TA#17- Prepping for MSIS Month 1 Submission - Part I

Mr. John Woodard

Title I, Part A- Neglected & Title I, Part D Coordinator

mdek12.org

Dr. Melissa Levy-Jackson

Title III Coordinator

MISSISSIPPI
DEPARTMENT OF
EDUCATION

September 16, 2021

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

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Teams Session Housekeeping

- Please mute yourself unless you have a question to reduce background noise

- Please cut the camera off to save bandwidth to reduce technical glitches

- Please ask questions throughout the presentation via chat or "raise hand" feature

- "Raise Hand" Feature

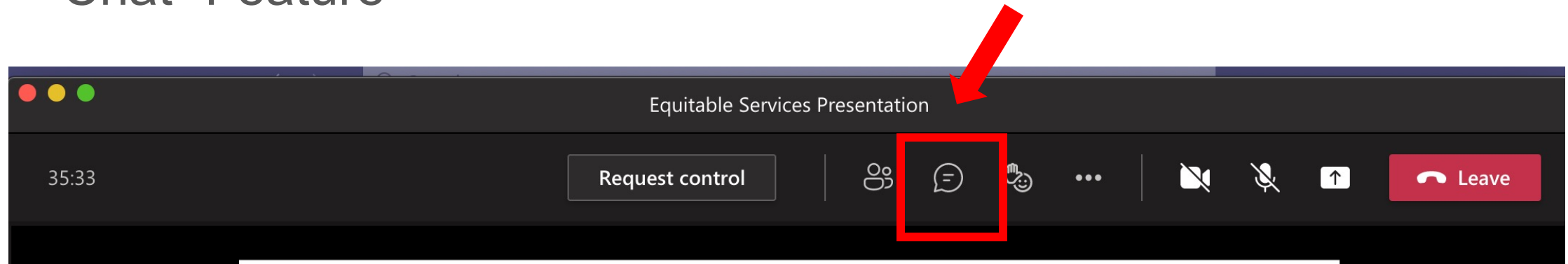Just select **Show reactions** in the meeting controls, and then choose **Raise your hand** . Everyone in the meeting will see that you've got your hand up.
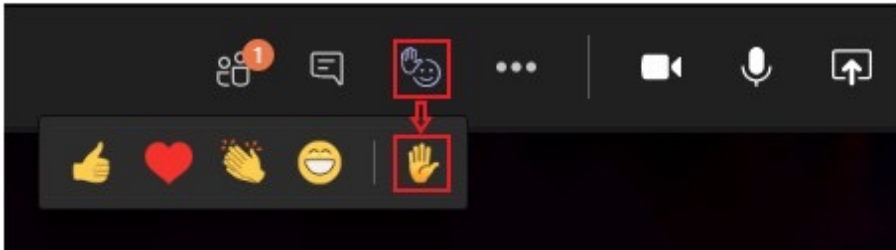
- "Chat" Feature

- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- This session will be recorded to increase availability and access to the technical assistance session.

- Recording will be available on YouTube and notification will be distributed via listserv.

- Technical assistance sessions are updated in MCAPS, MDE Document Library, Technical Assistance Sessions folder.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

- Data Collection and Data Quality

- Title I, Part A- Neglected

- Title I Part D, Subparts 1 & 2 Programs

- Title III, English Learners (ELs) & Immigrant

- Questions

- The goal of this session is to provide LEAs specific information to ensure data quality is accurate and timely. The LEAs will receive program specific requirements for their Student Data Packages and other related information system. This session will support:
  - Title I, Part A- Neglected
  - Title I, Part D- Delinquent
  - Title III- English Learners and Immigrant
- Our objective is to help improve data quality within the LEAs' Student Data Package that is uploaded in MSIS for Month-1 by 100%.

Data Collection

Why is data collected and what is its importance?

- There are Federal and state laws that require data collections.

- Federal and state agencies use data to set policy and guide funding recommendations.

- Data is viewed by stakeholders.

Data Collection Method	Purpose/Use
Surveys	Collects data that is not collected in MSIS
Consolidated State Performance Report (CSPR)	Federal Reporting
MSIS	MS Student Information System(MSIS) provides for the electronic collection and storage of comprehensive detailed data about teachers, administrators, students (Pre-K to 12).

