**South Carolina Migrant Education Program**

Program Evaluation

SC Migrant Education Program Performance Strategies, Goals, and Improvements According to the OME Guidance and Best Practices
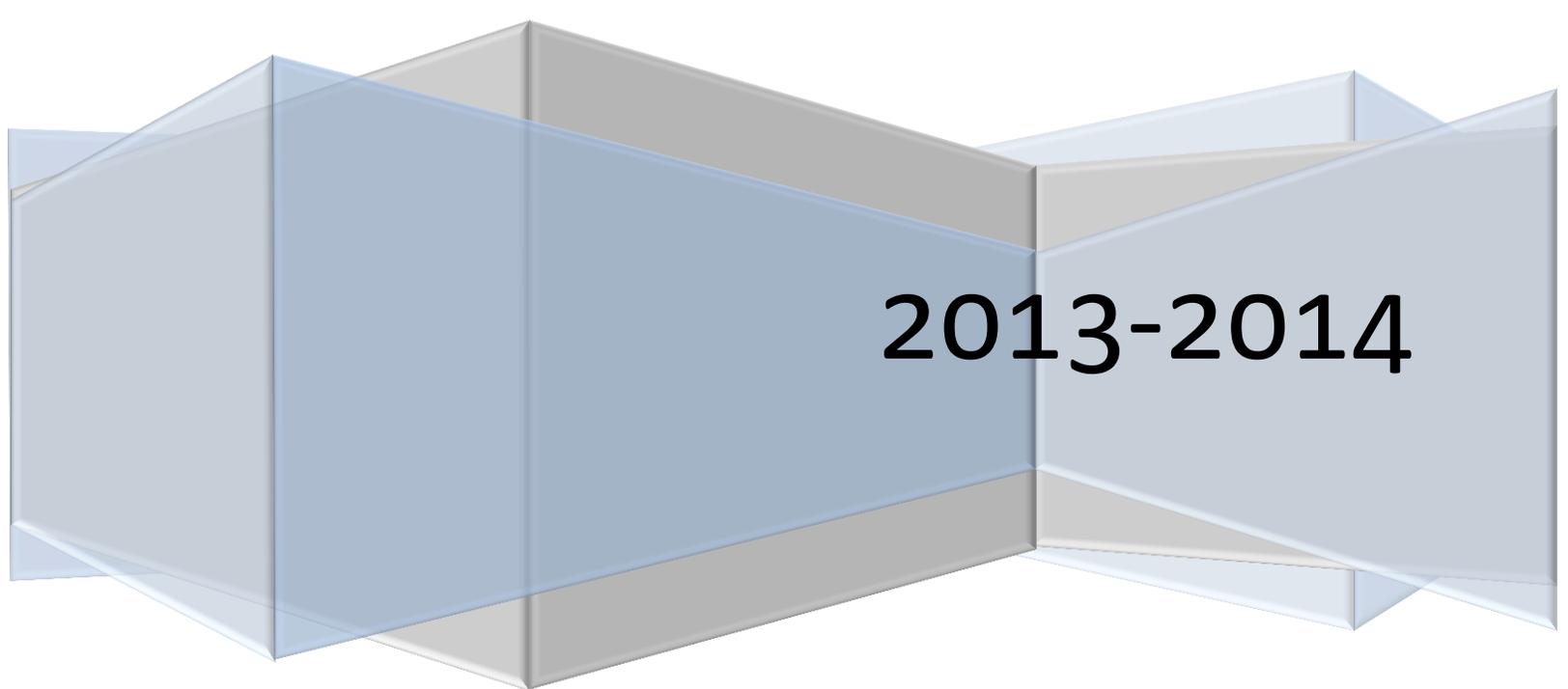
2013-2014

Table of Contents

The graduation rate for migrant students is only 0.22% below the rate for non-migrant students. According to the latest graduation rate data available, 2013, 75% of migrant students graduated v 75.22% of non-migrant students. Nonetheless, these rates are 15% below the ambitious state target of 90%. 52

1. List of Figures

2. Introduction

Contained within this document are results and discussions pertaining to the education of migratory students in South Carolina. Presented are the most recent results from school year 2013-2014 (SY2013-14). Results and discussion pivot around general state wide testing for all students, and migrant student specific program operations.

A. Purpose

The function of the South Carolina Migrant Education Program (SCMEP) evaluation is to assess the results of the program and its implementation. However, the raison-d'être of this evaluation is to improve services for migrant students in South Carolina via the Continuous Improvement Cycle[1]. This evaluation also serves to respond to corrective actions issued to SCMEP by the U.S. Department of Education's (ED) Office of Migrant Education (OME) on 27 September 2013[2].

B. Authoritative sources

The following are references to Federal statutes, regulations, and guidance apropos evaluation of Migrant Education Programs (MEPs). The following three documents delineate how states implement evaluation of the MEP. Specifically, within these sources are contained the necessary requirements and direction to fulfill the obligations of a MEP evaluation[3].

i. CFR

In the Code of Federal Regulations (C.F.R.), Title 34, Sections 200.83, 200.84, and 200.85, are mandates for evaluation of Migrant Education Program at the level of the state educational agency. Within the regulations, states are charged to use evaluation results to improve services to migratory children[4]. Specific mandates required with the relevant sections are the following[5]:
- A written evaluation plan explained with in the Service Delivery Plan (SDP) detailing how implementation of MEP activity and services data is collected along with corresponding achievement results (34 C.F.R Section 200.84);
- State performance target data reported on Performance Goals 1 and 5, disaggregated for Priority for Services (PFS), non PFS migrant students, and non-migrant students, for specified grades (34 C.F.R. Section 200.84, *Guidance,* Chapter VIII, B3, C8);
- the creation of a plan to review all evaluation findings in order to utilize the results to improve services to migrant students (34 C.F.R. Section 200.84 and Section 200.85) and;

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[1] Section A.1 of the *Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors (Summer 2012)*. Developed by the U.S. Department of Education Office of Migrant Education through a contract with the SERVE Center at the University of North Carolina-Greensboro.

[2] Official correspondence (27 Sep 2013) to Dr. Mick Zais State Superintendent of Education, South Carolina Department of Education, from Dr. Lisa Ramírez, Director, Office of Migrant Education, Office of Elementary and Secondary Education, U.S. Department of Education. Unpublished document.

[3] Section B of the *Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors (Summer 2012)*. Developed by the U.S. Department of Education Office of Migrant Education through a contract with the SERVE Center at the University of North Carolina-Greensboro.

[4] Ibid.

[5] Ibid. Appendix B.1

- documentation of the evaluation via a written report which includes – the evaluation's purpose, how and what data was gathered, evaluation of implementation findings, PFS and non-PFS migrant student results compared to non-migrant students, and decision implications for MEP services and activities (34 C.F.R. Section 200.84; *Guidance,* Chapter VIII, D2).

ii.   ESEA

Further specifications for program evaluation are mandated in the Elementary and Secondary Education Act, Sections 1304 and 1306. Specifically:
- Section 1304(b)(1) – mandates state applications for the Title I, C Education of Migratory Children funds must include an evaluation component;
- Section 1304(c)(5) – decrees that the state must give the assurance for gauging the effectiveness of the MEP
- Section 1306(a)(1)(D) – calls for the specification of measurable program goals and outcomes in the comprehensive plan

iii.   OME Guidance

Direction for fulfilling evaluation mandates are found within the OME's *Non-Regulatory Guidance for Title I, Part C Education of Migratory Children*. Chapter VIII – Program Evaluation precisely assists with formation of the program evaluation. Detailed within the chapter is information on:

- Data collection on state performance targets linked to Performance Goals 1 and 5, disaggregated for Priority for Services (PFS), non PFS migrant students, and non-migrant students, for specified grades (34 C.F.R. Section 200.84, *Guidance,* Chapter VIII, B3, C8);
- Collection of data, if applicable, on additional state performance targets for school readiness and other needs, disaggregated for PFS, other migrant and non-migrant students (*Guidance,* Chapter VIII, B5);
- Gathering of data on state created Measurable Program Outcomes (MPOs) for all MEP activities and services, disaggregated for PFS, and other migrant students (*Guidance,* Chapter VIII, B5);
- Provision of advanced notification and guidance to local MEPs on how to collect specific data needed for the statewide evaluation (*Guidance,* Chapter VIII, C3);
- Offering local MEPs guidance on what and how to evaluate at the local level (*Guidance,* Chapter VIII, C3) and;
- documentation of the evaluation via a written report which includes – the evaluation's purpose, how and what data was gathered, evaluation of implementation findings, PFS and non-PFS migrant student results compared to non-migrant students, and decision implications for MEP services and activities (34 C.F.R. Section 200.84; *Guidance,* Chapter VIII, D2).

C. Brief description of type and method of data collection

The data presented is divided into two subsections – overall state performance data and SCMEP specific data. The overall state performance data is collected from the following sources - the Palmetto Assessment of State Standards (PASS); the High School Assessment Program (HSAP)Test; state graduation rates; and state dropout rates. The PASS and HSAP are the state standardized assessments that SC utilizes to gauge student performance. These tests adhere to ESEA evaluation terms and have corresponding indicators and targets; presented in the results section.

The data presented on the PASS is from the most recent data available; school year 2013-2014 (SY2013-14). The data is presented by indicating the percentage of migrant and non-migrant students at or above proficiency in mathematics and reading/language arts for elementary and middle school students. As per the instructions of the corrective action letter[6] there is no disaggregation by PFS and non-PFS as it was: "…not require[d] the SCDE to report performance indicator results on PFS and non-PFS migrant sub-populations at the elementary, middle, and high school levels, due to an expected low number of PFS and non-PFS migrant students at each level."

High school level data is presented by performance results of the most recent HSAP data available, SY2013-14, presented by indicating the percentage of migrant and non-migrant students at or above proficiency in mathematics and reading/language arts, not disaggregated by PFS and no PFS migrant students. The latest dropout and graduation rates available for migrant students are presented from SY2012-13.

SCMEP specific data is presented via the evaluation of the summer 2014 program. Since the 1960's SCMEP has had summer only programs. School year 2014-2015 will be the first year in which there are a small number of regular school year programs. Due to the migration patterns described below, the majority of migrant students in SC are present in summer months. As SCMEP has had not regular school year program, there is no data to report on MEP regular school year activities. Thus, the most current MEP specific data is that for the latest program, summer 2014. Data is presented by LEA/LOA evaluation submitted via a standardized evaluation template created by the SCMEP and Grants Management offices of the SCDE. Data is presented by MPO results.

D. Outline of evaluation

The evaluation is divided into the following sections:
- 2 – MEP Target Population
    Here is presented on overview of SCMEP (F) in order to contextualize the evaluation findings. Also presented are the criteria for priority for service students (G) and more detail regarding the methods and timeframe students are present to be served by the MEP in SC (H).
- 3 – Evaluation Results
    Results are presented in two major sub-categories, by SC State education results (I) and SCMEP specific results (J). Presented within SC State education results are Performance goals (iv), Performance indicators (v), and Performance targets (vi). Expounded in SCMEP specific results are the Identified needs of migrant students in SC (vii), General strategies to address migrant student needs (viii), Specific services provided to implement strategies (ix), and Summer 2014 SCMEP evaluation results (x). Sub-sections (vii-ix) were created by practitioners in the latest CNA/SDP cycle created December 2013-Feburary 2014 for the 2014-2016 cycle.
- 4 – Implications for Improving Services
    A brief discussion on state level performance is presented (K), followed by SCMEP implications (L). Implications for SCMEP include a Fidelity of Implementation Index (FII) (xi) and Discussion (xii).
- 5 – Conclusion

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[6] Page 2 of attached document to [6] Official correspondence (27 Sep 2013) to Dr. Mick Zais State Superintendent of Education, South Carolina Department of Education, from Dr. Lisa Ramírez, Director, Office of Migrant Education, Office of Elementary and Secondary Education, U.S. Department of Education. Unpublished document.

E. Specifications of corrective action addressed in evaluation

Presented in the table below are the specific corrective actions required by the Office of Migrant Education to the South Carolina Migrant Education Program in the September 2013 correspondence. According to the correspondence "…the SCDE must submit an evaluation report that complies with the regulatory requirements in Section 200.84 and 200.85 regarding evaluation and the use of evaluation for program improvement, based upon the most current implementation and performance results data, and submit the final evaluation report no later than **October 30, 2014**."[7]

This document addresses the corrective actions issued. The following table serves as a guide to pinpoint the location of where each corrective action is addressed within this document.

SC MEP Corrective Actions required by OME 27sep13	
Area of corrective action	
Specific corrective action	*Section corrective action addressed within SCMEP 2014 evaluation document*
1 – Performance Indicators	
1a – Report on performance indicator results indicating percentage of migrant and non-migrant students at or above proficiency in mathematics and reading/language arts for elementary, middle, and high school students not disaggregated by priority for services (PFS).	▪ Section 4 Evaluation Results, Subsection I SC State education results, part vi performance targets and vi performance targets results
1b – Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations.	▪ Section 4 Evaluation Results, Subsection I SC State education results, part vi performance targets and vi performance targets results
2 – Measurable Program Outcomes (MPOs)	
2a – create MPOs distinct from performance indicators which measure the effectiveness of specific services and that are disaggregated by PFS and non-PFS students.	▪ Section 4 Evaluation Results, Subsection J SC MEP specific results, part viii General strategies to address migrant student needs and x Summer 2014 SC MEP evaluation results
3 – Implementation Results	
3a – Create a Fidelity of Implementation Index (FII) based on the Service Delivery Plan (SDP).	▪ Section 5 Implications for Improving Services, Subsection L SCMEP, part xv FII
4 – Improvement of Services	
4a – Improve services based on the analysis of performance indicator data, MPO data, and FII adherence, define and prioritize performance gaps and decide program course based on the aforementioned.	▪ Section 5 Implications for Improving Services, Subsection K State level discussion, and Subsection L SCMEP, part xvi LEA/LOA Discussion

Figure 2-a SC MEP corrective actions addressed in 2014 evaluation

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[7] Ibid., p1 bold in original

3. SC MEP Target Population

Contained within this section are the following: an Overview of the Migrant Education Program in South Carolina (section F); the criteria currently employed for identifying priority for service students under the migrant education program in South Carolina (section G) and; further specifications of the timeframes and methods used to serve migratory students under the SCMEP (section H).

F. Overview of SC MEP

At least since 1971[8] (Gouwens: 42), the South Carolina Department of Education has served migratory children through the Migrant Education Program. The program, confirmed since 1974[9], to have been a summer only program, piloted its first regular school year program for the school year 2013-2014. The preponderance of migratory students is present in South Carolina in the summer months. Still, there are some students that migrate within South Carolina. SCMEP is considered a small state[10]. It receives a little more than half a million dollars annually to serve migrant children and youth. The amount of eligible migrant students averages 1,196 for the past four years[11].

Traditionally, the summer MEPs have been run via local education agencies (LEAs) in the areas with the highest concentration of migratory students. Particularly, these areas have been: Spartanburg, Aiken, Clarendon, Colleton, Charleston, and Beaufort (See **Error! Reference source not found.**). These LEAs have also served migrant students and youth in the surrounding areas (See **Error! Reference source not found.**).

As mentioned the majority of the students and youth who qualify for the migrant education program arrive during the summer months. While there is wide variety of produce in South Carolina, most of the families and student youth work in the preparation, planting, and harvesting of peaches, tomatoes, and watermelons. However, many growers have been planting a second crop of tomatoes resulting in a fall harvest especially of tomatoes resulting in migrant student being present for the beginning months of the regular school year[12].

The SC migrant education program is situated in Special Populations, of the Office of Federal and State Accountability under the South Carolina Department of Education. As of 2012, the SCMEP has a full time state coordinator who is responsible for overseeing the subgrant process for LEAs/LOAs who implement the MEP at the local level. The state coordinator is also the team leader for the MEP at the state level and is responsible

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[8] Gouwens, Judith A. (2001) Migrant *Education: A Reference Handbook*, ABC-CLIO E-Books, Contemporary education issues. Accessed on line 11 August 2014 at
http://books.google.com/books?id=nZVVi7mJyTMC&pg=PA43&lpg=PA43&dq=history+of+migrant+education+program+in+south+carolina&source=bl&ots=FpHcARiFri&sig=RXqaVPc0ZNSB89fgQeNMkPhI3dQ&hl=en&sa=X&ei=293oU7WiKsLIsASu-oGwCg&ved=0CFEQ6AEwCA#v=onepage&q=history%20of%20migrant%20education%20program%20in%20south%20carolina&f=false

[9] Chisolm, Joyce (2013) Personal Interview of nurse for Migrant Education Program regarding Migrant Education Program History in Beaufort, St. Helena, SC Saturday 22 June 2013 by Jennifer Almeda at MEP On-site visit.

[10] A small state is defined as a state that receives $1m or less in MEP funding. Migrant Education Program Evaluation Toolkit A Tool for State Migrant Directors (2012) *Office of Migrant* Education. Accessed on 11 August 2014 at:
http://results.ed.gov/sites/results.ed.gov/files/pe-toolkit.pdf

[11] The Category 1 Child Count, is defined in the Consolidated State Performance Report (CSPR) as "the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who,
within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1 through August 31. This figure includes all eligible migrant children who may or may not have participated in MEP services." The Category 1 counts in the CSPR for: SY09-10 was 1,201; SY10-11 was 1,118; SY11-12 was 1,265; and for SY12-13 1,198.

[12] A good resource on recent the effect of recent agricultural developments and their impact on the migratory population is found in section IV.B of the Community Assessment (2013) *East Cost Migrant Head Start Project SC Direct Services*.

for managing the state level team's efforts. The state level MEP team comprises of the State Data Specialists and the State level migrant recruiters/liaisons (Figure 3-b Organizational structure of SCMEP at the state level).

