L. Missing Credits and Partial Grades Consolidation

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

Submission to terminal site:
- within 5 working days after enrollment, receipt of updated records or completed partial work in designated school of graduation
- Request Partial Credit Report by January 13.

Entry into NGS:
- within 5 working days after receipt; and
- update all missing credits and partial grades by January 27.

Missing Credits and Partial Grades Consolidation

Upon enrollment of all secondary migrant students, the NGS Data Specialist should print out the student's Transfer Document if the NGS record shows partial grades and use the *NGS Missing Credits and Partial Grades* Form (located on page 59) to request updated information. Secondary credit information can be updated on either the student's Transfer Document or on a *NGS Secondary Credit Reporting Form* (located on page 55). It is the responsibility of the counselor working with the MEP contact person to provide the updated information within the required timelines to the terminal site for data entry.

In addition, the NGS Data Specialist should request a Partial Credit Report* by January 13 to review all partial grades on migrant students' NGS records. This report should be sent to the appropriate counselors for updating. All updates should be entered into the system by January 27.

It is the responsibility of the MEP Coordinator, along with the campus counselors and the NGS Data Specialist, to monitor the accuracy of the data and to update partial, blank credit granted entries and missing credits in a timely manner once credit is issued.

***NOTE:** Districts with large migrant secondary populations should consider requesting the *Partial Credit Report* on a monthly basis to make the review process of updating partial grades more manageable.

Recommended Report
- Partial Credit

Instructions for NGS Missing Credits and Partial Grades Form

This form (page 59) is provided for use when requesting information from high school guidance counselors and/or registrars regarding secondary course information that is incomplete on NGS and/or displayed in the Partial Credit Report or in the *Unresolved Courses* section of the NGS Student Transfer Document.

The NGS Data Specialist should check off those items that need to be updated. The NGS Missing Credits and Partial Grades Form should then be attached to the Partial Credit Report and/or to the most recent Student Transfer Document and sent to the counselor and/or registrar for updating.

For documentation purposes, always date the request.

NGS Missing Credits and Partial Grades Form

The information, as indicated on the enclosed Partial Credit Report and/or NGS Student Transfer Document, is incomplete. Please provide the necessary information checked below. Return both the Partial Credit Report/NGS Student Transfer Document, along with this form, to the NGS Data Specialist with the requested information within 5 working days after receipt.

_____Partial Grades Needed (See Unresolved Courses section.)

_____Partial Grades/Unresolved Courses to be Converted into Final Grades

_____Final Grades to be Updated

_____Final Grades Needed [Missing credits from previous school year(s)]

_____

Date Sent by NGS Data Specialist: _____

NGS Data Specialist: _____

To (Enter name of Counselor/Registrar):_____

Date Returned: _____

Signature of Counselor/Registrar: _____

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 school year. (For 12th grade students, submit data only for those who did not graduate.)

Entry to NGS:
- within 1 working day after receipt of the Not On Time for Graduation data for early withdrawals; or
- within 10 working days after receipt of the Not On Time for Graduation data.

Required Report:
- Request and print the On Time for Graduation Report at the end of the school year.
- Deliver report to MEP Coordinator.

Not On Time for Graduation Indicator

For all migrant students enrolled in grades 9-12 (including early withdrawals), NGS Data Specialists should mark the *Not On Time for Graduation* checkbox on NGS only for each student who, according to the counselor, has not earned the number of high school credits the student would need to have so far in order to graduate within the expected four years.

NOTE: The Not On Time for Graduation indicator reflects the student's status only for the school year associated with a particular enrollment line.

Examples:
2011-2012: *The student is in the 9th grade and has a total of 5 credits at the end of the school year (but needed 6) and, therefore, will be in 9th grade the following school year. This student would be considered not on time for graduation.*

2012-2013: *At the end of this school year, the same student has enough credits (needed 12) to be in the 11th grade the following school year (for 2013-2014). This student would now be considered on time for graduation.*

The On Time for Graduation Report

NGS Data Specialists should request the On Time for Graduation Report at the end of the school year after all grades have been entered for students in grades 9 through 12. This report can be requested for students who are "on track for on-time graduation," "not on track for on-time graduation" or "Both." NGS Data Specialists should select "Both" for the *Type of Report* field and deliver the report to their MEP Coordinator. Districts are responsible for reviewing the information and determining the appropriate intervention efforts for both the summer and upcoming fall terms.

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

Submission to terminal site:
Request Alternate Student ID Number Report by February 10.

Entry into NGS:
Update all student records without a PEIMS number by February 24.

Alternate Student ID Number

The alternate student ID number is the PEIMS number that is assigned to the student by the school district. It may be the student's social security number or a state-assigned number beginning with the letter "s." This information must be obtained from the school district so that the number on PEIMS and NGS match. Do not ask the parent for the student's social security number because the social security number may not match the PEIMS number that the school district is using.

