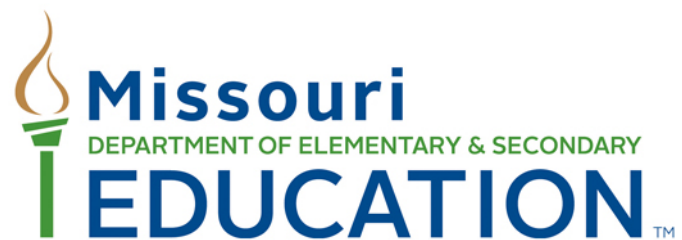


Annual Evaluation Report



Missouri Department of Elementary and
Secondary Education
Migrant Education Program

2013-2014 School Year



Prepared by: META Associates
518 Old Santa Fe Trail
Suite #1-208
Santa Fe, NM 87505
(303) 550-3333
duron1@aol.com

July 29, 2015

Acronyms Used in the Report

ACCESS	Assessing Comprehension and Communication in English State-to-State
AYP	Adequate Yearly Progress
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DESE	Department of Elementary and Secondary Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOE	Department of Education
ECE	Early Childhood Education
EED	Missouri Department of Education & Early Development
EL	English learner
ELG	Early Learning Guideline
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FERPA	Family Rights and Privacy Act
GED	General Educational Development
GPA	Grade Point Average
HS	High School
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MAP	Missouri Assessment Program
MEP	Migrant Education Program
MOSIS	Missouri Student Information System
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
RFR	Request for Funding Reimbursement
RTI	Response to Intervention
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
WIC	Women, Infants, and Children
WIDA	World-Class Instructional Design & Assessment

TABLE OF CONTENTS

I. Executive Summary	1
II. Evaluation Methodology	3
III. Evaluation Context	5
Program Description	5
Sub-allocation Process	6
State Education Agency Monitoring Process	7
IV. Program Implementation	8
Supplemental Instruction Related to Reading and Math	8
Professional Development	10
Parent Involvement	13
School Readiness Services	14
Secondary Student Services	15
V. Results	17
Performance Targets	17
Communication Arts Results	18
Mathematics Results	20
School Readiness Results	22
High School Graduation Results	22
VI. Recommendations	24
Recommendations for 2014-15	24

Appendix A – Data Collection Forms

Appendix B – State Monitoring Tool and Observation Protocol

Appendix C – Recommendations from the September PAC Meeting

TABLE OF EXHIBITS

Exhibit 1	Total Eligible Migrant Children 2009-10 to 2013-14	5
Exhibit 2	Missouri Migrant Student Demographics	5
Exhibit 3	Last Qualifying Moves	5
Exhibit 4	Map of Missouri Regions	6
Exhibit 5	Number Served and PFS Status during the Regular and Summer Terms.....	7
Exhibit 6	Participation in Instructional Services by Type of Service	8
Exhibit 7	CIG Activities in which Missouri Participated.....	9
Exhibit 8	Number of Staff Trained by Strategy, Topic, and Area	11
Exhibit 9	Math MATTERS Professional Development Provided.....	11
Exhibit 10	Teachers Use of Research-Based Strategies on Math MATTERS Teacher Rubric..	13
Exhibit 11	PAC Meetings and Parent Involvement Activities.....	13
Exhibit 12	Preschool Services Provided	14
Exhibit 13	Secondary and OSY Services Provided.....	15
Exhibit 14	AMOs through 2020 for the Overall Group and Migrant Subgroup.....	17
Exhibit 15	Students Scoring Proficient on the 2014 English Language Arts State Assessment Compared to the State Performance Targets	18
Exhibit 16	Students Scoring Proficient on the 2014 Mathematics State Assessment Compared to the State Performance Targets.....	18
Exhibit 17	Impact of Professional Development on MEP Instructional Services in Reading.....	19
Exhibit 18	Parent Involvement in Summer Instruction.....	19
Exhibit 19	WIDA ACCESS Results 2013-14.....	20
Exhibit 20	Student Results on Math MATTERS Curriculum-Based Assessment	20
Exhibit 21	Impact of Professional Development on MEP Math Instructional Services.....	21
Exhibit 22	Parent Involvement in Mathematics Instruction in the Home.....	21
Exhibit 23	Change in Dropout Rate from Baseline to 2013-14.....	22
Exhibit 24	Impact of Professional Development on MEP Instructional Services for High School Graduation.....	23

1 Executive Summary

The Missouri Migrant Education Program (MEP) offered a number of innovative services and programs to migrant students in Missouri. Services are designed to facilitate continuity of instruction to students who migrate between Missouri and other states and within the state of Missouri. During 2013-14, an initial total of 854 migrant students (ages 3-21) were identified in Missouri. Of the total number enrolled, 49% (425 students) were served and 48% of PFS students participated in services. Services included tutoring/instructional support, summer school programs, reading and mathematics enrichment activities, supportive and supplemental services, career education, technology instruction, as well as research-based activities to involve parents in the education of their children.

This report provides implementation and outcome information for the 2013-14 school year including the summer months. The major accomplishments reflect changes to improve systems and communication, collaboration, and planning that contribute to the impact of the MEP as shown in student outcomes and staff and parent perceptions of project effectiveness.

Inter/intrastate collaboration resulted in increased services to migrant students. In addition, the Missouri MEP collaborated with other States for data collection, transfer, and maintenance of MEP student records; ID&R; as well as through a MEP Consortium Incentive Grant.

Supportive services were provided to migrant students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services during the summer and regular year program, supportive services included referrals to community service providers, access to community services through transportation and interpretation, health services, advocacy and outreach, distribution of instructional materials, and transportation to educational programs.

Seven (88%) of the eight Measurable Program Outcomes (MPOs) addressed in this evaluation were met showing the benefit of MEP services for migrant students, their parents, and educators in Missouri. Baseline was set for one MPO, and one MPO related to providing referrals for preschool migrant students was not met. The Annual Measurable Objectives (AMOs) for migrant students aligned to state performance targets were not met. However, Missouri was in the process of transitioning to a new assessment, and new targets will be set starting in 2014-15.

Missouri MEP MPOs	Target Met?	Evidence
Communication Arts		
1a) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction.	Yes	88% reported applying strategies in the classroom
1b) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as PAC meetings) will report on a parent survey that the activity helped them support their children's reading achievement.	Yes	100% reported involvement in their children's education
1c) By the end of the 2013-14 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 9% gain on district-approved semester assessment (such as a .5 gain on the ACCESS assessment for the targeted area).	N/A	Baseline was set

Missouri MEP MPOs	Target Met?	Evidence
Mathematics		
2a) By the end of the 2013-14 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development.	Yes	93% gained 9% on the Math MATTERS assessment
2b) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.	Yes	80% reported applying strategies in the classroom
2c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's math achievement.	Yes	90% reported activities helped them support math achievement
School Readiness		
3a) By the end of 2013-14 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report.	No	25% of participating PK children received referrals
High School Graduation		
4a) By the end of the 2013-14 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%.	Yes	Dropout rate decreased by 1.4%
4b) By the end of the 2013-14 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction.	Yes	86% reported applying strategies in the classroom
AMOs		
The percentage of migrant students at or above the proficient level each year on the state assessment in reading/language arts target: 33.8%	No	20.9% proficient Both migrant and non-migrant students missed AMO targets
The percentage of migrant students at or above the proficient level each year on the state assessment in math target: 38.1%	No	30.1% proficient Both migrant and non-migrant students missed AMO targets
The number of 12th grade migrant student graduating	N/A	All 27 12th grade students graduated

2 Evaluation Methodology

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all states in the U.S. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA.

The ESEA governs all Federally-funded educational programs. The reauthorization language of this law was built on more than 30 years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English learners (ELs) and other students in at-risk situations. The ESEA requires districts to provide comprehensive services through the coordination of and collaboration with locally- and Federally-funded programs.

Supplementary MEP funds must be used to meet the identified needs of migrant children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding. They often are referred to as “the funds of last resort.”

The State of Missouri has established high academic standards for all students and holds the Missouri public education system accountable for providing all students with a high quality education that enables them to achieve to their full potential. The Missouri standards support Title I, Part C, section 1301 of ESEA for the Education of Migratory Children to ensure that migrant students have the opportunity to meet the same challenging State content standards and challenging state student performance standards that all children are expected to meet.

Section 1001 of ESEA further states, “*The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.*”

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its *Non-Regulatory Guidance* (October 2010), OME indicates that evaluations allow State Education Agencies (SEAs) and local operating agencies (LOAs) to:

1. determine whether the program is effective and documents its impact on migrant children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To achieve these results, OME requires that SEAs conduct an evaluation that both examines **program implementation**, and examines **program results** (or outcomes). In evaluating program implementation, the state should answer questions such as:

- Was the project implemented as described in the approved project application? If not, what changes were made from the original implementation plan that may have impacted the success of the program?
- What is the program context?
- What worked in implementation of the state MEP?
- What problems did the MEP encounter and how were barriers overcome?
- What improvements should be made in the implementation of strategies?

In looking at program results, OME requires that a program's actual performance be compared against "measurable outcomes established by the MEP along with the state's performance targets, particularly for those students who have priority for service (PFS)."

To investigate the effectiveness of its efforts to serve migrant children and improve those efforts based on comprehensive and objective results, the Missouri MEP conducted a thorough evaluation of the migrant education program in Missouri.

