

Idaho Migrant Education Program
List of Idaho’s Measurable Program Outcomes (MPOs) and Strategies
2014-15 School Year

| Goal Area 1.0 – School Readiness | |
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| Strategy | MPO |
| 1.1) Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum. | 1a) By the end of the 2014-15 year, 80% of migrant preschool students attending at least three months of a migrant-funded regular term preschool program will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills. 1b) By the end of the 2015 summer term, 80% of migrant preschool students attending at least three weeks of a migrant-funded summer term preschool will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills. |
| 1.2) Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services. | 1c) By the end of the 2014-15 program year, 75% of migrant students will receive a referral, including health services, based on identified needs as documented on the family intake form. |
| 1.3) Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child. | 1d) By the end of the 2014-15 program year, 80% of migrant preschool students who participate in at least six Family Bi-literacy sessions will show a 5% gain on a reliable pre/post measure of pre-literacy skills. |
| Goal Area 2.0 – Academics of Reading and Mathematics | |
| Strategy | MPO |
| 2.1) Provide supplemental services in reading and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students. | 2a) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental reading instruction will meet individualized goals as measured by a district-approved reading assessment. 2b) By the end of the 2014-15 regular term, 80% of migrant students receiving 40 hours of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment. 2c) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental reading instruction will meet individualized goals as measured by a district-approved reading assessment. 2d) By the end of the 2015 summer term, 80% of migrant students receiving three weeks of supplemental math instruction will meet individualized goals as measured by a district-approved math assessment. |

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| 2.2) Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child. | 2e) By the end of the 2014-15 program year, 80% of migrant elementary students who participate in at least six Family Literacy sessions will show a 5% gain on a reliable pre/post measure of literacy and/or math skills. |
| 2.3) Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education. | 2f) By the end of the 2014-15 program year, 80% of migrant students with a support services need will receive services aligned to their needs as reported on a needs and services tracking form. |
| 2.4) Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects. | 2g) By the end of the 2014-15 program year, 80% of migrant parents will report on a content-based rubric that MEP-sponsored training and materials have enabled them to more effectively assist their children with academic progress. |
| 2.5) Participate in activities to increase capacity to provide supplemental services to binational students, including participation in consortia. | 2h) By the end of the 2014-15 program year, 90% of staff participating in binational PD regarding delivering instructional services to binational students will rate the activities and materials as useful on a staff survey. |
| Goal Area 3.0 – High School Graduation and Services to Out-of-School Youth (OSY) | |
| Strategy | MPO |
| 3.1) Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12 th grade. | 3a) By the end of the 2014-15 program year, 80% of parents participating in two contacts will demonstrate understanding of credit accrual and graduation requirements as measured by a score of 4 or 5 (on a 5-point scale) on a graduation milestones rubric. |
| 3.2) Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year. | 3b) By the end of the 2014-15 program year, 80% of students participating in college and career readiness activities will demonstrate accomplishment of activity goals as measured by the activity rubric. |
| 3.3) Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year. | 3c) By the end of the 2014-15 program year, 60% of migrant students participating in at least 60 hours of supplemental credit accrual course work will successfully complete requirements for accrual of 1 credit toward high school graduation. |
| 3.4) Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs. | 3d) By the end of the 2014-15 program year, 80% of staff who received MEP-sponsored professional development will demonstrate understanding of migrant student needs as measured by mastery of key concepts on a professional development assessment. |
| 3.5) Coordinate with existing services and/or provide academic or support services for OSY, including participation in consortia designed for OSY. | 3e) By the end of the 2014-15 program year, 25% OSY that participate in OSY consortium instructional services will demonstrate an average gain of 20% on reliable pre/post content-based assessments. |