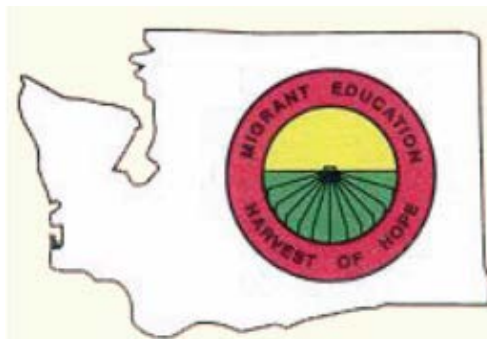




2017-2018 Evaluation Report

Washington Migrant Education Program



April 2019

2017-2018 Evaluation of the Washington Migrant Education Program (MEP)

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Acronyms & Abbreviations

CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
EOC	End-of-Course Exams
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act of 1965
ESSA	Every Student Succeeds Act of 2015
FSI	Fidelity of Strategy Implementation
GLAD	Guided Language Acquisition Design
GOSOSY	Graduation and Outcomes for Success for OSY CIG
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disability Education Act
LAP	Learning Assistance Program
MEP	Migrant Education Program
MGS	Migrant Graduation Specialist
MPO	Measurable Program Outcomes
MSA	Migrant Student Advocate
MSDRS	Migrant Student Data Recruitment and Support
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (of the U.S. Department of Education)
OSPI	Office of Superintendent of Public Instruction
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Math
UG	Ungraded
WaKIDS	Washington Kindergarten Inventory of Developing Skills

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Washington Office of Superintendent of Public Instruction (OSPI) MEP assists schools throughout Washington in helping migratory children that may be negatively impacted by students' frequent migration and interrupted schooling meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate between Washington and other states, within the State of Washington, and across international borders.

In 2017-18, Washington had 30,798 eligible migratory students (9% were priority for services [PFS] students) in project sites (28,263 eligible students) and non-project sites (2,535 eligible students). Forty-one percent (41%) [percentage does not include children birth-2] were identified as being English learners (ELs), and 9% were identified as having a disability through the Individuals with Disability Education Act (IDEA). Thirty-three percent (33%) had a Qualifying Arrival Date (QAD) occurring within 12 months from the last day of the performance period (8/31/18), with nearly half of the QADs (46%) occurring during the regular school year.

During the performance period, services were provided to 13,867 migratory students/youth (49% of eligible migratory students in project sites and 45% of all eligible migratory students). A total of 13,033 migratory students received services during the regular school year (46% of eligible migratory students in project sites and 42% of all eligible migratory students), and 2,372 received services during the summer (8% of eligible migratory students in project sites and 8% of all eligible migratory students). In addition, migratory students were served by Special Education (8% of all eligible migratory students), the State Bilingual Program (38% of all eligible migratory students), and the Learning Assistance Program (21% of all eligible migratory students).

Sixty-five (65) school districts provided services to migratory students during 2017-18. Projects provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the four goal areas of: 1) English Language Arts (ELA), 2) Mathematics; 3) School Readiness; and 4) High School Graduation/ Services to Out-of-School Youth (OSY). Services included supplemental tutoring/instructional support, summer school programs, extended day programming, supplemental reading and mathematics instruction, supportive and supplemental services, and graduation enhancement and career education. Services also were provided to migratory parents to engage them in the education of their children through parent advisory committee (PAC) meetings, college visits, and parent training/activities/events.

The chart below shows that seven of the eight (88%) Measurable Program Outcomes (MPOs) identified in the Washington MEP SDP were accomplished. Positive results show the benefit of Washington MEP services on migratory students' reading and math achievement, school readiness skills, secondary credit accrual, graduation, and promotion to the next grade level.

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
English Language Arts (ELA)		
MPO 1a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.	Yes	87% of the 443 students assessed improved their reading/ELA scores by at least one point or one level
MPO 1b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.	No	74% of the 513 students assessed maintained or improved their reading/ELA scores by 2%
Mathematics		
MPO 2a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.	Yes	78% of the 735 students assessed improved their math scores by at least one point or one level
MPO 2b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.	Yes	90% of the 637 students assessed maintained or improved their math scores by 2%
School Readiness		
MPO 3a: By the end of the 2017-18 school year, 48% of migratory students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.	Yes	More than 48% of migratory children demonstrated skills typical of entering kindergarteners in 4 domains (57% physical, 61% literacy, 64% math, 79% social/emotional)
Graduation/Services to OSY		
MPO 4a: Upon completion of the 2017-18 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.	Yes	88% of the 594 migratory students and youth enrolled obtained credit
MPO 4b: By the end of the 2017-18 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.	Yes	10% more migratory students in grades 9-12 received MEP services in 2017-18 than in 2016-17
MPO 4c: By the end of the 2017-18 performance period, 79% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.	Yes	91% of the 2,220 migratory students in grades 9-12 receiving support from MGSs graduated or were promoted to the next grade

Other key findings/trends revealed in the 2017-18 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs such as universities and colleges, 21st Century Community Learning Center projects, College Assistance Migrant Program (CAMP) programs, GEAR UP programs, and the State Transitional Bilingual Instructional Program. In addition, the Washington OSPI collaborated with other states for data

collection, transfer, and maintenance of MEP student records, as well as through participation in MEP Consortium Incentive Grants (CIGs).

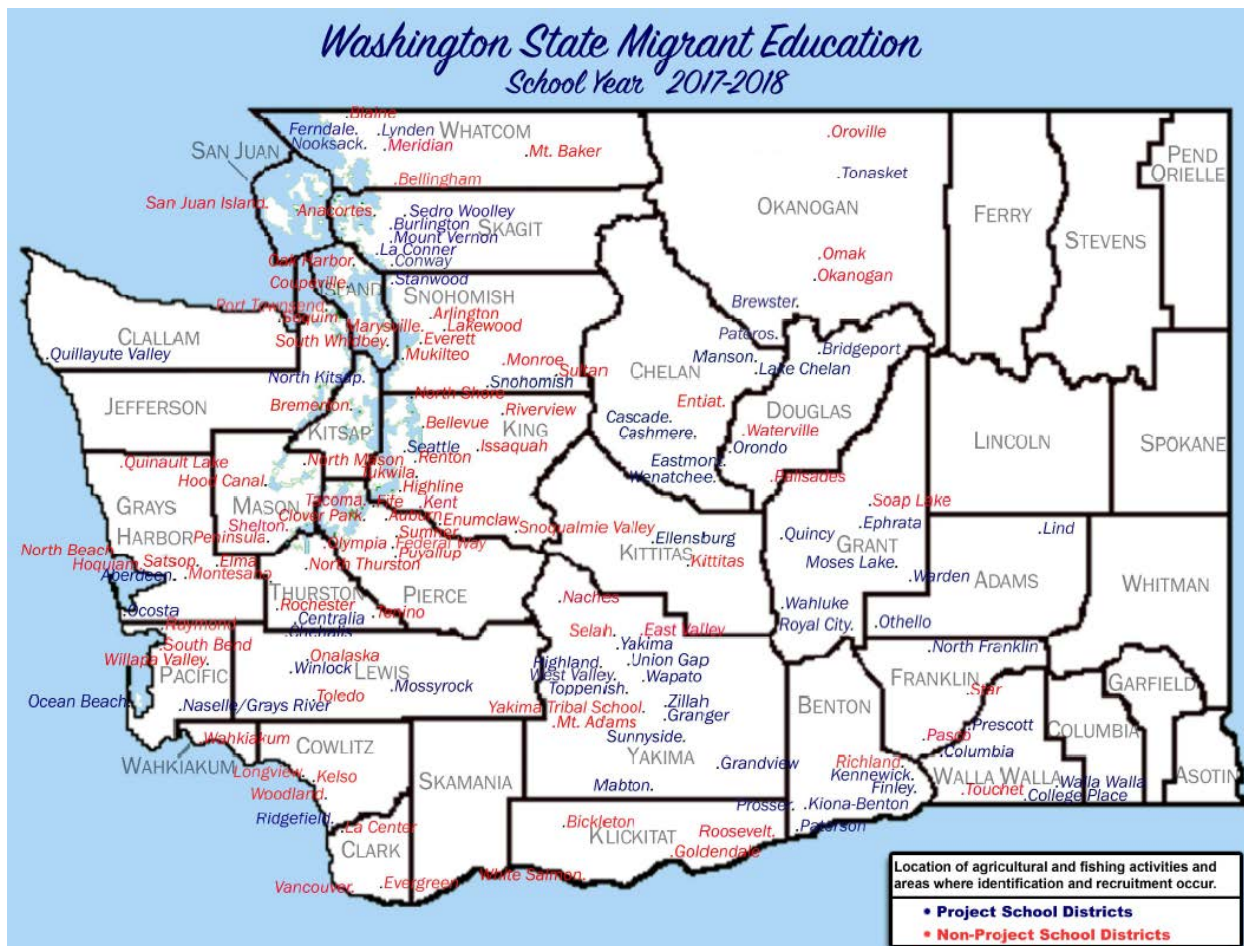
- ✚ MEP staff reported that parents participating in parent activities and events increased their knowledge of the topics addressed including parent reading and math, financial aid and scholarships, testing/homework, postsecondary education, and community partnerships.
- ✚ MEP staff at each of the local projects worked in teams to assign ratings of the implementation of the Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. The average rating for all 11 Strategies was 3.1 out of 5.0, with means for each Strategy ranging from 2.6 to 3.5.
- ✚ From 2016-17 to 2017-18, there was a 3% increase in the percentage of migratory students scoring proficient or above on Smarter Balanced ELA Assessments, and a 2% increase in the percentage of migratory students scoring proficient or above on Smarter Balanced Math Assessments.
- ✚ Support services provided to migratory students helped eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services and resources, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, educational materials, transportation, academic and non-academic guidance, student advocacy, case management, career/postsecondary awareness, and social work outreach.

In summary, during 2017-18, the Washington MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic achievement. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Washington's mobile migratory population by conducting local needs assessments and professional learning activities.

2. Program Context

This evaluation report provides summary information on the accomplishments made by staff and students of local MEPs in Washington during 2017-18. These accomplishments were examined based on State Performance Goals 1 and 5, and MEP MPOs as outlined in the Washington State SDP. Sixty-five (65) local projects provided services to migratory students during 2017-18. MEP school districts are identified on the following map in **blue** and non-MEP districts are identified in **red**.

Exhibit 1
Map of Washington MEP Project and Non-Project Districts



Local MEP's provide instructional and support services aligned with the SDP and the needs of migratory students identified in the CNA within the four goal areas of ELA, mathematics, school readiness, and graduation/services to OSY. The primary components of the Washington MEP include academic services, supportive and supplemental services, interstate coordination, identification and recruitment (ID&R), parent involvement, and professional development. These areas are guided by the Continuous Improvement Cycle that includes assessing needs, designing services, implementing services, and evaluating services.

INSTRUCTIONAL SERVICES - Migratory students are provided with a wide range of supplemental instructional services during the regular school year and summer including the services listed below. The MEP is a supplemental program whereby all other resources should

be exhausted prior to using MEP funds to provide instructional services to migratory students. As a result, Hawaii MEPs coordinate services with schools, other programs, and community service providers.

Supplementary Instructional Services	
Math Tutoring/Instruction	Preschool/School Readiness
Reading Tutoring/Instruction	GED Preparation
Science/Social Studies Instruction	ESL Instruction
Other Instructional Services	Secondary Credit Accrual
Summer School	Extended-day Instruction

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support services include collaboration with other agencies and referrals of migratory children from birth to age 21 to programs and community service providers. Examples include health (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, transportation, and services to OSY. The needs-based support services provided to students throughout the year are listed in the chart below.

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Extended Learning Opportunities
Academic Guidance	Migrant Health Program	Career/Postsecondary Support
Transportation	Student Advocacy	Interpreting/Translating

Beginning in 2017, the Washington MEP began implementation of the Migrant Education Health Program. The goal of this program is to provide advocacy and outreach to help migratory students and their families gain access to comprehensive health, nutrition, and social services through health care providers, and partnership organizations free of charge. With the support of the Anacortes, Pasco, Wenatchee, and Yakima Education Service Districts (ESDs), the Migrant Education Health Program works with districts to identify and provide eligible migratory students with supplemental services such as health, dental, transportation, and counseling services. This is done in coordination with migrant staff at local districts, ESD OSY/Health Coordinators, the School Nursing Corps, and other school health resources. The services provided by the program include direct preventative services (e.g., physicals, dental exams, vision/hearing, immunizations, health education, homelessness support, social-emotional support, mental health service) or treatment on an emergency or one-time basis (e.g., infections, fractures, open wounds, tooth extractions/repairs, behavioral intervention needs). Exhibit 2 shows the number of migratory students and youth receiving health services through the program during 2016-17 and 2017-18.

**Exhibit 2
Services Provided by the Migrant Education Health Program**

Migrant Health Services Provided	2016-17	2017-18
MEP-funded physical exams	46	45
Non-MEP-funded physical exams	440	395
Physical exam data provided from other sources	4,756	5,728
MEP-funded dental exams	29	2
Non-MEP-funded dental exams	332	53
Dental exam data provided from other sources	1,968	1,763
Medical alerts created	415	68
Immunization flags recorded	0	312

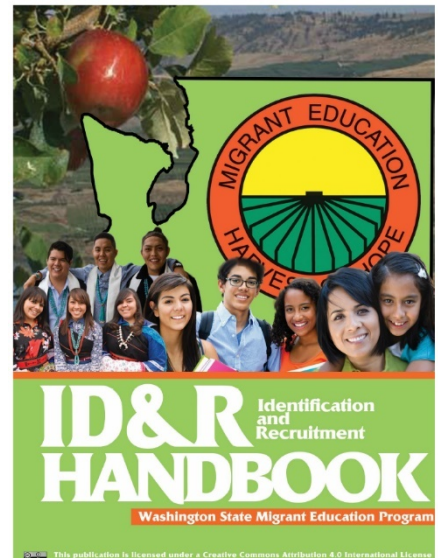
INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Washington, inter/ intrastate collaboration is focused on the following activities:

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- participating as a member state in the Preschool Initiative CIG and a partner state in the GOSOSY CIG;
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data to participating states; and
- attending inter- and intra-state MEP and CIG meetings.

IDENTIFICATION AND RECRUITMENT - The Washington MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the State's responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP.

ID&R for Washington is led by Migrant Student Data, Recruitment and Support (MSDRS) and conducted by MSDRS staff along with local project recruiters and staff. Detailed information about ID&R in Washington and instructions for conducting ID&R can be found in the ID&R Handbook (March, 2018) at the following link:

<https://www.msdr.org/index.cfm/resources/docs/id-r-handbook/>



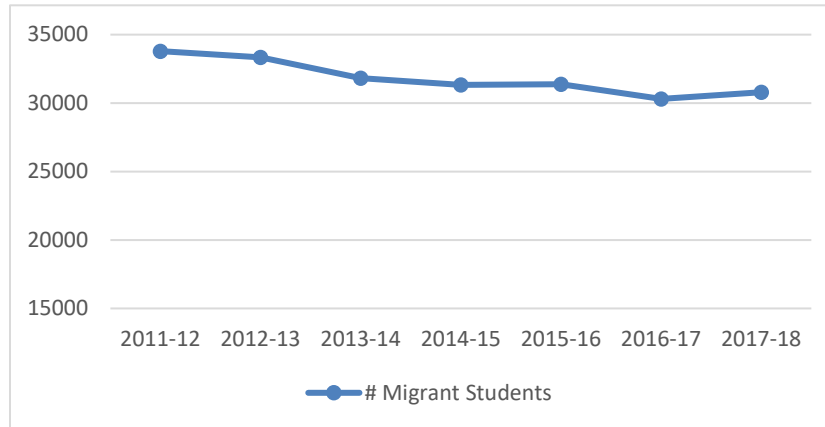
The Handbook provides detailed information for local projects on their responsibilities for ID&R, MEP eligibility criteria, interviewing migratory families, eligibility scenarios/rulings, completing Certificates of Eligibility (COEs), and the Migrant Student Information System (MSIS) for recruiters.

Student Demographics - During 2017-18, there were 30,798 eligible migratory students in Washington, a slight increase (+2%) from 2016-17. *UG=ungraded*

**Exhibit 3
Eligible Migratory Students by Grade Level and Program Year**

Grade	Number of Eligible Migratory Students						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
0-2	347	1,849	1,473	1,254	1,625	1,332	1,301
3-5	801	3,946	2,801	2,710	2,612	2,669	2,757
K	1,918	2,073	1,724	1,655	1,483	2,084	2,028
1	1,954	1,995	2,080	1,958	1,833	1,800	1,741
2	1,939	1,955	2,102	2,157	1,969	2,001	1,852
3	1,813	1,879	2,023	1,991	2,040	1,991	1,979
4	1,831	1,776	1,941	1,907	1,993	2,000	1,965
5	2,016	1,829	1,846	1,900	1,878	1,938	2,021

Grade	Number of Eligible Migratory Students						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
6	1,864	1,920	1,813	1,816	1,890	1,954	1,965
7	1,743	1,862	1,930	1,771	1,929	1,960	1,945
8	1,795	1,698	1,923	1,839	1,738	1,755	1,943
9	1,905	1,857	1,841	1,871	1,864	1,872	1,833
10	1,729	1,715	1,861	1,776	1,945	1,937	1,869
11	1,634	1,569	1,670	1,682	1,699	1,771	1,870
12	1,807	1,745	2,444	2,235	2,605	1,804	1,856
UG	2	0	0	0	0	0	0
OSY	8,696	3,675	2,344	2,809	2,279	1,438	1,873
Total	33,794	33,343	31,816	31,331	31,382	30,306	30,798



Source: CSPR Part II School Years 2011-12 through 2016-17; MSIS 2017-18

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP. The definition for PFS described below is used to determine if migratory children are considered PFS and serves as the PFS number used in the MEP funding formula.

Washington Priority for Services (PFS) Criteria	
Criterion #1 – Migratory children who made a qualifying move within the previous 1-year period	
Qualifying Move within Previous 1-Year period defined by the following parameter: <ul style="list-style-type: none"> A Qualifying Arrival Date (QAD) has been made within the last 365 days (<i>within the last 12 months, including summer</i>). 	Documentation Required <ul style="list-style-type: none"> Certificate of Eligibility (COE)
AND	
Criterion #2 – Migratory children who are failing, or most at risk of failing, to meet the State’s challenging academic standards or dropped out of school.	
<input type="checkbox"/> Has not met standard on Smarter Balanced or WA-AIM (Washington-Access to Instruction and Measurement) in Grades 3-8 or 11 in either English language arts or math; <input type="checkbox"/> Has not demonstrating readiness characteristics of entering Kindergartners as measured by WaKIDS.	Documentation Required <ul style="list-style-type: none"> Student level assessment results in the areas tested
OR	
<input type="checkbox"/> Has been identified as dropout (not yet graduated).	<ul style="list-style-type: none"> State student database system indicates the student is no longer enrolled in WA state school.

Washington Priority for Services (PFS) Criteria	
	<ul style="list-style-type: none"> State or federal (MSIX) database system does not indicate student transferred out-of-state. State or federal (MSIX) database system does not indicate the student received a high school diploma or equivalent.
USE OF PROXY RISK FACTORS when State assessment data is not available to determine whether migratory students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.	One Proxy risk factor may be applied when: <ul style="list-style-type: none"> The student was not present in the district when the State assessment was administered, OR The student is enrolled in a grade level where a State assessment is not administered (grades 1-2 and high school).
Proxy Risk Factors to Criteria #2	
<input type="checkbox"/> 2-a) Student has not yet met Washington’s English language proficiency level on state assessment.	<ul style="list-style-type: none"> English language proficiency score.
<input type="checkbox"/> 2-b) Retained – student is enrolled in same grade level from one school year to the next.	<ul style="list-style-type: none"> Grade level retained.
<ul style="list-style-type: none"> 2-c) Grade Age Compatible (Over Age for Grade)-age does not match acceptable range for grade level placement within 2 years. 	<ul style="list-style-type: none"> Age and grade level placement.
<ul style="list-style-type: none"> 2-d) Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level. 	<ul style="list-style-type: none"> Number of credits deficient and area of deficiency
<ul style="list-style-type: none"> 2-e) Attendance – Student attendance is less than 90% of days enrolled 	<ul style="list-style-type: none"> Number of days attended divided by number of days enrolled
<ul style="list-style-type: none"> 2-f) Special Education 	<ul style="list-style-type: none"> Identified with IDEA flag
<ul style="list-style-type: none"> 2-g) Homeless 	<ul style="list-style-type: none"> Identified with homeless flag in state database
<ul style="list-style-type: none"> 2-h) Minimal Enrollment Days - 	<ul style="list-style-type: none"> Total days enrolled in a WA State school is fewer than 90

Exhibit 4 shows that of the 30,798 eligible students, 9% were categorized as PFS [percentage does not include children birth-2], 41% [percentage does not include children birth-2] were identified as being ELs, and 9% were identified as having a disability through IDEA. Thirty-three percent (33%) had a QAD occurring within 12 months from the last day of the performance period (8/31/18), with nearly half of the QADs (46%) occurring during the regular school year (which indicates that 54% of the performance period QADs occurred during summer 2018).

