

METIS Conference

Office of Federal Programs

July 2019



Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals FIVE-YEAR

STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
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5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



Data Quality

Data Collection

- Why is data collected and what is its importance?
- Data is used by educators at every level.
- Some federal and state laws require data collection.
- Federal and state agencies use data to set policy and guide funding recommendations.
- Data is viewed by stakeholders.

Data Collection

Data Collection Method	Purpose/Use
Mississippi Student Information System (MSIS)	Captures snapshots
Annual Count Survey	Generates the state's Title I, Part A and Part D (Subparts I and II) allocations
Consolidated State Performance Report (CSPR) Part II	Evaluates the effectiveness of the Title I, Part D program
Surveys	Collect any data that is not in MSIS

Data Integrity

Can be compromised by human errors when data is entered.

Data integrity involves:

- Consistency (validity)
- Assurance of Accuracy
- Completeness

Collaboration in Data Collection



Data Quality

Indicator O.

LEAs are required to have appropriate procedures/policy in place to ensure that the data reported to the public and reported to the Department of Education are high quality. "High quality" means that data are timely, complete, accurate, valid, and reliable.

Data Quality Process

- Submitted to the MDE through Student Application Package(SAP) or in a survey
- Data and Reporting Director reviews the data and reports anomalies to Program Coordinators
- Program Coordinators consult with school districts
- School districts make corrections and resubmit

Data Quality Checks

- Verify that the number of students by primary residence and by grade match.
- Verify that the number of students enrolled/participating, and the number of students served match.
- Remove duplicate counts of students.
- Include an explanatory comment when data changes significantly from one year to the next.

Data Quality Checks (continued)

- Ensure the number of students enrolled at the time of assessments is equal to or less than the cumulative number enrolled for the year.

Data Reviewed

- Subgrant recipient
- Student enrollment
- Students (Homeless, Migrant, EL, Immigrant, Title I, Private Schools, etc.) served
- Academic achievement in subject areas
- Assessment participation in subject areas



Homeless

MSIS Screenshot

- Be sure to check all indicators that apply to each student.

Mississippi Student Information System
View Student Record

District School MSIS ID Last Name First Name MI SSN Birthdate

[Demographics]

Grade Level Gender Race Grad Year Graduation Type Immunization Status Birth State Parent/Guardian

Personal Identifiable Info Foreign Exchange P/G Military P/G Military Type

Race Race Race Race

Address 1 Address 2 County City

[Indicators]

District School CTE? Tech Prep? Sp Ed? 504? CEIS? IEP? LEP? Gifted Type Pathway

[Title I]

Elig? Read? Math? Lang? Science? Social? Support? Homeless? Negl/Delq? Migrant? Immigrant? Foster Care?

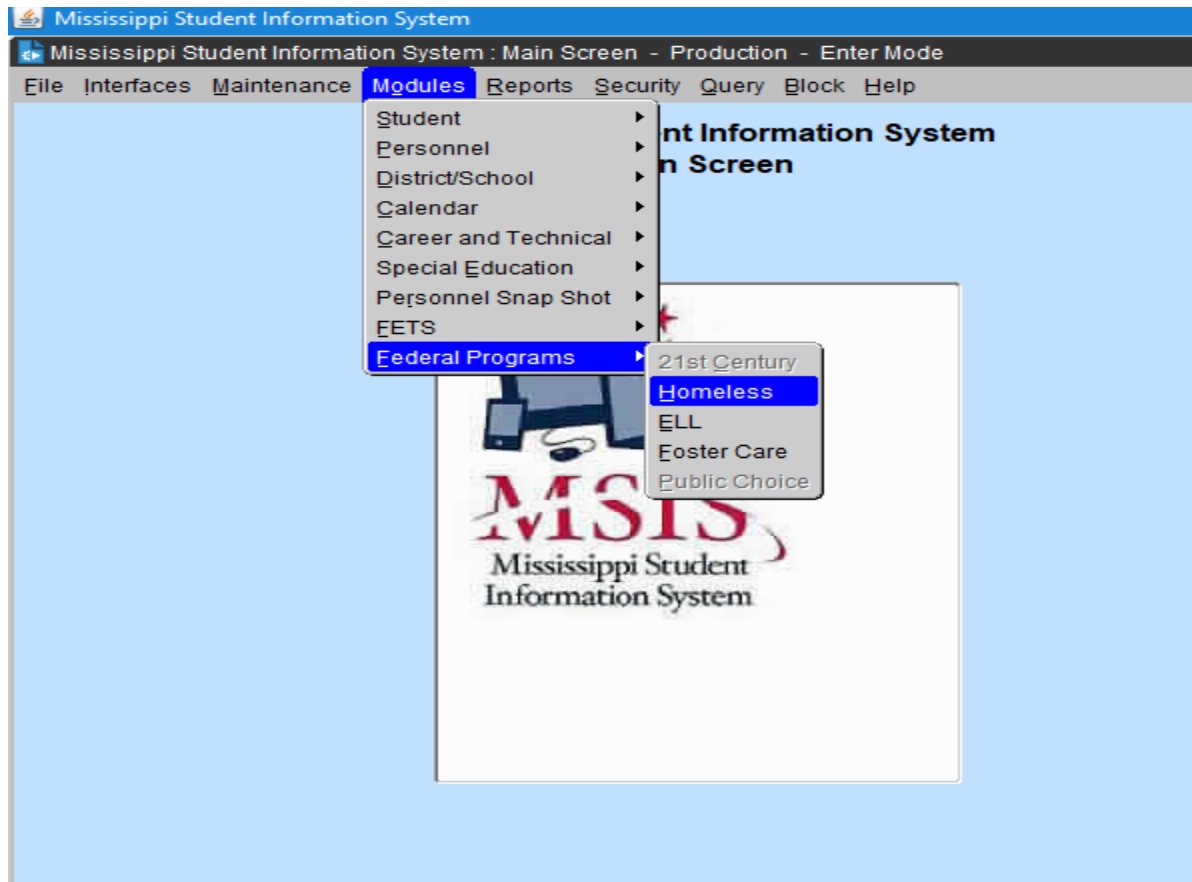
Student Indicators are selected in the SAP.

