

## **Section Twelve**

### **Data Used in Title I**

## DATA USED IN TITLE I

**Timeline:** Ongoing

**FDOE Contact:** Deepak Gajre, (850) 245-0680

**Other Resources:** <http://www.fldoe.org/eias/>  
See especially the following:

### **Database/Technical Information**

- [Database Manuals](#) These manuals provide a comprehensive listing of all elements, formats, and business rules associated with the automated FDOE student and staff information systems. (1998-99 through current year are available.)
- [Guide to Calculations for the Florida School Indicators Report](#) (PDF) This document is intended to serve as a reference guide for MIS staff and others involved in preparing, reporting, and reviewing data used on the Florida School Indicators Report. (PDF, 149KB)
- [Guide to Calculations for the NCLB School Public Accountability Reports \(SPARs\)](#) (PDF) This guide provides detailed information for programmers, database analysts, and program-area specialists on definitions of indicators, formats for presenting the data, sources of the data, record formats and data elements required in programming (as applicable), and the arithmetic calculations used for each indicator. (PDF, 265KB)
- [Guide to Calculations for the School Advisory Council Reports](#) (PDF) This publication is designed specifically for Florida school district staff and Department of Education staff who are directly involved in production of the annual School Advisory Council Reports (SACRs) and School Public Accountability Reports (SPARs). The guide provides detailed information for programmers, database analysts, and program-area specialists on definitions of indicators, formats for presenting the data, sources of the data, record formats and data elements required in programming (as applicable), and the arithmetic calculations used for each indicator. (PDF, 260KB)
- [This site contains K-12 Student/Staff Data Quality Reports for selected districts.](#)
- [Survey Dates](#) This link lists due dates, state processing, and final update windows for each survey.
- [Technical Assistance Papers](#) These papers detail Information Database Requirements for twelve types of data collection.
- LINKS: [Florida Automated System for Transferring Educational Records](#) (F.A.S.T.E.R.)

### **Overview**

The Florida Department of Education is responsible for collecting and reporting a great deal of information to the US Department of Education each year. The primary way that the Department

reports these data is through the annual Consolidated State Performance Report (CSPR). The CSPR has expanded dramatically each year since 2001.

To carry out these reporting responsibilities, the Department collects a variety of information through Florida's Automated Information System, commonly known as MIS (Management Information System), IS (Information System) or IT (Information Technology). Detailed information on Florida's Automated Information System can be found on the Database Manual link in the Bureau of Education Information and Accountability Services (<http://www.firn.edu/doe/eias/dataweb/database.htm>).

The Automated **Student and Staff** Information System collects data on two different types of surveys: "point-in-time" and "full year". The schedule is as follows:

- Survey 2: October
  - FTE Survey Week
  - Includes information on student enrollment, poverty, and highly qualified teachers
  - LEAs select either Survey 2 or Survey 3 for the Title I application.
  
- Survey 9: December
  - Includes information on neglected & delinquent youth
  - Submitted to USDE for funding
  
- Survey 3: February
  - FTE Survey Week
  - Includes information on student enrollment, poverty, and highly qualified teachers
  - This is the information that shows up in the Title I application for highly qualified teachers.
  - LEAs select either Survey 2 or Survey 3 for the Title I application.
  
- Survey 4: June
  
- Survey 5: August
  - Complete year data

### ***Updated Information***

The Department hosts a conference each June to review changes to data collection for the upcoming school year. Information about this conference is posted at [www.fldoe.org/eias](http://www.fldoe.org/eias). In general, LEA MIS staff program their computer systems during the summer to automatically send in the required data at the right time.

Most errors occur at two points in time:

1. When data are entered into the system (this may be by a clerk, a registrar, a secretary, etc.); and
2. When data are sent from the LEA to FDOE.

Data entry is complicated, and requires oversight. If data are entered incorrectly, they will never be reported correctly. Incorrect data can cost an LEA money – or can make them look like they are not identifying students, or are not serving students.

Data must be in a specific format for the FDOE system to accept it. For example, a homeless student without a nighttime residence isn't just recorded as a homeless student for whom we don't have information; the student will be dropped. A non-instructional paraprofessional who is recorded as working in a Title I school must be recorded as non-instructional, or else s/he will be recorded as not highly qualified.

Each time a data element is rejected by the FDOE, an error message is sent to the LEA's MIS department.

An appendix at the back of this handbook provides the required data elements for Title I.

### ***Quality Control***

Because data are so critical to Title I – both in terms of funding and performance – the BSA in 2007 instituted a quality control system. Each time a survey closes, the BSA pulls the relevant Title I data and creates a report for each LEA. BSA sends the report to the LEA's Title I coordinator, and the EIAS sends the report to the corresponding MIS contact in the LEA. This way, both program and MIS staff can see exactly how the data look before they are submitted to the USDE for funding, etc. When BSA creates these reports, staff use the appropriate “guide to calculations” that follows federal requirements.

Because federal requirements may be different from state requirements – and because federal requirements change – the data may not look exactly like an LEA entered it. For example, only students aged 5 through 17 can be counted for Title I funding – even if an LEA is serving 4 year olds and 18 year olds. But under IDEA, students are counted through age 21.

***Title I Data***

Understanding how these surveys work is important to understanding how the Department makes decisions that affect LEAs. For example, only students who are at the same school during both Survey 2 and Survey 3 are counted at the school level for AYP. Students who are enrolled in the same district during both Survey 2 and Survey 3 (but at different schools) are counted for district-level AYP.

Title I uses the following data:

- Data on Teachers
  - Highly qualified status
  
- Data on Paraprofessionals
  - Highly qualified status
  - Number in Title I schools
  
- Data on Students
  - Whether services were received (Title I, homeless, migrant, N&D)
  - Length and type of services
  - Achievement level
  - Student counts (number of Title I, migrant, homeless, etc.)
  
- Data on Schools
  - Title I status
  - Type of Title I program (SWP and TA)
  - AYP status
  - SINI status
  - Activities conducted with school improvement funds
  
- Data on Districts
  - Title I status
  - AYP status
  - DINI status
  - Activities conducted with corrective action sanctions funds

**MEMORANDUM**

To: Bureau of Student Assistance, Leadership and Staff  
From: Cheryl L. Sattler, Ph.D. Chief  
RE: Florida DOE Survey Data  
Date: May 14, 2007

As you are aware, I view the accuracy and use of data that Florida collects concerning our various programs as critically important. The purpose of this memo is to let you know the Bureau of Student Assistance's policies concerning the negotiation of data with districts.

First, it has long been the policy of this Bureau to work with other Divisions to secure and examine data from each survey after it closes and throughout the state processing period. Historically, Deepak has worked directly with Education Information and Accountability Services (EIAS) to identify potential problems and then EIAS has worked with districts to resolve these problems. Our role is to ensure that program staff understand the data, while EIAS' role is to work with the District MIS staff to resolve the largely technical difficulties of accurate reporting.

Second, starting with due date of Survey 5, BSA will additionally be providing these data directly to each district to assist the program personnel in resolving issues within their own Districts with their MIS personnel, and with EIAS. For example, Neglected and Delinquent data has been identified as problematic, and this has become a program issue because it is tied to Title I, Part D allocations. These data are collected on Survey 9. After the due date of Survey 9, Deepak will request the database file from EIAS, run preliminary counts and then provide these data to the District Title I, Part D, contacts, with information on how to work with EIAS staff to resolve problems. The goal is to obtain data that are as accurate as possible, agreed upon by both FLDOE and District staff, to form the best basis for decision-making.

Third, BSA will continue to work to make our own use of data as transparent as possible, by pre-populating data into tools such as the annual NCLB funding application, presenting at the annual Data conference, and working closely with EIAS.

The overall goal of BSA in working with districts is to establish accountability for data. We will do everything we can to help Districts accurately report and revise their data. However, once data are reported to FLDOE, and verified by the District staff, we must use these data as reported. BSA cannot, and should not, engage in any practice of retroactively revising data, encouraging districts to retroactively revise data, creating or asking for exceptions to EIAS practices, or engaging in similar activities. Our Federal reporting structures are carefully negotiated and built with EIAS and any actions on our part – even if undertaken to make data more accurate – interact with, and cause problems with, the myriad of systems that use and report these data. As an example, consider that school year 2005-2006 data already have been reported to the Federal government using their defined timelines. These data are auditable and frequently audited. Any change to these data during the 2006-2007 school year – while potentially making these data more accurate – would trigger a series of both State and Federal audit findings and call the integrity of Florida's data system into question. Further, those data

already have been used to generate funds and to make funding decisions. Problems that are identified by BSA with prior year data should be reported to me, and should be viewed as a problem to be dealt with and monitored in the current and future years.

This is very important: none of BSA's actions are intended to, nor should they, replace or override any of the carefully constructed timelines and decision rules that ELIAS has established.

Example of Survey dates:

**Survey 5**

Due date: August 3, 2007

State processing: July 30 - September 7, 2007

Final Update/Amendment Date: May 2, 2008

Preliminary counts of data will be run by Deepak after the Survey due date. Districts will be provided until the last day of state processing to update their data and make revisions to their data. BSA staff need to work with Districts to support them in reporting, understanding, using, and when necessary, revising their data *within this window*. Once the window closes, except in the most extreme cases (decided on a case-by-case basis), these data must be considered accurate, and used, for our purposes.

The final update/amendment date for any given survey is 9 months after the survey due date. To meet federal reporting timelines, accurate data needs to be submitted by districts by the end of state processing and BSA cannot accept any changes after this time.

The most important thing we can do as a Bureau is to help districts understand the importance of *reporting their data correctly in the first place*. Here are two examples to illustrate:

1. Florida submits its formula counts of delinquent children once a year, in early January. These data, which determine how many children generate Neglected & Delinquent funding for the State, are collected on Survey 9, which has a due date in December and state processing ends in the second week of January. Florida has to submit this data by the third week of January and is not allowed to revise its counts upwards once they have been submitted to the US Department of Education. Therefore, Florida must report accurate data to the US Department of Education *during the state processing window during which changes are accepted* by the State. We cannot use any revised data; therefore, if data are initially reported incorrectly, Florida receives fewer dollars to serve children.
2. BSA uses Survey 3 data, including free and reduced-price lunch count, student enrollment, etc., to pre-populate the NCLB funding application. Survey 3 has a due date in end of February, and data may be revised through the last day of state processing, normally in the first week of March. However, BSA must pull in the data into the application in March. Therefore, no changes to Survey 3 will be accepted as part of the NCLB application after the end of state processing.

Data are critical to what we do in this Bureau, and I appreciate all of your work in helping districts to understand this. However, I do want to emphasize that we must continue to work

within the established EIAS framework. When problems are identified, please let me know, and I will work directly with that Division to try to resolve them.

EIAS periodically develops TAPs as issues are identified (see, for example, <http://www.firm.edu/doi/eias/dataweb/tech.htm> which deals with reporting issues in N&D). Please let me know if technical issues come up that should be handled via a TAP.

