

Welcome



Title I, Part C – Education of Migratory Children

Connecting the Academic Needs Identified During the LEA CLIP Process to MEP Measurable Program Outcomes

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Agenda



- This session will provide an overview of the academic purpose of Title I, Part C - Education of Migratory Children.
- Participants will review and analyze various migratory student data points within the CLIP to identify the migratory students' academic needs and will develop a broader understanding to extract the content to design their service delivery plans.
- Through this process, we will assist funded and consortium districts in connecting their student academic needs to their local Title I, Part C- CLIP process.

ESSA Statue-Title I Part C, ESSA Plan, SEA-MEP CNA/SDP

SEC. 1306. [20 U.S.C. 6396] COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(a) COMPREHENSIVE PLAN.—

(1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 8302, if—

(i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

(C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs.

(2) DURATION OF THE PLAN.—Each such comprehensive State plan shall—

(A) remain in effect for the duration of the State's participation under this part; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

Title I Part C Statute



EDUCATING GEORGIA'S FUTURE

Georgia's State Plan for the Every Student Succeeds Act (ESSA)



Richard Woods, Georgia's School Superintendent

ESSA Plan

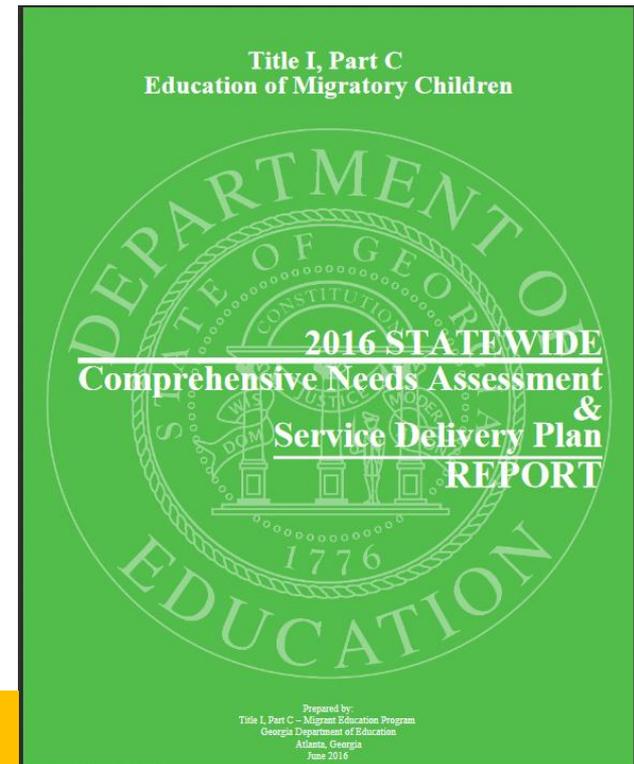
Migrant section
explains how MEP
students are served