**Exhibit 4
2017-18 Performance Period Demographics of Migratory Students**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD w/in 12 Months During Reg Year	
		#	%	#	%	#	%	#	%	#	%*
Birth-2	1,301	--	--	0	--	4	<1%	725	56%	321	44%
Age 3-5	2,757	0	0%	4	<1%	113	4%	931	34%	443	48%
K	2,028	30	1%	1218	60%	155	8%	652	32%	348	53%
1	1,741	11	1%	1325	76%	160	9%	576	33%	282	49%
2	1,852	25	1%	1373	74%	179	10%	575	31%	294	51%
3	1,979	143	7%	1262	64%	214	11%	582	29%	274	47%
4	1,965	299	15%	1059	54%	213	11%	589	30%	314	53%
5	2,021	300	15%	1047	52%	255	13%	641	32%	290	45%

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD w/in 12 Months During Reg Year	
		#	%	#	%	#	%	#	%	#	%*
6	1,965	270	14%	900	46%	246	13%	564	29%	271	48%
7	1,945	300	15%	896	46%	239	12%	591	30%	269	46%
8	1,943	265	14%	827	43%	227	12%	588	30%	271	46%
9	1,833	252	14%	716	39%	223	12%	554	30%	246	44%
10	1,869	164	9%	740	40%	196	10%	541	29%	251	46%
11	1,870	197	11%	595	32%	209	11%	458	24%	186	41%
12	1,856	173	9%	605	33%	202	11%	231	12%	163	71%
OSY	1,873	445	24%	0	0%	0	0%	1,441	77%	504	35%
Total	30,798	2,874	9%	12,567	41%	2,835	9%	10,239	33%	4,727	46%

Source: MSIS *Percentage of QAD within 12 months, not total eligible

Exhibits 5 and 6 show the number of eligible migratory students and the number of migratory students served at each of the 65 projects during 2017-18. Project sites had 28,263 eligible migratory students/youth compared to 2,535 in non-project sites. Actual numbers can be found in Exhibit 10 on page 19.

Exhibit 5
2017-18 Local Project Migratory Child Counts (Projects Over 500 Students)

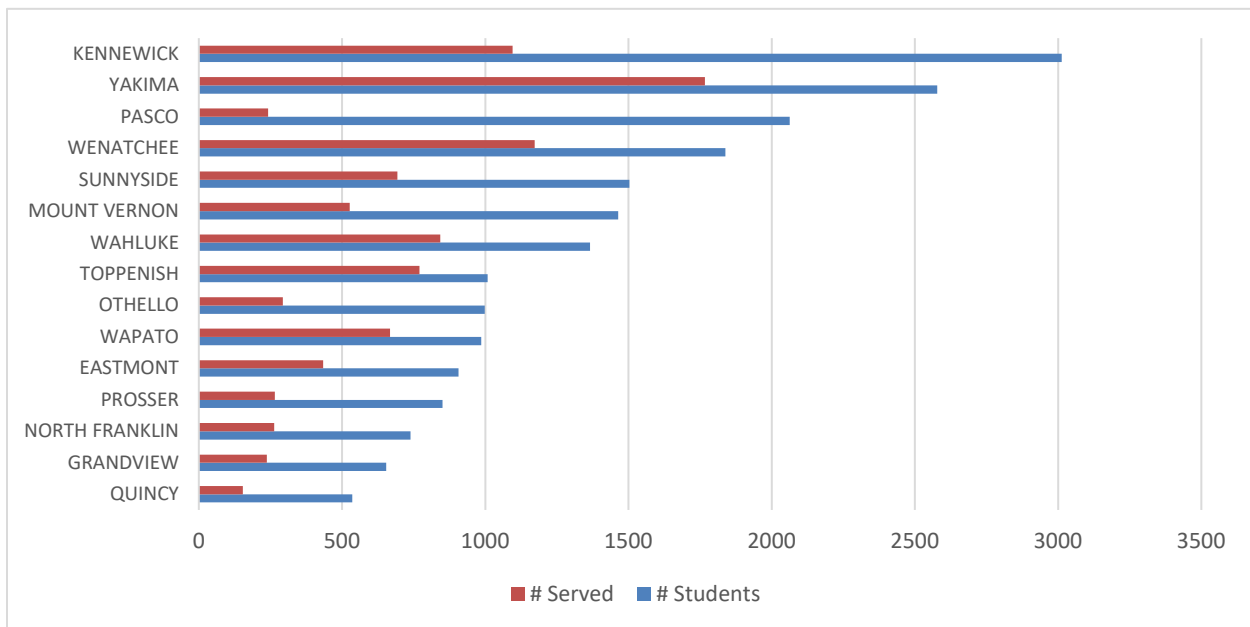
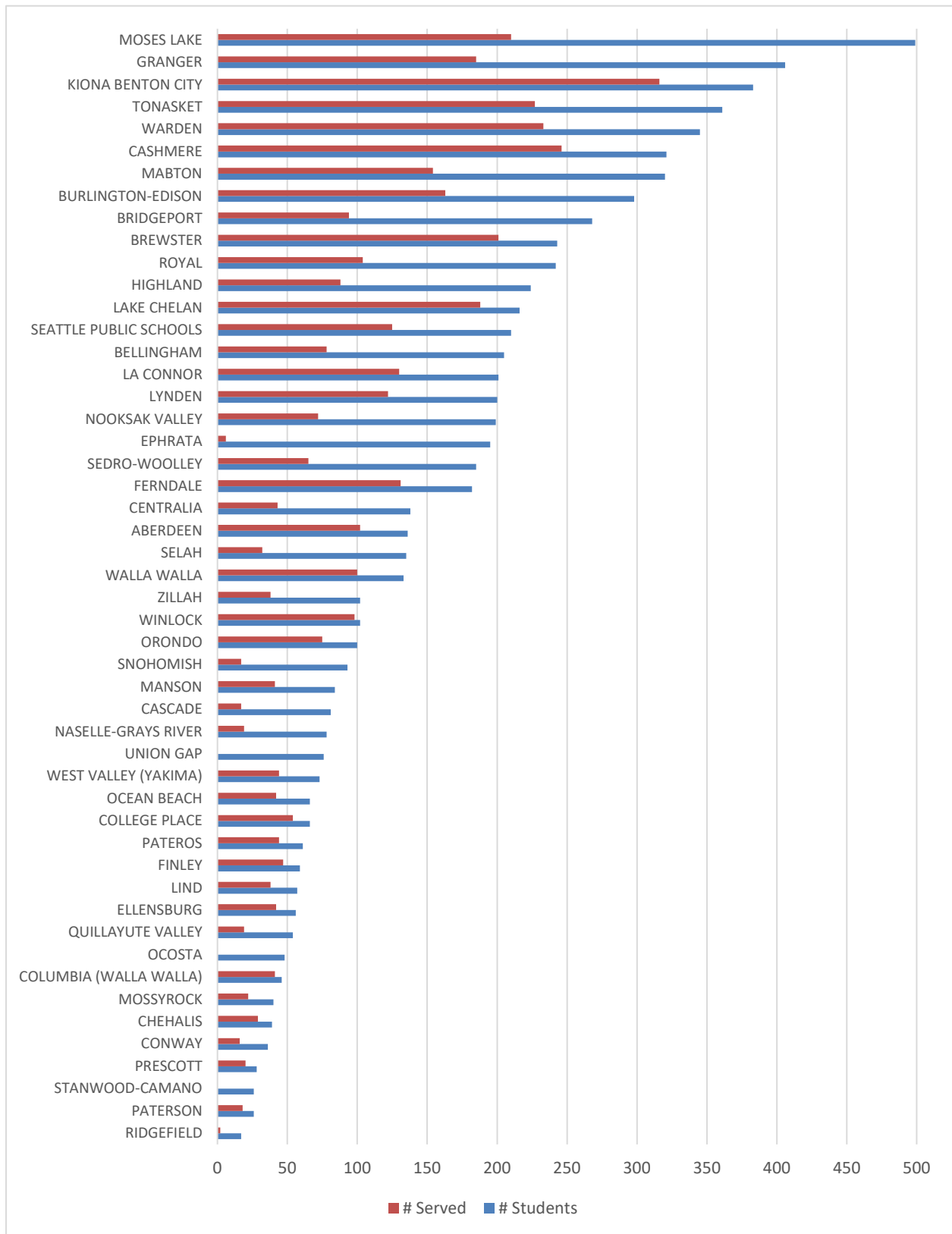


Exhibit 6
2017-18 Local Project Migratory Child Counts (Projects under 500 students)



3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education. Migrant education programs provide supplemental instructional and support services to children of migratory workers and fishers in nearly all States. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, as reauthorized by ESSA.

The State of Washington has established high academic standards and provides all students with a high-quality education to allow them to achieve to their full potential. The Washington standards support Title I, Part C, Section 1301 of the ESEA to ensure that migratory children have the opportunity to meet the same challenging State academic performance standards that all children are expected to meet.

State education agencies (SEAs) are required to evaluate the effectiveness of the State MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to "*measurable outcomes established by the MEP and State performance targets, particularly for those students who have PFS.*"

To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Washington MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

EVALUATION QUESTIONS (IMPLEMENTATION)

OME requires that SEAs conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation addresses questions such as:

- ✓ Was the program implemented as described in the approved project application? If not, what changes were made?
- ✓ What worked in the implementation of Washington MEP projects and programs?
- ✓ What problems did the projects encounter?
- ✓ What improvements should be made?
- ✓ What types of supplemental reading/ELA instruction was provided to students during the regular term?
- ✓ What instructional programs were used to teach reading/ELA?
- ✓ What types of reading/ELA instruction was provided during the summer?
- ✓ What instructional programs were used to teach reading/ELA?
- ✓ What types of supplemental math instruction was provided to students during the regular term?
- ✓ What instructional programs were used to teach math?
- ✓ What types of math instruction was provided to migratory students during the summer?

- ✓ What instructional programs were used to teach math?
- ✓ What types of MEP supplemental instruction were provided to migratory preschool children?
- ✓ For which courses did secondary students receive credit?
- ✓ What types of MEP instructional and support services were provided to secondary migratory students?
- ✓ What types of support did MGSs provide to secondary migratory students?

EVALUATION QUESTIONS (RESULTS)

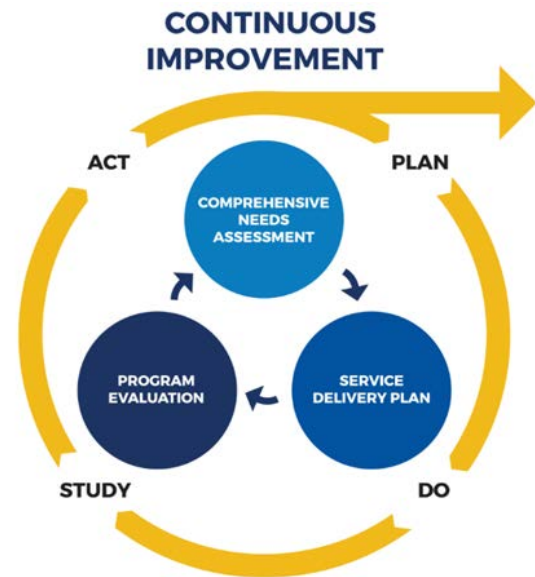
In evaluating program results, the evaluation will address questions such as:

- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term reading instruction showed a gain of at least one point or level on district reading/ELA assessments during the school year?
- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving summer reading instruction maintained or increased their score on district reading/ELA assessments?
- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term math instruction showed a gain of at least one point or one level on district math assessments during the school year?
- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving summer math instruction maintained or increased their score on district math assessments?
- ✓ What percentage of PK-3 staff completing Staff Training Evaluations during 2018-19 reported that they are better prepared to deliver services to migratory preschool-age students?
- ✓ What percentage of migratory children (PFS and non-PFS) entering kindergarten fall 2017 demonstrated skills typical of entering kindergarteners in 4 or more domains on the fall 2017 WaKIDS?
- ✓ What percentage of migratory students (PFS and non-PFS) enrolled in credit-bearing courses during 2017-18 received high school credit?
- ✓ Did the percentage of migratory students in grades 9-12 (PFS & non-PFS) receiving MEP instructional and/ or support services during 2017-18 increase by 2% from 2016-17?
- ✓ What percentage of migratory students (PFS and non-PFS) in grades 9-12 that received support from MGSs during 2017-18 graduated or were promoted to the next grade level?

4. Evaluation Methodology

The Washington MEP evaluation is part of the State MEP Continuous Improvement Cycle (Office of Migrant Education [OME], 2018), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

As required, the evaluation of the Washington MEP includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Washington MEP.



An external evaluation firm (META Associates) was contracted to help ensure objectivity in evaluating Washington’s MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluator and/or MEP staff had responsibility for:

- ✚ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✚ observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- ✚ preparing an evaluation report to determine the extent to which progress was made and MPOs were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. To gather information about the outcomes and effectiveness of the services provided to migratory students in Washington, formative and summative evaluation data was collected to determine the level of implementation of the strategies contained in the SDP, the extent to which progress was made toward the State Performance Goals; and the eight MPOs listed below.

English Language Arts

MPO 1a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

MPO 1b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

Mathematics

MPO 2a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

MPO 2b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

School Readiness

MPO 3a: By the end of the 2017-18 school year, 48% of migratory students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

Graduation/Services to OSY

MPO 4a: Upon completion of the 2017-18 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

MPO 4b: By the end of the 2017-18 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

MPO 4c: By the end of the 2017-18 performance period, 79% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.

5. Implementation Evaluation Results

MIGRATORY STUDENT SERVICES

Exhibit 7 shows that 13,033 (23% more than in 2016-17) migratory students (42% of all eligible migratory students and 46% of eligible migratory students in project sites) were served during the regular school year (2017-18), 12% of which were PFS students (53% of *all* PFS students); and 2,372 (5% more than in 2016-17) migratory students (8% of all eligible migratory students) were served during the summer (2018), 14% of which were PFS students (12% of *all* PFS students).

**Exhibit 7
Migratory Students Served during the Regular School Year and Summer**

Grade	Regular School Year						Summer					
	All Migratory Students			PFS			All Migratory Students			PFS		
	Total Eligible	Served		Total # PFS	Served		Total Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	1,301	55	4%	--	0	--	1,301	0	0%	--	--	--
Age 3-5	2,757	284	10%	0	0	--	2,757	39	1%	0	--	--
K	2,028	794	39%	30	16	53%	2,028	211	10%	30	17	57%
1	1,741	752	43%	11	7	64%	1,741	203	12%	11	8	73%
2	1,852	827	45%	25	13	52%	1,852	238	13%	25	4	16%
3	1,979	768	39%	143	64	45%	1,979	244	12%	143	28	20%
4	1,965	761	39%	299	133	44%	1,965	233	12%	299	52	17%
5	2,021	819	41%	300	144	48%	2,021	222	11%	300	38	13%
6	1,965	958	49%	270	160	59%	1,965	161	8%	270	31	11%
7	1,945	1,035	53%	300	180	60%	1,945	143	7%	300	34	11%
8	1,943	1,149	59%	265	202	76%	1,943	222	11%	265	41	15%
9	1,833	989	54%	252	198	79%	1,833	148	8%	252	37	15%
10	1,869	1,043	56%	164	114	70%	1,869	130	7%	164	18	11%
11	1,870	1,141	61%	197	144	73%	1,870	141	8%	197	25	13%
12	1,856	1,051	57%	173	126	73%	1,856	37	2%	173	7	4%
OSY	1,873	607	32%	445	13	3%	1,873	0	0%	445	0	0%
Total	30,798	13,033	42%	2,874	1,514	53%	30,798	2,372	8%	2,874	340	12%

Source: MSIS

Exhibit 8 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2017-18 performance period (regular year and summer). Results show that 45% of the 30,867 eligible migratory students were served during 2017-18 (an increase of 21% from 2016-17). Twelve percent (12%) of the students served were PFS students (56% of *all* PFS students).

Exhibit 9 shows that 42% of the students served received instructional services (19% of all eligible migratory students). Fifty-seven percent (57%) of the 5,800 migratory students receiving instruction during the performance period received reading instruction and 50% received math instruction. Eighty-four percent (84%) of the migratory students served received support services (38% of all eligible migratory students), with 58% receiving support services receiving counseling services. Eight percent (8%) of the migratory children ages birth to five (not in kindergarten) received support services, as did 33% of migratory students in grades K-5, 47% in grades 6-8, 55% in grades 9-12, and 100% of OSY.

**Exhibit 8
Migratory Students Served during the 2017-18 Performance Period**

Grade	All Migratory Students			PFS		
	Eligible	Served		Total # PFS	Served	
		#	%		#	%
Birth-2	1,301	55	4%	--	--	--
Age 3-5	2,757	314	11%	0	--	--
K	2,028	877	43%	30	17	57%
1	1,741	840	48%	11	8	73%
2	1,852	907	49%	25	14	56%
3	1,979	876	44%	143	76	53%
4	1,965	882	45%	299	160	54%
5	2,021	922	46%	300	161	54%
6	1,965	1,017	52%	270	166	61%
7	1,945	1,072	55%	300	187	62%
8	1,943	1,195	62%	265	206	78%
9	1,833	1,012	55%	252	203	81%
10	1,869	1,073	57%	164	117	71%
11	1,870	1,162	62%	197	146	74%
12	1,856	1,056	57%	173	127	73%
OSY	1,873	607	32%	445	13	3%
Total	30,798	13,867	45%	2,874	1,601	56%

Source: MSIS

**Exhibit 9
Migratory Students Receiving Instructional and Support Services
during the 2017-18 Performance Period**

Grade	# Served	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%*	#	%**	#	%**	#	%*	#	%***
Birth-2	55	3	5%	0	0%	0	0%	55	100%	1	2%
Age 3-5	314	96	31%	43	45%	37	39%	257	82%	53	21%
K	877	504	57%	408	81%	331	66%	587	67%	290	49%
1	840	492	59%	383	78%	302	61%	587	70%	288	49%
2	907	520	57%	403	78%	339	65%	652	72%	326	50%
3	876	453	52%	355	78%	312	69%	647	74%	322	50%
4	882	444	50%	343	77%	309	70%	655	74%	349	53%
5	922	439	48%	340	77%	290	66%	716	78%	354	49%
6	1,017	383	38%	230	60%	297	78%	789	78%	466	59%
7	1,072	329	31%	219	67%	219	67%	877	82%	565	64%
8	1,195	384	32%	179	47%	169	44%	1,076	90%	769	71%
9	1,012	270	27%	102	38%	63	23%	969	96%	670	69%
10	1,073	283	26%	108	38%	115	41%	1,034	96%	682	66%
11	1,162	347	30%	95	27%	89	26%	1,099	95%	796	72%
12	1,056	287	27%	74	26%	52	18%	1,001	95%	777	78%
OSY	607	566	93%	0	0%	0	0%	607	100%	0	0%
Total	13,867	5,800	42%	3,282	57%	2,924	50%	11,608	84%	6,708	58%

Source: MSIS

*Percentage of migratory students served during the performance period

Percentage of students receiving instructional services *Percentage of students receiving support services

Migratory students also were served by Special Education (8% of all eligible migratory students), the State Bilingual Program (38% of all eligible migratory students), and the Learning Assistance Program (21% of all eligible migratory students). Exhibit 10 displays the migratory students and youth eligible and served at each of the 65 project districts during 2017-18 (*Note: this chart does not include non-project districts*). A total of 28,263 students were eligible to receive MEP services during 2017-18 in the project districts, with 14% of these students

considered PFS, and 86% considered non-PFS. Forty-eight percent (48%) of the eligible migratory students received MEP services in the project districts. Sixty-one percent (61%) of the PFS migratory students were served, as were 46% of the non-PFS migratory students. The two largest projects were Kennewick (3,013 eligible students) and Yakima (2,578 eligible students), and the projects that served the largest percentage of students were Winlock (96%), Columbia (Walla Walla) (89%), Lake Chelan (87%), and Brewster and Kiona-Benton (83% each). Of note is that projects with more than 500 eligible migratory students served 46% of students compared to projects with fewer than 500 eligible migratory students that served 54% of students.

