

NORTH DAKOTA MIGRANT EDUCATION

SERVICE DELIVERY PLAN 2017

April 2017

Prepared by Educational Research & Training Corporation



North Dakota Migrant Education Service Delivery Plan 2017

Introduction

The United States Office of Migrant Education (OME) requires all states to complete a comprehensive needs assessment in migrant education and use the results 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 and finally evaluate the impact of service delivery on meeting student needs. The original guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

- The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, State Education Agencies (SEAs) and local operating agencies (LEAs) 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 that 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 that 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.

The North Dakota Migrant Education Program latest comprehensive needs assessment process was completed in 2016. The CNA committee has continued to work to target needs in concert with an external evaluator (Educational Research & Training Corporation (ERTC)). The committee has revised the original concern statements based on current data regarding students' needs.

The revised concern statements 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 that 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 that students are acquiring the basic building blocks necessary to master mathematics.
- A low graduation rate and retention rate for migrant students in North Dakota and 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.

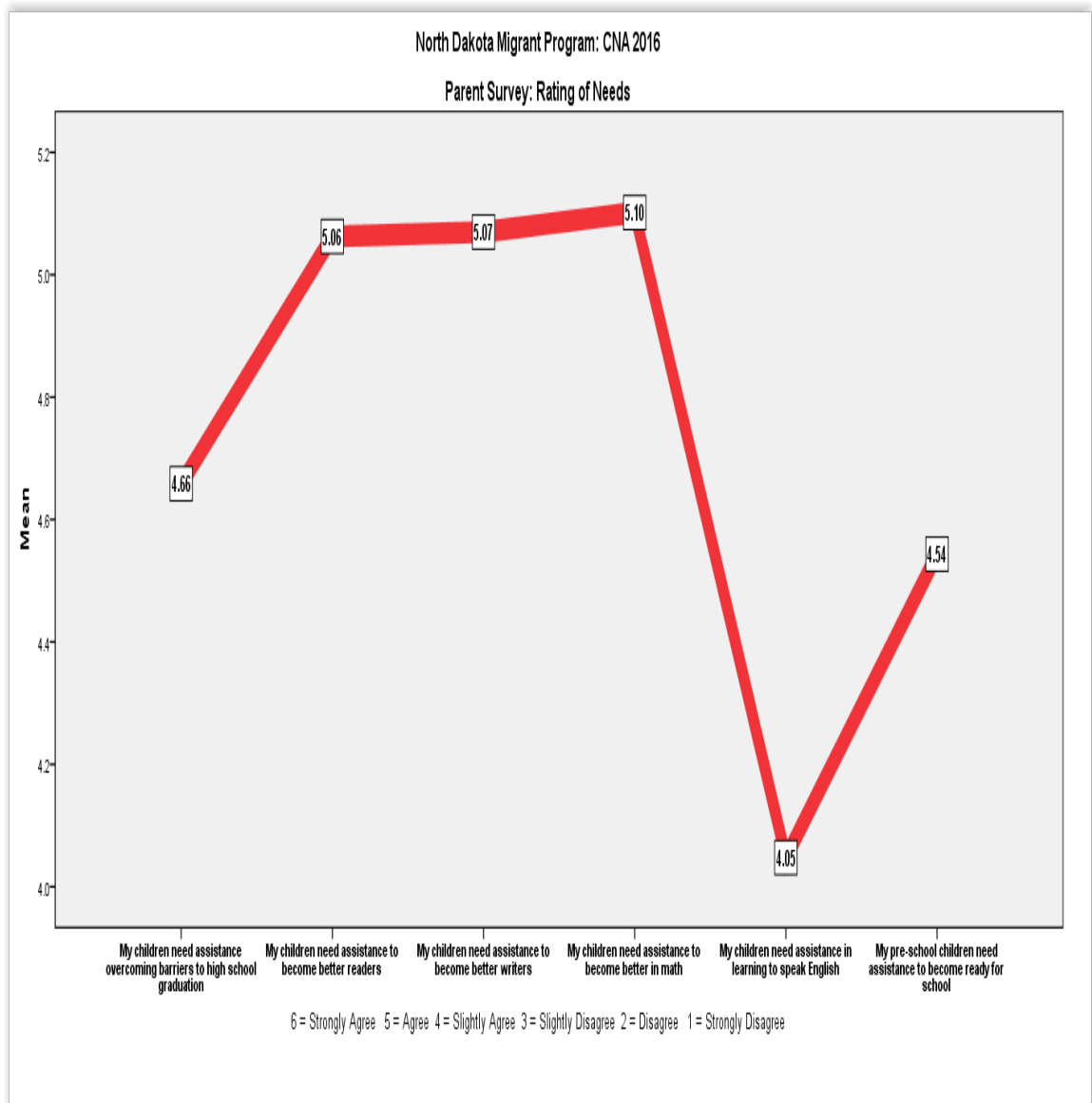
- We are concerned that issues such as the need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content (e.g., reading, math, etc.)

