

# UTAH

## MIGRANT EDUCATION EVALUATION REPORT 2023-2024

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*Prepared by*

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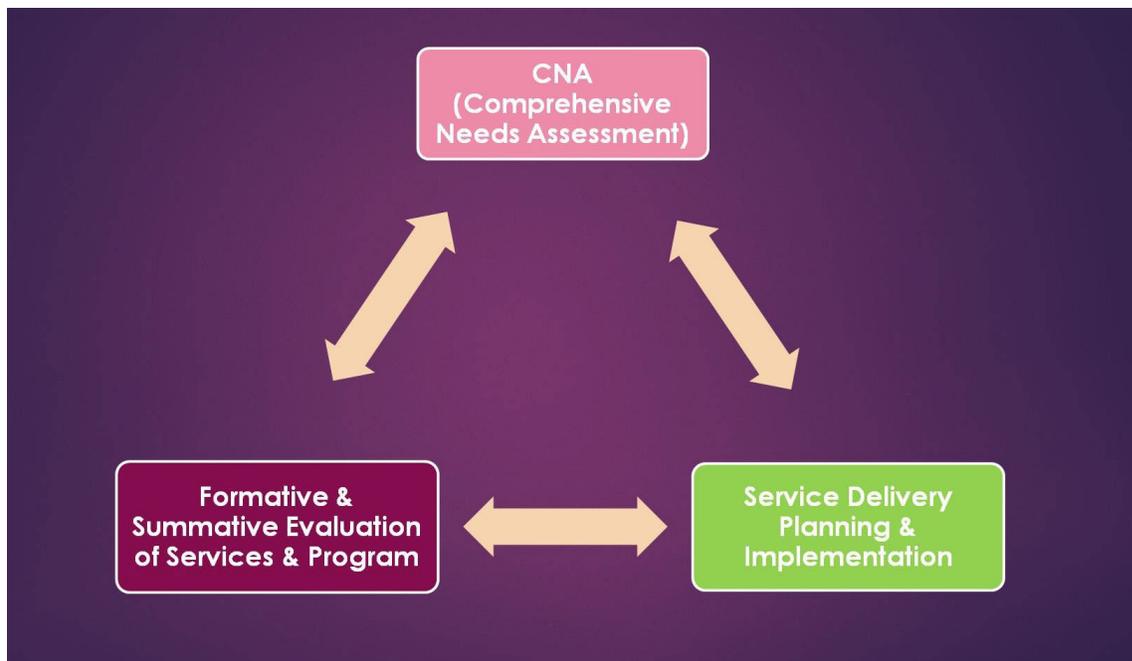
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# UTAH MIGRANT EDUCATION PROGRAM EVALUATION REPORT 2023-2024

## 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 2023-2024.

**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. The CNA committee met on Monday, October 24th, 2022 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 and in response to 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 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 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 building blocks necessary to master reading and writing***, indicated that the need to increase literacy skills in general was a high overarching need for Utah migrant students.

a. Teachers rating overall proficiency of PFS students in language arts at 1.67 (Below Approaching Proficient level).

b. State assessment scores from 2022-2023 (the most recent available) indicated an overall proficiency in language arts of 1.82 (Below Approaching Proficient).

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

**Standard 5: Analyze the structure of text and how sentences and paragraphs relate to the whole (grammar and punctuation)**

**Standard 9: Analyze how two or more texts address similar themes (comprehension)**

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

d. The survey of parents rated reading and writing proficiency as the second and third highest needs for their children.

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

- **Phonemic awareness**
- **Phonics**

f. Administrators and teachers indicated the most effective strategies for facilitating language arts proficiency are: **small group instruction, ESL strategies, focus on vocabulary instruction and online instruction (e.g., Migrant Literacy NET).**

2. The overall assessment of needs in relation to: *Concern 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 building blocks necessary to master mathematics*, indicated that the need to increase math skills in general is also a high overarching need for Utah migrant students.

a. State assessment scores from 2022-2023 (the most recent available) indicated an overall proficiency in math of 2.16 (Approaching Proficient level).

b. Priority for service students were significantly lower overall on teacher ratings with mean teacher rating of 2.02 (Approaching Proficient).

c. 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 2: Reason abstractly and quantitatively (problem-solving).**

**Standard 8: Look for and express regularity in repeated reasoning (patterns and functions, algebra)**

d. The survey of parents rated math proficiency as the highest need for their children.

e. Administrators and teachers indicated the most effective strategies for facilitating math proficiency are: **small group instruction, bilingual instruction, and ESL online instruction (e.g., Migrant Literacy NET) and summer school.**

3. The overall assessment of needs in relation to: *Concern 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 most significant issue for migrant students at all grade levels.

a. The mean ACCESS score for all EL migrant students is 2.56 indicates that most students are in the emerging stage of English language acquisition which is significantly less than English language fluency.

b. For ELL students the highest areas of need in language arts are:

**Standard 8: Delineate and evaluate specific claims in text.**

**Standard 9: Analyze how two or more texts address similar themes.**

**Standard 6: Assess how point of view and purpose shape the content and style of text.**

**Standard 4: Interpret words and phrases and analyze specific word choices in text.**

c. For ELL students the highest areas of need in math are:

**Standard 3: Construct viable arguments and critique the reasoning of others in math.**

**Standard 2: Reason abstractly and quantitatively (problem solving)**

**Standard 8: Look for and express regularity in repeated reasoning (patterns)**

**Standard 4: Math in everyday life**

d. Parents rated the need for English language proficiency lower than all but one area of need.

e. 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 parent involvement activities, parent advocates, counseling services and family liaisons.

**6. Parent involvement was identified as the highest need among all as well as the most effective solution to accomplish the goals of the MEP program.**

## 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 <sup>a</sup> (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

<sup>a</sup> 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 <sup>b</sup> (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

<sup>b</sup> 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 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 2022-2023.

***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 in reading comprehension by .5 based on the four -point rubric on state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

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

***Measurable Outcome #3 Increase proficiency in phonemic awareness and phonics*** All PFS students targeted for language arts instruction will increase proficiency in phonemic awareness and phonics by .5 based on the four-point rubric on state assessment scores

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

***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 in reasoning abstractly and quantifiably in math on the four-point rubric on state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

***Measurable Outcome #5 Increase proficiency in reasoning abstractly and quantitatively (problem-solving).*** 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 quantitatively (problem-solving).

***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 and reading comprehension:*** 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 and reading comprehension.

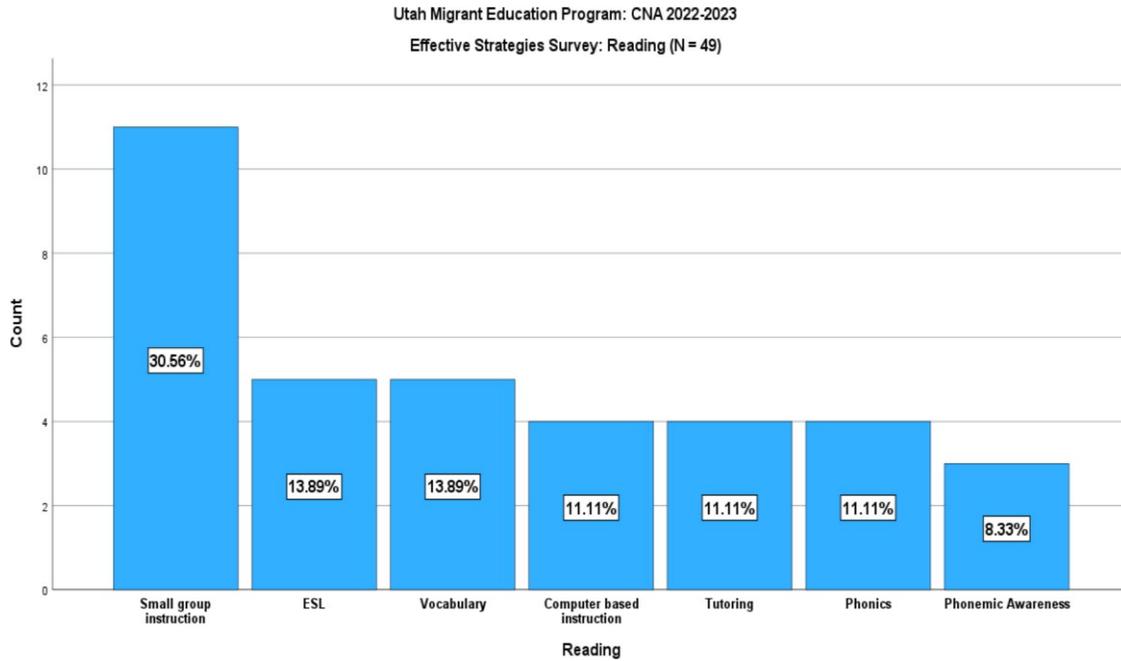
***Measurable Outcome #8 Increase proficiency for EL students in problem solving and algebra readiness in math:*** All EL students targeted for language arts instruction will increase proficiency by .5 based on the four-point rubric state assessment scores and/or teacher ratings of student performance (4 = Advanced, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient) in problem solving and algebra readiness in math.

***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.

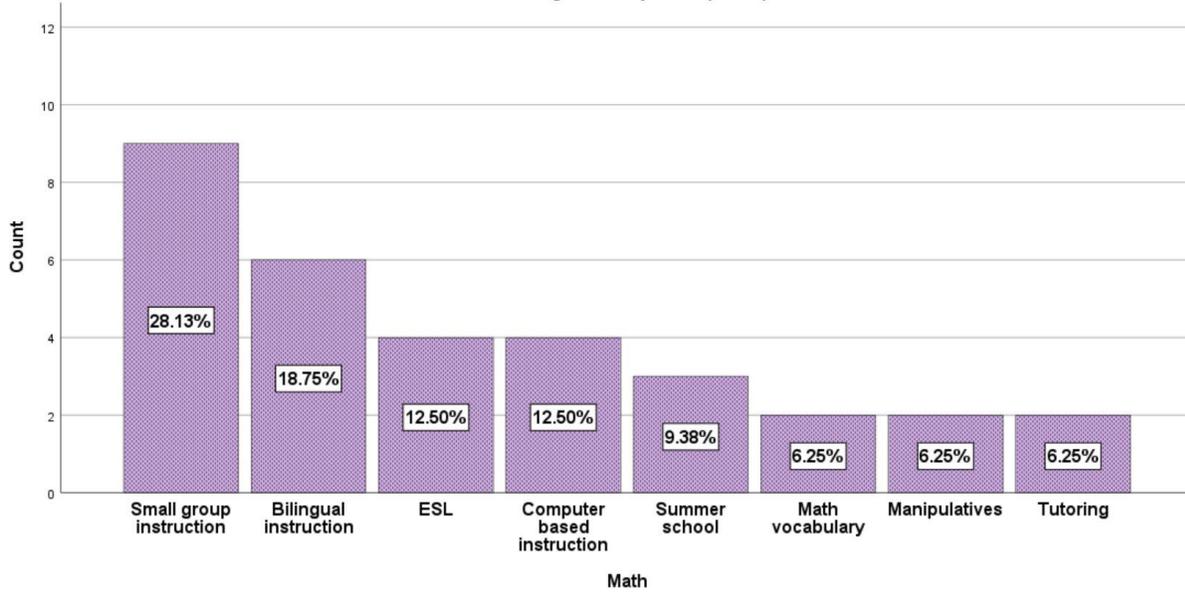
***Measurable Outcome #10 Enhance migrant parent involvement in the education of their children in reading and mathematics:*** Eighty percent of parents who participate in the Migrant Parent Empowerment consortium parent involvement activities will report that the program was effective in assisting them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

## Service Delivery Recommendations for Local Migrant Programs

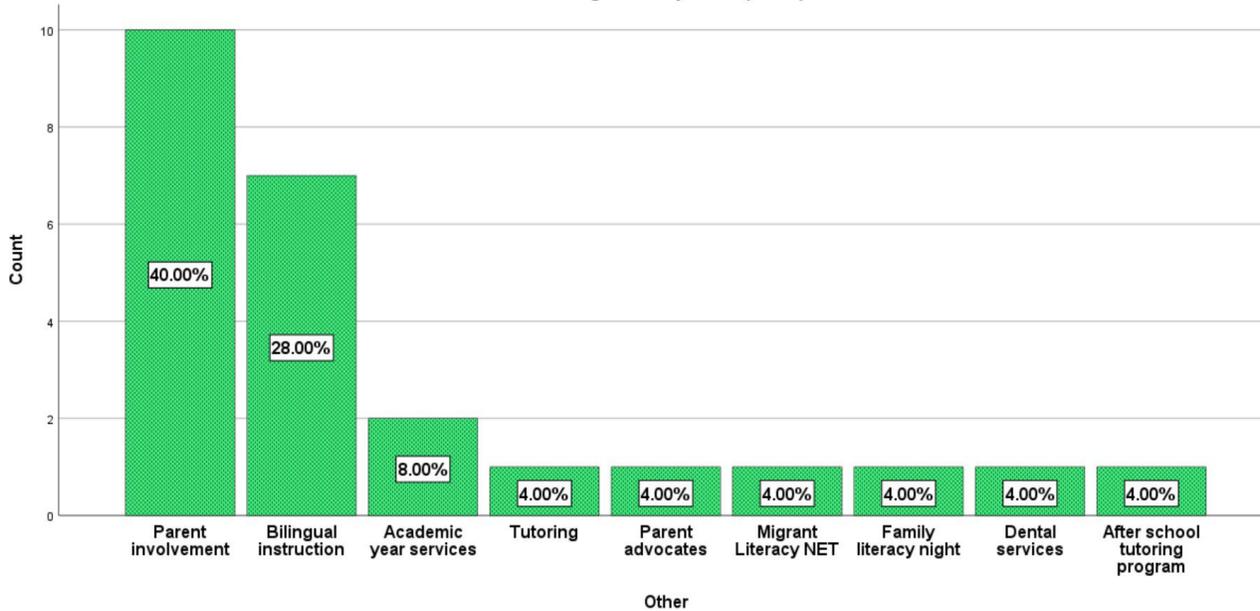
The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery based on surveys of MEP staff to identify the most effective strategies to meet student needs (see following graphs).



Utah Migrant Education Program: CNA 2022-2023  
 Effective Strategies Survey: Math (N = 49)



Utah Migrant Education Program: CNA 2022-2023  
 Effective Strategies Survey: Other (N = 49)



## **Recommendations:**

**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 phonemic awareness and phonics instruction for migrant students based on needs.*

**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:** *Provide ESL and bilingual instruction to EL students based on needs.*

#### 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
<ul style="list-style-type: none"> <li>▪ MEP funding</li> <li>▪ CNA committee</li> <li>▪ State director</li> <li>▪ Subcontractor</li> <li>▪ Migrant parents</li> <li>▪ MEP staff</li> <li>▪ Evaluation committee</li> <li>▪ State PAC</li> <li>▪ Local, state, Federal agencies and organizations serving migratory families</li> <li>▪ Needs assessment data</li> </ul>	<ul style="list-style-type: none"> <li>▪ MEP Staff training</li> <li>▪ Parent training</li> <li>▪ Online learning opportunities through the Migrant Literacy NET</li> <li>▪ Tutoring</li> <li>▪ Small group instruction in reading and math</li> <li>▪ Resources provided to assist in overcoming barriers to graduation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students served in each MEP program</li> <li>▪ Families served by the MEP program</li> <li>▪ CNA/Evaluation committee meets regularly</li> <li>▪ MEP staff professional development</li> <li>▪ Teachers and MEP staff utilize Migrant Literacy NET resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ MEP staff increase their knowledge in instruction and learning for migrant students</li> <li>▪ Increased student math skills</li> <li>▪ Increased student literacy skills</li> <li>▪ MEP staff develop relationships with parents and families</li> <li>▪ MEP staff trained in ESL and school readiness</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ By the 2024 43% will score at the proficient level (rubric score of 3 or higher) or above in math.</li> </ul>

Utah Evaluation Logic Model					
Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>Evaluation data (formative/summative)</li> </ul>	<ul style="list-style-type: none"> <li>Service Delivery &amp; CNA planning meetings</li> <li>Summer migrant programs</li> <li>Dissemination of consortium activities and products</li> <li>Resources to facilitate school readiness</li> </ul>	<ul style="list-style-type: none"> <li>Training provided on resources and PI</li> <li>MEP staff work with and support parents</li> <li>Relationships built between MEP and other federal programs</li> <li>New instructional strategies implemented</li> <li>Impact on students in reading and math</li> </ul>	<ul style="list-style-type: none"> <li>MEP services found effective sustained</li> <li>Collaboration and idea sharing among the MEP programs</li> <li>Increased family participation in MEP program</li> </ul>	<ul style="list-style-type: none"> <li>and problem solving and algebra readiness</li> <li>EL students will increase proficiency by .5 (on the 4 point rubric) in vocabulary, comprehension and writing.</li> <li>80% of staff will report that ESL training was effective.</li> <li>80% of parents who participate in MPEC will report that the program is effective in assisting parents to help their children achieve academic success.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

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 required through the GPRA for growth comparisons for all students.
- 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 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). 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.).

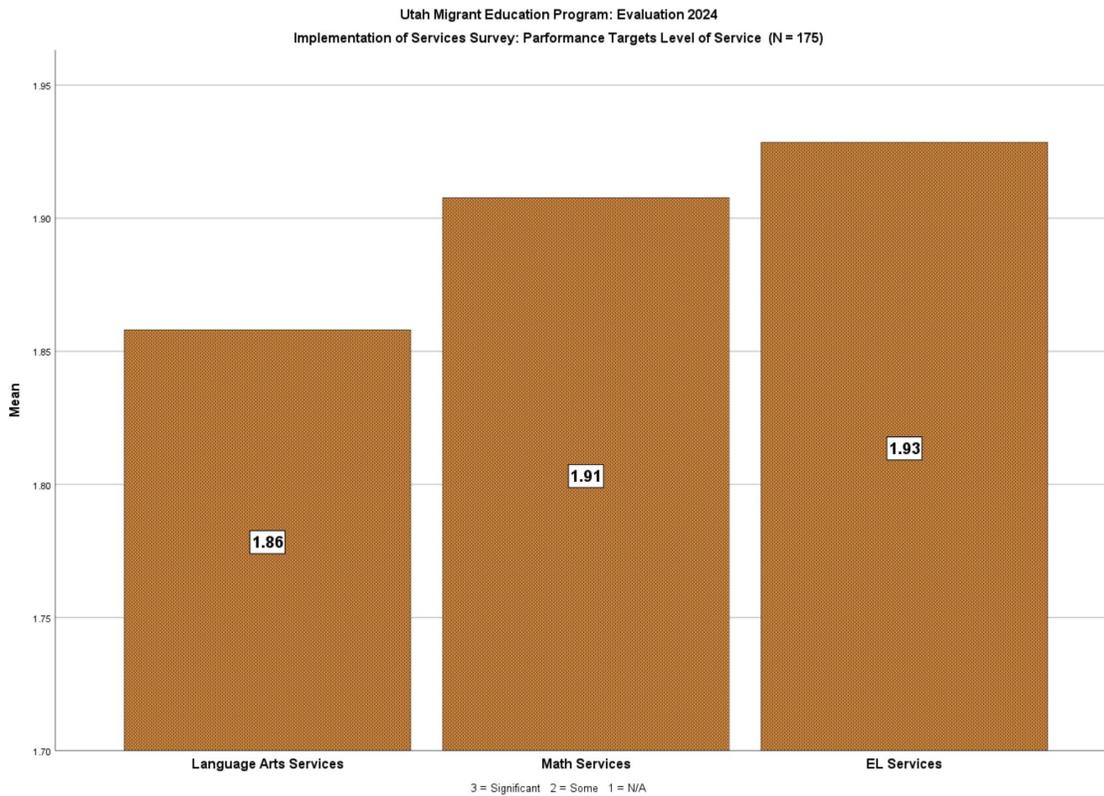
- d. Student scores on the Utah English language proficiency assessment (ACCESS).
- e. Student pre-test and post-test scores on online reading and math tutorials on the Migrant Literacy NET
- f. Administrator/Teacher Survey of Migrant Program Impact – Completed by teachers and administrators in all Utah 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

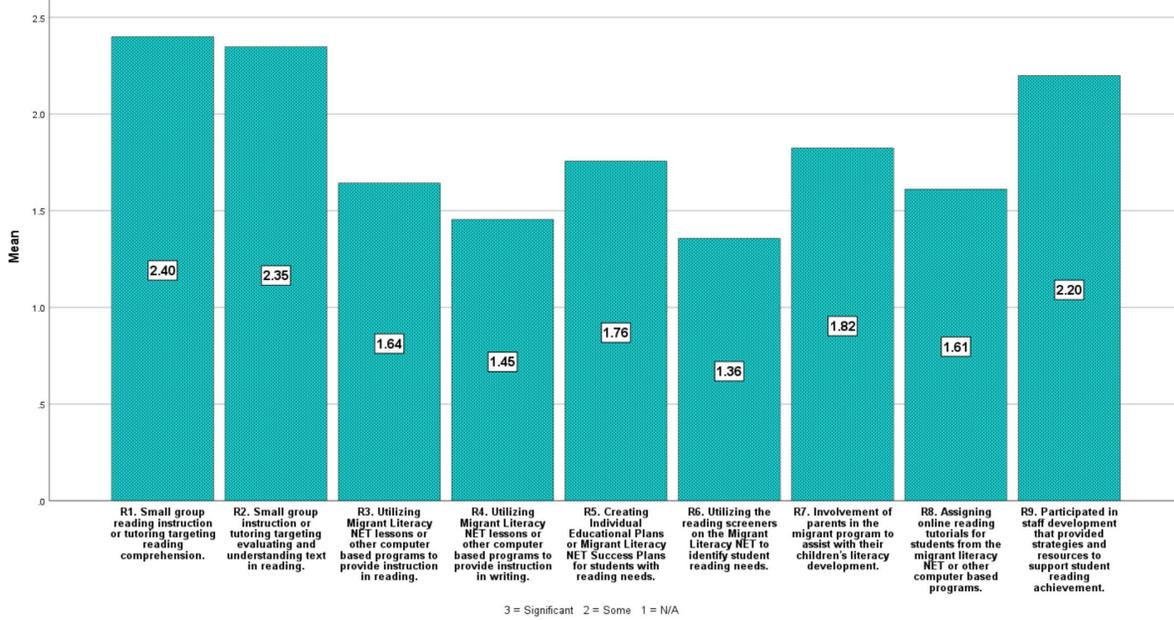
### *Fidelity of Implementation*

A fidelity of implementation of services survey, based on the recommended strategies to meet the measurable program objectives (MPOs), was completed by 176 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.

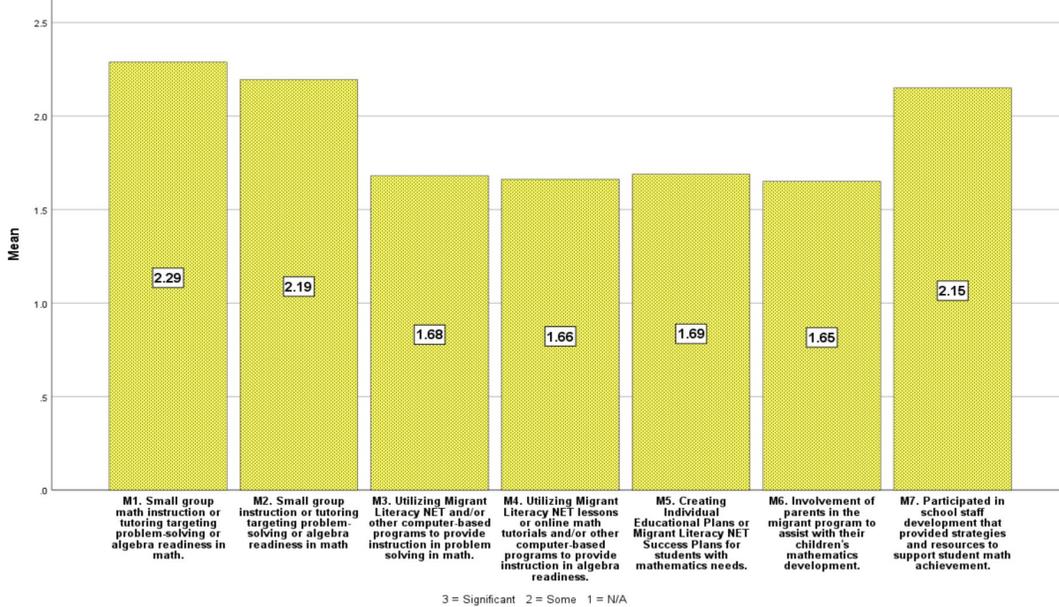


The data was also broken down to identify the level of implementation in each of the targets of the Utah migrant programs. The following graphs illustrate data on the level of implementation of reading, math, and EL service strategies.

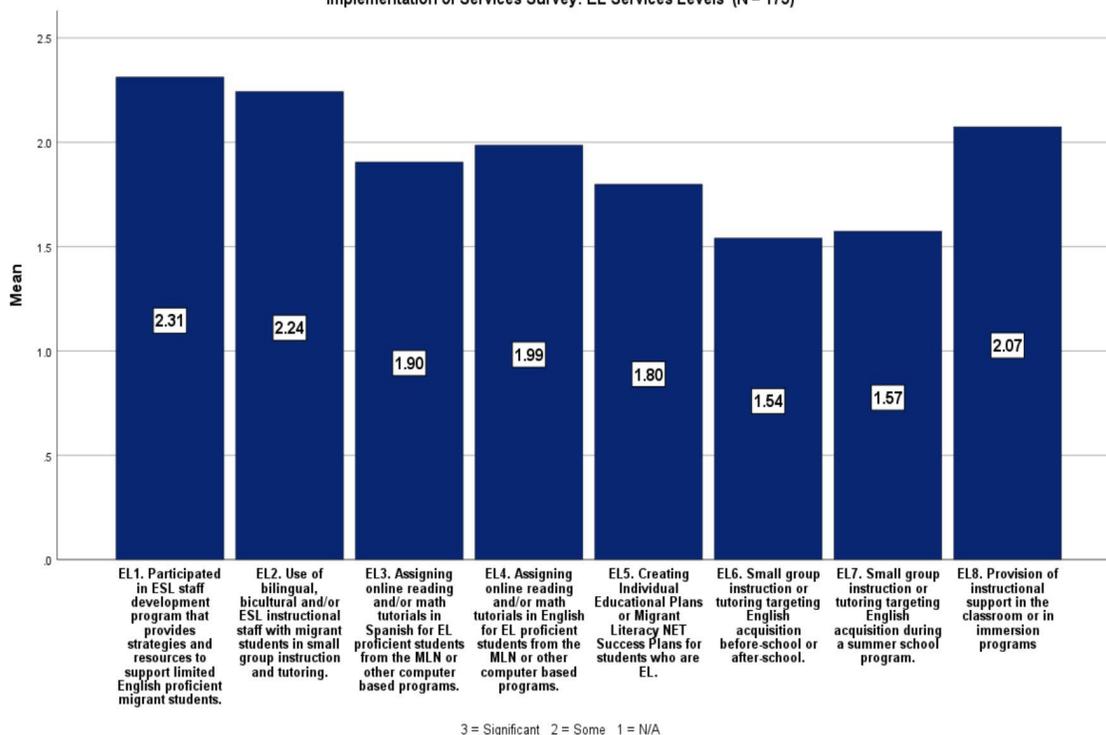
Utah Migrant Education Program: Evaluation 2024  
Implementation of Services Survey: Reading Services Levels (N = 175)



Utah Migrant Education Program: Evaluation 2024  
Implementation of Services Survey: Math Services Levels (N = 175)



Utah Migrant Education Program: Evaluation 2024  
Implementation of Services Survey: EL Services Levels (N = 175)



Implementation strategies to impact reading proficiency was highest for **small group instruction related to comprehension, staff development related to reading instruction and parent involvement.**

Implementation strategies to impact math proficiency was highest for **small group instruction related to math, staff development related to math instruction and using the Migrant Literacy NET to provide supplemental math instruction.**

Implementation strategies to impact English language proficiency was highest for **bilingual small group instruction, staff development related to ESL instruction and instructional support for immersion in the classroom.**

**State Assessment Results for Migrant Students**

Thirty-nine percent (39%) of 711 total Utah 2023 migrant students took the state assessment in language arts and thirty-nine percent (39%) took the state assessment in math in 2023 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 detail state assessment scores for the migrant students who took the state assessment in language arts and math in 2023. **Thirty-five of 276 were proficient or above in language arts (13%) and 32 of 278 were proficient or above in math (12%).**

**CRT Performance in Relation to Performance Targets**

<i>CRT Assessment</i>	<i>Number Completing the Assessment</i>	<i>Students proficient 2023</i>	<i>Performance target goal by 2024</i>
<b>Language Arts</b>	<b>275</b>	<b>35 (13%)</b>	<b>41%</b>
<b>Mathematics</b>	<b>278</b>	<b>32 (12%)</b>	<b>43.4%</b>

**Statistics**

		LanguageArts RubricScore2023	MathRubricScore2023
N	Valid	276	278
	Missing	24	22
Mean		1.44	1.42

