UTAH

MIGRANT EDUCATION EVALUATION REPORT 2021-2022

April 2022

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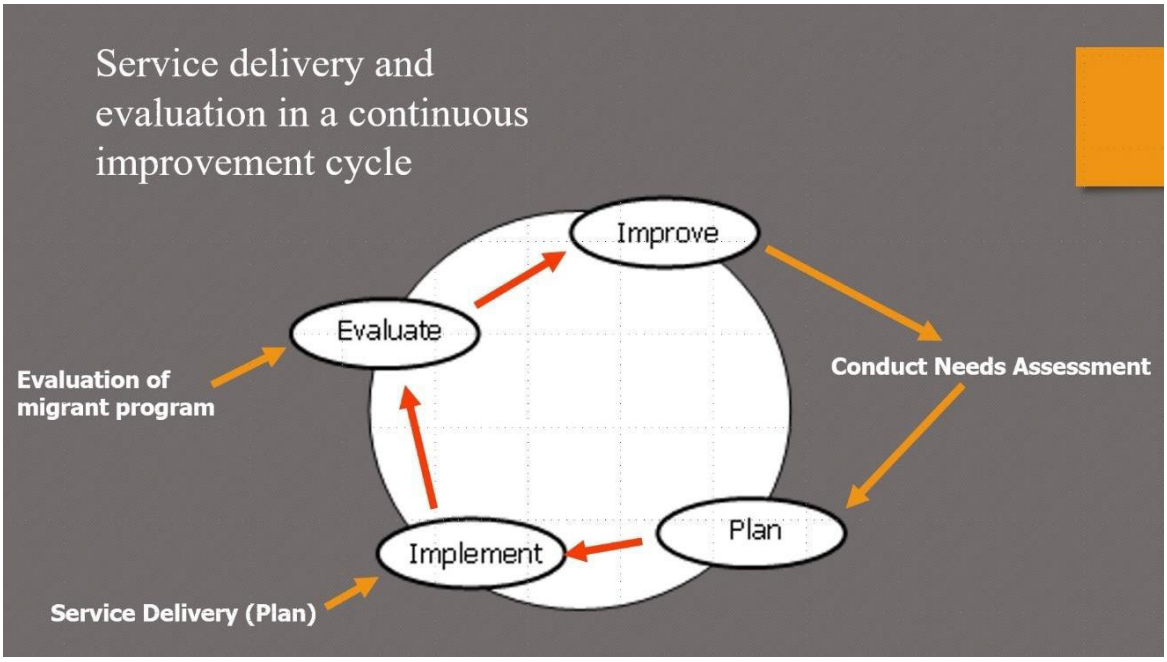
UTAH MIGRANT EDUCATION PROGRAM
EVALUATION REPORT 2021-2022

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 that describes strategies the 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 is a continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable outcomes, and then evaluating the impact of services to measure the impact.

The following regulations for Migrant Education are excerpted directly from the **Code of Federal Regulations (C.F.R.), Title 34, Section 200.84** and the **Office of Migrant Education Non-Regulatory Guidance Related to Program Evaluation: State Requirements for Evaluation**

This report is the summary of the program evaluation of the Utah Service Delivery for 2021-2022.

Responsibilities of SEAs for evaluating the effectiveness of the MEP.

Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in §200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA,

Responsibilities of SEAs and operating agencies for improving services to migratory children.

While the specific school improvement requirements of section 1116 of the ESEA do not apply to the MEP, SEAs and local operating agencies receiving MEP funds must use the results of the evaluation carried out under §200.84 to improve the services provided to migratory children.

Office of Migrant Education Non-Regulatory Guidance Related to Program Evaluation: State Requirements for Evaluation

If your state receives Title I, Part C funds for migrant education, you must evaluate the effectiveness of your state MEP using the following information:

The four state performance indicators related to Goals 1 and 5—disaggregated for PFS and other migrant students;

Performance Goal 1: By (Year Specified By State ESSA Plan), all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Performance Goal 5: All students will graduate from high school.

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

Performance Indicator 5.2: The percentage of students who drop out of school each year.

• MPOs established for specific activities and services disaggregated for PFS and other migrant students at the service delivery level and summarized at the state level.

States that adopt a performance target for school readiness determine their performance indicators, usually adopting some measure of early literacy. If your state adopted a performance target for school readiness or any other state performance targets, you must be prepared to provide services that enable migrant students to meet those targets and to

disaggregate performance data for PFS students, other migrant students, and non-migrant students related to those targets.

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

Applied Learning Technology Associates (ALTA) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ALTA 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. Due to the pandemic, the CNA committee met virtually on Monday, November 9, 2020 to review and revise the concern statements for the comprehensive needs assessment. The CNA committee consists of the state migrant director as well as representatives from every Utah migrant program. The committee was

asked to consider concern statements reflecting the needs of Utah migrant students in light of the effects of the COVID19 pandemic. The concern statements identified by the CNA Committee are as follows:

1. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in language arts and to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

2. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in mathematics and to ensure that students are acquiring the basic building blocks necessary to master mathematics.

3. We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in English.

CNA Results

1. The overall assessment of needs in relation to concern statement 1**: We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in language arts and 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 with teachers rating overall proficiency at 2.06 (basic level). State assessment scores from 2019-2020 (the most recent available) indicated an overall proficiency in language arts of 1.47 (Below basic). Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 1.95 (Basic minus).

Language Arts standards for which teacher ratings indicated the highest needs for PFS students are:

Standard 4: Interpret words and phrases in text and determine meaning (comprehension)

Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole

Standard 6: Assess how point of view or purpose shapes the content and style of text.

This is confirmed by the administrator teacher survey which indicated that one of the highest needs in language arts included standard **5: the need to facilitate proficiency in analyzing the structure of text** along with standard 8: the need to facilitate proficiency in delineating and evaluating arguments in texts and standard 9: the need to facilitate

proficiency in analyzing how two different texts address similar. The survey of parents rated reading and writing proficiency as the second and third highest needs for their children.

The highest specific reading needs identified by the reading screeners on the Migrant Literacy NET for beginning readers are:

- **Basic comprehension**
- **Punctuation**
- **Phonemic awareness**
- **Basic vocabulary**
- **Letter recognition**

Administrators and teachers indicated the most effective strategies for facilitating language arts proficiency are: **using vocabulary manipulatives in instruction, small group instruction, reading aloud and online instruction.**

2. The overall assessment of needs in relation to concern statement 2: **We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in mathematics and 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 with teachers rating overall proficiency at 2.23 (basic level plus). State assessment scores from 2019-2020 (the most recent available) indicated an overall proficiency in language arts of 1.58 (Below basic). Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 1.88 (Basic minus).

Math standards for which teacher ratings indicated the highest needs for PFS students are:

Standard 3: Construct viable arguments and critique the reasoning of others

Standard 7: Look for and make use of structure (discern patterns or structures).

Standard 8: Look for and express regularity in repeated reasoning

Standard 2: Reason abstractly and quantitatively

This is confirmed by the administrator teacher survey which also **identified standard 2: the need to facilitate proficiency in reasoning abstractly and quantifiably in math and standard 8: the need to facilitate proficiency in understanding repeated reasoning in math as critical needs** as well as the need to become proficient in problem

solving in math. The survey of parents rated math proficiency as the highest need for their children. Administrators and teachers indicated the most effective strategies for facilitating math proficiency are: **math vocabulary instruction, small group instruction, using math manipulatives in instruction** and **online instruction.**

3. The overall assessment of needs in relation to concern statement 3: **We are concerned that migrant students need additional services and support (including academic, social and emotional support) to become proficient in English.**] indicated the lack of English language proficiency is a significant issue at all grade levels. The mean ACCESS score for all EL migrant students is 3.04 indicates that most students are in the developing stage of English language acquisition which is significantly less than English language fluency.

For ELL students the highest areas of need in language arts and math are:

Language Arts Standard 8: Delineate and evaluate specific claims in text.

Language Arts Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole.

Language Arts Standard 4: Interpret words and phrases in text.

Math Standard 3: Construct viable arguments and critique the reasoning of others

Math Standard 8: Look for and express regularity in repeated reasoning

Math Standard 2: Reason abstractly and quantitatively

Math Standard 7: Look for and make use of structure (discern patterns or structures).

In addition, the administrator/teacher survey that the **proficiency in writing for English language learners** was a critical need. Parents rated the need for English language proficiency lower than all but one area of need. Administrators and teachers indicated the most effective strategies for facilitating English language proficiency are: **English conversation in small groups, English vocabulary instruction, small group ESL instruction and online instruction.**

4. The investigation into the needs of pre-school aged migrant students in Utah showed that readiness for school is a need for migrant students, however, overall local programs are meeting the needs of young children to prepare them for school.

5. Social and emotional issues are barriers to the success of some migrant students. Staff and parent recommendations include the expansion of counseling and family liaisons.

6. Delivery of services to meet these needs must be modified in relation to the impact of the COVID19 pandemic.

Service Delivery Model

Revised Performance Targets: Utah submitted an ESSA Plan signed off on July 12. 2018 which indicated proficiency goals for all students disaggregated by group. The following charts are from the current Utah ESSA Plan:

Exhibit 3: English Language Arts Proficiency Goal by Student Group (Grades 3–10)

Student Group	Baseline[a] (2016) (%)	Long-term Goal (2022) (%)
All students	45.7	63.8
Economically disadvantaged students	30.2	53.4
Students with disabilities	12.3	41.6
English learners	11.4	41.0
African American/Black	23.7	49.1
Asian	52.9	68.6
Hispanic/Latino	24.8	49.8
American Indian/Alaska Native	19.8	46.5
Multi-race, Non-Hispanic	48.3	65.5
Native Haw./Pacific Islander	27.2	51.5
White	51.1	67.4

[a] Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Exhibit 4: Mathematics Proficiency Goal by Student Group (Grades 3–10)

Student Group	Baseline[b] (2016) (%)	Long-term Goal (2022) (%)
All students	48.2	65.4
Economically disadvantaged students	32.3	54.9
Students with disabilities	16.9	44.6
English learners	15.1	43.3
African American/Black	22.6	48.4
Asian	56.7	71.1
Hispanic/Latino	24.7	49.8
American Indian/Alaska Native	20.1	46.7
Multi-race, Non-Hispanic	48.4	65.6
Native Haw./Pacific Islander	27.9	52.0
White	54.3	69.5

[b] Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Migrant students are closest to the sub-group of students who are English Learners (EL). The revised Utah performance targets below are based on the state proficiency goal levels for EL students as well as the current results from the comprehensive needs assessment in 2020-2021.

Performance Target #1 Language Arts Achievement: By the 2024 academic year 41 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 2024 academic year 43 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 2024 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 and the interim goals for 2019 detailed in the Utah ESSA Plan:

Measurable Outcome #1 Increase proficiency in reading comprehension: All PFS students targeted for reading instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in reading comprehension.

Measurable Outcome #2 Increase proficiency in vocabulary, grammar and punctuation: All PFS students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in vocabulary.

Measurable Outcome #3 Increase proficiency in writing All PFS students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric

state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in writing.

Measurable Outcome #4 Increase proficiency in reasoning abstractly and quantifiably in math : All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in reasoning abstractly and quantifiably in math.

Measurable Outcome #5 Increase proficiency in understanding repeated reasoning in math as critical needs as well as the need to become proficient in problem solving in math. All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in understanding repeated reasoning in math as critical needs as well as the need to become proficient in problem solving in math.

Measurable Outcome #6 Increase proficiency in understanding patterns and structures (algebra readiness), All PFS students targeted for math instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in understanding patterns and structures (algebra readiness).

Measurable Outcome #7 Increase proficiency for EL students in vocabulary, comprehension and writing: All EL students targeted for language arts instruction will increase proficiency by .5 based on the four point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in vocabulary, comprehension and writing.

Measurable Outcome #8 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 #9 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.

Measurable Outcome #10 Enhance migrant parent involvement in the education of their children in reading and mathematics: Eighty percent of parents who participate in the Migrant Parent Empowerment consortium parent involvement activities will report that the program was effective in assisting them to help their children to learn to read and be proficient in math.

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: *Implement tutoring and small group instruction in reading and math for migrant students into summer programs.*

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

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 ESL strategies as well as bilingual and bicultural staff whenever possible for instruction.*

Recommendation 5: *Target vocabulary, reading comprehension and writing instruction for all migrant students.*

Recommendation 6: *Target problem-solving as well as algebra, patterns and functions instruction for K-5 migrant students in math.*

Recommendation 7: *Provide training to all appropriate staff teaching EL migrant students on the use of ESL strategies with EL students.*

Recommendation 8: *Collaborate with the MPEC consortium to identify and train parent advocates and provide parent training in the use of the MLN resources to facilitate student success in language arts and math.*

Recommendation 9: *Utilize course data from MSIX and other sources to target student needs and facilitate instruction.*

Recommendation 10: *Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation.*

Recommendation 11: *All services provided must utilize strategies and precautions required by the COVID19 pandemic. When possible, distance education options will be used for instruction for migrant students. For districts that have returned to onsite instruction rigorous safety precautions should be maintained (sanitizing classrooms, wearing masks, and appropriate social distancing.*

4. Evaluation Process

The evaluation process was initiated using a logic model to facilitate the design of the evaluation. "A logic model is a visual representation of a theory of action or program logic guiding the design and implementation of a program or policy and can be used as a tool for building a relevant evaluation design." *Education Development Center, Inc. 2015. (See following 2 charts)*

Utah Evaluation Logic Model					
Inputs	**Activities**	**Outputs**	**Short-term Outcomes**	**Mid-term Outcomes**	**Long-term Outcomes**
▪ MEP funding ▪ CNA committee ▪ State director ▪ Subcontractor ▪ Migrant parents ▪ MEP staff ▪ Evaluation committee ▪ State PAC ▪ Local, state, Federal agencies and organizations serving migratory families ▪ Needs assessment data	▪ MEP Staff training ▪ Parent training ▪ Online learning opportunities through the Migrant Literacy NET ▪ Tutoring ▪ Small group instruction in reading and math ▪ Resources provided to assist in overcoming barriers to graduation	▪ Students served in each MEP program ▪ Families served by the MEP program ▪ CNA/Evaluation committee meets regularly ▪ MEP staff professional development ▪ Teachers and MEP staff utilize Migrant Literacy NET resources	▪ MEP staff increase their knowledge in instruction and learning for migrant students ▪ Increased student math skills ▪ Increased student literacy skills ▪ MEP staff develop relation-ships with parents and families ▪ MEP staff trained in ESL and school readiness	▪ PFS migrant students will increase proficiency by a minimum of .5 per year (on the 4 point rubric) in the language arts skills of comprehension, vocabulary and writing. ▪ PFS migrant students will increase proficiency by a minimum of .5 per year (on the 4 point rubric) in the math skills of reasoning abstractly and quantifiably, understanding repeated reasoning	▪ By the 2024 academic year 41 percent of all migrant students will score at the proficient level (rubric score of 3 or higher) in language arts. ▪ By the 2024 43% will score at the proficient level (rubric score of 3 or higher) or above in math.

Utah Evaluation Logic Model					
Inputs	**Activities**	**Outputs**	**Short-term Outcomes**	**Mid-term Outcomes**	**Long-term Outcomes**
▪ Evaluation data (formative/ summative)	▪ Service Delivery & CNA planning meetings ▪ Summer migrant programs ▪ Dissemination of consortium activities and products ▪ Resources to facilitate school readiness	▪ Training provided on resources and PI ▪ MEP staff work with and support parents ▪ Relationships built between MEP and other federal programs ▪ New instructional strategies implemented ▪ Impact on students in reading and math	▪ MEP services found effective sustained ▪ Collaboration and idea sharing among the MEP programs ▪ Increased family participation in MEP program	and problem solving and algebra readiness ▪ EL students will increase proficiency by .5 (on the 4 point rubric) in vocabulary, comprehension and writing. ▪ 80% of staff will report that ESL training was effective. ▪ 80% of parents who participate in MPEC will report that the program is effective in assisting parents to help their children achieve academic success.	▪ By the 2024 80% percent of all EL migrant students will increase from an initial baseline on the WIDA by at least .5 toward English language fluency

Based on the logic model design the evaluation of the Utah migrant program was completed through the collection of and analysis of data using a wide variety of formative and summative strategies. Applied Learning Technology Associates of Colorado was the external evaluator. The following data collection instruments, sources and strategies were incorporated:

a. State assessment scores in language arts and math – These are ideally required through the GPRA for growth comparisons for all students. Due to COVID pandemic very few state assessments were administered in 2020, however, the state assessments were resumed in 2021.

b. Fidelity of Implementation Survey – Completed by teachers and administrators for all migrant districts. This survey assesses the degree of implementation of recommended services from the service delivery plan.

c. Teacher ratings of student proficiency in the Utah content standards in language arts and math. These ratings are based on the same rubric score provided by the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Novice). In several other states

these teacher ratings have been demonstrated to correlate with state assessment scores at the .001 level (e.g., Utah 2016, North Dakota 2015, Nevada 2016, Ohio 2012, New Mexico 2011 – ALTA et.al.).

d. Student scores on the Utah English language proficiency assessment (ACCESS).

e. Student pre-test and post-test scores on online reading tutorials on the Migrant Literacy NET

f. Administrator/Teacher Survey of Migrant Program Impact – Completed by teachers and administrators in all Utah migrant program.

g. Parent Evaluation Survey of program effectiveness – Completed by parents in all migrant programs.

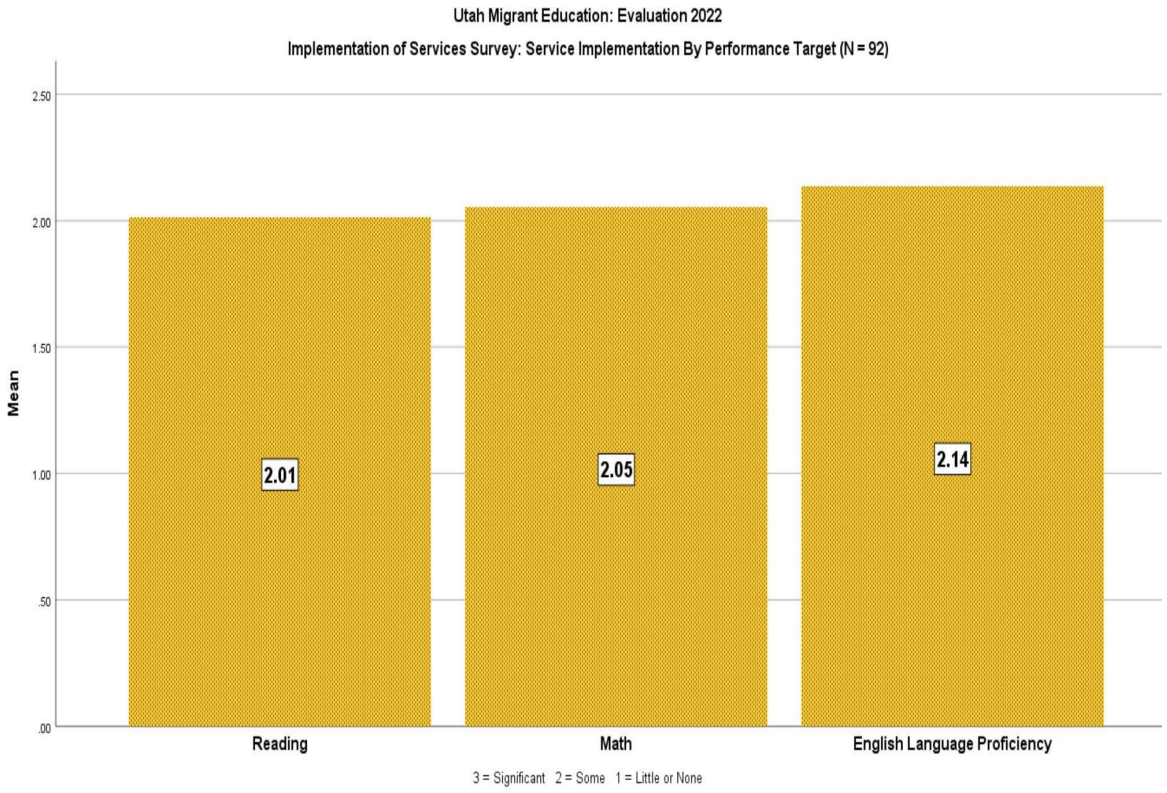
g. Effective Strategies Survey – completed by administrators and teachers to identify which strategies resulted in the greatest improvement of proficiency.

Copies of the data collection and survey formats are attached in Appendix A. ALTA disseminated the surveys to all administrators and teachers of migrant students, migrant parents, and migrant students. In addition, ALTA provided training to all MEP staff on the data collection process. All data collected was forwarded to ALTA for analysis.

6. Results of the Evaluation

Fidelity of Implementation

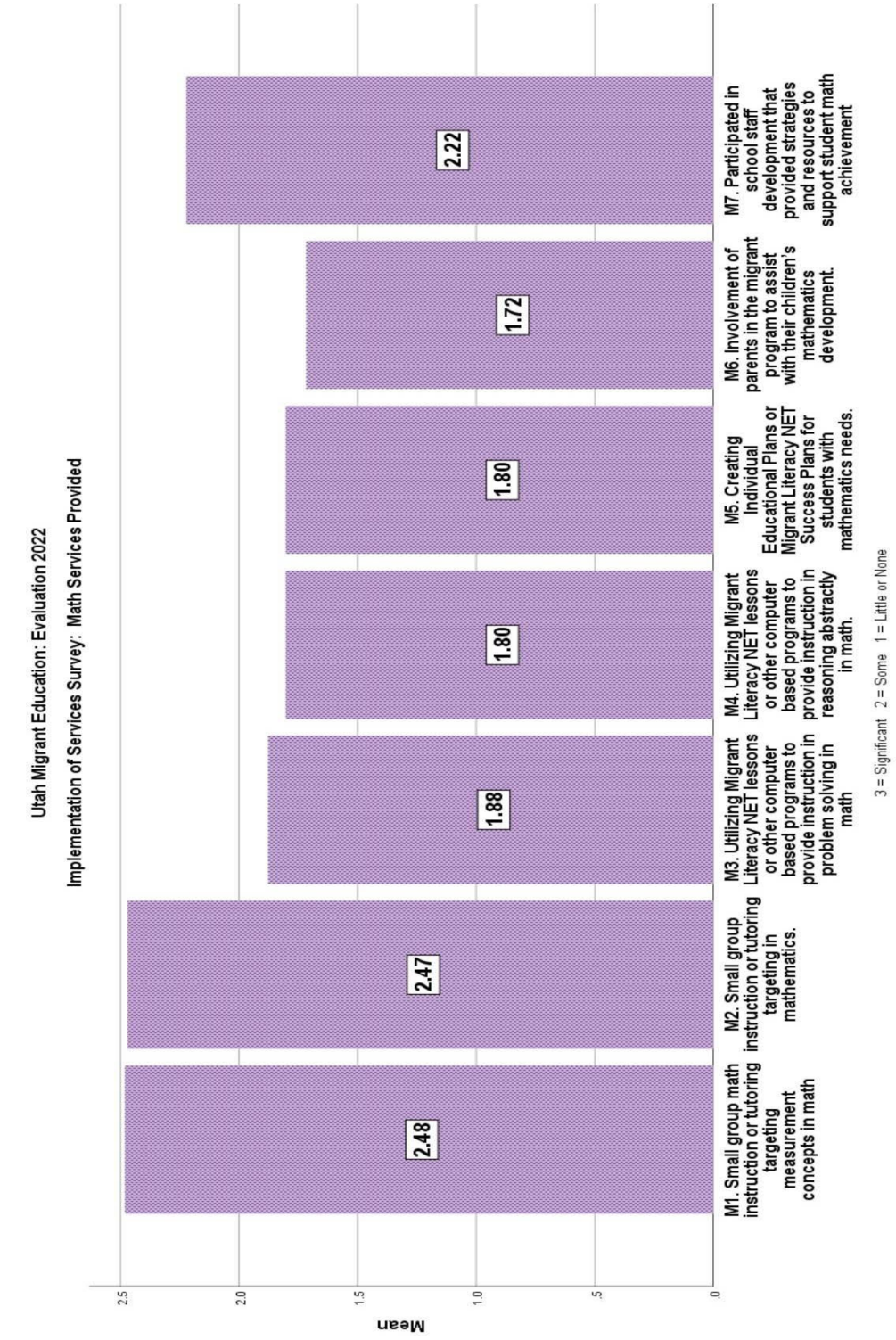
A fidelity of implementation of services survey, based on the recommended strategies to meet the measurable program objectives (MPOs), was completed by 92 administrators and teachers of migrant students across seven Utah migrant programs. This survey asked administrators to indicate which services have 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.



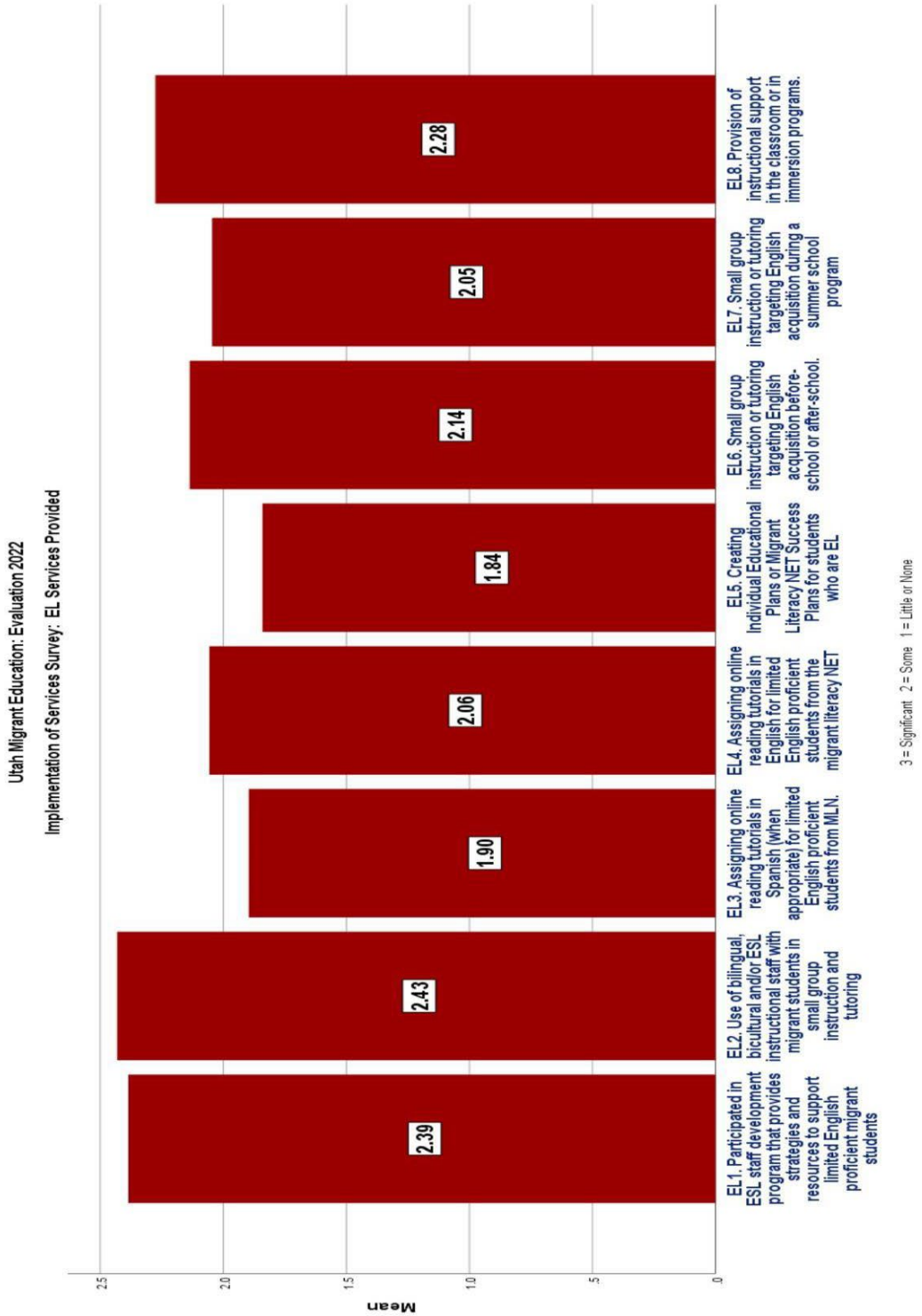
The data was also broken down to identify the level of implementation in each of the targets of the Utah migrant programs. The following provides data on the level of implementation of reading strategies.

Utah Migrant Education: Evaluation 2022
Implementation of Services Survey: Reading Services Provided
Mean
3
2
1
0
2.55
2.44
1.92
1.76
1.85
1.50
1.74
1.90
2.45
R1. Small group reading instruction or tutoring targeting reading comprehension.
R2. Small group instruction or tutoring targeting evaluating and understanding text in reading.
R3. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in reading.
R4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in writing.
R5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with reading needs.
R6. Utilizing the reading screeners on the Migrant Literacy NET to identify student reading needs.
R7. Involvement of parents in the migrant program to assist with their children's literacy development.
R8. Assigning online reading tutorials for students from the migrant literacy NET or other computer based programs.
R9. Participated in staff development that provided strategies and resources to support student reading achievement.
3 = Significant 2 = Some 1 = Little or None

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



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



State Assessment Results for Migrant Students

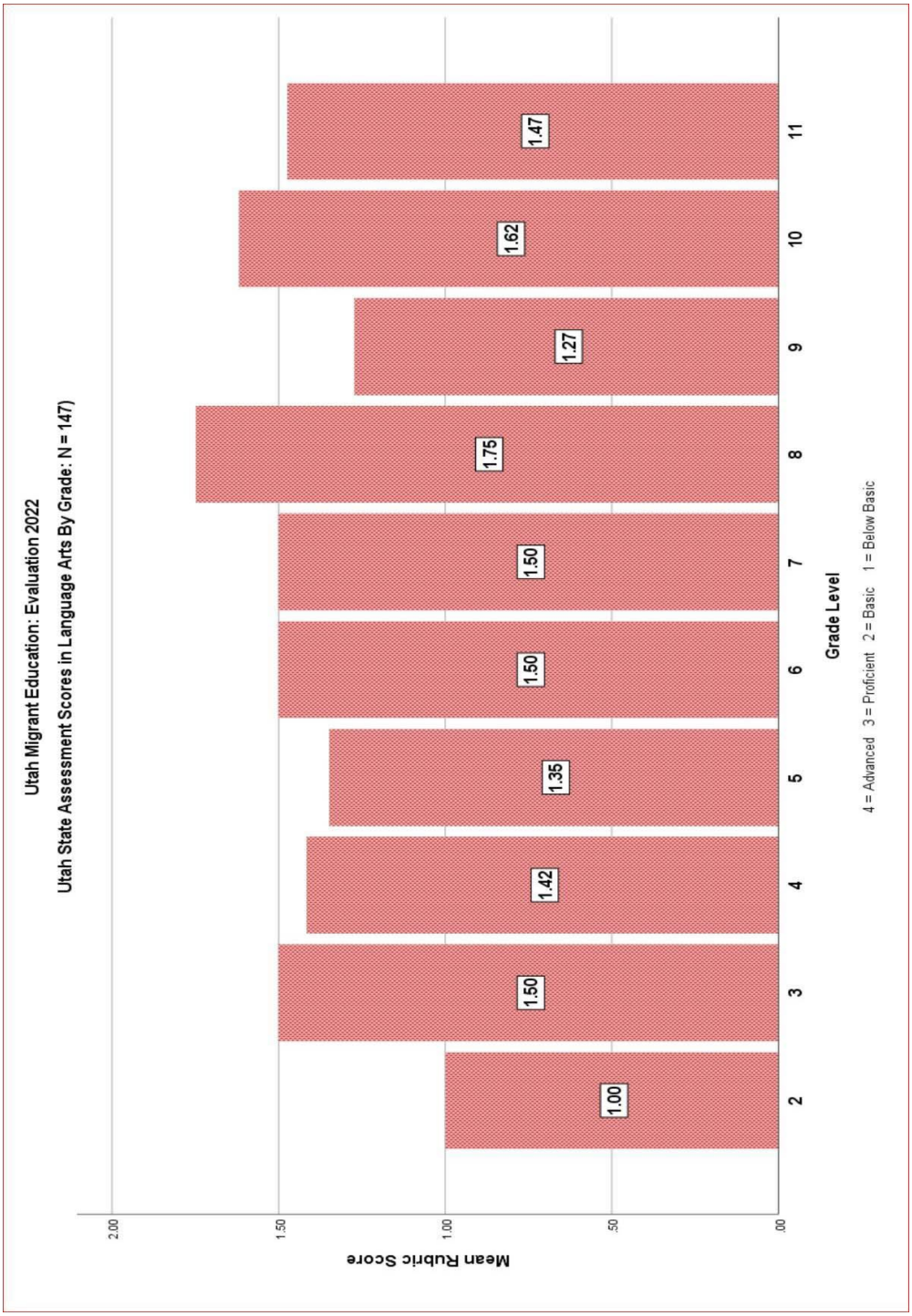
Forty-three percent (29%) of Utah migrant students took the state assessment in language arts and forty-three percent (31%) took the state assessment in math in 2021-2022 in Utah. The rubric score on the state assessment is: 4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, and 1 = Below Proficient. 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 2022.

