

Oklahoma Migrant Education Program (MEP)
Student Selection and Priority for Services (PFS) Form 2016-2017

Oklahoma State Department of Education

INSTRUCTIONS

Every Oklahoma Migrant Education Program (MEP) is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant education services. The eligibility list should indicate whether or not a student is determined to be a PFS student. The Student Selection and PFS Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services first.

1. All Oklahoma Migrant Education Programs (MEP) are to have the following documentation:
 - List of eligible migrant students
 - List of students identified as PFS students
 - List of services available
 - List of students receiving migrant services
2. Each district participating in the Migrant Education Program **must complete** the Student Selection and PFS Form **for each PFS student**. For all other migrant students, the form is optional. It is one method for collecting at-risk information. This data is then entered into the Oklahoma Migrant Student Network Database. The completed forms are to be **on file at the district and readily available** when requested by appropriate entities (i.e. auditors, Oklahoma State Migrant Education staff).
3. To be identified as a PFS migrant student, there **must be an interruption of services during the regular school year** **AND** the student must meet one (#5 thru #11) or 2 or more (#12 - #18) of the at-risk criteria.
 - **State assessment data must be considered first.** If there are State assessment results for a migrant student, they must be used.
 - **If State assessment data is not available, at least two of the at-risk criteria (items 12 thru 18) must be met to be considered as PFS.**
 - **If a student is proficient or above on the State assessments, the student is NOT considered a PFS student** even though he or she may meet the other at risk criteria.
4. The MEP director should work with staff—including recruiters—to determine the procedures and who is responsible for completing the form.

An example of one process for completing the form is to have the recruiters initiate the form when interviewing and completing a Certificate of Eligibility (COE) on a student. The recruiter completes the student's name, date, ID #, school year, USD #, and Table A (Type of Interruption). School staff then completes the remaining information to determine whether or not the student is at risk of failing to meet State standards.

5. Following is additional information on the PFS requirements:

- Interruption during the Regular School Year—the interruption has to occur within the **preceding** 12 months. For **2016-2017**, an interruption during the regular school year would have occurred sometime after the beginning of the **2015-2016** regular school year. Moves occurring during the summer of **2016** do not constitute an interruption of services. (Education of Migratory Children under Title I, Part C of the ESEA of 1965 Guidance, October 2010, page 71, B7)
- The **interruption has to relate to the migrant lifestyle**. Students going to Mexico for a two-week vacation do not qualify as having an interruption.
- The **at-risk criteria** have to occur during the current school year or within the **previous two school years**.
- State assessment results from other States must be verified through school records or through data entered into that State’s migrant student record database system.
- Norm-referenced tests (NRTs) refer to the nationally normed assessments such as the Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT) or Comprehensive Test of Basic Skills (CTBS). Use the reading and/or mathematics norm-referenced assessment results rather than science or social studies results.
- K-3 reading screening or diagnostic assessments could include assessments such as the following: Phonological Awareness Literacy Screening (PALS), Early Reading Diagnostic Assessments (ERDA), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Learning Skills (DIBELS) and the Peabody Picture Vocabulary Test III (PPVT).
- The Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS) refer to commercial English language proficiency tests.
- A student is considered to be in a class that is not age appropriate when the student is older than the typical student at that grade. For example, a 12-year old being placed in a third-grade class in which students are usually eight- or nine- years old would be in a class that is not age appropriate.
- “Has grades below average performance” refers to the student’s grades at the end of a grading period or at the time of withdrawal from a school. These do not refer to the daily grades given in class.

6. If a student is **identified as a PFS** student during the current **regular school year** and **moves into/from another school district** during the same regular school year, the student should **still be considered as PFS** and continue receiving extra educational services *as appropriate and available*.

2016-2017

**Oklahoma Migrant Education Program (MEP)
Student Selection and Priority for Services (PFS) Form
(Using Data from the 2015-2016 Regular School Year)**

The Student Selection and PFS Form is intended to assist the local MEP in determining which migrant students meet the PFS criteria and should receive migrant services first. It also serves as a collection form for the Oklahoma Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a PFS student. This form must be completed and on file for each PFS migrant student. In addition, the PFS determination **must be verified for accuracy** with a **signature from the district’s MEP administrator**.

Note: Any migrant student who has the appropriate number of boxes checked (as described on page 1) in Tables A and B is a PFS student.

STUDENT DEMOGRAPHICS	
Date:	
School Year:	
Student’s Name:	
Migrant Student Identification Number:	
State Student Identification Number (SSID):	
Most Current Qualifying Arrival Date (QAD):	
Current School Attending:	
Current Grade Enrolled:	
Priority for Services Student (Yes/No):	
Recipient of MEP Services (Yes/No):	
MEP Administrator Signature:	

Table A. Interruption during the Regular School Year

(#1-4: At least one item must have a check.)

Check the one that is most recent:	Interruptions Related to Migrant Issues—During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of 9/1/15 (or start of regular school year) until end of regular school year in 2016 .	
	2. Moved from one district to another due to migrant lifestyle	
	3. Absent for two or more weeks and then returns due to migrant lifestyle	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle	

Table B. At Risk of Failing to Meet State Standards Criteria

(#5-11: Only one item must have a check.)

OR

(#12-18: At least two items must have a check if no checks are present in numbers 5-11.)

Check all that apply	Criteria (Reference boxes to the left)	Year in Which Criteria Occurred
	5. Scored unsatisfactory or basic on Reading Assessment	
	6. Scored unsatisfactory or basic on Mathematics Assessment	
	7. Scored unsatisfactory or basic on Writing Assessment	
	8. Scored unsatisfactory or basic on Science Assessment	
	9. Scored unsatisfactory or basic on Social Studies Assessment	
	10. Scored below proficient on State assessments from other States	
	11. Scored below 50%tile on norm-referenced test (reading and/or math)	
	12. <i>Is below grade level on any K-3 reading diagnostic assessment</i>	
	13. <i>Classified as non-English or limited English proficient on LAS, IPT, LPT, ACCESS for ELLs, or English Proficiency Assessment (ELPA)</i>	
	14. <i>Is behind in accruing credits toward graduation requirements</i>	
	15. <i>Placed in a class that is not age appropriate</i>	
	16. <i>Has grades indicating below average performance in math and/or language arts at the elementary level</i>	
	17. <i>Has grades indicating below average performance in math, language arts, sciences or social studies at the middle or high school levels</i>	
	18. <i>Repeated a grade level or course</i>	

****To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria. **State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.****

Migrant Services

Student name _____ School _____ Date _____

Table C. Description of Services Received by Student (optional)

Description of Services Received	School Year	Comment