

Valdez City School District

MSDR 2021

Migrant Summative Data Report

District Overview

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
# Migratory Children	92	102	108	108	116	119	123
% of Migratory Children in AK	0.73%	0.81%	0.84%	0.85%	0.88%	0.90%	1.00%
# Districtwide Enrollment	614	608	648	654	662	710	728
% of Districtwide Enrollment that is Migratory Eligible	14.98%	16.78%	16.67%	16.51%	17.52%	16.76%	16.90%

Migratory child counts are of children aged 3 up until 20 (22 with an active IEP)
 Districtwide enrollment is the October 1 PK-12 count.

District Size Category	Districts of Similar Size
101-300	Dillingham, Alaska Gateway, Lower Yukon, Kashunamiut, Cordova, Lake & Peninsula, Valdez, Mt. Edgecumbe, Copper River, Petersburg

Fiscal

Title I-C Funding Overview

	FY17	FY18	FY19	FY20	FY21
Title I-C Award	\$69,944.00	\$121,349.00	\$147,729.00	\$134,682.00	\$183,190.00
Re-Allocation of Funds	N/A	N/A	\$12,856.00	\$50,995.00	\$4,056.00
Unspent Title I-C Funds*	\$10,789.09	\$13,950.05	\$2,752.43	\$2,533.54	-
% Unspent Funds*	15.43%	11.50%	1.71%	1.36%	-

*Unspent funds may include funds that were carried over to the next fiscal year.

Literacy Grant

	FY17	FY18	FY19	FY20	FY21
Award	\$3,630.00	\$5,000.00	\$4,800.00	\$4,559.00	\$4,040.00

Program

Type of Title I-C Funded Program

(Taken from Title I-C Program Details, Section B as of 03/12/21. FY21 column will be blank if application was not yet approved.)

	FY17	FY18	FY19	FY20	FY21
During school day, during regular school year	Yes	Yes	Yes	Yes	Yes
Extended time during regular school year (before/after school, weekends, etc.)	Yes	Yes	Yes	Yes	Yes
Extended time (summer school)	Yes	Yes	Yes	Yes	Yes
Preschool	No	No	No	No	No

Title I-C Funded Migrant Strategies

(FY21 Data Taken from Title I-C Program Details, Section C as of 03/12/21. FY21 column will be blank if application was not yet approved.)

Area 1: Academic Support in ELA and Mathematics		FY20	FY21
1.1	Deliver targeted supplemental English language arts instruction for migratory children identified as Priority for Services (PFS), English learner (EL), or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.	Yes	Yes
1.2	Deliver targeted supplemental mathematics instruction for migratory children identified as Priority for Services (PFS), English learner (EL), or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.	Yes	Yes
1.3	Provide evidence-based, supplemental instruction for migratory children identified as English learners (EL) that are designed to increase academic skills.	No	No
1.4	Implement the Migrant Literacy Grant to increase access to literature in the homes of migratory families, support literacy activities that increase family engagement, and provide parents/guardians with strategies to support reading in the home. (Taken from Title I-C Literacy Grant Application)	Yes	Yes
Area 2: School Readiness		FY20	FY21
2.1	Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.	No	No
2.2	Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, ACEs-trauma informed practices, and social-emotional development.	No	Yes
2.3	Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.	No	No
Area 3: High School Graduation and Services for Out of School Youth		FY20	FY21
3.1	In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.	Yes	Yes
3.2	In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.	Yes	Yes
3.3	In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.	Yes	Yes
3.4	In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.	No	No
Area 4: Support Services		FY20	FY21
4.1	Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigating the school system; and additional support services during both regular and summer terms.	Yes	Yes
4.2	Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: <ul style="list-style-type: none"> • Necessary school supplies such as backpacks, pencils, pens, paper etc. • Technology support such as computer rental/borrowing program, Internet access, and education on technology use • Advocacy through community outreach events 	Yes	Yes

Area 4: Support Services		FY20	FY21
4.3	Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: <ul style="list-style-type: none"> • Health services such as healthy living assistance, medical/dental/vision health, and mental health • Advocacy for housing, social services, and transportation services • Necessary support services such as clothing (winter coats and boots), nutrition, and transportation • Healthy living instruction such as safety and nutrition 	Yes	Yes

Literacy Grant

Migrant Literacy Grant Application

	FY17	FY18	FY19	FY20	FY21
Estimated # of eligible migratory children who will receive books	110	100	100	97	101
Estimated # of eligible migratory children who will participate in a family literacy night	50	0	70	50	50

Migrant Literacy Grant Final Report

	FY17	FY18	FY19	FY20	FY21
# of books ordered	289	640	492	530	-
# of eligible migratory children who received a book provided through the Literacy Grant	78	100	97	101	-
# of eligible migratory children who received a book and participated in a related literacy instruction/activity led by a certified teacher <u>paid with migrant funds</u>	0	0	0	0	-
# of eligible migratory children who received a book and participated in a related literacy instruction/activity led by a certified teacher <u>not paid with migrant funds</u>	0	0	65	98	-

