III. Required School District/ESC Activities

Affected Staff:
All personnel sharing responsibility for implementing NGS activities

Time Requirements:
Before October 1

NGS Training

The **annual** training must consist of a review of the *Texas Manual for New Generation System (NGS) Data Management Requirements*, including:

- Required School District/ESC Activities Chart;
- Documentation Procedures;
- Uses of NGS data by school personnel (teachers, counselors, registrars, nurses, etc.);
- Role of the ESC and the ESC NGS Data Specialist;
- Review of system updates and data entry procedures;
- NGS reports usage (including formatting reports);
- Review migrant indicators of the NCLB Initial Compliance Review 2011-2012
- Hands-on training as needed (Training should be conducted on the training site: train.ngsmigrant.com); and
- Assessing the effectiveness of the implementation of the required NGS activities.

NOTE: It is strongly recommended that NGS Data Specialists receive annual ID&R training.

New NGS Data Specialists cannot enter any NGS data until they receive their NGS password and are thoroughly trained in each area for which they have data entry responsibility. Training for **new** NGS Data Specialists must consist of all areas mentioned above, including:

- A complete overview of the *Texas Manual for New Generation System (NGS) Data Management Requirements*; and
- Intensive hands-on data entry training on each NGS activity, as applicable.

ESC staff:

- Should conduct additional training for their LEAs as new features and capabilities become available on NGS; and
- Will provide additional technical assistance as needed or upon request by LEA personnel.

NOTE: NGS accounts showing inactivity for nine consecutive months will automatically be deactivated and affected NGS Users will not be notified. To obtain a new password, a current NGS Oath of Student Record form must be submitted.

***** NCLB Initial Compliance Review Indicator** (see p. 150)

Affected Students:
(1) All continuing enrollees and non-enrollees who do not have a new QAD.
(2) All enrollees and non-enrollees who have a new QAD.

Submission to terminal site:
(1) By October 1.
(2) Within 5 working days of parent signature date for new COEs.

Entry into NGS:
(1) within 5 working days after receipt of enrollment data; or
(2) within 5 working days after receipt of new COEs.

NOTE:
There is an extension in place for data entry of new COEs until October 7, 2011.
After this date regular timelines apply.

Enrollment Types for NGS

Regular (R) enrollment – Students enrolled in the regular school term or in a year-round school;
Summer (S) enrollment – Students enrolled in a MEP-funded summer school program;
Intersession (I) enrollment – Students enrolled in a MEP-funded intersession program, in conjunction with a year-round school;
Residency Only (P) enrollment – Non-enrolled migrant children (ages P0 and up to the age of 22, who have not graduated from a U.S. high school or who have not received a GED).

NGS Enrollments

1. The reporting window for federal performance counts falls between September 1 – August 31 of each year. The Texas Migrant Education Program (MEP) reports two unique counts to the Office of Migrant Education (OME). These are the Year-Round Count, known as the "Category 1 Count" and the Summer/Intersession Count, known as the "Category 2 Count." On NGS these counts are calculated from the history lines.

2. Enrollments are ongoing priorities because they are tied to funding for the district. Since NGS is a mirror image of the COE, there is no room for error. It is critical that enrollments and withdrawals be an actual reflection of where the student is enrolled. **Therefore, extreme care must be taken when enrolling students using the multiple enrollment feature.**

3. Enrollments must follow migrant students from campus to campus to accurately reflect their current enrollment status within the district. Under P.L.107-110§1308(e), the Texas MEP will share campus level student data with the National Center for Education Statistics (NCES). For this reason, it is critical that ALL Texas migrant students are enrolled in the appropriate campus.

4. Multiple enrollment procedures are optional but highly recommended and are designed to help expedite the enrollment process.

   NOTE: The multiple enrollment feature may only be used for those students who do not have a new QAD.

5. Family Enrollment (from the Search for Student screen) – This process is optional and is designed to eliminate entering duplicate demographic COE data.

   NOTE: You cannot use the family enrollment process for a student who was flagged At Risk of Non-Promotion for the previous school year.

6. New Family Enrollment – This process is optional and is designed to eliminate entering duplicate demographic COE data. A family ID number is assigned when enrollments are created through this process and cannot be shared among districts. Each district must create their own family ID.

   NOTE: This process can work with or without existing NGS numbers.

7. Students with an enrollment line that reflects a "Regular" enrollment type before September 1, and a withdrawal date after September 1, will be counted for two reporting periods if the appropriate residency verification dates are encoded on the system (one date for each reporting period).

   Example:
   If a student is enrolled on August 25, 2011 with a "Regular" enrollment type, has residency verification dates of August 25, 2011, and September 6, 2011, and a withdrawal date of November 11, 2011, then the student will be counted in the 2010-2011 reporting period, as well as in the 2011-2012 reporting period.

8. A student residing in a migrant-funded district, but enrolled in another school district must be encoded with an enrollment type of "Residency Only" in the residing district along with the grade level in which the student is enrolled at the school of attendance. The district where the child is enrolled will encode him/her with a "Regular" enrollment type, if the district is migrant-funded. If the district is **not** migrant-funded, the ESC must enroll the student with a "regular" enrollment type.

   Example:
   A child residing in District Y, but attending school in District Z (magnet school), is encoded into NGS with an enrollment type of "Residency Only" for District Y along with a grade level and an enrollment type of "Regular" for District Z.

9. A child residing in a migrant-funded district, but attending a program not operated by any migrant-funded school district, (e.g., TMC, Head Start, juvenile detention center,

private school, home school, etc.) is identified as "Residency Only" by the district where the child resides. The following are examples:

1. *Child residing in District A, attending a Head Start program located in (but not operated by) District A, is encoded into NGS with an enrollment type of "Residency Only" by District A. District A cannot enter any enrollment information on this child other than a residency line because the Head Start program is not operated by District A.*

2. *Child residing in District A, attending a Head Start program located in (but not operated by) District B, is encoded into NGS with an enrollment type of "Residency Only" by District A. District B cannot identify and recruit this child because the Head Start program is not operated by District B.*

NOTE: For students who are home schooled, the NGS Data Specialist must mark the *Home School* checkbox located on the NGS Enrollment screen and enter the grade level in which the student would be enrolled if he/she were attending school.