Summary of 2016 Needs Assessment Results

The analysis of the summer 2015 and 2016 data was performed by ERTC and the information was used by the CNA committee to develop the recommendations for the service delivery plan. The following summarizes key results:

- Priority for services migrant students are not achieving proficiency in language arts indicated the need to increase literacy skills. In general, this is the highest overarching need for North Dakota migrant students.
 - The critical needs in language arts identified in the data at the K-4 level are:
 - Help students to engage in the research process in reading;
 - Help students to engage in the writing process.
 - The critical needs in language arts identified in the data at the 5-12 grade level are:
 - Need to learn to write for a variety of purposes;
 - Need to understand the principles of language; and
 - Need to learn to comprehend literature.
- Priority for services migrant students are not achieving proficiency in math indicated that migrant students need most assistance at the K-4 level in:
 - Algebra, functions and patterns and. numbers and operations.
 - The critical needs in math identified by the data at the 5-12 grade level are:
 - data analysis, statistics and probability;
 - Geometry and spatial relations; and
 - Algebra, functions and patterns.
- The overall assessment of needs in relation to concern 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 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 improve attendance; and
- Improve and add to the Migrant Literacy NET resources.
- The North Dakota Comprehensive Needs Assessment process included consulting with parents to identify needs of their children through a survey of 129 parents. The results showed overall there is a significant need for improvement of reading skills, writing, and math skills. Parents indicated the most significant academic need was in math skills. These critical missing skills are key barriers to graduation and retention. The following charts detail the results of the parent survey:



- The needs of preschool age migrant students is an additional area required by OME to be investigated. Parents, administrators and teachers were surveyed through the needs assessment to determine the need for additional preschool and school readiness services.

The survey results indicated there was a need for preschool services, but those services were being effectively provided through a partnership with Tri Valley Head Start and the Migrant Program. 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. This program targets the needs identified above. 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.

Results of the Most Recent Migrant Program Evaluation

The results of the last program evaluation were also considered by the CNA/SDP committee in the formulation of performance targets, measurable outcomes and strategies for service delivery. The following is a summary of the findings of the evaluation:

