

NORTH DAKOTA
MIGRANT EDUCATION PROGRAM
COMPREHENSIVE NEEDS ASSESSMENT
SUMMARY REPORT
November 2018

Prepared by Applied Learning Technology Associates



**NORTH DAKOTA MIGRANT EDUCATION PROGRAM
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Summary Report

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Introduction

The United States Office of Migrant Education (OME) requires all states to complete a comprehensive needs assessment (CNA) in migrant education and use the results of the needs assessment to guide service delivery in the state. In addition, it is required states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the CAN and the service delivery plan as follows:

- The primary purpose of the CNA is to guide the *overall design* of the MEP on a statewide basis. It is not enough to simply document the need for the program (e.g., 50 % of migrant students are not proficient in reading, or 30 % of migrant students do not graduate from high school). Rather, state educational agencies (SEA)s and local operating agencies (LEA)s must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the state's measurable outcomes and performance targets.
- SEAs are also required to develop a comprehensive state plan for service delivery describing the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets the state has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target the state has identified for migrant children. The SEA's comprehensive state plan for service delivery is the basis for the use of all MEP funds in the state.

Each state is required by the OME to implement a current CNA of migrant education programs. The purpose of the assessment is to target service delivery, as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Applied Learning Technology Associates (ALTA) from Colorado was engaged as the external contractor to facilitate the design and implementation of the CNA process. ALTA also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA committee regarding interpretation of the data and the results. The North Dakota CNA committee was reconvened on April 9, 2018 in Manvel, North Dakota to identify current concern statements regarding needs, review data, and to make recommendations to guide the process.

The committee first identified general needs from baseline data and then reexamined the concern statements to be investigated which identified general areas of potential high priority needs for migrant students within the state. The revised concern statements for 2018 are as follows:

- Instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure students are acquiring the basic building blocks necessary to master reading and writing.
- Instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure students are acquiring the basic building blocks necessary to master mathematics.

- There is a low graduation rate and retention rate for migrant students in North Dakota, and there is a need to identify the most effective research-based instructional programs and strategies to increase graduation rates for migrant students, particularly for priority for service students.
- The need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content (e.g., reading, math, etc.).

The results and the conclusions included in this report are provided to the North Dakota Migrant Education program and the CNA committee to facilitate the development of recommendations for service delivery in the state of North Dakota to best meet the needs of migrant students.

Implementation of the Process

Following the review of the concern statements, local migrant program directors were asked to assist in the identification of key data sources and processes to investigate each of the concerns. ALTA developed strategies to collect data that would result in a valid needs assessment. Also, important to note North Dakota only has a summer migrant program. ALTA created the following strategies to facilitate the investigation of needs related to the concern statements:

- To investigate the concern statement regarding migrant student needs to enhance proficiency in language arts state assessment scores were used. However, only 96 of the 374 (26%) migrant students took the North Dakota State Assessment (NDSA) in language arts in 2017-2018. To provide a more comprehensive understanding of migrant student needs ALTA developed a data collection format in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in North Dakota State Standards (see Appendix A for sample data collection forms). The data collection format also includes demographic data on students and English language proficiency test scores. Data also collected was to identify student needs in reading through the use of surveys of migrant program administrators and teachers, as well as parent surveys. Finally, data was collected from the Migrant Literacy NET reading screener results which identify the specific reading needs of migrant students. This data was also included as part of the CNA analysis to help identify reading needs for North Dakota migrant students.
- To investigate the second concern statement to assess student needs in mathematics scores from the NDSA in mathematics were used. Like the language arts only 93 of the 374 (25%) of North Dakota migrant students took the state assessment in math. To get a comprehensive understanding of migrant student needs in math ALTA developed data collection formats which allowed teachers to rate student proficiency in math in relation to the North Dakota State Standards. The data collection formats include teacher ratings of proficiency in relation to North Dakota state content, as well as English language proficiency assessment scores. This data collection format was designed to be completed for each individual migrant student by teachers. These data collection forms also provide basic demographic information on students such as grade level, school, teacher information, and migrant identification number (see Appendix A for sample data collection forms). Additionally, data was collected to identify student needs in math using surveys of migrant program administrators and teachers, as well as parent surveys. This data was also included as part of the CNA analysis to help identify math needs for North Dakota migrant students.
- To investigate the third concern statement regarding low graduation rates, state assessment scores in both language arts and math were used, as well as the data collection

formats developed by ALTA to target a body of evidence to include teacher ratings of proficiency in relation to North Dakota State Standards. This data collection format was designed to be completed for each individual migrant student by teachers. The student data collection forms also provide basic demographic information on students such as grade level, school, teacher information, and migrant identification number (see Appendix A for sample data collection forms). Additionally, data was collected to identify student needs related to retention and graduation using surveys of migrant program administrators and teachers, as well as parent surveys. This data was also included as part of the CNA analysis to help identify math needs for North Dakota migrant students.

- To investigate the concern statement regarding the need for other services for families and students that may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content, surveys of administrators, teachers and parents was developed and administered (see Appendix A for sample of parent/community survey).
- Finally, to assess the specific need for services for preschool migrant students in terms of readiness for school in the content areas of reading and math, a survey was created for administrators and teachers of migrant students to complete. An example of the survey is included in Appendix A.

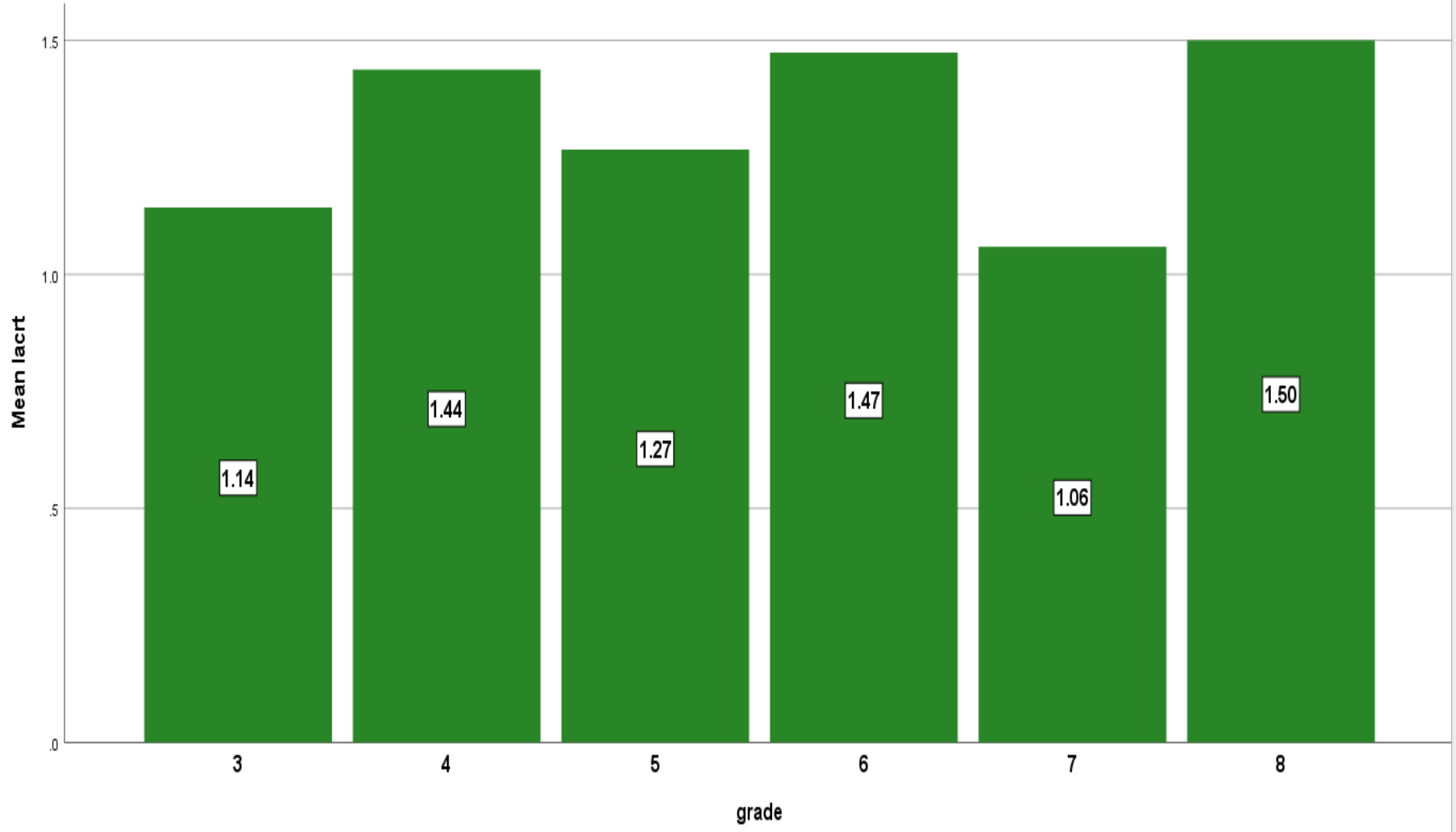
The data collection formats were reviewed and discussed with the state program administrator and the local migrant program coordinators to ensure that data was collected using consistent, reliable, and valid methodology. All local migrant programs were provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all migrant summer program teachers in June 2018 and teachers were required to collect data on all students. The data was given to the LEAs and to the state department and then to ALTA for analysis.

CNA Analysis and Results

Concern Statement 1: Instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure students are acquiring the basic building blocks necessary to master reading and writing.

Analysis: State assessment scores in language arts were available for 96 migrant students statewide of the 374 total. North Dakota provides summer program services for migrant students only; there are no academic year programs receiving migrant funding. The state assessment is not administered during the summer. The following chart includes mean scores for the language arts state assessment across grade levels for 2018.

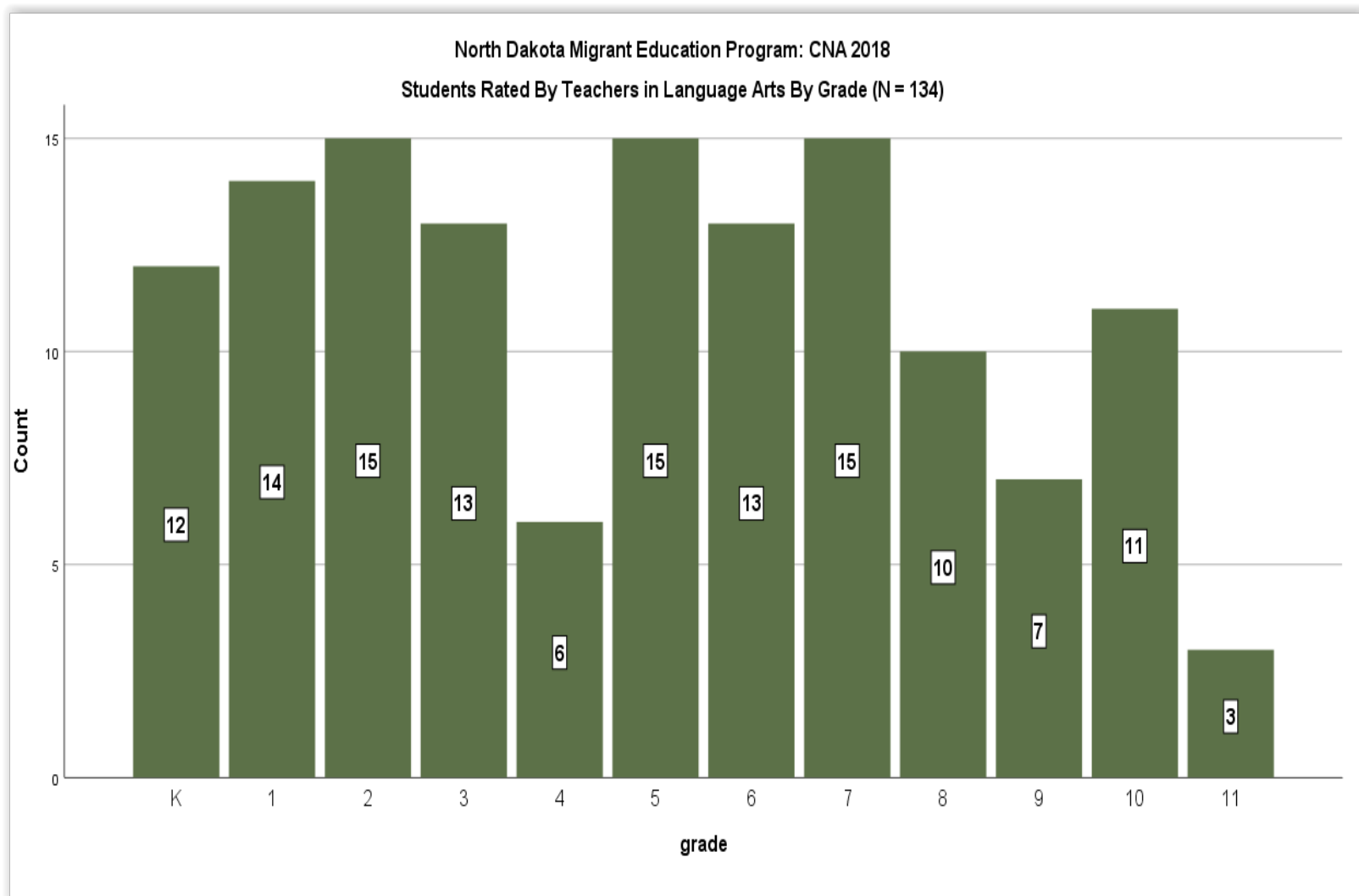
North Dakota Migrant Program: CNA 2018
State Assessment: Language Arts Scores By Grade (N = 95)



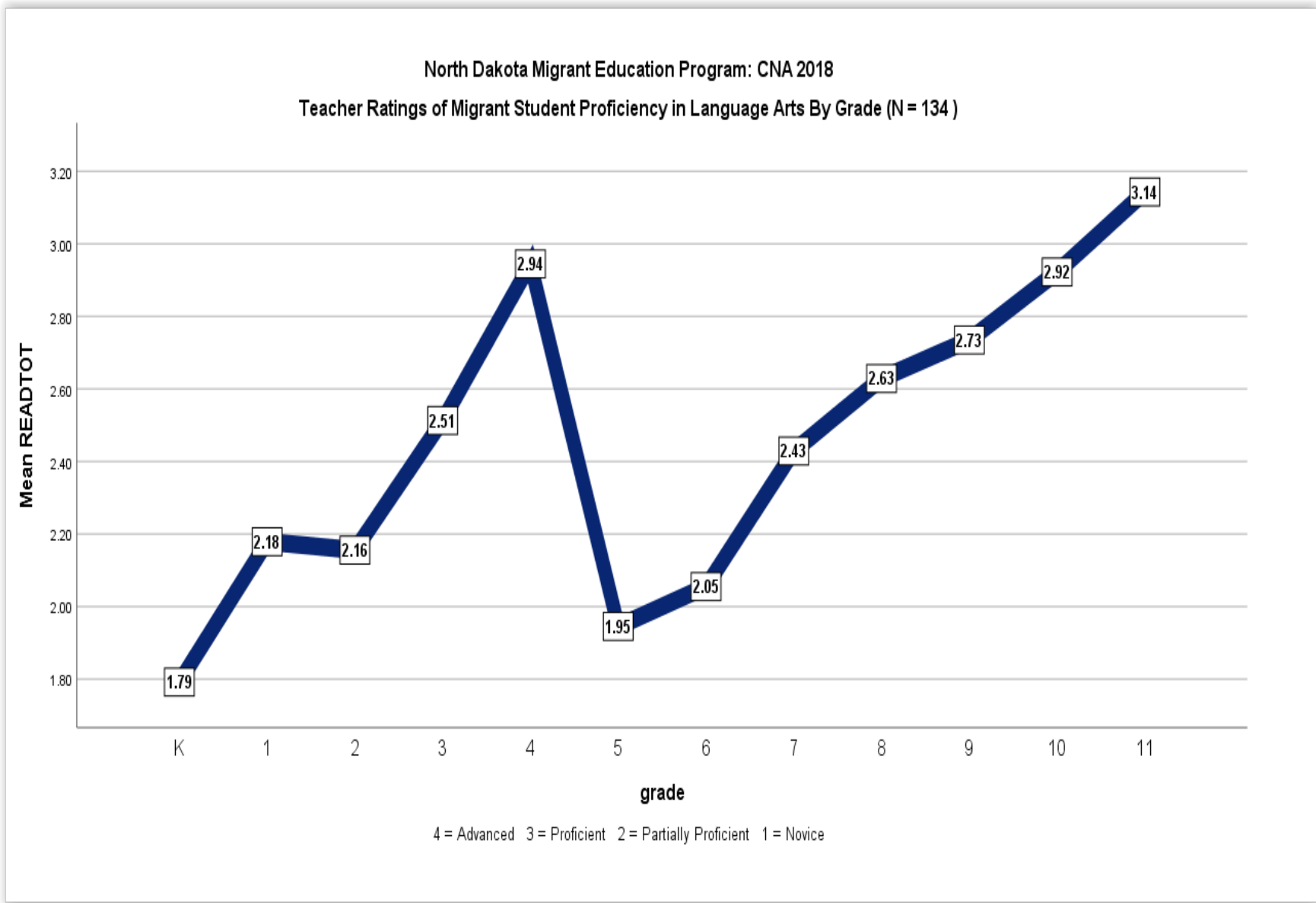
4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice

Since so few migrant students in North Dakota take the state assessment in language arts and there are no other standardized state assessments used across all districts, teacher ratings were used to assess student proficiency needs. Teachers were asked to rate student proficiency for all students across all reading standards (language arts standards). Data forms to assess reading needs were collected for 185 students over the summer of 2018. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice),