Attached is a copy of the EIAS timelines for the various surveys for this year and the upcoming year.

Thank you for your hard work!

Cc: Iris Wilson  
Ruth Jones  
Lavan Dukes



**Survey Dates  
2006-2007**

**Student, PK-12**

**Survey 1:**

Survey Week July 10-14, 2006  
Due Date: July 28, 2006  
State Processing: July 24-September 15, 2006  
Final Update/Amendment Date: April 27, 2007

**Survey 2:**

Survey Week: October 9-13, 2006  
Due Date: October 27, 2006  
State Processing: October 16-November 10, 2006  
Final Update/Amendment Date: July 27, 2007

**Survey 3:**

Survey Week: February 5-9, 2007  
Due Date: February 23, 2007  
State Processing: February 12-March 9, 2007  
Final Update/Amendment Date: November 16, 2007

**Survey 4:**

Survey Week: June 11-15, 2007  
Due Date: June 29, 2007  
State Processing: June 25-July 13, 2007  
Final Update/Amendment Date: March 28, 2008

**Survey 5:**

Due date: August 3, 2007  
State processing: July 30 - September 7, 2007  
Final Update/Amendment Date: May 2, 2008

**Survey 9:**

Due date: December 1, 2006  
State Processing: November 27, 2006 - January 5, 2007  
Final Update/Amendment Date: September 7, 2007

**Survey Dates  
2006-2007**

**Staff**

**Survey 2:**

Survey Week: October 9-13, 2006

Due Date: October 27, 2006

State Processing: October 16-November 10, 2006

Final Update/Amendment Date: July 27, 2007

**Survey 3:**

Survey Week: February 5-9, 2007

Due Date: February 23, 2007

State Processing: February 12-March 9, 2007

Final Update/Amendment Date: November 16, 2007

**Survey 5:**

Due date: August 3, 2007

State processing: July 30 - September 7, 2007

Final Update/Amendment Date: May 2, 2008

**Survey Dates  
2007-2008**

**Student, PK-12**

**Survey 1:**

Survey Week July 9-13, 2007  
Due Date: July 27, 2007  
State Processing: July 23-September 14, 2007  
Final Update/Amendment Date: April 25, 2008

**Survey 2:**

Survey Week: October 8-12, 2007  
Due Date: October 26, 2007  
State Processing: October 15-November 9, 2007  
Final Update/Amendment Date: July 25, 2008

**Survey 3:**

Survey Week: February 4-8, 2008  
Due Date: February 22, 2008  
State Processing: February 11-March 7, 2008  
Final Update/Amendment Date: November 21, 2008

**Survey 4:**

Survey Week: June 9-13, 2008  
Due Date: June 27, 2008  
State Processing: June 23-July 11, 2008  
Final Update/Amendment Date: March 27, 2009

**Survey 5:**

Due date: August 1, 2008  
State processing: July 28 - September 5, 2008  
Final Update/Amendment Date: May 1, 2009

**Survey 7:**

Due date: January 11, 2008  
State processing: January 7 – January 18, 2008

**Survey 9:**

Due date: December 7, 2007  
State Processing: November 26, 2007 - January 11, 2008  
Final Update/Amendment Date: September 5, 2008

**Survey Dates  
2007-2008**

**Staff**

**Survey 2:**

Survey Week: October 8-12, 2007  
Due Date: October 26, 2007  
State Processing: October 15-November 9, 2007  
Final Update/Amendment Date: July 25, 2008

**Survey 3:**

Survey Week: February 4-8, 2008  
Due Date: February 22, 2008  
State Processing: February 11-March 7, 2008  
Final Update/Amendment Date: November 21, 2008

**Survey 5:**

Due date: August 1, 2008  
State processing: July 28 - September 5, 2008  
Final Update/Amendment Date: May 1, 2009

# FLORIDA DEPARTMENT OF EDUCATION



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## MEMORANDUM

**TO:** District Superintendents

**FROM:** Cheri Pierson Yecke, Ph.D.

**DATE:** November 1, 2007

**SUBJECT: TITLE I DATA AND DEADLINES**

### Contact Information:

Lisa Bacen  
(850) 245-0414  
[lisa.bacen@fldoe.org](mailto:lisa.bacen@fldoe.org)  
K12: 2007-175

This memo is to update you on an important change in the way that data are to be collected on neglected and delinquent students, as well as an upcoming deadline and a change in the carryover process.

### Neglected and Delinquent Data

Students who reside in Florida's residential facilities for neglected and delinquent youth are counted each fall, and this count is part of Florida's funding formula for Title I, Part A and Title I, Part D. These counts are reported in Survey 9, which is due December 7, 2007. In the past, following federal guidelines, Florida has collected data on students who resided in these facilities for at least 30 consecutive days, one of which was in October.

The following changes have been communicated by the U.S. Department of Education:

- The length of stay that qualifies a student to be reported has changed from 30 consecutive days to one day.
- The designated count period is now defined as 30 consecutive calendar days at least one of which falls within the month of October.
- Students may have more than two eligible institution stays during the count period, which are to be reported using additional Student Demographic Information format submissions.

CHERI PIERSON YECKE, PH.D.  
CHANCELLOR, K-12 PUBLIC SCHOOLS

October 30, 2007

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The Department believes that these changes will result in more funding for Florida's children. A separate memo with technical details has been sent to your MIS department and federal programs contact. However, we want to make you are aware of the importance of this data collection, and to thank you for your assistance in making this change.

### **Comparability**

In May 2007, we sent individual letters to each Superintendent about the requirements for Title I comparability. In those letters, we included a copy of the comparability forms, and noted that the deadline was to be October 19, 2007.

In order to accommodate the state processing period for Survey 3, the deadline has been changed to **December 3, 2007**. Additionally, we are happy to let you know that the Bureau of Student Assistance has created an on-line system for districts to report comparability. Several districts were involved in testing the system, and our hope is that it will make this reporting much simpler. As a reminder, if your district does not meet the comparability requirement, changes must be made immediately to bring your district in compliance.

### **Carryover Waivers**

The state's budget year ended on June 30, 2007, and the Comptroller's office is currently reconciling grant funds. Districts may submit a waiver request to the Department, once every 3 years, to exceed Title I's carryover limit of 15 percent. In the past, the Department has asked districts to notify us of their intent to seek a waiver. This has meant that the Department received notification from a number of districts each year that, once the Comptroller's analysis was complete, did not need a waiver.

In order to streamline the process for districts, the Department will notify districts directly when the district is eligible for a waiver, because the carryover is more than 15 percent. You should receive this notice no later than January of each year.

CPY/clsm

cc: Federal Directors

**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF STUDENT ASSISTANCE  
SURVEY 5 DATA QUALITY CONTROL PROCEDURES**

12-15

**The following data will be run by BSA to ensure accurate data reporting by districts on Survey 5 for funding calculations and federal reporting on CSPR and/or EDEN:**

- ✚ 2006-2007 Migrant Student Counts
  - Student Demographic format
- ✚ 2006-2007 Homeless Student Counts
  - Student Demographic format
  - Federal/State Indicator Status Format
- ✚ 2006-2007 Neglected & Delinquent Student Counts
  - Student Demographic format
  - Dropout Prevention and Mentoring Program Data
- ✚ 2006-2007 Title I Part A, Basic Student Counts
  - Student Demographic format
  - Federal/State Compensatory Project Evaluation Format

**Survey 5:**

Due date: August 3, 2007

State processing: July 30 - September 7, 2007

Final Update/Amendment Date: May 2, 2008

**Timeline:**

- Survey 5 due - August 03, 2007
- Submission of request of files - August 06, 2007
- Estimated date of files ready for download - August 10, 2007
- Estimated date of data ready for distribution - August 17, 2007
- Data to be sent to districts for verification/update - August 20, 2007
  - District has 3 weeks (15 working days) to update their data
- Survey 5 End of State Processing - September 07, 2007
- Submission of request for files - September 10, 2007

**Please note:** Even though districts have a final update/amendment period until May 2, 2008 to update Survey 5 data, **the Bureau of Student Assistance will pull data formats the DAY AFTER END OF STATE PROCESSING and data from the pulled file will be considered final and complete for all reporting and funding purposes.**

### How Data are Collected

Data are collected on different “formats.” Each format is designed to capture a specific type of information. All database formats have the following field characteristics.

A	=	Alphabetic only
A/N	=	Alphanumeric
N	=	Numeric only
Z	=	Zoned Numeric
P	=	Packed decimal
R	=	Right justified leading zeros
L	=	Left justified

#### Student Demographic Information Format

This format is the central component of all data collected by FDOE. It is the “standard” against which all other data on students are matched. A data match is conducted by comparing District name, School name, and Student ID (SID) on two files.

**Match Example:** The demographic format has name, age, race, date of birth, etc., and the Federal/State Indicator Status format (below) has homeless data. John Doe, a homeless student, is on student demographics and a homeless record for John Doe exists on the Federal State Indicator format. This is an example of a match.

**Mismatch Example:** If a homeless student is reported on the Federal/State Indicator Status but a matching record cannot be found on the student demographic, then that student cannot be counted as homeless because the student “does not exist,” according to the system. In this case, the student will be deleted to ensure accurate data reporting.

See the table on the following page.



The Student Demographic information includes the following fields:

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<a href="#">District Number, Current Instruction/Service</a> *
2	3-4	2	N/R	<a href="#">District Number, Current Enrollment</a> *
3	5-8	4	A/N/R	<a href="#">School Number, Current Enrollment</a> *
4	9-18	10	A/N	<a href="#">Student Number Identifier, Florida</a> *
5	19-19	1	N	<a href="#">Survey Period Code</a> *
6	20-23	4	N	<a href="#">Year</a> *
7	24-33	10	A/N	<a href="#">Student Number Identifier - Alias, Florida</a>
8	34-75	42	A/N/L	<a href="#">Student Name, Legal</a>
9	76-81	6	A/N	Filler
10	82-82	1	A	<a href="#">Gender</a>
11	83-83	1	A	<a href="#">Racial/Ethnic Category</a>
12	84-85	2	A/N	<a href="#">District Number, Zoned School</a>
13	86-89	4	A/N	<a href="#">School Number, Zoned School</a>
14	90-96	7	A/N	Filler
15	97-98	2	A	<a href="#">English Language Learners, PK-12</a>
16	99-99	1	A/N	<a href="#">Resident Status, State/County</a>
17	100-101	2	A/N	<a href="#">Grade Level</a>
18	102-102	1	A/N	<a href="#">Student Characteristic, Agency Programs</a>
19	103-103	1	A	<a href="#">Transaction Code</a>
20	104-105	2	A/N	<a href="#">Native Language, Student</a>
21	106-106	1	A/N	Filler
22	107-108	2	A/N	<a href="#">Primary Language Spoken in Home</a>
23	109-110	2	A/N	<a href="#">Country of Birth</a>
24	111-118	8	A/N	<a href="#">English Language Learners: Home Language Survey Date</a>
25	119-126	8	N	<a href="#">Birth Date</a>
26	127-129	3	A/N	Filler
27	130-137	8	A/N	<a href="#">Qualifying Arrival Date (QAD) for Migrant Program Eligibility</a>
28	138-138	1	A/N	<a href="#">Lunch Status</a>
29	139-139	1	A	Filler
30	140-140	1	A	<a href="#">Additional School Year Student</a>
31	141-141	1	A/N	<a href="#">Migrant Status Term</a>
32	142-142	1	A/N	<a href="#">Graduation Option</a>
33	143-146	4	A/N	<a href="#">Institution Number, Neglected/Delinquent (First)</a>
34	147-150	4	A/N	<a href="#">Institution Number, Neglected/Delinquent (Second)</a>
35	151-160	10	A/N	Filler

**How to read this table:** Item number 1 takes up two spaces in the database: character 1 and character 2. It is a numeric field with leading zeros if necessary. It provides information on which district has enrolled the student.

