Migrant Education Program: 2016 Evaluation Report Update

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Ohio | Department of Education

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Glossary of Abbreviations

BGSU CAES- Bowling Green State University Center of Assessment and Evaluation Services (previous evaluator)

CHS&A – C H Smith & Associates (the current evaluation vendor)

CNA – Comprehensive Needs Assessment

ED – U. S. Department of Education

EMIS- Education Management Information System (Ohio's K-12 enterprise system)

ESC – Educational Service Center

ESSA – Every Student Succeeds Act

FERPA – Family Educational Rights and Privacy Act

IDEA – Individuals with Disabilities Education Act

ID&R- Identification and Recruitment

IMAGE – Improving Migrant Academic Gain Educationally program

IRN – Information Retrieval Number

IPT – IDEA Proficiency Tests

LEAs – Local Education Agencies

LEP – Limited English Proficiency

MEP – Ohio's Migrant Education Program

MPOs – Measurable Program Outcomes

MSIX – Migrant Student Information Exchange

ODE – Ohio Department of Education

OMEC – Ohio Migrant Education Center

OMSIS-II – Ohio Migrant Student Information System

OSY- Out-of-School Youth

PFS – Priority for Service

PP(YY) – Performance Period and corresponding last two digits of the year

SDP – Service Delivery Plan

STAAR – State of Texas Assessment of Academic Readiness

EXECUTIVE SUMMARY

Under Title I, Part C, Ohio has implemented programming to address the unique educational needs of migratory children. Of Ohio's 1.68 million students, 1,283 were migrant students in the 2015-2016 school year. The Ohio Department of Education's Migrant Education Program (MEP) is implemented with the assistance of the Ohio Migrant Education Center (OMEC) and directs funding for programming to local education agencies. The Title I C sub-grantees' summer sessions offer early childhood enrichments, direct academic instruction, blended learning secondary course credit recovery, field trips, career-technical educational experiences, family nights, and facilitated access to health fairs and community support services. The Improving Migrant Academic Gain Educationally (IMAGE) program delivers at least 10 contact hours of academic instruction during the summer to migratory students outside of the service areas of the Title I-C sub-grantees.

In 2016, OMEC supported nine LEA summer MEPs and supplemental education services during the fall term across Ohio. Just under half (48%) of migrant students participated in the summer program while nearly two thirds (64%) of the migrant students were in the summer and/or fall program.

To evaluate the MEP, the Ohio Department of Education (ODE) engaged C H Smith & Associates (CHS&A) as the new external evaluator this year. Together, ODE and CHS&A have updated the 2015-2016 continuous improvement cycle documents. The revision process has resulted in this 2016 evaluation report update to include assessment of implementation; performance indicators related to ESSA Performance Goals 1 and 5; measurable program outcomes (MPOs); and implications and recommendations for improvement of services.

For the 2015-2016 performance period reviewed, CHS&A found that implementation of the MEP went as intended except for the full-scale implementation of Odysseyware, the online secondary credit recovery system which was only used at one site, Putnam County ESC, during the period and deferred for full implementation to the next summer. Putnam County ESC found success in student credit awards with Odysseyware. Other implementation highlights were multi-district regional service delivery, coordination with external health services, Old Fort's extended summer program, and strong senior administrator involvement at select sites. Challenges in implementation were the inexperience of new site coordinators; addressing the needs of a more culturally diverse student body; recruitment of out-of-school youth and students outside of Northwest Ohio; and engagement of working age students.

Although most of the implementation went as planned, program results varied with many caveats to the findings. While only an eighth of the MEP students take the Ohio state assessment, 40% of MEP's assessed participants were at or above proficiency in math. This is close to the math proficiency rate of 45.4% for Ohio Hispanic students. MEP participants did not fare as well for proficiency in reading/language arts; 30% of MEP students were at or above proficiency for reading/language arts compared to

40.5% for Hispanic students in Ohio. Both migrant and Hispanic proficiency rates, however, were well short of the 58.9% math proficiency rate and 54.3% reading proficiency rate for all Ohio students.

Regarding graduation and dropout counts, 6 of the eligible 12th grade MEP students (roughly 40%) graduated from high school, and 6 MEP high school students dropped out (approximately 5%). Promising findings were that 7th through 12th graders were promoted to the next grade level or graduated school at a rate of 86%, and MEP Priority for Service (PFS) participants were promoted to the next grade level (or graduated) at a rate of 92%, which was 6 points higher than all MEP participants. This could be a signal that Priority for Service students have been well served in the program.

Measurable Program Outcomes (MPO) results of MEP did not send promising signals. None of the MPO goals were met, which may be attributable to the multiple limitations of the selected indicator metrics, unrealistic goal setting, ineffectuality of the service, or a combination of these factors. The gaps between actual and targeted percentages of students showing growth over the summer programs on the iReady assessments were 26 percentage points for reading and language arts progress and 37 percentage points for math progress. Results of the iReady reading and language arts assessment for limited English proficiency students was 27 percentage points short of its MPO goal. This is despite the fact that MEP students with limited English proficiency saw statistically significant gains over the summer program in their language fluency skills on the IDEA Proficiency assessment (which was recently added as an MPO indicator but did not have a goal).

In another MPO, only 9% of migrant students using secondary credit recovery program curricula received credit, falling far below the target of 80%. Looking only at Algebra I credit recovery derived solely from summer MEP program participation as an MPO, none of the eligible students accomplished this. However, the MEP population and MEP PFS students served throughout the performance period have credit percentage rates for Algebra 1 that are close to the original MPO goal, 79% and 75% respectively.

For the MPO indicator on health and support services, only 37% of MEP students' parents attended OMEC health fairs. However, health fairs in 2016 led to 349 vision screenings, 56 vision referrals, the receipt of 37 pairs of eyeglass (30 students and 7 adults), 349 dental screenings, 35 dental referrals, and ultimately treatment for 15 students and 8 adults.

Looking at multi-year trends, results from the 2016-2017 performance period, and stakeholder input in early 2018 may provide greater insight for the next steps to appropriately measure and achieve program outcomes. Based on the current data and analysis, the implications and recommendations for MEP moving forward are to:

1. Expand to spring term services.
2. Serve preschool students in all summer MEPs.
3. Broaden parent engagement.
4. Capture lessons to implement more regional delivery.