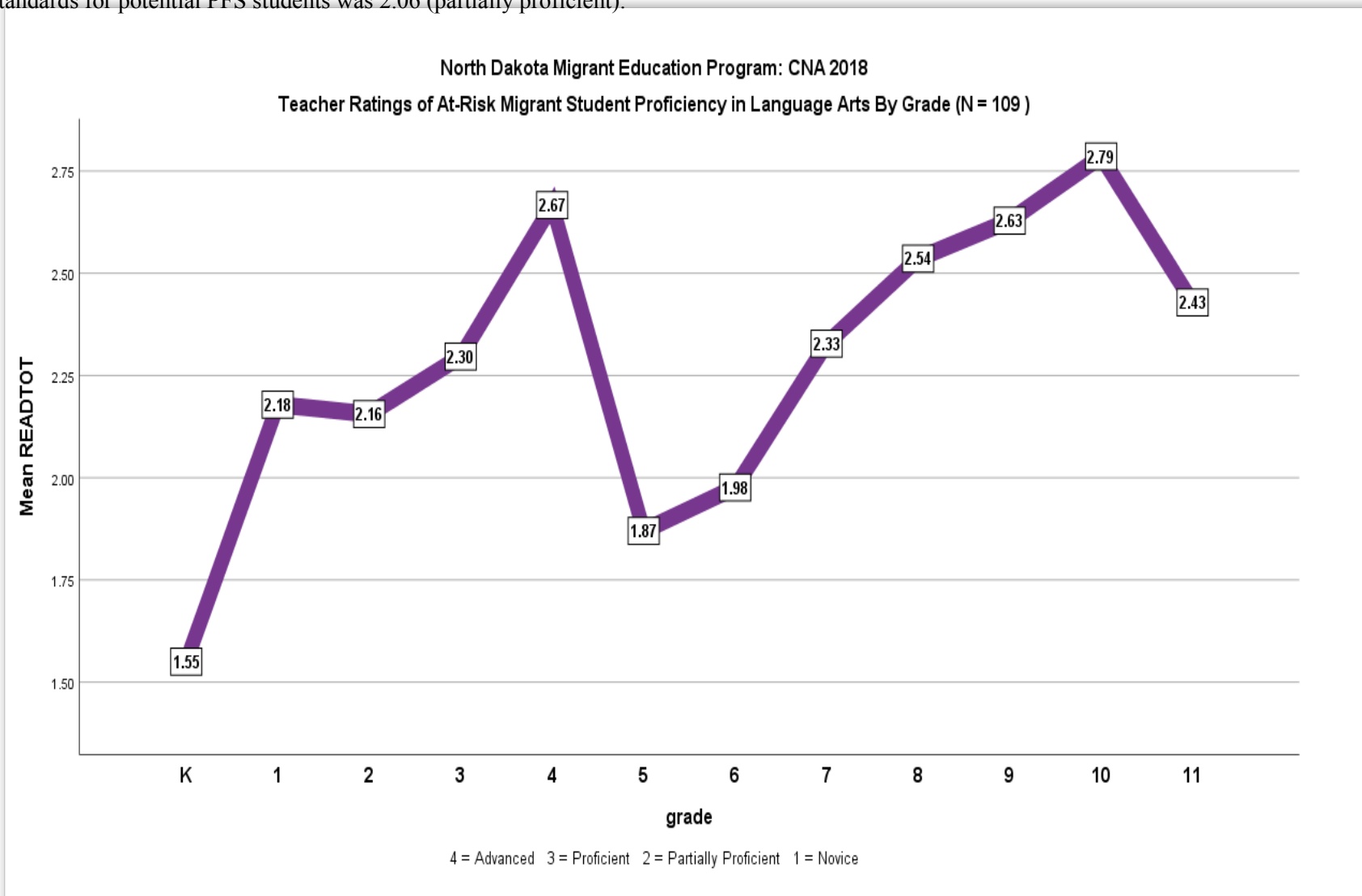
Number of Students Rated by Teachers in Language Arts 2018 (N = 134)



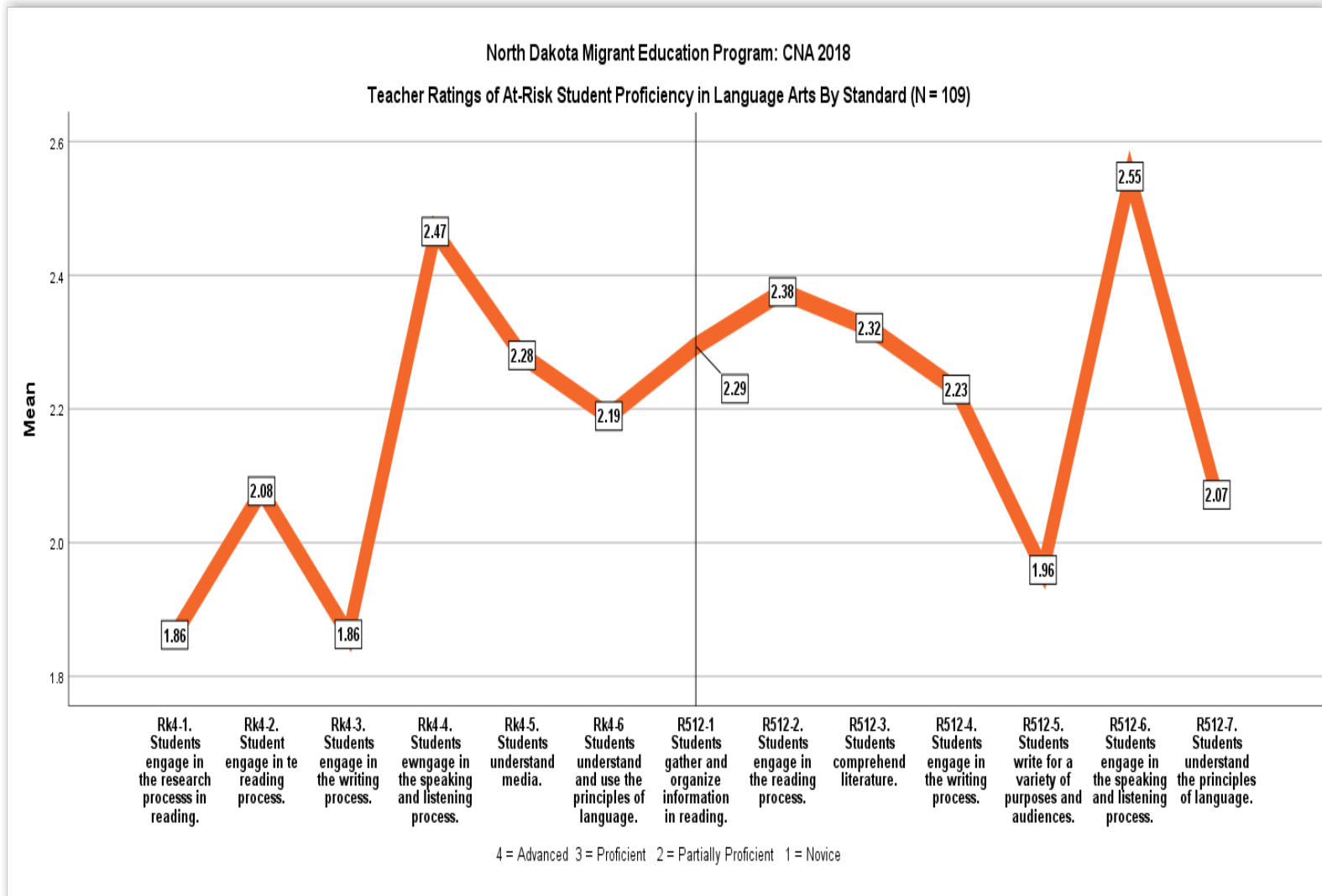
Teachers rated proficiency for all eligible migrant students in language arts by grade level (see chart below)



A critical piece of the CNA is to identify the needs of at-risk students. Priority for service students are those who have had their education interrupted in the past year and who are at-risk academically. For the purposes of this analysis, surveyed students were potentially priority for service if they averaged less than a 3.0 on North Dakota reading standards (3.0 = proficient in the standards). Based on these criteria, there were 109 priority for service (PFS) students identified for 2018 out of the 185 total CNA participants in reading (59% of total students). The average proficiency rating across all language arts standards for potential PFS students was 2.06 (partially proficient).



Teachers we also asked to rate at-risk student proficiency in each of the language arts standards. The following graph illustrates the results:



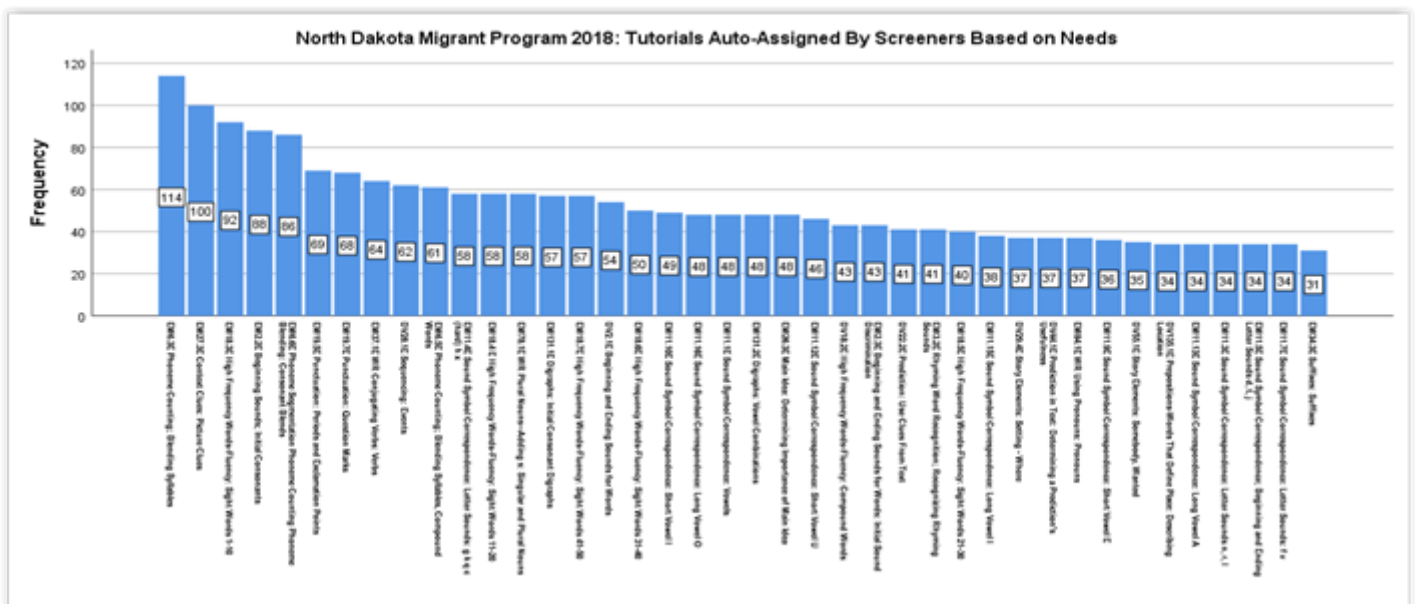
In terms of skills, teachers rated the highest academic reading needs for at-risk eligible migrant students K-12 to be as follows:

Top Ranked Migrant Student Needs in Reading

Grade Level	Highest Areas of Need	Average Rating
K-4	Students engage in research process in reading	1.86
	Students engage in the writing process	1.86
5-12	Writing for a variety of purposes	2.07
	Students understand the principles of language	1.96

The data collected from the administrator and teacher survey indicated the top three needs were related to language arts: **migrant students need to understand the principles of language in reading, need to attain proficiency in reading comprehension, and need to attain proficiency in writing.** The parent survey indicated that reading and writing were the only second to math in terms of student needs.

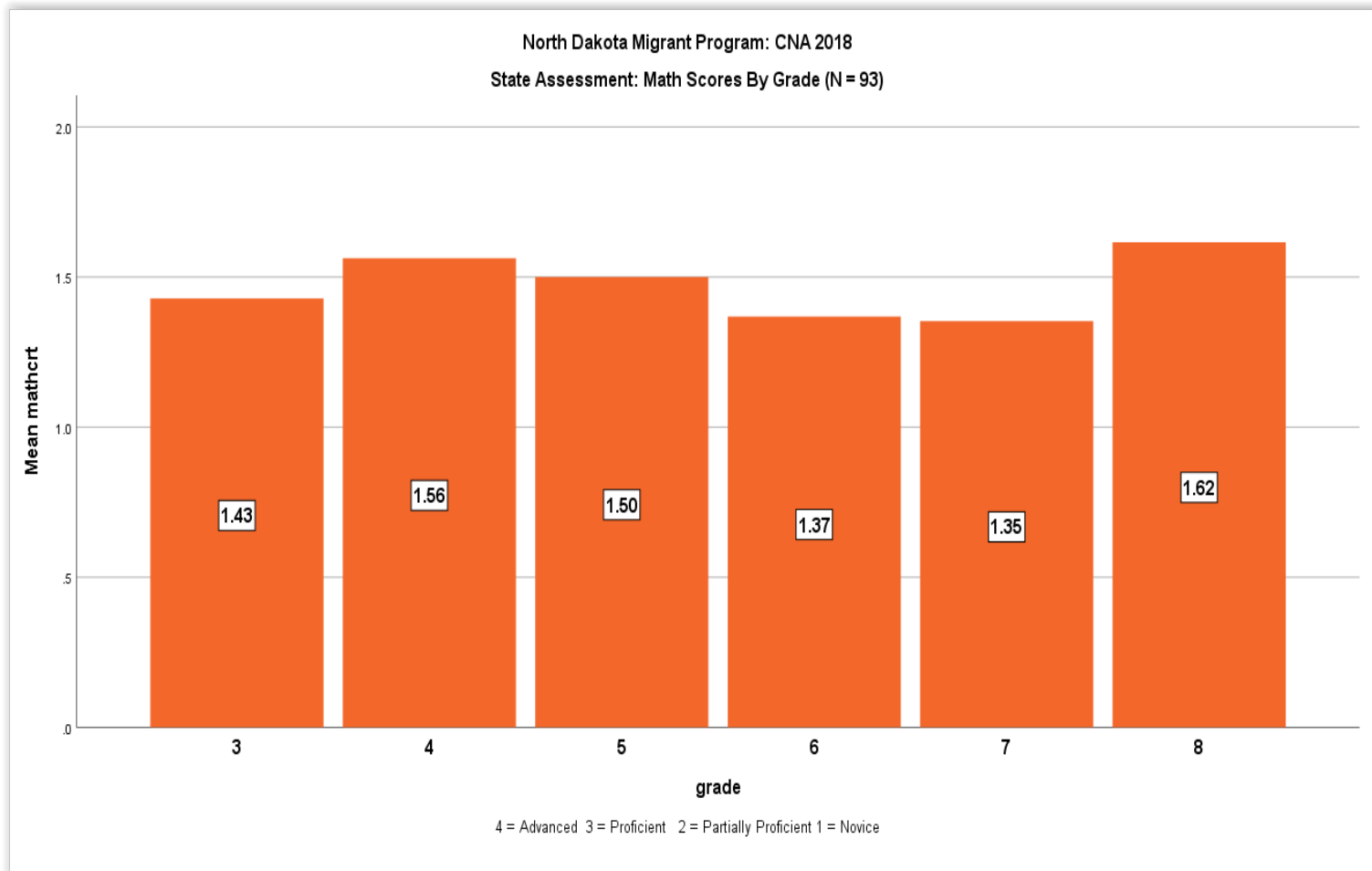
Finally, significant numbers of North Dakota migrant students completed online reading screeners on the Migrant Literacy NET which identify students reading needs. The following chart illustrates the reading needs with the highest frequency:



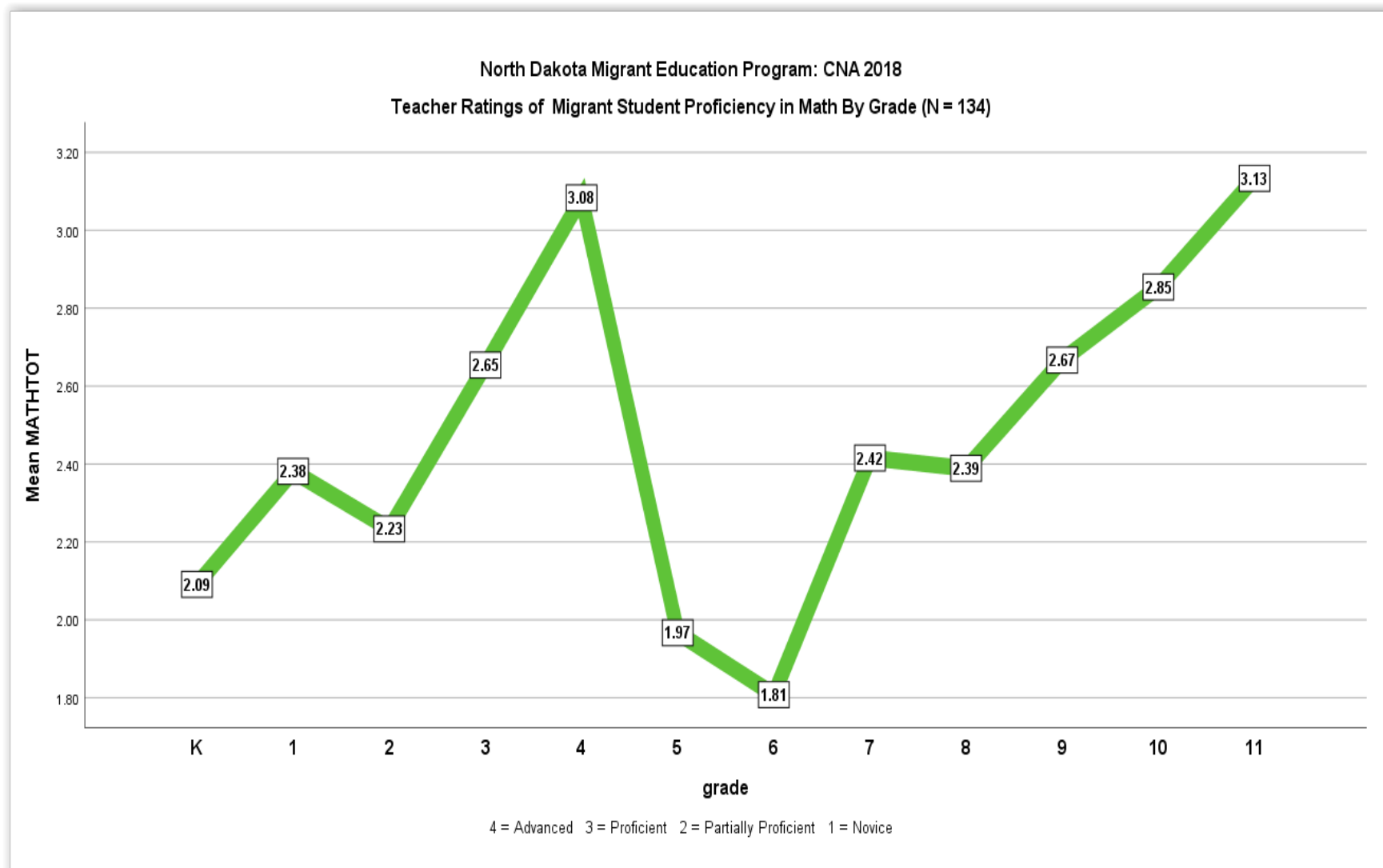
The following list of reading skills were identified as the most common areas of need in language arts for North Dakota migrant students:

Concern Statement 2: Instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure students are acquiring the basic building blocks necessary to master mathematics.

