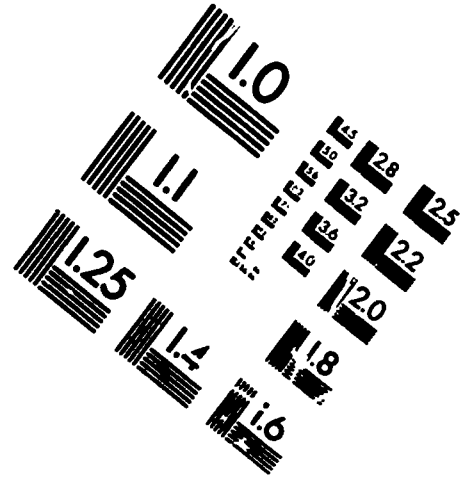
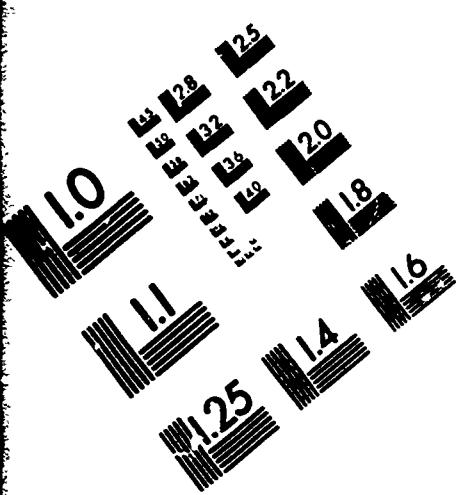




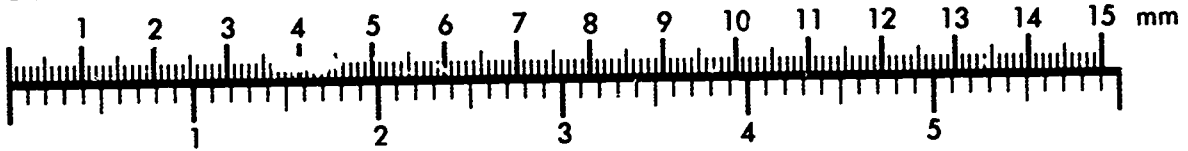
AIM

Association for Information and Image Management

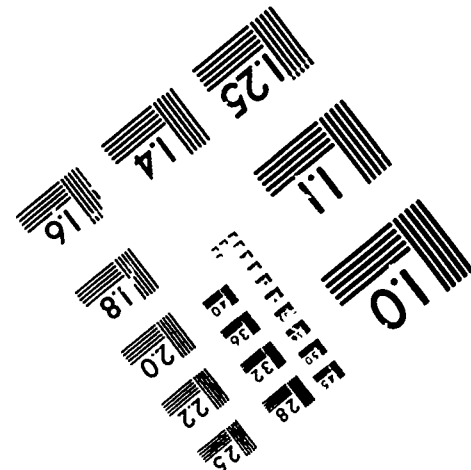
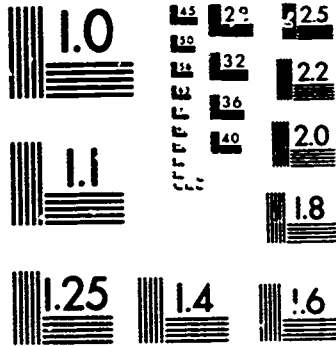
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202



Centimeter



Inches



MANUFACTURED TO AIM STANDARDS
BY APPLIED IMAGE, INC.

AUTHOR Jenkins, Jerry A. .
TITLE A National Summary of Achievement Information as Reported by State Migrant Education Programs for Fiscal Years 1982 and 1983.
INSTITUTION Chapter 1 Technical Assistance Center, Atlanta, GA. Region 3.; Educational Testing Service, Atlanta, Ga.; National Association of State Directors of Migrant Education.
SPONS AGENCY Department of Education, Washington, DC.
REPORT NO TAC-B-2
PUB DATE 1 Feb 86
CONTRACT 300-85-0195; 300-85-0196; 300-85-0197; 300-85-0198
NOTE 68p.; Contains some handwritten edits.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Gains; Annual Reports; Data Collection; Elementary Secondary Education; Evaluation Methods; *Migrant Education; *Migrant Programs; Program Evaluation; *State Programs; Tables (Data)

ABSTRACT

This volume presents a description of migrant education achievement information as reported in the state programs' annual reports to the United States Department of Education for fiscal years 1982, in which 48 states reported, and 1983, in which 49 states reported. The report presents information regarding the subjects taught, grade levels served, school terms in which the programs were offered (i.e. regular and summer terms), evaluation design employed, type of tests used, testing cycle or schedule followed for acquiring achievement data, number of children upon whom the data were based, data analysis procedures and the evaluation results. Not all the desired information was found in every report, due to the fact that the states develop their own locally-relevant criteria for collecting and reporting information. The report should not be viewed as a national data collection or as an attempt to provide a statistically valid national profile of migrant programs. Rather, the achievement information presented in the state-by-state summary reflects great variations across states in both actual programs and evaluation procedures. The document contains 25 tables presenting statistical data. (TES)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED325293

**A NATIONAL SUMMARY OF
ACHIEVEMENT INFORMATION
AS REPORTED BY STATE
MIGRANT EDUCATION PROGRAMS
FOR FISCAL YEARS 1982 AND 1983**

**Jerry A. Jenkins, Ph.D.
Region 3 Technical Assistance Center
Educational Testing Service**

February 1, 1986

Prepared for the United States Department of Education

RC017874

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCE INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

The analysis reported herein was performed pursuant to Contract Numbers 300-85-0195, 300-85-0196, 300-85-0197, 300-85-0198 with the United States Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of this project. Points of view or opinions stated do not, therefore, necessarily represent official United States Department of Education position or policy.

ACKNOWLEDGEMENTS

The completion of this report is the result of substantial effort on the part of a number of individuals and organizations. Representatives from each of the four Chapter 1 Technical Assistance Centers (TACs) together with the National Association of State Directors of Migrant Education (NASDME) Evaluation Committee met, collected data and discussed findings for well over a year as input to this document. The state Migrant Education directors and program evaluators who were asked on several occasions to verify or add pieces of information deserve our thanks as well.

Specifically, I wish to thank TAC workgroup members JoAnn Canales, Susan Duron, Peg Hoppe, Steve Murray, and Rich Naccarato for their most helpful comments and assistance. Special thanks are also accorded to NASDME workgroup members Sarah Moore, Brenda Pessin, Kathy Plato, and Gerry Richardson for their continued support and thoughtful guidance in the presentation of the information reported herein.

I must extend special gratitude to several of my colleagues at Educational Testing Service for their contributions also. Lorraine Buchbinder and Judy and J. T. Stewart greatly assisted me in aggregating the data and providing both sensitivity and editorial reviews. Atlanta Office Director Roy Hardy and Region 3 TAC Director Gordon Benson provided a great deal of patience and encouragement throughout this task.

Last but by no means least, Jim English offered many valued and insightful comments which greatly improved this document. Howard Essl, Bill Stormer and numerous others from ED should be credited for their aid in pulling together numerous loose strings which substantially facilitated our efforts.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
ANNUAL REPORT SUBMISSIONS	3
Regular School Term Programs	3
Summer School Programs	4
TYPES OF MEASURES AND EVALUATION DESIGNS EMPLOYED . .	5
EVALUATION ISSUES AND EVIDENCE OF PROGRAM SUCCESS . .	8
Constraints Unique to Migrant Education	
Program Evaluation	8
Indicators of Success	10
STATE-BY-STATE SUMMARIES	12
Alabama	12
Alaska	13
Arizona	13
Arkansas	14
California	14
Colorado	14
Connecticut	17
Delaware	18
District of Columbia	19
Florida	19
Georgia	20
Idaho	21
Illinois	22
Indiana	23
Iowa	24
Kansas	24

Kentucky	24
Louisiana	26
Maine	27
Maryland	27
Massachusetts	28
Michigan	29
Minnesota	31
Mississippi	32
Missouri	33
Montana	34
Nebraska	34
New Hampshire	35
New Jersey	35
New Mexico	36
New York	37
Nevada	38
North Carolina	38
North Dakota	39
Ohio	39
Oklahoma	40
Oregon	41
Pennsylvania	41
Puerto Rico	42
Rhode Island	43
South Carolina	43
South Dakota	45
Tennessee	46
Texas	46

