

NORTH DAKOTA MIGRANT EDUCATION PROGRAM

SERVICE DELIVERY EVALUATION REPORT

October 2010

**Educational Research & Training Corporation
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North Dakota Migrant Education Service Delivery Evaluation 2010

Introduction: The U.S. Office of Migrant Education requires that all states create a continuous improvement model for program improvement. The process includes the identification of student needs based on data, the creation of a customized delivery of services designed to target student needs and to achieve long term performance targets and measurable outcomes (toward achieving these performance targets) culminating in an evaluation to assess the impact of services on achieving the goals of the program and on meeting the needs of students.

The State of North Dakota has completed the first two parts of the process which includes a current assessment of student needs and the creation of service delivery recommendations and strategies to meet identified needs. The Comprehensive Needs Assessment Report was submitted to the U.S. Office of Migrant Education (OME) in January of 2010 and a Service Delivery Plan based on the CNA results was submitted to OME in March of 2010. The final part of this round of the process is the evaluation of the impact of the service delivery plan. This report provides a description and results of the program evaluation.

Needs Assessment: The North Dakota Migrant Education Program revisited the comprehensive needs assessment process in 2009. The CNA committee has worked to target needs based on current data collected for last summer as well as other survey data collected in the fall of 2009 and the spring of 2010. The committee has worked in concert with an external evaluator (Educational Research & Training Corporation). The committee revised the original North Dakota concern statements to reflect current data regarding students' needs. The revised concern statements 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.

The analysis of the needs assessment 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:

1. There were significant numbers of K-12 students evaluated as part of the CNA to provide valid results based on data.
2. Students with lower English proficiency had lower overall reading proficiency and math proficiency K-12.
3. The standards with the lowest proficiency in reading K-4 for priority for service students were principles of language, reading process, and writing process. The standards with the lowest proficiency in reading for priority for service students 5-12 were writing process, writing for a variety of purposes, and reading process.
4. It can be inferred from the data that students are being provided instruction and/or materials primarily in English regardless of English language proficiency.
5. There was a strong correlation between reading proficiency and English language proficiency (the lower a student's English language proficiency, the lower the reading proficiency) for all grade levels.
6. There was a strong correlation between math proficiency and English language proficiency (the lower a student's English language proficiency, the lower the math proficiency) for all grade levels.
7. The standards with the lowest proficiency in math for priority for service students (K-12) were algebraic modeling, measurement, and data and probability.
8. In terms of barriers to school retention and graduation for migrant students, there were two overarching critical needs: missing foundational skills in reading and limited English proficiency.

Service Delivery: 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. The North Dakota Service Delivery Plan is keyed to the needs of migrant students based on the 2009-2010 needs assessment data. The North Dakota performance targets are based on the results from the 2009-2010 comprehensive needs assessment. The performance targets are based on facilitating reading achievement, math achievement, and high school graduation and retention.

Performance Target #1 Reading Achievement: By the 2014-2015 academic year, 80 percent of all migrant students enrolled in North Dakota summer school migrant programs will score at the proficient level (rubric score of 3 or higher) or above in reading on the teacher ratings of student proficiency.

Performance Target #2 Math Achievement: By the 2014-2015 academic year, 80 percent of all migrant students enrolled in North Dakota summer school migrant programs will score at the proficient level (rubric score of 3 or higher) or above in math on the teacher ratings of student proficiency.

Performance Target #3 High School Graduation: By the 2014-2015 academic year, 60 percent of all migrant students enrolled in North Dakota summer school migrant programs will graduate from high school.

The Office of Migrant Education also 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 were developed based on the results and analysis of the comprehensive needs assessment.

Measurable Outcome #1 Reading Process: 70 percent Priority for Service students targeted for reading instruction in the summer program will demonstrate proficiency in specific reading process skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

Measurable Outcome #2 Writing Process: 70 percent Priority for Service students targeted for literacy instruction in the summer program will demonstrate proficiency in writing process skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in writing in order to facilitate literacy and progress towards high school graduation.

Measurable Outcome #3 Algebra, patterns, and functions: 65 percent Priority for Service students targeted for math instruction in the summer program will demonstrate proficiency in skills related to algebra, patterns, and functions based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

Measurable Outcome #4 Measurement: 65 percent Priority for Service students targeted for math instruction in the summer program will demonstrate proficiency in skills related to measurement based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

Measurable Outcome #5 ESL Training: Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of Limited English Proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Evaluation: The Office of Migrant Education requires that in the service delivery plan 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:

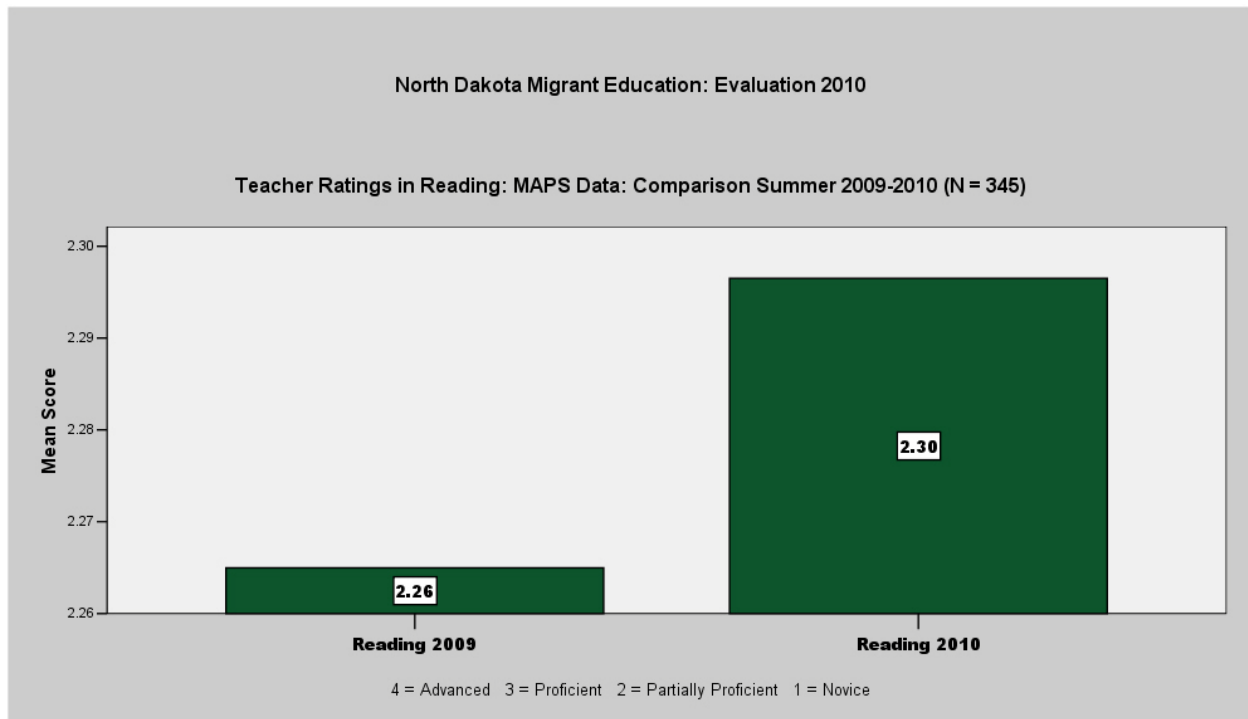
1. Identify the needs of migrant students in reading, math, and English language proficiency as well as barriers to high school graduation.
2. Implement service delivery strategies to achieve the performance targets and measurable outcomes in the service delivery plan designed to meet the needs of migrant students in reading, math, English language proficiency and overcoming the barriers to high school graduation. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
3. Evaluate the impact of the service delivery strategies on reading achievement, math achievement, English language proficiency and removing barriers to high school graduation. Utilize results to guide program improvement and to identify additional needs.