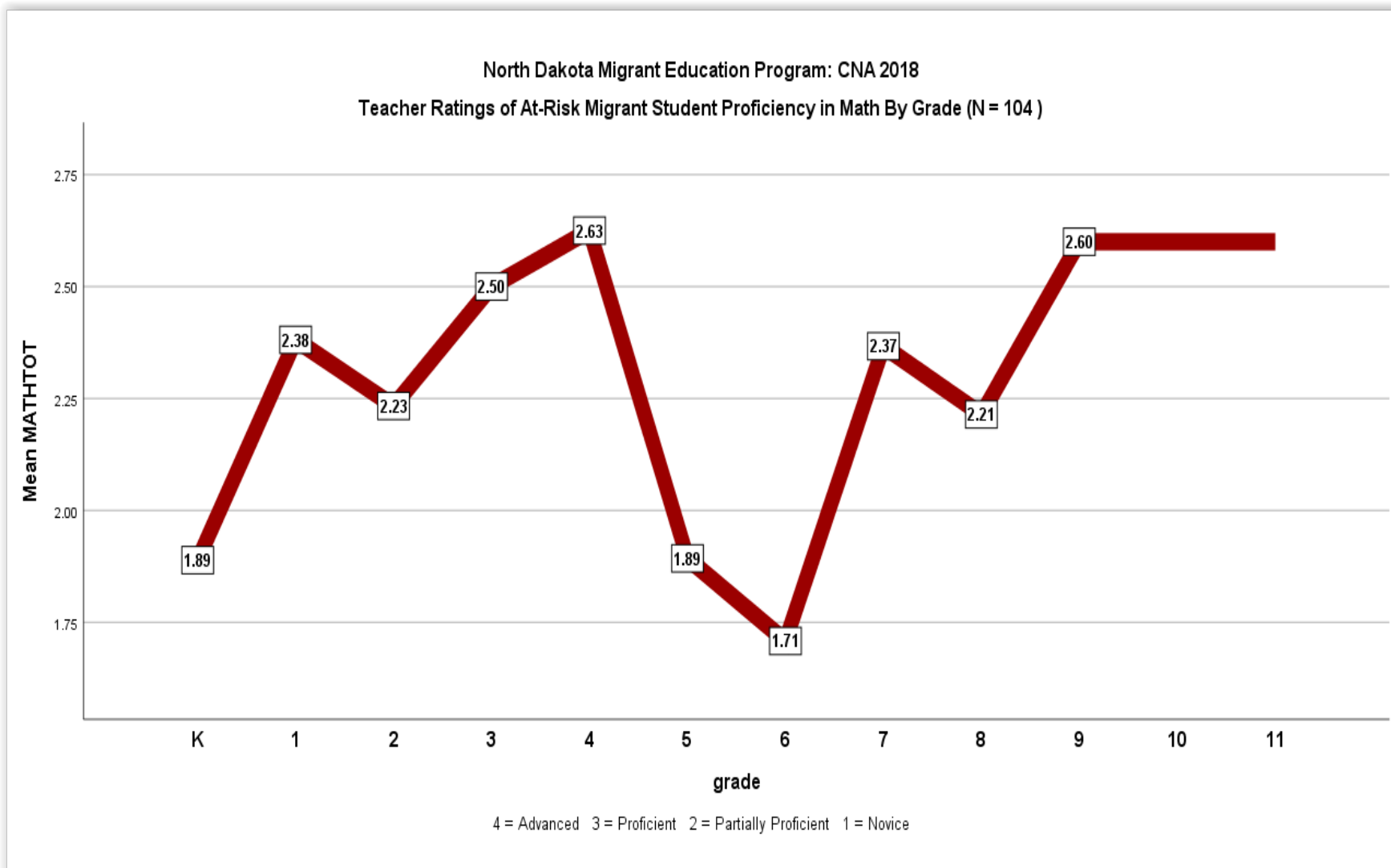
Analysis: Data forms to assess math needs were collected for 185 students over the summers of 2018. State assessment scores in mathematics were available for 93 students who attended migrant summer program (25% of the total 374 students). The following chart illustrates the mean scores of the 93 students who completed the math state assessment by grade level in math.



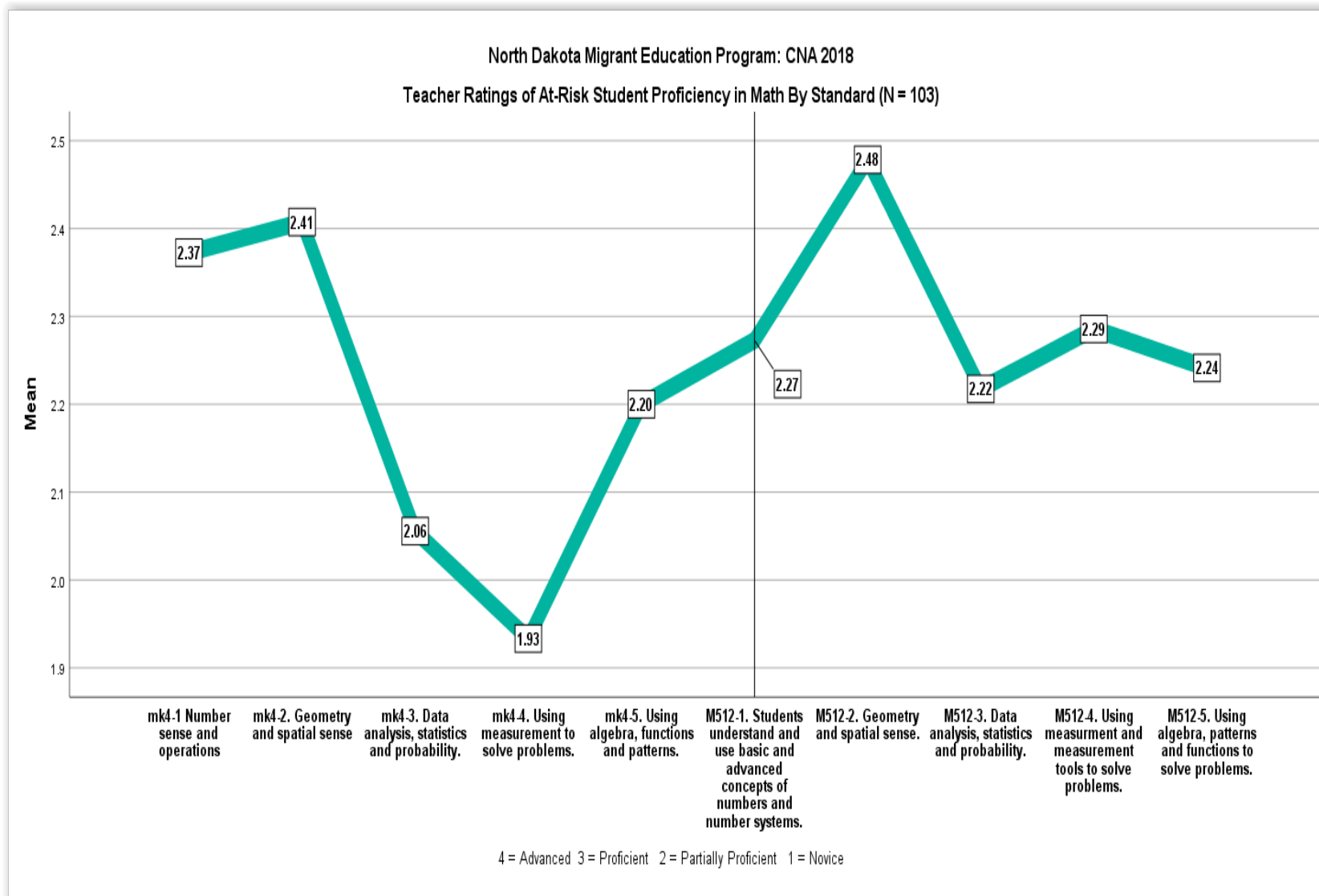
Since so few migrant students in North Dakota take the state assessment in math (25%) and there are no other standardized state assessments used across all districts, teacher ratings were used to assess student proficiency needs. Teachers were asked to rate student proficiency for all eligible migrant students across all math standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice).



A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were potentially priority for service if they averaged less than a 3.0 on North Dakota math standards (3.0 = proficient in the standards). Based on these criteria, there were 103 priority for service (PFS) students identified for 2018 out of the 185 total needs assessment participants in math (56% of total students).



The average proficiency rating across all math standards for potential PFS students was 2.04 (partially proficient). The following graph illustrates the mean teacher ratings of at-risk migrant students in math by grade level. Teachers we also asked to rate at-risk student proficiency in each of the math standards. The following graph illustrates the results:



In terms of skills, teachers rated the highest academic math needs for at-risk eligible migrant students K-12 to be as follows:

Top Ranked Migrant Student Needs in Math

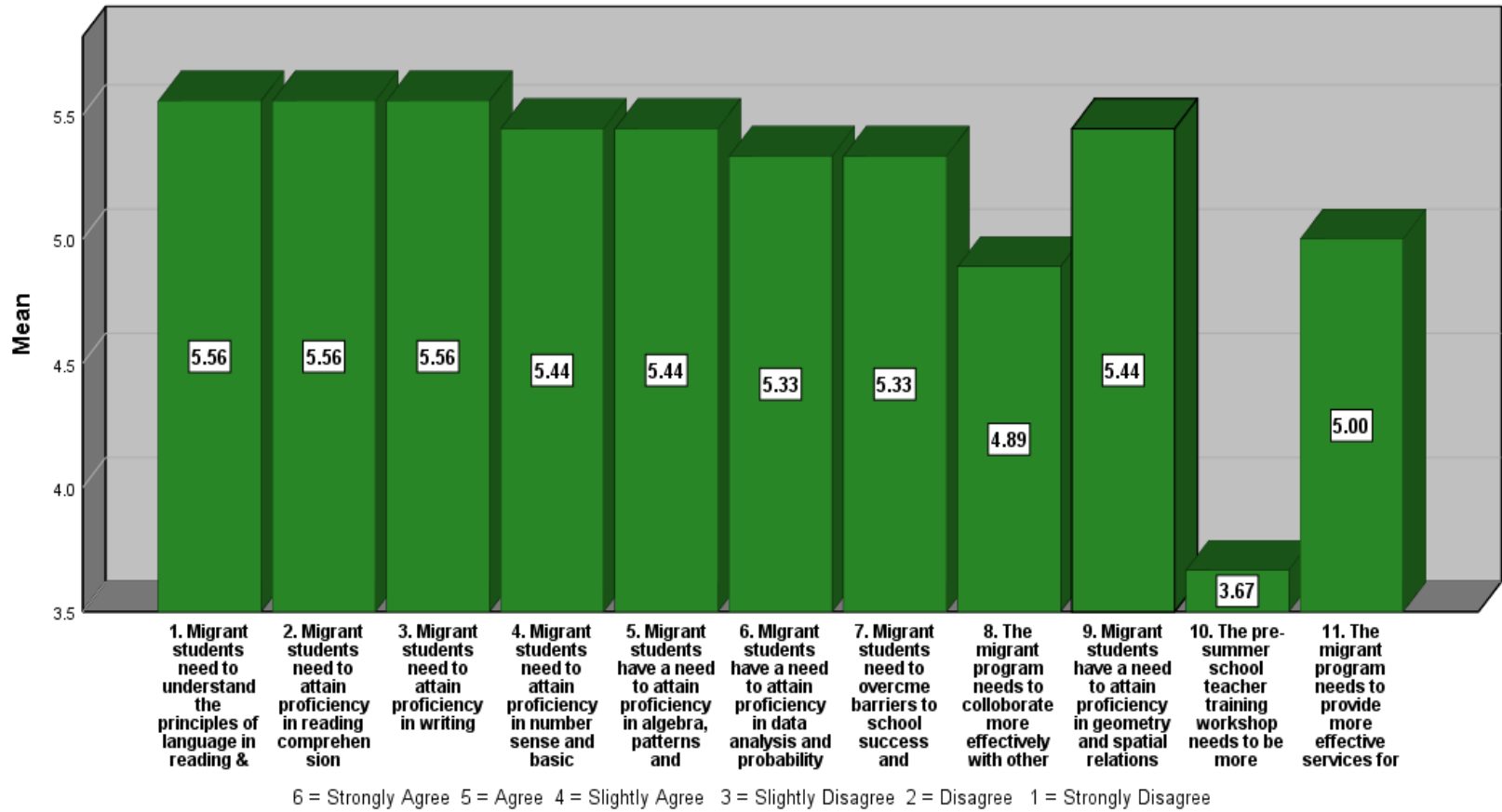
Grade Level	Highest Areas of Need	Average Rating
K-4	Using measurement to solve problems	1.93
	Data analysis, statistics and probability	2.06
5-12	Data, statistics and probability	2.22
	Using algebra, functions and patterns	2.24

The data collected from the administrator and teacher survey indicated missing foundational skills in math were considered the second highest need for all for migrant students. **The skills rated as very high need were: Students need to attain proficiency in basic number sense and operations, students need to attain proficiency in algebra, patterns and functions and students need to attain proficiency in geometry and spatial relations.** The parent survey indicated that improvement of math skills was ranked highest in terms of student needs.

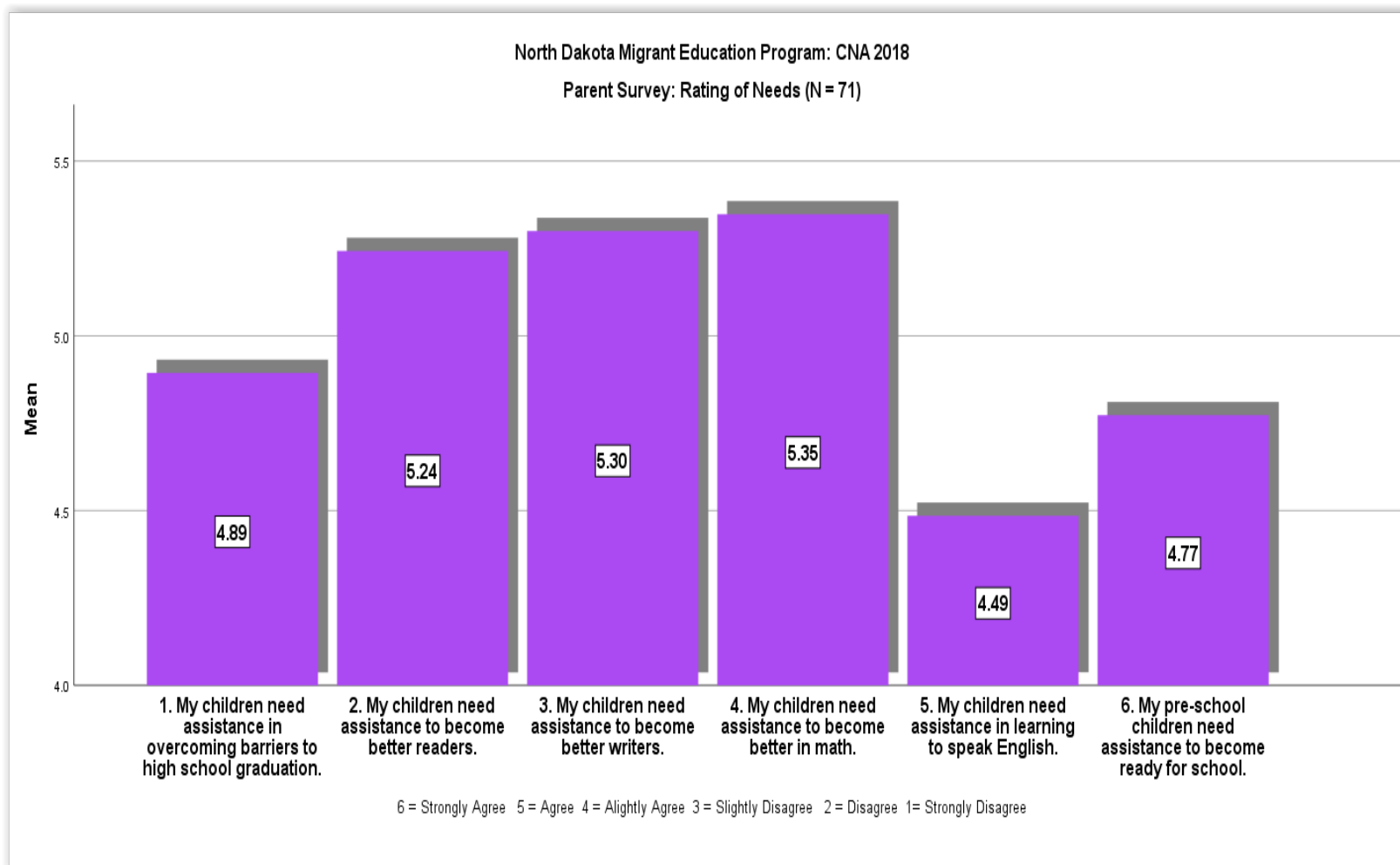
Concern Statement 3: A low graduation rate and retention rate for migrant students in North Dakota, and there is a need to identify the most effective research-based instructional programs and strategies to increase graduation rates for migrant students, particularly for those that are priority for service students.