Map of South Carolina School Districts

MIGRANT SUMMER PROGRAM LOCATIONS
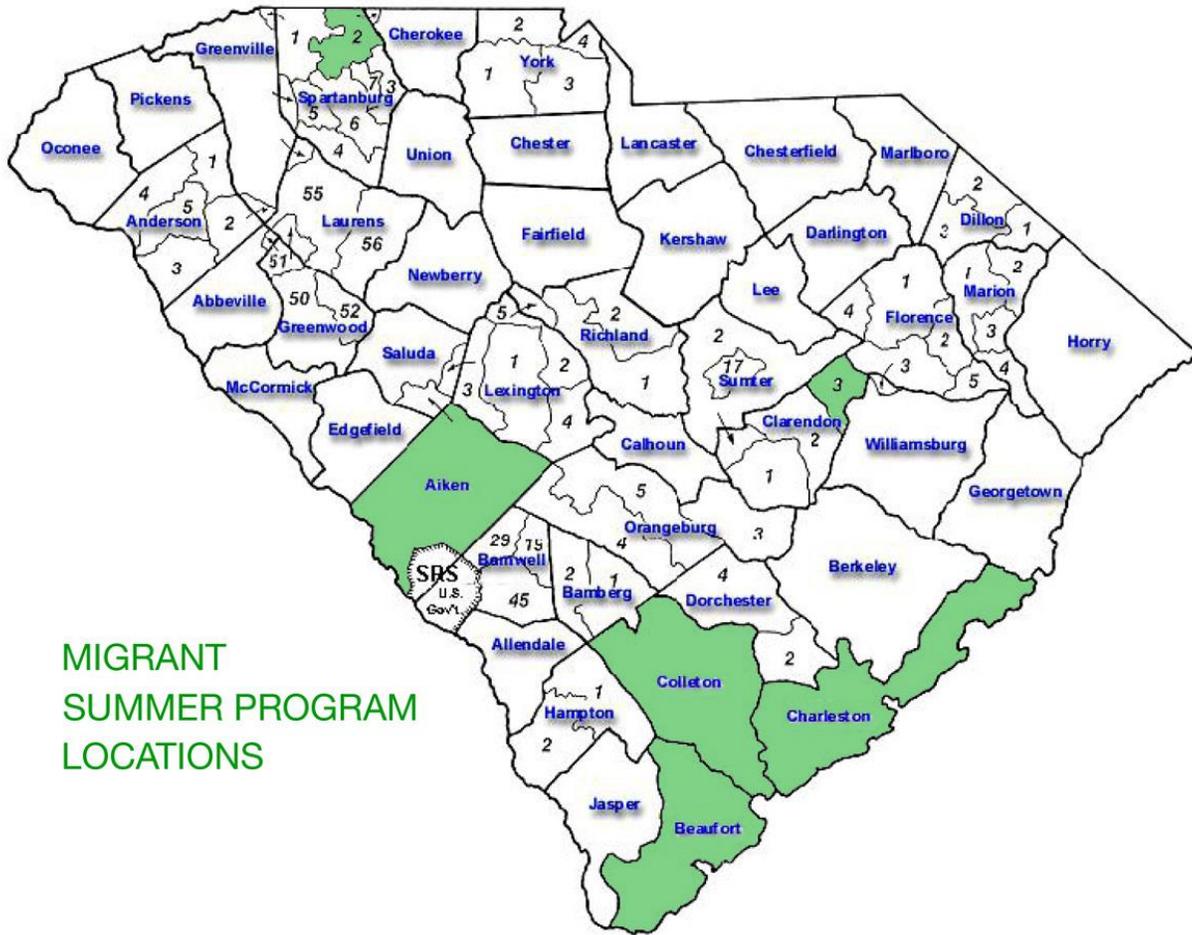
Figure 3-a Traditional SCMEP LEA Summer Programs

SUMMER PROGRAM COVERAGE AREAS

PROGRAM COUNTS
Beaufort 291
Spartanburg 196
Charleston 196
Colleton 176
Aiken 165
Clarendon 161
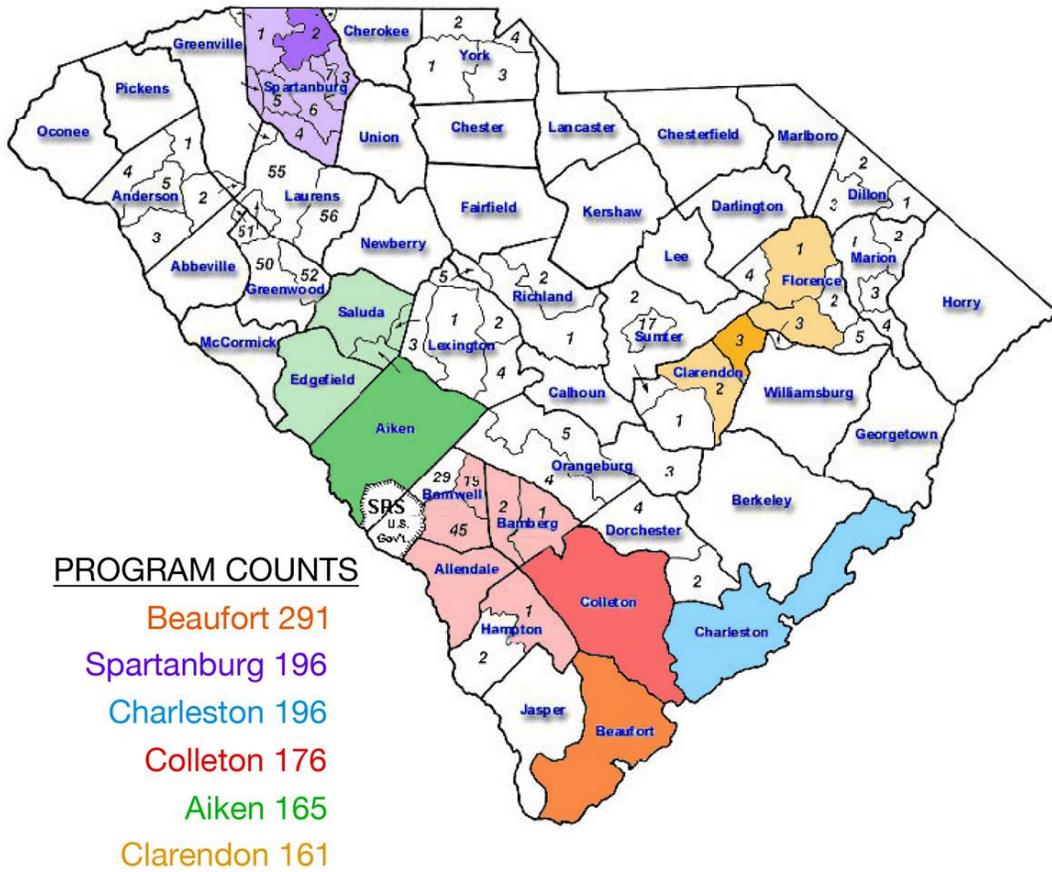
Figure 3-c Areas of Summer LEA program coverage

State Coordinator

LEAs/LOAs

State migrant recruiters/liaisons

State Data Specialist
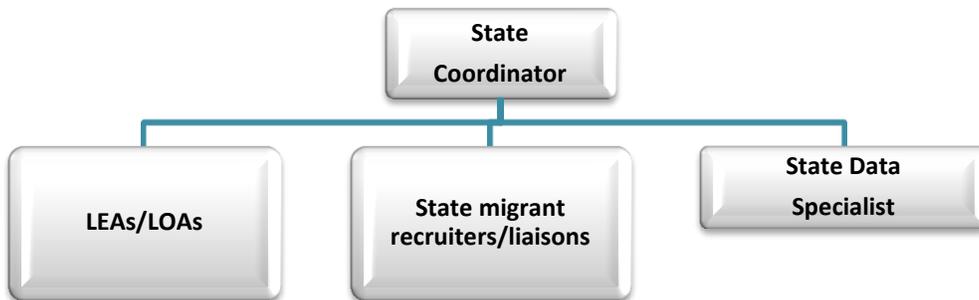
Figure 3-b Organizational structure of SCMEP at the state level

G. SC MEP PFS criteria

SCMEP's criteria and prioritization of services for PFS students is described in the extract from the SCMEP application:

> Priority For Services (Section 1304 (d))
> Subgrantees are required to offer and document how funds/services were first offered to migrant students who "are failing, or at most risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year."

During discussions at on-site visits with LEAs/LOA on the implementation of the new MPOs for summer 2014, inadequacy of the state wide criteria for PFS students arose. Albeit, the criteria have been in place for at least a decade, it was evident that there needed to be more specification regarding the criteria for PFS. Slated on the agenda for the 15 August 2014 – end of summer 2014 feedback, evaluation, program improvement meeting, is discussion for re-evaluation of PFS criteria. From the meeting, there will arise a plan for new, more specific and apropos criteria for PFS students.

H. Delineation of methods and timeframes for students served under SC MEP

The following synopsis is of the most current methods employed, and the timeline followed, to serve migrant student s through the SCMEP. The process primarily is from the latest iteration of the comprehensive needs assessment/service delivery plan process commenced December 2013 and running currently.

Timeline
- 16 December 2013 - 1st CNA meeting and 1st ever statewide PAC
- 06 February 2014 – 2nd CNA meeting – MPOs established
- March 2014 – MPOs incorporated into statewide MEP application
- April 2014 – MEP applications open for submission
- May 2014 – MEP applications awarded and commencement of summer programs
- June and July 2014 – summer programs implemented with new MPOs
- August 2014 – SDP draft completed; program evaluation template completed
- 15 August 2014 – End of summer 2014 feedback, evaluation, program improvement meeting, SDP draft distributed to practitioners
- September 2014 practitioners review SDP
- 16 September 2014 – summer program evaluations due
- October 2014 – SDP for 2014-2016 finalized
- September 2015 – SDP reviewed and modified if necessary
- December 2016 – February 2017 new CNA/SDP cycle commences
- December 2017 – new SDP for 2017-2019 finalized

CNA/SDP Planning Team Members

In determining the planning team members, the following questions were considered from the SDP toolkit section D3:
- What programs and agencies are most involved in serving migrant students?
- What areas of the state or what local programs (or types of local programs) should be represented?
- What expertise and experience is critical for developing the SDP?
- What perspectives should be represented in the SDP?
- How will parents be involved in developing the SDP?
- What individuals will be willing to devote significant time and effort to developing a quality plan?

Based on consideration of these questions the following members were invited and participated in the meetings: the State McKinney-Vento and Neglected and Delinquent coordinator; the State Title III-ESOL coordinator; the State Migrant Education coordinator; the State Team Leader for Special Populations; the State Migrant Data Specialist; the State Migrant recruiters/liaisons; migrant parents; representatives from East Coast Migrant Head Start Project (ECMHSP), including the ECMHSP State Administrator, the Early Childhood Education Specialist, and the Family Services Coordinator; local MEP Directors; LOA director; local OSY coordinators; local OSY instructors; local recruiters; and teachers.

The practitioners apart from MEP had the following expertise: Preschool teacher; Speech Language Therapist; Speech Language Pathologist; English Linguistics Instructor; Middle School Administrator; High School English teacher; Social Workers; Nurse; School District Technology Coach; Early Childhood Education Specialists; PhD of Psychology; certified health, physical education, guidance counselor; Title I Bilingual coordinator, high school Spanish teacher and ESOL coordinator; and Family Service Liaisons.
Collectively, the practitioners that comprised the expert committees have over 300 years of experience in migrant education, education, and related fields. Due to their MEP experience coupled with the accumulated expertise in relevant fields, the committee members were girded with the appropriate knowledge and experience necessary to fulfill the obligations of the CNA/SDP process.

CNA/SDP Planning Team Meetings (Purpose and Tasks)

Meeting 1 of 2 for the CNA was conducted on 16 December 2013. This meeting also corresponded with the first attempted statewide PAC meeting. Unforeseen circumstances arose that only allowed one parent to attend, still this parent participated greatly in the process and provided invaluable insight and guidance. In this meeting the introduction and overview of the CNA was discussed, along with the legislative basis for the CNA/SDP. Migrant student demographics and data were presented along with data from other agencies. Concern statements were created, identified, and prioritized, and from there needs indicators were developed and prioritized by expert work groups. The meeting concluded with an analysis of the data, and writing and prioritizing need statements.

Meeting 2 of 2 for the CNA transpired on 06 February 2014. A review of the first CNA meeting occurred. Following, the practitioners divided into expert work groups as the needs assessment committee (NAC) based on their expertise of the areas of concern. The work groups identified, reviewed, and summarized proposed solutions to the need statements generated from the first meeting. The second half of the meeting focused on recommendation of priority solutions, the development of criteria and the prioritization of the proposed solutions. Concluding the meeting was the development of measurable program outcomes/objectives (MPOs) for the prioritized solutions.

End of summer 2014 feedback, evaluation, program improvement meeting was conducted on 15 August 2014. It involved practitioners from the CNA meetings to review the first season of the MPOs created by the group. In this meeting, the SDP draft engendered by the state coordinator was distributed to the practitioners for their review. Opportunities for overall state and local improvements will also be discussed and recommendations will be implemented into the Fidelity of Implementation Index (FII) to ensure follow through.

Students participating in the latest SCMEP project were served during summer programs run by LEAs/LOA during the summer 2014. The programs ran between May-August 2014 and lasted around three weeks. Pre-k, family literacy, k-12, and OSY populations were served by academic and support services issued at LEA/LOA project sites and at student residences. Result data for the summer 2014 MEP are provided in the following section.

As there has never been a regular school year project run by the SCMEP, there is not latest data on MEP services rendered during the RSY. The latest data for migrant student performance on state standardized tests during the regular school year is presented in the next section.

School year 2014-2015 is the first time SCMEP will have some small projects operating to supplement regular school year academics. The results of these projects, as yet unavailable, will be presented for the MEP evaluation for 2015.

4. Evaluation Results

Contained within this segment are two distinct results. First presented are the SC State education results in section I, followed by the SC MEP specific results.

Subdivided among the SC State education results are details on: Performance goals (iv); Performance indicators (v) and; performance targets (vi).

Reported among the SC MEP specific results are: the identified needs of migrant students in SC (vii); general strategies to address migrant student needs (viii); specific services provided to implement strategies (ix) and; summer 2014 SC MEP evaluation results

I. SC State education results

The SC state education results are based on the 2012 ESEA Flexibility request of the State of South Carolina[13] created to measure progress of all students over time in English Language arts (ELA), mathematics, science, social studies, along with high school graduation rates. These results are based upon the Palmetto Assessment of State Standards (PASS) test; the High School Assessment Program (HSAP) Test; state graduation rates; and state dropout rates. The PASS and HSAP are the state standardized assessments that SC utilizes to gauge student performance. These tests adhere to ESEA evaluation terms and have corresponding indicators and targets; presented in the results section. Further information on the SC State education results is detailed in the excerpt and figure below:

According to the ESEA Flexibility Request and extension[14]:

> For Elementary and Middle Schools, on the PASS a single cut score is used to define "Proficient." Proficient is defined as a score of 600 or above for all subjects (ELA, Math, Science, and Social Studies) and all grades tested (grades 3-8), while "Exemplary" is defined by separate cut scores for each subject and grade level.
>
> For High Schools, student performance is assessed by the High School Longitudinal Assessment Program (HSAP) and End-Of-Course (EOC) tests. At the high school level, the concept of "Proficient" for student performance is more complicated to define. Accordingly, at the high school level the metric used to track student performance is the percent of students passing HSAP and EOC tests. For HSAP, passing is defined as a score at the 2 level or higher on both ELA and Math (within two years after taking HSAP for the first time). A passing score is defined as 70 or higher for any EOC test administered in the high school.

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[13] ESEA Flexibility Request (28 February 2012) State of South Carolina For submission to the U.S. Department of Education Washington, DC 20202 OMB Number 1810-0708. Also used for the SC ESEA Waiver Extension request.
[14] Ibid, p67

> **Testing South Carolina Students**
>
> Eligible South Carolina students in grades 3 through 8 are tested by the Palmetto Assessment of State Standards (PASS) testing program. PASS tests include five subjects:
>
> 1. writing
> 2. English language arts (ELA)
> 3. mathematics
> 4. science
> 5. social studies.
>
> All students are tested in all six grades in ELA, writing, and math.
>
> All students are tested in both science and social studies in grades 4 and 7. In grades 3, 5, 6, and 8, students are tested in science or social studies, but not both. The testing contractor randomly assigns students within grade and school, with equal probability, to either science or social studies. For these grades, schools enter new students into an on-line registration system which alternately assigns students to science or social studies.
>
> Students in high school are tested by another program. The High School Assessment Program (HSAP) tests students in ELA and math. HSAP constitutes the state Exit Examination. Students must pass both HSAP subjects to earn a diploma. Testing begins in a student's second year of high school. Students who do not pass an HSAP subject are given repeated opportunities to attempt the test.

[15]

Figure 4-a Testing South Carolina Students

iv.   Performance goals

As stated in section B.2 of OME's 2012 *Program Evaluation Toolkit* : State and local MEPs are required to assess the performance of migrant students on Performance Goals 1 and 5 using the state performance indicators for each goal, disaggregating the data by migrant status, and comparing it to the state performance targets for each grade:

- Performance Goal 1: By 2013–2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
  - Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.
  - Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

- Performance Goal 5: All students will graduate from high school.
  - Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.
  - Performance Indicator 5.2: The percentage of students who drop out of school each year.

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[15] Ibid, p73

SC's original goal for state standards is presented below[16]:

> In compliance with NCLB, South Carolina adopted AMOs for two key components of student academic achievement, ELA and mathematics in 2002-03. Hence, the state's current AMOs for ELA and mathematics were calculated using 2001-02 as the baseline year and 2014 as the goal year. The current 2014 goal is for 100 percent of students to meet or exceed proficiency on the state standards and the system tracks school performance on the basis of the percent of students in each school who score "Proficient" or above on the state standards assessment tests.

The original specific state goal regarding high school graduation is elaborated in the following[17]:

> Graduation rates will carry the highest weight in determining the weighted composite index score and attainment of the AMOs for schools and school districts. We have set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent. This goal is ambitions, as is reflected by the large number of high schools in our state that fall far short of this goal, and it is achievable, as is demonstrated by the high performing, high poverty schools that have been able to meet or exceed this graduation rate.

Under the ESA flexibility waiver these are the new ambitious and obtainable goals:

> The state has set ambitious and attainable goals for student performance on state standards assessments and end-of-course examinations. The table below, *Student Performance Goals*, presents the goals for mean school scores for each school level and content area. Once a school reaches these goals, the state will not penalize them for a lack of continual growth as long as the mean school score remains at or above the goal. South Carolina proposes an annual increase in the AMOs for each content area and school level through the 2017–18 school year.

Student Performance Goals by SY 2017–18 Desired Mean Student Scores on State Standards Assessments and End-Of-Course Examinations					
ELA			Math		
Elementary	Middle	High	Elementary	Middle	High
660	648	241	660	648	241
Science			Social Studies		
Elementary	Middle	High	Elementary	Middle	High
660	648	82	660	648	82

> South Carolina's report card is accessible at http://ed.sc.gov/data/report-cards/2011/index.cfm and indicates the average statewide proficiency based on assessments administered in the 2010–11 school year in ELA and mathematics for the "All Students" group and all subgroups.

[18]

Figure 4-b SC Student Performance Goals

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[16] Ibid, p75
[17] Ibid, p71
[18] Ibid, p78

Section B.1 of OME's 2012 *Program Evaluation Toolkit* defines state performance indicators as "the specific kinds of data that states are required to use as measures of progress towards the state performance goals."

