

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Year: 2013-14

Data Element Number: **101075**

Data Element Name: **Adult Educational Functioning Level, Initial**

A federally-defined code indicating the Adult General Education or English Language functioning level of the adult student upon initial entrance into the course.

A student may be assigned only one initial adult educational functioning level for each course on each reporting record. Based upon the instruction being reported on the record, select the most appropriate response from those listed under either Adult General Education (Adult Basic Education and Adult Secondary Education), Literacy for Adult ESOL Learners, Adult ESOL, or Adult ELCATE.

For the initial Adult General Education functioning level, use the following codes to relate functioning levels to grade levels. If you use a "Comprehensive" course, enter the code for the lowest "score" and track that through the end of the reporting period.

Code	Definition/Example
1) Adult General Education	
B	ABE Beginning Literacy (grade level 0 through 1.9),
F	ABE Beginning Basic Education (grade level 2.0 through 3.9),
H	ABE Intermediate Low (grade level 4.0 through 5.9),
J	ABE Intermediate High (grade level 6.0 through 8.9),
K	Adult Secondary Education Low (grade level 9.0 through 10.9),
L	Adult Secondary Education High (grade level 11.0 through 12.9 WITHOUT a high school diploma or its equivalent),
M	Adult Secondary Education High (grade level 11.0 through 12.9, WITH a high school diploma or its equivalent).

NOTE: See Appendix R for appropriate TABE scores.

NOTE: When testing on an instrument that assesses two or more subject areas, always place and promote the student according to the lowest score.

Beginning in 2002-03 there is a new course called Literacy For Adult ESOL Learners for adult ESOL students who are functioning initially at less than the second grade level AND who are illiterate in their native language. For these students, use Code Q, R, S. Code S students should not be included in Code 2 in the charts that follow.

NOTE: For the CASAS, and BEST/BEST-PLUS scale scores equivalent to the Educational Functioning Level for ESOL and ELCATE students, please refer to the New ESL Descriptors for Program Year 2006 found at the National Reporting System website: <http://www.nrsweb.org/>

2) ESOL	
Q	ESOL Pre Literacy – Level A
R	ESOL Basic Literacy – Level B
S	ESOL Advanced Literacy – 2 Level C

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For the initial Adult ESOL functioning level, use the following codes to relate functioning level to approved test scores per SBR 1004.93.

3) ESOL initial

1 ESOL Foundations – EFL 0 1

2 Low Beginning ESOL –EFL 2

3 High Beginning ESOL –EFL 3

4 Low Intermediate ESOL –EFL 4

5 High Intermediate ESOL –EFL 5

6 Advanced ESOL –EFL 6

For the initial Adult ELCATE functioning level, use the following codes to relate functioning level to approved test scores per SBR 1004.93.

4) ELCATE

C Beginning EFL 4

D Intermediate EFL 5

E Advanced EFL 6

This program is for students who wish to enter a university or community college, to take post-secondary level credit courses, or who wish to study academic English for personal enrichment. It is open to students who have completed the core ESOL curriculum or the ELCATE course, or to new students who demonstrate strong English language ability.

5) Open

7 English Literacy Academic Skills

Z Not Applicable

Length: 1

Data Type: Alphanumeric

Year Implemented: 9495

State Standard: No

Use Types:

State Reporting: Yes

Local Accountability: Yes

FASTER: No

Migrant Tracking: No

Required Grades: Adult

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Programs Required:

Workforce Development

Formats Required:

WDIS Adult General Education Student Course DB9 48x

Surveys Required:

Survey F Yes

Survey W Yes

Survey S Yes

Appendixes:

Appendix R: Core Academic Subjects Course Number Prefixes

Description of Changes:

None