Utah	48
Vermont	49
Virginia	50
Washington	52
West Virginia	53
Wisconsin	53
Wyoming	55

LIST OF TABLES

TABLE	PAGE
I. The Numbers of States Which Reported Aggregates of Achievement Data	3
II. Reported Summer School Evaluation Aggregations	4
III. Migrant Education Program Evaluation Methods . .	6a
IV. No Reported Statewide Aggregation	7
V. Reported NCE Gains in Reading and Math from Regular School Year Programs (Alabama)	12
VI. Reported Mastery of Objectives in Reading and Math During Fiscal Year 1982 (Colorado)	16
VII. Reported Mastery of Objectives in Reading and Math During Fiscal Year 1983 (Colorado)	17
VIII. Reported NCE Gains in Reading and Math from Two Testing Cycles (Connecticut)	18
IX. Reported NCE Gains in Reading and Math from Regular School Year Programs (Florida)	20
X. Reported NCE Gains in Reading and Math from Regular School Year Programs (Georgia)	21
XI. Reported Success Rates in Basic Skill Instruction from Regular School Year and Summer Programs (Illinois)	23
XII. Reported NCE Gains in Basic Skill Instruction from Regular School Year Programs (Kentucky)	25
XIII. Reported Success Rates in Basic Skill Instruction from Combined Terms (Michigan) . .	30
XIV. Reported Success Rates in Basic Skill Instruction from Summer Programs (Minnesota)	31
XV. Reported Success Rates in Basic Skill Instruction (Mississippi)	33

XVI.	Reported NCE Gains in Basic Skill Instruction from Regular School Year Programs (New Mexico)	37
XVII.	Reported National Percentiles of Migrant Students in Reading, Math and Language Arts (North Carolina)	39
XVIII.	Reported NCE Gains in Basic Skill Instruction (Oklahoma)	41
XIX.	Reported Averages of Skill Mastery in Reading and Math (South Carolina)	45
XX.	Reported NCE Gains in Reading and Math for Fiscal Year 1982 (Texas)	47
XXI.	Reported Grade Equivalent Gains from Regular School Year Basic Skill Instruction (Utah)	48
XXII.	Reported NCE Gains in Reading for Fiscal Years 1982 and 1983 (Vermont)	49
XXIII.	Reported Success Rates in Reading and Math from Regular School Year and Summer Programs (Virginia)	51
XXIV.	Reported Median Percentiles of Migrant Children Following Basic Skill Instruction (Washington)	53
XXV.	Reported Success Rates in Basic Skill Instruction from Regular School Year and Summer Programs (Wisconsin)	54

INTRODUCTION

This volume will present a description of Migrant Education achievement information as reported in the state programs' Annual Reports to ED for Fiscal Years 1982 and 1983. Forty-eight states submitted Annual Reports for Fiscal Year 1982 and 49 states submitted them for Fiscal Year 1983. California did not submit a report for 1982 and Hawaii was not involved in migrant education during either of these two Fiscal Years. The District of Columbia and Puerto Rico submitted Annual Reports to ED for both years.

Each report was reviewed by a member of the Migrant Education Workgroup. The workgroup consisted of staff from ED, the National Association of State Directors of Migrant Education (NASDME), and the Education Consolidation and Improvement Act (ECIA) Chapter 1 Technical Assistance Centers (TACs).

Specifically, the workgroup attempted to extract the following information from the reports for each Fiscal Year:

- The subjects taught.
- The grade levels served.
- The school terms in which the programs were offered (i.e. regular and/or summer terms).
- The evaluation design employed.
- The type of test(s) and test edition(s) used.
- The testing cycle or schedule followed for acquiring achievement data.
- A description of the achievement data.

- The number of children upon whom the data were based.
- The data analysis procedures used, and
- The evaluation results to include any summary table provided in the report.

In many instances some of the desired information was found in the Annual Reports. However, this should not be construed negatively. While there was a requirement for an annual evaluation report during this time period, there was no specific format or set of guidelines for collecting the data. Therefore, the states developed their own locally-relevant criteria for collecting and reporting achievement data. Because of the autonomy allowed each state in reporting evaluation data, this report should not be viewed as a national data collection or an attempt to provide a statistically-valid national profile of migrant programs. Rather, this report on achievement information represents a state-by-state summary of evaluation procedures and achievement results.

ANNUAL REPORT SUBMISSIONS

Regular School Term Programs. Twenty-three states submitted evaluation data which were aggregated at the state level for either one or both of the years. (See Table I) Two states submitted aggregated evaluation results for FY 1982 but not for FY 1983. Four submitted such results for FY 1983 only. The remaining 17 states submitted statewide aggregations each of the two years.

Of those states which did not report statewide aggregations, three reported no statewide summaries in 1982 but did report in 1983, two reported no data in 1983 only, and 23 reported no statewide aggregations either year.

Table I
The Numbers of States Which Reported
Aggregates of Achievement Data

	One Year Only		Both Years	Totals*
	1982	1983		
No Statewide Data Reported	3	2	23	28
Reported Only One Measure of Program success	2	2	12	16
Reported Multiple Measures	0	2	5	7
Totals*	5	6	40	51

*Totals obtained from 49 states, the District of Columbia and Puerto Rico.

Summer School Programs. As shown in Table II, 15 states reported aggregations for summer term programs in migrant education. Eight of these stated that the summer program was either the only term in which it was offered within the state or that it was the most important program in terms of numbers of migrant students served. These were states with relatively large numbers of Currently Migratory students where the children typically entered the state in the late spring and departed either in late summer or early autumn.

Table II
Reported Summer School Evaluation Aggregations

<u>Norm-Referenced Tests</u> (Non-TIERS)*	
Delaware	Nebraska
Maryland	Utah
<u>Criterion-Referenced Tests</u> (Local or State-developed)	
Colorado	Montana
Massachusetts (1983)	South Carolina
Michigan	Virginia
Minnesota (text series)	
<u>Local School District Determination</u>	
Illinois	Wisconsin
Massachusetts (1983)	Wyoming
New York	

* - TIERS refers to the Title I Evaluation and Reporting System required for program evaluation under the Elementary and Secondary Education Act (ESEA) of 1965.

TYPES OF MEASURES AND EVALUATION DESIGNS EMPLOYED

Measurement of student progress was generally accomplished through achievement testing. The three types of tests most often used were nationally-standardized norm-referenced tests, criterion-referenced tests prepared by state departments of education or local school districts, and tests prepared by classroom teacher tests.

Norm-referenced tests are characterized by scores reported relative to a national average obtained by the publishers during the test development process. The most commonly-reported scores from norm-referenced tests were percentile ranks, grade equivalents, and Normal Curve Equivalents (NCEs), a metric derived specifically for use with the ESEA Title I Evaluation and Reporting System (TIERS) Model.

Criterion-referenced tests yield results which are interpreted in an absolute sense. That is, they are designed to provide the teacher with data relative to students' mastery or non-mastery of basic skills or specific objectives. Reports from these tests were most often structured in terms of average numbers and/or percentages of skills or objectives achieved by students.

Teacher-made classroom tests typically are more similar to criterion-reference tests than to norm-referenced tests, but they usually do not undergo any formal development or validation. Because each classroom test is unique, results from any one test

generally cannot be directly compared to results obtained from any other test.

The three most common approaches used to evaluate migrant education programs were (in order of preference): non-TIERS norm-referenced test designs, the TIERS Model, and evaluations using criterion-referenced tests. The methods reported least (in order of least to more frequent reporting) were case studies, on-site reviews of projects by SEA staffs, and skills checklists which were used to record basic skills acquired by migrant children. The types and numbers of designs followed by the states are listed in Table III and illustrated in the Figure.

