2019-20 Migrant Education Program Evaluation Results

Alaska Department of Education & Early Development

July 2021
Background
Key Acronyms

• CNA – Comprehensive Needs Assessment
• MEP – Migrant Education Program
• FSI – Fidelity of Strategy Implementation
• GPRA – Government Performance and Results Act
• ID&R – Identification and Recruitment
• MPO – Measurable Program Outcome
• OME – Office of Migrant Education
• PFS – Priority for Services
• SDP – Service Delivery Plan
Executive Summary 2019-20

- **12,949** migratory children identified
- **77%** received an MEP support or instructional service
- **24%** received summer services
- **6 of 10** MPOs were met
- Strategy implementation was rated **3.7 out of 5.0**
The statute, regulations, and non-regulatory guidance are 3 main sources that inform and guide MEP CNAs, SDPs, and Evaluations

- **Statute**: Section 1306 of ESSA (CNA/SDP); Section 75.118 and 75.590 in Uniform Guidance (Evaluation)
- **Regulations**: 34 C.F.R. §§ 200.83 (CNA/SDP); 34 C.F.R. §§ 200.84 (Evaluation)
- **Non-Regulatory Guidance**: Chapter IV (CNA/SDP); Chapter VIII (Evaluation)
Key Evaluation Requirements

• The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intercession activities and services contained within the SDP.

• The State MEP collects performance results data on MPOs established in the SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students.
Data Sources

- Student achievement results (e.g., statewide summative assessment results, graduation rates, dropout rates)
- Migrant Reports from Districts (e.g., Mass Withdrawal, Summer Withdrawal, Course History, Priority for Services)
- Demographic data from MIS2000
- Parent surveys
- Staff surveys
- District Fidelity of Strategy Implementation (FSI) results
- Anecdotal data from staff and parents
Why do we evaluate the Migrant Education Program?

• Help, educators, parents, and community leaders find out what works and what doesn’t
• Evaluate the success of education initiatives
• Identify highly successful practices
• Help programs target areas for improvement
• Show what programs are doing to achieve excellence
Demographics and Services Overview
Migratory Children Identified 2016-17 through 2019-20

- 2016-17: 12,964
- 2017-18: 9,679
- 2018-19: 13,344
- 2019-20: 12,949
Demographics

Percentages of students identified who have priority for services (PFS), English learners (ELs), eligible for the Individuals with Disabilities Education Act (IDEA), and currently mobile children who made a qualifying move in 2019-20.
Supplemental Services

- Percent of migratory children receiving Title I-C funded supplemental services in 2019-20

![Bar chart showing percentages of migratory children receiving Title I-C funded supplemental services for different categories: All, PFS, and non-PFS. The chart indicates that 90% received any service, with 77% for All, 90% for PFS, and 72% for non-PFS.]
Number of Migratory Children Receiving Each Type of Service

- Educational Support Resources: 5893
- Literacy Support: 5796
- Social Work, Outreach or Advocacy, Nutrition, etc.: 3018
- Other Academic Content or Study Skills Support: 2014
- Math by Teacher: 1876
- Math by Non-Certificated: 1829
- Academic Success Coaching: 1815
- Science: 1743
- Reading by Teacher: 1718
- Literacy Support w/ Instructional Service by Teacher: 1553
- Language Arts by Teacher: 1547
- Reading by Non-Certificated: 1471
- Language Arts by Non-Certificated: 1254
- Social Studies: 1077
- Counseling: 327
- Preschool: 141
- Career and Technical Education: 141
- High School Credit Accrual: 86

*An Excellent Education for Every Student Every Day*
Percentages Served by Category

- Instruction, support services, reading, math, credit accrual, and summer services in 2019-20
Fidelity of Strategy Implementation
Evaluating Fidelity of Strategy Implementation

• 2019-20 implementation of the strategies was evaluated using the Fidelity of Strategy Implementation (FSI) Tool

