

Michigan Migrant Education

Program Evaluation

**Conducted by Jared Robinson
Education Research Consultant
Office of Evaluation, Strategic Research and
Accountability**



Shereen Tabrizi, Ph.D.

Education Consultant Manager, Office of Field Services
Special Populations Unit
Michigan Department of Education
Tel: 517-373-6066
tabrizis@michigan.gov

Michelle Williams

Migrant Education Consultant, Office of Field Services
Special Populations Unit
Michigan Department of Education
Tel: 517-373-6066
tabrizis@michigan.gov

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Executive Summary

In 2013, working in conjunction with stakeholders and with guidance from the United States Department of Education Office of Migrant Education (OME), the Michigan Migrant Education Program team at the Department of Education (MDE) developed two documents that have guided the evaluation plan for migrant education program in Michigan: the Comprehensive Needs Assessment (CNA) and the Service Delivery Plan (SDP). This work led to a series of 11 target migrant education program outcomes, which guided the programming work of the state team and local educators working to improve the education and lives of migrant children. It also provided the structure and direction for the evaluation plan.

After examining the data trends pertaining to Michigan's migrant students for the last 3-4 years, we found ample reason to celebrate the work of the Michigan Migrant Education Program (MiMEP). State reading, writing, and math achievement data results suggest that the achievement gaps between migrant students and their non-migrant peers have narrowed for multiple grade levels and subject combinations. This trend appears to be centered in migrant grades 5-11. Similarly, local math assessment data reveal that students are benefitting from summer migrant programming through the Math MATTERS and local ELA curriculums program as evidenced by Math MATTERS, Delta Math and Developmental Reading Assessment (DRA2). There has been a significant increase in the number of Out of School Youth (OSY) who are identified and served by the MiMEP.

This evaluation process has confirmed our belief that there is room for improvement with regards to narrowing and closing the achievement gaps as well as eliminating systematic barriers for Michigan's migrant population. Particularly, the achievement gaps appear to be widening for our youngest migrant learners in math, reading, and writing. Our limited English proficient students are struggling to meet their AMAO 1 (progress) target, and migrant graduation rates do not seem to be systematically rising.

Identifying the areas where we have made great strides as well as those where we need continued improvement is essential as we strategically plan effective ways to allocate our limited resources and continually improve our service delivery to students toward better outcomes.

Evaluation Plan

In 2013, working in conjunction with stakeholders and with guidance from the United States Department of Education Office of Migrant Education, MiMEP developed two documents that have guided our evaluation plan for migrant education in Michigan: the Comprehensive Needs Assessment (CNA) and the Service Delivery Plan (SDP). This work led to a series of 11 target migrant education program outcomes, which provide the structure and direction for our evaluation plan.

MDE Migrant Education Program Evaluation Outcomes

1. The achievement gap in reading and writing between migrant and non-migrant peers will narrow by at least 2 percentage points annually at each grade level on the state summative assessment.
2. The percentage of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by five percentage points annually.
3. The achievement gap in math between migrant and non-migrant peers will narrow by at least 2 percentage points annually at each grade level on the state summative assessment.
4. The percentage of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by five percentage points annually.
5. Migrant English learner (EL/LEP) students will develop their English language proficiency and meet the state Annual Measurable Achievement Objective (AMAO) 1 target each year.
6. By 2015, the percentage of migrant parents who report having access to instructional resources to provide support to their children will increase from 27% to 50%.

7. By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.
8. The percentage of migrant children reported as participating in structured early childhood programs, via preschool status in MEDS, and in Migrant Head Start will increase by two percentage points annually.
9. The percentage of migrant parents reporting that their children, birth to age five, receive preventative and intervention health services will increase two percentage points annually.
10. The graduation rate of migrant high school students, including GED, will increase by at least two percentage points annually.
11. The number of identified and served migrant Out of School Youth will increase by at least two percentage points annually.

For our evaluation plan, we were also interested in understanding how achievement patterns varied for students who we classified as Priority for Service (PFS) versus those who were classified as Not Priority for Service (NPFS). As such, we disaggregated achievement results for outcomes 1-5 based on PFS status. For accountability purposes, Michigan only includes students who have been enrolled in a school for the full academic year (FAY) on the State Assessments. Therefore, outcomes 1 and 3 include disaggregated results based on FAY status.

Data Sources

In order to evaluate the extent to which Michigan's MEP has met these 11 program outcomes, we have incorporated data from a variety of state and local sources. Identification data

for all migrant children in Michigan is maintained in the Migrant Education Data System (MEDS). This data system was used to identify the PFS/NPFS status for outcomes 1 through 5, and was the primary data source to evaluate outcomes 8 and 11. State achievement data was accessed from the MDE Secure Site in order to evaluate outcomes 1, 3, 5, and 10. Local assessment data from the DRA2, Math MATTERS, and Delta Math were collected via spreadsheets (DRA2 and Math MATTERS) and pulled from the online data warehouse (Delta Math). The local data were used to evaluate outcomes 2 and 4. The results of parent surveys were used to evaluate outcomes 6 and 9.

When possible, data were pulled from four academic years in order to describe observed trends in Michigan's migrant population achievement data. Data from 2010-2011, 2011-2012 and 2012-2013 were used, when available to establish empirical baselines for comparison. Data from the 2013-2014 and 2014-2015 represent the period targeted in this evaluation cycle. The state of Michigan experienced a State Assessment transition in the 2014-2015 school year changed the assessment to M-STEP and ACT and shifted the assessment window from fall to late spring. As such, assessment results for the 2014-2015 school year are not expected to be available until after the close of our evaluation. The graduation rate calculation work for the 2014-2015 school year is not scheduled to be completed until after the release of this report.

Implementation Report and Results

In order to conduct our evaluation, we systematically compared the achievement, enrollment, and survey data with the eleven stated program evaluation outcomes outlined in the SDP and again in the preceding section.

Outcome One: Reading and Writing Achievement Gaps on State Assessments

Our first outcome presents the MEP stated goal that the achievement gap in reading and writing between migrant and non-migrant peers would narrow by at least two percentage points annually at each grade level on the state summative assessment.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 1.

Table 1. Service Delivery Plan for Outcome One

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) <i>daily</i> to increase students' comprehension in the four core subject areas.	<ol style="list-style-type: none"> Teachers will collaborate to select common, subject specific, academic vocabulary lists that will be shared with all staff, parents and students. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction. 	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
Local MEP programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and	<ol style="list-style-type: none"> Teachers of migrant students will participate in Professional Development in Sheltered Instruction. Teachers of migrant students will participate in professional development focused 	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources

<p>speaking) across the content areas.</p>	<p>on comprehensible input, academic vocabulary, compare/contrast, higher order thinking skills/ questioning, and other best practices.</p> <p>3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy.</p> <p>4. Teachers of migrant students will implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction.</p> <p>5. Migrant administrators will purchase content-based leveled books at students' instructional and independent levels to increase reading comprehension skills.</p>	<p>Professional Development Opportunities</p> <p>Parent Survey Checklist for Administrators; Walkthroughs</p> <p>Onsite Review/ Monitoring Visit Observations</p>		<p>Migrant Education Consultant</p>	<p>Funding for Content-Based Leveled Readers</p> <p>Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy]</p> <p>Statewide Training and Materials (facilities)</p> <p>Travel Costs</p>
<p>Local MEP programs will implement the common Summer Curriculum.</p>	<p>1. MiMEP will facilitate the creation, revision and implementation of the common Summer Curriculum.</p> <p>2. Teachers of migrant students will participate in Professional Development related to the implementation of the common Summer Curriculum.</p>	<p>Teachers/ Administrators Survey</p> <p>Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities</p> <p>Parent Survey</p> <p>Onsite Review/ Monitoring Visit Observations</p>	<p>Summer 2013</p>	<p>Summer Curriculum & Assessment Workgroup</p> <p>Local Migrant Directors & MEP Instructional Staff</p> <p>Migrant Education Consultant</p>	<p>Release Time for Staff (substitute costs or stipends)</p> <p>Common Core State Standards Resources</p> <p>Common Summer Curriculum Resources</p> <p>Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy]</p> <p>Statewide Training and Materials (facilities)</p> <p>Travel Costs</p>

Strategy 1, academic language vocabulary lists, was accomplished through the implementation of the Math MATTERS curriculum. At the time the CNA and the SDP were completed, MiMEP was joining the Math MATTERS consortium. As we explored the curriculum and learned more about components, we saw the emphasis on academic vocabulary. Our focus for this strategy shifted from the creation of *new* isolated lists of words to a focus on

the academic vocabulary critical to successful implementation of the curriculum. We believe this focus has contributed to the positive results we have seen during the last three years of program implementation. Professional development for Math MATTERS and the common summer assessments has included an emphasis on academic vocabulary instruction for the last three summers.

Sheltered Instruction Observation Protocol (SIOP) strategies are a primary method in the Math MATTERS curriculum for making the content accessible to English learners.

Consequently, the curriculum and training provided through the Math MATTERS Consortium includes explicit instruction in SIOP strategies. All local summer migrant education program (SMEP) classroom teachers participate in summer training each year and receive the SIOP training necessary to support the curriculum implementation. Many of these teachers also instruct migrant children during the regular school year and have thus benefited from the additional pedagogy and instructional strategies being added to their “Teacher Toolbox”.

All summer migrant programs are implementing Math MATTERS within the context of their local program design. There are many variables in program design - size, number of teaching staff/classrooms, access to technology, length of school day, location of program (site/camp), etc. Local summer MEP directors receive coaching from the SMEP training team throughout program design and implementation. Reading instruction is included in the Classroom Lesson component of Math MATTERS but is limited and written in support of the overall lesson and not based on the diagnostic results of the child’s reading assessments. Writing instruction is included in the Math MATTERS curriculum as an *optional* component. Given the intensity of the core Math MATTERS curriculum and the focus on that implementation within the local context, the writing instruction and targeted reading instruction (beyond the Classroom

Lesson component) varies by local MEP. In summer 2015, the SMEP training team began differentiating the summer teacher training for those teachers who had already worked with the Math MATTERS curriculum for two summers. Following a thorough review of the Math MATTERS curriculum, session breakouts were offered which included *Readers' and Writers' Workshop, Using DRA2 Results*, and other ELA focused sessions. We will continue to grow and improve these session options for teachers who have taught three or more years with Math MATTERS curriculum.

Results. In Michigan, students take a state summative assessment in reading in each grade from third to eighth and then again in eleventh grade.¹ There is a state writing assessment in fourth, seventh, and eleventh grades. The reference group to establish the achievement gap for each subgroup consists of all Michigan non-migrant students who took the MEAP, MME, or MiAccess tests for a particular subject/grade/year combination for the school years 2011-2012, 2012-2013, and 2013-2014. The achievement gap is defined as percent proficient for the reference group minus the percent proficient in the migrant group.

The state proficiency data varies substantially between grade levels, even within the same content area. Using the achievement gap as the measure provides interpretability to the data. Because proficiency is a criterion referenced standard and the proficiency cut line is unique to each subject and grade combination, any comparison of achievement gap based on proficiency should be disaggregated at each subject/grade combination. We further disaggregated the data

¹ The naming conventions of Michigan's state summative assessments have recently changed. Before the 2014-2015 school year, the summative assessment for grades 3-8 in Reading, Writing, Social Studies, Science, and Mathematics was called the Michigan Education Assessment Program (MEAP). The 11th grade assessment was called the Michigan Merit Examination (MME). The Michigan Access Assessment (MiAccess) is Michigan's alternate assessment system designed for students with cognitive impairments. In 2015, Michigan transitioned to the Michigan Student Test of Educational Progress (M-STEP). The M-STEP consists of summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics are assessed in grades 3-8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade. Michigan continues to administer the MiAccess exam as its alternate assessment.

into gaps for the FAY and non-FAY migrant populations and the PFS and NPFS migrant populations.² Only students with valid proficiency scores on the MEAP, MME, or MiAccess assessments were included in the respective samples.

Writing results. The writing assessment was given to students taking the MEAP, MME, or MiAccess in grades 4, 7, and 11. The gap results are presented, by grade, in figures 1-3 below.

There are several difficulties when interpreting cohort trend data on migrant achievement gap in Michigan. As with any cohort-level data, we would expect for inter cohort variation to account for a certain degree in the patterns of variability we observe. In figure 3, for example, the students in the 2011-2012 sample for eleventh are a completely different set of students from the 2012-2013 eleventh graders and likewise the 2013-2014 eleventh graders. To the extent that subsequent cohorts differ in group or individual characteristics in ways that are exogenous to the MEP, attributing strict causality to observed patterns becomes problematic. This is particularly true for migrant populations, which are characterized by mobility. Appendix A presents the data in tables, including the varying N counts for each cohort.

² In 2012-13, MiMEP issued guidance and provided training for PFS determinations. Thus, the PFS data used in this evaluation starts with the 2012-2013 school year.