Table III

Migrant Education Program Evaluation Methods
(Fiscal Years 1982 and 1983)*

Norm-referenced Tests (Non-TIERS)

Alaska	North Carolina
Arizona	Oregon
Delaware (1983)	Pennsylvania
Iowa	South Carolina
Maryland	South Dakota
Mississippi	Utah
Nebraska	Vermont (1983)
New Jersey (1982)	Washington

Local School District Determination

Alaska	New Hampshire
California (1983)	New Jersey
Delaware (1982)	Oregon
Idaho	Rhode Island
Illinois	Tennessee
Iowa	West Virginia
Maine	Wisconsin
Massachusetts (1982)	

Title I Evaluation and Reporting System (TIERS)

Alabama	Louisiana (1983)
Arkansas	New Jersey (1982)
Colorado	New Mexico
Connecticut	Oklahoma
Florida	South Carolina
Georgia (1982)	Texas (1982)
Kentucky	Vermont (1982)

Criterion-referenced Tests (Local or State-Developed)

Colorado	Montana
Iowa	New Jersey
Maryland (1983)	North Carolina
Massachusetts (1983)	Pennsylvania
Michigan	Puerto Rico (1982)
Minnesota	Virginia
Missouri	

Percent of Successes Achieving Criteria (Standards)

Illinois	Texas (1983)
Michigan	Virginia
New York	Wisconsin

Checklists of MSRTS or Other Skills Development

Alabama	Oregon
Alaska	Wyoming

Project Reviews by State Teams

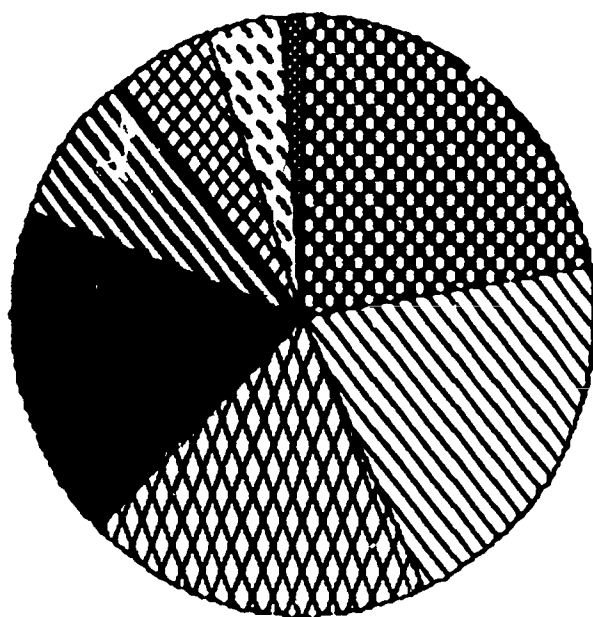
Maryland	West Virginia
Massachusetts	









Case Studies

Maine

* - In some instances, states used more than one method of evaluating their programs within a single Fiscal Year. Where this was known to be the case, states are listed under more than one category.

MIGRANT PROGRAM EVALUATION METHODS



	- NRT (non-TIERS)	16	(22.2%)
	- Local Determination	15	(20.8%)
	- TIERS Model	14	(19.4%)
	- CRT (Local or State)	13	(18.1%)
	- Percent To Criteria	6	(8.3%)
	- Skills Checklists	4	(5.6%)
	- State Project Reviews	3	(4.2%)
	- Case Studies	1	(1.4%)

TOTAL: 72 (100%)

As stated previously, 25 states did not report statewide aggregations in 1982, 26 did not report in 1983 and 23 reported data summaries neither year. The listing of the states are presented in Table IV.

Table IV

No Reported Statewide Aggregation*

Alaska	Mississippi
Arkansas	Nebraska (1982)
California	Nevada
Delaware (1982)	New Hampshire
District of Columbia	New Jersey (1983)
Georgia (1983)	New York
Idaho	North Dakota
Indiana	Ohio
Iowa	Oregon
Kansas	Pennsylvania
Louisiana	Puerto Rico
Maine	Rhode Island
Maryland	Tennessee
Massachusetts (1982)	West Virginia

* - Some states did not forward achievement evaluative information to ED even though it was gathered. This was done for a variety of reasons, e.g., no common data set was used throughout the state, thus precluding meaningful aggregation.

EVALUATION ISSUES AND EVIDENCE OF PROGRAM SUCCESS

Constraints Unique to Migrant Education Program Evaluation. As noted above, while there was a requirement for program achievement evaluation, no approach was mandated by ED. Thus, there were no uniform standards or criteria established across the nation for use in making common determinations of instructional success. Further, none of the evaluation models traditionally used by schools to assess their regular educational offerings appear to be sufficiently strong to overcome the constraints to evaluation unique within migrant education programs.

Unlike resident children who typically participate in Chapter 1 Basic Programs, migratory children often do not remain in any one school system throughout an entire school term, let alone a full school year. Consequently, many children who participate in the programs are not present when LEAs conduct their pretest and/or posttest administrations.

Similar problems inhibit evaluation of summer programs as well. Summer sessions are too brief for to any conventional norm-referenced evaluation designs since norm-referenced tests tend to be relatively insensitive to the subtle changes in academic performance which generally result from summer school programs.

Attempts to assess the impact of short-term participation by migrant children using criterion-referenced tests are confounded from a national perspective because any effective measure of cognitive growth reflecting instructional program involvement

would necessarily be so highly specific to the locally-conducted programs as to preclude meaningful national generalizations.

The evaluation design most often used in Chapter 1 Basic Programs, the Title I Evaluation and Reporting System (TIERS) Model in which norm-referenced tests are administered either annually or on a fall-spring basis, simply will not work for most migrant education programs. The few exceptions are found in those few states which contain large numbers of Formerly Migratory students, and in states where most migratory moves are intrastate rather than interstate.

But even here, among states which used the TIERS Model for evaluating their programs for Fiscal Years 1982 and 1983, the number of scores reported was very small in comparison with the total number of migrant students served. Therefore, the reported TIERS-derived data base is highly unlikely to constitute a nationally-representative sample.

As a consequence, in many cases, states have allowed local agencies providing instruction to migrant children to implement evaluation techniques of their own choosing. Often, LEAs were not required to provide any annual achievement evaluation data to the SEAs.

In a number of instances where data results were forwarded, the measures were unique to specific instructional components rather than to the program as a whole. Thus, these results contained no generalizability beyond the immediate setting in which the data were gathered. Frequently, evidence forwarded to

the SEA was qualitative in nature rather than quantitative and therefore could not be aggregated. Finally, there were no discussions in any of the reports of quality control measures taken to ensure data validity.

The end result of such lack of uniformity has been a collection of designs so varied as to preclude any possibility of a meaningful nationally-representative aggregation of data. Thus, from a scientific perspective which relies on systematically-gathered and objectively-analyzed empirical evidence, the national impact of the migrant education programs must remain, for the most part, speculative.

Indicators of Success. Due to the problems in data collection and reporting, only very few conclusions about achievement can be drawn from the reviews of state Annual Reports:

1. When all achievement data are viewed collectively, significantly greater achievement was recorded in reading in 1983 as compared to 1982, while achievement in the math and language arts programs was about the same for both years. This was verified statistically through the use of the Sign Test when checked at the .05 probability level using a one-directional test. (Walker and Lev, 1953).

The procedure followed consisted simply of viewing whatever quantitative evaluation evidence was provided in each SEA Annual Report. If the data showed a positive gain for a subject area for FY 1983, aggregated across the state by grade level, the result was assigned a plus (+). If the result indicated an

achievement decline, a minus (-) sign was listed. The analysis consisted of counting the number of positive signs, applying them against the total number of data sets examined, and comparing the results to the binomial distribution. If the null hypothesis were true, the sample would approximate an equal number of pluses and minuses.

There were 13 positive signs and five minus signs for reading. The probability of this occurrence being due to chance factors is equal to or less than .048. Language arts showed five gains and two losses for a .227 chance level, while math showed 11 pluses and 5 minuses, a chance probability of .105 or less.

2. Overall, more children's scores were reported from the reading programs and the fewest scores reported were from language arts.

3. There were, on the average, more scores reported in 1982 than in 1983. However, caution must be observed in attaching meaning to this finding in that the numbers are duplicated counts. That is, many of the reported children participated in more than one instructional program. Since this mix may have changed substantially between the two years--for example, fewer children may have participated in more than one subject the second year--the differences may be irrelevant.

STATE-BY-STATE SUMMARIES

ALABAMA

Reading instruction was offered to migrant students in grades 7 through 12 during the regular school term in Fiscal Year 1982 and 2 through 12 in Fiscal Year 1983. Math instruction was presented to students in grades 1 through 12 in 1982 and 1 through 10 in 1983. Summer programs were also offered to these grades both years, though the particular subject area(s) of instruction at each grade level was not specified in the report.

The programs for the regular school term were evaluated using the TIERS norm-referenced model following the fall-spring testing cycle. No achievement data were reported by the SEA for the summer sessions. Summary results of the analyses, combining grade level scores, are presented in Table V.