<table>
<thead>
<tr>
<th>Goal Area 1: English Language Arts and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1.1</strong></td>
</tr>
<tr>
<td>Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Level</th>
<th>Not Applicable (did not apply for this strategy – skip to next strategy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Aware</td>
<td>We are not aware that our program applied to implement supplemental ELA instruction for migratory children based on their ELA needs.</td>
</tr>
<tr>
<td>Aware</td>
<td>We are aware that our program applied to implement supplemental ELA instruction for migratory children, but we have not started developing or providing services yet.</td>
</tr>
<tr>
<td>Developing</td>
<td>We are developing supplemental ELA instruction for migratory children identified as PFS, EL, or at-risk of failure, but services were not provided or not targeted to needs.</td>
</tr>
<tr>
<td>Succeeding</td>
<td>We have provided sufficient ELA instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.</td>
</tr>
<tr>
<td>Exceeding</td>
<td>We have provided comprehensive ELA instruction targeted to the appropriate groups based on needs identified through a standards-based assessment, and could share our successful program with other programs in the state.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How was the strategy implemented?</th>
<th>How did you use Title I-C funds?</th>
<th>What documentation is kept on site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum/computer-based intervention</td>
<td>Certified staff</td>
<td>Agendas</td>
</tr>
<tr>
<td>Distance/online instruction</td>
<td>Coordination with partners</td>
<td>Attendance logs</td>
</tr>
<tr>
<td>Enrichment activities/programs</td>
<td>Educational resources/materials</td>
<td>Communication with parents/guardians (flyers, announcements, contact logs, etc.)</td>
</tr>
<tr>
<td>Evidence-based instructional materials/strategies</td>
<td>Electronic devices for check-out</td>
<td>Evaluations/surveys</td>
</tr>
<tr>
<td>Migrant tutor program</td>
<td>Evidence-based supplemental curriculum and materials</td>
<td>Fiscal records</td>
</tr>
<tr>
<td>One-on-one or small group after-school tutoring</td>
<td>Fees for instructional services</td>
<td>Formative assessment results</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>MOUs with partners</td>
<td>Individual learning plans</td>
</tr>
<tr>
<td>Push-in or pull-out intervention</td>
<td>Paraprofessionals</td>
<td>Interim assessment results</td>
</tr>
<tr>
<td>Reading groups/book studies</td>
<td>Professional development</td>
<td>Meeting notes</td>
</tr>
<tr>
<td>Summer school</td>
<td>Software/site licenses (evidence-based programs)</td>
<td>MOUs</td>
</tr>
<tr>
<td>Weekend support</td>
<td>Student travel</td>
<td>Participation of PFS, EL, and at-risk students</td>
</tr>
<tr>
<td>Other:</td>
<td>Support staff</td>
<td>Personnel contracts</td>
</tr>
</tbody>
</table>
Purposes of the FSI Tool

• Informs the **implementation evaluation** of the Alaska MEP as required by OME.

• Measures the level of implementation of each **Strategy** to determine the extent to which MEP services are delivered with fidelity.

• Determines the extent to which MEP services are delivered with **fidelity**.

• Serves as a **self-assessment guide** to local MEPs in implementing migrant-funded services.
Strategy 1.1: Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.

Mean Score: 3.9

Mean: 3.9 with 81% Succeeding+

More districts with succeeding ratings did the following activities:
• Curriculum/computer-based intervention programs/software

Scoring Key
• Not Aware = 1
• Aware = 2
• Developing = 3
• Succeeding = 4
• Exceeding = 5
ELA and Math Strategies (2 of 4)

**Strategy 1.2:** Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

**Mean Score:** 3.8

Mean: 3.8 with 78% Succeeding+
More districts with succeeding ratings did the following activities:
- Curriculum/computer-based intervention programs/software
- Distance/online instruction
- Enrichment activities/programs
ELA and Math Strategies (3 of 4)

**Strategy 1.3:** Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.

Mean Score: 3.6 with 60% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.
ELA and Math Strategies (4 of 4)

**Strategy 1.4:** Implement the Migrant Literacy Grant to 1) increase access to literature in the homes of migratory families, 2) support literacy activities that increase family engagement, and 3) provide parents/guardians with strategies to support reading.