- The results for migrant students were considerably lower in comparison to other populations. Forty-four percent of migrant students who completed the state assessment in reading were proficient and sixty-nine percent of migrant students who completed the state assessment in mathematics were proficient. The teacher ratings of all migrant students resulted in twenty-one percent proficient in reading and math. The graduation levels were one-hundred percent in comparison to all other populations.
- A comparison between the 2013 and 2014 state reading assessment scores showed improvements for most grade levels for priority for service students.
- A comparison between the 2013 and 2014 state math assessments showed improvements for most grade levels for priority for service students.
- Because of the mobility of migrant students and only the migrant summer program, only 52 students took the state assessment in language arts and 48 took the state assessment in math both in 2013 and 2014. The same issue is true for those receiving teacher ratings for both years. The small numbers of returning students should be considered in the language of performance targets and the measurable program outcomes.
- The performance targets are set according to the state goals of one-hundred percent. The MPOs should reflect increases necessary over time to meet the performance targets out into the future. However, since the state goal is one-hundred percent for 2015, the MPOs must follow, targeting one-hundred percent for 2015. These are unrealistic goals for any population of students.
- The teacher ratings of student proficiency in the standards showed progress towards the reading MPOs for priority for service students in most grade levels.
- The teacher ratings of student proficiency in the standards showed progress towards the math MPOs for priority for service students in most grade levels.
- The implementation survey indicated that migrant staff in some North Dakota migrant programs were providing significant amounts of services keyed specifically to the recommended strategies in the service delivery plan. Both programs were able to provide significant services.

- Both the parents and students survey resulted in very high effectiveness ratings for the migrant program.

Service Delivery

The OME requires the service delivery plan "must describe the SEA strategies for achieving the performance targets and measurable outcomes." The guidance also indicates that the state's service delivery strategy must address the unique needs of migrant students as part of the service delivery strategy. The North Dakota Service Delivery Plan is keyed to the needs of migrant students based on the results of the comprehensive needs assessment and the last migrant program evaluation.

Revised Performance Targets

The previous North Dakota performance targets were based on the state performance indicators for all students. However, the state received a waiver to suspend adequate yearly progress achievement rates in 2015 until new assessments could be evaluated. The following performance targets are based on actual performance rates for migrant students on the state assessments in language arts, math, and graduation rates for 2015-2016, as well as the current results from the comprehensive needs assessment and the previous program evaluation. See following charts (North Dakota Department of Public Instruction Website 2016):

Report: North Dakota Assessment - State		2015-16					
State of North Dakota		Section C					
English/Language Arts Achievement Rates (Across All Grades) ¹		Achievement Levels				Combined Levels	
Group	Total Number of Students	Novice	Partially Proficient	Proficient	Advanced	Not Proficient ²	Proficient ³
State - All	54355	21.3%	28.0%	34.1%	16.6%	49.2%	50.8%
State - Male	27883	25.7%	29.7%	31.3%	13.2%	55.5%	44.5%
State - Female	26472	16.6%	26.1%	37.1%	20.3%	42.6%	57.4%
State - White	42954	16.9%	27.3%	36.9%	18.9%	44.2%	55.8%
State - Native American	5376	43.4%	31.2%	20.6%	<5.0%	74.6%	25.4%
State - Black	2613	35.9%	29.9%	25.4%	8.8%	65.7%	34.3%
State - Hispanic	2306	32.5%	32.7%	25.8%	9.0%	65.2%	34.8%
State - Asian American	1106	24.1%	22.9%	30.6%	22.5%	46.9%	53.1%
State - Limited English Proficient (LEP)	1234	68.2%	22.5%	7.7%	<5.0%	90.8%	9.2%
State - Non LEP	53121	20.2%	28.1%	34.7%	17.0%	48.3%	51.7%
State - Low Income	17856	34.7%	31.5%	25.6%	8.2%	66.2%	33.8%
State - Non Low Income	36499	14.7%	26.2%	38.3%	20.8%	40.9%	59.1%
State - Students w/disabilities (IEP)	7230	50.4%	28.3%	17.2%	<5.0%	78.7%	21.3%
State - Non IEP	47125	16.8%	27.9%	36.7%	18.6%	44.7%	55.3%
State - Migrant	75	49.3%	34.7%	13.3%	<5.0%	84.0%	16.0%
State - Non Migrant	54280	21.2%	27.9%	34.2%	16.7%	49.2%	50.8%

¹ Includes all enrolled students in grades 3-8 and 11 who participated in the North Dakota State Assessments; ² Combines Novice and Partially Proficient; ³ Combines Proficient and Advanced

