thirty days of court approval. It shall further require all districts to develop reasonable procedures to assure that all affected personnel are making regular progress in meeting its terms, which shall be reviewed in monitoring visits. No ESOL certificate shall be renewed for any teacher that obtained ESOL subject area coverage through the option described in ¶2 who has not completed the requisite training three (3) years.

5. Plaintiffs' designated experts will be given secured access to review the active ESOL subject area tests and to provide meaningful input to the Department regarding changes that might be suggested regarding the test, item specifications and the skills and competencies to be tested. The process for review may involve any of the following.

(a) Plaintiffs may designate up to five experts who will be given access to the two active ESOL subject area certification tests. As part of this review, these experts will have to travel to Tallahassee and sign the Department's standard test security agreement prior to reviewing the tests. The review will take place in the presence of a Department employee and any item specific comments or notes must be given to the Department's designee before leaving at the end of the review period. No item specific notes or documentation may be taken out of the secure test reviewing area.

(b) Upon request of the Plaintiffs and/or their designated experts, the item specifications may be made available to the designated experts only. The experts may not copy or distribute any of the item specifications to any other individual or entity, and must return the item specifications to the Department prior to the date of the above-referenced test review.

(c) Defendants will make available to Plaintiffs' experts as part of the access provided under ¶5(a) above, all material relied upon in the development of the tests.

(d) The date for the above-referenced test review shall be set by the parties for the month of August, 2003. It is understood that a review might take more than one day, and upon request of Plaintiffs' experts any reasonable request for more time shall be accommodated.

(e) The Department shall have ninety (90) days after the receipt of the suggestions and comments from the Plaintiffs' designated experts to review said suggestions and comments and shall thereafter have an additional sixty (60) days to respond.

6. Defendants agree to perform a substantial review of the existing ESOL certification test instrument commencing in 2004 and Plaintiffs and or their designees' input provided for as specified in ¶5 above will be considered in the review as provided for in ¶5 above. The product of this review shall provide reasonable assurance that the test adequately measures knowledge of each of the five (5) areas set forth in § IV.A.I (a) of the Consent Decree. The review will be completed no later that July 1, 2006.

7. Any decision about modification to the ESOL certification test, as well as the content and curricula of post-certification training, is solely within the discretion of the Defendants so long as the product meets professional standards and is congruent with ¶6.

8. This Stipulation shall become an addendum to § IV of the Consent Decree, and shall have the full force of the Consent Decree after approval by the Court. To the extent that anything herein is incompatible with the Decree, this Stipulation shall govern.

9. The parties agree that within twenty (days) of signing this Stipulation, they will jointly file with the Court a Motion to Approve Stipulation Modifying the Consent Decree.

10. Plaintiffs agree that within five (5) days of the Court approving the Stipulation, they will move the Court to withdraw all pending motions regarding their efforts to enforce the Consent Decree.

11. The Defendants agree to commence rulemaking if necessary to effectuate the terms of the Stipulation within ninety (90) days of Court approval.

12. If the Court does not approve this Stipulation, then it shall be deemed null and void, and all parties shall be placed in the same position as if this Stipulation was never proposed or agreed to by the parties.

IN WITNESS WHEREOF, the parties to this Stipulation of Abatement have executed the same as of this 2nd day of September, 2003.

Counsel for Plaintiffs

PETER D. ROOS
California Bar No. 41228
Multicultural Education, Training and Advocay (META), Inc.
785 Market Street
Suite 420
San Francisco, CA 94103
Telephone: 510-596-9036
Facsimile: 415-546-6363

Counsel for Defendants

CHARLES J. CRIST, JR.
Attorney General

CHESTERFIELD SMITH, JR.
Senior Assistant Attorney General
Chief, State Program Litigation
Florida Bar No. 852820

JASON VAIL
Senior Assistant Attorney General
Florida Bar No. 298824

Office of the Attorney General
PL 01 The Capitol
Tallahassee, Florida 32399-1050
Telephone: (850) 414-3300
Facsimile: (850) 488-4872

Appendix I

List of Aural/Oral Language Proficiency Tests

LIST OF AURAL/ORAL LANGUAGE PROFICIENCY TESTS APPROVED BY THE FLORIDA DEPARTMENT OF EDUCATION FOR USE IN THE ASSESSMENT AND PLACEMENT OF LEP STUDENTS

In Effect as of June, 2000

Name of Testing Instrument	Description/Use	Grade Level(s)	Languages	Administration Method/Time	Publisher/ Distributor
Balado Listening Comprehension Test*	Language dominance: Determine language functional level and strengths & weaknesses in both languages	K-12	English & Spanish	Individual or group; 30-40 min. hand scored; listen to verbal cue and place an "X" on drawing	School Board of Brevard County Division of Instructional Services 1274 S. Florida Ave Rockledge, FL 32955 (407)631-1911 Dr. Carl R. Balado University of Central Florida (407) 275-2054
Basic Inventory of Natural Language*	Proficiency; dominance; screening; placement; diagnosis	K-Adult	English, Spanish, Vietnamese, Armenian, Japanese, Korean & Cantonese	Individual/group 10-15 minutes oral; hand/machine scoring	CHECpoint Systems, Inc. 1520 N. Waterman Ave. San Bernardino, CA 92404 (909) 888-3296 (After Noon EST) FAX (909) 384-0519
Bilingual Syntax Measure (BSM)	Tests syntax mastery and proficiency in both Spanish and English	Measure I - PreK-2 Measure II - 3-12	English & Spanish		The Psychological Corporation Order Service Center P. O. Box 839954 San Antonio, TX 78283-3954 (800) 228-0752 FAX (800) 232-1223
Crane Oral Dominance Test*	Tests language dominance	K-12	English & Spanish	Individual 20 minutes	Bilingual Education Services Inc. 2514 S. Grand Ave. Los Angeles, CA 90007-9979 (800) 448-6032 or FAX (213) 749-1820
Dade County Oral Language Proficiency	Listening and speaking skills based on student's	PreK – 12	English	Individual	Dade County Public Schools Purchasing Department

Name of Testing Instrument	Description/Use	Grade Level(s)	Languages	Administration Method/Time	Publisher/ Distributor
Scale*	response to oral and visual stimuli				1450 N.E. 2nd Ave Miami, FL 33132
Dade County Secondary Level Placement Test*	Listening & Speaking skills based on student's response to oral and visual stimuli	6 – 12	English with instructions in Haitian Creole and Spanish	Individual Group Approximately 75 minutes	Dade County Public Schools 1450 N.E. 2nd Ave Purchasing Department Miami, FL 33132
Idea Oral Language Proficiency Tests (IPT I and IPT II)*	Proficiency; language dominance; place-ment; diagnostic; exit Spanish version developed specific-ally for Spanish speakers	IPT I/ K-6 IPT II 7-12	English & Spanish	Individual; 8-14 min. Oral, pointing performance, hand scored	Ballard & Tighe Publishers 480 Atlas St. Brea, CA 92621 (800) 321-4332 FAX (714) 255-9828
Language Assessment Battery (LAB)*	Proficiency & Dominance; Used for Placement & Exit; Multiple choice; Free response; Spanish version constructed specifically for Spanish speakers. Each of the two versions consists of levels (K-2, 3-5, 6-8, 9-12) Spanish version parallels the English version, but is not a translation.	K-12 Test levels not equated	English & Spanish	Individual/group; 5-40 minutes; Oral writing; marking, pointing, hand/machine scored	New York City Board of Education Test Administration - LAB Division of Assessment and Accountability 44-36 Vernon Blvd. Long Island City, New York 11101 (718) 349-5620 FAX (718) 349-5642 Contact: Phillip Renaldes
Language Assessment Scales (LAS-O)	Proficiency; Screening; Placement; Exit; Formal observation; Spanish version	1-12	English & Spanish	Individual 5-25 minutes oral bilingual examiner recommended, hand scored	CTB/McGraw Hill P. O. Box 150 Monterey, CA 93942-0150 (800) 538-9547 Southern Regional Office