- **Mean Score:** 4.3
- **Scoring Key:**
  - Not Aware = 1
  - Aware = 2
  - Developing = 3
  - Succeeding = 4
  - Exceeding = 5

**Mean: 4.3 with 97% Succeeding+**

All but one site was succeeding, so no conclusions can be made about more successful activities.
School Readiness Strategies (1 of 3)

**Strategy 2.1**: Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.

Mean: 3.5 with 56% Succeeding+

More districts with succeeding ratings did the following activities:
- Organize/reach out to home-based preschools and playgroups
School Readiness Strategies (2 of 3)

**Strategy 2.2** Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, Advers

![Bar graph showing mean score of 3.1 with 50% Succeeding+]

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

**Mean: 3.1 with 50% Succeeding+**

**More districts with succeeding ratings did these activities:**
- Advocacy
- Home-based parenting education with parent and child together time
- Migrant-funded preschool
- Professional development
- Site-based preschool
- State of Alaska Frameworks: "Strengthening Families" and "Pyramid Models"
Strategy 2.3: Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.0 with 50% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.
Graduation & OSY Strategies (1 of 4)

**Strategy 3.1:** In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.

Mean Score: 3.7

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.7 with 75% Succeeding+

More districts with succeeding ratings did the following activities:
- Summer school program
- Dual credit
Graduation & OSY Strategies (2 of 4)

**Strategy 3.2:** In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.

Mean Score

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>4.5</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.8 with 75% Succeeding+
More districts with succeeding ratings did the following activities:
- Academic success coach program
- Coordination with parents
- Interim/school break workshops
- Periodic progress check-ins during evening classes
Strategy 3.3: In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.

Mean: 3.6 with 67% Succeeding+
More districts with succeeding ratings did the following activities:
- FAFSA support
- Job shadow
- Work-based experiences
Graduation & OSY Strategies (4 of 4)

**Strategy 3.4:** In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.

Mean Score: 3.6 with 71% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.
Support Services (1 of 3)

**Strategy 4.1:** Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating

![Mean Score Chart]

Mean: 3.8 with 76% Succeeding+
More districts with succeeding ratings did the following activities:
- Automated notices
- Math/reading/writing help sheets
- Social media

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5
Support Services (2 of 3)

**Strategy 4.2:** Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: 1) Necessary school supplies such as backpacks, pencils, pens, paper etc. 2) Technology support as needed.

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>3.9</th>
</tr>
</thead>
</table>

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.9 with 89% Succeeding+
More districts with succeeding ratings did the following activities:
- Provide internet access
- School supply distribution
- Technology checkout program
Support Services (3 of 3)

**Strategy 4.3:** Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: 1) Health services such as healthy living assistance, medical/dental/vision health, and men

![Bar chart showing Mean Score of 4.0 with 86% Succeeding+]

**Scoring Key**
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

**Mean:** 4.0 with 86% Succeeding+

More districts with succeeding ratings did the following activities:
- Health and safety class offering (e.g., water safety)
Parent Survey Results
Parent Survey: Quality of Services

• When asked to rate the quality of the MEP services, 95% of parents responding rated services as good (37%) or excellent (58%)

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>% Poor</th>
<th>% Fair</th>
<th>% Good</th>
<th>% Excellent</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate the overall quality of the MEP services?</td>
<td>597</td>
<td>1%</td>
<td>5%</td>
<td>37%</td>
<td>58%</td>
<td>3.52</td>
</tr>
</tbody>
</table>
Parent Survey: Most Helpful Services

- Parents were asked to describe what they found the **most helpful** about the program services. The chart shows the most common answers.

