

Instructions for Submitting Fall 2011 Assessment Report Using STARS

Introduction

The North Dakota State Assessment System requires each school to provide data elements for each student who is *officially enrolled at the school during the testing window*. These data elements are essential for disaggregating data for accountability purposes under the *No Child Left Behind Act*, monitoring the practices of schools relating to testing, and research purposes. The data elements are collected through the Assessment Report.

The Assessment Report is submitted using the State Automated Reporting System (STARS) of the ND Department of Public Instruction (NDDPI). School personnel need to submit data elements for each student within a period of time that extends from **October 24, 2011 through December 30, 2011**.

To reduce the effort required of school personnel, most data elements will be imported automatically from the school district's Enrollment Report. If the data elements are inaccurate or are missing from the Enrollment Report, more time will be required by school and NDDPI personnel to reconcile discrepancies. Therefore, it is imperative that all school personnel who submit data via STARS exercise extreme care to enter accurate and complete data for Enrollment.

Instructional Materials

To assist school personnel in preparing and submitting the Assessment Report, the NDDPI is providing these instructions and a training module that describes the features of STARS, the Assessment Report, and steps to follow in coding data elements. The module includes presentations in audio and video format, available at the following web address: <http://www.dpi.state.nd.us/testing/assess/index.shtm>.

This document presents instructions in four distinct sections:

- Steps to follow prior to accessing STARS
- Steps for accessing STARS
- Steps for entering and verifying data
- Steps to validate and submit the Assessment Report.

In addition, this document includes:

- A table showing the source of data elements (page 8)
- Specific data element codes for individual student entry and spreadsheet options (pages 9-17)
- Definitions (pages 18-19)
- Listing of Provision 2 and 3 schools (page 20)

1. Organize resources prior to accessing STARS.

Follow the steps below to organize the data collection and data entry activities prior to getting on-line to complete the report.

- Print instructions, codes, and supporting materials that are referenced (e.g., lists of schools participating in various school programs; *Test Coordinator's Manual*, etc.) for easy access. Read these completely before beginning.
- View the training module on Completing the Assessment Report (<http://www.dpi.state.nd.us/testing/assess/index.shtm>).
- Involve your school district's technology support person in the process. Discuss how he or she can assist (e.g., exporting and importing data elements, using the school's data management system to extract needed information, verifying data, etc.).
- Identify and work with the person(s) who can assist you by providing or verifying the completeness and accuracy of coding. For example, the special education director or teacher can verify those students who are on an IEP; the English language learner coordinator or teacher can report on the status of current and former students with limited English proficiency; the attendance officer can provide enrollment related data; etc.)
- For data elements that will be imported directly into the Assessment Report from the Enrollment Report, verify that those elements have been entered already in the Enrollment Report. If the codes are not already entered, work with the person responsible to enter that data into the Enrollment Report. *This should be done prior to initiating the Assessment Report.*
- Verify that you have authority to access STARS, specifically the Assessment Report. If you do not have the appropriate authority or appropriate level of authority, contact your school administrator to obtain authority. (Instructions that school administrators need to follow to assign authority are found at <http://www.dpi.state.nd.us/resource/STARS/Reports/manageusers.pdf>).
- Select a username and password.

2. Access the Assessment Report using STARS.

Follow the steps below to access the Assessment Report.

- Access STARS by entering <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>.
- Enter your username and password, then click on "Login."
- When the "Fill Out Reports" screen appears, select "Other" from the listing of reports. Click on the "+" symbol.