**Exhibit 10
2017-18 Local Project Migratory Child Counts and Student Served**

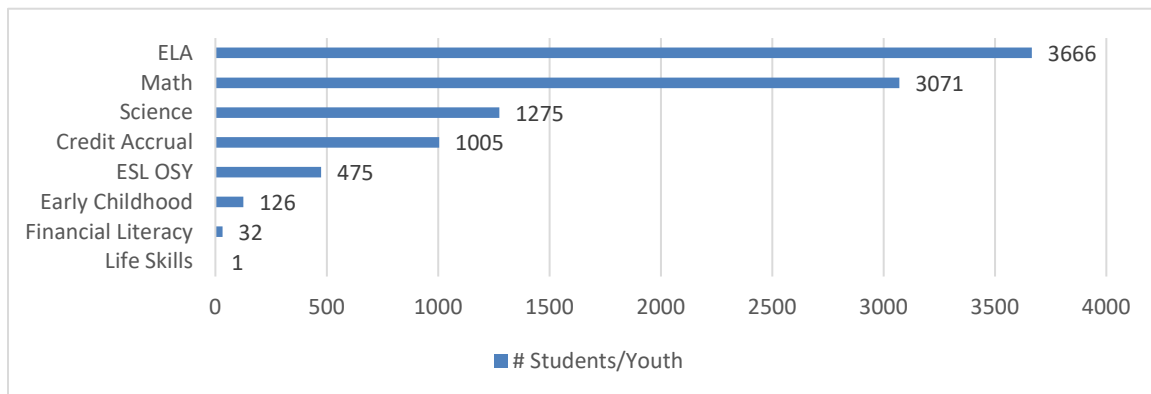
Districts	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Aberdeen	136	102	75%	21	15%	17	81%	115	85%	85	74%
Bellingham	205	78	38%	50	24%	27	54%	155	76%	51	33%
Brewster	243	201	83%	72	30%	67	93%	171	70%	134	78%
Bridgeport	268	94	35%	27	10%	11	41%	241	90%	83	34%
Burlington-Edison	298	163	55%	27	9%	9	33%	271	91%	154	57%
Cascade	81	17	21%	23	28%	9	39%	58	72%	8	14%
Cashmere	321	246	77%	20	6%	19	95%	301	94%	227	75%
Centralia	138	43	31%	31	22%	13	42%	107	78%	30	28%
Chehalis	39	29	74%	5	13%	5	10%	34	87%	24	71%
College Place	66	54	82%	17	26%	17	100%	49	74%	37	76%
Columbia (Walla Walla)	46	41	89%	4	9%	4	100%	42	91%	37	88%
Conway	36	16	44%	10	28%	6	60%	26	72%	10	38%
Eastmont	907	434	48%	134	15%	78	58%	773	85%	356	46%
Ellensburg	56	42	75%	12	21%	12	100%	44	79%	30	68%
Ephrata	195	6	3%	42	22%	2	5%	153	78%	4	3%
Ferndale	182	131	72%	8	4%	8	100%	174	96%	123	71%
Finley	59	47	80%	7	12%	7	100%	52	88%	40	77%
Grandview	654	237	36%	90	14%	42	47%	564	86%	195	35%
Granger	406	185	46%	45	11%	32	71%	361	89%	153	42%
Highland	224	88	39%	40	18%	19	48%	184	82%	69	38%
Kennewick	3013	1095	36%	242	8%	102	42%	2771	92%	993	36%
Kiona-Benton City	383	316	83%	59	15%	58	98%	324	85%	258	80%
La Connor	201	130	65%	5	2%	3	60%	196	98%	127	65%
Lake Chelan	216	188	87%	48	22%	48	100%	168	78%	140	83%
Lind	57	38	67%	11	19%	7	64%	46	81%	31	67%
Lynden	200	122	61%	17	9%	11	65%	183	92%	111	61%
Mabton	320	154	48%	42	13%	25	60%	278	87%	129	46%
Manson	84	41	49%	15	18%	3	20%	69	82%	38	55%
Moses Lake	499	210	42%	93	19%	41	44%	406	81%	169	42%
Mossyrock	40	22	55%	4	10%	1	25%	36	90%	21	58%
Mount Vernon	1464	527	36%	92	6%	48	52%	1372	94%	479	35%
Naselle-Grays River	78	19	24%	13	17%	9	69%	65	83%	10	15%
Nooksack Valley	199	72	36%	46	23%	21	46%	153	77%	51	33%
North Franklin	739	263	36%	94	13%	41	44%	645	87%	222	34%
Ocean Beach	66	42	64%	18	27%	15	83%	48	73%	27	56%
Ocosta	48	0	0%	2	4%	0	0%	46	96%	0	0%
Orondo	100	75	75%	13	13%	13	100%	87	87%	62	71%
Othello	998	293	29%	173	17%	85	49%	825	83%	208	25%
Pasco	2063	242	12%	350	17%	38	11%	1713	83%	204	12%

Districts	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Pateros	61	44	72%	12	20%	9	75%	49	80%	35	71%
Paterson	26	18	69%	3	12%	3	100%	23	88%	15	65%
Prescott	28	20	71%	1	4%	1	100%	27	96%	19	70%
Prosser	851	265	31%	70	8%	28	40%	781	92%	237	30%
Quillayute Valley	54	19	35%	9	17%	2	22%	45	83%	17	38%
Quincy	536	154	29%	93	17%	17	18%	443	83%	137	31%
Ridgefield	17	2	12%	0	0%	0	0%	17	100%	2	12%
Royal City	242	104	43%	51	21%	21	41%	191	79%	83	43%
Seattle	210	125	60%	68	32%	53	78%	142	68%	72	51%
Sedro-Woolley	185	65	35%	40	22%	11	28%	145	78%	54	37%
Selah	135	32	24%	14	10%	7	50%	121	90%	25	21%
Snohomish	93	17	18%	13	14%	2	15%	80	86%	15	19%
Stanwood-Camano	26	0	0%	4	15%	0	0%	22	85%	0	0%
Sunnyside	1503	693	46%	205	14%	115	56%	1298	86%	578	45%
Tonasket	361	227	63%	43	12%	42	98%	318	88%	185	58%
Toppenish	1008	770	76%	253	25%	221	87%	755	75%	549	73%
Union Gap	76	0	0%	14	18%	0	0%	62	82%	0	0%
Wahluke	1366	843	62%	191	14%	173	91%	1175	86%	670	57%
Walla Walla	133	100	75%	32	24%	31	97%	101	76%	69	68%
Wapato	986	668	68%	157	16%	137	87%	829	84%	531	64%
Warden	345	233	68%	91	26%	83	91%	254	74%	150	59%
Wenatchee	1838	1173	64%	224	12%	212	95%	1614	88%	961	60%
West Valley (Yakima)	73	44	60%	13	18%	12	92%	60	82%	32	53%
Winlock	102	98	96%	6	6%	6	100%	96	94%	92	96%
Yakima	2578	1767	69%	249	10%	224	90%	2329	90%	1543	66%
Zillah	102	38	37%	15	15%	11	73%	87	85%	27	31%
Total	28,263	13,622	48%	3,893	14%	2,394	61%	24,370	86%	11,228	46%

Source: MSIS

Exhibit 11 shows the specific instructional services received by migratory students and youth during 2017-18, as reported by local projects in MSIS. Results show that 13% of the eligible migratory students in the project districts received reading instruction, 11% received math instruction, and 5% received science instruction. More than 1,000 secondary-age migratory students and youth received credit accrual, 475 OSY received ESL instruction, and 126 preschoolers received early childhood services.

Exhibit 11: Instructional Services Received by Migratory Students during 2017-18



Source: MSIS

Of note is that during 2017-18, the Washington MEP distributed 569 MP3 players pre-loaded with ESL instruction to 7 students and 562 OSY. Students/OSY receiving the MP3 players were provided tutorials on how to use the player and the lessons. More on this program will be provided in the 2018-19 program evaluation. In addition, following are staff comments highlighting innovative methods, including technology, field experiences, and student leadership opportunities that were used to engage students in their learning and stimulate participation.

- *Our district is a one-to-one technology device district. All students were assigned a Chromebook for use during summer school. Students accessed Imagine Learning Language and Literacy daily. In addition, when selecting ELA and Math standards for summer school focus, we chose standards that included use of digital tools. The theme for summer school was space (e.g. stars and planets). Teachers were encouraged to incorporate project-based learning and tie all instruction to the theme. Students read about space, researched and created digital presentations which they shared in their classes, created geometric models of space and practiced shapes and measurement, etc. Through the 21st Century Grant, we were able to offer enrichment opportunities in robotics/STEM, science, and art. Students were given hands-on opportunities to create a space robot, create their own galaxy with paper mache and clay models, and then talk about and present their work. Our language focus for summer school was ELD Standard #1, that students would construct meaning from oral presentations, literary, and informational text through grade-appropriate listening, reading, and viewing. This instructional model was new to summer school and we saw increased student engagement and attendance.*
- *To supplement the Summer Success Reading curriculum, the district purchased Real World STEM kits for grades K-8 and Project-Based Learning Kits for grades 1-8. The STEM kits included units targeting solar, water, and electric energy. The final week of summer school, students participated in a field trip to Chief Joseph Dam where they received a of the powerhouse.*
- *Technology was used this year to help students access learning as well as for tracking student progress throughout the Summer Academy Program. Again this year, our District Art teacher worked with students to motivate them while integrating the arts, math, and writing. Students also were given opportunities to enhance their self-awareness of culture. The objectives were shared with families to build a stronger understanding of how the math concepts could be linked to student learning.*
- *Inclusion of student activities and field-related experiences for prekindergarten readiness students really increased student engagement and awareness for community resources. Use of iPads and Google Chromebooks to support content area understanding, improvement in technology skills, and enhancement of lessons in reading, writing, and math. Dare to Dream Academy Students: curriculum designed by universities included focus on exploring future, career awareness, and high school and beyond planning. Complex Instructional model: Foster meaningful discourse among students that promotes mathematical reasoning. In Reading: Literacy Workshop (balanced literacy model) with a focus and basic prekinder readiness skills. Imagine Learning Pilot Program- technology integrated preschool readiness program was piloted with PreK students.*
- *As part of the summer program, three field experiences were aligned with the EiE Water, Water, Everywhere Kit. Students had the opportunity to visit and explore the Pacific Science Center, Bonneville Dam, and Multnomah Falls.*
- *This is our third year of offering the home visits program for summer school. Having parents and family members be part of each visit and utilizing the Funds of Knowledge of the family helps increase relationships and a deeper connection to learning. We also loaned iPads and laptops with Wi-Fi hot spot connections, when needed, to allow students to access learning websites.*
- *Code.org is a nonprofit dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Our vision is that every student in every school has the opportunity to learn computer science, just like biology, chemistry*

or algebra. Code.org provides the leading curriculum for K-12 computer science in the largest school districts in the United States and Code.org also organizes the annual Hour of Code campaign which has engaged 10% of all students in the world. Code.org is supported by generous donors including Amazon, Facebook, Google, the Infosys Foundation, Microsoft, and many more.

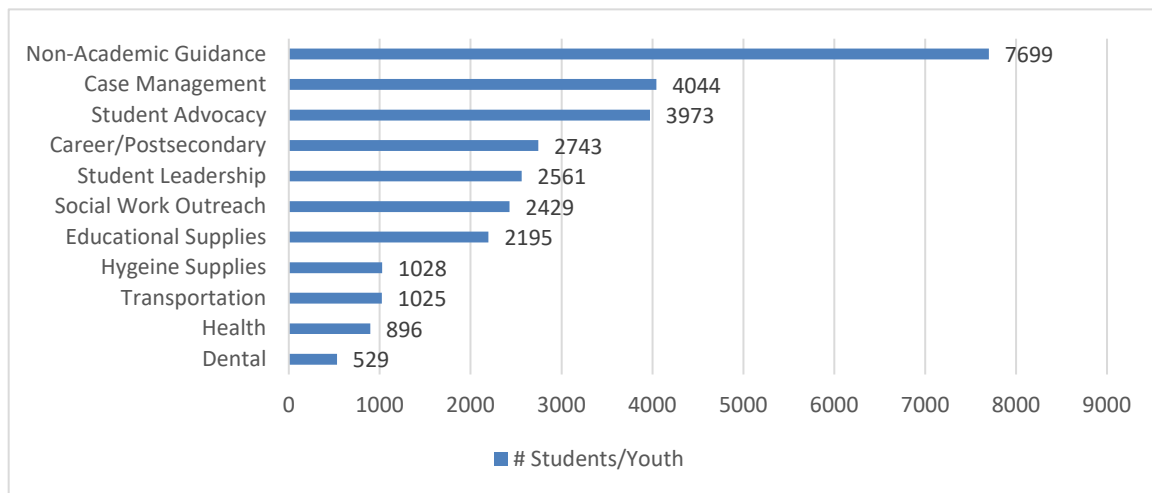
- *Engineering Everywhere Unit: Worlds Apart: Remote Sensing Devices.* This unit will be used in conjunction with Code.org. In this unit, students will use the Engineering Design Process to design remote sensing devices that can help scientists learn about a newly discovered moon. Students created two projects utilizing Google Slides. They used Chromebooks for various assignments throughout summer school.
- *A theme of careers was created and speakers and field trips around specific career clusters were included weekly. Hand-on activities for each career cluster were also included. The intent was to engage students in meaningful activities while providing experiences that built vocabulary and academic background knowledge.*
- *Each classroom used either iPads or Chromebooks to enhance and to engage the students in learning. The science lessons were largely hands-on opportunities that increased engagement and allowed for creative problem solving. Engineering design problems were presented to students across all classrooms. A walking field trip designed to facilitate the transition to high school was completed with the middle level students in the Migrant Summer Program.*
- *The students had time on IXL everyday which allows for them to work at their own level in math. They also really enjoy the EiE engineering program we use.*
- *We focused on STEM themes which students found very interesting.*
- *The lower level math program implemented games to learn math. Students received materials to continue to play math games at home. Parents were invited on the last day to learn how to play some of these games with their children.*
- *The access that our high school (Dare to Dream) students and our middle school (Voices from the Field) students had to summer opportunities was incredibly engaging and left students asking for more time at these camps and if they could attend again next summer. Our hopes are that we will be able to sustain the number of student registrations for both of these camps in the coming years.*
- *Our home-based preK-5 summer school approach is innovative in the sense that we have become a model for other districts that would like to implement something similar across the state and the nation, presenting at both the state and national conferences within the past five years. Not only that, but we continue to reflect and analyze our process and results, each year improving our systems and approach.*
- *Students had access to iPads for support in math and reading. Each classroom had eight devices to be used for small group work. Think Through Math, Fry Word Pro, XtraMath, Reading plus are examples of just a few programs that were used to support these content areas.*
- *During the first couple of days of Summer School, it was observed that 5th grade students were forming school (groups) that were beginning to act in unhealthy ways (forming cliques). One student suggested that we help with this and also this would support a healthy/friendly 5th to 6th grade transition into Junior High. Four 5th grade students collaborated with administration to develop some activities and games that would help resolve these problems and promote a diverse learning environment which includes all three elementary groups.*
- *Students had access to Chromebooks for reading, math, and language development software during the summer program. In addition, students were involved in social/emotional lessons and team building activities. We added Friday field trips to this summer's program. Taking students to educational settings such as the Seattle Science Center, the Aquarium, Boeing Museum of Flight, and multiple local and regional college/university visits.*
- *We ran a thematic summer school...WILD about learning. We created a GLAD-delivered unit of study on the biomes of the Pt. Defiance Zoo. We intentionally included only animals students*

would be seeing at the zoo. We tied our PBIS into the WILD---W-work together; I-inspire others; L-lend a hand; D-develop friendships. We had an all school morning meeting and chant.

- Students who did not have access to technology at home were provided with Chromebook and Kajeets (smart spots) were purchased for families that did not have Wi-Fi access. Students were asked to use iReady in addition to the books and lessons they were provided during home visits.
- The summer programming incorporated Super FAD (Fun and Different) time into learning every day. Teachers provided hands-on learning opportunities, such as drama, painting, and cooking. Field trips were provided to the middle school students. Students also accessed ORIGO online math games.

Exhibit 12 shows the specific support services received by migratory students and youth during 2017-18, as reported by local projects in MSIS. Results illustrate that the largest number of migratory students/youth received non-academic guidance, followed by case management, and student advocacy. Other support services received included career/postsecondary education, student leadership opportunities, social work outreach, educational supplies, hygiene supplies, transportation, health, and dental. Of note is that during 2017-18, the Washington MEP distributed 1,531 backpacks (520 to families with children birth to age two and OSY) to students and OSY containing school supplies and hygiene kits.

Exhibit 12
Support Services Received by Migratory Students during 2017-18



Source: MSIS

PARENT INVOLVEMENT

The Washington MEP values parents as partners with the program/schools in the education of their children. As a result, parents take part in regular and ongoing PAC meetings during the regular school year and various other parent activities during both the regular school year and summer. Each project has a PAC that provides guidance and input into the planning and implementation of the Migrant Education Program. Following are examples of the events, activities, and meetings in which parents participated during 2017-18.

- ✓ Book clubs
- ✓ College field trips
- ✓ College informational nights
- ✓ Dare to Dream Parent Night
- ✓ End-of-year parent events
- ✓ English classes for parents
- ✓ FAFSA/WASFA nights
- ✓ Family information nights
- ✓ Field trips
- ✓ Health fairs

- ✓ High school parent night for incoming freshmen
- ✓ Holiday family events
- ✓ Home visits
- ✓ Knowledge Fair
- ✓ La Chispa Regional Workshop
- ✓ Literacy nights
- ✓ Love and Logic classes
- ✓ Math nights
- ✓ Migrant awards banquet
- ✓ Migrant family nights
- ✓ Migrant math night
- ✓ Migrant Parent Symposium
- ✓ Migrant Student Leadership Club
- ✓ Open houses
- ✓ PAC meetings
- ✓ Parent classes
- ✓ Parent Day
- ✓ Parent/teacher conferences
- ✓ Spanish financial aid nights
- ✓ State Parent Advisory Group
- ✓ STEM nights
- ✓ Student presentations/events
- ✓ Summer school orientation
- ✓ Washington MEP State Conference
- ✓ Weekly read-alouds

Examples of training topics provided to parents by the MEP included the following:

- ✓ Accessing Skyward Student Information
- ✓ Action Planning
- ✓ Building Relationships
- ✓ Career Exploration and Postsecondary Education
- ✓ College and Career Readiness - FAFSA and Scholarships
- ✓ College Pathways
- ✓ Common Core State Standards
- ✓ Community Resources
- ✓ Coping Strategies for Success
- ✓ Discipline
- ✓ Dreamers Project
- ✓ Effective Conferencing with Teachers
- ✓ ELL curriculum
- ✓ Enhanced English Language Acquisition Skills
- ✓ FAFSA/WAFSA
- ✓ Family Support - Sharing your Story
- ✓ Financial Literacy
- ✓ Funds of Knowledge
- ✓ Graduation Requirements
- ✓ How School Programs Support Students
- ✓ How to Support Academics in the Home
- ✓ IEP and 504 Plans - What do they mean?
- ✓ Immigration
- ✓ Improved School Relationships and Advocacy
- ✓ Increased Knowledge of citizenship and immigration
- ✓ Leadership Skills
- ✓ Migrant After School Tutoring in Reading and Math
- ✓ Migrant Education Program Overview
- ✓ Overcoming Barriers
- ✓ Planning for the Future
- ✓ Program Evaluation
- ✓ Project FIT
- ✓ Reading at Home
- ✓ Scholarships
- ✓ Sexual Harassment in the Workplace
- ✓ State Assessments
- ✓ Stronger Cultural/Generational Perspectives
- ✓ Succeeding in College

On end-of-year reports, local project staff identified **activities conducted to increase migratory parent engagement**. Following are examples from individual projects that address PAC meetings and training, parent involvement activities and training, and opportunities for parent involvement in the classroom and at home.

PAC Meetings and Training

- *Focus was placed on making PAC meetings fun and engaging for families. Also, looking at different ways of communication with families to include flyers mailed home, use of robocall system, posting on the district website and Facebook page, flyers posted on bulletin boards at the*

different district buildings, flyers posted at different community sites that families frequent. In addition, efforts were made to collaborate with the Native Education Program and Quinault Nation. Through these efforts we saw an increase in attendance, especially at the end-of-year activity which was a Celebration of Cultures where EL and migrant secondary students created displays about their native countries. Students also shared talents such as cultural dances and poetry in their native language. Families brought native foods to share at a potluck. This activity was a success in helping families make connections with other migrant families in the district and with Student Support Services staff.

- *We tried and felt it was successful to offer a Saturday (Sabado Gigante) training workshop for parents. The meetings were well received and we will continue in 2018-19.*
- *Parent engagement activities (meetings/trainings) were held bi-monthly which consisted of guest speakers, staff and student presentations, and focused activities. Trainings included: Migrant 101; EiE science kit training; bi-monthly migrant team meetings where we plan, discuss events, and evaluate our program; graduation requirements; leadership skills; career exploration and postsecondary education; student presentations on school activities as well as migrant funded activities such as the LEAP Conference; how to support students academics in the home; effective conferencing with teachers; and the National Migrant Education Conference.*

Parent Engagement Activities

- *Migrant staff continue to visit with families, either with home visits or in schools. They also attend extracurricular family events in the schools, such as meet your teacher, conferences, and academic family nights. We have had success with the Hispanic Family Forums and will continue to implement them this upcoming year.*
- *Dare to Dream and Islandwood webinars brought in a lot of parents inquiring about the programs.*
- *Each building has a Migrant/Bilingual Achievement Specialist to personally invite our families to school events throughout the year.*
- *We did a meeting where we worked with parents with a variety of devices to show them how to access their students grades, attendance, and missing assignments which gives all the power back to the parents. We did a literacy activity with Don Bender which empowered parents about their rich past and strong beliefs. We reviewed the district report card and looked at all the information and where we stand as to state testing.*

Opportunities for Parent Involvement in the Classroom and at Home

- *The MGS makes frequent contact with parents to share both positive things students have done as well as to inform parents and seek assistance from them when students are struggling academically and/or behaviorally.*
- *Parents were supported in their understanding of opportunities for tutoring, transition to college, and community services to support their family needs.*
- *The district held monthly family nights at the local library. Snacks and learning activities were provided for families. The district staff shared with parents different ideas for how to help their children succeed in school (discussed state testing, attendance, school applications such as free/reduced lunch, etc.). The district provided opportunities to apply for library cards and utilize other resources throughout the community.*

On end-of-year reports, local project staff identified ways in which **parent activities impacted parents**. Following are examples from individual projects that address increased parent knowledge and skills, increased parent involvement, and impact on students.