10. Students with an enrollment line that reflects a "Regular" enrollment type, along with withdrawal and residency verification dates **before** September 1, will only be counted for one reporting period.

Example:
If a student is enrolled on August 26, 2011 with a "Regular" enrollment type, a residency verification date of August 30, 2011 and an August 31, 2011 withdrawal date, then the student will be counted in the 2010-2011 reporting period ***ONLY.***

11. For non-enrollees, a new history line must be entered for each reporting period (*September 1 – August 31*) along with a residency verification date for federal reporting purposes.

Example:
Non-enrollees ***newly*** *identified before September 1 must be entered into NGS by August 31 with a history line of "Residency Only" and a residency verification date.* ***After September 1,*** *if they are still in the district, these non-enrollees must be entered into NGS again with another history line of "Residency Only" and a new residency verification date.*

12. For each reporting period for which "residency only" students are to be counted for funding, the residency verification date must fall within the appropriate reporting period (September 1 through August 31).

NOTE: "Residency Only" students are also referred to as non-enrollees.

13. A high-school-aged youth residing in a district and not enrolled in school, anywhere, should be encoded with an enrollment type of "Residency Only" along with a grade

level of “OS” (out of school). For youth who are solely “Here to Work,” the NGS Data Specialist must mark the Here to Work checkbox located on the NGS Enrollment screen. For “OS” students, MEP staff must follow up to determine drop out status. (See p. 2.13 of the *2011-2012 Texas Manual for the ID&R of Migrant Children*).

14. For year-round schools, only enroll students in **Intersession** term if students are attending a MEP-funded intersession program. Never enroll a student under an “S” enrollment type. These students should be withdrawn from the year-round program and enrolled in the intersession program and then withdrawn at the end of the intersession program. After withdrawing the students from the intersession program, re-enroll them in the year-round session (add another “Regular” enrollment line) and withdraw them at the end of the school year or whenever they have an early withdrawal. Since intersession programs can only be counted once for funding purposes, enroll students in the earliest one possible in order to ensure students are counted.

15. All 3 and 4 year olds should be served, if possible, in either MEP-funded home-based or center-based early childhood programs. Enrollment and withdrawal dates, along with a “Regular” enrollment type, should be entered on NGS for either MEP-funded home-based or center-based school district programs. This does not include non-district programs such as TMC, Headstart, etc.

16. District PEIMS staff must use the COE or a Unique Student Count Report from NGS as documentation to encode a child as migrant on PEIMS. The NGS Data Specialist may be asked to provide the Unique Student Count Report to PEIMS staff.

    NOTE: An NGS enrollment line should not be deleted only because it was deleted on PEIMS. Remember, PEIMS has very different criteria and snap shot dates from NGS.

Recommended Reports

- Campus
- COE Family
- Currently Enrolled Student List
- District
- Enrollment Comments
- Unique Student Count

NGS Data Specialists must:

1. Remember to encode all required activities for students who enroll late, withdraw early or are entered on NGS after the regular school year has ended; this is critical because of the NCLB Initial Compliance Review (ICR) methodology.
2. Never add a new history line on NGS until the recruiter has made contact with the family to determine if the family has a new QAD or not.
3. Remember to add a new enrollment line whenever there is a new residency date and/or enrollment date, even if there is not a new QAD.
4. Ensure that every history line encoded on NGS has a recruiter ID.
5. Never change a QAD once it has been encoded on the system unless the COE contains documentation indicating that the change has been approved by the ESC or TEA.
6. Remember to enter the "OS" (Out of School) grade level **only for high-school-aged youth** not enrolled in school. For youth who are solely "Here to Work," the NGS Data Specialist must mark the *Here to Work* checkbox located on the NGS Enrollment screen.
7. Remember to enter the "UG" (Ungraded) grade level for children being served in an educational unit that has no separate grades (see p. 2.14 of the *2011-2012 Texas Manual for the ID&R of Migrant Children*).
8. Record students working on a GED as "OS."
9. Remember that edit checks exist for a reason! COEs with missing or incomplete data should be brought to the attention of the recruiter and/or supervisor.
10. Ensure that all **eligibility-related documentation** on the COE is encoded in the "*Comments*" section of the NGS "*Enrollment Information*" screen.
11. Determine if the eligibility-related documentation is too much for the "*Comments*" section. If so, the NGS Data Specialist should encode the following or similar words: *Eligibility documentation on file.*
12. Flag students who drop out of school in the 2011-2012 school year as "Drop Out." Documentation regarding drop out status must be provided by the school district.
13. Be aware that the hyphen is the only special character that should be encoded on NGS (e.g., no accent marks, tildes, asterisks, etc.).
14. Only share NGS reports, transfer documents, etc. with the entities listed on Section F of the COE, including those listed on the back of the COE.
15. Contact their ESC to request a deletion of an existing history line.
16. Never delete an **existing history line** unless there is documentation indicating the deletion has been approved by TEA.
17. If "Other" is selected in Section H. of the COE as the method used to conduct the residency verification, remember to specify in the NGS comments box how or where the residency verification took place (i.e., Other = Work Field).
18. Never share NGS or MSIX passwords.

Misidentified Students

NGS Data Specialists must **never** delete enrollment lines when a student has been misidentified as migrant. Quality control procedures outlined in the *2011-2012 Texas Manual for the Identification and Recruitment of Migrant Children* instruct districts to forward the COE to the regional ESC for review. Regional ESC staff must forward to the State MEP the COE of the student(s) in question. The State MEP will determine if the student is misidentified and if enrollment lines need to be deleted.

Merging Procedures for Student Records

If the LEA determines that a student is duplicated in the system (e.g., the same student has more than one NGS number), the NGS Data Specialist or migrant contact at the LEA must contact his/her ESC NGS contact person.