Performance indicator requiring reporting are specified above (iv Performance goals). Coupling these indicators to the SC specific data create the following performance indicators:

2014 SC MEP evaluation and corrective actions – Performance indicators
Performance Goal 1: By 2013–2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

Performance Indicator 1.1: The percentage of migrant, not disaggregated by priority for services, and non-migrant students at or above proficiency in reading/language arts gauged by SY2013-14 PASS results for elementary (grades 3-6) and middle (grades 7-8) school students, and by HSAP results for high school students.	Performance Indicator 1.2: The percentage of migrant, not disaggregated by priority for services, and non-migrant students at or above proficiency in math gauged by SY2013-14 PASS results for elementary (grades 3-6) and middle (grades 7-8) school students, and by HSAP results for high school students.
Performance Goal 5: All students will graduate from high school.	
Performance Indicator 5.1: The percentage of migrant students who graduate from high school each year with a regular diploma in South Carolina.	Performance Indicator 5.2: The percentage migrant students who drop out of school each year in South Carolina

Figure 4-c 2014 SC MEP evaluation and corrective actions – Performance indicators

These indicators are reported on below in section b- performance results for migrants and non-migrants of section iv Performance targets.

vi.   Performance targets results

State performance targets are explained as "…annual benchmarks for the progress of all students on each state performance indicator. These performance targets are the same as the Annual Measurable Outcomes (AMOs) …" (2012 *Program Evaluation Toolkit*, B.1)

a. Performance Targets / AMOs of all students

South Carolina's proposed new AMOs for elementary schools, middle schools and high schools in ELA, mathematics, science and social studies are presented below:

Annual Measurable Objectives for South Carolina
Mean Student Scores on State Standards Assessments and End-Of-Course Examinations

	ELA			Math		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	223	630	624	220
2012–13	635	628	226	635	628	223
2013–14	640	632	229	640	632	226
2014–15	645	636	232	645	636	230
2015–16	650	640	235	650	640	233
2016–17	655	644	238	655	644	236
2017–18	660	648	241	660	648	241
	Science			Social Studies		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	76	630	624	71
2012–13	635	628	77	635	628	73
2013–14	640	632	78	640	632	75

— 77 —

Updated February 20, 2012

[19]

Figure 4-d SC Performance Targets/AMOs

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[19] Ibid, p77

b. Performance results for migrants and non-migrants

1. **Percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math – 2014 SC Elementary PASS results**

2014 SC Elementary PASS results

	3rd ELA	3rd Math	4th ELA	4th Math	5th ELA	5th Math	6th ELA	6th Math
Migrant	40.5	40.5	48.6	55.6	60.7	57.1	37	39.3
NonMigrant	78.9	71.7	76.6	75.5	80.1	75.5	69.3	67.7

Total number students tested 2014 SC PASS Elementary

	3rd ELA	3rd Math	4th ELA	4th Math	5th ELA	5th Math	6th ELA	6th Math
Migrant	42	42	35	36	28	28	27	28
Non-Migrant	54530	54744	53967	54125	53961	54029	54535	54608

[20]
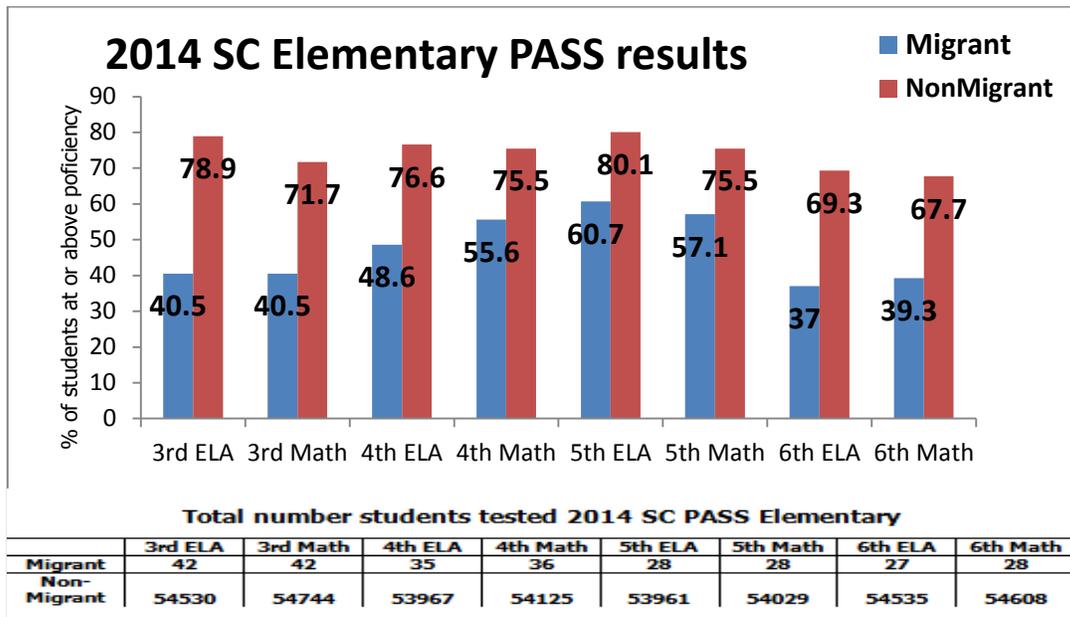
Figure 4-e 2014 SC Elementary ELA and Math PASS results migrant and non-migrant

2. **Percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math for middle school students** [21]

2014 SC MIDDLE SCHOOL PASS results

	7th ELA	7th Math	8th ELA	8th Math
Migrant	43.5	60.9	45.5	68
NonMigrant	68.1	69.1	67.4	69.6

Total number tested 2014 SC Middle School PASS

	7th ELA	7th Math	8th ELA	8th Math
Migrant	23	23	22	25
Non-Migrant	56139	56217	55756	55832
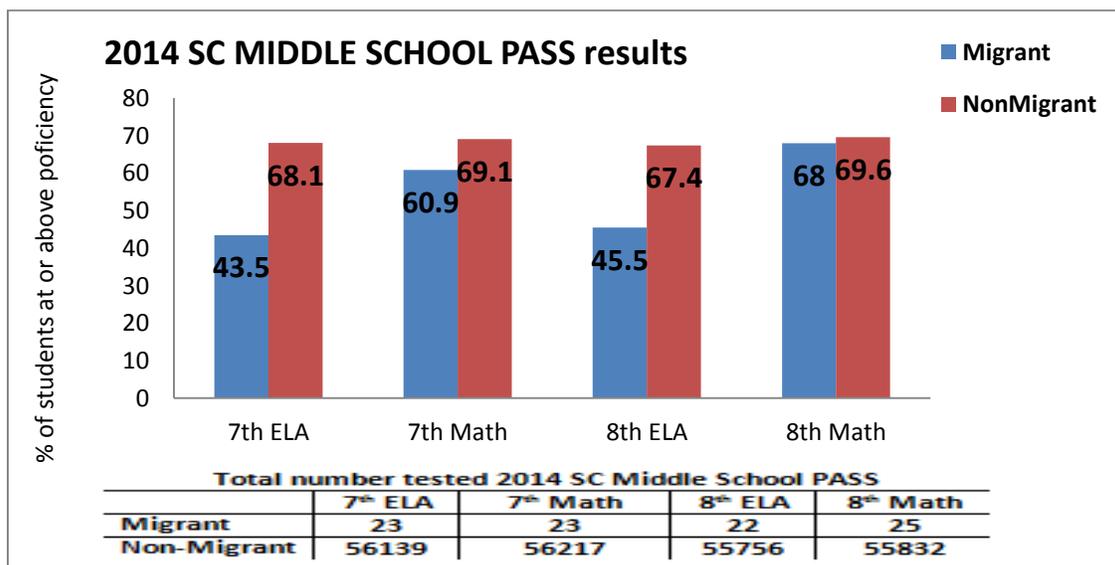
Figure 4-f 2014 SC Middle School ELA and Math PASS results migrant and non-migrant

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[20] Palmetto Assessment of State Standards (PASS Scores) (2014), South Carolina Department of Education. http://ed.sc.gov/data/pass/2014/show_state_pass_scores_demo.cfm?ID=999999
[21] Palmetto Assessment of State Standards (PASS Scores) (2014), South Carolina Department of Education. http://ed.sc.gov/data/pass/2014/show_state_pass_scores_demo.cfm?ID=999999

3. **Percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math for high school students.[22]**

2014 SC High School HSAP results

Total number students tested 2014 SC High School HSAP		
	ELA	Math
Migrant	22	20
Non-Migrant	52657	52670
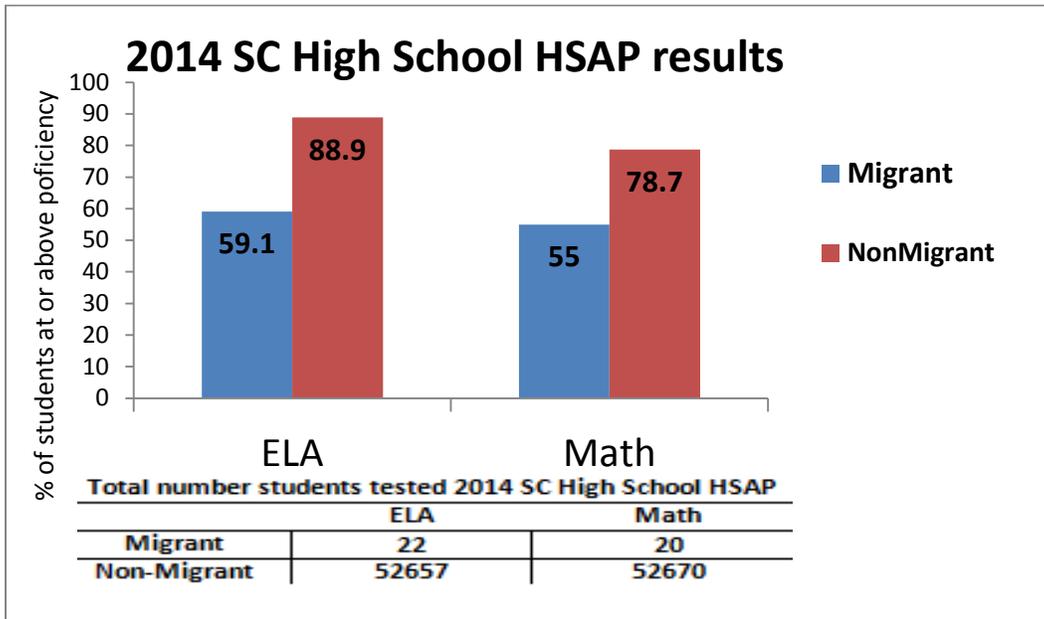
Figure 4-g 2014 SC High School ELA and Math HSAP results migrant and non-migrant

4. **Graduation and drop-out percentage of migrant students[23]**

The latest data available for graduation data was for SY2012-2013

SC 2013 HS graduation rate
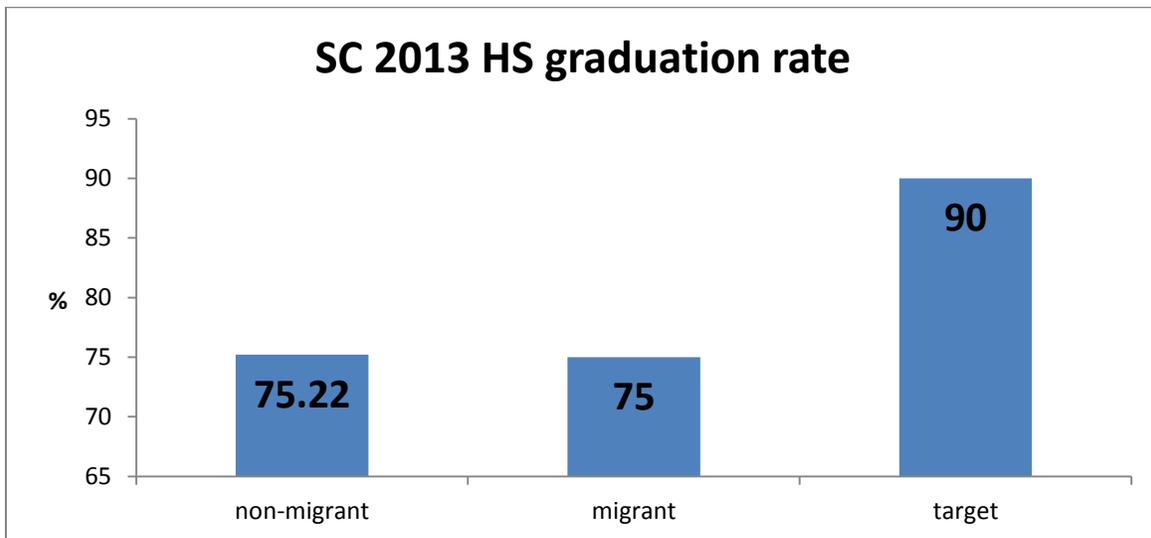
Figure 4-h SC 2013 HS graduation rate migrant, non-migrant and target

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[22] 2014 High School Assessment Program Test Scores, South Carolina Department of Education. http://ed.sc.gov/data/hsap/hsap.cfm?year=2014
[23] Graduation rate data from High School Performance Data 2013 State Report card http://ed.sc.gov/data/report-cards/2013/index.cfm

The latest data available for dropout rates was from SY2012-13

SOUTH CAROLINA DROPOUTS 2012–13

DROPOUTS BY GROUPS	DROPOUTS	ENROLLMENT	DROPOUT RATE
ALL STUDENTS	5,537	211,480	2.6
AMERICAN INDIAN OR ALASKA NATIVE	38	1,140	3.3
ASIAN OR PACIFIC ISLANDER	47	3,976	1.2
BLACK NON-HISPANIC	2,051	77,706	2.6
HISPANIC	385	11,631	3.3
WHITE NON-HISPANIC	3,010	116,988	2.6
STUDENTS WITH DISABILITIES	861	24,643	3.5
LIMITED ENGLISH PROFICIENT	60	6,583	0.9
ECONOMICALLY DISADVANTAGED	3,542	104,925	3.4
MIGRANT	0	49	0.0
MALE	3,246	108,227	3.0
FEMALE	2,291	103,228	2.2

Source: South Carolina Department of Education, *Student Dropout File Collected October 2012–13 and The South Carolina 45-Day Average Membership file collected October 2013–14.*

[24]

Figure 4-i Dropout rate SY2012-13

J. SC MEP specific results

Evaluation for the MEP is mandated under the Statutory requirements of: Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D) ; and the regulatory requirements of : 34 CFR 200.1-200.8; 200.83; 200.84; 200.85.

Conveyed in this section are SC MEP specific results at the state and local level. The section is segmented into the following:

Identified needs of migrant student in SC (vii)
These needs were identified by practitioners in the latest CNA meetings From December 2013- February 2014

General strategies to address migrant student needs (viii)
Strategies were generated by practitioners in the most recent CNA/SDP process December 2013-Feburary 2014

Specific services provided to implement strategies (ix)
The specific services outlined by the practitioners were implemented during the summer 2014 MEP programs at the LEA/LOA level and are currently being implemented during the first RSY MEP in SC this fall.

Summer 2014 SC MEP evaluation results (x)
Reported in this segment are the specific MPO results and implementation results and narratives of the summer 2014 MEP

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[24] p3 South Carolina State Department of Education Report on Student Dropout Rates 2012-13. http://ed.sc.gov/agency/ac/Student-Intervention-Services/documents/StateDropoutReport2012-13.pdf

vii. Identified needs of migrant students in SC

Encompassed below are the concern statements that expert practitioners of the four NAC groups identified during examination of the performance discrepancy of migrant students in relation to the state performance targets and goals. Working to close the discrepancy the team members indicated concern statements in line with the Office of Migrant Education's (OME) areas of concern and goal areas. Included in the tables below are the needs indicators, data reviewed, comparison group considered, and the need statement generated.

GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS.
1.   Concern Statement: We are concerned that migrant student not properly identified during school year; inadequate communication between schools and migrant families and migrant students score lower percentage of passing state standardized achievement tests than non-migrant students. **Need Indicator** : Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, lack of parental involvement **Data Source** : PowerSchool, state report card, Migrant student scores on state standardized tests compared with all students, English language proficiency; migrant school enrollment and attendance; economic disadvantage status; PFS student characteristics; participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, Mc-Kinney Vento homeless education, child nutrition, early childhood programs, summer school, and regular school programs. **Comparison Group**: Non-migratory students enrolled for the full school year **Need Statement** : Increase in scores of standardized tests [25]

Figure 4-j Identified needs of migrant students in SC - Goal 1

GOAL 2: MATHEMATICS
1. **Concern Statement:** We are concerned that migrant student not properly identified during school year; inadequate communication between schools and migrant families and migrant students score lower percentage of passing state standardized achievement tests than non-migrant students. **Need Indicator** : Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, lack of parental involvement **Data Source** : PowerSchool, state report card, Migrant student scores on state standardized tests compared with all students, English language proficiency; migrant school enrollment and attendance; economic disadvantage status; PFS student characteristics; participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, Mc-Kinney Vento homeless education, child nutrition, early childhood programs, summer school, and regular school programs. **Comparison Group**: Non-migratory students enrolled for the full school year **Need Statement** : Increase in scores of standardized tests[26]

Figure 4-k Identified needs of migrant students in SC - Goal 2

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[25] South Carolina Migrant Education Program (Revised October 2014) *Service Delivery Plan*
[26] Ibid

GOAL 3: SCHOOL READINESS

1. **Concern Statement**: (Educational Continuity) We are concerned that there is a lack of efficiency in receiving school records (intra/interstate) and it makes it challenging to develop an individualized plan for study for each child.

   Need Indicator: Lack of complete data found in M6, MIS 2000, and COEs, ChildPlus (ECMHSP).

   Data Source: M6, MIS 2000, COEs, ChildPlus (ECMHSP)

   Comparison Group: Child enrolled for the full school year, children enrolled in Regional Head Start

   Need Statement: Efficient and accurate data entry in M6, MIS 2000, on COEs, and in ChildPlus. Enhance data sharing between ECMHSP and SC MEP.

2. **Concern Statement:** (Educational Support in the Home) We are concerned that parents lack strategies and access to resources in the community to provide additional educational support.

   Need Indicator: Community Assessment data (community resources available), Family Literacy Surveys (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP)

   Data Source: Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory

   Comparison Group: Regional Head Start, children enrolled year round in public school, children enrolled in private child care

   Need Statement: Increase parent education training on what is school readiness and the importance of parent engagement.
    Enhance community partnerships in order to increase awareness of the unique needs of migrant workers and their families and how our partners can better serve this population. [27]

Figure 4-I Identified needs of migrant students in SC - Goal 3

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[27] Ibid

GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROPOUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH

OSY Services

1. **Concern Statement**: We are concerned that mobility and short exposure to instruction often causes OSY to lose what they are taught and that the three hour service requirement is a challenge during the summer program due to several factors, and that there are unrealistic expectations for gains for OSY students.

    Need Indicator: OSY usually have no parents with them to advocate for them and the Adult Education Programs hesitant to provide classes if they are penalized for not getting 60 hours

    Data Source: percentage of OSY students making gains on pre/post tests; Adult Education performance and attendance data

    Comparison Group: Non-migrant Adult Education students

    Need Statement: Gains of OSY students of pre/post tests will increase positively correlating with number of hours of instruction received and length of stay in SC

HS Graduation/Credit accrual

2. **Concern Statement**: We are concerned that :
    a. Most High School migrant students do not reside in the state for the entire school year.
    b. Schools are concerned about their graduation rates and are reluctant to enroll high school migrant students, sometimes denying enrollment.
    c. Lack of awareness of available programs for high school migrant students and transportation.
    d. Older immigrant OSY (16-17 years of age) are denied enrollment due to LEP.

    Need Indicator: percentage of students meeting graduation requirements

    Data Source: HS graduation rates in SC from report card grades and lack of data on migrant graduations

    Comparison Group: non-migrant high school students

    Need Statement: Increase ID&R efforts of migrant students enrolled in High School. Document effort in case none are present. When identified, increase efforts, IEP, work with schools to ensure they are priority. All students identified and enrolled in High School will show an increase in credits towards graduation.

Dropout Prevention

3. **Concern Statement**: We are concerned with the lack of data for migrant dropouts

    Need Indicator: migrant parents are usually LEP, limited time available, intimidated

    Data Source: lack of data from SC department of education

    Comparison Group: non-migrant high school and middle school students

    Need Statement: Increase awareness and effort to retain students. Document efforts; percentage of students aware of programs available; percentage/increased ID&R of these students (High School and Dropouts)

[28]

Figure 4-m Identified needs of migrant students in SC - Goal 4

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viii. General strategies to address migrant student needs

Enumerated below are the key strategies developed by the practitioners for the implementation of the MPOs. Included are the data elements to be used in evaluation and the method for collecting and reporting data.

Component 1 GOAL 1: PROFICIENCY IN ENGLISH LANGUAGE ARTS. Students in South Carolina will be proficient in reading, writing, speaking, listening, and language to ensure that all students are college and career ready in English language arts no later than the end of high school.
Required Measurable Program Outcomes:
1. By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.