Government Performance Results Act (GPRA)

MEP Goal

To assist all migratory children in meeting challenging academic standards and achieving graduation from high school (or a HSE program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

GPRA Results

GPRA 1: Proficiency in Reading/Language Arts

The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	29.4%	28.3%	26.0%	26.9%	N/A
State Results	N/A	25.55%	27.68%	27.15%	N/A
District Results	N/A	36.17%	40.00%	43.14%	N/A

GPRA 2: Proficiency in Mathematics

The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	28.5%	28.5%	25.4%	25.7%	N/A
State Results	N/A	22.08%	26.63%	26.82%	N/A
District Results	N/A	32.61%	46.00%	42.31%	N/A

GPRA 3: Secondary Success Rate

The percentage of MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

	2017-2018	2018-2019	2019-2020
National Results	63.0%	Not Available	Not Available
State Results	New in 2018-2019	76.00%	78.87%
District Results	New in 2018-2019	78.05%	*90% or more promoted

GPRA 4: Algebra I Credit

The percentage of MEP students who entered 11th grade that had received full credit for Algebra I.

	2017-2018	2018-2019	2019-2020
National Results	16.0%	Not Available	Not Available
State Results	New in 2018-2019	38.08%	46.08%
District Results	New in 2018-2019	*25% or fewer w/ Alg. 1	*40% or fewer w/ Alg. 1

Leading Indicators Results for GPRAs

Leading Indicator 1: PFS Services

An increasing percentage of PFS migratory children will receive services.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	82.3%	85.0%	84.4%	85.9%	Not Available
State Results	94.78%	95.90%	89.32%	92.06%	90.29%
District Results	N/A	100.00%	97.37%	100.00%	100.00%

Note: ESSA came into effect on July 1, 2017. Under ESSA, the PFS criteria changed. The new definition of PFS included children who had made qualifying move within the previous 1-year period and are at risk of failing or have dropped out. This change increased the number of PFS children statewide.

Leading Indicator 2: Grades 7-12 Services

An increasing percentage of grades 7 through 12 migratory children will receive MEP services.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	74.6%	75.1%	76.7%	77.0%	Not Available
State Results	65.54%	74.00%	76.45%	77.21%	78.01%
District Results	77.78%	83.72%	81.40%	87.23%	97.96%

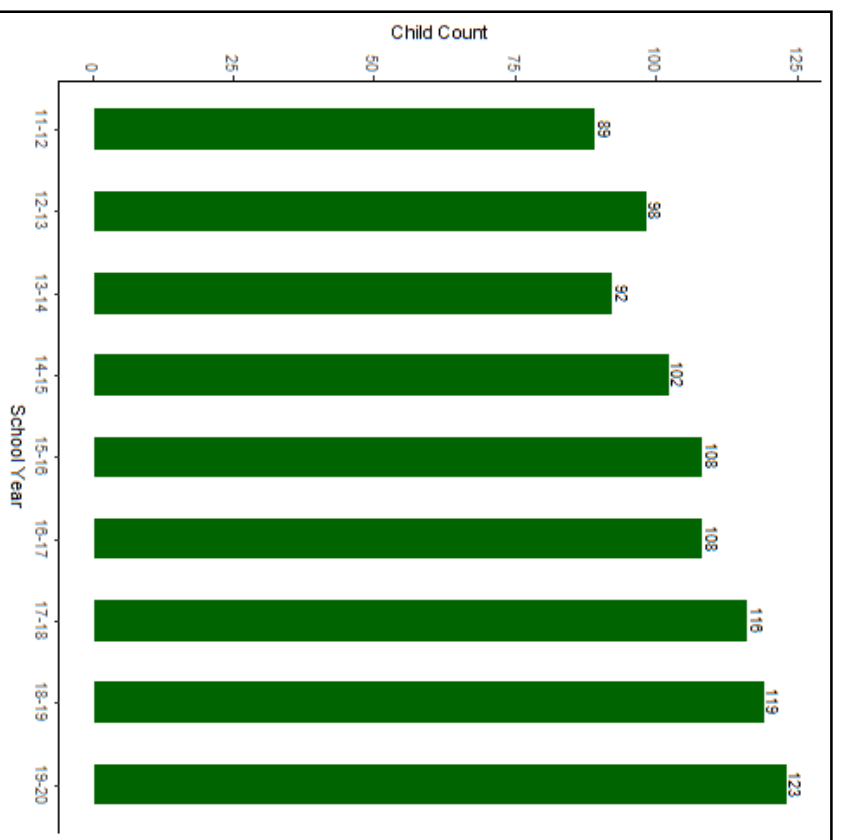
Leading Indicator 3: Eight Grade Mathematics Proficiency

An increasing percentage of 8th grade migratory children will score proficient or higher in Mathematics.