CRT Performance in Relation to Performance Targets

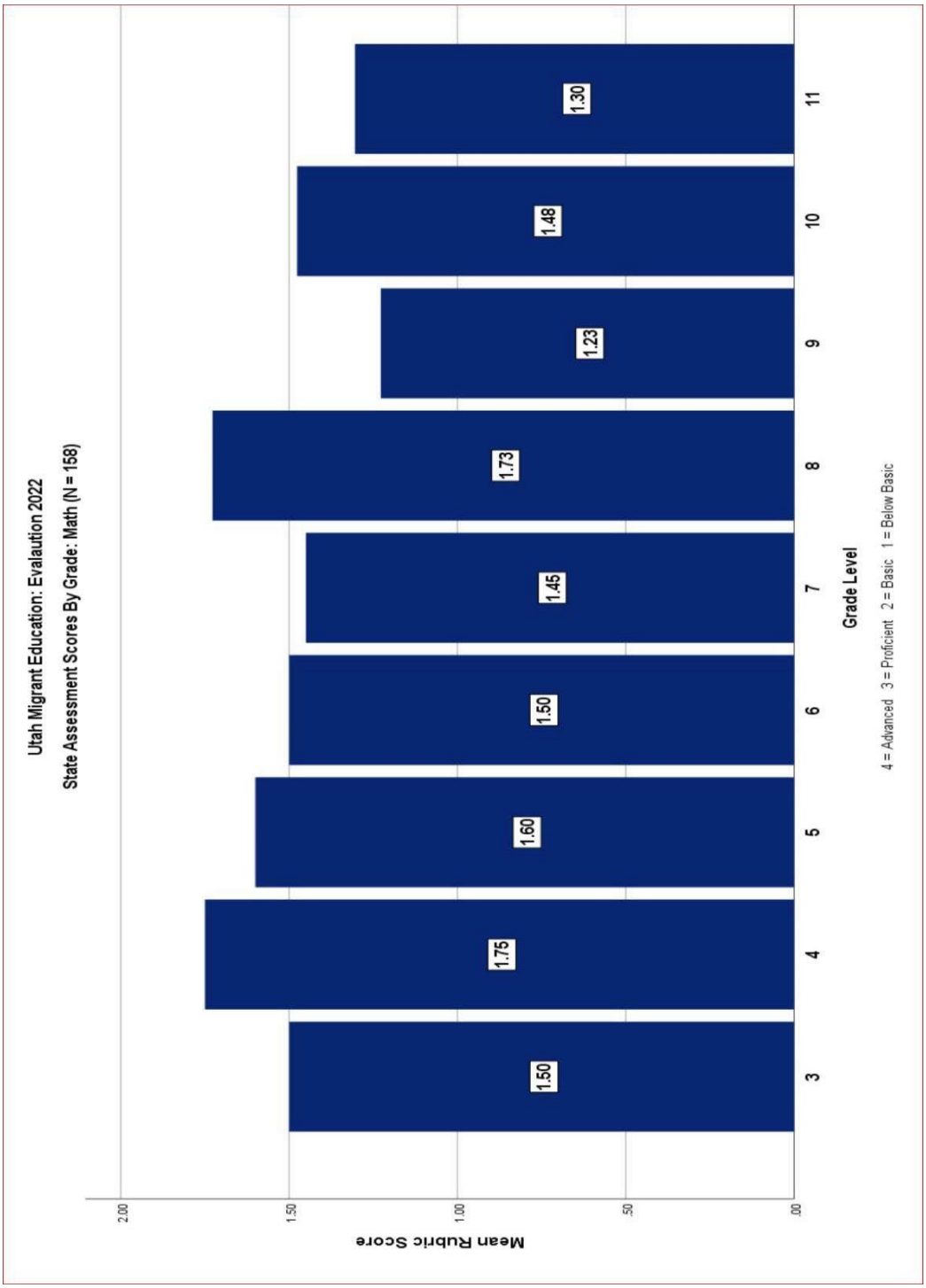
CRT Assessment	*Number Completing the Assessment*	*Students proficient 2022*	*Performance target goal by 2024*
Language Arts	**147**	**18 (12.2%)**	**41%**
Mathematics	**158**	**15 (9.5%)**	**43.4%**

It is important to note that less than 32% (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 2022 in language arts by grade level are as follows:

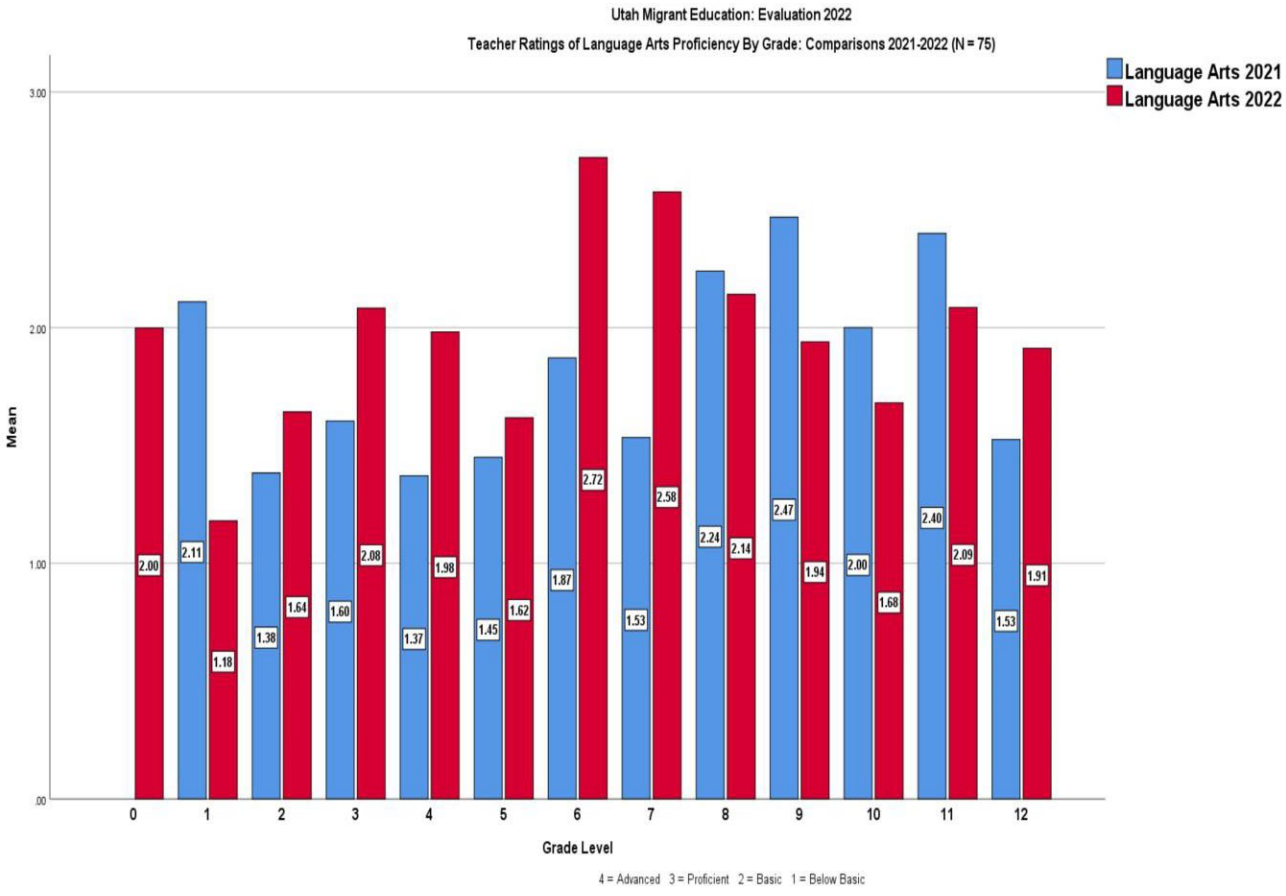


State assessment scores means for migrant students in 2022 in math by grade level are as follows:



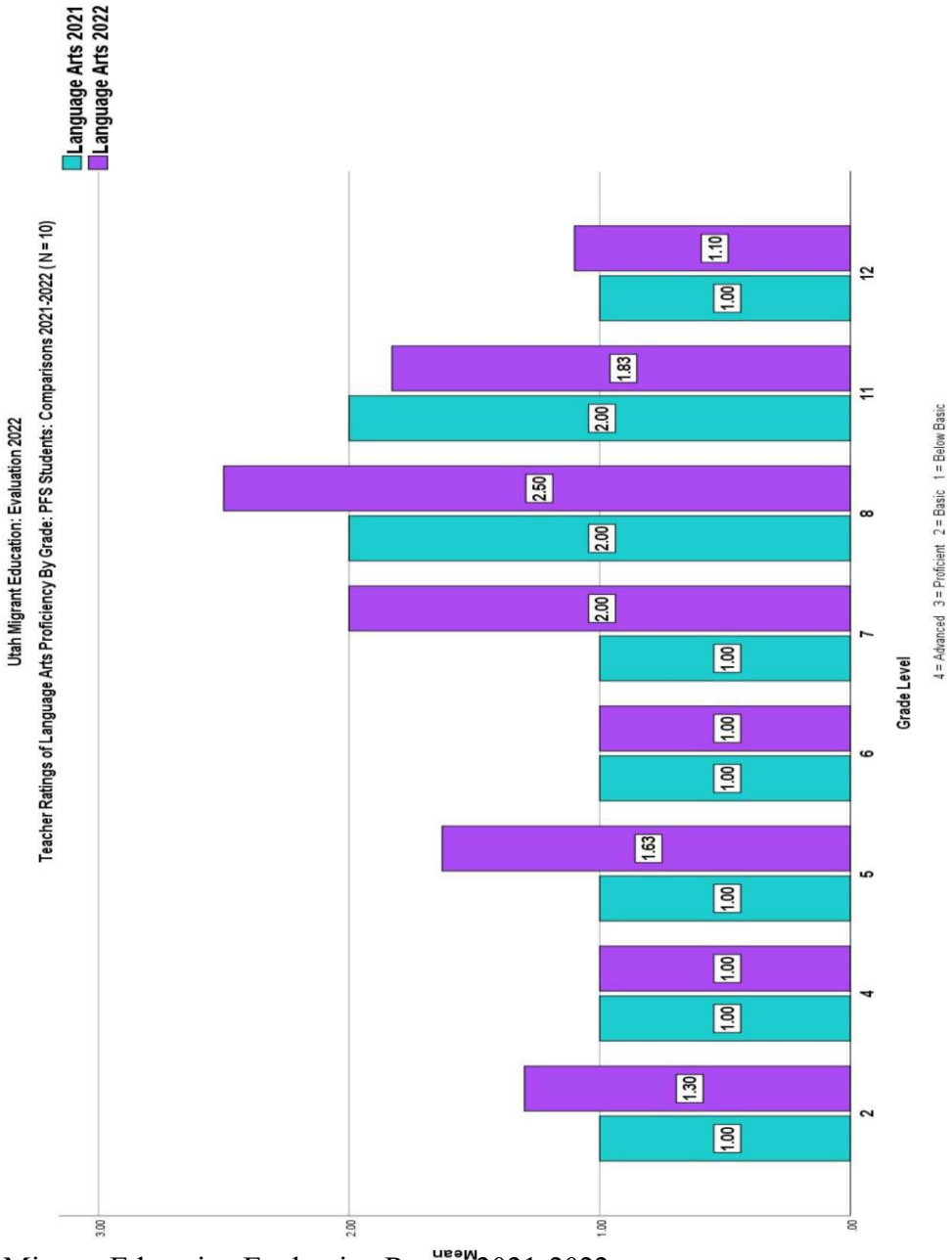
Language Arts: Achieving Performance Targets & MPOs

Because only ???% 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 = Highly proficient, 3 = Proficient, 2 = Approaching Proficient, and 1 = Below Proficient). Teachers were trained by the evaluators to use the ratings. Two hundred forty-three students were rated from the total state migrant population for 2021-2022 in language arts. Of the 243 students, 51 had teacher ratings of proficient or above (20.1%). Seventy-five of the students had teachers ratings from both 2021 and 2022. The graph below illustrates comparisons between students from last year to this year. **Increases in language arts proficiency were identified in grades 2, 3, 4, 5, 6, 7 and 12.**



Teachers rated 33 Priority For Service (PFS) students in language arts in 2022. There were 10 of these PFS students who had rating from both 2021 and 2022. The following graph shows average ratings of proficiency for both 2021 and 2022 for ***PFS*** students. **Increases in language arts proficiency were identified in grades 2, 6, 7, 8 and 12.**

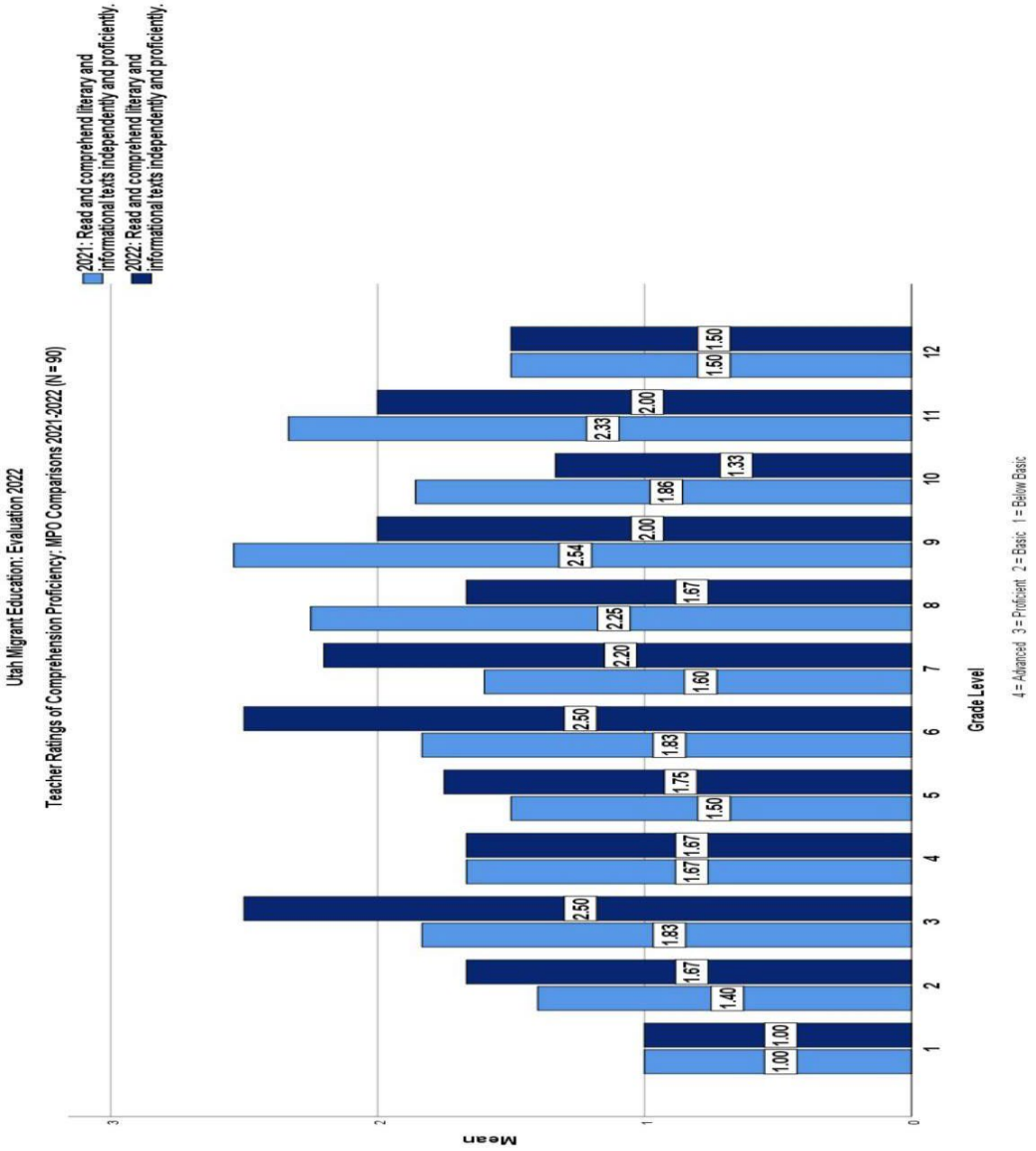
Teacher Ratings of Language Arts Proficiency By Grade: PFS Students



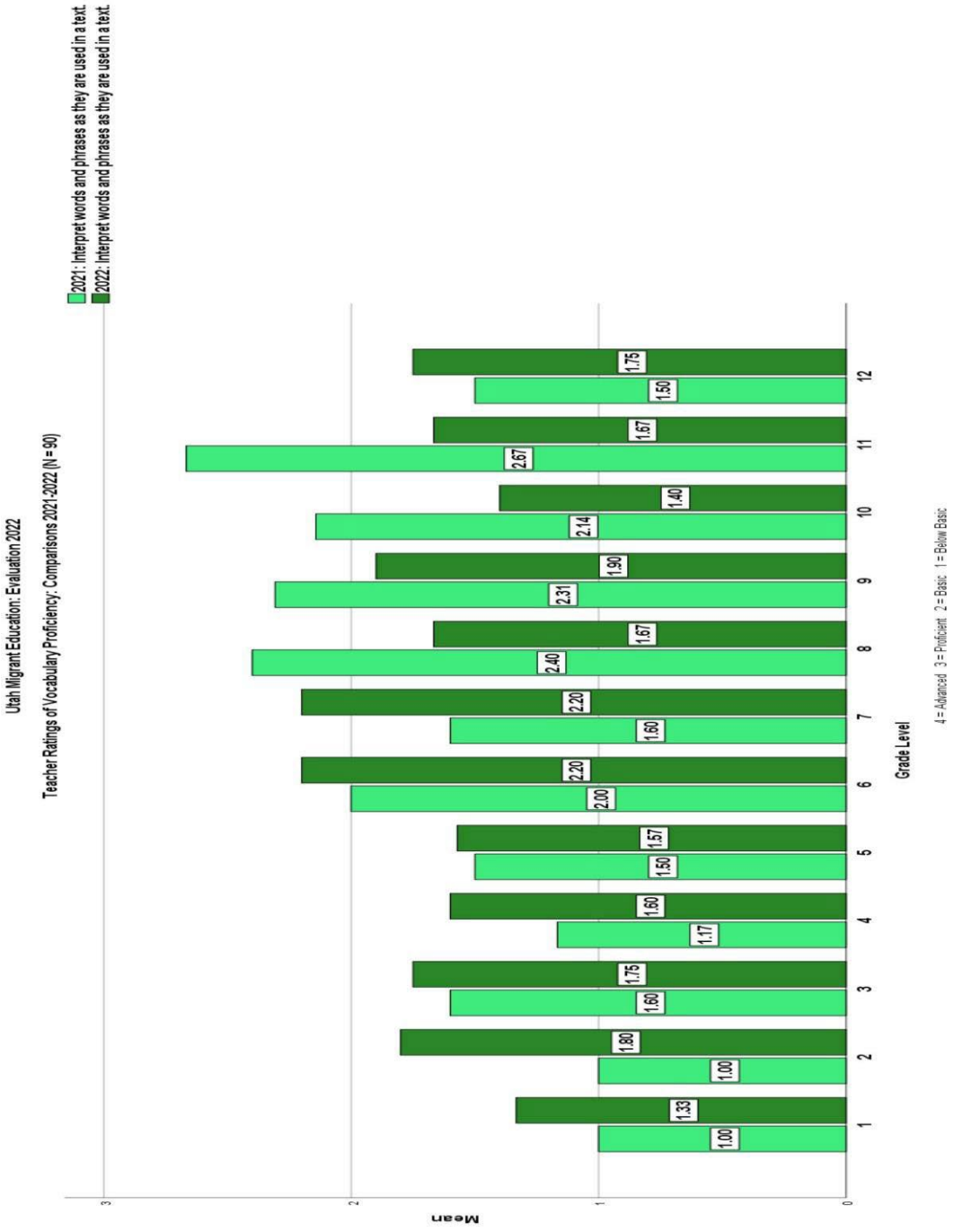
Language Arts MPO's

There were three measurable outcomes related to the language arts performance target: Measurable Outcome #1 Increase proficiency in **reading comprehension**: Measurable Outcome #2 Increase proficiency in **vocabulary, grammar and punctuation**: Measurable Outcome #3 Increase proficiency in **writing**.

There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **reading comprehension**. The following graph shows gains in grades two, three, five, six and seven. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4 point rubric 4 = advanced, 3 = proficient, 2 = basic, 1 = below basic) for grades 3, 6 and 7.**



There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **vocabulary, grammar and punctuation**. The following graph shows gains in grades one, two, three, four, five, six, seven and twelve. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4 point rubric 4 = advanced, 3 = proficient, 2 = basic, 1 = below basic) for grades 2 and 7.**



In order to assess gains for Measurable Outcome #3 Increase proficiency in **writing** a parent survey was disseminated through all MEP local programs. One hundred thirty-six parents responded to the survey. Parents were asked to rate the effectiveness of the MEP program using a six point rubric (6 = strongly agree, 5 = agree, 4 = slightly agree, 3 = slightly disagree, 2 = disagree, 1 = strongly disagree). Ninety-seven percent of parents strongly agreed or agreed that the MEP program is effectively helping their children become better at **writing**. Ninety-seven percent of parents strongly agreed or agreed that the MEP program is effectively helping their children become better at **reading**.

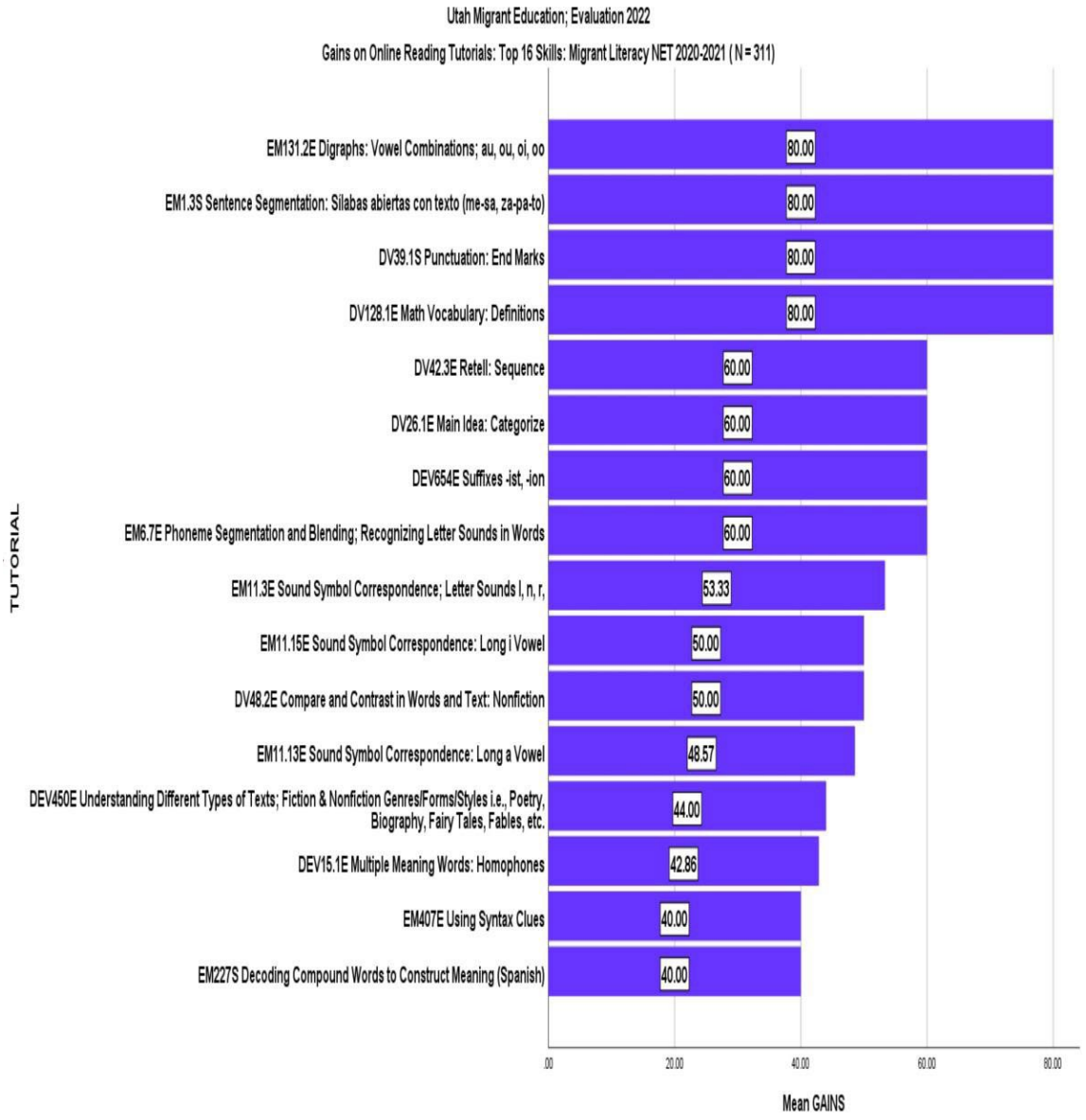
The migrant program has helped my child(ren) to become better at writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.7	.7	.7
	2	1	.7	.7	1.5
	3	2	1.4	1.5	2.9
	5	71	51.4	52.2	55.1
	6	61	44.2	44.9	100.0
	Total	136	98.6	100.0	
Missing	System	2	1.4		
Total		138	100.0		

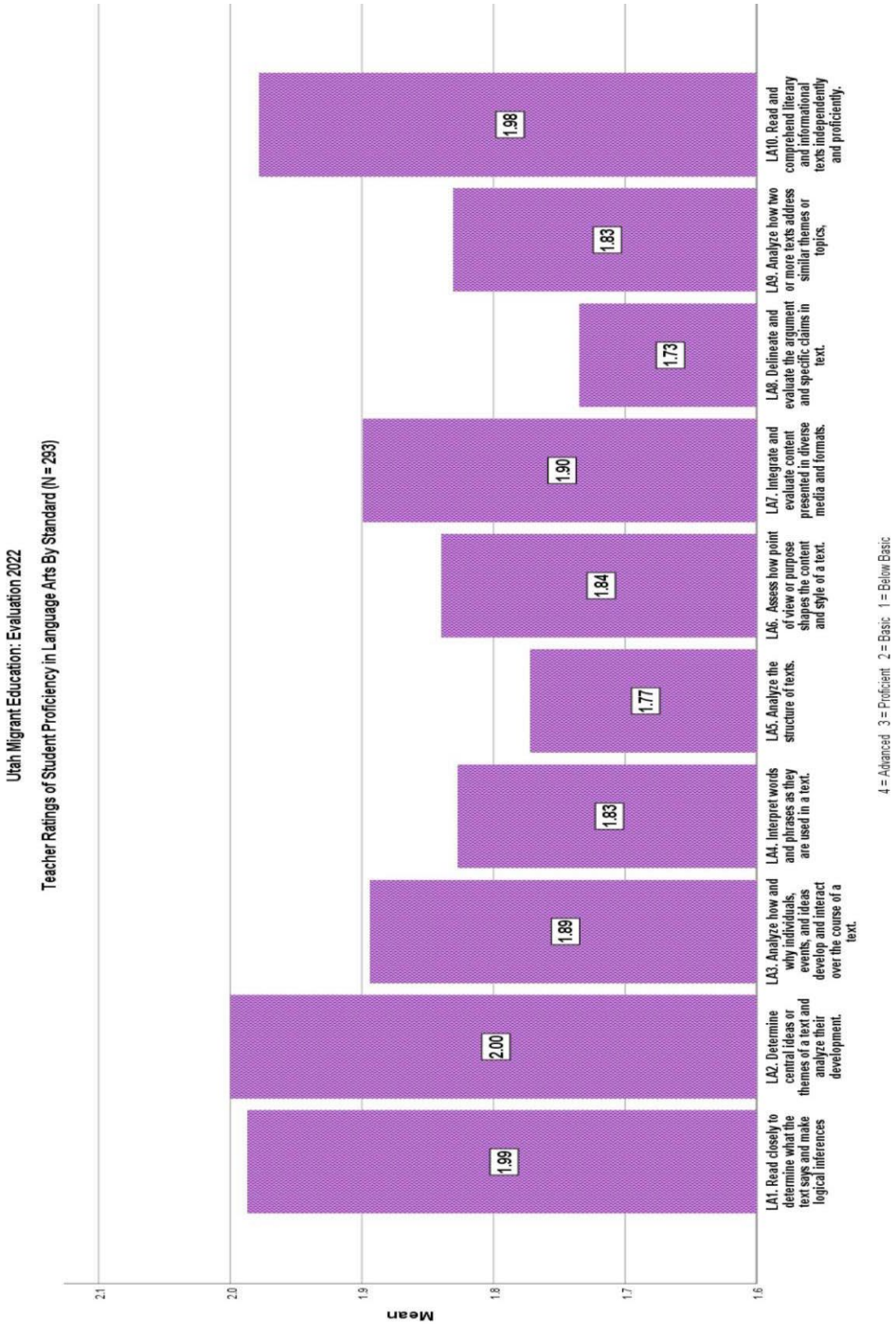
The migrant program has helped my child(ren) to become better readers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.4	1.5	1.5
	2	1	.7	.7	2.2
	3	2	1.4	1.5	3.7
	4	3	2.2	2.2	5.9
	5	68	49.3	50.4	56.3
	6	59	42.8	43.7	100.0
	Total	135	97.8	100.0	
Missing	System	3	2.2		
Total		138	100.0		

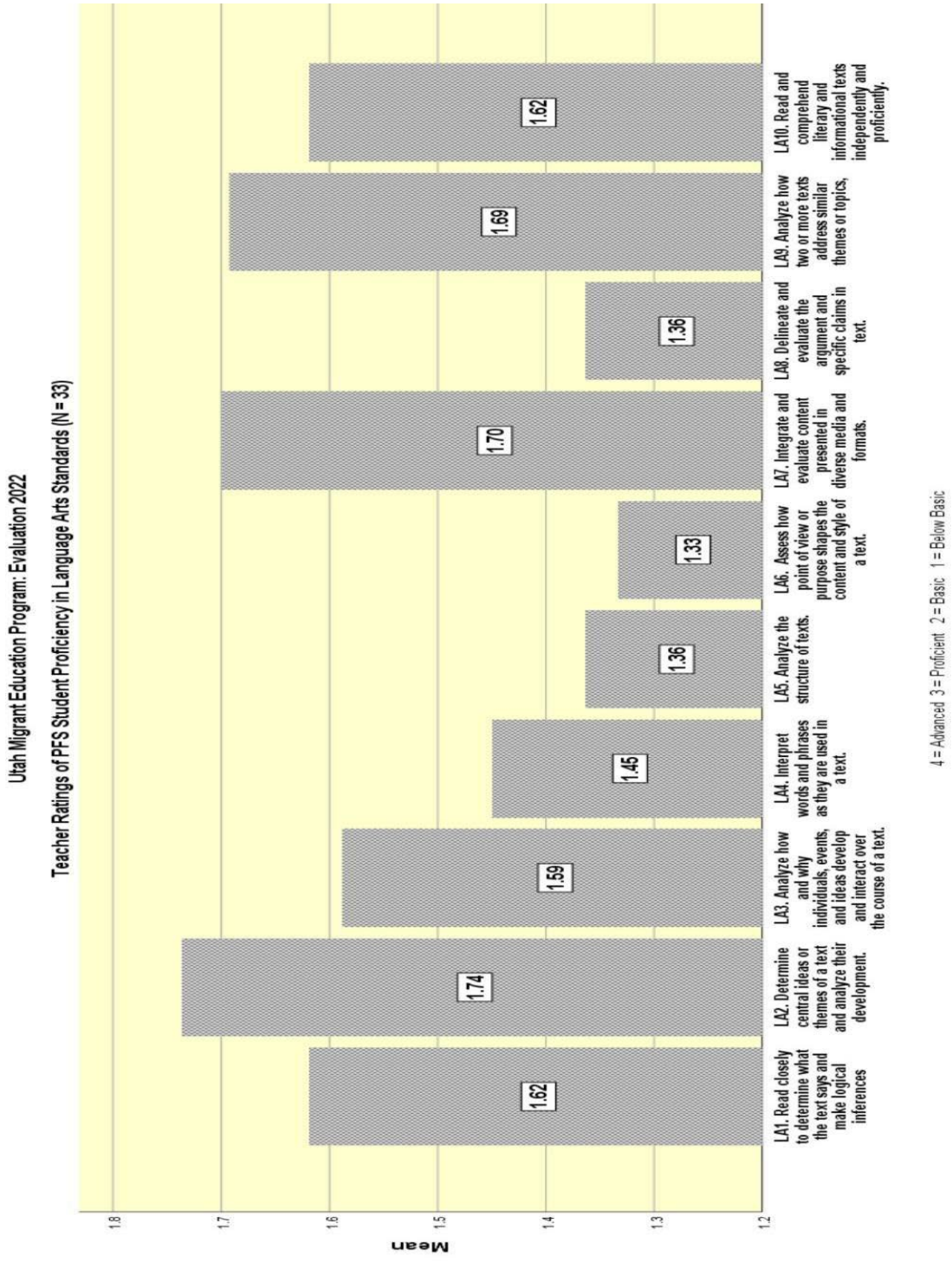
There were also **significant gains on 109 different discreet language arts skills** for Utah migrant students in 2021-2022 as evidenced by the pre-test post-test scores from the completion of a large number of online reading instructional tutorials on the Migrant Literacy NET. **Students averaged a 32% gain in proficiency across all of these language 109 arts skills.** The graph below illustrates average gains for the top 16 of these reading skills.



