

# **VIRGINIA MIGRANT EDUCATION PROGRAM SELF-EVALUATION**



**VIRGINIA MIGRANT  
EDUCATION PROGRAM**  
MAKING A DIFFERENCE IN THE LIVES OF MIGRANT CHILDREN

**VIRGINIA DEPARTMENT OF EDUCATION**

**DIVISION OF INSTRUCTION**

**JUNE 2009**

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## **Introduction**

Migrant education services are provided for migratory students around the state through local and regional programs. Priority for services goes to migratory children who are failing or most at risk of failing to meet the Virginia Standards of Learning (SOL), and whose education has been interrupted during the regular school year. Strategies for providing services to meet the needs of the population vary throughout the state depending upon: 1) the availability of other programs and services; and 2) the fiscal resources of the Migrant Education Program (MEP). Based on the number of migratory students in a school division, programs are either offered year-round and/or during the summer. Supplemental services may include but are not limited to: instruction for English Language Learners; computer literacy instruction; family literacy; General Educational Development (GED) certification preparation; and outreach/advocacy work to increase the quality of nutrition, health, and dental care.

The Virginia Migrant Education Program consists of five division and five regional migrant education programs. Each migrant program has a migrant coordinator that oversees all aspects of the migrant program.

## **Evaluation Design and Activities**

Section 1304(c)(5) of the *No Child Left Behind Act of 2001* (NCLB) requires states to conduct a program evaluation for the Migrant Education Program. The purpose of conducting an evaluation of the Virginia Migrant Education Program is to examine program effectiveness and results of implemented program activities.

The Virginia team responsible for conducting the Migrant Education Program included the director of the office of administration and accountability, ESL coordinator, migrant coordinator, migrant data specialist, and information technology staff. The team met periodically from March 2009 through June 2009.

## **Data Collection**

The data collected and analysis tools used included: 1) information stored in the Management Services for Education (MIS2000) which is the statewide migrant database; 2) the information from the 2003-2004 through 2007-2008 Consolidated State Performance Report, Parts I and II; and 3) migrant achievement data on the statewide Virginia Standards of Learning (SOL) assessments.

## **Monitoring**

Virginia Migrant Education programs are monitored for federal compliance on a five-year cycle. Migrant Education Programs are selected to be monitored based on size, regional or division level programs, and geographic area. Migrant Programs are notified in advance through a letter to the superintendent or fiscal agent. Technical assistance is provided on the monitoring protocol. After the monitoring visit, school divisions receive

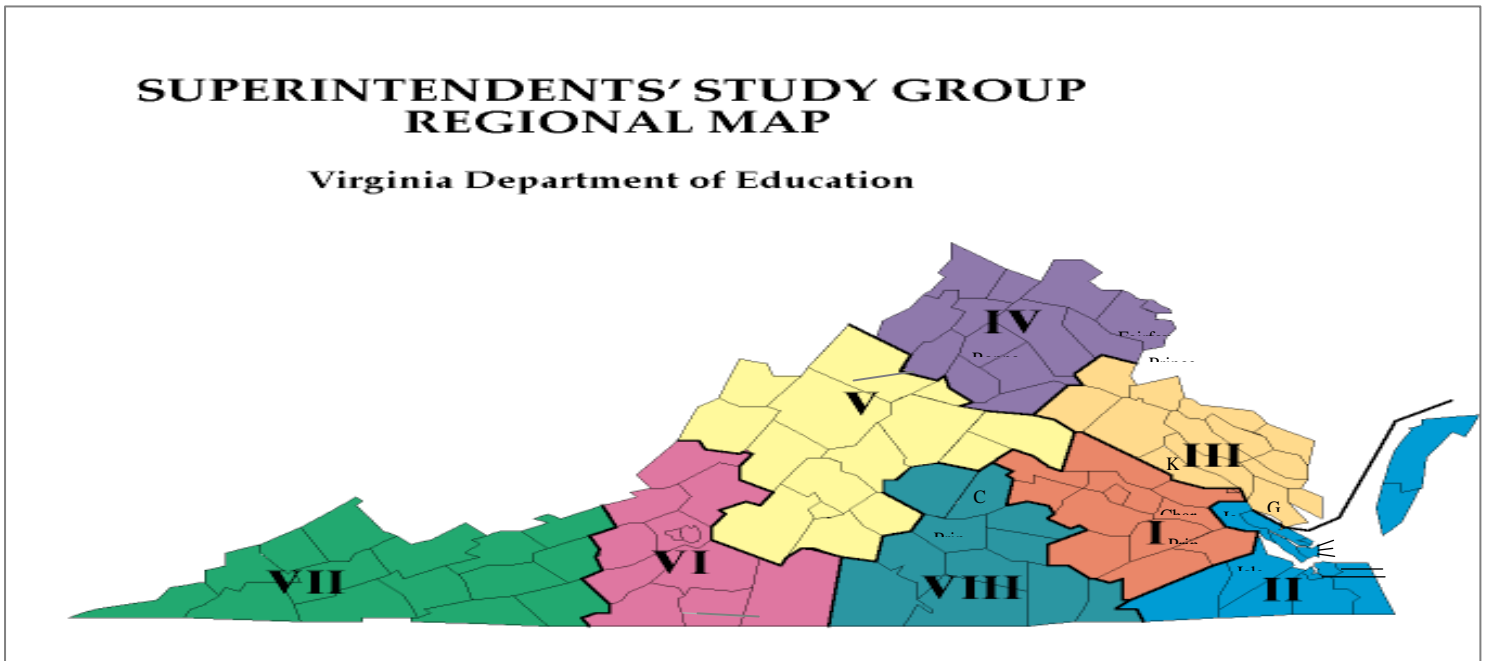
follow-up letters that indicate full compliance with all migrant education program requirements or areas of non-compliance. If areas of non-compliance are indicated, guidance and a timeline for completion are provided.