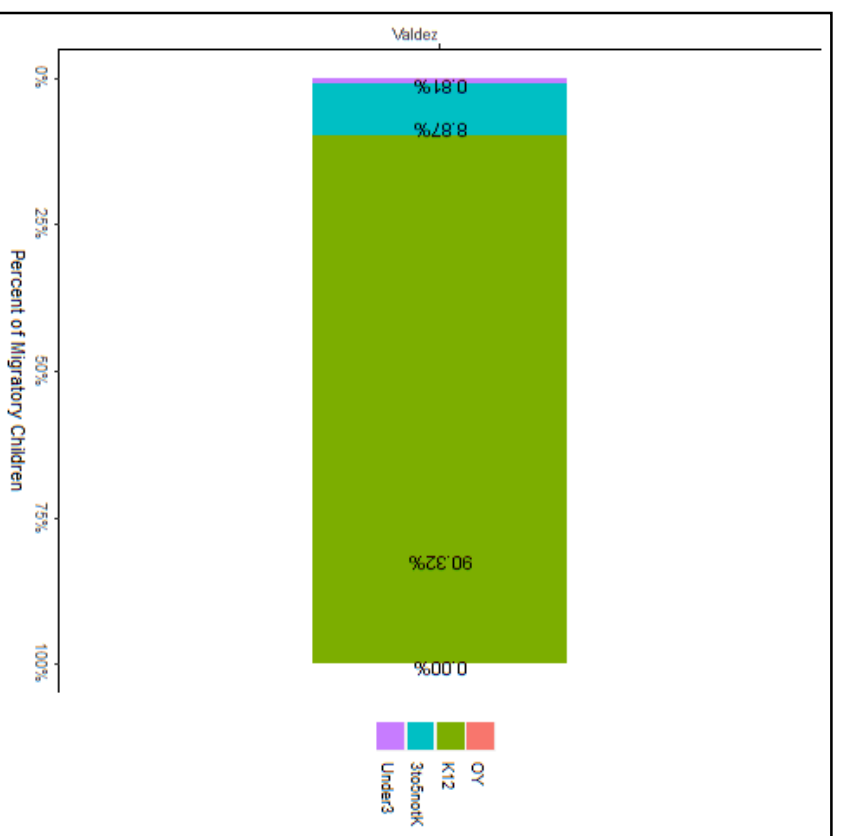
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
National Results	29.3%	27.5%	24.2%	23.9%	N/A
State Results	N/A	15.60%	19.33%	19.92%	N/A
District Results	N/A	<=40%	*less than 5 tested	33.33%	N/A

Migrant Education Program Data

Valdez Recruitment Trends



Valdez Migratory Children by Age/Grade Range

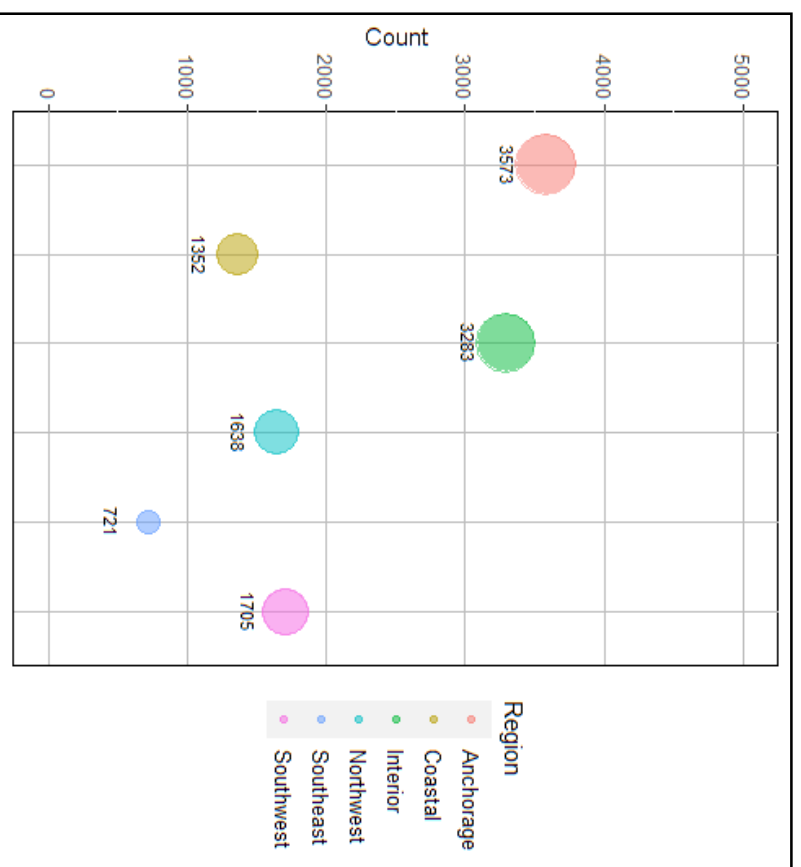


All data based on 2019-2020 EdFacts Federal Reporting. Child must have been migrant eligible in district for at least one day between 9/1/19 and 8/31/20 to be included. Counts are duplicated counts of children from ages 3 to 20 (22 w/ active IEP) unless otherwise specified. If your district would like the data used to produce these charts, please contact the MEO.