Who qualifies as homeless?

Children or youth who lack a fixed, regular, and adequate nighttime residence, including students

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Living in a public or private place not designed for or ordinarily used for sleeping, including cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
- Identified as migrants and also living in one of the conditions mentioned above

Accessing the Homeless Screen



Homeless Screen

Mississippi Student Information System

Mississippi Student Information System : Homeless Students - Production - Enter Query Mode

File Interfaces Maintenance Modules Reports Security Query Block Help

Districts Contact Information Schools Homeless Services Provided Homeless Barriers

**Mississippi Student Information System
Homeless Students**

District Name

District Name
201 MS DEPARTMENT OF EDUCATION SCHOOL DISTRICT

Homeless Screen – Contact Information

Please complete all sections of this screen. Click SAVE!

Mississippi Student Information System
Mississippi Student Information System : Homeless Students - Development - Enter Mode
File Interfaces Maintenance Modules Reports Security Query Block Help

Districts Contact Information Schools Homeless Services Provided Homeless Barriers

**Mississippi Student Information System
Homeless Students**

District Name

[Select School Year]
School Year
2018-2019

[Enter Contact Information]

Federal Program Director Information

	First Name	Last Name
First Name	<input type="text"/>	<input type="text"/>
Last Name	<input type="text"/>	<input type="text"/>
Position / Title	<input type="text"/>	
Telephone Number	<input type="text"/>	
E-Mail Address	<input type="text"/>	

Homeless Liaison Information

	First Name	Last Name
First Name	<input type="text"/>	<input type="text"/>
Last Name	<input type="text"/>	<input type="text"/>
Telephone Number	<input type="text"/>	
E-Mail Address	<input type="text"/>	

Homeless Screen

- The school district in which you are currently employed will appear in a box in the District tab.
- **STOP** if this box is blank or if the information of a previous employed staff member of the district appears. Contact the district's MSIS primary contact immediately.

Homeless Screen

- The homeless screen displays the district's personnel contact information, schools, homeless services provided, and homeless barriers.
- The homeless liaison must be identified, which is a federal requirement.
- MDE is required to submit federal reports which include the services provided and the barriers faced by our homeless student population.

Homeless Screen – Services Provided

- The indicator in the SAP is selected as “Y” and the student’s information populates on this screen **AFTER** the district has approved the MSD file sent to MDE.
- Select the service(s) as needed for each student. Click **SAVE!**

Homeless Screen – Barriers

- MANDATORY – All students must have a Living Condition selected if they qualify as homeless. A student can deny services but qualify as homeless due to living conditions.

