

UTAH

*MIGRANT EDUCATION EVALUATION
REPORT 2017-2018*

March 2018

Prepared by

Educational Research & Training Corporation

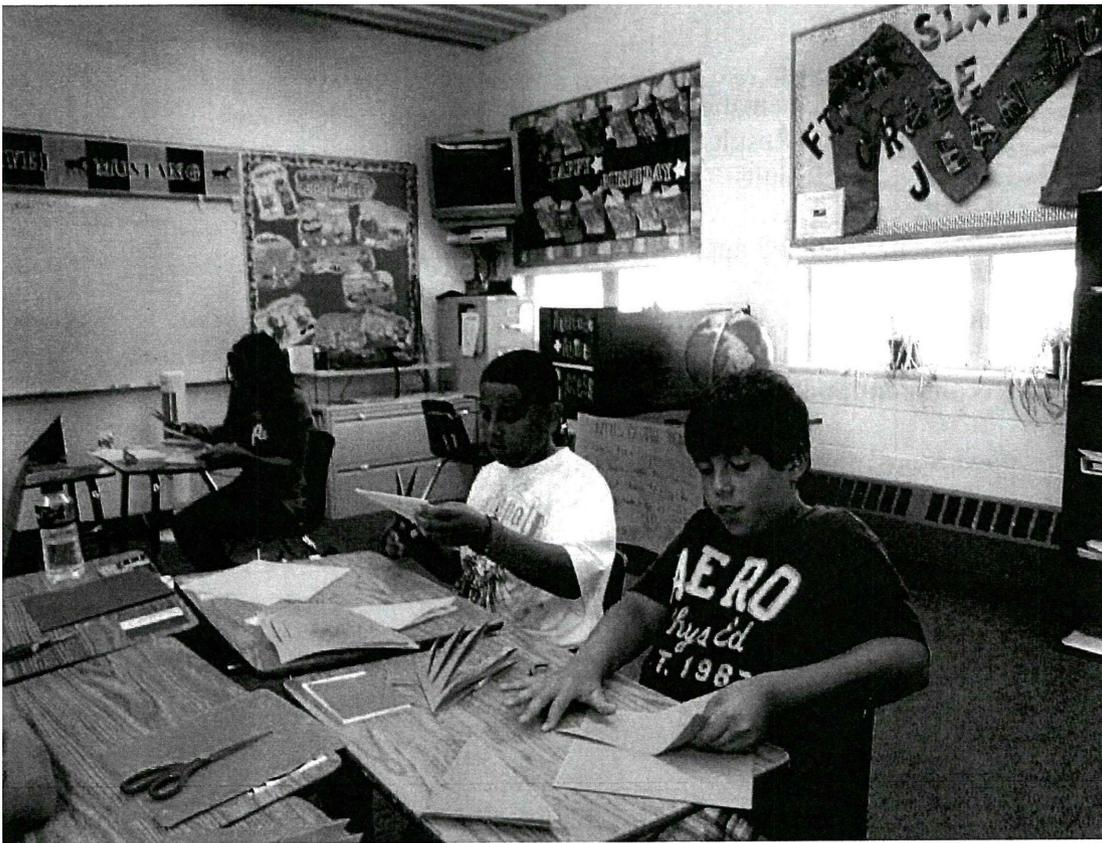


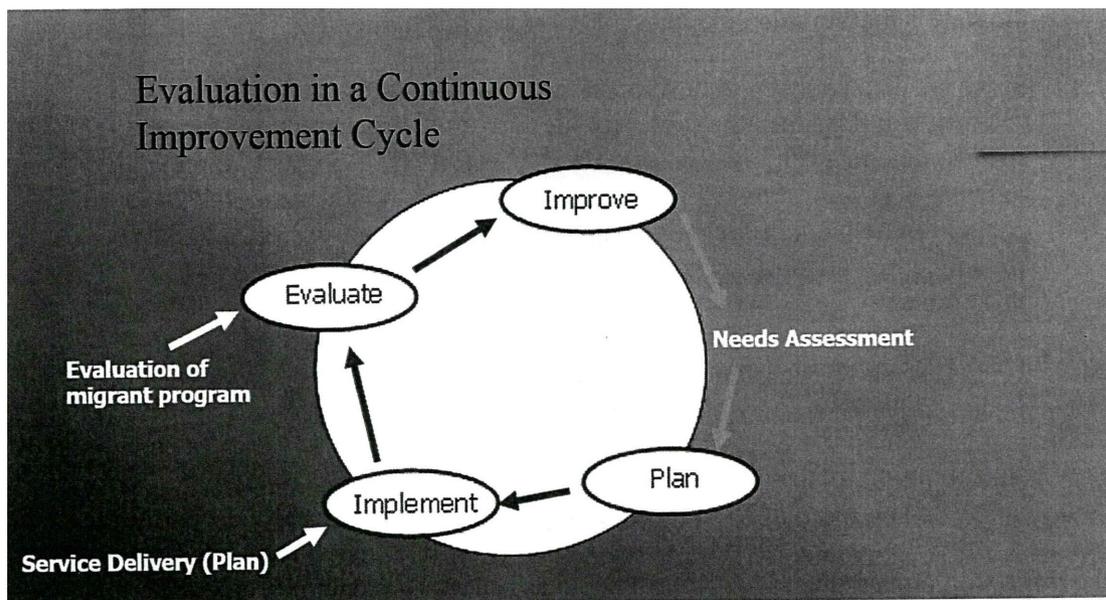
TABLE OF CONTENTS

1. Purpose of Evaluation	3
2. Needs Assessment	4
Comprehensive Needs Assessment Concern Statements CNA Results	
3. Service Delivery Model	6
Utah Statewide Student Performance Indicators Utah Performance Targets Measurable Program Objectives Recommended Strategies	
4. Evaluation Process	10
5. Evaluation Results	11
Fidelity of Implementation.....	11
State Assessment Results For Migrant Students.....	15
Language Arts Results	19
Math Results.....	25
Facilitating English Language Proficiency Results.....	33
6. Conclusions	35
7. Recommendations	36
8. Next Steps: Program Improvements Based on Results	36
Appendix A - Evaluation Data Collection Forms and Surveys Appendix B – Statistics	

UTAH MIGRANT EDUCATION PROGRAM EVALUATION REPORT 2018

1. Purpose of the Evaluation

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. The state plan for service delivery describes the strategies the State Education Agency (SEA) will pursue on a statewide basis to help migrant children achieve a set of performance targets and measurable outcomes based on student needs data. The SEA's comprehensive plan for service delivery is the basis for the use of all MEP funds for local programs.



This continuous improvement model incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, then targeting services based on those needs to meet the performance targets and measurable outcomes. The final step is to evaluate the impact of services to measure the impact.

This report is the summary of the program evaluation of the Utah Service Delivery for 2017.

2. Comprehensive Needs Assessment

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., 40 percent of migrant students are not proficient in reading, or 35 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.

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. 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.

Concern Statements

The CNA committee met on October 18, 2016 in Salt Lake City, Utah to review and revise the concern statements for the comprehensive needs assessment. These concerns statements were also reviewed and approved by migrant parents at the PAC meeting on October 17th, 2016 at Nebo School District. The concern statements identified by the CNA Committee 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.

CNA 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 7: Integrate and evaluate content in text; Standard 6: Assess point of view and purpose in text; 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.

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 2: Reason abstractly and quantitatively; Standard 6: Calculate accurately and efficiently; and Standard 4: Model math in everyday life.** 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.

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 a significant issue 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 in Utah showed that overall local programs are meeting the needs of young children to prepare them for school.

3. Service Delivery Model

The Office of Migrant Education requires that the service delivery plan "must describe the SEA strategies for achieving the performance targets and measurable outcomes." The guidance also indicates that the state's service delivery strategy must address the unique needs of migrant students as part of the service delivery strategy.

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 Measurable 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	75	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	90	79	77	91	78	84	83	71	73
2016	89	90	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	78	81	56	56	83	59	69	68	50	53
2013	80	83	60	60	84	63	72	71	54	58
2014	82	84	64	64	86	66	75	74	59	62
2015	84	86	68	68	87	70	77	77	63	66
2016	86	88	72	72	89	74	80	80	68	70
2016	86	88	72	72	89	74	80	80	68	70
2017	88	90	76	76	91	78	83	83	73	75
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 subgroup 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 73 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 WIDA by at least .5 toward English language fluency.

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 Evaluate Claims in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.

Measurable Outcome #2 Integrate and Evaluate Content in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.

Measurable Outcome #3 Assess Point of View in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.

Measurable Outcome #4 Construct Viable Math Arguments: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.

Measurable Outcome #5 Reason Abstractly and Quantifiably: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.

Measurable Outcome #6 Calculate Accurately and Efficiently: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.

Measurable Outcome #7 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 #8 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 WIDA toward English language fluency by at least .50

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 reading instruction in Standard 8: Evaluate the argument and claims in text; Standard 7: Integrate and evaluate content in text; and Standard 6: Assess point of view and purpose in text for priority for service migrant students

Recommendation 6: Target math instruction in Standard 3: Construct viable math arguments; Standard 2: Reason abstractly and quantitatively; and Standard 6: Calculate accurately and efficiently for priority for service migrant students.

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 from the Migrant Literacy NET).

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

4. Evaluation Process

The evaluation of the Utah migrant program was designed to be completed through the collection of and analysis of data using a wide variety of formative and summative strategies. Educational Research and Training of Colorado was the external evaluator. The following data collection instruments, sources and strategies were incorporated:

- A.** Fidelity of Implementation Survey - Completed by teachers and administrators for all migrant districts.
- B.** State assessment scores in language arts and math - These are required through the GPRA act for growth comparisons for all students. It is important to note that in Utah (as in most states) only a minority percentage of migrant students take the state test and even fewer take the state test two years in a row in order to facilitate growth comparisons. Furthermore, Utah has recently implemented a new state assessment which does not calibrate to the previous state assessment therefore comparisons are limited.
- C.** Teacher ratings of student proficiency in the Utah content standards in reading and math. These ratings are based on the same rubric score provided by the state assessment (4 = Advanced, 3 = Proficient, 2 = Below Basic, 1 = Far Below Basic).
- D.** Student scores on the Utah English language proficiency assessment (WIDA/ACCESS).
- E.** Administrator/Teacher Survey of Migrant Program Effectiveness - Completed by teachers and administrators in all Utah migrant programs.
- F.** Parent Evaluation Survey of program effectiveness - Completed by parents in all migrant programs.

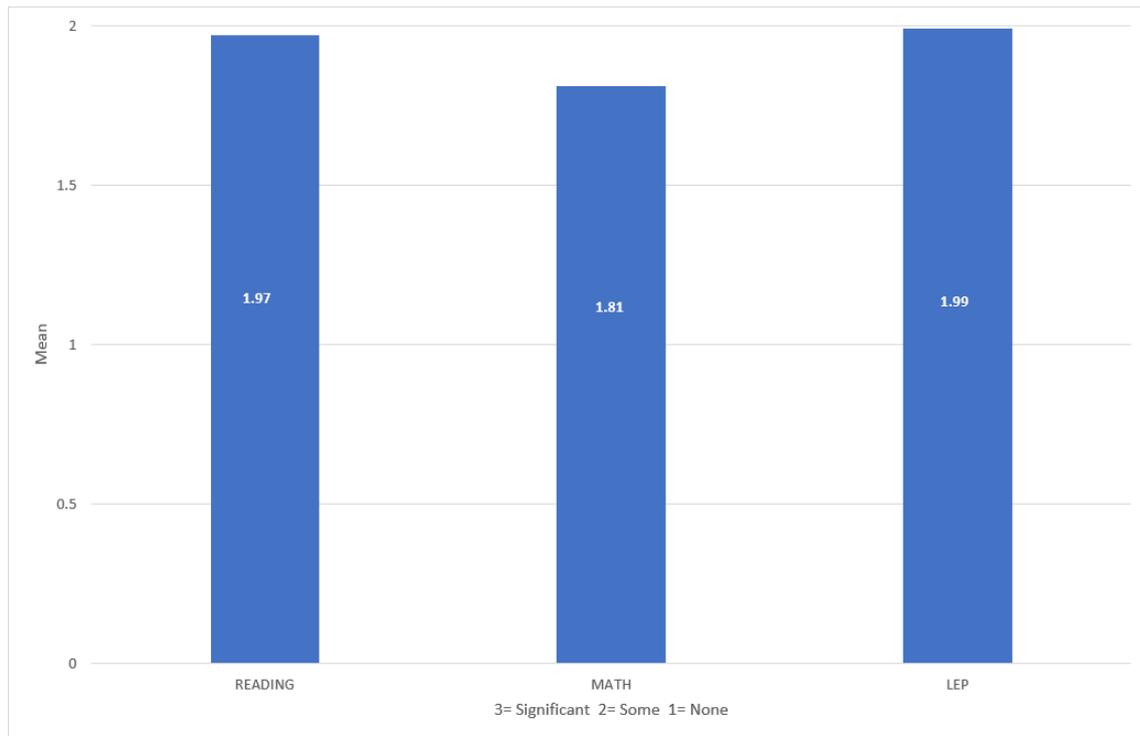
Copies of the data collection and survey formats are attached in Appendix A. Migrant staff from each Utah migrant program disseminated the surveys to administrators and teachers of migrant students and migrant parents. All data collected was forwarded to ERTC for analysis.

6. Results of the Evaluation

Fidelity of Implementation

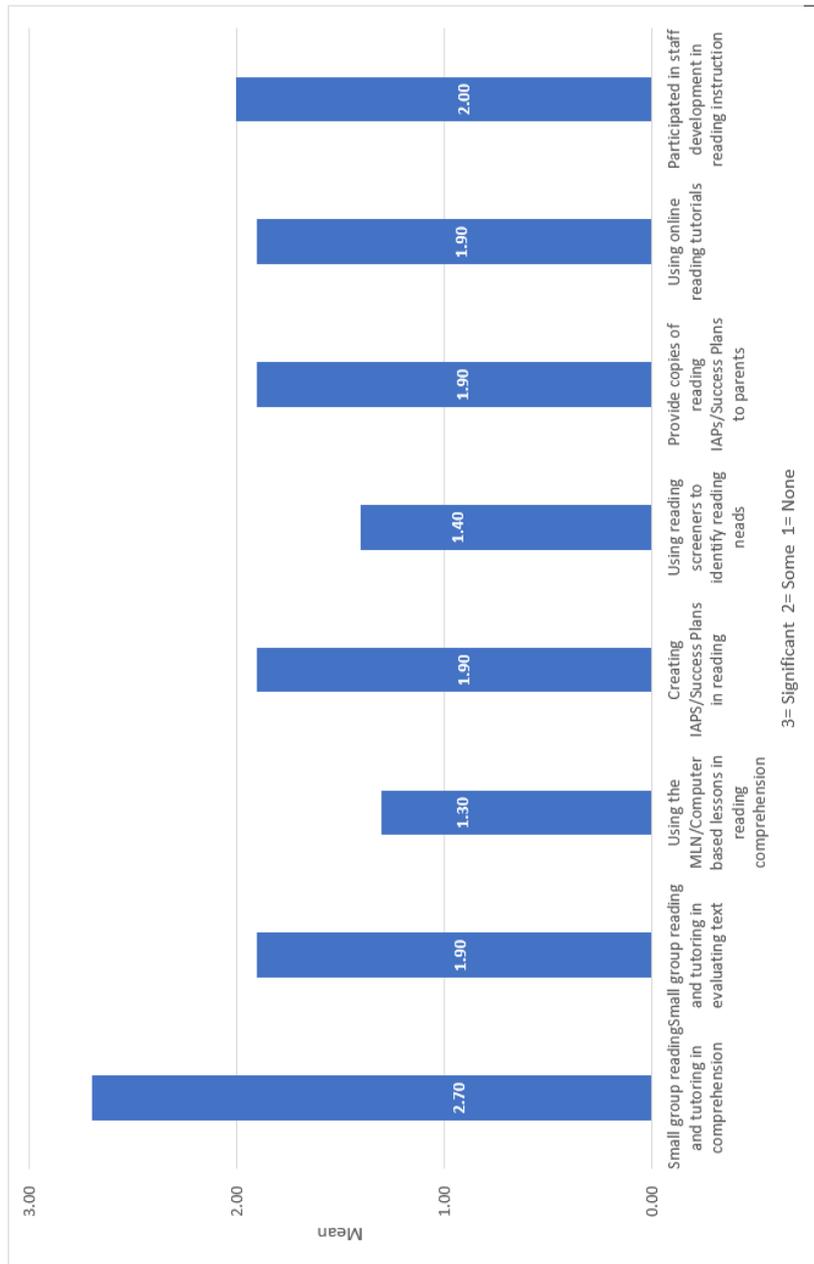
A fidelity of implementation of services survey, based on the recommended strategies to meet the measurable program objectives (MPOs), was completed by 10 administrators and teachers of migrant students across seven Utah migrant programs. This survey asked administrators to indicate which services have been provided to migrant students and to what degree. Services were rated by migrant staff in regard to the degree of implementation (i.e. 3 = significant implementation, 2 = some implementation, 1 = N/A - no service was provided). The MPOs targeted services in reading, math, and English language proficiency. The following chart indicates a mean of the degree of implementation of overall services related to each of the performance targets.

**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels to Achieve Performance Targets**



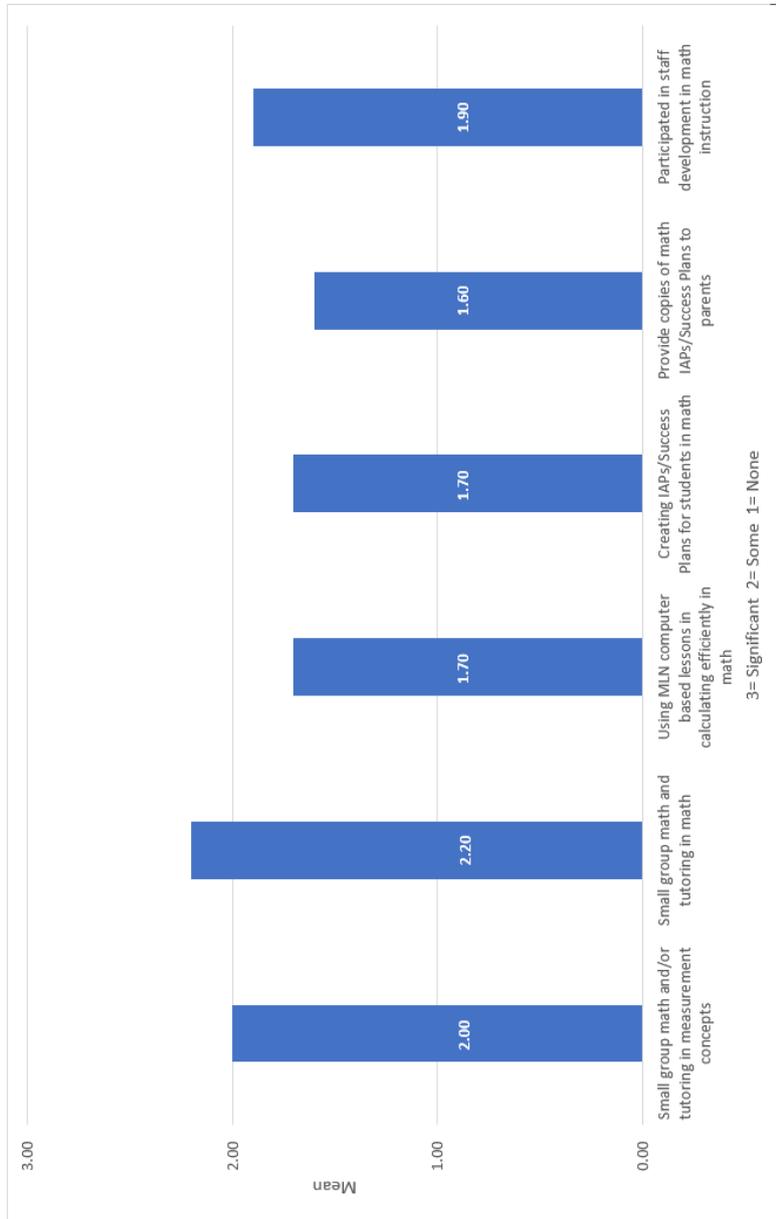
The data was also broken down to identify the level of implementation in each of the targets of the Utah migrant programs. The following provides data on the level of implementation of reading strategies.

**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: Reading Levels**



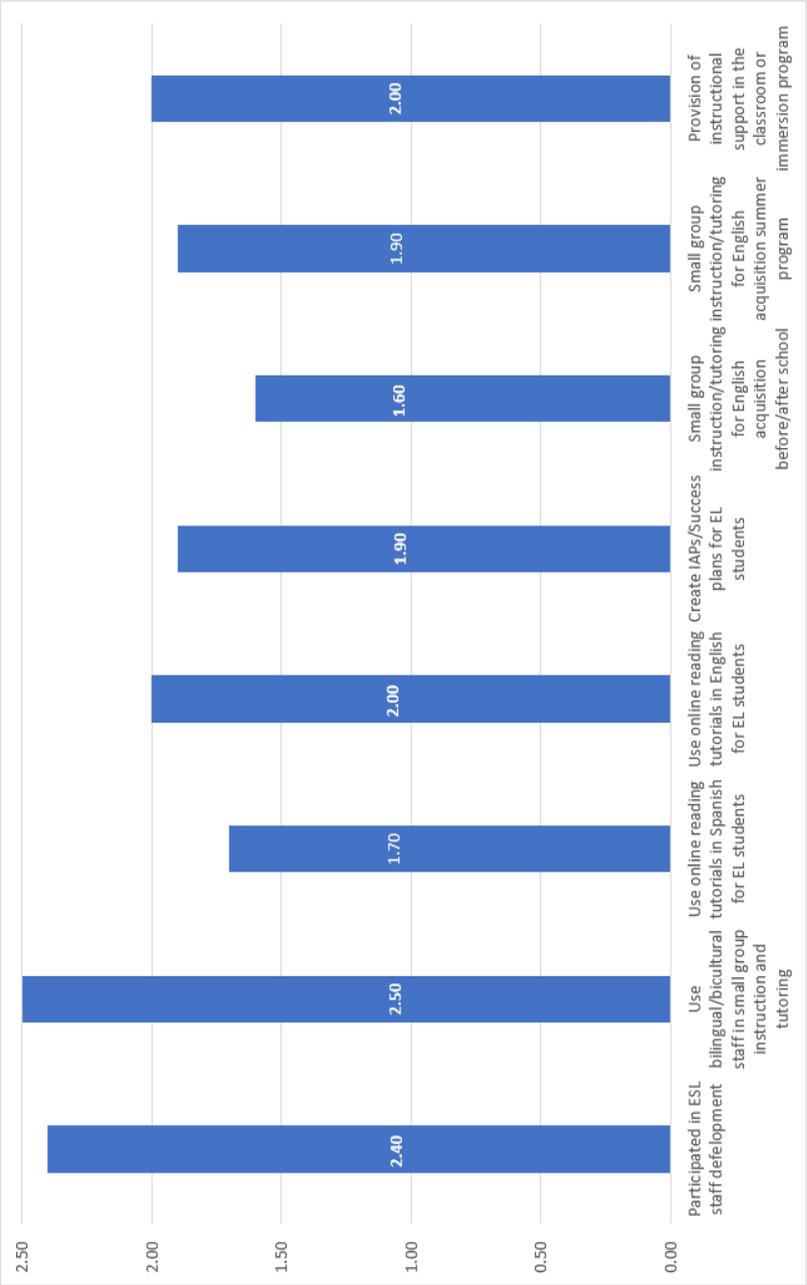
The following provides data on the level of implementation of math strategies.

