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.
AGENDA / OBJECTIVES

• Introduction – Short History of Performance Reporting and Evidence
• Evidence Definitions
• Evidence in Program Design
• Summary
Statute
   Title I, Part C, Section 1304(c)(5).

Code of Federal Regulations
   34 CFR 200.84.

Guidance
INTRODUCTION - SHORT HISTORY OF PERFORMANCE REPORTING AND EVIDENCE
Our Consolidated State Performance Report (CSPR) Jeopardy Show!
EVIDENCE: 2018 MEP ADM

Our Family Feud Show!
MEP PROGRAM IMPROVEMENT WEBINAR

- Occurred on November 14, 2018
- Explored What Works Clearinghouse, the website to find strategies and interventions that are supported by strong or moderate evidence
- Explored Levels of Evidence
READING/LANGUAGE ARTS PROFICIENCY

**Percent Proficient**

<table>
<thead>
<tr>
<th>Low SES</th>
<th>EL</th>
<th>Hispanic</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2014-15</td>
<td>39.4%</td>
<td>29.1%</td>
<td>27.8%</td>
</tr>
<tr>
<td>SY 2015-16</td>
<td>40.2%</td>
<td>30.0%</td>
<td>29.4%</td>
</tr>
<tr>
<td>SY 2016-17</td>
<td>39.6%</td>
<td>29.1%</td>
<td>28.3%</td>
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GOVERNMENT PERFORMANCE RESULTS ACT (GPRA) TARGETS

From a base in SY 2015-16, GPRA targets increased 2.0% in both SY 2016-17 and SY 2017-18.
If we seek to radically change the GPRA trajectories, let’s consider how implementation of “evidence-based practices” may improve our students’ Reading/LA and Mathematics proficiency...what does that term mean to you?
EVIDENCE DEFINITIONS
LEVELS OF EVIDENCE AND EVIDENCE DEFINITIONS

The 2018 MEP Annual Directors’ Meeting session - “Family Feud?"

Reactions included:
• New material
• Difficult content
• Teamwork helps in similar situations
EVIDENCE DEFINITIONS

And “Family Feud” content included:

• Collection of data, analysis, interpretation, scientific method, data visualizations

• Logic model, demonstrates a rationale, experimental, quasi-experimental, regression, correlation (methodology)

• Program requirements

• CSPR questions
Our “Family Feud” session was an introduction to evidence. Today, we examine the four levels of evidence:

- Strong Evidence
- Moderate Evidence
- Promising Evidence
- Demonstrates a Rationale
STRONG EVIDENCE

Includes at least one well-designed and well-implemented experimental study on the intervention.

- Statistically significant and positive effect of the intervention on the outcome.
- Not be overridden by unfavorable evidence
- Have a large sample and multi-site sample
- Sample overlaps with the populations.
MODERATE EVIDENCE

Includes at least one well-designed and well-implemented quasi-experimental study on the intervention.

• Statistically significant and positive effect of the intervention on the outcome.
• Not be overridden by unfavorable evidence.
• Have a large sample and multi-site sample.
• Sample overlaps with the populations.
PROMISING EVIDENCE

Includes at least one well-designed and well-implemented correlational study with statistical controls on the intervention.

• Statistically significant and positive effect of the intervention on the outcome.
• Not be overridden by unfavorable evidence.
DEMONSTRATES A RATIONALE

• The intervention has a well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve the relevant outcome, and

• The intervention should include an effort to study the effects of the intervention, ideally producing promising evidence or higher.
EVIDENCE IN PROGRAM DESIGN
MIGRANT EDUCATION PROGRAM – LOGIC MODEL

**INPUT**

**Resources:**
- $374,751,000 Funding (FY 16)
- OME Excellent Leadership, TA, & Financial Support
- Consortium Grants
- MSIX

**Barriers:**
- Student Mobility
- Instructional Time
- School Engagement
- Low SES/Educational Support
- EL Status
- Health
- Access to Services

**PROCESS**

**SEA Grants Provide Resources For:**
- Instructional & Support Services
- Identification & Recruitment
- Re-Interviewing
- CNA/SDP/Evaluation
- Coordination of Services
- Parent Involvement
- Collection of Data Within EDFacts and MSIX
- Technical Assistance & Monitoring of Award & Subawards

**OUTPUT**

**Children Recruited & Identified**
- MSIX Facilitates Records Transfer & Coordination
- Children’s Secondary Course History Collected for Purpose of Credit Accrual
- Children Served, Particularly PFS, With Instructional Services, & Support Services w/Breakout of Counseling
- Children Referred to Other Programs
- Children Served Under COS Authority

**OUTCOMES**

**Increased Percentage of PFS Students Receiving Services**
- Increased Percentage of Secondary Students Receiving Services
- Increased Percentage of 8th Grade Students Proficient in Mathematics
- Children Referred to Other Programs
- Children Served Under COS Authority

**RESULTS**

**Improved Student Proficiency in Reading/LA & Mathematics**
- Improved Secondary Student Promotion & Graduation
- Improved Algebra I Success Rate

**IMPACT**

**Gap Reduction in Student Achievement in Elementary School, Middle School, & High School**
- Increased Graduation Rate
- Increased Post-Secondary Participation

**Leading Indicators**

1. Percent of PFS Served
2. Percent Grades 7-12 Received Services
3. Percent Received Full Credit for Algebra I
SDP STRATEGY SELECTION RESOURCES: “NON-REGULATORY GUIDANCE – USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS PART I”

- Identify local needs
- Select relevant, evidence-based interventions
- Plan for implementation
- Implement
- Examine and reflect

ESSA - Using Evidence to Strengthen Investment
SDP STRATEGY SELECTION RESOURCES: WHERE DO I FIND THEM?

Institute of Educational Sciences (IES): IES - "What Works Clearinghouse" (WWC)

• Select topics to find “What Works” based on evidence
• Reviewed research includes outcome domains, effectiveness ratings, studies that meet standards, improvement index, etc.
• Let’s look at an example!
After identifying local needs for decreasing dropouts, review a dropout prevention strategy, “Check and Connect.”

- Domains
- Effectiveness ratings
- Studies that meet standards
- Grades and numbers of students
- Improvement index
SDP STRATEGY SELECTION ACTIVITY

• Identify a partner.
• Review and quiz partner on types of evidence.
• Describe one Comprehensive Needs Assessment (CNA) need that your MEP must address differently for migratory students to succeed.
• Explore the WWC for potential solutions.
• Report-out.
SUMMARY
THOUGHTS ON EVIDENCE...

“Extraordinary observations require extraordinary evidence.”

-Buzz Aldrin (astronaut)
MORE THOUGHTS ON EVIDENCE...

“Science has authority, not because of white coats, or titles, but because of precision and transparency; you explain your theory, set out your evidence, and reference the studies that support your case.”

-Ben Goldacre (physician, writer)
THANK YOU DIRECTORS!

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