The external evaluator, Educational Research & Training Corporation (ERTC) analyzed data collected over the summer in 2010 to assess the effectiveness of the strategies toward achieving the measurable outcomes and ultimately the performance targets identified as part of the service delivery plan. A wide variety of evaluation data was collected including student WIDA test scores regarding English language proficiency, teacher ratings relating to proficiency on the

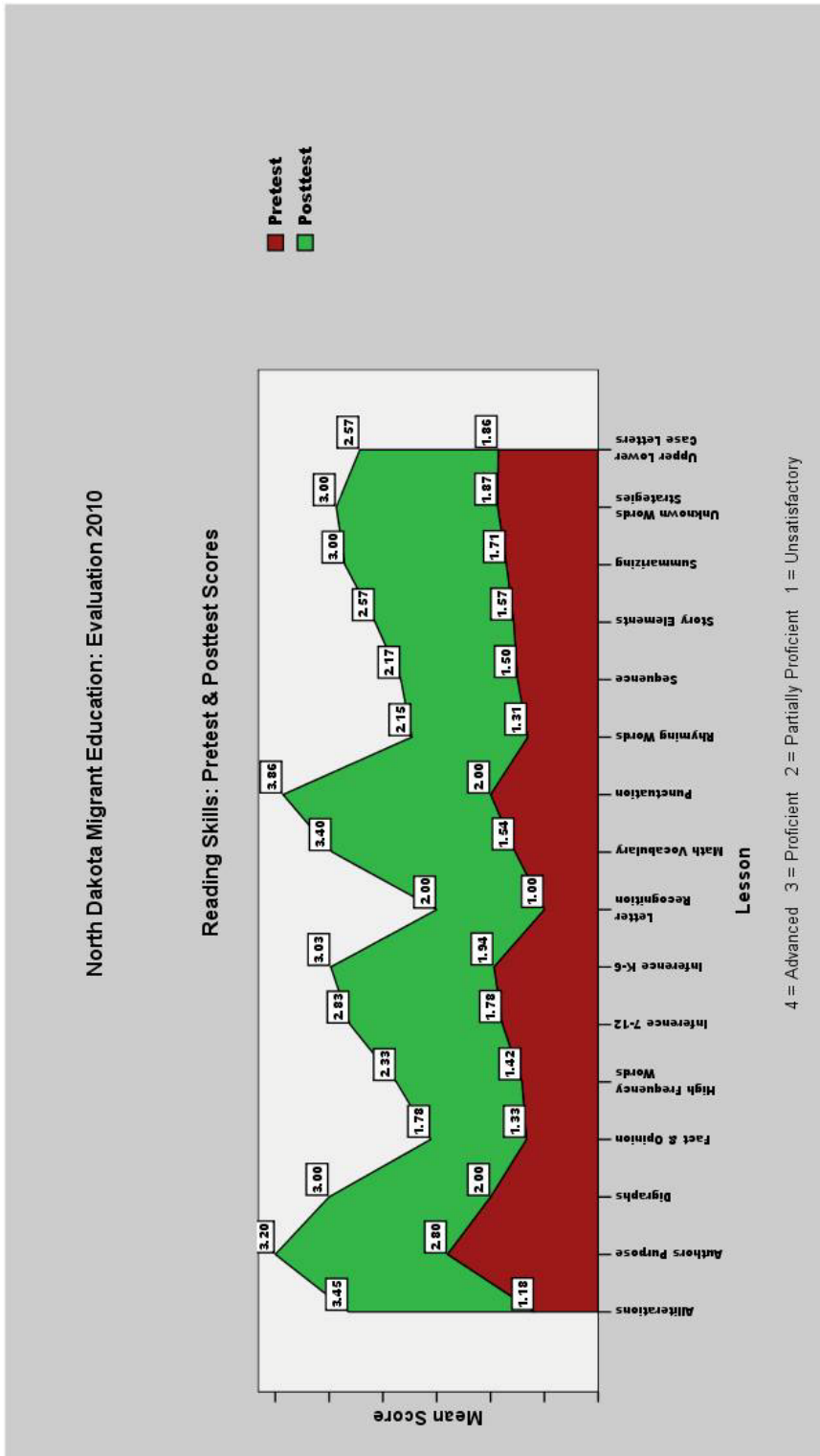
North Dakota state standards in language arts and math, as well as pretest and posttest data from Migrant Literacy NET lessons (See Appendix A for examples of data collection formats). Similar data collection formats and strategies were used in both 2009 and 2010 to enable comparisons to assess the effectiveness of the service delivery plan.

