

Migrant Education Program 2012-13 State Evaluation Report

February 2014



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us



Commonwealth of Pennsylvania

Tom Corbett, Governor

Department of Education

Carolyn C. Dumaresq, Ed.D, Acting Secretary

Office of Elementary and Secondary Education

Rita D. Perez, Acting Deputy Secretary

Bureau of Teaching and Learning

John E. Weiss, Acting Director

Division of Student Services

Carmen M. Medina, Chief

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Teaching and Learning
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

Voice: (717) 787-8913
Fax: (717) 783-6617
TTY: (717) 783-8445
www.education.state.pa.us

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

Table of Contents

Executive Summary	1
Introduction	10
Program Description	10
Evaluation Design	11
How To Use This Report	12
Findings	14
Demographics	14
Student Needs and Service Delivery	18
State-Provided Professional Development	39
Project Area Monitoring	40
Project Area Monthly Reports	41
Summer Programs	44
Parent Survey	53
Student Outcomes	59
Service Delivery Plan Goal Achievement	82
Government Performance and Results Act Measures and State Profile	84
Government Performance and Results Act Measures	84
State Profile	85

Executive Summary

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) exists to supplement the education of children of migrant workers. PA-MEP is funded through a federal formula-driven allocation for the state and each project area based on child count and mobility factors. PA-MEP serves a varied population of children from birth through age 21 and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP provides a wide range of services such as: supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and efforts to increase parent involvement.

Children and youth are identified and recruited to PA-MEP based on several eligibility criteria¹:

- The child is between the ages of three² and 21 years old and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migrant worker or has a parent, spouse, or guardian who is a migrant worker;
- The child has moved within the preceding 36 months in order to obtain/seek employment or accompany/join a parent, spouse, or guardian in obtaining/seeking temporary or seasonal employment in qualifying work, and that employment is a principal means of livelihood; and
- The child has moved from one school district to another.

PA-MEP divides Pennsylvania into nine project areas for program implementation and management. Each project area has a manager who oversees operations and reporting responsibilities (three individuals manage more than one project area). Each project area manager reports to PDE's Bureau of Teaching and Learning. Each project area has a staff of individuals handling various aspects of program implementation, including student support specialists, data specialists, and recruiters.

EVALUATION DESIGN

The purpose of the PA-MEP state evaluation is to examine program implementation and results and build capacity within project areas to examine results and make programming decisions based on evaluation findings. The questions that this evaluation answers include:

- To what extent are programs being implemented?
- Are migrant students meeting state accountability targets?
- To what extent are programs for migrant students impacting student outcomes?

¹ Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 <http://www2.ed.gov/programs/PA-MEP/PA-MEPguidance2010.doc>

² While the focus of the program is on children and youth who are three years old or older, PA-MEP is also permitted to serve children under three years old.

PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of PA-MEP for the 2012-13 program year, which is required to fulfill federal requirements under 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):

34 CFR 200.84 - Responsibilities of SEAs for evaluating the effectiveness of the PA-MEP. Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA.

In analyzing the program's implementation and outcomes, evaluators examined extracts from MIS2000 (the PA-MEP database), student results on state academic and English language acquisition assessments, student data from the Kindergarten Readiness Checklist, monitoring reports, and project area data. Evaluators collected data from state³ and local sources and then analyzed data overall for the state, for each project area, and by student category, English fluency, and/or Priority for Service status, as applicable.

DEMOGRAPHICS

A total of 5,352 children and youth were enrolled in PA-MEP for at least one day from Sept. 1, 2012 through Aug. 30, 2013⁴, which is a 1.7 percent increase from the prior year (2011-12).

At 68 percent, the largest group falls into the school-age category based on the child's or youth's earliest enrollment record for the year, followed by 19 percent who were not yet of school age (birth to age six, not yet enrolled in K-12 school), and 13 percent who were out-of-school youth.

Most of the PA-MEP population was made up of individuals who identified themselves using federal race options as Hispanic (73 percent of 5,352 children/youth). Relatedly, Spanish was the most common home language (70 percent), followed by those with a home language designation of Nepali (19 percent), English (3 percent), or another language (7 percent).

PROGRAM IMPLEMENTATION

Project area staff conduct a needs assessment for each child and youth in order to identify risk factors that may influence success. PA-MEP staff are to use the results of this needs assessment

³ The evaluation team completed the necessary confidentiality protocols for data collection at the state level.

⁴ The PA-MEP fiscal year runs October 1 through September 30. Evaluators used an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how data is attributed.

as a tool to match children and youth with services. Needs assessment data was available for 5,134 children and youth (96 percent of children and youth)⁵.

Based on the initial needs assessment, 45 percent of 5,134 children and youth in 2012-13 were identified as Priority for Service, a designation used throughout the evaluation report to indicate individuals who have certain risk factors. Staff are to use this determination to serve Priority for Service children and youth first or to prioritize individuals for service when resource limitations exist. The out-of-school youth group had the highest percentage designated as Priority for Service at 79 percent of out-of-school youth. The K-12, or school-age, group had the lowest percentage determined to be Priority for Service at 36 percent of K-12 students.

Because of the volume of findings related to needs assessment and service delivery, a selection of findings related to priority areas are shared here. Additional information on needs assessment can be found in the Findings section of this report.

Overall, 85 percent of children and youth age three or older (4,802) were not fluent in English. Based on analysis of service data, 87 percent of nonfluent children and youth received English language-related services or support. By Priority for Service status, 88 percent of nonfluent, Priority for Service children and youth received English services, compared to 85 percent of non-Priority for Service nonfluent children and youth, providing evidence that Priority for Service individuals received priority for service delivery.

Preschool enrollment is one of the areas included in PA-MEP's Comprehensive Needs Assessment and *Service Delivery Plan*. Of children age three and older and not yet enrolled in K-12 school (579), 54 percent were enrolled in a preschool program.

School year interruption is a main component of the K-12 needs assessment and in determining Priority for Service status for K-12 students. School year interruptions are defined as a move within the past 12 months due to the migrant lifestyle (not for vacation or illness), an absence of 10 or more consecutive days of school within the past year, or a move during summer term when summer education was a necessary component of the child's education. Slightly more than a third (36 percent) of 3,517 K-12 students had a school year interruption.

According to initial needs assessment entries, 77 percent of K-12 students were not proficient in reading and 72 percent were not proficient in math, based on several identified methods (of 3,517 K-12 students).

Of students not proficient in reading (2,720), 97 percent received supplemental reading services. Further analysis revealed that 98 percent of Priority for Service students with a reading need received supplemental reading services through one or more category, while 96 percent of non-Priority for Service students received supplemental reading services, providing evidence that Priority for Service students took priority for service delivery.

⁵ All but one individual not having a needs assessment can be explained for valid reasons including a very brief enrollment/eligibility period, being younger than three years old (needs assessment not required), leaving the area, or the family refused services.

Of students not proficient in math (2,520), 95 percent received supplemental math services. Further analysis indicated that 96 percent of Priority for Service students received supplemental math services, compared to 95 percent of non-Priority for Service students, providing evidence that Priority for Service students took priority for service delivery.

Out-of-school youth have several options for education support and their needs assessment reflects some of these, including interest or participation status related to English as a second language programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. With the exception of English programs, and to a lesser extent job training, out-of-school youth were generally uninterested in educational programs.

The majority of out-of-school youth left school because they needed to work (80 percent).

While this year's evaluation focused on service delivery with regard to specific need categories, evaluators also examined service delivery overall, as this is an element of federal Government Performance and Results Act measures for PA-MEP. Of the 5,352 children and youth enrolled one day or more during the 2012-13 year, 96 percent were coded as having received services through one or more categories based on service delivery and supplemental program data. Of the 235 children and youth not having any service delivery or supplemental program data, all can be explained by being younger than three years old, enrolling at the end of the program year, having a short enrollment, aging out of the program, timing of their recruitment and *Certificate of Eligibility* approval, or the family refused services.

Additional program implementation information can be found in this report's Findings section.

STUDENT OUTCOMES

Kindergarten Readiness

PA-MEP provides a structured method of determining kindergarten readiness for needs assessment and examining changes in kindergarten readiness over the course of the program year. The Kindergarten Readiness Checklist is an instrument that resulted from the School Readiness Expert Group working on the *Service Delivery Plan* and can be administered up to three times per year: the beginning of the program year or upon a child's identification (during regular term); at the end of the school year; and at the end of the summer. A total of 253 children who were four years of age or older as of Sept. 1, 2012 were included in analysis, of which 123 (49 percent) had a Priority for Service designation. Results for children's last assessment, regardless of its timing, indicated that of the 253 children, 86 percent demonstrated proficiency on at least 24 of the 32 identified skills. The smallest group (1 percent) was not yet ready for kindergarten.

State Academic Assessments

Pennsylvania annually administers several assessments in core academic areas to public school students. The Pennsylvania System of School Assessment (PSSA) is administered in grades 3-8.

The Pennsylvania Alternate System of Assessment (PASA) is administered to students having significant cognitive disabilities in grades 3-8 and 11. The Algebra I and Literature Keystone Exams are administered to secondary students starting in ninth grade, with students re-taking the Keystone Exams until they reach a proficient level. Their score is then banked and applied to their 11th grade year, or their 11th grade Keystone Exam is used for accountability if the student had not yet reached a proficient level. A student would only take one of these assessments (PSSA, PASA or Keystone Exam) in a given year.

Evaluators collected PSSA, PASA, and Keystone Exam data at the state level and matched it to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment. Performance levels (below basic, basic, proficient, or advanced) were used in assessment analysis. In addition to looking at the overall results, evaluators disaggregated state assessment data by grade level, English fluency⁶, and Priority for Service status. Priority for Service status was further disaggregated by fluency.

There were 90 public school districts or charter schools identified as having migrant students enrolled during the 2012-13 school year in grades 3-8 and 11, which are the grades in which state assessments are used for accountability, with enrollment in these grades totaling 1,735 students⁷. Reading assessment data was available for 77 percent of applicable students. Math assessment data was available for 89 percent of applicable students. Science assessment data was available for 88 percent of applicable students (grades 4, 8, and 11 only).

Results for reading, math, and science indicate that English fluency was a factor in students' results as fluent students tended to score in the proficient and advanced levels in greater percentages than nonfluent students. Likewise, students with a Priority for Service designation were less likely to score to in the proficient or advanced levels than students who did not meet Priority for Service criteria. In each of the three content areas, the largest portion of students scored in the below basic performance level. The following table provides the state academic results for 2012-13.

Content Area	Students Included	Advanced	Proficient	Basic	Below basic
Math/Algebra I	1,574	12 percent	21 percent	22 percent	45 percent
Reading/Literature	1,363 ⁸	5 percent	18 percent	21 percent	56 percent
Science/Biology	638	4 percent	15 percent	18 percent	63 percent

- For students having PSSA/PASA reading assessment data for 2012-13 and 2011-12, 23 percent improved, 63 percent scored in the same level both years, 10 percent declined, and 4 percent scored in the advanced level in both years. Fluent students were slightly more likely to improve than nonfluent students and non-Priority for Service students were more likely to improve than Priority for Service students.

⁶ English fluency was determined by the child's or youth's PA-MEP needs assessment.

⁷ This figure excludes students in state assessment grades who enrolled after April 2013.

⁸ Students who are not fluent in English and who have been enrolled in a United States school for less than one year are given the option to take state reading assessments, though no such exemption option applies to the math or science assessments.

- Of migrant students having PSSA/PASA math assessment data for 2012-13 and 2011-12, 24 percent improved, 52 percent scored in the same performance level, 9 percent declined, and 15 percent scored in the advanced level both years. Nonfluent students were more likely to improve than fluent students and Priority for Service students were more likely than non-Priority for Service students to improve.

Evaluators also examined 2012-13 state assessment results by students' presence in the program for multiple years and found that overall, with each additional consecutive year of PA-MEP participation, the percentages of students who scored at proficient and advanced levels increased for both reading and math with percentages becoming more stable at six years or participation⁹. These positive academic outcomes are probably the best indicator of the PA-MEP's effectiveness, as the program has served these students consistently for multiple years and documentation shows that almost all students received services or support through PA-MEP.

Information was also available to allow evaluators to compare migrant students' results to state results and the schools migrant students attended. In doing so, evaluators found that slightly lower percentages of nonfluent migrant students performed at proficient and advanced levels in reading and math than students in the state's English language learner subgroup. In comparing migrant students' results to those of their schools, in most schools, migrant students were not statistically different from the academic performance of their peers.

State English Proficiency Assessment

The ACCESS for ELLs¹⁰ assessment is a language proficiency test for kindergarten through 12th grade students and is one component of the World-Class Instructional Design and Assessment Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the World-Class Instructional Design and Assessment Consortium. The purpose of the assessment is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency. Pennsylvania administers the assessment between late January and late February to all students enrolled in public schools in kindergarten through 12th grade who are identified by their school or district as not fluent in English. Evaluators collected ACCESS for ELLs results at the state level and then matched the data to PA-MEP enrollment information.

For 2012-13, data was available for 2,255 migrant students in kindergarten through 12th grade (807 Priority for Service, 1,448 not Priority for Service), which is 82 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,759).

Kindergarten student ACCESS for ELLs results are reported separately from grades 1-12 because of differences in administration. A total of 153 kindergarten students were included in analysis (60 Priority for Service, 93 not Priority for Service) and the majority scored in the

⁹ While PA-MEP eligibility is valid for 36 months, students can renew their eligibility if they make a qualifying move.

¹⁰ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

entering proficiency level with Priority for Service students scoring slightly lower than non-Priority for Service students.

For grades 1-12, of the 2,102 students included in analysis, 40 percent were included in the beginning tier, 35 percent were included in the intermediate tier, and 25 percent were in the advanced tier. For Priority for Service students, 61 percent were in the beginning tier, 25 percent were in the intermediate tier, and 14 percent were in the advanced tier. Non-Priority for Service students had larger percentages in the intermediate and advanced tiers at 40 percent and 31 percent, respectively. These results also show that as students advance in the tier categories, they also advance in proficiency, and vice versa. These findings are similar by Priority for Service status, although non-Priority for Service students scored in the higher levels and tiers in slightly greater percentages than their Priority for Service peers.

For nonfluent students having 2011-12 and 2012-13 ACCESS for ELLs data (1,298 students, including 251 Priority for Service, 1,047 not Priority for Service), 94 percent of students improved from 2011-12 to 2012-13 based on the composite scale scores, which are used to determine progress across years.

Graduation, GED and Dropout

Of the 201 migrant students who had graduation information, 89 percent graduated (179 students).

PA-MEP also collected information on completion of General Educational Development (commonly known as GED) programs. For 2012-13, nine out-of-school youth received their GED credential. An additional nine out-of-school youth were listed as pursuing their GED.

Of students enrolled in school during 2012-13, 18 dropped out between September 1 and August 30. Students dropped out of 9th through 12th grades, with the greatest number of students dropping out in 10th grade. The 2012-13 dropout rate is 1.79 percent (of 1,005 students in grades 9-12). Additionally, in the course of analyzing PA-MEP data for students who dropped out, evaluators found 16 students who were K-12 students in the 2011-12 program year but had records as out-of-school youth for the 2012-13 program year. Due to the timing of the records, these students were not counted as dropouts in the 2011-12 evaluation report and fall outside the September 1 to August 30 dropout rate calculation period for 2012-13.

Analysis also examined the frequency with which students who dropped out and later re-enrolled in school. This revealed that between Sept. 1, 2012 and Aug. 30, 2013, eight students who had previously dropped out re-enrolled in K-12 school.

Summer Program Outcomes

The PA-MEP summer programs used DIBELS Benchmark Assessments¹¹ to guide literacy instruction and measure gains. DIBELS was required for students in kindergarten through sixth

¹¹ DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills. The acronym is the formal name of the assessment.

grade. Overall, 31 percent of students maintained their pre-test level and 22 percent attained the grade level benchmark by the end of the summer program. First grade and kindergarten students had the greatest percentage of students attaining the grade level benchmark and fifth and sixth grade students had the greatest percentages of students maintaining their pre-test level.

Government Performance and Results Act Measures

The United States Department of Education's Office of Migrant Education recently established performance measures for PA-MEP under the Government Performance and Results Act¹². The measures related to student outcomes are outlined here with Pennsylvania's results.

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test. Of migrant students taking the 2012-13 state reading assessments in grades 3-8, 24 percent scored in the proficient or advanced levels.
2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test. Of migrant students taking the 2012-13 state math assessments in grades 3-8, 35 percent scored in the proficient or advanced levels.
3. The percentage of PA-MEP students who entered 11th grade and had already passed Algebra I or were enrolled in a higher math class. Math course data was available for 76 11th grade students (93 percent of school year 2012-13 11th grade students). Of these students, 45 (59 percent) had previously taken and passed Algebra I.
4. The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade. Of students in grades 7-12, 94 percent (1,054 of 1,121 students) either graduated or were promoted.

CONCLUSION

PA-MEP provides a variety of services to migrant children and youth based on their needs and nearly all children and youth who are present a reasonable length of time receive services. Migrant children and youth face a unique set of challenges, including mobility and English fluency, which influence student outcomes. Despite these challenges, many students performed at proficient levels or improved academically, especially those that remain in the program for multiple years. These outcomes best reflect PA-MEP effectiveness as almost all migrant students receive services through the PA-MEP program. Based on evaluation findings, evaluators offer the following recommendations:

- Focus efforts on nonfluent and Priority for Service students as well as any student who is identified as declining on assessments.
- When resource limitations exist, ensure that children and youth who are Priority for Service, over the age of three, and/or have a need in a particular area are served first.

¹² Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): <http://www.ecfr.gov/cgi-bin/searchECFR?idno=34&q1=80&rgn1=PARTNBR&op2=and&q2=&rgn2=Part>

- Continue successful efforts to ensure complete and accurate data recording.
- Continue reviewing the *Service Delivery Plan* to ensure its relevance and measurability.
- Where applicable, the PA-MEP staff should collaborate with Pennsylvania's Education for Children and Youth Experiencing Homeless Program and schools' homeless liaison.
- Evaluators should collaborate with the state team to identify options for collecting feedback from staff and parents about the influence of professional development and parental involvement opportunities.
- Continue successful communication and collaboration efforts between summer programs and their host sites/school districts.
- Consider adding an element to the Priority for Service criteria for out-of-school youth for students who dropped out in the past 12 months in an effort to get students to re-enroll in school as quickly as possible.
- Provide additional training and clarification to project areas to improve administration of the Quick Math summer assessment in order to improve the quality and usefulness of the results. Also, while DIBELS administration improved over the prior years, reinforcement of DIBELS administration directions should continue to occur.

Introduction

PROGRAM DESCRIPTION

The Pennsylvania Department of Education's (PDE) Migrant Education Program (PA-MEP) exists to supplement the education of children of migrant workers. PA-MEP is funded through a federal formula-driven allocation for the state and each project area, based on child count and mobility factors. PA-MEP serves a varied population of children and youth from birth through age 21 and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. PA-MEP provides a wide range of services such as: supplemental and enrichment learning opportunities; in-home support services; language and cultural support; preschool services; student leadership programs; postsecondary enrollment support; student advocacy; and efforts to increase parent involvement.

Children and youth are identified and recruited to PA-MEP based on several eligibility criteria¹³:

- The child is between the ages of three¹⁴ and 21 years old and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migrant worker or has a parent, spouse, or guardian who is a migrant worker;
- The child has moved within the preceding 36 months in order to obtain/seek employment or accompany/join a parent, spouse, or guardian in obtaining/seeking temporary or seasonal employment in qualifying work, and that employment is a principal means of livelihood; and
- The child has moved from one school district to another.

Pennsylvania is divided into nine project areas for the purposes of program implementation and management. Each project area has a manager (three individuals manage more than one project area) who oversees operations and reporting responsibilities.

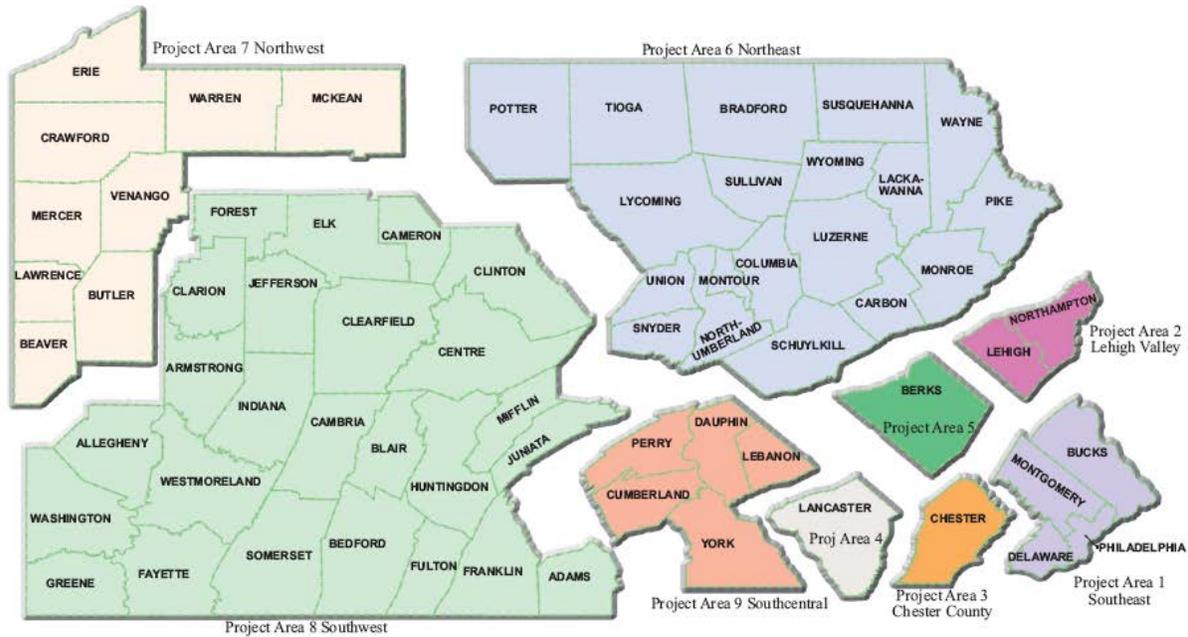
- Chester County Intermediate Unit 24 manages Project areas 1 and 3.
- Millersville University manages Project areas 2, 4, and 5.
- Central Susquehanna Intermediate Unit 16 manages Project Area 6.
- Northwest Tri-County Intermediate Unit 5 manages Project Area 7.
- Lincoln Intermediate Unit 12 manages Project areas 8 and 9.

Each project area manager reports to PDE's Bureau of Teaching and Learning and has a staff of individuals handling various aspects of program implementation, including student support specialists, data specialists, and recruiters. The following map illustrates the division of Pennsylvania into the nine project areas.

¹³ From Migrant Education Program Title I, Part C Guidance; Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 <http://www2.ed.gov/programs/PA-MEP/PA-MEPguidance2010.doc>

¹⁴ While the focus of the program is on children and youth who are three years old or older, PA-MEP is also permitted to serve children under three years old.

Pennsylvania Migrant Education Map of Project Areas



EVALUATION DESIGN

PDE, through Chester County Regional Education Services, contracted with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of PA-MEP for the 2012-13 program year. Pennsylvania is required to evaluate the program in order to fulfill federal requirements under 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), as follows:

34 CFR 200.84 - Responsibilities of State Education Agencies for evaluating the effectiveness of the PA-MEP. Each State Education Agency must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the Elementary and Secondary Education Act.

The purpose of the evaluation of PA-MEP is to examine program implementation and outcomes and to build capacity within project areas to examine results and make programming decisions based on data. The questions that this evaluation answers include:

- To what extent are programs being implemented?
- Are migrant students meeting state accountability targets?
- To what extent are programs for migrant students impacting student outcomes?

To examine program implementation, evaluators identified current practices and instruments used to collect implementation information. During and prior to the 2012-13 school year, these sources or practices included data/report completion, program enrollment, demographics, service delivery data, annual monitoring reports, and project area reports. PA-MEP's MIS2000 database is the primary data warehouse that all project areas use to manage, track, and query migrant child and youth information.

To look at program results, evaluators examined individual child and youth data from PA-MEP's database pertaining to needs assessment, service delivery, graduation and drop-out status, and postsecondary plans.

Evaluators collected 2012-13 data from the PSSA, PASA, Keystone Exams, and ACCESS for ELLs assessments at the state level and DIBELS and Quick Math data from the PA-MEP summer programs in order to examine migrant student academic achievement.

This report addresses the implementation, results, and outcomes of the PA-MEP for 2012-13 and evaluator recommendations for programmatic changes and refinement of the evaluation plan.

HOW TO USE THIS REPORT

The primary audience for this report is the PA-MEP team at PDE, though the results can be useful for other groups.

The state evaluation of the PA-MEP for 2012-13 focused on the connection of children and youth identified as migrant to their needs, service receipt, and outcomes.

Throughout this report, a narrative explanation precedes the graphical representation of results.

For ease of reading, percentages have been rounded, which may result in totals not equal to 100 percent. Additionally, in tables or graphs where "0%" appears, the reader should note that these represent values of less than 1 percent expressed as a rounded value. Instances of zero percent where the item truly represents zero instances or individuals have been removed from graphs. Likewise, where blank cells appear in data tables, the value is zero.

Readers should note the difference between "unknown" and "blank (no entry)" in tables and graphs. "Unknown" means that the PA-MEP staff was unable to determine the proper coding for that individual and marked that item as "unknown." This is different from counts of "blank (no entry)," which means the staff left that particular indicator blank. Findings cannot be extrapolated from blank fields.

Some graphs contained in this report include both the number of instances (in a data table) along with an illustration of the proportional relationship of those figures. This type of graph is typically used when the categories are mutually exclusive and individual category percentages add to 100 percent. Other graphs only include the percentage of instances. This type of graph is typically used when multiple categories can apply to a single item (respondents could select all

items that applied). Data tables that include percentages are also used in cases where the percentage is a more accurate representation of the program or the population being examined. The type of illustration included will indicate to the reader the most appropriate way to examine the findings. Some sections provide ranges (minimum/maximum) of results in order to demonstrate the variability of results.

The findings provided within this report should be used to guide program management and assist PDE in providing technical assistance to project areas in order to improve implementation and outcomes.

It is important to remember that children and youth may receive services from other sources so it is not possible to attribute outcomes solely to this program's efforts.

This report includes detailed explanation of the program's implementation and outcomes as addressed throughout the Findings section. In addition, this report includes sections that use information contained in the Findings section of this report in the context of the Government Performance and Results Act measures. The report concludes with evaluator reflections and recommendations.

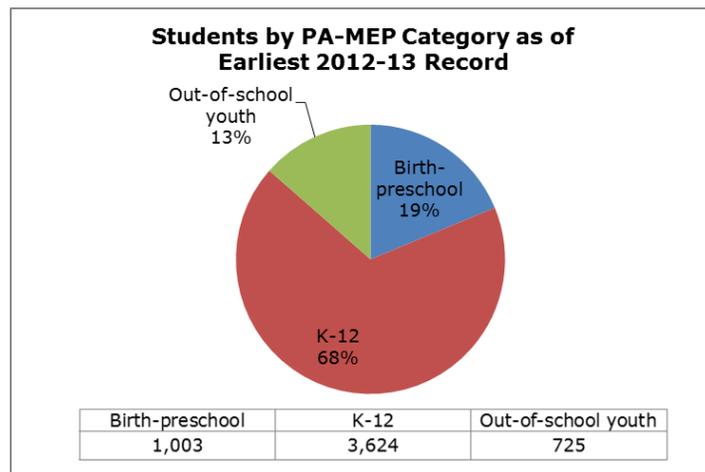
Findings

DEMOGRAPHICS

In addition to examining outcomes, it is important to look at the demographics of the population included in analysis to contextualize results and describe those involved. The 2012-13 evaluation included any migrant child or youth eligible and enrolled for at least one day at any time Sept. 1, 2012 through Aug. 30, 2013¹⁵. Depending on the type of analysis and data element, results provided in the Findings section may include all children and youth, all children and youth within a category, all children and youth having data available, or all children and youth enrolled within a certain date range. When findings are provided for a sub-set of children and youth, an explanation is provided. Many findings are disaggregated by PA-MEP’s student categories: birth-preschool age, school age, and out-of-school youth. Throughout the remainder of this report, “student” will be used for children and youth of any age or category, as learning activities occur for all groups.

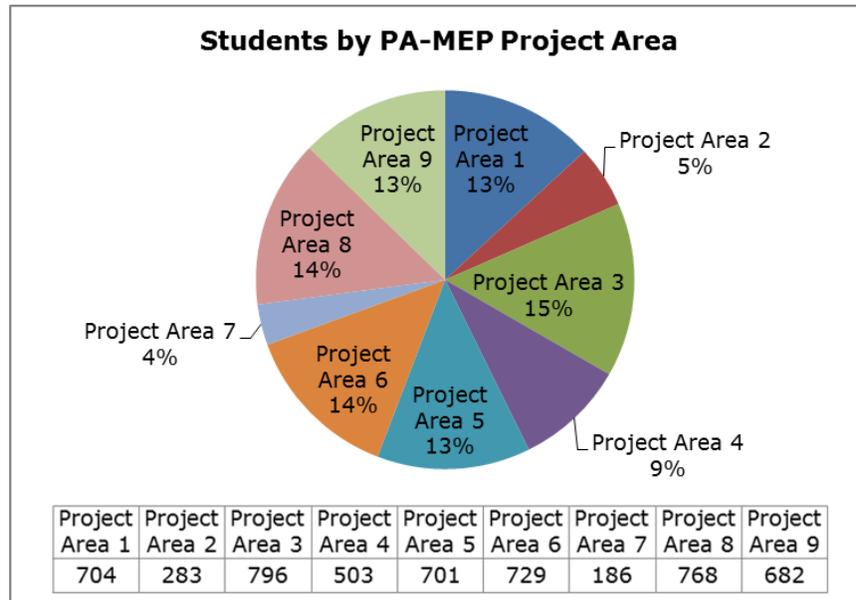
It is important to recognize that the culture of the migrant population often includes frequent moves and changes in status. Additionally, students gain and lose eligibility throughout the program year. Demographic analysis is provided for all migrant students in Pennsylvania having data (a unique and unduplicated count) and also by category and project area (where an individual may be counted in more than one category or area). Demographics are reported by the individual’s earliest enrollment record for the year.

PA-MEP serves children of migrant workers and out-of-school migrant youth. In the 2012-13 program year, 5,352 eligible students were identified as migrant, which is a 1.7 percent increase in enrollment from the prior year (2011-12). At 68 percent, the largest group falls into the school-age category based on the first enrollment record for the year. Students may change category during the year due to timing of the enrollment record, dropping out of school, preschool-age students enrolling in kindergarten, or out-of-school youth re-enrolling in school.

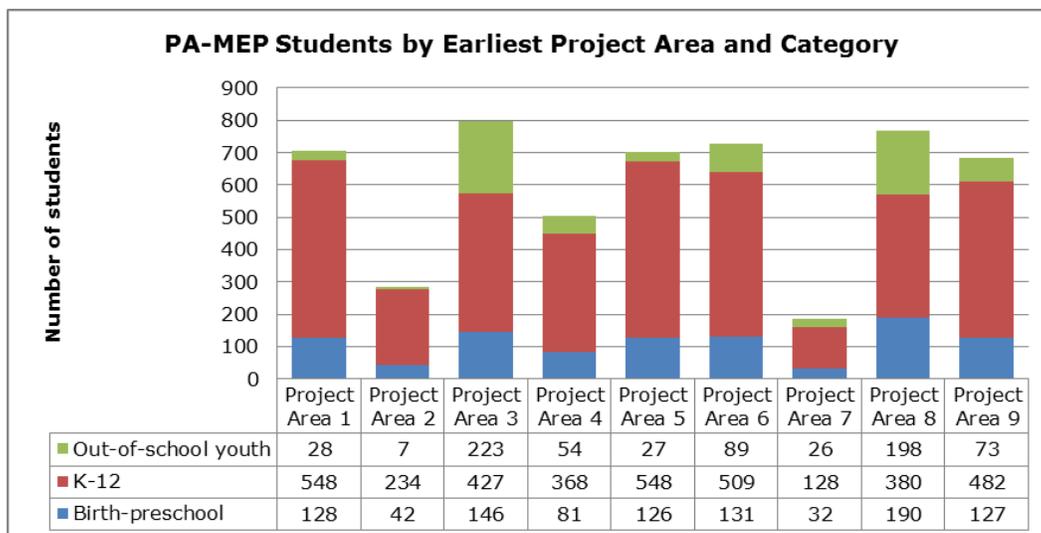


¹⁵ The PA-MEP fiscal year runs October 1 to September 30. Evaluators use an adjusted period of September 1 to August 30 in order to capture one full school year and one full summer, as this is how the data is typically attributed.

