



Dr. John D. Barge, State School Superintendent

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2013–2014 Georgia Migrant Education Program State Evaluation

Prepared by:
Title I, Part C – Migrant Education Program
Georgia Department of Education
Atlanta, Georgia

“Making Education Work for All Georgians”

1854 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • www.gadoe.org

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I. Executive Summary

The Georgia Migrant Education Program (MEP) is a federally funded program under Title I, Part C. Its main purpose is to provide supplemental educational opportunities and academic support for currently eligible migrant students in the state. These programs are designed to help migrant children and youth meet the same state academic content and achievement standards that all students are expected to meet to either graduate from high school or to complete and pass the General Educational Development (GED) exam.

Additional programs are also designed at the state, regional, and local level to ensure that migrant out-of-school youth (OSY) and dropouts (DOs) are offered relevant supplemental educational opportunities that would benefit them as identified in the most recent statewide Comprehensive Needs Assessment (CNA) report from 2013. During the 2013–2014 program year, the Georgia MEP consisted of three regional offices, operated by and staffed with employees from the Georgia Department of Education (Department), in charge of overseeing the funding, development, and implementation of migrant education programs at the district level (local education agencies or LEAs), working with a combined 71 funded districts while the remaining 108 districts statewide received services through the Georgia Migrant Education Consortium. The regional offices include the following districts:

- Georgia MEP Region 1 office: 20 direct-funded districts
- Georgia MEP Region 2 office: 27 direct-funded districts
- Georgia MEP Region 3 office: 24 direct-funded districts

It was important for the 2013–2014 statewide evaluation to assess whether or not the needs of migrant children and youth were met at the local district level through effective project planning and academic and supplemental services implementation as established in the current measurable state goals in the most recent CNA. The goals are drafted within the seven areas of concern and the four goal areas [1] established by the Office of Migrant Education (OME). The concern statements developed during the most recent statewide CNA process and the results gathered from survey data collected (unanimously approved for implementation for the 2013–2014 program year by Georgia MEP staff, regional and state CNA stakeholders, and Parent Advisory Council (PAC) members) are the foundation for the MEP goals:

Goal 1

Migrant students in elementary, middle, and high school will improve their writing proficiency within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5 percent point growth or improvement for students served during the academic year.

Goal 2

Migrant students in elementary, middle, and high school will improve their math proficiency within the framework of the Common Core GPS Mathematics curriculum as measured by district-level IP showing an incremental 5 percent point growth or improvement for students served during the academic year.

Goal 3

The Georgia MEP will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development). Improvement will be measured by district-level IP showing an incremental 5 percent point growth or improvement for students served during the academic year.

Goal 4

The Georgia MEP will continue to support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English language acquisition, health, and other relevant supplemental services for districts to use with migrant participants as measured by district-level IPs showing an incremental 5 percent point growth or improvement for students served during the academic year.

Goal 5

Migrant students in elementary, middle, and high school will continue to meet or exceed their proficiency in reading within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level IP showing an incremental 5 percent point growth or improvement for students served during the academic year.

Goal 6

Georgia MEP supplemental service provider (SSP) staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by successfully completing at least four online modules per academic year. This goal will be measured by online examinations, faculty and staff surveys, and feedback from state and regional CNA stakeholders in addition to demonstrating applied working knowledge in effective instruction in and outside the classroom as measured by state MEP staff observations.

Each regional Georgia MEP office works with its LEAs toward meeting the Service Delivery Plan (SDP) guidelines for developing, implementing, and evaluating supplemental services rendered. To ensure the SDP guides the work of the Georgia MEP, each LEA follows a service delivery model that adapts to the established state goals and objectives through the Georgia Continuous Improvement Cycle (GCIC). The strategies for delivery of services have been determined by setting a three-step project planning process that every LEA must follow to ensure fidelity of projects. The three steps in the project planning process for LEAs involve the following:

1. Submission of a CNA profile that captures the needs of the migrant population at the LEA level
2. Submission of IPs to establish academic support services to be provided with projected measurable outcomes

3. Completion of IP evaluation(s) for each IP submitted at the end of a project cycle to validate actual measurable outcome(s) as projected on the original IP(s) submitted

Migrant IPs are the main means for ensuring LEAs align their services for currently identified migrant children and youth to the state goals. IPs target the following subject areas: writing, math, school readiness, supplemental services for OSY and DO, and reading. The purpose of this evaluation is to assess the degree to which, during the 2013–2014 school year, IPs from each LEA met their projected outcomes as prescribed in CNA state goals and within the framework of the SDP.

IP evaluations are based on online self-reports submitted by each LEA. Conclusions were determined by individualized district methods, where goals were set, and then outcomes reported. Results were designed to fall into one of the three categories: Does Not Meet, Meets, and Exceeds. Statewide evaluation results of project plans indicate the following:

Goal 1 – Writing

The total number of project plans in this goal area resulted in 30 percent of plans not meeting, 60 percent of plans meeting, and 10 percent of plans exceeding their projected outcomes for a combined 70 percent of all plans meeting and exceeding the LEA’s expectations.

Goal 2 – Math

The total number of project plans in this goal area resulted in 25 percent of plans not meeting, 60 percent of plans meeting, and 15 percent of plans exceeding their projected outcomes for a combined 75 percent of all plans meeting and exceeding the LEA’s expectations.

Goal 3 – School Readiness

The total number of project plans in this goal area resulted in 20 percent of plans not meeting, 64 percent of plans meeting, and 16 percent of plans exceeding their projected outcomes for a combined 80 percent of plans meeting and exceeding the LEA’s expectations.

Goal 4 – Supplemental Services for OSY and DO

The total number of project plans in this goal area is resulted in 48 percent of plans not meeting, 41 percent of plans meeting, and 10 percent of plans exceeding their projected outcomes for a combined 51 percent of plans meeting and exceeding the LEA’s expectations.

Goal 5 – Reading

The total number of project plans in this goal area resulted in 23 percent of plans not meeting, 56 percent of plans meeting, and 21 percent of plans exceeding their projected outcomes for a combined 77 percent of plans meeting and exceeding the LEA’s expectations.

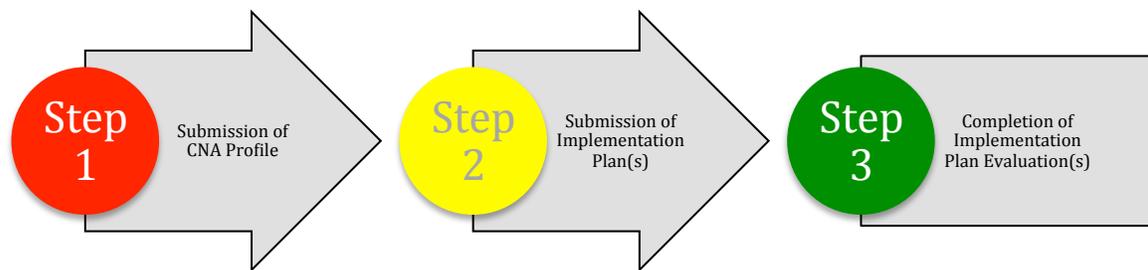
II. Evaluation

A. What is the Georgia MEP Continuous Improvement Cycle (CIC)?

The strategies for delivering services have been determined by setting a three-step project planning process that every LEA must follow to ensure fidelity in the CIC of the Georgia MEP. The three major steps in the project planning process for LEAs involve:

1. Submission of a CNA profile that captures the needs of the migrant population at the LEA level
2. Submission of IPs to establish academic support services to be provided with projected measurable outcome(s)
3. Completion of IP evaluation(s) and observations for each IP submitted at the end of the project cycle to validate actual measurable outcome(s) as projected on the original IP(s) submitted

Figure 1: Project Planning Process for LEAs



All data derived from the project planning process, along with IP observations conducted by Georgia MEP state and local staff and state performance data, will be compiled and reviewed by the Georgia MEP at the end of each school year to determine service delivery effectiveness in the Statewide Project Plan Evaluation Report within the framework of the GCIC.

Figure 2: Complete CIC of the Georgia MEP



B. What is encompassed in the CIC of the Georgia MEP?

1. CNA Profile Form (LEAs)

The district-level CNA profile form is designed to provide LEAs with a seamless online solution for reporting the local needs of eligible migrant participants in their districts at the beginning of the academic year. Since this is Step 1 in the three-step trigger process for LEA project planning, a single district-level CNA profile form must be completed before migrant IPs from the district can be submitted for approval.

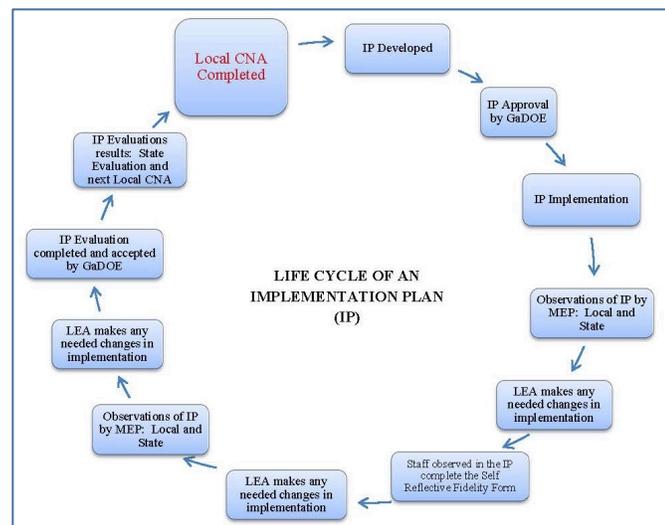
LEAs are walked through a series of questions in the CNA profile form so that they can complete and upload documentation supporting the identified needs in their district. The questions in the form are designed with a skip logic feature, which will trigger new or additional questions based on a previous answer. This will allow the state to capture an accurate picture of the needs of the MEP population in the district to ensure accountability, compliance, and baseline data for overall fidelity. Once an LEA submits a complete CNA profile form, it will get an email notification containing the data submitted along with the online link to begin completing IP(s).

Review Process: Department regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either **Approve** or **Reject** a CNA profile form based on the quality of its contents (all regional coordinators have been provided training to ensure consistency during the review process). State staff will also provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend or send additional supporting documentation for their CNA profile forms.

2. IP Form (LEAs)

The IP form is designed to provide the district with a thorough process to complete their MEP project plans targeting academic services to be provided. The online interface resembles that of the CNA profile in terms of form and function. It allows LEAs to complete and submit their IP forms in a user-friendly, easy-to-navigate way. A single form must be completed for each IP to be implemented in the district during the school year. For visual reference, the chart below explains the life cycle of an IP.

As with the CNA profile form, LEAs are walked through a series of questions through the IP form so that they can complete and upload documentation supporting their statements. The questions in the form are designed with skip logic, which will trigger new or additional questions based on a previous answer, ensuring the Georgia MEP captures *projected* IP project information to ensure LEA accountability and compliance as



well as establish baseline data for overall fidelity. Once an LEA submits a complete IP form, they will get an email notification containing the data submitted along with the online link to the IP evaluation form that was completed within two weeks of the project end date, as indicated in the original IP forms submitted. Any changes to an IP project start or end date by an LEA must be submitted in writing via email to the respective Department regional MEP coordinator 30 days prior to the end date on the originally submitted IP project for proper review and approval. After a decision is made, the Department staff will notify LEAs as to whether changes have been approved or rejected.

Review Process: Department regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either **Approve** or **Reject** an IP based on the quality of its contents (all regional coordinators have been trained to ensure consistency during the review process). State staff will also provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend, or send additional documentation to support their IP forms.

3. IP Observation Form (Georgia MEP Staff and LEAs)

This form is for Georgia MEP state and local staff use and is designed to provide staff with an easy way to document their observations of MEP project plans in LEAs (state and local staff have been trained to ensure consistency during the observation process). This interface allows staff to easily complete and submit their IP observation results without emailing or uploading document files to an online portal database and with the convenience of using any device to complete them (laptop, tablet, smartphone, or any other mobile device with an Internet browser). IP observation forms are used to determine whether IPs are operating as planned and that services provided by LEAs are committed to furthering the academic achievement of migrant participants.

Department MEP as well as district MEP staff typically complete IP observation forms at the LEA level during the course of the school year. Results and feedback collected are used to provide a quick snapshot of a given project with the objectivism and constructive, positive feedback it deserves. The data collected during these observations are shared with district MEP staff. Additionally, as part of IP observations, any staff providing services to migrant children and youth is asked to complete a Self-Reflective Fidelity of Implementation form online to determine the level of adherence of projected outcomes in IPs and to serve as a vehicle identifying effective teaching strategies during service delivery.

4. IP Evaluation (LEAs)

This is the final step for LEAs in their project implementation process. This form is designed to provide LEAs with a seamless solution to complete the evaluation of IPs in their districts. The online interface allows LEAs to complete and submit their IP evaluations, along with all required supporting documentation, to validate their projects in a user-friendly, easy-to-navigate manner. All LEAs *must* complete and submit (within two weeks after the end of the project cycle) a single IP evaluation form for every IP approved in their districts during the year (including summer).

Similar to the CNA profile form and the IP form, the IP evaluation form interface walks LEAs through a series of questions so that they can complete and upload any and all documentation supporting their statements. The questions in the form are also designed with the skip logic feature, which triggers a series of new or additional questions based on a previous answer, ensuring that the Georgia MEP captures the most accurate and *actual* IP evaluation information to ensure LEA accountability and compliance as well as to establish the final data to be used for overall fidelity. IP evaluation forms must be completed within two weeks after the project end date indicated by LEAs in their original IP forms submitted. This form follows a similar flow and pattern as the IP form and is meant to report final project plan data, such as *actual* number of students served; actual number of days, weeks, or months of service delivery; any variations from the original IPs submitted; and documentation to support the final results provided on their evaluations. Based on all this information, LEAs will report whether their IP outcomes met, exceeded, or did not meet goals.

Review Process: Department regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either **Approve** or **Reject** IP evaluation forms based on the quality of their contents (all regional coordinators have been trained to ensure consistency during the review process). Department MEP staff will provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend, or send additional supporting documentation to support their implementation plan evaluation forms.