Number of Participants in the Evaluation 2009-2010				
<i>Year</i>	<i>K-4 Students</i>	<i>5-12 Students</i>	<i>K-4 PFS* Students</i>	<i>5-12 PFS* Students</i>
2009	213	136	112	92
2010	220	170	193	152

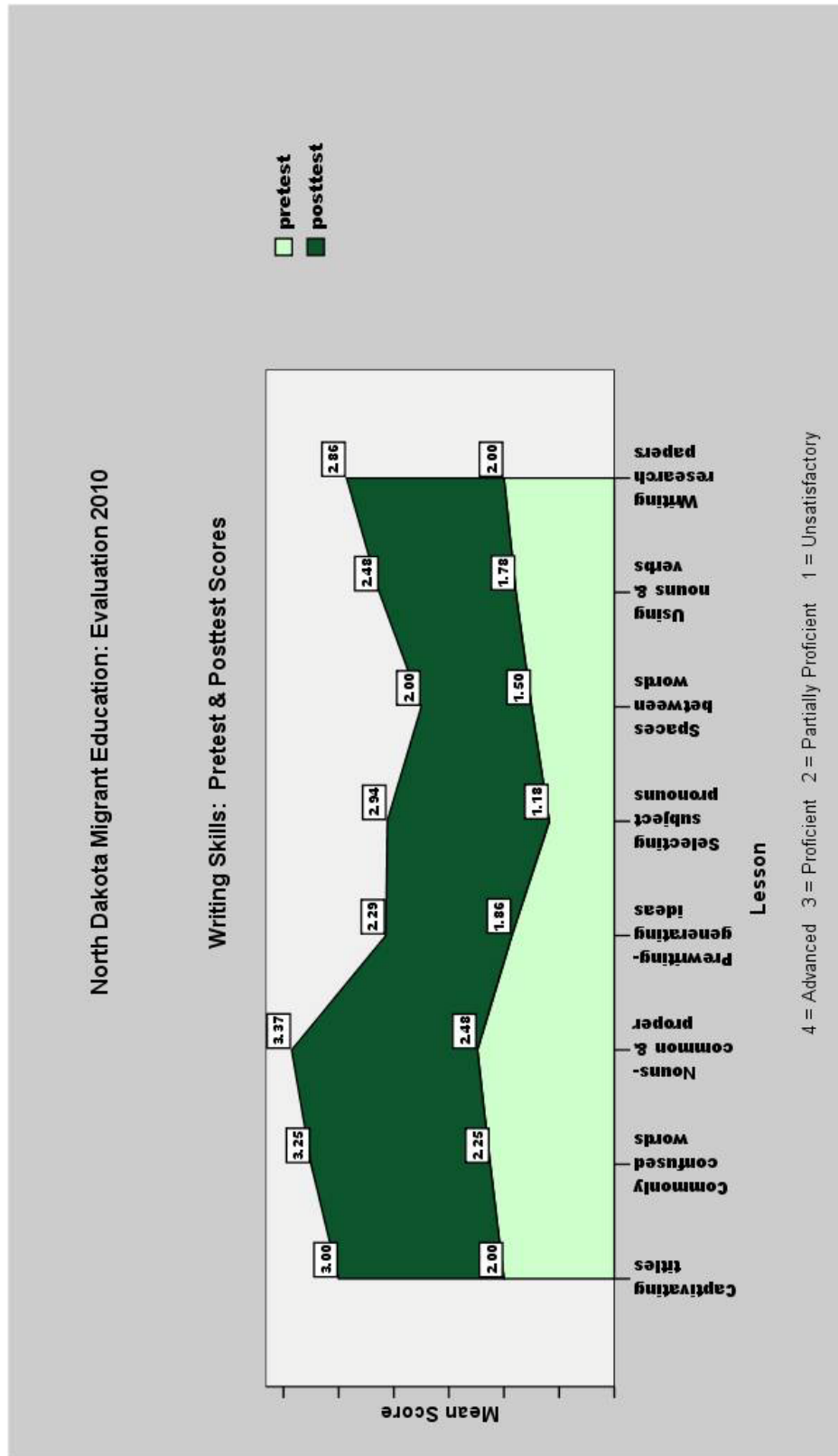
The target of this evaluation was to assess the effectiveness of the North Dakota Migrant Program toward achieving the measurable outcomes and ultimately the performance targets. Since the measurable outcomes are directly related to the performance targets, it is assumed that positive improvements toward meeting the measurable outcomes will ultimately result in the achievement of the performance targets over time. In terms of reading achievement, there were three major indicators between the last few program years. The first was a comparison between teacher ratings of priority for service students in reading overall between the summers of 2009 and 2010. There were 345 students who participated in both 2009 and 2010 in the language arts instructional components of the program. The teachers were asked to rate student proficiency in each of the reading standards based on the same rubric used on the North Dakota state assessment (4 = Advanced; 3 = Proficient; 2 = Partially Proficient; and 1 = Novice).



The second indicator impacting language arts was the results of the pretests and posttests of the Migrant Literacy Net lessons with migrant students during the summer of 2010. The Migrant Literacy Net lessons include a pretest and posttest using a similar rubric to the teacher ratings (4 = Advanced; 3 = Proficient; 2 = Partially Proficient; and 1 = Unsatisfactory). Migrant students demonstrated marked improvement over the summer of 2010 in a wide variety of core reading skills.