Analysis: Data collected was from both the state assessment in language arts and math, teacher ratings of student performance, administrator teacher surveys regarding barriers to graduation and retention. Specifically, the very low proficiency in reading and math for grades K-12 are key factors in the low retention and graduation rate for all eligible migrant students. The survey of migrant program administrators and teachers of student barriers to graduation and retention results are indicated below:

**North Dakota Migrant Education Program: CNA 2018
Administrator / Teacher Survey of Needs (N = 9)**

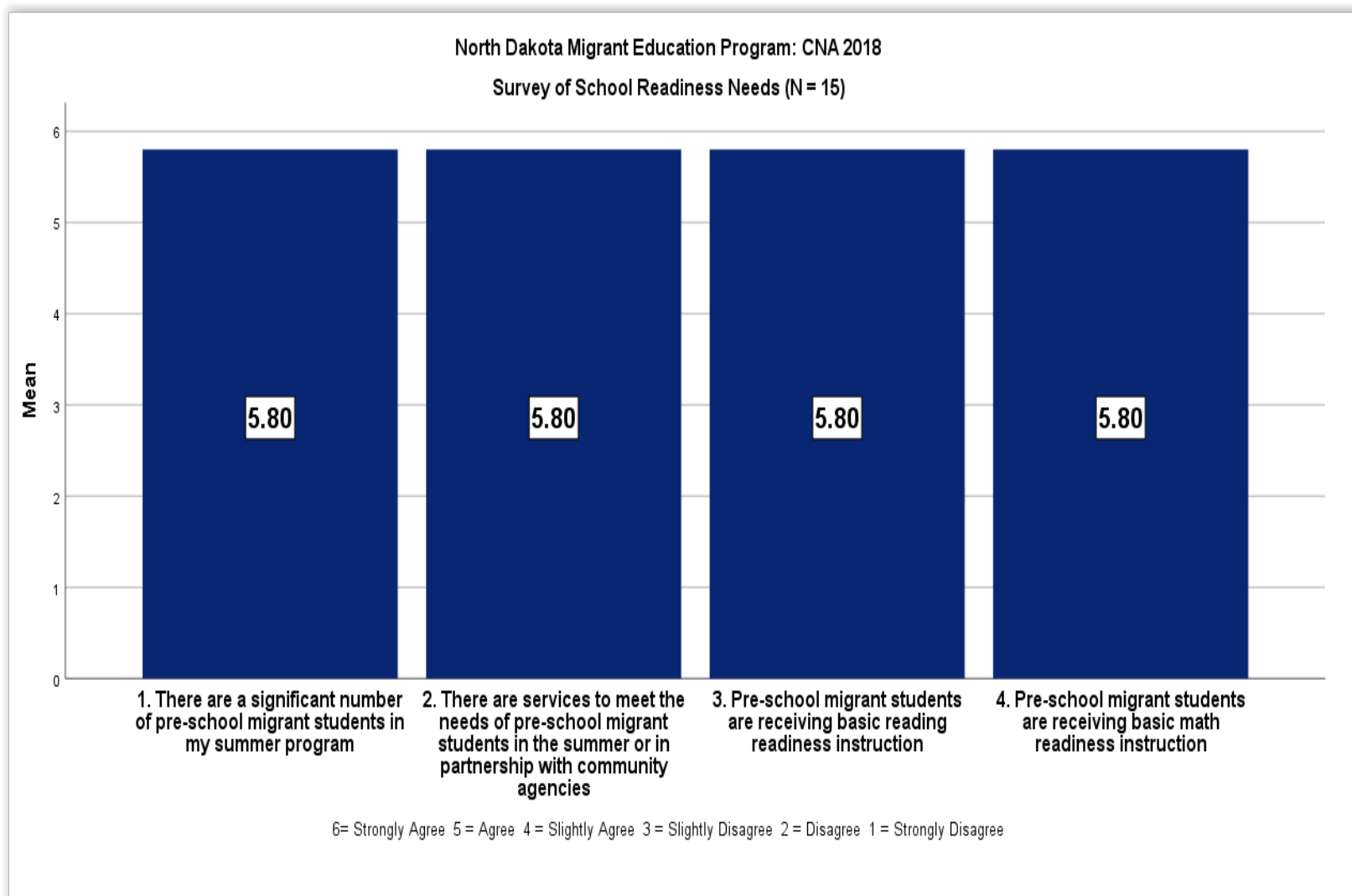


The survey results indicate that the most significant barriers to graduation and retention for migrant students are missing foundational skills in basic reading language skills (phonemic awareness and phonics, writing, lack of proficiency in reading comprehension), as well as key basic skills in math (measurement, algebra, patterns and functions and geometry). The lack of these basic foundational skills are barriers to graduation from high school. The need to overcome barriers to success and graduation was rated at 5.33 (which shows this to be a highly significant need). The parent survey also indicated academic needs in these areas. The parent survey was completed by 71 parents in 2018 and the results showed overall there is a significant need for improvement of math skills, writing skills and reading skills. Parents indicated the most significant need was in math. These critical missing skills are key barriers to graduation and retention.



Concern Statement 4: The need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content (i.e., reading, math, etc.).

Analysis: Some of the data to respond to this concern was collected from the survey of school readiness completed by local migrant program administrators and teachers. The following graph illustrates while there is a need for services for preschool migrant students the need is being met utilizing partnerships with Head Start, as well as preschool programs maintained by local migrant programs.



The OME requires all state migrant programs assess the needs of preschool migrant students. Both the administrator/teacher survey and the parent survey asked stakeholders to rate preschool students' needs in North Dakota. The administrators and teachers ranked the need for additional readiness for school services ninth among eleven possible needs. Parents rated the need for additional preschool services to be fifth among six possible needs. This low rating is a direct result of the preschool services already being provided in partnership with Tri Valley Headstart for all North Dakota migrant preschool children.

The North Dakota Migrant Program is a summer program only, therefore, preschool age migrant students are served through the partnership with Tri Valley Head Start through June and July of each year. Because of the success of the Tri Valley preschool program the North Dakota CNA committee has not chosen to focus concern statements for the needs assessment or service delivery on preschool age migrant students.

Additional data collected to assess need for this concern statement was from the parent survey. Migrant parents were also asked an open-ended question regarding additional services that would make the program better. The following are the results:

Parent Recommendations to Expand Program Services to Meet Academic Needs

1. Intensive classes in teaching children to speak English.
2. Facilitate credit transfer from other states
3. More computer work focused on reading and spelling.
4. Better recruitment of migrant families.
5. Extend the length of the summer program.
6. More field activities for younger children.

Summary

Based on the data analysis and CNA results, the following needs were identified as significant and having an impact on service delivery.

The overall needs assessment in relation to concern statement (priority for services migrant students are not achieving proficiency in language arts) indicated the need to increase literacy skills in general is the highest overarching need for North Dakota migrant students. The critical needs in language arts were identified in the data

- Help students to engage in the research process in reading;
- Help students to engage in the writing process:
- Students need to understand the principles of language including phonemic awareness, phonics, basic grammar and sight words; and
- Students need to learn to comprehend literature.
- The overall assessment of needs in relation to concern statement 2 (priority for services migrant students are not achieving proficiency in math) indicated migrant students need most assistance in
 - Algebra, functions and patterns;
 - Measurement and basic number sense;
 - Data analysis, statistics and probability; and
 - Geometry and spatial relations.
- The overall assessment of needs in relation to concern statement 3 (barriers to school retention and graduation for migrant students) indicated three overarching critical needs:
 - Missing foundational writing skills;

- Missing foundational math skills; and
- Missing foundational reading skills.
- The overall assessment of needs in relation to concern statement 4 (other issues, such as the need for other services for families and students, may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content) indicated three key areas of need:
 - Investigate the possible expansion of the summer program time;
 - Focus on strategies to better recruit migrant families; and
 - Aid students to learn English.

Conclusion

This report is submitted to North Dakota Migrant Program Administrator and the North Dakota CNA committee for review. The purpose of this report is to provide the state and the CNA committee with the data and analysis necessary to form recommendations regarding the service delivery plan for migrant education in the State of North Dakota. These recommendations may be used to formulate measurable program outcomes to meet the needs of priority for service migrant students (as required by the OME). The measurable outcomes (based on the comprehensive needs assessment and the recommendations) are to be used to *evaluate* the impact and effectiveness of the North Dakota Migrant Education Program and to meet the needs of migrant students. The recommendations and measurable outcomes may be included in the North Dakota Service Delivery Plan. All migrant programs, nationally, will be evaluated using this continuous improvement system.

Appendix A

Data Collection Forms

**North Dakota Migrant Education 2018
Needs Assessment: K-4 Student Performance Form**

District _____ School _____ Teacher _____
 → *Return form to migrant program director*

To assist the migrant program to serve your students more effectively, please provide the following information. Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the North Dakota Standards based on the following rubric:

1 = Novice 2 = Partially Proficient 3 = Proficient 4 = Advanced

Student Name	North Dakota SSID Number	Grade Level	CRT		WIDA Score	Language Arts K-4						Math K-4							
			Language Arts State CRT Score Rubric	Math State CRT Score Rubric		1. Students engage in the research process in reading.	2. Students engage in the reading process.	3. Students engage in the writing process.	4. Students engage in the speaking and listening process.	5. Students understand media.	6. Students understand and use the principles of language.	1. Number sense and operations.	2. Geometry & Spatial Sense.	3. Data Analysis, Statistics & Probability.	4. Using measurement and measurement tools to solve problems.	5. Using algebra, functions and patterns.			

**State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Novice 2 = Partially Proficient 3 = Proficient 4 = Advanced*

**North Dakota Migrant Education 2018
Needs Assessment: Grade 5-12 Student Performance Form**

District _____ School _____ Teacher _____
 → *Return form to migrant program director*

To assist the migrant program to serve your students more effectively, please provide the following information. Please list the eligible migrant students who are in your class.
PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.

TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the North Dakota Standards based on the following rubric:

1 = Novice 2 = Partially Proficient 3 = Proficient 4 = Advanced

Student Name	North Dakota SSID Number	Grade Level	CRT		WIDA Score	Language Arts: Grades 5-12							Math: Grades 5-12								
			Language Arts State CRT Score Rubric	Math State CRT Score Rubric		1. Students gather and organize information in reading.	2. Students engage in the reading process.	3. Students comprehend literature.	4. Students engage in the writing process.	5. Students write for a variety of purposes and audiences.	6. Students engage in the speaking and listening process.	7. Students understand the principles of language.	1. Students understand and use basic and advanced concepts of numbers and number systems.	2. Geometry & Spatial Sense.	3. Data Analysis, Statistics & Probability.	4. Using measurement and measurement tools to solve problems.	5. Using algebra, functions and patterns and relationships to solve problems.				

**State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Novice 2 = Partially Proficient 3 = Proficient 4 = Advanced*

Teacher Instructions: Rating Migrant Education Students in Content Skills

The federal government requires that student progress toward achieving proficiency in reading, writing, and math be evaluated regularly to assess the impact of the migrant education program and local school programs on migrant student success. In most states fewer than 50% of migrant students take the state assessment (due to mobility and other factors). Therefore, teachers of migrant students are asked to rate student proficiency at grade level in relation to the state standards using the same rubric used by the state assessment.

Please list each of your students on the following language arts and math rating forms who are migrant and provide a subjective rating of performance on the North Dakota standards using the following rubric:

North Dakota Teacher Ratings Rubric: Language Arts & Math

The teacher rating of the rubric is indicative of overall teacher **judgment** of individual student performance in relation to grade level on the standards. The rating can be loosely related to letter grades on student work (e.g. an A/B = 4; C = 3; and D = 2; F = 1)

4 = Advanced:	The student is working above the proficient level.
3 = Proficient:	The student is proficient and is operating at grade level
2 = Partially Proficient:	The student is emerging toward proficiency in these content skills but <u>still</u> has some gaps in knowledge.
1= Novice:	The student needs to be taught these skills and knows very little and or <u>nothing</u> in regard to this content standard.

Please rate kids only on standards that you have provided instruction on for that child. Leave all others blank.

Please rate kids only on their current grade level (note that standards are included on the form for all grade levels).

Please rate kids only on the subject areas you have taught them (e.g. if you have only taught the student math do not fill out the language arts form and vice versa).

Please return the completed forms to your local migrant director.

THANK YOU FOR YOUR ASSISTANCE!

Administrator: _____
 Teacher: _____

North Dakota Migrant Program Needs Assessment Administrator / Teacher Survey 2018

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form at the end of the summer school program and return it to your local Migrant Program Director or the State Office of Migrant Education.

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. Migrant students have a significant need to understand the principles of language in reading and writing.						
2. Migrant students have a significant need to attain proficiency in reading comprehension.						
3. Migrant students have a significant need to attain proficiency in writing.						
4. Migrant students have a significant need to attain proficiency in number sense and basic operations in math.						
5. Migrant students have a significant need to attain proficiency in algebra, patterns and functions in math.						
6. Migrant students have a significant need to attain proficiency in data analysis and probability in math.						
7. Migrant students have a significant need to overcome barriers to school success and graduation.						
8. The migrant program needs to collaborate more effectively with other agencies (e.g. Tri Valley Head Start) to assist migrant students.						
9. Migrant students have a significant need to attain proficiency in geometry and spatial relations in math.						
10. The pre-summer school training workshop needs to be more effective in preparing teachers and administrators for a successful summer school program.						
11. The migrant program needs to provide more effective services to meet the needs of pre-school students						
12. There is a need for additional bilingual / bicultural teaching staff for summer school						
13. There is a need for additional transportation services for migrant summer school						
14. What migrant student needs are not being met by the migrant program?						

North Dakota Migrant Parent Needs Assessment Survey 2018

District: _____

Directions: Please complete the following survey form to help us improve the migrant summer program for your children

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. My children need assistance in overcoming barriers to high school graduation.						
2. My children need assistance to become better readers.						
3. My children need assistance to become better writers.						
4. My children need assistance to become better in math.						
5. My children need assistance in learning to speak English.						
6. My preschool children need assistance to become ready for school. (Please leave this question blank if you do not have preschool age children)						
7. What would make the summer migrant program better?						

Programa Migrante de North Dakota Encuesta para Padres 2018

Instrucciones: Por favor complete la siguiente encuesta y devuélvela al/a la maestro(a) de sus hijo(s).

¡Gracias por su ayuda!

Por favor evaluar cada una de las siguientes	<u>muy de acuerdo</u>	<u>de acuerdo</u>	<u>poco de acuerdo</u>	<u>un poco en desacuerdo</u>	<u>no estar de acuerdo</u>	<u>muy en desacuerdo</u>	<u>no se aplica</u>
1. Mis <u>niños/as</u> necesitan ayuda para superar las barreras para poder graduar de las escuelas secundarias.							
2. Mis <u>niños/as</u> necesitan ayuda para convertirse en ser mejor(es) lector(es).							
3. Mis <u>niños/as</u> necesitan ayuda para convertirse en ser mejor(es) escritor(es).							
4. Mis <u>niños/as</u> necesitan ayuda para ser más competente en matemáticas.							
5. Mis <u>niños/as</u> necesitan ayuda para ser más competente en inglés.							
6. Mis <u>niños/as</u> necesitan ayuda para poder <u>asistir</u> la escuela preescolar. (Si no tienen <u>niños/as</u> preescolares no necesitan responder a esta pregunta).							
7. ¿En su <u>opinión</u> qué crees que haría que el programa migrante de verano sea mejor?							

North Dakota Migrant Program: Pre-School Needs Assessment 2018

District: _____

Please circle the best answer to each of the questions

1. There are a significant number of pre-school age migrant students in my summer program.

Strongly Agree *Agree* *Slightly Agree* *Slightly Disagree* *Disagree* *Strongly Disagree*

2. There are services to meet the needs of pre-school migrant students in the summer program and/or in partnership with community agencies.

Strongly Agree *Agree* *Slightly Agree* *Slightly Disagree* *Disagree* *Strongly Disagree*

3. Pre-school migrant students are receiving basic reading readiness instruction.

Strongly Agree *Agree* *Slightly Agree* *Slightly Disagree* *Disagree* *Strongly Disagree*

4. Pre-school migrant students are receiving basic math readiness instruction.

Strongly Agree *Agree* *Slightly Agree* *Slightly Disagree* *Disagree* *Strongly Disagree*

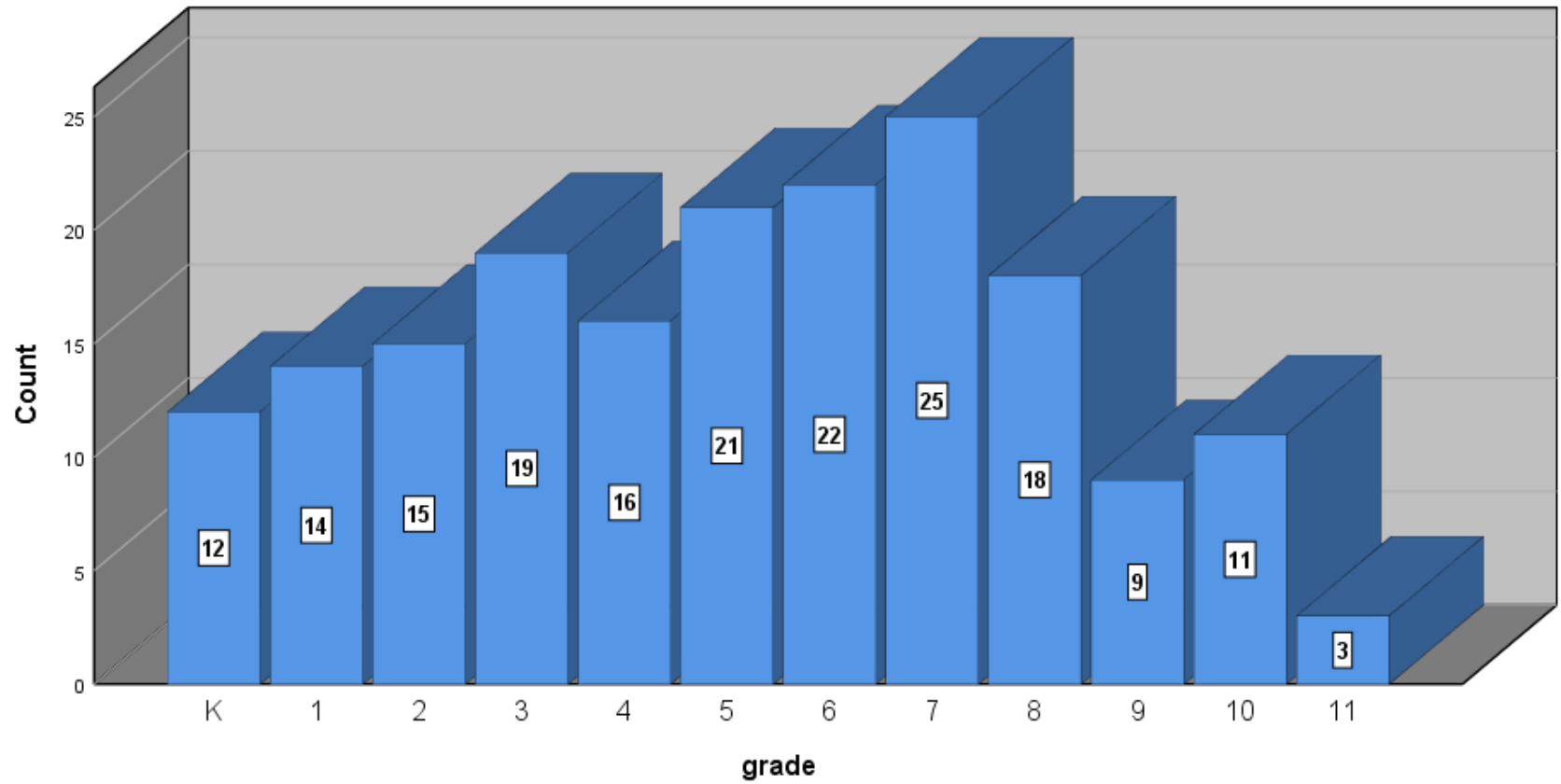
5. How are the needs of pre-school migrant students met in your migrant summer program?