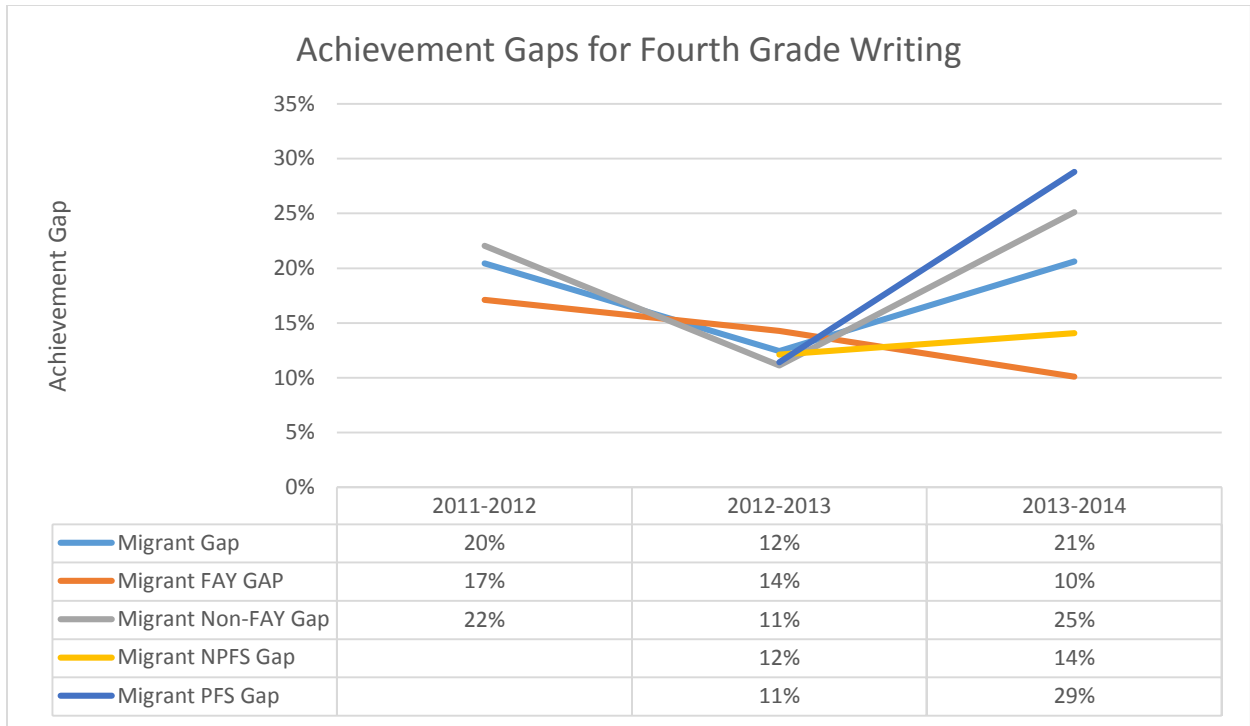


Figure 1: Achievement Gaps for Fourth Grade Writing

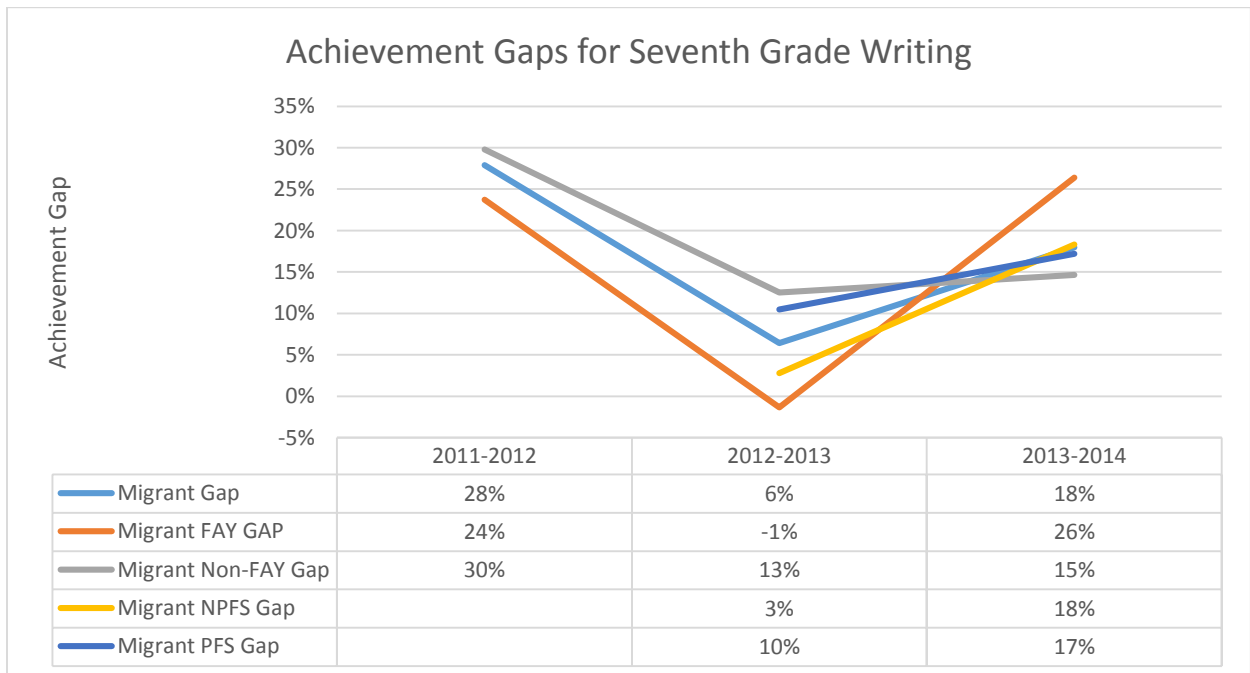


Figure 2. Achievement Gaps for Seventh Grade Writing.

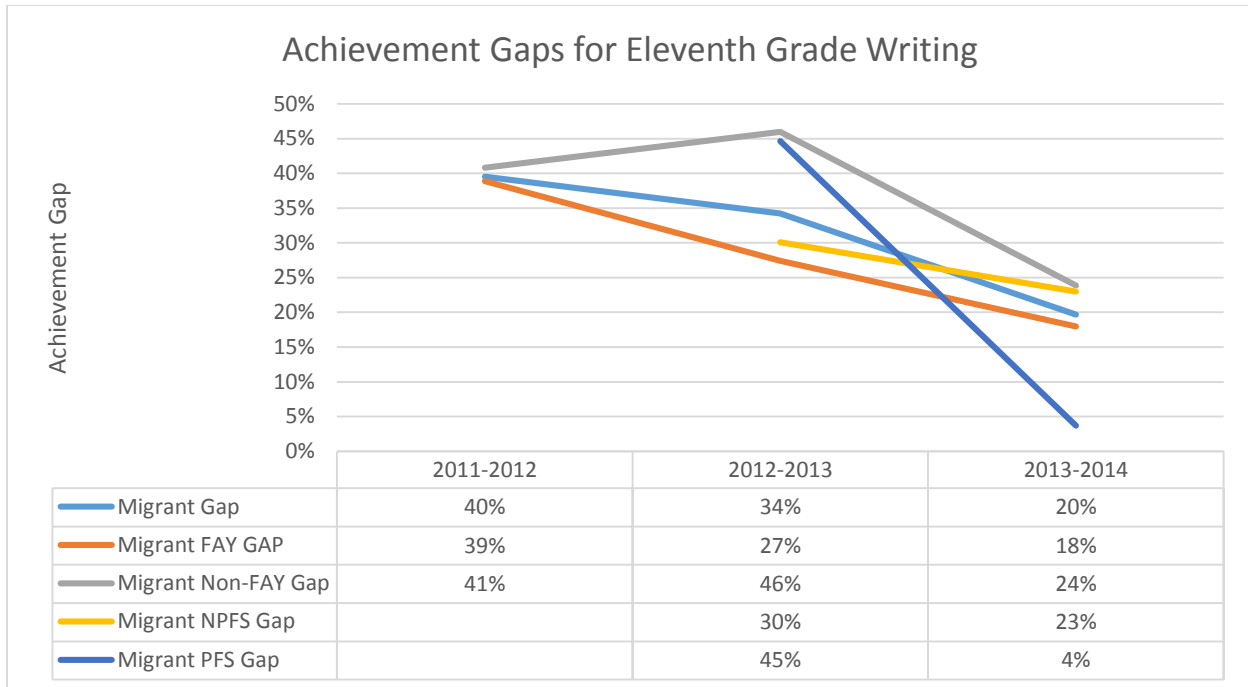


Figure 3. Achievement Gaps for Eleventh Grade Writing

A visual examination of the data revealed some interesting patterns that have helped inform our thinking about the MiMEP. First, at the aggregate level, we noted that in 2011-2012, the achievement gap for writing widened as students got older (20 percentage point gap for fourth grade, 28 for seventh, and 40 for eleventh). In 2012-2013, the gap for all three grade levels narrowed by at least six percentage points, and the seventh grade gap narrowed to 6 percentage points. In 2013-2014, the gap returned to 21 points for fourth grade, it widened to 18 percentage points for seventh grade, and narrowed in eleventh grade to 20 percentage points.

The stated goal was that the gap would narrow by at least two percentage points each year, and by strict interpretation, we observed this trend in one of the three assessed grades for writing (eleventh). Seventh grade had a mixed pattern with a steep drop in 2012-2013 before a moderate increase in 2013-2014. Overall, the seventh grade writing 2013-2014 gap was still 10 percentage points lower than it had been two years earlier. Monitoring future achievement data may determine whether this represents an overall trend of narrowing the gap or if it is an artifact

of cohort idiosyncrasies. For fourth grade, the three year trend shows the achievement gap widened by one percentage point than it was two years prior.

The disaggregated data shows that for the most part, FAY migrant students have a narrower writing achievement gap than their non-FAY migrant peers, although there does not appear to be as clear of a discernable trend in the patterns for PFS and NPFS students.

Reading Results. The reading assessment was given to students taking the MEAP, MME, or MiAccess in grades 3-8 and 11. The gap results are presented, by grade, in figures 4-10 below.