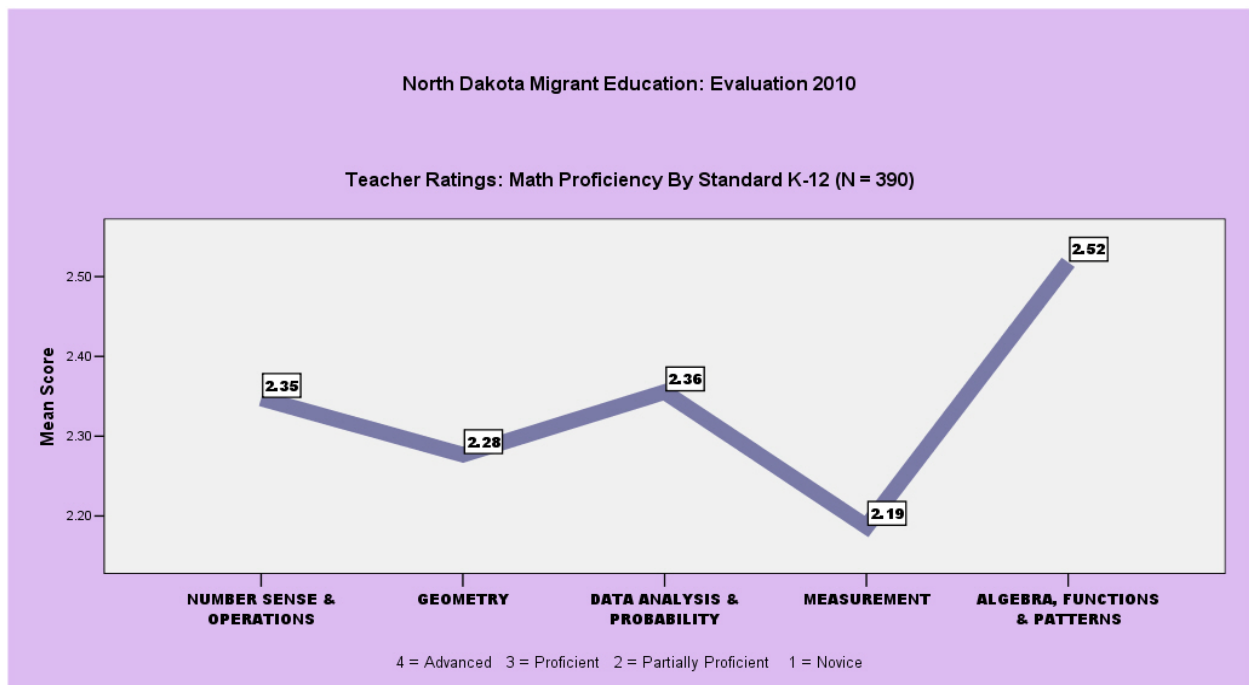
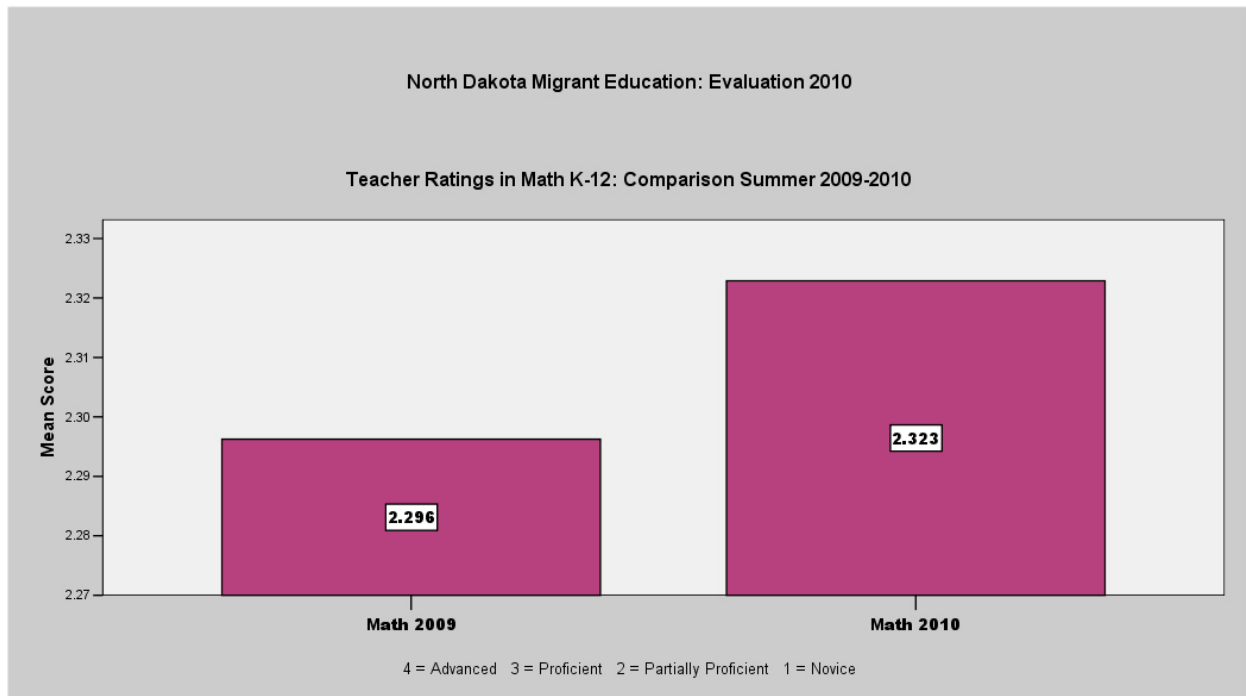


There were 229 students who received instruction in reading lessons from the Migrant Reading Net lessons. **Eighty-one percent showed significant gains in 16 different foundational reading skills.** Migrant students also demonstrated marked improvement over the summer of 2010 in a wide variety of core writing skills.