The State CNA & SDP

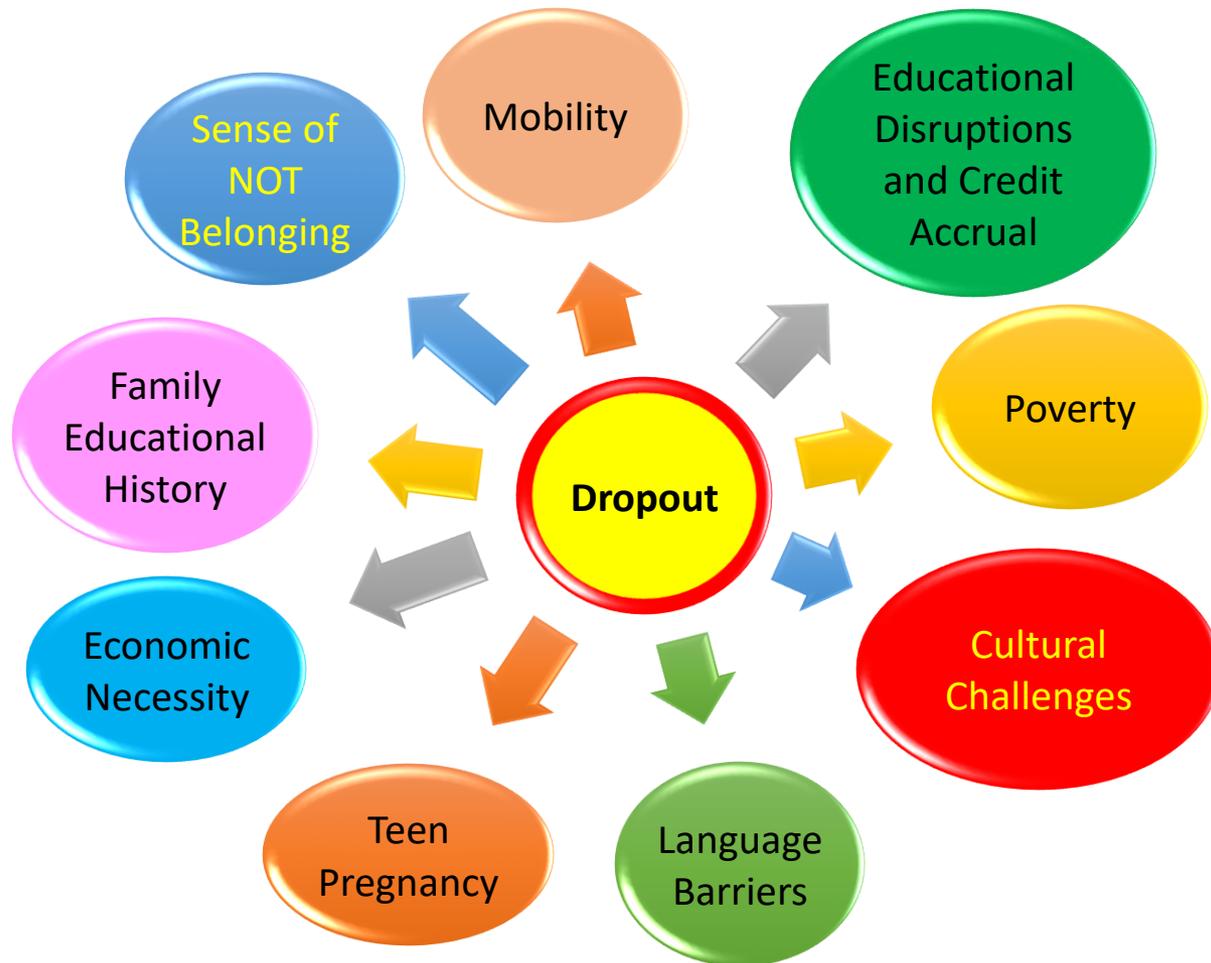
The Georgia Migrant Education Program will improve

- MPO #1: School readiness
- MPO #2: OSY and DO
- MPO #3: Reading
- MPO #4: Writing
- MPO #5: Mathematics
- Goal: Professional competencies
- Goal: Parental engagement

Note: SDP will be updated in 2020.



Migrant Student: Multiple Risk Factors for Becoming a Drop-Out



Data Analysis and the CLIP

- Prioritize and address the needs identified in your district CLIP for ALL migrant participants
- Where do the “gaps” between migrant students and non-migrant students exist? Do they mirror the state’s Measurable Program Outcomes (MPOs) and the state’s MEP SDP?
- Make program planning decisions based on the “gap” information

Migrant Data Points

- Current Enrollment Report provides current numbers of:
 - Preschool
 - PreK-12
 - Out of School Youth (OSY)
 - Dropouts (DOs)
- Priority For Services Report
 - Contains mobility factors
 - Failing or at risk of failing academic factors

Migrant Data Points

- Regular and Summer Supplemental Services Data
 - Contains academic and support services provided to all MEP participants (Preschool, PreK-12, OSY, and DOs)
- Local Parent Advisory Councils
 - Advises school districts on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate

State Testing Data Points

- Graduation rates
- Dropout rates
- Georgia Milestones Assessment (Regular and Summer)
 - Migrant student assessment
 - PFS student assessment

Local Benchmarks or Universal Screeners

- Local assessments
- Report card grades
- Classroom teacher assessments
- Local Student Information System (SIS) data
- Retention rates

Local Parent Advisory Council Feedback

The screenshot shows a web browser window with the URL <https://app.gadoe.org/CLIPWeb/>. The page displays a dashboard for '1. Planning and Preparation' with a red warning message at the top: 'The state copy is under review. You cannot make any changes until you hear from the state.' The main content area is titled '1. Planning and Preparation' and '1.2 Identification of Stakeholders'. A green circle highlights the '1. Planning and Preparation' section header. Below this, there is a progress bar with steps 1.2.1, 1.2.2, 1.2.3, and 1.2.4, where 1.2.4 is highlighted in yellow. The text below the progress bar describes the process of selecting stakeholders and ensuring meaningful feedback throughout the needs assessment process.

