

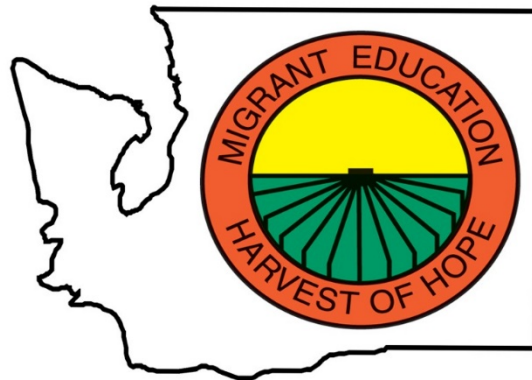


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# 2019-2020 Evaluation Report

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## Washington Migrant Education Program



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**March 2021**

# 2019-2020 Evaluation of the Washington Migrant Education Program (MEP)

Prepared for:

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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
EOC	End-of-Course Exams
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
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
GPRA	Government Performance and Results Act
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disability Education Act
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
OME	Office of Migrant Education (of the U.S. Department of Education)
OSPI	Office of Superintendent of Public Instruction
OSY	Out-of-School Youth
P/A	Proficient/Advanced
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 MEP assists schools throughout the State 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. Below is information showing migratory student demographics and MEP services provided during the 2019-20 performance period (9/1/19-8/30/20).

- ✚ In 2019-20, there were 30,542 eligible migratory students ages 0-21 (29,269 Category 1 migratory students ages 3-21) which is a 4% decrease from 2018-19. School closures and social distancing requirements resulting from the COVID-19 pandemic affected identification and recruitment (ID&R) and mobility during the second half of the 2019-20 performance period.
- ✚ Funded projects had 27,875 eligible students and non-project districts had 2,667 students.
- ✚ Ten percent (10%) of all eligible migratory children ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ Twenty-nine percent (29%) of eligible migratory students 0-21 had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/20).
- ✚ Thirty-four percent (34%) of eligible migratory students ages 3-21 were categorized as having priority for services (PFS).
- ✚ Forty-four percent (44%) of eligible migratory student ages 3-21 were identified as being English learners (ELs).
- ✚ Nearly 14,000 migratory students received MEP services (49% of eligible migratory students in the project districts and 45% of all eligible migratory students).
- ✚ Forty-seven percent (47%) of migratory students ages 3-21 (7% more than in 2018-19) were served during the 2019-20 school year, and 6% of migratory students ages 3-21 (3% fewer than in 2018-19) were served during the summer of 2020 (Category 2 count).
- ✚ Sixteen percent (16%) of the eligible migratory students ages 3-21 received instructional services (2% fewer than in 2018-19) and 40% received support services (3% more than in 2018-19).

Sixty-eight school districts and two Educational Service Districts (ESDs) provided services to migratory students during 2019-20. Projects provided instructional and support services aligned with the State MEP 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, graduation enhancement and career education, and support services. Support services 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. MEP 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 10 of the 12 (83%) measurable program outcomes (MPOs) 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. The MPOs not met address increases in MEP services from the previous year, which was impacted by school closures/social distancing during the pandemic.

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
<b>English Language Arts (ELA)</b>		
<b>MPO 1a:</b> By the end of the 2019-20 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	78% of the 606 students assessed improved their reading/ELA scores by at least one point or one level
<b>MPO 1b:</b> By the end of the 2020 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.	Yes	88% of the 611 students assessed maintained or improved their reading/ELA scores by 2%
<b>MPO 1c:</b> By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.	Yes	96% of the 45 parents responding reported being better prepared to support reading in the home
<b>Mathematics</b>		
<b>MPO 2a:</b> By the end of the 2019-20 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	71% of the 686 students assessed improved their math scores by at least one point or one level
<b>MPO 2b:</b> Upon completion of the 2020 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	85% of the 476 students assessed maintained or improved their math scores by 2%
<b>MPO 2c:</b> By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.	Yes	83% of the 59 parents responding reported being better prepared to support math in the home
<b>School Readiness</b>		
<b>MPO 3a:</b> By the end of the 2019-20 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	60% of the 299 children entering kinder previously served by the MEP demonstrated skills typical



Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
		of entering kinder students in 4 or more domains
<b>MPO 3b:</b> By the end of the 2019-20 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child's learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.	Yes	91% of the 33 parents responding reported being better prepared to support their preschool child's learning at home
<b>Graduation/Services to OSY</b>		
<b>MPO 4a:</b> By the end of the 2019-20 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.	Yes	79% of the 276 migratory students and youth enrolled obtained credit
<b>MPO 4b:</b> By the end of the 2019-20 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.	No	1% more students in grades 9-12 received MEP services in 2019-20 than in 2018-19
<b>MPO 4c:</b> By the end of the 2019-20 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	95% of the 2,273 students in grades 9-12 that received support from MGSs graduated or were promoted to the next grade
<b>MPO 4d:</b> By the end of the 2019-20 performance period, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).	No	10% more OSY received MEP services in 2019-20 than in 2016-17

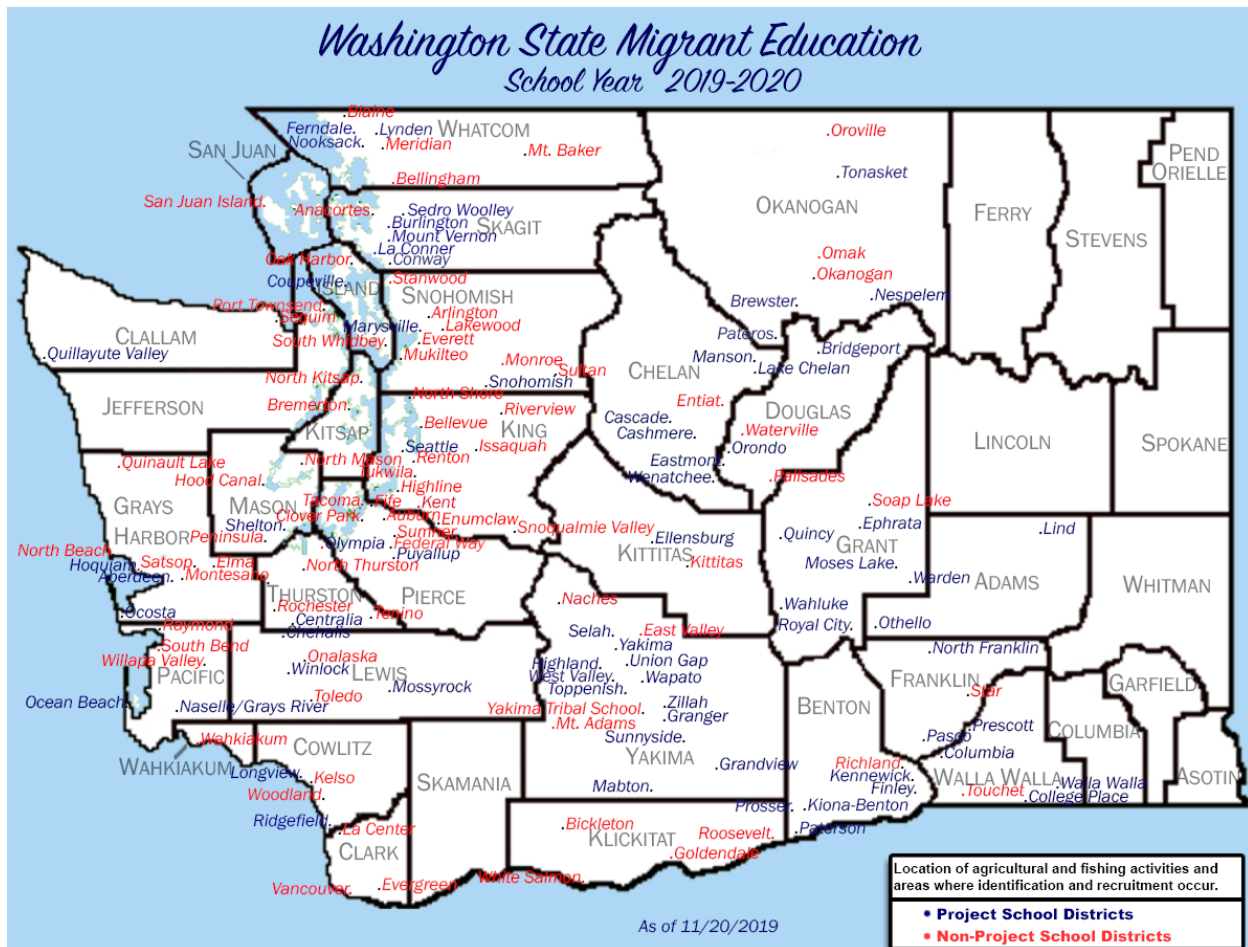
Other key findings/trends revealed in the 2019-20 evaluation follow.

- ✚ 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, 21<sup>st</sup> Century Community Learning Center projects, College Assistance Migrant Program (CAMP) programs, GEAR UP programs, Special Education, and the State Transitional Bilingual Instructional Program.
- ✚ MEP staff reported that parents participating in parent activities and events increased their knowledge of the topics addressed including reading and math, graduation requirements, virtual learning environments, 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 mean rating for all 11 Strategies during the first six months of the performance period, prior to school closures, was 3.5 out of 5.0 (compared to 3.2 during the pandemic). Mean ratings for each Strategy ranged from 2.3 to 4.1.
- ✚ From 2017-18 to 2018-19 (the most recent results available), 1% fewer migratory students scored proficient or above on Smarter Balanced ELA Assessments (compared to a 3% decrease for non-migratory students), and 1% fewer migratory students scored proficient or above on Smarter Balanced Math Assessments (compared to a 5% decrease for non-migratory students). However, the gap between migratory and non-migratory students remains large (30% in ELA, 24% in math).
- ✚ Data collected for the Government Performance and Results Act (GPRA) measures show that 98% of migratory students in grades 7-12 were promoted or graduated in 2019-20, and 64% of 2019-20 10<sup>th</sup> grade students received full credit for Algebra I or a higher math course prior to entering 11<sup>th</sup> grade.

## 2. Program Context

This evaluation report provides summary information on the accomplishments made by staff and students of local MEPs in Washington during the 2019-20 performance period. These accomplishments were examined based on progress toward the Washington State Performance Goals 1 and 5, the MEP MPOs as outlined in the Washington MEP SDP, the GPRA measures, and implementation of the service delivery Strategies in the SDP. Sixty-eight (68) school districts and two ESDs provided services to migratory students during 2019-20. 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 projects 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, 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, local projects coordinate services with schools, other programs, and community service providers.

MEP 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, health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translating and interpreting, advocacy and outreach, transportation, and services to OSY. The needs-based support services provided to migratory students throughout the year in Washington are listed in the chart below.

MEP Support Services		
Referrals to Services	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 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 from 2016-17 to 2019-20. There were decreases in the number of students receiving MEP-funded physical exams and dental exams, most likely due to the social distancing and stay-at-home orders resulting from the COVID-19 pandemic.

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

Migrant Health Services Provided	2016-17	2017-18	2018-19	2019-20
MEP-funded physical exams	46	45	71	32
Non-MEP-funded physical exams	440	395	283	1,064
Physical exam data provided from other sources	4,756	5,728	7,913	8,083
MEP-funded dental exams	29	2	0*	5
Non-MEP-funded dental exams	332	53	0*	53
Dental exam data provided from other sources	1,968	1,763	2,153	837
Medical alerts created	415	68	84	187
Immunization flags recorded	0	312	5,894	5,154

Source: Migrant Education Health Program Records

\*These services were provided but not captured in reporting in 2018-19.

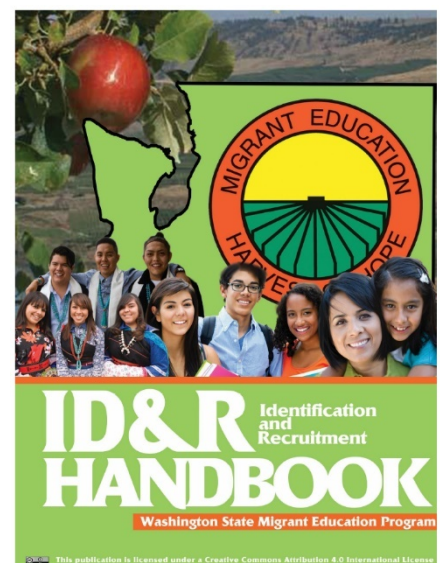
**INTER/INTRASTATE COORDINATION** - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. Local 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/intrastate MEP meetings (i.e., Interstate Migrant Education Council meetings, CIG meetings, the ID&R Forum, Annual Directors Meetings at the U.S. Department of Education, the National Migrant Education Conference).

**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 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 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) which can be requested from MSDRS.

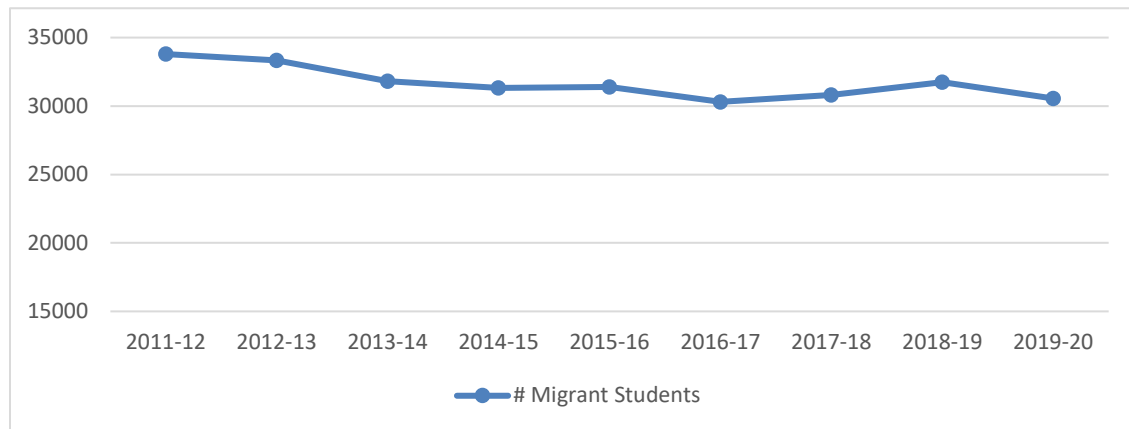
The Handbook provides detailed information for local projects on their responsibilities for ID&R, MEP eligibility criteria, interviewing migratory families, eligibility scenarios/rulings, completing certificates of eligibility (COEs), and the Migrant Student Information System (MSIS) for recruiters.



**Student Demographics** - During the 2019-20 performance period, there were 30,542 eligible migratory students ages 0-21 in Washington (29,269 Category 1 migratory students ages 3-21), a slight decrease from 2018-19 (-4%). The COVID-19 pandemic affected identification and recruitment and mobility in 2019-20. The three-year average count of Category 1 migratory students is 29,690. *UG=ungraded*

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

Grade	Number of Eligible Migratory Students								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
0-2	347	1,849	1,473	1,254	1,625	1,332	1,301	1,440	1,273
3-5	801	3,946	2,801	2,710	2,612	2,669	2,757	3,116	3,174
K	1,918	2,073	1,724	1,655	1,483	2,084	2,028	1,886	1,449
1	1,954	1,995	2,080	1,958	1,833	1,800	1,741	1,701	1,515
2	1,939	1,955	2,102	2,157	1,969	2,001	1,852	1,791	1,659
3	1,813	1,879	2,023	1,991	2,040	1,991	1,979	1,882	1,753
4	1,831	1,776	1,941	1,907	1,993	2,000	1,965	1,957	1,849
5	2,016	1,829	1,846	1,900	1,878	1,938	2,021	2,005	1,911
6	1,864	1,920	1,813	1,816	1,890	1,954	1,965	2,079	2,000
7	1,743	1,862	1,930	1,771	1,929	1,960	1,945	2,006	2,052
8	1,795	1,698	1,923	1,839	1,738	1,755	1,943	1,949	1,965
9	1,905	1,857	1,841	1,871	1,864	1,872	1,833	2,055	1,992
10	1,729	1,715	1,861	1,776	1,945	1,937	1,869	1,786	2,002
11	1,634	1,569	1,670	1,682	1,699	1,771	1,870	1,834	1,720
12	1,807	1,745	2,444	2,235	2,605	1,804	1,856	2,002	2,008
UG	2	0	0	0	0	0	0	0	0
OSY	8,696	3,675	2,344	2,809	2,279	1,438	1,873	2,255	2,220
<b>Total</b>	<b>33,794</b>	<b>33,343</b>	<b>31,816</b>	<b>31,331</b>	<b>31,382</b>	<b>30,306</b>	<b>30,798</b>	<b>31,744</b>	<b>30,542</b>



Source: CSPR Part II School Years 2011-12 to 2016-17 and 2018-19-2019-20; 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	
<b>Criterion #1 – Migratory children who made a qualifying move within the previous 1-year period</b>	
Qualifying Move within Previous 1-Year period defined by the following parameter: <ul style="list-style-type: none"> <li>• A Qualifying Arrival Date (QAD) has been made within the last 365 days (<i>within the last 12 months, including summer</i>).</li> </ul>	<b>Documentation Required</b> <ul style="list-style-type: none"> <li>• Certificate of Eligibility (COE)</li> </ul>
<b>AND</b>	
<b>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.</b>	
<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.	<b>Documentation Required</b> <ul style="list-style-type: none"> <li>• Student level assessment results in the areas tested</li> </ul>
<b>OR</b>	
<input type="checkbox"/> Has been identified as dropout (not yet graduated).	<ul style="list-style-type: none"> <li>• State student database system indicates the student is no longer enrolled in WA state school.</li> <li>• State or federal (MSIX) database system does not indicate student transferred out-of-state.</li> <li>• State or federal (MSIX) database system does not indicate the student received a high school diploma or equivalent.</li> </ul>
<b>USE OF PROXY RISK FACTORS</b> 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.	<b>One</b> Proxy risk factor may be applied when: <ul style="list-style-type: none"> <li>• The student was not present in the district when the State assessment was administered, OR</li> <li>• The student is enrolled in a grade level where a State assessment is not administered (grades 1-2 and high school).</li> </ul>
<b>Proxy Risk Factors to Criteria #2</b>	
<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"> <li>• English language proficiency score.</li> </ul>
<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"> <li>• Grade level retained.</li> </ul>
<input type="checkbox"/> 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"> <li>• Age and grade level placement.</li> </ul>
<input type="checkbox"/> 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"> <li>• Number of credits deficient and area of deficiency</li> </ul>
<input type="checkbox"/> 2–e) Attendance – Student attendance is less than 90% of days enrolled	<ul style="list-style-type: none"> <li>• Number of days attended divided by number of days enrolled</li> </ul>
<input type="checkbox"/> 2-f) Special Education	<ul style="list-style-type: none"> <li>• Identified with IDEA flag</li> </ul>
<input type="checkbox"/> 2-g) Homeless	<ul style="list-style-type: none"> <li>• Identified with homeless flag in state database</li> </ul>
<input type="checkbox"/> 2-h) Minimal Enrollment Days	<ul style="list-style-type: none"> <li>• Total days enrolled in a WA State school is fewer than 90</li> </ul>

Exhibit 4 shows that of the 29,269 eligible migratory students ages 3-21, 34% were categorized as PFS and 44% were identified as being ELs. Of all 30,542 eligible migratory students ages 0-21, 10% were identified as having a disability through IDEA, and 29% (5% fewer than in 2018-19) had a QAD occurring within 12 months from the last day of the performance period (8/31/20).