Table V
Reported NCE Gains from Regular School Year
Programs in Reading And Math

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
Reading	71	+3.8	164	+0.1
Math	624	+9.4	736	+6.5

The results show much greater participation in the mathematics programs during both school years, with larger NCE gains also occurring in that subject. The gains in Fiscal Year 1982 were more substantial in both subjects than those reported in Fiscal Year 1983.

ALASKA

The Annual Report for Alaska for Fiscal Years 1982 and 1983 contained no achievement information. However, the state evaluates its migrant education programs using an adaptation of the Continuous-Flow Monitoring System developed and used in Oregon.

ARIZONA

Reading, math, and language arts instruction were offered to migrant students at various grade levels ranging from grade 1 through grade 12 during both the regular school term and summer. The projects were evaluated through annual testing as a part of the state assessment, using a standardized non-referenced test.

The results are reported as percent of items correct for each skill area tested. All students who were identified as migrants were tested in all skill areas as a part of the assessment. An aggregate of their test scores was included by grade level in the Annual Report even though they may not have received instruction as a part of the migrant education program.

ARKANSAS

The evaluation data from Arkansas were based upon a statewide fall-spring administration of a commercial, nationally-normed, standardized test. The TIERS norm-referenced model was used during both years to evaluate the reading and math programs offered in grades 2 through 9. The results were reported by the SEA by grade level for each subject area. The average NCE gains for reading in Fiscal Year 1982 ranged from 7.0 through 14.0 and for math from 7.0 through 16.0. In Fiscal Year 1983, the gains ranged from 6.0 through 21.0 in reading and from 5.0 through 22.0 in math.

CALIFORNIA

The Annual Report from California for Fiscal Year 1982 contained no achievement information. Copies of LEA reports to the SEA were attached to the Annual Report submitted to ED for Fiscal Year 1983. Consequently, there were no statewide aggregations of achievement from California for either year.

COLORADO

Instruction in reading and math was offered by LEAs to migrant students in grades 1 through 12 during both summer and regular school terms. The projects were evaluated following two designs: the TIERS model for Formerly Migratory students and a criterion-referenced approach for Currently Migratory and some Formerly Migratory students. Both fall-spring and annual testing cycles

were used for the TIERS evaluation, although the data were not separated by testing cycle for analysis.

Included in the TIERS evaluation data in Fiscal Year 1982 were some scores from children who did not receive Chapter 1 migrant education instruction in the areas tested. The SEA was unable to ascertain the extent to which this was the case. Therefore, the results for this year did not reflect project impact only. Due to this and other problems described in the report, the results of the 1982 TIERS evaluation are not included in this report.

In Fiscal Year 1983, Formerly Migratory students achieved an average NCE gain of 4.2 in reading and 3.4 in math.

Where the criterion-referenced approach was implemented, the data were reported for Fiscal Year 1982 in terms of the total number of objectives mastered and average number of days to mastery per objective. Mastery was defined as the ability to pass a test subsequent to instruction in a skill area. Fiscal Year 1983 data were reported as the number of students tested and the average number of objectives achieved per child. Tests used to determine mastery included locally-developed classroom tests as well as standardized tests. Because of the differences in SEA reporting, the results of the criterion-referenced approach are summarized separately by year in Table VI.

The table reveals that there were many more students tested in the summer program, and more objectives were mastered during the regular term for both subjects, but the time to mastery

Table VI
 Reported Mastery of Objectives in Reading
 and Math During Fiscal Year 1982

	Number of Students	Objectives Mastered*	Average Days to Mastery**
<u>Regular School Year Program</u>			
Reading	156	17.7	8.0
Math	97	14.3	8.9
<u>Summer Program</u>			
Reading	973	5.5	6.4
Math	1,087	6.6	6.7

* - Represents the average number of objectives which were mastered by the number of students listed.

** - Represents the average number of days required to master each objective.

for the two subjects was longer for the regular term than for the summer term. More reading objectives than math objectives were achieved during the regular term, but the reverse was true for the summer session.

Table VII shows again that more students were served during the summer term, and that the average number of objectives achieved per child was greater during the regular school term. Almost twice as many objectives were attained per child in reading than in math for the regular school year term, but there was relatively little difference in achievement between reading and math during the summer.

Table VII
 Reported Mastery of Objectives in Reading
 and Math During Fiscal Year 1983

	Number of Students	Average Objectives Achieved Per Child
<u>Regular School Year Program</u>		
Reading	348	18.6
Math	272	9.5
<u>Summer Program</u>		
Reading	1,249	3.3
Math	1,027	3.7

CONNECTICUT

Programs were offered in both reading and math in grades 2 through 9 in Fiscal Year 1982 and pre-kindergarten through 12 during Fiscal Year 1983. Summer programs in cultural enrichment were offered both years but there were no statewide summary evaluation data reported by the SEA for these programs. The regular school year programs were evaluated following the TIERS norm-referenced model with some local programs pretesting in the fall and posttesting in the spring. Others followed an annual, i.e., fall-to-fall or spring-to-spring, testing cycle. NCEs were analyzed and NCE gains were reported. The data were summarized for this report by aggregating across grade levels. The results of the analyses are presented in Table VIII.

Table VIII
 Reported NCE Gains in Reading and Math
 from Two Testing Cycles

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
<u>Reading</u>				
Fall-Spring Cycle	104	+6	240	+8
Annual Cycle	375	+4	257	+2
<u>Math</u>				
Fall-Spring Cycle	52	+5	83	+14
Annual Cycle	372	+5	240	+2

As can be seen, fall-spring testing cycle gains are greater in reading for both years than are those from the annual testing cycle. This is true in math only for the 1982-1983 school year. However, positive gains were evidenced in both subjects for each of the two years measured through both of the testing cycles.

DELAWARE

Reading and math programs were offered in Fiscal Year 1982 during both the regular school year and summer terms in kindergarten through 12. No specific achievement evaluation was reported to the SEA for the regular term projects in 1982. Instead, evaluations were conducted through LEA assessments using locally selected and/or developed tests as well as teacher judgments of student needs and progress.

The summer program for this year was assessed through the use of norm-referenced tests. Test results were reported for only some of the students who participated in the 1982 summer program. The data were analyzed and reported separately for each LEA project as grade equivalent gains with scores combined across grade levels. The reported gains averaged about two months from pretest to posttest.

In Fiscal Year 1983, the Migrant Education Programs implemented a longitudinal study in conjunction with the student assessment program conducted by the SEA. The resulting data for this year were combined across grade levels and were presented in the state achievement report in the form of general three-year trends of NCE score gains. The tables in the state's Annual Report show gains of 3.0 NCEs in reading over the three-year period, and of 5.0 NCEs in both language arts and math.

DISTRICT OF COLUMBIA

The District of Columbia received only planning grants for Fiscal Years 1982 and 1983. Thus, since there were no direct services to students, no achievement evaluation was conducted.

FLORIDA

Florida offered instructional services in reading in Fiscal Year 1982 in grades 2 through 10 and in grades 2 through 7 in Fiscal Year 1983. Math was taught to migrant students in grades 2 through 6 in 1982 and 1983. Because Florida has a large number of intrastate migratory children, LEAs followed the TIERS norm-

referenced evaluation model. There was no separation of fall-spring and annual test data in the 1982 SEA report but the data were analyzed and presented separately in 1983 as shown in Table IX.

Table IX
Reported NCE Gains in Reading and Math
from Regular School Year Programs

	<u>1982</u>		<u>1983</u>		<u>Annual</u>	
	Number Tested	Average Gain	Number Tested	Average Gain	Number Tested	Average Gain
Reading	1,226	+0.4	103	+2.6	599	+0.3
Math	718	+2.7	216	+2.3	557	-0.8

The results show greater gains for the fall-spring testing cycle as compared to the annual testing cycle. No other patterns are evident.

GEORGIA

Migrant students in Georgia were provided instruction in reading in pre-kindergarten through grade 12 and in math in grades 1 through 12 for both Fiscal Years 1982 and 1983. These instructional programs were offered to migrant students during both the regular school year and summer terms during both years.

Summer programs during both years were analyzed by reviewing the degree of child involvement in planned activities, teachers' informal assessments, and comments from parents. None of these

summer program data were reported by the SEA in its Annual Report.