Name of Testing Instrument	Description/Use	Grade Level(s)	Languages	Administration Method/Time	Publisher/ Distributor
					3260 Peachtree Industrial Blvd. Suite 20 Deluth, GA 30136 (770) 662-4300 FLA Representative: Dan Gall (904) 763-3592
Maculaitis Assessment of Competence (MAC)	Proficiency Relative proficiency Placement Diagnosis Exit Multiple choice Formal observation Rating scale Writing sample Measures L/S/R/W; uses pictures; responses in speaking or writing	Prek -12 author cautions against making interpre-tations across grades	English	Individual/Group 15 min.-1hr.50min. Oral, writing, bubbling. Bilingual examiner recommended. Hand/machine scored	Touchtone/TAFA P. O. Box 382 Brewster, NY 10509 (914) 277-4900
Peabody Picture Vocabulary Test - Revised (PPVT-R)	Provides a measure of receptive vocabulary and estimates verbal ability or scholastic aptitude	PreK-Adult	English & Spanish	Individual 10-20 min.	American Guidance Service (AGS) 4201 Woodland Road Circle Pines, MN 55014-1796 (800) 328-2560

Test of Language Development Primary TOLD-P:2* Replaced by TOLD: P/3 1997	Has seven subtests that measure different components of spoken language, assess the understanding and meaningful use of spoken words, assess differing aspects of grammar, measure the abilities to say words correctly and to distinguish between words that sound similar. New version includes subtests and new composite scores.	Age Levels: 4 to 8.11 years	English	Individual 30-60 minutes	PRO-ED 800 Shoal Creek Boulevard Austin, TX 78757 (800) 897-3202 Ext. 640 Taddy Maddox
Test of Language Development TOLD-I:2* Replaced by TOLD: I/3 1997	Has five subtests that measure different components of spoken language GENERALS, MALAPROPISMS, and VOCABULARY assess the understanding and meaningful use of spoken words. SENTENCE COMBINING, WORD ORDERING, And GRAMMATIC COMPREHENSION assess differing aspects of grammar. New version has a new subtest: 'PICTURE VOCABULARY'	Age Levels: 8 to 12.11 years	English	Individual 30-60 minutes	PRO-ED 8700 Shoal Creek Boulevard Austin, Texas 78757-6897 (512)451-3246

* Copy available for review through the Office of Multicultural Student Language Education (OMSLE)

Effective as of June, 2000

Appendix J

Limited English Proficient Student Information Edits

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

1. District Number, Current Enrollment must be numeric, in the range 01-69, 71-75 or 78-79 and must be correct for the district submitting the data. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected since the District Number, Current Enrollment is not in the appropriate range. The fourth record would be rejected if district 01 submitted the record.

District Number, Current Enrollment	School Number, Current Enrollment	Student Number Identifier, Florida
01	0021	012345677X
01	0021	012345678X
* 00	0021	012345679X
* 02	0021	012345676X

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the District Number, Current Enrollment and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

2. School Number, Current Enrollment must be numeric in the range 0001 to 9899, N998 or N999. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the School Number, Current Enrollment is not in the appropriate numerical range. The fourth record would be rejected because the School Number, Current Enrollment is not numeric, or N998 or N999.

District Number, Current Enrollment	School Number, Current Enrollment	Student Number Identifier, Florida
01	0021	012345676X
01	N998	012345677X
* 01	9999	012345678X
* 01	C901	012345679X

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the School Number, Current Enrollment and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

3. The first nine positions of Student Number Identifier, Florida must be numeric. The tenth position of Student Number Identifier, Florida must either be an "X" or numeric. If the tenth position of Student Number Identifier, Florida is numeric, the first two digits must be a valid district number in the range 01-75 or 78-79. If the tenth position of the Student Number Identifier, Florida is an "X", the first three positions may not all be zeroes. -record rejected- ←

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the tenth position of the Student Number Identifier, Florida must be numeric or an "X". The fourth record would be rejected because the Student Number Identifier, Florida contains blanks. The fifth record would be rejected because the first two digits are not a valid district number. The sixth record would be rejected because the tenth position contains an "X", and the first three positions are all zeroes.

District Number, Current Enrollment	School Number, Current Enrollment	Student Number Identifier, Florida
01	0151	1234567891
01	0151	123456789X
* 01	0151	123456789C
* 01	0151	123456789
* 01	0151	0023456791
* 01	0151	000123456X

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Student Number Identifier, Florida and resubmit the records.

4. Survey Period Code must be 2, 3 or 5 and must be correct for the submission specified by the district. -record rejected-

EXAMPLE

The Survey Period Code as specified in the transmission Job Control Language (JCL) or in statements for tape transmission is identified as Survey Period "2". However, if records on the transmission have a Survey Period Code "4", all records updated, added or deleted with this inconsistency would be rejected.

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the Survey Period Code should be corrected either on the records coming in or the transmission JCL and all records should be resubmitted.

5. School Year must be correct for the submission specified by the district. -record rejected-

EXAMPLE

The School Year as specified in the transmission JCL or in statements for tape transmission is identified as the valid year for data submission. However, if records on the transmission have the previous School Year coded, all records updated, added or deleted with this inconsistency would be rejected.

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the School Year either on the records coming in or the transmission JCL and resubmit all records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

6. Limited English Proficient: Entry Date must be numeric and a valid date unless zero filled. -record rejected-

EXAMPLE

The first and third records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The second record would be rejected because the Limited English Proficient: Entry Date is not a valid date. The fourth record would be rejected because the Limited English Proficient: Entry Date is blank.

Student Number Identifier, Florida	Survey Period Code	School Year	LEP: Entry Date
123456789X	2	****	01181996
* 223456789X	3	****	02301997
323456789X	3	****	00000000
* 423456789X	5	****	

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Limited English Proficient: Entry Date and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

7. Limited English Proficient: Basis of Entry code must be A, R, L, or T. -record rejected-

EXAMPLE

The first record listed below would be added to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Limited English Proficient: Basis of Entry code is not valid.

Student Number Identifier, Florida	LEP: Basis of Entry
123456789X	A
* 223456789X	E

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Basis of Entry and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

8. Limited English Proficient: Student Plan Date must be numeric and a valid date unless zero filled. -record rejected-

EXAMPLE

The first and third records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The second record would be rejected because the Limited English Proficient: Student Plan Date is an invalid date. The fourth record would be rejected because the Limited English Proficient: Student Plan Date is blank.

Student Number Identifier, Florida	LEP: Student Plan Date
123456789X	01181997
* 223456789X	04311996
323456789X	00000000
* 423456789X	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Limited English Proficient: Student Plan Date and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

9. If Survey Period is 2 or 3, Limited English Proficient Classification Date must be numeric and a valid date less than or equal to the survey date unless zero filled. If Survey Period is 5, Limited English Proficient Classification Date must be numeric and a valid date less than or equal to June 30th unless zero filled. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because Limited English Proficient: Classification Date is an invalid date. The fourth record would be rejected because the Limited English Proficient: Classification Date is blank.

Student Number Identifier, Florida	LEP: Classification Date
123456789X	01181997
223456789X	00000000
* 323456789X	04311996
* 423456789X	04032011

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Limited English Proficient: Classification Date and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

10. Limited English Proficiency: Exit Date must be numeric and a valid date, unless zero-filled. –reject record–

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Exit Date is not a valid date or is it zero-filled.

Student Number Identifier, Florida	LEP: Exit Date
123456789X	01181997
* 223456789X	02311997

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the LEP: Exit Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

11. Limited English Proficient: Reevaluation Date must be numeric and a valid date unless zero filled. -record rejected-

EXAMPLE

The first two records listed below would be added to the data base assuming no other reject rule would cause their rejection. The third and fourth records would be rejected because the Limited English Proficient: Reevaluation Date is invalid or blank.

Student Number Identifier, Florida	LEP: Reevaluation Date
123456789X	01131998
223456789X	00000000
* 323456789X	06311999
* 423456789X	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Limited English Proficient: Reevaluation Date and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

12. Limited English Proficient: Extension of Instruction must be Y or Z. -record rejected-

EXAMPLE

The first two records listed below would be added to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Limited English Proficient: Extension of Instruction is invalid.