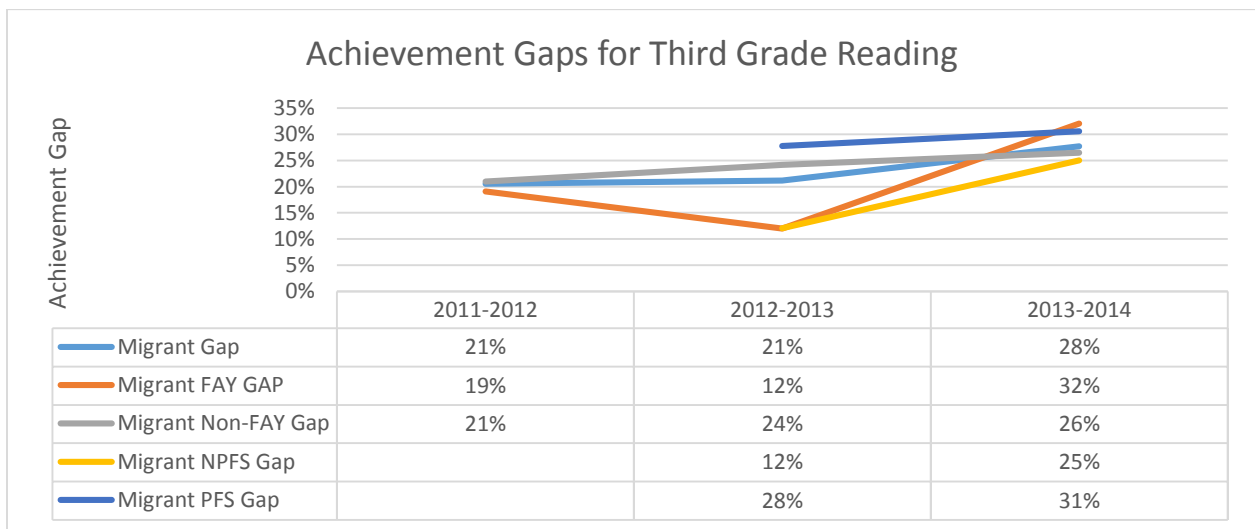


Figure 4. Achievement Gaps for Third Grade Reading

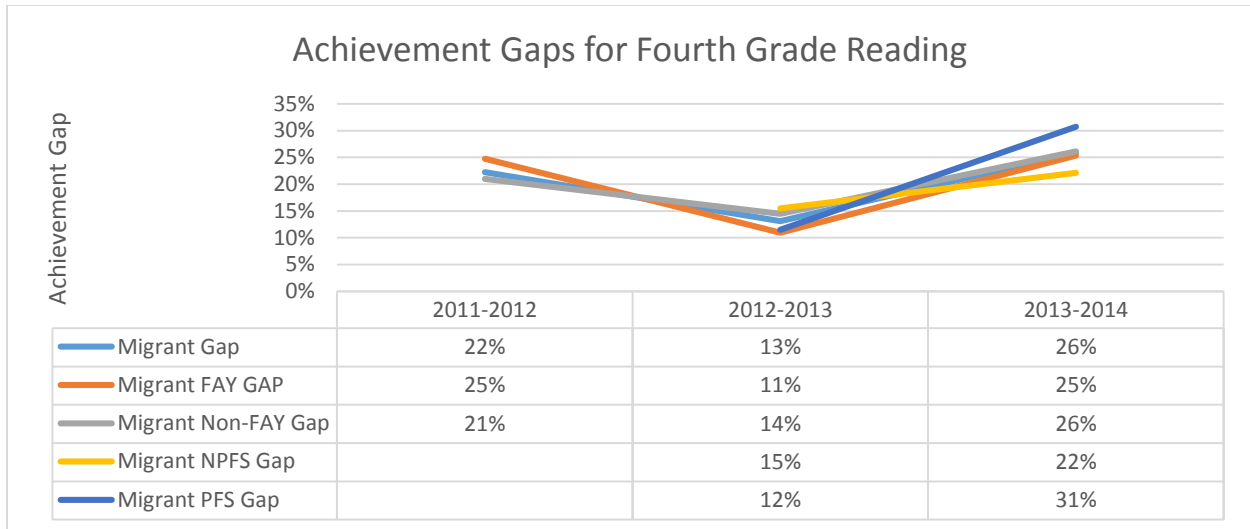


Figure 5. Achievement Gaps for Fourth Grade Reading

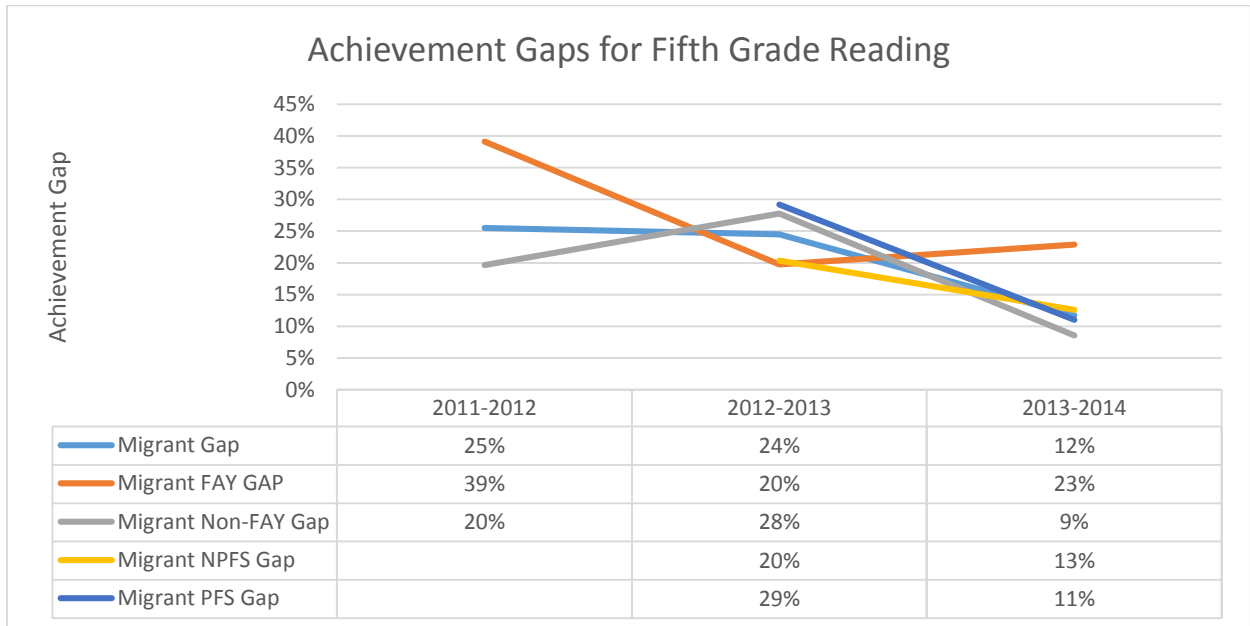


Figure 6. Achievement Gaps for Fifth Grade Reading

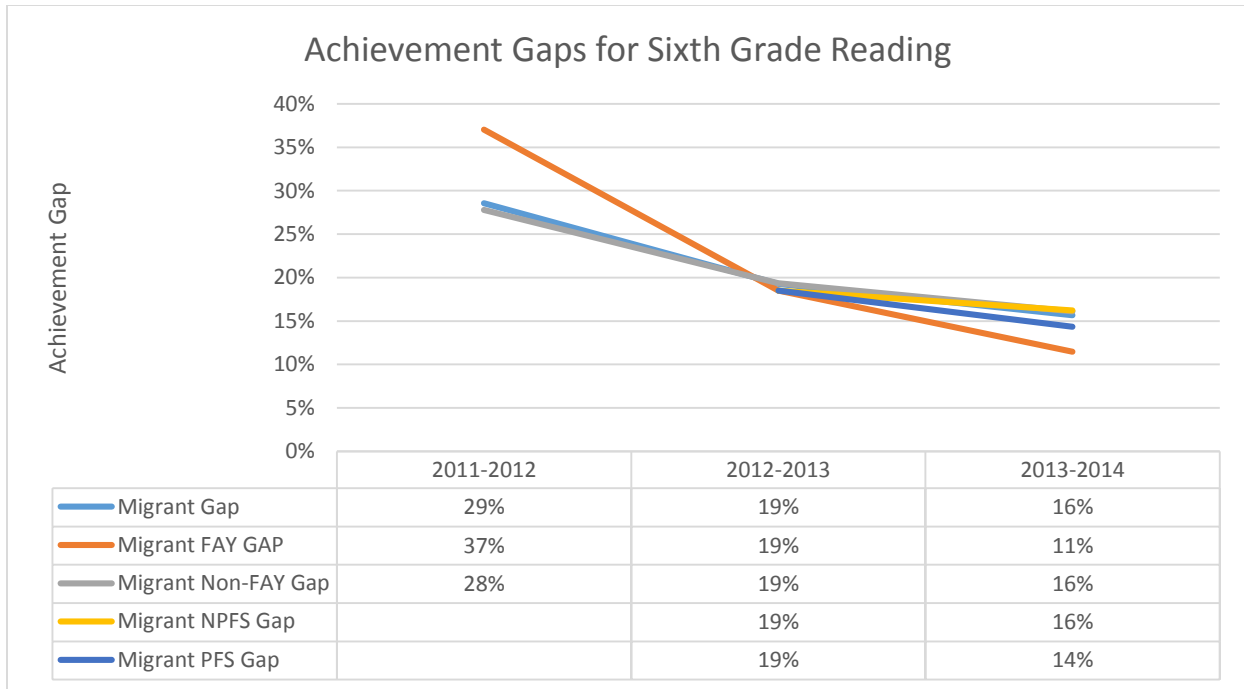


Figure 7. Achievement Gaps for Sixth Grade Reading

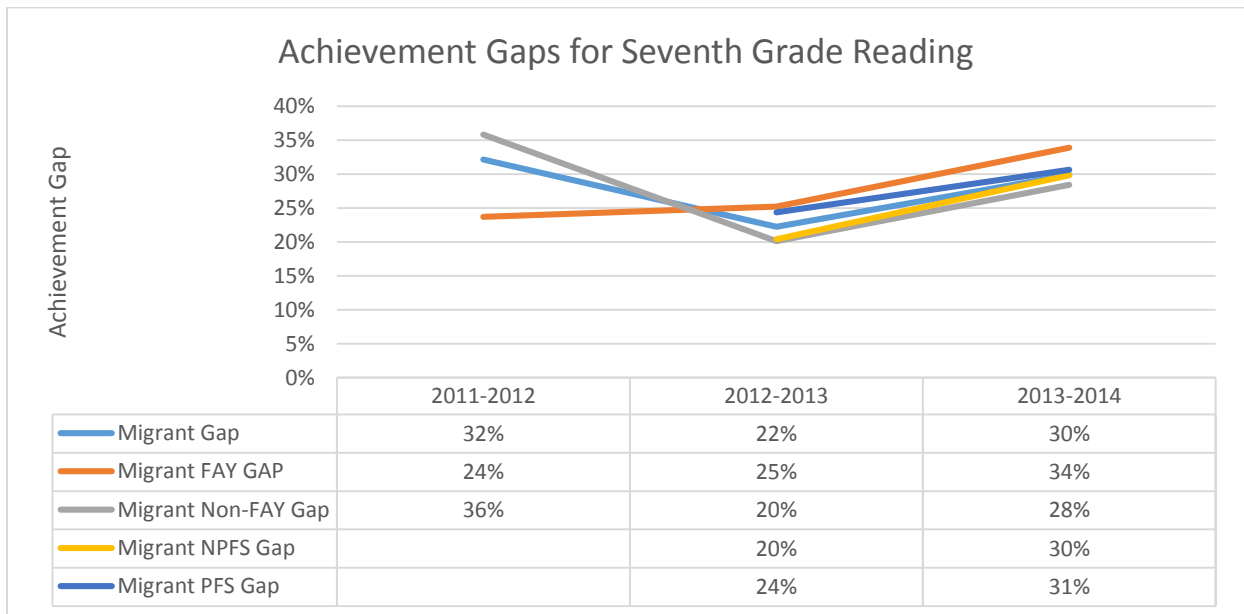


Figure 8. Achievement Gaps for Seventh Grade Reading

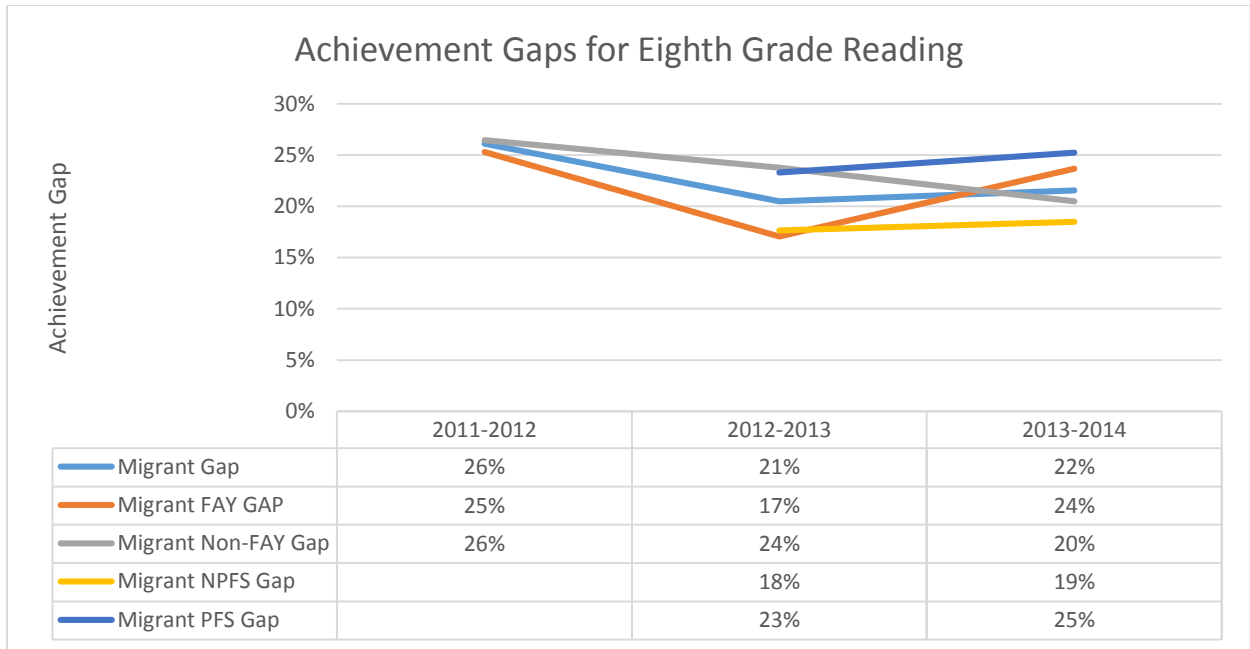


Figure 9. Achievement Gaps for Eighth Grade Reading

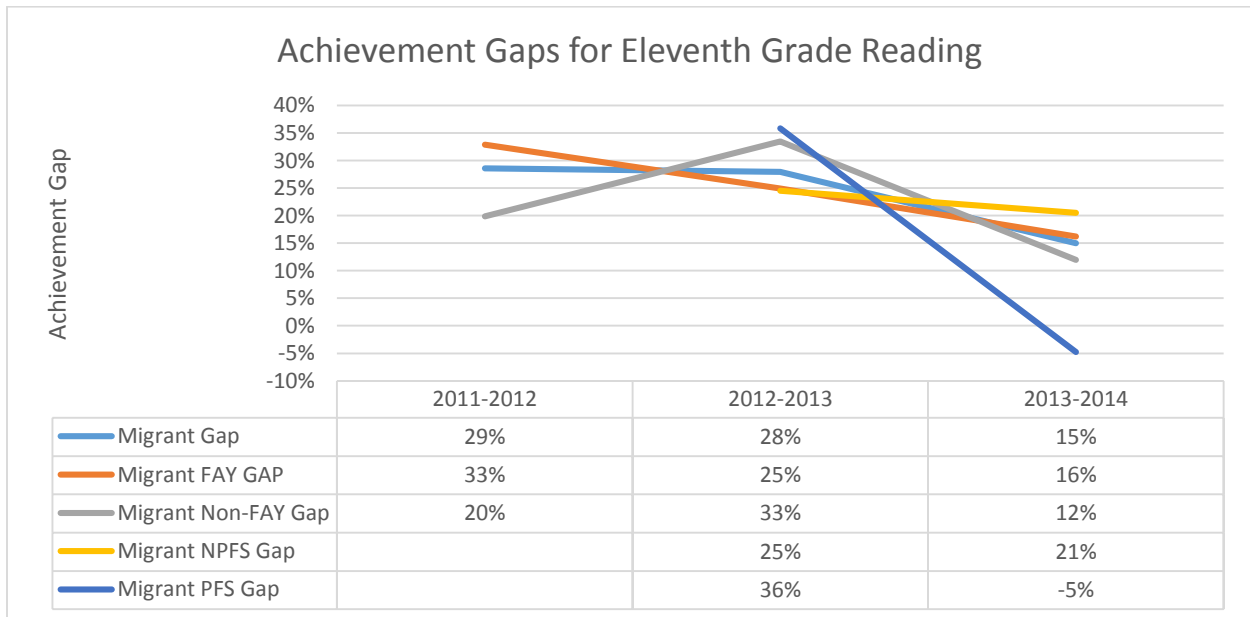


Figure 10. Achievement Gaps for Eleventh Grade Reading

As was the case with writing, the stated program outcome was that the achievement gap in reading for each grade level would decrease by two percentage points annually. The achievement gap between migrant and non-migrant students narrowed by at least two points in each year for sixth grade and for eleventh grade. In fifth grade and eighth grade, the achievement gap narrowed in each year on the average of two percentage points or more per year, but the decrease was by only one percentage point in one of the two years.

The achievement gap for seventh grade appeared to be more flat over time, although in 2012-2013 the gap was narrower, in both third and fourth grade, the achievement gaps were each at least four percentage points wider in 2013-2014 than they were in 2011-2012.

We were not able to discern in this data a substantive systematic difference between FAY vs. non-FAY students or PFS vs. NPFS students in terms of change in gap over time.

Overall, it seems like for most grades in reading, there is a pattern of a narrowing of the gap over the time span of 2011-2014. But as we noted earlier, one has to be cautious to fully attribute this perceived progress to MiMEP, nor to attribute causality to MiMEP in grades where the achievement gaps appear to have widened. Comparing consecutive cohorts can be misleading as each cohort of students brings its own unique characteristics to the learning environment. Appendix A presents the data in tables, including the varying N counts for each cohort.

We are exploring multiple ways to begin to account for this reality of Michigan migrant education as we continue to self-evaluate and seek ways to improve MiMEP and our own evaluation mechanisms.

Outcome Two: Reading Grade-Level Proficiency on Local Assessments

The second outcome goal was that the percentage of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by five percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 2.

Table 2. Service Delivery Plan for Outcome Two

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) <i>daily</i> to increase students' comprehension in the four core subject areas.	<ol style="list-style-type: none"> Teachers will collaborate to select common, subject specific, academic vocabulary lists that will be shared with all staff, parents and students. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction. 	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
Local Migrant Education Programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	<ol style="list-style-type: none"> Teachers of migrant students will participate in Professional Development in Sheltered Instruction. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, compare/contrast, higher order thinking skills/ questioning, and other best practices. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. 	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content- Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs

	<p>4. Teachers of migrant students will implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction.</p> <p>5. Migrant administrators will purchase content-based leveled books at students' instructional and independent levels to increase reading comprehension skills.</p>				
<p>Local Migrant Education Programs will assess migrant students using local measures.</p>	<p>1. Local MEPs will use timely local assessment data for Migrant students enrolled in the program for 5 or more days.</p> <p>2. Local MEPs will obtain access to current assessment results, defined as less than 3 months old, by collaborating with the sending district or by reassessing students upon enrollment.</p> <p>3. Summer MEPs will implement common assessments in reading and math.</p> <p>4. MiMEP will provide summer training on administering and utilizing the common summer assessments.</p> <p>5. MiMEP office will provide a template for collecting and reporting data for summer and K-12 students.</p>	<p>Summative analysis of local data DRA2 and Delta Math Summer Common Assessment Results Data Collected from local MEPs Agendas, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations</p>	<p>Summer 2013</p>	<p>Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant</p>	<p>Release Time for Staff (substitute costs or stipends) Valid, Reliable Common Local Assessments Current listing of Migrant Programs and Contacts to Facilitate Communication Statewide Template for Data Collection and Reporting Statewide Training and Materials (facilities) Travel Costs</p>

The strategies for Outcome 2 are the same as Outcome 1. The implementation analysis is included in the section Outcome One: Reading and Writing Achievement Gaps on State Assessments: Delivery Plan and Implementation.

Results. Michigan’s MEP uses the Developmental Reading Assessment (DRA2) which is locally collected reading data for migrant participants. Data was collected in summer of each of 2013-2015. In order to support the transition to the DRA2 assessment, in 2013 and 2014, local MEPs were permitted to use conversion charts to determine the Independent DRA Benchmark

Level. Once determined, these levels were validated and growth monitored through DRA2 progress monitoring. Students with no assessments available to convert scores were administered the full DRA2 benchmark. By 2015, most summer migrant programs were administering full DRA2 benchmark assessments to all summer migrant students and the SMEP training team, under the guidance of the State Migrant Director, made this a requirement for summer testing. All programs were transitioned, with the exception of one program that requested permission to continue using the conversion chart based on the local context needs. The DRA2 used in this analysis includes the Independent Level scores and not the progress monitoring data. The proficiency data for the DRA2 by year is presented below in Table 3.

Table 3. Aggregate Proficiency Data for Migrant Participants on the DRA2 2013-2015

	2013	2014	2015
Total Number of Students	1,590	2,174	2,104
Number Proficient	284	578	832
Number Not Proficient	549	1099	1215
Percent Proficient	34.09%	34.47%	40.64%
Percent Not Proficient	65.91%	65.53%	59.36%

Note. The N counts for students include students who participated in summer programming, but did not have a valid DRA2 score establishing an independent reading level.