The ESC NGS contact person must email or fax the student's name with **each unique student ID number** along with printed copies of each student record to the NGS Help Desk. The NGS Help Desk staff will determine which NGS number to keep and then merge the records into one. The affected school district(s) will be notified via email by the staff at the NGS Help Desk regarding the merge.

The NGS Help Desk email address is helpdesk@ngsmigrant.com and the fax number is (206) 426-2230.

NOTE: When records are merged, all history lines and other student data are electronically consolidated into one record.

Affected Students:
All identified migrant enrollees and non-enrollees

Submission to terminal site:
By November 1 for existing COEs with Section H. completed.
For new COEs completed during the 2011-2012 school year:
- within 5 working days of parent signature date.

Entry into NGS:
- Within 5 working days after receipt.

Residency Verification

Since each history line on NGS contributes to the "count" for federal reporting purposes, it is critical that NGS Data Specialists enter a date for the 2011-2012 reporting period (September 1, 2011 – August 31, 2012) in the residency verification date field on NGS. The residency verification date must be encoded on the 2011-2012 NGS history line.

- For existing COEs with Section H. completed: NGS Data Specialists should record as the residency verification date, the date on either Section H., (2) or (6) of the COE, depending on how residency verification was conducted.

- For new COEs completed during the 2011-2012 reporting period: NGS Data Specialists should record the signature date on Section F. (3) of the COE in the residency verification date field on NGS.

NOTE: The NGS Data Specialist should request the Two Year Olds Turning Three Report to share with the recruiters. Recruiters must verify residency for all two year olds turning three during the 2011-2012 reporting period. This process should take place on or after the child's 3rd birthday. When this process has been completed, NGS Data Specialists must enter the residency verification date on the appropriate NGS history line.

Recommended Reports

- Residency Verification Date
- Two Year Olds Turning Three

Residency Verification Chart

The chart below outlines the residency verification process for the 2011-2012 reporting period (September 1, 2011 – August 31, 2012) that should be followed by Recruiters and NGS Data Specialists.

Situation	Recruiter Responsibility	NGS Data Specialist Responsibility
1. COEs completed prior to 9/1/2011 for the 2011-2012 school year	Verify each child's residency on or after 9/1/2011 if the family is still residing in your district.	Enter the 2011-2012 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2011-2012 history line for each child on the COE.
2. COEs completed from 9/1/2011 through 8/31/2012	Complete COE.	Enter the parent signature date as the residency verification date for the 2011-2012 reporting period for each child on the COE. Enter it on the NGS 2011-2012 history line.
3. COEs with a 2 year old who turns 3 during the 2011-2012 reporting period	Verify the child's residency on or after his/her 3rd birthday.	Enter the 2011-2012 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2011-2012 history line.

NOTE: The "Residency Verification Date 1 and Date 2" fields on NGS are not linked to any specific reporting period. In other words, the NGS Data Specialist can enter the 2011-2012 residency verification date in either date box. It is important to record the information on the correct history line.

Affected Students:
Migrant students who appear on the Priority for Service Report

Submission to terminal site:
Request and print Priority for Service Report for school year 2011-2012 on a monthly basis beginning July 1.

Time Requirements:
Deliver report to the MEP Coordinator for dissemination to appropriate personnel.

Priority for Service (PFS)

NCLB P.L. 107-110 §1304 (d) requires that "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." In their NCLB Consolidated Application for Funding, districts are required to target MEP services to "Priority for Service" students. These students must be identified through NGS by running a Priority for Service Report. Information regarding services provided to these students will be monitored through the Texas Education Agency's monitoring system called the Performance-Based Monitoring Analysis System (PBMAS). Counselors must be aware of who the migrant PFS students are in the district and they may be called upon to assist these students.

Criteria for Priority for Service

Students in grades 3-12, Ungraded (UG) or Out of School (OS) are flagged if they:

- Have their education interrupted during the previous or current regular school year;

AND

- Have failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS testing period for their grade level.

Students in grades K-2 are flagged if they:

- Have their education interrupted during the previous or current regular school year;

AND

- Have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.

Priority for Service Report contains

- Enrollments from current regular school year
- Education data from the current and previous regular school year

For the purposes of the Texas Migrant Education Program, education interruption refers to one or more of the following situations:

- A late enrollment occurring between 9/1/2011 and 5/15/2012; or
- An early withdrawal occurring between 9/1/2011 and 5/15/2012; or
- A residency date occurring between 9/1/2011 and 5/15/2012; or
- Multiple enrollments occurring between 8/1/2011 and 5/30/2012; or
- A qualifying arrival date (QAD) during the previous or current regular school year.

NOTE: Priority for Service reports should be run on a monthly basis in order to target students for services, as well as to verify the students' inclusion in reports. **Even when no PFS students appear on the report, a PFS Report must still be requested. It is a good practice to run a PFS Tracking Report before the end of each month in order to verify that the PFS Report has been requested for the current month.**

Recommended Reports

- Priority for Service
- PFS Tracking

***** NCLB Initial Compliance Review Indicator** (see p. 145)

Affected Students:
Migrant students who appear on the Continuation of Services Report

Submission to terminal site:
Request and print Continuation of Services Report before end of school year.

Entry into NGS:
Deliver report to the MEP Coordinator for review to ensure that only those students who are eligible under the provision* are listed and file with appropriate documentation.

Continuation of Services

*Under Continuation of Services [P.L.107-110, §1304(e)], migrant students may continue to be served by the MEP:

(1) Until the end of the regular school term if their eligibility expires during that term;

> **Example:**
> *Olga enrolled in school on August 26, 2011. Her QAD is September 18, 2008. Her eligibility will end on September 18, 2011. The MEP may continue to serve Olga until the end of the fall term (semester).*

(2) For one additional school year after eligibility expires **if no comparable services exist;**

(3) With secondary credit accrual programs until graduation for secondary students if the student is failing, or in danger of failing, **if no comparable services exist.**

- Students under categories 2 and 3 above must be enrolled on NGS using their last COE.
- If a district enrolls a student from category 2 or 3 above, then it must maintain documentation that no other comparable services exist at that campus (such as Title I, Part A, Title III, Part A, or State Compensatory Education).