**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: Math Services**



The following provides data on the level of implementation of strategies to teach English to EL migrant students.

Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: EL Services



State Assessment Results for Migrant Students

Utah implemented a new state assessment system in 2015 entitled SAGE. Only 38% of Utah migrant students took the state assessment in reading and math in 2017 in Utah.

The rubric score on the state assessment is: 4 = advanced, 3 = proficient, 2 = below basic, and 1 = far below basic. The graphs on the following pages compare state assessment scores for the migrant students who took the state assessment in language arts and math in 2017.

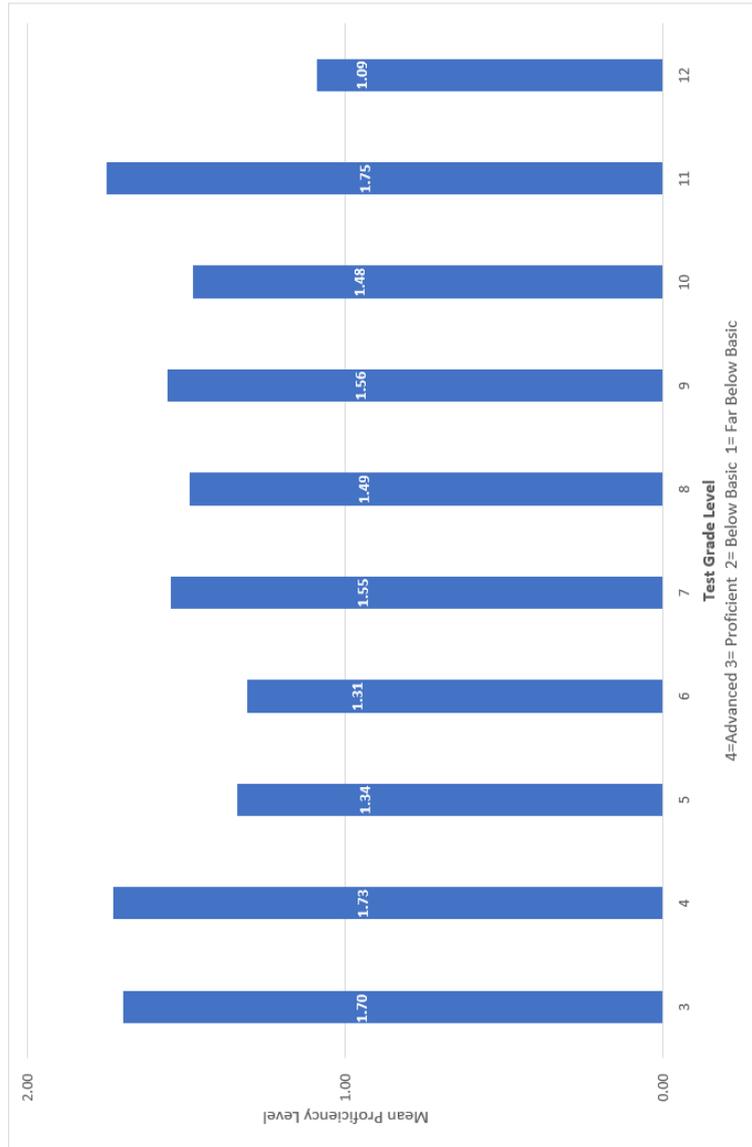
CRT Performance in Relation to Performance Targets

<i>CRT Assessment</i>	<i>Number Completing the Assessment</i>	<i>Students proficient 2015</i>	<i>Performance target goal by 2018</i>
Language Arts	336	45 (13.4%)	76%
Mathematics	336	49 (14.6%)	73%

The new Utah state assessment (SAGE) in language arts and mathematics tests students - grades 3 through 12. It is important to note that less than 50% (on the average) of eligible Utah migrant students take the state assessment in either language arts or mathematics. There is no other statewide assessment of reading and math across all districts, therefore, teachers are asked to rate student proficiency in reading and math skills for all migrant students for all grades. These teacher ratings have been shown to correlate with state assessment scores for both reading and math at the .001 level of significance, It is also important to note that this evaluation includes not only required information for the U.S. Office of Migrant Education but information the state is interested in collecting regarding the effectiveness of the migrant program.

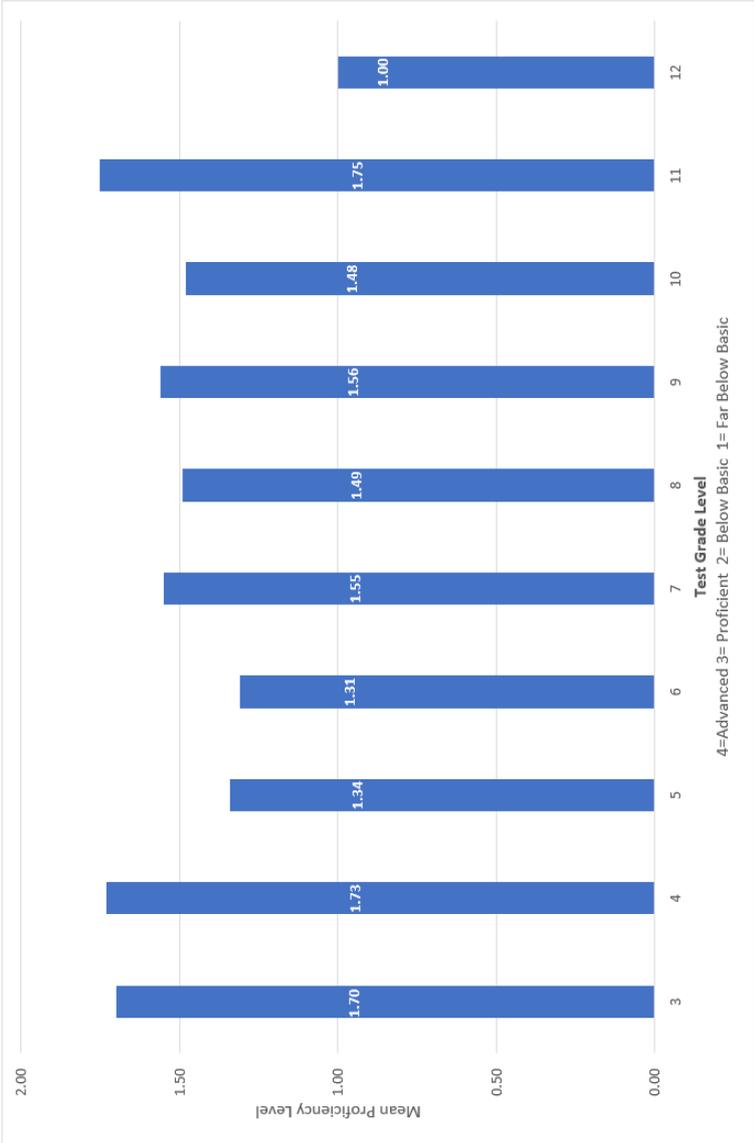
State assessment scores means for migrant students in 2017 in language arts by grade level are as follows:

**Utah Migrant Education Program: Evaluation 2017-0218
State Assessment Scores by Grade Level: Language Arts 2017 (N=336)**



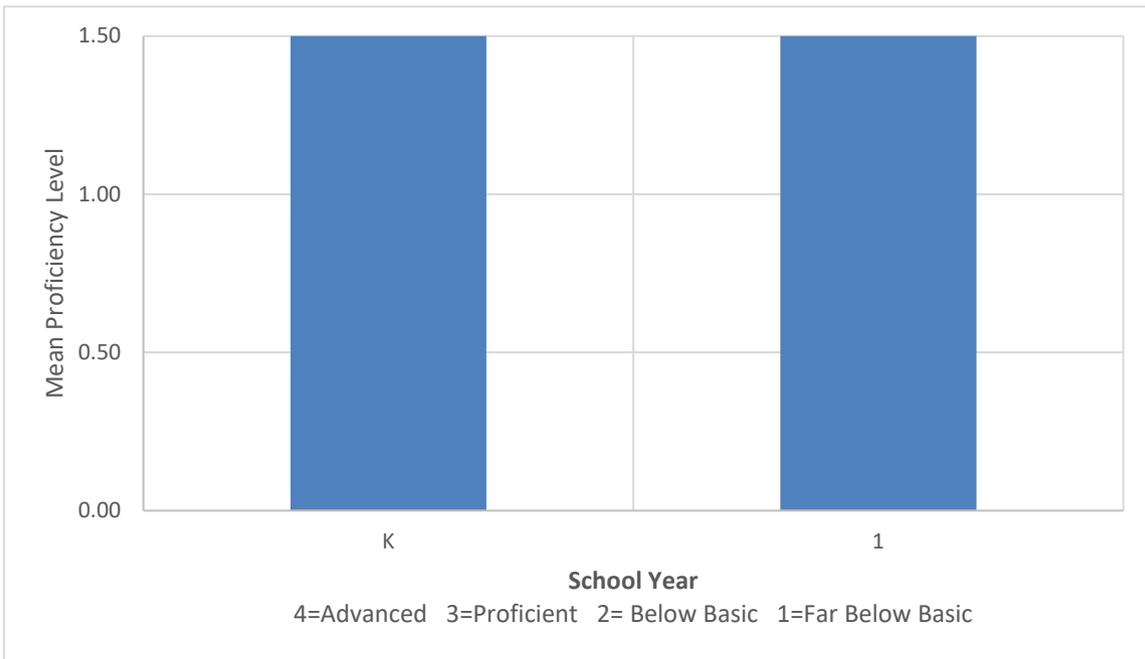
State assessment scores means for migrant students in 2017 in math by grade level are as follows:

**Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores By Grade Level 2017: Math (N=336)**

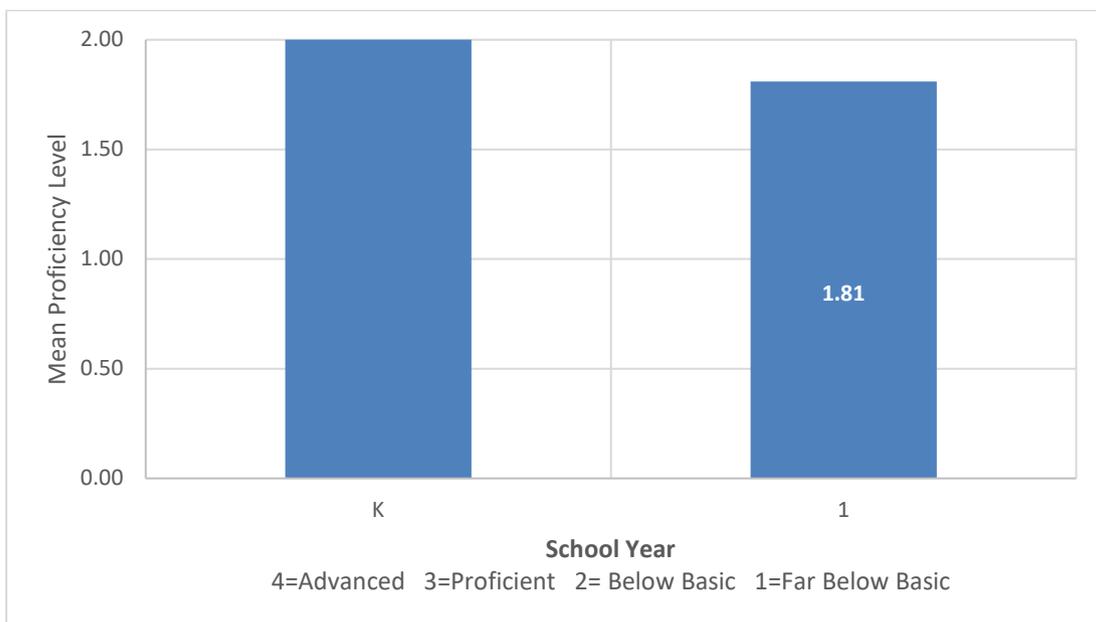


Comparisons between mean scores on the state assessment between 2016 and 2017 show a .01 percent gain for language arts and .09 percent gain in math in 2017.

Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores Comparison: Language Arts 2016-2017 (N=297)



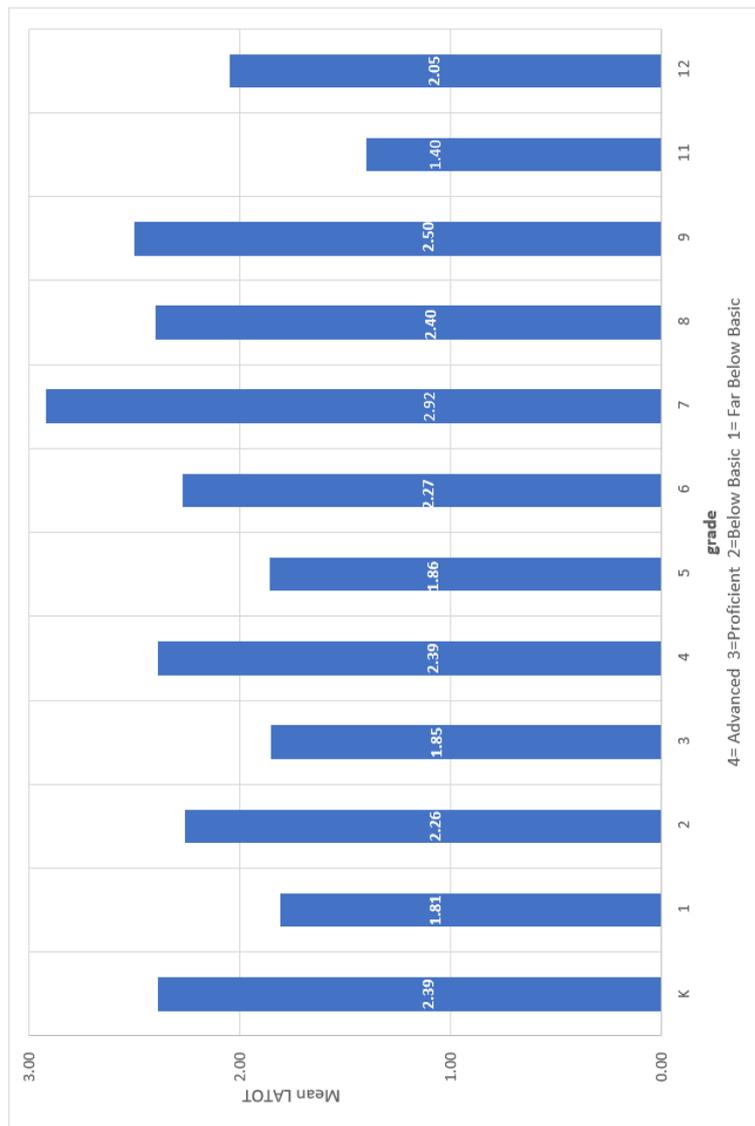
Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores Comparison: Math 2016-2017 (N=312)



Language Arts: Achieving Performance Targets

Because only a minority of all migrant students took the state assessment, teachers were asked to rate all migrant students on reading/language arts proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient, 2 = Below Basic, 1 = Far Below Basic). Teachers were trained by the evaluators to use the ratings. One hundred forty-one students were rated from the total state migrant population for 2017 in language arts. Of the 141 students, 20 had teacher ratings of proficient or above (14.2%).

**Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency By Grade Level**



Teachers rated 97 priority for service students in language arts. The following chart shows average ratings of proficiency and gains between 2015 and 2017 for **PFS** students rated in the evaluation. There were substantial gains in proficiency across all but 1 grade level (3rd).

Teacher Ratings of Language Arts Proficiency By Grade: PFS Students

Grade level	2015	2017	Impact
K	1.35	2.38	+1.03
1	1.68	2.05	+.37
2	1.69	2.47	+.78
3	1.77	1.77	0
4	2.03	2.54	+.51
5	1.35	2.13	+.78
6	1.77	2.34	+.57
7	1.77	2.94	+.16
8	1.35	2.75	+1.17
9	1.93	2.50	+.57

There were 40 administrators and teachers that responded to the evaluation survey in regard to language arts instruction. Ninety-two percent *strongly agreed* or *agreed* that the migrant program was effective in assisting migrant students toward reading proficiency. Eighty percent of teachers and administrators also *agreed* or *strongly agreed* that the migrant program was effective in assisting migrant students toward writing proficiency.

Migrant program is effective at facilitating proficiency in reading comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	7.5	7.5	7.5
	5	15	37.5	37.5	45.0
	6	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

Migrant program is effective at facilitating proficiency in writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.0	5.1	5.1
	4	5	12.5	12.8	17.9
	5	8	20.0	20.5	38.5
	6	24	60.0	61.5	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

There were 48 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in language arts (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). Ninety-two percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in reading. Ninety percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in writing.

Migrant program helped my children to become better readers

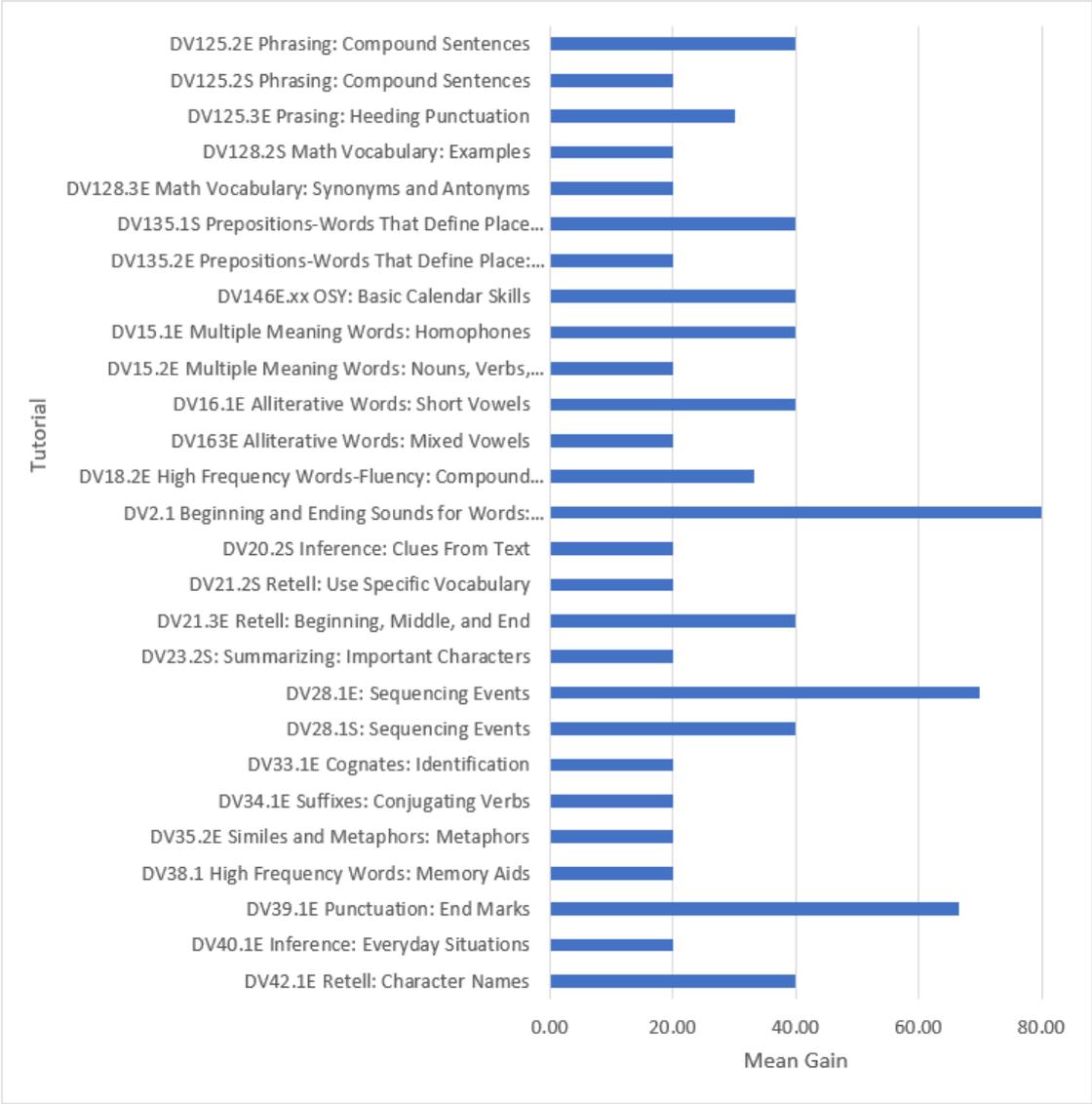
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.1	2.2	2.2
	4	1	2.1	2.2	4.3
	5	9	18.8	19.6	23.9
	6	35	72.9	76.1	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