<table>
<thead>
<tr>
<th>Service</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, literacy program</td>
<td>126</td>
</tr>
<tr>
<td>Free lunch</td>
<td>74</td>
</tr>
<tr>
<td>Swim classes, water safety, boat safety, life jackets</td>
<td>73</td>
</tr>
<tr>
<td>Summer boxes, summer camps</td>
<td>56</td>
</tr>
<tr>
<td>Family nights</td>
<td>54</td>
</tr>
<tr>
<td>Tutoring, paraprofessional assistance</td>
<td>39</td>
</tr>
<tr>
<td>Extra help, assistance</td>
<td>38</td>
</tr>
<tr>
<td>School supplies, educational materials</td>
<td>33</td>
</tr>
<tr>
<td>After school programs</td>
<td>13</td>
</tr>
<tr>
<td>College and career readiness activities, scholarship information</td>
<td>10</td>
</tr>
<tr>
<td>Winter gear, clothing, survival instruction</td>
<td>8</td>
</tr>
</tbody>
</table>
Parent Survey: Suggestions

- Parents were asked about **suggestions** for improvement, and most parents said they either had no suggestions or that the program was good as it is and should be continued. Common answers are shown in the chart.
Staff Surveys
Staff Survey: Suggestions

- Staff provided **suggestions** and feedback regarding the MEP. The survey was completed in 2020 just before school buildings were closed nationwide due to the pandemic and suggestions do not reflect new situations or needs arising from this.

![Bar chart showing staff suggestions]

- Additional parent engagement activities: 67
- Nothing, no suggestions: 55
- It’s great, thank you: 40
- More information or better communication: 25
- Continue or provide tutoring or mentors: 15
- Additional help with reading, math, writing, and STEM: 15
- More services for getting in college and high school graduation: 10
- Continue or provide water safety classes and supplies: 10
- More ways to engage students and families: 7
- Continue or provide access to books: 7
- Continue or provide summer activities: 7
- Continue or provide afterschool activities: 7
- Continue or provide technology assistance: 5
- Mental health or counseling services: 4
- Homework assistance: 4
Staff Training
Staff Survey: Statewide Training on ID&R

- Percent of staff reporting the statement was True for the 2019-20 statewide training on the identification and recruitment of migratory children.

![Bar Chart]

- The training met my expectations.
- I will be able to apply the knowledge learned.
- The content was organized and easy to follow.
- The materials distributed were relevant and useful.
- The trainers were knowledgeable.
- Opportunities for participation and interaction were appropriate for the content.
- Adequate time was provided for questions and discussion.
## Staff Training: Overall Ratings

<table>
<thead>
<tr>
<th>Training</th>
<th>N</th>
<th>% Very Poor</th>
<th>% Poor</th>
<th>% Average</th>
<th>% Good</th>
<th>% Excellent</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiter Training</td>
<td>82</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>27%</td>
<td>70%</td>
<td>4.66</td>
</tr>
<tr>
<td>Records Manager Training</td>
<td>35</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>20%</td>
<td>74%</td>
<td>4.62</td>
</tr>
</tbody>
</table>
### 2019 PEAKS ELA Assessment Results – Proficiency Rates

<table>
<thead>
<tr>
<th>Grade</th>
<th>PFS</th>
<th>Non-PFS</th>
<th>Migratory</th>
<th>AK Native</th>
<th>Non-Migratory</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>11.9%</td>
<td>36.0%</td>
<td>27.6%</td>
<td>13.5%</td>
<td>37.6%</td>
<td>45.5%</td>
</tr>
<tr>
<td>4</td>
<td>13.5%</td>
<td>34.0%</td>
<td>25.8%</td>
<td>15.1%</td>
<td>40.8%</td>
<td>45.5%</td>
</tr>
<tr>
<td>5</td>
<td>10.9%</td>
<td>33.9%</td>
<td>24.2%</td>
<td>14.4%</td>
<td>39.8%</td>
<td>45.5%</td>
</tr>
<tr>
<td>6</td>
<td>17.0%</td>
<td>39.3%</td>
<td>29.6%</td>
<td>17.0%</td>
<td>46.9%</td>
<td>45.5%</td>
</tr>
<tr>
<td>7</td>
<td>16.7%</td>
<td>39.5%</td>
<td>30.1%</td>
<td>19.8%</td>
<td>44.3%</td>
<td>45.5%</td>
</tr>
<tr>
<td>8</td>
<td>15.6%</td>
<td>33.3%</td>
<td>25.7%</td>
<td>15.5%</td>
<td>36.8%</td>
<td>45.5%</td>
</tr>
<tr>
<td>HS</td>
<td>11.2%</td>
<td>31.5%</td>
<td>23.0%</td>
<td>13.6%</td>
<td>35.0%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Total</td>
<td>14.0%</td>
<td>35.4%</td>
<td>26.7%</td>
<td>15.5%</td>
<td>40.3%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>
2019 PEAKS Mathematics Assessment Results – Proficiency Rates