Student Number Identifier, Florida	Survey Period Code	LEP: Extension of Instruction
123456789X	2	Y
223456789X	3	Z
* 323456789X	5	N

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Extension of Instruction and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

13. The Limited English Proficient: Reclassification Date must be numeric and a valid date unless zero filled. -record rejected-

EXAMPLE

The first two records listed below would be added to the data base assuming no other reject rule would cause their rejection. The third and fourth records would be rejected because the Limited English Proficient: Reclassification Date is invalid and blank, respectively.

Student Number Identifier, Florida	LEP: Reclassification Date
123456789X	10131998
223456789X	00000000
* 323456789X	04311998
* 423456789X	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Limited English Proficient: Reclassification Date and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

14. If Survey Period is 2 or 3, Test Date Listening must be numeric and a valid date, less than or equal to the survey date, unless zero filled. If Survey Period is 5, Test Date Listening must be numeric and a valid date less than or equal to June 30th, unless zero-filled. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Test Date is invalid.

Student Number Identifier, Florida	Test Name	Test Date
123456789X	BOL	01181995
223456789X	ZZZ	00000000
* 323456789X	TLD	04311995

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

15. Limited English Proficient: Basis of Exit code must be A, R, L, or Z. -record rejected-

EXAMPLE

The first record listed below would be added to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Limited English Proficient: Basis of Exit code is not valid.

Student Number Identifier, Florida	LEP: Basis of Exit
123456789X	A
* 223456789X	E

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Basis of Exit and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

18. The Limited English Proficient: Student Plan Date must be a valid date and be greater than or equal to the Limited English Proficient: Entry Date. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Limited English Proficient: Student Plan Date is prior to the Limited English Proficient: Entry Date.

Student Number Identifier, Florida	LEP: Entry Date	LEP: Student Plan Date
123456789X	03251997	03291997
* 223456789X	03291997	03251997

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Student Plan Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

20. If there is a valid Limited English Proficient: Reclassification Date, then the Limited English Proficient: Reclassification Date must be greater than or equal to a valid Limited English Proficient: Exit Date. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Limited English Proficient: Reclassification Date is prior to the Limited English Proficient: Exit Date.

Student Number Identifier, Florida	LEP: Exit Date	LEP: Reclassification Date
123456789X	03251997	03291997
* 223456789X	03291997	03251997

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Reclassification Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

21. Each Limited English Proficient Student Information record must be unique based on the keys of District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period Code; and School Year. -first record accepted, all other duplicate records rejected-

EXAMPLE

The first, third and fourth records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The second and fifth records would be rejected since they are duplicates (same Student Number Identifier, Florida) of the first and fourth records, respectively.

District Number, Current Enrollment	Student Number Identifier, Florida	Survey Period Code	School Year
01	012345678X	2	****
* 01	012345678X	2	****
01	012345676X	2	****
01	012345679X	2	****
* 01	012345679X	2	****

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

If the records loaded to the data base are correct, no action is necessary. However, if the district wishes the rejected records to be loaded to the data base, the district must delete any invalid records, correct any rejected records if necessary, and resubmit the corrected records.

22. Test Name Listening must be a valid test on the Test Name Table in Appendix I with an indicator code of L (Listening) or Test Name Listening may be ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is invalid.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01172006	BOL
* 223456789X	01172006	SSL

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

23. The Test Subject Content Listening must be a valid code other than X_ unless ZZ. Valid Test Subject Content codes are specified in Appendix L of the DOE Information Data Base Requirements Volume I-Automated Student Information System manual. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Subject Content is invalid. The third record would be rejected because the Test Subject Content is blank.

Student Number Identifier, Florida	Test Date	Test Subject Content
123456789X	01171998	19
* 223456789X	01171998	03
* 323456789X	01171998	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

24. The Transaction Code must be A, C or D. For the original transmission, only A is valid. For subsequent batch/update submissions, if A is specified then the record must not already exist on the data base; if C or D is specified then the record must exist on the data base. -record rejected-

EXAMPLE

For all original transmissions, the Transaction Code must be "A". An original transaction is the first submission of a record during a survey period. After original transmission of records, changes to the record for elements other than the key elements must be done with a "C" as the Transaction Code. To delete a record, the Transaction Code must be a "D". To change key elements in a batch transaction, the record must FIRST be deleted with a "D" and then added with an "A". Records with an incorrect Transaction Code would be rejected.

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Transaction Code and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

25. The School Number, Current Enrollment must exist on the Master School Identification File as a valid active school in the district of enrollment, unless School Number, Current Enrollment is equal to N998 or N999. -record rejected-

EXAMPLE

The fourth and fifth records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. Records one, two and three would be rejected because the School Number, Current Enrollment does not exist on the Master School Identification File as a valid active school number for the District Number, Current Enrollment, or is not equal to N998 or N999.

District Number, Current Enrollment	School Number, Current Enrollment
* 09	8131
* 13	0021
* 15	C999
57	0051
63	N999

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the School Number, Current Enrollment and resubmit the records.

26. If the Test Date Listening is a valid date, then the Test Name Listening must be a valid code other than ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is blank.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01191998	BOL
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

27. Test Score Type Listening must be RS, SS, NP, or ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type
123456789X	01191998	LAS	RS
* 301741234X	01191998	LAS	ST

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Score Type and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

28. Test Score Listening must be numeric and right justified with leading zeros. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score contains alphabetic characters. The third record would be rejected because Test Score does not have leading zeros.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
123456789X	01191998	LAS	RS	0071
* 301741234X	01191998	LAS	SS	AA71
* 242424321X	01191998	LAS	RS	71

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

29. If Test Date Listening is equal to zero, then Test Name Listening must be ZZZ, the Test Score Type Listening must be ZZ, the Test Subject Content Listening must be ZZ, and the Test Score Listening must be zero. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name is not ZZZ and Test Score Type is not ZZ. The third record would be rejected because Test Subject Content is not ZZ and Test Score is not zero.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
123456789X	00000000	ZZZ	ZZ	ZZ	0000
* 301741234X	00000000	LAS	SS	ZZ	0000
* 242424321X	00000000	ZZZ	ZZ	01	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the appropriate fields and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

30. If Test Date Listening is greater than zero, then Test Score Type Listening must be a valid code other than ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score Type is ZZ. The third record would be rejected because Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	LAS	RS	0071
* 301741234X	01191998	LAS	ZZ	0071
* 242124321X	01191998	LAS	CC	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score Type and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

31. If Test Date Listening is greater than zero, then Test Subject Content Listening must be a valid code. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Subject Content is blank. The third record would be rejected because Test Subject Content is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	01191998	LAS	RS	01	0071
* 301741234X	01191998	LAS	RS		0071
* 242124321X	01191998	LAS	RS	99	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

32. If Survey Period is 2 or 3 Test Date Speaking must be numeric and a valid date, less than or equal to the survey date, unless zero filled. If Survey Period is 5, Test Date Speaking must be numeric and a valid date, less than or equal to June 30th , unless zero filled. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Test Date is invalid.

Student Number Identifier, Florida	Test Name	Test Date
123456789X	BOL	01192005
223456789X	ZZZ	00000000
* 323456789X	TLD	04312005

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Date and resubmit the record.

33. Test Name Speaking must be a valid test on the Test Name Table in Appendix I with an indicator code of S (Speaking) or Test Name Speaking may be ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is invalid.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01172006	BOL
* 223456789X	01172006	SSL

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

34. Test Score Type Speaking must be RS, SS, NP, or ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type
1234567892	01191998	LAS	RS
* 301741234X	01191998	LAS	ST

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Score Type and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

35. The Test Subject Content Speaking must be a valid code other than X_ unless ZZ. Valid Test Subject Content codes are specified in Appendix L of the DOE Information Data Base Requirements: Volume I--Automated Student Information System manual. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Subject Content is invalid. The third record would be rejected because the Test Subject Content is blank.

Student Number Identifier, Florida	Test Date	Test Subject Content
123456789X	01191998	19
* 223456789X	01191998	12
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

36. Test Score Speaking must be numeric and right justified with leading zeros. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score contains alphabetic characters. The third record would be rejected because Test Score does not have leading zeros.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	LAS	RS	0071
* 301741234X	01191998	LAS	SS	AA71
* 242424321X	01191998	LAS	RS	71

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score and resubmit the records.

