

STARS

State Automated Reporting System

MIGRANT EDUCATION USER MANUAL

State Automated Reporting System (STARS)

This document is the online reporting directions for identifying migrant students in your school. The State Automated Reporting System (STARS) can be accessed at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>. A North Dakota state login identification is needed to enter this report. Once you have logged in, the page shows all available reports to which you have been granted access.

For information regarding navigating and using the different features in the STARS, reference the STARS User Manual at www.dpi.state.nd.us/resource/STARS/Reports/manual.shtml.

1. Reporting Migrant Students

- Click on the plus sign to the left of the folder titled “Enrollment” to expand the tree view
- Then click on the plus sign next to “Enrollment”



- Lastly, click on your authorized school



2. Open the Migrant Report

- A gray box will appear on the right hand side of the screen
- Choose the correct school year
- Once you have selected the school year, click on the “Select” button in the gray box to open

A screenshot of the Enrollment report form. The form is titled 'Enrollment' and contains the following information:

Educational Unit:	DPI DISTRICT
School Year:	2008-2009
	Select
Due Date:	Sep 15
Contact Name:	Kenneth Steiner
Email:	kasteiner@nd.gov
Phone:	701-320-1670
Notes:	

Red arrows point to the '2008-2009' dropdown menu and the 'Select' button.

- Click on the plant dropdown arrow to choose your school
- Click on filter

Check to return only the most recent student detail record for a student.

Plant: 

Grades: (ex. "K,1-3" or "9-11" or "PK,4,5-8")

Last Name Begins With:

Special Ed: Section 504: Refugee:

Alternative Ed: NS Lunch Program: Open Enrolled:

BIE: 21st Century: Title I:

Home School:



- Click on the name of the student that will be marked migrant status

Last Name	First Name	Middle Name	Grade	Gender	Date of Birth	State ID	Start Date	End Date
 Caseman	Crystal		1	F	Sep 9, 1995	2416773080	May 1, 2009	May 22, 2009

- Click on "Check Out" on the left-hand side of the screen
- Click on your school district

School Year Details

District	Plant	Grade	Begin Date	End Date
 DPI DISTRICT	DPI DISTRICT	1	Sep 2, 2008	Mar 1, 2009

- You will enter a screen that looks like the sample below

Resident District:

Enrolled Status:

End Date:

Exit Code:

District Details

CTB Label Group: (ie. Teachers Name (format: Last, First) or Teacher and ClassID)

BIE

Served BIE (BIE Plants Only):

Special Programs

Alternative Education Section 504

NS Lunch Program Title I

21st Century Gifted and Talented

Special Education
DPI Contact: Giv McDinnald, 701-328-2636, gmcinnald@nd.gov

Limited English Proficiency
DPI Contact: Mari Rasmussen, 701-328-2959, mrasmussen@nd.gov

Immigrant
DPI Contact: Mari Rasmussen, 701-328-2959, mrasmussen@nd.gov

 **Migrant**
DPI Contact: Sandy Peterson, 701-328-2170, smpeterson@nd.gov

Homeless
DPI Contact: Laurie Matzke, 701-328-2284, lmatzke@nd.gov

Refugee
DPI Contact: Mari Rasmussen, 701-328-2959, mrasmussen@nd.gov

Home School

Program Days:

Parent Qualification:

Monitoring:

Testing Type:

Test Name:

Other Test Name:

Test Score:

If students in your school meet the following definition, they will qualify as migrant students:

The term “migratory children” means a student who moves with family members from any school district or any state to another state for temporary or seasonal employment in agriculture. Some of the qualifying agricultural activities in North Dakota are dairy workers, custom combiners, beekeepers, turkey farmers, dairy farmers, meat packing, etc. Please note it does not matter how far the families move, as long as the move is from any school district or any state within a three-year time period. If a migrant family has not made a move from a school district or another state in three years, the family is no longer considered migrant status. **For example, the family is a migrant family if they made a move on April 8, 2008, to come to your community for agricultural related work and left November 8, 2008, to return to their home. As of 2008, the eligibility years to qualify as a migrant student are 2006, 2007, 2008 and any move after September 1, 2005. If a migrant family has not moved within that time frame, the family and children are no longer migrant students.**

- If the student qualifies as a migrant student, check the “Migrant” box; then complete Steps 1-7.