We observed that MiMEP participants did not meet the annual target for Outcome Two from 2013-2014. The target was that students would increase their grade-level proficiency rates by 5% each year, and the rate appeared to be static between these two years. However, the proficiency rate increased by more than 5% from 2014 to 2015.

This data also highlights that MiMEP summer educators improved their ability to provide accurate independent reading level scores using the DRA2 from 2013 to 2015. In the initial year of transition to common reading assessments (2013), we found that many programs had difficulty with the administration and reporting. Local MEP reporting submitted to MiMEP

contained missing information and thus, we did not have complete data for approximately half of the 1,590 participants. The percentage of students with valid independent levels has increased each summer. In 2015, 2,047 of the 2,104 participants had valid independent reading levels from the DRA2 administration.

Given that our reading and writing proficiency gap analysis for the Outcome One revealed substantial differences in achievement patterns based on grade level, we were interested in breaking down our DRA2 data by grade level. This disaggregation goes beyond the scope of the evaluation plan, but we provide the data in Table 4 for stakeholders who are interested in grade-level reading proficiency trends in the different grade levels. In grades K through 2, we see a steady increase in the percent proficient over the three-year span. In grades 3 through 8, we see this increase from summer 2014 to summer 2015, after the initial challenges with implementing the common assessments. One observation that needs further exploration with stakeholders is the trend of a decreasing number of students participating in summer programs as the grade levels progress concurrent with the increasing percentages of grade level proficiency.

Table 4. DRA2 by grade level from 2013-2015

		2013	2014	2015			2013	2014	2015
Kindergarten	Total Number of Students	263	351	341	Fifth Grade	Total Number of Students	174	207	207
	Number Proficient	39	118	162		Number Proficient	49	87	107
	Number Not Proficient	76	144	169		Number Not Proficient	36	77	93
	Percent Proficient	33.9%	45.0%	48.9%		Percent Proficient	57.7%	53.1%	53.5%
	Percent Not Proficient	66.1%	55.0%	51.1%		Percent Not Proficient	42.7%	47.0%	46.5%
First Grade	Total Number of Students	242	364	328	Sixth Grade	Total Number of Students	95	157	163
	Number Proficient	28	68	97		Number Proficient	27	47	86
	Number Not Proficient	112	213	226		Number Not Proficient	47	70	70
	Percent Proficient	20.0%	24.2%	30.0%		Percent Proficient	36.5%	40.2%	55.1%
	Percent Not Proficient	80.0%	75.8%	70.0%		Percent Not Proficient	63.5%	59.8%	44.9%
Second Grade	Total Number of Students	227	344	333	Seventh Grade	Total Number of Students	109	128	112
	Number Proficient	22	70	93		Number Proficient	19	26	53
	Number Not Proficient	109	200	234		Number Not Proficient	36	73	53

	Percent Proficient	16.8%	25.9%	28.4%		34.6%	26.3%	50.0%
	Percent Not Proficient	83.2%	74.1%	71.6%		65.5%	73.7%	50.0%
Third Grade	Total Number of Students	204	275	287	Eighth Grade	72	89	95
	Number Proficient	40	54	84		8	13	34
	Number Not Proficient	57	167	197		23	49	56
	Percent Proficient	41.2%	24.4%	29.9%		25.8%	21.0%	37.8%
	Percent Not Proficient	58.8%	75.6%	70.1%		74.2%	79.0%	62.2%
Fourth Grade	Total Number of Students	174	259	238				
	Number Proficient	52	95	116				
	Number Not Proficient	53	106	117				
	Percent Proficient	49.5%	47.3%	49.8%				
	Percent Not Proficient	50.5%	52.7%	50.2%				

Note. The N counts for students include students who participated in summer programming, but did not have a valid DRA2 score establishing an independent reading level.

In addition to disaggregation by grade-level, we disaggregated the data based on PFS status. The data is presented below in Table 5. As indicated by the research presented in the Literature Review: Migrant Education, students experiencing more mobility (as indicated by the PFS status) are more at risk for not achieving grade level proficiency. The focus on programming for PFS students must continue.

Table 5. Migrant Student Proficiency on DRA2 2014-2015 by PFS Status

		2014	2015
PFS	Total Number of Students	1,024	1,133
	Number Proficient	212	390
	Number Not Proficient	525	719
	Percent Proficient	28.77%	35.17%
	Percent Not Proficient	71.23%	64.83%
NPFS	Total Number of Students	1,027	964
	Number Proficient	314	441
	Number Not Proficient	517	493
	Percent Proficient	37.79%	47.22%
	Percent Not Proficient	62.21%	52.78%

Note. The total N counts for students include students who participated in summer programming, but did not have a valid DRA2 score establishing an independent reading level.

Outcome Three: Math Achievement Gaps on State Assessments

The third outcome goal was that the achievement gap in math between migrant and non-migrant peers would narrow by at least two percentage points annually at each grade level on the state summative assessment.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 6.

Table 6. Service Delivery Plan for Outcome Three

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) <i>daily</i> to increase students' comprehension in the four core subject areas.	<ol style="list-style-type: none"> Teachers will collaborate to select common, math specific, academic vocabulary lists that will be shared with all staff, parents and students. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction. 	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
All teachers will teach the Common Core State Standards and use problem solving and critical thinking.	<ol style="list-style-type: none"> Summer Migrant Education Common Curriculum will be aligned to the Common Core State Standards. Teachers of migrant students will participate in professional development focused on comprehensible input, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, etc. 	Curriculum Alignment Documents Teachers/ Administrators Survey Sample Units and Lessons Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
Local MEP programs will use Sheltered Instruction	1. Teachers of migrant students will participate in	Teachers/ Administrators Survey	Summer 2013	Summer Curriculum &	Release Time for Staff (substitute

<p>strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.</p>	<p>Professional Development for Sheltered Instruction.</p> <ol style="list-style-type: none"> Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, and other best practices. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. Teachers of migrant students will implement (or create) math-specific lessons and activities utilizing Sheltered Instruction. Migrant administrators will purchase content-based (including mathematics) leveled books at students' instructional and independent levels to increase reading comprehension skills. 	<p>Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations</p>		<p>Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant</p>	<p>costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs</p>
<p>Local MEP programs will implement the common Summer Curriculum.</p>	<ol style="list-style-type: none"> MiMEP will facilitate the creation, revision and implementation of the common Summer Curriculum. Teachers of migrant students will participate in Professional Development related to the implementation of the common Summer Curriculum. 	<p>Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations</p>	<p>Summer 2013</p>	<p>Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant</p>	<p>Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources Common Summer Curriculum Resources Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs</p>

Three of the four strategies for Outcome 3 are the also same as Outcome 1. The implementation analysis is included in the section Outcome One: Reading and Writing Achievement Gaps on State Assessments: Delivery Plan and Implementation.

With regards to strategy 2 (Common Core alignment), the Texas curriculum standards in Math MATTERS were aligned to the Common Core standards adopted by Michigan. This curriculum focuses on problem solving and critical - mathematical thinking and thus supported the implementation of this strategy. Professional development is provided in the Math MATTERS training to support teachers in the math instruction. In addition, in this third year of implementation, breakout sessions were offered to teachers who were in their third summer of Math MATTERS instruction. These breakout sessions included *Help! I have to Teach Algebra*, and a repeated session on *Cognitively Guided Instruction (CGI)*.

Results. As was the case with writing and reading, data to answer this question comes from Michigan's statewide assessment program from 2011-2012 through 2013-2014 for the MEAP, MME, and MiAccess assessments. For each grade-level, the proficiency cutoff is determined through a criterion-referenced standards setting process that makes grade-to-grade comparisons of proficiency rates. Looking at achievement gaps rather than proficiency rates helps to account for this difficulty.

As in Outcome 1, the reference group to establish the achievement gap for each subgroup consists of all Michigan non-migrant students who took the MEAP, MME, or MiAccess tests for a particular subject/grade/year combination for the school years 2011-2012, 2012-2013, and 2013-2014. The achievement gap is defined as percent proficient for the reference group minus the percent proficient in the migrant group. The three-year gap data is represented below in figures 11-17.

