

EVALUATION OF MIGRANT EDUCATIONAL SERVICES, 2012-2014

New York State Migrant Education Program
December 2014



CREDITS

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Purpose

This evaluation report is designed to provide data regarding outcomes obtained and services provided by the New York State Migrant Education Program (NY MEP) for the 2012-2013 and 2013-2014 program years, supplementing the comprehensive evaluation of the NYS MEP prepared in 2012. It is one component of the NY MEP's ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by ESCORT in partnership with Arroyo Research Services. ESCORT is a New York based national resource center dedicated to improving educational opportunities for all students, with expertise in serving highly mobile and at-risk populations. Arroyo Research Services is an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

The evaluation builds on the NY MEP's Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP). The NY CNA was revised through a broad-based statewide process that culminated in a Comprehensive Needs Assessment Final Report in 2009. The NY MEP SDP was revised in 2011 in accordance with the 2009 CNA, and included an updated comprehensive evaluation plan that forms the basis for this evaluation.

This report discusses findings related to service delivery and program outcomes for the following service areas:

- Summer Session
- Mathematics
- English Language Arts
- Graduation/ Credit Accrual/ Grade Promotion
- Out-of-School Youth
- Parent Involvement
- School Readiness

By answering the specific evaluation questions regarding these services outlined in the methodology section and Appendix A, the evaluation seeks to provide a statewide perspective on services and their impact to enable the NY MEP to make programmatic decisions based on data. The local and regional MEP grant application processes provide flexibility to ensure that LEAs and regional centers implement services that meet the needs of their students, in the context of district programs and resources. However, the NY MEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of CNA, SDP, statewide training, and direct consultation with regional centers and districts, in addition to work and guidance through the NYS Migrant Education Consortium described below. As mentioned in the 2012 report, this current report is status check on progress made in implementing targeted services and the effectiveness of those services in obtaining the stated Measureable Program Outcomes.

The evaluation is also intended to communicate what is known about services and outcomes to various stakeholders. The findings will be shared with the NYS Migrant Education Consortium, and

state education administrators and policy makers. The evaluation will be shared with the NY Migrant Parent Advisory Council for discussion with migrant families and shared decision making about the direction of NY MEP service provision. The report is also intended to communicate with the U.S. Department of Education's Office of Migrant Education (OME) about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

Statutory Basis

The NY MEP is funded under the federal MEP created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), amended most recently in 2001 through the No Child Left Behind Act (NCLB), with the following purposes (defined in Section 1301 of NCLB):

- a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- b) Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- e) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- f) Ensure that migratory children benefit from state and local systemic reforms.

According to statute, a migratory child, in New York, is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another (NCLB Sec. 1309).

The NY MEP provides supplemental educational services to the state's children, youth, and families of migratory farmworkers through this same statute. Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers. The mission of the NY MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

Program Structure

In the mid-1970s, the New York State Education Department (NYSED) established the Migrant Education Outreach Program (METS) model (originally the Tutorial Outreach Program model). The METS model was established through cooperative planning and development by the Bureau of Migrant Education and regionally-based education agencies that reach out to all school districts in New York State. These METS are able to reach migrant families who live in rural and urban school districts and who typically comprise a small percentage of these districts' enrollments.

Nine METS projects operate from State University of New York (SUNY) colleges, Boards of Cooperative Education Services (BOCES), or school district facilities, and provide educational services to migrant children in school buildings and homes throughout New York State.

The METS link migrant families with necessary academic, social, and health services. They also provide direct services to migrant students and their families in the areas of academic assistance, advocacy, coordination with schools and community agencies, and other outreach activities.

METS staff members are assigned families within a geographic area. They provide services by guiding partnerships with families, schools, and community services. A needs assessment is conducted for each child in conjunction with the parents and the school. The individual needs assessment identifies the educational and social needs of the migrant youth. Referrals are made and migrant services are delivered as needed.

Since the mid-1970s, the New York State Migrant Education Consortium has served as an advisory group to the State Migrant Director and the Program Manager to provide input from the field. The Consortium is composed of METS and Statewide Support Program directors and coordinators, and migrant parents. Only the METS directors possess voting rights, in accordance with its adopted by-laws. With elected governing officers, the Consortium meets four times annually, with special meetings convened when needed. The New York State Migrant Education Consortium was intimately involved in the development and completion of the 2009 CNA and the 2011 SDP, including the evaluation plan that guides this report.

The structure of the New York MEP is found in Table 1, which provides a listing of the METS, their location, and counties served.

Table 1. Migrant Education Tutorial and Support Services Program Centers by Location

METS	Counties/Districts Served
Brockport METS SUNY College at Brockport	Monroe, Niagara, Orleans
Fredonia METS SUNY College at Fredonia	Cattaraugus, Chautauqua, Erie
Genesee Valley METS	Allegany, Genesee, Livingston, Ontario, Seneca, Steuben, Wyoming, Yates
Oswego METS Oswego County BOCES	Jefferson, Lewis, Oswego, Wayne
Cortland METS SUNY College at Cortland	Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Onondaga, Otsego, Schoharie, Schuyler, Tioga, Tompkins
North Country METS SUNY Potsdam	Clinton, Essex, Franklin, St. Lawrence
Mohawk Regional METS Herkimer County BOCES	Albany, Columbia, Fulton, Greene, Hamilton, Herkimer, Madison, Montgomery, Oneida, Rensselaer, Saratoga, Schenectady, Warren, Washington
Mid-Hudson METS	Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester
Long Island - Metro METS Eastern Suffolk BOCES	Nassau, Suffolk, New York City Boroughs of Brooklyn, Bronx, Queens, Manhattan and Staten Island

Methodology

Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, a state educational agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, school readiness, and any other targets identified for migrant children;
- Needs assessment to address the unique educational needs of migrant children resulting from the migratory lifestyle and any other needs in order for them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address the identified needs;
- Evaluation of the effectiveness of the program (including measurable program goals and outcomes as authorized under Sec. 1306 of NCLB).

This evaluation report is framed to provide supplemental measurement of implementation and effectiveness of the strategies and measurable program outcomes (MPOs) outlined in the 2011 SDP (based on the CNA conducted in 2009) during the 2012-2013 and 2013-2014 school years. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and included the following:

Table 2. Measurable Program Outcomes

Area	Measurable Program Outcomes
Mathematics	1a. 80% of students in the MEP summer instructional program will show a statistically meaningful pre-post increase on the MEP approved summer math assessment.
	1b. Reduce the New York State Mathematics Assessment achievement gap between migrant students who have received at least 8 months of METS services in New York State and the "Economically Disadvantaged" subgroup of New York State students by 5% each year.
Out-of-School Youth	2a. 80% of all surveyed migrant OSY will receive a minimum of three educational contact visits, pro-rated per 12-month cycle, following identification.
	2b. 75% of OSY with at least 20 hours of English acquisition instruction will demonstrate a statistically meaningful raw score pre-post increase on the Oral Language/Basic English Screening Tool or an appropriate alternative assessment.

Area	Measurable Program Outcomes
English Language Arts	3. Reduce the NYS English Language Arts Assessment achievement gap between migrant students who have received at least 8 months of METS services in New York State and the “Economically Disadvantaged” subgroup of New York State students by 5% each year.
Parent Involvement	4a. Each METS will have at least three parents who serve on the local Parent Advisory Council (PAC) and at least one of those parents will serve on the state PAC providing meaningful consultation in the planning, operation, and evaluation of the local and state programs as demonstrated by attendance and notes taken at the meeting.
	4b. Migrant parents will increase the number and range of strategies used to help their children learn, including increased engagement with their children’s schools.
Credit Accrual/Graduation/Grade Promotion	5a. By 2014, all migrant students who have been enrolled in a NYS school since 9 th grade will earn a high school diploma at the same rate as the “economically disadvantaged” subgroup of New York State students in their cohort. (NYS MEP Service Delivery Plan Table 1). 5b. The percent of migrant students who will accrue eleven credits by the end of the tenth grade will increase by two percentage points per year.
School Readiness	6. Increase school readiness of migrant preschool children through referral to MEP-approved preschool programs and as indicated by a statistically meaningful increase on the New York State Migrant Early Childhood Assessment for Children ages P3-P5.
Student Records Exchange/Technology	7. Duplicate migrant student records in MIS-2000 will be held to less than 1% of all records at the time of CSPR submission.

The report also seeks to provide updated answers to evaluation questions based on the MPOs, with further consideration of Seven Areas of Concern identified by OME: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Table 3. Evaluation Goals and Questions

Goal Area	Evaluation Questions	
	Service Delivery	Program Outcomes
Summer Session	To what extent do high quality summer programs serve migrant students and families?	Do summer migrant services lead to improved migrant student performance in mathematics?
	Are programs of sufficient duration and intensity to address the expected outcomes?	
Mathematics	To what extent do migrant students participate in high quality academic programs designed to meet their needs?	Do migrant services lead to improved migrant student performance in mathematics compared to Economically Disadvantaged students and migrant students who do not
	Are programs of sufficient duration and intensity to address the expected outcomes?	

Goal Area	Evaluation Questions	
	Service Delivery	Program Outcomes
		receive services?
English Language Arts	To what extent do migrant students participate in high quality academic programs designed to meet their needs?	Do migrant services lead to improved migrant student performance in English Language Arts compared to Economically Disadvantaged students and migrant students who do not receive services?
	Are programs of sufficient duration and intensity to address the expected outcomes?	
Graduation/ Credit Accrual/ Grade Promotion	To what extent do migrant students and families receive services designed to keep students in school and assure the continuity of their education across migratory events?	To what extent does migrant student persistence, advancement, and educational continuity improve during the period reviewed?
Out-of-School Youth	Do migrant programs serve Out of School Youth with meaningful programs to address students' physical, academic, and language acquisition needs?	To what extent do services for migrant OSY lead to gains in English language proficiency?
	To what extent do these programs extend to all eligible youth?	
Parent Involvement	To what extent do migrant parents participate in migrant education program decision making?	To what extent do migrant services and outreach to parents result in increased parental engagement in their child's education?
	To what extent do MEPs promote expanded parental involvement in their child's education?	
School Readiness	To what extent and with what consistency do regional offices provide appropriate services to promote school readiness among migrant students and families?	How well do preschool programs for migrant students and families prepare students to attend school?
Discrete program quality for selected Statewide Support Programs		To what extent does participation in PASS Academy, Language Immersion or other specialized programs lead to improved student outcomes expected for each program?

Data

Data for this report was drawn from the following sources:

- *MIS2000*
MIS2000 is the NY MEP's student information system. It contains the definitive record of data associated with Certificates of Eligibility (COEs), needs assessments, student enrollment in schools and migrant education programs, and services provided to migrant students. MIS2000 also contains data on student academic performance, including migrant specific assessments and partial state assessment results for migrant students.
- *NYSSIRS, NYSED Assessment Data*
Data from NYSSIRS, NYSED's statewide student information system, was used to match students from MIS2000 with their records from the state assessment system for the original 2010-2012 data. De-identified data on non-migrant students, including records that indicated poverty status used for calculating progress toward the NYS academic MPOs was included.
- *Migrant Parent Surveys*
Parent surveys created by the evaluation team were used to support the CNA process regarding parent issues, and are used to provide historical information about parents in this report. Parent surveys were administered in January/February of 2012, June 2012, June 2013 and June 2014.
- *Program Documents*
METS funding applications outlining individual METS service plans, parent meeting minutes, records of professional development and other program documents were collected and reviewed as part of the evaluation process.

Analysis

The report uses mixed methods that include quantitative and qualitative analyses appropriate to the specific evaluation questions and data. Specific analyses include:

Descriptive statistics. The evaluators used counts, means, and percentages to describe student enrollment, student characteristics, services provided, student performance and performance relative to the indicators established in the SDP.

Trend data. Where possible, data was analyzed across multiple years using identical decision rules, cut points and data analytical procedures, to show comparable data as it changes over time.

Gap analysis. The primary analyses of differences between migrant students and other NY students were conducted through a gap analyses and analyses of gap trend data.

Performance analysis. Where available, student outcome data is reported by performance level as determined by the NY state assessment system. This typically includes use of stacked bar charts that compare the distribution of migrant and non-migrant student performance levels across years.

Enrollment analysis. Enrollment and withdrawal patterns are shown by date in order to better understand the migratory patterns of NY migrant students.

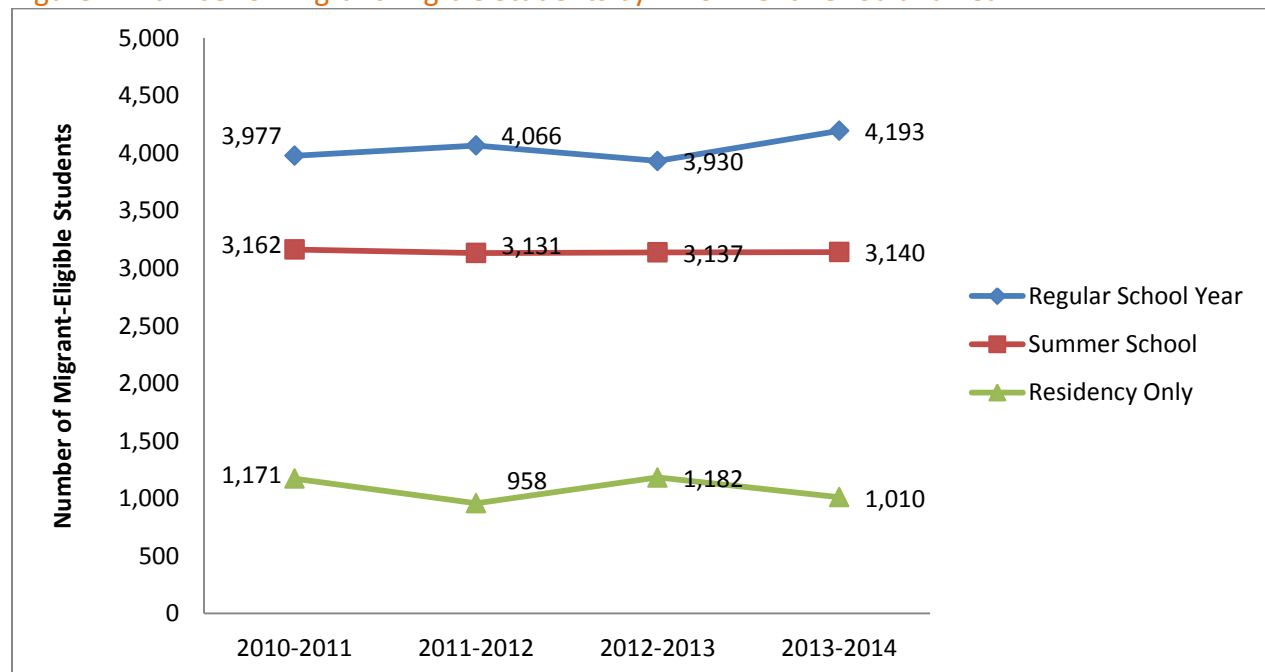
Student Background

To provide context for the service delivery and student outcome findings, this section provides updated background information about NYS migrant student demographics and enrollment trends.

Student Demographics

Migrant students are served during the Regular School Year, typically September through June, and in summer programs, typically held between June and August. Students may be present for either or both sessions. The number of migrant students served in New York during the Regular School Year and in Summer Session has remained relatively stable during the 2010 through 2014 period (see Figure 1). Students recorded as Residency Only are not attending school programs, though many do so in subsequent sessions. Although students continue to enroll in school throughout the year, most students typically enroll in September for the Regular School Year and in June for the summer session.

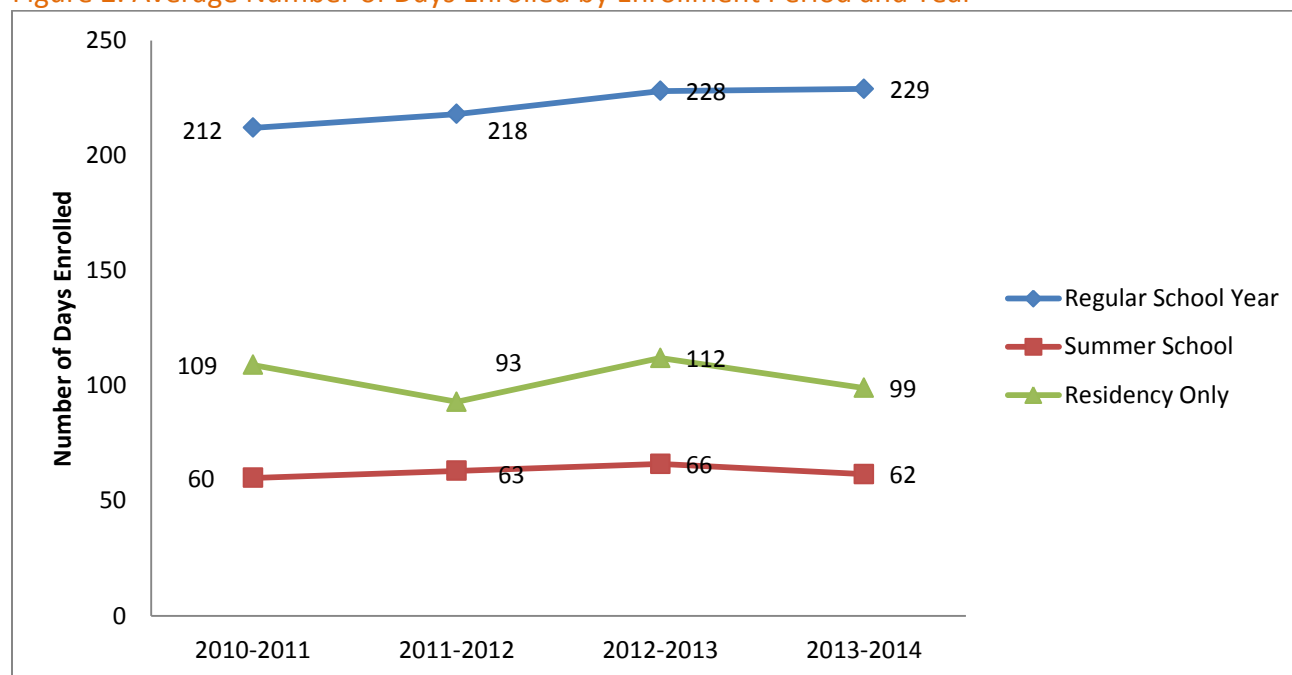
Figure 1. Number of Migrant-Eligible Students by Enrollment Period and Year



Source: MIS2000

The average number of days a student was enrolled in school slightly increased over the years (see Figure 2), rising from 212 days to 229 days in the regular school year. Summer and Residency Only students were enrolled in more days in the 2012-2013 school year than previous years, but this rise declined in the 2013-2014 school year.

Figure 2. Average Number of Days Enrolled by Enrollment Period and Year



Source: MIS2000

As expected, most migrant students reported in the Regular School Year and the Summer Session are in grades K-12 while the majority of students categorized as Residency Only are OSY (see Table 4).

Table 4. Number and Percent of Migrant-Eligible Students by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regular School Year	Age 3-5	444	11%	520	13%	486	12.4%	516	12.3%
	Elementary (K-5)	994	25%	1,073	26%	1,113	28.3%	1,159	27.6%
	Middle (6-8)	341	9%	377	9%	373	9.5%	422	10.1%
	High (9-12)	283	7%	342	8%	405	10.3%	475	11.3%
	Out-of-School	1,766	44%	1,608	40%	1,430	36.4%	1,477	35.2%
	Ungraded	3	<1%	8	<1%	7	0.2%	8	0.2%
	Other*	146	4%	137	3%	116	3.0%	136	3.2%
	Total	3,977	100%	4,066	100%	3,930	100.0%	4,193	100.0%

Enrollment Period	Grade Level	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Summer Session	Age 3-5	433	14%	457	15%	464	14.8%	459	14.6%
	Elementary (K-5)	822	26%	891	29%	909	29.0%	960	30.6%
	Middle (6-8)	288	9%	316	10%	319	10.2%	335	10.7%
	High (9-12)	223	7%	284	9%	319	10.2%	344	11.0%
	Out-of-School	1,279	40%	1,079	35%	1,023	32.6%	957	30.5%
	Ungraded	3	<1%	6	<1%	5	0.2%	6	0.2%
	Other*	114	4%	94	3%	98	3.1%	79	2.5%
	Total	3,162	100%	3,131	100%	3,137	100.0%	3,140	100.0%
Residency Only	Age 3-5	117	10%	93	10%	126	10.6%	74	8.5%
	Elementary (K-5)	170	15%	127	13%	213	18.0%	132	15.2%
	Middle (6-8)	75	6%	36	4%	70	5.9%	51	5.9%
	High (9-12)	50	4%	37	4%	64	5.4%	62	7.1%
	Out-of-School	716	61%	636	66%	661	55.8%	517	59.4%
	Ungraded	0	0%	0	0%	2	0.02%	2	0.2%
	Other*	43	4%	28	3%	48	4.1%	32	3.7%
	Total	1,171	100%	958	100%	1,184	100.0%	870	100.0%

Source: MIS2000

*The "Other" category includes students who dropped out in the previous or current year.

There were more males than females enrolled during the Regular School Year and Summer Session across all years (see Table 5). This gap was greater for Residency Only students, where the number of males was much higher than females. This is not surprising given that most Residency Only students are male OSY performing agricultural work.

Table 5. Percent of Migrant-Eligible Students by Enrollment Period, Gender, and Year

Enrollment Period	Gender	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regular School Year	Male	2,744	69%	2,743	68%	2,621	67%	2,805	67%
	Female	1,231	31%	1,319	32%	1,306	33%	1,382	33%
	Total	3,977	100%	4,066	100%	3,927	100%	4,187	100%
Summer Session	Male	2,148	68%	2,057	66%	2,056	66%	2,041	65%
	Female	1,012	32%	1,073	34%	1,077	34%	1,093	35%
	Total	3,162	100%	3,131	100%	3,133	100%	3,134	100%
Residency Only	Male	885	76%	770	81%	846	72%	674	74%
	Female	284	24%	187	19%	335	28%	238	26%
	Total	1,171	100%	958	100%	1,181	100%	912	100%

Source: MIS2000

Most migrant students in New York are Hispanic or White (see Table 6), but the mix of students changed slightly during the reporting period. Specifically, the number of Hispanic migrant students

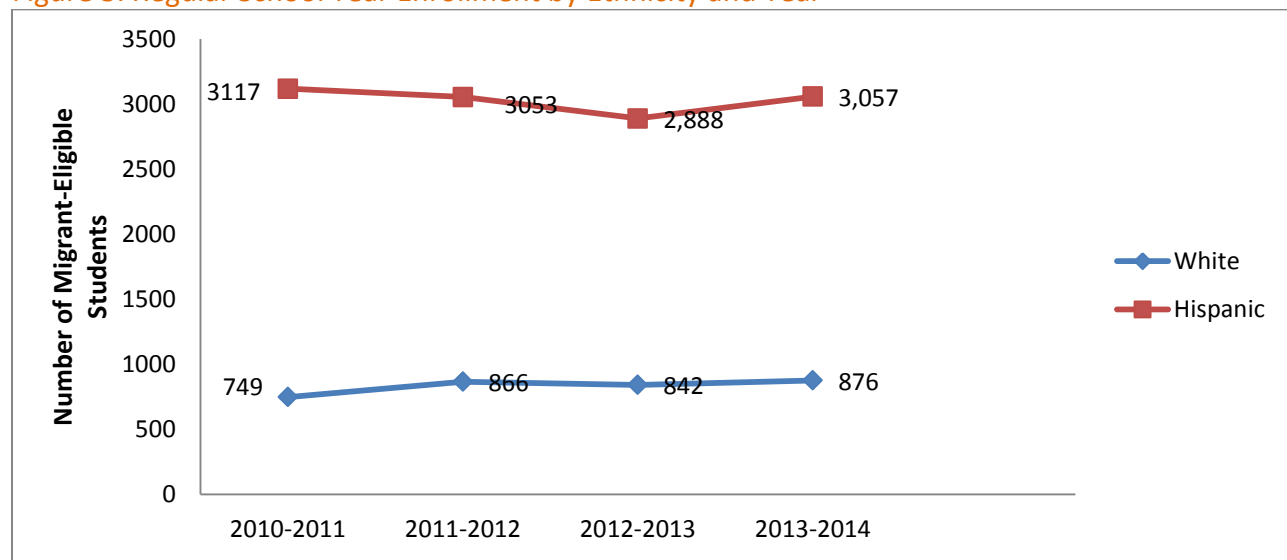
decreased from 2010-11 through 2012-13, and then rose again in 2013-2014, while the number of white migrant students increased (see Figure 3).

Table 6. Number and Percent of Migrant-Eligible Students by Enrollment Period, Ethnicity, and Year

Enrollment Period	Ethnicity	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regular School Year	American Indian	1	<1%	0	0%	1	0%	2	0%
	Asian	75	2%	109	3%	154	4%	191	5%
	Black	30	1%	28	1%	27	1%	34	1%
	Hispanic	3,117	78%	3,053	75%	2,888	74%	3,057	73%
	White	749	19%	866	21%	842	21%	876	21%
	Native Hawaiian or Pacific Islander							1	0%
	Two or More Races					15	0%	26	1%
	Other	3	<1%	4	<1%				
	Total	3,977	100%	4,066	100%	3,927	100%	4,187	100%
Summer Session	American Indian	0	0%	0	0%			2	0%
	Asian	76	2%	98	3%	146	5%	146	5%
	Black	27	1%	21	1%	23	1%	29	1%
	Hispanic	2,405	76%	2,263	72%	2,229	71%	2,197	70%
	White	649	21%	740	24%	715	23%	736	23%
	Native Hawaiian or Pacific Islander					1	0%		
	Two or More Races					19	1%	24	1%
	Other	3	<1%	4	<1%				
	Total	3,162	100%	3,131	100%	3,133	100%	3,134	100%
Residency Only	American Indian	1	<1%	1	<1%	1	0%		
	Asian	17	2%	20	2%	40	3%	19	2%
	Black	4	<1%	2	<1%	19	2%	16	2%
	Hispanic	948	81%	820	85%	946	80%	737	81%
	White	199	17%	114	12%	170	14%	137	15%
	Native Hawaiian or Pacific Islander					1	0%		
	Two or More Races					4	0%	3	0%
	Other	0	0%	0	0%				
	Total	1,171	100%	958	100%	1,181	100%	912	100%

Source: MIS2000

Figure 3. Regular School Year Enrollment by Ethnicity and Year



Source: MIS2000

Most students report their dominant language to be either Spanish or English (see Table 7). There was a slight but noticeable decrease in the number of students whose dominant language is Spanish (6% points from 2010-11 to 2013-14) and slight increase in the number of students whose dominant language is English over time during the Regular School Year and Summer Session.

Table 7. Number and Percent of Migrant-Eligible Students by Enrollment Period, Language, and Year

Enrollment Period	Language	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		n	%	n	%	n	%	n	%
Regular School Year	English	899	23%	1,005	25%	1,025	26%	1,087	26%
	Haitian/Creole	5	<1%	3	<1%			1	0%
	Karen	53	1%	74	2%	124	3%	153	4%
	Kayah	11	<1%	21	1%	21	1%	12	0%
	Korean	7	<1%	6	<1%	2	0%	9	0%
	Mixteco	8	<1%	5	<1%	6	0%	6	0%
	Spanish	2,977	75%	2,931	72%	2,730	70%	2,891	69%
	Other	6	<1%	5	<1%	19	0%	28	1%
	Total	3,977	100%	4,066	100%	3,927	100%	4,187	100%
Summer Session	English	785	25%	866	28%	876	28%	907	29%
	Haitian/Creole	4	<1%	3	<1%	1	0%	4	0%
	Karen	55	2%	9	<1%	126	4%	111	4%
	Kayah	10	<1%	15	1%	14	0%	5	0%
	Korean	6	<1%	9	<1%	2	0%	13	0%
	Mixteco	5	<1%	5	<1%	4	0%	1	0%
	Spanish	2,281	72%	2,148	69%	2,090	67%	2,066	66%

Enrollment Period	Language	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Residency Only	Other	8	<1%	7	<1%	20	1%	27	1%
	Total	3,162	100%	3,131	100%	3,133	100%	3,134	100%
	English	233	20%	141	15%	225	19%	178	20%
	Haitian/Creole	2	<1%	1	<1%			4	0%
	Karen	7	1%	8	1%	24	2%	9	1%
	Kayah	4	<1%	0	0%				
	Korean	2	<1%	6	1%	7	1%	6	1%
	Mixteco	4	<1%	6	1%	1	0%		
	Spanish	913	78%	790	83%	917	78%	714	78%
	Other	4	<1%	5	1%	7	1%	1	0%
	Total	1,171	100%	958	100%	1,181	100%	912	100%

Source: MIS2000

Most students were born in Mexico or the United States (see Table 8), with the % born in the US increasing each year to over half in 2013-2014. Many students were also born in Guatemala or Honduras. There was a slight decrease in the number of students born in Mexico and slight increase in the number of students born in the United States during the Regular School Year and Summer Session.

