

MEP Evaluation: A Refresher on Evaluation Report Requirements

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The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.



Agenda / Objectives

- OME will share the resources and requirements for a written evaluation report.
- A panel of MEP directors will present ideas on how to best meet the requirements of a written evaluation.
- Participants will have an opportunity to ask questions about the MEP written evaluation report of the panel and OME.
- Participants will be able to use information in the presentation to develop a written evaluation report that is both compliant and may contribute to the improvement of MEP services and performance results.



WebEx Instructions

- Prepare questions for the panel.
- Ask your questions of the panel during the “Questions for the Panel” portion of the webinar, or enter them in the chat box.
- Please complete our evaluation!



Legal Page

Statute

Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D).

Code of Federal Regulations

34 CFR 200.1-200.8; 200.83; 200.84; 200.85.

Guidance

MEP Guidance, March, 2017. Chapter VIII. Program Evaluation, pages 84-95.



Disclaimer

Today's presentation contains information from public and private organizations that may be useful to the audience. Please keep in mind that these materials are merely examples of resources that may be available. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed. The presentation may also give information that contains hyperlinks and URLs created and maintained by outside organizations and provided for the audience's convenience. The Department is not responsible for the accuracy of this information.



OME: RESOURCES AND REQUIREMENTS

- PROGRAM EVALUATION TOOLKIT
- PROGRAM EVALUATION CHECKLIST
- EXEMPLARS

ALL LOCATED HERE:

[RESULTS WEB PAGE](#)



PLANNING AND CONTRACTING THE EVALUATION (GERI MCMAHON, IA)



Planning for and Contracting the Written MEP Evaluation Report

Geri McMahon

Iowa Department of Education

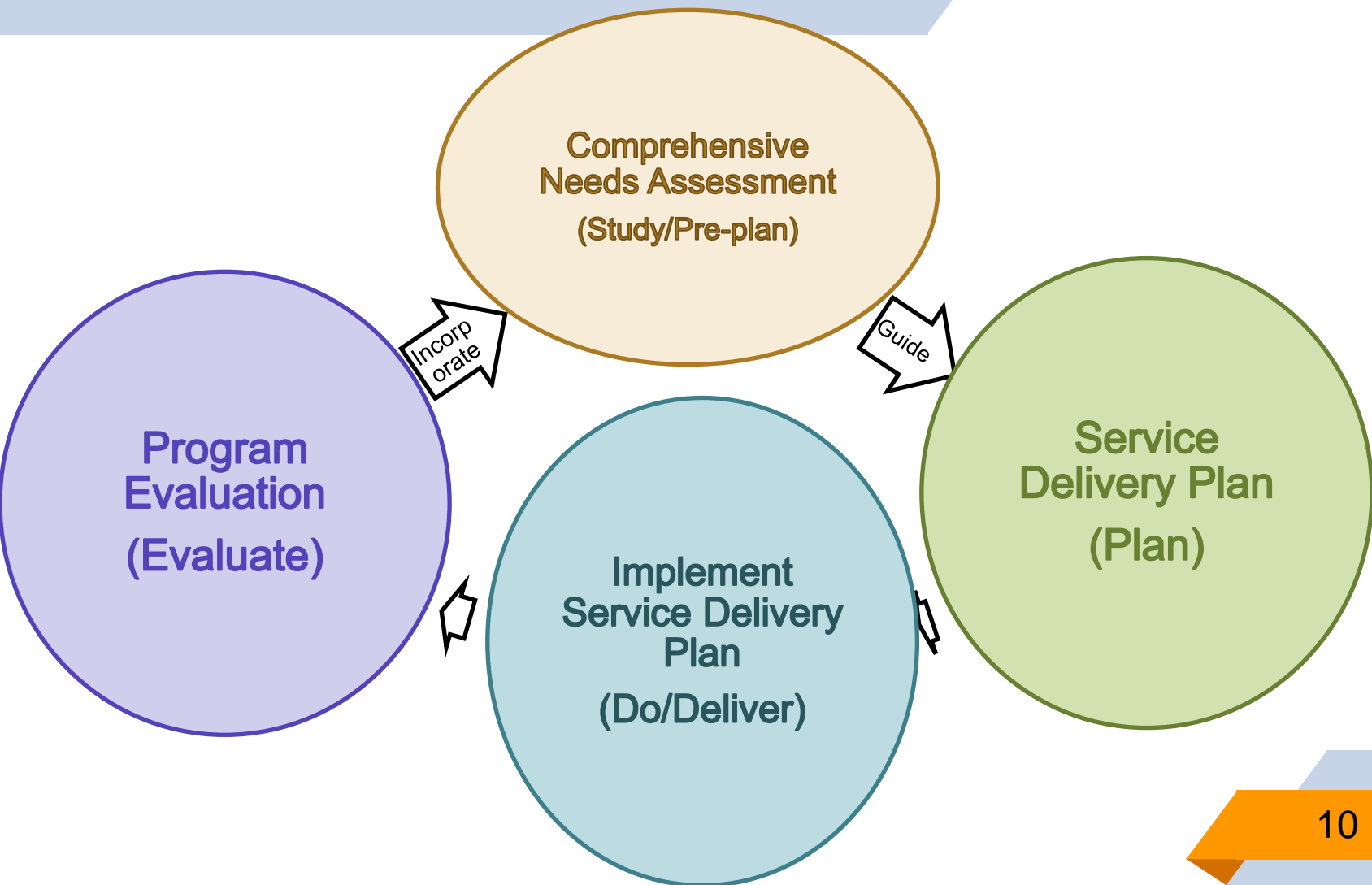


Objectives

Understand the processes and procedures for planning for and contracting the written evaluation report

- ▷ Building an evaluation planning team
- ▷ Gathering data
- ▷ Writing the report

OME's Continuous Improvement Cycle



Preparing for the Evaluation

- Iowa used an outside contractor
- A request for proposal process was used to find contractors and establish what we wanted done
- We asked the contractors to help us prepare materials for meetings, create tools for data collection, and write the evaluation report

