

NORTH DAKOTA

MIGRANT EDUCATION EVALUATION REPORT 2017-2018

Prepared by

Educational Research & Training Corporation



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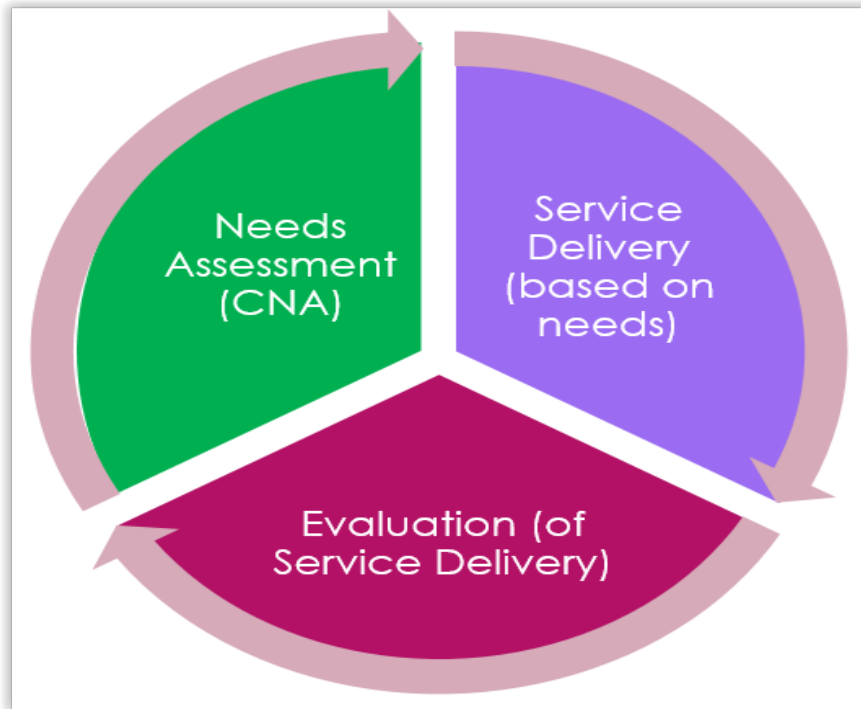
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NORTH DAKOTA MIGRANT EDUCATION PROGRAM EVALUATION REPORT 2017-2018

1. Purpose of the Evaluation

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. The state plan for service delivery describes the strategies the State Education Agency (SEA) will pursue on a statewide basis to help migrant children achieve a set of performance targets and measurable outcomes based on student needs data. The SEA's comprehensive plan for service delivery is the basis for the use of all MEP funds for local programs.

Continuous Improvement Model



This continuous improvement model, completed every two years, incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, then targeting services based on those needs to meet the performance targets and measurable outcomes. The final step is to evaluate the impact of services to measure the impact.

This report is the summary of the program evaluation of the North Dakota Service Delivery for 2017-2018.

2. Comprehensive Needs Assessment

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that 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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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., 40 percent of migrant students are not proficient in reading, or 35 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies 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 that describes 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.

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. The purpose of the needs 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.

Concern Statements

The concern statements identified by the CNA Committee in 2016-2017 were modified based on the data, as well as recommendations from each of the state migrant programs. The revised concern statements for 2016-2017 are as follows:

1. We are concerned that 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.

2. We are concerned that 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.
3. We are concerned that 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 those that are priority for service students.
4. 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.).

CNA Results

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

A. The overall assessment of needs in relation to concern statement 1 (priority for services migrant students are not achieving proficiency in language arts) indicated that the need to increase literacy skills in general is the highest overarching need for North Dakota migrant students of all. The critical needs in language arts that were identified in the data at the K-4 level: **1. Help students to engage in the research process in reading; and 2. Help students to engage in the writing process.** The critical needs in language arts that were identified in the data at the 5-12 grade level are: **1. Need to learn to write for a variety of purposes; 2. Students need to understand the principles of language; and 3. Students need to learn to comprehend literature.**

B The overall assessment of needs in relation to concern statement 2 (priority for services migrant students are not achieving proficiency in math) indicated that migrant students need most assistance at the K-4 level in: **1. Algebra, functions and patterns;** and **2. numbers and operations.** The critical needs in math that were identified in the data at the 5-12 level are: **1. data analysis, statistics and probability; 2. Geometry and spatial relations; and 3. Algebra, functions and patterns.**

C. 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: **1. Missing foundational writing skills; 2. Missing foundational math skills;** and **3. Missing foundational reading skills.**

D. 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: **1. Investigate the possible expansion of the summer program time; 2. Focus on strategies to improve attendance; and 3. Improve and add to the Migrant Literacy NET resources.**

The U.S. Office of Migrant Education requires that all state migrant programs also assess the needs of pre-school migrant students. The North Dakota Migrant Program is a summer program only, therefore, pre-school age migrant students are served through the partnership with Tri Valley Head Start during June - July of each year. As a result 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 pre-school age migrant students.

Results of the Last Migrant Program Evaluation (2015-2016)

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:

- A. 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 69% of migrant students who completed the state assessment in mathematics were proficient. The teacher ratings of all migrant students in reading resulted in 21% proficient and in math also 21% proficient. The graduation levels were 100% in comparison to all other populations.
- B. A comparison between the 2013 and 2014 state reading assessment scores showed improvements for most grade levels for priority for service students.
- C. A comparison between the 2013 and 2014 state math assessments showed improvements for most grade levels for priority for service students.
- D. Because of the mobility of migrant students and the summer only migrant 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 of small numbers 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.
- E. The performance targets are set according to the state goals of 100%. The MPOs should reflect increases necessary over time to meet the performance targets out into the future. However, since the state goal is 100% for 2015, the MPOs must follow, targeting 100% for 2015. These are unrealistic goals for any population of students.

- F. The teacher ratings of student proficiency in the standards showed progress towards the reading MPOs for priority for service students in most grade levels.
- G. The teacher ratings of student proficiency in the standards showed progress towards the math MPOs for priority for service students in most grade levels.
- H. 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 of the programs were able to provide significant services.

3. Service Delivery Model

The Office of Migrant Education requires that 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.

Revised Performance Targets: The North Dakota performance targets are based on the state performance indicators for all students as well as the current results from the comprehensive needs assessment. The North Dakota Adequate Yearly Progress Indicators for all students statewide are as follows (North Department of Education website 2016):

Report: North Dakota Assessment - State						2015-16	
State of North Dakota							
English/Language Arts 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	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%

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

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.

Revised Measurable Program Outcomes: The Office of Migrant Education 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 in order 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.

Recommended Service Delivery Strategies

The CNA/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 (North Dakota Service Delivery Plan 4-1-14).

Recommendation 1: Implement tutoring and small group instruction in reading and math for migrant students into summer programs.

Recommendation 2: 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).

Recommendation 3: Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

Recommendation 4: Utilize bilingual and bicultural staff whenever possible for instruction.

Recommendation 5: Target writing and reading comprehension instruction for all migrant students

Recommendation 6: Target number sense, basic operations as well as algebra, patterns and functions instruction for K-4 migrant students in math.

Recommendation 7: Target algebra, patterns and functions and measurement for students in grade 5-12 in math.

Recommendation 8: Utilize the electronic graduation plans specifically designed for migrant on the Migrant Literacy NET to assist secondary migrant students to overcome barriers to graduation.

Recommendation 9: Educate students on the importance of attendance in school and other key essentials for success in school.

Recommendation 10: Collaborate with Tri Valley Head Start to facilitate early childhood readiness for school and parent involvement and recruitment.

Recommendation 11: Utilize course data from MSIX and other sources as well as transcripts to transfer data from high school to high school.

Recommendation 12: Create a form that outlines graduation requirements for North Dakota and an open form of graduation requirements from other states to be completed with contact information.

Recommendation 13: Utilize the P.A.S.S. program to fill in credit accrual gaps.

4. Evaluation Process

The evaluation of the North Dakota migrant program was designed to be completed through the collection of and analysis of data using a wide variety of formative and summative strategies. Educational Research and Training of Colorado was the external evaluator. The following data collection instruments, sources and strategies were incorporated:

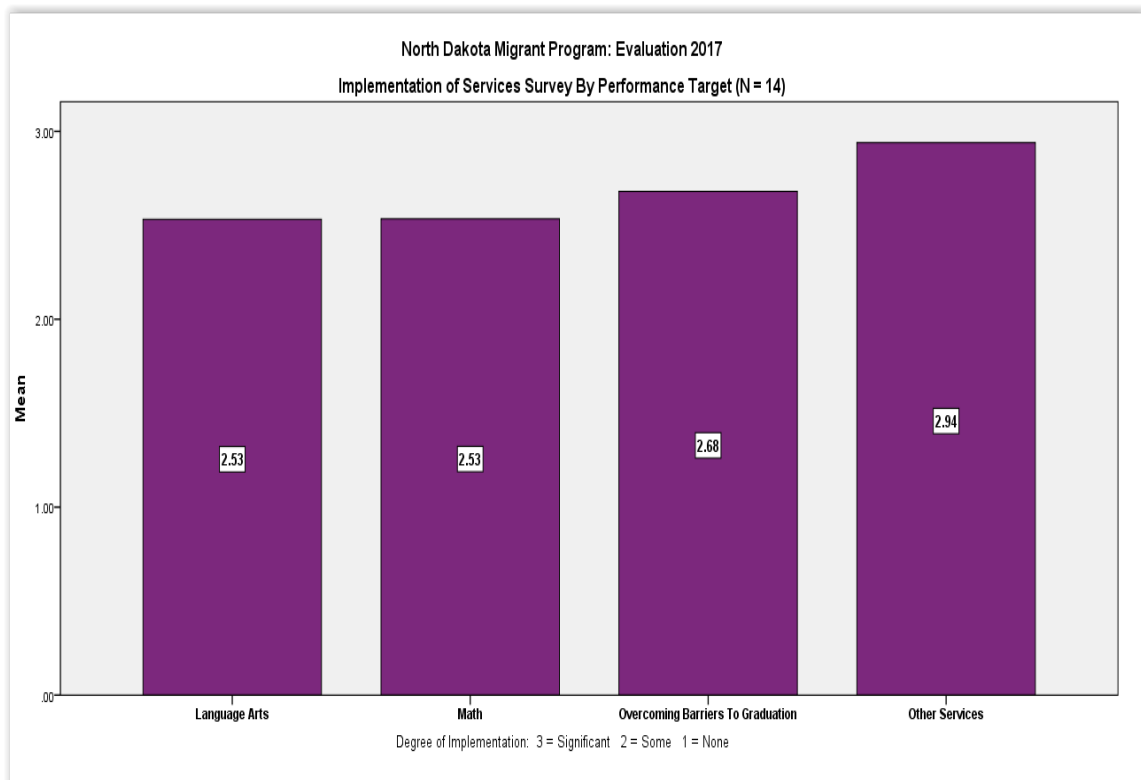
- A.** Fidelity of Implementation Survey – Completed by teachers and administrators for all migrant districts.
- B.** State assessment scores in language arts and math – These are required through the GPRA act for growth comparisons for all students. It is important to note that in North Dakota (as in most states) only a minority percentage of migrant students take the state test and even fewer take the state test two years in a row in order to facilitate growth comparisons.
- C.** Teacher ratings of student proficiency in the North Dakota content standards in reading and math. These ratings are based on the same rubric score provided by the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic).
- D.** Student scores on the North Dakota English language proficiency assessment (WIDA).
- E.** Administrator/Teacher Survey of Migrant Program Effectiveness – Completed by teachers and administrators in all North Dakota migrant programs.
- F.** Parent Evaluation Survey of program effectiveness – Completed by parents in all migrant programs.

Copies of the data collection and survey formats are attached in Appendix A. Migrant staff from each North Dakota migrant program disseminated the surveys to administrators and teachers of migrant students and migrant parents. All data collected was forwarded to ERTC for analysis.

6. Results of the Evaluation

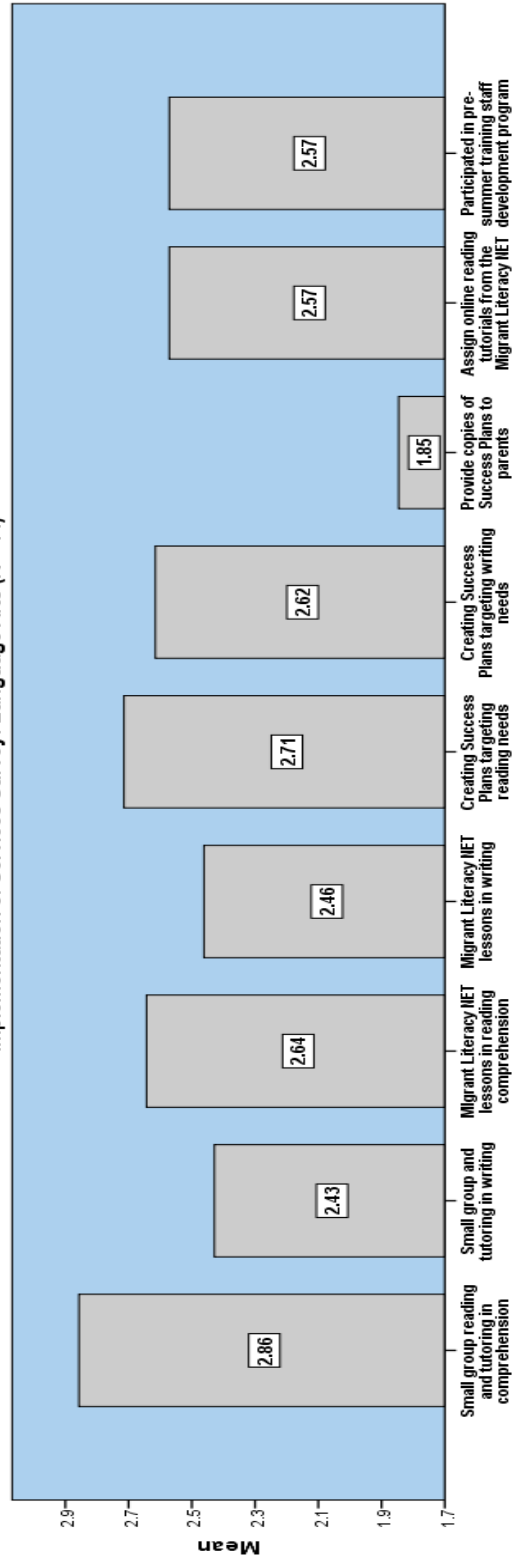
Fidelity of Implementation

A fidelity of implementation of services survey, based on the recommended strategies to meet the migrant education performance targets was completed by 14 administrators and teachers of migrant students from the North Dakota migrant programs. This survey asked all key staff who serve migrant students to indicate which services have been provided to migrant students and to what degree. Services were rated by migrant staff in regard to the degree of implementation (i.e. 3 = significant implementation, 2 = some implementation, 1 = N/A - no service was provided). The MPOs targeted reading, math, graduation from high school, and other services. The following chart indicates a mean of the degree of implementation of overall services related to each of the performance targets.



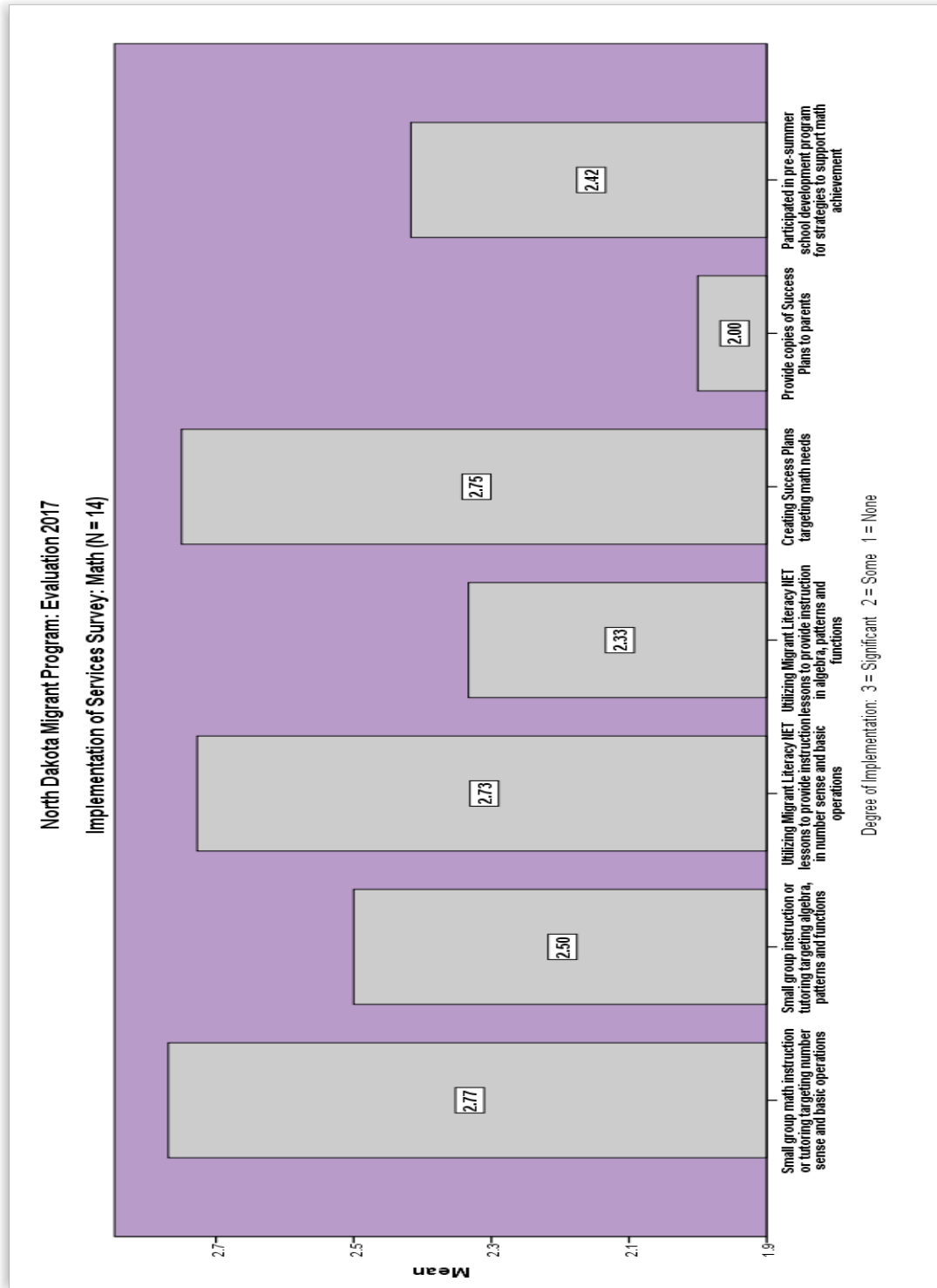
The data was also broken down to identify the level of implementation in each of the targets of the North Dakota migrant programs. The following provides data on the level of implementation of language arts strategies.

