

## What Can I Learn from PASS Administrative Reports?

### *PASS Goal Report Card*

Available through the Migrant Student Information System (MSIS) database (Reports tab, Educational reports) at [www.msdr.org](http://www.msdr.org) (password issued by MSDR), and through the PASS Database at [www.semy.org](http://www.semy.org) (password issued by SEMY).

What I Notice	Questions I Might Ask
Overall, non-migrant students are experiencing more success than migrant students in PASS	<ul style="list-style-type: none"> <li>• Are levels of mentoring support for these two groups different?</li> <li>• Do the migrant students need tutoring in their native language?</li> <li>• Are migrant parents involved in the decision to offer a PASS class to their teenager?</li> <li>• Is PASS the automatic option offered to a migrant student who fails a class in school? Might other available options be advisable given a specific student’s needs?</li> <li>• Might students placed in these courses be better served by certificated teachers with training in skill identification and remediation in the classroom setting?</li> <li>• Are migrant students being challenged to achieve the same high academic standards as other students in the building, and receiving the support needed to overcome learning gaps?</li> </ul>
The number of courses dropped with no credit seems high compared to the number of courses in which credit was earned.	<ul style="list-style-type: none"> <li>• Is the PASS Contact Person meeting with the student consistently a couple of hours each week to encourage consistent progress and maintain student motivation?</li> <li>• How are parents being invited to help motivate the student to work in the course?</li> <li>• Why not ask the students, themselves, what they need to be more successful in their coursework?</li> <li>• When it became obvious that the student was making no progress in the course, were other credit earning placement options carefully considered?</li> <li>• Is the student’s reading level being formally assessed prior to placement in PASS?</li> <li>• Does the student understand how this PASS course fits into his/her High School and Beyond Plan?</li> </ul>

Can SEMY’s professional development services help you achieve your goals for migrant secondary school students?  
 They are offered without charge to districts serving migrant secondary students in Washington State.

**PASS Goals Report Card (cont'd.)**

What I Notice	Questions I Might Ask
<p>One or more students has been enrolled in more than 3 PASS courses.  <i>Tip: Identify the actual students through the PASS Detailed Student and Course Information report.</i></p>	<ul style="list-style-type: none"> <li>• What are the criteria in which our high school counselors refer a migrant student for enrollment in PASS?</li> <li>• Are some of our teachers reluctant to accept migrant students transferring into their classes a week or more after the grading period begins?</li> <li>• Do migrant students who enroll for school late in the grading period earn partial credit for work completed in our regular classes?</li> </ul>
<p>The first unit test is often scored more than 39 days after the student was enrolled.</p>	<ul style="list-style-type: none"> <li>• Is the PASS Contact Person meeting with the student consistently a couple of hours each week to encourage consistent progress?</li> <li>• Is the PASS Contact Person asking parents to encourage the student to work in the course?</li> <li>• Why not ask the students, themselves, what they aren't making faster progress? They may have valid reasons that no one knows about because they haven't asked.</li> <li>• Does the student have a quiet place and time to study?</li> <li>• Does the student know how this PASS course will affect his/her ability to graduate?</li> </ul>
<p>There is often a delay of more than 39 days between scoring of successive unit tests.</p>	<ul style="list-style-type: none"> <li>• How did these students score on previous unit tests? Do they need assistance by content area teachers in the building?</li> <li>• Is the PASS Contact Person helping the student relate course content to current challenges and/or career goals?</li> <li>• How is the student's course progress being recognized and extrinsically rewarded?</li> <li>• Is the student's desire to learn being extinguished through inadvertent negative reinforcement?</li> <li>• In what goal setting and personal coping skill building activities have these students participated? When do these students see themselves as leaders?</li> </ul>

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**PASS Goals Report Card (cont'd.)**

What I Notice	Questions I Might Ask
<p>There's a big difference in the course completion rate (Goal 2) of migrant students as compared with non-migrant students.</p>	<ul style="list-style-type: none"> <li>• Are levels of mentoring support for these two groups different?</li> <li>• Do the PASS Contact Persons working with these two groups have equivalent academic preparation for the task?</li> <li>• Is the educator mentoring migrant students seeking assistance from a content teacher when students need help?</li> <li>• Are content teachers making themselves equally accessible to both groups? Is translation available to facilitate effective communication?</li> <li>• Might students enrolled in the same PASS course study together?</li> <li>• Do the migrant students need tutoring in their native language?</li> <li>• Are students' reading levels assessed prior to placement in PASS?</li> <li>• Are parents of both groups of students equally involved in the decision to offer a PASS class to their teenager?</li> </ul>

**PASS Detailed Student and Course Information Report**

Available through the Migrant Student Information System (MSIS) database (Reports tab, Educational reports) at [www.msdr.org](http://www.msdr.org) (password issued by MSDR), and through the PASS Database at [www.semy.org](http://www.semy.org) (password issued by SEMY)