Migrant Education Program Data

Migratory Children by PAC Region

PAC Regions

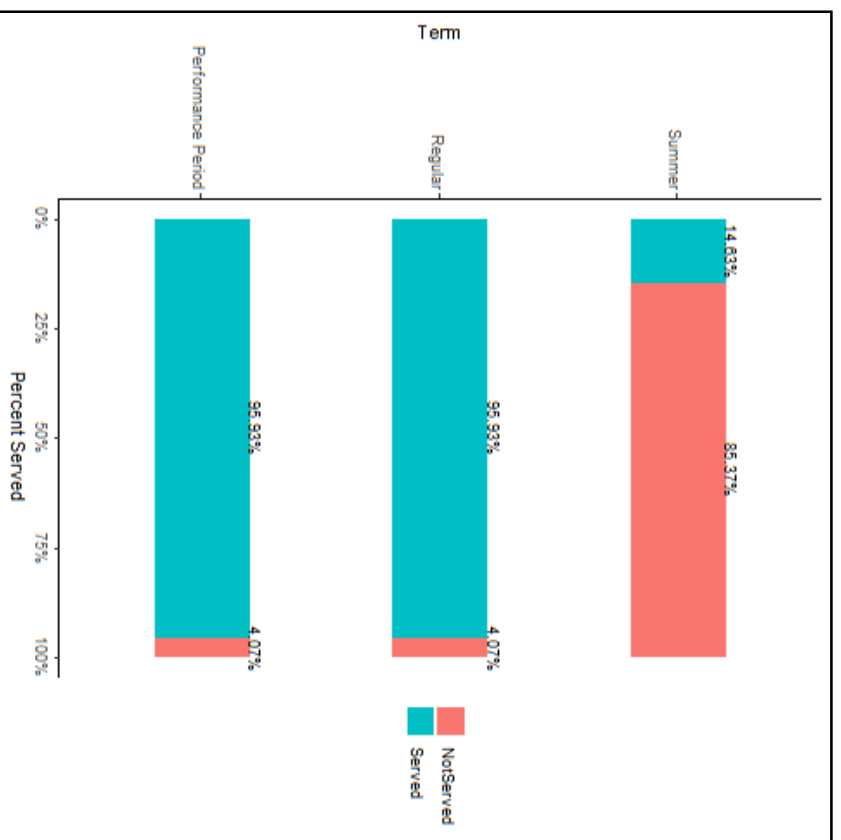


Region	Districts	Count
Anchorage	Anchorage	3,573
Interior	Alaska Gateway, Copper River, Delta/Greely, Fairbanks, Galena, Iditarod, Mat-Su, Nenana, Tanana, Yukon/Koyukuk	3,283
Southwest	Aleutians East, Bristol Bay, Dillingham, Kashunamiut, Kuspuk, Lake & Peninsula, Lower Kuskokwim, Lower Yukon, St. Mary's, Southwest Region, Yupitit	1,705
Northwest	Bering Strait, Nome, Northwest Arctic, North Slope	1,638
Coastal	Cordova, Kenai, Kodiak Island, Valdez, Yakutat	1,352
Southwest	Craig, Haines, Hydraburg, Kake, Klawock, Mt. Edgecumbe, Petersburg, Southeast Island, Sitka, Wrangell	721

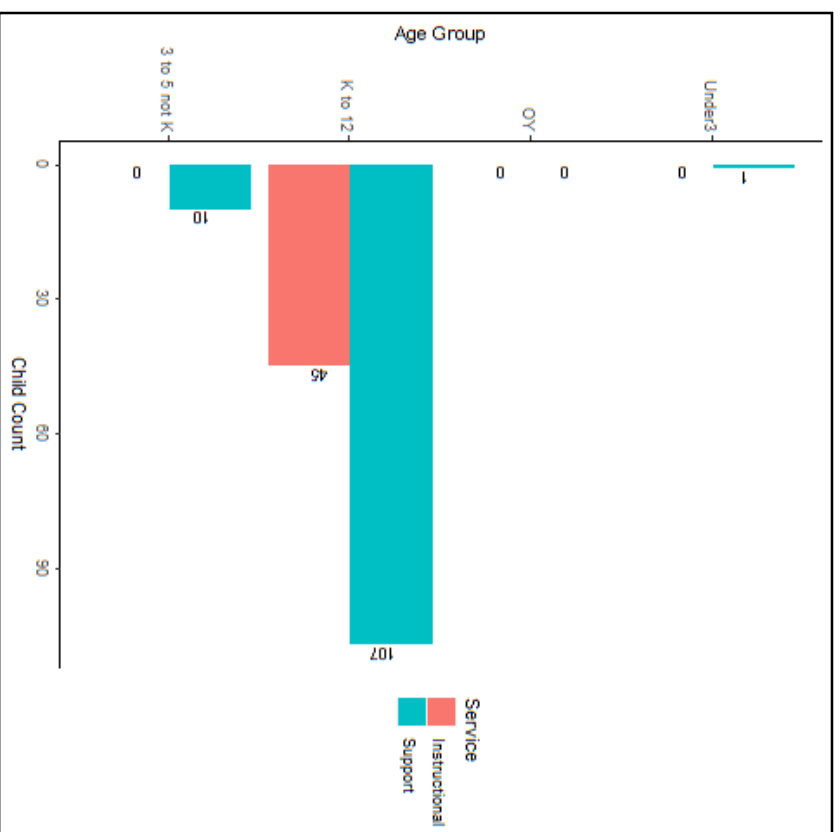
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Migrant Education Program Data