**Frequency Table**

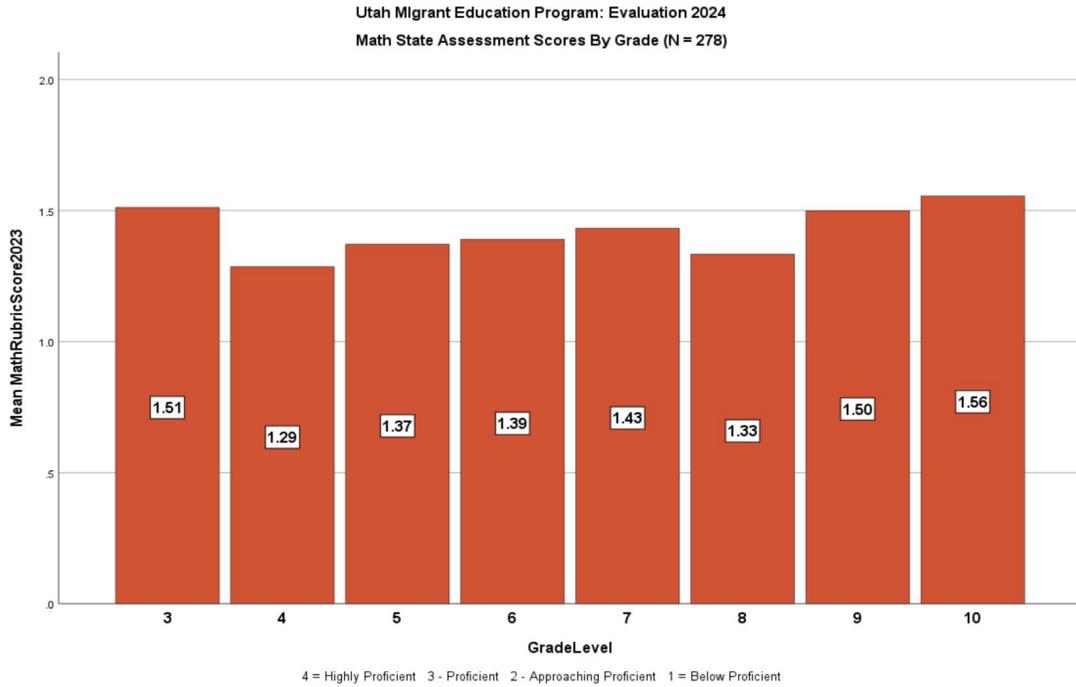
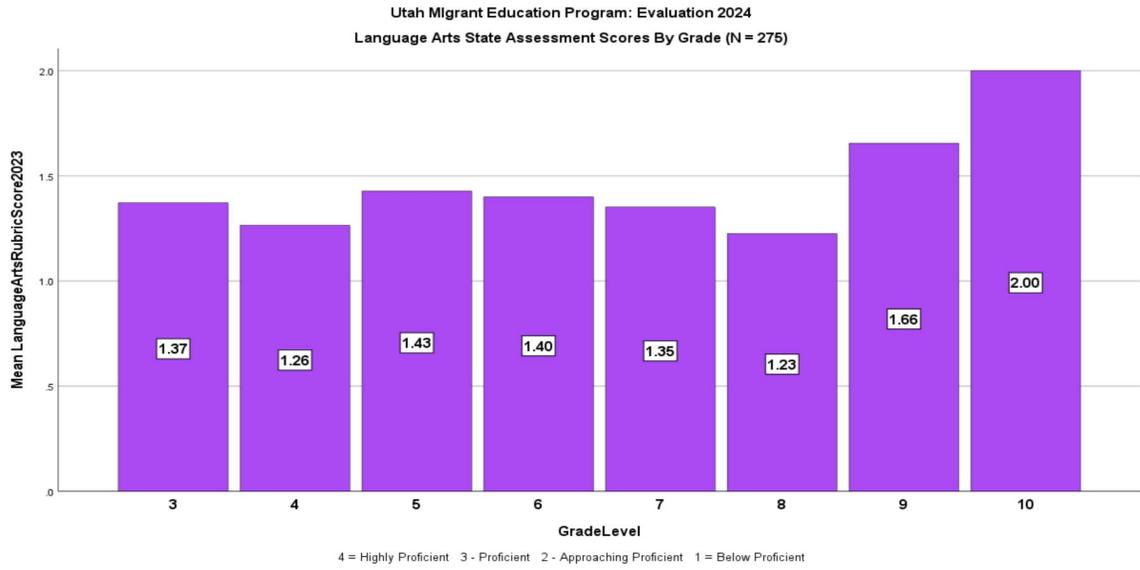
**LanguageArtsRubricScore2023**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	195	65.0	70.7	70.7
	2	46	15.3	16.7	87.3
	3	29	9.7	10.5	97.8
	4	6	2.0	2.2	100.0
	Total	276	92.0	100.0	
Missing	System	24	8.0		
Total		300	100.0		

**MathRubricScore2023**

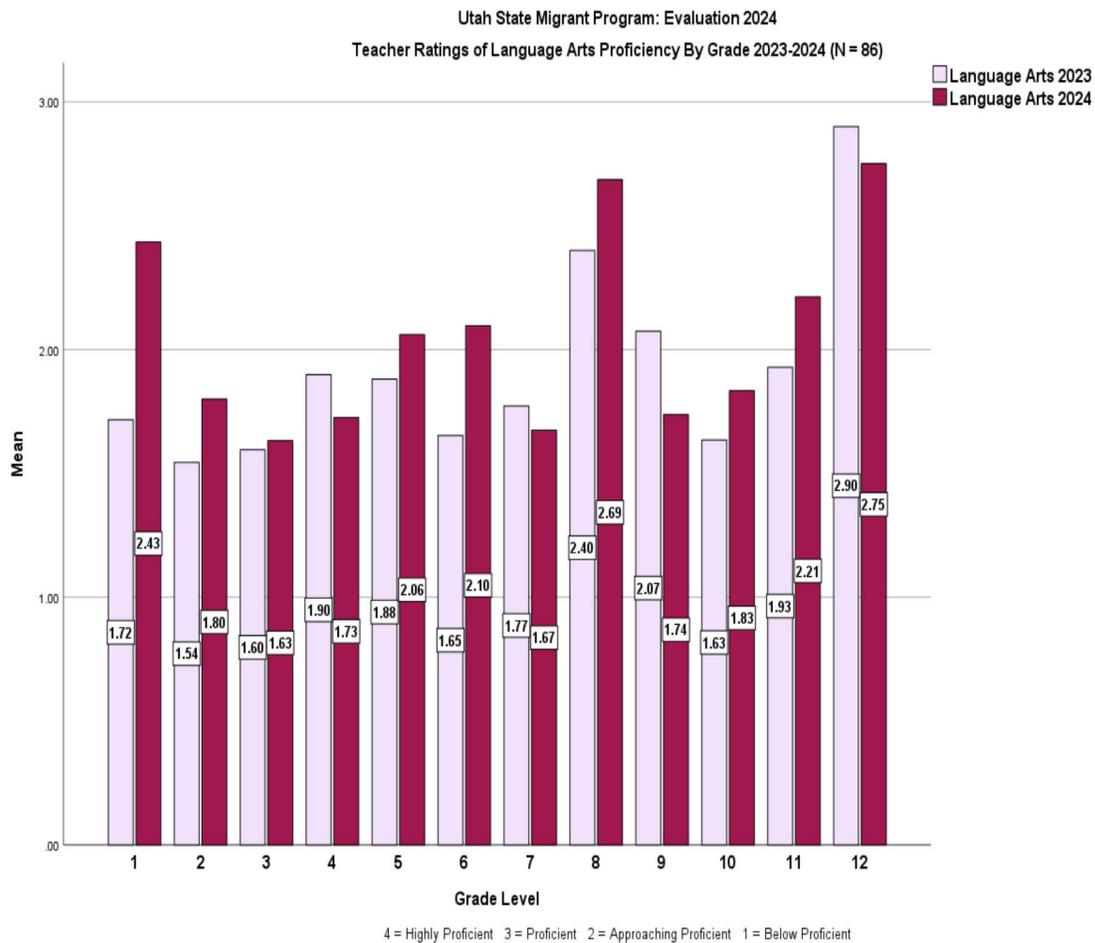
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	199	66.3	71.6	71.6
	2	47	15.7	16.9	88.5
	3	26	8.7	9.4	97.8
	4	6	2.0	2.2	100.0
	Total	278	92.7	100.0	
Missing	System	22	7.3		
Total		300	100.0		

State assessment scores means for migrant students in 2023 in language arts and math by grade level are illustrated in the following graphs:



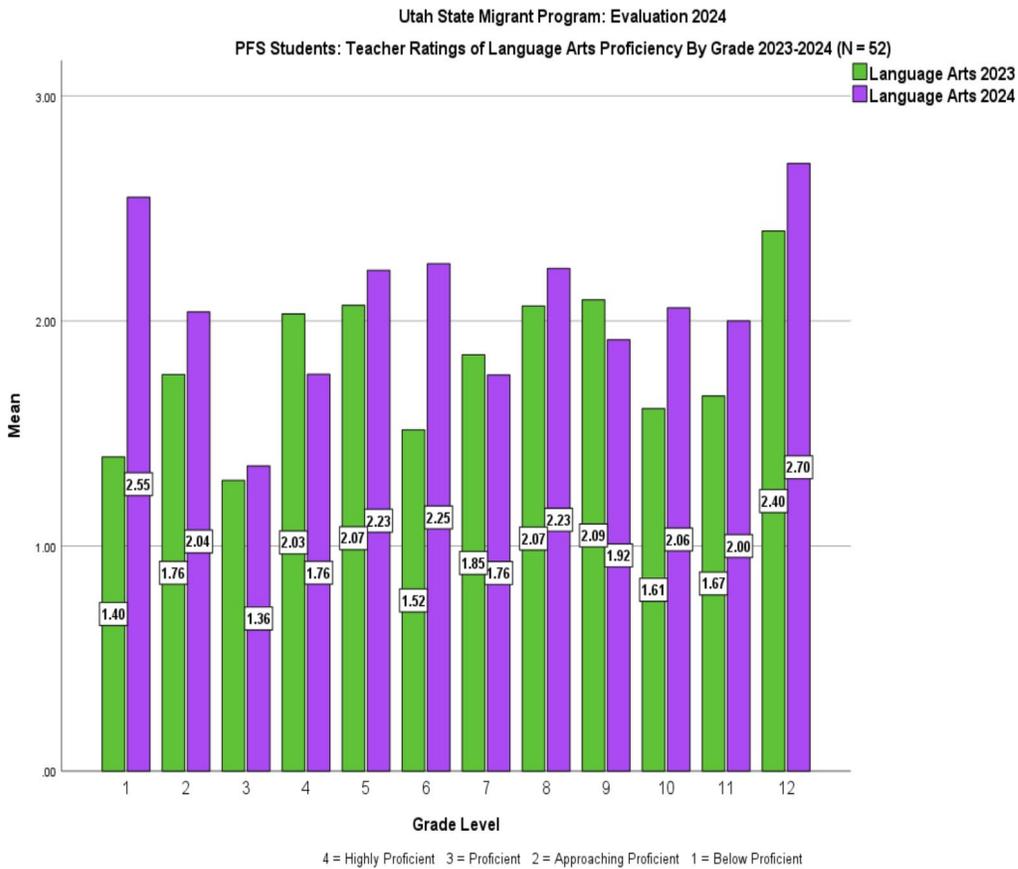
## Language Arts: Achieving Performance Targets & MPOs

Because only 39% of all migrant students took the state assessment in language arts, 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). MEP staff were trained by the evaluators to use the ratings. Two hundred sixty-five students were rated from the total state migrant population for 2023-2024 in language arts. Of the 265 students, 33 had teacher ratings of proficient or above (12%). Eighty-six of the students had teachers' ratings from both 2023 and 2024. The graph below illustrates comparisons between students from last year to this year. **Increases in language arts proficiency were identified in grades 1, 2, 5, 6, 8, 10 and 11.**



Teachers rated 115 Priority For Service (PFS) students in language arts in 2024. There were 52 of these PFS students who had ratings from both 2023 and 2024 (45%). The following graph shows average ratings of proficiency for both 2023 and 2024 for **PFS** students. **Increases in language arts proficiency were identified in grades 1, 2, 5, 6, 8, 10, 11 and 12 for PFS students between 2023 and 2024.**

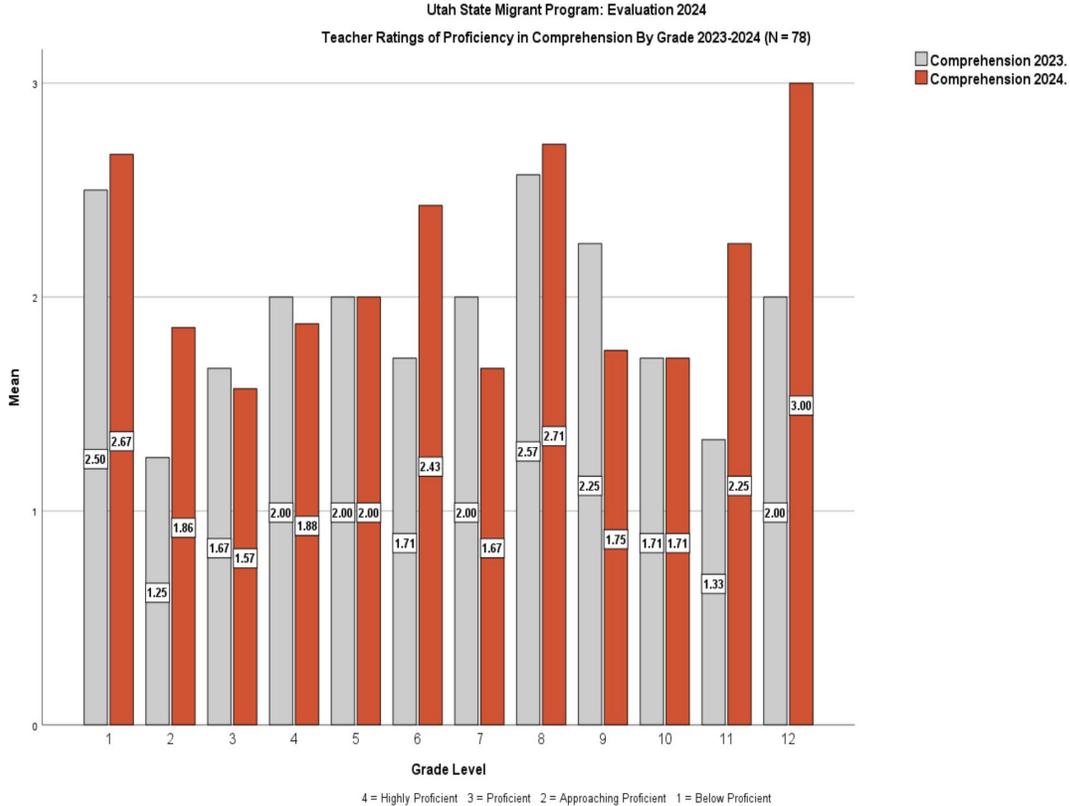
### Teacher Ratings of Language Arts Proficiency by Grade: PFS Students



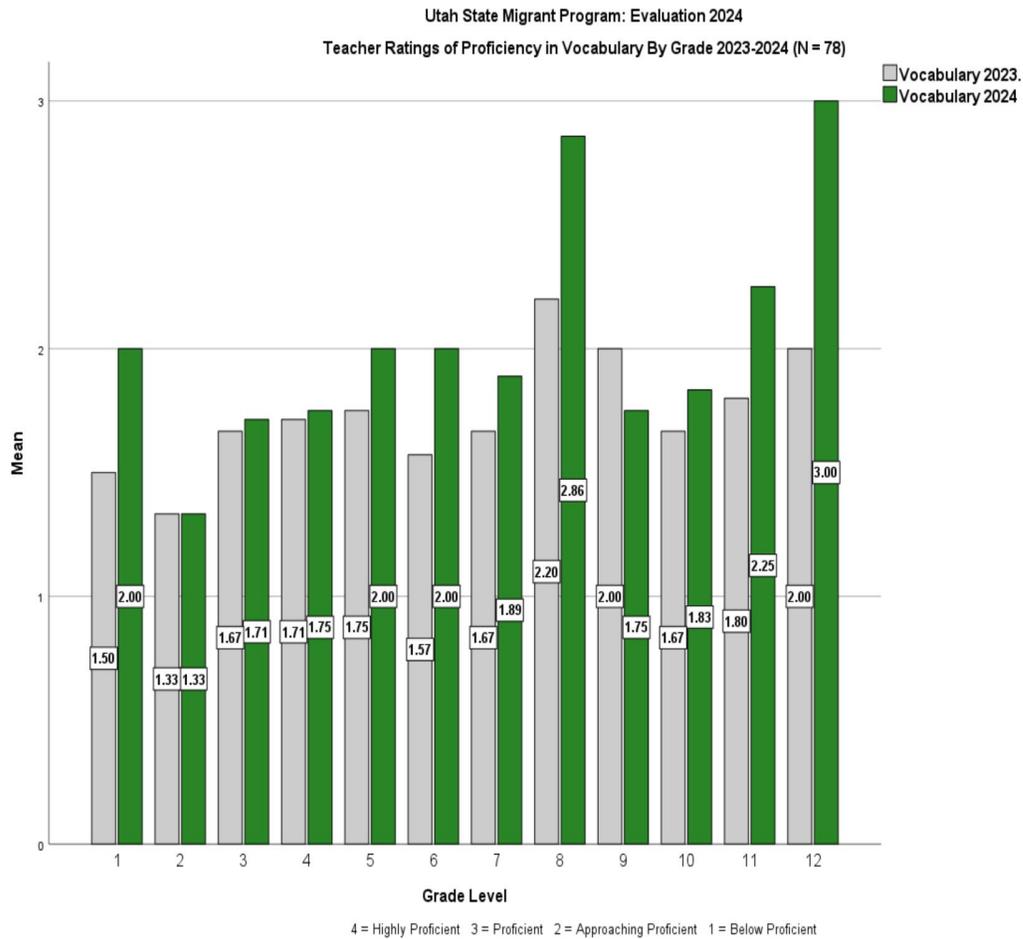
## Language Arts MPO's

**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 **phonemic awareness and phonics**.

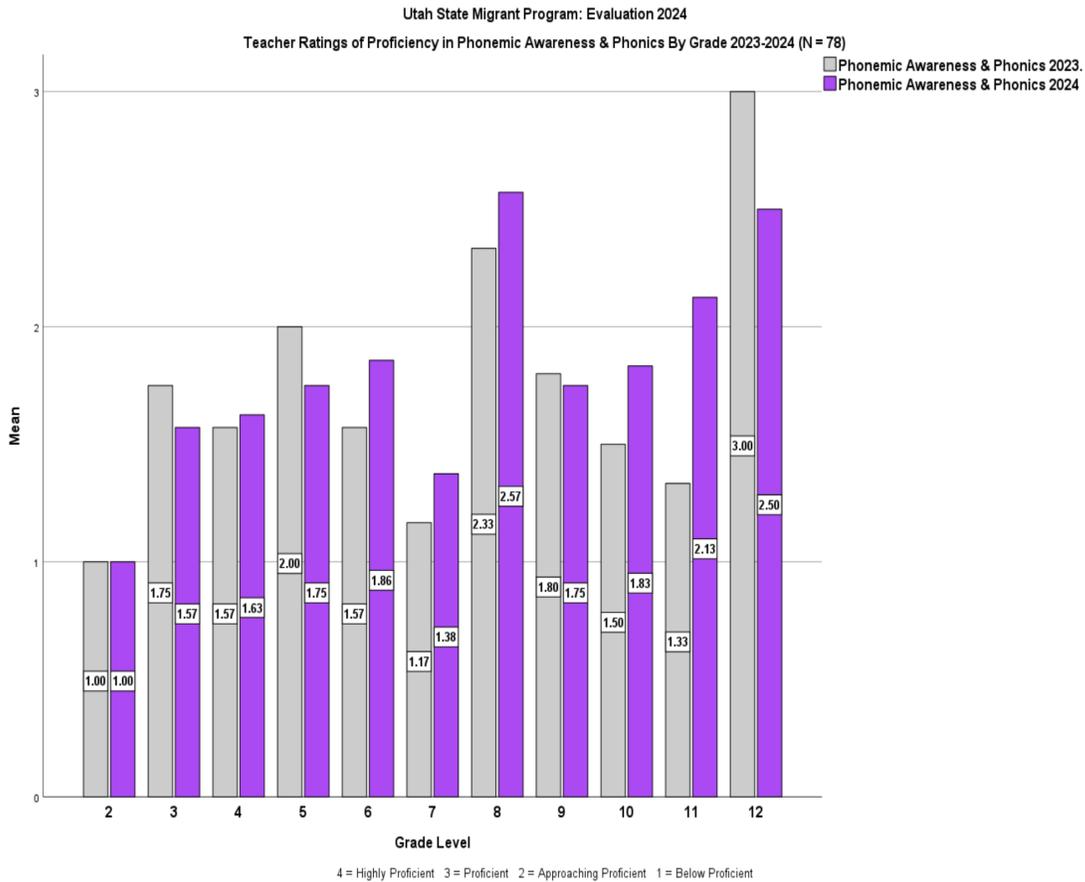
There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **reading comprehension**. The following graph shows gains in grades two, three, five, six and seven. **There were gains in exceeding the goal of a .5 increase in ratings each year** (based on the 4-point rubric: 4 = highly proficient, 3 = proficient, 2 = approaching proficient, 1 = below proficient) **for grades 6, 11 and 12**.



There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **vocabulary, grammar, and punctuation**. The following graph shows **gains in grades one, three, four, five, six, seven, eight, ten, eleven and twelve**. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4-point rubric: 4 = highly proficient, 3 = proficient, 2 = approaching proficient, 1 = below proficient) for grades 8 and 12.**



There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **phonemic awareness and phonics**. The following graph shows **gains in grades four, six, seven, eight, ten and eleven**. **There were gains in exceeding the goal of a .5 increase in ratings each year (based on the 4-point rubric: 4 = highly proficient, 3 = proficient, 2 = approaching proficient, 1 = below proficient) for grade 11.**



A survey of parents on program impact (N = 102) based on a six-point rating (6 = strongly agree, 5 = agree, 4 = slightly agree, 3 = slightly disagree, 2 = disagree, 1 = strongly disagree) indicated that an average score of **5.44 that the MEP program did assist their children to become better readers. Eighty-nine percent of these parents strongly agreed or agreed the migrant program was effective in preparing their children in reading.**

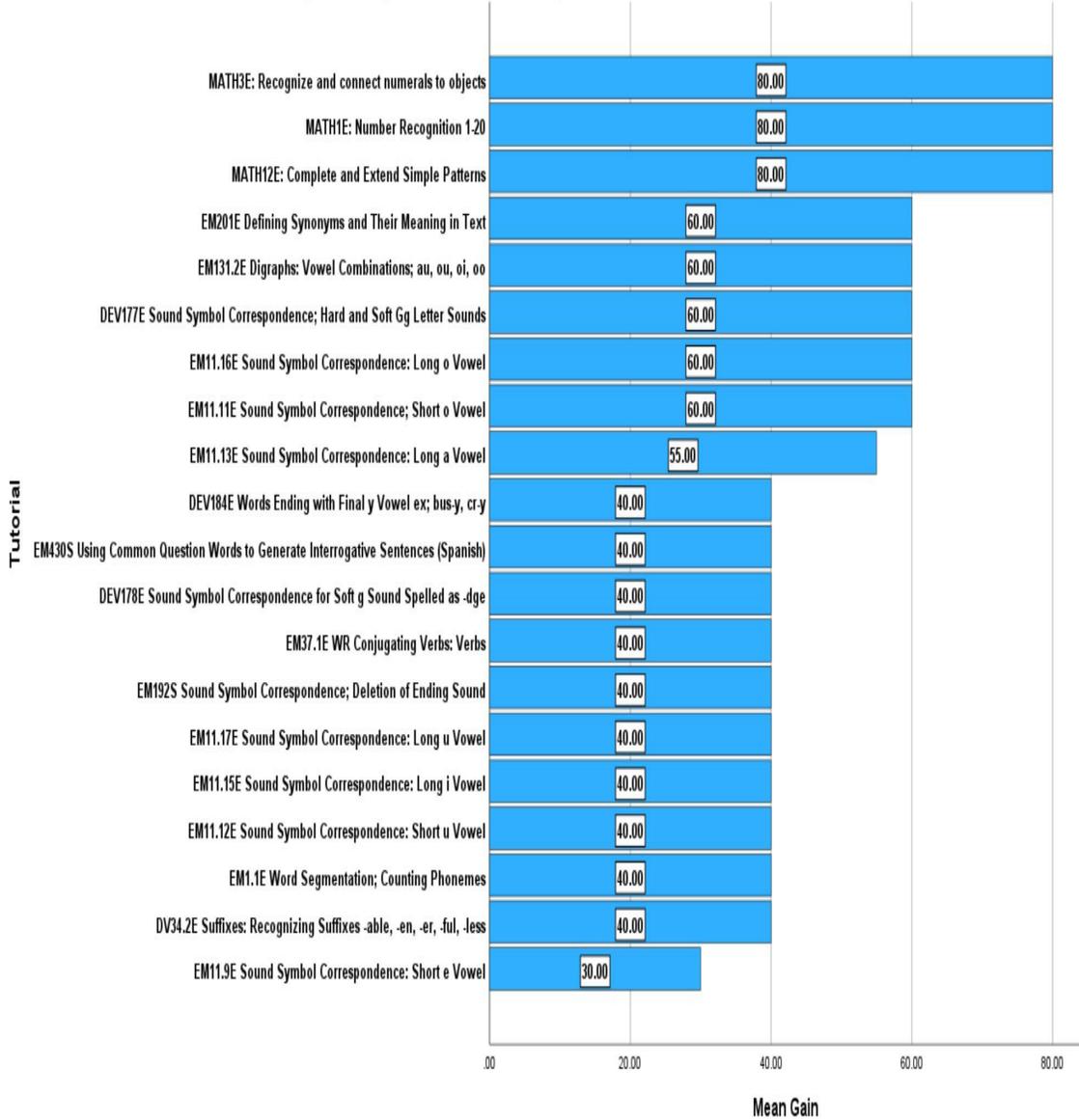
**1. The migrant program has helped my child(ren) to become better readers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.0	1.0	1.0
	4	9	8.8	8.9	9.9
	5	34	33.3	33.7	43.6
	6	57	55.9	56.4	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

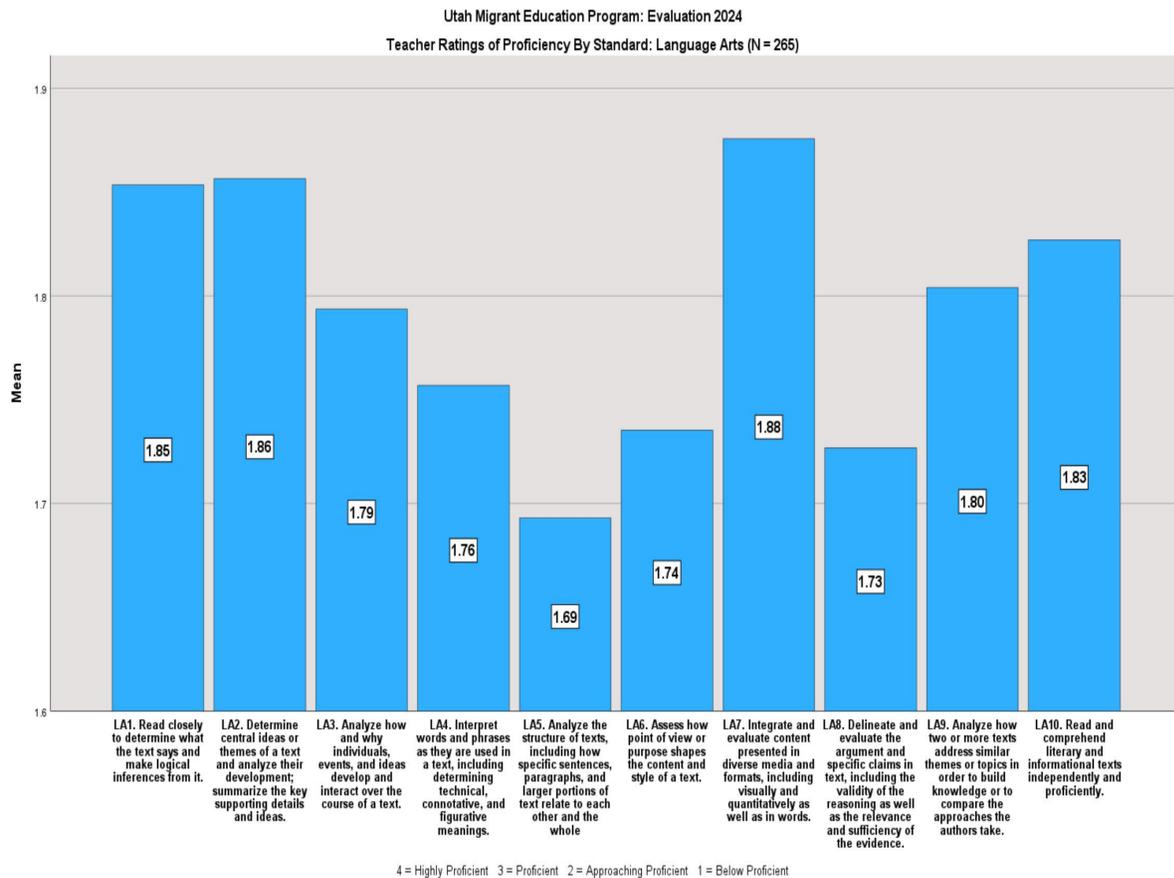
There were also **significant gains on 44 different discreet language arts and math skills** for Utah migrant students in 2023-2024 as evidenced by the pre-test post-test scores from the completion of online reading and math instructional tutorials on the Migrant Literacy NET. **Students averaged a 37% gain in proficiency across all 44 of these skills.** The graph below illustrates average gains for the top 20 of these reading and math skills.