The state copy is under review. You cannot make any changes until you hear from the state.

1. Planning and Preparation

1.2 Identification of Stakeholders

1.2.1 1.2.2 1.2.3 1.2.4

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? *

[Redacted] School System used the recommended and required stakeholder lists as a means of selecting team members. A combination of required team members and additional stakeholders (internal and external) contributed different perspectives. Parents, community partners, and government officials were selected to serve as team members to provide input. Leadership Wayne is a corps of leaders dedicated to improving the community through service. These group members were listed as team members so that community goals and school district goals may become more aligned. The combination of face to face meetings, electronic communication, and perception surveys were used to gather input into the continuous improvement process. The first stakeholder meeting was held in March of 2019, which included administrators, teachers, representatives of ESOL, migrant education, media specialists, interventionists, district personnel, and instructional coaches. At this meeting, the expectations and timelines for the comprehensive needs assessment process were reviewed, and data analysis activities for the district were modeled. Two more meetings, one in April and one in May in 2019, were held to convene all team members and stakeholders as all partners provided input concerning the district plan initiatives and goals. Directors (at central office) finalized the action steps based on input from team members and stakeholders.

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process? *

Different activities were planned throughout the CNA process to ensure that all voices were heard. Normally, on all tasks, such as reviewing and analyzing data, or problem solving activities, members and stakeholders worked independently at first. All thoughts were documented and posted; then smaller teams were formed to determine the consensus. Team members and stakeholders were divided into one of three teams from the start: ELA/literacy, math, or climate/culture. The facilitator of each of the teams guided their group through the CNA process during all three meetings. Norms and protocols were designed before meetings began so that all would feel their input was valued. After the CLIP is submitted and approved, emails lists from the CNA will be used to provide updates about the district improvement goals and action steps. The DIP will be posted

Data Collection Analysis

The screenshot displays the CLIP web application interface. At the top, the browser address bar shows the URL: <https://app.gadoe.org/CLIPWeb/>. The page header includes a year selector set to 2020, the district name "District : Wayne County", and the user information "You are accessing CLIP as a: State User".

The main content area features a red warning message: "The state copy is under review. You cannot make any changes until you hear from the state." Below this is the section title "2. Data Collection Analysis" and the sub-section "2.6 Data Analysis Questions".

A progress bar indicates the current step is 2.6.1, with subsequent steps 2.6.2, 2.6.3, and 2.6.4 visible. The question being answered is "What perception data did you use? *". The response text area contains the following list of surveys:

- Georgia Student Health Survey
- District Title I Parent Survey
- AdvancED/SACS - Climate & Culture Parent Survey - 11/26/2018
- District and School Improvement Leader Survey
- APTT Survey
- EL Vocabulary Strategies Survey

Below the question, another question is partially visible: "What does the perception data tell you? *". The response area for this question also begins with "Georgia Student Health Survey".

Data Collection Analysis

- What achievement data did you use?
- What does your achievement data tell you?
- What demographic data did you use?
- What does the demographic data tell you?

If MEP students are enrolled in the district, this data should be analyzed and included in the planning.

Even if your LEA doesn't receive a Title I, Part C allocation, eligible migrant students are always Title I, Part A students.