Migrant program helped my children to become better writers

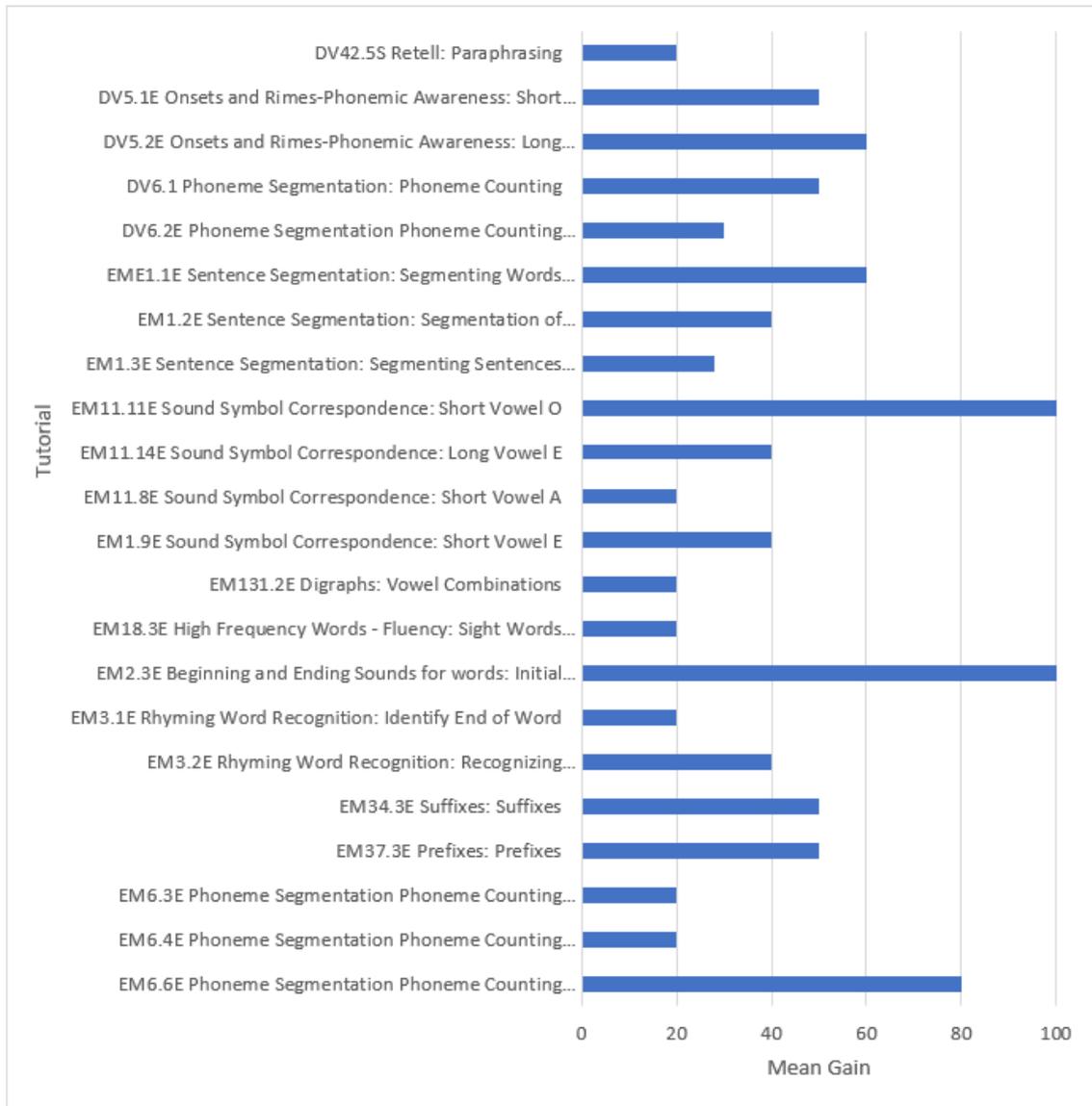
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	6.3	6.5	6.5
	5	10	20.8	21.7	28.3
	6	33	68.8	71.7	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

There were also significant gains on 49 different discreet language arts skills for Utah migrant students as evidenced by the pre-test post-test scores from the completion of a large number of online reading instructional tutorials on the Migrant Literacy NET. Students averaged a 38.9% gain across all of these language arts skills

Utah Migrant Education Program: Evaluation 2018
Reading Skills Gains: Migrant Literacy NET Tutorials: 2018



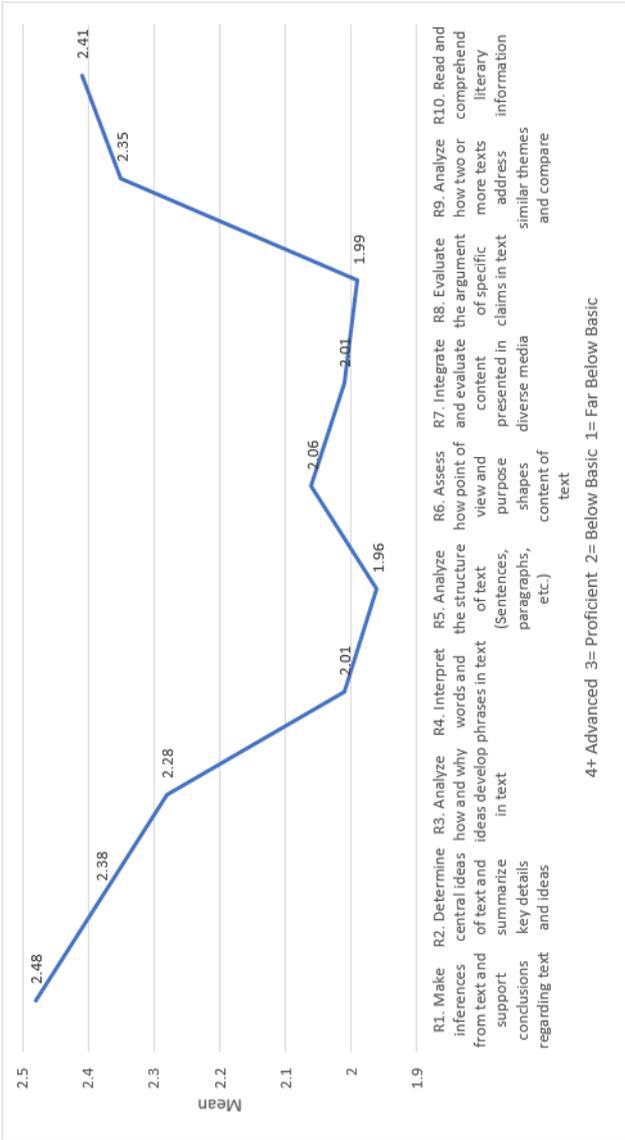
Utah Migrant Education Program: Evaluation 2018
Reading Skills Gains: Migrant Literacy NET Tutorials: 2018 (PAGE 2)



Achieving MPOs related to reading/ language arts:

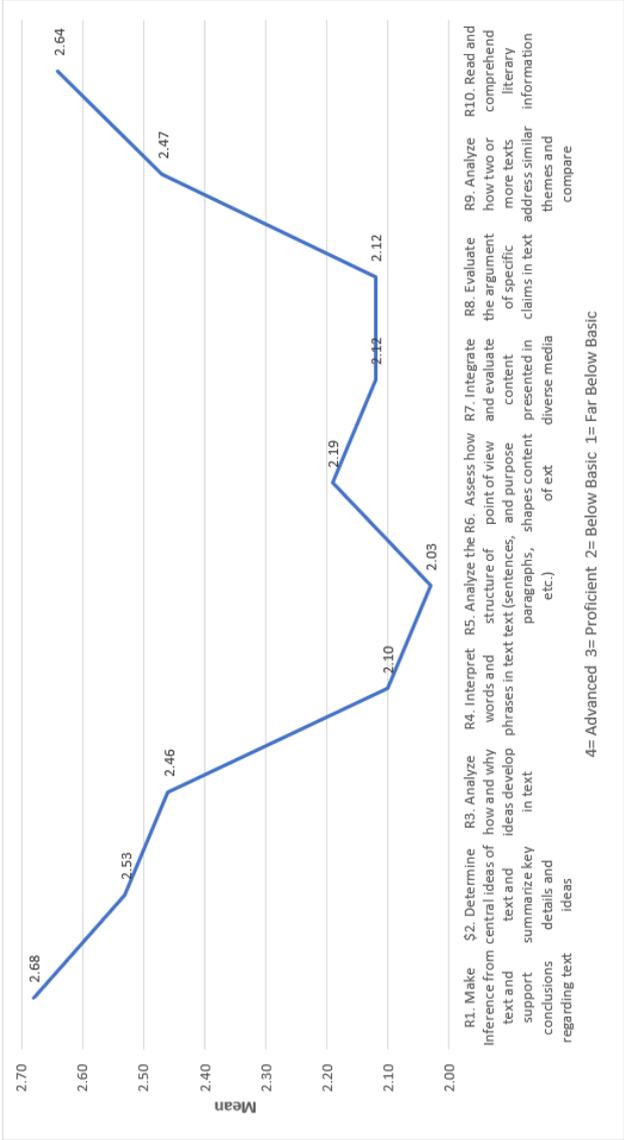
One hundred forty-one students of the total eligible migrant students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Below Basic, 1 = Far Below Basic). The following chart shows proficiency in language arts standards for all migrant students who participated in the evaluation.

**Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency by Standard (N=141)**



There were ninety-seven *priority for service* students that had teacher ratings in language arts standards for 2017. The following chart shows proficiency in language arts for priority for service students by standard for 2017.

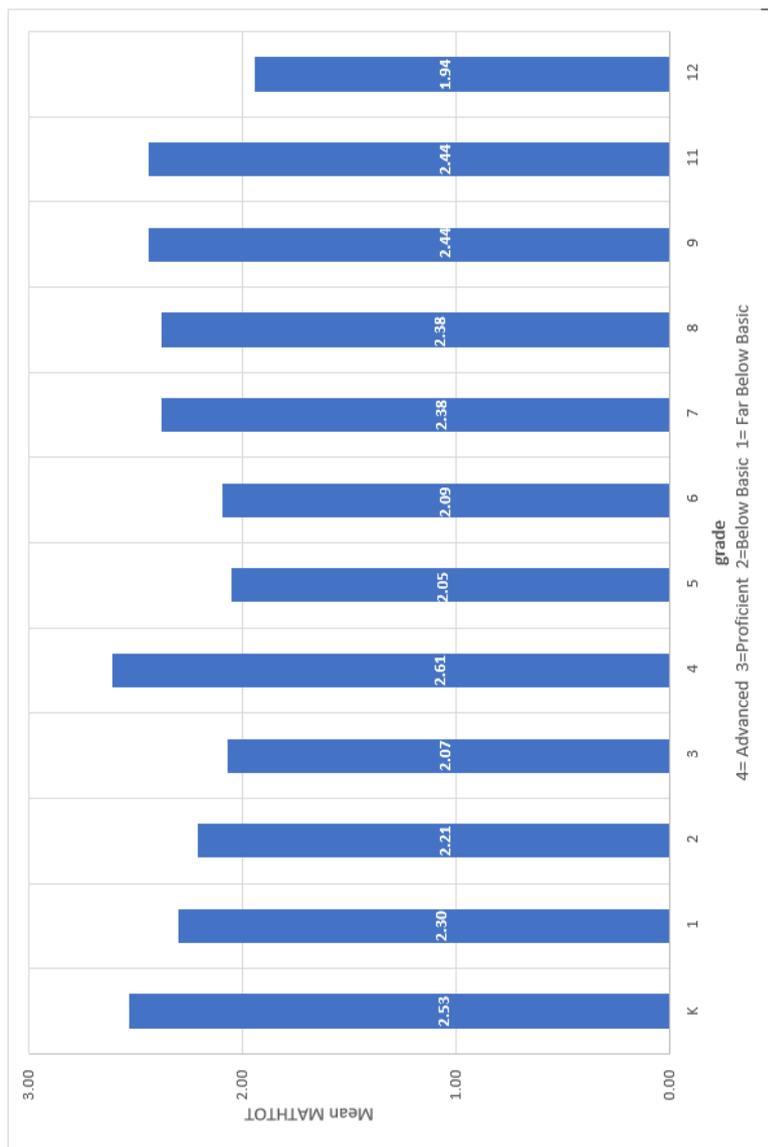
Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency by Standard (N=141)



Math: Achieving Performance Targets

Teachers were also asked to rate all eligible migrant students on mathematics proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient, 2 = Below Basic, 1 = Far Below Basic). Teachers were trained by the evaluators to use the ratings. One hundred forty-one students were rated from the total state migrant population for 2017 in math. Teachers rated 22 of the total students (141) proficient or above in mathematics in 2017 (15.6%)

Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency by Standard (N=141)



Teachers rated 97 priority for service students in math. By definition priority for service students are not proficient in math. The following chart shows average ratings of proficiency and gains between 2015 and 2017 for **PFS** students in the evaluation. There were gains in proficiency across all but 2 grade levels (3rd and 6th).

Teacher Ratings of Math Proficiency By Grade: PFS Students

Grade level	2015	2017	Impact
K	1.39	2.43	+1.04
1	2.43	2.49	+.06
2	1.87	2.44	+.57
3	2.37	1.95	-.42
4	2.17	2.71	+.54
5	2.07	2.25	+.18
6	2.22	2.16	-.06
7	2.30	2.60	+.30
8	2.34	2.41	+.07
9	2.30	2.44	+.14

There were 40 administrators and teachers that responded to the evaluation survey in regard to math instruction. Eighty percent *strongly agreed* or *agreed* that the migrant program was effective in assisting migrant students toward proficiency with calculations in math. Sixty-eight percent of teachers and administrators also *agreed* or *strongly agreed* that the migrant program was effective in assisting migrant students toward proficiency in abstract reasoning in math.

Migrant program is effective at facilitating proficiency in math calculation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	7.5	8.6	8.6
	5	16	40.0	45.7	54.3
	6	16	40.0	45.7	100.0
	Total	35	87.5	100.0	
Missing	System	5	12.5		
Total		40	100.0		

Migrant program is effective at facilitating proficiency in abstract reasoning in math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.5	2.7	2.7
	4	0	22.5	24.3	27.0
	5	10	25.0	27.0	54.1
	6	17	42.5	45.9	100.0
	Total	37	92.5	100	
Missing	System	3	7.5		
Total		40	100		

There were 48 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in math (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). Ninety-two percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in math.

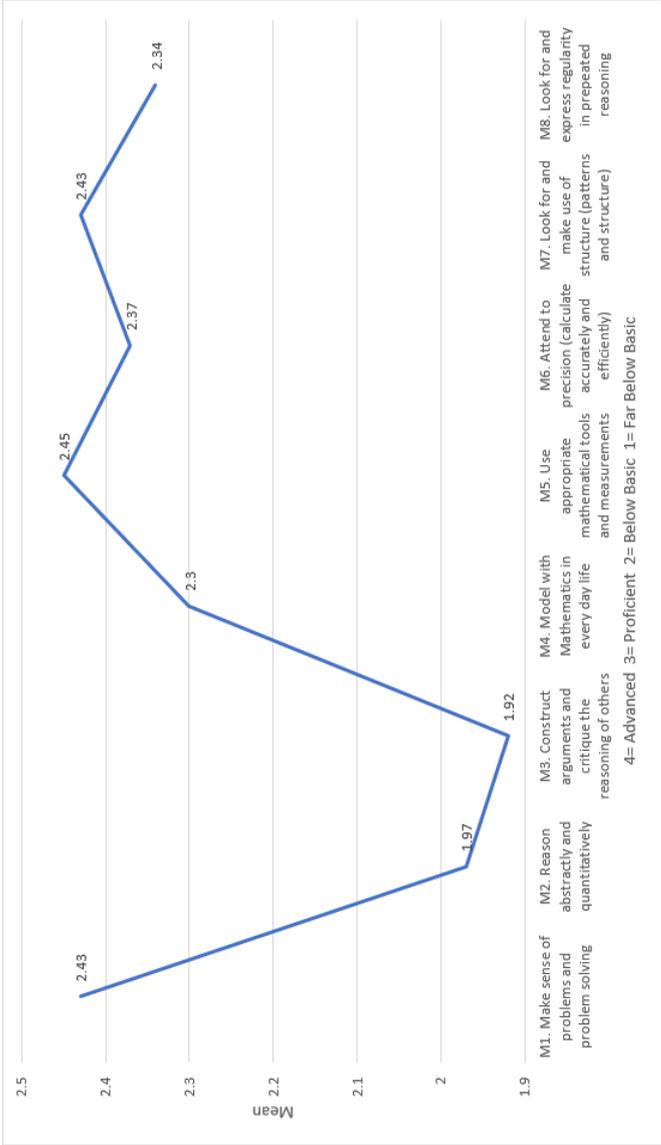
Migrant program helped my children to become better in math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.1	2.2	2.2
	4	1	2.1	2.2	4.3
	5	12	25.0	26.1	30.4
	6	32	66.7	69.6	100.0
	Total	46	95.8	100	
Missing	System	2	4.2		
Total		48	100		

Achieving MPOs related to mathematics:

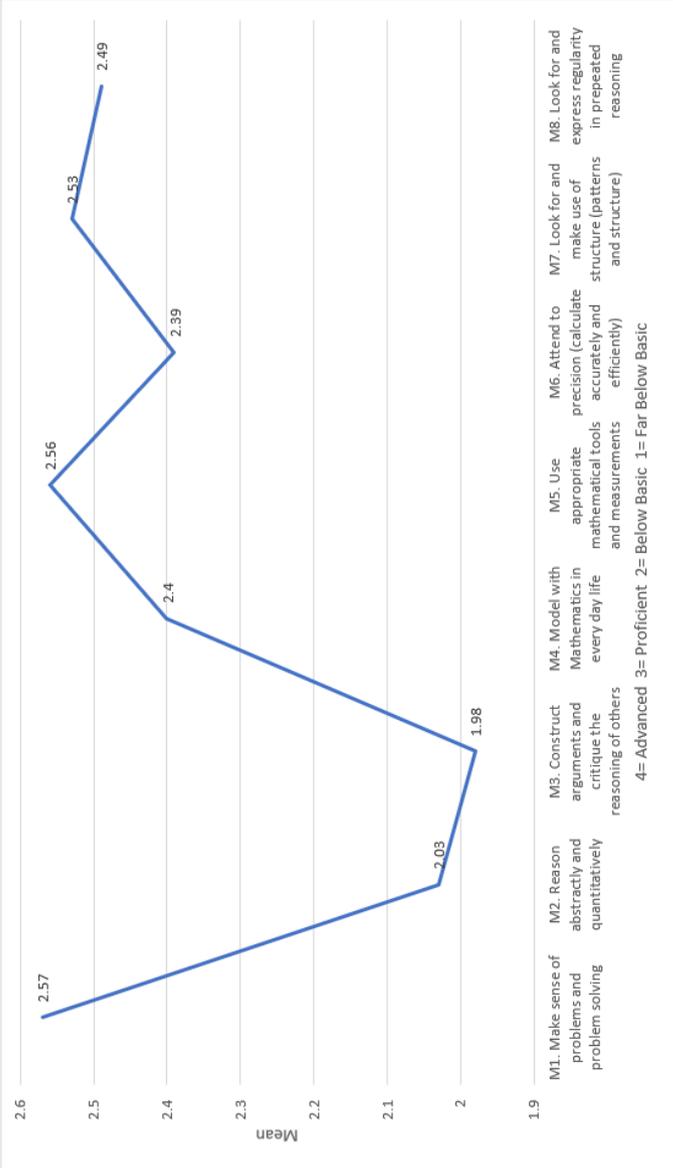
One hundred forty-one students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Twenty-two of the 141 were rated proficient (15.6%) in math overall. The following chart shows proficiency in standards for all migrant students.

**Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Math Proficiency by Standard (N=141)**



There were ninety-seven *priority for service* students that had teacher ratings in language arts standards for 2017. The following chart shows proficiency in mathematics for priority for service students by standard for 2017.

Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Math Proficiency by Standard: PFS Students (N=97)



English Language Learners: Achieving MPOs related to ELL:

English language acquisition is an overall performance target with a related MPO for 2017. The performance target had a goal that 80% all ELL students would increase at least .5 level on the WIDA test of English language proficiency. The scores show a decrease in proficiency across all grade levels, however, they represent two different classes of students and the WIDA is still in the process of calibration.

Gains in WIDA Scores 2016-2017 (N = 317)

Grade level	2016	2017	Impact
K	2.40	1.65	-.75
1	... 2.91	2.77	-.14
2	3.38	3.01	-.37
3	4.14	3.06	-1.08
4	3.89	3.53	-.36
5	3.35	3.12	-.23
6	3.76	2.99	-.77
7	3.08	2.61	-.47
8	3.46	3.04	-.42
9	3.58	2.98	-.60
10	3.53	2.92	-.61
11	3.17	2.75	-.42
12	3.58	2.21	-1.37

The implementation survey does indicate that significant numbers of staff participated in ESL training and that there were significant numbers of teachers who were bilingual and/or bicultural who provided small group instruction and/or tutoring to students. The teacher administrator

survey indicated that 97.5% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in facilitating English language proficiency.

Migrant program provides effective EL services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	2.5	2.5	2.5
	5	10	25.0	25.0	27.5
	6	29	72.5	72.5	100.0
	Total	40	100.0	100.0	

The results of the parent survey concur that the migrant program has been effective in facilitating English language proficiency. Ninety-two percent of parents *strongly agreed or agreed* that the program was effective in helping their children to learn English.

Migrant program helped my children to become better English speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	4.2	4.3	4.3
	5	7	14.6	15.2	19.6
	6	37	77.1	80.4	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		



6. Conclusions

A. Performance targets and measurable program outcomes were established based on the identified needs of migrant students through the CNA and were in sync with the state performance goals for achievement. The expected outcome levels set in both the performance targets and the measurable outcomes were reflective of the state proficiency level AYP goals.