5. Approach ESCs or other regional organizations to expand service in other parts of Ohio.
6. Support growth in cultural competencies to better serve diverse population.
7. Add MPO metrics related to school year services.
8. Try targeted recruiting with underserved populations like out-of-school youth (OSY) and H-2A workers.
9. Consider multi-modal delivery of services to secondary students and OSY.
10. Revisit iReady indicators and MPO related goals.
11. Update site administrator onboarding and professional development.

INTRODUCTION

C H Smith & Associates (CHS&A) and the Ohio Department of Education (ODE) have worked together to recast the Comprehensive Needs Assessment, Service Delivery Plan, and Evaluation Report from 2015 into a cohesive approach to the continuous improvement cycle for the state's Title I, Part C Migrant Education Program. C H Smith & Associates reviewed past reports from the Bowling Green State University Center for Assessment and Evaluation Services and analyzed new data collected by the Ohio Migrant Education Center (OMEC) for the 2015-2016 performance period to create this updated 2016 evaluation report. In this evaluation report, key items were identified as action steps to ensure alignment among the evaluation report, Comprehensive Needs Assessment and the Service Delivery Plan.

Summary of ODE Migrant Education Program

Under Title I, Part C, Ohio has implemented programming to address the unique educational needs of migratory children. The Ohio Department of Education's Migrant Education Program (MEP) was implemented with the assistance of the Ohio Migrant Education Center (OMEC) and directed funding for programming to nine local education agencies (LEA) during the 2016 summer session:

- Fremont City (IRN: 044016)
- Lakota Local (IRN: 049569)
- Marlington Local (IRN: 049882)
- Northwest Ohio Educational Services Center (IRN: 124297)
- Old Fort Local (IRN: 049726)
- Putnam County Educational Service Center (IRN: 049304)
- Tecumseh Local (IRN: 046243)
- Willard City (IRN: 045096)
- Woodmore Local (IRN: 049577)

The geographical location of these LEAs can be seen in Figure 1.

Figure 1. Location of LEAs that are MEP Summer Program Sites

An additional 15 LEAs participated as sites where academic support services were delivered to migrant students during the fall.

OMEC, operated by the Northwest Ohio ESC, coordinates identification and recruitment of migrant students; selects some curricula; monitors implementation; collects data; manages transfer of records; provides technical assistance and professional development for the Migrant Education Program; coordinates the Texas STAAR state assessment, and networks with complementary resources and organizations to serve the needs of migrant children and families.

Ohio's Migrant Education Program offers the following primary services for migratory students:

- **Summer sessions:** These summer programs are held at the nine local education agencies (LEAs) offering academic instruction and personal enrichment. Activities offered in the summer include:
    - early learning enrichments for students 3-5 years old;
    - academic instruction in reading and math, K-12th grade;
    - blended learning course credit recovery for 7th-12th grade students;
    - field trips and career-technical educational experiences;
    - family nights with education components;
    - OMEC health fairs and follow-up services; and
    - connections to community resources.

A variety of assessments are also administered in the summer to monitor and determine student proficiency from pre- and post-program academic competency assessments to standardized assessment such as the IDEA Language Proficiency Tests (IPT) and San Diego Quick Assessment for Preschoolers.

- **Fall Supplemental Programming**: Supplemental education services are provided to migrant students during the traditional school year. In coordination with all applicable Title I, Title III, IDEA-B funding streams, students who remain in the area for at least a portion of the school year have access to academic supports.

- **Improving Migrant Academic Gain Educationally (IMAGE)**: This initiative reaches migratory students outside of the service areas of the Tile I-C sub-grantees. IMAGE coordinates delivery of academic services in-home to work with each student for at least 10 contact hours.

Approach to Evaluation Report

This evaluation report was produced by C H Smith & Associates, LLC (CHS&A), with colleagues from Maple Grove Objective, as an update to the *2015 Ohio Migrant Education Program: Comprehensive Needs Assessment and Evaluation Report* (The Center of Assessment and Evaluation Services at Bowling Green State University, February 2016) and as a response to US Department of Education's related findings for the Ohio Migrant Education Program that were still pending action as of December 2016.

The Ohio Department of Education engaged CHS&A as the new external evaluator for the Migrant Education Program. Together, ODE and CHS&A have reworked the state's continuous improvement cycle process in accordance with best practices identified by the US Department of Education (ED). This realignment has started by reframing and updating 2015-2016 continuous improvement cycle documents produced by the previous evaluation contractor. The revision process has resulted in this 2016 evaluation report update, an extracted Comprehensive Needs Assessment, and an amended Service Delivery Plan with clarifications and corrections.

Figure 2: Illustration of Revision Process and Products for 2015-2016 Performance Period

Moving forward, ODE and CHS&A will engage with the traditional continuous improvement cycle starting with data analysis/ draft evaluation summary of the 2016 -2017 performance period, including multi-year trend data. ODE will use the data analysis and engage stakeholders to produce a new 2018 Comprehensive Needs Assessment. Informed by the 2018 CNA, a new 2018-2019 Service Delivery Plan will be created by ODE and OMEC. Simultaneously, the draft evaluation report will be finalized by CHS&A by May 2018. MEP will then execute its 2018-2019 Service Delivery Plan, and future evaluations will reflect on the effectiveness and impact of this plan.
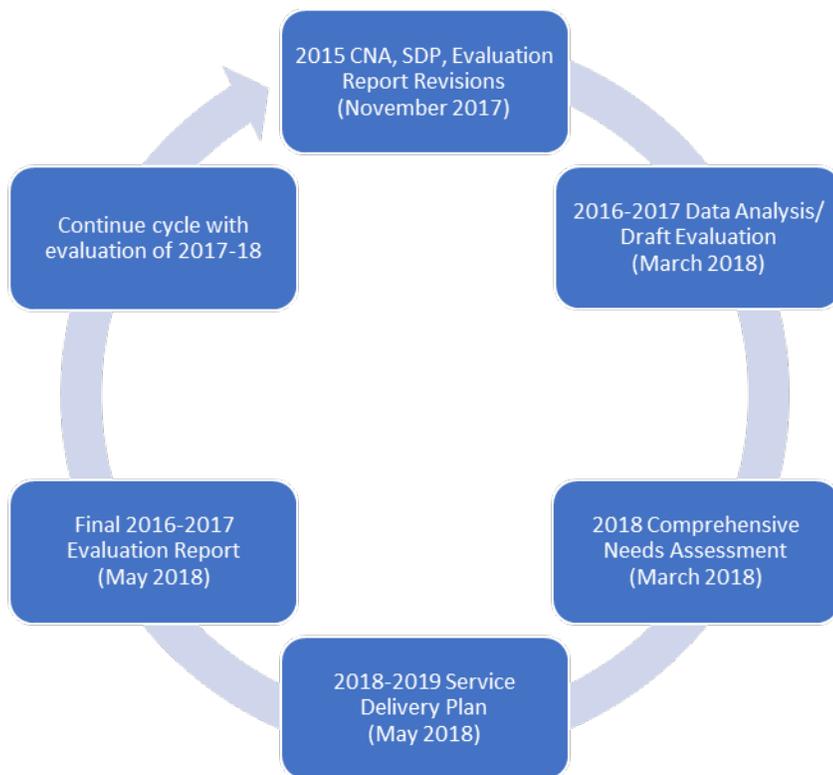
The new evaluation team reviewed existing data and interviewed key program staff to complete this report. It utilizes data from performance period 2015-2016 which is the most recent period for complete, validated program data. If 2015-2016 data were not available, 2014-2015 data were referenced.

