

NEVADA

MIGRANT EDUCATION EVALUATION REPORT 2014

**Educational Research & Training Corporation
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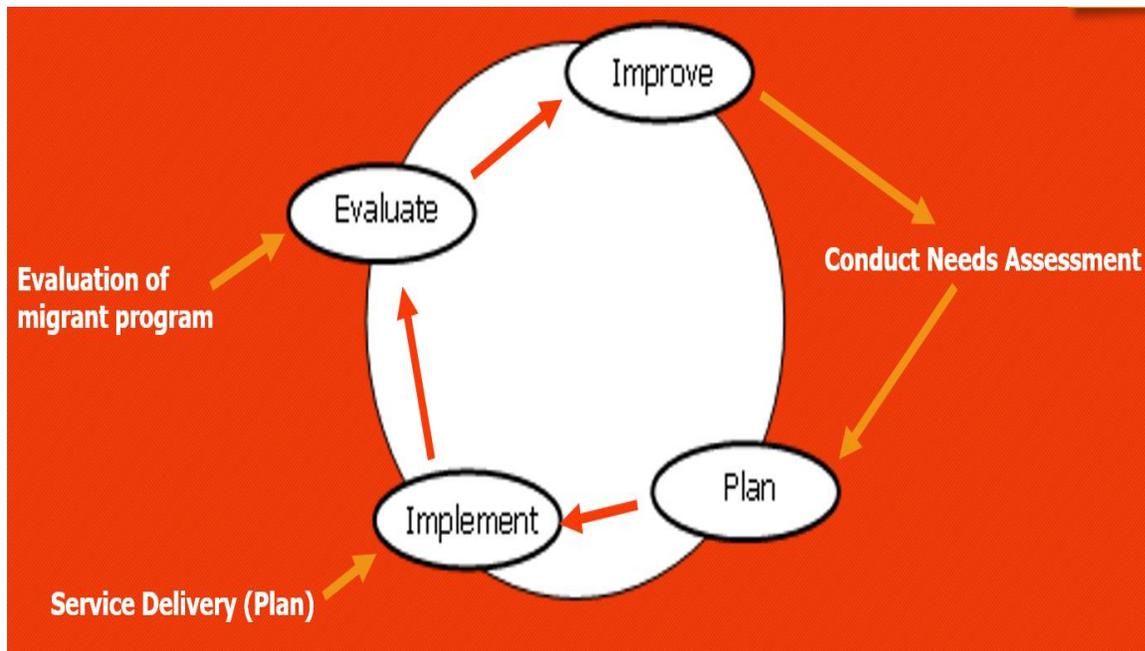
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NEVADA MIGRANT EDUCATION PROGRAM EVALUATION REPORT 2014

1. Purpose of the Evaluation

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. The State plan for service delivery describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve a set of performance targets and measurable outcomes based on student needs data. The SEA's comprehensive plan for service delivery is the basis for the use of all MEP funds for local programs.

This is continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable outcomes, and then evaluating the impact of services to measure the impact.



This report is the summary of the program evaluation of the Nevada Service Delivery for 2014.

2. Needs Assessment

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 40 percent of migrant students are not proficient in reading, or 35 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Concern Statements

The Nevada CNA Committee was reconvened on September 27, 2012 to identify current concern statements regarding needs, review data, and to make recommendations to guide the process. The CNA Committee first identified general needs from baseline data and then reexamined the concern statements to be investigated which identified general areas of potential high priority needs for migrant students within the state. The concern statements identified by the CNA Committee based on needs were similar to those identified in 2010. The concern revised statements for 2013 are as follows:

Concern Statement No. 1: We are concerned that migrant students have a wide variety of needs in terms of English language proficiency.

Concern Statement No. 2: We are concerned that the academic needs of migrant students are not being effectively identified in reading and writing.

Concern Statement No. 3: We are concerned that the academic needs of migrant students are not being effectively identified in mathematics.

CNA Results

The following results are based on the data collected as part of the comprehensive needs assessment in 2013. The data summaries and analysis related to these results are included in the Nevada CNA Report completed in 2013. The following are the summaries results from 2013 CNA Report identified as significant and having an impact on service delivery.

1. The overall assessment of needs in relation to concern statement 1 (*We are concerned that migrant students have a wide variety of needs in terms of English language proficiency*) indicated:
 - a. A significant number of Nevada migrant students are limited English proficient (36%);
 - b. There is an indication that English language proficiency decreases with significant school transition points (kindergarten, middle school, and high school);
 - c. Administrators, teachers and parents rated the lack of English language proficiency as the second highest need for migrant students;
 - d. There is a lack of qualified bilingual staff in schools;
 - e. The key areas of need for ELL students in language arts are writing with clear focus, revise, edit; writing to inform and persuade; and to form research questions and draw conclusions;
 - f. The key areas of need for ELL students in math are viewing math as an integrated whole with other disciplines; problem solving with everyday problems; and communicating mathematically; and
 - g. Finally, it is clear that the lack of English language proficiency is significantly impacting language arts achievement.

2. The overall assessment of needs in relation to concern statement 2 (*We are concerned that the academic needs of migrant students are not being effectively identified in reading and writing*) indicated:
 - a. A significant number of Nevada migrant students are below proficient in language arts (82%);
 - b. Administrators, teachers and parents rated the lack of language arts proficiency as the highest need for migrant students;
 - c. The key areas of need for priority for service students in language arts are writing with clear focus, revise, edit; writing to inform and persuade; and to form research questions and draw conclusions; and

- d. Lack of English language proficiency is significantly impacting language arts achievement.
3. The overall assessment of needs in relation to concern statement 3 (*We are concerned that the academic needs of migrant students are not being effectively identified in mathematics*) indicated:
- a. A significant number of Nevada migrant students are below proficient in mathematics (71%);
 - b. Administrators, teachers and parents rated the lack of math proficiency as the third highest need for migrant students;
 - c. The key areas of need for priority for service students in math are viewing math as an integrated whole with other disciplines; problem solving with everyday problems; and math reasoning.

3. Service Delivery Model

The Office of Migrant Education requires that the service delivery plan "must describe the SEA strategies for achieving the performance targets and measurable outcomes." The guidance also indicates that the state's service delivery strategy must address the unique needs of migrant students as part of the service delivery strategy.

Nevada State Performance Indicators

Through a NCLB waiver Nevada established Annual Measurable Objectives for all schools in language arts and math through 2017 (see following chart)

Table 2.B.29: AMOs for Reading and Mathematics through 2017.								
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Read	ES	62.73	65.83	68.92	72.02	75.11	78.21	81.30
	MS	53.66	56.43	59.19	61.96	64.73	67.49	70.26
	HS	72.42	76.92	81.42	85.92	90.42	94.92	99.42
Math	ES	70.57	73.56	76.56	79.55	82.54	85.54	88.53
	MS	67.35	69.98	72.61	75.24	77.87	80.50	83.13
	HS	77.97	81.51	85.04	88.58	92.17	95.65	99.19

These AMOs are only intended for reporting purposes and not for accountability. Nevada has created goals for Nevada schools. The new goals the state created for all schools and all children as follows (source - Nevada Department of Education website, December 2014):

State Educational Goals: 2020

1. Elevate student achievement results for all students
2. Improve the graduation rate including expanding the advanced diploma rate
3. Ensure college and career readiness when students graduate from high school
4. Ensure Nevada's students are educated by effective teachers and administrators
5. Support and expand innovative programs to improve learning
6. Increase productivity and return on investment

These statewide goals and targets were used in concert with the AMOs and results of the comprehensive needs assessment of migrant education to develop the performance targets for migrant students in the service delivery plan. Below are the performance targets and measurable outcome objectives (MPOs) included in the Nevada Service Delivery Plan (completed 4-1-2014).

Performance Targets

The following Nevada performance targets were created by the CNA committee and are based on the results from the comprehensive needs assessment:

Performance Target #1 English Language Acquisition: By the 2019-2020 academic year sixty-five percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 each year.

Performance Target #2 Language Arts Achievement: By the 2019-2020 academic year sixty-five percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 each year from an initial baseline on the Nevada State content assessments to minimum language arts proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

Performance Target #3 Math Achievement: By the 2019-2020 academic year seventy percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 each year from an initial baseline on the Nevada State content assessments to minimum math proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

Measurable Program Outcomes

The Office of Migrant Education requires: “The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services (See section 1306(a)(1)(D) of the statute). Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State’s performance targets.” The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment.

Measurable Outcome #1 English Language Acquisition: One hundred percent of all migrant students identified as limited English proficient will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET). All IAPs will be implemented and evaluated at least annually.

Measurable Outcome #2 ELL Writing Achievement: Eighty percent of ELL students will demonstrate an increase in proficiency in specific writing skills as identified in Nevada State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #3 Reading Comprehension: Fifty percent of priority for service students targeted for reading instruction will demonstrate proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

Measurable Outcome #4 Writing: Fifty percent of priority for service students targeted for writing instruction will demonstrate proficiency in specific writing skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in writing.

Measurable Outcome #5 Language Arts Achievement: One hundred percent of priority for service students will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET) which targets reading and writing needs. All IAPs will be implemented and evaluated at least annually.

Measurable Outcome #6 Problem Solving in Math: Seventy percent of priority for service students targeted for math instruction will demonstrate proficiency in problem solving based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

Measurable Outcome #7 Communicate Mathematically: Seventy percent priority for service students targeted for math instruction will demonstrate proficiency in communicating mathematically based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

Recommended Service Delivery Strategies

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery (Nevada Service Delivery Plan 4-1-14).

1. *Develop and implement IAPs for all priority for service migrant students. Electronic IAPs are available as part of the Migrant literacy Net and can be used to create these IAPs.*
2. *Target ELL students for before and after school tutoring.*
3. *Differentiate instruction for all migrant students based on IAPs and driven by data.*
4. *Focus individual instruction on writing, using grammar in writing, and writing to persuade.*
5. *Use materials available from the Migrant Literacy NET as supplemental instructional tools,*
6. *Provide summer school programs with a data driven focus on migrant student needs.*
7. *Use grade appropriate math vocabulary in instruction.*
8. *Target mathematical reasoning, problem solving, and mathematical communication in instruction.*

4. Evaluation Process

The evaluation of the Nevada migrant program was designed to be completed through the collection of and analysis of data using a wide variety of formative and summative strategies. Educational Research and Training of Colorado was the external evaluator. The following data collection instruments, sources and strategies were incorporated:

- a. Fidelity of Implementation Survey – Completed by teachers and administrators for all migrant districts.
- b. State assessment scores in language arts and math – These are required through the GPRA act for growth comparisons for all students. It is important to note that in Nevada (as in most states) only a minority percentage of migrant students take the state test and even fewer take the state test two years in row in order to facilitate growth comparisons.

- c. Teacher ratings of student proficiency in the Nevada content standards in reading and math. These ratings are based on the same rubric score provided by the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic).
- d. Student scores on the Nevada English language proficiency assessment (ELPA).
- e. Administrator/Teacher Survey of Migrant Program Effectiveness – Completed by teachers and administrators in all Nevada migrant programs.
- f. Parent Evaluation Survey of program effectiveness – Completed by parents in all migrant programs.
- g. Student Evaluation Survey of program effectiveness – Completed by migrant students in each migrant programs.

Copies of the data collection and survey formats are attached in Appendix A.

Migrant staff from each Nevada migrant program disseminated the surveys to administrators and teachers of migrant students, migrant parents, and migrant students. All data collected was forwarded to ERTC for analysis.

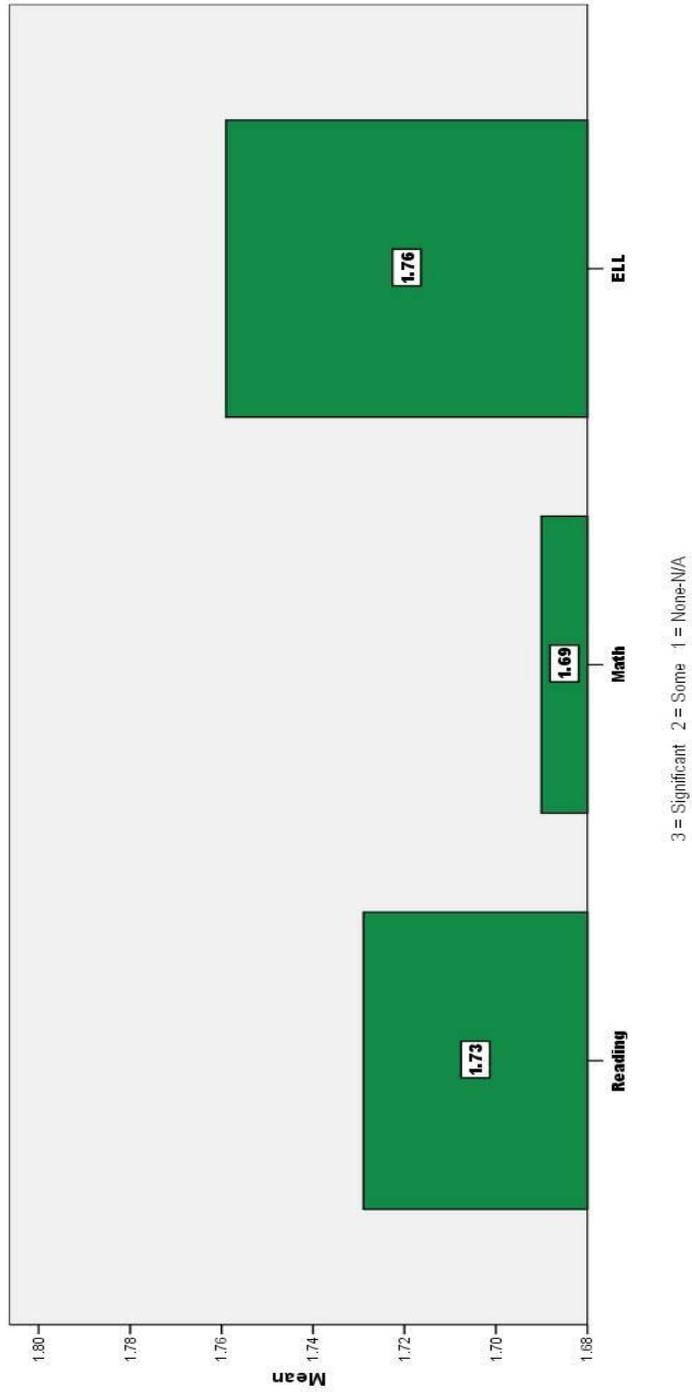
5. Results of the Evaluation

Fidelity of Implementation

Fidelity of implementation of services survey based on the recommended strategies to meet the measurable program objectives (MPOs) was completed by 43 administrators and teachers of migrant students from the eight Nevada migrant programs. This survey asked all key staff who serves migrant students to indicate which services have been provided to migrant students and to what degree. Services were rated by migrant staff in regard to the degree of implementation (i.e. 3 = significant implementation, 2 = some implementation, 1 = N/A - no service was provided). The MPOs targeted reading, math, graduation from high school, and English language proficiency. The following chart indicates a mean of the degree of implementation of overall services related to each of the performance targets.