B. The results for migrant students were considerably lower in comparison to other populations. 13.4% of migrant students who completed the state assessment in language arts were proficient and 14.6% of migrant students who completed the state assessment in mathematics were proficient. The teacher ratings of all migrant students in reading resulted in 14.2% proficient and in math also 15.6% proficient,

C. The SAGE state assessment system in language arts and math comparisons between 2016-2017 scores showed slight gains for both content areas.

D. Because of the mobility of migrant students only 38% of migrant students took the state assessment in language arts and in math in 2017. The small numbers of students completing the state assessment should be considered in the language of performance targets and the measurable program outcomes.

E. The performance targets are set according to the state goals and The MPOs should reflect increases necessary over time to meet the performance targets out into the future.

F. The performance data for both language and math indicates that only small numbers of students have achieved proficiency, however, gains in proficiency were evident in both across almost all grade levels. The onsite interviews, the administrator/ teacher survey, the parent survey, the student survey and the implementation index all conclude that effective instruction and services are being provided to students. The reason for lower proficiency levels may be due to the implementation of new content standards and high expectations for state measures of proficiency.

G. The priority for service students are being properly targeted and services provided to facilitate progress toward proficiency

H. The students who completed online tutorials on the Migrant Literacy NET showed significant gains in a wide variety of reading skills (average of 39% gain per skill).

I. The reading standards that should be targeted for all migrant students and PFS migrant students statewide are: standard 5. Analyze structure of text, 4. Interpret words and phrases in text, 7. Integrate and evaluate content in text, and 8. Evaluate arguments and claims in text.

J. The math standards that should be targeted for all migrant students and PFS migrant students statewide are standard 3. Construct viable arguments and critique reasoning and 2. Reason abstractly and quantitatively.

K. EL services (according to onsite interviews and surveys of administrators, teachers and parents) are successfully moving students across all grade levels toward English language proficiency. However, scores on the WIDA assessment dropped across all grade levels. This may be due to the need for additional calibration of the WIDA scores because the assessment is new.

7. Recommendations

A. It is recommended that the MPOs be amended to target reasonable gains from this baseline year toward proficiency.

B. It is recommended that all district migrant programs create success plans or IAPs for each of their students and assigned online tutorials from the Migrant Literacy NET to facilitate proficiency in reading.

C. It is recommended that tutorials from the migrant literacy net be assigned to assist students in overcoming reading skill deficiencies.

D. It is recommended that a staff development program for migrant staff continue to provide training that targets MPOs and student needs in instruction.

8. Next Steps: Utah Program Improvements Based on the Evaluation

The following program improvements are based on the results of the evaluation including the fidelity of implementation index results:

A. MPOs will be amended to target reasonable gains from this baseline year toward proficiency.

B. All district migrant programs are encouraged to create success plans or IAPs for each of their priority for service migrant students.

C. All district migrant programs are encouraged to assign online tutorials from the Migrant Literacy NET, as appropriate, to facilitate proficiency in reading skills particularly targeting comprehension for priority for service migrant students.

D. Staff development at the district level will provide training that targets the MPOs and student needs in reading, writing and math instruction.

E. District migrant programs will submit a plan as part of their funding application detailing instructional strategies to facilitate migrant student proficiency in reading, math, and meeting ELL needs.

F. District migrant programs will be encouraged to access and use Migrant Literacy NET lessons targeting priority for service migrant students' needs in reading as appropriate.

- G.** District migrant programs will be encouraged to access and use Migrant Literacy NET lessons targeting priority for service migrant students' needs in math as appropriate.
- H.** The next evaluation will also target the effectiveness of the instructional and other strategies implemented to meet the needs of migrant students in reading and math.
- I.** All program improvements from this evaluation will be included in the next Utah Service Delivery Plan.

Appendix A

Evaluation Forms

Teacher Instructions: Rating Migrant Education Students in Content Skills

The federal government requires that student progress toward achieving proficiency in language arts and math be evaluated regularly to assess the impact of the migrant education program and local school programs on migrant student success. In most states fewer than 50% of migrant students take the state assessment (due to mobility and other factors). Therefore, teachers of migrant students are asked to rate student proficiency at grade level in relation to the state standards using the same rubric used by the state assessment.

Each migrant student in your class(es) should be listed on the following student rating forms (one form for language arts and one form for math). Please provide a subjective rating of performance on the Utah standards using the following rubric for each student:

Utah Teacher Ratings Rubric: Language Arts & Math 2017

The teacher rating of the rubric is indicative of overall teacher judgment of individual student performance in relation to grade level on the new CORE standards in language arts and math. The rating can be loosely related to letter grades on student work (e.g. an A/B = 4; C = 3; and D = 2; F = 1).

4 = Highly Proficient	The student is working above proficient level.
3 = Proficient:	The student is proficient and is operating at grade level.
2 = Approaching Proficient:	The student is emerging toward proficiency in these content skills but still has some gaps in knowledge.
1 = Below Proficient:	The student needs to be taught these skills and knows very little and or nothing in regard to this content standard.

Please rate kids only on standards that you have provided instruction on for that child. Leave all others blank.

Please rate kids only on their current grade level (note that the standards are included on the forms for all grade levels K-12).

Please rate kids only on the subject areas you have taught them (e.g. if you have only taught the student math do not fill out the language arts form and vice versa).

Please return the completed forms to your local migrant program staff.

THANK YOU FOR YOUR ASSISTANCE!

Utah Implementation Survey 2017: Meeting Measurable Program Outcomes

Directions: To be completed by all teachers and administrators of migrant students. Please return all surveys to the state migrant program director.

Reading Activities	Implementation Level (please circle)
1. Small group reading instruction or tutoring targeting reading comprehension	1 = N/A 2 = Some 3 = Significant
2. Small group instruction or tutoring targeting evaluating and understanding text in reading.	1 = N/A 2 = Some 3 = Significant
3. Utilizing Migrant Literacy NET lessons or other computer-based programs to provide instruction in reading comprehension.	1 = N/A 2 = Some 3 = Significant
4. Utilizing Migrant Literacy NET lessons or other computer-based programs to provide instruction in writing.	1 = N/A 2 = Some 3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with reading needs.	1 = N/A 2 = Some 3 = Significant
6. Utilizing the reading screeners on the Migrant Literacy NET to identify student reading needs.	1 = N/A 2 = Some 3 = Significant
7. Provide copies of student IAPs or success plans to migrant student parents.	1 = N/A 2 = Some 3 = Significant
8. Assigning online reading tutorials for students from the Migrant Literacy NET or other computer-based programs.	1 = N/A 2 = Some 3 = Significant
9. Participated in staff development that provided strategies and resources to support student reading achievement.	1 = N/A 2 = Some 3 = Significant

Math Activities	Implementation Level (Please circle)
1. Small group math instruction or tutoring targeting measurement concepts in math.	1 = N/A 2 = Some 3 = Significant
2. Small group instruction or tutoring targeting in mathematics.	1 = N/A 2 = Some 3 = Significant
3. Utilizing Migrant Literacy NET lessons or other computer-based programs to provide instruction in abstract reasoning and construction of viable arguments in math.	1 = N/A 2 = Some 3 = Significant
4. Utilizing Migrant Literacy NET lessons or other computer-based programs to provide instruction in calculating efficiently in math.	1 = N/A 2 = Some 3 = Significant
5. Creating Individual Education Plans or Migrant Literacy NET Success Plans for students with mathematics needs.	1 = N/A 2 = Some 3 = Significant
6. Provide copies of IAPs or student success plans to migrant student parents.	1 = N/A 2 = Some 3 = Significant
7. Participated in school staff development that provided strategies and resources to support student math achievement.	1 = N/A 2 = Some 3 = Significant

Utah Implementation Survey 2015 (continued)

English Language Proficiency Activities	Implementation Level (please circle)		
1. Participated in ESL staff development: program that provides strategies and resources to support limited English proficient migrant students.	1 = N/A	2 = Some	3 = Significant
2. Use of bilingual, bicultural and/or ESL instructional staff with migrant students in small group instruction and tutoring.	1 = N/A	2 = Some	3 = Significant
3. Assigning online reading tutorials in Spanish (when appropriate) for Limited English proficient students from the Migrant Literacy NET or other computer-based programs.	1 = N/A	2 = Some	3 = Significant
4. Assigning online reading tutorials in English for limited English proficient students from the Migrant Literacy NET or other computer-based programs.	1 = N/A	2 = Some	3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students who are EL.	1 = N/A	2 = Some	3 = Significant
6. Small group instruction or tutoring targeting English acquisition before school or after school.	1 = N/A	2 = Some	3 = Significant
7. Small group instruction or tutoring targeting English acquisition during a summer school program.	1 = N/A	2 = Some	3 = Significant
8. Provision of instructional support in the classroom or in immersion programs.	1 = N/A	2 = Some	3 = Significant

Administrator: _____
 Teacher: _____

**Utah Migrant Program Evaluation
 Administrator/Teacher Survey 2017**

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form .and return it to your local Migrant Program Director or the State Office of Migrant Education.

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The migrant program and/ or the migrant program's support services has been effective in facilitating English language proficiency for limited English proficient migrant students.						
2. The migrant program has been effective in facilitating proficiency in reading comprehension for migrant students.						
3. The migrant program has been effective in facilitating proficiency in evaluating content in text and understanding point of view in text for migrant students.						
4. The migrant program has been effective in facilitating proficiency in calculating accurately and efficiently in math for migrant students.						
5. The migrant program has been effective in assisting migrant students in becoming proficient in reasoning abstractly and constructing viable math arguments in math for migrant students.						
6. The migrant program has been effective in facilitating English writing proficiency for limited English proficient migrant students.						
7. The migrant program has been effective in assisting migrant students to overcome barriers. to school success and graduation.						
8. The migrant program has provided effective ESL training for staff working with limited English proficient migrant students.						
9. The needs of pre-school aged migrant students are being met						
10. What do you think would make the Migrant Education program better?						

**Utah Migrant Program Evaluation
 Parent Survey 2017**

Directions: Please complete the following survey form and return it to your children’s teacher.

Thank you for your help!

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Does NOT Apply
1. The migrant program has helped my child(ren) to become better readers.							
2. The migrant program has helped my child(ren) to learn to speak English.							
3. The migrant program has helped my child(ren) become better in math.							
4. The migrant program has helped my child(ren) to become better at writing.							
How would you rate the migrant program overall? (please circle your answer) Excellent Good Fair Poor							
What do you think would make the program better?							

Evaluacion del Programa Migrante de Utah

Encuesta par a Padres 2017

Instrucciones: Por favor complete la signiente encuesta y devuelvala al/a la maestro(a) de sus hijo(s).

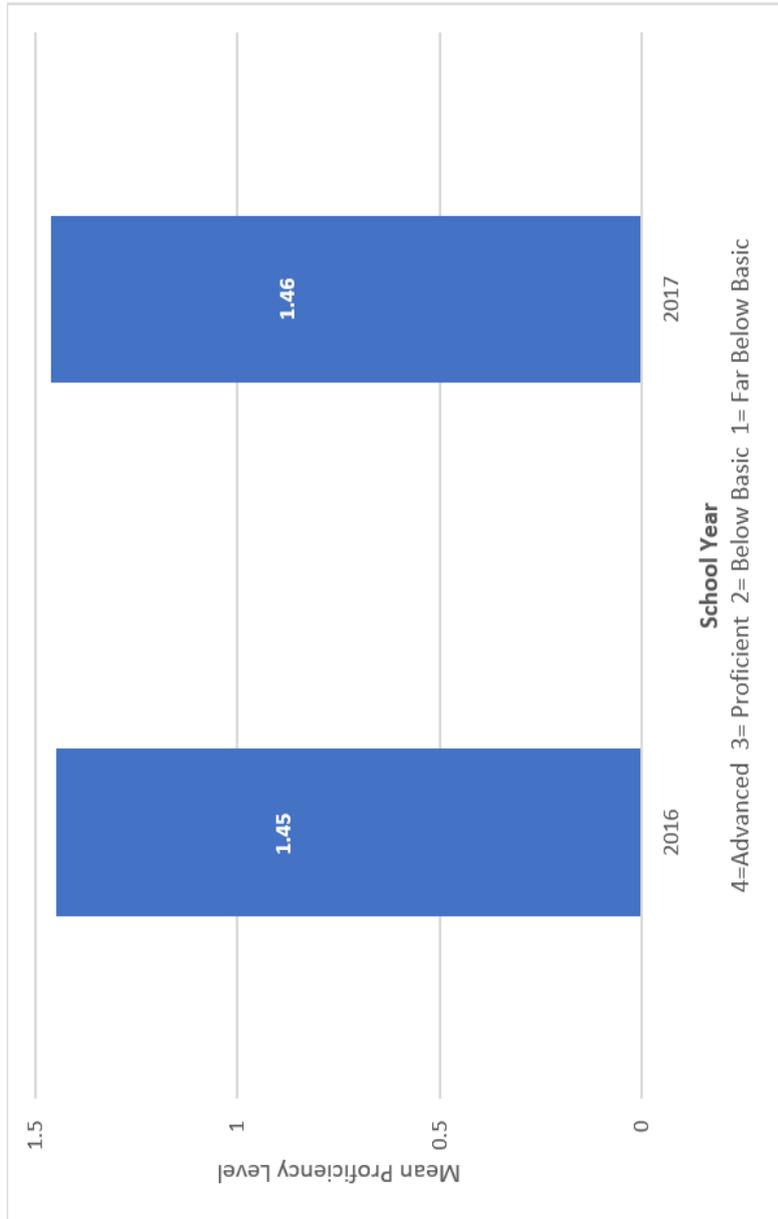
¡Gracias por su ayuda!

Por favor evaluar cada una de las siguientes	Muy de acuerdo	De acuerdo	Poco de acuerdo	Un poco en desacuerdo	No estar de acuerdo	Muy en desacuerdo	No se aplica
1. El programa de migrantes ha ayudado a mi(s) hijo(s) para convertirse en major(es) lector(es).							
2. El programa de migrantes ha aydado a mi(s) hijo(s) a aprender ingles.							
3. El programa de migrantes ha ayudado a mi(s) hijo(s) para ser major(es) en matematicas.							
4. El programa de migrantes ha ayudado a mi(s) hijo(s) para convertirse en major(es) escritor(es).							
5. Como evaluaia el programa migrante en general? (Por favor marque su respuesta) <p style="text-align: center;">Excelente Bueno Asi Asi Pobre</p>							
6. Que cree Ud. Qque haria que el programa sea mejor?							

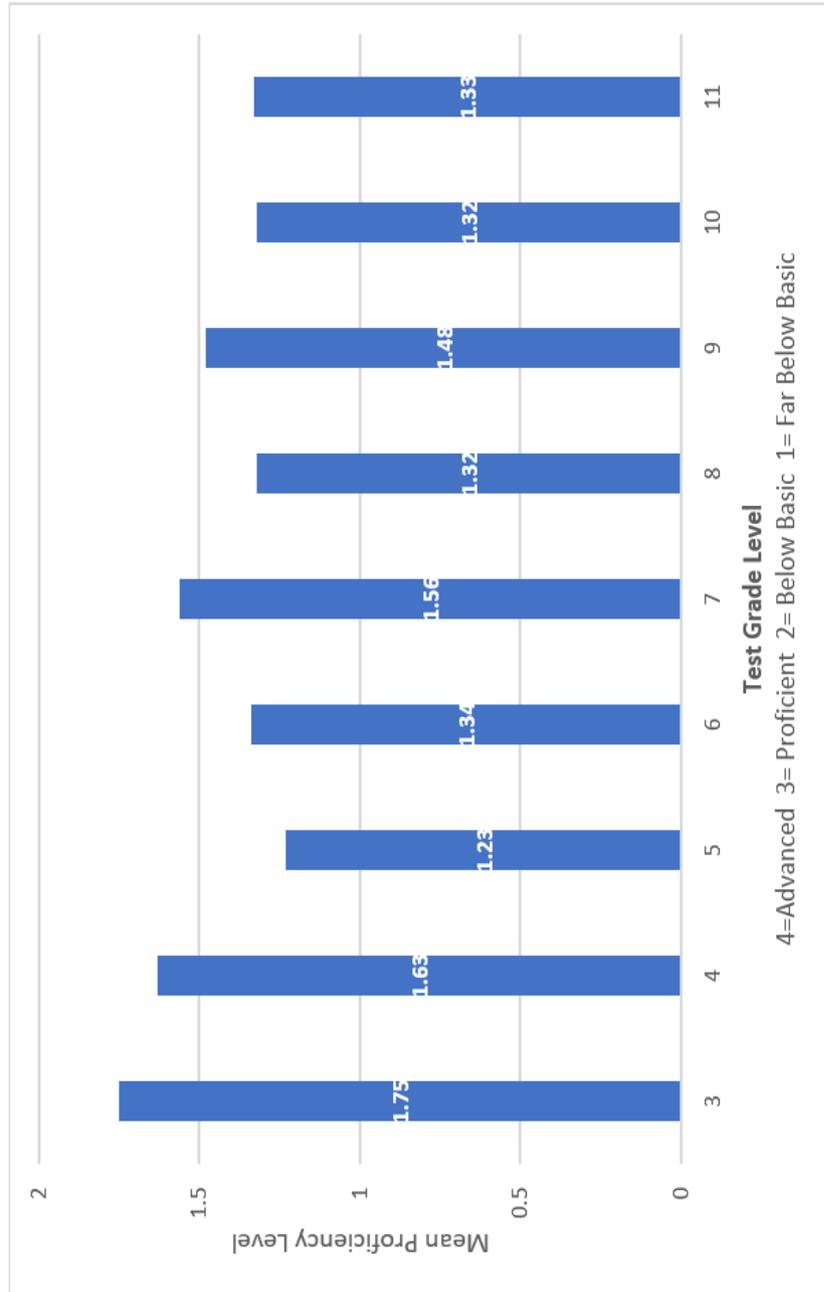
Appendix B Evaluation

Statistic

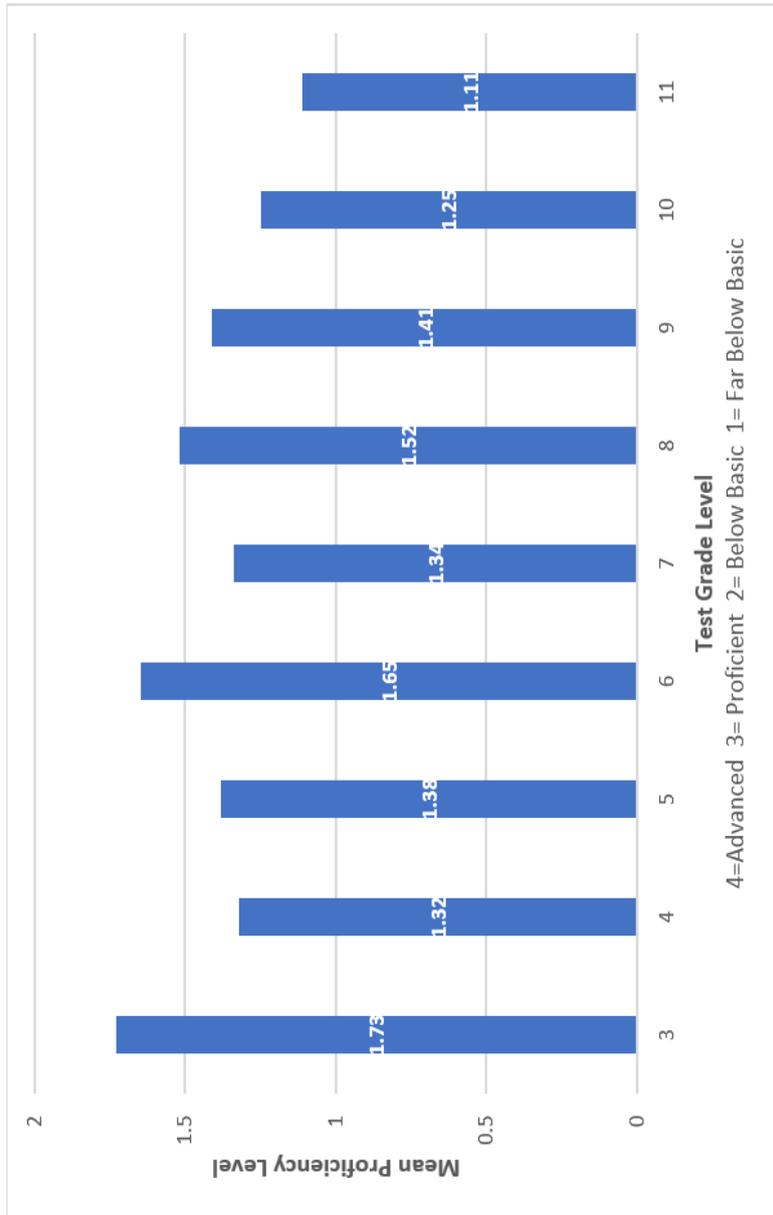
Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores Comparisons: Language Arts 2016-2017 (N = 297)