Based on individuals' first 2012-13 enrollment record, Project Area 3 had the largest number of students, followed by Project Area 8. Project Area 7 had the smallest number. Like a student's project-assigned classification, a child's or youth's project area can also change during the course of a year. Mobility being a part of the migrant lifestyle, students often move, and in some cases they move across project area boundaries.

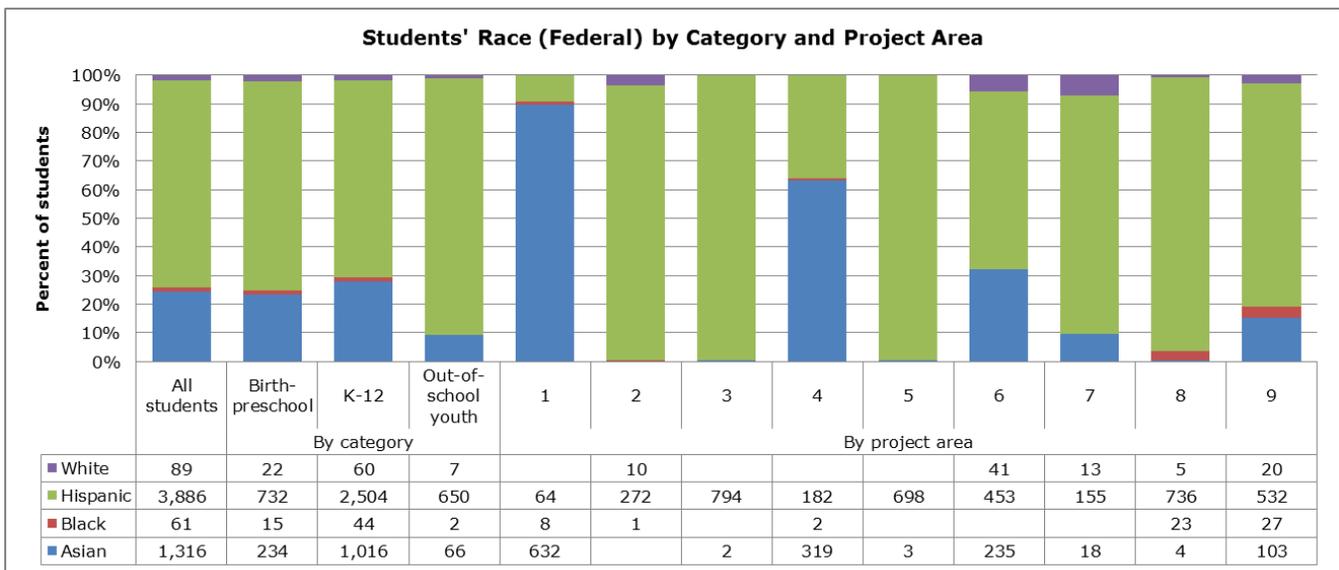


Overall, migrant children and youth were predominantly K-12 students, with individual project areas reflecting this finding. Project areas 3 and 8 had the largest numbers of out-of-school youth as well as the largest number of students in the preschool category (birth to age six, not yet in kindergarten).



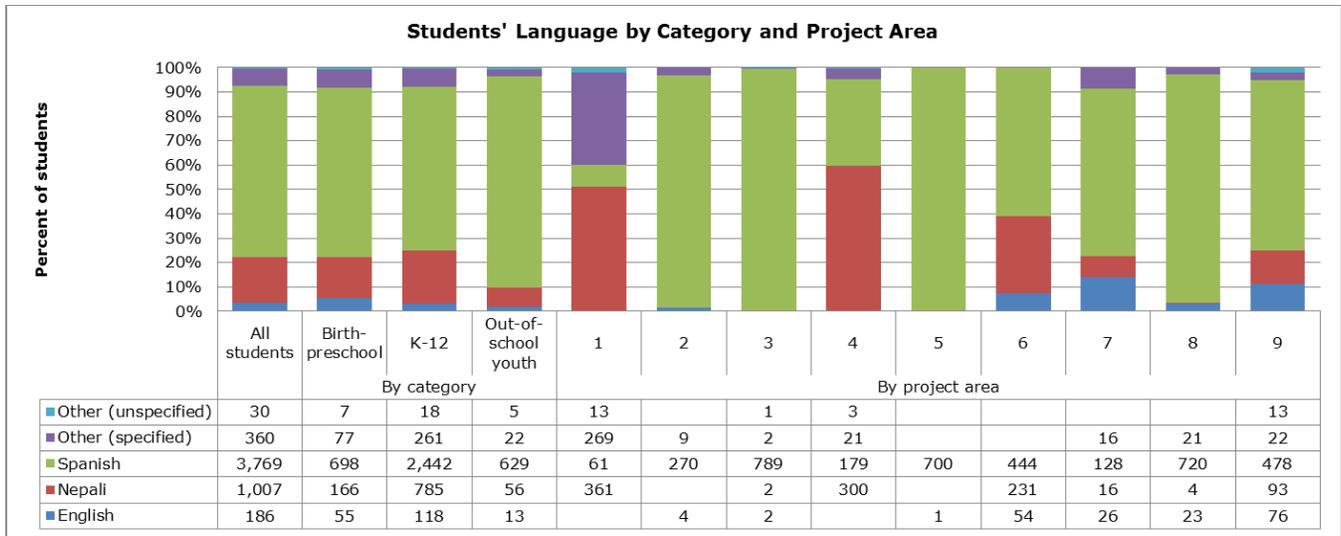
Of all students in 2012-13, 56 percent of the 5,352 students were male. While the birth-preschool age and K-12 categories were approximately half male and half female, the majority of out-of-school youth were male (81 percent of out-of-school youth).

Most of Pennsylvania’s migrant students identified themselves (using federal race options) as Hispanic (73 percent of 5,352 students). This percentage is slightly lower than the prior year, when 76 percent of 5,260 students identified themselves as Hispanic. While students in the birth through preschool and K-12 categories were similar to the results overall, out-of-school youth had a higher percentage of Hispanic students (90 percent of out-of-school youth). Project areas 1 and 4 differed the most from the state findings. These areas have larger Asian populations.

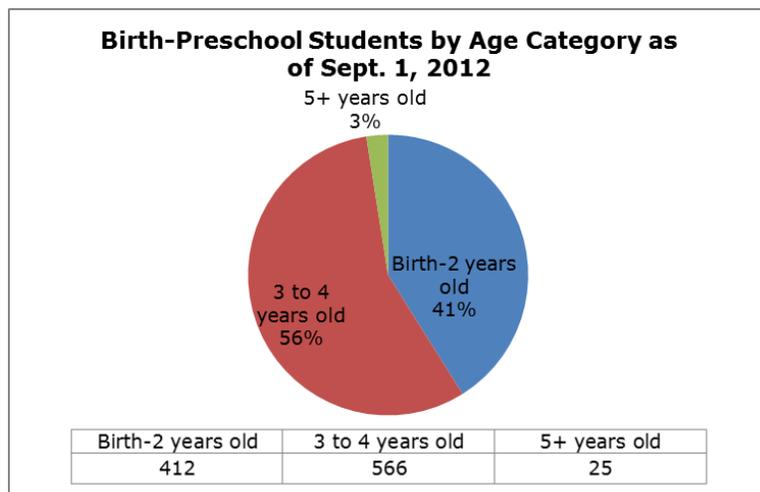


Spanish was the most common home language (70 percent of 5,352 students) though this is lower than the prior year’s 74 percent (of 5,260 students). The next largest group included students with a home language of Nepali (19 percent). Three percent were coded as speaking English as their home language and 7 percent of students had another language specified¹⁶. Less than 1 percent of students were coded as “other” but no language was indicated. These percentages were similar for all three student categories, though out-of-school youth had a higher percentage for Spanish. By project area, the differences in race and ethnicity noted above are reflected in home language.

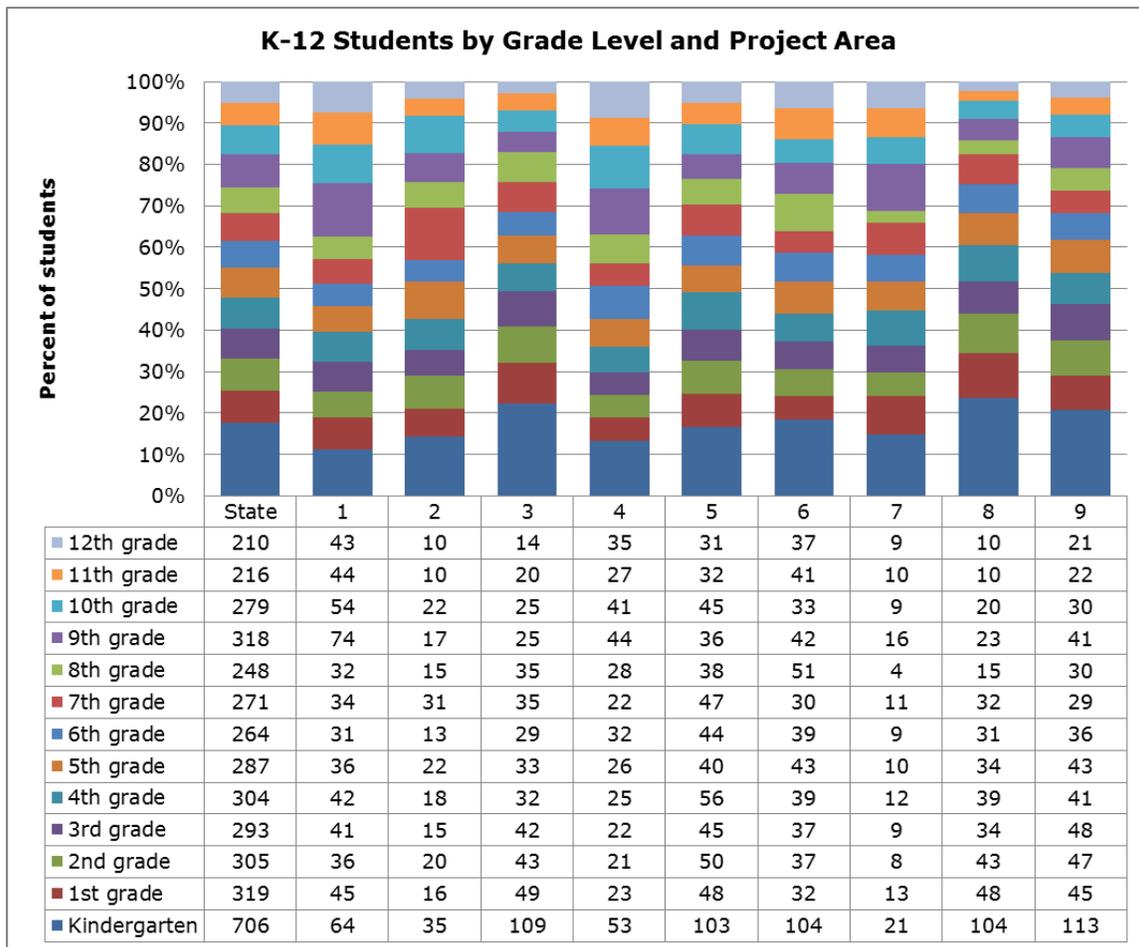
¹⁶ Other languages (specified) includes Arabic, Burmese, Chin, Chinese, Creole, French, Indonesian, Karen, Khmer, Mam, Mixteco, Pushtu/Dari, and Vietnamese. These languages are coded in PA-MEP’s MIS2000 database but are not broken down in the graph because of the small percentages of each language (less than 2 percent of students each).



In examining the migrant student population that falls into the birth through preschool category, it is important to note that the category includes all children not yet of school age or not yet enrolled in kindergarten. PA-MEP separates these children into two age ranges, those from birth through age two and those who are three years old or older but not yet enrolled in kindergarten. For the purposes of needs assessment and service provision, PA-MEP focuses on those children at least three years old, though all children may be served. The age breakdown of the birth to preschool population is shown in the graph below. Evaluators calculated age based upon the child's birthdate and Sept. 1, 2012, as September 1 is a common cut-off date for kindergarten enrollment in Pennsylvania. Children ages three or older made up 59 percent of the 1,003 migrant birth-preschool students.



Students within the K-12 category made up the majority of migrant students for the 2012-13 program year, with grade distribution relatively similar across grade levels, though the percentages of kindergarten students was higher than most other grade levels. Percentages by project area were similarly evenly distributed, though Project areas 1 and 4 had slightly higher percentages at the high school levels.



STUDENT NEEDS AND SERVICE DELIVERY

Once confirmed as eligible for PA-MEP, project area staff conduct a needs assessment for each student. The purpose of this needs assessment is to identify risk factors that may influence student success. Some of these risk factors are unique to the migrant lifestyle. PA-MEP staff use the results of this needs assessment as a tool to match students with services related to their individual needs. Additionally, if a student moved from one area of Pennsylvania to another, PA-MEP staff in the new area can review previously-documented needs in order to serve them more efficiently. The results of the needs assessment determine whether a student is identified as Priority for Service.

Needs assessment findings in this report provide information based on a student's needs at the beginning of the program year or the start of a student's enrollment before any services or

support were provided during the program year. In cases where a student had more than one needs assessment, evaluators used the first needs assessment record and staff documented changes. It is important to note that, for some factors, the higher-level data or information for making the designations might not be available until later in the program year because of the timing of assessments and availability. Students may receive new or updated needs assessments when such data becomes available. As relevant, both initial and later needs results are provided. This information provides an overview of the challenges that migrant students faced during 2012-13 and provides context for the services and support that students received as a result of needs being identified. There is one exception where evaluators did not always use a student's earliest need coding: English fluency. If a student was coded as nonfluent at any point during the year, even if they were initially coded as fluent, the student was treated as nonfluent for all analyses. This differs from past years and the change was based on results from past evaluations.

Students are to receive their needs assessment as soon as possible after being identified and recruited: by September 30, or within two weeks of enrollment. The needs assessment is then updated throughout the year at designated points. Additionally, if a student moves or changes category, the student receives another needs assessment.

Needs assessment data was available for 5,134 students (96 percent of all students). All but one student not having a needs assessment can be explained for valid reasons including having a very brief enrollment/eligibility period (fewer than 30 days) during the data window (September 1 – August 30), being younger than three years old, leaving the area, or the family refused services.

The findings included in this section provide evidence of program implementation.

While this year's evaluation focused on service delivery with regard to specific need categories, evaluators also examined service delivery overall, as this is an element of federal Government Performance and Results Act measures for PA-MEP.

Of the 5,352 students enrolled one day or more during the 2012-13 year, 96 percent were coded as having received services through one or more categories based on service delivery and supplemental program data. Of the 235 students not having any service delivery or supplemental program data, all can be explained by being younger than three years old, enrolling at the end of the program year, having a short enrollment, aging out of the program, timing of their recruitment and *Certificate of Eligibility* approval, or the family refused services.

In 2012-13, for the first time, project areas provided to evaluators detailed explanations of the services and programs they provide to students under each service delivery category. Additionally, they provided lists of the commercially available, pre-packaged, or formal programs they use. Evaluators reviewed these submissions and found that each project area offered a variety of approaches, programs, activities, and curricula to each category of students. Each project area reported different activities, programs, and materials, which is expected given that each project area serves a different and varied population of students from different backgrounds and having different needs. Despite the differences, most project areas specifically indicated using Pennsylvania Academic Standards and/or Early Learning Standards and the Kindergarten Readiness Checklist assessment as resources for activity development. This

documentation also provided evidence of implementation and background on what activities and programs were part of each of the service delivery categories. Additionally, evaluators recommended that the project areas complete the form during a staff or team meeting so that all activities could be captured consistently. Assuming the project areas followed this recommendation, the task of completing this instrument as a team provided an opportunity for staff members to learn what strategies and programs their colleagues were using and to more formally make connections between implementation and the corresponding service delivery categories used in the PA-MEP database. Specific examples of programs and activities are contained within the corresponding service delivery areas in this section.

Priority for Service

In addition to identifying risks for each student to facilitate connecting students with services, risk factors are used to prioritize students for service – a classification called Priority for Service. Criteria exist for each of the three student categories and Priority for Service status was calculated on an ongoing basis during 2012-13. If a student was not Priority for Service initially and later found to fit the criteria of Priority for Service based needs assessment updates, the student became Priority for Service. If a student was Priority for Service initially and later found to change their status in one or more of the Priority for Service criteria, the student remained Priority for Service for the remainder of the program term.

The Priority for Service designation does not determine if a student receives or does not receive services. Given that PA-MEP is a supplemental program with limited resources, Priority for Service is a mechanism designed to assist staff in identifying which students are to be served first and/or ensure that such students are given priority for programs or services when limited resources exist. All students meeting PA-MEP eligibility criteria may be served.

Priority for Service status is determined based on several age and needs assessment criteria. As the name implies, Priority for Service students were to receive priority for services and support over students not having this designation in situations where not all students could be served. The criteria used to determine this classification for 2012-13 are outlined below.

A birth to preschool student received a Priority for Service designation if the individual was:

- a) at least three years old; b) not enrolled in a preschool program; and c) not fluent in English or their parent had limited English fluency; OR
- a) at least three years old; b) have a developmental delay diagnosis and enrolled in an early intervention program or having a suspected developmental delay; OR
- a) expected to start kindergarten in the upcoming school year; and b) not meeting readiness targets.

A K-12 student was Priority for Service if the individual:

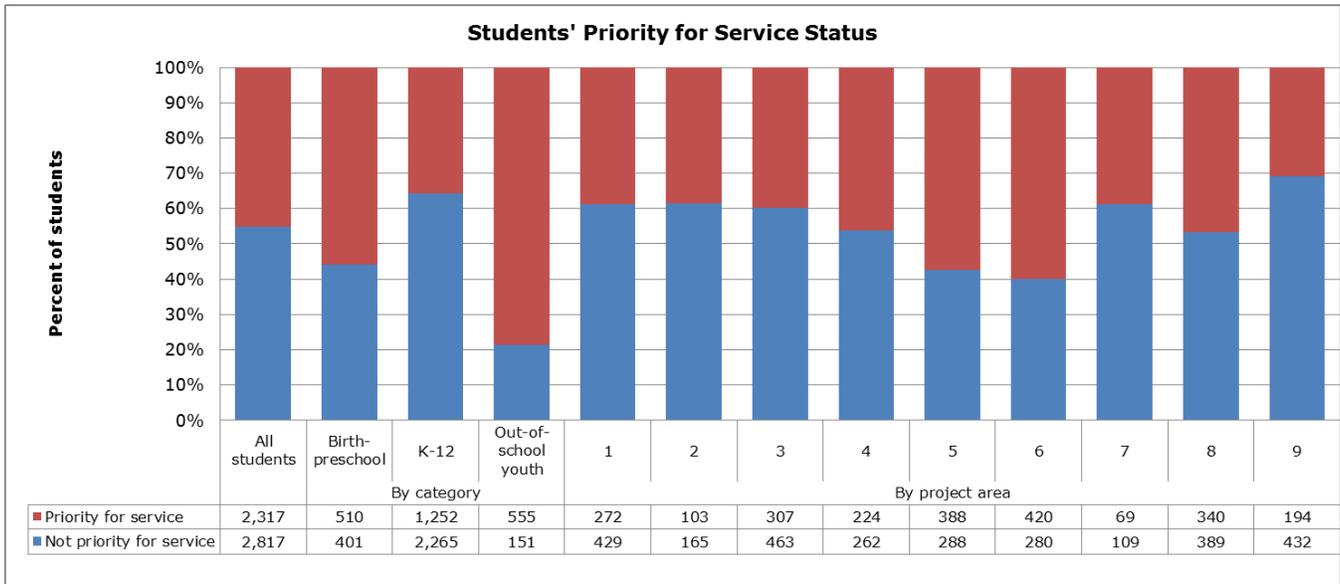
- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not proficient in reading or math based on state or approved assessment; OR

- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not on track for graduation based on official data source or counselor determination; OR
- a) had a school-year interruption (or summer interruption when summer was a critical component); and b) not on track for graduation; and c) not fluent in English or not in the appropriate grade for their age, or the student had an Individualized Education Program.

An out-of-school youth was Priority for Service if the individual was:

- a) not fluent in English; and b) interested or enrolled in adult basic education or General Education Development (GED) programs; OR
- a) not fluent in English; and b) interested or enrolled in English as a second language programs; OR
- a) interested in enrolling in public school.

Based on needs assessment data, 45 percent of 5,352 students in 2012-13 were identified as Priority for Service at any time during the program year. Out-of-school youth had the highest percentage of students designated as Priority for Service at 79 percent. The school-age group had the lowest percentage of students determined to be Priority for Service at 36 percent. Project areas showing percentages of Priority for Service greater than the state were Project areas 4, 5, 6, and 8. For the purposes of the state evaluation, any student having a Priority for Service designation at any time during the year was treated as Priority for Service for all analyses.

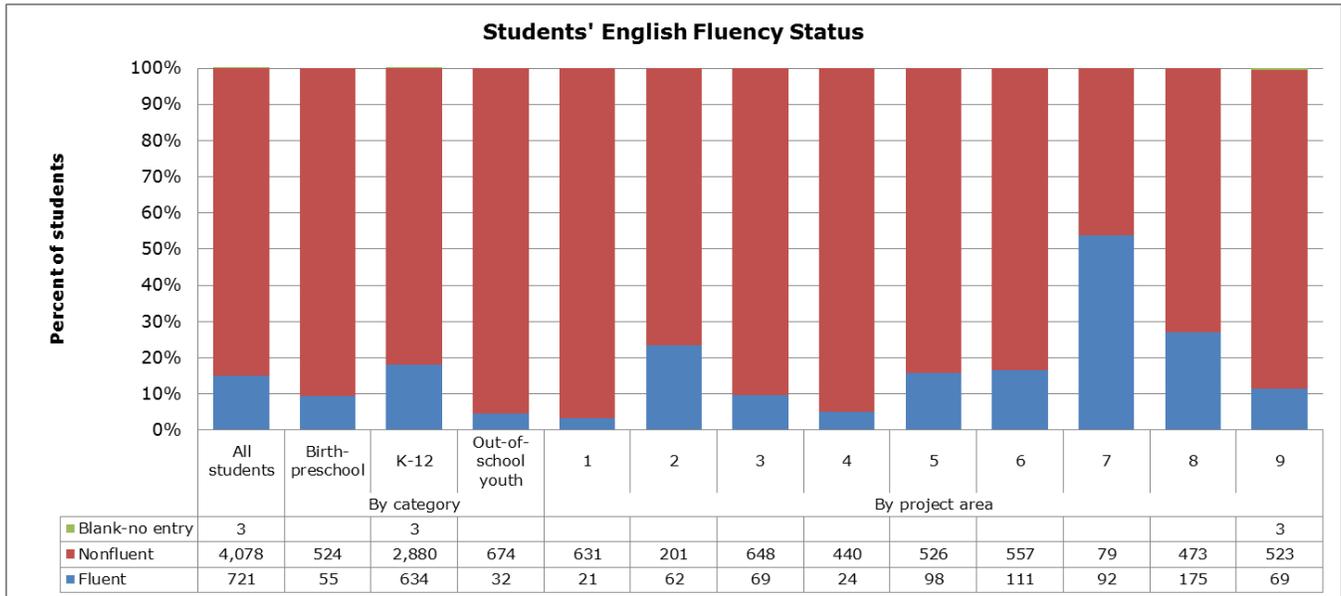


English Language Fluency

Overall, a majority of students (85 percent) were designated as not fluent in English during the program year, which is a factor in determining Priority for Service status. In examining fluency by student category, out-of-school youth had the largest percentage of students not fluent (95

percent) and school-age students had the smallest percentage (82 percent). These results exclude children under three years old, as they are still developing their language skills.

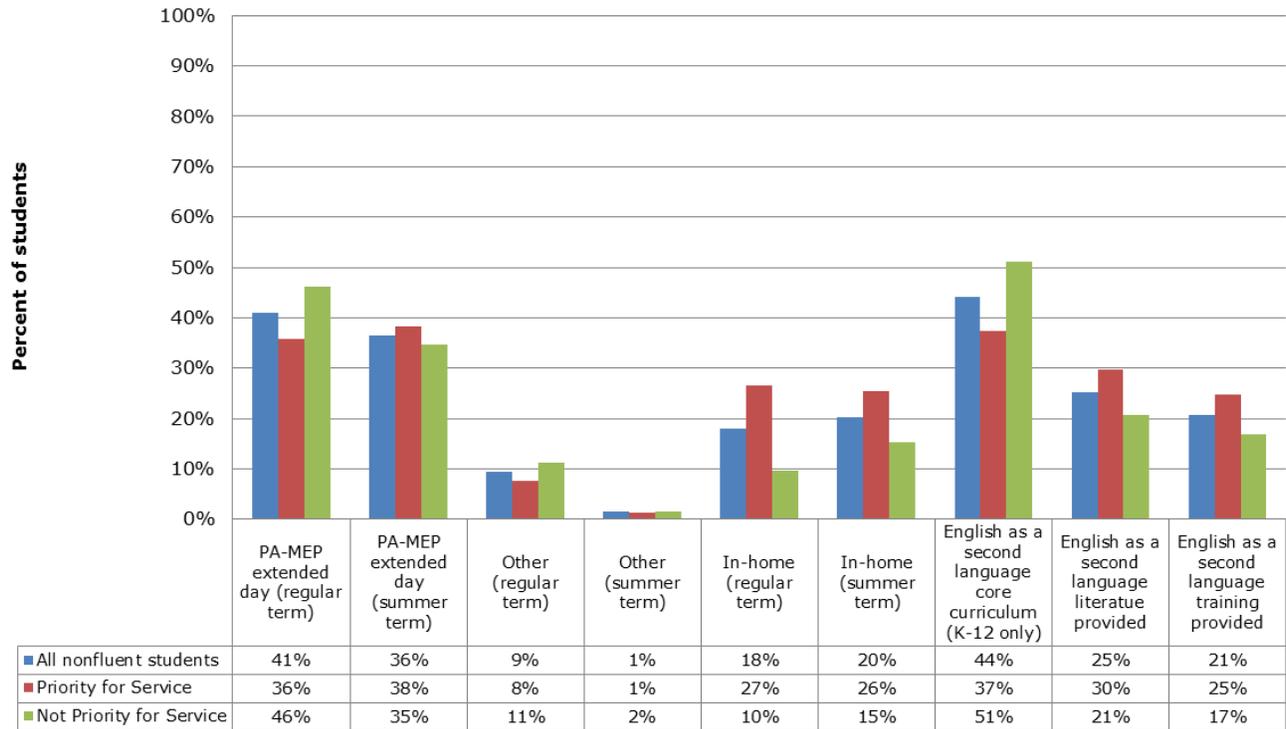
Project area percentages varied considerably. Project Area 7 had the highest percentage of students who were fluent (54 percent). Project areas 1 and 4 had the lowest percentages (3 and 5 percent, respectively).



Based on past evaluation findings indicating that English fluency is a known influence on student outcomes, evaluators examined the service receipt for nonfluent students three years old or older using service delivery, supplemental program, and action data as evidence of implementation. Analysis showed that 87 percent of nonfluent students three years old or older received English-related services or support. Service receipt findings by Priority for Service status showed that 88 percent of nonfluent Priority for Service students received English-related services and 85 percent of non-Priority for Service students received English-related services.

As for the specific services or supports that nonfluent students received, the largest percentages received PA-MEP extended day services during regular (school year) or summer term or district-provided English language instruction as part of their core curriculum. For five of the nine categories illustrated in the graph that follows, Priority for Service students received services in percentages greater than students who did not have Priority for Service status. However, readers should note that English as a second language core curriculum is only applicable to K-12 students, and would not be applicable to birth to preschool children or out-of-school youth who are included in this graph and the non-K-12 populations have greater percentages of Priority for Service students than K-12 students. More than half of nonfluent students age three or older (62 percent) received English services through two or more categories.

**Nonfluent Students' Receipt of English Services
by Service Category and Priority for Service Status**



Example English language services from project area service delivery explanations include:

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
In-home (regular or summer term)	Birth-preschool	<ul style="list-style-type: none"> English language development embedded in all activities Colors Phonological awareness, letters, early writing, vocabulary Oral language Interactive, hands-on activities Share literature and then offer extension activities 	<ul style="list-style-type: none"> iPad apps (PBS Kids, Widgets, Legos, etc.) Flash chards PA Early Learning Standards Kindergarten Readiness Checklist Websites (PBS Kids, Sprout, Starfall) Handwriting Without Tears Creative Curriculum Kaplan Lakeshore Learning
	K-12	<ul style="list-style-type: none"> Before/during/after activities related to reading comprehension Read/question/discuss Reading aloud Vocabulary development and comprehension English as a second language strategies English strategies embedded into and aligned with content area instruction 	<ul style="list-style-type: none"> English For Everyone.org Available books Reading strategy cards Summer reading list English language learner standards

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
	Out-of-school youth	<ul style="list-style-type: none"> PA-MEP staff developed web-based programs and activities Vocabulary reviews English lessons at camps and project area office/education center 	<ul style="list-style-type: none"> Lessons from Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) MigrantLiteracy.net USALearns.org English on the job quick reference guides Phrase booklets
Regular term	Birth-preschool	<ul style="list-style-type: none"> Evening preschool family activities In-school support through direct observation and interaction 	<ul style="list-style-type: none"> PA Early Learning Standards
	K-12	<ul style="list-style-type: none"> PowerPoint presentations for essay writing Focus on writing for secondary students, writing prompts and vocabulary for younger students Small group assistance with homework, test preparation, or project completion 	<ul style="list-style-type: none"> Graphic organizers Microsoft Office Thesaurus.com Dictionary.com
	Out-of-school youth	<ul style="list-style-type: none"> English as a second language technology classes 	
Summer term	Birth-preschool	<ul style="list-style-type: none"> English language development embedded in all activities Colors and shapes Learning centers Guest readers at the summer program Hands-on, individualized, and small group activities 	<ul style="list-style-type: none"> iPad apps (PBS Kids, Widgets, Legos, etc.) Flash cards Pearson Learning's Opening the World of Learning (OWL) Curriculum Cops and Kids book donation Scholastic Bilingual Early Childhood Program Kaplan Lakeshore Learning
	K-12	<ul style="list-style-type: none"> Read-A-Thon Guest readers at the summer program 	<ul style="list-style-type: none"> Cool Speak Write Now! Bookmobile/local library
	Out-of-school youth	<ul style="list-style-type: none"> GED activities Interactive one-on-one English as a second language classes Out-of-school youth worked as classroom assistants for the summer program 	<ul style="list-style-type: none"> Lessons from Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) USALearns.org

Of the 542 students age three or older who did not receive English language services according to service delivery, supplemental program, or action data, nearly three quarters can be explained by valid “not served” reason codes or being present and enrolled for less than a full year. Of those not served with English programming, 41 percent were out-of-school youth, which are typically the most difficult students to engage in services.