- Under “Assessment,” click on the “+” symbol, then select the school building for which you will be providing data by clicking on the picture of the school. If you are denied access or do not see Assessment listed as a report option on the left side of the screen, contact your school administrator to obtain authority.
- A box labeled “Assessment” will appear on the right half of the screen. Check that the school year “2011-12” is indicated. Click on “Select.”
- On the left of the screen, under “Tools,” select “Import.”
- Click on Enrollment. (This option will not be shown the first time you access the Assessment Report since no students have been imported. This screen is the first one shown although those words – Rollover from Enrollment – will be missing.)
- Import students into the Assessment Report by doing the following:
 - Click on the box to the right of the word “Grade” and select a grade you wish to import
 - Click on the Filter Button
 - Click on the Import button, which is under Functions on the left side of the screen
 - Note: you can either work with one grade only, proceeding with Step 3 below, OR you can repeat the above steps until all grades you wish to work with have been imported.

3. Verify that all students listed were officially enrolled in your school during the testing window (October 24 – November 11, 2011).

- The Assessment Report needs to be completed for ***all students who are officially enrolled in your school during the testing window***, including but not limited to those who are chronically truant, incarcerated, in treatment centers, sick or hospitalized during the entire testing window, those whose parents refuse to allow their student to participate, and students who use the ND Alternate Assessments for one or more content areas.
- If you determine that a student who appears on the list ***has not*** been officially enrolled in your school during the testing window, go to the Enrollment Report and complete the Exit Date. Return to this screen; the student will have been removed from the listing.
- If you determine that a student was officially enrolled during the testing window, but doesn’t appear on the listing, go to the Enrollment Report and enter the student and all related data. Return to the Assessment Report screen; enter the student’s name and grade, click on Filter, and then click on the Import button, which is under Functions on the left side of the screen.

4. Verify the data elements for all students in the Assessment Report.

Data elements for individual students may be verified through one or both of the following procedures:

- 4a. Export the file to an Excel spread sheet, verify data on each student that was on the Enrollment Report, and report additional data required on Assessment Report. Particularly if your school has a large number of students, this choice may be preferable. See 4a below for instructions.
- 4b. Review individual student records one at a time. See 4b below for instructions.

4a. Use Export/Import option.

Exporting the file

- All records (for individual grades, or for the school) must have been imported into the Assessment Report from the Enrollment Report before you can begin to export to a spreadsheet.
- Click on Export, under Tools.
- Click on Export, under Functions. The data will be displayed in an Excel spreadsheet.
- Save the file, using the .csv extension. Examples are “AssessmentRptGr3.csv” or “AssessmentRpt-BismarckPioneer.csv” or “AssessmentRpt-BismarckPioneergr3.csv” or some other naming system.
- Access Resources on the NDDPI website for Import/Export Layouts for the Assessment Report. See <http://www.dpi.state.nd.us/resource/STARS/layouts/index.shtm>. Coding instructions for each data element are also included on pages 10 – 17 of the present document.
- Review codes for individual students and make changes, as needed. The following data elements have been imported from the Enrollment Report **can be changed only by returning to the Enrollment Report**. If you make changes to these data elements on the spreadsheet, the changes will be ignored when you import the file back into the Assessment Report.

How should I correct Assessment Report data that were imported from the Enrollment Report and then found to be in error?

- *Make changes in the Enrollment Report.*
- *Return to the Assessment Report*
- *Check the report out*
- *Select the student or students to be updated (by placing a checkmark in the box to the left of the student’s ID#*
- *Click on the “Update from Enrollment” button.*

- Student name
- State-issued 10-digit student identification number
- Grade
- Date of birth
- Gender
- Ethnicity
- Student's Start Date
- Student's End Date
- IEP (special education)
- Primary Disability
- Special Education State Date
- Section 504
- Title I
- National School Lunch Program
- 21st Century Community Learning Center
- Migrant
- Homeless
- Limited English Proficiency (LEP)
- IEP/Section 504 Accommodations/Modifications

Verify the Limited English Proficient (LEP) data elements. This data has been imported from the Enrollment Report and cannot be edited. The following guidelines should be used when verifying the coding of a student's LEP status:

"1" or "No" if the student has never been LEP or if the student has been exited from LEP status for more than two years.