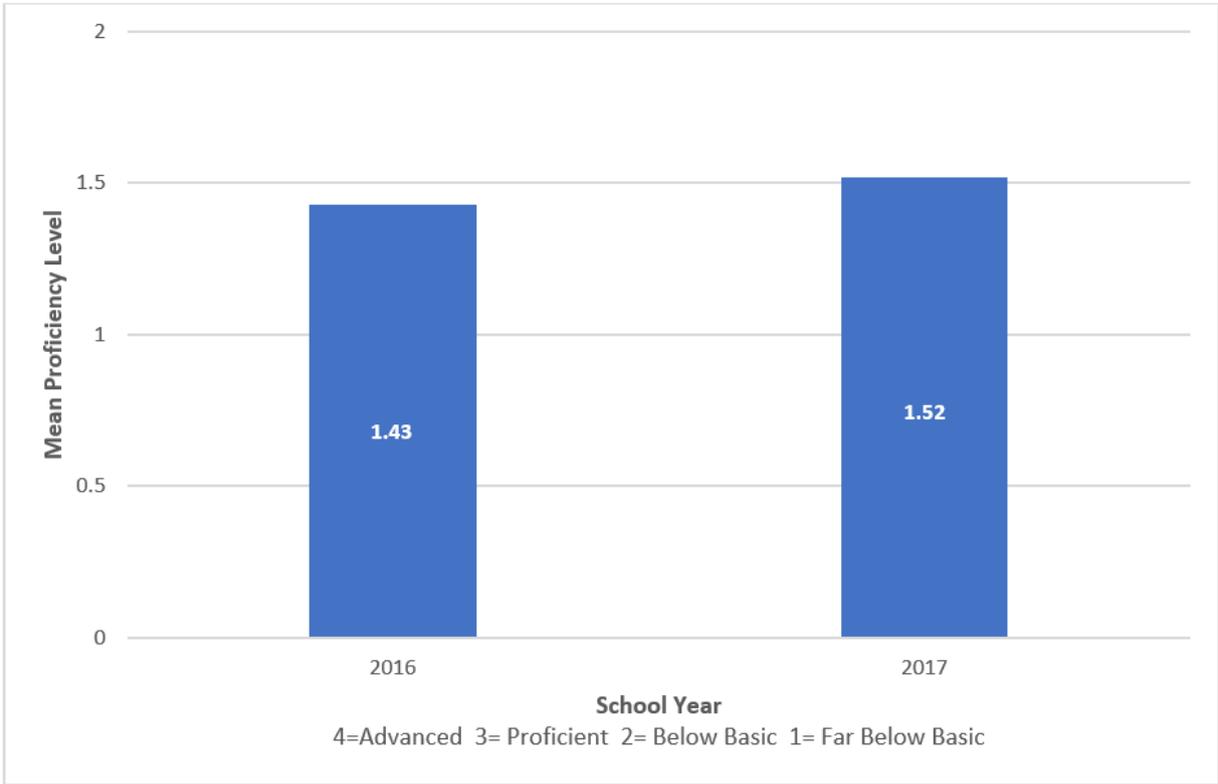
Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores By Grade Level: Language Arts 2017 (N = 336)



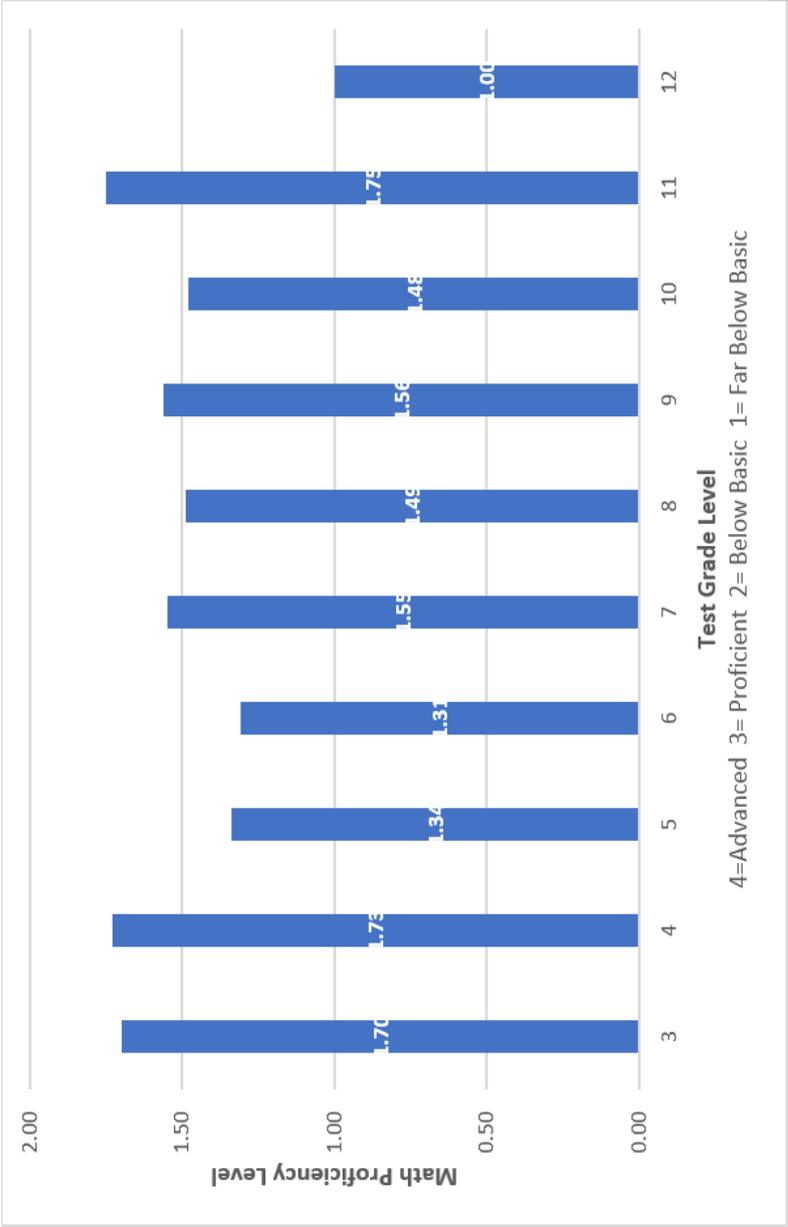
Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores By Grade Level: Language Arts 2016 (N = 297)



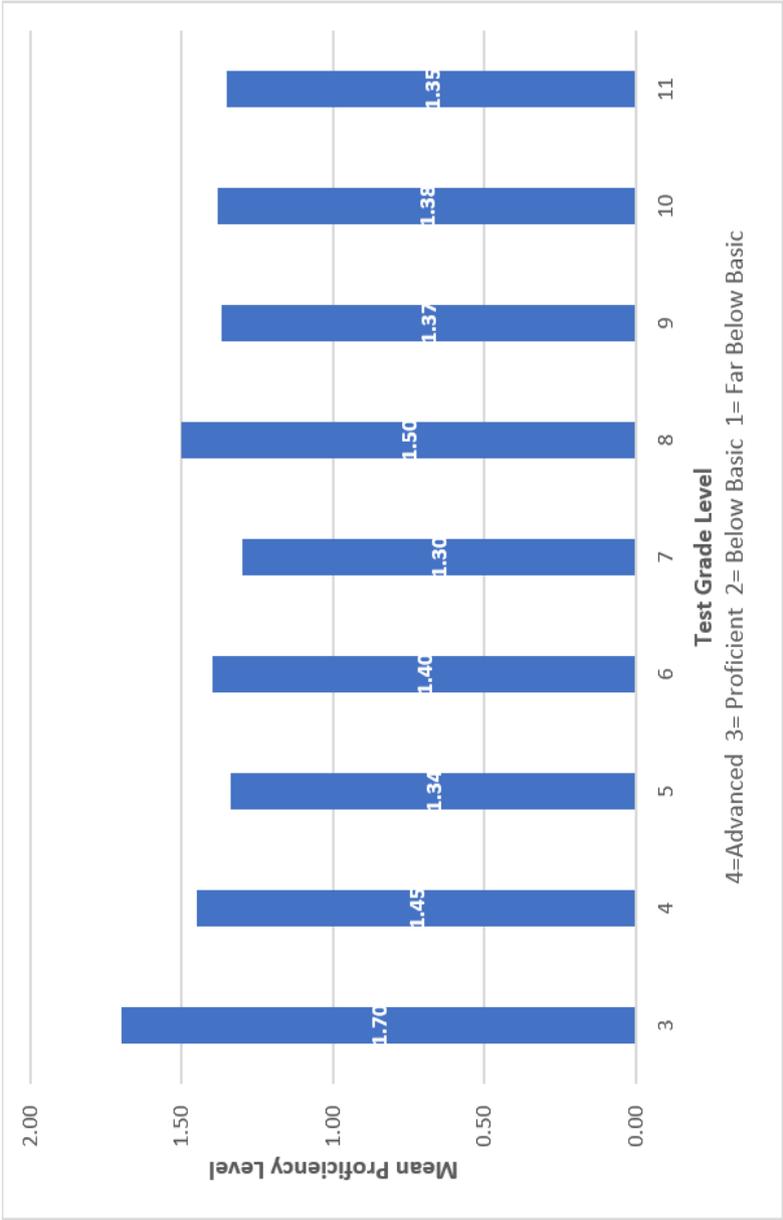
Utah Migrant Education Program: Evaluation 2017-2018
State Assessment Scores Comparisons 2016-2017: Math (N=312)



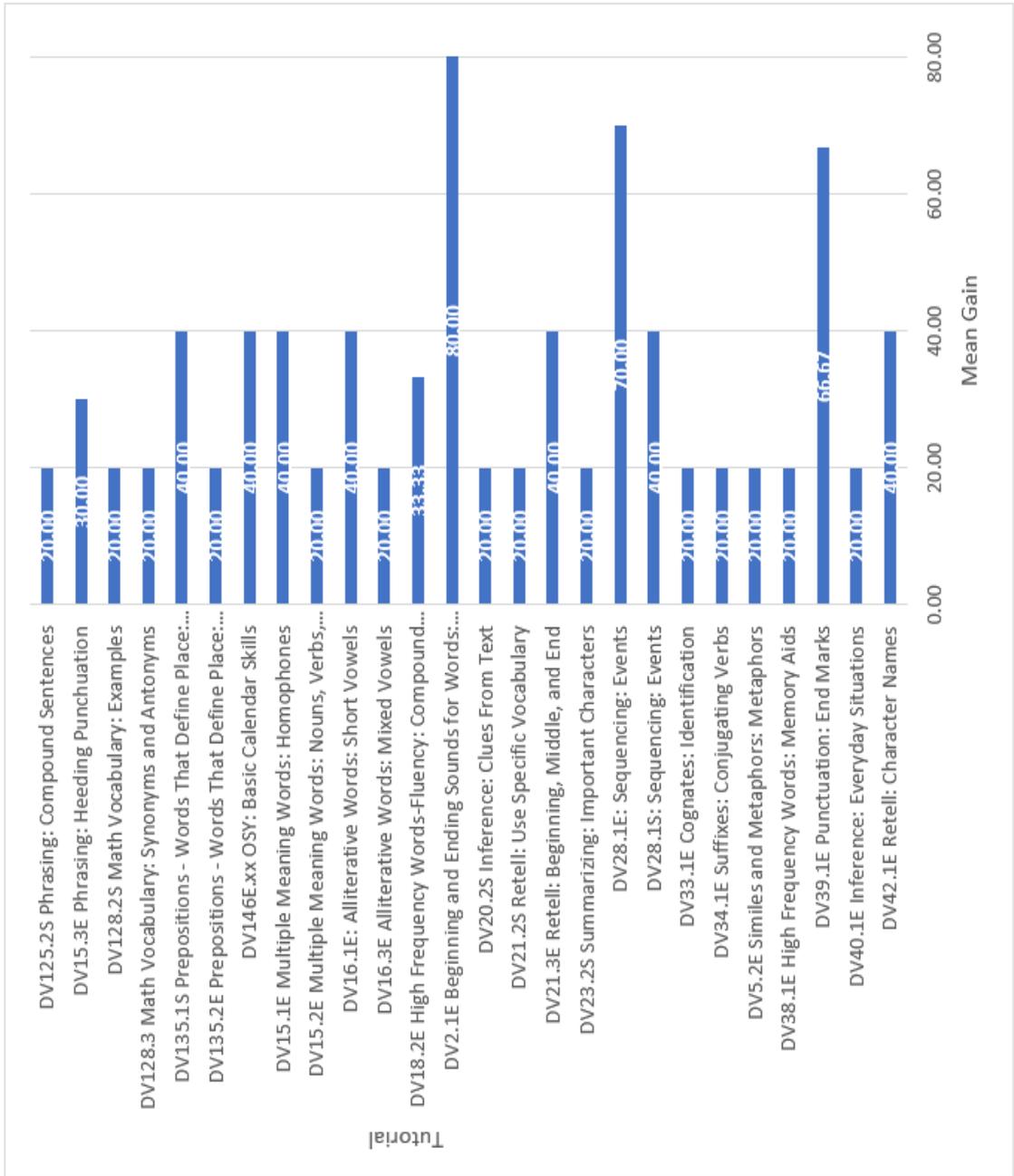
**Utah Migrant Education Program: Evaluation 2017-2018
 State Assessment Scores By Grade Level 2017: Math (N=336)**



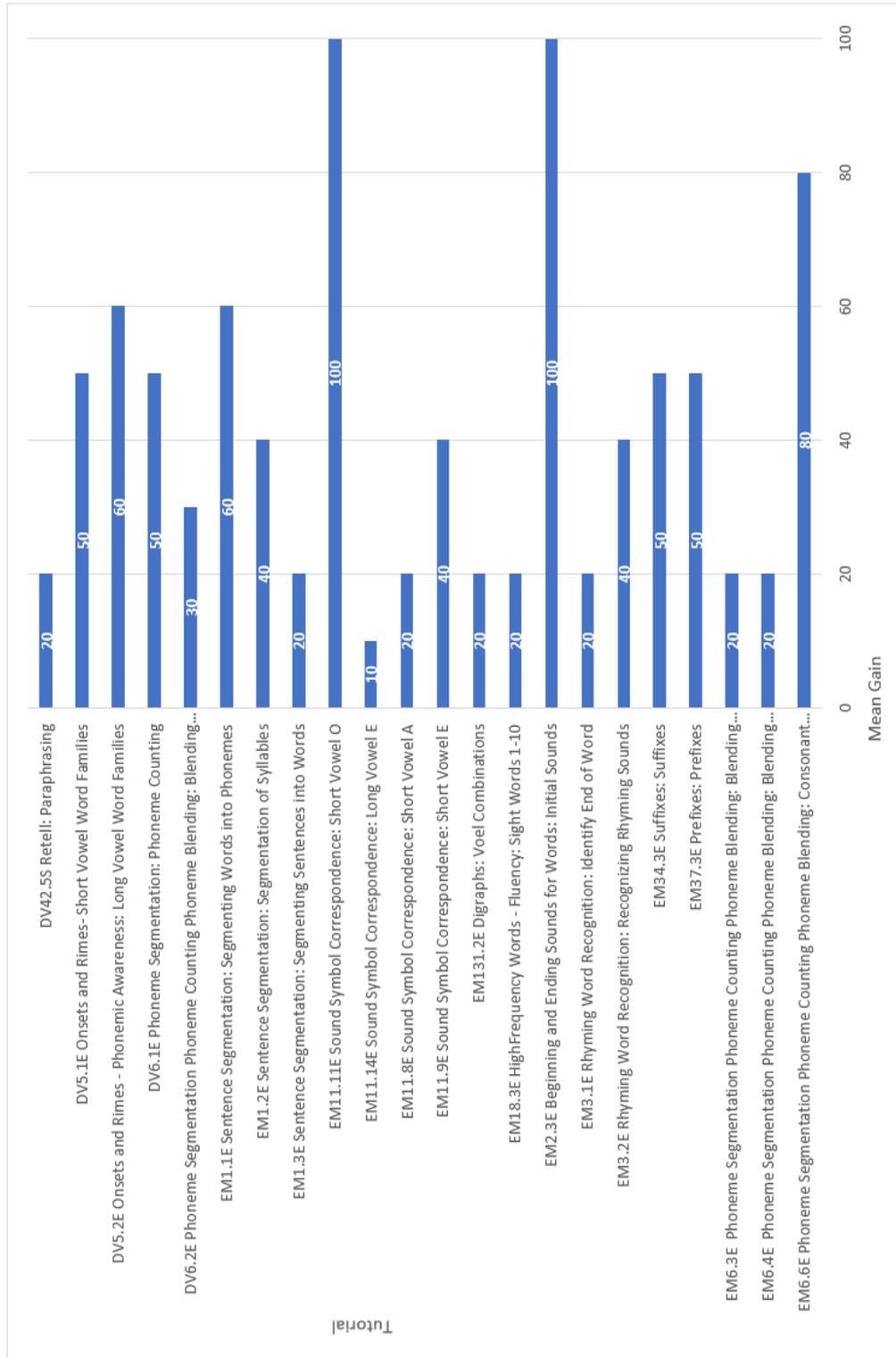
**Utah Migrant Education Program: Evaluation 2017-2018
 State Assessment Scores by Grade Level 2016: Math (N=312)**



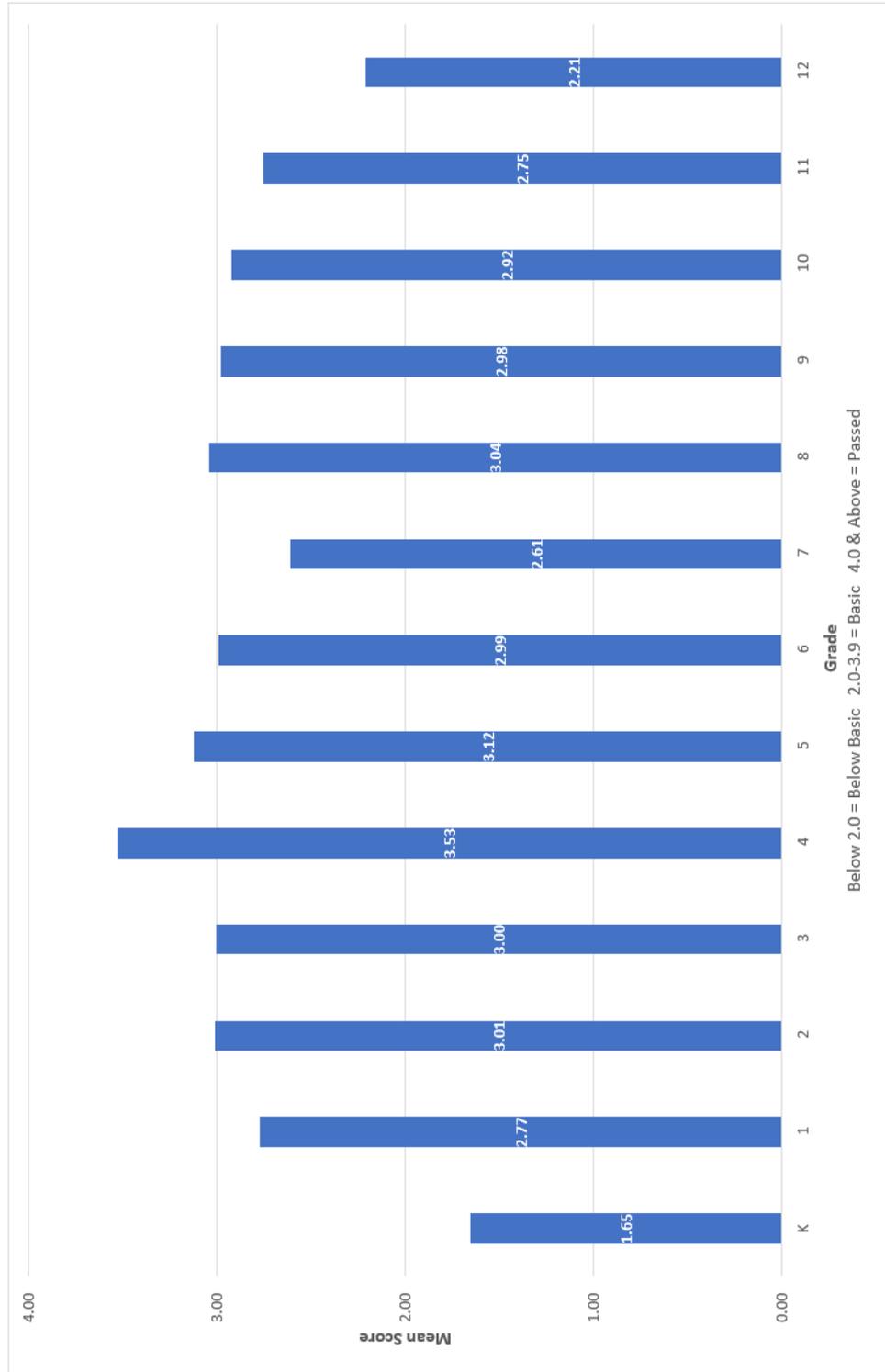
**Utah Migrant Education Program: Evaluation 2017-2018
Reading Skills Gains: Migrant Literacy NET Tutorials: 2018**