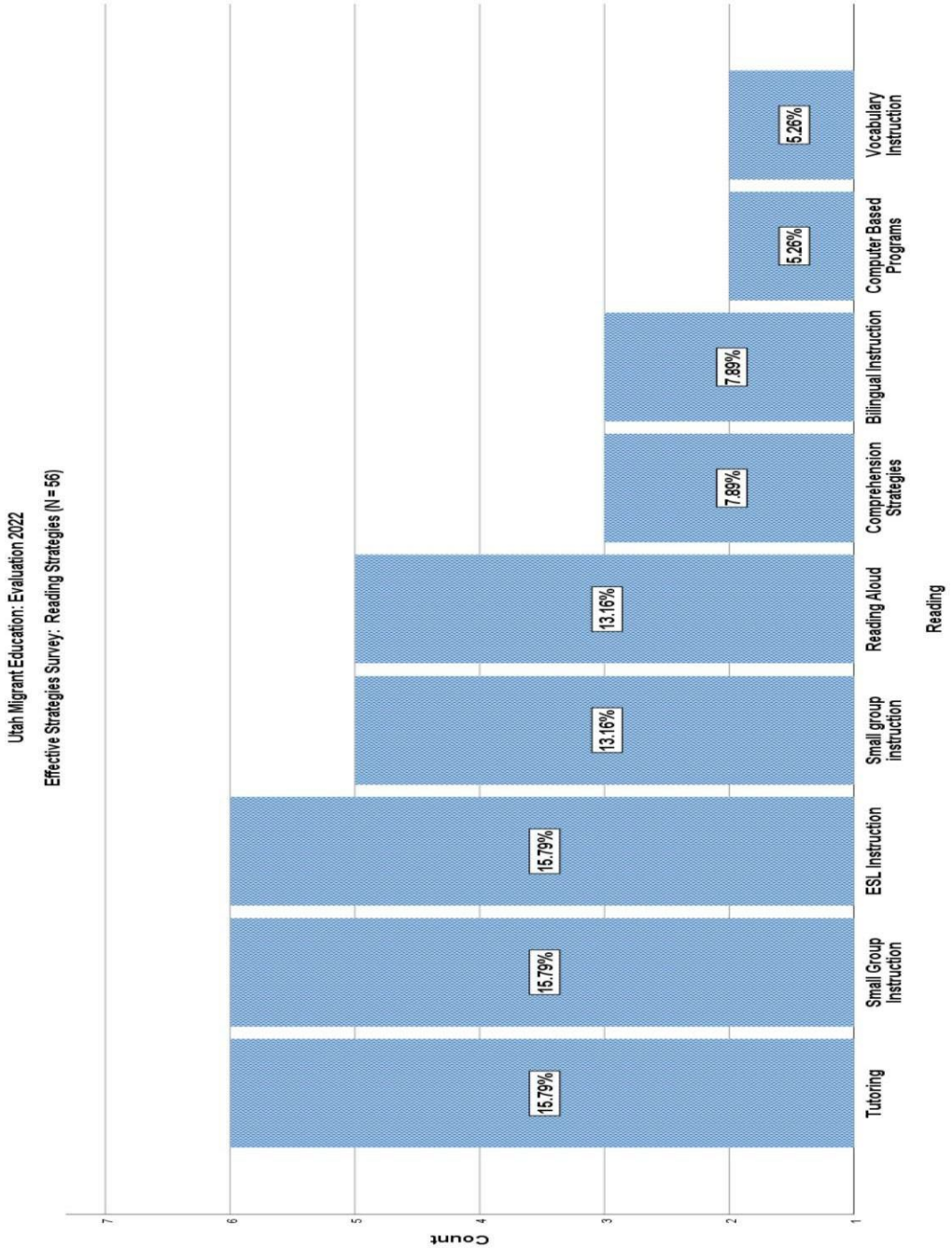
Two hundred ninety-three **(293)** students of the total eligible migrant students were rated by teachers using a similar rubric to the state assessment (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). The following chart shows proficiency in language arts standards for all migrant students who participated in the evaluation. **Comprehension related standards were rated highest. Lowest rated standards were LA8: Evaluate argument and specific claims in text and LA5: Analyze the structure of texts.**



There were thirty-three **(33)** ***priority for service*** students that had teacher ratings in language arts standards for 2021-2022. The following chart shows proficiency in language arts for priority for service students by standard for 2021-2022.
Comprehension related standards were rated highest. Lowest rated standards were LA6: Assess point of view in text, LA5: Analyze the structure of texts and LA8: Evaluate arguments in text.

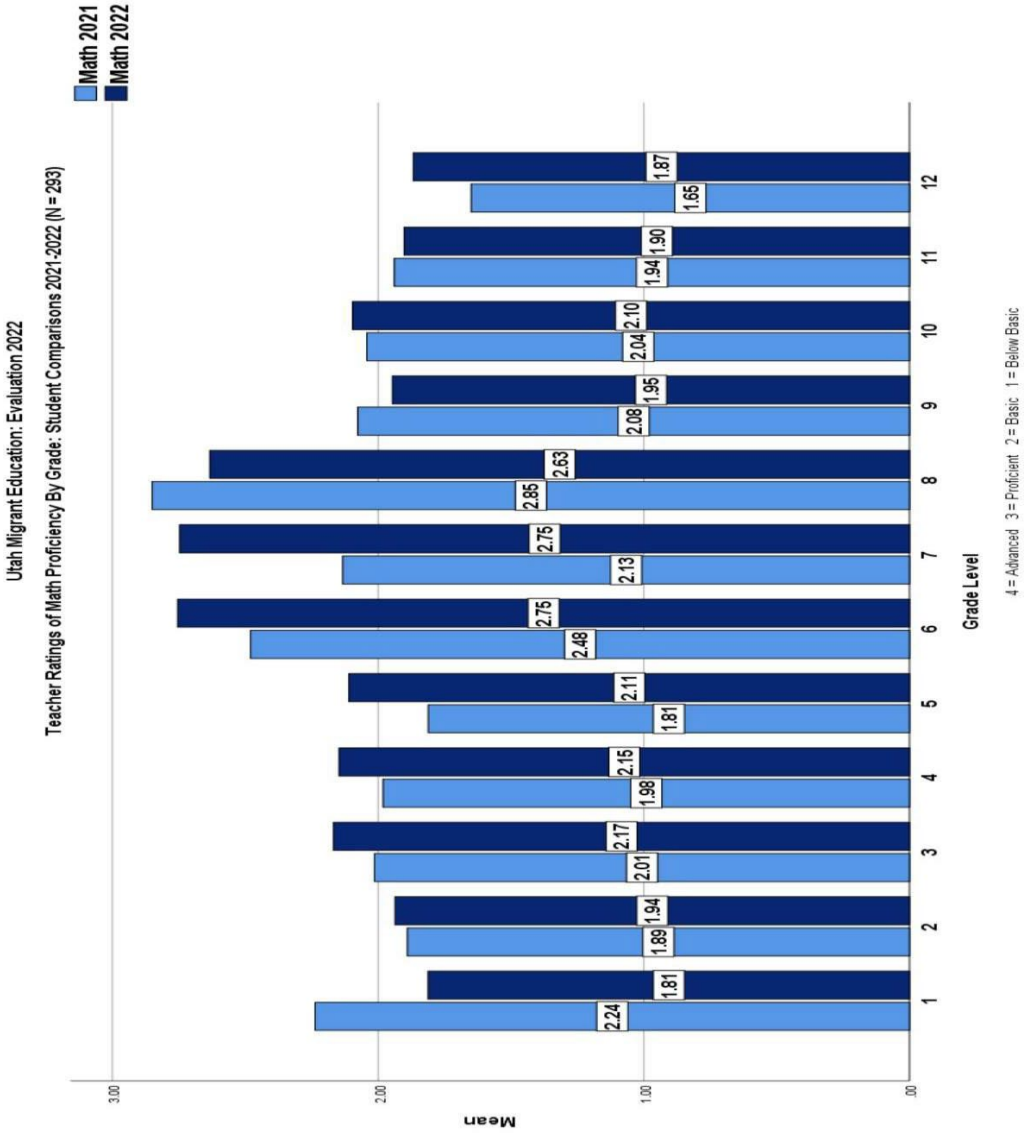


Administrators, teachers and MEP staff were surveyed to identify which services were ***most effective*** in facilitating proficiency and moving migrant students toward achieving the outcomes in language arts. The following graphs indicate which strategies are most effective in facilitating language arts proficiency. The most effective strategies include: tutoring, small group instruction and ESL instruction.



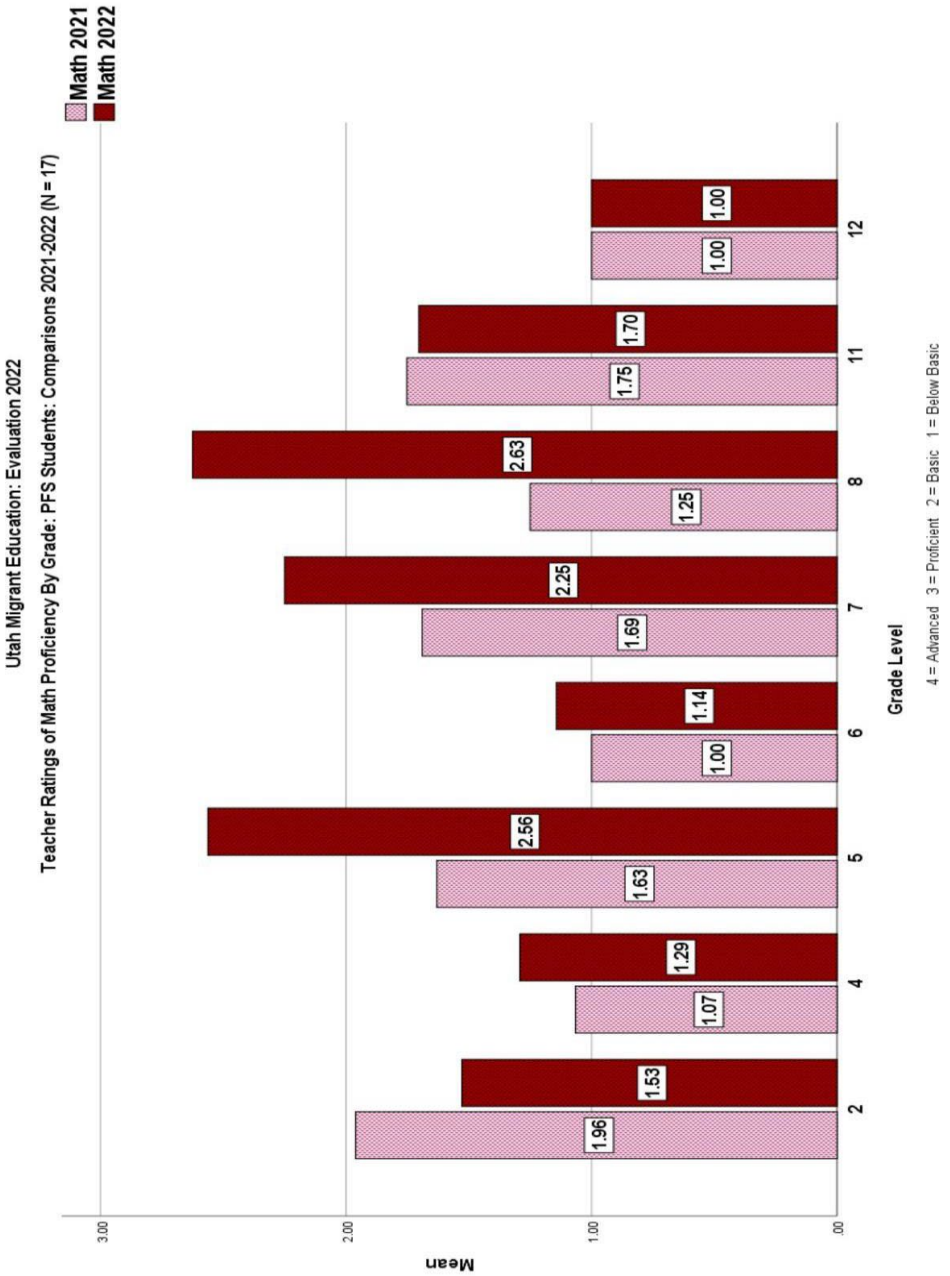
Math: Achieving Performance Targets and MPOs

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 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). Teachers were trained by the evaluators to use the ratings. Two hundred seventy-three students were rated from the total state migrant population for 2021-2022 in mathematics. Of the 273 students, 58 had teacher ratings of proficient or above (21.3%). Seventy-five of the students had teachers ratings from both 2021 and 2022. The graph below illustrates comparisons between students from last year to this year. **Increases in math proficiency were identified in grades 2, 3, 4, 5, 6, 7, 10 and 12.**



Teachers rated 33 Priority For Service (PFS) students in mathematics in 2022. There were 17 of these PFS students who had rating from both 2021 and 2022. The following graph shows average ratings of proficiency for both 2021 and 2022 for ***PFS*** students. **Increases in math proficiency were identified in grades 4, 5, 6, 7 and 8.**

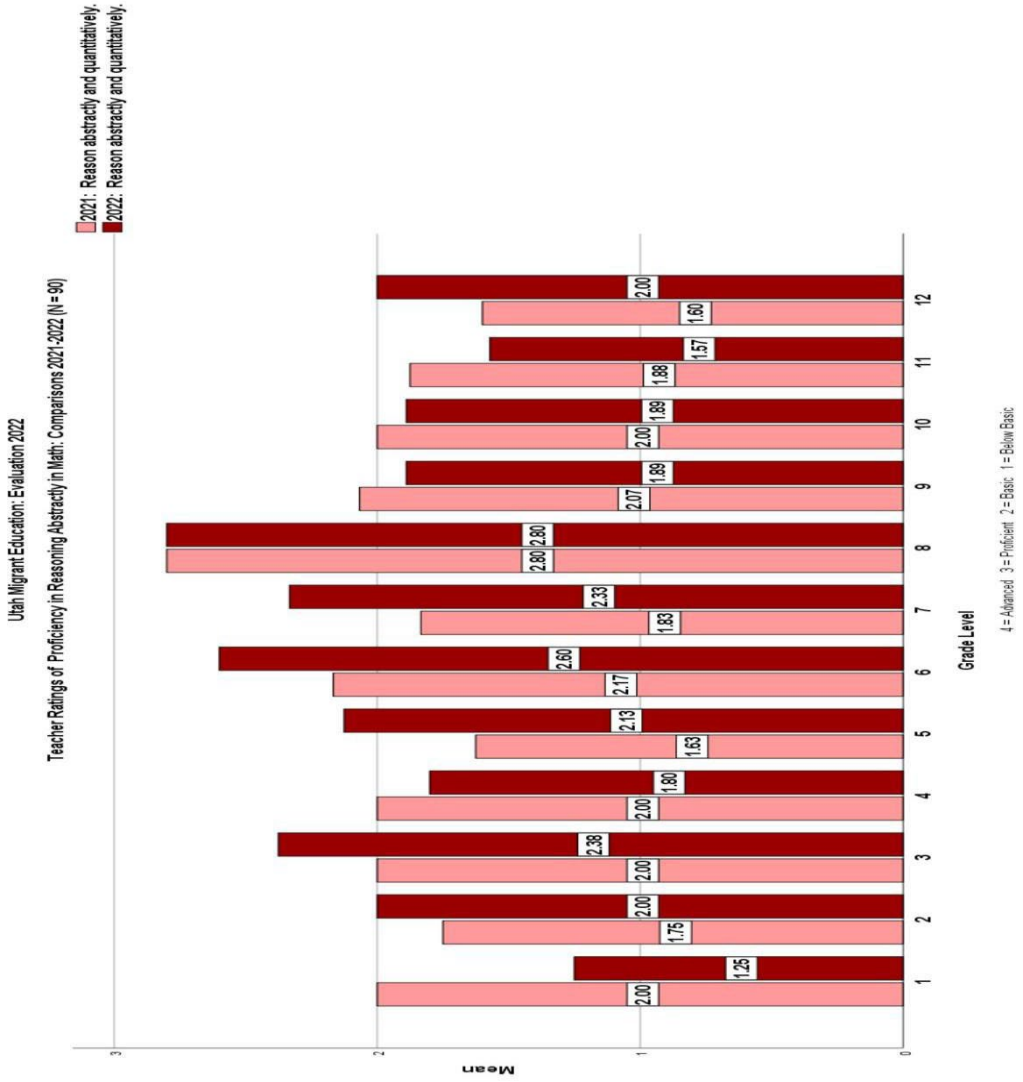
Teacher Ratings of Mathematics Proficiency By Grade: PFS Students



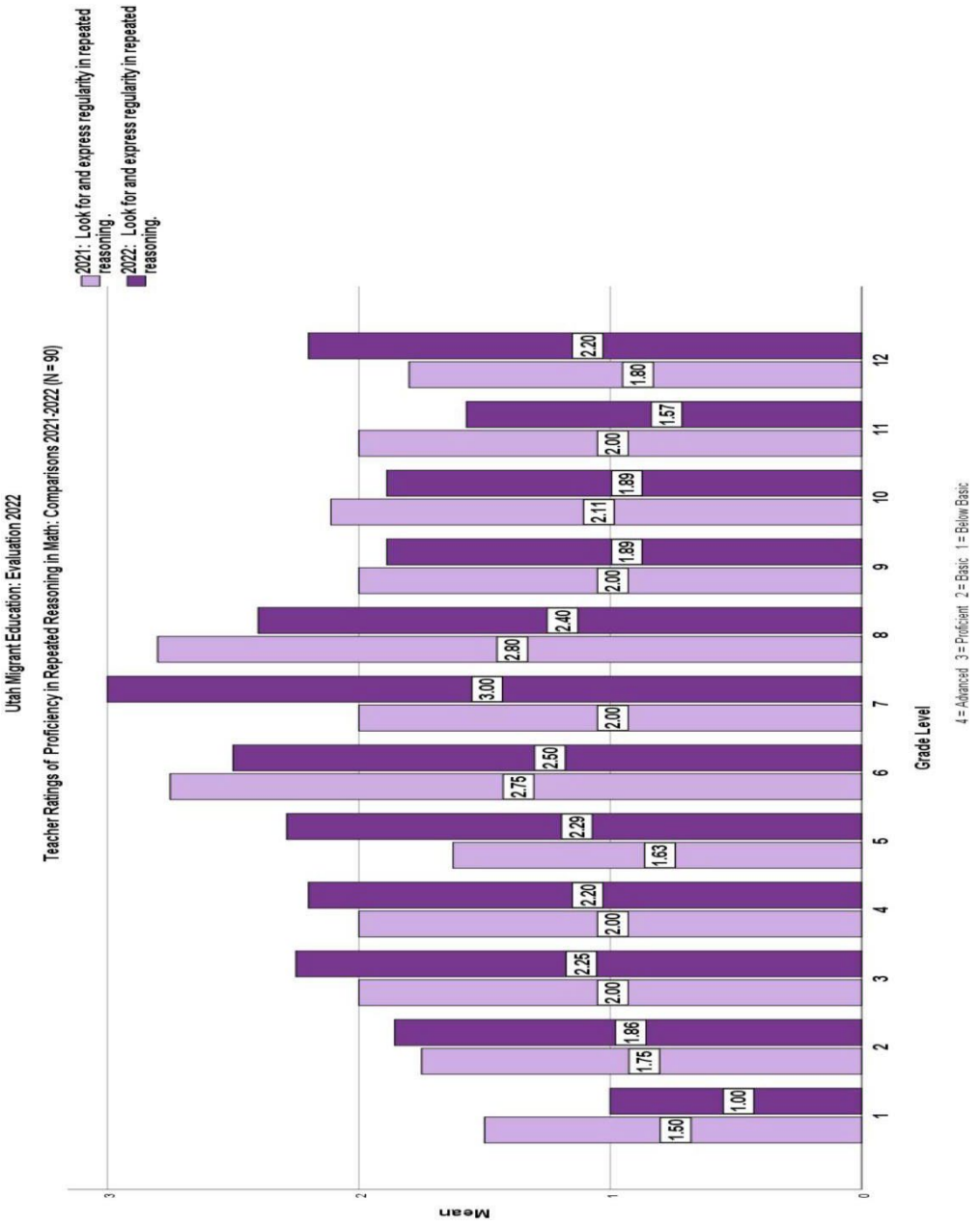
Mathematics MPO's

There were three measurable outcomes related to the mathematics performance target: Measurable Outcome #4 Increase proficiency in reasoning abstractly and quantifiably in math : Measurable Outcome #5 Increase proficiency in understanding repeated reasoning in math as critical needs as well as the need to become proficient in problem solving in math. Measurable Outcome #6 Increase proficiency in understanding patterns and structures (algebra readiness).

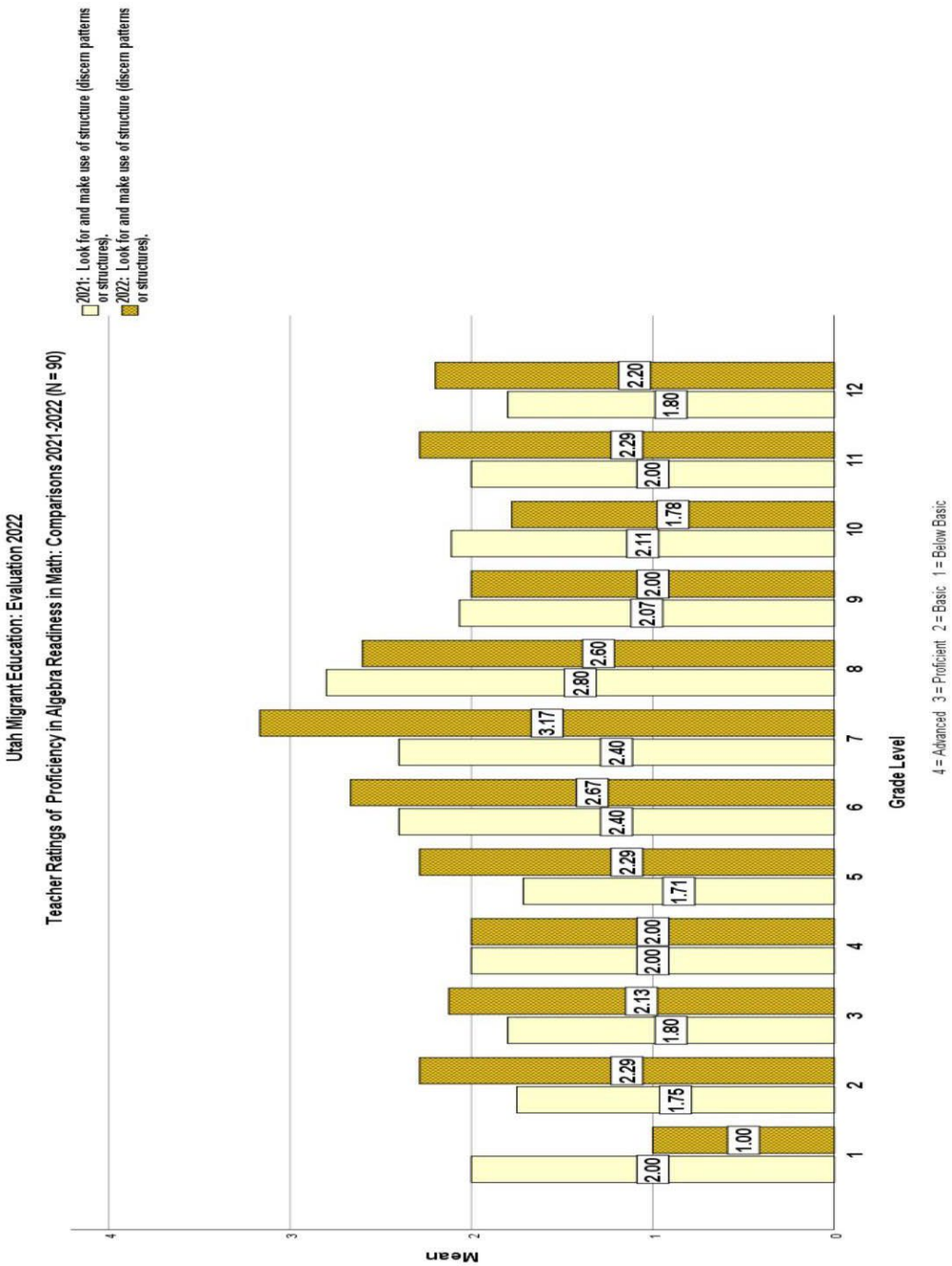
There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **reasoning abstractly in math**. The following graph shows gains in grades two, three, five, six and seven. There were gains in grades 2, 3, 5, 6, 7 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4 point rubric 4 = advanced, 3 = proficient, 2 = basic, 1 = below basic) for grades 3 and 7.**



There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **problem solving (repeated reasoning) in math**. The following graph shows gains in grades two, three, five, six and seven. There were gains in grades 2, 3, 5, 7 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4 point rubric 4 = advanced, 3 = proficient, 2 = basic, 1 = below basic) for grades 5 and 7.**



There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **algebra readiness in math**. The following graph shows gains in grades two, three, five, six and seven. There were gains in grades 2, 3, 5, 6, 7, 11 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4 point rubric 4 = advanced, 3 = proficient, 2 = basic, 1 = below basic) for grades 2, 5 and 7.**



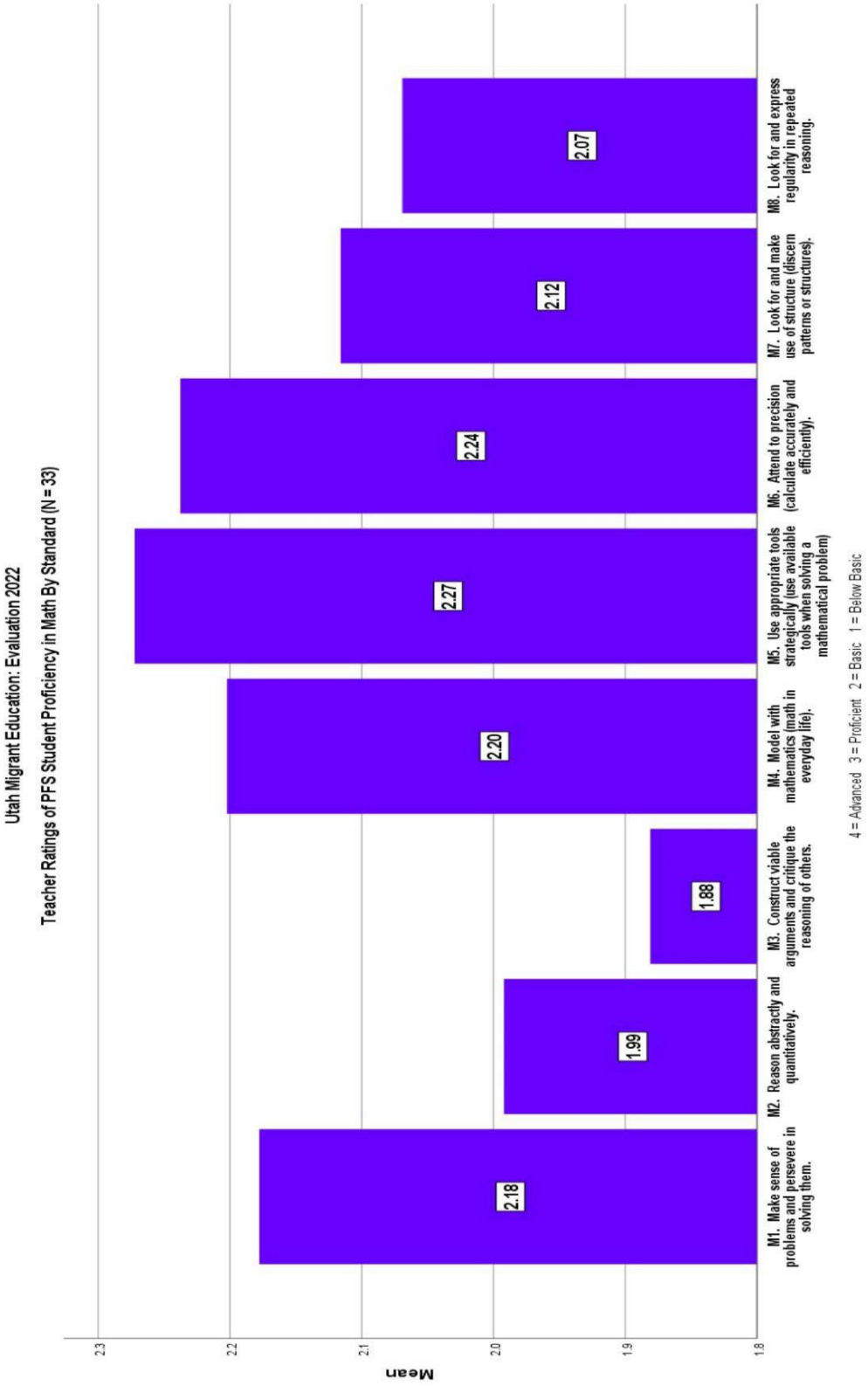
There were 136 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in math (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). **Ninety-eight percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in math.**

The migrant program has helped my child(ren) become better in math.

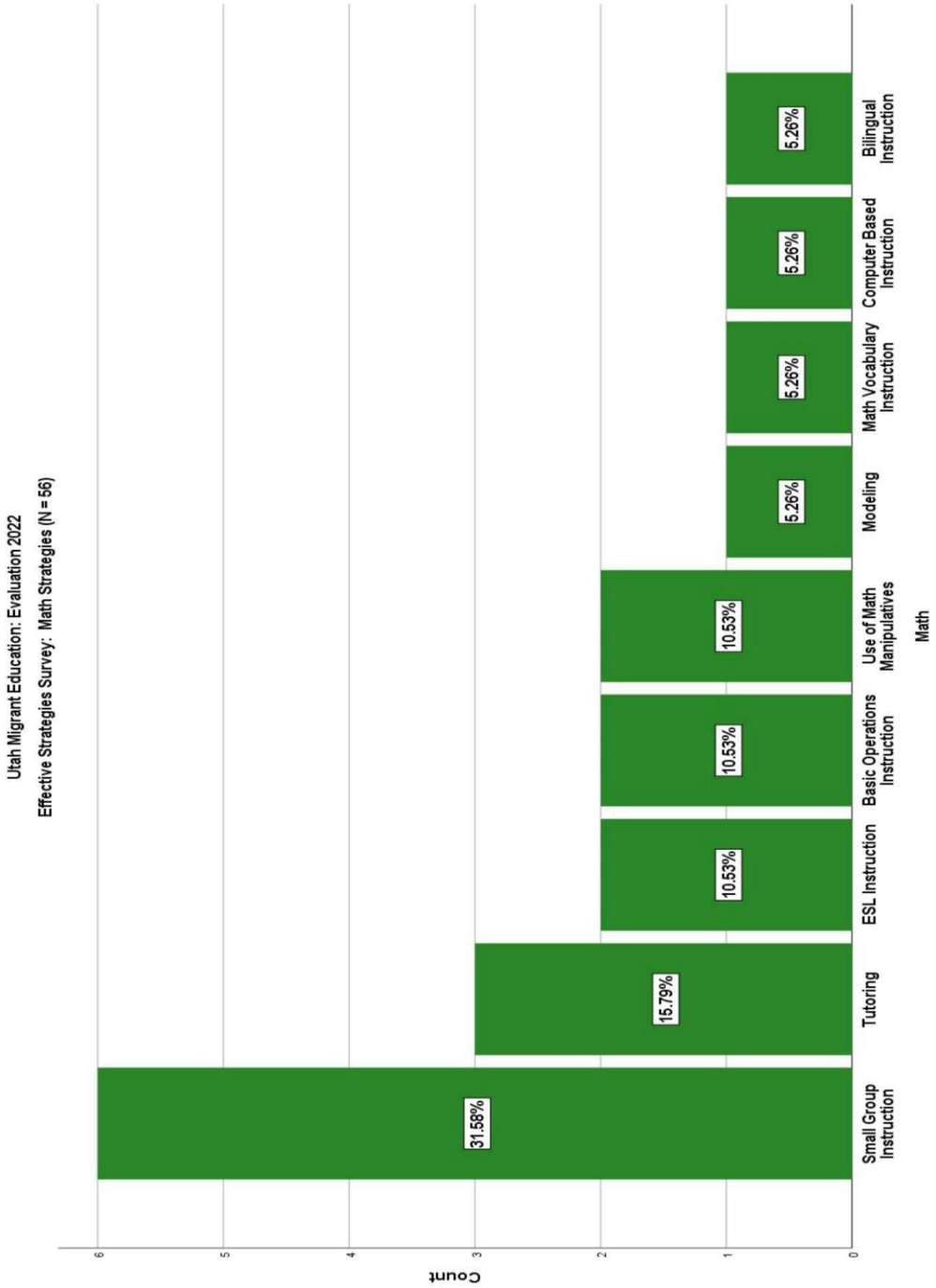
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.7	.7	.7
	3	1	.7	.7	1.5
	4	1	.7	.7	2.2
	5	71	51.4	52.2	54.4
	6	62	44.9	45.6	100.0
	Total	136	98.6	100.0	
Missing	System	2	1.4		
Total		138	100.0		

There were 90 **Priority For Service** (PFS) students that had teacher ratings in mathematics standards for 2021-2022. The following chart shows proficiency in mathematics for priority for service students by standard.