### Federal/State Indicator Status

Homeless data that is reported to FDOE on this format is reported to the USDE. Data from this format is matched to Demographics and other formats and reported on the homeless portion of the Part I, Consolidated State Performance Report. This format includes:

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<u>District Number, Current Enrollment</u> *
2	3-6	4	A/N/R	<u>School Number, Current Enrollment</u> *
3	7-16	10	A/N	<u>Student Number Identifier, Florida</u> *
4	17-17	1	A/N	<u>Survey Period Code</u> *
5	18-21	4	N	<u>Fiscal Year</u> *
6	22-22	1	A/N	Filler
7	23-23	1	A/N	<u>Immunization Status</u>
8	24-24	1	A/N	Filler
9	25-25	1	A	<u>Early Admission Student</u>
10	26-26	1	A	<u>Homeless Student, PK-12</u>
11	27-27	1	A	<u>Homeless Unaccompanied Youth</u>
12	28-33	6	A	Filler
13	34-34	1	A	<u>Transaction Code</u>
14	35-38	4	A/N	Filler
15	39-39	1	A	<u>Program Participation Prior to Kindergarten</u>
16	40-43	4	A/N	Filler
17	44-44	1	A/N	<u>Section 504 Eligible</u>
18	45-45	1	A	<u>Prekindergarten Program Participation</u>
19	46-46	1	A/N	<u>Career Academy Participant</u>
20	47-54	8	A/N	<u>Date Entered United States</u>
21	55-55	1	A/N	<u>Immigrant Student</u>
22	56-56	1	A	<u>Dropout Prevention/Juvenile Justice Programs</u>
23	57-80	24	A/N	Filler

### Federal/State Compensatory Project Evaluation

This database format contains information on services provided to students. Information on Title I students served, Migrant students served, instructional services, and support services is reported on this format. This data is reported on Part II of the Consolidated State Performance Report and also used in the Migrant Formula, used to calculate Migrant allocations to districts.

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<u>District Number, Current Instruction/Service</u> *
2	3-6	4	A/N/R	<u>School Number, Current Instruction/Service</u> *
3	7-16	10	A/N	<u>Student Number Identifier, Florida</u> *
4	17-17	1	A/N	<u>Survey Period Code - Always '5'</u> *
5	18-21	4	N	<u>School Year</u> *
6	22-26	5	A/N	<u>Federal/State Project, Area and Model</u> *
7	27-27	1	A	<u>Transaction Code</u>
8	28-28	1	A/N	<u>Term</u> *
9	29-32	4	A/N	<u>Federal/State Project - Support Services</u>
10	33-33	1	A	<u>Migrant Referred Services</u>
11	34-34	1	A	<u>Migrant Priority for Services</u>
12	35-35	1	A/N	<u>Immigrant Student Services - Code L</u>
13	36-36	1	A/N	<u>Immigrant Student Services - Code S</u>
14	37-37	1	A/N	<u>Immigrant Student Services - Code A</u>
15	38-38	1	A/N	<u>Immigrant Student Services - Code C</u>
16	39-39	1	A/N	<u>Immigrant Student Services - Code M</u>
17	40-40	1	A/N	<u>Immigrant Student Services - Code D</u>
18	41-41	1	A/N	<u>Immigrant Student Services - Code F</u>
19	42-42	1	A/N	<u>Immigrant Student Services - Code B</u>
20	43-43	1	A/N	<u>Immigrant Student Services - Code R</u>
21	44-44	1	A/N	<u>Immigrant Student Services - Code T</u>
22	45-45	1	A/N	<u>Immigrant Student Services - Code O</u>
23	46-80	35	A/N	Filler

***New Data Element Example:*** For 2006-2007, Migrant Priority of Services was a new data element. In 2005-2006 and prior years, it was calculated using Student mobility, FCAT, retained, Age/Grade discrepancy, LEP and GPA. Implementation of this new data element allows the district to code its own students as receiving Migrant Priority of Services.

### Student End of Year Status

This format is used for data on Part II of the Consolidated State Performance Report and the Migrant Formula, used to calculate district allocation.

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<u>District Number, Current Enrollment</u> *
2	3-6	4	A/N/R	<u>School Number, Current Enrollment</u> *
3	7-16	10	A/N	<u>Student Number Identifier, Florida</u> *
4	17-17	1	N	<u>Survey Period Code</u> *
5	18-21	4	N	<u>School Year</u> *
6	22-22	1	A	<u>Grade Promotion Status</u>
7	23-25	3	A/N	<u>Diploma Type</u>
8	26-28	3	A/N	<u>Certificate of Completion, Type</u>
9	29-30	2	A/N	Filler
10	31-32	2	N	<u>Postsecondary Education Plans</u>
11	33-34	2	A/N	Filler
12	35-37	3	A/N	<u>Withdrawal Reason</u>
13	38-43	6	A/N	Filler
14	44-44	1	A	<u>Transaction Code</u>
15	45-47	3	N/R	<u>FTE Earned, College Entrance Examination Board Advanced Placement Test</u>
16	48-54	7	A/N	Filler
17	55-57	3	N/R	<u>FTE Earned, International Baccalaureate Diploma</u>
18	58-60	3	N/R	<u>FTE Earned, International Baccalaureate Score</u>
19	61-72	12	A/N	Filler
20	73-77	5	N/R	<u>Grade Point Average State, Cumulative</u>
21	78-83	6	N	Filler
22	84-85	2	A/N	<u>Grade Level</u> *
23	86-101	16	N/R	Filler
24	102-109	8	A/N	<u>Withdrawal Date</u>
25	110-118	9	A/N	Filler
26	119-119	1	A/N	<u>Tech Prep Participant</u>
27	120-120	1	A/N	Filler
28	121-121	1	A	<u>Vocational Academic Disadvantaged</u>
29	122-122	1	A	<u>Vocational, Single Parent and Single Pregnant Woman</u>
30	123-123	1	A	<u>GED Exit Option Test Results</u>
31	124-126	3	N	<u>FTE Earned, Advanced International Certificate of Education Diploma</u>
32	127-129	3	N	<u>FTE Earned, Advanced International Certificate of Education Score</u>
33	130-130	1	N	<u>Grade Promotion Status: Good Cause Exemption</u>
34	131-131	1	A/N	<u>Differentiated Diploma</u>
35	132-135	4	N	<u>FTE Earned, Grades 6-8 Algebra</u>
36	136-160	25	A/N	Filler

[Exceptional Student](#) (not to be confused with [Exceptional Student Program](#) format)

This format is used to determine the number of disabled students or students with primary exceptionality (ESE) reported on the Consolidated State Performance Report. We do not use the [Exceptional Student Program](#) format which collects data on students placed in the [Exceptional Student Program](#).

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<a href="#">District Number, Current Enrollment</a> *
2	3-6	4	A/N/R	<a href="#">School Number, Current Enrollment</a>
3	7-16	10	A/N	<a href="#">Student Number Identifier, Florida</a> *
4	17-17	1	A/N	<a href="#">Survey Period Code</a> *
5	18-21	4	N	<a href="#">Year</a> *
6	22-25	4	A/N	Filler
7	26-26	1	A	<a href="#">Exceptional Student Extended School Year Services</a>
8	27-27	1	A	<a href="#">Exceptional Student, IDEA Educational Environments</a>
9	28-28	1	A	<a href="#">Exceptionality, Primary</a>
10	29-29	1	A	<a href="#">Alternate Assessment Administered</a>
11	30-55	26	A/N	Filler
12	56-56	1	A	<a href="#">Transaction Code</a>
13	57-73	17	A/N	Filler
14	74-81	8	A/N	<a href="#">Exceptional Student, Dismissal Date</a>
15	82-89	8	A/N	<a href="#">Exceptional Student Plan Date</a>
16	90-143	54	A/N	Filler
17	144-152	9	A/L	<a href="#">Exceptionality, Other</a>
18	153-156	4	N	<a href="#">Time, Total School Week</a>
19	157-160	4	N	<a href="#">Time With Non-Disabled Peers</a>

All students except Z (Not-applicable) are considered ESE (Primary Exceptionality).  
All students except L (Gifted) and Z (Not-applicable) are considered disabled.

## Vocational Student Course Schedule

This format is used to determine the number of students that are vocational students. These data are reported in the Homeless section and Title I section of the Consolidated State Performance Report.

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	<a href="#">District Number, Current Enrollment</a>
2	3-6	4	A/N/R	<a href="#">School Number, Current Enrollment</a>
3	7-16	10	A/N	<a href="#">Student Number Identifier, Florida *</a>
4	17-17	1	N	<a href="#">Survey Period Code *</a>
5	18-21	4	N	<a href="#">School Year *</a>
6	22-23	2	N/R	<a href="#">District Number, Current Instruction/Service *</a>
7	24-27	4	A/N/R	<a href="#">School Number, Current Instruction/Service *</a>
8	28-34	7	A/N	<a href="#">Course Number *</a>
9	35-39	5	A/N	<a href="#">Section Number *</a>
10	40-43	4	N	<a href="#">Period Number *</a>
11	44-44	1	A/N	<a href="#">Term *</a>
12-17	45-61	17	A/N	Filler
18	62-63	2	A/N	<a href="#">Grade Level</a>
19-20	64-68	5	A/N	Filler
21	69-75	7	A/N	<a href="#">Vocational/Adult General Education Program Code</a>
22	76-76	1	A	<a href="#">Transaction Code</a>
23-30	77-89	13	A/N	Filler
31	90-92	3	N	<a href="#">FEFP Program Number</a>
32	93-96	4	A/N	Filler
33	97-102	6	A/N	<a href="#">Vocational/Adult General Education Completion Point Code</a>
34	103-106	4	N	Filler
35	107-107	1	A/N	<a href="#">Modified Occupational Completion Point</a>
36	108-108	1	A	<a href="#">Exceptional Student Vocational Course Setting</a>
37	109-109	1	A/N	<a href="#">Internship Participant</a>
38	110-110	1	A/N	<a href="#">Youth Apprenticeship</a>
39	111-160	50	A/N	Filler

### **Data Analysis**

When the Department receives an LEA's data, it looks like this:

```
0100216361366101150506RZZZZZ08W01A000000000000000KG 06022006 NNZZZ0000000
0100213613636187450506PZZZZZ08W02A00000000000000001 06022006 NNZZZ0000000
0100201060573015450506PZZZZZ08W02A00000000000000002 06022006 NNZZZ0000000
```

The Department relies on computer programs, and its excellent staff, to create the many reports that are required.