"2" or "Yes" if the student currently meets the LEP definition and is not a new immigrant

"3" or "Yes, Former LEP" if the student was formerly an LEP student and exited from the program between October 26, 2009 and October 24, 2011.

"4" or "Yes, LEP/IMM" if the student is a new immigrant to the US and initially enrolled in a US school within 12 months prior to the October 24, 2011 testing date.

Please work with your school's ELL staff to verify the codes for students in the LEP category. If there are errors in the coding please refer to the instructions above relating to correcting Assessment Report data imported from the Enrollment Report.

Verify the accuracy of the Participation data element and correct it as necessary. It has been ***pre-populated*** as "1" (Participated under standard conditions).

NOTE: Select up to three of the participation options (NDSA under standard administration, NDSA with accommodations, NDAA 1, NDAA 2 under standard administration, NDAA 2 with accommodations). If the student was a non-participant, select one of the reasons listed.

- Verify the accuracy of the District Enrolled data element and correct it as necessary. It has been pre-populated as 1 (Yes) based on the assumption that the vast majority of students will remain in the same district as in the previous year. If a student has not been officially and continuously enrolled in your school district between November 12, 2010, and November 11, 2011, change the 1 (Yes) to 0 (No).
- For all students who have limited English proficiency (LEP), report what accommodations were used during administration of the NDSA.

Importing the file

- Save and close out of the Excel spread sheet.
- In the Assessment Report, click on Import, under Tools.
- Click on Import from File (statement is in bold).
- Click on Next in the lower left corner.
- Click on Browse; enter the name of the .csv file (from Excel).
- Click on Next; then Next a second time.
- Click Import.

4b. Review individual records one at a time.

- Click on Assessment (under the bold **Assessment**) on left side of screen. This will produce a listing of all students in the group for which you filtered.
- To work on an individual student's record, click on the State ID Number of the student, then click Check Out located under Functions on the left side of the screen.
- Verify accuracy and completeness of all data for the student, including that imported from Enrollment Report that is non-editable, imported from Enrollment Report that is editable, that which is prepopulated, and data that need to be provided initially in the Assessment Report. See page 10 of this document for further instructions.
- When you have completed work on an individual student record, click on Save, located under Functions on the left side of your screen. Note the Save Complete message in green on the right side of your screen.
- Click on Return to Student List, and select the next student.

- After completing all students, Validate your data. Once data are validated, Check In.

NOTE: It is not necessary to Check In after working on each individual student's record. It will be more efficient to Check In after validation of all students.

5. Validate and Submit Assessment Report

- After verifying existing data and providing additional data needed for the Assessment Report, click on Validate, located under Functions on the left side of your screen.
- If all data are complete and within parameters, click Submit.
- If there are **errors** in the data (i.e., required data are missing, or data are outside identified parameters such as coding "8" when only 7 choices are possible), a red X will indicate that corrections must be made before you can submit the Assessment Report. Errors will be listed so you can go back to the individual student(s) to make corrections. When completed, click on Validate again.
- A yellow triangle will appear to indicate **warnings**. Warnings will flag situations where you may have overlooked data and ask "Are you sure?" questions. If, after reviewing that data you determine that the data are accurate, you may Submit the Assessment Report. Warnings will not prevent submission of the report.
- Leave the Assessment Report by clicking on Exit Report. Then Log out.

**NORTH DAKOTA STATE ASSESSMENT SYSTEM
SOURCE OF DATA ELEMENTS**

Data Element	Source of Data for Assessment Report			
	Column 1 Imported from district's Enrollment Report; Non- editable	Column 2 Imported from TIENET; Non- Editable	Column 3 Pre- populated by NDDPI; Editable	Column 4 Needs to be entered by district as appropriate; Editable
Student name	X			
Student date of birth	X			
Grade	X			
Student I.D.#	X			
Ethnicity	X			
Special Education (IEP)	X			
Title I	X			
Migrant	X			
Homeless status	X			
Section 504	X			
Limited English proficiency	X			
Nat'l School Lunch Program	X			
21 st Century Community Learning Center	X			
Enrollment in school district			X	
Participation in state assessment			X	
Accommodations (IEP, 504)		X		
Modifications (IEP, 504)		X		
Accommodations (LEP/ELL)				X

