# Priority for Service (PFS)

In Oregon our definition for Priority for Service (PFS) are those that have **both:** 1) a school interruption during the regular school year, and 2) are failing, or most at risk of failing, to meet the State’s challenging academic standards.

Title IA is given to serve the economically disadvantage students. Students in a poverty school are all assessed, and the lowest 5-10 percentages of students are served. Title IC (cousin to Title IA), also needs to serve the neediest migrant students. We define the neediest as those that meet both criteria:

1. They have moved within the school year, enrolled late in the school year, withdrew early in the year, **OR** have 10 or more absences due to their migrant lifestyle.

**AND**

1. They have not met both the reading OR the math state assessments (SBAC). For those students who don’t have a state assessment, one of the following criteria will qualify them for at-risk of failing: 1) being ELL, 2) having repeated a grade, **OR** 3) being older than their school peers.

# PFS Lists

Districts and ESDs need to produce and maintain a living list of PFS students. A student that was PFS that now passed the state assessments, or no longer is moving, will fall off the PFS list. Those that aren’t PFS that don’t pass a state assessment and move could now be considered PFS. OMESC sends out a list of PFS students who qualify for funding once a year (in January). This list is used mainly to start your living PFS list. Districts know from week to week what students have moved or are passing state benchmark assessments. When available, ODE gives us a list in late May of students that have taken reading and/or math assessment to prepare for summer school PFS for each area.

**Maintaining a Living PFS List**

To ensure that you have a Living list of PFS; keep up with the student’s enrollment status by:

1. Reviewing COEs for education interruption.
2. Obtaining raw data file from OMESC for education interruption.
3. Checking the MSIX system for test data
4. Checking the local SIS system for test data.

Some recommendations to for the maintaining the Living PFS List:

1. Add new students that met the criteria:
	1. Not meeting academic status and Education Interruption
		1. Keep a worksheet of Student’s who did not meet using local assessments, state assessments, or assessment data on MSIX for 2014.2015 RSY.
		2. Keep a worksheet for Education Interruption (review QAD on new COEs).
	2. Using the two worksheets (Not meeting academic status & Education Interruption), import into Access and relate the two files. Like the steps above. (See instructions on Third Task above)
2. Remove students who no longer meet the criteria.
	1. Remove students who have ***exited ELL***, if ELL is the qualifier.

# What do PFS students get that other migrant students don’t?

PFS students are the first in line to receive Migrant Education Program services. If you have an after-school program or summer program, all PFS should be there. They are the ones the program was funded for. It isn’t good enough to invite them once. Every effort needs to be made to get PFS students services. Once PFS students are placed in a program, other migrant students can be added to capacity. The planning and focus of the services should be based on your PFS students.

# PFS Test (Shared by WESD)

# Who is priority for services in the MEP?

1. Students who have had an education interruption.
2. Students who have been placed in the Oregon Migrant Student Information System (OMSIS).
3. Students who have failed to meet state academic standards.
4. Both A and C
5. Both A and B

# How does Oregon determine Priority for Service (PFS) students?

1. State Education Agencies (SEAs) must establish and implement appropriate procedures to identify and target services to migrant children who meet the PFS requirement.
2. The OMSIS identifies students that are PFS for funding.
3. Local Education Agencies (LEAs) target PFS students first when providing services.
4. All of the above.

# What is “educational interruption” during the school year?

1. When the student did NOT pass reading or math on SBAC test for students in grades 3-10, or be a KG-12 grade migrant student with no statement assessment information.
2. During the regular school year, a student changed school or missed a “significant” amount of school time (e.g., 10 days or more).
3. Both A and B
4. None of the above.

# How is a “failure to meet state academic standards” determined?

1. When, in the preceding 12 months, a student changed schools or missed a “significant” amount of school time (e.g., 10 days or more)
2. The SEA determines if a student is not meeting state standards.
3. When a student does not pass reading or math on Smarter Balanced test, or if they don’t have a test, they are English language learners, been retained or above the age of their grade peers.
4. LEAs determine if a student is not meeting state standards.

# May districts serve migrant students who do not meet PFS criteria?

1. Yes
2. No

# “Every district and school that has migrant students should be able to identify and explain who their PFS students are.” Is this statement True or False?

1. False
2. True
3. **What are the benefits of being PFS?**
4. Students are served first.
5. Local areas receive more funding.
6. Students receive Accident Insurance.
7. Both A and B

**Answer Key to PFS Test**

# 1. Who is priority for services in the MEP?

d. Both A and C

# 2. How does Oregon determine PFS students?

d. All the above

# 3. What is “educational interruption” during the school year?

b. During the regular school year, a student changed school or missed a “significant” amount of school time (e.g., 10 days or more).

# 4. How is a “failure to meet state academic standards” determined?

c. When a student does not pass reading or math on Smarter Balanced test or if they don’t have a test, they are English Language Learners, been retained or above the age of their grade peers.

# 5. May districts serve migrant students who do not meet PFS criteria?

1. Yes

# 6. “Every district and school that has migrant students should be able to identify and explain who their PFS students are.” Is this statement True or False?

# True

1. **What are the benefits of being PFS?**
2. Both a and b