The regular school year programs during Fiscal Year 1982 were evaluated using the TIERS norm-referenced model. There was no indication of the types of testing cycles utilized by LEAs for this period. The SEA reported that there were insufficient data to report test scores for the Fiscal Year 1983 programs. A summary of the results reported for the 1982 regular school year term is presented in Table X. The table of data shows that there were more participants in the reading program and that it had the greater average gain for that year.

Table X
Reported NCE Average Gains in Reading and
Math from Regular School Year Programs

	Number Tested	Average NCE Gain
Reading	236	+4.0
Math	139	+2.4

IDAHO

Idaho offered instruction in reading, math, language arts, and language development throughout the state at various grade levels as determined by LEAs during Fiscal Years 1982 and 1983. Because LEAs were given the latitude of selecting their own methods of evaluating local projects, there was no statewide aggregation of achievement data submitted by the SEA to ED.

ILLINOIS

Illinois offered both regular school term and summer programs in four subject areas: math, English language arts/reading, Spanish language arts/reading, and English oral language during each of the two years. The regular term program in Fiscal Year 1982 served grades kindergarten through eight. The ninth grade was added to the regular term program in 1983. The summer programs for both years served grade levels pre-kindergarten through grade 12.

A variety of instruments, including criterion-referenced tests, teacher checklists, norm-referenced tests, locally-developed tests, and other instruments were used by LEAs, both during and at the end of the terms, to assess whether local standards were met by the programs each year. LEAs reported to the SEA the number of participants exceeding standards, meeting standards, and not meeting standards, for each of the program subject areas. A summary of the results reported by the SEA is presented in Table XI.

The table shows overall higher participation and success rates in the ^{regular and} summer programs for both years. The Spanish language arts/reading programs had the highest success rates but the fewest number of participants. In general, the number of participants and success rates were greater for Fiscal Year 1982 than for Fiscal Year 1983.

Table XI
 Reported Success Rates in Basic Skill Instruction
 From Regular School Year and Summer Programs

	<u>1982</u>		<u>1983</u>	
	Number Reported	Percent Success*	Number Reported	Percent Success*
	<u>Regular School Year</u>			
Math	457	86%	428	73%
English LA/Reading	592	83%	561	66%
Spanish LA/Reading	26	92%	68	78%
English Oral	359	87%	213	82%
	<u>Summer Term</u>			
Math	2539	89%	2501	75%
English LA/Reading	2564	88%	2402	79%
Spanish LA/Reading	442	94%	277	80%
English Oral	2193	88%	1303	89%

* - Success equals the sum of those who met standards and those who exceeded standards divided by the total number reported *in each subject area.*

INDIANA

Migrant Education instructional programs were offered throughout the state in reading and math at various grade levels as determined by LEAs. The projects were evaluated through locally-selected methods, including norm-referenced tests, criterion-referenced tests and checklists of skills. Because of this local

autonomy in evaluation design, there was no statewide aggregation of data conducted.

IOWA

Iowa offered instruction in reading, math and oral language for age levels 3 through 18 during both the summer and the regular school year terms.

LEAs evaluated their migrant education programs using various norm-referenced and criterion-referenced tests at the end of the regular term and summer programs. They then reported to the SEA numbers of students who met or exceeded locally-set standards of success. The SEA reported these results by aggregating them into grade level groupings for each of the subject areas. No statewide achievement data aggregations were reported to ED.

KANSAS

Instruction was offered in reading and math for migrant children at grade levels selected by the LEAs. Each project was evaluated according to local district choice. The Annual Report from Kansas for Fiscal Years 1982 and 1983 contained no achievement information.

KENTUCKY

Services were provided to migrant children during Fiscal Years 1982 and 1983 in the subject areas of reading, math, and language arts. Programs were offered during the summer and the regular school year terms to children in grades kindergarten through 12.

Because approximately 70% of the migrant students were Formerly Migratory and resided in the state, LEAs across the state were able to implement the TIERS norm-referenced model for the regular school term program. No achievement information was reported for the summer programs.

Projects within the state employed both fall-spring and annual testing cycles, though there was no distinction in the analysis between Currently Migratory and Formerly Migratory student performance. A summary of the SEA evaluation results for the regular school year program is presented in Table XII. The grade level data are combined for this report.

Table XII
Reported NCE Gains in Basic Skill Instruction
^{for}
From Regular School Year Programs

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
<u>Reading</u>				
Fall-Spring	1228	+2.9	1308	+4.4
Annual	1543	+0.4	1207	+1.9
<u>Math</u>				
Fall-Spring	1377	+5.2	1242	+5.9
Annual	1554	+0.7	1487	+1.2
<u>Language Arts</u>				
Fall-Spring	649	+4.9	201	+10.7
Annual	611	+0.2	507	+1.2

The most notable finding is the difference between fall-spring and annual test cycle results. The former gains are consistently much larger than those reported from the latter testing cycle. The results also show that the gains reported for Fiscal Year 1983 exceeded those ^{for} ~~from~~ Fiscal Year 1982 across ^{all} ~~the~~ three skill areas taught, even though the number of participating students remained relatively constant for the two years. Further, fall-spring gains in math and language arts were larger than those in reading for both fiscal years.

LOUISIANA

Louisiana offered programs in reading, math, language arts, and English-as-a-second-language (ESL) in kindergarten through grade 12. In Fiscal Year 1982, pre- and posttest data for the reading and math programs were drawn from approximately 2,300 participating students using a state-developed criterion-referenced test. The scores were reported in terms of percent correct.

The SEA elected not to report test results to ED for this Fiscal Year because the year marked the initial administration of the test and it felt that any gains reported would not adequately represent program impact. In Fiscal Year 1983, the same test (the Louisiana Criterion-Referenced Test) was administered. Again, the scores were not reported because of SEA concern that an adequate measure of migrant education program impact could not be obtained for students who receive a combination of auxiliary services.

MAINE

Regular school year and summer programs in reading and math were provided to children in grades kindergarten through during both Fiscal Years 1982 and 1983. Each LEA evaluated projects according to its own preferences, then submitted written narrative report of project effectiveness to the SEA. Some of these reports, written as case studies, illustrated student growth through test score performance, checklist objective attainments or through other methods. However, because of these differences in procedures, the SEA did not submit aggregated report of achievement to ED for either year.

MARYLAND

Reading, math, and oral language instruction programs were offered to migrant children in Fiscal Years 1982 and 1983 in grades ranging from the nursery school level through grade 12 during the regular and summer terms. The numbers of children participating in the regular school year programs were quite small as most migrants entered the state during these years in late spring and left during the summer. Thus, the summer programs constituted the major program effort by this state.

In both fiscal years, the LEAs employed a state-adopted commercial norm-referenced test for measuring skill development using the fall-spring testing cycle to evaluate the regular school year programs. In addition, skill mastery by students was recorded on the MSRTS Skill Checklists. However, the LEAs were

not required to report achievement data to the SEA. Instead, the SEA evaluated local projects through on-site reviews.

The summer program was assessed for Fiscal Year 1983 using grade equivalent scores from the norm-referenced test. Five LEAs reported score gains for children who participated in at least twenty days of summer school instruction. The grade equivalent gains ranged from .02 through .32 for 158 children in reading across the grade levels served, and from .07 through .43 in math for 157 students. A Criterion-Referenced Test for Migrant Education developed by Massachusetts was also administered to the migrant children, but the results were not reported to the SEA.

MASSACHUSETTS

Massachusetts provided instruction in reading in grades 1 through 12, excluding grade 10, and in math in grades 1 through 9 during the summer and regular school terms for both fiscal years. No achievement data were reported by the SEA for 1982. However, evaluations were accomplished through on-site reviews which examined project achievement against project plans. Included among the specific information reviewed were the total numbers of hours spent by children in each content area, the total numbers of skills which were taught compared to the numbers attained, and participant attendance rates.

In 1983, similar evaluation techniques were followed with one addition being the administration of a criterion-referenced test to the children. The test was developed to measure specific instructional needs of the migrant children in areas deemed

important by the SEA. The state reported the results by summarizing the percentages of children who were above, at or below grade level for each grade level served by the program. These findings are interpretable only in light of the specific objectives taught.

MICHIGAN

Instruction was offered in reading, math and oral language during both summer and regular school terms to migrant students in pre-kindergarten through grade 12 in Michigan for each of the two years. Each LEA set its own curriculum by specifying objectives to be taught from the Migrant Student Record Transfer System's (MSRTS) basic skills list.

