|  |
| --- |
| Close-up image showing the leaf-sides of two oversized books side-by-side on a bookshelf, with additional books in soft focus background |
| Mississippi Migrant Education Program  *Final Report, 2018-19 Project Year* |
| |  |  |  | | --- | --- | --- | | Dr. Dana Seymour | April 2020 | Bureau of Program Evaluation | |

Prs

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# Terms and Definitions

|  |  |
| --- | --- |
| TERM | DEFINITION |
| EL | English learner |
| ID&R | Identification and recruitment of migratory youth into MEP |
| GOSOSY | Graduation and Outcomes for Success for OSY; a Consortium Incentive Grant funded by the Office of Migrant Education at the U.S. Department of Education to improve educational attainment and graduation outcomes for OSY |
| MEP | Migrant Education Program, authorized by Title I, Part C of Elementary and Secondary Education Act (1965, reauthorized 2015 as “Every Student Succeeds Act”) |
| Migratory Child | Child or youth who made a qualifying move in the preceding 36 months as a migratory agriculture worker, or with a parent or spouse who is a migratory agriculture worker |
| MiraCORE | Migrant Reading Achievement – Comprehensive Online Reading Education; a consortium of MEP providers committed to improving interstate coordination by sharing developing supplemental, technology-based reading instructional materials and assessments designed to improve the literacy skills of migratory youth. |
| MMESC | Mississippi Migrant Education Center, housed at Mississippi State University in Starkville; regional center contracted to administer MEP plan |
| MPOs | Measurable Program Outcomes |
| MSIX | Migrant Student Records Exchange Initiative; shared platform for efficiently transferring student education and health records to participating states |
| OME | Office of Migrant Education, a division of the U.S. Department of Education |
| OSY | Out of School Youth; migrant youth under the age of 21 who have not graduated from high school, received a high school equivalency diploma, and/or not passed the high school equivalency examination. |
| PFS | Priority for Services; under ESSA, services are prioritized to students who have made a qualifying move within the past one year, and are failing or at risk of failing, and students who have dropped out of school. |
| RY | Regular School Year (August – May) |
| SDP | State Service Delivery Plan; a comprehensive document that details desired outcomes, statewide strategies, and performance targets to meet the needs of migratory children. |
| QAD | Qualifying Arrival Date; date that begins a migratory child’s 36 months of MEP eligibility |

Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965 and was reauthorized in 2015 as the “Every Student Succeeds Act” (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families. Specifically, the goal of State MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from school success and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

The Mississippi Department of Education (MDE) MEP helps schools to support their migrant students and youth so that they may meet the challenging state academic content and student academic achievement standards that are expected of all children. Educational and support services are designed to ensure continuity of instruction to eligible students who migrate between Mississippi and other states, within the state of Mississippi, and across international borders.

In 2018-19, Mississippi had 702 eligible migratory students and youth, ages birth to 21. Of those, 388 (55%) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/19); 40 (6%) were categorized as having priority for services (PFS); 154 (22%) were identified as English learners (ELs); and 39 (6%) were eligible for special education services. During the performance period, educational and support services were provided to 80% of eligible migratory students (561 served during the regular school year and 302 served during the summer).

Local migrant projects in Mississippi provided instructional and support services aligned to the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment within the three goal areas of: *1) Reading and Mathematics, 2) School Readiness; and 3) Graduation and Services to Out-of-School Youth (OSY).* Supplemental instructional services included tutoring and instructional support, summer services, reading and mathematics enrichment activities, graduation enhancement, and career and life skills education. Support services were provided to migratory students and families to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services during the summer and regular academic year, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, distribution of educational materials, and transportation. Services also were provided to parents to engage them in the education of their children.

summary of findings

Each state SPD includes a number of SMART goals, or measurable program objectives, that MEPs are tasked with meeting. Exhibit 1, below, shows that **five of the eight** (63%) Measurable Program Outcomes (MPOs) for Mississippi’s MEPs during 2018-19 were met, showing the benefit of MEP services for migratory students/youth and their parents. This marks no change from the 2017-18 project year, when five of the eight MPOs (63%) were also met.

**Exhibit 1. Progress Toward Measurable Program Objectives for 2018-19**

| **Mississippi MEP Measurable Program Outcomes (MPOs)** | **MPO**  **Met?** | **Evidence** |
| --- | --- | --- |
| **Reading and Mathematics** |  |  |
| **MPO 1a:** By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local reading assessments. | **No** | 37% of students assessed in the summer gained by 5% in reading |
| **MPO 1b:** By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the regular school year (RY) will demonstrate a gain of 5% on local reading assessments. | **No** | 59% of students assessed in the RY gained by 5% in reading |
| **MPO 1c:** By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local math assessments. | **No** | 42% of students assessed in the summer gained by 5% in math |
| **MPO 1d:** the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the regular school year (RY) will demonstrate a gain of 5% on local math assessments. | **Yes** | 81% of students assessed in the RY gained by 5% in math |
| **School Readiness** |  |  |
| **MPO 2a:** During the 2018-19 performance period, 80% of parents responding to surveys will report that information/training increased their knowledge of early learning instruction and services available for their children. | **Yes** | 100% of parents responding reported increased knowledge |
| **MPO 2b:** During the 2018-19 performance period, more migratory children (ages 3-5 not in Kindergarten [K]) will participate in Pre-K programming (compared to the 2016-17 baseline). | **Yes** | 15% more children ages 3-5 participated in Pre-K programming |
| **Graduation/Services to OSY** |  |  |
| **MPO 3a:** By the end of the 2018-19 performance period, more migratory students in grades 8-12 will receive needs-based instructional and/or support services (compared to the 2016-17 baseline). | **Yes** | 7% more migratory students in grades 8-12 received MEP services |
| **MPO 3b:** During the 2018-19 performance period, migratory students in grades 9-12 served by the MEP will graduate or be on-track to graduate (baseline to be determined in 2017-18). | **N/A** | Data not available |
| **MPO 3c:** By the end of the 2018-19 performance period, OSY utilizing OSY lessons will demonstrate an average gain of 5% on OSY assessments. | **Yes** | OSY had a 13% gain on OSY assessments |

In summary, during 2018-19, the Mississippi MEP provided migratory students with individualized, needs-based supplemental instructional and support services that positively impacted learning, achievement, and life skills knowledge. Parents were provided home-based services and trainings to improve parenting capacity and increase engagement in their children’s education; MEP staff were trained to better serve the unique needs of migratory students and their parents; and local projects expanded their capacity through training and support to provide needs-based services to Mississippi‘s migratory population.

The MPOs met during 2018-19 show the impact of the Mississippi MEP on migratory students’ mathematics skills, preschool participation, secondary students receiving MEP services, OSY increasing life skills, and parents’ knowledge of early learning instruction and services available for their children. Other key findings/trends revealed in the 2018-19 evaluation follow.

* Mathematics was a notable area of success, with 81% of students gaining more than 5% on pre-post assessments over the regular school year. For reading, the rate of improvement was 59%, nearing (but not quite meeting) the MPO benchmark of 60%.
* MEP staff rated the implementation of the 11 Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. Eight of 11 mean ratings were below the “proficient” level. The overall mean rating for all 11 strategies was 3.27 (“Developing”) out of 5.0. This tool appears in its entirety as Appendix A of this document.
* Twenty-six percent (26%) of migratory students scored Proficient or above on Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) Assessments. This marks an increase over last year’s proficiency rate of 23% for migratory students.
* Thirty-three percent (33%) of migratory students scored proficient or above on MAAP Math Assessments for 2018-19. This marks an increase over the 31% proficiency rate for migratory students in 2017-18.

Evaluation Recommendations

The recommendations in this report are organized to align to the evaluation questions, which reflect the two major dimensions of the MEP work: (1) the delivery and implementation of MEP initiatives (Program Implementation), and (2) progress toward MPOs and benchmarks (Results). Those recommendations are summarized below, and discussed in greater detail in the report’s conclusion (p. 34).

2018-19 Recommendations for Program implementation

* Review eligibility guidelines for PFS students/youth. A flow chart that sets forth federal guidelines appears on p. 11 of this document. It appears that PFS students/youth are being under-designated.
* The FSI tool documents a host of parent/family services including trainings, parent liaisons, parent meetings, phone calls, and home visits. However, only four surveys that asked parents about the usefulness/gains from trainings were provided to the evaluator, and two of those were incomplete. Better tracking of the success of these efforts would be helpful for informing implementation changes and progress.

2018-19 Recommendations for Program Outcomes

* It is commendable that the MPE has met MPOs 2b and 3a for the last two years, each marking positive change over the 2016-17 baseline. In light of that success, consider revising those MPOs to represent a more rigorous benchmark.
* More complete and detailed graduation data would enable the program to closely examine which subgroups of students are at risk for dropping out, and the degree to which outcomes are being met as compared to state benchmarks. Similarly, the evaluator was unable to obtain data for the number of migratory students who had graduated, were on track to graduate, or had dropped out. This information is important for drawing conclusions about program accomplishments.

**\*\*Concludes Executive Summary Section\*\***

Chapter one: Introduction

This evaluation was conducted at the request of Mississippi Department of Education (MDE) leadership to review the practices and effectiveness of the Mississippi Migrant Education Program for the 2018-19 project year. The request was made well after the project year end, and the evaluator collaborated with MEP officers and staff to gather the relevant data required to draw conclusions present in this report.

Questions about the findings and supporting data should be directed to the MDE Office of Educational Accountability.

organization of report

The Office of Migrant Education at the U.S. Department of Education requires states to conduct an annual evaluation that examines the effectiveness of the MEP to inform program enhancements and changes. A program’s performance evaluation must align to the MPO’s set out by the MEP: *actual performance must be gauged against “measurable outcomes established by the MEP and state performance targets, particularly for those students who have priority for service.”[[1]](#footnote-1)*

OME requires that states’ evaluations include a review of both program implementation and program results. Questions that inform implementation review include:

* *Was the program implemented as described in the approved project application? If not, what changes were made?*
* *What worked in the implementation of Mississippi MEP?*
* *What problems did the project encounter? What improvements should be made?*
* *What types of supplemental reading and math instruction was provided to students during the summer?*
* *What instructional programs were used to teach reading and math?*
* *What types of reading and math instruction was provided during the regular school year?*
* *How many parents received information?*
* *How many parents received training?*
* *How many children were served with MEP funds and how many with non-MEP funds?*
* *In what ways were migratory students in grades 8-12 served?*
* *How were migratory students in grades 9-12 served by the MEP?*
* *What OSY lessons did OSY take?*

Insight about performance and results of the MEP for 2018-19 center around questions related to student and family gains. Those questions include:

* *What percentage of K-6 migratory students receiving summer reading instruction showed a gain of at least 5% on local reading assessments?*
* *What percentage of K-6 migratory students receiving reading instruction during the regular school year showed a gain of at least 5% on local reading assessments?*
* *What percentage of K-6 migratory students receiving summer math instruction showed a gain of at least 5% on local math assessments?*
* *What percentage of K-6 migratory students receiving math instruction during the regular school year showed a gain of at least 5% on local math assessments?*
* *What percentage of parents responding to surveys reported that information/training increased their knowledge of early learning instruction and services?*
* *What percentage of migratory children ages 3-5 participated in Pre-K programming in 2018-19?*
* *What percentage of migratory students in grades 8-12 received needs-based instructional and/or support services in 2018-19 compared to 2017-18?*
* *What percentages of migratory students in grades 9-12 graduate or are on-track for graduation after 2018-19?*
* *What was the average gain on OSY assessments?*

After beginning with a chapter that provides relevant contextual background and evaluation design details, the evaluation offers a close examination of the degree to which implementation best practices were followed, and an assessment of the degree to which AMO’s were met.

results of previous evaluations

The 2017-18 evaluation report was conducted and authored by Meta Associates in April 2019. This document section sets forth the major findings and recommendations of that work.

