

# State Evaluation Title I, Part C Migrant Education Program (MEP)

GCEL Conference  
March 2015



# Compliance: Legal Reference for Program Evaluation

## Statute

Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965 – Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D)

## Code of Federal Regulation

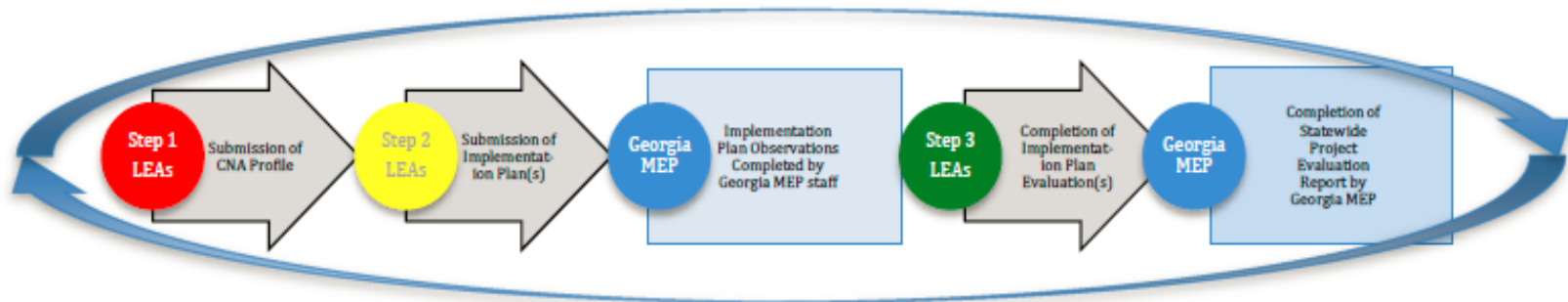
34 CFR 200.1-200.8; 200.83; 200.84; 200.85

## Guidance

Non-Regulatory Guidance, October 2010, pp. 96 - 107



# Georgia MEP Continuous Improvement Cycle



# Evaluation Process

- 2013-2014 School Year
- Data reviewed
  - Implementation Plan Evaluations
  - Observation of Services (GaDOE and LEA staff)
  - Fidelity Self-Reflective Checklist
  - State Assessment Data
    - Migrant compared to Non-Migrant
    - Migrant PFS compared to Migrant Non-PFS
- Analyzed information; created recommendations
- Updated MEP Service Delivery Plan



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# Implementation Plans (IP)

- It is important to remember that the LEAs set the measurement goal for the IP, collect the data, analyze it, and provide final result to the MEP.
- Measurement of goals are based on the 6 state goals.
- The measurement tool is created by the LEA (pre/post assessment).
- IPs are grouped by grade band; results are submitted by grade level.



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# Results

- Wide variety of service delivery in the LEAs; decisions for services based on local CNA
- Many migrant participants showing growth on local and state assessments
- Many IPs include participants who meet/exceed the projected outcome
- SSP/Tutors report services are occurring as planned; coordination with inclusion teachers is improving; increased confidence when tutoring or during small group pull-out



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# Results

- Participant performance and results within IPs (PFS and non-PFS) is not clear based on current reporting format
- Gaps are evident when comparing Migrant and Non-Migrant; PFS and non-PFS on state assessments
- Significant Math and Reading gaps between PFS and non-PFS on state assessments
- IPs are occurring as planned; IP Evaluations are submitted. Variance in determining projected outcome success (pre/post) = difficult to compare across districts.
- Lack of awareness or consistent use of research based instructional strategies by migrant funded staff





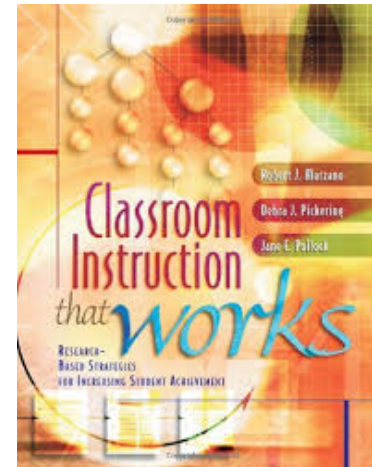
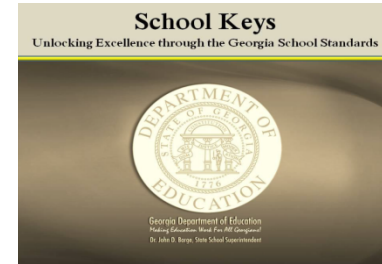
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# Recommendations

- Emphasis on research based instructional strategies for all content areas; professional development for MEP staff
- Professional development for writing, math, reading instruction for MEP staff
- Tightening of the IP projected outcomes for comparison and growth measurements
- Continued focus on preschool services and material development; OSY material development

# Instructional Strategies

- Georgia School Keys
- Research from Marzano:
  - Providing feedback
  - Cooperative learning
  - Advance organizers
  - Questioning techniques
  - Similarities and differences
  - Goal setting
  - Reinforcing effort
  - Summarizers
  - Graphic Representations
  - Reciprocal teaching



# Research (Marzano)



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## Categories of Instructional Strategies That Affect Student Achievement

Strategy	Effect Size	
• Identifying Similarities and Differences	1.61	
• Summarizing and Note Taking	1.00	
• Reinforcing Effort and Providing Recognition	0.80	GaDOE Professional development for MEP staff will focus on these strategies.
• Homework and Practice	0.77	
• Nonlinguistic Representations	0.75	
• Cooperative Learning	0.73	
• Setting Objectives and Providing Feedback	0.61	
• Generating and Testing Hypotheses	0.61	
• Questions, cues, and advance organizers	0.59	



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# Revisions to the SDP

- IP Evaluations adjusted in FY15 to ask LEAs to give the exact number of PFS and Non-PFS who met the goals
- Focus on instructional strategies found to be successful
- Resource and material development



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