This CHS&A report examines a) program implementation and b) program results as expected in 34 CFR 200.84. Table 1 and Table 2 below outline the revised research questions (based on the *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children[1]*) and the sources used to address the questions.

Table 1: Ohio MEP Implementation Research Questions

Implementation Research Questions	Sources
Was MEP locally implemented as describe in the Service Delivery Plan? If not, what adaptations were made?	• 2015 Migrant Education Program: Service Delivery Plan (CEAS, February 2016) • Interviews with OMEC and ODE staff

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[1] US Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education. Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children, Washington, D.C., 2017.

Implementation Research Questions	Sources
What worked in the implementation?	• Interviews with OMEC and ODE staff
What challenges did the project encounter?	• Interviews with OMEC and ODE staff
What improvements can be made?	• Interviews with OMEC and ODE staff • Results review data

Table 2: Ohio MEP Results Research Questions

Results Research Questions	Sources
Are the Ohio MEP activities achieving desired results?	• OMEC documentation • OMSIS-II database • Ohio Department of Education report card database
Which MEP interventions are most effective?	• OMSIS-II database • OMEC documentation
How do actual results compare to the desired Measurable Program Outcome results?	• OMSIS-II database • OMEC documentation
How do actual results compare to the state Performance Targets for proficiency on state assessments and other indicators?	• OMSIS-II database • Ohio Department of Education report card database • OMEC and Ohio MEP documentation, Service Delivery Plan

A more robust evaluation built on the initial findings of this report and additional data collection and analysis for performance period 2016-2017 will be produced in spring 2018. Future analysis will look at trends in performance to identify the program's trajectory.

Summary of Ohio Migrant Student Population (2015-2016)

Ohio's Migrant Education Program (MEP) is designed to serve the needs of migratory students in the state. In Ohio, most migrant students are based in the rural communities of Northwest Ohio with other concentrated pockets of migrant students located in Northeastern and Central Ohio. Of Ohio's 1.68 million students, 1,283 are migrant students. Nearly all of the migrant population are Hispanic. Three out of four migrant students are in Pre-Kindergarten to 8th grade.

Migrant education programs are provided through summer and fall terms. Just under half (48%) of migrant students participated in the summer program while nearly two thirds (64%) of the migrant students were in the summer and/or fall program. Participation rates by grade level in the summer and fall programs generally are between 60% to 80%. However, 12th grade students participate at a significantly reduced rate; only 28% of 12th grades students participated in the summer or fall programs.

Below is a detailed table of Ohio's migrant student population. It describes the demographic profile of MEP participants among the 9 sub-grantee LEAs[2], MEP participants in summer or fall programming in 24 LEAs, the total Ohio migrant population (all LEAs), and all Ohio public school students. The data are for school year/performance period 2015-2016.

Table 3: Ohio Migrant Student Population Profile (School Year 2015-2016)

	Migrant Education Summer Program* (9 LEAs)	Migrant Education Summer and/ or Fall Program* (24 LEAs)	Ohio Migrant Population[3]*	All Students in Ohio[#]
All students	619	815	1283	1,680,125
Pre-K students	88	88	195	35,488
K	54	73	84	113,804
1st	64	82	115	128,460
2nd	59	75	98	130,014
3rd	56	71	94	132,293
4th	44	57	75	128,445
5th	57	77	107	125,814
6th	40	51	66	129,237
7th	31	45	64	129,981
8th	24	44	59	130,764
9th	33	47	72	141,595
10th	19	30	44	133,081
11th	14	26	43	112,857
12th	<10	16	57	108,292
Out-of-school	33	33	110	
Percent of population in student subcategories				
Priority for Service[4] (PFS)	35.4%	36.4%	23.1%	
Limited English Proficiency	43.8%	40.4%	27.7%	3.1%
Students with Disabilities	0.1%	0.1%	0.1%	14.5%
American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.1%
Asian	0.0%	0.0%	0.0%	2.1%

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[2] Includes current 8 sub-grantees in addition to Lakota, which was a sub-grantee in 2015-2016.

[3] OMEC OMSIS-II is used for the migrant population because the data are more complete than the migrant data reported in the Ohio Department of Education Report Card Database.

[4] Priority for Service students are migrant students who have been determined to be both at-risk of academic failure and have experienced interruption in their education during the regular school year.

	Migrant Education Summer Program* (9 LEAs)	Migrant Education Summer and/or Fall Program* (24 LEAs)	Ohio Migrant Population[3]*	All Students in Ohio[#]
Pacific Islander	0.0%	0.0%	0.0%	0.1%
Black (non-Hispanic)	0.0%	0.0%	0.0%	16.5%
Hispanic	99.7%	99.8%	99.5%	5.2%
Multiracial	0.3%	0.2%	0.2%	4.8%
White (non-Hispanic)	0.0%	0.0%	0.2%	71.1%
Male	54.3%	55.2%	55.2%	51.3%
Female	45.7%	44.8%	44.8%	48.7%
Economically disadvantaged	100.0%	100.0%	100.0%	49.9%

* Source: OMEC OMSIS-II
\# Source: ODE Report Card Database

This demographic detail helps establish the context in which the Ohio MEP operates and what the evaluation process should take into consideration.