Utah Migrant Education Program: Evaluation 2024

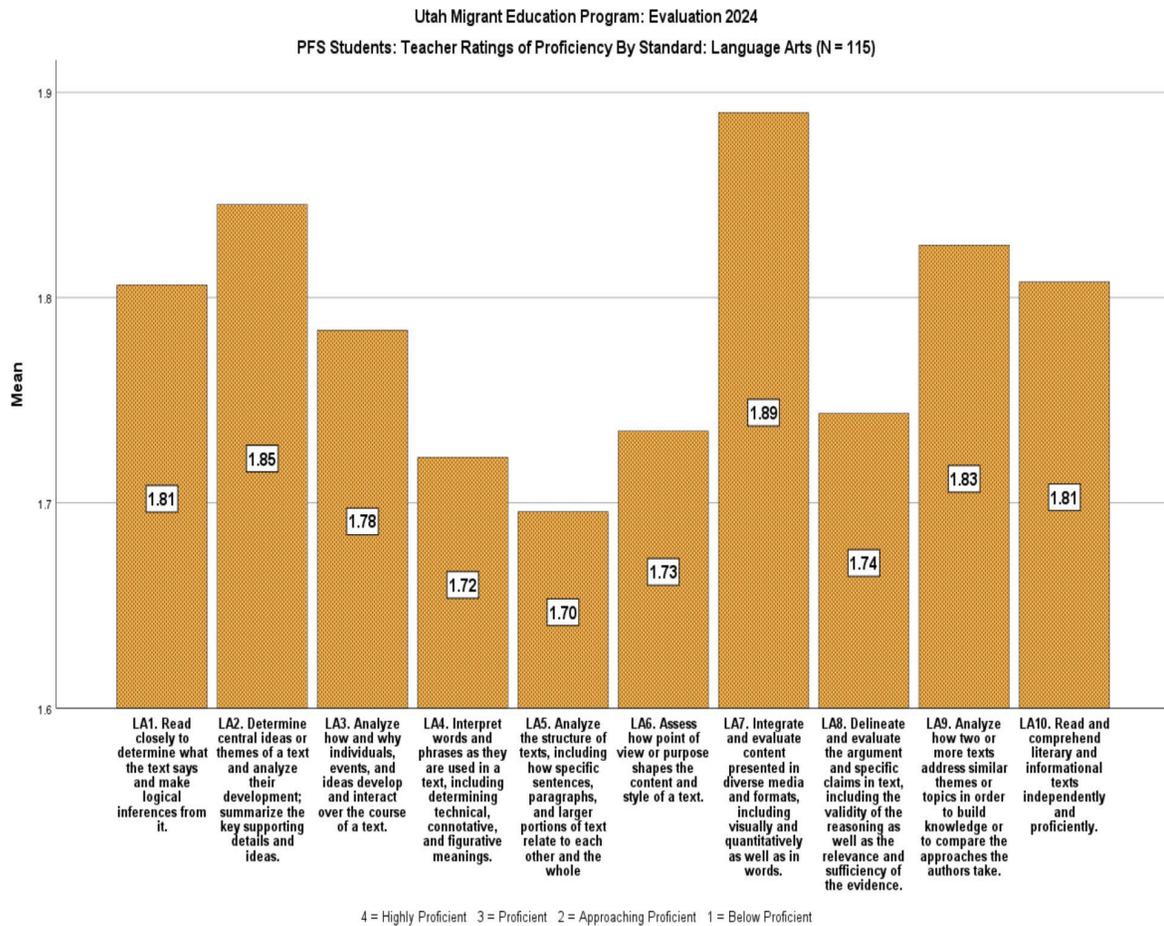
Migrant Literacy NET Tutorials: 20 Reading & Math Skills with the Greatest Gains



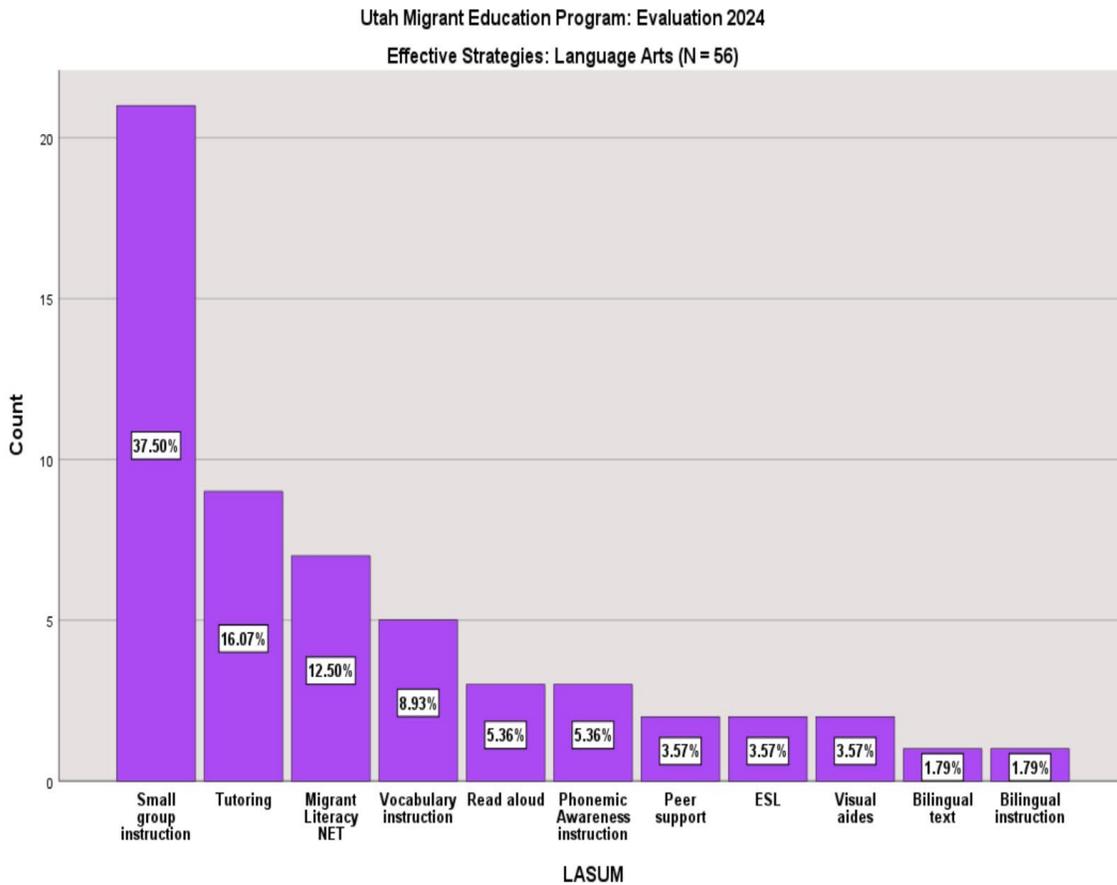
Two hundred ninety-three (265) students of the total eligible migrant students were rated by teachers using a similar rubric to the state assessment (4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient). The following chart shows proficiency in language arts standards for all migrant students who participated in the evaluation. **Comprehension related standards were rated highest. Lowest rated standards were related to vocabulary, phonemic awareness and phonics as well as delineate and evaluate arguments in text.**



There were **115 *Priority For Service* (PFS)** students that had teacher ratings in language arts standards for 2023-2024. The following chart shows proficiency in language arts for priority for service students by standard for 2023-2024. **Lowest rated standards were related to phonemic awareness and phonics, vocabulary and analyzing the structure of texts.**



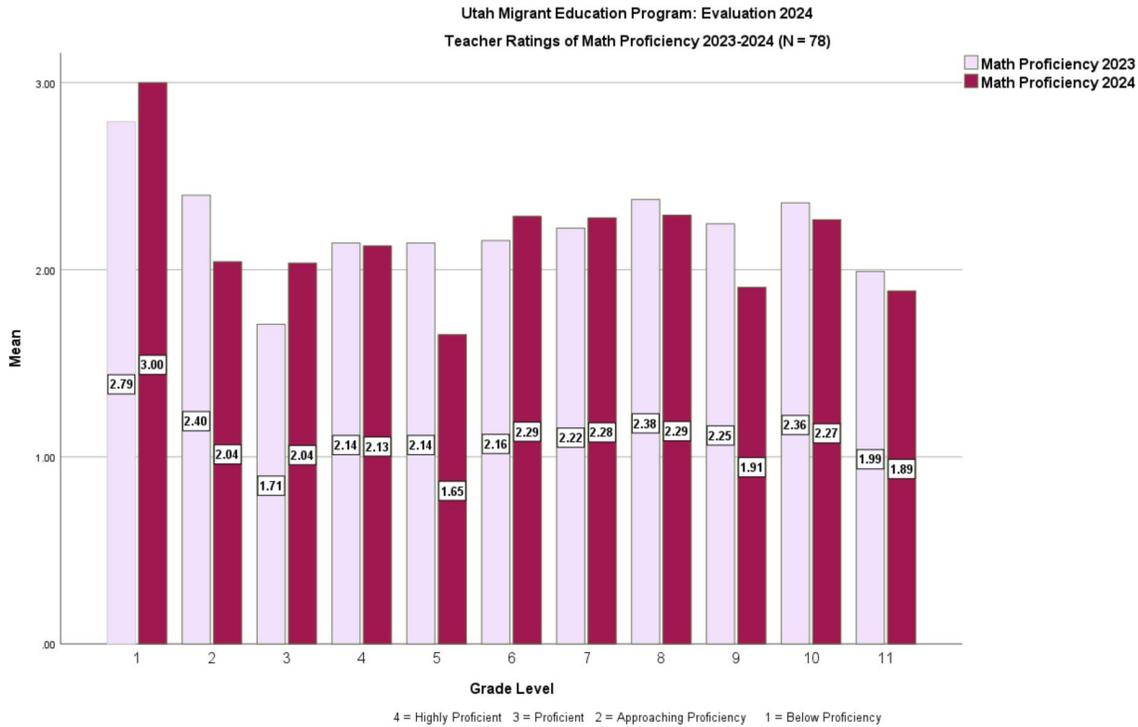
Administrators, teachers, and MEP staff (N = 56) were surveyed to identify which services were *most effective* in facilitating proficiency and moving migrant students toward achieving the outcomes in language arts. The following graphs indicate which strategies are most effective in facilitating language arts proficiency.



The most effective strategies include: **small group instruction, tutoring and use of the Migrant Literacy NET**

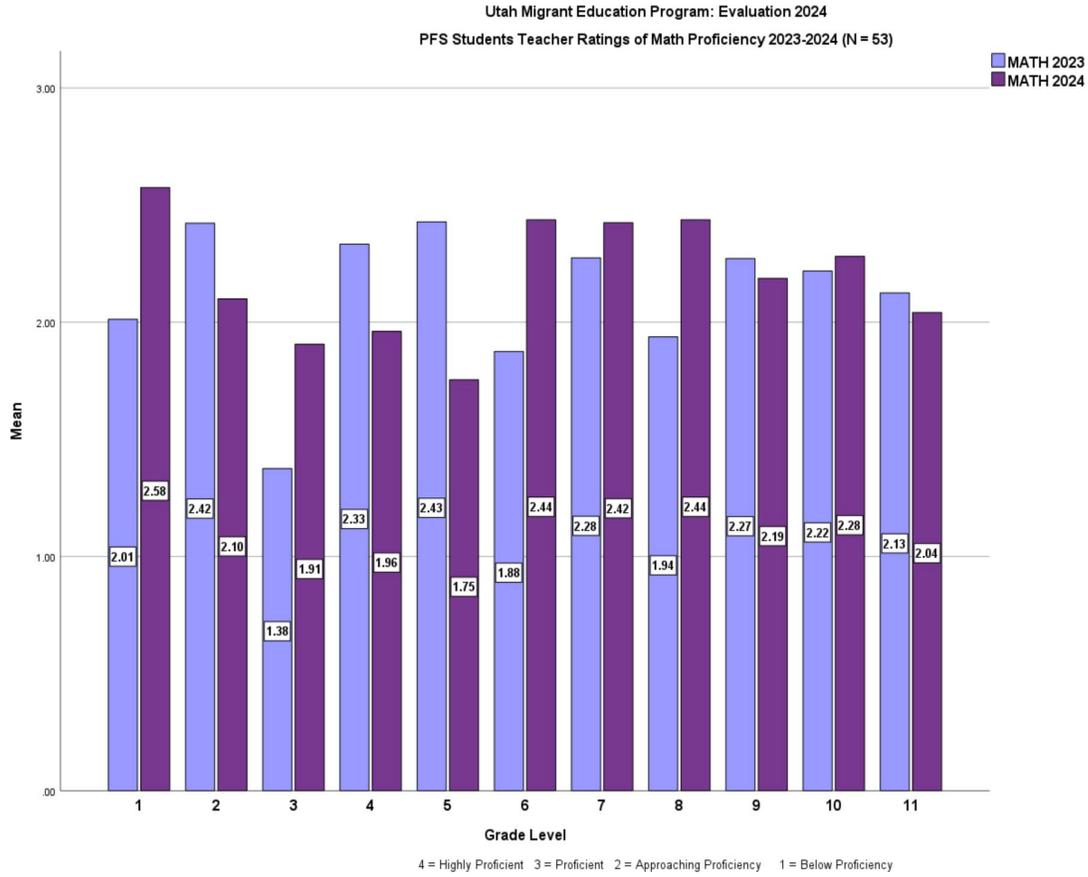
**Math: Achieving Performance Targets and MPOs**

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-six students were rated from the total state migrant population for 2023-2024 in mathematics. Of the 276 students, 35 had teacher ratings of proficient or above (13%). Seventy-eight of the students had teachers’ ratings in math from both 2023 and 2024. The graph below illustrates comparisons between students from last year to this year. **Increases in math proficiency were identified in grades 1, 3, 6 and 7.**



Teachers rated 115 Priority For Service (PFS) students in mathematics in 2024. There were 63 of these 115 PFS students who had rating from both 2023 and 2024 (55%). The following graph shows average ratings of proficiency for both 2023 and 2024 for **PFS** students. **Increases in math proficiency were identified in grades 1, 6, 7, 8 and 10.**

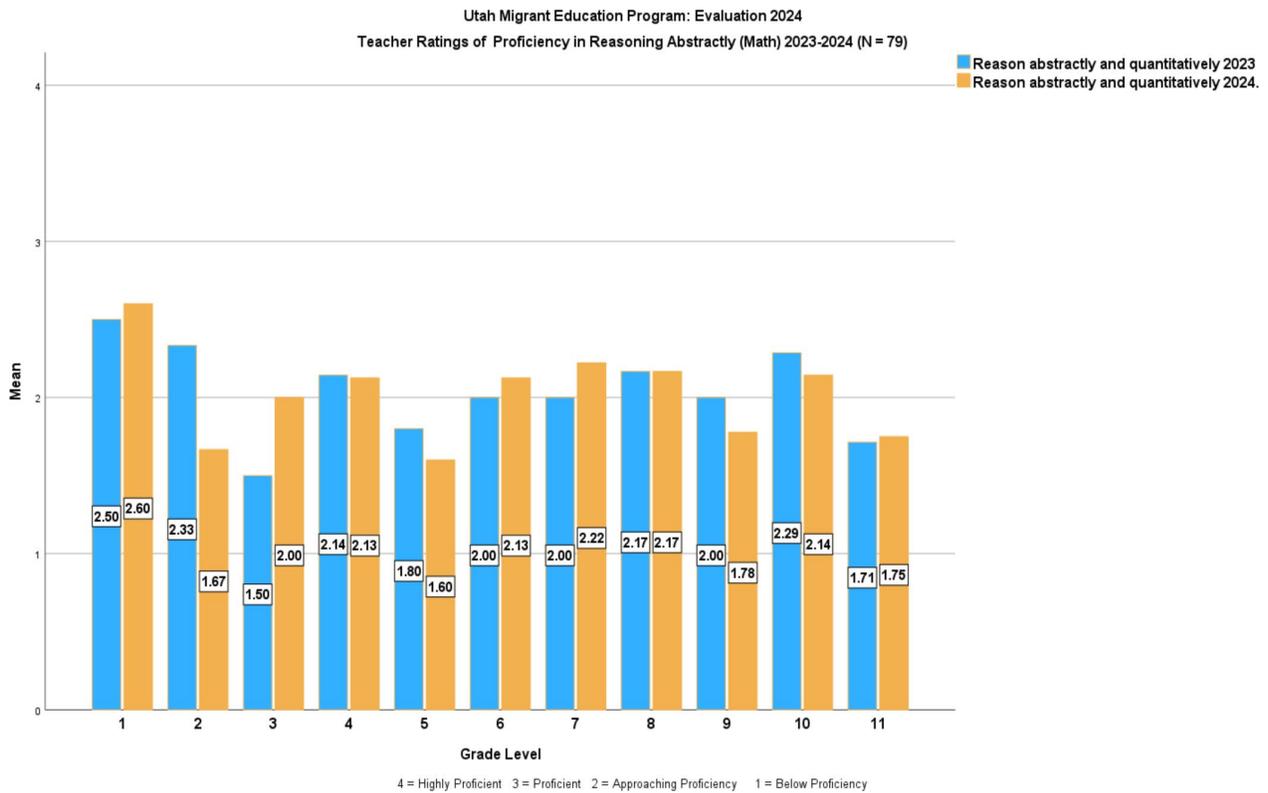
# Teacher Ratings of Mathematics Proficiency by Grade: PFS Students



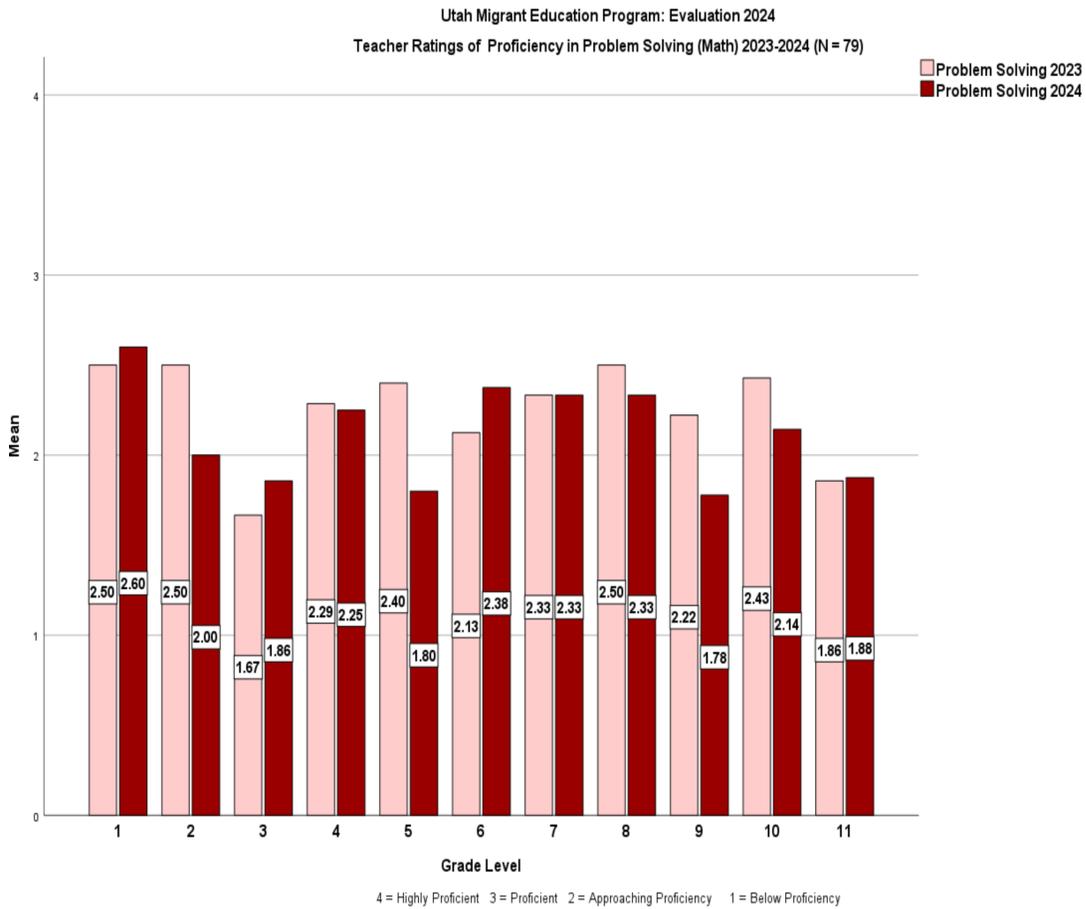
## Mathematics MPO's

**There were three measurable outcomes related to the mathematics performance target:** Measurable Outcome #4 related to reasoning abstractly in math, Measurable Outcome #5 related to problem solving in math and Measurable Outcome #6 Increase proficiency in understanding patterns and structures (algebra readiness).

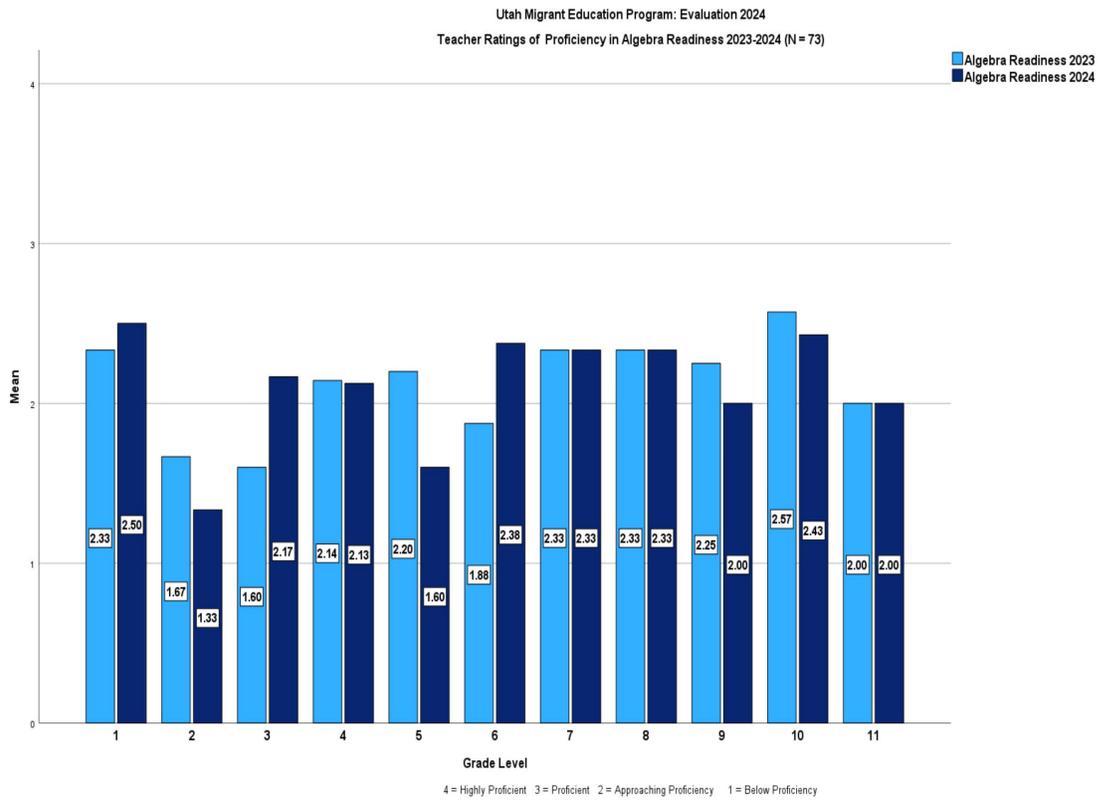
There were 79 students who had teacher ratings for both 2021 and 2022 for proficiency in reasoning abstractly in math. **The following graph shows gains in grades two, three, five, six and seven** (based on the 4-point rubric 4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).



There were 79 students who had teacher ratings for both 2023 and 2024 for proficiency in **problem solving (repeated reasoning) in math**. The following graph shows gains in **grades one, three and six** (based on the 4-point rubric 4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).



There were 73 students who had teacher ratings for both 2023 and 2024 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 and 6** (based on the 4-point rubric 4 = Highly Proficient, 3 = Proficient, 2 = Approaching Proficient, 1 = Below Proficient).

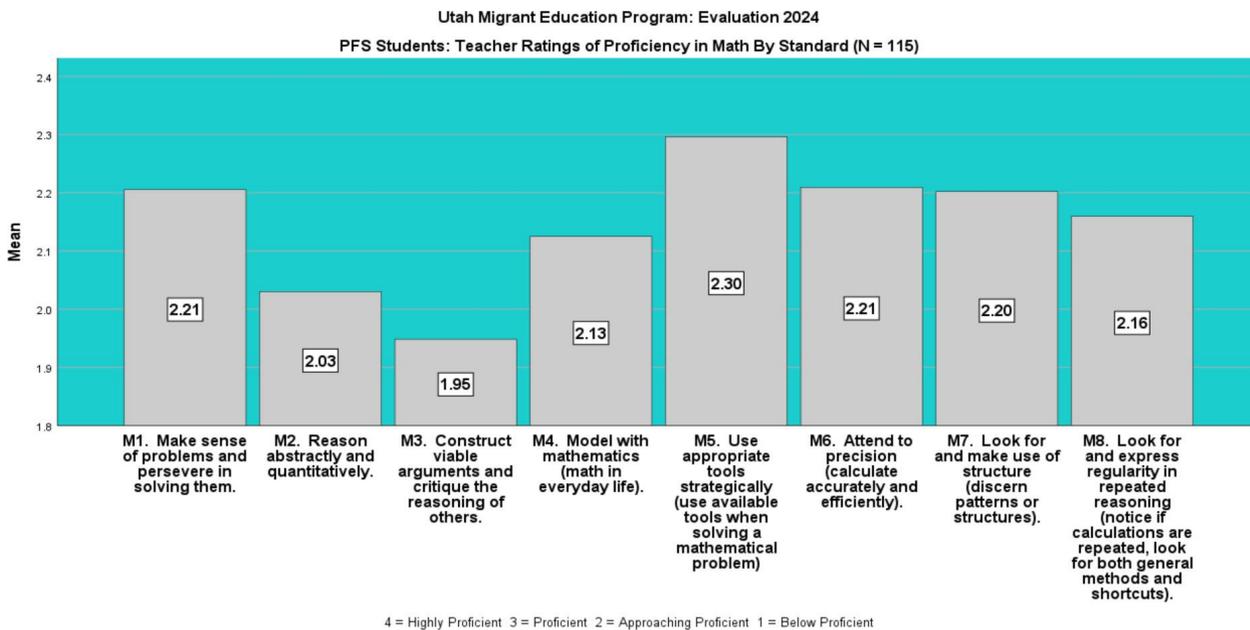


There were 102 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in math (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). **Eighty-eight percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in math.**

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

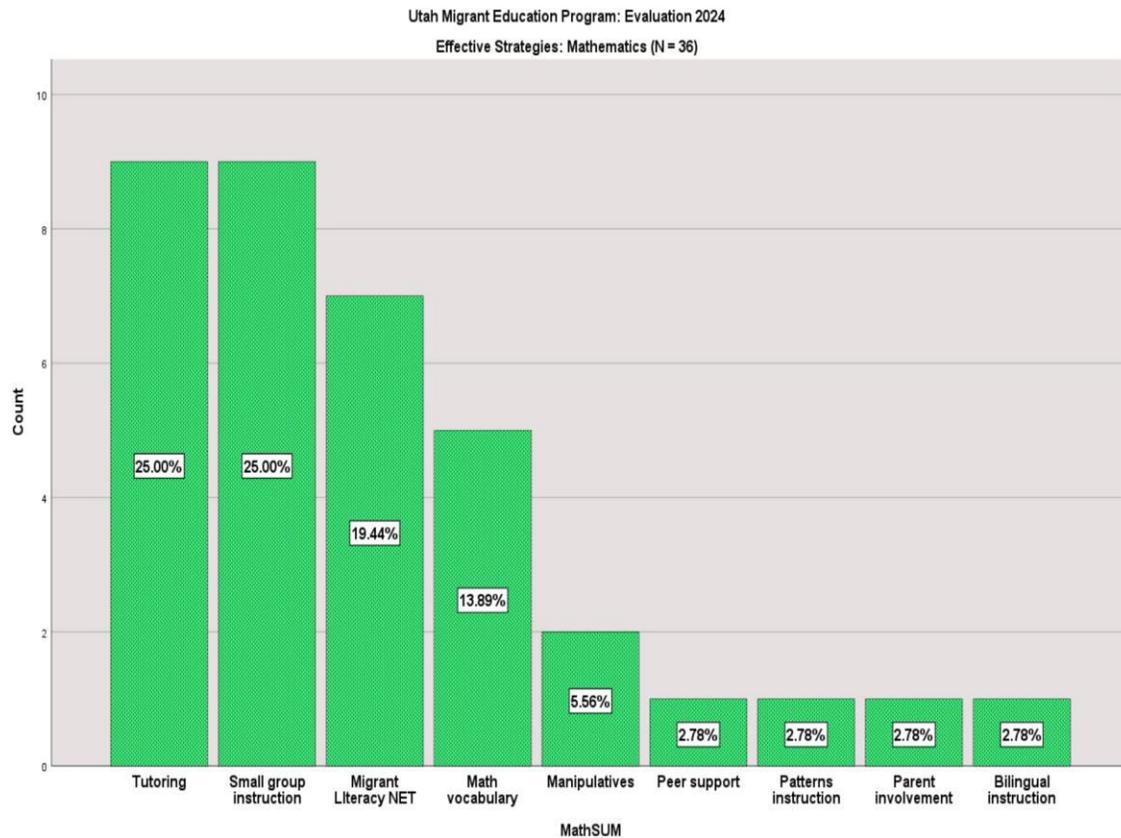
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	1.0	1.0	1.0
	1	1	1.0	1.0	2.0
	4	10	9.8	9.9	11.9
	5	41	40.2	40.6	52.5
	6	48	47.1	47.5	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

There were 115 **Priority For Service (PFS)** students that had teacher ratings in mathematics standards for 2023 and 2024. The graph on the following page shows proficiency in mathematics for priority for service students by standard. **Measurement (M5) and precision in calculation (M6) related standards and make sense of problems and problem-solving were rated highest. Lowest rated standards were M3: Critiquing reasoning of others and M2: Reason abstractly and quantifiably**



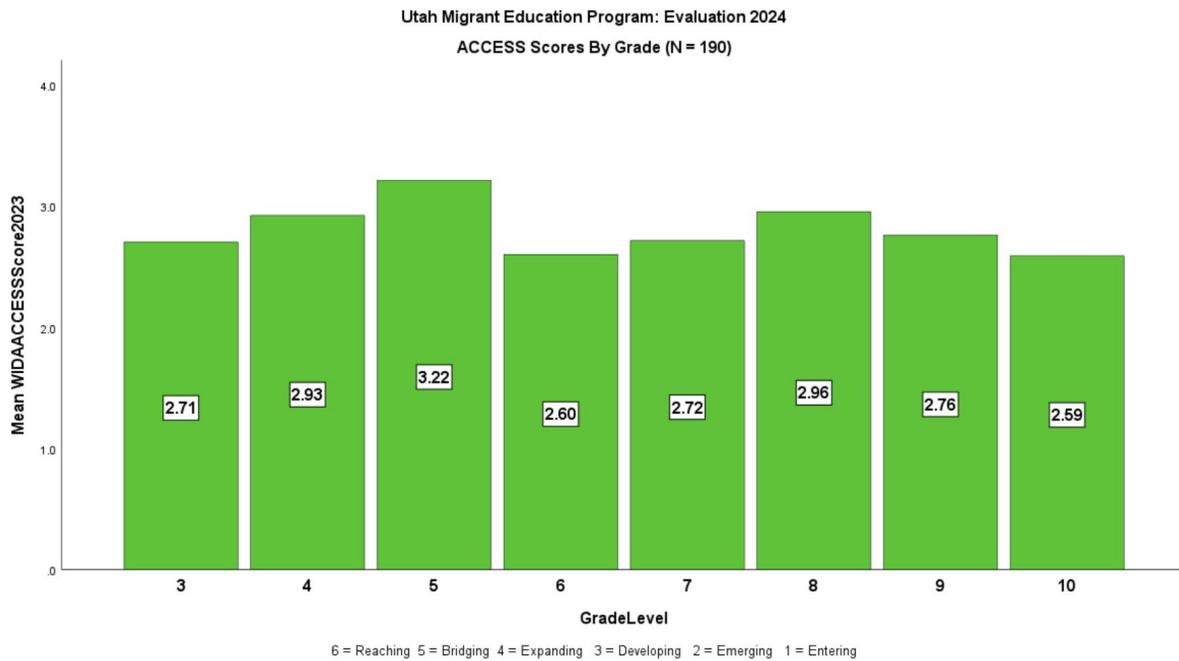
Administrators, teachers, and MEP staff were surveyed to identify which services were *most effective* in facilitating proficiency and moving migrant students toward achieving the outcomes in mathematics (N = 36).