### **Summary of Findings and Recommendations**

Through the evaluation of the data that were available and analyzed, several key findings emerged. Key findings and recommendations are detailed below.

### **Migrant Program Implementation Information**

In the map listed below, the eight Superintendent's Regions are shown. There are five division and five regional migrant programs. These programs provide services to migrant students in every region throughout the state. Qualifying work varies by region. Qualifying work in the Eastern Shore includes processing seafood and picking tomatoes and cucumbers, while qualifying work in the Shenandoah Valley includes processing poultry and picking apples and berries, and qualifying work in southwest Virginia includes dairy work.



The information that follows summarizes the migrant student participation information for the Virginia Migrant Education Program for the 2007-2008 school year. Information is organized according to age, service type, number of students enrolled by service type, and percentage of the total school-aged population. Virginia used materials and records to document implementation of the migrant program and to evaluate the program. The materials and records used included Certificates of Eligibility, withdrawal forms, local records, and information stored in MIS2000.

## Migrant Participation Summary Report

During the 2007-2008 program year, 1,228 students were enrolled in the Virginia Migrant Education Program.

### Preschool Age

<b>Service Type</b>	<b>Number Enrolled</b>	<b>Percentage of Enrollment of All Migrant Students</b>
Preschool	57	5
Children ages birth through 2 as of September 1, 2007	32	3
Children ages 3 through 5 years old as of September 1, 2007	164	13
Preschool age children enrolled in a pre-school program	37	3
Preschool age children not enrolled in a pre-school program	20	2
Children ages 3 through 5 years old not enrolled in preschool	70	6
Children that received services according to supplemental (SP) codes	95	8
Children eligible and enrolled for part of the school year	17	2

### Kindergarten through Twelfth Grade

<b>Service Type</b>	<b>Number Enrolled</b>	<b>Percentage of Enrollment of All Migrant Students</b>
Students in grades K through 12	685	56
Children that received services according to services provided codes	682	56
Children eligible and enrolled for part of the school year	190	15

### Priority for Service

<b>Service Type</b>	<b>Number Enrolled</b>	<b>Percentage of Enrollment of All Migrant Students</b>
Priority for Service Students	476	39
Children eligible and enrolled for part of the year	170	14
Children that received service according to their Supplemental codes	434	35

### **Out-of-School Youth**

<b>Service Type</b>	<b>Number Enrolled</b>	<b>Percentage of Enrollment of All Migrant Students</b>
Out of School Youth	234	19
Out of School youth that received service	192	16
Students eligible and in residence for part of the year	90	7

The Department required the following to ensure the Virginia Migrant Education Program is implemented correctly and is in compliance with all state and federal guidelines.

- Ensure that local migrant education programs work with families that have pre-school aged children to assist the families enroll their children in pre-school or obtain other services for their pre-school aged children.
- Ensure that the local migrant education programs are using the new definition for Priority for Services (PFS), and that all PFS migrant students continue to receive services before non-PFS students are served.
- Ensure that all ages levels are considered for Priority for Service, including out of school youth.
- Ensure that local migrant programs are providing services to eligible migrant students that meet the objectives outlined in the State Service Delivery Plan, including Out of School Youth.
- Ensure that local migrant programs are using the national Certificate of Eligibility (COE) to document migrant student eligibility.