An external evaluation firm with experience in evaluating the MEP in 22 states, META Associates, was contracted to assist the SEA to 1) ensure objectivity in evaluating the Missouri MEP, 2) examine the effectiveness of services, and 3) make recommendations to help the state improve the quality of the services provided to its migrant students. To evaluate the services, the external evaluators worked in concert with the project staff to:

- maintain and review interview records, logs, attendance sign-in sheets, meeting notes, and other anecdotal evaluation tools;
- conduct evaluation interviews, structured observations, and focus groups;
- review student achievement data and other outcomes;
- observe the operation of the local MEPs through a structured observation and summarize field notes about project implementation; and
- prepare an evaluation report to provide information about the extent to which program processes such as comprehensive needs assessment, professional development, parent involvement, and other activities described in the Missouri service delivery plan were implemented as planned to achieve the state's measurable objectives.

Student outcomes and achievement related to content and performance standards also were included in the annual report. Data analysis includes:

- descriptive statistics using means and frequencies;
- trend analysis noting substantial trends in the data summarized according to notable themes; and
- analysis of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

According to technical assistance provided by OME in the small state evaluation webinar on June 18, 2014, small states do not need to disaggregate PFS student achievement in performance indicators or results. This is because when there are very small numbers of students disaggregated, it can be difficult to draw conclusions based on the information due to the oversize impact of outliers on percentages.

3 Evaluation Context

PROGRAM DESCRIPTION

The MEP is a state-operated program which signifies that funds go directly to the SEA which, in turn, sub-allocates to local operating agencies. These MEP sites have large concentrations of eligible migrant students with limited access to comprehensive educational and support services designed to meet their unique needs.

Statewide, 854 migrant children were eligible for MEP services (ages 3 to 21) during 2013-14. The number of eligible students identified has fluctuated in recent years due to immigration policies and changes in agriculture. Exhibit 1 provides a longitudinal snapshot of the total number of children and youth identified from three through age 21 over the past five years.

Exhibit 1
Total Eligible Migrant Children 2009-10 to 2013-14

2009-10	2010-11	2011-12	2012-13	2013-14
1,149	1,014	922	775	854

Source: CSPR 2009-2014

Exhibit 2 displays the number and percentage of migrant eligible students served for PFS, students who are limited in English proficiency (LEP), and children with disabilities (IDEA). Of the 854 students ages 3 through 21 that were identified, 67 (8%) were considered as having priority for services (PFS), 352 (41%) were classified as LEP, and 41 (5%) were designated as children with disabilities.

Exhibit 2
Missouri Migrant Student Demographics

Total Students	PFS		LEP		IDEA	
	#	%	#	%	#	%
854	67	8%	352	41%	41	5%

Source: 2013-14 CSPR

For all migrant children (including birth to age 2), 38% had a qualifying move within the previous 12 months from the last day of the reporting period, and 23% made a move during the regular term. Exhibit 3 displays the last qualifying moves for migrant children.

Exhibit 3
Last Qualifying Moves

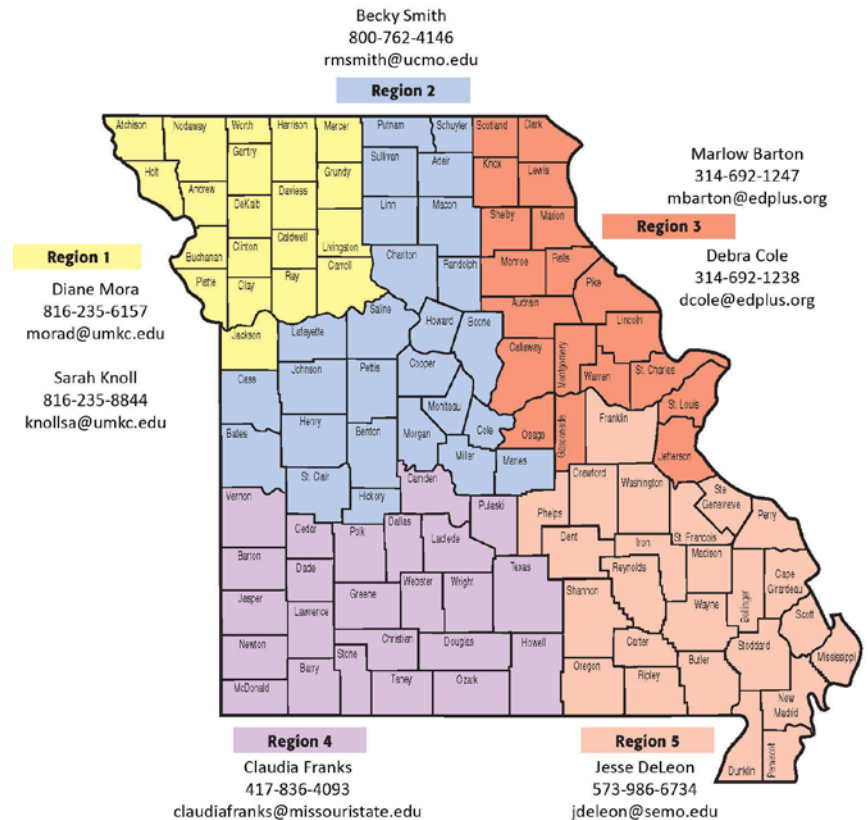
Last Qualifying Move	#	%
Arrival date during the performance period	325	38%
Arrival date during the regular school year	200	23%

Source: 2013-14 CSPR

In 2013-14, the Missouri MEP provided a number of services and programs to eligible migrant students that were designed to facilitate continuity of instruction for students who migrate between Missouri and other states and within the state. Educational and support services provided to migrant students at sites across Missouri were diverse and more detail is provided in the Implementation Evaluation section. Examples of the MEP supplemental services provided are listed below.

- Individual reading and math tutoring, starting with students identified as having a priority for services.
- Use of materials from Migrant Literacy NET to support supplemental reading and writing tutoring.
- Information and training for teachers on the use of assessment results to guide instruction.
- Training for teachers of preschool migrant students to facilitate the ability of instructional staff to effectively prepare students for school.
- Leadership development among migrant parents in Missouri.
- Information and resources for migrant parents and families on how to support the academic success of their children.
- Opportunities for migrant parents to give input on migrant programs and services for their children.

Exhibit 4 Map of Missouri Regions



The Missouri Department of Elementary and Secondary Education (DESE) provides services within a regional framework displayed in the Exhibit 4 map. While most services are provided during the regular term, during the summer of 2014, additional efforts were made to expand summer services provided for those students with interruptions due to mobility.

The next section addresses how funds are sub-granted to local sites by the SEA.

SUB-ALLOCATION PROCESS

In making decisions about sub-allocations to its MEP sites, the DESE takes into account several factors including the number of eligible students, the number of students who were designated PFS, the needs of migrant students, and the availability of other services.

The policy for all Missouri subgrantees regarding PFS students is to assign the *first priority* for services to students that have been determined to have the greatest needs. Students are designated PFS based on a two-part process of: (1) failing, or most at risk of failing, to meet state standards and (2) educational interruption.

The state has determined that the following indicators shall be used to identify the students who should receive Priority for Services:

A migratory child who:

- ▶ scored at Below Basic on the MAP; or
- ▶ is an English Language Learner (students coded: LEP); or
- ▶ has an age/grade discrepancy; or
- ▶ was retained; or
- ▶ is at risk of failing to meet state graduation requirements in one of the following areas:
 - an unweighted GPA of 2.0 or below, or
 - insufficient credits for promotion or graduation

AND

- ▶ whose education has been interrupted during the regular school year.

Schools are required to have a process in place that will serve PFS students before students who are not PFS. A total of 425 (49%) of identified students received an instructional and/or support service during the performance period 2013-14. Forty-eight percent (48%) of students designated as PFS received an instructional or support service. Four percent (4%) of identified migrant students received an instructional or support service during the summer. Exhibit 5 displays the numbers and percentages of migrant students served by term and PFS status.

Exhibit 5
Number Served and PFS Status during the Regular and Summer Terms

Number identified	Migrant Students Served 2013-14		PFS Identified		PFS Served		Migrant Students Served Summer	
	N	%	N	N	%	N	%	
854	425	49%	67	32	48%	32	4%	

Source: CSPR 2013-14

STATE EDUCATION AGENCY MONITORING PROCESS

While the MEP is administered by the state, it provides sub-grant funds to allow services to be provided to migrant students at the school level. Oversight and compliance monitoring is conducted by the Missouri DESE. The monitoring plan includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

To monitor local MEPs, the Missouri DESE uses a tool that is based on OME's *Guidance for Monitoring Title I, Part C—Migrant Education*. The tool for evaluating the implementation of services was piloted during 2013-14 and is in the process of revision for full rollout during 2014-15. The state has taken this document and expanded it to contain the Measurable Program Outcomes (MPOs) and strategies found in its Service Delivery Plan (SDP) and a rubric that contains quality indicators on which the state can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance." Appendix B contains a copy of the Missouri MEP Monitoring Instrument and Observation Protocol.

Monitoring by Missouri Department of Education MEP staff through onsite visits occurs at least once every two years at each funded site. The schools are on a two-year cycle with half being monitored each year. In addition, desk monitoring through telephone, video conferencing, and email correspondence is ongoing and precedes a request for funding reimbursement (RFR) and onsite monitoring. Meetings are scheduled with MEP staff twice each year to discuss issues of importance to the MEP and to share information to assist projects with implementation. Technical assistance is provided by the SEA on an as-needed basis.

