

Migrant Directors' Meeting

January 22, 2020

DIVISION OF INSTRUCTIONAL SUPPORT | OFFICE OF SCHOOL IMPROVEMENT,
ACCOUNTABILITY AND COMPLIANCE | MIGRANT EDUCATION PROGRAM



Wifi
Region One
Guest
Password:
texas1845



Welcome



Purpose

To provide **guidance** and **support** for Migrant Administrators that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle by providing cutting edge professional development and customized technical assistance.



Agenda

9:00AM - 12:00PM

- I. Welcome
- II. PFS Real Time Validations
- III. LNA Calendar of Events
- IV. TEA ID&R Special Project
- V. ID&R Administrator Resources
- VI. Results Driven Accountability
- VII. MEP Systems Based Planning
- VIII. Closing Remarks



Objectives

- ❑ Review the PFS Real Time Validation;
- ❑ Examine the LNA Calendar of Events;
- ❑ Consider TEA ID&R Special Project;
- ❑ Explore the ID&R Administrator Resources;
- ❑ Apply the Results Driven Accountability (RDA);
- ❑ Prepare for the MEP Systems Based Planning



PFS Validations



MEP Validation Schedule 2019-2020

Validation Type	Notification	Results to LEA
MEP Evaluation	September 23, 2019	December 9, 2019
MEP CNA/PFS	January 21, 2020	April 21, 2020
MEP MSIX/NGS	March 2, 2020	May 11, 2020
MEP PAC	May 12, 2020	July 17, 2020





2019-2020 Random Validation Timeline
Federal Program Compliance Division
Migrant Education Program (MEP) - Priority for Service (PFS)

For LEA Information Only. Do Not Submit to TEA.

Task	Due Date
Email notification to superintendents regarding selection. ESC will be copied.	January 21, 2020
LEAs are contacted by ESC staff	Within 3 business days after initial notification to LEA.
Deadline to submit documentation for validation	February 18, 2020
Completion of documentation review	March 17, 2020
TEA contacts ESC regarding LEAs that receive Improvement Needed status for ESC review and comment before TEA notifies LEAs	March 18, 2020



Deadline for ESC to return documentation comments to TEA	March 31, 2020
Notification to superintendents of validation results. ESCs will be copied.	April 21, 2020
ESC technical assistance deadline if LEA receives “Improvement Needed” status	May 5, 2020
ESC provides documentation that technical assistance was offered/provided	May 6, 2020
If the LEA receives “Improvement Needed” status, the LEA will be required to <u>submit documentation for 2020-2021 for the same program requirements</u> during the resubmission Random Validation process. The documentation must be uploaded on ESSA Reports.	September 30, 2020



PFS Implementation Process

Step One

District PFS Action Plan

The LEA completes their annual PFS Action Plan. The LEA will submit the PFS Action Plan to their respective ESC.

Responsible for
Completing
Documentation

LEA

ESC

TEA

★ TEA Reviewed

Step Two

Monthly PFS Report

+

Individual PFS Progress Review

The LEA will run their Monthly PFS Reports. The LEA will complete an individualized PFS Progress Review Form to monitor the services and growth to the PFS student at a minimum of once per quarter and maintain documentation locally.

Step Three

Quarterly Report

+

Individual PFS Progress Review

The LEA will complete the Quarterly PFS Student Submission in Excel format provided by their ESC. They will input the data from the Monthly PFS Reports to indicate the grade level and priority reason(s) of the student and maintain documentation for each PFS student which will contain their individualized PFS Progress Review.

The ESC will review those reports during the Quality Control visits to ensure completeness and accuracy of information encoded on NGS.



Step Four

Monthly PFS Report
PFS Action Plans
Individual Progress
Reviews

TEA will randomly select districts for the LEA Random Validation for PFS. TEA will request from the following documentation: 1) The District's PFS Action Plan for the districts that were randomly selected. 2) Individual PFS Progress Reviews, 3). PFS Reports 4). Documentation that MEP-funded services were provided to PFS students first.