Nevada Migrant Program Evaluation: 2014

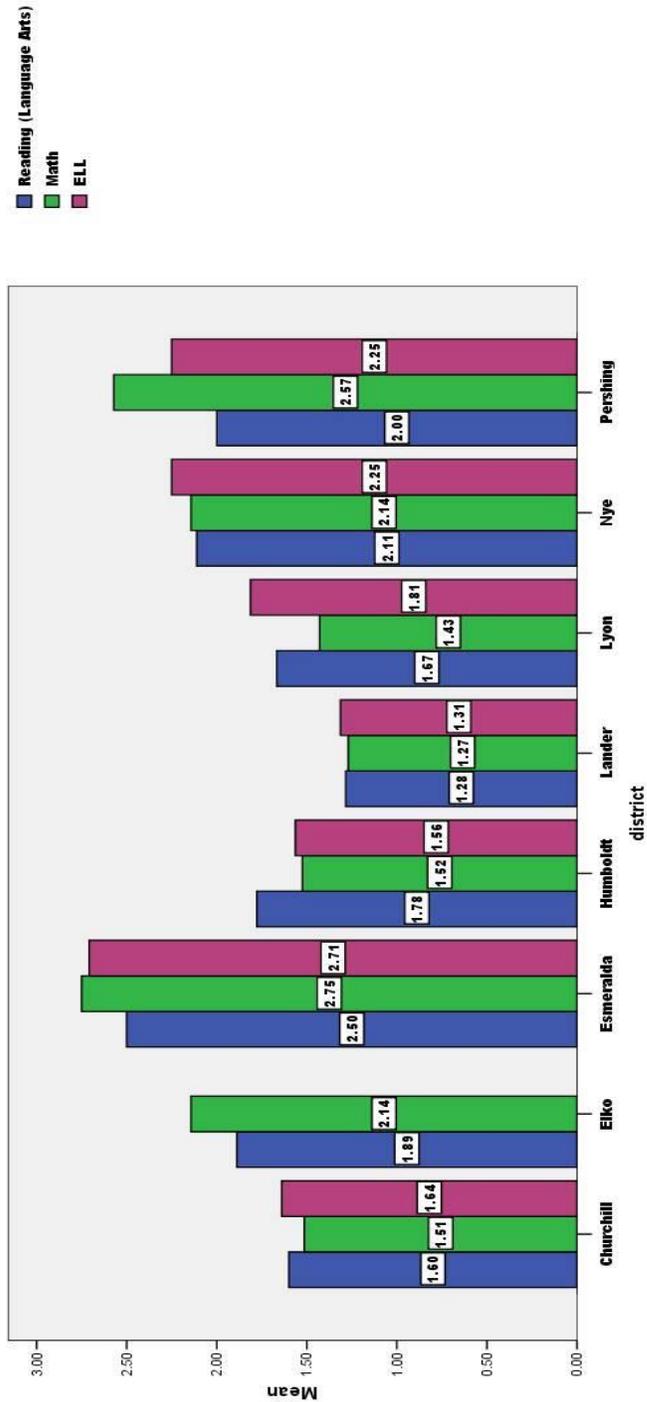
Implementation of All Targeted Services



The data was also broken down to identify the level of implementation in each of the Nevada migrant programs.

Nevada Migrant Education Evaluation: 2014

Targeted Services: Implementation By District

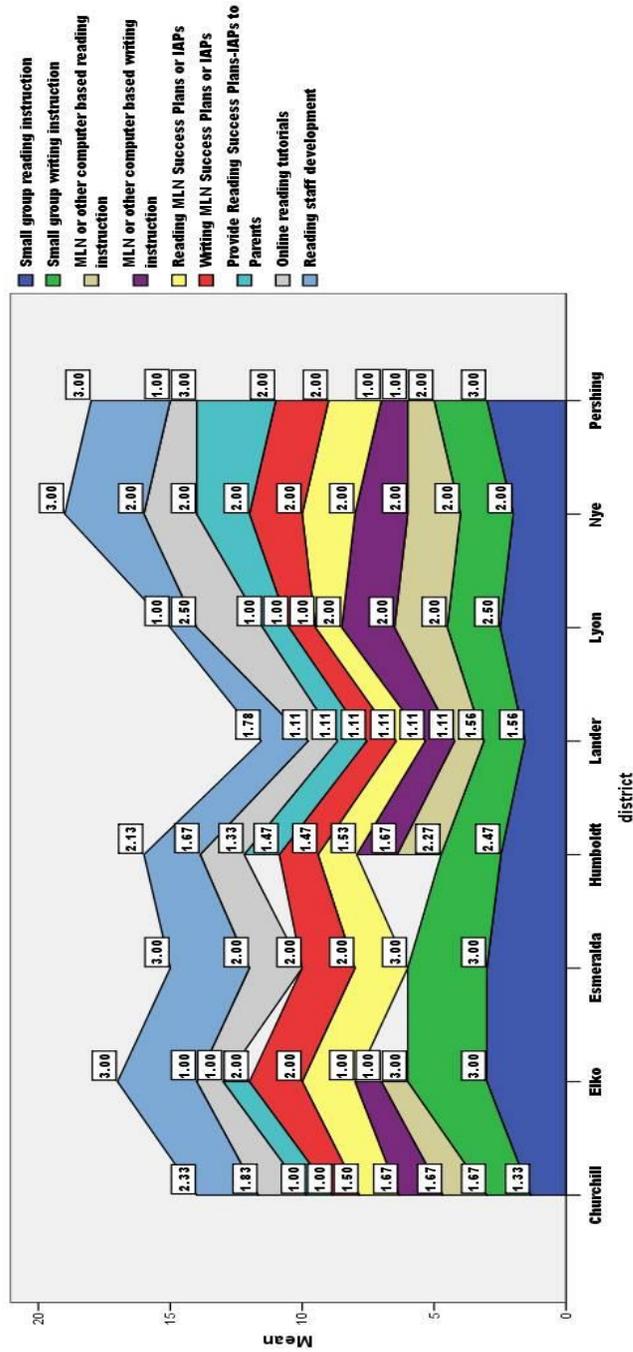


3 = Significant 2 = Some 1 = N/A

The following charts show the level of implementation of specific services by MPO by district.

Nevada Migrant Education Evaluation: 2014

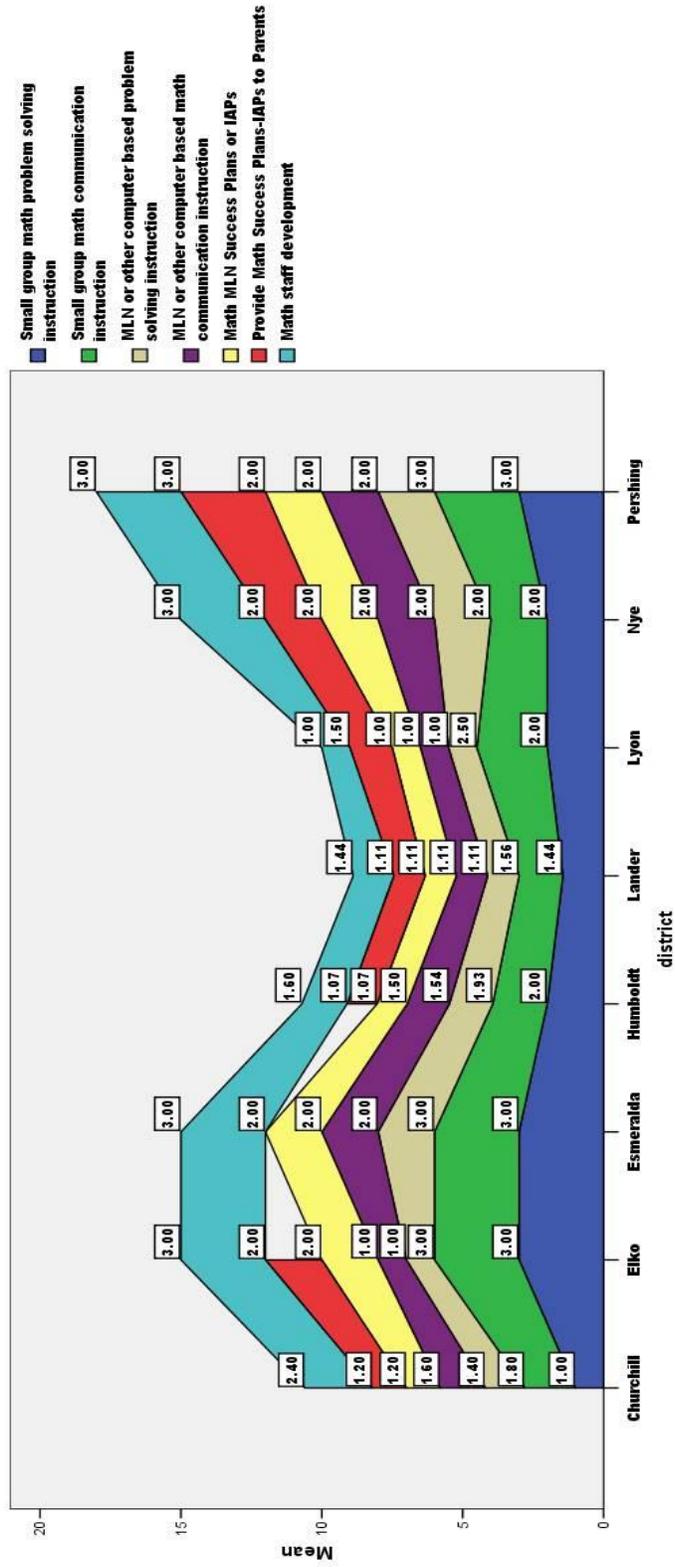
Reading (Language Arts) Services Implementation By District



3 = Significant 2 = Some 1 = N/A

Nevada Migrant Education Evaluation: 2014

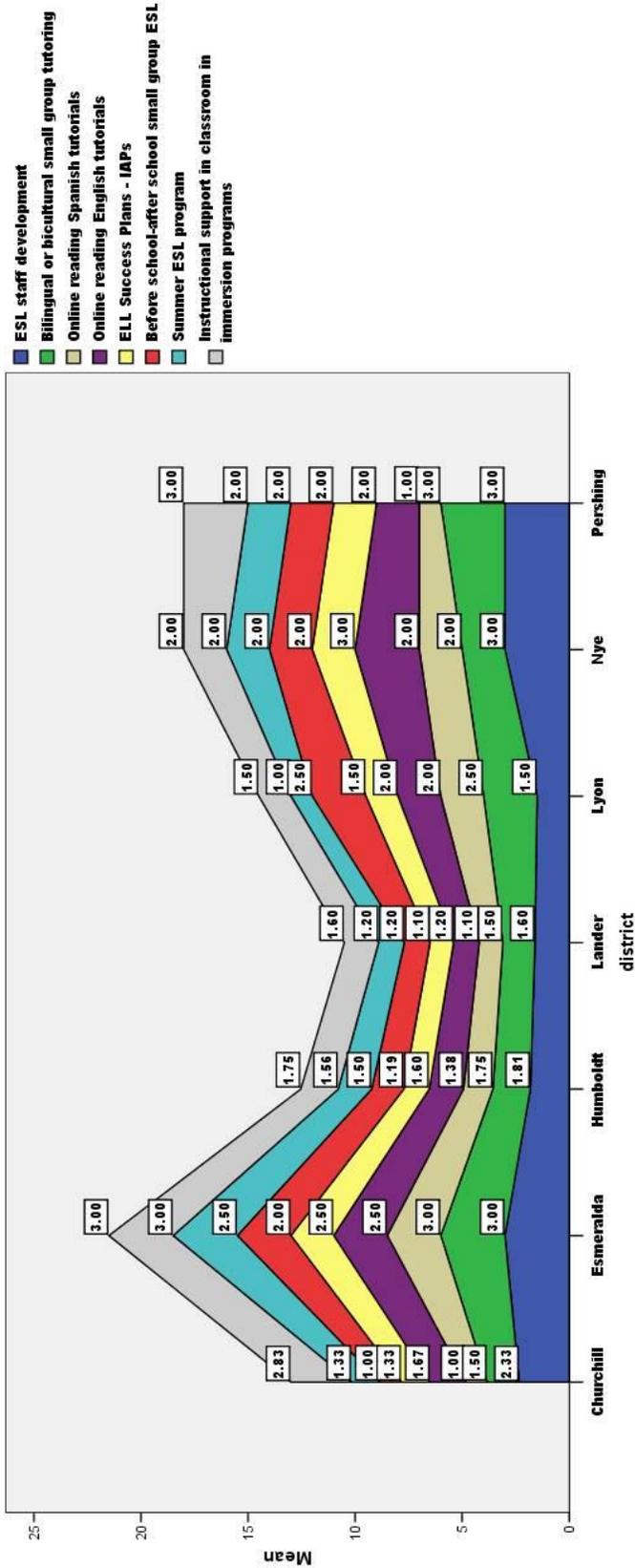
Math Services Implementation By District



3 = Significant 2 = Some 1 = N/A

Nevada Migrant Education Evaluation: 2014

ELL Services Implementation By District



3 = Significant 2 = Some 1 = N/A

Overall Esmeralda, Pershing and Nye migrant programs provided the most significant amount of services across all three targeted service areas and MPOs. Some districts focused more in certain areas (e.g. Lyons who focused primarily on online reading tutorials in English and Spanish as well as the development of Success Plans and/or IAPs for ELL students).

State Assessment Results for Migrant Students

In most states, only a small percentage of migrant students take the state assessment for two reasons. The first reason is that CRTs are only administered in certain grade levels (only 58 of Nevada migrant students were in the grade levels in which tests were administered). The second reason is because migrant students are by definition mobile and many were not enrolled in Nevada schools during test administration. Nevada had 158 migrant students in 2013-2014.

Of these eligible migrant students in Nevada, 53 students took the state assessment in language arts (33.5% of total students) and 49 students took the state assessment in math (31% of total students). The rubric score on the state assessment is: 4 = exceeds standard, 3 = meets standard, 2 = approaches standard, and 1 = emerging/developing. While analysis of state scores is required by GPRA for evaluation, they are not the ideal measure of progress and impact for the migrant program. When the scoring range is limited to 1-4, it requires a great deal of progress for a student to demonstrate gains between one scoring point and the next. The graphs on the following pages compare state assessment scores for the small percentage of migrants who took the state assessment in language arts and math both 2013 and 2014.

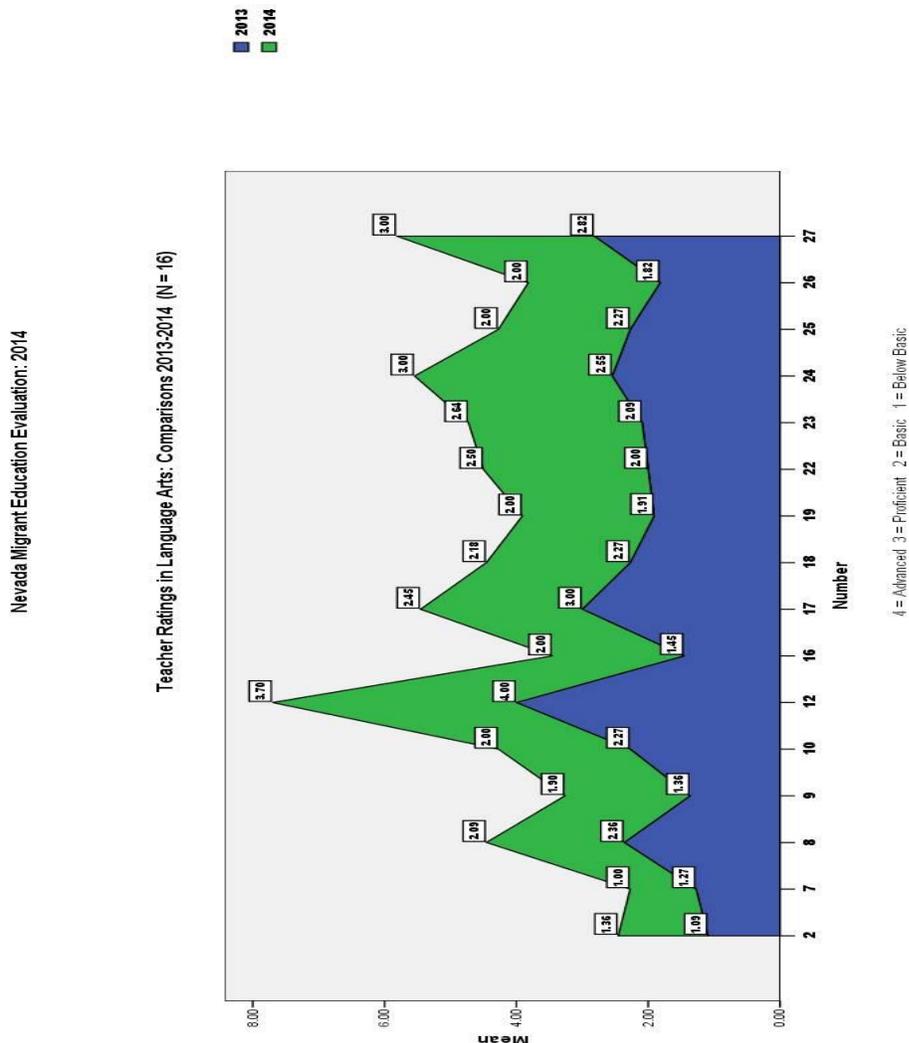
A total of 53, there were 16 (30.2%) migrant students who scored proficient in language arts in 2013-2014. There were 12 (24.5%) migrant students of 49 who scored proficient in mathematics.

