

# UTAH MIGRANT EDUCATION PROGRAM

## *SERVICE DELIVERY PLAN*

*June 2015*

Prepared By  
Educational Research & Training Corporation



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#### **Introduction**

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

#### **Needs Assessment**

The Service Delivery Plan is based on the comprehensive needs assessment which each state is required by the U. S. Office of Migrant Education to implement regularly to insure that local migrant education programs are targeting the critical needs of eligible students. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative

and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The Utah CNA Committee was established in May of 2005 and has continued to meet over the past ten years, to review data, and to make recommendations to guide the process. The concern statements identified by the CNA Committee, which were revised for the current needs assessment, are as follows:

1. We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.
2. We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.
3. We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

These concern statements were used to guide the CNA process. The U.S. Office of Migrant Education also requires that all states investigate the needs of pre-school migrant students to insure that all children have basic readiness for school. If the needs of pre-school aged children are being met across the state it is not required that pre-school be targeted in the service delivery plan.

Following the development of the concern statements, ERTC staff worked with the committee to create an effective process to investigate each of the concerns. ERTC designed the data collection strategies and processes for the CNA and collected data from all Utah migrant programs. The following provides an overview of the results for the 2014-2015 program year which were used by the committee to identify the measurable outcomes and performance targets for the service delivery plan.

## Summary of Needs Assessment Results:

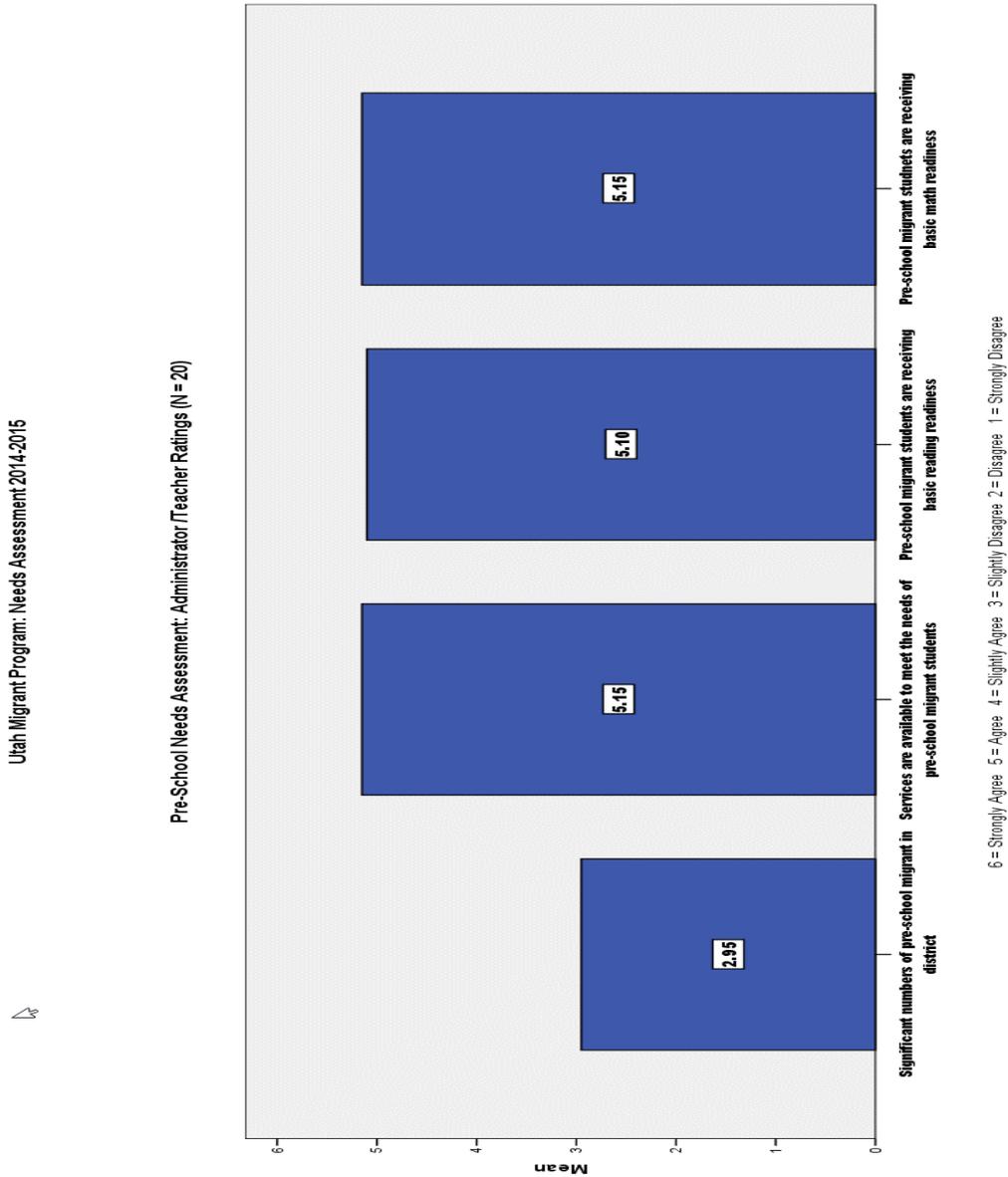
1. The overall assessment of needs in relation to concern statement 1 (We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.) indicated that the need to increase literacy skills in general is the highest overarching need for Utah migrant students of all. Priority for service students were significantly lower overall on both state assessment scores and teacher ratings. **Highest needs in language arts for PFS students identified in the data were: Standard 8: Evaluate the argument and claims in text; Standard 4: Interpret words and phrases; Standard 5: Analyze sentence and paragraph structure; and Standard 9: Analyze two or more texts and compare.** This is confirmed by the administrator teacher survey which also identified vocabulary and comprehension as the key needs for migrant students. Finally the lack of English language proficiency is significantly impacting language arts achievement.