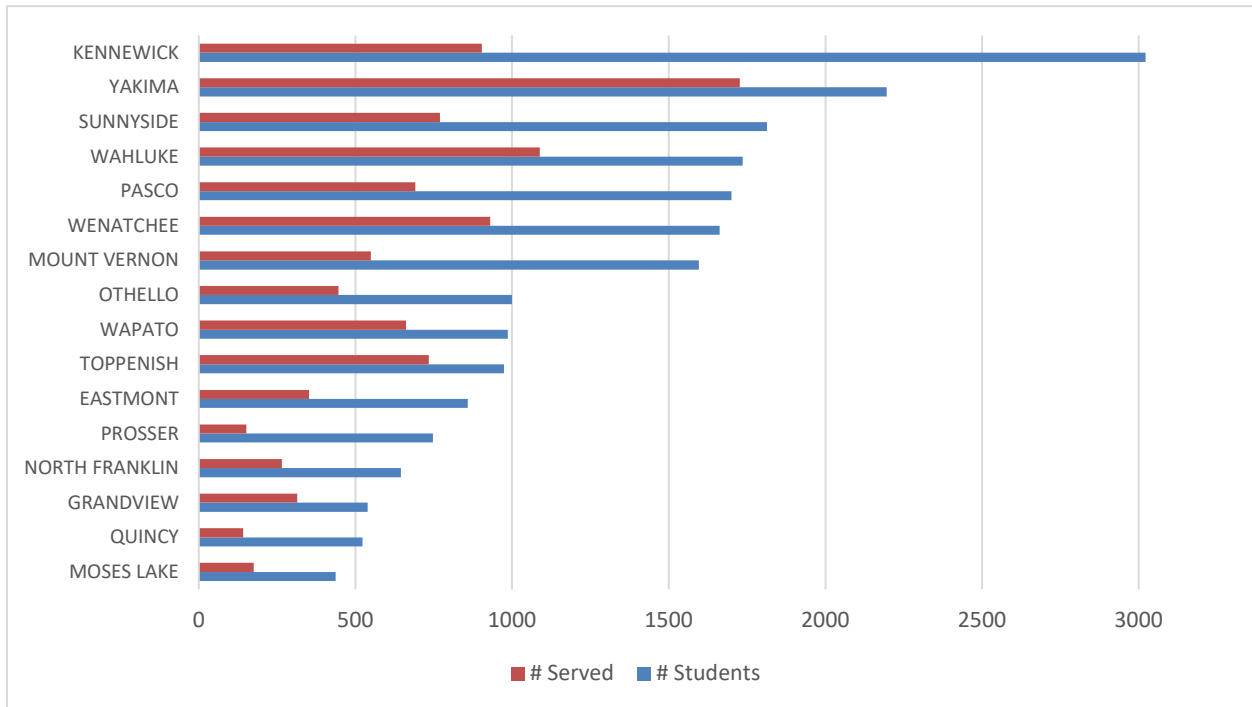
**Exhibit 4**  
**2019-20 Performance Period Demographics of Migratory Students**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	1,273	--	--	--	--	2	0%	615	48%
Age 3-5	3,174	16	1%	14	<1%	79	2%	1,120	35%
K	1,449	678	47%	1219	84%	157	11%	418	29%
1	1,515	636	42%	1251	83%	159	10%	382	25%
2	1,659	753	45%	1328	80%	210	13%	436	26%
3	1,753	708	40%	1218	69%	248	14%	509	29%
4	1,849	753	41%	1086	59%	232	13%	493	27%
5	1,911	806	42%	956	50%	292	15%	540	28%
6	2,000	852	43%	902	45%	259	13%	526	26%
7	2,052	828	40%	872	42%	272	13%	540	26%
8	1,965	825	42%	920	47%	290	15%	525	27%
9	1,992	831	42%	920	46%	271	14%	528	27%
10	2,002	633	32%	902	45%	235	12%	521	26%
11	1,720	759	44%	685	40%	225	13%	401	23%
12	2,008	714	36%	742	37%	245	12%	216	11%
OSY	2,220	141	6%	1	<1%	0	--	1,197	54%
<b>Total</b>	<b>30,542</b>	<b>9,933</b>	<b>34%*</b>	<b>13,016</b>	<b>44%*</b>	<b>3,176</b>	<b>10%</b>	<b>8,967</b>	<b>29%</b>

Source: 2019-20 CSPR Part II \*Percentage of eligible migratory students ages 3-21 (29,269)

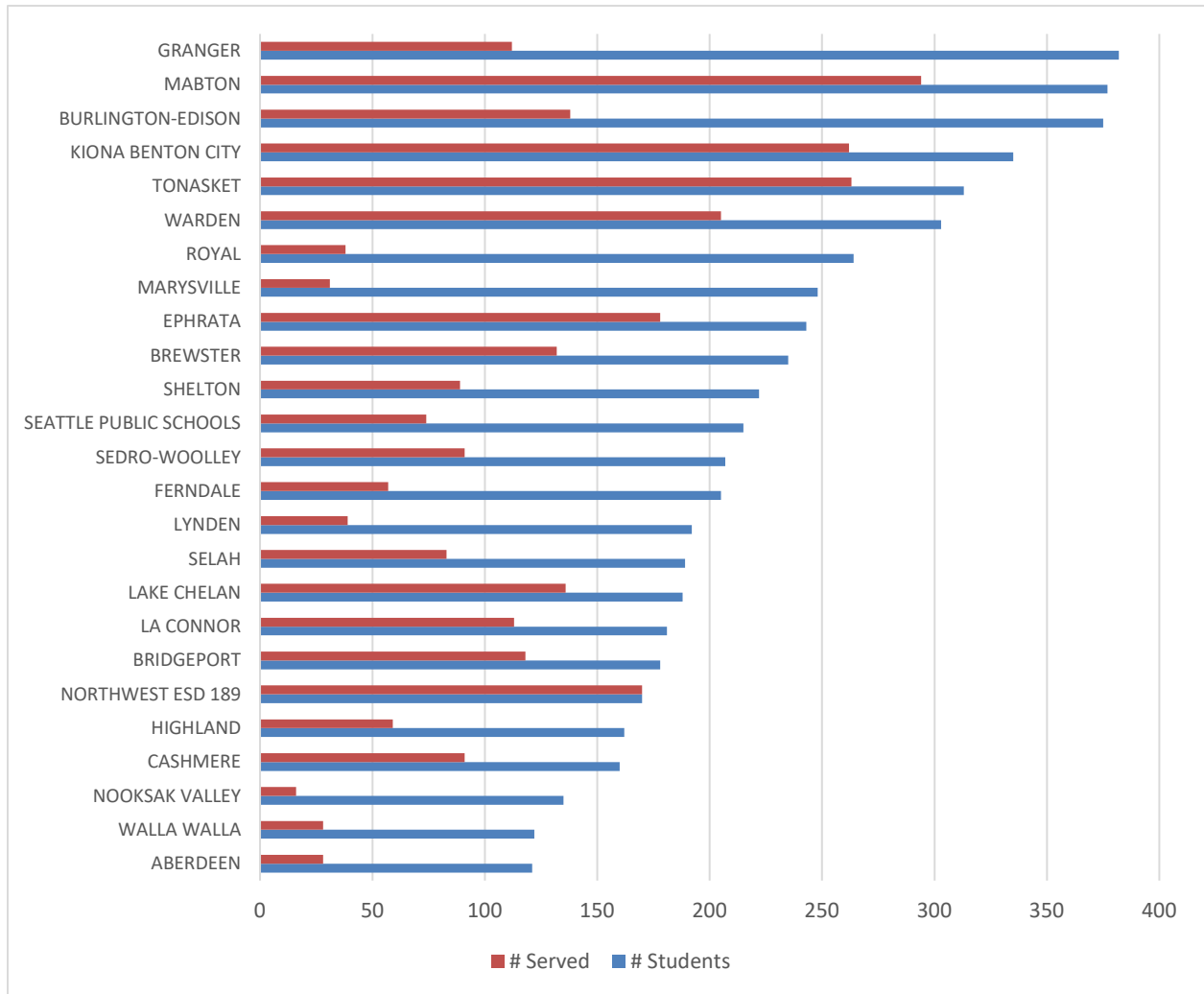
Exhibits 5-7 show the number of eligible migratory students and the number of migratory students served at each of the 68 districts and two ESDs during 2019-20. Funded projects had 27,875 eligible migratory students/youth compared to 2,667 in non-project areas. Actual numbers can be found in Exhibit 11 on page 18.

**Exhibit 5**  
**2019-20 Child Counts for Projects with More than 400 Migratory Students**



Source: MSIS

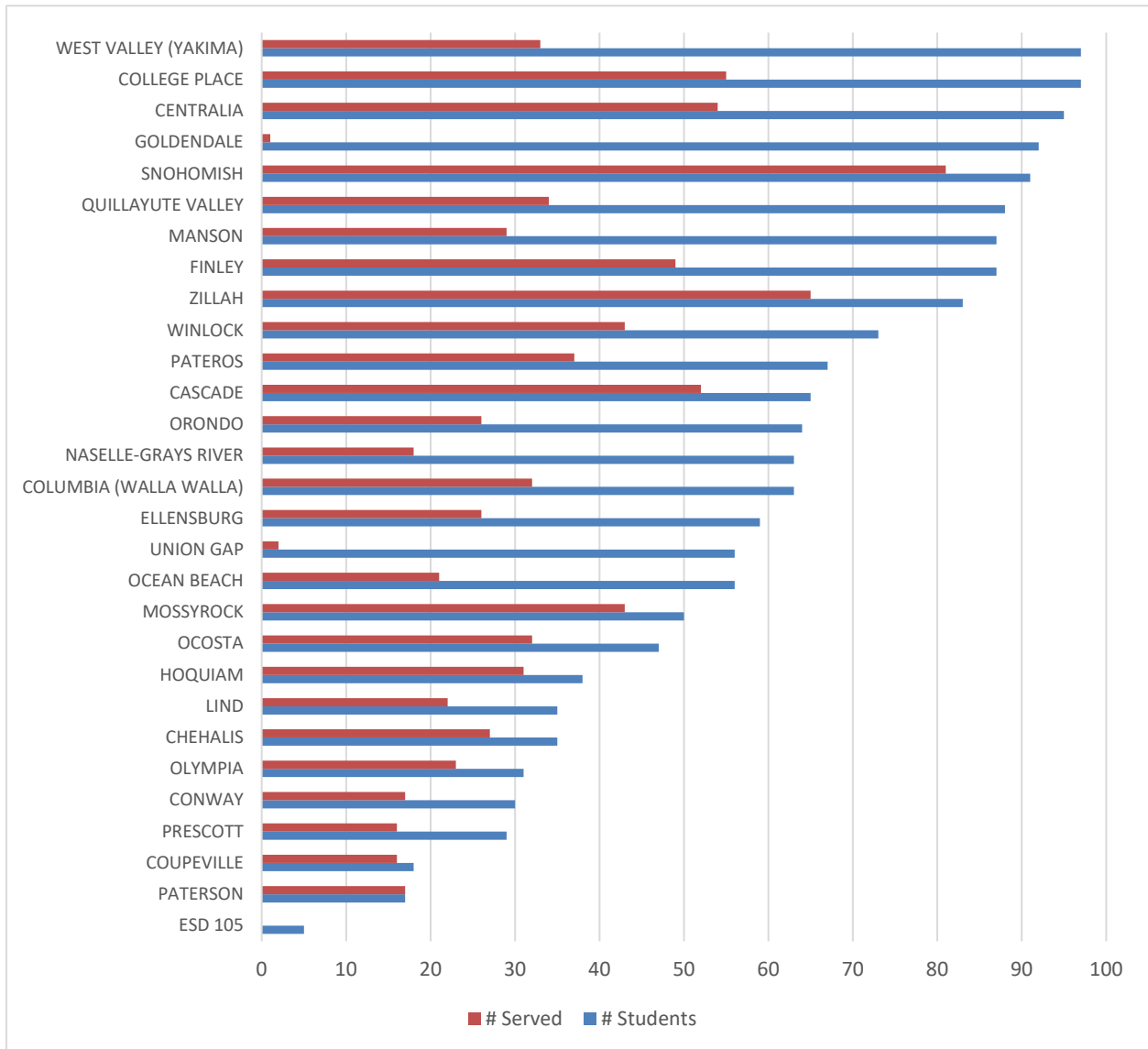
**Exhibit 6**  
**2019-20 Child Counts for Projects with 100-399 Migratory Students**



Source: MSIS



**Exhibit 7**  
**2019-20 Child Counts for Projects with Less Than 100 Migratory Students**



Source: MSIS

### 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 (OME) in the U.S. Department of 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 (performance) results. In evaluating program implementation, the evaluation of the Washington MEP 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 and math instruction was provided to migratory students during the regular term?
- ✓ What instructional programs were used to teach reading/ELA and math to migratory students?
- ✓ What types of reading/ELA and math instruction was provided to migratory students during the summer?
- ✓ What types of family literacy services/training were provided to migratory families?
- ✓ What types of MEP supplemental instruction were provided to migratory preschool children?

- ✓ For which courses/programs did secondary-aged migratory students receive credit?
- ✓ What types of MEP instructional and support services were provided to secondary-aged migratory students?
- ✓ What types of support did MGSs provide to secondary-aged migratory students?
- ✓ What types of services did OSY/dropouts receive?

## EVALUATION QUESTIONS (RESULTS)

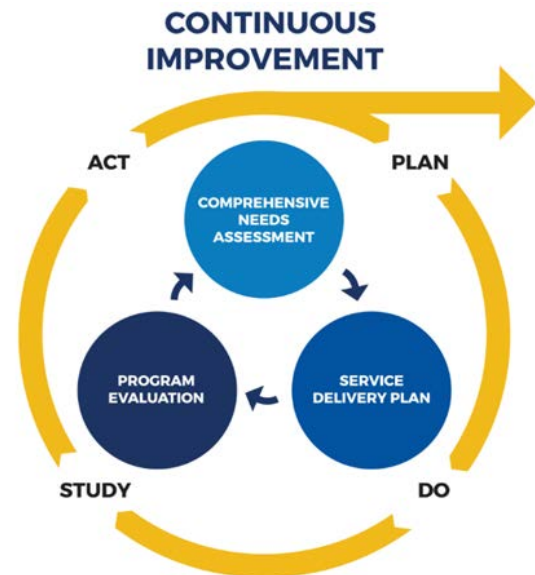
In evaluating program (performance) results, the evaluation of the Washington MEP addresses questions such as:

- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term reading and/or math 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 and/or math instruction maintained or increased their score on district reading/ELA assessments?
- ✓ What percentage of migratory family members completing Parent Training Evaluations reported being better prepared to engage in activities for supporting reading and/or math in the home?
- ✓ What percentage of migratory children (PFS and non-PFS) that received MEP services in the past entering kindergarten fall 2019 demonstrated skills typical of entering kindergarteners in 4 or more domains on the WaKIDS?
- ✓ What percentage of migratory family members completing Parent Training Evaluations reported that they are better prepared to support their preschool child's learning at home?
- ✓ What percentage of migratory students (PFS and non-PFS) enrolled in credit-bearing courses 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 2019-20 increase by 2% over the previous year?
- ✓ What percentage of migratory students (PFS and non-PFS) in grades 9-12 that received support from MGSs graduated or were promoted to the next grade level?
- ✓ What percentage of OSY (PFS and non-PFS) were served during 2019-20 compared to 2016-17?

## 4. Evaluation Methodology

The Washington MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 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 performance 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 and parent 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 Washington State Performance Goals, GPRA measures, and the MEP MPOs listed below.

### English Language Arts (ELA)

**MPO 1a:** By the end of the 2019-20 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 2020 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 1c:** By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

### **Mathematics**

**MPO 2a:** By the end of the 2019-20 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 2020 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.

**MPO 2c:** By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

### **School Readiness**

**MPO 3a:** By the end of the 2019-20 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 3b:** By the end of the 2019-20 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child's learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.

### **Graduation/Services to OSY**

**MPO 4a:** Upon completion of the 2019-20 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 2019-20 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 2019-20 performance period, 79% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.

**MPO 4d:** By the end of the 2019-20 program year, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).

# 5. Implementation Evaluation Results

## MIGRATORY STUDENT SERVICES

Exhibit 8 shows that 13,728 (47%) migratory students (13% more than in 2018-19) were served during the 2019-20 school year, 41% of which were students with PFS (57% of *all* PFS students); and 1,849 (6%) migratory students (2% fewer than in 2018-19) were served during the summer of 2020 (Category 2 count), 36% of which were students with PFS (7% of *all* PFS students).

**Exhibit 8**  
**Migratory Students Served during the Regular School Year and Summer**

Grade	Regular School Year						Summer (Category 2 Count)					
	All Migratory Students			PFS			All Migratory Students			PFS		
	Total Eligible	Served		Total # PFS	Served		Total Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	1,273	49	4%	--	--	--	1,273	0	0%	--	--	--
Age 3-5	3,174	432	14%	16	7	44%	3,174	99	3%	16	3	19%
K	1,449	723	50%	678	322	47%	1,449	114	8%	678	46	7%
1	1,515	750	50%	636	312	49%	1,515	130	9%	636	56	9%
2	1,659	819	49%	753	390	52%	1,659	156	9%	753	64	8%
3	1,753	868	50%	708	369	52%	1,753	148	8%	708	57	8%
4	1,849	904	49%	753	378	50%	1,849	189	10%	753	74	10%
5	1,911	872	46%	806	375	47%	1,911	168	9%	806	58	7%
6	2,000	944	47%	852	449	53%	2,000	96	5%	852	29	3%
7	2,052	1104	54%	828	482	58%	2,052	80	4%	828	31	4%
8	1,965	1169	59%	825	553	67%	1,965	119	6%	825	40	5%
9	1,992	1255	63%	831	601	72%	1,992	164	8%	831	64	8%
10	2,002	1248	62%	633	453	72%	2,002	178	9%	633	67	11%
11	1,720	1092	63%	759	499	66%	1,720	177	10%	759	69	9%
12	2,008	1252	62%	714	497	70%	2,008	31	2%	714	11	2%
OSY	2,220	247	11%	141	8	6%	2,220	0	0%	141	0	0%
<b>Total</b>	<b>30,542</b>	<b>13,728</b>	<b>47%*</b>	<b>9,933</b>	<b>5,695</b>	<b>57%</b>	<b>30,542</b>	<b>1,849</b>	<b>6%*</b>	<b>9,933</b>	<b>669</b>	<b>7%</b>

Source: 2019-20 CSPR Part II & MSIS

\*\*Percentage of eligible migratory children/youth ages 3-21 [N=29,269]

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2019-20 performance period. Results show that 47% of eligible migratory students ages 3-21 were served during 2019-20 (1% more than in 2018-19). Forty-three percent (43%) of the students served met the criteria for PFS (60% of *all* PFS students).