IMPLEMENTATION REVIEW

The Ohio MEP Service Delivery Plan (SDP) documents program priorities and related strategies. It was noted by OMEC program staff that the IMAGE and fall programming services were intended for MEP implementation in the 2015-2016 service year (and with results included in previous Consolidated State Performance Reports) but were not documented in the written 2015 Service Delivery Plan. Two other strategies were refined or removed from the SDP as they referenced work supported by extraneous programs and were not under the purview of Ohio's Title I C MEP. These amendments have been included in the amendment to the SDP and in Table 4.

Implementation of Plan

In this section of the report, the evaluators looked at how implementation occurred compared to the SDP, what worked well in implementation, and what challenges were faced. OMEC and ODE staff were interviewed by the evaluators to determine the implementation status of the priorities and strategies identified in the 2015 Service Delivery Plan.

Priority	SDP Strategy	Implementation Status (2015-2016)	Comments
1: Increase the reading and language arts proficiency of migrant students to close the gap between migrant students and non-migrant students in Ohio.	1. All MEP teaching staff will be trained on how to administer a standardized reading progress monitoring assessment.	Implemented	Delivered by Curriculum Associates, the iReady vendor.
	2. MEP sites will provide reading and language arts direct instruction that is aligned with state content standards.	Implemented	Instruction was implemented, and qualified teachers were expected to teach toward standards.
	3. iReady individualized skill-building online modules will be provided in reading as supplemental instruction for migrant students.	Implemented	
	4. MEP will provide supplemental services to migrant students during the school year.	Implemented	Service was planned but not listed in 2015 Service Delivery Plan.
	5. MEP will support migrant students outside of the 8 LEA sub-grantees through the IMAGE program's summer services.	Implemented	Service was planned but not listed in 2015 Service Delivery Plan.
2: Increase the math proficiency of migrant students to close the gap between migrant students and non-migrant students in Ohio.	1. All MEP teaching staff will be trained on how to administer a standardized math progress monitoring assessment.	Implemented	Delivered by Curriculum Associates, the iReady vendor.
	2. MEP sites will provide mathematics direct instruction that is aligned with state content standards.	Implemented	Instruction was implemented, and qualified teachers were expected to teach toward standards.

Priority	SDP Strategy	Implementation Status (2015-2016)	Comments
	3. iReady individualized skill-building online modules will be provided in mathematics as supplemental instruction for migrant students in grade K-8.	Implemented	
	4. All high school summer MEP students who have taken Algebra 1 but had not yet received full credit will be provided Algebra 1 instruction with either Pass Kits or online secondary credit accrual curriculum software.	Implemented	The strategy was rephrased as it was intended that Algebra 1 instruction would be made available to students who had been taking Algebra 1 but did not yet complete the course or received a failing grade in their previous attempt.
	5. MEP will provide supplemental services to migrant students during the school year.	Implemented	Service was planned but not listed in 2015 Service Delivery Plan.
	6. MEP will support migrant students outside of the 8 LEA sub-grantees through the IMAGE program's summer services.	Implemented	Service was planned but not listed in 2015 Service Delivery Plan.
3: Increase the English language proficiency of migrant students to help more effectively close the achievement gap between migrant students and non-migrant students in Ohio.	1. iReady individualized skill-building online modules will be provided in reading as supplemental instruction for migrant students in grades K-8th grade.	Implemented	

Priority	SDP Strategy	Implementation Status (2015-2016)	Comments
4: Identify and support the health and social service needs of migrant families [that may affect the ability of migratory children to effectively participate in school and achieve proficiency in core content.]	1. OMEC will facilitate access to community health fairs and services for MEP students and families.	Implemented	This strategy has been rephrased to explain the MEP's role in connecting students to existing health fair and services but not using Title I C funds to deliver fairs and health services.
	2. MEP Program will identify social support needs for students and parents and refer participants to resources.	Implemented	This strategy statement has been modified. Sites intended to identify social support needs, mostly through surveys administered at Family Nights, and connect families to external resources on a case by case basis. It never intended to universally offer social support services during Family Nights.
5: Increase secondary credit accrual and recovery for migrant students.	1. MEP teaching staff will be trained in Odysseyware, and all sites will offer Odysseyware courses for students who need to gain or recover secondary credits.	Partially Implemented	Odysseyware was used in full at one site; other sites maintained use of other blended learning curricula through summer 2016. Transition for all sites to use Odysseyware occurred in 2017.
	2. MEP secondary staff will offer PASS Kit instruction as well as other online curriculum to help students gain secondary course credit.	Implemented	

Sixteen (16) strategies are listed and were a part of the 2015-2016 services delivered. Fifteen (15) of the implementation strategies were implemented as planned. The other strategy for all MEP sites to be trained and to begin offering Odysseyware, the online curriculum for high school instruction, was implemented fully at Putnam County ESC and then deferred for implementation program-wide for the 2017 summer.

The implementation of the 2015-2016 Ohio MEP program established shared program priorities and encouraged common data collection points. The program, however, also allowed a great deal of flexibility in execution among sub-grantees. While all K-8 summer programs utilized iReady for math and reading blended learning instruction and assessments, sites may have used various curricula for direct instruction and may have chosen to complement instruction with enrichment activities such as field trips to community resources such as libraries, universities, and career-technical centers. Summer services for secondary students in 2016 utilized online curricula of the sub-grantees' choosing to help students progress at their own pace through academic lessons while physically attending a program location.

As a complement to the academic interventions, each site had a summer family night with each sub-grantee deciding on the event's format and focus. Family nights incorporated activities such as parent-teacher conferences, displays of student work, student performances, presentations by community resource partners, surveys/interviews with parents about their academic and social support needs, or any combination of the above.

Additional academic services to migratory students included IMAGE and fall programming. The IMAGE program, managed by the Old Fort district, coordinated visits from teachers and educational paraprofessionals statewide to migrant students who were not in the service area of an MEP sub-grantee. IMAGE served 102 students in summer 2016. During the fall, MEP offered supplemental services for migrant students throughout the state. Paraprofessionals partnered with highly qualified teachers to provide the academic supports needed for students.