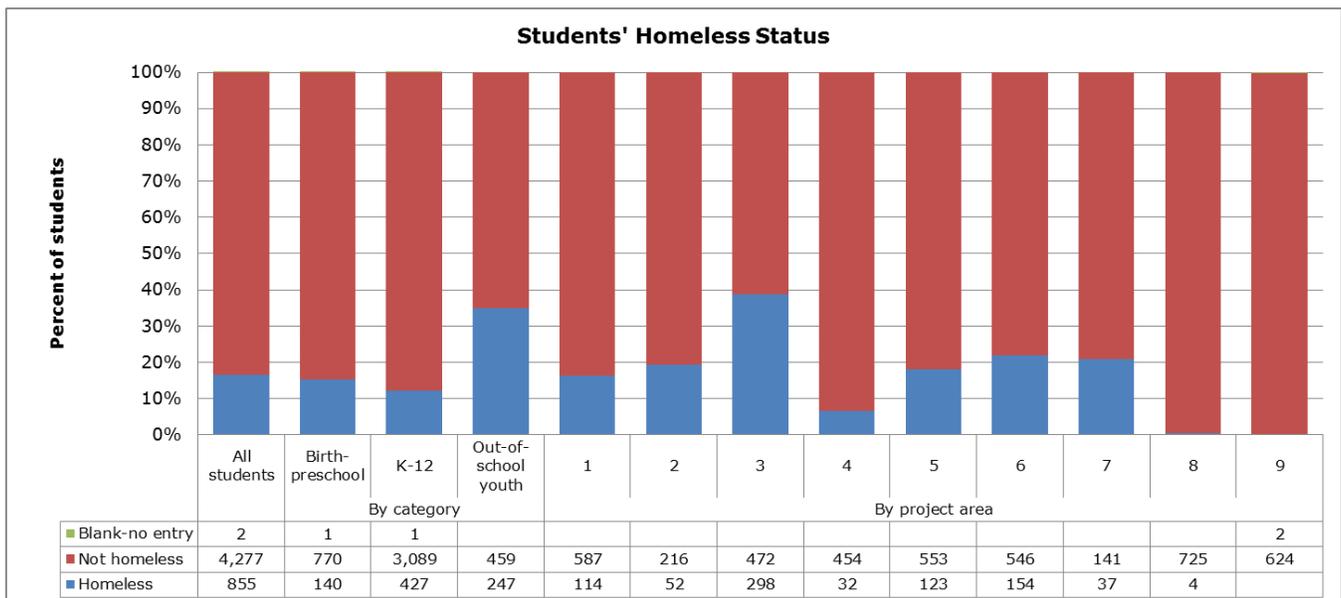
During analysis, evaluators found that students who were marked as fluent also received English language services, determining that 39 percent of fluent students received English language services or support. While English language support for fluent students may be reasonable for students who recently reached fluent levels or were recently exited from English as a second language services, further examination with the program may be needed to identify possible reasons for fluent students receiving language support through multiple categories. A review of the actual services marked as received shows that the largest percentage received English as a second language services from a PA-MEP source in the summer. This may mean that English language services were part of PA-MEP summer programs where all students received the same services.

Special Needs

Less than 5 percent of students were designated as having special needs (non-gifted). School-age students had the highest percentage of these students. Project areas 2 and 5 had the largest percentages of students having special needs.

Homeless and Unaccompanied Youth

Overall, 16 percent of students were identified as homeless¹⁷. Out-of-school youth had the highest percentage of homeless students (35 percent). Project Area 3 had the largest percentage and Project Area 9 had none. In the following graphs, evaluators grouped all homeless categories together to make findings easier to interpret. These include categories of doubled up, hotels/motels, shelters/transitional housing/awaiting foster care, and unsheltered. Students coded as homeless were predominantly doubled up.



¹⁷ Students were identified as homeless based on the definition included in the McKinney-Vento Homeless Assistance Act.

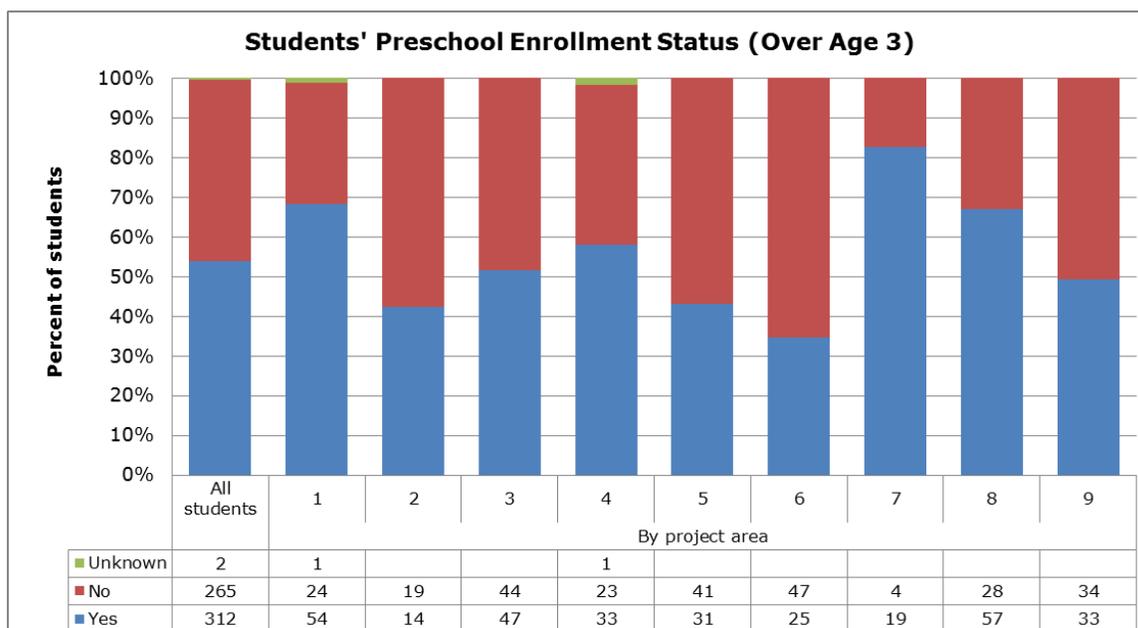
Based on later needs data, 41 students became homeless during the course of the program year, which increases the percentage of students who were homeless to 17 percent.

Related to homeless status, PA-MEP also collected information about whether or not students were unaccompanied youth – students who were not in the physical custody of their parent or legal guardian. Only 8 percent of students were designated as unaccompanied youth, with most of these individuals being out of school youth.

Preschool Enrollment

Preschool enrollment is one of the areas included in PA-MEP’s Comprehensive Needs Assessment and *Service Delivery Plan*. Of all students in the birth through preschool-age category, 34 percent were enrolled in a preschool program as of their earliest needs assessment. However, of those students most likely to enroll in preschool (students ages three to six), 46 percent were enrolled in a preschool program.

One of the things that PA-MEP staff are to attempt to do is encourage parents to enroll preschool-age children in a preschool program if they are not enrolled already. As such, evaluators examined changes to the needs assessment data to identify those students who became enrolled in preschool later in the year and found that 44 students who were not enrolled in preschool as of their earliest needs assessment became enrolled at some point later in the year. This brings the overall percentage of preschool-age students over age three to 54 percent. The following graph shows the updated percentage of students age three and older who were enrolled in preschool at some point during the program year. In the prior year (2011-12), the percentage of students (three or older) enrolled in preschool was 48 percent (of 513 students).



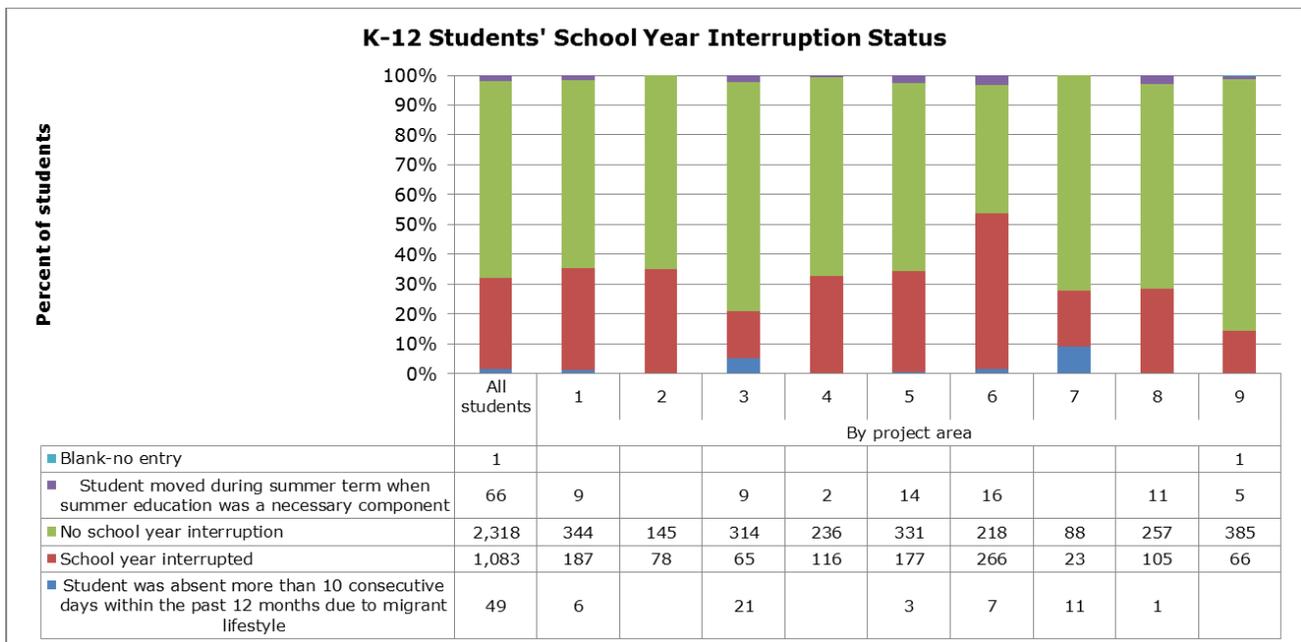
Service delivery and supplemental program data provided evidence that 733 birth to preschool students (73 percent of students) received preschool services from PA-MEP or another source during the program year (regular and/or summer term). This percentage increases to 88 percent for students age three or older.

Expected to Start Kindergarten

Twenty-two percent of children from birth to preschool age were expected to start kindergarten in the coming year. Project areas had similar percentages (range of 17-29 percent). Of the 200 students expected to start kindergarten in the coming year, 172 (86 percent) received preschool services from PA-MEP or another source according to service delivery and preschool supplemental program data.

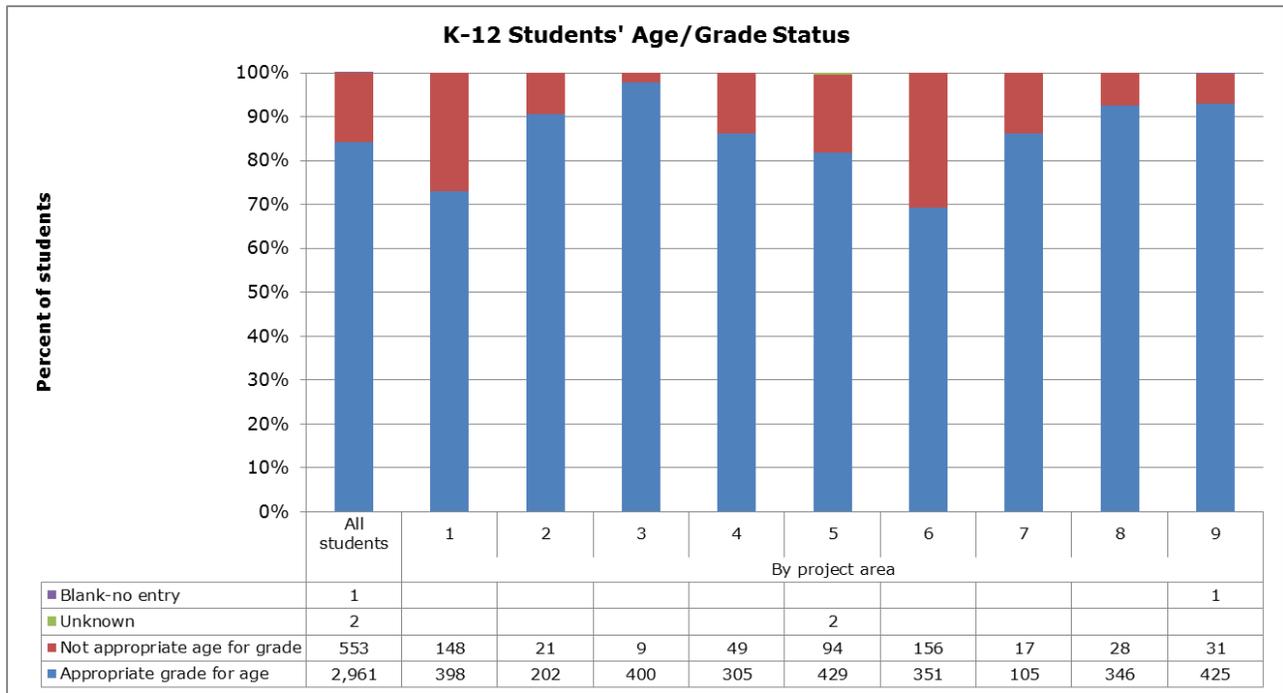
School Year Interruption

School year interruption is a critical component of the K-12 needs assessment and is one of the elements that contributes to students' Priority for Service status. School year interruptions are defined as a move within the past 12 months due to the migrant lifestyle (not for vacation or illness), an absence of 10 or more consecutive days of school within the past year, or a move during summer term when summer education was a necessary component of the child's education. Approximately a third of students in this category experienced some type of interruption. Project Area 6 had the highest percentage of students experiencing interruption, with more than half of K-12 students experiencing some type of interruption in academic instruction.



Appropriate Grade for Age

Appropriate grade for age is another risk factor for K-12 students and is used to determine if the student is within the typical age range for the grade in which they are enrolled. This is also a factor in Priority for Service determination. Needs assessments indicated that 84 percent of K-12 students were within the age range for their grade. Project areas 1 and 6 had the highest percentages of students who were outside the age range for their grade.



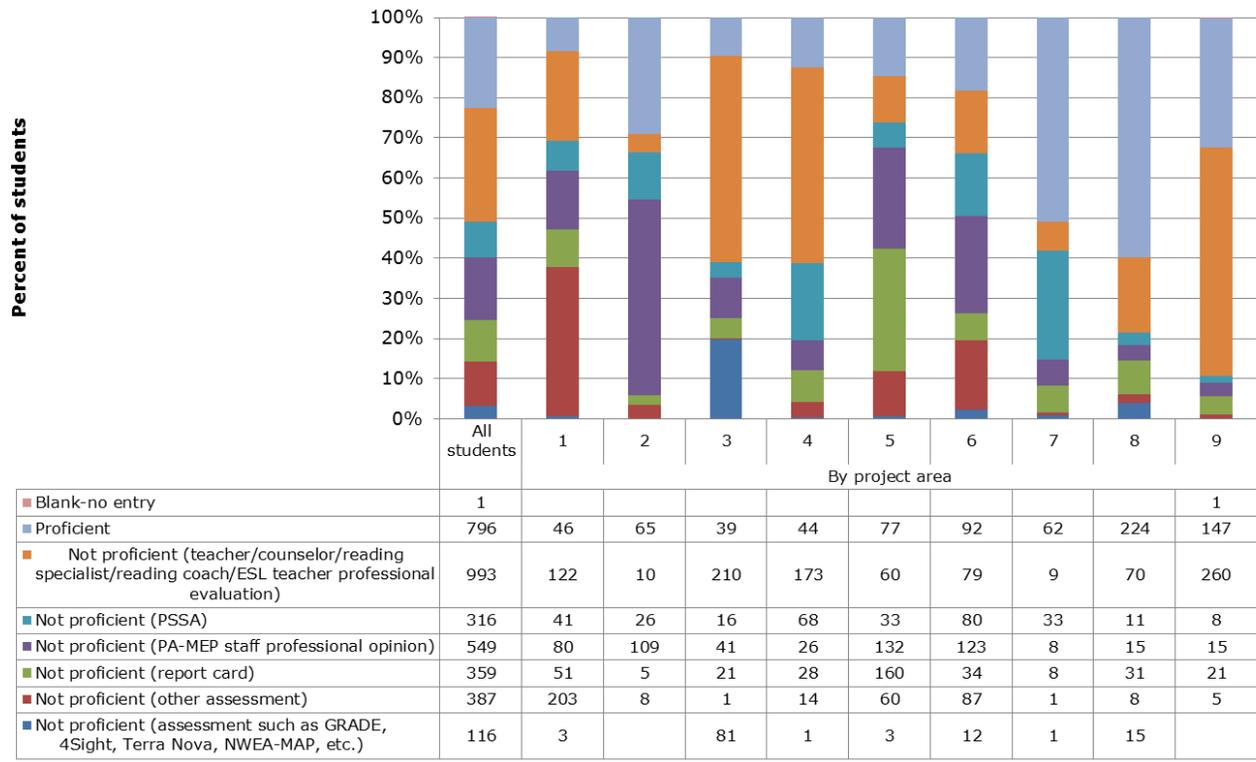
Reading and Math Proficiency

According to initial needs assessment entries, 77 percent of school-age students were not proficient in reading and 72 percent were not proficient in math. Proficiency could be determined using a number of indicators, including assessment data (i.e. PSSA, 4Sight, DIBELS), report card grades, PA-MEP staff professional determination, or the student's teacher's, school's, or counselor's professional determination.

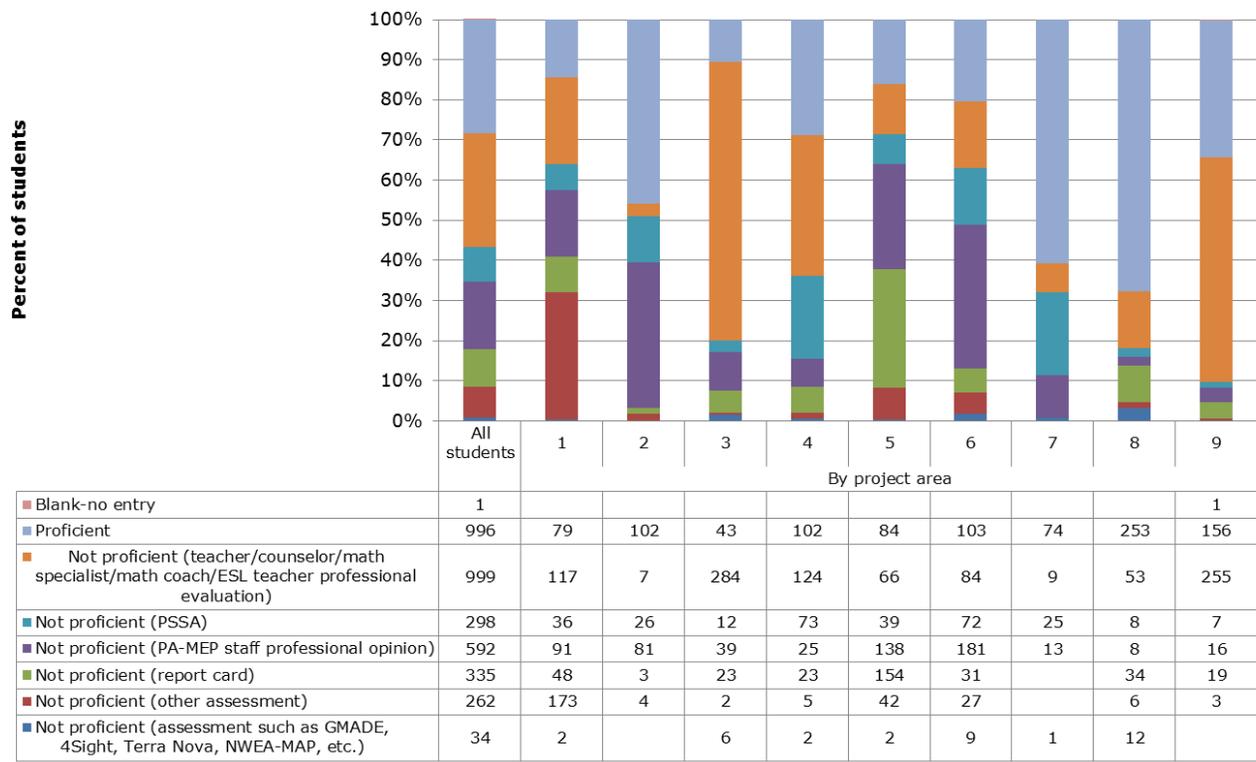
Project areas 7 and 8 had the highest percentages of students proficient in reading (51 percent and 60 percent of students, respectively). The trend was similar for math, but with higher percentages of proficient students (61 percent and 68 percent of students, respectively).

Reading and math proficiency based upon PSSA, PASA, or Keystone Exams or state-approved assessments are factors in determining a student's Priority for Service status.

K-12 Students' Reading Proficiency



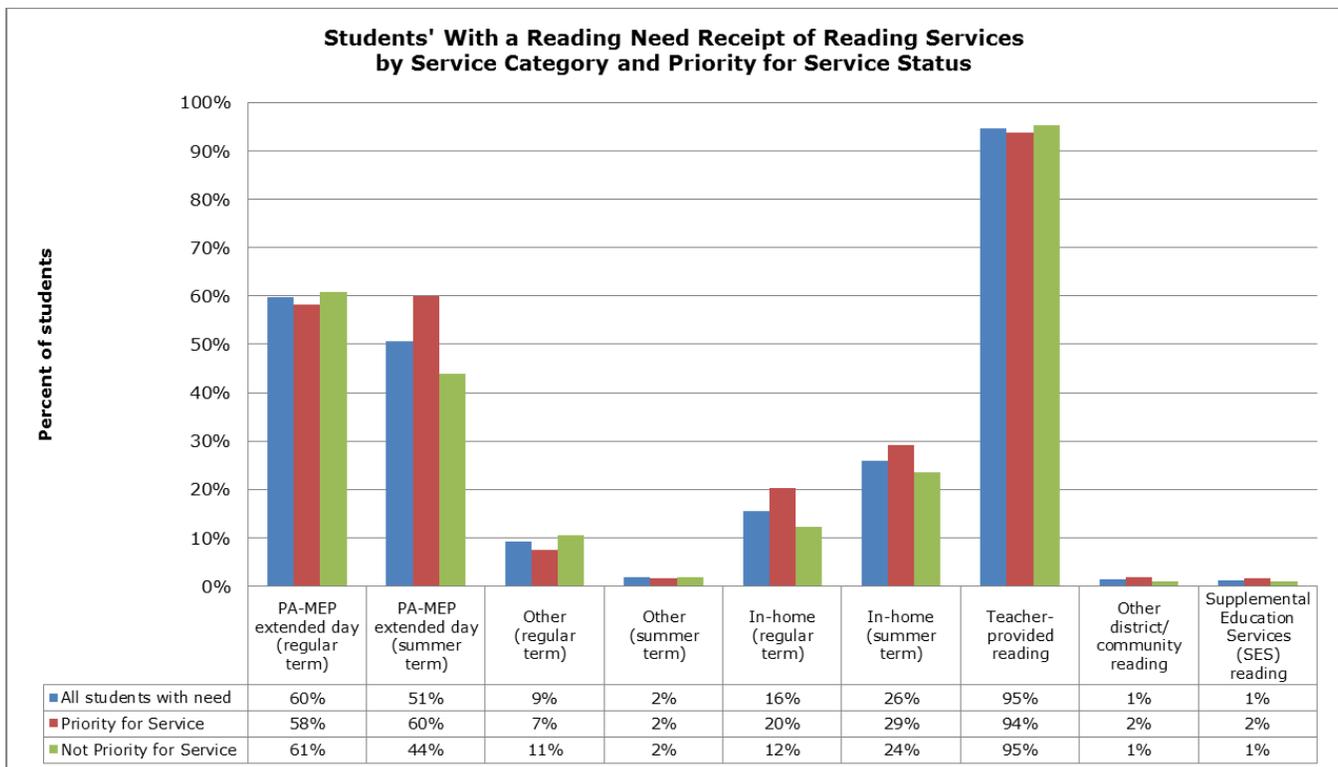
K-12 Students' Math Proficiency



After examining the needs data, evaluators incorporated service delivery data to determine if students with needs received services in line with those needs. Reading and math service delivery and supplemental program data provided evidence that students with reading or math needs received services in line with those needs.

There were 2,720 K-12 students who were not proficient in reading. Of these students, 97 percent received reading services through one or more of the categories tracked by the program (service delivery data, supplemental program data). Eighty-three percent received services in two or more categories. Evaluators further disaggregated this by Priority for Service status and found that 98 percent of Priority for Service students with a reading need received reading services through one or more category, while 96 percent of non-Priority for Service students were coded as such, providing evidence that efforts focused on serving Priority for Service students. It is promising to see that Priority for Service students received services in larger percentages in areas where PA-MEP provides much of its direct services: summer programs and in-home services.

Readers should note that the Supplemental Education Services (SES) category included in this analysis relates to the formal federal SES program, which is not available in all schools and may account for the small percentages.



Example reading services from project area service delivery explanations include:

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
In-home (regular or summer term)	Birth-preschool	<ul style="list-style-type: none"> • One-on-one literacy activities • Bilingual readings • Review of preschool classroom elements • Read and discuss stories with related extension activities • Leave at home activities • Games, puzzles, sing-alongs, story reading • Grammar • Parenting support strategies related to bedtime and child routines to support academic success • Modeling strategies for parents • Reading readiness skills • Letter tracing and early writing skills • Flashcards 	<ul style="list-style-type: none"> • PA Academic Standards • PA Early Learning Standards • Kindergarten Readiness Checklist elements • Kaplan • Lakeshore Learning • Gradual Release Model • Craft materials and manipulatives • PA One Book, Every Child • Ready to Learn calendar in English and Spanish • Creative Curriculum • Handwriting Without Tears • Migrant Literacy Network • Providing Alternative Thinking Strategies (PATHS) Curriculum • Discovery Explorers • Investigators Club • Websites (PBS Kids, Sprout, Starfall) • Coloring Colorado website • Recommended book lists • LearningProps.com • Supporting Early Literacy in Natural Environments from Washington Learning Systems
	K-12	<ul style="list-style-type: none"> • Homework review and assistance • Vocabulary • Tutoring • Facilitation of independent reading • Read and discuss • Read aloud and answer questions • Provide suggested websites, activities, applications for parents and students • Reading comprehension • Before, during, after reading activities 	<ul style="list-style-type: none"> • Student reading lists • Newspapers • SAT practice books • Students' textbooks and school materials • Manipulatives • Smartphone or tablet applications • Reading Street Anthology • Available books • Passport to Reading • Reading strategy cards • Websites (Starfall, Study Island) • Handwriting Without Tears
	Out-of-school youth	<ul style="list-style-type: none"> • One-on-one or small group instruction • Reading trade books • Life skills lessons • Verb tenses • Readings related to areas of interest, everyday living (i.e. housing concerns, finances, etc.) 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium • Bilingual books • Dictionaries • Thesaurus • Reading is Fundamental (RIF) books • USALearns.org • Migrant Literacy Network • Mobile computer lab • Newspapers • Leveled readers

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
Regular term	Birth-preschool	<ul style="list-style-type: none"> • Bilingual literacy lessons and activities • Craft activities • Vocabulary • Evening preschool family activities • In-school support through observation, support, interaction with partner agencies • Saturday program 	<ul style="list-style-type: none"> • PA Academic Standards • PA Early Learning Standards • PA One Book, Every Child • Migrant Literacy Network • CollegeBoard.org • Creative Curriculum • Handwriting Without Tears
	K-12	<ul style="list-style-type: none"> • Advocacy with classroom teachers, building administrators • PA-MEP staff attend teacher conferences • After school tutoring • Reading aloud tot tutors • Family literacy event with parent workshops • Saturday program includes a literacy block with activities • Learning stations • Read aloud and answer questions • Library programs • Opportunities for students to get/use library cards • Homework Club/homework help • Instruction based on individual needs • Supplementary instruction during students' study hall • SAT preparation 	<ul style="list-style-type: none"> • Leveled readers • Scholastic.com • Student data to plan instruction (ACCESS for ELLs, PSSA, grades) • RIF books • Reading Rockets • Standards Aligned System (SAS) website • Scholastic Read 180 • Scholastic System 44 • Reading strategy cards • Passport to Reading • Migrant Literacy Network • Study Island • Language Power • Starfall • PBS Reading Program • School districts' scope and sequence framework
	Out-of-school youth	<ul style="list-style-type: none"> • Opportunities for students to get and use a library card • Reading trade books • Life skills lessons • Vocabulary development 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium • USALearns.org • Pre/post tests • Picture dictionaries • Rosetta Stone language computer program
Summer term	Birth-preschool	<ul style="list-style-type: none"> • Classroom instruction with theme-based lessons • Learning centers • Individual and small group instruction • Summer reading programs at the library • Writing activities • Field trips • Reading specialist support • Preschool workshops for parents • Learning routines and school preparation etiquette • Letter identification 	<ul style="list-style-type: none"> • PA Academic Standards • Lessons in a Box • Parent Night presentations • Craft materials and manipulatives • Scholastic Bilingual Early Childhood Program • Kaplan • Lakeshore Learning • Library summer reading materials • OWL Curriculum • Creative Curriculum • Migrant Literacy Network • Kindergarten Readiness Checklist elements • Handwriting Without Tears

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
			<ul style="list-style-type: none"> • Supporting Early Literacy in Natural Environments from Washington Learning Systems • Scott Foresman Reading Street
	K-12	<ul style="list-style-type: none"> • Classroom instruction using theme-based curriculum • Community partners as speakers • Field trips • Bookmobile and Book Buggy weekly visits • Summer leadership programs • Infusing literacy into other activities and content areas • Family literacy nights • Through higher education partnerships, PA-MEP students work with college students on post-secondary preparation including reading, writing, and communication skills • Small group instruction • Oral reading fluency • Vocabulary • Comprehension • Reading specialist support • Reading contests • Read, retell, discuss • Opportunities to get and use library cards 	<ul style="list-style-type: none"> • Lessons in a Box • Student data used to inform instruction (DIBELS, ACCESS for ELLs, grades, attendance, Keystone Exams) • PA Academic Standards • RIF books • Scholastic’s After the Bell Summer Reading Program • Sopris West Summer Reading Camp • Upward Bound Program • Congressional Awards • Passport to Reading • Graffiti Wall online forum • Write Now • Cambium Learning • Bookmobile • Summer Literacy Skills Sharpener from Tri-C Publications, Inc. • Houghton Mifflin Harcourt’s Soar to Success • Time Warp curriculum • PSSA preparation workbooks
	Out-of-school youth	<ul style="list-style-type: none"> • One-on-one or small group instruction • Reading and vocabulary development through games and other activities 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium • Migrant Literacy Network • Picture dictionaries • Rosetta Stone language computer program

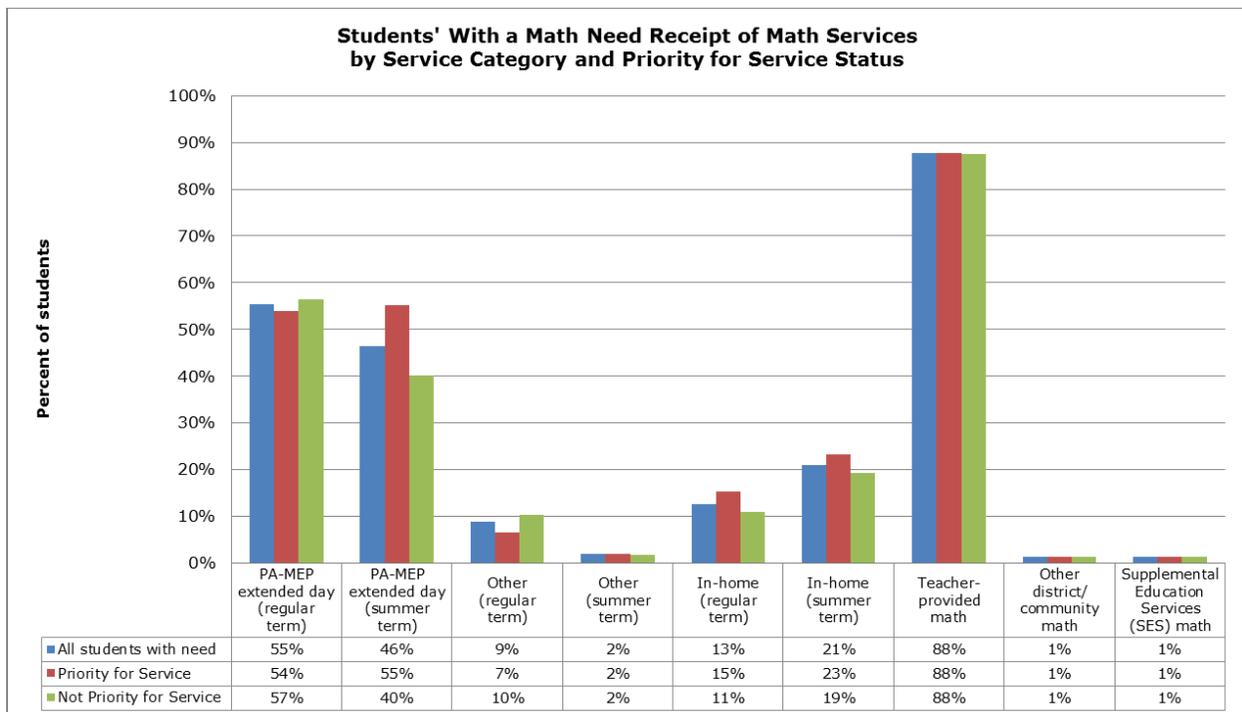
Of those students who were not proficient in reading and did not have reading services indicated, only one student could not be explained by valid “not served” reason codes or having a partial year enrollment.