Table 8. Percent of Migrant-Eligible Students by Enrollment Period, Birth Country, and Year

Enrollment Period	Birth Country	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regular School Year	El Salvador					67	2%	80	2%
	Guatemala	427	11%	455	11%	476	12%	546	13%
	Honduras	58	2%	56	1%	56	1%	56	1%
	Mexico	1,482	37%	1,282	32%	1,148	29%	1,131	27%
	Thailand	58	2%	85	2%	130	3%	153	4%
	USA	1,753	44%	1,956	48%	1,929	49%	2,091	50%
	Other	199	5%	232	6%	121	3%	130	3%
	Total	3,977	100%	4,066	100%	3,927	100%	4,187	100%
Summer Session	El Salvador					46	1%	70	2%
	Guatemala	331	11%	344	11%	389	12%	398	13%
	Honduras	40	1%	42	1%	32	1%	49	2%
	Mexico	1,055	33%	876	28%	820	26%	722	23%
	Thailand	61	2%	75	2%	126	4%	115	4%
	USA	1,518	48%	1,612	51%	1,625	52%	1,675	53%
	Other	157	5%	182	6%	95	3%	105	3%
	Total	3,162	100%	3,131	100%	3,133	100%	3,134	100%
Residency Only	El Salvador					57	5%	45	5%
	Guatemala	198	17%	147	15%	204	17%	188	21%

Enrollment Period	Birth Country	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Honduras	15	1%	15	2%	15	1%	28	3%
	Mexico	488	42%	438	46%	414	35%	282	31%
	Thailand	8	1%	11	1%	24	2%	9	1%
	USA	380	33%	274	29%	405	34%	308	34%
	Other	82	8%	73	8%	62	5%	52	6%
	Total	1,171	100%	958	100%	1,181	100%	912	100%

Source: MIS2000

Student Needs

METS staff complete a Needs Assessment for each student each time they enroll. The purpose of the Needs Assessment is to assess the types of services a student needs and assure that these are provided. Needs are categorized into 26 fields. Table 9 shows results from the Needs Assessment by year. Students were included within a category if they had that need at least once during a school year. The most frequently reported indicator of need in each school year was mobility (the student moved across school districts in the preceding 12 months) and ELL (student was an English Language Learner as determined by the school district). The least frequently reported indicator of need was retention (student repeated the same grade as last year).

Table 9. Needs Assessment for Migrant-Eligible Students by Year

Services Needed	Year			
	2010-2011	2011-2012	2012-2013	2013-2014
	<i>N</i> =5,054	<i>N</i> = 4,994	<i>N</i> =5,087	<i>N</i> =5,016
Special Ed	5%	5%	6%	5%
Parent Involvement	7%	7%	10%	10%
Health Nutrition	24%	22%	22%	19%
Poor Attendance	6%	6%	8%	6%
Homeless	7%	8%	8%	8%
Mobility	67%	65%	62%	60%
ELL	54%	51%	55%	58%
Retention	1%	2%	2%	2%
Credit Accrual	2%	2%	2%	2%
Failed State Tests	9%	10%	10%	7%
Below Modal Grades	9%	9%	10%	9%
Low Academic Grades	22%	23%	25%	18%
Interrupt Year	19%	18%	19%	19%
Priority for Service	15%	15%	16%	15%
Acculturation Support	25%	22%	20%	25%
Career Education	10%	10%	9%	11%
School Readiness	4%	8%	10%	9%

Services Needed	Year			
	2010-2011 N =5,054	2011-2012 N = 4,994	2012-2013 N=5,087	2013-2014 N=5,016
GED	5%	3%	1%	1%
Interpretation	22%	24%	25%	25%
Life Skills	20%	23%	28%	24%
Literacy	16%	21%	24%	23%
Transportation	22%	24%	24%	19%
Up-to-Date Immunization	6%	7%	5%	4%

Source: MIS2000

Educational Services

Educational services are concentrated in content area tutoring provided in school, in a camp, or at the student's home. Table 10 shows the percent of students who received services during the regular school year by grade level in the 2011-2012 school year. Services provided in 2012-2013 and 2013-2014 are found in the tables that follow.

Table 10. Percent of Migrant-Eligible Students Receiving Services during the Regular School Year by Grade Level, 2011-2012 School Year

Services		Grade Level				
		Age 3-5 N = 520	Elementary (Grades K-5) N = 1,073	Middle (Grades 6-8) N = 377	High (Grades 9-12) N = 342	Out-of- School N = 1,608
Instructional Service*	Instructional Service (any)	64%	88%	83%	72%	68%
	In School	17%	69%	60%	48%	<1%
	In Home/ In Camp	50%	29%	29%	29%	67%
	Extended Day	0%	3%	3%	4%	0%
Support Service		52%	34%	46%	57%	59%
Community	ESL	0%	<1%	1%	2%	16%
	GED	0%	0%	<1%	1%	4%
	ABE	0%	0%	1%	<1%	<1%
District Funded	Special Ed	4%	12%	17%	12%	0%
	ESL	1%	33%	27%	33%	<1%
	Bilingual	0%	2%	1%	3%	0%
	Academic Intervention**	<1%	30%	38%	15%	<1%
	ELA	1%	25%	28%	9%	<1%
	Math	0%	16%	27%	8%	0%
	Science	0%	1%	2%	2%	0%

Source: MIS2000

*The Instructional Service category has three subcategories (In School, In Home/In Camp, and Extended Day). Users check the category box and then select any or all subcategories that apply.

***The Academic Intervention category has three subcategories (ELA, Math, and Science). Users check the category box and then select any or all subcategories that apply.*

Table 11. Percent of Migrant-Eligible Students Receiving Services during the Regular School Year by Grade Level, 2012-2013

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of-School
		N = 486	N = 1,113	N = 373	N = 405	N = 1,430
Instructional Service*	Instructional Service (any)	60%	87%	82%	69%	67%
	In School	19%	66%	60%	45%	0%
	In Home/ In Camp	41%	31%	32%	33%	65%
	In Community Facility	1%	0%	1%	3%	1%
Support Service		49%	49%	29%	36%	52%
Community	ESL	0%	1%	1%	2%	23%
	GED	0%	0%	0%	0%	0%
	ABE	0%	0%	0%	0%	0%
	Mentor/Caring Adult	0%	0%	28%	49%	0%
District Funded	Special Ed	8%	14%	19%	11%	0%
	ESL	1%	35%	29%	34%	0%
	Bilingual	0%	2%	1%	0%	0%
	Academic Intervention**	0%	26%	31%	14%	0%
	ELA	0%	24%	25%	9%	0%
	Math	0%	13%	19%	10%	0%
	Science	0%	0%	1%	0%	0%

Table 12. Percent of Migrant-Eligible Students Receiving Services during the Regular School Year by Grade Level, 2013-2014

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of- School
		N = 516	N = 1,159	N = 422	N = 475	N = 1,477
Instructional Service*	Instructional Service (any)	55%	86%	81%	67%	52%
	In School	18%	69%	63%	48%	0%
	In Home/ In Camp	36%	25%	25%	26%	50%
	In Community Facility	3%	1%	1%	1%	1%
Support Service		49%	49%	27%	33%	45%
Community	ESL	0%	0%	1%	1%	23%
	GED	0%	0%	0%	0%	0%
	ABE	0%	0%	0%	0%	0%
	Mentor/Caring Adult	0%	0%	45%	70%	0%
District Funded	Special Ed	7%	11%	14%	9%	0%
	ESL	1%	34%	30%	36%	0%
	Bilingual	1%	2%	0%	0%	0%
	Academic Intervention**	0%	18%	25%	12%	0%
	ELA	0%	16%	19%	7%	0%
	Math	0%	9%	14%	6%	0%
	Science	0%	0%	1%	2%	0%

Supplemental Programs

Direct and support services provided to students during an enrollment period are also tracked. Services are grouped into more than 30 categories. In addition to whether students received a particular category of service, the specific number of hours and contacts were tracked starting with the 2011-2012 school year to understand the extent to which students are being served.

Table 13. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Regular School Year, 2011-2012

Service	Total # of Students who Received Services	Students with Hours Served Available		Students with Contacts Provided Available	
		N	% of Total	N	% of Total
Adolescent Activities	325			289	89%
Advocacy	3,284			3,055	93%
Bilingual	557			501	90%
Computer Literacy	319			275	86%
Counseling Service	471			434	92%
ESOL	1,411	1,388	98%	1,362	97%
Face-to-Face Instruction	383			334	87%
Family Literacy	481			431	90%
Field Trips	480			450	94%
GED Prep	52			46	88%
Health/Dental Support	76			75	99%
Health Education	907			844	93%
Health Voucher	31			25	81%
Home Visit	3,728			3,558	95%
Interpretation	486			432	89%
Language Arts, Other	1,509	1,493	99%	1,243	82%
Life Skills	876			829	95%
Mathematics	1,428	1,408	99%	1,169	82%
Nutrition	928			753	81%
Reading	1,654	1,576	95%	1,364	82%
Referred Services	18			18	100%
Referred/Received Services	528			470	89%
School Readiness	260			252	97%
Science	709	697	98%	556	78%
Social Studies	684	672	98%	545	80%
Transportation	805			745	93%
Vocational/Career Education	188			182	97%

Source: MIS2000

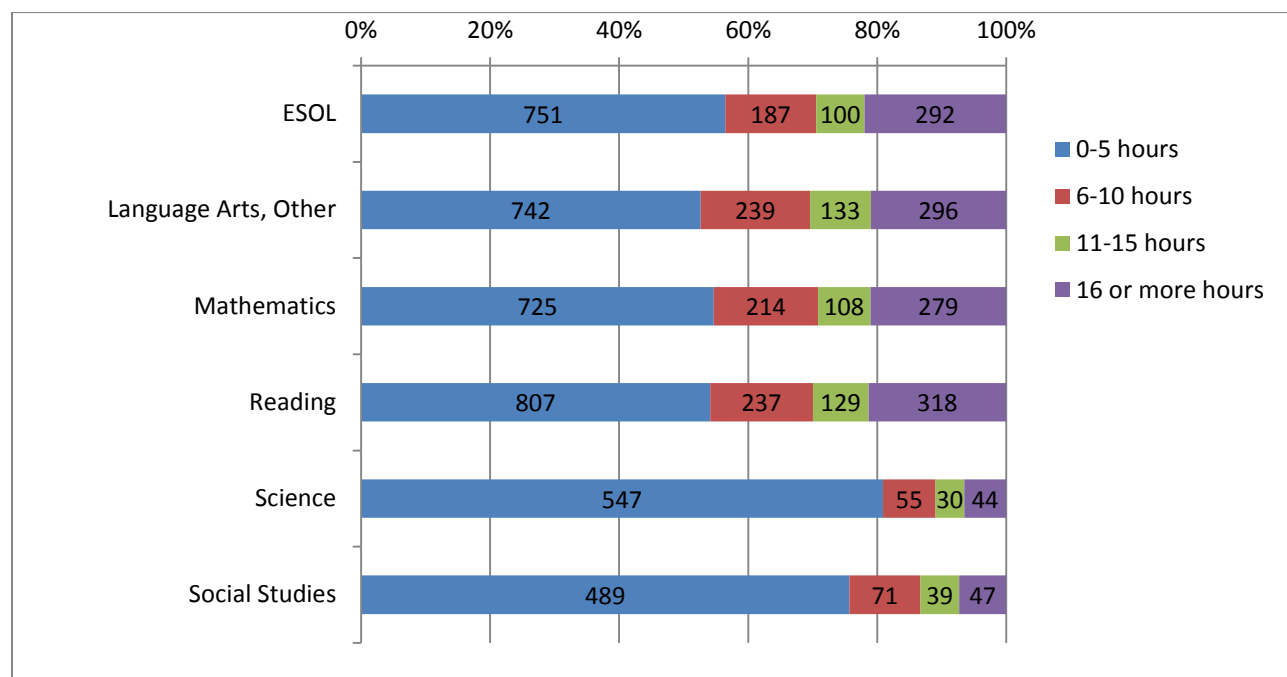
Table 14. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Regular School Year, 2012-2013

Service	Total # of Students who Received Services	Students with Hours Served Available		Students with Contacts Provided Available	
		<i>N</i>	<i>% of Total</i>	<i>N</i>	<i>% of Total</i>
Adolescent Activities	300			270	90%
Adolescent Leadership	1			1	100%
Advocacy	2953			2664	90%
Bilingual	489			444	91%
Career Exploration	110			100	91%
Computer Literacy	377			345	92%
Counseling Services	482			421	87%
E.S.O.L.	1431	1427	100%	1423	99%
English Immersion	13			13	100%
English Language Arts	1859	1849	99%	1434	77%
Face To Face Instruction	11			11	100%
Family Literacy	58			58	100%
Field Trips	382			364	95%
Ged Prep	65			54	83%
Health Dental Support	353			330	93%
Health Education	637			619	97%
Health Voucher	20			19	95%
Home Visit	3611			3242	90%
Identifying Caring Adult	59			59	100%
Interpretation	685			628	92%
Language Arts, Other	14			13	93%
Life Skills	906			886	98%
Mathematics	1480	1470	99%	1114	75%
Mentoring	57			56	98%
Nutrition	970			863	89%
Osby Recruitment Bag	99			96	97%
Reading	25			16	64%
Referred Services	579			554	96%
Referred/Received Services	317			303	96%
School Readiness	303			282	93%
Science	759	756	100%	550	72%
Social Studies	669	667	100%	490	73%
Transportation	737			677	92%
Vocational/Career Education	224			187	83%

Table 15. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Regular School Year, 2013-2014

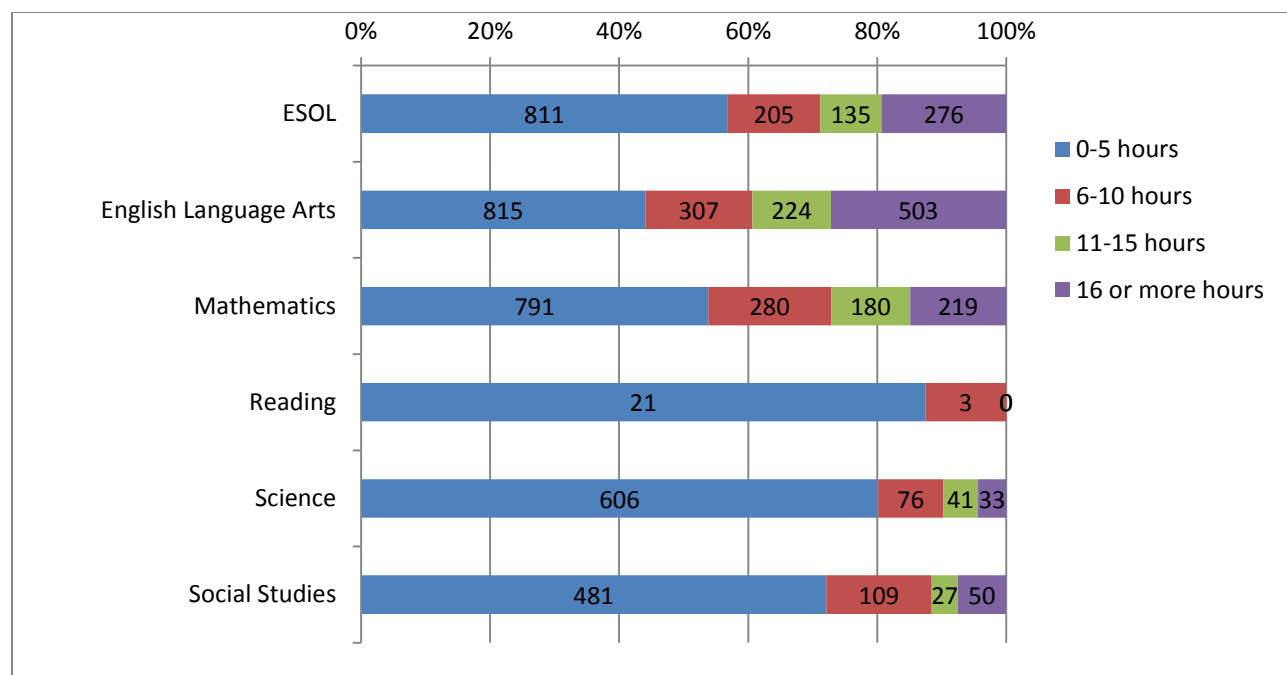
Service	Total # of Students who Received Services	Students with Hours Served Available		Students with Contacts Provided Available	
		<i>N</i>	<i>% of Total</i>	<i>N</i>	<i>% of Total</i>
Adolescent Activities	280			279	100%
Adolescent Leadership	2			2	100%
Advocacy	3127			3113	100%
Bilingual	665			655	98%
Career Exploration	77			76	99%
Computer Literacy	293			293	100%
Counseling Services	481			481	100%
E.S.O.L.	1301	1293	99%	1283	99%
English Language Arts	1724	1722	100%	1714	99%
Field Trips	362			361	100%
Ged Prep	39			38	97%
Health Dental Support	326			322	99%
Health Education	533			528	99%
Health Voucher	12			11	92%
Home Visit	3392			3359	99%
Interpretation	642			638	99%
Life Skills	796			782	98%
Mathematics	1401	1399	100%	1391	99%
Nutrition	772			767	99%
Osby Recruitment Bag	66			65	98%
Referred Services	709			708	100%
Referred/Received Services	315			315	100%
School Readiness	309			304	98%
Science	651	648	100%	647	99%
Social Studies	635	634	100%	634	100%
Transportation	540			536	99%
Vocational/Career Education	168			168	100%

Figure 4. Hours of Direct/Support Services Received by Eligible Migrant Students by Category during the Regular School Year, 2011-2012



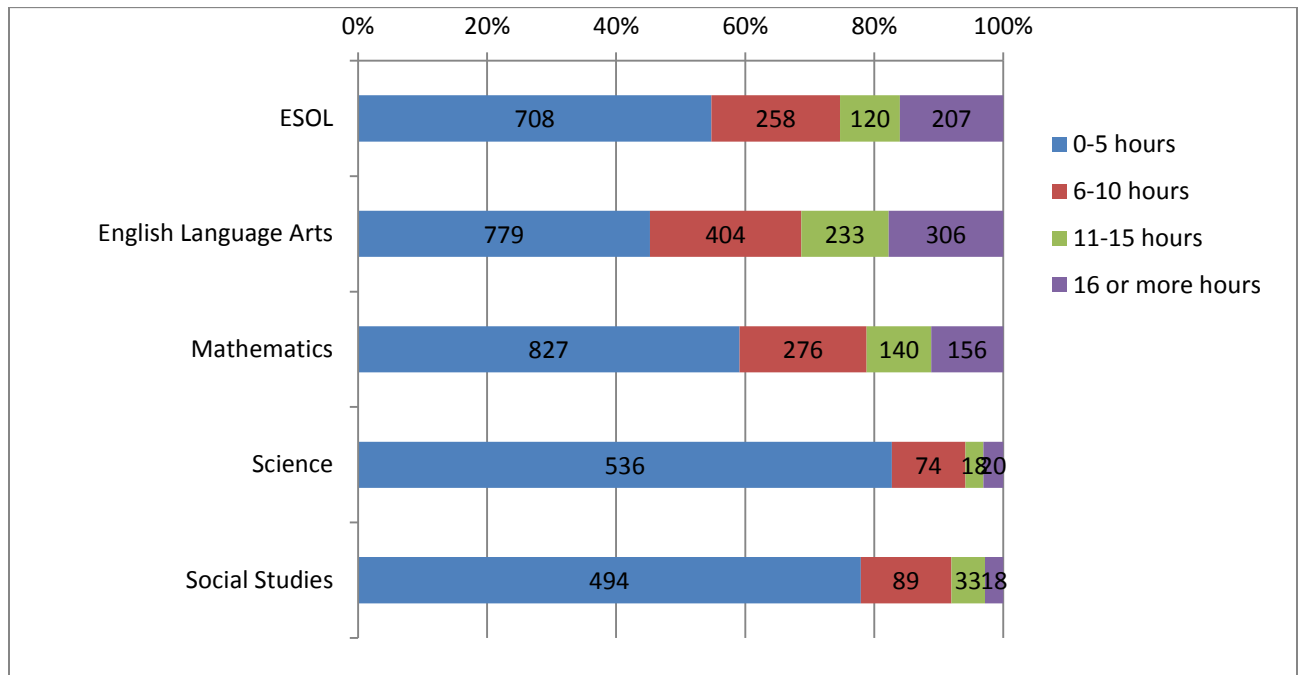
Source: NYSED: Matched NYSSIRS and MIS2000 data.

Figure 5. Hours of Direct/Support Services Received by Migrant Students by Category during the Regular School Year, 2012-2013



Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 6. Hours of Direct/Support Services Received by Migrant Students by Category during the Regular School Year, 2013-2014



Source: NYSED: Matched NYSSIRS and MIS2000 data

Table 16. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during the Regular School Year, 2011-2012

Service	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-41	250	29	7	3	3.15
Advocacy	1-146	1,903	518	236	398	8.22
Bilingual	1-157	279	79	56	87	9.08
Computer Literacy	1-27	215	34	12	14	4.16
Counseling Service	1-83	325	52	19	38	5.41
ESOL	1-86	717	228	123	294	9.82
Face-to-Face Instruction	1-68	158	37	31	108	11.60
Family Literacy	1-86	329	21	24	57	6.69
Field Trips	1-19	425	19	3	3	2.05
GED Prep	1-37	24	12	3	7	7.33
Health/Dental Support	1-10	73	2	0	0	2.03
Health Education	1-31	809	24	8	3	2.03
Health Voucher	1-9	22	3	0	0	2.48
Home Visit	1-96	2,103	563	279	613	8.62
Interpretation	1-40	356	40	20	16	3.73
Language Arts, Other	1-153	463	227	133	420	14.38
Life Skills	1-46	740	58	22	9	3.00
Mathematics	1-179	421	242	143	363	14.19
Nutrition	1-39	653	77	12	11	2.87
PASS	1-8	2	1	0	0	3.33
Reading	1-131	529	233	147	455	14.35
Referred Services	1-2	18	0	0	0	1.72
Referred/Received Services	1-19	462	7	0	1	1.89
School Readiness	1-86	86	39	24	103	15.04
Science	1-53	399	76	39	42	5.47
Social Studies	1-105	346	95	49	55	6.64
Transportation	1-51	652	57	24	12	2.97
Vocational/Career Education	1-13	172	8	2	0	2.22

Source: MIS2000

Table 17. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during the Regular School Year, 2012-2013

Service	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-49	227	21	7	15	4
Adolescent Leadership	1-1	1	0	0	0	1
Advocacy	1-123	1596	427	233	408	9
Bilingual	1-101	233	85	45	81	9
Career Exploration	1-15	95	3	2	0	2
Computer Literacy	1-30	283	38	16	8	4
Counseling Services	1-44	318	50	29	24	5
E.S.O.L.	1-114	783	224	117	299	10
English Immersion	1-27	12	0	0	1	4
English Language Arts	1-206	519	235	156	524	16
Face To Face Instruction	1-7	8	3	0	0	4
Family Literacy	1-7	55	3	0	0	2
Field Trips	1-7	359	5	0	0	2
Ged Prep	1-36	42	8	2	2	4
Health Dental Support	1-31	313	10	6	1	2
Health Education	1-14	580	36	3	0	2
Health Voucher	1-9	17	2	0	0	2
Home Visit	1-71	1904	524	284	530	8
Identifying Caring Adult	1-12	55	3	1	0	2
Interpretation	1-101	513	67	24	24	4
Language Arts, Other	1-12	6	5	2	0	5
Life Skills	1-28	801	59	18	8	3
Mathematics	1-130	483	229	110	292	12
Mentoring	1-18	42	9	1	4	4
Migrant Academy	1-1	2	0	0	0	1
Nutrition	1-39	802	38	10	13	2
Osby Recruitment Bag	1-2	96	0	0	0	1
P.A.S.S.	1-2	7	0	0	0	1
Reading	1-9	14	2	0	0	3
Referred Services	0-12	539	14	1	0	2
Referred/Received Services	1-10	298	5	0	0	2
School Readiness	1-60	114	46	36	86	12
Science	1-59	398	84	31	37	5
Social Studies	1-115	324	91	29	46	7
Transportation	1-68	610	40	10	17	3
Vocational/Career Education	1-30	172	9	3	3	3

Table 18. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during the Regular School Year, 2013-2014

Service	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-70	203	36	18	22	6
Adolescent Leadership	1-6	1	1	0	0	4
Advocacy	1-141	1767	530	246	570	10
Bilingual	1-70	375	102	58	120	9
Career Exploration	1-12	73	2	1	0	2
Computer Literacy	0-33	236	36	8	13	4
Counseling Services	1-43	377	53	14	37	4
E.S.O.L.	0-90	672	241	131	239	9
English Language Arts	0-139	667	276	202	569	14
Field Trips	1-10	355	6	0	0	2
Ged Prep	1-25	28	8	1	1	4
Health Dental Support	1-20	306	15	0	1	2
Health Education	1-28	504	12	5	7	2
Health Voucher	1-3	11	0	0	0	2
Home Visit	1-72	2104	569	262	424	7
Interpretation	1-47	520	73	28	17	4
Life Skills	1-59	713	34	15	20	3
Math Consortium	1-56	1	0	0	2	27
Mathematics	0-831	660	249	163	319	11
Migrant Academy	1-2	2	0	0	0	2
Nutrition	1-48	689	43	12	23	3
Osby Recruitment Bag	1-2	65	0	0	0	1
P.A.S.S.	6-6	0	1	0	0	6
Referred Services	1-19	696	10	1	1	2
Referred/Received Services	1-11	310	4	1	0	2
School Readiness	1-49	110	37	32	125	14
Science	0-54	501	90	30	26	4
Social Studies	0-52	448	102	43	41	5
Transportation	1-56	494	27	4	11	3
Vocational/Career Education	1-18	156	9	2	1	2

Findings

Findings related to service delivery and outcomes in each area prescribed in the SDP are provided below with supporting tables and discussion. Where specific data is available to report on SDP established indicators, these are also reported. Additional details from site visits and interviews are provided in brief to supplement the specific indicators.

Summer Session

Table 19. Summer Session Performance Indicator Summary

Performance Indicator	Summary
# and % of eligible students that participate in available summer programs	See Table 20 through Table 23
# and % of eligible students that participate in more than a threshold number of hours of summer programming	See Table 24 through Table 30 for data on distribution of hours and participation
# and % of migrant students receiving in-home instruction or support services during the summer	In summer 2012: 1,792 students (59% of 3,027). In summer 2013: 1,683 students (55% of 3,033). In Summer 2014: 1,665 students (55% of 3,026).
% of students in the MEP summer instructional program that show a statistically meaningful pre-post increase on the MEP approved summer math assessment	Students in each grade level showed statistically significant pre-post growth from in summer 2012 and summer 2014.

Evaluation Questions

- To what extent do high quality summer programs serve migrant students and families?
- Are programs of sufficient duration and intensity to address the expected outcomes?
- Do summer migrant services lead to improved migrant student performance in mathematics?

Summer Session and associated summer educational services are a significant component of the migrant education program. In some cases, summer is the only time period when students are present; in others it is a time of concentrated attention from the MEP. As indicated in Figure 1, the NYS MEP served an average of 3134 students, which remained stable from 2011 through 2014. Of these, 63% were either pre-school or school aged children (see Table 4 and following for additional detail on Summer Session enrollment and the demographics of Summer Session participants, including the number and percent of students who participated).

Summer Session services include multi-week Summer Sessions where children attend for multiple hours per day, in-home tutoring and reading assistance, summer educational camps, pre-college leadership academies, and other educational services designed to meet the needs of each student and family. Summer Session programs are concentrated between June and August. Among the typical Summer Sessions observed by the evaluation team, elementary grade level students engaged in mathematics and science related tutoring and educational activities in the morning,

were provided breakfast and lunch, and additionally engaged in outdoor recreational activities. Staff from the METS, including tutors, advocates, and directors, were directly engaged with students.

Summer session services are delivered via campus based summer school or in-home tutoring. Access to these services varies greatly across METS. Discussion with METS staff members revealed that while some regions provide summer school, others focus only on in-home tutoring. This is often based on where students live and the size of the region served by a METS. When students live geographically further apart, it is not feasible to have a summer school that all students can attend. In this case, program staff focuses on in-home tutoring. Table 20 through Table 23 show the percent of students receiving services during the Summer Session by grade level and year. The majority of students received instructional services in-home or other education support during both school years. “Residency Only” students do not receive services, and therefore, are not represented in the tables below.

Table 20. Percent of Migrant-Eligible Students Receiving Services during Summer Session by Grade Level, 2010-2011 School Year

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of- School
		N = 433	N = 822	N = 288	N = 223	N = 1,279
Instructional Service	In-Home	56%	62%	57%	51%	36%
	In-Camp	<1%	1%	0%	<1%	23%
Other Education Support		29%	26%	36%	50%	54%
Campus Based	METS	7%	16%	14%	8%	<1%
	Collaborative	12%	3%	5%	1%	0%

Source: MIS2000

Table 21. Percent of Migrant-Eligible Students Receiving Services during Summer Session by Grade Level, 2011-2012 School Year

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of- School
		N = 457	N = 891	N = 316	N = 284	N = 1,079
Instructional Service	In Home	57%	66%	63%	61%	53%
	In Camp	2%	2%	4%	1%	17%
Other Education Support		30%	22%	33%	45%	43%
Campus Based	METS	3%	21%	14%	6%	1%
	Collaborative	9%	1%	4%	4%	<1%

Source: MIS2000

Table 22. Percent of Migrant-Eligible Students Receiving Services during Summer Session by Grade Level, 2012-2013 School Year

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of-School
		N = 464	N = 909	N = 319	N = 319	N = 1,023
Instructional Service	In Home	57%	62%	61%	50%	49%
	In Camp	0%	1%	0%	0%	12%
	In Community Facility	0%	0%	0%	0%	0%
Other Education Support		28%	28%	17%	26%	51%
Mentor/ Caring Adult		0%	0%	20%	31%	0%
Campus Based	MEOP	7%	17%	10%	1%	0%
	Collaborative	10%	3%	3%	3%	0%

Table 23. Percent of Migrant-Eligible Students Receiving Services during Summer Session by Grade Level, 2013-2014 School Year

Services		Grade Level				
		Age 3-5	Elementary (Grades K-5)	Middle (Grades 6-8)	High (Grades 9-12)	Out-of-School
		N = 459	N = 960	N = 335	N = 344	N = 957
Instructional Service	In Home	54%	55%	51%	53%	58%
	In Camp	0%	1%	1%	2%	16%
	In Community Facility	0%	0%	0%	0%	0%
Other Education Support		30%	30%	24%	29%	43%
Mentor/ Caring Adult		0%	0%	36%	47%	0%
Campus Based	METS	6%	12%	8%	1%	1%
	Collaborative	10%	9%	11%	3%	0%

The number of hours and contacts provided for students for each type of service are tracked in the MIS2000 database. Table 24 shows the total number of students who received each service, the percent of those who had hours served available, and the percent of those who had contacts provided available during the summer session. The tables that follow show this information for subsequent years. The tables show improvement in the consistency of tracking hours, contacts, and receipt of services across years.