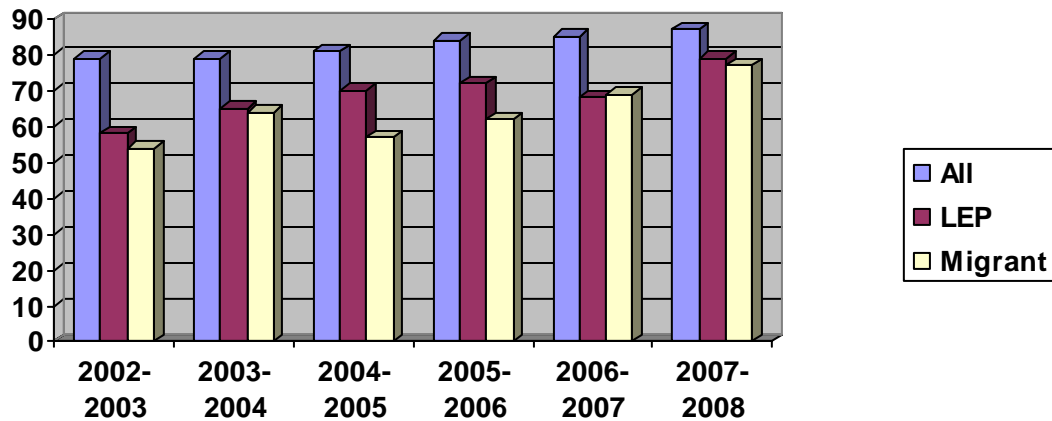
### **Migrant Program Student Outcome Information**

The Statewide Service Delivery Plan has three objectives for the migrant program: 1) all migrant students will score at the proficient level or above on the Standards of Learning (SOL) reading/language arts assessments; 2) all migrant students will score at the proficient level or above on the SOL mathematics assessments; and 3) all migrant students will graduate from high school. All students in grades 3 through 8 and End-Of-Course (EOC) classes in high school are annually assessed in reading and mathematics using the Virginia Standards Of Learning (SOL) assessments. Virginia analyzed the migrant SOL student assessment results to determine if program objectives have been met.

## Reading/Language Arts Results for Migrant Students Compared to All Students and Limited English Proficient (LEP) Students

Migrant students have shown a slight increase of performance in reading/language arts based on the statewide assessment results over the past four years. Table 2 that follows shows migrant student performance in reading/language arts on the Standards of Learning (SOL) assessments from 2003-2008 compared to all students and LEP students.

**Table 2: Reading/Language Arts<sup>1</sup>  
Shown as Percent Passing**



As required in Section 1111 of NCLB, by 2013-2014, all students must have a 100 percent pass rate on the Virginia Standards of Learning (SOL) tests in reading/language arts and mathematics, including migrant students. Adequate Yearly Progress (AYP) benchmarks in reading/language arts increase on a yearly basis. Migrant students have shown a gradual increase in the pass rate over the past four years. For the 2007-2008 school year, the AYP target was 77 percent. The migrant subgroup scored 77 percent on the reading/language arts SOL test. Although the migrant subgroup made the AYP benchmark, there was a 10 point gap between migrant students and all student scores on the reading/language arts SOL tests.

While migrant students have met the state AYP benchmark for reading/language arts for the 2007-2008 school year, the Department required the following to ensure migrant students continue to make AYP and to close the gap between migrant students and non-migrant students:

- Ensure migrant students are using appropriate SOL accommodations they are entitled to, including the use of the Virginia Grade-Level Alternative (VGLA) Assessment.
- Ensure that migrant students are properly identified on SOL testing documents.

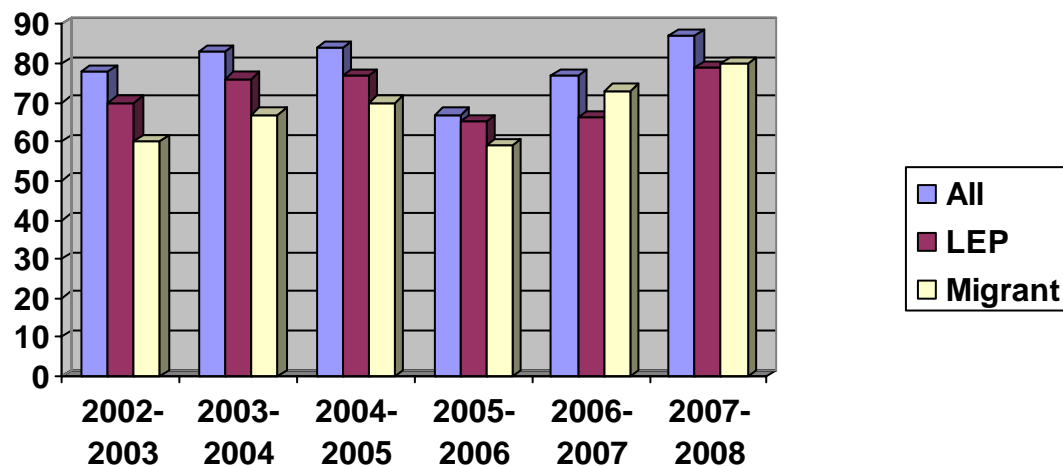
<sup>1</sup> Data as reported in the Virginia Consolidated State Performance Report (CSPR) for years 2002-2008  
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- Provide supplemental reading/language arts services to migrant students through after school programs, tutoring and/or, family support.
- Ensure that the reading/language arts instruction is aligned to the Virginia Standards of Learning.
- Work with the local Title III program to ensure that migrant students will receive appropriate language instruction if needed.
- Work with the local Title I, Part A, program to ensure that eligible migrant students receive services.