Expectations of data being collected:

- Accurate

- Complete

- Timely
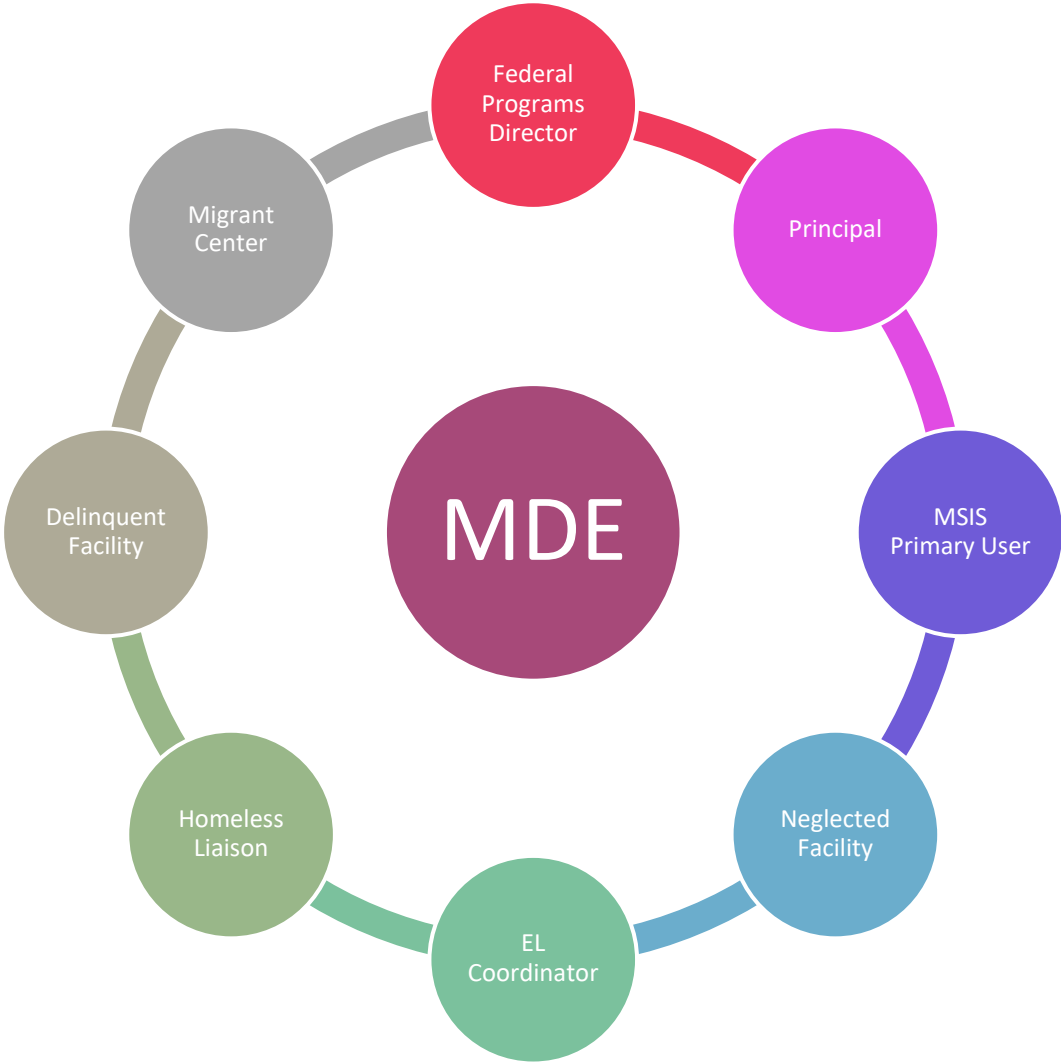
School Administrative Packages (SAP) transfers data to MS Student Information System (MSIS)

School Administrative Package - SAP	MS Student Information System - MSIS
EL – English Learners	EL – English Learners
Immigrant	Immigrant
Homeless	Homeless
Neglected or Delinquent	Neglected or Delinquent
Migrant	Migrant

All indicators **must** be **verified** and **marked correctly and every month in MSIS**.