Although hours of participation/service included services where high numbers of students experienced limited exposure to educational services, examining hours of participation/service also reveals instances of significant concentration of services for students. ESOL services, for example, include 499 students with 0-5 hours, but also 109 students who received 16 or more hours of ESOL services in 2011-2012.

Table 24. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Summer Session, 2011-2012

Service	Total # of Students who Received Services	Students with Hours Served Available		Students with Contacts Provided Available	
		N	% of Total	N	% of Total
Adolescent Activities	247			162	66%
Advocacy	1,710			1,431	84%
Bilingual	265			240	91%
Career Exploration	38			22	58%
Computer Literacy	159			124	78%
Counseling Service	157			132	84%
ESOL	873	856	98%	841	96%
English Language Arts	7	7	100%	6	86%
Face-to-Face Instruction	200			192	96%
Family Literacy	223			101	45%
Field Trips	781			521	67%
GED Prep	32			14	44%
Health/Dental Support	60			59	98%
Health Education	463			415	90%
Health Voucher	6			6	100%
Home Visit	2,608			2,139	82%
Interpretation	210			197	94%
Language Arts, Other	1,006	987	98%	708	70%
Life Skills	617			561	91%
Math Consortium	473			250	53%
Mathematics	1,296			856	66%
Nutrition	680			428	63%
PASS	19			14	74%
Reading	1,393	1,344	96%	932	67%
Referred Services	55			54	98%
Referred/Received Services	118			63	53%
School Readiness	200			150	75%
Science	479	472	99%	334	70%
Social Studies	318	313	98%	196	62%
Transportation	761			550	72%
Vocational/Career Education	95			72	76%
Work Experience	22			22	100%

Source: MIS2000

Table 25. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Summer Session, 2012-2013

Service	Total # of
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	Received Services	Available		Available	
		N	% of Total	N	% of Total
Adolescent Activities	181			173	96%
Adolescent Leadership	34			31	91%
Advocacy	1736			1601	92%
Bilingual	306			288	94%
Career Exploration	114			101	89%
Computer Literacy	250			248	99%
Counseling Services	179			160	89%
E.S.O.L.	923	913	99%	891	97%
Early Childhood Assessment	2			2	100%
English Immersion	1			0	0%
English Language Arts	1278	1246	97%	976	76%
Field Trips	585			503	86%
Ged Prep	42			32	76%
Health Dental Support	189			177	94%
Health Education	327			324	99%
Health Voucher	2			1	50%
Home Visit	2474			2227	90%
Interpretation	258			244	95%
Life Skills	596			586	98%
Math Consortium	365			205	56%
Mathematics	1184	1174	99%	918	78%
Mentoring	2			0	0%
Migrant Academy	11			10	91%
Nutrition	675			591	88%
Osby Recruitment Bag	5			5	100%
P.A.S.S.	1			1	100%
Referred Services	321			317	99%
Referred/Received Services	106			105	99%
School Readiness	284			252	89%
Science	356	355	100%	289	81%
Social Studies	362	359	99%	312	86%
Transportation	582			490	84%
Vocational/Career Education	80			60	75%

Table 26. Total Number of Migrant-Eligible Students Receiving Direct/Support Services, Hours, and Contacts during the Summer Session, 2013-2014

Service	Total # of Students who Received Services	Students with Hours Served Available		Students with Contacts Provided Available	
		N	% of Total	N	% of Total
Adolescent Activities	149			147	99%
Adolescent Leadership	13			10	77%
Advocacy	1898			1810	95%
Bilingual	516			506	98%
Career Exploration	63			57	90%
Computer Literacy	230			229	100%
Counseling Services	140			137	98%
E.S.O.L.	666	654	98%	627	94%
English Language Arts	1161	1147	99%	1092	94%
Field Trips	428			424	99%
Ged Prep	11			10	91%
Health Dental Support	281			169	60%
Health Education	467			351	75%
Health Voucher	18			18	100%
Home Visit	2353			2333	99%
Interpretation	322			319	99%
Life Skills	562			557	99%
Math Consortium	273			233	85%
Mathematics	1057	1043	99%	998	94%
Migrant Academy	4			4	100%
Nutrition	618			618	100%
Osy Recruitment Bag	27			27	100%
P.A.S.S.	3			3	100%
Referred Services	339			337	99%
Referred/Received Services	193			183	95%
School Readiness	263			251	95%
Science	279	277	99%	266	95%
Social Studies	220	218	99%	207	94%
Transportation	488			485	99%
Vocational/Career Education	79			79	100%

Table 27. Hours of Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2011-2012

Program	Range of Hours	Number of Students Served per Range of Hours				Average # of Hours
		0-5	6-10	11-15	16 or more	
ESOL	.25-75	499	135	90	109	7.38
English Language Arts	.25-25	4	1	0	2	7.96
Language Arts, Other	.25-36.25	687	141	56	81	5.29
Mathematics	.15-100	854	199	68	133	7.95
Reading	.25-50.50	954	226	94	40	4.37
Science	.25-41	384	30	21	33	4.37
Social Studies	.25-38	243	26	35	4	3.88

Source: MIS2000

Table 28. Hours of Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2012-2013

Program	Range of Hours	Number of Students Served per Range of Hours				Average # of Hours
		0-5	6-10	11-15	16 or more	
E.S.O.L.	0.25-46.5	611	200	46	56	5.51
English Language Arts	0.25-75.5	817	151	93	185	7.70
Mathematics	0-72.5	751	256	61	106	7.03
Science	0.25-30	266	17	10	62	5.37
Social Studies	0.25-25	300	17	41	1	3.31

Table 29. Hours of Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2013-2014

Program	Range of Hours	Number of Students Served per Range of Hours				Average # of Hours
		0-5	6-10	11-15	16 or more	
E.S.O.L.	0.25-47	442	101	31	80	6.38
English Language Arts	0.24-43.5	760	122	84	181	6.76
Mathematics	0.25-43.5	724	155	46	118	5.86
Science	0.25-12	245	27	5	0	2.73
Social Studies	0.25-33.25	189	24	3	2	2.35

Table 30. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2011-2012

Program	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-6	161	1	0	0	1.96
Advocacy	1-39	1,189	160	44	38	3.69
Bilingual	1-20	140	79	14	7	5.51
Computer Literacy	1-32	50	36	5	33	10.48
Counseling Service	1-9	128	4	0	0	2.00
ESOL	1-38	537	181	53	70	5.98
English Immersion	2-12	1	0	2	0	8.67
English Language Arts	1-20	4	1	0	1	5.83
Face-to-Face Instruction	1-34	104	59	22	7	6.32
Family Literacy	1-24	31	43	23	4	7.70
Field Trips	1-16	492	23	5	1	2.03
GED Prep	1-10	10	4	0	0	3.79
Health/Dental Support	1-8	58	1	0	0	1.76
Health Education	1-20	370	44	0	1	2.28
Health Voucher	1-5	6	0	0	0	2.50
Home Visit	1-45	1,603	425	80	31	4.02
Interpretation	1-14	167	22	8	0	3.13
Language Arts, Other	1-42	395	192	32	89	7.14
Life Skills	1-28	499	32	8	22	2.87
Mathematics	1-59	510	190	52	104	6.90
Nutrition	1-30	355	30	19	24	3.85
Reading	1-115	548	212	67	105	6.95
Referred Services	1-2	54	0	0	0	1.46
Referred/Received Services	1-4	63	0	0	0	1.32
School Readiness	1-45	50	59	23	18	8.57
Science	1-1,525	253	44	7	30	9.50
Social Studies	1-36	134	18	3	41	7.59
Transportation	1-34	429	50	18	53	5.01
Vocational/Career Education	1-11	69	2	1	0	1.92
Work Experience	1-10	19	3	0	0	3.55

Source: MIS2000

Table 31. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2012-2013

Program	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-11	153	19	1	0	2.69
Adolescent Leadership	1-11	27	3	1	0	2.23
Advocacy	1-44	1246	241	68	46	4.00
Bilingual	1-25	210	65	12	1	3.93
Career Exploration	1-27	94	3	2	2	2.22
Computer Literacy	1-28	140	23	13	72	9.73
Counseling Services	1-14	150	9	1	0	2.38
E.S.O.L.	1-31	657	202	15	17	4.08
Early Childhood Assessment	1-1	2	0	0	0	1.00
English Language Arts	1-100	578	222	56	120	8.88
Field Trips	1-8	499	4	0	0	1.71
Ged Prep	1-16	25	6	0	1	3.50
Health Dental Support	1-13	172	4	1	0	1.55
Health Education	1-6	323	1	0	0	1.42
Health Voucher	7-7	0	1	0	0	7.00
Home Visit	1-44	1671	464	76	16	3.84
Interpretation	1-26	213	23	7	1	2.79
Life Skills	1-57	520	22	1	43	4.61
Math Consortium	1-11	121	73	11	0	4.28
Mathematics	1-52	520	226	59	113	6.92
Migrant Academy	1-2	10	0	0	0	1.70
Nutrition	1-101	482	55	7	47	6.51
Osby Recruitment Bag	1-1	5	0	0	0	1.00
P.A.S.S.	1-1	1	0	0	0	1.00
Referred Services	1-7	316	1	0	0	1.43
Referred/Received Services	1-20	101	3	0	1	1.87
School Readiness	1-25	129	75	37	11	6.39
Science	1-28	220	22	4	43	5.87
Social Studies	1-28	248	14	6	44	5.38
Transportation	1-62	356	59	6	69	7.31
Vocational/Career Education	1-18	59	0	0	1	1.88

Table 32. Contacts for Migrant-Eligible Students Receiving Direct/Support Services during Summer Session, 2013-2014

Program	Range of Contacts	Number of Students Served per Range of Contacts				Average # of Contacts
		0-5	6-10	11-15	16 or more	
Adolescent Activities	1-17	129	17	0	1	2.69
Adolescent Leadership	1-2	10	0	0	0	1.10
Advocacy	0-24	1471	264	66	9	3.37
Bilingual	1-29	306	76	24	100	7.56
Career Exploration	1-10	53	4	0	0	2.04
Computer Literacy	1-17	118	109	1	1	5.69
Counseling Services	1-11	125	11	1	0	2.50
E.S.O.L.	0-29	473	98	14	42	4.43
English Language Arts	0-30	703	195	49	145	6.21
Field Trips	1-10	411	13	0	0	2.08
Ged Prep	1-5	10	0	0	0	2.00
Health Dental Support	1-13	167	1	1	0	1.33
Health Education	1-56	293	2	7	49	4.61
Health Voucher	1-9	15	3	0	0	2.06
Home Visit	1-22	1843	417	70	3	3.39
Interpretation	1-29	279	33	2	5	3.03
Life Skills	1-22	527	27	2	1	1.83
Math Consortium	0-30	89	83	9	52	10.08
Mathematics	0-30	681	173	50	94	5.25
Migrant Academy	2-5	4	0	0	0	2.75
Nutrition	1-58	401	72	15	130	7.98
Osby Recruitment Bag	1-3	27	0	0	0	1.07
P.A.S.S.	8-12	0	2	1	0	10.00
Referred Services	1-5	337	0	0	0	1.29
Referred/Received Services	1-5	183	0	0	0	1.20
School Readiness	1-21	153	67	30	1	5.38
Science	0-19	233	6	13	14	3.65
Social Studies	0-17	182	20	4	1	2.59
Transportation	1-58	269	69	16	131	9.72
Vocational/Career Education	1-10	78	1	0	0	1.68

Summer Academic Outcomes: Math MATTERS

Many of the summer services utilized Math MATTERS: Math Achievement through Technology, Teacher Education, and Research-based Strategies, designed to improve the mathematics proficiency of migrant students. Math MATTERS is the successor to Math MASTERS, the program used in 2012 and earlier. As part of the program, all participating states, including New York, utilize an 11-point pretest and posttest mathematics assessment for students in the program used to guide educators in determining how to meet the needs of individual students, and to assess their progress. Results from the assessment are reported in this section to assist in understanding the extent to which Summer Session students are making academic progress.

For the assessment, teachers read scripted dialogue and recorded responses for students in Kindergarten and Grade 1. Students in Grades 2-8 read questions individually and recorded their own answers. The assessments are not scaled, so scores at one grade level cannot be compared to scores at another grade level. Therefore, all analyses were conducted separately per grade level.

Complete pretest and posttest data were available from 310 students in summer 2012 and 605 students in summer 2014. Assessment data were first entered into the MIS2000 data system starting with the 2011-2012 school year. Data for 2014 was reported directly by each METS and provided to the evaluation team.

Results

Pretest and posttest scores were analyzed only for students who had scores available for both time periods (pre and post). The following tables present ranges, means, and statistical significance information for test administration period per grade level for Summer 2012 and 2014. Results from paired samples t-tests indicate that mean scores increased significantly between test administrations for students at all grade levels. Table 33 and following present mean test scores for each time period. During Summer 2012, 310 students had both pretest and posttest scores. During Summer 2014, 605 students had both pretest and posttest scores.

Table 33. Paired Samples T-test Results for the MASTERS Assessment by Grade Level, Summer 2012

Grade Level	N	Range	Pretest Mean	Range	Posttest Mean	Significant Difference?
K	61	1-11	7.41	4-11	9.23	Yes ($p < .001$)
1	59	1-10	6.61	6-11	9.46	Yes ($p < .001$)
2	46	0-10	5.39	3-11	7.83	Yes ($p < .001$)
3	44	1-11	6.48	4-11	8.68	Yes ($p < .001$)
4	39	0-11	3.18	1-11	6.15	Yes ($p < .001$)
5	18	0-11	4.94	3-11	8.78	Yes ($p < .001$)
6	22	0-9	2.50	2-11	6.50	Yes ($p < .001$)
7	14	0-6	2.64	2-9	5.93	Yes ($p < .01$)
8	7	0-7	2.86	2-11	7.57	Yes ($p < .001$)

p values of <.05 are typically considered to be statistically significant.

Table 34. Paired Samples T-test Results for the Math MATTERS Assessment by Grade Level, Summer 2014

Grade Level	N	Pretest M (SD)	Posttest M (SD)	Significant Difference?
K	113	7.19 (2.26)	9.23 (1.93)	Yes ($p < .001$)
1	108	6.57 (2.69)	8.98 (2.03)	Yes ($p < .001$)
2	88	5.99 (2.80)	7.99 (2.58)	Yes ($p < .001$)
3	63	5.35 (3.22)	8.30 (2.80)	Yes ($p < .001$)
4	69	3.94 (2.27)	7.06 (2.77)	Yes ($p < .001$)
5	64	4.33 (2.98)	7.58 (2.74)	Yes ($p < .001$)
6	54	3.28 (2.73)	6.19 (3.19)	Yes ($p < .001$)
7	24	2.75 (2.29)	5.38 (2.68)	Yes ($p < .001$)
8	22	3.64 (2.79)	7.32 (3.59)	Yes ($p < .001$)

p values of <.05 are typically considered to be statistically significant.

Table 35. Mathematics Performance Indicator Summary

Performance Indicator	Summary
# and % of eligible students that participate in available migrant academic programs during the regular school year	In 2013-2014: 86% of K-5, 87% of Middle School students, and 69% of High School students received migrant instructional services. See Table 10.
# and % of students participating in a threshold number of contact hours	See Tables 13 through Table 15 for detailed contact hour distribution. Students receiving mathematics instruction averaged 9 hours of supplemental instruction in mathematics during the 2011-2012 regular school year, 8 hours during the 2012-2013 school year, and 7 hours in the 2013-2014 school year. Of these students, 21% in 2011-2012 and 11% in 2013-2014 received 16 or more hours, and 55% in 2011-2012 and 59% in 2013-2014 received 5 or fewer hours.
Gaps and differential gains between migrant students and Economically Disadvantaged students in performance on the NYS Testing Program exams in mathematics (3-8), and Regents Exams in specific high school courses as appropriate	From 2012-2013 to 2013-2014, the gap between Migrant non-PFS and non-migrant Economically Disadvantaged students increased from a 4 scale score point gap in 2013 to a 15 scale score point gap in 2014. The gap between Migrant PFS and non-migrant Economically Disadvantaged students also increased but not as drastically from 22 scale score points to 25 scale score points. For the same periods, gaps in standards attainment remained the same, resulting in a 10 percentage point gap between migrant non-PFS and non-migrant economically disadvantaged students and a 17 percentage point gap between migrant PFS and non-migrant economically disadvantaged students.
Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in mathematics (Grades 3-8).	No significant relationship between the number of hours of supplemental services a student received and their score on the NYSTP Mathematics assessment for either 2013 or 2014 school years.
Measurable Program Outcomes	Summary
1a. 80% of students in the MEP summer instructional program will show a statistically meaningful pre-post increase on the MEP approved summer math assessment.	Met Target. As a group, by grade level, each grade level showed statistically significant pre-post growth.

Performance Indicator	Summary
1b. Reduce the New York State Mathematics Assessment achievement gap between migrant students who have received at least 8 months of METS services in New York State and the “Economically Disadvantaged” subgroup of New York State students by 5% each year.	Not Met. From 2012-2013 to 2013-2014, the gap between migrant students and non-migrant Economically Disadvantaged students decreased by 2%. In 2012-2013, 8% of migrant students and 21% of non-migrant Economically Disadvantaged students met or exceeded state learning standards, resulting in an achievement gap of 13%. By 2013-2014, 14% of migrant students and 25% of non-migrant Economically Disadvantaged students met or exceeded state learning standards, resulting in a gap of 11%.

Evaluation Questions:

- To what extent do migrant students participate in high quality academic programs designed to meet their needs?
- Are programs of sufficient duration and intensity to address the expected outcomes?
- Do migrant services lead to improved migrant student performance in mathematics compared to Economically Disadvantaged students and migrant students who do not receive services?

Together with reading, mathematics is a core focus of the supplemental education services provided during the regular school year to NYS migrant students. Mathematics support is provided across a number of service areas, as shown in the Services Section at the beginning of this report, and specifically in Tables 13 through Table 15, included specific migrant-funded mathematics tutoring. Migrant funded tutoring is supplemental to other tutoring funded through Title I or district-based funds, so does not represent all support provided to each student. For most migrant students, however, migrant-funded supplemental tutoring is their primary support outside of regular school participation.

In addition to after-school tutoring and supplemental in-school support, mathematics is addressed during in-home academic tutoring sessions with students, also shown in the contacts and hours supplemental services tables. It is a focus of summer programs through the Math MASTERS project reported previously, which produced statistically significant gains in student academic achievement in mathematics, and the Math MATTERS program (Math Achievement Through Technology, Teacher Education, and Research-based Strategies) which replaced it beginning in the 2012-2013 program year.

To determine the overall performance of migrant students in mathematics relative to other NYS students in accordance with the measureable objectives and evaluation indicators established in the SDP for the 2013 and 2014 testing periods, the evaluation team compared migrant student performance as entered into MIS2000 by each METS with statewide results published by NYSED. Because both the mathematics assessments and the standards on which they were based changed

for the 2013 testing year, direct comparison from 2012 to 2013 is not appropriate. Results are shown in the tables and figures below. In grades 3-8, 319 migrant non-PFS students and 231 migrant PFS students had scores reported in MIS2000 for the 2013 testing period. Note that within the NYS Testing Program, scale scores reported are relative to grade level standards, so students who score, for example, 300 in 5th grade and 300 in 7th grade, are at the same level relative to the state standards for their respective grade levels.

In 2013, grades 3-8 migrant non-PFS students' mean scale score was 286, migrant PFS students' mean scale score was 268, and non-migrant economically disadvantaged students' mean scale score was 290. This is a 4 scale score point gap between migrant non-PFS students and non-migrant economically disadvantaged students and a 22 scale score point gap between migrant PFS students and non-migrant economically disadvantaged students.

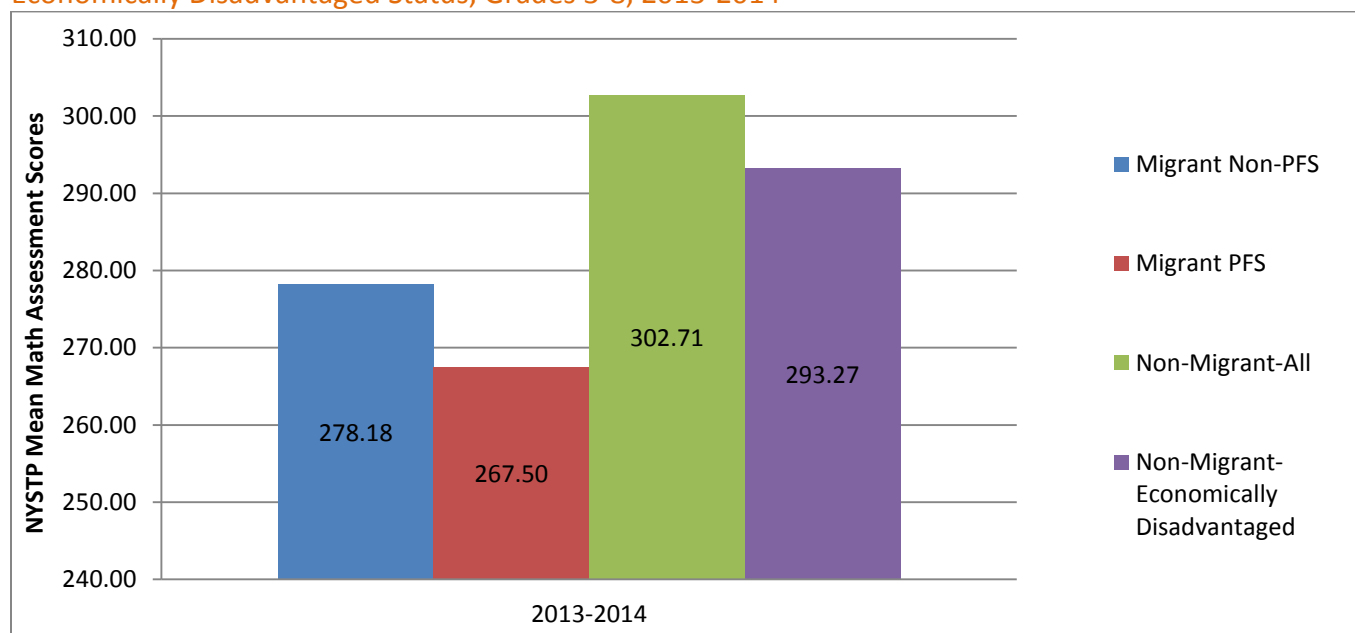
Figure 7. NY State Testing Program (NYSTP) Mean Math Assessment Scale Scores, by Migrant and Economically Disadvantaged Status, Grades 3-8, 2012-2013



Source: NYSED for non-migrant data 2012-2013; MIS2000 for Migrant performance data 2012-2013. Migrant Non-PFS N = 319; Migrant PFS N = 231; Non-Migrant-All N = 1,187,488; Non-Migrant-Economically Disadvantaged N = 654,539.

In 2014, grades 3-8 migrant non-PFS students' mean scale score decreased to 278, migrant PFS students' mean scale score stayed about the same (268), and non-migrant economically disadvantaged students' slightly increased their mean scale to 293, as compared to the 2013 school year. This is a 15 scale score point gap between migrant non-PFS students and non-migrant economically disadvantaged students and a 25 scale score point gap between migrant PFS students and non-migrant economically disadvantaged students.

Figure 8. NY State Testing Program (NYSTP) Mean Math Assessment Scale Scores, by Migrant and Economically Disadvantaged Status, Grades 3-8, 2013-2014



Source: NYSED for non-migrant data 2013-2014; MIS2000 for Migrant performance data 2013-2014. Migrant Non-PFS N = 380; Migrant PFS N = 189; Non-Migrant-All N = 1,085,325; Non-Migrant-Economically Disadvantaged N = 633,576.

Table 36. NY State Testing Program (NYSTP) Math Assessment Scale Scores for Migrant vs. Non-Migrant Students by Grade Level, 2012-2013

Grade Level		2012-2013			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	112,737	36	62	197,772
	Mean	291	256	276	300
	SD		27	31	
4	N	111,051	39	54	197,410
	Mean	291	272	293	300
	SD		30	61	
5	N	109,773	32	61	195,930
	Mean	291	275	290	300
	SD		34	59	
6	N	108,760	36	49	197,384
	Mean	290	278	291	300
	SD		32	65	
7	N	107,941	31	49	200,910
	Mean	289	275	283	300
	SD		30	33	
8	N	104,279	30	40	198,105

	Mean	290	274	280	300
	SD		29	34	

Source: NYSED: Matched NYSSIRS and MIS2000 data. Mean scale score (standard deviation).

Table 37. NY State Testing Program (NYSTP) Math Assessment Scale Scores for Migrant vs. Non-Migrant Students by Grade Level, 2013-2014

Grade Level		2013-2014			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	113,593	24	70	190,462
	Mean	294	269	278	304
	SD		28	37	
4	N	109,836	28	65	189,480
	Mean	294	249	276	304
	SD		59	37	
5	N	108,102	29	67	188,648
	Mean	297	278	283	307
	SD		38	33	
6	N	106,749	29	62	185,325
	Mean	293	271	290	303
	SD		44	33	
7	N	104,132	24	48	184,555
	Mean	293	278	278	303
	SD		35	37	
8	N	91,164	25	46	146,855
	Mean	287	260	270	293
	SD		37	39	

Source: NYSED: Matched NYSSIRS and MIS2000 data. Mean scale score (standard deviation).

Performance level analysis showed a gap between migrant non-PFS, migrant PFS, and non-migrant economically disadvantaged students in mathematics for both 2013 (see Table 38) and 2014 (see Table 39). For the 2012-2013 school year, 11% of all migrant non-PFS and 4% of all migrant PFS students met or exceeded State Learning Standards, while 21% of non-migrant economically disadvantaged students did so. This is a 10 percentage point gap between migrant non-PFS and non-migrant economically disadvantaged students and a 17 percentage point gap between migrant PFS and non-migrant economically disadvantaged students. This is a reduction from 24 percentage points between migrant PFS and non-migrant economically disadvantaged in 2011-2012, and a reduction from 12 percentage points between migrant non-PFS and the economically disadvantaged group in 2011-2012. For the 2013-2014 school year, 15% of all migrant non-PFS and 8% of all migrant PFS students met or exceeded State Learning Standards, while 25% of non-migrant economically disadvantaged students did so. This results in similar gaps between migrant non-PFS and non-migrant economically disadvantaged students and between migrant PFS and non-migrant economically disadvantaged students.