In the course of analyzing needs data linked to service delivery, evaluators found that many students (94 percent) who were marked as proficient in reading (and treated as not having needs in this area for evaluation purposes) had reading services indicated as being provided. While it is encouraging that so many students received academic services and supports, many of these students received reading-specific services within multiple categories. As a result, evaluators question whether students should have been coded as proficient in these areas, if students received these services as part of programs where students were provided supports regardless of need, if these are data errors, whether timing of the needs assessment was a factor, or if these were students who recently became proficient and the services were designed to help them

maintain their proficiency. The largest percentages received services under the teacher-provided reading supplemental program category (69 percent), PA-MEP extended day school year (39 percent), and PA-MEP summer program (33 percent). Also, it is important to note that information about frequency, duration, and intensity was not collected, so while students may have received services within these categories, it is not possible to know whether they received similar (or dissimilar) volumes of services as students with reading needs.

In math, according to needs data, there were 2,520 K-12 students who were not proficient in math as of their earliest needs assessment. Of these students, 95 percent received math services through one or more of the categories tracked by the program (service delivery data, supplemental program data) with 81 percent receiving services within two or more math service categories. Evaluators further disaggregated this by Priority for Service status and found that 96 percent of Priority for Service students with a math need received math services through one or more categories, while 95 percent of non-Priority for Service students were coded as such. It is promising to see that Priority for Service students received services in larger percentages in areas where PA-MEP provides much of its direct services: summer programs and in-home services.

Readers should note that the Supplemental Education Services (SES) category included in this analysis relates to the formal federal SES program, which is not available in all schools.



Example math services from project area service delivery explanations include:

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
In-home (regular or summer term)	Birth-preschool	<ul style="list-style-type: none"> • One-on-one, hands-on math activities • Review of preschool classroom elements • Numbers and operations • Counting • Sorting • Shapes and patterns • Puzzles, games, and songs • Leave at home activities • Math concepts using ordinary household objects • Number flash cards 	<ul style="list-style-type: none"> • PA Academic Standards • PA Early Learning Standards • Kindergarten Readiness Checklist elements • Kaplan • Lakeshore Learning • Gradual Release Model • Craft materials and manipulatives • Everyday Math • University of Chicago School Mathematics Project • OWL Curriculum • Smartphone or tablet applications • Creative Curriculum • Migrant Literacy Network • Lego Lab • Websites (PBS Kids, Sprout, Starfall) • LearningProps.com • Bilingual learning games • Educational consultant Peggy Reiman’s “The Third Way” • Supporting Early Literacy in Natural Environments, Washington Learning Systems • Scott Foresman Mathematics for Pre-Kindergarten
	K-12	<ul style="list-style-type: none"> • Homework review and assistance • Algebra concepts • Graphs • Word problems • Math games • Saturday program including algebra, pre-algebra, geometry, trigonometry • MANGO Math (measurement, algebra, number sense, geometry, odd [data and probability]) 	<ul style="list-style-type: none"> • Gradual Release Model • Newspapers • SAT practice books • Math Doctor • Manipulatives • Solar panel kits • Smartphone or tablet applications • Migrant Literacy Network • Materials from Scott Foresman, Addison-Wesley Mathematics, and Pearson Education • School district scope and sequence framework • School textbooks • PA Core Curriculum • Websites (Starfall, Study Island)
	Out-of-school youth	<ul style="list-style-type: none"> • One-on-one or small group instruction • Reading trade books • Life skills lessons, including financial literacy • Budgeting • Tutoring support for GED • Flash cards and educational games 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium • USALearns.org • Migrant Literacy Network • Mobile computer lab • Newspapers • GED study guides • SAT preparation guides • PA Career Guide

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
Regular term	Birth-preschool	<ul style="list-style-type: none"> • STEM-related activities • Evening preschool family activities • In-school support through observation, support, interaction with partner agencies • Saturday program 	<ul style="list-style-type: none"> • PA Early Learning Standards • PA One Book, Every Child math activities • Creative Curriculum • Handwriting Without Tears
	K-12	<ul style="list-style-type: none"> • Advocacy with classroom teachers, building administrators • After school tutoring • Math games • Homework assistance • Saturday program 	<ul style="list-style-type: none"> • PA Academic Standards • Study Island • Computers, technology • Student data to plan instruction (ACCESS for ELLs, PSSA, grades) • NASA.org • Steve Spangler Science Projects • Standards Aligned System (SAS) website • Scholastic Math 180 • Scholastic Fast Math • Migrant Literacy Network • CollegeBoard.org • District text books • Flash cards • School district scope and sequence framework
	Out-of-school youth	<ul style="list-style-type: none"> • Reading trade books • Life skills lessons, including financial literacy 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium
Summer term	Birth-preschool	<ul style="list-style-type: none"> • Classroom instruction with theme-based lessons • Shapes • Number recognition • Counting and sorting • Learning centers • Individual and small group instruction • Puzzles and math games • Preschool workshops for parents • Learning routines and school preparation etiquette • Parent preschool group 	<ul style="list-style-type: none"> • PA Academic Standards • Lessons in a Box • Everyday Math • Craft materials and manipulatives • Scholastic Bilingual Early Childhood Program • Kaplan • Lakeshore Learning • Lego Lab • OWL Curriculum • Creative Curriculum • Migrant Literacy Network • Handwriting Without Tears • Manipulatives • Smartphone and tablet applications
	K-12	<ul style="list-style-type: none"> • Classroom instruction using theme-based curriculum • Guest speakers • Field trips • Family literacy nights included STEM-related activities • Small group instruction • Financial literacy events for parents and students • Fractions and decimals 	<ul style="list-style-type: none"> • Lessons in a Box • PA Academic Standards • Financial literacy curriculum from the First National Bank of Mercersburg • Quick Math Assessment • Migrant Literacy Network • Upward Bound Program • Youth Power • Congressional Awards • Standards Aligned System (SAS) website • Straight Forward Math

Service Category	Student Category	Services, Activities, or Content	Programs, Materials, or Resources
		<ul style="list-style-type: none"> • Career exploration • MANGO Math (measurement, algebra, number sense, geometry, odd [data and probability]) • Mobile science labs • Saturday programs focusing on general math as well as pre-algebra, algebra, geometry, and trigonometry • Games and worksheets • PSSA/Keystone Exam preparation 	<ul style="list-style-type: none"> • SAS website • Summer Math Skills Sharpener by Tri-C Publications, Inc. • STEM learning kits • Scholastic Fraction Nation • Scholastic Math 180 • Scholastic Fast Math • Kuta Software • Houghton Mifflin Harcourt’s Math Core Program Kits • Math Websites: <ul style="list-style-type: none"> ○ MathWorksheets4Kids.com ○ MathATube.com ○ K6Math.com ○ MathIsFun.com ○ EdHelperBlog.com
	Out-of-school youth	<ul style="list-style-type: none"> • One-on-one or small group instruction • Reading trade books • Life skill lessons, including financial literacy 	<ul style="list-style-type: none"> • Lessons from SOSOSY Consortium • Migrant Literacy Network • Newspapers • GED study guides/materials

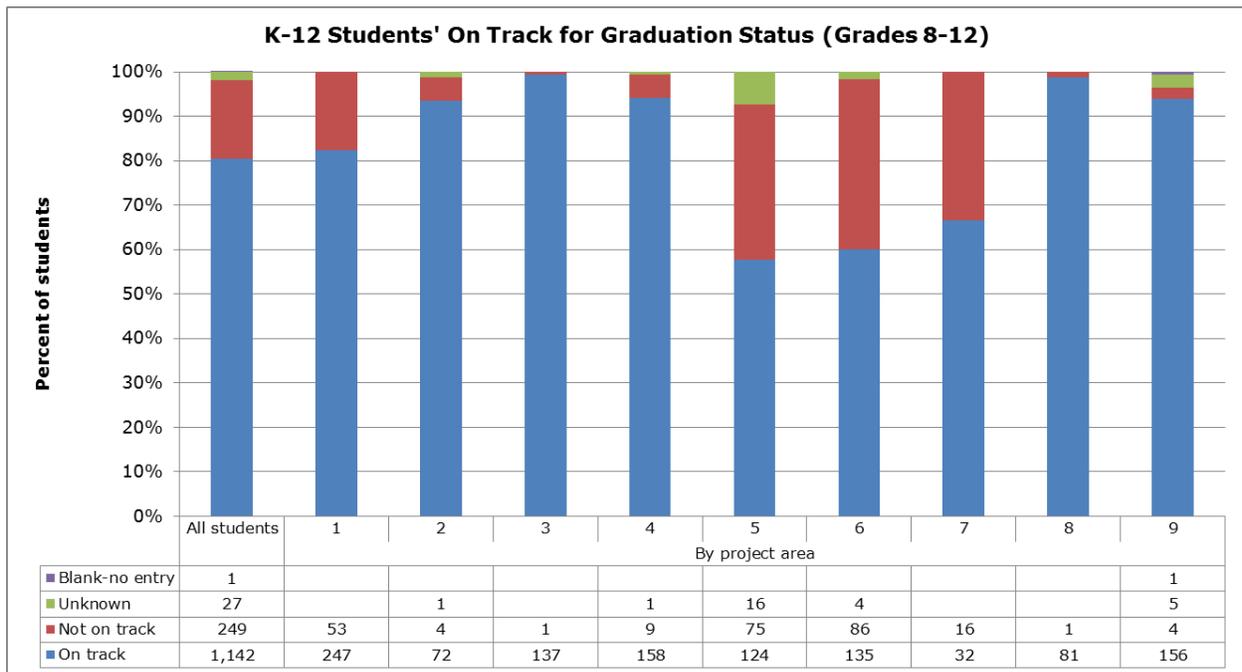
Of those students who were not proficient in math and did not have math services indicated, less than 1 percent could not be explained by valid “not served” reason codes or having a partial year enrollment.

In the course of analyzing needs data linked to service delivery, evaluators found that students who were marked as proficient in math (and treated as not having needs in this area for evaluation purposes) had math services indicated (94 percent of those indicated as proficient). While it is encouraging that so many students received academic services and supports, many of these students received math-specific services within multiple categories. As a result, evaluators question whether students should have been coded as proficient in this area, if students received these services as part of programs where students were provided supports regardless of need, if these are data errors, whether timing of the needs assessment was a factor, or if these are students who recently became proficient and the services were designed to help them maintain their proficiency. The largest percentages received services under the teacher-provided math supplemental program category (74 percent), PA-MEP summer program (66 percent), and summer in-home services (62 percent). Also, it is important to note that information about frequency, duration, and intensity was not collected, so while students may have received services within these categories, it is not possible to know whether they received similar (or dissimilar) volumes of services as students with math needs.

On Track for Graduation

The K-12 needs assessment also examined a student’s progress toward graduation for students in grades 8-12. A student’s status on this item is a factor in determining Priority for Service status. Of students in grades 8-12, 80 percent of the 1,419 students were determined to be on track for

graduation. Project areas 5, 6, and 7 had considerably lower percentages of students on track for graduation than the other areas.



Student Concerns

Behavior, attendance, and other concerns are also part of the K-12 needs assessment, as these factors may influence academic success. Of K-12 students, 74 percent did not have any such concerns indicated on the needs assessment. Of those students who had a concern indicated in their needs assessment, the largest group was those having an “other concern” (8 percent) followed by “multiple concerns (attendance and/or discipline plus others)” (7 percent). Most project area results reflected the overall finding that the majority did not have concerns, except Project Area 6, which had higher percentages of students with various concerns.

Educational Programs

Out-of-school youth have several options for education support. Several elements of the out-of-school youth needs assessment examine student interest or participation status related to English as a second language programs, Adult Basic Education and/or General Equivalency Diploma (GED) programs, job training, or school entry. With the exception of English programs, and to a lesser extent job training, out-of-school youth were generally uninterested in educational programs.

The majority of out-of-school youth left school because they needed to work (80 percent).

STATE-PROVIDED PROFESSIONAL DEVELOPMENT

In addition to the professional development and training provided within individual project areas, PA-MEP staff at the state level provided various training opportunities.

PDE-Provided Professional Development

PDE reported offering 11 training or professional development opportunities totaling 64 hours, ranging one to 15 hours. Of these opportunities, nine opportunities were stand-alone events and two were two or more sessions over the course of the year having a consistent purpose. Participation ranged from five to 91 participants per opportunity. At least five of the 11 opportunities specifically targeted student support specialists (alone or along with other staff). All project areas were represented in three opportunities (27 percent of opportunities).

Content of these trainings included topics such as comprehensive needs assessment, data, educational strategies, English language acquisition, graduation and post-secondary education, out-of-school youth, the *Service Delivery Plan*, state and national conference workshops covering various topics, and general PA-MEP information.

Professional Development for Data

Staff from Central Susquehanna Intermediate Unit, PDE's contractor for management of the PA-MEP MIS2000 database, provided three data specialist trainings during the 2012-13 program year. Each of these trainings was 1.5 days and covered data reporting, the *Comprehensive State Performance Report*, data accuracy and quality, MSIX (the federal Migrant Education database), planning for data collection changes, and general technical use of the MIS2000 system. Data quality and system changes were priorities.

Generally, attendance at each session included the statewide data team (five staff) and the data specialists and backup data staff for each region:

- Project areas 1 and 3 - two staff
- Project areas 2, 4, and 5 - two staff
- Project Area 6 - two staff
- Project Area 7 - two staff
- Project areas 8 and 9 - three staff

Professional Development for Parent Involvement

The PA-MEP parent involvement coordinator held five professional development opportunities for PA-MEP staff during 2012-13, three of which were parent coordinator professional development sessions and two were webinars. The primary audience for these events was project area staff responsible for parent involvement. These opportunities totaled 28.5 hours. Participation per event ranged from 11 to 25 participants.

Additionally, the state parent involvement coordinator was responsible for four state Parent Advisory Council (PAC) officers' meetings, which totaled 16 hours (four hours each), and two

state Parent Advisory Council meetings, which totaled 30 hours (15 hours each). Between 14 and 20 individuals attended the officer's meetings and 113 attended each of the state PAC meetings.

Professional Development for Recruitment

The state recruitment coordinator reported holding two quarterly professional development series during the program year – one series of quarterly trainings for recruitment coordinators and one series of quarterly trainings for recruiters. These training sessions (56 hours total) focused on implementation of PA-MEP recruitment in line with state and federal policies and were in addition to recruitment professional development offered at the PA-MEP state conference. Each project area participated in both series (24 staff total).

PROJECT AREA MONITORING

Each of the nine project areas received a monitoring visit from the PDE PA-MEP team during the 2012-13 program year. Each visit followed a consistent monitoring instrument allowing monitors to: 1) indicate documentation reviewed; 2) select a rating indicating the extent to which the project area was meeting program requirements; 3) answer prompts in the instrument; and 4) provide comments. At the conclusion of each monitoring report, the monitoring team provided highlights and preliminary recommendations to the project area. While the monitoring visits and reports covered a great deal of programming and service information, the state evaluation focused on the extent to which programs were meeting requirements, as this information is unique to the monitoring report and addresses the extent to which programs were being implemented as required.

The monitoring instrument was broken down into 14 components:

- Identification and recruitment, eligibility, and quality control
- Student data and records transfer
- Funding
- Program services
- Out-of-school youth
- Preschool and in-home
- Parent and community involvement
- Program implementation
- Coordination
- PA-MEP goals
- State assessments
- Evaluation and improvement
- Needs assessment
- *Service Delivery Plan*

Each component had one to eight separate compliance items, for a total of 28 compliance items, some with additional sub-items. Compliance rating options included “meeting program requirements,” “needs improvement,” and “not meeting program requirements.”

The state PA-MEP office completed five reports: one report including Project areas 1 and 3; one report covering Project areas 2, 4, and 5; one report for Project Area 6; one for Project Area 7; and one report covering Project areas 8 and 9.

- Two reports had “meeting program requirements” ratings for all rated compliance items.

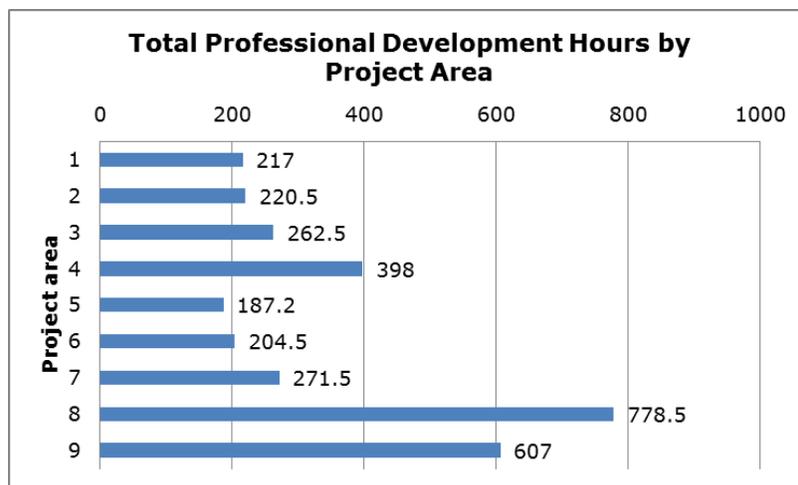
- One report included 27 “meeting program requirements” ratings and one “needs improvement” rating, related to increasing the frequency with which out-of-school youth receive services.
- One report included 27 “Meeting program requirements” ratings and one “not meeting program requirements” rating, related to the length of time (over 10 days) for some individuals’ *Certificate of Eligibility* verification based on a random sampling of *Certificates of Eligibility*.
- The final report included 25 “meeting program requirements” ratings and three “needs improvement” ratings, these being related to the length of time for *Certificate of Eligibility* verification and entry into PA-MEP’s MIS2000 database based on a random sampling of *Certificates of Eligibility*, summer/extended day services and activities, and mentoring for a staff member related to out-of-school youth services.

PROJECT AREA MONTHLY REPORTS

The purpose of the monthly project area reports was for project areas to report on various implementation elements and provide information to the state PA-MEP office that is needed for compliance and program planning. Monthly reports covered information that was not or could not be collected or examined in other ways.

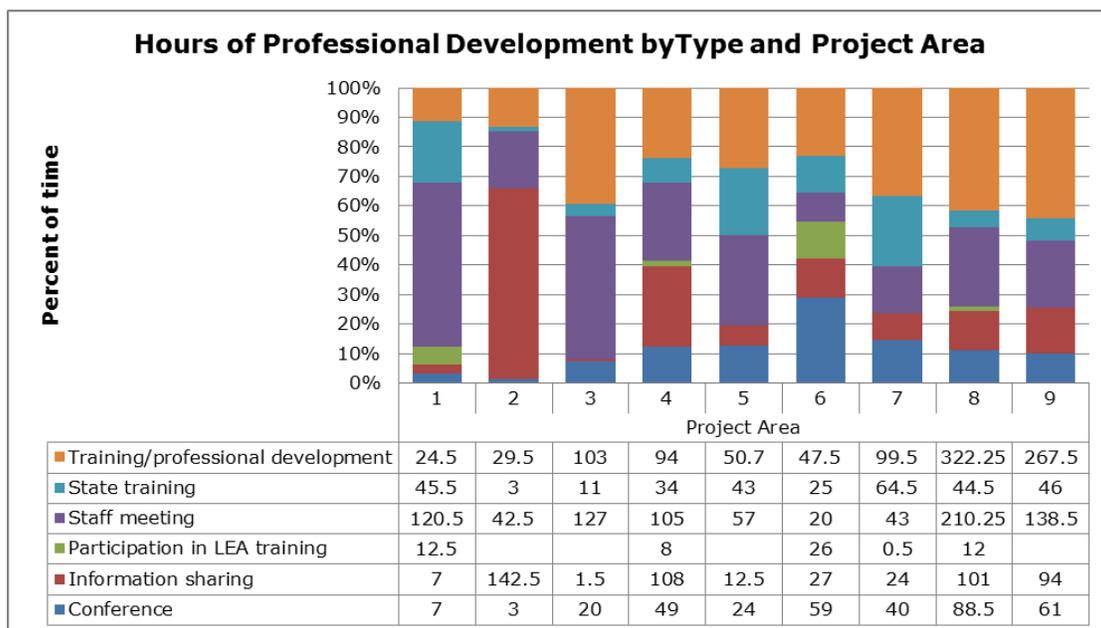
Professional Development and Training

Project areas provided details about training and professional development in which their staff participated. Due to inconsistent naming of activities, it is not possible to determine the finite number of opportunities provided and the frequency with which those activities occurred. However, other results can be examined such as hours and participants. Care should be taken in comparing project area results, as each project area differs in size, staff, number of students, population types, and needs. This information is provided in order to get a sense of what is going on at the project area level, not as an indicator of quality. For total hours of training or professional development by project area, figures ranged from just under 200 hours to nearly 800, totaling 3,146.7 hours.



Professional development opportunities included: staff meetings; state, regional, or local conferences; quality control meetings; role-alike trainings; skill development or topic-specific trainings; data training; summer program training; and others. Training types varied by project area, though information sharing, staff meetings, and other types of training/professional development made up the majority of activities in most areas, by count. In terms of time in hours per opportunity type, project area results varied considerably, though it appears that much of the time was spent on various trainings, staff meetings, and information sharing.

Overall, student support specialists were most often targeted for participation in professional development.



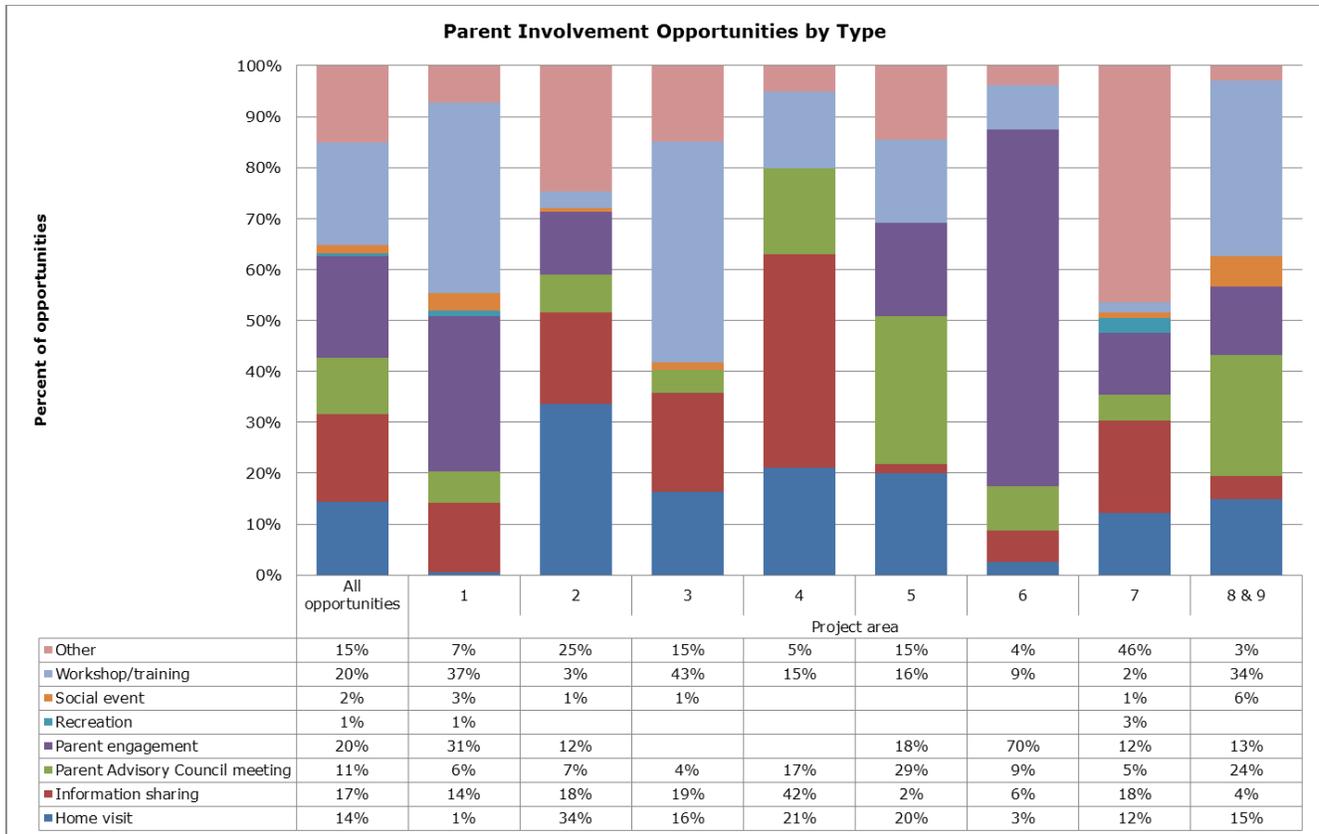
Parent Involvement

Parent involvement reports provided details about parent participation during this program year. Project areas reported hosting a total of 786 parent involvement opportunities over the course of the program year, an increase over the prior year's 655 opportunities, ranging from 67 to 177 opportunities per project area for the year, with average opportunities per month per project area ranging from four to 14 opportunities. Opportunities appeared to peak (by count) in the spring (April and May) and also the end of summer and beginning of the program year (August through October) through activities happened throughout the year in all areas.

Project areas 8 and 9 are reported together in this section because the two areas are operated by the same agency and one parent coordinator covers both areas, with most activities being offered at the same time to parents from both areas.

It was not possible to determine a finite number of parents served through such activities, as only counts, not names, were available to evaluators. Further, participation counts are influenced by many factors, including the number of students and families in an area.

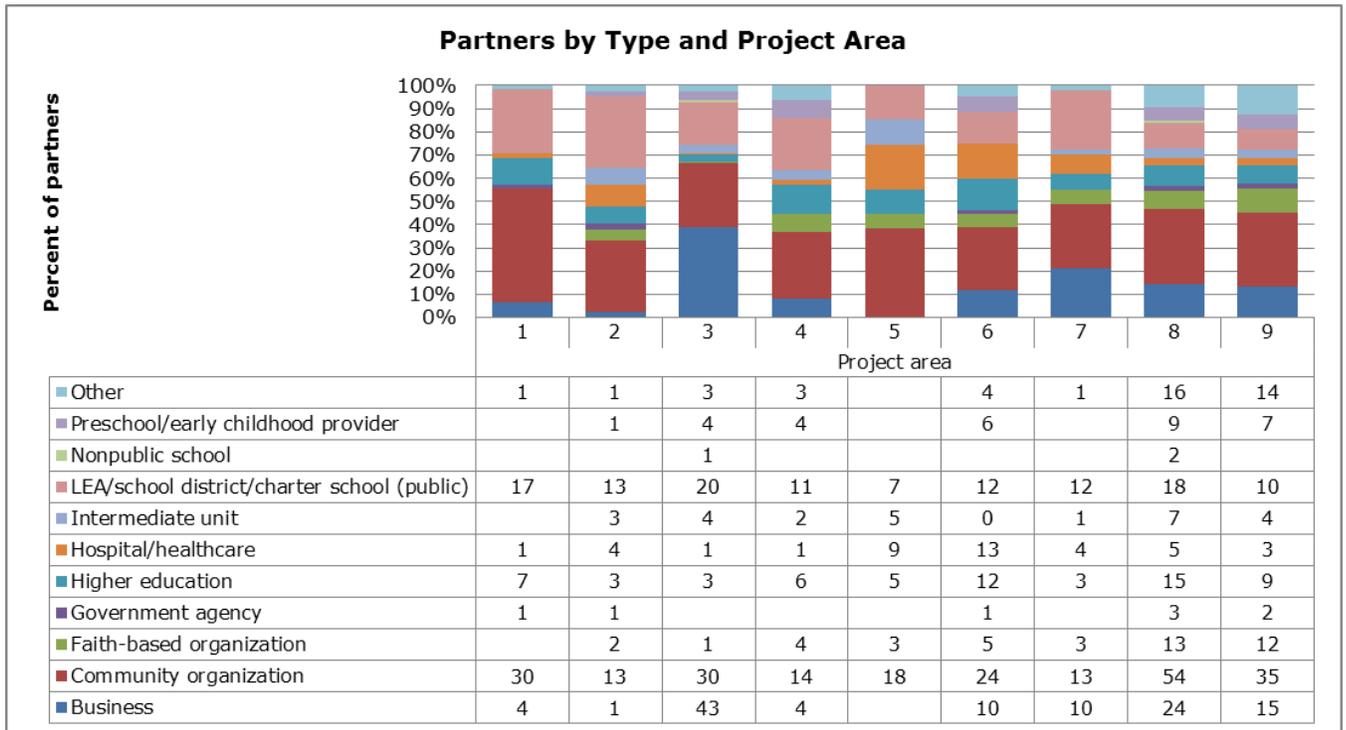
Parent involvement opportunities most often took the form of workshops or trainings (20 percent of all activities) or parent engagement activities (20 percent of activities). The smallest number and percentage of activities were those coded as recreation (1 percent). Project areas offered activities of varying types to varying degrees. There do not appear to be any particular trends across project areas.



Partnerships

PA-MEP staff are not employees of school districts. This arrangement has made partnerships a critical component to PA-MEP success. Project areas have varying needs, options, and conditions. As such, care should be taken to avoid comparing partnership findings. Project areas reported having 42 to 166 partners contributing over the course of the program year, with several partners contributing in more than one month. Most project areas had a relatively consistent or similar number of partners contributing each month.

Partner types varied¹⁸, though a majority of partners were community organizations; school districts, charter schools, or other local education agencies; or businesses.



Partners contributed in various ways, such as:

- College tours
- Health, medical, or wellness services
- Postsecondary awareness/exploration
- Facilities
- Food
- Books, supplies, or materials
- Recruitment leads
- Information sharing
- Volunteers/staff
- Summer program resources/support
- Student programming
- Arts/cultural opportunities
- Referrals
- Parent programming
- Translation services
- Social events
- Staff
- Transportation
- English as a second language or GED classes

SUMMER PROGRAMS

With PA-MEP’s supplemental purpose, most of PA-MEP’s direct services to students occur during the summer when students have fewer options for academic and support programs and services.

¹⁸ Based on an evaluator review of partners reported, evaluators added the categories of “government agency” and “preschool/early childhood provider” and manually re-coded project area data as applicable.

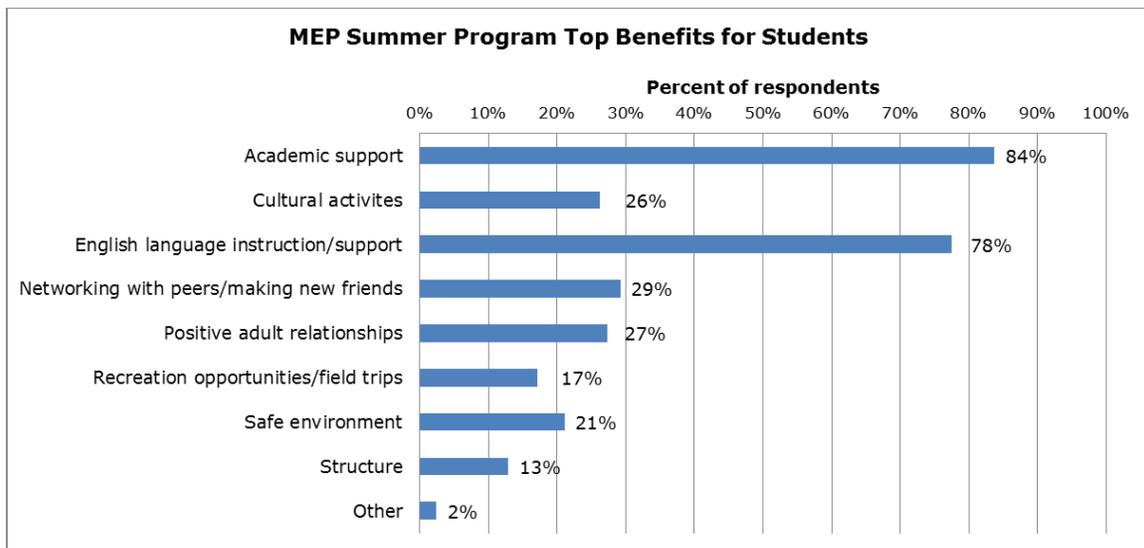
Staff Survey

A total of 209 individuals completed a staff survey at the conclusion of the summer program. Each of the 21 summer program sites was represented with at least one individual. Survey respondents were a mix of new and veteran summer staff. Slightly less than half of respondents (49 percent) were classroom teachers during the summer, with the balance of respondents being made up of instructional or student aides (35 percent of respondents), in-home providers (nine percent), site coordinators (6 percent), and project area managers (one percent). Half of respondents (51 percent) indicated they were licensed teachers. However, of the 102 staff who selected “classroom teacher” as their role, 79 percent were licensed teachers.