Identifying and supporting health and social support needs were a priority for the Ohio MEP in 2015-2016. The strategies that MEP planned for support services were to a) coordinate access to community health fairs and services and b) identify social support needs and connect students and families to resources on a case by case basis. Parent and student needs surveys were executed throughout the program with many of the surveys administered in written or verbal form during Family Nights. Insights and needs from the survey were reviewed site by site to be addressed. A program wide review of parent survey data from 2016 to date will be incorporated in the 2018 evaluation report.

Foundational to the services for students was identifying and recruiting students for the program. There were eight recruiters that made up the state identification and recruitment team. Recruiters conducted home visits, visited job sites, and met with partner agencies. Welcome packets with promotional materials and resource guides were given to student and families at the time of the initial interview. OMEC personnel presented to EMIS coordinators about the program and who may qualify for services.

What Worked

OMEC and ODE staff highlighted the following items as working well in the 2016 implementation:

- **Use of Odysseyware for credit recovery at Putnam County ESC**: While only Putnam County ESC used Odysseyware in 2016, this site also had the greatest success in the award of credit in summer 2016. Odysseyware also allowed OMEC staff to access student progress data in the courseware system during the MEP rather than having to wait to receive the data afterwards. This facilitated greater support to the site and students.
- **Availability of extended summer program at Old Fort:** Old Fort implemented its summer instructional services for a longer period as it had use of a building that does not have traditional school year operations. Migrant students who participated at other LEA summer programs could transition to the Old Fort program after the initial summer session. Anecdotally, these transitions and extended experiences were operating smoothly.
- **Regional service approach:** Ohio MEP has had some sub-grantees, such as Putnam County ESC and Old Fort, maintain flexible service boundaries to reach migratory students. These programs can recruit and serve a critical mass of students with efficiency. Sub-grantees that have service boundaries limited to single traditional district boundaries have been challenged in getting economies of scale. Because the summer participants for Lakota Local was small in 2016, Lakota decided not to be a sub-grantee in 2017. Students who would have been served at that location have moved to receiving services from Old Fort Local district in PP 2016-2017.
- **Coordination with complementary health services:** OMEC was pleased with its partnerships with Synod of the Covenant and other private and non-profit partners that provide health services including vision and dental screening for MEP students. Availability of health services was seen by OMEC staff as fundamental to making sure students are ready to learn.
- **Strong sub-grantee senior leadership**: Interviews also noted that sub-grantees with strong superintendent and senior leadership involvement seemed to be able to have smoother program implementations and find creative ways of serving migrant student needs.
- **Recruitment at job sites**: Recruiters are starting to do more recruitment at job sites instead of only trying to reach students and parents when they are at home. Recruiters are also starting to work in pairs as they go out into the community which also provides another contact for the families and a level of security for staff members.

Challenges

The top challenges identified by OMEC and ODE staff in implementation included:
- **Inexperience of new site coordinators:** OMEC staff shared challenges in working with inexperienced program coordinators at some sites. Some new coordinators lacked knowledge about requisition and purchasing processes and FERPA compliance for student records.
- **Increasing cultural competency to serve students of multiple national origins:** OMEC staff spoke anecdotally about complex student dynamics when teachers would facilitate peer-to-peer interactions and try to build classroom community. Some of the complex dynamics were reported to stem from cross-cultural differences between students of Mexican and Guatemalan national origin. OMEC has aided sites in understanding issues and effectively creating belonging in the classroom. The language barrier between MEP staff and Guatemalan students who may have neither English nor Spanish as their first language was also a challenge.

- **Recruitment outside of Northwest Ohio:** The MEP has been challenged in recruiting eligible migratory students outside of Northwest Ohio and sub-grantee's traditional service areas. Identifying, enrolling, and servicing students in less concentrated pockets were activities seen as increasingly important as slightly more than 1/3 of Ohio's migratory students are not served by MEP.
- **Consistent engagement of working age students:** High school and out-of-school youth often want to earn as much as possible in the summer. For some, they will not enroll in summer programming because of this. For students of working age who did enroll, program engagement was greatest in May and June before the July harvest. However, this shortened time may not have been enough instructional time for older students to make academic progress. OMEC has been exploring alternatives to extend the academic support to high school migrant students who are also working during the summer.
- **Recruitment among families with undocumented individuals or on H-2A visas.** Some students or their parents might have refused to be identified because they were concerned that their undocumented status may jeopardize their ability to stay in the US. In addition, farmers and contractors with workers on H-2A visas were not permitting agencies to bring services to the job site which limited recruitment efforts.

These implementation successes and challenges will be studied further in the 2018 comprehensive needs assessment and data review processes commencing as a reflection on the 2016-2017 service period. Future reports will also be informed by a wider group of stakeholders and additional data.

Results Review: Performance Indicators

Program outcomes are reviewed annually for two ESSA performance goals:

1. Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
2. Performance Goal 5: All students will graduate from high school.

OMEC collected data for these measures for MEP and MEP PFS students. In this report the data are compared to state data for all Hispanic students in Ohio and the total Ohio student population as proxies for performance among non-migrant students. Because nearly all MEP participants are Hispanic, it is also informative to compare MEP outcomes to all Hispanic students in Ohio rather than just the total student population. Proxy data for all Hispanic students and the total Ohio student population are used because the number of migrant students is too small to significantly impact the outcomes when reported as only non-migrant population. Reporting using data for all students as opposed to non-migrant students also aligns with state reporting.

Metric Descriptions and Limitations

While data are collected by grade level and demographic subgroups, disaggregated data cannot be reported here because of the low numbers of participants within each subgroup. Additionally, where possible, data are compared between MEP, MEP PFS, all Hispanic students in Ohio, and all students

in Ohio. However, for some measures, comparable state data are not currently available. Specific limitations for each measure include:

- *Proficiency in reading/language arts and math:* Data cannot be disaggregated below MEP because of the low number of students for which there is data. Most migrant students are not present in Ohio to take the proficiency test, which contributes to the low number.
- *Students who graduated and students who dropped out:* These data are dependent on reporting from other states in addition to Ohio data systems, which may contribute to the low numbers. Additionally, the number of 12th grade students served by MEP programs is just 28% (16 students) of the total migrant population for the grade.
- *Promotion and graduation of students enrolled in grades 7 through 12:* Data cannot be disaggregated among MEP participants because of low numbers of students for which there are data. Comparable state data do not exist for this measure. However, we have included the four-year cohort graduation rate for all Ohio students.