Table 38. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2012-2013

Performance Category	Migrant Non-PFS	Year		
		Migrant PFS	Non- Migrant All	Non-Migrant- Economically Disadvantaged
N	314	203	1,187,511	654,541
Did Not Meet State Learning Standards	53%	67%	33%	44%
Partially Met State Learning Standards	36%	29%	36%	35%
Met State Learning Standards	9%	3%	21%	15%
Exceeded State Learning Standards	2%	1%	10%	6%

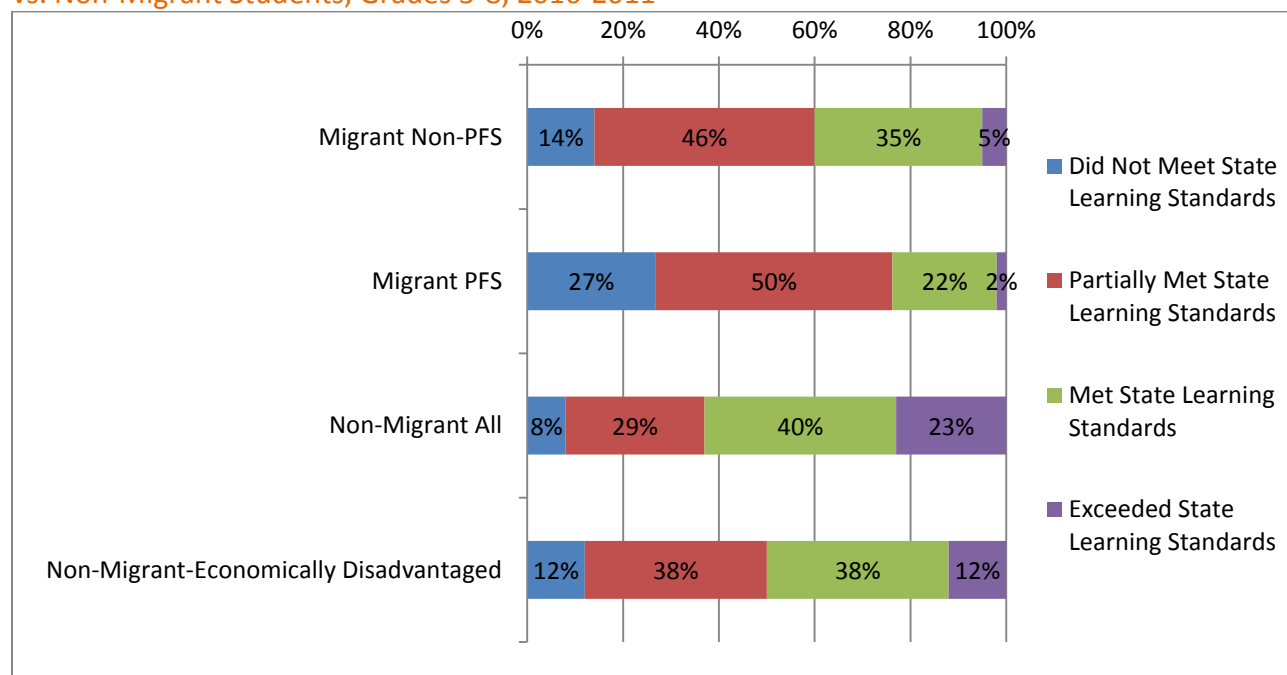
Source: NYSED: Matched NYSSIRS and MIS2000 data

Table 39. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2013-2014

Performance Category	Migrant Non-PFS	Year		
		Migrant PFS	Non-Migrant All	Non-Migrant- Economically Disadvantaged
N	374	189	1,085,325	633,576
Did Not Meet State Learning Standards	54%	63%	31%	41%
Partially Met State Learning Standards	31%	29%	33%	34%
Met State Learning Standards	12%	6%	22%	17%
Exceeded State Learning Standards	3%	2%	14%	8%

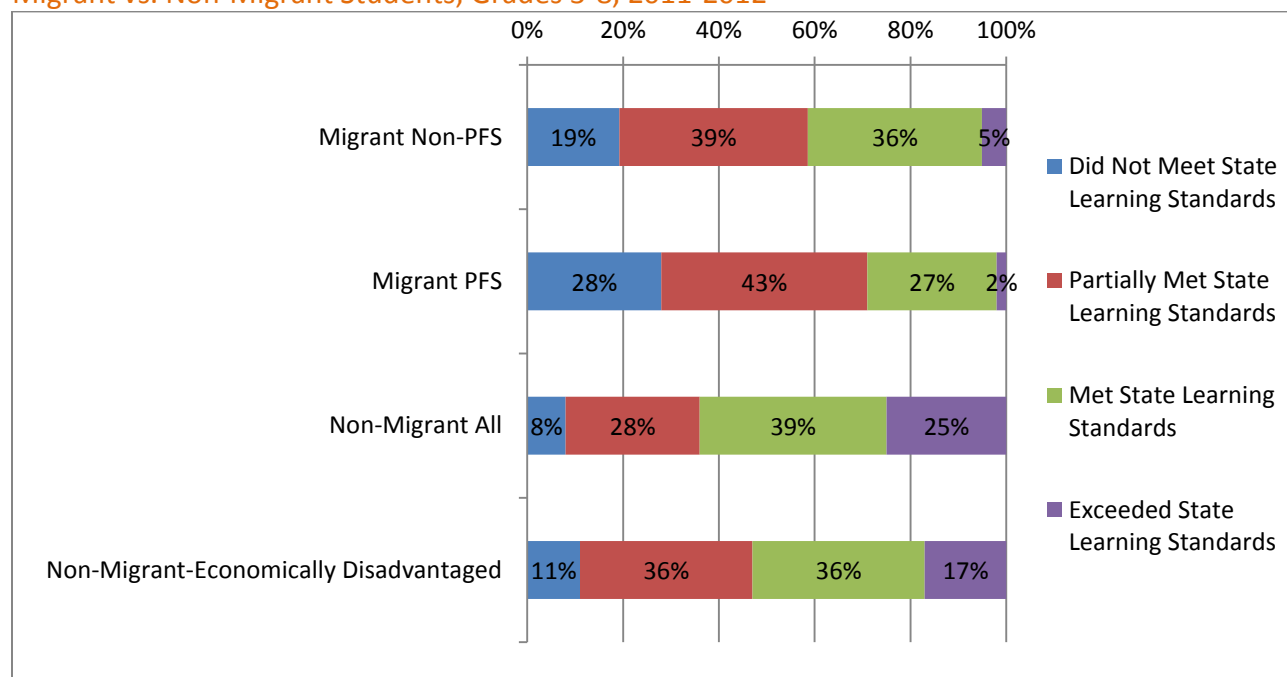
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 9. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2010-2011



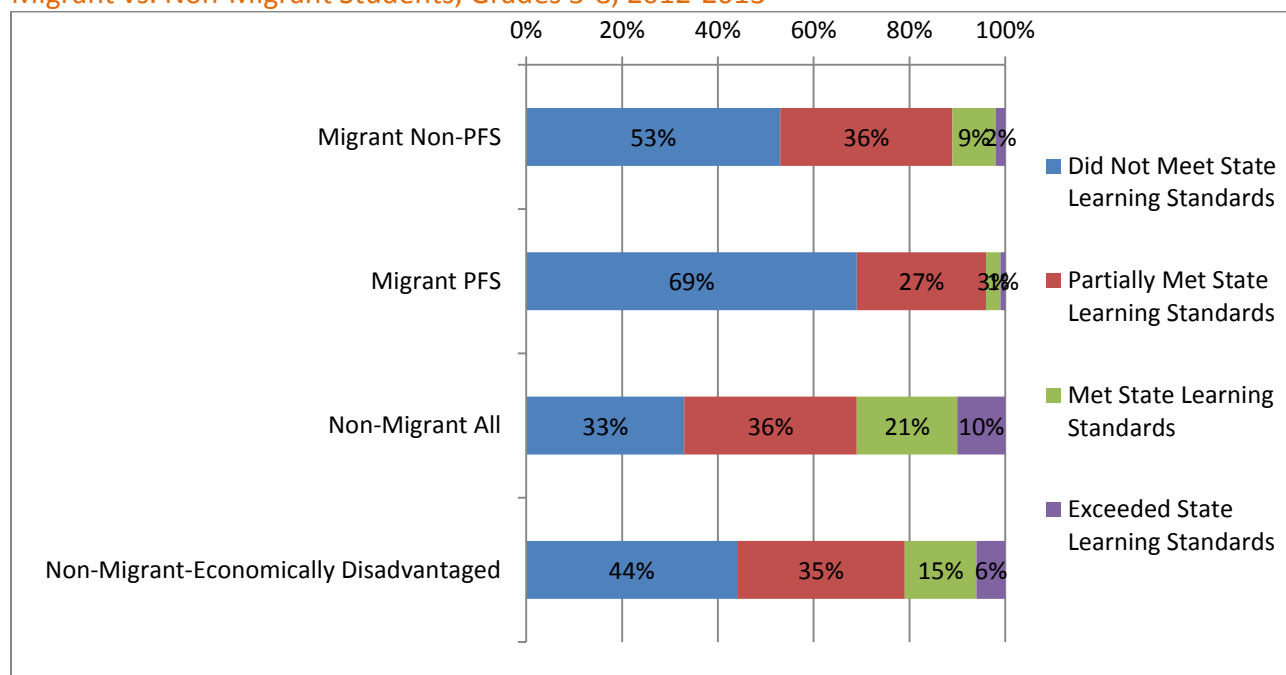
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 10. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2011-2012



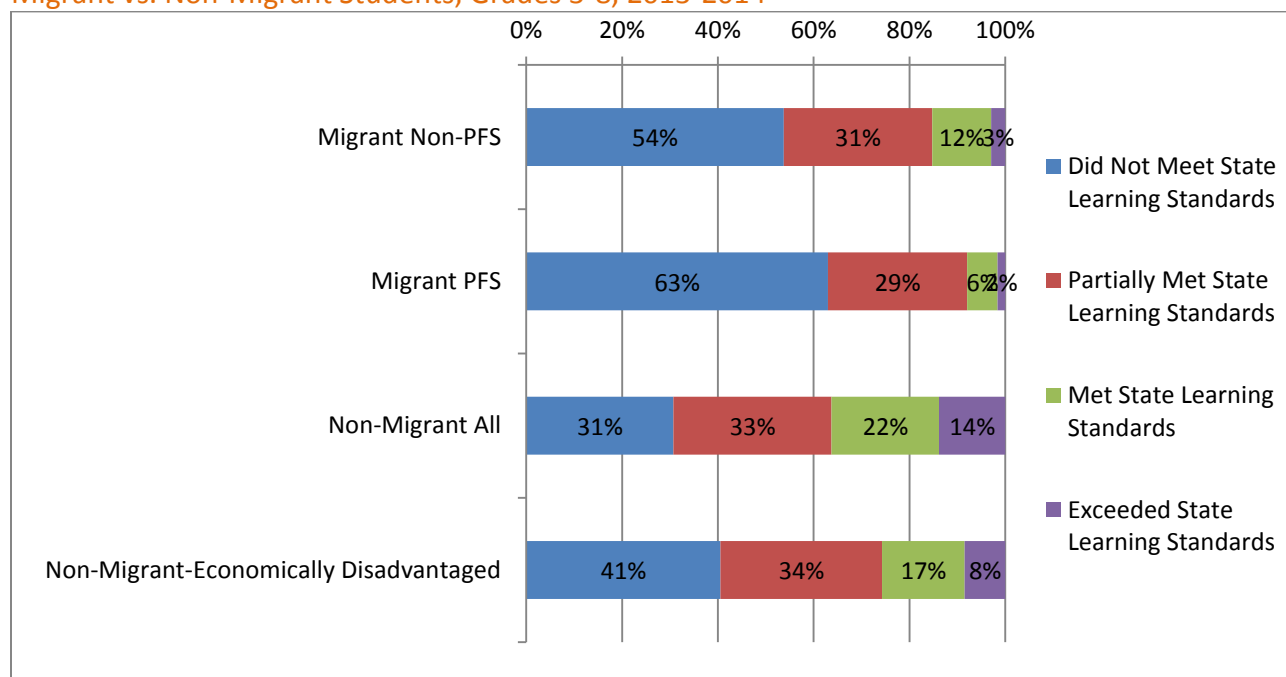
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 11. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2012-2013



Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 12. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2013-2014



Source: NYSED: Matched NYSSIRS and MIS2000 data

For the purposes of comparing migrant student performance, including PFS, to NYS Performance Targets, scores are converted to Performance Index Scores. Within NYSED's ESEA waiver, NYSED expresses the Performance Targets using a Performance Index calculated from the performance levels (1-4) on the NYS Assessments in English Language Arts and Mathematics. Each student scoring at level 1 (Did not meet state learning standards) is credited with 0 points, each student scoring at Level 2 (Partially met state learning standards) with 100 points, and each student scoring at level 3 or 4 (met or exceeded) with 200 points.¹ The average of these assigned point values is the Performance Index score. No specific State Performance Targets for migrant students were established in the NYS MEP Service Delivery Plan or within the NYSED ESEA Waiver. Migrant student results versus the targets for all students and for Economically Disadvantaged students are shown in Table 40.

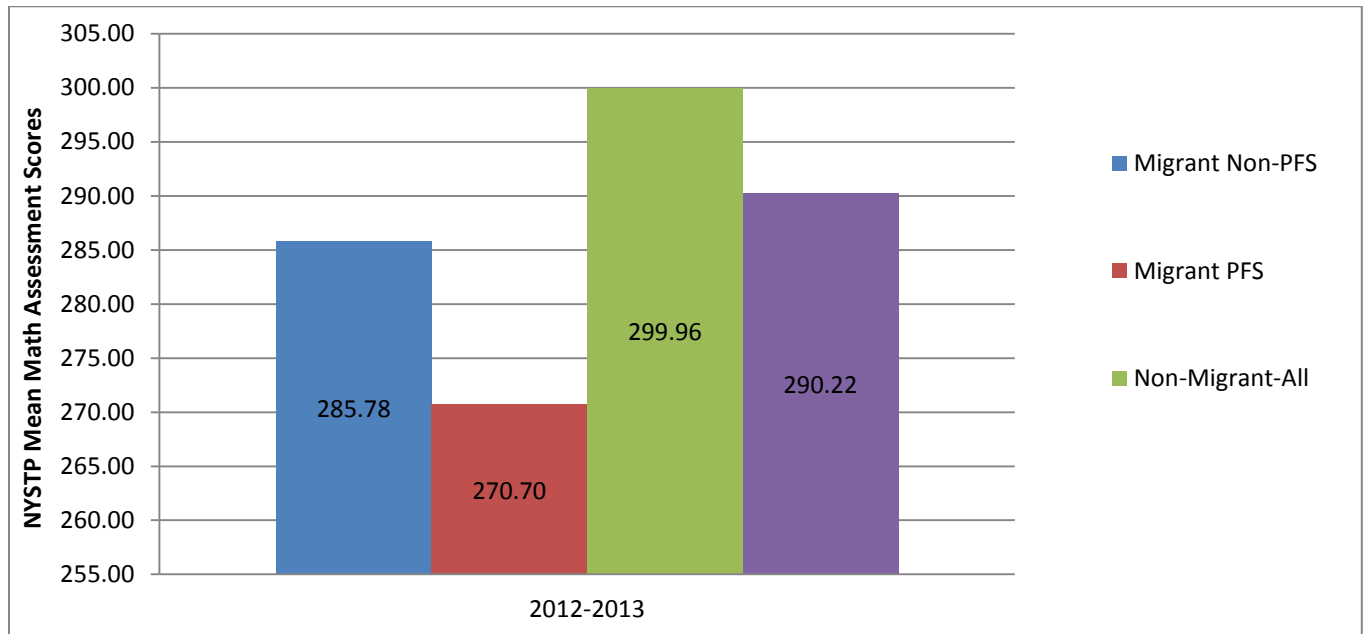
Table 40. State Mathematics Performance Targets versus Actual by Subgroup, 2012-2014

<i>Year</i>	State Performance Targets		Actual Results			
	All Students	Economically Disadvantaged Students	Migrant Non-PFS	Migrant PFS	Non-Migrant All	Non-Migrant-Economically Disadvantaged
2012-2013	79	62	58	37	98	77
2013-2014	86	72	61	45	105	84

Limiting the analysis to only those students enrolled for 240 days or more, calculated as the total number of days from initial enrollment during the school year until withdrawal during the same school year, reveals no significant differences from the overall migrant student performance. Results are shown in Figure 13 for 2013, Figure 14 for 2014, and the tables that follow.

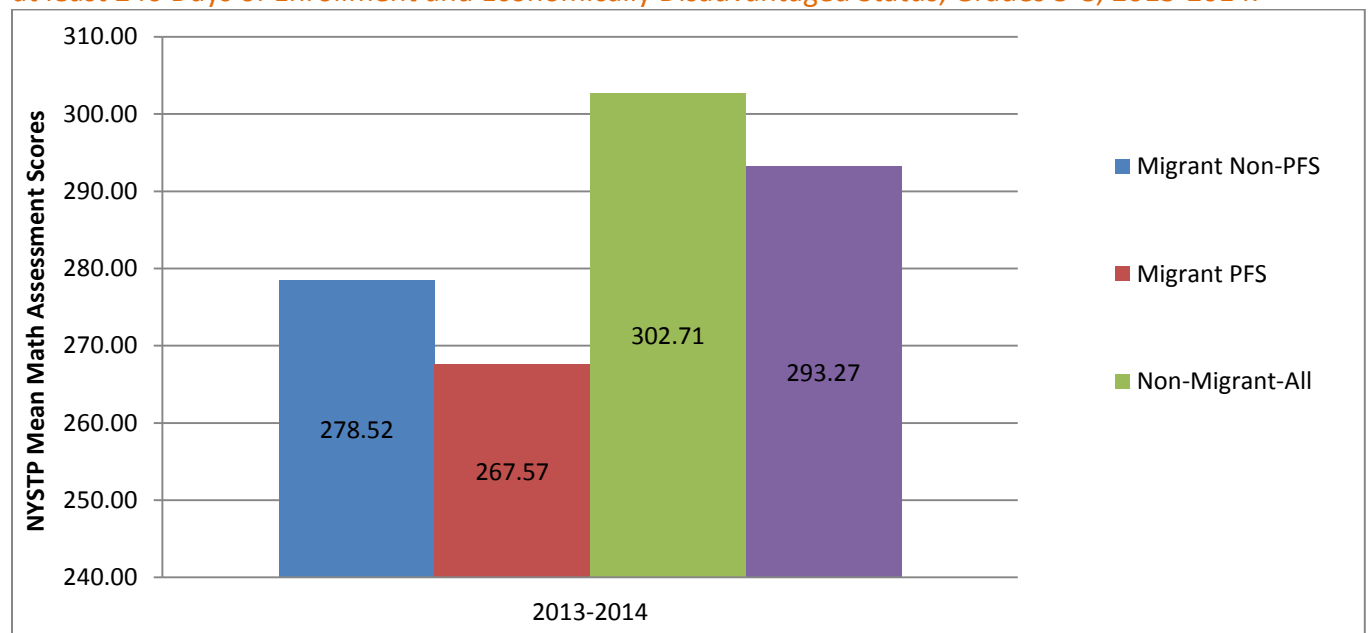
Figure 13. NY State Testing Program (NYSTP) Mean Math Assessment Scale Scores, by Migrant with at least 240 Days of Enrollment and Economically Disadvantaged Status, Grades 3-8, 2012-2013.

¹ From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>, target data page 82, Performance Index methodology pp. 80-81. Targets are based on the NYS Performance Index, which is calculated as the average of all students where each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 with 200 points.



Source: NYSED for non-migrant data 2012-2013; MIS2000 for Migrant performance data 2012-2013.
Migrant Non-PFS N = 313; Migrant PFS N = 205; Non-Migrant-All N = 1,187,488; Non-Migrant-Economically Disadvantaged N = 654,539.

Figure 14. NY State Testing Program (NYSTP) Mean Math Assessment Scale Scores, by Migrant with at least 240 Days of Enrollment and Economically Disadvantaged Status, Grades 3-8, 2013-2014.



Source: NYSED for non-migrant data 2013-2014; MIS2000 for Migrant performance data 2013-2014.

Migrant Non-PFS N = 363; Migrant PFS N = 159; Non-Migrant-All N = 1,085,325; Non-Migrant-Economically Disadvantaged N = 633,576.

Table 41. NY State Testing Program (NYSTP) Math Assessment Scale Scores for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students by Grade Level, 2012-2013

Grade Level		2012-2013			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	112,736	36	62	197,766
	Mean	291	256	276	300
	SD		27	31	
4	N	111,051	39	54	197,406
	Mean	291	272	293	300
	SD		30	61	
5	N	109,772	32	60	195,925
	Mean	291	275	291	300
	SD		34	59	
6	N	108,761	36	49	197,385
	Mean	290	278	291	300
	SD		32	65	
7	N	107,941	31	48	200,903
	Mean	289	275	283	300
	SD		30	34	
8	N	104,278	30	40	198,103
	Mean	290	274	280	300
	SD		29	34	

Source: NYSED: Matched NYSSIRS and MIS2000 data. Mean scale score (standard deviation).

Table 42. NY State Testing Program (NYSTP) Math Assessment Scale Scores for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students by Grade Level, 2013-2014

Grade Level		2013-2014			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	113,593	24	70	190,462
	Mean	294	269	278	304
	SD		28	37	
4	N	109,836	28	65	189,480
	Mean	294	249	276	304
	SD		59	37	
5	N	108,102	29	67	188,648
	Mean	297	278	283	307
	SD		38	33	
6	N	106,749	29	62	185,325
	Mean	293	271	290	303
	SD		44	33	
7	N	104,132	24	48	184,555
	Mean	293	278	278	303
	SD		35	37	
8	N	91,164	25	46	146,855
	Mean	287	260	270	293
	SD		37	39	

Source: NYSED: Matched NYSSIRS and MIS2000 data. Mean scale score (standard deviation).

Table 43. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2012-2013

Performance Category	Migrant Non-PFS	Year		
		Migrant PFS	Non-Migrant All	2012-2013
				Non-Migrant-Economically Disadvantaged
N	314	203	1,187,488	654,539
Did Not Meet State Learning Standards	53%	67%	33%	44%
Partially Met State Learning Standards	36%	29%	36%	35%
Met State Learning Standards	9%	3%	21%	15%
Exceeded State Learning Standards	2%	1%	10%	6%

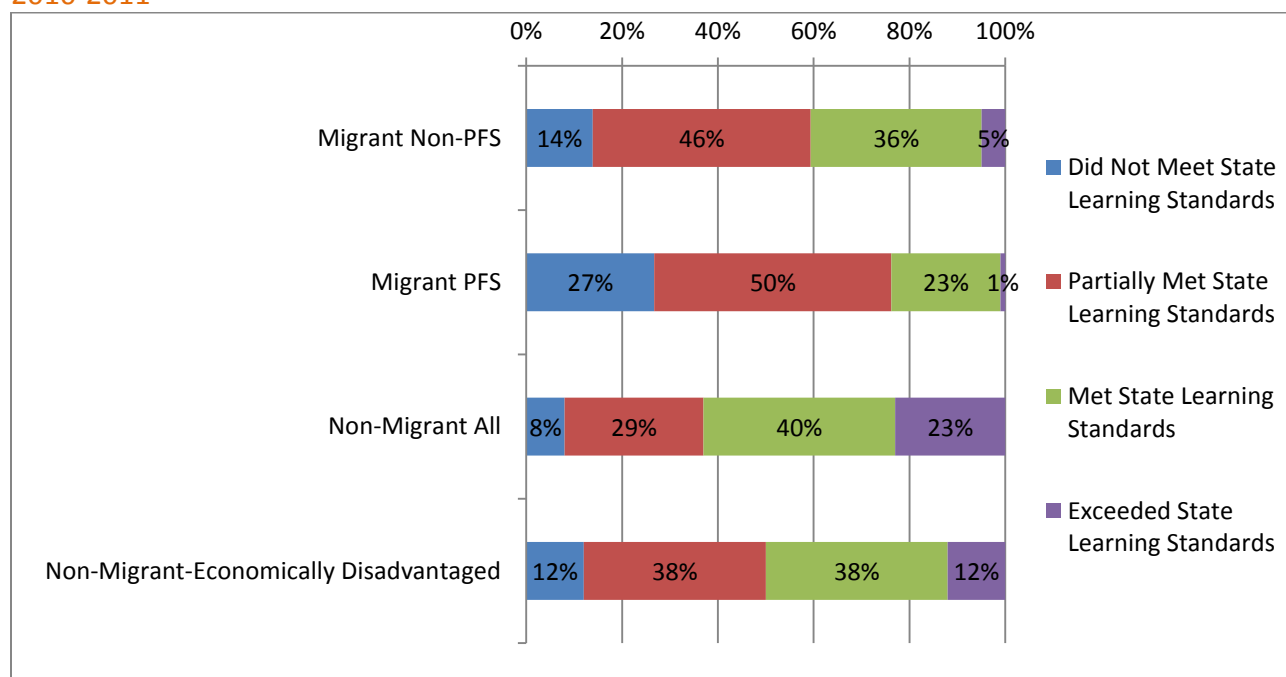
Source: NYSED: Matched NYSSIRS and MIS2000 data

Table 44. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2013-2014

Performance Category	Year			
	Migrant Non-PFS	Migrant PFS	Non-Migrant All	2013-2014
				Non-Migrant-Economically Disadvantaged
N	360	159	1,085,325	633,576
Did Not Meet State Learning Standards	53%	63%	31%	41%
Partially Met State Learning Standards	31%	29%	33%	34%
Met State Learning Standards	13%	6%	22%	17%
Exceeded State Learning Standards	3%	2%	14%	8%

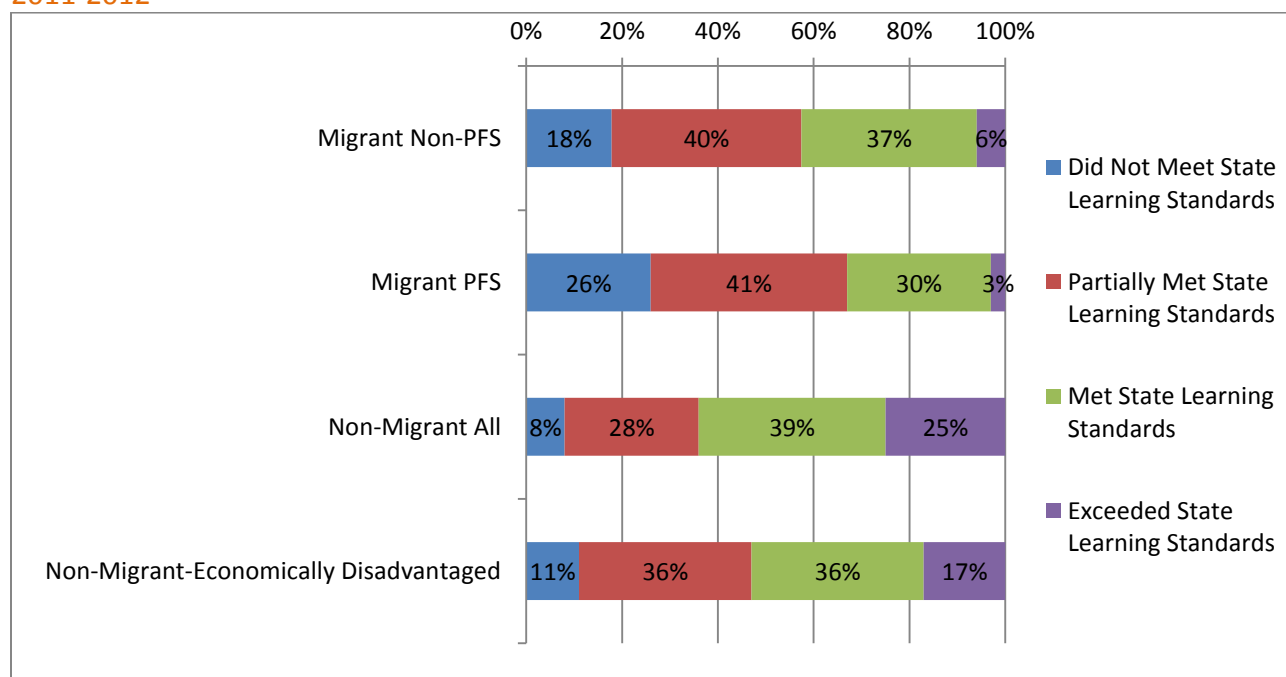
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 15. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2010-2011



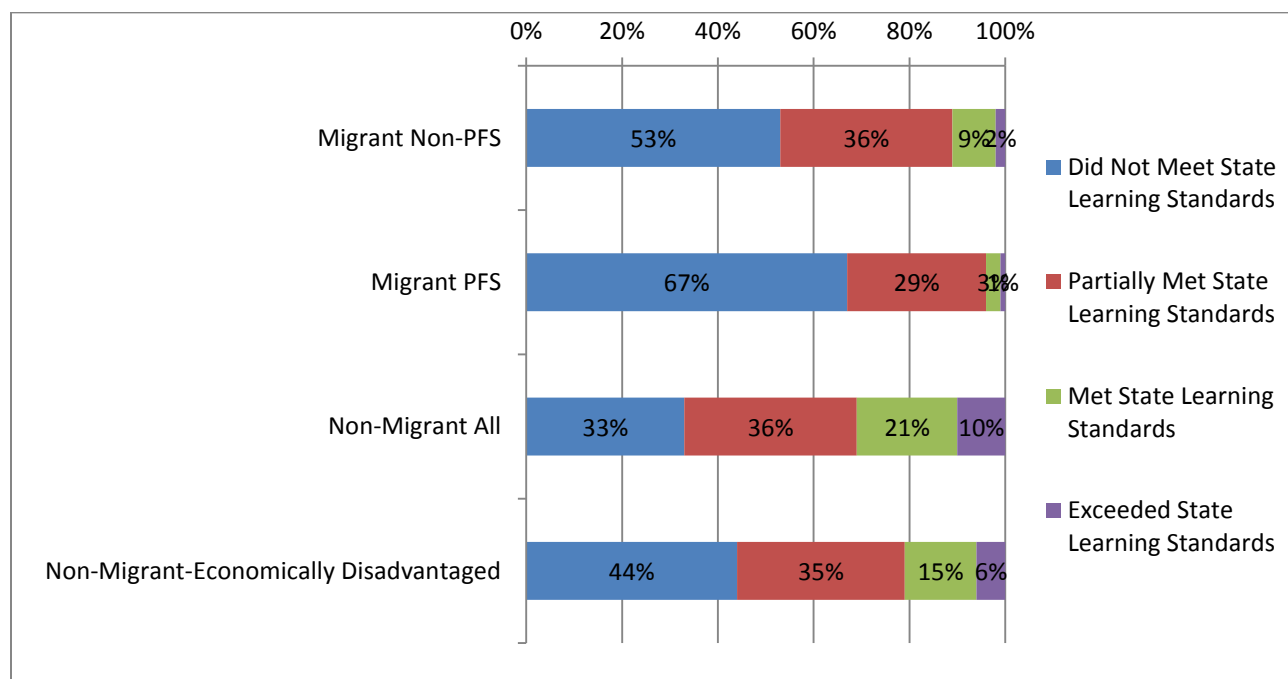
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 16. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2011-2012



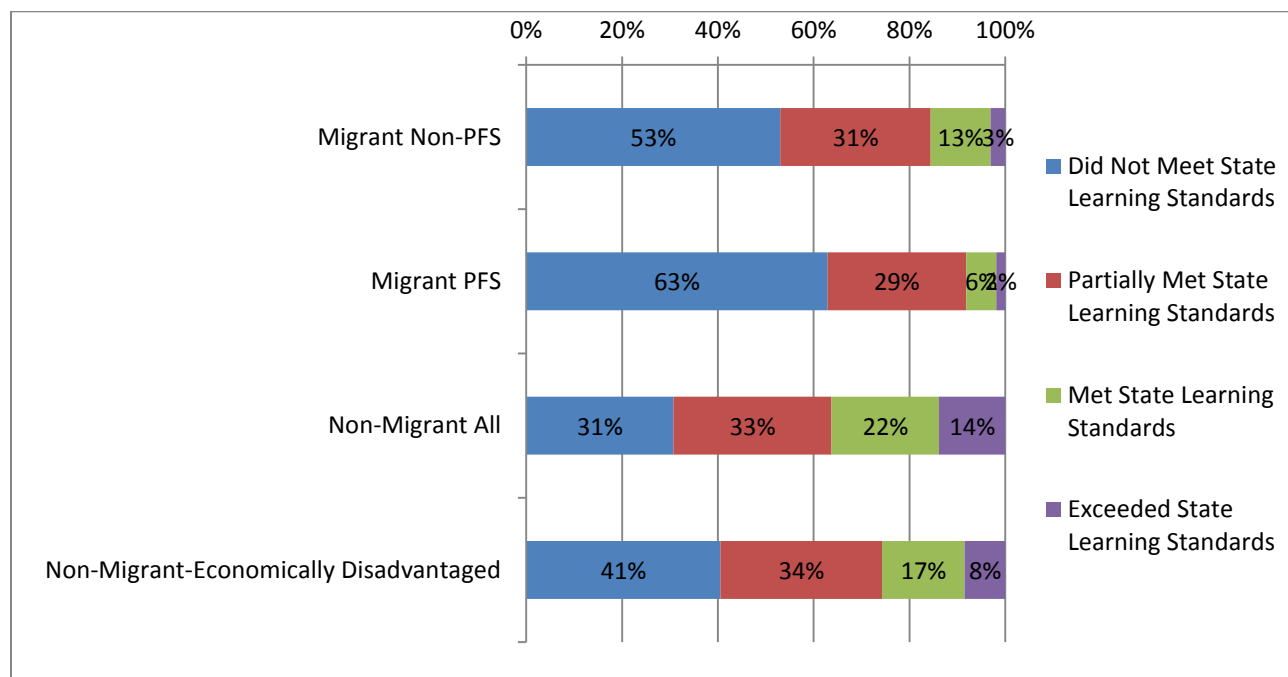
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 17. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students by Year, Grades 3-8, 2012-2013