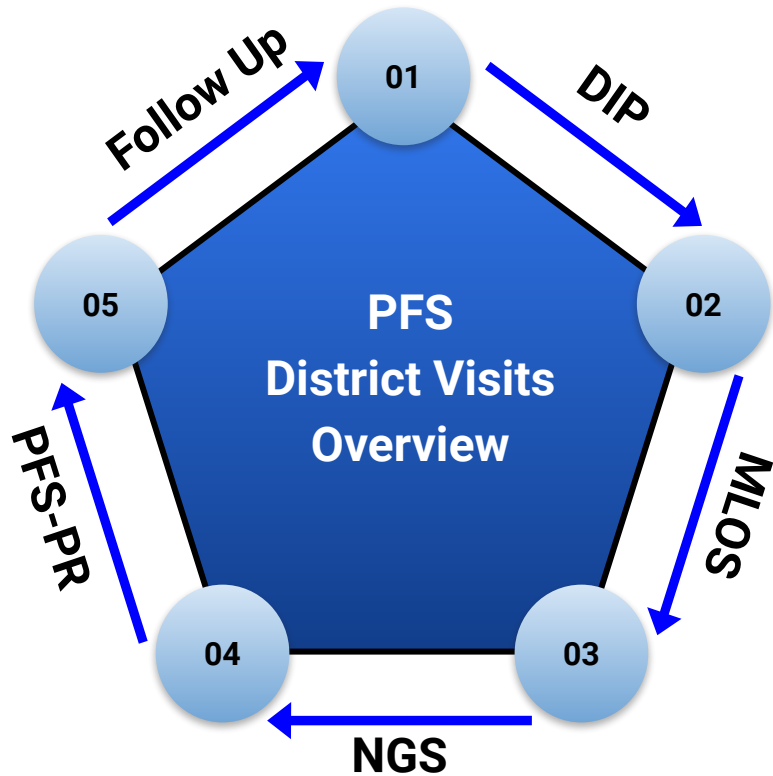
Step Five

PFS Technical Assistance

TEA will review the documentation submitted by the LEA to complete the PFS Evaluation Form. The ESC will provide technical assistance process to the LEAs needing improvement.

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LNA Update



Tool 2-1 LNA MIGRANT EDUCATION PROGRAM (MEP) STUDENT PROFILE

Program

Data from (Year):

2018-2019

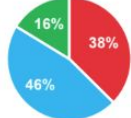
	Data Element	Source	Statistic (#/%)	Priority Area (√)	Comments/ Follow-up
1	Total Number of Eligible Migrant Students (ages 0-21)	NGS District	2084		
2	Migrant Students Ages 0-2	NGS District	94		
3	Migrant Students Ages 3-5 (not in kindergarten)	NGS District	165		
4	Migrant Students in Grades K-5	NGS District	706		
5	Migrant Students in Grades 6-8	NGS District	392		
6	Migrant Students in Grades 9-12	NGS District	710		
7	Migrant Out-of-School Youth (OSY)	NGS District	17		
8	Migrant Students with Priority for Services (PFS)	NGS OME	1019		
9	Migrant English Learners (EL)	NGS OME	821		
10	Migrant Students Eligible for Special Education	NGS OME	122		
11	Migrant Students with a Qualifying Arrival Date (QAD) within 12 months of the last day of the performance period	NGS OME	975		
12	Migrant Students Served during the Performance Period	NGS OME	1099		
13	Instructional Services Received During the Performance Period	NGS OME	183		
14	Migrant Students Receiving Reading Instruction During the Performance Period (teacher or paraprofessional)	NGS OME	0		
15	Migrant Students Receiving Mathematics Instruction During the Performance Period (teacher or paraprofessional)	NGS OME	0		
16	Support Services Received During the Performance Period	NGS OME	886		
17	Counseling Services Received During the Performance Period	NGS OME	84		



18	Migrant Students Served during the Regular School Year	NGS OME	900		
19	PFS Migrant Students Served during the Regular School Year	NGS OME	467		
20	Migrant Students Served during the Summer	NGS OME	314		
21	PFS Migrant Students Served during the Summer	NGS OME	173		
22	Migrant Student Graduation Rate	PBMAS/RDA	70.7		
23	PFS Migrant Student Graduation Rate	N/A	N/A		
24	Migrant Student Dropout Rate	PBMAS/RDA	2.8/4.0		
25	PFS Migrant Student Dropout Rate	N/A	N/A		
26	Percent of Migrant Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments	DMAC	34		
27	Percent of PFS Migrant Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments	DMAC	24		
28	Percent of Migrant Students in Grades 3-8 scoring at Grade Level or Above on STAAR Mathematics Assessments	DMAC	43		
29	Percent of PFS Migrant Students in Grades 3-8 Scoring at Grade Level or Above on STAAR Mathematics Assessments	DMAC	36		
30	Percent of Migrant Students Scoring at Grade Level or Above on STAAR End-of-Course (EOC) English Assessments	DMAC	28		
31	Percent of PFS Migrant Students Scoring at Grade Level or Above on STAAR EOC English Assessments	DMAC	19		
32	Percent of Migrant Students Scoring at Grade Level or Above on the STAAR EOC Algebra I Assessment	DMAC	53		
33	Percent of PFS Migrant Students Scoring at Grade Level or Above on the STAAR EOC Algebra I Assessment	DMAC	49		



Row Labels	Sum of count
Hardly true	46
Mostly true	57
Totally true	20
Grand Total	123