2015-2016 Results

Below is a summary of the outcome measures for each performance goal, including detailed tables. They describe the outcomes for MEP participants, MEP PFS participants, all Hispanic students in Ohio, and all students in Ohio. The data are for school year 2015-2016.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

Forty percent (40%) of MEP participants were at or above proficiency in math as measured by the Ohio state assessments, which is close to the proficiency rate of 45.4% for Hispanic students in Ohio. MEP participants do not fare as well for proficiency in reading/language arts; 30% of MEP students were at or above proficiency for reading/language arts compared to 40.5% for Hispanic students in Ohio. Both migrant and Hispanic proficiency rates, however, were well short of the 58.9% math proficiency rate and 54.3% reading proficiency rate for all Ohio students. Analysis of proficiency data is limited because there is a low number of MEP students who are in the state when the tests are administered. While there were over 800 students in the MEP summer or fall programs, only 124 MEP students and 30 MEP PFS students took the reading/language arts state test. Likewise, only 129 MEP students and 33 MEP PFS students took the math state test.

Table 5: Percentage of Students at or Above Proficiency in Math (School Year 2015-2016)

Student Sub-group	Percentage
MEP*	40%
MEP PFS*	36%
All Hispanic Students in Ohio#	45.4%
All Students in Ohio#	58.9%

* Source: OMEC OMSIS-II
# Source: ODE Report Card Database

Student Sub-group	Percentage
MEP*	30%
MEP PFS*	27%
All Hispanic Students in Ohio#	40.5%
All Students in Ohio#	54.3%

* Source: OMEC OMSIS-II
\# Source: ODE Report Card Database

Performance Goal 5: All students will graduate from high school.

As mentioned before, there were only 57 migrant students in 12th grade, and only 16 students were served by the MEP program. In the 2015-16 school year, 6 MEP students graduated high school, which is roughly 40% of MEP students who were eligible to graduate from high school.

In addition, 6 students in grades 9 through 12 dropped out of school in 2015-2016. This represents roughly 5% of MEP students. Graduation and drop out data cannot be disaggregated below MEP because of the low number of students for which there is data.

Complementary data which combines data for 7th through 12th graders shows that MEP students were promoted to the next grade level or graduated school at a rate of 86%. Furthermore, MEP PFS participants were promoted to the next grade level (or graduated) at a rate of 92%—6 points higher than all MEP participants.

Table 7: Percentage and Count of students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level (School Year 2015-2016)

Student Sub-group	Count	Percentage
MEP*	214	86%
MEP PFS*	38	92%

* Source: OMEC OMSIS-II

For comparison purposes, the 4-year cohort graduation rate was available for all Ohio students but not Hispanic students. Promotion data for 7th through 12th graders in these groups were not available. The 4-year cohort graduation rate for all Ohio students was 83.6% in 2015-2016.[5]

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[5] Source: ODE Report Card Database

RESULTS REVIEW: MEASURABLE PROGRAM OUTCOMES

Measurable program outcomes (MPO) were organized according to the priority areas outlined in Table 4 on page 8.

Between one and two indicators are reported for each priority area. While the SDP priorities' text frames them in terms of positive outcomes for all migrant students in the state of Ohio, MPOs were framed more narrowly in terms of positive outcomes for MEP participants, oftentimes only MEP summer participants.

In formatting the MPO language, CHS&A has found it helpful to separate the description of the MPO indicator from the MPO goal. Firstly, we have found that it increased comprehensibility to break the information into portions. Secondly, we are seeking to disentangle the goals from the indicators because while the indicators were valid, ODE and OMEC agreed that the original goals articulated by the previous program evaluator were too ambitious. Both ODE and OMEC wish to revise the MPO goals during the upcoming comprehensive needs assessment process, incorporating the feedback of the MEP stakeholders and increasing the MPO goals alignment to ODE's ESSA plan. The precise language of the MPO indicators and goals can be found in Table 8 on page 18.

Per ED's direction, the total number of MPOs reported has been reduced in this revised report to seven from the original thirteen that appeared in the 2015 SDP.

Metric Description and Limitations

SDP Priority 1. One indicator has been selected and reported as an MPO related to the reading and language proficiency growth among migrant students. For this analysis, 279 migrant students met the inclusion criterion of participating at least 20 days of the MEP summer program.

The metric for this indicator was the iReady software package, which includes assessment testing in addition to the individualized skill-building online modules. Results reported here are from the PP15 as 2015-2016 data were not yet available across project sites. During this performance period, baseline reading proficiency was assessed in students using a diagnostic assessment that identifies their present levels of performance in reading content areas of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Reading Comprehension. Growth was determined by comparing the baseline proficiency to follow-up testing results from a Progress Monitoring tool or a second administration of the Diagnostic Assessment, both of which were administered approximately six weeks later; the choice of follow-up test varied by MEP site. Growth was defined as any raw score increase in the follow-up assessment over the initial diagnostic assessment.

There are limitations of the indicator. The first is that selected definition of growth is imprecise; slight increases in raw score may be reported as gains while those increases may be due to testing error. The second is that the follow-up testing was conducted with one of two different assessments across MEP sites. The result is that combining results from across sites is somewhat imprecise.

In addition, OMEC staff report that guidance from Curriculum Associates, the iReady vendor, suggested that expecting the assessment to consistently measure growth after only receiving the

curriculum for a short interval of time such as a summer session may be more challenging as the curriculum was intended to be delivered across a traditional school year term.

SDP Priority 2. Two indicators have been selected and reported as MPOs related to the math proficiency growth among migrant students. The first shared the characteristics of the reading and language proficiency indicator. There were 277 migrant students who met the inclusion criterion of participating at least 20 days of the MEP summer program.

The metric for this indicator was the assessment testing included in the iReady software package. Results reported here are from the PP15. During this performance period, baseline math proficiency was assessed in students using a diagnostic assessment that identifies their present levels of performance in Math content areas of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. Growth was determined by comparing the baseline proficiency to follow-up testing results from a Progress Monitoring tool or a second administration of the Diagnostic Assessment, both of which were administered approximately six weeks later; the choice of follow-up test varied by MEP site. Growth was defined as any raw score increase in the follow-up assessment over the initial diagnostic assessment.

Limitations for this MPO are the same as the iReady indicator for reading and language proficiency.