4 Program Implementation

This section provides a description of the instructional and support services provided by MEPs across Missouri. In the spring of 2013, local operating agencies (LOAs) applied for grants and provided MEP services. In the application, sites indicated which strategies from the SDP they would implement. Some strategies were required of all sites applying and others were optional to be implemented based on student population and needs. The implementation of the services was examined for effectiveness through interviews, surveys, and an examination of data available on numbers served and types of activities provided. Recommendations for improvement based on this analysis are included in the *Recommendations* section of this report.

SUPPLEMENTAL INSTRUCTION RELATED TO READING AND MATH

In the SDP completed in June 2013, Missouri established three strategies for providing instructional support for migrant students in reading and math. The starred (*) strategies were required of all funded LOAs. Other strategies were optional.

- Provide supplemental instructional support for migrant students in the areas of communication arts, literacy, and language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.*
- Provide supplemental instructional support for migrant students in the area of mathematics with a focus on academic language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.*
- Provide supplemental instruction in conceptual and procedural math through summer school (e.g. Math MATTERS), extended instruction time, and individual/specialized instruction.

Student services included instructional services provided by teachers and paraprofessionals in various settings such as extended day programs, peer tutoring, mentoring, and summer school. High school graduation services included credit accrual and postsecondary preparation and planning. A total of 854 students received instructional services representing 45% of the students ages 3 through 21 who were identified. The percentages of students receiving reading and math instruction were 20% and 19% respectively. Exhibit 6 displays the number and percent of students participating by type of instructional service.

Exhibit 6
Participation in Instructional Services by Type of Service

Service Type	Migrant Identified	Number (%) Served
Any Instruction	854	385 (45%)
Reading Instruction	854	173 (20%)
Math Instruction	854	165 (19%)
Credit Accrual (grades 9-12)	160	31 (19%)

Source: 2013-14 CSPR

During 2013-14 Missouri participated in the Math MATTERS Consortium Incentive Grant (CIG) lead by the state of Texas. The overarching goal of Math MATTERS is to improve the math skills of migrant students through scientifically-based instruction, technology integration, professional development, and parent involvement. In addition, the consortium includes substantial literacy integration within math instruction as a best practice. The goals and activities of the CIG align with the strategies and MPOs established in the Missouri SDP. Math MATTERS was implemented in four sites, and Missouri completed all tasks required of participating states.

Exhibit 7 displays the consortium activities aligned to reading and math strategies and the following Math MATTERS activities in which Missouri participated.

- Participation in administration and content development teams for Math MATTERS
- Ensure curriculum has fidelity to research-based strategies and is aligned with state and national standards
- Establish programs to implement Math MATTERS in at least 50% of summer sites
- Identify baseline math skills using curriculum-based assessments
- Conduct student assessments to determine progress
- Report student outcomes to evaluator
- Review evaluation data for project improvement

Exhibit 7
CIG Activities in which Missouri Participated

Meeting	Date	Topics
MST Meeting, Austin, TX	10/24-25/13	Math MATTERS reports from consortium states, evaluation and item analysis results, FII, data collection plans, statewide summaries, curriculum overview, Training of Trainers, parent involvement, and secondary services
CAT Meeting, San Antonio, TX	1/16-17/14	Assessment revisions based on Year 1 results, curriculum revisions based on Year 1 results, Training of Trainers, suggestions for Year 3 extension, potential for piloting a reading assessment
MST Meeting, Santa Fe, NM	2/27-28/14	Data collection and evaluation results planning for summer 2014, GPRA elementary progress, FII, secondary credit accrual, forms revisions, assessing progress on project-based lessons, surveys, K-8 curriculum, incorporating Balanced Literacy, Year 3 planning, supporting consortium states, reading assessment in Year 3, parent involvement, and professional development needs

Source: Math MATTERS Meeting Notes

On the year-end staff survey (see Appendix A for all data collection forms), staff were asked to describe the ways in which the Missouri MEP helped migrant students succeed. A common theme among staff responses was that the MEP helped students gain additional vocabulary which improved academic success. The MEP also helped in other facets that typically affect success such as motivation, socialization, and self-confidence. Staff comments are listed below.

- Computer usage and understanding; setting goals and homework achievements; increase language and vocabulary skills.
- More focus on vocabulary, letting students work/talk in groups/pairs. Gave ideas for teachers and strategies to help migrant students in ELA/Math.
- I am able to emphasize key vocabulary in art which is beneficial for my students.
- It provided resources and instruction.
- Provides more individualized instruction to meet kids' needs.
- Individualized help and support.
- The migrant education program helped my students succeed by giving those qualified students support that they might need.
- My students are now able to "see" as well as understand what they need to learn.
- It has helped our students to develop a broader understanding of academic language and assist them in their educational studies.
- Focus on academic vocabulary strategies.
- Supports differentiation by individual student and language development in the area of ELA.

- I didn't work directly with students, but I do see their progress in testing.
- Our students not only improved in areas of education but they also learned to apply personal, social, and societal development through tutoring and educational training.
- By partnering teachers, tutors, parents, and students with likeminded goals, we have witnessed great success with short term and long term goals including attendance and graduation rates.
- It provided additional support in the students most challenging areas, kept them engaged in learning over the summer, and improved their performance socially.
- The MEP is a huge help to bilingual students in a wide range of confidence-building ways.

Staff also provided some suggestions for improvement related to the provision of math and reading strategies. Suggestions varied, but a few teachers indicated that providing information to regular classroom teachers about services the migrant program provides and information about students in their classrooms who qualify would be helpful. Representative comments follow.

- I personally plan to prepare more presentations for educators in meeting form about providing one-on-one assistance with migrant students and teachers.
- Develop PowerPoint presentations with training teachers can view anytime.
- Expand the program and increase funding.
- Make sure general classroom teachers know who their migrant students are.
- Teachers need to be aware of who the migrant students are and the good teaching is the best for them.
- Have a "share room" where stocks of the best lesson plans can be collected and shared by grade levels and subjects.
- Greater understanding of the migrant program and services provided.

PROFESSIONAL DEVELOPMENT

In the SDP, Missouri established three strategies for providing training and professional development for MEP staff providing instructional and support services for migrant students. These strategies were optional.

- Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within communication arts.
- Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within the area of mathematics.
- Provide professional development opportunities that include the unique needs of migrant students for teachers of secondary-age migrant students in areas such as dropout prevention, college and career readiness, and distance education.

Teachers reported about the training topics and provided ratings of the extent to which they were able to apply topics to supplemental instruction. The topics covered in training and the percent of teachers trained on each topic are presented in Exhibit 8.

Exhibit 8
Number of Staff Trained by Strategy, Topic, and Area

Communication Arts Strategies	# Staff Trained
Emphasize key vocabulary in communication arts	60
Adapt communication arts content through graphic organizers, pictures, taped texts, or other visual and non-visual representations	54
Provide opportunities for interaction and discussion during communication arts	54
Use a variety of question types in communication arts	51
Provide differentiated communication arts instruction based on the results of a baseline assessment	43
Post linguistically appropriate objectives in communication arts	40
Mathematics Strategies	# Staff Trained
Emphasize key vocabulary in mathematics	49
Provide opportunities for interaction and discussion during mathematics	47
Adapt mathematics content through graphic organizers, pictures, taped texts, or other visual and non-visual representations	42
Use a variety of question types in mathematics	40
Provide differentiated mathematics instruction based on the results of a baseline assessment	37
Post linguistically appropriate objectives in mathematics	34
Strategies for Increasing High School Graduation	# Staff Trained
Identifying student needs and outlining steps needed to make progress toward graduation	36
Dropout prevention for migrant students	29
College and career readiness for migrant students	26
Distance and computer-aided instruction for migrant students	23

Source: Staff Survey

Professional development for staff involved in teaching Math MATTERS was provided for 41 participants in two locations in the spring of 2014 prior to the start of summer programs as displayed in Exhibit 9. The purpose of Math MATTERS professional development was to (1) promote teaching with sheltered instruction toward understanding of math application with career awareness; (2) be cooperative, hands-on, and of high quality; and (3) promote the use of technology for interstate collaboration and student engagement.

Exhibit 9
Math MATTERS Professional Development Provided

Date	Topic	Number of Participants*
5/27/14	Math Matters training	21
5/28/14	Math Matters training	20

Source: Math MATTERS Coordinator Survey

Staff were asked to indicate how they planned to use the training to improve the academic skills of migrant children. Typical responses included targeting instruction to match student needs, ideas for integrating technology, and strategies for supporting English language learners (ELLs). Representative responses follow.

- The migrant education program set me up to find the needs of my students and address the best way to help meet those education needs.
- It helps you understand the language barrier.
- I was more aware of their needs and I have strategies that would address those needs.
- Migrant education lets me know that the challenge that migrant students face and how I can help them be successful.
- My training has helped me to see teach them in ways they can understand and be successful in school.
- Migrant education gives me the updated/new info to help me instruct my students.
- Differentiation and specific language demands help all students to succeed in classes.

- I learned strategies to apply across the curriculum.
- It gave me ideas on how to help teach vocabulary, also gave me ideas on games to play, and how to use iPads.
- The migrant professional development focuses ESOL Teachers on important practices in the field.
- I do not teach regular education. However I use many of these ideas when working with my migrant, ELL, or Special Education students.
- It helps my students succeed by helping narrow the language barrier. Also I know I need to help build their self confidence and self-esteem.

Staff also provided comments regarding additional professional development they felt they was needed. They mentioned wanting additional strategies for working with ELLs and content-specific training. Representative comments follow.