Exhibit 10 shows that 16% of the eligible migratory students ages 3-21 received instructional services during the performance period (2% fewer than in 2018-19). Five percent (5%) of the 4,789 migratory students receiving instruction received reading instruction and 4% received math instruction. Forty percent (40%) of the eligible migratory students ages 3-21 received support services (3% more than in 2018-19). Forty-three percent (43%) of the students receiving support services received counseling services (17% of the eligible migratory students ages 3-21). Sixty percent (60%) of high school students (grades 9-12) received MEP support services, as did 47% of middle school students (grades 6-8), 36% of elementary students in grades K-5 (8% more than in 2018-19), 11% of OSY, 10% of children ages 3-5 (not in kindergarten), and 4% of children birth to age two.

**Exhibit 9  
Migratory Students Served during the 2019-20 Performance Period**

Grade	All Migratory Students			PFS		
	# Eligible	Served		Total # PFS	Served	
		#	%		#	%
Birth-2	1,273	49	4%	--	--	--
Age 3-5	3,174	432	14%	16	0	0%
K	1,449	723	50%	678	344	51%
1	1,515	750	50%	636	339	53%
2	1,659	819	49%	753	413	55%
3	1,753	868	50%	708	393	56%
4	1,849	904	49%	753	410	54%
5	1,911	872	46%	806	399	50%
6	2,000	944	47%	852	457	54%
7	2,052	1104	54%	828	517	62%
8	1,965	1169	59%	825	570	69%
9	1,992	1255	63%	831	619	74%
10	2,002	1248	62%	633	469	74%
11	1,720	1092	63%	759	528	70%
12	2,008	1252	62%	714	500	70%
OSY	2,220	247	11%	141	10	7%
<b>Total</b>	<b>30,542</b>	<b>13,728</b>	<b>47%*</b>	<b>9,933</b>	<b>5,968</b>	<b>60%</b>

Source: 2019-20 CSPR Part II

\*Percentage of eligible migratory children/youth ages 3-21 [N=29,269]

**Exhibit 10  
Migratory Students Receiving Instructional and Support Services  
during the 2019-20 Performance Period**

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	1,273	5	<1	0	0%	0	0%	45	4%	1	2%
Age 3-5	3,174	174	5	0	0%	28	16%	318	10%	36	11%
K	1,449	397	27	0	0%	0	0%	472	33%	184	39%
1	1,515	401	26	7	2%	2	0%	536	35%	204	38%
2	1,659	451	27	11	2%	0	0%	625	38%	243	39%
3	1,753	483	28	19	4%	12	2%	638	36%	222	35%
4	1,849	539	29	23	4%	34	6%	691	37%	225	33%
5	1,911	415	22	17	4%	20	5%	695	36%	239	34%
6	2,000	279	14	18	6%	25	9%	813	41%	253	31%
7	2,052	273	13	46	17%	14	5%	980	48%	362	37%
8	1,965	326	17	34	10%	41	13%	1,022	52%	529	52%
9	1,992	249	13	42	17%	13	5%	1,214	61%	579	48%
10	2,002	260	13	5	2%	4	2%	1,200	60%	569	47%
11	1,720	267	16	5	2%	7	3%	1,043	61%	590	57%
12	2,008	259	13	9	3%	7	3%	1,202	60%	790	66%
OSY	2,220	11	<1	1	9%	1	9%	239	11%	33	14%
<b>Total</b>	<b>30,542</b>	<b>4,789</b>	<b>16%*</b>	<b>237</b>	<b>5%**</b>	<b>208</b>	<b>4%**</b>	<b>11,733</b>	<b>40%*</b>	<b>5,059</b>	<b>43%*</b>

Source: 2019-20 CSPR Part II

\*Percentage of eligible migratory children/youth ages 3-21 [N=29,269]

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

Nine percent (9%) of migratory students in grades 8-12 (888 students) received MEP credit accrual services during the 2019-20 performance period, as did two OSY. Migratory students also were served by Special Education (10%), the State Bilingual Program (41%), and the Learning Assistance Program (26%).

Exhibit 11 displays the migratory students and youth eligible and served at each of the project districts during 2019-20 (*Note: this chart does not include non-project districts*). A total of 27,875 students (which is 5% less than in 2018-19) were eligible to receive MEP services during 2019-20 in the project districts, with 32% of these students considered PFS (3% more than in 2018-19), and 68% considered non-PFS (3% less than 2018-19). **Forty-nine percent (49%) of the eligible migratory students received MEP services in the project districts** (1% more than in 2018-19). Sixty-five percent (65%) of the PFS migratory students were served, as were 41% of the non-PFS migratory students. The two largest projects were Kennewick (3,022 eligible students) and Yakima (2,196 eligible students), and the projects that served the largest percentage of students were Patterson and Northwest ESD 189 (100% each), Snohomish and Coupeville (89%), and Mossyrock (86%). Of note is that the 16 projects with more than 400 eligible migratory students served 48% of their eligible students (20,435 eligible students, 9,898 served) and the 54 projects with fewer than 400 eligible migratory students served 50% of their eligible students (7,440 eligible students, 3,747 served).

**Exhibit 11  
2019-20 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	121	28	23%	36	30%	9	25%	85	70%	19	22%
Brewster	235	132	56%	66	28%	58	88%	169	72%	74	44%
Bridgeport	178	118	66%	37	21%	33	89%	141	79%	85	60%
Burlington-Edison	375	138	37%	108	29%	52	48%	267	71%	86	32%
Cascade	65	52	80%	13	20%	12	92%	52	80%	40	77%
Cashmere	160	91	57%	45	28%	30	67%	115	72%	61	53%
Centralia	95	54	57%	21	22%	13	62%	74	78%	41	55%
Chehalis	35	27	77%	14	40%	11	79%	21	60%	16	76%
College Place	97	55	57%	23	24%	15	65%	74	76%	40	54%
Columbia (Walla Walla)	63	32	51%	9	14%	5	56%	54	86%	27	50%
Conway	30	17	57%	9	30%	5	56%	21	70%	12	57%
Coupeville	18	16	89%	2	11%	2	100%	16	89%	14	88%
Eastmont	859	352	41%	352	41%	169	48%	507	59%	183	36%
Ellensburg	59	26	44%	16	27%	5	31%	43	73%	21	49%
Ephrata	243	178	73%	62	26%	62	100%	181	74%	116	64%
ESD 105	5	0	0%	3	60%	0	0%	2	40%	0	0%
Ferndale	205	57	28%	39	19%	28	72%	166	81%	29	17%
Finley	87	49	56%	20	23%	11	55%	67	77%	38	57%
Goldendale	92	1	1%	20	22%	0	0%	72	78%	1	1%
Grandview	539	314	58%	149	28%	137	92%	390	72%	177	45%
Granger	382	112	29%	93	24%	51	55%	289	76%	61	21%
Highland	162	59	36%	56	35%	35	63%	106	65%	24	23%
Hoquiam	38	31	82%	12	32%	12	100%	26	68%	19	73%
Kennewick	3022	903	30%	1056	35%	425	40%	1966	65%	478	24%
Kiona-Benton City	335	262	78%	91	27%	87	96%	244	73%	175	72%
La Connor	181	113	62%	59	33%	37	63%	122	67%	76	62%
Lake Chelan	188	136	72%	74	39%	71	96%	114	61%	65	57%
Lind	35	22	63%	4	11%	4	100%	31	89%	18	58%
Lynden	192	39	20%	46	24%	14	30%	146	76%	25	17%
Mabton	377	294	78%	96	25%	88	92%	281	75%	206	73%
Manson	87	29	33%	41	47%	17	41%	46	53%	12	26%
Marysville	248	31	13%	61	25%	20	33%	187	75%	11	6%
Moses Lake	437	175	40%	93	21%	39	42%	344	79%	136	40%

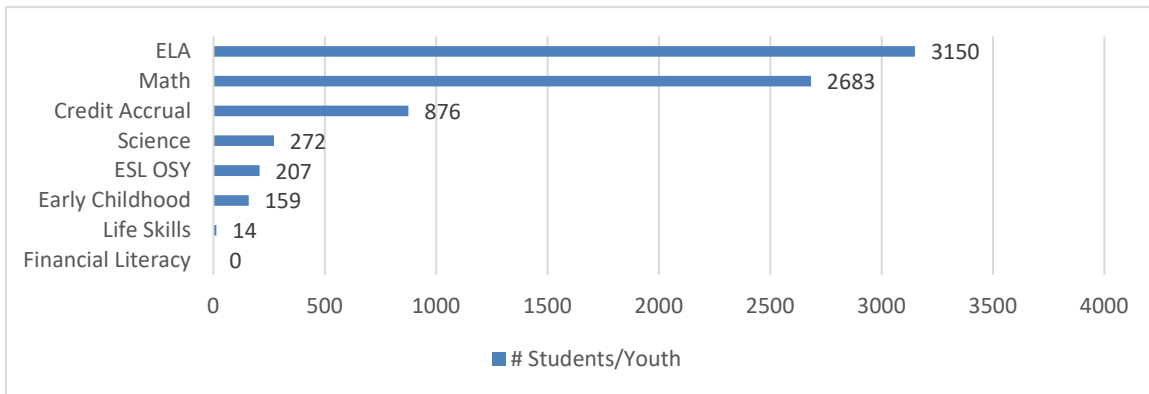


Districts	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Mossyrock	50	43	86%	21	42%	21	100%	29	58%	22	76%
Mount Vernon	1596	549	34%	356	22%	154	43%	1240	78%	395	32%
Naselle-Grays River	63	18	29%	19	30%	14	74%	44	70%	4	9%
Nooksack Valley	135	16	12%	32	24%	7	22%	103	76%	9	9%
North Franklin	645	265	41%	214	33%	118	55%	431	67%	147	34%
Northwest ESD 189	170	170	100%	0	--	--	--	170	100%	170	100%
Ocean Beach	56	21	38%	15	27%	7	47%	41	73%	14	34%
Ocosta	47	32	68%	15	32%	15	100%	32	68%	17	53%
Olympia	31	23	74%	10	32%	9	90%	21	68%	14	67%
Orondo	64	26	41%	15	23%	7	47%	49	77%	19	39%
Othello	1000	446	45%	262	26%	172	66%	738	74%	274	37%
Pasco	1700	691	41%	664	39%	371	56%	1036	61%	320	31%
Pateros	67	37	55%	8	12%	7	88%	59	88%	30	51%
Paterson	17	17	100%	2	12%	2	100%	15	88%	15	100%
Prescott	29	16	55%	2	7%	2	100%	27	93%	14	52%
Prosser	747	152	20%	215	29%	74	34%	532	71%	78	15%
Quillayute Valley	88	34	39%	22	25%	8	36%	66	75%	26	39%
Quincy	522	141	27%	169	32%	80	47%	353	68%	61	17%
Royal City	264	38	14%	58	22%	5	9%	206	78%	33	16%
Seattle	215	74	34%	61	28%	34	56%	154	72%	40	26%
Sedro-Woolley	207	91	44%	51	25%	27	53%	156	75%	64	41%
Selah	189	83	44%	66	35%	38	58%	123	65%	45	37%
Shelton	222	89	40%	77	35%	43	56%	145	65%	46	32%
Snohomish	91	81	89%	37	41%	37	100%	54	59%	44	81%
Sunnyside	1814	770	42%	542	30%	288	53%	1272	70%	482	38%
Tonasket	313	263	84%	86	27%	85	99%	227	73%	178	78%
Toppenish	974	734	75%	284	29%	257	90%	690	71%	477	69%
Union Gap	56	2	4%	10	18%	0	0%	46	82%	2	4%
Wahluke	1736	1088	63%	808	47%	688	85%	928	53%	400	43%
Walla Walla	122	28	23%	43	35%	14	33%	79	65%	14	18%
Wapato	986	661	67%	369	37%	320	87%	617	63%	341	55%
Warden	303	205	68%	76	25%	65	86%	227	75%	140	62%
Wenatchee	1662	930	56%	558	34%	462	83%	1104	66%	468	42%
West Valley (Yakima)	97	33	34%	13	13%	13	100%	84	87%	20	24%
Winlock	73	43	59%	17	23%	11	65%	56	77%	32	57%
Yakima	2196	1727	79%	819	37%	737	90%	1377	63%	990	72%
Zillah	83	65	78%	29	35%	28	97%	54	65%	37	69%
<b>Total</b>	<b>27,875</b>	<b>13,645</b>	<b>49%</b>	<b>8,871</b>	<b>32%</b>	<b>5,777</b>	<b>65%</b>	<b>19,004</b>	<b>68%</b>	<b>7,868</b>	<b>41%</b>

Source: MSIS

Exhibit 12 shows the specific instructional services received by migratory students and youth during 2019-20, as reported by local projects in MSIS. The largest number of migratory students and youth received ELA instruction, followed by math instruction, and credit accrual. Students also received science instruction, OSY received English as a second language (ESL) instruction and life skills, and preschoolers received early childhood services.

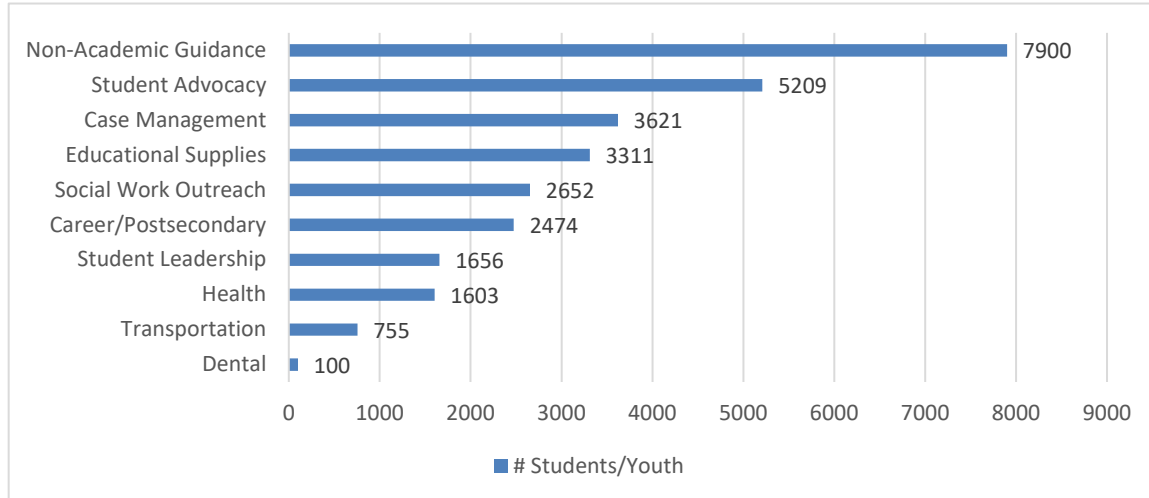
**Exhibit 12**  
**Instructional Services Received by Migratory Students during 2019-20**



Source: MSIS

Exhibit 13 shows the specific support services received by migratory students and youth during 2019-20, as reported by local projects in MSIS. Results illustrate that the largest number of students/youth received non-academic guidance, followed by student advocacy, case management, and educational supplies. Other support services received included social work outreach, career/postsecondary education, student leadership opportunities, health services, transportation, and dental.

**Exhibit 13**  
**Support Services Received by Migratory Students during 2019-20**



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 MEP. The school closures and social distancing requirements resulting from the pandemic dramatically impacted the projects' ability to provide parent activities, and many parents did not wish to participate during this time. As a result, projects got creative and

held PAC meetings and parent activities virtually via Zoom and Google Meet, among other methods. Other examples of flexibility to ensure that services to parents continued was mailing surveys, calling parents and conducting surveys over the phone, and many projects moved to individual consultations with parents to ensure that parent and family needs were met. Following are examples of the events, activities, and meetings in which parents typically participate in through MEP efforts.

- |  |                                       |
|--|---------------------------------------|
| ✓ College field trips                            | ✓ Migrant family nights               |
| ✓ College informational nights                   | ✓ Migrant math nights                 |
| ✓ Dare to Dream parent nights                    | ✓ Migrant Parent Symposium            |
| ✓ End-of-year parent events                      | ✓ Migrant Student Leadership Club     |
| ✓ English classes for parents                    | ✓ NASDME Conference                   |
| ✓ FAFSA/WASFA nights                             | ✓ Open houses                         |
| ✓ Family information nights                      | ✓ PAC meetings                        |
| ✓ Field trips                                    | ✓ Parent classes                      |
| ✓ Health fairs                                   | ✓ Parent Day                          |
| ✓ High school parent night for incoming freshmen | ✓ Parent engagement series            |
| ✓ Hispanic Family Forums                         | ✓ Parent/teacher conferences          |
| ✓ Holiday family events                          | ✓ Parent Universities                 |
| ✓ Home visits                                    | ✓ Regional Title I Parent Conferences |
| ✓ Informational fairs                            | ✓ Spanish financial aid nights        |
| ✓ LEAP Conference                                | ✓ State Parent Advisory Council       |
| ✓ Literacy nights                                | ✓ STEM nights                         |
| ✓ Math nights                                    | ✓ Student presentations/events        |
| ✓ Migrant awards banquets                        | ✓ Summer school orientation           |
|  | ✓ Washington MEP State Conference     |

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

- |   |  |
|---|--|
| ✓ Attendance  | ✓ Increased Knowledge of citizenship and immigration |
| ✓ Brain Development in Young Children                   | ✓ Leadership Skills                                  |
| ✓ Bullying  | ✓ Mathematics  |
| ✓ Career Exploration                                    | ✓ Media Safety                                       |
| ✓ College and Career Readiness - FAFSA and Scholarships | ✓ Migrant After School Tutoring in Reading and Math  |
| ✓ College Pathways                                      | ✓ Migrant Education Program Overview                 |
| ✓ Community Resources                                   | ✓ Overcoming Barriers                                |
| ✓ Discipline  | ✓ Parent Engagement                                  |
| ✓ Drug and Alcohol Awareness                            | ✓ Planning for the Future                            |
| ✓ Effective Conferencing with Teachers                  | ✓ Postsecondary Education                            |
| ✓ English Language Arts                                 | ✓ Project Fit  |
| ✓ Financial Aid/FAFSA/WAFSA                             | ✓ Program Evaluation                                 |
| ✓ Graduation Requirements                               | ✓ Reading  |
| ✓ Health and Fitness                                    | ✓ Scholarships                                       |
| ✓ Hispanic Heritage                                     | ✓ School Safety                                      |
| ✓ How to Support Academics in the Home                  | ✓ Science Programs                                   |
| ✓ Improved School Relationships and Advocacy            | ✓ Social-emotional                                   |
|   | ✓ State Assessments                                  |
|   | ✓ Strong Families                                    |

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 parent communication and engagement during the pandemic.