Measurement (M5) and Precision in calculation (M6) related standards were rated highest. Lowest rated standards were M3: Critiquing reasoning of others and M2: Reason abstractly and quantifiably


Utah Migrant Education: Evaluation 2022
Teacher Ratings of PFS Student Proficiency in Math By Standard (N = 33)
Mean
2.3
2.2
2.1
2.0
1.9
1.8
2.18
1.99
1.88
2.20
2.27
2.24
2.12
2.07
M1. Make sense of problems and persevere in solving them.
M2. Reason abstractly and quantitatively.
M3. Construct viable arguments and critique the reasoning of others.
M4. Model with mathematics (math in everyday life).
M5. Use appropriate tools strategically (use available tools when solving a mathematical problem)
M6. Attend to precision (calculate accurately and efficiently).
M7. Look for and make use of structure (discern patterns or structures).
M8. Look for and express regularity in repeated reasoning.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

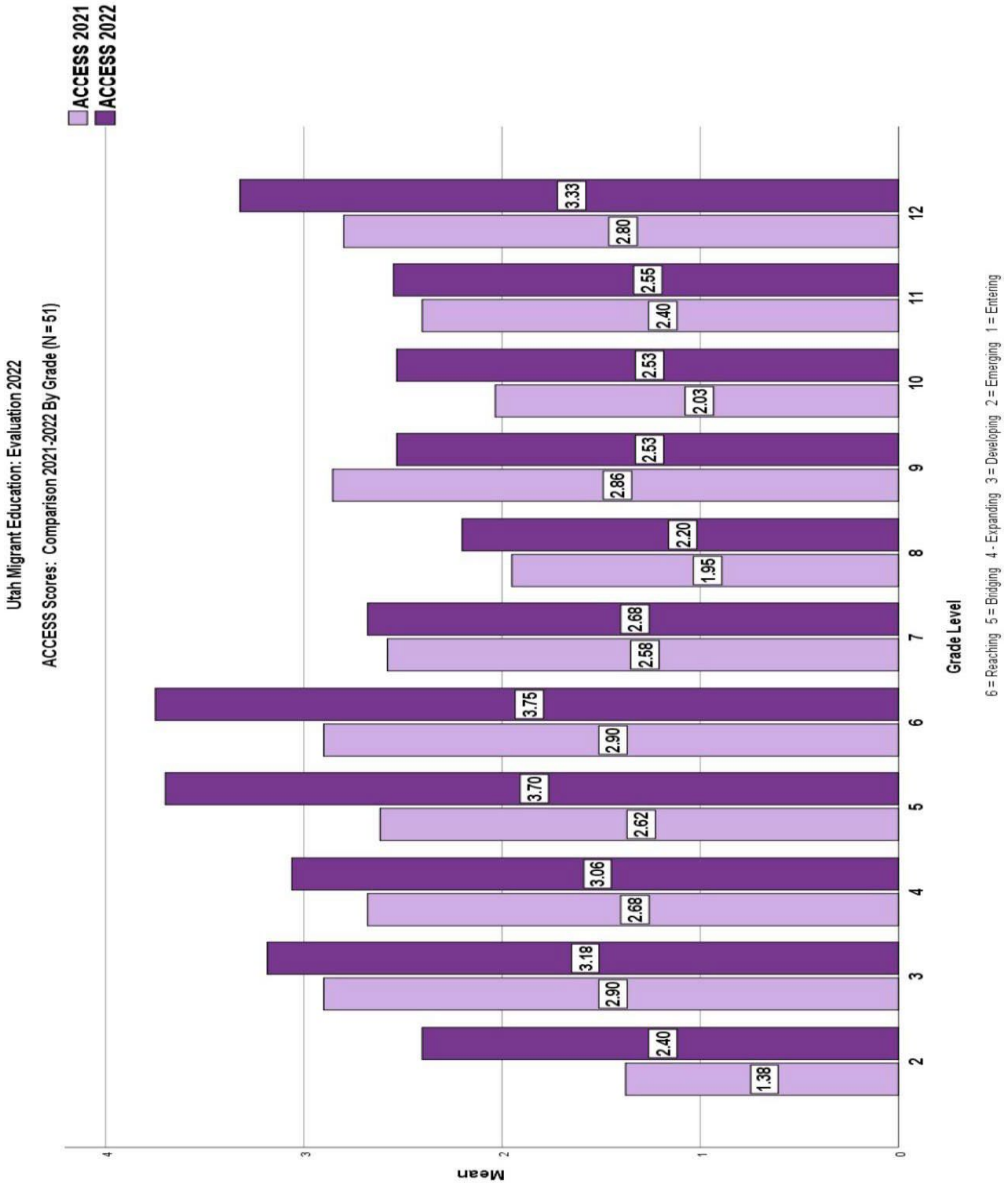
Administrators, teachers and MEP staff were surveyed to identify which services were ***most effective*** in facilitating proficiency and moving migrant students toward achieving the outcomes in mathematics. The following graphs indicate which strategies are most effective in facilitating language arts proficiency. The most effective strategies include: small group instruction, tutoring, and ESL instruction.



English Language Learners: Achieving Performance Targets and MPOs:

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. Fifty-one students had ACCESS scores for both 2021 and 2022. The scores show an increase in proficiency in grades 2, 3, 4, 5, 6, 7, 8, 10, 11 and 12. **. There were significant increases in proficiency (.5 or more) in 2nd grade , 4th grade, 5th grade, 6th grade. 10th grade, and 12th grade.**

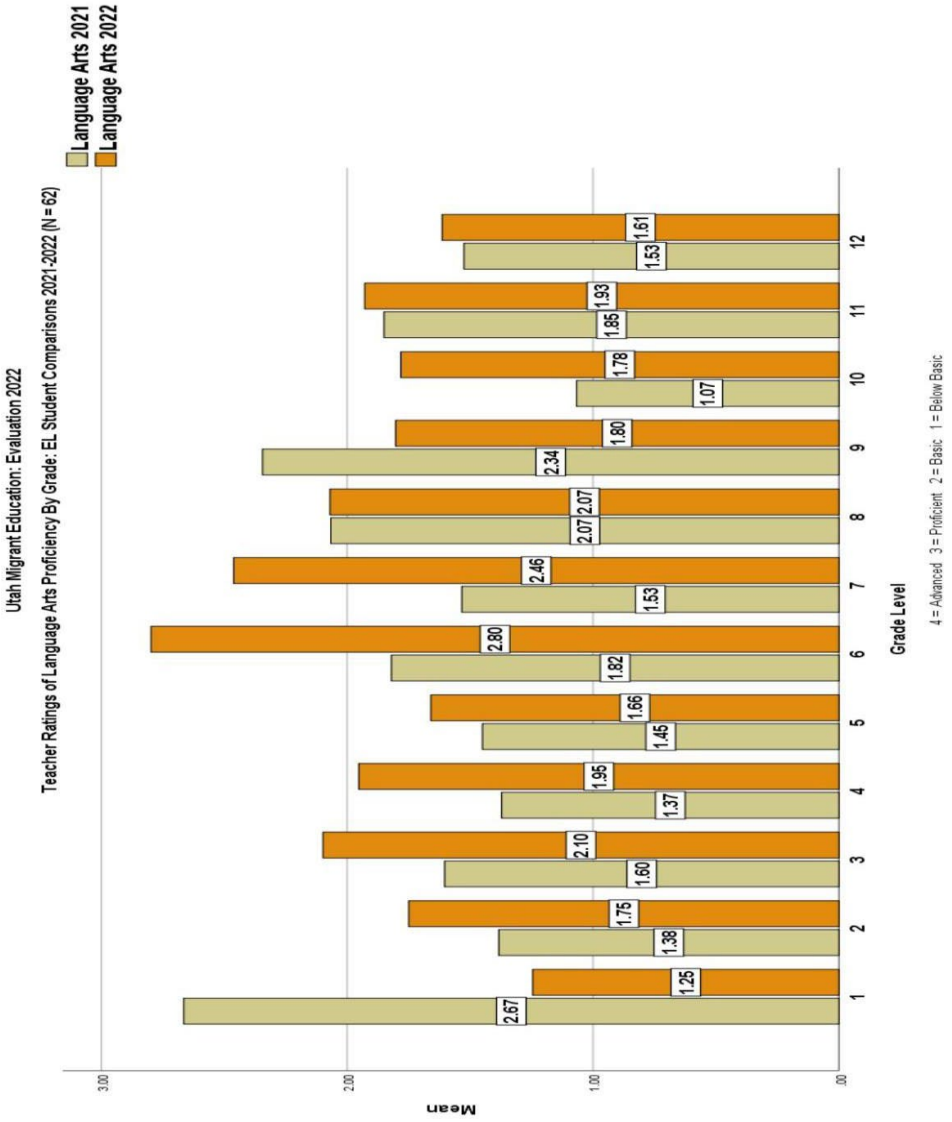
Gains in WIDA Scores 2021-2022 (N = 51)



English Language Learners: Achieving MPOs

There were three measurable outcomes related to the EL performance target: Measurable Outcome #7 Increase proficiency for EL students in vocabulary, comprehension and writing: Measurable Outcome #8 English Language Acquisition Staff Development: Measurable Outcome #9 English Language Acquisition (increase by .5 per year based on the ACCESS 6 point rubric).

There were sixty-two EL students with teacher ratings in language arts in both 2021 and 2022. The graph below illustrates comparisons between the two years by grade level. EL students showed gains in language arts proficiency in grades: 2, 3, 4, 5, 6, 7, 10, 11 and 12. **There were significant gains (.5 or more) in language arts proficiency in grades 3, 4, 6 and 7.**



The teacher administrator survey indicated that 90% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in facilitating English language proficiency.

1. The migrant program is providing services in facilitating English language proficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.8	1.8	1.8
	3	3	2.6	2.6	4.4
	4	6	5.3	5.3	9.6
	5	64	56.1	56.1	65.8
	6	39	34.2	34.2	100.0
	Total	114	100.0	100.0	

The implementation survey does indicate that some staff participated in ESL training and that there were some teachers who were bilingual and/or bicultural who provided small group instruction and/or tutoring to students. **The teacher administrator survey indicated that 70% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in providing staff with effective ESL training.**

9. The migrant program is providing effective ESL training for staff working with limited English proficient migrant students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.6	2.6	2.6
	2	4	3.5	3.5	6.1
	3	9	7.9	7.9	14.0
	4	18	15.8	15.8	29.8
	5	55	48.2	48.2	78.1
	6	25	21.9	21.9	100.0
	Total	114	100.0	100.0	

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

The migrant program has helped my child(ren) to learn to speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.2	2.2	2.2
	2	1	.7	.7	2.9
	3	2	1.4	1.5	4.4
	4	1	.7	.7	5.1
	5	68	49.3	50.0	55.1
	6	61	44.2	44.9	100.0
	Total	136	98.6	100.0	
Missing	System	2	1.4		
Total		138	100.0		

Parent Involvement MPO

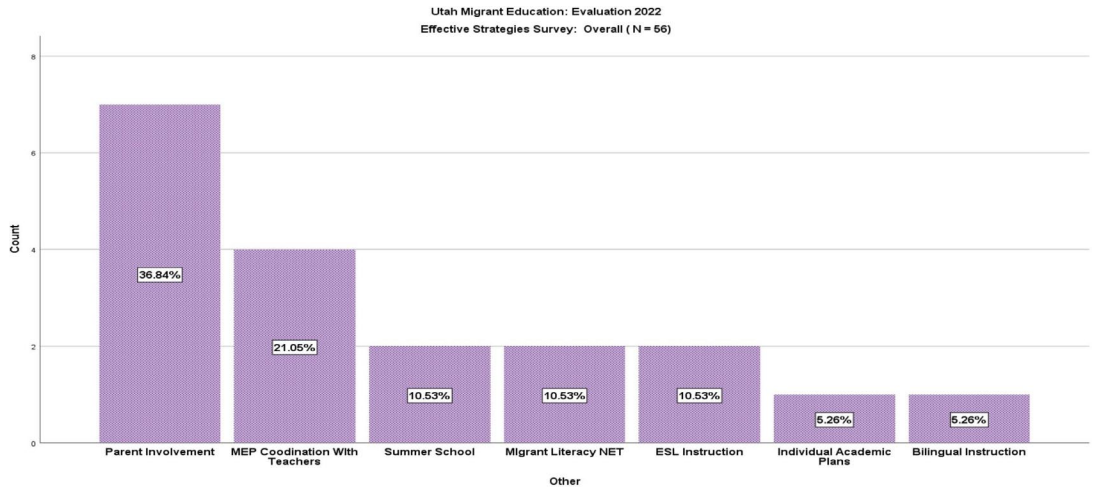
Measurable Outcome #10 Enhance migrant parent involvement in the education of their children in reading and mathematics.

The teacher administrator survey indicated that **68% of administrators and teachers *strongly agreed or agreed*** that the migrant program had been effective in facilitating parent involvement in the education of their children.

12. The migrant program is providing effective services to involve parents in the education of their children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	1.1	1.1
	2	1	.9	1.1	2.2
	3	10	8.8	11.0	13.2
	4	17	14.9	18.7	31.9
	5	45	39.5	49.5	81.3
	6	17	14.9	18.7	100.0
	Total	91	79.8	100.0	
Missing	System	23	20.2		
Total		114	100.0		

The effective strategies survey indicated that the most effective service provided by the migrant program was parent involvement.



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. Less than 32 percent of migrant students completed the state assessment in 2021-2022. Twelve percent of migrant students who completed the state assessment in language arts were proficient and 9.5% of migrant students who completed the state assessment in mathematics were proficient.

C. The teacher ratings of **all** migrant students resulted in **17.3% proficient in language arts and 21.6% proficient in math.**

D. The state assessment system in language arts and math comparisons between 2021 and 2022 scores (on average) showed no gains for either content areas.

E. Because of the mobility of students less than 32% of migrant students took the state assessment in language arts and in math in 2021-2022. The small numbers of students completing the state assessment should be considered in the language of performance targets and the measurable program outcomes.

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

G. The performance data based on teacher ratings indicates that 17.3% of students have achieved proficiency in language arts and 21.7% have achieved proficiency in Math. Student proficiency levels are on track based goals indicated in the performance targets.

H. For Priority For Service students increases in language arts proficiency were identified in grades 2, 6, 7, 8 and 12

I. For Priority For Service students increases in math proficiency were identified in grades 4, 5, 6, 7 and 8.

J. There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **reading comprehension**. **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 3, 6 and 7. .**

K. There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **vocabulary, grammar and punctuation**. **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 2 and 7.**

L. Ninety-seven percent of parents strongly agreed or agreed that the MEP program is effectively helping their children become better at **writing**.

M. There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **reasoning abstractly in math**. There were gains in grades 2, 3, 5, 6, 7 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 3 and 7.**

N. There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **problem solving (repeated reasoning) in math**. There were gains in grades 2, 3, 5, 7 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 5 and 7.**

O. There were 90 students who had teacher ratings for both 2021 and 2022 for proficiency in **algebra readiness in math**. There were gains in grades 2, 3, 5, 6, 7, 11 and 12. **There were gains in exceeding the goal of a .5 increase in ratings each for grades 2, 5 and 7.**

P. Administrators, teachers and MEP staff were surveyed to identify which services were ***most effective*** in facilitating proficiency and moving migrant students toward achieving the outcomes in language arts. **The most effective strategies include: tutoring, small group instruction and ESL instruction.**

Q. Administrators, teachers and MEP staff were surveyed to identify which services were ***most effective*** in facilitating proficiency and moving migrant students toward achieving the outcomes in mathematics. **The most effective strategies include: small group instruction, tutoring, and ESL instruction.**

R. 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.

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

T. There were also **significant gains on 109 different discreet language arts skills** for Utah migrant students in 2021-2022 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 32% gain in proficiency across all of these language 109 arts skills.**

U. EL services (according to surveys of administrators, teachers and parents) are successfully moving students across all grade levels toward English language proficiency.

V. Fifty-one students had ACCESS scores for both 2021 and 2022. The scores show an increase in proficiency in grades 2, 3, 4, 5, 6, 7, 8, 10, 11 and 12. **. There were significant increases in proficiency (.5 or more) in 2nd grade , 4th grade, 5th grade, 6th grade. 10th grade, and 12th grade.**

W. The teacher administrator survey indicated that 70% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in providing staff with effective ESL training.

X. There were sixty-two EL students with teacher ratings in language arts in both 2021 and 2022. EL students showed gains in language arts proficiency in grades: 2, 3, 4, 5, 6, 7, 10, 11 and 12. **There were significant gains (.5 or more) in language arts proficiency in grades 3, 4, 6 and 7.**

Y. The teacher administrator survey indicated that **68% of administrators and teachers *strongly agreed or agreed*** that the migrant program had been effective in facilitating parent involvement in the education of their children.

Z. The effective strategies survey indicated **that the most effective service provided by the migrant program was parent involvement**.

7. Recommendations

A. It is recommended that local programs identify and target PFS migrant student needs and increase classroom support and tutoring.

B. It is recommended that all district migrant programs create success plans or IAPs for each of their students and assign online screeners for the Migrant Literacy NET to identify reading and math needs.

C. It is recommended that tutorials from the Migrant Literacy NET be assigned to assist students in overcoming reading and math 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 particularly in the area of ESL strategies and EL support.

E. It is recommended that the current parent involvement strategies be continued and expanded (i.e., parent advocates and family literacy activities).

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

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

A. MEP local program application for funding be amended to target key language arts and mathematics skills identified in the evaluation.

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 screeners and 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 and math instruction as well as ESL strategies.

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 tutorials targeting priority for service migrant students' needs in reading and math as appropriate.

G. District migrant programs will be encouraged to enhance parent involvement activities including training staff and recruiters to operate as parent advocates.

H. All program improvements from this evaluation will be included in the next Utah Service Delivery Plan.

Appendix A

Evaluation Forms

Utah Migrant Education 2021-2022
Language Arts Needs: Teacher Ratings Form: CORE Standards K-12

District _____ **School** _____ **Teacher** _____

➔ ***Return form to migrant program staff***

To assist the migrant program to serve your students more effectively, please provide the following information. **Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.**

Please check the appropriate semester: Fall ☐ ***Spring*** ☐ ***Summer*** ☐

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the Utah Reading Standards based on the following rubric:
1 = Below Proficient 2 = Approaching Proficient 3 = Proficient 4 = Highly Proficient

Migrant Student Name	Priority For Service (PFS)	Grade Level	WIDA ACCESS Score (1-6)	State Assessment Reading Score in Rubric*	Reading K-12										
					1. Read closely to determine what the text says and make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from text.	**2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning and tone.	**5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.	**6.** Assess how point of view or purpose shapes the content and style of a text.	**7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.	**8.** Delineate and evaluate the argument and specific claims in text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**10.** Read and comprehend literary and informational texts independently and proficiently.
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	☐														
	☐														
	☐														
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State Assessment Scores and Teacher Ratings Use Same Rubric: ***1 = Below Proficient 2 = Approaching Proficient 3 = Proficient 4 = Highly Proficient***

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Utah Migrant Education 2021-2022
Mathematics Needs: Teacher Ratings Form: CORE Standards K-12

District _____ **School**_____ **Teacher**_____

➔ ***Return form to migrant program staff***

To assist the migrant program to serve your students more effectively, please provide the following information. **Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.**

Please check the appropriate semester: Fall ☐ ***Spring*** ☐ ***Summer*** ☐

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the Utah Math Standards based on the following rubric:
1 = Below Proficient 2 = Approaching Proficient 3 = Proficient 4 = Highly Proficient

Migrant Student Name	Priority For Service (PFS)	Grade Level	WIDA Score (1-6)	State Assessment Math Score in Rubric*	Math K - 12							
					1. Make sense of problems and persevere in solving them.	**2.** Reason abstractly and quantitatively.	**3.** Construct viable arguments and critique the reasoning of others.	**4.** Model with mathematics (math in everyday life).	**5.** Use appropriate tools strategically (use available tools when solving a mathematical problem)	**6.** Attend to precision (calculate accurately and efficiently).	**7.** Look for and make use of structure (discern patterns or structures).	**8.** Look for and express regularity in repeated reasoning (notice if calculations are repeated, look for both general methods and shortcuts).
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	☐											
	☐											
	☐											
	☐											
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State Assessment Scores and Teacher Ratings Use Same Rubric: ***1 = Below Proficient 2 = Approaching Proficient 3 = Proficient 4 = Highly Proficient***

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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 2021-2022

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** the 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!

Administrator: ___
Teacher: ___

Utah Migrant Program Evaluation
Administrator / Teacher Survey 2021-2022

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 is providing services in facilitating English language proficiency for limited English proficient migrant students.						
2. The migrant program is providing effective services in facilitating proficiency in delineating and evaluating arguments in text for migrant students.						
3. The migrant program is providing effective services in facilitating proficiency in analyzing structure of text and interpreting words and phrases in text in reading.						
4. The migrant program is providing effective services in facilitating proficiency in analyzing how two different texts address similar themes for migrant students.						
5. The migrant program is providing effective services in facilitating proficiency in reasoning abstractly and quantifiably in math for migrant students.						
6. The migrant program is providing effective services to assist migrant students in becoming proficient in looking for and expressing regularity in repeated reasoning in math.						
7. The migrant program is providing effective services to assist migrant students in becoming proficient in problem solving in math.						
8. The migrant program is providing effective services in facilitating English writing proficiency for limited English proficient migrant students.						
9. The migrant program is providing effective ESL training for staff working with limited English proficient migrant students.						
10. The migrant program is providing effective services to assist migrant students with social and emotional issues to facilitate school success.						
11. The needs of pre-school aged migrant students are being met.						
12. The migrant program is providing effective services to involve parents in the education of their children.						
13. What additional needs of migrant students should be met by the migrant program?						

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Utah Implementation Survey 2021-2022: 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.	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. Involvement of parents in the migrant program to assist with their children's literacy development.	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 problem solving in math.	1 = N/A	2 = Some	3 = Significant
4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in reasoning abstractly in math.	1 = N/A	2 = Some	3 = Significant
5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with mathematics needs.	1 = N/A	2 = Some	3 = Significant
6. Involvement of parents in the migrant program to assist with their children's mathematics development.	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 2021-2022 (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

ALTA 2022

Utah Migrant Program Evaluation
Parent Survey 2021-2022

Directions: Please complete the following survey form and return it to your child(ren)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.							

5. How would you rate the migrant program overall? (please circle your answer)

   Excellent Good Fair Poor

6. What do you think would make the program better?

ALTA 2022

Evaluación del Programa Migrante de Utah
Encuesta para Padres 2021-2022

Instrucciones: Por favor complete la siguiente encuesta y devuélvala 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 mejor(es) lector(es).							
2. El programa de migrantes ha ayudado a mi(s) hijo(s) a aprender inglés.							
3. El programa de migrantes ha ayudado a mi(s) hijo(s) para ser mejor(es) en matemáticas.							
4. El programa de migrantes ha ayudado a mi(s) hijo(s) para convertirse en mejor(es) escritor(es).							

5. ¿Cómo evaluaría el programa migrante en general? (Por favor marque su respuesta.)

   Excelente Bueno Así Así Pobre

6. ¿Qué cree Ud. que haría que el programa sea mejor?

ALTA 2022

Utah Migrant Education Program 2021-2022

Utah Administrator / Teacher Questionnaire of Effective Strategies

DISTRICT _____

1. What instructional strategies have been most effective to facilitate reading proficiency for migrant students in your program?

2. What instructional strategies have been most effective to facilitate proficiency in mathematics for migrant students in your program?

3. What strategies have been most effective to help retain migrant students and assist them to overcome barriers to graduation?

4. What strategies have been most effective to provide migrant students with health services necessary for success in school?

5. What other activities or strategies do you believe would be beneficial to implement to improve the effectiveness of the migrant program?

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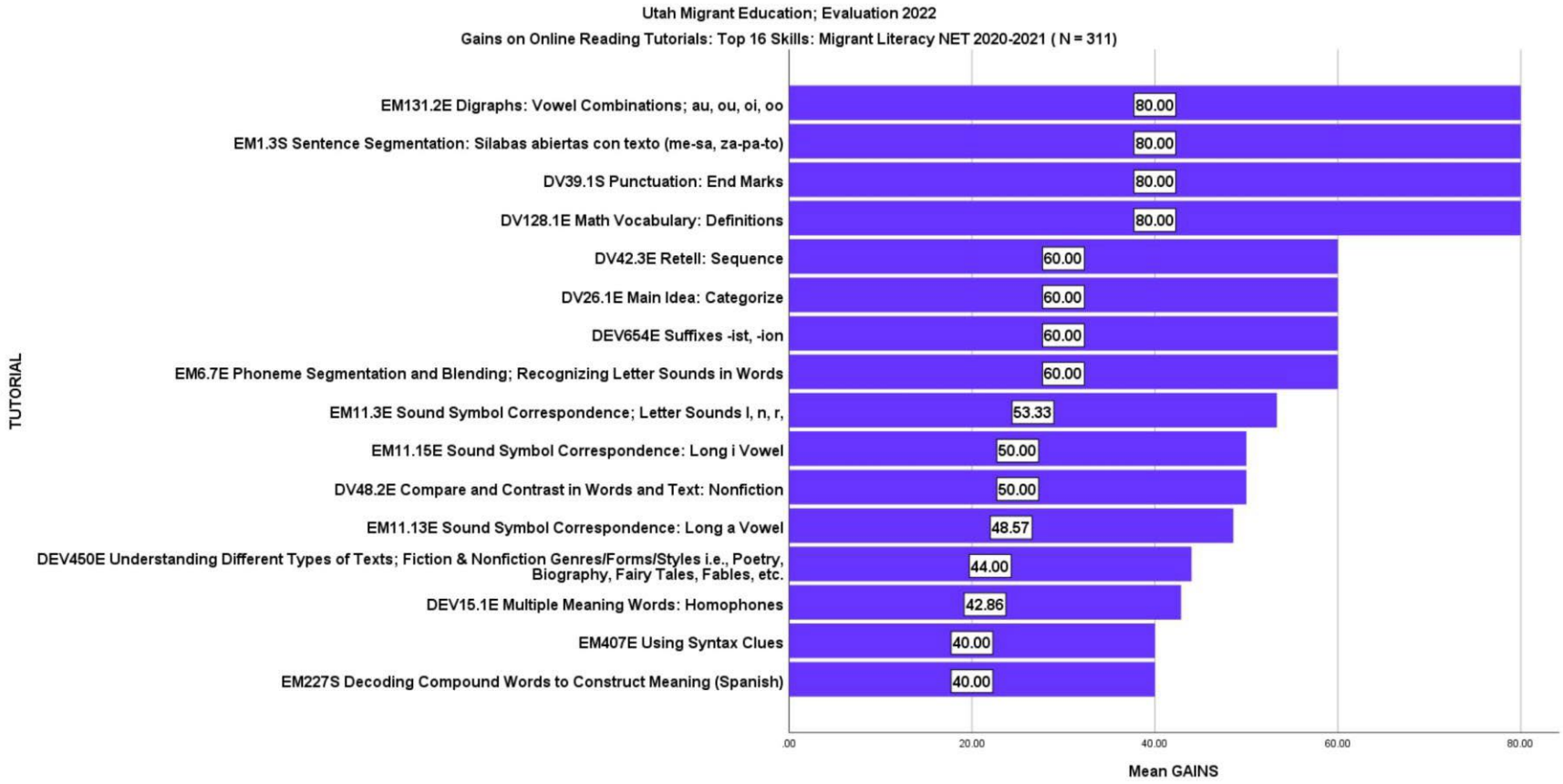
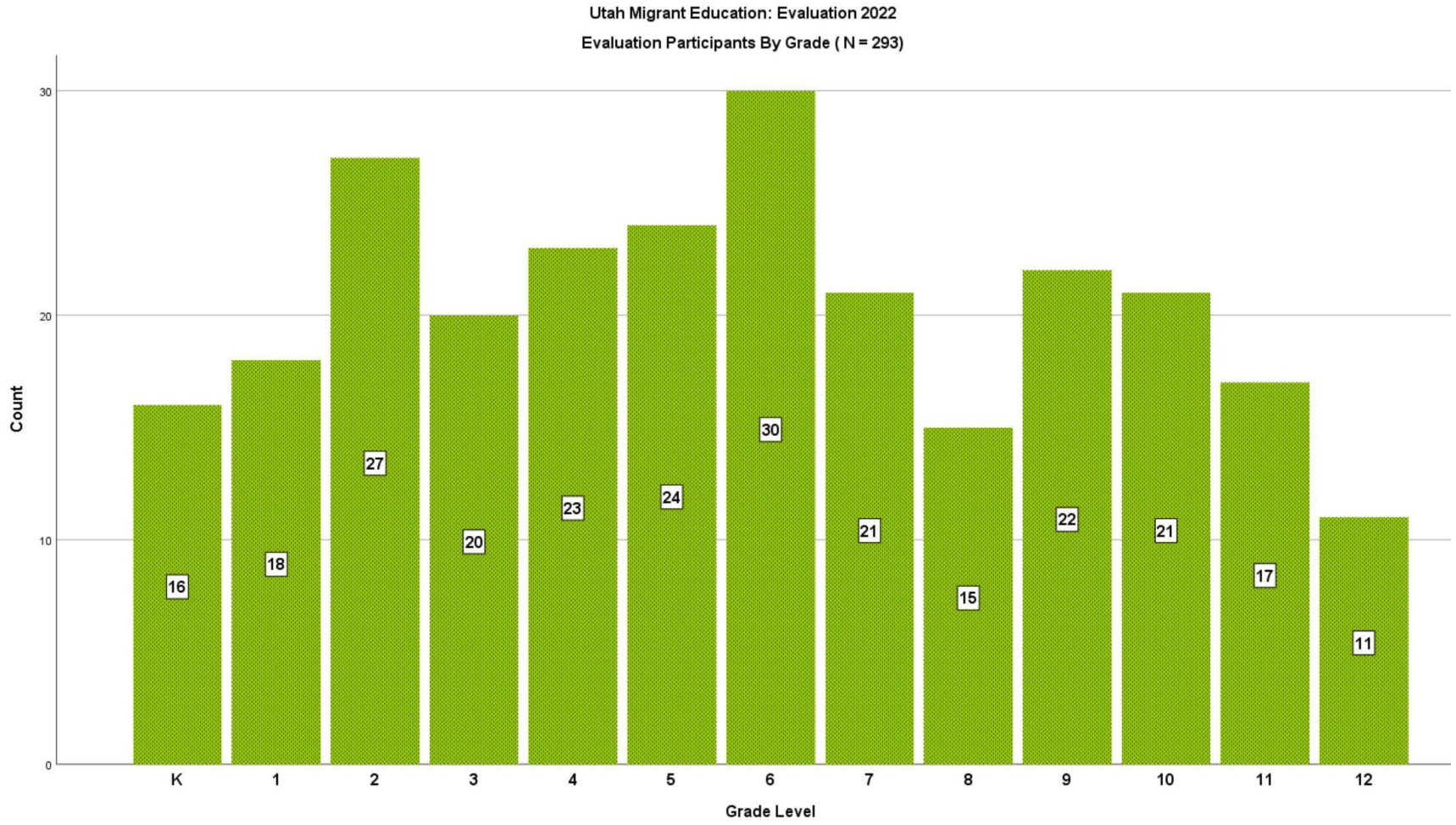
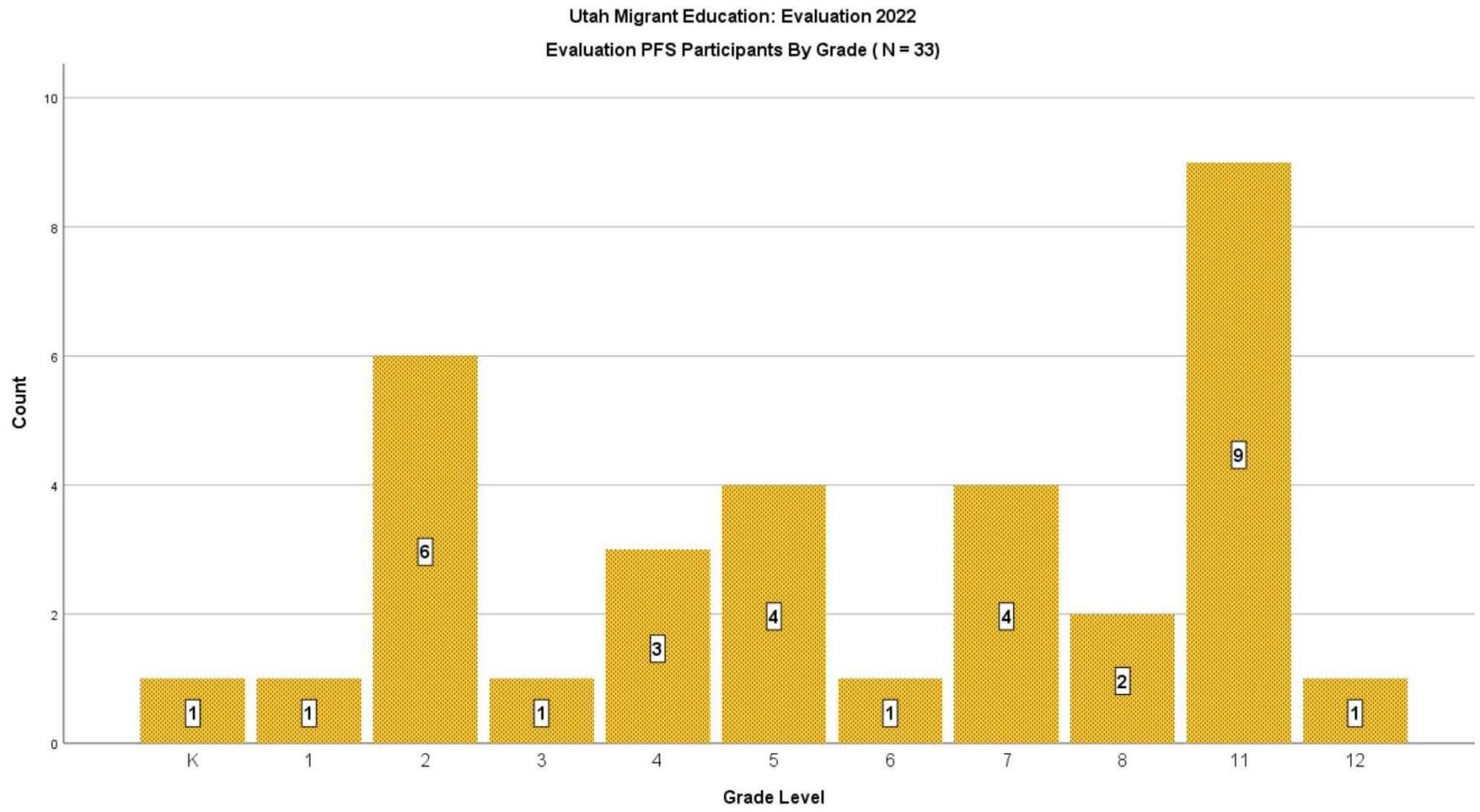
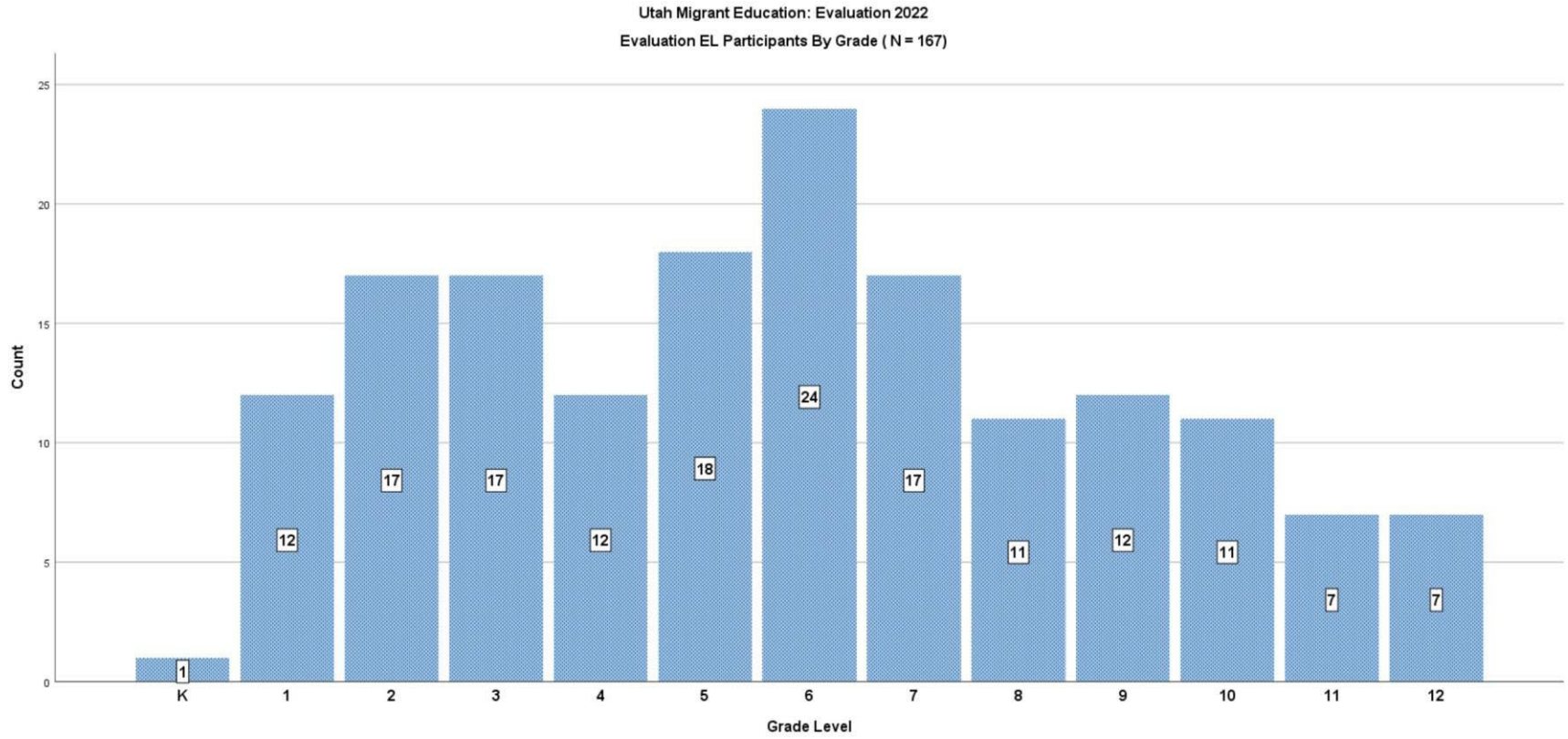
Appendix B