The following graph indicates which strategies are most effective in facilitating math proficiency. The most effective strategies include: **tutoring, small group instruction and use of the Migrant Literacy NET.**



**English Language Learners: Achieving Performance Targets and MPOs:**

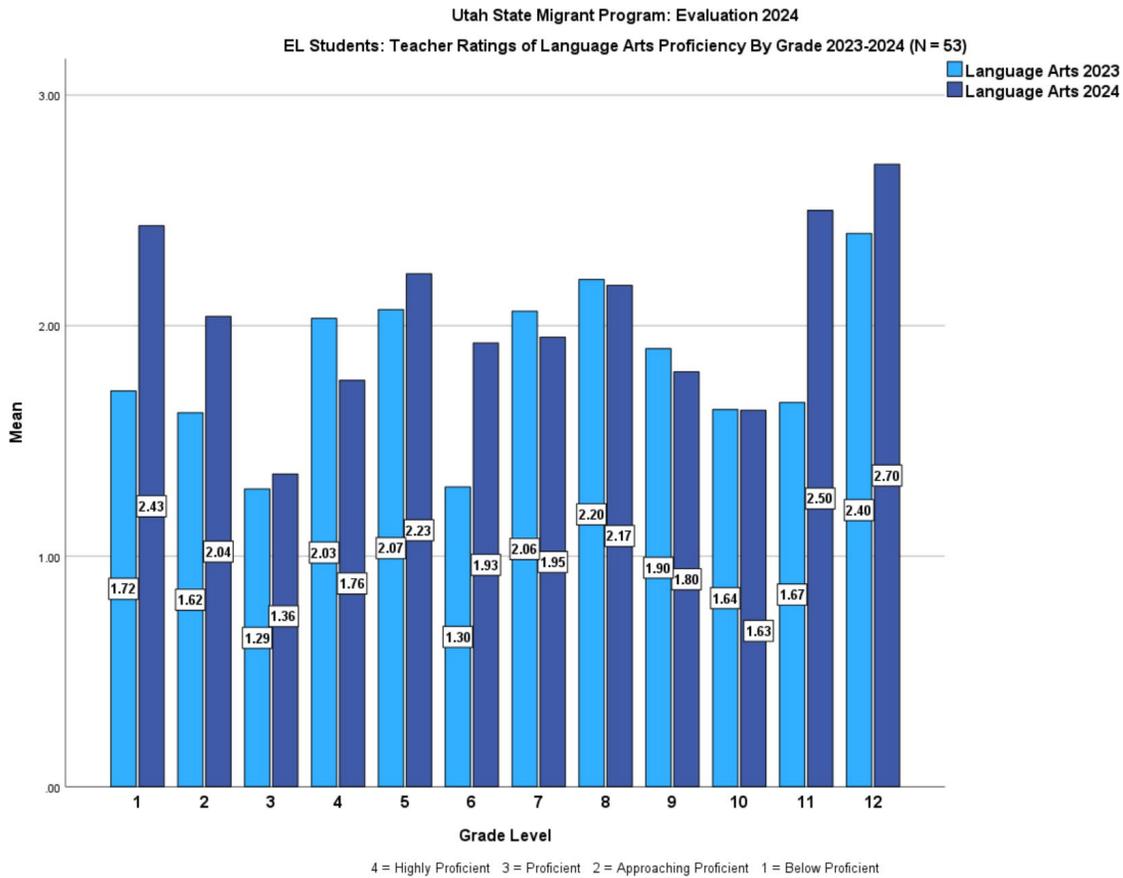
There were 190 students who completed the ACCESS English language proficiency assessment in 2024. **The average ACCESS Scores across all grade levels is 2.84** (based on the following rubric of English language fluency: 6 = reaching, 5 = bridging, 4 = expanding, 3 = developing, 2 =emerging, 1 =entering).



### 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 and reading comprehension: Measurable Outcome #8 Increase proficiency for EL students in problem-solving and algebra readiness in math, and Measurable Outcome #9 English Language Acquisition (increase by .5 per year based on the ACCESS 6-point rubric).

There were 53 of 141 total EL students with teacher ratings in language arts in both 2023 and 2024 (37%). The graph below illustrates comparisons between the two years by grade level. EL students showed gains in language arts proficiency in grades: **1, 2, 5, 11 and 12**. There were significant gains (.5 or more) in language arts proficiency in grades 1 and 11.



The teachers' ratings by standard indicated **that of the 128 EL students rated in comprehension there were 27 that were proficient or above (21%) and of the 112 EL students rated in vocabulary there were 17 that were proficient or above (15%).**

**LA10. Read and comprehend literary and informational texts independently and proficiently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	56	39.7	43.8	43.8
	2	45	31.9	35.2	78.9
	3	21	14.9	16.4	95.3
	4	6	4.3	4.7	100.0
	Total	128	90.8	100.0	
Missing	System	13	9.2		
Total		141	100.0		

**LA4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	54	38.3	48.2	48.2
	2	41	29.1	36.6	84.8
	3	11	7.8	9.8	94.6
	4	6	4.3	5.4	100.0
	Total	112	79.4	100.0	
Missing	System	29	20.6		
Total		141	100.0		

The teachers' ratings by standard indicated that of the 126 EL students rated in problem-solving in math there were 39 that were proficient or above (31%) and of the 118 EL students rated in algebra readiness there were 40 that were proficient or above (34%).

**M1. Make sense of problems and persevere in solving them.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	35	24.8	27.8	27.8
	2	52	36.9	41.3	69.0
	3	31	22.0	24.6	93.7
	4	8	5.7	6.3	100.0
	Total	126	89.4	100.0	
Missing	System	15	10.6		
Total		141	100.0		

**M7. Look for and make use of structure (discern patterns or structures).**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	23.4	28.0	28.0
	2	45	31.9	38.1	66.1
	3	37	26.2	31.4	97.5
	4	3	2.1	2.5	100.0
	Total	118	83.7	100.0	
Missing	System	23	16.3		
Total		141	100.0		

The teacher administrator survey indicated that 74% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in facilitating English language proficiency.

**10. The migrant program is providing effective services to assist migrant students to increase proficiency in the English language.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.8	4.1	4.1
	2	4	2.2	2.3	6.4
	3	3	1.6	1.7	8.1
	4	24	13.2	14.0	22.1
	5	95	52.2	55.2	77.3
	6	39	21.4	22.7	100.0
	Total	172	94.5	100.0	
Missing	System	10	5.5		
Total		182	100.0		

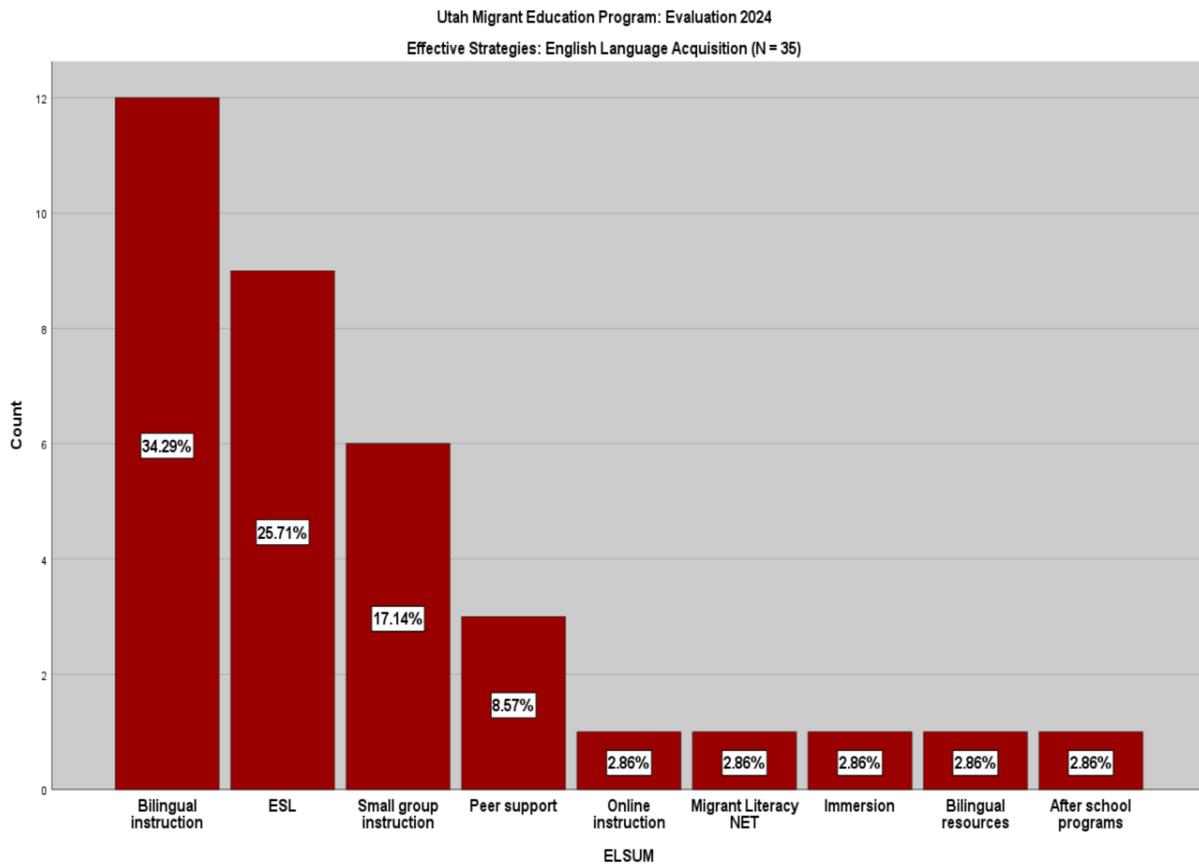
The results of the parent survey conclude that the migrant program has been effective in facilitating English language proficiency. **Eighty-nine percent of parents *strongly agreed or agreed* that the program was effective in helping their children to learn English.**

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	2.0	2.0	2.0
	2	1	1.0	1.0	2.9
	3	1	1.0	1.0	3.9
	4	7	6.9	6.9	10.8
	5	30	29.4	29.4	40.2
	6	61	59.8	59.8	100.0
	Total	102	100.0	100.0	

Administrators, teachers, and MEP staff were surveyed to identify which services were *most effective* in facilitating proficiency and moving migrant students toward English language acquisition (N = 36).

The following graph indicates which strategies are most effective in facilitating math proficiency. The most effective strategies include: **bilingual instruction, ESL, and small group instruction.**



**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	6	3.3	3.8	3.8
	2	4	2.2	2.5	6.3
	3	13	7.1	8.1	14.4
	4	29	15.9	18.1	32.5
	5	73	40.1	45.6	78.1
	6	35	19.2	21.9	100.0
	Total		160	87.9	100.0
Missing	System	22	12.1		
Total		182	100.0		

**Services to pre-school migrant students: Eighty-one percent of administrators and teachers agree that the needs of pre-school aged migrant students are being met.**

**11. The needs of pre-school aged migrant students are being met.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	6.0	8.9	8.9
	2	5	2.7	4.0	12.9
	3	7	3.8	5.6	18.5
	4	31	17.0	25.0	43.5
	5	51	28.0	41.1	84.7
	6	19	10.4	15.3	100.0
	Total		124	68.1	100.0
Missing	System	58	31.9		
Total		182	100.0		

**Graduation and dropout rate:** The current graduation rate for Utah secondary migrant students is ??? and the dropout rate is ???

## **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 40 percent of migrant students completed the state assessment in 2023. **Thirty-five of 276 were proficient or above in language arts (13%) and 32 of 278 were proficient or above in math (12%).** These means are significantly below the performance targets of 41 % proficiency in language arts and 43% proficiency in math.

**C.** The teacher ratings of **all** migrant students resulted in **14% proficient in language arts and 20% proficient in math.**

**D.** The state assessment mean for MEP students in **language arts was 1.44 and in math was 1.42** (based on the rubric: 4 = highly proficient, 3 = proficient, 2 = approaching proficient, 1 = below proficient).

**E.** 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.

**F.** **Increases in language arts proficiency were identified in grades 1, 2, 5, 6, 8, 10, 11 and 12 for PFS students between 2023 and 2024.**

**G.** **Increases in math proficiency were identified grades 1, 6, 7, 8 and 10 for PFS students between 2023 and 2024.**

**H.** There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **reading comprehension.** **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 6, 11 and 12.**

**I.** There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **vocabulary, grammar, and punctuation.** There were **gains in grades one, three, four, five, six, seven, eight, ten, eleven and twelve.** **There were gains in exceeding the goal of a .5 increase in ratings each year for grades 8 and 12.**

**J.** There were 78 students who had teacher ratings for both 2023 and 2024 for proficiency in **phonemic awareness and phonics**. There were **gains in grades four, six, seven, eight, ten and eleven**. There were **gains in exceeding the goal of a .5 increase in ratings each year for grade 11**.

**K.** **Eighty-nine percent of these parents *strongly agreed* or *agreed* the migrant program was effective in preparing their children in reading.**

**L.** There were 79 students who had teacher ratings for both 2021 and 2022 for proficiency in **reasoning abstractly in math**. There **gains in grades two, three, five, six and seven**.

**M.** There were 79 students who had teacher ratings for both 2023 and 2024 for proficiency in **problem solving (repeated reasoning) in math**. There were **gains in grades one, three and six**.

**N.** There were 73 students who had teacher ratings for both 2023 and 2024 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 and 6**.

**O.** 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 use of the Migrant Literacy NET.**

**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 mathematics. **The most effective strategies include: small group instruction, tutoring, and use of the Migrant Literacy NET.**

**Q.** 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.

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

**S.** There were also **significant gains on 44 different discreet language arts and math skills** for Utah migrant students in 2023-2024 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 37% gain in proficiency across all 44 of these language arts and math skills.**

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

U. There were 190 students who completed the ACCESS English language proficiency assessment in 2024. **The average ACCESS Scores across all grade levels is 2.84** (based on the following rubric of English language fluency: 6 = reaching, 5 = bridging, 4 = expanding, 3 = developing, 2 =emerging, 1 =entering).

V. **The teacher administrator survey indicated that 74% of administrators and teachers *strongly agreed or agreed* that the migrant program had been effective in providing staff with effective ESL training.**

W. There were 53 of 141 total EL students with teacher ratings in language arts in both 2023 and 2024 (37%). EL students showed gains in language arts proficiency in grades: **1, 2, 5, 11 and 12. There were significant gains (.5 or more) in language arts proficiency in grades 1 and 11.**

X. The teachers' ratings by standard indicated **that of the 128 EL students rated in comprehension there were 27 that were proficient or above (21%) and of the 112 EL students rated in vocabulary there were 17 that were proficient or above (15%).**

Y. The teachers' ratings by standard indicated **that of the 126 EL students rated in problem-solving in math there were 39 that were proficient or above (31%) and of the 118 EL students rated in algebra readiness there were 40 that were proficient or above (34%).**

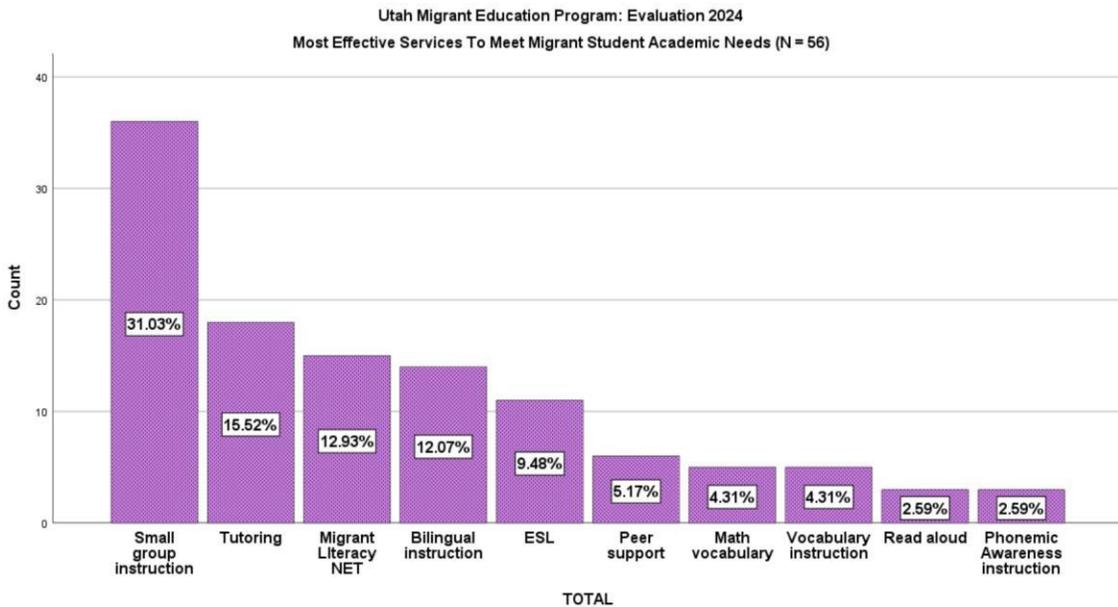
Z. The teacher administrator survey indicated that **68% of administrators and teachers *strongly agreed or agreed*** that the migrant program had been effective in facilitating parent involvement in the education of their children.

AA. **Eighty-one** percent of administrators and teachers agree that the needs of pre-school aged migrant students are being met.

BB. The current graduation rate for Utah secondary migrant students is ??? and the dropout rate is ???

**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).
- F.** It is recommended that local programs implement the following identified effective strategies to facilitate student proficient in reading, math, and English.



## **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 EL 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**





## 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 2023-2024	
The teacher rating of the rubric is indicative of overall teacher <b>judgment</b> 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)	
<b>4 = Highly Proficient:</b>	The student is working <b>above</b> the proficient level.
<b>3 = Proficient:</b>	The student is proficient and is operating at grade level
<b>2 = Approaching Proficient:</b>	The student is emerging toward proficiency in these content skills but still has some gaps in knowledge.
<b>1= Below Proficient:</b>	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 2023-2024

**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 reading comprehension.						
3. The migrant program is providing effective services in facilitating proficiency in vocabulary, grammar and punctuation.						
4. The migrant program is providing effective services in facilitating proficiency in phonemic awareness and phonics.						
5. The migrant program is providing effective services in facilitating proficiency in reasoning abstractly and quantifiably in (problem-solving).						
6. The migrant program is providing effective services to assist migrant students in becoming proficient in understanding patterns and structures in math (algebra readiness).						
7. The migrant program is providing effective services to assist migrant students in becoming proficient in reasoning abstractly and quantifiably in math.						
8. The migrant program is providing effective services to increase proficiency for EL students in vocabulary and reading comprehension.						
9. The migrant program is providing effective services to increase proficiency for EL students in problem solving and algebra readiness in math.						
10. The migrant program is providing effective services to assist migrant students to increase proficiency in the English language.						
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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Administrator: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

## Utah Migrant Program Evaluation Administrator / Teacher Survey 2023-2024

**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 reading comprehension.						
3. The migrant program is providing effective services in facilitating proficiency in vocabulary, grammar and punctuation.						
4. The migrant program is providing effective services in facilitating proficiency in phonemic awareness and phonics.						
5. The migrant program is providing effective services in facilitating proficiency in reasoning abstractly and quantifiably in (problem-solving).						
6. The migrant program is providing effective services to assist migrant students in becoming proficient in understanding patterns and structures in math (algebra readiness).						
7. The migrant program is providing effective services to assist migrant students in becoming proficient in reasoning abstractly and quantifiably in math.						
8. The migrant program is providing effective services to increase proficiency for EL students in vocabulary and reading comprehension.						
9. The migrant program is providing effective services to increase proficiency for EL students in problem solving and algebra readiness in math.						
10. The migrant program is providing effective services to assist migrant students to increase proficiency in the English language.						
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 2023-2024: 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 problem-solving or algebra readiness in math.	1 = N/A	2 = Some	3 = Significant
2. Small group instruction or tutoring targeting problem-solving or algebra readiness in math.	1 = N/A	2 = Some	3 = Significant
3. Utilizing Migrant Literacy NET lessons or online math tutorials and/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 online math tutorials and/or other computer-based programs to provide instruction in algebra readiness.	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 2023-2024 (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 and/or math tutorials in <b>Spanish</b> (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 and/or math tutorials in <b>English</b> 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

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## Utah Migrant Program Evaluation Parent Survey 2023-2024

**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.							
<p>5. How would you rate the migrant program overall? (please circle your answer)</p> <p style="text-align: center;">Excellent                  Good                  Fair                  Poor</p>							
<p>6. What do you think would make the program better?</p>							

ALTA 2023

## Evaluación del Programa Migrante de Utah Encuesta para Padres 2023-2024

**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.) <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>Excelente</span> <span>Bueno</span> <span>Así Así</span> <span>Pobre</span> </div>							
6. ¿Qué cree Ud. que haría que el programa sea mejor?   							

ALTA 2023

Utah Migrant Education Program 2023-2024

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 English language acquisition strategies necessary for proficiency and success in school?

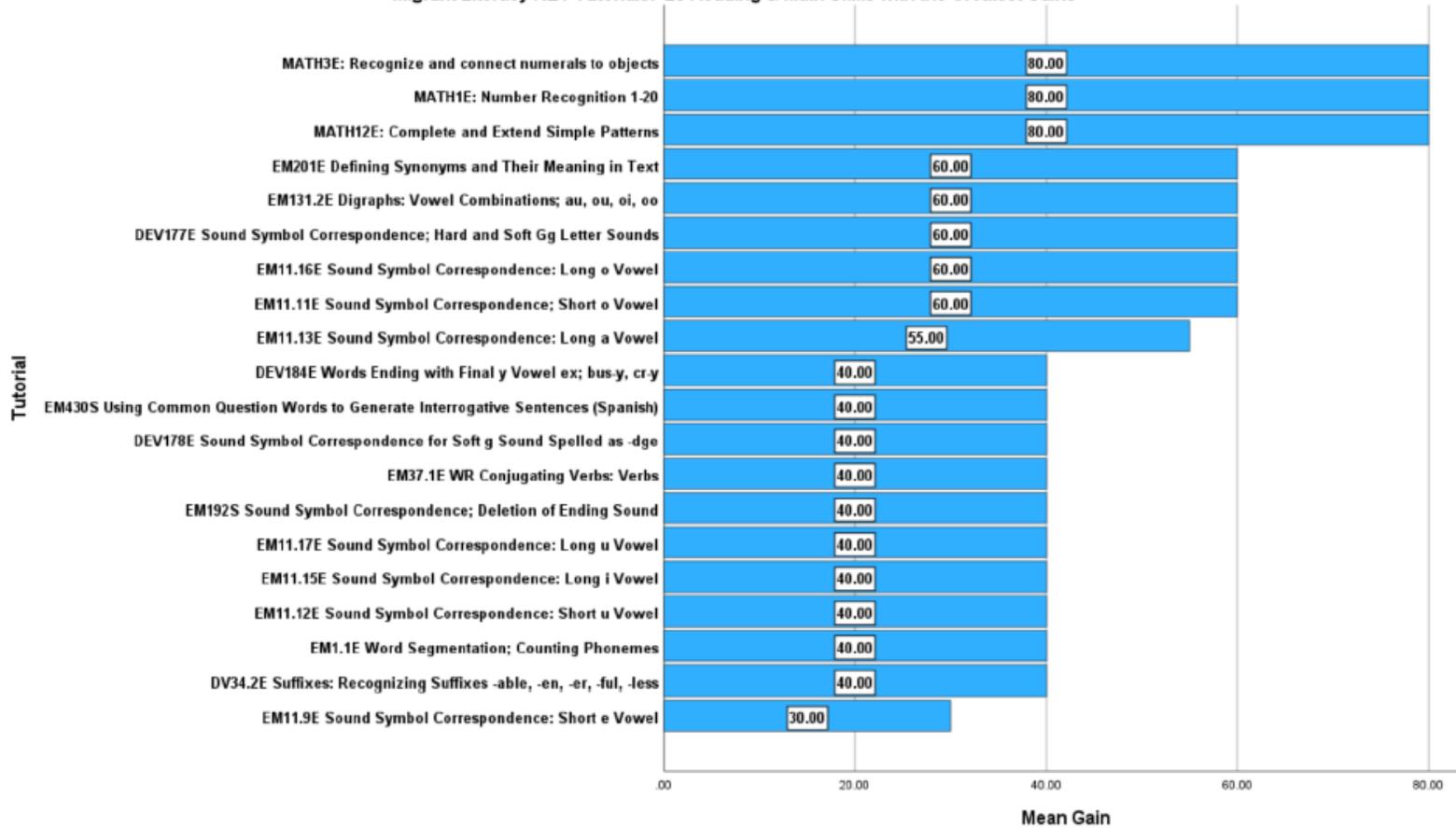
5. What other activities or strategies do you believe would be beneficial to implement to improve the effectiveness of the migrant program?