Source: NYSED: Matched NYSSIRS and MIS2000 data

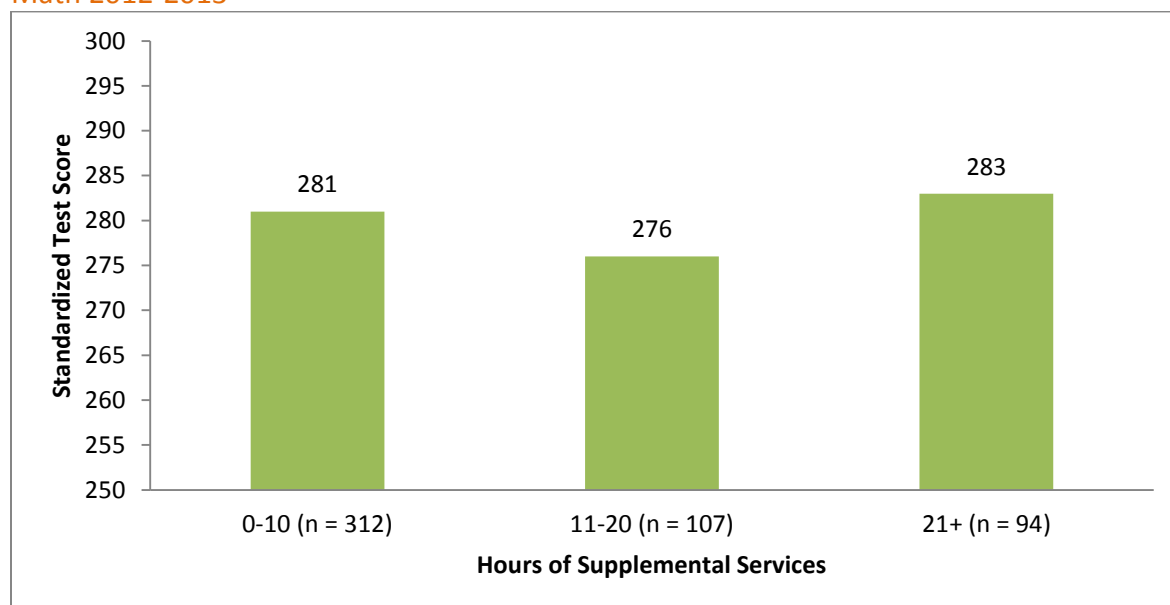
Figure 18. NY State Testing Program (NYSTP) Math Assessment Performance Categories for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2013-2014



Source: NYSED: Matched NYSSIRS and MIS2000 data

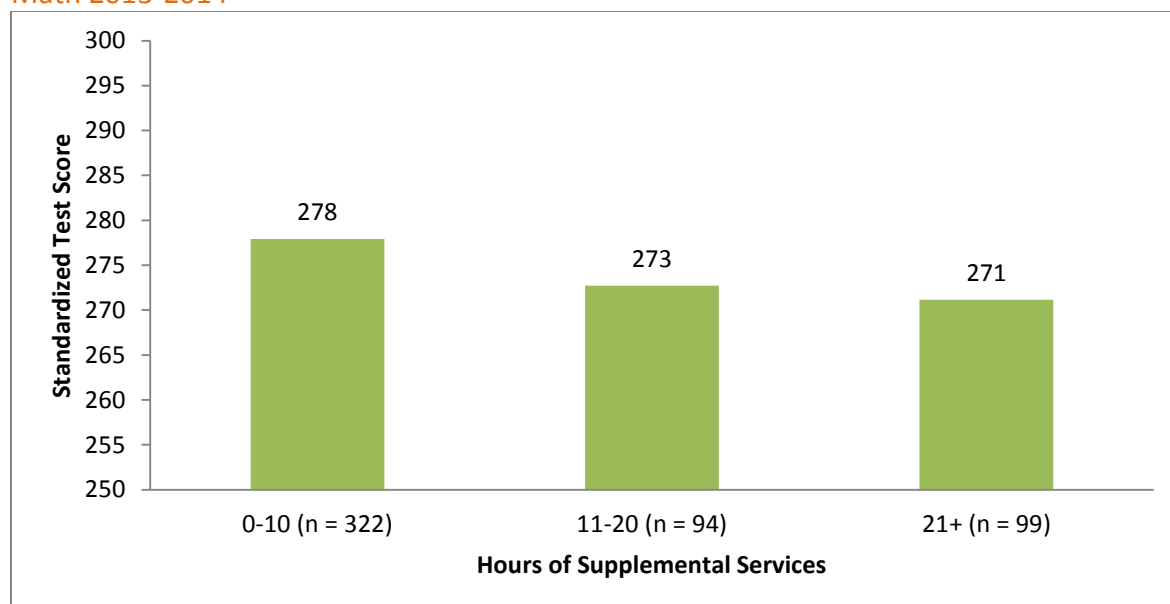
There was no significant relationship between the number of hours of supplemental services a student received and their score on the NYSTP Mathematics assessment for both the 2012-2013 (see Figure 19) and 2013-2014 (see Figure 20) school years. Specifically, there was no significant correlation between hours of mathematics services received and assessment scores, or mean score differences on the assessment by category of hours of supplemental services for migrant non-PFS or migrant PFS students. Differences by category are reported below but are not statistically significant. Moreover, the analysis as structured cannot support a claim of causation, but is rather an observation that students who receive more services do not perform in a statistically different way than students who receive fewer services.

Figure 19. Hours of Supplemental Services in Mathematics by NYSTP Standardized Test Scores, Math 2012-2013*



Source: NYSED and MIS2000 data. *Results represent students who had information about number of hours served available and who remained in school for at least 8 months (240 days). Therefore, these results should be interpreted with caution.

Figure 20. Hours of Supplemental Services in Mathematics by NYSTP Standardized Test Scores, Math 2013-2014*



Source: NYSED and MIS2000 data. *Results represent students who had information about number of hours served available and who remained in school for at least 8 months (240 days). Therefore, these results should be interpreted with caution.

Table 45. English Language Arts Performance Indicator Summary

Performance Indicator	Summary
# and % of eligible students that participate in available migrant academic programs during the regular school year	<p>2011-2012: 88% of K-5, 83% of Middle School students, and 72% of High School students received migrant instructional services.</p> <p>2012-2013: 87% of K-5, 82% of Middle School students, and 69% of High School students received migrant instructional services</p> <p>2013-2014: 86% of K-5, 80% of Middle School students, and 67% of High School students received migrant instructional services</p>
# and % of students participating in a threshold number of contact hours	<p>See Table 13 and following for detailed contact hour distribution. In 2011-2012, students receiving reading instruction averaged 9.17 hours of supplemental instruction in reading during the regular school year. Of these students, 21% received 16 or more hours, 54% received 5 or fewer hours. Students receiving “Language Arts, Other” instruction averaged 9.41 hours of supplemental instruction in Language Arts during the regular school year. Of these students, 21% received 16 or more hours, 54% received 5 or fewer hours.</p> <p>In 2012-2013, students receiving English Language Arts instruction averaged 11.3 hours of supplemental instruction in reading during the regular school year. Of these students, 27% received 16 or more hours, 44% received 5 or fewer hours. This is a notable increase in average hours and percent of students with 16+ hours, and decrease in students with 5 or fewer hours from the prior year.</p> <p>In 2013-2014 students receiving English Language Arts instruction averaged 9.63 hours of supplemental instruction in reading during the regular school year. Of these students, 18% received 16 or more hours, 45% received 5 or fewer hours.</p>
Gaps and differential gains between migrant students who received at least 8 months of METS services and Economically Disadvantaged students in performance on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as appropriate	<p>For those students present for 240 days or more, migrant non-PFS students’ mean scale score decreased from 279 to 272, migrant PFS students’ mean scale score decreased from 263 to 261, while non-migrant economically disadvantaged students’ mean scale stayed around the same ~288 from 2012-2013 to 2013-2014. These results indicate an increased gap between migrant students and non-migrant economically disadvantaged students over the last two years.</p>

Performance Indicator	Summary
	For the same periods, gaps in standards attainment remained the same, resulting in an 8 percentage point gap between migrant non-PFS and non-migrant economically disadvantaged students and a 14 percentage point gap between migrant PFS and non-migrant economically disadvantaged students.
Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as appropriate	No significant relationship was found between the number of hours of supplemental services in English Language Arts a student received and scores on the NYSTP English Language Arts (ELA) assessment for both the 2013 or 2014 school years.
3. Reduce the NYS English Language Arts Assessment achievement gap between migrant students who have received at least 8 months of METS services in New York State and the “Economically Disadvantaged” subgroup of New York State students by 5% each year.	Not Met. From 2012-2013 to 2013-2014, the gap between migrant students and non-migrant Economically Disadvantaged students who have enrolled for at least 240 days has remained the same. For both the 2012-2013 and 2013-2014 school years, 8% of migrant students and 19% of non-migrant Economically Disadvantaged students met or exceeded state learning standards, resulting in a ELA achievement gap of 11%.

Evaluation Questions:

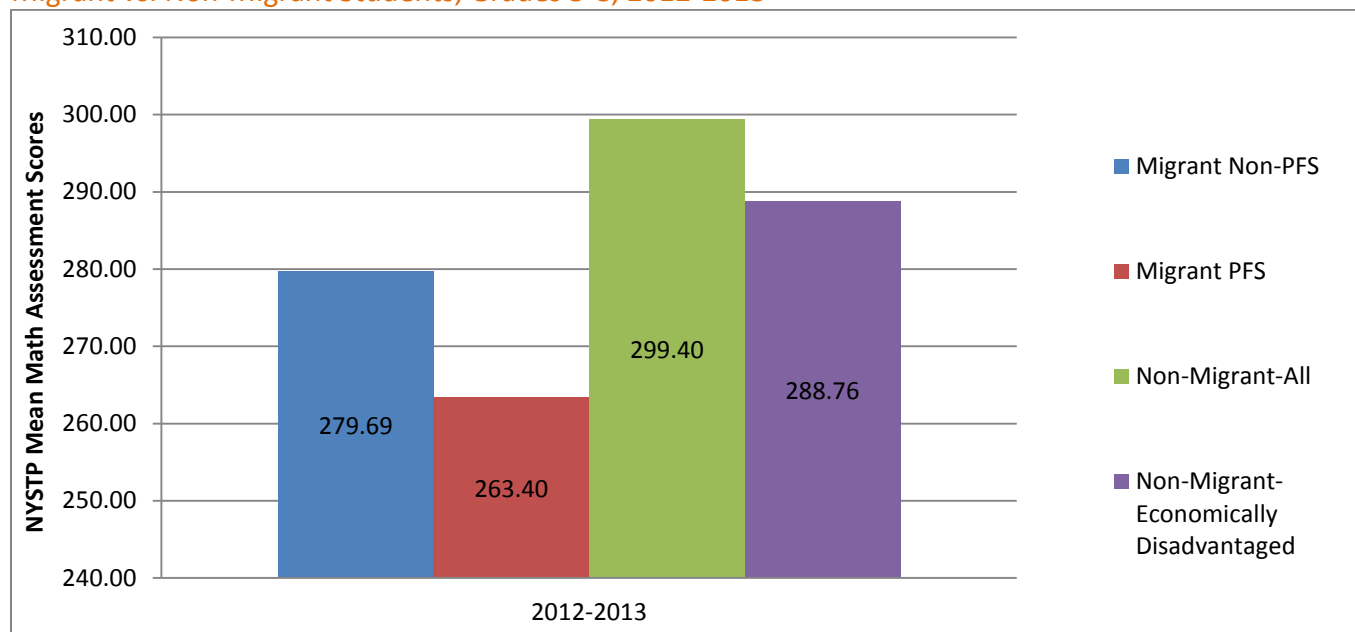
- To what extent do migrant students participate in high quality academic programs designed to meet their needs?
- Are programs of sufficient duration and intensity to address the expected outcomes?
- Do migrant services lead to improved migrant student performance in English Language Arts compared to Economically Disadvantaged students and migrant students who do not receive services?

Together with mathematics, reading is a core focus of the supplemental education services provided during the regular school year to NYS migrant students. Reading support is provided during home visits to early readers, in afterschool tutoring, and in some cases, additional school support. It is designed to be supplemental to district-provided services like regular classroom instruction, tutoring support, and support for exceptional students. Specific migrant services in reading are reported in the Education Services and Supplemental Services sections previously, including Tables 13 through Table 15, which show hours and contacts for each service type. Detail on service hours is provided in Table 16 and following.

To determine the overall performance of migrant students in mathematics relative to other NYS students in accordance with the measureable objectives and evaluation indicators established in the SDP for the 2013 and 2014 testing periods, the evaluation team compared migrant student performance as entered into MIS2000 by each METS with statewide results published by NYSED. Because both the ELA assessments and the standards on which they were based changed for the

2013 testing year, direct comparison from 2012 to 2013 is not appropriate. Results are shown in the tables and figures below. In grades 3-8, 313 migrant non-PFS students and 202 migrant PFS students had scores reported in MIS2000 for the 2013 testing period. Note that within the NYS Testing Program, scale scores reported are relative to grade level standards, so students who score, for example, 300 in 5th grade and 300 in 7th grade, are at the same level relative to the state standards for their respective grade levels.

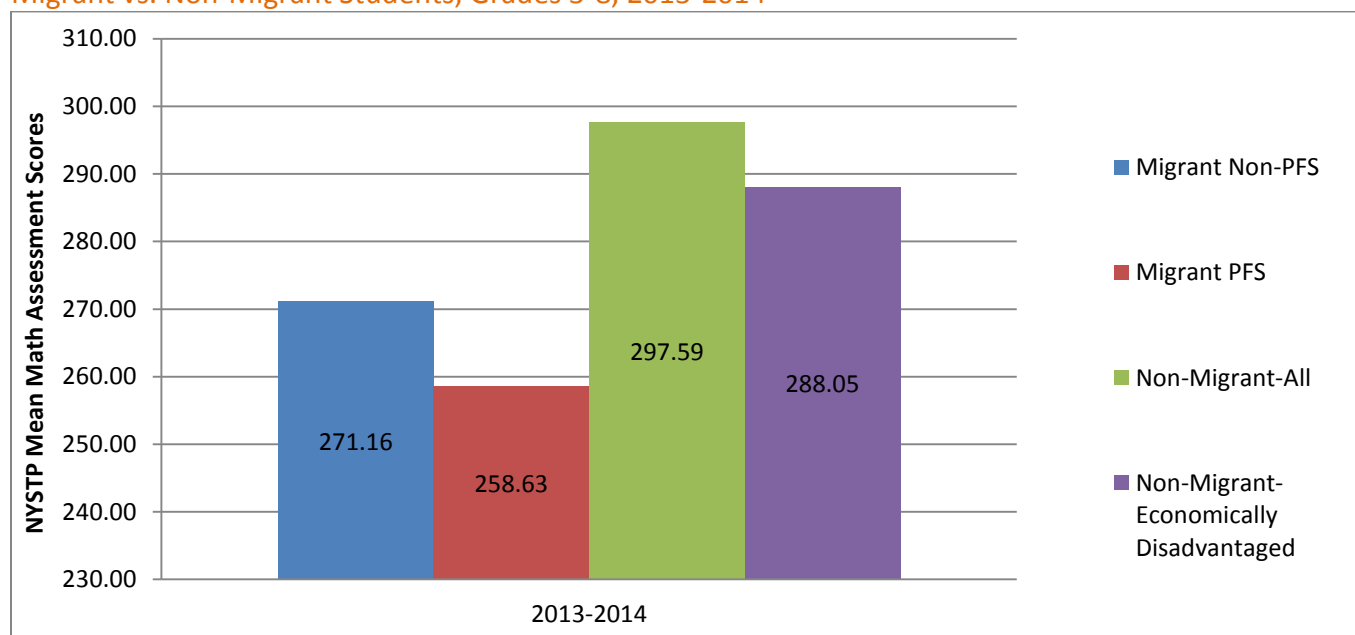
Figure 21. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant vs. Non-Migrant Students, Grades 3-8, 2012-2013



Source: NYSED for non-migrant data 2012-2013; MIS2000 for Migrant performance data 2012-2013. Migrant Non-PFS N = 314; Migrant PFS N = 202; Non-Migrant-All N = 1,179,775; Non-Migrant-Economically Disadvantaged N = 646,597.

From 2012-2013 and 2013-2014, grades 3-8 migrant non-PFS students' mean scale score decreased from 280 to 271, migrant PFS students' mean scale score decreased from 263 to 259, while non-migrant economically disadvantaged students' mean scale stayed around the same ~288. These results indicate an increased gap between migrant students and non-migrant economically disadvantaged students over the last two years.

Figure 22. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant vs. Non-Migrant Students, Grades 3-8, 2013-2014



Source: NYSED for non-migrant data 2013-2014; MIS2000 for Migrant performance data 2013-2014. Migrant Non-PFS N = 381; Migrant PFS N = 165; Non-Migrant-All N = 1,134,949; Non-Migrant-Economically Disadvantaged N = 645,331.

Table 46. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant vs. Non-Migrant Students by Grade Level, 2012-2013

Grade Level		2012-2013			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	111,391	36	62	196,259
	Mean	290	246	269	300
	SD		58	38	
4	N	109,703	41	56	195,931
	Mean	289	264	286	299
	SD		33	58	
5	N	108,354	35	60	194,357
	Mean	290	268	283	300
	SD		35	63	
6	N	107,374	34	50	195,990
	Mean	288	274	284	299
	SD		31	63	
7	N	106,594	29	47	199,687
	Mean	288	265	283	299
	SD		40	28	
8	N	103,184	27	40	197,551

	Mean	287	268	274	299
	SD		35	37	

Source: NYSED and MIS2000 data

Table 47. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant vs. Non-Migrant Students by Grade Level, 2013-2014

Grade Level		2013-2014			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	112,450	27	71	189,687
	Mean	288	255	270	297
	SD		36	35	
4	N	108,868	27	65	188,824
	Mean	290	257	270	299
	SD		35	36	
5	N	108,111	28	71	190,096
	Mean	288	253	269	297
	SD		43	38	
6	N	106,757	29	67	186,873
	Mean	289	267	280	298
	SD		44	34	
7	N	105,141	28	49	189,140
	Mean	286	263	265	295
	SD		38	36	
8	N	104,004	26	51	190,329
	Mean	289	257	270	299
	SD		35	43	

Source: NYSED and MIS2000 data

Performance level analysis showed a persisting gap between migrant non-PFS, migrant PFS, and non-migrant economically disadvantaged students in English Language Arts. For the 2012-2013 school year, 11% of all migrant non-PFS and 5% of all migrant PFS students met or exceeded State Learning Standards in ELA, while 19% of non-migrant economically disadvantaged students did so. This is an 8 percentage point gap between migrant non-PFS and non-migrant economically disadvantaged students and a 14 percentage point gap between migrant PFS and non-migrant economically disadvantaged students. For the 2013-2014 school year, 9% of all migrant non-PFS and 5% of all migrant PFS students met or exceeded State Learning Standards, while 19% of non-migrant economically disadvantaged students did so. This results in similar gaps between migrant non-PFS and non-migrant economically disadvantaged students and between migrant PFS and non-migrant economically disadvantaged students over the last two years.

Table 48. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2012-2013

Performance Category	Migrant Non-PFS	Year		
		Migrant PFS	Non- Migrant All	2012-2013 Non-Migrant- Economically Disadvantaged
N	315	202	1,179,775	646,600
Did Not Meet State Learning Standards	61%	68%	32%	43%
Partially Met State Learning Standards	29%	29%	37%	38%
Met State Learning Standards	9%	4%	22%	15%
Exceeded State Learning Standards	2%	1%	9%	4%

Source: NYSED: Matched NYSSIRS and MIS2000 data

Table 49. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant vs. Non-Migrant Students, Grades 3-8, 2013-2014

Performance Category	Migrant Non-PFS	Year		
		Migrant PFS	Non- Migrant All	2013-2014 Non-Migrant- Economically Disadvantaged
N	374	165	1,134,949	645,331
Did Not Meet State Learning Standards	61%	73%	32%	43%
Partially Met State Learning Standards	30%	22%	37%	37%
Met State Learning Standards	8%	5%	22%	15%
Exceeded State Learning Standards	1%	0%	9%	4%

Source: NYSED: Matched NYSSIRS and MIS2000 data

For the purposes of comparing migrant student performance, including PFS, to NYS Performance Targets, scores are converted to Performance Index Scores. Within NYSED's ESEA waiver, NYSED expresses the Performance Targets using a Performance Index calculated from the performance levels (1-4) on the NYS Assessments in English Language Arts and Mathematics. Each student scoring at level 1 (Did not meet state learning standards) is credited with 0 points, each student scoring at Level 2 (Partially met state learning standards) with 100 points, and each student scoring at level 3 or 4 (met or exceeded) with 200 points.² The average of these assigned point

² From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>, target data page 82,

values is the Performance Index score. No specific State Performance Targets for migrant students were established in the NYS MEP Service Delivery Plan or within the NYSED ESEA Waiver. Migrant student results versus the targets for all students and for Economically Disadvantaged students are shown in Table 50.

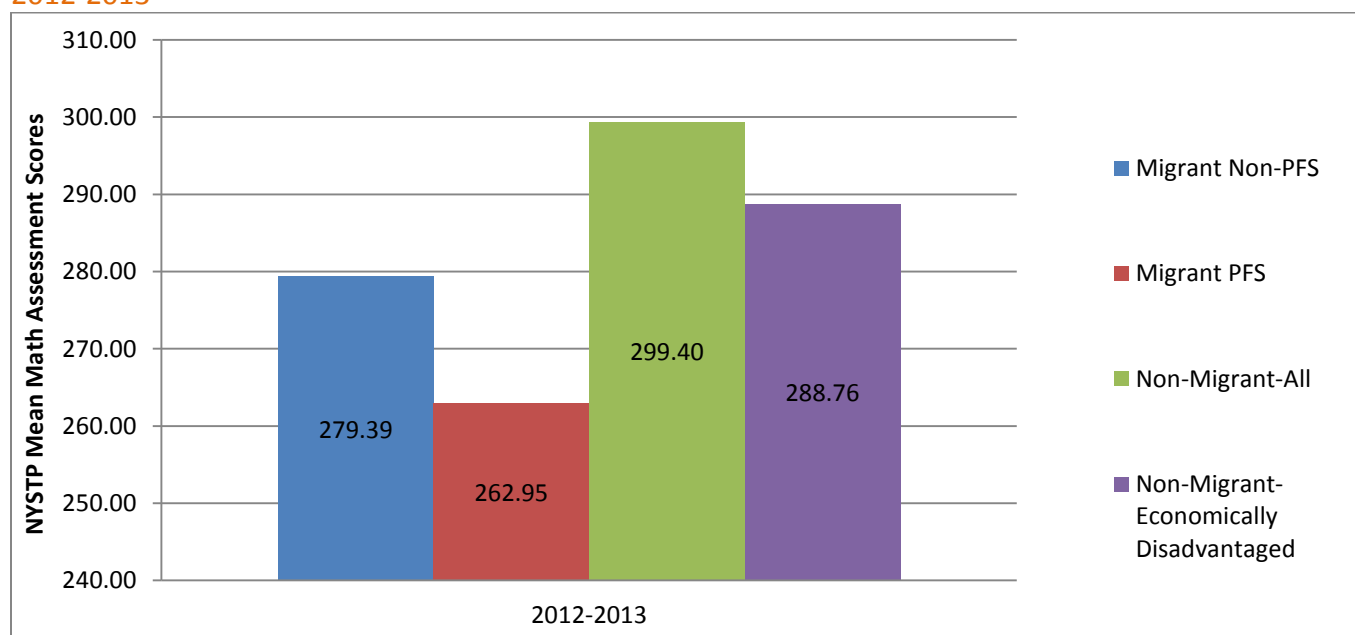
Table 50. NYS ELA Performance Targets versus Actual by Subgroup, Grades 3-8 2012-2014

<i>Year</i>	State Performance Targets		Actual Results			
	All Students	Economically Disadvantaged Students	Migrant Non-PFS	Migrant PFS	Non-Migrant All	Non-Migrant-Economically Disadvantaged
2012-2013	82	66	51	39	99	76
2013-2014	89	75	48	32	99	75

Limiting the analysis to only those students enrolled for 240 days or more, calculated as the total number of days from initial enrollment during the school year until withdrawal during the same school year, reveals no significant differences from the overall migrant student performance. Results are shown in Figure 23, Figure 24, and the tables that follow.

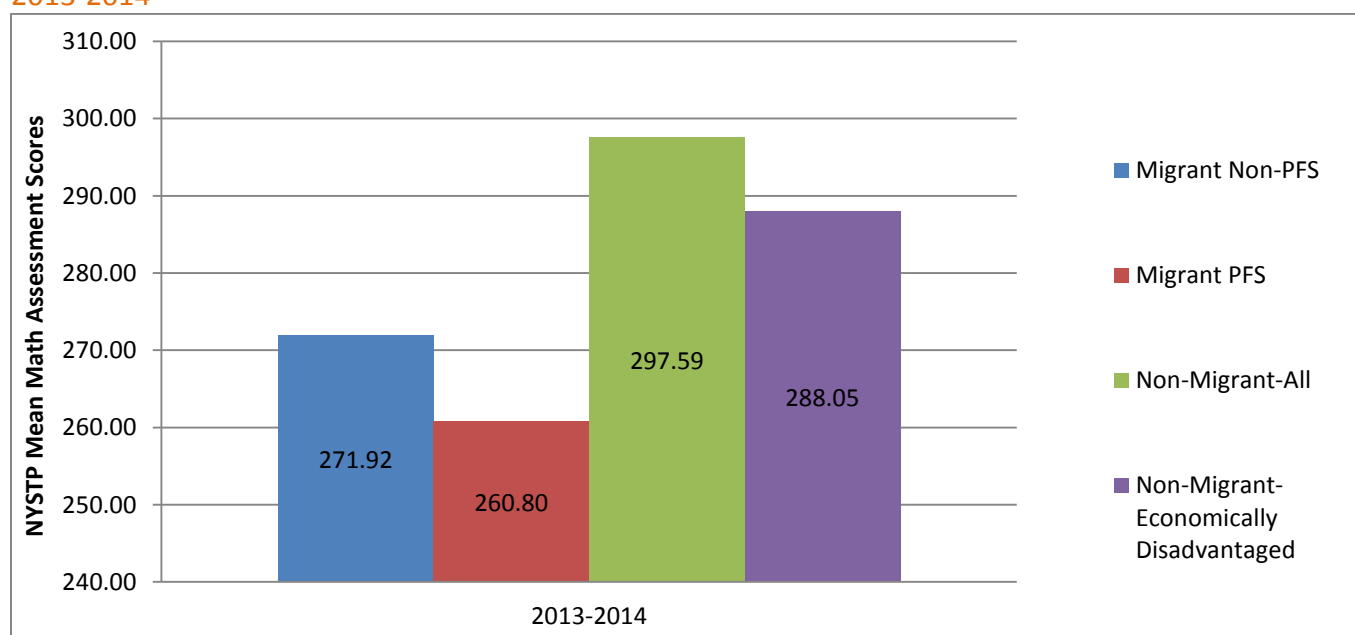
Performance Index methodology pp. 80-81. Targets are based on the NYS Performance Index, which is calculated as the average of all students where each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 with 200 points.

Figure 23. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2012-2013



Source: NYSED for non-migrant data 2012-2013; MIS2000 for Migrant performance data 2012-2013. Migrant Non-PFS N = 309; Migrant PFS N = 188; Non-Migrant-All N = 1,179,775; Non-Migrant-Economically Disadvantaged N = 646,597.

Figure 24. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant Students with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2013-2014



Source: NYSED for non-migrant data 2012-2013; MIS2000 for Migrant performance data 2012-2013.
Migrant Non-PFS N = 364; Migrant PFS N = 147; Non-Migrant-All N = 1,134,949; Non-Migrant-Economically Disadvantaged N = 645,331.