Mississippi Student Information System
Homeless Students

District: _____ School: _____ School Year: 2018-2019

Check the appropriate Barriers to Success/Living Condition and Unaccompanied Homeless Youth

MSIS ID	First Name	MI Last Name	Grade	First Month of Service	1	2	3	4	5	6	7	Living Condition	Unaccompanied Homeless Youth
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		No
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Barriers to Success
 1 - Eligibility for homeless service
 2 - Immunizations
 3 - Other barriers
 4 - Other medical records
 5 - School records
 6 - School selection
 7 - Transportation

Homeless Screen – Barriers

- The unaccompanied homeless youth indicator has to be marked as yes **ONLY** if the student meets the definition of homeless AND is not in the custody of a legal parent or guardian.
- All students who meet the definition of homeless but are in the custody of a legal parent or guardian should have the unaccompanied homeless youth indicator marked as no.

Homeless Screen – Barriers

- MANDATORY – A selection of **yes** or **no** must be made as to whether a student is an unaccompanied homeless youth.

Mississippi Student Information System
Homeless Students

District: _____ School: _____ School Year: 2018-2019

Check the appropriate Barriers to Success/Living Condition and Unaccompanied Homeless Youth

MSIS ID	First Name	MI Last Name	Grade	First Month of Service	1	2	3	4	5	6	7	Living Condition	Unaccompanied Homeless Youth
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	No
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Barriers to Success
 1 - Eligibility for homeless service
 2 - Immunizations
 3 - Other barriers
 4 - Other medical records
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 6 - School selection
 7 - Transportation

Student Identification

- Student identification starts over in Month 1 (September).
 - Once identified, homeless students are served and counted for the entire school year.
- Unaccompanied youth refers to **homeless** students who are not in the physical custody of a parent or guardian.
- Students identified as homeless or neglected/delinquent should be reset in the SAP to “N” on the date after the district approves the end of year data (Month 9).

Neglected and Delinquent Students Data Reporting

Who's neglected and who's delinquent?

- A Neglected Child is defined in section 1432(4)(A) of ESEA as:
 - Children and youth between the ages of 5-17 who reside in a public or private residential facility, other than a foster home, whose operation is to care for children who have been committed to the institution or voluntarily placed there under state law due to abandonment, neglect or death of parents or guardians.
- A Delinquent Child is defined in section 1432(4)(B) of ESEA:
 - Children and youth between the ages of 5-17 who reside in a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision by court orders.
 - Local institutions for delinquent children also include children in local adult correctional institutions.

Neglected and Delinquent

- The student indicator is selected in the student package with a “Y” at the home school.
- Once a student has entered a Juvenile Detention Center (JDC), the indicator must be selected as “Y” and an incident identifying the student action is created and sent to MSIS within 72 hours.
- A student must remain enrolled at the home school and marked present every day while in the JDC.

Neglected and Delinquent

- Students who have been sentenced to an adult correctional facility or prison must be removed from the home school enrollment with the appropriate dropout code with supporting court documentation.

Purpose of Title I, Part D

- The **Purpose of the Neglected and Delinquent Program** is to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so they can make successful transitions to school or employment once they are released.
 - Neglected students are served through a mandatory set-aside from Title I, Part A.
 - Delinquent students are served through a Title I, Part D allocation.

MSIS Reports

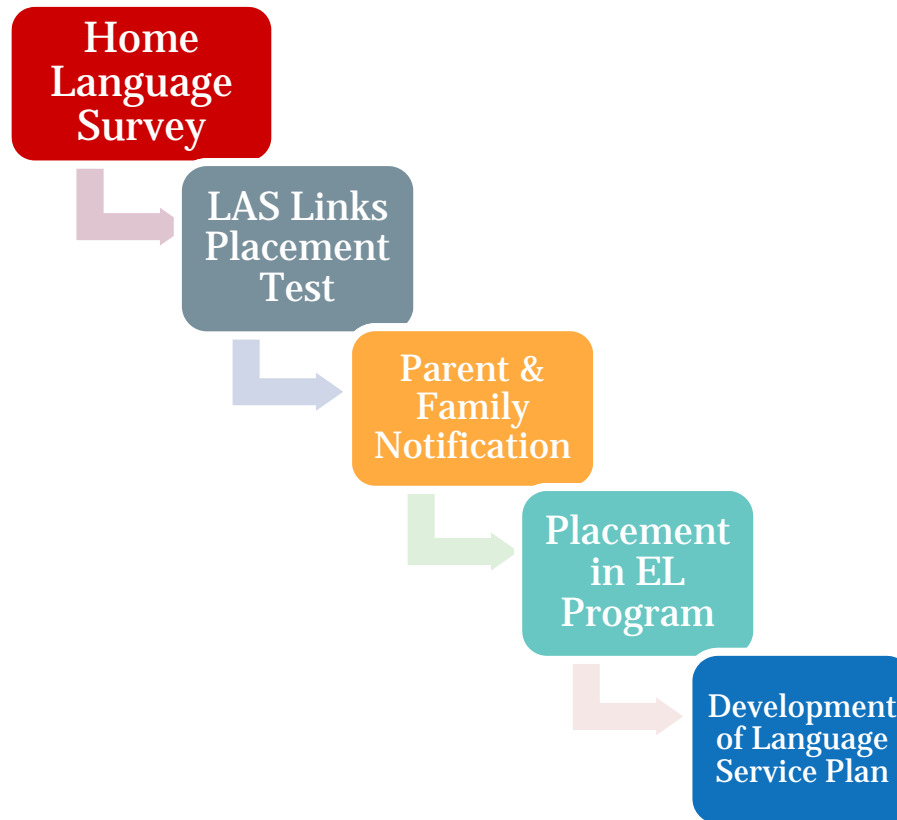
- A report will be produced ONLY if a selection is made on the MSIS Homeless Services and Barriers screen with a living condition next to a student's name.
- If no selection is made on the MSIS screens, the report will appear blank.
- MDE is required to submit federal reports which include the services provided and the barriers faced by our homeless student population.
- Please run all federal program reports on a monthly basis to verify students who are enrolled and/or receiving services in a Title program.