Evaluation Statistics


Utah Migrant Education; Evaluation 2022
Gains on Online Reading Tutorials: Top 16 Skills: Migrant Literacy NET 2020-2021 (N = 311)
TUTORIAL
EM131.2E Digraphs: Vowel Combinations; au, ou, oi, oo
EM1.3S Sentence Segmentation: Silabas abiertas con texto (me-sa, za-pa-to)
DV39.1S Punctuation: End Marks
DV128.1E Math Vocabulary: Definitions
DV42.3E Retell: Sequence
DV26.1E Main Idea: Categorize
DEV654E Suffixes -ist, -ion
EM6.7E Phoneme Segmentation and Blending; Recognizing Letter Sounds in Words
EM11.3E Sound Symbol Correspondence; Letter Sounds l, n, r,
EM11.15E Sound Symbol Correspondence: Long i Vowel
DV48.2E Compare and Contrast in Words and Text: Nonfiction
EM11.13E Sound Symbol Correspondence: Long a Vowel
DEV450E Understanding Different Types of Texts; Fiction & Nonfiction Genres/Forms/Styles i.e., Poetry, Biography, Fairy Tales, Fables, etc.
DEV15.1E Multiple Meaning Words: Homophones
EM407E Using Syntax Clues
EM227S Decoding Compound Words to Construct Meaning (Spanish)
80.00
80.00
80.00
80.00
60.00
60.00
60.00
60.00
53.33
50.00
50.00
48.57
44.00
42.86
40.00
40.00
.00
20.00
40.00
60.00
80.00
Mean GAINS


Utah Migrant Education: Evaluation 2022
Evaluation Participants By Grade (N = 293)
Count
30
20
10
0
16
18
27
20
23
24
30
21
15
22
21
17
11
K
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level


Utah Migrant Education: Evaluation 2022
Evaluation PFS Participants By Grade (N = 33)
Count
10
8
6
4
2
0
1
1
6
1
3
4
1
4
2
9
1
K
1
2
3
4
5
6
7
8
11
12
Grade Level


Utah Migrant Education: Evaluation 2022
Evaluation EL Participants By Grade (N = 167)
Count
25
20
15
10
5
0
1
12
17
17
12
18
24
17
11
12
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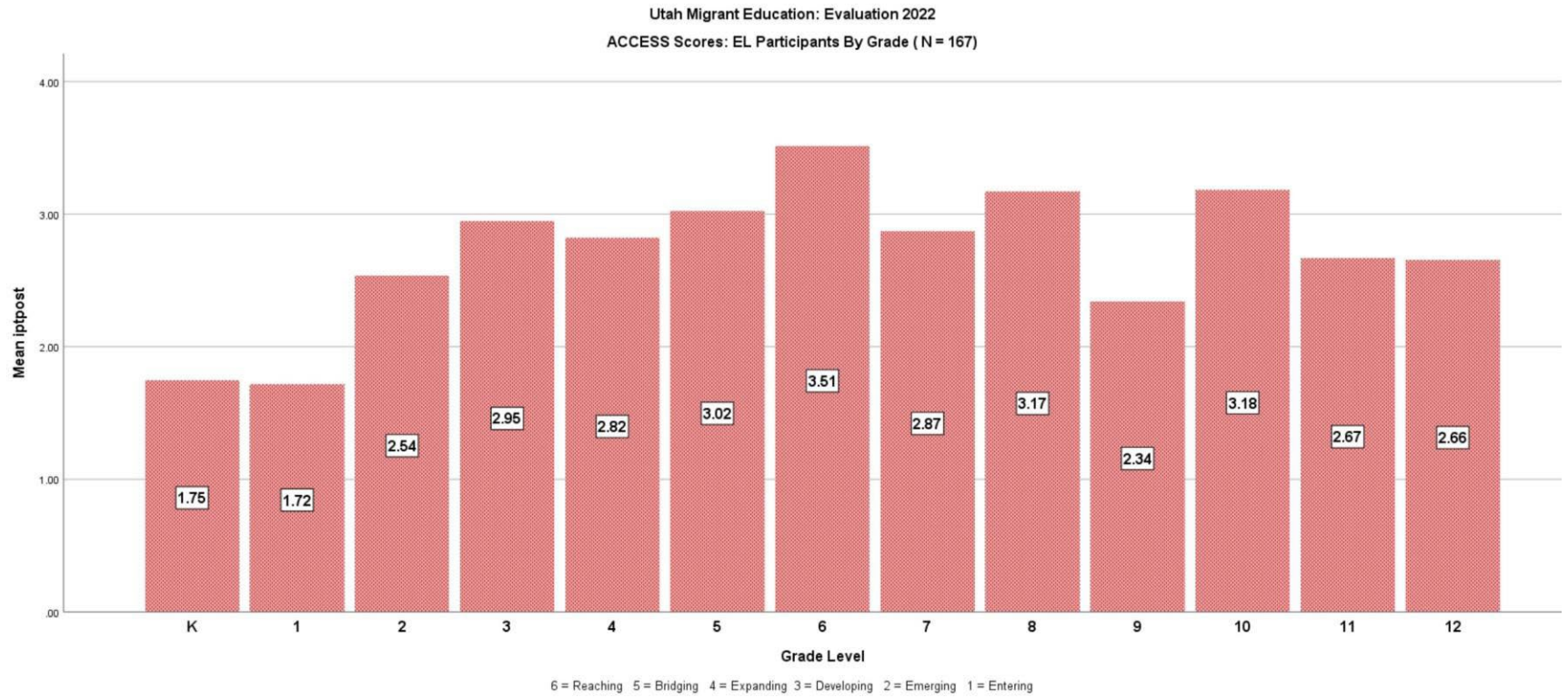
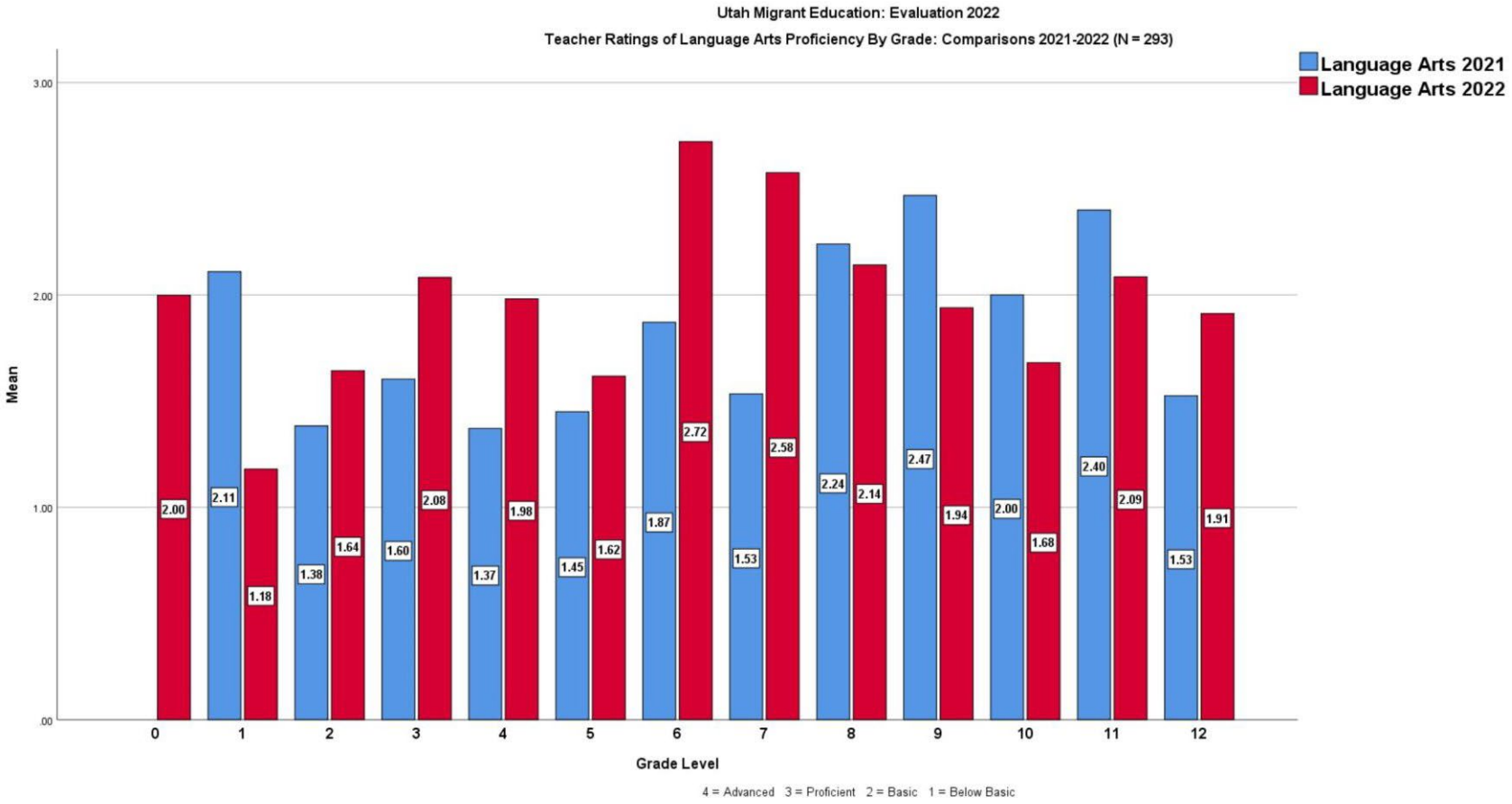
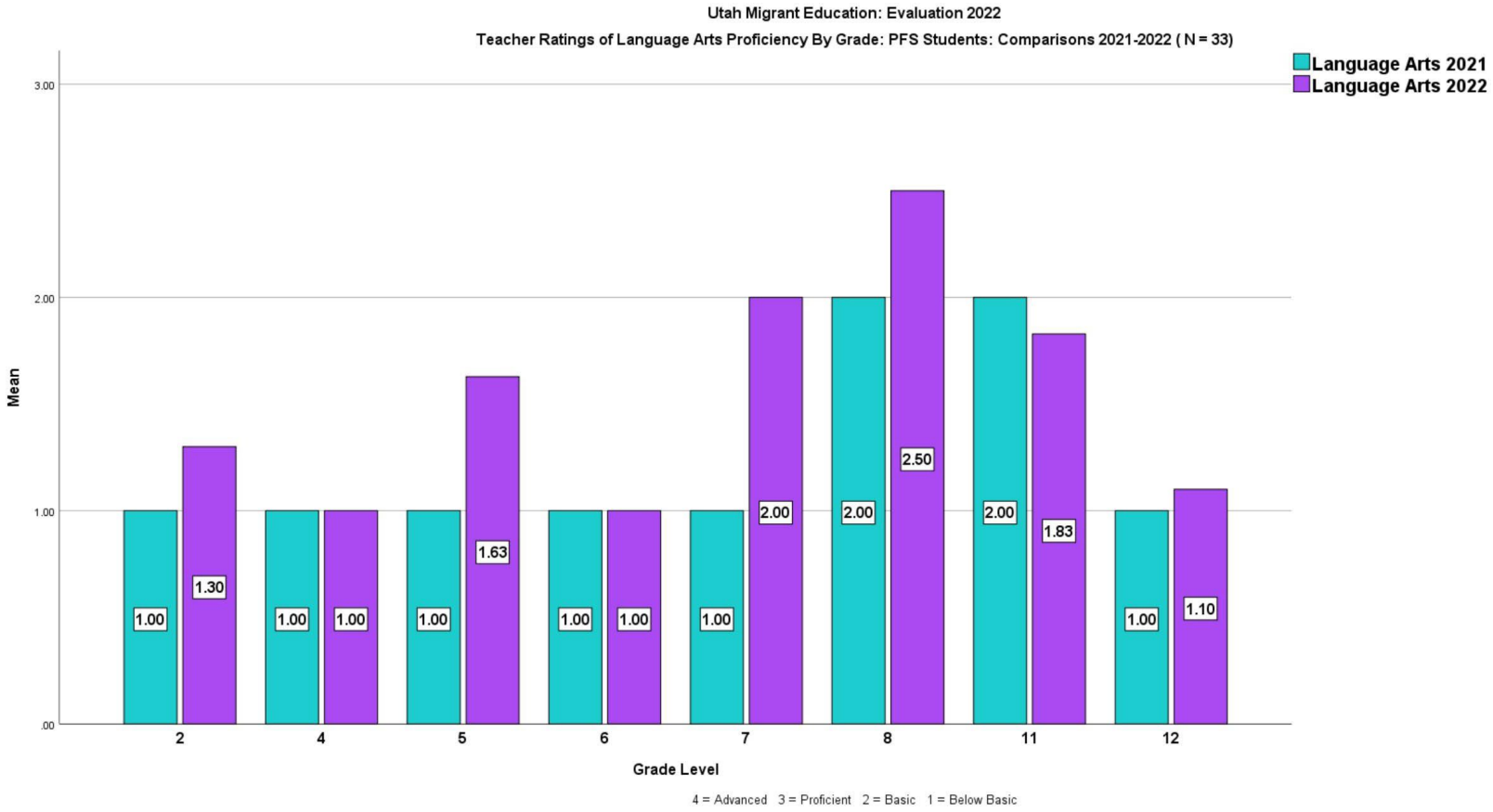
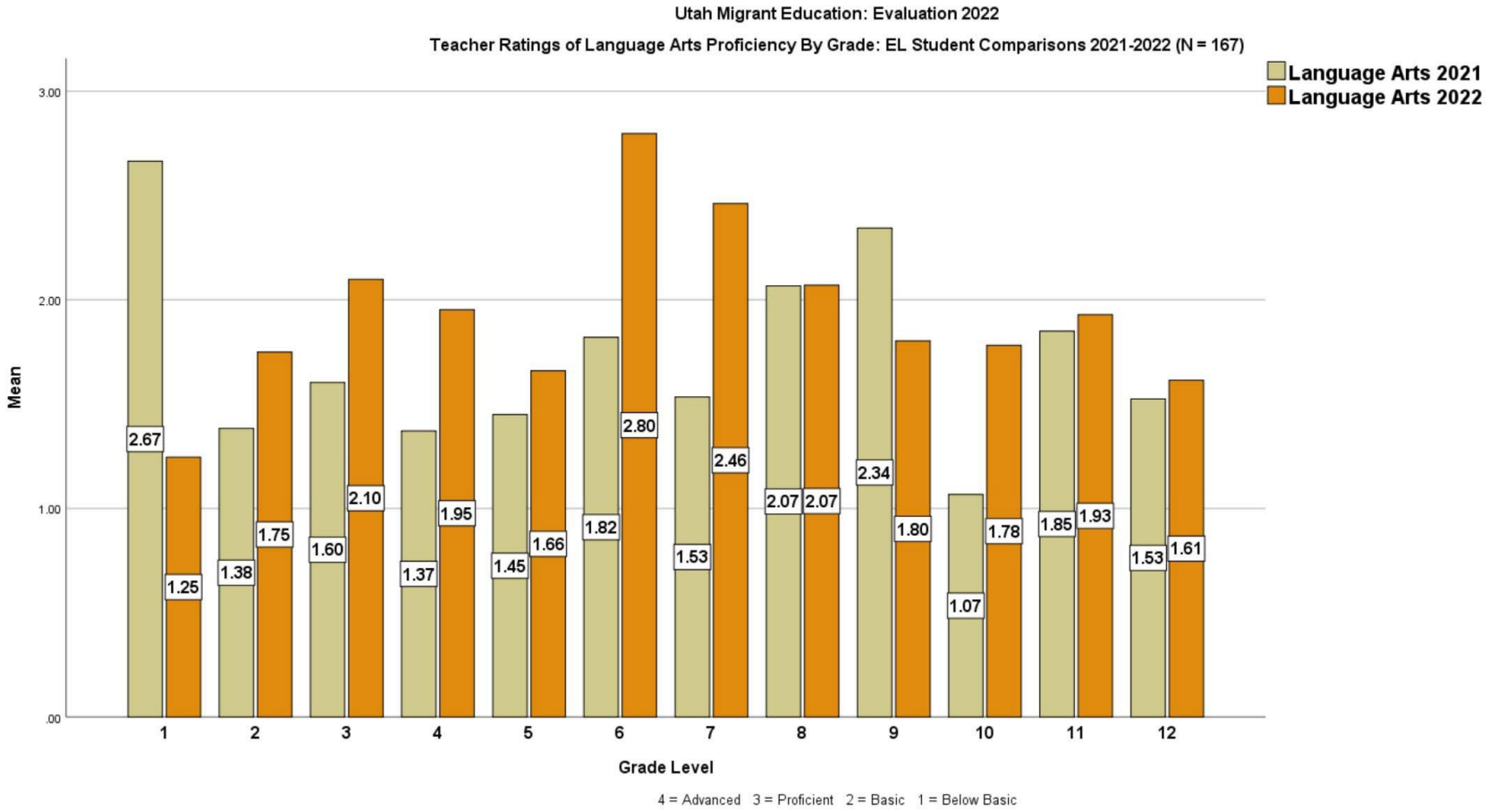
7
7
K
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level


Utah Migrant Education: Evaluation 2022
ACCESS Scores: EL Participants By Grade (N = 167)
Mean iptpost
4.00
3.00
2.00
1.00
.00
1.75
1.72
2.54
2.95
2.82
3.02
3.51
2.87
3.17
2.34
3.18
2.67
2.66
K
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level
6 = Reaching 5 = Bridging 4 = Expanding 3 = Developing 2 = Emerging 1 = Entering


Utah Migrant Education: Evaluation 2022
Teacher Ratings of Language Arts Proficiency By Grade: Comparisons 2021-2022 (N = 293)
Language Arts 2021
Language Arts 2022
Mean
3.00
2.00
1.00
.00
2.00
2.11
1.18
1.38
1.64
1.60
2.08
1.37
1.98
1.45
1.62
1.87
2.72
1.53
2.58
2.24
2.14
2.47
1.94
2.00
1.68
2.40
2.09
1.53
1.91
0
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic


Utah Migrant Education: Evaluation 2022
Teacher Ratings of Language Arts Proficiency By Grade: PFS Students: Comparisons 2021-2022 (N = 33)
Language Arts 2021
Language Arts 2022
Mean
3.00
2.00
1.00
.00
1.00
1.30
1.00
1.00
1.00
1.63
1.00
1.00
1.00
2.00
2.00
2.50
2.00
1.83
1.00
1.10
2
4
5
6
7
8
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic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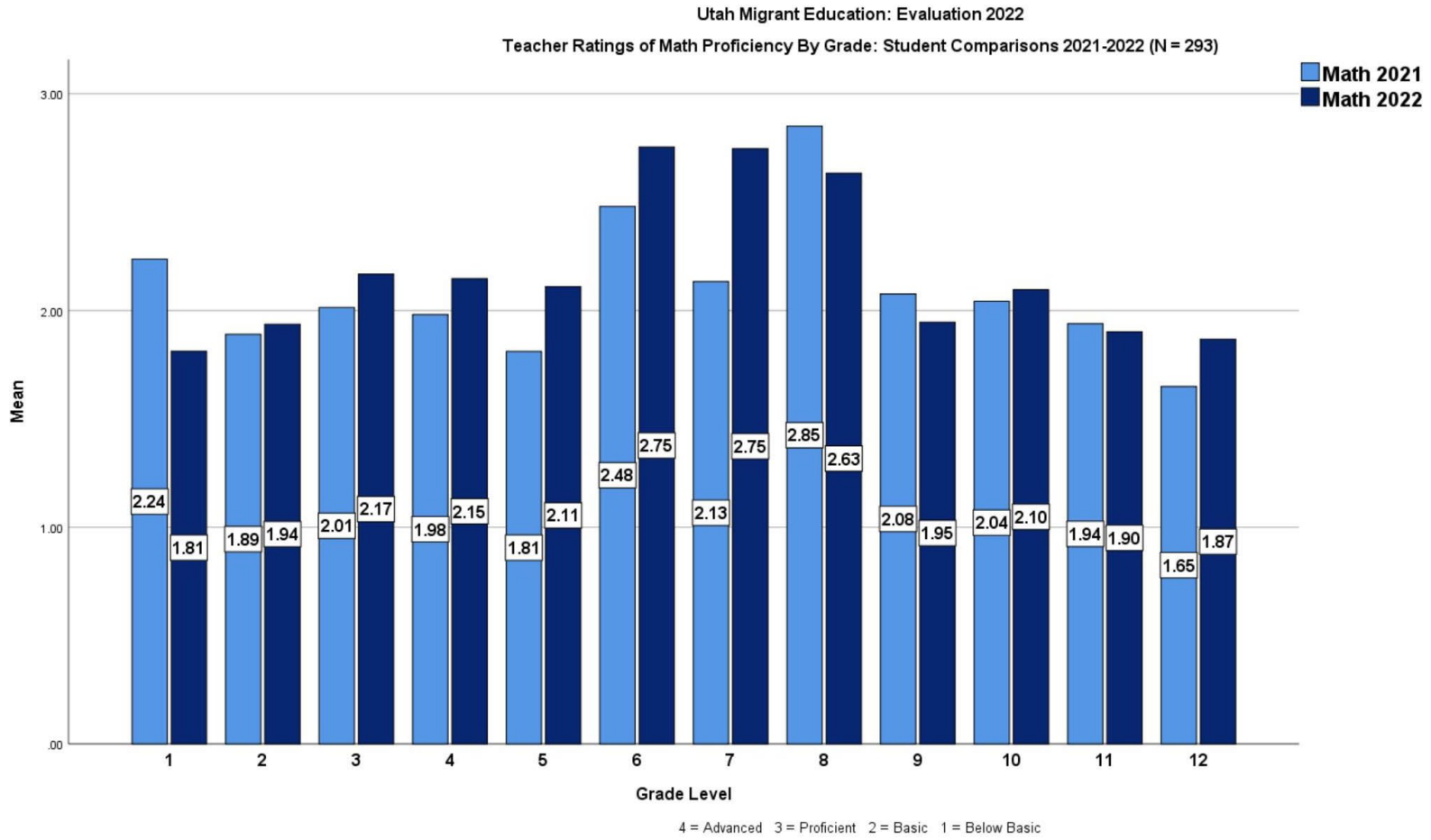
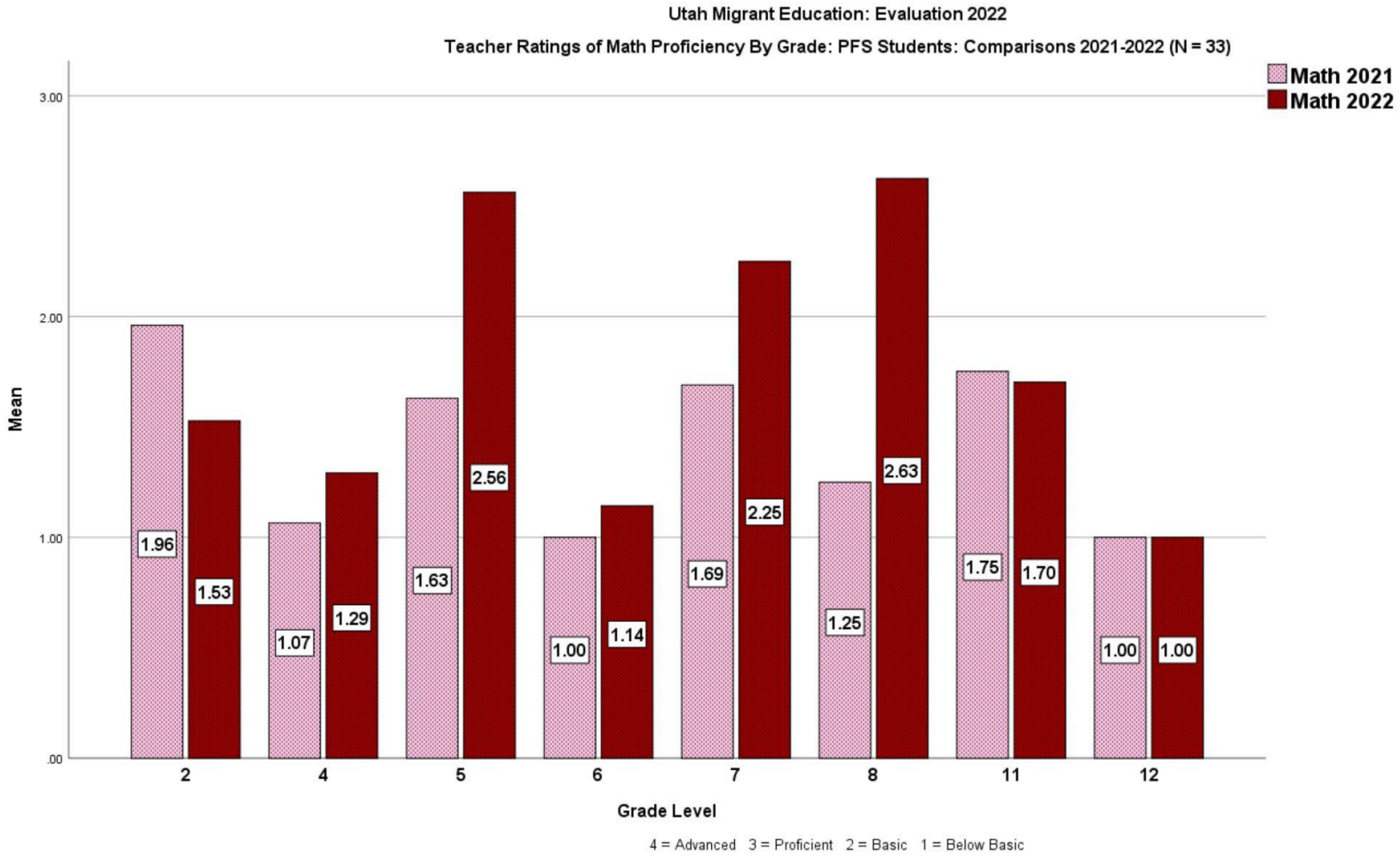
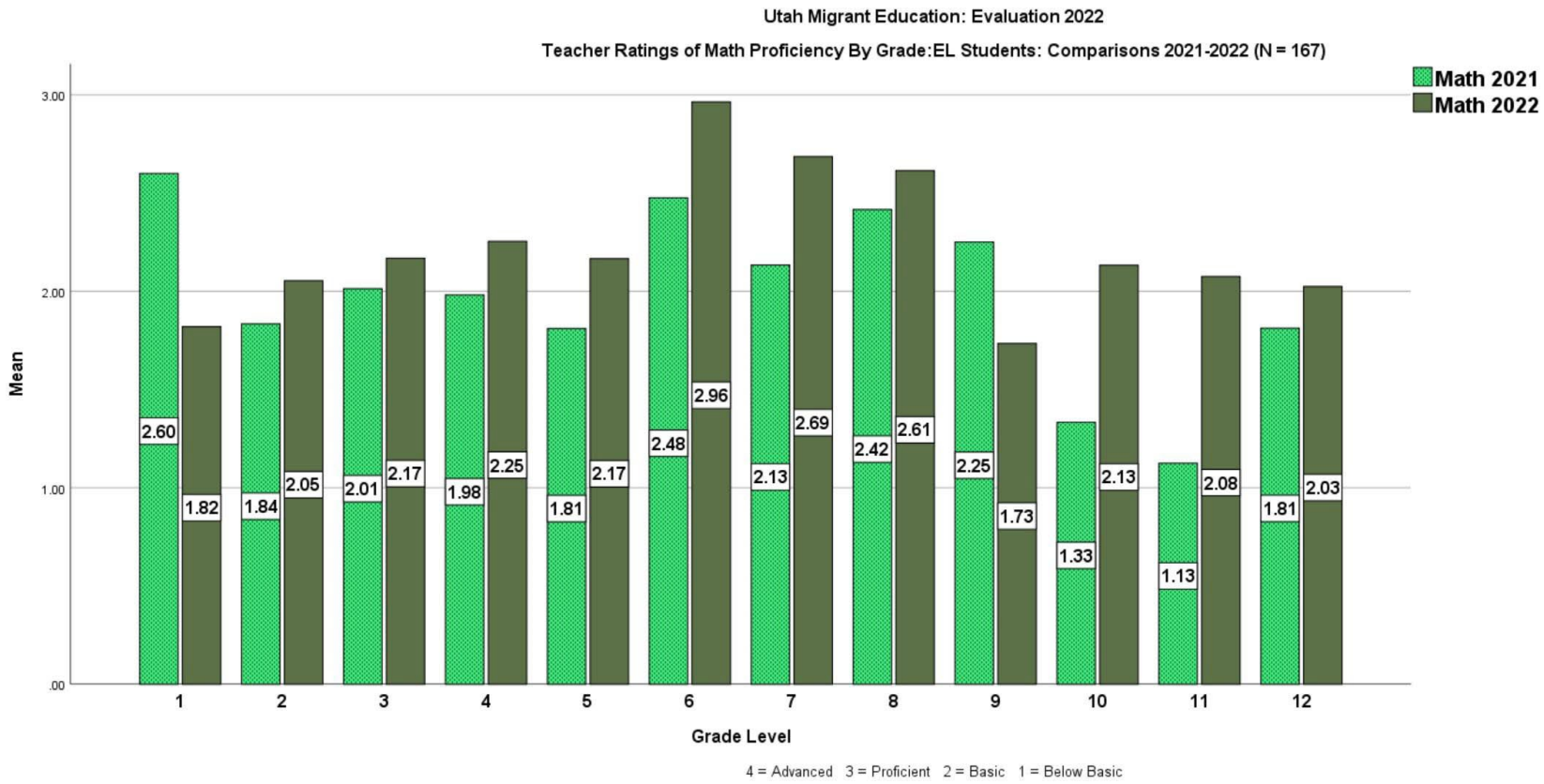
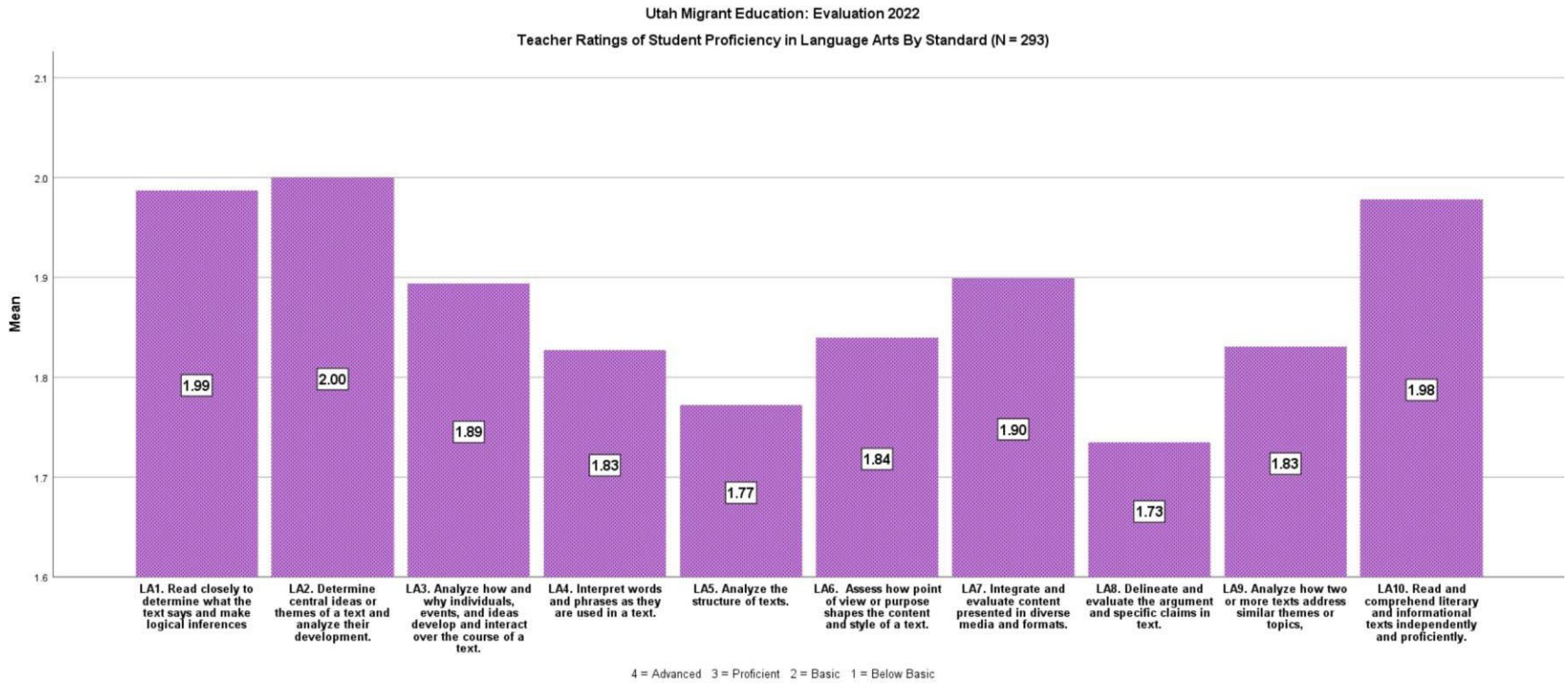
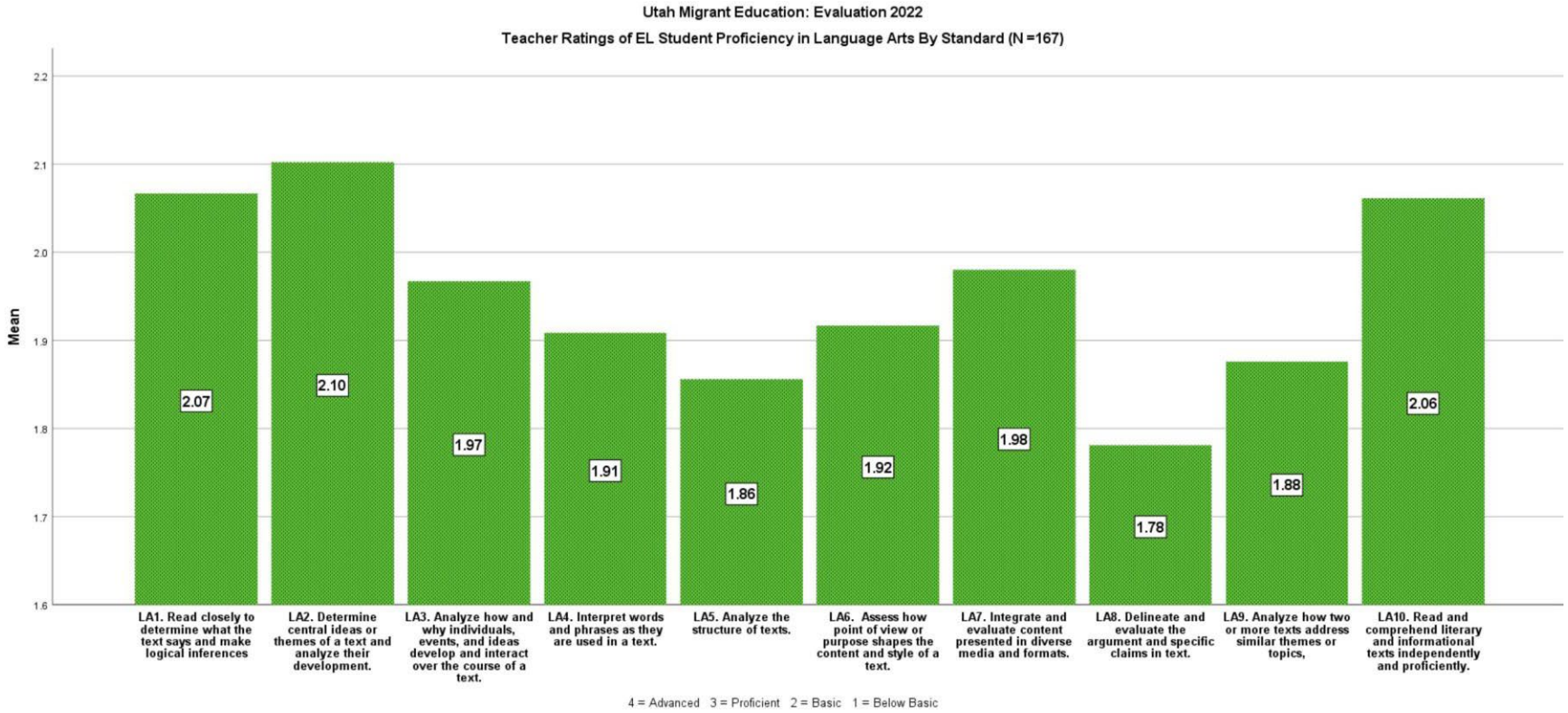
Teacher Ratings of Language Arts Proficiency By Grade: EL Student Comparisons 2021-2022 (N = 167)
Language Arts 2021
Language Arts 2022
Mean
3.00
2.00
1.00
.00
2.67
1.25
1.38
1.75
1.60
2.10
1.37
1.95
1.45
1.66
1.82
2.80
1.53
2.46
2.07
2.07
2.34
1.80
1.07
1.78
1.85
1.93
1.53
1.61
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