Valdez Migratory Children Served



Valdez Migratory Children Served during the Regular School Year by Age/Grade and Service Type

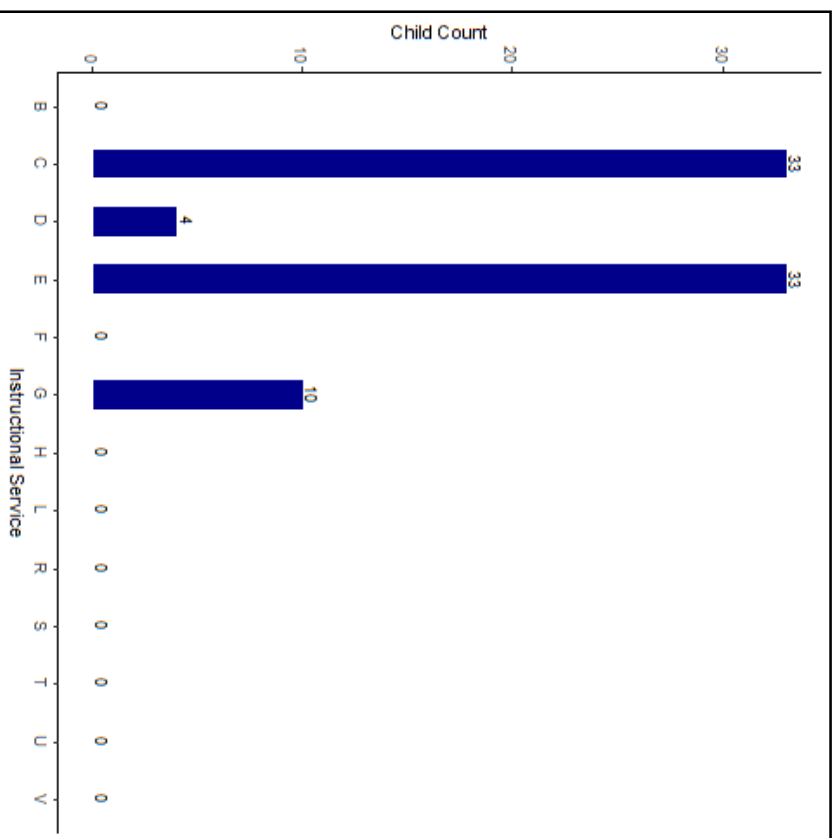


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Migrant Education Program Data

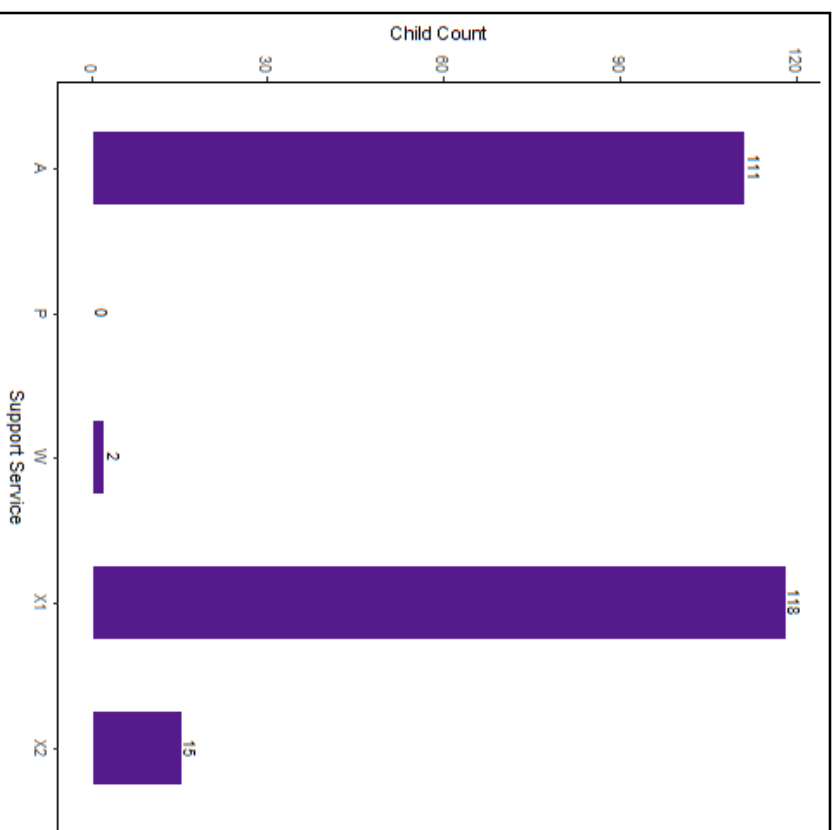
Valdez Migratory Children Served during the Regular School