The programs were then evaluated using a state-constructed criterion-referenced test matched to that list of skills. That is, LEAs individually measured the extent to which participating migrant children achieved their particular objectives through the use of the state test at the conclusion of each program. They then reported the number of children achieving the objectives to the SEA. Separate reports were submitted for the summer and for the regular term programs.

The SEA report presents test data for fall, summer, and regular school terms separately for Interstate, Intrastate, and Formerly Migratory students. They also provide aggregated subtotals for the percentage of objectives achieved across all terms for each year. Table XIII reports aggregated subtotals for Fiscal Years 1982 and 1983.

Table XIII
 Reported Success Rates in Basic Skill
 Instruction from Combined Terms

	<u>1982</u>		<u>1983</u>	
	Number Reported	Percent of Total	Number Reported	Percent of Total
<u>Reading</u>				
100% of Obj.	1741	25.0%	1659	27.5%
75% - 99%	1586	22.8%	1394	23.1%
50% - 74%	1509	21.7%	1164	19.3%
25% - 49%	743	10.7%	657	10.9%
1% - 24%	281	4.0%	140	2.3%
0% of Obj.	<u>1086</u>	15.6%	<u>1010</u>	16.8%
<u>Totals</u>	6946		6024	
<u>Math</u>				
100% of Obj.	1372	20.0%	1458	25.3%
75% - 99%	1623	23.6%	1483	25.7%
50% - 74%	1496	21.8%	1205	20.9%
25% - 49%	690	10.0%	683	11.9%
1% - 24%	183	2.7%	111	1.9%
0% of Obj.	<u>1008</u>	14.7%	<u>823</u>	14.3%
<u>Totals</u>	6372		5763	
<u>Language Arts</u>				
100% of Obj.	1878	33.6%	1730	35.1%
75% - 99%	973	17.4%	778	15.8%
50% - 74%	974	17.47%	960	19.5%
25% - 49%	580	10.4%	554	11.2%
1% - 24%	81	1.4%	83	1.7%
0% of Obj.	<u>1107</u>	19.8%	<u>830</u>	16.8%
<u>Totals</u>	5593		4935	

Table XIII shows that more students were tested in Fiscal Year 1982 and that the total number of children who achieved at the

75% level or higher was greater for that year. However, higher percentages of children achieved 75% or more objectives in Fiscal Year 1983 compared with the previous year. In 1982, greater percentages of children were achieving 75% or more objectives in language arts than were achieving those levels in either reading or math. The percent of participating children achieving these levels of objectives was about the same across subject areas in 1983.

MINNESOTA

Migrant Education Programs were offered in reading and math during the summer in kindergarten through grade 12. The programs were evaluated using a text-book series set of criterion-referenced tests in oral language development, reading, and mathematics on a pretest-posttest basis. Further, oral language development was assessed by recording the number of objectives which were achieved by the children ^{as shown in} ~~See Table XIV~~ *reading and math in Table XIV.*

Table XIV

Reported Success Rates in Basic Skill Instruction
for From Summer Programs

	<u>1982</u>		<u>1983</u>	
	Reading	Math	Reading	Math
Three or more months	44%	22%	53%	28%
Two to three months	20%	30%	18%	25%
One to two months	29%	37%	24%	36%
Less than one month	7%	11%	5%	11%

BEST COPY AVAILABLE

The SEA reported the number of objectives accomplished by the children across all grade levels as measured by these criterion-referenced tests. Specifically, they reported the percentage of students who gained in objectives achievement of less than one month, one month, two months, and those who gained three or more months over the course of the six-to-eight week summer program.

MISSISSIPPI

Mississippi conducted both regular and summer school programs in reading, language arts and math at 22 locations throughout the state during Fiscal Years 1982 and 1983. Grade levels ranging from grade 1 through grade 11 were served and the subjects offered varied from location-to-location. The programs were evaluated through pre-post, norm-referenced testing using both fall-to-spring and annual testing cycles.

The SEA examined program success through the use of grade equivalents from a variety of standardized tests. Programs which achieved gains of six or more months on their respective tests were deemed to be successful. The gains made by each school district by subject and by grade were presented individually in the Annual Report. That is, there were no statewide summaries. However, the SEA did indicate the number of projects that met the criterion of success for each subject and grade. There was no differentiation between fall-spring and annual test cycles in the summaries. An overall summary of success rates with grade levels combined are provided in Table XV.

In general, greater success was achieved statewide during the 1982-1983 school year than the previous year. Math programs showed the greatest overall success, with language arts having the least.

Table XV
Reported Success Rates
in Basic Skill Instruction

	<u>1982</u>		<u>1983</u>	
	Average Number Successful	Percent of Total*	Average Number Successful	Percent of Total*
Reading	7	35%	10	48%
Math	8	44%	9	50%
Language Arts	3	33%	3	33%

* - The base from which the percentages were calculated varied according to the number of LEAs which offered a particular subject in each year.

MISSOURI

Missouri offered programs in reading, math and oral language to children in kindergarten through grade 12 during both the regular and summer terms. They evaluated their programs by reporting the average number of objectives achieved and the average percentages of gain with respect to these objectives over the course of the instructional term. The statewide average number and percent of objectives achieved were obtained using common teacher rating scales across all projects. No statewide aggregation of achievement data was reported.

MONTANA

Montana offered six-to-seven week summer programs in reading and math to migrant students in grades one through six. There were no regular school term migrant programs in the state during 1982 and 1983. The programs were evaluated following a pre-posttest matched scores approach using curriculum-embedded non-normed tests for each of the two subjects taught. The data were reported as raw test scores and, therefore, can be interpreted only in light of the specific subject area programs offered.

NEBRASKA

Summer programs were offered in the areas of reading and math for grades one through eight. There were no regular school term programs. The evaluation of the 1983 summer program was accomplished through pre- and posttesting the students with a norm-referenced instrument. The SEA provided an evaluation report only for the 1983 summer program, but included data from the two previous years.

Even though the evaluation model was non-TIERS, the data were reported in NCEs in both reading and math for ages 6, 8, 10, 12, and 14. The 164 students, for whom test data were provided, in the reading program for Fiscal Year 1983 gained an average of nine NCEs. The same number of students averaged an NCE gain of 8.3 in math for the same period.

NEW HAMPSHIRE

During Fiscal Year 1982, the focus of the migrant education program was on recruitment and on the development of a plan for serving the children. Consequently, there was no instructional program to evaluate. In Fiscal Year 1983, achievement data were gathered at the initiative of LEAs and were targeted toward mastery of individually-identified basic skills for each child. No effort was made to aggregate the data at the state level.

NEW JERSEY

Migrant Education instructional services were offered in reading, math and English-As-A-Second-Language (ESL) in grades 2 through 12 during the summer and the regular school terms during each of the two fiscal years. Approximately 200 participating children were tested in Fiscal Year 1982 using the TIERS norm-referenced evaluation model. Criterion-referenced measures were applied for assessing the skill development of children who entered the district after the original pretesting was completed.

Although both fall-spring and annual testing cycles were used during the regular school term in Fiscal Year 1982, the results of the individual LEA data analyses were combined in the SEA report. In addition, secondary school grade level results were combined because of the small numbers of children in these grades. Overall, the state obtained an average NCE gain of 4.7 in reading and 4.2 in math. No data were reported by LEAs to the SEA for Fiscal Year 1983.

The summer programs were evaluated using locally selected or developed criterion-referenced tests before and after the program terms. The information gained from the tests was intended for diagnosis of skill deficiencies and for reporting on the MSRTS Skills List. No achievement information from the summer evaluations conducted either year was reported by LEAs to the SEA.

NEW MEXICO

Most migrant students in this state were Formerly Migratory during Fiscal Years 1982 and 1983. Instruction was provided in reading and language arts in kindergarten through grade 12, and in math in grades 1 through 12. Regular school year projects were evaluated using the TIERS norm-referenced model. Although both fall-spring and annual testing cycles were used by LEAs to conduct the evaluations, the results were not reported by cycle to the SEA. There were no evaluations reported for the summer programs. Summary results of the regular school year analyses, with grade level data combined, are reported in Table XVI.

In general, the 1982 score averages were higher than those in 1983 and math averaged greater gains than did the other two subjects offered. More students were tested in 1983 than in 1982.