2. The overall assessment of needs in relation to concern statement 2 (We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics) indicated that the need to increase math skills in general is the second highest overarching need for Utah migrant students. Priority for service students were significantly lower overall on both state assessment scores and teacher ratings in math. **Highest needs in mathematics for PFS students identified in the data were: Standard 3: Construct viable math arguments; Standard 8: Look for regularity in repeated reasoning; Standard 2: Reason abstractly and quantitatively; and Standard 7: Discern patterns and structures** This is confirmed by the administrator teacher survey which also identified number sense and patterns, functions and algebra as the key needs for migrant students. Finally the lack of English language proficiency is significantly impacting math achievement.

3. The overall assessment of needs in relation to concern statement 3 (We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language) indicated the lack of English language proficiency is significantly impacting achievement in both reading and math at all grade levels. For ELL students the highest areas of need in language arts and math are similar to the skill areas identified for students at-risk academically as cited in 1 and 2 above.

4. The investigation into the needs of pre-school aged migrant students was completed using a teacher-administrator survey and input from parents at the state PAC meeting. The survey was administered to administrators and staff from each of the Utah local migrant programs. The survey was completed by 20 respondents from twelve local migrant programs. The following graph indicates how administrators and staff rated the

pre-school readiness and available services across the state. Ratings were based on a 6 point rubric (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, Disagree, 1 =Strongly Disagree).



Administrators and staff agreed that services to meet the needs of pre-school aged migrant students are available in all local programs across the state. In particular staff agreed that reading readiness and math readiness instruction is being provided to pre-school aged migrant students in all districts. Sources of pre-school related services

include Head Start, Migrant Head Start, district pre-school programs, OCAP, regular home visits to migrant families from district para-professionals, and summer migrant school. Parents were also surveyed through a meeting of the state PAC in Provo on May 19, 2015. All six parents at the PAC meeting agreed that pre-school services were being provided to their children to prepare them for school. The investigation into the needs of pre-school aged migrant students in Utah showed that overall local programs are meeting the needs of young children to prepare them for school.

**Revised Performance Targets:** The Utah performance targets are based on the state performance indicators for all students as well as the current results from the comprehensive needs assessment. Utah submitted an ESEA Flexibility Request on 5-29-2012 which was approved by the UDOE. The following text and charts are taken directly from the Utah Flexibility Waiver:

“Annual Measureable Objectives (AMOs) will be based on the percent of students achieving proficiency on the states Criterion-Referenced Tests (CRTs) separately in English language arts and mathematics. AMO targets are set for each school and subgroup in annual equal increments toward goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. The trajectory starts with the proficiency rates for 2010-11 academic year and will be reported in the school report card”

The Utah Adequate Yearly Progress Indicators for all students and all sub-groups statewide are as follows:

Table 1: Language Arts Grades 3-8: State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	81	82	64	60	85	63	73	70	51	54
2012	83	84	67	63	86	66	75	73	55	58
2013	84	85	70	67	88	69	78	78	59	62
2014	86	87	73	70	89	72	80	78	63	66
2015	87	88	76	73	90	75	82	80	67	69
2016	89	79	79	77	91	78	84	83	71	73
2017	91	91	82	80	93	82	87	85	76	77
Goal:	91	91	82	80	93	82	87	85	76	77

Table 2: Mathematics Grades 3-8 State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	76	79	52	52	81	55	66	65	45	49
2012	79	81	56	52	83	59	69	68	50	53
2013	80	83	60	56	84	63	72	71	54	58
2014	82	84	64	60	86	66	75	74	59	62
2015	84	86	68	64	87	70	77	77	63	66
2016	86	88	72	72	89	74	80	80	68	70
2017	88	90	76	76	91	78	83	83	73	75
Goal:	88	90	76	76	91	78	83	83	73	75

The performance targets were revised to match the statewide goals set for students in the LEP sub group which most closely matches migrant student needs based on the comprehensive needs assessment.

***Performance Target #1 Language Arts Achievement:*** By the 2017-2018 academic year 76 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.