- The MEP summer school training should be given to all school sites. Especially how the Math MATTERS program envelopes ELA and more skills. It opens up a whole new world of how to teach your students.
- Further training for helping students receive post-secondary training.
- More effective guided methods for ELL students.
- I would like to see specific examples of implementation, and be allowed time to observe and question teachers that have successful strategies for helping migrant students.
- More professional development of any kind, ideas on how to help our students.
- More training on ELL students.
- To provide training that will support and strengthen a student's writing ability.
- More math content specific training and information for both teachers and students specific to college and career readiness.
- I would like to see more content-specific professional development. It's important to differentiate for teachers as well as students.
- Strategies for building fundamental skills for secondary students with interrupted schooling- e.g. didn't attend school for 2 years or more.
- How to use more graphic organizers.
- More content-specific workshops, developing and implementing strategies specific to core content classes.
- Promote learning to mainstream teachers by coming to our districts for professional development.
- Train sheltered classroom teachers to make modifications to assessments and tests.

Missouri staff participating in training for the summer Math MATTERS program completed a survey where they rated growth in their knowledge of particular strategies related to Math MATTERS. The composite rating for all items was 3.9 on the four-point scale with all of the staff providing a composite rating of three or higher. The mean gain in the composite rating was 35% and statistically significant ($p < .01$). All staff reported gaining knowledge for all research-based practices listed. Exhibit 10 displays the results by item.

Exhibit 10
Teachers Use of Research-Based Strategies on the Math MATTERS Teacher Rubric

Extent to which you ...	N	Knowledge before training	Knowledge after training	Mean gain	# (%) rating 3+		P value
Clearly support linguistically appropriate content and language objectives throughout the Math MATTERS lessons.	13	2.7	3.9	1.2	13	100%	<.01
Emphasize key vocabulary within Math MATTERS.	13	2.8	4.0	1.2	13	100%	<.01
Provide frequent opportunities for interaction and discussion during Math MATTERS lessons.	13	2.7	3.9	1.2	13	100%	<.01
Employ a variety of question types during Math MATTERS lessons.	12	2.6	3.7	1.1	12	100%	<.01
Adapt content through graphic organizers, visual representations (non-linguistic representation), or taped texts for Math MATTERS lessons.	13	2.9	3.9	1.0	13	100%	<.01
Provide differentiated instruction for students with different math learning needs in the Math MATTERS lessons.	10	2.4	3.8	1.4	10	100%	<.01
Aid students in writing complete number sentences for CGI problems.	10	2.6	3.8	1.2	10	100%	<.05

Source: Math MATTERS Teacher Rubric

PARENT INVOLVEMENT

In the SDP, Missouri established four strategies for providing assistance and training to migrant families designed to increase educational support in the home. These strategies were optional.

- Provide parent involvement opportunities relating to improving educational success in communication arts for migrant students including Parent Advisory Council (PAC) meetings, parent training, and notification of opportunities for involvement.
- Provide parent involvement opportunities relating to improving educational success in mathematics for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.
- Provide family literacy instruction and materials to assist migrant families in developing their children's school readiness through learning strategies implemented in the home.
- Provide parent involvement opportunities and instruction relating to the importance of graduation, U.S. requirements for graduation, understanding student progress reports, and college and career goal setting.

There were four PAC meetings and parent involvement activities held across the state in 2013-14 including the summer months, with 54 parents participating. Exhibit 11 provides a summary of the meetings and activities, dates, number of attendees, and topics discussed.

Exhibit 11
PAC Meetings and Parent Involvement Activities

Meeting	Date	# Attendees	Topics
Jefferson City PAC Meeting	9/27/14	26	Overview of the MEP; PAC purpose and function; SDP input for communication arts, mathematics, school readiness, high school graduation, and ID&R; College Assistance Migrant

Meeting	Date	# Attendees	Topics
			Program (CAMP) information; and health services.
Field Trips	7/11/14 & 7/18/14	2	Parents participated in field trips and participated in reading and math activities
Parent Activity	7/25/14	15	Parents participate in STEM project presentations
PAC Meeting	7/31/14	11	Parents provide feedback on summer activities, discuss results of summer programs, parent involvement in the home

Source: Program Records and Math MATTERS Director Survey

Appendix C contains a summary of PAC meeting results completed by ESCORT, an MEP contractor. Parents provided feedback in three areas: high school graduation, college, and career readiness; summer services; and school readiness. A summary of parent recommendations follows.

- Parents needed more information about high school graduation requirements and options for after high school in a manner that was meaningful and informative.
- Parents expressed interest in more summer services options and more information about how to enroll their children.
- Parents were unfamiliar with the school readiness indicators and would require home visits to help prepare their children for school.

An additional outcome of the meeting was a 2014-15 PAC Action Plan describing PAC activities, training for staff in parent involvement, and parent involvement activities. This plan is included in Appendix C.

On the staff survey, MEP educators provided some suggestions regarding parent involvement. These comments suggested that staff wanted training in strategies for reaching out to migrant parents. Representative comments follow:

- I would love to find more ways for parents to be involved. I think if they support us then they will encourage good education decisions in their children.
- Ideas on/for parent nights
- Reaching out to families and parents; understanding cultural diversities and the influence of such on educating migrant students.

SCHOOL READINESS SERVICES

In the SDP, Missouri established one instructional strategy for providing access to educational support for preschool migrant children: provide access to early childhood education services, summer school, and/or home visits through coordination with existing services such as Parents as Teachers, Title I preschools, community preschools, Missouri Preschool Project, and Head Start. This strategy was optional.

During the 2013-14 program year there were 103 migrant children identified from age three to five and not in kindergarten. The total participating in any service throughout the program year was 28 or 27% of those identified. Exhibit 12 provides the breakdown of the number and percentage of students enrolled in the various types of services provided.

**Exhibit 12
Preschool Services Provided**

Preschool Services Provided	Number Enrolled	Percent Enrolled
Support Services	27	26%
Instructional Services	11	11%

Preschool Services Provided	Number Enrolled	Percent Enrolled
Reading	8	8%
Math	8	8%
Referrals	7	7%
Summer services	3	3%

Source: CSPR Part II, 2013-14

SECONDARY STUDENT SERVICES

In the SDP completed in June 2013, Missouri established one optional strategy for instructional support for secondary aged migrant students leading toward graduation from high school: provide supplemental instructional and support services to increase credit accrual leading to graduation through services such as credit recovery, college and career readiness activities, and distance learning.

During the 2013-14 program year there were 160 secondary migrant students (grades 9-12) and 19 OSY identified, for a total of 179 secondary aged youth. The total participating in any service throughout the program year was 78 or 44% of those identified. Some students participated in more than one service, so the 78 participating is the unduplicated number served. Exhibit 13 provides the breakdown of the number and percentage of students enrolled in the various types of services provided.

**Exhibit 13
Secondary and OSY Services Provided**

Services Provided	Number Enrolled	Percent Enrolled
Instructional Services	72	40%
Support Services	35	20%
High School Credit Accrual	31	17%
Supplemental Reading	13	7%
Supplemental Math	13	7%
Referrals	7	4%

Source: CSPR Part II, 2013-14

It is commendable that no middle school or high school migrant students dropped out of school during the 2013-14 program year.

Summer services for high school students were offered. Specifically students had the opportunity to participate in an open lab for credit recovery and work on Portable Assisted Study Sequence (PASS) courses, and sites had available materials for helping OSY complete a GED. However, no students were willing or able to participate in these summer activities, citing work obligations.

On the MEP instructional staff survey, educators described activities provided to secondary students and OSY and the impact of these services. Advocacy for secondary students, credit accrual opportunities, and college and career workshops were described by migrant staff. Representative comments follow.

- Through our migrant education program we are able to help students graduate and receive scholarships to attend secondary training.
- Most became more confident at school and with others outside of school. High school students became more aware of college opportunities.
- Some calculators were provided for my students.

- The migrant students are going to college they are doing well in classes, using computers at home for additional learning practice and support.
- It has helped them to stay in school instead of dropping out.
- They flourish with extra help and attention the migrant program provides.

5 Results

This section provides a summary of program results for performance targets and state assessments and state MPOs. Sources of data include director, parent, and staff surveys; student achievement and other outcome data from the state MEP database and the state website; the Comprehensive State Performance Report (CSPR); and interviews with MEP staff.

PERFORMANCE TARGETS

The Missouri performance targets are based on the state ESEA Flexibility Waiver last revised June 27, 2012 and approved by USED. The goal for all students is to increase proficiency on the state assessments in English language arts and mathematics by 25% by the year 2020. The goal for a super subgroup was to reduce the gap between all students and the underperforming super subgroup by half. Migrant students were not included as part of the super subgroup as proposed by Missouri. However, the MEP, in consultation with parents and service providers, chose to adopt a goal of closing the achievement gap by half. Exhibit 14 displays Annual Measurable Objectives (AMOs) for proficiency in math and reading for the overall group and the migrant subgroup.

**Exhibit 14
AMOs through 2020 for the Overall Group and Migrant Subgroup**

Year	English Language Arts		Mathematics	
	Overall	Migrant	Overall	Migrant
2012	56.2%	26.8%	56.4%	30.7%
2013	57.9%	30.3%	58.6%	34.5%
2014	59.6%	33.8%	60.8%	38.3%
2015	61.3%	37.3%	63.0%	42.1%
2016	63.0%	40.8%	65.2%	45.9%
2017	64.7%	44.3%	67.4%	49.7%
2018	66.4%	47.8%	69.6%	53.5%
2019	68.1%	51.3%	71.8%	57.3%
2020	69.8%	55.1%	74.0%	61.1%

During 2013-14, academic achievement (reading and mathematics) of students attending public school in Missouri was assessed through the Missouri Assessment Program (MAP). Following are the 2014 MAP results in reading and math for migrant students and non-migrant students, compared to the AMOs. Tables show the number of migrant students assessed, the number and percent of migrant students and non-migrant students scoring proficient or advanced on the 2014 SBA Math and Reading Assessments, the AMOs for 2013-14, and the difference in the percentage of students scoring proficient or advanced compared to the AMOs.