### PAC Meetings and Training

- *Microsoft Word class: Parents attended class twice a month. They learned how to use Word. Their final project was to develop their resume.*
- *Monthly PAC meetings and monthly PAC Board meetings were scheduled to provide varied learning opportunities for our migrant parents (including Native Americans). PAC meetings provide a safe environment for parents to voice their concerns, ask clarifying questions, and gain valuable information regarding a variety of resources, including our school system and the community. The PAC works to empower parents with information that will support migrant students as they progress through our educational systems.*
- *Outside of PAC and parent meetings, we conducted a large-scale Parent Institute. We had over 65 families present on a Saturday. The outcomes were parent and student training on many different topics in order to reduce barriers for our students in and out of school.*
- *Parent engagement activities (meetings/trainings) were held quarterly which consisted of guest speakers, staff and student presentations, and focused activities. Trainings and activities addressed after school math, ELA, social emotional, science programs, ESD trainings, science kit training, bimonthly migrant team meetings, graduation requirements, leadership skills, career exploration and postsecondary education, how to support students' academics in the home, and effective conferencing with teachers.*
- *Pre COVID-19: This year we were able to provide many opportunities for our migratory parents to engage including our monthly PAC meetings and monthly informed parent sessions. During PAC meetings, our parents learned about the educational system and how to best communicate with school staff. We also provided the following: Padres Informados (Informed Parents) trainings based on PAC Officer feedback; fire safety and car seat use; access to NorthWest Justice Project with an Immigration QA; Together for Youth; drugs and vaping; suicide prevention; and use of social media literacy in the home. Parents received a bilingual book to practice reading strategies at home.*
- *We held family meetings around topics to help families better support their children's success in school. In our December meeting we provided information about technology and family health along with high school and beyond planning. In our February meeting we discussed the purpose and importance of a PAC and the need for leadership and voice from our migrant families. Together we brainstormed ways to improve opportunities for the voice for our migrant families to impact not only our migrant program planning but also the work in our school improvement plans at each school in the district. In our March meeting we addressed information about the census, access to preschool, and also provided COVID 19 information for families. At each event we provided dinner and childcare. Events were well attended and received.*

### Parent Engagement

- *Bimonthly family nights were held at the local public library. Families had the opportunity to participate in games, social activities, and interactive read alouds with their children and other families. The district staff provided parents with a variety of ways they could help their children succeed at school including state testing, attendance, school forms, and reading support in the home. Parents were given the opportunity to apply for library cards and taught how to use the different resources in the library.*

- *The MSA 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.*
- *This year we focused on helping our parents better understand what was involved with state testing and how they could support their students. We showed the parents how they could explore the Smarter Balanced Assessment in Spanish to see what was being asked of their students. This emphasis on empowering our parents to support their students saw an increase in our PAC meeting attendance as well as an increased level of engagement and questions from the parents in the audience. We also showed our parents how they could use their cell phones to check their students grades and attendance to allow them to be more proactive in their child's education.*
- *Through hiring an MGS in the previous school year, we have been able to serve more students at the high school which has increased our parent engagement/involvement as this person has met frequently with multiple parents and students to assist them in their needs. This has created better communication and family engagement across the district and more parents, especially at the secondary level feel like they have a better home to school connection and relationship with the school.*

#### Parent Communication/Engagement during the Pandemic

- *Extended outreach during evening hours using migrant funded staff and migrant funded communication devices to communicate with parents via cell phones, facetime and zooms during COVID school closures. This was very effective as some parents were working and they were able to call and listen on migrant related information or check out migrant funded devices to participate in Zooms with their students and teachers at times.*
- *Home visits to migratory families to provide hygiene kits, school supplies, and coaching on how to use flip grid, zoom and how to turn in packet work. Our parents were so glad for the visits and thankful for the help. We saw student participation in our distance learning platform increase. Jet packs to ensure all families have internet access, Zoom meetings to solicit parent feedback for improving our distance learning plan.*
- *Migrant advocate road buses to deliver food to the migrant communities during closure. This allowed for continued dialogue and contact with families and students.*
- *Parents were also given a tutorial on how to use skyward by a fellow migrant student to check their students grades and learn how to contact their teachers. Addressed social emotional services, provided suicide prevention training. Partnered with the 21st Century to provide training for parents on selfcare. Provided career and college readiness resources for families. Provided training for parents on Zoom norms, and how to navigate Zoom due to COVID-19. Gave families a migrant overview on the benefits of the migrant program and gave families the resources needed to identify if they qualify for free and reduced lunch. If they qualify for a free or reduced, gave them an ASB card for their child. Distributed backpacks with school supplies, safety kits, and local resource flyers.*
- *Post COVID-19: We met with our PAC officers via zoom, made phone calls, and texted. The team discussed the parent engagement meetings and what they wanted next year's focus to be. We used the Supplemental Services list to discuss what had been done this school year and what the team wanted to occur next year. Parents also received an electronic survey to discuss services and support for dual qualified migrant and bilingual students.*

## PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. Professional development takes many forms including national/state conferences, regional training, site-based workshops, and coaching and mentoring. During 2019-20, Washington MEP and ESD staff provided numerous professional development opportunities to MEP staff. Professional development was primarily face-to-face prior to the pandemic, and virtual afterwards. Much of the professional development planned during the pandemic had to be cancelled or rescheduled. Following are examples of the key professional development in which MEP staff typically participate.

- ✓ Migrant Student Advocate(MSA)/MGS professional learning communities (PLCs)
- ✓ Latino/a Educational Achievement Project (LEAP) Conference
- ✓ Migrant staff meetings
- ✓ Migrant Grant Application Training (OSPI)
- ✓ MSIS Data Training
- ✓ National Migrant Education Conference
- ✓ National Summer Learning Association (NSLA) Summer School Institute
- ✓ OSPI/ESD meetings
- ✓ Quarterly MEP webinars (OSPI)
- ✓ Regional migrant meetings
- ✓ Title I Parent Conference
- ✓ Washington Migrant Education Conference
- ✓ Washington Student Support Conference

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

- |                                       |   |
|---------------------------------------|---|
| ✓ Academic Language                   | ✓ Graduation Requirements               |
| ✓ ACES                                | ✓ Health                                |
| ✓ Bilingual Newcomer                  | ✓ Home/School Connections               |
| ✓ Bilingual and Sheltering Techniques | ✓ Home Visits                           |
| ✓ Binational Transfer Process         | ✓ ID&R                                  |
| ✓ Book Studies                        | ✓ Immigration                           |
| ✓ Bridge to College                   | ✓ Literacy Strategy Lessons             |
| ✓ Collaboration                       | ✓ Math Matters                          |
| ✓ Cultural Awareness                  | ✓ Mathematical Practices                |
| ✓ Early Learning Migrant 101          | ✓ MEP Strategy Implementation           |
| ✓ Early Numeracy                      | ✓ MGS/MSA Training                      |
| ✓ ELA Learning A-Z                    | ✓ Migrant 101                           |
| ✓ Engineering is Elementary (EiE)     | ✓ Migrant Lifestyle Training            |
| ✓ Family Literacy                     | ✓ Migrant Student Leadership Activities |
| ✓ Flexible Credit Options             | ✓ MSIS/MSIX                             |
| ✓ Funds of Knowledge                  | ✓ Needs Assessment                      |
| ✓ GLAD Strategies                     | ✓ Parent Engagement                     |

Following is a summary of the professional development provided to local projects by ESDs during 2019-20. ESD staff were able to continue their efforts to support districts during the pandemic by moving to a virtual format.

- Graduation (N=591)
- Needs Assessment/Understanding Migratory Lifestyle (N=335)
- OSPI Teaching and Learning Teams/ESD Content Specialists Collaboration (N=137)
- OSPI, ESD, MSDRS, and AESD Meetings and Collaboration (N=159)
- Professional Learning for District Leadership, School Teaching Staff (Certified and Paraprofessional) and Parent/Family in ELA and Math (N=603)
- School Improvement (N=76)
- School Readiness Program Models (N=360)

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, in creating and implementing innovative and engaging instruction, and for providing instruction/services through virtual learning environments. Following are examples of MEP staff comments.

#### Impact on classroom instruction

- *PD allowed for clear communication, problem solving for teachers and students, and strategies for conceptual teaching.*
- *The PD gave summer staff time to discuss needs and academic levels of students attending go over content and strategies to use to increase engagement and learning and firm up focus and outcomes for the nine days.*
- *The primary teachers (5-7-year-olds) benefited from the professional learning because neither had worked with that age group before. After and during the trainings, both commented on how it helped them understand the developmentally appropriate responses and pedagogical decisions needing to be made to positively affect learning. The intermediate level teachers (8-10-year-olds) appreciated the approaches to translanguaging and the consideration to using these in project-based learning and read alouds. The middle year teachers (ages 11-13-year-olds) appreciated thinking more deeply about trauma informed approaches and how to respond to students not desiring to partake in academic activities.*

#### Impact on staff skills for implementing innovative and engaging instruction

- *Opportunities to learn about the Inventors Camp curriculum made it possible for those teachers to conduct those classes online.*
- *Sixty-eight teachers that participated in the Migrant STEM Academy had the opportunity to engage in ongoing PD relevant to their current assignments for the summer and a virtual training with Washington Green Schools Monarch/Zombie Guacamole (NGSS) curriculum. The effects of this were reflected in daily teacher practice through job embedded PD with daily debriefs on practice and application. Emphasis was placed on adapting the curriculum to a virtual setting with emphasis on the Common Core State Standards. Daily debriefs occurred in which teachers were given the opportunity to reflect and research virtual engagement strategies.*

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

- *Staff were able to adjust their lens to make sure that they were prepared and sensitive to the needs of migratory students. They kept in mind that the students were often working, needed help with the technology aspect of the assignments, and were often in charge of their siblings.*
- *When presented with situational health concerns, staff were prepared to follow the procedures which lowered the stress for all involved.*

### Impact on MEP skills for providing virtual/remote instruction

- *Professional learning impacted instruction during the summer by allowing the teacher to have more tools in which to communicate with students, deliver the content, and make necessary accommodations during remote learning.*
- *Staff learned communication and engagement strategies to support students with transition to online learning.*
- *Staff were able to use technology to provide instruction.*
- *The MGSs were able to support students using the same online platforms (CORE 4) that students will be interfacing with during the regular term school year (Zoom, Teams etc.).*
- *The migrant home visitor reported feeling very comfortable with the Zoom 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 Zoom visitor.*
- *The professional learning allowed the staff to utilize digital resources for engagement and provided for differentiation/extensions in order to serve the whole family.*
- *This PD was crucial because we are all learning these new virtual techniques together and the educators need to know enough to explain to the students. They were very successful, and students were able to navigate over Zoom, access online office hours, and utilize the Google Classroom we set up.*
- *We learned about the new materials and the best way to support the students while learning in these unprecedented times.*

## **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. Of note is that during 2019-20, projects were asked to rate their implementation of the strategies prior to and during school closures/social distancing requirements resulting from the COVID-19 pandemic. Following are the mean ratings assigned by MEP staff for the level of implementation of each strategy in the Washington SDP prior to and after school closings. 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”.

The mean rating for all 11 strategies combined prior to school closures was 3.5 out of 5.0, and the mean rating for all 11 strategies combined after the school closures was 3.2. Mean ratings for all but one of the 11 strategies were below the “proficient” level (4.0/“succeeding”) prior to school closures and all 11 strategies were rated below proficient during the pandemic. Highest rated was Strategy 4.2 (mean rating of 4.1) prior to school closures addressing the provision of migratory student graduation support and advocacy. Lowest rated were Strategies 2.3 and 3.2 (mean rating of 2.3 each) during the pandemic. These strategies addressed utilizing the OSPI Mathematics Suite to provide family mathematics services and providing/ partnering with programs to provide instructional services to 3-5-year-old migratory children.



**Exhibit 14**  
**Mean Ratings on the Fidelity of Strategy Implementation (FSI)**

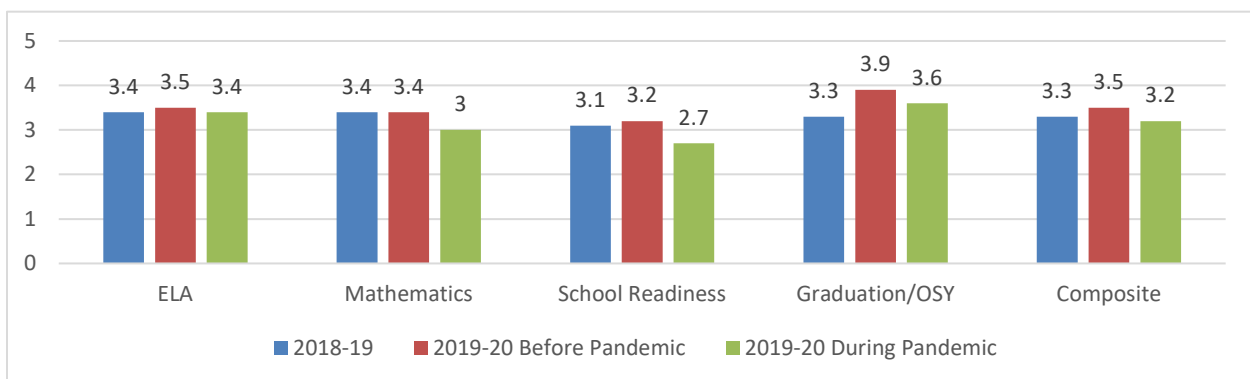
Strategies	Mean Rating	
	Prior to School Closures	During the Pandemic
<b>English Language Arts</b>		
<b>Strategy 1.1:</b> Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, 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.	3.5	3.3
<b>Strategy 1.2:</b> 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.	N/A	3.7
<b>Strategy 1.3:</b> 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).	3.4	3.2
<b>Mathematics</b>		
<b>Strategy 2.1:</b> 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.	3.5	3.3
<b>Strategy 2.2:</b> 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.	N/A	3.0
<b>Strategy 2.3:</b> 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.	3.2	2.6
<b>School Readiness</b>		
<b>Strategy 3.1:</b> 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).	3.3	2.6
<b>Strategy 3.2:</b> 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	3.2	2.8
<b>Graduation/Services to OSY</b>		
<b>Strategy 4.1:</b> 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	3.9	3.8

Strategies	Mean Rating	
	Prior to School Closures	During the Pandemic
(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).		
<b>Strategy 4.2:</b> 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.	4.1	3.8
<b>Strategy 4.3:</b> Provide outreach to OSY ages 16-21 and eligible migratory H2A workers, including dropouts, to increase participation in MEP services, referrals to needed educational and support services, and high school recovery.	3.6	3.3

Source: 2019-20 FSIs

Exhibit 15 compares the mean scores for the four goal areas addressed by the FSI in 2018-19 and 2019-20 (before the pandemic and after). Mean ratings were consistently higher in 2019-20 prior to the pandemic than in 2018-19 or 2019-20 during the pandemic. In ELA, ratings were highest in 2019-20 before the pandemic. For math, ratings were higher The 2019-20 mean scores were higher for reading/math and support services, but lower for school readiness and graduation/services to OSY. The composite mean rating was the same this year as last, but slightly lower than in 2016-17 and 2017-18.

**Exhibit 15**  
**Comparison of Strategy Mean Ratings from 2018-19 to 2019-20**



Below are examples of the ways in which MEP services were modified during the school closures and social distancing requirements during the pandemic (March-August 2020) as reported by MEP staff on FSIs.