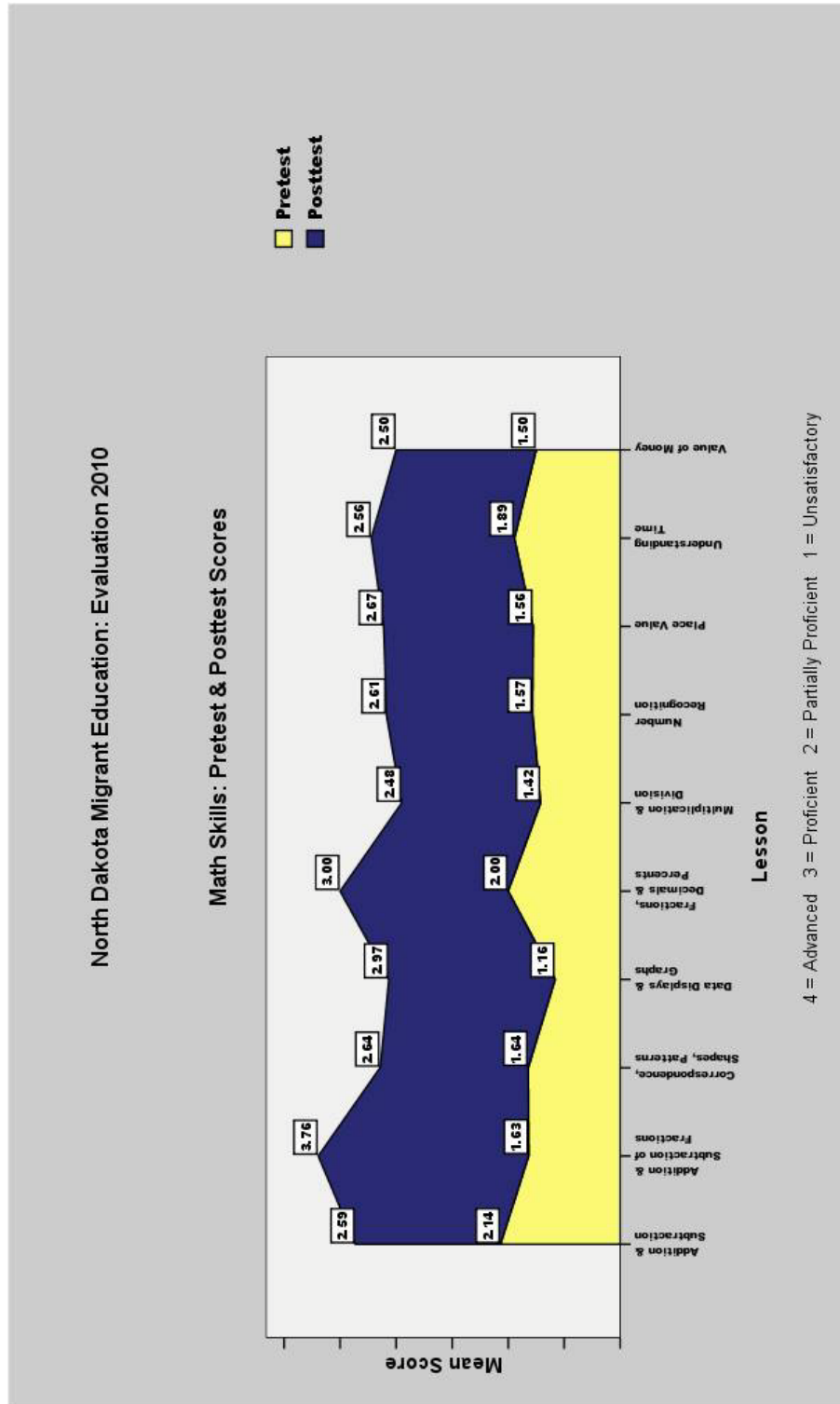


There were 229 students who received instruction in writing lessons from the Migrant Reading Net lessons. **Sixty-nine percent showed significant gains in 8 different foundational writing skills.**

In terms of math achievement, there were 345 students who participated both 2009 and 2010 in the math instructional component of the program. The teachers were asked to rate student proficiency in each of the math standards based on the same rubric used on the North Dakota state assessment (4 = Advanced; 3 = Proficient; 2 = Partially Proficient; and 1 = Below Basic).

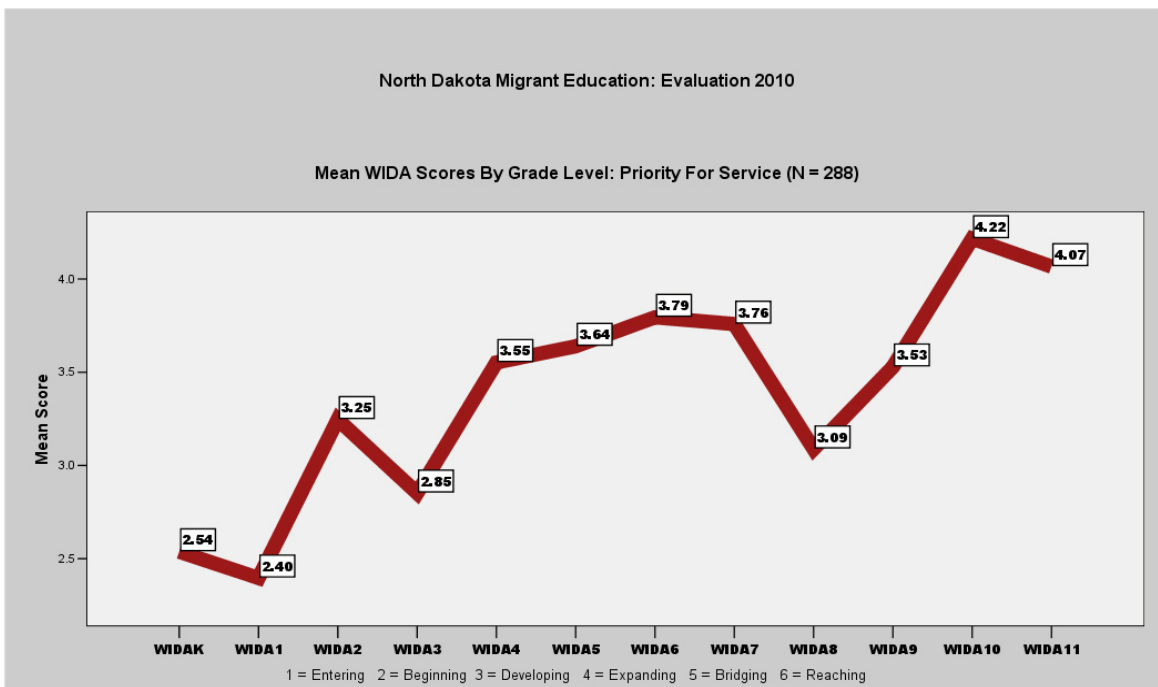
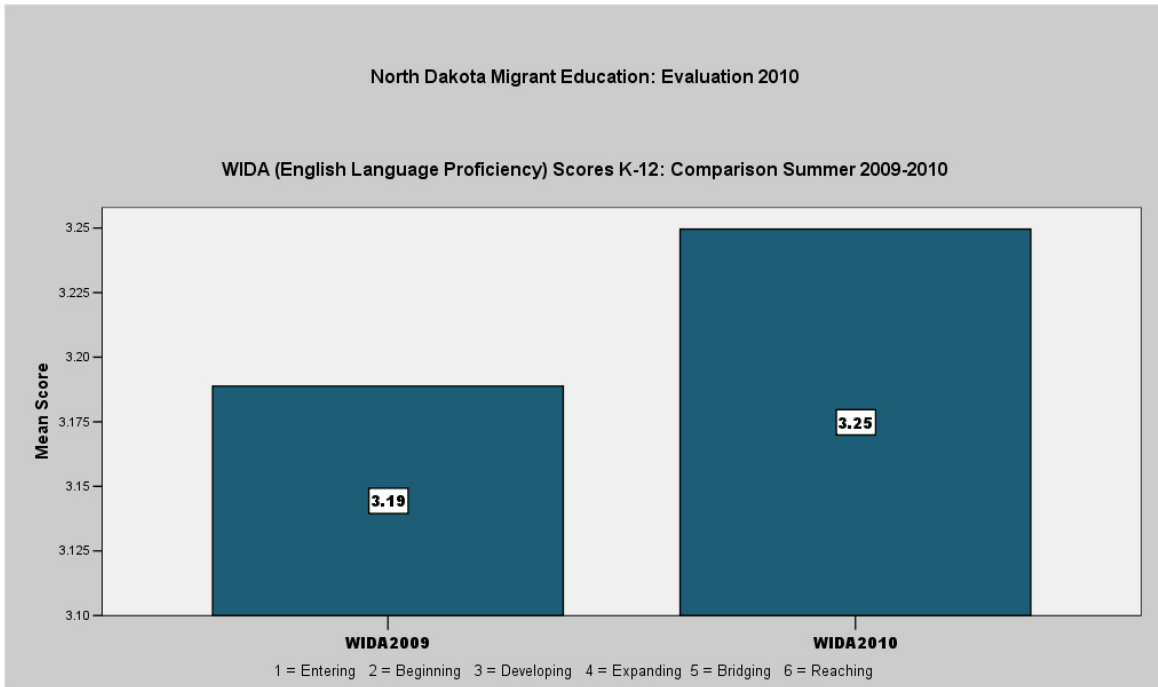


The second indicator impacting math achievement was the results of the pretests and posttests of the Migrant Literacy Net lessons with migrant students during the summer of 2010. The Migrant Literacy Net lessons include a pretest and posttest using a similar rubric to the teacher ratings (4 = Advanced; 3 = Proficient; 2 = Partially Proficient; and 1 = Unsatisfactory). Migrant students demonstrated marked improvement over the summer of 2010 in a wide variety of core math skills.