Report: North Dakota Assessment - State

2015-16

State of North Dakota

Math Achievement Rates (Across All Grades)¹

Section C

Group	Total Number of Students	Achievement Levels				Combined Levels	
		Novice	Partially Proficient	Proficient	Advanced	Not Proficient ²	Proficient ³
State - All	54488	24.9%	33.8%	26.7%	14.6%	58.7%	41.3%
State - Male	27956	25.5%	32.4%	26.4%	15.7%	57.9%	42.1%
State - Female	26532	24.3%	35.2%	27.0%	13.5%	59.5%	40.5%
State - White	42990	19.6%	33.9%	29.8%	16.7%	53.5%	46.5%
State - Native American	5383	49.8%	33.9%	12.5%	<5.0%	83.7%	16.3%
State - Black	2650	46.4%	32.0%	15.1%	6.5%	78.4%	21.6%
State - Hispanic	2330	40.4%	36.0%	17.0%	6.7%	76.4%	23.6%
State - Asian American	1135	25.8%	28.5%	24.1%	21.6%	54.3%	45.7%
State - Limited English Proficient (LEP)	1352	70.9%	20.3%	7.2%	<5.0%	91.1%	8.9%
State - Non LEP	53136	23.8%	34.1%	27.2%	15.0%	57.9%	42.1%
State - Low Income	17975	39.9%	35.9%	18.1%	6.0%	75.8%	24.2%
State - Non Low Income	36513	17.5%	32.7%	30.9%	18.9%	50.2%	49.8%
State - Students w/disabilities (IEP)	7223	57.8%	27.6%	10.9%	<5.0%	85.4%	14.6%
State - Non IEP	47265	19.9%	34.7%	29.1%	16.3%	54.6%	45.4%
State - Migrant	75	52.0%	36.0%	9.3%	<5.0%	88.0%	12.0%
State - Non Migrant	54413	24.9%	33.8%	26.7%	14.6%	58.6%	41.4%

¹Includes all enrolled students in grades 3-8 and 11 who participated in the North Dakota State Assessments; ²Combines Novice and Partially Proficient; ³Combines Proficient and Advanced

Report: North Dakota Assessment - State

2015-16

State of North Dakota

High School Graduation Rates

Section B

High School Start Year High School End Year	2012-13 Cohort						2013-14 Cohort				2014-15 Cohort	
	2009-10 2012-13 4-Year*		2009-10 2013-14 5-Year Extended		2009-10 2014-15 6-Year Extended		2010-11 2013-14 4-Year*		2010-11 2014-15 5-Year Extended		2011-12 2014-15 4-Year*	
Group	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate
State - All	7567	87.2%	7559	88.6%	7553	89.1%	7603	86.9%	7613	88.5%	7634	86.3%
State - Male	3886	85.7%	3878	87.4%	3876	88.0%	3877	84.5%	3882	86.4%	3900	84.3%
State - Female	3681	88.8%	3681	89.8%	3677	90.3%	3726	89.5%	3731	90.8%	3734	88.4%
State - White	6424	90.3%	6419	91.4%	6416	91.9%	6357	90.1%	6361	91.4%	6234	90.5%
State - Native American	674	61.4%	672	64.4%	669	65.3%	689	64.6%	696	67.0%	724	59.7%
State - Black	198	79.8%	200	82.5%	200	82.5%	233	76.4%	232	83.2%	287	75.6%
State - Hispanic	153	77.8%	151	81.5%	151	81.5%	177	74.6%	177	76.3%	241	74.7%
State - Asian American	118	88.1%	117	89.7%	117	90.6%	147	85.0%	147	89.1%	148	77.7%
State - Limited English Proficient (LEP)	210	61.0%	210	66.2%	210	67.6%	180	63.3%	180	70.6%	185	60.0%
State - Non LEP	7357	87.9%	7349	89.2%	7343	89.7%	7423	87.5%	7433	89.0%	7449	87.0%
State - Low Income	2020	70.7%	2015	73.3%	2013	74.2%	2041	71.4%	2046	74.7%	2030	70.0%
State - Non Low Income	5547	93.2%	5544	94.1%	5540	94.5%	5562	92.6%	5567	93.6%	5604	92.2%
State - Students w/disabilities (IEP)	840	69.6%	837	74.0%	833	76.6%	870	69.4%	875	74.1%	852	67.4%
State - Non IEP	6727	89.4%	6722	90.4%	6720	90.7%	6733	89.2%	6738	90.4%	6782	88.7%