North Dakota Migrant Program: Evaluation 2017
 Implementation of Services Survey: Language Arts (N = 14)

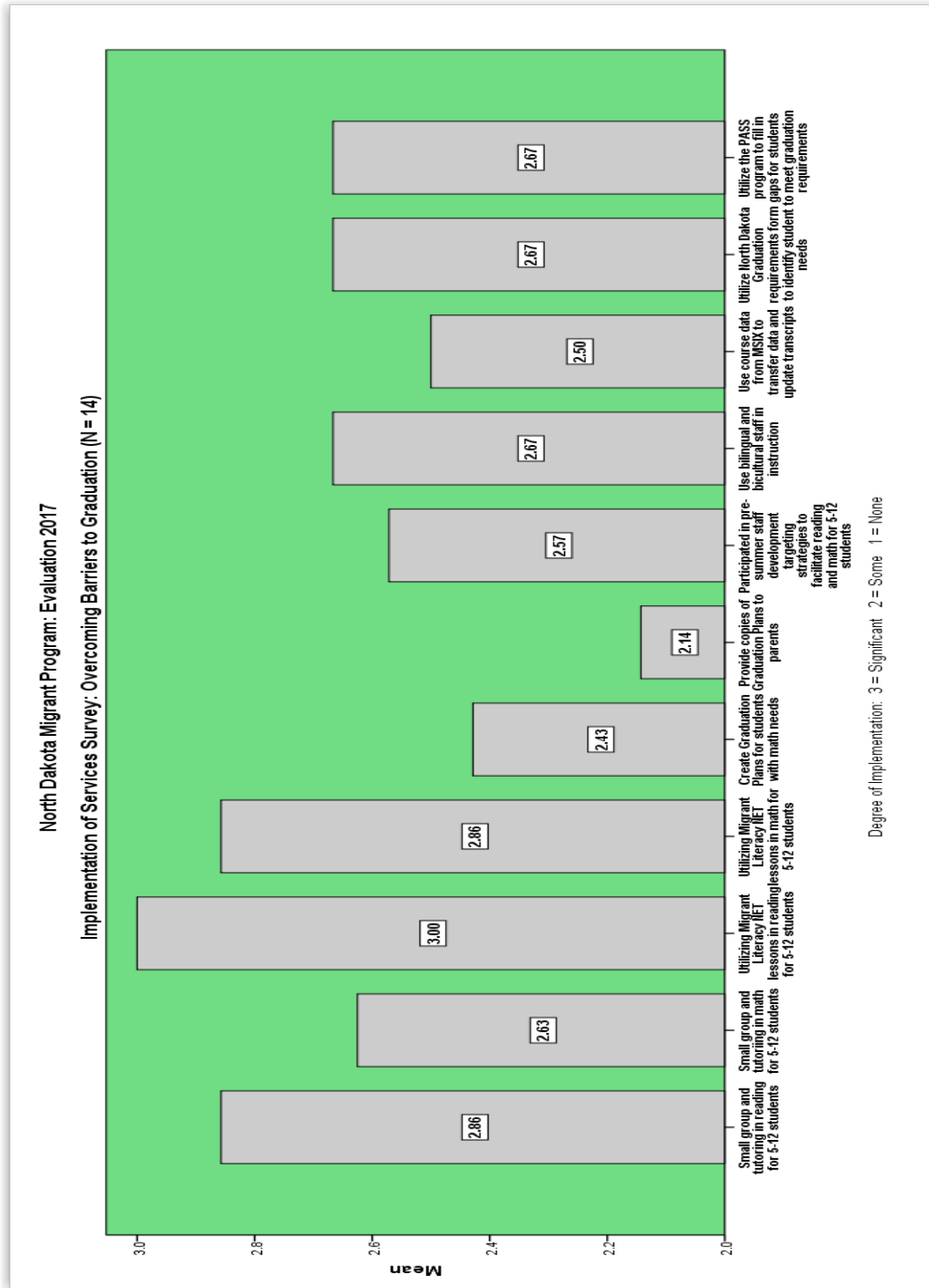


Degree of Implementation: 3 = Significant 2 = Some 1 = None

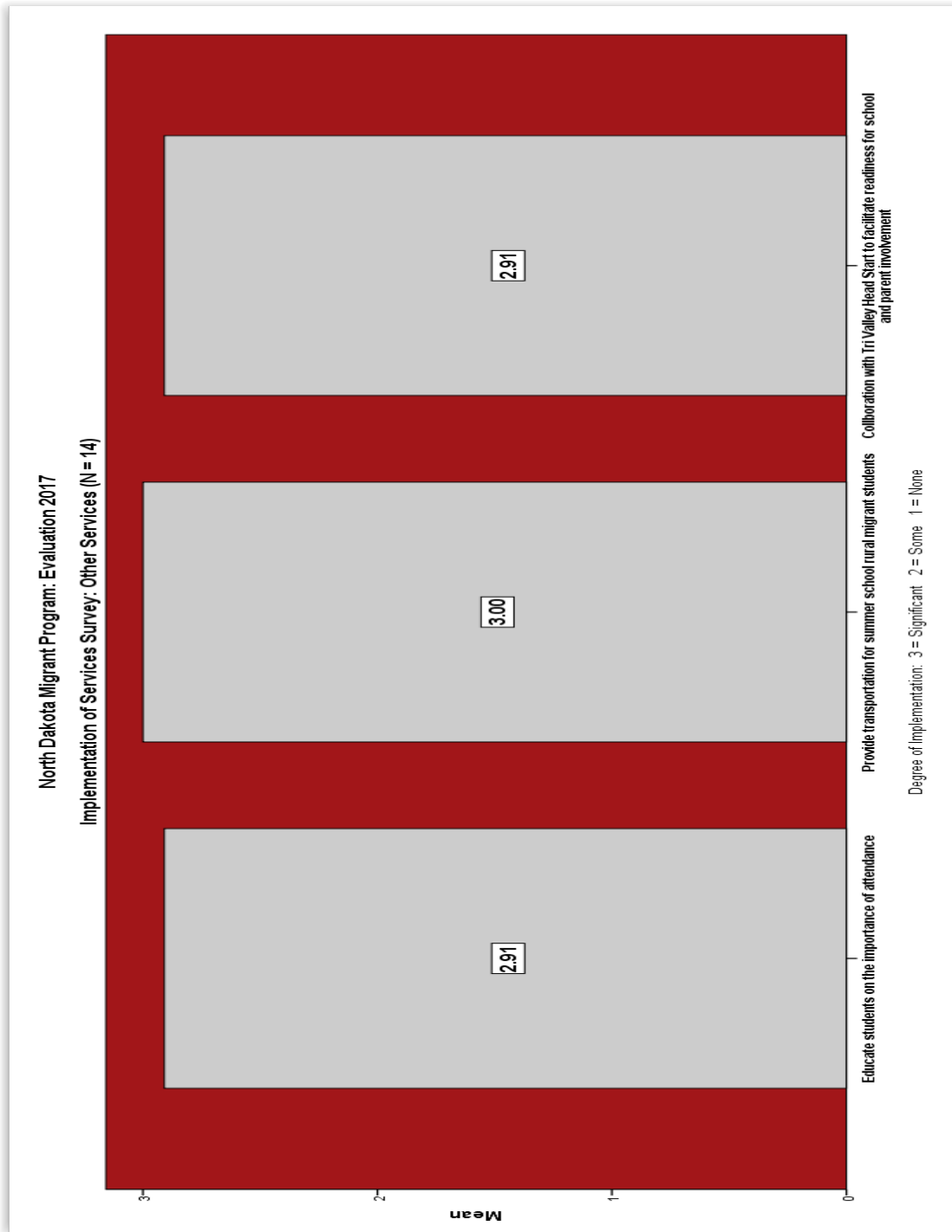
The following provides data on the level of implementation of math strategies.



The following provides data on the level of implementation of strategies to overcome barriers to graduation.



The following provides data on the level of implementation of strategies to provide other services to facilitate program success.



State Assessment Results for Migrant Students

Only a small percentage of migrant students took the state assessment in North Dakota. North Dakota is a summer only migrant program with few students remaining during the academic year. In addition, CRTs are only administered in certain grade levels and migrant students are by definition, mobile and most were not enrolled in North Dakota schools during test administration. North Dakota only had 73 migrant students that took the state assessment in language arts and 73 students took the state assessment in math in 2017. The rubric score on the state assessment is: 4 = advanced, 3 = proficient, 2 = partially proficient, and 1 = novice. While analysis of state scores is required by GPRA for evaluation, they are not the ideal measure of progress and impact for the migrant program. When the scoring range is limited to 1-4, it requires a great deal of progress for a student to demonstrate gains between one scoring point and the next.

CRT Performance in Relation to Performance Targets

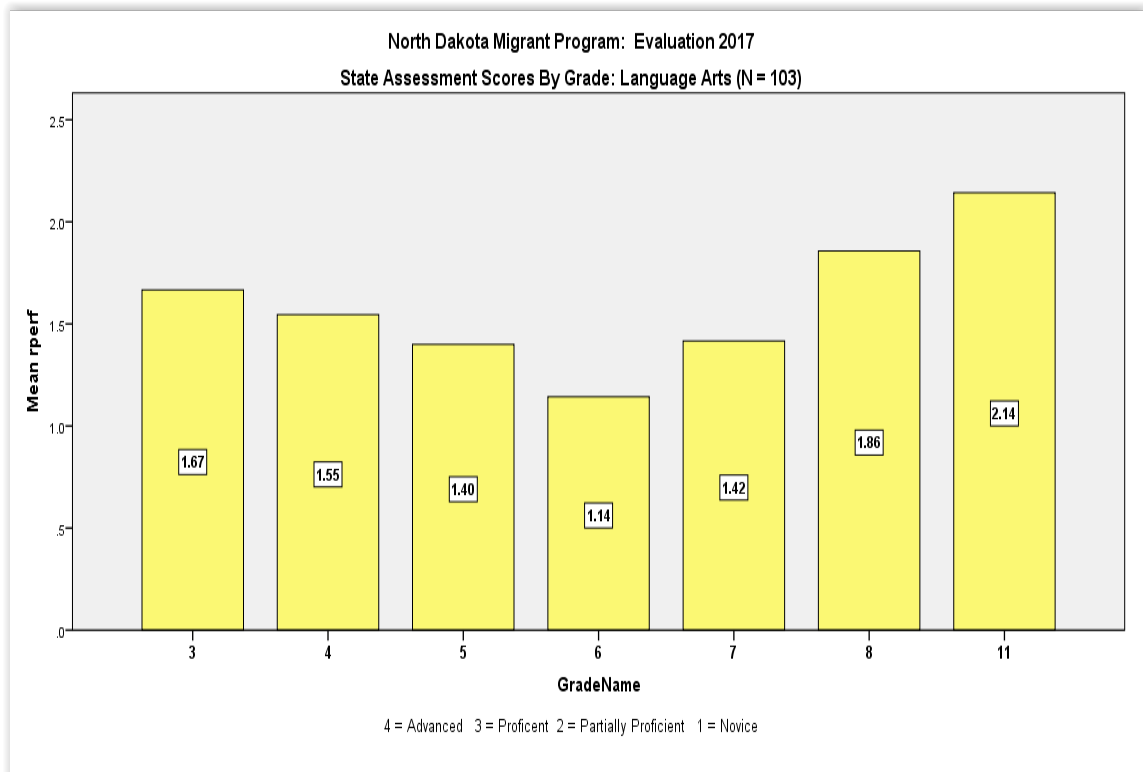
<i>CRT Assessment</i>	<i>Number Completing the Assessment</i>	<i>Students proficient 2017</i>	<i>Performance target goal by 2020-2021</i>
Language Arts	73	9 (12%)	80%
Mathematics	73	5 (7%)	80%

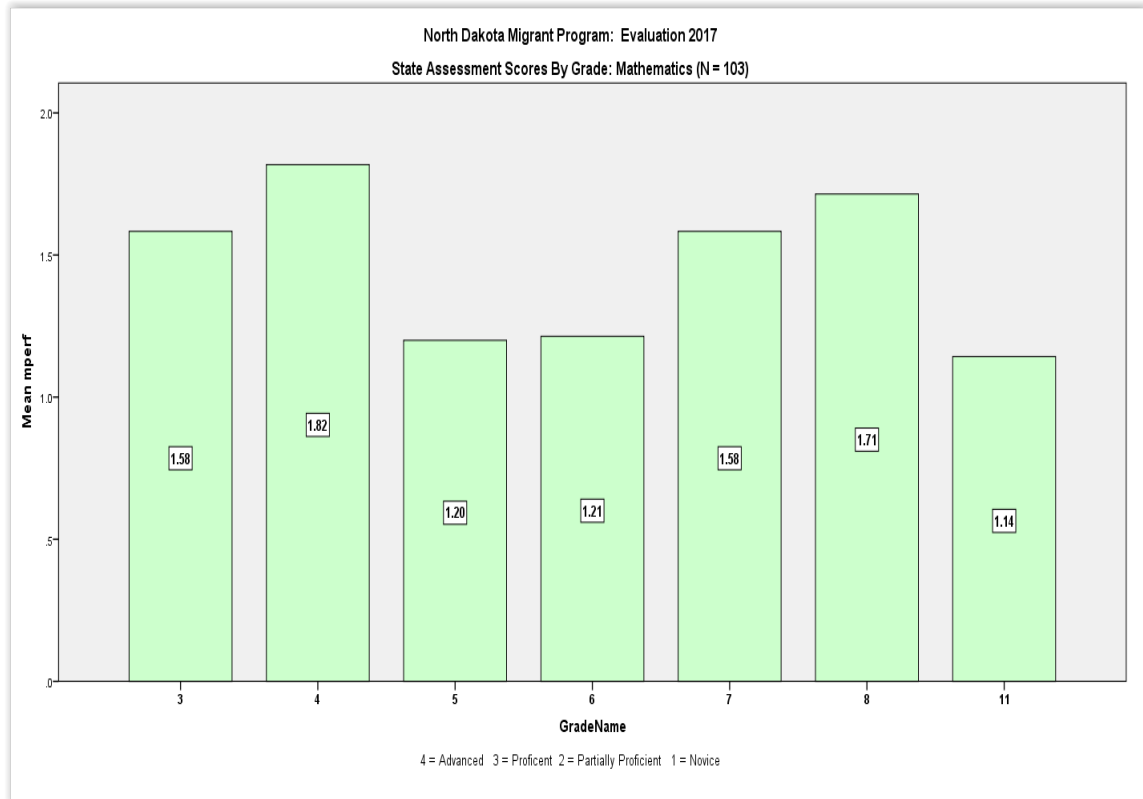
State assessment scores for North Dakota migrant students completing the state assessments in language arts and math in 2017 breakdown as follows:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	45	61.6	61.6	61.6
	2	19	26.0	26.0	87.7
	3	7	9.6	9.6	97.3
	4	2	2.7	2.7	100.0
	Total	73	100.0	100.0	

Migrant Student Math Scores: State Assessment 2017					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	45	61.6	61.6	61.6
	2	23	31.5	31.5	93.2
	3	4	5.5	5.5	98.6
	4	1	1.4	1.4	100.0
Total		73	100.0	100.0	

The breakdown of migrant students' state assessment scores in language arts and math by grade level is illustrated by the following graphs:



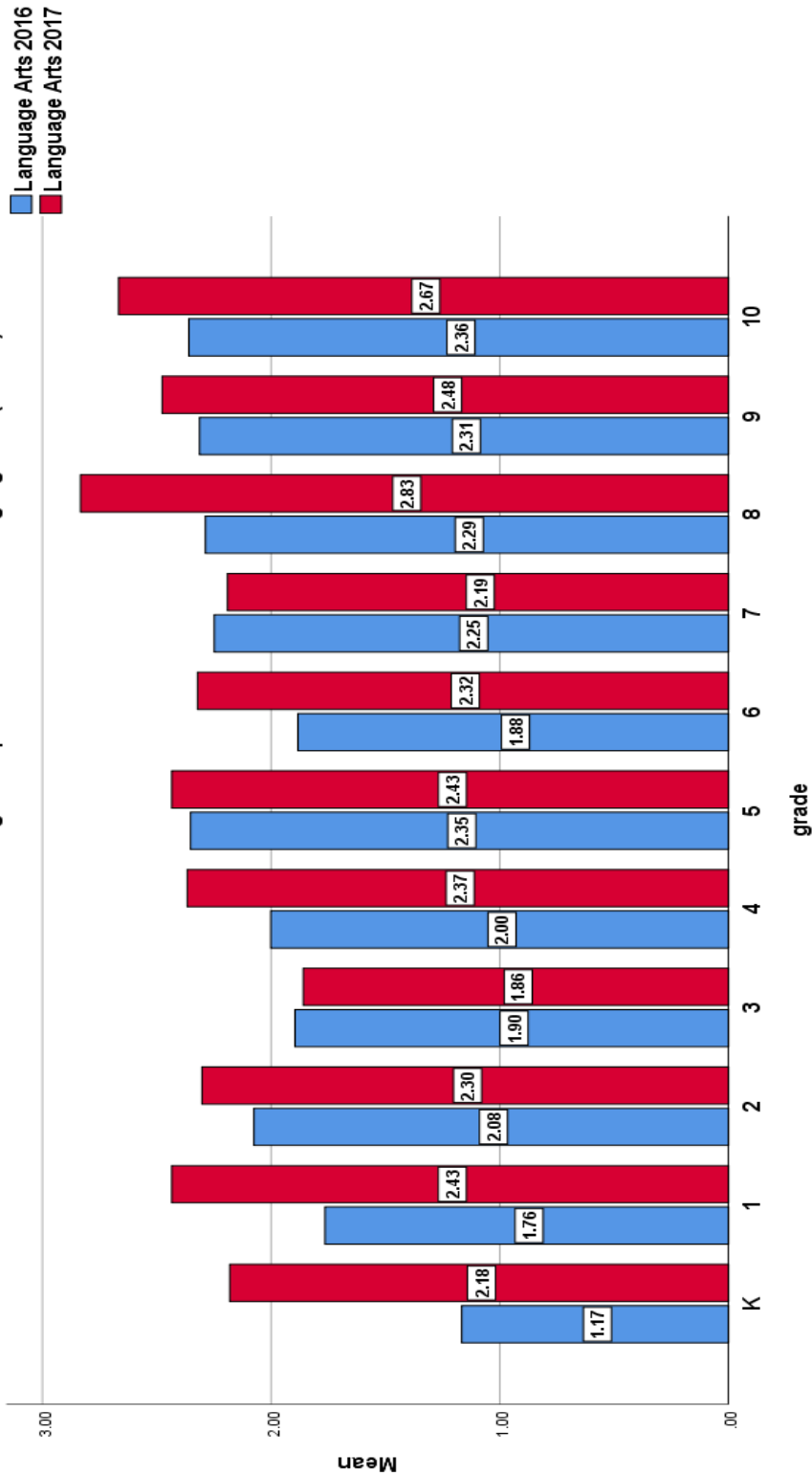


Language Arts: Achieving Performance Targets

Because only a minority of all migrant students took the state assessment, teachers were asked to rate all migrant students on reading/language arts proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Teachers were trained by the evaluators to use the ratings. One hundred sixty-six students were rated from the total state migrant population for 2017 in language arts. Of the 166 students, 22 had teacher ratings of proficient or advanced (13%). Teachers rated 80 priority for service students in reading. By definition priority for service students are not proficient in reading. The following chart shows average ratings of proficiency and gains between 2016 and 2017 for students in the program. **There were significant gains in language arts proficiency across nine of eleven grades from 2016.**

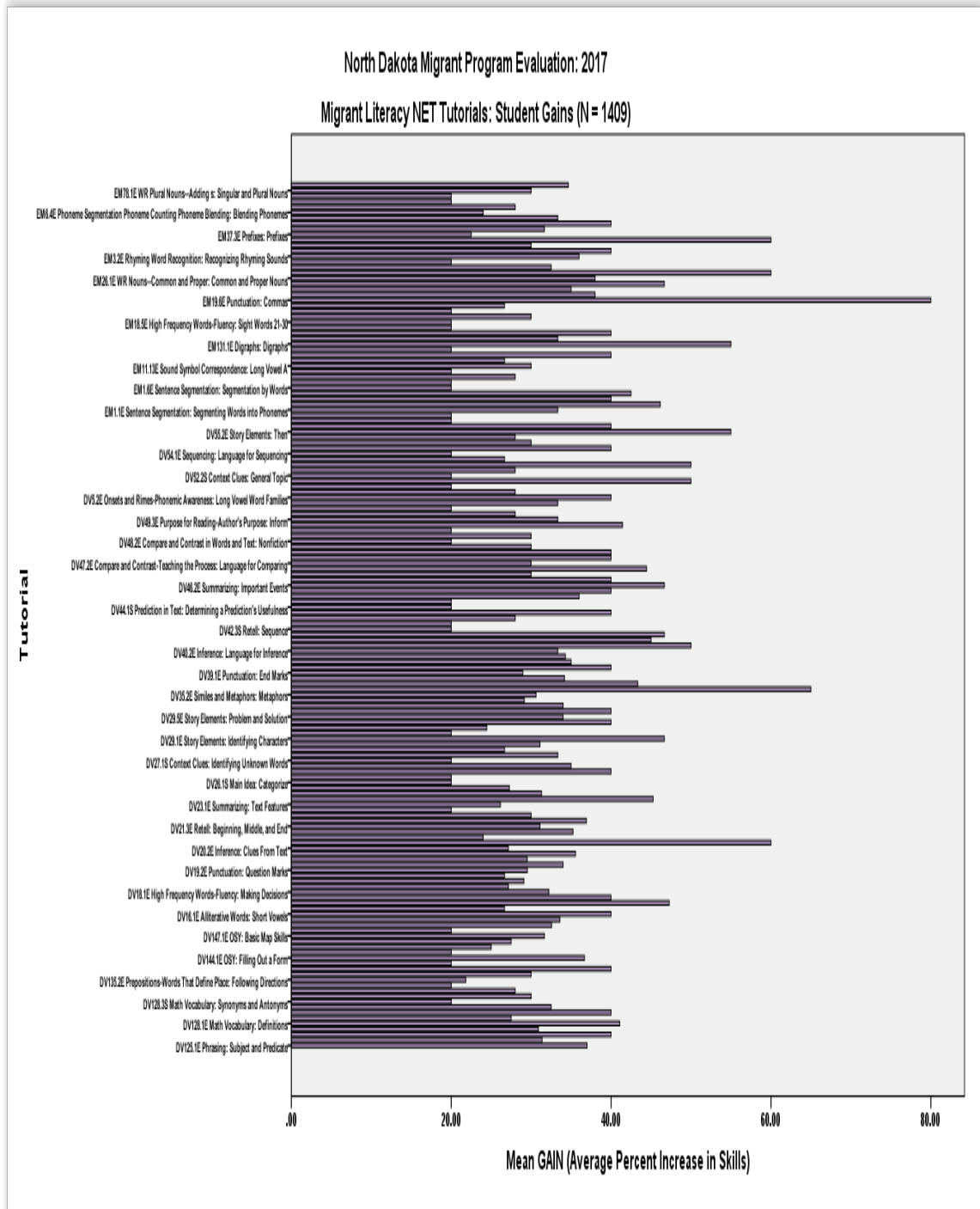
North Dakota Migrant Program: Evaluation 2017

Teacher Ratings: Comparisons 2016-2017: Language Arts (N = 166)



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

There were also significant gains in approximately 200 different discreet language arts skills for North Dakota migrant students as evidenced by the pre-test post-test scores from the completion of a large number of online reading instructional tutorials (1409) on the Migrant Literacy NET. Students averaged a 33.3% gain across all of these language arts skills.



There were sixteen administrators and teachers that responded to the evaluation survey in regard to reading and writing instruction. One hundred percent ***strongly agreed*** or ***agreed*** that the migrant program was effective in assisting migrant students toward reading and writing proficiency.

There were 57 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient readers (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). Ninety-seven percent of these parents ***strongly agreed*** or ***agreed*** the migrant program was effective in preparing their children in reading and one-hundred percent of these parents ***strongly agreed*** or ***agreed*** the migrant program was effective in preparing their children in writing.

Language Arts: Achieving MPOs related to reading / language arts:

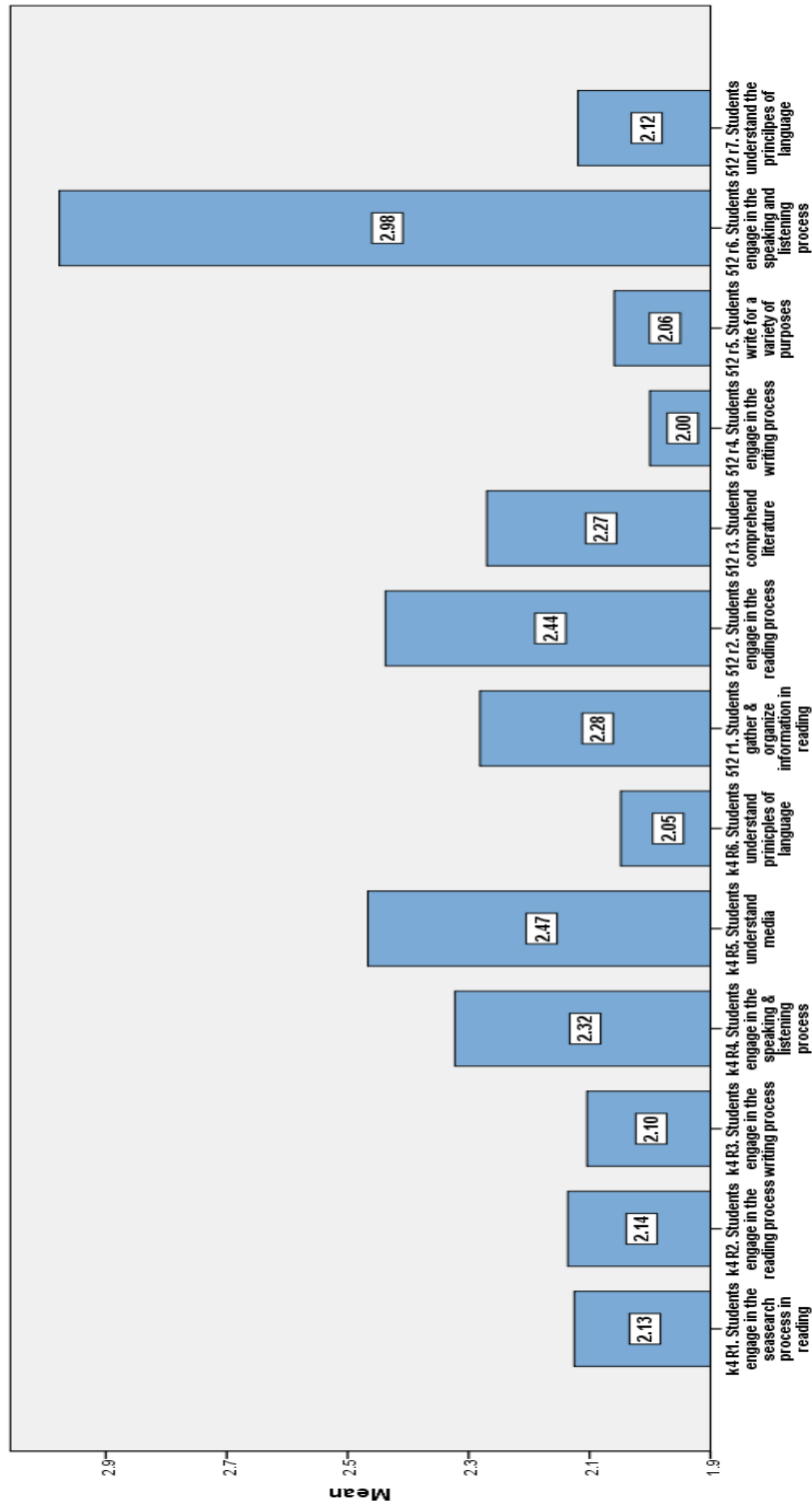
Reading Comprehension: Seventy-one students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Twenty-seven of the 71 were rated proficient (38%) in comprehension. There were fifty-four ***priority for service*** students that had teacher ratings in reading comprehension standards for 2017 with a mean rating of 2.27. Priority for service students are by definition not proficient in reading.

Writing: One hundred forty-one students were rated by teachers in writing using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Forty-three of the 141 were rated proficient (31%). There were 98 ***priority for service*** students that had teacher ratings in writing for 2017 with a mean rating of 1.97. Priority for service students are by definition not proficient in writing.

The graph on the following page illustrates the average teacher rating of proficiency in language arts by standard for priority for service students.

North Dakota Migrant Program: Evaluation 2017

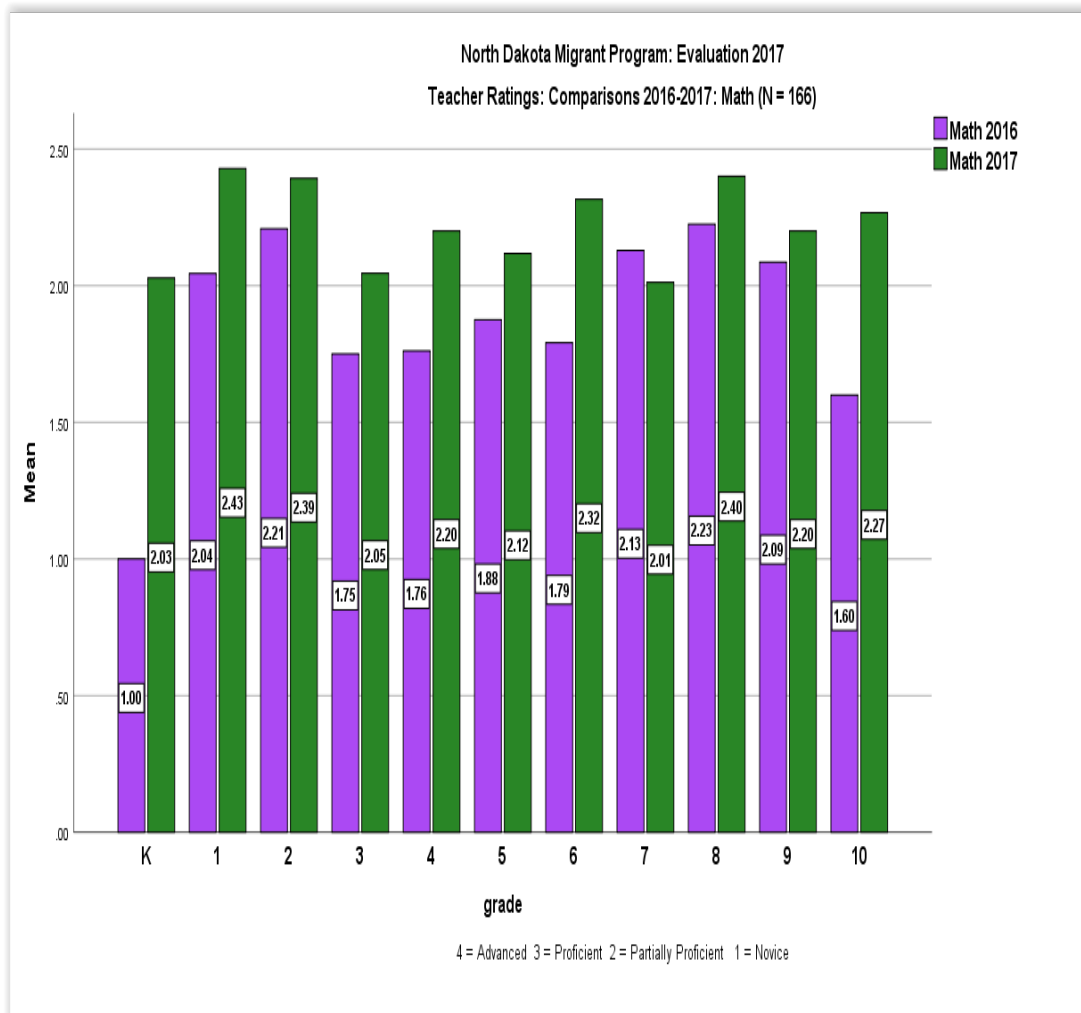
Priority for Service Students: Proficiency By Standard: Language Arts Teacher Ratings (N = 144)



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

Math: Achieving Performance Targets

As in language arts only a minority of migrant students took the state assessment in math. Therefore, teachers were asked to rate all migrant students on mathematics proficiency in relation to the standards using a similar rubric to that of the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Teachers were trained by the evaluators to use the ratings. One hundred sixty-six students were rated from the total state migrant population for 2017 in math. Of the 166 students, 41 had teacher ratings of proficient (25%). Teachers rated 113 priority for service students in math. By definition priority for service students are not proficient in math. The following chart shows average ratings of proficiency and gains between 2016 and 2017 for students in the program. **There were significant gains in math proficiency across ten of eleven grades from 2016.**



There were sixteen administrators and teachers that responded to the evaluation survey in regard to math instruction. Ninety-four percent ***strongly agreed*** or ***agreed*** that the migrant program was effective in assisting migrant students toward math proficiency.

There were 57 migrant parents who responded to the parent evaluation survey. Parents were asked to rate the effectiveness of the migrant program to assist their children to become proficient in math (6 = Strongly Agree, 5 = Agree, 4 = Slightly Agree, 3 = Slightly Disagree, 2 = Disagree, 1 = Strongly Disagree). One hundred percent of these parents ***strongly agreed*** or ***agreed*** the migrant program was effective in preparing their children in math .