Appendix B

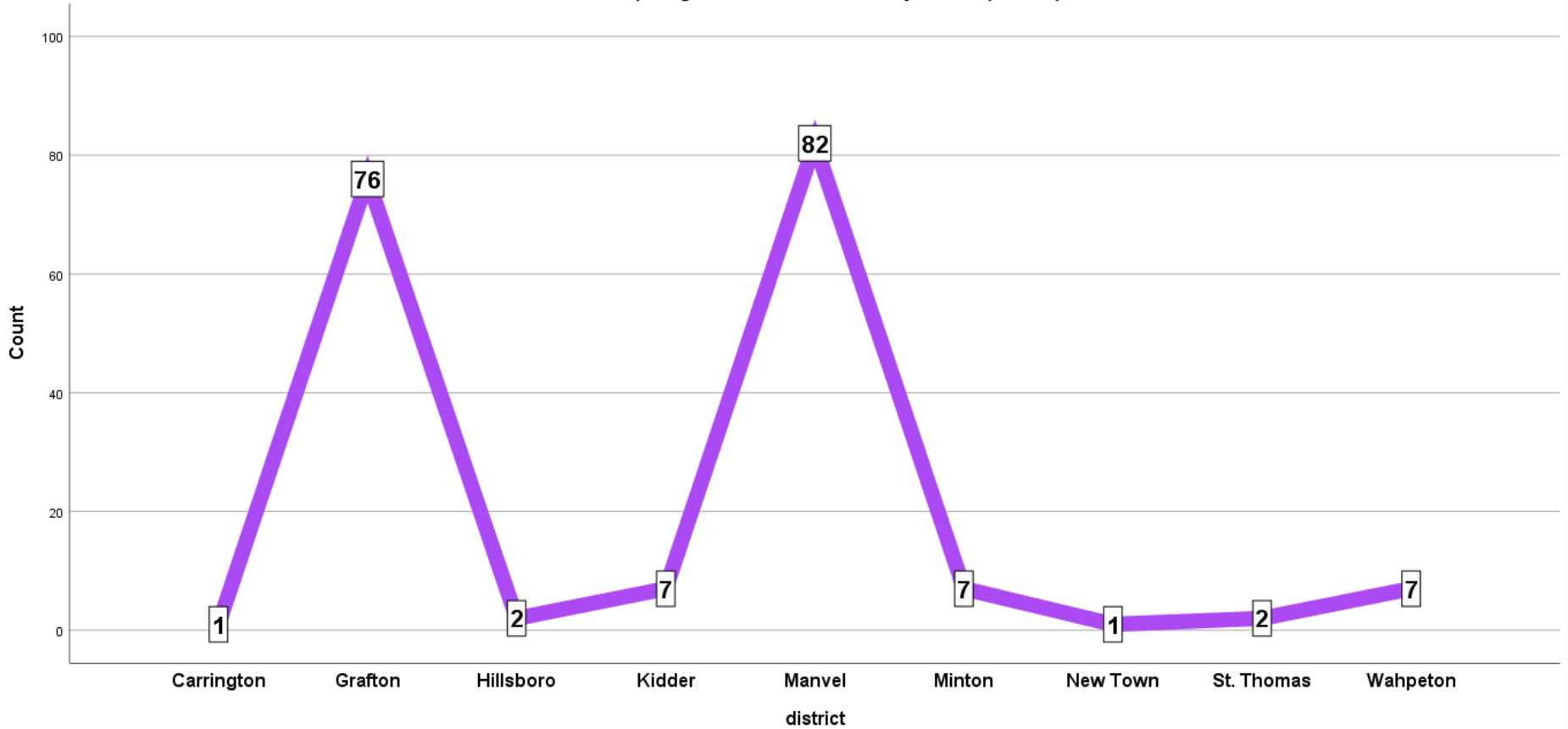
Statistics

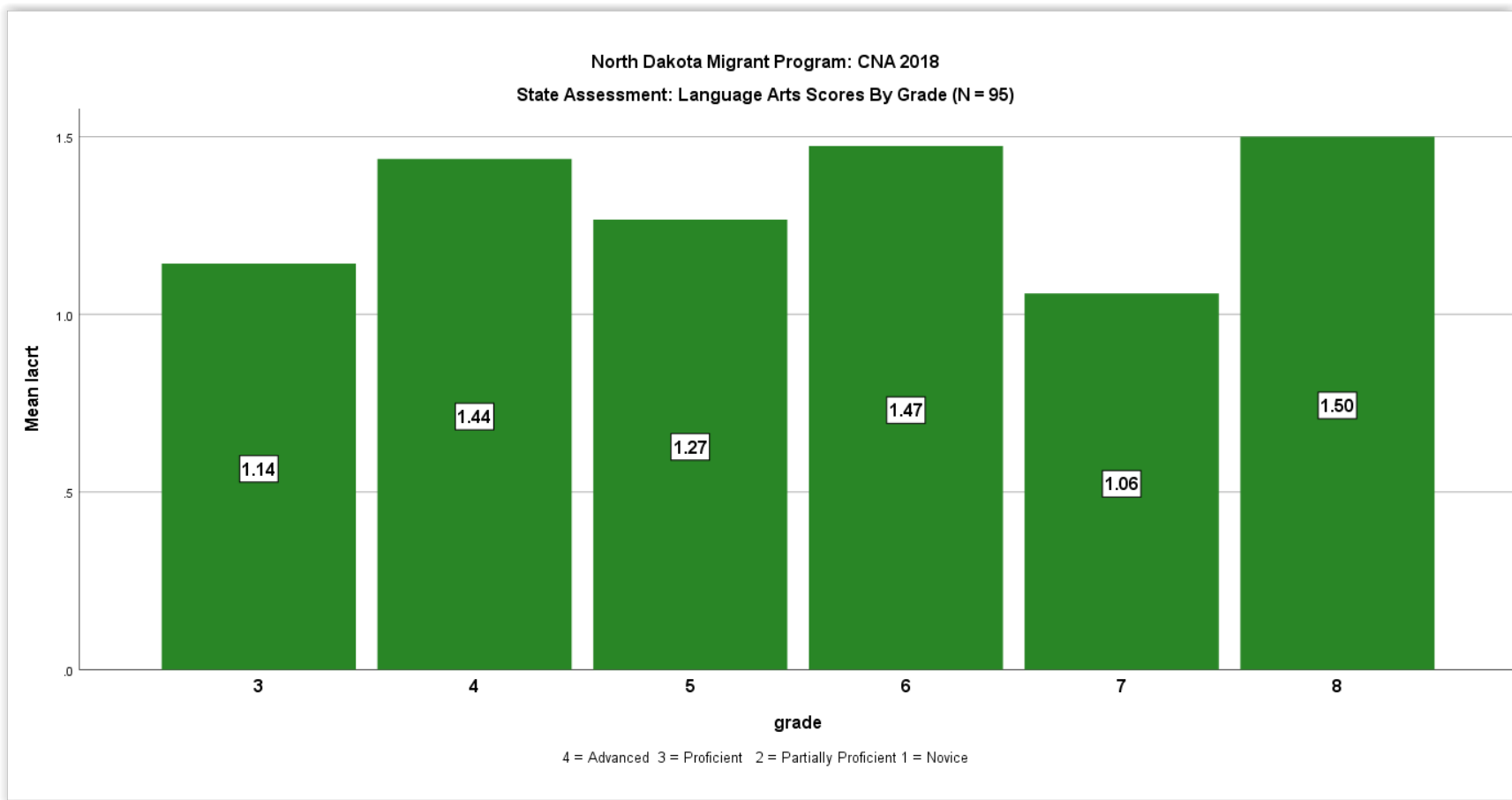
North Dakota Migrant Education Program: CNA 2018

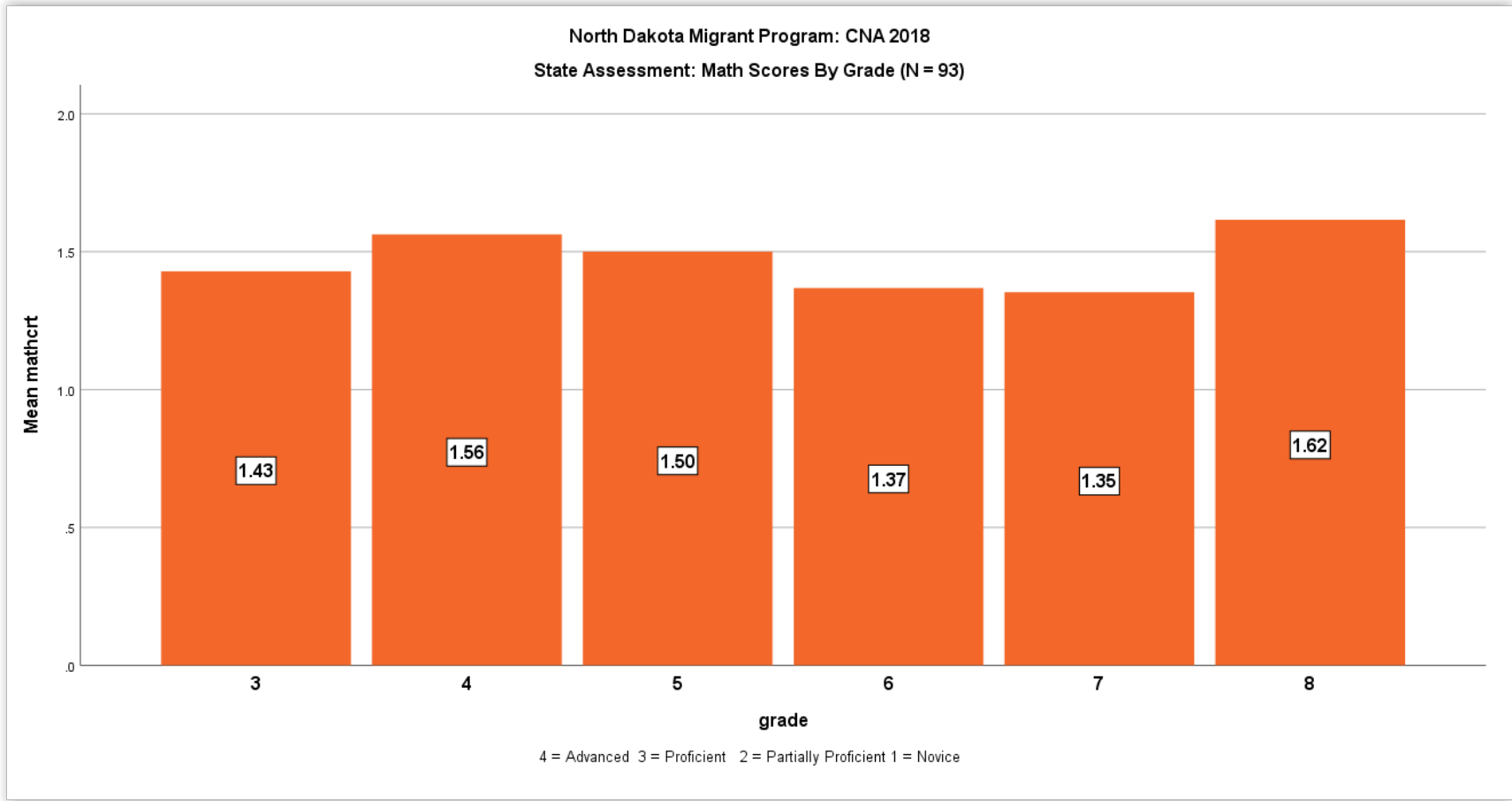
Students Participating in Needs Assessment By Grade (N = 185)



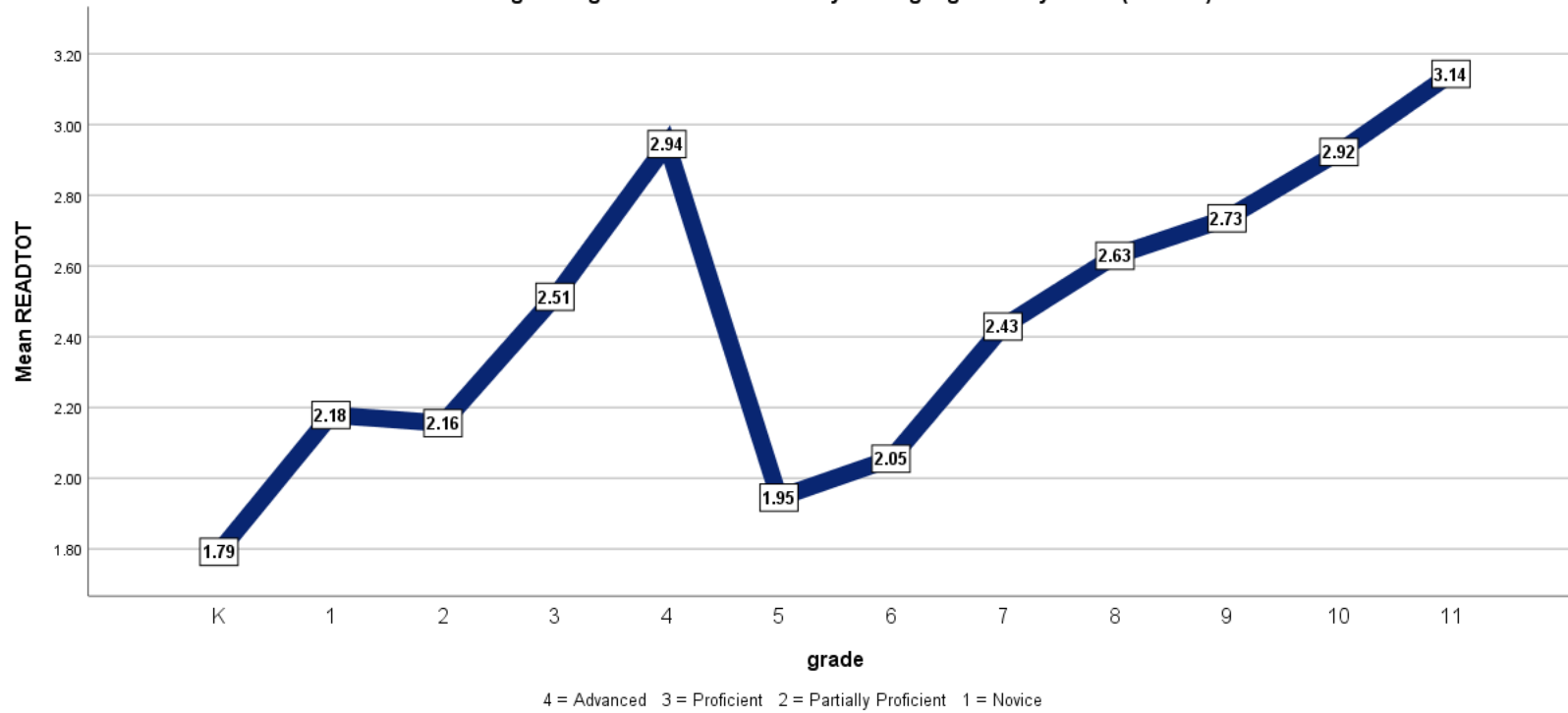
North Dakota Migrant Program: CNA 2018
Students Participating in Needs Assessment By District (N = 185)