Table 51. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant Student with at least 240 Days of Enrollment vs. Non-Migrant Students by Grade Level, 2012-2013

Grade Level		2012-2013			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	111,391	33	62	196,259
	Mean	290	246	269	300
	SD		59	38	
4	N	109,703	39	55	195,931
	Mean	289	263	286	299
	SD		33	58	
5	N	108,353	32	57	194,357
	Mean	290	267	282	300
	SD		36	64	
6	N	107,374	32	49	195,990
	Mean	288	273	284	299
	SD		31	64	
7	N	106,593	27	45	199,687
	Mean	288	267	282	299
	SD		41	28	
8	N	103,183	25	40	197,551
	Mean	287	267	274	299
	SD		35	37	

Source: NYSED and MIS2000 data

Table 52. NY State Testing Program (NYSTP) Mean English Language Arts Assessment Scores for Migrant Student with at least 240 Days of Enrollment vs. Non-Migrant Students by Grade Level, 2013-2014

Grade Level		2013-2014			
		Economically Disadvantaged	Migrant - PFS	Migrant - not PFS	Not Migrant
3	N	112,450	24	68	189,687
	Mean	288	253	270	297
	SD		38	36	
4	N	108,868	25	64	188,824
	Mean	290	257	271	299
	SD		35	36	
5	N	108,111	25	66	190,096
	Mean	288	256	269	297
	SD		41	39	
6	N	106,757	25	63	186,873
	Mean	289	271	281	298
	SD		41	34	
7	N	105,141	24	47	189,140
	Mean	286	271	264	295
	SD		30	36	
8	N	104,004	24	50	190,329
	Mean	289	257	269	299
	SD		34	43	

Source: NYSED and MIS2000 data

Table 53. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant Student with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2012-2013

Performance Category		Year		
		Migrant Non-PFS	Migrant PFS	Non-Migrant All
N		308	186	1,179,775
Did Not Meet State Learning Standards		61%	68%	32%
Partially Met State Learning Standards		29%	28%	37%
Met State Learning Standards		8%	4%	22%
Exceeded State Learning Standards		2%	1%	9%

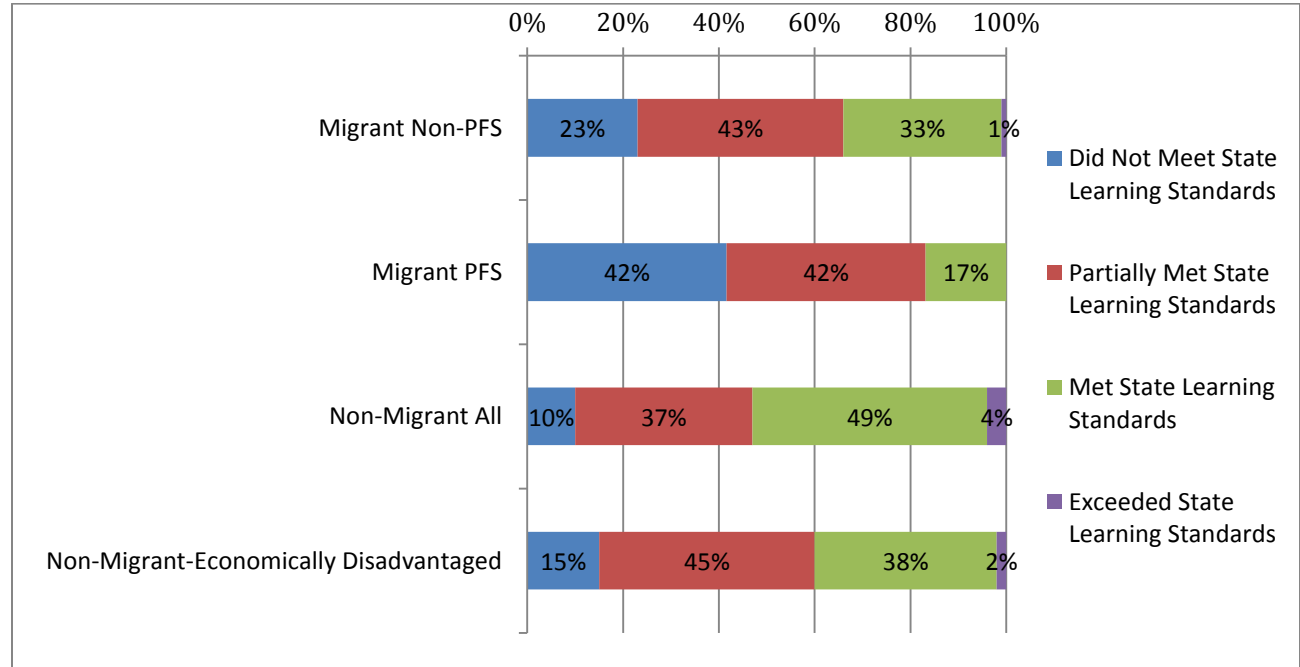
Source: NYSED and MIS2000 data

Table 54. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant Student with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2013-2014

Performance Category		Year		
				2013-2014
	Migrant Non-PFS	Migrant PFS	Non-Migrant All	Non-Migrant-Economically Disadvantaged
N	361	147	1,134,949	645,331
Did Not Meet State Learning Standards	61%	73%	32%	43%
Partially Met State Learning Standards	30%	22%	37%	37%
Met State Learning Standards	8%	5%	22%	15%
Exceeded State Learning Standards	1%	0%	9%	4%

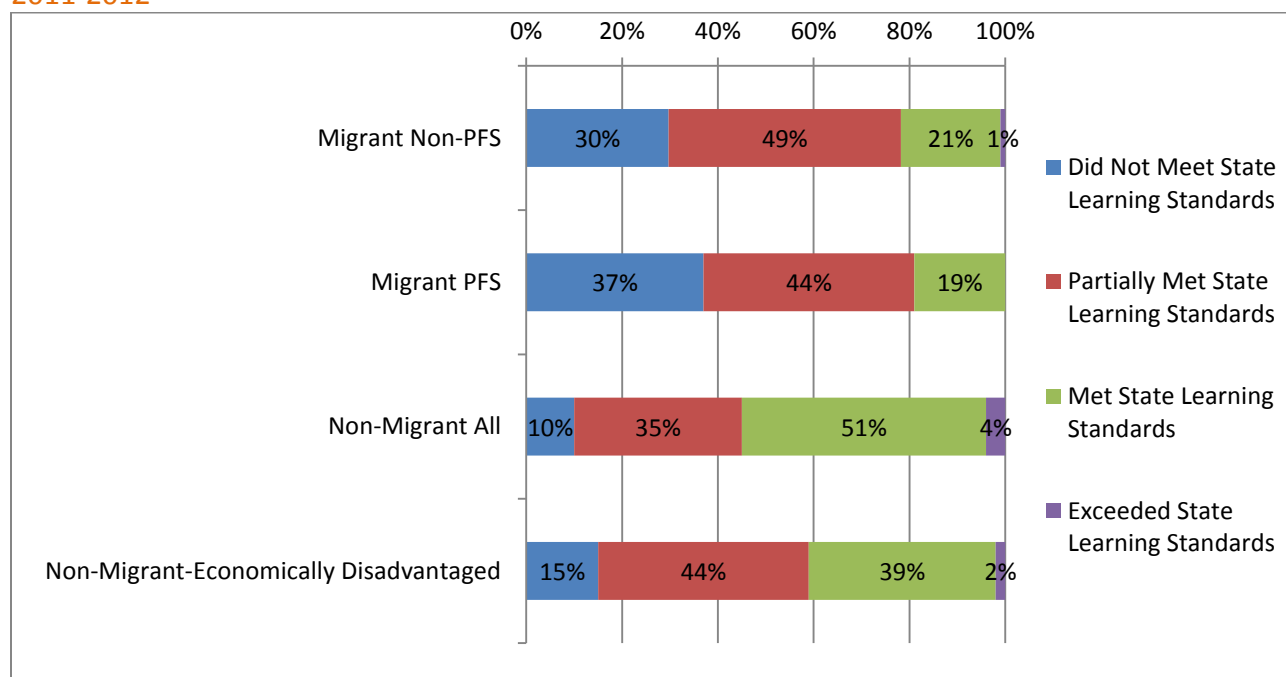
Source: NYSED and MIS2000 data

Figure 25. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2010-2011



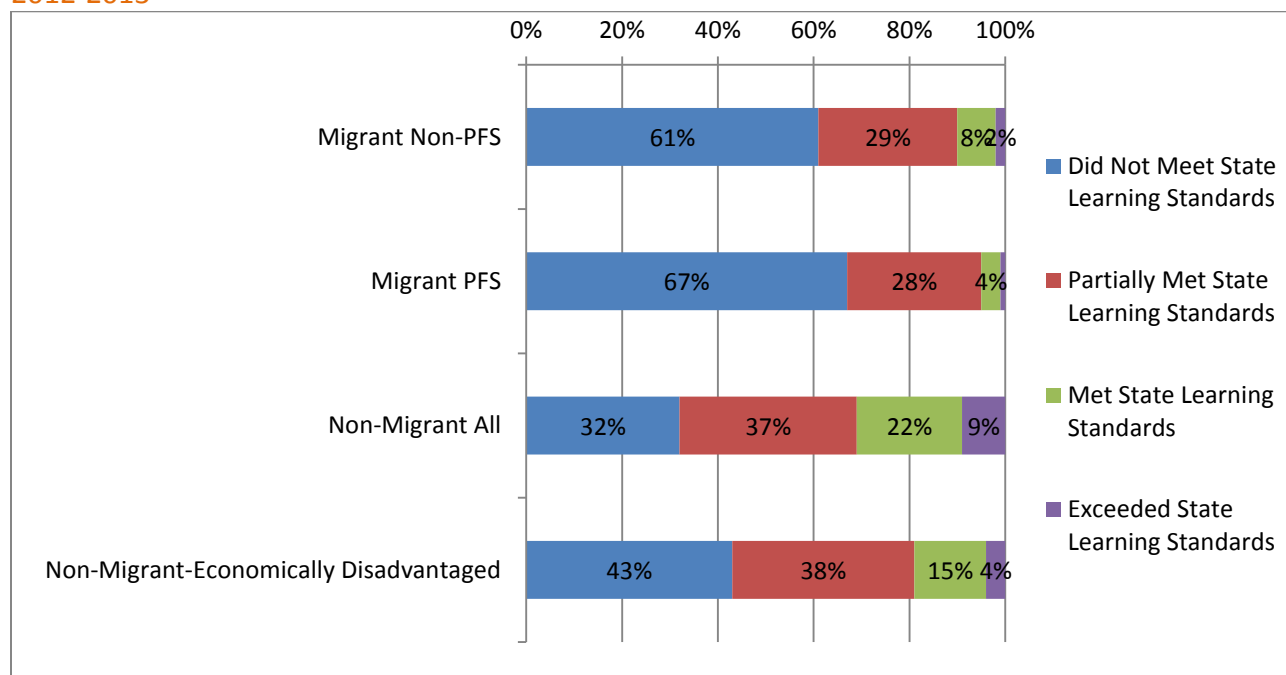
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 26. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2011-2012



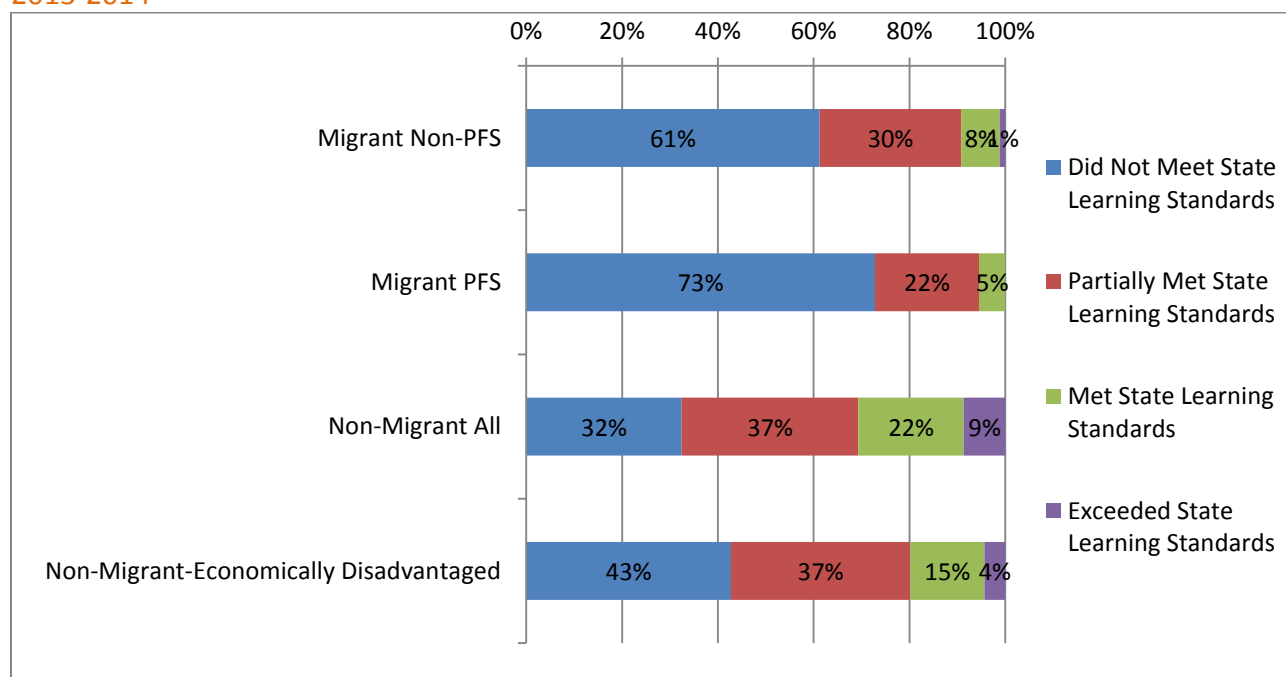
Source: NYSED: Matched NYSSIRS and MIS2000 data

Figure 27. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2012-2013



Source: NYSED: Matched NYSSIRS and MIS2000 data

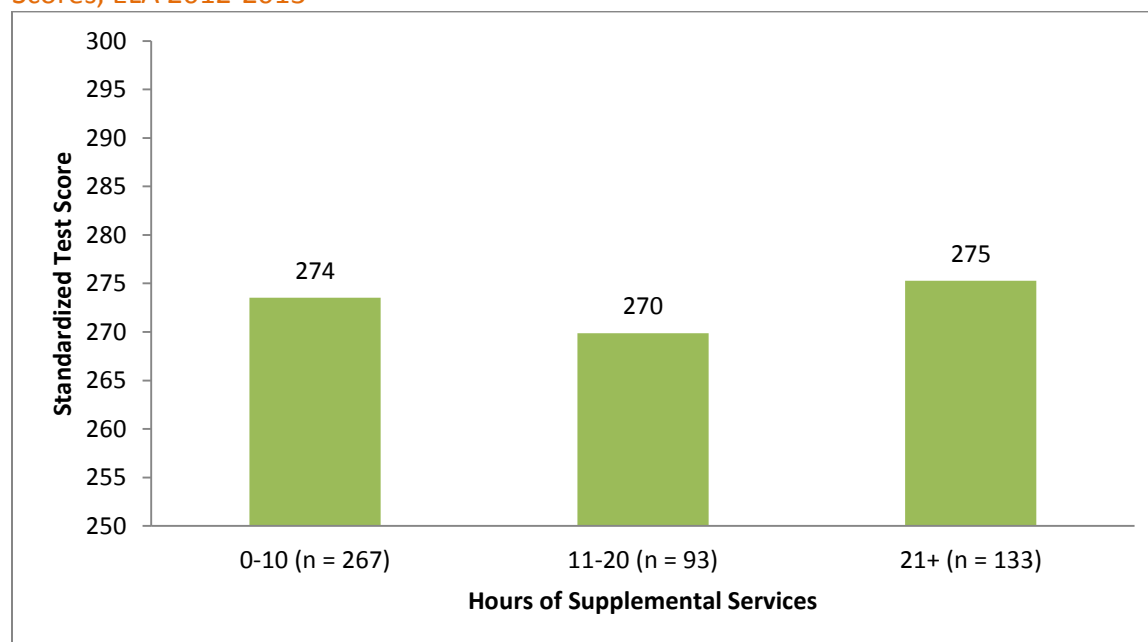
Figure 28. NY State Testing Program (NYSTP) English Language Arts Assessment Performance Categories for Migrant with at least 240 Days of Enrollment vs. Non-Migrant Students, Grades 3-8, 2013-2014



Source: NYSED: Matched NYSSIRS and MIS2000 data

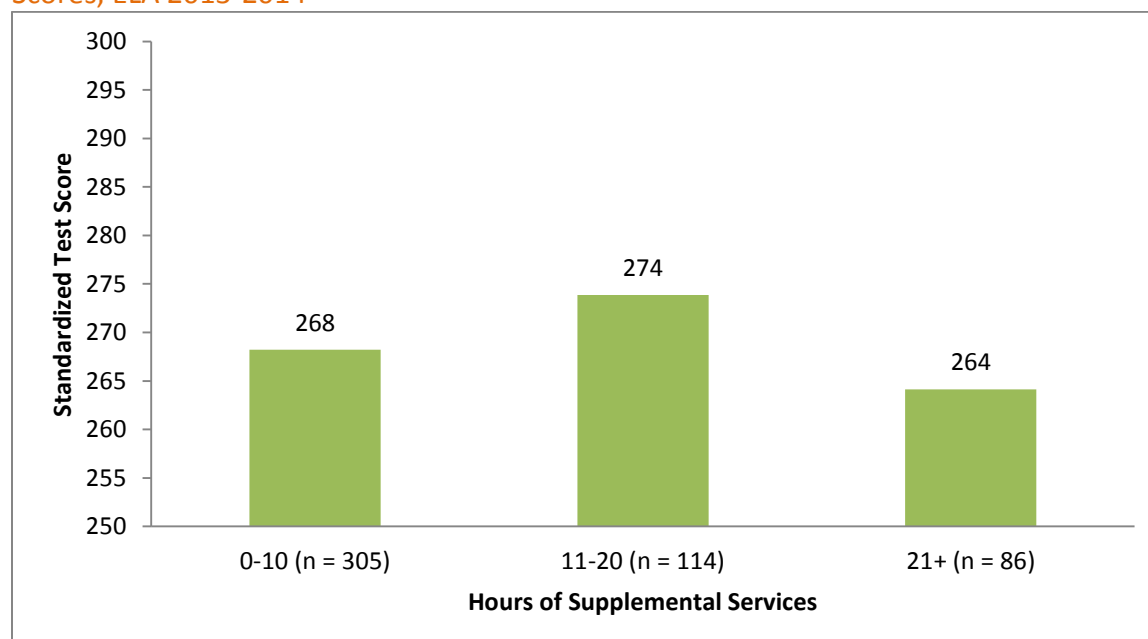
There was no significant relationship between the number of hours of supplemental services a student received in Language Arts and their score on the NYSTP English Language Arts (ELA) assessment for both the 2012-2013 (Figure 29) and the 2013-2014 (see Figure 29) school year. Specifically, there was no significant correlation between hours of services received and assessment scores, or mean score differences on the assessment by category of hours of supplemental services for migrant non-PFS or migrant PFS students. Differences by category are reported below, but are not statistically significant. Moreover, the analysis as structured cannot support a claim of causation, but is rather an observation that students who receive more services do not perform in a statistically different way than students who receive fewer services.

Figure 29. Hours of Supplemental Reading and Language Arts Services by NYSTP Standardized Test Scores, ELA 2012-2013*



Source: NYSED: Matched NYSSIRS and MIS2000 data. * Results represent students who had information about number of hours served available and who remained in school for at least 8 months (240 days). Therefore, these results should be interpreted with caution.

Figure 30. Hours of Supplemental Reading and Language Arts Services by NYSTP Standardized Test Scores, ELA 2013-2014*



*Source: NYSED: Matched NYSSIRS and MIS2000 data. * Results represent students who had information about number of hours served available and who remained in school for at least 8 months (240 days). Therefore, these results should be interpreted with caution.*

Table 55. Graduation/Credit Accrual/Grade Promotion Performance Indicator Summary

Performance Indicator	Summary
# and % of migrant students that participate in regular school year and summer academic migrant programs	See Table 10, Table 20, and Table 21 and following.
# and % of migrant students receiving mentoring or similar one-on-one support from an adult	In the 2012-2013 school year, 49% of high school migrant students were identified as receiving mentoring or similar support; in 2013-2014 70% of high school migrant students did so.
Change in average length of school enrollment	Average days enrolled increased from 212 days to 229 days in the regular school year from 2010-11 to 2013-2014, and from 60 to 62 days in summer school.
Measurable Program Outcomes	Summary
5a. By 2014, all migrant students who have been enrolled in a NYS school since 9 th grade will earn a high school diploma at the same rate as the “economically disadvantaged” subgroup of New York State students in their cohort.	<p>Target not met. Four year high school graduation rates for students who started 9th grade in each year:</p> <p>2008-2009 (expected graduation 2012):</p> <ul style="list-style-type: none"> • 44.0% migrant non-PFS • 32.3% migrant PFS • 74.0% all students in New York state • 63.3% economically disadvantaged students <p>2009-2010 (expected graduation 2013):</p> <ul style="list-style-type: none"> • 40% migrant • 78% non-migrant all • 69% non-migrant economically disadvantaged <p>2010-2011 (expected graduation 2014):</p> <ul style="list-style-type: none"> • 51% migrant • 79% non-migrant all • 71% non-migrant economically disadvantaged
5b. The percent of migrant students who will accrue eleven credits by the end of the tenth grade will increase by two percentage points per year.	72% of migrant students accumulated 11 or more credits by the end of 10 th grade during the 2012-2013 school year. For the 2013-2014 school year, only 47% of migrant students accumulated 11 or more credits by the end of 10 th grade

Evaluation Questions:

- To what extent do migrant students and families receive services designed to keep students in school and assure the continuity of their education across migratory events?
- To what extent does migrant student persistence, advancement, and educational continuity improve during the period reviewed?

Nearly every migrant educational activity can be described as being designed to keep students in school and assure the continuity of their education across migratory events. However, much of the focus in this area is typically on work with high school students, and therefore the performance indicators also focus on high school services and outcomes.

The NYS MEP maintained consistent graduation records across all METS, and these were used to report on graduation rates below. While the evaluation team had difficulty assembling definitive data on credit accrual in the prior evaluation, this data was significantly improved for the 2012-2013 school year and beyond. Credits accumulated by grade level in 2012-2013 and 2013-2014 are reported in Table 56.

Table 56. Students Obtaining 11 or More Credits by the End of 10th Grade

Year	# in 10 th Grade	# with >= 11 Credits	% with >= 11 Credits
2012-2013	83	60	72%
2013-2014	114	54	47%

Source: MIS2000 Note: # in 10th grade includes all 10th grade students and any 9th grade students with 11 or more credits; # with >= 11 Credits includes 9th grade students with >= 11 credits.

As reported in the demographics section, student persistence defined as number of days enrolled during the school year increased during the reporting period. The average number of days a student was enrolled during the regular school year was slightly higher in the 2013-2014 school year compared to the previous year (see Figure 2), and rose from 212 days in 2010-2011 to 229 days in 2013-2014. Summer average days enrollment rose slightly from the 2010-2011 school year to the 2013-2014 school year, from 60 to 62 days.

High school graduation rates for the student cohort that began 9th grade in the 2009-2010 school year and graduated within four years (2013) were: 40% for migrant students, 78% for non-migrant students in New York State, and 69% for non-migrant economically disadvantaged students in the state (see Table 57). Overall NYS graduation rates are increasing incrementally while the migrant student graduation rates declined in 2013 and increased in 2014. For the 2010-2011 cohort (expected graduation 2014): graduation rates were 51% for migrant students, 79% for non-migrant students in New York state, and 71% for non-migrant economically disadvantaged students. The rates were calculated following the federal guidelines for the four-year adjusted cohort graduation rate, including any student who has been enrolled one day or longer and excluding any students who transfer to an out of state school, emigrate to another country, or die (see <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf> for more information). Migrant students in the 2008-2009 cohort represent the total number of unique students. Therefore,

students who enrolled in more than one METS during high school are only represented once in the tables below.

Table 57. Graduation Rates by Migrant Status, 2009-2010 Cohort

	Migrant	Non-Migrant All*	Non-Migrant Economically Disadvantaged*	State Performance Target: Graduation³
Total # of Students	90	218,379	98,150	
Percent Graduated from High School	40%	78%	69%	80%
Percent Dropped Out	39%	8%	10%	
Percent Still Enrolled	17%	12%	18%	

**Source: NYS Migrant Education Program/METS for Migrant Student Data and NYS Education Department for non-migrant data*

Graduation Rates by Migrant Status, 2010-2011 Cohort

	Migrant	Non-Migrant All*	Non-Migrant Economically Disadvantaged*	State Performance Target: Graduation
Total # of Students	102	211,915	95,576	
Percent Graduated from High School	51%	79%	71%	80%
Percent Dropped Out	29%	7%	7%	
Percent Still Enrolled	16%	12%	17%	

**Source: NYS Migrant Education Program/METS for Migrant Student Data and NYS Education Department for non-migrant data*

³ http://www.p12.nysed.gov/accountability/APA/Memos/Graduation_rate_memo.pdf and also stated in the Waiver request: <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>. Note that no state performance targets for migrant students or any other subgroup are established by NYSED.

Table 58. Out-of-School Youth Performance Indicator Summary

Performance Indicator	Summary
# and % of OSY participating in educational programs	See Table 10, Table 20, and Table 21.
# and % of OSY stating an interest in English instruction that receive 12 or more hours of English language instruction (pro-rated per 12 month cycle)	In 2010-2011: 25% In 2011-2012: 40% In 2012-2013: 45% In 2013-2014: 37%
#, duration and participation in professional development offerings	See Appendix.
Measurable Program Outcomes	Summary
2a. 80% of all surveyed migrant OSY will receive a minimum of three educational contact visits, pro-rated per 12-month cycle, following identification.	Met Target. Among OSY participating in the OSY Needs Assessment Profile (828 unique OSY in 2012-2013 and 668 unique OSY in 2013-2014), 97% in 2012-2013 and 96% in 2013-2014 received a minimum of three educational contacts in the 12 month cycle following identification (pro-rated to reflect date of entry). 58% in 2012-2013 and 49% in 2013-2014 received 3 or more English Instruction related contacts.
2b. 75% of OSY with at least 20 hours of English acquisition instruction will demonstrate a statistically meaningful raw score pre-post increase on the Oral Language/Basic English Screening Tool or an appropriate alternative assessment.	Met Target. 26 OSY in 2013 and 9 OSY in 2014 (at the time of this report) had pre and post scores on the Oral Language/Basic English Screening Tool and had received 20+ hours of English acquisition instruction. Gains for each group were statistically significant.

Evaluation Questions:

- Do migrant programs serve Out of School Youth with meaningful programs to address students' physical, academic, and language acquisition needs?
- To what extent do these programs extend to all eligible youth?
- To what extent do services for migrant OSY lead to gains in English language proficiency?

Supporting OSY is difficult due to the high percentages of youth who are “here to work” and have limited time and interest in educational and support services, OSY mobility, and the often remote locations of OSY work sites. Most services to OSY are provided on site, either in the workplace or in camps where they reside. During site visits, staff indicated that getting OSY to tutoring and motivating them is difficult. In one instance, for example, the arrival of a food truck during tutoring resulted in every OSY exiting the tutoring session. A resourceful advocate then continued the lesson at the truck. Recent efforts, such as language lessons via iPod have improved motivation and access for services, but migrant staff still find OSY to be challenging to serve. To bolster its efforts to successfully serve OSY, the NY MEP has joined the national OSY Consortium, where it joins other states in coordinating and strengthening services, curriculum, and resources for OSY.

The number and percent of OSY who participated in educational programs is shown in Table 10, Table 20, and Table 21. During summer 2012, 53% of OSY received in-home instructional services provided by the migrant education program, and 17% received in-camp instructional services. Sixteen percent participated in community-based ESL programs. Among OSY participating in the OSY Needs Assessment Profile, in 2011-2012 94% received a minimum of three educational contacts in the 12 month cycle following identification (pro-rated to reflect date of entry), for 2013 and 2014 these figures were 97% and 96%, respectively.

Table 59. OSY with 3 or More Contacts, 2013 and 2014

	Total OSY	% OSY with >= 3 Contacts	% OSY with >= 3 English Instruction Contacts
2013	828	97%	58%
2014	668	96%	49%

English language instruction is the major focus of OSY educational services, and the focus of the OSY performance indicators. Of the 1,110 OSY who expressed an interest in English Language instruction in 2010-2011, 25% then received 12 or more hours of instruction, shown in Table 60. In 2011-2012, 40% of OSY who expressed an interest in English Language instruction received 12 or more hours of instruction. This is an increase of 15 percentage points, representing a 61% improvement in the percentage receiving 12 or more hours of instruction. For 2012-2013, this figure rose to 45%, and then fell to 37% in 2013-2014.

Table 60. OSY Who Expressed Interest in English Language Instruction and Received 12+ Hours of Instruction

	No	Yes
2010-2011	75.1% (834)	24.9% (276)
2011-2012	59.8% (549)	40.2% (369)
2012-2013	53.8% (365)	45.1% (306)
2013-2014	61.7% (334)	37.3% (202)

Source: MIS2000

The evaluation examined whether OSY English Acquisition instruction resulted in demonstrated gains in language ability. To do so, we first identified students with 20 or more hours of English Acquisition instruction, and then identified which of those students had pre scores and post scores on the Oral Language/Basic English Screening Tool. Availability of pre-post scores for students with 20+ hours of English acquisition rose significantly from the 32% in 2011-2012, to the 67% in 2012-2013, and then fell back to 32% in 2013-2014, as shown in Table 61.

Table 61. OSY with 20+ Hours of English Acquisition Instruction Demonstrating Assessment Gains

Year	Students with 20+ hours of Instruction	Students with 20+ hours of Instruction with Pre-Post Assessment Results
2012-2013	39	26 (66.67%)
2013-2014	28	9 (32.14%)

Source: MIS2000

As with the prior year results, OSY who participated in 20 or more hours of English Acquisition instruction and had pre and post scores on the Oral Language/Basic English Screening Tool demonstrated statistically significant pre to post assessment gains in oral language skills in both the 2012-2013 and 2013-2014 school years. The analysis using paired sample t-tests and is shown in Table 63 and Table 63..