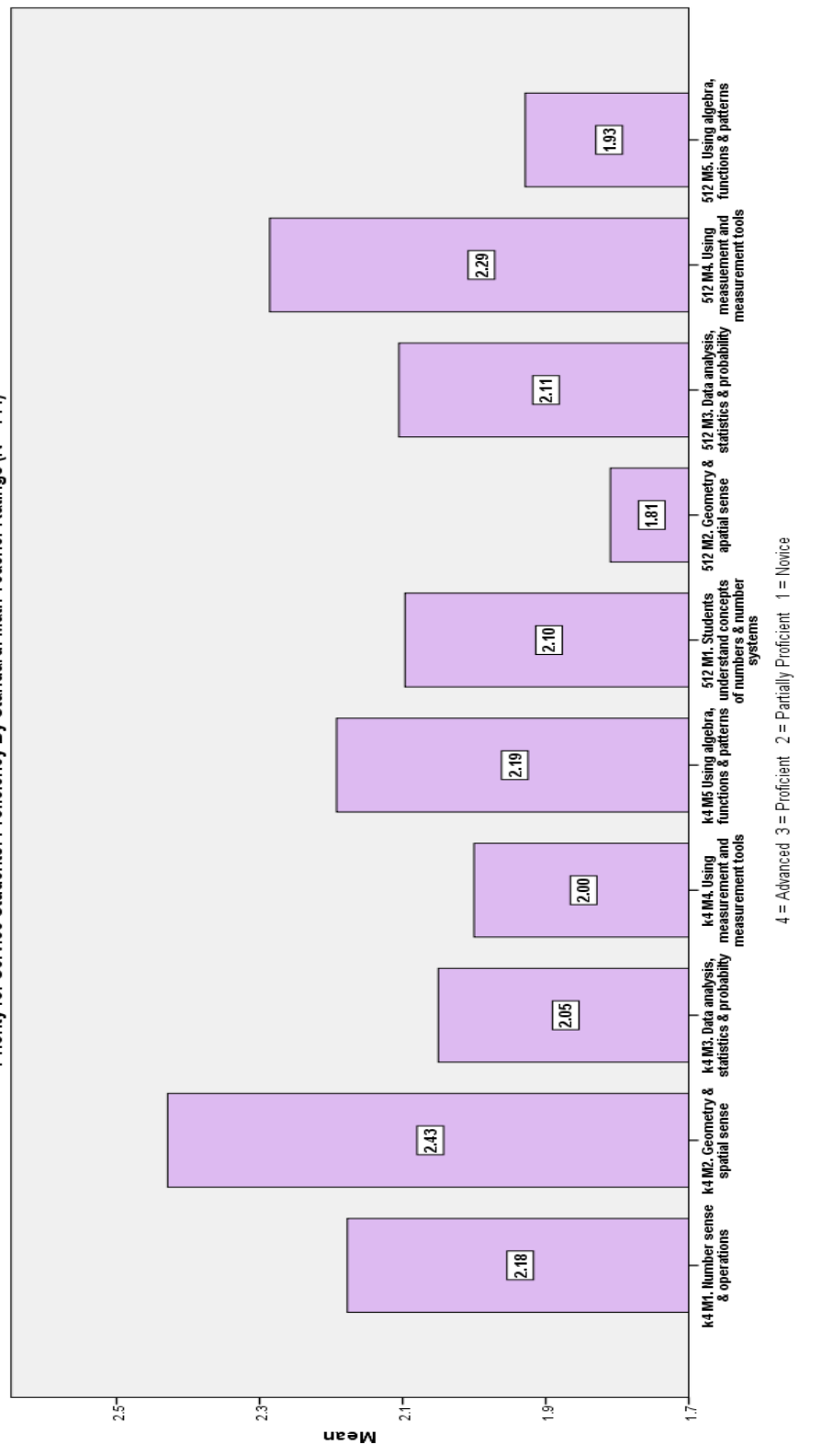
Mathematics: Achieving MPOs related to math:

Number Sense & Basic Operations in Math: One hundred fifty-five students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice) in number sense and basic operations. Fifty-two of the 155 were rated proficient (34%) in number sense and basic operations. There were one hundred twenty-five ***priority for service*** students that had teacher ratings in number sense and basic operations standards for 2017 with a mean rating of 1.94. Priority for service students are by definition not proficient in math.

Algebra, Patterns and Functions in Math: Sixty-three students were rated by teachers using a similar rubric to the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice) in these math skills. Nineteen of the 63 were rated proficient (30%). There were 44 ***priority for service*** students that had teacher ratings in algebra, patterns, and functions for both 2017 with a mean rating of 1.95. Priority for service students are by definition not proficient in math.

The graph on the following page illustrates the average teacher rating of proficiency in math by standard for priority for service students.

North Dakota Migrant Program: Evaluation 2017
 Priority for Service Students: Proficiency By Standard: Math Teacher Ratings (N = 144)



Overcoming Barriers To Graduation: Achieving Performance Targets

The performance target is that *by the 2020-2021 program year, 90 percent of all eligible migrant students will graduate high school.* There were 13 secondary level migrant students who participated in the evaluation.

Secondary Level Migrant Students 2016-2017

Grade Level	# Students	# PFS	Mean Language Arts Score State Assessment	Mean Math Score State Assessment	Mean Language Arts Teacher Rating*	Mean Math Teacher Rating*
9	7	9	N/A	N/A	2.48	2.20
10	5	9	N/A	N/A	2.67	2.27
11	1	0	2.14	1.14	N/A	N/A
12	0	0	N/A	N/A	N/A	N/A

*Based on rubric score of 4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice

The state assessment in language arts and math is only administered to secondary level students during the 11th grade.

For the 2017 school year there were 11 migrant students in the graduation cohort, and 10 students graduated for a graduation rate of 91%. There was a dropout rate of 0% for migrant students in North Dakota.

The implementation of services survey (completed by 14 teachers and administrators) indicated that a wide variety of support and instructional services were provided to help secondary migrant students overcome barriers to graduation. The administrator/teacher survey of program effectiveness (completed by 16 staff) indicated that the summer migrant program staff believed that the program was effective in assisting students to overcome barriers to graduation.

Meet Needs of Migrant Students For Other Services:

This performance target focused on one MPO: to increase in summer program attendance for 2017. There were 312 students enrolled during the 2016 summer program and 275 attended regularly (88% attendance rate). The daily attendance for 2016 average was 57 students out of 81 students enrolled (70% attendance rate) in Manvel and 45 out of 48 students enrolled in Grafton (94% attendance rate). There were 306 students enrolled during the 2017 summer program and 260 attended regularly (85% attendance rate). The daily attendance for 2017 average was 116 out of 123 students in Manvel (94% attendance) and 80 out of 100 students in Grafton (80% attendance).

6. Conclusions

- A. Performance targets and measurable program outcomes were established based on the identified needs of migrant students through the CNA and were in sync with the North Dakota ESSA State Plan (signed 5-1-2017). The expected outcome levels set in both the performance targets and the measurable outcomes were reflective of the state proficiency level in the long term ESSA goals. The following illustrates the long term goals for the ESSA plan (from the North Dakota Department of Education website 2017):

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	50.8%	67.04%	41.37%	60.67%
Economically disadvantaged students	33.9%	55.71%	24.27%	49.21%
Children with disabilities	21.4%	47.34%	14.7%	42.85%
English learners	9.3%	39.23%	9.0%	39.03%
White	55.8%	70.39%	46.5%	64.16%
American Indian or Alaska Native	25.4%	50.02%	16.3%	43.92%
African American	34.47%	55.38%	21.5%	47.41%
Asian or Native Hawaiian/Other Pacific Islander	52.9%	68.44%	45.5%	63.49%
Hispanic or Latino	35.0%	56.45%	23.6%	48.81%

6-year Extended Cohort Graduation Rate Goal Over a 6 year Period

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	89.1%	93.0%
Economically disadvantaged students	74.2%	93.0%

Migrant students most closely relate to students who are English language learners with the addition of mobility and issues related education interrupted to exacerbate difficulties for school success.

- B. A comparison between the 2016 and 2017 teacher ratings showed improvements for almost all grade levels for priority for service students in language arts.***
- C. A comparison between the 2016 and 2017 teacher ratings showed improvements for all grade levels but one for priority for service students in mathematics.***
- D. The results for migrant students on the state assessment were lower in comparison to other populations. Twelve percent of migrant students who completed the state assessment in language arts were proficient or advance and 7% of migrant students who completed the state assessment in mathematics were proficient. The teacher ratings of all migrant students in reading resulted in 14% proficient and in math also 26% proficient.
- E. The graduation rate was 91% achieving the goal of the performance target.***
- F. Because of the mobility of migrant students and the summer only migrant program, only 103 students took the state assessment in language arts and math in 2017. The small numbers of students taking the state assessment each year should be considered in the language of performance targets and the measurable program outcomes.
- G. The average attendance for migrant summer school for 2016 was 88% and for 2017 85%. The attendance level did not achieve an increase of 10%, however, the attendance rate is high overall.
- H. The teacher ratings of student proficiency in the standards showed progress towards the reading MPOs for priority for service students in most grade levels.***
- I. The teacher ratings of student proficiency in the standards showed progress towards the math MPOs for priority for service students in most grade levels.***
- J. 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 of the programs were able to provide significant services.***
- K. Both the survey of parents and the survey of students resulted in very high effectiveness ratings for the migrant program.***

7. Recommendations for program improvements based on results.

- A. It is recommended that all district migrant programs create success plans (on the Migrant Literacy NET or IAPs for each of their students and assigned online tutorials from the Migrant Literacy NET to facilitate proficiency in reading comprehension.
- B. It is recommended that both screeners to identify student needs and online tutorials from the Migrant Literacy NET continue be assigned to assist students in overcoming reading skill deficiencies.
- C. It is recommended that the staff development program for the summer program continue to provide training that targets MPOs and student needs in instruction.

- D.** District migrant summer programs will submit a plan as part of their funding application detailing instructional strategies to facilitate migrant student proficiency in reading, writing and math.
- F.** District summer migrant programs will access and use Migrant Literacy NET lessons targeting priority for service migrant students' needs in writing as appropriate.
- G.** District summer migrant programs will access and use Migrant Literacy NET lessons targeting priority for service migrant students' needs in math as appropriate.

The next step in the process is a review of the data and conclusions of the evaluation by the North Dakota Service Delivery/Comprehensive Needs Assessment Committee. The committee will need to make recommendations for future service delivery and modifications to the plan based on the data.

Appendix A

Evaluation Forms

North Dakota Migrant Education 2017
Evaluation: K-4 Student Performance Form

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

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	Language Arts K-4						Math K-4								
			Language Arts State CRT Score Rubric	Math State CRT Score Rubric		WIDA Score	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.			

**North Dakota Migrant Education 2017
Evaluation: Grade 5-12 Student Performance Form**

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

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	Language Arts: Grades 5-12							Math: Grades 5-12							
			Language Arts State CRT Score Rubric	Math State CRT Score Rubric	WIDA Score	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 Evaluation Administrator / Teacher Survey 2017

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. The migrant program has been effective in helping students to understand the principles of language in reading and writing.						
2. The migrant program has been effective in facilitating proficiency in reading comprehension.						
3. The migrant program has been effective in facilitating proficiency in writing.						
4. The migrant program has been effective in facilitating proficiency in number sense and basic operations in math.						
5. The migrant program has been effective in facilitating proficiency in algebra, patterns and functions in math.						
6. The migrant program has been effective in facilitating proficiency in data analysis and probability in math.						
7. The migrant program has been effective in assisting migrant students to overcome barriers to school success and graduation.						
8. The migrant program has been collaborating effectively with other agencies (e.g. Tri Valley Head Start) to assist migrant students.						
9. The migrant program has been effective in facilitating proficiency in geometry and spatial relations in math.						
10. The pre-summer school training workshop was effective in preparing teachers and administrators for a successful summer school program.						
11. What do you think would make the program better?						

ERTC 2017

North Dakota Implementation Survey 2017: Meeting Measurable Program Outcomes

Directions: To be completed by all teachers and administrators at the end of the summer school program. Please return all surveys to the state migrant program director.

Reading Activities	Implementation Level (please circle)
1. Small group reading instruction or tutoring targeting reading comprehension.	1 = None 2 = Some 3 = Significant
2. Small group instruction or tutoring targeting writing.	1 = None 2 = Some 3 = Significant
3. Utilizing Migrant Literacy NET lessons for teachers to provide instruction in reading comprehension.	1 = None 2 = Some 3 = Significant
4. Utilizing Migrant Literacy NET lessons for teachers to provide instruction in writing.	1 = None 2 = Some 3 = Significant
5. Creating Migrant Literacy NET Success Plans for students with reading needs.	1 = None 2 = Some 3 = Significant
6. Creating Migrant Literacy NET Success Plans for students with writing needs.	1 = None 2 = Some 3 = Significant
7. Provide copies of student success plans to migrant student parents.	1 = None 2 = Some 3 = Significant
8. Assigning online reading tutorials for students from the migrant literacy NET.	1 = None 2 = Some 3 = Significant
9. Participated in pre-summer school staff development program that provides strategies and resources to support student reading achievement.	1 = None 2 = Some 3 = Significant

Math Activities	Implementation Level (please circle)
1. Small group math instruction or tutoring targeting number sense and basic operations in math.	1 = None 2 = Some 3 = Significant
2. Small group instruction or tutoring targeting algebra, patterns and/or functions.	1 = None 2 = Some 3 = Significant
3. Utilizing Migrant Literacy NET lessons for teachers to provide instruction in number sense and basic operations K-4.	1 = None 2 = Some 3 = Significant
4. Utilizing Migrant Literacy NET lessons for teachers to provide instruction in algebra, patterns and/or functions and measurement 5-12.	1 = None 2 = Some 3 = Significant
5. Creating Migrant Literacy NET Success Plans for students with mathematics needs.	1 = None 2 = Some 3 = Significant
6. Provide copies of student success plans to migrant student parents.	1 = None 2 = Some 3 = Significant
7. Participated in pre-summer school staff development program that provides strategies and resources to support student math achievement.	1 = None 2 = Some 3 = Significant

North Dakota Implementation Survey 2017 (continued)

Overcoming Barriers To Graduation Activities	Implementation Level (please circle)
1. Small group reading instruction or tutoring to facilitate reading proficiency for 5-12 students.	1 = None 2 = Some 3 = Significant
2. Small group instruction or tutoring to facilitate math proficiency for 5-12 students	1 = None 2 = Some 3 = Significant
3. Utilizing Migrant Literacy NET lessons for teachers to provide reading instruction for 5-12 students.	1 = None 2 = Some 3 = Significant
4. Utilizing Migrant Literacy NET lessons for teachers to provide math instruction for 5-12 students.	1 = None 2 = Some 3 = Significant
5. Creating Migrant Literacy NET Graduation Plans for students with mathematics needs.	1 = None 2 = Some 3 = Significant
6. Provide copies of student Graduation Plans to migrant student parents.	1 = None 2 = Some 3 = Significant
7. Participated in pre-summer school staff development program that provides strategies and resources to support reading and math achievement for 5-12 students.	1 = None 2 = Some 3 = Significant
8. Utilize bilingual and bicultural staff whenever possible for instruction in the summer school program.	1 = None 2 = Some 3 = Significant
9. Utilize course data from MSIX and other sources to transfer data from high school to high school and update transcripts.	1 = None 2 = Some 3 = Significant
10. Utilize the North Dakota Graduation requirements form to identify student's needs to graduate.	1 = None 2 = Some 3 = Significant
11. Utilize the PASS program to fill in gaps for students to meet graduation requirements.	1 = None 2 = Some 3 = Significant

Needs For Other Services Activities	Implementation Level (please circle)
1. Educate students on the importance of attendance and other key essentials for school success.	1 = None 2 = Some 3 = Significant
2. Provide transportation to and from the summer school program for rural migrant students.	1 = None 2 = Some 3 = Significant
3. Collaboration with Tri Valley Head Start to facilitate early childhood learning and parent involvement.	1 = None 2 = Some 3 = Significant

North Dakota Migrant Parent Evaluation Survey 2017

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. The migrant summer program is helping my children to overcome barriers to high school graduation.						
2. The migrant summer program is helping my children to become better readers.						
3. The migrant summer program is helping my children to become better writers.						
4. The migrant summer program is helping my children to become better in math.						
5. My preschool children have assistance to become ready for school. (Please leave this question blank if you do not have preschool age children)						
6. What would make the summer migrant program better?						

ERTC 2017

Programa Migrante de North Dakota Encuesta para Padres 2017

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

¡Gracias por su ayuda!