NOTE: Children on the Continuation of Services Report will never appear on the Unique Student Count Report.

Recommended Report

- Continuation of Services

Affected Staff:
ESC MEP Contact/ESC and District NGS Data Specialist(s)

Time Requirements:
Before May 31

NGS Quality Control

The ESC MEP Contact and/or ESC NGS Data Specialist should assess the implementation of NGS required activities by visiting with every NGS Data Specialist at the project district(s) to complete the NGS Quality Control Checklist.

The MEP Contact and/or NGS Data Specialist from the ESC should have the district NGS Data Specialists who have worked with the NGS two years or less, demonstrate (hands-on), in person, his/her proficiency on NGS according to the checklist.

The purpose of assessing the NGS component activities is to determine the extent to which the component activities are being implemented in a manner consistent with these requirements. Annual examination of the NGS operations at the migrant-funded district will enable LEA/ESC staff to:

- Determine staff training needs;
- Provide follow-up technical assistance and/or training needed in a timely manner by the ESC.
- Identify operational strengths and weaknesses, reallocate staff resources, if necessary, and correct deficiencies in a timely manner;
- Receive a satisfactory rating for NGS implementation in a program compliance-monitoring visit.

The original signed and dated NGS Quality Control Checklist should be kept on file at the ESC and a copy should be forwarded to the district NGS terminal site for audit purposes.

NOTE: Reports available from NGS should be used on an ongoing basis to ensure that accurate information is in the system.

NGS QUALITY CONTROL CHECKLIST
2011-2012 School Year

District: _____ *Date of Review:* _____

Campus: _____

1. NGS Training
Was the NGS training for current school year done before October 1, 2011?
Yes ____ No ____

If yes, enter date of NGS training: _____
If no, please explain: _____
_____

2. Proper Search
Show the different ways to do a complete and thorough search.

_____
_____
_____

3. Alternate Student ID Numbers
Are the PEIMS numbers being entered on the system? Yes____ No ____

Are you requesting the Alternate Student ID Number Report by February 10?
Yes____ No____

Are all student records without a PEIMS number **OR** with incorrect numbers being updated by February 24? Yes ____ No ____

Do you know how to delete and update incorrect PEIMS Numbers? Yes ____ No ____

Is this data date stamped and marked "Received" and "Processed?"
Yes ____ No ____

Please explain any "no" responses.

_____
_____
_____

4. New COEs
Are these received within 5 working days of parent signature date? Yes ____ No ____

Are the COEs complete? Yes ____ No ____

Are the COEs being processed within 5 working days after receipt from the reviewer?
Yes ____ No ____

Do you know how to use the “Multiple Enrollment” process? (This process must only be used when there is no new QAD.) Yes ____ No ____

Do you know how and when to use the “New Family Enrollment,” “Family Enrollment” and “New Student” processes? Yes ____ No ____

Are the COEs date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

5. Residency Verification

Are you entering the residency verification dates within 5 working days after receipt?
Yes ____ No ____

Do you know how to use the “Multiple Residency Verification” process?
Yes ____ No ____

Is this data date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

6. Early Withdrawals

Are these submitted within 2 working days after early withdrawal? Yes ____ No ____

Are these processed within 1 working day after receipt of early withdrawal data?
Yes ____ No ____

Is the early withdrawal data date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Is all required data being encoded on NGS? (e.g., partial/full grades, immunizations, TAKS, etc.) Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

7. Withdrawals and At Risk of Non-Promotion Indicator
Did you receive withdrawal data within 5 working days after end of school year?
Yes ____ No ____

Was data processed within 5 working days after receipt? Yes ____ No ____

Are you using the Multiple Withdrawal process? Yes ____ No ____

Did you receive the At Risk of Non-Promotion data within 5 working days after end of school year? Yes ____ No ____

Is the withdrawal and At Risk of Non-Promotion data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

8. Regular Term Coursework for Grades 6-8
Is data received within 5 working days after end of school year? Yes ____ No ____

Is data processed within 10 working days after receipt? Yes ____ No ____

Is the coursework data date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Do you know how to delete and update coursework? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

9. Graduation Plans (For all migrant students in grades 9-12.)
Are these submitted by September 30 or 10 working days after initial enrollment?
Yes ___ No ___

Are these processed within 5 working days after receipt? Yes ____ No ____

Is the graduation plan data date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Do you know how to delete and update a graduation plan? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

10. Secondary Credit

Fall Semester Grades

Are the fall grades submitted within 5 working days after end of fall semester?
Yes ___ No ___

Did you process fall grades by February 29? Yes ____ No ____

Are the fall semester grades date stamped and marked “Received” and “Processed?”
Yes ___ No ____

Spring Semester Grades

Are the spring grades submitted within 5 working days after the end of the spring semester? Yes ____ No ____

Are these processed within 10 working days after receipt? Yes ____ No ____

Are the spring semester grades date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Do you know how to delete and update grades information? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

11. Missing Credits and Partial Grades Consolidation

Is the information being submitted within 5 working days after enrollment, receipt of updated records, or completed partial work in designated school of graduation?
Yes ____ No ____

Did you request the Partial Credit Report by January 13? Yes ____ No ____

Is this report given to the high school counselor or person in charge of grades?
Yes ____ No ____

Did you get back the Partial Credit Report with the updates? Yes ____ No ____

Are these report and/or updates being processed within 5 working days of receipt or by January 27? Yes ____ No ____

Do you know how to delete partial grades? Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

12. Not On Time for Graduation Indicator

Did you receive data within 5 working days after end of school year? Yes ____ No ____

Is data processed within 10 working days after receipt? Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Was the On Time for Graduation Report requested and delivered at the end of the school year? Yes ____ No ____

13. Medical Alert/Immunization Data

Is data submitted by March 2? Yes ____ No ____

Is data processed by April 13? Yes ____ No ____

Is data received regarding any medications? Yes ____ No ____

Do you know how to enter and view medications? Yes ____ No ____

Do you know how to delete and update medical alerts, medications and immunizations? Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