The second indicator of priority 2 was the percentage of students who received secondary credit for Algebra I related to their participation in the summer MEP program. Twenty-three (23) students participated in the summer Algebra I credit recovery programming. A limitation of this measure is that it is achievement oriented rather than growth oriented. Therefore, progress made towards gaining the competency to receive full credit in the course is not counted unless the student passes the set achievement threshold.

SDP Priority 3. Two indicators have been selected and reported as MPOs related to the growth in language proficiency among migrant students with limited English proficiency (LEP). The first indicator was iReady reading and language arts progress scores, where the comparison of the indicator goal to the percentage of students achieving growth was restricted only to students identified as LEP; 198 students met the inclusion criteria for this comparison. All other aspects of the metric and comparison matched those described for the iReady reading and language arts progress monitoring indicator above.

The IDEA Proficiency Test (IPT) was employed as the second indicator of language proficiency growth among migrant students. The IPT is comprised of a series of language proficiency assessments for language learners in grades K-12. MEP staff administered pre-tests at the start of the MEP summer program, and post-tests at the conclusion. "Growth" was defined as any increase in raw score from pre- to post-test. Limitations of this definition is that slight increases in raw score would be reported as gains while those increases may be due to testing error. One benefit of this indicator over the iReady reading proficiency is that it takes the language learner's current fluency status into account, leading to a more appropriate assessment tool. The pre-test of this assessment was also used in a diagnostic capacity to help MEP instructors better plan their lessons.

SDP Priority 4. One indicator has been selected and reported as an MPO related to the provision of health supports for migrant families. The indicator is the percentage of migrant students and parents who attended OMEC health fairs. One limitation of this MPO that has emerged is that the goal of this indicator is stated in terms of percentages of students served by the summer program. This

calculation is difficult because the total number of MEP students changed over the course of the summer while the Health Fairs were primarily held at the outset to allow time for follow-up referrals and services provision later in the summer. The current calculation is based on the percentage of all students who attended the summer program and not the percentage of students who were enrolled in the program on the date of the health fair in their community.

SDP Priority 5. One indicator has been selected and reported as an MPO related to the increase of secondary credit accrual and recovery. This metric was the percentage of migrant students participating in any of the MEP credit recovery programing in the performance period who received credit. The number of students who were considered in this analysis was 156.

This MPO shares the same limitation of the SDP priority 2 of receiving Algebra I credit regarding the starting point of student competency. Another limitation points to an overriding theme in the study of this population, which is that data are collected in snapshots, and when students are absent from the culminating event of MEP interventions, then gains or progress are not successfully measured.

Results

MPO Indicators, Goals, and Results are provided for PP16 (unless otherwise noted) in Table 8.

The goals were set by Bowling Green State University Center of Assessment and Evaluation Services, and have been noted as a main concern for modification and recalibration by ODE and OMEC for the 2018 Service Delivery Plan. The Ohio MEP programs did not meet the MPO goals originally set.

Table 8: MPO Goals and Available Results from the Most Recent Performance Period

MPO Indicators	Goal	Result
SDP Priority 1: Increase the reading and language proficiency of migrant students to close the gap between migrant and non-migrant students in Ohio		
% of migrant students in grades K-8th who attend at least 20 days of the summer program who show growth on a reading progress monitoring assessment.	86%	60% [#]
SDP Priority 2: Increase the math proficiency of migrant students to close the gap between migrant and non-migrant students in Ohio		
% of migrant students in grades K-8th grade who attended at least 20 days of the summer program who show growth on math progress monitoring assessment.	100%	63% [#]
% of students who receive instruction in Algebra 1 who receive a secondary credit over the summer MEP program.	50%	0%
SDP Priority 3: Increase the English Language proficiency of migrant students to close the gap between migrant and non-migrant students in Ohio		
% of migrant students in grades K-8th who attended at least 20 days of the summer program who show growth	86%	59% [#]

MPO Indicators	Goal	Result
on a reading progress monitoring assessment (disaggregated based on English language fluency).		
% of migrant students in grades K-9th who attended at least 20 days of the summer program who show growth on the IDEA Proficiency Tests (IPT).	New	75% #
SDP Priority 4: Identify and support the health and social service needs of migrant families		
% of children and their parents served by the summer program who take part in the OMEC Health Fairs.	80%	37%
SDP Priority 5: Increase secondary credit accrual and recovery for migrant students		
% of migrant secondary students that use program curricula who receive secondary credit.	80%	9%

Data from the PP16 were unavailable for these indicators. The values provided are from the PP15.

Sixty percent (60%) of students meeting the inclusion criteria made progress on the reading assessment, and 63% of students meeting the criteria increased their score on the math assessment. The number of migrant students making academic progress on the iReady progress monitoring assessments fell well below the MPO goal. The gap between actual and targeted percentages of students making progress was 26 percentage points for reading and language arts progress and 37 percentage points for math progress.

Most (75%) MEP students with limited English proficiency saw gains in their language fluency skills over the summer program in 2015. A paired samples *t*-test showed that the gains were statistically significant; *t* (320) = 9.77 p < .0001. Unfortunately, results of the iReady reading and language arts assessment show growth among only 59% of LEP identified students.

With regard to identifying and serving health needs of migrant families, only 37% of MEP students' parents attended OMEC health fairs. As mentioned in the metric description, attendance percentages add complexity to the interpretation of data. The results are useful for gauging the penetration of health fair screenings among the total MEP population, but they are not a useful gauge of health fair promotion efficacy since some MEP students do not arrive in Ohio until after the health fairs have been held in their area. In addition, a sole focus on health fair attendance measures may obscure the benefits communicated by other supplemental data. For example, health fairs in 2016 led to 349 vision screenings, 56 referrals, and the receipt of 37 pairs of eyeglass (30 students and 7 adults).   Health fairs in the same year also resulted in 349 dental screenings, 35 referrals, and ultimately treatment for 15 students and 8 adults.[6]

For the final MPO, measures of migrant students' secondary credit accrual and recovery showed below-target progress. Overall, only 9% of migrant students using program curricula received secondary credit, falling far below the target of 80%. Looking only at Algebra I credit recovery derived solely from summer MEP program participation, none of the 23 eligible students accomplished this.

