



English Language Learners (ELLs) Data Training

Florida Association of MIS Directors

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Outline

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Definitions

English Language Learner (ELL) – (Section 1003.56, F.S.)

A student who:

- a. Was not born in the United States (U.S.) and whose native language is other than English; or
- b. 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
- c. 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 experienced 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

Date Entered United States School (DEUSS)

- Accountability purposes
- Collection process (Parents self-identify)
- Promotion/Retention
- Extension of Services
- Immigrant Information

Definitions

LY - The student is an ELL and is enrolled in classes specifically designed for ELLs.

LF - The student is being followed up for a two-year period after having exited from the ESOL program. The student is in years 1-2 of the follow-up period.

LA - The student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.

(FDOE Information Database Requirements: Volume I – Automated Student Information System, 2021-22” incorporated by reference in Rule 6A-1.0014, F.A.C.)

Definitions

LP - The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an ELL pending the Reading and Writing assessment, or the student is in grades K-12, answered “Yes” on the Home Language Survey (HLS) question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.

LZ - The student is one who has been exited from the ESOL program for more than four years.

ZZ - Not applicable. (Students who responded in the negative to all three required HLS questions, that is, non-ELLs, or who answered yes to one or more questions on the HLS but after assessment were not eligible for ESOL services).

Definitions

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

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

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

- Sheltered – English
- Sheltered – Core/Basic Subject Areas
- Mainstream/Inclusion – English
- Mainstream/Inclusion – Core/Basic Subject Areas
- Maintenance or Developmental Bilingual Education
- Dual Language (Two-way Developmental Bilingual Education)

Definitions

Extension of ESOL Services – Students may receive an additional 4th, 5th, or 6th year of Florida Education Finance Program (FEFP) funded ESOL instruction and services based upon needs as determined by annual evaluations. The anniversary date is based on Date Entered United States School (DEUSS).

ELL Committee – A committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend any committee meetings.

(FDOE Information Database Requirements: Volume I – Automated Student Information System, 2021-22” incorporated by reference in Rule 6A-1.0014, F.A.C.)

Certification/Licensure/Qualification Status

The Certification/Licensure Qualification Status code entered must be I, O, M, S or N.

Teachers required to have an English for Speakers of Other Languages (ESOL) Endorsement/ESOL K-12 Certification in addition to the appropriate base coverage, based on subject area taught:

- English/Language Arts/Intensive Reading instructions of English Language Learners (ELLs) (LY) are required to have an English for Speakers of Other Languages (ESOL) Endorsement/ESOL K-12 Certification

See Section 1012.42(1)-(2)

Home Language Survey (HLS) and HLS Date

Each student shall be surveyed upon initial registration in a Florida public school.

Three questions must be asked:

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 frequently speak a language other than English?

Assessed for English Language Proficiency

Students must be assessed within 30 days on a state-approved listening, speaking, reading and writing English language proficiency assessment.

- Students in grades K-2 are assessed in listening and speaking only.
- Students in grades 3-12 are assessed in listening and speaking first, and if proficient, then are assessed in reading and writing.

Placed in the English for Speakers of Other Languages (ESOL) Program

- Students not scoring English proficient are placed in the ESOL program.
- The code is LY in the student information system.
- English for Speakers of Other Language (ESOL) KG-12; FEFP Program Number is 130.
- A one-character code, Y, N or Z, is used to identify whether a teacher's position or the program a teacher is teaching in is funded under Title III of ESSA.

Matrix of Florida's Program Models for ELLs

REQUIRED

English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
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OPTIONAL (In addition to ESOL)

Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
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Newcomer (Specific equal access provisions are required with this program)	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 - 12 (May be implemented in Grades 1 - 5 based on student needs)
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Placed in the English for Speakers of Other Languages (ESOL) Program Participation Codes

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

- E** English for Speakers of Other Languages
- H** Home Language/Bilingual Education
- L** English for Speakers of Other Languages and Home Language/Bilingual Education
- N** Newcomer/New Beginnings Program (Primarily grades 6-12)
- Z** Not applicable

Matrix of Florida's Programs and Instructional Models for ELLs

Instructional Model/Approach ²	Model Program		Academic Content	Language of Instruction	Student Composition
	Model	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language (Native language of ELLs enrolled in program)	Only students classified as English language learners
6. Dual Language (Two- way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