It is the responsibility of the NGS Data Specialist working with the MEP Coordinator to obtain the updated information within the required timelines. After entering all updates into the system, a new Alternate Student ID Number Report should be requested and kept on file at the terminal site. This report can be used for documentation purposes.

Important Information about Alternate Student ID Number

- Only one student alternate number per state is allowed on the system.
- A **Texas** alternate student ID number must be encoded on NGS.
- Never use a dash (-) when encoding a PEIMS or state-assigned number; when encoding a state-assigned number, remember to enter the letter "S" in front of the number.
- Do not use any spaces when encoding an alternate student ID number.

Recommended Report

- Alternate Student ID Number
  (NGS Data Specialists should request this report periodically and select *Students without Alternate IDs* as *Type of Report*, to ensure that records of all affected migrant students have a PEIMS number encoded on NGS.)

***** NCLB Initial Compliance Review Indicator** (see pp. 148-149)

Affected Staff:
NGS Data Specialists

Submission to Terminal Site:
Submit completed Campus Designation forms and the "Migrant" and "Summer Migrant" contact information for the 2011-2012 school year after March 1, 2012, but before June 1, 2012.

Entry into NGS:
Update all facilities with migrant enrollments within 5 working days after receipt.

Facility Updates

After March 1, 2012, update campuses with Facility Type and Program Type to reflect the current school year.

New facilities (SSIDs) should be created for public schools only. This includes school districts and charter schools.

The ESC NGS Data Specialist is responsible for creating all new SSIDs. They also are responsible for activating and deactivating SSIDs.

When there is a name change for an existing facility (SSID), the NGS Data Specialist must request a new SSID from the ESC. Names of existing SSIDs must never be changed.

Example:
LBJ Elementary has been renamed JFK Middle School. In this case, the NGS Data Specialist requests from the ESC a new SSID for JFK Middle School, leaving the information on the LBJ Elementary SSID unchanged

Recommended Reports

- Facility
- Schoolwide Program

Contact Information

Each facility must have the current "Migrant" and "Summer Migrant" contact information. Health, Special Needs, GED, High School Counselor and Gifted and Talented should be completed also if a contact has been assigned to each category.

NOTE: The district NGS Data Specialist is responsible for adding the "Migrant" and "Summer Migrant" contact information on new facilities as they are created.

Recommended Report

- Contact

Procedures for Collecting Campus Designations Under the Facilities Listing

For every campus within the school district that has migrant students enrolled, federal programs directors should supply campus designation information to the NGS Data Specialist for encoding (see attached data entry form). It is not the responsibility of the NGS Data Specialist to determine the campus designation information.

- Choose one of the following Facility types:
  - Campus (actual facility where migrant students are enrolled)
  - Project (any SSID under which migrant students are encoded that is not an actual facility in your school district, e.g., Building Bridges Home-based, Math Plus Home-based, a district SSID used for "Residency Only" students.

NOTE: If "Project" is selected as a facility type, then the "Program Type" and "Schoolwide Programs" indicator must be blank.

- Choose one of the following Program types:

  - **Regular School Year Day Only** (Migrant students **are not** served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)

  - **Regular School Year Extended Day** (Migrant students are served in before and/or after school programs and/or Saturdays with MEP funds; MEP-Funded Instructional Delivery only.)

  - **Summer/Intersession Only** (Migrant students are served in the summer only with MEP funds; MEP-Funded Instructional Delivery only.)

  - **Year-round** (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded Instructional Delivery only.)

School Year _____
New Generation System
(NGS) Campus Designation

Campus Name:_____ **SSID:**_____

Determined by:_____ **Date:** _____

The appropriate school district personnel should complete this form for each facility that has migrant students enrolled, as well as for the SSID designated for *Residency Only* students. Please make as many copies of this form as necessary.

Directions: Complete each section by checking the appropriate campus designation for every campus in the district with migrant students enrolled. This form should be submitted to the NGS Data Specialist after March 1, 2012, but before June 1, 2012, for updating this information in the New Generation System.

Facility Type:

_____ Campus (actual facility where migrant students are enrolled)
_____ Project (any SSID under which migrant students are encoded that is not an actual facility in your school district, e.g., Building Bridges Home-based, Project SMART Home-based, a district SSID used for "Residency Only" students.)

Program Type:

_____ **Regular School Year Day Only** (Migrant students **are not** served in before and/or after school programs and/or Saturdays with MEP funds. Migrant students may be served by other funding sources.)

_____ **Regular School Year Extended Day** (Migrant students **are** served in before and/or after school programs and/or Saturdays with MEP funds; MEP-Funded Instructional Delivery only.)

_____ **Summer/Intersession Only** (Migrant students are served in the summer only with MEP funds; MEP-Funded Instructional Delivery only.)

_____ **Year-round** (Migrant students are served in both the regular school and summer/intersession terms with MEP funds; MEP-Funded Instructional Delivery only.)

Affected Students:
Migrant students enrolled in grades P3-12.

Submission to terminal site:
- within 2 working days after early withdrawal; or
- by March 2.