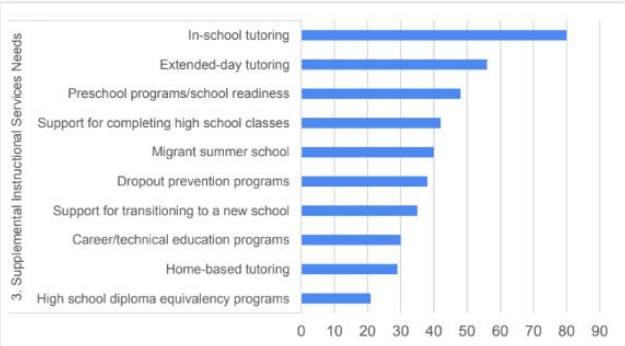
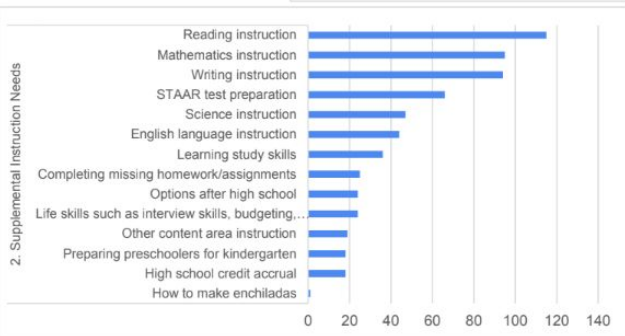


■ Hardly true
■ Mostly true
■ Totally true

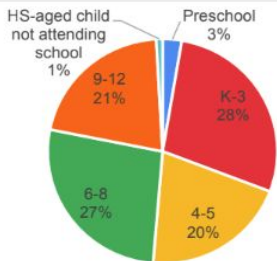
area2
2. Supplemental Instruction Needs

Response	Count
Reading instruction	115
Writing instruction	94
Mathematics instruction	95
Science instruction	47
Other content area instruction	19
STAAR test preparation	66
High school credit accrual	18
Completing missing homework/assignments	25
English language instruction	44
Learning study skills	36
Preparing preschoolers for kindergarten	18
Life skills such as interview skills, budgeting, saving	24
Options after high school	24
How to make enchiladas	1
Support for completing high school classes	42
Migrant summer school	40
Preschool programs/school readiness	48
Home-based tutoring	29
Career/technical education programs	30
Extended-day tutoring	56
In-school tutoring	80
High school diploma equivalency programs	21
Dropout prevention programs	38
Support for transitioning to a new school	35

3. Supplemental Instructional Services Needs



Row Labels	Count of count
Preschool	6
K-3	63
4-5	46
6-8	60
9-12	47
HS-aged child not attending school	2
Grand Total	224

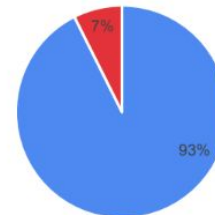


4. How well do you understand graduation requirements?

Not at all	Somewhat	Very well	Not Applicable
1	32	20	0

5. How sure are you that you will graduate from high school?

Not at all	Somewhat	Very well	Not Applicable
1	16	37	0



■ I am a high school student enrolled in school



2019-2020 LNA Calendar of Events

<p>LNA Committee may update the Master List of Services based on the results of the Tallies from Tool 2-2, Tool 2-3 and Tool 2-4.</p> <p>LNA Committee will use the Master List of Services to complete and rate all strategies using *Tool 3-1 Strategy Implementation Plan.</p>	<p>Feb 3 – Feb 7</p>
<p>Based on ratings in Tool 3-1, the LNA Committee will list highest rated strategies using *Tool 3-2: Action Plan.</p>	<p>Feb 10 – Feb 14</p>

TOOL 3-1 LNA STRATEGY IMPLEMENTATION PLAN

The LNA Strategy Implementation Plan will help you identify how you are going to implement the Strategies in the Texas Migrant Education Program (MEP) Service Delivery Plan (SDP). Depending on the needs identified in the LNA, check one of the priority boxes (low, medium, or high) after entering implementation activities based on needs identified during the LNA, possible solution(s), resources needed, timelines, and person(s) responsible.

Reading Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 1-1: Required – Coordinate/ provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).							

TOOL 3-2 LNA ACTION PLAN

The LNA Action Plan will help you target the greatest needs identified through the LNA. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority boxes (low, medium, or high) after entering priority needs identified during the LNA, possible solution(s), resources needed, timelines, and person(s) responsible.