**Strategies 1.1 and 2.1**

- *Additional support was provided via Zoom. Technology was provided to MEP staff. Learning took place via distance learning. Case-by-case individual support was provided in-person and via distance learning.*

- *Due to COVID, support took place via distance learning instead of in-person. Some students (case-by-case) received in-person instructions and others received instruction via technology.*
- *Families/students were able to check-out and use laptops to complete assignments or attend virtual meetings.*
- *Online learning, tutoring, home visits.*
- *Our service models switched from a focus on academics to a focus on student connections, social-emotional learning, and wrap-around services.*
- *Paraprofessionals assisted certified staff in communication with students and families.*
- *Some certified staff incorporated home visits into modified schedule.*
- *We delivered learning resources, paperwork packets, and school lunches to families. We made phone calls to all families on our migrant list to determine needs like food, internet, and delivery of learning material.*
- *We held Zoom meetings, class meetings, home visits, and tutoring all with social distancing and PPE.*
- *We initiated an emergency virtual learning model. Lessons were provided online, students were provided with Chromebooks/iPads, teachers/paras were in daily/weekly contact with students to provide assistance/guidance. Hardcopy materials/lessons were provided to students who had no access to WIFI services and/or computer capability. MGSs/MSAs were in constant contact with migratory students virtually to provide support and guidance during the remainder of the regular school year months. Student progress was monitored to ensure progression and support was provided as needed.*

### **Strategies 1.2 and 2.2**

- *All migratory elementary students received a scholastic summer workbook that had math activities and 10 paperback reading books. We did a fully online summer school program. High school had credit recovery and PASS.*
- *Online learning, tutoring, home visits. Summer school June/July for elementary students and July/August for secondary students.*
- *Students in our summer migrant program received virtual services using a wordless picture book curriculum. Students were served online and the whole family received services. Sessions were held in the evening to accommodate family schedules. Some lessons were provided in the family's home language for added support.*
- *Students were provided with online summer school programs.*
- *The summer program consisted of online program targeting social emotional learning, science, ELA, and math support.*
- *The summer program was conducted through distance learning. Each student in the program received a laptop, materials/science kit for home, and a MIFI (internet) if needed. The summer program focused on students in grades 4-5 in the areas of science, social emotional learning, math, and ELA.*
- *We held Zoom meetings, class meetings, home visits, and tutoring all with social distancing and PPE.*
- *We made available in-person summer school class for students in grades 1-5. We focused on enrolling PFS students first, as well as inviting all other migratory students in this grade span. We have incorporated a bilingual certified staff member to float through the grad levels to either provide intervention or enrichment to those migratory students that attend.*
- *We provided online iPad courses for students who needed extended time to complete courses. Additionally, students were able to participate in "extended trimester" as identified by MGS and school counselors with teachers online.*

### **Strategies 1.3 and 2.3**

- *A family night via Zoom was provided to showcase student work.*
- *Digital PAC meeting for the MEP.*
- *ELA services were provided online to the entire family. We used a wordless picture book curriculum and sessions were held in the evening to accommodate family schedules. Some lessons were provided in the family's first language for added support.*
- *Held conferences online and by phone.*
- *Online and phone calls.*
- *Our annual family literacy night was cancelled due to COVID-19. We are hoping to resume our regular schedule literacy night in spring of 2021.*
- *Summer learning kits were provided to families with a focus on PFS. The learning kits included items based off of OSPI's Funds of Knowledge training session (i.e., Bingo Dominoes, two different culturally responsive books, health information related to COVID-19, masks, hand sanitizer).*
- *We had online resources in multiple languages on how to log on, support at home and with additional resources.*
- *We held parent Zoom meetings and provided resources online on the district website.*

### **Strategy 3.1**

- *The parent engagement series was not able to be completed due to COVID restrictions.*
- *Waterford continued to provide UPSTART online services and support which began in March 2020.*
- *We reached out to individual families via email and phone to determine needs of all students in the home including 3-5-year-olds. EACAP program specifically targeting PK program.*

### **Strategy 3.2**

- *Home visits were conducted to determine family needs for school success. Provided internet access, support on how to connect, and laptops.*
- *Most planned family engagement trainings were conducted prior to COVID restrictions.*

### **Strategies 4.1 and 4.2**

- *Communication with students was moved to a virtual platform.*
- *Families/students were able to check-out and use laptops to complete assignments or attend virtual meetings.*
- *Made sure each student completed assignments and turned in for credit to graduate. Home visits to work one-on-one as needed.*
- *Online MGS support.*
- *Our MGSs, OSY coordinator, and MEP staff partnered with our bilingual para educators to call almost all of our migratory students and families to check on them during the school closures. We provided internet and technology where needed, answered questions, and provided resources. Additionally, we offered a PASS summer program for seniors and juniors to retrieve credits. Our OSY coordinator has been working extra hours over the summer to reach out to OSY and families, provide resources, and get them connected to educational options. We were able to graduate 10 OSY this spring! Our MEP staff is working through the end of July on recruiting, providing resources, and supporting the paperwork and supply deliveries for students in the academies.*
- *Paraprofessionals assisted certified staff in communication with students and families.*
- *Provide access to FAFSA, scholarship help, college applications. Stayed in touch with students one-on-one to complete classes for graduation.*

- *Some certified staff incorporated home visits into a modified schedule.*
- *Student advocates called parents and students to ensure needed equipment was received and also answered questions and addressed concerns.*
- *Summer online opportunities provided.*
- *Support was provided via Zoom instead of in-person.*
- *This strategy was put on hold during COVID. Outreach became difficult with stay-at-home orders.*
- *We had a staff member provide check-in and technology support for credit retrieval through an online program through BYU. Google informational meetings for student and families in English/Spanish were held covering online dates and working format, expectations, and content information. Our staff member was available for 2 hours four day/week open Google Meet for students, Q&A for assignment questions, etc. We provided weekly emails that had updates on progress and encouragement to each student that included reminders of support and check-in via Google Meets as needed.*
- *We initiated an emergency virtual learning model. Lessons were provided online, students were provided with Chromebooks/iPads, teachers/paras were in daily/weekly contact with students to provide assistance/guidance. Hardcopy materials/lessons were provided to students who had no access to WIFI services and/or computer capability. MGSs/MSAs were in constant contact with migratory students virtually to provide support and guidance during the remainder of the regular school year months. Student progress was monitored to ensure progression and support was provided as needed.*

### **Strategy 4.3**

- *A small amount of services were provided through phone contacts and online.*
- *Communicated with students via phone or online to discuss finishing credits or going back to school to graduate.*
- *Our OSY coordinator has been working extra hours over the summer to reach out to OSY students and families, provide resources, and get them connected to educational options. We were able to graduate 10 OSY this spring!*
- *Services continued to be provided by following health and safety protocols.*

Following are some examples of the ways in which projects supported the basic needs of migratory students during the pandemic.

- *All migratory students were provided daily meals (lunch and breakfast) and meals for the weekend on Fridays. Every student's mentor completed weekly check-ins to check for social/emotional stability. The district provided hot spots and laptops to students in need. We increased our focus on connecting families with local service agencies. In June, the summer meal program continued. We also supported families as they accessed DSHS services for the pandemic EBT program. Outreach and social emotional support continued through our MEP staff.*
- *All parents were notified of the USDA waiver. Student advocates connected with parents weekly to advise of district meal distribution (i.e., building sites, times, guidelines). Laptops were provided for all migratory students participating in summer school. Teachers met with K-5 students through weekly Google meetings to support summer learning and provide peer interaction.*
- *Daily meals (breakfast and lunch) were supplied by pick up or delivery. Homework packets also were delivered/picked up in this manner (with the meal delivery). Chromebooks were made available for check out to students needing devices, or multiple devices for each home. Some hotspots were provided for internet services. Some certified staff incorporated home visits to students to either provide short periods of direct instruction, or for emotional check-ins with students. All certified staff worked together with paraprofessionals to communicate (phone call/text/internet/home visit) with*

students individually on a weekly basis. Our district continued to utilize our OneCall system to send text/email messages to families about updates in both English and Spanish. School counselors, as well as a behavioral health professional, continued to be available for individual students making contact either by phone, or in person check-ins. The counselors also received referrals regarding students from certified and classified staff members to make follow up contacts if concerns were expressed. In-person summer school classes were provided for students grades 1-5. Also credit retrieval was available for high school students during the summer months, but this was not funded by the MEP.

- Our district conducted a need survey of migratory families that identified food as the primary need. As such, the program then partnered with Convoy of Hope, a faith-based agency and distributed basic food items, summer learning kits, and hygiene supplies to families. Additionally, the MEP partnered with InvestED and provided families with food debit cards to support needs. The MEP also worked with the district technology department to provide MiFi for students. OSPI also worked with our OSY coordinator to secure masks for families. The program set up a hotline for individuals to use to ensure they could connect with a MEP staff member if/when needed. MGS's continued their intentional focus on serving students and when needs/concerns arose as a team, we were able to brainstorm to solve and support out migratory students.
- Our district initiated an emergency virtual learning model. Lessons were provided online, and students were provided with a Chromebook/iPad to use at home. Hotspot devices were provided to students who had no access to Wi-Fi services. Hardcopy materials/lessons were provided to students who had no access to Wi-Fi services and/or who felt more comfortable doing their assignments on paper rather than a computer. The district established a pick-up and drop of location/schedule of assignments twice a week. Our MEP staff were on hand each week to support these efforts. Online and credit retrieval was provided as an option for students to maintain their academic status. Teachers and MGSs/MSAs were in constant contact with migratory students to provide support/guidance during the remaining months of the school year. Student progress was monitored to ensure progress and provide support as needed. Migrant recruiters/records clerks followed up with our migratory parents/students to assist with concerns, answer questions and provide support as needed. Social/mental support was provided as needed to our students/parents by qualified staff, counselors, and mental health personnel. Daily meals were provided to students at different locations. Arrangements were made to deliver meals to students who had parents working and were unable to pick up meals. Students were allowed to maintain their Chromebooks/iPads during the summer.
- Our district provided meals to all students at designated pick-up locations through the end of the school year. The district also provided hot spots and devices to each family that needed them. Students participating in summer programming were able to keep their hotspots and devices. The teachers met with each family twice per week and served the entire family. Our high school credit retrieval program was run by a staff member who checked in on students and their progress as they retrieved credits over the summer.
- Our MGSs, OSY coordinator, and MEP staff partnered with our bilingual para educators to call almost all of our migratory students and families to check in on them during the school closures. We provided internet and technology where needed, answered questions, and provided resources.
- We provided food delivery, paperwork packets delivery, Chromebook distribution, training for staff on distance learning, parent meetings online, phone calls to determine family need, counseling, and online resources on the district website. We held a virtual summer school program. We connected with all high school students who had incompletes and tried to get them online during the summer. We tracked which students were engaging online and sent the home visitor to check on the ones who were not engaged.

# 6. Outcome Evaluation Results

## State Performance Goals 1 and 5 Results

### Performance Goal 1: Proficiency in Reading and Math

During 2019-20, the Washington Smarter Balanced Assessments were cancelled due to school closures resulting from the COVID-19 pandemic. As a result, this report includes the results from 2018-19.

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

The State of Washington has set measurements of interim progress leading toward long term goals for ELA and math proficiency rates and graduation rates in its ESSA State Plan. Below are Washington’s long-term goals and measurements of interim progress from 2017 (baseline) to 2027.

**Exhibit 16  
Washington’s Measurements of Interim Progress and Long-Term Goals**

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ELA	61.9	64.7	67.5	70.3	73.1	75.9	78.7	81.5	84.3	87.1	89.9
Math	53.7	57.4	61.1	64.8	68.5	72.2	75.9	79.6	83.3	87.0	90.7
Graduation	79.1	80.2	81.3	82.4	83.5	84.6	85.7	86.8	87.9	89.0	90.1

Source: Washington ESSA State Plan

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

**Exhibit 17  
Migratory Students Scoring P/A on 2019 Smarter Balanced ELA Assessments**

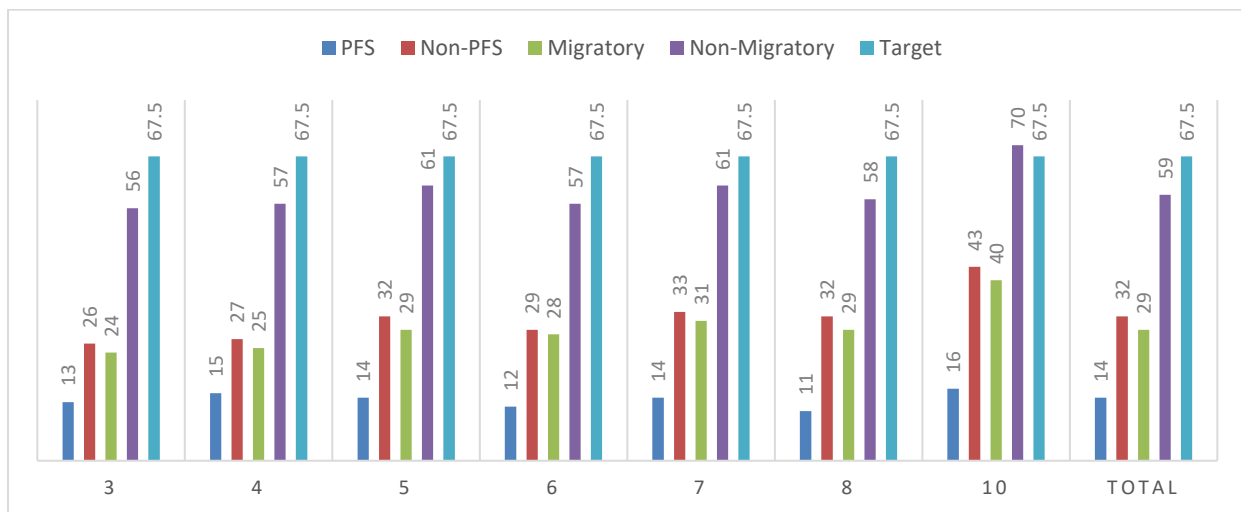
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	214	13%	67.5%	-54.5%	56%
	Non-PFS	1,443	26%		-41.5%	
	<b>Total</b>	<b>1,657</b>	<b>24%</b>		<b>-43.5%</b>	
4	PFS	208	15%	67.5%	-52.5%	57%
	Non-PFS	1,524	27%		-40.5%	
	<b>Total</b>	<b>1,732</b>	<b>25%</b>		<b>-42.5%</b>	
5	PFS	225	14%	67.5%	-53.5%	61%
	Non-PFS	1,588	32%		-35.5%	
	<b>Total</b>	<b>1,813</b>	<b>29%</b>		<b>-38.5%</b>	
6	PFS	177	12%	67.5%	-55.5%	57%
	Non-PFS	1,668	29%		-38.5%	
	<b>Total</b>	<b>1,846</b>	<b>28%</b>		<b>-39.5%</b>	

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
7	PFS	192	14%	67.5%	-53.5%	61%
	Non-PFS	1,570	33%		-34.5%	
	<b>Total</b>	<b>1,762</b>	<b>31%</b>		<b>-36.5%</b>	
8	PFS	188	11%	67.5%	-56.5%	58%
	Non-PFS	1,552	32%		-35.5%	
	<b>Total</b>	<b>1,740</b>	<b>29%</b>		<b>-38.5%</b>	
10	PFS	201	16%	67.5%	-51.5%	70%
	Non-PFS	1,331	43%		-24.5%	
	<b>Total</b>	<b>1,532</b>	<b>40%</b>		<b>-27.5%</b>	
All	PFS	1,405	14%	67.5%	-53.5%	59%
	Non-PFS	10,676	32%		-35.5%	
	<b>All</b>	<b>12,082</b>	<b>29%</b>		<b>-38.5%</b>	

Source: Washington OSPI

Migratory students were 38.5% short of the Washington State Performance Target (67.5%) for ELA proficiency. Migratory students with PFS were 53.5% short of the target and non-PFS students were 35.5% short of the target. The 2019-20 target was not met by migratory students for any grade level (differences ranged from -27.5% to -43.5%). Largest differences were seen for 8<sup>th</sup> grade PFS students (-56.5%). In addition, for all grade levels assessed, fewer PFS migratory students scored P/A than non-PFS migratory students. Compared to non-migratory students, 30% fewer migratory students scored P/A. Below is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2019 Smarter Balanced ELA Assessment.

**Exhibit 18**  
**Comparison of 2019 Smarter Balanced ELA Assessment Results**  
**(Expressed in Percentages)**

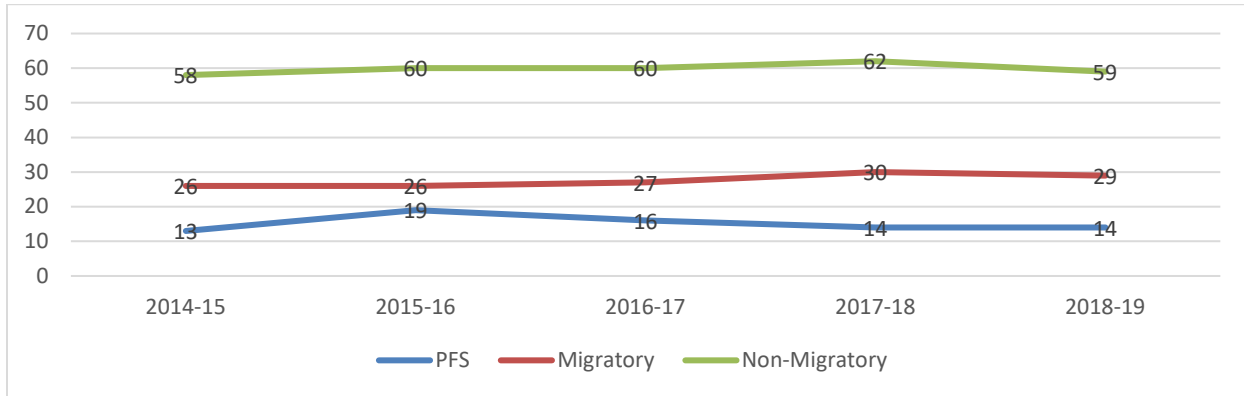


Source: Washington OSPI

Exhibit 19 provides a comparison of Smarter Balanced ELA results for the past five years. Results show that 1% fewer migratory students (same percentage for PFS students) scored P/A in 2018-19 than in 2017-18. Of note is that 3% fewer non-migratory students scored P/A in 2018-19 than in 2017-18. Since 2015-16, more migratory students scored P/A in ELA.



**Exhibit 19**  
**Comparison of Smarter Balanced ELA Assessment Results Over the Years**  
**(Expressed in Percentages)**



Source: Washington OSPI

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

**Exhibit 20**  
**Migratory Students Scoring P/A on 2019 Smarter Balanced Math Assessments**

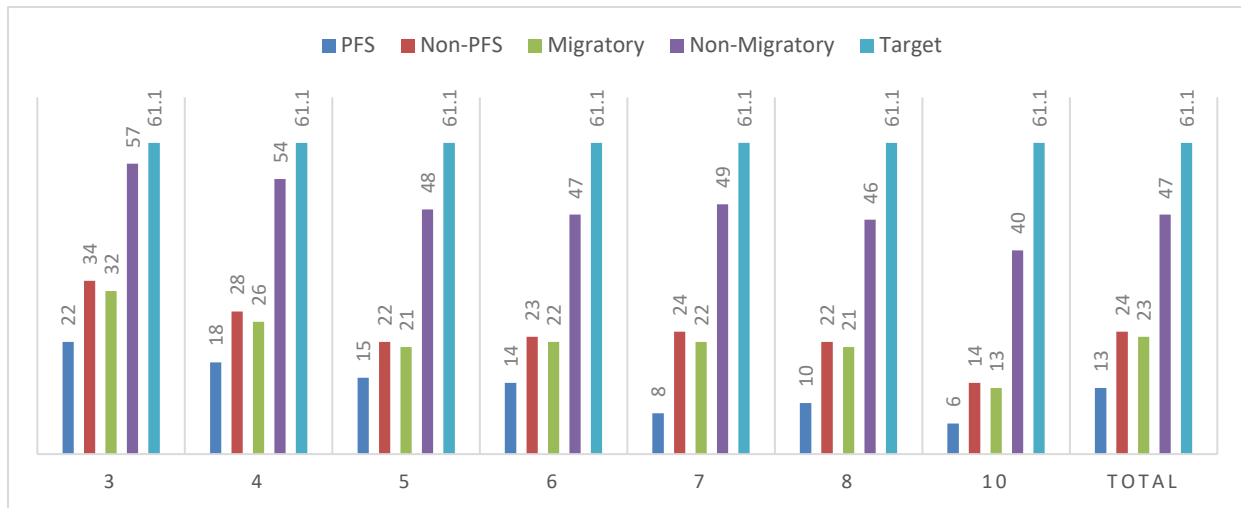
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	219	22%	61.1%	-39.1%	57%
	Non-PFS	1,448	34%		-27.1%	
	<b>Total</b>	<b>1,667</b>	<b>32%</b>		<b>-29.1%</b>	
4	PFS	216	18%	61.1%	-43.1%	54%
	Non-PFS	1,528	28%		-33.1%	
	<b>Total</b>	<b>1,744</b>	<b>26%</b>		<b>-35.1%</b>	
5	PFS	226	15%	61.1%	-46.1%	48%
	Non-PFS	1,593	22%		-39.1%	
	<b>Total</b>	<b>1,819</b>	<b>21%</b>		<b>-40.1%</b>	
6	PFS	177	14%	61.1%	-47.1%	47%
	Non-PFS	1,673	23%		-38.1%	
	<b>Total</b>	<b>1,851</b>	<b>22%</b>		<b>-39.1%</b>	
7	PFS	194	8%	61.1%	-53.1%	49%
	Non-PFS	1,574	24%		-37.1%	
	<b>Total</b>	<b>1,768</b>	<b>22%</b>		<b>-39.1%</b>	
8	PFS	191	10%	61.1%	-51.1%	46%
	Non-PFS	1,555	22%		-39.1%	
	<b>Total</b>	<b>1,746</b>	<b>21%</b>		<b>-40.1%</b>	
10	PFS	207	6%	61.1%	-55.1%	40%
	Non-PFS	1,331	14%		-47.1%	
	<b>Total</b>	<b>1,538</b>	<b>13%</b>		<b>-48.1%</b>	
All	PFS	1,430	13%	61.1%	-48.1%	47%
	Non-PFS	10,702	24%		-37.1%	
	<b>All</b>	<b>12,133</b>	<b>23%</b>		<b>-38.1%</b>	

Source: Washington OSPI

Migratory students were 38.1% short of the Washington State Performance Target (61.1%) for math proficiency. PFS students were 48.1% short of the target and non-PFS students were

37.1% short of the target. The 2018-19 target was not met by migratory students for any grade level assessed (differences ranged from -29.1% to -48.1%). Largest differences were seen for 10<sup>th</sup> grade PFS students (-55.1%). In addition, fewer PFS migratory students scored P/A than non-PFS migratory students for all grade levels. Twenty-four percent (24%) fewer migratory students scored P/A than non-migratory students. Following is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on the 2019 Smarter Balanced Math Assessment.