CRT Results of Migrant Students and All Students

<i>CRT Assessment</i>	<i># Migrant Students Participating</i>	<i># of Migrants Scored Proficient</i>	<i>% of Migrants Scored Proficient</i>	<i># of All Students Scored Proficient</i>	<i>% of All Students Scored Proficient</i>
Language Arts	53	16	30.2%	119,752	53.4%
Mathematics	49	12	24.5%	109,335	48.9%

Language Arts: Achieving Performance Targets

Because only a minority of all migrant students took the state assessment teachers were asked to rate all migrant students on reading/language arts proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic). Teachers were trained by the evaluators to use the ratings. Samples of 73 students were rated from the total state migrant population for 2014 of 158 students (46%). Of the 73 students 16 had teacher ratings from the previous year that could be used for comparison to evaluate growth. Fifty percent (8) of the sixteen students showed some growth in language arts. Four of the sixteen students (25%) showed growth of .50 or more from the previous year. Three of the sixteen (19%) achieved proficiency in language arts. The performance target for language arts has a goal of 65% proficiency by 2019-2020.



There were only nine *priority for service* students that had teacher ratings in language arts for both 2013 and 2014. Five *priority for service* students in nine (56%) improved language arts proficiency by .5 or greater on the 4 point rubric scale. One *priority for service* student achieved overall language arts proficiency in 2014.

There were 10 administrators and 25 teachers that responded to the evaluation survey in regard to reading and writing instruction. Seventy-seven percent indicated that the migrant program was effective in assisting migrant students toward reading proficiency. Sixty-three percent of teachers and administrators indicated that the migrant program was effective in assisting migrant students toward writing proficiency.

There were 28 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient readers (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree). Sixty-seven percent of these parents *strongly agreed* the migrant program was effective in preparing their children in reading. An additional thirty percent *agreed* was effective in preparing their children in reading. One parent *slightly agreed* that the program was effective. There were no parents that disagreed.

There were 34 migrant students who responded to the student evaluation survey (22% of total Nevada eligible migrant students in 2013-2014). Students were asked to rate the effectiveness of the migrant program to assist them to become proficient readers (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree). Eighteen percent of these students *strongly agreed* the migrant program was effective in helping them learn to read. An additional forty-nine percent *agreed* the migrant program was effective in helping them learn to read. Twelve percent of students *slightly agreed* that the program was effective in helping them to learn to read. Six percent of students *slightly disagreed* that the program was effective in helping them learn to read. Finally, three percent *agreed* and twelve percent strongly *disagreed* that the program was effective in helping them to learn to read. Overall seventy-nine percent of students agreed in various degrees that the migrant program was effective in helping them become better readers and twenty-one percent disagreed to varying degrees.

Language Arts: Achieving MPOs related to reading / language arts:

Reading Comprehension: Sixty seven students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Fourteen of the sixty-seven were rated proficient (21%) and twenty-eight were rated basic / approaching standard (42%). There were nine *priority for service* students that had teacher ratings in reading comprehension standards for both 2013 and 2014. Six *priority for service* students in nine (67%) improved reading comprehension proficiency by .5 or greater on the 4 point rubric scale.

Writing: Sixty seven students were rated in by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Thirteen of the sixty-seven were rated proficient (19%) and twenty-eight were rated basic / approaching standard (45%). There were nine *priority for service* students that had teacher ratings in writing standards for both 2013 and 2014. Seven *priority for service* students in nine (78%) improved writing proficiency by .5 or greater on the 4 point rubric scale.

Success Plans / IAPs for students in language arts: The implementation survey indicated that the mean implementation of success plans from the Migrant Literacy Net or IAPs in reading was 1.39 on a 3.00 scale (3 = significant implementation, 2 = some implementation, 1 = No implementation). The mean implementation of success plans from the Migrant Literacy Net or IAPs in writing was 1.36 on a 3.00 scale. The results indicate that success plans / IAPs in language arts were not widely implemented across the state. However, there was more implementation in some districts than others. Specifically Elko, Esmeralda, Lyons, Nye and Pershing had higher implementation levels in either reading plans, writing plans or both.

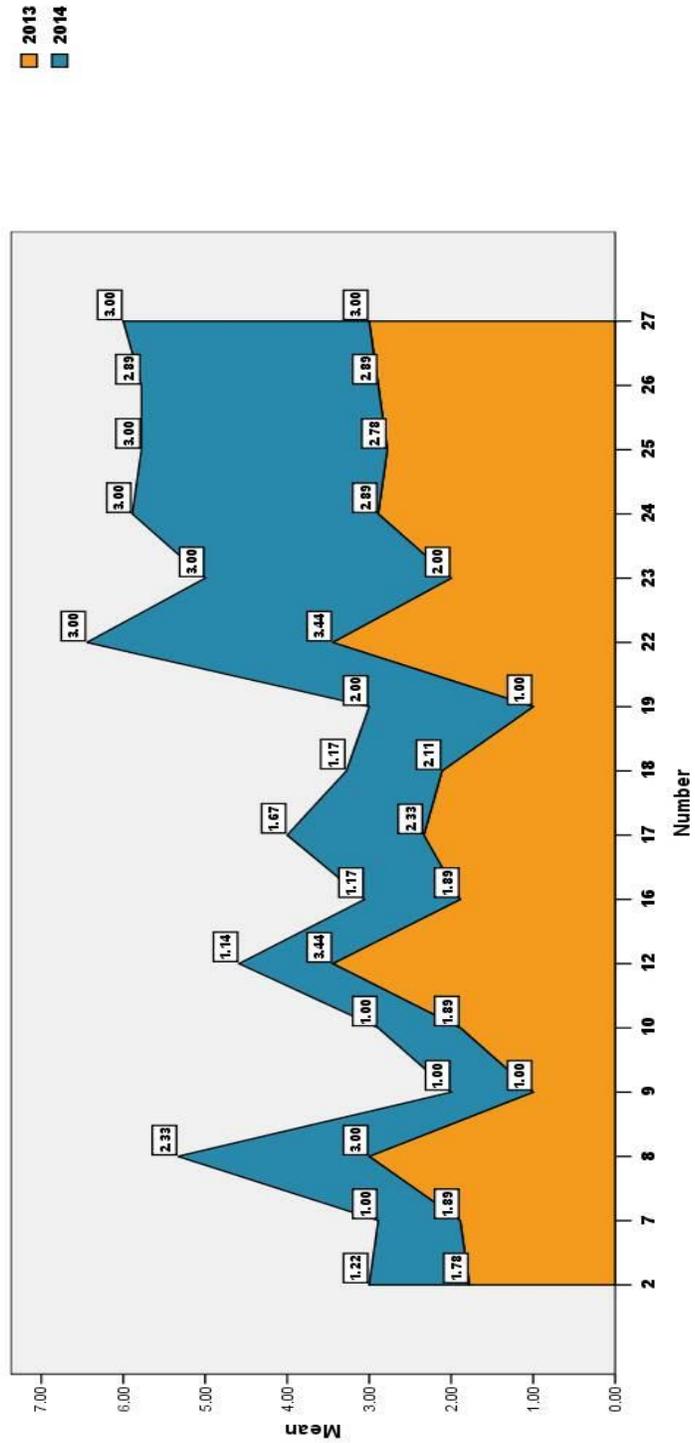
Math: Achieving Performance Targets

As in language arts only a minority of migrant students took the state assessment in math. Therefore teachers were asked to rate all migrant students on mathematics proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic). Teachers were trained by the evaluators to use the ratings. A sample of 73 students was rated from the total state migrant population for 2014 of 158 students (46%). Of the 73 students 16 had teacher ratings from the previous year that could be used for comparison to evaluate growth. Thirty-eight percent (6) of the sixteen students showed growth in math. Three of the sixteen students (19%) showed growth of .50 or more from the previous year. Five students of the sixteen (32%) achieved proficiency in math. The performance target for math has a goal of 75% proficiency by 2019-2020.

There were only nine *priority for service* students that had teacher ratings in math for both 2013 and 2014. Five *priority for service* students in nine (56%) improved math proficiency by .5 or greater on the 4 point rubric scale. One *priority for service* student achieved overall math proficiency in 2014.

Nevada Migrant Education Evaluation: 2014

Teacher Ratings in Math: Comparisons 2013-2014 (N = 16)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

There were 28 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in math (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree). Twenty-four percent of these parents ***strongly agreed*** the migrant program was effective in preparing their children in math. An additional forty-four percent ***agreed*** was effective in preparing their children in math. Twenty-four percent of parents ***slightly agreed*** that the program was effective in math instruction. There was one parent who ***slightly disagreed*** and one parent who strongly disagreed that the program was effective in math.

There were 31 migrant students who responded to math question on the student evaluation survey (20% of total Nevada eligible migrant students in 2013-2014). Students were asked to rate the effectiveness of the migrant program to assist them to become proficient in math (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree). Sixteen percent of these students ***strongly agreed*** the migrant program was effective in helping them in math. An additional thirteen percent ***agreed*** the migrant program was effective in helping them in math. Forty-five percent of students ***slightly agreed*** that the program was effective in helping them in math. Ten percent of students ***slightly disagreed*** that the program was effective in helping them in math. Finally, three percent ***agreed*** and thirteen percent strongly ***disagreed*** that the program was effective in helping them in math. Overall seventy-five percent of students agreed in various degrees that the migrant program was effective in helping them become proficient in math and twenty-five percent disagreed to various degrees.

Mathematics: Achieving MPOs related to math:

Problem solving in math: Sixty seven students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Twenty of the sixty-seven were rated proficient (30%) and twenty-eight were rated basic / approaching standard (42%). There were nine ***priority for service*** students that had teacher ratings in problem solving standards for both 2013 and 2014. Four ***priority for service*** students in nine (44%) improved problem solving proficiency by .5 or greater on the 4 point rubric scale.

There were 10 administrators and 25 teachers that responded to the evaluation survey in regard to mathematics instruction. Seventy-five percent indicated that the migrant program was effective in assisting migrant students toward proficiency in problem solving in math.

Communicating mathematically: Sixty-four students were rated in by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Nine of the sixty-seven were rated proficient (14%) and seventeen were rated basic / approaching standard (27%). There were nine ***priority for service*** students that had teacher ratings in the standard related to communicating mathematically for both

2013 and 2014. Four *priority for service* students in nine (44%) improved in communicating mathematical proficiency by .5 or greater on the 4 point rubric scale.

There were 10 administrators and 25 teachers that responded to the evaluation survey in regard to mathematics instruction. Seventy-five percent of teachers and administrators also indicated that the migrant program was effective in assisting migrant students toward proficiency in mathematical communication.

English Language Learners: Achieving Performance Targets

There were 57 students identified as limited English proficient out of the 158 eligible migrant students in Nevada in 2013-2014 by the Nevada MAPS system. Forty-seven of the 158 eligible migrant students took the ELPA test to measure English language proficiency (30%). Forty-six students (98%) scored as less than fluent in English (below 5.0). The performance target for English language acquisition is by the 2019-2020 academic year sixty-five percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 each year. There were three limited English proficient students who took the state ELPA assessment in both 2013 and 2014. None of these students increased proficiency in English .5 or above.

In terms of academics for ELL students, two migrant students identified as limited English proficient took the state assessment in language arts and the same two students took the state assessment in math. Neither student increased proficiency in either language arts or math. Teachers were asked to rate ELL migrant students on both language arts and mathematics proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic). Teachers were trained by the evaluators to use the ratings. A sample of 57 ELL students were rated from the total state migrant population for 2014 of 158 students (46%). Of the 57 students 11 had teacher ratings from the previous year that could be used for comparison to evaluate growth. Seven of eleven students (64%) showed growth of .5 or more from the previous year in language arts and five of eleven (45%) showed a growth of .5 or more from the previous year in math. The performance target for language arts has a goal of 65% proficiency and the performance target for math has a goal of 75% proficiency by 2019-2020 for all students (including ELL students).

There were 17 *priority for service ELL students*. Two of the *priority for service ELL students* had teacher ratings in language arts and math. One of the two *priority for service ELL students* showed growth of .5 or more in both language arts and math (50%).

English Language Learners: Achieving MPOs related to ELL:

English language acquisition: is an overall performance target with a related MPO for 2014. The performance target had a goal that 80% all ELL students would increase at least .5 level on the ELPA test of English language proficiency. There were three limited English proficient students who took the state ELPA assessment in both 2013 and 2014. None of these students increased proficiency in English .5 or above.

There were however some increases in English language acquisition when scores were compared by grade level for 2013 to 2014,

ELPA Scores By Grade Level: Comparison Between Years

Grade level	2012-2103	2013-2014	Impact
1	2.93	1.23	-1.7
2	2.83	2.67	-.16
3	4.05	2.00	-2.05
4	3.95	4.35	+.40
5	1.00	4.20	+3.20
6	3.39	5.45	+2.06
7	2.58	2.50	-.08
8	3.35	3.55	+.20
9	2.13	3.88	+1.75
10	4.05	4.10	+.05

The results by year indicate that there is a .5 or greater increase in English language proficiency in grades five, six and nine. Other grade levels show some improvement (with the exception of grades 1-3) but have not met the MPO objective.

The implementation survey does indicate that significant numbers of staff participated in ESL training and that there were significant numbers of teachers who were bilingual and/or bicultural who provided small group instruction and/or tutoring to students particularly in the districts of Churchill, Esmeralda, Nye and Pershing. A small number of tutorials from the Migrant literacy NET were assigned in Spanish to students (13). The teacher administrator survey indicate that a mean of 4.74 on a 6.00 point scale (6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, 1 = Strongly disagree) that staff *slightly agreed to agreed* that the migrant program had been effective in facilitating English language proficiency. Both the results of the parent survey and student and the student survey concur that the migrant program has been effective in facilitating English language proficiency. Parents *agreed* with a mean rating of 5.12 on a 6.00 scale and students also *slightly agreed to agreed* with a mean rating of 4.60 on a 6.00 scale. According to the Implementation survey 16 of 30 migrant staff (53%) participated in some or significant staff development in ESL training. The districts of Esmeralda, Nye and Pershing were most effective at putting ELL students on success plans or IAPs.

ELL Writing: 11 ELL migrant students had teacher ratings from both 2013 and 2014 that could be used for comparison to evaluate growth in writing. Six of these students (55%) gained .5 or more in writing proficiency by teachers in 2014.

There were 17 *priority for service ELL students*. Two of the *priority for service ELL students* had teacher ratings in writing standards. Both of the two *priority for service ELL students* showed growth of .5 or more in writing (100%).

6. Conclusions

1. Because of the grade levels and mobility of migrant students, only 53 of 158 students took the state assessment in language arts and 49 of 158 students took the state assessment in math in 2014. Results: 30.2% of migrant students scored proficient on the language arts assessment compared to 53.4% of all students statewide; 24.5% of migrant students scored proficient on the math assessment compared to 48.9% of all students statewide.
2. Based on teacher rating of 67 students, 14 students (20.9%) were grade level proficient in reading comprehension and 13 students (19.4%) were grade level proficient in writing. Twenty of the sixty-seven were rated proficient (30%) in mathematics for problem solving and nine of the sixty-seven were proficient (13.4%) for communicating mathematically.
3. District survey results find that implementation of all targeted services approach the rating “some (2)”, Math =1.69, Reading =1.73, and English Proficiency =1.76.

7. Recommendations. It is recommended that:

1. District migrant programs create success plans or IAPs for all migrant students based on their academic needs.
2. Migrant Program Directors review the implementation survey results to identify areas of strength and weakness to update the Service Delivery Plan. The state and districts will compare student performance data with implementation survey results to prioritize strategies for student improvement.
3. Migrant Program Directors investigate the strategies that higher performing districts are using to facilitate student success. For example, Lyon school district and Pershing school district are having more impact than other districts on both reading and math achievement.
4. The state migrant program continues to provide EL training for all migrant staff. The implementation survey results showed that teachers, parents, and students believed that the EL program is having a positive impact on facilitating English language proficiency.

The next step in the process is a review of the data and conclusions of the evaluation by the Nevada Service Delivery/Comprehensive Needs Assessment Committee. The committee will need to make recommendations for future service delivery and modifications to the plan based on the data.

Appendix A

Evaluation Forms

Nevada Implementation Survey 2014: Meeting Measurable Program Outcomes

Directions: To be completed by all teachers and administrators of migrant students. Please return all surveys to the state migrant program director.