Migrant Student Performance on Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language. As displayed in Exhibit 15, both migrant and non-migrant students missed the AMO. Migrant students missed the AMO 12.9% and non-migrant students missed the target by 7.2%.

Exhibit 15
Students Scoring Proficient on the 2014 English Language Arts State Assessment
Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring proficient	2013-14 AMO	Diff
Migrant	201	42 (20.9%)	33.8%	-12.9%
Non-migrant	471,339	246,926 (52.4%)	59.6%	-7.2%

Source: CSPR report 2013-14

Migrant Student Performance on Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math. As with ELA above, both migrant and non-migrant students missed their AMO targets. However, migrant students missed their target by fewer percentage points than non-migrant students as displayed in Exhibit 16

Exhibit 16
Students Scoring Proficient on the 2014 Mathematics State Assessment
Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring proficient	2013-14 AMO	Diff
Migrant	206	62 (30.1%)	38.3%	-8.2%
Non-migrant	457,045	235,911 (51.6%)	60.8%	-9.2%

Source: CSPR report 2013-14

Note that targets and baselines will change in 2014-15 as Missouri transitions to the Partnership for Assessment of Readiness for College and Careers (PARCC). In addition, according to technical assistance provided by OME in the Small State Evaluation Webinar on June 18, 2014, small states (defined as N<30 per grade level) do not need to disaggregate PFS student achievement in performance indicators or results.

High School Graduation: All 27 twelfth grade students enrolled at the beginning of the 2013-14 school year graduated with their high school class.

COMMUNICATION ARTS RESULTS

1a) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction.

The professional development section of the implementation evaluation describes the activities implemented in order to meet this MPO. This section provides the results of teacher surveys regarding professional development sessions provided.

Staff who received MEP-sponsored professional development were asked to rate the extent to which they were able to apply strategies and information from the training to the classroom setting. A total of 52 staff responded to the question about applying strategies for communication arts, and 88% indicated that they applied the professional development “sometimes” or “a lot,” which **meets the MPO**. Exhibit 17 displays the distribution of staff responses.

Exhibit 17
Impact of Professional Development on MEP Instructional Services in Reading

	N	Not at all	Very little	Sometimes	A lot	% Some or a lot	MPO met?
To what extent were you able to apply strategies from migrant-sponsored professional development to communication arts instruction?	52	1 (2%)	5 (10%)	17 (33%)	29 (56%)	88%	Yes

Source: Staff Training Survey

1b) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children’s reading achievement.

As described in the Parent Involvement section of the implementation evaluation, Missouri implemented a variety of parent involvement programs organized around the Statewide Migrant PAC.

Progress toward the MPO was measured using a survey provided to parents who participated in MEP parent involvement activities in the summer. Parents rated the extent to which the services they received from the MEP aided them in being involved in their children’s education. A total of 10 parents responded to the survey questions, and all parents indicated that they felt involved “sometimes” or “a lot,” which **meets the MPO**. Exhibit 18 displays the distribution of parent responses.

Exhibit 18
Parent Involvement in Summer Instruction

	N	Not at all	Very little	Sometimes	A lot	% Some or a lot	MPO met?
How often do you feel like you are involved in your child’s summer instruction?	10	0 (0%)	0 (0%)	4 (40%)	6 (60%)	10 (100%)	Yes

Source: Math MATTERS Parent Survey

1c) By the end of the 2013-14 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 9% gain on district-approved semester assessment (such as a .5 gain on the ACCESS assessment for the targeted area).

During the regular term, migrant sites provided supplemental reading and math services with an emphasis on academic language development. Migrant students identified as LEP take the WIDA ACCESS, which provides a cumulative rating on a 6.0 point scale of students’ English language proficiency in speaking, listening, reading, and writing. A score of 5.0 or above is proficient.

The target 9% gain for this MPO translates to a .5 gain in two consecutive years. The 2013-14 school year is the first year of measurement for this MPO and sets baseline. The average cumulative score for migrant students was 3.9, and 15% scored proficient (5.0 or

above). Exhibit 19 displays the results by score range. Note that there were fewer than 30 PFS students with a valid assessment score and are therefore not broken out according to OME guidance.

**Exhibit 19
WIDA ACCESS Results 2013-14**

Cumulative Score Range	Number scoring in this range	Percent scoring in this range
1.0-1.9	14	7%
2.0-2.9	37	17%
3.0-3.9	59	27%
4.0-4.9	73	34%
5.0-6.0	32	15%
Results Summary		
Total students with scores	215	
Average cumulative score	3.9	
Percent with proficient scores	15%	

During the 2014-15 evaluation process, the MEP will compare student assessments results to these 2013-14 results by student to determine progress toward meeting this MPO.

MATHEMATICS RESULTS

2a) By the end of the 2013-14 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development.

The Missouri MEP implemented summer programs in two sites in 2014, and the sites used the Math MATTERS curriculum and assessments. There were 88 students tested in grades K-8 with both a pre-assessment and post-assessment, and 93% gained 9% or more, **meeting the MPO**. The mean gain was 33%, which was statistically significant (two-tailed analysis) at the .001 level. Exhibit 20 displays pre and post percentages and the mean gains.

**Exhibit 20
Student Results on Math MATTERS Curriculum-Based Assessment**

N	Mean Pre	Mean Post	% Gain	# (%) Gaining 9%	MPO met?
88	43%	76%	+33%	82 93%	Yes

*Source: Math MATTERS results spreadsheet.
Median N<30 at each grade level, only totals are reported.*

2b) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.

The professional development section of the implementation evaluation describes the activities implemented in order to meet this MPO. This section provides the results of teacher surveys regarding professional development sessions provided.

Staff who received MEP-sponsored professional development rated the extent to which

they were able to apply strategies and information from the training to the classroom setting. A total of 50 staff responded to the question about applying strategies for mathematics, and 80% indicated that they applied the professional development “sometimes” or “a lot,” which **meets the MPO**. Exhibit 21 displays the distribution of staff responses.

Exhibit 21
Impact of Professional Development on MEP Instructional Services in Mathematics

	N	Not at all	Very little	Sometimes	A lot	% Some or a lot	MPO met?
To what extent were you able to apply strategies from migrant-sponsored professional development to mathematics instruction?	50	1 (2%)	9 (18%)	13 (26%)	27 (54%)	80%	Yes

Source: Staff Training Survey

2c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children’s math achievement.

As described in the Parent Involvement section of the implementation evaluation, Missouri implemented a variety of parent involvement programs organized around the Statewide Migrant PAC.

Progress toward the MPO was measured using a survey provided to parents who participated in MEP parent involvement activities in the summer. Parents rated the extent to which the services they received from the MEP aided them in being involved in their children’s education. A total of 10 parents responded to the survey questions related to parent involvement in mathematics, and 90% indicated that felt involved “sometimes” or “a lot,” which **meets the MPO**. Exhibit 22 displays the distribution of parent responses on each of the three items.

Exhibit 22
Parent Involvement in Mathematics Instruction in the Home

How often do you...	N	Not at all		Very little		Sometimes		A lot		# (%) meeting standard		MPO met?
Talk to your child’s teacher about the math taught in the summer program.	10	0	0%	1	10%	3	30%	6	60%	9	90%	Yes
Know games or activities to use at home to help your child in math.	10	0	0%	1	10%	4	40%	5	50%	9	90%	
Use games or activities at home to help your children practice math	10	0	0%	1	10%	4	40%	5	50%	9	90%	

Source: Math MATTERS Parent Survey

SCHOOL READINESS RESULTS

3a) By the end of 2013-14 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report.

During the 2013-14 program year there were 103 migrant children identified who were from three to five years old and not in kindergarten. The total participating in any service throughout the program year was 28 (or 27% of those identified). Of those participating, 7 (25% of participants) received a referral, which **does not meet the MPO**.

HIGH SCHOOL GRADUATION RESULTS

4a) By the end of the 2013-14 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%.

This graduation MPO was developed in response to the need identified during the CNA: “We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.”

Progress toward this MPO was measured through reporting the number of migrant students enrolled in grades 7-12 at the beginning of the school year and the number who had dropped out by the end of the school year. Baseline for comparison is the 2011-12 school year, and the most recent year data are available—the 2013-14 school year. In 2011-12, five students (1.4%) enrolled at the beginning of the school year had dropped out. In 2013-14, no students dropped out before the end of the year, a decrease of 1.4%, which **meets the MPO**. Exhibit 23 displayed the comparison of the number and percent dropping out for the baseline and 2013-14 school years.

Exhibit 23
Change in Dropout Rate from Baseline to 2013-14

2011-12 (Baseline)		2013-14		Difference	MPO met?
# Enrolled	# (%) Dropouts	# Enrolled	# (%) Dropouts		
353	5 (1.4%)	272	0 (0.0%)	-1.4%	Yes

Source: CSPR, Part II

4b) By the end of the 2013-14 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction.

The professional development section of the implementation evaluation describes the activities implemented in order to meet this MPO. This section provides the results of teacher surveys regarding professional development sessions provided.