*=On-time graduates

X=Fewer than 10 students in the cohort

Cohort numbers may vary across years due to transfers or demographic reclassification

In 2015-2016 only 16% of migrant students were proficient in language arts and 12% were proficient in mathematics of the migrant students completing the state assessment. The closest population to migrant students for graduation rates are LEP students. Sixty percent of LEP students graduated in 2015-2016, The following performance indicators have extended out to a five-year goal and been revised to reflect the actual state performance goals for migrant students, needs assessment results and evaluation results:

- ***Performance Target #1 Language Arts Achievement:*** By the 2020-2021 program year 80 percent of all eligible migrant students, who take the statewide assessment of language arts, will score at the proficient level (rubric score of 3 or higher) or above in language arts. All eligible migrant students who did not take the state test will be rated by teachers using the same rubric of reading and writing proficiency used by the state test and will be rated proficient level (3.0 rubric score) or higher.
- ***Performance Target #2 Math Achievement:*** By the 2020-2021 program year 80 percent of all eligible migrant students, who take the statewide assessment of mathematics, will score at the proficient level (rubric score of 3 or higher) or above in reading. All eligible migrant students who did not take the state test will be rated by teachers using the same rubric of math proficiency used by the state test will be rated at a proficient level (3.0 rubric score) or higher.
- ***Performance Target #3 Overcoming Barriers to Graduation:*** By the 2020-2021 program year, 90 percent of all eligible migrant students will graduate high school.
- ***Performance Target #4 Meet Needs of Migrant Students for Other Services:*** For the 2017 program year, 75 percent of all migrant students enrolled in summer school migrant programs will be provided with critical other services that facilitate academic success and program participation as identified by the comprehensive needs assessment.

Measurable Program Outcomes

The OME requires: “The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State’s performance targets.” The following measurable program outcomes are revised based on the revised performance targets preceding:

- **Measurable Outcome #1 Reading Comprehension:** Proficiency in reading comprehension will increase by an average of 20% per year for all migrant students targeted for reading instruction in the summer, based on state assessment results or teacher ratings and/or other assessments of student performance in relation to state content standards.
- **Measurable Outcome #2 Writing:** Proficiency in writing will increase by an average of 20% per year for all migrant students targeted for writing instruction in the summer, based on state assessment results or teacher ratings and/or other assessments of student performance in relation to state content standards.

- **Measurable Outcome #3 Number Sense & Basic Operations in Math:** Proficiency in number sense and operations will increase by an average of 20% per year for all migrant students targeted for math instruction in the summer, based on state assessment results or teacher ratings and/or other assessments of student performance in relation to state content standards.
- **Measurable Outcome #4 Algebra, Patterns and Functions:** Proficiency in algebra, patterns and functions will increase by an average of 20% per year for all migrant students targeted for math instruction in the summer based on state assessment results or teacher ratings and/or other assessments of student performance in relation to state content standards.
- **Measurable Outcome #5 Overcoming Academic Barriers to Graduation:** Eighty percent of migrant students targeted for reading, math, and English language instruction in the summer program will demonstrate progress toward mastery in reading, math and English language fluency based on teacher ratings and/or other assessments of student performance to facilitate progress towards high school graduation.
- **Measurable Outcome #6 School Attendance:** Overall attendance during the summer program will increase by 10% for all migrant students from the previous year.