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<b>Element Name:</b> District Number, Current Instruction/Service					
<b>Definition/Domain</b>					
<p>The two-digit number for the current school district or other agency which is providing instruction or services. See Appendix C: District Name Table.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 30%;"><u>CODE</u></td> <td style="text-align: center;"><u>DEFINITION</u></td> </tr> <tr> <td style="text-align: center;"><b>01 – 76, 78, 79</b></td> <td>State assigned number for school district or other agency</td> </tr> </table>		<u>CODE</u>	<u>DEFINITION</u>	<b>01 – 76, 78, 79</b>	State assigned number for school district or other agency
<u>CODE</u>	<u>DEFINITION</u>				
<b>01 – 76, 78, 79</b>	State assigned number for school district or other agency				
<b>Length:</b> 2	<b>Grades and Programs Requiring This Data Element:</b>				
<b>Format:</b> Numeric	All Programs Grades PK-12				
<b>Compatibility Requirement:</b>  Compatible	Workforce Development Education (adult general education and postsecondary vocational education)				
<b>Use Types:</b>  <input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>	<b>State Reporting Formats Requiring This Data Element:</b>  This data element appears on all record formats with the exception of Exceptional Student Program DB9 12x, Exceptional Student DB9 23x, Federal/State Indicator Status DB9 22x, Student End of Year Status DB9 17x, Student Discipline/Referral Action DB9 19x, Limited English Proficient Student Information DB9 10x, Student Course Transcript Information DB9 39x, Prior School Status/Student Attendance DB9 55x, School Environmental Safety Incident Report DB9 42x, Department of Juvenile Justice Student Entry Assessment DB9 53x and Department of Juvenile Justice Student Exit Assessment DB9 54x.				
<b>Data Element Number:</b>  115325	<b>Reported in Survey Periods:</b> <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"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> X				
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**APPENDIX C  
DISTRICT NAME TABLE**

<u>District Number</u>	<u>District Name</u>	<u>District Number</u>	<u>District Name</u>
01	Alachua	42	Marion
02	Baker	43	Martin
03	Bay	44	Monroe
04	Bradford	45	Nassau
05	Brevard	46	Okaloosa
06	Broward	47	Okeechobee
07	Calhoun	48	Orange
08	Charlotte	49	Osceola
09	Citrus	50	Palm Beach
10	Clay	51	Pasco
11	Collier	52	Pinellas
12	Columbia	53	Polk
13	Dade	54	Putnam
14	DeSoto	55	St. Johns
15	Dixie	56	St. Lucie
16	Duval	57	Santa Rosa
17	Escambia	58	Sarasota
18	Flagler	59	Seminole
19	Franklin	60	Sumter
20	Gadsden	61	Suwannee
21	Gilchrist	62	Taylor
22	Glades	63	Union
23	Gulf	64	Volusia
24	Hamilton	65	Wakulla
25	Hardee	66	Walton
26	Hendry	67	Washington
27	Hernando	68	School for Deaf/Blind
28	Highlands	69	Dozier/Okeechobee
29	Hillsborough	70	Eckerd Challenge Program
30	Holmes	71	Florida Virtual School
31	Indian River	72	FAU - Lab School
32	Jackson	73	FSU - Lab School
33	Jefferson	74	FAMU - Lab School
34	Lafayette	75	UF - Lab School
35	Lake	76	Department of Corrections
36	Lee	77	Community Colleges
37	Leon	78	Florida Connections Academy
38	Levy	79	Florida Virtual Academy
39	Liberty	99	Other than Florida Public School
40	Madison		
41	Manatee	88	Division of Public Schools (Academic Scholar Records)



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<b>Element Name: School Number, Current Enrollment</b>															
<b>Definition/Domain</b>															
<p>The state assigned four-digit school number in which the student is officially enrolled for graduation during the current school year.</p> <table border="0"> <thead> <tr> <th align="center"><u>CODE</u></th> <th align="center"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td align="center"><b>0001 - 9899</b></td> <td>District school sites assigned a unique number in the state Master School ID File.</td> </tr> <tr> <td align="center"><b>N998 *</b></td> <td>DPS/MIS reporting number for home education setting.</td> </tr> <tr> <td align="center"><b>N999 *</b></td> <td>DPS/MIS reporting number for out-of-state or PK-12 nonpublic in-state schools.</td> </tr> <tr> <td align="center"> <b>9997</b></td> <td>Migrant Non-Attenders – Reporting number for students identified as migrant, ages 3 through 21, who are not enrolled in school and have not graduated from high school.</td> </tr> <tr> <td align="center"><b>3518</b></td> <td>McKay Scholarship participants.</td> </tr> <tr> <td align="center"><b>7004</b></td> <td>Florida Virtual School franchise participants.</td> </tr> </tbody> </table> <p>• <b>See the next page for the appropriate use of school numbers N998 and N999.</b></p> <p>Note: Although students do not enroll for graduation in district number 71, this district number and its valid school numbers are used by the Florida Virtual School for reporting District Number, Current Enrollment and School Number, Current Enrollment.</p>		<u>CODE</u>	<u>DEFINITION</u>	<b>0001 - 9899</b>	District school sites assigned a unique number in the state Master School ID File.	<b>N998 *</b>	DPS/MIS reporting number for home education setting.	<b>N999 *</b>	DPS/MIS reporting number for out-of-state or PK-12 nonpublic in-state schools.	 <b>9997</b>	Migrant Non-Attenders – Reporting number for students identified as migrant, ages 3 through 21, who are not enrolled in school and have not graduated from high school.	<b>3518</b>	McKay Scholarship participants.	<b>7004</b>	Florida Virtual School franchise participants.
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<b>7004</b>	Florida Virtual School franchise participants.														
<b>Length:</b> 4	<b>Grades and Programs Requiring This Data Element:</b>														
<b>Format:</b> Alphanumeric	All Programs Grades PK-12														
<b>Compatibility Requirement:</b> State Standard															
<b>Use Types:</b>	<b>State Reporting Formats Requiring This Data Element:</b>														
<input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input checked="" type="checkbox"/> <b>F.A.S.T.E.R.</b>	On all formats with the exception of: <table border="0"> <tr> <td>Dropout Prevention and Mentoring Program Data DB9 11x</td> <td>Department of Juvenile Justice Student Entry Assessment DB9 54x</td> </tr> <tr> <td>School Environmental Safety Incident Report DB9 42x</td> <td>Department of Juvenile Justice Student Exit Assessment DB9 55x</td> </tr> <tr> <td>Federal/State Compensatory Project Evaluation DB9 18x</td> <td>Teacher Course DB9 15x</td> </tr> <tr> <td>Student Assessment DB9 59</td> <td></td> </tr> </table>	Dropout Prevention and Mentoring Program Data DB9 11x	Department of Juvenile Justice Student Entry Assessment DB9 54x	School Environmental Safety Incident Report DB9 42x	Department of Juvenile Justice Student Exit Assessment DB9 55x	Federal/State Compensatory Project Evaluation DB9 18x	Teacher Course DB9 15x	Student Assessment DB9 59							
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Federal/State Compensatory Project Evaluation DB9 18x	Teacher Course DB9 15x														
Student Assessment DB9 59															
<b>Data Element Number:</b> 172825	<b>Reported in Survey Periods:</b> <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"/> 9														
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# ATTACHMENT

12-26

**Please use the matrix below as a guide for the correct use of school numbers N998 and N999 by format.**

<b>FORMAT</b>	<b>SURVEY</b>	<b>ALLOW N998/N999?</b>
Dropout Prevention and Mentoring Program Data	5	NO
Exceptional Student	1, 2, 3, 4, 5	YES
Exceptional Student Program	2,3,5	YES
Federal/State Compensatory Project Evaluation	5	YES
Federal/State Indicator Status	2	YES
Limited English Proficient Student Information	2, 3	YES
Prior School Status/Student Attendance	2, 3, 5	YES
Responsible Instructor - Reading, Writing, and Mathematics	3	NO
Student Assessment	2, 3, 5	NO
Student Course Schedule	1, 2, 3, 4	YES
Student Course Transcript Information	5	NO
Student Demographic Information	1, 2, 3, 4, 5, 9	YES
Student Discipline/Referral Action	2, 3, 4, 5	YES
Student Dropout/Match Information	2, 3, 5	YES
Student End of Year Status	5	YES
Title I – Supplemental Educational Services	3, 5	NO
Vocational Student Course Schedule	5	YES