37. If Test Date Speaking is equal to zero, then Test Name Speaking must be ZZZ, the Test Score Type Speaking must be ZZ, the Test Subject Content Speaking must be ZZ, and the Test Score Speaking must be zero. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name is not ZZZ and Test Score Type is not ZZ. The third record would be rejected because Test Subject Content is not ZZ and Test Score is not zero.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	00000000	ZZZ	ZZ	ZZ	0000
* 301741234X	00000000	LAS	SS	ZZ	0000
* 242424321X	00000000	ZZZ	ZZ	01	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the appropriate fields and resubmit the records.

38. If the Test Date Speaking is a valid date, then the Test Name Speaking must be a valid code other than ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is blank.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01191998	BOL
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

39. If Test Date Speaking is greater than zero, then Test Score Type Speaking must be a valid code other than ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score Type is blank. The third record would be rejected because Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	LAS	RS	0071
* 301741234X	01191998	LAS		0071
* 242124321X	01191998	LAS	CC	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score Type and resubmit the records.

40. If Test Date Speaking is greater than zero, then Test Subject Content Speaking must be a valid code. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Subject Content is blank. The third record would be rejected because Test Subject Content is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	01191998	LAS	RS	01	0071
* 301741234X	01191998	LAS	RS		0071
* 242124321X	01191998	LAS	RS	99	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

41. If Survey Period is 2 or 3, Test Date Reading must be numeric and a valid date less than or equal to the survey date, unless zero filled. If Survey Period is 5, Test Date Reading must be numeric and a valid date, less than or equal to June 30th, unless zero filled. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Test Date is invalid.

Student Number Identifier, Florida	Test Name	Test Date
123456789X	CAT	01192006
223456789X	ZZZ	00000000
* 323456789X	CAT	04312006

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

42. Test Name Reading must be an approved test listed on the Test Name Table in Appendix I with an indicator code of R (Reading) or Test Name Reading may be ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is invalid.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01172006	CAT
* 223456789X	01172006	SSL

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

43. Test Score Type Reading must be RS, SS, NP, or ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type
1234567892	01191998	CAT	RS
* 301741234X	01191998	CAT	ST

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Score Type and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

44. The Test Subject Content Reading must be a valid code other than X_ unless ZZ. Valid Test Subject Content codes are specified in Appendix L of the DOE Information Data Base Requirements: Volume I-Automated Student Information System manual. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Subject Content is invalid. The third record would be rejected because the Test Subject Content is blank.

Student Number Identifier, Florida	Test Date	Test Subject Content
123456789X	01191998	09
* 223456789X	01191998	12
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

45. Test Score Reading must be numeric and right justified with leading zeros. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score contains alphabetic characters. The third record would be rejected because Test Score does not have leading zeros.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	CAT	SS	0071
* 301741234X	01191998	CAT	SS	AA71
* 242424321X	01191998	CAT	SS	71

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

46. If Test Date Reading is equal to zero, then Test Name Reading must be ZZZ, the Test Score Type Reading must be ZZ, the Test Subject Content Reading must be ZZ, and the Test Score Reading must be zero. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name is not ZZZ and Test Score Type is not ZZ. The third record would be rejected because Test Subject Content is not ZZ and Test Score is not zero.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	00000000	ZZZ	ZZ	ZZ	0000
* 301741234X	00000000	CAT	SS	ZZ	0000
* 242424321X	00000000	ZZZ	ZZ	01	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the appropriate fields and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

47. If the Test Date Reading is a valid date, then the Test Name Reading must be a valid code other than ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is blank.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01191998	CAT
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

48. If Test Date Reading is greater than zero, then Test Score Type Reading must be a valid code other than ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score Type is blank. The third record would be rejected because Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	CAT	RS	0071
* 301741234X	01191998	CAT		0071
* 242124321X	01191998	CAT	CC	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score Type and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

49. If Test Date Reading is greater than zero, then Test Subject Content Reading must be a valid code. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Subject Content is blank. The third record would be rejected because Test Subject Content is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	01191998	CAT	RS	09	0071
* 301741234X	01191998	CAT	RS		0071
* 242124321X	01191998	CAT	RS	99	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

50. If Survey Period is 2 or 3, Test Date Writing must be numeric and a valid date, less than or equal to the survey date, unless zero filled. If Survey Period is 5, Test Date Writing must be numeric and a valid date less than or equal to June 30th, unless zero filled.. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Test Date is invalid.

Student Number Identifier, Florida	Test Name	Test Date
123456789X	TER	01192006
223456789X	ZZZ	00000000
* 323456789X	TER	04312006

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Date and resubmit the record.

51. Test Name Writing must be an approved test listed on the Test Name Table in Appendix I with an indicator code of W (Writing) or Test Name Writing may be ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is invalid.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01172006	IRW
* 223456789X	01172006	SSL

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

52. Test Score Type Writing must be RS, SS, NP, or ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type
1234567892	01191998	TER	RS
* 301741234X	01191998	TER	ST

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Score Type and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

53. The Test Subject Content Writing must be a valid code other than X_ unless ZZ. Valid Test Subject Content codes are specified in Appendix L of the DOE Information Data Base Requirements: Volume I-Automated Student Information System manual. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Subject Content is invalid. The third record would be rejected because the Test Subject Content is blank.

Student Number Identifier, Florida	Test Date	Test Subject Content
123456789X	01191998	36
* 223456789X	01191998	12
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

54. Test Score Writing must be numeric and right justified with leading zeros. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score contains alphabetic characters. The third record would be rejected because Test Score does not have leading zeros.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	TER	SS	0071
* 301741234X	01191998	TER	SS	AA71
* 242424321X	01191998	TER	SS	71

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score and resubmit the records.

55. If Test Date Writing is equal to zero, then Test Name Writing must be ZZZ, the Test Score Type Writing must be ZZ, the Test Subject Content Writing must be ZZ, and the Test Score Writing must be zero. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name is not ZZZ and Test Score Type is not ZZ. The third record would be rejected because Test Subject Content is not ZZ and Test Score is not zero.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	00000000	ZZZ	ZZ	ZZ	0000
* 301741234X	00000000	TER	SS	ZZ	0000
* 242424321X	00000000	ZZZ	ZZ	36	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the appropriate fields and resubmit the records.

56. If the Test Date Writing is a valid date, then the Test Name Writing must be a valid code other than ZZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because the Test Name is blank.

Student Number Identifier, Florida	Test Date	Test Name
123456789X	01191998	TER
* 323456789X	01191998	

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Test Name and resubmit the record.

57. If Test Date Writing is greater than zero, then Test Score Type Writing must be a valid code other than ZZ. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Score Type is blank. The third record would be rejected because Test Score Type is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Score
1234567892	01191998	TER	RS	0071
* 301741234X	01191998	TER		0071
* 242124321X	01191998	TER	CC	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Score Type and resubmit the records.

58. If Test Date Writing is greater than zero, then Test Subject Content Writing must be a valid code. -record rejected-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Subject Content is blank. The third record would be rejected because Test Subject Content is invalid.

Student Number Identifier, Florida	Test Date	Test Name	Test Score Type	Test Subject Content	Test Score
1234567892	01191998	TER	RS	01	0071
* 301741234X	01191998	TER	RS		0071
* 242124321X	01191998	TER	RS	99	0071

DISTRICT RESPONSIBILITY

If the rejected records should not have been submitted, no action is required. However, if the district wishes the data in the rejected records to be loaded to the data base, the district must correct the Test Subject Content and resubmit the records.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

62. Limited English Proficiency: Reclassification Exit Date must be numeric and a valid date, unless zero-filled. –reject record–

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Exit Date is not a valid date or is it zero-filled.

Student Number Identifier, Florida	LEP: Reclassification Exit Date
123456789X	01181997
* 223456789X	02311997

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the LEP: Reclassification Exit Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

63. If the Limited English Proficient: Reclassification Exit Date is greater than zero, then the Limited English Proficient: Reclassification Exit Date must be equal to or greater than the Limited English Proficient: Reclassification Date. -record rejected-

EXAMPLE

The first two records listed below would be loaded to the data base assuming no other reject rule would cause their rejection. The third record would be rejected because the Limited English Proficient: Reclassification Exit Date is prior to the Limited English Proficient: Reclassification Date.