Meta Associates found evidence in the data to suggest that the MEP met 5 of the 8 2017-18 MPS, as detailed in Exhibit 2:

**Exhibit 2. Progress Toward Measurable Program Objectives for 2017-18**

| **Mississippi MEP Measurable Program Outcomes (MPOs)** | **MPO**  **Met?** | **Evidence** |
| --- | --- | --- |
| **Reading and Mathematics** |  |  |
| **MPO 1a:** By the end of the 2017-18 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local reading assessments. | **No** | 5% of students assessed in the summer gained by 5% in reading |
| **MPO 1b:** By the end of the 2017-18 performance period, 60% of migratory students in grades K-6 served during the regular school year (RY) will demonstrate a gain of 5% on local reading assessments. | **Yes** | 67% of students assessed in the RY gained by 5% in reading |
| **MPO 1c:** By the end of the 2017-18 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local math assessments. | **No** | 52% of students assessed in the summer gained by 5% in math |
| **MPO 1d:** the end of the 2017-18 performance period, 60% of migratory students in grades K-6 served during the regular school year (RY) will demonstrate a gain of 5% on local math assessments. | **No** | 25% of students assessed in the RY gained by 5% in math |
| **School Readiness** |  |  |
| **MPO 2a:** During the 2017-18 performance period, 80% of parents responding to surveys will report that information/training increased their knowledge of early learning instruction and services available for their children. | **Yes** | 100% of parents responding reported increased knowledge |
| **MPO 2b:** During the 2017-18 performance period, more migratory children (ages 3-5 not in kindergarten [K]) will participate in Pre-K programming (compared to the 2016-17 baseline). | **Yes** | 25% more children ages 3-5 participated in Pre-K programming |
| **Graduation/Services to OSY** |  |  |
| **MPO 3a:** By the end of the 2017-18 performance period, more migratory students in grades 8-12 will receive needs-based instructional and/or support services (compared to the 2016-17 baseline). | **Yes** | 3% more migratory students in grades 8-12 received MEP services |
| **MPO 3b:** During the 2017-18 performance period, migratory students in grades 9-12 served by the MEP will graduate or be on-track to graduate (baseline to be determined in 2017-18). | **N/A** | Baseline: 82% of migratory students in grades 9-12 served graduated or were on- track to graduate |
| **MPO 3c:** By the end of the 2017-18 performance period, OSY utilizing OSY lessons will demonstrate an average gain of 5% on OSY assessments. | **Yes** | OSY had a 10% gain on OSY assessments |

Chapter two: Context and methodology

overview of project[[2]](#footnote-2)

A close up of text on a white background

Description automatically generatedSupplemental education services are provided in Mississippi to help migratory children and youth overcome the effects of educational disruptions and other hardship resulting from repeated and frequent moves. Issues of discontinuous curricula and educational standards, social-emotional disruptions, mobility, language, and poverty affect migratory students’ opportunities to receive excellence and equity in instruction. During the regular school year in Mississippi, areas with concentrations of migratory children are aligned to and support the regular school program. During the summer, programs are established exclusively for migratory children.

**Exhibit 3. Map of Mississippi MEP Distribution**

MDE administers the program through a regional center, the Mississippi Migrant Education Service Center (MMESC) which is based at Mississippi State University (MSU). MMESC staff currently includes a Director, a Parent Involvement Coordinator, an Educational Services Coordinator, an Identification and Recruitment (ID&R) Coordinator, and a Data Coordinator. Additionally, MMESC employs five regional recruiters. Exhibit 1 illustrates the division of the State by region. Each recruiter oversees one region with oversight being provided by the MMESC.

Migratory families in Mississippi are involved in year-round seasonal agricultural work. Activities range from field preparation and maintenance to planting, harvesting, weeding, fishing, and canning. Mississippi crops with large proportions of migrant workers include sweet potatoes, wheat, soybeans, cotton, rice, corn, blueberries, and watermelon. Other qualifying work includes pork, seafood, cattle/dairy, poultry, catfish, and beef.

The primary focus of the Mississippi MEP is the ID&R of migratory students and ensuring that the MEP supplemental programs and advocacy align to the state’s efforts to transition to the rigorous research-based reforms set forth by the MDE. The Mississippi MEP focuses services in the areas of ID&R, interstate/intrastate coordination, and migratory student enrollment; instructional, health, and support services; professional development, and parent involvement.

Mississippi migratory student demographics, 2018-19

In 2018-19, there were 561 eligible migratory students in Mississippi—a slight increase over 2017-18 (Exhibits 4 and 5, as follow).

**Exhibit 4. Eligible Migratory Students by Grade Level and Program Year**

|  | **Number of Eligible Migratory Students** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age/Grade** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** |
| 0-2 | 30 | 23 | 21 | 12 | 9 | 5 | 17 | 19 |
| 3-5 | 89 | 86 | 63 | 54 | 30 | 23 | 29 | 33 |
| K | 51 | 44 | 35 | 21 | 20 | 12 | 23 | 39 |
| 1 | 48 | 55 | 39 | 19 | 22 | 16 | 18 | 30 |
| 2 | 43 | 35 | 33 | 26 | 12 | 13 | 14 | 30 |
| 3 | 29 | 39 | 23 | 17 | 11 | 10 | 22 | 18 |
| 4 | 25 | 18 | 21 | 17 | 15 | 6 | 15 | 24 |
| 5 | 13 | 20 | 22 | 19 | 8 | 20 | 10 | 20 |
| 6 | 16 | 13 | 9 | 14 | 17 | 13 | 17 | 13 |
| 7 | 19 | 16 | 15 | 11 | 11 | 13 | 12 | 25 |
| 8 | 16 | 21 | 22 | 8 | 7 | 12 | 10 | 21 |
| 9 | 19 | 19 | 22 | 20 | 5 | 8 | 15 | 15 |
| 10 | 8 | 8 | 12 | 16 | 5 | 7 | 8 | 17 |
| 11 | 9 | 4 | 2 | 8 | 5 | 2 | 6 | 4 |
| 12 | 4 | 5 | 4 | 0 | 4 | 1 | 1 | 6 |
| 12+ | 4 | 0 | 1 | 1 | 2 | 1 | 0 | 0 |
| OSY | 224 | 245 | 289 | 281 | 277 | 288 | 335 | 247 |
| **Total** | **647** | **651** | **633** | **544** | **460** | **450** | **552** | **561** |

**Exhibit 5. Eligible Migratory Students Annual Trendline**

Priority for Services (PFS) Data

As part of the ESSA requirements for Title I, Part C, states must set forth priorities for services and are required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the Mississippi’s MEP Service Delivery Plan. PFS is given to migratory children who (1) have made a qualifying move within the previous 1-year period **and** who (2) are failing, or at risk of failing, to meet state academic standards; **or** (3) have dropped out of school. Mississippi defines PFS requirements as follows:

States are required by federal regulations to report at-risk information for every migratory child/youth. These data determine which migratory children/youth should receive services first, provide other districts/States information should the child/youth move, and assist the State MEP when determining funding allocations.

Exhibit 6 gives more detail about the 702 eligible students in 2018-19, specifically, 6% were categorized as PFS, 22% were identified as being ELs, and 6% were identified as having a disability through the IDEA (these percentages do not include children birth to two). Fifty-five percent had a QAD occurring within 12 months from the last day of the performance period (8/31/19).

Exhibit 6. 2018-19 Demographics of Migratory Students by Grade Level

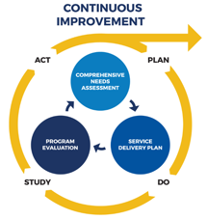
|  | **Total** | **PFS** | | **EL** | | **IDEA** | | **QAD w/in**  **12 months** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Eligible** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| Birth-2 | 22 | 0 | 0% | 1 | 5% | 0 | 0% | 14 | 64% |
| Age 3-5 | 38 | 0 | 0% | 6 | 16% | 1 | 3% | 20 | 53% |
| K | 39 | 6 | 15% | 24 | 62% | 6 | 15% | 14 | 36% |
| 1 | 31 | 2 | 6% | 22 | 71% | 4 | 13% | 17 | 55% |
| 2 | 31 | 6 | 19% | 21 | 68% | 4 | 13% | 11 | 35% |
| 3 | 17 | 3 | 18% | 9 | 53% | 2 | 12% | 10 | 59% |
| 4 | 25 | 3 | 12% | 15 | 60% | 4 | 16% | 9 | 36% |
| 5 | 20 | 2 | 10% | 13 | 65% | 3 | 15% | 5 | 25% |
| 6 | 14 | 2 | 14% | 7 | 50% | 4 | 29% | 5 | 36% |
| 7 | 25 | 4 | 16% | 13 | 52% | 2 | 8% | 5 | 20% |
| 8 | 21 | 6 | 29% | 6 | 29% | 5 | 24% | 11 | 52% |
| 9 | 16 | 4 | 25% | 5 | 31% | 2 | 13% | 9 | 56% |
| 10 | 18 | 2 | 11% | 7 | 39% | 0 | 0% | 5 | 28% |
| 11 | 4 | 0 | 0% | 3 | 75% | 1 | 25% | 0 | 0% |
| 12 | 6 | 0 | 0% | 2 | 33% | 1 | 17% | 1 | 17% |
| OSY | 375 | 0 | 0% | 0 | 0% | 0 | 0% | 252 | 67% |
| **Total** | **702** | **40** | **6%\*** | **154** | **22%\*** | **39** | **6%\*** | **388** | **55%** |

Source: MIS2000 \*Percentage does not include children ages 0-2

evaluation approach

Program evaluation is about collecting information about a project, program or some aspect thereof in order to make necessary decisions about its effectiveness. The reasons for this evaluation project include:

* Performance improvement
* Outcome assessment
* Program planning

****The Mississippi MEP evaluation is part of the OME’s Continuous Improvement Cycle required of state MEPs. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

As required, the evaluation of the Mississippi MEP includes both implementation and results data to determine progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Mississippi MEP.