Key Strategies MPO 1 By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.
▪ Provide small group and individualized instruction as supplemental educational services
▪ Provide staff development to staff on meeting the migrant students' ELA needs
▪ Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources
▪ Coordination of services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families [29]

Figure 4-n SC MEP 2014-2016 key strategies and services - MPO1

Component 2 GOAL 2: MATHEMATICS. Students in South Carolina will be proficient in comprehension of mathematical concepts, operations, and relations, procedural fluency, and productive disposition to ensure that all students are college and career ready in mathematics no later than the end of high school.
Required Measurable Program Outcomes:
2. By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.

Key Strategies MPO 2 By the end of the 2013-2014 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.
▪ Provide small group and individualized instruction as supplemental educational services
▪ Provide staff development to staff on meeting the migrant students' math needs
▪ Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources
▪ Coordination of services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families [30]

Figure 4-o SC MEP 2014-2016 key strategies and services - MPO2

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[29] Ibid
[30] Ibid

Component 3 – GOAL 3: SCHOOL READINESS. Children in South Carolina will engage in play to develop individual approaches to learning; show curiosity, eager-ness and satisfaction as a learner; demonstrate initiative, engagement, and persistence in learning; demonstrate an ability to envision a goal and to accomplish it; and extend their learning through the use of memory, reasoning, and problem-solving skills. Required Measurable Program Outcomes:

    3a. By the end of the 2014-15 school year and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.

    3b. By the end of the 2014-15 school year and each year after, the percentage of parents' participation will increase by at least 5%.

    3c. After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Key Strategies: 3a. By the end of the 2014-15 school year and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.

- Inform parents prior to leaving to bring records or educational information to document academic progress.
- (Continuity Packet) through district
- Establish relationships with the sending states to receive records prior to the school year ending
- Marry our MIS2000/MSIX and East Coast (ChildPlus)/ PowerSchool to assist with accurate assessment and grade level

Key Strategies: 3b. By the end of the 2014-15 school year and each year after, the percentage of parents' participation will increase by at least 5%.

- collaborate with local agencies
- use of community directories/memorandum of understanding
- Referrals to agencies that provide service. Especially, to those counties that do not have a MEP family lit or education program

Key Strategies After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

- Provide home- and school-based school readiness instruction that reflects developmentally appropriate strategies, ensuring that curriculum and instructional materials are in place.[31]

Figure 4-p SC MEP 2014-2016 key strategies and services - MPO3

Component 4 GOAL 4: GRADUATION FROM HIGH SCHOOL, CREDIT ACCRUAL, DROP OUT PREVENTION, AND SERVICES TO OUT-OF-SCHOOL YOUTH. The State's goal is to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. The State has set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent.
Required Measurable Program Outcomes:

    4a. By the end of school year 2014 and thereafter, there will be a 1% increase of services to migrant students enrolled in High School.

    4b. Migrant students identified and enrolled in High School will show a 5% increase in credit accrual towards graduation.

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[31] Ibid

4c. By the end of school year 2014 there will be an increase of awareness of support programs to potential migrant students dropouts and families in order to decrease the migrant drop-out rate by 2%.
4d. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in life skills.
4e. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in ELA.
4f. By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in math.

Key Strategies : 4a By the end of school year 2014 and thereafter, there will be a 1% increase of services to migrant students enrolled in High School.
- Increase ID&R efforts of migrant students in High School   - Adoption/inclusion of migrant parent survey in school registration packets   - Outreach efforts to school principals; attend principal meetings at least once a year   - Provide in-services and technical assistance to schools regarding ID&R of MEP students and proper procedure for documentation and provision of needed resources
Key Strategies : 4b Migrant students identified and enrolled in High School will show a 5% increase in credit accrual towards graduation.
- Monitor student progress through MSIX; note designated graduation school.   - Review courses and number of credits of student; contact and discuss with Guidance Counselor a plan of action for credit accrual and graduation   - Monitor High School students for progress every semester
Key Strategies : 4c By the end of school year 2014 there will be an increase of awareness of support programs to potential migrant student dropouts and families in order to decrease the migrant drop-out rate by 2%.
- Establish the number of dropouts in each district by the end of 2014   - Increase outreach efforts to principals, guidance counselors, and migrant families   - Provide in-services and technical assistance to schools regarding potential dropouts of MEP students and proper procedure for documentation and provision of needed resources
Key Strategies : 4d By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in life skills.
- ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services   - Consult H2a website and crew leaders to determine proposed arrival date   - Utilize SOSOSY life skills lessons   - SC MEP personnel including state recruiters, LEA personnel, and contracted service providers will provide instruction in life skills
Key Strategies : 4e By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in ELA.
- ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services   - Consult H2a website and crew leaders to determine proposed arrival date   - Utilize SOSOSY ACRES lessons for Pre GED

▪ SC MEP personnel including LEA teachers and contracted service providers will provide instruction in ELA	
▪ Contract with Adult Education to provide ESL/ELA	

Key Strategies : 4f
By the end of school year 2014 and thereafter, 25% of identified OSY will receive individualized or small group instruction in math.
- ▪ ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services
- ▪ Consult H2a website and crew leaders to determine proposed arrival date
- ▪ Utilize SOSOSY math lessons
- ▪ SC MEP personnel including LEA teachers and contracted service providers will provide instruction in math[32]

Figure 4-q SC MEP 2014-2016 key strategies and services - MPO4

ix. Specific services provided to implement strategies

Kindly refer to the bulleted specific services described under each key strategy for each MPO in the above section viii – General strategies to address migrant student needs. Many of these specific services and strategies were utilized by the LEAs/LOAs in implementing in the summer 2014 MEP. The services and strategies are also being employed by the first regular school year fall 2014 MEP currently.

Assessment of the success of these strategies and services are discussed below in subsection d - implementation results and narrative under section x – summer 2014 SC MEP evaluation results. The results are presented below.

x. Summer 2014 SC MEP evaluation results

The latest SC MEP specific data available are the results of the summer 2014 evaluation. Specification of data elements and methods used to collect and report data on each MPO are shown below:

MPO	Data Element	Method used for collecting/reporting data
1	▪ Aggregate student scores on state standardized test	State level aggregate data
1	▪ Individualized student progress on test components	Individual pre/post assessment scores
2	▪ Aggregate student scores on state standardized test	State level aggregate data
2	▪ Individualized student progress on test components	Individual pre/post assessment scores
3a	▪ instances of shared data	MSIX, MIS 2000, COEs, ChildPlus (ECMHSP), contact logs
3b	▪ documented participation of parents	Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory

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[32] Ibid

4a	▪ number of HS migrant students, number of services to HS migrant students	MIS2000, PowerSchool, service logs
4b	▪ number of HS migrant students, amount of credits accrued towards graduation	MIS2000, PowerSchool, logs of recruiter/service provider and guidance counselor meetings and plans, number of hours MEP provided assistance to HS migrants
4c	▪ number of HS and middle school migrant students, number of HS and middle school migrant students at risk of failing or failing, number of contact hours with failing or at risk of failing students and their families	MIS2000, PowerSchool, logs of recruiter/service provider and guidance counselor meetings and plans, number of hours MEP provided assistance to HS and middle school migrants and their families
4d	▪ number of OSY, number of life skills lessons	MIS2000, COEs, OSY tracking forms, pre/post tests
4e	▪ number of OSY, number of ELA lessons	MIS2000, COEs, OSY tracking forms, pre/post tests
4f	▪ number of OSY, number of math lessons	MIS2000, COEs, OSY tracking forms, pre/post tests[33]

Figure 4-r SCMEP summer 2014 evaluation results - data elements and collecting/reporting specification by MPOs

LEA/LOA reporting obligations are detailed in the SCMEP's application for funding[34]. Specifically the application for funding for 2014-2015 states the following:

> All subgrantees must provide a certification of eligibility for each child served by the MEP and are required to use the Certificate of Eligibility (COE) form to document determination of eligibility for migratory children and youth. Newly completed COEs must be submitted to the State Data Specialist within one week. The student tracking form will include a list of the types of services and the amount of time to OSY, K-12, and Pre-K. Student tracking forms must be reported to the SCDE within two weeks of the student being identified for eligible services.

> Each program will be required to submit a final evaluation report upon the completion of their program no later than June 16, 2015, for regular school year programs (both types) and September 16, 2015, for summer/intersession programs. The SCDE will provide additional guidance to subgrantees for completing the report. Components will include
>
> ▪ A description of how priority children and youth were identified and received priority services
>
> ▪ Measurable outcomes for the six components provided in the proposal
>
> ▪ A list of the support services from multiple sources provided
>
> ▪ A list of the parent involvement activities

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[33] Ibid

[34] Application Instructions link (2014) Migrant Education Program South Carolina State Department of Education Grant Opportunity – Archived Grants http://ed.sc.gov/SCDE-Grant-Opportunities/MigrantEducationProgramapplication.cfm

- The total number of eligible migrant students enrolled and served, and students identified as non-English proficient or limited English proficient (LEP) with a state approved language assessment tool, eligible migrants served within family literacy, and eligible OSY served

- Copies of the enrollment and attendance for each class of instruction and enrollment/registration of any participants in a family literacy program class or home-based services.

The results for the 2014 SCMEP based on LEA/LOA MEP are conveyed below subdivided by MPO results and the implementation results and narrative.

a. MPO results

MPO results for the 2014 summer MEP in South Carolina presented by LEA/LOA MEP:

Component 1: Proficiency in English Language Arts

MPO 1:
By the end of the 2014–15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring English Language Arts (ELA) will increase by 1%.

Name of LEA/LOA:	Component 1 ELA Summer Total # of students:	MPO 1 Summer ELA Pre-test scores average:	MPO 1 Summer ELA Post-test scores average:	MPO 1 Summer ELA Percent increase/decrease:	MPO 1 Summer ELA # of students tested:	MPO 1 Summer ELA # students made gain:	MPO 1 Summer ELA Percent made gain:
East Coast Migrant Head Start Project - South Carolina Direct Services	72				72		
Evans Learning Center 2014 Summer Migrant Education Program	62	189.86	396.04	+47	22	16	72
Clarendon School District 3	57	67	83	+16	37	34	91.8
Charleston County School District	89	69	76	11	15	14	93
Beaufort County Migrant Education Program	84	59	71	12	79	53	67
Aiken County Public School District	28	60	90	increase	20	15	75%
Colleton County School District	77	41%	72%	31% increase	39	38	97%

Figure 4-s MPO 1 Summer 2014 ELA results

Name of LEA/LOA:	Summer Programs: You may not have scores from standardized tests, what scientific-based assessment was used?
East Coast Migrant Head Start Project - South Carolina Direct Services	ECMHSP uses the Miami-Dade English Proficiency
Evans Learning Center 2014 Summer Migrant Education Program	WRAT4 Pre and Post Test Assessment Tools were used. There was 47% increase, 0.75 change.
Clarendon School District 3	For those whom we did not have a standardized score or were unable to interpret the score, we used a pre and post test from the curriculum purchased with Migrant funds in past years. For the upper grades, we used a benchmark test which comes with our state adopted textbooks in ELA and Math. All students were pretested, but we were unable to posttest all students due to the movement of the families before the program ended.
Charleston County School District	Migrant Summer program students' gains were determined by comparing their pre and post test results in reading/language arts using the Metro Early Reading Test. Twenty one (21) students completed three weeks of instruction, but six of those students exited the camps, suddenly, and were not post tested. From the 15 students that were pre and post tested in ELA, 14(93%) of the students showed improvement in the post test in ELA. One student (7%) showed no gains in the post test score in ELA. The average pre test score in ELA was 69 and the average post test was 76 with an overall gain of 11%.
Beaufort County Migrant Education Program	To comply with SCDE-MPOs, BCSD/MEP utilized Compass Learning Test Builder software to obtain pre and post test Language Arts results.
Aiken County Public School District	Teacher-made inventories, assessments, and teacher created summaries and reflections at the end of each lesson taught.
Colleton County School District	We use an Orchard computer based reading program to make the measurements listed above. We also administered the Wide Range Achievement Test 4 (WRAT4) to 24 younger students. Of these 24 students, 16 showed gains, 2 had losses or no gains, and 6 moved before testing was completed. The WRAT4 measured word reading, sentence comprehension, spelling, math computation, and gave a reading composite score. Enrich/Test View was not available in our district during MEP summer school so we had no access to state standardized testing results.

Figure 4-t MPO 1 Summer 2014 ELA Assessments used

Component 2: Mathematics

MPO 2:
By the end of the 2014–15 academic year, and each year thereafter, the percentage of migrant students passing state standardized tests measuring mathematics (math) will increase by 1%.

Name of LEA/LOA:	Component 2 Math Summer Total # of Students:	MPO 2 Summer Math Pre-test scores average:	MPO 2 Summer Math Post-test scores average:	MPO 2 Summer Math Percent increase/decrease:	MPO 2 Summer Math # of students tested:	MPO 2 Summer Math # students made gain:	MPO 2 Summer Math Percent made gain:
East Coast Migrant Head Start Project - South Carolina Direct Services	0				0		
Evans Learning Center 2014 Summer Migrant Education Program	62	28.93	27.48	-1.05	29	20	76
Clarendon School District 3	57	68	82	+14	29	25	86
Charleston County School District	89	51	77	15	15	15	100
Beaufort County Migrant Education Program	84	60	71	11	66	53	80
Aiken County Public School District	28	70	90	increase	15	12	80%
Colleton County School District	77	45%	55%	10%	39 pre test, 27 post	25	93%

Figure 4-u MPO 2 Summer 2014 Math results

Name of LEA/LOA:	Summer Programs: You may not have scores from standardized tests, what scientific-based assessment was used?
East Coast Migrant Head Start Project - South Carolina Direct Services	
Evans Learning Center 2014 Summer Migrant Education Program	WRAT4 Math Pre and Post Test assessments, there was a 1.05 decrease, nine out of twenty nine students showed an average decrease of 1.05 in Math. Twenty out of the twenty nine showed a gain of 76%.

Clarendon School District 3	As with ELA, we used the pre and posttest that accompanies the curriculum we use to teach and reinforce skills in our migrant program. In the upper grades we used a benchmark that comes with our state adopted Math book. All students pretested, but we were unable to posttest students who had moved or were no longer coming by the end of the program.
Charleston County School District	Migrant Education Summer Program's student gain in Math was determined by comparing the pre and post test results of the ABC Teach for Math Concept Test. Fifteen (15) students were pre and post tested and all of them (100%) showed improvement in the post test in Math. The average pre test score in Math was 51 and the average score in the post test was 77 with an overall gain of 15% in math.
Beaufort County Migrant Education Program	To comply with SCDE-MPOs, BCSD/MEP utilized Compass Learning Test Builder software to obtain pre and post test Language Arts results.
Aiken County Public School District	Teacher made inventories and assessments, teacher created summaries and reflections on each lesson taught.
Colleton County School District	Orchard computer based math program, pre and post test. A majority of the younger students who took the WRAT4 showed a slight gain in math computation from the pre to the post test.

Figure 4-v MPO 2 Summer 2014 Math Assessments used

Component 3: School Readiness

MPO:

3a. By the end of the 2014–15 school year, and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5%.

Name of LEA/LOA:	MPO 3a Summer - School Readiness Summer Total number of staff:	MPO 3a Summer - School Readiness Summer Number of staff that received training:	MPO 3a Summer - School Readiness Summer Total # of duplicated reporting:	MPO 3a Summer - School Readiness Summer Total # of education packets distributed:
East Coast Migrant Head Start Project - South Carolina Direct Services	51	51		51
Evans Learning Center 2014 Summer Migrant Education Program	10	10		20
Clarendon School District 3	4	4	4	2
Charleston County School District	2	2		
Beaufort County Migrant Education Program	NA	NA	NA	NA
Aiken County Public School District	7	7		18
Colleton County School District	7 in direct teaching	7	4, I think	50+ counting trade books and other materials

Figure 4-w MPO 3a Summer 2014 results School Readiness

MPO:

3b. By the end of the 2014–15 school year, and each year after, the percentage of parents' participation in the childrens' academic development will increase by at least 5%.

Name of LEA/LOA:	MPO 3b Summer - Total number of parents surveyed:	MPO 3b Summer - Percent of parents that reported development and materials assisted:	MPO 3b Summer - Total # of parents that participated in school activities:
East Coast Migrant Head Start Project - South Carolina Direct Services	41	0	41
Evans Learning Center 2014 Summer Migrant Education Program	4	4	4
Clarendon School District 3	2	2	0
Charleston County School District	31	100%	31
Beaufort County Migrant Education Program	NA	NA	NA
Aiken County Public School District	25	25	100%
Colleton County School District	35	35	35

Figure 4-x MPO 3b Summer 2014 results School Readiness

MPO:

3c. After participating in at least 2 weeks of instruction, 50% of 3–4 year old migrant children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Name of LEA/LOA:	MPO 3c Summer - Total # of 3-4 year old participants receiving at least 2 weeks instruction:	MPO 3c Summer - Number of 3-4 year old participants that had skills measured:	MPO 3c Summer - Percent of 3-4 year old participants that demonstrated proficiency on measurement tools:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	10	10	90
Clarendon School District 3	2	2	1
Charleston County School District	8	5	62.5
Beaufort County Migrant Education Program	NA	NA	NA
Aiken County Public School District	9	ELA, Math, Lang.	90%
Colleton County School District	9	0 in formal assessment	

Figure 4-y MPO 3c Summer 2014 results School Readiness

Comments for component 3 school readiness:

Name of LEA/LOA:	Component 3 School Readiness Summer Comments:
East Coast Migrant Head Start Project - South Carolina Direct Services	
Evans Learning Center 2014 Summer Migrant Education Program	Nine out of ten demonstrated proficiency on Vanessa Levin measurement tools. One out of ten (P3) did not speak much English. A (PK and Kindergarten student assessment program). www.prekpages.com
Clarendon School District 3	We had two four year old students in the summer program this year. We encouraged parents to utilize services provided by East Coast Migrant Head Start which they did.
Charleston County School District	Parents Participation in the Children's Academic Development Our goal was that by the end of summer 2014, 25% of parents of migrant 3-4 year old children, receiving content-based outreach services, will demonstrate an increased awareness for helping their child in school and better assist their children in developing ELA and Math skills. This goal was met since five (5) (100%) of the parents of 3-4 year old children surveyed, reported that development and materials received by the bilingual parent educator and the bilingual ESOL adult teacher at the migrant camps were very helpful. The bilingual parent educator also provided parents with lessons regarding improving parenting skills. The bilingual parent educator and the ESOL adult teacher also provided family literacy outreach classes and resources to parents - as well as OSY with young children. Also, we partnered with providers and other community resources, such as East Coast Migrant Head Start Project and public libraries, to provide additional school readiness services.
Beaufort County Migrant Education Program	All 3 and 4 year olds in the LEA were served by ECMHSP.
Aiken County Public School District	Three and four olds were always eager and ready to learn. They actively participated in lessons and looked forward to attending classes. They especially enjoyed read-alouds and selecting a book to keep and share with family and friends.
Colleton County School District	4 year olds in the program did not take either the reading or math Orchard computer program tests. They were not sampled with the WRAT4, either. Seven of the teaching staff surveyed said that our students made gains in school readiness. One of these teachers is an early childhood specialist. We were also able to transition some students to our 4-K and 5-K regular school year programs. Some of these students we actively recruited because of our experience with them in MEP summer school. The bus driver, although not a certified teacher, provided useful insight on several of our younger students" living conditions and social growth. We have seen some dramatic growth in school skills in some of the younger students we taught during the summer. 27 days of intensive school in the summer is now showing up in increased abilities in kindergarten classes.

Figure 4-z Component 3 School Readiness Summer 2014 comments

Component 4: Graduation from High School, Credit Accrual, Dropout Prevention, and Services to Out-of-School Youth

4a. By the end of school year 2015, and thereafter, there will be a 1% increase of services to migrant students enrolled in high school.