Student Number Identifier, Florida	LEP: Exit Date	LEP: Reclassification Date	LEP: Reclassification Exit Date
1234567892	11181997	05291999	05282000
301741234X	11181997	05291999	00000000
* 242124321X	11181997	05291999	12171998

DISTRICT RESPONSIBILITY

If the rejected record should not have been submitted, no action is required. However, if the district wishes the data in the rejected record to be loaded to the data base, the district must correct the Limited English Proficient: Reclassification Exit Date and resubmit the record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

75. Each Limited English Proficient Student Information record must have a matching Student Demographic record based on District Number, Current Instruction/Service (Student Demographic) and District Number, Current Enrollment (Limited English Proficient Student Information); Student Number Identifier, Florida; School Number, Current Enrollment, Survey Period Code and School Year and with the Limited English Proficient code = LY, LP or LF. -state validation 3-

****ALLOWABLE for Batch/update****

EXAMPLE

The Limited English Proficient Student Information record listed below which is marked with an asterisk would cause a message to be generated because it does not have a matching Student Demographic record.

Limited English Proficient Student Information records

District Number, Current Enrollment	Student Number Identifier, Florida	School Number, Current Enrollment	Survey Period Code	School Year
* 01	012345678X	0021	2	****
01	019876545X	0021	2	****
01	429876546X	0021	2	****

Student Demographic Information records

District Number, Current Instruction/ Service	Student Number Identifier, Florida	School Number, Current Enrollment	Survey Period Code	School Year	Limited English Proficient
01	019876545X	0021	2	****	LY
01	429876546X	0021	2	****	LP

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

The district must delete the Limited English Proficient Student Information record or add a Student Demographic record to match the above key fields.

76. If the Limited English Proficient: Exit Date is greater than zero, then the Limited English Proficient code must be LF, unless the Limited English Proficient: Reclassification Date is greater than zero. -state validation 3-

****ALLOWABLE for Batch/update****

EXAMPLE

The Limited English Proficient records listed below which are marked with an asterisk would cause a message to be generated because the Limited English Proficient: Exit Dates are valid dates and the Limited English Proficient codes are not LF.

Limited English Proficient Student Information records

Student Number Identifier, Florida	School Year	Limited English Proficient: Exit Date
012345678X	0203	01042000
* 601254693X	0203	12181998
* 019876545X	0203	02101999

Student Demographic Information records

Student Number Identifier, Florida	School Year	Limited English Proficient
012345678X	0203	LF
601254693X	0203	LZ
019876545X	0203	ZZ

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

DISTRICT RESPONSIBILITY

The district must correct the Limited English Proficient: Exit Dates and/or the Limited English Proficient codes so that the valid relationship exists between the elements.

77. If the Limited English Proficient: Basis of Exit code is Z, the Limited English Proficient code must be LP or LY. -state validation 3-

****ALLOWABLE for Batch/update****

EXAMPLE

The second record would cause a message to be generated because the Limited English Proficient code of LF cannot have a Limited English Proficient: Basis of Exit code of Z.

Student Demographic Information record

Student Number Identifier, Florida	Limited English Proficient
123456789X	LP
* 223456789X	LF

Limited English Proficient Student Information record

Student Number Identifier, Florida	LEP: Basis of Exit
123456789X	Z
* 223456789X	Z

DISTRICT RESPONSIBILITY

The district must correct the Limited English Proficient code and/or the Limited English Proficient: Basis of Exit code so that the valid relationship exists between the elements.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

79. If the Limited English Proficient: Reclassification Exit Date is a valid date, then the Limited English Proficient code must be LF. -state validation 3-

****ALLOWABLE for Batch/update****

EXAMPLE

The Limited English Proficient records listed below which are marked with an asterisk would cause a message to be generated because the Limited English Proficient: Reclassification Exit Dates are valid dates and the Limited English Proficient code is not LF.

Limited English Proficient Student Information records

	Student Number Identifier, Florida	School Year	Survey Period Code	LEP: Exit Date	LEP: Reclassification Date	LEP: Reclassification Exit Date
	123456789X	****	2	12041998	01051999	04302000
*	223456789X	****	2	10011998	03231999	06142000
*	323456789X	****	2	01051998	09061998	03152000

Student Demographic Information records

Student Number Identifier, Florida	School Year	Survey Period Code	Limited English Proficient
123456789X	****	2	LF
223456789X	****	2	LZ
323456789X	****	2	ZZ

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

The District must correct the Limited English Proficient: Reclassification Exit Dates and/or the Limited English Proficient codes so that the valid relationship exists between the elements.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

80. If Survey Period is 2 or 3 and Grade Level is KG-03 Test Date Reading and Test Date Writing must equal zero, Test Name Reading and Test Name Writing must be ZZZ, Test Score Type Reading and Test Score Type Writing must be ZZ, Test Subject Content Reading and Test Subject Content Writing must be ZZ and Test Score Reading and Test Score Writing must be zero. -state validation 3-

****ALLOWABLE for Batch/update****

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name Reading is not ZZZ and Test Score Type Reading is not ZZ. The third record would be rejected because Test Subject Content Reading is not ZZ and Test Score Reading is not zero.

Student Number Identifier, Florida	Test Date Reading	Test Name Reading	Test Score Type Reading	Test Subject Content Reading	Test Score Reading	Grade Level	
123456789X	00000000	ZZZ	ZZ	ZZ	0000	2	
* 019876545X	00000000	LAS	SS	ZZ	0000	3	*
429876546X	00000000	ZZZ	ZZ	01	0071	1	

DISTRICT RESPONSIBILITY

The District must correct the Limited English Proficient: Student Information data and/or the Student Demographic data so that the valid relationship exists between the elements.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

81. If the Survey Period code = 5, the Limited English Proficient code on the Student Demographic Information record must be LF or LY. –state validation 3--

EXAMPLE

An error message will be generated for the second record below because a Limited English Proficient Student Information record was submitted in survey 5 for a student whose Limited English Proficient code on the Student demographic Information record is not LY.

Limited English Proficient Student Information record

District Number, Current Enrollment	Student Number Identifier, Florida	Survey Period Code	School Year
01	012345678X	5	****
* 01	019876545X	5	****

Student Demographic Information Records

District Number, Current Instruction/ Service	Student Number Identifier, Florida	Limited English Proficient	School Year
01	012345678X	LY	****
01	019876545X	LF	****

DISTRICT RESPONSIBILITY

The district must correct the Limited English Proficient code on the Student Demographic Information record or delete the Limited English Proficient Student Information record.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

82. Limited English Proficient: Classification Date must be greater than or equal to the Limited English Proficient: Home Language Survey Date, unless the LEP: Classification Date is zero filled. –state validation-

EXAMPLE

The third record listed below would cause an error message to be generated because the Limited English Proficient: Classification Date is less than the Limited English Proficient: Home Language Survey Date.

Limited English Proficient Student Information Record

Student Number Identifier, Florida	LEP: Classification Date
123456789X	02031997
223456789X	00000000
* 423456789X	08072001

Student Demographic Information Records

Student Number Identifier, Florida	LEP: Home Language Survey Date
123456789X	01181997
223456789X	10042004
* 423456789X	09082001

DISTRICT RESPONSIBILITY

The district must correct the LEP: Classification Date and/or the LEP: Home Language Date so that a valid relationship exists between these elements.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

92. If Survey Period is 2 or 3, Limited English Proficient: Exit Date must be numeric and a valid date which is less than or equal to two years from the Survey Date*, unless zero filled or unless Limited English Proficient: Reclassification Date is greater than zero. If Survey Period is 5, Limited English Proficient: Exit Date must be numeric and a valid date which is less than or equal to one year from August 15th of the reporting year, unless zero filled or unless Limited English Proficient Reclassification Date is greater than zero. -exception report-

*** Note: The Survey Date is the date of the Friday during Survey Week for the Survey Period reported.**

EXAMPLE

The first, second and sixth records listed below would pass the edit. The third record would cause a message to be generated because the Limited English Proficient: Exit Date is invalid. The fourth record would cause a message to be generated because the Limited English Proficient: Exit Date is blank. The fifth record would cause a message to be generated because the Limited English Proficient: Exit Date is greater than two years from the Survey Date.