Reading Activities	Implementation Level (please circle)		
1. Small group reading instruction or tutoring targeting reading comprehension.	1 = N/A	2 = Some	3 = Significant
2. Small group instruction or tutoring targeting writing.	1 = N/A	2 = Some	3 = Significant
3. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in reading comprehension.	1 = N/A	2 = Some	3 = Significant
4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in writing.	1 = N/A	2 = Some	3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with reading needs.	1 = N/A	2 = Some	3 = Significant
6. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with writing needs.	1 = N/A	2 = Some	3 = Significant
7. Provide copies of student IAPs or success plans to migrant student parents.	1 = N/A	2 = Some	3 = Significant
8. Assigning online reading tutorials for students from the migrant literacy NET or other computer based programs.	1 = N/A	2 = Some	3 = Significant
9. Participated in staff development that provided strategies and resources to support student reading achievement.	1 = N/A	2 = Some	3 = Significant

Math Activities	Implementation Level (please circle)		
1. Small group math instruction or tutoring targeting problem-solving in math.	1 = N/A	2 = Some	3 = Significant
2. Small group instruction or tutoring communicating with mathematics.	1 = N/A	2 = Some	3 = Significant
3. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in problem-solving in math.	1 = N/A	2 = Some	3 = Significant
4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in how to communicate mathematically.	1 = N/A	2 = Some	3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with mathematics needs.	1 = N/A	2 = Some	3 = Significant
6. Provide copies of IAP or student success plans to migrant student parents.	1 = N/A	2 = Some	3 = Significant
7. Participated in school staff development that provided strategies and resources to support student math achievement.	1 = N/A	2 = Some	3 = Significant

Nevada Implementation Survey 2014 (continued)

English Language Proficiency Activities	Implementation Level (please circle)		
1. Participated in ESL staff development program that provides strategies and resources to support limited English proficient migrant students.	1 = N/A	2 = Some	3 = Significant
2. Use of bilingual, bicultural and/or ESL instructional staff with migrant students in small group instruction and tutoring.	1 = N/A	2 = Some	3 = Significant
3. Assigning online reading tutorials in Spanish (when appropriate) for limited English proficient students from the migrant literacy NET or other computer based programs.	1 = N/A	2 = Some	3 = Significant
4. Assigning online reading tutorials in English for limited English proficient students from the migrant literacy NET or other computer based programs.	1 = N/A	2 = Some	3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students who are ELL.	1 = N/A	2 = Some	3 = Significant
6. Small group instruction or tutoring targeting English acquisition before-school or after-school.	1 = N/A	2 = Some	3 = Significant
2. Small group instruction or tutoring targeting English acquisition during a summer school program.	1 = N/A	2 = Some	3 = Significant
3. Provision of instructional support in the classroom or in immersion programs.	1 = N/A	2 = Some	3 = Significant

Administrator: _____
 Teacher: _____

**Nevada Migrant Program Evaluation
 Administrator / Teacher Survey 2014**

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form and return it to your local Migrant Program Director or the State Office of Migrant Education.

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The migrant program and/or the migrant program's support services has been effective in facilitating English language proficiency for limited English proficient migrant students.						
2. The migrant program has been effective in facilitating proficiency in reading comprehension for migrant students .						
3. The migrant program has been effective in facilitating proficiency in writing for migrant students.						
4. The migrant program has been effective in facilitating problem solving in math for migrant students .						
5. The migrant program has been effective in assisting migrant students in becoming proficient in communicating mathematically.						
6. The migrant program has been effective in facilitating English writing proficiency for limited English proficient migrant students.						
7. The migrant program has been effective in assisting migrant students to overcome barriers to school success and graduation.						
8. The migrant program has provided effective ESL training for staff working with limited English proficient migrant students.						
9. What do you think would make the Migrant Education program better?						

ERTC 2014

Nevada Migrant Program Evaluation Parent Survey 2014

Directions: Please complete the following survey form and return it to your child(ren)'s teacher.

Thank you for your help!

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Does NOT Apply
1. The migrant program has helped my <u>child(ren)</u> to become better readers.							
2. The migrant program has helped my <u>child(ren)</u> to learn to speak English.							
3. The migrant program has helped my <u>child(ren)</u> become better in math.							
4. The migrant program has helped my <u>child(ren)</u> to become better at writing.							
<p>5. How would you rate the migrant program overall? (please circle your answer)</p> <p style="text-align: center;">Excellent Good Fair Poor</p>							
<p>6. What do you think would make the program better?</p>							

ERTC 2014

Nevada Migrant Program Evaluation Student Survey 2014

Directions: Please complete the following survey form and return it to your teacher.

Thank you for your help!

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The migrant program has helped me to become a better reader.						
2. The migrant program has helped me to become better in understanding and speaking English.						
3. The migrant program has helped me to become better in math.						
4. The migrant program has helped me to become a better writer.						
5. What do you think would make the migrant program better?						

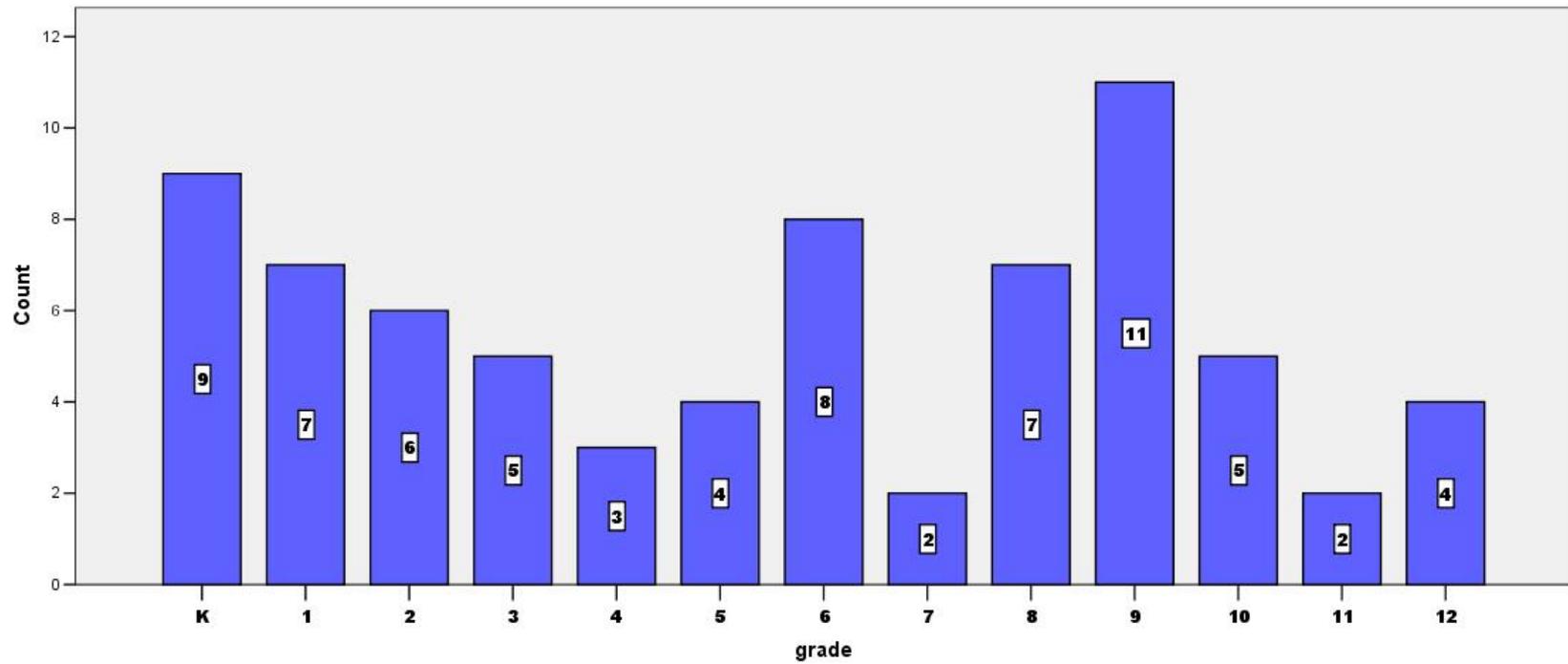
ERTC 2014

Appendix B

Evaluation Statistics

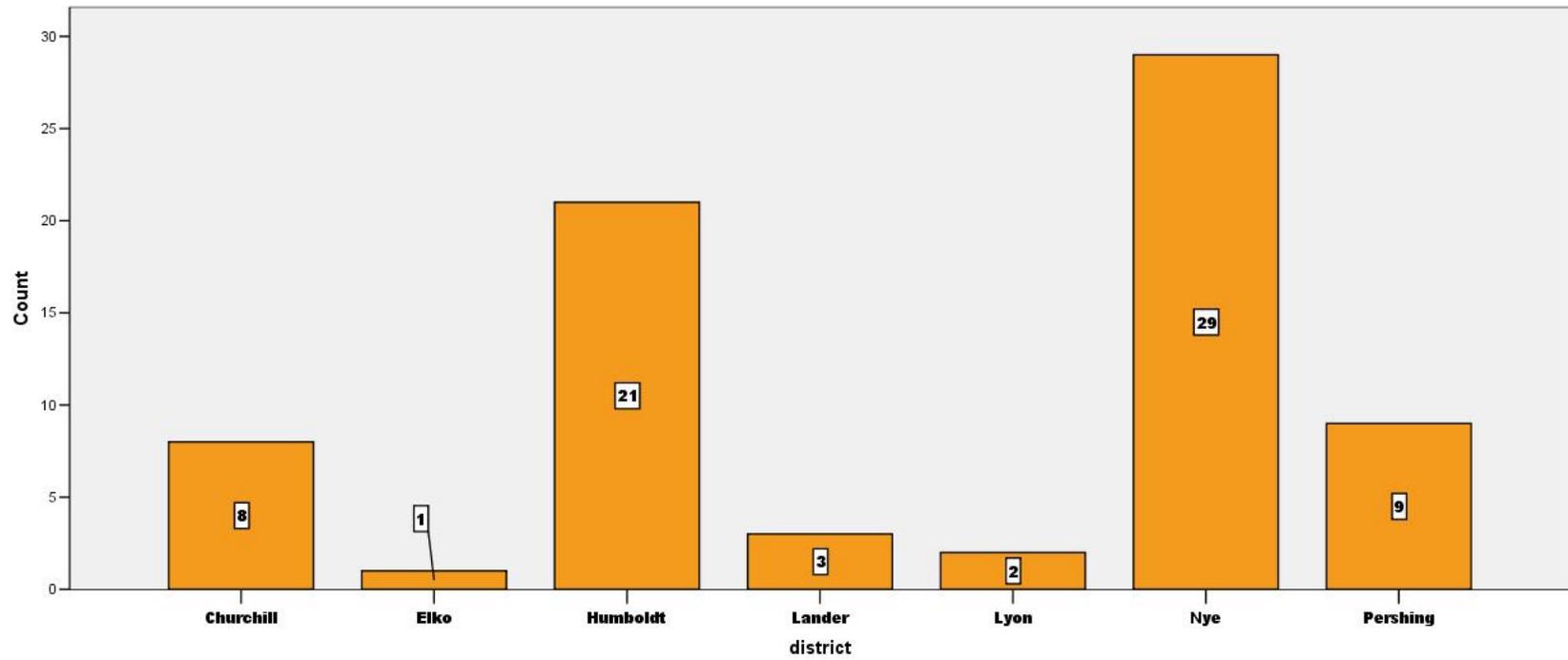
Nevada Migrant Program Evaluation: 2014

Students Participating in Evaluation By Grade



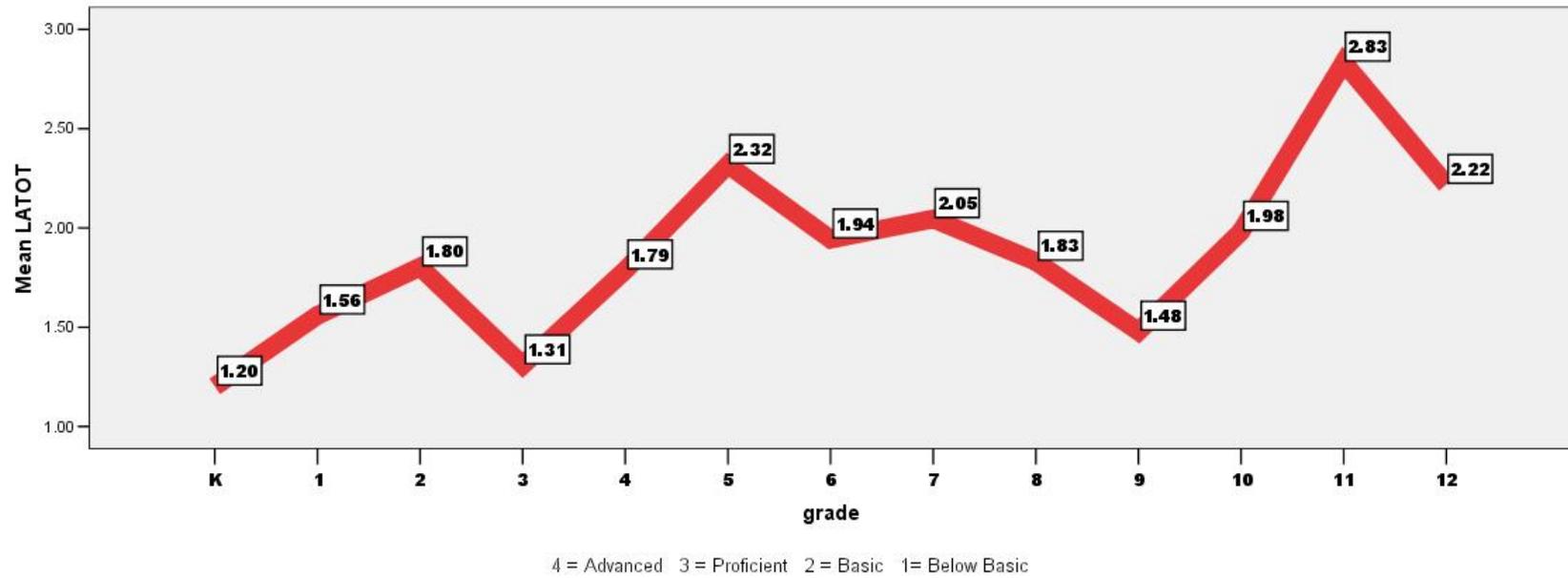
Nevada Migrant Program Evaluation: 2014

Students Participating in Evaluation By District (N = 73)