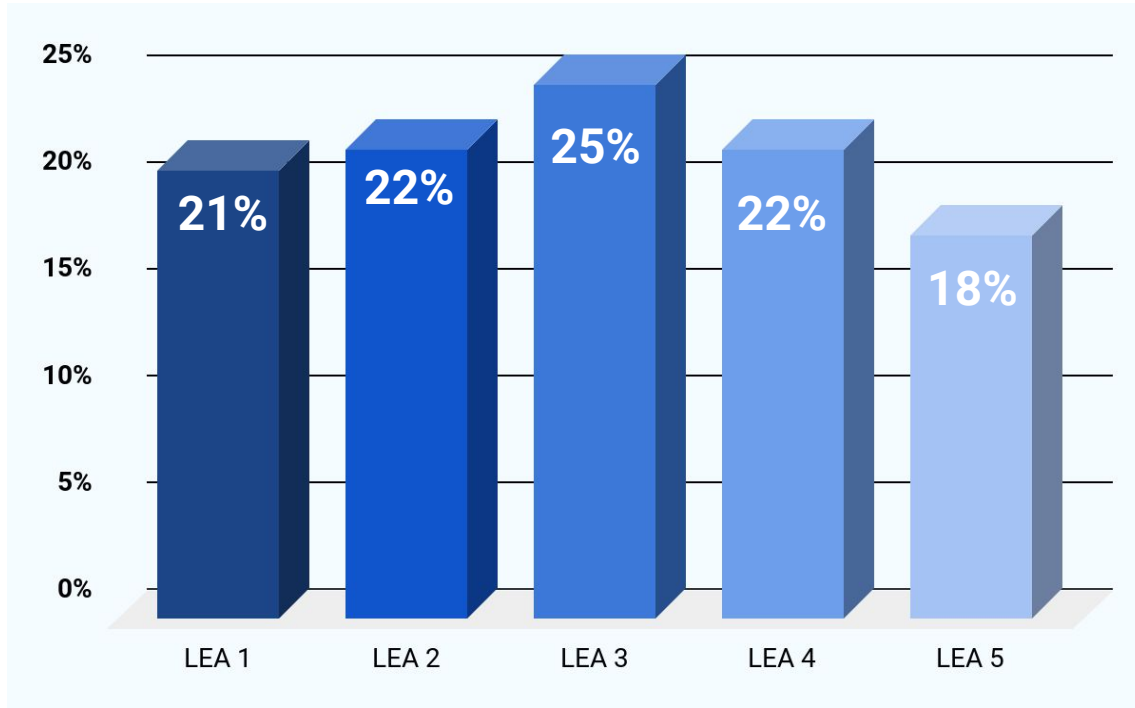
Priority Need Identified Through the LNA	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H



TEA ID&R Special Project



Region One Migrant % Drop



ID&R Sweep



5 LEAs in Region One



5% Rule

TEA is meeting to determine how much they should lower the 5% Rule.

16-17 Summer Submission Migrant Count		17-18	18-19 Fall Submission Migrant Count	18-19 Fall Submission Enrollment Count	Percentage
204	205		154	3,320	5%
136	151		143	1,907	7%
746	713		619	10,520	6%
81	56		34	636	5%
1,299	1,199		821	14,459	6%
775	727		562	4,935	11%
171	193		184	3,253	6%
268	235		174	1,756	10%
1,585	1,616		1,279	28,024	5%
92	92		99	555	18%
87	132		90	947	10%
746	926		994	10,184	10%
104	71		58	368	16%
221	199		151	2,054	7%



ID&R Administrator Resources



Critical Components

1

OR

2

AND

3

OR

4

Qualifying Activity

Timeframe

Family

Children

Existence in the
city/town mentioned
by interviewee

Verify the timeframe
the work was
accomplished

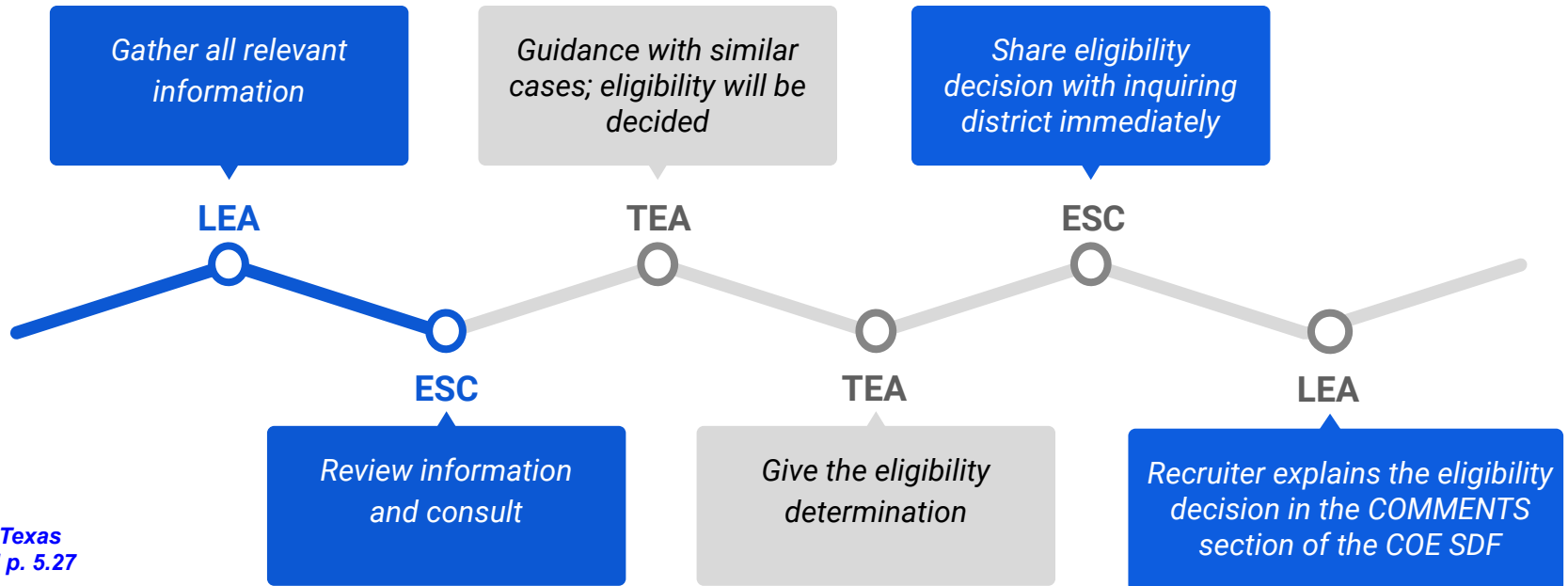
Verify with written
documentation or
verbal statement of
the qualifying move