Student Number Identifier, Florida	Survey Period Code	Survey Date	Limited English Proficient: Exit Date	Limited English Proficient: Reclassification Date
123456789X	2	1012****	01042003	00000000
223456789X	2	1012****	00000000	00000000
* 323456789X	2	1012****	06312000	00000000
* 423456789X	2	1012****		00000000
* 019584559X	2	1012****	01181998	00000000
234584559X	2	1012****	01181998	10012003

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

The district should verify the relationship between the elements listed in the edit and correct if in error.

LIMITED ENGLISH PROFICIENT STUDENT INFORMATION - STATE VALIDATION RULES

93. If Survey Period is 2 or 3, Limited English Proficient: Reclassification Exit Date must be numeric and a valid date which is less than or equal to two years from the Survey Date*, unless zero filled. If Survey Period is 5, the Limited English Proficient Reclassification Exit Date must be numeric and a valid date which is less than or equal to one year from August 15th of the reporting year, unless zero filled. -exception report-

***Note: The Survey Date is the date of the Friday during Survey Week for the Survey Period reported.**

EXAMPLE

If Survey Date is 02082002, the first two records listed below would pass the edit. The third record would cause a message to be generated because Limited English Proficient: Reclassification Exit Date is not a valid date. The fourth record would cause a message to be generated because Limited English Proficient: Reclassification Exit Date is blank. The fifth record would cause a message to be generated because the Limited English Proficient: Reclassification Exit Date is greater than two years from the Survey Date.

Student Number Identifier, Florida	Survey Period Code	LEP: Exit Date	LEP: Reclassification Date	LEP: Reclassification Exit Date
1234567892	3	11181997	05291998	05242003
301741234X	3	11181997	05291998	00000000
* 242124321X	3	11181997	05291998	02312000
* 1234566543	3	11181997	05291998	
* 019584559X	3	11181997	05291998	12181998

DISTRICT RESPONSIBILITY

The district should verify the relationship between the elements listed in the edit and correct if in error.

Appendix K

Test Score Reporting and Use of Test Data Format Slots

TEST SCORE REPORTING AND USE OF TEST DATA FORMAT SLOTS

The following examples are provided to illustrate the possible use of all the test data slots provided in the 1996-97 Limited English Proficient Student Information Format. These samples are also intended to note the correlation between several LEP Data Elements; such as, Basis of Entry, Basis of Exit, Test Date, Test Name, Test Score, Test Score Type and Grade Level of LEP students.

(NOTE: The item numbers refer to the number order of the data elements as they appear on the LEP Format. See Appendix I of this handbook.)

SAMPLE 1:

Basis of Enty is "A"
K-3 LEP student is tested with one aural/oral test
Test score is Non-English Speaking (NEP) or Limited English Speaking (LEP)
Basis of Exit is "A"

USE: item numbers 15 - 18 plus 28 for ENTRY test data
item numbers 20 - 23 plus 31 for EXIT test data (once student scores FES and exits)

SAMPLE 2:

Basis of Entry is "A"
K-12 LEP student is tested with one oral test and a different aural test
Test scores are NEP or LEP
Basis of Exit is "R" based on CTBS score

USE: item numbers 15 - 18 plus 28 for ENTRY oral test data
item numbers 20 - 23 plus 31 for ENTRY aural test data
Once the student exits, item numbers 15 - 18 plus 28 and 20 - 23 plus 31 will have to be overwritten with appropriate reading and writing test data

SAMPLE 3:

Basis of Entry is "R"
4-12 LEP student who scores Fully English Proficient (FEP) on the aural/oral test, is tested with a norm-referenced standardized achievement test and scores below the 32nd percentile
Basis of Exit is "L"

USE: item numbers 15 - 18 plus 28 for *reading* ENTRY test data
item numbers 20 - 23 plus 31 for *writing* ENTRY test data
Once the student exits, no exit testing data needs to be entered as the LEP Committee exited the student and the student's cumulative folder would have the evidence used in the decision making process

Appendix L

ESOL Personnel Training Requirements

Timelines for the Completion of ESOL Training Requirements

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English Teacher	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators[2] & Guidance Counselors
REQUIREMENTS			
ESOL Endorsement: 15 semester hours or 300 in-service credit points[1]	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 inservice credit points.
or			
K – 12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage			
or			
K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL			
TIMELINES			
Experienced Teacher:	**Experienced Teacher:**	**Experienced Teacher:**	**Hires Prior to September 5, 2003**
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003
Beginning Teacher:	**Beginning Teacher:**	**Beginning Teacher:**	**Hires After September 5, 2003**
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

Note[1]: For ESOL Endorsement only - 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned.
[2] All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of inservice points or hours are required.