Staff who received MEP-sponsored professional development were asked to rate the extent to which they were able to apply strategies and information from the training to the classroom setting. A total of 35 staff responded to the question about applying strategies for secondary students and OSY, and 86% indicated that they applied the professional

development “sometimes” or “a lot,” which **meets the MPO**. Exhibit 24 displays the distribution of staff responses.

Exhibit 24
Impact of Professional Development on MEP Instructional Services for High School Graduation

	N	Not at all	Very little	Sometimes	A lot	% Some or a lot	MPO met?
To what extent were you able to apply strategies from migrant-sponsored professional development to the instruction of secondary students or out-of-school youth?	35	2 (6%)	3 (9%)	14 (40%)	16 (46%)	86%	Yes

Source: Staff Training Survey

6 Recommendations

Lessons learned and recommendations for action based on the evaluation of the Missouri Migrant Education Program are included in this section of the report. The conclusions, commendations, and recommendations are summarized based on surveys and interviews with local MEP staff and migrant parents, results of assessments, reports provided by program directors, and other supporting information submitted to the program evaluator.

This is the first year of evaluation under the current SDP. Progress on these recommendations should be monitored and reported in subsequent years.

RECOMMENDATIONS FOR THE NEXT PROGRAM YEAR

- 1. Review procedures for identifying PFS students with all sites.** During the most recent SDP update, the committee revised the definition of what was considered interrupted schooling and what was considered at risk for not meeting state standards, which are the factors that lead to PFS determination. These updated definitions should be reviewed with directors, data clerks, and others who make PFS decisions. According to 2013-14 data, there were 200 students with an arrival date during the regular school year and 325 with an arrival date during the performance period, indicating 23 percent or more of the students have interrupted schooling. Proficiency rates on math and reading assessments indicated 70-80% of students were not proficient on state assessments. However, only about 8% of migrant students were identified as PFS. Based on the other data regarding risk factors, it is likely that there are more students who could be considered PFS. Additional training for staff making PFS determinations would help ensure that all migrant students are properly identified as having a priority based on their identified needs.
- 2. Monitor sites for implementation of MEP strategies.** A tool for monitoring the implementation of strategies contained in the SDP has been developed and piloted. The next step in the process is to use the tool during monitoring to rate the extent to which sites are implementing SDP strategies as designed. Sites provide the state with data related to strategy implementation, but an independent review of implementation would provide more reliability in the evaluation of implementation. In addition, this procedure will allow the state to provide additional information about how strategies may impact student results on state assessments.
- 3. During monitoring visits and in monitoring reports, place an emphasis on providing instructional services.** About half of all migrant students received services during 2013-14 and about the same number received an instructional service of some type. About 20% of students received reading and math instructional services. Migrant students are scoring proficient on state assessments at a lower rate than non-migrant students, and migrant students did not meet the AMOs for proficiency in reading and math during 2013-14. Missouri has provided substantial training, parent involvement, and instruction in math through the Math MATTERS consortium. Migrant students missed the AMO for math at a lower rate than non-migrant students, but missed the AMO for reading at a higher rate. Instructional efforts should be continued and research-based strategies are needed in both areas, but in reading in particular.

4. **Review procedures for providing referrals for preschool age children and make changes as necessary.** Providing a solid foundation for students before they enter school is a predictor of eventual success. Missouri, in the SDP, described providing referrals to existing early childhood programs for migrant students. The target for the applicable MPO (3a) was 80% of identified preschool migrant children receive a referral. However, 25% received a referral. There needs to be greater emphasis on connecting migrant preschool participants to existing programs to prepare them for school. This emphasis will mean that MEP staff working with the parents of preschool children will identify appropriate programs, encourage and provide assistance to parents in registering their children, and help overcome barriers such as transportation, wrap-around childcare, and linguistic barriers.
5. **Continue to provide and improve statewide professional development.** Statewide professional development was successful and deemed beneficial according to staff surveys. In the interest of continuous improvement, suggestions from staff included providing additional professional development to regular year staff who work with migrant students. Professional development would include information about the services the MEP is able to offer to improve academic outcomes for migrant students and information about the background and needs of migrant students.
6. **Provide training for parents in helping migrant students with study skills and homework.** On surveys and during site visits, both parents and staff indicated that additional training was needed for parents in ways to help their children with homework or general educational progress. In agendas submitted by programs, only two of the seven programs included specific reference to study skills or homework help for the home. When planning parent meetings, sites should consider homework help and study skills as topics during parent meetings. When working with parent involvement specialists, sites should set specific timelines well in advance and plan how homework help and study skills will be addressed during meetings. Staff commented that MEP staff could use additional training in strategies for providing content instruction in reading and math for ELLs.
7. **Follow the parent involvement action plan.** In consultation with a parent involvement contractor, the PAC developed an action plan for parent involvement and PAC meetings throughout 2014-15. The plan includes a schedule for PAC meetings and regional parent involvement events. This plan should be continued through 2015-16. See Appendix C for a copy of the plan.

APPENDIX A

Data Collection Forms



Professional Development Survey Missouri Migrant Education Program

Site: _____

We are surveying teachers to learn about the kinds of professional development received from the migrant program and the extent to which teachers were able to implement these strategies in their classrooms. Your response is vital as we work towards better supporting you and the work you do with migrant learners. Thank you!

Communication Arts Strategies

Mark topics covered in migrant-sponsored professional development that you participated in.

Emphasize key vocabulary in communication arts	Provide opportunities for interaction and discussion during communication arts
Post linguistically appropriate objectives in communication arts	Use a variety of question types in communication arts
Adapt communication arts content through graphic organizers, pictures, taped texts, or other visual and non-visual representations	Provide differentiated communication arts instruction based on the results of a baseline assessment
Other:	Other:

Mathematics Strategies

Emphasize key vocabulary in mathematics	Provide opportunities for interaction and discussion during mathematics
Post linguistically appropriate objectives in mathematics	Use a variety of question types in mathematics
Adapt mathematics content through graphic organizers, pictures, taped texts, or other visual and non-visual representations	Provide differentiated mathematics instruction based on the results of a baseline assessment
Other:	Other:

High School Graduation

Identifying student needs and outlining steps needed to make progress toward graduation	Dropout prevention for migrant students
College and career readiness for migrant students	Distance and computer-aided instruction for migrant students
Other:	Other:

1 = Not at all 2 = Very little 3 = Some 4 = Very much N/A=Not applicable

For the target areas where you received professional development, to what extent can you...

1. Apply strategies from migrant-sponsored professional development to communication arts instruction?	1	2	3	4	N/A
2. Apply strategies from migrant-sponsored professional development to mathematics instruction?	1	2	3	4	N/A
3. Apply strategies from migrant-sponsored professional development to the instruction of secondary students or out-of-school youth ?	1	2	3	4	N/A
4. If you were involved in providing support services, check the services you helped provide.	<input type="checkbox"/> Clothing	<input type="checkbox"/> Medical	<input type="checkbox"/> Dental	<input type="checkbox"/> Housing	<input type="checkbox"/> Food bank
	<input type="checkbox"/> Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Please rate the overall quality of the support services.	○	○	○	○	○

In what ways has the migrant education program helped your students succeed?

.....

.....

What suggestions do you have for future professional development?

.....

.....



Parent Survey

Missouri Migrant Education Program (2013-14)

Title of migrant parent meeting or activity: _____ Date: _____

Grade level(s) of your child(ren): ___ Preschool ___ K-8 ___ 9-12

District name: _____

Please circle the number below to show your opinion of this Migrant Education Program (MEP) activity. List comments below.

	A lot	Some-what	Very little	Not at all	Not applicable
1. How much will this migrant program activity help you support your child's reading ?	4	3	2	1	N/A
2. How much will this migrant program activity help you support your child's math skills ?	4	3	2	1	N/A
3. If you have a young child who is not in school yet, how much will this activity help you prepare your child for school ?	4	3	2	1	N/A
4. If you have a child in high school, how much will this activity help you support their progress toward graduation ?	4	3	2	1	N/A
	Excellent	Good	Fair	Poor	Not applicable
5. Please rate the overall quality of the Missouri Migrant Education Program.	4	3	2	1	N/A

How does the migrant program help your child?

What topics would you like to see at future migrant parent activities?

Thank you!

Migrant Education Tracking Form

Site:		Person Completing:						
Date:		Phone:						
Benchmark Reading test:	Grades:	Benchmark Math test:	Grades:	Benchmark Reading score	Benchmark Math score	Benchmark Math Score	Benchmark Math Score	Grades:
Benchmark Reading test:	Grades:	Benchmark Math test:	Grades:					Grades:
Benchmark Reading test:	Grades:	Benchmark Math test:	Grades:					Grades:

Instructions: Follow state guidelines for determining which students have a priority for services (PFS). This column should be completed for ALL students listed.

1 - 4: Indicate the scaled score for the Benchmark Reading and Math Assessments for migrant students who completed both the fall and spring assessments. Record the name of the assessment students completed above.

5: For students who complete the ACCESS assessment, determine the number of possible questions a student could answer correctly for the "Language of Math" portion of the assessment and record the total number possible.

6: For student who complete the ACCESS assessment, record the number of questions the student answered correctly for "Language of Math" questions.

7: For preschool students, not yet enrolled in kindergarten, indicate whether or not the student was enrolled in any preschool program. Note: obtaining this information will require coordination with families and preschool programs in your district and acquiring this information should be started early.