Table 62. Mean Differences in Oral Language/Basic English Screening Tool, OSY with 20+ Hours Instruction, 2012-2013

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	9.92	26	9.96	1.95
Posttest	15.38	26	9.55	1.87

Source: MIS2000

Table 63. Paired Sample t-Test, Oral Language/Basic English Screening Tool, OSY with 20+ Hours Instruction, 2012-2013

	95% Confidence Interval of the Difference			T	Df	Sig
	Mean	Lower	Upper			
Postscore - Prescore	5.46	3.51	7.41	5.76	25	p<0.001

Source: MIS2000

Table 64. Mean Differences in Oral Language/Basic English Screening Tool, OSY with 20+ Hours Instruction, 2013-2014

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	4.67	9	6.69	2.23
Posttest	14.22	9	3.96	1.32

Source: MIS2000

Table 65. Paired Sample t-Test, Oral Language/Basic English Screening Tool, OSY with 20+ Hours Instruction, 2013-2014

	Mean	95% Confidence Interval of the Difference Lower	Upper	t	Df	Sig
Postscore - Prescore	9.56	6.31	12.80	6.80	8	p<0.001

Source: MIS2000

The balance of this section provides additional information about NYS OSY drawn from the evaluation dataset.

Table 66. Out-of-School Youth: Number of Completed OSY Student Profiles by Month and Year

Month of OSY Profile ⁴	Year			
	2010-2011	2011-2012	2012-2013	2013-2014
August	NA	350	120	49
September	46	333	202	118
October	8	150	79	125
November	2	58	58	49
December	0	75	34	30
January	3	86	46	60
February	52	52	32	52
March	15	75	39	27
April	483	122	77	40
May	234	94	53	47
June	267	65	74	55
July	137	75	78	61
Total	1,247	1,535	892	713

Source: MIS2000.

⁴ Some students had multiple OSY Profiles during the school year. Therefore, these percentages represent all OSY Profiles, not percentages of unique students.

Table 67. Out-of-School Youth: Last Grade Attended, Location, and Year⁵

		Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		N	%	N	%	N	%	N	%
Last Grade Attended	Elementary (Grades K-5)	187	16%	181	13%	120	14%	67	10%
	Middle (Grades 6-8)	571	48%	492	36%	354	42%	241	36%
	High (Grades 9-12)	402	33%	475	35%	287	34%	237	35%
	Out-of-School	21	2%	38	3%				
	Other	4	<1%	24	2%	82	10%	129	19%
	Missing	18	2%	143	11%	1	0%	2	0%
Location	Mexico	576	49%	806	60%	425	50%	303	45%
	Guatemala	324	27%	328	24%	283	34%	245	36%
	Puerto Rico	3	<1%	20	2%	11	1%	4	1%
	Honduras	21	2%	18	1%	23	3%	10	1%
	El Salvador	23	2%	26	2%	17	2%	21	3%
	United States					32	4%	22	3%
	Other	98	8%	106	8%	6	1%	9	1%
	Missing	158	13%	49	4%	47	6%	62	9%
Year	2005	68	6%	24	2%	34	4%	8	1%
	2006	40	3%	32	2%	45	5%	22	3%
	2007	53	4%	42	3%	52	6%	22	3%
	2008	50	4%	35	3%	39	5%	23	3%
	2009	36	3%	26	2%	69	8%	29	4%
	2010	21	2%	16	1%	24	3%	29	4%
	2011	3	<1%	7	1%	30	4%	17	3%
	2012					34	4%	32	5%
	2013					5	1%	4	1%
	2014							2	0%
	Other	200	17%	202	14%	35	4%	11	2%
	Missing	732	61%	969	72%	477	57%	477	71%

Source: MIS2000.

⁵ Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

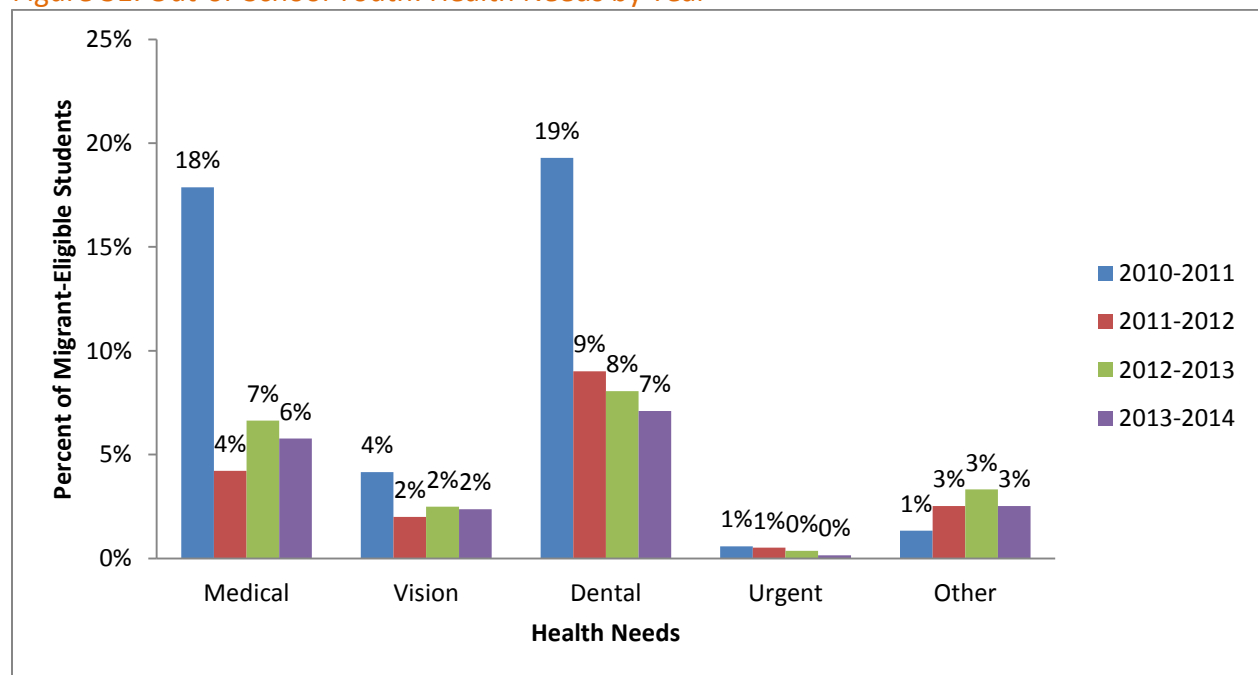
Table 68. Out-of-School Youth: English Language Proficiency and Home Languages by Year⁶

Language		Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		N	%	N	%	N	%	N	%
English Oral Language Proficiency	High	53	5%	47	4%	35	4%	16	2%
	Medium	91	8%	91	7%	50	6%	43	6%
	Low	503	42%	435	32%	306	36%	217	32%
	None	492	41%	730	54%	411	49%	369	55%
	Missing	64	5%	50	4%	42	5%	31	5%
Home Language*	English	42	4%	72	5%	15	2%	12	2%
	Spanish	1,142	95%	1,260	93%	793	94%	619	92%
	Other	43	4%	26	2%	27	3%	37	5%

Source: MIS2000.

*Note that some students had multiple home languages, and therefore, are represented in multiple categories.

Figure 31. Out-of-School Youth: Health Needs by Year



Source: MIS2000 Migrant Student Profile.

⁶ Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

Table 69. Out-of-School Youth: Expressed Interests by Year

Expressed Interest	Year							
	2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%
Learning English	901	75%	1,035	77%	678	80%	541	80%
Job Training	73	6%	57	4%	51	6%	20	3%
GED	105	9%	94	7%	53	6%	23	3%
Earning a Diploma	44	4%	23	2%	28	3%	11	2%
Not Sure	84	7%	161	12%	74	9%	38	6%
No Interests	142	12%	118	9%	39	5%	55	8%
Other	24	2%	17	1%	30	4%	52	8%

Source: MIS2000

Table 70. Out-of-School Youth: Availability by Year

Available Time	Year							
	2010-2011		2011-2012		2013-2013		2013-2014	
	N	%	N	%	N	%	N	%
Days	282	23%	320	24%	250	30%	200	30%
Evenings	602	50%	720	53%	337	40%	226	33%
Weekends	189	16%	244	18%	108	13%	84	12%
Other	121	10%	138	10%	166	20%	155	23%

Source: MIS2000

Table 71. Out-of-School Youth: Housing

Youth Lives	Year							
	2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%
With a crew	809	67%	999	74%	611	72%	492	73%
With friends outside of work	109	9%	104	8%	50	6%	26	4%
With his/her parents/family	196	16%	194	14%	165	20%	119	18%
With spouse and kids	66	6%	53	4%	22	3%	20	3%
Alone	23	2%	18	1%	8	1%	4	1%

Source: MIS2000

Table 72. Out-of-School Youth: Reason for Leaving School

	Year							
	2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%
Lacking Credits	34	3%	19	1%	27	3%	18	3%
Needed to Work	897	75%	1,122	83%	687	81%	550	81%
Missed State Test	11	1%	16	1%	3	0%	2	0%
Other	86	7%	90	7%	48	6%	29	4%

Source: MIS2000

Table 73. Out-of-School Youth: Candidate for Services

Youth is Candidate For:	Year							
	2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%
HS Diploma	16	1%	6	<1%	7	1%	11	2%
Pre-GED/GED	100	8%	68	5%	40	5%	24	4%
HEP	35	3%	6	<1%	1	0%		
Adult Basic Education	90	8%	47	4%	39	5%	24	4%
ESL	701	58%	687	51%	566	67%	461	68%
CAMP	13	1%	7	1%	1	0%	3	0%
Health Education	136	11%	47	4%	94	11%	116	17%
Job Training	55	5%	56	4%	42	5%	7	1%
Career Exploration	20	2%	10	1%	6	1%	4	1%
Life Skills	181	15%	175	13%	182	22%	148	22%
PASS	2	<1%	2	<1%	2	0%	2	0%
MP3 Player	109	9%	102	8%	96	11%	76	11%
Other	117	10%	169	13%	145	17%	106	16%

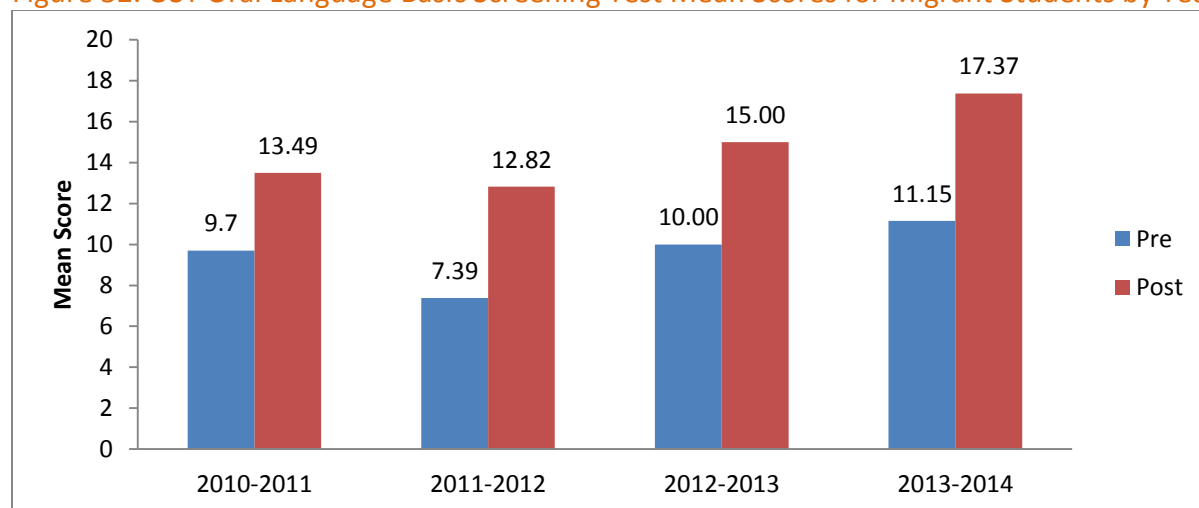
Source: MIS2000

Table 74. Out-of-School Youth: Materials Received

At Interview, Youth Received:	Year							
	2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%
Educational Materials	460	38%	367	27%	474	56%	389	58%
Support Services	123	10%	170	13%	175	21%	173	26%
OSY Welcome Bag	497	41%	743	55%	166	20%	174	26%
Referral(s)	43	4%	54	4%	64	8%	90	13%
Other	67	6%	91	7%	75	9%	130	19%

Source: MIS2000

Figure 32. OSY Oral Language Basic Screening Test Mean Scores for Migrant Students by Year



Source: MIS2000

Table 75. Parent Involvement Performance Indicator Summary

Performance Indicator	Summary
# and % of parents participating in migrant parent meetings and activities	METS parent involvement activities ranged from small scale outreach meetings regarding parenting strategies to large community meetings and parent fairs that encouraged connection and learning about services and programs. Each METS tracks lists of parents and activities. We were unable to determine the overall percentage of parents who participate.
Measurable Program Outcomes	Summary
4a. Each METS will have at least three parents who serve on the local Parent Advisory Council (PAC) and at least one of those parents will serve on the state PAC providing meaningful consultation in the planning, operation, and evaluation of the local and state programs as demonstrated by attendance and notes taken at the meeting.	Met Target. Typically 6-12 per each METS PAC meeting, though as high as 20 in some cases for regional meetings. State PAC meetings included multi-site interactive video participation to assure statewide parent participation.
4b. Migrant parents will increase the number and range of strategies used to help their children learn, including increased engagement with their children's schools.	Met Target. In 2014, 76% of parents reported that they learned new strategies for helping their children read, and 70% reported learning new strategies for helping their children with mathematics through the migrant education program. Although these numbers declined from the 2012 results of 82% and 75%, respectively, they show that migrant parents report increased acquisition of learning strategies. Parents reporting increased involvement at their child's school compared to the prior year increased from ~53% in 2012 to 65% in 2014.

Evaluation Questions:

- To what extent do migrant parents participate in migrant education program decision making?
- To what extent do MEPs promote expanded parental involvement in their child's education?
- To what extent do migrant services and outreach to parents result in increased parental engagement in their child's education?

In 2011-2012, the NYS MEP instituted statewide parent surveys. Surveys were initially created by the evaluation team, reviewed by the NYS Migrant Education Consortium, reviewed by the

Statewide PAC, and revised to incorporate this feedback. Surveys were administered to parents in each METS and submitted to the evaluators. Initial surveys were administered in January/February 2012; follow-up surveys were administered in June 2012 and during the summer session. Surveys have then been conducted in each subsequent year during April through June. Responses by METS are shown in Table 76. METS changed configuration in 2013; the East Bloomfield and Oneonta programs closed and merged with others.

Table 76. Parent Survey Responses by METS

METS	N (2012)	% (2012)	N (2013)	% (2013)	N (2014)	% (2014)
Brockport	92	6.9	23	3.6	39	6.6
Cortland	94	7.1	58	9.0	117	19.9
E Bloomfield	95	7.2	27	4.2		
Fredonia	80	6.0	29	4.5	23	3.9
Geneseo Valley	50	3.8	42	6.5	52	8.8
Mid-Hudson	152	11.4	80	12.4	102	17.3
Mohawk/Herkimer	218	16.4	95	14.7	77	13.1
North Country	166	12.5	112	17.4	65	11.1
Oneonta	165	12.4	56	8.7		
Oswego	54	4.1	42	6.5	57	9.7
Suffolk/Nassau/LI Metro	152	11.4			46	7.8
METS Unknown	10	.8	81	12.6	10	1.7
Total	1,328	100.0	645	100.0	588	100.0

Survey results by administration are shown below. Although the response rate is relatively strong, the survey was conducted anonymously, and the evaluation team expects that the survey is likely completed by parents that are more closely tied to the migrant education program, and who are more likely to have participated in parent events.

Table 77 reveals that nearly all migrant parents engage with school or migrant program staff regarding their child's academic or social needs, but they are far less likely to participate in field trips, adult education classes, or community learning experiences.

Table 77. Migrant Parent Participation in Activities, 2012-2014

About how many times have you done these activities this year?	Time*	Never	1 time	2 times	3 times	4 times	5+ times
Attended a training on how to help my child improve in school (like going to Math Night).	2012a	67%	13%	8%	5%	1%	6%
	2012b	56%	19%	12%	6%	2%	6%
	2013	62%	16%	10%	6%	1%	6%
	2014	53%	21%	12%	5%	4%	6%
Attended a school event (like a field trip or graduation).	2012a	39%	23%	16%	9%	3%	11%
	2012b	34%	23%	18%	10%	5%	9%

About how many times have you done these activities this year?	Time*	Never	1 time	2 times	3 times	4 times	5+ times
	2013	37%	23%	17%	10%	4%	10%
	2014	39%	25%	18%	7%		
Discussed my child's academic or social needs with a teacher, guidance counselor, migrant program staff, or other school official.	2012a	9%	19%	16%	13%	8%	36%
	2012b	10%	12%	13%	15%	9%	42%
	2013	9%	15%	14%	14%	8%	39%
	2014	9%	14%	16%	18%	10%	32%
Learned with my child by going to places like the zoo, museum, or science center.	2012a	47%	24%	13%	6%	3%	7%
	2012b	48%	22%	13%	6%	3%	7%
	2013	48%	23%	13%	6%	3%	7%
	2014	50%	21%	12%	6%	5%	7%
Attended adult education classes (like English language learning or GED).	2012a	63%	10%	5%	3%	2%	17%
	2012b	67%	8%	4%	3%	3%	15%
	2013	65%	9%	4%	3%	3%	16%
	2014	70%	7%	3%	3%	1%	16%

Source: Parent Surveys.

*Time 1 surveys were administered in Winter 2012 (N = 674) and Time 2 surveys were administered in Summer 2012 (N = 654), 2013 N=645, 2014 N=588.

Migrant parents report strong engagement with their child's education, including helping with homework, reading stories, and talking with their children about school (see Table 76).

Table 78. Migrant Parent Interaction with Students, 2012-2014

About how often did you do these things at home this year?	Time*	Never	Once a Month	Once a Week	Every Day
Helped with my child's homework.	2012a	14%	5%	20%	61%
	2012b	13%	8%	23%	56%
	2013	13%	7%	22%	58%
	2014	14%	9%	23%	54%
Read stories to my child or had them read stories to me.	2012a	12%	9%	34%	46%
	2012b	10%	11%	34%	44%
	2013	11%	10%	34%	45%
	2014	18%	10%	31%	41%
Talked with my child about what is going on at school.	2012a	7%	4%	14%	75%
	2012b	7%	5%	13%	75%
	2013	7%	4%	14%	75%
	2014	5%		17%	73%

Source: Parent Surveys. *Time 1 surveys were administered in Winter 2012 (N = 674) and Time 2 surveys were administered in Summer 2012 (N = 654), 2013 N=645, 2014 N=588.

Migrant parents report high involvement in setting education related routines and goals with their children (see Table 79).

Table 79. Migrant Parent Routines and Goal Setting with Students, 2012-2014

Have you done these activities at home this year?	Time*	Yes	No
Set daily routines with my child (like when to watch tv).	2012a	87%	13%
	2012b	89%	11%
	2013	88%	12%
	2014	85%	15%
Set education goals with my child.	2012a	82%	18%
	2012b	84%	16%
	2013	83%	17%
	2014	15%	15%

Source: Parent Surveys. *Time 1 surveys were administered in Winter 2012 (N = 674) and Time 2 surveys were administered in Summer 2012 (N = 654), 2013 N=645, 2014 N=588.

Understanding of the school system and satisfaction with the MEP was high across most categories (see Table 78).

Table 80. Migrant Parent Knowledge and Satisfaction, 2012-2014

Question	Time*	Yes	Somewhat	No
I understand rules at my child's school (like graduation requirements).	2012a	62%	27%	11%
	2012b	63%	25%	12%
	2013	62%	12%	26%
	2014	69%	22%	10%
I know how to look over my child's homework.	2012a	65%	26%	9%
	2012b	64%	28%	9%
	2013	64%	9%	27%
	2014	57%	27%	16%
I learned new ways to help improve my child's math skills.	2012a	46%	29%	25%
	2012b	43%	32%	25%
	2013	45%	25%	30%
	2014	39%	31%	30%
I learned new ways to help improve my child's reading skills.	2012a	50%	31%	19%
	2012b	52%	30%	19%
	2013	51%	19%	30%
	2014	49%	27%	24%
I am satisfied with the amount of information I get about my child from their school.	2012a	72%	19%	8%
	2012b	72%	22%	7%
	2013	72%	7%	20%
	2014	74%	5%	6%
I feel welcome when I visit my child's school.	2012a	85%	12%	4%
	2012b	80%	15%	5%
	2013	82%	5%	13%
	2014	83%	13%	4%
I am satisfied with the training I get from the migrant program about helping with my child's education at home.	2012a	90%	6%	4%
	2012b	93%	5%	2%
	2013	91%	3%	6%
	2014	87%	9%	4%

Question	Time*	Yes	Somewhat	No
I know who to talk with when I have questions or concerns about my child at school.	2012a	84%	10%	7%
	2012b	83%	13%	3%
	2013	84%	5%	11%
	2014	75%	14%	11%
I know what to do if I want to participate in a committee or meeting at my child's school.	2012a	54%	21%	26%
	2012b	54%	25%	21%
	2013	54%	23%	23%
	2014	54%	21%	25%
I feel more involved this year at my child's school than last year.	2012a	50%	32%	19%
	2012b	56%	27%	17%
	2013	53%	18%	30%
	2014	65%	24%	11%
Overall, I am satisfied with the services my child received from the migrant program.	2012a	96%	3%	1%
	2012b	97%	3%	<1%
	2013	96%	1%	3%
	2014	97%	2%	1%
Overall, I am satisfied with the services I received from the migrant program.	2012a	93%	5%	2%
	2012b	95%	4%	1%
	2013	94%	2%	4%
	2014	96%	3%	1%

*Time 1 surveys were administered in Winter 2012 (N = 674) and Time 2 surveys were administered in Summer 2012 (N = 654), 2013 N=645, 2014 N=588.

Most parents indicated that they did not receive educational services during 2011-2012 other than those provided by the school or MEP. Specifically, 62% of parents on the Winter survey, and 65% of parents on the Summer survey, indicated not receiving other services. This increased to 69% by 2014.

Table 81. Percent of Parents Indicating Their Child Received Supplemental Educational Services Other than From the MEP, by year

Year	Yes	No
2012a	38%	62%
2012b	35%	65%
2013	26%	74%
2014	31%	69%

Parents with pre-school age children reported receiving help enrolling in Kindergarten; 34% of Winter respondents and 41% of Summer respondents received Kindergarten enrollment assistance. These figures increased to 71% by 2014.

Table 82. Percent of Parents of Pre-School Age Children Reporting Receipt of Assistance Enrolling in Kindergarten, by year

Year

2012a	34%	66%
2012b	41%	59%
2013	62%	38%
2014	71%	29%

Table 83. School Readiness Performance Indicator Summary

Performance Indicator	Summary
# and % of eligible students receiving each school readiness service outlined in the SDP	See Table 84
# of migrant students and families attending MEP-approved pre-school programs and other education and community agencies such as Early Intervention, Preschool Special Education and social service agencies	See Table 84
% of migrant children assessed on the NYS Early Childhood Assessment; % who advance on the assessment pre-post	<ul style="list-style-type: none"> - 18% in 2010-2011, 25% in 2011-2012 took both a pretest and a posttest - 96% performed better on the posttest than the pretest - mean pretest to posttest differences were statistically significant in all years - see Table 86
# and % of migrant families receiving assistance with kindergarten enrollment	37% in 2011-2012, 42% in 2012-2013
# and % of migrant parents of pre-school age children who received training in developmental stages, family literacy, and other topics	83% in 2011-12 and 85% in 2012-2013 of parents of preschool age children report learning new ways to help improve their child's reading skills; 77% (2011-2012) and 80% (2012-2013) report learning new ways to improve my child's math skills
# and % of families receiving home visits, tutoring, or other individual family assistance	See Table 85
Measurable Program Outcomes	Summary
6. Increase school readiness of migrant preschool children through referral to MEP-approved preschool programs and as indicated by a statistically meaningful increase on the New York State Migrant Early Childhood Assessment for Children ages P3-P5.	Met Target for both 2013 and 2014. Students in each year showed statistically significant gains on the NYS Migrant Early Childhood Assessment for children ages P3-P5.

Evaluation Questions:

- To what extent and with what consistency do regional offices provide appropriate services to promote school readiness among migrant students and families?
- How well do preschool programs for migrant students and families prepare students to attend school?

Regular school year early childhood services for students between 3-5 years of age include Migrant Head Start, Migrant Even Start, pre-kindergarten programs, early intervention and a variety of community programs and in-home services and are reported in Table 84. Per the prior evaluation report, programs provide multiple services for children between 3-5 years of age and

their families that are not captured in the MIS2000 data system. For example, during site visits staff members explained that they also help students enroll in preschool and provide in-home tutoring for students not enrolled in preschool or daycare that is not as consistently entered as formal tutoring for school-age students. Providing bilingual books, hosting events, and providing information about kindergarten readiness are also large components of the services offered to children between 3-5 years of age, although they are not always recorded in MIS2000.

Table 84. Percent of Age 3-5 Migrant-Eligible Students Receiving Services during the Regular School Year by Year

Services	Year			
	2010-2011	2011-2012	2012-2013	2013-2014
Migrant Head Start	18%	19%	20%	19%
Migrant Even Start	11%	6%	1%	<1%
Pre School Special Ed	2%	4%	3%	3%
Head Start	16%	17%	16%	13%
Even Start	1%	<1%		
Pre K	4%	4%	7%	3%
Early Intervention	1%	2%	3%	2%
District Preschool	3%	6%	7%	9%
Home Visit Program	1%	1%	2%	5%
Other Preschool	4%	4%	4%	4%
Preschool Referral	0%	3%	<1%	

Source: MIS2000

Families with students between 3-5 years of age receive instructional services during the Regular School Year and Summer Session (see Table 85).

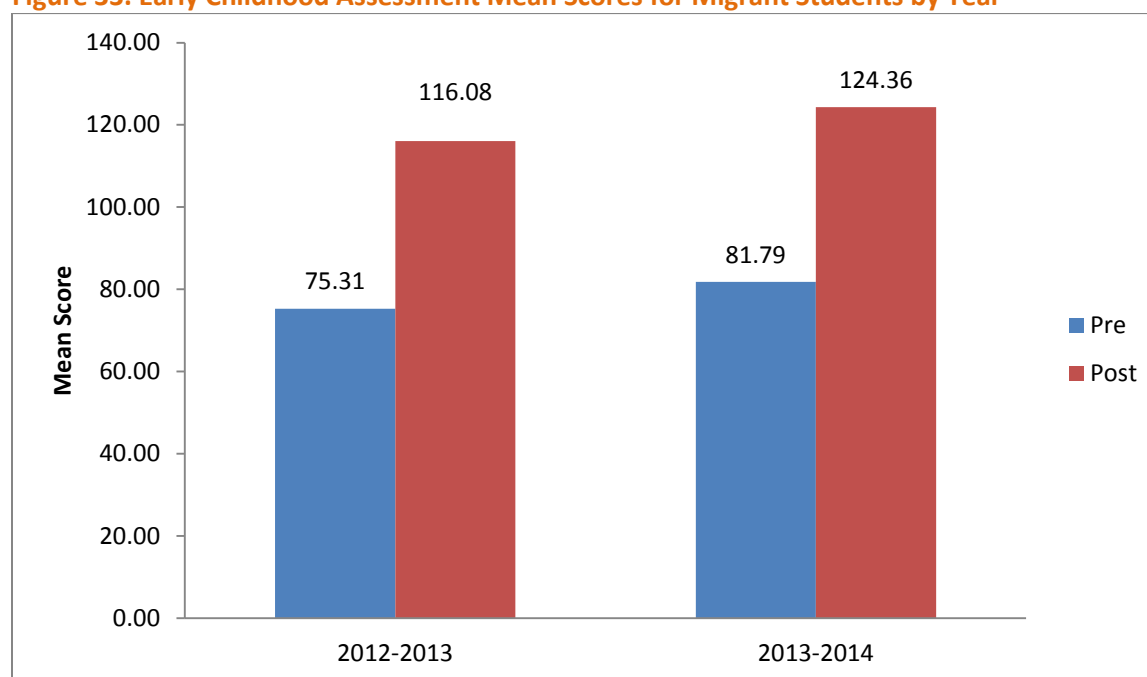
Table 85. Percent of Age 3-5 Migrant-Eligible Students Receiving Instructional Services by Session and Year

Session	Service	Year			
		2010-2011	2011-2012	2012-2013	2013-2014
Regular School Year	Instructional Service (any)*	NA	64%	60%	55%
	In School	NA	17%	19%	18%
	In Home/In Camp	NA	50%	41%	36%
	In Community Facility	NA	NA	1%	3%
	Support Service	NA	52%	49%	49%
Summer Session	Instructional Service- In Home/In Camp	56%	59%	57%	54%
	Instructional Service- In Community Facility	NA	NA	0%	0%
	Other Education Support	29%	30%	28%	30%
	Campus Based: METS	7%	3%	7%	6%
	Campus Based: Collaborative	12%	9%	10%	10%

Source: MIS2000. The Instructional Service category has two subcategories (In School and In Home/In Camp). Users check the category box and then select any or all subcategories that apply. 2010-2011: N = 433 during Summer; data not available for Regular School Year services due to changes in codes. 2011-2012: N = 520 during the Regular School Year and N = 457 during Summer. 2012-2013: N= 486 in RSY, 464 in summer. 2013-2014: N= 516 in RSY, 459 in summer. Data not available for Summer 2013 and Summer 2014 due to change in data collection process.

Students were assessed on the Early Childhood Assessment (ECA) during each year. Figure 33 shows the average pretest and posttest score for students who took both the pretest and the posttest, by year. Table 86 shows that these mean differences were statistically significant ($P < .001$) in each year.

Figure 33. Early Childhood Assessment Mean Scores for Migrant Students by Year



Source: MIS2000. N=169 2013, n=214 2014.