ESOL Inservice or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage

Banking of ESOL Points

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

Appendix M

List of Data Elements Included in this Handbook

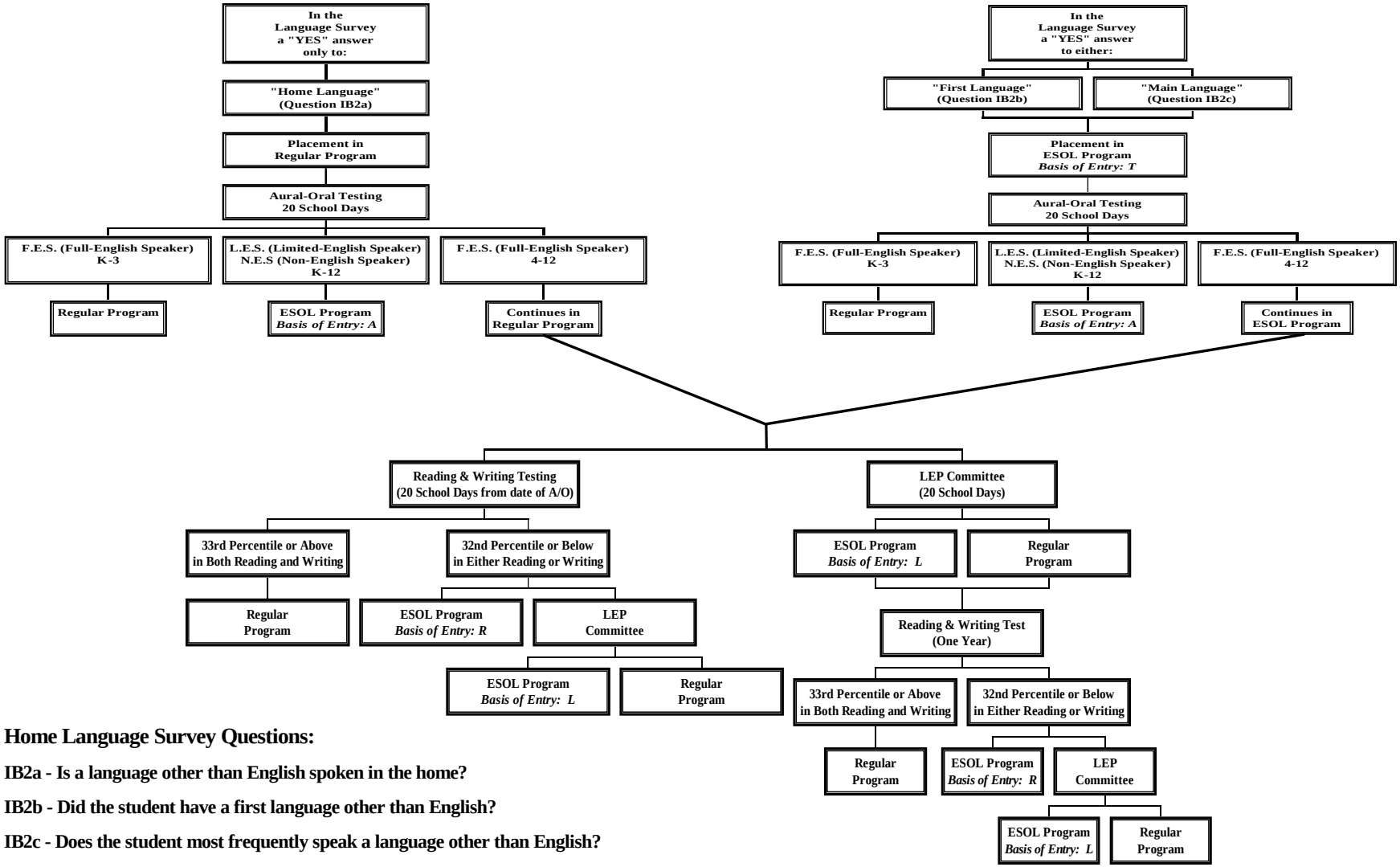
DATA ELEMENTS

Element Name	Page Number
Certification/Licensure Status	11
Country of Birth	13
Course Flag	14
FEFP Program Number	21
Grade Level	24
Limited English Proficient	28
Limited English Proficient: Basis of Entry	32
Limited English Proficient: Basis of Exit	34
Limited English Proficient: Classification Date	36
Limited English Proficient: Entry Date	38
Limited English Proficient: Exit Date	40
Limited English Proficient: Extension of Instruction	42
Limited English Proficient: Home Language Survey Date	44
Limited English Proficient: Instructional Strategy	48
Limited English Proficient: Post Reclassification Date	50
Limited English Proficient: Reclassification Date	52
Limited English Proficient: Reclassification Exit Date	54
Limited English Proficient: Reevaluation Date	56
Limited English Proficient: Student Plan Date	58
Parent/Guardian Primary Home Language	60
Native Language, Student	62
Resident Status, State/County	64
Test Date	66
Test Name	68
Test Score	70
Test Score Type	74
Test Subject Content	76

Appendix O

Identification, Placement and Assessment of Limited English Proficient Students

Identification, Placement and Assessment of LEP Students



Home Language Survey Questions:

IB2a - Is a language other than English spoken in the home?

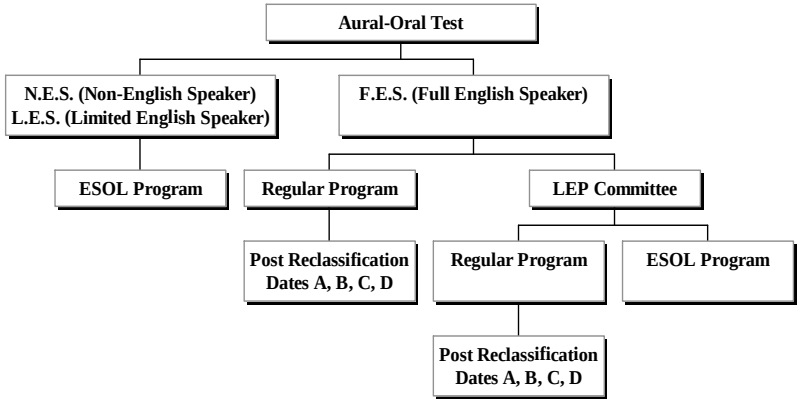
IB2b - Did the student have a first language other than English?

IB2c - Does the student most frequently speak a language other than English?

Exiting a Student from the ESOL Program...

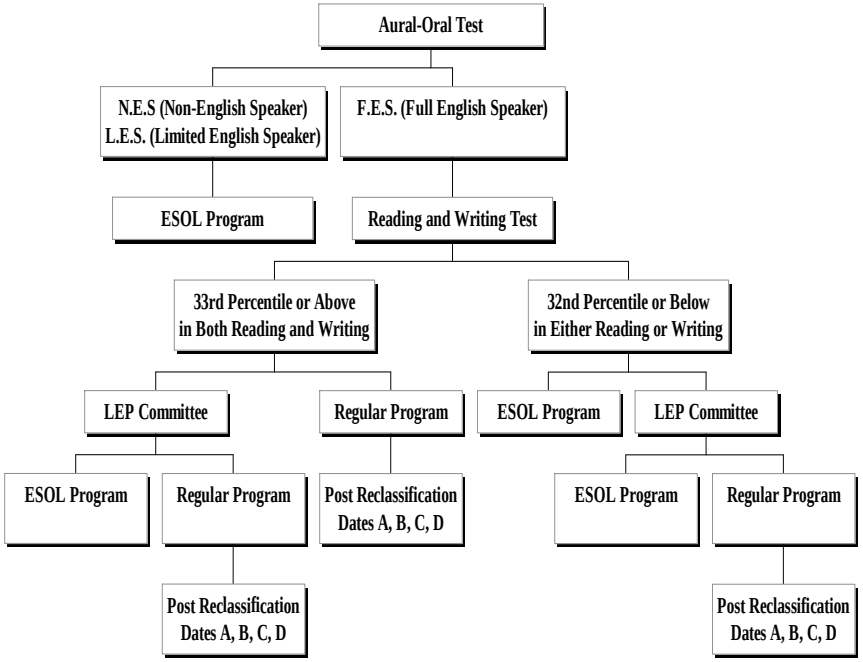
K-3 Basis of Entry = A (Aural-Oral)

K- 3 Basis of Exit = A (Aural-Oral)



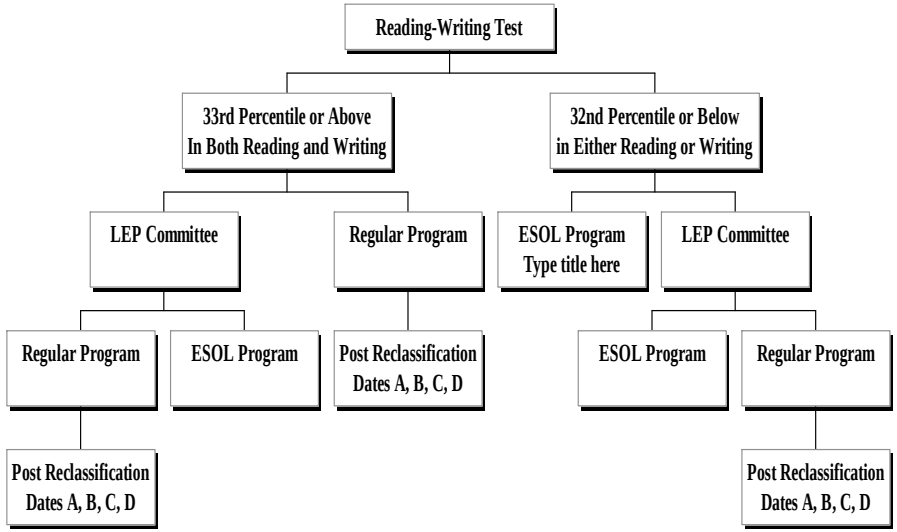
4-12 Basis of Entry = A (Aural-Oral)

4-12 Basis of Exit = R (Reading-Writing) or L (LEP Committee)



4-12 Basis of Entry = R (Reading-Writing)

4-12 Basis of Exit = R (Reading-Writing) or L (LEP Committee)



Appendix P

F. A. S. T. E. R.

Florida Automated System

F.A.S.T.E.R

Transferring Educational Records

Transferring Educational Records

USER MANUAL 2004-05

http://www.firn.edu/faster/

Appendix Q ←

List of Courses Eligible for ESOL Weighted FTE – Course Code Directory 2005-2006

ELEMENTARY

COURSE #	COURSE TITLE

GRADED SELF-CONTAINED

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

UNGRADED SELF-CONTAINED

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

COMPUTER LITERACY

5002000	Introduction To Computers

LANGUAGE ARTS

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

MATHEMATICS

5012000	Mathematics-Elementary
5012010	Functional Basic Skills in Mathematics-Elementary

SCIENCE

5020000	Science-Elementary
5000300	Intensive Science

SOCIAL STUDIES

5021000	Social Studies-Elementary

MIDDLE/JUNIOR HIGH

COURSE #	COURSE TITLE

MATHEMATICS

1204000	M/J Intensive Mathematics (MC)
1205010	M/J Math 1
1205020	M/J Math 1 ADV
1205040	M/J Math 2
1205050	M/J Math 2 ADV
1205070	M/J Math 3
1205080	M/J Math 3 ADV
129800A	M/J Great Explorations in Math (GEM) Pre-Algebra
129800B	M/J Great Explorations in Math (GEM) 7th Algebra
129800C	M/J Great Explorations in Math (GEM) 8th Algebra