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
PARTICIPATION IN STATE ASSESSMENT SYSTEM (NDSA, NDAA) Select up to three of the participation options (NDSA under standard administration, NDSA with accommodations, NDAA 1, NDAA 2 under standard administration, NDAA 2 with accommodations). If the student was a non-participant, select one of the reasons listed.		Participation Code	Participation Codes
Participated in ND State Assessment under standard conditions. <i>This choice is the default. If some other participation option is appropriate, select the correct option by placing a checkmark in the appropriate box or enter the correct numeric code.</i> Select this choice if the student participated under standard administration procedures without accommodations of any kind. Students who have an individualized education program (IEP), a Section 504 Accommodation Plan, or a plan that addresses the student's limited English proficiency (LEP) may participate under standard conditions. Consult the student's plan to identify whether he or she participated under standard conditions or with accommodations.		Yes, standard conditions	Column AX 0 No 1 Yes
Participated in ND State Assessment with accommodations. Select this choice if the student participated in the NDSA using accommodations as identified in the student's individualized education program (IEP), the Section 504 Accommodation Plan, or a plan for a student with limited English proficiency (LEP). Included under this option are accommodations permitted under the No Child Left Behind Act, as well as modifications (testing practices <i>not permitted</i>).		Yes, with accommodations	Column AY 0 No 1 Yes
Participated in ND Alternate Assessment 1 (NDAA 1). Select this choice if the student is receiving special education services under the <i>Individuals with Disabilities Education Act</i> , meets the eligibility criteria to participate in the NDAA 1 based on alternate achievement standards, and was assessed using the NDAA 1 for one or more of the three content areas assessed. See http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf for eligibility criteria. If you indicate that the student participated in the NDAA 1 for one or more content areas, the school must submit that completed assessment to the ND Department of Public Instruction.		Yes, with NDAA 1	Column AZ 0 No 1 Yes
Participated in ND Alternate Assessment 2 (NDAA 2) under standard conditions. Select this choice if the student is receiving special education services under the <i>Individuals with Disabilities Education Act</i> , meets the eligibility criteria to participate in the NDAA 2 based on modified achievement standards, and was assessed using the NDAA 2 <i>under standard administration conditions</i> for one or more of the three content areas assessed. See http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf for eligibility criteria. If you indicate that the student participated in the NDAA 2 under standard administration conditions for one or more content areas, the school must submit that completed assessment to the ND Department of Public Instruction.		Yes, NDAA 2 standard conditions	Column BA 0 No 1 Yes

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
	<p>Participated in ND Alternate Assessment 2 (NDAA 2) with accommodations. Select this choice if the student is receiving special education services under the <i>Individuals with Disabilities Education Act</i>, meets the eligibility criteria to participate in the NDAA 2 based on modified achievement standards, and was assessed with the NDAA 2 using accommodations as identified in the student's individualized education program (IEP) or Section 504 Accommodation Plan for one or more of the three content areas assessed. See http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf for eligibility criteria for NDAA 2. Included under this option are accommodations permitted under the <i>No Child Left Behind Act</i>, as well as modifications (testing practices <i>not permitted</i>). If you indicate that the student participated in the NDAA 2 with accommodations for one or more content areas, the school must submit that completed assessment to the ND Department of Public Instruction.</p>	Yes, NDAA 2 with accommodations	Column BB 0 No 1 Yes
	<p>Did not participate in ND State Assessment or ND Alternate Assessment due to significant medical emergency or condition. Select this choice if the student was unable to participate in <i>any part</i> of the NDSA or the NDAA-1 or NDAA-2 because of a significant medical emergency or condition, such as being involved in a serious accident or having a severe illness that requires hospitalization.</p>	No, medical emergency	Column BC 0 No 1 Yes
	<p>Did not participate in the ND State Assessment or ND Alternate Assessment – foreign exchange student. Select this choice if the student, during the testing window, was enrolled in the school as a foreign exchange student and your school district has no responsibility for providing academic education to the student. To determine whether the school district has responsibility for providing academic education to the student, refer to any agreement the school district entered into with the organization that arranged for the student to attend your school district.</p>	No, foreign exchange student	Column BD 0 No 1 Yes
	<p>Did not participate in ND State Assessment or ND Alternate Assessment – other. Select this choice if the student, during the testing window, was enrolled in the school but did not participate in any part of the NDSA or NDAA-1 or NDAA-2 for any reason other than being a foreign exchange student or having a significant medical emergency or condition.</p>	No, other	Column BE 0 No 1 Yes