The Bureau of Program Evaluation (BPE) at the MDE was established as an independent entity to conduct impartial, unbiased investigations into agency programs and initiatives. Because the BPE is protected through bylaws from undue influence by agency heads, it is able to perform honest assessments of agency progress, in the same manner an external evaluator does. To evaluate the MEP, the external evaluator and/or project staff had responsibility for:

* maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
* observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
* preparing an annual evaluation report to determine the extent to which progress was made and the objectives were met.

In order to gather information about the outcomes and effectiveness of the services provided to migratory students by the Mississippi MEP, the evaluator collected 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 nine MPOs set forth by the MEP for 2018-19.

analysis

Quantitative data are analyzed using SPSS v. 26, a statistical platform developed by IBM. Qualitative data are coded using the Coding Analysis Toolkit, an open-access qualitative package. Unless specified otherwise, surveys are hosted on SurveyMonkey. All data collected as part of the evaluation will remain confidential and stored on the secure servers of the Mississippi Department of Education.

limitations

The indicator data provide substantial information to describe the project, with the following limitations:

* The evaluator was approached during the 2019-20 project year and asked to conduct a retrospective evaluation. As such, none of the data used for these analyses and report were collected by the evaluator. Therefore, there were no opportunities for validity crosschecks or triangulation of information.
* As is usually the case, self-report data from surveys and interviews are subject to social desirability biases on the part of respondents, and at this small scale, are impossible to validate. Similarly, reliability of the conclusions based on survey data is heavily dependent on the number of responses.

chapter three: findings

Evaluation of Implementation

Migratory students were provided with a ride range of supplemental instructional services during the 2018-19 regular school year and the summer. Those services included the following:

|  |  |
| --- | --- |
| **Regular Year Supplementary Instructional Services** | **Summer Supplementary Instructional Services** |
| Math Tutoring | Summer School |
| Reading Tutoring | Math Instruction |
| Secondary Credit Accrual | Reading Instruction |
| Other Instructional Services | Secondary Credit Accrual |
| Science/Social Studies Instruction | Prevention Education |
| STEM/Robotics | Science/Social Studies Instruction |
| Preschool | Pre-GED/GED Preparation |
| Pre-GED/GED Preparation | Preschool |
| ESL Instruction | ESL Instruction |
| Distance Learning | Distance Learning |
| Prevention Education | Services to OSY |
|  | Services to Binational Students |

Exhibit 7 shows that 561 migratory students (80% of all eligible migratory students) were served during the regular school year in 2018-19, 7% of which were PFS students (93% of *all* identified PFS students); and 302 migratory students (43% of all eligible migratory students) were served during the summer (2019), 9% of which were PFS students (65 % of *all* PFS students).

Exhibit 7. Migratory Students Served during the Project Year (2018-19)

|  | **Regular School Year** | | | | | | **Summer** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All Migratory Students** | | | **PFS** | | | **All Migratory Students** | | | **PFS** | | |
| **Age/ Grade** | **Eligible** | **Served** | | **Total # PFS** | **Served** | |  | **Served** | | **Total** | **Served** | |
| **#** | **%\*** | **#** | **%** | **Eligible** | **#** | **%** | **#**  **PFS** | **#** | **%** |
| Birth-2 | 22 | 19 | 86% | 0 | 0 | -% | 22 | 10 | 45% | 0 | 0 | -% |
| 3-5 | 38 | 33 | 87% | 0 | 0 | -% | 38 | 26 | 68% | 0 | 0 | -% |
| K | 39 | 39 | 100% | 6 | 4 | 67% | 39 | 35 | 90% | 6 | 5 | 83% |
| 1 | 31 | 30 | 97% | 2 | 2 | 100% | 31 | 24 | 77% | 2 | 2 | 100% |
| 2 | 31 | 30 | 97% | 6 | 6 | 100% | 31 | 26 | 84% | 6 | 4 | 67% |
| 3 | 17 | 17 | 100% | 3 | 3 | 100% | 17 | 15 | 88% | 3 | 2 | 67% |
| 4 | 25 | 25 | 100% | 3 | 3 | 100% | 25 | 19 | 76% | 3 | 2 | 67% |
| 5 | 20 | 20 | 100% | 2 | 1 | 50% | 20 | 18 | 90% | 2 | 1 | 50% |
| 6 | 14 | 13 | 93% | 2 | 2 | 100% | 14 | 10 | 71% | 2 | 2 | 100% |
| 7 | 25 | 25 | -% | 4 | 4 | 100% | 25 | 19 | 76% | 4 | 2 | 50% |
| 8 | 21 | 21 | 100% | 6 | 6 | 100% | 21 | 18 | 86% | 6 | 3 | 50% |
| 9 | 16 | 15 | 94% | 4 | 4 | 100% | 16 | 9 | 56% | 4 | 1 | 25% |
| 10 | 18 | 17 | 94% | 2 | 2 | 100% | 18 | 14 | 78% | 2 | 2 | 100% |
| 11 | 4 | 4 | 100% | 0 | 0 | -% | 4 | 4 | 100% | 0 | 0 | -% |
| 12 | 6 | 6 | 100% | 0 | 0 | -% | 6 | 5 | 83% | 0 | 0 | -% |
| OSY | 375 | 247 | 66% | 0 | 0 | -% | 375 | 49 | 13% | 0 | 0 | -% |
| **Total** | **702** | **561** | **80%** | **40** | **37** | **93%** | **702** | **302** | **43%** | **40** | **26** | **65%** |

Source: MIS2000 \*Percentage of migratory students served

It is useful to compare eligibility and service totals from year to year, as an indicator of program progress toward goals. Exhibit 8, below, presents those data for the performance period of 2017-18 as compared to performance period 2018-19. Although eligibility numbers increased this year by more than 27%, the percentage of eligible children served fell from 94% to 80%.

Exhibit 8. Year-to-Year Comparison of Migrant Students Served During Performance Periods 2017-2019

|  | **2017-18** | | | | | | **2018-19** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All Migratory Students** | | | **PFS** | | | **All Migratory Students** | | | **PFS** | | |
| **Age/ Grade** | **Eligible** | **Served** | | **Total**  **#**  **PFS** | **Served** | |  | **Served** | | **Total** | **Served** | |
| **#** | **%\*** | **#** | **%** | **Eligible** | **#** | **%** | **#**  **PFS** | **#** | **%** |
| Birth-2 | 17 | 15 | 88% | -- | -- | -- | 22 | 19 | 86% | 0 | 0 | --% |
| Age 3-5 | 29 | 28 | 97% | 3 | 3 | 100% | 38 | 33 | 87% | 0 | 0 | --% |
| K | 23 | 23 | 100% | 3 | 3 | 100% | 39 | 39 | 100% | 6 | 6 | 100% |
| 1 | 18 | 17 | 94% | 0 | -- | -- | 31 | 30 | 97% | 2 | 2 | 100% |
| 2 | 14 | 13 | 93% | 2 | 1 | 50% | 31 | 30 | 97% | 6 | 6 | 100% |
| 3 | 22 | 21 | 95% | 3 | 3 | 100% | 17 | 17 | 100% | 3 | 3 | 100% |
| 4 | 15 | 15 | 100% | 0 | -- | -- | 25 | 25 | 100% | 3 | 3 | 100% |
| 5 | 10 | 9 | 90% | 0 | -- | -- | 20 | 20 | 100% | 2 | 2 | 100% |
| 6 | 17 | 17 | 100% | 2 | 2 | 100% | 14 | 13 | 93% | 2 | 2 | 100% |
| 7 | 12 | 11 | 92% | 3 | 2 | 67% | 25 | 25 | -% | 4 | 4 | 100% |
| 8 | 10 | 10 | 100% | 5 | 5 | 100% | 21 | 21 | 100% | 6 | 6 | 100% |
| 9 | 15 | 14 | 93% | 1 | 1 | 100% | 16 | 15 | 94% | 4 | 4 | 100% |
| 10 | 8 | 8 | 100% | 1 | 1 | 100% | 18 | 17 | 94% | 2 | 2 | 100% |
| 11 | 6 | 4 | 67% | 0 | -- | -- | 4 | 4 | 100% | 0 | 0 | --% |
| 12 | 1 | 1 | 100% | 0 | -- | -- | 6 | 6 | 100% | 0 | 0 | --% |
| OSY | 335 | 322 | 96% | 0 | -- | -- | 375 | 247 | 66% | 0 | 0 | --% |
| **Total** | **552** | **528** | **96%** | **23** | **21** | **91%** | **702** | **561** | **80%** | **40** | **40** | **100%** |

Source: MIS2000 \*Percentage of migratory students served

Exhibit 9 details the type and rate of instructional services received by the 561 migratory students and youth during 2018-19.

**Exhibit 9. Instructional Services Received by Migratory Students in**

**2018-19**

Source: MIS2000

Student and Family Support Services

Support services are provided to migratory students and their families to eliminate barriers that impede school, social-emotional, and family success. These supports leverage existing services during both the summer and regular year program and include collaboration with other agencies/service providers and referrals of migratory children from birth to age 21 to programs and supports. Examples of services include health services (medical and dental screening and referrals), instructional supplies, nutritional education and counseling, translations and interpretation assistance, advocacy and outreach, transportation, services to OSY, and family literacy programs. The needs-based support services provided to students throughout the year appear below.

|  |  |
| --- | --- |
| **Support Services** | |
| Referrals | Health Screenings |
| Career Counseling | Health Services |
| Guidance Counseling | Instructional Supplies |
| Transportation | Extended Learning Opportunities |
| Youth Leadership | Interpreting/Translating |
| Life Skills | Free Lunch/Meals |

Exhibit 10 reveals that 50% of all migratory students served (62% of all eligible students) received support services during 2018-19.

**Exhibit 10. Migratory Students Receiving Support Services during 2018-19**

| **Age/** | **#** | **#** | **Received**  **Support**  **Services** | |
| --- | --- | --- | --- | --- |
| **Grade** | **Eligible** | **Served** | **N** | **%\*** |
| Age 0-2 | 22 | 19 | 19 | 100% |
| Age 3-5 | 38 | 33 | 33 | 100% |
| K | 39 | 39 | 39 | 100% |
| 1 | 31 | 30 | 30 | 100% |
| 2 | 31 | 30 | 28 | 93% |
| 3 | 17 | 17 | 17 | 100% |
| 4 | 25 | 25 | 23 | 92% |
| 5 | 20 | 20 | 20 | 100% |
| 6 | 14 | 13 | 12 | 92% |
| 7 | 25 | 25 | 24 | 96% |
| 8 | 21 | 21 | 21 | 100% |
| 9 | 16 | 15 | 14 | 93% |
| 10 | 18 | 17 | 17 | 100% |
| 11 | 4 | 4 | 4 | 100% |
| 12 | 6 | 6 | 6 | 100% |
| OSY | 375 | 247 | 43 | 17% |
| **Total** | **702** | **561** | **350** | **62%** |

Source: MIS2000 \*Percentage of migratory students served

Exhibit 11 details the specific support services received by migratory students and youth during 2018-19. The graph shows that 322 migratory students received support students (not separated by type), 211 OSY received life skills lessons, 2 students received counseling, and 21 students received referrals. The aggregate total exceeds 350 (number of students receiving support services) because some students needed multiple supports.