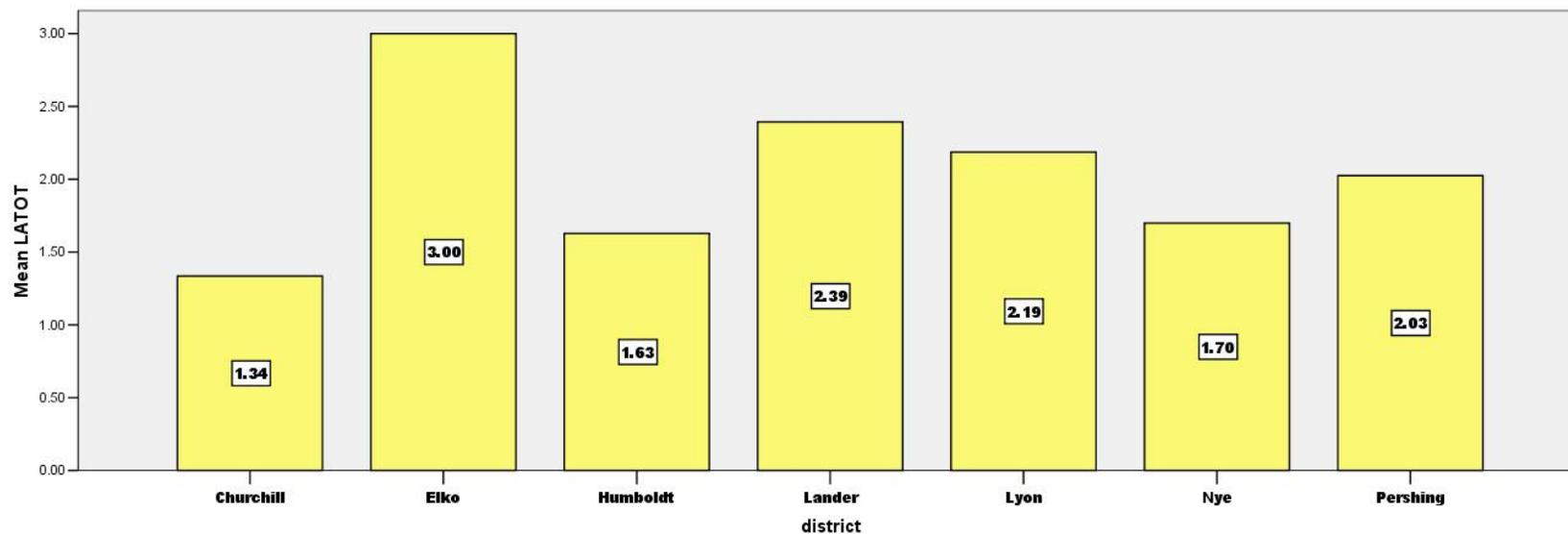
Nevada Migrant Program Evaluation: 2014

Teacher Ratings of Student Proficiency in Language Arts By Grade Level



Nevada Migrant Program Evaluation: 2014

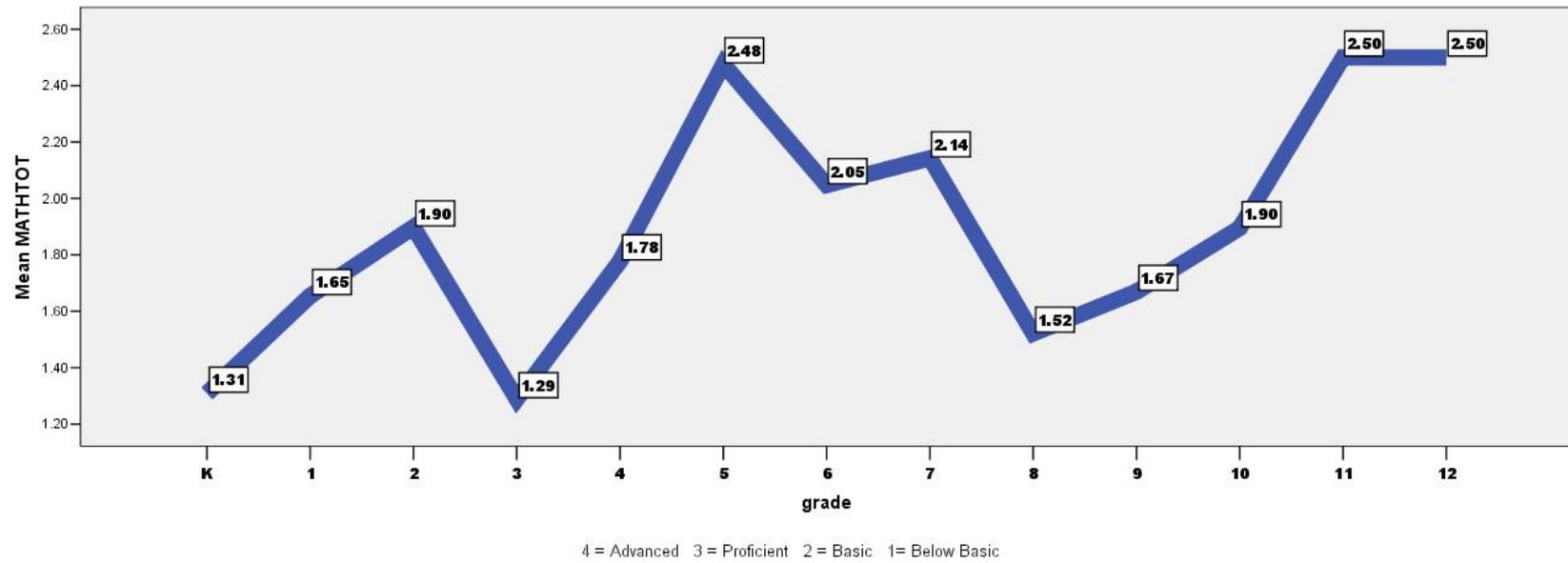
Teacher Ratings of Student Proficiency in Language Arts By District



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

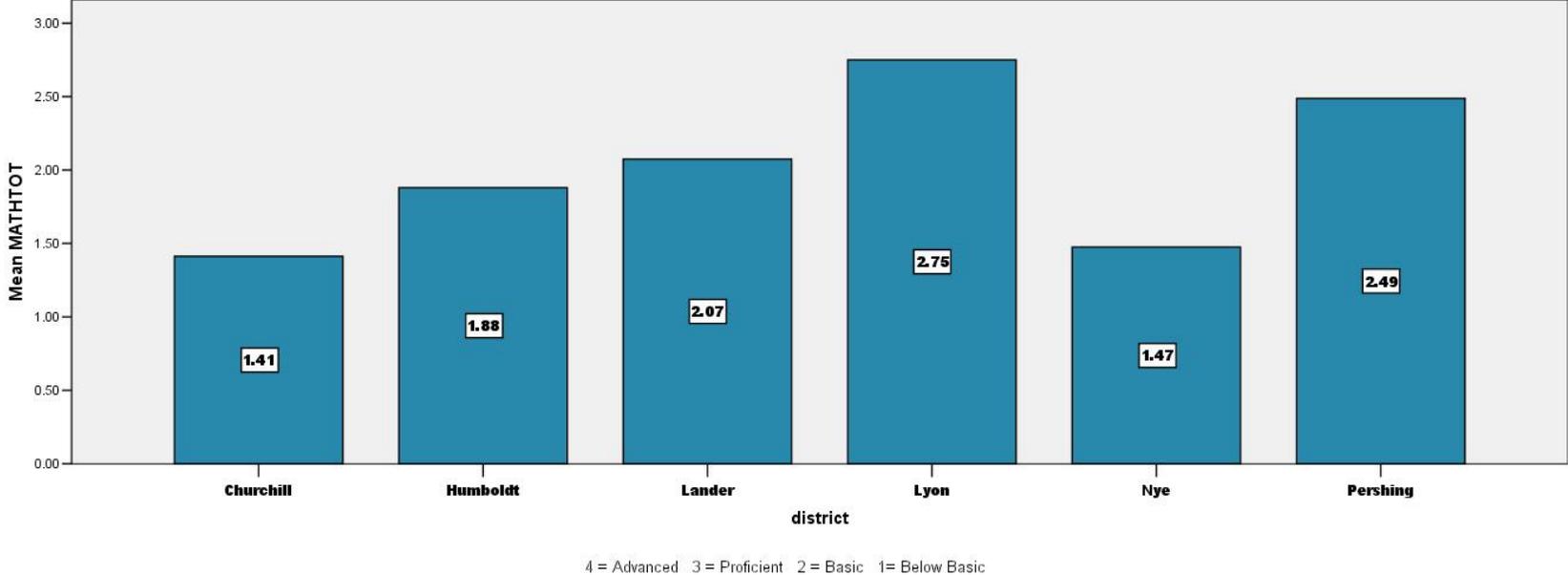
Nevada Migrant Program Evaluation: 2014

Teacher Ratings of Student Proficiency in Math By Grade



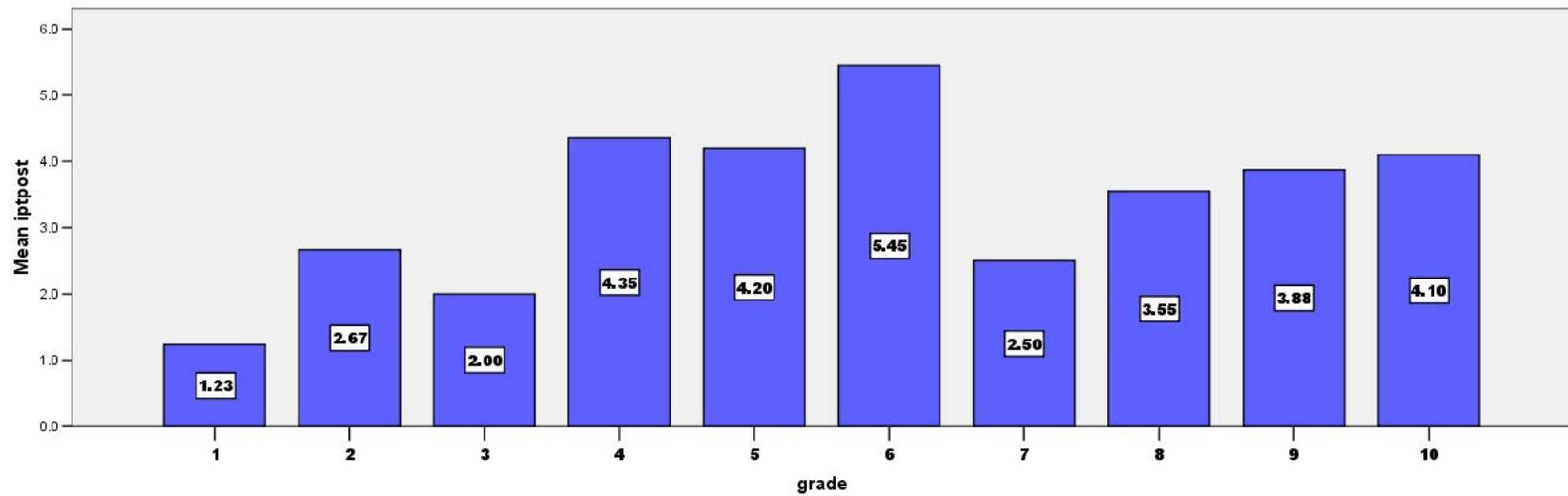
Nevada Migrant Program Evaluation: 2014

Teacher Ratings of Student Proficiency in Math By District



Nevada Migrant Program Evaluation: 2014

English Language Proficiency By Grade (ELPA Test Scores)

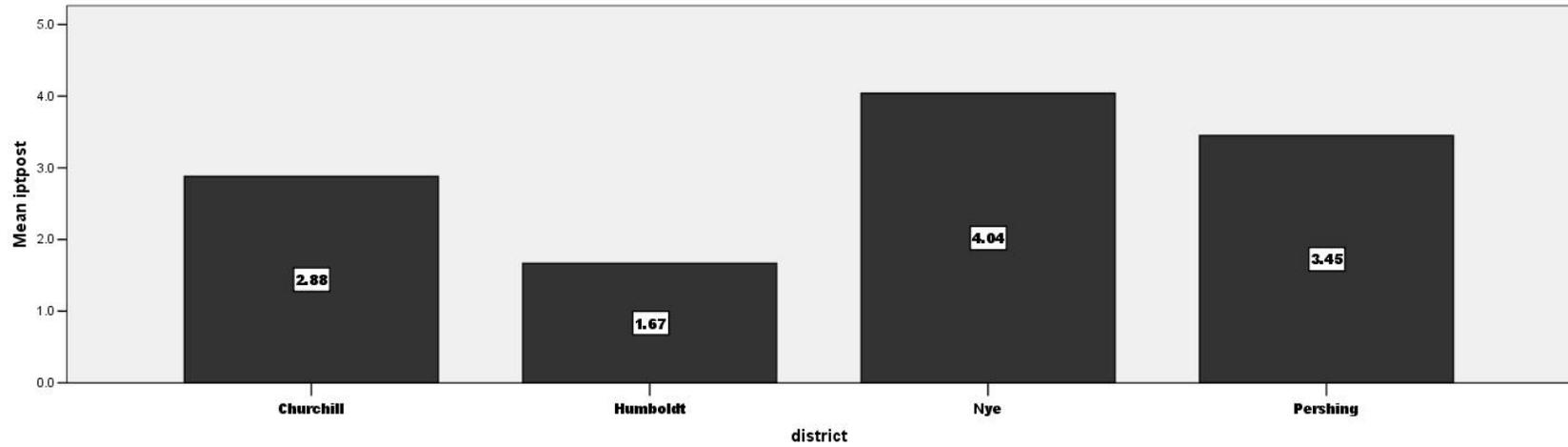


1 = Non English Speaking - 6 = Fluent English Speaker

(20 participants of 73 had ELPA scores - 32%)

Nevada Migrant Program Evaluation: 2014

Mean English Language Proficiency By District (ELPA Test Scores)

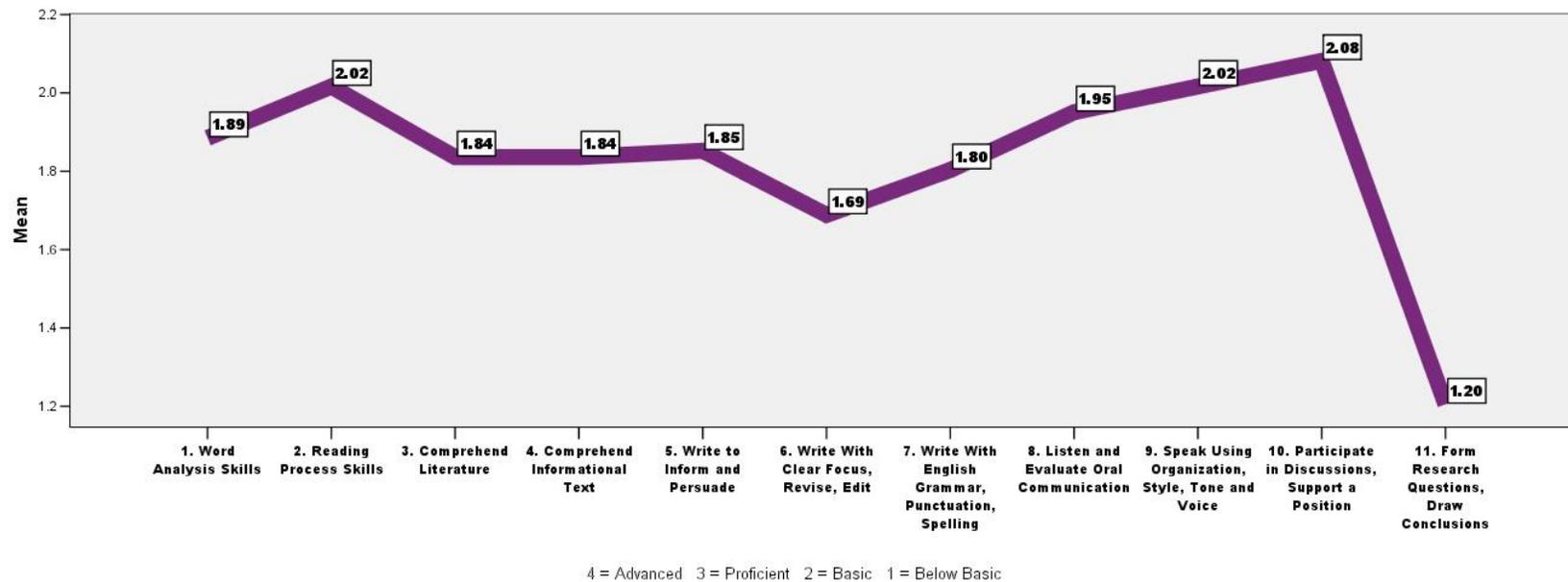


1 = Non English Speaking - 6 = Fluent English Speaker

(20 participants of 73 had ELPA scores - 32%)

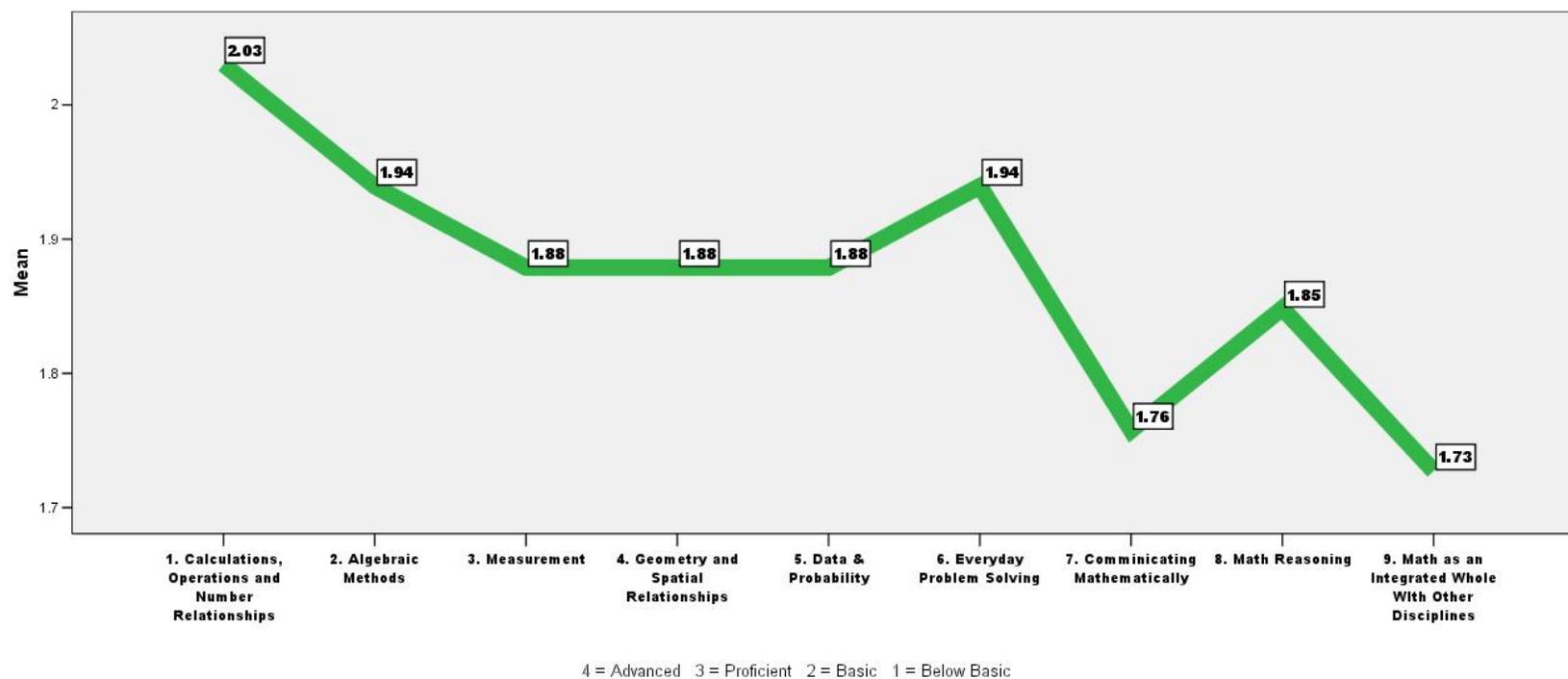
Nevada Migrant Education Evaluation: 2014