Strengths/Challenges Based on Trends/Patterns

The screenshot shows a web browser window with the URL <https://app.gadoe.org/CLIPWeb/>. The page displays a dashboard for 'Needs Identification and Root Cause Analysis'. A navigation bar at the top shows a progress indicator with steps 3.1.1 through 3.1.8, where 3.1.5 is highlighted in yellow. Below the navigation bar, the main content area is titled '3.1 Strengths and Challenges Based on Trends and Patterns'. Underneath, there is a section for 'Title I, Part C - Education of Migratory Children'. The 'Strengths' section contains a text box with the following text: 'Migrant Education Program Implementation Plan Data Grades K-5: In grades K-5, the intended goal was for at least 50% of Migrant Education Program students in these grades to demonstrate a growth of at least 5% from the pre- to post-test measure in the area of writing. The following grade levels met and exceeded the goal of 50%: kindergarten priority for service - 75% (FY18 - 100%), kindergarten non-priority for service - 100% (FY18-100%), first grade priority for service - 92% (FY18-100%), first grade non-priority for service - 100% (FY18-100%), second grade priority for service - 100% (FY18-100%), second grade non-priority for service - 100%(FY18-100%), third grade priority for service - 100%(FY18-100%), third grade non-priority for service - 100%(FY18-100%), fourth grade priority for service - 100%(FY18-100%), fourth grade non-priority for service 100%(FY18-100%). fifth grade priority for service - 75%(FY18-67%)'. The 'Challenges' section contains a text box with the following text: 'Areas of Needed Improvement Migrant Education Program Implementation Plan Data Grades 9-12: In grades 9-12, the intended goal was for at least 50% of Migrant Education students in these grades to demonstrate a growth of at least 5% from the pre- to post-test measure in the area of writing. The following grade levels met and exceeded the goal of 50%: kindergarten priority for service - 75% (FY18 - 100%), kindergarten non-priority for service - 100% (FY18-100%), first grade priority for service - 92% (FY18-100%), first grade non-priority for service - 100% (FY18-100%), second grade priority for service - 100% (FY18-100%), second grade non-priority for service - 100%(FY18-100%), third grade priority for service - 100%(FY18-100%), third grade non-priority for service - 100%(FY18-100%), fourth grade priority for service - 100%(FY18-100%), fourth grade non-priority for service 100%(FY18-100%). fifth grade priority for service - 75%(FY18-67%)'. A red error message at the top of the page reads: 'The state copy is under review. You cannot make any changes until you hear from the state.'

Data collected through the CNA-CLIP process



CLIP: Challenges Section

Example from a school district

- A review of the EOG data shows that there isn't much difference in the performance of PFS and non-PFS students. For the most part, the percentage of students performing at Level I and Level II (PFS and non PFS students) are very similar in ELA and Math for grades 3-8. Data for science and SS for grades 4-5 are very similar to what was seen in grades 3-8 for ELA and Math. Both PFS and non-PFS students score lower than their non-migrant classmates in all core content areas. There is such a low number of migratory students scoring at Levels III-IV. There is a definite need for more support and strategies for these students to help them advance to these levels of performance.
- EOC data from grades 9-12 mirror the EOG data. Majority of migrant students are in Levels I-II across the contents tested which is lower than their non-migrant classmates.
- A review of the pre-post assessments of preschool aged students show that students are making progress in their colors, recognition of shapes, and numbers.
- Pass/Fail data of non-PFS students, PFS students, and non-migrant students show a percentage passing (grade level) of 95%, 94%, and 96%, respectively. This indicates that migratory students are performing well on classroom assignments and assessments that are allowing them to advance to the next grade.

MEP Implementation Plans

Plans are used for evaluating the measurable program outcomes (MPOs) outlined in the state Service Delivery Plan (SDP)



Implementation Plan data

Implementation Plan: addresses the GAPS or NEEDs identified during the CLIP process

Implementation Plan Observations: assist with IP adjustments or adjustments to the service delivery plan

Fidelity of Implementation: monitors progress within each IP being implemented

Implementation Plan evaluations: measures the academic achievement within the plan for migrant students being served



Implementation Plans (IP)

- Who do you plan to serve?
- What are their needs/gaps?
- How do you plan to meet those **supplemental academic** needs?
 - Elementary grades, for an after-school math tutoring program for 15 PFS and 8 non-PFS students, etc.
- What are your **measurable** goals?
 - All students who are served under this (Reading, Writing, Math etc.) IP will increase their scores on a locally designed pre-post test by at least 5%.

Addressing Student Achievement GAPS

Elementary School Math (Direct Funded and Consortium)

- Achievement gap(s)/need(s) identified in your local comprehensive needs assessment (CNA)
- Decreasing the student achievement gap for specific sub-groups (migratory students included). When compared to non-migrant students on the 2017-2018 Milestones EOG, migratory students scored lower in mathematics due to lost teaching and learning time caused primarily by family mobility. For example, on the math, EOG, we had 33.1% Migratory students scoring at the beginning level as compared to their non-migrant counterparts who scored 31.8 at the beginning level. CNA input from participants indicated the need to close the achievement gap with this subgroup in mathematics.

Scenario: Addressing the Needs Identified

- During the CNA process, data trends for the last 3 school years reveal that district XYZ has identified that migrant high school students are not meeting state assessment standards in math ECO's.
- During the last three years, district XYZ submitted IP's in reading for all high school students. Are they addressing the needs of high school migrant students?