Evaluation Planning Team

- Consists of a small group of MEP staff including: the State MEP Director, State MEP staff, MEP staff (local, state, contractors) responsible for data collection and reporting, and a few key local MEP directors.
- Ideally the team meets once each year
- Full-day meeting facilitated by the external evaluator

Evaluation Planning Team (continued)

- Reviews/discusses evaluation results
- Updates data collection instruments
- Identifies reports from the migrant-specific database
- Creates an evaluation timeline
- Uses evaluation results to update the strategies and Measurable Program Outcomes (MPOs) in the SDP and refine services provided to migratory students

Gathering Data

- A Data Checklist helps MEP staff know what data needs to be collected for each MPO and the implementation evaluation.
- Information on an evaluation checklist includes MPOs/implementation evaluation addressed, person(s) responsible, person(s) completing the form, when to complete, who to submit the form to, and due dates

Sample Data Collection Checklist

Data Collection Form/Instrument	Who completes?	Evaluation Component	Due to the State
Staff Training Survey	Any instructional staff receiving MEP-funded training	MPOs 1c, 2c, 4b, 5c	6/15 (Regular year) 9/1 (Summer)
Parent Survey	Parents of migrant children	MPOs 1d, 2d, 4c, & 5d	6/15 (Regular year) 9/1 (Summer)
Year End Report	Migrant Coordinator	Implementation	6/15 (Regular year) 9/1 (Summer)
Elementary Assessment Tracking Form	MEP Instructors or Coordinators	MPOs 1b, 2b, 4a, 5e	6/15 (Regular year) 9/1 (Summer)

Examples of Evaluation Data Submitted by Local Projects

- Surveys (MEP staff, students, and parents)
- Reading and math pre/post-test scores
- School readiness pre/post-test scores
- OSY lesson assessment results
- Year-end reports
- Parent and staff training evaluations
- Strategy implementation rubrics
- Documentation of migrant student participation in MEP services (entered in MEP databases)

Writing the Evaluation Report

- Iowa contracted with an outside agency to get a third party perspective
- Key elements of a state MEP evaluation contract include:
 - ▷ Evaluation planning committee meeting facilitation
 - ▷ Create/revise data collection tools
 - ▷ Analyze and summarize evaluation data
 - ▷ Draft implementation and results evaluation report
(*reflecting guidance from the Evaluation Toolkit*)
 - ▷ Incorporate feedback and produce final report
 - ▷ PowerPoint presentation to share evaluation results with stakeholders

Contracting an External Evaluator to Conduct the MEP Evaluation

- Contracts with external evaluators typically last one year
- State procurement systems differ. Check with your state department to determine the requirements for contracts
- Ensure the contract includes time for ongoing communication between the contractor and state staff
- Allow plenty of time for the contract to be put in place as this process often takes 1-3 months, depending on your state

EXAMINING FIDELITY OF IMPLEMENTATION, LEA FEEDBACK, AND CONTRACTING FOR AN EVALUATION (JONATHAN FERNOW, OR)



MEP Evaluation Webinar

By Jonathan Fernow

Oregon's part for May 30, 2018 Webinar

Contracting an Evaluation

- When I first started in the position of leadership of the Migrant program at the Oregon Department of Education, I wasn't sure how to complete the requirement of doing a statewide MEP Evaluation. I decided to contract out for an outside agency to provide it.
- My problem in the preparing the Request for Proposal (RFP) to invite organizations to compete for the Evaluation was I had to describe the work required and at the time I wasn't sure what that was and the reason I was contracting out.

Contracting Evaluation

- After the RFP, we needed to choose a bid to do the work and then complete a contract which will spell out deliveries for that contract to meet OME expectations and with dates of when those expectations would be covered. Everything needs to be spelled out so the contractor and the state MEP program have a clear understanding of expectation. As they say, if it isn't in writing, it doesn't exist. Our procurement office takes 6-9 months to complete a contract so I need to start as soon as possible.

Fidelity of Implementation

- Based on our Comprehensive Needs Assessment (CNA) showing us the MEP needs in our states, we developed a Service Delivery Plan (SDP) to meet those needs. The Evaluation needed to see how we are doing with our state goals, but also we needed the contractor to share with us how well the Local Educational Agencies (LEAs) were implementing our SDP. The Fidelity of Implementation showed us programs that were strongly addressing our plan as opposed to LEAs that were not as strong.

Assessment of State Leadership

- During the MEP Evaluation there were surveys sent out to Migrant staff, students and parents. Beyond our implementation of the SDP and how we were doing in meeting our state goals, we wanted additional information. We wanted to receive feedback of what the MEP stakeholders thought of my leadership as the State Education Agency (SEA). We also have a contract to the Oregon Migrant Education Service Center (OMESC) to provide statewide trainings and supports regarding data, parent involvement, ID&R, graduation specialist, preschool, binational teachers, etc. We also wanted feedback regarding them, to see where we are strong, and where we need to improve. It made sense to add that to the Evaluation that was already being done.

PLANNING, EXECUTING, AND DELIVERING THE WRITTEN EVALUATION REPORT, AND USING THE FINDINGS TO IMPROVE SERVICES (LIZ BLISS, NY)





New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Migrant Education Program (NYS-MEP): Program Evaluation and Reporting

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TITLE I SCHOOL AND COMMUNITY SERVICES OFFICE

EVALUATION IN THE NYS-MEP

Definition of Program Evaluation:

Evaluation is the systematic application of methods for collecting, analyzing, and using information to answer questions about the NYS-MEP, including the process(es) and step(s) involved (design and implementation) and program outcome(s) (effectiveness and efficiency), as part of our ongoing cycle of inquiry and action.

NOTE: We are not sharing a “how-to” guide. These following factors are intended to be considerations for purposes of Program Evaluation.