5. Statewide Project Plan Evaluation (Georgia MEP)

This is the final step in the Georgia MEP's in CIC. The Georgia MEP statewide project plan evaluation will perform the following:

- Facilitate the Georgia MEP's thinking about its program, how it identifies its goals, and how it will measure goal achievement.
- Produce data or verify results that can be used for effective service delivery methods and best practices.
- Examine, describe, and continue to implement effective programs for duplication elsewhere in the state and nationwide.

As a result, the statewide project plan evaluation is designed to provide structured, statewide data about outcomes related to execution of the Georgia MEP statewide SDP. At the close of each academic year, the Georgia MEP will analyze all the information reported by LEAs through the CNA profile, IPs, and IP evaluations to create a comprehensive report that uses all these data, in addition to the state assessment data, to determine the overall performance of migrant children and youth participating in project plans, best practices to follow, and where improvement is needed.

C. 2013–2014 Project Plans Data Set

Overview

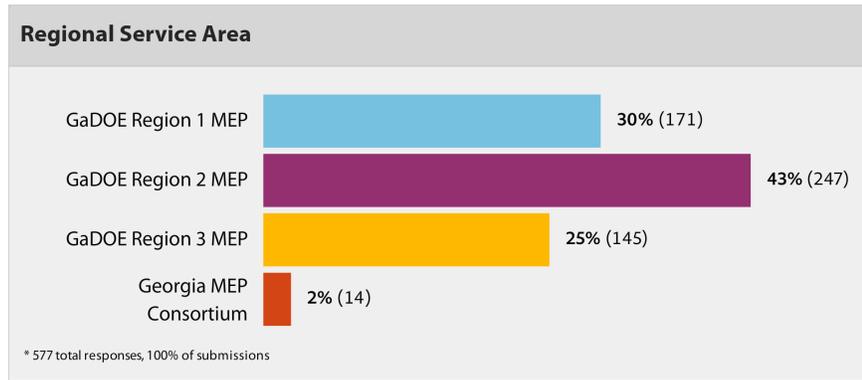
The Georgia MEP is driven by local needs determination and program implementation. This allows considerable flexibility in meeting the needs of migrant students, but it presents a challenge to the state in determining the extent to which academic growth in LEA-designed project plans are the direct result of LEA migrant services alone (pre- and post-assessment for instance, vary from district to district). LEAs adhere to the CNA state goals and SDP in creating their project plans, but it is a challenge to pinpoint the extent to which those activities are sufficiently intense, which would contribute to producing the desired outcomes. As a result, LEAs provide all data reported in the implementation plans in good faith during IP evaluations.

The current data collection and reporting regimen reflects the strong local determination of program designs, while providing a means to categorize local efforts according to the type of activity pursued and the population it targets. IPs allow each LEA to report the need addressed, the number of students served, the outcomes anticipated, and whether these outcomes were achieved. It is designed to be user-friendly for LEAs, being that it is a complete online system as part of the GCIC. IP evaluations, on the other hand, are also designed as a program implementation and review tool, and are used by the Georgia MEP to review and determine the success of LEA IPs.

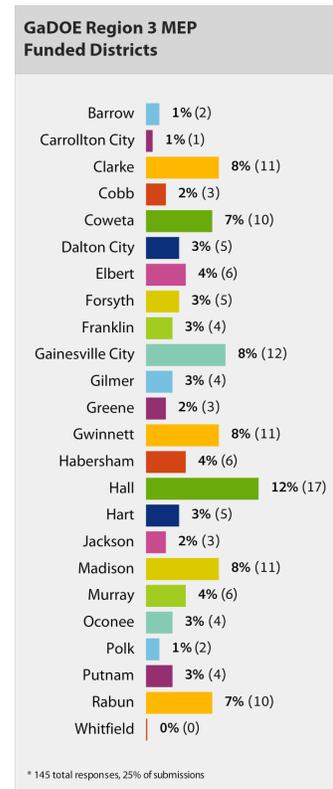
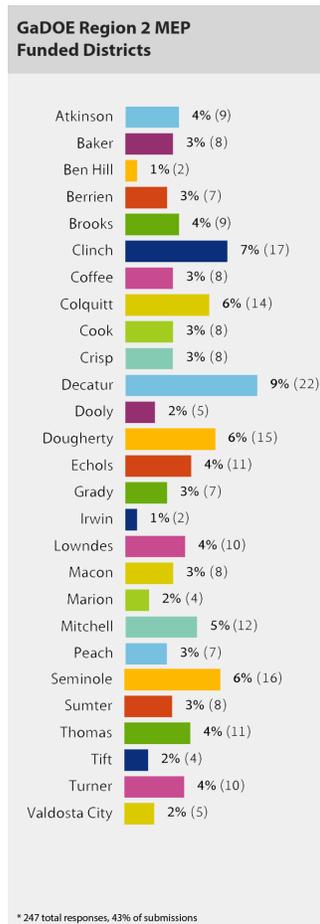
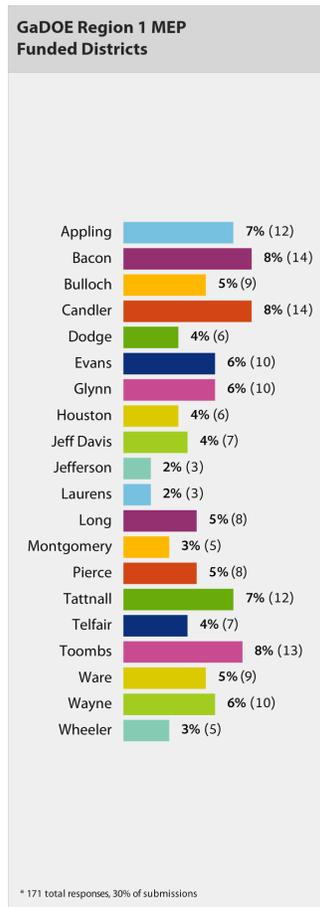
The balance of this report reviews IP evaluations and presents implications and recommendations for SDP revisions designed to position the Department's MEP to pursue a strong evaluation of migrant children and youth outcomes. Recommendations will be addressed and adjusted accordingly for the upcoming fiscal year (2014–2015) to correct errors and omissions and address constraints and opportunities to streamline data collection. Additionally, IP observations and the fidelity of implementation data will be reviewed to address project plan progress and strategies that work in these project plans as reported by migrant staff in the LEAs, creating an opportunity to address state-level outcomes and to moderately expand effective LEA reporting while keeping the overall data submission burden from becoming onerous in the GCIC.

D. 2013–2014 Project Plans (Measurable Program Outcomes – MPO)

A total of 577 IPs (of which 14 belong to the Georgia Migrant Education Consortium) were submitted during the 2013-2014 program year. As part of the GCIC, LEAs submit their project plans online starting with their local CNA profile, followed by their IPs (which represent a projected overview of their project plans for the year), and then LEAs submit their IP evaluations to present the state with their final outcome results.

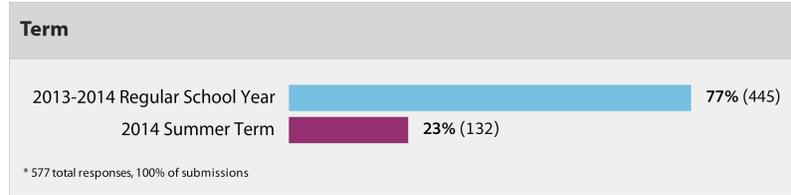


The following figures illustrate IP evaluations by regional offices.



* Georgia Migrant Consortium Implementation plans not shown in regional office breakdown above. Total of 14 submissions adding to a total of 577 implementation plan evaluations submitted during 2013-2014 program year.

77 percent of all project plans submitted were implemented during the regular school year, while the remaining 23 percent were submitted for the summer term (generally months of June and July).

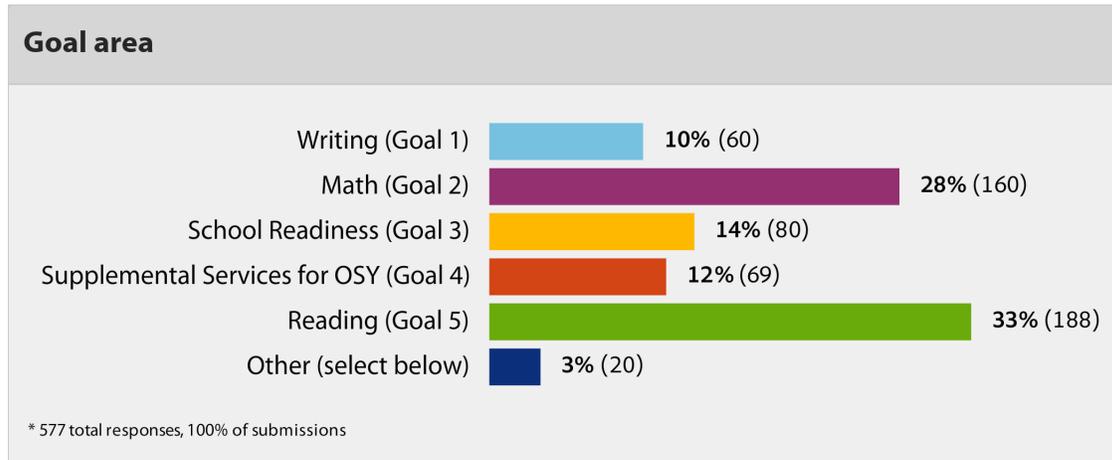


E. 2013–2014 Project Plans and State Goals

The current state goals for the Georgia MEP are six, with five goals targeting academic and support services for migrant children and youth, and one goal targeting professional development for migrant staff in the LEAs. For the purpose of this evaluation, the area of focus will be the goals related to supplemental academic and support services for migrant children and youth. The goals of the Georgia MEP encompass the following in order of importance:

1. Writing
2. Math
3. School Readiness
4. Supplemental Services for OSY
5. Reading

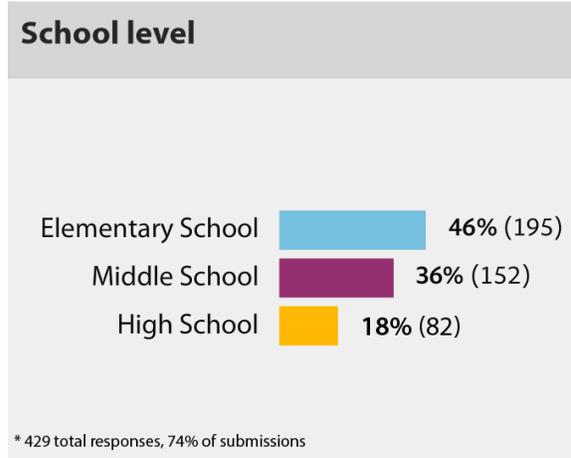
For migrant participants in school (K–12) as well as those not enrolled (P3, P4, P5, Preschool, and OSY), project plans submitted by LEAs targeted the state goals, as indicated below:



Note: numbers in this chart represent the number of IP evaluations submitted, not the number of children served.

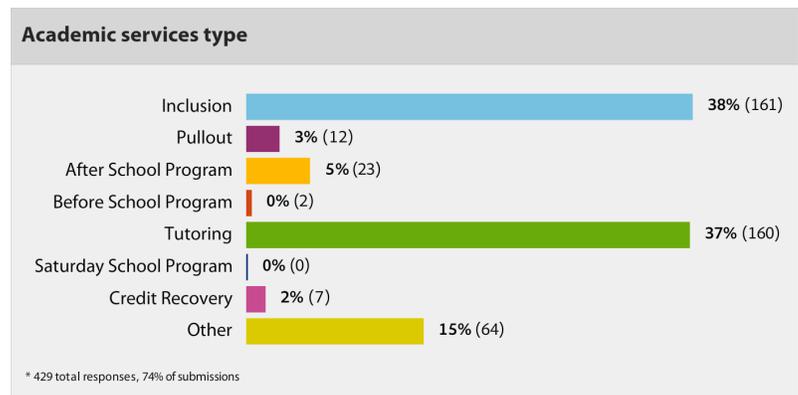
**Option “Other,” shown above, represents IP evaluations submitted for science and social studies subject areas, which are not part of the state goals. This was an option for LEAs that determined some migrant participants would benefit from supplemental services in these particular subject areas in addition to the main goals.*

In-School Supplemental Academic Services for Migrant Participants

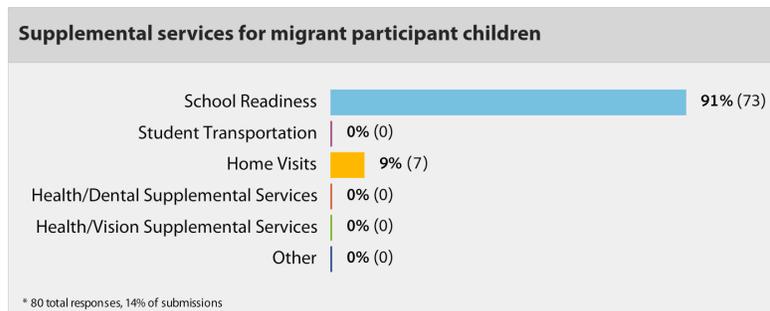


IP evaluations for migrant participants in school are broken down by academic subgroups, as shown in the chart to the left. A total of 429 IP evaluations targeted services for in-school migrant children and represent the largest percentage group given supplemental academic services statewide with 74 percent of total project plan submissions by LEAs.

IP evaluations for migrant participants present a wide variety of supplemental services rendered. The majority of the academic supplemental services provided to in-school migrant children are in the areas of inclusion and tutoring, which total to 75 percent of all academic service types for all K–12 IP evaluations submitted. The vast majority of project plans submitted by LEAs target three of the five state goals for supplemental academic services (writing, math, and reading) with a small overall percentage targeting other (science and social studies). For the purpose of this evaluation, we will concentrate on the projected outcomes for plans targeting the main state goals.