Year by Instructional Service



Valdez Migratory Children Served during the Regular School Year by

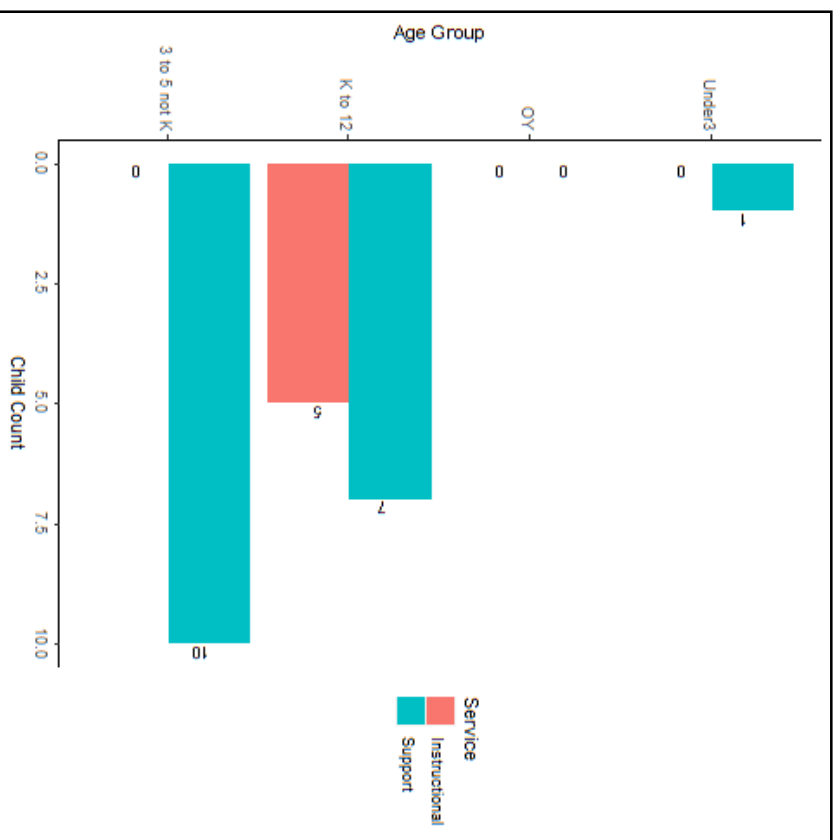
Support Service



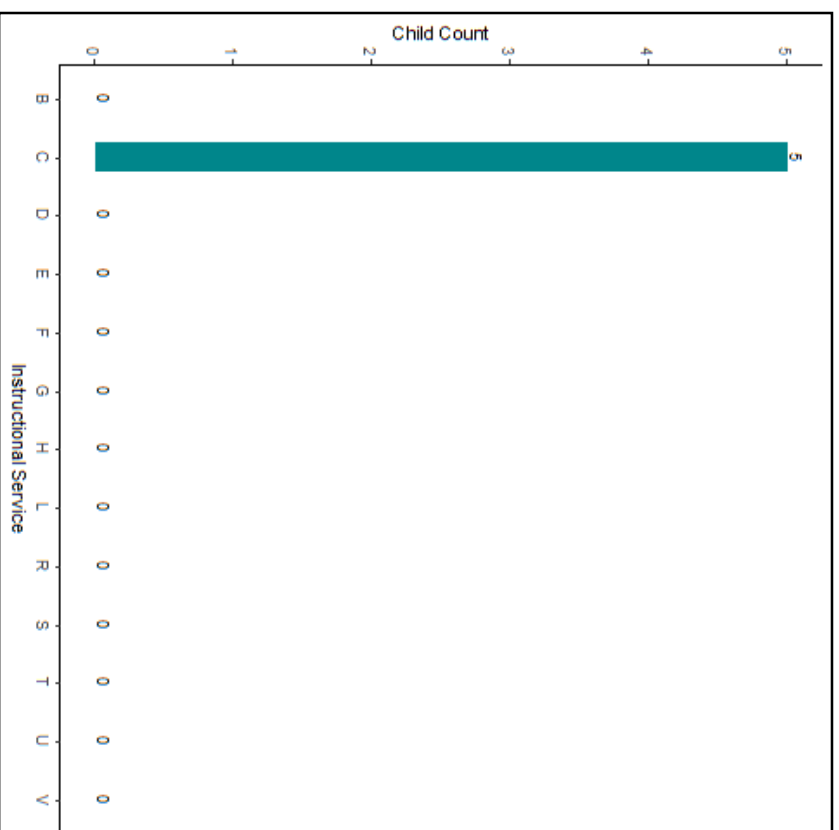
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Migrant Education Program Data