Step 1: Enter “Last Qualifying Move Date” (mm/dd/yyyy). The last qualifying move date is the date the migrant family members left a school district or left a state to enroll in your school. You may also use the date that the students enrolled in your school for the “Last Qualifying Move Date.”

Step 2: Check the box if the student is classified as having “Priority for Services.” See description of services in Appendix A.

- Was this student identified as at "RISK" in the Title I Student Selection Process? Yes Or No
- Was this student’s education interrupted during the regular school year? Yes Or No

If you have answered yes to both of the above questions this student would be identified as "Priority for Services."

Step 3: Check each box that applies to “Services Received.” See description of services in Appendix A.

Step 4: Check if either of the “NCLB School Improvement Options” apply (not applicable to the summer migrant education program).

Step 5: Check each box that applies to the agricultural activities of the migrant parent(s).

Step 6: Click on “Save” on the left side of the screen.

Step 7: Click on “Check In” on the left side of the screen.

Step 8: Click on “Exit Report” found in the upper right corner.

Welcome Title Admin

Step 8

Exit Report

Enrollment

District Student Filter

Notification

Migrant
DPI Contact: Sandy Peterson, 701-328-2170, smpeterson@nd.gov

Step 1

Last Qualifying Move Date:

Was this student identified as at 'Risk' in the Title I student Selection Process?

Was this student's education interrupted during the regular school year?

If you checked to both questions of the above questions, this student would be identified as Priority for Services.

Step 2

Has Priority for Services

Services Received:

Any referred service

Any instructional service

Reading instruction

Mathematics instruction

Any support service

High School credit accrual

Counseling service

Continuation of service

Step 3

NCLB School Improvement Options:

Enrollment in Public School Choice

Supplemental Educational Services

Step 4

Qualifying Agricultural Activities (Parents):

Bee keeper/honey processor

Custom combining

General dairy farmwork

Meat processing plant

Step 5

Potato industry

Sugar beet industry

Turkey farm/processing plant

Transport any agricultural product

Farm Labor

Check In

Step 7

Save

Step 6

Validate

Submit

Generate PDF

FALL ENROLLMENT COLLECTION

Print Page

Help

Appendix A: Description of Migrant Student Services

Reading Instruction: Instruction in reading provided by a teacher for students on a regular or systematic basis, usually for a predetermined period. Includes correspondence courses taken by a student under the supervision of a teacher.

Counseling Services: Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities can take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

Mathematics Instruction: Instruction in mathematics provided by a teacher for students on a regular or systematic basis, usually for a predetermined period. Includes correspondence courses taken by a student under the supervision of a teacher.

High School Credit Accrual: Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period. Includes correspondence courses taken by a student under the supervision of a teacher.

Continuation of Services: (1) A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Enrollment in Public School Choice: ESEA provides parents of children enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring the opportunity to transfer their children to a school that has not been so identified, even as his or her original school is undergoing improvement.

Supplemental Educational Services: ESEA provides parents of children enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring the opportunity for their children to receive supplemental educational services. These services are additional academic services designed to increase the academic achievement of low-income students in low-performing schools. These services may include tutoring, remediation, or other educational interventions that are consistent with the content and instruction used by local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. (Example – after school programs).

Priority for Services: (1) Migratory children who are failing, or most at risk of failing, to meet the State's challenging academic content standards and student academic achievement standards, and (2) **any** migratory children whose education has been interrupted during the regular school year. **A student must meet both criteria to be considered a priority for services.**

Support Services: This would include but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation.

Any Instructional Services: If the student received instructional services other than reading and math.

Any Referred Service: This would include Special Education, English as a Second Language (ESL), etc.