Annual Count Survey

- Administered every October via email from the Office of Federal Programs
- Captures the number of neglected and delinquent students separately along with the name and contact information of the facility and its staff in your local attendance area.
- Data used to generate the state's allocations for Title I, Parts A (Neglected) and D (Delinquent)

EL Identification

Identification of English Learners



Home Language Survey

- The Home Language Survey (HLS) must be completed for all new entering students at the time of registration.
- A copy of the HLS should remain in the student's cumulative folder until graduation.
- Districts may develop their own Home Language Survey. However, the HLS provided in the guidelines is strongly recommended for all Mississippi students.
- If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English language proficiency.

Home Language Survey



HOME LANGUAGE SURVEY FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

1. What is the dominant language **most often** spoken by the student? _____
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student? _____
3. What language was **first** learned by the student? _____
4. Does the parent/guardian need **interpretation** services? Yes No
If so, what language? _____
5. Does the parent/guardian need **translated** materials? Yes No
If so, what language? _____
6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY
7. In what country was the student born? _____

Parent / Guardian Signature

Date (MM/DD/YYYY)

DISTRICT USE ONLY

Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score



LAS Links Placement Test

- Potential EL students identified by the HLS during registration **at** the beginning of the school year must be assessed for English language proficiency within 30 calendar days of enrollment.
- Potential EL students who register **after** the beginning of the school year must be assessed within 10 school days of enrollment.
- The LAS Links Placement Test assesses the proficiency of students in all four language domains.
- The student's placement test report must be placed in their cumulative folder.

Parent and Family Notification

- Parents must be notified once the students have taken the LAS Links Placement Test within **30 days** of the beginning of school and **10 days** for later arriving students.
- The LEA must provide guidance in a language parents or guardians understand to ensure that they understand their rights and the rights of their children.
- Parents have a right to opt-out their children from the EL program.
- Should a parent choose to opt-out their child from the program, the LEA **must still** ensure the language needs of the student are met.

Developing a Language Service Plan

- The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP).
- The LSP must contain the following:
 - Student's demographic information;
 - Date of first enrollment;
 - Yearly LAS Links scores; and
 - State and classroom accommodations.

EL Data

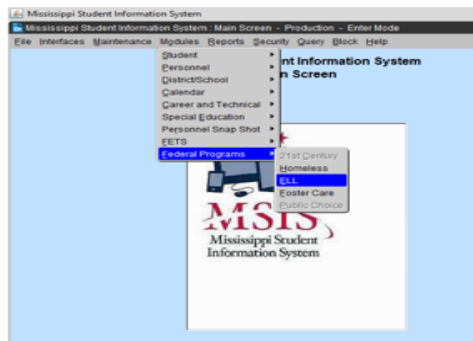
- Once a student has been identified as an EL, the district must ensure the student is correctly marked in their student data package.
- This information will transfer over to MSIS once the district has submitted their data to the MDE.
- Districts should ensure each column on the EL roster screen of MSIS is completed.
- This information must be monitored and updated *monthly*.

EL Data

Steps for Entering EL Data in MSIS

INSTRUCTIONS BELOW FOR MSIS SCREENS

1. Go to Modules > Federal Programs > ELL

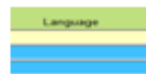


Contact Information tab must be complete to ensure that reports are able to be generated.

