

English Learners (EL) (Missouri)

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Tool Search: English Learners (EL)

The English Learners (EL) tools allow schools and districts to manage student EL programs, assessments, services, and accommodations. The EL tab provides a central location for managing EL information such as the date the student was identified as EL, when the student entered/exited an EL program, when the student is expected to leave an EL program and First Year/Second Year Monitoring data. For students who exited and/or re-entered an EL program, an historical record is kept and displayed on the tab which can be viewed in both State and District Editions of Infinite Campus.

Some fields in the EL tab are specific to your state. All other fields in the EL tab do not require unique, state-specific data. However, many of these fields are required and data entry in these fields is necessary. For more information on these fields, see the [EL](#) article.

ELTool

Program Status

Program Status codes indicate the student's EL status. While the codes defined by Infinite Campus are not specific to Missouri, the LEP Indicator Codes defined by Missouri have been aligned to correlate with these codes. See below for translation of this alignment.

This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4.

► [Click here to expand...](#)

IC Code	Missouri Code	Definition
Not EL	NLP	Student is not an English Learner.
EL	RCV	Student is an English Learner.
Exited EL	MY1	Monitored Former English Learner Year 1
Exited EL	MY2	Monitored Former English Learner Year 2
Exited EL	AY3	Former English Learner Accountability Year 3
Exited EL	AY4	Former English Learner Accountability Year 4
Pending	N/A	Not used in Missouri state reporting.

Database Location:

Lep.programStatus

Ad Hoc Inquiries:

Student > Learner > EL > EL > **currentProgramStatus**

Reports:

[MOSIS Student Core Extract](#)

[MOSIS Student Discipline Incident](#)

[MOSIS Student Graduate Follow Up](#)

[MOSIS Pre-Code File Extracts](#)

Exit Reason

Use the Exit Reason field to select the reason for which the student exited the EL program. The Exit Reason is used only for district-tracking purposes and is not used in state reports.

► [Click here to expand...](#)

Code	Description	Definition
ACS	Access	ACCESS for English Learner. This code means the student was exited due to a score of 4.7 or higher on the ACCESS for ELs assessment.
POR	Exit 4.6 or lower ACCESS	Portfolio for English Learner. This code means the student was exited due to a score of 4.6 or lower on the ACCESS for ELs with a satisfactory portfolio.
NOE	Not Exited	The student did not exit due to ACCESS or Portfolio.
IFA	Informal Assessment	The Informal Assessment code is no longer valid for state reporting.
STG	Student Grades	The Student Grades code is no longer valid for state reporting.
TCI	Teacher Interview	The Teacher Interview code is no longer valid for state reporting.

Database Location:

Lep.exitReason

Ad Hoc Inquiries:

Student > Learner > EL > EL > **exitReason**

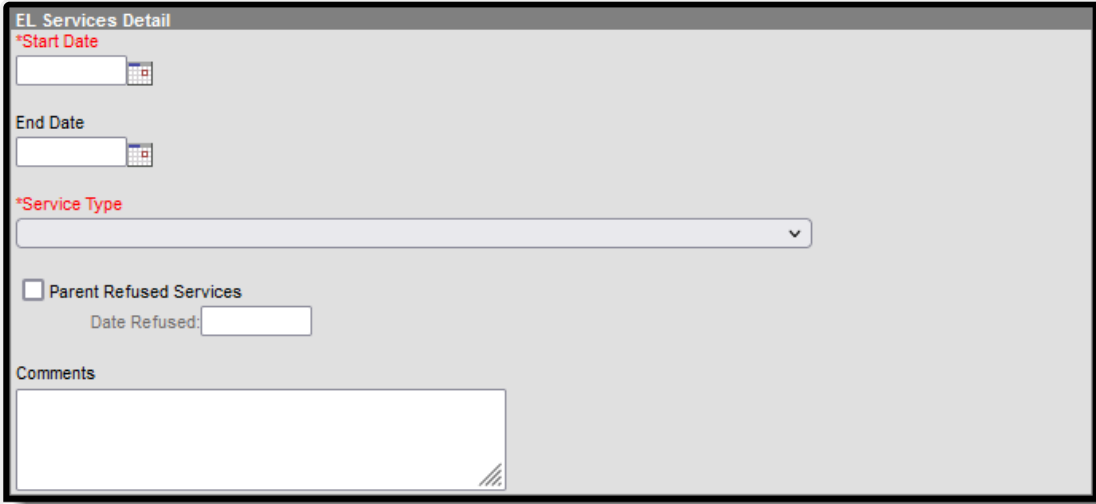
EL Services Tab

The EL Services tab allows users to: add, edit, delete, and view existing EL Services. Please see

the [English Learners \(EL\)](#) article for more information. Fields that are specific to Missouri are described below.

EL Services Detail

Users are able to enter specific service details in the EL Services Detail editor.



EL Services Detail

***Start Date**

End Date

***Service Type**

☐ Parent Refused Services

Date Refused:

Comments

Missouri EL Services Detail Editor

Service Type

A Language Instruction Educational Program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language.

► [Click here to expand...](#)

Code	Description	Definition
CBE	Content Based	ESL-certified teacher provides language instruction that uses content as a medium for building language skills. Although using content as a means, instruction is still focused primarily on learning English.
POE	Pull Out ESOL	Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction. ESOL-certified teacher provides explicit language instruction including grammar, vocabulary and communication skills.

Code	Description	Definition
BLI	Bilingual	Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.
ELE	Early Late Exit	Transitional Bilingual is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the English Learner student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program. Transitional Bilingual programs may be early exit or late-exit, depending on the amount of time a child may spend in the program.
SHC	Sheltered Classroom	Effectively trained content teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.
RSC	Resource Classroom	Includes pulling students from their regular classroom for supplemental instruction
NWC	Newcomer	Provide a safe and supportive context for students who are new to both school and the U.S. before they move into a regular school; could provide assessment and initial English instruction and classes to help students adjust culturally, socially and academically.

Code	Description	Definition
COT	Co-Teaching	An ESOL certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom.
COA	ELD Coaching	An ESOL certified teacher provides guidance to support content teachers or grade-level/content-area teams during planning, curriculum mapping, instructional practices and assessment to ensure students experience a culturally and linguistically responsive classroom.
CON	ELD as a Content Course	Used at the secondary level, an ESOL certified teacher designs and delivers a course providing intensive English instruction including grammar, vocabulary and communication skills.

Database Location:

LepService.llepServiceTypeID

Ad Hoc Inquiries:

Student > Learner > EL > EL Service > **code**

Reports:

[MOSIS Student Core Extract](#)

[MOSIS Student Discipline Incident](#)

[MOSIS Student Graduate Follow Up](#)