There were 216 students who received instruction in math using lessons from the Migrant Literacy Net lessons. **Eighty-two percent showed significant gains in 10 different foundational math skills.**

Finally, in terms of English language proficiency, there were improvements in pretest and posttest scores on the WIDA Assessment of English Language proficiency. The WIDA scores were recorded as a 1 = Entering (i.e. non-English speaker), 2 = Beginning, 3 = Developing, 4 = Expanding, 5 = Bridging, and 6 = Reaching (i.e. fluent English speakers). A comparison between WIDA pretest and posttest scores in 2009 and 2010 showed increases in English language proficiency for every grade level K-11.



Evaluation Summary: The overall results of the service delivery plan toward achieving the measurable outcomes are very positive. The data indicates the following:

1. Reading process: Three hundred forty-five students gained in reading overall from 2009 to 2010 and eighty-one percent gained in specific foundational reading skills. This exceeds the measurable objective in the service delivery plan.

2. Writing process: Three hundred forty-five students gained in writing overall from 2009 to 2010 and sixty-nine percent gained in specific foundational reading skills. This meets the goal of the measurable objective in the service delivery plan.

3. Math (algebra, patterns, and functions and measurement): Three hundred forty-five students gained in math overall from 2009 to 2010 and eighty-two percent gained in specific foundational math skills. This exceeds the goal of the measurable objective in the service delivery plan.

4. English language proficiency (ESL training, etc.): Two hundred eighty-eight students gained in English language proficiency overall from 2009 to 2010. The WIDA scores indicate that significant work is still necessary for most migrant students in North Dakota to achieve English language proficiency; however, positive progress is being made. This data suggests that the ESL trainings for instructional staff have been effective.

The data suggests that continued targeted use of lessons and instructions from the Migrant Literacy Net on the target skills--reading comprehension; vocabulary; writing, algebra, functions and patterns; and measurement--will facilitate the attainment of significant improvement for most students and toward the ultimate goal of high school graduation. Finally, there is an increase in English language proficiency in all grade levels; however, there is still a significant need to enhance staff development in the use of ESL and other strategies to facilitate language acquisition as well as facilitate content skills.

APPENDIX A

Data Collection Forms

NORTH DAKOTA STATE MAPS PROGRAM GRADES K-4

Student Demographics

Last Name: _____ Migrant Student ID: _____
 First Name: _____ Middle Name: _____ Curr Grade
 Grafton Manvel Student Inactive School: _____ Facility ID: _____
 Gender: M F Ethnicity: Nat Amer Asian Black Hisp White Alk Nat/Pac Isld Education Interrupted: _____
 Birth Date: (mm-dd-yyyy): _____ Enrollment Date: (mm-dd-yyyy): _____
 WIDA Score: K 1st 2nd 3rd 4th

State Assessment Performance		
CTB Reading Proficiency:	CTB Language Proficiency:	CTB Mathematics Proficiency:
3 rd Grade: <input type="checkbox"/>	3 rd Grade: <input type="checkbox"/>	3 rd Grade: <input type="checkbox"/>
4 th Grade: <input type="checkbox"/>	4 th Grade: <input type="checkbox"/>	4 th Grade: <input type="checkbox"/>
(Rating Rubric: 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)		

Reading Standards Performance Data (Grades K-4)

Reading 1 (Rating Rubric: 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)

Standard 1: Students engage in the research process.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

Standard 2: Students engage in the reading process.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

Standard 3: Students engage in the writing process.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

Standard 4: Students engage in the speaking and listening process.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

Standard 5: Students understand media.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

Standard 6: Students understand and use principles of language.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>	Student Work <input type="checkbox"/>

OVER

Mathematics Standards Performance Data (Grades K-4)

Mathematics I (Rating Rubric): 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)

Standard 1: NUMBER AND OPERATION (Students understand and use basic and advanced concepts of number and number systems.)

Kindergarten	Summer	1st Grade	Summer	2nd Grade	Summer	3rd Grade	Summer	4th Grade	Summer
Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>
Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>

Standard 2: GEOMETRY AND SPATIAL SENSE (Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and non-mathematical situations.)

Kindergarten	Summer	1st Grade	Summer	2nd Grade	Summer	3rd Grade	Summer	4th Grade	Summer
Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>
Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>

Standard 3: DATA ANALYSIS, STATISTICS, AND PROBABILITY (Students use data collection and analysis techniques, statistical methods, and probability to solve problems.)

Kindergarten	Summer	1st Grade	Summer	2nd Grade	Summer	3rd Grade	Summer	4th Grade	Summer
Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>
Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>

Standard 4: MEASUREMENT (Students use concepts and tools of measurement to describe and quantify the world.)

Kindergarten	Summer	1st Grade	Summer	2nd Grade	Summer	3rd Grade	Summer	4th Grade	Summer
Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>
Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>

Standard 5: ALGEBRA, FUNCTIONS, AND PATTERNS (Students use algebraic concepts, functions, patterns, and relationships to solve problems.)

Kindergarten	Summer	1st Grade	Summer	2nd Grade	Summer	3rd Grade	Summer	4th Grade	Summer
Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>	Teacher Rating	<input type="checkbox"/>
Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>	Student Work	<input type="checkbox"/>

NORTH DAKOTA STATE MAPS PROGRAM GRADES 5-12
Student Demographics

Last Name: _____ Migrant Student ID: _____
 First Name: _____ Middle Name: _____ CurGrade
 Grafton Manual Student Inactive School: _____ Facility ID: _____
 Gender: M F Ethnicity: Nat Amer Asian Black Hisp White Akk/Nat/Pac Isld Priority for Services: _____
 Birth Date: (mm-dd-yyyy): _____ Enrollment Date: (mm-dd-yyyy): _____
 WIDA Score: 5th 6th 7th 8th 9th 10th 11th 12th