Evidence that the
children made the
qualifying move

*ID&R Texas
Manual p. 1.6*



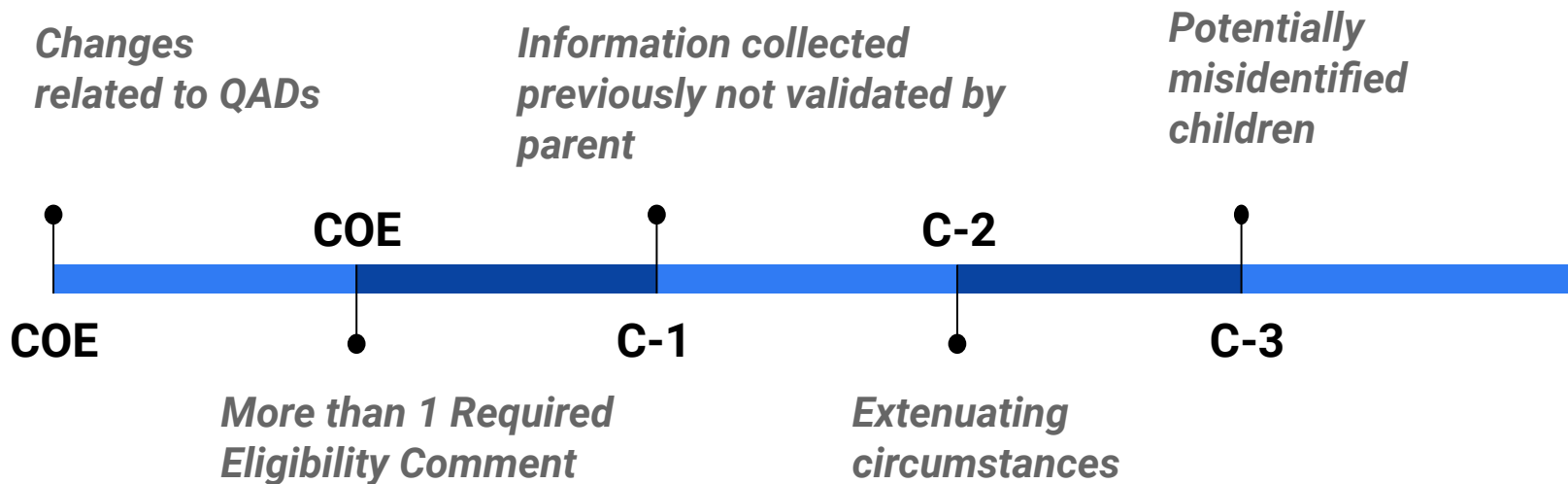
Making Difficult Eligibility Determinations



ID&R Texas
Manual p. 5.27



COEs and Conditions Warranting Further Review



ID&R Texas
Manual p. 5.28



Sharing COEs

Districts of Attendance

DOA do not complete COE. They must request a copy of the COE and SDF from the district in which the child resides.



Charter and/or Magnet

CM do not complete a COE. They must request a copy of the COE and SDF from the district in which the child resides.



Do Right By The Students!

Both districts receive Migrant Funds; Students deserve the assistance with instructional and support services in coordination with both districts; Do right by the students!