Validate the data before approving

Holding Area Student Indicators Report

2020 - 2021

██████   MSIS   MSIS

September 24, 2020   Page 1 of 1
Thursday, 03:53 PM

                                                                    IMMIGRANT

MSIS
ID   **Last Name**   **First Name**

████████████████████   **REPORTING PERIOD   1/2020**
██████████

████████████████   ████████   Y

████████████   █████   Y

███████████████   ██████   Y

██████████████   █████   Y

█████████████████   ██████   Y

████████████   █████   Y

████████████████   ███████   Y

██████████   ██████   Y

█████████████   ██████   Y

END OF REPORT

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

Student Indicators are selected in the SAP.

[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?

Neglected and Delinquent

Federal Definition

- ESEA section 1432(4)(A) defines Neglected children as:

  - those 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 this institution or voluntarily placed there under State law, due to abandonment, neglect or death of parent(s) and/or guardian

Charter

- Ensure that the facility:

  - is identified as "Neglected" based on the federal definition and charter

  - has identified the needs of Neglected students

  - is providing supplemental services to eligible Neglected students.

Student Identification

- Identify students who would (under normal circumstances) attend a local school attendance area within the state of Mississippi.

Title I, Part D consists of 2 discretionary subparts.

- Subpart 1 is allocated to state agencies (Mississippi Department of Corrections and Mississippi Department of Human Services/Division of Youth Services).

- Subpart 2 is allocated to school districts with institutions, in their local attendance areas, for children that meet the federal definition of delinquent (most often in juvenile detention centers).

Federal Definition

- ESEA section 1432(4)(B) Delinquent children or youth as:

  - those 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.

MOU

- Ensure that:

    - there is a formal agreement (commonly an MOU) in place between the LEA and the JDC that outlines the services to be rendered to delinquent students.

    - the JDC is providing services as are outlined within the MOU to delinquent students

Student Identification

- Maintain a current roster (with accurate data) of children and/or youth within the facility

- A student must **remain enrolled** at the "home" school **and marked present** everyday while in the JDC **until they return to the "home" school.**

- The student must be released in MSIS to the JDC or state approved coordinating facility that requests a release of the MSIS ID.

English Learners and Immigrants Defined

English Learners

According to ESEA, Title III, Part A, a Limited English Proficient/English Learner is one:

- who is between the **ages of 3 through 21**;

- who is **enrolled or preparing to enroll** in an elementary school or secondary school;

- who **was not born in the United States or whose native language is a language other than English**;

- who is a Native American or Alaska Native, or a native resident of the outlying areas;

According to ESEA, Title III, Part A, a Limited English Proficient/English Learner is one:

- who comes from an environment where a **language other than English has had a significant impact on the individual's level of English language proficiency**; or

- who is **migratory, whose native language is a language other than English**, and

- who lives in a **household where English is not the primary language spoken**

- **Note**- know the <u>**language.**</u>

Immigrants

ESEA Title III, Part A, Section 3301(6) defines Immigrant Children and Youth as individuals who-

- are between the **ages of 3 through 21**;

- were **not born in any state** or U.S. territory; (Children that are **born out of the United States or U.S. territory to parents** or **couples that are US citizens, born or naturalized, are to be identified as Immigrant**.)

ESEA Title III, Part A, Section 3301(6) defines Immigrant Children and Youth as individuals who-

- have **not been attending** one or more schools in any one or more states in America or US Territories for **more than three full academic years**.

- **Note**- Remove immigrant label after 3 consecutive years of attending a school in the US.

- **Note**-know their **native language**.

Identification and Placement

Home Language Survey (HLS) must be completed by _**all**_ new entering students

- Students **identified by HLS must be assessed within 30 days of enrollment at the beginning of the school year.**

- Potential English Learners (ELs) that register **after the beginning of school year must be assessed within 10 school days of enrollment**

- The completed **HLS must be placed in the student's cumulative record** and must be available for future reference.

Screener/Placement Test (LAS LINKS) must be conducted.