Name of LEA/LOA:	MPO 4a Summer - Number of migrant students enrolled in school 2012-13:	MPO 4a Summer - Number migrant students that dropped out in 2012-13:	MPO 4a Summer - Number of migrant students enrolled in school 2013-14:	MPO 4a Summer - Number migrant students that dropped out in 2013-14:	MPO 4a Summer - Percent difference between students that dropped out from 2012-13 to 2013-14 (indicate increase or decrease):
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	n/a	n/a	n/a	n/a	n/a
Clarendon School District 3	0	0	0	0	0
Charleston County School District	N/A	N/A	2	0	N/A
Beaufort County Migrant Education Program	18	4	14	0	7
Aiken County Public School District					
Colleton County School District					

Figure 4-aa MPO4a HS/OSY summer 2014 results

4b. By the end of school year 2015, migrant students identified and enrolled in high school will show a 5% increase in credit accrual towards graduation.

Name of LEA/LOA:	MPO 4b Summer - Number of students identified and enrolled in 2012-13:	MPO 4b Summer - Number of students identified and enrolled in 2013-14:	MPO 4b Summer - Percent of students receiving credit accrual in 2012-13	MPO 4b Summer - Percent of students receiving credit accrual in 2013-14	MPO 4b Summer- Percent difference (indicate increase or decrease):
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	n/a	n/a	n/a	n/a	n/a
Clarendon School District 3	0	0	0	0	0
Charleston County School District	N/A	2	N/A	N/A	N/A
Beaufort County Migrant Education Program	3	3	100	100	0
Aiken County Public School District					
Colleton County School District					

Figure 4-bb MPO 4b HS/OSY Summer 2014 results

4c. By the end of school year 2015, there will be an increased awareness of support programs for potential migrant students, dropouts, and families in order to decrease the migrant dropout rate by 2%.

Name of LEA/LOA:	MPO 4c Summer - Total number of migrant parents/OSY parents of children/youth:	MPO 4c Summer - Number of migrant parents/OSY parents that participated in school activities/family literacy	MPO 4c Summer - Number of migrant parents/OSY parents that participated:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	0	0	0
Clarendon School District 3	22	0	0
Charleston County School District	32	32	32
Beaufort County Migrant Education Program	60	39	39
Aiken County Public School District	30	16	21
Colleton County School District	NA	NA	NA

Figure 4-cc MPO 4c HS/OSY Summer 2014 results

4d. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in life skills.

Name of LEA/LOA:	MPO 4d Summer - Total number of OSY identified:	MPO 4d Summer - Total number of OSY served for summer:	MPO 4d Summer - Total number of OSY tested on pre- and post-tests to measure progress:	MPO 4d Summer - Percent of OSY that increased at least one proficiency level:	MPO 4d Summer - Percent increase - Level 1:	MPO 4d Summer - Percent increase - Level 2:	MPO 4d Summer - Percent increase - Level 3:	MPO 4d Summer - Percent increase - Level 4:	MPO 4d Summer - Percent increase - Level 5:	MPO 4d Summer - Percent increase - Level 6+:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0	0	0	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	2	0	0	0	0	0	0	0	0	0
Clarendon School District 3	3	0	0	0						
Charleston County School District	42	23	29	100	100					
Beaufort County Migrant Education Program	87	69								
Aiken County Public School District	53	53	53	100%		20%	30%	40%	10%	
Colleton County School District	NA	NA								

Figure 4-dd MPO 4d HS/OSY Summer 2014 results

4e. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in ELA.

Name of LEA/LOA:	MPO 4e Summer - Number of OSY students identified:	MPO 4e Summer - Number of OSY served for summer:	MPO 4e Summer - Total number of OSY tested on pre- and post-tests to measure progress:	MPO 4e Summer - Percent of OSY that increased at least one proficiency level:	MPO 4e Summer - Percent increase - Level 1:	MPO 4e Summer - Percent increase - Level 2:	MPO 4e Summer - Percent increase - Level 3:	MPO 4e Summer - Percent increase - Level 4:	MPO 4e Summer - Percent increase - Level 5:	MPO 4e Summer - Percent increase - Level 6+:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0	0	0	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	0	0	0	0	0	0	0	0	0	0
Clarendon School District 3	3	0	0	0						
Charleston County School District	42	23	29	100	100					
Beaufort County Migrant Education Program	87	69								
Aiken County Public School District	53	53	53	100%		20%	20%	30%	30%	
Colleton County School District										

Figure 4-ee MPO 4e HS/OSY Summer 2014 results

4f. By the end of school year 2015, and thereafter, 25% of identified OSY will have received individualized or small group instruction in math.

Name of LEA/LOA:	MPO 4f Summer - Total Number of Staff:	MPO 4f Summer - Number of staff that received training:	MPO 4f Summer - Number of OSY students identified:	MPO 4f Summer - Number of OSY served for summer:	MPO 4f Summer - Total number of OSY tested on pre- and post-tests to measure progress:	MPO 4f Summer - Percent of OSY that increased at least one proficiency level:	MPO 4f Summer - Percent increase - Level 1:	MPO 4f Summer - Percent increase - Level 2:	MPO 4f Summer - Percent increase - Level 3:	MPO 4f Summer - Percent increase - Level 4:	MPO 4f Summer - Percent increase - Level 5:	MPO 4f Summer - Percent increase - Level 6+:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0	0	0	0	0	0	0	0
Evans Learning Center 2014 Summer Migrant Education Program	1	1	0	0	0	0	0	0	0	0	0	0
Clarendon School District 3	0	0	3	0	0	0						
Charleston County School District	2	2	42	23	29	100	100					
Beaufort County Migrant Education Program	4	4	87	69								
Aiken County Public School District	7	7	53	53	53	100%			30%	30%	40%	
Colleton County School District												

Figure 4-ff MPO 4f HS/OSY Summer 2014 results

Component 4 comments:

Name of LEA/LOA:	Component 4 HS/OSY Summer Comments:
East Coast Migrant Head Start Project - South Carolina Direct Services Evans Learning Center 2014 Summer Migrant Education Program	No OSY students were served during the 2014 summer program.
Clarendon School District 3	Due to lack of sufficient staff, we were unable to serve OSY in our area. The State agreed to help us in this area. We would like to have a State Recruiter to serve our area and to assist in teaching the OSY. Parents were invited to read with their children on Tuesdays of each week during the program. We did not have any parents who were able to attend.
Charleston County School District	A total of 42 students were identified and 23 were served this summer. Twenty nine 29 students were pre and post tested (including summer 2014 and fall 2013) and all of them (100%) showed improvement in their post test. Twenty (20) students received at least 3 hours of instructional services. Out of the 20, eighteen (18) students were pre and post tested and demonstrated an increase on ELA and Math scores as indicated in the pre and post test results given as part of the SOSOSY mini lessons. Five (5) (28%) improved from 8 − 20 points more in the post test score; 10 (55%) improved from 30 − 65 points more in the post test score, and 3 (17%) improved from 80 − 100 points. Therefore, 100% of the pre and post tested students increased their scores in ELA and Math. Some of the SOSOSY lessons the ESOL teacher used concerned greetings and personal information, being at a restaurant, visiting a doctor, and being at a store.
Beaufort County Migrant Education Program	
Aiken County Public School District	OSY students arrived and proved to be stronger in math skills, which has been typical through the years. They needed additional instruction and support in reading comprehension, vocabulary and grammar skills practice.
Colleton County School District	I do not have access to this information because I took over the MEP program in May of 2014. I do not know if our district migrant count was accurate during the school years 2012-2013 and 2013-2014. We presently have three migrant students enrolled in our high school and one student who just went out of her period of eligibility.

Figure 4-gg Component 4 HS/OSY Summer 2014 comments

b. *Implementation results and narrative*

Implementation results and narrative for the 2014 summer MEP in South Carolina presented by LEA/LOA MEP:

1. **Migrant Personnel Data Form**[35]
   (ESEA §9303; Non-Regulatory Guidance (Guidance) for the Title I, Part C., Education of Migratory Children: III, A6; XI, F9; XIIB)

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[35] Pp2-3 (2014) Migrant Education Program – Annual Evaluation Report Submission Instructions. SC Department of Education Migrant Education Program.

Personnel Data Form Summer 2014

Name of LEA/LOA:	Teachers Summer Headcount	Teachers Summer FTE	Counselors Summer Headcount	Counselors Summer FTE	All Paraprofessionals Summer Headcount	All Paraprofessionals Summer FTE	Recruiters Summer Headcount	Recruiters Summer FTE	Records Transfer Staff Summer Headcount	Records Transfer Staff Summer FTE	Administrators Summer Headcount	Administrators Summer FTE	Qualified Paraprofessionals Summer Headcount	Qualified Paraprofessionals Summer FTE	Include any other staff not listed above:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Evans Learning Center 2014 Summer Migrant Education Program	3				4		3				2				Bus Driver
Clarendon School District 3	7	7	0	0	1	1	1	1	2	1	1	1	1	1	We had a full time custodian and two bus drivers. One of the bus drivers was the paraprofessional and the other was the custodian.
Charleston County School District	7												1		In addition to the MEP employees listed above, Title I set aside funds cover salaries of MEP site coordinator, OSY coordinator, nurse, a recruiter, a parent advocate, and two ESOL instructors.
Beaufort County Migrant Education Program	11	9	0	0	4	4	1	1	0	0	0	0	3	3	School nurse, custodian
Aiken County Public School District															Custodian

| Colleton County School District | 2 | 2.0 | 0 | 0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 2 | 1.29 | 1 | 1.0 | Other staff paid by MEP funds includes a full time bus driver who served as a paraprofessional when not on driving, a school nurse (1 at .11 FTE), custodian during time not paid by the school district (1 at .14 FTE). |

Figure 4-hh Personnel Data Form Summer 2014

2. Needs Assessment
(ESEA §1304(d); 34 CFR §80.40(a); Guidance, Chapter V)

The following is an excerpt from the 2014 Migrant Education Program – Annual Evaluation Report Submission Instructions, SC Department of Education Migrant Education Program (pp3-5) in order to explain the data reported in Figure ii – Needs Assessment Summer 2014:

> Title I, Part C of the Elementary and Secondary Education Act specifies the priority needs population to be served with migrant funds. To comply with requirements of the law, service delivery plans for this priority population must be supported by the needs assessment data. Data sources should include all school records, assessments, tracking forms, and COEs. Please respond to the questions with appropriate data, and maintain documentation of all data sources for needs assessment information. These data with sources must be available for both state and federal review. The information provided in the needs assessment will be used to determine funding for the following year.

> Provide the number of students for each data element item. A student may qualify for more than one item. All data must be documented. Data elements are defined and weighted within the subgrant process to ensure priority of service, as **required by law**. Please note: **Two factors must be met simultaneously** for a student to be counted as **priority for service**.

Data Element A

> For Data Element A, include eligible migratory children identified as having priority for service. A student must meet both of the following factors to count as a first priority student. The student

1. is failing, or most at risk of failing, the state's challenging state academic content standards and challenging state student academic achievement standards; and
2. had his/her education interrupted during the most recent regular school year.

Below basic performance or failing any portion of a state assessment in English language arts or mathematics will indicate failing or most at risk. In lieu of state assessment data, LEA/LOAs may use unsatisfactory performance on locally administered standardized test(s) or academic assessment(s), or unsatisfactory report card grades in English language arts or mathematics.

A migrant child is considered to have had his/her education interrupted during the regular school year if he/she has made a "qualifying move" (as defined in Chapter II, Section D of the Guidance) during the regular school year.

Data Element B

Element B-1: All other eligible migrant students in the LEA/LOA (not counted as Priority for Service) residence beyond the most recent regular school year who are failing, or are most at risk of failing to meet the state's challenging academic content standards and challenging state student academic achievement standards or determined at risk based on the results of locally administered standardized test(s) or academic assessment(s), or unsatisfactory report card grades in English language arts or mathematics.

Element B-2: All migrant students who were determined non English proficient (NEP) or limited English proficient (LEP) on a state-approved, language assessment tool.

Element B-3: The number of eligible migrant students participating in a coordinating intrastate or interstate academic program, which provides the participating student opportunity for academic skills improvement or credit accrual for academic placement or graduation, and may involve LEA/LOA assistance for the resident migrant student to continue participation.

Data Element C

Element C-1: The total count of migrant students served during the most recent MEP-funded summer program.

Element C-2: The total count of eligible migrant students residing in the LEA/LOA for one or more days.

Element C-3: The total count of eligible Out-of-School-Youth (OSY) residing in the LEA/LOA.

Element C-4: The total count of priority students receiving one or more additional services. LEAs are encouraged to identify and utilize other available funds to complement or enhance migrant education program funds for which the LEA/LOA may qualify. Other available fund sources include, but are not limited to,
- other identified federal program funds or services;
- food services programs;
- transportation;
- Head Start;
- Even Start;
- programs for children with disabilities:
- community health services;
- Title I support services;
- health services as defined or provided by Medicaid law or regulation;

- LEA/LOA-sponsored or state-funded academic enrichment programs; or
- other services, real or in-kind, that provide defined enhancement or benefit to the LEA/LOA migrant program during its program operation.

LEA/LOAs provided a description in their subgrant application of the services to be provided to priority migrant children, including a discussion on the coordination of those identified services and any additional services identified and used during the program period.

Name of LEA/LOA:	Data Element A # of Students:	Data Element B1 # of Students:	Data Element B2 # of Students:	Data Element B3 # of Students:	Data Element C1 # of Students:	Data Element C2 # of Students:	Data Element C3 # of Students:	Data Element C4 # of Students:
East Coast Migrant Head Start Project - South Carolina Direct Services	0	0	0	0	188	188	0	188
Evans Learning Center 2014 Summer Migrant Education Program	3		0	0	62	62	0	3
Clarendon School District 3	8	31	54	0	57	57	3	8
Charleston County School District	15	74	85	0	89	115	32	15
Beaufort County Migrant Education Program	52	10	72	0	153	153	69	52
Aiken County Public School District	10	18	81	0	81	5	6	10
Colleton County School District	26	51	75	5	77	77	0	26

Figure 4-ii Needs Assessment Summer 2014

3. Support Services

Name of LEA/LOA:	Select the following support services that were provided by your program:
East Coast Migrant Head Start Project - South Carolina Direct Services	meal services; health screenings; medical assistance; dental screening/assistance; community food bank; community sourced clothing; program coordination with an interstate program
Evans Learning Center 2014 Summer Migrant Education Program	meal services; guidance counseling; community food bank; community sourced clothing; program coordination with an interstate program
Clarendon School District 3	meal services; health screenings; medical assistance; dental screening/assistance; community sourced clothing
Charleston County School District	meal services; health screenings; medical assistance; dental screening/assistance; guidance counseling; community food bank; community sourced clothing; program coordination with an interstate program
Beaufort County Migrant Education Program	meal services; health screenings; medical assistance; dental screening/assistance; community food bank; community sourced clothing
Aiken County Public School District	meal services; medical assistance; community food bank
Colleton County School District	meal services; health screenings; guidance counseling; community food bank; community sourced clothing

Figure 4-jj Support Services Summer 2014

5. Parent Involvement

Name of LEA/LOA:	Select how parent involvement was provided by your program:
East Coast Migrant Head Start Project - South Carolina Direct Services	home visits; participation in Reading is Fundamental; Family Literacy program; opportunity to volunteer in classroom; newsletter to home; parent survey; parent meeting
Evans Learning Center 2014 Summer Migrant Education Program	home visits; participation in Reading is Fundamental; Family Literacy program; opportunity to volunteer in classroom; newsletter to home; parent survey; parent meeting
Clarendon School District 3	home visits; Family Literacy program; opportunity to volunteer in classroom; newsletter to home; parent survey
Charleston County School District	home visits; participation in Reading is Fundamental; Family Literacy program; opportunity to volunteer in classroom; newsletter to home; parent survey; parent meeting
Beaufort County Migrant Education Program	home visits; Family Literacy program; opportunity to volunteer in classroom; newsletter to home; parent survey; parent meeting
Aiken County Public School District	home visits; Family Literacy program
Colleton County School District	home visits; opportunity to volunteer in classroom; parent survey

Figure 4-kk Parent Involvement Summer 2014

6. **Professional Development**

Name of LEA/LOA:	Professional Development Summer 2014 ELA/Math Total # Number of Staff:	Professional Development Summer 2014 ELA/Math Number of staff that received training:	Professional Development Summer 2014 ELA/Math Percent reporting better able to meet student needs:	Component 3 School Readiness Summer PD - Number of staff that received training:	Component 3 School Readiness Summer PD - Percent reporting better able to meet student needs:
East Coast Migrant Head Start Project - South Carolina Direct Services	0			0	
Evans Learning Center 2014 Summer Migrant Education Program	10	10	100	10	100
Clarendon School District 3	19	15	80	4	100
Charleston County School District	17	17	100	2	100
Beaufort County Migrant Education Program	16	16	100	NA	NA
Aiken County Public School District	6	6	100%	6	100%
Colleton County School District	7 in direct teaching	7	100%	7	100%

Figure 4-ll Professional Development Summer 2014 results

7. **Original COEs submitted for state review**

Name of LEA/LOA:	Provide the number of original Certificates of Eligibility have been submitted for state review:
East Coast Migrant Head Start Project - South Carolina Direct Services	Unknown
Evans Learning Center 2014 Summer Migrant Education Program	62
Clarendon School District 3	29
Charleston County School District	115
Beaufort County Migrant Education Program	145
Aiken County Public School District	81
Colleton County School District	45

Figure 4-mm Summer 2014 Original COEs submitted for state review

8. **Total number of eligible migrant students enrolled and served**

Name of LEA/LOA:	Total number of eligible migrant students enrolled and served:
East Coast Migrant Head Start Project - South Carolina Direct Services	191
Evans Learning Center 2014 Summer Migrant Education Program	55
Clarendon School District 3	57
Charleston County School District	89
Beaufort County Migrant Education Program	84
Aiken County Public School District	81
Colleton County School District	77

Figure 4-nn Summer 2014 Total number of eligible migrant students enrolled and served

9. **Total number of identified non-English proficient or LEP with state approved language assessment tool**

Name of LEA/LOA:	Total number of students identified as Non English proficient or LEP with a state approved language assessment tool.
East Coast Migrant Head Start Project - South Carolina Direct Services	0
Evans Learning Center 2014 Summer Migrant Education Program	62
Clarendon School District 3	54
Charleston County School District	85
Beaufort County Migrant Education Program	72
Aiken County Public School District	81
Colleton County School District	75

Figure 4-oo Summer 2014 total students identified as NEP or LEP

10. **Total number of eligible migrant students served in family literacy**

Name of LEA/LOA:	Total number of eligible migrant students served in Family Literacy:
East Coast Migrant Head Start Project - South Carolina Direct Services	0
Evans Learning Center 2014 Summer Migrant Education Program	10
Clarendon School District 3	36
Charleston County School District	20
Beaufort County Migrant Education Program	52
Aiken County Public School District	28
Colleton County School District	0

Figure 4-pp Summer 2014 migrant students served in family literacy

11. **Total number of OSY served in this program**

Name of LEA/LOA:	Total number of eligible OSY served in this program:
East Coast Migrant Head Start Project - South Carolina Direct Services	0
Evans Learning Center 2014 Summer Migrant Education Program	0
Clarendon School District 3	0
Charleston County School District	29
Beaufort County Migrant Education Program	69
Aiken County Public School District	53
Colleton County School District	0

Figure 4-qq Summer 2014 total OSY served

12. **LEA/LOA Narratives**

The following is an excerpt from the 2014 Migrant Education Program – Annual Evaluation Report Submission Instructions, SC Department of Education Migrant Education Program (pp10-11) in order to explain the requirements for the LEA/LOA program evaluation narrative. The full narratives are presented Part 5 – Implications for Improving Services:

Program Evaluation Narrative

Prepare and organize the narrative to include the information below. Each item should be no less than one page in length, size 12 font. Save the narrative as a PDF document to upload in the online Program Evaluation Narrative section.