Increased Parent Knowledge/Skills

- *Increased parent participation/attendance for migrant parent nights. Migrant parents tested for GED. Parents were better equipped to assist their children academically. Parents were informed regarding state and federal testing.*
- *Parent presentations and activities increased our migrant and bilingual parents' knowledge of school resources, graduation requirements, how to help our students who struggle with reading, etc.*

Increased Parent Involvement

- *Each time we have the family forums/general PAC meetings, we have increased participation. Due to more migrant staff being bilingual, communication has improved. Families know who to contact at their particular schools and feel supported. They are increasingly willing to share out, relate experiences, and assist others with school related issues.*
- *Activities in which parents participated increased their engagement by providing parents with training and awareness on strategies to best support their children at home in different content areas, as well as equip them with skills of advocacy when navigating the educational setting.*
- *The most cited event was the keynote speaker who was a former NASA astronaut. Although our students felt inspired to persevere in their goals, the parents also expressed that they learned how important parents are in influencing their children to succeed academically and in life.*
- *Parents who attended our main event expressed that they felt more comfortable in approaching school counselors to solicit information about college resources.*

Impact on Students

- *Students whose parents attended events throughout the course of the school year demonstrated greater levels of engagement in school.*
- *Parents indicated on surveys that sessions helped them support their children at home*
- *Parent engagement at family nights helps their children's academic achievement because they are able to help their child at home and better understand the academics.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning opportunities, allowing them to more effectively and efficiently serve migratory students. Professional development takes many forms including national/state conferences, regional training, site-based workshops, and coaching and mentoring. During 2017-18, Washington MEP and ESD staff provided numerous professional development opportunities to MEP staff. Following are examples of the key professional development in which MEP staff participated during 2017-18.

- ✓ Book studies
- ✓ Daily math and literacy PLC's
- ✓ ELL team meetings
- ✓ International Literacy Association Conference
- ✓ Job-embedded coaching (summer)
- ✓ Latino/a Educational Achievement Project (LEAP) Conference
- ✓ Migrant staff meetings
- ✓ Migrant Grant Application Training (OSPI)
- ✓ MSIS Data Training
- ✓ National Association of Bilingual Education (NABE) Conference
- ✓ National Migrant Education Conference
- ✓ National Summer Learning Association (NSLA) Summer School Institute
- ✓ Quarterly MEP webinars (OSPI)

- ✓ Regional migrant meetings
- ✓ Title I Parent Conference
- ✓ Washington Association of Bilingual Education (WABE) Conference
- ✓ Washington Association of Bilingual Education (WABE) Regional Forums
- ✓ Washington Migrant Education Conference
- ✓ Washington School Counselor Conference
- ✓ Washington Student Support Conference

In addition, MEP staff participated in regular and ongoing professional development provided by local districts, ESDs, and the MEP. Following is a sample of the topics covered during professional development.

- | | |
|--|---|
| ✓ Academic Language | ✓ Home-based Instruction |
| ✓ Academic Language Development in Science | ✓ Home Visits (Job-Embedded) |
| ✓ ACES (Adverse Childhood Experiences) | ✓ ID&R |
| ✓ Achieve3000 Reading | ✓ Imagine Learning |
| ✓ Bilingual Newcomer | ✓ Immigration |
| ✓ Bilingual and Sheltering Techniques | ✓ iPad and Chromebook Apps |
| ✓ Binational Transfer Process | ✓ Legal Status of Families |
| ✓ Book Studies | ✓ LitCamp |
| ✓ Bridge to College | ✓ Literacy Strategy Lessons for Small Group Instruction |
| ✓ COE Training | ✓ Love and Logic |
| ✓ Collaboration | ✓ Math Matters |
| ✓ Common Core State Standards | ✓ Mathematical Practices |
| ✓ Complex Instruction in Math and its impact on Equitable Achievement for Students | ✓ McKinney-Vento Homeless Program |
| ✓ Coordinated Migrant Parent Leadership | ✓ MGS/MSA Training |
| ✓ Corrective Reading Curriculum | ✓ Migrant 101 |
| ✓ Cultural Awareness | ✓ Migrant Health |
| ✓ DACA | ✓ Migrant Lifestyle Library |
| ✓ Data | ✓ Migrant Lifestyle Training |
| ✓ Digital Storytelling | ✓ Migrant PAC Officer Training |
| ✓ Effective Family Literacy Nights | ✓ Migrant Student Leadership Activities |
| ✓ ELA Learning A-Z | ✓ MSIS |
| ✓ ELP Standards | ✓ Needs Assessment |
| ✓ Emergency Family Safety Plans | ✓ Newcomer Toolkit |
| ✓ Engineering is Elementary (EiE) | ✓ PAC Leadership |
| ✓ Equity and Access to Academic Opportunities for Migrant Students in Low Performing Schools | ✓ PAC Responsibilities/Reporting |
| ✓ Family Literacy | ✓ Parent Engagement |
| ✓ Family Literacy Radio Project | ✓ Parent Partnerships |
| ✓ Flexible Credit Options | ✓ Parents Role in Teaching Reading |
| ✓ Funds of Knowledge | ✓ PASS |
| ✓ Funds of Knowledge Math Toolkit | ✓ Principles of Second Language Acquisition |
| ✓ GLAD Strategies | ✓ Professional Learning Communities |
| ✓ Graduation Requirements | ✓ Project-Based Learning |
| ✓ Health | ✓ Project FIT |
| ✓ Home/School Connections | ✓ Reading Mastery |
| | ✓ Reading Support in the Home |
| | ✓ Safe Schools Training |
| | ✓ Scholastic Literacy Camp Program |
| | ✓ Seven Areas of Concern |

- ✓ SIOP
- ✓ Spanish
- ✓ Summer School Assessments

- ✓ Summer School Instructional Strategies
- ✓ Voices from the Field Academies

MEP staff completing end-of-year reports of summer programming indicated the ways in which **professional learning impacted MEP staff**. They reported that staff incorporated strategies learned from PD while working with migratory students, extending staff knowledge of the needs and home life of migratory students, and in creating and implementing innovative and engaging instruction. Following are examples of MEP staff comments on the impact of profession learning opportunities.

Impact on classroom instruction

- *For Migrant Academic Academies (6-8) teachers, they had an opportunity to engage in ongoing PD relevant to their current assignments for the summer. The effects of this was reflected in daily teacher practice through job-embedded PD with daily debriefs on practice and application. Emphasis was placed on practicing new strategies with the support of the Migrant Summer Programs Coordinator with emphasis on the Common Core State Standards. Daily debriefs occurred in which teachers were given the opportunity to clarify their understandings of the strategies being employed.*
- *Our MSA had never used the PLATO program before, so the professional learning she received helped her to academically guide students in the use of this program.*
- *Our staff was able to use what they had learned to better serve and motivate students. They used strategies with students individually and in small groups and the migrant supervising teacher was able to encourage and monitor the use of the various strategies and ideas in the classrooms as she moved from one class to the other.*
- *PD impacted instruction by giving teachers the ability and support they need to revise curriculum and/or strategies to more adequately meet their students' needs.*
- *PD impacted instruction in a positive way. Teachers were much better prepared to implement the science curriculum and lead the hands-on engineering lessons having experienced the lessons as students themselves. Training gave teachers a jump start on planning, which allowed for more intentional instructional strategies. Specifically, there was a significant use of GLAD strategies in most of our classrooms. GLAD strategies require a lot of preparation time for the teacher.*
- *Teachers gained a good amount of instructional strategies. Expectations were set for next steps including encouraging implementation of their acquired strategies in the classroom.*
- *Teachers routinely incorporated pedagogical strategies that were reviewed during the morning coaching sessions.*
- *Teachers used the foundational reading skills and strategies daily in their reading lessons. Teachers also practiced their number talk portions of the lesson with the help of the math coach and there was an overall focus on promoting visual models and representations in their daily lessons. Teachers used public records to represent student thinking in K-5 lessons. A math coach supported this work using coaching cycles with teachers which included planning a lesson, side-by-side coaching, followed by a debrief of the lesson. Each teacher was provided two short PD sessions as well as time to have two full coaching cycles.*

Impact on staff skills for implementing innovative and engaging instruction

- *Instructors were able to implement strategies. These strategies increased the level of engagement for students who were given the opportunity to "talk math" during activities.*
- *Teachers used the reading curriculum with greater fidelity. The math curriculum training gave teachers new strategies and methods to use in helping students solve problems in multiple ways. Students were so highly engaged in the math activities that they hardly realized how hard they were working and thinking.*

- *Teachers were excited to use the STEM and project-based learning kits. The STEM projects provided a great platform for migrant students to showcase their academic skills.*
- *Training helped teachers focus on language learning in academic context and maximizing hands-on/applied learning projects. Students improved in their vocabulary related to the tasks and understood the concepts of the course.*

Impact on staff knowledge of the needs and home life of migratory students

- *All teachers had something in common - they had a common instructional language and were using quality instructional materials. The movie really let some people understand migrant lifestyles better and I feel they were a bit more compassionate.*
- *Instructional staff reported that training helped them to better understand the needs of our migrant students. As a result, we observed increased opportunities for student interaction, a greater focus on oral language development and discourse, and more hands-on learning activities.*
- *Migrant lifestyles training helped staff to better comprehend and relate to their migrant students.*
- *Staff were more aware of the type of needs our migrant students would be bringing with them and were prepared to address these needs.*

Impact on MEP staff conducting home-based programming

- *Our teacher reported feeling safe during their home visits and knew exactly what to do and who to contact if they had an issue or problem. The teacher also appreciated the weekly check ins as an opportunity to reflect on the learning, plans and individual students.*
- *The migrant home visitor reported feeling very comfortable with the home visiting process and the materials that she was using to support student learning in the home. Families and students reported feeling very comfortable with the home visitor.*

FIDELITY OF STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** tool was completed by local projects in Washington. MEP staff worked in teams to discuss how the 11 strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Following are the mean ratings assigned by MEP staff for the level of implementation of each strategy in the Washington SDP. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A rating of succeeding (4) is considered “proficient”. A copy of the FSI is included in Appendix A.

Four strategies (1.1 - regular term ELA academic support, 1.2 - summer ELA academic support, 4.1 - wrap-around support for secondary migratory students, and 4.2 - graduation support and advocacy) were rated highest with mean ratings of 3.5 out of 5.0. Lowest rated were Strategies 2.3 (family mathematics services) and 3.3 (school readiness family engagement trainings). Mean ratings for all 11 strategies were below the “proficient” level (“succeeding”).

**Exhibit 13
Mean Ratings on the Fidelity of Strategy Implementation (FSI)**

Strategies	17-18 Rating
ELA	
Strategy 1.1: Provide <u>regular term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services	3.5

Strategies	17-18 Rating
aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.	
Strategy 1.2: Provide <u>summer term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.	3.5
Strategy 1.3: Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide <u>family literacy services</u> (reading, writing, speaking, listening in L1 or L2) that include opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).	3.0
Mathematics	
Strategy 2.1: Provide <u>regular term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.	3.1
Strategy 2.2: Provide <u>summer term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.	3.0
Strategy 2.3: Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide <u>family mathematics services</u> that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.	2.6
School Readiness	
Strategy 3.1: Ensure early learning classrooms are culturally responsive by providing all teachers of migratory preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for <u>school readiness and cultural awareness training</u> , including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning).	3.0
Strategy 3.2: Provide or partner with programs to provide supplemental, research-based and best practices <u>instructional services (including a focus on social-emotional development) to 3-5-year-old migratory children</u> that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart).	3.1
Strategy 3.3: Offer a series of <u>family engagement trainings</u> that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network	2.8
Graduation/Services to OSY	
Strategy 4.1: Provide <u>wrap-around support for secondary-age migratory students</u> with multi-tiered systems of support including: a) credit retrieval and competency-based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with ongoing data review); and d) professional learning for all teachers on effective instructional strategies (e.g.,	3.5

Strategies	17-18 Rating
AVID, GLAD, SIOP, ELA, mathematics, Migrant 101, Integrated Basic Education, and Skills Training Program or I-BEST).	
Strategy 4.2: Provide migratory student <u>graduation support and advocacy</u> that includes: a) monitoring and tracking attendance and academic progress; b) conducting referrals to services aligned to students' needs; c) facilitating appropriate scheduling options for students to gain access to Advanced Placement, Highly Capable, CTE, and regular academic core course options; d) facilitating access to services to address social/emotional needs; e) fostering family school connections and conducting home visits; f) conducting parent information sessions to ensure that migratory students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career; and g) promoting access to or developing leadership and mentoring programs.	3.5

Exhibit 14 lists the examples of evidence provided by the projects for each of the strategies.

Exhibit 14 - Evidence Cited for Strategies on FSIs

Strategy 1.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards	
<ul style="list-style-type: none"> • After-school support • Balanced literacy • Benchmark assessments • Close reading • Collaboration with other programs • Culturally-relevant literature • Curriculum documents • Daily exit tickets • Daily reports of student progress • Differentiated instruction • Direct instruction provided by certified staff • Documentation of staff providing services • Engineering is Elementary (EiE) • Enrollment documentation • Family literacy night • Formative assessments • Imagine Learning • LEGO Robotics • Leveled Literacy Intervention (LLI) • Leveled readers • Lexia 	<ul style="list-style-type: none"> • Literacy provided through Math MATTERS • Measuring Up online program • One-on-one tutoring • Paraeducators providing support • Pre/post-testing • Reading Mastery • Small group instruction • STAR Test • STEM • Strategies to build reading skills • Student needs assessment data • Student progress shared with parents • Student records • Student self-assessments • Student work • Teacher candidates in the classroom • Training on GLAD binders • Vocabulary Development • WaKIDS Assessment results • Writing
Strategy 1.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards	
<ul style="list-style-type: none"> • After-school support • Balanced literacy • Benchmark assessments • Chromebooks for read along audio for novels • Close reading • Collaboration with other programs • Culturally-relevant literature • Curriculum documents • Daily exit tickets • Daily reports of student progress • Differentiated instruction • Direct instruction provided by certified staff • Documentation of staff providing services • Engineering is Elementary (EiE) • Enrollment documentation 	<ul style="list-style-type: none"> • Migrant PreK Kindergarten Jump Start • One-on-one tutoring • Paraeducators providing support • Pre/post-testing • Reading curriculum (e.g., Wonder Works, Reading Wonders, Accelerated Reader, Journeys, EiE, Imagine Learning, Learning A-Z, Achieve3000, KidBiz, SmartyAnts, Lexia, Measuring Up, Reading Mastery, Science A-Z) • Small group instruction • STAR Test • STEM • Strategies to build reading skills • STRIDE pilot program • Student needs assessment data

<ul style="list-style-type: none"> • Family literacy night • Formative assessments • Foundations of Academic Endeavors Program • Home-based family literacy program • Home-based summer program • Imagine Learning • LEGO Robotics • Leveled Literacy Intervention (LLI) • Leveled readers • Lexia • Literacy camp • Literacy provided through Math MATTERS 	<ul style="list-style-type: none"> • Student progress shared with parents • Student records • Student self-assessments • Student work • Summer Read Up free books • Teacher candidates in classrooms • Training on GLAD binders • Vocabulary development • WA Kids assessment results • Wordless books • Writing
<p>Strategy 1.3: Use the OSPI ELA Suite and additional family resources highlighted by OSPI and their regional and national partners to provide family literacy services that include opportunities for families to learn strategies to support learning in the home</p>	
<ul style="list-style-type: none"> • Documentation of how the ELA Suite and other resources used for family literacy services • Family literacy nights • Family literacy schedules, agendas, and sign-in sheets • Family literacy services evaluations • Family literacy services materials 	<ul style="list-style-type: none"> • Information, strategies, and resources for parents to use at home • Menu of Best Practices • PAC meetings • Parent/teacher conferences • Sharing student progress with parents
<p>Strategy 2.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics</p>	
<ul style="list-style-type: none"> • After-school support • Benchmark assessments • Bridges Intervention Binders • Collaboration with other programs • Constructive meaning to support ELLs • Curriculum documents • Direct instruction provided by certified staff • Documentation of staff providing services • Engineering is Elementary (EiE) • Enrollment documentation • Eureka Math • Family math nights • Family workshops • Foundations of Academic Endeavors Program • Group projects • In-class math support • I-Ready • IXL Math • K'nex • LEGO Robotics • Family math nights • Math clubs 	<ul style="list-style-type: none"> • Math instructional coaches • Math manipulatives • Math MATTERS • Math routines • Meaningful discourse • Number talks • One-on-one tutoring • ORIGO • Pre/post-testing • Professional development for staff • Progress monitoring • Small group math support • STAR Assessments • STEAM program • STEM program • Strategies to build math skills • Student needs assessment data • Student records • Student self-assessments • Student work • Supplemental intervention classes • WaKIDS Assessment results
<p>Strategy 2.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics</p>	
<ul style="list-style-type: none"> • After school support • Benchmark assessments • Big Brainz Math • Bridges Intervention Binders • Collaboration with other programs • Curriculum documents • Direct instruction provided by certified staff • Documentation of staff providing services • Engineering is Elementary (EiE) • Enrollment documentation • Eureka Math • Family math nights • Foundations of Academic Endeavors Program 	<ul style="list-style-type: none"> • Math manipulatives • Math MATTERS • Math routines • Meaningful discourse • Measuring Up online program • Migrant Prek Kindergarten Jump Start • Number talks • One-on-one tutoring • Pre/post-testing • Progress monitoring • Small group math support • STEAM program • STEM program

<ul style="list-style-type: none"> • Group projects • Home-based summer program • IXL Math • K'nex • LEGO Robotics • Math curriculum (e.g., Engage NY, Envision Math, Engineering Adventures, EiE, Eureka Math, Big Brains, Fast Math, Math 180, Imaging Learning) • Math instructional coaches 	<ul style="list-style-type: none"> • Strategies to build reading skills • STRIDE pilot program • Student needs assessment data • Student records • Student self-assessments • Student work • Supplemental intervention classes • WA Kids assessment results
Strategy 2.3: Use the OSPI Mathematics Suite to provide family mathematics services	
<ul style="list-style-type: none"> • Documentation of how the Math Suite and other resources used for family math services • Family math nights • Family math schedules, agendas, and sign-in sheets • Family math services evaluations • Family math services materials 	<ul style="list-style-type: none"> • Information, strategies, and resources for parents to use at home • Menu of Best Practices • PAC meetings • Parent/teacher conferences • Sharing student progress with parents
Strategy 3.1: Ensure early learning classrooms are culturally responsive by providing all teachers of migratory PreK-3 students and preschool partners with school readiness and cultural awareness training	
<ul style="list-style-type: none"> • Attendance at local, state, and national school readiness and cultural awareness training • Emails documenting registrations • Local school/district/ESD professional development • MEP staff training evaluations • Migrant 101 training 	<ul style="list-style-type: none"> • NASDME Conference • New staff training • Staff meetings/training • Staff training agendas and sign-in sheets • Training logs • Training materials
Strategy 3.2: Provide or partner with programs to provide supplemental, research-based and best practices instructional services to 3-5-year-old migratory children that are aligned to their needs	
<ul style="list-style-type: none"> • Balanced literacy • Birth to 5 Parent Engagement Series • Collaboration with preschool programs/services • Culturally-relevant literature • Curriculum documents • Daily reports of student progress • Differentiated instruction • Direct instruction provided by certified staff • Documentation of staff providing services • Enrollment documentation • Formative assessments 	<ul style="list-style-type: none"> • Paraeducators providing support • Small group instruction • Student needs assessment data • Student progress shared with parents • Student records • Student work • Teacher candidates in classrooms • Vocabulary development • WaKIDS Assessment results • Wordless books • Writing
Strategy 3.3: Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant	
<ul style="list-style-type: none"> • Birth to 5 Parent Engagement Series • Documentation of services provided during family engagement trainings • Documentation of collaboration with other early learning programs • Family engagement schedules, agendas, and sign-in sheets 	<ul style="list-style-type: none"> • Family engagement training materials • Family engagement training evaluations • Family nights • Information, strategies, and resources for parents to use at home • Migrant Parent Symposia
Strategy 4.1: Provide wrap-around support for secondary-age migratory students with multi-tiered systems of support	
<ul style="list-style-type: none"> • Academic Academy • Apex Learning • Aventa Curriculum • AVID training • Beyond Action Plan • Collaboration with other programs (e.g., districts, vocational high school, LAP, GEAR UP, dropout prevention) • College readiness activities • Computer program work packets • Curriculum documents • Dare to Dream Academy • Dropout reports 	<ul style="list-style-type: none"> • Leadership programs • LEAP Conference • Lists of services provided • MGS/student advocate caseload/services • Online credit options • Onsite Algebra class • PASS • Progress monitoring • Red Comet online credit retrieval program • Secondary credit accrual • Student conferences to determine need • Student monitoring by MEP staff • Student monitoring by MGS

<ul style="list-style-type: none"> • Enrollment documentation • FAFSA assistance • Fees paid for migratory students to attend credit retrieval programs • Field trips • High school counselor credit evaluations • IslandWood 	<ul style="list-style-type: none"> • Student participation records • Student records • Student work • Summer programming • Transportation provided • University recruiter to assist with FAFSA/WASFA • Voices from the Field
Strategy 4.2: Provide migratory student graduation support and advocacy	
<ul style="list-style-type: none"> • Academic Academy • Apex Learning • Aventa Curriculum • Beyond Action Plan • Collaboration with other programs (e.g., districts, vocational high school, LAP) • College readiness activities • Computer program work packets • Curriculum documents • Dare to Dream Academy • Dropout reports • Enrollment Documentation • FAFSA assistance • Field trips • High school counselor credit evaluations • Islandwood • Leadership programs 	<ul style="list-style-type: none"> • LEAP Conference • Lists of services provided • MGS/student advocate caseload/services • Next Generation Club (migratory students) • Progress monitoring • Student conferences to determine need • Student monitoring by MEP staff • Student monitoring by MGS • Student participation records • Student records • Student work • Summer home visit program • Summer programming • Transportation • University recruiter to assist with FAFSA/WASFA • Voices from the Field