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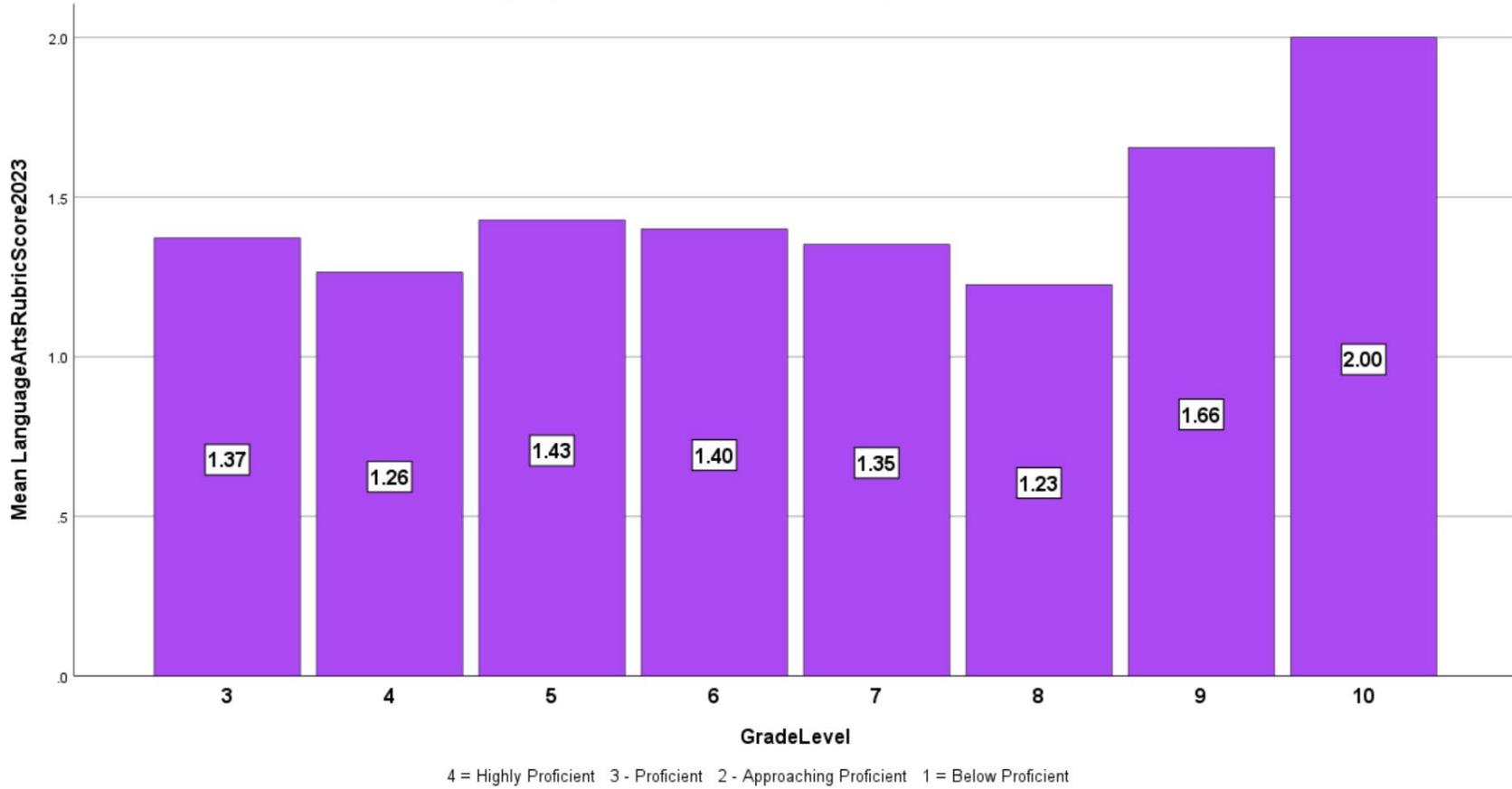
# **Appendix B**

## **Evaluation Statistics**

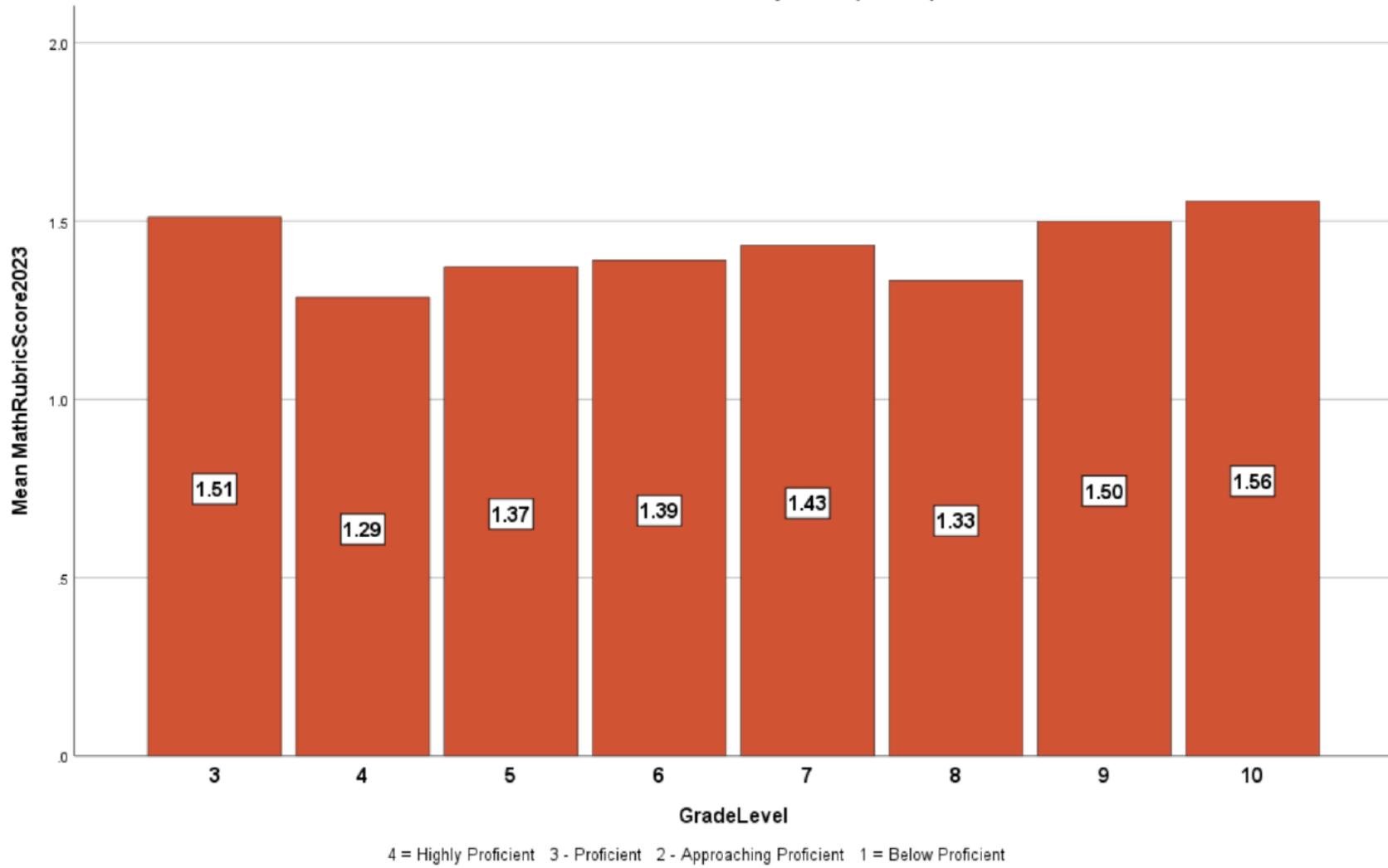
Utah Migrant Education Program: Evaluation 2024  
Migrant Literacy NET Tutorials: 20 Reading & Math Skills with the Greatest Gains



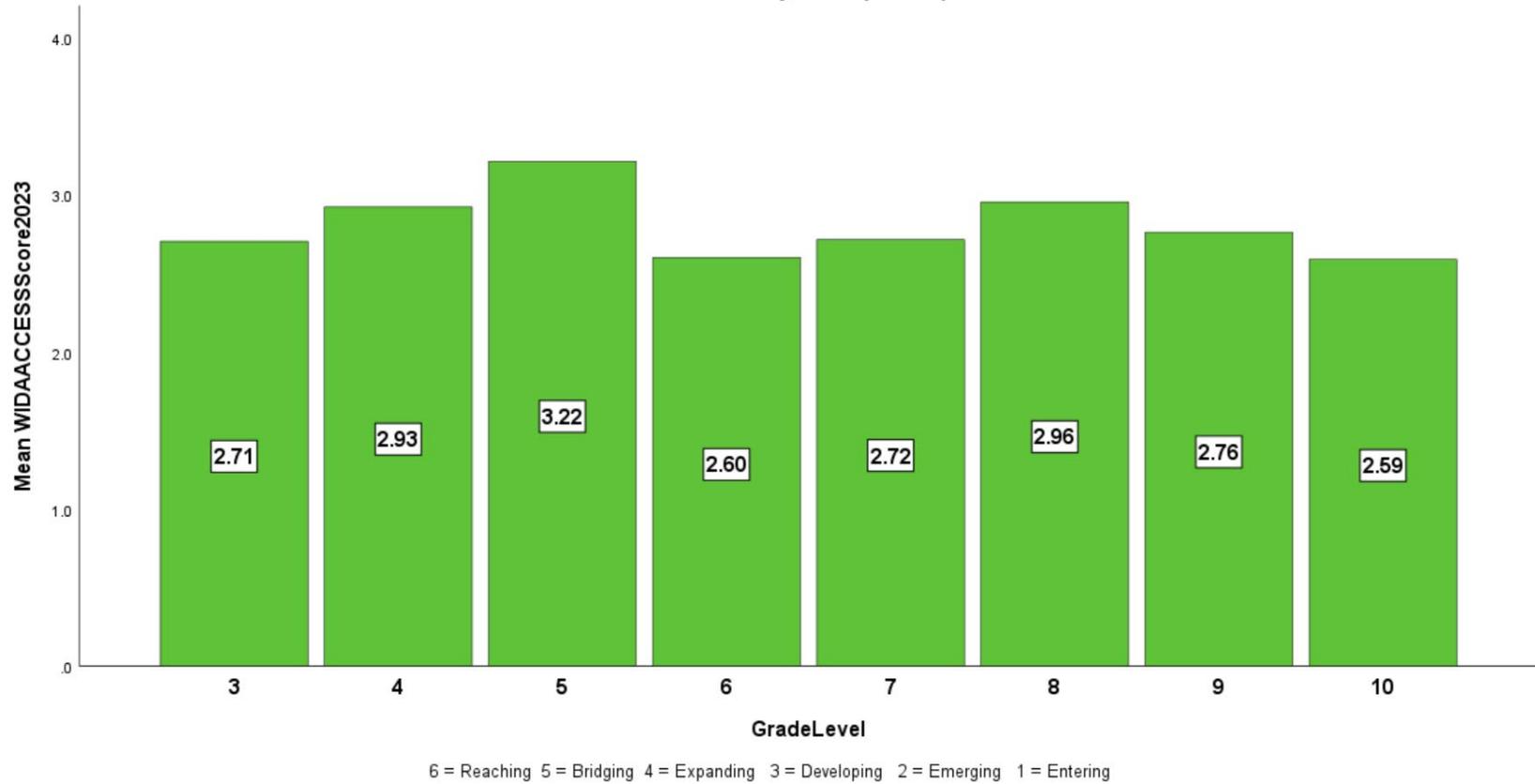
Utah Migrant Education Program: Evaluation 2024  
Language Arts State Assessment Scores By Grade (N = 275)



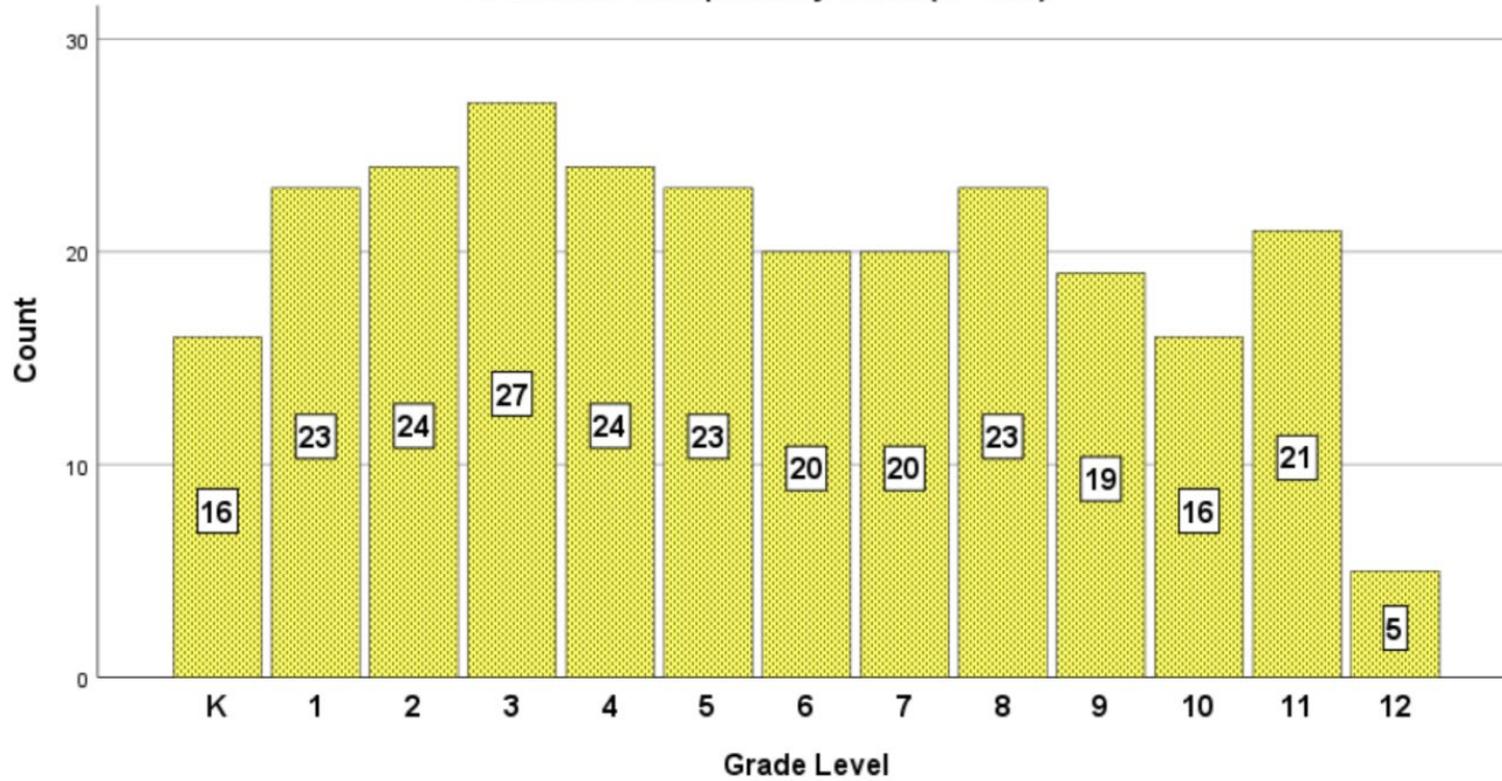
Utah Migrant Education Program: Evaluation 2024  
Math State Assessment Scores By Grade (N = 278)



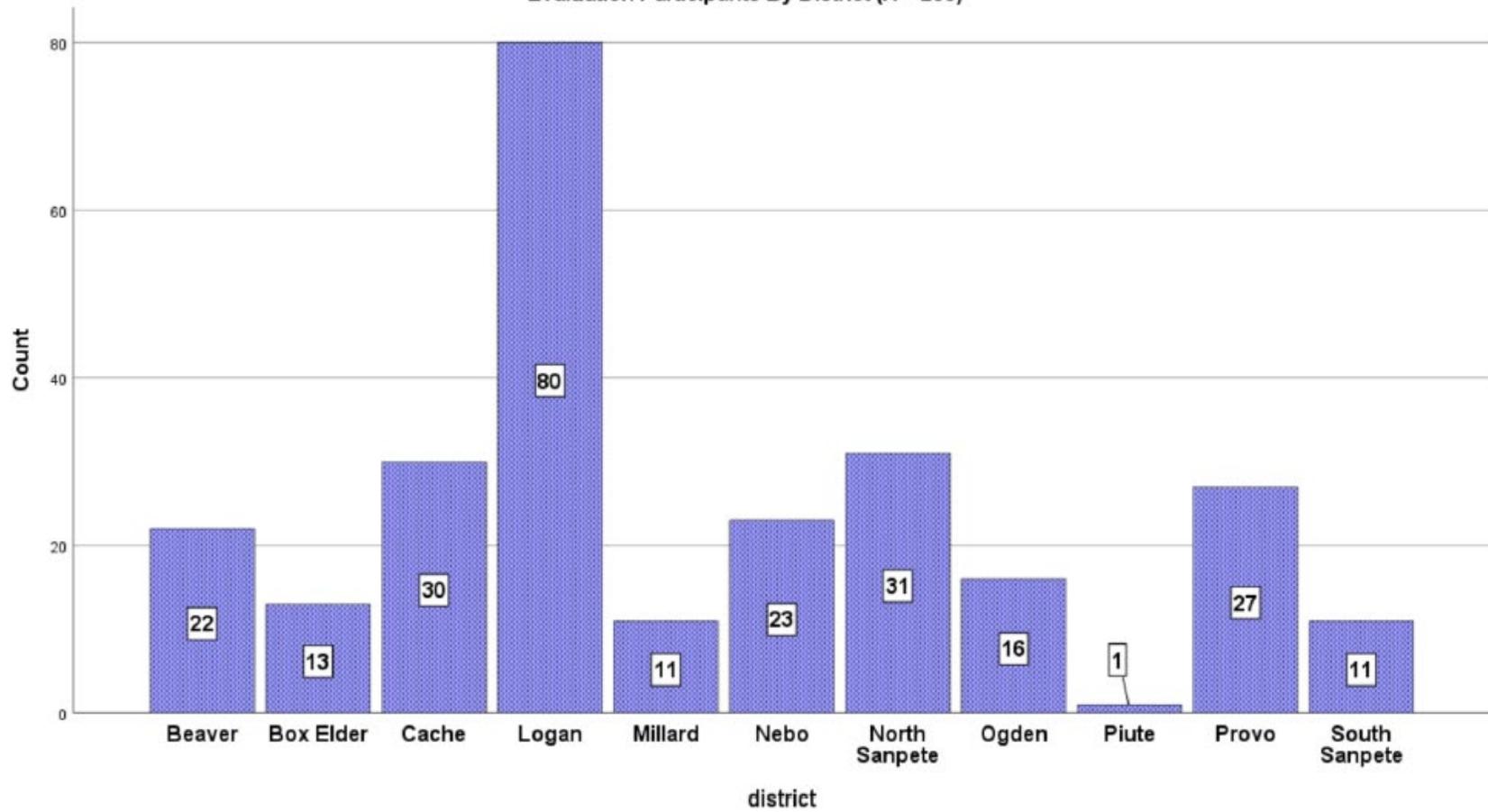
Utah Migrant Education Program: Evaluation 2024  
ACCESS Scores By Grade (N = 190)



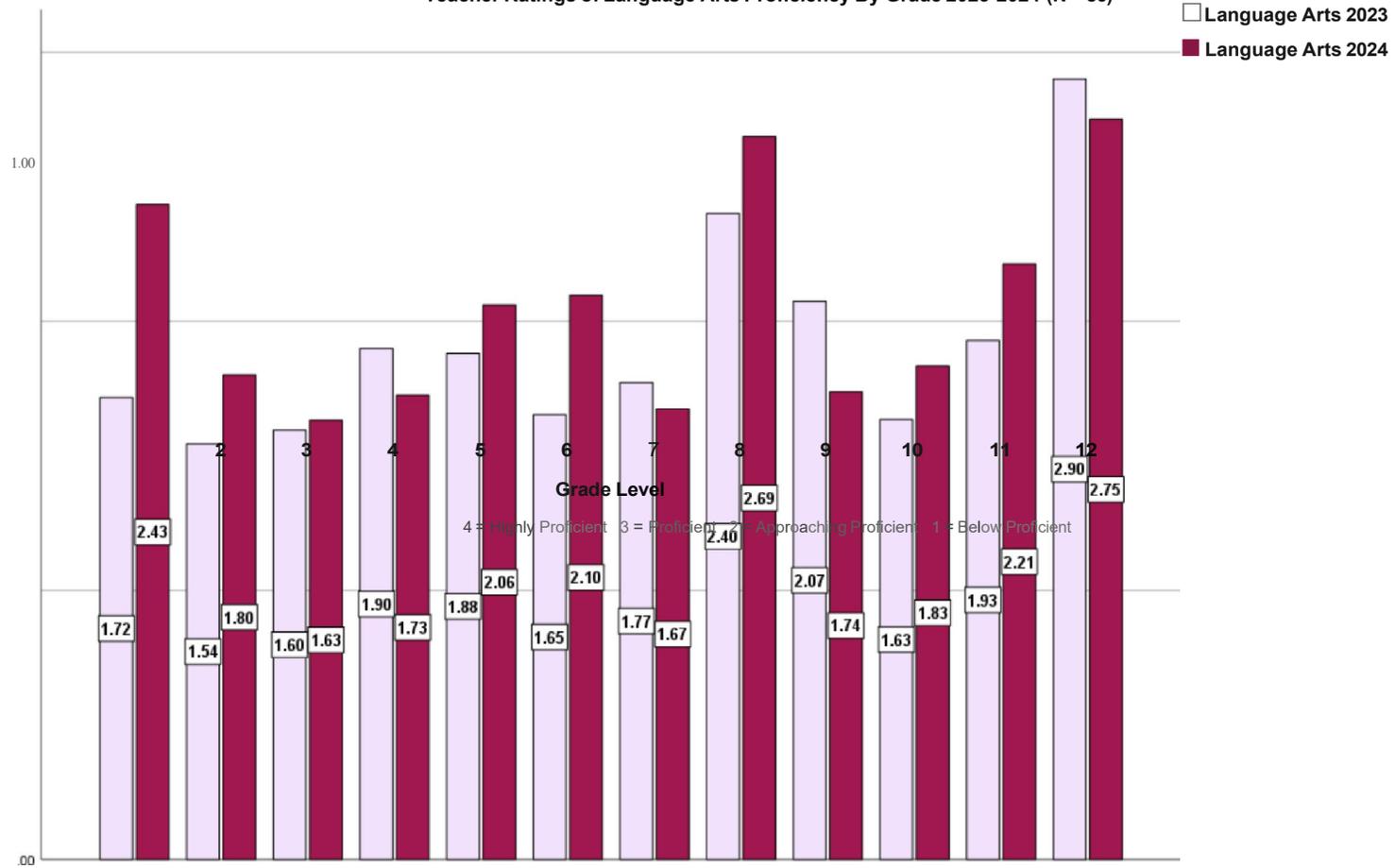
Utah Migrant Education Program: Evaluation 2024  
Evaluation Participants By Grade (N = 265)



Utah Migrant Education Program: Evaluation 2024  
Evaluation Participants By District (N = 265)

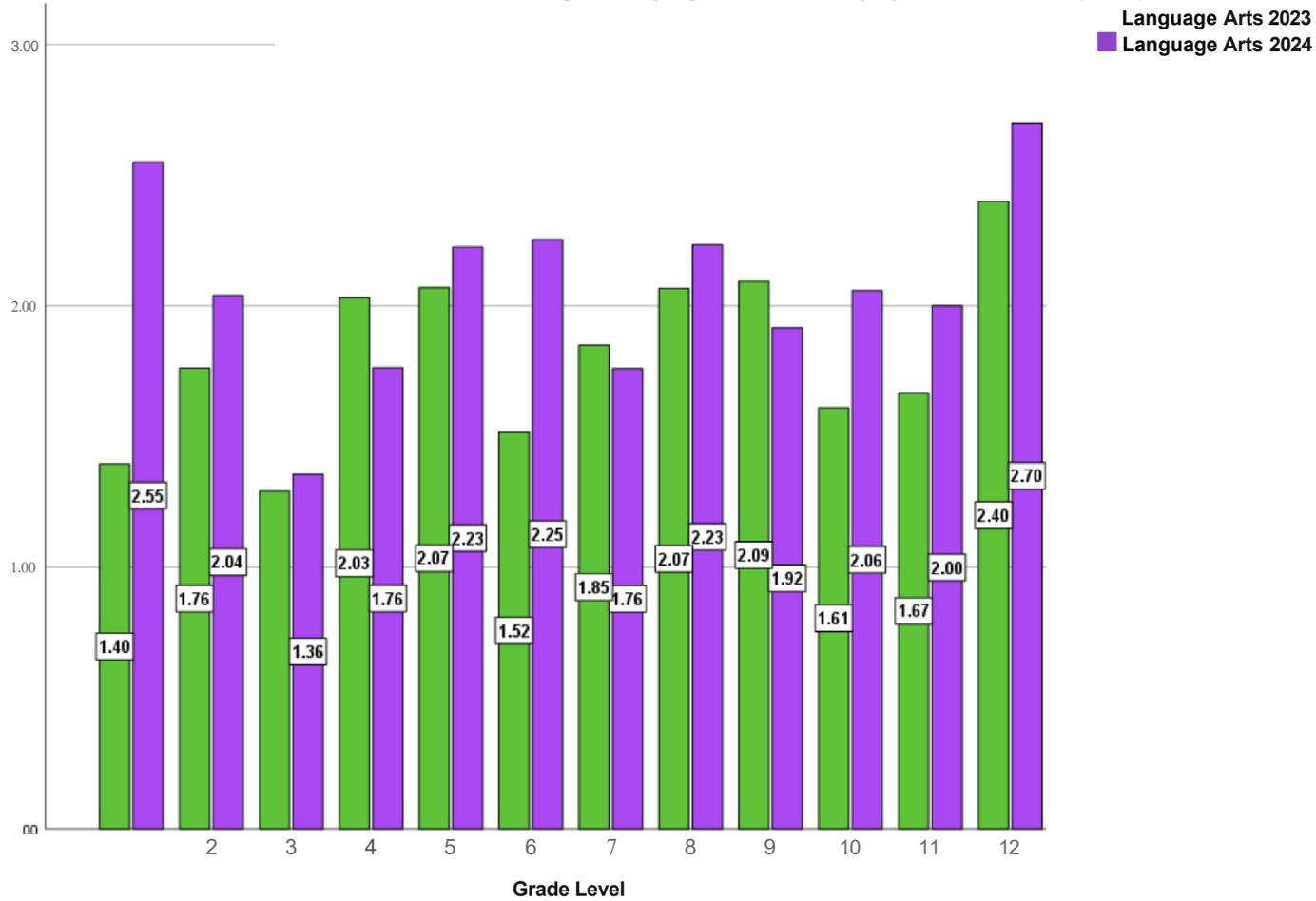


Utah State Migrant Program: Evaluation 2024  
 Teacher Ratings of Language Arts Proficiency By Grade 2023-2024 (N = 86)



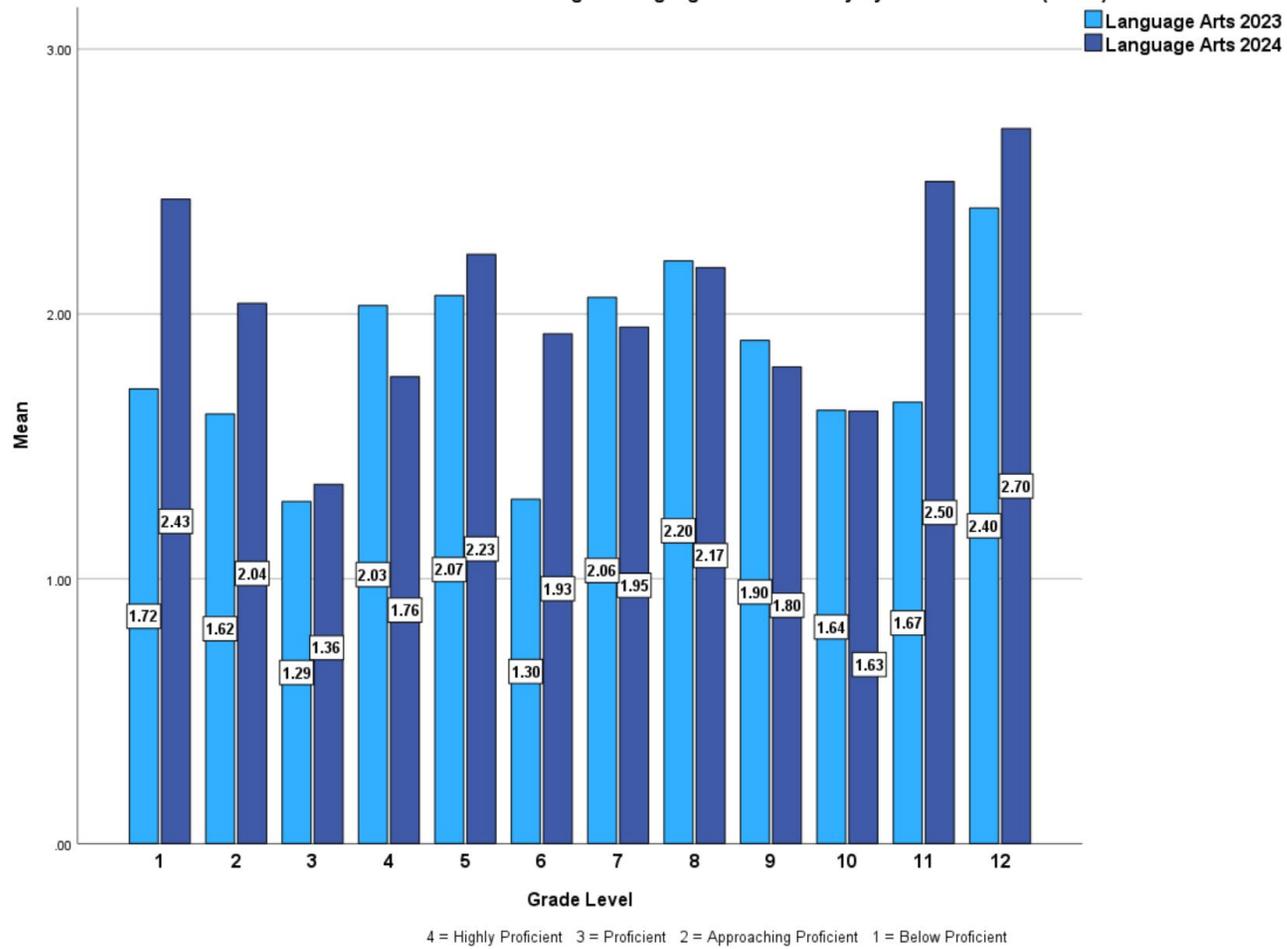
Utah State Migrant Program: Evaluation 2024