Proficiency in Language Arts By Standard



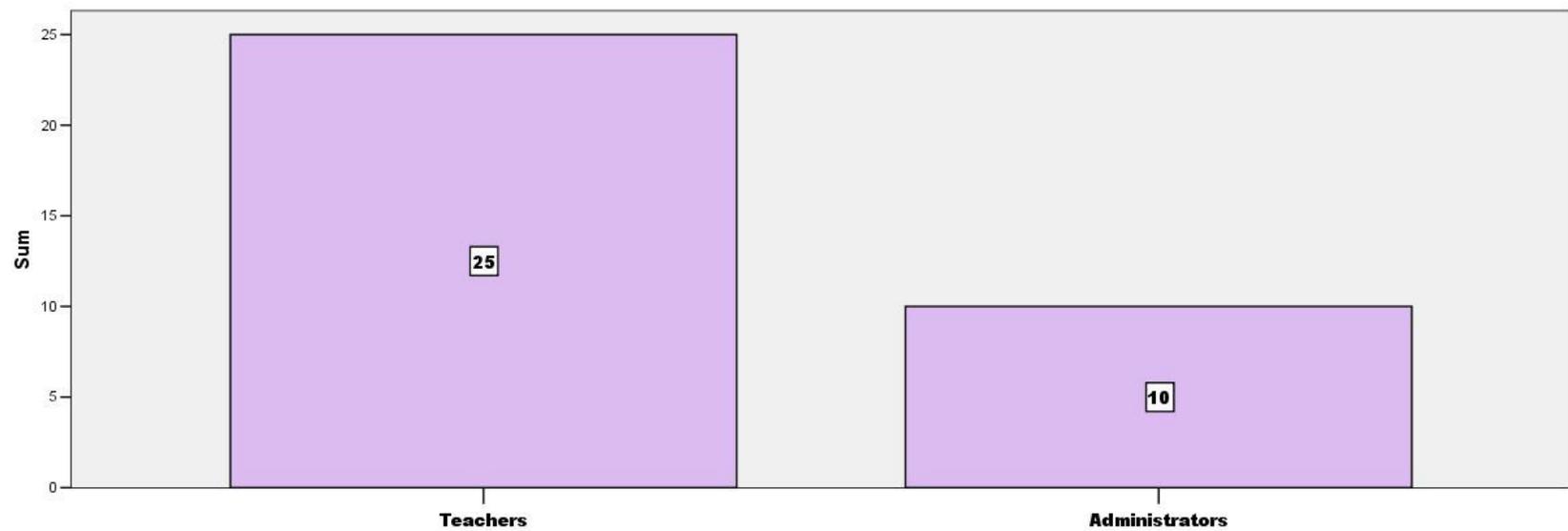
Nevada Migrant Education Evaluation: 2014

Proficiency in Math By Standard



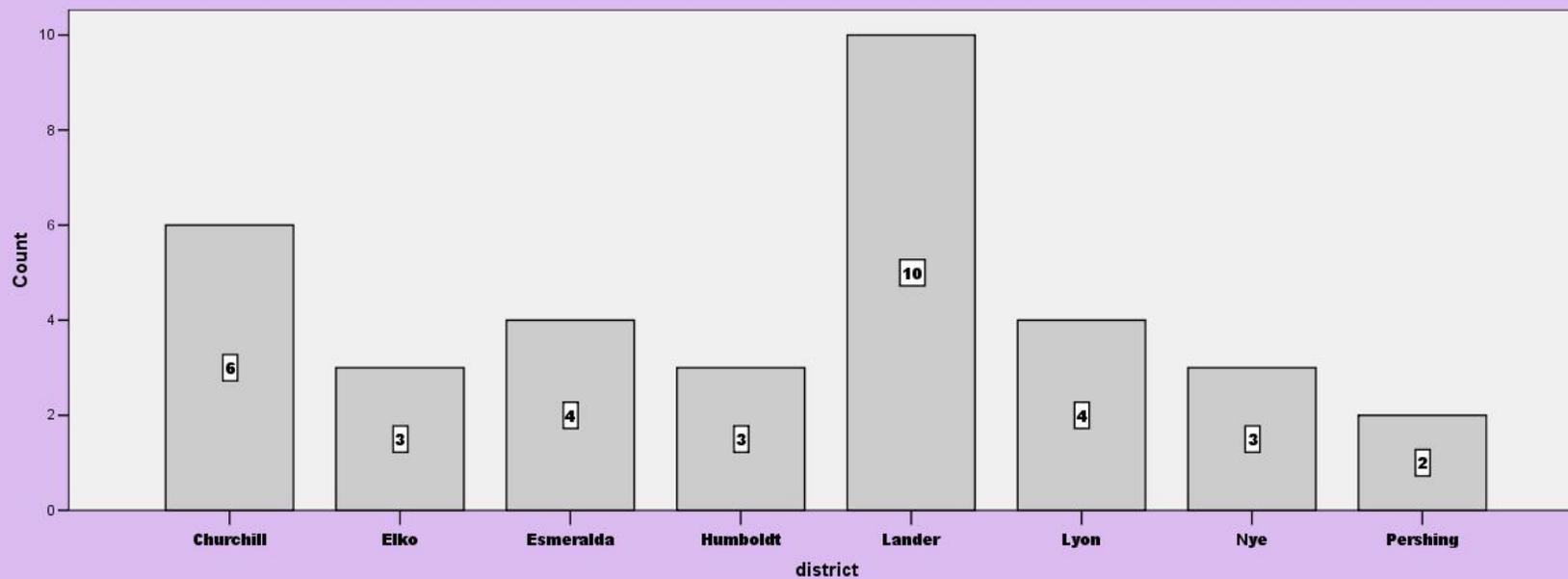
Nevada Migrant Education Evaluation: 2014

Administrator-Teacher Evaluation Survey (N=35)



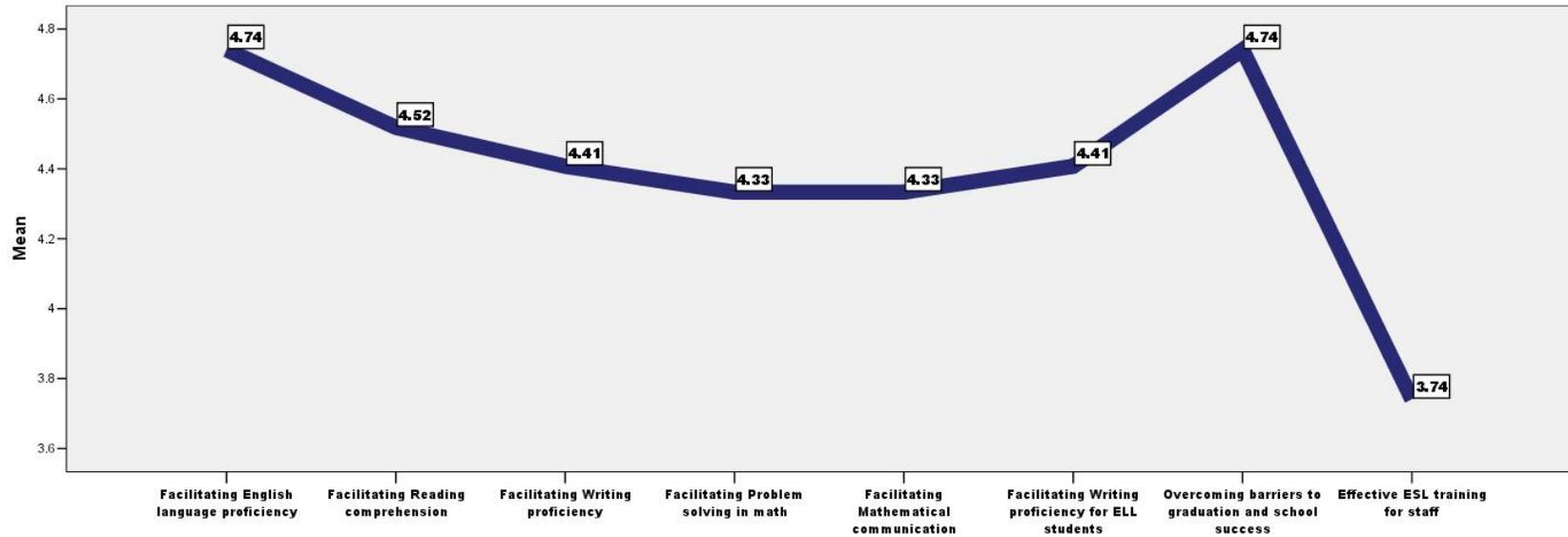
Nevada Migrant Education Evaluation: 2014

Teacher - Administrator Survey: Response By District



Nevada Migrant Education Evaluation: 2014

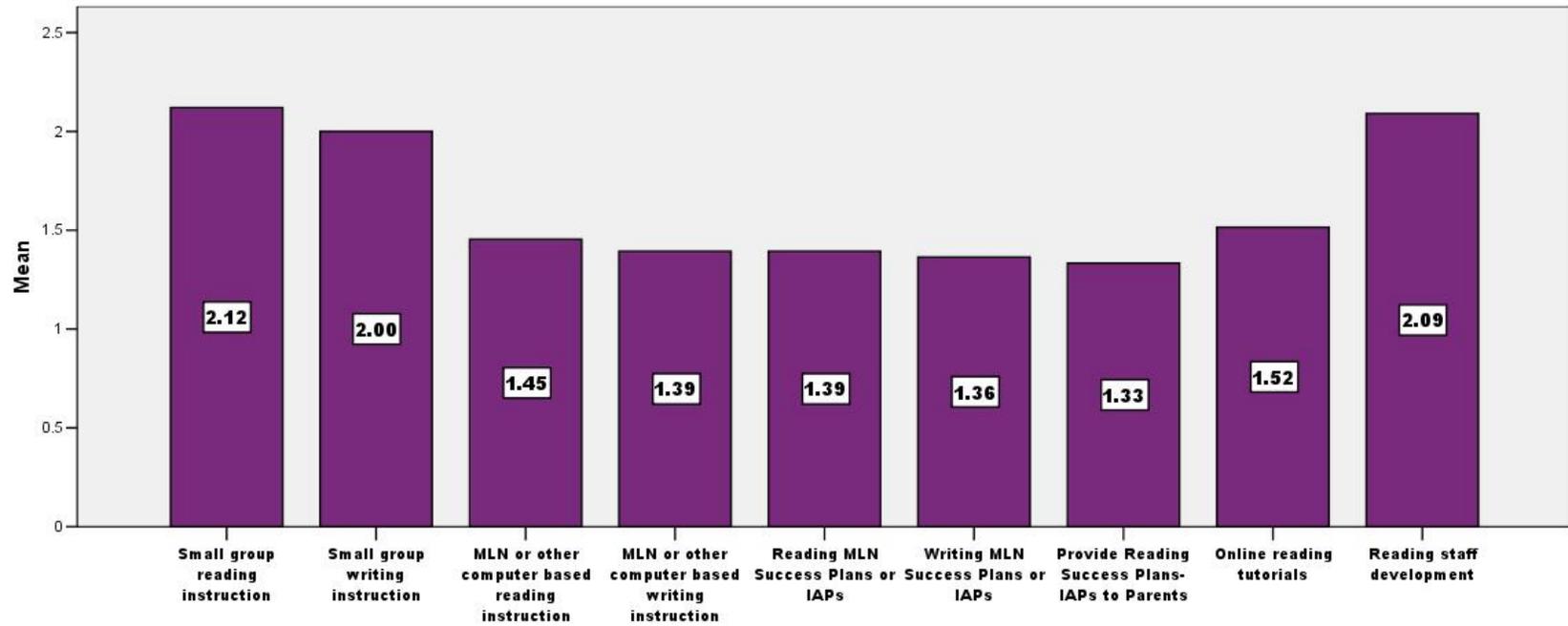
Administrator-Teacher Evaluation Survey: Effectiveness of Services (N=35)