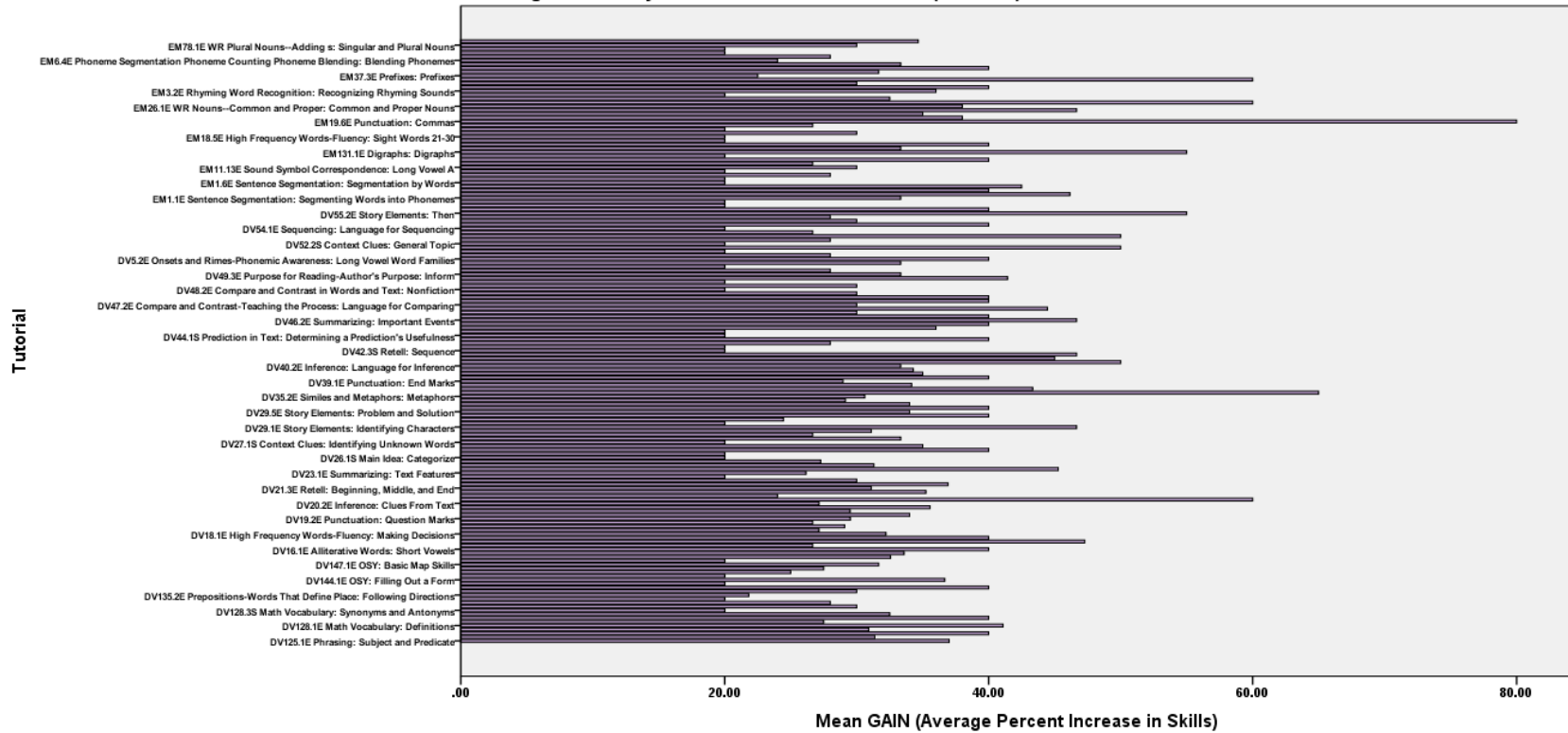
Por favor evaluar cada una de las siguientes	muy de acuerdo	de acuerdo	poco de acuerdo	un poco en desacuerdo	no estar de acuerdo	muy en desacuerdo	no se aplica
1. El programa migrante ayuda mis <u>ninos/as</u> <u>ha</u> superar las barreras para poder graduar de las escuelas secundarias.							
2. El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

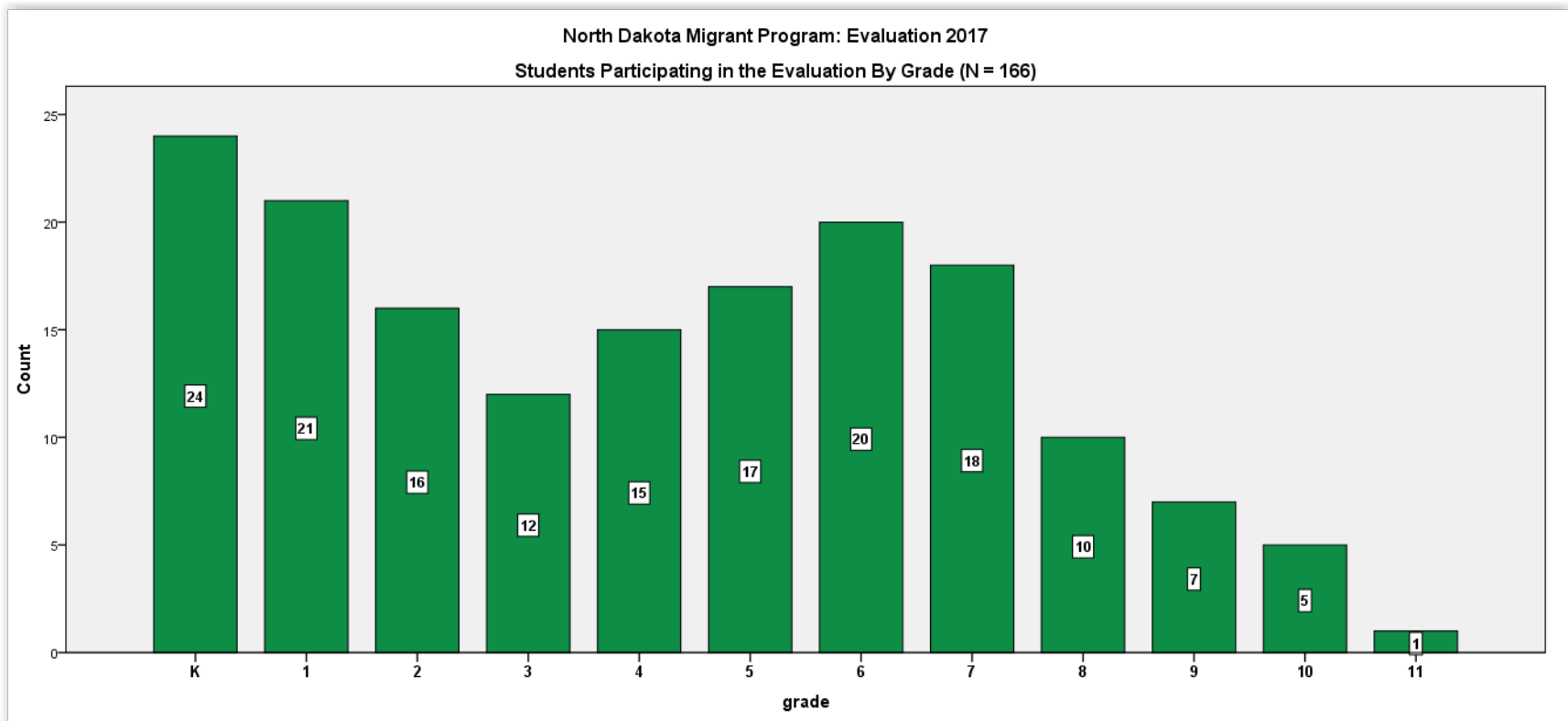
ERTC 2017

Appendix B

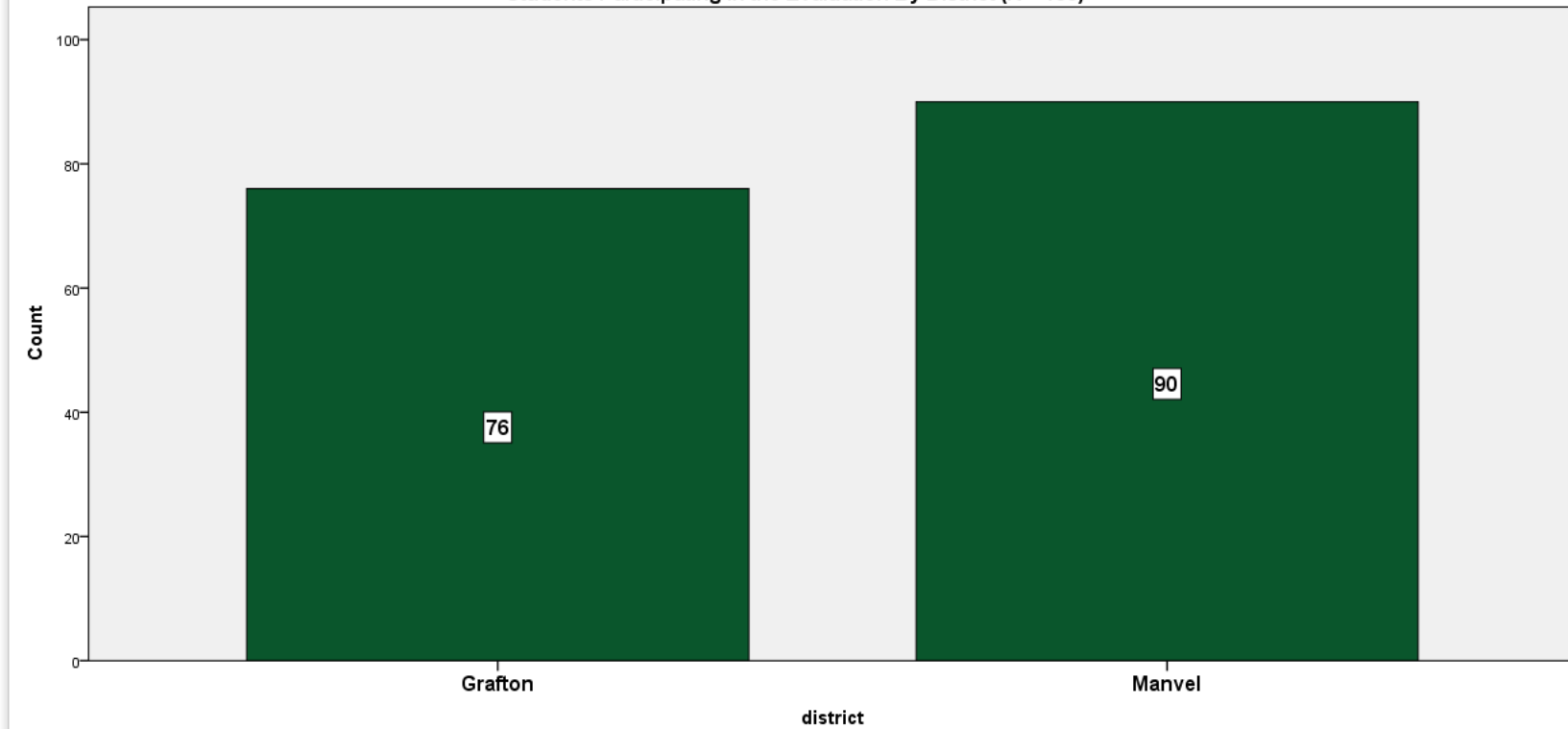
Evaluation Statistics

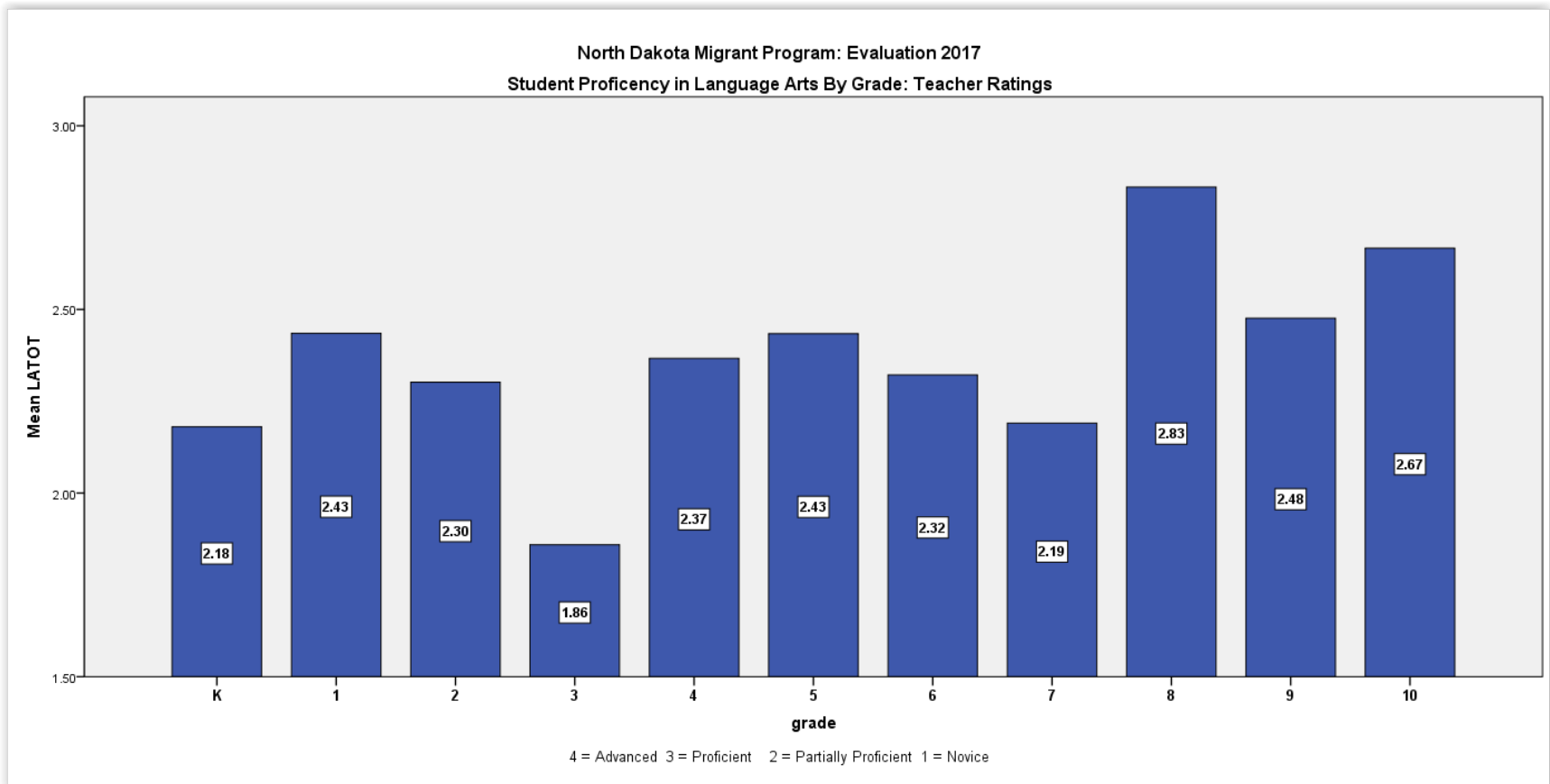
North Dakota Migrant Program Evaluation: 2017
Migrant Literacy NET Tutorials: Student Gains (N = 1409)