Local Program Compliance

All LEAs who apply for summer migrant funds must describe in the application how they plan to meet the performance targets and measurable outcomes (MPOs). Districts may choose their own strategies (e.g. use of the Migrant Literacy NET tutorials and lessons, etc.) to address the performance targets and MPOs.

Cooperation and collaboration with other ESEA programs and other agencies

The North Dakota migrant program administrator maintains meetings with all ESEA programs (including Title 1 Part A, Homeless Education, Title III, etc.) to discuss possibilities for cooperation and collaboration among programs for the benefit of migrant students. In addition, the state has maintained a long-term partnership with Tri Valley Head Start to meet the needs of preschool migrant students.

Service Delivery Recommendations for Local Migrant Programs

The CNA and Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery.

- **Recommendation**
 - Implement tutoring and small group instruction in reading and math for all summer migrant students.
 - Utilize instructional materials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET including the lesson plans and online tutorials for students).
 - Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

- Utilize bilingual and bicultural staff whenever possible for instruction.
- Target writing and reading comprehension instruction for all migrant students
- Target number sense, basic operations, as well as algebra, patterns and functions instruction for K-4 migrant students in math.
- Target algebra, patterns and functions and measurement for students in grade 5-12 in math.
- Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation.
- Educate students on the importance of attendance in school and other key essentials for success in school.
- Collaborate with Tri Valley Head Start to facilitate early childhood readiness for school and parent involvement and recruitment.
- Utilize course data from MSIX and other sources, as well as transcripts to transfer data from high school to high school.
- Create a form outlining graduation requirements for North Dakota and an open form of graduation requirements from other states to be completed with contact information.
- Utilize the P.A.S.S. program to fill in credit accrual gaps.

Evaluation:

The OME requires in the service delivery plan that the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in North Dakota is based upon a continuous improvement model. The steps in the process include the following:

- Identify the needs of migrant students in reading, math, overcoming barriers to graduation, and as well as the need for other services to facilitate school success (e.g. attendance, transportation, collaboration, etc.).
- Implement service delivery strategies to achieve the performance targets, measurable outcomes in the service delivery plan designed to meet the needs of migrant students in reading, math, overcoming barriers to graduation, and school success. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
- Evaluate the impact of the service delivery strategies on reading achievement, math achievement, removing barriers to graduation and school success. Utilize results to guide program improvement and to identify additional needs.

The external evaluator, Educational Research & Training Corporation (ERTC), will be used to provide an objective, third-party, researched-based evaluation of the service delivery plan. Both formative and summative evaluation will be implemented. Formative evaluation will include an investigation into the implementation of the service delivery plan. Specifically, districts will be surveyed to ascertain exactly which strategies they implemented to meet the measurable

outcomes and performance targets, what materials they used, which students they targeted, and to what extent were the strategies used. In addition, the evaluation will identify local programs that are providing particularly effective services toward meeting the needs of students to share best practice with all programs statewide.

The summative evaluation will include two types of data: quantitative and qualitative. The purpose of the summative evaluation is to assess the actual impact on students of the service delivery plan and strategies. Quantitative data will be collected using a variety of methods including data collected on individual student performance in relation to the targeting reading and math skills as well as English language proficiency. The data collected will include state assessment scores (when available), teacher ratings comparing progress from one-year to the next, WIDA ACCESS 2.0 scores to measure English language proficiency growth, as well as other data from pre and post assessments (if available) targeting reading and math skills and overcoming barriers to education. The qualitative data will include surveys of migrant teachers, administrators, and parents regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets.

ERTC will compile and analyze the results of the evaluation and present the findings to the North Dakota CNA and Service Delivery Committee. The results will be used to identify and expand successful practices, as well as to target program weaknesses and continuing needs for modification. The committee will make recommendations toward improved service delivery which will be included in a final evaluation report of the effectiveness of the service delivery plan to the Office of Indian/Multicultural Education. This report will be completed by Education Research & Training Corporation.