Valdez Migratory Children Served during the Summer by Age/Grade and Service Type



Valdez Migratory Children Served during the Summer by Instructional Service



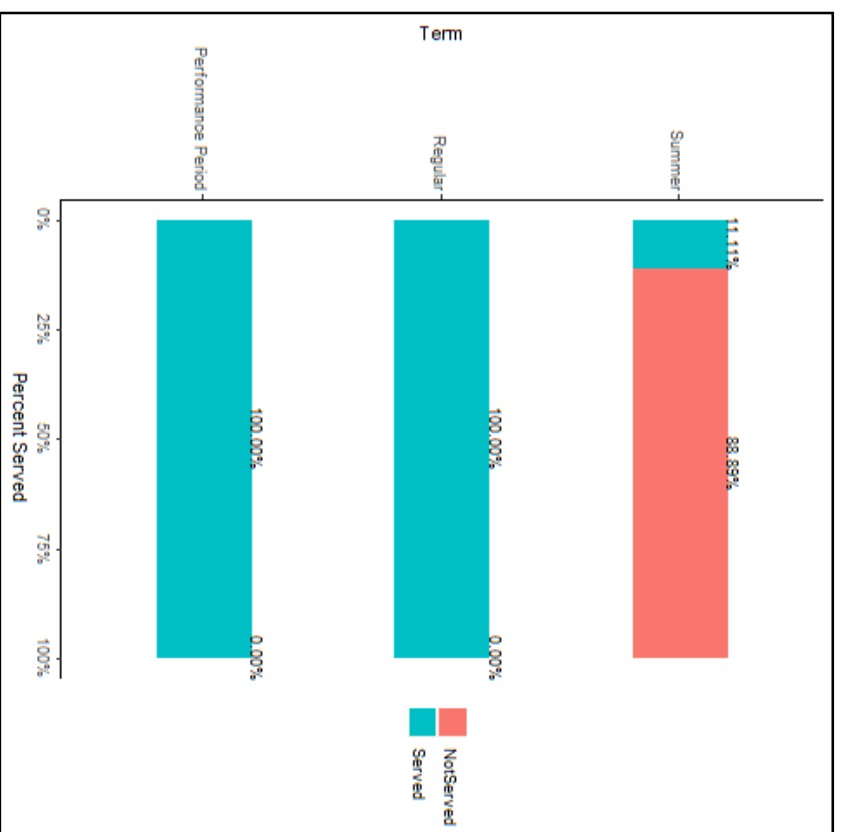
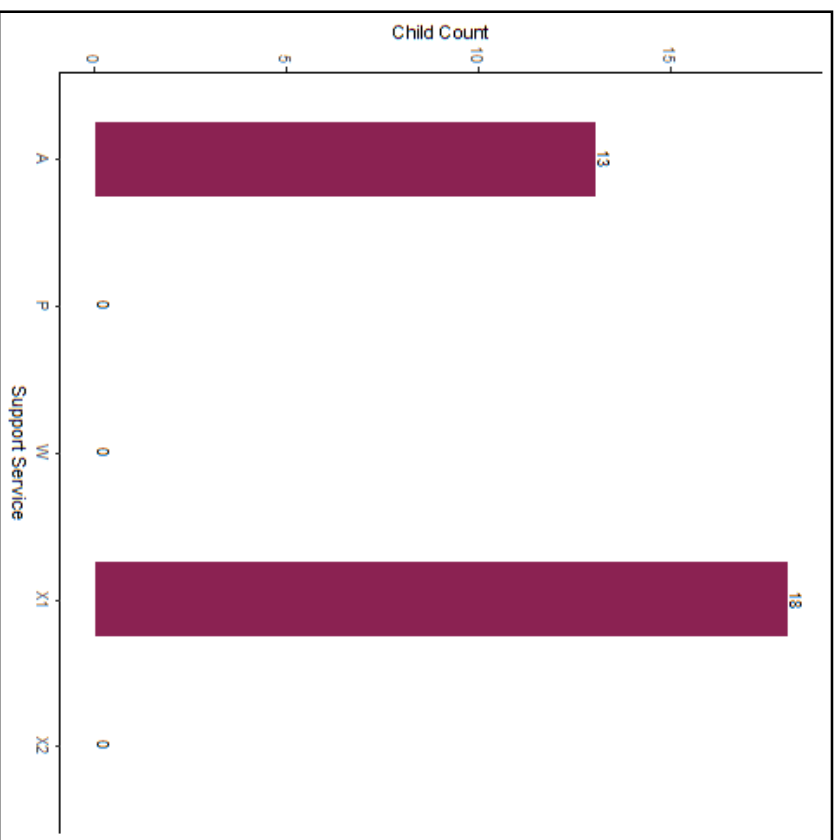
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Migrant Education Program Data