SCIENCE

2000010	M/J Life Science
2000020	M/J Life Science Advanced
2000300	Intensive Science
2001010	M/J Earth/Space Science
2001020	M/J Earth/Space Science, Advanced
2002040	M/J Comprehensive Science 1
2002050	M/J Comp Science 1, Advanced
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 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
2100020	M/J US History, Advanced
2100030	M/J Florida History
2103010	M/J World Geography
2103020	M/J World Geography, Advanced
2103030	M/J Geography: Asia, Oceania, Africa
2103040	M/J Geography: Europe & the America
2103050	M/J Florida: Challenges & Choices
2104000	M/J Social Studies
2105000	M/J Multicultural Studies: US
2105020	M/J World Cultures
2105030	M/J Advanced World Cultures
2106010	M/J Civics
2106020	M/J Civics, Advanced
2106030	M/J Law Studies
2109010	M/J World History
2109020	M/J World History, Advanced

COMPUTER LITERACY

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

LANGUAGE ARTS

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

SENIOR HIGH/ADULT

Course #	Course Title

MATHEMATICS

1200300	Pre-Algebra
1200310	Algebra I
1200320	Algebra I Honors
1200330	Algebra II
1200340	Algebra II Honors
1200370	Algebra I A
1200380	Algebra I B
1200400	Intensive Mathematics
1201300	Math Analysis
1201310	Analysis of Function
1202300	Calculus
1202310	Advanced Placement Calculus AB
1202320	Advanced Placement Calculus BC
1202340	Pre-Calculus
1202800	Calculus IB
1205370	Consumer Math
1205400	Applied Math I
1205410	Applied Math II
1205420	Applied Math III
1205500	Explorations in Math I
1205510	Explorations in Math II
1206300	Informal Geometry
1206310	Geometry
1206320	Geometry Honors
1206330	Analytic Geometry
1206800	Analytic Geometry IB
1207310	Integrated Math I
1207320	Integrated Math II
1207330	Integrated Math III
1208300	Liberal Arts Mathematics
1209800	Math Studies - IB
1210300	Probability & Statistics W/App
1210320	Advanced Placement Statistics
1211300	Trigonometry
1211800	Trigonometry IB
1205420	Applied Math III
122061A	Linear Algebra
122061B	Abstract Algebra
122081A	Differential Equations
122081B	Multivariate Calculus
122091A	Discrete Mathematics

SCIENCE

2000310	Biology I
2000320	Biology I Honors
2000330	Biology II
2000340	Advanced Placement Biology
2000350	Anatomy and Physiology
2000360	Anatomy and Physiology Honors
2000370	Botany
2000380	Ecology
2000390	Limnology
2000410	Zoology
2000430	Biology Technology
2000440	Genetics
2000800	Biology I - Pre - IB
2000810	Biology II - IB
2000820	Biology III - IB
2001310	Earth / Space Science
2001320	Earth / Space Science Honors
2001340	Environmental Science
2001350	Astronomy
202091A	Astronomy S-G Honors
2001380	Adv Placement Environmental Science
2002330	Space Technology and Engineering
2002400	Integrated Science I
2002410	Integrated Science I Honors
2002420	Integrated Science II
2002430	Integrated Science II Honors
2002440	Integrated Science III
2002450	Integrated Science III Honors
2002460	Integrated Science IV
2002470	Integrated Science V
2002500	Marine Science I
2002510	Marine Science I Honors
2002520	Marine Science II
2002530	Marine Science II Honors
2002540	Solar Energy I
2002550	Solar Energy II
2003310	Physical Science
2003320	Physical Science Honors
2003340	Chemistry I
2003350	Chemistry I Honors
2003360	Chemistry II
2003370	Adv Placement Chemistry
2003380	Physics I
2003390	Physics I Honors
2003400	Nuclear Radiation
202071A	Nuclear Radiation Honors
2003410	Physics II
2003420	Adv Placement Physics B

2003430 Adv Placement Physics C
2003440 Adv Placement Physics C: Electrical
2003450 Adv Placement Physics C: Mechanical
2003600 Principles of Technology I
2003610 Principles of Technology II
2003800 Chemistry I - Pre IB
2003810 Chemistry II - IB
2003820 Chemistry III - IB
2003850 Physics III – IB
2003860 Design Technology – IB

SOCIAL STUDIES

2100310 American History
2100320 American History Honors
2100330 Adv. Placement American History
2100340 African American History
2100350 Florida History
2100360 Latin American History
2100370 Eastern & Western Heritage
2100380 Visions and Their Pursuits: An American Tradition-U.S. History to 1920
2100390 Visions and Countervisions: Europe, the U.S., and the World from 1848
2100400 History of the Vietnam War
2100410 Caribbean Studies
2100420 Civil War and Reconstruction
2100460 Eastern & Western Heritage Honors
2100470 Visions & Their Pursuits Honors: An American Trad: U.S. History to 1920
2100480 Visions & Countervisions Honors: Europe, the U.S. & the World from 1848
2100800 History of the Americas - IB
2100810 American History - IB
2101300 Anthropology
2101310 Archeology
212071A Anthropology Honors
2101800 Social Anthropology I - IB
2101810 Social Anthropology II - IB
2102310 Economics
2102320 Economics Honors
2102330 Comparative Economics System
2102350 Applied Economics
2102360 Adv. Placement Microeconomics
2102370 Adv. Placement Macroeconomics
2102380 American Economic Experience
2102390 American Economic Experience Honors
2102800 Comparative Economic Systems Pre International Baccalaureate
2102810 Economics I – IB
2102820 Economics II - IB
2103300 World Cultural Geography
2103400 Advanced Placement Human Geography
2103800 World Geography - IB

2104300	Intro to Social Studies
2104310	Future Studies
2104320	Global Studies
2104330	Voluntary School/Community Service
2104340	Women's Studies
2104600	Multicultural Studies
2104610	The American Mosaic
2105300	Western Civilization
2105310	World Religions
2105340	Philosophy
2105860	Philosophy I -IB
2106310	American Government
2106320	American Government Honors
2106330	Civics
2106340	Political Science
2106350	Law Studies
2106355	International Law
2106360	Comparative Political Systems
2106370	Comprehensive Law Studies
2106380	Legal Systems and Concepts
2106390	Court Procedures
2106400	Court Procedures Intern
2106410	Constitutional Law
2106420	Adv. Placement U.S. Got & Politics
2106430	Advanced Placement Comparative Government & Politics
2106440	International Relations
2106450	American Political System
2106460	American Political System Hon: Process and Power
2106800	American Government - Pre IB
2107300	Psychology I
2107310	Psychology II
2107350	Advanced Placement Psychology
2107800	Psychology I - IB
2107810	Psychology II - IB
2108300	Sociology
2109310	World History
2109320	World History Honors
2109330	African History
2109340	Asian History
2109350	Contemporary History
2109360	British History
2109370	European History
2109380	Adv. Placement European History
2109420	Advanced Placement World History
2109430	Holocaust
2109410	Jewish History
2109800	Contemporary History - IB
2109810	World History - Pre IB
2109820	European History – IB

COMPUTER LITERACY

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

LANGUAGE ARTS

1000400	Intensive Language Arts
1000410	Intensive Reading
1000420	Intensive Basic Skills
1001310	English I
1001320	English Honors I
1001340	English II
1001350	English Honors II
1001370	English III
1001380	English Honors III
1001400	English IV
1001410	English Honors IV
1001420	Adv Placement English Language
1001430	Adv Placement English Literature
1001800	English I – Pre-IB
1001810	English II – Pre-IB
1001820	English III – IB
1001830	English IV - IB
1002300	English I Through ESOL
1002310	English II Through ESOL
1002320	English III Through ESOL
1002380	Developmental Language Arts Through ESOL (MC)
1002520	English IV Through ESOL
1005300	World Literature
1005310	American Literature
1005320	British Literature
1005330	Contemporary Literature
1005340	Classical Literature
1008300	Reading I
1008310	Reading II
1008320	Advanced Reading
1008330	Reading III
1009300	Writing I
1009310	Writing II

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

Source: 2005-06 Florida Department of Education Course Code Directory MC = Multiple credit

John L. Winn
Commissioner of Education

Office of Multicultural Student Language Education
325 West Gaines Street Room 316 Turlington
Tallahassee, Florida 32399-0400
http://www.firn.edu/doe/omsle/

An affirmative action/equal opportunity employer