PFS Students: Teacher Ratings of Language Arts Proficiency By Grade 2023-2024 (N = 52)

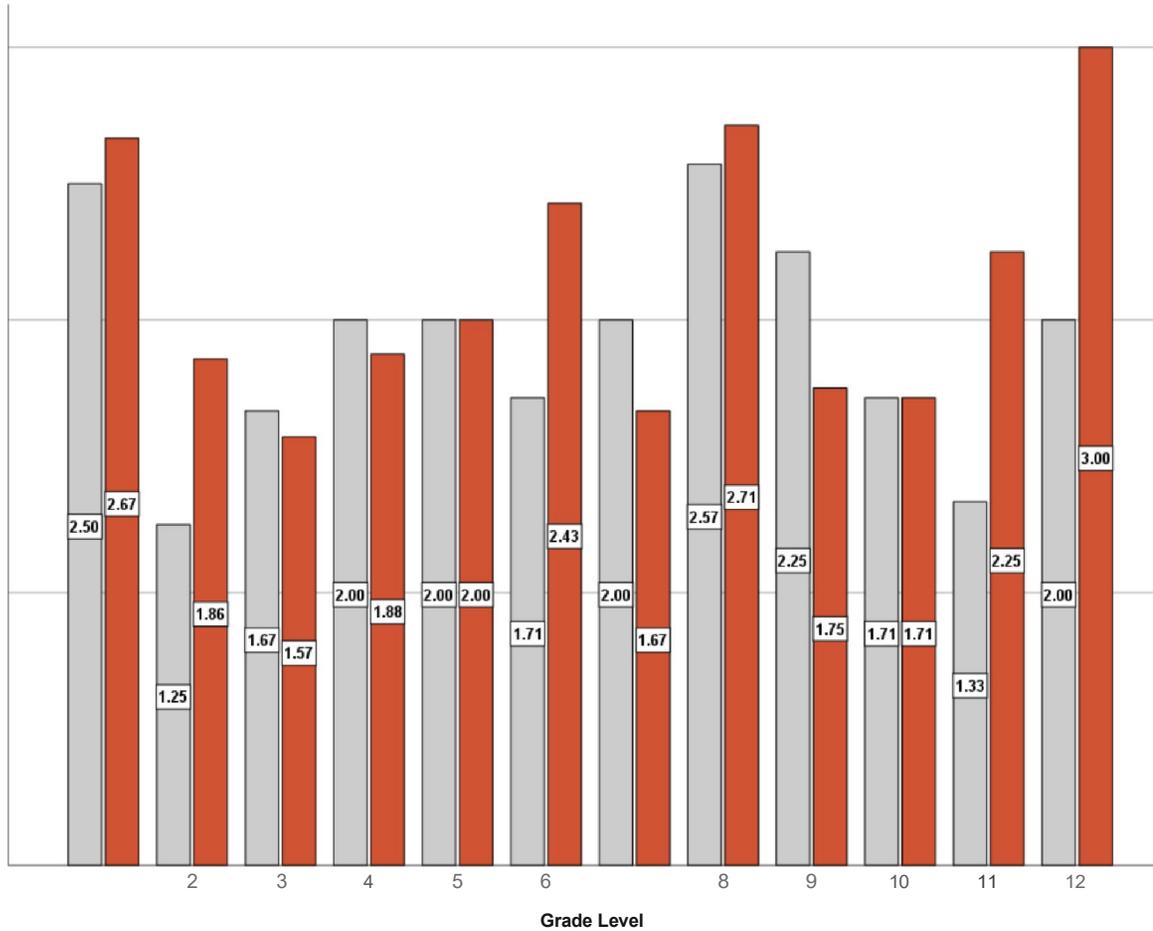


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah State Migrant Program: Evaluation 2024  
 EL Students: Teacher Ratings of Language Arts Proficiency By Grade 2023-2024 (N = 53)



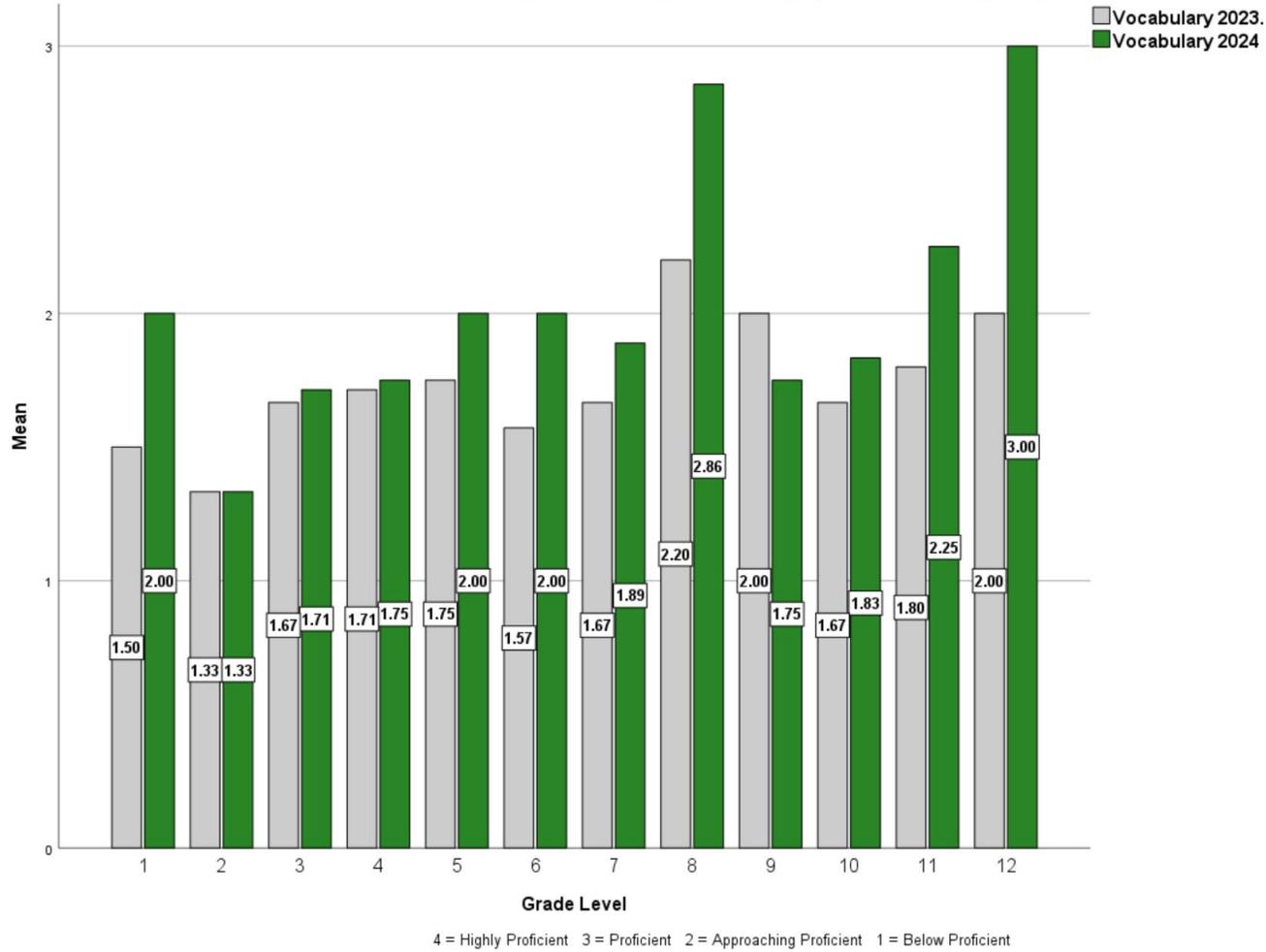
Utah State Migrant Program: Evaluation 2024  
 Teacher Ratings of Proficiency in Comprehension By Grade 2023-2024 (N = 78)



■ Comprehension 2023.  
■ Comprehension 2024.

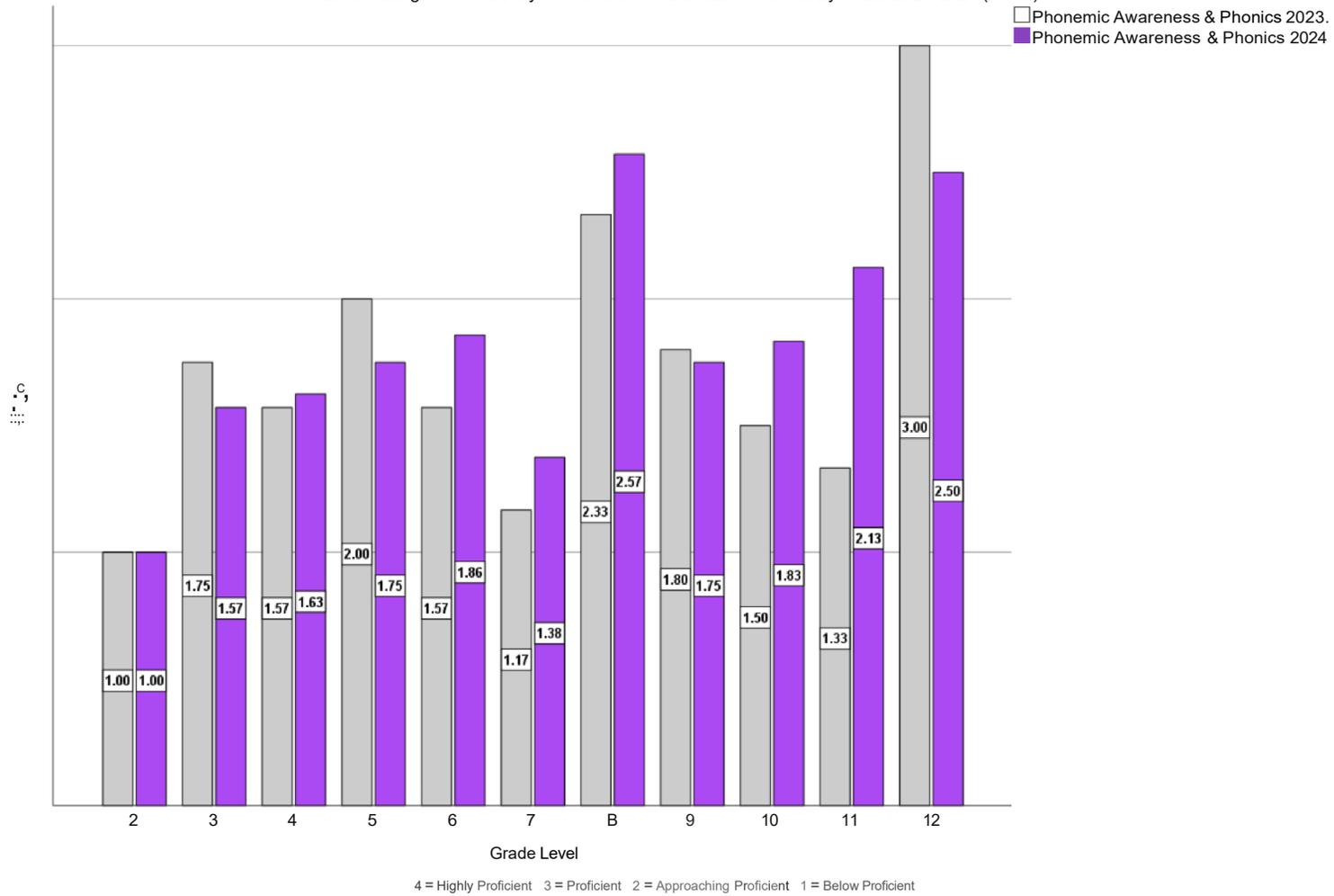
4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah State Migrant Program: Evaluation 2024  
 Teacher Ratings of Proficiency in Vocabulary By Grade 2023-2024 (N = 78)

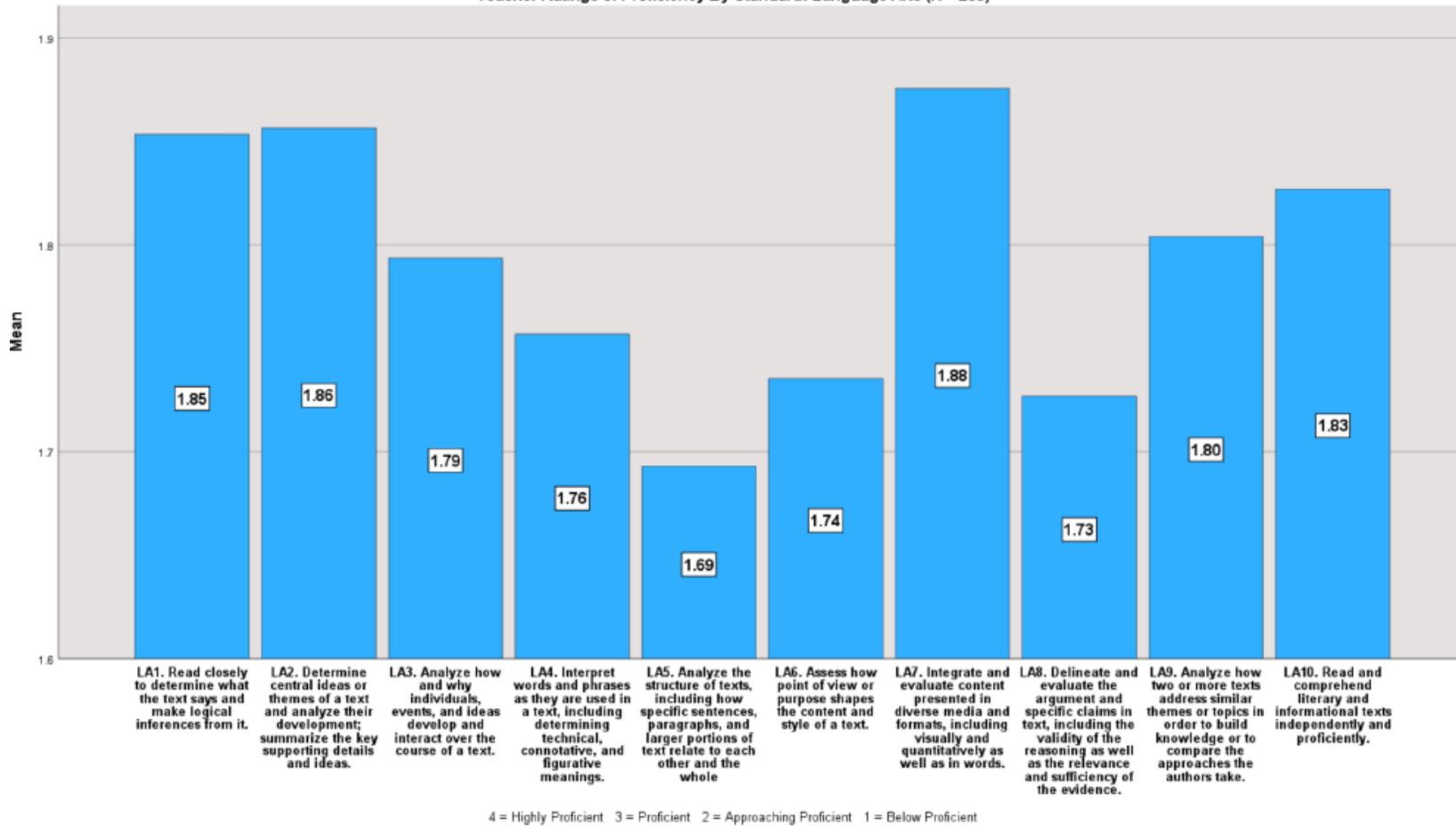


Utah State Migrant Program: Evaluation 2024

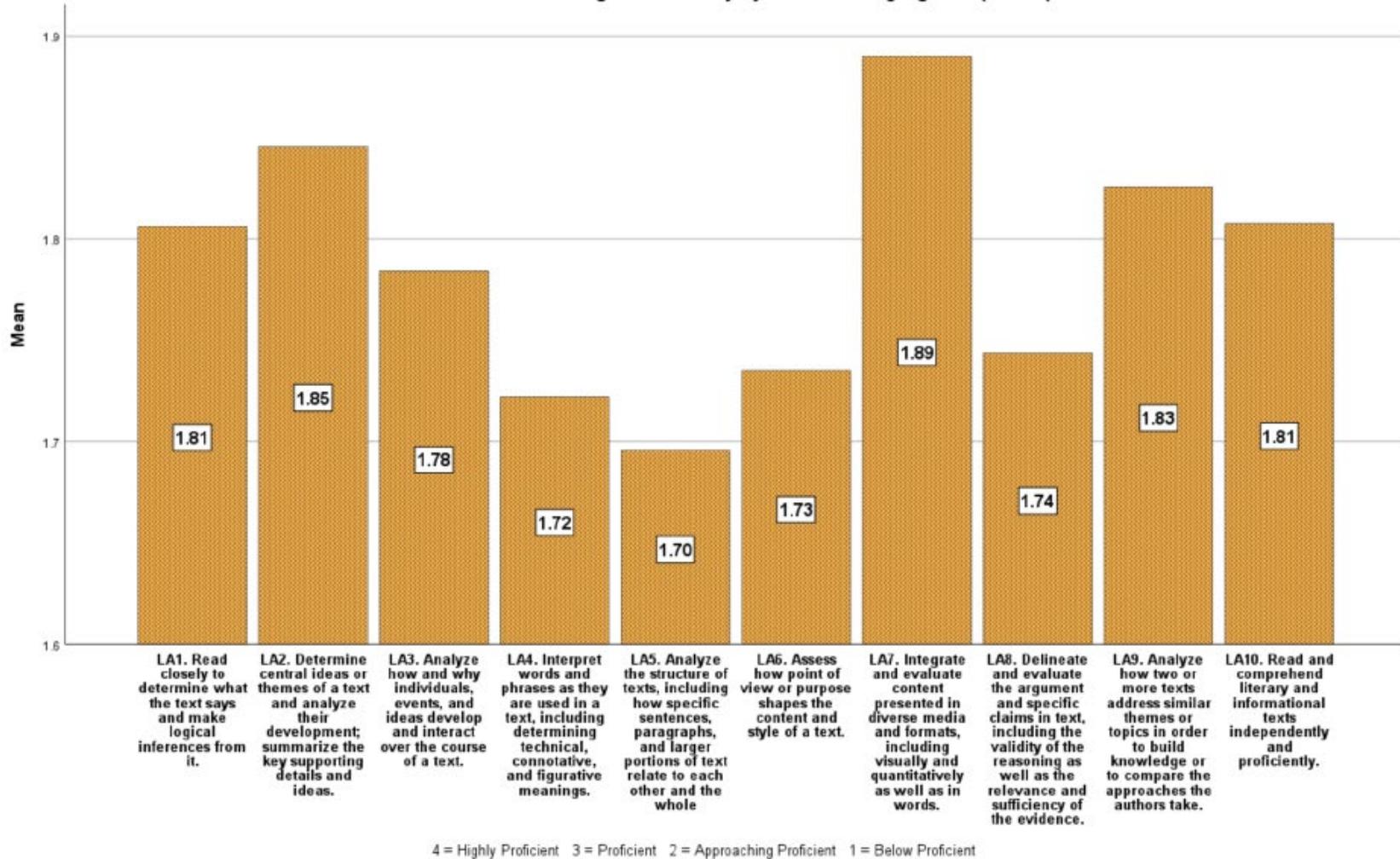
Teacher Ratings of Proficiency in Phonemic Awareness & Phonics By Grade 2023-2024 (N= 78)



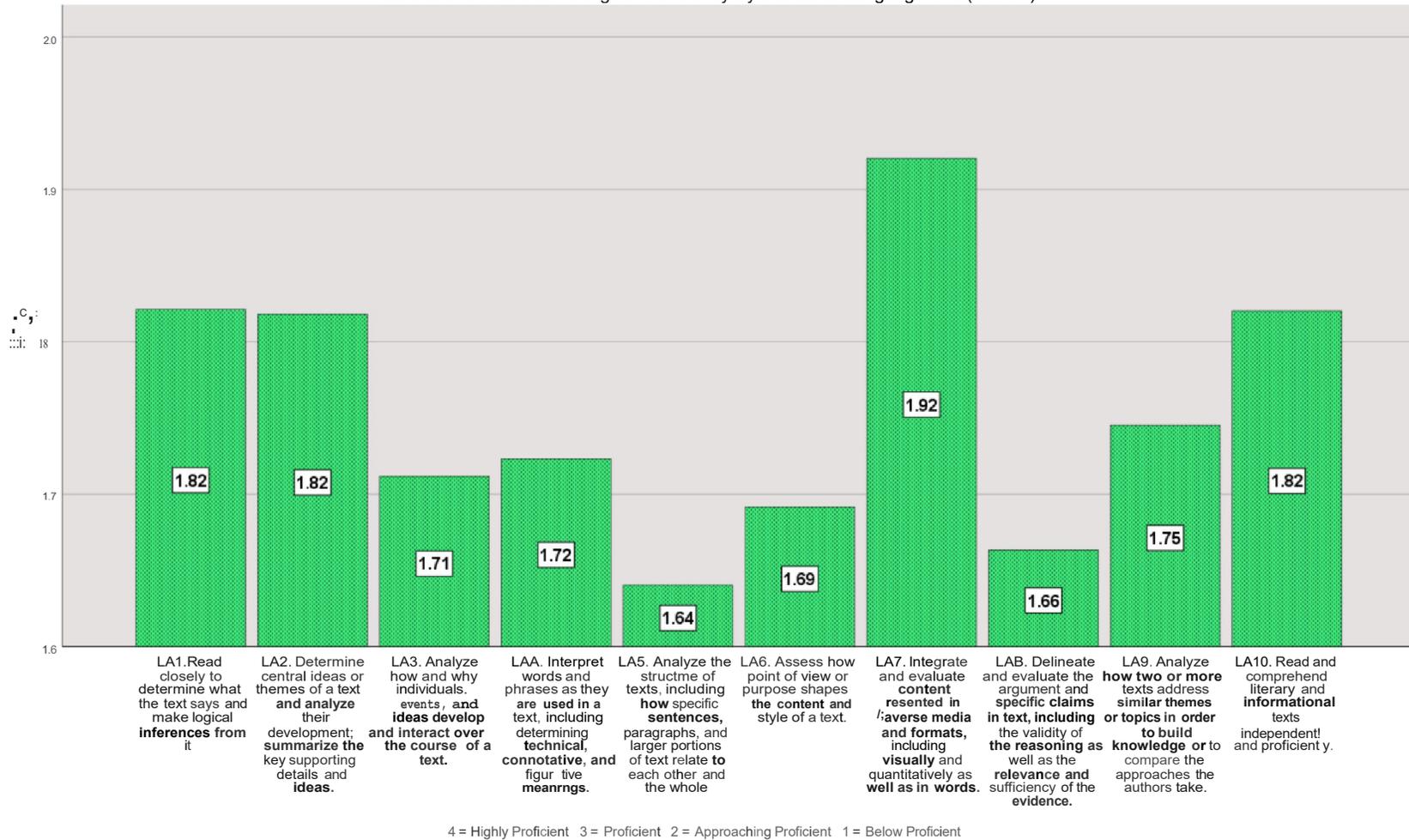
Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings of Proficiency By Standard: Language Arts (N = 265)



Utah Migrant Education Program: Evaluation 2024  
PFS Students: Teacher Ratings of Proficiency By Standard: Language Arts (N = 115)

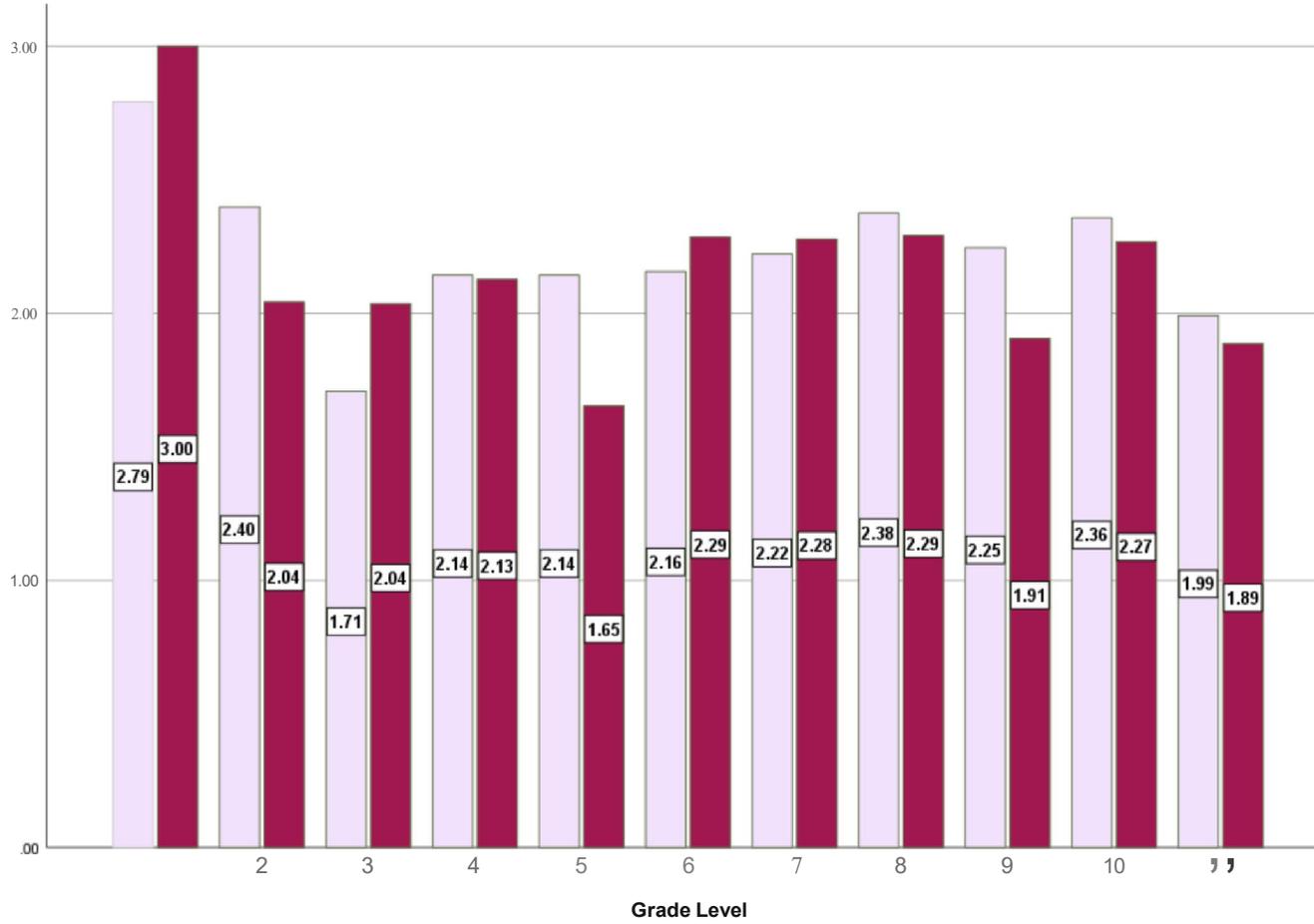


Utah Migrant Education Program: Evaluation 2024  
 EL Students: Teacher Ratings of Proficiency By Standard: Language Arts (N = 141)



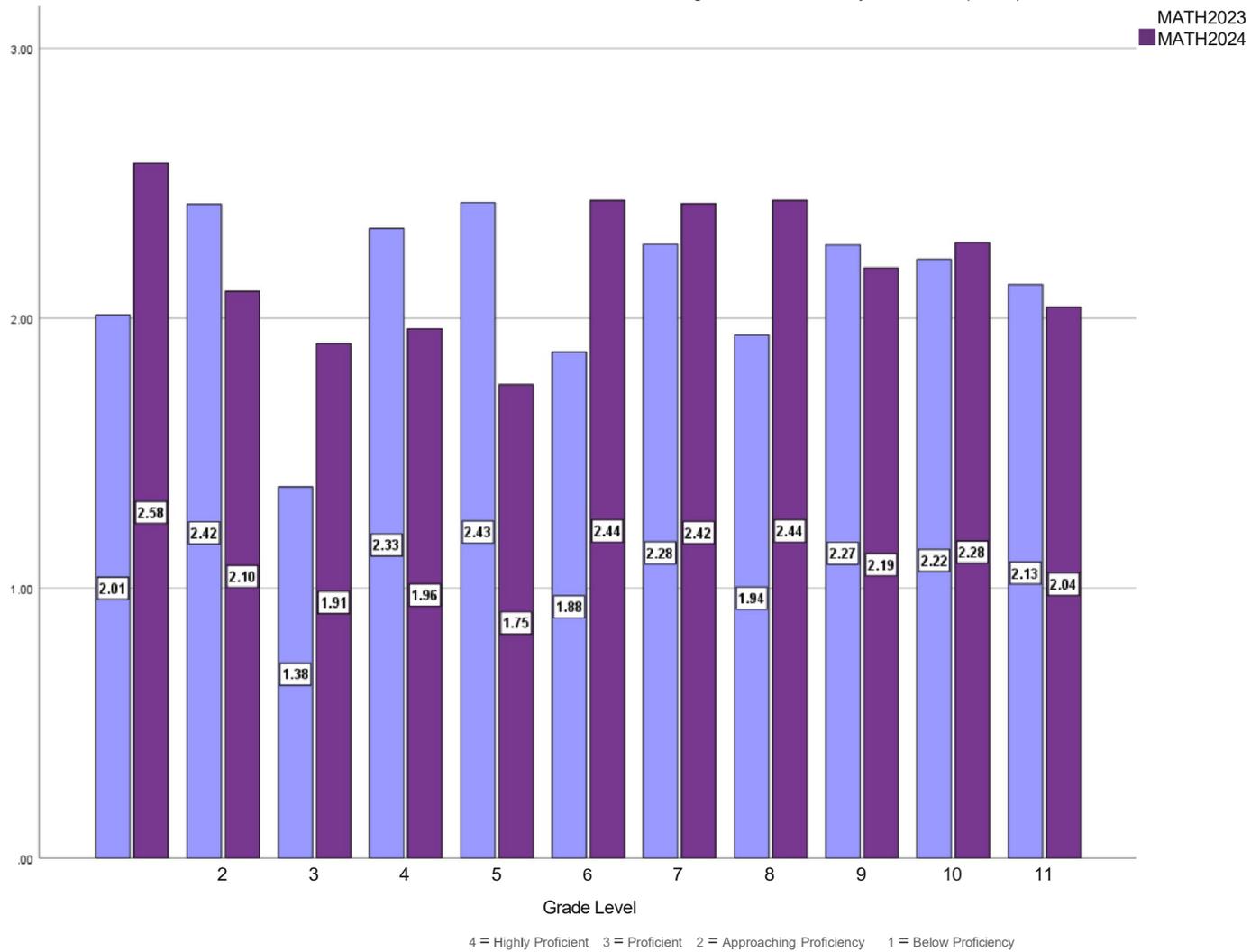
Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings of Math Proficiency 2023-2024 (N = 78)