14. Transfer Document

Do you know how to get a transfer document? Yes ____ No____

Do you know how to get multiple transfer documents? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

15. Special Needs (GED, Special Education or Gifted and Talented)
Do you know how to add, update or delete a special need to a child’s record?
Yes ____ No ____

Do you know about the *IEP On File* checkbox and who will provide this data?
Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

16. Supplemental Program Data (Encode on NGS **only** MEP-funded services for all migrant children identified.)

Are you using the supplemental worksheet? Yes ____ No ____

Is the supplemental data submitted by June 29 for regular and year-round terms?
Yes ____ No ____

Is the supplemental data processed by July 27 for regular and year-round terms?
Yes ____ No ____

Do you know how to add a supplemental program to a student’s record?
Yes ____ No ____

When a supplemental program is added, do you know where to view it and if necessary, how to delete it? Yes ____ No ____

Is data date stamped and marked “Received” and “Processed?” Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

17. Termination Reasons (Deceased, Graduate, GED)
A withdrawal is not a termination code. The Texas MEP does not use Parent Request.

Are the termination codes submitted within 10 working days after notification?
Yes ____ No ____

Are the codes processed within 5 working days after receipt? Yes ____ No ____

Do you know how to use the "Multiple Termination" process? Yes ____ No ____

If necessary, do you know how to delete a termination code? Yes ___ No ____

Is data date stamped and marked "Received" and "Processed?" Yes ____ No ____

Please explain any "no" responses.

_____
_____
_____
_____

18. Facility Updates
Does each facility/SSID have the correct information? (e.g., address, county/district number, etc.) Yes ____ No ____

Did you update all facilities with enrollments within 5 working days after receipt?
Yes ____ No ____

Is data date stamped and marked "Received" and "Processed?" Yes ____ No ____

Please explain any "no" responses.

_____
_____
_____
_____

19. Contact Information
Does each facility (SSID) have *Migrant* and *Summer Migrant* contact information?
Yes ____ No ____

Have you checked all Contact IDs to be sure that the information is correct? (e.g., contact name, phone number, etc.) Yes ____ No ____

Is data date stamped and marked "Received" and "Processed?" Yes ____ No ____

Please explain any "no" responses.

_____
_____
_____
_____

20. NGS Reports
Do you have an email address? Yes ____ No ____

Do you know how to generate a report? Yes ____ No ____

Are you familiar with each report and the usage of it? Yes ____ No ____

Do you know how to format a report? Yes ____ No ____

Do you have recent reports on file to support documentation? Yes ____ No ____

Please explain any "no" responses.

_____
_____
_____
_____

21. Summer/Intersession Program Data
Must submit data (according to timelines) for every migrant child participating in a MEP-funded summer/intersession program. The summer enrollment date must be after the end of the regular school year and before the next school year begins. In order to receive funding, each summer/intersession enrollment line must have "summer" or "intersession" as the enrollment type.

NOTE: Remember to report any grades given, immunization updates and supplemental programs provided.

Review the Summer/Intersession Program Data and timelines (sections U, V, W, X, Y).

_____
_____
_____
_____

22. TAKS Data (migrant students enrolled in grades 3-12)

Review the TAKS data and timelines (section Q).

_____
_____
_____
_____

23. Priority for Service (PFS)
Is the Priority for Service Report being requested and printed on a monthly basis, beginning July 1, 2011 (including the summer months)?
Yes ____ No ____

Is it being delivered to the MEP Coordinator? Yes ____ No ____

Are you familiar with the PFS Tracking Report? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

24. Continuation of Services
Is the Continuation of Services report being printed before end of school year?
Yes ____ No ____

Is it being delivered to the MEP Coordinator? Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

25. Limited English Proficient (LEP)
Are you receiving LEP information by September 30 or 5 working days after initial enrollment? Yes ____ No ____

Are you entering LEP information within 5 working days after receipt? Yes ____ No ___

Is the LEP information date stamped and marked “Received” and “Processed?”
Yes ____ No ____

Please explain any “no” responses.

_____
_____
_____
_____

26. Recruiter ID
Are you entering the recruiter ID to all new history lines created this school year?
Yes ____ No ____

Overall Comments:

_____

_____

_____

_____

_____

_____

ESC Reviewer: _____ **Date:** _____
(Signature)

District NGS Data Specialist(s):

_____ **Date:** _____
(Signature)

_____ **Date:** _____
(Signature)

_____ **Date:** _____
(Signature)

_____ **Date:** _____
(Signature)

_____ **Date:** _____
(Signature)

_____ **Date:** _____
(Signature)

Affected Students:
For withdrawals: Migrant students enrolled in Grades P3-12.
For the At Risk of Non-Promotion: Migrant students enrolled in Grades K-12.

Submission to terminal site:
- within 2 working days after early withdrawal including, if available, the At Risk of Non-Promotion data; or
- within 5 working days after end of school year.

Entry into NGS:
- within 1 working day after receipt of early withdrawal data including, if available, the At Risk of Non-Promotion data; or
- within 5 working days after receipt of end of school year withdrawal data and the At Risk of Non-Promotion data.

Withdrawals

All enrolled students must be withdrawn on the system with a withdrawal date at the end of each school year if they do not withdraw before the end of the school year. Multiple withdrawal procedures are optional and are designed to help expedite the withdrawal process.

NGS Data Specialists should ensure that all required and available data is encoded on NGS for students who withdraw early (e.g., immunizations, partial/complete grades, TAKS, supplemental services, etc.).

When possible, NGS transfer documents should be given to the student and/or parent at time of withdrawal.

For students whose eligibility ends during the school year, NGS Data Specialists should encode all required data and enter withdrawal information at the end of the school year if they do not withdraw early.

Reminders:

- A withdrawal is not a termination reason.
- To ensure an accurate count, all enrolled migrant students must be withdrawn at the end of the regular school year and summer/intersession session.
- It is not required to enter days enrolled/days present in NGS.
- Do not withdraw non-enrollees (*Residency Only*) since non-enrollees are not enrolled in school.
- You may enter a future withdrawal date only if it is within 2 weeks of the current date.
- End-of-year withdrawals should occur before summer enrollments and/or before the beginning of the next school year.