They include:

- Ensuring participatory evaluation planning
 - Executing the implementation of evaluation activities
 - Delivering the written evaluation report
 - Using the findings to improve services
-

PLANNING FOR EVALUATION

Begins within the State Service Delivery Plan (SDP)

- **Using the SDP planning process to ensure that the Implementation Indicators and Measurable Program Outcomes (MPOs) are developed with Program Evaluation in mind.**
- **The Implementation Indicators and Measurable Program Outcomes (MPOs) should consider:**
 - **Data elements that address program outcomes and implementation;**
 - **Accessibility of relevant data (i.e., Do we collect that data consistently across regions?);**
 - **Detectability of growth outcome(s) within such data elements; and**
 - **The nature and extent of appropriate service level commitments (i.e., “How much of a given service is expected to lead to changes in the outcomes?”).**

NOTE: We consult our External Evaluator on psychometric, statistical, and strategic areas as they relate to the State Performance Targets (SPTs), Measurable Program Outcomes (MPOs), and Implementation Indicators during planning for service delivery.

SAMPLE FINDING: EVALUATION OF MIGRANT EDUCATIONAL SERVICES, 2012-2014 NEW YORK STATE MIGRANT EDUCATION PROGRAM

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%.

PLANNING: DATA CYCLE INQUIRY

Data Collection Plan: Annual Data Cycle Timeline

This describes the steps and the sequence that needs to be followed in gathering data that are useful, reliable, and statistically valid – without being unnecessarily costly and time-consuming to obtain – for the purposes of NYS-MEP Program Evaluation.

Area	Time Frame for Reports / Assessments (2017-2018)	Due Date	Report due to	Calendar Date	Comments	Data Specialists Column
EasyCBM	Spring Assessments- the window for Spring assessments is from 05/01/17-06/16/17	6/16/2017	EASYCBM	05/01/17-06/16/17	You cannot enter test scores after 06/16/17 for Spring Assessments	
ESPERANZA	ESPERANZA - complete STUDENT REPORT FORMS (July 1 - June 30 students) - Students who won't have NYS Assessment. (PK-2, High School students)	First Monday in May	Lisa Rivera	5/1/2017		<ul style="list-style-type: none"> Make sure that all students that have ESPERANZA paperwork are also marked "Homeless" on MIS2000 (Student Needs Panel) and viceversa. Confirm if expired students are still McKinney Vento eligible and check with school if they will still receive free lunch. Run a list of Homeless and display if PFS.
Level 2 Data Reconciliation	SY16-17 UPDATED Level 2 Report: (Under or Over Reported) After the IRS releases the UPDATED report for SY2016-17, information is distributed to METS by ID&R.	Third Friday in May	METS Directors for validation/cross-check/corrections	5/19/2017	<ul style="list-style-type: none"> Directors: check if school districts made the necessary corrections that were requested on previous Level 2 report. Refer to your Data Reconciliation form and highlight in blue any persistent mistakes. Submit this data to the ID&R/MIS2000 Office in order to analyze persistent errors. ALSO, contact school districts regarding NEW DISCREPANCIES in the Level 2 Report. 	<ul style="list-style-type: none"> Check if you can find any missing NYSSIDs from the Level 2 Report for NEW students Review Student Data for NEW students such as DOB, spelling of names, and correct school building. Update information on MIS2000 accordingly. Help your Director in checking for persistent errors and completing the Data Reconciliation Form.

PLANNING: DATA INQUIRY CYCLES & ACTION

Mid-Year and End-of-Year Data Review

- Check for (common) understanding of data elements and MPOs
- Conduct data quality and accuracy check
- Monitor and evaluate progress towards meeting MPOs and Implementation Indicators

... and to develop a plan of action in response!

INDICATOR & MPO

NEW YORK STATE SERVICE DELIVERY PLAN

2016-2019

- 1.2 (IMPLEMENTATION INDICTOR) Each year, 90% of K-8 migrant students targeted for Level 3 ELA services 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.
- 1.3 (MPO) Beginning in fall 2016, 80% of Grade 3-8 migrant students receiving Level 3 supplemental academic instruction in ELA during the regular school year will gain 10 or more NCEs from the Fall to Spring administration of the NYS Migrant ELA Assessment.