State Assessment Performance

CTB Reading Proficiency:	CTB Language Proficiency:	CTB Mathematics Proficiency:
5 th Grade: <input type="checkbox"/>	5 th Grade: <input type="checkbox"/>	5 th Grade: <input type="checkbox"/>
6 th Grade: <input type="checkbox"/>	6 th Grade: <input type="checkbox"/>	6 th Grade: <input type="checkbox"/>
7 th Grade: <input type="checkbox"/>	7 th Grade: <input type="checkbox"/>	7 th Grade: <input type="checkbox"/>
8 th Grade: <input type="checkbox"/>	8 th Grade: <input type="checkbox"/>	8 th Grade: <input type="checkbox"/>
11 th Grade: <input type="checkbox"/>		11 th Grade: <input type="checkbox"/>

Rating (Rubric): 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice

Reading Standards Performance Data (Grades 5-12)

Reading (Rating Rubric: 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)

Standard 1: Students gather and organize information.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 2: Students engage in the reading process.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 3: Students comprehend literature.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

OVER

Reading Standards Performance Data (Grades 5-12)

Reading continued (Rating Rubric: 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)

Standard 4: Students engage in the writing process.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 5: Students write for a variety of purposes and audiences.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 6: Students engage in the speaking and listening process.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 7: Students understand and use principles of language.

5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Summer	Summer	Summer	Summer	Summer	Summer	Summer	Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Student Name: _____
 Migrant ID: _____
 Grade: _____

Mathematics Standards Performance Data (Grades 5-12)

Mathematics (Rating Rubric: 4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Novice)

Standard 1: NUMBER AND OPERATION (Students understand and use basic and advanced concepts of number and number systems.)

5 th Grade Summer	6 th Grade Summer	7 th Grade Summer	8 th Grade Summer	9 th Grade Summer	10 th Grade Summer	11 th Grade Summer	12 th Grade Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 2: GEOMETRY AND SPATIAL SENSE (Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and non-mathematical situations.)

5 th Grade Summer	6 th Grade Summer	7 th Grade Summer	8 th Grade Summer	9 th Grade Summer	10 th Grade Summer	11 th Grade Summer	12 th Grade Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 3: DATA ANALYSIS, STATISTICS, AND PROBABILITY (Students use data collection and analysis techniques, statistical methods, and probability to solve problems.)

5 th Grade Summer	6 th Grade Summer	7 th Grade Summer	8 th Grade Summer	9 th Grade Summer	10 th Grade Summer	11 th Grade Summer	12 th Grade Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 4: MEASUREMENT (Students use concepts and tools of measurement to describe and quantify the world.)

5 th Grade Summer	6 th Grade Summer	7 th Grade Summer	8 th Grade Summer	9 th Grade Summer	10 th Grade Summer	11 th Grade Summer	12 th Grade Summer
Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

Standard 5: ALGEBRA, FUNCTIONS, AND PATTERNS (Students use algebraic concepts, functions, patterns, and relationships to solve problems.)

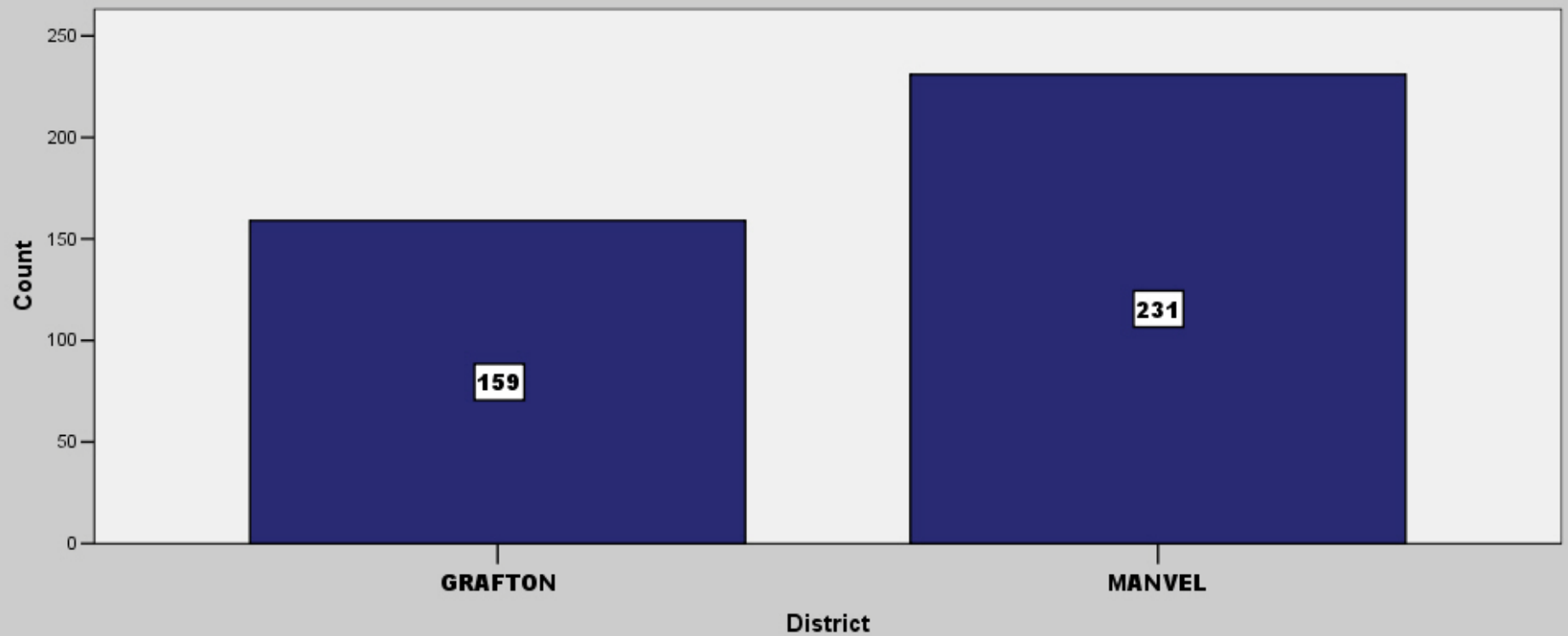
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Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>	Teacher Rating <input type="checkbox"/>
Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>	Student Rating <input type="checkbox"/>
Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>	Work <input type="checkbox"/>