Instructional Model Codes

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

Basis for ELLs to Exit out of the ESOL Program

- LF: When ELLs have become proficient
- H: For grades K-2
- I: for grades 3-10 qualifying exit scores on the English Language Assessment and an achievement level of 3 on the current statewide assessment in English Language Arts/Reading
- J: For grades 10-12 qualifying exit scores on the current English Language Assessment and a score on the 10th grade ELA/Reading on the current statewide assessment sufficient or an equivalent concordant score
- L: English Language Learners (ELL) Committee
- WEL: Diploma Code Added per Senate Bill 1108 (2021) on July 1, 2022.

Monitored for Two Years

- The student coded LF is being followed up for a two-year period after having exited from the ESOL program.
- The student is in years 1-2 of the follow-up period.
- Student progress is checked at four intervals:
 - End of the first grading period after exit
 - End of the first semester after exit
 - End of the first year after exit
 - End of the second year after exit

Completed the Two-Year Monitoring Period

- Upon completion of the two-year monitoring period, the student coded LF is changed to the code of LA.
- The code of LA means the student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.

State ESSA Plan Requirements Years Three and Four after Exit

- For the ELL subgroup reporting, the state ESSA plan calculation includes ELLs who have exited the ESOL program up to four years after exit.
- Current ELLs (LY), recently exited ELLs (LF) and former ELLs in their third and fourth year after exit (LA) are all included in the ELL subgroup calculation.

Completed Years Three and Four after Exit

- Upon completion of the years three and four after exit, the student coded LA is changed to the code of LZ.
- The code of LZ means the student is one who has been exited from the ESOL program for more than four years.

Immigrant Students

- The calculation for immigrant counts that will be used for determining eligibility for receiving the Immigrant Grant will use the *Date Entered US School* as the starting point.
- Immigrant Student must be coded a Y or N.
- The term immigrant children and youth means individuals who:
 - (A) are ages 3 through 21; and
 - (B) were not born in any State, the District of Columbia or Puerto Rico; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Immigrant Students

- Remember to change the immigrant status to “N” after the student has been attending any US school more than 3 full academic years.
- Per a letter that was sent to all Title III Directors, January 13, 2011, from USED:
“LEAs would need to track the amount of time that a child has attended school in the same district, other districts or states, if applicable, in prior years in order to determine if a child’s period of attendance is within the ‘three full academic years’ requirement.”

Student ELL Plan Requirements

ELL student plan means: a written document or an electronic file that contains:

- the student's name,
- the date the plan was completed,
- instruction by program, including programs other than ESOL, amount of instructional time or the instructional schedule,
- the date the student's limited English proficiency is identified,
- assessment data used to classify or reclassify the student as an English Language Learner, and
- date of exit and assessment data used to exit students from the ESOL program

FEFP Program 130 Requirements

- ELLs currently served in the ESOL program are eligible for weighted funding for core academic subjects.
- Courses eligible for ELL Weighted FTE can be found in [Appendix DD](#) of the Florida Department of Education Information Database Requirements of Courses Eligible for English Language Learners Weighted FTE.
- Teachers must comply with all ESOL training requirements. FEFP auditors check regularly.

Requirements for Student Transfers

- No specific requirements
- Ensure compliance with all state rules and requirements
- Districts have the burden of proof
- Local decision on how to handle transfers

World Languages Criteria for the Award of Credit

A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy, per 6A-1.09951, F.A.C., Requirements for the Florida Seal of Biliteracy Program.

Reporting Award of Credit

For grades 9-12, eight transfer numbers are provided.

To report for the first year: Use 0700980

To report for the second year: Use 0700990

To report for the third year: Use 0701980

To report for the fourth year: Use 0701990

For additional four courses in an additional world language, use 0702980, 0702990, 0703980, and 0703990.

Diploma Biliteracy Seal Designation

B: Both the Silver and Gold Seal of Biliteracy requirements were met

G: Gold Seal of Biliteracy requirements were met.

S: Silver Seal of Biliteracy requirements were met.

Z: Not Applicable.

Contact Information

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