Math Proficiency 2023  
 Math Proficiency 2024

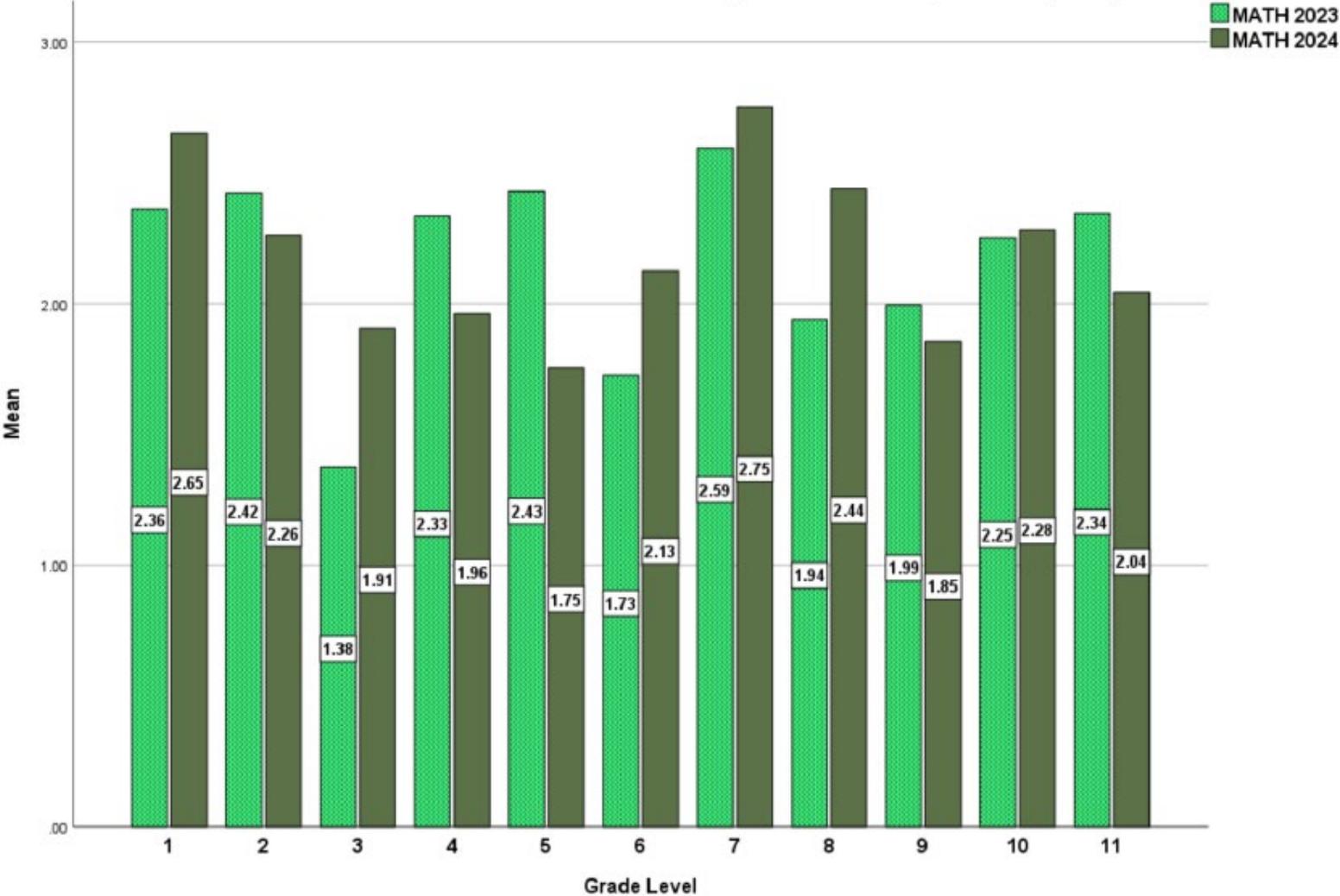


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficiency 1 = Below Proficiency

Utah Migrant Education Program: Evaluation 2024  
PFS Students Teacher Ratings of Math Proficiency 2023-2024 (N= 53)

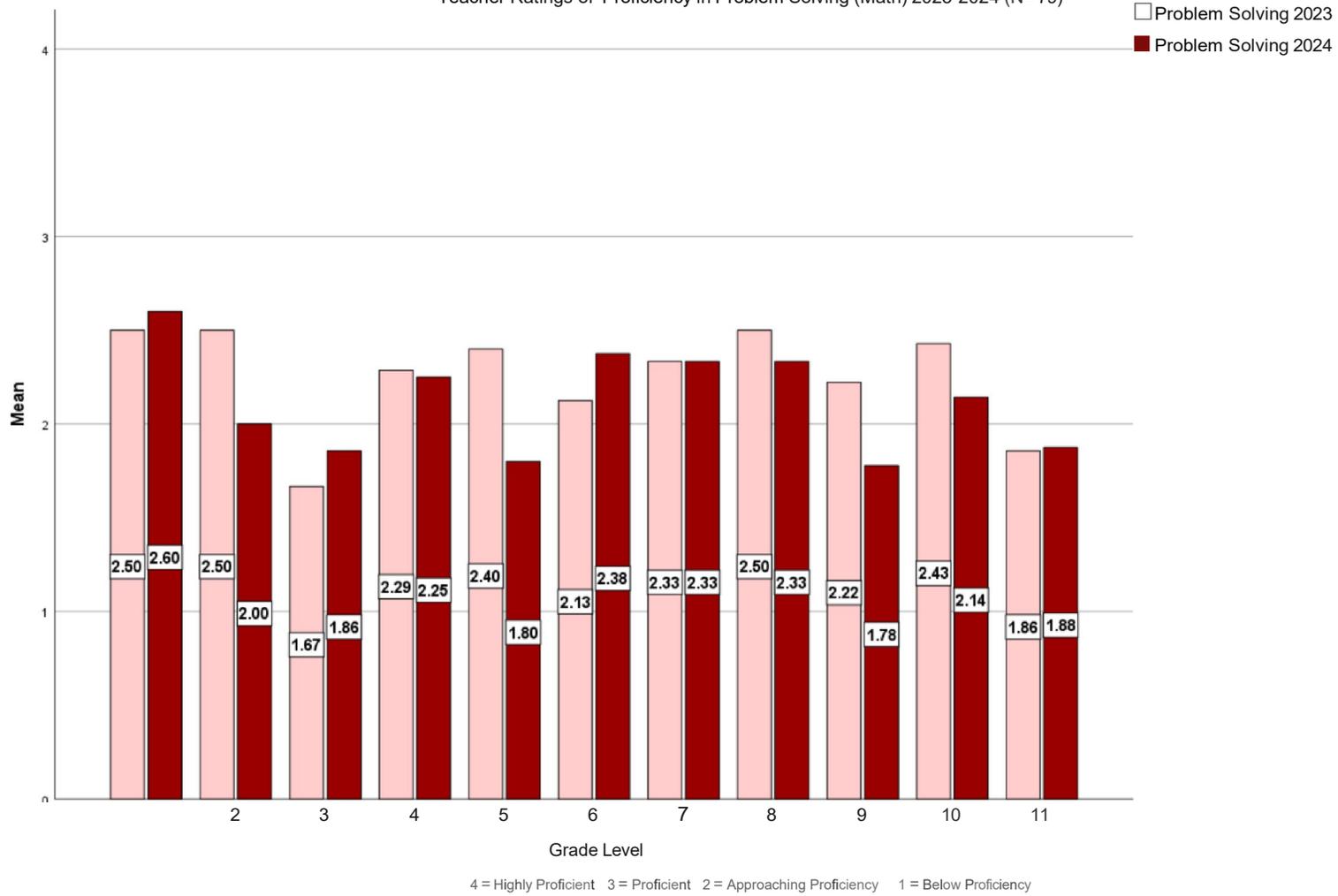


Utah Migrant Education Program: Evaluation 2024  
 EL Students Teacher Ratings of Math Proficiency 2023-2024 (N = 53)

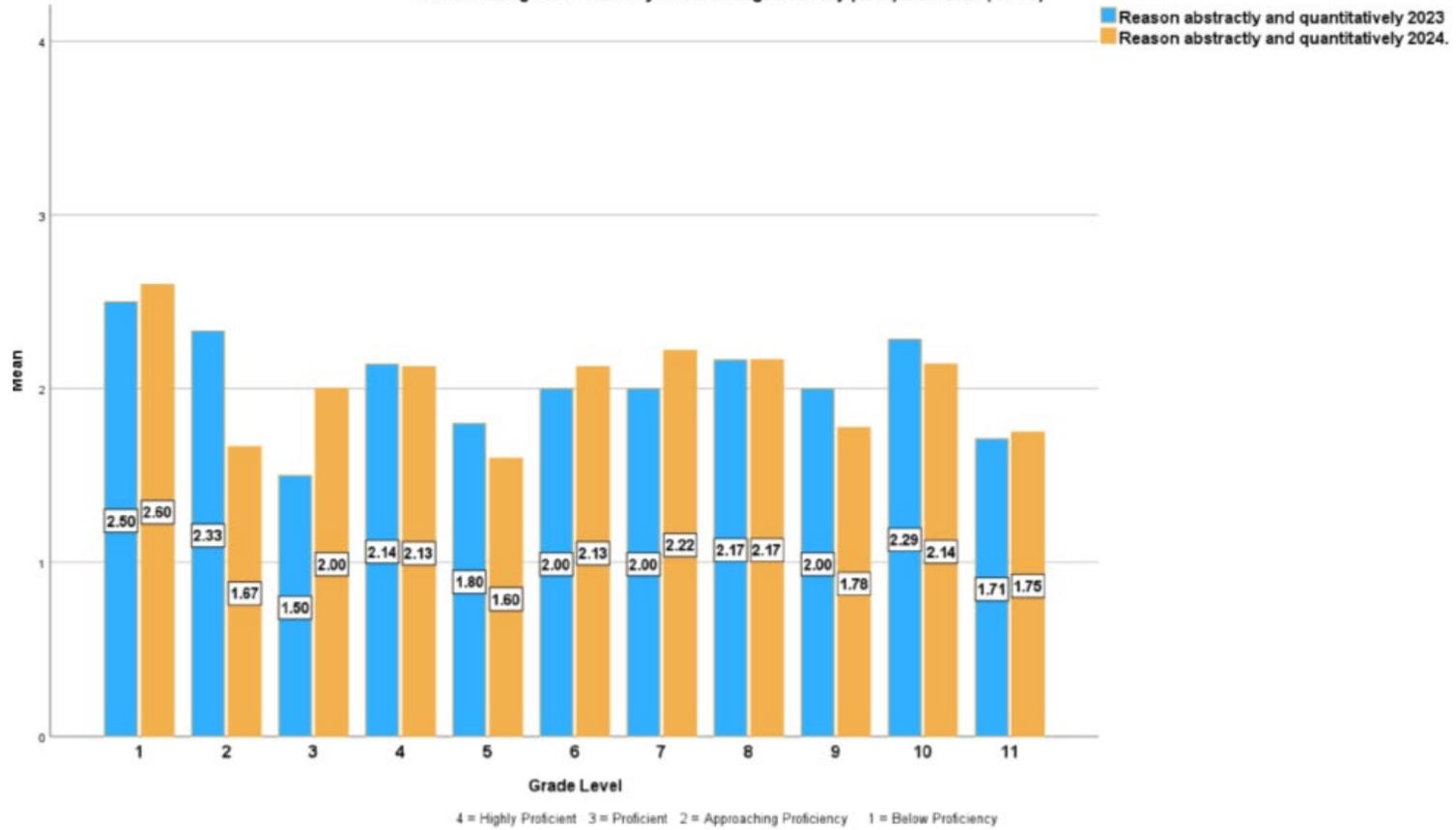


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficiency 1 = Below Proficiency

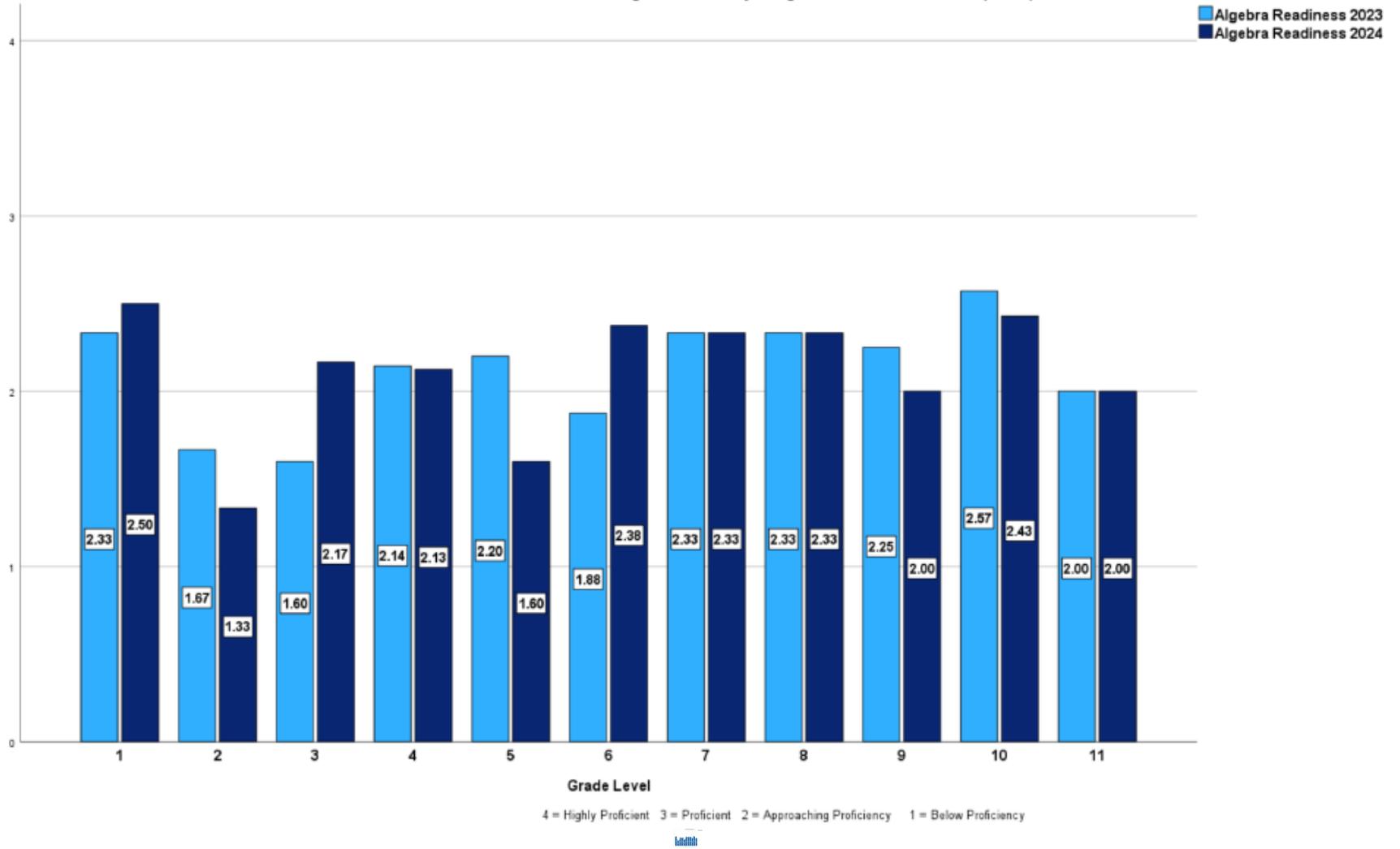
Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings of Proficiency in Problem Solving (Math) 2023-2024 (N=79)



Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings of Proficiency in Reasoning Abstractly (Math) 2023-2024 (N = 79)

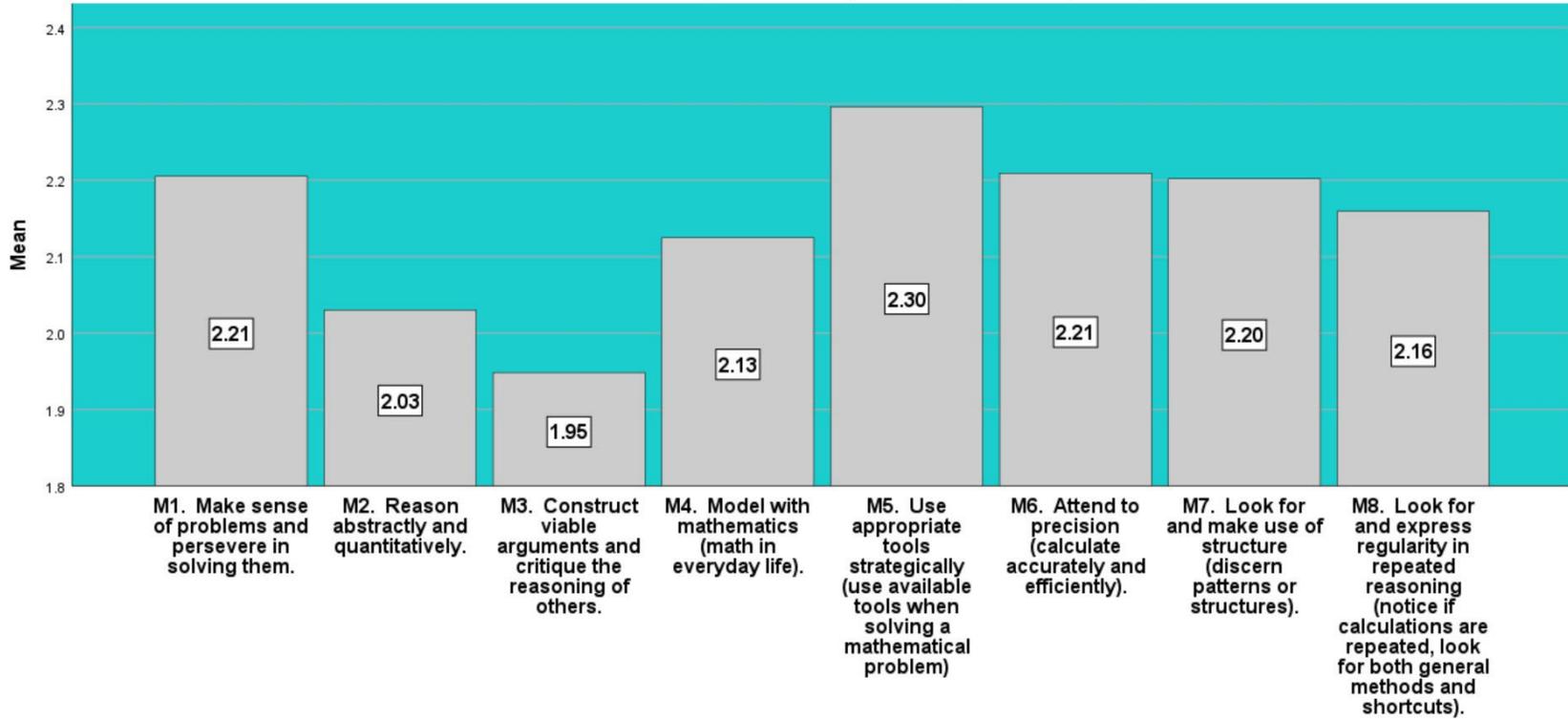


Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings of Proficiency in Algebra Readiness 2023-2024 (N = 73)



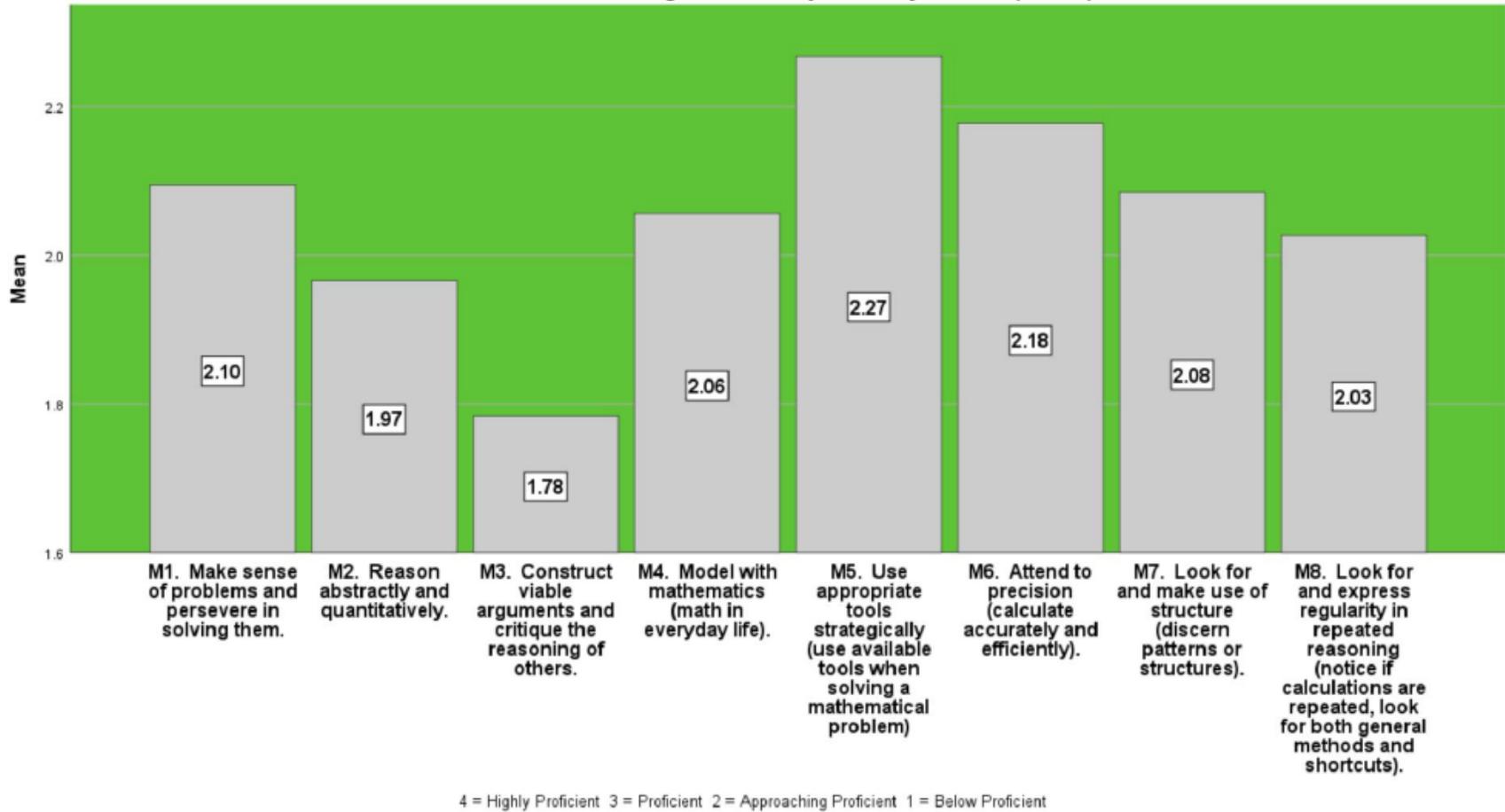
Utah Migrant Education Program: Evaluation 2024

PFS Students: Teacher Ratings of Proficiency in Math By Standard (N = 115)

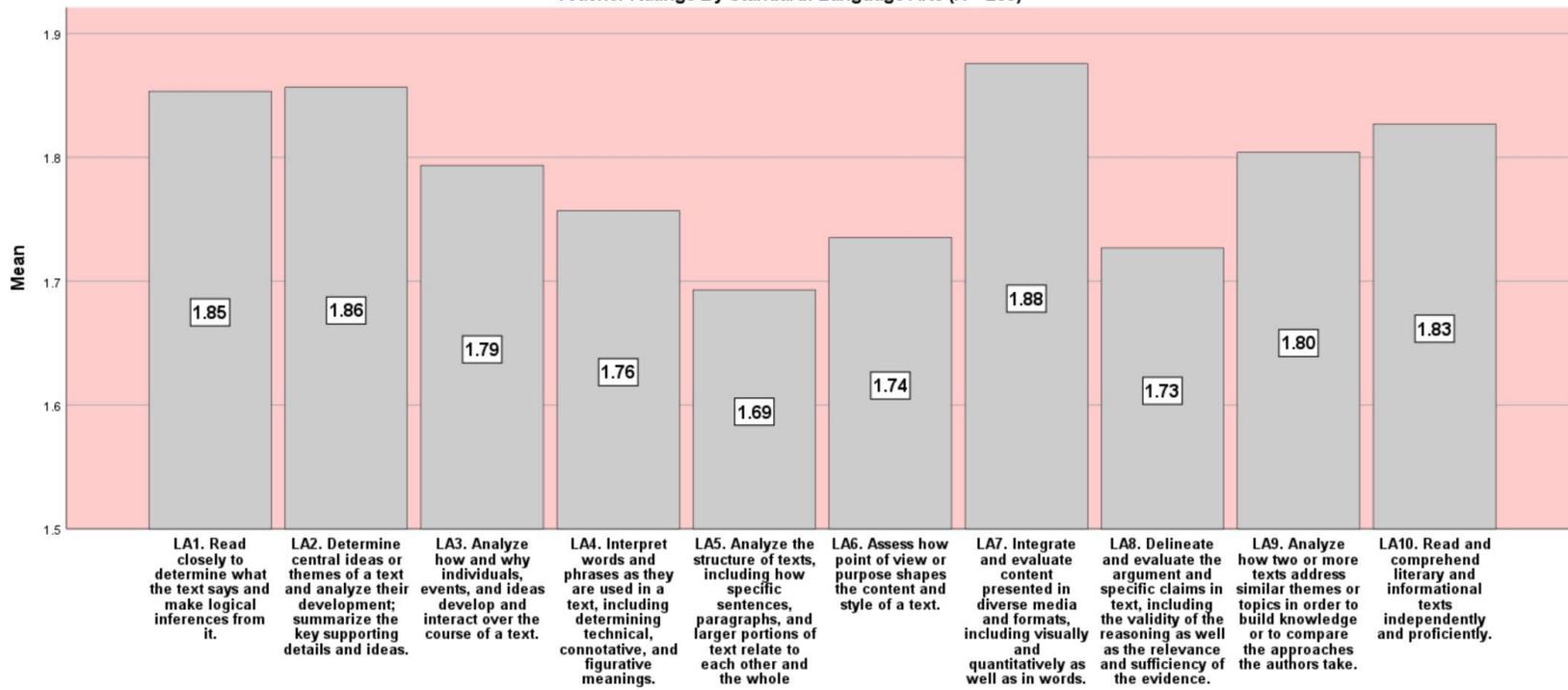


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah Migrant Education Program: Evaluation 2024  
 EL Students: Teacher Ratings of Proficiency in Math By Standard (N = 141)