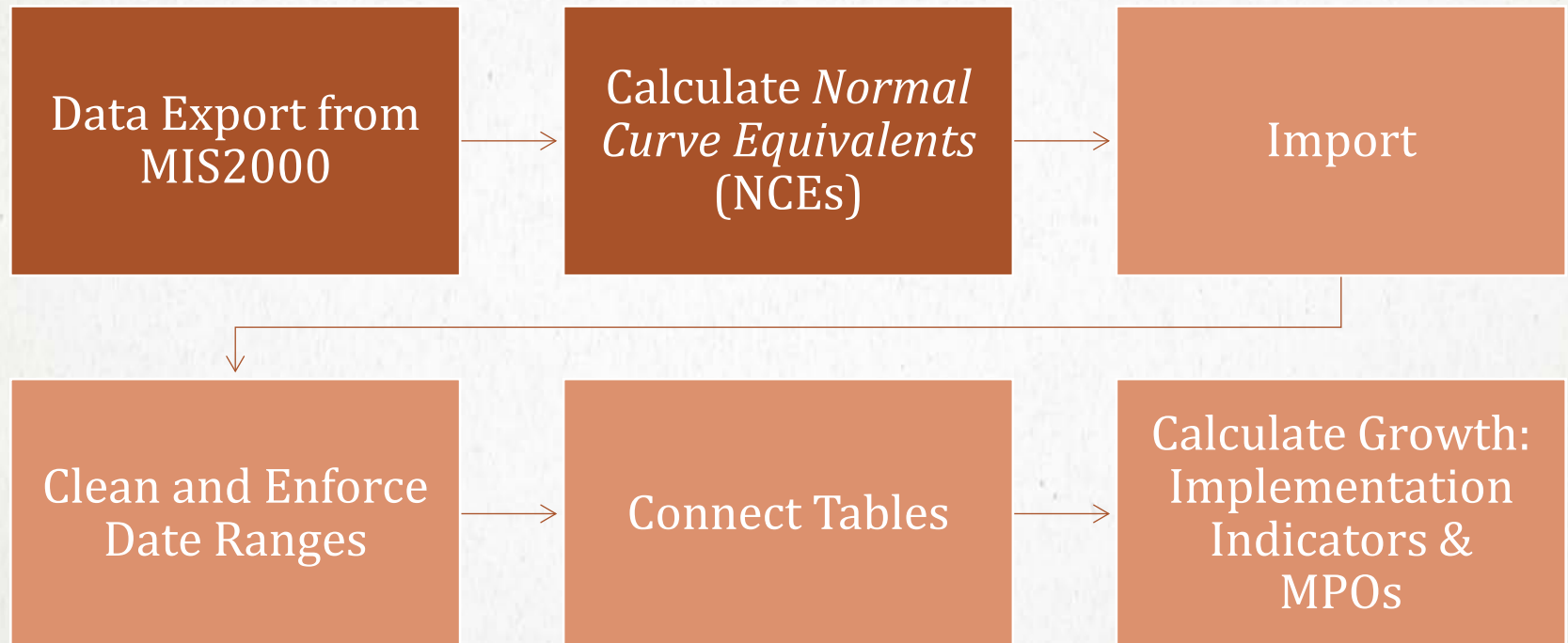
NEW YORK STATE SERVICE DELIVERY PLAN 2016-2019

LEVEL 3 ELA HOURS

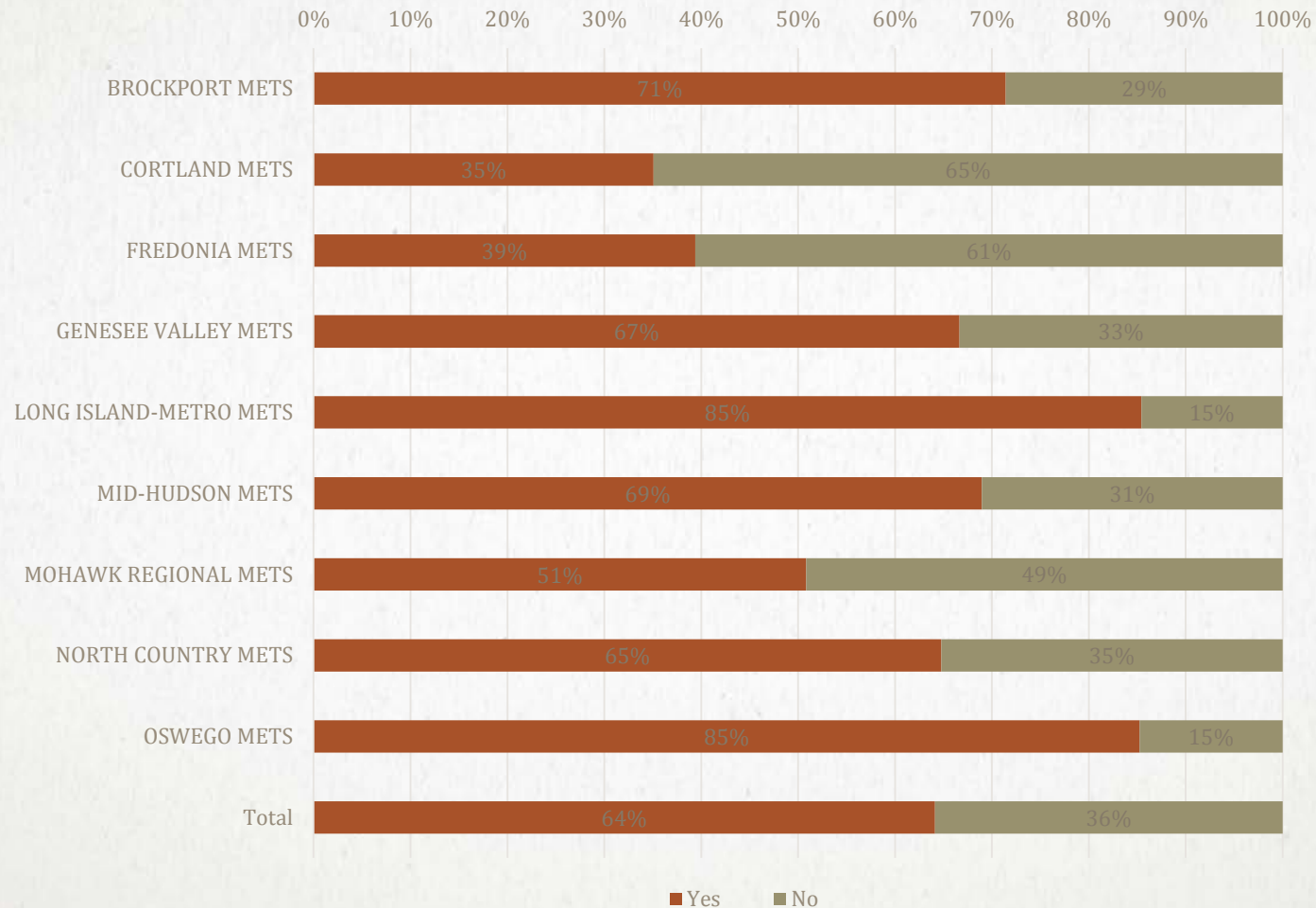
1.2 90% OF LEVEL 3 K-8 STUDENTS TARGETED FOR ELA SERVICES WILL RECEIVE 30 OR MORE HOURS IN ELA DURING THE REGULAR SCHOOL YEAR AND AN ADDITIONAL 5 OR MORE HOURS OF INSTRUCTION IF PRESENT DURING SUMMER
RECEIVED HOURS REQUIRED >= 9 HOURS OF PRORATED 3 HOURS PER MONTH FROM INITIAL SERVICE LEVEL DATE – DATA RAN 3/19/18