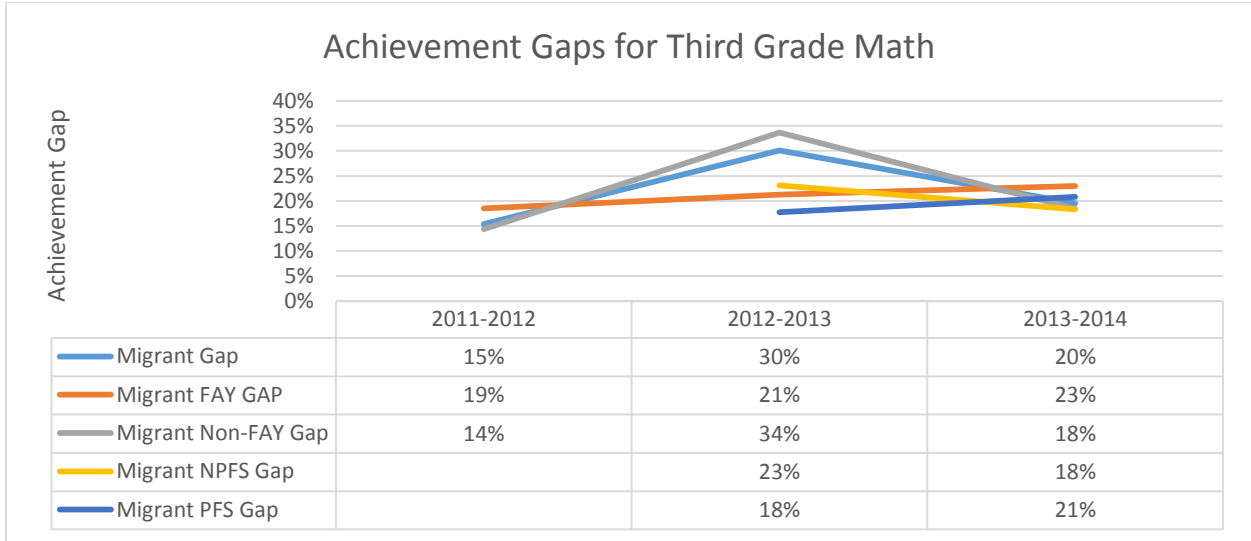


Figure 11. Achievement Gaps for Third Grade Math

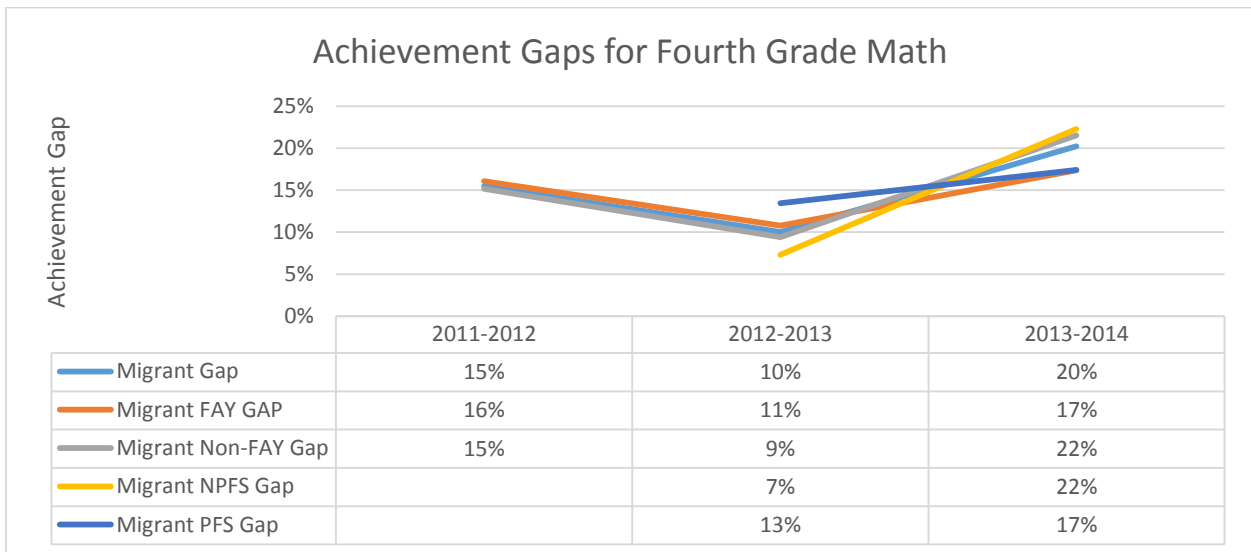


Figure 12. Achievement Gaps for Fourth Grade Math

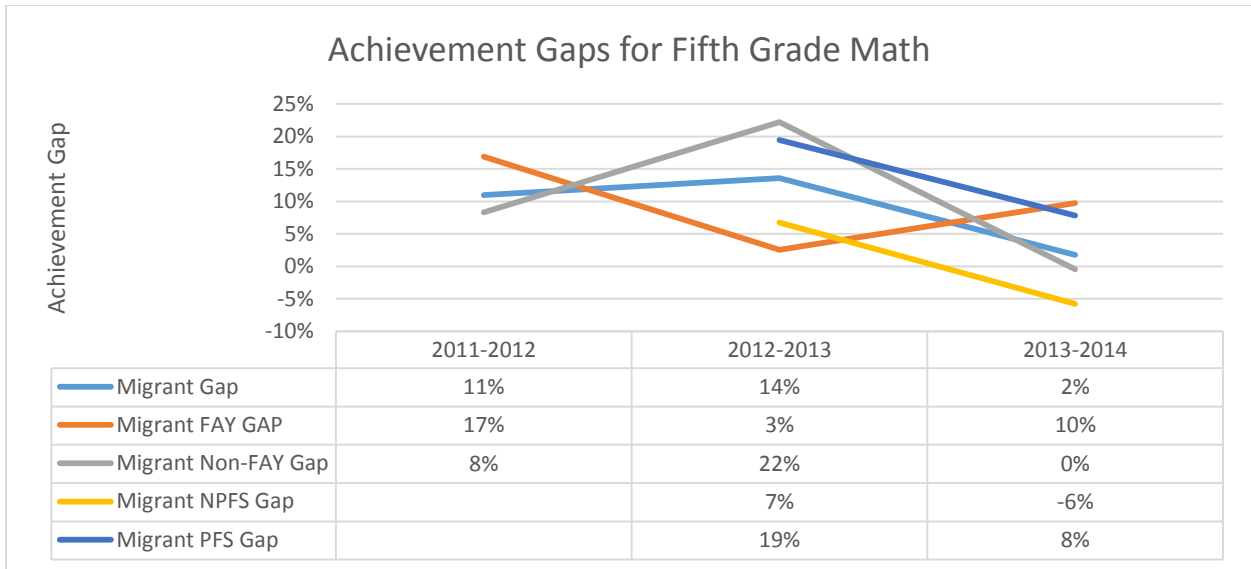


Figure 13. Achievement Gaps for Fifth Grade Math

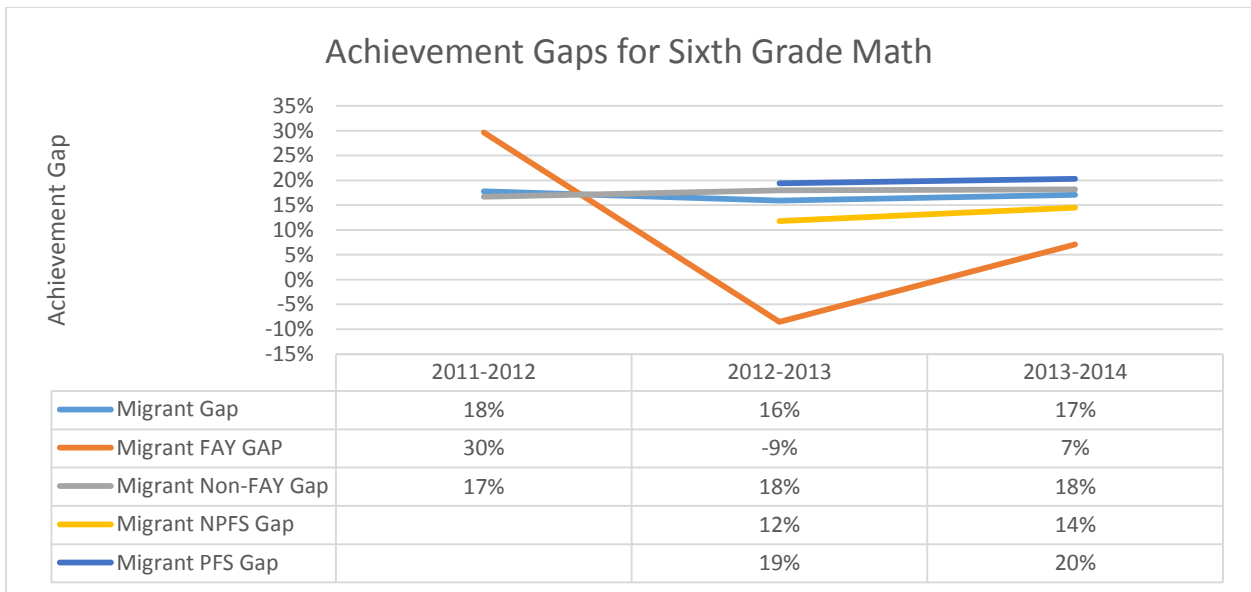


Figure 14. Achievement Gaps for Sixth Grade Math

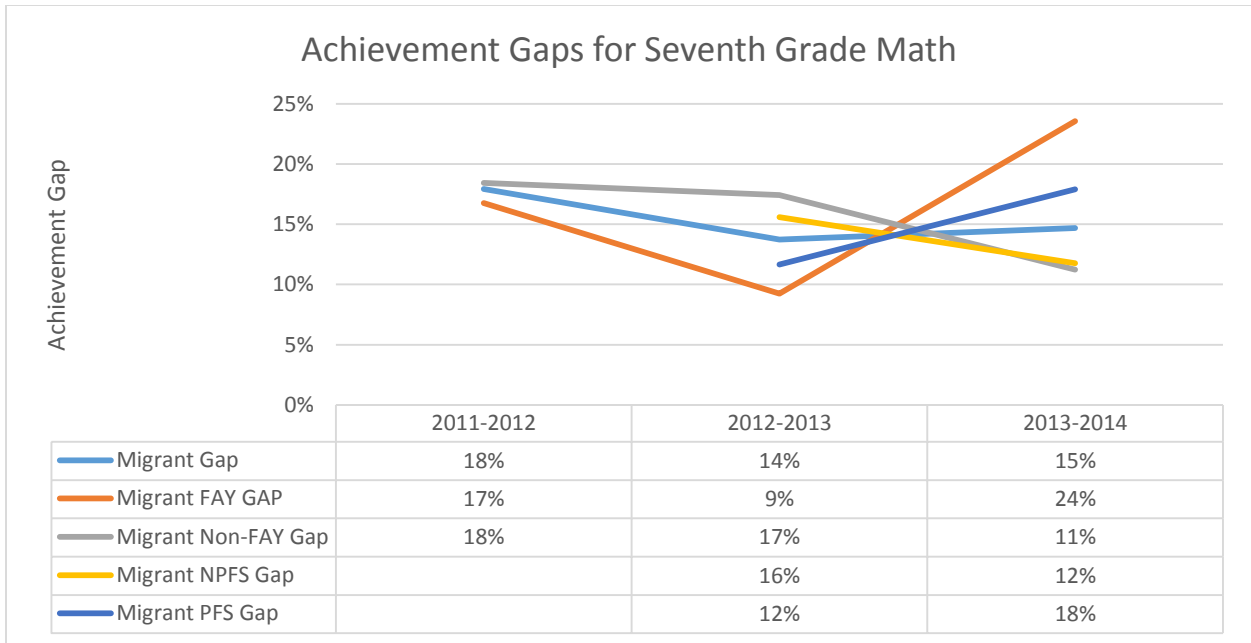


Figure 15. Achievement Gap for Seventh Grade Math

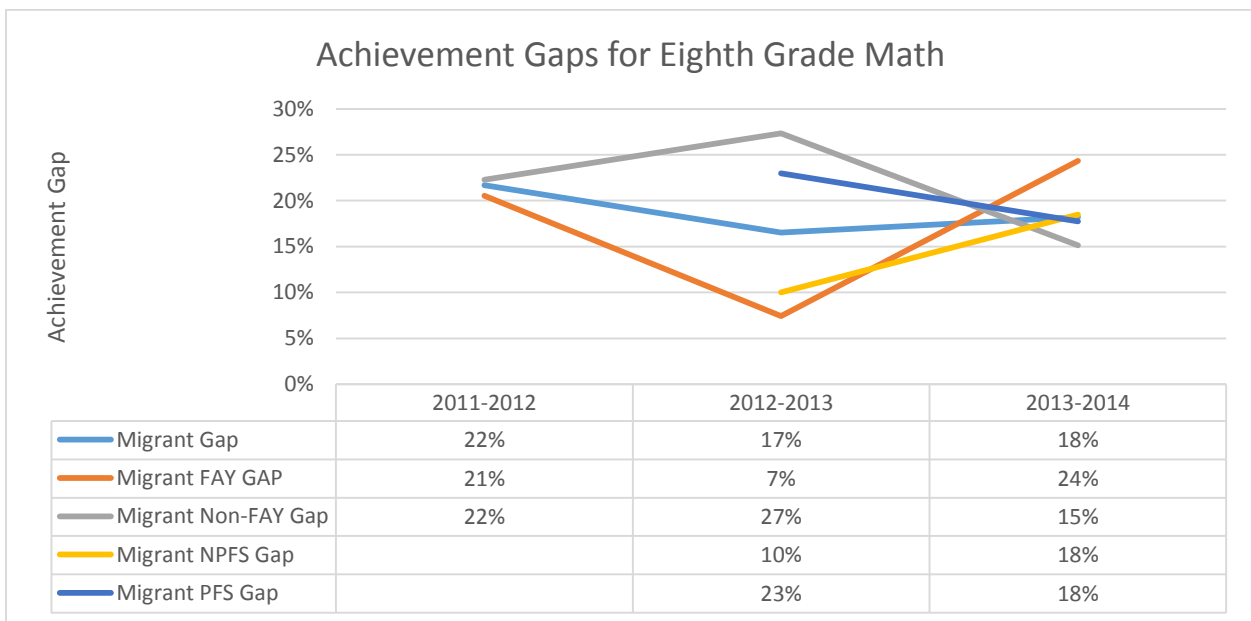


Figure 16. Achievement Gaps for Eighth Grade Math

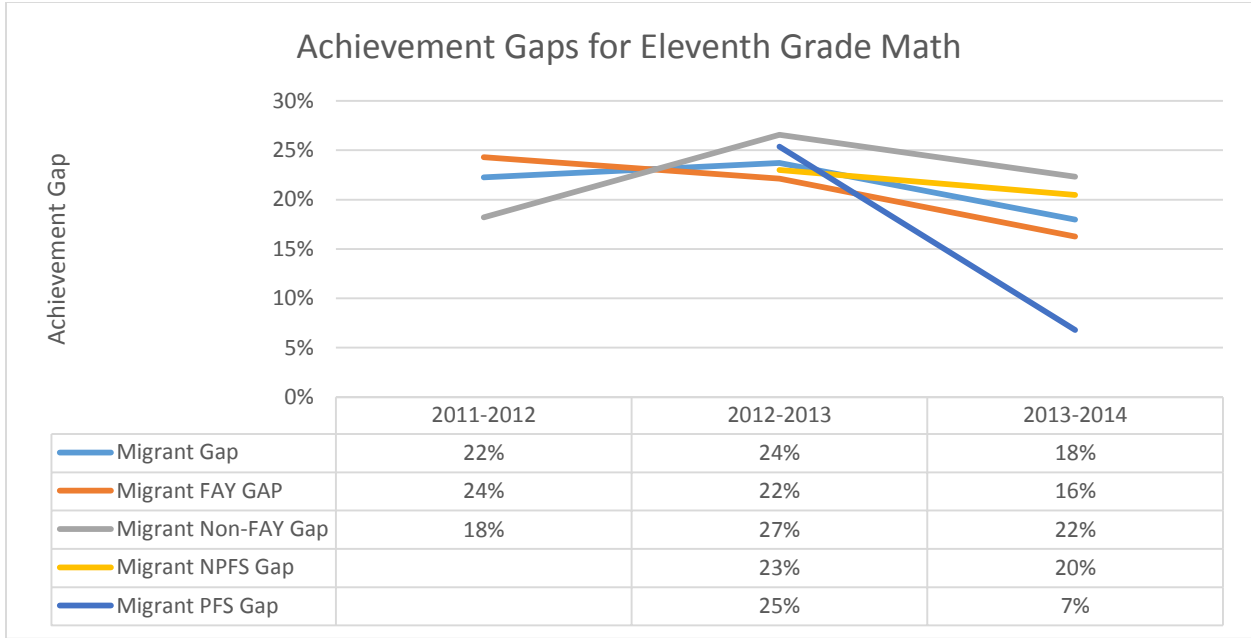


Figure 17. Achievement Gaps for Eleventh Grade Math

Following a strict interpretation of Outcome Three, MiMEP did not meet the desired outcome for any individual grade level in that no grade level showed consecutive annual narrowing of the gap by at least two percentage points for each year. But examining the data provides a more optimistic, albeit mixed, view of the patterns of migrant math achievement gaps on state summative math assessments.

For the sake of interpretational ease, we have categorized the achievement as *growing* if the gap is four percentage points or more *higher* for 2013-2014 than it was in 2011-2012 (an average of two points per year), as *narrowing* if the gap is four percentage points or more *lower* than it was in 2011-2012, or as *static* if the gap is *within* 3 percentage points of its 2011-2012 level.

Using this heuristic, two grade levels have math achievement gaps that have grown during the three year period included in the evaluation data, two grade levels have achievement

gaps that are relatively static, and three grade levels have achievement gaps that have narrowed. Furthermore, examining the grade levels where these gap fluctuations are happening can help us better understand migrant math achievement patterns and use these patterns to inform our practice.

For example, we noticed that the two grade levels where the math achievement gap appears to be widening are third and fourth grade, or the two youngest grades at which the state assessment is given. Sixth and seventh grade math results show that the achievement gap was slightly narrower in 2013-2014 than it was in the baseline year, but not enough lower to meet the heuristic threshold of four percentage points (an average of two percentage points per year). The achievement gap has narrowed in fifth, eighth, and eleventh grades.

This finding roughly mirrors our findings for reading and writing, where the achievement gaps also appear to be either widening or static in third and fourth grade but generally narrowing in the upper grades. This triangulation has multiple competing potential explanations, which MiMEP is weighing and considering in our own efforts to best serve our migrant population. This data could be an indication that our efforts in migrant education have been more effective as students in the MEP get older or as they progress through the education system. One competing explanation is that certain cohorts were divergent in their academic predisposition from other cohorts in ways that are unconnected to the MEP.

Based on this evidence, MiMEP cautiously considers that components of the math interventions for migrant eligible students have been effective in creating more equitable achievement results for migrant students in the upper grades. We will continue to capitalize on this encouraging trend by extending it to migrant students in the third and fourth grades.

Figures 11-17 also include disaggregated gap data for FAY vs. non-FAY and PFS vs. NPFS students. As was the case for reading and writing, this data did not end up being as informative as we had hoped when formulating our evaluation plan. We noticed that the FAY and non-FAY gap data did not seem to be related in a consistent way across years and grade levels. Analyzing this lack of relationship is problematic due to the extremely low numbers of FAY migrant students for some grade/year combinations. For example, the migrant FAY gap for sixth grade math in 2012-2013 was actually reversed by nine percentage points. In other words, FAY migrant students were actually more proficient than their non-migrant peers. But there were only 14 students who were FAY and migrant who took the state math assessment that year. Likewise, the PFS data does not appear to paint a clear picture of any systematic difference in performance that persists across academic year or across grade level. Appendix A presents the data in tables, including the varying N counts for each cohort.

Outcome Four: Math Grade-Level Proficiency on Local Assessments

The fourth desired outcome focused on local measures of math achievement that were connected to MiMEP common summer curriculum delivery and provided for the purpose of understanding math proficiency of migrant students. Specifically, the target was that the percentage of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by five percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 7.

Table 7. Service Delivery Plan for Outcome Four

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) <i>daily</i> to increase students' comprehension in the four core subject areas.	<ol style="list-style-type: none"> Teachers will collaborate to select common, math specific, academic vocabulary lists that will be shared with all staff, parents and students. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction. 	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
All teachers will teach the Common Core State Standards and use problem solving and critical thinking.	<ol style="list-style-type: none"> Summer Migrant Education Common Curriculum will be aligned to the Common Core State Standards. Teachers of migrant students will participate in professional development focused on comprehensible input, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, etc. 	Curriculum Alignment Documents Teachers/ Administrators Survey Sample Units and Lessons Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
Local MEP programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	<ol style="list-style-type: none"> Teachers of migrant students will participate in Professional Development for Sheltered Instruction. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, and other best practices. 	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs

	<p>3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom’s Taxonomy.</p> <p>4. Teachers of migrant students will implement (or create) math-specific lessons and activities utilizing Sheltered Instruction.</p> <p>5. Migrant administrators will purchase content-based (including mathematics) leveled books at students’ instructional and independent levels to increase reading comprehension skills.</p>				
<p>Local Migrant Education Programs will assess migrant students using local measures.</p>	<p>1. Local MEPs will use timely local assessment data for Migrant students enrolled in the program for 5 or more days.</p> <p>2. Local MEPs will obtain access to current assessment results, defined as less than 3 months old, by collaborating with the sending district or by reassessing students upon enrollment.</p> <p>3. Summer MEPs will implement common assessments in reading and math.</p> <p>4. MiMEP will provide summer training on administering and utilizing the common summer assessments.</p> <p>5. MiMEP office will provide a template for collecting and reporting data for summer and K-12 students.</p>	<p>Summative analysis of local data DRA2 and Delta Math Summer Common Assessment Results Data Collected from local MEPs Agendas, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations</p>	<p>Summer 2013</p>	<p>Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant</p>	<p>Release Time for Staff (substitute costs or stipends) Valid, Reliable Common Local Assessments Current listing of Migrant Programs and Contacts to Facilitate Communication Statewide Template for Data Collection and Reporting Statewide Training and Materials (facilities) Travel Costs</p>

The strategies for Outcome 4 are the same as Outcome 3. The implementation analysis is included in the section Outcome Three: Math Achievement Gaps on State Assessments: Delivery Plan and Implementation.