Twenty percent of respondents indicated that they were a former migrant student or parent of a migrant student.

The survey asked respondents a series of questions about different aspects of the summer program. Content included their opinions on benefits for students, areas of possible improvement or enhancement, and items or support that would be helpful for the summer program.

When asked to indicate the top three benefits of the summer program, most respondents selected academic support (84 percent of respondents) and/or English language instruction and support (78 percent). These answers were the top two selected in previous years. “Other” responses included continued academic and social opportunities, exposure to new activities, post-high school options, school readiness, and students feeling comfortable and accepted.



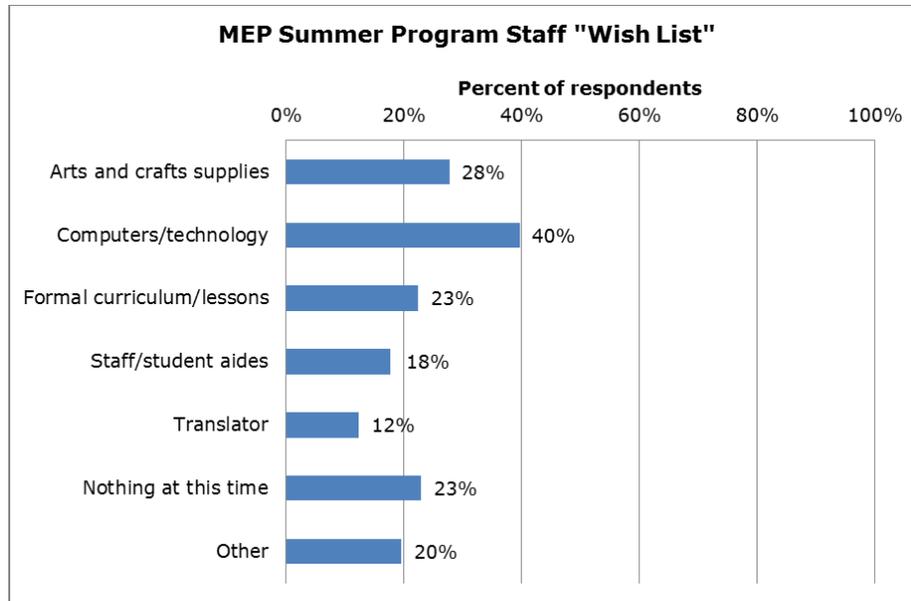
The survey provided an opportunity for respondents to comment on the benefits or positive qualities of PA-MEP’s summer program’s collaboration with partners and school districts; 168 respondents (80 percent) provided an answer. Many of the responses were general confirmation that the communication or collaboration was strong or positive. Specific responses included:

collaboration brings new ideas and creativity; collaboration allows the program to be more efficient; community role models; connections to services beyond PA-MEP; consistency; exposure to school buildings and staff in order to increase their comfort level; food; help with parent activities/events; more children benefit; positive and supportive atmosphere; reinforcement of the importance of education and positive examples for students other than their teachers or parents; school staff was welcoming and positive; schools become familiar with PA-MEP; sharing of information and student data; use of district facilities; volunteers; and special workshops. Some noted that collaboration or communication could be improved, which was addressed in the survey question that followed.

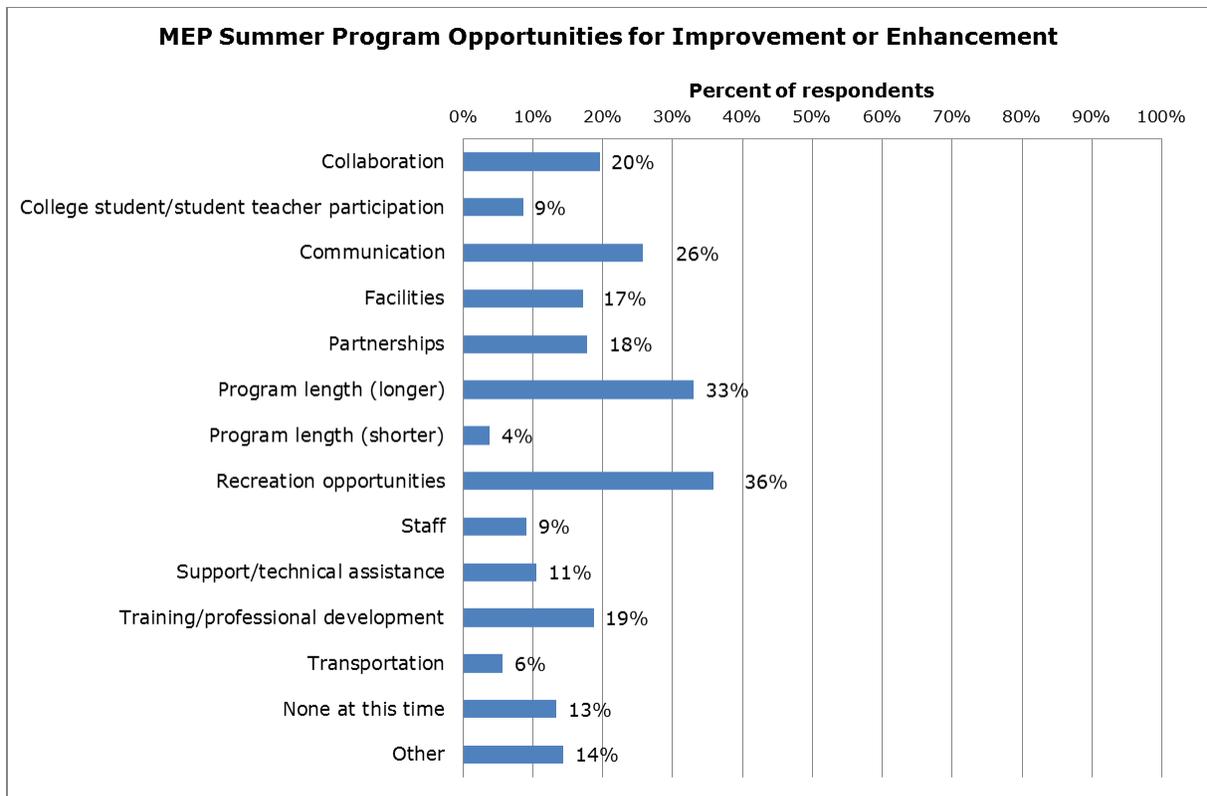
Respondents were also asked how partnerships could be improved or strengthened. Most respondents used this question as an opportunity to share more general suggestions for the program, not only suggestions related to partners, communication, or collaboration. Substantive responses and suggestions in this broader sense (125, 60 percent of respondents) covered themes such as better or more appropriate facilities for summer use; access to more information about students in order to better address needs or plan instruction; access to more technology resources and printing; better food; bilingual staff; more or better collaboration with guest speakers or instructors; communication between summer and school year teachers; communication regarding use of facilities; consistency of expectations; more discussion about activities; facility and safety considerations or accommodations for preschool children; language lessons or language resources for teachers who do not speak the same language(s) students do; logistical planning; more communication in general; more community involvement; more direction or set of program goals; more guest speakers and/or more time for the guest instructors or partner activities; more involvement from student support specialists; more partners related to high school students' needs; more pre-program planning; more recreational activities; more shared resources (i.e. guidance counselor); more students participating; more training for staff; orientation to PA-MEP for new staff; program staff feeling welcome in the host school or choosing schools that are more welcoming; PA-MEP reinforcement or recognition when district support is positive; parent involvement; public promotion of the benefits of the program; scheduling of health providers later in the program; student grouping by skill levels; and summer curriculum with pre/post assessments. Some individuals indicated it would have been helpful to have all students in the same building, while other indicated different buildings would be better. Other comments reiterated other needs shared elsewhere in the survey.

When given a list of options, PA-MEP summer staff selected the things or support that would be helpful to them in the implementation of the summer program. Respondents most frequently selected technology or computers (40 percent of respondents selected this item) and/or arts and crafts supplies (28 percent of respondents). These were the most frequently selected items in the previous year. "Other" responses that were not included in the provided options list included: access to a copy machine; art class; attention to appropriate teacher-to-student ratios related to student needs; a contact list for other program staff; elevators; English language materials or support for students and/or support for teachers who only speak English; field trips (for motivation and experiential reasons); a formal technology program/curriculum; more classroom materials, supplies, instructional resources, and books; more college visits; more instructional planning time; recreational activities for students; recreational supplies (i.e. balls, jump ropes) and/or access to a playground; a shorter school day in order to save money that could be used for

field trips; and for more students to participate in leadership programs. One respondent indicated that they had too many supplies in terms of volume – giving an example of having a gallon of dish soap given for a science activity that only used a few drops. A few respondents indicated that they had everything they needed.



In addition to benefits and needs, respondents selected from a list the ways in which the program or its implementation could be improved or enhanced. Respondents most frequently indicated recreation opportunities (36 percent of respondents) and a longer program (33 percent of respondents). The least frequently selected areas were shorter programs (4 percent) and transportation (6 percent). “Other” responses reflected many of the items included in the preceding “wish list” question. “Other” improvements noted that were unique to this question included: activities and/or structure that are different from a regular classroom during the school year; bilingual aides or assistants; career exploration for high school students; classroom structure and requirements; curriculum and goals; communication between parents and teachers; communication among collaborating agencies; facilities that match students’ developmental levels; food for students that is more in line with their culture; increase in staff pay; more funding; a specific recreational time; and use of school facilities.

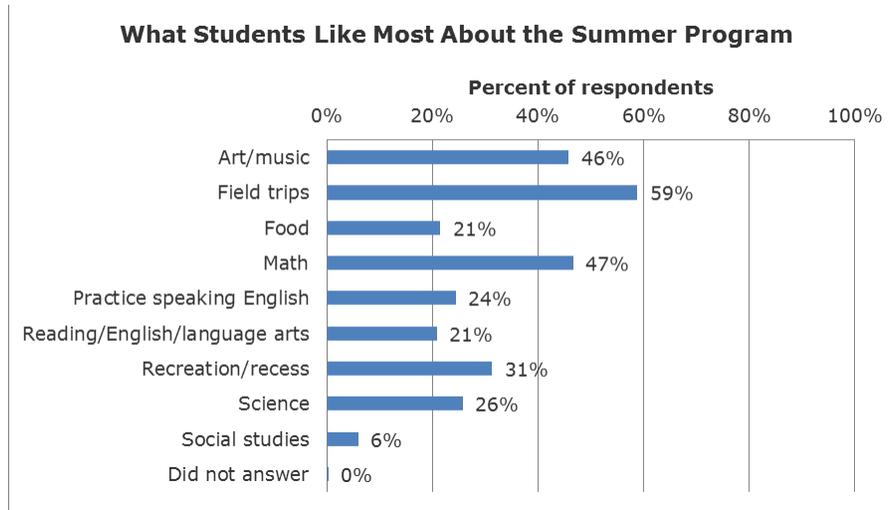


Eight respondents shared challenges related to recruiting students to the summer program. These difficulties included preschoolers riding the same bus as high school students; students looking for programs with more fun activities; lack of student motivation, declining migrant population, reading and understanding English; families are busy; and children leaving the area for the summer. Relatedly, a few respondents (12) indicated challenges with attendance, including those described above and also conflicts with other programs; differences between Hispanic students and Nepali students; family obligations and babysitting; focus on academics and the elimination of community or cultural experiences; parent reinforcement of attendance; students having to take required remedial classes; students having to walk to the bus; students leaving in the summer; and the program's early start time.

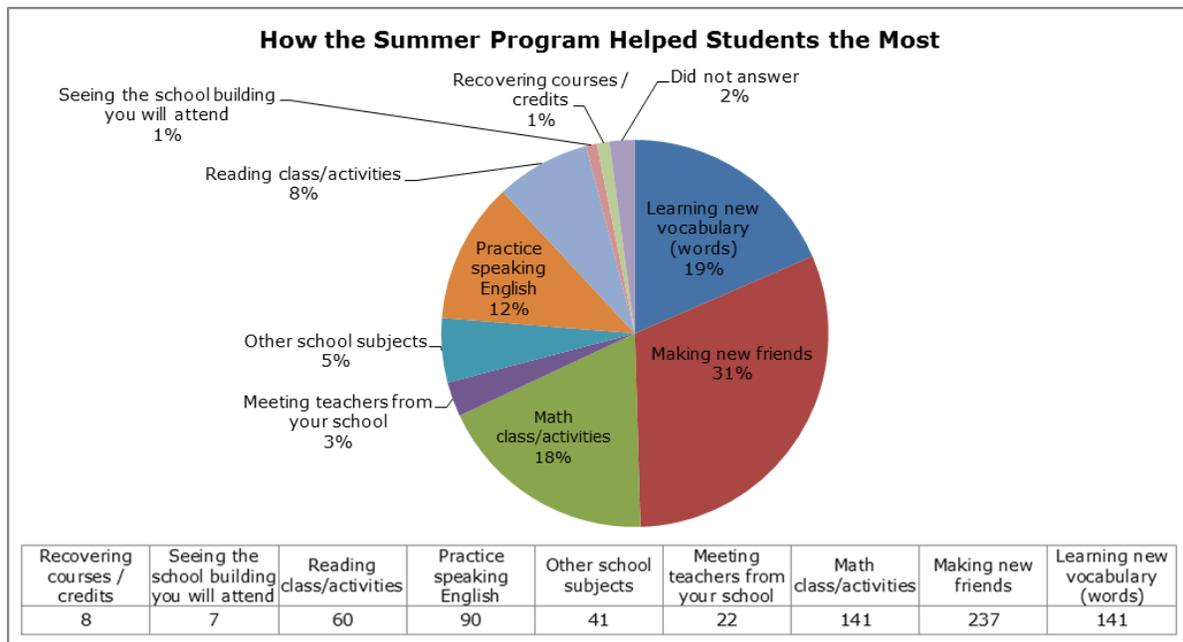
One of the greatest assets of the PA-MEP summer program is the staff. When asked why they choose to work for the program, most provided responses focused on enjoying working with the students; a love of teaching in general; a focus on English as a second language; student need; seeing the students improve; personal growth or experience; wanting to contribute to the program or to the students' growth; and being a former migrant student or parent or a migrant student. Despite the needs and challenges mentioned in other parts of the survey, responses to this question were overwhelmingly positive about the students and/or program and the staff's experience during the summer.

Student Survey

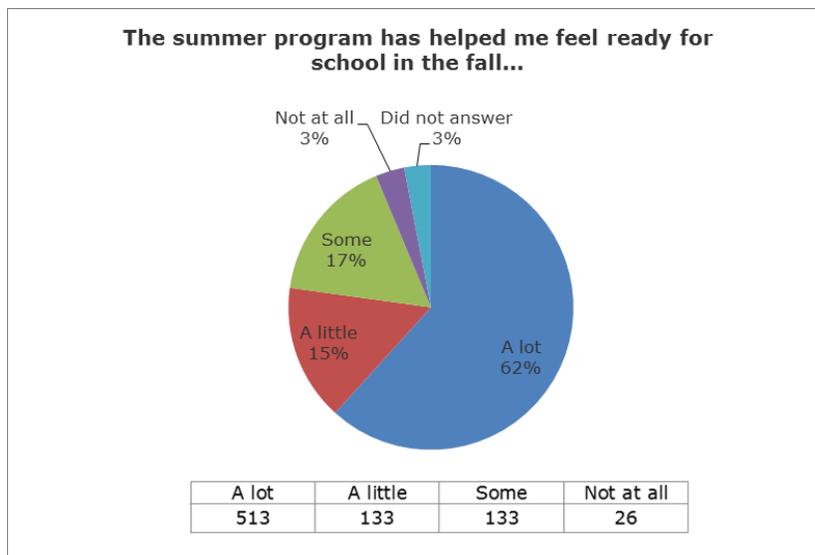
In addition to the staff survey, participating students completed a brief survey about their experience in PA-MEP summer programs. The survey was available online and on paper. A total of 763 students age seven or older completed the survey. Of the 21 summer programs, 17 programs were represented in the survey data. When asked what they liked most about the program, students most frequently selected field trips (59 percent), followed by math (47 percent) and art/music (46 percent). Students were asked to select their top three program activities.



Students also responded about the components that helped them the most. Half of the students indicated making new friends (31 percent) or learning new vocabulary (19 percent).



Students reported that the PA-MEP summer program they attended made them feel ready for school in the fall “a lot” (62 percent). Only 3 percent indicated that the PA-MEP summer program did not help them feel prepared at all.



Students were positive about the program, commenting that they had fun, learned a lot, made new friends, and practiced English. Student responses for why they would come back again and how they would describe the program to a friend followed similar trends. Some students shared that they thought the program was boring or they did not like the program, but some of these indicated that the program helped them “a lot” with feeling ready for school in the fall.

Students indicated that they would attend the program again if given the opportunity to do so (87 percent of respondents). Of those who indicated that they would not, many students’ explanations indicated that they knew they would not be eligible to come back the following year, they would not be in the area, they needed to work, or they would be graduating. Some students indicated that they would not come back because they did not like the program, were bored, were not interested, or for other reasons. Some students did not provide an explanation.

The survey asked students what they would change about the PA-MEP summer program if they were asked to help plan the program. Not all students provided a response, but of those who did, responses focused on art class, better food, more field trips, more recreation, music, and sports, with food, recreation, and field trips being the predominant responses.

The Power of Youth Summer Leadership Program

During summer 2012 PA-MEP offered a week-long middle school student leadership program: The Power of Youth¹⁹. A total of 51 students attended the program at Millersville University. Students completed an application to attend the program. The program selected students to participate based on an application essay, staff recommendation, and Priority for Service status.

¹⁹ <http://www.coolspeakers.net/services/programs/power-of-youth>

The Power of Youth is a series of student leadership workshops intended to nurture leadership skills in students to achieve personal growth. Over the course of five days, Power of Youth facilitators engage students with motivational presentations, team building activities, small group discussions, and personal development assignments. Improved academics, increased personal success, appreciation of education, and student leadership and service to families, school, and community (and encouragement of others to serve) are intended outcomes.

The Power of Youth staff were responsible for implementing and directing activities. PA-MEP staff organized the logistics of the program and recruited college students to assist with program implementation. The college students also served in a resident assistant capacity for the students.

Students completed several Power of Youth surveys during the program. As such, PA-MEP did not ask students complete a separate survey. The Power of Youth provided copies of the completed surveys to PA-MEP staff and the surveys were available to evaluators for review as well. Overall, the surveys were very positive, with students showing indications of self-confidence, future academic goals, empowerment, and related themes. It appears from survey responses that the students who participated may have already established some of these positive traits; as an example, nearly all students on both the pre-survey and post-survey indicated that they wanted to go to college.

Some students offered suggestions, including having more activities, incorporating sports, more rest, more games, more personal time, more dancing, going outside, and/or watching a movie.

At the conclusion of the program, Power of Youth staff and college student counselors completed a brief survey about their experience. Seventeen staff responded: 11 counselors and five Power of Youth staff. When asked to share their opinion of the greatest strength of the program, responses included the activities, the motivational speakers and facilitators, and the interaction of the students. As for areas that could be improved or enhanced, respondents indicated: communication between program staff and counselors, opportunities for college students to share experiences with students, following the agenda more closely, and ensuring that all cultural groups are engaged. Several respondents offered additional suggestions, including student access to computers for generating a resume and more preparation for college student counselors for facilitating students.

High School Student Leadership Institute

The Student Leadership Institute is a week-long residential summer program designed to encourage college attendance among migrant students who have demonstrated leadership potential in high school and through community service activities. The experience is supposed to enhance participants' leadership potential through a series of interactive workshops, field trips, lectures, and discussion groups that promote academic development, verbal communication skills, civic engagement and responsibility, college enrollment and retention, and personal development. The Student Leadership Institute was held at Millersville University, where 44 students participated. The Student Leadership Institute culminated with a Pennsylvania Capitol Building visit to see the General Assembly at work. The program had one primary facilitator, an

assistant facilitator, 11 college student counselors, and one PA-MEP staff member who was responsible for program logistics.

High school students who were interested in participating in the week-long residential program completed the Student Leadership Institute application and submitted personal essays. PA-MEP staff used these essays, student report cards, ACCESS for ELLs data (students had to score at least at the Developing Level), and a recommendation letter from each student's teacher, counselor, or PA-MEP student support specialist to select students to participate²⁰.

Students (41) completed a survey at the conclusion of the Student Leadership Institute. The majority of the questions asked participants to indicate their opinion of 32 statements using a scale that included "strongly agree," "somewhat agree," "somewhat disagree," and "strongly disagree." These statements addressed various aspects about the experience such as college and career preparation, decision-making, expectations, life choices, specific activities, and student outcomes and deliverables. The majority of students rated each statement "strongly agree" or "somewhat agree." The few areas where students one or two students answered "somewhat disagree" were related to financing their college education; considering college as a goal; developing a personal statement for use on a college admissions application; having enough time on the computers; learning new information about healthy lifestyles; feeling more comfortable with public speaking; understanding the history and services of the PA-MEP; and improving their writing skills through the use of a daily journal.

Students also had the opportunity to respond to three open-ended questions, one asking what was most helpful, one asking what they liked most, and the third asking what they would change about the Student Leadership Institute. Aspects of the program students liked the most included the debate; gaining confidence; getting to know other students; how to be a leader; learning new skills; public speaking; the team work; the visit to the capitol; and the writing activities. Activities that were most helpful had similar themes, with the debate being the activity mentioned most frequently.

Comments about what they would change included suggestions like: more time or longer program; more social or relaxing time; a later starting time or more time to sleep/rest; more activities and games; more information about college; different options for physical activity; more team activities; less rushing/better time management; more computer time; and more opportunities to get to know other students. Many students indicated that the program should continue in its present form.

Thirty-five students provided an additional comment at the conclusion of the survey. Their responses were very positive and shared how much they enjoyed or appreciated the experience, learned about themselves or others, appreciated the support of the counselors, and gained new skills and confidence.

²⁰ Priority for Service is not a factor in selection for the Student Leadership Institute, though such students may participate. The Student Leadership Institute is intended to be an enrichment opportunity. Priority for Service elements are more explicitly addressed through the other PA-MEP summer programs.

Following the program, five college student counselors completed a survey, sharing that the program's greatest strengths were various aspects of personal and academic development for the students. Suggestions for improvement included having a political leader from the state involved in the capitol visit, the program's fast pace, notifying local media of the student capitol visit, more training/team-building for counselors, and better pay for counselors.

PARENT SURVEY

In late summer and early fall of 2013, PA-MEP sought feedback from parents and families related to the services they had received in the past year and interest in information and programming. The primary purpose of the survey was to determine areas of need so that the program can ensure that its services are relevant for the parents and families the program serves.

To conduct the survey, the program collaborated with the PA-MEP state evaluation team from the Allegheny Intermediate Unit to design the surveys. The survey was available on paper and online in English, Nepali, and Spanish. If a parent spoke a language other than these three, PA-MEP staff who could translate interviewed the parent and recorded the parent's responses.

Surveys were to be administered to families between the last week of July and September 30, 2013. In order to effectively define the pool of eligible respondents, PA-MEP data staff from Central Susquehanna Intermediate Unit 16 queried a list from PA-MEP's MIS2000 database of all families that were eligible and enrolled in the program for one day or more between Aug. 15, 2012 and July 16, 2013, excluding families that were known to have already left the project area as of July 16, 2013. It was expected that some additional families would have left the area and/or could not be located due to the nature of the migrant lifestyle and that some out-of-school youth²¹ would be included on that list who were not living with their parents nor had migrant children of their own. As such, project areas were given a target response rate of 40 percent. A total of 1,044 surveys were included in analysis, which is a 42.9 percent response rate overall.

Evaluators also examined response rates by project area and home language to determine the extent to which the surveys collected were representative of the state and the populations served by the program. In doing so, evaluators found that six of the nine project areas exceeded the 40 percent target response rate. The three that did not meet the target were found to have considerably larger populations of out-of-school youth who were neither living with their parents nor parents of an eligible migrant child, and so the survey did not apply to them. When these out-of-school youth populations were excluded from the eligible families list, the three project areas met or exceeded the 40 percent target.

For home language, data indicated 16 different home languages plus an "other" category for the families identified as eligible to be surveyed. The largest portions of families had a home language of Spanish (70 percent) or Nepali (20 percent). Based on the survey responses, all but four of the identified home languages were represented, with these four only having one or two

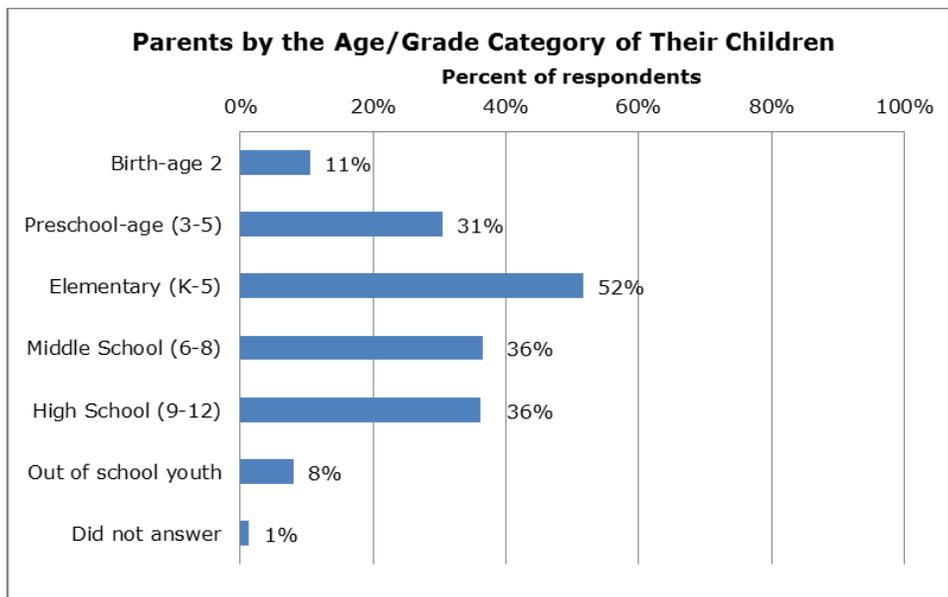
²¹ Individual out-of-school youth have a family identifier even if they live apart from relatives. Some out-of-school youth live with their parents and some are parents themselves, and as such, out-of-school youth could not be excluded from the eligible families list.

families speaking that language. The responses received were proportional to the eligible families list: 65 percent of respondents identified their home language as Spanish and 22 percent identified their home language as Nepali.

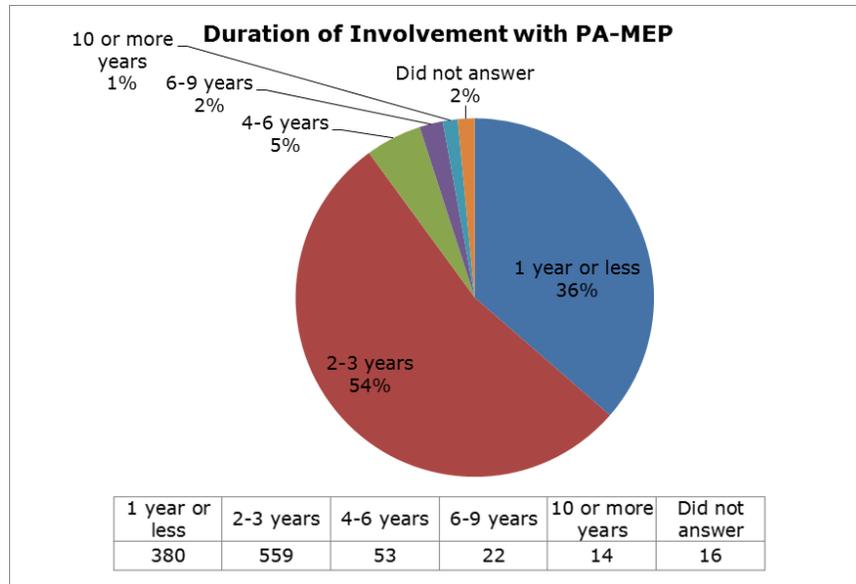
These demographic findings and response rates confirm that the survey results are very likely to be representative of the state and each project area.

Most families had children that fell into more than one of PA-MEP's three student categories. However, the largest portions of families had children who fell into both the birth to preschool and the K-12 categories (37 percent) or they had children in both the K-12 and out-of-school youth categories (30 percent).

Looking at age ranges more specifically, more than half of respondents had children in the elementary range. In the chart below, families appear in each category that applied to them.



Mobility is a defining characteristic of this population. Once identified as meeting the migrant definition, a student is eligible for the program for 36 months. The majority of respondents reported being involved with PA-MEP for up to three years (90 percent of respondents). However, readers should note that while PA-MEP eligibility expires after three years, children can re-qualify for an additional three year term each time a qualifying move is made, explaining why some respondents indicated being involved with the PA-MEP for more than three years.

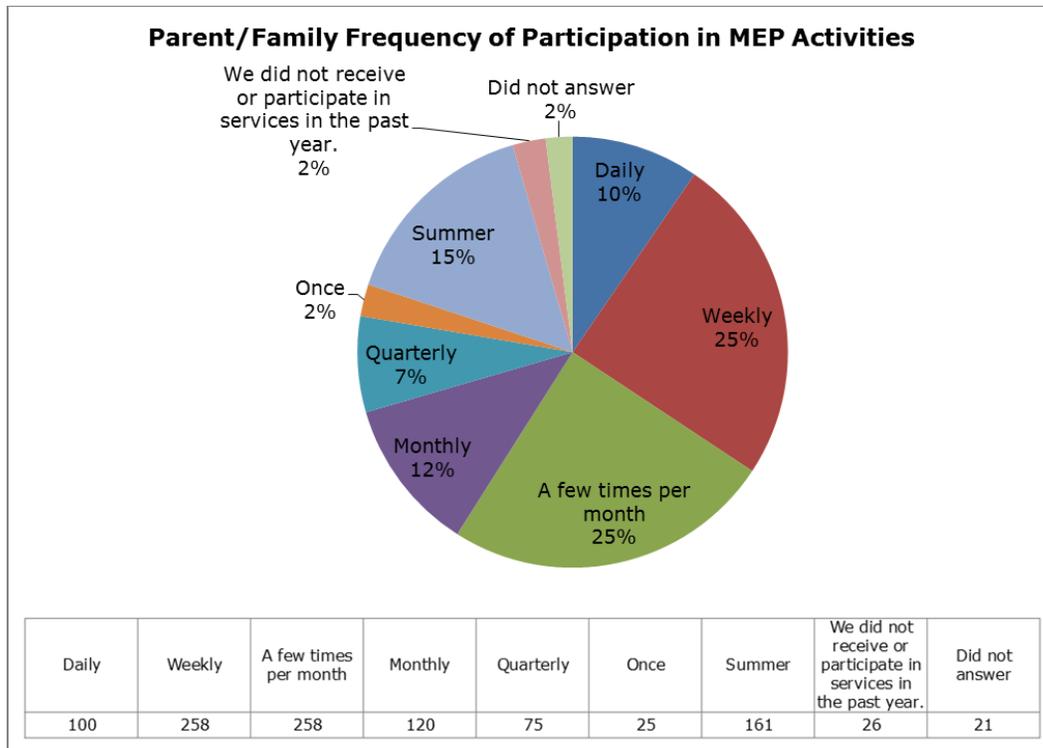


Before asking families about their satisfaction with PA-MEP services, the survey prompted parent respondents to identify the types of services that their child(ren) or family had received in the past year. More than 70 percent indicated that their child(ren) had participated in summer school programs, which is one of PA-MEP’s primary direct services to students. This was followed closely by academic support (64 percent of respondents). Fifteen families indicated that they (or their children) did not receive services in any of these categories. The most-frequently indicated “other” responses included school supplies, books, clothing, referrals to or assistance navigating other services, preschool services, assistance with doctor’s appointments, or help understanding how to help their child(ren) with school.