Entry into NGS:
- within 1 working day after receipt of early withdrawal data; or
- by April 13.

Medical Alert Data

Medical alerts are warnings of conditions and/or allergies pertaining to the student that are professionally diagnosed. NGS displays the alert type and date. Multiple Medical Alert records can be added per student. Before adding any medical alerts to NGS, a Health Contact ID must be established for the particular facility tied to the Medical Alert. The Medical Alert can be updated or deleted as necessary if the condition changes.

- A medical alert can be tied to another medical alert record through a unique alert link.
- Those that are related conditions should have an Alert Link.

For example, a Medical Alert of diabetes with a related condition of high blood pressure can be tied to the condition diabetes by an Alert Link.

Some Medical Alerts require a Medication Record, which must be associated with a Medical Alert record by an Alert ID. Therefore, a Medical Alert Record must be added before adding a Medication Record. Multiple Medication Records can be added for a Medical Alert. A Medication Record can be updated at any time.

If a student has a sensitive medical condition, the school nurse does not need to specify the medical condition (*Alert Name*) when submitting the data to the NGS terminal site. The nurse can simply request for the NGS Data Specialist to enter a medical alert without naming the medical condition. The NGS Data Specialist will enter "**Please contact school nurse**" under the *Alert Name* field in NGS. This will indicate that the school nurse must be contacted for further information.

Immunization Data

NGS stores the complete immunization history on each student by immunization type. As an immunization is added, NGS assigns a unique immunization ID to the record. It is the responsibility of the Migrant Service Coordinator, along with the district/campus nurse(s) and the NGS Data Specialist, to gather the medical alert/immunization data for input into NGS. Only required immunization data to enroll in school should be encoded on NGS.

Health Information

The encoding of health screenings on NGS is **optional** for Texas districts. If the information is to be entered, districts should follow NGS timelines and guidelines for medical alerts and immunizations for data entry. The NGS Health Record for a student includes information on various health exams, results and dates that the exams were administered to the student. NGS automatically assigns a unique Health ID to each health record added to the database. Before adding any health information to NGS, a **health contact ID** must be established for the particular facility tied to the health update.

Recommended Reports

- Medical Alert
- Student Immunization

Instructions for Completing the
NGS MEDICAL ALERT and IMMUNIZATION REPORTING FORM

The MEDICAL ALERT and IMMUNIZATION REPORTING FORM should be completed for all students encoded in the system according to the NGS Manual and required timelines. The encoding of health screenings is optional.

Enter the student demographic information located at the top of the form. Information to be completed is the student name as it appears on NGS, date of birth, grade level of student and migrant unique identifier. Also complete the student withdrawal date, name of the district, the short school identifier for the district enrolled, campus name and the Contact ID.

The **Contact ID** is found on the Contact View Information for Facility screen.
NOTE: A Contact ID is required to enter health information. Refer to the *Contact ID Reporting Form* for reporting format.

Health Information – Enter the most current physical exam; vision, hearing and dental screens; and TB skin and scoliosis test results for the student.

Examples of Physical Exam and Screening Results:

- ☐ Physical Exam Result - *Normal or Within Accepted Range*
- ☐ Hearing Test Result - *Left ear - Normal, Right ear - Normal*
- ☐ Vision Test Result - *Left eye - 20/30, Right eye - 20/20*
- ☐ TB Skin Test Result - *Negative*
- ☐ *Dental Exam Result - Normal*
- ☐ *Scoliosis Screening - Normal*

Indicate all dates in the yy-mm-dd format.

Medical Alert Information – Indicate the date of the medical alert. This can be a reporting date or the contact date. Remember to record the date in the yy-mm-dd format.

Indicate an Alert Type as Condition or Allergy as reported by the school nurse or other health provider. To relate another associated condition indicate **Related Condition.**

Indicate an **Alert Level** as **Chronic** or **Acute** as reported by the school nurse or other health provider.

Provide a **Medical Alert Name** such as Diabetes.

NOTE: A Contact ID is required to enter medical alert information. Refer to the *Contact ID Reporting Form* for reporting format.

Medication Information – Indicate the name of the medication taken by the student.

Indicate the date on which the medication was prescribed for the student.

NOTE: A medical alert record on NGS is required before medication information can be added.

Immunizations – Next to the Immunization Type, indicate the date the immunization occurred. Use the extra date spaces provided to indicate dates of second or third immunizations in a series.