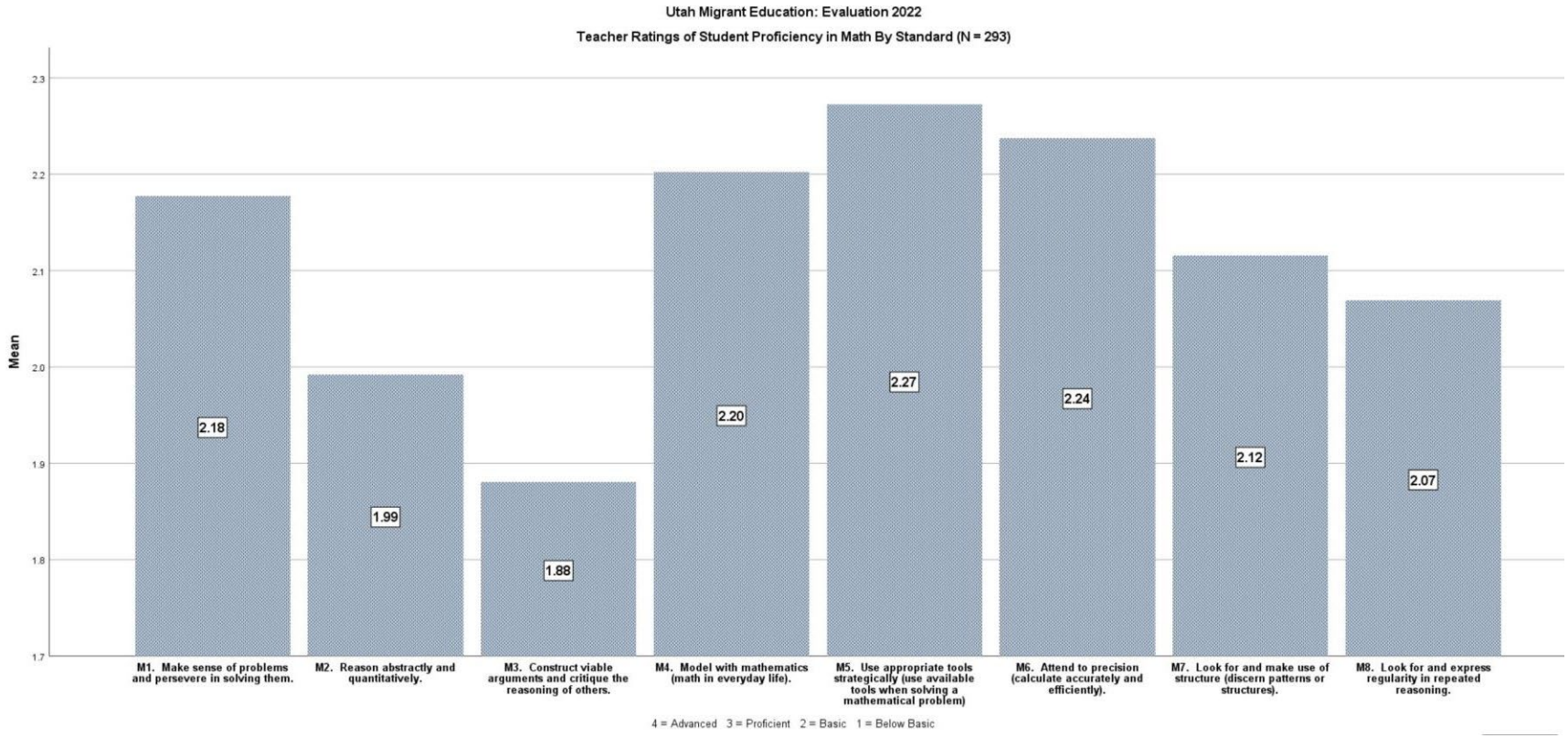

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Math Proficiency By Grade: Student Comparisons 2021-2022 (N = 293)
Math 2021
Math 2022
Mean
3.00
2.00
1.00
.00
2.24
1.81
1.89
1.94
2.01
2.17
1.98
2.15
1.81
2.11
2.48
2.75
2.13
2.75
2.85
2.63
2.08
1.95
2.04
2.10
1.94
1.90
1.65
1.87
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

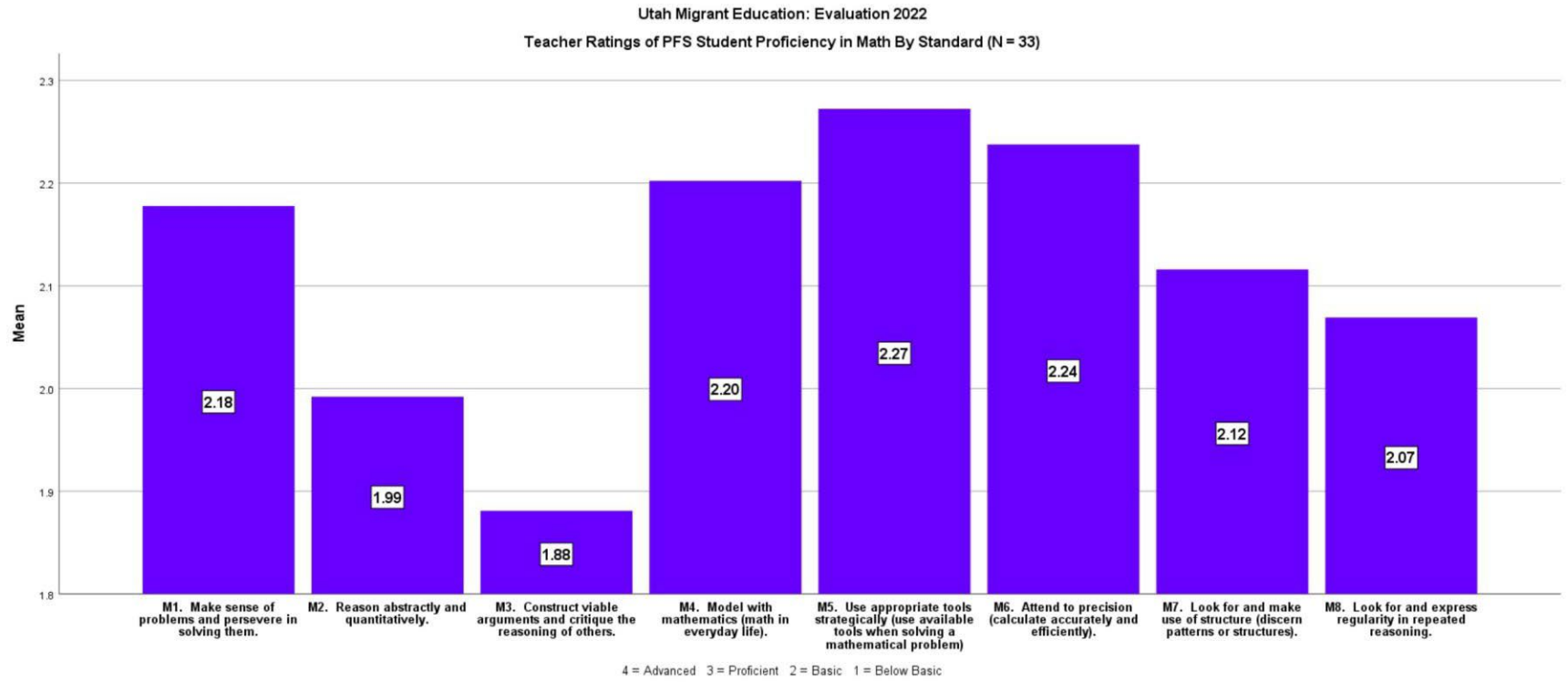

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Math Proficiency By Grade: PFS Students: Comparisons 2021-2022 (N = 33)
Math 2021
Math 2022
Mean
3.00
2.00
1.00
.00
1.96
1.53
1.07
1.29
1.63
2.56
1.00
1.14
1.69
2.25
1.25
2.63
1.75
1.70
1.00
1.00
2
4
5
6
7
8
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

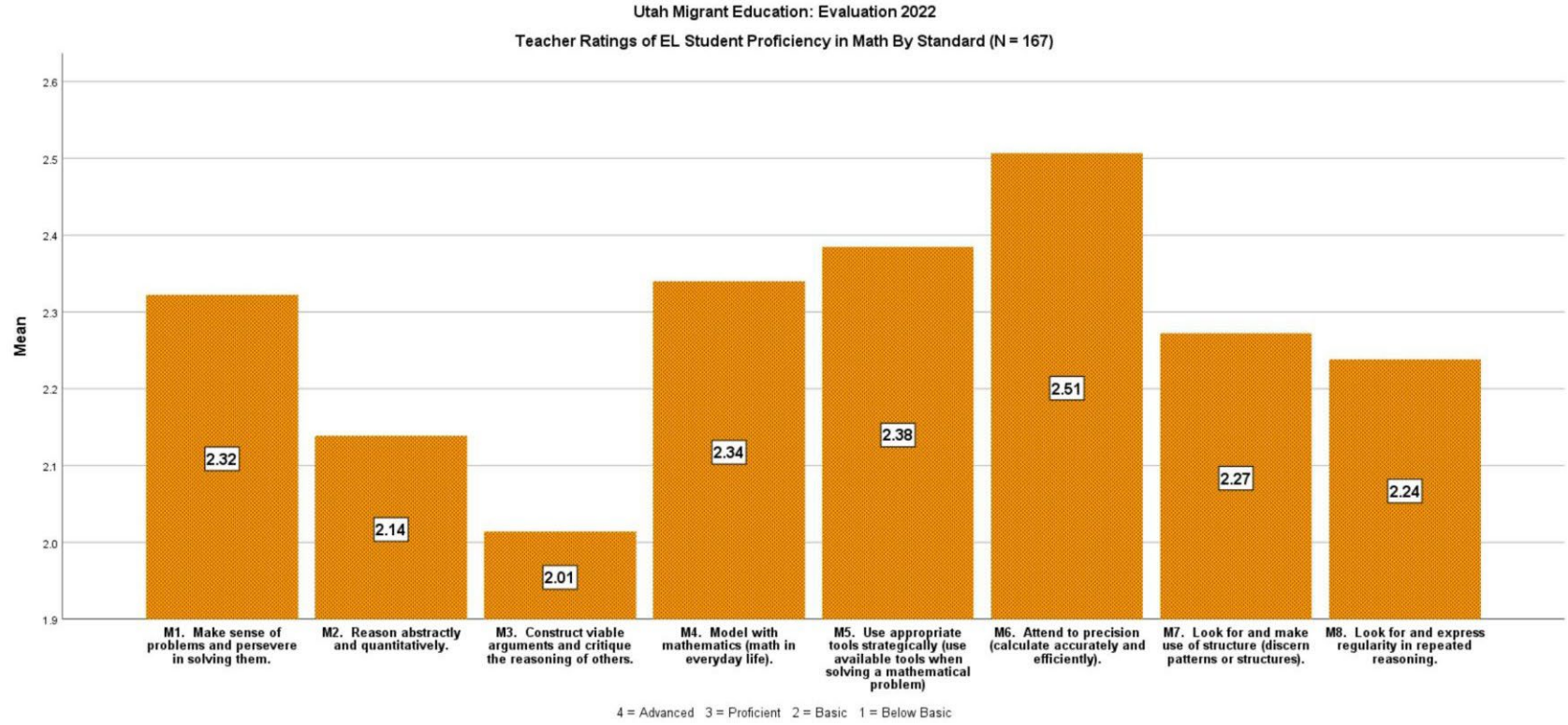

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Math Proficiency By Grade:EL Students: Comparisons 2021-2022 (N = 167)
Math 2021
Math 2022
Mean
3.00
2.00
1.00
.00
2.60
1.82
1.84
2.05
2.01
2.17
1.98
2.25
1.81
2.17
2.48
2.96
2.13
2.69
2.42
2.61
2.25
1.73
1.33
2.13
1.13
2.08
1.81
2.03
1
2
3
4
5
6
7
8
9
10
11
12
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

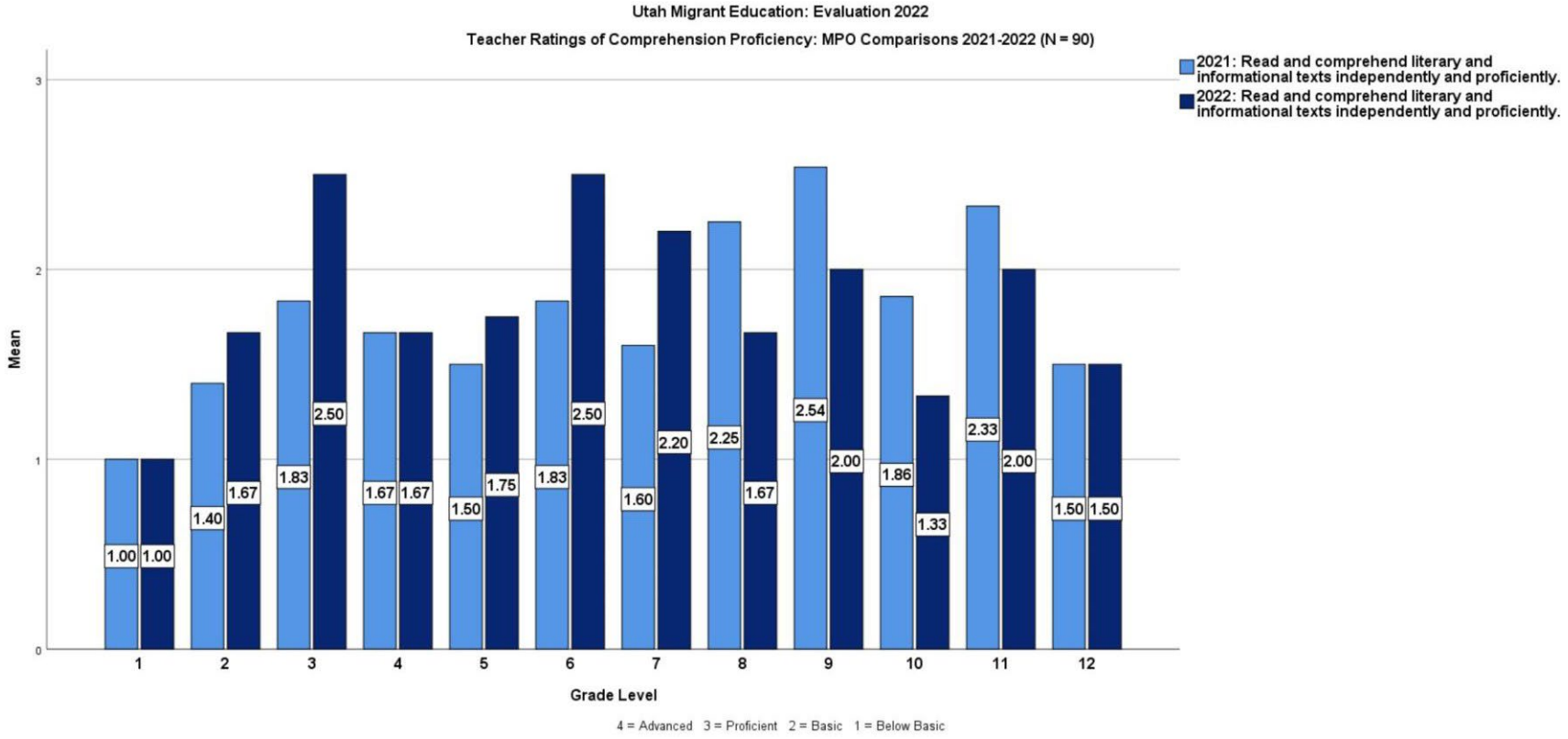

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Student Proficiency in Language Arts By Standard (N = 293)
Mean
2.1
2.0
1.9
1.8
1.7
1.6
1.99
2.00
1.89
1.83
1.77
1.84
1.90
1.73
1.83
1.98
LA1. Read closely to determine what the text says and make logical inferences
LA2. Determine central ideas or themes of a text and analyze their development.
LA3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA4. Interpret words and phrases as they are used in a text.
LA5. Analyze the structure of texts.
LA6. Assess how point of view or purpose shapes the content and style of a text.
LA7. Integrate and evaluate content presented in diverse media and formats.
LA8. Delineate and evaluate the argument and specific claims in text.
LA9. Analyze how two or more texts address similar themes or topics,
LA10. Read and comprehend literary and informational texts independently and proficiently.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

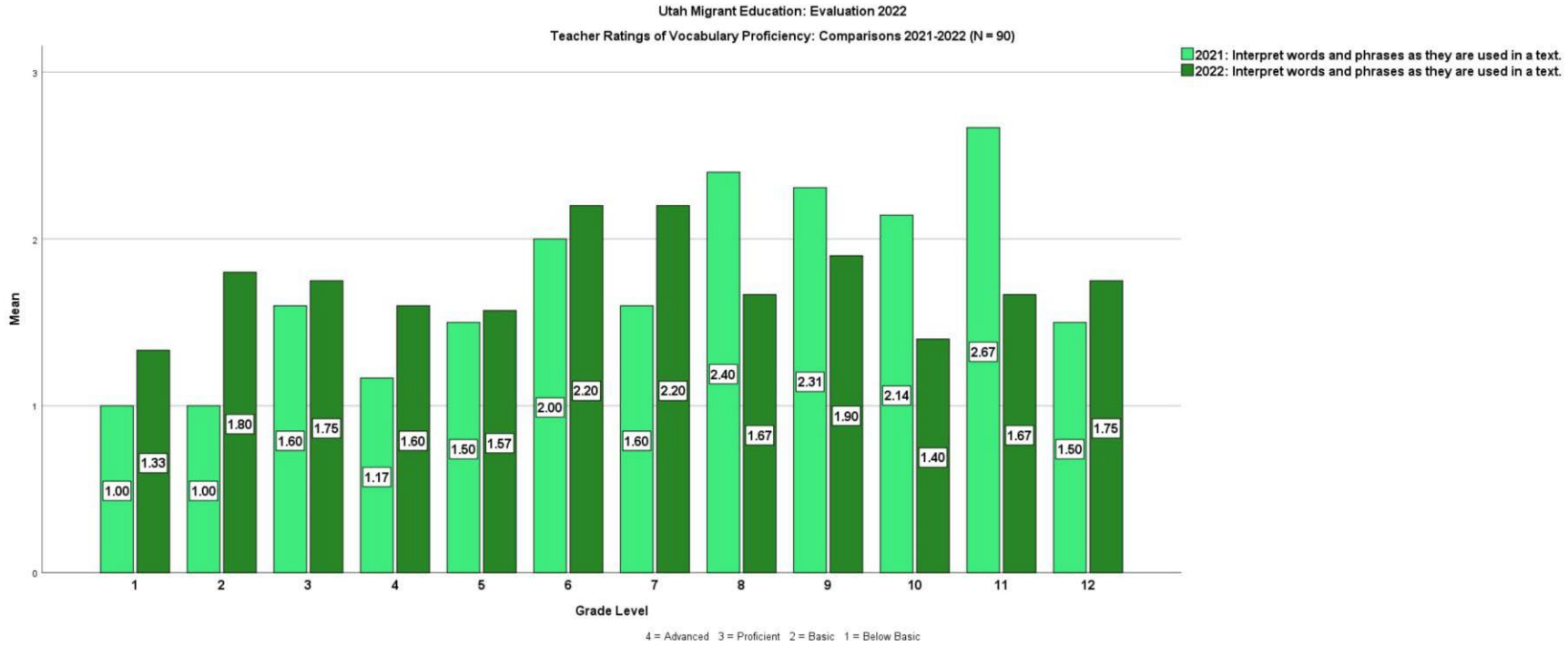

Utah Migrant Education: Evaluation 2022
Teacher Ratings of EL Student Proficiency in Language Arts By Standard (N =167)
Mean
2.2
2.1
2.0
1.9
1.8
1.7
1.6
2.07
2.10
1.97
1.91
1.86
1.92
1.98
1.78
1.88
2.06
LA1. Read closely to determine what the text says and make logical inferences
LA2. Determine central ideas or themes of a text and analyze their development.
LA3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA4. Interpret words and phrases as they are used in a text.
LA5. Analyze the structure of texts.
LA6. Assess how point of view or purpose shapes the content and style of a text.
LA7. Integrate and evaluate content presented in diverse media and formats.
LA8. Delineate and evaluate the argument and specific claims in text.
LA9. Analyze how two or more texts address similar themes or topics,
LA10. Read and comprehend literary and informational texts independently and proficiently.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

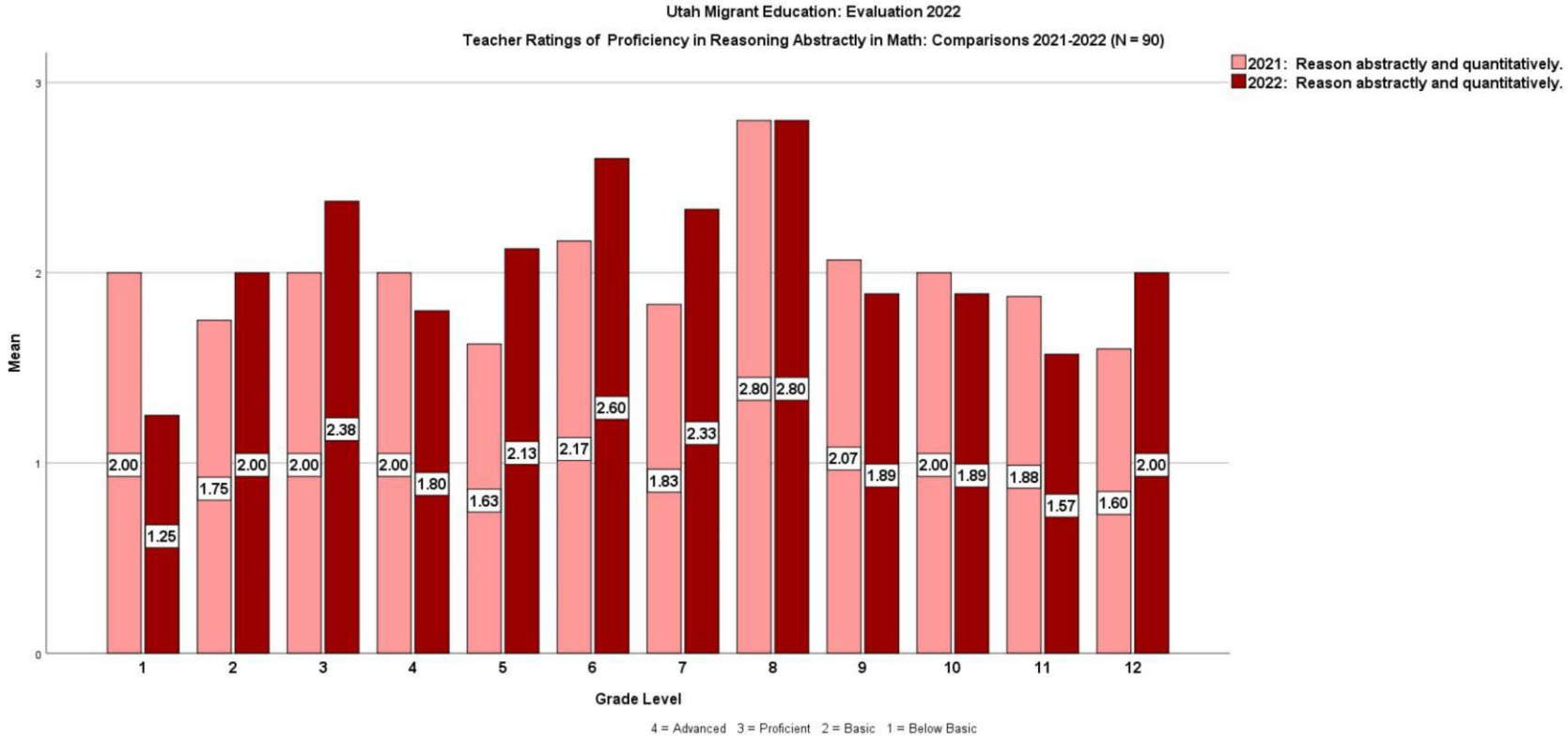

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Student Proficiency in Math By Standard (N = 293)
Mean
2.3
2.2
2.1
2.0
1.9
1.8
1.7
2.18
1.99
1.88
2.20
2.27
2.24
2.12
2.07
M1. Make sense of problems and persevere in solving them.
M2. Reason abstractly and quantitatively.
M3. Construct viable arguments and critique the reasoning of others.
M4. Model with mathematics (math in everyday life).
M5. Use appropriate tools strategically (use available tools when solving a mathematical problem)
M6. Attend to precision (calculate accurately and efficiently).
M7. Look for and make use of structure (discern patterns or structures).
M8. Look for and express regularity in repeated reasoning.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