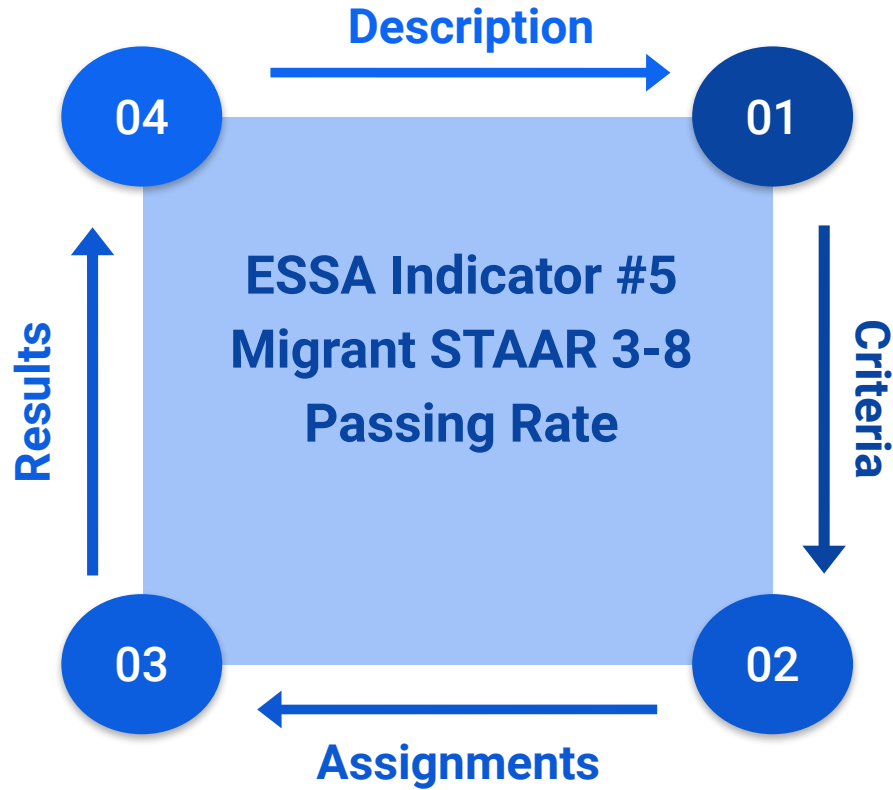
*ID&R Texas
Manual p. 2.37*



Results Driven Accountability (RDA)



Mathematics
Reading
Science
Social Studies
Writing



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Every Student Succeeds Act

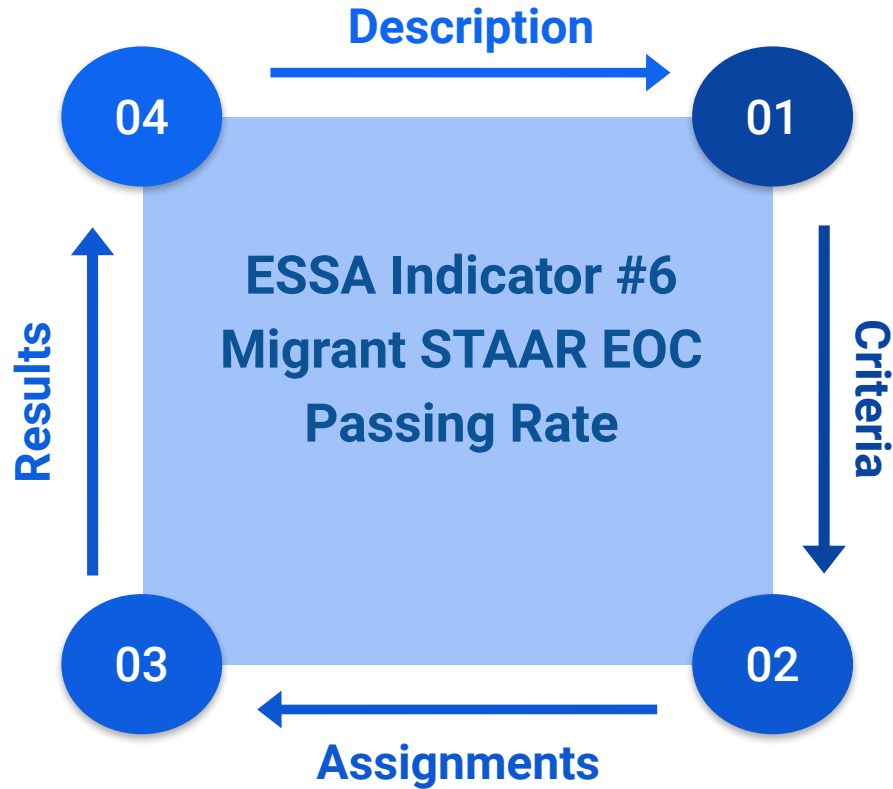
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5. Migrant STAAR 3-8 Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
<i>(i) Mathematics</i>	2019	70.0 - 100	80.4	341	424	0
	2018			321	429	
	2017			305	456	
<i>(ii) Reading</i>	2019	70.0 - 100	63.8	284	445	1
	2018			287	442	
	2017			276	467	
<i>(iii) Science</i>	2019	65.0 - 100	71.4	125	175	0
	2018			101	163	
	2017			81	143	
<i>(iv) Social Studies</i>	2019	65.0 - 100	61.9	65	105	0 RI
	2018		46.2	43	93	
	2017			38	86	
<i>(v) Writing</i>	2019	70.0 - 100	58.3	84	144	2
	2018			90	156	
	2017			89	170	