Exhibit 11. Support Services Received by Migratory Students during

2017-18

Source: MIS2000

Parent Involvement

The Mississippi MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular Parent Advisory Council (PAC) meetings and parent education activities. Exhibit 12 shows the PAC meetings and parent activities that occurred during 2018-19. Parents were provided the opportunity to participate in one State PAC meeting, three regional parent meetings, and four local parent meetings. A total of 31 parents (some parents may be counted twice) attended these sessions – an average of 3.9 parents per session.

Exhibit 12. Mississippi MEP PAC Meetings/Parent Activities in 2018-19

| **Date** | **Location** | **Topic/Title** | **# Parents** |
| --- | --- | --- | --- |
| 11/8/2018 | Hamilton | Regional parent meeting for Monroe and Noxubee Counties (Family Guides for Student Success) | 4 |
| 11/11/2018 | Morton | Local parent meeting (Family Guides for Student Success; Family Math) | 3 parents,  2 guardians, 1 OSY |
| 12/7/2018 | Tunica | Regional parent meeting for Tunica and DeSoto Counties (Family Guides for Student Success) | 4 |
| 12/19/2018 | Pontotoc | Local parent meeting (Family Guides for Student Success; Family Math) | 0 |
| 5/18/2019 | Jackson | Mississippi Migrant Parent Advisory Council (MMPAC) Meeting (School district responsibilities to migrant students and families; Review of MMPAC Bylaws) | 8 |
| 6/6/2019 | Meridian | Regional parent meeting for Lauderdale and Clarke Counties (Internet safety; Services provided by the public library; students signed up for library summer program) | 1 |
| 7/18/2019 | Morton | Local parent meeting (Public library services; families signed up for library cards; Rocket Languages; MiraCORE field test) | 3 |
| 7/23/2019 | Monticello | Local parent meeting (MMESC services; Public library services; sign-up for library cards; hands-on educational activities for whole family) | 5 |
|  |  | **Total** | **31** |

After each parent training, parents were asked to complete a brief questionnaire that asked them to rate the extent to which the training was helpful for better supporting their child’s reading and math development at home. Response rates were relatively low, with only about 13% of attendees completing a form (*n* = 4*).* Exhibit 13 shows that 100% of parents responding felt that the training helped them support their child’s reading and math education either “very much” or “a lot.”

**Exhibit 13. Parent Growth in Knowledge to Support their Children in Reading and Math (*n* = 4)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Increased Knowledge** | | | | |
|  | **#**  **Parents** | **# (%) Not at all** | **# (%) Somewhat** | **# (%)**  **A Lot** | **# (%)**  **Very**  **Much** | **Mean**  **Rating** |
| How much did this training help you learn skills to better support your child’s reading at home? | 4 | 0 (0%) | 0 (0%) | 1 (25%) | 3 (75%) | 3.75 |
| How much did this training help you learn to have conversations about math with your child? | 4 | 0 (0%) | 0 (0%) | 0 (0%) | 4 (100%) | 4.0 |

Professional Development

Professional development is integral to supporting MEP staff to better reach students through instructional and support services. All MEP staff participated in professional learning, to build knowledge and skills across a variety of domains. Professional development takes many forms including statewide conferences and training, workshops, and mentoring and model teaching.

Exhibit 14 lists the 21 professional development activities in which MEP staff participated during 2018-19, as well as the number of staff attending each session. A total of 102 staff (duplicated count) participated in professional development opportunities.

Exhibit 14. Professional Development Provided to MEP Staff in 2018-19

| **Date** | **Location** | **Title/Topic** | **# Staff** |
| --- | --- | --- | --- |
| 9/18-20/2018 | Clearwater, FL | IRRC/GOSOSY Dissemination Event (program informing of previous 3 years of work of these consortia) | 2 |
| 10/08/2018 | Philadelphia, PA | ID&R Forum 2018 | 2 |
| 8/31/18 | Online | TransACT webinar training | 4 |
| 11/15/18 | Starkville, MS | MS Thrive Early Learning Training | 11 |
| 11/27-28/2018 | Atlanta, GA | GOSOSY Technical Support Team (TST) Meeting (activities outlined in the Consortium’s Fidelity Implementation Index) | 1 |
| 1/2/2019 | Hattiesburg, MS | Review of GOSOSY Instructional Resources | 1 |
| 1/10/19 | Jackson, MS | Mississippi Dept. of Education’s English Learner Symposium | 1 |
| 1/30/2019 | Starkville, MS | GOSOSY Self-Study Resources for OSY | 6 |
| 2/21/2019 | Starkville, MS | Additional Online Resources for OSY training | 11 |
| February 2019 | Online | MSIX Cybersecurity and Accounts Management Webinar | 11 |
| February 2019 | Online | MIS2000 Refresher Training | 3 |
| 3/28/2019 | Starkville, MS | ID&R of H2A OSY | 7 |
| 4/8/2019 | Omaha, NE | GOSOSY Consortium Training of Trainers (TOT) (Mental Health, Adverse Childhood Experiences) | 1 |
| 4/9-10/2019 | Omaha, NE | GOSOSY Consortium Technical Support Team (TST) meeting (activities outlined in the Consortium’s Fidelity Implementation Index) | 1 |
| 5/1-3/2019 | New Orleans, LA | National Association of State Directors of Migrant Education (NASDME) Conference (series of sessions related to Migrant Education Program; MiraCORE field test training) | 1 |
| August 2019 | Online | MSIX Back to School Webinar | 11 |
| 8/26/2019 | Online | FERPA 101 Course | 11 |
| 9/24/19 | Jackson, MS | MDE English Language Proficiency Test Training | 1 |
| 11/21/ 2019 | Online | COE review training provided by ESCORT | 10 |
| 9/18-19/2019 |  | Office of Federal Programs’ *Mississippi Succeeds: A Focus on Equity Conference* | 3 |
| 2/26-27/2019 | Vicksburg, MS | Collaborative Fiscal Conference | 3 |
|  |  | **Total** | **102** |

Strategy Implementation

The **Fidelity of Strategy Implementation (FSI)** tool was completed by MMESC staff. MEP staff worked in teams to discuss how the Mississippi MEP strategies were implemented, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings. Exhibit 15 lists each of the strategies, the mean ratings assigned by MEP staff for the level of implementation of each of the strategies, and examples of evidence used to document implementation. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. Three of the 11 strategy ratings (27%) were above the “proficient” level (“Succeeding” or “Exceeding”). The overall mean rating for all strategies was 3.27 (“Developing”) out of 5.0.

**Exhibit 15. Mean Ratings on the Fidelity of Strategy Implementation (FSI)**

| **Strategies** | **18-19 Rating** | **Examples of Evidence** |
| --- | --- | --- |
| **Reading and Mathematics** |  |  |
| **Strategy 1.1:** Coordinate/provide language/literacy and/or math instruction to support classroom success (e.g., after school tutoring, summer school). | 3.0 | Book distributions; Collaboration with other federal programs; Direct instruction provided by certified staff; Home-based summer instruction; MobyMax Reading; Progress monitoring; Student records, Student self0assessments; Formative assessments; Documentation of staff providing services. |
| **Strategy 1.2:**  Provide outreach instructional services in reading and/or math to migratory students in grades K-8 not served in a site-based program. | 3.0 | Benchmark assessments; Culturally-relevant literature; Documentation of staff providing services; Home visit logs; One-on-one tutoring; Progress monitoring; Student needs assessment data, Student records, Student progress shared with parents. |
| **Strategy 1.3:**  Provide training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based). | 4.0 | Activity folders/bags; Literacy/math resources for parents; Home-based information, strategies, and resources for parents; Home visits; Newsletters; Parent flyers; Parent liaison call/home visit log; Parent training agendas/sign-in sheets; Resources provided by other agencies. |
| **Strategy 1.4:**  Provide parents with information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency. | 3.0 | Collaboration with community agencies; Collaboration with district ELA and math departments; Home visits; Newsletters/parent letters; Parent liaisons; Parent meetings; Phone calls; Student performances (theater/choir). |
| **School Readiness** |  |  |
| **Strategy 2.1:** Provide instructional services to preschool-aged migratory children during the summer and regular year (e.g., home-based, center-based). | 3.0 | Books/school supplies; Collaboration with early childhood providers; District preschool programs; Family literacy programming; Information on school readiness instruction; Interpreting/translations; Lists of services provided; School readiness assessment results; Translating//interpreting. |
| **Strategy 2.2:**  Model effective activities for parents to use in the home with their preschool-aged children to foster developmental growth and promote school readiness. | 4.0 | Activity folders/backpacks/bags; Collaboration with early childhood providers; Early literacy/math resources for parents; Home visits; Parent informational sessions; Parent liaisons; Parent training; Phone calls; Participation records. |
| **Strategy 2.3:**  Assist parents with preschool enrollment and locating services available for children ages 3/5. | 4.0 | Documentation of assistance; Emails/phone calls/ MEP staff contact logs; Record of services received; Translating/interpreting; Transportation. |
| **Graduation and Services to OSY** | | |
| **Strategy 3.1:** Coordinate/provide year-round instructional and support services to secondary migratory student and OSY. | 3.0 | After-school tutoring; Collaboration with other federal programs; Enrollment documentation; High school counselor support; Lists of services provided; Progress monitoring; Student monitoring by MEP staff; Summer home visit program. |
| **Strategy 3.2:** Coordinate with school graduation coaches, counselors, etc. to ensure migratory students receive available services for graduation, options for college and career readiness. | 3.0 | Coordination with local agencies; Coordination with local colleges/universities; Correspondence with counselors; Description of services provided; Documentation of coordination; Graduation conversations/planning; Postsecondary/career conversations; Transportation to/from events. |
| **Strategy 3.3:**  Conduct home visits to provide information to secondary migratory students about educational opportunities, graduation, options for college and career readiness. | 3.0 | Flyers; Home visit log/ Parent liaison call/home visit log; Phone call logs; Schedule of liaison visits. |
| **Strategy 3.4:**  Provide parents with information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school (e.g., through home visits and parent meetings). | 3.0 | Collaboration with community agencies; Parent liaisons; Parent meetings; Parent training agendas/sign-in sheets |

Inter/Intrastate Coordination

Because migratory students move and change school districts frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to educational achievement and continuity. The MEP is a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Mississippi, inter/intrastate collaboration in 2018-19 was focused on the following activities, as evident in Goal 3 of the FSI tool (Exhibit 15, above):

* providing year-round ID&R for migratory students
* participating as a member state in the GOSOSY and MiraCORE
* evaluating secondary education coursework needs and completion/credits for migratory students
* participating in the Migrant Student Records Exchange Initiative (MSIX) to transfer student education and health data to participating states
* attending inter- and intra-state MEP meetings

Evaluation of Outcomes

This section of the Results chapter investigates MEP’s progress on 2018-19 Performance Indicators 1 (Proficiency in Reading and Math) and 5 (High School Graduation), followed by an assessment of the extent to which the MEP met 2018-19 MPOs for the program (Exhibit 1).