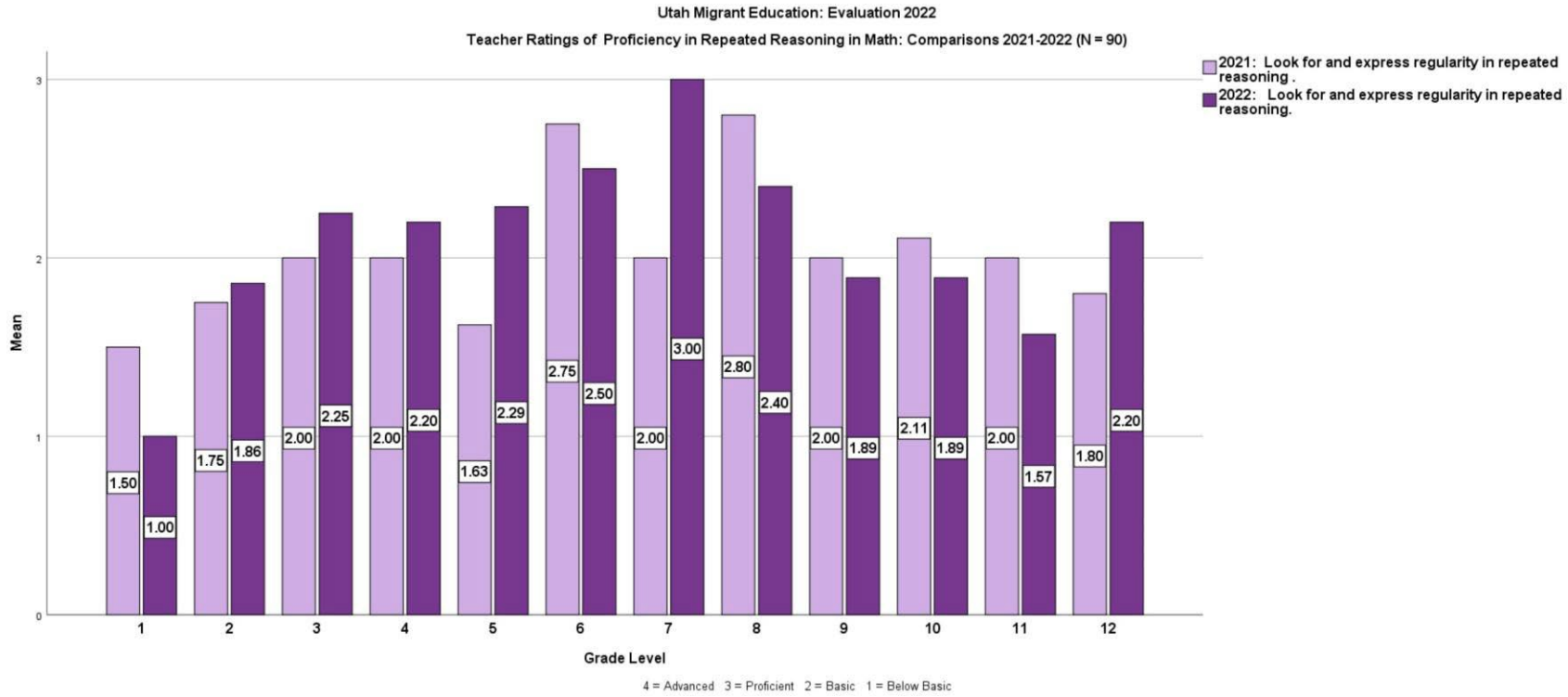

Utah Migrant Education: Evaluation 2022
Teacher Ratings of PFS Student Proficiency in Math By Standard (N = 33)
Mean
2.3
2.2
2.1
2.0
1.9
1.8
2.18
1.99
1.88
2.20
2.27
2.24
2.12
2.07
M1. Make sense of problems and persevere in solving them.
M2. Reason abstractly and quantitatively.
M3. Construct viable arguments and critique the reasoning of others.
M4. Model with mathematics (math in everyday life).
M5. Use appropriate tools strategically (use available tools when solving a mathematical problem)
M6. Attend to precision (calculate accurately and efficiently).
M7. Look for and make use of structure (discern patterns or structures).
M8. Look for and express regularity in repeated reasoning.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

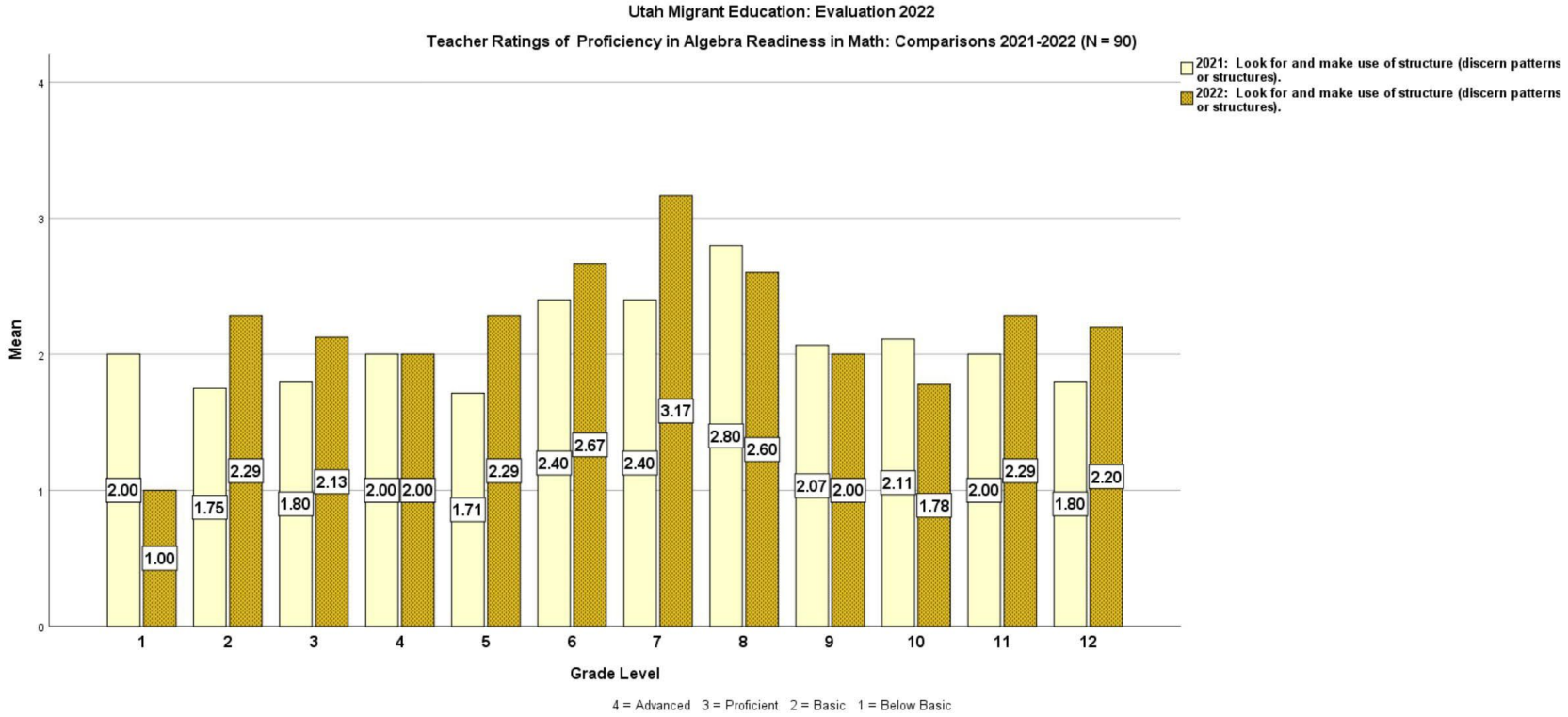

Utah Migrant Education: Evaluation 2022
Teacher Ratings of EL Student Proficiency in Math By Standard (N = 167)
Mean
2.6
2.5
2.4
2.3
2.2
2.1
2.0
1.9
2.32
2.14
2.01
2.34
2.38
2.51
2.27
2.24
M1. Make sense of problems and persevere in solving them.
M2. Reason abstractly and quantitatively.
M3. Construct viable arguments and critique the reasoning of others.
M4. Model with mathematics (math in everyday life).
M5. Use appropriate tools strategically (use available tools when solving a mathematical problem)
M6. Attend to precision (calculate accurately and efficiently).
M7. Look for and make use of structure (discern patterns or structures).
M8. Look for and express regularity in repeated reasoning.
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

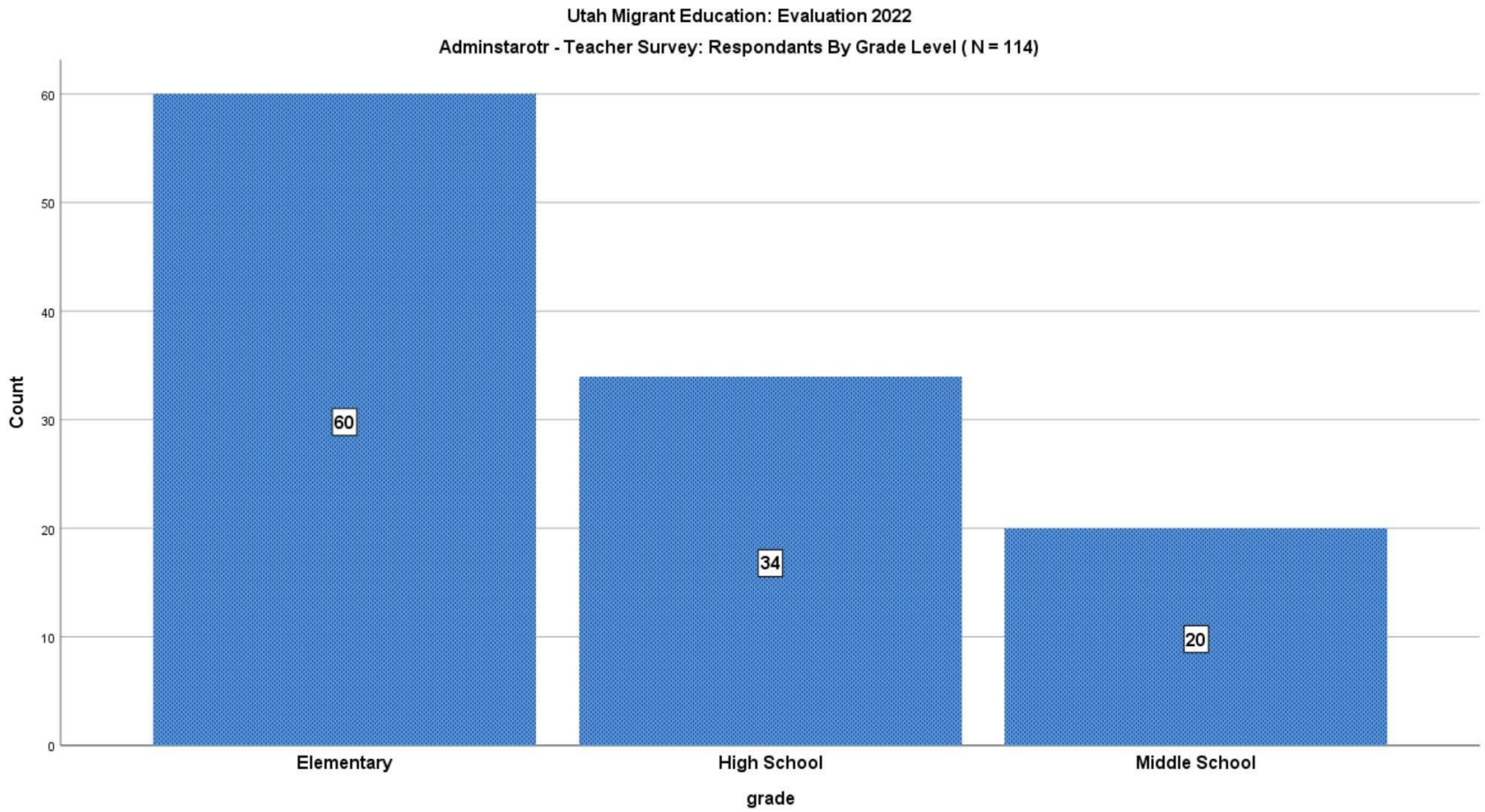

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Comprehension Proficiency: MPO Comparisons 2021-2022 (N = 90)
2021: Read and comprehend literary and informational texts independently and proficiently.
2022: Read and comprehend literary and informational texts independently and proficiently.
Mean
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic
1.00 1.00
1.40 1.67
1.83 2.50
1.67 1.67
1.50 1.75
1.83 2.50
1.60 2.20
2.25 1.67
2.54 2.00
1.86 1.33
2.33 2.00
1.50 1.50

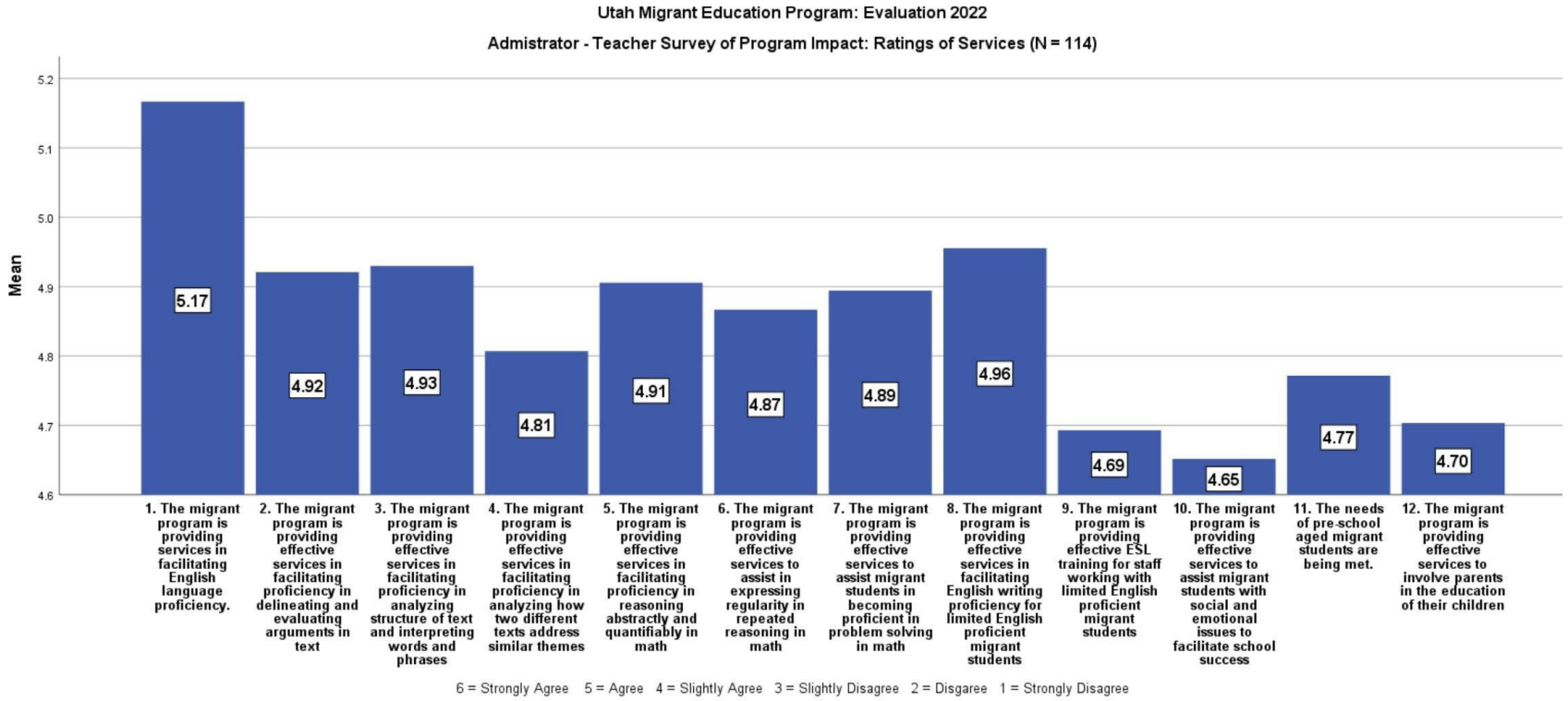

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Vocabulary Proficiency: Comparisons 2021-2022 (N = 90)
2021: Interpret words and phrases as they are used in a text.
2022: Interpret words and phrases as they are used in a text.
Mean
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic
1.00
1.33
1.00
1.80
1.60
1.75
1.17
1.60
1.50
1.57
2.00
2.20
1.60
2.20
2.40
1.67
2.31
1.90
2.14
1.40
2.67
1.67
1.50
1.75

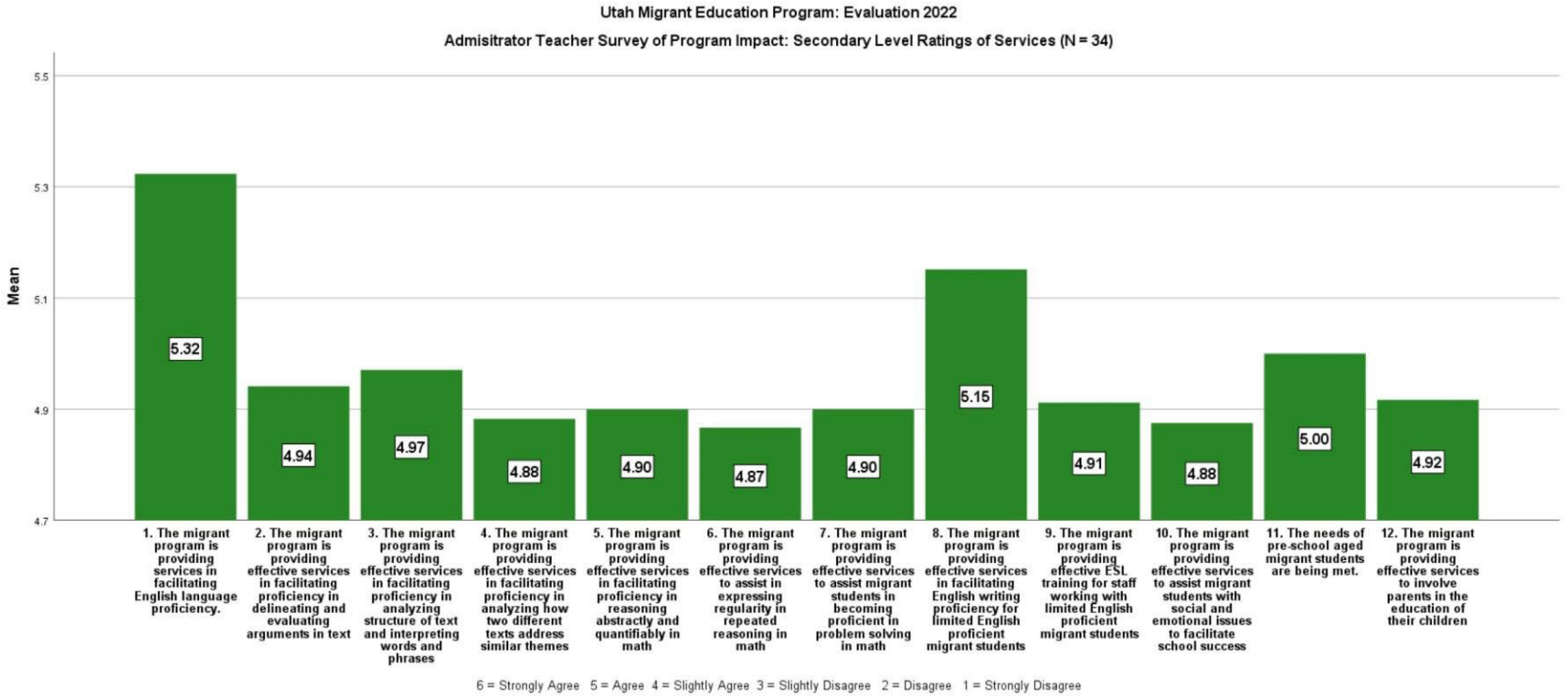

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Proficiency in Reasoning Abstractly in Math: Comparisons 2021-2022 (N = 90)
2021: Reason abstractly and quantitatively.
2022: Reason abstractly and quantitatively.
Mean
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic
2.00 1.25
1.75 2.00
2.00 2.38
2.00 1.80
1.63 2.13
2.17 2.60
1.83 2.33
2.80 2.80
2.07 1.89
2.00 1.89
1.88 1.57
1.60 2.00

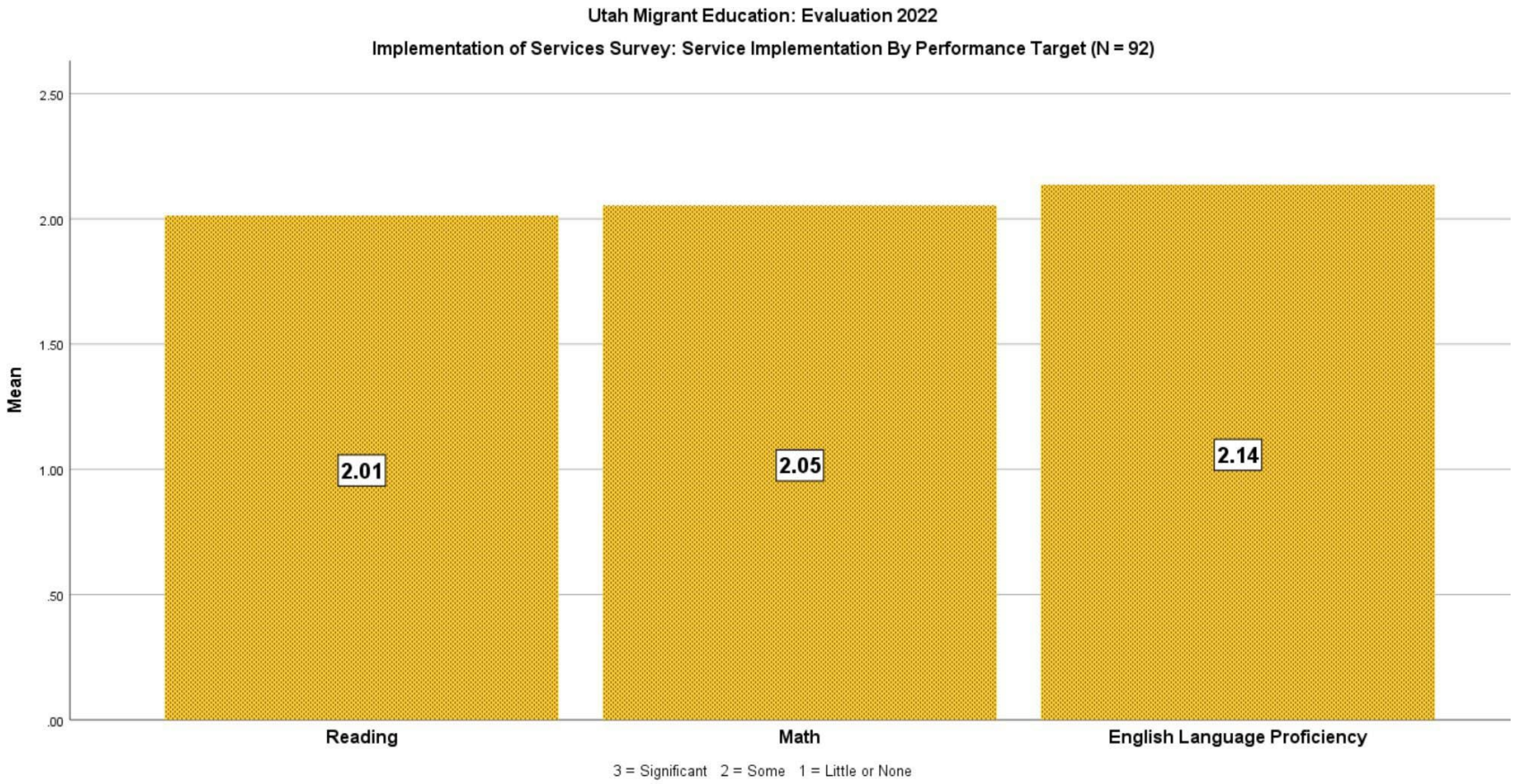

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Proficiency in Repeated Reasoning in Math: Comparisons 2021-2022 (N = 90)
2021: Look for and express regularity in repeated reasoning .
2022: Look for and express regularity in repeated reasoning.
Mean
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic
1.50
1.00
1.75
1.86
2.00
2.25
2.00
2.20
1.63
2.29
2.75
2.50
2.00
3.00
2.80
2.40
2.00
1.89
2.11
1.89
2.00
1.57
1.80
2.20

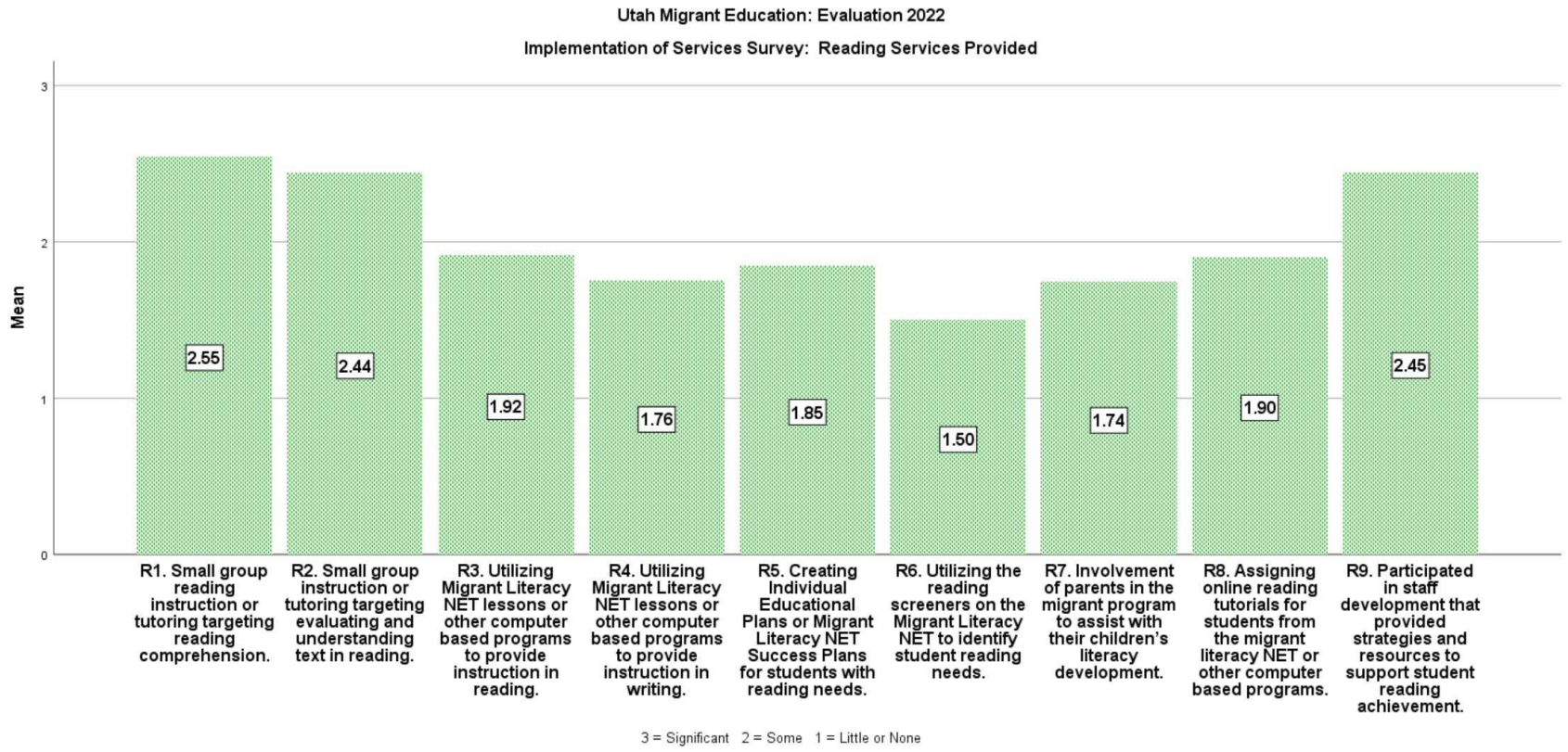

Utah Migrant Education: Evaluation 2022
Teacher Ratings of Proficiency in Algebra Readiness in Math: Comparisons 2021-2022 (N = 90)
2021: Look for and make use of structure (discern patterns or structures).
2022: Look for and make use of structure (discern patterns or structures).
Mean
Grade Level
4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic
2.00
1.00
1.75
2.29
1.80
2.13
2.00
2.00
1.71
2.29
2.40
2.67
2.40
3.17
2.80
2.60
2.07
2.00
2.11
1.78
2.00
2.29
1.80
2.20

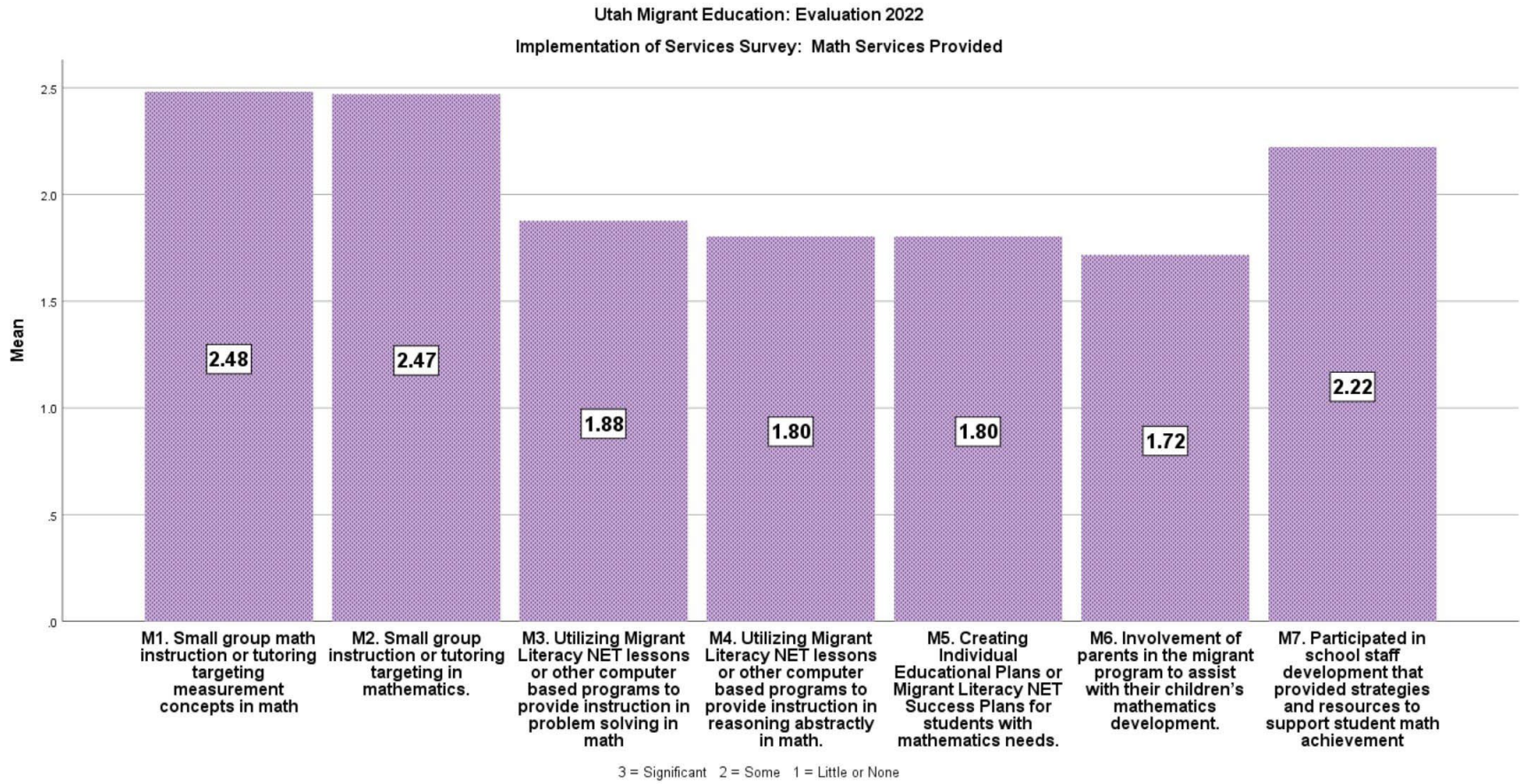

Utah Migrant Education: Evaluation 2022
Adminstarotr - Teacher Survey: Respondants By Grade Level (N = 114)
Count
60
50
40
30
20
10
0
60
34
20
Elementary
High School
Middle School
grade

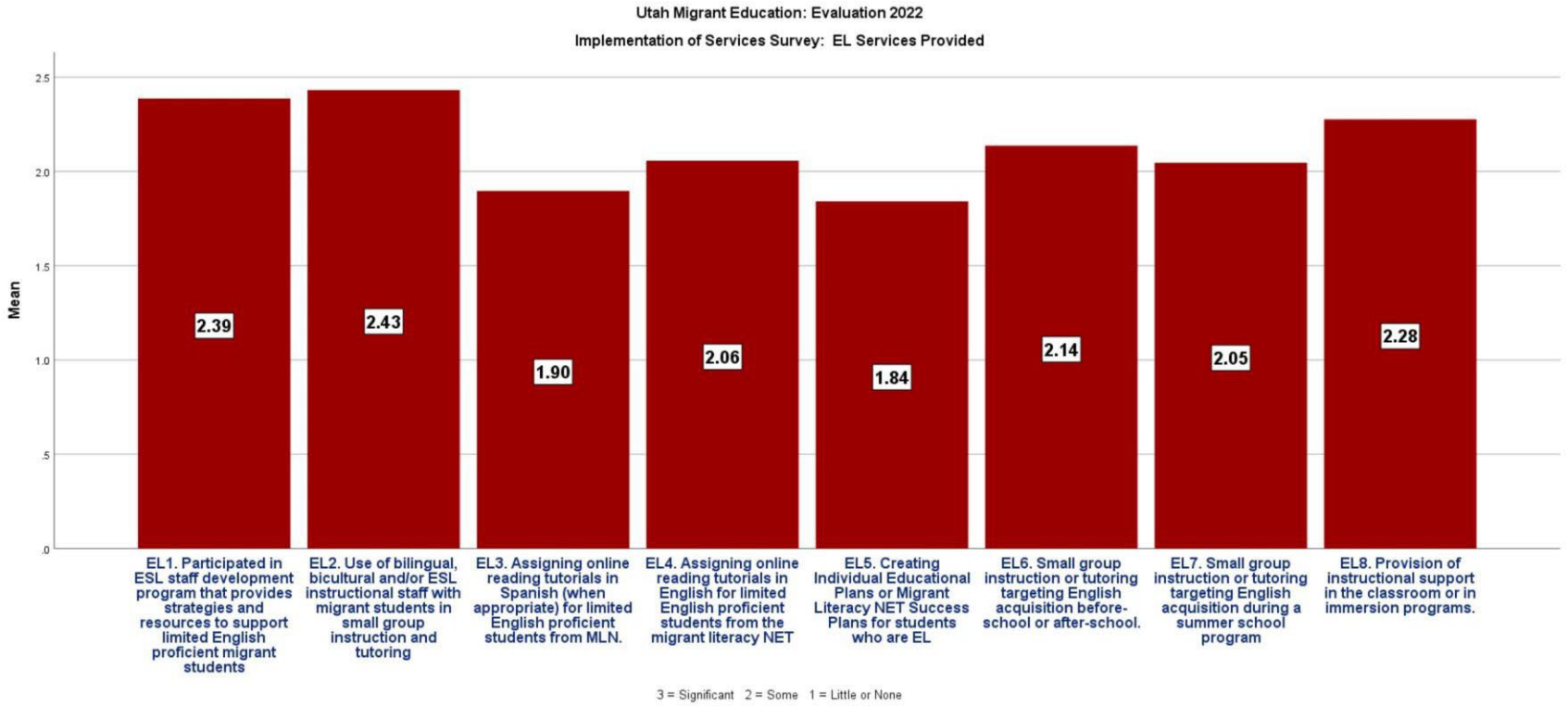

Utah Migrant Education Program: Evaluation 2022
Admistrator - Teacher Survey of Program Impact: Ratings of Services (N = 114)
Mean
5.2
5.1
5.0
4.9
4.8
4.7
4.6
5.17
4.92
4.93
4.81
4.91
4.87
4.89
4.96
4.69
4.65
4.77
4.70
1. The migrant program is providing services in facilitating English language proficiency.
2. The migrant program is providing effective services in facilitating proficiency in delineating and evaluating arguments in text
3. The migrant program is providing effective services in facilitating proficiency in analyzing structure of text and interpreting words and phrases
4. The migrant program is providing effective services in facilitating proficiency in analyzing how two different texts address similar themes
5. The migrant program is providing effective services in facilitating proficiency in reasoning abstractly and quantifiably in math
6. The migrant program is providing effective services to assist in expressing regularity in repeated reasoning in math
7. The migrant program is providing effective services to assist migrant students in becoming proficient in problem solving in math
8. The migrant program is providing effective services in facilitating English writing proficiency for limited English proficient migrant students
9. The migrant program is providing effective ESL training for staff working with limited English proficient migrant students
10. The migrant program is providing effective services to assist migrant students with social and emotional issues to facilitate school success
11. The needs of pre-school aged migrant students are being met.
12. The migrant program is providing effective services to involve parents in the education of their children
6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disgaree 1 = Strongly Disagree