Supplemental Services for Migrant Children and Youth Not Enrolled in School

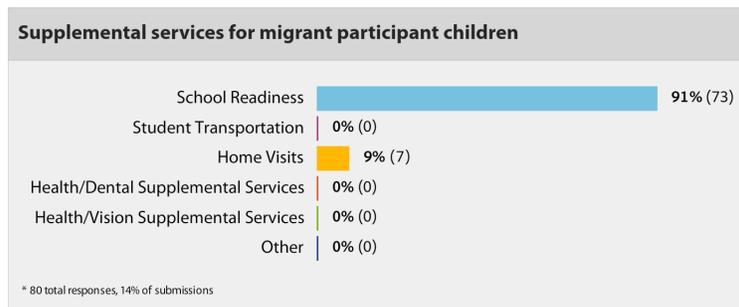


While 429, or 74 percent, of all project plans submitted statewide targeted academic services for in-school migrant children and youth, a total of 148, or 26 percent, project plans submitted by LEAs were geared toward

supplemental services for migrant children and youth not enrolled in school (P3, P4, P5, Preschool, and OSY). These project plans targeted state goals three and four involving supplemental academic and support services in school readiness and support services for OSY, respectively.

School Readiness

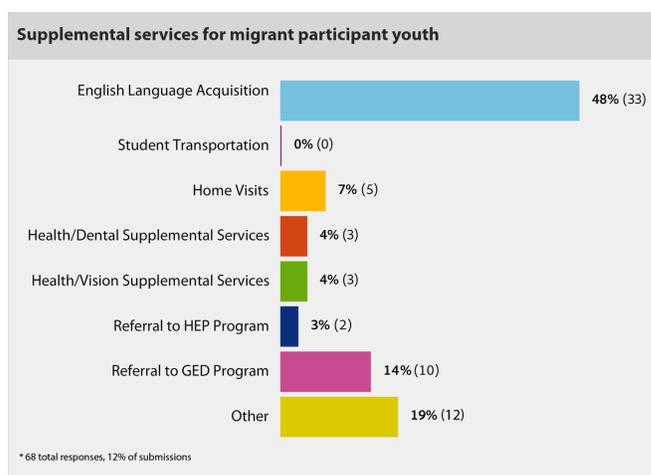
The concept of school readiness often refers to the emotional, behavioral, and cognitive skills needed by a child to learn, work, and function successfully in school. Unfortunately, this common philosophy of “ready for school” places an undue burden on children, particularly migrant children, by expecting them to meet the expectations of school. The Georgia MEP has developed a constructive way to consider school readiness (ages 2-5) by providing tutoring protocols and home visit protocols to support our migrant staff working with this age group. One program in use is a project plan called EXITO, which translates to “success” in English. EXITO was created by the Tennessee MEP. The project removes the heavy burden of expectations from the child and places those expectations onto migrant parents by teaching them how to work with their children under the guidance of LEA migrant staff. The Georgia MEP has published all materials related to the design, implementation, and evaluation of EXITO on their main Web site, making it convenient for LEAs to download and create school readiness project plans based on this model.



The chart to the left shows the supplemental services provided for migrant participant children. The distinction between School Readiness services and Home Visit services is almost indistinguishable, because services that were not

provided in a control setting (school, facility, etc.) were delivered at home instead. As per the raw data collected in our online database, most of the project plans implemented by LEAs involving the school readiness goal are based on EXITO.

Supplemental/Academic Support Services for OSY



Services provided by LEAs to migrant OSY are very diverse. As per the current CNA finding, most OSY identified English language acquisition as their main need. To provide a self-guided project for this highly mobile population, the Georgia MEP has developed audio language lessons for MP3 players and iPods for use with OSY. The Georgia MEP has shared this project plan with LEAs since 2009 and has made all materials (pre- and post-examinations, audio lessons tracks, and project implementation guide) available on its

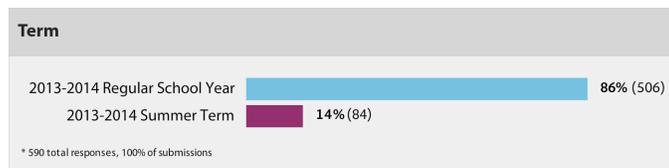
main Web site free for use by all LEAs. Year after year, the Georgia MEP continues to provide training opportunities for LEAs wishing to learn how to implement this audio player-based project plan. As a result, 48 percent of all project plans statewide targeted this area of need, while the rest of the services provided to OSY range from home visits (where self-guided instructional material, such as bilingual books and dictionaries, are provided) to referrals to GED programs. Nineteen percent of other services encompass variations of English language acquisition instruction developed by LEAs and health kits that provide educational information on how to prevent sickness at work related to poor hygiene, pesticides, dehydration, etc.

F. 2013–2014 IP Observations

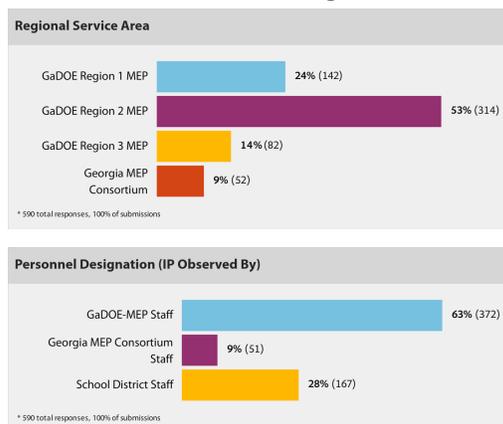
This form for Georgia MEP state and local staff is designed to provide the Georgia MEP with an easy way to document their observations of migrant project plans at the LEA level (Georgia MEP and LEA migrant staff have been provided online training via webinars to ensure consistency during the observation process). Online IP observations allow Georgia MEP and LEA migrant staff to easily complete and submit their IP observation results without the need to email or upload document files to an online portal database and with the convenience of using any device to complete them (laptop, tablet, smartphone, or any other mobile device with an internet browser). Observation forms are used to determine whether IPs are operating as planned, with fidelity, and that services provided by LEAs are committed to furthering the academic achievement of migrant participants.

Georgia MEP and LEA migrant staff typically complete IP observations forms during the timeframe specified in the implemented IPs. Results collected in addition to feedback are used to provide a quick snapshot of a given project with the objectivism and constructive, positive feedback it deserves. The data collected during these observations are shared with LEA migrant staff.

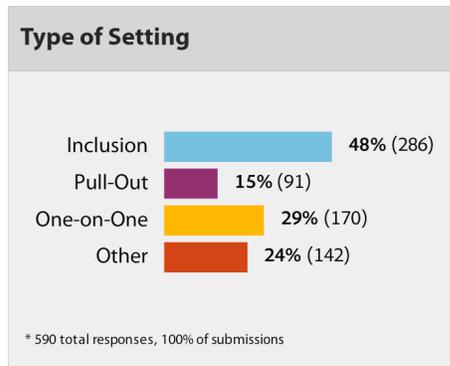
For the 2013–2014 program year, a total of 590 IP observations were submitted. The majority of project plans observed occurred during the regular school year, because this is when the greatest number of IPs are implemented. Some IPs were



observed more than once by the Georgia MEP, LEA migrant staff, or both, thus accounting for the high-count figure. The Georgia MEP completed the most observations, while LEA migrant staff accounted for 28 percent of all submissions. For the first time during this program year, in an effort to better measure the fidelity of implementation of migrant services, LEA migrant staff was given access to complete and submit online IP observations, allowing the Georgia MEP to collect and analyze IP

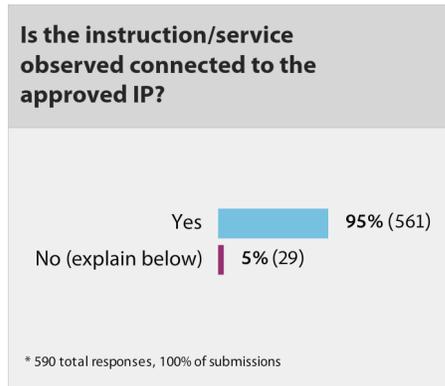


observation data directly from the source (LEAs). This level of organization and commitment to observe project plans and submit data online serves as an example of the strong synergy between the Georgia MEP and the LEAs in providing the best academic and supplemental support services possible to migrant children and youth across the state.



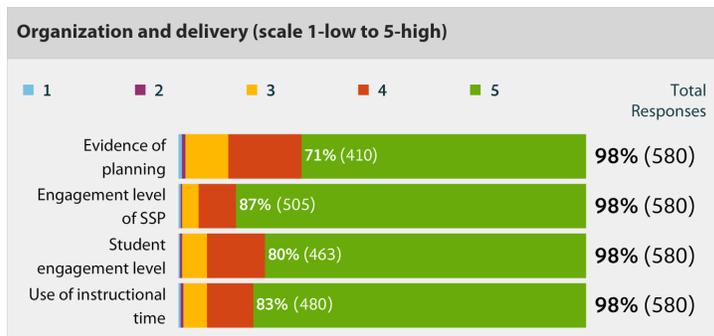
Based on the observation data collected by Georgia MEP and migrant LEA staff during the 2013–2014 year, most project plans observed were in inclusion-type settings with a total of 48 percent of all observations submitted, while other strategic approaches, such as pull-out and one-on-one tutoring, accounted for a combined 44 percent of all submissions. The “Other” type settings that account for 24 percent were hybrid combinations of all strategies devised by LEAs as a way to innovate their

services provided to migrant children and youth.



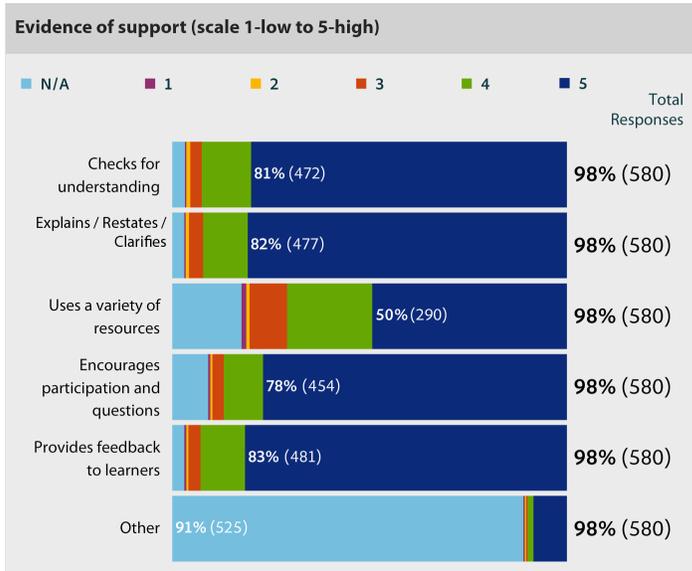
The majority of the observations conducted revealed that the services prescribed to migrant children and youth adhered to the approved IPs submitted, while a small number indicated that adjustments had to be made for different variables, including migrant participants moving out of the school district, adjustment in tutoring times, and changes in tutoring personnel (teachers, paraprofessionals, etc.). As reported by both Georgia MEP staff and LEA migrant staff, project plans progressed as expected.

During IP observations, it was crucial to evaluate the perceived level of organization and delivery of services of project plans. In the most controlled environment, the classroom, it was evident that there was a high level of planning for services delivered to migrant



children and youth. As shown in the graph above, most areas demonstrate that not only was there strong evidence for planning (lessons, materials, methodology, pedagogy, etc.) but also that the level of engagement of the tutor (SSP) was ranked very high. Student engagement levels were shown to be high, as tutors checked for understanding and migrant participant interaction during the lessons and services provided. Use of instructional time was also ranked very high, as there is always a great amount of planning that goes into providing timely and effective services to migrant children and

youth, particularly when services are reasonable, necessary, and budget allocations allow for personnel to be used during and outside school hours.



During observations, reviewers looked for evidence of support provided by the migrant staff. The indicators shown in the graph to the left were ranked on a scale from one to five. The majority of the areas were ranked high with the most mixed responses seen in the use of variety of resources. While 50 percent accounted for diverse resources (new material, curriculum, technology, etc.), other resources used were considered standard (tutor, subject to be taught, and lesson

plan). Other evidence for support was a required field to be completed during the online observation form, so most participants have to pick “not applicable”(N/A) to be able to move to the next page of the observation form. N/A accounts for the majority of responses (91 percent), while the remaining nine percent resulted in responses that did not necessarily fall within one of the categories above, such as high quality of mentoring, varied teaching techniques, reading strategies for math, etc.

Areas of strengths and recommendations were also part of IP observations. These areas ensured that feedback was provided to tutors/SSPs to enhance the quality and effectiveness of services provided to migrant children and youth through project plans. Some general areas of strengths reported on IP observations included:

- Bilingual assistance during service delivery for migrant children and youth who may not speak English at an adequate level
- High level of class engagement and interaction
- Building relationships with parents outside of tutoring hours to discuss progress
- Material reinforcement
- In-class group activities and projects
- Use of online resources and visual aids

Among the general areas for improvement for tutors/SSPs recorded on IP observations, we found the following improvements should be made:

- Work at a faster pace.
- Solicit more verbal participation from class.
- Strengthen vocabulary development.
- Reinforce activities and lessons learned at the end of tutoring session.
- Provide more opportunities for critical thinking of subject taught reinforced.