### **Mathematics Results for Migrant Students Compared to All Students and Limited English Proficient (LEP) Students**

In mathematics, migrant students had a gradual increase in performance from 2003-2003 to 2004-2005, scores declined in 2005-2006, and then increased again in 2006-2007 and 2007-2008. Table 3 that follows shows migrant student performance in mathematics on the Standards of Learning assessments from 2003-2008 compared to all students and LEP students.

**Table 3: Mathematics<sup>2</sup>  
Shown as Percent Passing**



As required in section 1111 of NCLB, by 2013-2014, all students (including migrant students) must have a 100 percent pass rate on the Virginia Standards of Learning (SOL) tests in reading/language arts and mathematics. Adequate Yearly Progress (AYP) benchmarks in reading/language arts increase on a yearly basis. Migrant students have shown a gradual increase in the pass rate over the past three years. For the 2007-2008 school year, the AYP benchmark was 75 percent. The migrant subgroup scored 80 percent on the mathematics SOL test, exceeding the benchmark. While the migrant subgroup met the AYP benchmark, there was a gap of seven point between migrant student all students.

<sup>2</sup> Data as reported in the Virginia State Consolidated Performance Report (CSPR) for years 2002-2008  
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While migrant students have exceeded the state AYP target for mathematics for the 2007-2008 school year, the Department required the following to ensure migrant students continue to make AYP and to close the gap between migrant students and non-migrant students.

- Ensure migrant students are using appropriate SOL accommodations they are entitled to, including the use of the Plain English version of the mathematics SOL assessment.
- Ensure that migrant students are properly identified on SOL testing documents.
- Provide supplemental mathematics services to migrant students through after school-based services, school programs, tutoring, and/or family support.
- Ensure that the mathematics instruction is aligned to the Virginia Standards of Learning.
- Work with the local Title I, Part A, program to ensure that eligible migrant students receive services.

**Table 4: High School Graduation Rate Compared to all Students and Limited English Proficient Students <sup>3</sup>**

<i>Subgroup</i>	<i>Graduation Rate</i>
All Students	82.1%
Limited English Proficient Students	69.2%
Migrant Students	75.4%

The Virginia On-Time Graduation Rate is a cohort graduation rate that expresses the percentage of students who earn a Board of Education-approved diploma within four years of entering ninth grade for the first time. It is calculated using a formula endorsed in a 2005 compact signed by the nation’s governors and subsequently adopted by the Virginia General Assembly and Board of Education. A gap exists between the graduation rate of all students and migrant students.

While migrant students exceeded the state graduation benchmark for the 2007-2008 school year, the Department required the following to ensure migrant students continue graduate, and to close the graduation rate gap between migrant students and non-migrant students.

- The migrant education programs will continue to encourage student graduation through:
  - Connecting students with programs to ensure they remain in school;

<sup>3</sup> Data as reported in the Virginia School Report Card: Virginia Cohort Reports Class of 2008 (2004-2005 first time 9<sup>th</sup> grade cohort) found: [http://www.doe.virginia.gov/VDOE/src/ontime\\_grad\\_rate.shtml](http://www.doe.virginia.gov/VDOE/src/ontime_grad_rate.shtml)

- Encouraging migrant students to participate in school activities to increase school engagement;
- Working with counselors to ensure migrant students are accruing high school credits;
- Offering support and monitoring of a high school graduation action plan through the use of Literacy Education And Reading Network (LEARN) Consortium Incentive Grant action plans; and
- Offering information to families on the value of high school graduation.
- The migrant education program will examine dropout data to determine what factors contribute to migrant students dropping out and not graduating from high school.
- The local migrant education programs will continue to serve migrant students who have dropped out in their out-of-school youth programs.

## **Conclusion**

To meet the needs of migratory children, it is necessary to continue to offer support to school divisions to assist them in improving migrant student performance on the Standards of Learning Assessments. Additionally, it is necessary to continue to provide support to school divisions to increase the migrant student graduation rate. The results of this evaluation will be used to improve the services offered to migrant students in the Commonwealth. The Department will update the migrant program evaluation every three years.