Refer to your approved application in reference to the goals set for your program. State how you were able to accomplish each goal and/or discuss any challenges or barriers for achieving your goals. If needed, explain how were you able to adjust or modify your program in order to accomplish your goals.

I. Describe how **priority** children were identified and received priority service. Include a list of the identified priority for service (PFS) children served within the summer program for the minimum number of hours to count for services, with full name, date of birth and grade level (using summer program classes as an extension of the regular school year just concluded).

II. (Reference Component 1 and 2) Provide the measureable outcome results for Reading and Math assessments of achievement for **identified priority children**. Include a discussion of the achievement data based upon the pre- and post-testing in Reading and Math and any ESOL service provided.

III. (Reference Component 1 and 2) Provide the measurable outcome results for Reading and Math assessments of achievement **for all other** summer program

participants. Include discussion of achievement data based upon pre- and post-testing in Reading and Math and any ESOL service provided.

IV. (Reference Component 4) Provide the measurable outcome results for any migrant program instructional activity and/or home-based services provided for migrant Family Literacy. Documentation of scheduled program activities and/or services provided must be available for onsite or desk review.

V. (Reference Component 4) Provide measurable outcome results and summarize an <u>evaluation</u> of any instructional or support services provided through this program to eligible migrant Out-of-School Youth (OSY).

VI. (Reference Component 3) Provide measurable outcome results if the optional School Readiness is a program component.

5. Implications for Improving Services

Ruminated in this part are inferences based on the most current data available for performance of migrant students during the regular school year in South Carolina as assessed by the state standardized tests and performance targets, and the performance of the summer only Migrant Education Programs gauged by LEA/LOA evaluation reports.

This part is partitioned in discussion of migrant students at the state level (K) and SC MEP specific performance (L). The latter is divided into the presentation of the FII (xi) and the LEA/LOA discussion (xii).

Guiding these contemplations are the questions posited in part 4 of section F.2 of the *Program Evaluation Toolkit*:

- If results were successful; what services employed were vital to the success.
  - What effect would the provision of these strategies have in providing services to more migrant children in the future?
- If projected outcomes were not met; how did the implementation or lack of full implementation, of specific services influence the results?
  - What possible implications are there if the services are fully implemented in the future?
- What are possible alternative methods to employ to realize success?

K. State level discussion

A brief discussion on the results of migrant students compared to non-migrant students on the state assessment (PASS for grades 3-8 and HSAP for high school) in reading/language arts and math, along with graduation and drop-out rates ensues.

SC asserted that "The current 2014 goal is for 100 percent of students to meet or exceed proficiency on the state standards and the system tracks school performance on the basis of the percent of students in each school who score "Proficient" or above on the state standards assessment tests." [36] and that "…the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent." [37]

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[36] p75 ESEA Flexibility Request (28 February 2012) State of South Carolina For submission to the U.S. Department of Education Washington, DC 20202 OMB Number 1810-0708. Also used for the SC ESEA Waiver Extension request.
[37] Ibid, p71

This current evaluation was based on the accountability system in place at the time. However, going forward, the SC MEP will be evaluated based on the performance goals and AMOs on the ESEA flexibility waiver.

The results were not disaggregated by PFS v non-PFS migrant students according to the instructions of the corrective action from OME for SC MEP.

xi. Discussion of percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math – 2014 SC Elementary PASS results

Migrant students underperformed their non-migrant counterparts in 3rd grade in ELA - 40.5% proficiency or above for migrant students' v 78.9% proficiency or above for their non-migrant peers.

There was an 8.1% gain over ELA performance for 4th grade ELA (48.6%) in migrant students with a decrease of 2.3% for non-migrant students. Migrant students increase proficiency or above percentages for math from 3rd grade levels tested. Migrant students scored 55.6% proficient or above v 75.5% for non-migrant students.

Fifth grade results were the highest performance results for migrant students assessed at or above proficient: 60.7% ELA results for migrant students' v 80.1% for no-migrants. Math performance was assessed at 57.1% for migrant v 75.5% for non-migrant.

The lowest assessment scores for migrant students were in 6th grade ELA and math scores. Migrant students scored only 37% at or above proficiency v 69.3% for non-migrant counterparts in ELA; and 39.3% v 67.7% in math.

The numbers of migrant students present in SC for Elementary PASS testing are quite low compared to non-migrant students:

Total number students tested 2014 SC PASS Elementary

	3rd ELA	3rd Math	4th ELA	4th Math	5th ELA	5th Math	6th ELA	6th Math
Migrant	42	42	35	36	28	28	27	28
Non-Migrant	54530	54744	53967	54125	53961	54029	54535	54608

Figure 5-a Total # of students tested 2014 SC PASS Elementary

SC MEP has yet to have a regular school year program as the majority of migrant students present in SC are present in the summer months. Hence, SC has run summer only programs. However, the practitioners of the MEP in SC have recognized the presence of migrant students in SC during the regular school year and have decided to implement regular school year programs for SY2014-15. The results of the SY 2014-15 will be the baseline for RSY MEP evaluation.

Consideration of the results presented in this finding will assist MEP practitioners in the continuous improvement cycle to update the CNA/SDP in order to include ways to address the needs of improving supplementary academic services to migrant students during the regular school year in order to meet the 100% proficiency goal of the state.

xii. Discussion of percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math for middle school students [38]

Scores for migrant students in 7th grade ELA were only 43.5% v 68.1% of non-migrants for at proficiency or above. However, in 7th grade math, migrant scored only 8.2% below their counterparts; 60.9% for migrants and 69.1% for non-migrants.

Scores for 8th grade migrant students were improved over 7th grade performance. Migrant students scored 45.5% at or above proficient in 8th grade ELA v 67.4% for non-migrant counterparts. 8th grade math performance for migrant students is impressive with only a 1.6% difference between their non-migrant peers. Migrant 8th grade math scores for proficiency or above were 68%, for non-migrants 69.6%.

The numbers of migrant students present in SC for Middle School PASS testing are small in comparison to non-migrant students:

Total number tested 2014 SC Middle School PASS				
	7th ELA	7th Math	8th ELA	8th Math
Migrant	23	23	22	25
Non-Migrant	56139	56217	55756	55832

Figure 5-b Total # of students tested 2014 SC PASS - Middle School

As stated above; SC MEP has yet to have a regular school year program as the majority of migrant students present in SC are present in the summer months. Hence, SC has run summer only programs. However, the practitioners of the MEP in SC have recognized the presence of migrant students in SC during the regular school year and have decided to implement regular school year programs for SY2014-15. The results of the SY 2014-15 will be the baseline for RSY MEP evaluation.

Consideration of the results presented in this finding will assist MEP practitioners in the continuous improvement cycle to update the CNA/SDP in order to include ways to address the needs of improving supplementary academic services to migrant students during the regular school year in order to meet the 100% proficiency goal of the state.

xiii. Discussion of percentage of migrant and non-migrant students at or above proficiency in reading/language arts and math for high school students[39]

High school results on the HSAP are quite low for migrant v non-migrant students. Migrant students score at only 59.1% proficient or above in ELA v 88.9% for non-migrants.

In Math, migrant scores are surprisingly lower; in elementary and middle school math scores for migrants have usually been above ELA scores for migrant students. Math proficiency or above for migrants was only 55% compared to 78.7% for non-migrants.

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[38] Palmetto Assessment of State Standards (PASS Scores) (2014), South Carolina Department of Education. http://ed.sc.gov/data/pass/2014/show_state_pass_scores_demo.cfm?ID=999999
[39] 2014 High School Assessment Program Test Scores, South Carolina Department of Education. http://ed.sc.gov/data/hsap/hsap.cfm?year=2014

Following the trend of elementary and middle school there are significantly less migrants testing on HSAP than non-migrants:

Total number students tested 2014 SC High School HSAP

	ELA	Math
Migrant	22	20
Non-Migrant	52657	52670

Figure 5-c Total # of students tested 2014 SC HSAP - High School

To reiterate; SC MEP has yet to have a regular school year program as the majority of migrant students present in SC are present in the summer months. Hence, SC has run summer only programs. However, the practitioners of the MEP in SC have recognized the presence of migrant students in SC during the regular school year and have decided to implement regular school year programs for SY2014-15. The results of the SY 2014-15 will be the baseline for RSY MEP evaluation.

Consideration of the results presented in this finding will assist MEP practitioners in the continuous improvement cycle to update the CNA/SDP in order to include ways to address the needs of improving supplementary academic services to migrant students during the regular school year in order to meet the 100% proficiency goal of the state.

xiv. Discussion of graduation and drop-out percentage of migrant students[40]

The graduation rate for migrant students is only 0.22% below the rate for non-migrant students. According to the latest graduation rate data available, 2013, 75% of migrant students graduated v 75.22% of non-migrant students. Nonetheless, these rates are 15% below the ambitious state target of 90%.

Dropout rates for migrant students were reported in the most recent data, SY2012-13. In that year there were 49 migrants enrolled with 0 dropouts, or a dropout rate of 0%. For all students that year there was a dropout rate of 2.6%. There were 211,480 students enrolled and 5,537 dropped out.

Once again; SC MEP has yet to have a regular school year program as the majority of migrant students present in SC are present in the summer months. Hence, SC has run summer only programs. However, the practitioners of the MEP in SC have recognized the presence of migrant students in SC during the regular school year and have decided to implement regular school year programs for SY2014-15. The results of the SY 2014-15 will be the baseline for RSY MEP evaluation.

Consideration of the results presented in this finding will assist MEP practitioners in the continuous improvement cycle to update the CNA/SDP in order to include ways to address the needs of improving supplementary academic services to migrant students during the regular school year in order to meet the 100% proficiency goal of the state.

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[40] Graduation rate data from High School Performance Data 2013 State Report card http://ed.sc.gov/data/report-cards/2013/index.cfm

L. SC MEP

The most current data available for SC MEP is from the Summer of 2014. Specific discussion of LEA/LOA implementation is detailed below in program specific narratives. The Migrant Education Program is in its first year of transitioning from summer only programs to regular school year and summer programs.

There have been several challenges for this transition such as a lack of precedence and structure, but most especially financial restrictions. The majorities of migrant students in SC arrives and stay during the summer. Traditionally, the majority of SC MEP allocation has gone to the summer programs. This year the summer budget was restricted in order to have allocation for the regular school year program. Due to this, this was the first time ever some migrant students were unable to be accommodated in a summer program and hence were unable to receive services.

This has been especially hard for local level staffs that have worked directly with the migrant families and students in their respective areas and thus understand the hardships faced by the students when they are unable to attend the migrant summer school program.

Presence of migrant student during the summer period is quit short; usually three weeks at the most, especially for families that pick tomatoes. However, some students can be present for a week at most; most notably watermelon pickers. Due to the short duration of the student presence evaluation of summer services are extremely challenging.

Despite constraints, local LEA/LOA MEP staffs staggeringly accomplish extraordinary feats to generate successful summer MEPs. Without the dedication, passion, and diligence of the local MEP staff, the dynamic summer MEPs would not be possible.

There are challenges as noted in the needs assessment and elaborated below in the LEA/LOA specific discussion. The results from this evaluation will be used for the update of the 2014-2016 SCMEP CNA/SDP when the MEP practitioners meet for planning the summer 2015 MEP.

Data presented from the LEA/LOA evaluation is currently being verified at the state level by the state data specialist and the MEP director. Data for RSY MEP for 2014-2015 is pending implementation.

xv. FII

Extracted from the South Carolina Migrant Education Program Service Delivery Plan 2014-2016:

As this is the first state wide CNA/SDP process generated solely by the practitioner of the SCMEP and is linked with the corrective action meted to SCMEP, the project plan for the SDP is linked closely with the objectives of the plan for the corrective action. The action plan for the corrective action has been demarcated within a fidelity of implementation index (FII):

Event	SCMEP – Development of corrective action plan
Date and lieu	**Thursday 03 july 2014 10h-16h30 SCDE 504-C** **Monday 14 july 2014 10h-16h30 SCDE 504-C**
Participants	Jayme Grant, Jennifer Almeda

Corrective Action 1 – Performance Indicators

1a - Report on performance indicator results indicating percentage of migrant and non-migrant student at or above proficiency in mathematics and reading/language arts for elementary, middle, and high school students not disaggregated by priority for services (PFS).

Performance Indicators already taken 1a
- State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis.
- Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and complied for review

Data reviewed by practitioners at state-wide comprehensive needs assessment (CNA) meetings (16Dec13 and 06Feb14)

Actions still to be taken for 1a according to 1st progress report to OME delivered on 28Feb14:
- Compile data in accessible format
- Submit to OME by 01 Oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*						Completion		Notes/observations
	Goal #	MPO#		SC	DS	R	I	LEA/LOA	O	Date completed	Completion evidence located at	
1a. - Compile data in accessible format			Submit to OME by 01 Sep 14									
1a.1 - Receive most recent data from assessment			Fri 11 july14						**SCDE assessment**			
1a.2 – Email for data request			**Thur 03 july 14**	👽					**SCDE asse**	**Thur 03 july 14 Send**	**Jennifer email**	**Waiting for assessment response**

Activities			Timeline							assessment	reminder email by Friday 18 july		Notes/observations
													- **Follow up email**
1a.3 Identify students marked as migrant; identify students that took state tests; cross reference with migrant database			~~Monday 14 july~~ Monday 28 july	👤	⬆								**Modified since not received response by 14 july – date subject to reception of data**
1a.4 Put in graph and narrate results of migrants			~~Monday 28 july~~ Monday 04 august	👤	⬆								**Modified since not received response by 14 july – date subject to reception of data**

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Figure 5-d FII

<u>Corrective Action 1 – Performance Indicators</u>

1b - Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations

Performance Indicators already taken 1b
- State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis.
- Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and complied for review
- Data reviewed by practitioners at state-wide CNA meetings (16Dec13 and 06Feb14) and desired increases established

Actions still to be taken for 1b according to 1st progress report to OME delivered on 28Feb14:
- Set school year (SY 2013-2014) as baseline year for measurement of desired increases
- Compile data in accessible format
- Submit to OME by 01 oct 14

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Activities discussed and agreed to complete	Aligns with SDP	Timeline (Complete	Responsible*		Completion	Notes/observations

	Goal #	MPO#	d by)	SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence located at	
1b. 1b - Report annual mean score of student increases desired for elementary, middle, high school and end of course examinations			Monday 04 august 14	☻	⚒									
1b.1 Set school year (SY 2013-2014) as baseline year for measurement of desired increases			Monday 04 august 14	☻	⚒									
1b.2 - Email for data request			**Thur 03 july 14 Monday 14 july**	☻							SCDE assessment	**Thur 03 july 14 Sent reminder email Monday 14 july**	**Jennifer email**	**Waiting for assessment response Follow up email**
1b.3 - Receive most recent data from assessment			~~Fri 11 july14~~ Monday 28 july								SCDE assessment			**Modified since not received response by 14 july – date subject to reception of data**
1b.4 - Identify students marked as migrant; identify students that took state tests; cross reference with migrant database			~~Monday 14 july~~ Monday 28 july	☻	⚒									**Modified since not received response by 14 july – date subject to reception of data**
1b.5 Put in graph and narrate results of migrants			~~Monday 28 july~~ Monday 04 august 14	☻	⚒									**Modified since not received response by 14 july – date subject to reception of data**

Corrective Action   2 – _Measureable Program Outcomes (MPOs)_

2a - Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are disaggregated by PFS and non-PFS students.

Performance Indicators already taken 2a
▪ State-wide practitioners established MPOs at the second CNA (06Feb14) based on their knowledge, expertise, and understanding of the realities of the MEP in SC

Actions still to be taken for 2a according to 1st progress report to OME delivered on 28Feb14:
▪ Compile data in accessible format
▪ Update LEA/LEO application to reflect new MPOs
▪ Include new MPOs in Service Delivery Plan (SDP)
▪ Submit to OME by 01 Oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*								Completion		Notes/observations
	Goal #	MPO#		SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence located at	
2a - Create MPOs distinct from performance indicators, which measure the effectiveness of specific services, and that are disaggregated by PFS and non-PFS students.	**Title I, C, §1304(b)(D)**		06 feb 14		⚒	🚲		⌐	☺	♨	💣	**16 dec 13** **06 feb 14**	**SCMEP 2014 application**	**Completed at CNA/SDP meeting**
2a.1 Compile data in accessible format			14 aug 14	👽									**Section E of CNA/ and SDP**	**Data compiled for CNA**
2a.2 Update LEA/LEO application to reflect new MPOs			04 april 14	👽							💣	**Sent to LEAs/LOA 04 april**	**SCMEP 2014 application; also posted on**	**Assisted by Julie Hicks of Grants management**

Activities	Goal #	MPO#	Timeline	SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence	Notes/observations
														Grants Management Grant opportunities website archived
2a.3 Include new MPOs in Service Delivery Plan (SDP)			14 aug 14	👽										
2a.4 evaluate new MPOs for summer 2014			Wed 24 sep 14	👽	📤									**Final evaluation reports for summer due by 16 sep 14**
2a.5 Submit to OME by 01 oct 14			Monday 29 sep 14	👽										

Corrective Action   3 – *Implementation Results*

Create a Fidelity of Implementation Index (FII) based on the Service Delivery Plan

Performance Indicators already taken 3a
Held CNA (16Dec13 and 06Feb14) to establish basis for SDP

Actions still to be taken for 3a according to 1st progress report to OME delivered on 28Feb14:
- Compile data in accessible format
- Create SDP
- Create FII
- Submit to OME by 01 Oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*								Completion		Notes/observations
	Goal #	MPO#		SC	D	R	I	LEA /LOA	SD	P	O	Date completed	Completion evidence located at	
3a.1 compile data in accessible format				👽								**16 December 2013**	**Section E of CNA**	

3a.2 create SDP		14 aug 14	☻													**Will follow OME SDP 2012 toolkit in organization**
3a.3 create FII		14 aug 14	☻	🏖												**Commenced on 03 july, continued on 14 july 2014**
3a.4 submit to OME by 01 oct 14		01 oct 14	☻													

Corrective Action   4 – _Improvement of Services_

4a – Improve services based on the analysis of performance indicator data, MPO data, and FII adherence, define and prioritize performance gaps and decide program course based on the aforementioned.