G. 2013–2014 Self-Reflective Fidelity Evaluation Form

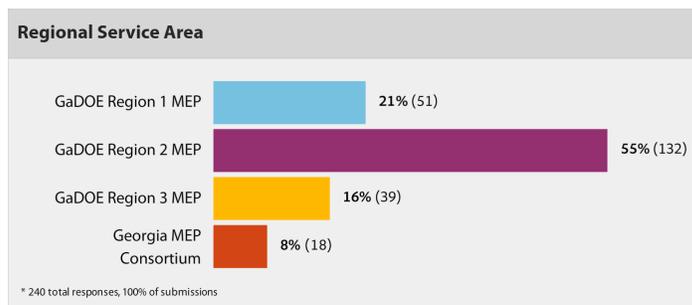
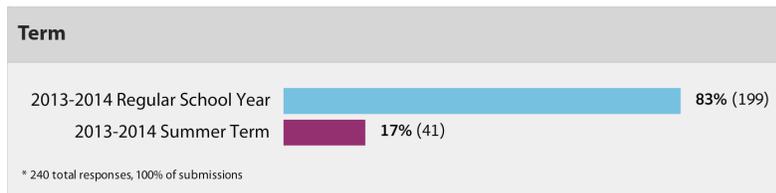
Another important piece added to complement our IP observation process was the self-reflective fidelity evaluation form. While observers had the opportunity to evaluate services provided to migrant children and youth, teachers, tutors, SSPs, and other staff delivering services also had an opportunity to provide feedback regarding their fidelity of implementation in project plans. This form is designed to provide migrant staff with a solution for completing a Self-Reflective Fidelity Evaluation form. This form helped the Georgia MEP assess the level of fidelity of project implementation at various points during the year. This ensured that IPs operated at the level expected as highlighted in the following five core areas of Fidelity of Implementation:

1. Adherence
2. Duration and Exposure
3. Quality of Delivery
4. Program Differentiation
5. Student Responsiveness

After an IP observation form was completed, the observer sent a link to the migrant staff observed, giving teachers, tutors, SSPs, and other staff delivering services the opportunity to submit their feedback confidentially to the Georgia MEP. This step was added to the GCIC during the 2013–2014 school year. Training (webinars) was provided to show migrant staff at the state, regional, and LEA levels how this form was to be used. The turnout for the first year of implementation was acceptable, because it was a new process for both the Georgia MEP and migrant LEA staff.

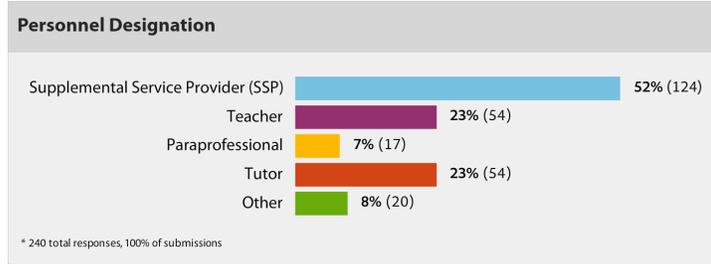
As shown in the graph to the right, a total of 240 responses were submitted by teachers, tutors, SSPs, and other staff delivering services to migrant

children and youth. The majority of the responses were submitted during the regular school year, accounting for 83 percent of all submissions.

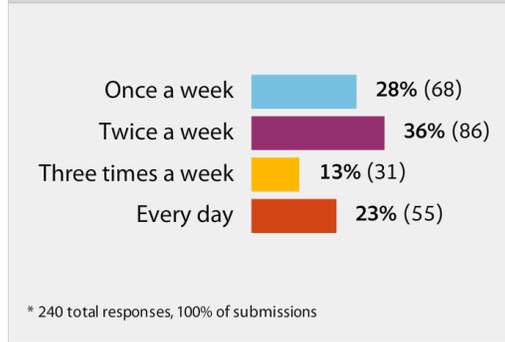


The graph to the left shows a breakdown of submissions by Georgia MEP regional offices as well as the Georgia Migrant Consortium.

The majority of services delivered to migrant children and youth were provided by SSPs, accounting for 52 percent of all submissions for the 2013–2014 year, while certified teachers and tutors accounted for a combined 46 percent of all other providers.

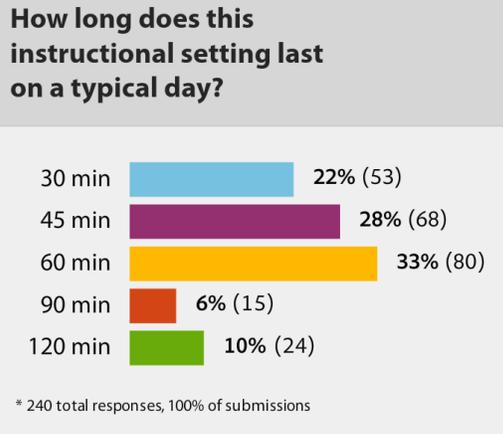


How often does a student receive this instruction?



Providers were asked to report on the frequency of instruction migrant children and youth received under project plans. According to the figures on the graph to the left, the frequency of services range on average from one to two days a week, which accounted for 64 percent combined.

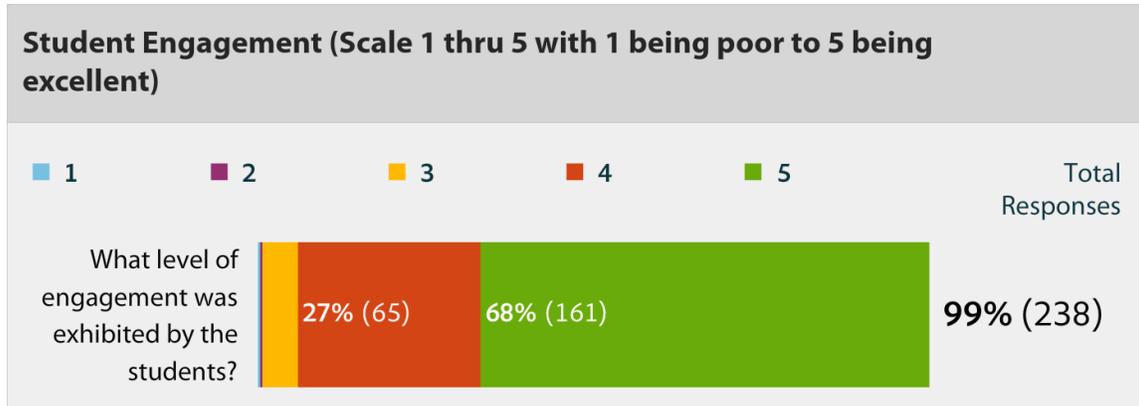
The average length of services provided to migrant children and youth averaged from 45 minutes to 60 minutes. This was also about the average time for services (tutoring, inclusion, pullout, after school tutoring, etc.) provided to students other than migrant.



In terms of planning and delivery of services provided, the majority of teachers, tutors, SSPs, and other migrant staff working with migrant children and youth reported that most planned their instruction as per the original implementation plan (74 percent), while in terms of the lesson delivery, the majority also followed the original implementation plan (74 percent), as

originally prescribed. The variables found in other figures accounted for lesson

adjustments due to change in frequency of tutoring, number of migrant children and youth being provided services, and a total shift in the original services to be provided. The majority of providers serving migrant children and youth in project plans remained high.



Another important aspect of the Self-Reflective Fidelity Evaluation form was gathering information from the providers’ perspective regarding the level of engagement of migrant children and youth participating in academic services. The majority of teachers, tutors, SSPs, and other migrant staff reported the level of engagement as very high (between 4 and 5 on the scale), accounting for 95 percent of all responses gathered.

Additionally, the form also collected responses regarding teaching strategies. The following are some of the most common strategies reported:

- Writing guided practice
- Reading guided practice
- Math
- School readiness activities
- Direct instruction
- Inclusion
- One-on-one tutoring
- Rosetta Stone

The list above is not representative of teaching strategies but rather services and instruction provided in project plans. Collecting this information helped the Georgia MEP identify that the specific instructional strategies in use by our local staff are not specifically aligned to the strategies outlined in the Georgia Department of Education School Keys. This resource guides districts during school-improvement initiatives and contains specific research-based instruction strategies based on the work of Robert J. Marzano (2000) and include:

- Providing feedback
- Cooperative learning
- Advanced organizers

- Questioning techniques
- Similarities and differences
- Reinforcing effort
- Goal setting
- Summarizers
- Graphic representations
- Reciprocal teaching

Upon review, the Georgia MEP realized that this question addressing the instructional strategy used by the migrant staff needs to list specific teaching strategies that are connected to the SDP and the School Keys. Since many of the service providers for migrant children and youth are not certified teachers, identification of an instructional strategy could be challenging. Including examples in the online form, disseminating information through online trainings (webinar), professional development, and having the SSPs work closely with teachers will yield more appropriate responses for effective teaching strategies to use with migrant children and youth.

In the next section, the Georgia MEP will discuss some of the implications resulting from the evaluated project plans during the 2013–2014 program year in addition to providing recommendations to improve project plan development, implementation, and evaluation at the local (LEA) level according to the GCIC for the upcoming year.

III. Implications and Recommendations

A. 2013–2014 Project Plans (Measurable Program Outcomes – MPO)

The Georgia MEP analyzed all the data collected through IP evaluations online to gauge the efforts of LEAs in their commitment to reducing the academic performance achievement gap and to gauge academic supplemental services provided to migrant children and youth not enrolled in school based on the current state goals of the state’s SDP. The following figures represent the data collected (577 IP evaluations) as reported by all LEAs that submitted projects during the 2013–2014 program year.

Goal 1 – Writing

Goal 1 (Writing)	Number of IPs	Does not Meet	Meets	Exceeds
Elementary (K-5)	29	5	21	3
Middle (6-8)	20	7	12	1
High (9-12)	11	6	3	2
Total	60	18	36	6

The total breakdown of plans targeting goal 1 (Writing) is presented on the chart to the left. IP evaluations are broken down by grade level and then

by three evaluation criteria: Does Not Meet, Meets, and Exceeds. The following figures are both representative of quantitative and qualitative data as reported by LEAs in this goal area:

- Elementary (grades K–5): 17 percent Does Not Meet; 72 percent Meets; 11 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 83 percent in this grade level. LEAs reported on the progress of 269 Priority for Service (PFS) children and 814 non-PFS children in these plans.
- Middle (grades 6–8): 35 percent Does Not Meet; 60 percent Meets; 5 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 65 percent in this grade level. LEAs reported on the progress of 68 PFS children and 148 non-PFS children in these plans.
- High (grades 9–12): 55 percent Does Not Meet; 27 percent Meets; 18 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 45 percent in this grade level. LEAs reported on the progress of 52 PFS children and 134 non-PFS children in these plans

The total number of project plans in this goal area resulted in 30 percent of plans not meeting, 60 percent of plans meeting, and 10 percent of plans exceeding their projected outcomes for a combined 70 percent of all plans meeting and exceeding the LEA’s expectations.

LEAs listed multiple reasons for IPs not meeting, including:

- Improvement by grade but not overall group.
- Pre- or post-test not completed.
- Projected outcome set to 100 percent improvement is unrealistic.

Implications: While the majority of migrant participants in grades K–8 are seeing an improvement in writing (according to self-reported benchmarks and projected outcomes set by LEAs), participants in grades 9–12 are not succeeding as desired. These figures

may have been the result of different requirements in writing for participants who moved to Georgia, the rigor of writing curriculum in Georgia, and an overall lack of writing skills due to repeated moves and gaps in instructional time during that program year.

Recommendations: During the 2014–2015 school year, the Georgia MEP has communicated with LEAs regarding increasing not only the overall number of project plans targeting writing but also strengthening the effectiveness of writing support provided to students participating in these plans, in particular with the high school migrant student population. It is recommended that the Georgia MEP provide additional professional development to local migrant staff (webinars or online courses) addressing writing strategies that can be used in supplemental academic support settings.

Goal 2 – Mathematics

Goal 2 (Math)	Number of IPs	Does not Meet	Meets	Exceeds
Elementary (K-5)	68	13	44	11
Middle (6-8)	59	16	33	10
High (9-12)	33	11	19	3
Total	160	40	96	24

The total breakdown of plans targeting Goal 2 (Mathematics) is presented on the chart to the left. IP evaluations are broken down

by grade level and then by three evaluation criteria: Does Not Meet, Meets, and Exceeds. The following figures are both representative of quantitative and qualitative data as reported by LEAs in this goal area:

- Elementary (grades K–5): 19 percent Does Not Meet; 64 percent Meets; 17 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 81 percent in this grade level. LEAs reported on the progress of 528 PFS children and 1,217 non-PFS children in these plans.
- Middle (grades 6–8): 27 percent Does Not Meet; 55 percent Meets; 18 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 73 percent in this grade level. LEAs reported on the progress of 159 PFS children and 341 non-PFS children in these plans.
- High (grades 9–12): 33 percent Does not Meet; 57 percent Meets; 10 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 67 percent in this grade level. LEAs reported on the progress of 105 PFS children and 166 non-PFS children in these plans.

Overall, the total number of project plans in this goal area resulted in 25 percent of plans not meeting, 60 percent of plans meeting, and 15 percent of plans exceeding their projected outcomes for a combined 75 percent of all plans meeting and exceeding the LEA’s expectations.

LEAs listed multiple reasons for IPs not meeting, including:

- Pre- post-benchmark not used as intended this year with IP.
- Extenuating circumstances (social environment, home environment, and health issues).
- Tutoring hours created conflict with migrant participants’ work schedules.
- Participants moved or relocated before post-test was administered.

Implications: Migrant participants are achieving goals in projected outcomes set by LEAs in math project plans. While the majority of project plans implemented in math do have their own benchmarks, most are focused on providing homework assistance and reinforcing analytical skills for math. Most LEAs report that while some of the plans may not have met their projected outcomes, they are satisfied with migrant participants being promoted to the next grade and/or passing the state’s standardized tests and benchmarks in math.

Recommendations: The Georgia MEP is researching current pre- and post-tests and benchmarks that could be used by LEAs when creating their project plans. This will ensure a standard measure of evaluation for creating a more direct correlation between instruction provided through these project plans, the state’s standardized testing and benchmarks in math, and migrant student performance. It is recommended that the Georgia MEP provide examples of pre- and post-assessments for mathematics and support districts with developing service plans that include these assessments.

Goal 3 – School Readiness

Goal 3 (School Readiness)	Number of IPs	Does not Meet	Meets	Exceeds
P3	28	7	17	4
P4	18	3	14	1
P5	1	0	1	0
Pre-School/Pre-K Age	33	6	19	8
Total	80	16	51	13

The total breakdown of plans targeting Goal 3 (School Readiness) is presented on the chart to the left. IP evaluations are broken down

by age group in addition to three evaluation criteria: Does Not Meet, Meets, and Exceeds. The following figures are both representative of quantitative and qualitative data as reported by LEAs in this goal area:

- P3: 25 percent Does Not Meet; 61 percent Meets; 14 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 75 percent in this age group.
- P4: 17 percent Does Not Meet; 78 percent Meets; 5 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 83 percent in this age group.
- P5: 0 percent Does Not Meet; 100 percent Meets; 0 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 100 percent in this age group.
- Pre-School/Pre-K: 18 percent Does Not Meet; 57 percent Meets; 25 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 82 percent in this age group.