Recommended Reports

- Campus
- District
- Multiple Withdrawal Worksheet
- Unique Student Count

At Risk of Non-Promotion Indicator

For migrant students enrolled in grades K-12, NGS Data Specialists should mark the *At Risk of Non-Promotion* checkbox on NGS only for each student who is required to attend summer school in order to be promoted to the next grade level. This information may be obtained from campus counselors.

This checkbox is linked to an individual history line. If a student ceases to be at-risk in a subsequent school year, the At Risk of Non-Promotion alert will no longer appear on the student record after the new history line has been added. Keep in mind that an NGS Data Specialist will not be able to enroll a student through the Family Enrollment process if a student was previously flagged with this indicator. A letter “N” will appear next to the student name on the Family Enrollment screen. Therefore, the NGS Data Specialist must enter a new history line through the regular enrollment process. When this checkbox is marked it will appear on the NGS Update Student Information Screen as an alert. They may submit this data if it is available before the end of the school year.

New Generation System
Student Withdrawal Form

Student Name: _____

USID: _____ **Date of Birth:** _____

Campus Name: _____ **SSID:** _____

Enrollment Date: _____

Withdrawal Date: _____

☐ **At Risk of Non-Promotion (Please check, only if applicable.)**

☐ **Not on Time for Graduation (Please check, only if applicable.)**

……

Form completed by: _____

Date: _____

Forward the completed form to the NGS terminal site.

Affected students:
Migrant children of any age

Submission to terminal site:
Within 10 working days after notification

Entry into NGS:
Within 5 working days after receipt

Termination Reasons

The termination reasons are:

- **Deceased** – Record the date that is given by the school district.
- **GED** – Enter this code only after a student has obtained a GED and not during the time the student is enrolled in a GED program.
- **Graduated** – Record the date that is given by PEIMS/Student Transcript.
- **Parent Request** – Do not use.

If a "termination reason" is encoded into the system, a "termination date" must also be encoded.

It is not necessary for the NGS Data Specialist to enter the end of a student's eligibility The system automatically calculates the end of eligibility for every student. This is not considered a termination reason.

Drop Out Indicator

The drop out indicator is not a termination reason, but an indicator.

A student's NGS record should be flagged as *Drop Out* and a drop out date must be encoded only on the history line for the school year in which the student officially dropped out of school. For subsequent years, the student should be encoded as *Out of School*.

NOTE: The district must have documentation on file when encoding a termination code or drop out indicator.

Recommended Reports

- Student Termination
- Drop Out
- Out of School Youth

New Generation System
Termination Reason/Drop Out Form

Student Name: _____ Date of Birth: _____

USID: _____ SSID: _____

Enrollment Date: _____

……..……

Complete this section for a student termination.

Termination Date: _____

Termination Reason: _____

D - Deceased
E - GED
G - Graduated

……..……

Complete this section for a student who has dropped out of school.

Date student officially dropped out of school: _____

……..……

Form completed by: _____

Date: _____

Forward the completed form to the NGS terminal site.

Affected Students:
Migrant students enrolled in grades K-12

Submission to terminal site:
By September 30 or 5 working days after initial enrollment

Entry into NGS:
Within 5 working days after receipt of LEP information

Limited English Proficient (LEP)

- The Limited English Proficient (LEP) student designator MUST be collected for all migrant students identified as LEP at their school of enrollment.

- This identifier must be encoded on the system on a yearly basis according to the timelines outlined in the Required School District/ESC Activities Chart. It is critical to encode the LEP indicator as soon as possible because the LEP indicator is tied to the Priority for Service Report on NGS for students in grades K-2. Therefore, the NGS database must be populated with this indicator in order to get an accurate list of students who would fall under the category of Priority for Service. To collect the LEP indicator, the NGS Supplemental Programs Worksheet located under the *Reports* section on NGS, may be used.

NOTE: Documentation should be maintained for each student designated as LEP in grades K-12. When adding the LEP indicator on NGS, the *Fund Type* on the *Select Students for Supplemental Program Add* screen should be left blank.

Recommended Report

- LEP Count

Affected Students:
Migrant students enrolled in grades 9-12

Submission to terminal site:
By September 30 or 10 working days after initial enrollment

Entry into NGS:
Within 5 working days after receipt of graduation plan information

Graduation Plans

Individual Student Graduation Plans are reported on the "Secondary Credit Reporting Form" or on a campus-generated report containing the required fields. This information must be supplied by homebase district.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the graduation plans for input into NGS.

NOTE: NGS Data Specialists should ask high school counselors to notify the terminal site whenever there is a change in a student's graduation information in order to ensure that the student's most recent graduation plan is recorded in the system.

Recommended Report

- Student Graduation Plan and Year

(NGS Data Specialists should request this report periodically and select *Students without Graduation Plan* as *Type of Report,* to ensure that all graduation plans have been encoded for all affected migrant students.)

*** **NCLB Initial Compliance Review Indicator** (see pp. 151-152)

Affected Students:
Migrant students enrolled in grades 9-12.

Submission to terminal site:
- within 2 working days after early withdrawal; or
- within 5 working days after end of semester for fall grades; or
- within 5 working days after end of semester for spring grades (For 12th grade students, submit data only for those who did not graduate.)

Entry to NGS:
- within 1 working day after receipt of early withdrawal data; or
- by February 29 for fall grades; or
- within 10 working days after receipt of spring grades

Secondary Credit – Fall/Spring Semester Grades

The graduation rate for migrant students is below the national average. This may be due to students not receiving credit for all coursework done at different schools. It may also be due to course duplication, inappropriate course placement and/or inadequate communication between personnel in the different schools attended by these students.

A letter, "To the Administrator Addressed," dated April 16, 2001, from the Texas Education Agency regarding extenuating circumstances for secondary students is attached to support MEP staff's efforts to ensure that appropriate attendance policies, guidelines and alternative credit options are established for migrant students.