Performance Goal 1: Proficiency in Reading and Math

Academic achievement of Mississippi students attending public schools in 2018-19 was evaluated through the Mississippi Academic Assessment Program (MAAP) ELA and Mathematics Assessments in grades 3-8 and high school. The five proficiency levels for the MAAP are: *1=Minimal; 2=Basic; 3=Passing; 4=Proficient;* and *5=Advanced*. The following exhibits show the number of migratory and non-migratory students scoring proficient or advanced (P/A) on 2019 MAAP ELA and Math Assessments, and the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets.

*Note: Per guidance from OME, the Mississippi MEP State performance and MPO results are not disaggregated by PFS and non-PFS students due to the fact that Mississippi qualifies as a “small” state with less than an average of 30 migratory students assessed per grade level on State assessments.*

Performance Goal 1.1 The percentage of students at or above the proficient level each year on the state assessment in ELA.

Migratory students were 19.6% short of the Mississippi State Performance Target (45.1%) for ELA proficiency, and 15% short of the percentage of non-migratory students scoring P/A. None of the six grade levels assessed met the 2018-19 target for migratory students, with a range of differences from -4% to -32% (Exhibits 16 and 17).

Exhibit 16. Migratory Students Scoring P/A on 2019 MAAP ELA Assessments

| **Grade** | **#**  **Tested** | **% Migratory**  **Students**  **Scoring P/A** | **2019 State**  **Performance**  **Target\*** | **Diff**  **(+/-%)** | **% Non-Migratory**  **Students**  **Scoring P/A** |
| --- | --- | --- | --- | --- | --- |
| **3** | 19 | 26% | 45.1% | -19.1% | 48% |
| **4** | 29 | 21% | 45.1% | -24.1% | 49% |
| **5** | 22 | 22% | 45.1% | -23.1% | 43% |
| **6** | 13 | 31% | 45.1% | -14.1% | 34% |
| **7** | 22 | 41% | 45.1% | -4.1% | 39% |
| **8** | 16 | 13% | 45.1% | -32.1% | 36% |
| **Total** | **121** | **26%** | 45.1% | **-19.6%** | **41%** |

\*For all students; source: Mississippi Consolidated State Plan, 2019, Appendix A

Exhibit 17. Migratory Students Scoring Trends, MAAP ELA Assessments

Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Migratory students were 11.1% short of the Mississippi State Performance Target (44.1%) for mathematics proficiency, and 14% short of the percentage of non-migratory students scoring P/A. The 2018-19 target was exceeded by migratory students in grade 7 (Exhibits 18 and 19).

Exhibit 18. Migratory Students Scoring P/A on 2019 MAAP Mathematics Assessments

| **Grade** | **#**  **Tested** | **% Migratory**  **Students**  **Scoring P/A** | **2019 State**  **Performance**  **Target\*** | **Diff**  **(+/-%)** | **% Non-Migratory**  **Students**  **Scoring P/A** |
| --- | --- | --- | --- | --- | --- |
| **3** | 18 | 28% | 44.1% | -16.1% | 52% |
| **4** | 29 | 34% | 44.1% | +10.1% | 49% |
| **5** | 22 | 27% | 44.1% | -17.1% | 39% |
| **6** | 12 | 42% | 44.1% | -2.1% | 48% |
| **7** | 22 | 45% | 44.1% | +0.9% | 51% |
| **8** | 16 | 19% | 44.1% | -25.1% | 45% |
| **Total** | **121** | **33%** | 44.1% | **-11.1%** | **47%** |

\*For all students; source: Mississippi Consolidated State Plan, 2019, Appendix A

Exhibit 19. Migratory Students Scoring Trends, MAAP Mathematics Assessments

Performance Goal 5: High School Graduation

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

The 2018-19 Mississippi State Performance Target for high school graduation was 84.8%. Exhibit 20 represents data to indicate that in 2018-19, the graduation rate for migratory students was 80% (4.8% short of the target), compared to the non-migratory student graduation rate which was 85% (exceeding the target by .2%). Notably, the graduation rate for migratory students has grown by 27.1% since 2016-17 (when it was 52.9%).

**Exhibit 20. 2018-19 Graduation Rates for Migratory and Non-Migratory Students**

Performance Indicator 5.2: The percentage of students who drop out of school each year.

Mississippi does not have a State Performance Target for dropout rate. Exhibit 21 indicates that the 2018-19 dropout rate for Mississippi migratory students was 20% which was 10.3 higher than the non-migratory student dropout rate. A percentage comparison of students dropping out of school, however, should be interpreted with caution, as the denominators are vastly different. Specifically, Mississippi data indicate that 1 of the 5 migratory students in the four-year adjusted cohort ending 2018-19 dropped out of school, while 3,308 non-migratory students of 33,936 of non-migratory students in the same cohort dropped out of school.

The 20% number marks a decrease in dropout rates from 2017-18, when it stood at 35.3% for migratory students, and 10.5% for non-migratory students in Mississippi.

**Exhibit 21. 2018-19 Dropout Rates for Migratory and Non-Migratory Students**

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, services documentation (summer/regular term), demographic data, and parent surveys. Results are set forth according to their order in the SDP: (1) MPOs related to Reading and Mathematics, (2) MPOs focused on School Readiness, and (3) MPOs for Graduation and Services to OSY.

MPOs for Reading and Mathematics

|  |
| --- |
| **MPO 1a: By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local reading assessments.** |

Exhibit 22 signifies that the Mississippi MEP **did not meet MPO 1a** with 37% of the 21 migratory students in grades K-8 assessed with MobyMax reading pre/post-tests gaining by 5% or more over summer. Thirteen students assessed (43%) had the same pretest and post-test score, and one student’s score decreased from pre- to post-test.

Exhibit 22. Summer Reading Assessment Results of Migratory Students in Grades K-8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# Students Tested** | **# (%) With Matched**  **Pre/Post**  **Scores** | **# (%)**  **Gaining** | **# (%)**  **Gaining**  **5% or**  **More** | **MPO**  **Met?** |
| 33 | 30 (91%) | 13 (43%) | 11 (37%) | **No** |

|  |
| --- |
| **MPO 1b: By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the regular school year will demonstrate a gain of 5% on local reading assessments.** |

Exhibit 23 indicates that the Mississippi MEP **did not meet MPO 1b** with 59% of the 29 migratory students with matched pre/post-test scores on MobyMax Reading in grades K-6 gaining by 5% or more in reading during the regular school year. Five students (17%) exhibited no change in pre-/post-test scores, and two students’ scores decreased.

Exhibit 23. Regular Year Reading Assessment Results of Migratory Students in Grades K-6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# Students Tested** | **# (%) With Matched**  **Pre/Post**  **Scores** | **# (%)**  **Gaining** | **# (%)**  **Gaining**  **5% or**  **More** | **MPO**  **Met?** |
| 73 | 29 (40%) | 22 (76%) | 17 (59%) | **No** |

|  |
| --- |
| **MPO 1c: By the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the summer in center-based programs will demonstrate a gain of 5% on local math assessments.** |

The Mississippi MEP **did not meet MPO 1c** with 42% of the 50 migratory students in grades K-9 assessed with MobyMax math pre/post-tests gaining by 5% or more over summer (Exhibit 24). All 26 students that did not gain had the same pretest and post-test grade level equivalent score.

Exhibit 24. Summer Math Assessment Results of Migratory Students in Grades K-9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# Students Tested** | **# (%) With Matched**  **Pre/Post**  **Scores** | **# (%)**  **Gaining** | **# (%)**  **Gaining**  **5% or**  **More** | **MPO**  **Met?** |
| 69 | 50 (72%) | 24 (48%) | 21 (42%) | **No** |

|  |
| --- |
| **MPO 1d: the end of the 2018-19 performance period, 60% of migratory students in grades K-6 served during the regular school year will demonstrate a gain of 5% on local math assessments.** |

Exhibit 25 reveals that the Mississippi MEP **met MPO 1d** with 81% of the 117 migratory students with matched pre/post-test scores in grades K-8 gaining by 5% or more on MobyMax math during the regular school year. For all 117 students with matching scores, the average gain on the MobyMax assessment was nearly 22%.

Exhibit 25. Regular Year Math Assessment Results of Migratory Students in Grades K-8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# Students Tested** | **# (%) With Matched**  **Pre/Post**  **Scores** | **# (%)**  **Gaining** | **# (%)**  **Gaining**  **5% or**  **More** | **MPO**  **Met?** |
| 169 | 117 (69%) | 86 (74%) | 81 (69%) | **Yes** |

MPOs for School Readiness

|  |
| --- |
| **MPO 2a: During the 2018-19 performance period, 80% of parents responding to surveys will report that information/training increased their knowledge of early learning instruction and services available for their children.** |

Exhibit 26 indicates that the Mississippi MEP **met MPO 2a** with 100% of the 2 parents responding to surveys reporting that they “very much” increased their knowledge of early learning instruction and services available for their children. Because of the small number of respondents (*n* = 2), results should be interpreted with caution.

**Exhibit 26. Parent Growth in Knowledge of Early Learning and Services Available for their Children**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Increased Knowledge** | | | | | **# (%)** |  |
| **Number**  **Parents**  **Responding** | **# (%) Not at all** | **# (%) Somewhat** | **# (%)**  **A Lot** | **# (%) Very Much** | **Mean**  **Rating** | **Reporting Increased Knowledge** | **MPO**  **Met?** |
| 2 | 0 (0%) | 0 (0%) | 0 (0%) | 2 (100%) | 4 | 6 (100%) | **Yes** |

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| **MPO 2b: During the 2018-19 performance period, more migratory children (ages 3-5 not in Kindergarten) will participate in Pre-K programming (compared to the 2016-17 baseline).** |

Exhibit 27 reveals that the Mississippi MEP **met MPO 2b** with 15% more migratory children ages 3-5 (not in Kindergarten) participating in Pre-K programming in 2018-19 than in 2016-17. Eighty-seven percent (87%) of eligible migratory children ages 3-5 participated in preschool programming in 2018-19 compared to 72% in 2016-17. The 2018-19 participation rate, however, mark a decrease from the previous year (2018-18), when 93% of eligible students participated in Pre-K programming.