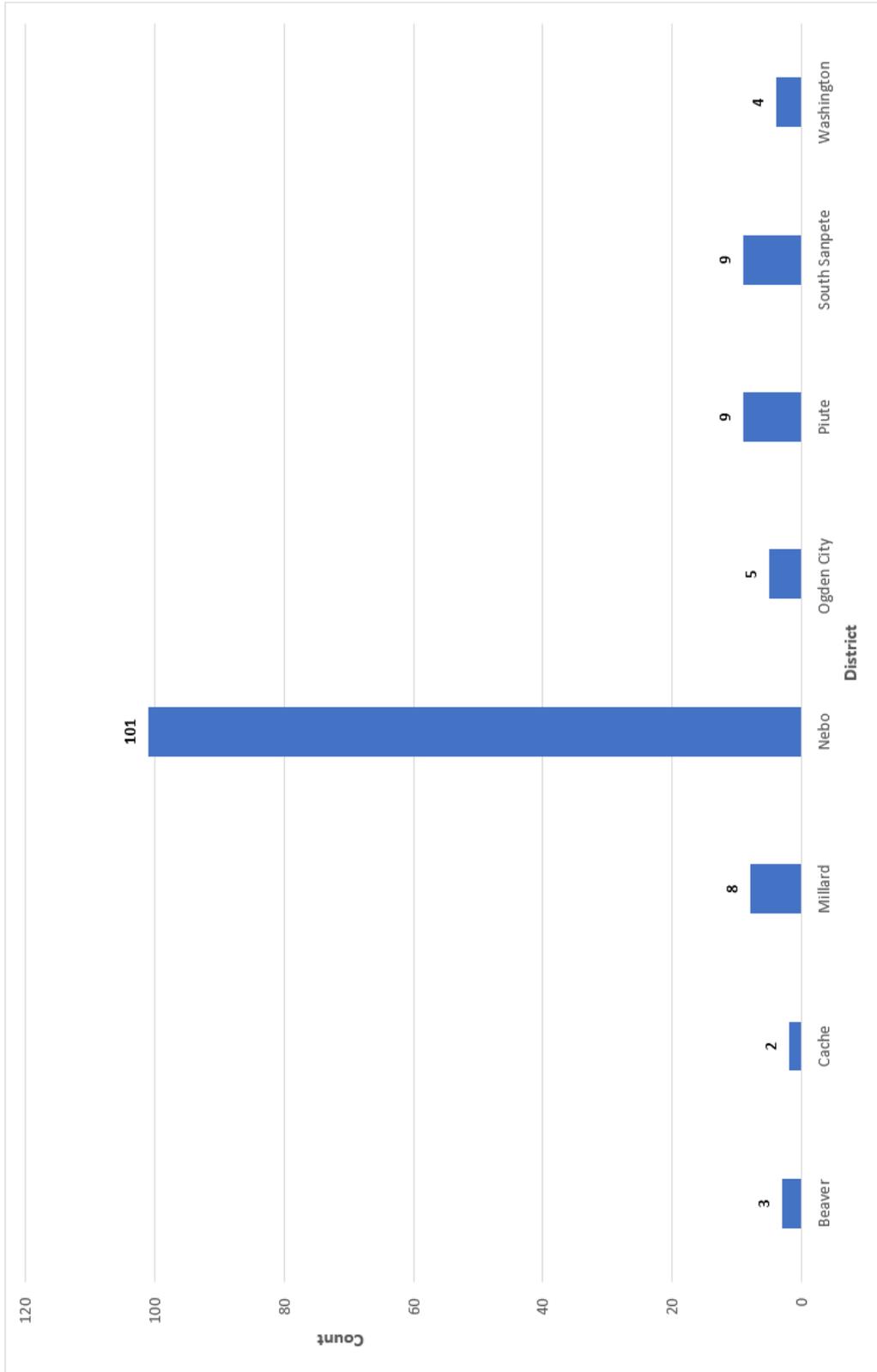
Utah Migrant Education Program: Evaluation 2017-2018
Reading Skills Gains: Migrant Literacy NET Tutorials: 2018 (PAGE 2)



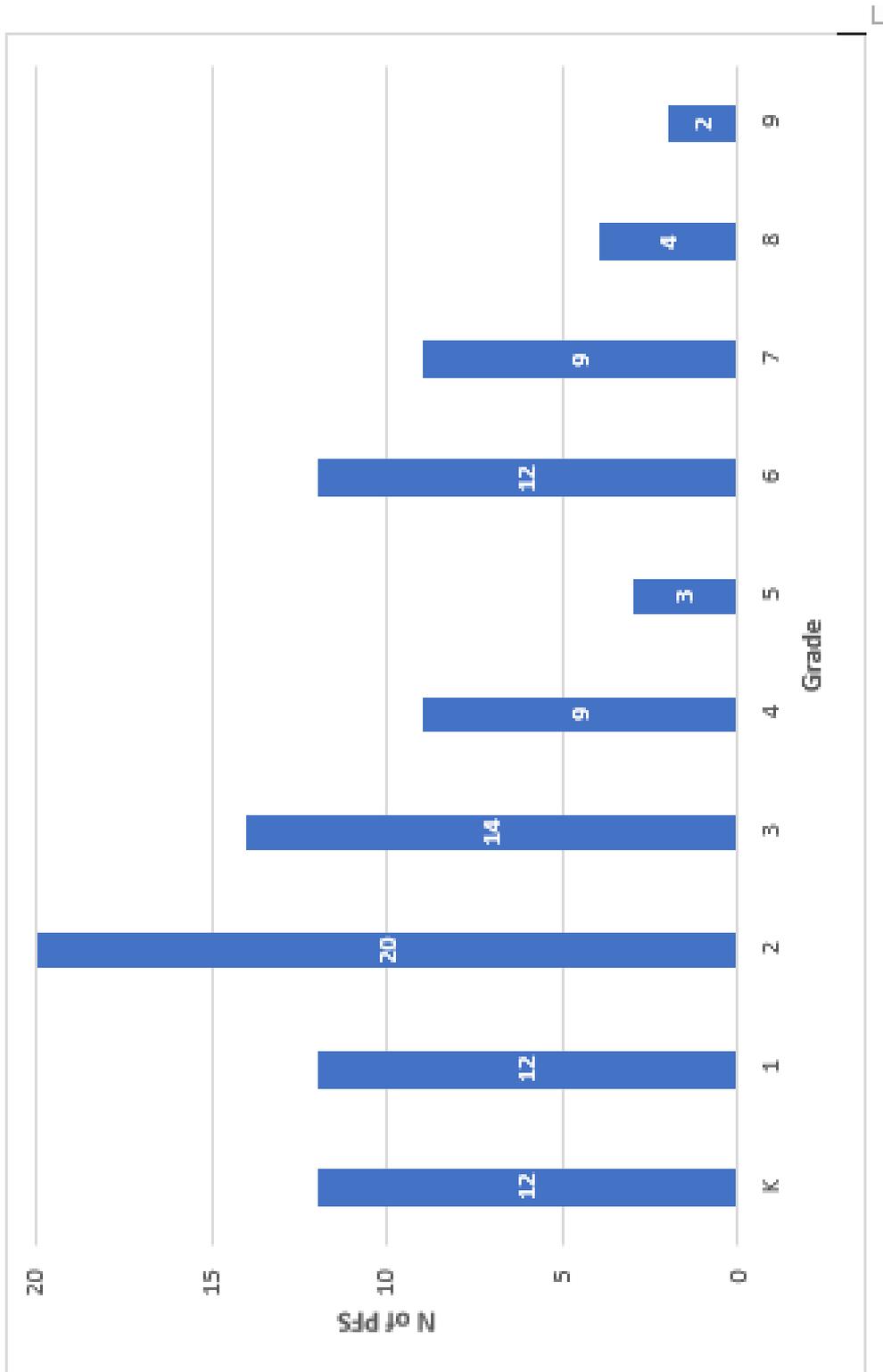
Utah Migrant Education Program: Evaluation 2017-2018
WIDA Scores by Grade 2017 (N=356)



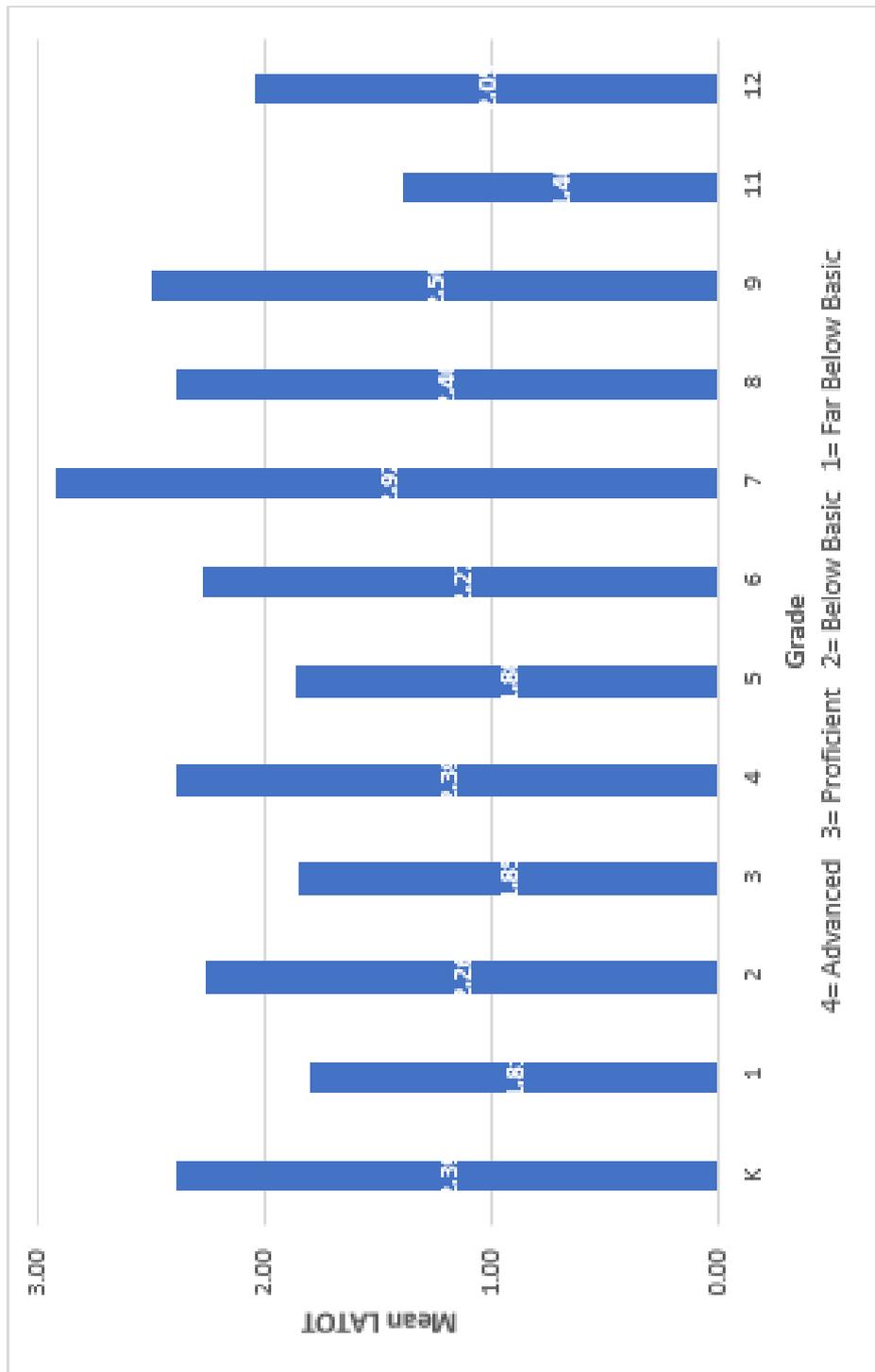
Utah Migrant Education Program: Evaluation 2017-2018
Students Participating in the Evaluation by District (N=141)



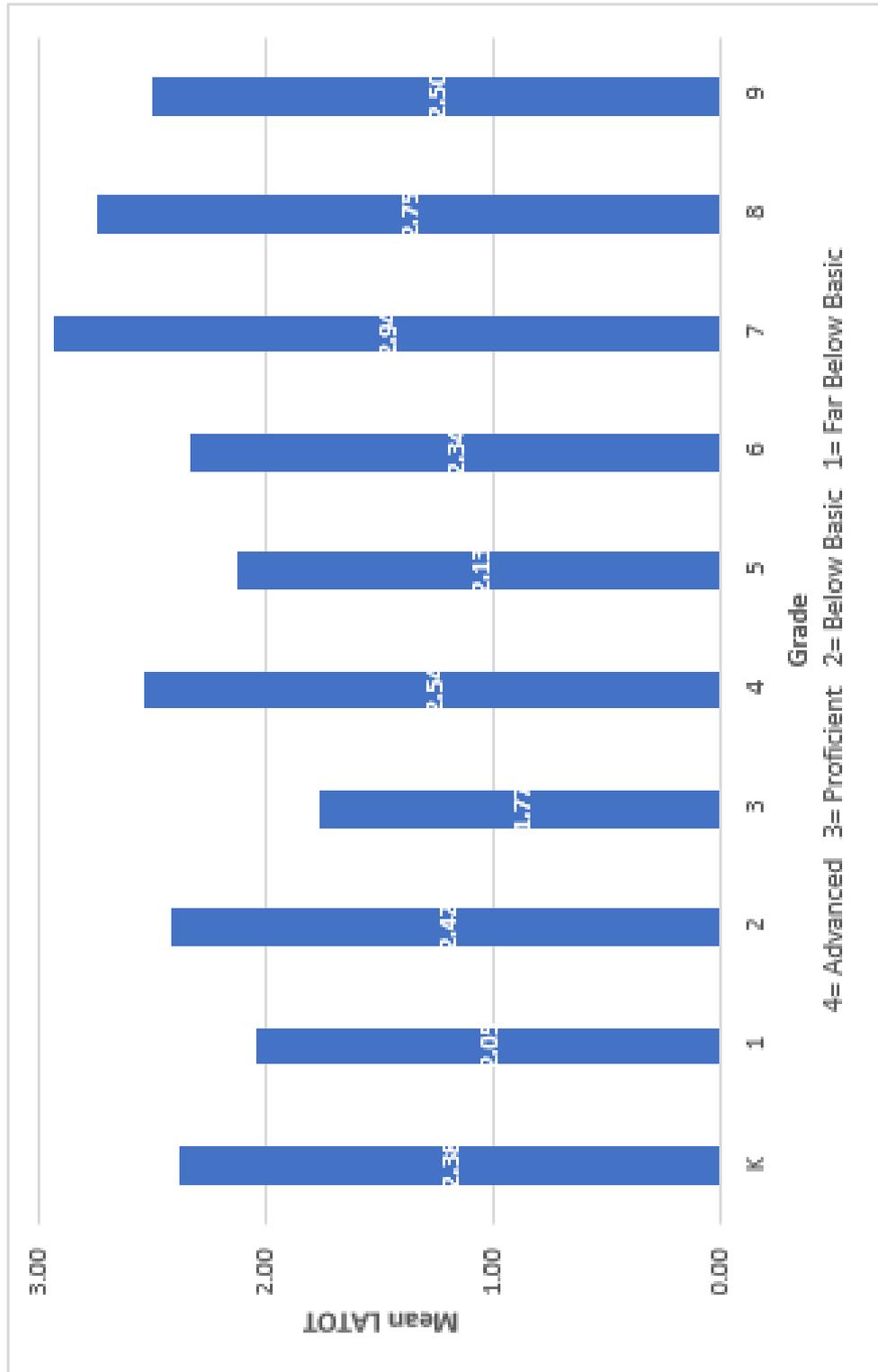
Utah Migrant Education Program: Evaluation 2017-2018
Priority for Service Students Participating in the evaluation by Grade Level (N=97)



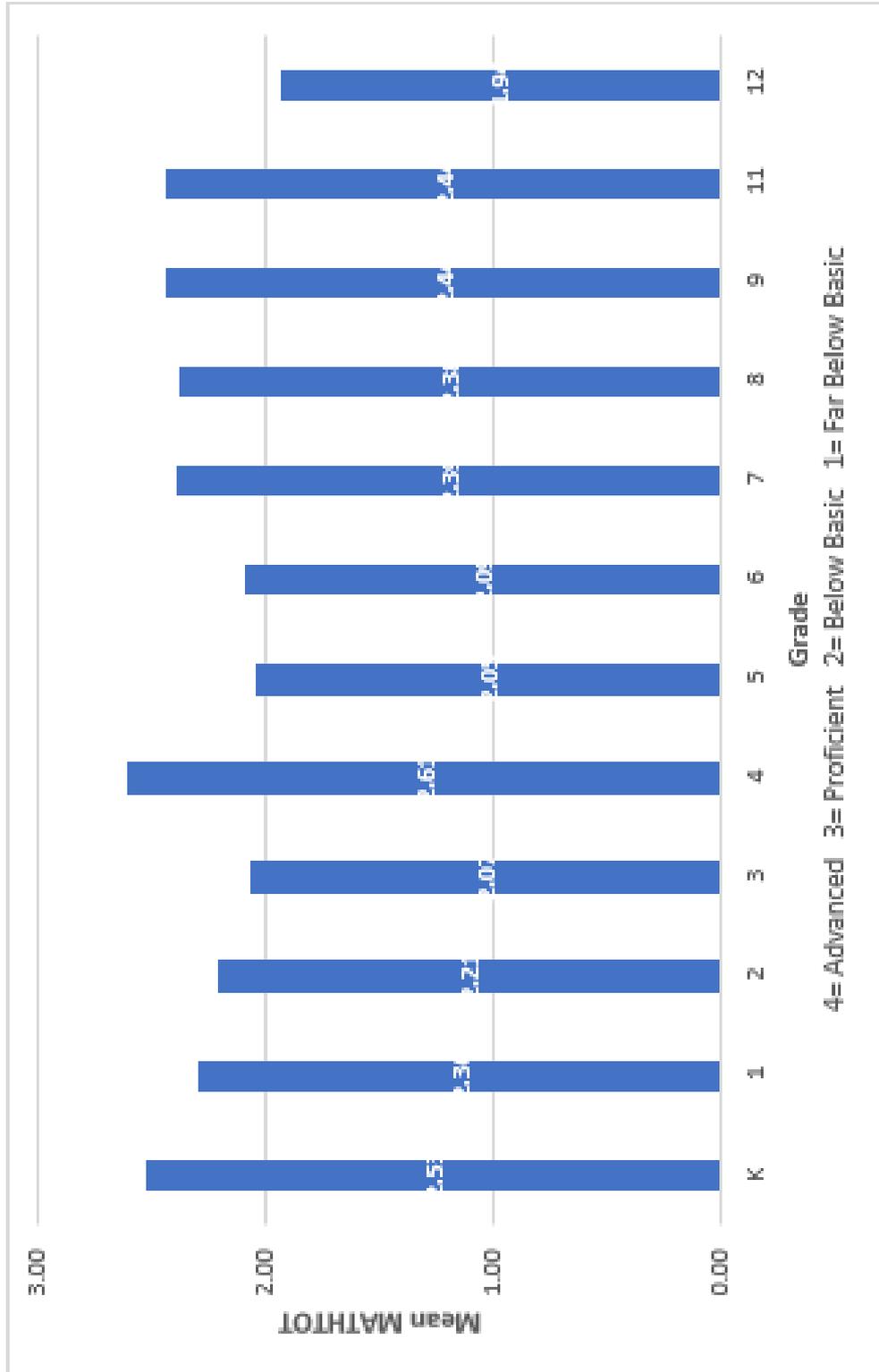
**Utah Migrant Education Program: Evaluation 2017-2018
Teacher Ratings: Language Arts Proficiency by Grade Level**



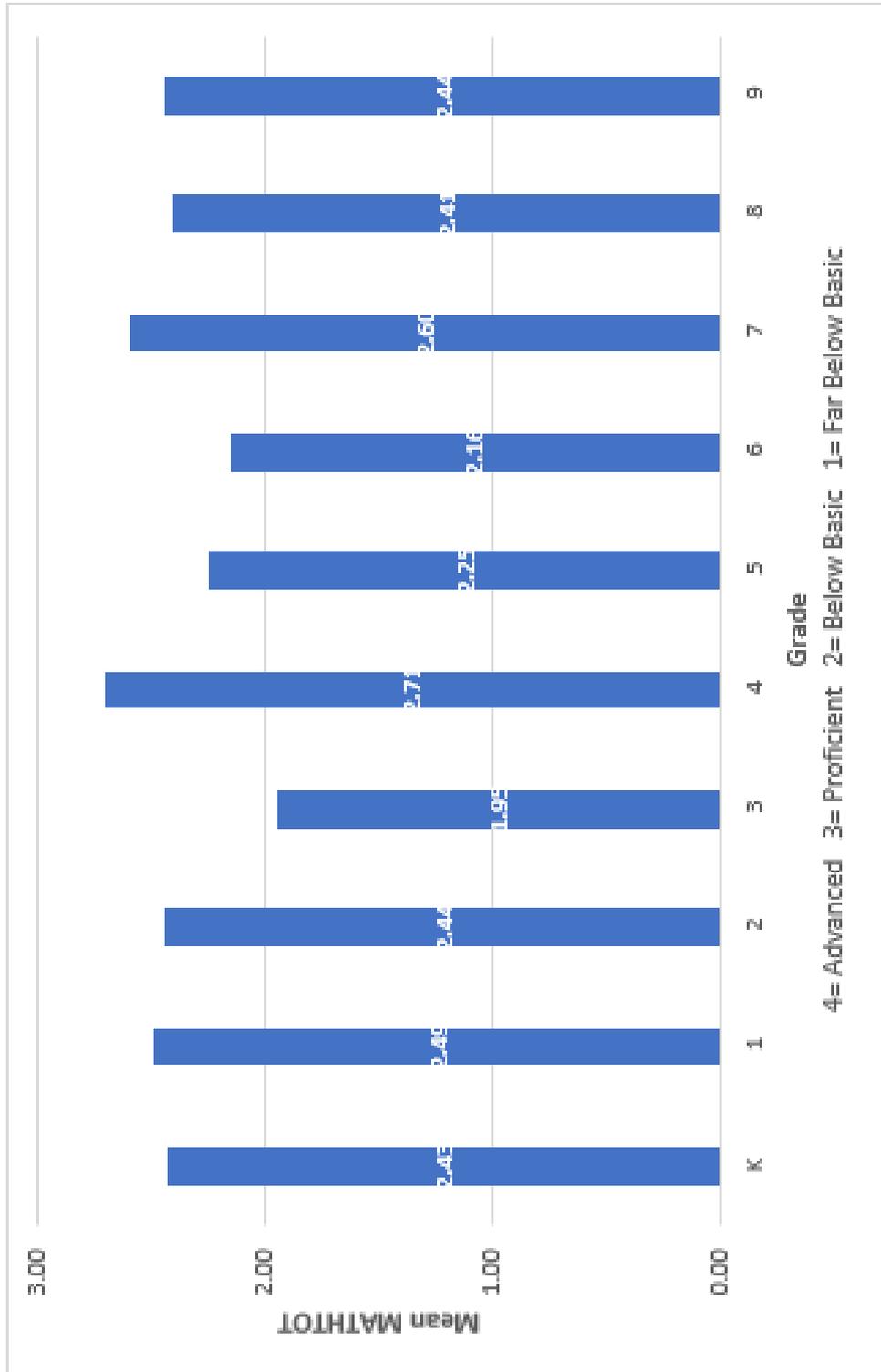
Utah Migrant Education Program: Evaluation 2017-2018
Teacher Ratings: Language Arts Proficiency by Grade Level: PFS Students (N=97)