Recommended Report

- Comprehensive Secondary Credit

April 16, 2001

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Minimum Attendance for Class Credit and Flexible Credit Options Relating to Migrant Students

It has come to our attention that in some districts migrant students who enroll late, and who, from the time of their enrollment, meet a course's standard requirements, are being denied credit based on absences counted prior to student enrollment, or on the attendance policy referred to as "the 90 Percent Rule". In an effort to successfully address the educational challenges encountered by migrant students, the Division of Migrant Education at the Texas Education Agency is committed to working with local school districts to eliminate barriers and enhance educational opportunities for all students. For this reason, it is our hope that when policies are being developed at the local level, serious consideration is given by district personnel regarding attendance and credit issues that may arise relative to the migrant lifestyle. The following information is provided to all Texas educators to be used in establishing policies regarding the award of credit, as well as alternative credit options, not only for migrant, but also for all students enrolling in their districts.

I. Minimum Attendance for Class Credit

Section 25.092. MINIMUM ATTENDANCE FOR CLASS CREDIT (a) states that, "…a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered."

In interpreting the above section, the intent of the law is not to penalize students for days missed prior to enrollment. Minimum attendance (90 percent) for credit begins on the day the student enrolls in the district. A student should never be denied credit for a class that he could NOT have attended, before enrollment in the district. Many times migrant students who enter into a district late due to migrancy, and who, from the time of their enrollment, meet the standard requirements of the course find themselves in exactly these circumstances. The Agency encourages all districts to develop credit accrual options, in addition to their regular class attendance offerings, in order to allow students to demonstrate mastery of a course.

II. Student Advancement and Award of Credit

Demonstration of mastery of course content is clearly supported in section 28.021. STUDENT ADVANCEMENT (a) of the Texas Education Code (TEC), which states that, "A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level." Texas Curriculum Requirements, 19 TAC Chapter 74, section 74.26 AWARD OF CREDIT (b) further states that, "A course must be considered completed and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained."

III. Texas Migrant Education Program's Seven Areas of Focus

In addition, Graduation Enhancement (Grades 7-12), as one of the *Seven Areas of Focus* for the Texas Migrant Education Program, requires all districts receiving migrant education funds to develop and promote flexible credit options for migrant students. These options may include credit by exam in conjunction with the University of Texas at Austin or Texas Tech University, correspondence courses in conjunction with the University of Texas Migrant Program, Project SMART (Summer Migrants Access Resources through Technology) secondary courses, migrant labs, extended day, Saturday classes, night classes or alternative education programs.

IV. Conclusion

Unfortunately, mobility continues to be a major obstacle to migrant student achievement. For this reason, the Agency encourages district personnel to use this information when establishing school district guidelines and policies regarding student attendance and credit accrual issues so that equal opportunities to meet challenging content and performance standards are extended to all children.

Should you have any questions or require any assistance in your decision-making process, please call the Division of Migrant Education at (512) 463-9067. Your commitment to educating Texas' children is greatly appreciated and commended.

Sincerely,

Nora Ibañez Hancock, Ed.D.
Associate Commissioner
for the Education of Special Populations

This letter also is available on TEA's website at http://www.tea.state.tx.us/nclb under the main menu link for Title I, Part C–Migrant.

In order to ensure that secondary students receive credit for all coursework, all school personnel involved in student course placement and granting course credits should be well-versed in interpreting, using and reporting NGS secondary credit data. Secondary credit data can be reported on the *NGS Secondary Credit Reporting Form*.

- All migrant students enrolled in grades 9-12 should have their complete secondary course history up-to-date on NGS.

- When a migrant student in grades 9-12 is identified for the first time and has no existing secondary credit on NGS, the NGS Data Specialist must encode the complete secondary course history to bring it up-to-date with as much available data as possible.

- When a migrant senior graduates, it is not necessary to input the final semester's grades on the system or check the *Not On Time for Graduatio*n checkbox. However, the graduation termination code and the graduation date must be entered. This information should be retrieved from an official school document/list.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to gather the secondary school data for input into NGS.

Partial Work: Districts are encouraged to report final grades only when the equivalent of a half credit, or more, are issued (see #8 of the *NGS Secondary Credit Reporting Form*). In the case of early withdrawal (prior to the end of a grading period), coursework should be reported as partial work completed along with the appropriate clock hours (see #7 of the *NGS Secondary Credit Reporting Form*). Use numerical format to report partial grades on NGS.

Final Grades: Use numerical format to report final grades on NGS.

Procedures for Entering Letter Grades

Districts are encouraged to use numerical format to report both partial work and final grades. However, if the district records a letter grade on the student's transcript, NGS Specialists should encode the information as closely as possible to the transcript.

For encoding on NGS, the following letters should be used as abbreviations:

P	Pass
F	Fail
INC	Incomplete
IC	Incomplete coursework
NG	No Grade
NC	No Credit

The NGS Data Specialist should encode the information as either "Partial Work" or "Final Work," depending on how the counselor sends the information forward. Please refer to the *Sort Process for NGS Course History* (p. 52) to determine how the course will be displayed on NGS when a combination of letter grades and either "Clock Hours in Class" or "Credit Granted" are entered on the system.

Sort Process for NGS Course History: Courses are sorted on NGS into unresolved courses, failed courses and completed courses according to the following guidelines:

- If grade to date and clock hours in class are entered, course is displayed under Unresolved Courses.
- If final grade is entered and credit granted is left blank, course is displayed under Unresolved Courses.
- If final grade is entered and credit granted is 0, course is displayed under Failed Courses.
- If final grade is entered and credit granted is greater than 0, course is displayed under Completed Courses.

NOTE: Encoding recommended courses on NGS is optional for the 2012-2013 school year.

Interstate and Intrastate Records Exchange

Section 1304(b)(3) of the NCLB statute requires that states promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records when students move from one school to another, whether or not the move occurs during the regular school year.

Despite the requirement for the timely transfer of school records, many times MEP staff rely on the local school district staff to request educational records on migrant students as part of the school enrollment process that occurs for all students. However, in some cases it may be faster for the local MEP staff to access the student information contained on NGS.