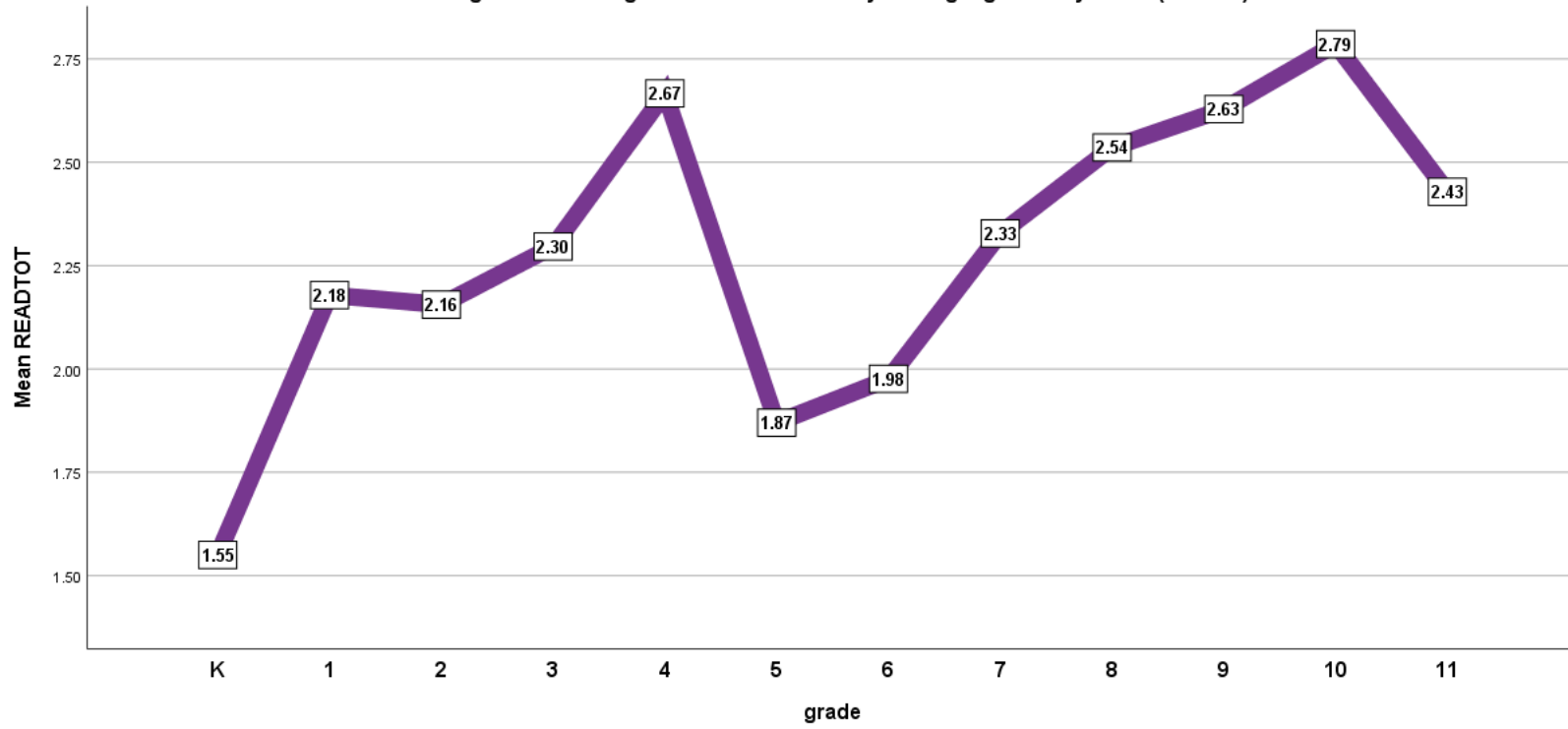




North Dakota Migrant Education Program: CNA 2018
Teacher Ratings of Migrant Student Proficiency in Language Arts By Grade (N = 134)

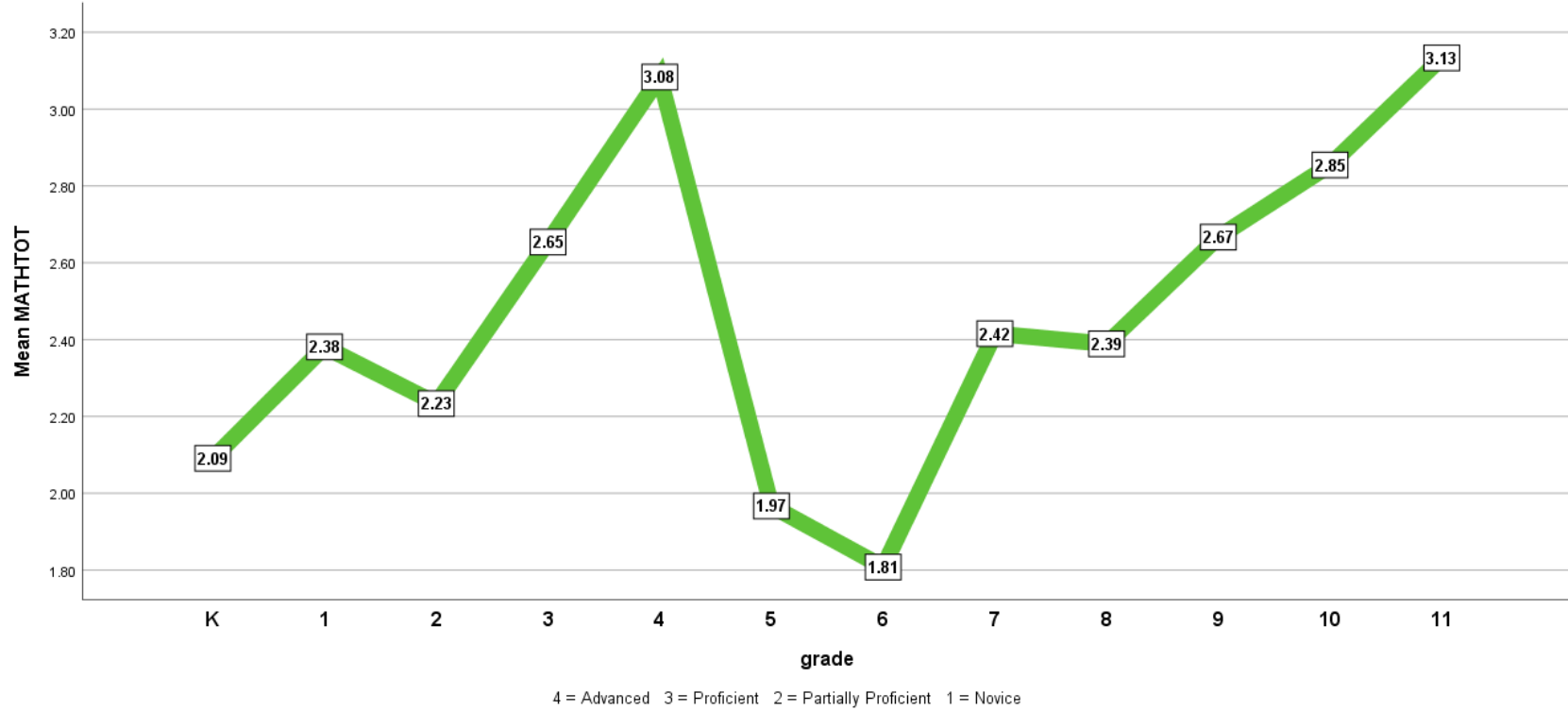


North Dakota Migrant Education Program: CNA 2018
Teacher Ratings of At-Risk Migrant Student Proficiency in Language Arts By Grade (N = 109)

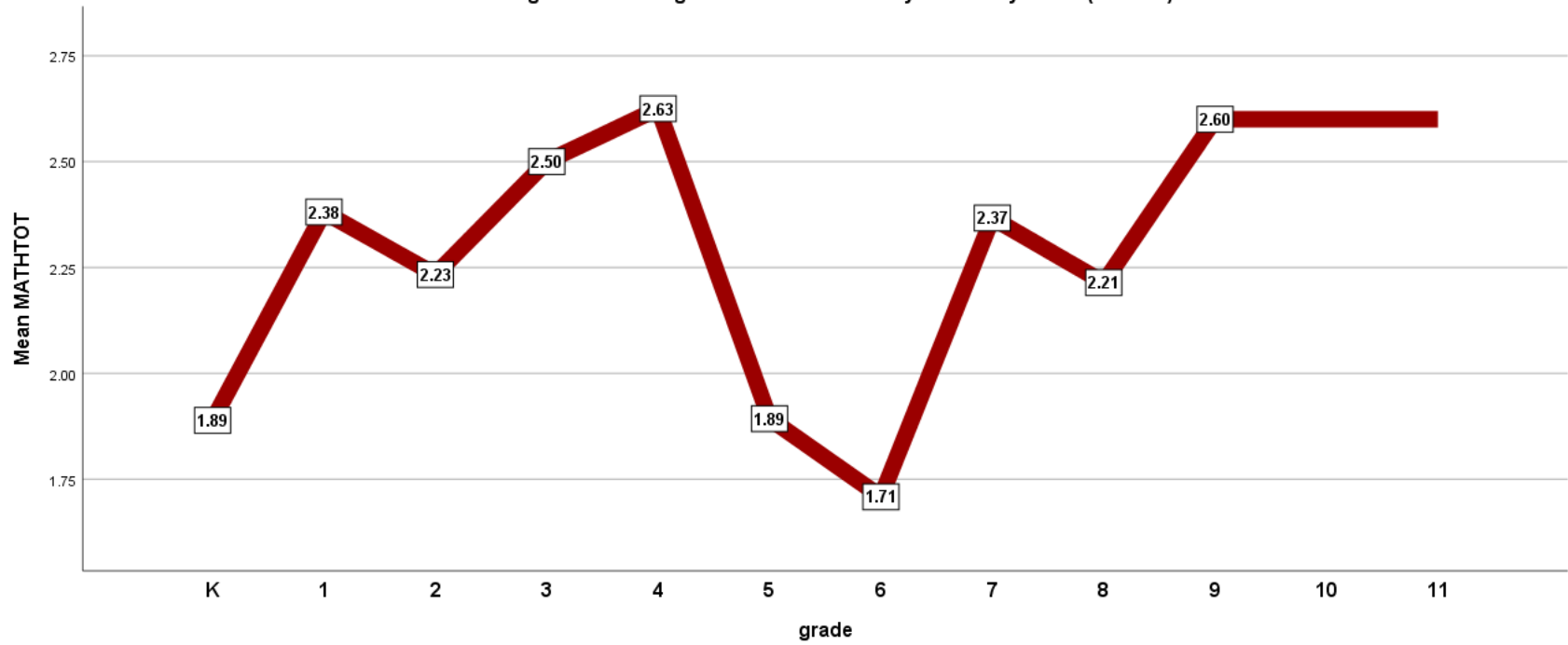


4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice

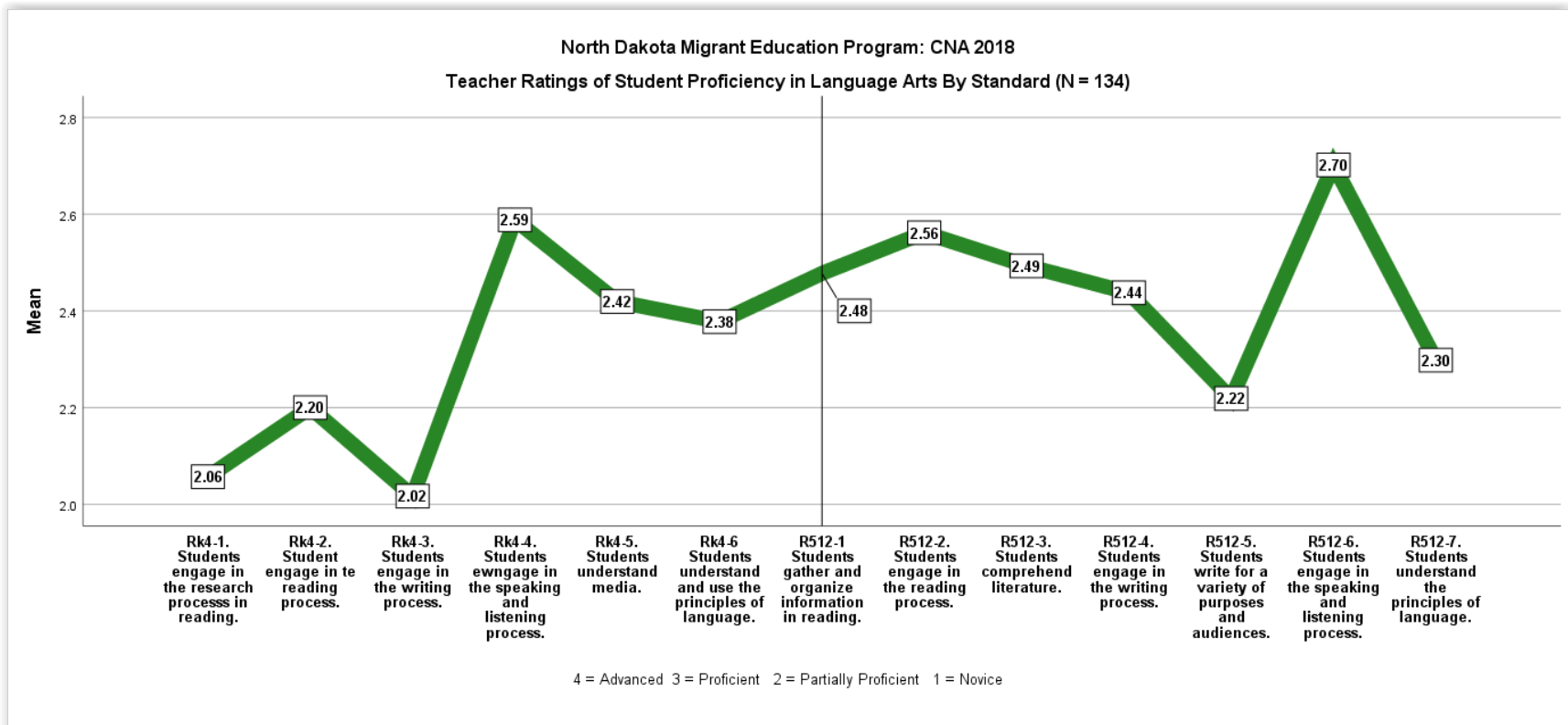
North Dakota Migrant Education Program: CNA 2018
Teacher Ratings of Migrant Student Proficiency in Math By Grade (N = 134)

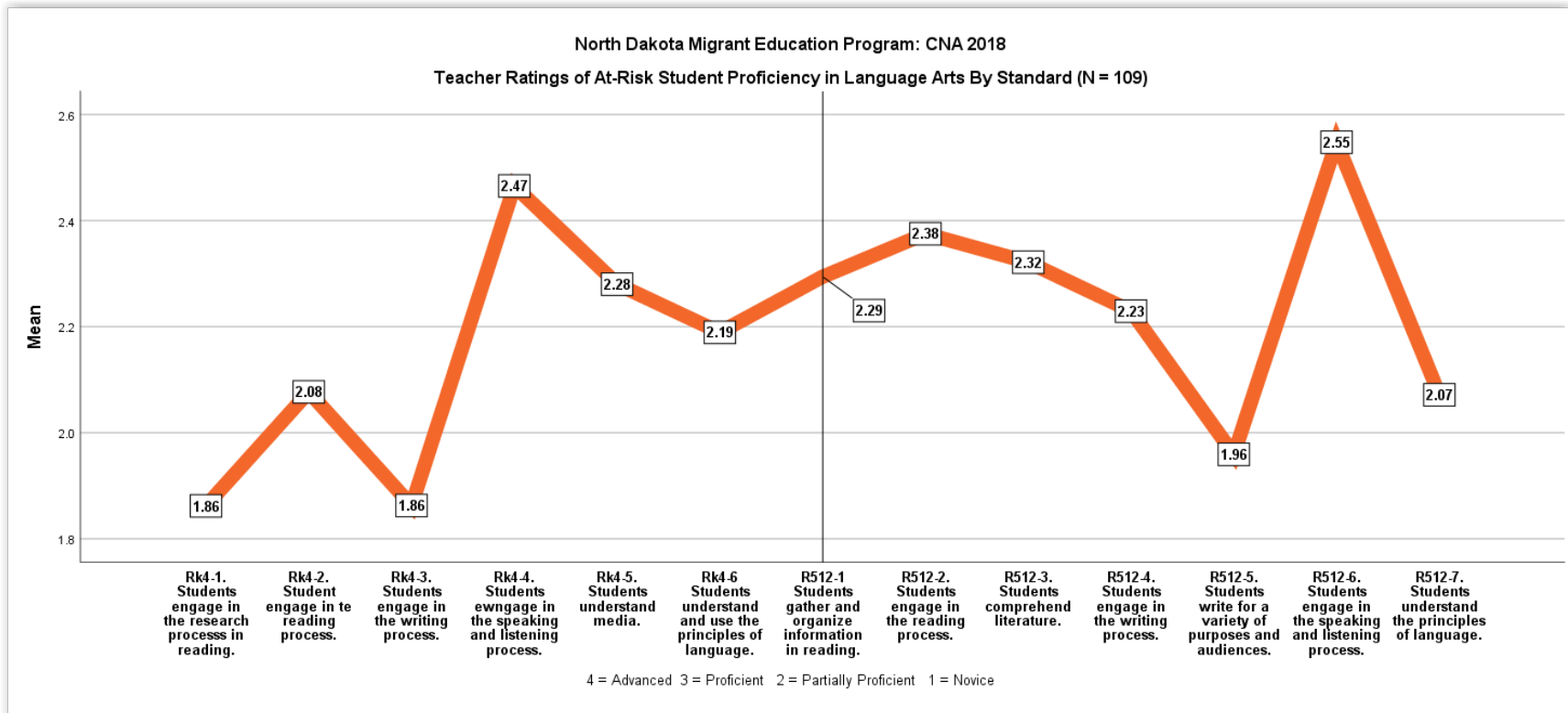


North Dakota Migrant Education Program: CNA 2018
Teacher Ratings of At-Risk Migrant Student Proficiency in Math By Grade (N = 104)