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFS</td>
<td>20.9%</td>
<td>21.4%</td>
<td>15.2%</td>
<td>9.9%</td>
<td>5.6%</td>
<td>8.6%</td>
<td>5.6%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Non-PFS</td>
<td>41.6%</td>
<td>44.6%</td>
<td>38.6%</td>
<td>34.3%</td>
<td>28.1%</td>
<td>28.2%</td>
<td>27.8%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Migratory</td>
<td>34.4%</td>
<td>35.3%</td>
<td>28.8%</td>
<td>23.6%</td>
<td>18.8%</td>
<td>19.8%</td>
<td>18.4%</td>
<td>25.9%</td>
</tr>
<tr>
<td>AK Native</td>
<td>20.9%</td>
<td>21.9%</td>
<td>19.2%</td>
<td>13.4%</td>
<td>11.1%</td>
<td>11.6%</td>
<td>11.2%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Non-Migratory</td>
<td>44.1%</td>
<td>45.8%</td>
<td>40.8%</td>
<td>36.0%</td>
<td>29.8%</td>
<td>28.0%</td>
<td>28.3%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Target</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.9%</td>
</tr>
</tbody>
</table>

- An Excellent Education for Every Student Every Day -
4- and 5-Year Cohort Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Migrant</th>
<th>Non-migrant</th>
<th>Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>88.1</td>
<td>83.4</td>
<td>76.1</td>
</tr>
<tr>
<td>2019-20</td>
<td>87.1</td>
<td>84.7</td>
<td>74.1</td>
</tr>
</tbody>
</table>
Dropout Rates

- All migratory
- PFS migratory
- Non-migratory
- Alaska Native

2018-19:
- All migratory: 5.7
- PFS migratory: 3.8
- Non-migratory: 3
- Alaska Native: 2.8

2019-20:
- All migratory: 4.7
- PFS migratory: 2.7
- Non-migratory: 2.6
- Alaska Native: 0
GPRA Results
## GPRA 3: Migratory Students in Grades 7-12 that Graduated in 2019-20 or Were Promoted

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number enrolled 2018-19</th>
<th>% promoted to the next grade level or graduated in 2019-20</th>
<th>PFS enrolled 2018-19</th>
<th>% PFS promoted to the next grade level or graduated in 2019-20</th>
<th>Non-PFS enrolled 2018-19</th>
<th>% Non-PFS promoted to the next grade level or graduated in 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>838</td>
<td>92.2%</td>
<td>335</td>
<td>99.7%</td>
<td>503</td>
<td>87.3%</td>
</tr>
<tr>
<td>8</td>
<td>851</td>
<td>91.0%</td>
<td>360</td>
<td>98.3%</td>
<td>491</td>
<td>85.5%</td>
</tr>
<tr>
<td>9</td>
<td>794</td>
<td>87.0%</td>
<td>335</td>
<td>93.1%</td>
<td>459</td>
<td>82.6%</td>
</tr>
<tr>
<td>10</td>
<td>724</td>
<td>89.4%</td>
<td>314</td>
<td>95.9%</td>
<td>410</td>
<td>84.4%</td>
</tr>
<tr>
<td>11</td>
<td>627</td>
<td>89.0%</td>
<td>149</td>
<td>94.0%</td>
<td>478</td>
<td>87.4%</td>
</tr>
<tr>
<td>12</td>
<td>821</td>
<td>84.8%</td>
<td>154</td>
<td>80.5%</td>
<td>667</td>
<td>85.8%</td>
</tr>
<tr>
<td>Total</td>
<td>4,655</td>
<td>88.9%</td>
<td>1,647</td>
<td>87.5%</td>
<td>3,008</td>
<td>85.6%</td>
</tr>
</tbody>
</table>
GPRA 4: Entering 11th Grade Migratory Students Completing Algebra I or a Higher Math Course