Performance Indicators already taken 4a
- Conducted review of the SCMEP at the State level to determine issues, avenues for growth, and further steps (01 Aug 13)
- Conducted review of the SCMEP at the State wide level with state and local staff (07Aug13) to determine issues, avenues for growth, and further steps
- State Assessment Performance Data was requested (06Dec13) and received (11dec13, HSAP and EOC still pending) from Research and Data Analysis.
- Said Data received was reviewed, cross referenced with students named as migrant in SCMEP database v those marked as migrant in PowerSchool and with attendance records, and complied for review

Conducted CNA (16Dec13 and 06Feb14) to review data

Actions still to be taken for 4a according to 1st progress report to OME delivered on 28Feb14:
- Request assessment data for SY2013-2014 at end of school year
- Set school year (SY 2013-2014) as baseline year for measurement of desired increases
- Implement new CNA/SDP changes for SY13-14
- Review data for SY2013-2014, define and prioritize performance gaps and recommend program course adjustments
- Compile data in accessible format
- Create FII
- Submit to OME by 01 oct 14

Activities discussed and agreed to complete	Aligns with SDP		Timeline (Completed by)	Responsible*								Completion		Notes/observations
	Goal #	MPO#		SC	D	R	I	LEA/LOA	SD	P	O	Date completed	Completion evidence located at	
4a.1 Request assessment data for SY2013-2014 at end of school				☻							SC DE as	**Thur 03 july 14 Sent**		**Waiting for assessment response**

														Follow up email
year												sessment	reminder email Monday 14 july	
4a.2 Set school year (SY 2013-2014) as baseline year for measurement of desired increases			Monday 04 august 14	☻	⛱									
4a.3 Implement new CNA/SDP changes for SY13-14			04 april 14	☻	⛱	🚲 ⚡		🔑	☺	👍	💣	Sent to LEAs/LOA 04 april	SCMEP 2014 application; also posted on Grants Management Grant opportunities website archived	Commenced with new MPOs created by CNA process ; work towards new MPOs by all stakeholders
4a.4 Review data for SY2013-2014, define and prioritize performance gaps and recommend program course adjustments			Wed 24 sep 14	☻	⛱									Dovetails with 2a.4 evaluate new MPOs for summer 2014; Final evaluation reports for summer due by 16 sep 14
4a.5 compile data in accessible format			Wed 24 sep 14	☻	⛱									
4a.6 create FII			Final to OME by 29 sep 14	☻	⛱									Commenced on 03 july, continued on 14 july 2014
4a.7 submit to OME by 01 oct 14			Final to OME by 29 sep 14	☻										

xvi. LEA/LOA Discussion

Following are the reports submitted by the LEA/LOA for Summer 2014, they are self- evaluation narrative discussions on the performance of their local MEP:

Aiken County Evaluation Narrative 2014

I. OSY

Meetings and interviews with farm employees were conducted to identify students' areas of weaknesses. Lesson plans were written and designed with a concentration on important information that workers needed while performing job duties and living in the local community for several months.

OSY were served with the primary goal of developing English language proficiency, assisting students in obtaining basic skills, and enabling students to become productive workers, family members, and citizens. Emphasis was placed on listening, speaking, reading and writing skills through oral readings, role playing, and comprehension activities. Word opposites, idioms, days of the week and months of the year were practiced orally at each class meeting. Students were taught proper greetings and introductions. They were also taught money values in order to facilitate daily shopping excursions and ordering from menus. Students received lessons on health and safety topics, including keeping cool in the heat, how to avoid transmitting diseases, avoiding work injuries, and the dangers of pesticides and insect bites. Health and safety issues were also taught with lessons on self-care and personal safety in the camps, fields, and packing sheds. Procedures on how to call for help, available medical facilities, and health care providers were shared with students. Automobile safety and correct driving procedures were also emphasized. The procedures for obtaining a US driver's license were discussed, as well as what to do when involved in a traffic stop and how to avoid a ticket. Traffic signs were also regularly reviewed.

OSY students were pre and post tested at each class meeting with tests focusing on the daily lessons, with the goal of a 10% gain for every student. These tests included vocabulary mastery, basic conversation, and math skills. Students were group according to pre test scores and teacher inventories. Non English speaking students met one-on-one with teacher aides to learn and practice basic and survival vocabulary, thereby preparing them to later rejoin the group lessons.

II. Priority for Service

Priority children were identified by the district recruiter in home interviews. Students who enrolled in districts in the middle of the academic year, moved temporarily before their academic year ended in another SC district, and are at risk of failing the basic academic standards were identified. These children received beyond the minimum contact hours of academic support either by certified teachers or the district recruiter. This information was documented with completed COEs and signed attendance rosters.

Intense ELA, math, and language lessons and practice were provided to these students with the intent of encouraging and maintaining their previously learned skills. Support materials included teacher-made lessons, school survival kits, and recreational reading books that these students could take with them to their next point of destination.

III. K-12

K-12 students were divided into a separate group from their parents with lessons on school readiness, language skills, reading, writing and math skills. Oral language development, including basic vocabulary and repetition, were taught, reviewed, and regularly practiced. Lesson plans were designed to build on students' strengths and improve and practice on students' weaknesses. Parent involvement was encouraged at all times,

and several participated in lessons with their children. School support lessons and activities were taught, including important information on how parents can best support their children's academics and school activities, thereby eventually earning a high school diploma.

Students were able to:

1. Decode and understand the meaning of words using word structure, sentence structure, and prediction

2. Automatically recognize familiar words

3. Comprehend the meaning of frequently used words

4. Focus on alerted study questions prior to reading an assignment

5. Practice reading for fluency

6. All students received low level high interest books to share with their families

Students were weaker in:

1. Recognizing unfamiliar words by using context clues

2. Writing skills, indicating a lack of knowledge/mastery of vocabulary and effective pre-writing strategies

3. Revising writing assignments to make certain that content structures and voice were similar

Rosetta Stone software was available for daily practice of the four communication skills: listening, speaking, reading, and writing. Teacher selected IPad apps were also available for additional English skills practice.

Figure 5-e Aiken 2014 Summer Evaluation Narrative Discussion

Narrative #1

Priority for Services (PFS) students were identified and served based on a combination of factors. Of these were (A) parent interviews, (B) home language survey (C) local enrollment information (D) MSIX data (E) ESOL consultation and/or (F) informal teacher observation and assessment.

During the enrollment process, recruiters interviewed parents to gather information to determine student's age, current grade level, performance function at previous school and major academic concerns. Parents also report frequency of relocation during the past 12 months to determine if education has been interrupted. The Home Language Survey, included in the interview assists in determining language usage in the home setting and Limited English Proficient (LEP) status. Parents were also asked to provide current report cards and any assessment information available. The local school system's Enrollment Specialist makes available current data for ESOL students.

Upon entry, the student's academic and assessment data is reviewed on MSIX by trained staff to locate background information and any evaluation results available. During initial days of enrollment, teachers involved students in activities that allow them multiple opportunities to observe and note the student's current level of performance.

Students who are identified as Priority for Services (PFS) were pretested using Compass Learning Educational Software (Test Builder) which targets and pinpoints student's specific strengths and weaknesses according to State Standards. Instruction was based on objectives targeting specific needs of students.

Younger students, who have most recently enrolled in school were administered the DIAL3 as their performance was not adequate on computer software due to maturity level and computer skills. Relevant student work samples were collected to assist in determining level of performance and instruction.

Students identified as PFS were first to receive small group instruction in the classroom and individualized pullout services from the ESOL teacher. Teachers tracked and documented progress daily, gather supporting work samples and consulted with ESOL teachers for necessary support. Students were given daily opportunities to practice and enhance skills using Compass Learning Skill Builder Computerized lessons designed to address specific needs.

PFS students were provided books and practice materials for carryover and "take home" use.

Narrative #2

The summer program identified 52 priority students. Of the 52 identified, 50 students were tested in Language Arts and Math. However, 6 of those students had no post test scores. It is important to note that testing results were largely affected by the student's attendance or abrupt withdrawals due to parent's high mobility.

The average pretest score for Priority Students in Math was 59. The average post test score was 70. Of the students administered both pre and post-tests, 36 made gains in Math.

The average pretest score for Priority Students in Language Arts was 61. The average post test score was 68. Of the students administered both pre and post-tests, 33 made gains in Language Arts.

Gains can be attributed to the small group and individualize instruction provided by classroom Teachers and ESOL instruction provided. The Computer Lab Teacher worked diligently with classroom teachers to provide activities that would strength student's skills in specific areas and provide additional practice during daily lab time.

Narrative #3

The summer program identified 32 other children (Not PFS). Of the 32 identified, 28 were tested in Language Arts and Math. However, 2 of those students had no post test scores. It is important to note that testing results were largely affected by the student's attendance or abrupt withdrawals due to parent's high mobility.

The average pretest score for other students in Math was 63. The average post test score was 74. Of the students administered both pre and post-tests 19 made gains.

The average pretest score for other students in Language Arts was 57. The average post test score was 72. Of the students administered both pre and post-tests, 20 made gains in Language Arts.

Gains can be attributed to the small group and individualize instruction provided by classroom Teachers and ESOL instruction provided. The Computer Lab Teacher worked diligently with classroom teachers to provide activities that would strength student's skills in specific areas and provide additional practice during daily lab time.

Narrative #4

Family Literacy activities were provided during the summer session through Camp Visits, Newsletters, Community Resource Agencies, Family Literacy Day/Open House and Survey opportunities.

Staff members visited 6 camps during the season to meet and establish a working relationship with parents, encourage involvement in school achievements and share home activities to promote reading and math skill improvement. Teachers reviewed newsletter activities, shared "Positive Discipline Tips" literature and distributed books and home practice workbooks to parents and children.

The MEP collaborated with the Beaufort County Library (St. Helena Branch) to offer a summer reading program to migrant families/OSY for a 3 week period. During this time, Library Staff visited and worked with students and families to promote reading and family home literacy. Families were provided access to the public library and given take home materials.

In addition, The Beaufort County Family, Adult & Children Services (FACES) Program provided parent education services through their "Traveling School Bus". Services included early literacy lesson, materials and parent newsletter.

The MEP sponsored its annual "Family Literacy Day" where all students, parents and OSY were invited to attend a 4 hour event centered on providing literacy lessons, mini parent workshops and available community resources. Of the topics offered were: Sharing Education Information when Relocating", "Literacy on the Go" and "Everyday Literacy Lessons". The S.C. State Library Provided a 12 month calendar of literacy activities in both Spanish and English.

Each teacher conducted mini sessions in their classroom based on grade level served. Presentations focus on (1) building parent's awareness of their child's present level of performance, (2) activities in the classroom during the summer session and purpose, (3) home activities that enhance literacy and math learning and (4) books and materials for take home use.

In addition to literacy sessions, parents were able to visit booths set up by community agencies in and around the local area. Each booth offered parents literature and materials to promote literacy, health, vocational, safety and outreach support. Of these were Volunteer Readers of the Low Country, Telamon, F.A.C.E.S. (Family Adult Children Education Services), BJCHS (Beaufort Jasper Comprehensive Health Services, CODA (Citizens Opposed to Domestic Abuse), La Isla Magazine, DSS (Department of Social Services), Beaufort County Library and S.C. Legal Services.

Literacy Day culminated with a clothing distribution, dinner and a family prize give away. The day serves as an excellent opportunity to build a true community relationship with the families served. A brief survey of parents insures that they understand how materials can be used and gives teachers feedback on effectiveness of presentations.

This season, 37 of 58 families attended the Family Literacy Day. Of the 37 in attendance, 100% completed a favorable survey.

Response #5 (Beaufort MEP—Program Evaluation Narrative for year ending on August 31, 2014)

Between September 1, 2013 and August 31, 2014, Team Beaufort identified 69 OSY in Beaufort County. Each OSY received support in the form of a Welcome bag containing personal supplies and information about the numerous services available to them in Beaufort and throughout South Carolina.

Each OSY was also tested for Survival English Competency. As a result we discovered that 64 (93%) of the 69 OSY identified possessed LEP (Limited English Proficiency).

There was a 52% drop in the number of OSY enrolled by August 31, 2014 and August 31, 2013. One contributing factor to this drop was the fact that Beaufort MEP ran out of funds at the end of June 2014 which effectively shut down our recruitment efforts. Another reason for the drop in enrollment is due to the aging population of migrant workers. Many workers we have enrolled in the past returned this year as usual, but a majority were over the age of 21.

Another potential reason for the reduction in OSY is based upon a common observation the OSY staff witnessed this summer. For some reason, it appeared that many workers claimed to be over the age of 21 when in fact, we often believed they were well within the age of eligibility. While this has happened in previous years, this year it was rampant. We question whether these workers have been told to avoid giving out their personal or perhaps they feel that our services just do not merit the energy it takes to attend classes after a long day in the fields. We do not know the answer, but it does cause some concern for the future the OSY classes within the camps.

An OSY Student Profile was completed for each student during the initial enrollment process. Since there seemed to be an unusual number of OSY concerned about their health (and dental health in particular), we focused our initial lesson on dental health and hygiene. Thanks to a donation of several hundred tooth brushes and boxes of tooth paste, we were able to give every OSY ample dental supplies.

This year we focused more on meeting the academic needs of the migrant students who attend schools in Beaufort County throughout the regular school year. All BCSD teachers who teach these students were contacted and made away that tutoring would be available for these students with the help of volunteers throughout the school year. The improved contact between schools proved to be beneficial to migrant students and their parents.

Narrative #6

N/A

All 3 and 4 year old migrant students were enrolled and served by East Coast Migrant Program

Figure 5-f Beaufort 2014 Summer Evaluation Narrative Discussion

CHARLESTON COUNTY SCHOOL

DISTRICT

MIGRANT EDUCATION PROGRAM

ANNUAL EVALUATION REPORT

NARRATIVE

2014

I. IDENTIFICATION AND SERVICES:

Charleston County School District (CCSD) qualified bilingual recruiters worked from May to July, usually from 5:00 p.m.-9:00 p.m., to identify and recruit migrant students, and record eligibility data on the Certificate of Eligibility (COE) form. Recruiters obtained data by interviewing the person responsible for the child, or the child him or herself, in cases where the child moves on his or her own, such as OSY students. Once students were identified and recruited, the COEs were turned in weekly to the state data person who entered the information in MIS2000.

Eligible migratory children were identified as having priority for service following the guidelines of the Needs Assessment (ESEA §1304(d); 34 CFR §80.40(a); Guidance, Chapter V). The identified students were most at risk of failing, the state's challenging state academic content standards and challenging state student academic achievement standards, due to their education being interrupted during the most recent regular school year .

Priority Student Information							
First Name	Last Name	Address	D.O.B	AGE	Grade	LEP	TYPE
				7	1	LEP	SU
				12	6	LEP	SU
				6	K	LEP	SU
				10	3	NEP	SU
				8	2	NEP	SU
				10	4	LEP	SU
				9	2	LEP	SU
				7	1	LEP	SU
				7	1	LEP	SU
				9	4	FEP	SU
				9	1	FEP	SU
				13	6	NEP	SU
				8	1	LEP	SU
			1Wy	11	4	LEP	SU
		vy		15	10	LEP	SU

SERVICES

Once the eligibility data was recorded, students started receiving educational services at Angel Oak Elementary and at the migrant camps. Educational services addressed the needs of migrant children consistent with the SEA'S comprehensive needs assessment and service delivery plan. Teaching was accomplished by qualified teachers.

Migrant Education Summer Day Program:
Priority children were identified by score results on the LAS (Language Assessment Scale); Success Maker to determine the students' skill mastery level due to interrupted education, failing or most at risk for failing (grades or assessments) and pre tests in ELA and math. Their identified needs were met by providing direct small group instruction, individualized instruction provided by an ESOL teacher, and computer Assisted Instruction through Success Maker Software

OSY Youth:
Priority young students were identified by finding out if they recently dropped out of school, and the number of grade level behind (retention). Their needs were identified by using the home language survey included in the certificate of eligibility and by oral interview with the student. Their identified needs were met through direct small group instruction and individualized instruction provided by a bilingual ESOL teacher.

Home Literacy Program:
Priority families were identified as parents of priority children identified for the summer and/or OSY Programs. The parents' needs were identified using a pre test and brief oral interview. Their identified needs were met through direct small group instruction or individualized instruction provided by a bilingual ESOL teacher; providing a selection of books, strategies, and ideas for sharing with their children to support their literacy learning. Encouragement was given to act as positive role models for their children via having parent/child interaction via the reading process.

Pre-k students' needs were identified through parents being interviewed by the bilingual parent educator about the developmental level of their children and teacher observations. Their identified needs were met through direct small group or individual instruction to parents about social-emotional development of the children by bilingual parent educator. Direct small group or individual instruction to pre-k students concerning improving their social and emotional development as well as their school readiness skills was also provided by a bilingual parent educator. Instruction of improvement of communication skills in children, including talking and listening while reading to the children from age appropriate books as well as working on physical activities, was one of the main tasks of the bilingual parent educator.

II. Measureable Outcome results for Reading and Math assessments for <u>Identified Priority Children</u>

Student gain of the priority students was determined by comparing the pre and post test results in reading/language arts and Math using the Metro Early Reading Test and the ABC Teach for Math Concept Test respectively. Out of 15 priority students, seven (7) students were pre and post tested. Three (43%) of the students increased 1- 6.5 points in their post test and four (57%) improved from 2.5– 31 points in their post test. Thus, 100% of priority students who were pre and post tested made gains between 1 and 31 points in ELA and Math.

This goal was accomplished due to teachers following key strategies recommended by the state delivery plan needs assessment. They provided intensive ELA and math instruction during summer school and provided small group and individualized instruction utilizing appropriate curriculum, instructional strategies, and materials addressing migrant ELA's as well as Math's unique needs.

III. Measurable Outcome results for Reading and Math Assessment for <u>All summer Program Participants</u>

Our goal was that, by the end of summer 2014, 25% of migrant students, who are English learners, who participated in at least 3 weeks of English language arts and math instruction, would demonstrate a gain between pre- and post-test and or portfolio assessment in reading/language arts and math.

Student gain was determined by comparing the pre and post test results in reading/language arts and Math using the Metro Early Reading Test and the ABC Teach for Math Concept Test, respectively. Twenty one (21) students completed three weeks of instruction, but six of those students exited the camps, suddenly, and were not post tested. From the 15 students that were pre and post tested in ELA, 14(93%) of the students showed improvement in the post test in ELA. One student (7%) showed no gains in the post test score in ELA. The average pre test score in ELA was 69 and the average post test was 76 with an overall gain of 11%.

From the 15 students that were pre and post tested in Math, 15(100%) of the students showed improvement in the post test in Math. The average pre test score in Math was 51 and the average score in the post test was 77 with an overall gain of 15% in math. Thus the goal was met.

IV. Measurable outcomes results for home-based services for migrant Family Literacy

Instructional services to parents were provided under the home literacy program through on-site group classes with our home literacy outreach team. The team consisted of 1 bilingual certified teacher and 1 bilingual parent educator. This team removed barriers through facilitating flexible scheduling for the parents and provided evening instruction. They taught parents basic math skills, ESL, life skills, health education, safety nutrition, and how to navigate community resources.

A total of thirty two (32) parents were provided a pre test to measure their English skills. Data was collected on the basis of whether they were able to write, speak about or understand English of, at minimum, the first four questions of the test: 1) Hello. How are you?, 2) What is your name? , 3) Where are you from?, and 4) How long have you been in the United States?

Of the 32 parents involved, 13 departed the camps suddenly so they were not post tested. From the 19 participants that were pre and post tested, 18 (95%) of the participants showed improvement in the written post test. Four (4) (26%) were able to answer all the 20 questions of the post test; six (6) (32%) were able to answer 2 more questions in comparison to the pre test; 3(16%) were able to answer 3 further questions in comparison to the pre test; 4 (21%) were able to answer 4 more questions in comparison to the pre test; and (5%) were able to answer the four (4)questions only orally. Ninety Five per cent (95%) of all of the participants showed improvement in speaking and writing with at least 4 basic questions and 5% showed improvement orally, only. Thus, the goal was met.