- A screener/placement test **must be conducted to determine the level of proficiency** and for **appropriate instruction** and **placement**.
- The LEA's **test security plan** must describe **who will administer** and **score the assessments**, along with **training required to ensure test/screener** has **valid and reliable results**.
- **Results** must be placed in the **student's cumulative record**.

- **Parents must receive written notification** within 30 days of start of the school year or within 10 days for later-arriving students.

- Parents have the right to **opt out or decline EL services.** Although, **Student retains his/her status as an EL.**

- Parental Notifications must be available in a language that parents/guardians can understand.

- **Documentation** must be kept for verification.

- After ELs have been identified, the LEA **must provide appropriate language assistance services and programs,** known as "EL services and programs."
- The LEA choose the EL service and programs that meet civil rights requirements and best meet the needs of their EL population.
- The goal for ELs is **to attain fluency in English**, master the state's academic content standards, demonstrate proficiency on the state's required assessments and pass any other state required tests.

- Dual Language

- Two-way Immersion

- Transitional bilingual program

- Sheltered English Instruction

- Structured English immersion

- Specially Designed Academic Instruction Delivered in English (SDAI)

- Content-based ESL

- Pull-out ESL

- The Mississippi Department of Education requires each student designated as an EL to have a **Language Service Plan** (LSP), which must be **updated annually** until the student exits the EL program.

- The Student Evaluation Team (SET) must meet to develop the LSP at the **beginning** of each academic school year.

- This team must be composed of teachers (including EL teachers), administrators, counselors, and **parents** or guardians.

- The **team will meet quarterly** to **evaluate** the student's progress and make necessary adjustments or changes to the LSP.

- A **copy of the LSP** must be provided to **all teachers** who work with the EL student.

LSP must include the following:

a) Student's demographic information

b) date of first enrollment in a U.S. school

c) yearly English Language Proficiency Test (ELPT) scores

d) classroom accommodations

e) state testing accommodations

f) signatures of **all** SET member

- Once a student has **been identified** as an EL the district must ensure the student is **correctly marked** in their **student data package.**

- This will **result in the student populating in MSIS** as EL or Immigrant **within the first 30 days of school.**

- This **information will then be transferred to MSIS** to generate the EL/Immigrant roster

- Districts should **ensure each column** on the EL/Immigrant roster screen of MSIS is **completed**

- This information should be **checked monthly for accuracy**

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Resources

- [2018 Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports](#)

- [English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)](#)

MISSISSIPPI
DEPARTMENT OF
EDUCATION

- **Structured English Immersion Program**:
  - An English-only mainstream classroom.

- **Content-based**:
  - Use of instructional materials, learning tasks, and classroom techniques from academic content areas to developing language, content, cognitive and study skills

- **Pull-out programs**:
  - Removes students from their regular/content classes for a period-of-time to receive language instruction.

- **Specially Designed Academic Instruction in English (SDAI)**:
  - Places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language.

- **Dual Language Program**:
  - Language proficiency in two languages by receiving instruction in English and another language in a classroom

- **Two-way immersion**:
  - Integrates native English speakers and native speakers of another language for all or most of the day

- **Transitional Bilingual Education Program**:
  - Utilizes a student's primary language in instruction

- **Sheltered English Instruction**:
  - Academic instruction in English understandable to ELL students

Questions

- Please complete this brief evaluation to improve the quality of our technical assistance sessions. Your feedback is greatly appreciated.

- https://forms.office.com/Pages/ResponsePage.aspx?id=RLM1fgZxi0mZgAUQoTK3d7FITYSB40FFljkKS1qRs1xUOUFVMDNHQkREU1RaTTRHSUdWVUJUOVUwRS4u

MISSISSIPPI
DEPARTMENT OF
EDUCATION

John Woodard

Title I, Part A- Neglected & Title I, Part D- Delinquent Coordinator

jwoodard@mdek12.org

Dr. Melissa Levy-Jackson

Title III- EL/Immigrant Coordinator

mlevy@mdek12.org

mdek12.org

MISSISSIPPI
DEPARTMENT OF
EDUCATION