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
<p>Title 1 Title 1 data will be <i>imported</i> automatically from the Enrollment Report. It <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Verify that the information is correct according to the following codes. A blank box (individual student entry) or “0” (spreadsheet) means the student is not currently receiving Title 1 services. A checked box (individual student entry) or “1” (spreadsheet) means the student is currently receiving Title 1 services.</p> <p>A <i>schoolwide</i> Title 1 school will code all students as receiving Title 1 services. See http://www.dpi.state.nd.us/title1/schlwide/schools.shtm for a listing of schoolwide Title 1 schools. A Title 1 <i>targeted assistance</i> school will code some of its students (i.e., those who are eligible) as receiving Title 1 services. Schools that are not Title 1 schools (either schoolwide or targeted assistance) should not have students coded as receiving Title 1 services.</p>	<p>Title 1</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes</p>	<p>Title1Code Column O</p> <p>0 No</p> <p>1 Yes</p>	
<p>National School Lunch Program (NS Lunch) NSLP data will be <i>imported</i> automatically from the Enrollment Report. It <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Verify that the information is correct according to the following codes. A blank box (individual student entry) or “0” (spreadsheet) means the student is not eligible for free or reduced lunch under the National School Lunch Program. A checked box (individual student entry) or “1” (spreadsheet) means the student is eligible.</p> <p>All students in a Provision 2 or 3 school should be coded as eligible for NS Lunch. See page 21 of this document for the listing of Provision 2 and 3 schools.</p>	<p>NS Lunch</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes</p>	<p>NDLunch Program Code Column P</p> <p>0 No</p> <p>1 Yes</p>	

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
ENROLLMENT FOR FULL ACADEMIC YEAR			
<p>Enrolled in School District for Full Academic Year This data element has been <i>prepopulated</i> as “Yes” or “1” to indicate that this student has been officially enrolled in this school district for a full academic year, i.e., from November 12, 2010 through November 11, 2011. This data element has been prepopulated based on the assumption that the vast majority of students will remain in the same district from year to year.</p> <p>Identify those students who have <i>not</i> been officially enrolled in this school district since November 12,2010, and change the code from “Yes” to “No.”</p>	<p>District Enrolled FAY</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>District Enrolled Column V</p> <p>1 Yes</p> <p>0 No</p>	
<p>Special Education (IEP) This data element has been <i>imported</i> using data your school district submitted in its Enrollment Report. It <i>cannot be edited</i> within the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Review and verify that this code is correct for this student as of the testing window (October 24 – November 11, 2011).</p> <p>A blank box (individual student entry) or “0” (spreadsheet) indicates that your district reported this student as <i>not eligible</i> to receive special education services under the <i>Individuals with Disabilities Education Act (IDEA)</i>. A checked box or “1” indicates that your district reported this student as <i>eligible</i> to receive special education services under <i>IDEA</i>.</p>	<p>IEP</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes</p>	<p>SPCodeIEP Column Q</p> <p>0 No</p> <p>1 Yes</p>	
<p>Section 504 The Section 504 data element will be <i>imported</i> automatically from the Enrollment Report. It <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Verify that the information is correct according to the following codes.</p> <p>A blank box (individual student entry) or “0” (spreadsheet) means the student <i>is not</i> eligible under Section 504 of the <i>Rehabilitation Act of 1973</i> <i>and</i> does not receive services. A checked box (individual student entry) or “1” (spreadsheet) means the student <i>is</i> eligible under Section 504 of the <i>Rehabilitation Act of 1973</i> and receives services identified in an Accommodation Plan.</p>	<p>Section 504</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes</p>	<p>SPCode504 Column R</p> <p>0 No</p> <p>1 Yes</p>	