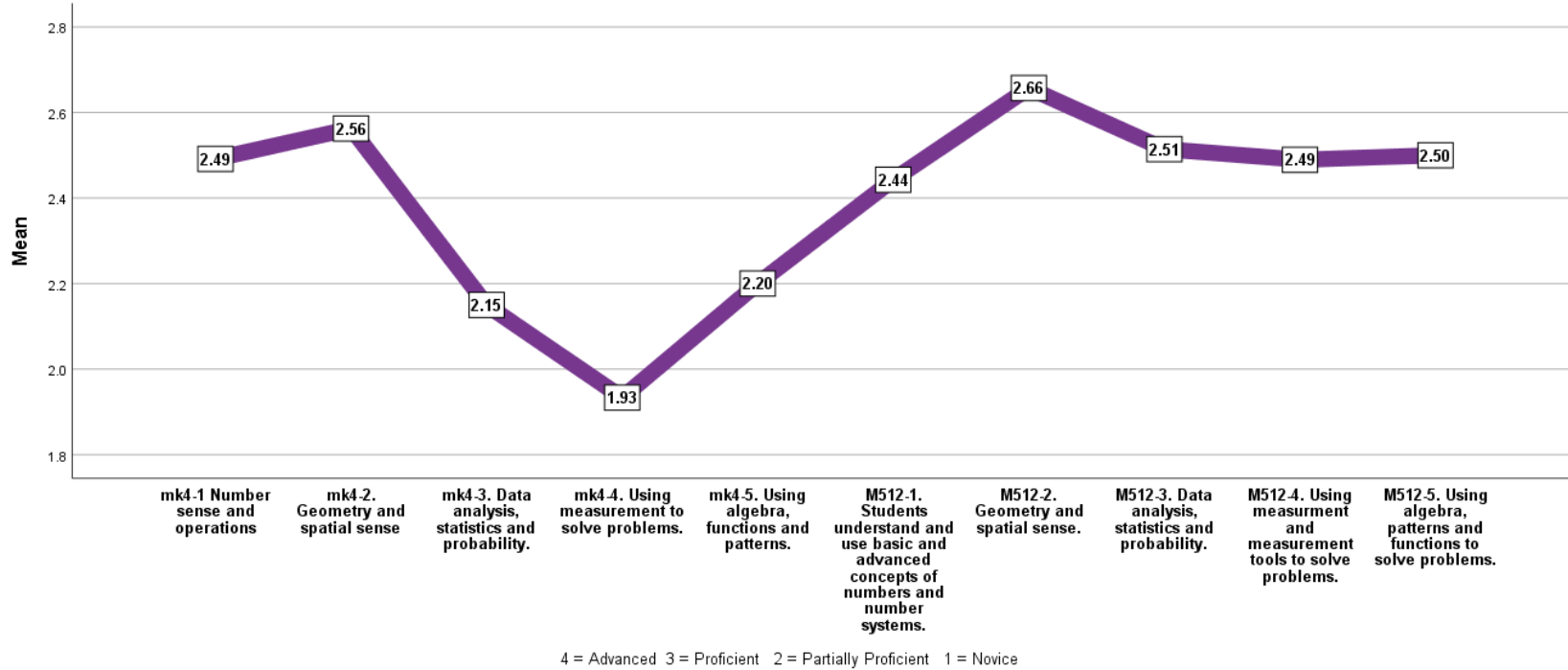


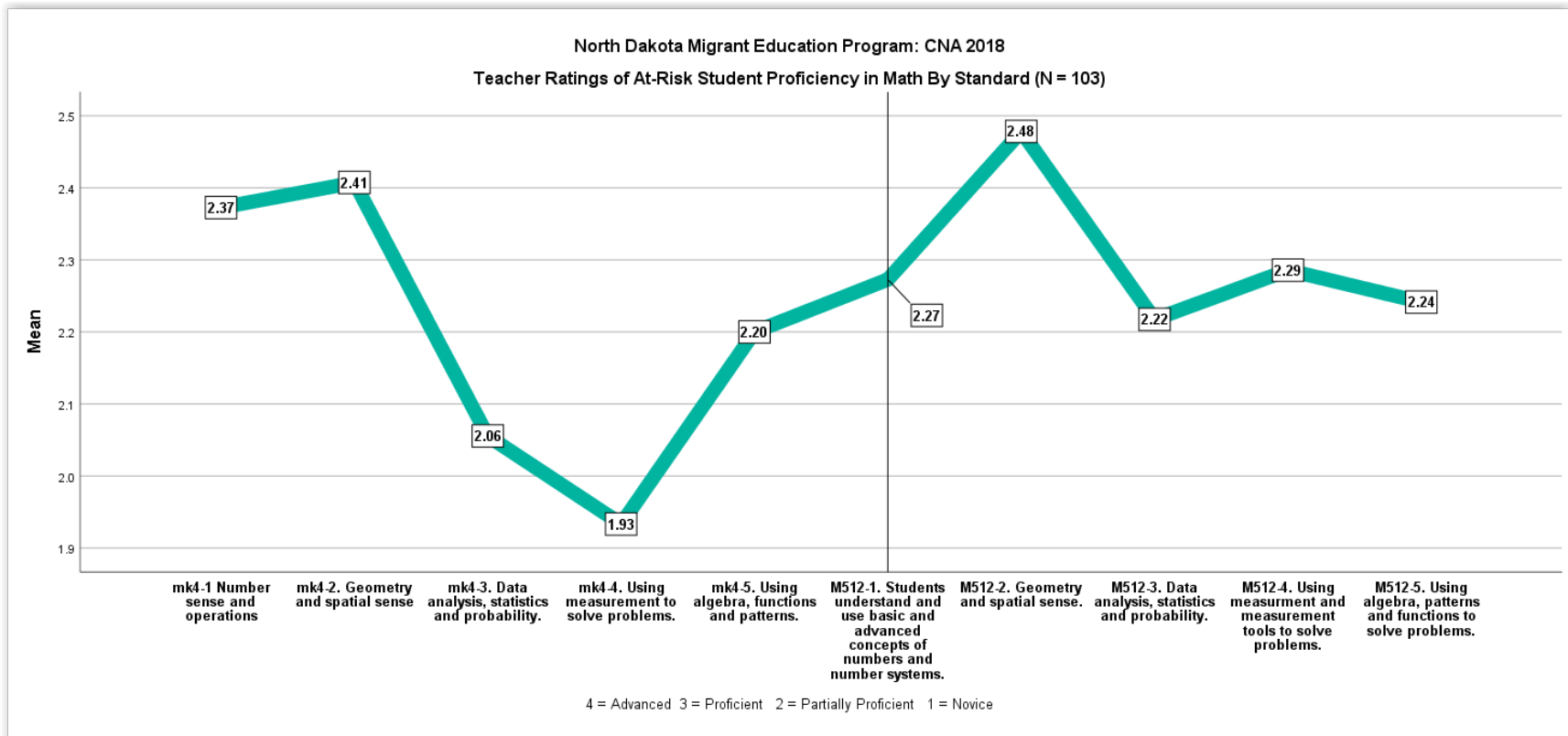
4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice

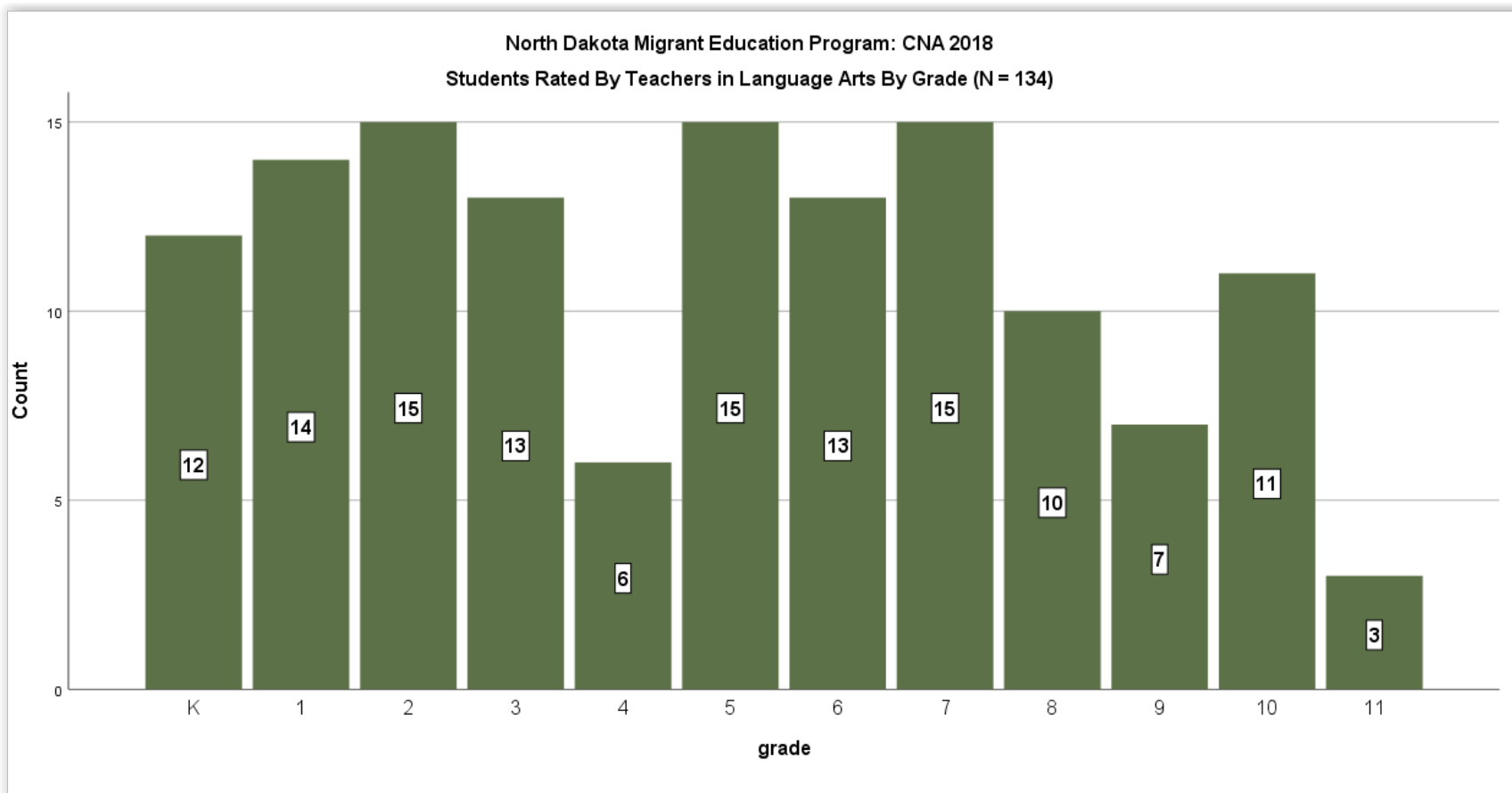


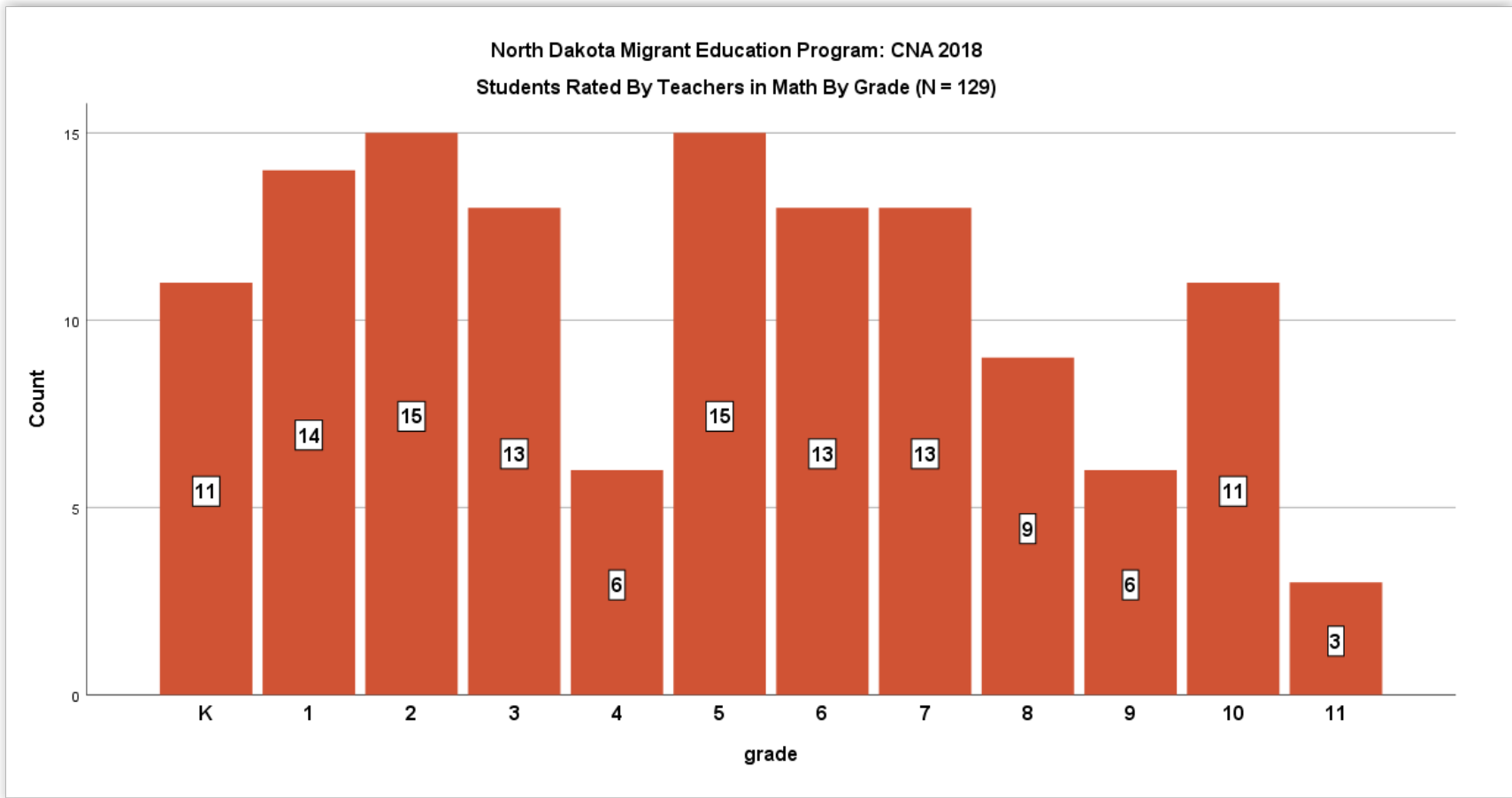


North Dakota Migrant Education Program: CNA 2018
 Teacher Ratings of Student Proficiency in Math By Standard (N = 134)