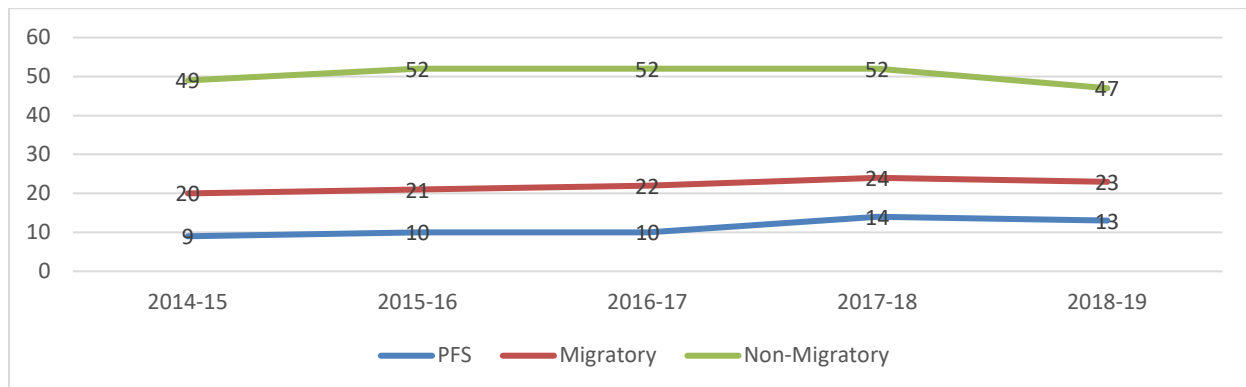
**Exhibit 21**  
**Comparison of 2019 Smarter Balance Math Assessment Results**  
**(Expressed in Percentages)**



Source: Washington OSPI

Exhibit 22 provides a comparison of Smarter Balanced Math results for the past five years. Results show that 1% fewer migratory students (1% fewer PFS students) scored P/A in 2018-19 than in 2017-18. Of note is that 5% fewer non-migratory students scored P/A in 2018-19 than in 2017-18. Since 2014-15, more migratory students have scored P/A in math.

**Exhibit 22**  
**Comparison of Smarter Balanced Math Assessment Results Over the Years**  
**(Expressed in Percentages)**



Source: Washington OSPI

## 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 2019-20 Washington State Performance Target for high school graduation is 82.4%. In 2019-20, the 4-year Cohort graduation rate for migratory students was 75.5% (6.9% short of the target)

### Exhibit 23 2019-20 Graduation Rates for Migratory and Non-Migratory Students (Expressed in Percentages)

#### Graduation Rates for Non-Migratory and Migratory Students

Year	State Performance Target	Graduation Rates (4-year Cohort)	
		Non-Migratory Students	All Migratory Students
2019-20**	82.4%	83.1%	75.5%

*\*\*Includes all migratory students in the Cohort even if they weren't MEP eligible in 2019-2020*

**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 2019-20 dropout rate for Washington migratory students was 13.6% (4.61% higher than the non-migratory student dropout rate).

#### Dropout Rates for Non-Migratory and Migratory Students

Year	Non-Migratory Students	All Migratory Students
2019-20	8.99%	13.6%

Source: Washington OSPI

*\*Includes all migratory students in the Cohort even if they weren't MEP eligible in 2019-20*

This section provides a summary of program results as indicated by the GPRA measures for the MEP. Sources of data include data entered into MSIS on promotion, graduation, and completion of Algebra I. The results for GPRA 1 and 2 (ELA and math state assessment results) are included in the previous section.

**GPRA 3: The percentage of migratory students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.**

Exhibit 27 shows that 98% of all Washington migratory students for whom this information was available were promoted or graduated (97% PFS students, 98% non-PFS students).

**Exhibit 27  
Migratory Students in Grades 7-12 that Graduated in 2019-20 or were Promoted to the Next Grade Level from 2019-20 to 2020-21**

Grade Level 2019-20	PFS Status	# Eligible Migratory Students 2019-20	# Students For Whom Data Was Available	Students Promoted from 2019-20 to 2020-21		Students Graduated in 2019-20	
				#	%	#	%
7	PFS	761	729	726	99.5%		
	Non-PFS	1,291	1,013	1,008	99.5%		
	<b>Total</b>	<b>2,052</b>	<b>1,742</b>	<b>1,734</b>	<b>99.5%</b>		
8	PFS	674	644	641	99.5%		
	Non-PFS	1,291	1,012	1,009	99.7%		
	<b>Total</b>	<b>1,965</b>	<b>1,656</b>	<b>1,650</b>	<b>99.6%</b>		
9	PFS	798	749	748	99.9%		
	Non-PFS	1,194	901	899	99.7%		
	<b>Total</b>	<b>1,992</b>	<b>1,650</b>	<b>1,647</b>	<b>99.8%</b>		
10	PFS	675	602	594	98.7%		
	Non-PFS	1,327	1,030	1,025	99.5%		
	<b>Total</b>	<b>2,002</b>	<b>1,632</b>	<b>1,619</b>	<b>99.2%</b>		
11	PFS	723	657	653	99.4%		
	Non-PFS	997	722	718	99.4%		
	<b>Total</b>	<b>1,720</b>	<b>1,379</b>	<b>1,371</b>	<b>99.4%</b>		
12	PFS	675	567	0	0%	469	82.7%
	Non-PFS	1,333	1,049	0	0%	962	91.7%
	<b>Total</b>	<b>2,008</b>	<b>1,616</b>	<b>0</b>	<b>0%</b>	<b>1,431</b>	<b>88.6%</b>
<b>Total</b>	<b>PFS</b>	<b>4,306</b>	<b>3,948</b>	<b>3,362</b>	<b>85.2%</b>	<b>469</b>	<b>11.9%</b>
	<b>Non-PFS</b>	<b>7,433</b>	<b>5,727</b>	<b>4,659</b>	<b>81.4%</b>	<b>962</b>	<b>16.7%</b>
	<b>Total</b>	<b>11,739</b>	<b>9,675</b>	<b>8,021</b>	<b>82.9%</b>	<b>1,431</b>	<b>14.8%</b>

Source: MSIS

**GPRA 4: The percentage of migratory students who entered 11<sup>th</sup> grade that had received full credit for Algebra I.**

Exhibit 28 shows that 64% of all Washington migratory 10<sup>th</sup> grade students in 2019-20 (3% more than in 2018-19) completed Algebra I or a higher math course prior to entering 11<sup>th</sup> grade (56% PFS students, 68% non-PFS students).

**Exhibit 28**  
**10<sup>th</sup> Grade Migratory Students Completing Algebra I or a  
Higher Math Course in 2019-20 or Before**

PFS Status	# Eligible Migratory 10 <sup>th</sup> Grade Students 2019-20	# 2019-20 10 <sup>th</sup> Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2019-20 or Before
PFS	675	376 (56%)
Non-PFS	1,327	904 (68%)
<b>Total</b>	<b>2,002</b>	<b>1,280 (64%)</b>

Source: MSIS

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 by local projects (MEP services, assessment results), data submitted by the OSPI Student Information Office, and parent ratings/comments on the Washington MEP Parent Education Evaluation (Form 1).

**ENGLISH LANGUAGE ARTS (ELA)**

**MPO 1a: By the end of the 2019-20 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 29 shows that the Washington MEP **met MPO 1a** with 78% of the 606 migratory students pre/post-tested during the 2019-20 regular school year improving their reading/ELA score by at least one point or one level. Both PFS and non-PFS migratory students met the MPO with 76% of the 251 PFS students and 79% of the 355 non-PFS students improving their reading/ELA scores. Migratory students had a statistically significant mean gain ( $p < .001$ ).

**Exhibit 29**  
**Migratory Student Gains on Regular Year Reading/ELA Assessments**

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value (2-tailed)	MPO Met?
PFS	251	191 (76%)	<.001	Yes
Non-PFS	355	279 (79%)	<.001	Yes
<b>Total</b>	<b>606</b>	<b>470 (78%)</b>	<b>&lt;.001</b>	<b>Yes</b>

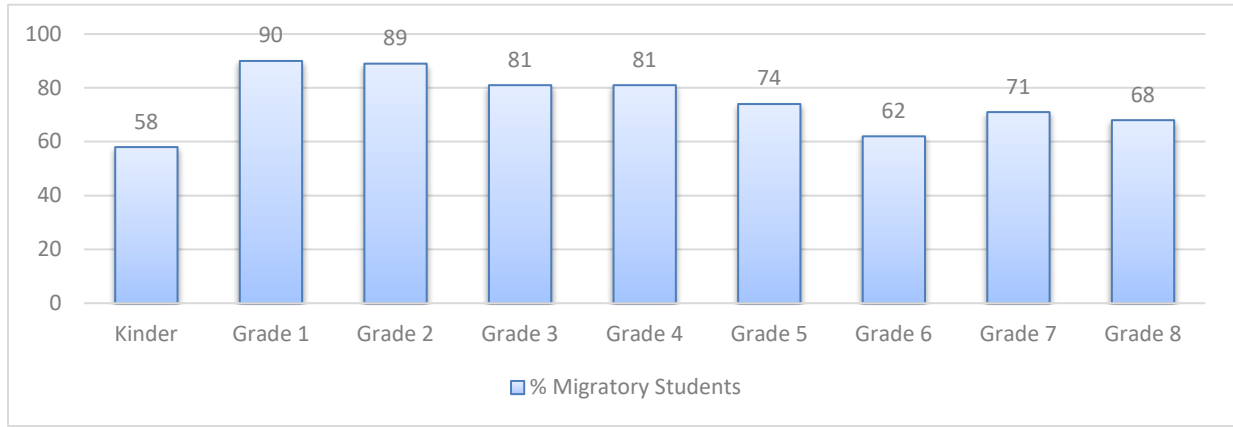
Source: MSIS

Twenty-two projects provided reading/ELA instruction during the regular school year and submitted results for 1,890 migratory students [606 (32%) had matched pre/post-test scores]. The low number of matched scores was due to the school closures resulting from the COVID-19 pandemic. Projects were asked to submit pretest scores even if post-test scores were not available due to the school closures from March to May of 2020.

Following is a graphic display of the percentage of migratory students demonstrating gains on regular year reading/ELA assessments by grade level [K=48, 1=70, 2=84, 3=106, 4=82, 5=77, 6=26, 7=63, 8=50] expressed as percentage gaining. First grade students had the highest percentage of students gaining on local regular year reading/ELA assessments, followed closely

by second grade students. Middle school students had the lowest percentage of students improving students improving their reading/ELA skills.

**Exhibit 30: Percentage of Migratory Students Improving Reading Skills by Grade Level during the Regular School Year**



Source: MSIS

**MPO 1b: Upon completion of the 2020 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 31 shows that the Washington MEP **met MPO 1b** with 88% of the 611 migratory students pre/post-tested that received summer 2020 reading/ELA instruction maintaining or improving their reading/ELA score by 2% or more. Ninety percent (90%) of the 224 PFS students and 87% of the 315 non-PFS students maintained or improved their reading/ELA score by 2%. Migratory students had a statistically significant mean gain ( $p < .001$ ). Fifty-eight percent (58%) of the students assessed improved their score by at least 1% from pretest to post-test.

**Exhibit 31  
Migratory Students Maintaining/Gaining on Summer Reading/ELA Assessments**

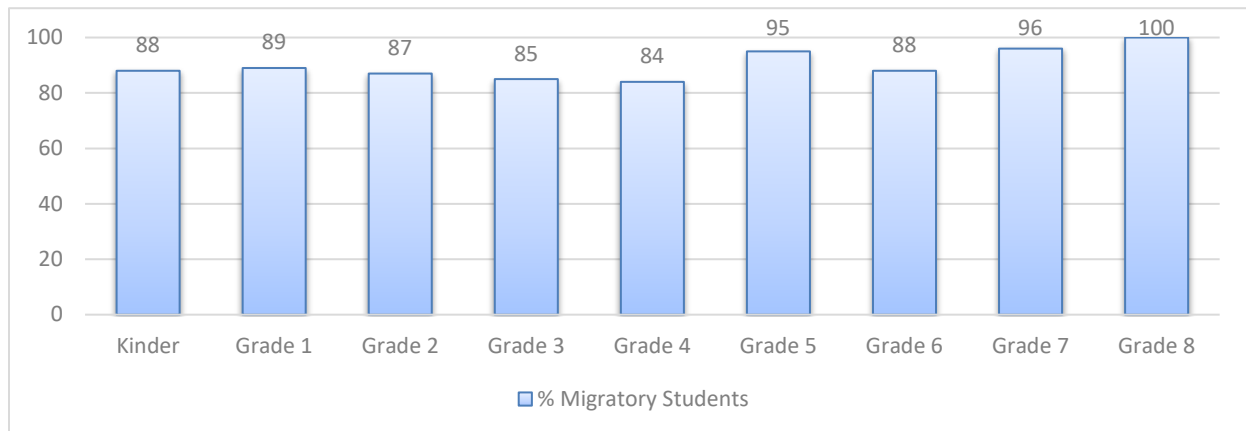
PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value (2-tailed)	MPO Met?
PFS	250	137 (55%)	137 (55%)	87 (35%)	224 (90%)	<.001	Yes
Non-PFS	361	218 (60%)	217 (60%)	98 (27%)	315 (87%)	<.001	Yes
<b>Total</b>	<b>611</b>	<b>355 (58%)</b>	<b>354 (58%)</b>	<b>185 (30%)</b>	<b>539 (88%)</b>	<b>&lt;.001</b>	<b>Yes</b>

Source: MSIS

Sixteen projects (27% fewer than in 2018-19) provided reading instruction during the summer and submitted results for 760 migratory students [611 (80%) had matched pre/post-test scores]. Of note is that there were 39% fewer migratory students assessed in summer 2020, likely due to the school closures and social distancing requirements resulting from the COVID-19 pandemic.

Following is a graphic display of these results by grade level [K=67, 1=87, 2=100, 3=88, 4=121, 5=95, 6=24, 7=26, 8=3] expressed as percentage maintaining or gaining by 2% or more. All three eighth grade students maintained or improved their reading skills by 2% in the summer, as did 96% of seventh grade students, and 95% of fifth grade students.

**Exhibit 32: Percentage of Migratory Students Maintaining or Improving Reading Skills by 2% during the Summer by Grade Level**



Source: MSIS

**MPO 1c: By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.**

Exhibit 33 shows that the Washington MEP **met MPO 1c** with 96% of the 45 migratory parents completing Parent Training Evaluations reporting that they are better prepared to support their child's reading at home "very much" (58%) or "a lot" (38%). The number of parents responding to surveys and the number of parent activities provided to parents were impacted by the school closures/social distancing requirements during the second six months of the performance period.

**Exhibit 33**  
**Parent Ratings of the Impact of Parent Training on Reading**

How much did this training help you learn skills to better support your child's reading at home?							
# Parents Responding	# (%) Not at all 1	# (%) Somewhat 2	# (%) A Lot 3	# (%) Very Much 4	Mean Rating	# (%) Rating 3 & 4	MPO Met?
45	0 (0%)	2 (4%)	17 (38%)	26 (58%)	3.5	43 (96%)	Yes

Source: Parent Training Evaluations

## MATHEMATICS

**MPO 2a: By the end of the 2019-20 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 34 shows that the Washington MEP met MPO 2a with 71% of the 686 migratory students pre/post-tested during the 2019-20 regular school year improving their math score by at least one point or one level. Both PFS and non-PFS migratory students met the MPO with 68% of the 308 PFS students and 73% of the 378 non-PFS students improving their math scores. Migratory students had a statistically significant mean gain ( $p < .001$ ).