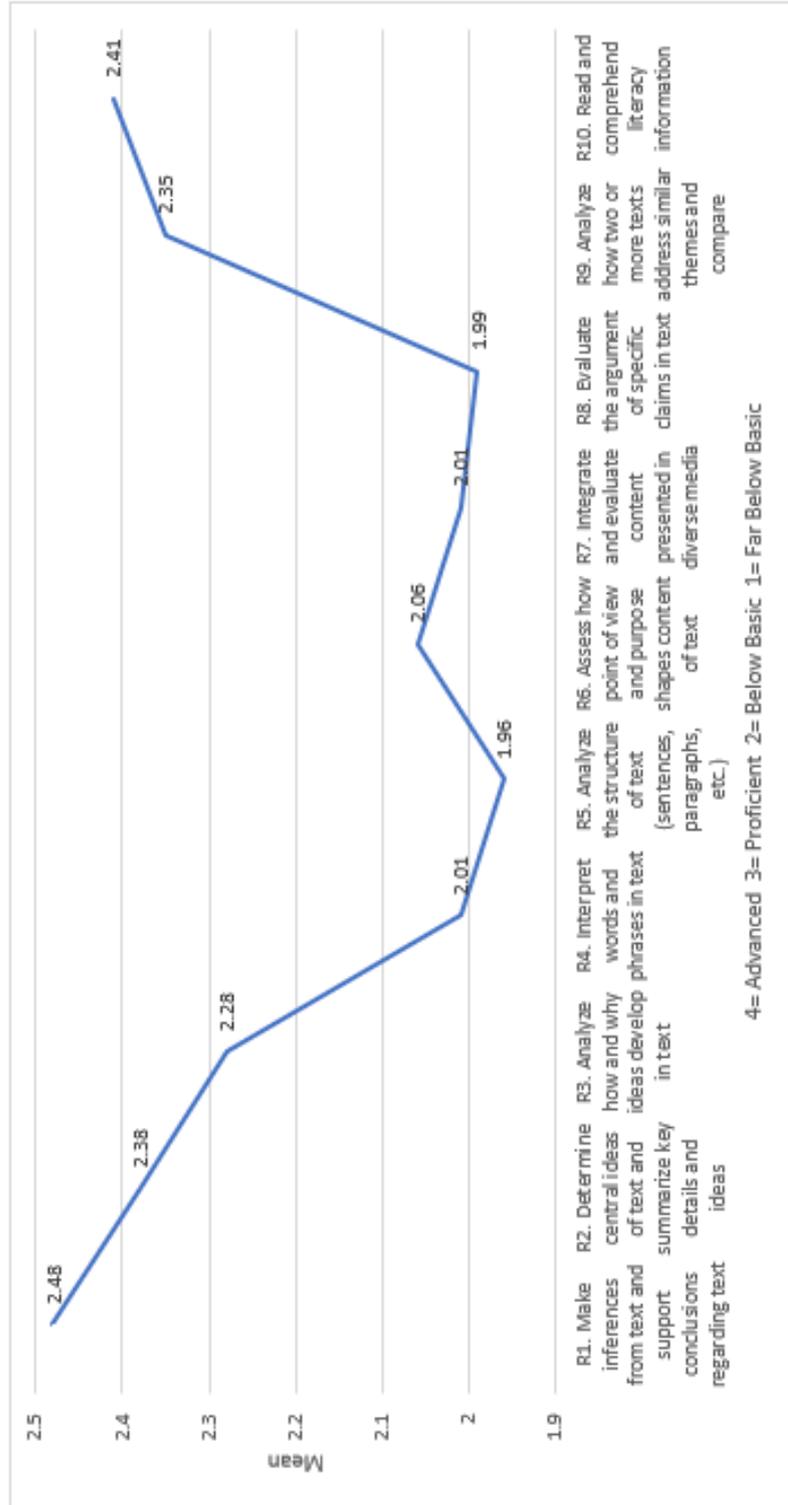
**Utah Migrant Education Program: Evaluation 2017-2018
Teacher Ratings: Math Proficiency by Grade Level (N=141)**



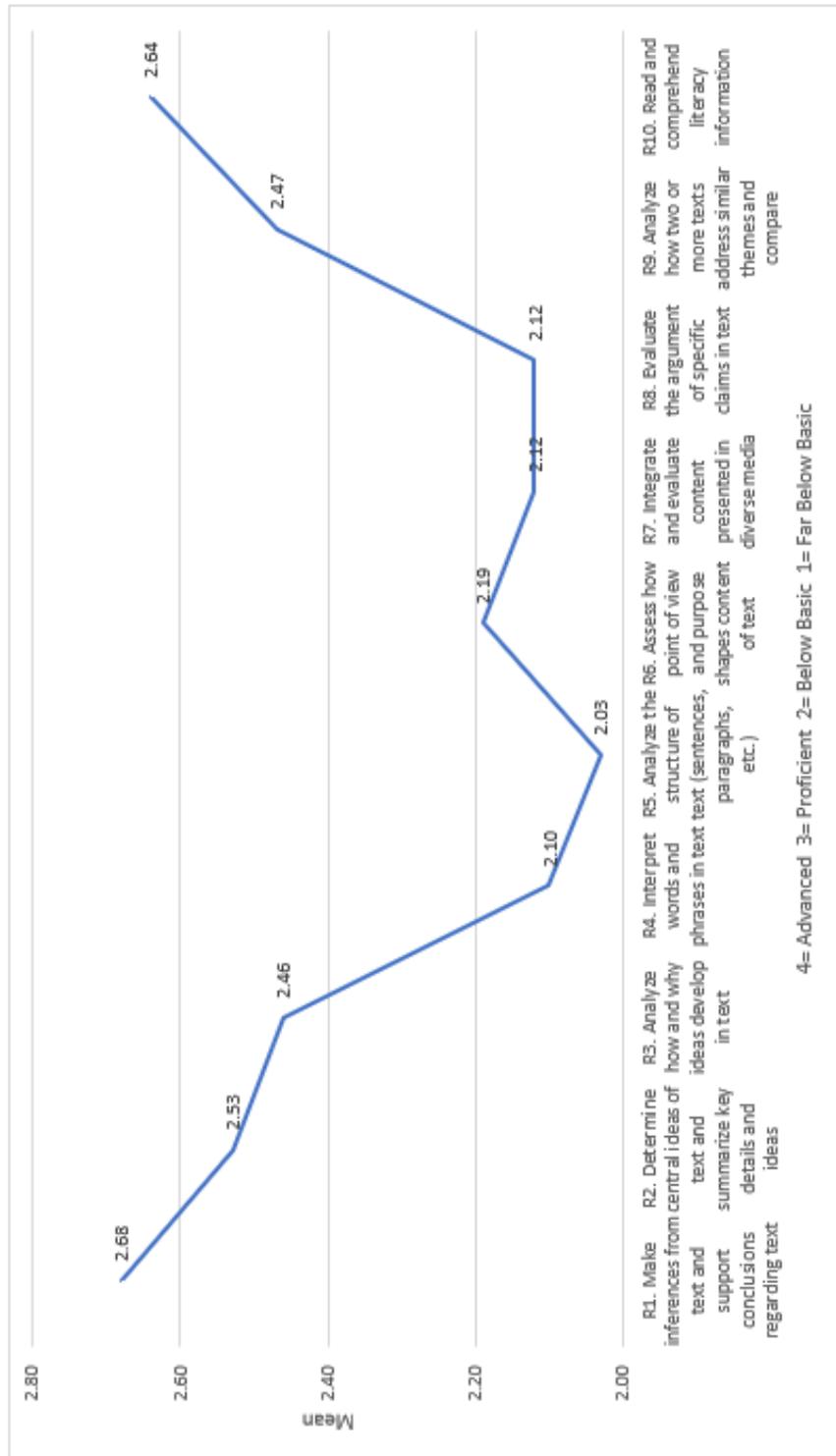
Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Math Proficiency by Grade Level: PFS Students (N=97)



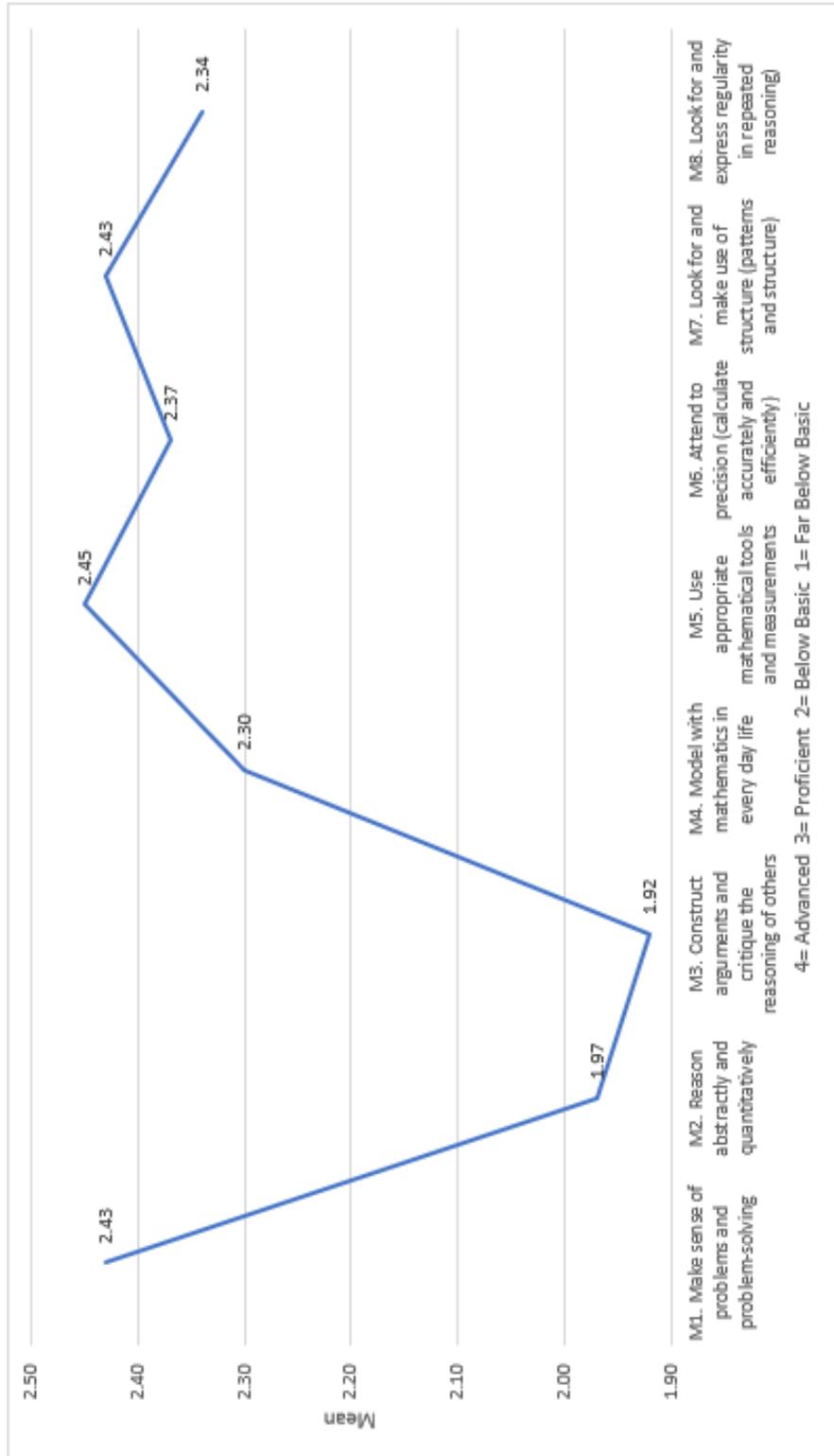
Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency by Standard (N=141)



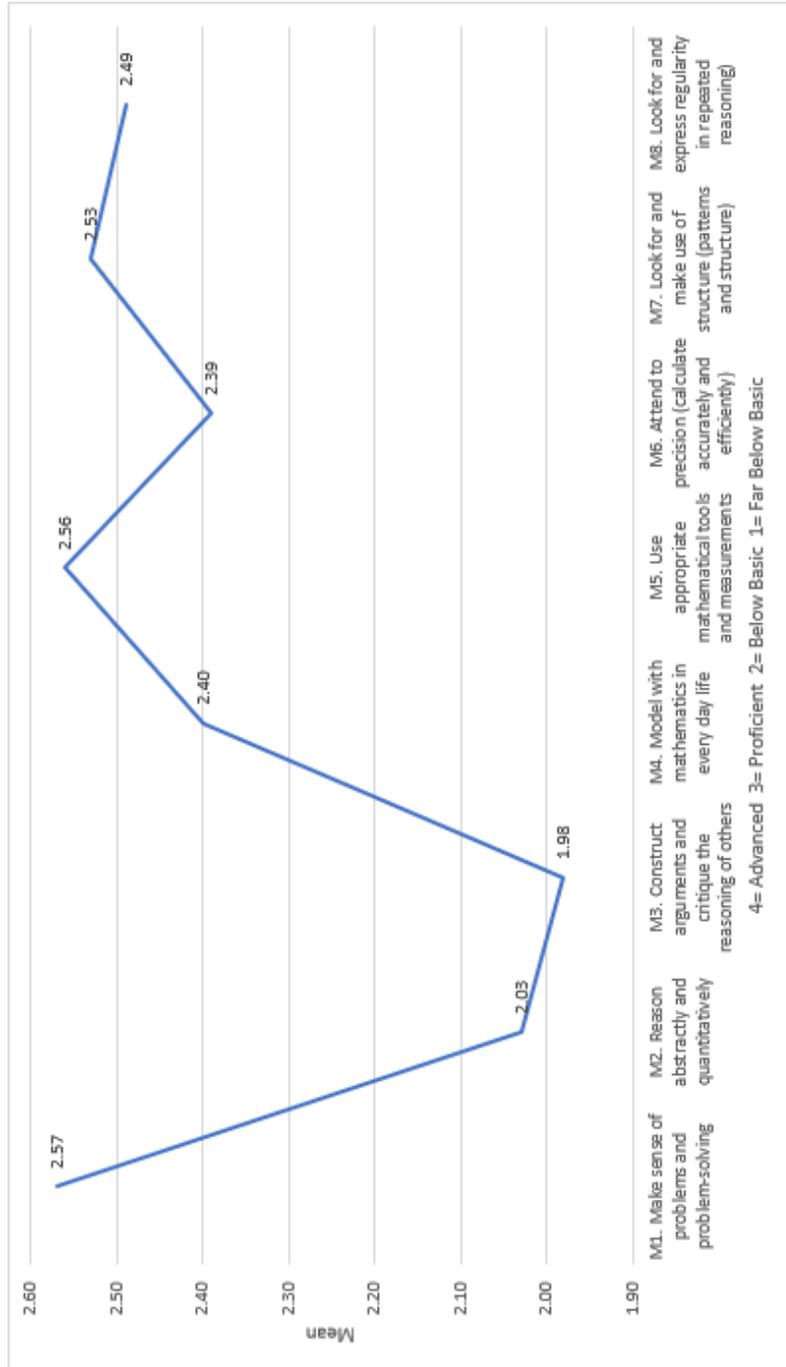
Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Language Arts Proficiency by Standard: PFS Students (N=97)



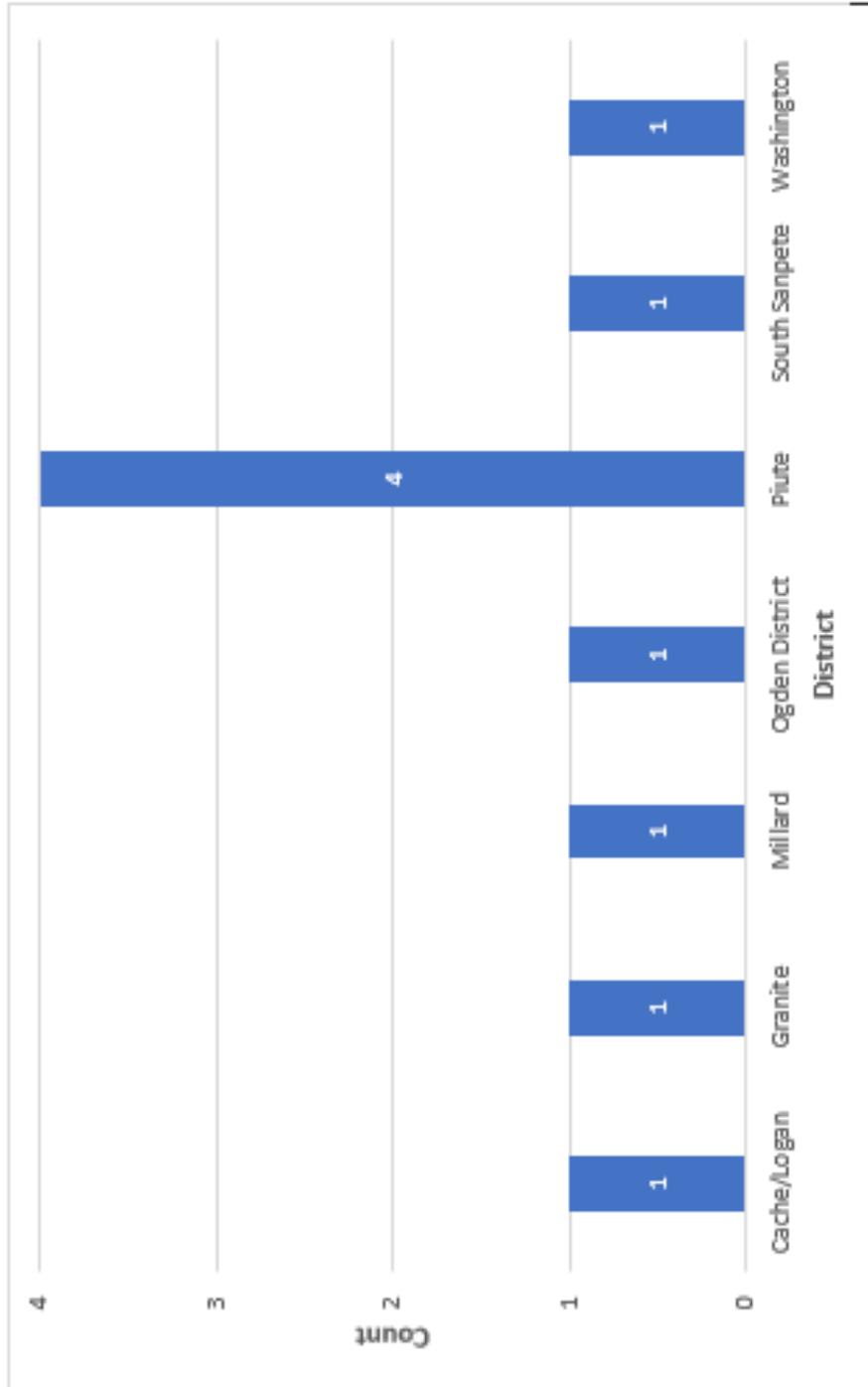
**Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Math Proficiency by Standard (N=141)**



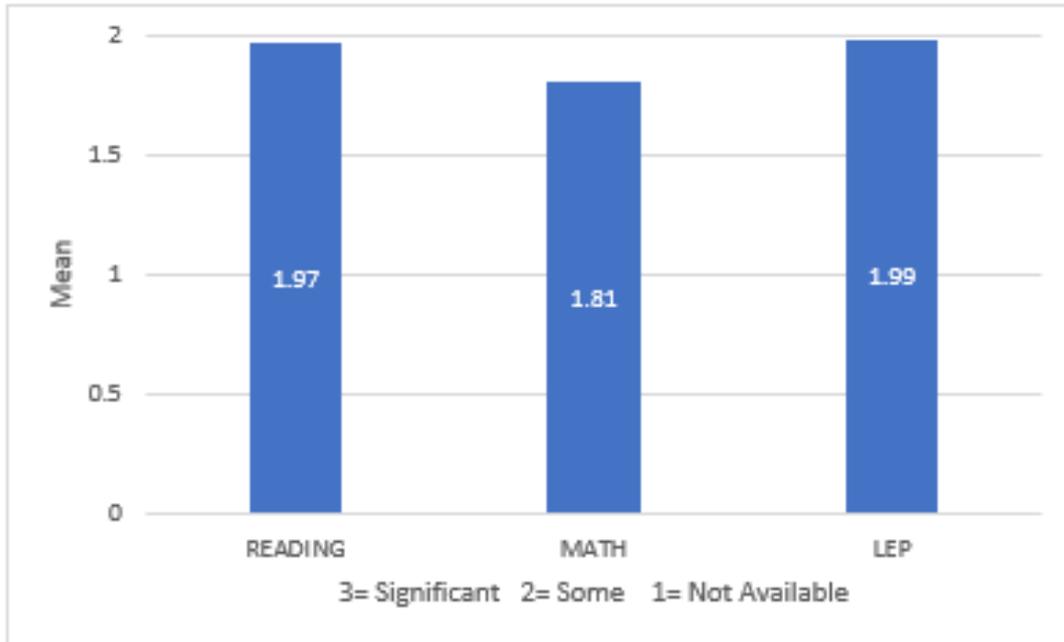
**Utah Migrant Education Program: Evaluation 2018
Teacher Ratings: Math Proficiency by Standard: PFS Students (N=97)**