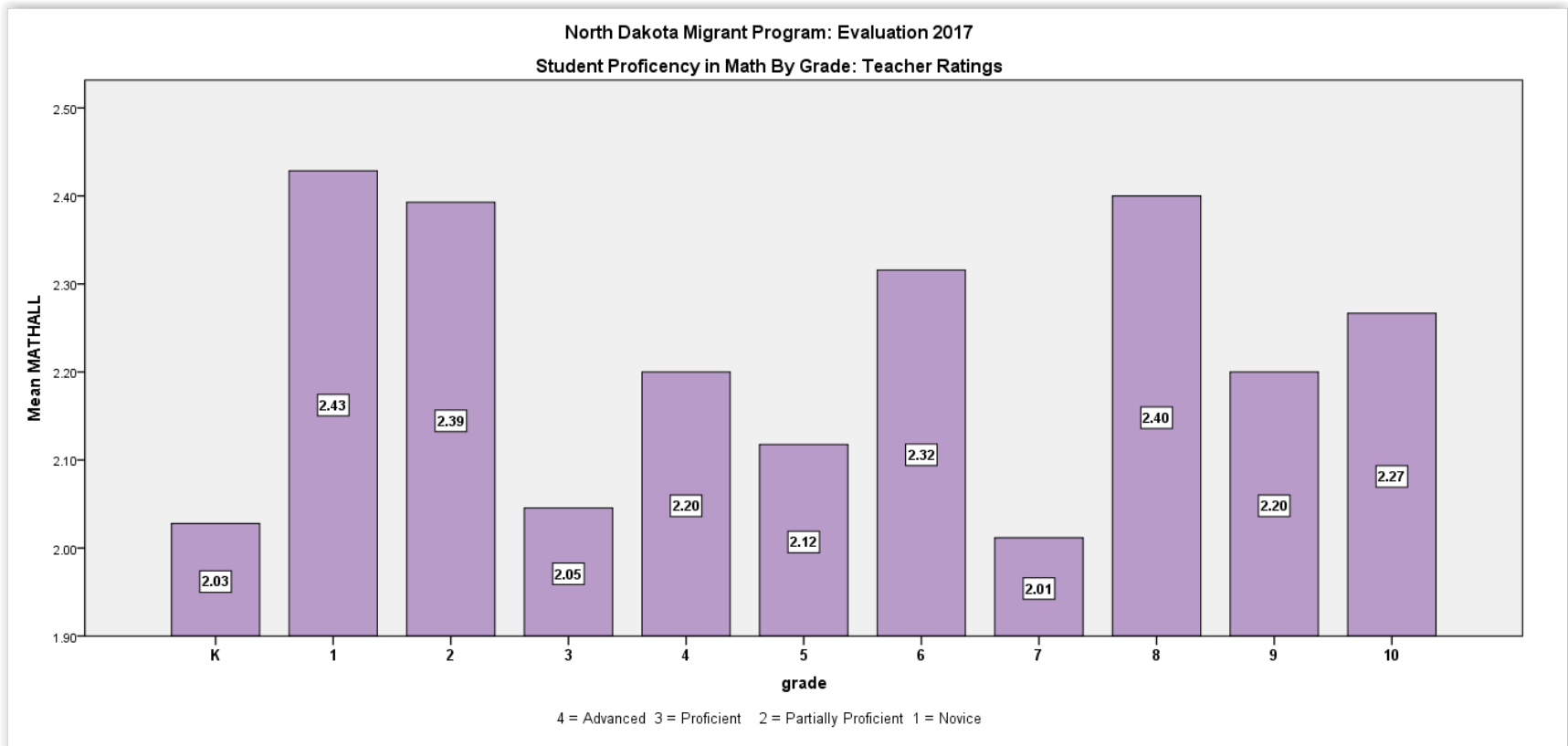


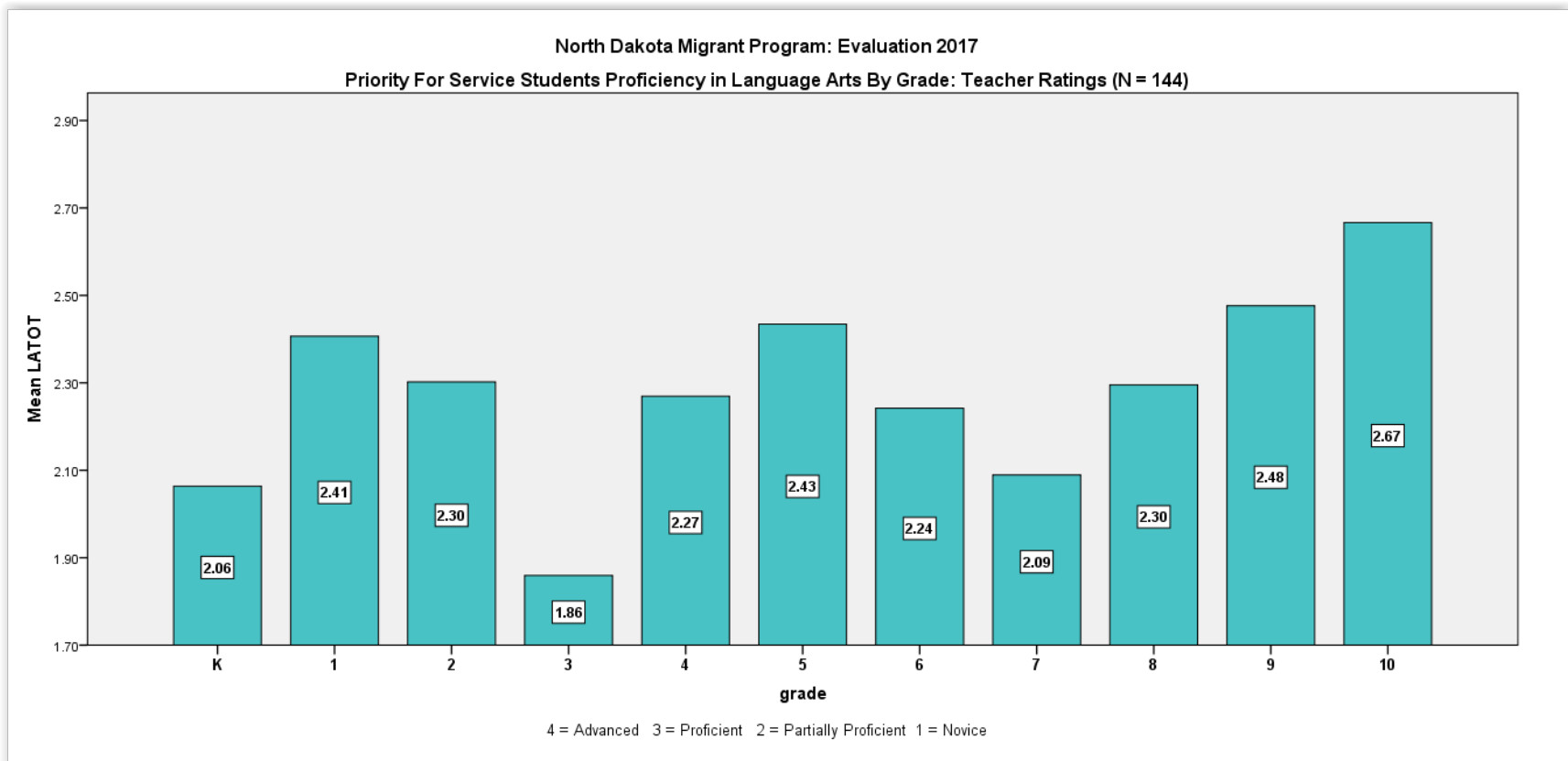


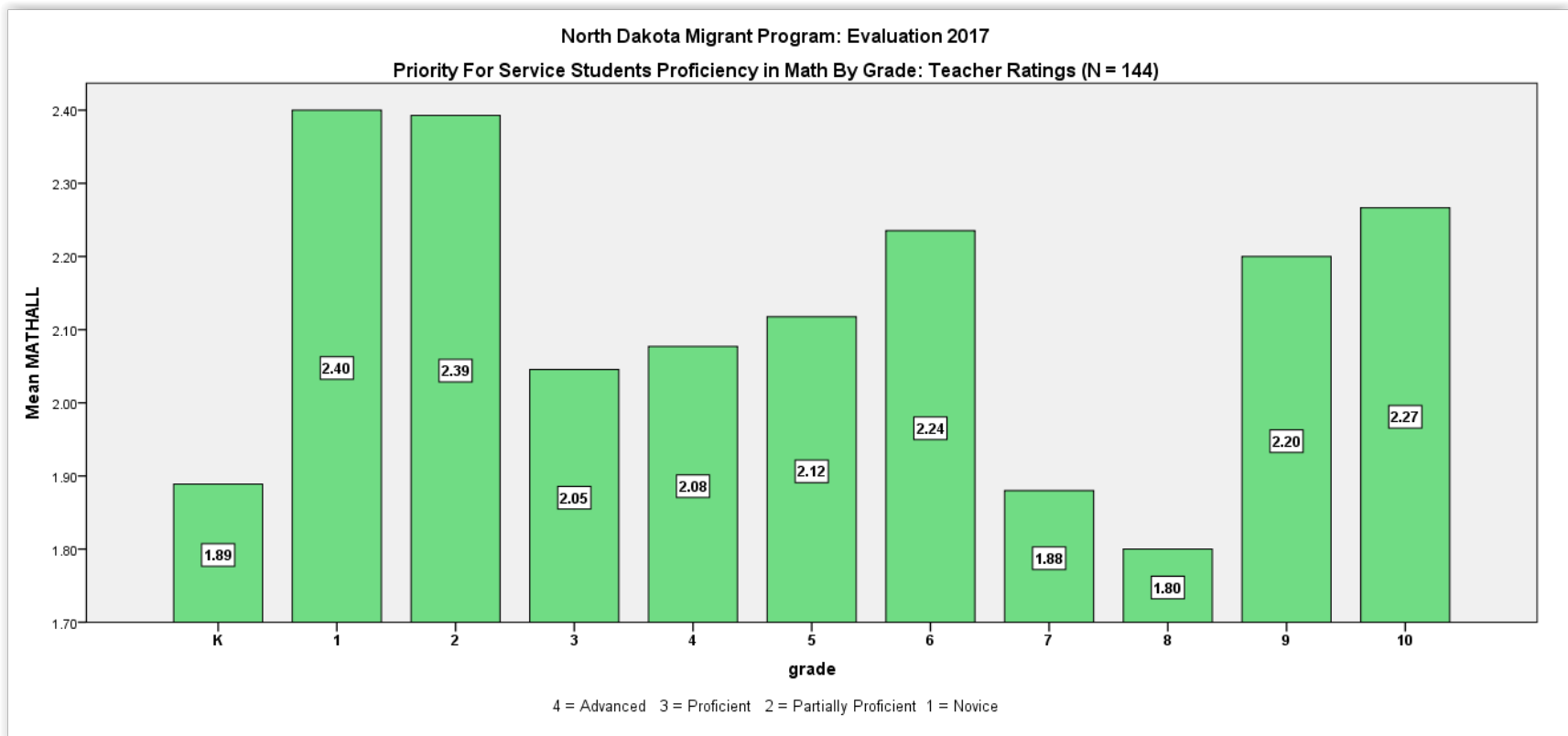
North Dakota Migrant Program: Evaluation 2017
Students Participating in the Evaluation By District (N = 166)



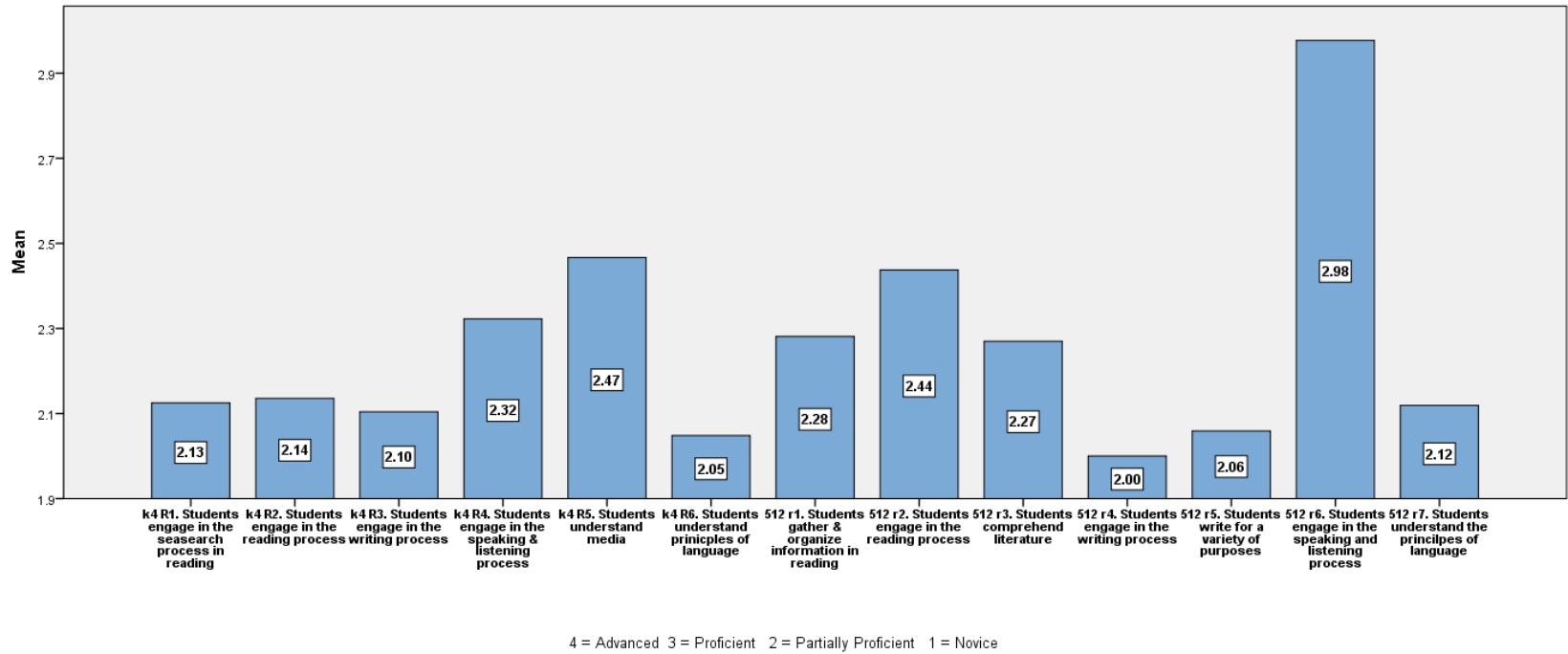




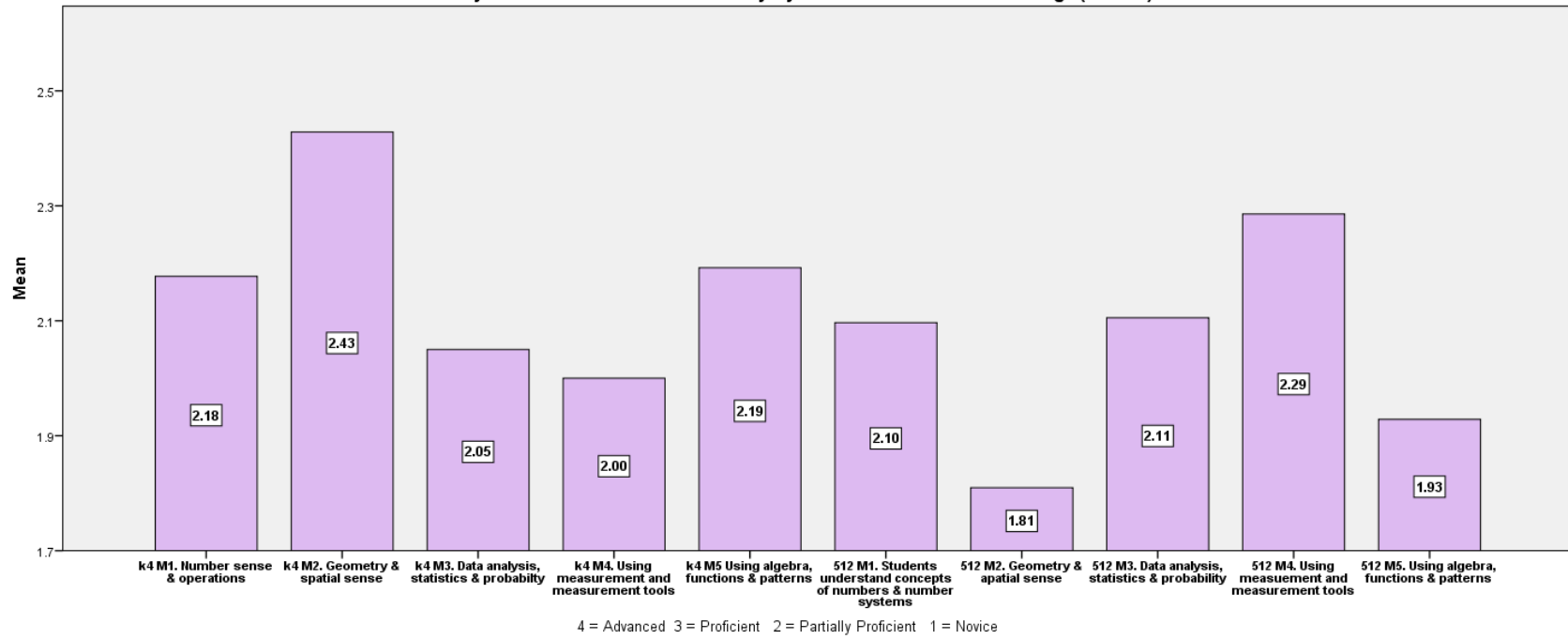




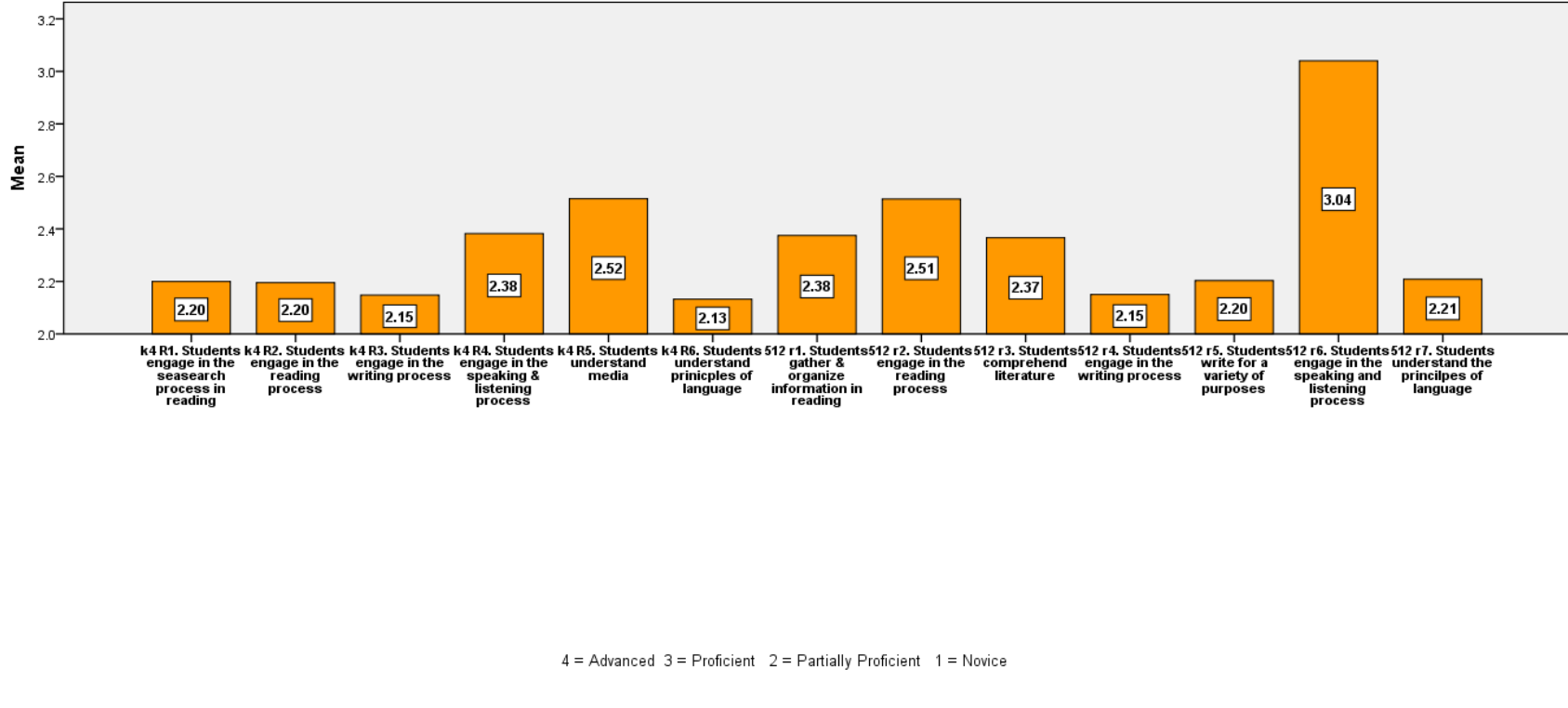
North Dakota Migrant Program: Evaluation 2017
 Priority for Service Students: Proficiency By Standard: Language Arts Teacher Ratings (N = 144)