Mathematics
Science
Social Studies
ELA



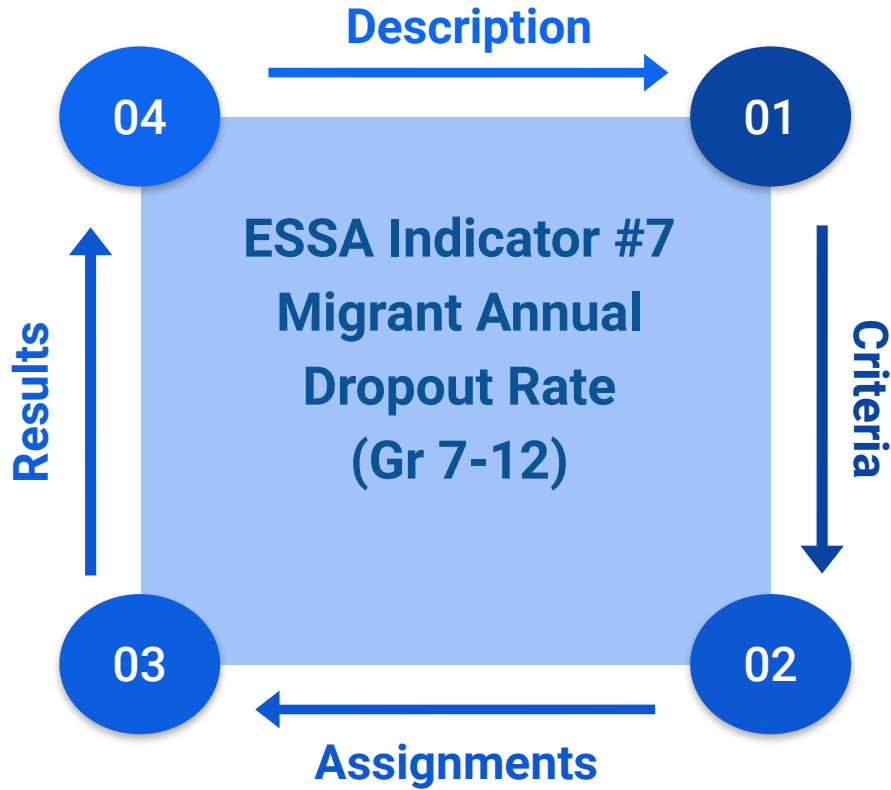
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6. Migrant STAAR EOC Passing Rate

		<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>PASSED</i>		<i>TESTED</i>	<i>PERFORMANCE LEVEL</i>
<i>(i) Mathematics</i>	2019	65.0 - 100	88.2	112		127	0
	2018			102		128	
	2017			119		153	
<i>(ii) Science</i>	2019	75.0 - 100	77.6	111		143	0
	2018			107		131	
	2017			113		152	
<i>(iii) Social Studies</i>	2019	70.0 - 100	87.3	144		165	0
	2018			128		152	
	2017			137		169	
<i>(iv) English Language Arts</i>	2019	60.0 - 100	55.3	172		311	1
	2018			157		303	
	2017			160		333	





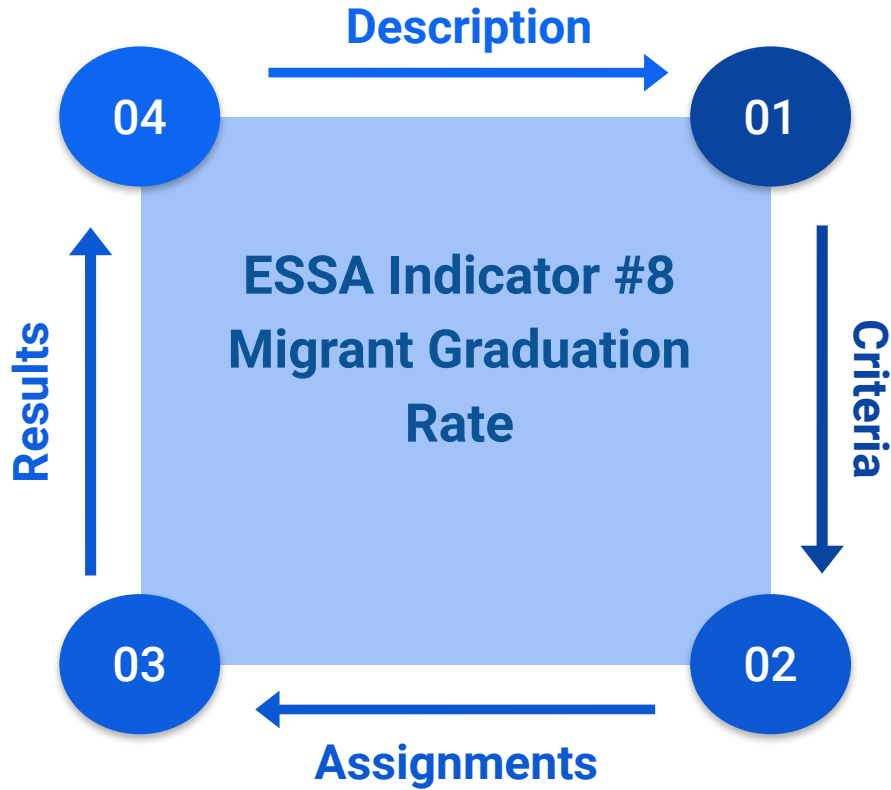
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7. Migrant Annual Dropout Rate (Grades 7-12)

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>DROPOUTS</i>	<i>ATTEND</i>	<i>PERFORMANCE LEVEL</i>
2019	0 - 1.8	4.2	41	987	2
2018			32	947	
2017			41	1,025	