NGS MEDICAL ALERT and IMMUNIZATION REPORTING FORM

Student Name: _____
DOB: _____**Gr. Level:** _____
Migrant Unique I.D.:_____

District: _____**Withdrawal Date:** ____/____/____
School ID (SSID):_____ **yy mm dd**
Campus: _____**Contact ID :**_____**(Assigned by NGS)**

HEALTH INFORMATION

Physical Exam Date: ____/____/____
yy mm dd
Physical Exam Result: _____

Hearing Test Date: ____/____/____
yy mm dd
Hearing Test Result: _____

Vision Test Date: _____/_____/_____
yy mm dd
Vision Test Result: _____

TB Skin Test Date: _____/_____/_____
yy mm dd
TB Skin Test Result: _____

Dental Exam Date: _____/_____/_____
yy mm dd
Dental Exam Result: _____

Scoliosis Screening Date: _____/_____/_____
yy mm dd
Scoliosis Screening Result: _____

MEDICAL ALERT INFORMATION

Medical Alert Date: _____/_____/_____
yy mm dd

Alert Type (Circle one): **Condition, Allergy, Related Condition**

Alert Level (Circle one): **Chronic**, **Acute**
Alert Name: _____

MEDICATION INFORMATION

Name of Medication: _____
Date Medication Prescribed: _____/_____/_____
yy mm dd

IMMUNIZATIONS	**DATES**
Bacillus of Calmette and Guerin (BCG)	_____
Diphtheria, Tetanus, Pertussis (DTP)	_____
Diphtheria, Tetanus and Pertussis (DTaP)	_____
Diphtheria, Tetanus (DT)	_____
Tetanus, Diphtheria (Td)	_____
Tetanus, Diphtheria and Pertussis (Tdap)	_____
Haemophilus Influenza B (HiB)	_____
Hepatitis B (HBV)	_____
Hepatitis A	_____
Measles, Mumps, Rubella (MMR)	_____
Measles	_____
Mumps	_____
Meningococcal (Meningitis)	_____
Polio (IPV)	_____
Polio (OPV)	_____
Pertussis	_____
Rubella	_____
Pneumococcal Conjugate (Prevnar)	_____
Typhoid	_____
Varicella (Chicken Pox)	_____

Affected Students:
Migrant students enrolled in grades 3-12.

Submission to terminal site:
Request TAKS results by June 1
For ESCs with SSA member districts: Request TAKS results by July 13

Entry into NGS:
For all districts**:** within 10 working days after receipt of TAKS results

TAKS Data

State academic assessment results are extremely critical because they flag migrant student needs in the MEP funding formula to the districts and flag students as "Priority for Service." TAKS results are recorded as a history of testing. For this reason, never delete/update existing TAKS results. When a student retests within the same school year, add another test line with the new results if the student did not match with the TAKS download.

Contact your MEP Coordinator to request TAKS results. He/she may obtain the results from the district's PEIMS Coordinator, the district's Testing Coordinator or through the Confidential Student Report from the school counselor(s).

TAKS results must be entered for all migrant students who were tested and who took the TAKS test in English or Spanish, as well as students tested with the alternate and modified tests. For students who have not been tested, please enter the reason why (e.g., Absent, LEP Exempt, ARD Exempt or Not Tested) according to what is listed on the report.

In order for NGS to interpret the data, TAKS scores MUST be entered as follows:

SCALE SCORE PASS/FAIL (e.g., 2280 Pass)

Below are some examples of TAKS results, not every test is shown:

Formal Test ID	Assessment Type	Assessment Name	Result	Assessment Date	SSID	Grade Level
678543	State Test – Reading	TAKS Reading	2280 Pass	04/20/2010	TXBRTN	5

Formal Test ID	Assessment Type	Assessment Name	Result	Assessment Date	SSID	Grade Level
687908	State Test - Reading	TAKS Reading	LEP Exempt	04/20/2010	TXBRTN	5

Formal Test ID	Assessment Type	Assessment Name	Result	Assessment Date	SSID	Grade Level
710599	State Test - Writing	TAKS-ALT Writing	ARD Exempt	02/21/2010	TXBRTN	4
Formal Test ID	**Assessment Type**	**Assessment Name**	**Result**	**Assessment Date**	**SSID**	**Grade Level**
698069	State Test – Eng Language Arts	TAKS-Modified Eng Language Arts	Std. Not Established	04/20/2010	TXBRTN	11

The NGS Data Specialist should request the *Missing State Assessment Data from TEA Download Report* after each download occurs in order to determine which students do not have state academic assessment data in the download file provided by the Texas Education Agency's Student Assessment Division.

NOTE: The State of Texas Assessments of Academic Readiness (STAAR™) standards will not be set until the fall of 2012; therefore, STAAR™ results will not be collected for NGS purposes for the spring testing of 2012.

Recommended Reports

- Formal/Informal Assessments
- Missing State Assessment Data from TEA Download

Instructions for Completing the NGS
Formal Assessment Reporting Form

The Formal Assessment Reporting Form should be used to collect TAKS results for migrant students in grades 3-12.

On the Formal Assessment Reporting Form, enter the student demographic information located at the top of the form. Complete the student's name as it appears on NGS, date of birth, grade level, unique student identifier (NGS #) and withdrawal date. Also complete the name of the district, the short school identifier (SSID) for the campus enrolled and the reporting date.

Formal Assessment Information

Assessment Type – Choose *one* of the types most representative of the assessment being reported.