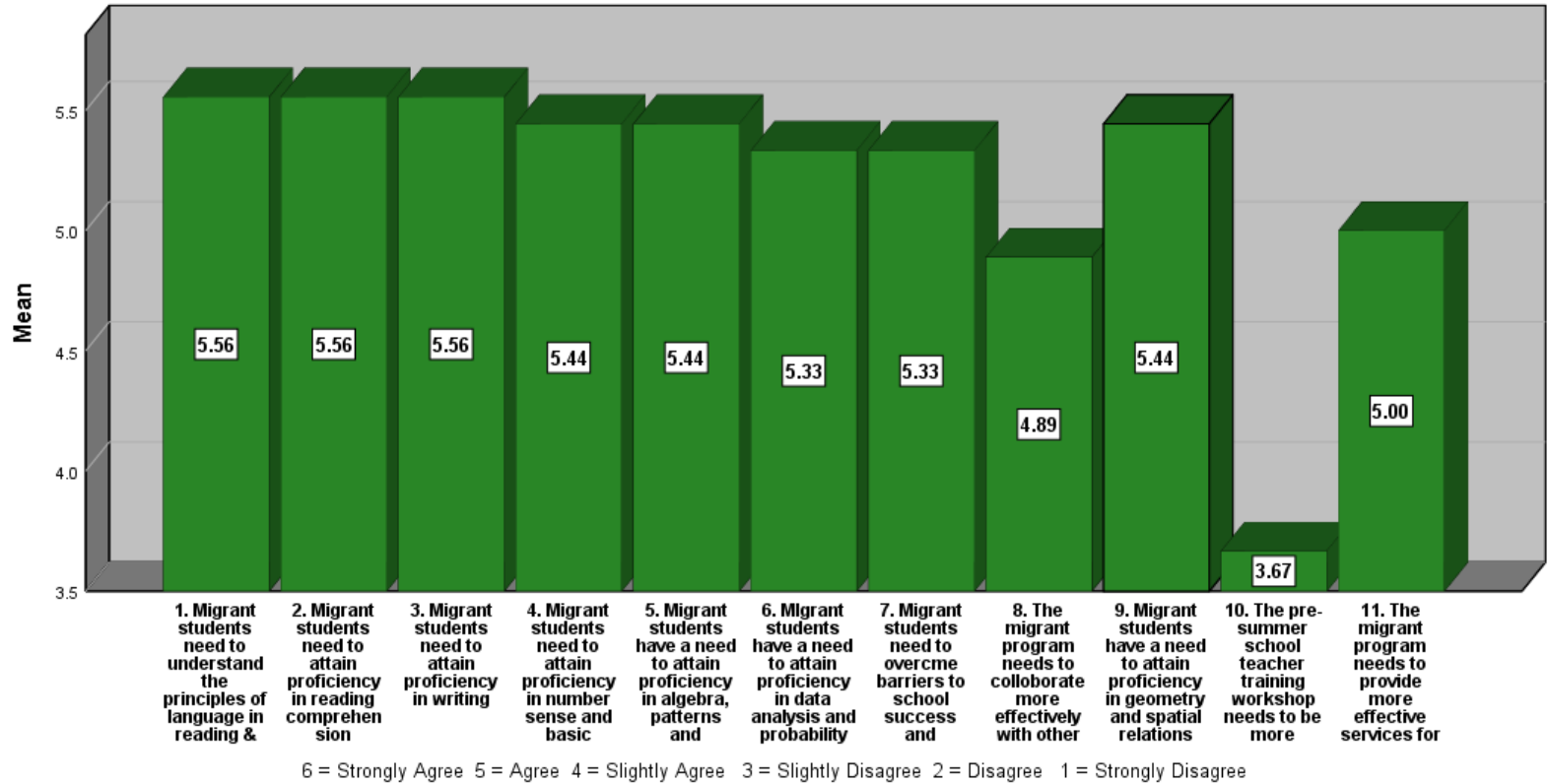




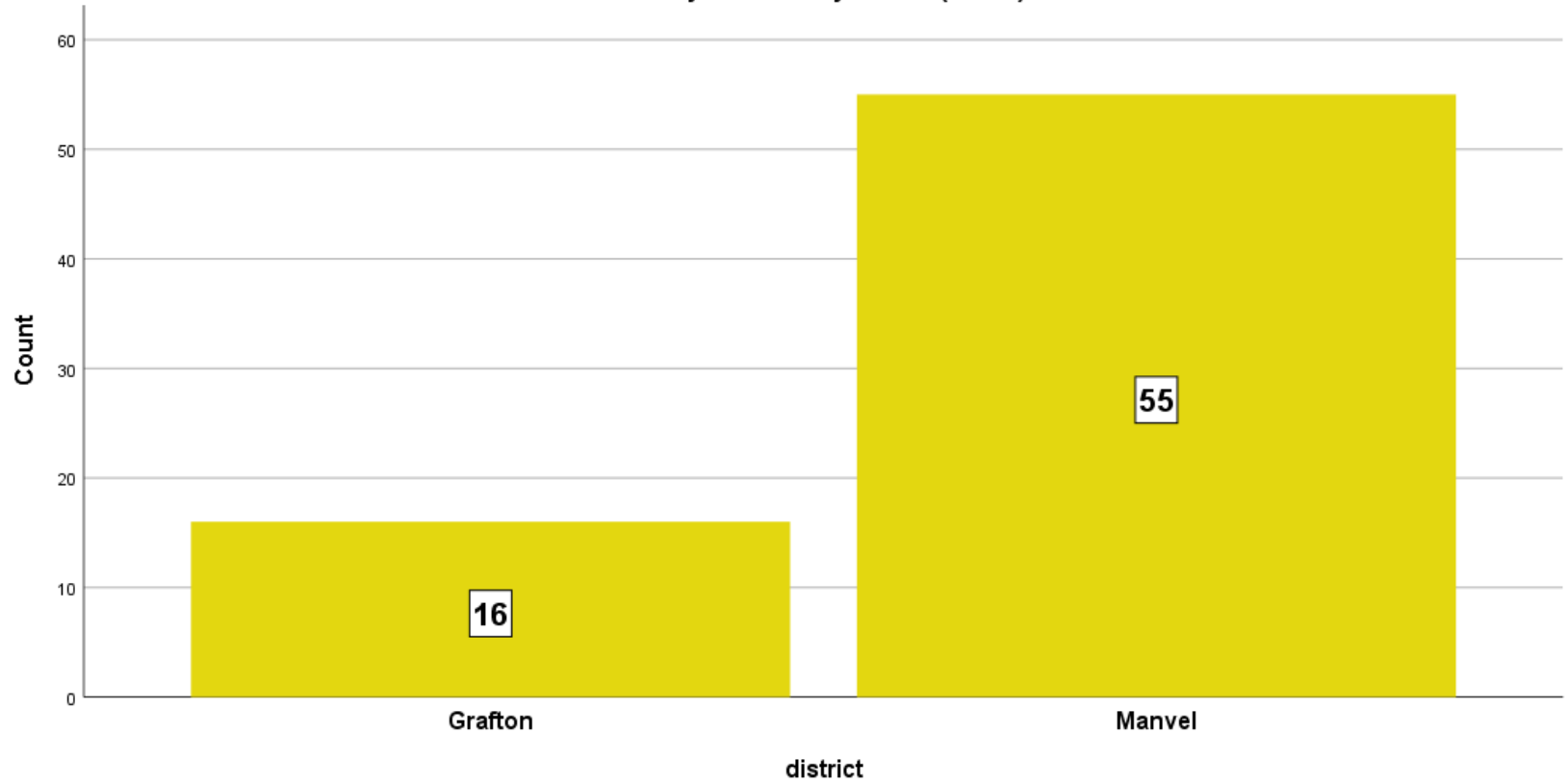




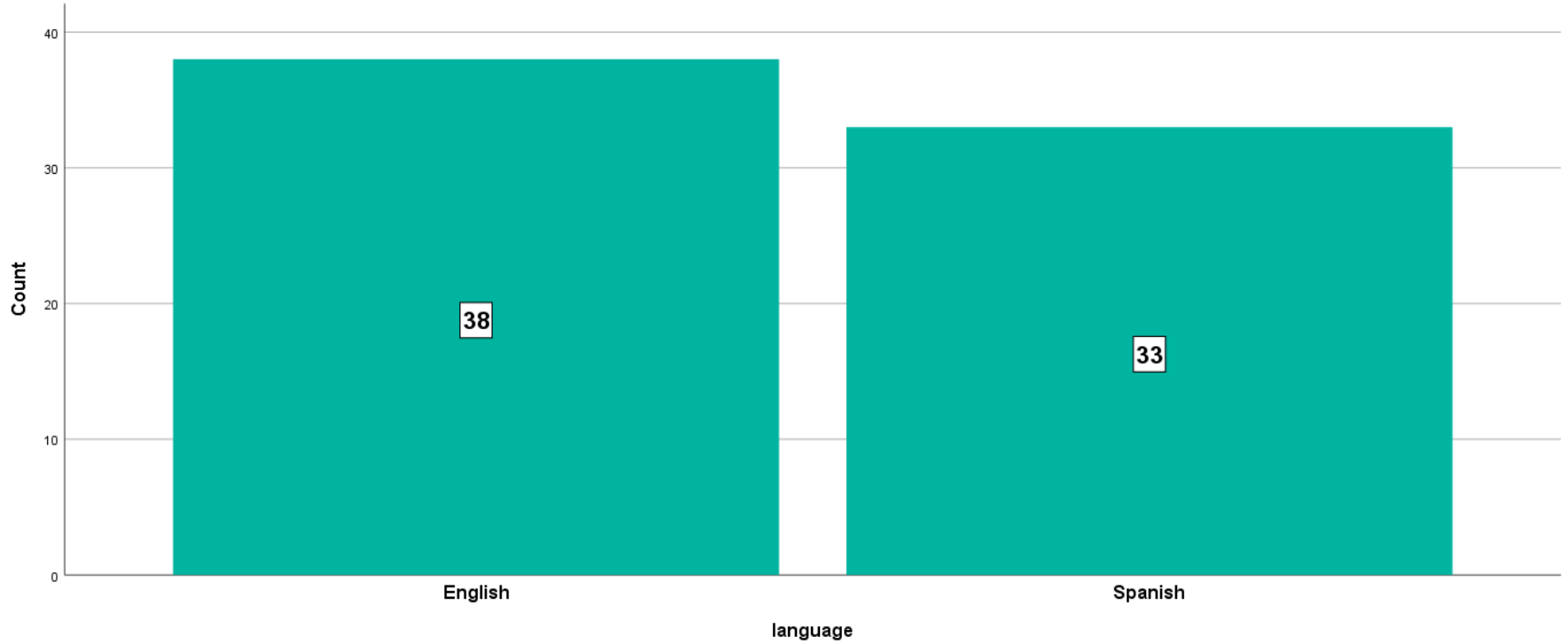
**North Dakota Migrant Education Program: CNA 2018
Administrator / Teacher Survey of Needs (N = 9)**

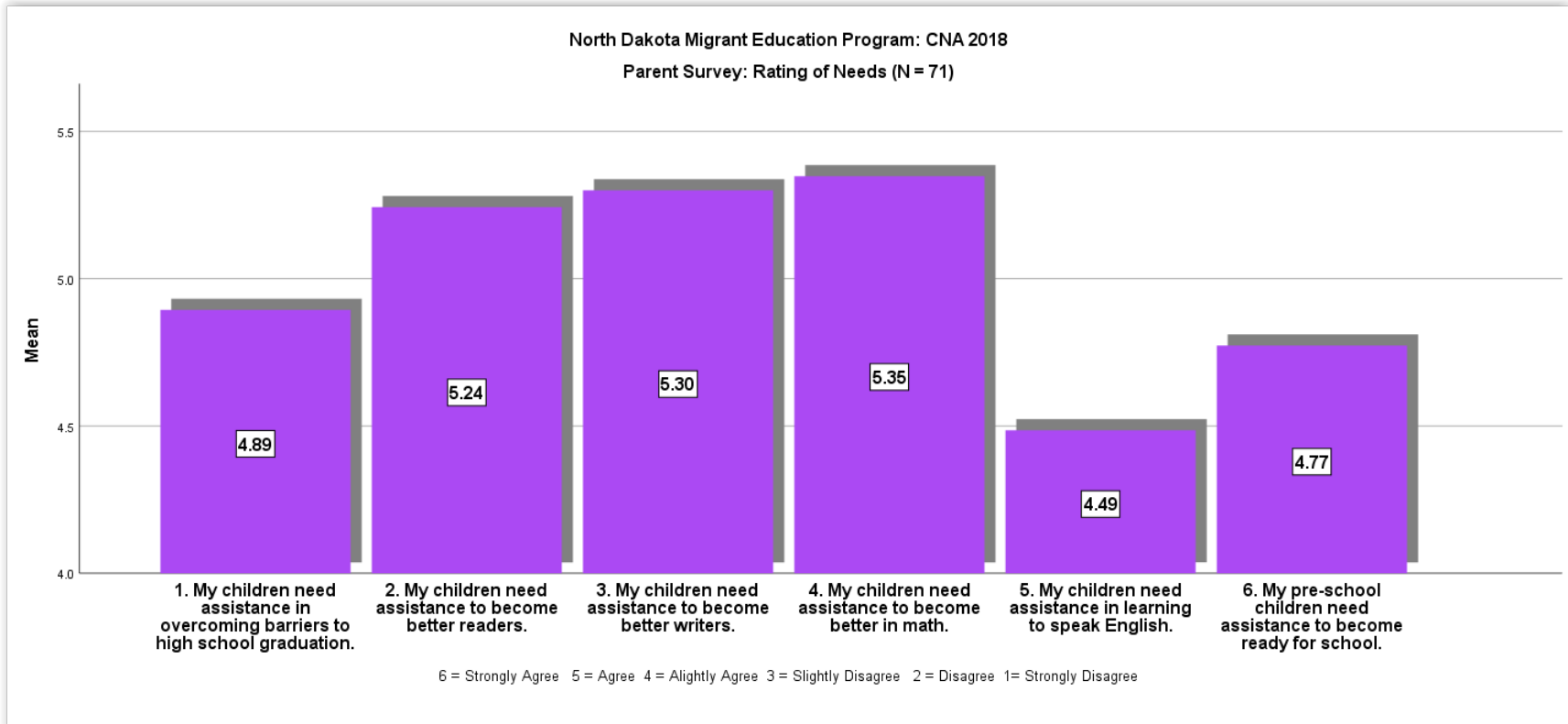


North Dakota Migrant Education Program: CNA 2018
Parent Survey of Needs By District (N = 71)

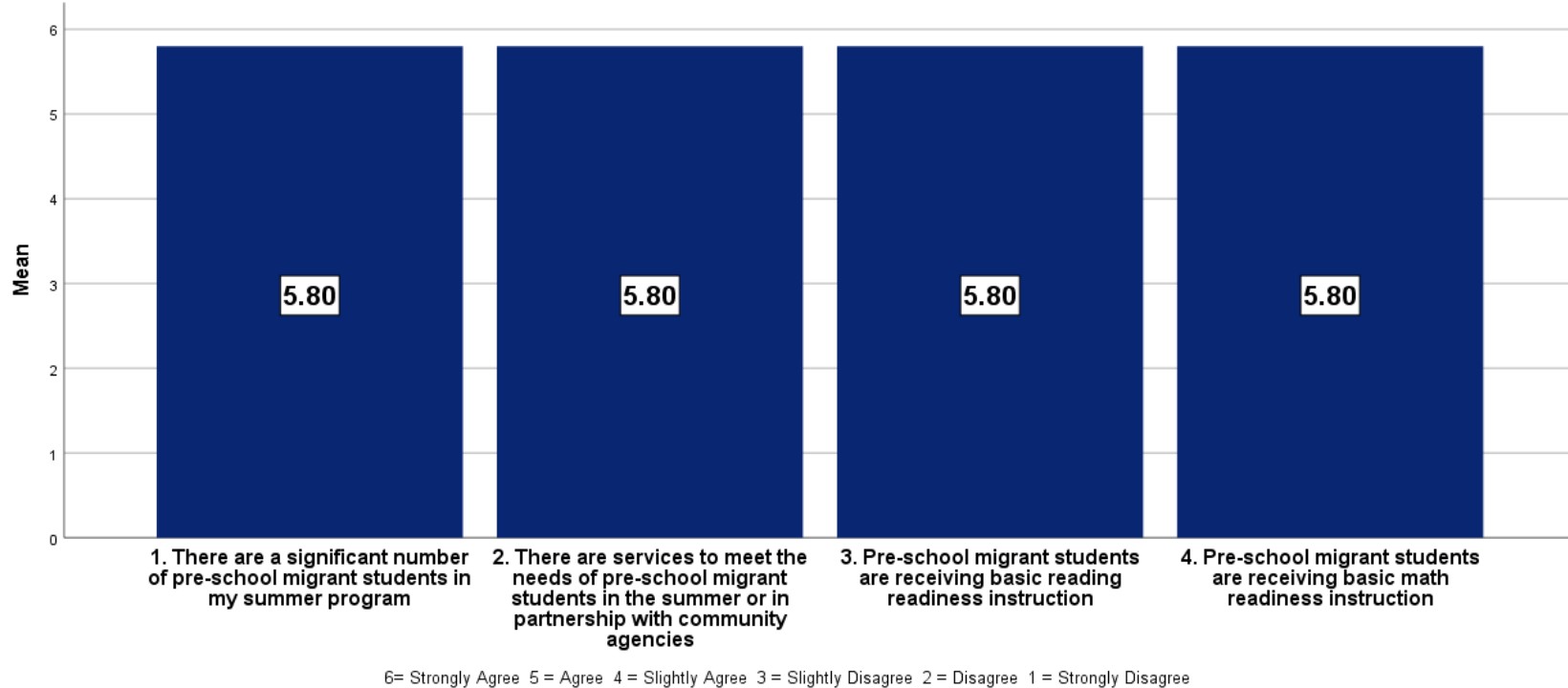


North Dakota Migrant Education Program: CNA 2018
Parent Survey of Needs By Language (N = 71)

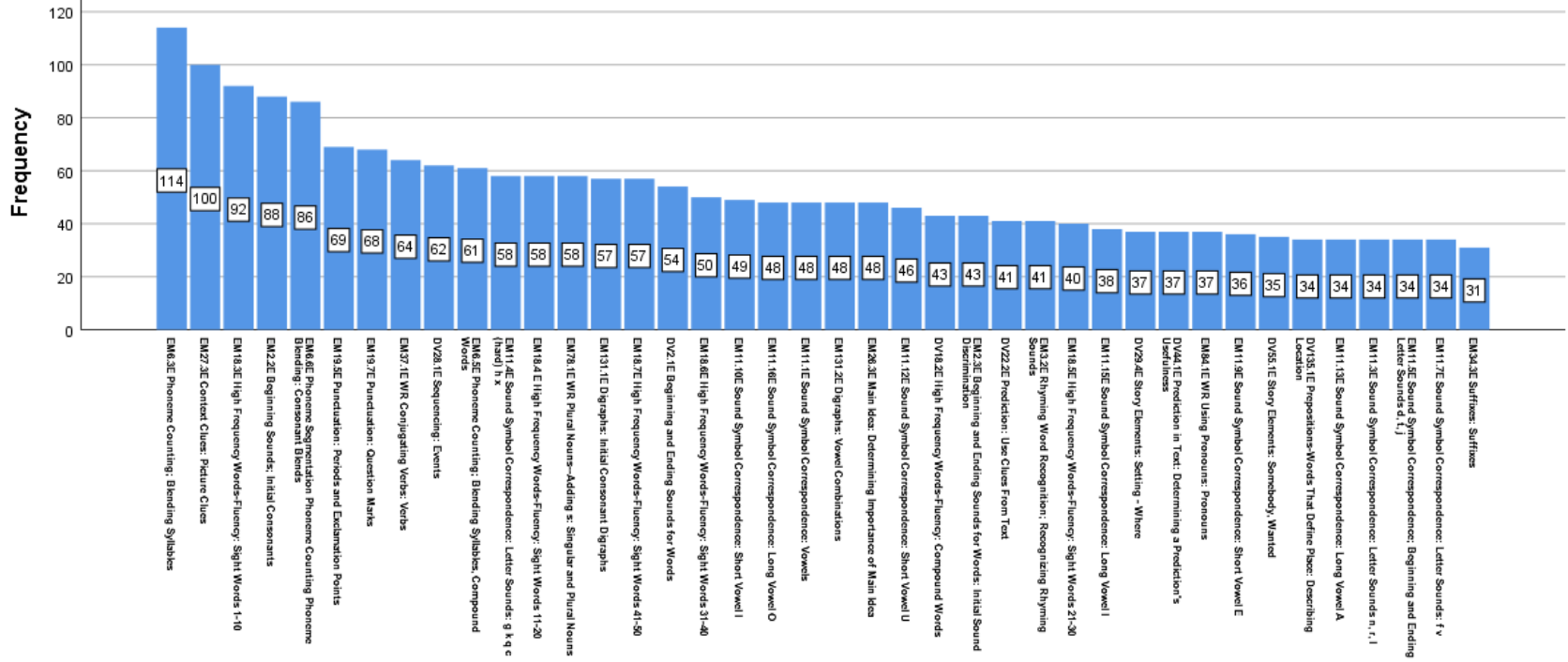




North Dakota Migrant Education Program: CNA 2018
Survey of School Readiness Needs (N = 15)



North Dakota Migrant Program 2018: Tutorials Auto-Assigned By Screeners Based on Needs



Tutorial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DV19.4E Punctuation: Commas	175	2.2	2.2	2.2
	DV19.1E Punctuation: Periods	173	2.2	2.2	4.3
	DV35.2E Similes and Metaphors: Metaphors	163	2.0	2.0	6.4
	DV128.1E Math Vocabulary: Definitions	159	2.0	2.0	8.3
	DV125.2E Phrasing: Compound Sentences	148	1.8	1.8	10.2
	DV125.1E Phrasing: Subject and Predicate	146	1.8	1.8	12.0
	DV19.2E Punctuation: Question Marks	146	1.8	1.8	13.8
	DV15.1E Multiple Meaning Words: Homophones	143	1.8	1.8	15.6
	EM18.3E High Frequency Words-Fluency: Sight Words 1-10	140	1.7	1.7	17.3
	DV35.1E Similes and Metaphors: Similes	136	1.7	1.7	19.0
	DV28.1E Sequencing: Events	135	1.7	1.7	20.7
	EM6.3E Phoneme Counting; Blending Syllables	119	1.5	1.5	22.2
	EM2.2E Beginning Sounds; Initial Consonants	115	1.4	1.4	23.6
	DV15.2E Multiple Meaning Words: Nouns, Verbs, Adjectives	113	1.4	1.4	25.0
	EM27.3E Context Clues: Picture Clues	104	1.3	1.3	26.3
	DV18.2E High Frequency Words-Fluency: Compound Words	103	1.3	1.3	27.6
	DV128.3E Math Vocabulary: Synonyms and Antonyms	101	1.3	1.3	28.9
	DV2.1E Beginning and Ending Sounds for Words	100	1.2	1.2	30.1
	DV39.1E Punctuation: End Marks	100	1.2	1.2	31.4

N