The total number of project plans in this goal area resulted in 20 percent of plans not meeting, 64 percent of plans meeting, and 16 percent of plans exceeding their projected outcomes for a combined 80 percent of plans meeting and exceeding the LEA’s expectations

LEAs listed multiple reasons for IPs not meeting, including:

- There were no eligible migrant students for the school readiness program during the 2013–2014 program year.
- Delayed academic English language acquisition due to recent move to the country. Due to lack of English language acquisition, students focused on social language during school year and have just begun to acquire academic language. According to post-tests, students made notable gains; however, they did not meet the IP goal of 50 percent gain.
- Project not implemented as planned due to a shortage in migrant staffing.

Implications: School readiness plans for migrant preschool children target skills in the areas of language, literacy, and numeracy development; cognition and general knowledge; approaches toward learning; physical well-being and motor development; and social/emotional development in which children should demonstrate adequate progress on before entering Preschool/Kindergarten. Results achieved in project plans derived from a combination of both qualitative and quantitative data collected on the developmental skills the child acquires during the course of projects implemented. These project results are measured by a school readiness checklist and reported in the plan evaluations.

While the criteria above represent concepts and skills that are difficult to quantify, LEAs feel confident in making progress toward and achieving these qualitative concepts and skills by the end of project plans targeting school readiness as measured by their preschool school checklists. Most projects targeting school readiness follow the criteria set by Georgia MEP’s EXITO IPs and target five core areas of developmental school readiness: senses, colors, numbers, shapes, and basic spatial understanding (size, position, and direction). Additionally, plans not meeting (or not implemented) account mostly for language barriers (English as a second language or delayed English language acquisition skills at home) or lack of eligible children to participate in these plans.

Recommendations: While there is always room for improvement, the Georgia MEP feels confident in the work provided by LEAs in school readiness project plans. Even though the overall success rate is 80 percent, most LEAs are reporting great strides in school readiness in migrant children. It is recommended that the Georgia MEP continue to support LEAs by providing guidance, professional development, logistics, and materials to district migrant staff so that LEAs can continue to improve school readiness skills in migrant children statewide.

Goal 4 –OSY/ DO

Goal 4 (Out-of-School Youth/Dropouts)	Number of IPs	Does not Meet	Meets	Exceeds
Migrant youth (ages 18-21)	70	34	29	7
Total	70	34	29	7

The total breakdown of plans targeting Goal 4 (OSY/DO) is presented on the chart to the left. IP evaluations are broken

down by three evaluation criteria: Does Not Meet, Meets, and Exceeds. The following figures are both representative of quantitative and qualitative data as reported by LEAs in this goal area:

- OSY/DO: 48 percent Does Not Meet; 41 percent Meets; 10 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 51 percent in this grade level.

The total number of project plans in this goal area resulted in 48 percent of plans not meeting, 41 percent of plans meeting, and 10 percent of plans exceeding their projected outcomes for a combined 51 percent of plans meeting and exceeding the LEA's expectations.

LEAs listed multiple reasons for implementation plans not meeting, including:

- Plans not implemented due to a lack of interest of OSY
- Not enough time for OSY to listen, review, and practice the materials included in MP3 English Acquisition projects to take a post-test.
- The classes did not take place due to OSY having to work long shifts and late hours
- Migrant staff resignations and reassignments; lack of supervision of programs implemented for OSY.

Implications: The Georgia MEP has recommended that LEAs increase the number of supplemental academic and support services provided to OSY and DO for the past couple of years, especially since this group is the fastest growing migrant population in the state. LEAs are aware of the need to improve service promptness and effectiveness, but most of the time fail to meet their plans' projected outcomes due to the high mobility rate of this population and the inability to deliver robust services within short periods of instruction. Additionally, some LEAs do not provide migrant staff with the ability to contact and deliver services past school hours, so most services are provided according to what is allowed in the staff's work schedule. Most LEAs target English language acquisition in their project plans, an area that OSY and DO identified themselves as their main need in the state's current CNA report from 2013.

Recommendations: The Georgia MEP has taken the initiative to design, create, and implement project plans suitable for the needs of OSY and DO in the state. The Georgia MEP has had a great success rate in implementing an English language acquisition project through MP3 players since 2009, a project that has served as the main model for project plans implemented for OSY nationwide through the Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY) consortium. Currently, the Georgia MEP has partnered with the University of North Georgia (UNG) and is working to develop interactive, Web-based English lessons designed and enhanced for mobile devices (smartphones and tablets). The usual perception is that migrant participants, in particular OSY, do not have any access to technology. However, the surveys conducted revealed that a large percentage of migrant OSY (49 percent) owned a smartphone, tablet, or a personal computer according to the state's CNA report from 2013. Because 49 percent of OSY indicated that they have access to mobile devices, these convenient mobile platforms will allow for the prompt and effective deployment of English acquisition

resources for free and the ability to gather pre- and post-evaluation data to gauge the progress of OSY not only in the state but also across state boundaries. This initiative will yield results that can be effectively captured regardless of the mobility patterns of OSY, since the project is conceived with this idea in mind. The Georgia MEP is looking to complete this initiative with UNG and launch these free resources to OSY by the start of the 2015–2016 program year. It is recommended that the Georgia MEP complete and implement these online modules and provide specific training to LEAs for using these modules in addition to the materials and resources available from SOSOSY.

Goal 5 – Reading

Goal 5 (Reading)	Number of IPs	Does not Meet	Meets	Exceeds
Elementary (K-5)	95	15	54	26
Middle (6-8)	64	18	38	8
High (9-12)	29	11	14	4
Total	188	44	106	38

The total breakdown of plans targeting Goal 5 (Reading) is presented on the chart to the left. IP evaluations are broken

down by grade level and by three evaluation criteria: Does Not Meet, Meets, and Exceeds. The following figures are both representative of quantitative and qualitative data as reported by LEAs in this goal area:

- Elementary (grades K–5): 16 percent Does Not Meet; 57 percent Meets; 27 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 84 percent in this grade level. LEAs reported on the progress of 738 PFS children and 1,995 non-PFS children in these plans.
- Middle (grades 6–8): 28 percent Does Not Meet; 59 percent Meets; 13 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 72 percent in this grade level. LEAs reported on the progress of 155 PFS children and 529 non-PFS children in these plans.
- High (grades 9–12): 38 percent Does Not Meet; 48 percent Meets; 14 percent Exceeds. The combined meeting and exceeding rate for projects plans equals 62 percent in this grade level. LEAs reported on the progress of 116 PFS children and 179 non-PFS children in these plans.

The total number of project plans in this goal area resulted in 23 percent of plans not meeting, 56 percent of plans meeting, and 21 percent of plans exceeding their projected outcomes for a combined 77 percent of plans meeting and exceeding the LEA’s expectations.

LEAs listed multiple reasons for implementation plans not meeting, including:

- Plans not implemented for lack of migrant students requiring reading services.
- Lack of motivation and parental support identified as an element for low scores in reading for some migrant participants.
- Low performance scores in reading correlated to low performance scores in writing.
- Language barriers (speakers of English as a second language) and limited academic vocabulary.

It is important to highlight that, based on the data analysis from the state's CNA report from 2013, state achievement gap data revealed that migrant students met and exceeded the 2008 CNA goal set for reading. CNA stakeholders and the Georgia MEP have emphasized the need to continue the quality of project plans targeting reading to maintain or surpass current achievement performance levels.

Implications: While writing occupies the number one spot for our state goals, LEAs are still submitting more reading plans overall. For the 2014–2015 school year, the Georgia MEP has urged LEAs to keep their focus on writing project plans to improve the correlation between reading and writing. Reading is still a priority for LEAs to address but is not an area as worrisome as other goals set by the state.

Recommendations: It is recommended that the Georgia MEP continue to provide support to LEAs project plans targeting reading in order to continue the quality of academic services provided in this goal area. As a result, the Georgia MEP has advised LEAs to keep their focus on reading plans and, in addition, to include writing components to improve both reading and writing performance achievement in migrant participants.

Overall Recommendations for Programmatic Changes in the Georgia MEP

Currently, the Georgia MEP is collecting relevant migrant data through the GCIC: CNA Profile, Implementation Plan, Implementation Plan Observations, Self-Reflective Fidelity Evaluation, and Implementation Plan Evaluation forms. LEAs disseminate these data based on number of participants per plan as opposed to individual migrant participant. While the forms collect information on priority for service students versus non-priority for service students being served, it is challenging to separate overall project plan evaluations per migrant participant because the current online GCIC infrastructure does not allow for the collection of individual plans and individual student evaluations. The Georgia MEP is currently researching options to capture project plans in a feasible and effective way to be able to collect longitudinal data that will reveal academic growth and improvement per migrant participant served within the IPs. The fact that our current GCIC online process collects data on migrant participants served per plan and not per individual presents a challenge in determining exactly whether services provided are reducing the identified academic achievement gap. While no direct correlation between migrant project plans and state's performance data can be made currently, it would be ideal to institute data collection and evaluation of project plans per migrant participants being served as opposed to migrant participants served as a group in a project plan. This will ensure the Georgia MEP will be able to efficiently track the progress of our PFS children.

B. 2013–2014 State Academic Achievement Performance Data

To provide a comprehensive quantitative analysis of student achievement performance trends for migrant students, state academic achievement data were used to gage the gaps between migrant students versus non-migrant students during the 2013–2014 program year. For the purpose of this evaluation, the Georgia MEP focused on the analysis of the Georgia student achievement results, including: Criterion Referenced Competency Tests (CRCT), writing tests in the 5th grade, 8th grade and high school grades, End of Course Tests (EOCT) in 9th grade literature, American literature and composition, coordinate algebra, analytic geometry, geometry and mathematics II. The data sources used for this analysis were gathered, compiled and reported by the Data Collections unit at the Department and directly requested by the Georgia MEP for the purpose of this evaluation. Statewide student achievement data sources for other migrant participants, such as OSY and DO are not recorded or collected by the Georgia Department of Education’s Data Collections department, so it is up to the Georgia MEP to collect, analyze, and report this information. As a result, the following section does not include OSY or DO achievement data, because that information has already been provided, reviewed, and analyzed in the 2013–2014 Project Plans section of this evaluation.

Below is the breakdown analysis for each of the areas concerning statewide academic achievement performance gaps for in-school migrant students during the 2013–2014 program year. All the data presented henceforth has been provided by the Georgia Department of Education’s Data Collections office and is representative of all students tested in Georgia and does not represent a sample group.

C. 2013–2014 Criterion Referenced Competency Tests (CRCT) Data (Grades 3–8)

The following charts indicate the achievement gaps in English/Language Arts (ELA), Math, and Reading of migrant students versus non-migrant students. The Georgia MEP used a trend analysis approach to make generalizations about migrant students in Georgia based on academic achievement gaps during the 2013–2014 school year.

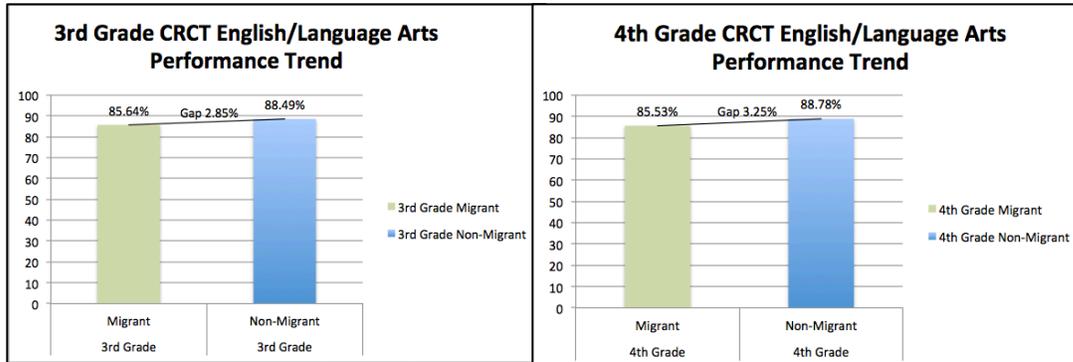
CRCT English and Language Arts (ELA)

CRCT English and Language Arts						
Grade	3rd	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	411	59	293	59	85.64
	Non-Migrant	126036	14519	70649	40885	88.49
CRCT English and Language Arts						
Grade	4th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	311	45	229	37	85.53
	Non-Migrant	123879	13922	66777	43197	88.78
CRCT English and Language Arts						
Grade	5th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	267	36	188	43	86.52
	Non-Migrant	122866	6419	68210	48254	94.79
CRCT English and Language Arts						
Grade	6th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	270	39	186	45	85.56
	Non-Migrant	123915	10102	73806	40018	91.86
CRCT English and Language Arts						
Grade	7th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	290	43	181	66	85.17
	Non-Migrant	126190	7668	58799	59750	93.94
CRCT English and Language Arts						
Grade	8th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
	Migrant	210	25	146	39	88.10
	Non-Migrant	125289	6835	62898	55577	94.56

The table on the left is a summary of migrant students’ CRCT scores (grades 3–8) in English and Language Arts (ELA) during the 2013–2014 school year. This data is compared against non-migrant students to determine existing student achievement gaps. Scores for meeting and exceeding are combined to determine the rate at which migrant students are performing.

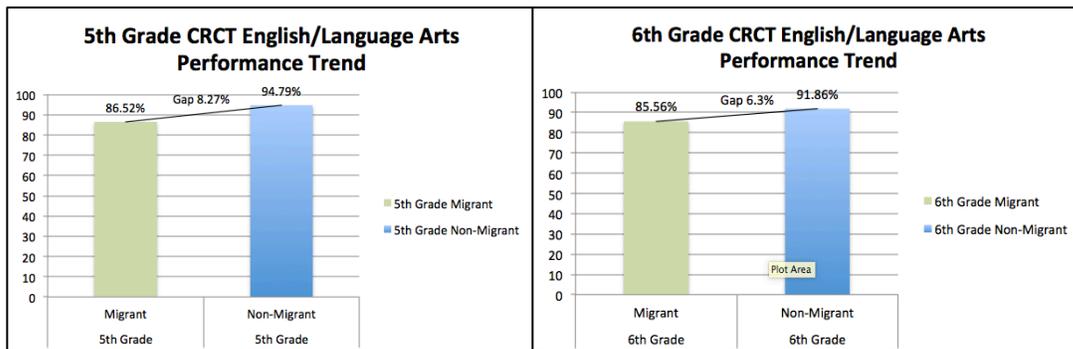
CRCT English and Language Arts (ELA) – Grades 3–8

The following charts represent student achievement gaps of migrant student versus non-migrant students in English and Language Arts (ELA) for grades 3–8. Performance gaps are indicated as a trend line between the groups compared.