METS	K-8 Eligible Students	Initial Level 3 Students	Level 3 ELA Focus	Level 3 ELA Focus w/ELA Hours	# Student received hours required*	# Students did not received Hours required	% Met MPO
Brockport	113	32	29	21	16	9	76%
Cortland	133	36	31	29	25	4	86%
Fredonia	52	27	24	24	21	3	88%
Genesee Valley	68	33	26	24	15	9	63%
Long Island	117	42	40	38	33	5	87%
Mid-Hudson	237	60	60	47	32	15	68%
Mohawk	161	53	40	25	23	2	92%
North Country	338	90	69	68	56	12	82%
Oswego	162	61	45	37	34	3	92%
Total	1381	434	364	313	255	62	81%

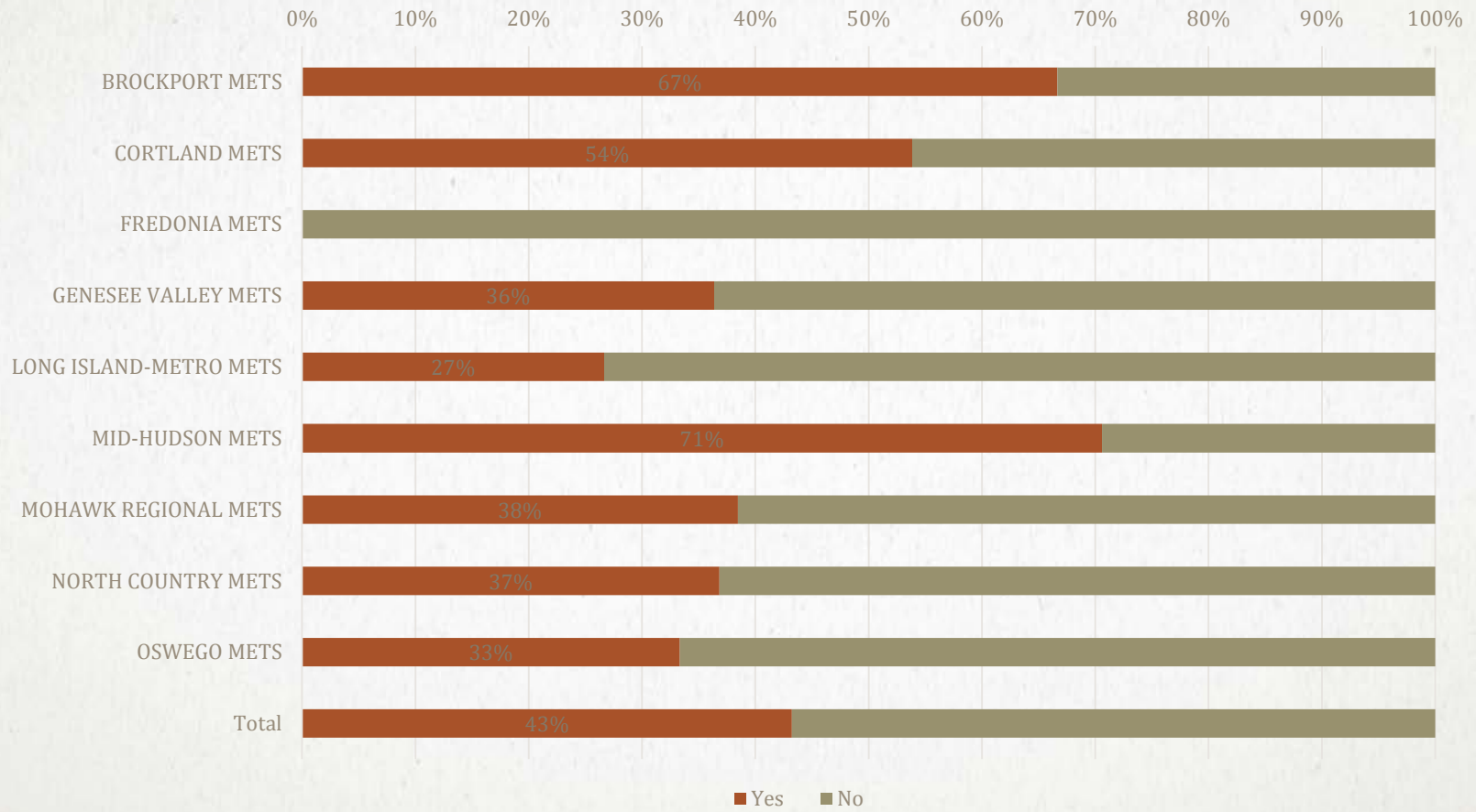
DATA INQUIRY CYCLES AND DATA INTEGRITY: SYSTEMATIZING PROCESSES



1.2 ELA 30+ HOURS OF SERVICE



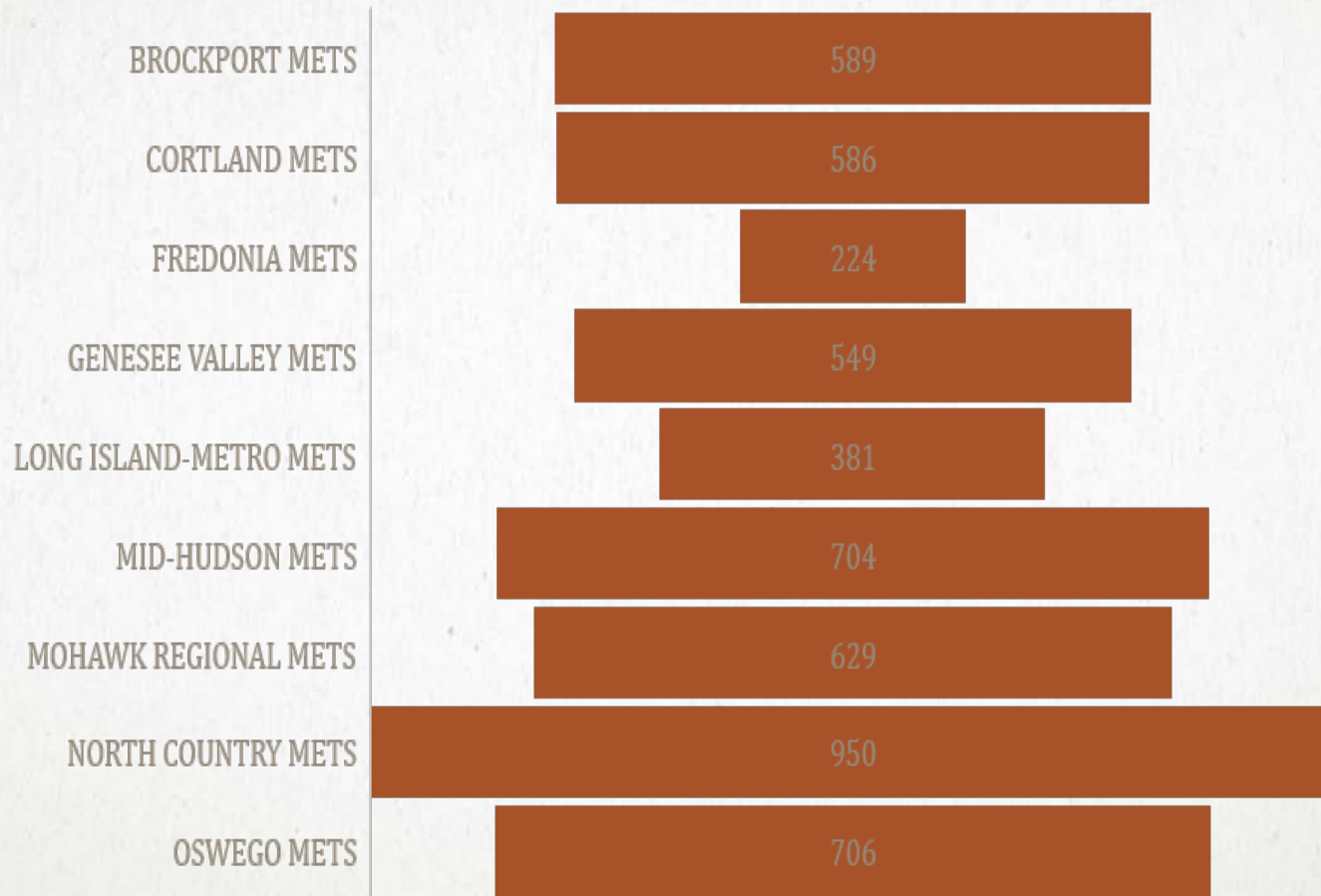
1.3 ELA 10+ NCE GAINS



EXECUTING THE IMPLEMENTATION OF EVALUATION ACTIVITIES

- Review decision rules and assumptions
Examples: pro-rating, score conversion, date ranges
- Use state published data where appropriate
Examples: graduation rates, state assessment outcomes
- Data reality checks
 - Consult key stakeholders as to whether the broad outline of the data matches their expectations.
 - Keep it simple (e.g. number of records, number of services, etc.)