Service	Number of Respondents	Percent of Respondents
Summer school programs	734	70 percent
Academic support for your child (English, math, science, writing, etc.)	669	64 percent
Transportation services	617	59 percent
Assistance with free or reduced lunch	614	59 percent
Assistance with parent/teacher conferences	503	48 percent
After-school programs	491	47 percent
Interpreting services	487	47 percent
Assistance working with your child’s school (navigating processes, understanding school letters sent home, etc.)	485	47 percent
Assistance with school enrollment	421	40 percent
Homework help	417	40 percent
In-home tutoring	410	39 percent
Referrals to community organizations	338	32 percent
Saturday programs	306	29 percent
Other parent workshops/trainings and related activities	257	25 percent

Service	Number of Respondents	Percent of Respondents
College visits	235	23 percent
PAC Meetings (state or local)	232	22 percent
Advocacy services	231	22 percent
Computer classes	192	18 percent
Summer leadership programs [Student Leadership Institute (SLI), The Power of Youth]	189	18 percent
Other services for out-of-school youth	86	8 percent
Help with college financial aid (FAFSA) application	84	8 percent
Other	59	6 percent
None of the above services	15	1 percent
Did not answer	4	Less than 1 percent

Nearly 75 percent indicated that they received or participated in PA-MEP services at least once per month, with many reporting greater frequency. Two percent of respondents indicated that they had not participated in the past year.



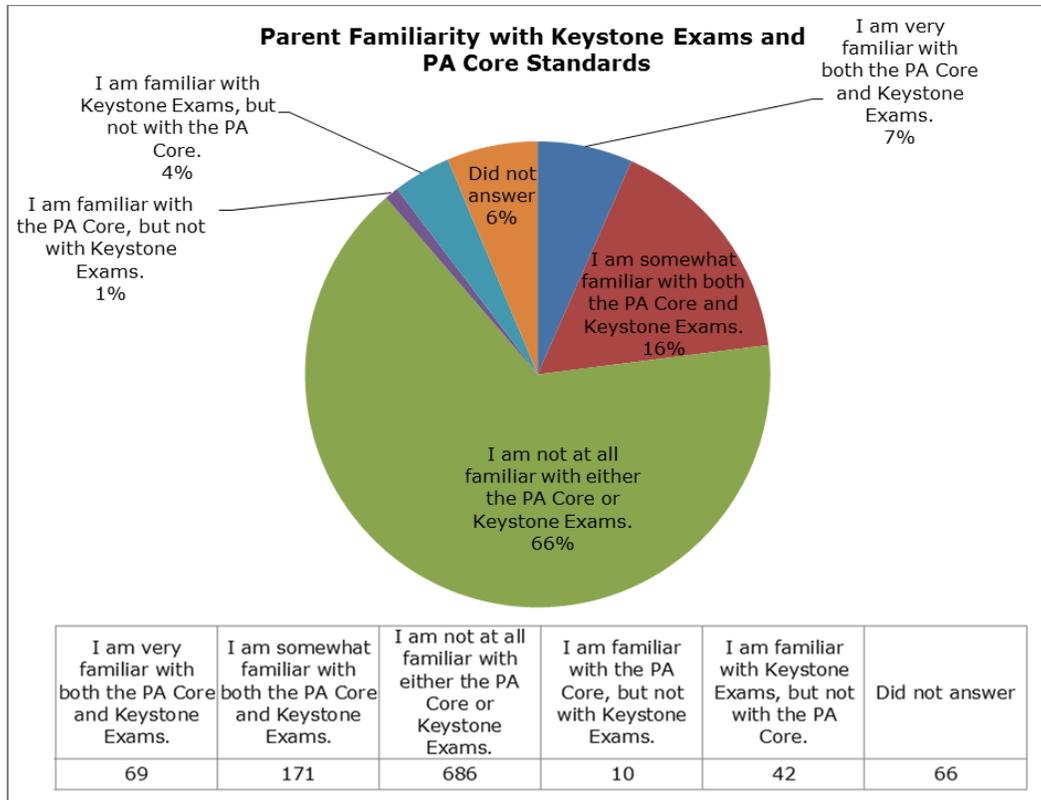
When asked about their satisfaction, nearly all were “very satisfied” (88 percent) or “somewhat satisfied” (10 percent) with PA-MEP services. One percent reported dissatisfaction.

Most parents (75 percent) indicated they did not decline any services in the past year. Of those who did, the largest portion of these was because of conflicts with work schedules (12 percent).

When asked what services they wanted to know more about, more than half selected assistance with English language development (56 percent), assistance with homework (53 percent), and/or assistance with reading and writing (50 percent). “Other” services were predominantly related to English language support or classes for parents.

Service	Number of Respondents	Percent of Respondents
Assistance with English language development	583	56 percent
Assistance with homework	548	53 percent
Assistance with reading and writing	525	50 percent
Assistance with math	508	49 percent
Academic computer programs	445	43 percent
Saturday programs for students	334	32 percent
College tours and college readiness	320	31 percent
Career awareness	315	30 percent
More in-home tutoring programs	310	30 percent
Awareness of high school graduation requirements	294	28 percent
Assistance with early childhood and preschool programs	272	26 percent
Parent Advisory Councils	208	20 percent
Assistance with the continuation of education for out-of-school youth	164	16 percent
Other	67	6 percent
Did not answer	32	3 percent

In addition to asking parents about their interest areas, PA-MEP was interested in determining how familiar parents were with recent changes in Pennsylvania public education, specifically the introduction of the PA Core Standards and the Keystone Exams. The largest portion of parents (66 percent) indicated that they were not at all familiar with either initiative.



The survey also asked families to indicate their level of access to communication technology and transportation in order to determine how PA-MEP may need to structure programs or communications in the future. Based on related questions, slightly more than half of families reported having access to email or text messaging. As for transportation, more than half of respondents (69 percent) indicated that they were able to provide transportation for one or more of the three service types included in the survey.

Based on these survey results, it appears that a majority of parents are participating in PA-MEP services on a regular basis and are satisfied with the services their family and child(ren) receive. They are most interested in English language assistance. Where appropriate, PA-MEP should take parent interest and these results into consideration when planning programs and services.

STUDENT OUTCOMES

Kindergarten Readiness

PA-MEP's kindergarten readiness protocol provides a structured method of determining kindergarten readiness for students' needs assessment and for examining changes in kindergarten readiness during the program year. The Kindergarten Readiness Checklist is an instrument that resulted from the School Readiness Expert Group working on the *Service Delivery Plan* and is based on research and prior experience indicating the areas important to success in kindergarten, some of which correlate directly to Pennsylvania Early Learning Standards.

During the 2012-13 program year, the initial assessment was to be administered during September or within two weeks of being recruited. The middle administration was to occur at or near the end of the school year. Instructions indicated that the final assessment was to be done after completion of the summer term to see a student's final status for the year. All students expected to enroll in kindergarten the following year were to have at least the initial assessment completed. Students still present and eligible during the subsequent times should have had the readiness checklist completed again.

The checklist included 32 skills in eight categories. Students proficient in 24 to 32 of the skills were considered to be at a mastery level. Students proficient in eight to 23 of the skills were considered in progress, and students with seven or fewer skills were considered not ready for kindergarten. Determination of skill proficiency was left to the professional opinion of the student support specialist working with the student, based on information or data gathered from preschool teachers, parents, or observation.

Results were available for a total of 253 students who were four years old or older as of Sept. 1, 2012. These students would be most likely eligible for kindergarten enrollment the following year. Of these 253, 216 had data for the initial administration (85 percent of all students assessed), 211 had a middle administration (end of the school year) data (83 percent), and 215 had end-of-summer data (85 percent). A total of 171 students (68 percent of all students included in analysis) had data for each of the three administrations. As a reminder, only the initial assessment was required for students expected to enter kindergarten in the coming year. Subsequent administrations were done based on students' continuing enrollment/eligibility and PA-MEP access to students. Nearly half (49 percent) of students were Priority for Service.

For all but one skill²², a greater percentage of students demonstrated mastery at summer-end than at prior administrations. So even considering some differences in the student groups assessed, it appears that, overall, students as a whole were moving toward or maintaining readiness for kindergarten. Considering the majority of students (85 percent) had their last assessment at the end of the summer, the areas where students appear to be strongest included the following areas:

- enjoys outdoor play (99 percent of students were at the mastery level);
- holds writing implements (99 percent of students were at the mastery level); and
- tries to write, scribble, or draw (98 percent of students were at the mastery level).

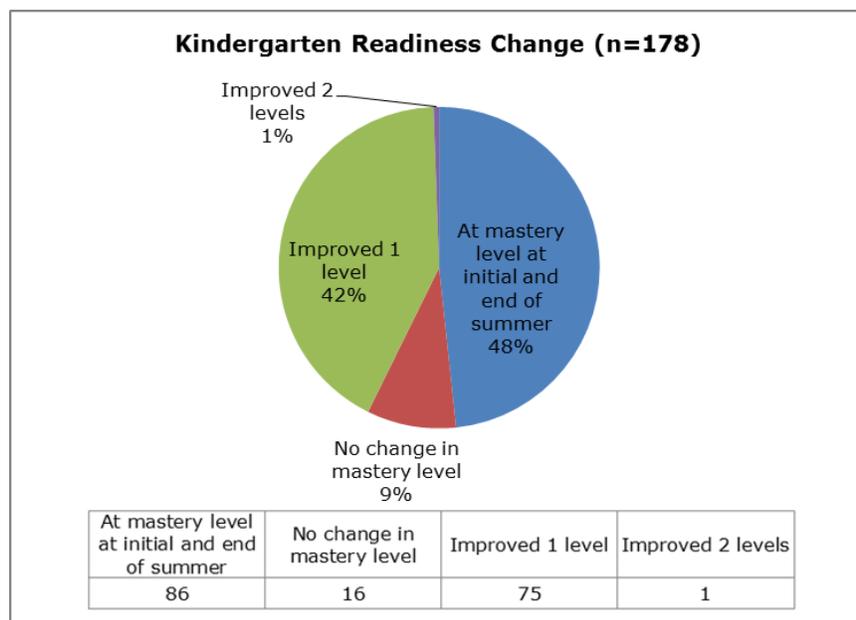
²² For the item examining whether a student tries to write, scribble, or draw, 99 percent demonstrated mastery at school year end (middle administration), while 98 percent demonstrated mastery at the end of the summer.

Also based on the end-of-summer administration, the following appear to be areas of need for some students (less than 80 percent of students included in analysis demonstrated mastery):

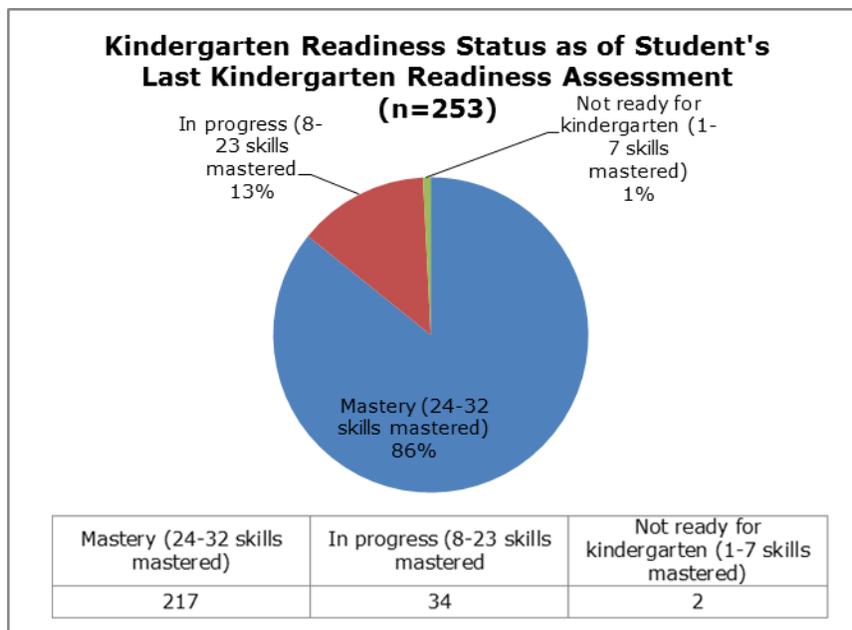
- uses words to solve problems when angry or frustrated (66 percent of students were at the mastery level);
- has many books of his/her own and a special place to keep them (76 percent of students were at the mastery level); and
- tries to read along with favorite or repeated sections of books (77 percent of students were at the mastery level).

It should be noted that these three concern areas were the same areas identified in the prior year, but the percentage of students demonstrating proficiency in 2012-13 for each of the items was higher than in 2011-12 (64 percent, 75 percent, and 63 percent, respectively).

Evaluators also examined improvement status for those students having information for initial and end-of-summer administrations (178 students). Of these students, 48 percent demonstrated sufficient skills to be in the mastery level at both the initial and end-of-summer administrations, 42 percent positively moved one level from the initial to the end-of-summer assessment (from “not yet ready” to “in progress” or “in progress” to “mastery”), and 1 percent improved two levels. Nine percent scored in the same non-mastery level at both assessments. None declined.



Perhaps most important is a student’s performance on their last assessment, regardless of its timing. Of the 253 students, 86 percent of students demonstrated proficiency on at least 24 of the 32 identified skills. The smallest group (1 percent) was not yet ready for kindergarten.



Academic Achievement

Findings in this section attempt to answer the evaluation questions “Are PA-MEP students meeting state accountability targets?” and “To what extent are programs for PA-MEP students impacting student outcomes?” For the 2012-13 program year, analysis included data from PSSA, PASA, Keystone Exams, ACCESS for ELLs, DIBELS (summer programs) and Quick Math (summer programs) assessments.

Results provided are for all migrant students who had adequate and appropriate data for analysis. Percentages were calculated based on the number of students having data and included in analysis, and do not represent all K-12 students. For each assessment, the number of students included in the analysis is provided (overall and by Priority for Service and fluency status), as it differs by assessment.

State Academic Assessments

Pennsylvania annually administers several assessments in core academic areas to public school students. The Pennsylvania System of School Assessment (PSSA) is administered in grades 3-8. The Pennsylvania Alternate System of Assessment (PASA) is administered to special education students having significant cognitive disabilities in grades 3-8 and 11. The Algebra I and literature Keystone Exams are administered to secondary students starting in ninth grade. Students can re-take the Keystone Exams until they reach a proficient level. Their score is then banked and applied to their 11th grade year, or their 11th grade Keystone Exam is used for

accountability if the student had not yet reached a proficient level. Results from these state assessments are provided together in this section, as each is administered to different student groups, so there is no possibility that a student is included more than once and each assessment is used for the same accountability purposes.

Evaluators collected PSSA, PASA, and Keystone Exam data at the state level and matched it to PA-MEP enrollment data. Consequently, data was available for all migrant students enrolled in a public school who took the applicable assessment.

Based on assessment accommodations guidelines, English language learners who have been enrolled in a United States school for less than 12 months have the option to participate in the reading state assessments. However, all English language learners who are enrolled in a United States school must participate in the math and science assessments. Students in their first 12 months of United States school enrollment are included in state outcomes calculations for participation, but not for performance. The possible reading exemption may contribute to a lower number of students being included in analysis as compared to math or science results.

In addition to looking at the overall results, evaluators disaggregated state assessment data by grade level, English fluency²³, and Priority for Service status. Priority for Service status was further disaggregated by fluency.

There were 90 public school districts or charter schools identified as having migrant students enrolled during the 2012-13 school year in third through eighth and 11th grades, which are the grades in which state assessments are used for accountability reporting, with enrollment in these grades totaling 1,735 students²⁴.

Reading assessment results include 1,363 migrant students (348 Priority for Service students, including 31 fluent and 315 nonfluent, and 1,015 non-Priority for Service students, including 258 fluent and 756 nonfluent), which is 77 percent of third through eighth and 11th grade students.

Math assessment results include 1,574 migrant students (501 Priority for Service students, including 31 fluent and 468 nonfluent, and 1,073 non-Priority for Service students, including 259 fluent and 813 nonfluent), which is 89 percent of third through eighth and 11th grade migrant students.

Science assessment results include 638 migrant students (203 Priority for Service students, including 13 fluent and 189 nonfluent, and 435 non-Priority for Service students, including 107 fluent and 327 nonfluent), which is 88 percent of fourth, eighth, and 11th grade migrant students (728 students).

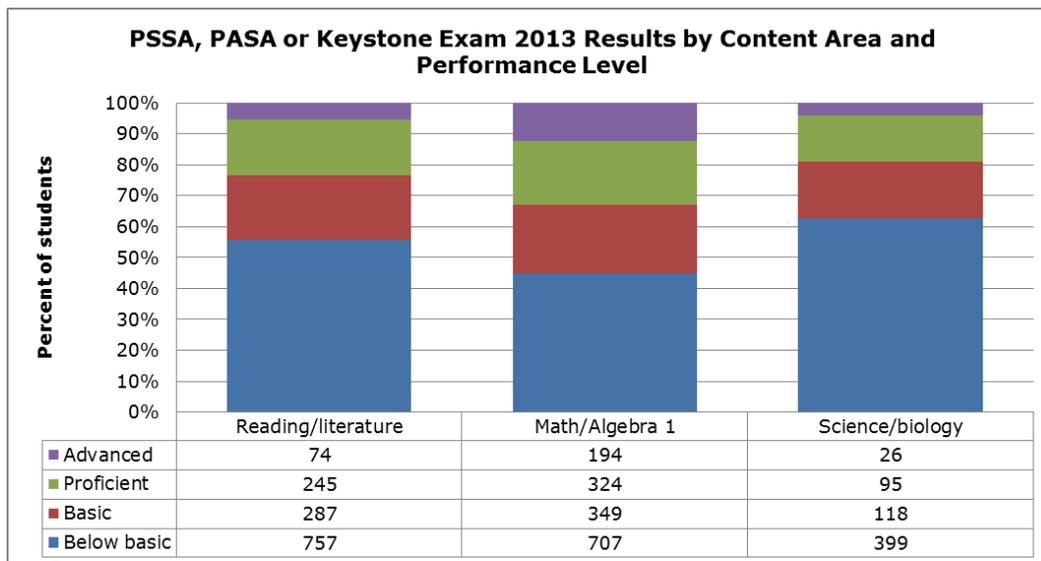
Students may not have state assessment data for several reasons. These students and their families tend to move frequently, which is inherent in the migrant lifestyle. As such, students are not always enrolled in school for a full year. They may move to a district after the assessment is administered or they may leave Pennsylvania prior to the assessment administration. Students

²³ English fluency was determined by the student's PA-MEP needs assessment.

²⁴ This figure excludes students in state assessment grades who enrolled after April 2013.

only need to be present and eligible for PA-MEP in Pennsylvania for a minimum of one day to be included in the program’s school year student count. Additionally, nonfluent students may not take the reading assessment if they meet the exemption criteria explained previously.

The following graph illustrates students’ results on the state assessments: PSSA, PASA, or Keystone Exams. In each of the three content areas, the largest portion of students scored in the below basic performance level, 56 percent for reading/literature, 45 percent for math/Algebra I, and 63 percent for science/biology. Each of the three content areas showed similar results, with math/Algebra I having the largest percentages of proficient or advanced students at 21 percent and 12 percent, respectively.

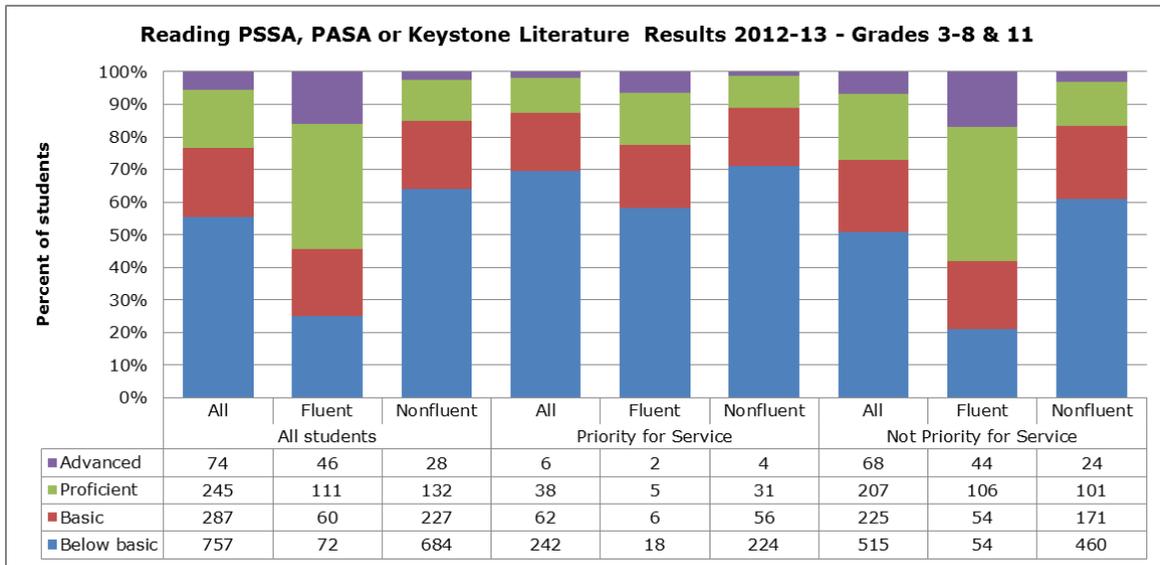


The next set of graphs show state assessment results disaggregated by English fluency²⁵ and Priority for Service status, with Priority for Service status further disaggregated by fluency. The following graphs illustrate students’ results on the state assessments: PSSA, PASA, or Keystone Exams. As a reminder, PSSA is reported for students in grades 3-8, PASA is reported for students in grades 3-8 and 11 with cognitive disabilities,²⁶ and Keystone Exams results are reported for 11th grade. For students in 11th grade and taking the PASA, the PASA is used instead of the Keystone Exam. This analysis method complies with the way that Pennsylvania reports accountability at the federal level.

In reading, fluency is a factor in academic achievement, as more than half of fluent students (54 percent) scored in the proficient or advanced levels while 15 percent of their nonfluent peers scored in these levels. The percentage of Priority for Service students, overall, who scored in the proficient or advanced levels is lower – 13 percent of students – than their non-Priority for Service peers (27 percent of non-Priority for Service students scored proficient or advanced). Priority for Service status and English fluency influence reading outcomes on state assessments.

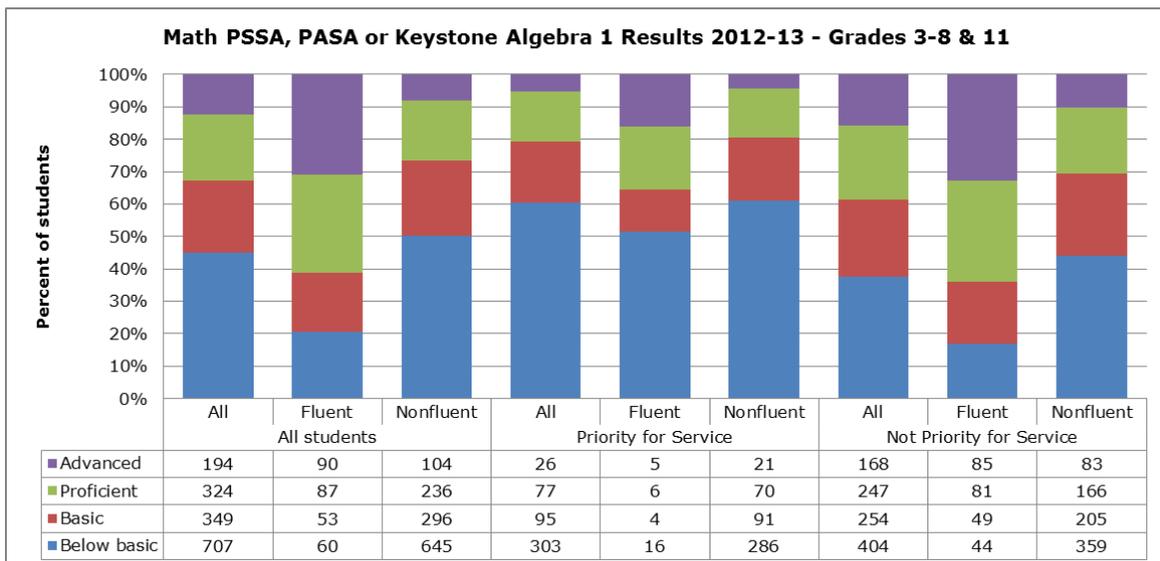
²⁵ English fluency was determined by the student’s PA-MEP needs assessment.

²⁶ Students taking the PASA do not take the PSSA.

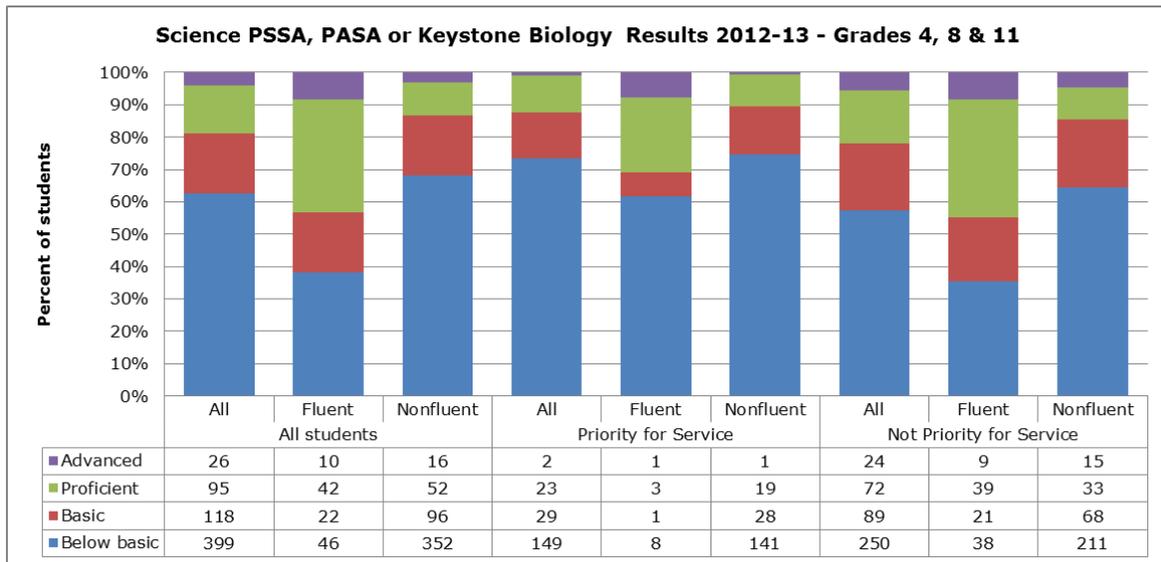


English fluency also influences math results. Of fluent students, 61 percent scored in the proficient or advanced levels on state math assessments, while 27 percent of their nonfluent peers scored in these levels. Math results indicate higher percentages scoring in the proficient or advanced levels in math than reading.

The percentage of Priority for Service students, overall, who scored in the proficient or advanced levels is lower than their non-Priority for Service peers. Again, fluency is more influential on results: 35 percent of fluent Priority for Service students scored in the proficient or advanced levels (compared to Priority for Service nonfluent students at 19 percent) and 64 percent of non-Priority for Service, fluent students scored in the proficient or advanced levels (compared to non-Priority for Service nonfluent students at 31 percent). Priority for Service status and English fluency influenced state math assessment outcomes.



Science results are similar; fluency appears to be the greatest influence. While 43 percent of fluent students scored in the proficient or advanced levels, 13 percent of nonfluent students scored in these levels. Within the Priority for Service category, 11 percent of Priority for Service nonfluent students scored in the proficient or advanced levels compared to 31 percent of fluent Priority for Service students. For non-Priority for Service students, 45 percent of fluent students scored in the proficient or advanced levels and 15 percent of nonfluent students scored as such.



According to state assessment results, migrant students, overall or by subgroup, did not meet the 2012-13 Annual Measurable Objectives - 70 percent of students scoring proficient or advanced for reading and 73 percent for math. Overall, 33 percent of students scored in the proficient or advanced levels in math and 23 percent of students scored in the proficient or advanced levels in reading. There are no Annual Measurable Objectives for science.

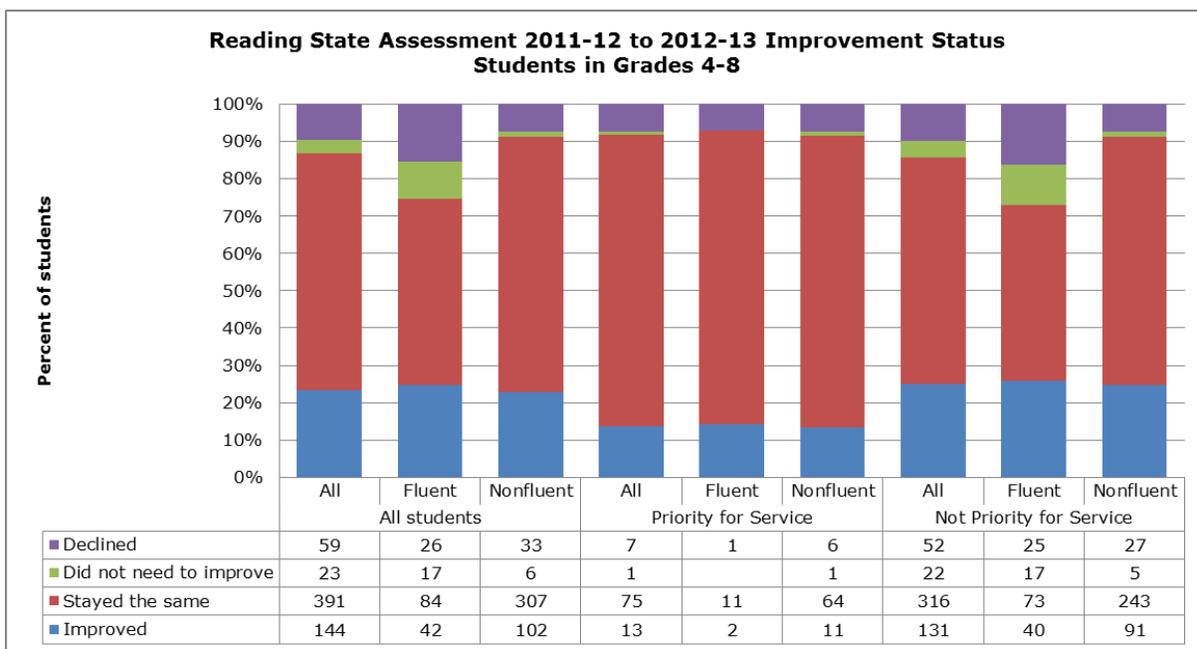
The next set of graphs illustrate the improvement status of students on PSSA/PASA assessments for those 2012-13 students having 2012-13 and 2011-12 reading or math data²⁷. For these students, improvement status can be determined from third to fourth grade, fourth to fifth grade, fifth to sixth grade, sixth to seventh grade, and seventh to eighth grade.

There were 617 students with two years of reading data (169 fluent, 448 nonfluent), of which 96 were Priority for Service (14 fluent, 82 nonfluent) and 521 were non- Priority for Service (155 fluent, 366 nonfluent). There were 750 students with math data (169 fluent, 581 nonfluent), of which 134 were Priority for Service (14 fluent, 120 nonfluent) and 616 were non- Priority for Service (155 fluent, 461 nonfluent). It is important to keep in mind and reference the count of students included in analysis, remembering that nonfluent and non-Priority for Service groups have the greatest numbers of students and the categories of Priority for Service and fluent have the fewest students.