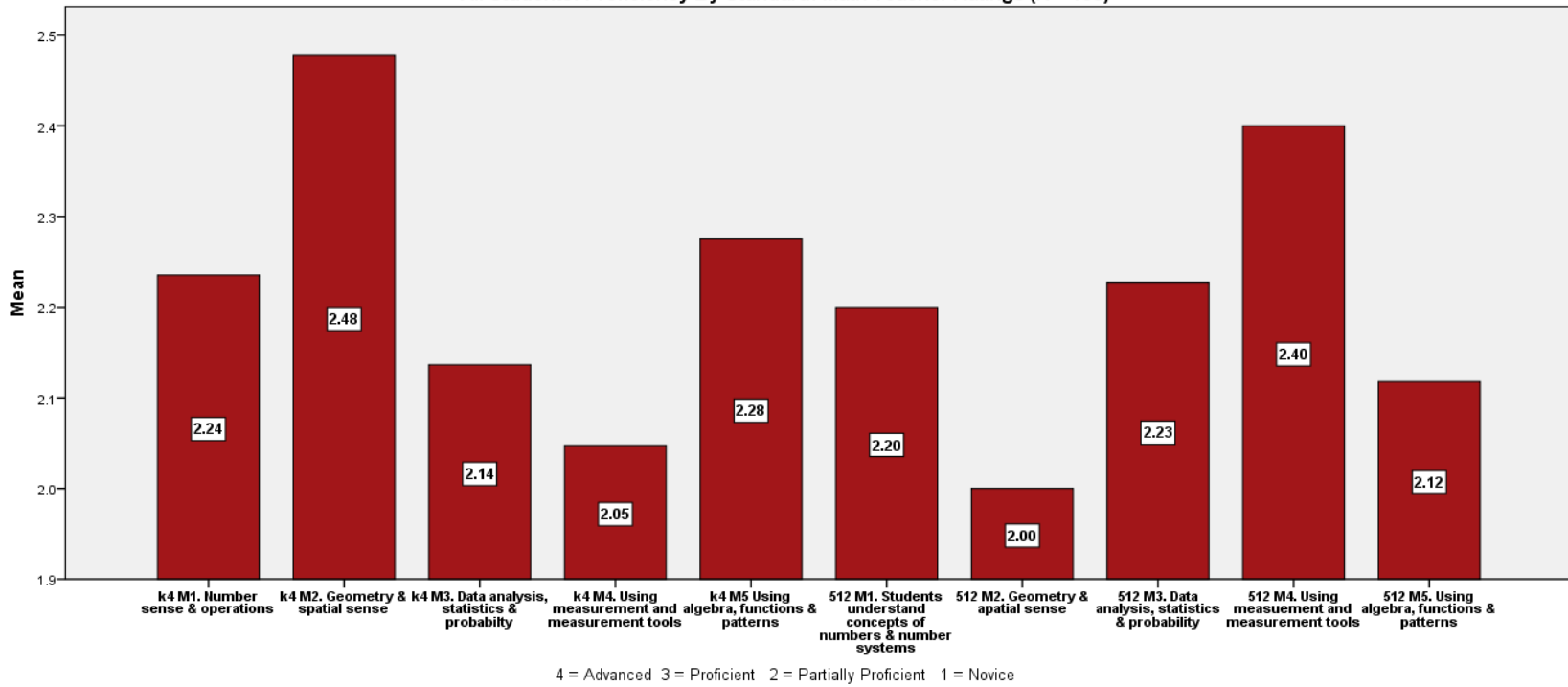
North Dakota Migrant Program: Evaluation 2017
 Priority for Service Students: Proficiency By Standard: Math Teacher Ratings (N = 144)

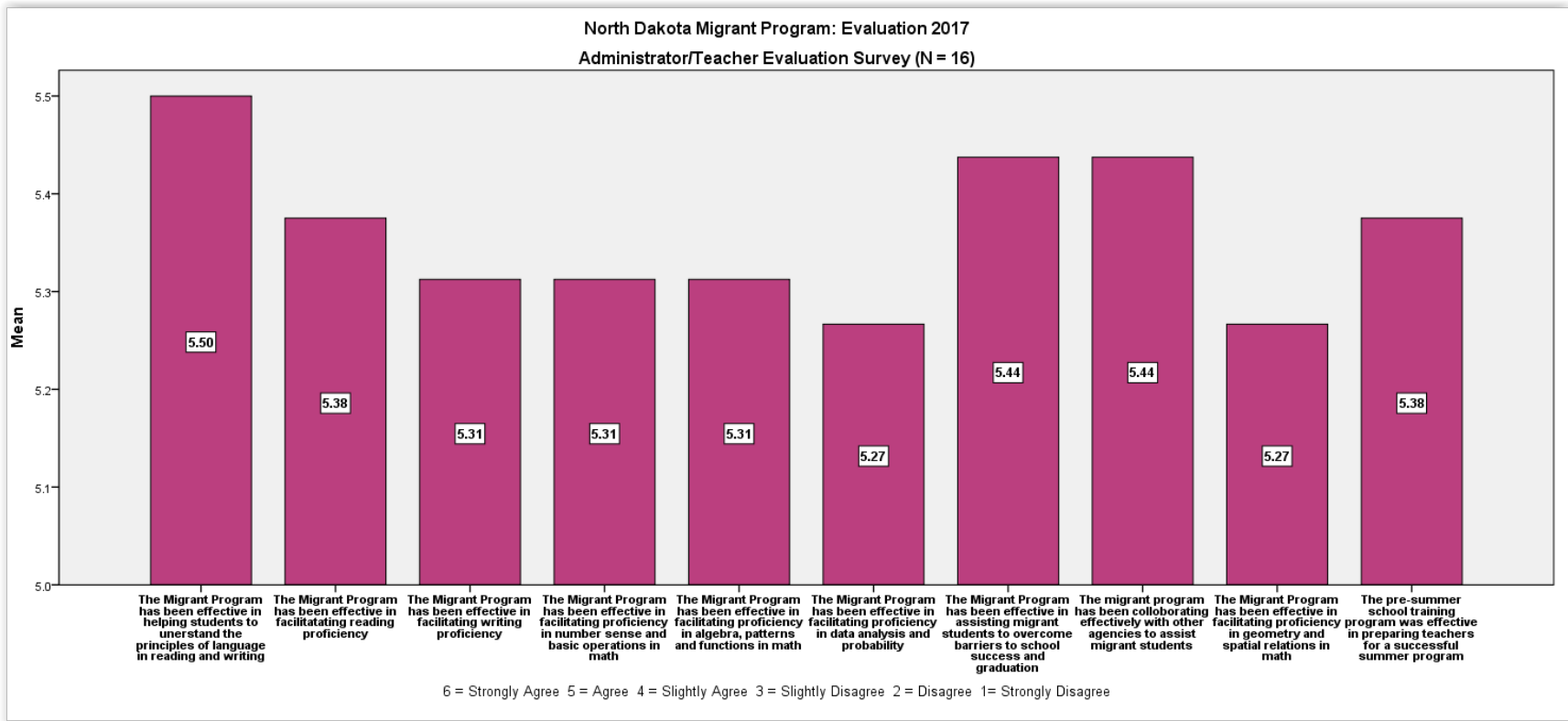


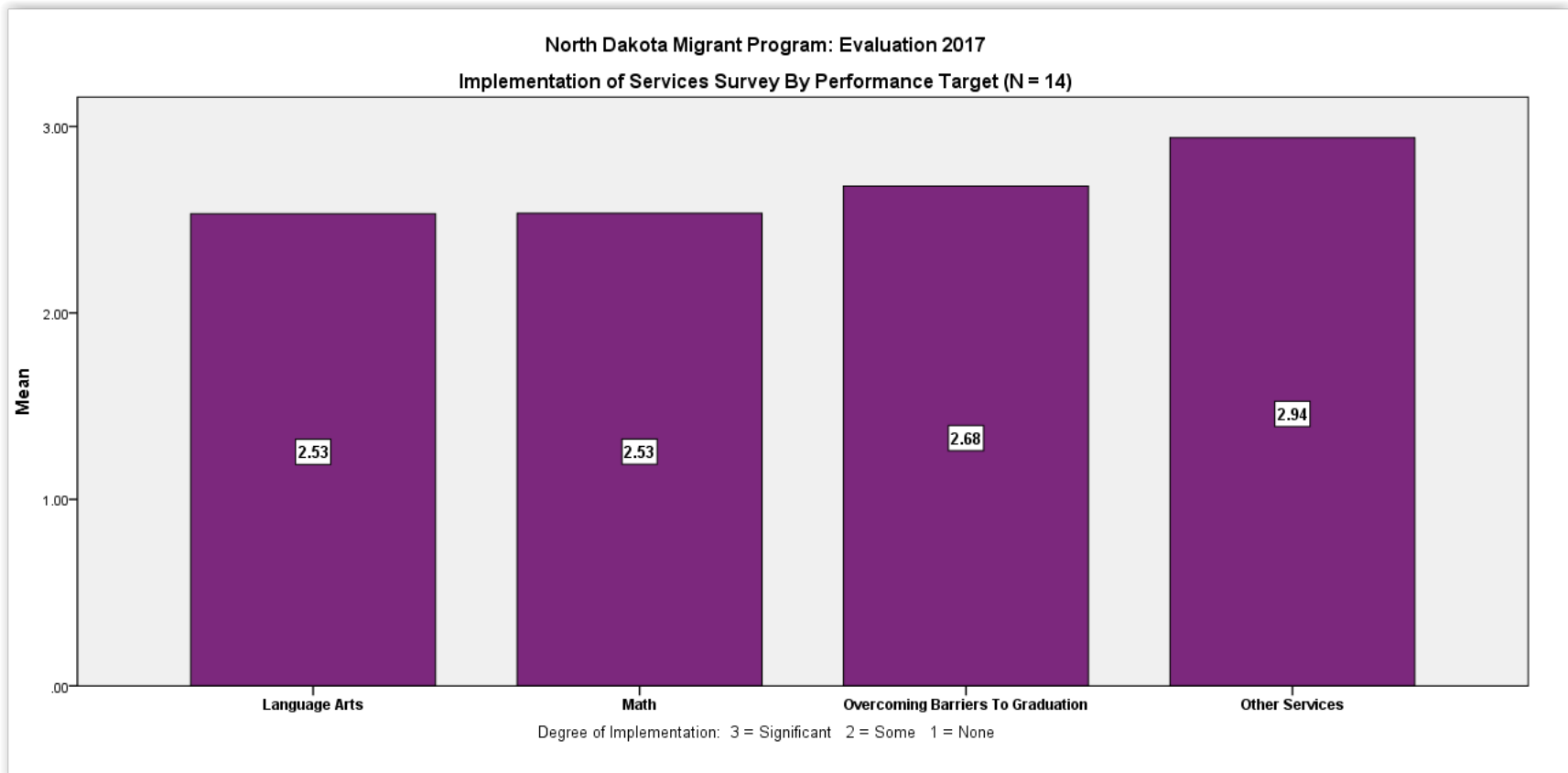
North Dakota Migrant Program: Evaluation 2017
 All Students: Proficiency By Standard: Language Arts Teacher Ratings (N = 166)

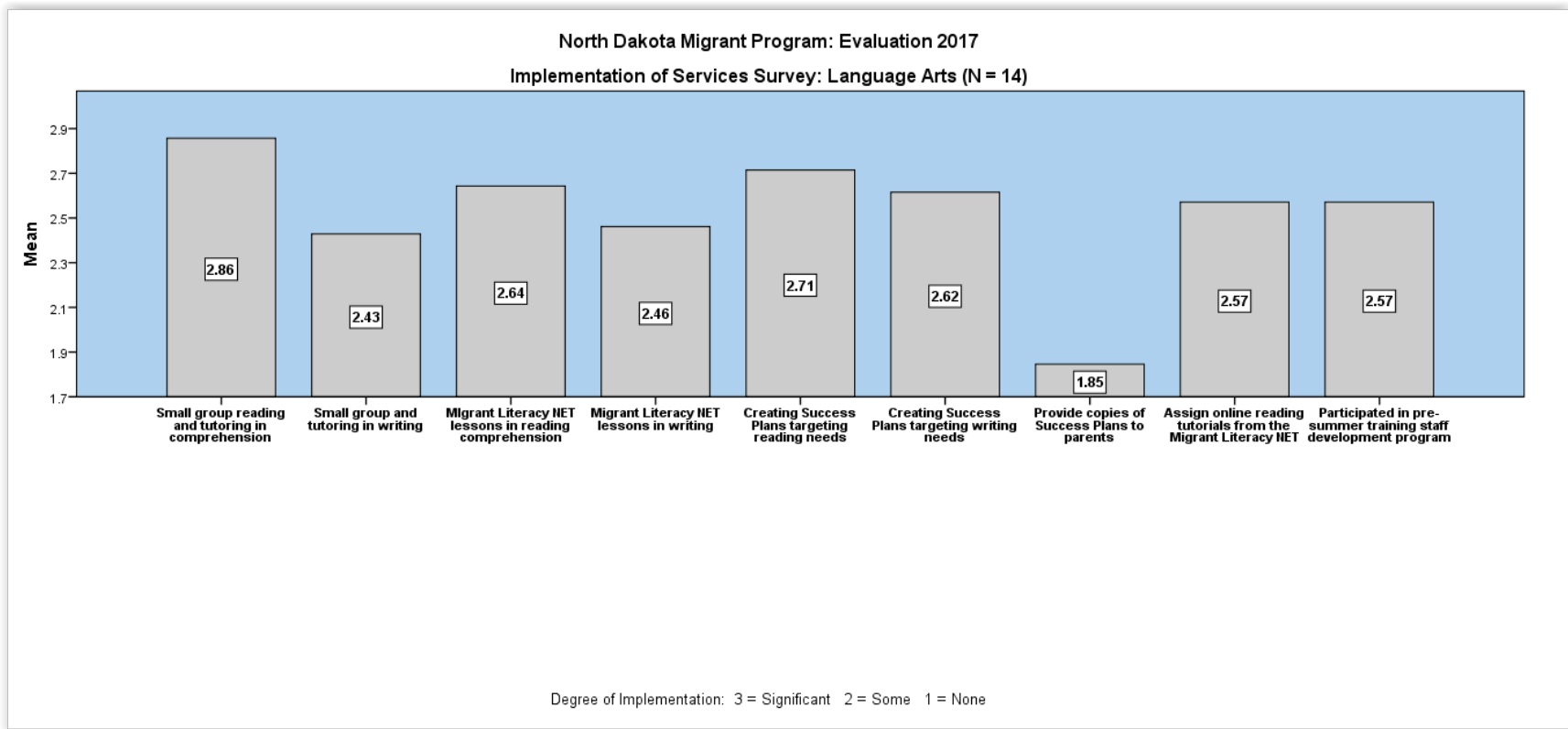


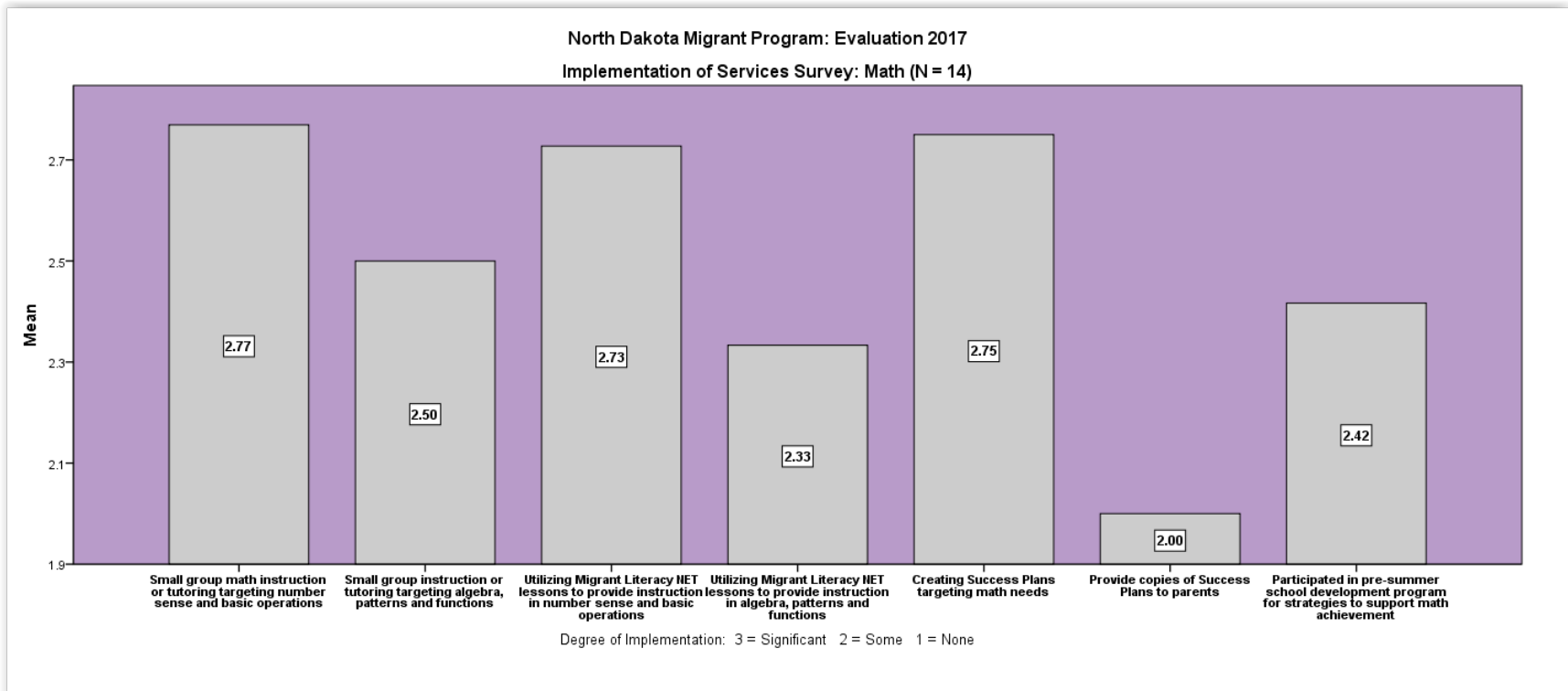
North Dakota Migrant Program: Evaluation 2017
 All Students: Proficiency By Standard: Math Teacher Ratings (N = 166)