Exhibit 27. Migratory Children Ages 3-5 Participating in Preschool

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2016-17** | | **2018-19** | |  |  |
| **Age** | **#**  **Eligible Children**  **Ages 3-5** | **# (%) in MEP Preschool** | **#**  **Eligible Children**  **Ages 3-5** | **# (%) in MEP Preschool** | **Diff 17-18 to 18-19** | **MPO**  **Met?** |
| 3 | 8 | 8 (100%) | 13 | 13 (100%) | --% |  |
| 4 | 11 | 5 (45%) | 18 | 13 (72%) | +27% |  |
| 5 | 6 | 5 (83%) | 7 | 7 (80%) | -3% |  |
| **Total** | **25** | **18 (72%)** | **38** | **33 (87%)** | **+15%** | **No** |

MPOs for Graduation and Services to OSY

|  |
| --- |
| **MPO 3a: By the end of the 2018-19 performance period, more migratory students in grades 8-12 will receive needs-based instructional and/or support services (compared to the 2016-17 baseline).** |

Exhibit 28 shows that the Mississippi MEP **met MPO 3a** with 4% more migratory students in grades 8-12 receiving MEP services (instructional and/or support) in 2018-19 than in 2017-18. Ninety-three percent (97%) of eligible migratory students in 2018-19 received services compared to 93% in 2017-18. There was notably large increase in the percentage of grade 11 students receiving instruction (33% year over year).

Exhibit 28. Migratory Students (Grades 8-12) Receiving MEP Services

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2016-17 | | 2018-19 | | Diff |  |
| Grade  Level | # Eligible  Migratory  Students | # (%)  Receiving  Instruction | # Eligible  Migratory  Students | # (%)  Receiving  Instruction | **16-17 to**  17-18 | MPO  Met? |
| 8 | 12 | 11 (92%) | 21 | 21 (100%) | +8% |  |
| 9 | 8 | 7 (88%) | 16 | 15 (94%) | +6% |  |
| 10 | 7 | 7 (100%) | 18 | 17 (94%) | -6% |  |
| 11 | 2 | 1 (50%) | 4 | 4 (100%) | +50% |  |
| 12 | 1 | 1 (100%) | 6 | 6 (100%) | --% |  |
| Total | **30** | **27 (90%)** | **65** | **63 (97%)** | **+7%** | **Yes** |

|  |
| --- |
| **MPO 3b: During the 2018-19 performance period, migratory students in grades 9-12 served by the MEP will graduate or be on-track to graduate.** |

Exhibit 29 denotes that 95% of the migratory students in grades 9-12 that were served by the MEP in 2018-19 (students served that had not moved or withdrawn from school) graduated or were on-track to graduate (defined as 6 Carnegie Units per year).

Exhibit 29. Migratory Students (Grades 9-12) Receiving MEP Services in

2018-19 that Graduated or were On-Track to Graduate

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade**  **Level** | **# Eligible Migratory Students** | **# Migratory Students Served in 2018-19** | **# Students Served that Did not Move or Withdraw** | **# (%) On-Track for Graduation** | **# (%)**  **Graduated** | **# (%) On-Track or Graduated** |
| 9 | 16 | 15 (94%) | NA | NA |  | NA |
| 10 | 18 | 17 (94%) | NA | NA |  | NA |
| 11 | 4 | 4 (100%) | NA | NA |  | NA |
| 12 | 6 | 6 (100%) | NA | NA | NA | NA |
| Total | 44 | 42 (95%) | NA | NA | NA | NA |

*NA: Data not available to evaluator*

|  |
| --- |
| **MPO 3c: By the end of the 2018-19 performance period, OSY utilizing OSY lessons will demonstrate an average gain of 5% on OSY assessments.** |

Exhibit 30 demonstrates that the Mississippi MEP **met MPO 3c** with the 37 OSY assessed demonstrating an average gain of 13% on OSY Mini-Lessons assessments including:

* Basic Calendar Skills
* Filling out a Form
* Goal Setting
* Basic Map Skills
* Voicemail Systems

Exhibit 25. OSY Average Gains on Pre/Post Assessments

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **# OSY**  **Tested** | **# (%) w/ Matched**  **Pre/Post**  **Scores** | **Mean**  **Pretest** | **Mean**  **Post-test** | **Mean**  **Gain** | **P-Value** | **# (%)**  **Gaining** | **MPO**  **Met?** |
| 42 | 37 (88%) | 72% | 85% | +13% | >.05 | 17 (46%) | **Yes** |

Evaluation findings

* **Mathematics was a notable area of success**, with 81% of students gaining more than 5% on pre-post assessments over the regular school year. For reading, the rate of improvement was 59%, nearing (but not quite meeting) the MPO benchmark of 60%.
* **Mississippi’s MEP has made progress, but is still considered by staff to be performing below proficient levels in most areas of implementation.** MEP staff rated the implementation of the 11 Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. Eight of 11 mean ratings were below the “proficient” level. The overall mean rating for all 11 strategies was 3.27 (“Developing”) out of 5.0. This tool appears in its entirety as Appendix A of this document.
* **Migratory students are making progress in math and reading on statewide assessments.** Twenty-six percent (26%) of migratory students scored Proficient or above on Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) Assessments. This marks an increase over last year’s proficiency rate of 23% for migratory students.
* Thirty-three percent (33%) of migratory students scored proficient or above on MAAP Math Assessments for 2018-19. This marks an increase over the 31% proficiency rate for migratory students in 2017-18.

Evaluation Recommendations

* Review eligibility guidelines for PFS students/youth; PFS are being under-designated. Mississippi reported a total of 40 PFS (6% of total eligible) for 2018-19. However, 388 migratory youth had a QAD within 12 months, 154 were EL, 39 were classified as receiving services under IDEA, 90 students in grades 3-8 who scored below proficient in ELA on MAAP assessments, and 81 who were below proficient on mathematics MAAP assessments. It stands to reason, therefore, that the number of PFS students far exceeds 40.
* The FSI tool documents a host of parent/family services including trainings, parent liaisons, parent meetings, phone calls, and home visits. However, only four surveys that asked parents about the usefulness/gains from trainings were provided to the evaluator, and two of those were incomplete. Better tracking of the success of these efforts would be helpful for informing implementation changes and progress. The evaluator is willing to assist in the collection of this information.
* It is commendable that the MPE has met MPOs 2b and 3a for the last two years, each marking positive change over the 2016-17 baselines. In light of that success, consider revising those MPOs to represent a more rigorous benchmark.
* More complete and detailed graduation data would enable the program to closely examine which subgroups of students are at risk for dropping out, and the degree to which subgroup outcomes are being met as compared to state benchmarks in both math and ELA.

Currently, the MPE is comparing its graduation rates and MAAP scores for migratory students to the state benchmark target for “All” students. Appendix A of the Mississippi Consolidated State Plan for ESSA, however, sets out a range of interim benchmark targets for students who are EL, economically disadvantaged, Hispanic/Latino, etc. Disaggregating the data for migratory students would give a better picture of program successes and subgroups warranting additional focus.

* The evaluator was unable to obtain data for the number of migratory students who had graduated, were on track to graduate, or had dropped out. This information is important for drawing conclusions about program accomplishments.

Conclusion

The MEP made significant progress during 2018-19, and enhanced implementation of the program as compared to 2017-18. Similarly, student outcomes in reading and math were also improved from 2017-18. However, it appears that important MPOs and indicators are not being met, especially in the areas of academic achievement for migratory students on statewide assessments; migratory students score significantly below non-migratory and are failing to meet state benchmarks by 11.1% in math and 19.1% in ELA.

The conclusion above is somewhat uncertain with the under-designation of PFS youth and a lack of detail about student classifications for EL, SPED, and so on. More fine-grained data may yield information that would yield a fuller picture about the academic achievement of migratory students.

references

Additional sources used in developing the evaluation conceptual framework, model, and methodology:

* Mississippi Consolidated State Plan: The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (September, 2019).
* *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users.* (Joint Committee on Standards for Educational Evaluation).

appendices

Appendix A: Fidelity of Strategy Implementation (FSI) Tool, 2018-19

**Mississippi Migrant Education Program**

**2018-19 Fidelity of Strategy Implementation (FSI)**

**Purposes:**

1. To measure the level of implementation of each MEP **Strategy** listed in the Mississippi Migrant Education Program (MEP) Application that aligns with the Mississippi MEP Service Delivery Plan.
2. To address the implementation evaluation of the Mississippi MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 3 Goal Areas: 1) Reading and Mathematics, 2) School Readiness, and 3) Graduation and Services to OSY.

**Directions**:

* For each Strategy, rate the level of implementation during 2018-19. Gather a group of key staff to discuss each Strategy. During your discussion, highlight the evidence that is relevant, and cite additional evidence not covered in the rubric. After reaching consensus, place a checkmark in the rating assigned. *Please note that you are only asked to have on file examples of evidence listed under each Strategy. It is not required to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
* Ratings are based on a 5-point scale where 1=Not Evident, 2-Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a rating of Succeeding is considered “proficient”.
* **Submit the completed FSI to MDE/META by November 30, 2019**
* Questions? Contact Andrea Vázquez, Program Evaluator, META Associates at [andrea@meta1.us](mailto:capan1@aol.com) or call (512) 573-7206

**Goal Area 1: READING/MATHEMATICS**

| **Strategy 1.1** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Not Evident** | |  | **Aware** | **✓** | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.1 Coordinate/provide language/literacy and/or math instruction to support classroom success (e.g., after school tutoring, summer school).** | * No provision of language/literacy and/or math instruction * No progress monitoring to determine student reading/math needs * No coordination with other programs or agencies * No student participation * No record keeping | | | * Inadequate provision of language/literacy and/or math instruction * Limited progress monitoring to determine student reading/math needs * Limited coordination with other programs or agencies * Limited student participation * Inadequate record keeping | | * Some provision of language/literacy and/or math instruction * Some progress monitoring to determine student reading/math needs * Some coordination with other programs or agencies * Some student participation * Some record keeping | | | * Sufficient provision of language/literacy and/or math instruction * Sufficient progress monitoring to determine student reading/math needs * Frequent coordination with other programs or agencies * Frequent student participation * Sufficient record keeping | | * Extensive provision of language/literacy and/or math instruction * Extensive progress monitoring to determine student reading/math needs * Regular coordination with other programs or agencies * Regular student participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | | | |
| Balanced literacy  Benchmark assessments  Book distributions  Close reading  Collaboration with other programs (e.g., 21st CCLC, Title I-A, Title III)  Culturally-relevant literature  Curriculum documents  Daily reports of student progress  Differentiated instruction  Direct instruction provided by certified staff  Documentation of staff providing services  Enrollment documentation  Family literacy/math night  Formative assessments  Group projects | | | Home-based summer instruction  Leveled reader  Literacy camp  Literature camp  Math instructional coaches  Math manipulatives  Math routines  Meaningful discourse  Number talks  MobyMax Reading  One-on-one tutoring  Paraeducators providing support  Pre/post-testing  Progress monitoring  Robotics | | | | | Small group instruction  Small group math support  STEM  STEAM  Strategies to build reading skills  Strategies to build math skills  Student needs assessment data  Student progress shared with parents  Student records  Student self-assessments  Student work  Supplemental intervention classes  Teacher candidates in classrooms  Vocabulary development  Writing | | | | |
| **Cite additional evidence here:** Photos, lesson plans,documentation on MIS2000, Project Based Learning units, partnership with local libraries, field trips based on lesson themes and learning objectives, partnership with local libraries, guest speakers from fire department/local news station | | | | | | | | | | | | |
| * **Comments/Follow-up:**   While there are some students who do not receive regular after school tutoring or summer program services due a lack of available teachers in their region, most students are covered, and there is sufficient progress monitoring to determine student reading/math needs, frequent coordination with other programs and agencies, and sufficient record keeping. | | | | | | | | | | | | |