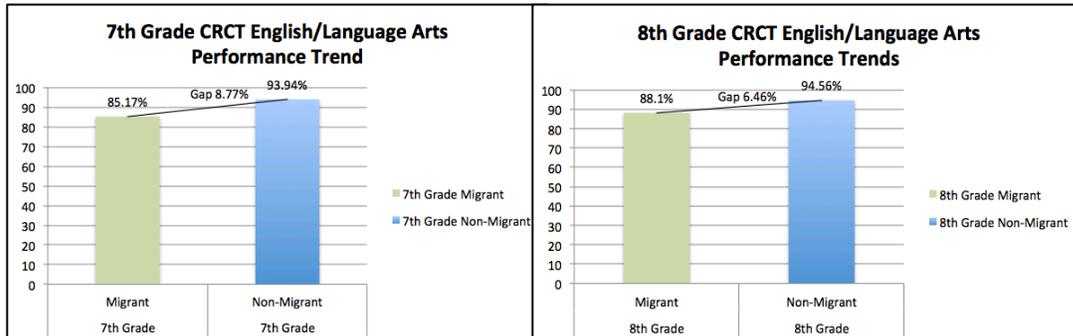
3rd Grade CRCT ELA: 2.85 percent Gap

4th Grade CRCT ELA: 3.25 percent Gap



5th Grade CRCT ELA: 8.27 percent Gap

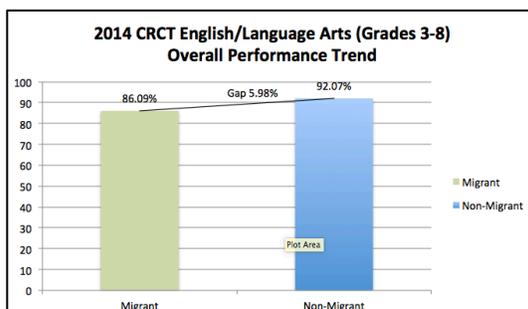
6th Grade CRCT ELA: 6.3 percent Gap



7th Grade CRCT ELA: 8.77 percent Gap

8th Grade CRCT ELA: 6.46 percent Gap

CRCT English and Language Arts Overall Performance Trend for Grades 3–8



As seen in the figures above, performance achievement trends and their corresponding gaps revealed that migrant students are underperforming non-migrant students in English and Language Arts (ELA) for grades 3–8 with an average achievement gap of 5.98 percent. While the 2013–2014 gap is not

significantly vast between these two groups, the Georgia MEP will continue to ensure LEAs create project plans that address the need to reduce and or close these gaps through services that prove to be effective in English and language arts.

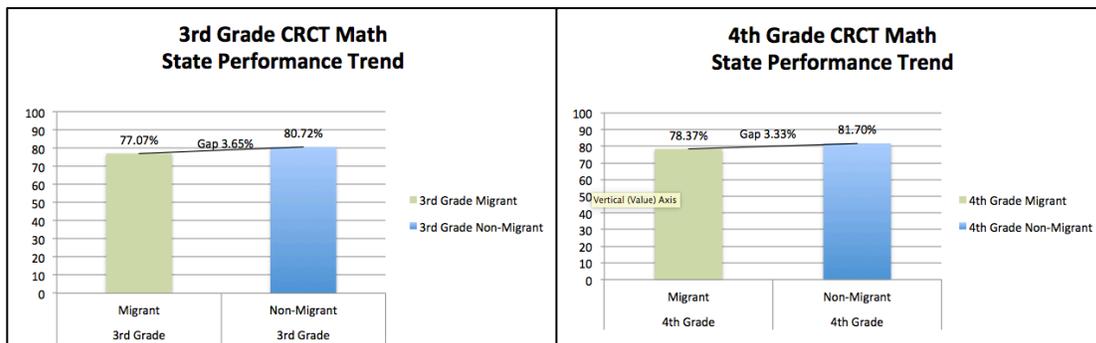
CRCT Math

CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
3rd Grade	Migrant	423	97	175	151	77.07
3rd Grade	Non-Migrant	126510	24405	46435	55690	80.72
CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
4th Grade	Migrant	319	69	163	87	78.37
4th Grade	Non-Migrant	123851	22683	52763	48426	81.70
CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
5th Grade	Migrant	270	48	150	72	82.22
5th Grade	Non-Migrant	122301	15047	53531	53739	87.71
CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
6th Grade	Migrant	278	69	179	30	75.18
6th Grade	Non-Migrant	123359	19586	68762	35021	84.13
CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
7th Grade	Migrant	304	60	195	49	80.26
7th Grade	Non-Migrant	125600	15547	62988	47094	87.64
CRCT Math						
Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding
8th Grade	Migrant	220	58	120	42	73.64
8th Grade	Non-Migrant	124524	22904	59131	42511	81.62

The table on the left is a summary of migrant students' CRCT scores (grades 3–8) in mathematics during the 2013–2014 program year. These data are compared against non-migrant students to determine existing student achievement gaps. Scores for meeting and exceeding are combined to determine the rate at which migrant students are performing.

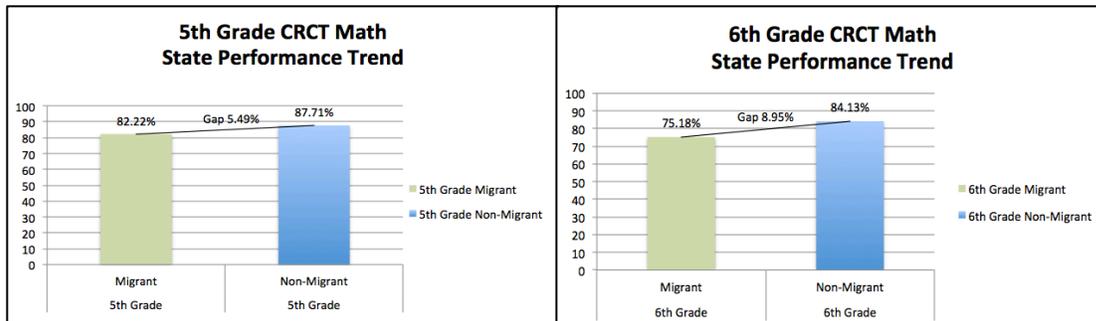
CRCT Mathematics – Grades 3–8

The following charts represent student achievement gaps of migrant student versus non-migrant students in mathematics for grades 3–8. Performance gaps are indicated as a trend line between the groups compared.



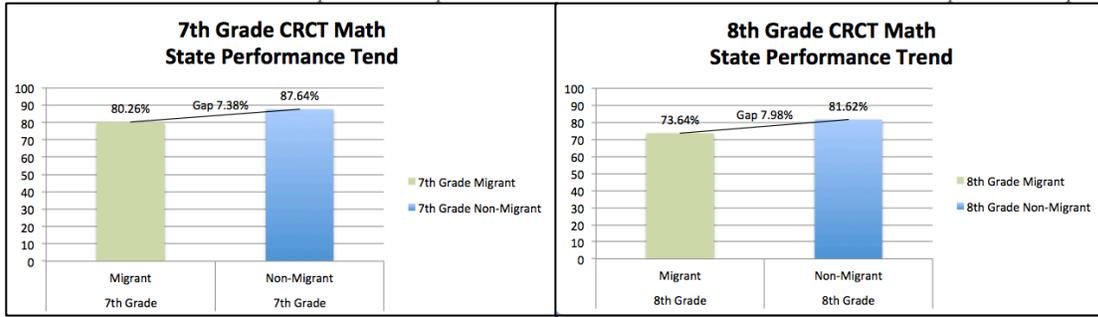
3rd Grade CRCT Math: 3.65 percent Gap

4th Grade CRCT Math: 3.33 percent Gap



5th Grade CRCT Math: 5.49 percent Gap

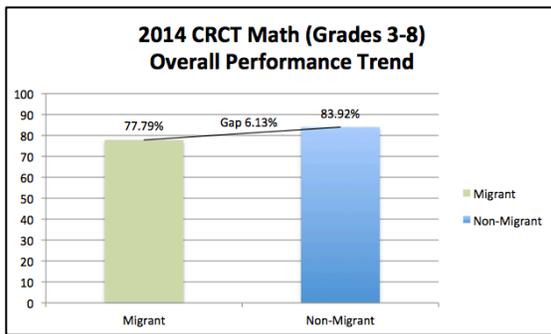
6th Grade CRCT Math: 8.95 percent Gap



7th Grade CRCT Math: 7.38 percent Gap

8th Grade CRCT Math: 7.98 percent Gap

CRCT Mathematics Overall Performance Trend for Grades 3–8



As with English and Language Arts (ELA) CRCT performance achievement trends, the CRCT Mathematics charts above revealed that migrant students are also underperforming non-migrant students in grades 3–8 for this subject area with an average achievement gap of 6.13 percent. While this 2013–2014 math gap is not significantly vast between these two groups, the Georgia MEP will continue to ensure

LEAs create project plans that address the need to reduce and or close these gaps through services that prove to be effective in mathematics.

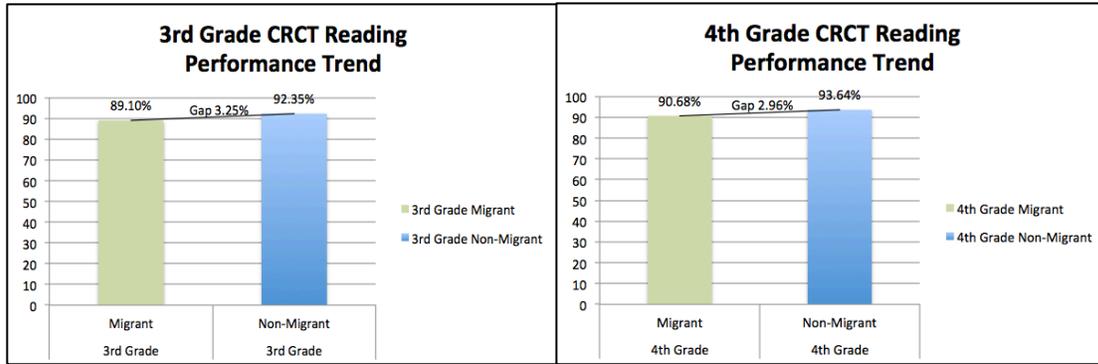
CRCT Reading

CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
3rd	Migrant	413	45	280	88	89.10
	Non-Migrant	125750	9639	58292	57834	92.35
CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
4th	Migrant	311	29	181	101	90.68
	Non-Migrant	124032	7904	51196	64952	93.64
CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
5th	Migrant	267	40	184	43	85.02
	Non-Migrant	122941	6337	65191	51425	94.86
CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
6th	Migrant	267	21	176	70	92.13
	Non-Migrant	124045	3435	58970	61652	97.24
CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
7th	Migrant	291	41	207	43	85.91
	Non-Migrant	126466	6693	66994	52805	94.73
CRCT Reading						
Grade	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
8th	Migrant	212	16	137	59	92.45
	Non-Migrant	125491	3782	54759	66972	97.00

The table on the left is a summary table of migrant students’ CRCT scores (grades 3–8) in Reading during the 2013–2014. These data are compared against non-migrant students to determine existing student achievement gaps. Scores for meeting and exceeding are combined to determine the rate at which migrant students are performing.

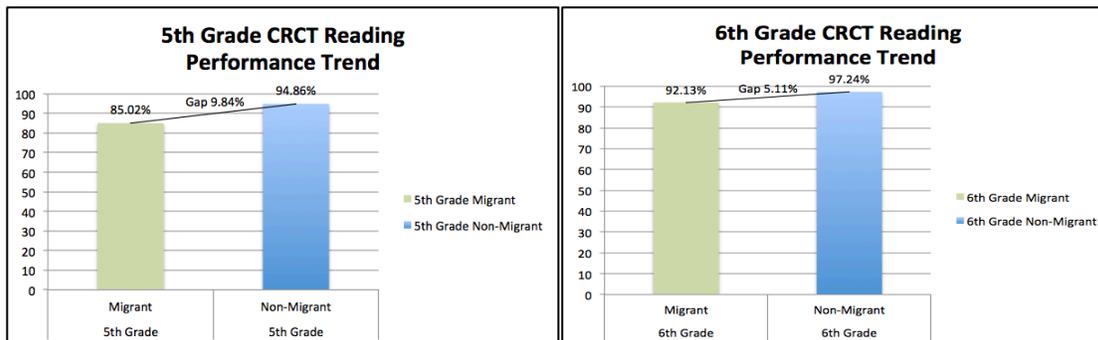
CRCT Reading – Grades 3–8

The following charts represent student achievement gaps of migrant student versus non-migrant students in Reading for grades 3–8. Performance gaps are indicated as a trend line between the groups compared.



