



Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

February 2, 2009

****IMPORTANT NOTIFICATION****

TO: English Language Learner (ELL) Coordinator
District Name CTY-DIST

FROM: Mr. Craig Rector, Director
Federal Discretionary Grants

SUBJECT: Limited English Proficient (LEP)/English Language Learner (ELL) Data

You are required to report LEP/ELL data as part of the October, December, April, and June Cycles of MOSIS. Immigrant data is required as part of the April MOSIS submission. You are also required to submit LEP teacher data as part of MOSIS and Core Data.

Core Data requests the number of teachers with ESOL endorsements that had one or more ELL (LEP) student in their class, the number of teachers actively pursuing ESOL Teacher Endorsement, and the number of teachers that received in-service or pre-service training in the past school year related to ESOL or bilingual education.

LEP/ELL counts are used for the foundation formula. LEP/ELL and immigrant counts are used for Title III allocations as well as required reporting to the United States Department of Education. It is very important that information completed in MOSIS is accurate and reliable.

Below is the number of LEP students that is currently reflected in Screen 05 of Core Data.

K-12	
PK	

Attached is guidance on how LEP and immigrant students should be coded in MOSIS. Please review this data closely and resubmit the appropriate MOSIS file by April 1, 2009. It would be beneficial to bring a list of LEP/ELL and immigrant students that you have identified to your district's MOSIS contact. Also, indicate whether your district receives Title III funds or not.

If you have questions on providing services to LEP students or how to identify LEP students, please call 573-522-1567. If you have questions regarding these fields in MOSIS, please call Kim Oligschlaeger at 573-751-3543.

Enclosure

c: Federal Programs Coordinators

The following codes can be found at <http://dese.mo.gov/MOSIS/CodeSets.html>

LEP Codes are used to report a student's LEP/ELL status. This is required in the October, December, April, and June Cycle of MOSIS. It is important to identify your LEP students with the proper MOSIS code below.

Item #	Item Name	Code Set	Definition
165	LEP / ELL	LEP_Codes	DESE assigned LEP code set (see below). This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.

These are the code sets for LEP/ELL.

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition – When to use this code
165	LEP/ELL	LEP_Codes	Not LEP	NLP	Student is not LEP. This would be the code for all non-LEP students.
165	LEP/ELL	LEP_Codes	Not Receiving Services	NRC	Student is LEP and is not receiving services – parent request only.
165	LEP/ELL	LEP_Codes	1 Year Monitoring	MY1	Student is a former LEP student and is in first year monitoring.
165	LEP/ELL	LEP_Codes	2 Year Monitoring	MY2	Student is a former LEP student and is in second year monitoring.
165	LEP/ELL	LEP_Codes	Receiving services	RCV	Student is LEP and is receiving ELL services.

Language Codes

Item #	Item Name	Code Set	Definition	When to use this code
160	ELL Primary Language	Language_codes	ELL Primary Language codes can be found at http://dese.mo.gov/MOSIS/languages.xls	Student is LEP and is receiving ELL services. MOSIS Code RCV.

Title III

Item #	Item Name	Code Set	Definition	When to use this code
200	Title III	Yes_No	This identifies an ELL/Immigrant student who is receiving services funded through Title III.	If your district receives Title III funds and the LEP student is receiving services, then you would select yes for Title III.

English for Speakers of Other Languages Instructional Models (ESOL Model Codes)

Item #	Item Name	Code Set	Definition	When to use this code
180	ESOL Instructional Model	ESOL_Model_Codes	Most frequent LEP Instructional Model Used.	You would code those LEP students receiving ELL services. MOSIS Code RCV

These are the codes for English for Speakers of Other Languages Instructional Models

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition
180	ESOL Instructional Model	ESOL_Model_Codes	Structured ESOL Immersion	SEL	Typically employed in elementary grades, this program attempts to provide students bilingual teachers in a self-contained classroom. Nevertheless, the language of the classroom is English. The advantage for the students is that a teacher can rely on the students' native language for explaining and elaborating on key skills and concepts. While an effective approach where there are sufficient numbers of ELL/LEP students to comprise a class, structured immersion is not usually implemented with very small (i.e., 1-20) numbers of students, or where students come from many language backgrounds.
180	ESOL Instructional Model	ESOL_Model_Codes	Content Based ESOL	CBE	This is probably the most widely adapted ESOL approach in schools. Content-based ESOL recognizes that language is a means to an end and focuses on delivering curriculum content through English in such a way as to make the content understandable (i.e., "comprehensible") to English language learners. Both elementary and secondary students benefit from this method. It provides the advantages of not removing students from content area instruction to focus exclusively on learning English, while at the same time teaching the same content all students receive.
180	ESOL Instructional Model	ESOL_Model_Codes	Pull Out ESOL	POE	The least effective ESOL method is to periodically remove, or pull out, ELL/LEP students from the classroom. Unfortunately, in many districts this seems to be the only reasonable alternative. Often only one or two qualified ESOL teachers must reach a number of students scattered across several buildings and grade levels. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level. The detrimental effects of pull-out can be mitigated when the ESOL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition
180	ESOL Instructional Model	ESOL_Model_Codes	Bilingual Immersion	BLI	<p>When fully implemented, this method provides varying percentages of instruction in either English or a second language for the student's entire school career, grades K-12. Typically, students begin school with most of each day's instruction given in the "minority" (non-English) or native language. By graduation, slightly more than half of daily instruction is in English, with the remainder in the native language.</p> <p>Needless to say, these programs require teachers who are not only qualified in content area(s) but highly proficient (in verbal and literacy skills) in two languages as well. The main outcome of this approach is students who demonstrate high academic competence in two languages.</p>
180	ESOL Instructional Model	ESOL_Model_Codes	Two-way Developmental Programs	TDP	<p>This is essentially a broad heading for programs where both language minority and language majority students are in the same classroom. It can include immersion programs, as well as late-exit programs. An immersion differs from a two-way approach mainly in that the former can be implemented without necessarily having a population of language minority students present (in other words, a school of monolingual English-speaking students can have a French immersion program). The goal is still for participating students to become bilingual through long-term structured use of both English and another language.</p>
180	ESOL Instructional Model	ESOL_Model_Codes	Early and Late Exit Programs	ELE	<p>Both of these kinds of programs begin with daily instruction split between the minority and majority languages, then transition students into all English instruction at some point in time. In contrast with two-way bilingual programs, late- and early-exit programs are specifically designed for speakers of non-English languages since the purpose is to have students successfully function in an all-English classroom. Late-exit, also called maintenance, programs may go for as long as six years, but were originally conceived as K-12 programs. Early-exit, also called transitional, programs are usually designed to move bilingual students into English classrooms after 2-3 years.</p>