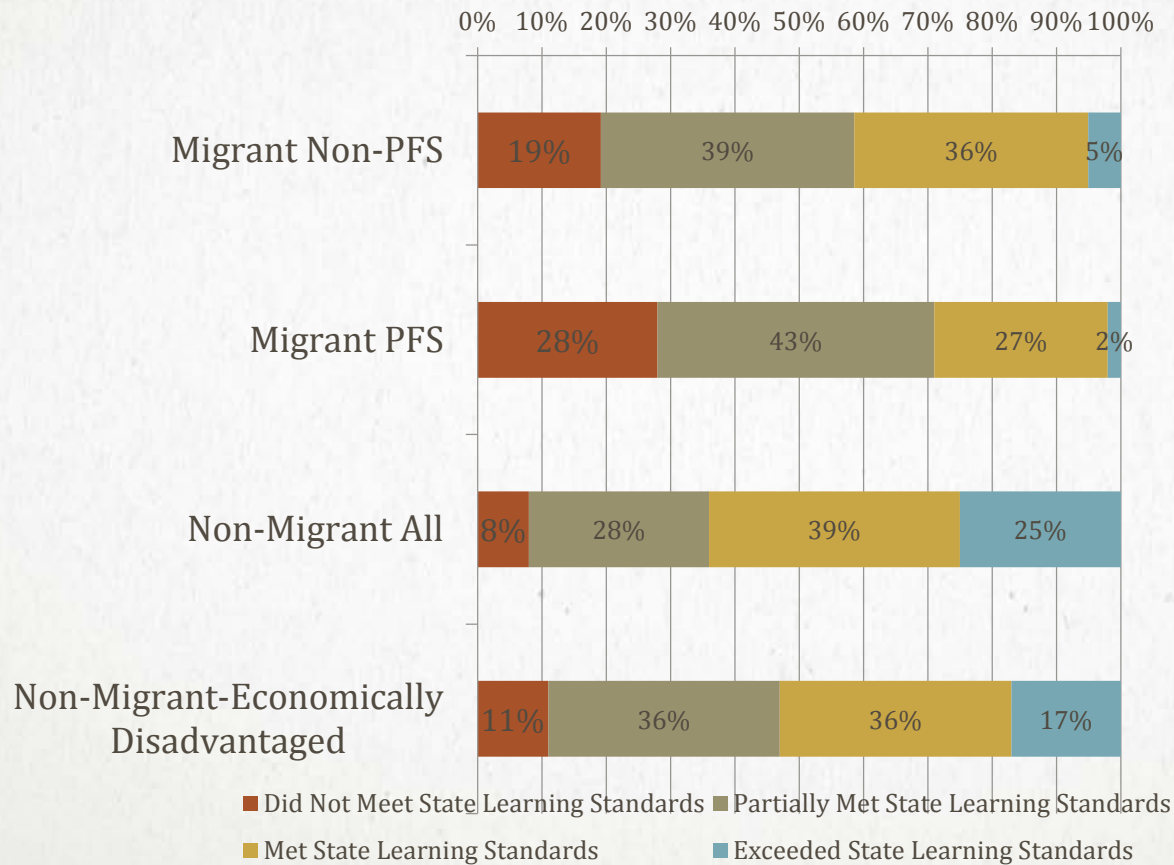
DATA CHECK: MASTER RECORDS BY METS



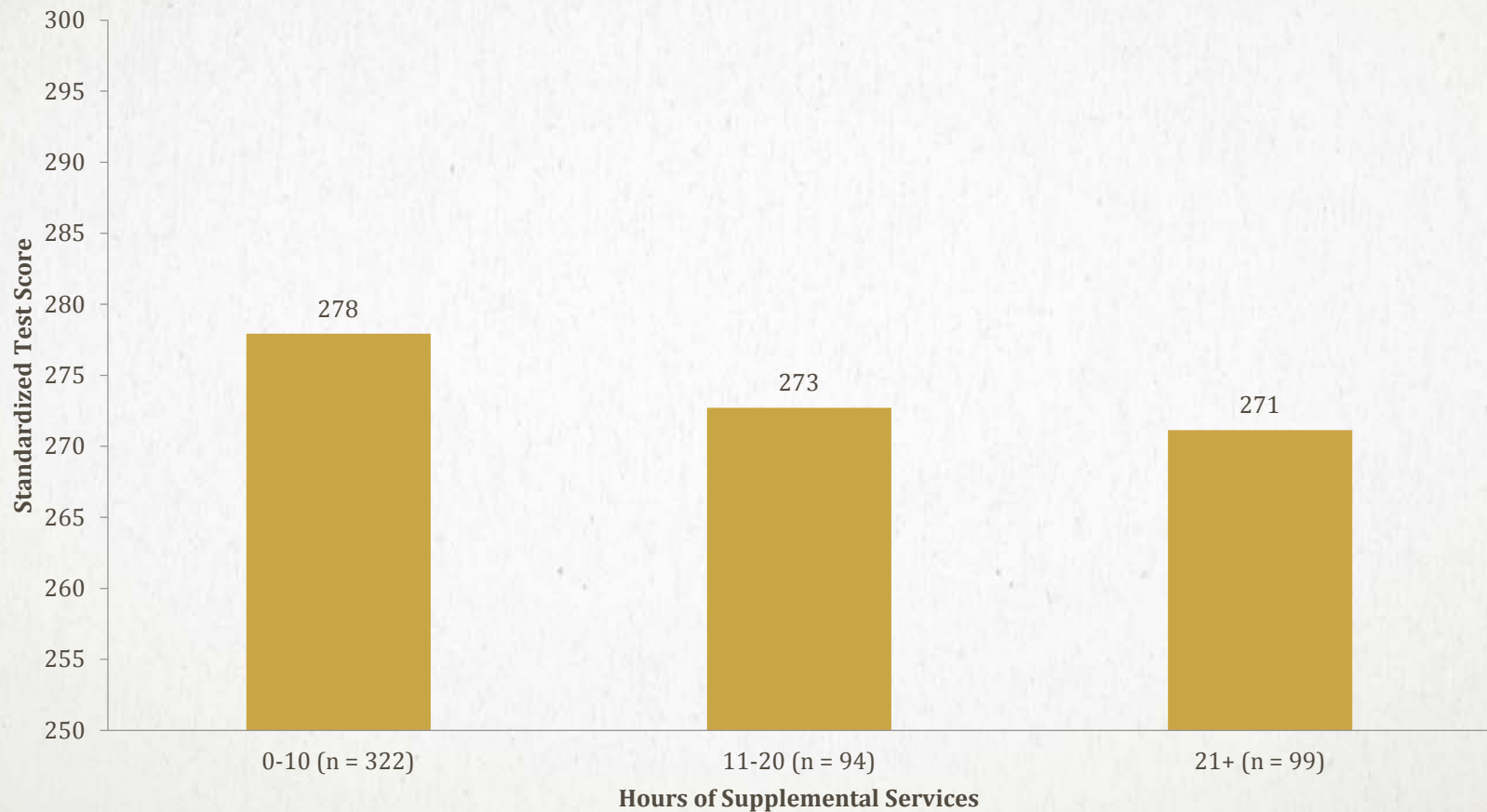
EXECUTING THE IMPLEMENTATION OF EVALUATION ACTIVITIES (CONT.)

- Report on State Performance Targets (SPTs), Measurable Program Outcomes (MPOs), and Implementation Indicators
- When calculating, use code that is:
 - Replicable
 - Auditable
 - Transparent
- Include feedback from parents and Migrant Educators
- Disaggregate by PFS

DISAGGREGATED NYS-MEP STATE ASSESSMENT RESULTS - MATH 2011-2012



HOURS OF SUPPLEMENTAL SERVICES IN MATHEMATICS BY NEW YORK STATE STANDARDIZED TEST SCORES MATH 2013-2014



PROVIDE SUMMARY FINDINGS

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.

DELIVERING THE WRITTEN EVALUATION REPORT

- Review with key stakeholders
- Acknowledging, accepting, and incorporating feedback, as appropriate
- Post publicly
- Present findings widely (e.g., Consortium Meetings, Professional Learning Communities with Migrant Educators, Parent Advisory Council Meetings, etc.)
- Use in the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) development processes

DELIVERING THE WRITTEN EVALUATION REPORT: FEEDBACK

Aggregation of Reactions to Data and Findings

Status	Reaction	Page in v5		Comment