Student Name*	Grade or Age Group	PFS Student (Y or N)	1. Fall Benchmark Reading score	2. Spring Benchmark Reading score	3. Fall Benchmark Math Score	4. Spring Benchmark Math Score	5. Language of Math # possible	6. Language of Math # correct	7. PK child enrolled in PK program
1									
2									
3									
4									

APPENDIX B
State Monitoring Tool and
Observation Protocol

MISSOURI MIGRANT EDUCATION PROGRAM EVALUATION OF THE FIDELITY OF IMPLEMENTATION



1.0 COMMUNICATION ARTS

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT				HIGHLY EFFECTIVE	
	1	2	3	4	5	
<p>1.1 Provide supplemental instructional support for migrant students in the areas of communication arts, literacy, and language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.</p>	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Negligible appropriate resources Negligible evidence of appropriate progress monitoring Negligible evidence of appropriate instructional adjustments Negligible evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring (3x per year) Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented; Student progress monitored monthly; Significant increase in student performance Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents Reading instructional materials Individual progress monitoring growth with instruction modification documented Walk through observations Student work State assessment results
<p>1.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within communication arts.</p>	<ul style="list-style-type: none"> No record of professional development provided No relation exists between professional development and needs of migrant students No evidence of training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Negligible professional development provided Negligible relation exists between professional development and the needs of migrant students Negligible evidence of training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Approaching sufficiency in professional development provided Approaching sufficiency in relationship between professional development and needs of migrant students Approaching sufficiency in training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Sufficient professional development provided Sufficient relationship between professional development and needs of migrant students Sufficient training related to data-driven instruction, academic language development, or differentiating instruction 	<ul style="list-style-type: none"> Extensive, high quality professional development provided Migrant student needs clearly form the basis of all professional development Training ties in high quality strategies for data-driven instruction, academic language development, or differentiating instruction Classroom observations are clearly aligned to professional development 	<ul style="list-style-type: none"> Professional development materials Training agendas Sign-in sheets Classroom observation forms aligned to professional development
<p>1.3 Provide parent involvement opportunities relating to improving educational success in communication arts for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.</p>	<ul style="list-style-type: none"> No evidence of parent involvement opportunities provided No evidence of positive outcomes for parents No records maintained 	<ul style="list-style-type: none"> Negligible evidence of parent involvement opportunities provided Negligible evidence of positive parent outcomes Negligible records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of parent involvement opportunities provided Approaching sufficiency in evidence of positive parent outcomes Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient evidence of parent involvement opportunities provided Sufficient evidence of positive parent outcomes Sufficient records maintained 	<ul style="list-style-type: none"> Extensive evidence of parent involvement opportunities provided Extensive evidence of positive parent outcomes Comprehensive records maintained 	<ul style="list-style-type: none"> Communication structures Meeting agendas Parent surveys Interviews Event sign-in sheets Lists of family literacy events, book distribution events, literature/ educational materials distributed

2.0 MATHEMATICS

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT				HIGHLY EFFECTIVE	
	1	2	3	4	5	
<p>2.1 Provide supplemental instructional support for migrant students in the area of mathematics with a focus on academic language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.</p>	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Negligible appropriate resources Negligible evidence of appropriate progress monitoring Negligible evidence of appropriate instructional adjustments Negligible evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring (3x per year) Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented Student progress monitored monthly Significant increase in student performance Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents Mathematics instructional materials Individual progress monitoring growth with instruction modification documented Walk through observations Student work State assessment results
<p>2.2 Provide supplemental instruction in conceptual and procedural math through summer school (e.g. Math MATTERS), extended instruction time, and individual/specialized instruction.</p>	<ul style="list-style-type: none"> No appropriate resources No appropriate progress monitoring No appropriate instructional adjustments No evidence of increased student performance 	<ul style="list-style-type: none"> Negligible appropriate resources Negligible evidence of appropriate progress monitoring Negligible evidence of appropriate instructional adjustments Negligible evidence of increased student performance 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate resources Approaching sufficiency in evidence of appropriate progress monitoring (3x per year) Approaching sufficiency in evidence of appropriate instructional adjustments Approaching sufficiency in evidence of increased student performance 	<ul style="list-style-type: none"> Sufficient appropriate resources Sufficient evidence of appropriate progress monitoring Sufficient evidence of appropriate instructional adjustments Sufficient evidence of increased student performance 	<ul style="list-style-type: none"> Extensive implementation observed A comprehensive checklist of key instructional approaches fully implemented Student progress monitored monthly Significant increase in student performance Extensive positive student outcomes 	<ul style="list-style-type: none"> Curriculum documents Mathematics instructional materials Individual progress monitoring growth with instruction modification documented Math consortium documentation Walk through observations Student work State assessment results
<p>2.3 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within the area of mathematics.</p>	<ul style="list-style-type: none"> No record of professional development provided No relation exists between professional development and needs of migrant students No evidence of training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Negligible professional development provided Negligible relation exists between professional development and the needs of migrant students Negligible evidence of training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Approaching sufficiency in professional development provided Approaching sufficiency in relationship between professional development and needs of migrant students Approaching sufficiency in training related to data-driven instruction, academic language, or differentiating instruction 	<ul style="list-style-type: none"> Sufficient professional development provided Sufficient relationship between professional development and needs of migrant students Sufficient training related to data-driven instruction, academic language development, or differentiating instruction 	<ul style="list-style-type: none"> Extensive, high quality professional development provided Migrant student needs clearly form the basis of all professional development Training ties in high quality strategies for data-driven instruction, academic language development, or differentiating instruction Classroom observations are clearly aligned to professional development 	<ul style="list-style-type: none"> Professional development materials Training agendas Sign-in sheets Classroom observation forms aligned to professional development
<p>2.4 Provide parent involvement opportunities relating to improving educational success in mathematics for migrant students including PAC meetings, parent training, & notification of parent activities.</p>	<ul style="list-style-type: none"> No evidence of parent involvement opportunities provided No evidence of positive outcomes for parents No records maintained 	<ul style="list-style-type: none"> Negligible evidence of parent involvement opportunities provided Negligible evidence of positive parent outcomes Negligible records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of parent involvement opportunities provided Approaching sufficiency in evidence of positive parent outcomes Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient evidence of parent involvement opportunities provided Sufficient evidence of positive parent outcomes Sufficient records maintained 	<ul style="list-style-type: none"> Extensive evidence of parent involvement opportunities provided Extensive evidence of positive parent outcomes Comprehensive records maintained 	<ul style="list-style-type: none"> Communication structures Meeting agendas Parent surveys Interviews Event sign-in sheets Lists of family literacy events, book distribution events, literature/ educational materials distributed

3.0 SCHOOL READINESS STRATEGIES

Strategies	IMPLEMENTATION LEVEL					Evidence
	NON-EVIDENT ← → HIGHLY EFFECTIVE					
	1	2	3	4	5	
<p>3.1 Provide family literacy instruction and materials to assist migrant families in developing their children's school readiness through learning strategies implemented in the home.</p>	<ul style="list-style-type: none"> No appropriate school readiness resources No appropriate readiness instruction No evidence of participation No evidence of growth in student performance No records maintained 	<ul style="list-style-type: none"> Negligible appropriate school readiness resources Negligible appropriate readiness instruction Negligible evidence of participation Negligible growth in student performance Negligible records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in appropriate school readiness resources Approaching sufficiency in appropriate readiness instruction Approaching sufficiency in evidence of participation Approaching sufficiency in growth in student performance Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient appropriate school readiness resources Sufficient appropriate readiness instruction Sufficient evidence of participation Sufficient growth in student performance Sufficient records maintained 	<ul style="list-style-type: none"> Extensive school readiness resources employed Extensive readiness instruction evident Extensive evidence of increased participation Extensive evidence of growth in student performance Comprehensive records maintained by site of migrant student participation in school readiness instruction 	<ul style="list-style-type: none"> Inventory lists of School readiness resources Classroom observation forms Kindergarten readiness assessment Number of students participating Number of students receiving visits from home visitors Interviews and focus groups with pre-K staff and parents of pre-K-aged migrant children
<p>3.2 Provide access to early childhood education services, summer school, and/or home visits through coordination with existing services such as Parents as Teachers, Title I preschools, community preschools, Missouri Preschool Project, and Head Start.</p>	<ul style="list-style-type: none"> No coordination No impact on addressing children's needs No contact with migrant families No records maintained 	<ul style="list-style-type: none"> Negligible coordination Negligible impact on addressing children's needs Negligible contact with migrant families Negligible records maintained including a list of services 	<ul style="list-style-type: none"> Approaching sufficiency in coordination Approaching sufficiency in impact on addressing children's needs Approaching sufficiency in contact with migrant families Approaching sufficiency in an inadequate list of services and records student participation 	<ul style="list-style-type: none"> Sufficient coordination Sufficient impact on addressing children's needs Sufficient contact with migrant families Sufficient number of families participating based on needs Sufficient records on services and student participation 	<ul style="list-style-type: none"> Extensive coordination Extensive impact on addressing children's needs Extensive contact with migrant families Updates and shares an extensive list of services; maintains student participation, and services outcomes 	<ul style="list-style-type: none"> Contact logs Resource guides Documentation of coordination Examples of communication about service alignment Enrollment records Referral records

