

# The Use of MPOs to Impact Statewide Assessment Results

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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.*



# SKYPE WEBINAR INSTRUCTIONS

- As you participate in this webinar, please think about any questions you may have about Measurable Program Outcomes (MPOs).
- Ask your questions during the “Question Breaks” portions of the webinar, or enter them into the conversation/chat box.
- Please complete our evaluation!



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# LEGAL PAGE

## Statute

Title I, Part C, Sections 1304(b)(1)(D); 1306(a)(1)(D).

## Code of Federal Regulations

34 CFR 200.83.

## Guidance

MEP Guidance, March, 2017. Chapter IV, CNA and SDP, pages 50-51, Chapter VIII, Program Evaluation, page 86.



# AGENDA

- Introduction: Input from Coordination Work Group (CWG) and directors.
- What are MPOs? What are their roles at the State Education Agency (SEA) and Local Education Agency (LEA) levels?
- Challenges and solutions to mobility and measuring progress.
- SMART MPOs.
- Resources for effective MPOs.
- Director Discussion – Effective MPO deployment:
  - Professional development for LEAs
  - Ways to share data between and with LEAs



# INTRODUCTION



# INTRODUCTION:

## INPUT FROM CWG AND DIRECTORS

- Thank you CWG and directors for your input!
- We attempted to include most director suggestions and incorporate them within five topics.
- Our objective for today is that directors will feel better prepared to increase SEA/LEA understanding of MPOs, gather and analyze data on current MPOs, and when appropriate, develop new MPOs.



**WHAT ARE MPOS?**

**WHAT ARE THEIR ROLES AT THE SEA  
AND LEA LEVELS?**





# WHAT ARE MPOS?

- The SEA produces measurable program outcomes (objectives) that meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets. (34 CFR 200.83)



# WHAT ARE ROLES OF MPOS AT SEA AND LEA LEVELS?

- Each LEA has different needs. Can each LEA define their own MPOs and report on them?
- Can MPOs use SEA benchmark assessments or annual assessments? Must MPOs necessarily address Reading/Language Arts (LA) and Mathematics?



# COMPREHENSIVE NEEDS ASSESSMENT- SERVICE DELIVERY PLAN- MEASURABLE PROGRAM OUTCOMES SEA FLOW CHART

Comprehensive Needs  
Assessment (CNA)

SEAs Identify Unique  
Educational Needs of  
Migratory Children



Service Delivery Plan (SDP)

SEAs Include  
Strategies That:

- 1) Meet the Unique  
Needs of Migratory  
Children and
- 2) Help Migratory  
Children Achieve the  
State's Performance  
Targets



Measurable Program  
Outcomes (MPOs)

SEAs Measure the  
Effectiveness of the  
Strategies in the SDP

# CNA-SDP-MPOS LEA FLOW CHART

## Comprehensive Needs Assessment (CNA)

LEAs Determine the Needs of Migratory Children and How Those Needs Relate to the SEA Priorities



## Service Delivery Plan (SDP)

LEAs Address the Unique Needs of Migratory Children In the SDP.

After Addressing the Needs, the SEA May Fund an LEA Project That Proposes to Address Other Identified Unique Needs of Migratory Children.

## Measurable Program Outcomes (MPOs)

LEAs Measure the Effectiveness of the Strategies in the SDP.



# EACH LEA HAS DIFFERENT NEEDS. CAN EACH LEA DEFINE THEIR OWN MPOS?

**ANSWER: “IT DEPENDS.”**

- LEAs must sufficiently address the unique needs of migratory children, as stated in the CNA.
- SEAs have the discretion to fund LEA projects with other identified special educational needs, if funds are available and services are unavailable from another funding source.



# SEA QUESTIONS

- Do statewide assessments measure the effects that a supplementary program such as the Migrant Education Program (MEP) produces, or the effects of an entire educational program?
- Do statewide assessments measure the effectiveness of the MEP's specific strategies?
- Do statewide *intact benchmark assessments* (external source measuring a subset of content domain) measure the subset of content reflected in MPOs?



## SEA QUESTION: MUST MPOS ADDRESS READING/LA AND MATHEMATICS?

- MPOs measure what the MEP produces to meet the unique needs of migratory children.
- The Office of Migrant Education (OME) requires SEAs to report on a minimum of one Reading/LA MPO and one Mathematics MPO in written evaluation reports, as SEAs are required to include SDP strategies that help migratory children achieve the State's performance targets.



# CHALLENGES AND SOLUTIONS TO MOBILITY AND MEASURING PROGRESS





# MOBILITY AND MEASURING PROGRESS

- OME suggestions for measuring progress, especially in a short period of time:
  - Student *mastery* or student *progress* toward learning objectives, not content area proficiency.
  - Curriculum-based measures (CBMs) or Curriculum-Embedded Performance Assessments (CEPAs) may measure specific content, and are usually teacher-constructed.