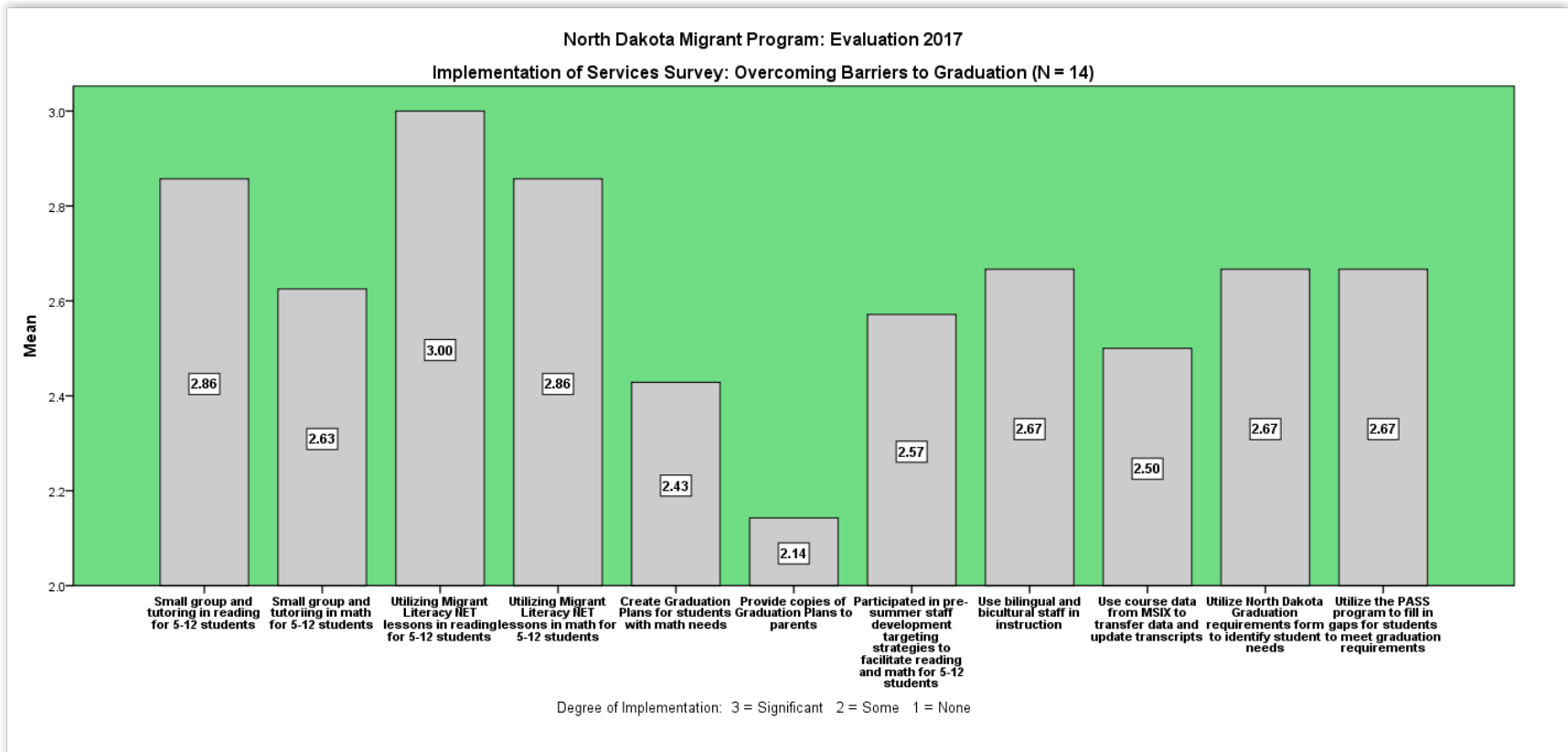


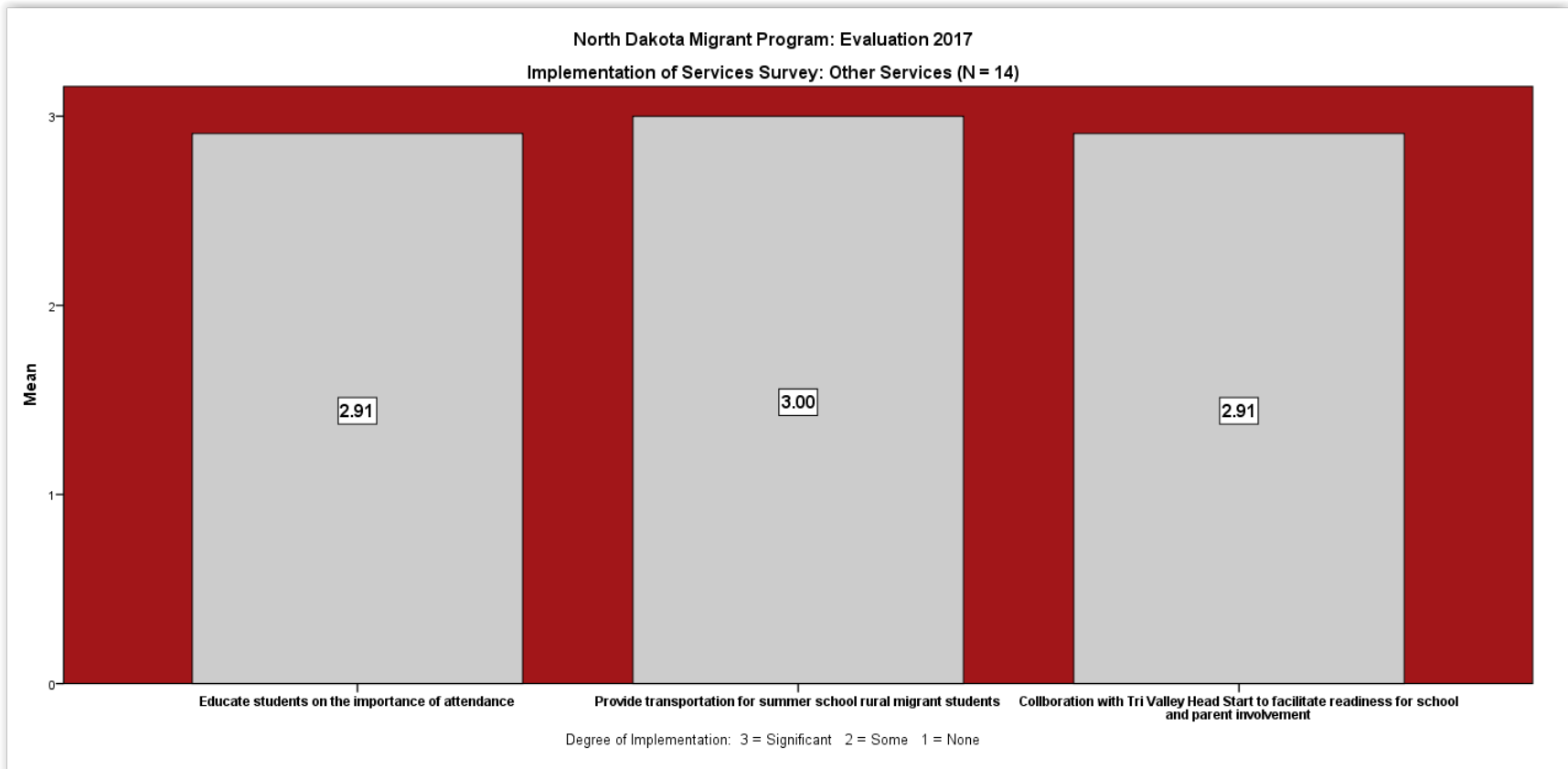


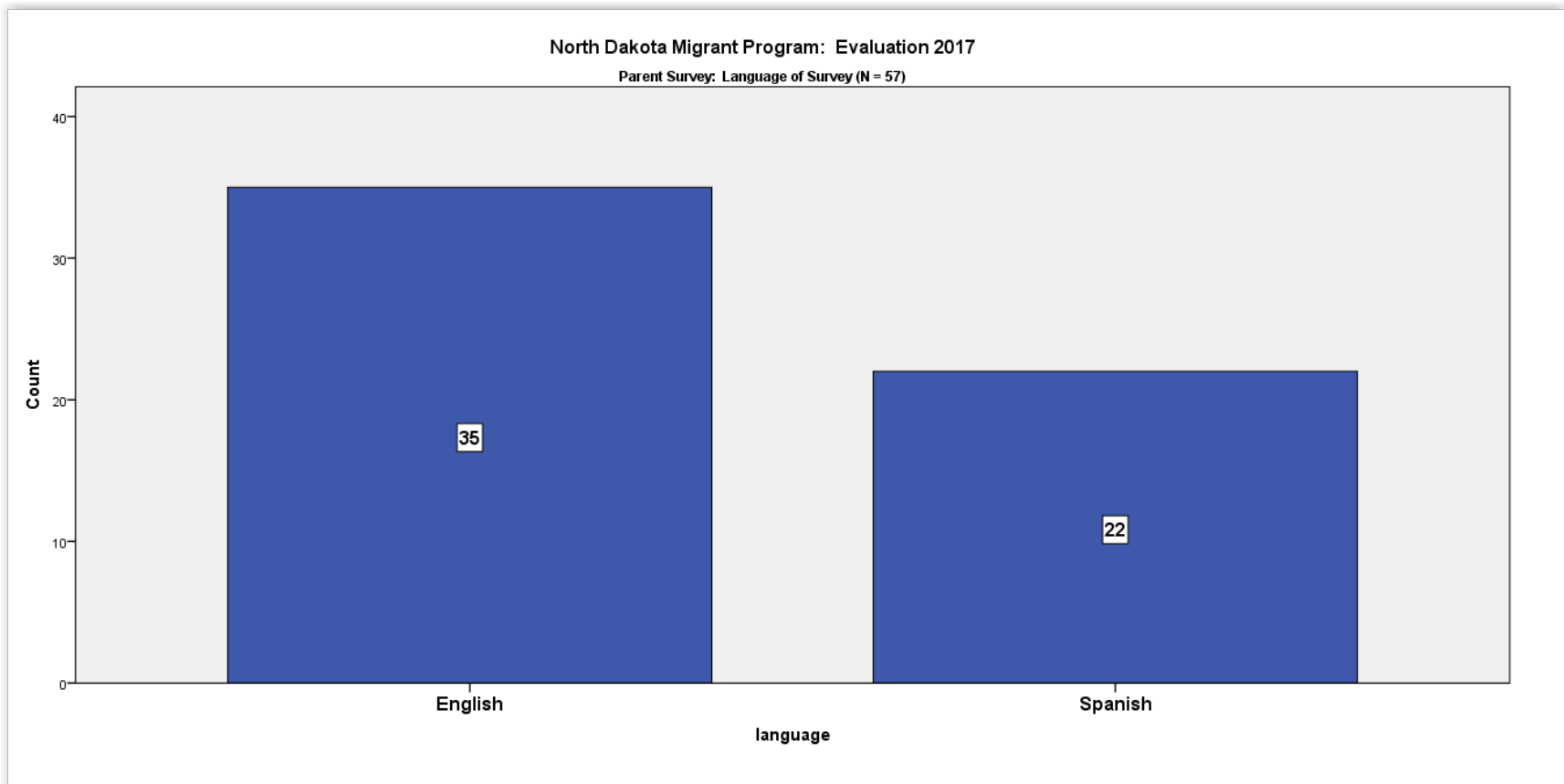




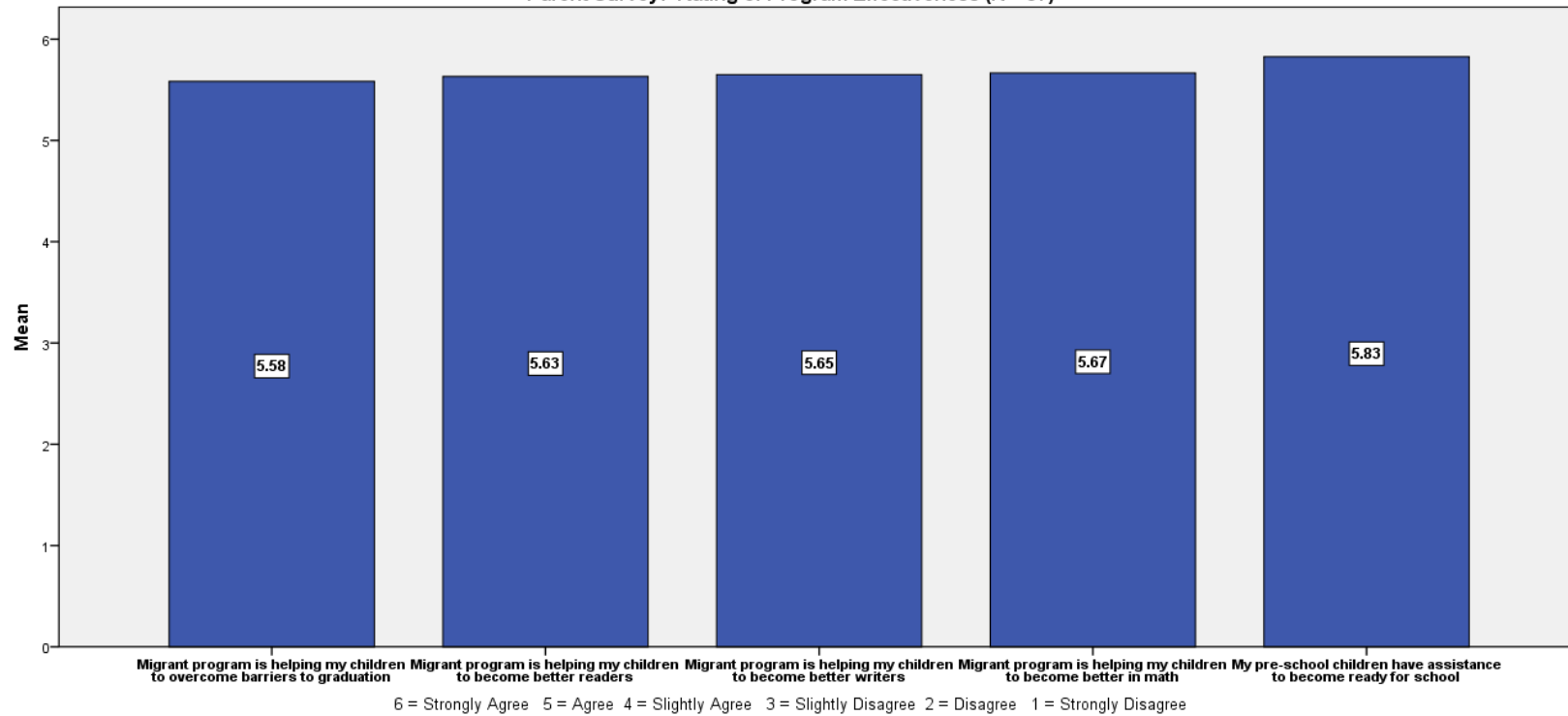




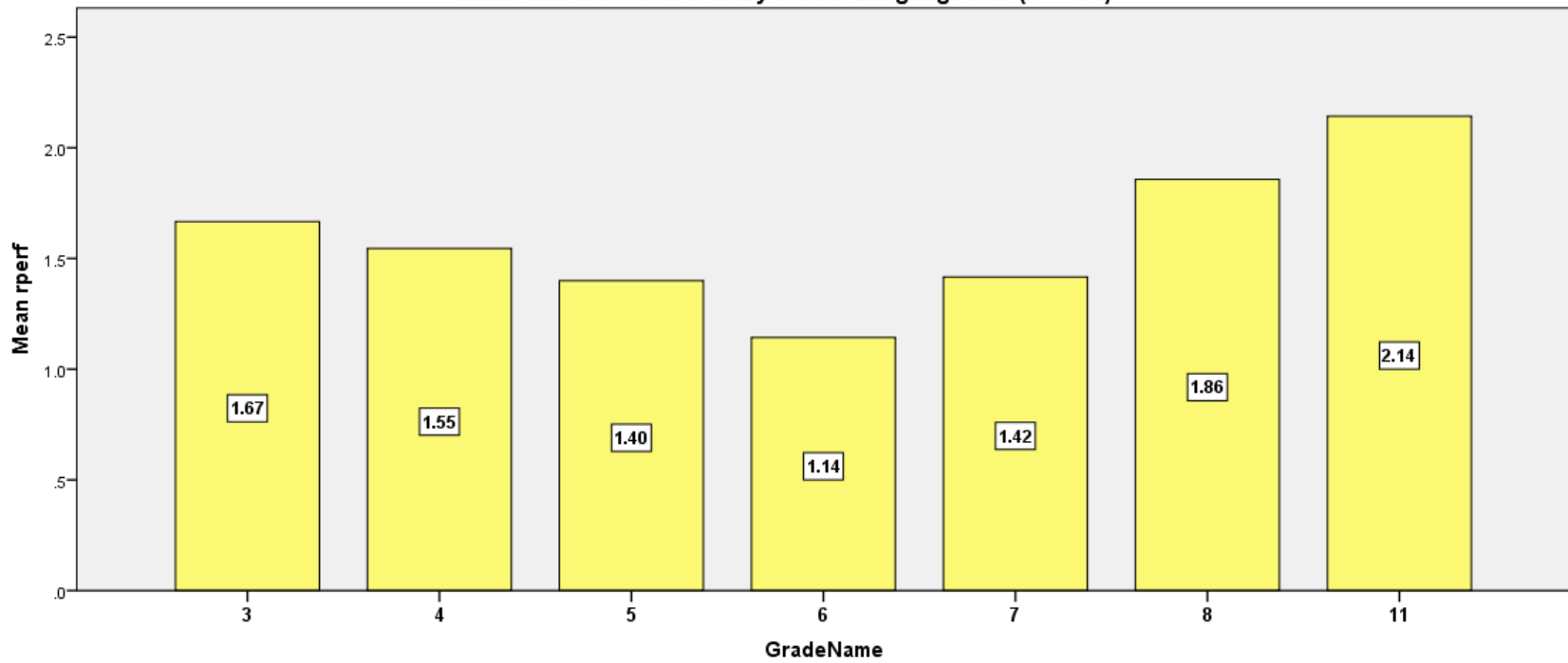




North Dakota Migrant Program: Evaluation 2017
Parent Survey: Rating of Program Effectiveness (N = 57)



North Dakota Migrant Program: Evaluation 2017
State Assessment Scores By Grade: Language Arts (N = 103)



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