4.0 HIGH SCHOOL GRADUATION

Strategies	Implementation Level					Evidence
	NON-EVIDENT ← → HIGHLY EFFECTIVE					
	1	2	3	4	5	
<p>4.1 Provide supplemental instructional and support services to increase credit accrual leading to graduation through services such as credit recovery, college and career readiness activities, and distance learning.</p>	<ul style="list-style-type: none"> No evidence of supplemental instruction No evidence of credit accrual No evidence of college and career readiness activities No evidence of student graduation No evidence of support services No evidence of student participation No records maintained 	<ul style="list-style-type: none"> Negligible evidence of supplemental instruction Negligible evidence of credit accrual Negligible evidence of college and career readiness activities Negligible evidence of student graduation Negligible evidence of support services Negligible evidence of student participation Negligible records 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of supplemental instruction Approaching sufficiency in evidence of credit accrual Approaching sufficiency in evidence of college and career readiness activities Approaching sufficiency in evidence of student graduation Approaching sufficiency in evidence of support services Approaching sufficiency in evidence of student participation 	<ul style="list-style-type: none"> Sufficient evidence of supplemental instruction Sufficient evidence of credit accrual Sufficient evidence of college and career readiness activities Sufficient evidence of student graduation Sufficient evidence of support services Sufficient evidence of student participation Sufficient records maintained 	<ul style="list-style-type: none"> Extensive evidence of supplemental instruction Extensive evidence of credit accrual Extensive evidence of college and career readiness activities Extensive evidence of student graduation Extensive evidence of support services Extensive evidence of student participation Extensive records maintained 	<ul style="list-style-type: none"> Supplemental secondary instruction materials Credit accrual records High school graduation records College and career readiness activities lists Records of student participation List of support services provided

Strategies	Implementation Level					Evidence
	NON-EVIDENT ← → HIGHLY EFFECTIVE					
	1	2	3	4	5	
		maintained	<ul style="list-style-type: none"> Approaching sufficiency in records maintained 			and numbers participating
<p>4.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of secondary-age migrant students in areas such as dropout prevention, college and career readiness, and distance education.</p>	<ul style="list-style-type: none"> No record of professional development provided No relation exists between professional development and needs of migrant students No evidence of training related to dropout prevention, college and career readiness, or distance education 	<ul style="list-style-type: none"> Negligible professional development provided Negligible relation exists between professional development and the needs of migrant students Negligible evidence of training related to dropout prevention, college and career readiness, or distance education 	<ul style="list-style-type: none"> Approaching sufficiency in professional development provided Approaching sufficiency in relationship between professional development and needs of migrant students Approaching sufficiency in training related to dropout prevention, college and career readiness, or distance education 	<ul style="list-style-type: none"> Sufficient professional development provided Sufficient relationship between professional development and needs of migrant students Sufficient training related to dropout prevention, college and career readiness, or distance education 	<ul style="list-style-type: none"> Extensive, high quality professional development provided Migrant student needs clearly form the basis of all professional development Training ties in high quality strategies for dropout prevention, college and career readiness, or distance education Classroom observations are clearly aligned to professional development 	<ul style="list-style-type: none"> Professional development materials Training agendas Sign-in sheets Classroom observation forms aligned to professional development
<p>4.3 Provide parent involvement opportunities and instruction relating to the importance of graduation, state requirements for graduation, understanding student progress reports, and college and career goal setting.</p>	<ul style="list-style-type: none"> No evidence of parent involvement opportunities provided No evidence of positive outcomes for parents No records maintained No content provided relating to graduation, state requirements, progress reports, or goal setting 	<ul style="list-style-type: none"> Negligible evidence of parent involvement opportunities provided Negligible evidence of positive parent outcomes Negligible records maintained Negligible content provided relating to graduation, state requirements, progress reports, or goal setting 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of parent involvement opportunities provided Approaching sufficiency in evidence of positive parent outcomes Approaching sufficiency in records maintained Approaching sufficiency in content provided relating to graduation, state requirements, progress reports, or goal setting 	<ul style="list-style-type: none"> Sufficient evidence of parent involvement opportunities provided Sufficient evidence of positive parent outcomes Sufficient records maintained Sufficient content provided relating to graduation, state requirements, progress reports, or goal setting 	<ul style="list-style-type: none"> Extensive evidence of parent involvement opportunities provided Extensive evidence of positive parent outcomes Extensive records maintained Extensive content provided relating to graduation, state requirements, progress reports, or goal setting 	<ul style="list-style-type: none"> Communication structures Meeting agendas Parent surveys Interviews Event sign-in sheets Lists of family literacy events, book distribution events, literature/educational materials distributed
<p>4.4 Provide supplemental support services to eligible migrant students (ages 3 through 21) to meet the locally identified needs of migrant students such as resource lists, medical/dental/vision services, necessary school supplies, clothing, transportation, and other allowable support services. (health, nutrition, counseling, social services)</p>	<ul style="list-style-type: none"> No evidence of support services implementation No evidence of materials related to academic and support services No correlation between migrant student needs and services provided No evidence of student participation No records maintained 	<ul style="list-style-type: none"> Negligible support services implementation Negligible evidence of materials related to academic and support services Negligible correlation between migrant student needs and services provided Negligible evidence of student participation Negligible records maintained 	<ul style="list-style-type: none"> Approaching sufficiency in support services implementation Approaching sufficiency in evidence of materials related to academic and support services Approaching sufficiency in correlation between migrant student needs and services provided Approaching sufficiency in evidence of student participation Approaching sufficiency in records maintained 	<ul style="list-style-type: none"> Sufficient support services implementation Sufficient evidence of materials related to academic and support services Sufficient correlation between migrant student needs and services provided Sufficient evidence of student participation Sufficient records maintained 	<ul style="list-style-type: none"> Extensive support services implementation Extensive evidence of materials related to academic and support services Extensive correlation between migrant student needs and services provided Extensive evidence of student participation Extensive records maintained 	<ul style="list-style-type: none"> Academic and support services materials (such as welcome packets) Resources lists Migrant student needs assessment forms Records of student/family participation in support services Agreements with service providers

APPENDIX C

Recommendations from PAC Meetings

Missouri Migrant Education Program (MO MEP)

Recommendations based on Parent Advisory Council Meeting 9/27/14

[Notes by ESCORT]

1. High School Graduation and College/Career Readiness

Parents reported little knowledge of high school graduation requirements and college entrance requirements and processes. Since high school graduation is the primary goal of the Migrant Education Program, it is recommended that the MO MEP work more collaboratively with Local Education Agencies (LEAs) who administer the MEP services to address the unique needs of migrant students in these areas. What the schools are currently doing in these areas does not appear to reach the migrant parents in a way that is meaningful and informative and that can help the parents understand and support high school graduation and college entrance. Specific events for migrant parents on high school graduation requirement and college/career readiness should be put into place.

2. Summer Service

Many parents reported lack of information about summer services/summer school and lack of summer services in general. Migrant students may already suffer discontinuity due to their migrant lifestyle causing them to perform below their non-migrant peers. Summer learning loss is a large concern for this already challenged group of students. It is recommended that more summer services including outreach services designed to meet the unique needs of migrant students be put in place focusing on individual student needs.

3. School Readiness

Many parents were unfamiliar with school readiness indicators. Initially their reaction was that, because of the language barrier, they would have difficulty helping their children master the indicators. At the same time, all the parents rated working with a service provider on school readiness skills as a high priority. It is recommended that more outreach is conducted in the form of home visits to help parents learn how they can prepare their children for school regardless of the parents' level of English proficiency.

Recommended Parent Advisory Council (PAC) Plan 2015

ESCORT recommends the following activities in order to strengthen and support future PAC work in the state:

1. Conduct one face to face state wide training of all state migrant staff and LEA migrant staff on Parent Involvement (PI) and PAC Planning.

Topics may include:

- Understanding the difference between PI and PAC;
- Planning PI and PAC activities/events/meetings;
- Getting parents to attend PI and PAC meetings/events;
- PI aligned to services in the home;
- Aligning PI and PAC activities to the Service Delivery Plan (SOP).

2. Create at the state level a planning template or like tool that LEAs must use to plan their PI and PAC activities at the local levels to be submitted to regional and/or state MEP staff in advance of the activities. This will allow other MEP staff to attend and can be used for planning regional PI and PAC activities. The planning template also serves to document PI and PAC work and later assess PI and PAC activities.

3. Align PI and PAC activities to the implementation of the new Service Delivery Plan. LEA migrant coordinators and/or staff meet with (in person or virtually) regional and state MEP staff monthly to plan PI and PAC activities that support the SOP and parent needs. Common planning allows for cohesion across the state and great collaboration on PI and PAC activities at the local, regional and state levels.

4. Conduct regional and state PACs aligned to the PI and PAC work conducted at the local levels and in accordance with the SOP. It is recommended that there be two regional PI events and 2 regional PAC events in the state in addition to a 2015 State PAC meeting.

2015 PAC Action Plan

Action Item	Timeline
Conduct one face-to-face statewide training of all stat migrant staff and LEA migrant staff on Parent Involvement and PAC planning.	To be complete by December 31, 2014 Completing a comprehensive training during the first semester of the 2014-15 school year allows for State and LEA MEP staff to more accurately plan for 2015 school year activities.
Create a parent involvement and PAC planning template or like tool the LEAs must use.	To be completed by December 31, 2014.
Monthly meetings with LEA and State MEP staff to support PI and PAC activities aligned to the SDP	Announce in October 2014 Meeting 1-Noevember 2014 Meeting 2-December 2014 Meeting 3-January 2015 Meeting 4-February 2015 Meeting 5-March 2015 Meeting 6-April2015
Regional PI Event # 1	To be completed by December 31,2014
Regional PI Event #2	To be completed by May 31, 20 15
Regional PAC Meeting # 1	To be completed by December 31, 2014
Regional PAC Meeting #2	To be completed by May 31, 2015
Stale PAC Meeting	To be completed by December 31, 201 5