# SEA MPO EXAMPLES:

- Indiana MEP: Mastery
- Indiana MEP: Progress
- Pennsylvania MEP: Out-Of-School Youth



# INDIANA MEP MPOS: MASTERY

High School Graduation and Services for OSY			
<p><b>4A)</b> By the end of the 2018-19 reporting period, 80% of secondary-aged migratory students enrolled in supplemental MEP instructional services for five sessions in RSY or SSY will meet objectives set in their Individual Migrant Education Plan (IMP), which may include academic skills, life skills, English skills, college and career readiness, alternative programming, or other activities</p>	IMP Results	IMP	<p>By June 15 for regular term programs</p> <p>By September 15 for summer term programs</p>



# INDIANA MEP MPOS: PROGRESS

MPO	Data Element	Reporting Form	Timeline
<b>English Language Arts</b>			
<b>1A)</b> By the end of the 2018-19 reporting period, migratory students in grades K-8 receiving MEP instructional services in English Language Arts for 30 sessions or three weeks of summer programming will achieve a statistically significant gain ( $p < .05$ ) on a curriculum-based assessment.	Pre and post-scores from a curriculum-based assessment	Assessment Results Spreadsheet (Google Doc)	By June 15 for regular term programs By September 15 for summer term programs
<b>Mathematics</b>			
<b>2A)</b> By the end of the 2018-19 reporting period, migratory students in grades K-8 receiving MEP instructional services in math for 30 sessions or three weeks of summer programming will achieve a statistically significant gain ( $p < .05$ ) on a curriculum-based assessment.	Pre and post-scores from a curriculum-based assessment	Assessment Results Spreadsheet (Google Doc)	By June 15 for regular term programs By September 15 for summer term programs



# PENNSYLVANIA MEP MPOS: OUT-OF-SCHOOL YOUTH

**Out-of-School Youth Objective 6: By the end of 2016-17, 25 percent of out-of-school youth who express an interest will attend educational opportunities.**

This objective was achieved for the 2017-18 year for English as a Second Language (ESL) classes, but not job training or GED programs.

- 83 percent of non-fluent individuals attended and/or completed ESL classes. For Priority for Service youth, 75 percent attended or completed such classes. For youth without this designation, the percentage was 49 percent, indicating that Priority for Service youth were served first.
- 14 percent of youth attended and/or completed job training. For Priority for Service youth, 7 percent attended or completed such training. For youth without this designation, the percentage was 1 percent, indicating that Priority for Service youth were served first.
- 21 percent of youth attended and/or completed a GED program. For Priority for Service youth, 2 percent attended or completed a GED program. For youth without this designation, the percentage was 4 percent.



# PENNSYLVANIA MEP MPOS: PRESCHOOL

**School Readiness Objective 2a: By the end of 2016-17, 60 percent of migrant children ages 3-5 will participate in preschool programming.**

This objective was not achieved for 2017-18 for preschool-age children (ages 3+ not yet enrolled in kindergarten), but it was close. Of preschool-age children, 59 percent were enrolled in preschool, which is higher than the prior year (55 percent). By Priority for Service status, 35 percent of Priority for Service preschool-age students were enrolled in preschool compared to 75 percent of non-Priority for Service preschool-age students. However, evidence shows that most students not enrolled in preschool are not enrolled for reasons beyond their control.



# Question Break #1

- If you have a question about MPOs or challenges in measuring progress, please write a question within the chat box.



# SMART MPOS





# SMART MPOs

- **Specific**
- **Measurable**
- **Attainable (Actionable)**
- **Relevant (Realistic)**
- **Time-Based**



Time-Based

# SMART MPOs - Example

Measurable

Of students enrolled in MEP Project A, 50% of third-grade students who have scored below mastery on a benchmark assessment will be able to demonstrate mastery in the use of phonics knowledge and word parts to pronounce words they do not recognize as documented through a curriculum-based measure.

Specific

Relevant

Attainable

30%?  
50%?  
70%?  
100%?



# RESOURCES FOR EFFECTIVE MPOS



# MPO RESOURCES

- SDP Toolkit: pages 48-49 “MPO Overview”
- Non-Regulatory Guidance (NRG): pages 85-87 “Performance Goals, Performance Indicators, and Measurable Outcomes”
- MEP Written Evaluation Report Checklist: “Activities before the Evaluation”



# **DIRECTOR DISCUSSION: EFFECTIVE MPO DEPLOYMENT**



# EFFECTIVE MPO DEPLOYMENT: OFFERING PROFESSIONAL DEVELOPMENT FOR LEAS, AND SHARING DATA WITH LEAS

“My LEAs vary in their understandings of MPOs. How can I increase their understandings?”