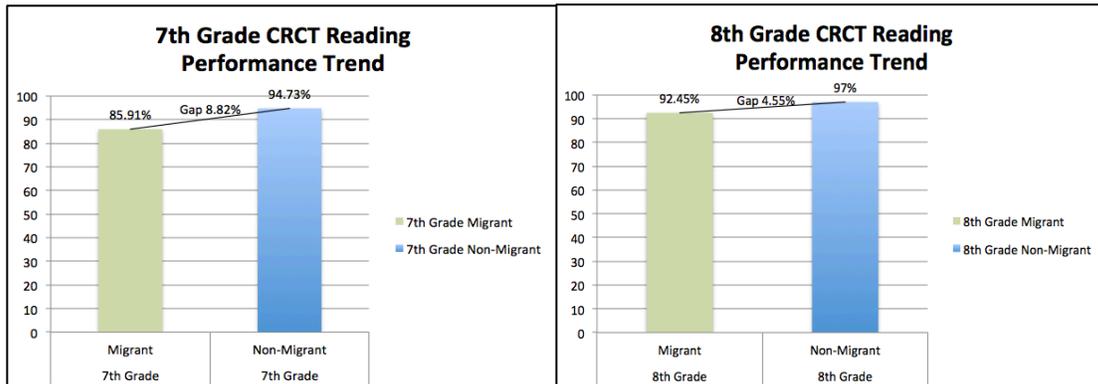
3rd Grade CRCT Reading: 3.25 percent Gap

4th Grade CRCT Reading: 2.96 percent Gap



5th Grade CRCT Reading: 9.48 percent Gap

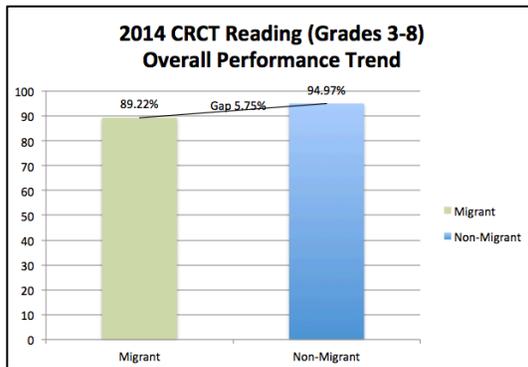
6th Grade CRCT Reading: 5.11 percent Gap



7th Grade CRCT Reading: 8.82 percent Gap

8th Grade CRCT Reading: 4.55 percent Gap

CRCT Reading Overall Performance Trend for Grades 3–8



As with English Language Arts (ELA) and Mathematics CRCT performance achievement trends, the CRCT Reading charts to the left revealed that migrant students are again underperforming non-migrant students in grades 3–8 for this subject area with an overall achievement gap of 5.75 percent (the smallest gap among these three subject areas). While this 2013–2014 reading gap between these two groups is small, the Georgia MEP will continue to ensure that LEAs continue to

create project plans that address the need to reduce and or close these gaps through services that prove to be effective in reading. It is important to highlight that, based on the data analysis from the state’s CNA report from 2013, state achievement gap data revealed that migrant students met and exceeded the 2008 CNA goal set for reading. CNA stakeholders, LEAs, and the Georgia MEP have emphasized the need to continue the quality of project plans targeting Reading to maintain or surpass current achievement performance levels.

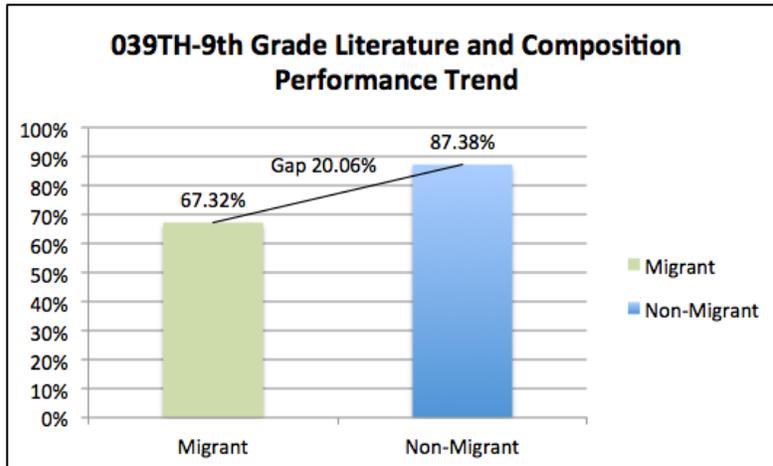
D. 2013–2014 End of Course Tests (EOCT)

The following charts indicate the achievement gaps in 9th grade literature, American literature, coordinate algebra, analytic geometry, geometry and Mathematics II for migrant students versus non-migrant students at the high school level. The Georgia MEP used a trend analysis approach to make generalizations about migrant students in Georgia based on academic achievement gaps during the 2013–2014 school year.

2014 EOCT (no particular grade for each course except 9th grade literature)								
Course	Population	Total Tested	DNM	Meets	Exceeds	Percentage Meeting/Exceeding	Gap	
039TH-Ninth Grade Literature and Composition (Revised Aug 2013)	Migrant	254	83	136	35	67.32	20.06	
	Non-Migrant	133839	16928	61842	55110	87.38		
04AME-American Literature and Composition (Revised Aug 2013)	Migrant	165	46	98	21	72.12	19.96	
	Non-Migrant	113765	9068	59835	44924	92.08		
11CAL-Coordinate Algebra (Revised Aug 2013)	Migrant	267	222	42	4	17.23	23.11	
	Non-Migrant	140128	83431	44373	12154	40.34		
12AGE-Analytic Geometry (Revised Aug 2013)	Migrant	168	132	34	2	21.43	19.13	
	Non-Migrant	117357	70067	37635	9968	40.56		
01ALG-GPS Algebra	Migrant	NA	NA	NA	NA	NA		
	Non-Migrant	NA	NA	NA	NA	NA		
02GEO-GPS Geometry	Migrant		3	2	1	0	33.33	9.04
	Non-Migrant	1456	792	597	20	42.38		
09MA1-Mathematics I Content Descriptions	Migrant	NA	NA	NA	NA	NA		
	Non-Migrant	NA	NA	NA	NA	NA		
10MA2-Mathematics II Content Description	Migrant	20	14	6	0	30.00	-1.86	
	Non-Migrant	10093	7235	2800	40	28.14	1.86	

The table on the left is a summary of migrant students’ EOCT scores (grades 9–12) during the 2013–2014 program year. These data are compared against non-migrant students to determine existing student achievement gaps. Scores for meeting and exceeding are combined to determine the rate at which migrant students are performing.

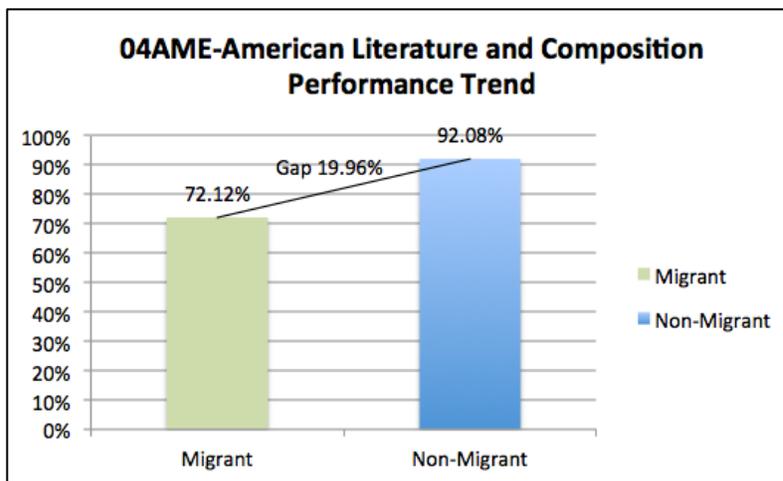
EOCT 9th Grade Literature and Composition



As seen in the chart on the left, migrant students are underperforming in 9th Grade literature and composition at a 20.06 percent rate in comparison to non-migrant students. This is one of the biggest gaps encountered during this evaluation. While direct correlations cannot be established as to why such disparity exists, it can

be inferred that several reasons may contribute to this wide gap, including migrant participants recently moving to Georgia, rigor of curriculum, credit deficiencies, migrant participants who speak English as a second language among some possible variables. The Georgia MEP is fully aware of the implications of such a wide gap and will take steps to address it by requiring LEAs to focus on project plans with an emphasis on foundational literacy skills targeting this subject area for the upcoming school year.

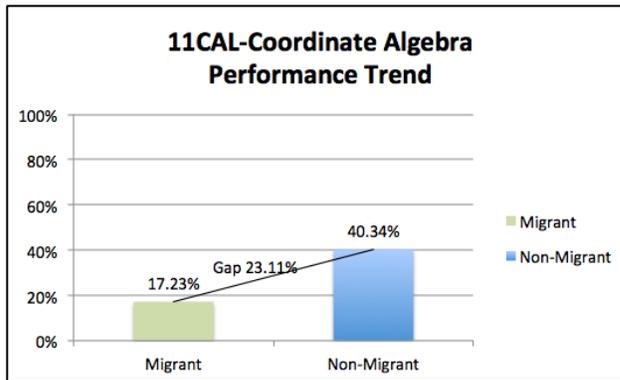
EOCT American Literature and Composition



Similar to 9th Grade literature and composition, migrant students are underperforming in American literature and composition in comparison to non-migrant students by a margin of 19.96 percent. Direct correlations as to why migrant students are underperforming cannot be established, but it can

be inferred that some of the same variables affecting migrant students in 9th grade literature and composition apply to this subject area. The Georgia MEP is fully aware of the implications of such a wide gap and will take steps to address it by requiring LEAs to focus on project plans with an emphasis on foundational literacy skills targeting this subject area for the upcoming school year.

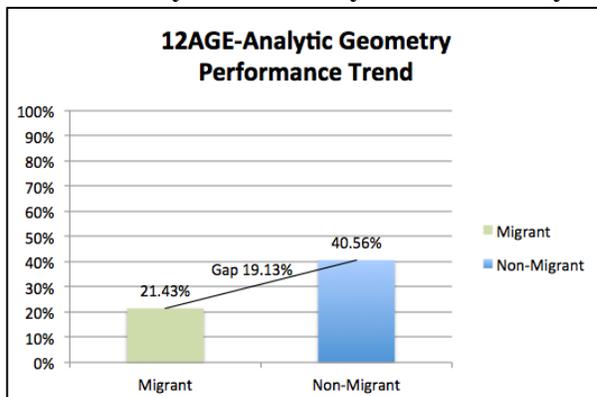
EOCT Coordinate Algebra



As seen in the figures on the left, migrant students are underperforming in coordinate algebra by a rate of 23.11 percent in comparison to non-migrant students. While both groups are not meeting state requirements for this subject area (in fact, both groups are failing at an alarming rate), a gap still exists, and the Georgia MEP is committed to assist LEAs in creating, developing and implementing quality

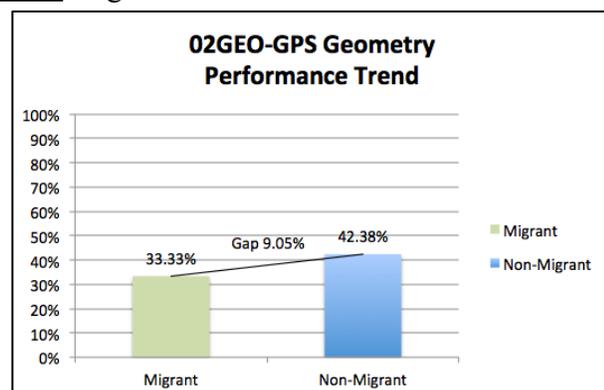
and effective project plans which will help increase the level of math proficiency for migrant students. The focus of this support will be on the identification of gaps in mathematics knowledge (pre-assessments) and designing plans to close those gaps (progress monitoring). It is worth noting that the state of Georgia has increased the overall rigor of curriculum for math recently, and the figures presented are representative of the baseline academic achievement transition from an old math curriculum to a much-improved and more rigorous one. The state expects to see an improvement in this subject area in the near future (both for migrant and non-migrant students) as students develop a stronger foundation to meet the demanding curriculum requirements from math courses in Georgia schools.

EOCT Analytic Geometry and Geometry

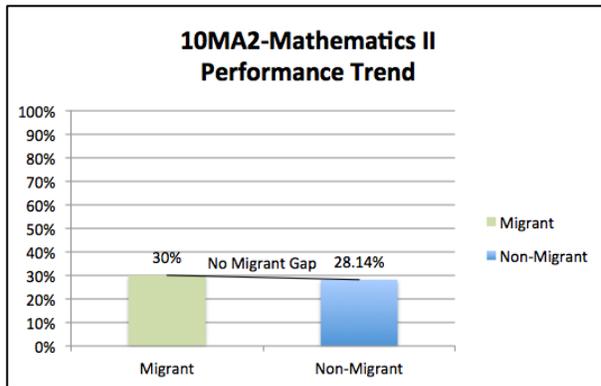


Much like coordinate algebra, migrant students are falling behind non-migrant students in analytic geometry and geometry at a rate of 19.13 percent and 9.05 percent, respectively. Both groups are failing this subject area in large numbers, and the figures presented are representative of the baseline academic achievement transition from an old math curriculum to a much-improved and rigorous one.

The state is expected to see an improvement trend in these subject areas in the near future (both for migrant and non-migrant students) as students develop a stronger foundation to meet the demanding curriculum requirements for math courses statewide.



EOCT Mathematics II



While it has been noted that migrant students are currently falling behind non-migrant students in most math courses offered at the high-school level, the figure on the left presents some interesting data: While both groups are failing to meet state requirements for Mathematics II statewide, migrant students outperform non-migrant students in this subject area by a margin of 1.86 percent. As stated earlier, the

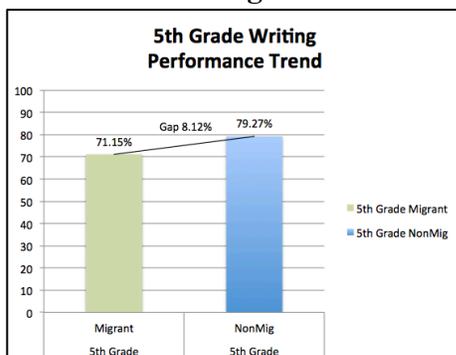
state is expected to see an improvement trend in these subject areas in the near future (both for migrant and non-migrant students) as students develop a stronger foundation to meet the demanding curriculum requirements from math courses statewide.

Given the academic achievement gaps in all the different math courses during this evaluation, the Georgia MEP is committed to working closer with LEAs on plan development. The focus of this support for LEAs will be on the identification of gaps in mathematics knowledge through the use of pre-assessments and on-going progress monitoring to ensure the plans are closing gaps in mathematics learning for migrant students.