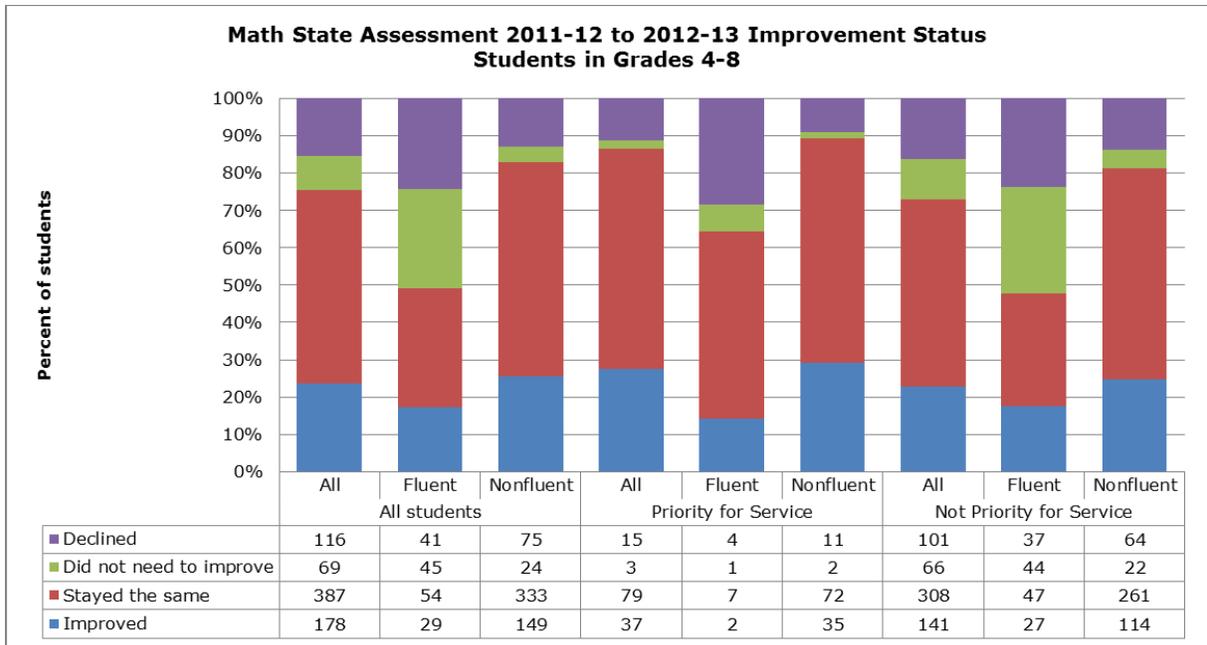
²⁷ Achievement gains for science are not provided as this assessment is only administered in fourth, eighth, and 11th grades.

Improvement was defined as positively moving one or more performance levels. Decline was a movement from a higher performance level to a lower one. Students scoring in the same performance level both years were classified as “no change,” except those scoring in the advanced level both years, who were classified as “did not need to improve.”

Reading results show that the largest portion of students, at 63 percent, scored in the same performance level in both 2011-12 and 2012-13. Nearly a quarter of students (23 percent) improved, 10 percent scored in a lower performance level in 2012-13 than they had in 2011-12, and the smallest portion (4 percent) scored in the advanced level in both years and are represented by the “did not need to improve” portion of the graph. Fluency and Priority for Service status influenced students’ performance, with fluent students outperforming their nonfluent peers and non-Priority for Service students generally performing better than Priority for Service students, except in terms of students declining, where non-Priority for Service students were slightly more likely than Priority for Service students to decline from 2011-12 to 2012-13.



In math, just over half (52 percent) of students included in analysis remained in the same performance level from 2011-12 to 2012-13. Nearly a quarter (24 percent) scored in a higher level than they had in the prior year. Fifteen percent declined. The smallest portion, at 9 percent, scored in the advanced level in both years. Fluent students were more evenly distributed across the change categories than nonfluent students, whose performance was more consistent with the overall results. Non-Priority for Service students performed slightly better than Priority for Service students in terms of not needing to improve, but the Priority for Service group had a higher percentage of students improving and a lower percentage of students declining.

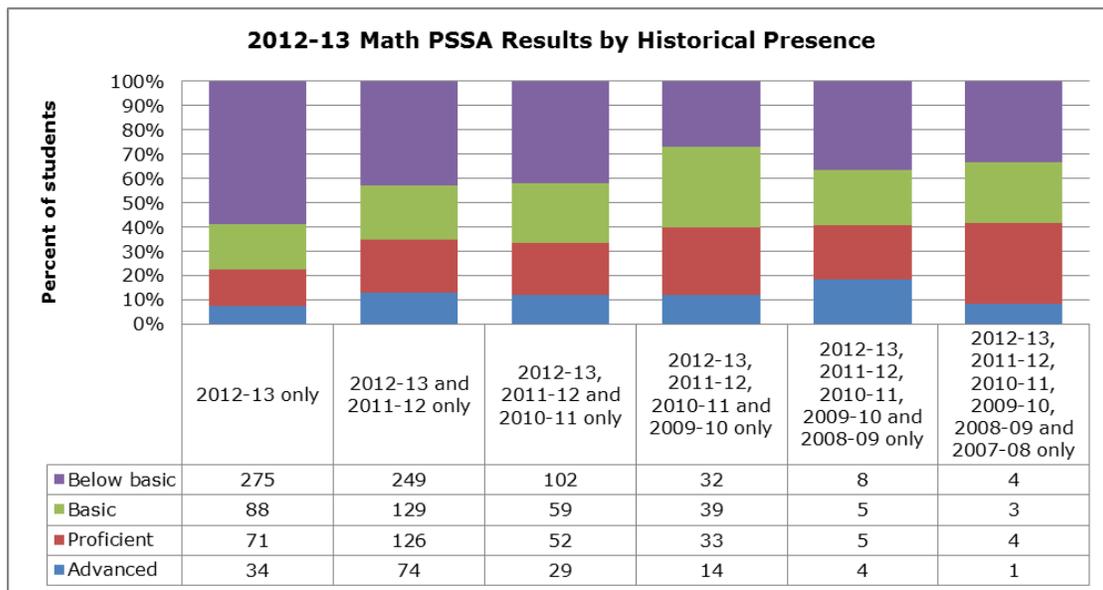
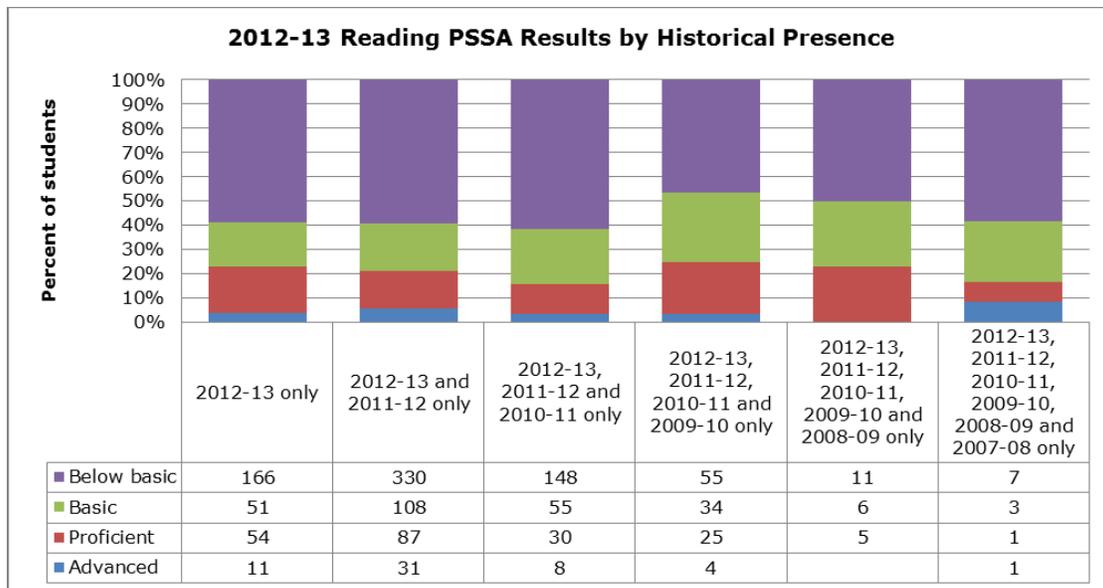


The past several years have consistently shown that the longer students are involved in PA-MEP, the greater the likelihood that they will perform at proficient levels on state assessments. Evaluators examined 2012-13 state assessment results by students' presence in the program for multiple years²⁸ in an effort to determine the extent to which newly-arriving students contributed to overall results and if students who were enrolled for multiple years performed at higher levels.

Analysis revealed that, in reading, with each additional consecutive year of participation, the percentages of students who scored at proficient and advanced levels in 2012-13 increased through the fourth year of participation, then remained stable, and then dropped slightly, though this drop is most likely indicative of the very small number of students being present and enrolled for six consecutive years.

Evaluators did the same analysis for math and found a similar trend, but without the slight drop in the sixth year. The longer a student was in Pennsylvania and identified as a migrant student, the better their results. These historical findings, as well as the results of year-to-year comparisons described previously, are perhaps the greatest indicators of the program's effectiveness. It is generally understood that it takes several years for the influence of an intervention to be captured on state assessments. Because of these students' mobile nature and the 36-month eligibility period for each qualifying move, PA-MEP often does not have the opportunity to serve students for multiple years. However, the historical and progress findings show when PA-MEP has that opportunity, students exhibit positive outcomes by having greater percentages of students scoring at proficient levels, students improving from year to year, and lesser percentages of students declining from year to year. Service delivery findings for this and the past few years support that a majority of students with academic needs receive PA-MEP services related to those needs, so it is likely that PA-MEP influenced these results.

²⁸ While PA-MEP eligibility is 36 months, students may renew their eligibility by making a qualifying move.



Information was also available to allow evaluators to compare migrant students' results to state assessment results²⁹. Migrant students are compared to state results in two ways. Given that migrant students (nonfluent) are more similar to the English Language Learner subgroup of students than to all students, evaluators compared migrant students' PSSA, PASA, or Keystone Exam results to state English Language Learner subgroup results on these same assessments. It is important to note that based on native language and ACCESS for ELLs data, in most cases, nonfluent migrant students are included in the English Language Learner subgroup as well. This would be similar to comparing one grade level of a school district to the overall school district; the study group is also part of the comparison group.

²⁹ http://www.esafedreport.com/StateReport#report_card

In 2012-13, state reading results for the English Language Learner subgroup showed that 17 percent of English language learners scored in the proficient or advanced levels. PA-MEP results showed that 15 percent of nonfluent migrant students scored in the proficient or advanced levels.

In 2012-13, state math results for the English language learner subgroup showed that 29 percent of English language learners scored in the proficient or advanced categories. PA-MEP results showed that 27 percent of nonfluent migrant students scored in the proficient or advanced levels.

These results indicate that the percentage of nonfluent migrant students who scored at proficient or advanced levels is slightly lower than the overall state English language learner subgroup.

State assessment results for migrant students scoring at proficient and advanced levels are lower than the state's annual measurable objectives and lower than the state's overall 2012-13 performance in each of these areas. Because of this finding, evaluators further examined assessment results to determine if these lower state assessment results were related to students' migrant status or if they were similar to the assessment results of the schools they attended. Given the school level data available, this analysis was only conducted for reading and math PSSA data in grades three through eight. To examine this, evaluators looked at the PSSA results of the schools where migrant students attended and utilized the standard t-test to determine if the proficiency levels of migrant students were statistically different than the proficiency levels of the students with data attending those schools.

The analysis of reading PSSA data included 222 schools. In most cases (81 percent of the schools) migrant students were not statistically different from the academic performance of their peers. In 43 cases (19 percent of the schools) migrant students scored significantly lower than their peers and no migrant students scored significantly higher than their peers. These findings are very similar to findings from 2011-12.

The analysis of math PSSA data included 312 schools. In most cases (87 percent of the schools) migrant students were not statistically different from the academic performance of their peers. In 39 cases (13 percent of the schools) migrant students scored significantly lower than their peers and no migrant students scored significantly higher than their peers. Like reading, these findings are very similar to findings from 2011-12.

State English Proficiency Assessment

The ACCESS for ELLs³⁰ assessment is a large-scale language proficiency test for kindergarten through 12th grade students and is one component of the World-Class Instructional Design and Assessment Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners. Pennsylvania is a part of the World-Class Instructional Design and Assessment Consortium.

³⁰ While the name of the assessment is an acronym standing for Assessing Comprehension and Communication in English State-to-State for English Language Learners, ACCESS for ELLs is the formal name of the assessment.

The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency on a yearly basis and to serve as a criterion to aid in determining when students have attained full language proficiency. The test was designed to represent the social and academic language demands within a school setting as outlined in the assessment's *English Language Proficiency Standards, Kindergarten through Grade 12* (2004, 2007). Pennsylvania administers the assessment between late January and late February to all students enrolled in public school districts in kindergarten through 12th grade who were identified by their school or district as not fluent in English.

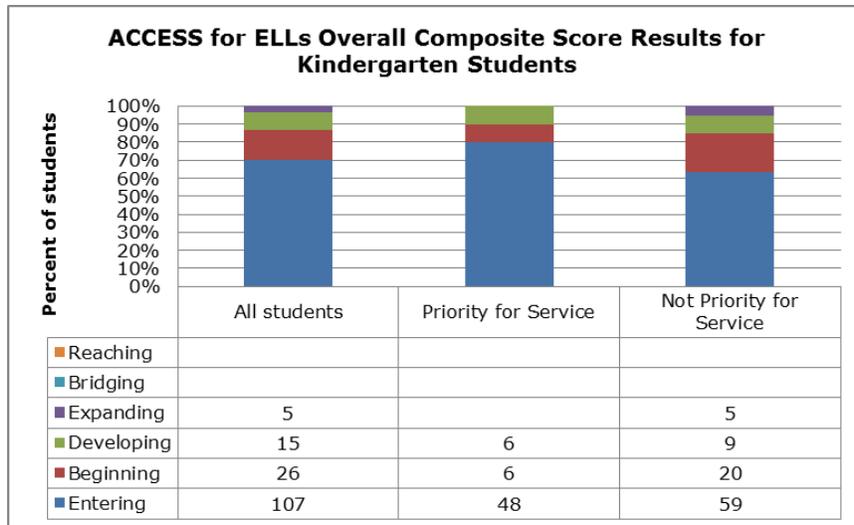
Since the assessment is given once at mid-year, it cannot be used to determine the impact of current year programming, but it can provide a snapshot into current year English language learner status. Additionally, year to year improvement status related to English proficiency is provided for those students with more than two consecutive years of data.

Evaluators collected ACCESS for ELLs data at the state level and then matched these data to PA-MEP enrollment data. In the graphs that follow, ACCESS for ELLs results³¹ are provided for all nonfluent migrant students having data and then disaggregated by Priority for Service status. Results are provided by cluster (grade band) and tier (beginning, intermediate, advanced) within the cluster. Language proficiency levels include entering, beginning, developing, expanding, bridging, and reaching. A student's composite score is used to determine the extent and kind of English services a child receives from the district in which they are enrolled. The composite score is also used to exit a child from district-provided English as a second language services.

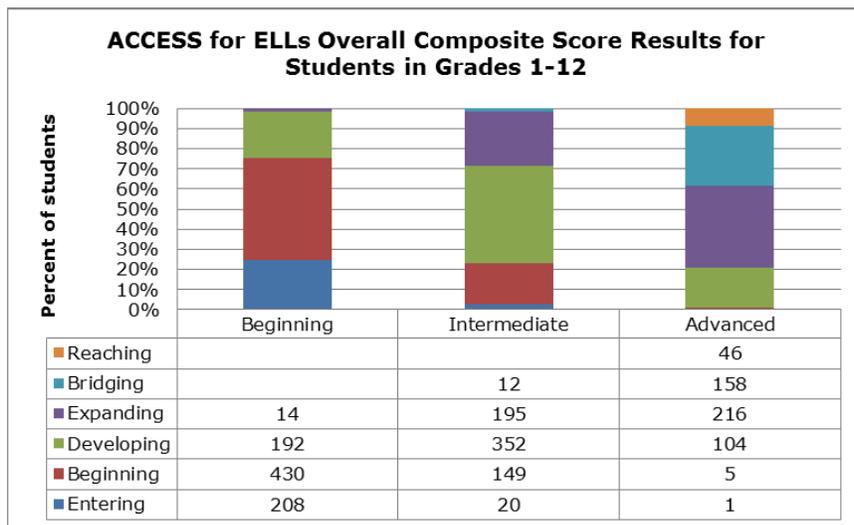
ACCESS for ELLs data was available for all students enrolled in a Pennsylvania public school who took the assessment. For the 2012-13 program year, data was available for 2,255 migrant students in kindergarten through 12th grade (807 Priority for Service, 1,448 non-Priority for Service), which is 82 percent of all K-12 PA-MEP nonfluent students enrolled during the school year (2,759). Nonfluent students may not have data if they were not enrolled in public school in Pennsylvania at the time the assessment occurred or if the PA-MEP determination of fluency status differed from a student's school's determination of fluency status.

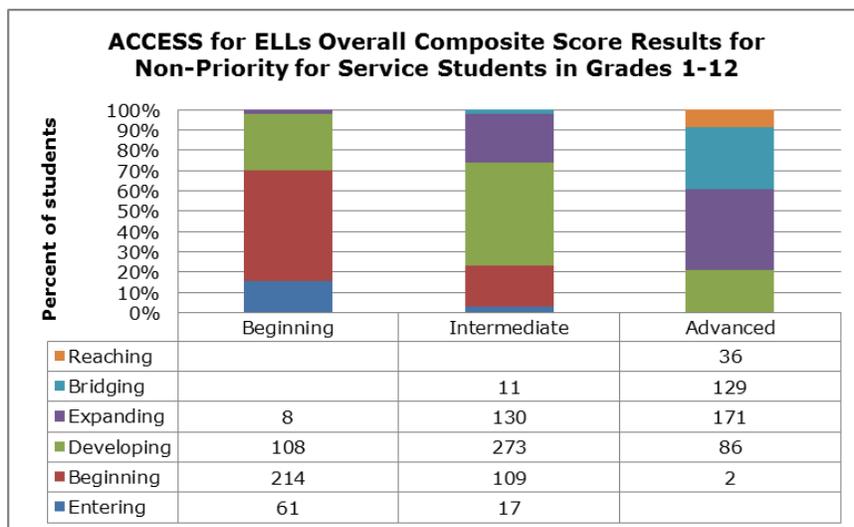
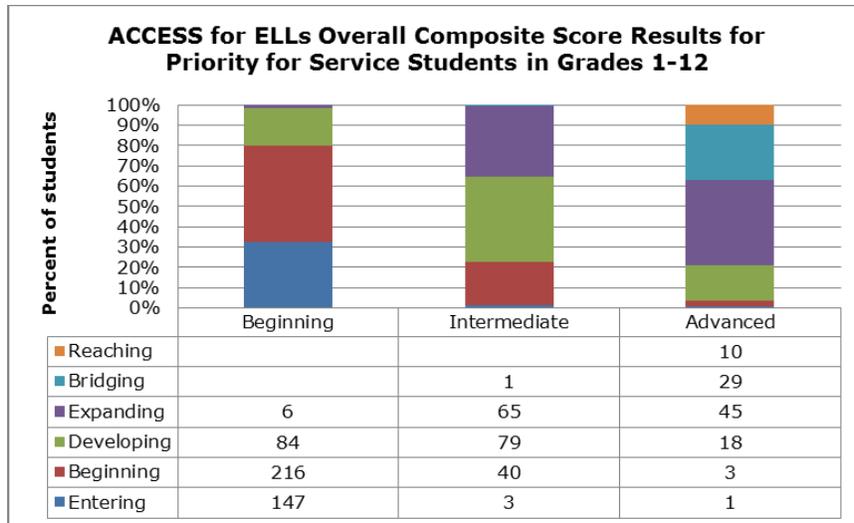
Kindergarten student ACCESS for ELLs results are reported separately from grades 1-12 because kindergarten data is not reported by tier. A total of 153 kindergarten students were included in 2012-13 ACCESS for ELLs analysis (60 Priority for Service, 93 non-Priority for Service) and the majority scored in the entering proficiency level with Priority for Service students scoring slightly lower than non-Priority for Service students.

³¹ The ACCESS for ELLs *Interpretative Guide 2012* is available at <http://www.wida.us/assessment/ACCESS/index.aspx>.



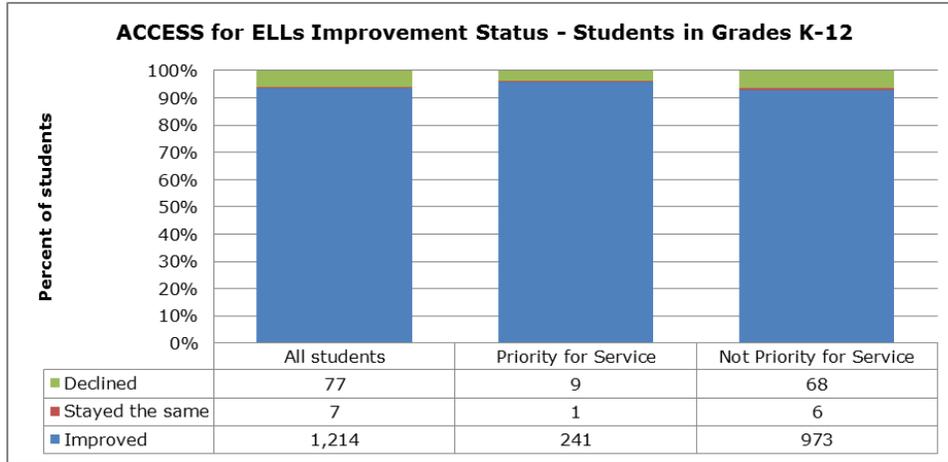
For first through 12th grades, of the 2,102 students included in analysis, 40 percent were included in the beginning tier, 35 percent were included in the intermediate tier, and 25 percent were in the advanced tier. For Priority for Service students, 61 percent were in the beginning tier, 25 percent were in the intermediate tier, and 14 percent were in the advanced tier. Non-Priority for Service students had larger percentages in the intermediate and advanced tiers at 40 percent and 31 percent, respectively. These results also show that as students advance in the tier categories, they also advance in proficiency, and vice versa. These findings are similar by Priority for Service status, although non-Priority for Service students scored in the higher levels and tiers in slightly greater percentages than their Priority for Service peers.





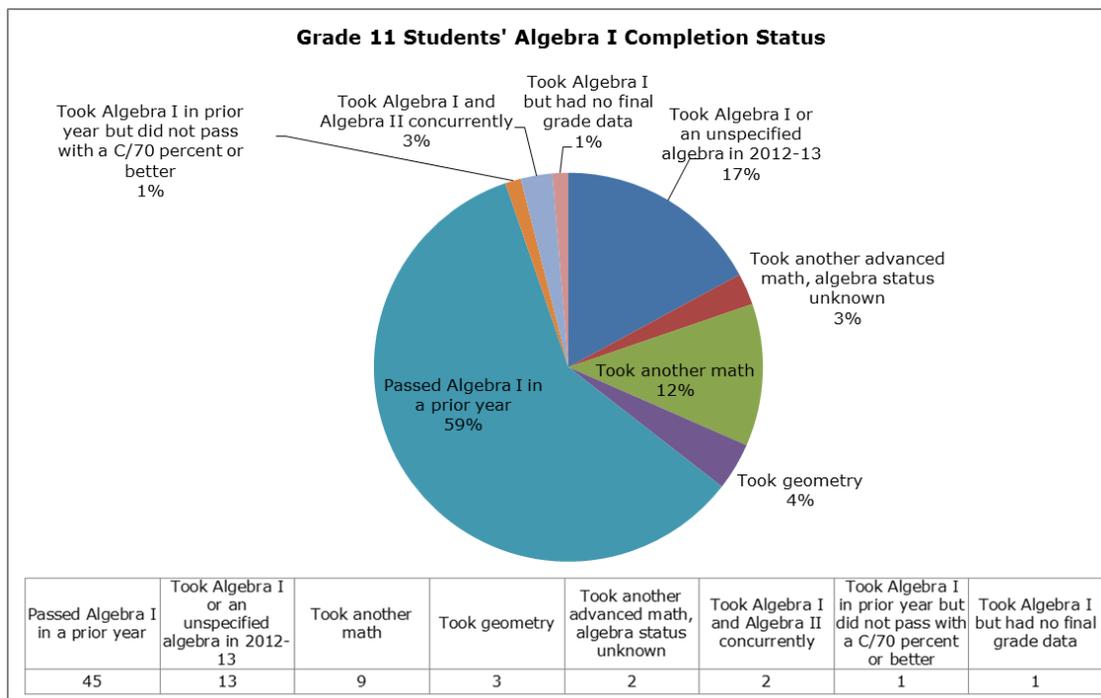
The next graph illustrates students' English fluency improvement status based on the ACCESS for ELLs assessment for nonfluent students having 2011-12 and 2012-13 data (1,298 students, including 251 Priority for Service, 1,047 non-Priority for Service). Composite scale scores are used to show improvement across years, tiers, or clusters³². Nearly all students (94 percent) showed scale score improvement from 2011-12 to 2012-13. There is no “did not need to improve” category, because only students needing to improve their English language skills (nonfluent) take the assessment.

³² Scale scores allow raw scores across grades and tiers to be compared on a single vertical scale from kindergarten to 12th grade. Vertical scaling makes it possible to see differences in difficulty as students move across tiers within a grade level cluster and as students move across grade clusters. For more information regarding interpretation of ACCESS for ELLs scores refer to the 2012 *Interpretation Guide*.



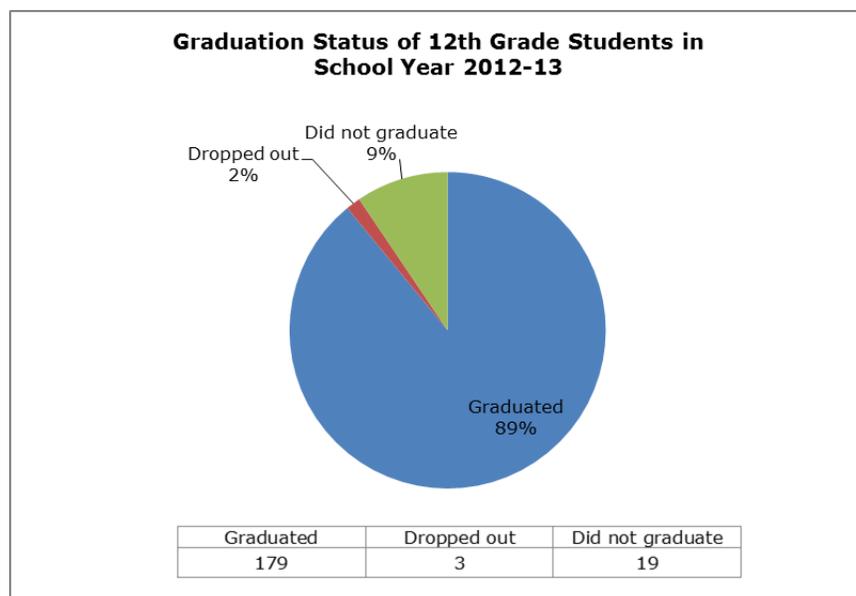
Completion of Higher Level Math Courses

One of the measures the United States Department of Education’s Office of Migrant Education identifies in the Government Performance and Results Act addresses the frequency with which students entering 11th grade did so having successfully completed Algebra I or a higher level math course. Math course data was available for 76 of the 82 11th grade students enrolled in school during the 2012-13 school year, or 93 percent of applicable students. Of these students, 59 percent had passed Algebra I prior to 11th grade and 3 percent were enrolled in another advanced math course, but did not have algebra-specific historical data available in order to make a determination specifically related to Algebra I. Two percent of students took Algebra I in a prior year but either had no grade information to determine if the student passed or the student did not pass the course.



Graduation, GED and Promotion

Migrant students often have a higher risk of not graduating from high school because of the highly mobile nature of the migrant lifestyle. One of the areas of focus for the PA-MEP is to keep students in school and ensure that they graduate. A total of 201 students were enrolled in 12th grade during the 2012-13 program year and had graduation information available³³. Of these students, 89 percent graduated (179 of 201 students), which is the same percentage as the prior year, where 111 students (of 123) graduated. Three students dropped out³⁴ and 19 students did not graduate. In examining the graduation comments in PA-MEP's state database relative to the students who did not graduate, it appears that most of these students were lacking sufficient credits to graduate at the end of 2012-13 and several of these indicated an expected graduation during the 2013-14 school year, suggesting that the students intended to remain in and complete school.



In the past, evaluators have compared PA-MEP's graduation rate with the state rate and accountability targets when these rates were determined by dividing the number of graduates by the number of students enrolled in 12th grade that year. Because of changes in the state graduation rate calculation method involving examining cohort data for students that began ninth grade four years ago, evaluators are unable to compare the rates using the methodology described above. The migrant student graduation rate using the new calculation method is typically available from PDE, but the 2012-13 rate was not yet available at the time of this report's writing.

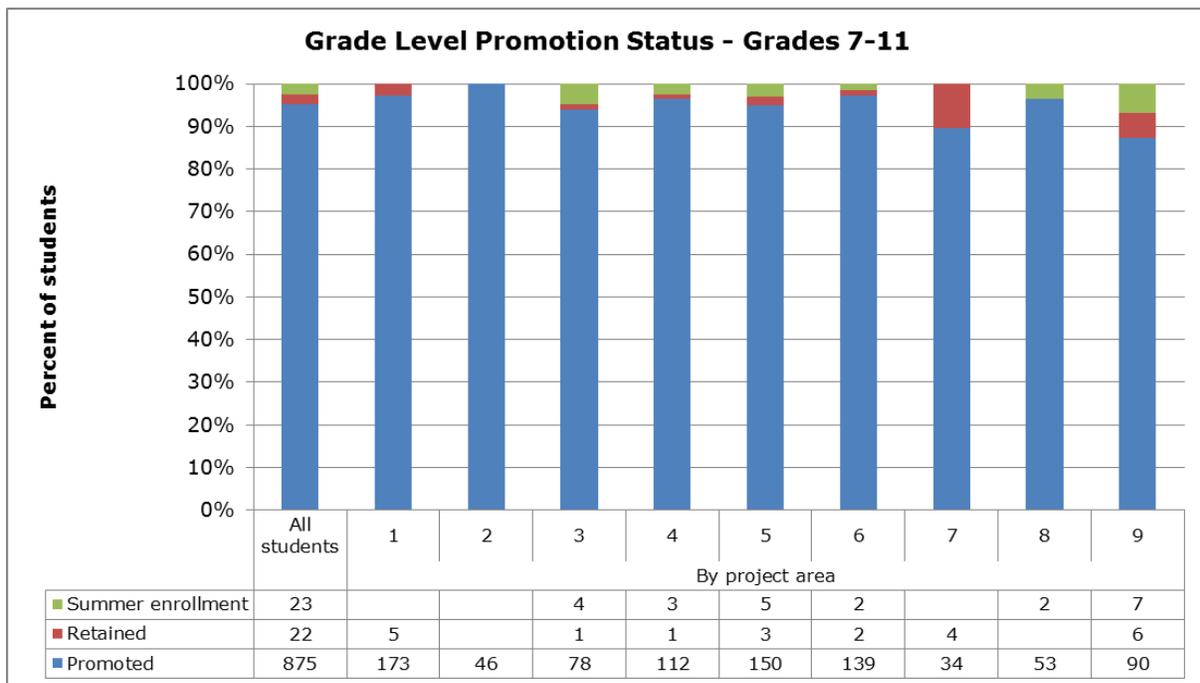
PA-MEP also collected information on successful completion of GED programs for those youth who dropped out of school and did not earn a high school diploma. Nine out-of-school youth

³³ Five 12th grade students left the area prior to the end of the school year and their graduation status could not be determined.

³⁴ One student who dropped out did so after his eligibility for PA-MEP expired.

received their GED credential, an increase over the prior year's five. An additional nine out-of-school youth were listed as pursuing their GED.

Grade promotion for students in grades seven to 11 was another area of inquiry for the school year 2012-13, as the recommended federal Government Performance and Results Act measures include an item related to secondary grade level promotion. According to data collected for students enrolled in both 2012-13 and 2012-13 school years in grades 7-11 (920), 95 percent were promoted to the next grade, 2 percent were retained³⁵, and 3 percent enrolled during July or August 2012 and upon examining the data, evaluators could not accurately determine whether the grade level assigned was the grade level for the 2012-13 or 2013-14 school year because of the timing of the enrollment record. As such, these students are reported as a separate category that should not be counted as either retained or promoted. Tenth grade had the largest numbers of students retained (36 percent of retentions), but the number of retentions overall was small. Care should be taken in looking at the promotion status results by project area because of the considerable differences in numbers of students in grades 7-11 in each area.