Assessment Name – List the name of the assessment, such as TAKS.

Assessment Date – Indicate the date on which the student was tested.

Result – For TAKS only: Indicate the student score; e.g., the word "pass" or "fail" next to the score. For example: "2188 Pass" or "1188 Fail." The system will not identify a score by itself. The result must contain the word "pass" or "fail" to be recognized.

TAKS results must be entered for all migrant students who take the TAKS test in English or Spanish, as well as students tested with the State Developed Alternative Assessment (SDAA) and who do not match with the TAKS download. For students who have not been tested, please enter the reason why, e.g., Absent, LEP Exempt, ARD Exempt or Not Tested (whatever is listed on the report).

Result Type – Choose the appropriate test result type.

New Generation System
Formal Assessment Reporting Form

Student Name_____
DOB_____
Grade Level_____
Unique Student I.D._____
Withdrawal Date_____

or Affix Label

District /Project_____
Short School I.D. (SSID) _____
Reporting Date_____

or Affix Label

Formal Assessment Information

Assessment Type	Assessment Name	Assessment Date	Assessment Result	Result Type (%ile, NCE, Scale Score)

Submitted by: _____ Phone #: _____ Fax #: _____

Affected Students:
Migrant students enrolled in grades 6-8.

Submission to terminal site:
- within 2 working days after early withdrawal; or
- within 5 working days after end of school year.

Entry into NGS:
- within 1 working day after receipt of early withdrawal data; or
- within 10 working days after receipt of end of school year data.

Regular Term Coursework for Grades 6-8

Coursework should be reported as completed final grades for the school year on the *Grades 6-8 Reporting Form* (see form).

- When reporting final grades, it is only necessary to enter end-of-year grades on the system.
- When reporting early withdrawal grades, enter partial work to date and clock hours.
- Graduation Plans are not required for grades 6-8.

Access to the student's schedule and early withdrawal grades will enable receiving schools to place the student in comparable courses so that the student will be able to continue with courses required at the junior high level to be promoted to the next grade.

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

Coursework for grades 6-8 will be displayed on NGS as follows:
- Grades with no credit granted are displayed under **Unresolved Courses**.
- Grades with credit granted are displayed under **Completed Courses**.
- Grades with 0 credit granted are displayed under **Failed Courses**.

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

Recommended Report

- Middle School/Jr. High Course History

GRADES 6-8 REPORTING FORM

1 Student Name_____

DOB_____

Grade Level_____

Migrant Unique Student ID _____

☐ UPDATE

1 District _____

School ID (SSID)_____

Campus _____

Withdrawal Date_____

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

11 The section below must be completed for those classes that a student in grades 6-8 has taken for high school credit. Please complete using NGS Secondary Credit Guidelines.

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

12

Submitted by: _____ Phone #:_____ Fax #:_____

Instructions for Completing
Grades 6-8 Reporting Form

The **Grades 6-8 Reporting Form** should be completed for students with partial work or completed courses in grades 6-8. Student graduation information and the bottom section of form must be completed for those students enrolled in classes for secondary credit.

1. Student Demographic Information/Facility Information – Enter the student demographic information located at the top of the form. Complete the student's name as it appears on NGS, date of birth, grade level and migrant student 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 student withdrawal date. 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.
3. Subject – *Subject* refers to the name of the subject as it appears in the NGS listing, e.g., Mathematics, Science.
4. Course Title – Type the name of the course as it appears on the student's transcript.
5. Course Section – Remember to indicate **A** or **B** in the course section box to designate *section* taken, e.g., Math 8 A when recording grades by semester. When recording end of year grades indicate both, A + B sections of course taken, e.g., Math 8 A+B.
6. Course Type – Indicate an additional course designation, e.g., Pre-A.P., Self-Paced.
7. Partial Work – *Grade to Date* refers to the numerical grade the student earned to date at time of withdrawal at the school of attendance. *Clock Hours in Class* refers to the clock hours of instruction (rounded to the nearest hour).
8. Final Work – Indicate the numerical grade the student earned in the course.
9. Type of Term – Indicate a term designation, e.g., semester.
10. Year – Indicate the calendar year the coursework was completed.
11. Secondary Course Information – This table has been included to take into account courses assigned to junior high students for secondary credit and which must be entered into the system as such. Please refer to the Instructions on page 54 for the Secondary Credit Reporting Form when completing this table.
12. Submittal Information – On the bottom of the form, print name, phone and fax number of person completing form.

GRADES 6-8 REPORTING FORM

Student Name_____ District _____

DOB_____ School ID (SSID)_____

Grade Level_____ ☐ UPDATE Campus _____

Migrant Unique Student ID _____ Withdrawal Date_____

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

The section below must be completed for those classes that a student in grades 6-8 has taken for high school credit. Please complete using NGS Secondary Credit Guidelines.