Results. Data to measure this outcome was gathered from two locally given math assessments, Delta Math and Math MATTERS. Each of these is also connected to math instruction and intervention for students who are not performing at grade level.

Delta Math. The first of the two instruction/assessment packages that MiMEP leverages is Delta Math. Delta Math is a screener assessment that provides data on a student's readiness for the grade level. It assesses the Common Core standards that have been deemed *essential* for grade level success. If a student is proficient, the student is considered to have the prerequisite skills necessary for the grade level they will be starting in the fall. If a student is not proficient, Delta Math results show the instructional gaps that the student has experienced and interventions are then targeted in those deficit areas. Summer migrant students assess at the grade level they will be entering in the fall, thus they are tested on the previous grade level standards. Delta Math answers the following questions – Are students “ready” for the new grade level in math? What skills and standards have students not yet mastered?

Students who participated in summer MiMEP services and participated in Delta Math took both a pretest and posttest for the grade level they would be entering in the fall. Students were considered grade-level proficient if they were able to correctly answer at least 80% of the questions on the grade-level assessment, either initially on the pretest, or after summer instruction on the posttest. For the purposes of this evaluation, we considered Delta Math data from the most recent three summers (2013-2015) to see if migrant students were demonstrating increasing rates of grade level proficiency over time. Aggregate proficiency data from 2013-2015 is displayed below in Table 8.

We observed that participants in MiMEP did indeed meet the outcome target for the 2014 assessment cycle, raising grade-level proficiency percentages from 24.71% to 31.21%, an

increase of 6.5 percentage points. However, the proficiency rates did not continue to increase in 2015, where the proficiency rates seem to mirror those from 2014.

Table 8. Aggregate Proficiency Data for Migrant Participants in Delta Math 2013-2015

	2013	2014	2015
Total Number of Students	2,693	2,986	2,137
Number Proficient	681	932	670
Number Not Proficient	2,012	2,054	1,467
Percent Proficient	24.71%	31.21%	31.35%
Percent Not Proficient	74.71%	68.79%	68.65%

Given that our math proficiency gap analysis for Outcome Three revealed substantial differences in achievement patterns based on grade level, we were interested in breaking down our Delta Math data by grade level. This disaggregation goes beyond the scope of the evaluation plan, but we provide the data in Table 9 for stakeholders who are interested in math patterns in Delta Math at the different grade levels. For grades K through 5 and 7, the percent proficient increased from the first year of implementation (2013) to the second. There is minimal difference between the second and third year results. The results for grades 6, 8, 9, 10 and 11 vary year to year. Ongoing monitoring of these grade levels is needed.

Table 9. Delta Math Proficiency Trends by grade level from 2013-2015

		2013	2014	2015				
Kindergarten/ Pre K	Total Number of Students	426	394	275	Sixth Grade	202	221	163
	Number Proficient	100	109	73		46	38	33
	Number Not Proficient	326	285	202		156	183	130
	Percent Proficient	23.47%	27.77%	26.55%		22.77%	17.19%	20.25%
	Percent Not Proficient	76.53%	72.34%	73.45%		77.23%	82.81%	79.75%
First Grade	Total Number of Students	404	424	314	Seventh Grade	166	170	121
	Number Proficient	175	203	148		18	42	30
	Number Not Proficient	229	221	166		148	128	91
	Percent Proficient	43.32%	47.88%	47.13%		10.84%	24.71%	24.79%

	Percent Not Proficient	56.68%	52.12%	52.87%		89.16%	75.29%	75.21%
Second Grade	Total Number of Students	391	452	334	Eighth Grade	90	118	88
	Number Proficient	161	208	154		20	31	20
	Number Not Proficient	230	244	180		70	87	68
	Percent Proficient	41.18%	46.02%	46.11%		22.22%	26.27%	22.73%
	Percent Not Proficient	58.82%	53.98%	53.89%		77.78%	73.73%	77.27%
Third Grade	Total Number of Students	351	397	280	Ninth Grade	52	71	43
	Number Proficient	77	109	80		12	18	7
	Number Not Proficient	274	288	200		40	53	36
	Percent Proficient	21.94%	27.46%	28.57%		23.08%	25.35%	16.28%
	Percent Not Proficient	78.06%	72.54%	71.43%		76.92%	74.65%	83.72%
Fourth Grade	Total Number of Students	311	352	248	Tenth Grade	17	45	31
	Number Proficient	20	69	47		4	2	2
	Number Not Proficient	291	283	201		13	43	29
	Percent Proficient	6.43%	19.60%	18.95%		23.53%	4.44%	6.45%
	Percent Not Proficient	93.57%	80.40%	81.05%		76.47%	95.56%	93.55%
Fifth Grade	Total Number of Students	233	318	220				
	Number Proficient	41	97	70				
	Number Not Proficient	192	221	150				
	Percent Proficient	17.60%	30.50%	31.82%				
	Percent Not Proficient	82.40%	69.50%	68.18%				

In addition to the disaggregation by grade-level, we disaggregated the data based on PFS status. The data is presented below in Table 10.

Table 10. Migrant Student Proficiency on Delta Math 2013-2015 by PFS Status

		2013	2014	2015
PFS	Total Number of Students	1,502	1,287	952
	Number Proficient	365	397	297
	Number Not Proficient	1137	890	655
	Percent Proficient	24.30%	30.85%	31.20%
	Percent Not Proficient	75.70%	69.15%	68.80%
NPFS	Total Number of Students	924	1379	620
	Number Proficient	246	427	195
	Number Not Proficient	678	952	425
	Percent Proficient	26.62%	30.96%	31.45%
	Percent Not Proficient	73.38%	69.04%	68.55%

This data generally mirrors the aggregate data for the 2013-2014 shift in grade level proficiency for the Delta Math assessment. Both the PFS and NPFS migrant students improved their proficiency rates to approximately 31%, although the PFS students reflected a slightly larger degree of rate change, as their 2013 proficiency rates were marginally lower. These rates are roughly equivalent to the 2015 rates for both groups.

Math MATTERS. The second local assessment that is used to evaluate the MiMEP math instruction was the Math MATTERS assessment. The Math MATTERS Assessment is directly aligned to the core summer curriculum. As such, it provides data on student's proficiency with mathematical problem solving, and supports the SMEP training team in assessing the fidelity of implementation.

Math MATTERS data is collected and analyzed by the vendor contracted by the Math MATTERS Consortium. The data is then sent back to MiMEP in aggregate reports. Instead of using a proficiency concept, Math MATTERS reports their aggregate results using a pretest/posttest gain comparison. Math MATTERS also sets a benchmark for progress at a gain level of 9% and report on the percentage of students meeting that threshold. The results for 2013 are shown below in Table 11.

Table 11. Math MATTERS Data for Migrant Participants 2013

Grade	N	Year 1 (2013)				
		Mean Pre	Mean Post	% Gain	# (%) Gaining 9%	
K	229	51%	74%	23%	195	85%
1	235	49%	68%	19%	182	77%
2	236	43%	70%	27%	205	87%
3	197	46%	65%	19%	134	68%
4	166	37%	60%	23%	141	85%
5	157	38%	55%	17%	114	73%
6	107	22%	39%	17%	80	75%
Total	1,327	43%	64%	21%	1,051	79%

In the first year of implementation for Michigan migrant students, the assessment results provided evidence that the Math MATTERS instruction was leading to positive gains in students' mathematical understanding. Michigan did not achieve the Consortium target of 80% as a whole, however several grade levels did achieve the target. These gains grew in the second year of implementation as is reflected in Table 12.

Table 12. Math MATTERS Data for Migrant Participants 2014

Grade	Year 2 (2014)				
	N	Mean Pre	Mean Post	% Gain	# (%) Gaining 9%
K	294	56%	84%	28%	279 95%
1	303	48%	76%	28%	261 86%
2	272	45%	74%	29%	232 85%
3	228	44%	66%	22%	171 75%
4	214	41%	64%	23%	164 77%
5	161	42%	65%	23%	122 76%
6	107	18%	44%	26%	87 81%
Total	1,579	45%	71%	26%	1,316 83%

Even though Math MATTERS does not report data in terms of grade-level proficiency as is stated in Outcome Four, this data is still useful in triangulating the grade-level proficiency results from the Delta Math assessments. The trend data for 2013 to 2014 was encouraging. Students in the 2014 program showed increased gains of 5% over the 2013 cohort (26% compared to 21%). This 5% increase roughly aligns with our desired outcome of a 5% increase in proficiency for migrant students in math as measured by local assessments. This improvement is also reflected in the percentage of students gaining at least 9%, which increased from 79% in 2013 to 83% in 2014.

The 2015 Math MATTERS report draft is published in November 2015 and the data will be reviewed at that time. Due to the timing, the data table and summary are not included in this evaluation.

Overall, based on the results of both the Delta Math and Math MATTERS assessments, we feel that MiMEP was able to improve the quality and delivery of both of the math instruction for Michigan students from the pilot year in 2013 to the second year in 2014. This data suggests that MI MEP met the goals for Outcome Four during this time period. We anticipate increased growth as teachers become more familiar with the curriculum and receive more differentiated professional development.

Outcome Five: AMAO 1 Progress for LEP Students

Outcome Five measures with migrants who were also English learners (ELs) or Limited English Proficiency (LEP). MiMEP's proposed outcome was that migrant EL students would develop their English language proficiency and meet the state Annual Measurable Achievement Objective (AMAO) 1 target each year.³

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 13.

Table 13. Service Delivery Plan for Outcome Five.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Local Migrant Education Programs will use	1. Teachers of migrant students will	Teachers/ Administrators Survey	Summer 2013	Summer Curriculum &	Release Time for Staff (substitute costs or stipends)

³ Beginning in the 2013-2014 school year, Michigan changed its LEP assessment from the ELPA to the WIDA assessment. The change necessitated a change in how adequate progress under AMAO 1 was determined. The calculations for AMAO 1 changed from a scale score change concept to an SGP concept to account for the new assessment. Because results for the new assessment have yet to be verified or released, and because they represent a significant change in how the target data is interpreted, they have not been included in this evaluation report. All of the reported results use results from the ELPA.

<p>Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.</p>	<p>participate in Professional Development in Sheltered Instruction focused on WIDA's ELD state standards. 2. Teachers will infuse language and content objectives in lesson planning and preparation. 3. Teachers of migrant students will collaborate to implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction.</p>	<p>Sample Units and Lessons with Language and Content Objectives Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations</p>		<p>Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant</p>	<p>Common Core State Standards Resources WIDA ELD Standards Resources Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs</p>
<p>Local Migrant Education Programs will implement the statewide WIDA standards.</p>	<p>1. Local MEP staff will participate in state and Regional professional development related to the WIDA standards. 2. Local MEPs will implement the WIDA Performance Indicators and Can DO statements into lesson planning and delivery.</p>	<p>Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations</p>	<p>Fall 2013</p>	<p>Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant English Learner/ Title III Program</p>	<p>Release Time for Staff (substitute costs or stipends) WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs</p>

As noted in Outcome 1, SIOP is a primary strategy of the SDP and weaves through many objectives. In addition to SIOP training, the summer migrant teacher training includes an overview of the WIDA Performance Levels, Guiding Principles and Can DO statements to guide all teachers in supporting the needs of the migrant, English Learners.

In addition to the professional development provided in the summer, regional trainings are offered through Title III, and migrant program staff are encouraged to attend. In 2014 and 2015, the final summer regional training was scheduled after summer migrant programs ended

and hosted by one of the MEPs to encourage participation. In addition, Title III supports cohorts of EL Trainers and 13 of these trainers work for local migrant education programs either in regular year, summer or both. These trainers are also the leaders for WIDA standards and assessment training and implementation in their local districts.

Results. AMAO 1 measures language progress for EL students. Specifically, students were deemed to have made sufficient progress if they improved their year-to-year score on the English Language Proficiency Assessment (ELPA) by at least four scale points. Districts were deemed to have met their target if the percentage of its students making progress on the ELPA met or exceeded the current year's target, which was set by the state and varied on an annual basis. In 2010-2011, that target was 77%, in 2011-2012, the target was 79%, and the 2012-2013 target was 81%. For the purposes of this evaluation, we extrapolated the district targets for all EL students to a statewide target for migrant students. The results for 2010-2011 through 2012-2013 are displayed below in Table 14.

Table 14. Statewide Migrant and Non-Migrant AMAO 1 Target Data 2010-2013

Population	2010-2011			2011-2012			2012-2013		
	N	% Met Growth Target	Target Met	N	% Met Growth Target	Target Met	N	% Met Growth Target	Target Met
Migrant	981	78.29%	Yes	851	76.46%	No	920	71.85%	No
Non-Migrant	62,644	79.07%	Yes	49,967	76.72%	No	52,877	75.42%	No

Note. The target cutoff for the three years were 77%, 79%, and 81% respectively

Outcome Five was met for the 2010-2011 school year, but was not met for either the 2011-2012 or 2012-2013 school years. The 2010-2011 and 2011-2012 proficiency level roughly mirrored the trend we observed for non-migrant English learners students in the state, but migrant EL students appeared to show less progress than their non-migrant peers. We decided to investigate this 2012-2013 aberration further by disaggregating the data for PFS and NPFS

students. We discovered that both subgroups performed below the rates observed in non-migrant peers. Only 69.92% of PFS students met the proficiency target, and 73.89% of NPFS students met the target.

Overall, this data led us to conclude that we have not met Outcome Five in meeting AMAO 1 targets for migrant students for the previous school years, 2011-2012 and 2012-2013, after meeting the 2010-2011 school year. This is particularly concerning to MDE considering that there appears to be a downward trend, which mirrors the trend for non-migrant English learners. This finding highlights the need to direct local, state and federal resources to migrant English learners to help them develop their English language proficiency. With the adoption of WIDA standards, increased opportunities for professional development, and the adoption of the WIDA assessment, there has been significant change in Michigan since this data was collected. We are eager to see the 2013-2014 and 2014-2015 data results, which use data from the WIDA assessment and Michigan's new business rules for using Student Growth Percentiles (SGPs) to evaluate student growth and set district AMAO 1 targets.

Outcome Six: Migrant Parents' Access to Instructional Supports

Our sixth outcome goal was that by 2015, migrant parents who report having access to instructional resources to provide support to their children would increase from 27% to 50%. The 27% baseline for Outcome Six comes from a 2012 open-ended survey question, *What do you do to support [your child with school]?* CNA Committee members in 2012 analyzed these open responses and selected responses that they felt indicated some type of instructional support. The subjectivity of this analysis made it difficult to replicate with the 2015 Parent Survey results.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 15.