- Indiana MEP: Nathan Williamson, Valerie Beard and Veronica Palacio
- Pennsylvania MEP: Carmen Medina, Leslie McConnell, and Yolanda Yugar
- Idaho MEP: Sarah Seamount



# INDIANA MEP MPO PROCESS

- CNA meeting with stakeholders: Regional Center directors and recruiters, counselors, family liaisons, data team, programming staff, tutors, State MEP staff.
- Stakeholders developed SDP and determined MPOs in ELA, Math, School Readiness, HS Graduation/OSY.
- Evidence of the increase of stakeholder MPO understanding and effect on services.



# PENNSYLVANIA MEP MPO PROCESS

- PA process for establishing MPOs: CNA, priority needs, SDP.
- MPOs – how they fit with GPRAs, leading indicators, other state results.
- MPOs – how they are incorporated in LEA applications.
- Analysis of MPOs and comparisons.





# IDAHO MEP MPO PROCESS

Working with LEAs to meet Idaho MPOs



# MPOs, Strategies and the Consolidated Grant Application

STEP 1: LEAs provide a brief “Plan for Implementation” of each MPO on the Consolidated Grant Application

Strategy #		MPO	Strategy	Plan for Implementation
1.1.a	<input checked="" type="checkbox"/>	1.1) By the end of program year 2018-2019, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness and use (e.g., language acquisition, packets with school supplies, books and activities, etc.).	<p><i>Ex: Preschool parent nights with activities and materials to keep</i></p> <p>Parents will be provided with materials and online resources (where feasible), books and supplies from meetings, for use at home. We will utilize home visits and parent nights to reach families. Migrant families also have in-home access to iPads in order to enhance their opportunities for learning and to stay connected with the learning at the school. For those who qualify, Imagine Learning, licenses will be provided, especially for younger aged children.</p>



# The MPO Toolkit

- The toolkit is posted online in Word so districts can adapt it to fit their needs.
- Each of 5 goal areas (40 pages total) has documents needed to measure progress including parent surveys in Spanish & English.
- Training is provided in the fall to migrant directors.
- The toolkit is located under Migrant Services → Service Delivery Plan.

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<http://www.sde.idaho.gov/el-migrant/migrant/index.html>.



# LEA Monitoring Tool

Compliance monitoring of migrant project districts includes review of the LEA data collected to show progress toward meeting MPOs.

<p>PROG 15</p> <p>● I-C</p>	<p>State and local agencies must address students' unique needs with a plan that specifies measurable program objectives and outcomes. ESSA Section 1306(a)(1)(D)</p>	<p><b>MEASURABLE PROGRAM OUTCOMES (MPOS)</b></p> <p><input type="checkbox"/> Evidence of data collection to measure progress toward current year MPOs</p> <p><b>SDE Preparation:</b></p> <p><input type="checkbox"/> Measurable Program Outcomes Program Evaluation completed in MSIS for prior year</p>		<p><b>Finding:</b></p> <p>The State did not find evidence that the district is fully implementing the approved MEP plan and monitoring its progress towards meeting the Measurable Program Outcomes (MPOs) as outlined in the State Service Delivery Plan.</p> <p><b>Action Needed:</b></p> <p>Submit to the State a detailed description outlining how the district plans to address the full implementation of the approved MEP plan and collect data for each MPO selected.</p>
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# Data Collection

At the end of the performance period, LEAs report the results of their efforts. This has recently been changed to include a place to enter specific numbers. This will allow state data aggregation for evaluation.

MPO	Result
<p>1.1) By the end of program year 2018-2019, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.</p> <p><a href="#">Show/Hide Strategies</a></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness and use (e.g., language acquisition, packets with school supplies, books and activities, etc.).</li><li><input type="checkbox"/> Provide family literacy opportunities to migrant families.</li></ul>	<p>Number of parents who reported increased ability to support school readiness at home</p> <input type="text" value="13"/>
	<p>Number of parents who participated in activities</p> <input type="text" value="15"/>
	<p>Goal Achieved:</p> <p><input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>Comment: <i>(required if goal not met)</i></p> <div style="border: 1px solid black; padding: 5px;"><p>The family liaison provided 3 home visits per family and worked with a parent and the child. Parents loved the books and art projects and the district checklist for kindergarten ready skills.</p></div>



## Question Break #2

- If you have a question about “SMART” MPOs, resources, or effective MPO deployment, please write it within the chat box.



# SUMMARY

- Effective MPOs address unique needs of migratory children and help them achieve the State's performance targets.
- Effective MPOs provide a common set of goals that the SEA and LEAs are trying to achieve.
- Effective MPOs measure the efficacy of your State's MEP services, and inform decision-making.



# 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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