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
<p>Limited English Proficiency (LEP) See page 19 of this document for the definition of LEP.</p> <p>The LEP data element will be <i>imported</i> automatically from the Enrollment Report, and <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document. Verify that the information is correct according to the following codes.</p> <p>“1” or “No” if the student has never been LEP or if the student has been exited from LEP status for more than two years.</p> <p>“2” or “Yes” if the student currently meets the LEP definition and is not a new immigrant</p> <p>“3” or “Yes, Former LEP” if the student was formerly an LEP student and exited from the program between October 26, 2009 and October 24, 2011</p> <p>“4” or “Yes, LEP/IMM” if the student is a new immigrant to the US and initially enrolled in a US school within 12 months prior to the October 24, 2011 testing date.</p>	<p>SPCode LEP (drop-down menu)</p> <p>No</p> <p>Yes, LEP</p> <p>Yes, Former LEP</p> <p>Yes, LEP/IMM</p>	<p>SPCodeLEP Column W</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	

Data Element	Instructions	Interface	
		Individual student entry	Spreadsheet
	<p>Accommodations – IEP/504 Consult <i>Test Coordinator's Manual</i>, Appendix C (pages C13 – C19) located at http://www.dpi.state.nd.us/testing/assess/manual07.pdf for specific accommodations and how they are defined. Contact your special education staff for accommodations used by each student. The Assessment Accommodations/Modifications Worksheet (Appendix C, page C18-C19) should be used to collect data. This data element must have a response for each student with a disability. Accommodations – IEP/504 data will be <u>imported</u> automatically from TIENET. It <u>cannot be edited</u> in the Assessment Report.</p> <p>Verify that the information is correct according to the following codes. Keep in mind if your school is BIE, or you have BIE students, you will still be able to edit the Accommodations students have. Records being imported from TIENET will ONLY affect the public schools.</p>	Accommodations-IEP/504	Columns X-AI
	IEP504 Acc1 NoAccom (If accommodations were used, one or more of the following choices must be selected.) IEP504Acc2 GenEd with reduced distractions IEP504Acc3 Outside GenEd setting IEP504Acc4 Environmental adjustments IEP504Acc5 Visual IEP504Acc6 Braille IEP504Acc7 Presentation with technology IEP504Acc8 Read aloud, directions only IEP504Acc9 Read aloud, test item verbatim IEP504Acc10 Scribe IEP504Acc11 Calculating device IEP504Acc12 Respond with technology	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes 0 No 1 Yes

Data Element	Instructions	Interface	
		Individual student entry	Spread-sheet
<p>Migrant See page 9 at http://www.ed.gov/programs/mep/mepguidance2003.doc or page 20 of this document for the federal definition of a migrant student. This data element is <i>imported</i> from the school district's Enrollment Report. It <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Verify that the information is correct according to the following codes. A blank box or "0" means the student is not eligible as a migrant student. A checked box or "1" means the student is eligible as a migrant student.</p>		<p>Migrant</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p>	<p>MigrantCode Column S</p> <p>0 No 1 Yes</p>
<p>Homeless Child or Youth See http://www.dpi.state.nd.us/title1/targeted/general/facts/homeless.pdf or page 20 of this document for information on homeless children and youth. This data element is <i>imported</i> from the school district's Enrollment Report. It <i>cannot be edited</i> in the Assessment Report. See instructions for correcting inaccurate data on page 5 of this document.</p> <p>Verify that the information is correct according to the following codes. A blank box or "0" means the student is not eligible as a homeless child or youth. A checked box or "1" means the student is eligible as a homeless child or youth.</p>		<p>Homeless</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p>	<p>HomelessCode Column T</p> <p>0 No 1 Yes</p>