In addition to our group lessons, parents also received support services and materials. The support services provided were based on each participant's individual needs, such as interpreting services, medical referrals, and clothing. Parents attended the literacy/health fairs which were sponsored in partnership with East Coast Migrant Head Start project, MUSC Hispanic Health Initiatives, and Franklin C. Fetter. Other organizations which participated included, Charleston County Victims' Advocates, Lowcountry AIDS, Torres Law Firm, Charleston Mental Health, Wells Fargo, Anytime Fitness, Family Connection, the Public Library, and Faith organizations. At the literacy/health fair at Brown Camp on Johns Island, held on June 17, 2014, thirty five adults and eleven children attended. At the Hollywood Camp Literacy/health fair held on June 19, 2014, seventeen adults and one child attended. Twenty seven adults and twelve children attended the Rackity Hall literacy/health fair on June 24, 2014. At the second Hollywood literacy/health fair on June 26, 2014, fifteen adults and one child attended. Seventeen adults and fourteen children attended the Rackity Hall literacy/health fair on June 26, 2014.

Health education was provided, at the fairs, to migrant children whose ages ranged from 3-21 years old. This education included native language developmental and mental health screenings. OSY and parents were provided with physical and health screenings, such as STDs, HIV testing, BP, and glucose.

V. Measurable Outcome Results for Out of School Youth

Our goal was that by the end of summer 2014, 25% of OSY who received educational services through the Migrant program would show improvement in ELA and Math scores.

A total of 42 students were identified and 23 were served this summer. Twenty nine 29 students were pre and post tested (including summer 2014 and fall 2013) and all of them (100%) showed improvement in their post test.

Twenty (20) students received at least 3 hours of instructional services. Out of the 20, eighteen (18) students were pre and post tested and demonstrated an increase on ELA and Math scores as indicated in the pre and post test results given as part of the SOSOSY mini lessons. Five (5) (28%) improved from 8 – 20 points more in the post test score; 10 (55%) improved from 30 – 65 points more in the post test score, and 3 (17%) improved from 80 – 100 points. Therefore, 100% of the pre and post tested students increased their scores in ELA and Math. Some of the SOSOSY lessons the ESOL teacher used concerned greetings and personal information, being at a restaurant, visiting a doctor, and being at a store.

VI. School Readiness
Measurable outcome results for school readiness
Our goal was that by the end of the summer 2014, after participating in at least 2 weeks of instruction, 50% of 3-4 year old migrant children will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Eight (8) children ages 3-4 years old completed at least two weeks of instruction. Five (5)(62.5%) out of 8 children ages 3 – 4 years old, were pre and post tested on their developmental skills in language/literacy and math. All of them (100%) showed improvement. Two (2) students (40%) were able to perform 5 more activities in their post test; two (2) students (40%) were able to perform 4 more activities in their post test; and one (1) student was able to perform 2 more activities in the post test.

The focus of instruction provided by a bilingual parent educator was on communication and math skills with support regarding development of fine motor skills and gross motor skills. The parent educator used the milestone observation tool specifically designed for 3 and 4 year old children in the parent educator resource book. The basic indicators used to measure progress were based on the following: stating one's name, naming up to eight pictures, sort toys by one characteristic (like color or shape), playing by themselves for a short period of time; pointing to five to six body parts; completing simple puzzles; copying example letters; answering simple questions and counting up to five items, as well as and expressing affection and a range of emotions.

This goal was accomplished by following the strategies suggested by the state delivery plan needs assessment. The bilingual parent advocate and the bilingual ESOL teacher provided home based school readiness instruction that reflected developmentally appropriate strategies, ensuring that curriculum and instructional materials were in place. The early childhood teacher provided school based instruction to the children. Parents were provided with bilingual pre-school books.

Parents Participation in the Children's Academic Development
Our goal was that by the end of summer 2014, 25% of parents of migrant 3-4 year old children, receiving content-based outreach services, will demonstrate an increased awareness for helping their child in school and better assist their children in developing ELA and Math skills.

This goal was met since five (5) (100%) of the parents of 3-4 year old children surveyed, reported that development and materials received by the bilingual parent educator and the bilingual ESOL adult teacher at the migrant camps were very helpful.
A total of thirty one (31) parents whose children were enrolled in the migrant education program completed the parent survey. This survey evaluated how beneficial were the lessons provided by the instructors on how to better assist their children on English, Math, as well as how to raise them properly (Parenting skills); 17 (55%) responded that lessons received by instructors were substantially helpful; 7 (22.5%) indicated that services provided were very helpful, and 7 (22.5%) reported that lessons received were somewhat helpful. Thus, 100% of parents surveyed reported that MEP sponsored parent development training and materials received by instructors enable them to better assist their children to develop their ELA and Math skills.
The bilingual parent educator also provided parents with lessons regarding improving parenting skills. The bilingual parent educator and the ESOL adult teacher also provided family literacy outreach classes and resources to parents - as well as OSY with young children. Also, we partnered with providers and other community resources, such as East Coast Migrant Head Start Project and public libraries, to provide additional school readiness services.

Professional Development
1) By the end of the summer of 2014 MEP, 50% of migrant instructional staff will report on a staff development survey that MEP-sponsored professional development in school readiness has helped them to more effectively deliver high quality instruction.

This goal was met because 3 (2 teachers and one parent educator) (100%) reported that professional development received helped them to more effectively provide instruction to 3 and 4 year old children. Instructional materials purchased from Teacher Created materials were also very helpful in teaching school readiness skills to 3 and 4 year old children.

2) By the end of summer 2014, 80% of the MEP staff receiving at least 3 hours of professional development related to the migrant lifestyle and/or instructional strategies, will report being better prepared to deliver services for meeting migrant student needs.
This goal was met because all MEP staff (100%) indicated that the professional development not only helped them to better deliver instructional services in ELA, Math, and School Readiness but helped them to better understand the students and families' needs. Following the recommendation of the state delivery plan needs assessment, MEP staff was given opportunities to visit migrant camps and meet OSY. All the MEP staff saw, first-hand, how the migrant children and parents live. They were surprised by the degree of poverty their students lived in. They interacted with the parents and children. The children were very happy to see their teachers, teacher assistants, nurse, and program coordinators. It was a very rewarding experience for all concerned.

Figure 5-g Charleston 2014 Summer Evaluation Narrative Discussion

Clarendon District 3 Program Evaluation Narrative – Summer 2014

I. Describe how **priority** children were identified and received priority service. Include a list of the identified priority for service (PFS) children served within the summer program for the minimum number of hours to count for services, with full name, date of birth and grade level (using summer program classes as an extension of the regular school year just concluded).

Priority for Service Students – Clarendon District 3 Student Name	Date of Birth	Grade Level
	2005	3rd
	2005	3rd
	2003	3rd
	2005	3rd
	2001	5th
	2002	6th
	2001	7th
	2004	3rd

Priority for Service children were initially identified through interviews conducted by the district recruiter in home visits before the program began and later at the school with the parents and students by the director and staff. During the interviews children were identified who had had their education interrupted in the fall of the year. The program director was able to verify qualifying moves in the last school year in MSIX. Despite efforts to study the standardized test scores from other states, this was not achieved. Although some scores were available on MSIX, the numbers listed provided no interpretation of the scores. Therefore, the director, recruiter, and teachers had to rely on information provided by the families.

The students were administered a pretest in English Language Arts and in Math. Based on the pretest scores, students were instructed at the level in which they could achieve success and still make gains and progress during the summer program.

Students who were determined as priority children received additional instruction daily by a certified teacher each day they attended the program. This was in the form of small groups and also one on one instruction in addition to the whole group instruction. Teachers taught skills the students showed weaknesses in on the pretest. Teachers also worked on strategies that would help the students with any skills or problems they may encounter as they are learning beyond the summer school setting. Students were given educational materials to take home to help with their weaknesses. A peer student was assigned to work with these students when the teacher was working with another student one on one.

III. Provide the measurable outcome results for Reading and Math assessments of achievement **for all other** summer program participants. Include discussion of achievement data based upon pre- and post-testing in Reading and Math and any ESOL service provided.

All other students who participated in the Migrant Summer Program were also given a pretest in English Language Arts and math. Students who were given the pretest had an average of 67 percent correct on

the ELA pretest and a 68 percent correct on the math pretest as a group.

Students in grades kindergarten through fourth grade were taught using a curriculum purchased for the Migrant Summer Program in past years. Teachers supplemented with materials to enhance the lessons and materials to provide extra and authentic practice for the students. Due to the wide age range of the oldest students, teachers used grade appropriate materials to provide instruction and practice in a variety of levels.

Students were also given the opportunity to visit the library once a week and utilize the Accelerated Reader program. Teachers also made use of the computer lab allowing students to practice math and reading skills online with programs such as MAP Math and MAP Reading.

Students who attended the program at least three weeks were also given a post test in English Language Arts and math. The students who were administered the post test in ELA had an average of 83 giving them an overall gain of 16 points. These students had an average of 82 on the math posttest which gave them a 14 point gain on the math as a group.

IV. Provide the measurable outcome results for any migrant program instructional activity and/or home-based services provided for migrant Family Literacy. Documentation of scheduled program activities and/or services provided must be available for onsite or desk review.

To promote migrant parent involvement, information on ways parents could assist their children was sent home weekly. Weekly papers and work was sent home with the students on Thursday, indicating the areas in which the student was excelling and areas in which more practice was needed. Along with the reports, teachers sent extra practice so the students would have materials to work on. Parents were sent newsletters and flyers concerning services offered in our town as well as in the county. Parents were invited once a week to read with their students on the day the students visited the library. We did not have any parents who attended any of the Tuesday library visitation days. At the end of the program a newsletter was sent home concerning registration for the new school year along with information about the beginning of the school year. Many parents registered their children during registration instead of waiting until the first day of school.

We struggle getting our parents to attend any activity held at the school during the day. Most of our parents work and need to work. Any time we need them, we contact them by telephone. They always respond to the need or request.

V .Provide measurable outcome results and summarize an evaluation of any instructional or support services provided through this program to eligible migrant Out-of-School Youth (OSY).

Due to limited resources in personnel and funding, Clarendon District 3 is unable to provide instructional or support services for eligible Out-of-School Youth at this time. The middle school and high school students are monitored by our recruiter and his wife who are both teachers at the middle and high school. Many of the parents of these students registered them during our district school registration.

VI. Provide measurable outcome results if the optional School Readiness is a program component.

Clarendon District 3 encouraged parents to utilize services provided by East Coast Migrant Head Start Project in Manning or Lake City. Most of the parents chose this as an educational choice for their younger children. We had two four year olds in our program this summer.

These students were given an age appropriate pre-assessment screening. Instruction followed based on the screening. Data was collected on these students via checklists, portfolios, and a posttest at the conclusion of our program. These students were taught whole group lessons with our other kindergarten students. In addition, they were instructed in a small group and individually by the certified teacher or the highly qualified instructional assistant.

Activities and suggested ways to assist young children were sent home by the teachers throughout the program. At the end of the program, the students were given packets to help them as they continue their education in other areas.
During initial home visits made by the recruiter, materials and information was shared concerning the importance of collecting and keeping school records and documents for each child from each school or state.

Both of the four year olds were able to attend the summer school program. They both made gains from the pretest to the posttest. One of them demonstrated proficiency on the assessments, checklists, and portfolios measuring developmental skills in language/literacy and math.

Figure 5-h Clarendon 3 2014 Summer Evaluation Narrative Discussion

Colleton 2014 Summer Evaluation Narrative Discussion

I.   Priority for service students were identified as those who had a change of school district during the immediate past regular school year (2013-2014) and were also at risk of failing. Sources used to identify PFS students were varied. We used much information from the MEP staff collective memory. All but two of the teaching staff had served in Colleton MEP summer school for several years, and all of the teaching and office staff were from Bells Elementary School. The MEP coordinator started the original Colleton MEP program and is an experienced ESOL teacher with Colleton School District. The state MEP recruiter who serves Colleton County School District had a year's previous experience serving the MEP summer school and conducted OSY classes at migrant locations in the school district and in camps in neighboring Hampton and Bamberg counties. The bus driver has much experience both at Bells Elementary and in driving for previous MEP summer school programs. We also had access to the previous summer's COEs. Our staff knew the families of many migrant students from previous years and had visited most of the local migrant housing areas. To give an example of priority for service identification and service, we will use three sisters from the A. family. These sisters had not been in Colleton district the previous school year, but the program coordinator, elementary teacher, and data transfer person remembered them from years past, and therefore remembered some of their educational and transfer history. We checked old records in Power School. We identified one sister as overage for the grade and intervened after the school year resumed with promotion to the appropriate grade level. We will follow up with a letter stating her summer and regular school year experiences when she moves to Florida, in hopes of preserving her gains. We screened these sisters with a Wide Range Achievement Test 4 (WRQT4) during MEP summer school. The sister we promoted showed gains in all areas of achievement after good teaching in a little over three weeks. She gained 59 points on her Orchard reading score and 9 points in math. Math is still a weakness. One other A. sister is in better shape, and the middle school sister needs some way to recover a grade level before high school. There are other students in similar situations that we screened in MEP summer school. We gave them all differentiated instruction daily in four different instructional settings.

We recorded risk factors for most of our PFS students on an Excel spread sheet. The risk factors we noticed most were school mobility, poor scores on anything major in reading or math, poor attendance, LEP (75 of our 77 students), the record of an IEP, and being overage for grade. We also counted middle school age as an informal risk factor. Some students who are not first priority for service are just as needy as others, but they have reduced recent school mobility

High priority for Service Students by name, grade level and date of birth
6th, 01
2nd, 05
5K, 08
4th, 04
2nd, 05
2nd, 06
5th, 02
3rd, 03
4K, 09
P4,
1st, 07
P4,
5th, 02
8th, 00
4th, 04
3rd, 05
1st, 07
P4, 09
5th, 04
9th, 99
P6, 08
5th, 03
1st, 06
1st, 06
1st, 07
3rd, 04

II.   **Identified Priority Children-Reading and Math Assessments**

Of the 8 identified priority for service students screened on the Wide Range Achievement Test 4 (WRAT4) no kindergarten and below students were selected. Other students were selected because MEP staff knew of problems in their school history. No students in this group scored above average or superior in any categories on the standard score profile. This profile is in comparison to a nationally normed sample. Most reflected an average or below profile in the tested areas of word reading, sentence comprehension, spelling, math computation and reading composite. There were no standout areas, and the variation between scored areas seemed normal. Word reading was more often than not the lowest score. One retained first grade student who seems to read aloud with fluency in English and Spanish had an exceptionally low spelling score. Most of these students had percentile ranks in all tests in the lower bottom quartile, but 6 of the 8 students showed gains in three or more areas after only three or four weeks of teaching. Of the two students who showed little gain, one had low percentile scores, and one had some scores in the third quartile. Reading gains for this group on the Orchard reading pre and post

tests were modest >20%. One student in this group actually dropped in reading, the only student in the MEP summer school to do so. Math gains in Orchard were less than in reading, but all showed some gain.

III.   **All Other Summer Program Students**

Of the 16 students in this category, compared to high PFS students, standard score profiles on the WRAT4 were generally higher. Only one student had scores in the superior range, and one other student had an above average score. The average range was more common for this group. Orchard reading pre and post- test gains for this group were also modest. However, one of our retained students who has been with us a little over a year, made one of the only three 100% scores on the Orchard reading post-test. Orchard math showed modest gains also for this group. This same retained student scored 100% on her math post-test, one of only three 100% scores.

IV.   Home based services consisted of home visits from the MEP program coordinator, the state migrant education recruiter, and the university intern. The MEP coordinator sent home popular children's trade books to 39 grade one and above students. MEP teachers sent home bi-lingual ability leveled books from the Reading A to Z program. Communication in Spanish was provided by an MEP tutor, and surveys and registration forms were in Spanish. Four staff members rode the MEP bus several times to get a better understanding of both transportation and the situation in migrant homes. Parents were invited to an MEP graduation ceremony, and the MEP staff coordinated with the staff in the local East Coast Migrant head Start program. We share many children from the same families. At least five younger students transferred to Head Start when it began a week after our MEP summer program. Many families visited with us in the mornings and afternoons while delivering, registering, and picking up children. Since the end of MEP summer school, the MEP coordinator has mad at least 10 visits to migrant families.

V.   N/A

VI.   Evaluation of school readiness was through teacher surveys and observation. We have recruited several children into our 4K and 5K programs who were with us during MEP summer school or who had older siblings and family at MEP summer school. This knowledge of priority for recruiting came from our experiences in MEP summer school children and from the advice of the state MEP recruiter and the summer intern. The MEP summer school bus driver was also a source of advice on which families to recruit first.

Figure 5-i Colleton 2014 Summer Evaluation Narrative Discussion

East Coast Migrant Head Start Project- Program Evaluation Narrative

South Carolina Direct Services served children in St. Helena, Manning, Johns Island, and Colleton County this year. As of August 29th, 2014, South Carolina Direct Services had served 178 new enrolls (these are children who have not been served earlier in the year at another East Coast Center). Of these children, 98% were low income (below the federal poverty line) and 2 percent were over income 1 (between 100% and 125% of the poverty line). 160 of these children were designated as migrant children, and 18 were designated as seasonal. 82% were designated as homeless under the McKinney-Vento Act.

To meet Head Start Program Performance Standards based on the Head Start Act parents of children enrolled

in our centers take part in the Parent Education plan. This Plan has many required trainings which the majority of parents receive. These include substance abuse, child abuse and neglect, domestic violence, opportunities for continuing education, medical and dental health education, nutrition education, mental health education, parenting skills, and transition to school. Every center also works to involve our fathers more in education of their children through the Fatherhood Initiative Implementation Plan.   Lastly, we offer a parent skills training class called Abriendo Puertas which prepares parents to be their child's first teacher, as well as primary advocate.

East Coast Migrant Head Start Project develops a School Readiness Plan that includes the five essential areas of learning and development as identified by the National Education Goals Panel. The five essential areas and the corresponding domains are physical development and health, social and emotional development, approached to learning (which include creative arts expression, and approaches to learning), language and literacy (which includes English language development), and cognitive and general knowledge (which includes mathematics knowledge and skills, science knowledge and skills, logic and reasoning, and social studies knowledge and skills. The framework is divided into domains, elements, and examples that represent the overarching areas of child development and early learning essential for school and long term success. All 178 children served by East Coast Migrant Head Start Project this season took part in this School Readiness Plan.

Figure 5-j East Coast Migrant Head Start Project (ECMHSP) 2014 Summer Evaluation Narrative Discussion

6. Conclusion

Presented within this evaluation were results and discussions pertaining to the education of migratory students in South Carolina from the most recent results. The results and discussion hinged around the general state wide testing for all students, and migrant student specific program operations.

The function of the South Carolina Migrant Education Program (SCMEP) evaluation is to assess the results of the program and its implementation. However, the raison-d'être of this evaluation is to improve services for migrant students in South Carolina via the Continuous Improvement Cycle[41]. This evaluation also serves to respond to corrective actions issued to SCMEP by the U.S. Department of Education's (ED) Office of Migrant Education (OME) on 27 September 2013[42].

Furthermore, this evaluation is to assist in the creation of the update to the CNA/SDP for 2014-2016. The SDP is an organic document, created with the intent of being a living document reflective of the needs for SCMEP improvement of services for migratory students in South Carolina. Rendering the SCMEP, as reflected in the CNA/SDP, more efficient and effective is a continuous practice; a feedback loop in which the CNA/SDP is to serve as the mirror and the SC MEP evaluation, the image.

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[41] Section A.1 of the *Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors (Summer 2012)*. Developed by the U.S. Department of Education Office of Migrant Education through a contract with the SERVE Center at the University of North Carolina-Greensboro.

[42] Official correspondence (27 Sep 2013) to Dr. Mick Zais State Superintendent of Education, South Carolina Department of Education, from Dr. Lisa Ramírez, Director, Office of Migrant Education, Office of Elementary and Secondary Education, U.S. Department of Education. Unpublished document.