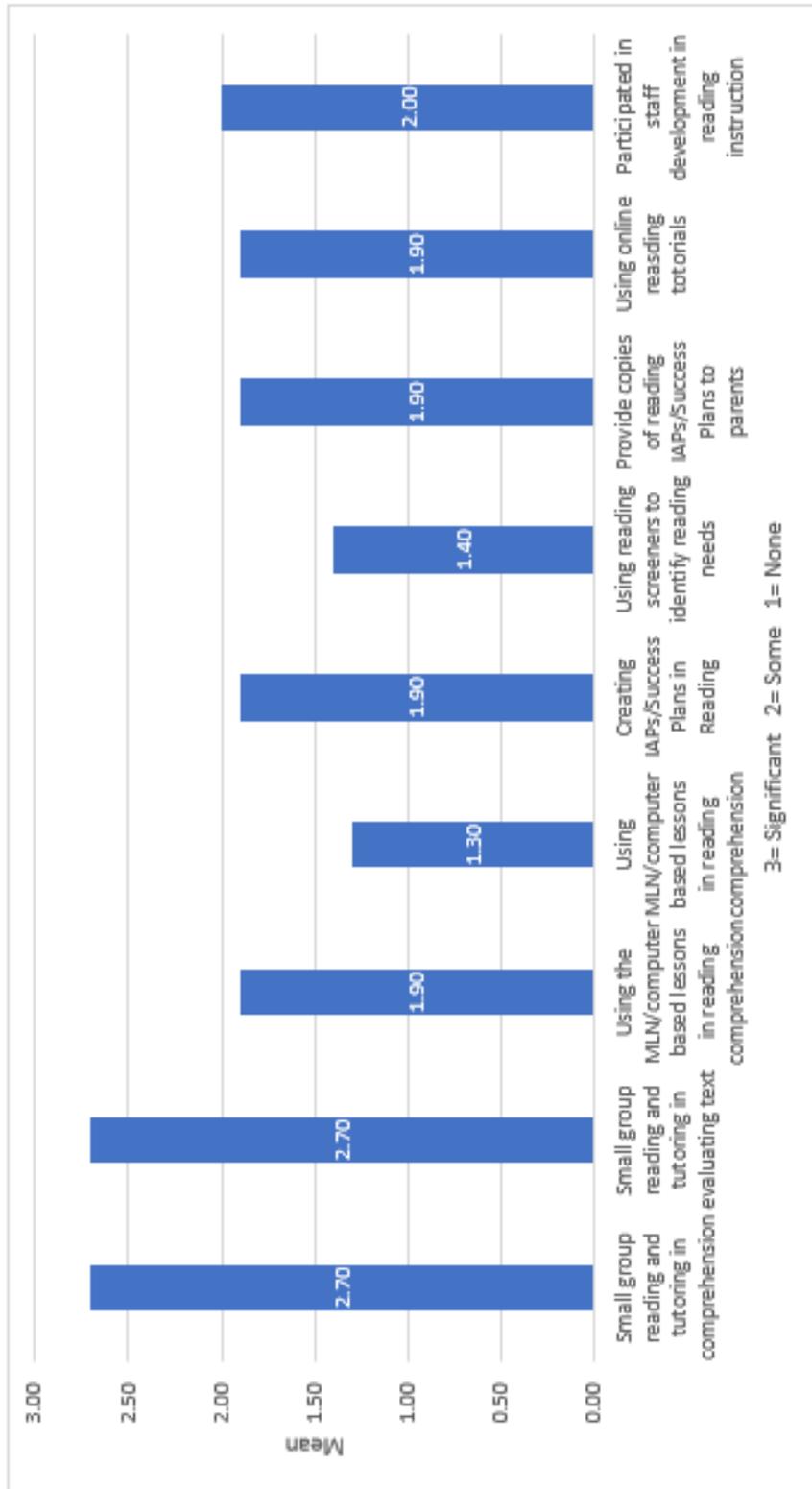
**Utah Migrant Education Program: Evaluation 2018
Implementation of Migrant Services Survey: Districts Responding**



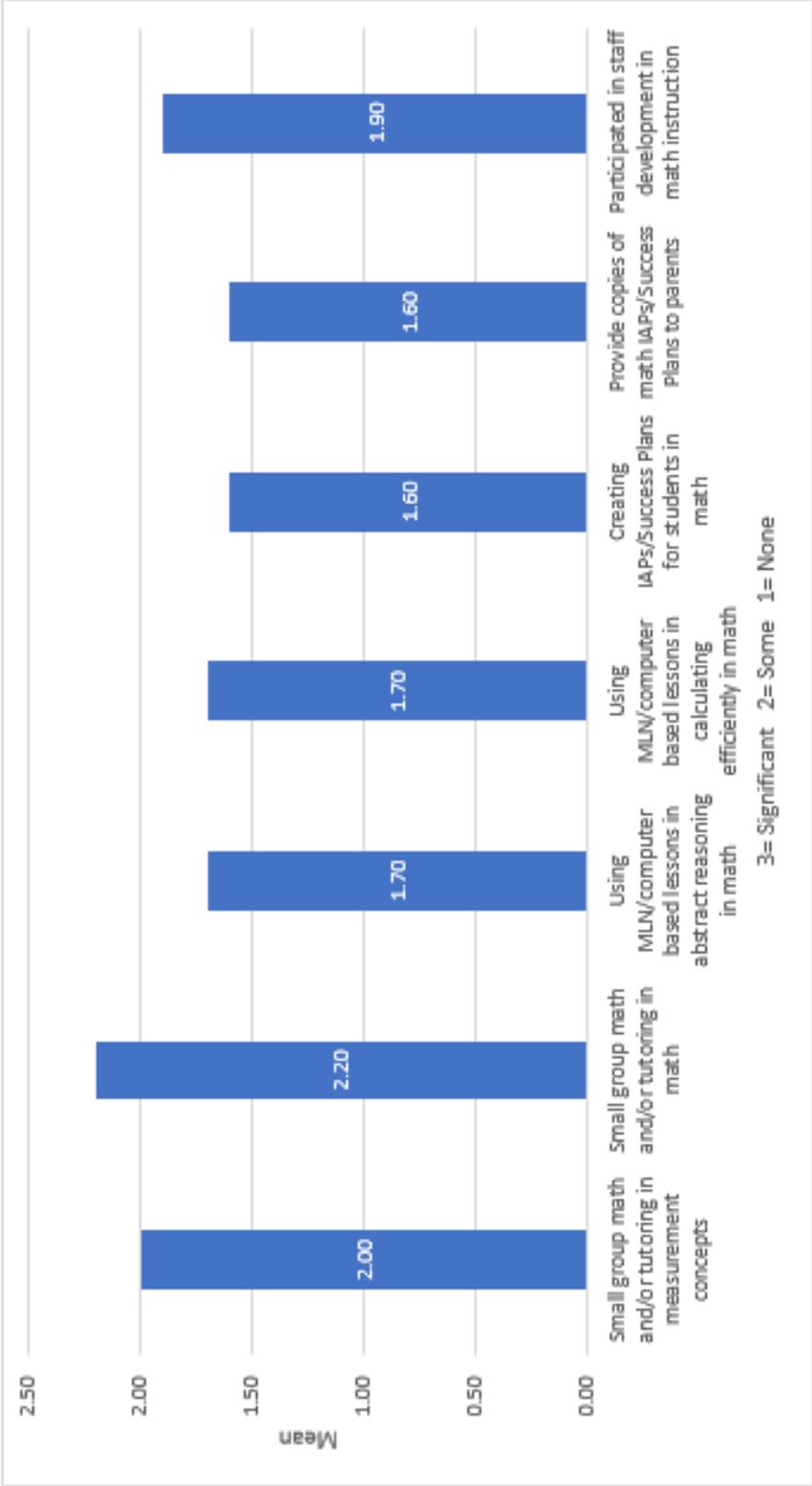
Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels to Achieve Performance Targets



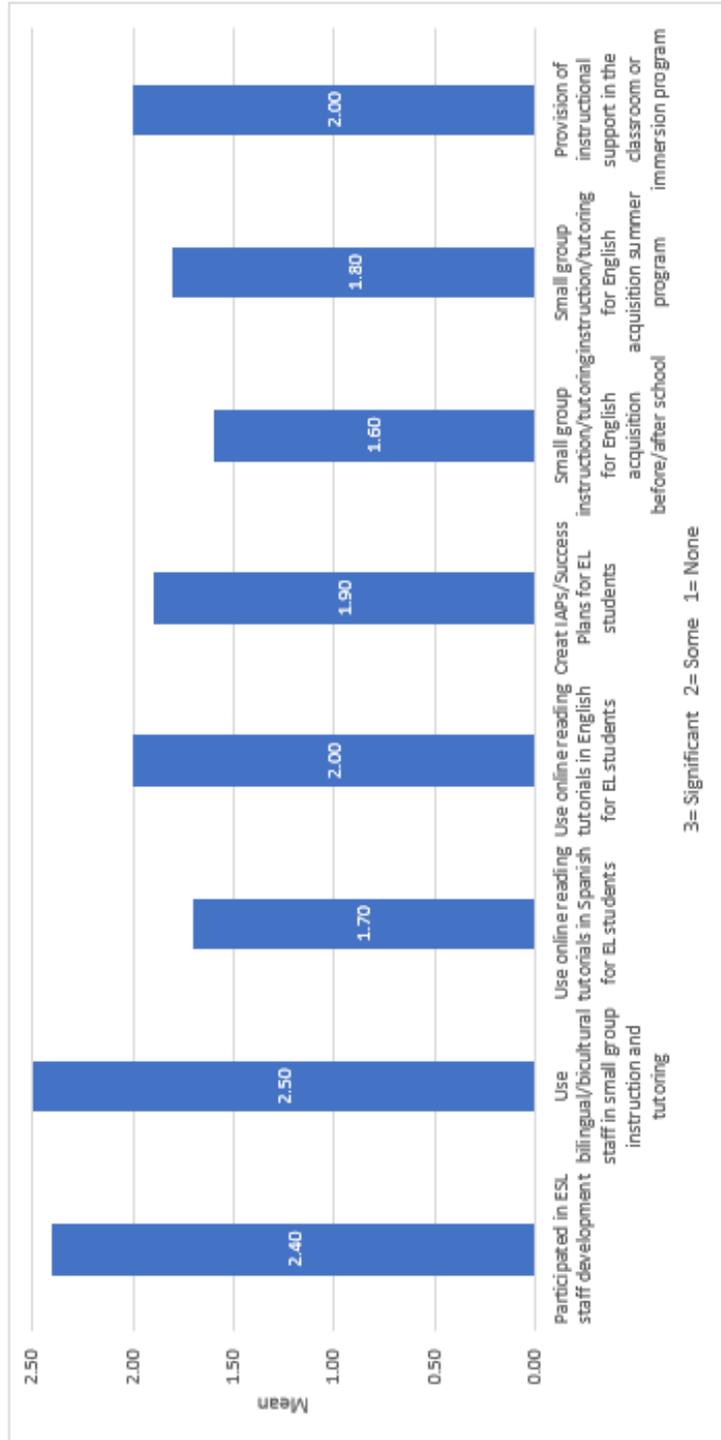
**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: Reading Services**



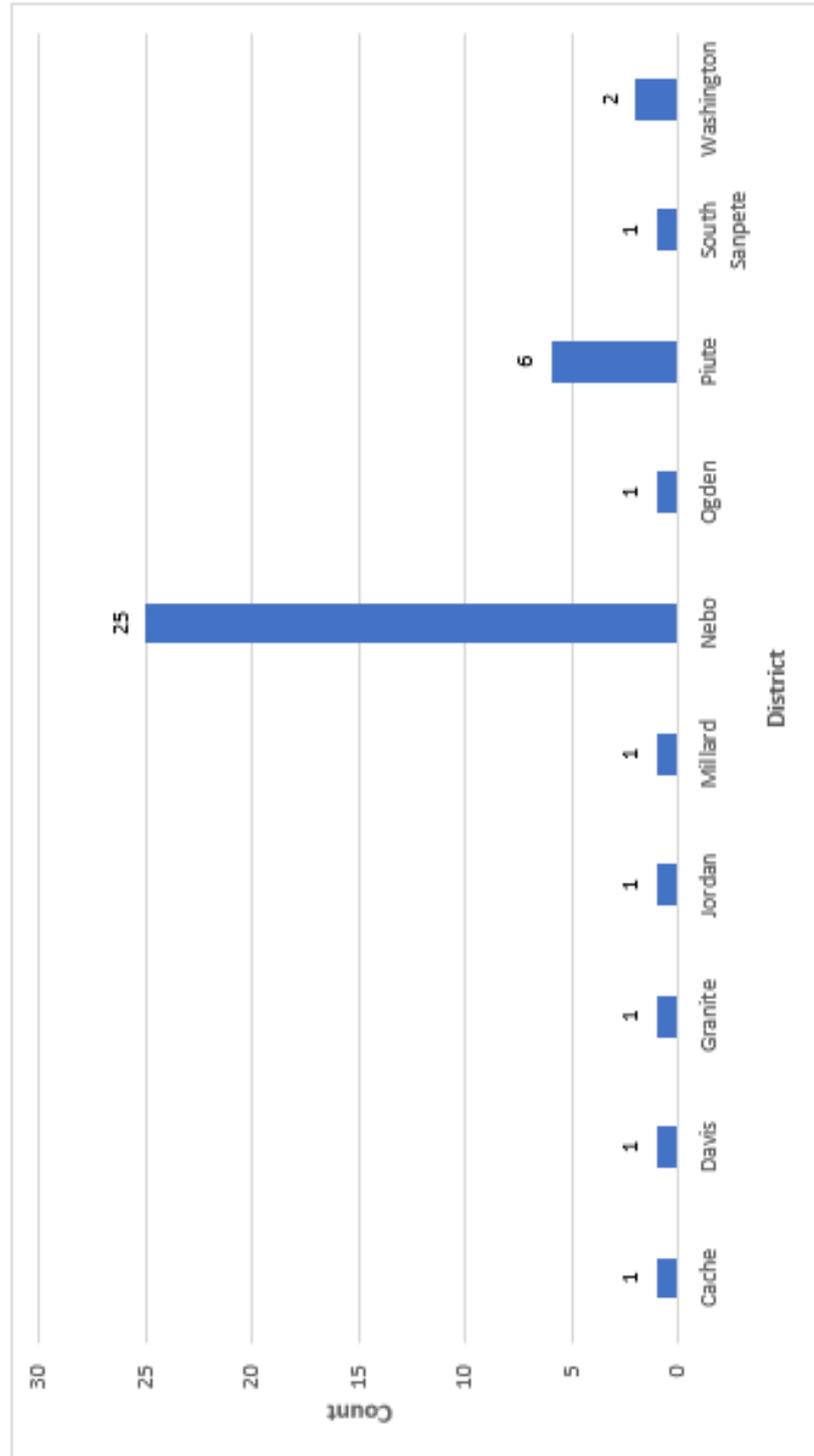
**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: Math Services**



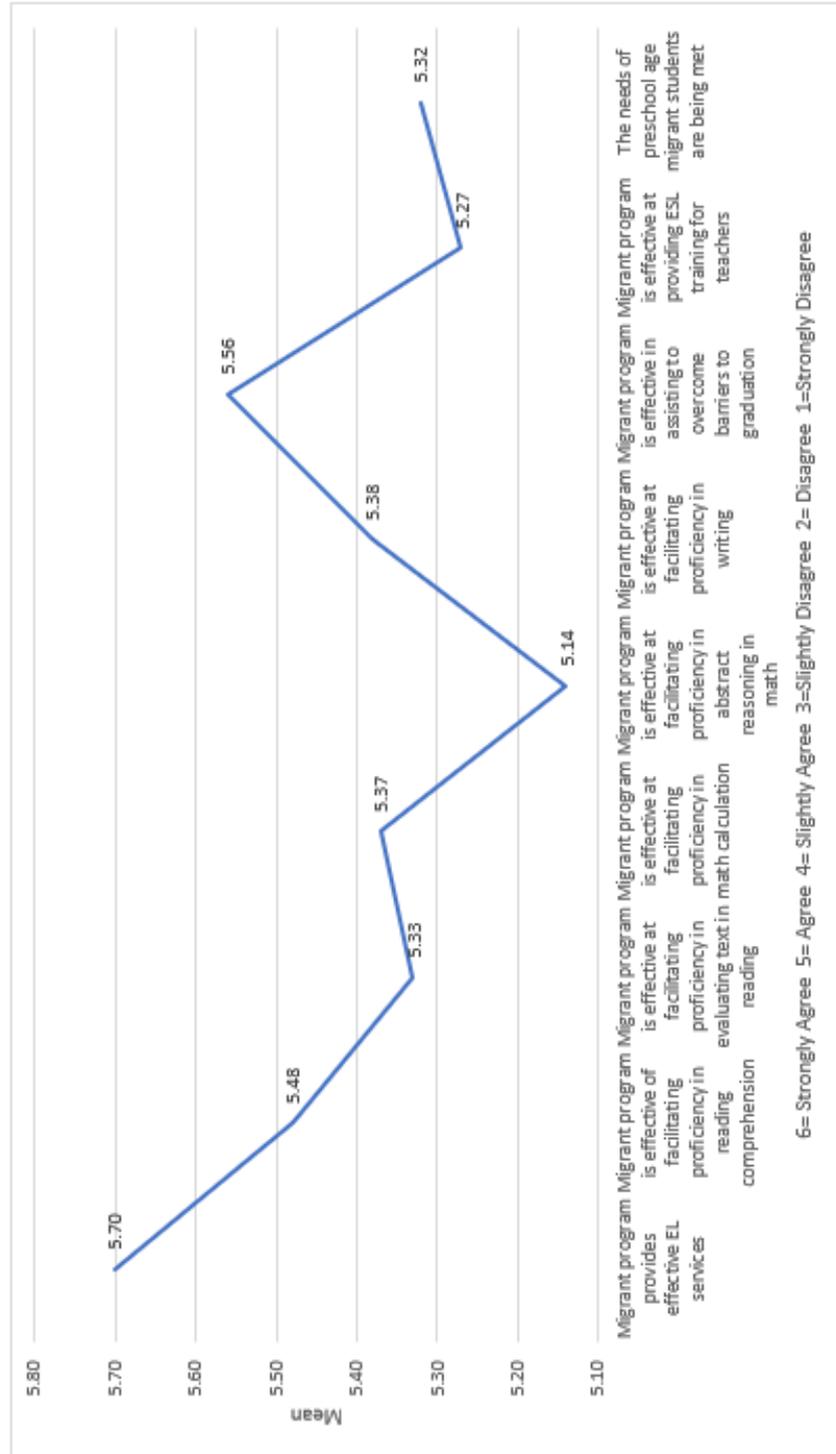
**Utah Migrant Education Program: Evaluation 2018
Implementation of Services Survey: Implementation Levels: EL Services**



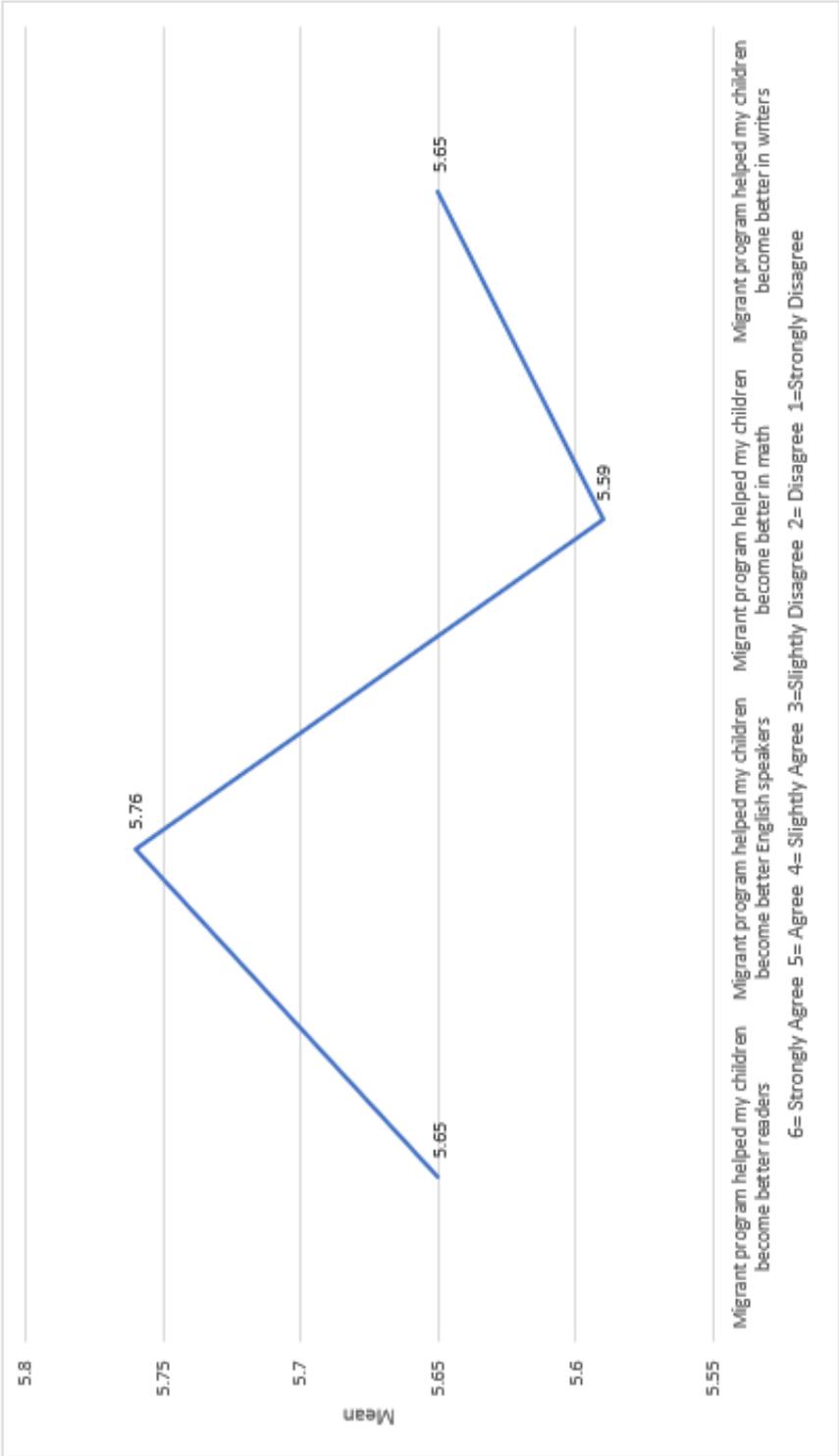
**Utah Migrant Education Program: Evaluation 2018
 Administrator/Teacher Evaluation of Program Survey: Districts Responding**



Utah Migrant Education Program: Evaluation 2018 Administrator/Teacher Evaluation of Effectiveness of Services



**Utah Migrant Education Program: Evaluation 2018
 Parent Evaluation of Effectiveness of Services (N=48)**



Utah Migrant Education Program: Evaluation 2018
Parent Evaluation of Overall Program Effectiveness (N=48)