What I Notice	Questions I Might Ask
<p>More than two months has passed since the student was enrolled in the course, and no unit tests have yet been scored.</p>	<ul style="list-style-type: none"> <li>• Is the PASS Contact Person meeting with the student consistently a couple of hours each week to encourage consistent progress?</li> <li>• Is the PASS Contact Person inviting parents to help motivate the student to work in the course?</li> <li>• Does this student need help from a content area teacher to master challenging concepts?</li> <li>• Is lack of familiarity with key terms hindering the student's ability to progress?</li> <li>• Has the student's previous failure in this subject created a psychological barrier which must be overcome through skilled intervention?</li> </ul>

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***PASS Detailed Student and Course Information Report (cont'd.)***

What I Notice	Questions I Might Ask
Unit tests are scored out of sequence.	<ul style="list-style-type: none"> <li>• Do students mistakenly have access to all the student workbooks for the course, and choose the one they want to work on next? (Concepts in units assume mastery of previous instruction.)</li> <li>• Is the PASS Contact Person mistakenly starting a student in a workbook s/he has on hand before actually enrolling the student and receiving current course materials?</li> </ul>
Two or more unit tests were scored the same day.	<ul style="list-style-type: none"> <li>• Is the PASS Contact Person mistakenly holding unit tests and mailing several in at a time? (Students lose the right to retake the prior unit test once a successive unit test is scored.)</li> <li>• Is the student actually taking multiple unit tests on a single day? If so, is this in the best interests of the student?</li> </ul>
The student was tested in all enrolled units within an unusually short period after initial enrollment. (Remember: 18 seat hours/unit.)	<ul style="list-style-type: none"> <li>• Was the student permitted to begin work in the course well before actually being enrolled? (Not recommended.)</li> <li>• Did the student actually complete assignments and fill in each unit workbook before being allowed to test in that unit? (Required.)</li> <li>• Were there extenuating circumstances permitting this level of concentrated effort?</li> </ul>
A student received failing grades in two successive unit tests in the course.	<ul style="list-style-type: none"> <li>• Did the student retake the first of these two unit tests in an attempt to improve the failing grade? (If no, was the student offered that opportunity?)</li> <li>• Is the PASS Contact Person making sure the entire unit workbook is completed before the student is allowed to test?</li> <li>• Does this student need individual tutoring from a content area teacher to master specific concepts?</li> <li>• Might this student benefit from information on improved study skills?</li> <li>• Can we offer this student a quiet time and place to study?</li> <li>• Is this student struggling to cope with personal, medical, or family problems and in need of assistance?</li> </ul>

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**PASS Detailed Student and Course Information Report (cont'd.)**

What I Notice	Questions I Might Ask
The student was enrolled in only part of the course.	<ul style="list-style-type: none"> <li>• Had this student completed part of the course in another setting? (Great!)</li> <li>• Perhaps the PASS Contact Person is enrolling the student in exactly the number of credits needed to meet our requirement. (That’s okay.)</li> <li>• Does the student’s academic counselor plan to combine partial credit documented on the transcript or as unresolved coursework in MSIS with credit earned through PASS to satisfy a graduation requirement? (Great!)</li> </ul>
Students are always enrolled in all five units of a PASS course.	<ul style="list-style-type: none"> <li>• Are high school counselors accepting and combining credit for partial work completed in previous settings? (Terrific!)</li> <li>• Do the high school counselors routinely access “unresolved coursework” records in the MSIS database as part of their analysis of a migrant student’s transfer credits? Can they demonstrate to you how to tell if a student has begun a PASS course in a previous district, and thus only needs to complete the balance remaining? (If so, great!)</li> <li>• Are migrant students being required to repeat the course from the beginning each time? What effect might this practice have on student motivation?</li> <li>• Might the failing grade in a previous setting have resulted from a specific assignment, such as a research paper, which could now be completed through a single unit of a PASS course?</li> </ul>
Are the majority of our Priority for Service (PFS) <sup>1</sup> migrant students being given access to alternative credit accrual opportunities through PASS?	<ul style="list-style-type: none"> <li>• Are the high school counselors and PASS Contact Person(s) aware of our focus on meeting the needs of PFS migrant students?</li> <li>• Have we analyzed our migrant students records to identify our PFS students?</li> <li>• Do high school counselors carefully monitor the credit needs of students who are older than expected for grade level?  <i>Tip: Drill down in the Grade/Age Distribution Summary Report available to you through the MSIS database.</i></li> <li>• Are content area teachers asked to assist a PFS student who is struggling in a PASS course?</li> <li>• Did the PFS student complete part of a PASS course in a previous district, and now need to resume work on it? (See the student’s MSIS record.)</li> </ul>

<sup>1</sup> Priority for Service migrant students are those students most at risk of failing to meet challenging academic standards and who experienced an educational interruption during the regular school year due to the migrant lifestyle in the previous 12 months.

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