Done	Table 49 (enrollments). It definitely appears that the 2010-11 enrollment figure of "0" for OSY is inaccurate as this is traditionally a high arrival month. Where is this data pulled from? The whole chart seems inaccurate.	101	89	Edited table labels to reflect that the table shows the date of the OSY Profile and not QAD or enrollment.
Done	No findings (answers) in chart.	97	85	added
Edited description	Credit Accrual records were not incomplete – prior to 12-13 there wasn't a place on MIS to input credit accrual - MEOPs had information but not able to record on MIS		e.g., 49	We edited this description somewhat, and will continue to work with NYS MEP on addressing this as discussed in the clarification table.
NC	The road map was developed collectively with the evaluator of where to find data and who to collect data from – MIS was the only mechanism primarily used the next year			Is a comment
Done	Eval says, "Graduation date, type and school not recorded in MIS2000." We do have this in MIS2000 currently – perhaps in 2010 all fields were not there	P 96	110	Made note of this

EVALUATION DRIVEN CHANGE: ONGOING CYCLE OF INQUIRY AND ACTION

- Develop Data Collection Plan: Annual Data Cycle Timeline;
- Create strong, needs-driven, measurable Implementation Indicators and Measurable Program Outcomes (MPOs) with aligned objectives and strategies; and
- Strengthen operational efficiency, service intensity, and strategy effectiveness.