**Goal Area 1: READING/MATHEMATICS, Cont.**

| **Strategy 1.2** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** | **✓** | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **1.2 Provide outreach instructional services in reading and/or math to migratory students in grades K-8 not served in a site-based program.** | * No provision of outreach instructional services in reading and/or math to students in grades K-8 not served in a site-based program * No progress monitoring to determine student reading/math needs * No coordination with other programs or agencies * No student participation * No record keeping | | | * Inadequate provision of outreach instructional services in reading and/or math to students in grades K-8 not served in a site-based program * Limited progress monitoring to determine student reading/math needs * Limited coordination with other programs or agencies * Limited student participation * Inadequate record keeping | | * Some provision of outreach instructional services in reading and/or math to students in grades K-8 not served in a site-based program * Some progress monitoring to determine student reading/math needs * Some coordination with other programs or agencies * Some student participation * Some record keeping | | | * Sufficient provision of outreach instructional services in reading and/or math to students in grades K-8 not served in a site-based program * Sufficient progress monitoring to determine student reading/math needs * Frequent coordination with other programs or agencies * Frequent student participation * Sufficient record keeping | | * Extensive provision of outreach instructional services in reading and/or math to students in grades K-8 not served in a site-based program * Extensive progress monitoring to determine student reading/math needs * Regular coordination with other programs or agencies * Regular student participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | | | |
| Balanced literacy  Benchmark assessments  Book distributions  Close reading  Collaboration with other programs (e.g., 21st CCLC, Title I-A, Title III)  Culturally-relevant literature  Curriculum documents  Documentation of staff providing services | | | Home-based summer instruction  Home visit logs  Math manipulatives  Number talks  MobyMax Reading  One-on-one tutoring  Paraeducators providing support  Progress monitoring  Robotics | | | | | STEM  STEAM  Strategies to build reading skills  Strategies to build math skills  Student needs assessment data  Student progress shared with parents  Student records  Student self-assessments | | | | |
| **Cite additional evidence here:** Photos, lesson plans,documentation on MIS2000 | | | | | | | | | | | | |
| **Comments/Follow-up:** While there are some students who do not receive regular after school tutoring or summer program services due a lack of available teachers in their region, most students are covered, and there is sufficient progress monitoring to determine student reading/math needs, frequent coordination with other programs and agencies, and sufficient record keeping. | | | | | | | | | | | | |

**Goal Area 1: READING/MATHEMATICS, cont.**

| **Strategy 1.3** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** |  | **Developing** | **✓** | **Succeeding** |  | **Exceeding** |
| **1.3 Provide training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based).** | * No provision of training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based) * No parent participation * No record keeping | | * Inadequate provision of training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based) * Limited parent participation * Inadequate record keeping | | * Some provision of training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based) * Some parent participation * Some record keeping | | * Sufficient provision of training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based) * Frequent parent participation * Sufficient record keeping | | * Extensive provision of training for parents to model instructional reading and/or math strategies (e.g., home-based and center-based) * Regular parent participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Activity folders/bags  Collaboration with reading/math specialists  Literacy/math resources for parents  Family literacy/math nights  Family resource centers  Home-based information, strategies, and resources for parents  Home visits | Newsletters  Parent flyers  Parent informational sessions  Parent liaisons  Parent liaison call/home visit log  Parent meetings  Parent nights  Parent training materials | Parent training agendas/sign-in sheets  Parent training  Participation records  Phone calls  Resources provided by other agencies  Resources provided to parents  Schedule of parent/family events |

|  |
| --- |
| **Cite additional evidence here:** Photos, meeting minutes, service provision entries in MIS2000 |
| **Comments/Follow-up:** Parents receive training during regional parental involvement throughout the year and during the state PAC meeting. |

**Goal Area 1: READING/MATHEMATICS, cont.**

| **Strategy 1.4** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** | **✓** | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **1.4 Provide parents with information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency.** | * No provision of information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/ math proficiency. * No parent participation * No record keeping | | * Inadequate provision of information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency. * Inadequate parent participation * Inadequate record keeping | | * Some provision of information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency. * Occasional parent participation * Some record keeping | | * Sufficient provision of information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency. * Frequent parent participation * Sufficient record keeping | | * Extensive provision of information about the supplemental reading and math instructional services that are provided to their children and the effect these services have on their child’s reading/math proficiency. * Regular parent participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Collaboration with community agencies  Collaboration with district ELA and math departments  Home visits  Home-based information, strategies, and resources for parents  Newsletters/parent letters  Parent education nights  Parent flyers | Parent informational sessions  Parent liaisons  Parent liaison call/home visit log  Parent meetings  Parent nights  Parent training materials  Parent training agendas/sign-in sheets | Parent/teacher conferences  Phone calls  Report cards  Resources provided to parents  Schedule of parent/family events  Student performances (e.g., theater, choir)  Student progress reports |

|  |
| --- |
| **Cite additional evidence here:** Summer program parent day |
| **Comments/Follow-up:** MMESC teachers, recruiters, coordinators communicate with parents regarding supplemental services and student progress |

**Goal Area 2: SCHOOL READINESS**

| **Strategy 2.1** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** | **✓** | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **2.1 Provide instructional services to preschool-aged migratory children during the summer and regular year (e.g., home-based, center-based).** | * No MEP instructional services provided to migrant children ages 3-5 * No progress monitoring * No child participation * No record keeping | | * Inadequate MEP instructional services provided to migrant children ages 3-5 * Limited progress monitoring * Limited child participation * Inadequate record keeping | | * Some MEP instructional services provided to migrant children ages 3-5 * Some progress monitoring * Some child participation * Some record keeping | | * Sufficient MEP instructional services provided to migrant children ages 3-5 * Frequent progress monitoring * Frequent child participation * Sufficient record keeping | | * Extensive MEP instructional services provided to migrant children ages 3-5 * Regular progress monitoring * Regular child participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Books/school supplies  Collaboration with early childhood providers  Curriculum documents  District preschool programs  Documentation on enrollment  Family literacy programming  Home-based services | Information on school readiness instruction provided  Interpreting/translations  Lesson plans  Lists of services provided  MEP-sponsored full day preschool program  School readiness assessment results | Student work/pictures  Summer programming  Translating/interpreting  Tuition assistance to preschool programs |

|  |
| --- |
| **Cite additional evidence here:** MEP school readiness checklist, Family Guides for Student Success (bilingual), Vroom/MS Thrive brain development lessons (bilingual) |
| **Comments/Follow-up:** As of October 2018, the MMESC has collaborated with the Social Science Research Center (particularly, MS Thrive) at Mississippi State University which has resulted in research-based training for MMESC staff in facilitating brain building activities and has provided access to bilingual parent-friendly Pre-K lessons through VROOM material and the Center for Disease Control’s developmental milestones. While all of our Pre-K students are served, we are working on finding more Pre-K service providers. |

**Goal Area 2: SCHOOL READINESS, Cont.**

| **Strategy 2.2** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** |  | **Developing** | **✓** | **Succeeding** |  | **Exceeding** |
| **2.2 Model effective activities for parents to use in the home with their preschool-aged children to foster developmental growth and promote school readiness.** | * No provision of modeling of parent activities for parents to use in the home with their preschool aged children to foster developmental growth and promote school readiness * No parent participation * No record keeping | | * Inadequate provision of modeling of parent activities for parents to use in the home with their preschool aged children to foster developmental growth and promote school readiness * Little parent participation * Inadequate record keeping | | * Some provision of modeling of parent activities for parents to use in the home with their preschool aged children to foster developmental growth and promote school readiness * Some parent participation * Some record keeping | | * Sufficient provision of modeling of parent activities for parents to use in the home with their preschool aged children to foster developmental growth and promote school readiness * Frequent parent participation * Sufficient record keeping | | * Extensive provision of modeling of parent activities for parents to use in the home with their preschool aged children to foster developmental growth and promote school readiness * Regular parent participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Activity folders/backpacks/bags  Collaboration with early childhood providers  Early literacy/math resources for parents  Family school readiness nights  Family resource centers  Home-based information, strategies, and resources for parents  Home visits | Newsletters  Parent flyers  Parent informational sessions  Parent liaisons  Parent liaison call/home visit log  Parent meetings  Parent nights  Parent training materials | Parent training agendas/sign-in sheets  Parent training  Participation records  Phone calls  Resources provided by other agencies  Resources provided to parents  Schedule of parent/family events |

|  |
| --- |
| **Cite additional evidence here:** Vroom/MS Thrive brain development material, bilingual early learning DVDs, bilingual picture books**,** andFamily Guides for Student Success as parent resoures. |
| **Comments/Follow-up:** The parents are given information and resources on activities to use at home. While all of our Pre-K students are served, we are working on finding more Pre-K service providers. |

**Goal Area 2: SCHOOL READINESS, Cont.**

| **Strategy 2.3** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** |  | **Developing** | **✓** | **Succeeding** |  | **Exceeding** |
| **2.3 Assist parents with preschool enrollment and locating services available for children ages 3-5.** | * No assistance to parents with preschool enrollment and locating services available for children ages 3-5 * No record keeping | | * Inadequate assistance to parents with preschool enrollment and locating services available for children ages 3-5 * Inadequate record keeping | | * Some assistance to parents with preschool enrollment and locating services available for children ages 3-5 * Some record keeping | | * Sufficient assistance to parents with preschool enrollment and locating services available for children ages 3-5 * Sufficient record keeping | | * Extensive assistance to parents with preschool enrollment and locating services available for children ages 3-5 * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Documentation of assistance  Emails/phone calls  MEP staff contact logs | Records of services received  Resource booklet of community programs/ agencies | Student records  Translating/interpreting  Transportation |

|  |
| --- |
| **Cite additional evidence here:** |
| **Comments/Follow-up:** MMESC recruiters assist parents with preschool enrollment and other services available |