Table 86. Paired Samples Test, Early Childhood Assessment

		Mean Difference	95% Confidence Interval of the Difference		t	df	Sig
			Lower	Upper			
2012-2013	Prescore - Postscore	40.76	36.73	44.80	19.93	168	p<.001
2013-2014	Prescore - Postscore	42.57	38.19	46.95	119.15	213	p<.001

The migrant parent surveys discussed in the Parent Involvement section above included specific pre-school items. Number of pre-school parents attending a training remained somewhat consistent over the last two years with the majority never attending or reporting the training was not relevant/applicable (Table 87). In terms of perception or satisfaction with the migrant program across the 2013 and 2014 years (Table 88), nearly all parents were satisfied with the services offered to their child, over three-quarters of the parents were satisfied with the training received to help their child's learning at home, around half reported learning new ways to improve their child's reading skills, and a smaller percentage reported learning new ways to help their child's math skills.

Table 87. Parent Survey Results, Pre-school Parents Only, Number of Trainings, 2013 and 2014 Years

This year, about how many times have you:	Year	Never	1 time	2 times	3 times	4 times	5+ times	NA
Attended a training on how to help my child improve in school (like going to Math Night)?	2013	44%	18%	10%	3%	2%	6%	18%
	2014	47%	14%	5%	6%	3%	6%	19%

Source: Parent Surveys, Pre-school parents only, 2013 N=183, 2014 N=133.

Table 88. Parent Survey Results, Pre-school Parents Only, Perception of the Program

Question	Year	N	Yes	Somewhat	No
I learned new ways to help improve my child's math skills.	2013	157	47%	34%	19%
	2014	107	35%	30%	36%
I learned new ways to help improve my child's reading skills.	2013	163	55%	34%	11%
	2014	112	47%	27%	26%
I am satisfied with the training I get from the migrant program about helping with my child's education at home.	2013	168	86%	7%	8%
	2014	118	79%	11%	10%
Overall, I am satisfied with the services my child received from the migrant program.	2013	197	98%	1%	2%
	2014	147	98%	1%	1%
Overall, I am satisfied with the services I received from the migrant program.	2013	195	99%	0%	2%
	2014	141	96%	2%	1%

Source: Parent Surveys, Pre-school parents only

Appendix A: Evaluation Plan

Table 89. NY MEP Evaluation Plan

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
Service Delivery: Summer Session	<p>To what extent do high quality summer programs serve migrant students and families?</p> <p>Are programs of sufficient duration and intensity to address the expected outcomes?</p>	<p># and % of eligible students that participate in available summer programs</p> <p># and % of eligible students that participate in more than a threshold number of hours of summer programming, to be determined on review of statewide data on Summer Session participation</p> <p># and % of migrant students receiving in-home instruction or support services during the summer</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>
Service Delivery: Mathematics	<p>To what extent do migrant students participate in high quality academic programs designed to meet their needs?</p> <p>Are programs of sufficient duration and intensity to address the expected outcomes?</p>	<p># and % of eligible students that participate in available migrant academic programs (e.g. tutoring, referred services) during the regular school year</p> <p># and % of students participating in a threshold number of contact hours.⁷</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p>
Service Delivery: Out-of-school Youth	<p>Do migrant programs serve Out of School Youth with meaningful programs to address students' physical, academic, and language acquisition needs?</p> <p>To what extent do</p>	<p>% of all migrant OSY participating in the OSY Needs Assessment Profile that receive a minimum of three educational contact visits, pro-rated per 12-month cycle, following identification.</p> <p># and % of OSY participating in educational programs</p> <p># and % of OSY stating an interest in English instruction that receive 12 or more hours of English language</p>	<p>OSY Survey/Needs Assessment Data</p> <p>Oral Language/Basic English Screening Tool participation figures</p> <p>NYS migrant data system</p>

⁷ Contact hours will be defined by NYSED; threshold number of contact hours will be determined by evaluator analysis of NYS migrant service and student achievement data in consultation with NYSED.

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
	these programs extend to all eligible youth?	instruction (pro-rated per 12 month cycle) #, duration, and participation in professional development offerings addressing: <ul style="list-style-type: none"> • Administering OSY/Needs Assessment survey. • Service provision, English language instruction, selected assessment tool, etc. • Use of technology for English language instruction. • Recruitment of youth to participate in cultural and educational activities. 	Evaluation data collection protocol for regional offices, to be developed by the evaluators
Service Delivery: English Language Arts	To what extent do migrant students participate in high quality academic programs designed to meet their needs? Are programs of sufficient duration and intensity to address the expected outcomes?	# and % of eligible students that participate in available migrant academic programs during the regular school year # and % of students participating in a threshold number of contact hours. ⁸	NYS migrant data system Evaluation data collection protocol for regional offices
Service Delivery: Parent Involvement	To what extent do migrant parents participate in migrant education program decision making? To what extent do MEPs promote expanded parental involvement in their child's education?	# of parents who participate in each regional and state Parent Advisory Council # and % of parents participating in migrant parent meetings and activities	Evaluator-created parent surveys, in consultation with NYS ED MEP program records Evaluation data collection protocol for regional offices PAC sign-in sheets and minutes
Service	To what extent do	# and % of migrant students that	NYS migrant data

⁸ Contact hours will be defined by NYSED; threshold number of contact hours will be determined by evaluator analysis of NYS migrant service and student achievement data in consultation with NYSED.

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
Delivery: Credit Accrual, Graduation, Grade Promotion	migrant students and families receive services designed to keep students in school and assure the continuity of their education across migratory events?	participate in regular school year and summer academic migrant programs # of migrant students that enroll in Statewide Support Programs such as PASS Academy, Language Immersion, or similar # and % of migrant students receiving mentoring or similar one-on-one support from an adult	system Evaluation data collection protocol for regional offices
Service Delivery: School Readiness	To what extent and with what consistency do regional offices provide appropriate services to promote school readiness among migrant students and families?	# and % of eligible students receiving each school readiness service outlined in the SDP # of migrant students and families attending MEP-approved pre-school programs and other education and community agencies such as Early Intervention, Preschool Special Education and social service agencies % of migrant children assessed on the NYS Early Childhood Assessment; % who advance on the assessment pre-post # and % of migrant families receiving assistance with kindergarten enrollment # and % of migrant parents of pre-school age children who received training in developmental stages, family literacy, and other topics # and % of parents who received materials and resources # and % of families receiving home visits, tutoring, or other individual family assistance	NYS Migrant Early Childhood Assessment Service delivery data from NYS migrant data system Evaluation data collection protocol for regional offices
Program Outcomes: Summer Session	Do summer migrant services lead to improved migrant student	% of students in the MEP summer instructional program that show a statistically meaningful pre-post increase on the MEP approved	MEP approved summer math assessment results

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
	performance in mathematics?	summer math assessment	NYS migrant data system
Program Outcomes: Mathematics	Do migrant services lead to improved migrant student performance in mathematics compared to Economically Disadvantaged students and migrant students who do not receive services?	<p>Gaps and differential gains between migrant students and Economically Disadvantaged students in performance on the NYS Testing Program exams in mathematics (3-8), and Regents Exams in specific high school courses as appropriate</p> <p>Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in mathematics (3-8), and Regents Exams in specific high school courses as appropriate</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p> <p>De-identified individual level student performance data from the NYS SIRS system (see details below)</p> <p>Analytical methods: Descriptive statistics, Hierarchical Linear Modeling and ANOVA, as appropriate to the data</p>
Program Outcomes: Out-of-school Youth	To what extent do services for migrant OSY lead to gains in English language proficiency?	% of OSY with at least 20 hours of English acquisition instruction that demonstrate a statistically meaningful raw score pre-post increase on the Oral Language/Basic English Screening Tool or an appropriate alternative assessment	NYS migrant data system
Program Outcomes: English Language Arts	Do migrant services lead to improved migrant student performance in English Language Arts compared to Economically Disadvantaged students and migrant students who do not receive services?	<p>Gaps and differential gains between migrant students who received at least 8 months of METS services and Economically Disadvantaged students in performance on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as appropriate.</p> <p>Gaps and differential gains among migrant students receiving various levels and types of services on the NYS Testing Program exams in English (3-8), and Regents Exams in specific high school courses as</p>	<p>NYS migrant data system</p> <p>Evaluation data collection protocol for regional offices</p> <p>De-identified individual level student performance data from the NYS SIRS system (see details below)</p> <p>Analytical methods: Descriptive statistics,</p>

Area of Inquiry	Evaluation Questions	Performance Indicators	Data Source/Methods
		appropriate	Hierarchical Linear Modeling and ANOVA, as appropriate to the data
Program Outcomes: Parent Involvement	To what extent do migrant services and outreach to parents result in increased parental engagement in their child's education?	# and % of parents reporting increased number and range of strategies used to help their children learn	Evaluator-created parent surveys, in consultation with NYS ED
Program Outcomes: Credit Accrual, Graduation, Grade Promotion	To what extent does migrant student persistence, advancement, and educational continuity improve during the period reviewed?	% of migrant students who accrue eleven credits by the end of the tenth grade Change in average length of school enrollment after identification Change in migrant student graduation rates	NYS migrant data system De-identified individual level student credit accumulation and enrollment data from the NYS SIRS system (see details below)
Program Outcomes: School Readiness	How well do preschool programs for migrant students and families prepare students to attend school?	% of METS-served migrant children who take the NYS Migrant Early Childhood Assessment % of NYS Migrant Early Childhood Assessment respondents who demonstrate school readiness % of New York State Migrant Early Childhood Assessment for Children ages P3-P5 respondents with a statistically meaningful increase when taken pre-post	NYS Migrant Early Childhood Assessment results NYS migrant data system Evaluation data collection protocol for regional offices
Discrete program quality for selected Statewide Support Programs	To what extent does participation in PASS Academy, Language Immersion or other specialized programs lead to improved student outcomes expected for each program?	TBD in consultation with the NYS ED	TBD in consultation with the NYS ED

Attachment A

Table 1.1: Percentage Complete for Grades 3-8 ELA and Math

Year of Assessment	Percentage Complete for ELA	Percentage Complete for Math
2012-13	68%	69%
2013-14	71%	71%
2014-15	75%	74%

The percentage complete refers to Grades 3-8 ELA and Math assessment data for performance periods 2012-13, 2013-14, and 2014-15 that were:

- collected locally by the Migrant Education Tutorial and Support Services (METS) Programs;
- entered into the MIS2000 system;
- derived from students who were Migrant-eligible and enrolled in New York State schools on the days of the assessments; and
- computed with the numerator as the total number of migrant students tested from the first date of the 3-8 testing period through last day of the testing period, as well as those migrant student who opted out or who were exempted from statewide assessments; and the denominator is the total number of migrants who were enrolled and remained here during the testing window. Note that the denominator includes the subset of migrant students for whom we have “unknown” Grades 3-8 ELA and Math assessment data in MIS2000 (see Tables 1.2 and 1.3 below).

Based on data for all Grades 3-8 students who were present during 2012-13, 2013-14, and 2014-15 for New York State assessments in ELA and Math, we see an increase in the percentage complete over the last three performance periods, ending 2014-15. Conversely, the number of migrant students for whom we have “unknown” Grades 3-8 ELA assessment data in MIS2000 has decreased over the last three performance periods, ending 2014-15.

We anticipate these trends to continue for the 2015-16 performance period and beyond based on additional efforts as outlined in Attachment B.

Table 1.2: Percentage Complete for Grades 3-8 ELA

Grades 3-8 English Language Assessment 2014-15																	
METS	Enrolled	Testing Information	Migrant students enrolled and the percentage of known testing outcomes	Unknown	Opt Out	Exempt	Tested										
Brockport	68	62	91%	6	2	6	54										
Cortland	140	99	71%	41	2	10	87										
Fredonia	41	33	80%	8	3	1	29										
Genesee Valley	34	34	100%	0	2	1	31										
Long Island	62	57	92%	5	6	15	36										
Mid-Hudson	153	92	60%	61	2	13	77										
Mohawk	127	68	54%	59	16	3	50										
North Country	161	135	84%	26	44	10	81										
Oswego	69	63	91%	6	6	8	48										
Total	855	643	75%	212	83	67	493										
Definitions:																	
Enrolled- Migrant students who were enrolled and present for statewide assessments 09/01/14-04/30/15 (includes Continuation of Services students).																	
Testing Information- Migrant students who were tested, exempted or have opted out of statewide tests.																	
Migrant students enrolled and the percentage of known testing outcomes- Out the the total migrant population who were here during the testing period, this is the percentage of testing information that is known.																	
Unknown- The total number of migrant students who were present during the testing window, but for whom we do not have any assessment data.																	
Opt Out- The number of migrant students who formally opted out of statewide assessments.																	
Exempt- The number of migrant students who were exempted from statewide assessments.																	
Tested- The total number of migrant students who we have assessment scores on the MIS2000 data system.																	

As indicated in Table 1.2 above, the number of migrant students for whom we have “unknown” Grades 3-8 ELA assessment data in MIS2000 has decreased over the last three performance periods, ending 2014-15. We anticipate this trend to continue for the 2015-16 performance period and beyond based on additional efforts as outlined in Attachment B.

Table 1.3: Percentage Complete for Grades 3-8 Math

METS	Enrolled	Testing Information	Migrant students enrolled and the percentage of known testing outcomes	Unknown	Opt Out	Exempt	Tested
Brockport	68	62	91%	6	5	3	54
Cortland	140	96	69%	44	2	5	89
Fredonia	41	29	71%	12	0	1	28
Genesee Valley	34	32	94%	2	2	0	29
Long Island	62	58	94%	4	11	5	42
Mid-Hudson	153	93	61%	60	9	0	84
Mohawk	127	64	50%	63	18	0	46
North Country	161	135	84%	26	52	10	73
Oswego	69	63	91%	6	8	2	53
Total	855	632	74%	223	107	26	498

Column Definitions:

Enrolled- Migrant students who were enrolled and present for statewide assessments 09/01/14-04/30/15 (includes Continuation of Services students).

Testing Information- Migrant students who were tested, exempted or have opted out of statewide tests.

Migrant students enrolled and the percentage of known testing outcomes- Out the the total migrant population who were here during the testing period, this is the percentage of testing information that is known.

Unknown- The total number of migrant students who were present during the testing window, but for whom we do not have any assessment data.

Opt Out- The number of migrant students who formally opted out of statewide assessments.

Exempt- The number of migrant students who were exempted from statewide assessments.

Tested- The total number of migrant students who we have assessment scores on the MIS2000 data system.

As indicated in Table 1.3 above, the number of migrant students for whom we have “unknown” Grades 3-8 Math assessment data in MIS2000 has decreased over the last three performance periods, ending 2014-15. We anticipate this trend to continue for the 2015-16 performance period and beyond based on additional efforts as outlined in Attachment B.

**Fidelity of Implementation Index (FII) for the
Proposed 2016-2019 Service Delivery Plan (SDP)**

Activities	Person(s) Responsible	Timeline	Progress	Implementation Level				
				1	2	3	4	5
CNA Completed	Pat Crowley	May 2013 – August 2014	Completed					x
Summary of CNA Process and Findings Completed	SC, C, MD	August 2014 – December 2015	Trends identified and discussed; summary for CNA to be written					X
Draft NYS MEP Theory of Action Reviewed	Betty Garcia Mathewson, SC, MD	December 2014	Completed					x
NYS MEP Theory of Action Finalized	Betty Garcia Mathewson, SC	May 2015	Completed					x
Required and Valuable Strategies Created	MD	September 2014 – March 2015	Completed					x
Draft MPOs and Strategies	C	August 2015	Completed					x
Draft MPOs and Strategies Reviewed	SC, MAG, MD	August 2015 – October 2015	Completed					x
MPOs and Strategies Finalized	SC, C	November 2015	Completed					x
SPTs/AMOs	SC, C	November 2015	Draft completed, review by directors in November 2015					X
SDP Parent Engagement Documentation	Robin Robbins	May 2013 – Ongoing	CNA participation, multiple local and State PAC Meetings					x

			completed, 7 summer 2015 site visits to local PACs completed, documentation needs to be finalized and Spring 2016 State PAC Meeting completed					
Draft Academic Services Intensity Rubric Reviewed	MAG, SC, C, MD	September 2015	Completed					x
Academic Services Intensity Rubric Finalized	MAG, SC, C	November 2015	Completed					x
PFS Narrative and Definition Finalized	MAG, SC, C, MD	December 2015	Proposed change to PFS definition included in rubric, decision/approval needed					x
Draft Evaluation Plan	C, SC	November 2015						x
Evaluation Plan Finalized	C, SC, MAG, MD	December 2015						x
Program Implementation Narrative (includes all service strategies and Parent Engagement Plan, Early Childhood Plan, and Professional Development Plan) + Services to OSY	Robin Robbins, Betty Garcia Mathewson, Mary Anne Diaz, SC	March 2015 (strategies finalized)- December 2015	Service strategies finalized, narrative to be written					x
NYS MEP ELA and Math Assessments Selected	SC, C, MAG, MD	March 2016	Pilot trainings completed, pilot begins Nov. 2015					x
Program Instruments Drafted (Needs Assessment, Personal Learning Plan, Graduation Plan)	SC, C, MAG, MD	November 2015– February 2016	Work group created, PLC committee tasks defined, Dec. consortium					x

			meeting work sessions scheduled					
Program Instruments Finalized	SC, C, MAG	March 2016					x	
SDP Introduction (Purpose of SDP, Background of MEP including Theory of Action, Map, Organizational Chart, SDP Committee) Narrative	SC, Betty Garcia Mathewson	December 2015	Theory of Action completed, narrative to be written				x	
ID&R Activities and Quality Control Procedures Narrative	Will Messier, SC	December 2015	ID&R manual includes content, SDP narrative needs to be written					x
Process for Requesting, Transferring, and Using Migrant Student Records Narrative	Will Messier, SC	December 2015	MSIX processes defined in manual, SDP narrative needs to be written					x
Service Delivery Plan Draft	SC, C, MAG, MD	February 2016						x
Service Delivery Plan Draft Reviewed	SC, C, MAG, MD	May 2016	NYSED Internal Review, OME Review, Revisions Implemented	x				
Service Delivery Plan Finalized	SC	June 2016	June – August 2016 roll out	x				

Person(s) Responsible: **SC**=State Coordinator; **C**=Consultant; **MAG**=Migrant Advisory Group; **MD**=METS Directors

Progress: **BSch**=Behind Schedule; **OSch**=On Schedule; **C**=Completed

Implementation Level: **Level 1**=Not Yet Implemented; **2**=Planning Stage; **3**=Initial Implementation; **4**=Nearing Implementation; **5**=Fully Operational or Complete

Attachment B

New York State Migrant Education Program

Draft Measurable Program Outcomes

October 28, 2015

This version of the Measurable Program Outcomes (MPOs) for the NYS Migrant Education Program is based on multiple revisions to the MPOs and associated NYS MEP Academic Services Intensity Rubric discussed at the NYS Migrant Consortium meeting held in Albany on September 30-October 2, 2015 and subsequent conference calls. Note that specific references to the Services Intensity Rubric have been removed from the MPOs because in the most recent version of that rubric, there is no longer a multi-tiered service level commitment; this has been replaced by a single specific service level commitment to PFS students. In order to increase the clarity of the MPOs, they have been restated with specific reference to the total number of hours and specific students for whom the service commitment is being made. Details on how exactly these will be measured, with the caveats and exclusions, etc., will be included in the evaluation plan which will reference the rubric as needed.

The MPOs assume completion or adoption of the following program instruments and assessments:

- *NYS MEP Migrant Student Needs Assessment*: a new document and associated process for examining student academic and support service needs, including a flow chart for deciding whether students are a priority for ELA versus Mathematics supplemental instruction. NYSED expresses the Performance Targets using a Performance Index calculated from the performance levels (1-4) on the NYS Assessments in English Language Arts and Mathematics. Each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 (proficient or advanced) with 200 points. The average of these assigned point values is the Performance Index score.
- *NYS MEP Academic Services Intensity Rubric*: rubric for determining which and how much academic service will be targeted to each migrant student.
- *NYS MEP Student Graduation Plan*: a template and process for assisting migrant high school students in establishing specific plans for course taking, regents prep, and other supplemental academic support services to achieve their goals for graduation and post-secondary pursuits.
- *NYS MEP Personal Learning Plan*: targeted to OSY, the PLP is the OSY equivalent to the HS Graduation Plan: it outlines what an OSY seeks to learn/accomplish, and what the plan of action is for helping him or her do so.
- *NYS Migrant ELA Assessment*: An on demand student assessment of reading comprehension or general ELA skills for grades K-8 that can be used by migrant educators to determine progress at specific time intervals across districts throughout the state. TBD.
- *NYS Migrant Mathematics Assessment*: An on demand student assessment of mathematics for grades K-8 that can be used by migrant educators to determine progress at specific time intervals across districts throughout the state. TBD.
- *NYS Migrant English Learner Assessment*: An on demand assessment of English fluency to be used to determine progress related to instruction focused on English language development. Currently: Oral Language/Basic English Screening Tool

Attachment B

For each outcome area, the tables below provide the State Performance Target, a summary of migrant student data as it relates the State Performance Target, the overall and specific implementation strategies the MEP will use to move toward the Target, and the Implementation Indicators and Measurable Program Outcomes related to these strategies. Each is discussed in brief below:

- **State Performance Targets** are the targets established for all students in New York State by NYSED in consultation with the U.S. Education Department as part of its ESEA Flexibility Waiver.¹ Use of the agreed upon state targets for all students is mandated by the USED Office of Migrant Education.
- The **Data Summary** section provides the most recent known data about the performance of all students, and the performance of migrant students, as it relates to the State Performance Targets.
- **Implementation Strategies** were developed by the NYS MEP through its Comprehensive Needs Assessment process and the Service Delivery Plan development process and associated committees. They outline how the NYS MEP will help migrant students progress toward the State Performance Targets.
- **Implementation Indicators** provide measurable indicators and benchmarks related to the extent to which the Implementation Strategies are being executed.
- **Measurable Program Outcomes** are designed to provide benchmarks for interim progress toward the State Performance Targets by groups of migrant students participating in specific services.

¹ From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>

Attachment B

Goal Area: English Language Arts	
State Performance Target	Decrease the gap between grades 3-8 migrant students and the economically disadvantaged subgroup on the NYS Assessment in English Language Arts by 15% each year starting in 2017.
Data Summary	State performance target for all students: By 2016-2017, students in Grades 3-8 will average 111 and high school students will average 178 on the NYS Performance Index as defined in the NYSED approved waiver. ² In 2013-2014, migrant students averaged 51 on the NYS Performance Index in Grades 3-8. ³
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 1.1	Each year beginning in fall 2016, all migrant students in grades K-12 will have a complete, updated NYS MEP Migrant Student Needs Assessment within 45 school days of enrollment.
Strategy 1.2	Each migrant student in grades K-8 on the Intensity of Services Rubric Level 2 or Level 3 will complete an initial NYS Migrant ELA Assessment within 45 school days of enrollment each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS MEP.
Strategy 1.3	Beginning in fall 2016, all K-8 migrant students targeted for Level 3 ELA services through the NYS MEP Migrant Student Needs Assessment will receive 30 or more hours of supplemental instruction in ELA during the regular school year, and 5 or more additional hours of ELA instruction if present during summer.
Implementation Indicator	1.1. Each year beginning in fall 2016, 90% of migrant students in grades K-12 will have a complete, updated NYS MEP Migrant Student Needs assessment within 45 school days of enrollment.
Implementation Indicator	1.2 Each year, 90% of K-8 migrant students targeted for ELA will receive 30 or more hours of supplemental instruction in ELA during the regular school year and an additional 5 or more hours of instruction if present during summer.

² From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>, target data page 82, Performance Index methodology pp. 80-81. Targets are based on the NYS Performance Index, which is calculated as the average of all students where each student scoring at level 1 is credited with 0 points, each student scoring at Level 2 with 100 points, and each student scoring at level 3 or 4 with 200 points.

³ Migrant student performance calculated by Arroyo Research Services following the NYS Performance Index methodology.

Attachment B

Goal Area: English Language Arts	
Measurable Program Outcome	1.3 Beginning in fall 2016, 80% of K-8 migrant students receiving Level 3 supplemental academic instruction in ELA during the regular school year will perform 2 months closer to grade level on the NYS Migrant ELA Assessment posttest than they did on the pretest. ⁴

Goal Area: Mathematics	
State Performance Target	Decrease the gap between grades 3-8 migrant students and the economically disadvantaged subgroup on the NYS Assessment in Mathematics by 15% each year starting in 2017.
Data Summary	State Performance Target for all students: By 2016-2017, students in Grades 3-8 will average 109 and high school students will average 165 on the NYS Performance Index as defined in the NYSED approved waiver. ⁵ In 2013-2014, migrant students averaged 58 on the NYS Performance Index in Grades 3-8.
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 2.1	Each migrant student in grades K-8 on the Intensity of Services Rubric Level 2 or Level 3 will complete an initial NYS Migrant Mathematics Assessment within 45 school days of enrollment each school year. Level 3 students will complete a post assessment using the same instrument following a schedule to be determined annually by the NYS MEP.
Strategy 2.2	Beginning in fall 2016, all K-8 PFS migrant students targeted for Mathematics through the NYS MEP Migrant Student Needs Assessment will receive 30 or more hours of supplemental instruction in Mathematics during the regular school year, and an additional 5 or more hours of Mathematics instruction if present during summer.
Implementation Indicator	2.1 Each year, 90% of K-8 migrant students targeted for Mathematics will receive 30 or more hours of supplemental instruction in Mathematics during the regular school year and an additional 5 or more hours of instruction if present during summer.

⁴ Compared to the expected grade level performance for the norming period of the test.

⁵ From <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html> and <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>, target data page 83, Performance Index methodology pp. 80-81.

Attachment B

Goal Area: Mathematics	
Measurable Program Outcome	2.2 Beginning in fall 2016, 80% of K-8 migrant students receiving Level 3 supplemental academic instruction in Mathematics during the regular school year will perform 2 months closer to grade level on the NYS Migrant Mathematics Assessment posttest than they did on the pretest.

Attachment B

Goal Area: Graduation	
State Performance Target	Decrease the gap in the statewide 4 year cohort graduation rate between migrant students and all NYS students by 10% annually beginning in 2017.
Data Summary	State Performance Target for all students: Four-year cohort graduation rate of 80%. ⁶ In 2014, the four year cohort graduation rate for migrant high school students expected to graduate in 2014 was 51%; for all high school students the four year cohort graduation rate was 79%. ⁷
Overall Strategy	Provide academic instruction to support the development of foundational skills and content knowledge based on state and local standards.
Strategy 3.1	Each year beginning in fall 2016, all grade 9-12 migrant students at Level 3 on the Intensity of Services Rubric will receive 30 or more hours of supplemental academic instruction during the regular school year, and an additional 5 or more hours of instruction if present during summer. ⁸
Strategy 3.2	Each year beginning in fall 2016, all migrant students in grades 9-12 will complete a MEP Graduation Plan ⁹ within 45 school days of enrollment.
Strategy 3.3	Each year beginning in fall 2016, all migrant students in grades 9-12 will participate in 8 or more hours of advocacy and individual support.
Implementation Indicator	3.1 Each year beginning in fall 2016, 90% of grade 9-12 migrant students at Level 3 on the Intensity of Services Rubric will receive 30 or more hours of supplemental academic instruction during the regular school year, and an additional 5 or more hours of instruction if present during summer.
Implementation Indicator	3.2 Each year beginning in fall 2016, 90% of migrant students in grades 9-12 will complete or update a NYS MEP Graduation Plan within 45 school days of enrollment.
Implementation Indicator	3.3 Beginning in 2016, 80% of migrant students in grades 9-12, will participate in a 8 or more hours of advocacy and individual support.
Measurable Program Outcome	3.4 By 2018, 70% of migrant students that started grade 9 while enrolled in the NYS MEP will pass Algebra I by the start of grade 11.

⁶ http://www.p12.nysed.gov/accountability/APA/Memos/Graduation_rate_memo.pdf and also stated in the Waiver request: <http://www.p12.nysed.gov/accountability/documents/nyrenewalreq2015.pdf>

⁷ http://www.p12.nysed.gov/accountability/AOA/Memos/Graduation_rate_memo.pdf for statewide; *Evaluation of Migrant Educational Services, 2012-2014* for migrant results.

⁸ Excludes PFS students who are performing at or above mastery on the state assessments, have refused services, or have limited availability per the specific terms of the *NYS MEP Academic Services Intensity Rubric*.

⁹ that outlines the student's selected pathway and high school graduation options, credits needed, and related requirements

Attachment B

Goal Area: Out of School Youth (OSY)	
State Performance Target	Provide and coordinate education and support services that meet the identified needs of all out of school youth.
Data Summary	State Performance Target for all students: Not applicable. ¹⁰
Strategy	Provide instruction to support the development of language proficiency, educational goals or life skills.
Strategy 4.1	Beginning in fall 2016, all migrant OSY will have a complete NYS Migrant Student Needs Assessment within 30 days of identification.
Strategy 4.2	Each OSY determined to be a candidate for educational services will have a NYS MEP Personal Learning Plan (PLP) within 45 working days of their COE approval date.
Strategy 4.3	Beginning in fall 2016, OSY determined to be candidates for instruction in English through the NYS MEP Migrant Student Needs Assessment will participate in 12 or more hours of English instruction within each program year.
Implementation Indicator	4.1 Beginning in fall 2016, 65% of migrant OSY determined to be candidates for educational services, increasing to 75% by 2018, will complete a NYS MEP Personal Learning Plan (PLP) within 45 working days of their COE approval date.
Implementation Indicator	4.2 Each year beginning in fall 2016, 70% of OSY determined be candidates for instruction in English on the Migrant Student Needs Assessment will participate in 12 or more hours of English language instruction within each program year.
Measurable Program Outcome	4.3 80% of migrant OSY who participate in 12 or more hours of English instruction will demonstrate pre-post gains of 10% on the NYS Migrant Assessment of English Learning.

¹⁰ OSY were not part of the NYSED Waiver request, and there are no statewide performance targets for OSY.