6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

Nevada Migrant Program Evaluation: 2014

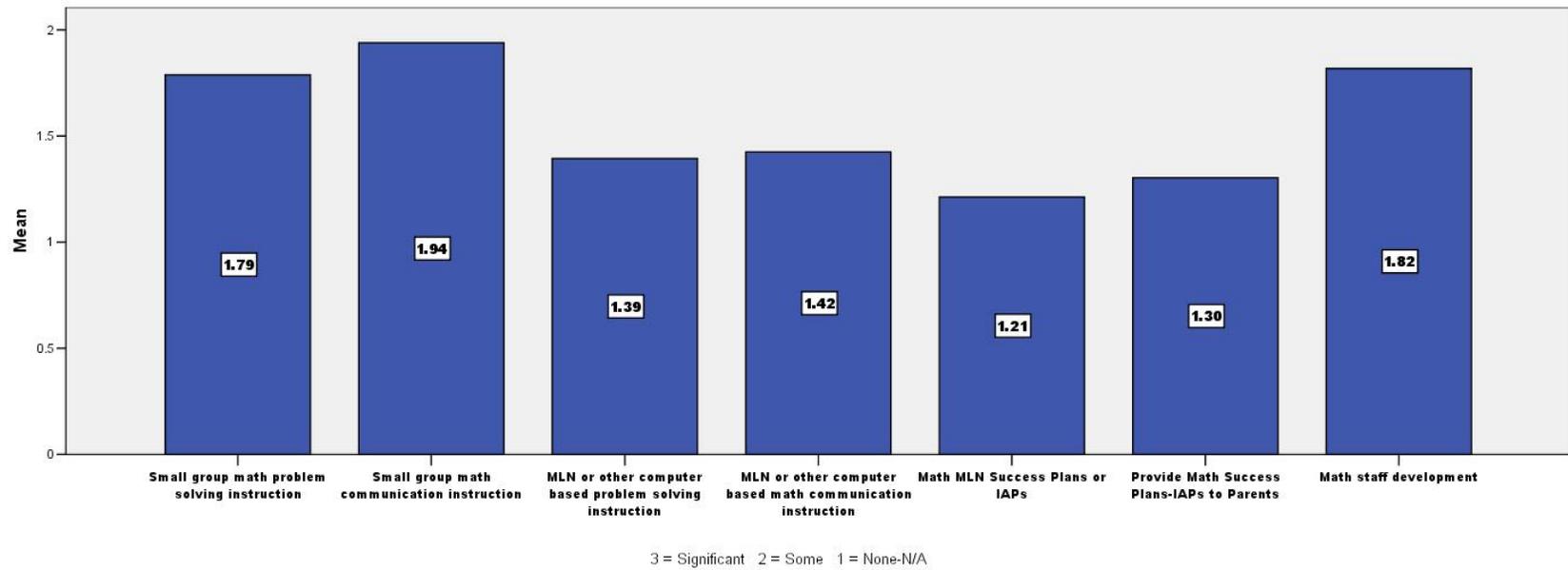
Implementation of Reading Services



3 = Significant 2 = Some 1 = None-N/A

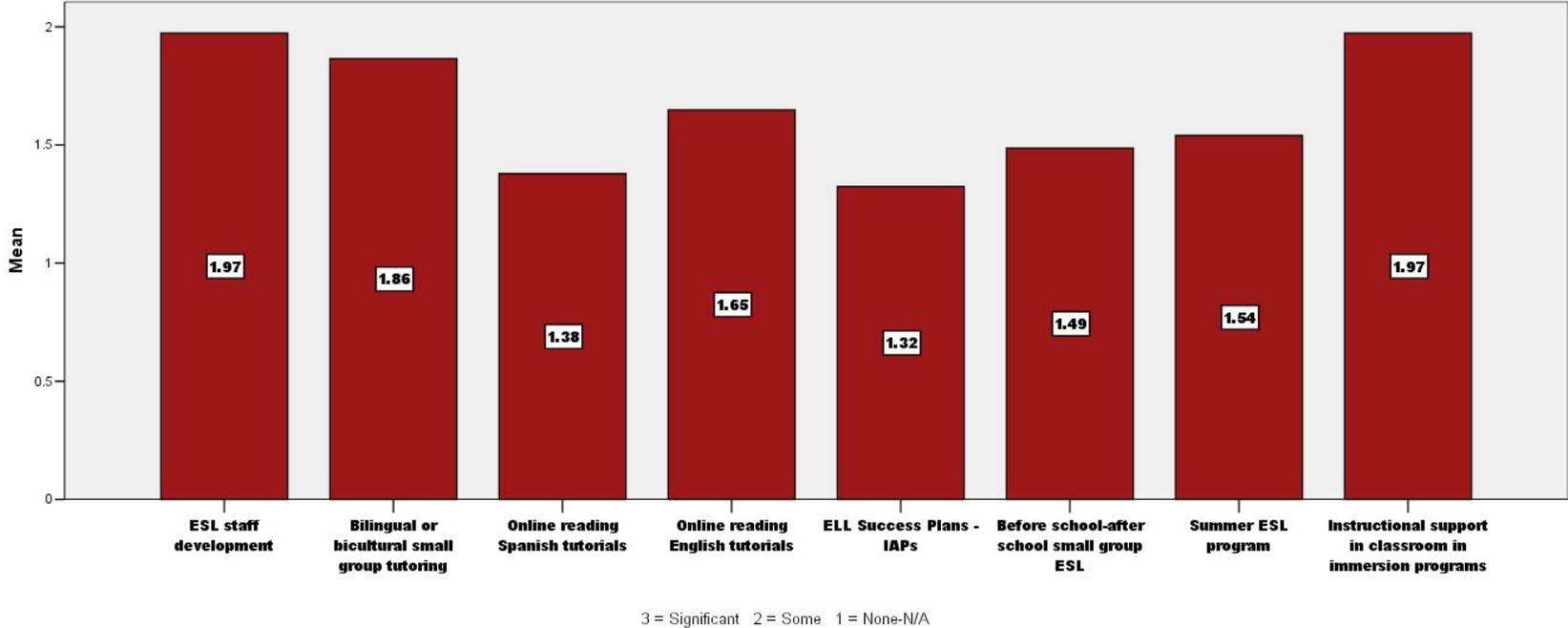
Nevada Migrant Program Evaluation: 2014

Implementation of Math Services



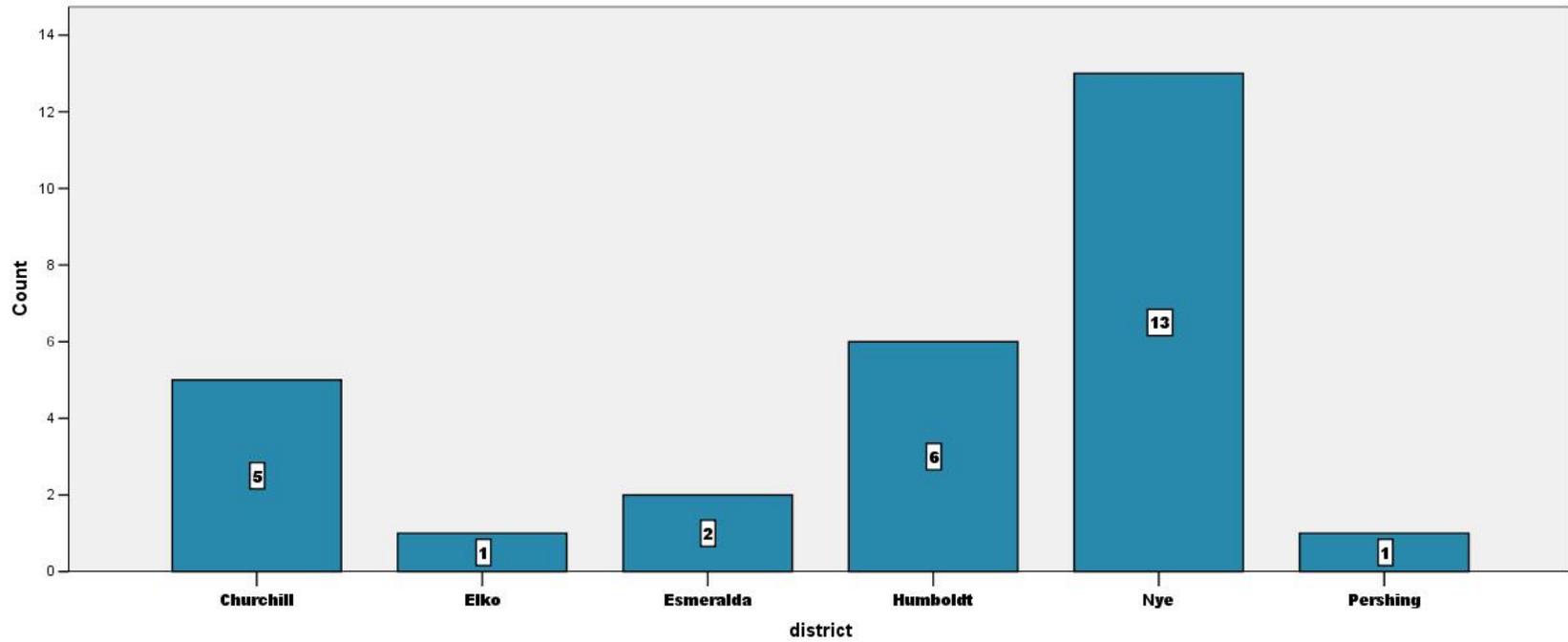
Nevada Migrant Program Evaluation: 2014

Implementation of ELL Services



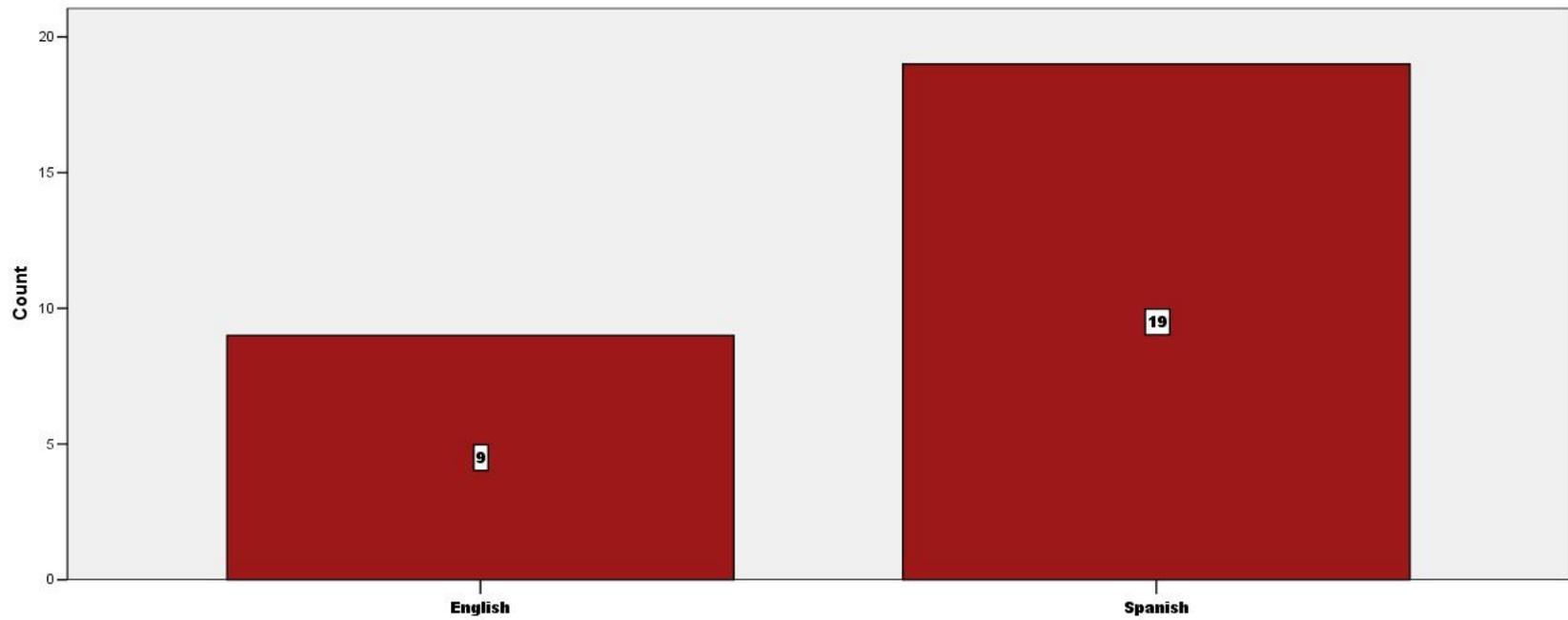
Nevada Migrant Program Evaluation: 2014

Parent Evaluation Survey By District (N = 28)



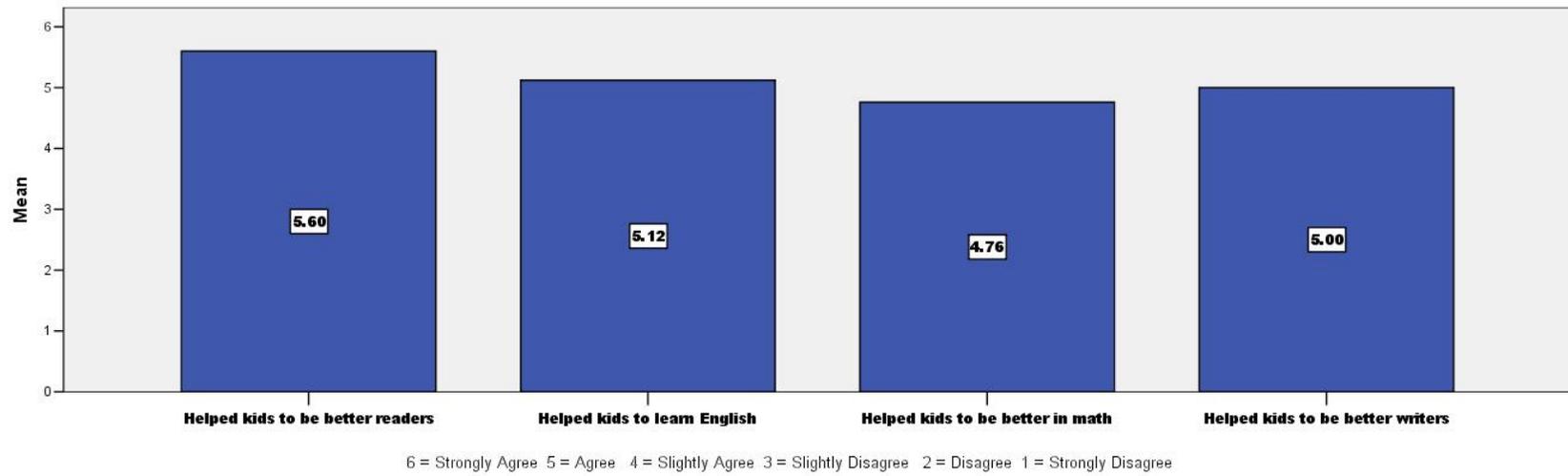
Nevada Migrant Program Evaluation: 2014

Parent Evaluation Survey By Language (N = 28)



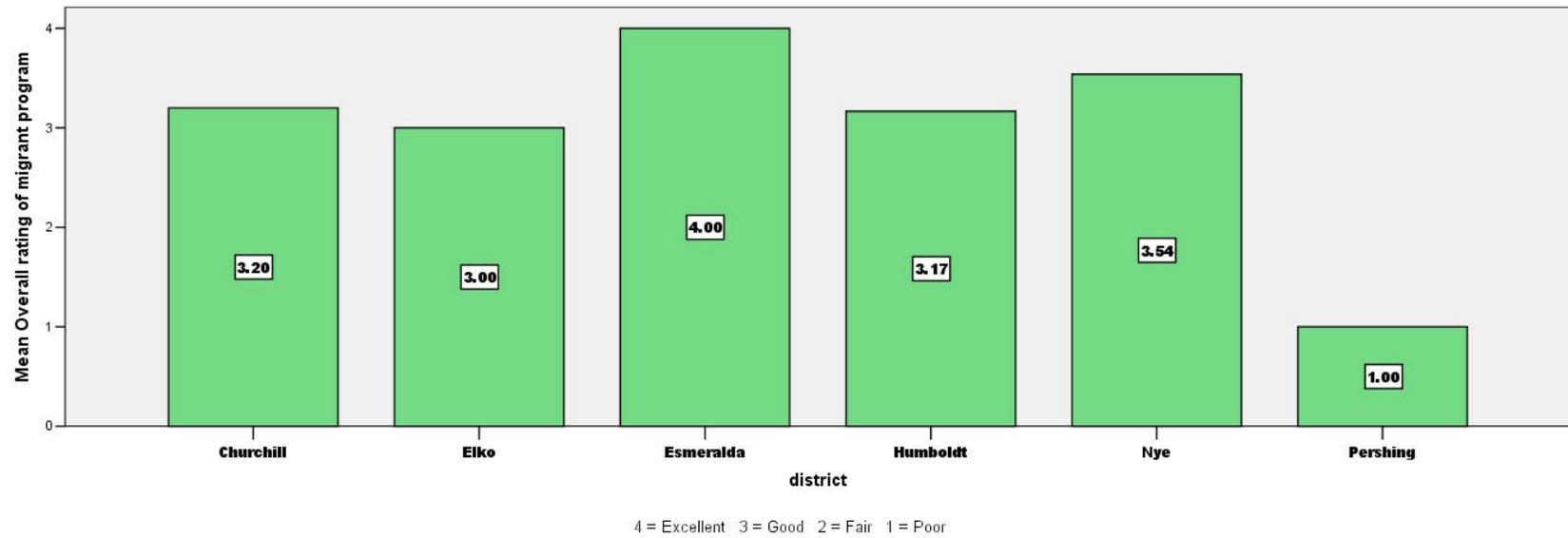
Nevada Migrant Education Evaluation: 2014