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<b>Element Name:</b> Student Number Identifier, Florida	
<b>Definition/Domain</b>	
<p>A ten-character code used to uniquely identify a student. The number must be maintained for all PK-12 students, adult general education students and postsecondary vocational students.</p> <p><u>If the student provides a social security number, the Student Number Identifier, Florida equals the social security number followed by an "X."</u></p> <p align="center">nnnnnnnnX      Example: 123456789X</p> <p>If a student <u>does not</u> provide a social security number, the school district should assign a number using the common method statewide.</p> <p><b><u>First Two Digits</u></b></p> <p align="center"><b>NN</b>      For any student entering a Florida school district for the first time who does not have a social security number, the first two digits will represent the district of initial entry into the Florida school system.</p> <p><b><u>Last Eight Digits</u></b></p> <p align="center"><b>NNNNNNNN</b>      The last eight digits are district-defined in such a way as to result in a unique student number within the district where the number is originally assigned.</p> <p>If a student does not provide a social security number at the time of entry, but later provides a social security number, the district must update the Student Number Identifier, Florida with the verified social security number.</p> <p>See Student Number Identifier - Alias, Florida data element for more information concerning changes to the Student Number Identifier, Florida.</p> <p>NOTE: Section 1008.386, F.S. requires school districts to request a social security number for each student in grades PK - Adult who enroll or who are enrolled in school. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation.</p> <p>NOTE: Districts may maintain a separate local student number identifier.</p>	
<b>Length:</b> 10	<b>Grades and Programs Requiring This Data Element:</b>
<b>Format:</b> Alphanumeric	All Programs Grades PK-12
<b>Compatibility Requirement:</b>  State Standard	Workforce Development Education (adult general education and postsecondary vocational education)
<b>Use Types:</b> <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	<b>State Reporting Formats Requiring This Data Element:</b>  Key element on all record formats with the exception of: Teacher Course DB9 15x Vocational Teacher Course DB9 24x WDIS Teacher Course DB9 49x School Environmental Safety Incident Report DB9 42x
<b>Data Element Number:</b>  175625	<b>Reported in Survey Periods:</b> <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"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> X   ←
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<b>Element Name:</b> Racial/Ethnic Category															
<b>Definition/Domain</b>															
<p>The racial/ethnic group to which the student belongs or with which the student identifies:</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><b>W</b></td> <td>White, Non-Hispanic: a person having origins in any of the original peoples of Europe, North Africa or the Middle East.</td> </tr> <tr> <td><b>B</b></td> <td>Black, Non-Hispanic: a person having origins in any of the black racial groups in Africa.</td> </tr> <tr> <td><b>H</b></td> <td>Hispanic: a person of Mexican, Puerto Rican, Cuban or South or Central American origin or other Spanish culture or origin regardless of race.</td> </tr> <tr> <td><b>A</b></td> <td>Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent.</td> </tr> <tr> <td><b>I</b></td> <td>American Indian or Alaskan Native: a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.</td> </tr> <tr> <td><b>M</b></td> <td>Multiracial: a person having parents of different racial/ethnic categories.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	<b>W</b>	White, Non-Hispanic: a person having origins in any of the original peoples of Europe, North Africa or the Middle East.	<b>B</b>	Black, Non-Hispanic: a person having origins in any of the black racial groups in Africa.	<b>H</b>	Hispanic: a person of Mexican, Puerto Rican, Cuban or South or Central American origin or other Spanish culture or origin regardless of race.	<b>A</b>	Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent.	<b>I</b>	American Indian or Alaskan Native: a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.	<b>M</b>	Multiracial: a person having parents of different racial/ethnic categories.
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<b>W</b>	White, Non-Hispanic: a person having origins in any of the original peoples of Europe, North Africa or the Middle East.														
<b>B</b>	Black, Non-Hispanic: a person having origins in any of the black racial groups in Africa.														
<b>H</b>	Hispanic: a person of Mexican, Puerto Rican, Cuban or South or Central American origin or other Spanish culture or origin regardless of race.														
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<b>M</b>	Multiracial: a person having parents of different racial/ethnic categories.														
<b>Length:</b> 1	<b>Grades and Programs Requiring This Data Element:</b>														
<b>Format:</b> Alphabetic	All Programs Grades PK-12 Workforce Development Education (adult general education and postsecondary vocational education)														
<b>Compatibility Requirement:</b>  State Standard															
<b>Use Types:</b>	<b>State Reporting Formats Requiring This Data Element:</b>														
<input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input checked="" type="checkbox"/> <b>F.A.S.T.E.R.</b>	Student Demographic Information DB9 13x WDIS Student Demographic Information DB9 46x Prior School Status/Student Attendance DB9 55x Student Discipline/Referral Action DB9 19x														
<b>Data Element Number:</b>  168025	<b>Reported in Survey Periods:</b> <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"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> F <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/> G <input type="checkbox"/> X														
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<b>Effective:</b> 7/06	<b>Page Number:</b> 231-1														

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<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:</b> English Language Learners, PK-12									
<b>Definition/Domain</b>									
<p>Using the definitions and the codes given below, indicate the status of the student who has been identified as an English Language Learner (EL) student. A English Language Learner student 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><b>LY</b></td> <td>The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students.</td> </tr> <tr> <td><b>LN</b></td> <td>The student is Limited English Proficient and is not enrolled in classes specifically designed for ELL students.</td> </tr> <tr> <td><b>LF</b></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"><b>CONTINUED ON THE NEXT PAGE</b></p>		<u>CODE</u>	<u>DEFINITION</u>	<b>LY</b>	The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students.	<b>LN</b>	The student is Limited English Proficient and is not enrolled in classes specifically designed for ELL students.	<b>LF</b>	The student is being followed up for a two-year period after having exited from the ESOL program.
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<b>Length:</b> 2	<b>Grades and Programs Requiring This Data Element:</b>								
<b>Format:</b> Alphabetic	All Programs Grades PK-12								
<b>Compatibility Requirement:</b> Compatible									
<b>Use Types:</b>	<b>State Reporting Formats Requiring This Data Element:</b>								
<input checked="" type="checkbox"/> <b>State Report</b>	Student Demographic Information DB9 13x Student Discipline/Referral Action DB9 19x								
<input checked="" type="checkbox"/> <b>Local Accountability</b>									
<input checked="" type="checkbox"/> <b>F.A.S.T.E.R.</b>									
<b>Data Element Number:</b> 144025	<b>Reported in Survey Periods:</b> <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"/> 8 <input checked="" type="checkbox"/> 9								
<b>Revised:</b> 7/06	<b>Volume I</b> <b>Effective:</b> 7/06 <b>Page Number:</b> 112-1								

**FLORIDA DEPARTMENT OF EDUCATION  
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<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
--

<b>Element Name:</b>	<b>English Language Learner, PK-12 (Continued)</b>		
<b>Definition/Domain (Continued)</b>			
<u>CODE</u>	<u>DEFINITION</u>		
<b>LP</b>	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.		
<b>LZ</b>	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.		
<b>ZZ</b>	Not applicable		
<b>Revised: 7/06</b>	<b>Volume I</b>	<b>Effective: 7/06</b>	<b>Page Number: 112-2</b>

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<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:      Grade Level</b>																																	
<b>Definition/Domain</b>																																	
<p>The student's current grade level placement or the grade level for which data are being reported:</p> <table style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>GRADE OR LEVEL</u></th> </tr> </thead> <tbody> <tr> <td><b>PK</b></td> <td>Prekindergarten</td> </tr> <tr> <td><b>KG</b></td> <td>Kindergarten</td> </tr> <tr> <td><b>01-12</b></td> <td>First through twelfth grade</td> </tr> <tr> <td><b>30</b></td> <td>Adult, Nonhigh School graduate</td> </tr> <tr> <td><b>31</b></td> <td>Adult, High School graduate</td> </tr> </tbody> </table> <p>NOTES: If a student is in an ungraded setting, assign the student to the grade in which he or she would normally be enrolled.</p> <p><b>Obsolete Grade Level Codes are listed below:</b></p> <table style="margin-left: 40px;"> <tbody> <tr><td><b>13</b></td><td>Postsecondary Vocational Technical, first year (applicable for years prior to 1988-89)</td></tr> <tr><td><b>14</b></td><td>Postsecondary Vocational Technical, second year (applicable for years prior to 1988-89)</td></tr> <tr><td><b>15</b></td><td>Adult Vocational Technical, Supplemental (applicable for years prior to 1988-89)</td></tr> <tr><td><b>16</b></td><td>Preapprenticeship-Vocational Technical (applicable for years prior to 1988-89)</td></tr> <tr><td><b>17</b></td><td>Apprenticeship-Vocational Technical (applicable for years prior to 1988-89)</td></tr> <tr><td><b>20</b></td><td>Adult General, Elementary (K-8) (applicable for years prior to 1988-89)</td></tr> <tr><td><b>21</b></td><td>Adult General, Secondary (9-12) (applicable for years prior to 1988-89)</td></tr> <tr><td><b>22</b></td><td>Adult, Community Instructional Services (applicable for years prior to 1987-88)</td></tr> <tr><td><b>23</b></td><td>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)</td></tr> <tr><td><b>24</b></td><td>Adult Lifelong Learning (applicable for 1987-88 only)</td></tr> </tbody> </table>		<u>CODE</u>	<u>GRADE OR LEVEL</u>	<b>PK</b>	Prekindergarten	<b>KG</b>	Kindergarten	<b>01-12</b>	First through twelfth grade	<b>30</b>	Adult, Nonhigh School graduate	<b>31</b>	Adult, High School graduate	<b>13</b>	Postsecondary Vocational Technical, first year (applicable for years prior to 1988-89)	<b>14</b>	Postsecondary Vocational Technical, second year (applicable for years prior to 1988-89)	<b>15</b>	Adult Vocational Technical, Supplemental (applicable for years prior to 1988-89)	<b>16</b>	Preapprenticeship-Vocational Technical (applicable for years prior to 1988-89)	<b>17</b>	Apprenticeship-Vocational Technical (applicable for years prior to 1988-89)	<b>20</b>	Adult General, Elementary (K-8) (applicable for years prior to 1988-89)	<b>21</b>	Adult General, Secondary (9-12) (applicable for years prior to 1988-89)	<b>22</b>	Adult, Community Instructional Services (applicable for years prior to 1987-88)	<b>23</b>	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)	<b>24</b>	Adult Lifelong Learning (applicable for 1987-88 only)
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<b>Revised: 7/06</b>	<b>Volume I      Effective: 7/06      Page Number: 160-1</b>																																

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AUTOMATED STUDENT DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1993-94 July 1, 1993
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<b>Element Name: Lunch Status</b>																					
<b>Definition/Domain</b>																					
<p>Lunch status is defined as the student's eligibility for participation in the Free, Reduced or Full Price Lunch Program of the district as evidenced by submission of an application.</p> <table border="1"> <thead> <tr> <th align="center"><u>CODE</u></th> <th align="center"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td align="center">0</td> <td>The student <b>did not apply</b> for free or reduced price lunch.</td> </tr> <tr> <td align="center">1</td> <td>The student <b>applied</b> for free or reduced price lunch <b>but is not eligible</b>.</td> </tr> <tr> <td align="center">2</td> <td>The student <b>is eligible for free lunch</b>.</td> </tr> <tr> <td align="center">3</td> <td>The student <b>is eligible for reduced-price lunch</b>.</td> </tr> <tr> <td align="center">4</td> <td>The student is <b>enrolled in a USDA-approved Provision 2 school</b>.</td> </tr> <tr> <td align="center">6</td> <td>The student <b>is eligible for free meals</b> based on direct certification which is the automatic approval for free meals but declines the free meals.</td> </tr> <tr> <td align="center">7</td> <td>The student <b>is eligible for free lunch</b>, but the information may not be used for verifying eligibility for other programs such as the Federal Title I program.</td> </tr> <tr> <td align="center">8</td> <td>The student <b>is eligible for reduced-price lunch</b>, but the information may not be used for verifying eligibility for other programs such as the Federal Title I program.</td> </tr> <tr> <td align="center">9</td> <td>The student <b>is eligible for free meals</b> based on direct certification which is the automatic approval for free meals.</td> </tr> </tbody> </table> <p>NOTE: (a) Only codes <b>0, 1, 2, 3</b> and <b>4</b> are submitted to the state. Codes <b>6, 7</b> and <b>9</b> should be converted to code <b>2</b>, and code <b>8</b> should be converted to code <b>3</b> prior to state reporting.</p>		<u>CODE</u>	<u>DEFINITION</u>	0	The student <b>did not apply</b> for free or reduced price lunch.	1	The student <b>applied</b> for free or reduced price lunch <b>but is not eligible</b> .	2	The student <b>is eligible for free lunch</b> .	3	The student <b>is eligible for reduced-price lunch</b> .	4	The student is <b>enrolled in a USDA-approved Provision 2 school</b> .	6	The student <b>is eligible for free meals</b> based on direct certification which is the automatic approval for free meals but declines the free meals.	7	The student <b>is eligible for free lunch</b> , but the information may not be used for verifying eligibility for other programs such as the Federal Title I program.	8	The student <b>is eligible for reduced-price lunch</b> , but the information may not be used for verifying eligibility for other programs such as the Federal Title I program.	9	The student <b>is eligible for free meals</b> based on direct certification which is the automatic approval for free meals.
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<b>Use Types:</b> <input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>	<b>State Reporting Formats Requiring This Data Element:</b>																				
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<b>Revised:</b> 7/06	<b>Volume I      Effective:</b> 7/06 <b>Page Number:</b> 194-1																				