E. 2014 Writing Assessments

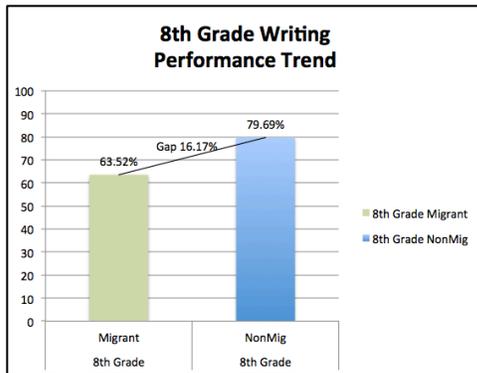
The Georgia Department of Education defines the state's writing assessments as performance-based examinations that are administered to students in grades five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in these grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenges. This information is useful for instruction and preparation for future writing assessments. The most recent CNA report from 2013 established writing as an area in which particular consideration should be given because migrant students in grades 3, 8, and 11 were lagging behind non-migrant students at an alarming rate. Under the SDP of 2013, writing was established as the number one state goal of the Georgia MEP. The following charts present the most recent writing academic achievement gap data for migrant students versus non-migrant students during the 2013–2014 school year.

5th Grade Writing Assessment



The chart on the left shows migrant students underperforming in 5th grade writing compared to non-migrant students with a 8.12 percent gap. While the gap between migrant and non-migrants is not vast, the Georgia MEP has been working closely with LEAs to ensure writing project plans are the number one priority for students lagging behind in this subject area.

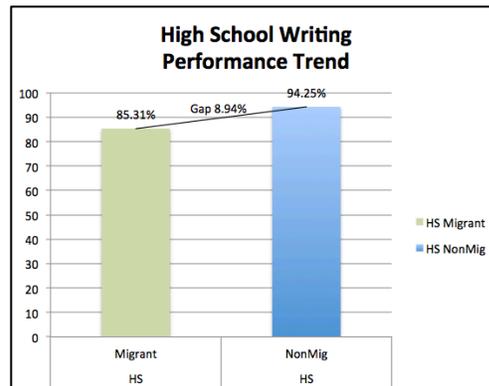
8th Grade Writing Assessment



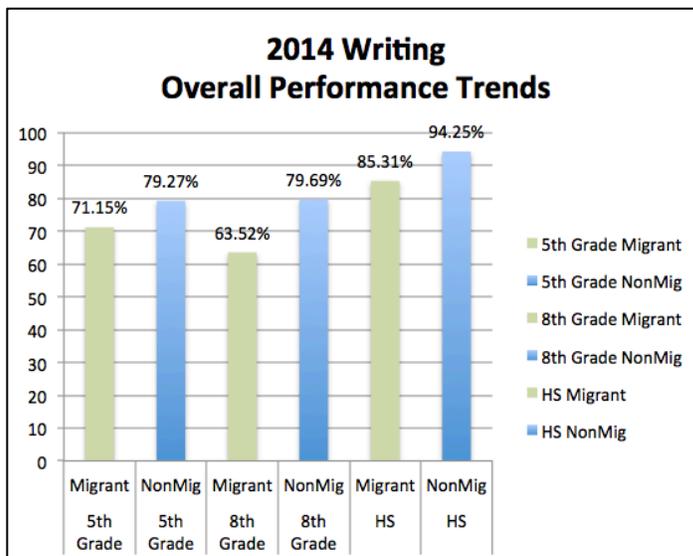
The chart on the left shows the biggest gap in writing for all tested grade groups. As seen here, migrant students are behind non-migrant student in 8th grade writing with a gap of 16.17 percent. Because writing continues to be the number one state goal, the Georgia MEP has been working closely with LEAs to ensure writing project plans are the number one priority for students underperforming in 8th grade writing.

11th Grade Writing Assessment

The Georgia MEP anticipated the writing gap at the high-school level to be the largest, but surprisingly migrant students are underperforming at a rate of 8.94 percent compared to non-migrant students. It is reassuring to know that for those migrant students en route to graduate, the academic achievement performance gap in high school writing is not as large as initially anticipated. As with 5th and 8th grade writing, the Georgia MEP continues to work with LEAs to ensure quality and effective project plans are a priority and implemented at the LEA level in a prompt manner once eligible participants have been identified as failing or at risk of failing in this subject area.



F. 2013–2014 Overall Writing Assessment Trends



The chart to the left presents a summary of migrant academic achievement performance trends for grades 5, 8, and 11. These trends reveal that, while there are still gaps in writing, they have been reduced statewide. For instance, the 2013–2014 gap for 5th grade writing is 8.12 percent in comparison to 9.27 percent in 2012–2013. During the most recent CNA conducted, the 2011–2012 writing gap for 5th graders was 9.90 percent. Overall, the writing achievement gap for migrant students in the

5th and the 8th grade are slowly reducing. For example, the 2011–2012 data from the 2013 CNA revealed a gap of 26.38 percent versus non-migrant students. The academic

year 2012–2013 saw an achievement gap in writing of 13.33 percent, while the current gap is at 16.17 percent, which is a small percentage increase yet not as alarming as it once was for 8th graders. Additionally, the academic achievement gap in 11th grade writing was originally 14.26 percent in 2011–2012, then decreased to 16.47 percent in 2012–2013, and finally dropped to 8.94 percent versus non-migrant students in the 2013–2014 program year. Overall, the Georgia MEP is working hard with LEAs to ensure the number-one priority for project plans to be implemented is in the area of writing since that is where the biggest academic achievement performance gap is for migrant versus non-migrant students.

G. Migrant Priority for Service (PFS) Versus Non-Priority for Service Summary Data

The following data analysis reveals significant gaps between the performance of our PFS migrant children and our non-PFS migrant children in all areas assessed in the State assessment program. The Georgia MEP understands that varying factors impact student performance on standardized assessments (time for opportunity to learn curriculum, English language proficiency, etc.) and these gaps in all areas are clear examples of the purpose of the PFS identification process in the statute. It is recommended that the Georgia MEP ensure that PFS children continue to be served before other migrant children, as required. The Georgia MEP must persevere in its efforts to strengthen the quality and effectiveness of supplemental instruction provided to these PFS children. This will require the Georgia MEP to continue to strengthen and change, if needed, the professional development focused on improving the instructional capacity of staff working directly with our migrant PFS children.

CRCT English Language Arts (ELA) – PFS vs. Non-PFS

CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	3 rd						
	PFS	44	21	22	1	52.27	36.70
	Non-PFS	399	44	293	62	88.97	
CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	4 th						
	PFS	34	23	11	0	32.35	58.23
	Non-PFS	308	29	241	38	90.58	
CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	5 th						
	PFS	24	13	11	0	45.83	43.86
	Non-PFS	262	27	188	47	89.69	
CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	6 th						
	PFS	30	24	6	0	20.00	72.11
	Non-PFS	266	21	195	50	92.11	
CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	7 th						
	PFS	26	15	11	0	42.31	46.95
	Non-PFS	298	32	188	78	89.26	
CRCT English Language Arts							
Grade		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	8 th						
	PFS	21	10	9	2	52.38	39.71
	Non-PFS	215	17	159	39	92.09	

CRCT Math – PFS vs. Non-PFS

CRCT Math							
Grade	3 rd	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	52	41	9	2	21.15	62.59
	Non-PFS	406	66	177	163	83.74	
CRCT Math							
Grade	4 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	38	30	8	0	21.05	63.34
	Non-PFS	314	49	173	92	84.39	
CRCT Math							
Grade	5 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	24	21	3	0	12.50	75.42
	Non-PFS	265	32	157	76	87.92	
CRCT Math							
Grade	6 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	34	29	4	1	14.70	67.15
	Non-PFS	270	49	191	30	81.85	
CRCT Math							
Grade	7 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	30	24	6	0	20.00	66.36
	Non-PFS	308	42	210	56	86.36	
CRCT Math							
Grade	8 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	25	23	2	0	08.00	72.63
	Non-PFS	222	43	134	45	80.63	

CRCT Reading – PFS vs. Non-PFS

CRCT Reading							
Grade	3 rd	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	44	15	28	1	65.90	39.19
	Non-PFS	401	33	275	93	91.77	
CRCT Reading							
Grade	4 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	34	13	19	2	61.76	32.07
	Non-PFS	308	19	184	105	93.83	
CRCT Reading							
Grade	5 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	24	16	8	0	33.33	55.98
	Non-PFS	262	28	190	44	89.31	
CRCT Reading							
Grade	6 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	29	15	13	1	48.28	48.30
	Non-PFS	263	9	181	73	96.58	
CRCT Reading							
Grade	7 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	27	15	12	0	44.44	45.19
	Non-PFS	299	31	219	49	89.63	
CRCT Reading							
Grade	8 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	22	9	11	2	59.09	36.30
	Non-PFS	217	10	147	60	95.39	

EOCT Assessments – PFS vs. Non-PFS

EOCT							GAP
039 TH – Ninth Grade Literature and Composition (Revised Aug 2013)		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	106	36	57	13	66.03	3.00
	Non-PFS	155	48	84	23	69.03	
EOCT							
04AME-American Literature and Composition (Revised Aug 2013)		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	67	21	36	10	68.66	5.86
	Non-PFS	106	27	66	13	74.52	
EOCT							
11CAL-Coordinate Algebra (Revised Aug 2013)		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	109	93	13	2	13.76	5.06
	Non-PFS	170	138	30	2	18.82	
EOCT							
12AGE-Analytic Geometry (Revised Aug 2013)		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	53	44	9	0	16.98	6.83
	Non-PFS	126	96	27	3	23.81	
02GEO Geometry		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	3	2	1	0	33.33	NA
	Non-PFS	0	0	0	0	NA	
EOCT							
10MA2-Mathemaitcs		Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	10	8	2	0	20.00	13.33
	Non-PFS	12	8	4	0	33.33	

Writing Assessments – PFS vs. Non-PFS

Writing							GAP
Grade	5 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	136	44	85	7	67.64	5.94
	Non-PFS	212	56	143	13	73.58	
Writing							
Grade	8 th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	9.5
	PFS	85	36	49	0	57.65	
	Non-PFS	137	45	90	2	67.15	
Writing							
Grade	HS	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	140	33	96	11	76.42	.48
	Non-PFS	212	51	156	5	75.94	

H. Graduation Rate

The Georgia MEP obtained the following figures regarding the 2013 high school graduation rate from the Governor's Office of Student Achievement, the entity in charge of making these data available to the public:

The 2013 graduation rate for all students in the state of Georgia was 71.50 percent.

- Migrant 50 percent

The 2014 graduation rate for all students in the state of Georgia was 72.50 percent.

- Migrant 57 percent
- Non-Migrant 73 percent
- Migrant PFS 54 percent
- Migrant Non-PFS 58 percent

While this two year trend shows an increased percentage of migrant students graduating high school, the exact impact of the MEP on the graduation rate is undetermined. However, the gap between migrant (PFS and Non-PFS) and non-migrant is significant and indicates the need for a continued focus on completing high school. This is important for the Georgia MEP as well as other sending and receiving states in the U.S.

I. Georgia MEP Continuous Improvement Cycle (CIC) - Impact of the 2013-2014 MEP Evaluation on the Service Delivery Plan

The Title I, Part C – Migrant Education Program (MEP) Service Delivery Plan dated March 2013 has been in operation for one school year (2013-2014). Based on the completed MEP state evaluation in December 2014, the following adjustments will be made to the SDP for the remainder of the 2014-2015 school year and subsequent years:

- Implementation Plan (IP) evaluations submitted by LEAs will be modified so that they collect and report on the academic progress of Priority for Service (PFS) children within these IPs. Currently, the LEAs report the number of PFS served and the progress of all migrant children meeting or exceeding the goal of the plan. Starting in the spring of 2015, the LEAs will include the report of academic progress, based on pre and post assessments, of PFS and non-PFS migrant children meeting or exceeding the goal of the plan.
- Successful instructional strategies, based on the 2013-2014 IP evaluations and observation process within the Georgia MEP CIC, will be infused in to professional development beginning in the spring of 2015. Each goal in the SDP contains strategies for LEAs to use in their IPs. Based on the 2013-2014 state evaluation, which includes regular school year and summer results reported from the LEAs, these strategies have been implemented or will be implemented within the existing SDP for each of the five academic/instructional goals:
 - Additional instructional time. As a general practice, many LEAs reported that they provide inclusion support as well as pull-out or extended day support structures. Based on LEA evaluations of their IPs, the use of additional instructional time (pull-out or extended day) combined with inclusion, proved to be a successful program structure for MEP services.
 - Guided practice. Many LEAs reported that guided practice was used with migrant children. However, the specific element of guided practice that was successful was difficult for LEAs to identify. Based on IP observations and evaluations, these elements of guided practice are aligned with the instructional strategies in the Department’s School Keys and will be added to the current SDP.
 - Graphic organizers. While currently in the reading goal, graphic organizers are not mentioned in other academic goals in the SDP. LEAs reported successful use of graphic organizers within the writing and mathematics IPs.
 - Modeling. LEAs report using modeling with students. The current SDP refers to modeling under the umbrella of migrant staff professional development. However, the use of modeling during supplemental instruction will be added to the current SDP.
 - Hands-on materials. LEAs reported success with providing hands on learning opportunities within supplemental settings.
 - Re-teaching. LEAs reported the use of re-teaching as an instructional strategy that worked well with migrant children. However, the specific elements of re-teaching that proved useful

were difficult for LEAs or the Department to identify. Since re-teaching is and will continue to be an important strategy for supplemental settings, additional training for LEAs is required.

- Use of leveled materials. While not part of the current SDP, use of leveled materials was reported by LEAs as having a direct impact on student academic growth.
- Specific protocols for preschool home tutoring. The Georgia MEP has already initiated these protocols and training for LEA staff working with migrant preschool children. Ongoing observations of migrant staff have shown these protocols to be impactful. LEAs will report full results in their 2015 IP Evaluations.
- Professional development at the LEA level is ongoing as indicated in the current SDP. To supplement the professional development provided by the LEAs and to increase the use and impact of the above instructional strategies, the Georgia MEP will continue to implement PD at the state level via webinars and face-to-face trainings.