6. Outcome Evaluation Results

Migratory Student Achievement of State Performance Goals 1 and 5

Performance Goal 1: Proficiency in Reading and Math

During 2017-18, academic achievement in reading and math of students attending public school in Washington was assessed by two assessments: (1) Smarter Balanced Assessment in ELA and Math (grades 3-12), and (2) End-of-Course (EOC) exams in Math (grades 10-12). Proficiency levels for all assessments are as follows: Level 1=Below Basic; Level 2=Basic; Level 3=Proficient; and Level 4=Advanced. Note: P/A = Proficient/Advanced

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

Exhibit 15
Migratory Students Scoring P/A on 2018 Smarter Balanced ELA Assessments

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	179	15.6%	64.7%	-49.1%	57.6%
	Non-PFS	1,521	23.7%		-41.0%	
	Total	1,700	22.8%		-41.9%	
4	PFS	188	12.8%	64.7%	-51.9%	59.1%
	Non-PFS	1,533	30.7%		-34.0%	
	Total	1,721	28.7%		-36.0%	
5	PFS	172	9.3%	64.7%	-55.4%	61.3%
	Non-PFS	1,590	30.1%		-34.6%	
	Total	1,762	28.0%		-36.7%	
6	PFS	129	14.0%	64.7%	-50.7%	58.0%
	Non-PFS	1,591	27.7%		-37.0%	
	Total	1,720	26.6%		-38.1%	
7	PFS	148	11.5%	64.7%	-53.2%	62.3%
	Non-PFS	1,557	33.9%		-30.8%	
	Total	1,705	32.0%		-32.7%	
8	PFS	140	12.9%	64.7%	-51.8%	62.0%
	Non-PFS	1,546	32.9%		-31.8%	
	Total	1,686	31.2%		-33.5%	
10	PFS	180	20.6%	64.7%	-44.1%	74.8%
	Non-PFS	1,333	48.4%		-16.3%	
	Total	1,513	45.1%		-19.6%	
All	PFS	1,136	13.9%	64.7%	-50.8%	62.0%
	Non-PFS	10,671	32.1%		-32.6%	
	All	11,807	30.4%		-34.3%	

Migratory students were 34.3% short of the Washington State Performance Target (64.7%) for ELA proficiency, and fewer migratory students scored proficient or advanced than non-migratory students (13.9% compared to 32.1%). PFS students were 50.8% short of the target and non-PFS students were 32.6% short of the target. The 2017-18 target was not met by migratory students for any grade level (differences ranged from -19.6% to -41.9%). Largest differences were seen for 5th grade PFS students (-55.4%), 7th grade PFS students (-53.2%), and 5th grade PFS students (-51.9%). In addition, for all grade levels, fewer PFS migratory students scored

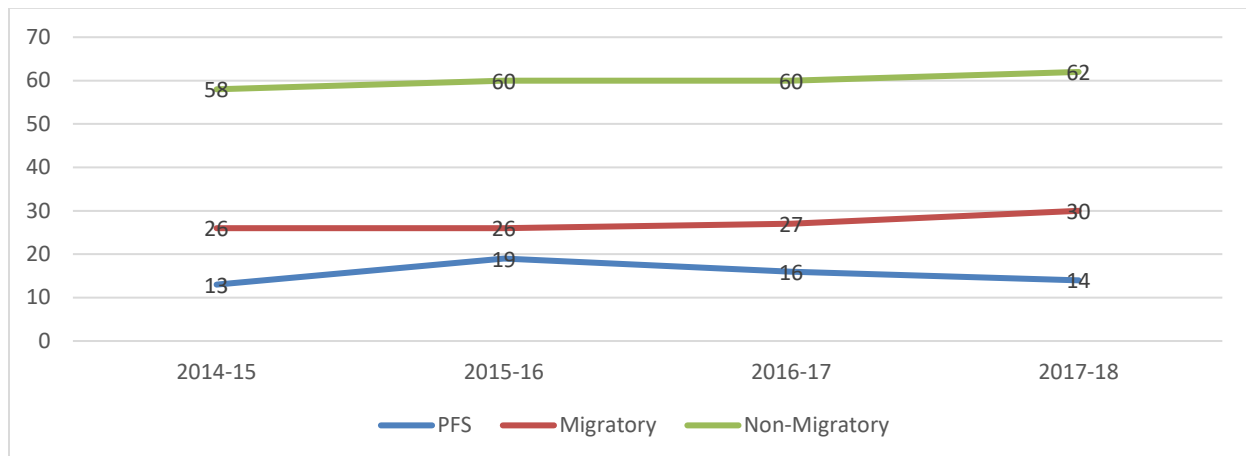
P/A than non-PFS migratory students. Below is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2018 Smarter Balanced ELA Assessment.

Exhibit 16
Comparison of 2018 Smarter Balanced ELA Assessment Results
(Expressed in Percentages)



Exhibit 17 provides a comparison of Smarter Balanced ELA results for the past four years. Results show that 3% more migratory students scored P/A in 2017-18 than in 2016-17, however there was a 2% decrease in the percentage of PFS migratory students scoring P/A. Since 2014-15, 4% more migratory students have scored P/A in ELA.

Exhibit 17
Comparison of Smarter Balanced ELA Assessment Results Over the Years
(Expressed in Percentages)



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

**Exhibit 18
Migratory Students Scoring P/A on 2018 Smarter Balanced Math Assessments**

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	179	23.5%	56.8%	-33.3%	59.4%
	Non-PFS	1,526	32.1%		-24.7%	
	Total	1,705	31.2%		-25.6%	
4	PFS	188	18.6%	56.8%	-38.2%	55.6%
	Non-PFS	1,533	31.2%		-25.6%	
	Total	1,721	29.8%		-27.0%	
5	PFS	171	12.3%	56.8%	-44.5%	50.1%
	Non-PFS	1,595	24.1%		-32.7%	
	Total	1,766	22.9%		-33.9%	
6	PFS	130	13.8%	56.8%	-43.0%	50.0%
	Non-PFS	1,593	22.5%		-34.3%	
	Total	1,723	21.8%		-35.0%	
7	PFS	144	11.1%	56.8%	-45.7%	51.1%
	Non-PFS	1,561	24.3%		-32.5%	
	Total	1,705	23.2%		-33.6%	
8	PFS	139	12.2%	56.8%	-44.6%	49.7%
	Non-PFS	1,539	32.8%		-33.0%	
	Total	1,678	22.9%		-33.9%	
10	PFS	179	5.0%	56.8%	-51.8%	44.2%
	Non-PFS	1,310	17.1%		-39.7%	
	Total	1,489	15.6%		-41.2%	
All	PFS	1,130	14.0%	56.8%	-42.8%	51.6%
	Non-PFS	10,657	25.2%		-31.6%	
	All	11,787	24.1%		-32.7%	

Migratory students were 32.7% short of the Washington State Performance Target (56.8%) for math proficiency, and 27.5% fewer migratory students scored P/A than non-migratory students. PFS students were 42.8% short of the target and non-PFS students were 31.6% short of the target. The 2017-18 target was not met by migratory students for any grade level assessed (differences ranged from -25.6% to -41.2%). Largest differences were seen for 10th grade PFS students (-51.8%), 7th grade PFS students (-45.7%), and 8th grade PFS students (-44.6%). In addition, fewer PFS migratory students scored P/A than non-PFS migratory students for all grade levels. Following is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2018 Smarter Balanced Math Assessment.

Exhibit 19
Comparison of 2018 Smarter Balance Math Assessment Results
(Expressed in Percentages)

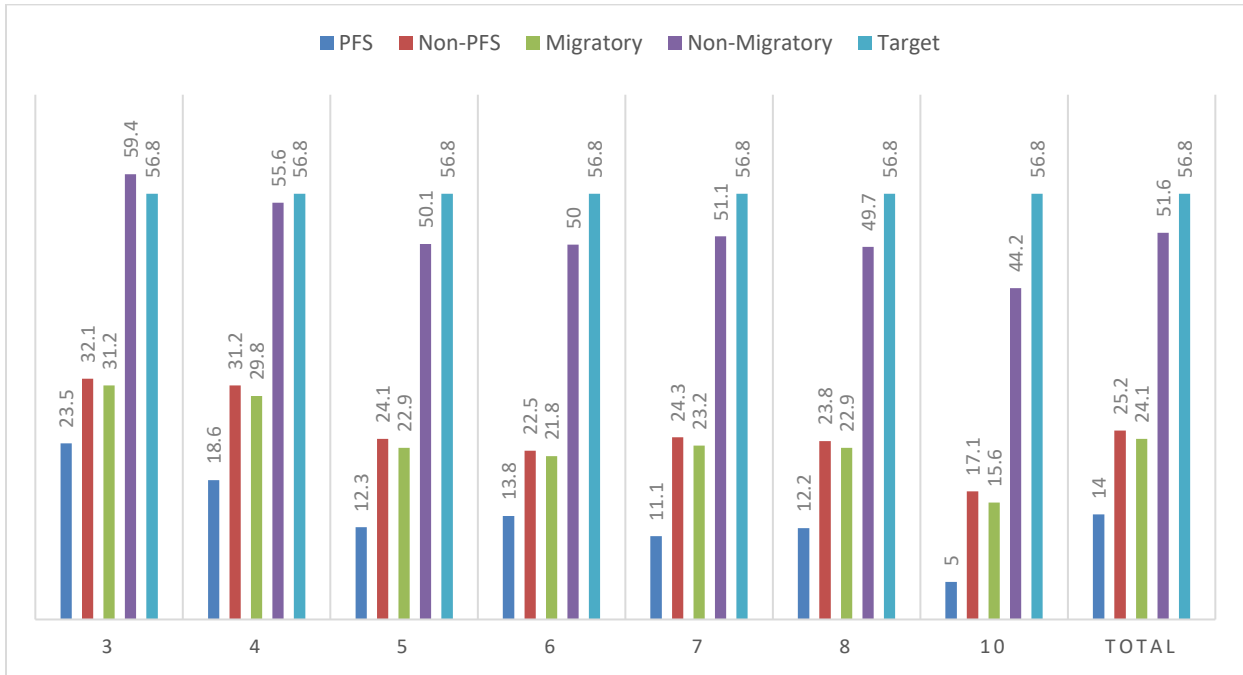
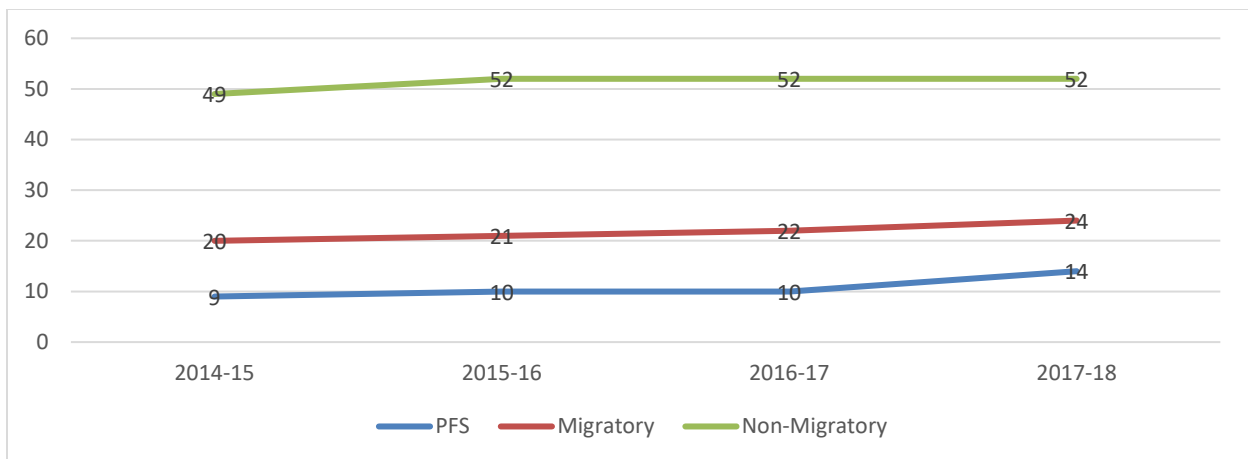


Exhibit 20 provides a comparison of Smarter Balanced Math results for the past four years. Results show that 2% more migratory students scored P/A in 2017-18 than in 2016-17, and there was a 4% increase in the number of PFS migratory students scoring P/A. Since 2014-15, 4% more migratory students have scored P/A in math.

Exhibit 20
Comparison of Smarter Balanced Math Assessment Results Over the Years
(Expressed in Percentages)



Migratory high school students (grades 9-12) also were assessed using EOC assessments in Algebra 1/Integrated 1, and Geometry/Integrated 2. Migratory students were 47% short of the Washington State Performance Target (56.8%) for the EOC Algebra I Exam, and 10% fewer migratory students scored P/A than non-migratory students. Of note is that more PFS students scored P/A than non-PFS migratory students. Migratory students were 42.5% short of the Washington State Performance Target (56.8%) for the EOC Geometry Exam, and 11.3% fewer migratory students scored P/A than non-migratory students. Fewer PFS students scored P/A than non-PFS migratory students.

Exhibit 21
Migratory Students Scoring P/A on the 2018 EOC Algebra 1/Integrated 1 Exam
and the Geometry/Integrated 2 Exam

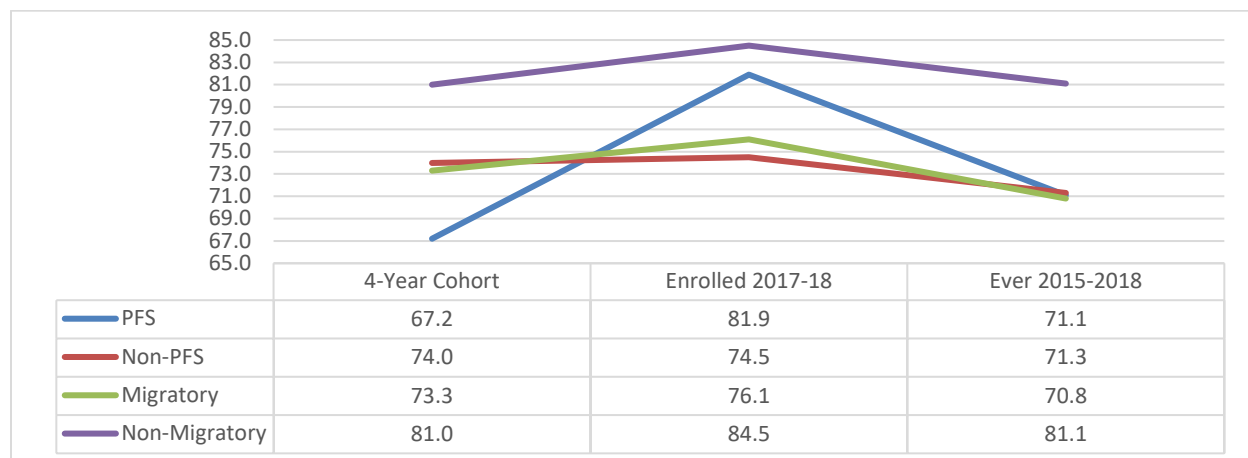
EOC Exam	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Perf Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
Algebra 1/ Integrated 1	PFS	17	11.8%	56.8%	-45.0%	19.9%
	Non-PFS	65	9.2%		-47.6%	
	Total	82	9.8%		-47.0%	
Geometry/ Integrated 2	PFS	13	7.7%	56.8%	-49.1%	25.6%
	Non-PFS	36	16.7%		-40.1%	
	Total	49	14.3%		-42.5%	

Performance Goal 5: High School Graduation

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

The 2017-18 Washington State Performance Target for high school graduation is 80.2%. In 2017-18, the 4-year Cohort graduation rate for migratory students was 73.3 (1.8% higher than 2016-17, but 6.9% short of the target).

Exhibit 22
2017-18 Graduation Rates for Migratory and Non-Migratory Students
(Expressed in Percentages)



**Includes all migratory students in the Cohort even if they weren't MEP eligible in 2017-18*

The graduation rate for PFS migratory students was 67.2% (4.3% higher than 2016-17, but 13% short of the target), and the graduation rate for non-PFS migratory students was 74% (1.2%

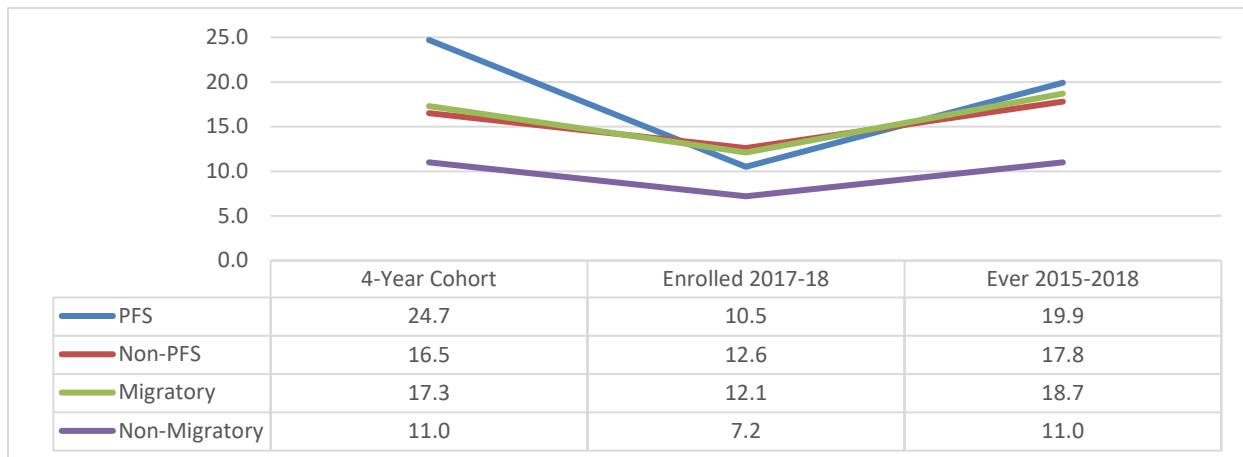
higher than 2016-17, but 6.2% short of the target). The non-migratory student graduation rate was 81% which exceeded the target by 0.8% and exceeded the migratory student graduation rate by 7.7%.

Of note is that 2018 Cohort migratory students that were enrolled in the MEP during 2017-18 (migratory, PFS, and non-PFS) had higher graduation rates than the 4-year cohort, especially PFS migratory students whose graduation rate was **14.7% higher**. Graduation rates also were reported for migratory students in the Cohort, even if they weren't MEP eligible in 2017-18. Results show that graduation rates were lower for all migratory students and non-PFS migratory students, but higher for PFS migratory students (71.1 versus 67.2). This may have resulted from the discontinuation of MEP services due to ineligibility; and/or migration, mobility, or the high migratory student dropout rate.

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

Washington does not have a State Performance Target for dropout rate. The 2017-18 dropout rate for Washington migratory students was 17.3% (1.7% less than 2016-17, but 6.3% higher than the non-migratory student dropout rate). The dropout rate for PFS migratory students was higher than it was for non-PFS migratory students (24.7% compared to 16.5%).

Exhibit 23
2017-18 Dropout Rates for Migratory and Non-Migratory Students
(Expressed in Percentages)



**Includes all migratory students in the Cohort even if they weren't MEP eligible in 2017-18*

Of note is that 2018 Cohort migratory students that were enrolled in the MEP during 2017-18 (migratory, PFS, and non-PFS) had lower dropout rates than the 4-year cohort. Dropout rates also were collected for migratory students in the Cohort, even if they weren't MEP eligible in 2017-18. Results show that dropout rates were higher across the board (migratory, PFS, and non-PFS).

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include data entered into MSIS such as student reading and mathematics assessment results and credit accrual enrollment and completion; WaKIDS results of migratory preschoolers, local end-of-project reports (regular term/summer); and grade level promotion and graduation statistics.

ENGLISH LANGUAGE ARTS (ELA)

MPO 1a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

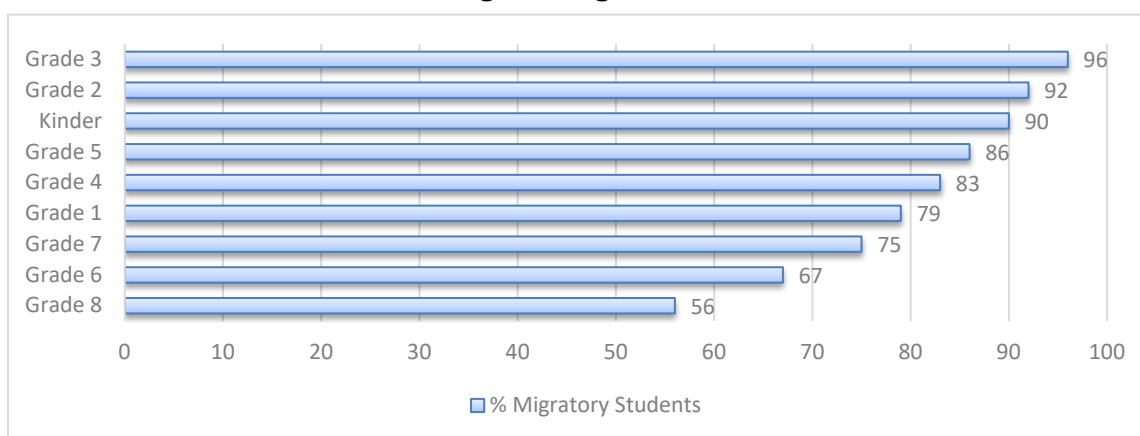
Exhibit 24 shows that the Washington MEP **met MPO 1a** with 87% of the 443 migratory students pre/post-tested during the 2017-18 regular school year improving their reading/ELA score by at least one point or one level. Both PFS and non-PFS migratory students met MPO 1a with 88% of the 75 PFS migratory students improving their reading/ELA scores and 87% of the 368 non-PFS migratory students improving their reading/ELA scores. Migratory students had a statistically significant mean gain ($p < .001$).