NY State Education
Department



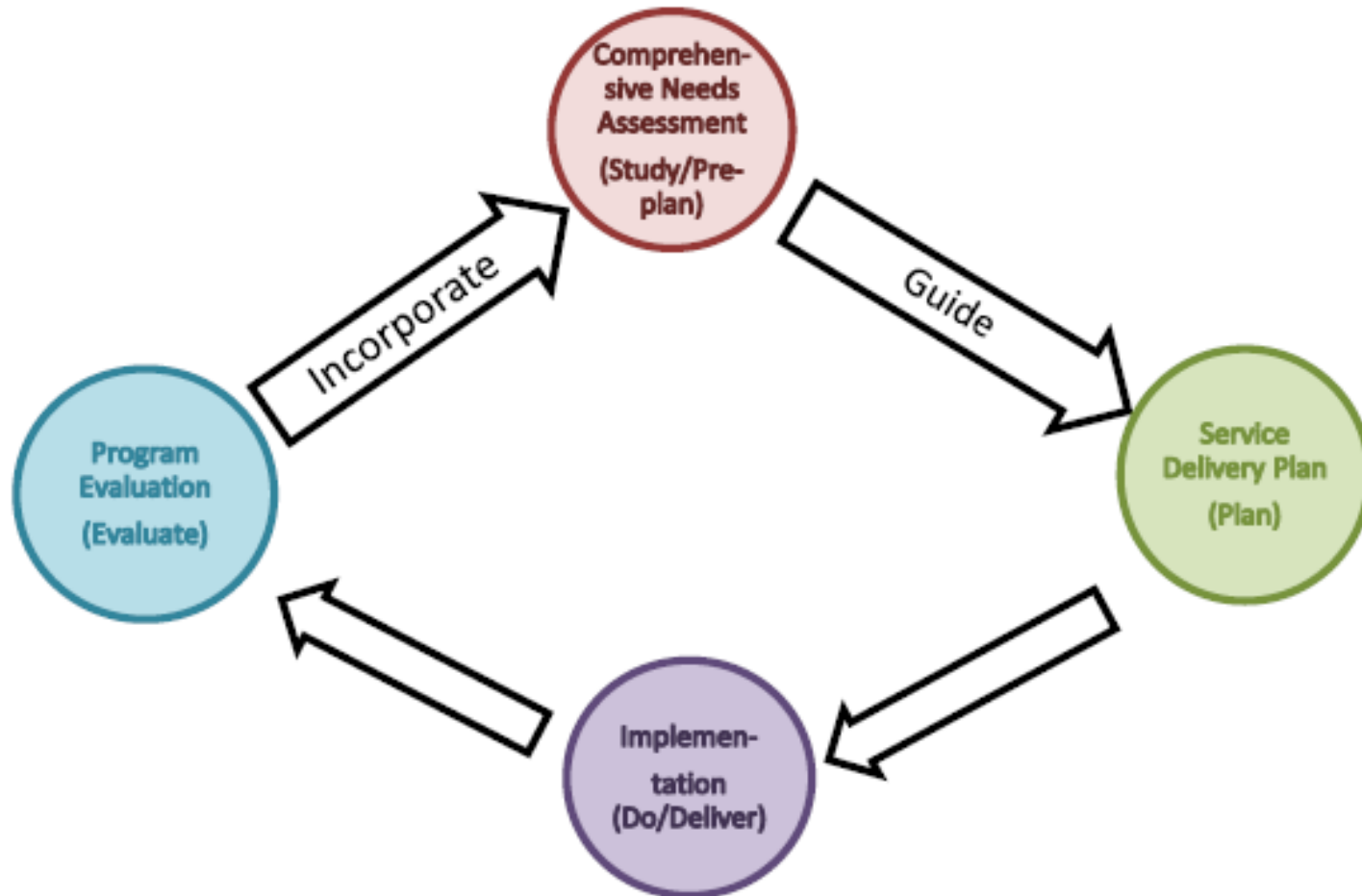
Knowledge > Skill > Opportunity

COLLECTION OF VALID AND RELIABLE DATA, AND USE OF THE DATA TO INFORM THE SDP (SUE HENRY, NE)



Continuous Improvement Cycle

Evaluation



Evaluation

In summary, the Nebraska MEP provided migrant students with individualized, needs-based supplemental instructional and support services that positively impacted their learning and academic skills. Parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migrant students and their parents; community resources and programs helped support migrant students; and local projects expanded their capacity to meet the needs of Nebraska's mobile migrant population by conducting local needs assessments and professional learning activities.

Continuous Improvement Cycle Evaluation Team

➤ COORDINATION

- MEP staff (State and LOAs)
- NDE Subject Matter Experts
- Community Partners

Data Collection

Implementation Data

It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migrant student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Nebraska MEP.

Data Collection (continued)

Results Data

Formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the State Performance Goals in reading, math, graduation and dropout rates; and the 15 Measurable Program Outcomes (MPOs).

Questions for the Panel

- If you have a question, please write in the chat box the question, or raise your hand in the chat box, and we will call on you.
- Panel members will take questions for as long as time allows.



Thank You!

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The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.



Thank You!!!

We hope you enjoyed this webinar. Please take a moment to fill out a short poll about your experience.

For additional assistance, contact the OME Data-Evaluation Team:

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Thank you for completing the survey!

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