Valdez Migratory Children Served during the Summer by

Valdez Priority for Services (PFS) Children Served

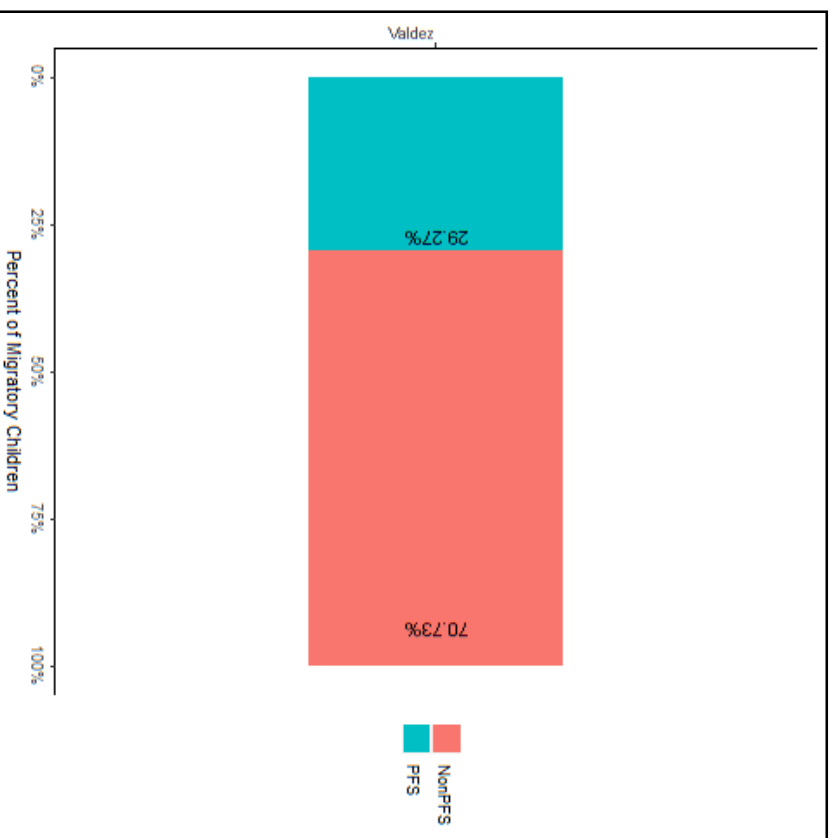
Support Service



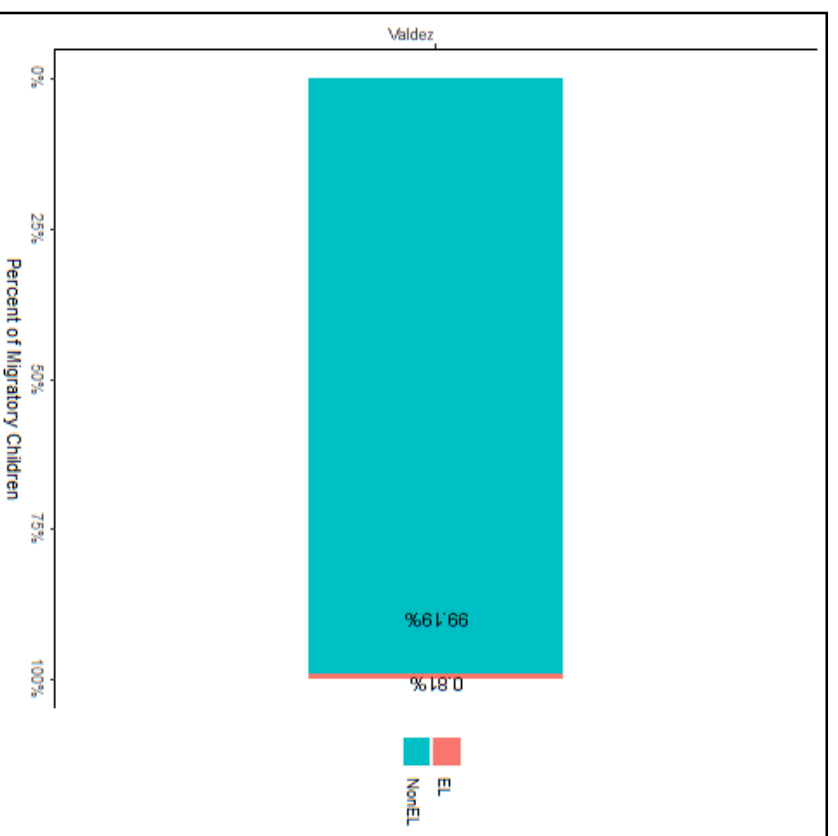
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Migrant Education Program Data

Valdez Priority for Services (PFS) Children



Valdez Migratory Children Identified as English Learners (EL)



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