General open discussion

How Data Drives All of Our Efforts

CLIP

GAMEP – SDP (MPOs)

Stated Objective (IPs)

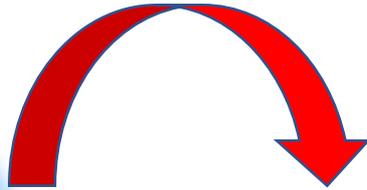
IP Observations & Fidelity of Implementation

Outcome (IP Evaluations)

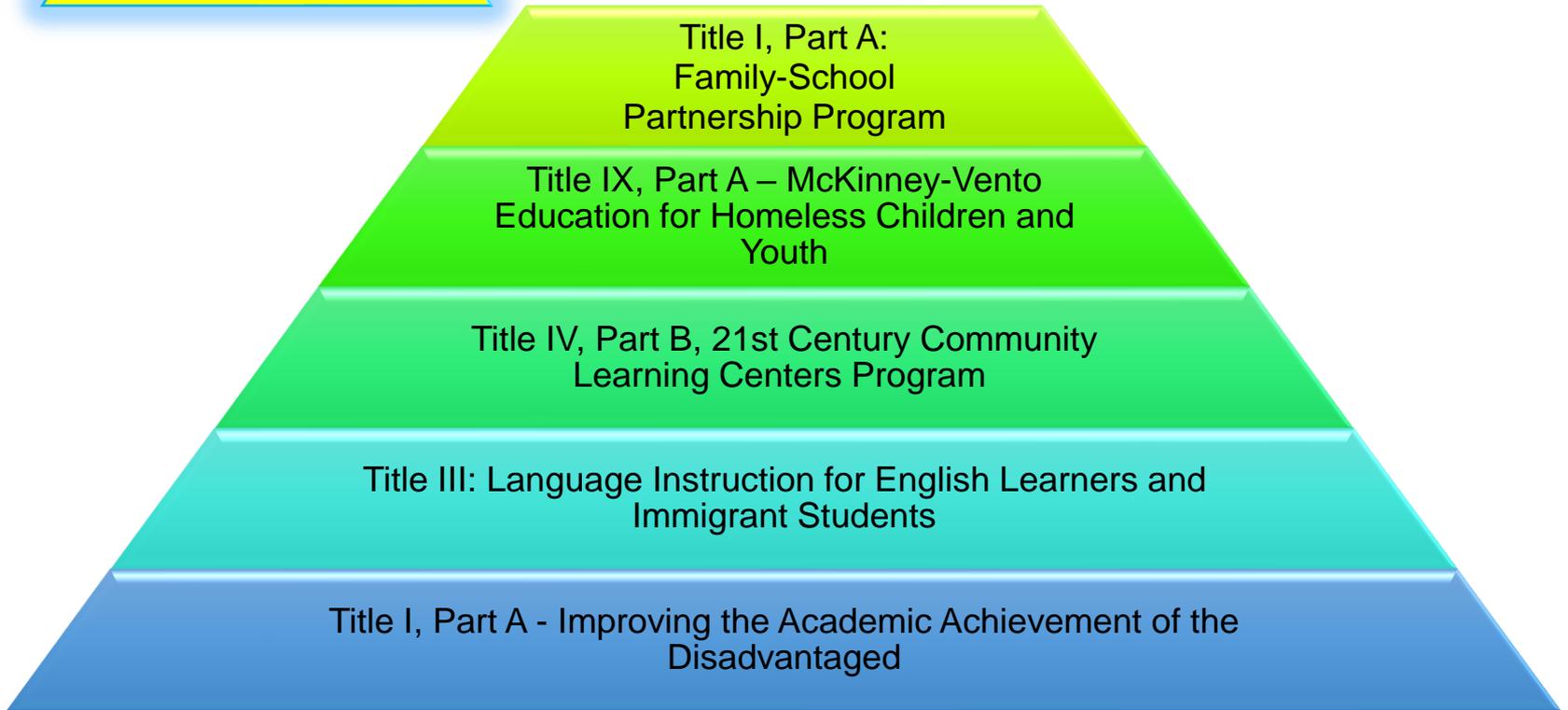
Performance Indicator

(Quantitative & Qualitative Data Reported by LEAs for MEP Annual Evaluation)

**Title I Part C
Migrant**



Supplements
other Federal
Programs



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Questions?

Comments?



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