A screenshot of the MSIS 'ELL Students' contact information form. The form is titled 'Mississippi Student Information System ELL Students'. It has tabs for 'Districts', 'Contact Information', 'Survey Information', 'Schools', and 'ELL Teacher'. The 'Contact Information' tab is active. The form contains fields for 'School Year' (2018-2019), 'District' (4820), and 'Name' (ABERDEEN SCHOOL DIST). Below this, there are sections for 'Enter Coordinator Information' and 'Enter Consortium Information'. The 'Enter Coordinator Information' section has fields for 'Federal Coordinator' (First Name, Last Name, Telephone Number, E-Mail Address) and 'ELL Coordinator' (First Name, Last Name, Telephone Number, E-Mail Address). The 'Enter Consortium Information' section has dropdown menus for 'Consortium', 'Fiscal Agent', and 'Participant', all set to 'N'.

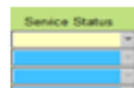
EL Data

3. In the Language column, enter the language spoken by the student.



A screenshot of a dropdown menu labeled "Language". The menu is open, showing a list of options. A blue bar highlights the selected option.

4. In the Service Status column, select whether the student is “served” or “monitored.” A “monitored” student is a student that has scored 4 or above on the Reading, Writing, and Overall sections of the LAS Links assessment and has exited EL status.



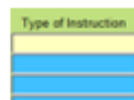
A screenshot of a dropdown menu labeled "Service Status". The menu is open, showing a list of options. A blue bar highlights the selected option.

5. In the Year column, select the number of years the student has been served or monitored. If this is the first year a student has been labeled EL, even though it might only be a few months, please mark “1”.



A screenshot of a dropdown menu labeled "Year". The menu is open, showing a list of options. A blue bar highlights the selected option.

6. In the Type of Instruction column select the type of instruction for the student.



A screenshot of a dropdown menu labeled "Type of Instruction". The menu is open, showing a list of options. A blue bar highlights the selected option.

EL Data

- Student must be marked correctly for Month 1.
- If a student is incorrect after 30 days – risk assessment

Immigrant Data

- Once a student has been identified as an immigrant, the district must ensure the student is correctly marked in their student data package.
- This information will transfer over to MSIS once the district has submitted their data to the MDE.
- Language for immigrant student must be selected in MSIS.

Immigrant Data

Native home language of the immigrants must to be selected for each student.

Districts | Schools | IMMIGRANT Students

**Mississippi Student Information System
IMMIGRANT Students**

District: [DISTRICT] School: [SCHOOL] School Year: [SHOW_YEAR]

[Enter the Student's Native Home Language]

Msisstudentid	Firstname	MI	Lastname	Native Home Language
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
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MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE
MSISSTUDE	FIRSTNAME	MID	LASTNAME	LANGUAGE



Identification of Immigrant Students

The term “immigrant children and youth” refers to individuals who:

- are aged 3-21
- Were not born in any state (“state” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico);
- Children born to U.S. citizens abroad (for example, children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- have not been attending one or more schools in any one or more states for more than 3 full academic years (where an academic year is 10 months of school attendance, kindergarten through twelfth grade).

Identification of Migrant Students

The term migrant student refers to an individual who:

- is between the ages of 3 and 21;
- has not graduated from high school;
- works or whose parents work in agriculture;
- has changed school districts in the last 3 years; and/or
- follows crops throughout the country.

Identification of Migrant Students

- Migrant labor often involves having a low income that is seasonal or temporary.
- Migrant families may move several times during the school year, interrupting the student's education.
- Conditions related to the migrant lifestyle may cause a high incidence of health problems.
- Migrant children and youth may have limited English skills and/or few successful experiences in school.

Identification of Migrant Students

- The Migrant Education Program is operated through the Mississippi Migrant Education Service Center (MMESC) at Mississippi State University.
- The MMESC will be responsible for identifying all migrant students and providing districts with a list of migrant students.
- Districts must have the Migrant Survey in their registration packet.

Mississippi Migrant Education Service Center



Gabby Davis,
MMESC
Director



Starsha
Jamerson,
Special
Projects
Coordinator



Monika
Lorinczova,
Parental
Involvement
Coordinator



Maggie
Villarroel,
Identification
and
Recruitment
Coordinator



Ramona
Spencer,
Data
Coordinator



Chloe Berry,
Business
Coordinator

MISSISSIPPI MIGRANT EDUCATION SERVICE CENTER (MMESC) STAFF

Mississippi Migrant Education Service Center



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Recruiter-
North Region



Kevin
Johnson,
Recruiter-
Delta/Central
Region



Maria Rios,
Recruiter-
Central/
Southwest
Region



Doris
Peacock,
Recruiter-
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Coast Region



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Questions/Answers

Email Us With Questions

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