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

Submitted by: _____ Phone #:_____ Fax #:_____

Affected Students:
All migrant children, P0-grade 12 and non-enrollees

Submission to terminal site:
For regular and year-round terms by June 29 or as soon as services are provided

Entry into NGS:
For regular and year-round terms by July 27 or as soon as supplemental data is provided

Supplemental Program Data

Districts must use NGS to collect their data related to other **MEP-funded** supplemental programs for submission on the Annual State Performance Report.

NOTE: *Other Credit Accrual (Non MEP-funded)* is the only **non MEP-funded** supplemental program that should be encoded on NGS.

Count each student for the supplemental program in which the student participated during the regular and summer/intersession terms. Include only those instructional and support services provided in whole or in part with Migrant Education Program (MEP) funds.

Count each child **once** for each term in which he or she participated in each instructional and support category. For example, do not count the number of service interventions per child in each term, such as the number of tutorial sessions in a given subject or dentist visits per child.

Use the Supplemental Programs Worksheet from NGS to generate lists by grade of all students eligible for supplemental programs. Use this worksheet to follow the multiple encoding process for the instructional and support services in which each student participated in regular and summer terms.

NOTE: Reading Is Fundamental (RIF) should not be encoded as a supplemental service on NGS. Only encode supplemental services that are MEP-funded.

Recommended Reports

- Individual Supplemental Programs
- Supplemental Program Count
- Supplemental Programs Worksheet

NGS Supplemental Services

In order to meet the unique needs of migratory children, the Migrant Education Program (MEP) may provide two kinds of supplemental services**:** 1) instructional and 2) support. When providing supplemental services, priority must be given first to migratory children who have been identified as Priority for Service (PFS) students**. All supplemental services must be provided in whole or in part with MEP funds.**

Any supplemental services provided must be "above and beyond" the regular services that all students receive. Local Education Agencies (LEAs) must ensure that the use of MEP funds is in accordance with the "supplement, not supplant" requirement. LEAs should have documentation on file for all supplemental services provided.

As a quick reference guide, the following is a list of supplemental services found on NGS and their corresponding descriptions.

NOTE: Terms not defined are services that for the most part do not apply to the Texas MEP; however, in some cases, they might if the LEA provides this particular service with MEP funds.

Terms followed by three asterisks *** are reported, as individual categories, on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE). Additionally, any other MEP–funded instructional or support service provided during the regular and/or summer/intersession term are also reported.

INSTRUCTIONAL SERVICES

Term	Description
Balanced Literacy	A comprehensive literacy program that combines teacher-directed instruction and student-centered activities; it involves a balance of phonics and whole language incorporating literature to deliver instruction. The program is designed to help all students learn to read and write effectively.
Bilingual	A supplemental service in which bilingual education is provided that is above and beyond the traditional Bilingual Program. Note: This need must first be addressed through the State Bilingual Education Program or through Title III.
Building Bridges	An early education program for three- and four-year-old migrant children who receive services through a home-based or school-based program.
Career Exploration	Instruction to help students become familiar with the professional, vocational and/or technical jobs that fit their interests and skills and learn about the different types of post-secondary educational options and training available. Note: This service is offered by the states of Illinois and Montana.
Distance Learning	Education obtained remotely; often based on written correspondence material together with audio-visual material (e.g., NovaNet, PLATO, UT, MASTERS).
Distance Learning for Migrant Secondary Students (Grant Program)	A program designed to help Texas migrant students graduate from high school by providing opportunities to earn credits through distance learning courses. The courses are aligned with the Texas Essential Knowledge and Skills (TEKS). This program also helps migrant students prepare for the Texas state academic assessments.
English for LEP Children (ESL)	A supplemental service in which English is taught through a method that is above and beyond a traditional English teaching course. Note: This need must first be addressed through the State Bilingual Education Program or through Title III.
Even Start	This is a federally funded program that integrates early childhood education, parenting education and interactive parent and child literacy activities.
Family Literacy	A program that addresses that the literacy needs of the family by promoting parents' involvement in their children's education as their child's first teachers and continuing influence on their child's academic success. Note: This program is offered by the states of Illinois and Montana.

GED/HEP	An LEA MEP-funded supplemental, instructional service that is intended to prepare a migrant student in obtaining the equivalent of a high school diploma. Note: This supplemental is not commonly used in Texas.
Health Education	Lessons for Out-of-School youth around health related topics (e.g., pesticide safety, diabetes, oral hygiene, etc.).
Life Skills	Teaching skills to Out-of-School youth necessary for successful living, usually in the following five main areas: • Self • Family • Job • Community • Leisure
Literacy	Basic English language skills for Out-of-School youth.
MASTERY (Montana)	This program provides access to migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana Migrant Education Program and the Minnesota Migrant Educational Resource Center (MMERC). In this manner rural migrant children throughout the state and their teachers have access to materials which enable them to achieve proficiency in English, Reaching and Math. Note: This program is offered by the state of Montana.
Math Instruction by Teacher ***	A supplemental service in which math is taught by a teacher through a method that is above and beyond a traditional math class.
Mini-PASS	An extension of PASS for middle school students (grades 6, 7 and 8) in need of course remediation or credits.
NovaNet	NovaNet is a comprehensive, online courseware system that meets countless needs. From delivering thousands of hours of research and standards-based, interactive curriculum, to integrated assessment and student management.
Other Credit Accrual *(MEP-funded)*	Refers to any MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation Includes correspondence courses taken by a student under the supervision of a teacher.

**** Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

Other Credit Accrual *(Non MEP-funded)*	Refers to any Non MEP-funded program (instruction in courses) provided by a teacher for migrant students on a regular or systematic basis, usually for a predetermined period of time that helps the student accrue credits needed for high school graduation Includes correspondence courses taken by a student under the supervision of a teacher (e.g., Gear Up).
PASS (Portable Assisted Study Sequence)	A program which consists of self-contained, semi-independent study courses that enable students to earn secondary-level academic credits.
Picnic Table Math	This is a tutorial program which uses highly trained tutors to work with small groups of children in the orchards. It uses games to teach fundamental mathematical concepts and language, and to review critical math facts. This curriculum has seven levels and goes from preschool (pre number thinking) skills through pre Algebra skills at the highest Level. Note: This program is offered by the state of Montana.
PLATO	An older version of NovaNet; this program is for high school students; taken in a computer lab for credit recovery or remediation purposes.
Post Secondary Prep	Transition from high school to post-secondary education covering such topics as goal setting, college applications, admissions, financial aid options and college campus visitations. Note: This service is offered by the states of Illinois and Montana.
Pre-GED	Remediation lessons for Out-of-School youth to prepare for entry into a formal GED program.
Preschool/School Readiness	A MEP-funded program for preschool age children.
Project SMART Other Curriculum	Refers to a previous Project SMART curriculum that is being used for the current summer session.
Project SMART–MASTERS 2011	Mathematics Achievement and Success Through Engagement in Resources for Migrant Students (MASTERS) is a summer migrant program designed to increase migrant student achievement in mathematics through high-quality K-12 curriculum, instruction, assessment, innovative uses of technology, professional development and parent involvement.
Reading Instruction by Teacher ***	A supplemental service in which reading is taught by a teacher through a method that is above and beyond a traditional reading class.
Science	A supplemental service in which science is taught through a method that is above and beyond a traditional science course.
Social Studies	A supplemental service in which social studies is taught through a method that is above and beyond a traditional social studies course.
Technology Instruction	A supplemental service in which technology is taught through a method that is above and beyond a traditional technology course.

**** Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

Test Prep	This service is offered by the state of Montana.
Tutorial Elementary	Tutorials provided to elementary students.
Tutorial Secondary	Tutorials provided to secondary students.
Work Study	Refers to a supplemental work study service that is above and beyond the traditional work study.
Other 1	Any other MEP-funded instructional service not listed on NGS.
Other 2	Any other MEP-funded instructional service not listed on NGS.
Other 3	Any other MEP-funded instructional service not listed on NGS.

SUPPORT SERVICES

Term	Description
Clothing	Providing clothing items with MEP funds to migrant children (e.g., basic pants, shirts, shoes).
Counseling Service ***	Any MEP-funded counseling service provided to help a student with his or her educational, personal, or health related needs.
Health, Dental and Eye Care	A supplemental health, dental or eye service provided only to migrant children.
Materials and Resources	Instructional and/or supportive materials/resources provided to Out-of-School youth.
Migrant Student Transfer Packet	A packet of information containing a child's educational and health records that is provided to students/parents upon withdrawal. Also known as the "Red Bag."
Nutrition	Services involving the serving of a light snack or meal in connection with school or MEP activities (e.g., snacks during tutorial sessions).
Parent Education	Refers to a MEP-funded instructional service provided to parents of migrant children (e.g., Adult ESL Classes). Note: This does not include the parents trained for the Building Bridges Program.
Referred Service ***	A non MEP-funded instructional or support service provided by an entity outside of the school district which is coordinated through the efforts of the MEP staff. Child must have obtained service in order for it to be encoded on NGS (e.g., WIC, food stamps).
School Supplies	A supplemental service which provides school supplies to migrant students.
Social Work, Outreach or Advocacy	A supplemental service of social work, outreach or advocacy provided to a migrant child (e.g., services provided by MEP-funded social worker). Note: NGS Data Specialists should not automatically add this supplemental to the NGS record.
Transportation	A supplemental service that offers migrant children transportation to and from MEP or school activities (e.g., an educational trip to a university for migrant students only).
Other 1	Any other MEP-funded support service not listed on NGS.
Other 2	Any other MEP-funded support service not listed on NGS.
Other 3	Any other MEP-funded support service not listed on NGS.

**** Reported as an individual category on the Consolidated State Performance Report (CSPR) which TEA submits annually to the United States Department of Education (USDE).*

T. Special Needs and IEP On File Indicator

Affected Students:
All migrant children who have a special need.