**Limited English Proficient Student:
Students must meet a part of the criteria in each of the sections (A-D)**

The term “**limited English proficient**”, which is defined in section 9101 of Title IX when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was **not born in the United States** or whose **native language is a language other than English**;
 - (ii)
 - (I) who is a **Native American** or **Alaska Native**, or a native resident of the outlying areas; **and**
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; **or**
 - (iii) who is **migratory**, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**
 - (iii) the opportunity to participate fully in society.

Must meet either part i, ii **or**

Must meet either part i, ii **or**

If part (ii) then must meet both pieces I **and** II

34 CFR 200.81

Migratory Child

A1. What is the definition of “migratory child”?

According to sections 1115(b)(1)(A) and 1309(2) of the statute and section 200.81(d) of the regulations, a child is eligible for the MEP if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); *and*
2. The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and*
4. Such employment is a principal means of livelihood; *and*
5. The child:

Has moved from one school district to another; *or*

In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*

Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Homeless Children and Youth

Under the federal McKinney-Vento Homeless Assistance Act, which was reauthorized under the *No Child Left Behind Act*, the term “homeless children and youth” refers to students who lack a fixed, regular, and adequate nighttime residence. Homeless students include students who:

- Are awaiting foster care placement
- Are abandoned in hospitals
- Share the housing of other people due to the loss of housing, economic hardship, etc.
- Live in motels, hotels, or campgrounds
- Live in emergency or transitional shelters
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

**Provision 2 and Provision 3 Schools
School Year 2011-12**

County/District/ Plant No.	Location	School Name
40 409 8120	Belcourt	Ojibwa Indian School
40 007 8567	Belcourt	Turtle Mountain Community High School
40 007 8566	Belcourt	Turtle Mountain Community Middle School
40 007 8565	Belcourt	Turtle Mountain Community Elementary School
08 900 8830	Bismarck	Theodore Jamerson Elementary School
51 401	Bismarck	Western Plains Residential Center (DBR)
43 003 1278	Cannon Ball	Cannon Ball Elementary School
36 800 0K84	Devils Lake	North Dakota School for the Deaf
40 900 1970	Dunseith	Dunseith Day School
40 001 1968	Dunseith	Dunseith Public School - Elementary
40 001 1966	Dunseith	Dunseith Public School – High School
51 401	Fargo	Fargo Residential Treatment Center (DBR)
51 401	Fargo	Fargo Youth Home (DBR)
03 900 2903	Fort Totten	Tate Topa Tribal School – Elementary
03 900 2903	Fort Totten	Tate Topa Tribal School – Middle
03 030 2910	Fort Totten	Four Winds Community High School
43 409 8130	Fort Yates	St. Bernard Mission
43 004 2921	Fort Yates	Fort Yates Middle School
43 900 2902	Fort Yates	Standing Rock Elementary School
43 900 2905	Fort Yates	Standing Rock High School
13 037	Halliday	Twin Buttes
27 036 5459	Mandaree	Mandaree
03 005 5741	Minnewauken	Minnewauken Public School
51 401 0066	Minot	Dakota Boys Ranch School
31 001 6036	New Town	Edwin Loe Elementary School
31 001 6039	New Town	New Town High School
03 016 6226	Oberon	Oberon Public School
28 085 9363	Roseglen	White Shield Public School
40 003 8152	Saint John	St. John Public School
43 008 7804	Selfridge	Selfridge Public School
43 003 8036	Solen	Solen High School
39 900 9175	Wahpeton	Circle of Nations
03 029 9219	Warwick	Warwick Public School