***Performance Target #2 Math Achievement:*** By the 2017-2018 academic year 76 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

***Performance Target #3 English Language Acquisition:*** By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA to English language fluency (scoring = P, E, I, A, F\*)

- P = Pre-emergent, E = Emergent, I = Intermediate, A = Advanced, F = Fluent.

### **Measurable Program Outcomes**

The Office of Migrant Education requires: “The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State’s performance targets.” The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment

***Measurable Outcome #1 Writing Achievement:*** Sixty-seven percent of priority for service (PFS) students targeted for writing instruction will demonstrate proficiency in writing skills from the Utah State Content Standards based on assessment scores and/or teacher ratings of student performance.

***Measurable Outcome #2 Reading Comprehension:*** Sixty-seven percent of priority for service (PFS) students targeted for instruction in reading comprehension will demonstrate proficiency in comprehension from the Utah State Content Standards based on assessment scores and/or teacher ratings of student performance.

***Measurable Outcome #3 Measurement Concepts in Mathematics:*** Sixty-three percent of all priority for service (PFS) students enrolled in math courses K-8 in Utah migrant programs will demonstrate proficiency in measurement concepts in math based on assessment scores and/or teacher ratings.

***Measurable Outcome #4 Algebraic Concepts in Mathematics:*** Sixty-three percent of all priority for service (PFS) students enrolled in algebra courses in Utah migrant programs will demonstrate proficiency in algebraic concepts based on assessment scores and/or teacher ratings.

***Measurable Outcome #5 English Language Acquisition Staff Development:*** Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

***Measurable Outcome #5 English Language Acquisition:*** Eighty percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA toward English language fluency by .50 (scoring = P, E, I, A, F\*).

## **Service Delivery Recommendations for Local Migrant Programs**

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery.

***Recommendation 1:*** Incorporate tutoring and small group instruction in reading and math for migrant students into regular academic year classrooms, summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

***Recommendation 2:*** Utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET).

***Recommendation 3:*** Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

***Recommendation 4:*** Utilize bilingual and bicultural staff whenever possible for instruction.

***Recommendation 5:*** Target writing and reading comprehension for migrant students

***Recommendation 6:*** Target measurement and algebraic concepts in math.

***Recommendation 7:*** Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET).

***Recommendation 8:*** Implement ESL and cultural awareness training for all teachers and staff working with migrant students.

## **Evaluation**

The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in Utah is based upon a continuous improvement model. The steps in the process include the following:

1. Identify the needs of migrant students in language arts and math as well as barriers to English language proficiency.
2. Create performance targets and measurable outcomes and a service delivery plan designed to meet the needs of migrant students in language arts, math and overcoming the barriers to English language.
3. Implement the service delivery plan statewide including strategies designed to facilitate the achievement of the measurable outcomes and to achieve the performance targets. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
4. Evaluate the impact of the service delivery strategies on language arts achievement, math achievement, and removing barriers to English language proficiency both formatively and summatively.

The external evaluator, Educational Research & Training Corporation (ERTC), will be used to provide an objective, third-party, researched-based evaluation of the service delivery plan. Both formative and summative evaluation will be implemented. Formative evaluation will include an investigation into the implementation of the service delivery plan. Specifically, districts will be surveyed to ascertain exactly which strategies they implemented to meet the measurable outcomes and performance targets, what materials they used, which students they targeted, and to what extent were the strategies used. The evaluation will also include onsite visits to a sample of Utah migrant programs to assess the effectiveness of implementation and to identify needs and/or additional modifications. In addition, the evaluation will identify local programs that are providing particularly effective services toward meeting the needs of students in order to share best practice with all programs statewide.

The summative evaluation will include two types of data: quantitative and qualitative. The purpose of the summative evaluation is to assess the actual impact on students of the service delivery plan and strategies. Quantitative data will be collected using a variety of methods including data collected on individual student performance in relation to the targeting reading and math skills as well as English language proficiency. The data collected will include state assessment scores from the current year and the previous year for comparison, teacher ratings comparing progress from one year to the next, UALPA scores to measure English language proficiency, as well as other data from pre- and post-assessments (if available) targeting reading skills and math skills. The qualitative data

will include migrant teachers and administrators surveys regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets. The qualitative data will also include onsite interviews of a sample of local migrant programs. These onsite interviews will target administrators, teachers, parents, and students. Each of the groups of stakeholders will be asked open-ended questions using a structured interview format regarding the impact of the program on reading, math, English language proficiency, and overcoming the barriers to high school graduation.

ERTC will compile and analyze the results of the evaluation and present the findings to the Utah Comprehensive Needs Assessment/Service Delivery Committee. The results will be used to identify and expand successful practices as well as to target program weaknesses and continuing needs for modification. The committee will make recommendations toward improved service delivery which will be included in a final evaluation report of the effectiveness of the service delivery plan to the State Director of Migrant Education. This report will be completed by Education Research & Training Corporation. The final report will be submitted to the Utah Director of Migrant Education by **November 30, 2015**.