**Goal 3: GRADUATION AND SERVICES TO OSY**

| **Strategy 3.1** | **Implementation Level** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** | **✓** | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **3.1 Coordinate/provide year-round instructional and support services to secondary migratory students and OSY.** | * No provision of educational services for high school migratory students * No progress monitoring * No coordination with other programs or agencies * No student participation * No record keeping | | | * Inadequate provision of educational services for high school migratory students * Inadequate progress monitoring * Limited coordination with other programs or agencies * Limited student participation * Inadequate record keeping | | * Some provision of educational services for high school migratory students * Some progress monitoring * Some coordination with other programs or agencies * Some student participation * Some record keeping | | * Sufficient provision of educational services for high school migratory students * Sufficient progress monitoring * Frequent coordination with other programs or agencies * Frequent student participation * Sufficient record keeping | | * Extensive provision of educational services for high school migratory students * Extensive progress monitoring * Regular coordination with other programs or agencies * Regular student participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | | |
| After-school tutoring  Collaboration with other programs (e.g., districts, vocational high school, Title I-A, 21st CCLC, Title III)  College readiness activities  Curriculum documents  Dropout reports  Enrollment documentation  FAFSA completion assistance | | | Field trips/college visits  High school counselor support  Leadership programs  Lists of services provided  Migrant student clubs  Progress monitoring  Student conferences to determine need | | | | | Student monitoring by MEP staff  Student participation records  Student records  Student work  Summer home visit program  Summer programming  Transportation | | | |
| **Cite additional evidence here:** Home visits, library visits, OSY site visits, phone calls; information on possibility of college visits given to students | | | | | | | | | | | |
| **Comments/Follow-up:** Afterschool/summer tutoring offered to high school students; however, some decline due to work and/or involvement in athletics. Regarding college events, many of our students are undocumented and would have to pay out-of-state tuition – unable to go to college for financial reasons; do not qualify for FAFSA. | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.2** | **Implementation Level** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** |  | **Aware** | **✓** | **Developing** |  | **Succeeding** |  | **Exceeding** |
| **3.2 Coordinate with school graduation coaches, counselors, etc. to ensure migratory students receive available services for graduation, options for college and career readiness.** | * No coordination with school graduation coaches, counselors, etc. * No record keeping | | * Inadequate coordination with school graduation coaches, counselors, etc. * Inadequate record keeping | | * Some coordination with school graduation coaches, counselors, etc. * Some record keeping | | * Sufficient coordination with school graduation coaches, counselors, etc. * Sufficient record keeping | | * Extensive coordination with school graduation coaches, counselors, etc. * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | |

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| Career exploration field trips, speakers, and classroom activities  College visits  Coordination with local agencies  Coordination with local colleges/universities  Correspondence with counselors | Description of resources provided  Description of services provided  Documentation of coordination  Graduation conversations/planning  Leadership opportunities  Materials | Mentors  Participation records  Postsecondary/career conversations  Student workshops  Transportation to/from events |

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| **Cite additional evidence here:** Coordination with local community colleges regarding test preparation and college preparatory course offering (when applicable) |
| Comments/Follow-up: The state currently does not offer viable credit accrual options for our population, many of whom need flexible options. The MMESC has been advocating for alternate credit accrual options to be accredited by the State. Moreover, we are working on identifying more service providers. |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.3** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** | **✓** | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.3 Conduct home visits to provide information to secondary migratory students about educational opportunities, graduation, options for college and career readiness.** | * No provision of home visits to secondary migratory students * No secondary migratory students served * No record keeping | | | * Inadequate provision of home visits to secondary migratory students * Limited number of secondary migratory students served * Inadequate record keeping | | * Some provision of home visits to secondary migratory students * Some secondary migratory students served * Some record keeping | | | * Sufficient provision of home visits to secondary migratory students * Sufficient number of secondary migratory students served * Sufficient record keeping | | * Extensive provision of home visits to secondary migratory students * Extensive number of secondary migratory students served * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | | | |
| Flyers  Handouts  Home visit log | | | Parent liaison call/home visit log  Parent training materials  Phone call logs | | | | | Resources provided to students  Schedule of liaison visits  Surveys | | | | |
| **Cite additional evidence here:** Home visits to inform students of services, graduation information, etc. | | | | | | | | | | | | |
| **Comments/Follow-up:** During home visitsstudents and their parents are providedwith information regarding graduation requirements and there is discussion for post-secondary plans. | | | | | | | | | | | | |

**Goal 3: GRADUATION AND SERVICES TO OSY, Cont.**

| **Strategy 3.4** | **Implementation Level** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Evident** | |  | **Aware** | **✓** | **Developing** | |  | **Succeeding** |  | **Exceeding** |
| **3.4 Provide parents with information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school (e.g., through home visits and parent meetings).** | * No provision to parents of information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school * No parent participation * No record keeping | | | * Inadequate provision to parents of information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school * Limited parent participation * Inadequate record keeping | | * Some provision to parents of information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school * Some parent participation * Some record keeping | | | * Sufficient provision to parents of information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school * Sufficient parent participation * Sufficient record keeping | | * Extensive provision to parents of information about high school graduation requirements, options for college and career readiness, and/or strategies to help their child stay motivated in school * Extensive parent participation * Comprehensive record keeping | |
| **Check (√) the evidence relevant to your project** | | | | | | | | | | | | |
| Collaboration with community agencies  Collaboration with district counseling department  Resources provided to parents  Copies of referrals  Evaluations  Flyers  Handouts | | | Parent informational sessions  Parent liaisons  Parent liaison call/home visit log  Parent meetings  Parent nights  Parent training materials  Parent training agendas/sign-in sheets | | | | | Parent/teacher conferences  Phone call logs  Resources provided to parents  Schedule of parent/family events  Student progress reports  Surveys | | | | |
| **Cite additional evidence here:** Home visits to inform students of services, graduation information, etc. | | | | | | | | | | | | |
| **Comments/Follow-up: :** Due to low high school population,we have done thissporadically, but not systematically; just like with pre-school children, there are not enough high schoolers in any given region for a specific parent meeting geared toward graduation; graduation readiness is addressed individually when high school students are present during home visits and at parent meetings; unfortunately, high school students often opt not to attend parent meetings or not to be present during home visits; We have previously taken parents and students to events providing information on college and career readiness organized by the Society of Hispanic Professional Engineers, but they did not offer such event in SY 18-19. | | | | | | | | | | | | |

**Please document the parent activities held by the migrant education program during 2018-19**

| **Parent Involvement Activities/Meetings** | | |
| --- | --- | --- |
| **Date(s)** | **Title/Topics/Venues** | **# Parents** |
| 11/8/2018 | Regional parent meeting for Monroe and Noxubee Counties (Family Guides for Student Success), Hamilton Attendance Center, Hamilton, MS | 4 |
| 11/11/2018 | Local parent meeting (Family Guides for Student Success; Family Math), Bettye Mae Jack Middle School, Morton, MS | 3 parents, 2 guardians, 1 OSY |
| 12/7/2018 | Regional parent meeting for Tunica and DeSoto Counties (Family Guides for Student Success), Robert C. Irwin Library, Tunica, MS | 4 |
| 12/19/2018 | Local parent meeting (Family Guides for Student Success; Family Math), Pontotoc Ridge Career and Technology, Pontotoc, MS | 0 |
| 5/18/2019 | Mississippi Migrant Parent Advisory Council (MMPAC) Meeting (School district responsibilities to migrant students and families; Review of MMPAC Bylaws), Mississippi Children’s Museum’s Education Center, Jackson, MS | 8 |
| 6/6/2019 | Regional parent meeting for Lauderdale and Clarke Counties (Internet safety; Services provided by the public library; students signed up for library summer program), Meridian-Lauderdale County Public Library, Meridian, MS | 1 |
| 7/18/2019 | Local parent meeting (Public library services; families signed up for library cards; Rocket Languages; MiraCORE field test), Morton Library, Morton, MS | 3 |
| 7/23/2019 | Local parent meeting (MMESC services; Public library services; sign-up for library cards; hands-on educational activities for whole family), Lawrence County Public Library, Monticello, MS | 5 |
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**Please document the local/state/national staff training supported by the MEP that your staff participated in during 2018-19**

| **Local/State/National Staff Training Supported by the MEP** | | |
| --- | --- | --- |
| **Date(s)** | **Title/Topics/Venues** | **# Staff** |
| 9/18-20/2018 | IRRC/GOSOSY Dissemination Event (program informing of previous 3 years of work of these consortia), Clearwater, FL | 2 |
| 10/08/2018 | ID&R Forum 2018 – Philadelphia, PA | 2 |
| 8/31/18 | TransACT webinar training | 4 |
| 11/15/18 | MS Thrive Early Learning Training – MMESC (Starkville, MS) | 11 |
| 11/27-28/2018 | GOSOSY Technical Support Team (TST) Meeting (activities outlined in the Consortium’s Fidelity Implementation Index), Atlanta, GA | 1 |
| 1/2/2019 | Review of GOSOSY Instructional Resources, Hattiesburg, MS | 1 |
| 1/10/19 | Mississippi Dept. of Education’s English Learner Symposium, Jackson, MS | 1 |
| 1/30/2019 | GOSOSY Self-Study Resources for OSY, Starkville, MS | 6 |
| 2/21/2019 | Additional Online Resources for OSY training, Starkville, MS | 11 |
| February 2019 | MSIX Cybersecurity and Accounts Management Webinar (online) | 11 |
| February 2019 | MIS2000 Refresher Training – MEP Office (via Zoom) with ESCORT | 3 |
| 3/28/2019 | ID&R of H2A OSY, Starkville, MS | 7 |
| 4/8/2019 | GOSOSY Consortium Training of Trainers (TOT) (Mental Health, Adverse Childhood Experiences), Omaha, NE | 1 |
| 4/9-10/2019 | GOSOSY Consortium Technical Support Team (TST) meeting (activities outlined in the Consortium’s Fidelity Implementation Index), Omaha, NE | 1 |
| 5/1-3/2019 | National Association of State Directors of Migrant Education (NASDME) Conference (series of sessions related to Migrant Education Program; MiraCORE field test training), New Orleans, LA | 1 |
| August 2019 | MSIX Back to School Webinar (online) – MEP Office | 11 |
| 8/26/2019 | FERPA 101 Course (training) | 11 |
| 9/24/19 | MDE English Language Proficiency Test Training, Jackson, MS | 1 |
| 11/21/ 2019 | COE review training provided by ESCORT (via zoom) | 10 |
| 9/18-19/2019 | Office of Federal Programs’ *Mississippi Succeeds: A Focus on Equity Conference* | 3 |
| 2/26-27/2019 | Collaborative Fiscal Conference at the Vicksburg Convention Center | 3 |
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1. Office of Migrant Education, U.S. Department of Education [↑](#footnote-ref-1)
2. Adapted from Office of Federal Programs at Mississippi Department of Education and Meta Associates, 2017-18 [↑](#footnote-ref-2)