<table>
<thead>
<tr>
<th>PFS Status</th>
<th>Number entering the 11th grade in 2019-20</th>
<th>Percent who have received Algebra I credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFS</td>
<td>165</td>
<td>45%</td>
</tr>
<tr>
<td>Non-PFS</td>
<td>608</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>773</td>
<td>46%</td>
</tr>
</tbody>
</table>
Measurable Program Outcomes (MPOs) Results
MPOs Not Measured in 2019-20

• MPOs 1B and 1D were not addressed in 2019-20 due to cancellation of the State assessments.
• MPO 1E had insufficient data due to building closures in the middle of the ACCESS for ELLs assessment window.
• MPOs 2B and 2C are scheduled for reporting in 2020-21.
• MPOs 4B and 4C are scheduled for reporting in 2020-21, but baselines were set in 2019-20.
MPO: 1A

Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

Baseline Percent Served: 26.7%

2019-20 Percent Served: 31.3%

Increase of 4.6%

MPO Met
MPO: 1C

Annually beginning in 2019-20, 2% more migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

Baseline Percent Served

Baseline Percent Served

2019-20 Percent Served

29.4%

Increase of 7.4%

MPO Met
MPO: 1F

Annually beginning in 2019-20, **3% more** migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

**Increase of 4.8%**

- Baseline Percent Receiving Literacy Materials: 48.6%
- 2019-20 Percent Receiving Literacy Materials: 53.4%

MPO Met
MPO: 1G

Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will **increase by 1%** as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.

Baseline Percent Participating in Events

2019-20 Percent Participating in Events

Decrease of 5.8%

MPO Not Met
MPO: 2A

Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will **increase by 2%** starting with the 2016-17 baseline.

Baseline Percent Enrolled in PK Program: 38.5%

2019-20 Percent Enrolled in PK Program: 44.4%

Increase of 5.9%

**MPO Met**
MPO: 3A

By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will increase by 1% starting with the 2016-2017 baseline.

Decrease of 3.2%

MPO Not Met
MPO: 3B

By the end of the 2019-20 school year and each year thereafter, **3% more** high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.

Baseline Percent Served and Earning 5 Credits: 18.8%

2019-20 Percent Served and Earning 5 Credits: 25.3%

Increase of 6.5%

MPO Met
MPO: 3C

By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education (CTE) services will increase by 3% starting with the 2016-2017 baseline.

**Baseline Percent Receiving CTE**

- **Baseline Percent Receiving CTE**
  - **4.3%**

**2019-20 Percent Receiving CTE**

- **2019-20 Percent Receiving CTE**
  - **3.3%**

**Decrease of 1.0%**

**MPO Not Met**
MPO: 3D

By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school **will increase by 2%** starting with the 2016-2017 baseline.

Baseline Percent Re-enrolling in School: 41.4%

2019-20 Percent Re-enrolling in School: 38.4%

Decrease of 3.0%

MPO Not Met
MPO: 4A

By the end of the 2019-20 reporting period, 80% of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.

More than 80%

MPO Met
By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.

Baseline Set

- Non-PFS: 2020-21 Target: 44.5%, Baseline Set: 42.5%
- PFS: 2020-21 Target: 56.2%, Baseline Set: 54.2%
- All: 2020-21 Target: 47.5%, Baseline Set: 45.5%
MPO: 4C

By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive health and safety support annually starting with the 2019-20 baseline.

Baseline Set
Recommendations and Next Steps
Recommendations from Evaluators

- Put in place procedures for an annual results evaluation.
- Target underserved populations to meet MPO targets.
- Provide incentives for districts to implement school readiness strategies.
- Continue Literacy Grant activities.
- Adjust the evaluation plan and MPOs in the SDP based on 2019-20 evaluation results.
Next Steps

• Adjust the evaluation plan and SDP based on evaluation results
• Share evaluation results with stakeholders
• Begin the process for updating the CNA
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