**Exhibit 34**  
**Migratory Student Gains on Regular Year Math Assessments**

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value (2-tailed)	MPO Met?
PFS	308	210 (68%)	<.01	Yes
Non-PFS	378	274 (73%)	<.001	Yes
<b>Total</b>	<b>686</b>	<b>484 (71%)</b>	<b>&lt;.001</b>	<b>Yes</b>

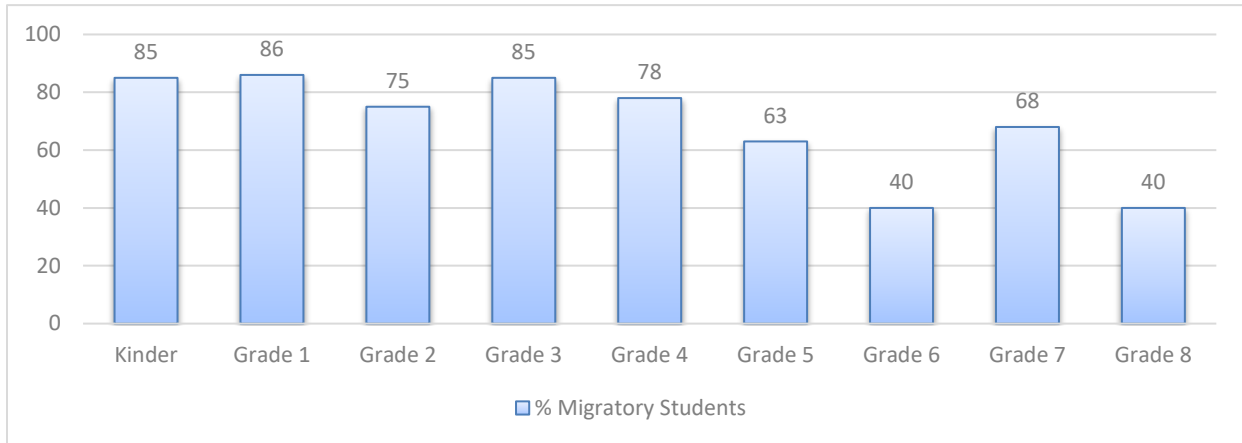
Source: MSIS

Twenty-one projects provided math instruction during the regular school year and submitted results for 1,639 migratory students [686 (42%) had matched pre/post-test scores]. The low number of matched scores was due to the school closures resulting from the COVID-19 pandemic. Projects were asked to submit pretest scores even if post-test scores were not available due to the school closures from March to May of 2020.

Following is a graphic display of the percentage of migratory students demonstrating gains on regular year math assessments by grade level [K=20, 1=86, 2=76, 3=125, 4=118, 5=71, 6=75, 7=60, 8=55] expressed as percentage gaining. First grade students had the highest percentage of students gaining on local regular year math assessments, followed closely by kindergarten and third grade students. Sixth and eighth grade students had the lowest percentage of students improving their math skills.



**Exhibit 35: Percentage of Migratory Students Improving Math Skills by Grade Level during the Regular School Year**



Source: MSIS

**MPO 2b: Upon completion of the 2020 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 36 shows that the Washington MEP **met MPO 2b** with 85% of the 476 migratory students pre/post-tested that received summer 2020 math instruction maintaining or improving their math score by 2% or more. Both PFS and non-PFS students met the MPO with 86% of the 172 PFS students and 85% of the 304 non-PFS students maintaining or improving their math score by 2%. Migratory students had a statistically significant mean gain ( $p < .001$ ). Eighty-five percent (85%) of the migratory students assessed improved their score by at least 1% from pretest to post-test.

**Exhibit 36  
Migratory Students Maintaining/Gaining on Summer Math Assessments**

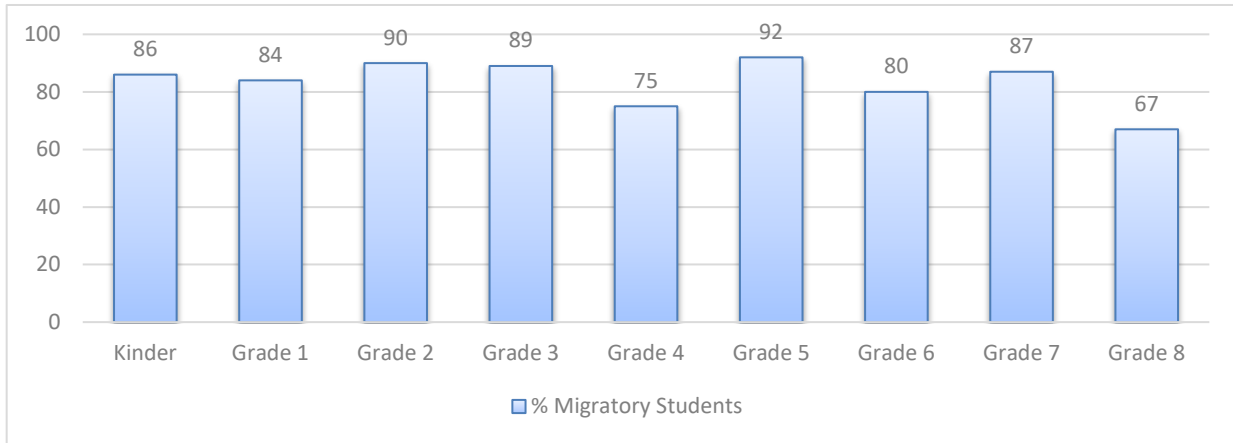
PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value (2-tailed)	MPO Met?
PFS	172	148 (86%)	125 (73%)	23 (13%)	148 (86%)	<.001	Yes
Non-PFS	304	257 (85%)	210 (69%)	47 (16%)	257 (85%)	<.001	Yes
<b>Total</b>	<b>476</b>	<b>405 (85%)</b>	<b>335 (70%)</b>	<b>70 (15%)</b>	<b>405 (85%)</b>	<b>&lt;.001</b>	<b>Yes</b>

Source: MSIS

Six projects (50% less than in 2018-19) provided math instruction during the summer and submitted results for 592 migratory students [476 (80%) had matched pre/post-test scores]. Of note is that there were 41% fewer migratory students assessed in summer 2020, likely due to the school closures and social distancing requirements resulting from the COVID-19 pandemic.

Following is a graphic display of these results by grade level [K=50, 1=67, 2=88, 3=64, 4=96, 5=75, 6=15, 7=15, 8=6] expressed as percentage maintaining or gaining by 2% or more. Fifth grade students had the largest percentage of students maintaining or gaining by 2% or more, followed closely by second grade students. Eighth grade students had the lowest percentage of students maintaining or improving their math score by 2%.

**Exhibit 37: Percentage of Migratory Students Maintaining or Improving Math Skills by 2% during the Summer by Grade Level**



Source: MSIS

**MPO 2c: By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to engage in activities for supporting math in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.**

Exhibit 38 shows that the Washington MEP **met MPO 2c** with 83% of the 59 migratory parents completing Parent Training Evaluations reporting that they are better prepared to have conversations about math with their children “very much” (39%) or “a lot” (44%). The number of parents responding to surveys and the number of parent activities provided to parents were impacted by the school closures/social distancing requirements during the second six months of the performance period.

**Exhibit 38  
Parent Ratings of Parent Training on Math**

How much did this training help you learn to have conversations about math with your child?							
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Rating 3 & 4	MPO Met?
59	2 (3%)	8 (14%)	26 (44%)	23 (39%)	3.2	49 (83%)	Yes

Source: Parent Training Evaluations

## SCHOOL READINESS

**MPO 3a: By the end of the 2019-20 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 39 shows that the Washington MEP **met MPO 3a** with 60% of the 299 migratory children entering kindergarten who previously received MEP services demonstrating skills typical of entering kindergarteners in four or more domains on the WaKIDS. PFS children did not meet the MPO, but non-PFS children did (44% PFS, 68% non-PFS).

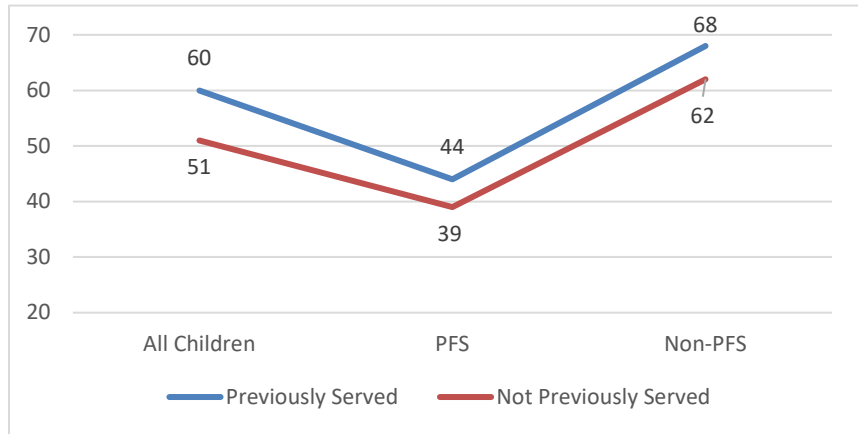
**Exhibit 39**  
**Migratory Children Entering Kindergarten Previously Served by the MEP Who Demonstrated Skills Typical of Entering Kindergarteners in Four or More Domains on the WaKIDS**

PFS Status	# Assessed	# (%) Demonstrating Skills Typical of Entering Kinders in 4 or More Domains	MPO Met?
PFS	103	45 (44%)	No
Non-PFS	196	133 (68%)	Yes
<b>Total</b>	<b>299</b>	<b>178 (60%)</b>	<b>Yes</b>

Source: MSIS

Results also were reported for migratory children entering kindergarten that were not previously served by the MEP. Exhibit 40 provides a comparison of the percentage of migratory children that were previously served by the MEP and those that were not served by the MEP that demonstrated skills typical of entering kindergarteners in four or more domains on the WaKIDS. Results show that a larger percentage of migratory children entering kindergarten that were previously served by the MEP demonstrated skills typical of entering kindergarteners in four or more domains (9% more all migratory students, 5% more PFS students, 6% more non-PFS students).

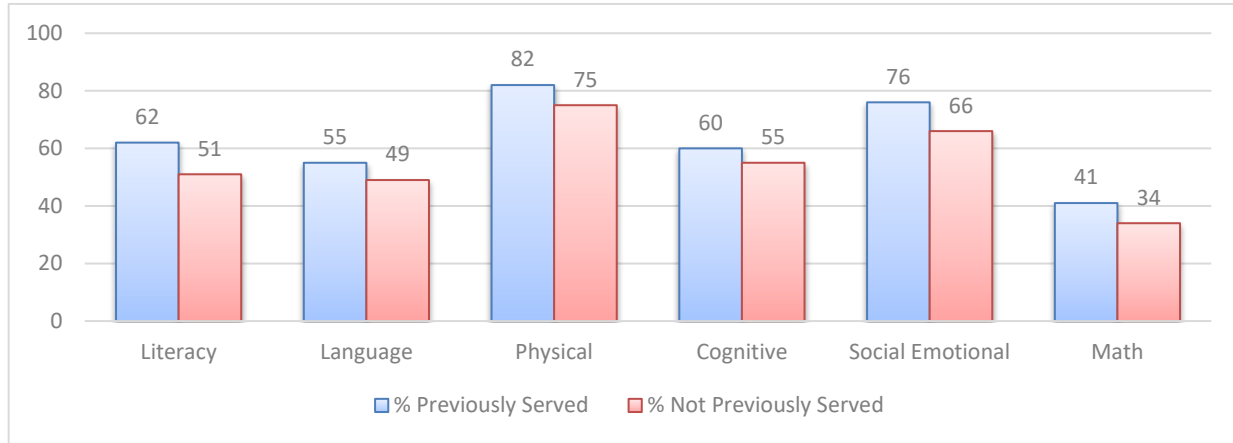
**Exhibit 40**  
**Percentage of Migratory Children Entering Kindergarten Previously Served and Not Previously Served by the MEP Who Demonstrated Skills Typical of Entering Kindergarteners in Four or More Domains on the WaKIDS**



Source: MSIS

Exhibit 41 is a graphic display of the differences in the percentage of migratory kindergarten students demonstrating characteristics of entering kindergarteners on the WaKIDS – both students that were previously served by the MEP and those that were not. Results show that for all six domains on the WaKIDS, a larger percentage of migratory students that had previously been served by the MEP demonstrated characteristics of entering kindergarteners upon entering kindergarten. Largest gaps were seen in literacy (11%) and social emotional (10%).

**Exhibit 41**  
**Percentage of Migratory Children Previously Served/Not Previously Served by the MEP**  
**Demonstrating Characteristics of Entering Kindergarteners on the WaKIDS**



Source: MSIS

**MPO 3b: By the end of the 2019-20 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.**

Exhibit 42 shows that the Washington MEP **met MPO 3b** with 91% of the 33 migratory parents completing Parent Training Evaluations reporting that they are better prepared to support their preschooler’s learning at home “very much” (55%) or “a lot” (36%). The number of parents responding to surveys and the number of parent activities provided to parents were impacted by the school closures/social distancing requirements during the second six months of the performance period.

**Exhibit 42**  
**Parent Ratings of the Impact of Parent Training on School Readiness**

How much did this training help you learn skills to support your preschooler’s learning at home?							
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Rating 3 & 4	MPO Met?
33	0 (0%)	3 (9%)	12 (36%)	18 (55%)	3.5	30 (91%)	Yes

## GRADUATION/SERVICES TO OSY

**MPO 4a: Upon completion of the 2019-20 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.**

Exhibit 43 shows that the Washington MEP **met MPO 4a** with 79% of the 276 migratory students enrolled in credit-bearing courses (duplicated count as students could enroll in more than one course) obtaining credit toward high school graduation. Programs included PASS,

Odysseyware, Red Comet, APEX Learning, and Dare to Dream (DTD) program credits. Both PFS and non-PFS students met the MPO, with a higher percentage of PFS students receiving credit. This may be due to the fact that 82% of PFS students received credit for the virtual DTD academies compared to 12% of non-PFs students (88% of non-PFS students took high school courses).

**Exhibit 43  
Secondary Credits Received by Migratory Students  
(34 Districts Reporting)**

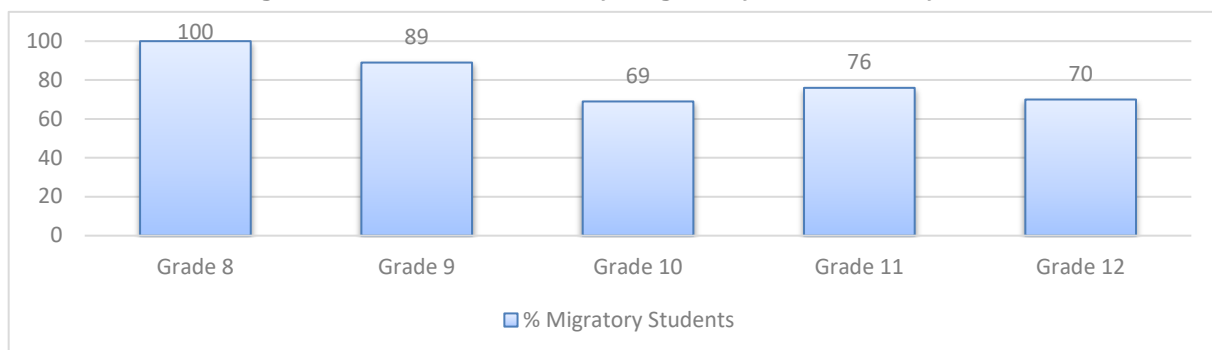
PFS Status	# Students Enrolled	# (%) Students Receiving HS Credit	MPO Met?
PFS	110	95 (86%)	Yes
Non-PFS	166	124 (75%)	Yes
<b>All</b>	<b>276</b>	<b>219 (79%)</b>	<b>Yes</b>

Source: MSIS

Of note is that fewer than half the number of students enrolled in courses and DTD during 2019-20 than in 2018-19 and other previous years. This was due to the pandemic as the DTD academies had to be moved from onsite programs to virtual programs with far fewer than were originally registered participating during summer 2020.

Exhibit 44 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits. All 41 eighth grade students (100%) received credit for participating in virtual DTD academies. Eighty-nine percent (89%) of the 45 ninth grade students received credit for participating in DTD academies (44%) and courses (56%), as did 69% of the 77 tenth grade students (30% DTD/70% courses), 76% of the 93 eleventh grade students (27% DTD/73% courses), and 70% of the 20 twelfth grade students (5% DTD/95% courses).

**Exhibit 44  
Percentage of Credits Received by Migratory Students, by Grade Level**



Source: MSIS

Exhibit 45 shows the courses for which migratory students earned credits during 2019-20. Students completed 32 different courses and participated in DTD earning a total of 219 credits. Students enrolled in 18 of the courses listed below, English 4B and World History A, and DTD did not earn credits.

**Exhibit 45**  
**Secondary Courses for which Migratory Students Earned Credits**

Course(s) Enrolled	Total Credits Earned
Algebra 1A	6
Algebra 1B	6
Algebra 2A	3
Algebra 2B	1
Biology B	4
Consumer Math	2
Contemporary World Problems	1
Dare to Dream Programs	100
English 1A	7
English 1B	7
English 2A	6
English 2B	1
English 3A	6
English 3B	3
Environmental Science	4
General Math A	5
General Math B	2
Geometry A	12
Geometry B	3
Health – Spanish	2
Health and Fitness	3
Learning English Through Literature	4
Study Skills	1
US Government	3
US Government-Spanish	1
US History A	4
US History B	1
US History B-Spanish	2
Visual Arts A	2
Visual Arts B	1
WA State History & Government	12
World Geography	2
World History B	2
<b>Total</b>	<b>219</b>

Source: MSIS

To support graduation and academic growth, secondary students are provided with numerous opportunities for **field experiences and leadership activities** such as college and career fairs, college visits, service learning projects, Dare to Dream academies, CAMP day, field trips, high school clubs, the La Chispa Leadership Day Camp, the Latino Legislative Day, the LEAP Conference, the Migrant Youth Leadership Conference, student involvement in PACs and family literacy events (e.g., childcare, presentations), and Voices from the Field. During summer 2020, all activities were moved to a virtual mode which resulted in fewer students participating.

**MPO 4b: By the end of the 2019-20 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 46 shows that the Washington MEP **did not meet MPO 4b** with a 1% increase over 2018-19 in the number of 2019-20 eligible migratory students in grades 9-12 receiving MEP

services (1% short of the target). The MPO was not met for met for PFS or non-PFS students; however, there was a 1% increase for PFS students.