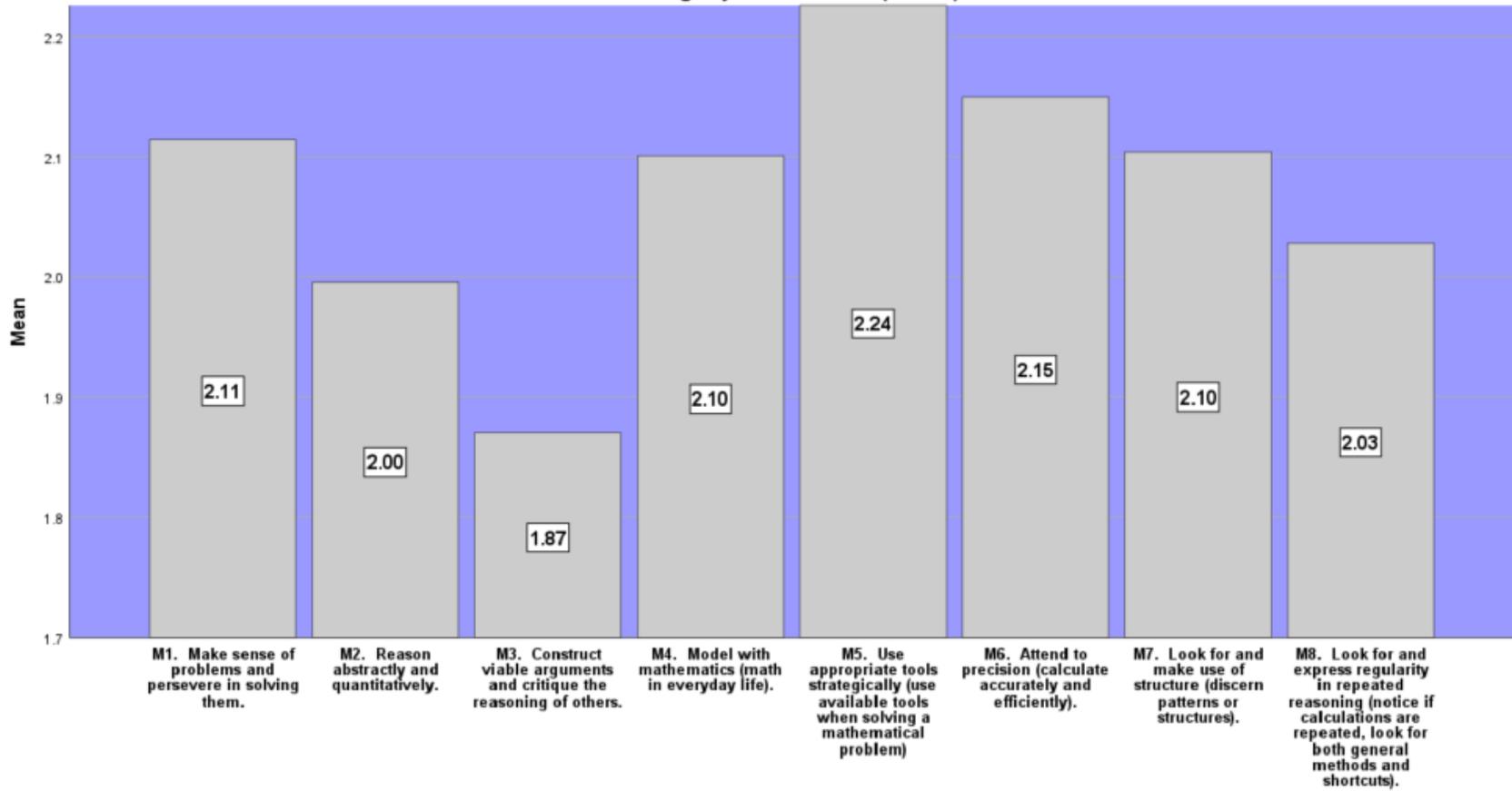


Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings By Standard: Language Arts (N = 265)



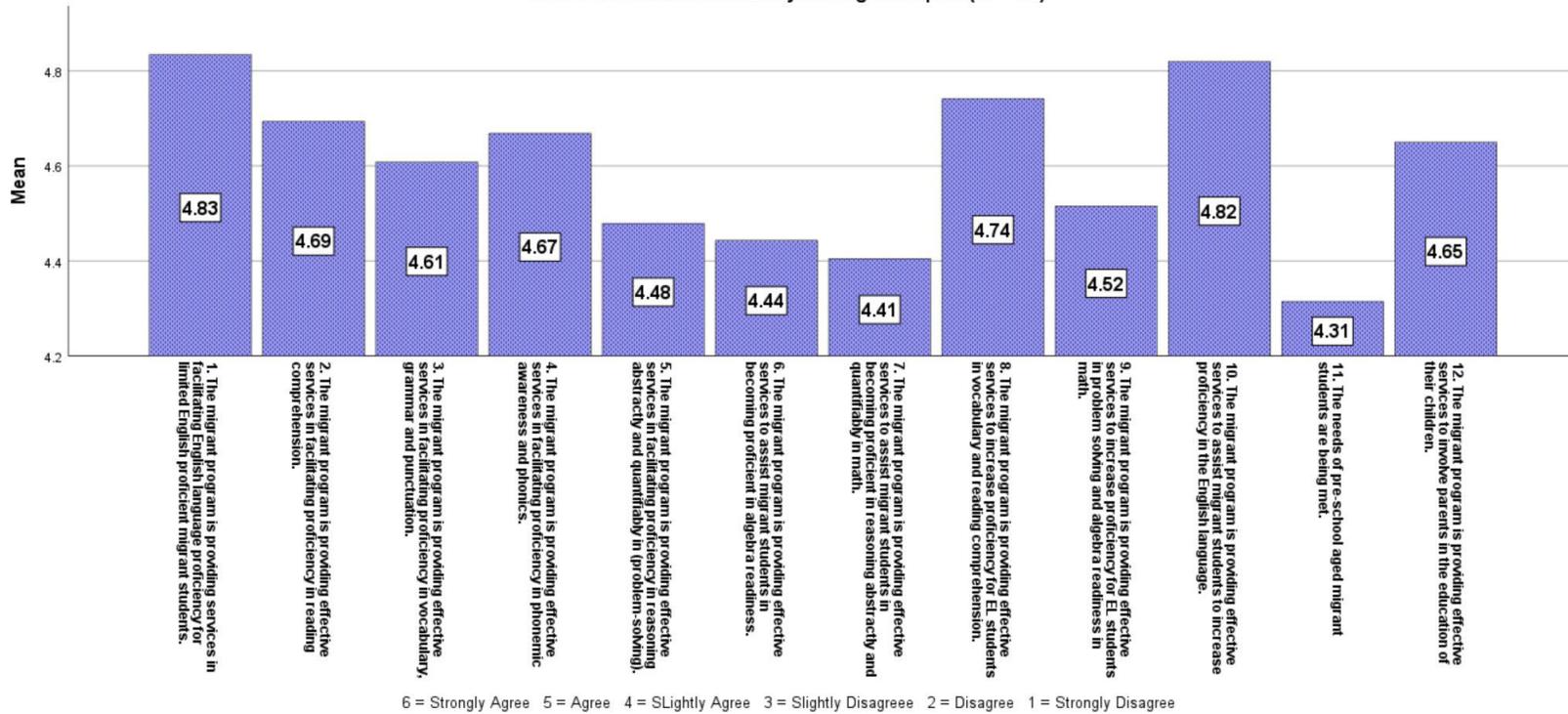
4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

Utah Migrant Education Program: Evaluation 2024  
 Teacher Ratings By Standard: Math (N = 265)

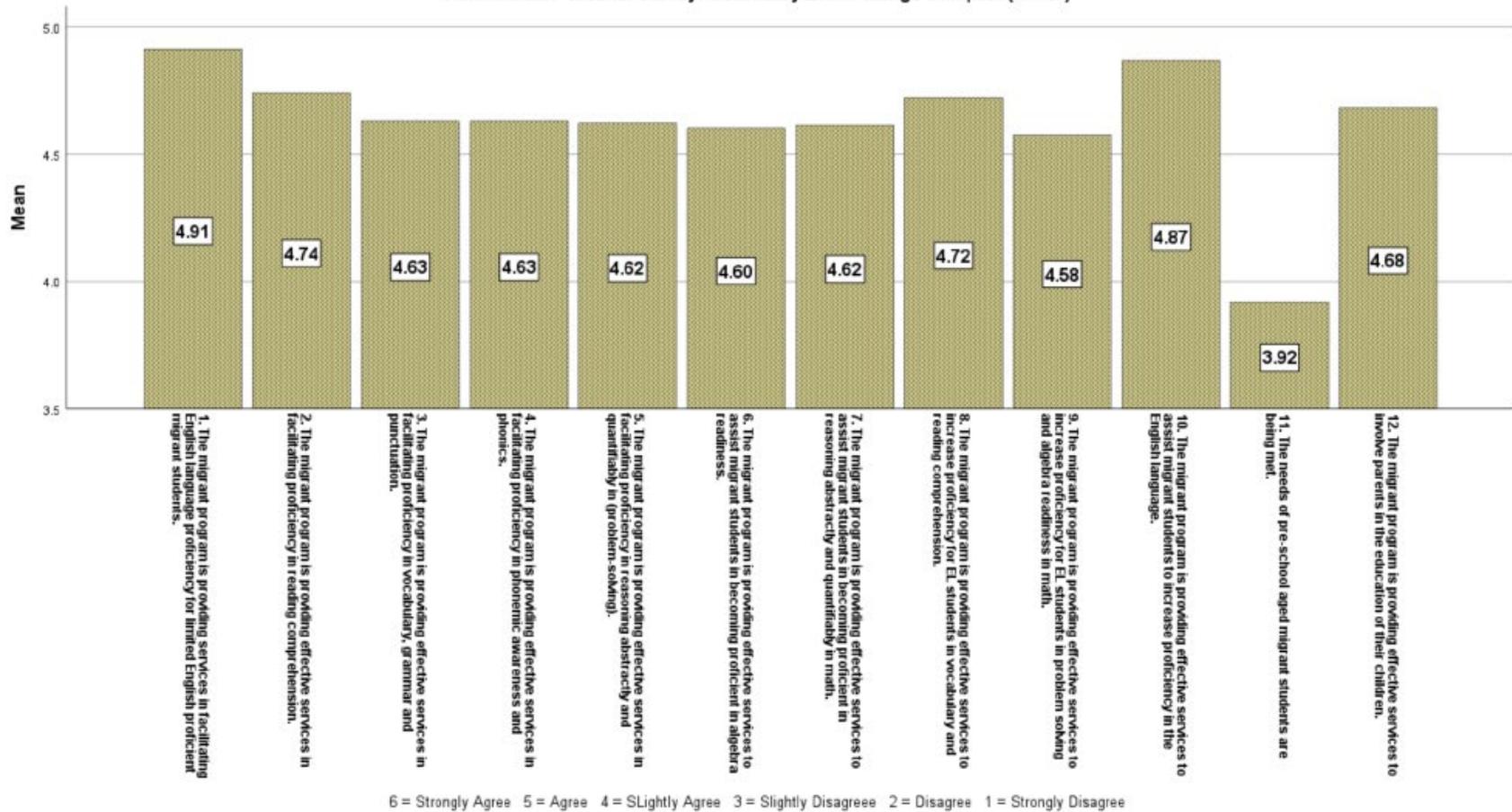


4 = Highly Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient

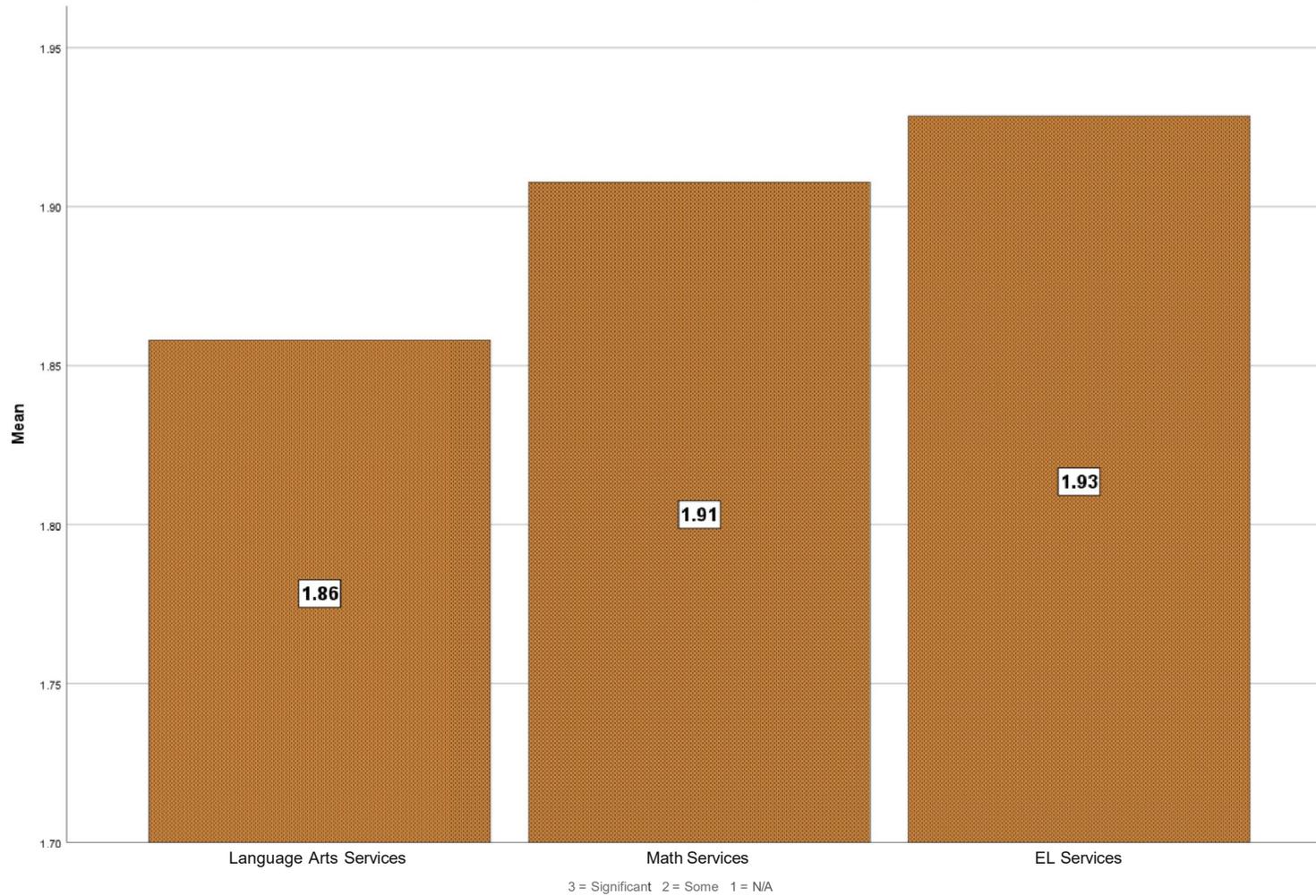
Utah Migrant Education Program: Evaluation 2024  
 Administrator-Teacher Survey: Ratings of Impact (N = 182)



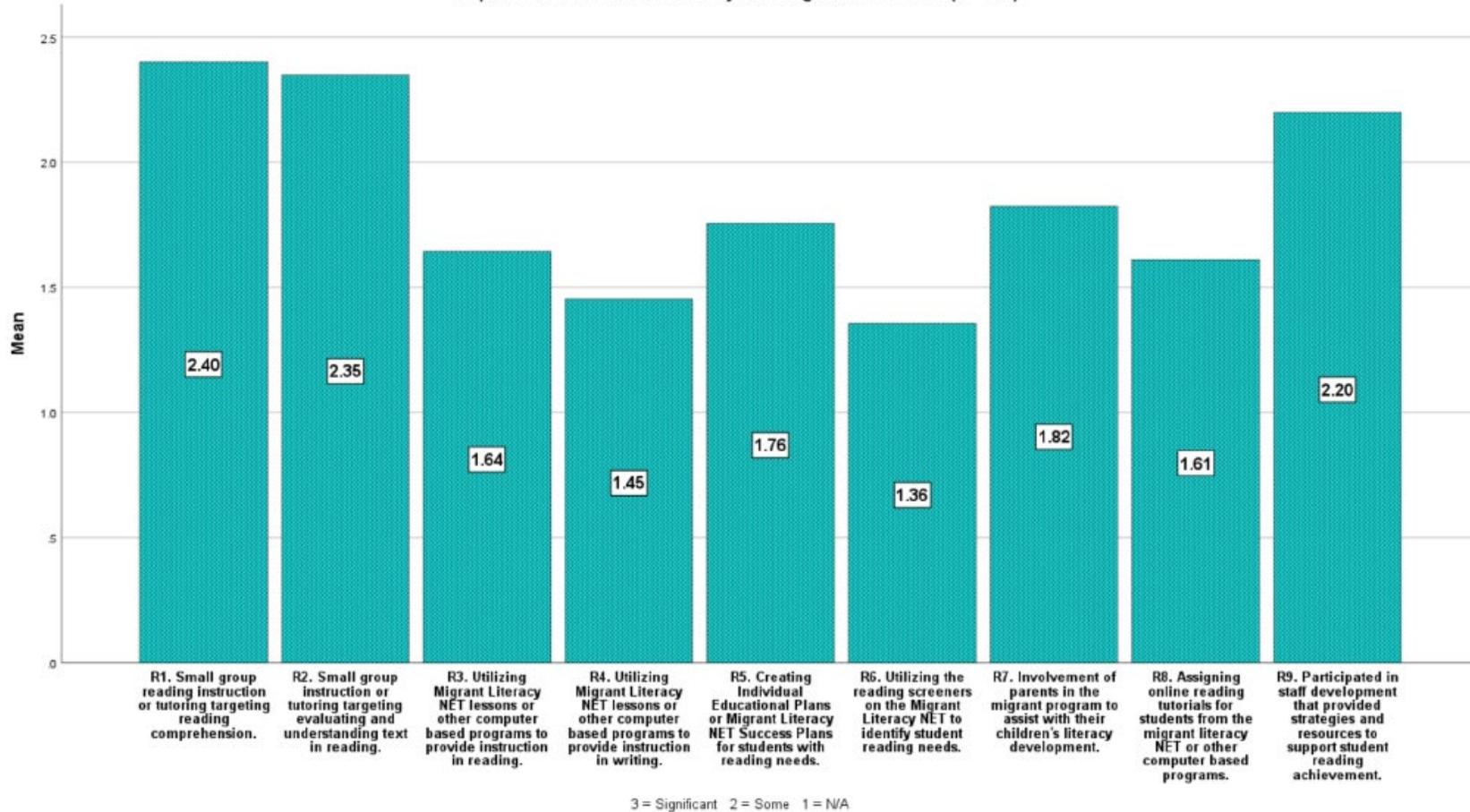
Utah Migrant Education Program: Evaluation 2024  
 Administrator-Teacher Survey: Secondary Level Ratings of Impact (N = 47)



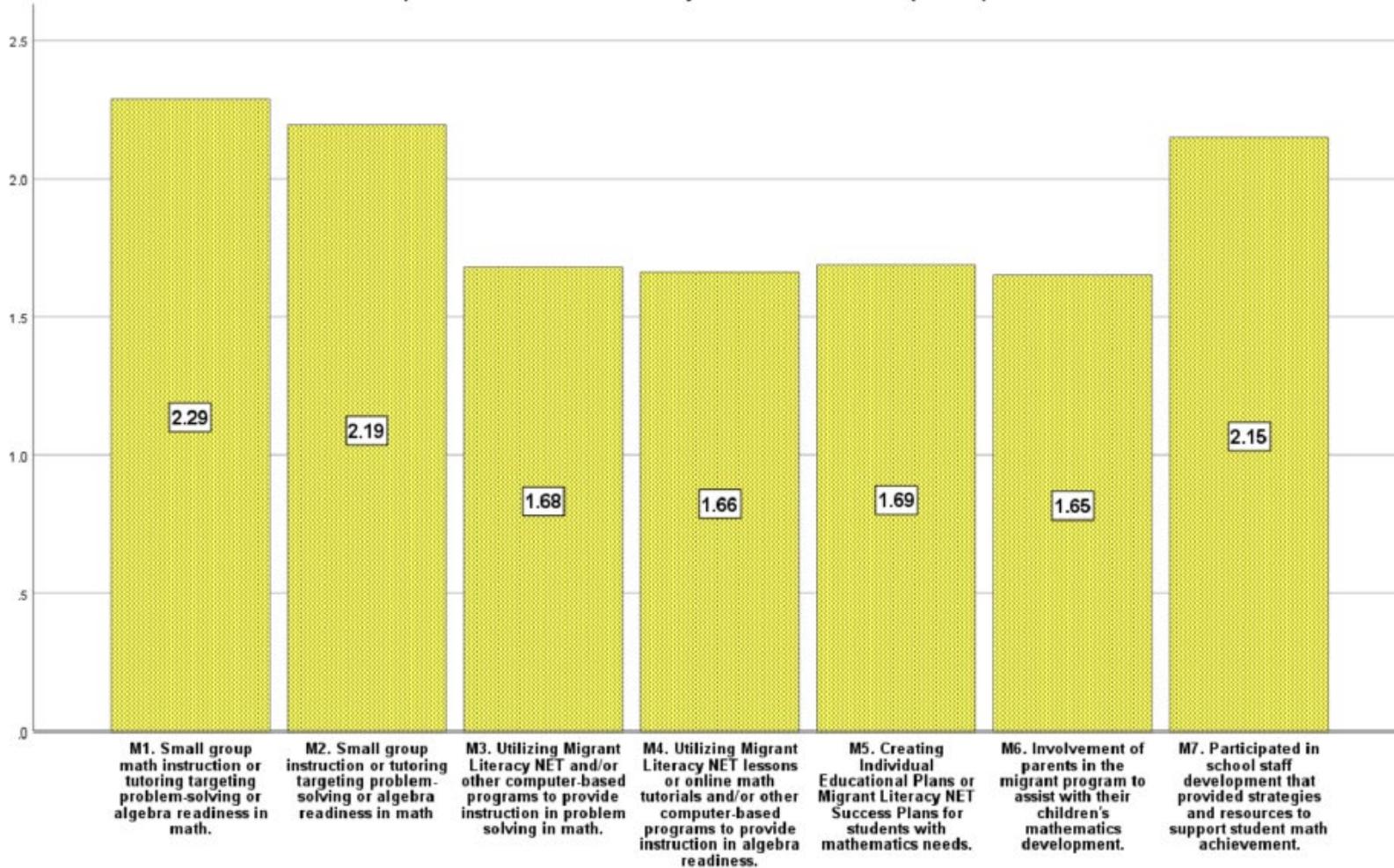
Utah Migrant Education Program: Evaluation 2024  
Implementation of Services Survey: Performance Targets Level of Service (N = 175)



Utah Migrant Education Program: Evaluation 2024  
 Implementation of Services Survey: Reading Services Levels (N = 175)

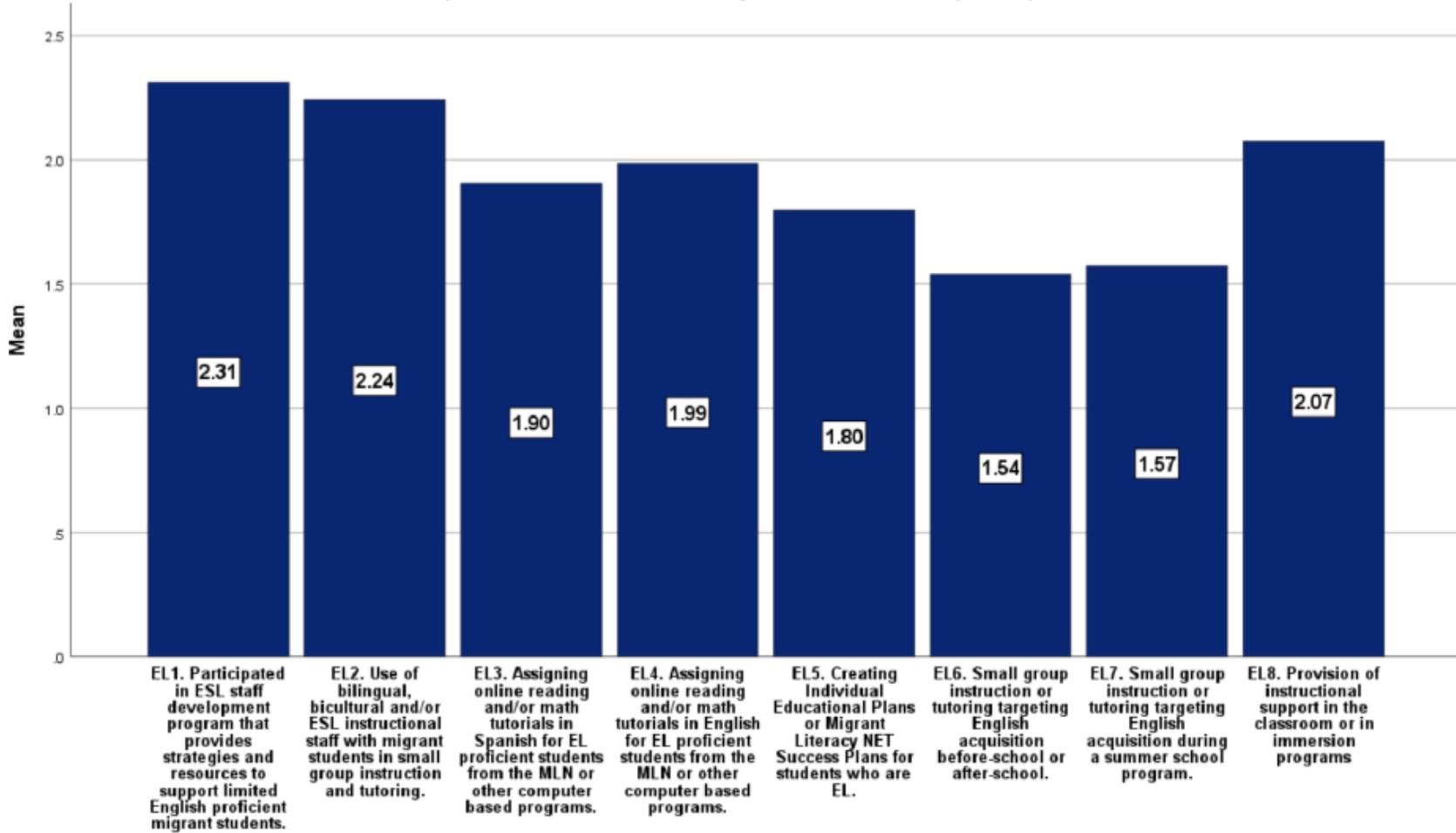


Utah Migrant Education Program: Evaluation 2024  
 Implementation of Services Survey: Math Services Levels (N = 175)



3 = Significant 2 = Some 1 = N/A

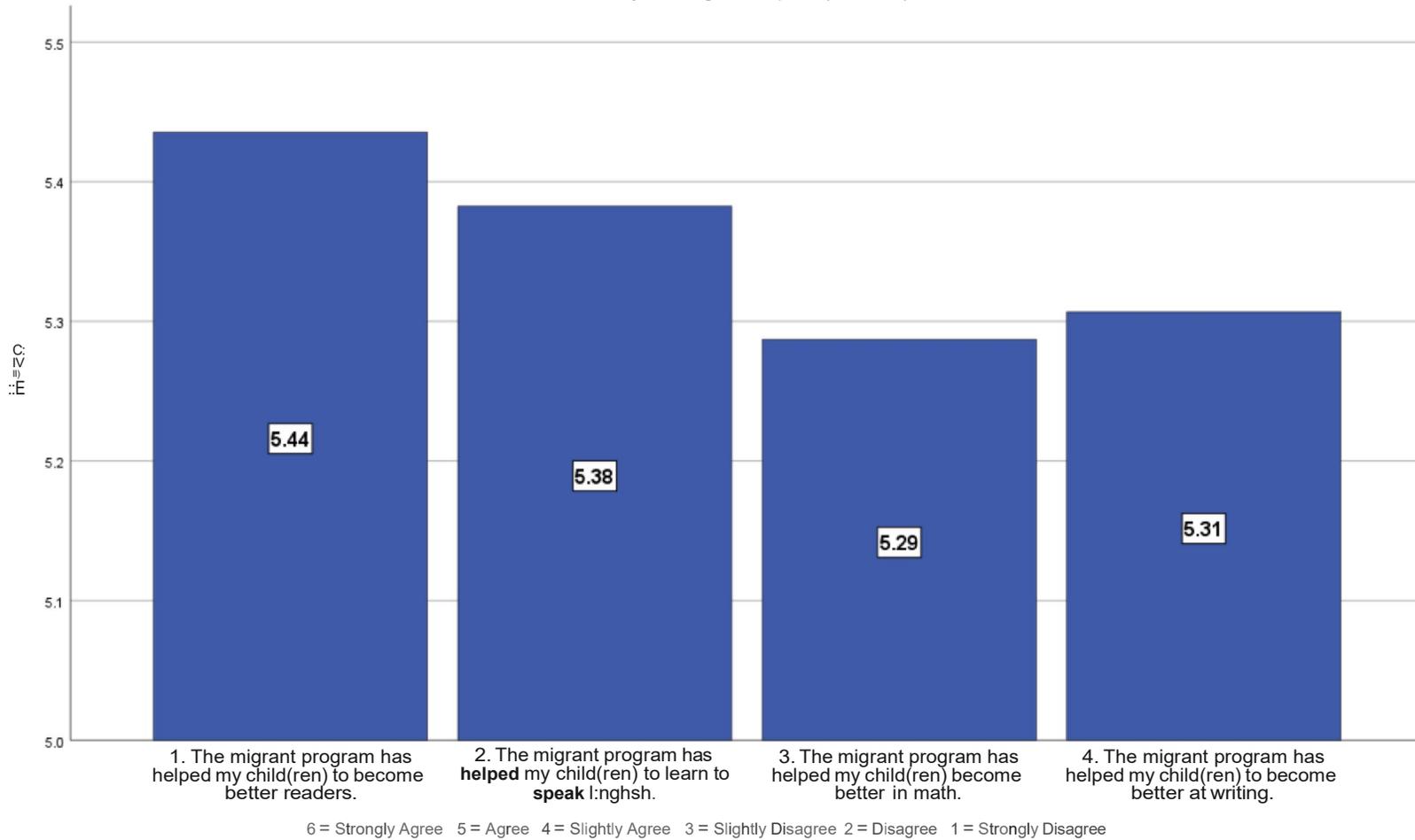
**Utah Migrant Education Program: Evaluation 2024**  
**Implementation of Services Survey: EL Services Levels (N = 175)**



3 = Significant 2 = Some 1 = N/A

Utah Migrant Education Program: Evaluation 2024

Parent Survey: Ratings of Impact (N = 102)



Utah Migrant Education Program: Evaluation 2024

Parent Ratings of MEP Overall (N = 102)