Table 15. Service Delivery Plan for Outcome Six

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All migrant parents will be given access to resources in order to provide instructional support to their children in reading.	<ol style="list-style-type: none"> Teachers will develop and/or access subject specific, bilingual materials and resources for parents to support academic growth for migrant students in reading. Local MEP parent activities will include methods for learning how to access and utilize the academic support materials. 	Teachers/ Administrators Survey Parent Survey Agendas, Handouts, Sign-ins and Evaluations from Parent Outreach Activities Numbers of booklets/ resources distributed to parents	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Costs to provide Local Parent Activities – Facilities, Training, Bilingual Materials, Child Care, Refreshments

There are several ways that MiMEP has supported increased access to instructional supports. The Math MATTERS curriculum has a strong parent component with bilingual family games, activities, student learning reports and notes. Local MEPs are encouraged to host parent outreach events that offer opportunities for parents to see the classrooms and experience some of the games and enrichment provided through the curriculum. Over the last three years, under the guidance of a strong Parent Leadership Team (PLT) Steering Committee, MiMEP has re-envisioned the parent advisory and parent leadership concepts. State/Regional meetings are now held via teleconference in multiple locations (between 6 and 10 sites depending on crops). This has opened a two-way conversation whereby the PLT Steering Committee has elicited guidance from parent leaders across the state as well as been able to share requested information, including information on the instructional strategies. Specifically related to this outcome, two of the four State/Regional meetings conducted so far have highlighted the MDE's bilingual Parent

Engagement Toolkit Initiative that our parent leaders can share with other migrant parents in their local schools and communities.

Results. The 2012 Parent Surveys provided a baseline of 27%. In 2015, Parent Survey responses indicated 44% of parents employed an instructional strategy. As noted above, the categorization of these responses was subjective and based on an interpretation of the intent of the parent’s response. MiMEP did not achieve the outcome target of 50%, but did show an increase of 17%.

Outcome Seven: Increased Local Use of Federal Reporting Tools

Our seventh outcome was that by 2012, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 16.

Table 16. Service Delivery Plan for Outcome Seven

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All local MEP programs will have the capacity to utilize MSIX reports regularly.	<ol style="list-style-type: none"> MiMEP office will host statewide onsite trainings and webinars for all potential MSIX users annually. Local MEP programs will budget costs for participating in statewide MSIX trainings at least once per year. Local MEP programs will participate in statewide MSIX webinars for targeted follow-up. Local MEP programs will complete an evaluation related to MSIX use. 	Teachers/Counselor/ Administrators Evaluation of MSIX Agendas, Sign-ins and Evaluations for Professional Development Opportunities MSIX/Reacts Strategic Plan Outcome Measures MSIX Reports	Spring 2013	Local Migrant Directors Migrant Education Consultant	Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs
The Michigan MEP office will monitor the use of MSIX.	<ol style="list-style-type: none"> MiMEP will create an evaluation to be used annually to monitor MSIX use. MiMEP will use the MSIX reports to monitor usage. 	Teachers/Counselor/ Administrators Evaluation of MSIX MSIX/Reacts Strategic Plan	Fall 2013	Local Migrant Directors & MEP Instructional Staff	Statewide Training and Materials (facilities) Release Time for Staff (substitute

	3. MiMEP office will evaluate all training sessions and use the feedback to improve future trainings.	Outcome Measures MSIX Reports		Migrant Education Consultant	costs or stipends) Travel Costs
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MiMEP has made significant progress in the use of MSIX. Beginning in spring 2013, MiMEP hosted a webinar whose purpose was to train on the basics of MSIX and to establish the procedure that all MSIX applicants would complete the online MSIX Secondary Tutorial and score no less than 80% on the tutorial quiz. Quiz results are submitted along with the application for access to ensure the applicant has acquired basic knowledge of MSIX. During the Annual Data Entry and Recruiter Training which began in 2014, strategies for using MSIX were shared. A breakout session is also offered at the Annual Special Populations Conference each fall. Several MiMEP monthly webinars have highlighted practical uses by local MEP staff. In addition, the MSU Identification and Recruitment Center staff started processing all notifications received intra-and inter- state by reviewing history and prior enrollments to determine where the child will likely move to. The local MEP director receives an email letting them know that the child is arriving or has left. The team is also reviewing the Missed Enrollment Report and again reviewing histories, calling families and other states to track down migrant eligible children who may have not been recruited. During technical assistance visits and onsite reviews with the Migrant Education Consultant and State Migrant Director, local staff are asked to describe their use of MSIX. The focus on training and practical application has significantly increased usage.

Results. Michigan requested a new report from MSIX that would enable us to monitor MSIX usage. At this time, that report request has been declined. We will continue to explore ways to objectively measure the increased usage that we are observing.

Outcome Eight: Participation in Early Childhood Programs

The MiMEP objective for Outcome Eight was that the percentage of migrant children reported as participating in structured early childhood programs, via preschool and Migrant Head Start, as reported in MEDS, would increase by two percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 17.

Table 17. Service Delivery Plan for Outcome Eight

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Improve coordination between local MEPs and Early Childhood programs.	<ol style="list-style-type: none"> 1. MiMEP and local MEPs will identify and compile funding sources for Early Childhood Education. 2. MiMEP and local MEPs will identify service gaps (no services or not enough) in Early Childhood Education programs. 3. MiMEP and partner organization will identify potential sources or programs to fill the gap. 4. MiMEP and local MEPs will work with providers to develop coordination plans. 	Agendas, Minutes and Sign-Ins from Collaborative Meetings Provider Lists Coordination Plans	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee Telamon Migrant Head Start
Coordinate recruitment and education that reaches all migrant families in Michigan.	<ol style="list-style-type: none"> 1. MiMEP will compile a list of other agencies that are recruiting migrant children and/or families by program and location. 2. MiMEP will compile resources for migrant agencies by county. 	Agendas, Minutes and Sign-Ins from Collaborative Meetings Provider Lists Referral Networks and Resource Lists	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee

	<p>3. MiMEP and local MEPs will utilize state and local referral networks to educate all migrant service providers about Early Childhood Education opportunities.</p>				<p>Telamon Migrant Head Start Local Migrant Resource Lists for Families</p>
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In order to improve coordination, the Migrant Education Consultant joined the Migrant Child Task Force, which is chaired by the Migrant Head Start Director. Through this collaboration at the state level, some local Migrant Head Start programs have begun coordinating start and end times with local MEPs to maximize funding and services to children, and are supporting one another’s recruitment efforts with referrals and invitations to each other’s family nights.

In 2013, MiMEP began requesting that Migrant Head Start data be added to MEDS in the Enrollment Comment box that pushes to MSIX. This allows monitoring of collaboration and ensures that partner states have ready access through MSIX to a child’s Migrant Head Start participation.

Additionally, the State Migrant Director is coordinating with the MDE Early Childhood Director to increase migrant student participation in state GSRP programs.

Results. As with other data presented in this evaluation, the regular year counts vary significantly. MiMEP did not meet the objective of increasing participation by 2% from 2011-2012 to 2012-13. This may be attributed to increased MiMEP guidance on coding in MEDS and possibly due to the early return of migrant families to their home states due to a poor apple harvest.

However, MiMEP significantly exceeded the objective target for 2013-14. For summer 2014, the MDE Great Start Readiness Program (GSRP) offered funding through the local Intermediate School Districts (ISDs) to encourage summer migrant preschool programming. Four large summer migrant programs have been able to utilize this given the GSRP program requirements and the regional ISD's decision to participate. This accounts for much of the summer increase in 2014. This collaboration continued with these four programs in 2015.

Table 18. Counts and Percentage Changes for Structured Early Childhood Programs

	2011- 2012	2012- 2013	2013- 2014
Migrant Head Start	1	2	13
Regular Year PreSchool	81	69	76
Summer Migrant PreSchool	142	110	576
Total	224	181	665
Percent Change		-19%	267%

Note. MiMEP began requesting local MEPs include a note in the enrollment box of participation in Migrant Head Start in spring of 2013. This is not a de-duplicated count.

Overall, MiMEP exceeded the 2% increase set by objective in Outcome 8.

Outcome Nine: Preventative and Intervention Health Services for Young Children

Outcome Nine stated that the percentage of migrant parents reporting that their children, birth to age five, receive preventative and intervention health service will increase two percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 19.

Table 19. Service Delivery Plan for Outcome Nine

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All migrant families whose children participate in Early Childhood Education programs will receive referrals (as defined by Migrant Education) and gain access to prevention and intervention health services.	<ol style="list-style-type: none"> 1. MiMEP will provide training to Migrant Education staff about potential referral opportunities. 2. MiMEP will create a migrant program definition comparison chart across agencies. 3. MiMEP and local MEPs will work with partner agencies to establish networks to increase migrant access to health services. 4. Local MEPs will increase prevention and intervention services that are provided Title I, Part C funds. 	<p>Agendas, Minutes and Sign-Ins from Collaborative Meetings</p> <p>Comparison Chart Referral Networks and Resource Lists</p> <p>Referral Rates for Birth to Age Four Students</p>	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee Telamon Migrant Head Start

The Migrant Program definitions were included in the Migrant and Seasonal Farmworker Enumeration Profiles Study conducted by Alice C. Larson, Ph.D. This document was shared with local MEPs via the MiMEP Newsletter.

The Interagency Migrant Service Council created an interagency referral form to encourage cross agency collaboration. Local MEPs received this information and discussed its uses during a monthly MiMEP webinar. In addition, local MEPs are encouraged to attend the local area Migrant Resource Councils to increase coordination. This has led to joint camp visits with multiple agencies supporting one another during outreach. In spring 2015, MiMEP provided additional guidance to local programs on documenting referrals in MEDS.

Results. In 2012, 40.3% of parents indicated on the parent survey that they received referrals to other community agencies and 55.2% said they received referrals to health professionals including medical, dental and vision referrals. In 2015, these percentages were 37.7% and 49.3% respectively. These percentages do not specifically address the data targeted

in the objective since the survey created by the CNA Committee asked a more general question. In order to have baseline data to compare to, MiMEP chose not to change the survey in 2015 but rather to explore the implications of the available data. Outcome nine was not met. This outcome will need to be discussed with stakeholders to improve the data collection and ensure that we are specifically addressing the target.

Outcome Ten: Graduation Rates

Outcome ten was that the graduation rate of migrant high school students, including those who receive a GED, would increase by at least two percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 20.

Table 20. Service Delivery Plan for Outcome Ten

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Provide professional development and resources to local MEPs regarding secondary and post-secondary education.	<ol style="list-style-type: none"> MiMEP will create Professional Development on Post-Secondary Programs and serving migrant youth. MiMEP in conjunction with local partners will develop communication tools on secondary and post-secondary programs for parents and local MEPs. Local MEPs will compile resources for agencies that serve migrant families by county. Local MEPs will coordinate mentoring 	Teachers/ Administrators Survey Agendas, Sign-ins and Evaluations for Professional Development Opportunities Training, resources, websites Mentoring Guidance Documents	Spring 2014	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Development of Communication Tools; Publishing Costs Staff Time to Investigate Community Resources and Compile Information Volunteers Resources for Mentors; Administration/ Coordination of Program Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

	<p>programs for migrant students.</p> <p>5. MiMEP will develop mentoring program guidelines/modules.</p>				
<p>Increase parental outreach and engagement for parents of students in high school or GED programs.</p>	<p>1. Local MEPs will have a plan that includes a Parent Advisory Committee and specific activities related to secondary students.</p> <p>2. MiMEP will facilitate the creation of resources for secondary MEP programs, by involving the State PAC and statewide committees.</p>	<p>Teachers/ Administrators Survey Parent Survey Agendas, Sign-ins and Evaluations for Parent Outreach and Advisory Committee (PAC) Opportunities Training, resources, websites</p>	<p>Spring 2014</p>	<p>Local Migrant Directors and MEP Staff Migrant Education Consultant MiMEP Partners</p>	<p>Costs associated with Parent Advisory Committee Meetings Costs associated with Parent Outreach Events Creation/Compilation of Resources (and Training) for Secondary MEP Programs Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs</p>

MiMEP has offered secondary breakout sessions and training options during the Summer Migrant Teacher Training and the Special Populations Conference for the last two years. These trainings have included PASS, online options, instructional ideas for working with secondary and OSYs through home or camp based programming. In addition, several local programs are offering secondary student mentoring through at risk funding or as part of district initiatives; other programs are implementing migrant mentoring. MiMEP supports these local initiatives through technical assistance, providing migrant director work days to encourage collaboration, and sharing resources through the MiMEP monthly newsletter.

With regards to the second strategy, through the Parent Leadership Team structure adopted by Michigan, parent leaders across the state prioritized their concerns and identified what they felt needed to be worked on. This list included a request for information on the

commonalities between the secondary curriculums and graduation requirements of Michigan, Texas and Florida (our two largest sending states). The PLT Steering team will begin work on framing the requirements of this project winter 2015.

Results. Graduation rates in Michigan are calculated by the Center for Educational Performance and Information (CEPI), who calculates four-year, five-year, and six-year graduation rates. CEPI also reports graduation rates for subgroup populations, including migrants. All three graduation rates for 2012, 2013, and 2014 are reported below in Table 21.

Table 21. Migrant Graduation Rate Data by Year and Rate Type

Rate Type	Cohort Year	N	On Track Graduated	Dropout (Reported & MER)	Off Track Continuing	GED	Migrant Grad Rate	State Grad Rate
4-Year	2012	60	41	< 10	11	< 10	68.33%	76.24%
4-Year	2013	78	55	12	10	< 10	70.51%	76.96%
4-Year	2014	76	48	19	< 10	< 10	63.16%	78.54%
5-Year	2011	54	32	20	< 10	< 10	59.26%	78.58%
5-Year	2012	57	45	< 10	< 10	< 10	78.95%	79.81%
5-Year	2013	76	55	17	< 10	< 10	72.37%	80.41%
6-Year	2010	90	66	23	< 10	< 10	73.33%	80.25%
6-Year	2011	53	32	20	< 10	< 10	60.38%	79.51%
6-Year	2012	58	47	< 10	< 10	< 10	81.03%	80.68%

The graduation rate data confirms the problem identified in our CNA: migrant students face significant barriers to graduation above and beyond those experienced by non-migrant students. Unfortunately, based on this data, we were not able to conclude that the migrant graduation rate has increased by 2 percentage points annually. The most recent 4-year cohort data actually represents the lowest graduation rate in the three-year cycle. The 5-year and 6-year data give more reason to be optimistic, as the most recent graduation rates are both higher than the baseline rates from the previous two years. However, the pattern of change is not consistent enough to responsibly claim there is a clear pattern of improvement.

Outcome Eleven: Out of School Youth

The final outcome for our evaluation plan centered on migrant Out of School Youth (OSY). In the SDP, we planned that the number of identified and served migrant Out of School Youth will increase by at least two percentage points annually.