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**Implementation Date:**  
Fiscal Year 2001-02  
July 1, 2001

<b>Element Name: Migrant Status Term</b>															
<b>Definition/Domain</b>															
<p>Migrant Status Term codes are to be used to indicate which term(s) a migrant student was served and/or identified.</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>⇒⇒ D</td> <td>Enrolled/Served ONLY in Regular 180 day School Year with services provided during the regular school day only.</td> </tr> <tr> <td>⇒ E</td> <td>Enrolled/Served in Regular 180 day School Year with some or all services provided during an extended day/week.</td> </tr> <tr> <td>S ⇒</td> <td>Enrolled/Served ONLY in Summer Term – The student must be served in a partially or fully Migrant funded service component designed especially for Migrant students enrolled in conventional summer school (or intersession) in order for the student to be coded “S”.</td> </tr> <tr> <td>B ⇒</td> <td>Served in BOTH Regular 180 Day School Year and Summer Term – This code should also be used for a student identified but not served in the regular 180 day school year, but then served in the summer term.</td> </tr> <tr> <td>X ⇒</td> <td>Identified, NOT Served – Use this code if the student has been identified at any time during the school year or summer session, but not enrolled/served. This code is for emancipated youth and children three years of age or over (who are not enrolled in Pre-Kindergarten classes).</td> </tr> <tr> <td>Z ⇒</td> <td>Not Applicable, a Non-Migrant student.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	⇒⇒ D	Enrolled/Served ONLY in Regular 180 day School Year with services provided during the regular school day only.	⇒ E	Enrolled/Served in Regular 180 day School Year with some or all services provided during an extended day/week.	S ⇒	Enrolled/Served ONLY in Summer Term – The student must be served in a partially or fully Migrant funded service component designed especially for Migrant students enrolled in conventional summer school (or intersession) in order for the student to be coded “S”.	B ⇒	Served in BOTH Regular 180 Day School Year and Summer Term – This code should also be used for a student identified but not served in the regular 180 day school year, but then served in the summer term.	X ⇒	Identified, NOT Served – Use this code if the student has been identified at any time during the school year or summer session, but not enrolled/served. This code is for emancipated youth and children three years of age or over (who are not enrolled in Pre-Kindergarten classes).	Z ⇒	Not Applicable, a Non-Migrant student.
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<b>Compatibility Requirement:</b> Compatible															
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<b>Revised:</b> 7/06	<b>Volume I      Effective: 7/06      Page Number: 201-1</b>														



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**Implementation Date:**  
Fiscal Year 2004-05  
July 1, 2004

**Element Name: Institution Number, Neglected/Delinquent**

**Definition/Domain**

For Survey Period 9 the following applies (continued): ←

**For Title I, Part D, State Students reported on Survey 9 in Dozier/Okeechobee (District 69):**

Report State Neglected/Delinquent Institution Numbers only for students under 21 who received free public education provided by the state and enrolled in a regular program for at least 20 hours per week in a Neglected or Delinquent institution or 15 hours per week in an adult correctional institution.

→ For Survey Period 5 this element is reported for any student who received Title I, Part D (Neglected or Delinquent Education Program) services at any time between July 1 and June 30 of the reporting year.

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12-36

<b>Implementation Date:</b> Fiscal Year 1998-99 July 1, 1998
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<b>Element Name:</b> Homeless Student, PK-12	
<b>Definition/Domain</b>	
<p>A code indicating whether or not a student is/was homeless or eligible to continue to receive services for homeless children and youth and, if so, the primary nighttime residence of the student at the time of initial identification by the district as a homeless student this school year. For survey periods 2 and 3, report this information as of survey week. For survey period 5 report students who have been homeless at any time during the school year being reported.</p> <p>Section 725 of the 2001 McKinney-Vento Homeless Education Assistance Improvement Act defines a homeless individual as one who lacks a fixed, regular and adequate nighttime residence. Guidelines from the U. S. Department of Education describe the following situations in which a child or youth is considered homeless:</p> <p>Sharing the housing of other persons due to the loss of housing, economic hardship or a similar reason; doubled-up;</p> <p>Living in motels, hotels, FEMA Trailers, trailer parks, or camping grounds due to lack of alternate accommodations;</p> <p>Living in emergency or transitional shelters;</p> <p>Abandoned in hospitals;</p> <p>Awaiting foster care placement;</p> <p>Having a primary nighttime residence that is not designated for, or ordinarily used as a regular sleeping accommodation for human beings;</p> <p>Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;</p> <p>Migratory children may qualify as homeless for the purposes of this definition if the children are living in any of the circumstances described above.</p>	
<b>CONTINUED ON THE NEXT PAGE</b>	
<b>Length:</b> 1	<b>Grades and Programs Requiring This Data Element:</b>
<b>Format:</b> Alphabetic	Homeless Students, Grades PK-12
<b>Compatibility Requirement:</b> Compatible	
<b>Use Types:</b> <input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>	<b>State Reporting Formats Requiring This Data Element:</b>
<b>Data Element Number:</b> 129525	Federal/State Indicator Status DB9 22x
	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9
<b>Revised:</b> 7/06	<b>Volume I</b> <b>Effective:</b> 7/06 <b>Page Number:</b> 172-1

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AUTOMATED STUDENT DATA ELEMENTS**

12-37

<b>Implementation Date:</b> Fiscal Year 1998-99 July 1, 1998
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**Element Name: Homeless Student, PK-12**

**Definition/Domain**

Code students who are/were homeless or eligible to continue to receive homeless services using the following primary nighttime residence codes (based on the student's residence at the time of the student's initial identification by the district as homeless this school year).

<u>CODE</u>	<u>DEFINITION</u>
A	Living in emergency or transitional shelters, FEMA Trailers, abandoned in hospitals or awaiting foster care.
B	Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; doubled-up.
D	Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
E	Living in hotels or motels.
U	Primary nighttime residence is unknown.

Code students who are not or have not been homeless this school year using the following code.

<u>CODE</u>	<u>DEFINITION</u>
N	No, student is not homeless or has not been homeless this school year.

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AUTOMATED STUDENT DATA ELEMENTS**

12-38

<b>Implementation Date:</b> Fiscal Year 2005-06 July 1, 2005
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<b>Element Name: Homeless Unaccompanied Youth</b>									
<b>Definition/Domain</b>									
<p>A code indicating whether or not a homeless student (or student eligible for homeless services) is also an unaccompanied youth. Section 725 of the 2001 McKinney-Vento Homeless Assistance Improvement Act defines unaccompanied youth as a youth not in the physical custody of a parent or guardian.</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>Y</td> <td>Yes, this student is a homeless youth (or student eligible for homeless services) who is not in the physical custody of a parent or guardian.</td> </tr> <tr> <td>N</td> <td>No. This student is homeless (or student eligible for homeless services) but does not meet the definition of an unaccompanied youth.</td> </tr> <tr> <td>Z</td> <td>Not applicable. This student does not meet the definition of a homeless youth (or student eligible for homeless services).</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	Y	Yes, this student is a homeless youth (or student eligible for homeless services) who is not in the physical custody of a parent or guardian.	N	No. This student is homeless (or student eligible for homeless services) but does not meet the definition of an unaccompanied youth.	Z	Not applicable. This student does not meet the definition of a homeless youth (or student eligible for homeless services).
<u>CODE</u>	<u>DEFINITION</u>								
Y	Yes, this student is a homeless youth (or student eligible for homeless services) who is not in the physical custody of a parent or guardian.								
N	No. This student is homeless (or student eligible for homeless services) but does not meet the definition of an unaccompanied youth.								
Z	Not applicable. This student does not meet the definition of a homeless youth (or student eligible for homeless services).								
<b>Length:</b> 1	<b>Grades and Programs Requiring This Data Element:</b>								
<b>Format:</b> Alphabetic	Homeless Students, Grades PK-12								
<b>Compatibility Requirement:</b> Compatible									
<b>Use Types:</b> <input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>	<b>State Reporting Formats Requiring This Data Element:</b>								
	Federal/State Indicator Status DB9 22x								
<b>Data Element Number:</b> 130275	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9								
<b>Revised:</b> 7/06	<b>Volume I      Effective:</b> 7/06 <b>Page Number:</b> 173-1								