Table XVI
 Reported NCE Gains in Basic Skill Instruction
 from Regular School Year Programs

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
Reading	1361	+4.2	1379	+3.2
Math	872	+6.1	1073	+6.1
Language Arts	443	+3.3	400	+2.2

NEW YORK

New York offered regular school year and summer programs during both Fiscal Years in reading, math and language arts to migrant students from kindergarten through eligible adult age. All migrant students were pretested for diagnostic purposes whenever they entered the school. They were then instructed in specific basic skills drawn from an SEA-determined standardized list of fifty areas of instructional concentration. At the discretion of the teachers, students were posttested on those skills taught.

At the end of each school year, LEAs submitted to the SEA the number of objectives attempted by the students and the number achieved. The SEA then calculated the percent of objectives achieved across the state within each area of concentration. Thus, the results are interpretable only in light of the specific statewide areas of concentration.

NEVADA

The Annual Report for Fiscal Years 1982 and 1983 contained no achievement information.

NORTH CAROLINA

North Carolina offered instruction to migrant children in reading and math in grades one through three and grades six and nine. Spelling and language arts were also provided in grades three, six, and nine. These instructional programs were available to the children during the summer term as well. The regular term programs were evaluated annually using a variety of norm-referenced tests which make up the statewide testing program.

The raw test scores were converted to grade equivalents and percentiles and were then compared to state and national averages. The tables list scores of the migrant children converted to national percentiles and as deviation averages of migrant student scores from the annually-derived state averages. Interpretations of the deviation averages can be made only in light of the state values. There were no achievement evaluation data provided for the summer programs.

The national percentiles obtained from the migrant students, excluding those from grade one, were converted to an equal interval scale (the arcsin), aggregated across grade levels, and retransformed into percentiles for presentation in Table XVII.

Table XVII
 Reported National Percentiles of Migrant Students
 in Reading, Math, and Language

	<u>1982</u>		<u>1983</u>	
	Number of Students	Average Percentile	Number of Students	Average Percentile
Reading	3070	39	2143	42
Math	3070	52	2143	53
Language	2326	43	1643	46

Table XVII suggests that the math and language programs achieved greater success than reading both years, and that Fiscal Year 1983 scores were higher than those of 1982.

NORTH DAKOTA

Reading and math instruction were offered during the summer and regular school terms in Fiscal Years 1982 and 1983. LEAs were allowed to select the means of evaluating their programs. The results were not aggregated by the SEA. Thus, the annual reports from North Dakota for these years contained no aggregated achievement information.

OHIO

Ohio provided programs in reading, math and language arts for children at all grade levels during these two years. Instructional projects were offered during both the regular and summer programs. Each project was evaluated using locally

determined techniques. Consequently there ^{was} ~~were~~ no statewide aggregations of achievement data.

OKLAHOMA

Reading, math and language arts were offered to migrant students in grades kindergarten through 12 during the regular school terms of Fiscal Years 1982 and 1983. Since the local programs were designed for the specific students they served, not all basic skill areas were offered at every grade level.

The programs were evaluated through the TIERS norm-referenced evaluation model using NCE scores acquired from both fall-spring and annual testing cycles. A summary of the SEA results with grade levels combined is presented in Table XVIII.

The table shows that there were more students tested in Fiscal Year 1982 than in the following year and that fall-spring testing cycles resulted in larger NCE gains. Finally, fall-spring reading and math gains were larger than language arts gains for both years. But the reverse was true for the annual gains in Fiscal Year 1983.

Table XVIII
Reported NCE Gains in Basic Skill Instruction

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
<u>Reading</u>				
Fall-Spring	839	+8.2	558	+5.9
Annual	193	- .4	148	+2.2
<u>Math</u>				
Fall-Spring	435	+5.0	596	+6.8
Annual	189	+2.3	151	+0.7
<u>Language Arts</u>				
Fall-Spring	107	+3.7	278	+5.3
Annual	167	-0.3	155	+2.3

OREGON

Oregon evaluated migrant programs through an approach called Continuous-Flow Monitoring. Basically, it is a plan in which specific student objectives, educational treatment, evaluation methods and instruments are detailed for each project. The process has been standardized so that consistent information can be provided across years. The Annual Report from Oregon Fiscal Years 1982 and 1983 contained no achievement information.

PENNSYLVANIA

Reading and math instruction were offered to children at various grade levels across the state during both regular and summer

school terms. Since the projects were reported by LEA service centers in various ways (e.g., some by grade level and some by migrant status), the specific grade levels served could not be determined from the reports.

Migrant children were tested in each of these two Fiscal Years using the Massachusetts Criterion-Referenced Test and a norm-referenced test. Although the results were recorded on individual student records, no test data were reported to the SEA. Instead, LEAs reported proficiencies achieved for those Migrant Student Record System Transfer System (MSRTS) skill areas in which instruction was provided for the children. These data do not lend themselves to statewide summary aggregations.

PUERTO RICO

The migrant education programs for both Fiscal Years 1982 and 1983 consisted of instruction in three areas: reading (Spanish), math (Spanish), and English in grades 1 through 12 during both the summer and the regular school year terms.

A criterion-referenced test developed by the Puerto Rico Department of Education was administered in the spring of 1981 and again in 1982 to assess the combined effects of both the summer and regular programs for the intervening year. In Fiscal Year '83, pre- and posttesting was done only for the summer program. There was no evaluation of the regular term program for this year.

The results of the summer testings for Fiscal Year 1983 were compiled individually for each of the three regions to determine the percentage of students who demonstrated mastery of the measured skills prior to and following the instructional programs offered within those regions. There was no overall summary of results reported by the Commonwealth for either of the two fiscal years.

RHODE ISLAND

Fiscal Year 1982 was the first operational year for migrant education within this state. Efforts during the year were focused on structuring an evaluation system for later use by LEAs. The 1983 Fiscal Year program focus was on reteaching and/or reinforcement of skills introduced in regular classroom settings to 28 participating students who were located at only one site. Program evaluation for this year consisted of teacher-developed classroom tests and written reports of individual student progress. No data were aggregated at the SEA level.

SOUTH CAROLINA

Instructional programs in reading and math were offered to migrant students during the regular school and summer terms. The regular school term program consisted of basic skill development in pre-kindergarten through grade 11. It concentrated mostly on intrastate migratory children. The vast majority of migrant children served by the state, approximately 95%, were interstate migrants who entered state schools in late spring and summer and left in the early fall. Thus, the bulk of the children were

served each year by the summer program. The evaluations of the projects for each of the two years were based on eighteen performance objectives determined by the state.

One state-determined objective specified that children participating in the regular school year program would achieve more than would be expected in the absence of the program. This objective was assessed through the use of the TIERS norm-referenced model. The test cycle which was used was not reported.

The 1982 regular term program test administrations showed an overall average gain of 1.3 NCEs in reading and a 3.5 NCE gain in math. Consequently, the SEA objective was met. Achievement data from the 1983 regular term were deemed by the state to be insufficient for any determination of project success and were, therefore, not reported.

The summer programs were assessed through a criterion-referenced approach, examining the average number of basic skills the students mastered each week they were in attendance. The pertinent objectives stated that children participating in the summer programs would master an average of two reading skills per week and those in math would average two math skills per week. The results of the data analyses are summarized in Table XIX.

Table XIX
Reported Averages of Skill Mastery
in Reading and Mathematics

	<u>1982</u>		<u>1983</u>	
	Number of Children	Average Skills Mastered/Week	Number of Children	Average Skills Mastered/Week
Reading	468	2.1	439	2.3
Math	459	2.4	427	2.7

The table shows that the SEA objectives were achieved in all four instances with the 1983 level of achievement higher on average than the level attained than the preceding year. Math had a higher attainment level than reading

SOUTH DAKOTA

Reading and math instructional programs were offered, ^{and} across grades 1 through 10 during the regular school terms for Fiscal Years 1982 and 1983. Norm-referenced test data were collected on an annual basis in April 1981, 1982, and 1983. The average score changes across grades 1 through 10 were -1.0 NCEs in reading and about -10.0 NCEs in math for the 17 students reported between 1981 and 1982. Gains between the spring of 1982 and 1983 averaged about 1.0 NCE in Reading and 1.5 NCEs in math for the 22 students reported.

TENNESSEE

Summer and regular school year instructional programs in reading and math were offered to migrant students. The grade levels served were left to the discretion of the LEAs. The programs statewide were evaluated using locally-selected norm-referenced tests and the results reported using locally-selected scales. Thus, there are no SEA aggregations of achievement data for these two years.