Dropout Prevention

According to PDE's website³⁶, a dropout is defined as "a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution" and explains that the dropout rate is "the total number of dropouts for the school year [divided] by the fall enrollment for the same year." While PDE uses an October 1 to September 30 term for

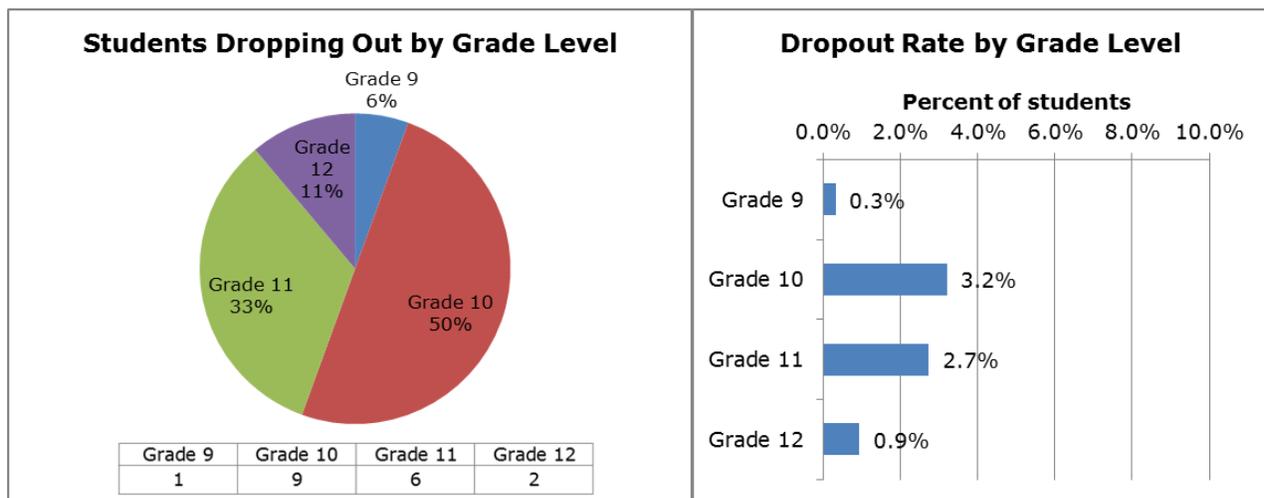
³⁵ The number and percentage retained includes one student who was enrolled in K-12 school in 2012-13, dropped out during this same year, but then re-enrolled in K-12 school for the 2013-14 in the grade from which the student dropped out.

³⁶ <http://www.pde.state.pa.us/portal/server.pt/community/dropouts/7396>

calculating this rate, evaluators used a September 1 to August 30 term in order to be consistent with the other analysis methods used for this evaluation. Additionally, analysis includes any secondary student who was enrolled during the school year, even if they were not present in the fall, as mobility and frequent moves are a defining characteristic of this population. As such, evaluators calculated the 2012-13 dropout rate by dividing the number of dropouts Sept. 1, 2012 through Aug. 30, 2013 by the number of secondary students enrolled during this period minus any 2013-14 school year enrollments that occur in the last few days of August 2013³⁷.

Of students enrolled in school during the 2012-13 program year, 18 dropped out between September 1 and August 30. Students dropped out of 9th through 12th grades, though the greatest number of students dropping out of school was in 10th grade. The 2012-13 dropout rate is 1.79 percent (of 1,005 students in grades 9-12).

Students dropping out were small percentages of students in these grades. Tenth grade was the highest, where 10th grade students dropping out were 3.2 percent of the 10th grade 2012-13 population.



One additional student is known to have dropped out of 12th grade but is not included in the graph and counts above, as this student dropped out after the student’s eligibility for PA-MEP ended. The student’s status is only known because of follow up on graduation status.

In addition to decreasing the number and rate of students dropping out of school, it is also useful to look at whether the dropout rate of migrant students is in line with the state rate. However, at this report’s writing, Pennsylvania’s 2012-13 dropout data was not yet available. For an approximation, the 2011-12 state dropout³⁸ rate was 2.04 percent.

³⁷ Some school districts begin their school year before September 1.

³⁸ Pennsylvania dropout data was collected from <http://www.pde.state.pa.us/portal/server.pt/community/dropouts/7396>

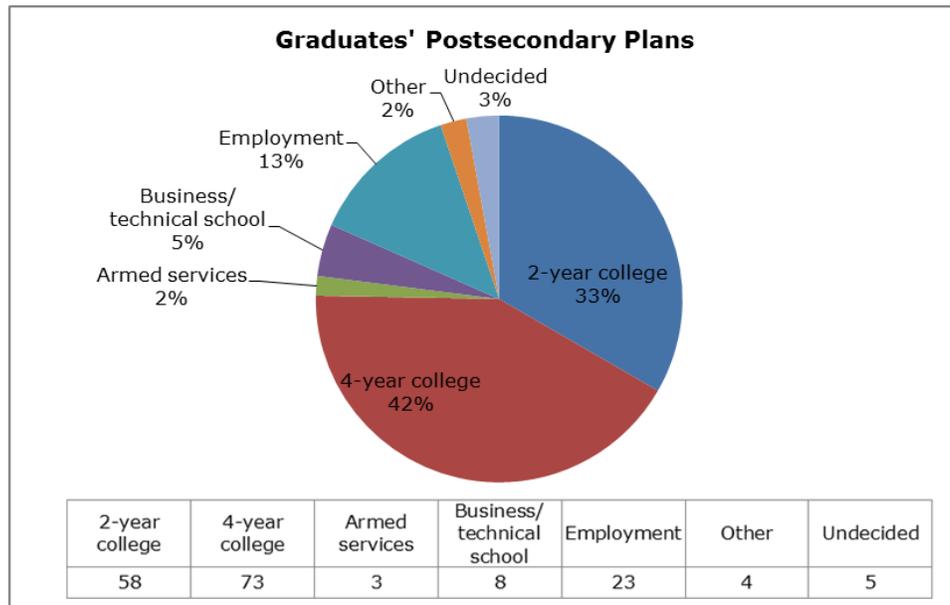
Additionally, in the course of analyzing PA-MEP data for students who dropped out, evaluators found 16 students³⁹ who were K-12 students in the 2011-12 program year but had records as out-of-school youth for the 2012-2013 program year. Because of the timing of the records, these students were not counted as dropouts in the 2011-12 evaluation report and fall outside the September 1 to August 30 dropout rate calculation period for 2012-13, but the program needs to be aware of these students' status. Moving forward, evaluators will conduct additional analyses to ensure that K-12 students in a prior year who only have an out-of-school youth designation in a subsequent year are included as dropouts in future years.

Analysis also examined the frequency with which students who dropped out re-enrolled in school. This revealed that between Sept. 1, 2012 and Aug. 30, 2013, eight students who had previously dropped out re-enrolled in K-12 school.

Postsecondary Plans

Each year, PA-MEP asks students nearing graduation what they plan to do after high school. Postsecondary plan data was available for the 174 of the 179 students graduating in 2012-13. Seventy-five percent of graduates indicated that they planned to attend a 2-year (33 percent) or 4-year college (42 percent), which is an increase over the prior year's 70 percent (of 111 graduates). The third largest percentage indicated that they planned to go to work (13 percent).

It is also important to keep in mind that a student's postsecondary plan may be indicative of the choices available locally. Some project areas include large, urban areas where there are numerous colleges and universities available, while other areas are more rural with fewer options in close proximity. Students may not have the resources or options to relocate for post-secondary education.



³⁹ Five students dropped out from 10th grade, five students dropped out from 11th grade, and six students dropped out from 12th grade.

Summer Program Outcomes

Literacy

The PA-MEP summer programs used DIBELS Benchmark Assessments⁴⁰ to guide literacy instruction and measure gains. DIBELS was required for students in kindergarten through sixth grade. For consistency, the grade level from which a student exited school was considered the student's grade level for the summer program. For students not yet at grade level, the goal for the literacy portion of the summer program was to help students move to grade level of the grade they exited at the end of the 2012-13 school year. For those students already at grade level, the goal for the literacy portion of the summer program was to help students maintain their end-of-year status and strengthen their literacy skills.

Administration directions for the pre-test focused on the instructional level⁴¹ if the student was not "established" or "low risk" in the designated literacy subskill(s) for that grade level. On the post-test, students were to be assessed in the same skills/levels as their pre-test. In order to best target instructional focus and measure gains, flow charts were provided to staff. Students with limited or no English proficiency were either not tested or testing was stopped according to the administration directions to avoid discouraging the student.

To determine gains from pre-test to post-test, half performance levels were created for each of the literacy skills using the end-of-school-year scoring rubrics or interpretation scales for each of the subskill(s). Progress was defined as positively moving one or more half performance levels from pre- to post-test. Evaluators examined each subskill(s) based on the administration flow chart and what a student should be able to do at the end of the school year. Based on these analysis evaluators categorized students as follows:

- Attained – The student improved to or maintained the grade level benchmark.
- Improved – The student improved one or more half performance categories but did not attain the grade level benchmark.
- Maintained – The student maintained their pre-test level but were not at the grade level benchmark.
- Declined – The student declined one or more half performance categories from the pre-test.
- Unable to be determined – The student had a pre- or post-test, but not both.
- Not tested/not completed – The student had limited English proficiency or testing was stopped according to assessment instructions.

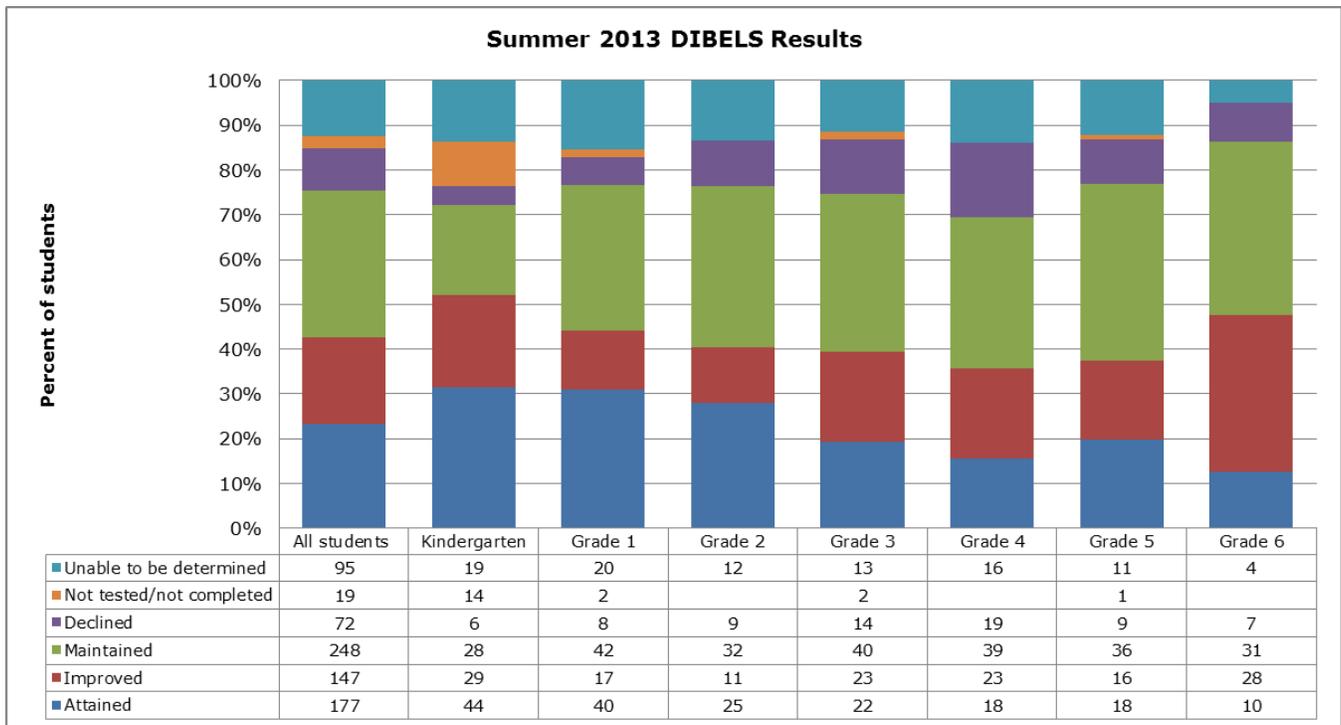
A total of 758 students were included in analysis. The focus of the summer reading/literacy instruction should work to increase the percentages of students who "improved" or "attained." Overall, 33 percent of students maintained their pre-test level and 23 percent attained the grade level benchmark by the end of the summer program. First grade and kindergarten students had the greatest percentages of students attaining the grade level benchmark and fifth and sixth grade

⁴⁰ DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills. The acronym is the formal name of the assessment.

⁴¹ Details regarding assessing at the instructional level can be found on the DIBELS website <https://dibels.uoregon.edu/>.

students had the greatest percentages of students maintaining their pre-test level. The next largest category, at 19 percent, included those students who improved their performance. Sixth grade and kindergarten and the greatest percentage of students improve their performance level.

Analysis of summer 2013 DIBELS data revealed an improvement in assessment administration and accuracy, which had been a concern in prior years. Of 794 students, only 36 students were not assessed correctly, and thus removed from analysis, which was only 5 percent of students, compared to 16 percent in 2012.



Math

During the summer 2013 program, for the first time, PA-MEP staff administered a pre/post math assessment as a result of information and feedback examined through the *Service Delivery Plan* process. The Quick Math assessment was developed through collaboration with math experts at the Pennsylvania Training and Technical Assistance Network and included questions for third through eighth grades based on skills or content that students should have mastered in that grade level in four subskill areas: numbers and operations, algebraic concepts, data analysis, and geometry and measurement. Six volunteer summer program sites administered the assessment. It is expected that all summer program sites serving grades 3-8 will administer the assessment in summer 2014.

The assessment was to be administered at the grade level a student had just exited. Students were to take the pre-test in each of the four subskill areas. Summer instructors were able to use the results of the pre-test to plan and focus instruction for students during the summer program.

The post-test was to focus on the one or two areas where the student had the greatest need. However, some students had post-test data for all four areas.

Students received a score for each assessed problem. If the student was able to solve the problem correctly, they received a score of 2. If the student could do some portions of the problem correctly, or if they could solve the problem correctly but could not write the answer in English (their answer was in their native language), they received a score of 1. If the student could not do the problem at all, they received a score of 0.

To analyze the data, evaluators primarily looked at students' score on the post-test:

- Students were classified as performing at a "mastery" level for each question if they received a score of 2 on the post-test.
- Students were classified as "in progress" if they received a score of 1 on the post-test.
- Students were classified as "limited skill" if they scored a 0 on the post-test.
- In order to capture positive movement, students scoring 0 on the pre-test and 1 on the post-test were classified as "improved."

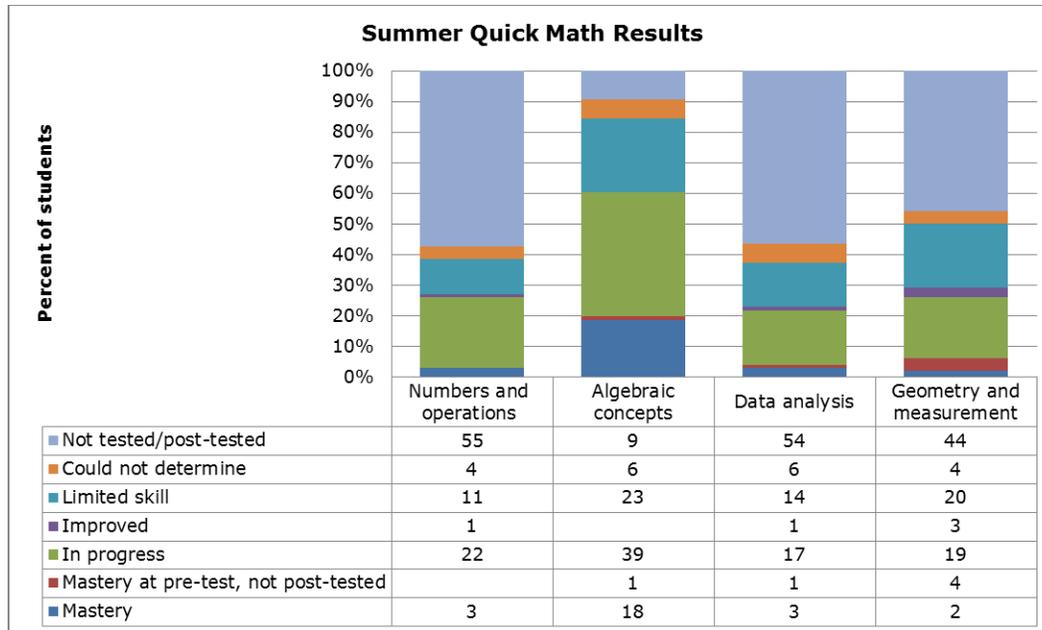
Then, in order to examine a student's performance in each subskill area, evaluators looked at the scores and classifications for each question in the area. In many cases, students had more than one classification because there were multiple questions. As such, evaluators used the following methodology to determine a student's overall subskill classification.

- If all items included in the category were classified the same, the student was coded with that classification.
- If a student had items rated as "mastery" and "in progress" or "improved" or "limited skill" the student was coded as "in progress."
- If a student had items rated as "in progress" and "improved," the student was coded as "in progress."
- If a student had items rated as "limited skill" and "in progress" or "improved," and had more than one of the same classification, the student was coded using the more prevalent classification.
- If all items included in the category were classified differently, the student was coded as "could not determine."
- If a student was pre-tested in an area and determined to be at the "mastery" level and then not post-tested as instructed in the assessment administration directions, the student was coded "mastery at pre-test, not post-tested."

A total of 126 students took the assessment at the beginning and/or end of the summer program. However, 30 students had no post-test data at all and were excluded from analysis, leaving 96 students included in these results. Additionally, in the course of analyzing the data, evaluators found that in several cases, the assessment was not administered according to the directions: some students were not pre-tested in all areas; some students were post-tested in areas that were not the areas of greatest need while the areas of greatest need were not post-tested; not all students had a score for all applicable questions; and some students were post-tested in all areas.

Analysis revealed that, of students assessed in each area, they tended to be "in progress" with each subskill, which may be a result of post-testing in the area(s) of greatest need for some

students. “Algebraic concepts” was the most post-tested area, with 91 percent of the 96 students included in analysis being post-tested in this area. What is not clear is if this is because this was a great area of student need or if this is where instruction focused, as algebra is an area examined on many secondary assessments in Pennsylvania.



Since this was the first time this tool was used, evaluators asked the pilot programs to provide feedback on the instrument and process, specifically the ease of administration, ability to use pre-test scores to guide instruction, helpfulness of the assessment, and any suggestions or comments.

Even though the math questions were aligned with state assessments and designed to cover math concepts a students should have mastered at the grade level they just completed, staff, for the most part, thought the assessment was too difficult, especially for English language learners. Staff thought that students struggled with basic math facts and the concepts covered in the assessment were too advanced for their students. They did think that the pre-test helped identify student needs for student grouping or instruction. Staff suggested that the questions be re-worded to be less confusing for English language learners. Staff also noted that summer teachers have different certification areas and grade level experience. Consequently for some, teaching math can be unfamiliar and challenging without sufficient time for reviewing available resources and seeking assistance. Staff suggested that having a math coach or math specialist could be beneficial for staff and students as the literacy coaches or specialists have been.

Though the directions were simple - pre-test all four skill areas, pick an area to focus summer instruction or activities (typically where most students scored 1), and only post-test the areas selected for instruction - a review of the scoring showed that in many cases these directions were not followed.

Service Delivery Plan Goal Achievement

Through the Comprehensive Needs Assessment process, PA-MEP established a *Service Delivery Plan* that addressed program and student outcomes. The status of these goals is outlined here⁴².

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the percentage of migrant children (ages 3-5) who participate in preschool.

In 2011-12, 48 percent of preschool-age students (ages three through six) were enrolled in a preschool program at some point during the program year. For 2012-13, this percentage was 54 percent, an increase of six percentage points.

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the number of migrant students (identified as below proficient in reading) who participate in data informed supplemental instructional reading programs.

In 2011-12, 88 percent of students with an identified reading need received reading-specific services. For 2012-13, this increased by nine percentage points to 97 percent.

Service Delivery Plan Goal: Increase by at least 2 percentage points each year the percentage of English language learners who score proficient or advanced on the reading PSSA⁴³.

In 2011-12, 17 percent of migrant nonfluent students scored in the proficient or advanced levels on the PSSA. For 2012-13, this percentage was 15 percent, a decrease of two percentage points. It is important to note that because of student mobility and the PSSA not being administered in each grade each year, these cohorts do not contain all the same students year to year.

Service Delivery Plan Goal: Increase by at least 5 percentage points each year the number of migrant parents (with children in grades 6-12) who report that they are familiar with requirements that lead to graduation.

During summer 2012, PA-MEP conducted a survey of parents having children in grades 8-10 that addressed school requirements related to graduation. The results of this survey indicated that 17 percent indicated that they thought they knew a lot about school requirements related to graduation, 18 percent indicated that they knew some, 23 percent reported that they knew a little about these requirements, and 42 percent responded they did not know about these requirements. However, because this item prompted parents to rate their own level of awareness, and sometimes it is difficult or not possible to know how much you do not know, the state parent coordinator and evaluators changed the question to determine the portion of parents who wanted additional support from PA-MEP related to awareness of graduation requirements. Of the 610

⁴² Two goals were removed from this report because they are not currently measurable with data available. PA-MEP is in the process of revisiting and revising the *Service Delivery Plan*.

⁴³ While the goal specifies PSSA, evaluators have included results for all three state assessments in the results: PSSA, PASA, and Keystone Exams. The PASA is a PSSA alternative for students with significant cognitive disabilities. The Keystone Exam replaced the 11th grade PSSA in 2012-13.

respondents having one or more children enrolled in Grades 6-12, 39 percent indicated that they were interested in receiving support related to awareness of high school graduation requirements. It is possible, then, that the remaining 61 percent feel confident about their level of understanding or that they may not find it relevant yet, as may be the case with parent respondents who have middle school-age children, but not high school-age children; nearly half (48 percent) of 373 respondents who were not interested in services related to awareness of graduation requirements did not have any high school-age children. Because the intent of the questions and the answer options were not the same, these surveys cannot be directly compared. However, the 2012 results indicated that 42 percent of respondents were not aware of these requirements, which is consistent with 39 percent of 2013 respondents indicating that they wanted support from PA-MEP in this area.

Government Performance and Results Act Measures and State Profile

The Office of Migrant Education at the United States Department of Education recently established draft recommended performance measures for PA-MEP under the Government Performance and Results Act⁴⁴. Additionally, the Office of Migrant Education identified certain data elements for a state profile.

GOVERNMENT PERFORMANCE AND RESULTS ACT MEASURES

1. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's reading/language arts achievement test. Of migrant students taking the 2012-13 state reading assessments in grades 3-8, 24 percent scored in the proficient or advanced levels.
2. The percentage of PA-MEP students (grades 3-8) proficient or higher on their state's mathematics achievement test. Of migrant students taking the 2012-13 state math assessments in grades 3-8, 35 percent scored in the proficient or advanced levels.
3. The percentage of PA-MEP students who entered 11th grade and had already passed Algebra I or were enrolled in a higher math class. Math course data was available for 76 of the 82 11th grade students enrolled in school during the 2012-13 school year (93 percent of applicable students), of which 59 percent had passed Algebra I prior to 11th grade and 3 percent were enrolled in another advanced math course, but did not have algebra-specific historical data available in order to make a determination specifically related to Algebra I.
4. The percentage of PA-MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade. Graduation: 89 percent of 12th grade students graduated. Promotion: 95 percent of students from grades 7-11 were promoted. Combined, 94 percent (1,054 of 1,121 students) either graduated or were promoted.
5. The amount of funding allocated to state per student success. The state evaluation does not address program funds or allocations. This item can be provided by the state PA-MEP office.
6. The percentage of consolidated records for PA-MEP students who have been entered into MSIX. According to the PA-MEP state data team, 100 percent of records were entered into MSIX. There is an automated process to ensure this step.

⁴⁴ Programs are required to report on specified measures under Title 34 of the Code of Federal Regulations, Part 80.40(b): <http://www.ecfr.gov/cgi-bin/searchECFR?idno=34&q1=80&rgn1=PARTNBR&op2=and&q2=&rgn2=Part>

STATE PROFILE

1. The number and percent of eligible migrant students in the state and the number and percent of eligible migrant students in the state served by PA-MEP, in total, and in the following categories:
 - a. Children from birth to two years of age: There were 412 children⁴⁵ birth to age two (41 percent of preschool category students, 8 percent of all students), of which 326 (79 percent) received PA-MEP services according to service delivery or supplemental program data. It is important to note that PA-MEP is not required to provide services to this group.
 - b. Children ages three to five, not counting those in kindergarten: There were 591 students ages three to five (59 percent of preschool category students, 11 percent of all PA-MEP students) and not yet in kindergarten. Of these, 579 (98 percent) received PA-MEP services according to service delivery or supplemental program data.
 - c. Students enrolled in kindergarten through 12th grade, as well as those in an ungraded program: There were 3,624 K-12 students (68 percent of all students), of which 3,513 (97 percent) received services according to service delivery or supplemental program data.
 - d. Out of school youth: There were 725 out-of-school youth (14 percent of all students), of which 699 (96 percent) received services according to service delivery or supplemental program data.
 - e. Students receiving summer services, based on service delivery data:
 - i. Birth-preschool: 654 (65 percent)
 - ii. K-12: 2,490 (69 percent)
 - iii. Out-of-school youth: 319 (44 percent)
 - f. Priority for Service students: There were 2,317 students designated as Priority for Service (45 percent of all students), of which 2,303 (99 percent) received services according to service delivery or supplemental program data.
 - g. Mobility for migrant students (four periods, to include inter and intra-state data): The Office of Migrant Education has not yet established a specific definition of mobility for the purposes of the State Profile.
2. The PA-MEP allocation for each state, as well as indicator flags identifying a state if it:
 - a. Only provides services during the summer
 - b. Has a high percentage of out-of-school youthEvaluators do not collect information dealing with program funds or allocations. This item can be addressed by the state PA-MEP office.
3. The number and percent of eligible migrant students served by PA-MEP that took their state's reading achievement test and who scored at or above proficient on that test. All PA-MEP students who were enrolled and present a reasonable amount of time received services and/or were monitored/contacted by PA-MEP staff. A total of 1,363 students took a state reading assessment in 2013, which is 80 percent of 1,713 PA-MEP students

⁴⁵ Age was calculated as of Sept. 1, 2012, a common cut-off date for kindergarten enrollment.

enrolled in state reading assessment grades (3-8 and 11) and became eligible prior to April 2013. Of students having data, 23 percent scored proficient or advanced.

4. The number and percent of eligible migrant students enrolled during the state testing window who took the state's reading achievement test, as well as the number and percent of eligible migrant students enrolled and served by PA-MEP that took it. According to PA-MEP data in MIS2000, 1,520 K-12 students (42 percent of all K-12 students) were enrolled and present one or more days during April 2013 (when the state assessments are administered) and enrolled in grades eligible to take a state assessment. Of these students, 1,252 (82 percent) had state reading assessment data. Of these students, 23 percent scored in the proficient or advanced levels. Service delivery and supplemental program data indicate that nearly all students who were present long enough received some type of service or monitoring.
5. The number and percent of eligible migrant students served by PA-MEP that took their state's math achievement test and who scored at or above proficient on that test. All PA-MEP students who were enrolled and present a reasonable amount of time received services and/or were monitored/contacted by PA-MEP staff. A total of 1,574 students took a state reading assessment in 2013, which is 92 percent of 1,713 PA-MEP students enrolled in state math assessment grades (3-8 and 11) and became eligible prior to April 2013. Of students having data, 33 percent scored in the proficient or advanced levels.
6. The number and percent of eligible migrant students enrolled during the state testing window who took the state's math achievement test, as well as the number and percent of eligible migrant students enrolled and served by PA-MEP that took it. According to PA-MEP's MIS2000 database, 1,520 K-12 students (42 percent of all K-12 students) were enrolled and present one or more days during April 2013 (when the state assessments are administered) and enrolled in grades eligible to take a state assessment. Of these students, 1,469 (97 percent) had 2013 math assessment data. Of these students, 33 percent scored in the proficient or advanced levels. Service delivery and supplemental program data indicate that nearly all students who were present long enough received some type of service or monitoring.
7. The percent of eligible migrant students served by PA-MEP in 10th grade who entered that grade having passed Algebra I, or having enrolled in a higher math class. Of all students in 10th grade for school year 2012-13 (234), 53 (23 percent) had previously taken and passed Algebra I.
8. The number and percent of eligible migrant students who received⁴⁶:
 - a. Support services.
 - i. Birth-preschool: Based on PA-MEP student support and family support service delivery data, 883 (88 percent) of preschool category students received service. (This count and percentage includes students birth-6 not yet enrolled in kindergarten.)

⁴⁶ These counts and percentages are based on PA-MEP-funded service delivery data, except for referrals, which is based on the supplemental program code for referred services.

- ii. K-12: Based on student support and family support service delivery data, 3,493 (96 percent) of K-12 students received service.
 - iii. Out-of-school youth: Based on student support and family support service delivery data, 689 (95 percent) of out-of-school youth received service.
 - b. Instructional services.
 - i. Birth-preschool: Based on reading, math, and other instruction service delivery data, 707 preschool category students (70 percent) received service. (This count and percentage includes students birth-6 not yet enrolled in kindergarten.)
 - ii. K-12: Based on reading, math, and other instruction service delivery data, 3,114 K-12 students (86 percent) received service.
 - iii. Out-of-school youth: Based on reading, math, and other instruction service delivery data, 315 out-of-school youth (43 percent) received service.
 - c. Referrals.
 - i. Birth-preschool: 294 (29 percent)
 - ii. K-12: 1,200 (33 percent)
 - iii. Out-of-school youth: 511 (70 percent)
9. The number and percentage of eligible migrant students served by a PA-MEP-funded:
- a. In-school service. PA-MEP staff do not provide in-school services.
 - b. Summer school service. A total of 3,271 students (61 percent of migrant students), received summer instructional services. This count includes students engaged in academic or instructional services during the summer according to service delivery data where those services were designated as being a PA-MEP service or a partnership service, indicating that PA-MEP funds were contributed.
 - c. Extended-day service. A total of 2,738 students, or 51 percent of PA-MEP students, received extended day services. This count includes students engaged in academic, instructional, or support services during the school year designated as extended day according to service delivery data where those services were designated as being a PA-MEP service or a partnership service, indicating that PA-MEP funds were contributed.
 - d. Extended-year service. Pennsylvania does not designate extended year services. See summer services above.
10. Undefined measure about money spent on program services vs. identification and recruitment. At such a point that this measure is defined, evaluators will investigate how this applies to PA-MEP in Pennsylvania.
11. Information regarding numbers and percent of eligible and served limited English proficient and students qualifying under the Individuals with Disabilities Education Act and percent proficient in reading/language arts and mathematics.
- a. According to 2012-13 analysis, nearly all K-12 limited English proficient students age three or older received services⁴⁷. Because of the very small number of

⁴⁷ Only four K-12 nonfluent students enrolled in state assessment grades did not receive services and their lack of services can be explained by not being present long enough, timing of enrollment, or refusal of services.

students not served, disaggregated results (served versus not served) are not provided. Of K-12 nonfluent students having state reading assessment data, 15 percent scored in the proficient or advanced levels. Of those having state math assessment data, 27 percent scored in the proficient or advanced levels.

- b. According to 2012-13 analysis, all students designated as special education in their needs assessment received services. Of the 85 special education students who had state reading assessment data and enrolled grades 3-8 and 11, 14 percent scored at proficient levels. Of the 93 special education students having state math assessment data and enrolled grades 3-8 and 11, 17 percent scored at proficient levels.
12. Success rate of secondary students – to include students promoted from one grade to another, or graduated from high school, as a percentage of the total migrant population. Graduation: 89 percent of 12th grade students graduated. Promotion: 95 percent of students in seventh through 11th grades were promoted⁴⁸. These results indicate that of secondary students for whom data was available, 94 percent of students either graduated or were promoted. While the indicator requests the information as a percentage of the total migrant population, such a calculation is not appropriate, as data was not available for all students; the indicator is not applicable to preschool category students, out-of-school youth, or students in kindergarten through sixth grade; and the indicator requires cross-year analysis and students may not be included in both years because of eligibility or mobility factors. As such, this report provides results for students for whom the indicator can be calculated.
13. Provide headcounts and current positions of PA-MEP staff members. This information is not collected as part of the evaluation examining the implementation and outcomes of PA-MEP.

⁴⁸ Of students who had enrollment data for 2011-12 and 2012-13.