Exhibit 24
Migratory Student Gains on Regular Year Reading/ELA Assessments

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value	MPO Met?
PFS	75	66 (88%)	<.001	Yes
Non-PFS	368	319 (87%)	<.001	Yes
Total	443	385 (87%)	<.001	Yes

Fifteen projects provided reading/ELA instruction during the regular school year and submitted results for 955 migratory students [443 (46%) had matched pre/post-test scores]. Following is a graphic display of these results by grade level [K=105, 1=66, 2=104, 3=47, 4=42, 5=57, 6=9, 7=4, 8=9] expressed as percentage gaining. Third graders, second graders, and kindergarten students had the highest percentage of students gaining on local regular year reading/ELA assessments. Middle school students had the lowest percentages of students gaining.

Exhibit 25
Migratory Students Improving Reading Skills by Grade Level during the Regular School Year



MPO 1b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

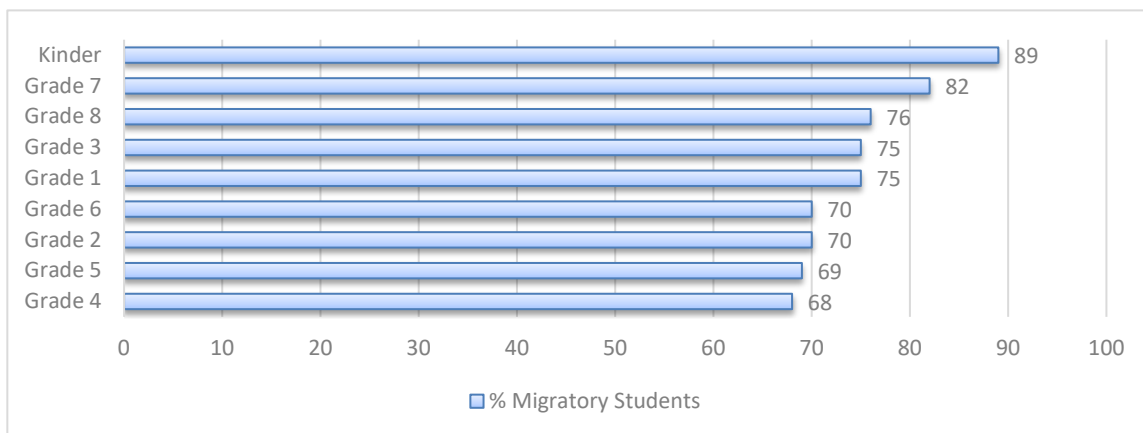
Exhibit 26 shows that the Washington MEP **nearly met MPO 1b** with 74% of the 513 migratory students pre/post-tested during the 2018 summer migratory program maintaining or improving their reading/ELA score by 2% or more. Seventy-two percent (72%) of the 104 PFS migratory students maintained or improved their reading/ELA score by 2% as did 75% of the 409 non-PFS students. Migratory students had a statistically significant mean gain ($p < .001$). Fifty-nine percent (59%) of the students assessed improved their score by at least 1% from pretest to post-test.

**Exhibit 26
Migratory Student Gains on Summer Reading/ELA Assessments**

PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value	MPO Met?
PFS	104	61 (59%)	56 (54%)	19 (18%)	75 (72%)	<.01	No
Non-PFS	409	243 (59%)	224 (55%)	81 (20%)	305 (75%)	<.001	Yes
Total	513	304 (59%)	280 (55%)	100 (20%)	380 (74%)	<.001	No

Fifteen (15) projects provided reading instruction during the summer and submitted results for 639 migratory students [513 (80%) had matched pre/post-test scores]. Following is a graphic display of these results by grade level [K=63, 1=76, 2=74, 3=94, 4=88, 5=68, 6=20, 7=22, 8=8] expressed as percentage maintaining or gaining by 2% or more. Kindergarten students had the highest percentage of students maintaining or improving their reading skills by 2% in the summer. Fourth graders had the lowest percentage (68%).

**Exhibit 27
Migratory Students Improving Reading Skills by Grade Level during the Summer**



MATHEMATICS

MPO 2a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

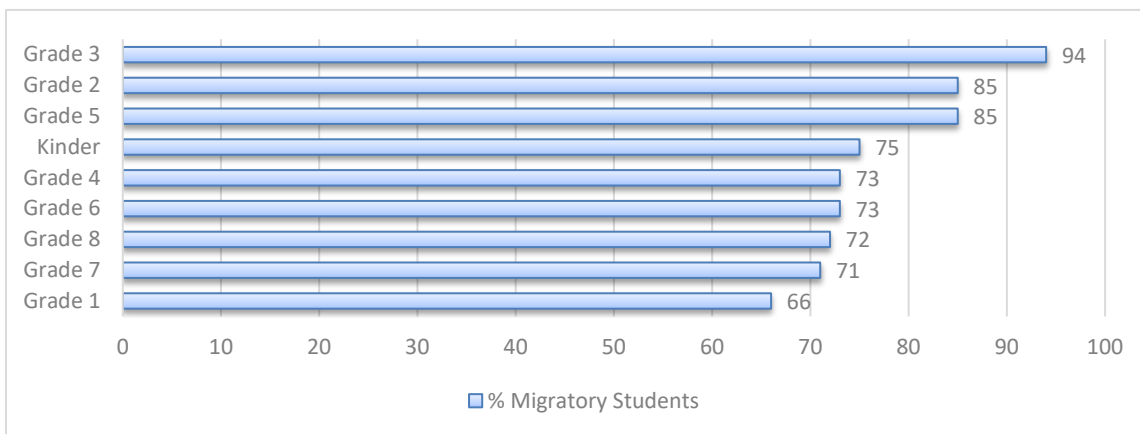
Exhibit 28 shows that the Washington MEP **met MPO 2a** with 78% of the 735 migratory students pre/post-tested during the 2017-18 regular school year improving their math score by at least one point or one level. Both PFS and non-PFS migratory students met MPO 2a with 76% of the 142 PFS migratory students improving their math scores and 79% of the 593 non-PFS migratory students improving their math scores. Migratory students had a statistically significant mean gain ($p < .001$).

**Exhibit 28
Migratory Student Gains on Regular Year Math Assessments**

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value	MPO Met?
PFS	142	108 (76%)	<.001	Yes
Non-PFS	593	466 (79%)	<.001	Yes
Total	735	574 (78%)	<.001	Yes

Twenty-one (21) projects provided math instruction during the regular school year and submitted results for 1,347 migratory students [735 (55%) had matched pre/post-test scores]. Following is a graphic display of these results by grade level [K=65, 1=73, 2=103, 3=95, 4=101, 5=98, 6=92, 7=61, 8=47] expressed as percentage gaining. Third graders, second graders, and fifth graders had the highest percentage of students gaining on local regular year math assessments. First graders had the lowest percentage of students gaining.

**Exhibit 29
Migratory Students Improving Math Skills by Grade Level during the Regular School Year**



MPO 2b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

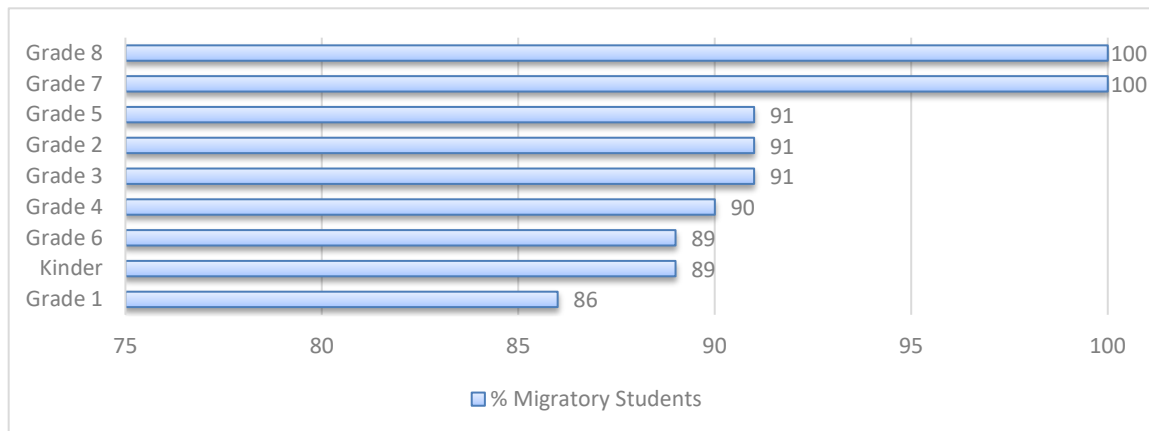
Exhibit 30 shows that the Washington MEP **met MPO 2b** with 90% of the 637 migratory students pre/post-tested during the 2018 summer migrant program maintaining or improving their math score by 2% or more. Eighty-four percent (84%) of the 109 PFS migratory students maintained or improved their math score by 2% as did 92% of the 528 non-PFS students. Migratory students had a statistically significant mean gain ($p < .001$). The same percentage of students improved by at least 1% as did students gaining 2% or more.

**Exhibit 30
Migratory Student Gains on Summer Math Assessments**

PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value	MPO Met?
PFS	109	79 (73%)	79 (73%)	13 (12%)	84%	<.01	Yes
Non-PFS	528	406 (77%)	406 (77%)	77 (15%)	92%	<.001	Yes
Total	637	485 (76%)	485 (76%)	90 (14%)	90%	<.001	Yes

Twelve (12) projects provided math instruction during the summer and submitted results for 813 migratory students [637 (78%) had matched pre/post-test scores]. Following is a graphic display of these results by grade level [K=76, 1=80, 2=98, 3=109, 4=119, 5=88, 6=37, 7=18, 8=12] expressed as percentage gaining by 2% or more. All seventh and eighth grade students assessed maintained or improved by 2%, as did 91% of students in grades 2, 3, and 5. First graders had the lowest percentage (86%).

**Exhibit 31
Migratory Students Improving Math Skills by Grade Level during the Summer**



SCHOOL READINESS

MPO 3a: By the end of the 2017-18 school year, 48% of migratory children entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

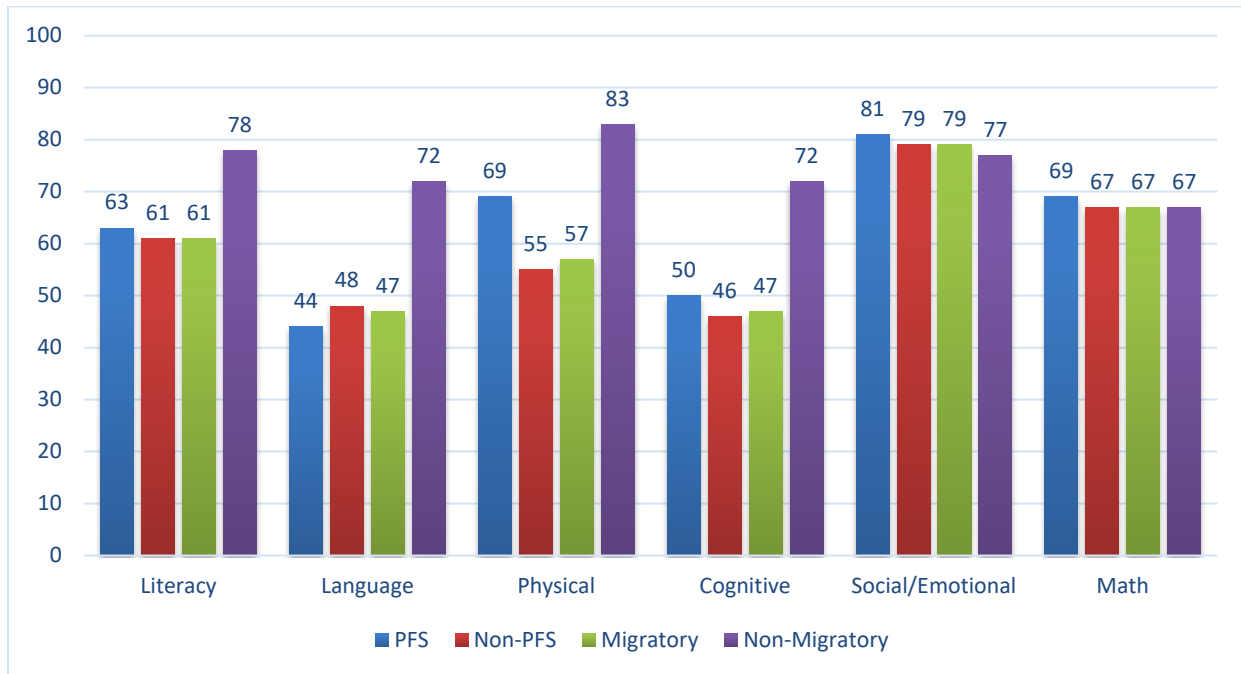
Exhibit 32 shows that the Washington MEP **met MPO 3a** with at least 48% of migratory children entering kindergarten who received MEP instructional services demonstrating skills typical of entering kindergarteners in four or more domains on the WaKIDS (57% physical, 61% literacy, 64% math, and 79% social/emotional). More PFS migratory kindergarten demonstrated characteristics of entering kindergarteners than non-PFS migratory kindergarten students in five of the six areas of development (literacy, physical, cognitive, social/emotional, and math). In addition, more migratory kindergarten students demonstrated characteristics of entering kindergarteners than non-migratory kindergarten students in two areas of development (social/emotional: PFS, non-PFS, all migratory; and math: PFS).

**Exhibit 32
2017-18 Migratory Students Demonstrating Characteristics of
Entering Kindergarteners on the WaKIDS Assessment**

Area of Development	PFS Status	# Tested	% Migratory Children that Previously Received MEP Services Demonstrating Characteristics of Entering Kindergarteners	% Non-Migratory Children Demonstrating Characteristics of Entering Kindergarteners
Literacy	PFS	16	63%	78%
	Non-PFS	115	61%	
	All	131	61%	
Language	PFS	16	44%	72%
	Non-PFS	101	48%	
	All	117	47%	
Physical	PFS	16	69%	83%
	Non-PFS	100	55%	
	All	116	57%	
Cognitive	PFS	16	50%	72%
	Non-PFS	115	46%	
	All	131	47%	
Social/Emotional	PFS	16	81%	77%
	Non-PFS	115	79%	
	All	131	79%	
Math	PFS	16	69%	67%
	Non-PFS	115	64%	
	All	131	64%	

Exhibit 33 is a graphic display of the differences in the percent of migratory and non-migratory kindergarten students demonstrating characteristics of entering kindergarteners on the WaKIDS.

Exhibit 33
Comparison of 2017-18 WaKIDS Assessment Results
(Expressed in Percentages)



GRADUATION/SERVICES TO OSY

MPO 4a: Upon completion of the 2017-18 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

Exhibit 34 shows that the Washington MEP **met MPO 4a** with 88% of the 594 migratory students and youth enrolled in credit-bearing courses obtaining credit toward high school graduation. Programs included PASS, Odesseyware, Red Comet, APEX Learning, and Dare to Dream (DTD) program credits. A higher percentage of PFS migratory students received secondary credit than non-PFS migratory students (96% versus 81%).

Exhibit 34
Secondary Credits Received by Migratory Students
(60 Districts Reporting)

PFS Status	# Students Enrolled	# (%) Students Receiving HS Credit	MPO Met?
PFS	280	268 (96%)	Yes
Non-PFS	314	253 (81%)	Yes
All	594	521 (88%)	Yes

Exhibit 35 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits. The one seventh grader enrolled received credit for participating in DTD, 98% of the 179 eighth graders enrolled in coursework or participating in DTD received credit, as did 87% of the 139 ninth graders, 84% of the 113 tenth graders, 81% of the 132 eleventh graders, and 70% of the 30 twelfth graders.

Exhibit 35
Secondary Credits Received by Migratory Students, by Grade Level

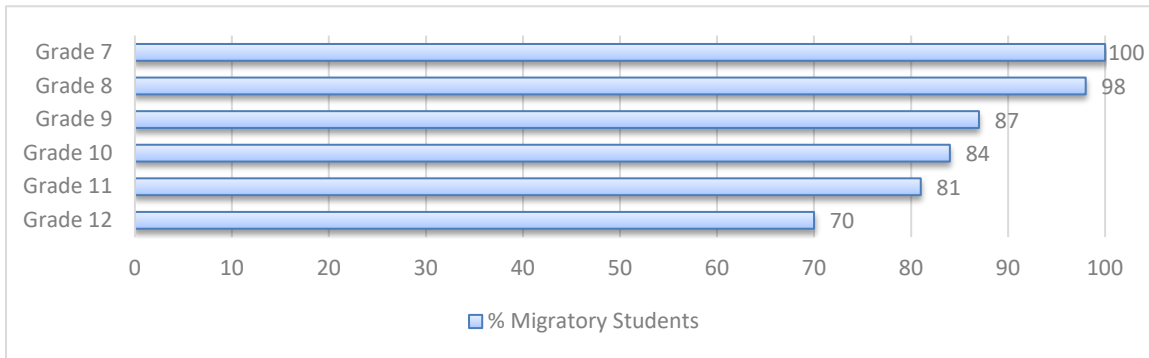


Exhibit 36 shows the courses for which migratory students earned credits during 2017-18. Students completed 26 different courses and participated in DTD earning a total of 521 credits.

Exhibit 36
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	Total Credits Earned
Algebra 1A	2
Algebra 1B	4
Algebra 2A	1
Algebra 2B	1
Consumer Math	2
Contemporary World Problems	3
Dare to Dream Programs	441
English 1A	1
English 1B	1
English 2A	2
English 2B	1
English 4A	1
Environmental Science	1
General Math A	1
Geometry A	1
Geometry B	4
Health – Spanish	3
Health and Fitness	5
Learning English Through Literature	13
Study Skills	1
US Government	2
US History A	3
US History B	8
Washington State History & Government	9
World Geography	8
World History A	1
World History B	1
Total	521

MPO 4b: By the end of the 2017-18 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

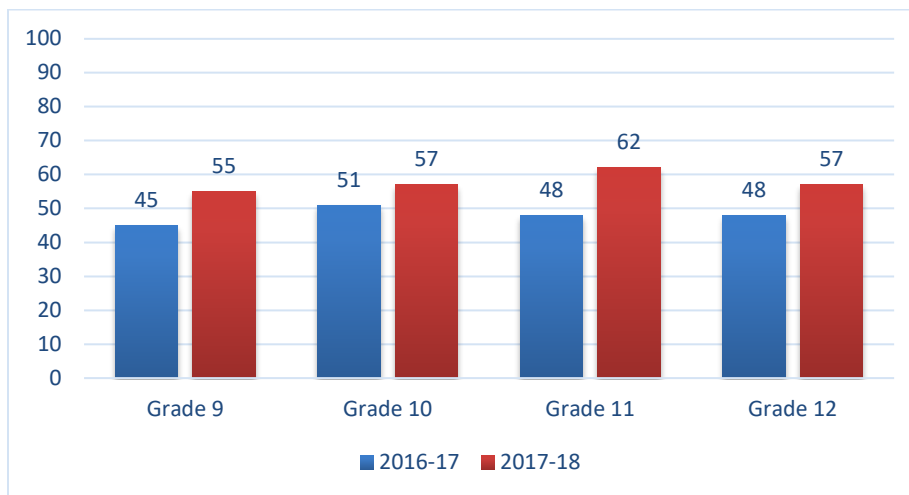
Exhibit 37 shows that the Washington MEP **met MPO 4b** with a 10% increase over 2016-17 in the number of 2017-18 eligible migratory students in grades 9-12 receiving MEP services. The MPO was met for both PFS migratory students (3% increase) and non-PFS migratory students (11% increase).

Exhibit 37
Migratory Students in Grades 9-12 Receiving MEP Services during 2016-17 and 2017-18

PFS Status	2016-17		2017-18		Diff 16-17 to 17-18	MPO Met?
	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services		
PFS	833	596 (72%)	786	593 (75%)	+3%	Yes
Non-PFS	6,551	2,938 (45%)	6,642	3,710 (56%)	+11%	Yes
All	7,384	3,534 (48%)	7,428	4,303 (58%)	+10%	Yes

While the number of eligible migratory students in grades 9-12 remained relatively the same [44 (1%) more eligible students in 2017-18], the number of students served increased by nearly 800 students. In 2017-18, 28% of the students in grades 9-12 served received instructional services (compared to 33% in 2016-17), and 95% received support services (compared to 91% in 2016-17). Exhibit 38 is a graphic display of these results by grade level [grade 9: 16-17=840, 17-18=1,012; grade 10: 16-17=983, 17-18=1,073; grade 11: 16-17=844, 17-18=1,162; grade 12: 16-17=867, 17-18=1,056]. Note that for each grade level, there was a higher percentage of migratory students in grades 9-12 receiving MEP services in 2017-18.

Exhibit 38
Migratory Students in Grades 9-12 Receiving MEP Services, by Grade Level (Expressed in Percentages)



MPO 4c: By the end of the 2017-18 performance period, 79% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.