TEXAS

Various instructional programs were offered to migrant students. However, evaluation data were only reported by the SEA in reading and math for the regular school term in grades 2 through 12. In Fiscal Year 1982, LEAs evaluated their projects using the TIERS norm-referenced model. Scores were reported by grade for both fall-spring and annual testing cycles.

A summary of the 1982 Fiscal Year results is presented in Table XX. It should be noted that provisions are made for both remedial and enrichment programs (for average and above-average students) in the local schools.

During this reporting period, no distinctions were made between students enrolled in these two diverse programs, so that the data reported by the SEA to ED reflects a collective representation of scores of students in both programs. Additionally, the scores reported in the table represent test data from 94 LEAs operating migrant education programs.

which is 24 percent of the total number of migrant education programs funded in Texas. This is a result of a sampling plan Texas had instituted in 1979 which required only one-third of the LEAs to submit evaluation data each year.

Table XX shows that fall-spring gains were larger than annual gains in both reading and math (no annual data were reported for language arts). Second, math gains were larger than reading gains.

Table XX
Reported NCE Gains in Reading and Math
for Fiscal Year 1982

	Number Tested	Average NCE Gain
<u>Fall-Spring</u>		
Reading	7059	+2.6
Math	5119	+3.6
Language Arts	3906	+2.7
<u>Annual</u>		
Reading	7118	+0.7
Math	2957	+4.4
Language Arts	*	*

* - Not Reported

In Fiscal Year 1983, LEAs submitted percentages of students in grades three, five, and nine who mastered objectives on the Texas Assessment of Public Skills. This information represented status data on the population rather than gains, since the

assessment is conducted only in February and can be interpreted only in light of the LEA's specific objectives. A visual comparison between the data submitted to the SEA in Fiscal Years 1982 and 1983 evidenced an increase in the percentage of students mastering the objectives in all grades for all subject areas assessed: reading, math, and writing.

UTAH

Utah operated only six-week summer migrant programs in reading, math and language arts. Grades kindergarten through 8 were served in Fiscal Year 1982 and kindergarten through grade 10 were served in 1983. The programs were evaluated using an SEA-adopted norm-referenced test on a pre-posttest basis. The test scores were reported as grade equivalents. The state report summarized the data using unweighted means. Table XXI presents the state averages across weighted grade level averages.

Table XXI
Reported Grade Equivalent Gains from Regular
School Year Basic Skill Instruction

	<u>1982</u>		<u>1983</u>	
	Number Tested	Avg. G.E. Gain	Number Tested	Avg. G.E. Gain
Reading	293	+0.2	349	+0.4
Math	293	+0.1	329	+0.2
Language Arts	293	+0.2	279	+0.2

More students were tested in Fiscal Year 1983 and the gains were equal to or higher than those from the previous year. Most of the gain appears to have occurred in the 1983 reading program.

VERMONT

Vermont offered reading instruction only during the regular school year terms in Fiscal Years 1982 and 1983 to migrant children between the ages of 5 through 16, inclusive. Enrichment programs containing no formal evaluation reporting system were provided to children during the summer sessions.

The TIERS norm-referenced model was utilized in evaluating the regular term programs. However, the SEA reports for the two years did not specify the type of testing cycles used. The weighted NCE gains from the test administrations are presented in Table XXII.

Table XXII
Reported NCE Gains in Reading for
Fiscal Years 1982 and 1983

	<u>1982</u>		<u>1983</u>	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
Elementary (5-11 years)	52	+0.1	76	+1.7
Adolescent (12-16 years)	24	+1.7	24	+4.1

In both age groups, greater gains were made in 1983 than in 1982. The adolescent group gains were larger than those of the elementary age migrant children.

VIRGINIA

Instructional programs were offered to migrant children in the subject areas of reading and math in pre-kindergarten through grade 12 in Fiscal Years 1982 and 1983 during both the summer and the regular school terms. An early childhood education program was also provided during the summer of 1983. All programs were evaluated using the Virginia Migrant Education Criterion-Referenced Test of Basic Skills. The regular program was evaluated using a fall-spring testing cycle while the summer programs were tested at the beginning and again at the end of the terms. The results of the evaluation are presented in Table XXIII.

Table XXIII
 Reported Success Rates in Reading and Math from
 Regular School Year and Summer Programs

	1982	1983
<u>Regular School Year</u>		
<u>Reading</u>		
Number Tested	211	125
Number Successful	71	90
Percent Successful	33%	72%
<u>Math</u>		
Number Tested	180	97
Number Successful	52	62
Percent Successful	29%	64%
<u>Summer School</u>		
<u>Reading</u>		
Number Tested	144	68
Number Successful	122	66
Percent Successful	85%	97%
<u>Math</u>		
Number Tested	155	65
Number Successful	117	58
Percent Successful	75%	89%

The prime objective of the programs was that participating children would achieve at least one month of test score gain for

each month of instruction in each subject area as measured by the test. The evaluation, then, consisted of determining the percent of migrant children achieving the objective.

The table shows that for both reading and math, including the summer terms, the percentage of children showing success in meeting the objective was greater in 1983 than in 1982. However, the number of participating students in Fiscal Year 1983 was roughly one-half of that for 1982. Across both years, greater success was evidenced in reading than in math, and the summer programs were more successful in achieving the state goal than were the regular school year programs.

WASHINGTON

Although reading, math, and language arts were offered across several grade levels during both the regular and summer school terms, the only evaluation data reported for the two-year period were test scores for fourth-grade students only. The data were gathered as a part of the statewide annual assessment in the fall of each year, using a common standardized norm-referenced test.

The data summaries, presented in Table XIV, were reported as median percentiles. As can be seen in the table, more migrant students were tested in Fiscal Year 1982 than in 1983. The median percentiles in reading and language arts were lower in 1983 than in 1982, while the reverse was true in math.

Table XXIV
 Reported Median Percentiles of Migrant Children
 Following Basic Skill Instruction

	1982		1983	
	Number Tested	Median Percentile	Number Tested	Median Percentile
Reading	599	34	483	33
Math	602	38	478	40
Language Arts	604	36	481	33

WEST VIRGINIA

Most of the children who participated in the migrant education programs within this state during Fiscal Years 1982 and 1983 were Currently Migrant and were in the state for very short periods of time in the summer and early fall. Consequently, the SEA did not require LEAs to submit achievement evaluation reports.

Instead, LEAs used locally-developed and standardized norm-referenced tests of their choice to assess individual projects. The SEA evaluated projects through on-site reviews and end-of-project written summaries.

WISCONSIN

Wisconsin provided instructional services to migrant students in reading, math, and oral language in pre-kindergarten through grade 12 during both the regular and summer terms. The programs were evaluated through a variety of instruments ranging from

norm-referenced standardized tests, criterion-referenced tests, and locally-constructed tests to teacher checklists.

The state reported achievement in terms of the numbers and percentages of students who attained at least one month of academic growth as measured by the criterion-referenced tests for each month of instruction. How this standard was determined is not outlined in the report, however. The results reported are presented in Table XXV.

Table XXV
Reported Success Rates in Basic Skill Instruction
^{for}~~from~~ Regular School Year and Summer Programs

	<u>1982</u>		<u>1983</u>	
	Number Tested	Percent Successful	Number Tested	Percent Successful
	<u>Regular School Year</u>			
Reading	665	86%	674	90%
Math	590	81%	466	83%
Language Arts	359	89%	531	97%
	<u>Summer Program</u>			
Reading	1174	81%	1159	68%
Math	1179	78%	997	75%
Language Arts	876	82%	997	72%

One can easily see that the summer terms served larger numbers of migrant students than the regular school term programs, but they had lower percentages of students who achieved

the desired standard of academic growth. The regular school program success rates for Fiscal Year 1983 exceeded those of 1982 term, but the reverse was true for the summer programs.

WYOMING

Summer programs in reading, language arts and math for migrant children between the ages of 5 through 17, inclusive, were offered during Fiscal Years 1982 and 1983. No regular school programs were presented during that time. The summer programs were evaluated by LEAs using an objectives-based approach, which data were generated by interviews with parents and program directors, by staff questionnaires, analysis of video tapes of learning situations, and local classroom tests.

On the basis of these evaluation approaches, individual student data in terms of skill acquisitions were recorded locally using MSRTS skill codes. Local evaluators then aggregated the data into age band groupings (5 through 9 and 10 through 17) and compared the total number of students in each band to the total number of skills acquired by that group. These ratios were converted to average ratios which were then compared to the average number of days attended by each group. No state summary achievement data were reported by the SEA.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991