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

<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:</b> Federal/State Project, Area and Model																																																											
<b>Definition/Domain</b>																																																											
A numeric indication of the project type, subject area and model for the instruction received by the student during the project year.																																																											
<b>NNNNN</b>	<table border="0"> <tr> <td align="center"><u>First Digit</u></td> <td align="center"><b>Project Type</b></td> </tr> <tr> <td align="center">1</td> <td>Title I Basic – Part A</td> </tr> <tr> <td align="center">2</td> <td>Title I – Migrant – Part C</td> </tr> <tr> <td align="center">5</td> <td>Title I Basic (Part A) blended with Title I Migrant – Part C</td> </tr> <tr> <td align="center">→ 8</td> <td>Title III Immigrant Children and Youth</td> </tr> <tr> <td align="center"><u>Second Digit</u></td> <td align="center"><b>Subject Area</b></td> </tr> <tr> <td align="center">0</td> <td>Other</td> </tr> <tr> <td align="center">1</td> <td>Language Arts</td> </tr> <tr> <td align="center">2</td> <td>Math</td> </tr> <tr> <td align="center">3</td> <td>Language Arts/Math</td> </tr> <tr> <td align="center">4</td> <td>ESOL</td> </tr> <tr> <td align="center">A</td> <td>Vocational/Career Prep</td> </tr> <tr> <td align="center">5</td> <td>Multidisciplinary Studies/Tutorial</td> </tr> <tr> <td align="center">6</td> <td>Readiness Skills</td> </tr> <tr> <td align="center">7</td> <td>Transition Skills</td> </tr> <tr> <td align="center">8</td> <td>Science</td> </tr> <tr> <td align="center">9</td> <td>Social Studies</td> </tr> <tr> <td align="center"><u>Third - Fourth Digits</u></td> <td align="center"><b>Model</b></td> </tr> <tr> <td align="center">00</td> <td>School-Wide Project</td> </tr> <tr> <td align="center">01</td> <td>Targeted Assistance</td> </tr> <tr> <td align="center">08</td> <td>Add-on</td> </tr> <tr> <td align="center">09</td> <td>Other Approved Model</td> </tr> <tr> <td align="center">→ 14</td> <td>Immigrant</td> </tr> <tr> <td align="center">10</td> <td>Local Neglected</td> </tr> <tr> <td align="center">11</td> <td>Homeless</td> </tr> <tr> <td align="center">12</td> <td>Migratory</td> </tr> <tr> <td align="center">→ 13</td> <td>High School Credit Accrual**</td> </tr> <tr> <td align="center"><u>Fifth Digit</u></td> <td></td> </tr> <tr> <td align="center">0</td> <td>Not Applicable</td> </tr> </table>	<u>First Digit</u>	<b>Project Type</b>	1	Title I Basic – Part A	2	Title I – Migrant – Part C	5	Title I Basic (Part A) blended with Title I Migrant – Part C	→ 8	Title III Immigrant Children and Youth	<u>Second Digit</u>	<b>Subject Area</b>	0	Other	1	Language Arts	2	Math	3	Language Arts/Math	4	ESOL	A	Vocational/Career Prep	5	Multidisciplinary Studies/Tutorial	6	Readiness Skills	7	Transition Skills	8	Science	9	Social Studies	<u>Third - Fourth Digits</u>	<b>Model</b>	00	School-Wide Project	01	Targeted Assistance	08	Add-on	09	Other Approved Model	→ 14	Immigrant	10	Local Neglected	11	Homeless	12	Migratory	→ 13	High School Credit Accrual**	<u>Fifth Digit</u>		0	Not Applicable
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→	** High School Credit Accrual is educational instruction for the purpose of increasing the credits accrued towards graduation (grades 9-12 only).																																																										
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<b>Format:</b>	Alphanumeric																																																										
<b>Compatibility Requirement:</b>	Compatible																																																										
<b>Use Types:</b>	<input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>																																																										
<b>Data Element Number:</b>	120425																																																										
<b>Grades and Programs Requiring This Data Element:</b>	All Programs Grades PK-12																																																										
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<b>Revised:</b> 7/06	Volume I      Effective: 7/06      Page Number: 140-1																																																										

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AUTOMATED STUDENT DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:</b> Federal/State Project - Support Services																													
<b>Definition/Domain</b>																													
<p>This data element is used to record the type(s) of Title I or Title I Migrant funded support services provided to any Title I Basic or Title I Migrant participants. Codes consist of one-character fields which may occur a maximum of four times. Allowable support services codes are as follows:</p> <table border="0"> <thead> <tr> <th><u>CODE</u></th> <th><u>DEFINITION</u></th> <th><u>CODE</u></th> <th><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td><b>A</b></td> <td>Attendance, Guidance, Psychological Services</td> <td><b>S</b></td> <td>Social Work</td> </tr> <tr> <td><b>D</b></td> <td>Dental Services</td> <td><b>T</b></td> <td>Transportation</td> </tr> <tr> <td><b>H</b></td> <td>Health Services</td> <td><b>X</b></td> <td>Needs Assessment</td> </tr> <tr> <td><b>N</b></td> <td>Nutrition</td> <td><b>Z</b></td> <td>Not Applicable</td> </tr> <tr> <td><b>O</b></td> <td>Outreach, Advocacy</td> <td></td> <td></td> </tr> <tr> <td><b>R</b></td> <td>At-risk</td> <td></td> <td></td> </tr> </tbody> </table> <p>Examples:</p> <p><b>AHZZ</b> Student received support services in Guidance and Health</p> <p><b>ZZZZ</b> Not applicable. (Student did not receive support services.)</p> <p>NOTE: If the Title I Migrant participant received any type of counseling service (codes A, O and S), count that service first. Attendance, Guidance, Psychological Services (A), Outreach, Advocacy (O), or Social Work (S) services take priority when reporting Migrant Federal/State Project - Support Services.</p>		<u>CODE</u>	<u>DEFINITION</u>	<u>CODE</u>	<u>DEFINITION</u>	<b>A</b>	Attendance, Guidance, Psychological Services	<b>S</b>	Social Work	<b>D</b>	Dental Services	<b>T</b>	Transportation	<b>H</b>	Health Services	<b>X</b>	Needs Assessment	<b>N</b>	Nutrition	<b>Z</b>	Not Applicable	<b>O</b>	Outreach, Advocacy			<b>R</b>	At-risk		
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<b>Data Element Number:</b> 122160	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9																												
<b>Revised:</b> 7/06	<b>Volume I</b> <b>Effective:</b> 7/06 <b>Page Number:</b> 142-1																												



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<b>Implementation Date:</b> Fiscal Year 2005-06 July 1, 2005
--

<b>Element Name:</b> Migrant Referred Services									
<b>Definition/Domain</b>									
<p>Indicates whether a migratory student has been referred for services that are provided through mental or health facilities, community agencies, family or social services agencies, etc. Further, this indicator represents children who are placed in an educational or educationally-related service that they would not have otherwise obtained without the efforts of the Migrant Education Program (MEP). Services include but are not limited to counseling, medical attention, social needs, housing, legal services, tutoring, etc. These services <u>are not</u> paid for out of Migrant program funds but are supported by or through other agencies or facilities.</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>Y</td> <td>The migrant student was provided referred service(s).</td> </tr> <tr> <td>N</td> <td>The migrant student did not receive referred service(s).</td> </tr> <tr> <td>Z</td> <td>The student was not a migrant student.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	Y	The migrant student was provided referred service(s).	N	The migrant student did not receive referred service(s).	Z	The student was not a migrant student.
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<b>Length:</b> 1	<b>Grades and Programs Requiring This Data Element:</b>								
<b>Format:</b> Alphabetic	All Programs Grades PK-12								
<b>Compatibility Requirement:</b> Compatible									
<b>Use Types:</b>	<b>State Reporting Formats Requiring This Data Element:</b>								
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R.	Federal/State Compensatory Project Evaluation DB9 18x								
<b>Data Element Number:</b> 148188	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9								
<b>Revised</b> 7/06	<b>Volume I</b> <b>Effective: 7/06</b> <b>Page Number: 199-1</b>								

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AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2006-07 July 1, 2006
---

<b>Element Name:</b> Migrant Priority for Services			
<b>Definition/Domain</b>			
<p>An indicator that the migrant student has been classified as failing or at risk of failing to meet the state achievement requirements <b>and</b> that the student's education has been interrupted during the current school year leading to the designation of "priority to receive services." Students Identified as "Priority for Services" must receive services prior to migrant funds being utilized for other migrant children. The following indicators shall be used to identify the children who should receive "Priority for Services".</p> <p>The migrant student who:</p> <ul style="list-style-type: none"> <li>• Scored at Level 1 or Level 2 on the FCAT; or</li> <li>• Is an English Language Learner (formerly called LEP)*; or</li> <li>• Has an age/grade discrepancy; or</li> <li>• Is at risk of failing to meet the state graduation requirement by having one or both of the following:                         <ul style="list-style-type: none"> <li>○ an unweighted GPA of 2.0 or below, or</li> <li>○ insufficient credits for promotion or graduation.</li> </ul> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Whose education has been interrupted during the current school year. That is, the student's Qualifying Arrival Date must be within the current year which runs from September 1 through August 31.</li> </ul> <p><u>CODE</u>      <u>DEFINITION</u></p> <p><b>Y</b>          The migrant student is designated as Priority for Services.</p> <p><b>N</b>          The migrant student is not designated as Priority for Services.</p> <p><b>Z</b>          The student is not a migrant student.</p> <p>* English Language Learners are students coded LY, LN or LP on the element English Language Learners, PK-12.</p>			
<b>Length:</b> 1	<b>Grades and Programs Requiring This Data Element:</b> All Programs Grades PK-12		
<b>Format:</b> Alphabetic			
<b>Compatibility Requirement:</b> Compatible			
<b>Use Types:</b> <input checked="" type="checkbox"/> <b>State Report</b> <input checked="" type="checkbox"/> <b>Local Accountability</b> <input type="checkbox"/> <b>F.A.S.T.E.R.</b>	<b>State Reporting Formats Requiring This Data Element:</b> Federal/State Compensatory Project Evaluation DB9 18x		
	<b>Data Element Number:</b> 148269	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9	
<b>Revised:</b> 7/06	<b>Volume I</b>	<b>Effective:</b> 7/06	<b>Page Number:</b> 198-1

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<b>Implementation Date:</b> Fiscal Year 2005-06 July 1, 2005
--

<b>Element Name:</b> Migrant Referred Services									
<b>Definition/Domain</b>									
<p>Indicates whether a migratory student has been referred for services that are provided through mental or health facilities, community agencies, family or social services agencies, etc. Further, this indicator represents children who are placed in an educational or educationally-related service that they would not have otherwise obtained without the efforts of the Migrant Education Program (MEP). Services include but are not limited to counseling, medical attention, social needs, housing, legal services, tutoring, etc. These services <u>are not</u> paid for out of Migrant program funds but are supported by or through other agencies or facilities.</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>Y</td> <td>The migrant student was provided referred service(s).</td> </tr> <tr> <td>N</td> <td>The migrant student did not receive referred service(s).</td> </tr> <tr> <td>Z</td> <td>The student was not a migrant student.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	Y	The migrant student was provided referred service(s).	N	The migrant student did not receive referred service(s).	Z	The student was not a migrant student.
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<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:</b> Diploma Type																																	
<b>Definition/Domain</b>																																	
The type of diploma awarded to the student upon high school graduation.																																	
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Terms:																																	
<p><b>Standard Diploma:</b></p> <p>Diploma awarded to students who have passed both sections of the Graduation Test, successfully completed the minimum number of academic credits as identified in Section 1003.43, F.S., and successfully completed any other requirements prescribed by the state or the local school board.</p> <p>Standard diploma awarded to students who have received a FCAT waiver, successfully completed the minimum number of academic credits as identified in Section 1003.43, F.S. and successfully completed any other requirements prescribed by the state or the local school board.</p> <p>Standard Diploma awarded to students who have met all of the requirements to graduate base on the 18-credit college preparatory graduation option.</p>																																	
<b>CONTINUED ON NEXT PAGE</b>																																	
<b>Length:</b> 3	<b>Grades and Programs Requiring This Data Element:</b>																																
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<b>Data Element Number:</b>  114025	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input type="checkbox"/> G <input type="checkbox"/> X																																
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**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