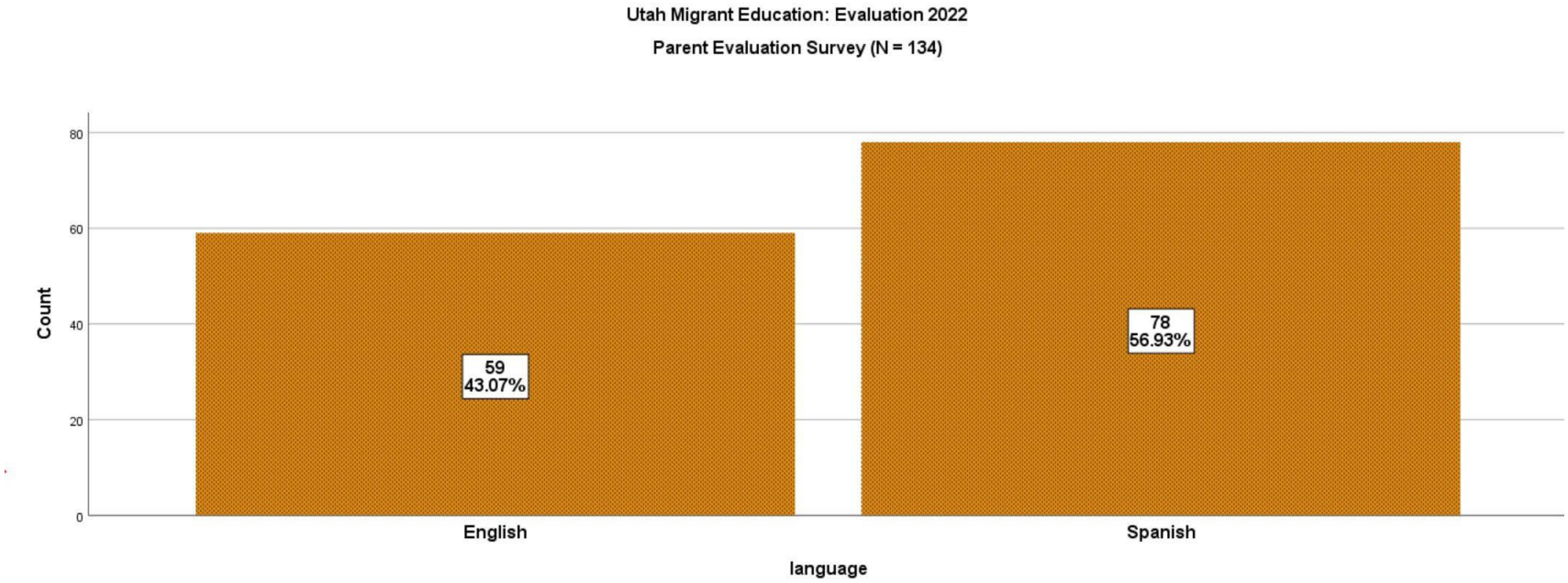

Utah Migrant Education Program: Evaluation 2022
Admisitrator Teacher Survey of Program Impact: Secondary Level Ratings of Services (N = 34)
Mean
5.5
5.3
5.1
4.9
4.7
5.32
4.94
4.97
4.88
4.90
4.87
4.90
5.15
4.91
4.88
5.00
4.92
1. The migrant program is providing services in facilitating English language proficiency.
2. The migrant program is providing effective services in facilitating proficiency in delineating and evaluating arguments in text
3. The migrant program is providing effective services in facilitating proficiency in analyzing structure of text and interpreting words and phrases
4. The migrant program is providing effective services in facilitating proficiency in analyzing how two different texts address similar themes
5. The migrant program is providing effective services in facilitating proficiency in reasoning abstractly and quantifiably in math
6. The migrant program is providing effective services to assist in expressing regularity in repeated reasoning in math
7. The migrant program is providing effective services to assist migrant students in becoming proficient in problem solving in math
8. The migrant program is providing effective services in facilitating English writing proficiency for limited English proficient migrant students
9. The migrant program is providing effective ESL training for staff working with limited English proficient migrant students
10. The migrant program is providing effective services to assist migrant students with social and emotional issues to facilitate school success
11. The needs of pre-school aged migrant students are being met.
12. The migrant program is providing effective services to involve parents in the education of their children
6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

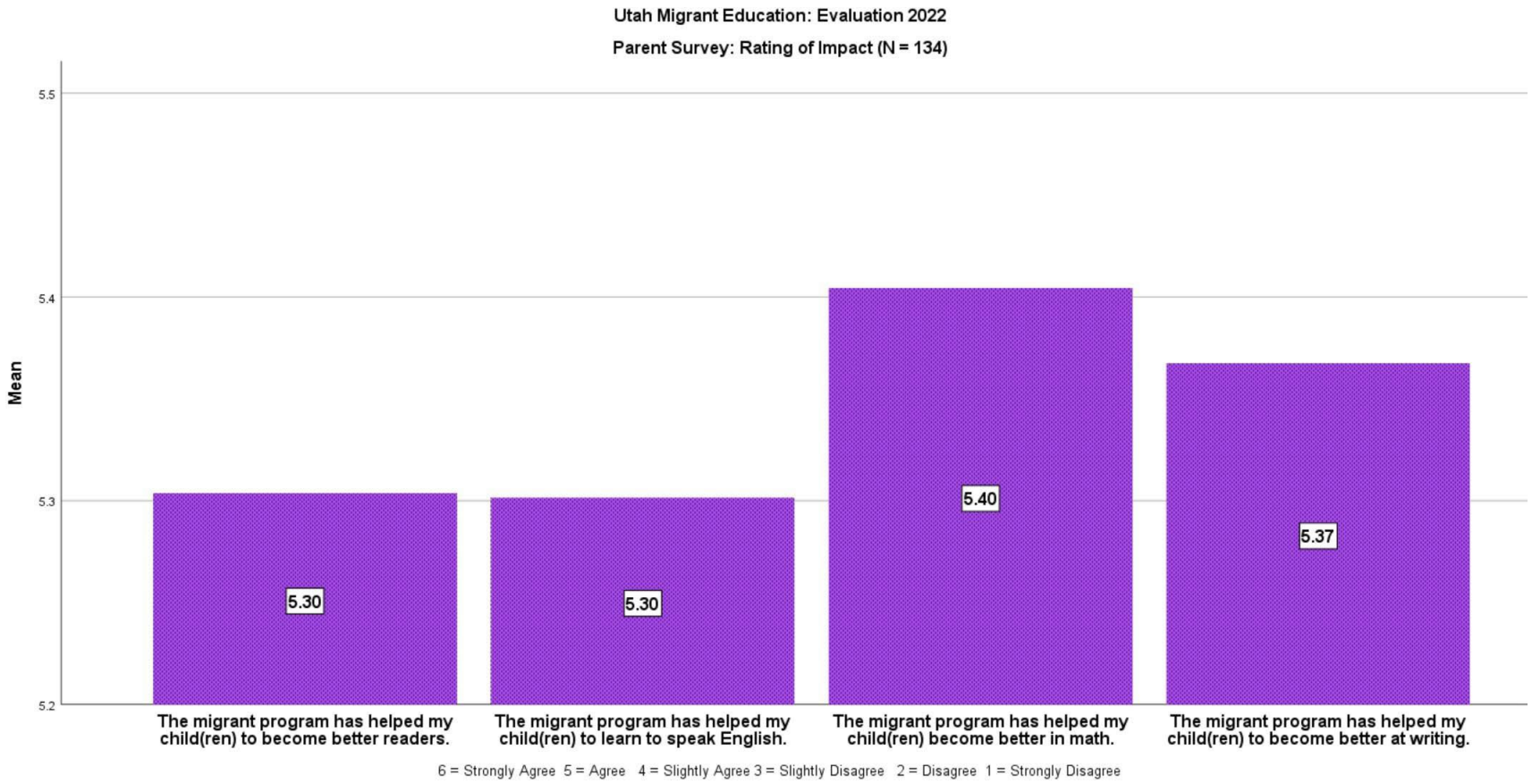

Utah Migrant Education: Evaluation 2022
Implementation of Services Survey: Service Implementation By Performance Target (N = 92)
Mean
2.50
2.00
1.50
1.00
.50
.00
2.01
2.05
2.14
Reading
Math
English Language Proficiency
3 = Significant 2 = Some 1 = Little or None

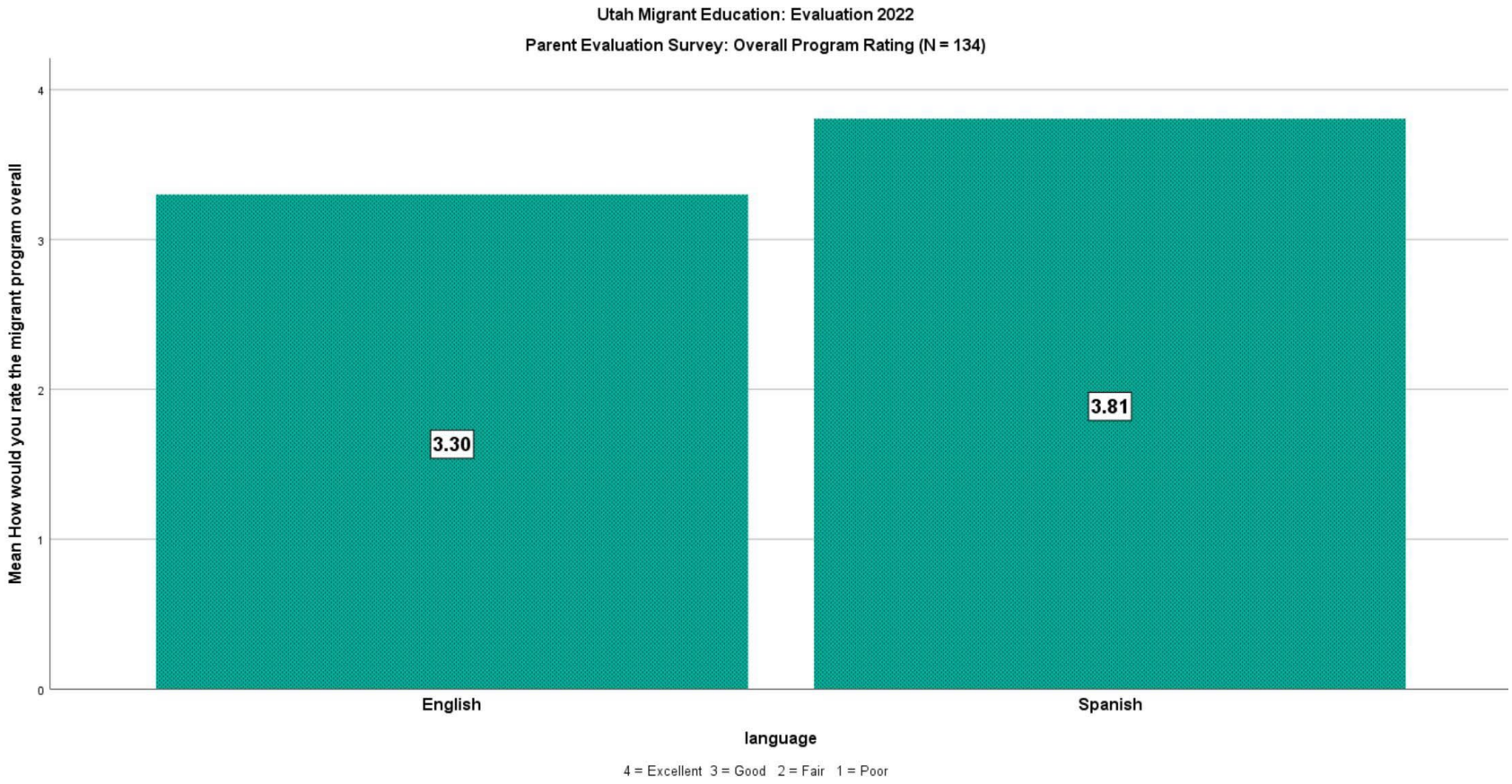

Utah Migrant Education: Evaluation 2022
Implementation of Services Survey: Reading Services Provided
Mean
3
2
1
0
2.55
2.44
1.92
1.76
1.85
1.50
1.74
1.90
2.45
R1. Small group reading instruction or tutoring targeting reading comprehension.
R2. Small group instruction or tutoring targeting evaluating and understanding text in reading.
R3. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in reading.
R4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in writing.
R5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with reading needs.
R6. Utilizing the reading screeners on the Migrant Literacy NET to identify student reading needs.
R7. Involvement of parents in the migrant program to assist with their children's literacy development.
R8. Assigning online reading tutorials for students from the migrant literacy NET or other computer based programs.
R9. Participated in staff development that provided strategies and resources to support student reading achievement.
3 = Significant 2 = Some 1 = Little or None

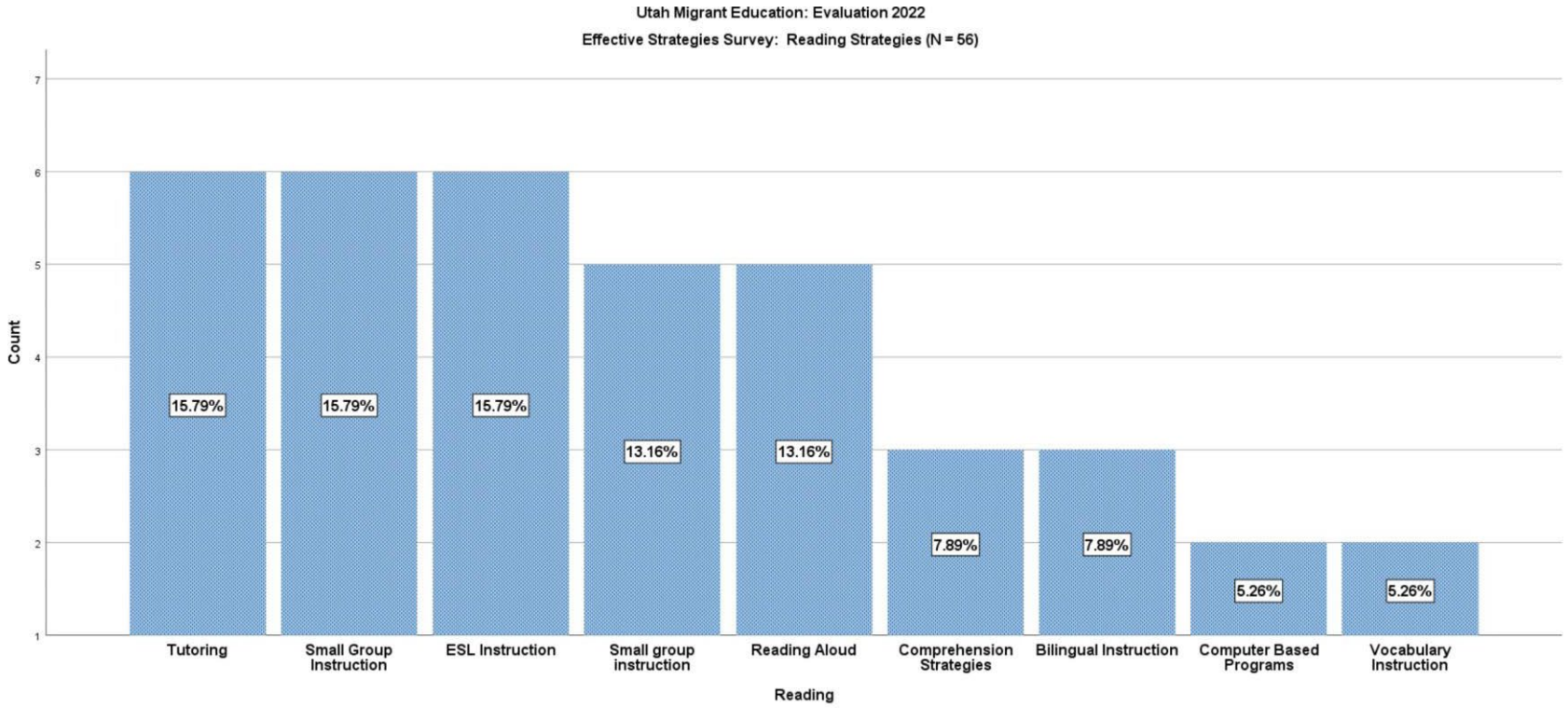

Utah Migrant Education: Evaluation 2022
Implementation of Services Survey: Math Services Provided
Mean
2.5
2.0
1.5
1.0
.5
.0
2.48
2.47
1.88
1.80
1.80
1.72
2.22
M1. Small group math instruction or tutoring targeting measurement concepts in math
M2. Small group instruction or tutoring targeting in mathematics.
M3. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in problem solving in math
M4. Utilizing Migrant Literacy NET lessons or other computer based programs to provide instruction in reasoning abstractly in math.
M5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students with mathematics needs.
M6. Involvement of parents in the migrant program to assist with their children's mathematics development.
M7. Participated in school staff development that provided strategies and resources to support student math achievement
3 = Significant 2 = Some 1 = Little or None

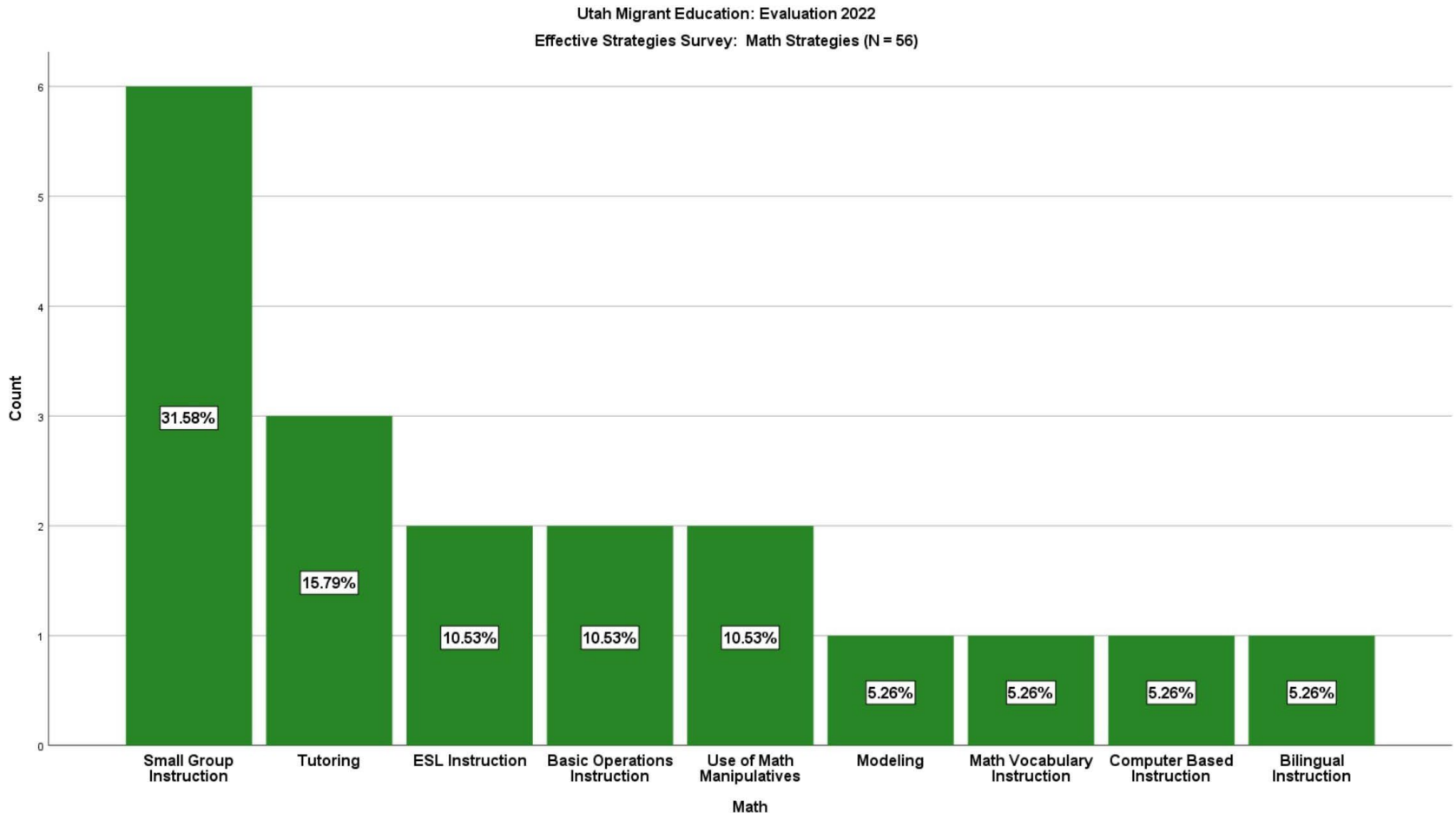

Utah Migrant Education: Evaluation 2022
Implementation of Services Survey: EL Services Provided
Mean
2.5
2.0
1.5
1.0
.5
.0
2.39
2.43
1.90
2.06
1.84
2.14
2.05
2.28
EL1. Participated in ESL staff development program that provides strategies and resources to support limited English proficient migrant students
EL2. Use of bilingual, bicultural and/or ESL instructional staff with migrant students in small group instruction and tutoring
EL3. Assigning online reading tutorials in Spanish (when appropriate) for limited English proficient students from MLN.
EL4. Assigning online reading tutorials in English for limited English proficient students from the migrant literacy NET
EL5. Creating Individual Educational Plans or Migrant Literacy NET Success Plans for students who are EL
EL6. Small group instruction or tutoring targeting English acquisition before-school or after-school.
EL7. Small group instruction or tutoring targeting English acquisition during a summer school program
EL8. Provision of instructional support in the classroom or in immersion programs.
3 = Significant 2 = Some 1 = Little or None

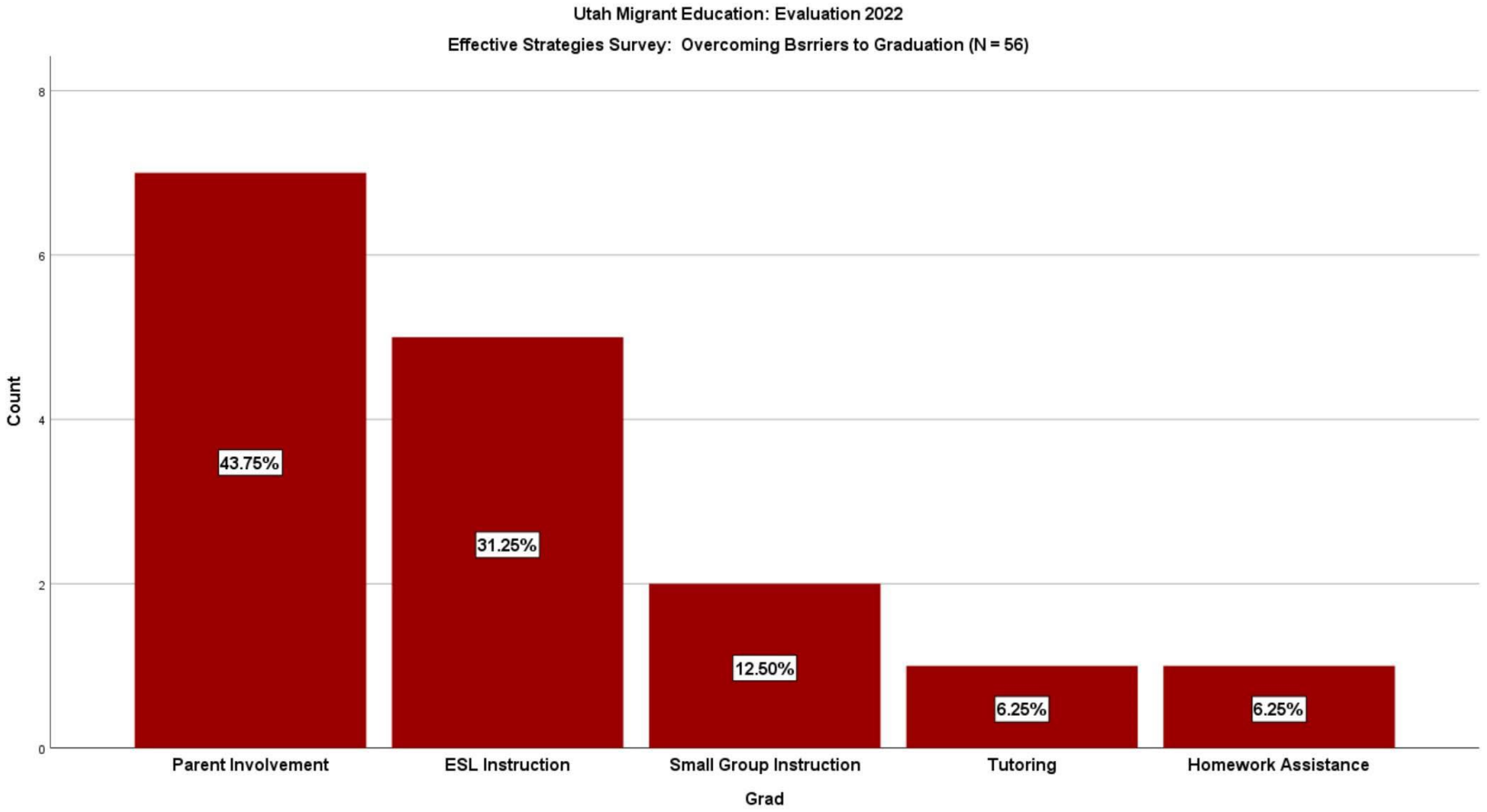

Utah Migrant Education: Evaluation 2022
Parent Evaluation Survey (N = 134)
Count
80
60
40
20
0
59
43.07%
78
56.93%
English
Spanish
language

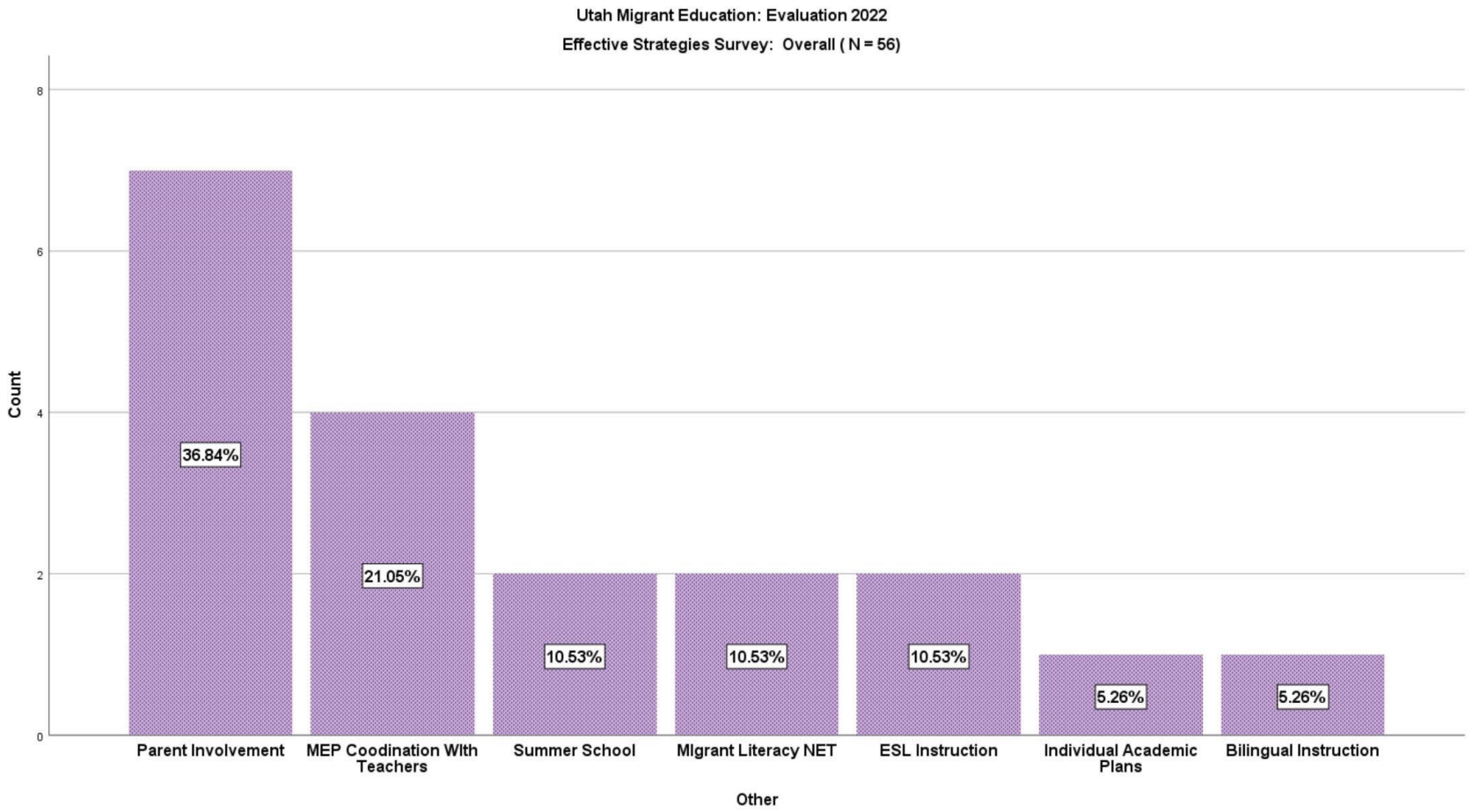

Utah Migrant Education: Evaluation 2022
Parent Survey: Rating of Impact (N = 134)
Mean
5.5
5.4
5.3
5.2
5.30
5.30
5.40
5.37
The migrant program has helped my child(ren) to become better readers.
The migrant program has helped my child(ren) to learn to speak English.
The migrant program has helped my child(ren) become better in math.
The migrant program has helped my child(ren) to become better at writing.
6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree


Utah Migrant Education: Evaluation 2022
Parent Evaluation Survey: Overall Program Rating (N = 134)
Mean How would you rate the migrant program overall
4
3
2
1
0
3.30
3.81
English
Spanish
language
4 = Excellent 3 = Good 2 = Fair 1 = Poor


Utah Migrant Education: Evaluation 2022
Effective Strategies Survey: Reading Strategies (N = 56)
Count
7
6
5
4
3
2
1
15.79%
15.79%
15.79%
13.16%
13.16%
7.89%
7.89%
5.26%
5.26%
Tutoring
Small Group Instruction
ESL Instruction
Small group instruction
Reading Aloud
Comprehension Strategies
Bilingual Instruction
Computer Based Programs
Vocabulary Instruction
Reading


Utah Migrant Education: Evaluation 2022
Effective Strategies Survey: Math Strategies (N = 56)
Count
0
1
2
3
4
5
6
31.58%
15.79%
10.53%
10.53%
10.53%
5.26%
5.26%
5.26%
5.26%
Small Group Instruction
Tutoring
ESL Instruction
Basic Operations Instruction
Use of Math Manipulatives
Modeling
Math Vocabulary Instruction
Computer Based Instruction
Bilingual Instruction
Math


Utah Migrant Education: Evaluation 2022
Effective Strategies Survey: Overcoming Bsrriers to Graduation (N = 56)
Count
8
6
4
2
0
43.75%
31.25%
12.50%
6.25%
6.25%
Parent Involvement
ESL Instruction
Small Group Instruction
Tutoring
Homework Assistance
Grad


Utah Migrant Education: Evaluation 2022
Effective Strategies Survey: Overall (N = 56)
Count
8
6
4
2
0
36.84%
21.05%
10.53%
10.53%
10.53%
5.26%
5.26%
Parent Involvement
MEP Coodination With Teachers
Summer School
MIgrant Literacy NET
ESL Instruction
Individual Academic Plans
Bilingual Instruction
Other