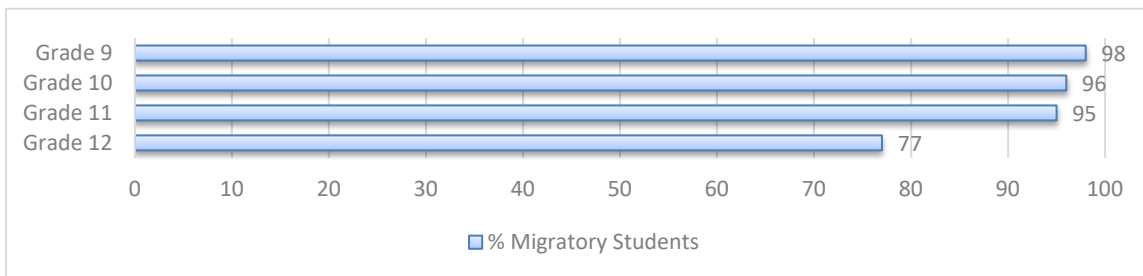
Exhibit 39 shows that the Washington MEP **met MPO 4c** with 91% of the 2,220 migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) during 2017-18 either graduated (19%) or were promoted to the next grade level (72%). The MPO was met for both PFS migratory students (91%) and non-PFS migratory students (92%).

Exhibit 39
Migratory Students in Grades 9-12 Supported by MGSs in 2017-18 that Graduated or Were Promoted to the Next Grade Level

PFS Status	# Migratory Students in Grades 9-12 that Received MGS Support	# (%) Promoted	# (%) Graduated	# (%) Graduated or Promoted	MPO Met?
PFS	1,074	818 (76%)	159 (15%)	977 (91%)	Yes
Non-PFS	1,146	779 (68%)	270 (24%)	1,049 (92%)	Yes
All	2,220	1,597 (72%)	429 (19%)	2,026 (91%)	Yes

Exhibit 40 is a graphic display of these results by grade level expressed as percentage graduating or promoted to the next grade level. Ninety-eight percent of the 500 ninth graders supported by MGSs were promoted, as were 96% of the 514 tenth graders (one 10th grader obtained a GED), and 95% of the 654 eleventh graders (one 11th grader graduated). Seventy-seven percent (77%) of the 552 twelfth graders supported by MGSs graduated (one 12th grader obtained a GED).

Exhibit 40
Migratory Students in Grades 9-12 Supported by MGSs in 2017-18 that Graduated or Were Promoted, by Grade Level



To support graduation and academic growth, secondary students were provided with numerous opportunities for **field experiences and leadership activities**. Following are examples of some of the field experiences and leadership activities provided to migratory students during 2017-18.

- ✓ College and career fairs
- ✓ College visits (e.g., University of Washington, Washington State University, Yakima Valley Community College)
- ✓ Service learning projects
- ✓ Dare to Dream Exploring Your Future
- ✓ Dare to Dream Academic Academies
- ✓ Eastern Washington University's CAMP Day (College Assistant Migrant Program)
- ✓ Engineering Discovery Days at the University of Washington
- ✓ Field trips

- ✓ High school clubs
- ✓ Job shadowing (e.g., education, construction, veterinarian, state patrol, businesses, nurses)
- ✓ La Chispa Leadership Day Camp
- ✓ Latino Legislative Day in Olympia
- ✓ Latino Youth Summit
- ✓ LEAP Conference
- ✓ Mariachi
- ✓ Migrant State Conference
- ✓ Migrant Youth Leadership Conference at Western Washington University
- ✓ STEM Information Expo at Central Washington University
- ✓ Student involvement in PACs and family literacy events (e.g., child care, presentations,
- ✓ Students of Color Leadership Conference at Everett Community College
- ✓ Trip to Washington, DC
- ✓ Voices from the Field Science – Islandwood
- ✓ Voices from the Field Arts – Fort Worden
- ✓ Wenatchee Valley College & Career Fair
- ✓ Western Washington University Shadow Day

The **Dare to Dream Academies** are sponsored by the Migrant Education Division of the Office of Superintendent of Public Instructions (OSPI) in partnership with the College Assistance Migrant Program (CAMP) on each university campus and the Association of Washington School Principals (AWSP). AWSP administers .5 credits for the successful completion of each academy through the Principals' Student Learning Center. Incoming 11th and 12th grade students receive science credit, while incoming 9th and 10th grade students attend the Hero's Journey Academy (Exploring Your Future). The academies are seven days in length and are held at four universities across Washington State: Central Washington University, Eastern Washington University, University of Washington, and Washington State University.



During 2017-18, 130 students attended the event. The breakdown is as follows: Dare to Dream Academic Academy- 53; Dare to Dream Hero's Journey- 77. Participating School Districts included Tonasket, Okanogan, Pateros, Manson, Entiat, Cascade, Cashmere, Wenatchee, Eastmont, Quincy, Ephrata, Prosser, Grandview, Sunnyside, Granger, Zillah, White Swan, Soap Lake, Royal, Warden, Othello, and Wahluke.



Freshman and sophomores prepare a high school and beyond plan tailored to their specific graduation requirements and create presentations to take back to their parent advisory councils. Juniors and seniors conduct experiments in science and math by working with live cells, reptiles, insects, green houses, rockets, robotics, and the stars. In addition, current CAMP students serve as mentors throughout the academic activities and for dorm living. College going mentors are critical to the emerging academic narratives in our young scholars.

On evaluations, there was a 26% increase in the percentage of students indicating that they plan to attend postsecondary education after participating in Dare to Dream Academies (68% before the Academies, 94% after). In addition, there was an 11% increase in the percentage of

students indicating that they finishing high school is important to them after participating in Dare to Dream academies (87% before, 98% after).

MEP staff reported that **students benefited greatly from leadership opportunities and field experiences**. They increased their awareness, aspirations, and participation in postsecondary education; improved their academic achievement; and more migratory students were prepared to graduate as a result of leadership and field experiences. Following are examples of MEP staff comments about the ways in which these activities impacted students.

Impact on Aspirations/Participation in Postsecondary Education/Careers

- *All migrant juniors and seniors have an individualized plan of how they would like to proceed after high school. This allows them to think about their future in a concrete way, and promotes growth in each individual. Many of the students who attended the leadership conference, college tours, and Dare to Dream had not been to a college or university campus before. This allows these migrant students to grow their world view, and see the possibilities for their future. It helps them become more motivated to put more effort in their current schooling.*
- *College visits provided migrant students with the opportunity to see what career opportunities are available after high school and to learn about the process of applying to college. These visits motivated some students to try harder and improve their grades so they could apply to college.*
- *The leadership activities help students begin to think in the future. They set goals and with the support of staff set goals and work towards those goals.*
- *The postsecondary assistance helps students plan for after high school, and ensure they understand and meet the requirements of future directions they will take. Dare to Dream helps build the academic identity of our migrant students, and prepare them for the possibilities that await them.*

Impact on Academic Achievement

- *All activities can be tied to academic growth because they support the whole child and the well-being of the migrant child in fitting into the academic environment and by eliminating the barriers to school participation. For example, our data shows that after a home visit by our migrant staff, the students' attendance improves which in turn effects academic growth.*
- *All higher education leadership activities convey the importance of maintaining a high GPA, extracurricular participation, and overall academic achievement. The various field experiences also encouraged the development of positive peer, community and mentor type of relationships. These relationships provide support and encouragement throughout students' academic career.*
- *All the events and activities available to migrant students have specific academic outcomes and are targeted at academic growth.*
- *Difficult to prove with data the connection to academic growth, but these supports increased student attendance, homework completion, and provided experiences to increase success and motivation.*
- *Students needed to be up-to-date on their school work to attend the opportunities. In addition, the clubs discuss the importance of doing well in school and completing assignments. In club, students practice academic skills including reading, writing, and public speaking.*
- *The activities provided during the 2017-18 school year increased academic achievement outcomes in literacy, mathematics, and science. Additional outcomes included improved social-emotional health of students, goals developed for college and career, and leadership skills fostered in students.*
- *The events really centered around literacy and language development which is essential in all subjects, especially math with the common core standards where students solve more complex and rich problems rather than just numerical problems.*
- *The LEAP Conference ties directly into increasing academic growth of migrant students by empowering and motivating them to pursue educational careers beyond high school, and*

advocate for greater educational opportunities in their communities. Students become aware of the need to continue to strive for academic growth and success in order to pursue educational careers after high school. These students take on a leadership role at the school and provide students, PAC members, parents, and the school board presentations focusing on how the LEAP Conference has empowered them to become greater leaders and how it motivates them for higher achievement both in school and beyond high school.

- *The student events were tied to academic growth as students learn concrete and factual information through the tours, games, and pre-trip research as these are skills that they will be able to apply post high school. It also contributes to their overall academic optimism and hope for their future. These opportunities impacted student engagement in the classroom as they see themselves as learners with goals to be successful academically so that they may attend college and enroll in postsecondary institutions.*

Impact on High School Graduation

- *By providing these events/activities to migrant students, students are able to see their futures and build plans for them. One student said that after attending Dare to Dream, they no longer wanted to drop out of school. Not only do they want to graduate, they want to go to college. By assisting students with financial aid and scholarships, students and families are able to make a plan to attend college and get questions answered about higher ed.*
- *Courses like Dare to Dream provided actual credit classes to help students get closer to credits needed to attend these colleges. Students who attended also get certificates of participation to add to their portfolios.*
- *Leadership activities were intended to ignite learning or sustain it. Giving the students hope and tangible pathways for future success, along with relationships with our MGS staff make a difference in attendance and grades. The number of failed courses was less than in the past.*
- *The academies allow our PFS and/or migrant students to receive additional credit in math or science depending upon which academy they attend therefore, giving them credit they may be lacking towards their high school diploma. The whole academy experience has helped our students see and experience college and how doing well academically can help them achieve their higher education goals. The EWU CAMP visit helps our students see what support is offered for them as they attend college.*
- *These activities provided motivation, guidance, and support for students to complete high school and progress academically.*

Impact on Students' Self-Esteem

- *Students attending the Dare to Dream Summer Academies learned the importance of furthering one's education. They learned how to develop plans to complete their academic careers. More importantly, they learned self-advocacy. Students in Voices of the Field Summer Academy learned how the arts are a means of learning math and the importance of reading. By recognizing their own culture, students' self-esteem and positive self-identity increased.*
- *The DTD academies were by far the most impactful and the other activities helped to form comradery and unity between students and helped instill self-confidence.*
- *With this experience, our students feel more comfortable pursuing higher education. This opportunity allows students to explore a variety of career paths and potential areas of study.*

7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Washington MEP. Recommendations are summarized based on the data reported in this report. Recommendations are provided for program implementation as well as for improving services to achieve the State’s MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Program Implementation Recommendations	Status
Once again, summer projects rated their implementation of summer math instruction lower than the implementation of reading instruction on the FSI. Work with local projects to determine the reasons for the lower ratings and provide technical assistance and/or training to ensure that math instruction is needs-based, of high quality, and implemented with fidelity to the intended strategy.	OSPI and ESD’s provided regular professional development to MEP staff on math instruction during the year to support local projects implementing summer math programming.
Review the MPOs related to parent involvement, professional development, and MEP services that were implemented for the first time in 2017-18 to ensure that the targets reflect the 2016-17 evaluation results, as applicable and appropriate.	During the Evaluation Planning Team Meeting in April 2018, the evaluator presented the results of the 2016-17 evaluation and the team reviewed all strategies and MPOs and made adjustments based on the results.
MPO 4.1 was not met with the percentage of migratory ELs scoring at Level 3 or above remaining at the same level in 2016-17 and in 2015-16, not increasing. It is recommended that OSPI work with local projects to ensure that they have systems in place to regularly collaborate with TBIP, Title III, and other programs to ensure the language learning needs of migratory ELs are being met.	OSPI and ESD’s provided regular professional development to MEP staff on coordinating with TBIP, Title III, and other programs serving migratory ELs and providing services as needed when no other services are available to ensure that their language learning needs are met.

Results Evaluation Recommendations	Status
Review the MPOs related to English language arts, math, and graduation that were implemented for the first time in 2017-18 to ensure that the targets reflect the 2016-17 evaluation results, as applicable and appropriate.	During the Evaluation Planning Team Meeting in April 2018, the evaluator presented the results of the 2016-17 evaluation and the team reviewed all strategies and MPOs and made adjustments based on the results.
Staff are commended for meeting all three MPOs related to reading, math, and graduation. It is clear that the efforts put forth during 2016-17 impacted the achievement of participating migratory students.	Staff continue to ensure that the reading, math, and credit accrual needs of migratory students are being met as demonstrated in the gains seen on reading and math assessments and the large number of migratory students receiving credit toward high school graduation.

2017-18 SUMMARY AND IMPLICATIONS - PROGRAM IMPLEMENTATION

Parent Involvement: MEP staff reported that parents participating in PAC meetings, parent events, family literacy activities, home-based services, parent training, and statewide/regional parent conferences increased their involvement in their child’s education and their capacity to advocate for their children and families. Parents were pleased with the parent programming and

were involved in planning parent/family activities and student services (e.g., summer programming) on a regular basis.

Professional Development: MEP staff were provided with ongoing and varied professional learning opportunities throughout the year that positively impacted their ability to address the learning needs of migratory students. Professional development included attendance at national, State, and regional conferences and meetings, local training and workshops, and coaching and mentoring. Much of the professional development provided to MEP staff throughout the State was provided by ESD staff.

Support Services: Migratory students were provided support services to reduce barriers to academic success. Examples of support services provided include academic guidance, student advocacy, non-academic guidance, case management, career/postsecondary services, student leadership, social work outreach, health and dental, educational supplies and transportation, and collaboration with other programs and agencies. The Washington MEP SDP includes one MPO related to MEP services.

MPO 4b: By the end of the 2017-18 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

During 2017-18, MPO 4b was met with 10% more migratory students receiving MEP instructional and/or support services than did in 2016-17.

Strategy Implementation: Local migrant projects completed the Fidelity of Strategy Implementation (FSI) tool. MEP staff worked in teams to discuss how each of the strategies identified in the Washington SDP were implemented in their projects, arrive at consensus on the level of implementation, and identify evidence used to determine ratings for their projects. Four strategies (1.1 - regular term ELA academic support, 1.2 - summer ELA academic support, 4.1 - wrap-around support for secondary migratory students, and 4.2 - graduation support and advocacy) were rated highest with mean ratings of 3.5 out of 5.0. Lowest rated were Strategies 2.3 (family mathematics services) and 3.3 (school readiness family engagement trainings). Mean ratings for all 11 strategies were below the “proficient” level (“succeeding”).

Recommendations for Program Implementation

- ✚ *Data reported for 2017-18 shows that zero children ages 3-5 (not in kindergarten) have priority for services (PFS). It is not known whether this is intentional (i.e., the State does not want preschool children included in the PFS criteria), or if there is a need to include criteria under “failing or most at-risk of failing” that would allow for preschool migratory children to have PFS. It is recommended that the Evaluation Planning Team discuss this at their April 2019 meeting and determine if a change needs to be made.*
- ✚ *Fewer migratory students in grades K-5 (33% of all eligible) received support services than middle school (47%) and high school migratory students (51%), most likely due to support services provided by MGSs and MSAs in the upper grades. It is recommended that MEP staff be encouraged to increase support services provided to migratory students in grades K-5 to the level being provided in the upper grades to ensure that barriers are removed for migratory student success.*
- ✚ *During the April 2019 Evaluation Planning Team meeting, review the 2017-18 results, for the State as a whole and for individual projects, and review the MPOs and strategies related to the implementation evaluation to determine if adjustments need to be made for the 2019-20 performance period.*

- ✦ *Washington MEP staff are commended for increasing the number of migratory students served during 2017-18 by 9% over 2016-17 (9% increase during the regular year, 1% increase during the summer), even though there was only a 2% increase in the number of eligible migratory students. It is recommended that the State continue to work to increase the number served during the summer as this count is tied to the State's allocation.*

2017-18 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

English Language Arts and Mathematics: Local projects focus services on reading and math instruction to migratory students during the regular school year and the summer. The Washington MEP SDP includes four MPOs related to reading and math for 2017-18.

MPO 1a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

MPO 1b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

MPO 2a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

MPO 2b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

During 2017-18, three of the four MPOs were met. MPO 1a was met with 87% of students assessed during the regular school year improving their reading/ELA scores by one point or one level. MPO 2a was met with 78% of students assessed during the regular school improving their math score by one point or one level. Finally, MPO 2b was met with 76% of migratory students assessed during the summer improving their math scores by 2% or more. MPO 1b was not met with 53% of migratory students assessed during the summer improving their reading/ELA scores by 2% or more (22% short of the target of 75%).

School Readiness: Local projects either provide direct supplemental instructional services to preschool-age children, or coordinate with early childhood service providers to ensure that migratory preschool children receive services (or both). The Washington SDP includes one MPO related to school readiness.

MPO 3a: By the end of the 2017-18 school year, 48% of migratory students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

MPO 3a was met during 2017-18 with at least 48% of migratory children entering kindergarten who received MEP instructional services demonstrating skills typical of entering kindergarteners in four or more domains on the WaKIDS (57% physical, 61% literacy, 64% math, and 79% social/emotional). More PFS migratory kindergarten demonstrated characteristics of entering kindergarteners than non-PFS migratory kindergarten students in five of the six areas of development (literacy, physical, cognitive, social/emotional, and math).

Graduation and Services to OSY: Services to secondary migratory students and OSY were designed to ensure that students graduate from high school. The Washington MEP SDP includes one MPO related to graduation.

MPO 4a: Upon completion of the 2017-18 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

MPO 4c: By the end of the 2017-18 performance period, 79% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.

MPO 4a was met during 2017-18 with 88% of migratory students and youth enrolled in credit-bearing courses obtaining credit toward high school graduation. A higher percentage of PFS migratory students received secondary credit than non-PFS migratory students (96% versus 81%). MPO 4c also was met with 91% of the 2,220 migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) during 2017-18 either graduated (19%) or were promoted to the next grade level (72%).

Recommendations for the Results Evaluation

- ✚ *During the April 2019 Evaluation Planning Team meeting, review the 2017-18 results, for the State as a whole and for individual projects, and review the MPOs and strategies related to the results evaluation to determine if adjustments need to be made for the 2019-20 performance period. For example, the target set for MPOs 1a and 2a could be adjusted higher as reflected by the percentage gains made by migratory students during the regular school year.*
- ✚ *It is not known why the summer programs would meet the MPO for math but not reading. It is recommended that the Evaluation Planning Team review the assessments utilized for the summer and determine if more appropriate assessments need to be chosen by local projects, or if the instructional services need to be improved and/or enhanced to ensure that migratory students are improving as a result of receiving reading/ELA instruction.*

In summary, during 2017-18, the Washington MEP offered individualized, needs-based, student-centered services to migratory children and youth that improved their learning and academic skills and helped them earn high school credits. In addition, migratory parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct supportive and instructional services.

Appendix A
Fidelity of Strategy
Implementation (FSI)

Washington Migrant Education Program 2017-18 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

MIGRANT PROGRAM/DISTRICT: _____

Purposes:

1. To measure the level of implementation of each MEP **Strategy** listed in the Washington Migrant Education Program (MEP) Application that aligns with the Washington MEP Service Delivery Plan.
2. To address the implementation evaluation of the Washington MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 4 Goal Areas: 1) Reading, 2) Mathematics, 3) School Readiness, and 4) Graduation.

Directions:

- For each Strategy, rate your project's level of implementation during 2017-18. Gather a group of key staff to discuss each Strategy. During your discussion, highlight the evidence that is relevant to your project, and cite additional evidence not covered in the rubric. After reaching consensus, place a checkmark in the rating assigned. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
- If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Evident, 2-Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a rating of Succeeding is considered "proficient".
- **Regular-year-only projects submit your completed FSI to Sylvia Reyna by July 15, 2018**
- **Year-round and summer-only projects submit your completed FSI to Sylvia Reyna by September 15, 2018**
- Questions? Contact Cari Semivan, Program Evaluator, META Associates at capan1@aol.com or call (720) 339-5349

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA)

Strategy 1.1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
<p>1.1 Provide <u>regular term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.</p>	<ul style="list-style-type: none"> •No provision of regular term ELA support using the methods listed in Strategy 1.1 •No progress monitoring to determine student ELA needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of regular term ELA support using the methods listed in Strategy 1.1 •Limited progress monitoring to determine student ELA needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of regular term ELA support using the methods listed in Strategy 1.1 •Some progress monitoring to determine student ELA needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of regular term ELA support using the methods listed in Strategy 1.1 •Sufficient progress monitoring to determine student ELA needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of regular term ELA support using the methods listed in Strategy 1.1 •Extensive progress monitoring to determine student ELA needs •Extensive student participation •Comprehensive record keeping 			
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> After-school support <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Close reading <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, LAP) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily exit tickets <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Engineering is Elementary (EiE) <input type="checkbox"/> Enrollment documentation </td> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> Family literacy night <input type="checkbox"/> Formative assessments <input type="checkbox"/> Foundations of Academic Endeavors Program <input type="checkbox"/> Imagine Learning <input type="checkbox"/> LEGO Robotics <input type="checkbox"/> Leveled Literacy Intervention (LLI) <input type="checkbox"/> Leveled readers <input type="checkbox"/> Lexia <input type="checkbox"/> Literacy provided through Math MATTERS <input type="checkbox"/> Measuring Up online program <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Science A-Z </td> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> STAR Test <input type="checkbox"/> STEM <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student progress shared with parents <input type="checkbox"/> Student records <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Teacher candidates in classrooms <input type="checkbox"/> Training on GLAD binders <input type="checkbox"/> Vocabulary development <input type="checkbox"/> WaKIDS assessment results <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing </td> </tr> </table>						<input type="checkbox"/> After-school support <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Close reading <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I, LAP) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily exit tickets <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Engineering is Elementary (EiE) <input type="checkbox"/> Enrollment documentation	<input type="checkbox"/> Family literacy night <input type="checkbox"/> Formative assessments <input type="checkbox"/> Foundations of Academic Endeavors Program <input type="checkbox"/> Imagine Learning <input type="checkbox"/> LEGO Robotics <input type="checkbox"/> Leveled Literacy Intervention (LLI) <input type="checkbox"/> Leveled readers <input type="checkbox"/> Lexia <input type="checkbox"/> Literacy provided through Math MATTERS <input type="checkbox"/> Measuring Up online program <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Paraeducators providing support <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Science A-Z	<input type="checkbox"/> Small group instruction <input type="checkbox"/> STAR Test <input type="checkbox"/> STEM <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student progress shared with parents <input type="checkbox"/> Student records <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Teacher candidates in classrooms <input type="checkbox"/> Training on GLAD binders <input type="checkbox"/> Vocabulary development <input type="checkbox"/> WaKIDS assessment results <input type="checkbox"/> Wordless books <input type="checkbox"/> Writing
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<p>Cite additional evidence here:</p>								
<p>Comments/Follow-up:</p>								
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>								

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA), Cont.