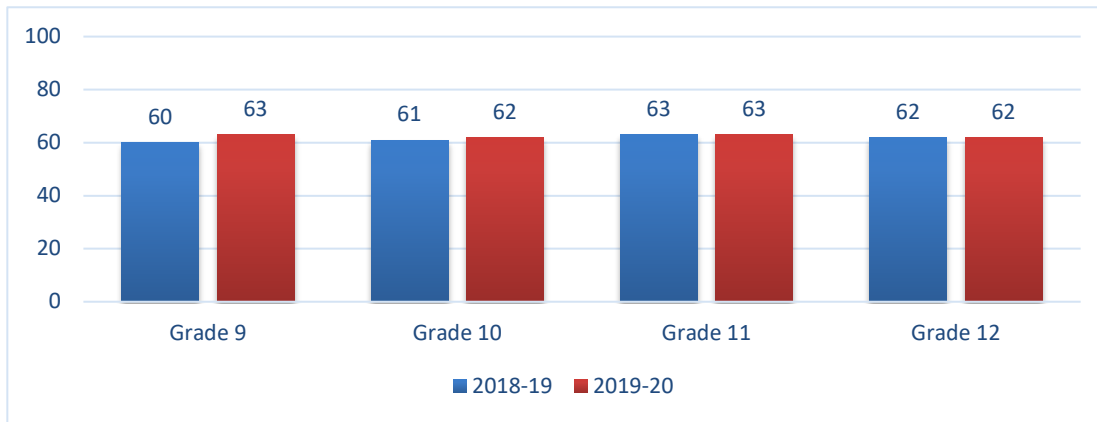
**Exhibit 46**  
**Migratory Students in Grades 9-12 Receiving MEP Services during 2018-19 and 2019-20**

PFS Status	2018-19		2019-20		Diff 18-19 to 19-20	MPO Met?
	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services		
PFS	2,782	1,974 (71%)	2,937	2,116 (72%)	+1%	No
Non-PFS	4,895	2,770 (57%)	4,785	2,731 (57%)	0%	No
<b>All</b>	<b>7,677</b>	<b>4,744 (62%)</b>	<b>7,722</b>	<b>4,847 (63%)</b>	<b>+1%</b>	<b>No</b>

Source: MSIS and 2019-20 CSPR

The percentage of eligible migratory students in grades 9-12 increased by 1% as did the percentage of students in grades 9-12 served. In 2019-20, 13% of the eligible migratory students in grades 9-12 received instructional services (12% fewer than in 2018-19) and 60% received support services (same as in 2018-19). Exhibit 47 is a graphic display of these results by grade level. Results show a 1% increase for students in grades 9-10, but the same percentage of students served in grades 11 and 12.

**Exhibit 47: Percentage of Migratory Students in Grades 9-12 Receiving MEP Services, by Grade Level**



Source: MSIS

**MPO 4c: By the end of the 2019-20 performance period, 79% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.**

Exhibit 48 shows that the Washington MEP **met MPO 4c** with 95% of the 2,273 migratory students in grades 9-12 who received support from MGSs (for whom data was available) during 2019-20 graduating (24%) or promoted to the next grade level (71%). The MPO was met for PFS students (85%) and non-PFS students (96%). Data was not available for an additional 255 students in grades 9-12 that received support from MGSs during 2019-20.

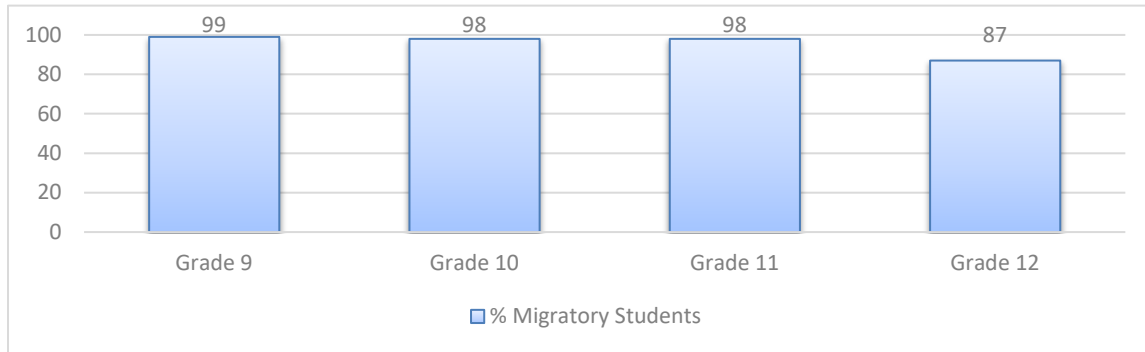
**Exhibit 48**  
**Migratory Students in Grades 9-12 Supported by MGSs in**  
**2019-20 that Graduated or Were Promoted to the Next Grade Level**

PFS Status	# Migratory Students in Grades 9-12 that Received MGS Support	# Students for Whom Data is Available	# (%) Promoted	# (%) Graduated	# (%) Graduated or Promoted	MPO Met?
PFS	1,193	1,140	874 (77%)	100 (18%)	974 (85%)	Yes
Non-PFS	1,335	1,133	741 (65%)	345 (31%)	1,086 (96%)	Yes
<b>All</b>	<b>2,528</b>	<b>2,273</b>	<b>1,615 (71%)</b>	<b>545 (24%)</b>	<b>2,160 (95%)</b>	<b>Yes</b>

Source: MSIS

Exhibit 49 is a graphic display of these results by grade level expressed as percentage graduating or promoted to the next grade level. Ninety-nine percent (99%) of the 590 ninth grade students supported by MGSs were promoted, as were 98% of the 523 tenth grade students and 532 eleventh grade students (one 11<sup>th</sup> grade student graduated). Eighty-seven (87%) of the 628 twelfth grade students supported by MGSs graduated. Data was not available for 72 ninth grade students, 61 tenth grade students, 70 eleventh grade students, and 52 twelfth grade students.

**Exhibit 49**  
**Migratory Students in Grades 9-12 Supported by MGSs in**  
**2019-20 that Graduated or Were Promoted, by Grade Level**



Source: MSIS

Following are a few examples of the ways in which MGSs (and MSAs) supported migratory students during 2019-20 as reported on end-of-year reports.

- *All MSA staff maintain records to document the identified needs of the students they serve. They also work collaboratively with all school staff regarding MEP students. For example, all staff meet, at a minimum, monthly with school administrators to identify needs and generate solutions. MSA staff also work closely with school counselors to help support social emotional needs.*
- *Automated grade checks are generated for the MSA caseload which she reviews on a weekly basis to identify students both doing well as well as those needing encouragement or some deeper level of intervention. The MSA communicates regularly with building administrators and counselors to coordinate services as needed. The MSA caseload/PFS list is shared monthly with all teachers, administrators, and counselors in grades K-12 so they are aware of her caseload and can assist with any student issues or concerns.*
- *MGS uses a log to track all of her work with students. She connects students to tutoring, helps them to understand interfaces such as Canvas, advocates for student needs such as internet,*



credit retrieval, planning for the academic future, setting them up with a teacher that can serve them or extra support through library systems, etc. She monitors academic services by working with the students, principals, advisors, counselors, and teachers of the students. She prioritizes her time by those who need it the most based on the data she has gathered from this group.

- MGS/MSA has continual check-ins with students to discuss academic progress throughout the year. Students are regularly taken to student-centered conferences to enhance their social and emotional wellbeing and learn more about academic opportunities available to them. MGS/MSA has regular meetings with school counselors and other school staff to share concerns about specific students and best practices.
- MSA used a notebook monitoring system to track migrant students' progress. Students who scored below average on reading assessments or classroom assignments were provided with support. This involved communication with counselors and teachers, as well as families to hold students accountable to make improvements. Before COVID-19, the MGS used a weekly Skyward report to monitor student progress. Students who scored below average scores in classes were flagged and provided intervention to get back on track. This involved communication with counselors and teachers, as well as parents/guardians to hold students accountable to make improvements. After COVID-19, the Student Services Team used a spreadsheet to keep track of struggling students and communication with them and their parents. MGS reached out to migratory students and parents on the list and reported back to the teachers and shared information with counselors and administrators.
- One-on-one meetings, home visits, assessment evaluations, meeting with counselors, collaboration meetings with content area teachers, parent meetings, and regular review of current grades.
- Students are monitored weekly for current grade reports. Students are met with twice monthly on a rotating basis to review an academic support plan if needed. Coordination with school counselor is done on a student-by-student basis. Services provided could be outside agencies for health services, resources for technology check out, supplies and clothing.

**MPO 4d: By the end of the 2019-20 performance period, there will be a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).**

Exhibit 50 shows that the Washington MEP **did not meet MPO 4d** with a 10% increase over 2016-17 in the number of migratory OSY served by the Washington MEP in 2019-20 (7% increase for PFS OSY served, 11% increase for non-PFS OSY served). Services to OSY were likely impacted by the school closures and social distancing requirements resulting from the COVID-19 pandemic during the second half of the 2019-10 performance period.

**Exhibit 50  
Migratory OSY Receiving MEP Services in 2019-20 Compared to 2016-17**

PFS Status	2016-17		2019-20		Diff 16-17 to 18-19	MPO Met?
	# Eligible Migratory OSY	# (%) Receiving MEP Services	# Eligible Migratory OSY	# (%) Receiving MEP Services		
PFS	0	--	141	10 (7%)	+7%	No
Non-PFS	1,438	2 (1%)	2,079	237 (11%)	+10%	No
<b>All</b>	<b>1,438</b>	<b>2 (1%)</b>	<b>2,220</b>	<b>247 (11%)</b>	<b>+10%</b>	<b>No</b>

Source: 2016-17 CSPR and 2019-20 CSPR

# 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
<p>An average of 48% of all eligible migratory children were served in 2018-19. Fifty-two percent (52%) of the 68 projects served less than half of all eligible students (32% served between 51%-75%, and 16% served 76% or more). It is recommended that technical assistance be provided to local projects to make sure that services provided are documented and that supplemental educational and educationally related (support) services are provided. Only 36% of all eligible migratory children received support services in 2018-19 (compared to similar states that are providing at least 50% of eligible students with support services). Support services are a cornerstone of the MEP and unique to this program. These services are key to removing barriers to academic success for migratory students.</p>	<p>Even with the school closures and social distancing requirements resulting from the pandemic, the Washington MEP served 47% of eligible migratory children ages 3-21. In addition, the 70 projects served, on average, a higher percentage of students; and a slightly higher percentage of students received support services.</p>
<p>Once again, data reported for 2018-19 shows that only one child ages 3-5 (not in kindergarten) had priority for services (PFS). It is recommended that the SDP Committee review the PFS criteria during the SDP process in 2020-21 and decide if children aged 3-5 should be included in the PFS designation.</p>	<p>PFS criteria will be discussed during the spring 2021 Evaluation Planning Team (EPT) meeting.</p>
<p>Summer programming/services are critical for addressing the learning gaps that migratory students have caused by mobility. In addition, the MEP allocation is based, in part, on the number of migratory children served (educational and educationally related services) during the summer/intersession. During 2018-19, only 9% of all eligible migratory children ages 3-21 received services during the summer. As a result, it is recommended that OSPI put in place strategies to increase the number of students served during the summer months. In some states, the SEA has mandated the projects receiving MEP funds allocate a certain portion of their funds to summer services/programming or return the funds so that regional service centers/units can provide summer services for them. In others, local projects are required to provide at least one home visit to all migratory students in the state during the summer.</p>	<p>During summer 2020, 6% of migratory students ages 3-21 were served. Projects had to think “outside-the-box” to be able to serve students via remote learning and socially distanced face-to-face services as a result of the pandemic. OSPI and ESD staff continue to stress the importance of summer services for migratory students.</p>
<p>Once again, fewer migratory students in grades K-5 (28% of all eligible, 5% less than in 2017-18) received support services than middle school (46%) and high school migratory students (60%), 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.</p>	<p>A higher percentage of migratory students in grades K-5 (36%) received support services, with the percentage of middle and high school students receiving support serves remaining relatively the same.</p>

Results Evaluation Recommendations	Status
During the April 2020 EPT meeting, review the 2018-19 results, for the State as a whole and for individual projects, and discuss the 2019-20 evaluation in the context of the school closures due to the COVID-19 pandemic. Adjust 2019-20 strategies, MPOs, and evaluation tools to reflect the changes to MEP service delivery due to no-contact/social distancing requirements.	During the virtual EPT meeting in April 2020, EPT members reviewed and discussed the implications of the 2018-19 evaluation results. Adjustments to the strategies and forms were made as needed.
Even though the percentage of migratory students served remained similar in 2017-18 and 2018-19, the number of reading and math assessment results documented in MSIS for the regular year and summer increased dramatically. The Washington MEP is commended for working with local projects to provide assistance with selecting and reporting curriculum-based reading and math assessment results to show the impact of MEP services.	Even with the pandemic, projects submitted the assessment scores that they had (pretest, post-test, or both). Again, the State is commended for supporting this collection of these results to ensure that the impact of the MEP could be measured, even during these unprecedented times.
MPO3a was not met indicating a need to provide increased school readiness services to preschool-aged migratory children to prepare them for kindergarten by focusing on math, literacy, and language instructional services. Should the SDP Committee decide to include preschool children in the PFS criteria, this should assist with increasing school readiness services. In addition, it would be worthwhile to determine how best to determine which preschool-age migratory children are receiving services from other service providers (state-funded, Head Start, or privately funded) to ensure that the migratory children not participating in any school readiness program receive MEP services.	In 2019-20, MPO 3a was met with 60% of migratory children previously served by the MEP demonstrating skills of typical of entering kindergarteners in four or more domains. The WA MEP continues to prioritize MEP services to preschool-age children to ensure they are prepared to enter kindergarten ready to learn.
During the 2020-21 program year, the State will continue working through the Continuous Improvement Cycle by using the results from the CNA currently being conducted to update the SDP with updated strategies and MPOs to be implemented in 2021-22. It is recommended that the Evaluation Planning Team carefully review MPOs to ensure that systems are in place to evaluate the MPOs during the 2021-22 program year.	The EPT will meet in spring 2021 to review the new MPOs and strategies, as well as the new evaluation plan.

## 2019-20 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, statewide/regional parent conferences, and virtual meetings/individual support 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., extended learning opportunities, summer programming) on a regular basis. The Washington MEP SDP includes three MPOs related to parent involvement.

**MPO 1c:** By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

**MPO 2c:** By the end of the 2019-20 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have

conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

**MPO 3b:** By the end of the 2019-20 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child's learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.

All three MPOs were met in 2019-20 with 96% of the 45 parents surveyed reporting being better prepared to support reading in the home, 83% of the 59 parents responding reporting being better prepared to support math in the home, and 91% of the 33 parents responding reporting being better prepared to support their preschool child's learning at home.

**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. During the pandemic in the second half of the performance period, professional development continued through remote learning opportunities. Much of the professional development provided to MEP staff throughout the State was provided by ESD staff.

**MEP Services:** Migratory students were provided with educational services including supplemental reading and math instruction, summer programming, and secondary credit accrual. In addition, the MEP provided migratory students with educationally related (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. During 2019-20, services were provided via virtual platforms and with social distancing requirements due to the pandemic. The Washington MEP SDP includes two MPOs related to MEP services.

**MPO 4b:** By the end of the 2019-20 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 4d:** By the end of the 2019-20 program year, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).

During 2018-19, neither MPO was met with a 1% increase over 2018-19 in the number of migratory students in grades 9-12 receiving MEP serves, and a 10% increase over 2016-17 in the number OSY receiving MEP services.

**Strategy Implementation:** Local migrant projects completed the FSI. 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. During 2019-20, projects were asked to rate the implementation of the strategies before the pandemic and after. The highest rated was Strategy 4.2 (mean rating of 4.1) prior to school closures addressing the provision of migratory student graduation support and advocacy. Lowest rated were Strategies 2.3 and 3.2 (mean rating of 2.3 each) during the pandemic. These strategies addressed utilizing the OSP

Mathematics Suite to provide family mathematics services and providing/partnering with programs to provide instructional services to 3-5-year-old migratory children.

### Recommendations for Program Implementation

- ✚ **Continue the provision of virtual/remote learning opportunities for students and families to serve a greater number.** The percentage of migratory students served was barely impacted, even though the second half of the performance period was dramatically impacted by the school closures and social distancing requirements resulting from the COVID-19 pandemic. Projects should continue thinking “outside-the-box” to provide MEP services.
- ✚ **Focus on increasing the number of migratory students served during the summer.** Summer programming/services are critical for addressing the learning gaps that migratory students have caused by mobility. In addition, the MEP allocation is based, in part, on the number of migratory children served (educational and educationally related services) during the summer/intersession.

## 2019-20 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. During the second half of the performance period, projects pivoted to ensure that migratory students still received supplementary ELA and math instruction by providing these services remotely or socially distanced. The Washington MEP SDP includes four MPOs related to reading and math for 2019-20.

MPO 1a: By the end of the 2019-20 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 2020 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 2019-20 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 2020 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 2019-20, all four MPOs were met. MPO 1a was met with 78% of 606 students assessed during the regular school year improving their reading/ELA scores by one point or one level. MPO 1b was met with 88% of the 611 students assessed during the summer maintaining or improving their reading/ELA scores by 2%. MPO 2a was met with 71% of the 686 students assessed during the regular school improving their math score by one point or one level. MPO 2b was met with 85% of the 476 migratory students assessed during the summer improving their math scores by 2% or more.

**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 2019-20 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 2019-20 with 60% of the 299 migratory children entering kindergarten previously served by the MEP demonstrating skills typical of entering kindergarteners in four or more domains on the WaKIDS.

**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 puts a priority on services to secondary-aged students through Migrant Graduation Specialists (MGSs). The Washington MEP SDP includes two MPOs related to graduation.

MPO 4a: Upon completion of the 2019-20 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 2019-20 performance period, 79% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.

Both MPOs were met in 2019-20. MPO 4a was met with 79% of the 276 migratory students and youth enrolled in credit-bearing courses obtaining credit toward high school graduation. MPO 4c was met with 95% of the 2,273 migratory students in grades 9-12 that received support from MGSs during 2018-19 graduated or were promoted to the next grade level.

### Recommendations for the Results Evaluation

- ✚ **Review the results of the 2019-20 evaluation in depth to inform future services and programming.** Given the challenges faced by programs and migratory students/families during 2019-20 resulting from the pandemic, it is more important than ever to carefully review the results of the evaluation to determine lessons learned and ways in which the project succeeded during these unprecedented times.
- ✚ **Review the new Evaluation Plan in the new SDP as well as the new evaluation data collection instruments and checklists during the spring 2021 EPT meeting.** During the spring 2021 EPT meeting, review the overall evaluation design for 2021-22 – which is the evaluation of the implementation of the strategies and MPOs in the new SDP.
- ✚ **Continue to assist projects with selecting and utilizing appropriate local reading and math assessments to determine the impact of MEP supplemental reading and math services.** Even with the pandemic, projects submitted the assessment scores that they had (pretest, post-test, or both). The State is commended for supporting these efforts to collect and report assessment results even during these unprecedented times.

Following are examples of **parent recommendations for future training topics/ideas** to be considered by the Washington MEP and local projects when designing and implementing parent activities and services.

- *Books written in Spanish*
- *Building confidence to learn*
- *Classes/information regarding awareness of gangs/drugs alcohol/bullying*

- *Further education/studies (6 responses)*
- *Health classes*
- *Home economics and cooking*
- *Home tutors/tutoring*
- *Importance of participating in parent meetings*
- *Information on obtaining a GED*
- *Learning about the role of the PAC, after school programs, and how the staff provides outreach and retention efforts with students*
- *Learning more about culture*
- *Math and reading skills (9 responses)*
- *Music and dance classes*
- *Scholarship information*
- *Tips to motivate children to read/do homework (4 responses)*
- *Writing/English/reading skills*

In summary, during 2019-20, 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. Projects, ESDs, and the State pivoted during the pandemic to ensure that the program supported migratory students and families during school closures and social distancing requirements. 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.