Parent Survey: Ratings of Program Services Effectiveness



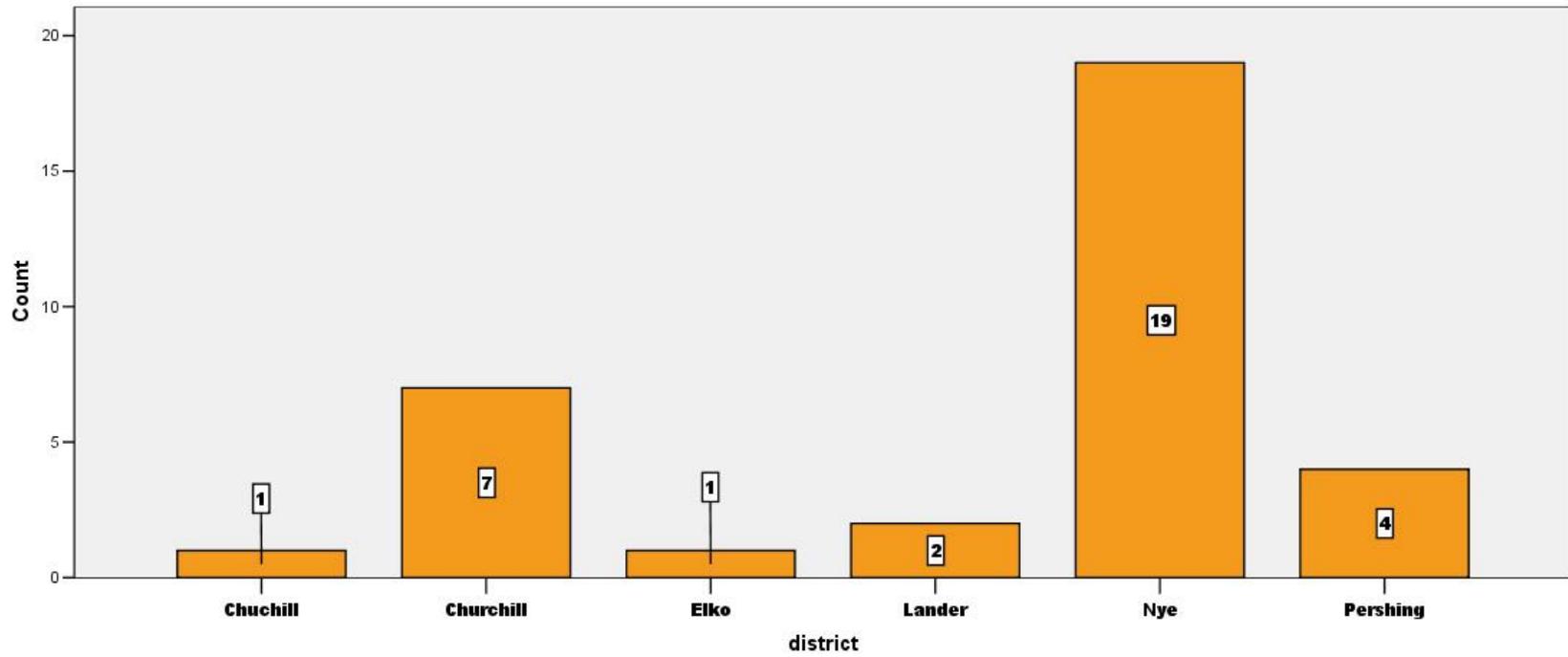
Nevada Migrant Program Evaluation: 2014

Parent Evaluation Survey: Overall Program Effectiveness By District



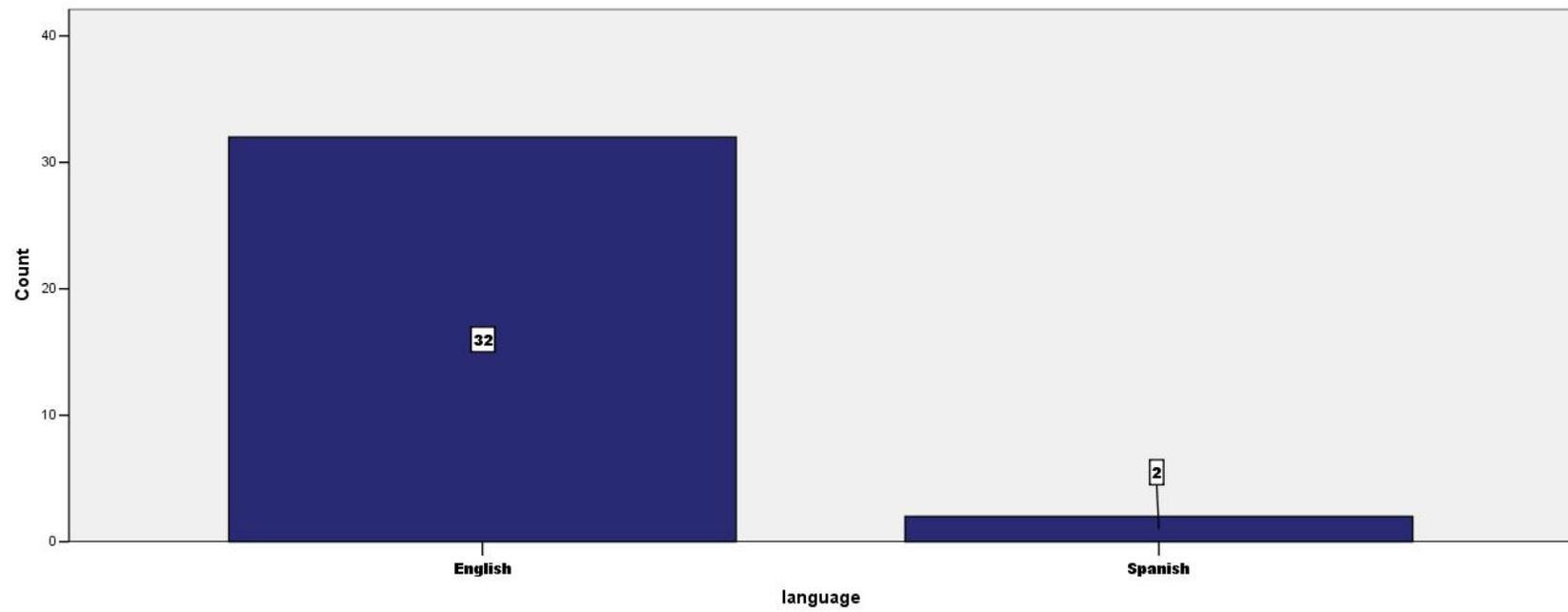
Nevada Migrant Education Evaluation: 2014

Student Evaluation Survey By District (N =34)



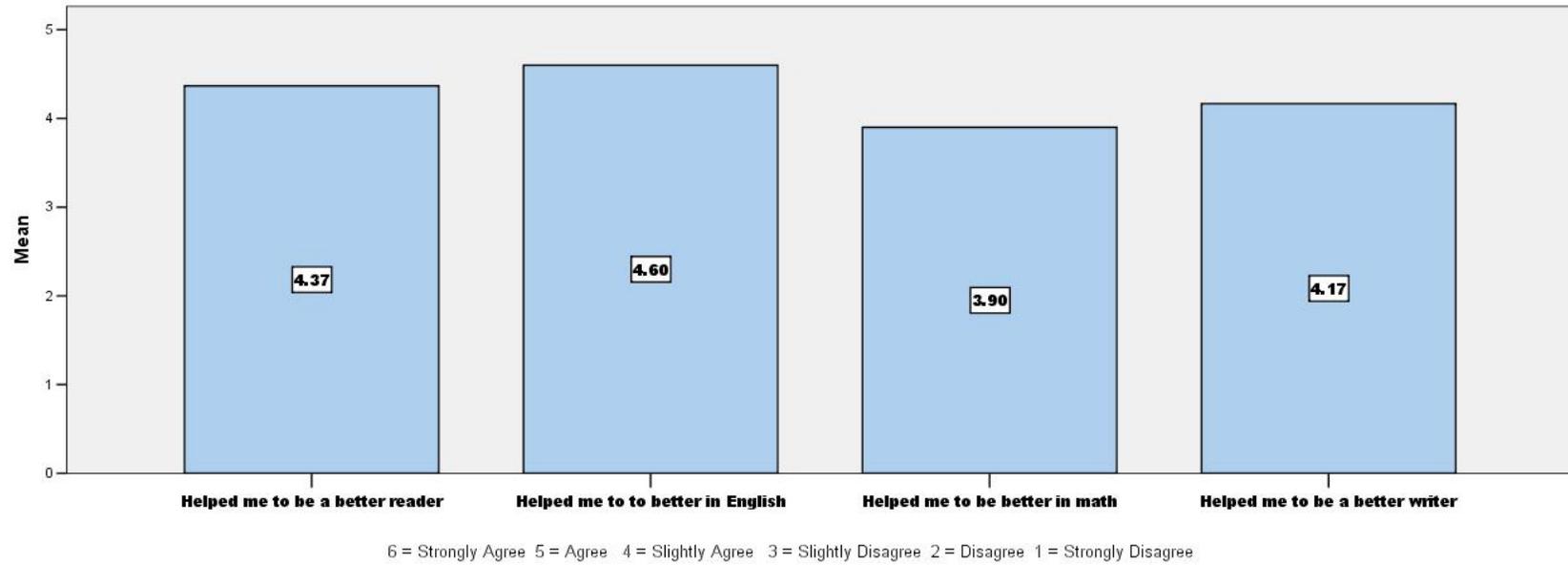
Nevada Migrant Education Evaluation: 2014

Student Evaluation Survey By Language



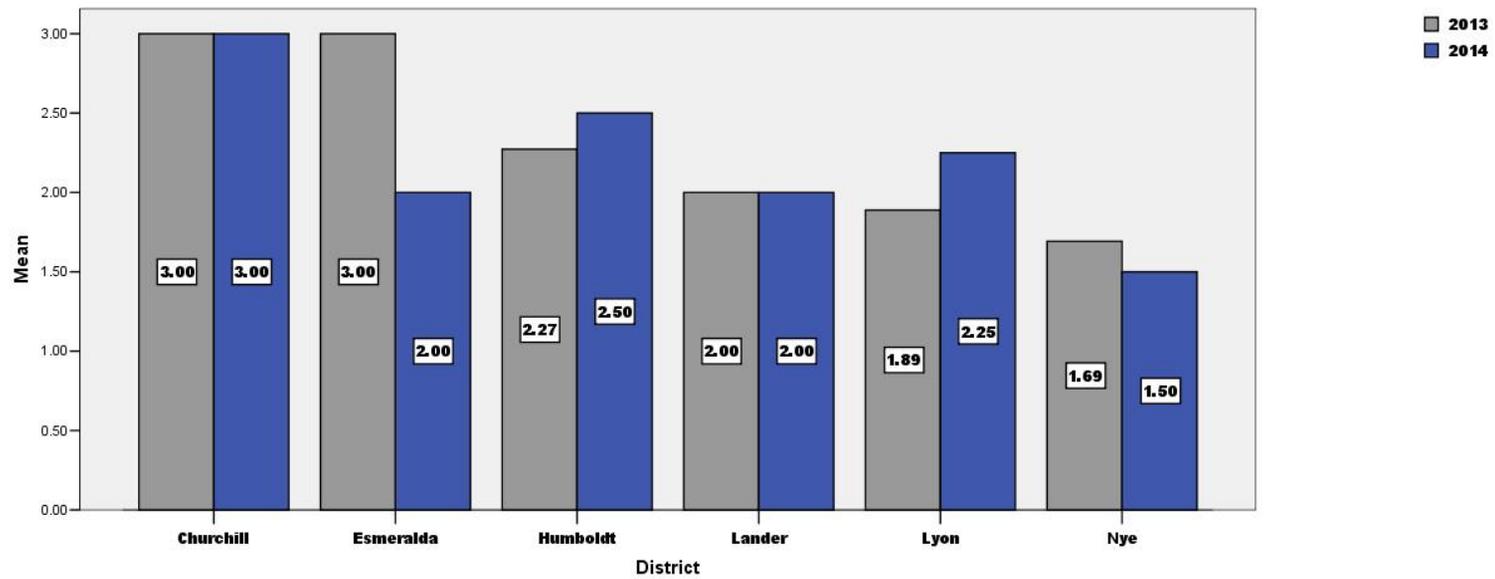
Nevada Migrant Education Evaluation: 2014

Student Ratings of Effectiveness of Program Services (N=34)



Nevada Migrant Education Evaluation: 2014

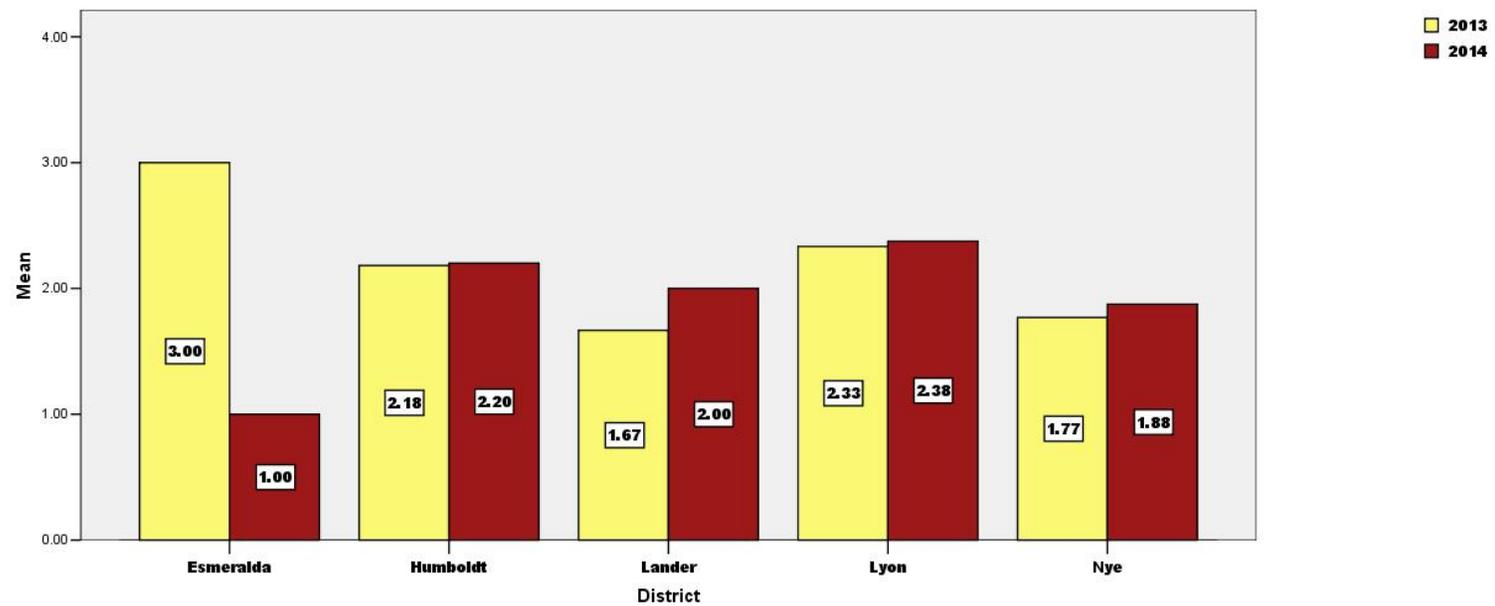
Language Arts State Assessment Scores By District



4 = Exceeds Standard 3 = Meets Standard 2 = Approaches Standard 1 = Emerging/Developing

Nevada Migrant Education Evaluation: 2014

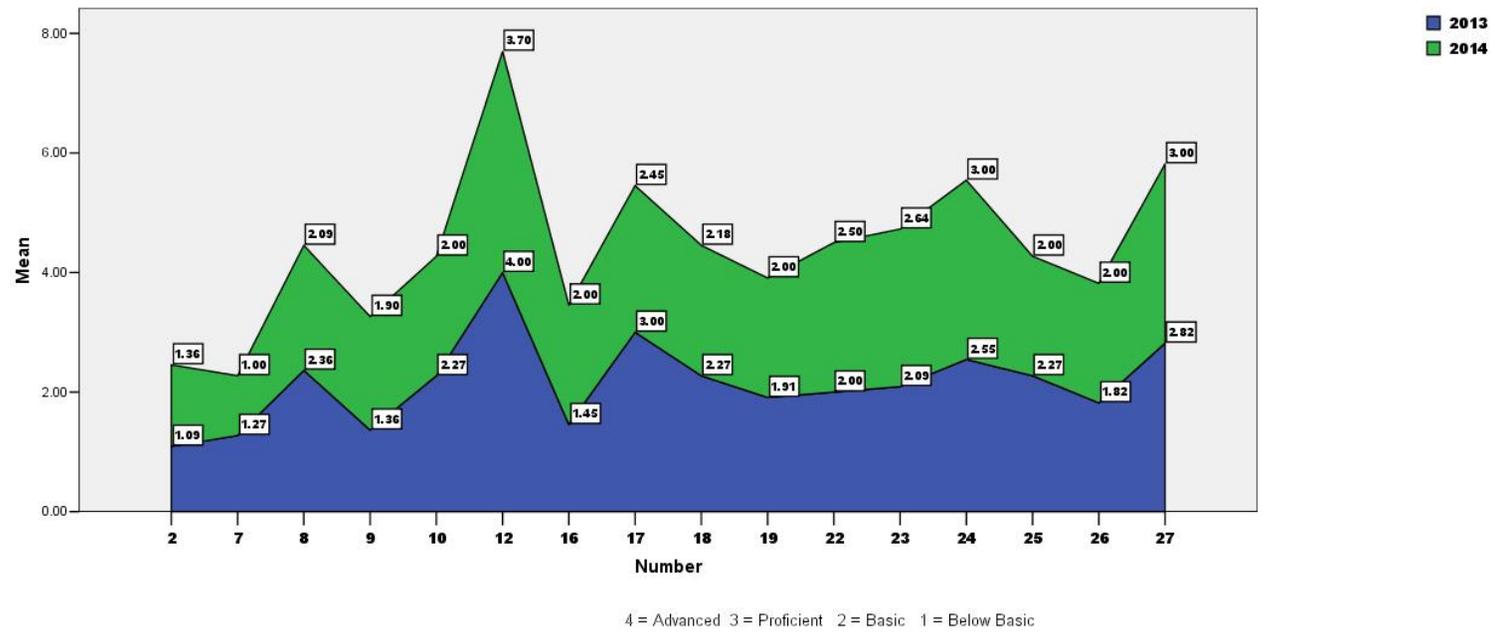
Math State Assessment Scores By District



4 = Exceeds Standard 3 = Meets Standard 2 = Approaches Standard 1 = Emerging/Developing

Nevada Migrant Education Evaluation: 2014

Teacher Ratings in Language Arts: Comparisons 2013-2014 (N = 16)



Nevada Migrant Education Evaluation: 2014

Teacher Ratings in Math: Comparisons 2013-2014 (N = 16)