Strategy 1.2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
1.2 Provide <u>summer term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.	<ul style="list-style-type: none"> •No provision of summer ELA support using the methods listed in Strategy 1.2 •No progress monitoring to determine student ELA needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of summer ELA support using the methods listed in Strategy 1.2 •Limited progress monitoring to determine student ELA needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of summer ELA support using the methods listed in Strategy 1.2 •Some progress monitoring to determine student ELA needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of summer ELA support using the methods listed in Strategy 1.2 •Sufficient progress monitoring to determine student ELA needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of summer ELA support using the methods listed in Strategy 1.2 •Extensive progress monitoring to determine student ELA needs •Extensive student participation •Comprehensive record keeping 			
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<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Close reading <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, LAP) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily exit tickets <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Engineering is Elementary (EiE) <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Family literacy night <input type="checkbox"/> Formative assessments <input type="checkbox"/> Foundations of Academic Endeavors Program </td> <td style="width: 33%; 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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL AREA 1: ENGLISH LANGUAGE ARTS (ELA), Cont.

Strategy 1.3	IMPLEMENTATION LEVEL				
	Not Evident	Aware	Developing	Succeeding	Exceeding
<p>1.3 Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide <u>family literacy services</u> (reading, writing, speaking, listening in L1 or L2) that include opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).</p>	<ul style="list-style-type: none"> •No provision of family literacy services •No use of the OSPI ELA Suite or other family literacy resources highlighted by OSPI •No parent participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of family literacy services •Limited use of the OSPI ELA Suite or other family literacy resources highlighted by OSPI •Limited parent participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of family literacy services •Some use of the OSPI ELA Suite or other family literacy resources highlighted by OSPI •Some parent participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of family literacy services •Sufficient use of the OSPI ELA Suite or other family literacy resources highlighted by OSPI •Sufficient parent participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of family literacy services •Extensive use of the OSPI ELA Suite or other family literacy resources highlighted by OSPI •Extensive parent participation •Comprehensive record keeping
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><input type="checkbox"/> Documentation of how the ELA Suite and other resources used for family literacy services</p> <p><input type="checkbox"/> Family literacy schedules, agendas, and sign-in sheets</p> </div> <div style="width: 30%;"> <p><input type="checkbox"/> Family literacy services materials</p> <p><input type="checkbox"/> Family literacy services evaluations</p> </div> <div style="width: 30%;"> <p><input type="checkbox"/> Information, strategies, and resources for parents to use at home</p> </div> </div>					
<p>Cite additional evidence here:</p>					
<p>Comments/Follow-up:</p>					
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>					

GOAL AREA 2: MATHEMATICS

Strategy 2.1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
2.1 Provide <u>regular term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.	<ul style="list-style-type: none"> •No provision of regular term math support using the methods listed in Strategy 2.1 •No progress monitoring to determine student math needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of regular term math support using the methods listed in Strategy 2.1 •Limited progress monitoring to determine student math needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of regular term math support using the methods listed in Strategy 2.1 •Some progress monitoring to determine student math needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of regular term math support using the methods listed in Strategy 2.1 •Sufficient progress monitoring to determine student math needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of regular term math support using the methods listed in Strategy 2.1 •Extensive progress monitoring to determine student math needs •Extensive student participation •Comprehensive record keeping 			
Place a checkmark (✓) next to the evidence relevant to your project								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> After school support <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Big Brainz Math <input type="checkbox"/> Bridges Intervention Binders <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I, LAP) <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Engineering is Elementary (EiE) <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Eureka Math <input type="checkbox"/> Family math nights </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Foundations of Academic Endeavors Program <input type="checkbox"/> Group projects <input type="checkbox"/> IXL Math <input type="checkbox"/> K'nex <input type="checkbox"/> LEGO Robotics <input type="checkbox"/> Math instructional coaches <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Math MATTERS <input type="checkbox"/> Math routines <input type="checkbox"/> Meaningful discourse <input type="checkbox"/> Measuring Up online program <input type="checkbox"/> Number talks <input type="checkbox"/> One-on-one tutoring </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Small group math support <input type="checkbox"/> STEAM program <input type="checkbox"/> STEM program <input type="checkbox"/> Strategies to build math skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student records <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Supplemental intervention classes <input type="checkbox"/> WaKIDS assessment results </td> </tr> </table>						<input type="checkbox"/> After school support <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Big Brainz Math <input type="checkbox"/> Bridges Intervention Binders <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I, LAP) <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Engineering is Elementary (EiE) <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Eureka Math <input type="checkbox"/> Family math nights	<input type="checkbox"/> Foundations of Academic Endeavors Program <input type="checkbox"/> Group projects <input type="checkbox"/> IXL Math <input type="checkbox"/> K'nex <input type="checkbox"/> LEGO Robotics <input type="checkbox"/> Math instructional coaches <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Math MATTERS <input type="checkbox"/> Math routines <input type="checkbox"/> Meaningful discourse <input type="checkbox"/> Measuring Up online program <input type="checkbox"/> Number talks <input type="checkbox"/> One-on-one tutoring	<input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Small group math support <input type="checkbox"/> STEAM program <input type="checkbox"/> STEM program <input type="checkbox"/> Strategies to build math skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student records <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Supplemental intervention classes <input type="checkbox"/> WaKIDS assessment results
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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL AREA 2: MATHEMATICS, Cont.

Strategy 2.2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
<p>2.2 Provide <u>summer term</u> academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.</p>	<ul style="list-style-type: none"> •No provision of summer math support using the methods listed in Strategy 2.2 •No progress monitoring to determine student math needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of summer math support using the methods listed in Strategy 2.2 •Limited progress monitoring to determine student math needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of summer math support using the methods listed in Strategy 2.2 •Some progress monitoring to determine student math needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of summer math support using the methods listed in Strategy 2.2 •Sufficient progress monitoring to determine student math needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of summer math support using the methods listed in Strategy 2.2 •Extensive progress monitoring to determine student math needs •Extensive student participation •Comprehensive record keeping 			
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<p>Comments/Follow-up:</p>								
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>								

GOAL AREA 2: MATHEMATICS, Cont.

Strategy 2.3	IMPLEMENTATION LEVEL				
	Not Evident	Aware	Developing	Succeeding	Exceeding
<p>2.3 Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide <u>family math services</u> that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.</p>	<ul style="list-style-type: none"> •No provision of family math services that include the methods listed in Strategy 2.3 •No use of the OSPI Mathematics Suite •No parent participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of family math services that include the methods listed in Strategy 2.3 •Limited use of the OSPI Mathematics Suite •Limited parent participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of family math services that include the methods listed in Strategy 2.3 •Some use of the OSPI Mathematics Suite •Some parent participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of family math services that include the methods listed in Strategy 2.3 •Sufficient use of the OSPI Mathematics Suite •Sufficient parent participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of family math services that include the methods listed in Strategy 2.3 •Extensive use of the OSPI Mathematics Suite •Extensive parent participation •Comprehensive record keeping
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Documentation of how the Math Suite and other resources used for family math services <input type="checkbox"/> Family math schedules, agendas, and sign-in sheets </div> <div style="width: 30%;"> <input type="checkbox"/> Family math services materials <input type="checkbox"/> Family math services evaluations </div> <div style="width: 30%;"> <input type="checkbox"/> Information, strategies, and resources for parents to use at home </div> </div>					
<p>Cite additional evidence here:</p>					
<p>Comments/Follow-up:</p>					
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>					

GOAL AREA 3: SCHOOL READINESS

Strategy 3.1	IMPLEMENTATION LEVEL																
	Not Evident	Aware	Developing	Succeeding	Exceeding												
<p>3.1 Ensure early learning classrooms are culturally responsive by providing all teachers of migratory preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for <u>school readiness and cultural awareness training</u>, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning).</p>	<ul style="list-style-type: none"> •No provision of school readiness and cultural awareness training to PK-3 teachers of migratory students and preschool partner staff •No documentation of staff needs and training opportunities provided •No staff participation in training 	<ul style="list-style-type: none"> •Inadequate provision of school readiness and cultural awareness training to PK-3 teachers of migratory students and preschool partner staff •Limited documentation of staff needs and training opportunities provided •Limited staff participation in training 	<ul style="list-style-type: none"> •Some provision of school readiness and cultural awareness training to PK-3 teachers of migratory students and preschool partner staff •Some documentation of staff needs and training opportunities provided •Some staff participation in training 	<ul style="list-style-type: none"> •Sufficient provision of school readiness and cultural awareness training to PK-3 teachers of migratory students and preschool partner staff •Sufficient documentation of staff needs and training opportunities provided •Sufficient staff participation in training 	<ul style="list-style-type: none"> •Extensive provision of school readiness and cultural awareness training to PK-3 teachers of migratory students and preschool partner staff •Extensive documentation of staff needs and training opportunities provided •Extensive staff participation in training 												
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GOAL AREA 3: SCHOOL READINESS, Cont.

Strategy 3.2	IMPLEMENTATION LEVEL																									
	Not Evident	Aware	Developing	Succeeding	Exceeding																					
3.2 Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migratory children that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart).	<ul style="list-style-type: none"> •No provision/facilitation of needs-based, research-based, and best practices instructional services to 3-5-year-old migratory children •No progress monitoring to determine children's needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision/facilitation of needs-based, research-based, and best practices instructional services to 3-5-year-old migratory children •Limited progress monitoring to determine children's needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision/facilitation of needs-based, research-based, and best practices instructional services to 3-5-year-old migratory children •Some progress monitoring to determine children's needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision/facilitation of needs-based, research-based, and best practices instructional services to 3-5-year-old migratory children •Sufficient progress monitoring to determine children's needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision/facilitation of needs-based, research-based, and best practices instructional services to 3-5-year-old migratory children •Extensive progress monitoring to determine children's needs •Extensive student participation •Comprehensive record keeping 																					
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GOAL AREA 3: SCHOOL READINESS, Cont.

Strategy 3.3	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
<p>3.3 Offer a series of <u>family engagement trainings</u> that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network</p>	<ul style="list-style-type: none"> •No provision of family engagement trainings that include the methods listed in Strategy 3.3 •No parent participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of family engagement trainings that include the methods listed in Strategy 3.3 •Limited parent participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of family engagement trainings that include the methods listed in Strategy 3.3 •Some parent participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of family engagement trainings that include the methods listed in Strategy 3.3 •Sufficient parent participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of family engagement trainings that include the methods listed in Strategy 3.3 •Extensive parent participation •Comprehensive record keeping 			
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GOAL 4: HIGH SCHOOL GRADUATION

Strategy 4.1	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
<p>4.1 Provide wrap-around support for secondary-age migratory students with multi-tiered systems of support including: a) credit retrieval and competency-based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with ongoing data review); and d) professional learning for all teachers on effective instructional strategies (e.g., AVID, GLAD, SIOP, ELA, mathematics, Migrant 101, Integrated Basic Education, and Skills Training Program or I-BEST).</p>	<ul style="list-style-type: none"> •No provision of wrap-around support with multi-tiered systems of support to secondary-age migratory students •No PL provided for teachers on effective instructional strategies •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision wrap-around support with multi-tiered systems of support to secondary-age migratory students •Inadequate PL provided for teachers on effective instructional strategies •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of wrap-around support with multi-tiered systems of support to secondary-age migratory students •Some PL provided for teachers on effective instructional strategies •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of wrap-around support with multi-tiered systems of support to secondary-age migratory students •Sufficient PL provided for teachers on effective instructional strategies •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of wrap-around support with multi-tiered systems of support to secondary-age migratory students •Extensive PL provided for teachers on effective instructional strategies •Extensive student participation •Comprehensive record keeping 			
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<p>Cite additional evidence here:</p>								
<p>Comments/Follow-up:</p>								
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>								

GOAL 4: HIGH SCHOOL GRADUATION, Cont.

Strategy 4.2	IMPLEMENTATION LEVEL							
	Not Evident	Aware	Developing	Succeeding	Exceeding			
4.2 Provide migratory student graduation support and advocacy that includes: a) monitoring and tracking attendance and academic progress; b) leadership and mentoring programs; c) family/school connections and home visits; d) services to address social/emotional needs (i.e. school as a safe place); and e) referrals to services aligned to needs.	<ul style="list-style-type: none"> •No provision of migratory student graduation support and advocacy that includes the methods in Strategy 4.2 •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of migratory student graduation support and advocacy that includes the methods in Strategy 4.2 •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of migratory student graduation support and advocacy that includes the methods in Strategy 4.2 •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of migratory student graduation support and advocacy that includes the methods in Strategy 4.2 •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of migratory student graduation support and advocacy that includes the methods in Strategy 4.2 •Extensive student participation •Comprehensive record keeping 			
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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

Appendix B
Washington MEP
Alignment Chart



Washington Migrant Education Program (MEP) 2017-18 Alignment Chart

GOAL AREA #1: ENGLISH LANGUAGE ARTS

State Performance Target: In 2017-18, 64.7% of students in grades 3-8 and 10 will meet the standards in English language arts (ELA) on the Smarter Balanced Assessment.

Concern Statement: We are concerned that migratory students are meeting grade level standards in ELA at a lower rate than non-migratory students.

Data Summary: In 2015-16, 26% of the 12,836 migratory students (19% of PFS migratory students) assessed with the Smarter Balanced ELA Assessment met the standards compared to 60% of non-migratory students.

Need Statement: The percentage of migratory students that met the standards on the Smarter Balanced ELA Assessment needs to increase by 34% (41% for PFS migratory students) to eliminate the gap between migratory and non-migratory students and increase by 38.7% (45.7% for PFS migratory students) to meet the annual target.

Strategy 1.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.

Strategy 1.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.

Strategy 1.3: Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide family literacy services (reading, writing, speaking, listening in L1 or L2) that include opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).

Goal Area #1: English Language Arts

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 1a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received <u>regular term supplemental reading instruction</u> will show a gain of at least one point or one level on pre/post district reading/ELA assessments.</p>	<p>1.1.1 What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term reading instruction showed a gain of at least one point or level on district reading/ELA assessments during the school year?</p>	<p>1.1.2 What types of supplemental reading/ELA instruction was provided to students during the regular term? 1.1.3 What instructional programs were used to teach reading/ELA?</p>
<p>MPO 1b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received <u>summer reading instruction</u> will maintain or increase their score by 2% on pre/post district reading/ELA assessments.</p>	<p>1.2.1 What percentage of K-8 migratory students (PFS and non-PFS) receiving summer reading instruction maintained or increased their score on district reading/ELA assessments?</p>	<p>1.2.2 What types of reading/ELA instruction was provided during the summer? 1.2.3 What instructional programs were used to teach reading/ELA?</p>

GOAL AREA #2: MATHEMATICS

State Performance Target: In 2017-18, 56.8% of students in grades 3-8 and 10 will meet the standards on the Smarter Balanced Math Assessment.

Concern Statement: We are concerned that due to the increased sophistication of content language within the state assessment, migratory students experience annual increases in the achievement gap.

Data Summary: In 2015-16, 21% of the 12,066 migratory students (10% of PFS migratory students) assessed with the Smarter Balanced Math Assessment met the standards compared to 52% of non-migratory students.

Need Statement: The percentage of migratory students that met the standards on the Smarter Balanced Math Assessment needs to increase by 31% (42% for PFS migratory students) to eliminate the gap between migratory and non-migratory students and increase by 35.8% (46.8% for PFS migratory students) to meet the annual target.

Strategy 2.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.

Strategy 2.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.

Strategy 2.3: Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.

Goal Area #2: Mathematics

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 2a: By the end of the 2017-18 school year, 50% of migratory students in grades K-8 who received <u>regular term supplemental math instruction</u> will show a gain of at least one point or one level on pre/post district math assessments.</p>	<p>2.1.1 What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term math instruction showed a gain of at least one point or one level on district math assessments during the school year?</p>	<p>2.1.2 What types of supplemental math instruction was provided to students during the regular term? 2.1.3 What instructional programs were used to teach math?</p>
<p>MPO 2b: Upon completion of the 2018 summer program, 75% of migratory students in grades K-8 who received <u>summer math instruction</u> will maintain or increase their score by 2% on pre/post district math assessments.</p>	<p>2.2.1 What percentage of K-8 migratory students (PFS and non-PFS) receiving summer math instruction maintained or increased their score on district math assessments?</p>	<p>2.2.2 What types of math instruction was provided to migratory students during the summer? 2.2.3 What instructional programs were used to teach math?</p>

GOAL AREA #3: SCHOOL READINESS

State Performance Target: There is no State performance target for School Readiness.

Concern Statement: We are concerned that identified preschool migratory children (ages 3-5) are not entering kindergarten with sufficient readiness skills.

Data Summary: In 2014-15, 24% of migratory preschool children entered kindergarten with typical readiness skills in at least 5 of 6 domains on the WaKIDS, compared to 59% of non-migratory children entering kindergarten.

Need Statement: The percentage of migratory preschool children with typical readiness skills in at least 5 of the 6 domains on the WaKIDS needs to increase by 35%.

Strategy 3.1: Ensure early learning classrooms are culturally responsive by providing all teachers of migratory preschool through third grade students and preschool partners (Head Start, ECEAP, and community/faith-based schools) with opportunities for school readiness and cultural awareness training, including how school readiness and culture can influence each other (e.g., Migrant 101 with a focus on early learning).

Strategy 3.2: Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migratory children that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart).

Strategy 3.3: Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network.

Goal Area #3: School Readiness

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 3a: By the end of the 2018-19 performance period, 85% of <u>district staff (PK-3)</u> who receive Migrant 101 training with an early learning focus will report on a training survey that they are better prepared to deliver services to migratory preschool-age students.</p>	<p>3.1.1 What percentage of PK-3 staff completing Staff Training Evaluations during 2018-19 reported that they are better prepared to deliver services to migratory preschool-age students?</p>	<p>3.1.2 How many staff received Migrant 101 training with an early learning focus? 3.1.3 To what extent did staff find Migrant 101 training useful?</p>
<p>MPO 3b: By the end of the 2017-18 school year, 48% of <u>migratory students entering kindergarten who received MEP supplemental instruction</u> will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.</p>	<p>3.2.1 What percentage of migratory children (PFS and non-PFS) entering kindergarten fall 2017 demonstrated skills typical of entering kindergarteners in 4 or more domains on the fall 2017 WaKIDS?</p>	<p>3.2.2 What types of MEP supplemental instruction were provided to migratory preschool children?</p>

GOAL AREA #4: GRADUATION/SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

State Performance Target: In 2017-18, 80.2% of students will graduate from high school (4-year adjusted cohort)

Concern Statement: We are concerned that migratory students are graduating at a lower rate than their peers.

Data Summary: In 2015-16, the graduation rate for migratory students was 83.5% (72.3% for PFS migratory students), compared to 91.4% for non-migratory students.

Need Statement: The graduation rate for migratory students needs to increase by 7.9% (19.1% for PFS migratory students) to eliminate the gap between migratory and non-migratory students.

Strategy 4.1: Provide wrap-around support for secondary-age migratory students with multi-tiered systems of support including: a) credit retrieval and competency-based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with ongoing data review); and d) professional learning for all teachers on effective instructional strategies (e.g., AVID, GLAD, SIOP, ELA, mathematics, Migrant 101, Integrated Basic Education, and Skills Training Program or I-BEST).

Strategy 4.2: Provide migratory student graduation support and advocacy that includes: a) monitoring and tracking attendance and academic progress; b) conducting referrals to services aligned to students' needs; c) facilitating appropriate scheduling options for students to gain access to Advanced Placement, Highly Capable, CTE, and regular academic core course options; d) facilitating access to services to address social/emotional needs; e) fostering family school connections and conducting home visits; f) conducting parent information sessions to ensure that migratory students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career; and g) promoting access to or developing leadership and mentoring programs.

Goal Area #4: High School Graduation

Measurable Program Outcome (MPO)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 4a: Upon completion of the 2017-18 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.</p>	<p>4.1.1 What percentage of migratory students (PFS and non-PFS) enrolled in credit-bearing courses during 2017-18 received high school credit?</p>	<p>4.1.2 For which courses did secondary students receive credit?</p>
<p>MPO 4b: By the end of the 2017-18 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.</p>	<p>4.2.1 Did the percentage of migratory students in grades 9-12 (PFS and non-PFS) receiving MEP instructional and/or support services during 2017-18 increase by 2% from 2016-17?</p>	<p>4.2.2 What types of MEP instructional and support services were provided to secondary migratory students?</p>
<p>MPO 4c: By the end of the 2017-18 performance period, 79% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.</p>	<p>4.3.1 What percentage of migratory students (PFS and non-PFS) in grades 9-12 that received support from MGSs during 2017-18 graduated or were promoted to the next grade level?</p>	<p>4.3.2 What types of support did MGSs provide to secondary migratory students?</p>