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition
180	ESOL Instructional Model	ESOL_Model_Codes	Team Teaching	TMT	In schools where the classroom and instructional approach permit, team-teaching may be a useful way to “mainstream” ELL/LEP students and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ESOL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint planning and cross-curricular themes into instructional programs.
180	ESOL Instructional Model	ESOL_Model_Codes	Sheltered Classrooms	SHC	This term refers to a room where only ELL/LEP students are taught. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues. Another term used for this kind of classroom is “language sensitive.”
180	ESOL Instructional Model	ESOL_Model_Codes	Resource Classrooms	RSC	For various reasons (number of staff, physical facilities, etc.), some school districts have found that strategically placing an ESOL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ESOL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, work on projects, or do individualized units of coursework.
180	ESOL Instructional Model	ESOL_Model_Codes	Newcomer Centers	NWC	Larger school districts and those with a steady influx of students new to both school and the U.S. have had success with newcomer centers. Depending on need and district resources, a center may serve as a kind of “chamber of commerce” for the school and community. Centers provide a safe and supportive context for students before they move into a regular school. Some districts bring all new students to a single site for assessment and initial English instruction, and may keep them there from six months to a year. Additional classes may be offered that help students adjust culturally, socially and academically.
180	ESOL Instructional Model	ESOL_Model_Codes	Instruction incorporates student native language	IIL	The language a person regards as their native, home, and/or ancestral language.

LEP/ELL Exit Codes

Item #	Item Name	Code Set	Definition	When to use this code
170	ELL Exit	LEP_ELL_Exit_Codes	Method used to re-classify the student as non-LEP.	If a student has been identified as MY1 or MY2.

Below are the LEP/ELL Exit Codes used to report the method used to re-classify the student as non-LEP.

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition
170	ELL Exit	LEP_ELL_Exit_Codes	Language Proficiency Test	LPT	Language Proficiency Test was reason for the student exiting the LEP category.
170	ELL Exit	LEP_ELL_Exit_Codes	Informal Assessment	IFA	Informal Assessment was reason for the student exiting the LEP category.
170	ELL Exit	LEP_ELL_Exit_Codes	Teacher Interview	TCI	Teacher Interview was reason for the student exiting the LEP category.
170	ELL Exit	LEP_ELL_Exit_Codes	Parent Request	PRQ	Parent Request was reason for the student exiting the LEP category.
170	ELL Exit	LEP_ELL_Exit_Codes	Student Grades	STG	Student Grades was reason for the student exiting the LEP category.

LEP/ELL Exit Tests are used to report the proficiency test used to exit ELL (LEP) students.

Item #	Item Name	Code Set	Definition	When to use this code
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	Language Proficiency Test used to re-classify the student as non-LEP.	If a student has been identified as MY1 or MY2.

Below are the LEP/ELL Exit Tests used to report the proficiency test used to exit ELL (LEP) students.

Item #	Item Name	MOSIS Option Set Name (Code Set)	MOSIS Option Name	MOSIS Code	Definition
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	LAS	LAS	Language Assessment Scales (LAS) language proficiency test used to re-classify the student as non-LEP.
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	IPT	IPT	Idea Placement Tests language proficiency test used to re-classify the student as non-LEP.
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	WMLS-R	WML	Woodcock-Munoz Language Survey (WMLS-R) language proficiency test used to re-classify the student as non-LEP.
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	MACII	MAC	Maculaitis Assessment of Competencies (MACII) language proficiency test used to re-classify the student as non-LEP.
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	Stanford	STA	Stanford language proficiency test used to re-classify the student as non-LEP.
175	ELL Exit Test	LEP_ELL_Exit_Test_Codes	Other	OTH	Other language proficiency test used to re-classify the student as non-LEP.

Immigrant data is required in the April Cycle of MOSIS.

Item #	Item Name	Code Set	Definition
150	Number of Months in USA		This identifies the number of months (cumulative) that an LEP/ELL or Immigrant student has been in the United States as of April 1 st for the reporting year. Report 99 months for students who have been in the US for 99+ consecutive months. If student has been in the US for 36 or more consecutive months you do not have to report number of months in USA for them.
155	Immigrant	Yes/No	Designation for students who are aged 3 through 21, were not born in any State; and have not been attending one or more schools in any one or State for more than 3 full academic years. "Immigrant children and youth" will include the children in lawful permanent resident aliens, refugees, asylees, parolees, persons of other immigrant status, and immigrant residents in the United states without proper documentation. They will exclude children of foreign residents temporarily in the United states for business or pleasure.

Title III

Item #	Item Name	Code Set	Definition	When to use this code
200	Title III	Yes_No	This identifies an ELL/Immigrant student who is receiving services funded through Title III.	If your district receives Title III funds and the immigrant student is receiving Title III services, then you would select yes for Title III.