

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


Implementation Date: Fiscal Year 1994-95 July 1, 1994
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Element Name: English Language Learners, PK-12							
Definition/Domain							
<p>Using the definitions and the codes given below, indicate the status of the student who has been identified as an English Language Learner (ELL) student. An ELL is one who:</p> <p>Was not born in the U.S. and whose native language is other than English; or</p> <p>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</p> <p>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</p> <p>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.</p> <table border="0"> <thead> <tr> <th align="left"><u>CODE</u></th> <th align="left"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>LY</td> <td>The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.</td> </tr> <tr> <td>LF</td> <td>The student is being followed up for a two-year period after having exited from the ESOL program.</td> </tr> </tbody> </table> <p align="center">CONTINUED ON THE NEXT PAGE</p>		<u>CODE</u>	<u>DEFINITION</u>	LY	The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.	LF	The student is being followed up for a two-year period after having exited from the ESOL program.
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Length: 2	Grades and Programs Requiring This Data Element:						
Format: Alphabetic	All Programs Grades PK-12						
Compatibility Requirement: Compatible							
Use Types:	State Reporting Formats Requiring This Data Element:						
<input checked="" type="checkbox"/> State Report	Student Demographic Information DB9 13x						
<input checked="" type="checkbox"/> Local Accountability	Student Discipline/Referral Action DB9 19x						
<input checked="" type="checkbox"/> F.A.S.T.E.R.							
<input checked="" type="checkbox"/> Migrant Tracking							
Data Element Number: 144025	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9						
Revised: 7/1/10	Volume I						
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Element Name:	English Language Learners, PK-12 (Continued)
Definition/Domain (Continued)	
<u>CODE</u>	<u>DEFINITION</u>
LP	The student is in the 3rd-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. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program.
ZZ	Not applicable
NOTE:	Code LN has been removed effective July 1, 2007. Students previously reported as LN must be reported under another approved code, as appropriate. The decision regarding the appropriate code should be based on whether or not the student is receiving instruction to meet his/her unique needs, regardless of instructional model/approach, teachers' certification and program funding.
Revised: 7/1/10	Volume I
	Effective: 7/10
	Page Number: 112-2