Submission to terminal site:
- within 2 working days after early withdrawal; or
- by May 1.

Entry into NGS:
- within 1 working day after receipt for early withdrawals; or
- within 5 working days after receipt of Special Needs and IEP data.

Special Needs

Districts must use NGS to record individual student GED, Gifted and Talented and Special Education information for all affected students mentioned above.

- A GED special need should be entered on NGS when a student is attending a GED program and has **not received** his/her GED.
- A GED termination reason should be entered on NGS when a student **has received** his/her GED.
- A Special Need is not linked to an NGS history line, but, rather, to the complete NGS record.
- A Special Need does not need to be entered on a yearly basis within the same district.
- When a student enrolls in another district, the same Special Need may be entered by that school district.

NOTE: Do not provide a *Need End Date* for any of the Special Needs unless the student has exited the program (Special Needs).

IEP On File Indicator

For all migrant students (including early withdrawals), NGS Data Specialists should mark the *IEP on File* checkbox on NGS only for a student who is served through the Special Education program and who has an Individualized Education Program (IEP) plan on file in the school district. This information may be obtained from the Special Education contact. The MEP office does not need to have a copy of the IEP plan.

Recommended Report

- Special Needs

New Generation System
Special Needs Reporting Form

District_____School Year_____

Campus Name_____School I.D. (SSID) _____

Student Name_____DOB_____

Migrant Unique I.D._____Grade Level_____

or Affix Label

The appropriate district personnel should complete this form for every migrant child who has a special need.

Please follow directions below.

Circle the appropriate Special Need type for the student.

Need Type: GED Gifted and Talented Special Education

Indicate the name of the program the student is enrolled in or name of the contact person.

Need Name:

_____

Indicate the start date and end date of the student's participation in the Special Needs' program.

NOTE: *Do* ***not*** *provide an End Date* ***unless*** *student has exited the program.*

Need Start Date: _____**Need End Date:** _____

Contact ID: _____ (Contact ID is assigned by NGS.)

Comments:

_____

_____

_____

IEP On File: ☐ (Checkbox, only if applicable)

Submitted by: _____Phone #: _____Fax #:_____

*U, V, W, X, Y. Summer/Intersession Program Data****

Affected students:
All migrant students in Grades P3-12 and non-enrollees receiving MEP-funded summer/intersession services.

Submission to terminal site:
U – Summer/Intersession Enrollments*:**
- within 5 working days of parent signature date on new COE; or
- within 2 working days after initial summer/intersession enrollment.

V – Summer/Intersession Withdrawals:
- within 2 working days after early withdrawal; or
- within 5 working days after completion of summer/intersession services.

W – Summer/Intersession Program Assessments (Project Smart):
- within 2 working days after early withdrawal; or
- within 5 working days after completion of summer/intersession services.

X – Summer/Intersession Supplemental Program Data:
- within 5 working days after end of summer/intersession services.

Y – Summer/Intersession Academic and Health Data:
- within 5 working days after end of summer/intersession services; and
- for secondary students taking credit courses, within 2 working days after early withdrawal.

Entry into NGS:
U – Summer/Intersession Enrollments:
- within 5 working days after receipt of new COE; or
- within 2 working days after receipt of initial summer/intersession multiple enrollment worksheet.

V – Summer/Intersession Withdrawals:
- within 1 working day after receipt of early withdrawal data; or
- within 5 working days after receipt of withdrawal data.

W – Summer/Intersession Program Assessments (Project Smart):
- within 1 working day after receipt of early withdrawal data; or
- within 5 working days after receipt of withdrawal data.

X – Summer/Intersession Supplemental Program Data:
- within 2 working days after receipt of supplemental program data.

Y – Summer/Intersession Academic and Health Data:
- within 2 working days after receipt of academic and health data

Summer/Intersession Program Data

All summer enrollments and withdrawals must occur after the last day of the current school year, but before the first day of the upcoming school year. Record actual enrollment and withdrawal information. Children must be enrolled in the actual campus where they receive services. **A student must have at least one day of eligibility at the time of enrollment in a MEP-funded summer program in order for the NGS Data Specialist to encode a summer enrollment on NGS. Exception, a student may still be served in a MEP-funded summer program under the Continuation of Services provision.**

Any child served in a MEP-funded summer or intersession program must be enrolled on NGS with an "S" or an "I" (year-round school) enrollment type, and all supplemental programs, academic and health data must be encoded onto NGS according to timelines.

Summer school enrollments, as well as withdrawals, may be accomplished on NGS through the multiple enrollment and/or multiple withdrawal process, family enrollment or on an individual student basis.

All summer/intersession migrant projects should keep documentation on file reflecting the type of service given and the dates services were received for all migrant students enrolled in MEP-funded summer/intersession projects.

NOTE: For year-round programs, never enroll a student under an "S" enrollment type.

Recommended Reports

- Campus
- District
- Unique Student Count

*** **NCLB Initial Compliance Review Indicator** (see pp. 146-147)