The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

Migrant Student Information Exchange (MSIX) State Profiles
2017 Annual Directors Meeting

Patricia Meyertholen & Maria Hishikawa
MSIX Team
Match 7 & 8 2017
Agenda

• Purpose and Background
• Sample State Profile Review
• Group Discussion
• Next Steps
• Contacts
Objectives

• Attendees will understand:
  • The purpose and background of Migrant Education Program (MEP) State Profiles,
  • The contents of the State Profiles, and
  • How State performance metrics relate to National performance metrics.

• Attendees will be able to:
  • Interpret data represented in various charts,
  • Identify charts of interest for their state,
  • Gain insight into data analysis activities at other MEP States, and
  • Identify next steps in ensuring accuracy and currency of MEP State Profile data.
Legal References

Statute
Sections 1304(b)(3) and §1308(b) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by Every Student Succeeds Act (ESSA) of 2015

Code of Federal Regulations
34 CFR 200.81, 200.82(c) and 200.85

Guidance
Purpose of State Profile

Primary State Profile purpose: inform decision-making for internal stakeholders, and then inform external stakeholders

• Provide the State MEP director, as well as other State MEP staff members, parents, and other stakeholders, with the most recent MEP State data,

• Use these data to inform decision making as it applies to the State MEP Comprehensive Needs Assessment/implementation of the State’s MEP/Service Delivery Plan, and

• Provide an standard overview of basic MEP State information, performance measures, funding, and other important data that will inform stakeholders and their decision-making.
Government Performance and Results Act (GPRA) and State Profiles

**National GPRA As**
- National measures
- Measure program outcomes
- Based upon eligible students
- Determine efficacy nationwide
- Measure efficiency

**State Profiles**
- State measures
- Measure program outcome measures and outputs/processes
- Based on eligible students
- Provide a dashboard to measure key results and processes
- Measure efficiency
Background Information

• Department of Education (ED) Data Quality Initiative (DQI) and the Office of Migrant Education (OME) began process in December 2010 to discuss and prioritize GPRA and State profile data.

• Gathered State Profile input from ED DQI, Interstate Migrant Education Council (IMEC), State Directors at the Annual Directors’ Meeting (ADM), National Association of State Directors of Migrant Education (NASDME), MEP Coordination Work Group, and the MSIX DQI.

• Filtered State Profile input through the following requirements:
  • State Profile measures to be aligned with MEP Goal
  • Data are collected/can be collected across all States
MSIX MEP STATE PROFILES – MOCK-UP STATE PROFILE REVIEW
FICTITIOUS DATA
Contents of the State Profiles

• Introduction
• State MEP allocation and Comparison of Consolidated State Performance Report (CSPR) and MSIX child counts
• State charts and tables
• What Do My State’s Charts and Tables Tell Me?
• Breakout of charts in 508 compliant table format
• Glossary
Chart 2a - Total MEP Population by PFS

Eligible MEP Population: 2,500
Enrolled in a MEP-Funded Project: 2,000
Not Enrolled in a MEP-Funded Project: 438

Chart 2a depicts your State’s Total Eligible MEP Population by Priority for Service (PFS) status. Enrolled in a MEP-Funded Project and Not Enrolled in a MEP-Funded Project are both subpopulations of the Total Eligible MEP Population. Combining Enrolled and Not Enrolled subpopulations will equal Texas’ Total Eligible MEP Population. Refer to the What Do My State’s Charts and Tables Tell Me? section of your State Profile for the definition of PFS Value Not Specified.
Chart 5a depicts the duplicated number of Qualifying Moves To and From Texas during the Performance Period. Chart 5a is only representative of Texas data.

Number of Moves

<table>
<thead>
<tr>
<th>Number</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Light Green</td>
</tr>
<tr>
<td>800</td>
<td>Dark Green</td>
</tr>
</tbody>
</table>
Chart 7 depicts Texas' Missed Enrollments throughout the Performance Period. Missed Students represent the unduplicated count of students that had Qualifying Moves To or From Texas without an associated Enrollment 12 months after their move. Missed QADs represent the duplicated count of missed Enrollments that correspond with a student's most recent Qualifying Move without an associated Enrollment 12 months after their move. The size of the bubble is proportional to the number of Missed Students and Missed QADs.
MSIX MEP STATE PROFILES – GROUP DISCUSSION
Discussion Starters

• How would you implement a process to review the State Profiles data and inform decision-making?
• Which of the provided charts and tables are of most interest in your state?
• Does your state conduct data analysis? How does your analysis compare with the MEP State Profiles?
• In what positive way can your State Profile be used in your State MEP?
MSIX MEP STATE PROFILES – SMALL GROUP FEEDBACK
Next Steps

• Submit minimum data elements (MDEs) for FY15-16 and FY16-17 in accordance with updated MSIX file specifications

• Work with State’s MSIX Technical Lead to reconcile State generated Child Counts with MSIX generated Child Counts (Child Count Report)

• Resolve MSIX Work List items

• Run and review Data Quality Reports regularly to address anomalies in file submissions
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