Delivery plan and implementation. The delivery plan for this outcome is presented below in Table 22.

Table 22. Service Delivery Plan for Outcome Eleven

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Local MEPs and ID&R centers will network with local agencies and growers within each community to ensure identification of out-of-school youth.	<ol style="list-style-type: none"> 1. MiMEP in collaboration with the ID&R Centers will develop a contact/resource list of all agencies/ resources in the area. 2. MiMEP will host quarterly presentations/discussions regarding migrant education programs and OSY definition. 3. MiMEP and/or partners will develop a website or page regarding OSY with contact information. 4. Local MEPs will provide referrals to HEP program in the state for OSY. 	Resource Compilations Agendas, Sign-ins and Evaluations for Professional Development Opportunities OSY Resources Survey of OSY students/providers Number of Referrals	Fall 2013	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Staff Time to Investigate Community Resources and Compile Information Development of Communication Tools; Publishing Costs Website and Regular Updates Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs
Improve skills of local MEP and ID&R recruiters	<ol style="list-style-type: none"> 1. Local MEP and ID&R recruiters will receive training annually on the identification and recruitment of out-of-school youth. 2. MiMEP will add OSY discussions and training to the annual mandatory recruiter training. 3. Track specific efforts made by local programs for identifying OSY. 4. MiMEP will coordinate the development and sharing of statewide practices for identifying OSY. 	Agendas, Sign-ins and Evaluations for Professional Development Opportunities Local MEPs Reporting on OSY	Fall 2013	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Development of Identification Tools; Publishing Costs Opportunities for Collaboration and Planning Between Recruiters Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

The two ID&R Centers have provided leadership in recruiting OSYs. They have provided technical assistance and onsite mentoring to local recruiters who have requested help in identifying these youth. In addition, the counts of these youth are shared at the Annual Data Entry and Recruiter Training with time for reflection on whether the target was met. Since the SOSOY website is rich with OSY resources and was developed by experts in this area, it was decided that these resources would be shared and highlighted rather than creating something new. Local migrant programs are encouraged to coordinate with the HEP program at MSU. This collaboration has brought about the creation of a satellite HEP and a second GED program in the Hart/Oceana area that is the joint efforts of MSU Migrant Student Services, HEP program, Hart Public Schools Migrant Education Program and the Telamon Workforce Development.

Results. The Consolidated State Performance Report requirements for OSY participation changed in the 2013-2014 school year when performance period was required rather than regular year participation. In order to preserve the uniformity of the interpretation of the data, summer participation will be used as the participation measure. In addition to preserving data uniformity, summer data is used since most OSY served by MiMEP are served in the summer. The identification and participation numbers are presented below in Table 23.

Table 23. Counts and Percentage Changes for Identified and Served Out of School Youth

	<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>		<u>2013-2014</u>	
	N	N	% Increase	N	% Increase	N	% Increase	
Identified OSY	161	191	19%	184	-4%	221	20%	
Participating OSY	16	19	19%	26	37%	24	-8%	

In both the categories, we observed that there was indeed a clear pattern of increasing the number of OSY students identified and participating in MEPs statewide. Over the four-year

period, the number of students increased from 167 to 221, which was a 32% increase. The average increase was more than 10% per year, even though the number of students identified dipped marginally in the 2012-2013 year. The number of students who participated increased from 16 in 2010-2011 to 24 in 2013-2014, which represents a 50% increase. Even though observed participation was slightly down in 2013-2014, the average increase was still approximately 16% per year. The fact that in each reporting category, increases were observed in all but one year increases our confidence that MiMEP was able to meet its goals for Outcome Eleven.

Conclusion

The MiMEP state team and local program leadership have established a solid infrastructure for program planning, development and implementation. Below are a few highlights of programmatic strengths and some challenges that will be further discussed. An action plan will be charted based on the evaluation results that will involve all stakeholders.

Programmatic strengths

Strong leadership at state and local levels - In October 2013, the State Migrant Director hired a former local MEP Director who shared the vision of providing technical assistance and making continuous improvements to co-lead the MiMEP as the Migrant Education Consultant. The co-leaders steered the creation of three key migrant leadership teams – (1) the PLT Steering Committee comprised of local migrant directors, parent liaisons, community members and parents; (2) The ID&R Team which includes the two state COE approvers/MEDS Data Entry Trainers and the two ID&R Center leads/Recruiter trainers; and (3) the SMEP Training Team (Leads and Supporters) who are leading the implementation of common summer curriculum and assessments. MiMEP seeks to empower and support the leadership of our highly talented local migrant staff and parents.

Data-driven decision-making – Identification and recruiting relies on accurate and timely gathering of information. To support that process, MiMEP creates Data Quality (DQ) reports, hosts data conversations and has established a process to support tough eligibility determinations. Programmatically, each local summer migrant education program completes an evaluation of the summer program with a summary of the available data, findings and implications in accordance with the local staff's expertise with data-driven decision-making. These evaluations are *all* reviewed and critical feedback is shared with programs. This feedback

includes accolades for identified successes, questions to elicit further reflection and challenges for improvements.

Effective teachers- SMEP teachers receive two days of intense training each June. This training focuses on understanding the unique needs of migrant children, effective implementation of the Math MATTERS curriculum, accurate assessment and reporting including the use of results to drive instruction, and increasing the use capacity for Readers' and Writers' workshops. The SMEP training team provides ongoing support to their local programs and to their colleagues across the state after the two days of training.

Parent leadership – As shared in Outcome Six, the parent advisory concept has been re-imagined based on the needs of parents while they are residing in Michigan, which is their receiving state. MiMEP recognizes that parents are “here to work” and must design our advisory structure within that context to be successful. We have two At Large Representatives (migrant parents) on our PLT Steering Team. In addition, we have focused technical assistance to local migrant program directors on the distinctions between parent outreach and parents holding advisory roles where they are engaged in two conversations that inform and guide the direction of the local migrant program.

Challenges

The following are challenges that Michigan migrant children are facing. These are concerns presented in the data and in the individual stories of our migrant children. We do not have answers for these challenges but are committed to learning and exploring so that we can better support our migrant children.

Transitioning between states: One challenge that continues to present itself is the lost instructional time due to the high mobility, different state core curriculums and sequencing, the

different start and end times for the school year, and the different state requirements for grade level promotion. Students may miss several days of school during each move. Students miss instructional time in Michigan that is necessary for them to meet the Michigan State standards as measured by the state content assessments. These challenges are compounded by the differences between Michigan, Texas and Florida's standards (MiMEP's two largest sending states).

Additionally, by law, Michigan public schools do not start until after the Labor Day holiday while students in a migrant child's home state may have started several weeks before.

Conversely Michigan schools do not end until June, sometimes several weeks after sending state schools have ended. When students return to Michigan, parents and students alike feel that they have already "finished" school for the year and do not want to enroll. Another challenge is that some students begin the school year in one grade in Michigan, only to be retained in the previous year's grade level in the home state upon returning. This causes further disruption to the educational continuity.

Regular Year Programming – Michigan subgrants regular year migrant funds to local districts and consortium. Migrant programming supplements the other district funds and services to which migrant children have equitable access. Regular year migrant programming, therefore, varies greatly in design and implementation based on the local context. It is therefore not possible to have an articulated, common regular year migrant education program plan with common assessments that can be continuously monitored and improved. Additionally, training that classroom teachers receive in the district may not connect adequately to the unique needs of migratory children. We are exploring ways to systematically support our local regular year, migrant directors, for whom the role of migrant director is only one of many duties.

Appendix A

Tables containing N counts and percentages for the graphs presented in Objective 1 and 3.

	Fourth Grade Writing					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	251	23.51%	211	33.65%	303	29.04%
Migrant FAY	82	26.83%	88	31.82%	91	39.56%
Migrant Non-FAY	169	21.89%	123	34.96%	212	24.53%
Migrant NPFS	NA	NA	106	33.96%	163	35.58%
Migrant PFS	NA	NA	101	34.65%	139	20.86%
Non-Migrant	112650	43.93%	111527	46.08%	112520	49.65%

	Seventh Grade Writing					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	206	18.93%	200	44.50%	234	34.19%
Migrant FAY	65	23.08%	88	52.27%	66	25.76%
Migrant Non-FAY	141	17.02%	112	38.39%	168	37.50%
Migrant NPFS	NA	NA	106	48.11%	130	33.85%
Migrant PFS	NA	NA	94	40.43%	103	34.95%
Non-Migrant	118395	46.81%	118114	50.92%	116548	52.16%

	Eleventh Grade Writing					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	70	10.00%	79	15.19%	90	31.11%
Migrant FAY	47	10.64%	50	22.00%	64	32.81%
Migrant Non-FAY	23	8.70%	29	3.45%	26	26.92%
Migrant NPFS	NA	NA	57	19.30%	72	27.78%
Migrant PFS	NA	NA	21	4.76%	17	47.06%
Non-Migrant	112369	50%	110582	49%	110632	51%

	Third Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	307	42.02%	274	45.26%	369	33.60%
Migrant FAY	69	43.48%	68	54.41%	82	29.27%
Migrant Non-FAY	238	41.60%	206	42.23%	287	34.84%
Migrant NPFS	NA	NA	116	54.31%	190	36.32%
Migrant PFS	NA	NA	158	38.61%	179	30.73%
Non-Migrant	112858	62.56%	113324	66.39%	110375	61.30%

	Fourth Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	260	45.38%	225	54.67%	310	43.55%
Migrant FAY	84	42.86%	88	56.82%	93	44.09%
Migrant Non-FAY	176	46.59%	137	53.28%	217	43.32%
Migrant NPFS	NA	NA	109	52.29%	167	47.31%
Migrant PFS	NA	NA	112	56.25%	142	38.73%
Non-Migrant	113639	67.61%	112485	67.75%	113461	69.45%

	Fifth Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	223	43.50%	194	45.88%	300	59.67%
Migrant FAY	67	29.85%	79	50.63%	66	48.48%
Migrant Non-FAY	156	49.36%	115	42.61%	234	62.82%
Migrant NPFS	NA	NA	90	50.00%	131	58.78%
Migrant PFS	NA	NA	102	41.18%	169	60.36%
Non-Migrant	116616	69.00%	113032	70.36%	112253	71.38%

	Sixth Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	280	38.93%	193	49.22%	258	55.81%
Migrant FAY	23	30.43%	14	50.00%	25	60.00%
Migrant Non-FAY	257	39.69%	179	49.16%	233	55.36%
Migrant NPFS	NA	NA	96	50.00%	152	55.26%
Migrant PFS	NA	NA	94	50.00%	105	57.14%
Non-Migrant	118819	67%	116759	69%	113558	71%

	Seventh Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	214	28.50%	210	40.48%	243	31.28%
Migrant FAY	65	36.92%	88	37.50%	66	27.27%
Migrant Non-FAY	149	24.83%	122	42.62%	177	32.77%
Migrant NPFS	NA	NA	111	42.34%	134	31.34%
Migrant PFS	NA	NA	99	38.38%	108	30.56%
Non-Migrant	119286	60.65%	119072	62.73%	117506	61.18%

	Eighth Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	195	35.38%	174	45.98%	258	51.55%
Migrant FAY	58	36.21%	85	49.41%	87	49.43%
Migrant Non-FAY	137	35.04%	89	42.70%	171	52.63%
Migrant NPFS	NA	NA	86	48.84%	141	54.61%
Migrant PFS	NA	NA	88	43.18%	117	47.86%
Non-Migrant	119987	61.51%	118227	66.48%	118510	73.11%

	Eleventh Grade Reading					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	73	28.77%	78	26.92%	89	44.94%
Migrant FAY	49	24.49%	50	30.00%	64	43.75%
Migrant Non-FAY	24	37.50%	28	21.43%	25	48.00%
Migrant NPFS	NA	NA	56	30.36%	71	39.44%
Migrant PFS	NA	NA	21	19.05%	17	64.71%
Non-Migrant	112648	57.36%	111125	54.90%	111022	59.95%

	Third Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	295	22.03%	232	12.07%	358	21.79%
Migrant FAY	69	18.84%	67	20.90%	82	18.29%
Migrant Non-FAY	226	23.01%	165	8.48%	276	22.83%
Migrant NPFS	NA	NA	105	19.05%	187	22.99%
Migrant PFS	NA	NA	127	24.39%	171	20.47%
Non-Migrant	112902	37.39%	113404	42.15%	110429	41.30%

	Fourth Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	254	25.59%	202	37.13%	306	26.14%
Migrant FAY	84	25.00%	88	36.36%	93	29.03%
Migrant Non-FAY	170	25.88%	114	37.72%	213	24.88%
Migrant NPFS	NA	NA	103	39.81%	166	24.10%
Migrant PFS	NA	NA	95	33.68%	138	28.99%
Non-Migrant	113735	41.06%	112637	47.13%	113620	46.40%

	Fifth Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	215	29.77%	175	33.14%	300	44.33%
Migrant FAY	67	23.88%	77	44.16%	66	36.36%
Migrant Non-FAY	148	32.43%	98	24.49%	234	46.58%
Migrant NPFS	NA	NA	85	40.00%	133	51.88%
Migrant PFS	NA	NA	88	27.27%	167	38.32%
Non-Migrant	116642	40.73%	113122	46.71%	112374	46.11%

	Sixth Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	268	20.52%	180	25.56%	250	26.00%
Migrant FAY	23	8.70%	14	50.00%	25	36.00%
Migrant Non-FAY	245	21.63%	166	23.49%	225	24.89%
Migrant NPFS	NA	NA	91	29.67%	147	28.57%
Migrant PFS	NA	NA	86	22.09%	101	22.77%
Non-Migrant	118817	38%	116772	41%	113636	43%

	Seventh Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	211	20.38%	193	25.39%	235	25.53%
Migrant FAY	65	21.54%	87	29.89%	66	16.67%
Migrant Non-FAY	146	19.86%	106	21.70%	169	28.99%
Migrant NPFS	NA	NA	102	23.53%	130	28.46%
Migrant PFS	NA	NA	91	27.47%	103	22.33%
Non-Migrant	119247	38%	119035	39%	117583	40%

	Eighth Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	174	9.20%	157	19.11%	261	17.62%
Migrant FAY	58	10.34%	85	28.24%	87	11.49%
Migrant Non-FAY	116	8.62%	72	8.33%	174	20.69%
Migrant NPFS	NA	NA	78	25.64%	144	17.36%
Migrant PFS	NA	NA	79	12.66%	116	18.10%
Non-Migrant	120087	31%	118239	36%	118533	36%

	Eleventh Grade Math					
	2011-2012		2012-2013		2013-2014	
	N Obs	% Proficient	N Obs	% Proficient	N Obs	% Proficient
Migrant	71	8.45%	78	6.41%	89	12.36%
Migrant FAY	47	6.38%	50	8.00%	64	14.06%
Migrant Non-FAY	24	12.50%	28	3.57%	25	8.00%
Migrant NPFS	NA	NA	56	7.14%	71	9.86%
Migrant PFS	NA	NA	21	4.76%	17	23.53%
Non-Migrant	111815	30.69%	110478	30.14%	110447	30.33%