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[6] Source: OMEC: 2016 Health Fair Report

There is a related measure tracked in accordance with the Government Performance and Results Act (GPRA) that sheds additional light on this topic: Algebra I credit accrual and participation. The national metric looks at who received full credit upon entering 11th grade. While 23 MEP students failed to recover credit for Algebra I, as a whole the MEP population (79%)[7] and MEP PFS students (75%)[8] served in summer and fall have percentage rates close to the original MPO goal. This is particularly interesting to look at the Priority for Service student year-round credit accrual rates as these are the most at-risk students.

IMPROVEMENT OF SERVICES

Based on the quantitative and qualitative data analyzed to date, CHS&A identified the following strengths and opportunities for improvement.

Implementation to Plan/ Implementation Fidelity

Implementation of K-8 summer services, IMAGE, fall supplemental programming, and coordination of health and social support went as planned in terms of state expectations of program execution and consistency across sites. There was more inconsistency than planned in fidelity to the delivery of secondary instruction since the desired transition to one online curriculum system, Odysseyware, was deferred a year.

Information to determine if each site implemented services according to its original plans for the curricular or support activities they decided at their local discretion was not available for this report.

Impact of Services on Performance Results

While most of the K-8 implementation went to plan, the percentage of students showing progress in math and reading on iReady did not hit its stated aspirations. Some of the limitations with meeting the MPOs related to reading and math are the use of assessments that are expecting to see progress over a longer intervention period. The iReady assessments were designed to have pre-and post-measures for the beginning and end of traditional school year terms which does not make it well suited for a summer program; however, it is beneficial that there is alignment between the chosen curriculum and the assessment tool.

Fall programming may be making reasonable impacts on secondary student performance although no discrete MPOs had been selected for fall programming yet.   Promotion rates of students in 7th through 12th grade is at 86% for MEP students and 92% for MEP PFS students. Algebra 1 credit awarding year-round looked promising with 75% of MEP PFS students and 79% of all migratory students served by MEP receiving credit. This is despite the low numbers of summer participants receiving Algebra 1 credit.

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[7] Source: OMEC OMSIS-II

[8] Source: OMEC OMSIS-II

The successes for Priority for Services (PFS) students in promotion rates and Algebra 1 are worth celebrating. Overall, gaps among PFS students and non-PFS students are small. It will be important to look at trends to see if this gap will continue to close while achievement increases for all migrant students.

Enrollment and attendance is key to making an impact on student academic achievement. The proportion of 8th grade, 12th grade, and out-of-school migrant youth who have been served compared to the number of students in those categories is low compared to the percentage of migrant students who have been served in other grades.

Implications and Recommendations for Service

Looking at the impacts of MEP, CHS&A outlines the following implications and recommendations for future MEP services. These recommendations should be vetted again with additional data analysis for 2016-2017, multi-year trend data, and information from stakeholder engagement for the 2018 Comprehensive Needs Assessment.

1. **Expand to include spring term services:** MEP should consider spring programming services as it is known that at least 129 MEP students were present for the spring administration of the Ohio math assessment. Spring services may assist in increased proficiency rates and deliver services to students who are present year-round and those who may be arriving for the agricultural season early.
2. **Serve preschool students in all summer MEPs:** A sizable pre-school aged population of migratory students (195) is in Ohio. MEP already has 88 of those students receiving some services in the summer.
3. **Broaden parent engagement:** While family nights have been included in all MEP sites, broadening strategic engagement of parents to provide academic supports and stable social environments can add value to the program. Stakeholder engagement as well as best practices identified in the 2018 comprehensive needs assessment process may yield ideas to enhance family/ parent engagement.
4. **Capture lessons to implement more regional delivery:** OMEC and ODE staff have been pleased with coordinated regional delivery of services that broaden service areas and achieve economies of scale. MEP should continue to work with sub-grantees doing regional delivery to understand what works and to identify improvements that can be pursued in taking services to scale.
5. **Approach ESCs or other regional organizations to expand service in other parts of Ohio:** MEP may look at ESCs, which by design have a mission to serve multiple districts and larger service areas than traditional school districts, or other regional education organizations in different parts of the state that may come on as strategic partners to serve more students. The new ESCs or partners can shadow the implementation of current regional programs before implementing a new program in underserved communities in other regions of the state.
6. **Support growth in cultural competencies to better serve diverse population:** OMEC should continue to monitor trends in the migratory population and identify cultural competencies that need to be developed with administrators, teachers, paraprofessionals, and partners to best serve students. These cultural competencies should include understanding communication options with students who do not have English nor Spanish as their first language and the dynamics and experiences of students from a variety of national origins within the Hispanic/ Latino community.

7. **Utilize 2018 needs assessment process to direct changes**: The comprehensive needs assessment process for 2018 would be a good opportunity to work with stakeholders on a variety of strategic improvements.

8. **Add MPO metrics related to school year services:** MPOs related to traditional school year services should be identified to monitor the value of fall programming and beyond. Such metrics may be grades, even partial grades of students, or progress on monitoring assessments that are already incorporated into districts' curricula.

9. **Try targeted recruiting with underserved populations**: Identifying and recruiting out-of-school youth and high school migrant students may be a universal challenge. Continuously looking for creative ways to identify and recruit these populations is important.

10. **Consider multi-modal delivery of services to secondary and out-of-school youth**: Beyond simply recruiting more secondary and out-of-school youth, the modes of delivery to this segment of the migrant population need to be studied and revamped according to best practices. Summer secondary credit recovery needs to be modified. Looking at more robust data over multiple summers for Odysseyware and other programming may pinpoint the right changes to the intervention. Since attendance and engagement is more limited for high school students and out-of-school youth, exploring how older children can be engaged in services that are asynchronous or delivered outside of the traditional summer school day/ working hours are strong options.

11. **Revisit iReady indicator and MPO related goals**: MEP should delve into trend data on iReady utilization and academic results when 2016 iReady data become available. The program can see if data on lesson completion and utilization results may be useful to inform instruction. In addition, correlation analyses may be run with iReady utilization rates and/or progress monitoring data against proficiency test scores to better understand student impact. The 2018 evaluation process may be a good point to examine these items and then select the appropriate MPO regarding the iReady intervention or consider a move away from the iReady assessment as an indicator if it is not meeting the needs of the MEP.

12. **Update site administrator onboarding and professional development**: OMEC may also work with ODE to update its onboarding process and toolkit for new program administrators. Some of the resources for this professional development may exist within other departments of ODE, particularly resources on how to do a requisition process or complying with FERPA. ODE may also require completion of this process for new Title I-C sub-grantee administrators.