NGS Data Specialists must check the *Course History* or *Transfer Document* sections on NGS for those students who have a COE with a new qualifying arrival date (QAD) from Texas or from an NGS Consortium state. NGS Data Specialists will be checking for classes and grades encoded on NGS by another district within Texas (SSID – TXABCD) or by another consortium member State (leading two letters of the SSID will reflect the state, e.g., WIABCD). Consortium member states are Colorado, Delaware, Illinois, Montana, Ohio and Wisconsin.

If coursework is found, it must be printed out by the NGS Data Specialist and given to the counselor to assist with proper course placement for the student in the 2011-2012 regular school year.

NOTE: The Texas Migrant Interstate Program (TMIP) provides assistance to migrant students, their families, school counselors and other school staff in order to ensure critical information exchange, appropriate course placement and secondary credit accrual services. The Distance Learning Program for Migrant Secondary Students provides opportunities for high school students to earn credit at any time and any place by offering distance learning courses.

NGS SECONDARY CREDIT REPORTING FORM

1

Student Name_____

DOB_____

Grade Level_____

Migrant Unique ID _____

☐ UPDATE

District _____1_____

School ID (SSID)_____

Campus _____

Withdrawal Date_____

Please **Circle** TERM: 2 Fall Spring Summer Intersession				7 PARTIAL WORK		8 COMPLETED WORK		TIME	
3 SUBJECT	4 COURSE TITLE	5 COURSE SECTION	6 COURSE TYPE	GRADE TO DATE	CLOCK HOURS IN CLASS	FINAL GRADE	CREDIT GRANTED	9 TYPE OF TERM	10 YEAR

STUDENT GRADUATION INFORMATION:

SSID of Designated School of Graduation 11	**Schedule** 12	**Graduation Plan** 13	**Projected Year of Graduation** 14	**State Achievement Test Exit Level TAKS** 15

Please **Circle** 2 TERM: Fall Spring Summer Intersession				7 PARTIAL WORK		8 COMPLETED WORK		TIME	
3 SUBJECT	4 COURSE TITLE	5 COURSE SECTION	6 COURSE TYPE	GRADE TO DATE	CLOCK HOURS IN CLASS	FINAL GRADE	CREDIT GRANTED	9 TYPE OF TERM	10 YEAR

Submitted by: _____ Phone #:_____ FAX_____

THE SECONDARY CREDIT REPORTING FORM should be completed for students earning partial or completed course credit in grades 9-12. **NOTE:** The form on page 85 should also be completed for those students in grades 6-8 enrolled in classes for secondary credit.

Instructions for Completion:

1. Student Demographic Information/Facility information – Complete the student's name as it appears on NGS, date of birth, grade level and migrant unique identification number. Also complete the facility information, including the name of the school district, NGS short school identification number (SSID) and name of campus. Below the facility information, enter the date the form was completed. In the center of the form, place a checkmark in the update box if information is updating previously submitted information.
2. Reporting Section – Circle the appropriate term. Two tables have been included to take into account two semesters' worth of coursework. Use additional forms to add summer or intersession information.
3. Subject – List the name of the subject as it appears in the NGS listing (e.g., Mathematics, Science, etc.).
4. Course Title – Type the name of the course as it appears on the student transcript.
5. Course Section – Remember to indicate A or B in the course section box to designate *section* taken (e.g., Algebra 1B. If a student earns one year's worth of credit, this can be indicated by writing Algebra 1, selecting *A+B* for *Course Section*, encode the corresponding grade and 1.0 under credit granted if it is a passing grade).
6. Course type – Indicate an additional course designation (e.g., AP, GT, PASS, Special Education).
7. Partial Work – Indicate the numerical grade the student has earned to date at time of withdrawal. Indicate the *Clock Hours in Class* (clock hours of instruction rounded to the nearest hour).
8. Completed Work – Indicate the *Final Grade* (numerical grade) the student earned in the course. *Credit Granted* should indicate the amount of credit awarded for the course (e.g., 0, .5, 1.0, etc.).
9. Type of term – Indicate a term designation (e.g., semester or trimester).
10. Year – Indicate the calendar year the coursework was completed.
11. SSID of Designated School of Graduation* – Indicate the intended school of graduation. This may not be the actual school of attendance (e.g., student may be enrolled in a 9th grade campus).
12. Schedule* – Indicate the type of schedule the student is following (e.g., traditional, accelerated or alternating block)
13. Graduation Plan* – Indicate the student's graduation plan (e.g., Recommended Plan, etc.).
    Suggestion: Print a listing of the state's graduation plans and attach to this manual.
14. Projected Year of Graduation* – Indicate the anticipated date of the student's graduation.
15. State Achievement Test* – Indicate the state academic test required for graduation (e.g., Exit Level TAKS).
16. Submittal Information – On the bottom of the form, print name, phone and fax number of person completing form.

***Graduation Plan information should be collected only once for each student's high school career unless an update is necessary.**

NGS SECONDARY CREDIT REPORTING FORM

Student Name_____ District _____

DOB_____ School ID (SSID)_____

Grade Level_____ ☐ UPDATE Campus _____

Migrant Unique ID _____ Withdrawal Date_____

Please **Circle** TERM: Fall Spring Summer Intersession				PARTIAL WORK		COMPLETED WORK		TIME	
SUBJECT	COURSE TITLE	COURSE Section	COURSE TYPE	GRADE TO DATE	CLOCK HOURS IN CLASS	FINAL GRADE	CREDIT GRANTED	TYPE OF TERM	YEAR

STUDENT GRADUATION INFORMATION:

SSID of Designated School of Graduation	Schedule	Graduation Plan	Projected Year of Graduation	State Achievement Test

Please **Circle** TERM: Fall Spring Summer Intersession				PARTIAL WORK		COMPLETED WORK		TIME	
SUBJECT	COURSE TITLE	COURSE SECTION	COURSE TYPE	GRADE TO DATE	CLOCK HOURS IN CLASS	FINAL GRADE	CREDIT GRANTED	TYPE OF TERM	YEAR

Submitted by: _____ Phone #:_____ FAX #:_____