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8. Migrant Graduation Rate

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>GRADUATES</i>		<i>CLASS</i>	<i>PERFORMANCE LEVEL</i>
2019	80.0 - 100	81.2	186	●	229	0
2018			167	■	202	
2017			163	●	198	



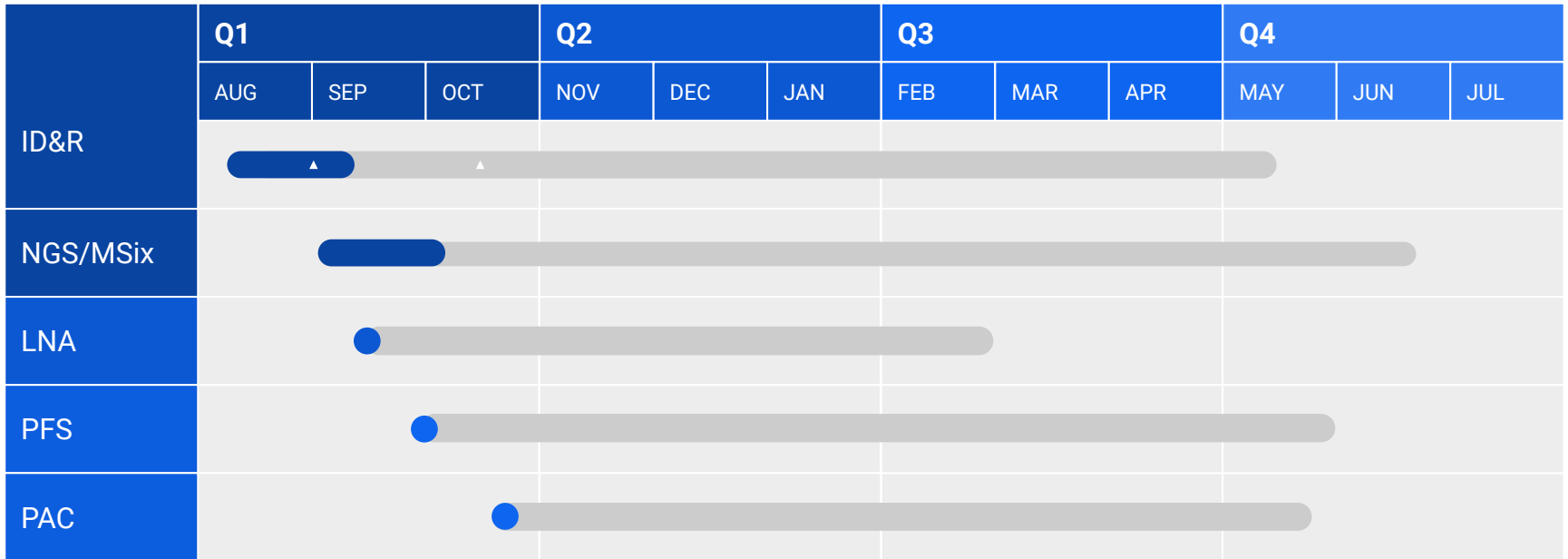
MEP Systems Based Planning



MEP Academy



MEP Systems Based Planning



▲ POINT



Grant Management





MEP Video Library

1. Administrator's Overview..... WS [#125432](#)
2. NGS/MSIX Overview..... WS [#131912](#)
3. MSIX for Recruitment..... WS [#131986](#)
4. Service Delivery Plan..... WS [#125201](#)
5. Priority for Service..... WS [#132865](#)
6. Measurable Program Outcomes... WS [#132535](#)
7. Out-of-School Youth Overview..... WS [#125218](#)
8. Local Needs Assessment Video... WS [#136476](#)





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Region One Migrant Education Program

Migrant Contact	Area of Focus	Phone	Email
Martha I. Hinojosa, MBA	Director of Migrant Education	956-984-6240	mhinojosa@esc1.net
Maria Elena Cortez, M. Ed.	Migrant Program Specialist	956-984-6252	mecortez@esc1.net
Manuel Salinas, M. Ed.	Migrant Program Specialist	956-984-6251	mansalinas@esc1.net
Diana Moros, M. Ed.	Migrant Program Specialist	956-984-6186	dmmoros@esc1.net
Denise Anaya, M. A.	Migrant Program Specialist	956-984-6187	danaya@esc1.net
Julissa Sandoval, M. Ed.	Migrant Program Specialist	956-984-6255	jsandoval@esc1.net
Tana Armitage, M. Ed.	Migrant Program Specialist	956-984-6248	tarmitage@esc1.net
Gracie Avila, M. Ed.	Migrant Program Specialist	956-984-6194	gavila@esc1.net
Raquel Padilla	Migrant Program Assistant	956-984-6218	rpadilla@esc1.net
Dalia Barbosa	Migrant Program Assistant	956-984-6166	dbarbosa@esc1.net
Brenda Mejia	NGS Helpdesk/Clerk	956-984-6107	bmejia@esc1.net