<b>Element Name:</b>	<b>Diploma Type (Continued)</b>		
<b>Definition/Domain (Continued)</b>			
<p>Standard Diploma awarded to students who have met all of the requirements to graduate based on the 18-credit career preparatory graduation option.</p> <p>Standard Diploma using the GED Exit Option Model: Standard diploma awarded to students who have passed the GED Tests and the Graduation Test. These Standard diplomas are to be recorded as W10 for high school students.</p> <p>Standard diploma awarded to students who have satisfied the graduation test requirement through an alternate assessment, successfully completed the minimum number of academic credits as identified in Section 1003.43, F.S. and successfully completed any other requirements prescribed by the state or the local school board.</p> <p>Standard diploma awarded to students who have met all of the requirements to graduate based on the 18-credit college preparatory graduation option and who have satisfied the graduation test requirement through an alternate assessment.</p> <p>Standard diploma awarded to students who have met all of the requirements to graduation based on the 18-credit career preparatory graduation option and who have satisfied the graduation test requirement through an alternate assessment.</p> <p><b>Differentiated Diploma:</b></p> <p>Diploma awarded in lieu of the standard diploma to those students exceeding the prescribed minimums. Differentiated diplomas are to be recorded as <b><i>standard diplomas (W06)</i></b>.</p> <p><b>Special Diploma:</b></p> <p>Diploma awarded to students who have been properly identified as educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, emotionally handicapped, physically impaired, or language impaired.</p> <p>Effective with the 1994-95 school year, school boards may award Special Diplomas based on two (2) options.</p> <ul style="list-style-type: none"><li>a) Option one shall include procedures for determining and certifying mastery of student performance standards for exceptional students as prescribed in Rule 6A-1.0996(3)-(10), FAC.</li><li>b) Option two shall include procedures for determining and certifying mastery of demonstrated employment and community competencies in accordance with Rule 6A-1.0996(12), FAC.</li></ul> <p><b>State of Florida Diploma (GED):</b></p> <p>Diploma awarded to students based on the student's satisfactory completion of the General Education Development Test.</p> <ul style="list-style-type: none"><li>a) Diploma (WGD) awarded to high school students who participated in the GED Exit Option Model, successfully completed the GED, but did not pass the Graduation Test.</li><li>b) Diplomas awarded to adult students should be recorded as W45.</li></ul> <p>NOTE: This information can be derived from the attendance system.</p>			
<b>Revised: 7/06</b>	<b>Volume I</b>	<b>Effective: 7/06</b>	<b>Page Number: 80-2</b>

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VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM  
AUTOMATED STUDENT DATA ELEMENTS**

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

<b>Element Name:</b> Certificate of Completion, Type									
<b>Definition/Domain</b>									
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<b>Compatibility Requirement:</b> State Standard	Workforce Development Education (adult general education)								
<b>Use Types:</b>	<b>State Reporting Formats Requiring This Data Element:</b>								
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<b>Data Element Number:</b> 108125	<b>Reported in Survey Periods:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input type="checkbox"/> G <input type="checkbox"/> X    ←								
<b>Revised:</b> 7/06	<b>Volume I</b>								
<b>Effective:</b> 7/06	<b>Page Number:</b> 22-1								

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<b>Implementation Date:</b> Fiscal Year 1991-92 July 1, 1991
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<b>Element Name:</b> Certificate of Completion, Type							
<b>Definition/Domain (Continued)</b>							
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<b>Implementation Date:</b> Fiscal Year 1992-93 July 1, 1992
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**APPENDIX A**

**ATTENDANCE RECORDKEEPING REQUIRED CODES FOR GRADE PK-12 STUDENTS**

**ENTRIES INTO FLORIDA  
PUBLIC SCHOOLS THIS SCHOOL YEAR**

**E01** - Any PK-12 student who was enrolled in a **public school** in this school district the previous school year.

**E02** - Any PK-12 student whose last school of enrollment was a **public school** outside of this district, or in another state or territory.

**E03** - Any PK-12 student whose last school of enrollment was a **private school** in any Florida school district, or another state or territory.

**E04** - Any PK-12 student who is enrolling in a public school in this district after having been in **home education** in any Florida school district, or another state or territory.

**E05** – Any student entering PK or KG for the first time.

**E09** – Any PK-12 student who enters a Florida school from a country other than the United States or a United States Commonwealth/Territory.

**REENTERING INTO  
FLORIDA PUBLIC SCHOOLS**

**R01** - Any PK-12 student who was received from another attendance reporting unit in the same school.

**R02** - Any PK-12 student who was received from another school in the same district.

**R03** - Any PK-12 student who unexpectedly reenters a school in the same district after withdrawing or being discharged.

**WITHDRAWAL FROM FLORIDA PUBLIC  
SCHOOLS: GRADE PK-12 STUDENTS**

**DNE** - Any PK-12 student who was expected to attend a school but **did not enter** as expected for unknown reasons.

**W01** - Any PK-12 student promoted, retained or transferred to another attendance reporting unit in the same school.

**W02** - Any PK-12 student promoted, retained or transferred to another school in the same district.

**W3A** - Any PK-12 student who withdraws to attend a public school in another district in Florida.

**W3B** – Any PK-12 student who withdraws to attend another public school out-of-state.

**W04** - Any PK-12 student who withdraws to attend a nonpublic school in- or out-of-state.

**W05** - Any student age 16 or older who leaves school voluntarily with no intention of returning.

**W06** - Any student who graduated from school and met all of the requirements to receive a standard diploma.

**W6A** - Any student who graduated from school and met all of the requirements to receive a standard diploma, based on the 18-credit college preparatory graduation option.

**W6B** - Any student who graduated from school and met all of the requirements to receive a standard diploma, based on the 18-credit career preparatory graduation option.

**W07** - Any student who graduated from school with a special diploma based on option one--mastery of Sunshine State Standards for Special Diploma.

**W08** - Any student who received a certificate of completion.

**W8A** - Any student who met all of the requirements to receive a standard diploma except passing the graduation test and received a certificate of completion and is eligible to take the College Placement Test and be admitted to remedial or credit courses at a state community college as appropriate.

APPENDIX A (Continued)  
ATTENDANCE RECORDKEEPING REQUIRED CODES FOR GRADE PK-12 STUDENTS  
(Continued)

WITHDRAWAL FROM FLORIDA PUBLIC  
SCHOOLS: GRADE PK-12 STUDENTS

**W09** - Any student who received a special certificate of completion.

**W10** – Any student in a GED Exit Option Model who passed the GED Tests and the graduation test and was awarded a standard diploma.

**WGD** – Any student participating in the GED Exit Option Model who passed the GED Tests, but did not pass the graduation test and was awarded a State of Florida diploma.

**W12** - Any PK-12 student withdrawn from school due to death.

**W13** - Any PK-12 student withdrawn from school due to court action.

**W15** - Any PK-12 student who is withdrawn from school due to nonattendance.

**W18** - Any PK-12 student who withdraws from school due to medical reasons.

**W21** - Any PK-12 student who is withdrawn from school due to being expelled.

**W22** - Any PK-12 student whose whereabouts is unknown.

**W23** – Any PK-12 student who withdraws from school for any reason other than W01 - W22 or W24 – W27.

**W24** - Any PK-12 student who withdraws from school to attend a Home Education program.

**W25** - Any student under the age of 6 who withdraws from school.

**W26** - Any student who withdraws from school to enter the adult education program prior to completion of graduation requirements.

**W27** - Any student who graduated from school with a special diploma based on option two-mastery of employment and community competencies.

WITHDRAWAL FROM FLORIDA PUBLIC  
SCHOOLS: GRADE PK-12 STUDENTS

**WPO** – Any student who is withdrawn from school subsequent to receiving a W07, W08, W8A, W09, or W27 during the student's year of high school completion.

**WFW** – Any student who graduated from school with a standard diploma and an FCAT waiver.

**WFT** - Any student who graduated from school with a standard diploma and satisfied the graduation test requirement through an alternate assessment. (For students meeting accelerated high school graduation option requirements, see WFA and WFB.)

**WFA** – Any student who graduated from school with a standard diploma based on an 18-credit college preparatory graduation option and satisfied the graduation test requirement through an alternate assessment.

**WFB** – Any student who graduated from school with a standard diploma based on an 18-credit career preparatory graduation option and satisfied the graduation test requirement through an alternate assessment.



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<b>Implementation Date:</b> Fiscal Year 1994-95 July 1, 1994
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<b>Element Name:</b> <b>Exceptionality, Primary</b>																																													
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<p>A code to identify the primary exceptionality for any child, youth or adult postsecondary student enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social or learning exceptionality. <u>Primary</u> indicates that exceptionality which most affects the student's ability to learn. The codes to be used follow:</p> <table border="0"> <thead> <tr> <th><u>CODE</u></th> <th><u>EXCEPTIONALITY</u></th> <th><u>CODE</u></th> <th><u>EXCEPTIONALITY</u></th> </tr> </thead> <tbody> <tr> <td><b>A</b></td> <td>Educable Mentally Handicapped</td> <td><b>M</b></td> <td>Hospital/Homebound</td> </tr> <tr> <td><b>B</b></td> <td>Trainable Mentally Handicapped</td> <td><b>N</b></td> <td>Profoundly Mentally Handicapped</td> </tr> <tr> <td><b>C</b></td> <td>Orthopedically Impaired</td> <td><b>O</b></td> <td>Dual-Sensory Impaired</td> </tr> <tr> <td><b>F</b></td> <td>Speech Impaired</td> <td><b>P</b></td> <td>Autistic</td> </tr> <tr> <td><b>G</b></td> <td>Language Impaired</td> <td><b>Q</b></td> <td>Severely Emotionally Disturbed</td> </tr> <tr> <td><b>H</b></td> <td>Deaf or Hard of Hearing</td> <td><b>S</b></td> <td>Traumatic Brain Injured</td> </tr> <tr> <td><b>I</b></td> <td>Visually Impaired</td> <td><b>T</b></td> <td>Developmentally Delayed</td> </tr> <tr> <td><b>J</b></td> <td>Emotionally Handicapped</td> <td><b>U</b></td> <td>Established Conditions</td> </tr> <tr> <td><b>K</b></td> <td>Specific Learning Disabled</td> <td><b>V</b></td> <td>Other Health Impaired</td> </tr> <tr> <td><b>L</b></td> <td>Gifted</td> <td><b>Z</b></td> <td>Not Applicable</td> </tr> </tbody> </table>		<u>CODE</u>	<u>EXCEPTIONALITY</u>	<u>CODE</u>	<u>EXCEPTIONALITY</u>	<b>A</b>	Educable Mentally Handicapped	<b>M</b>	Hospital/Homebound	<b>B</b>	Trainable Mentally Handicapped	<b>N</b>	Profoundly Mentally Handicapped	<b>C</b>	Orthopedically Impaired	<b>O</b>	Dual-Sensory Impaired	<b>F</b>	Speech Impaired	<b>P</b>	Autistic	<b>G</b>	Language Impaired	<b>Q</b>	Severely Emotionally Disturbed	<b>H</b>	Deaf or Hard of Hearing	<b>S</b>	Traumatic Brain Injured	<b>I</b>	Visually Impaired	<b>T</b>	Developmentally Delayed	<b>J</b>	Emotionally Handicapped	<b>U</b>	Established Conditions	<b>K</b>	Specific Learning Disabled	<b>V</b>	Other Health Impaired	<b>L</b>	Gifted	<b>Z</b>	Not Applicable
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