APPENDIX B

Needs Analysis Statistics

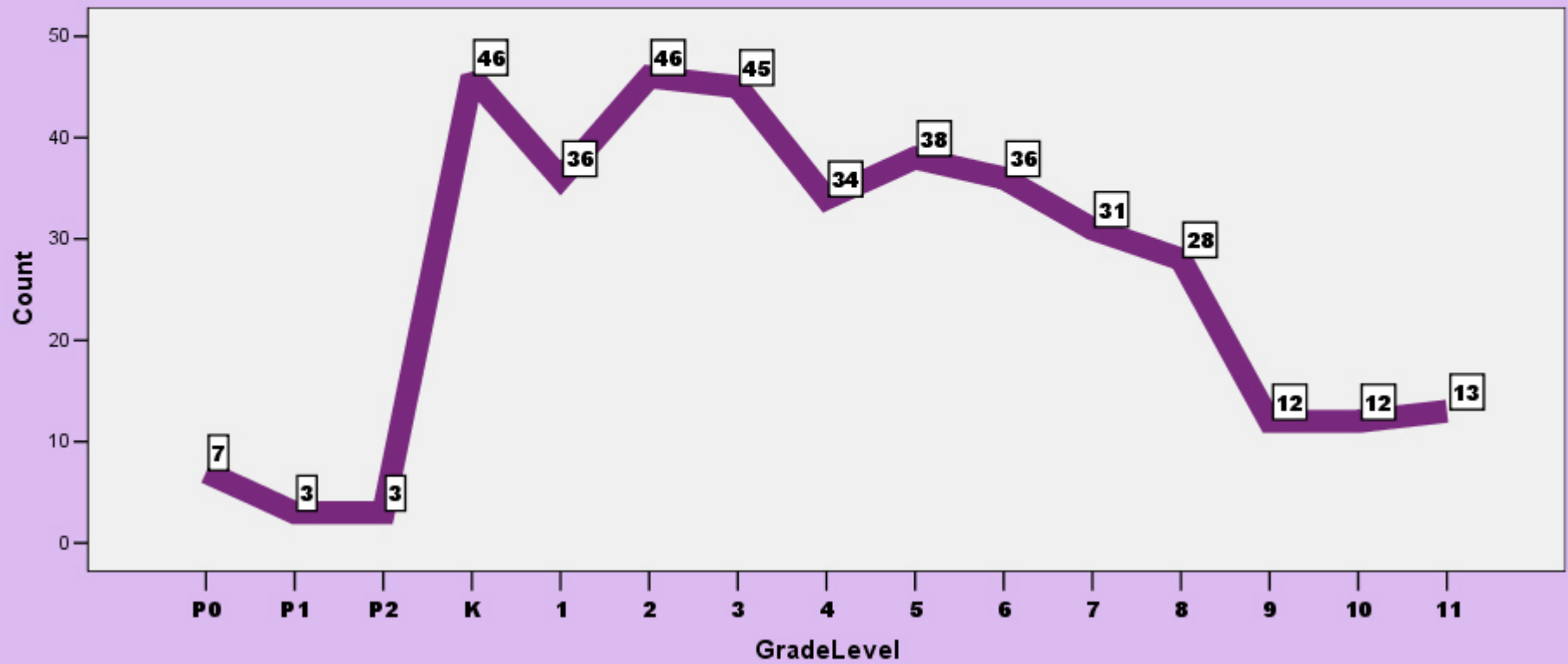
North Dakota Migrant Education: Evaluation 2010

MAPS Data: Total Participants By District (N = 390)



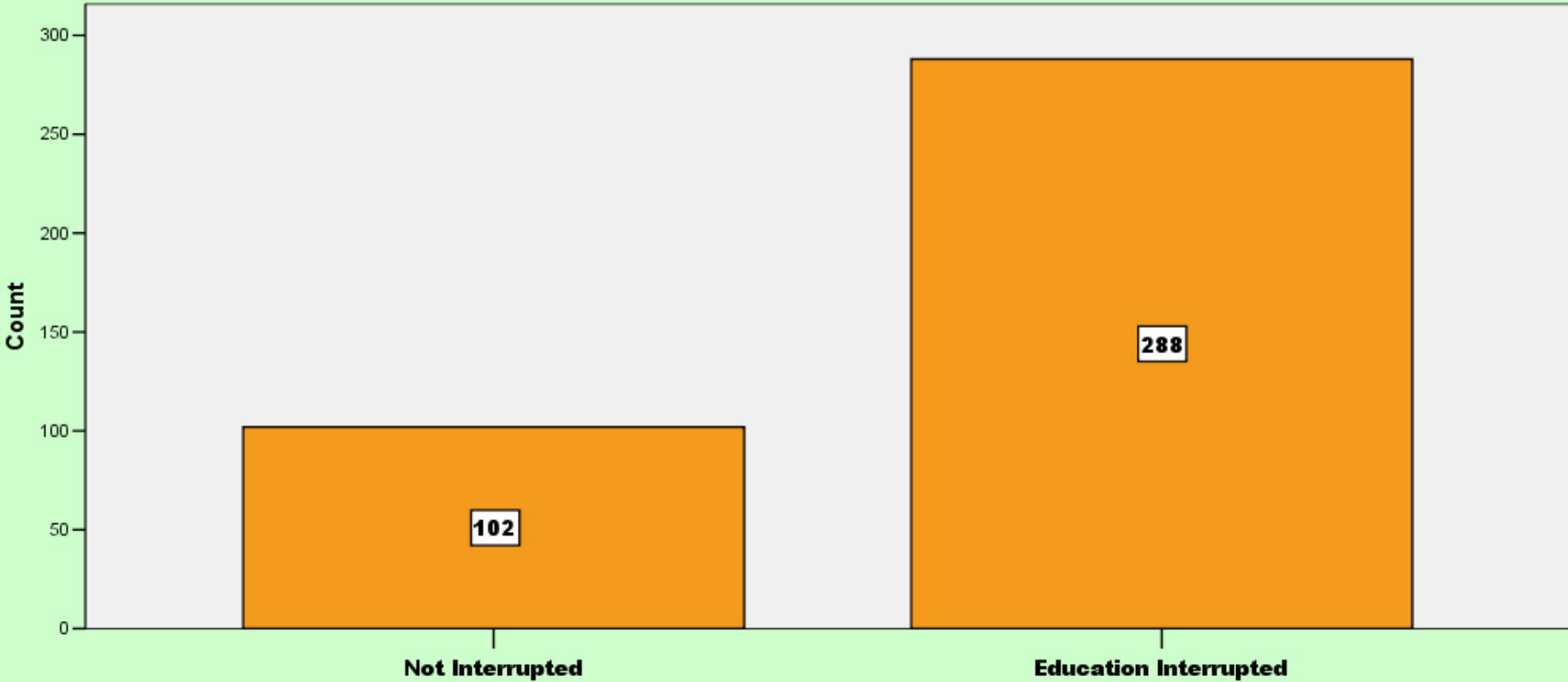
North Dakota Migrant Education: Evaluation 2010

MAPS Data: Total Participants By Grade Level



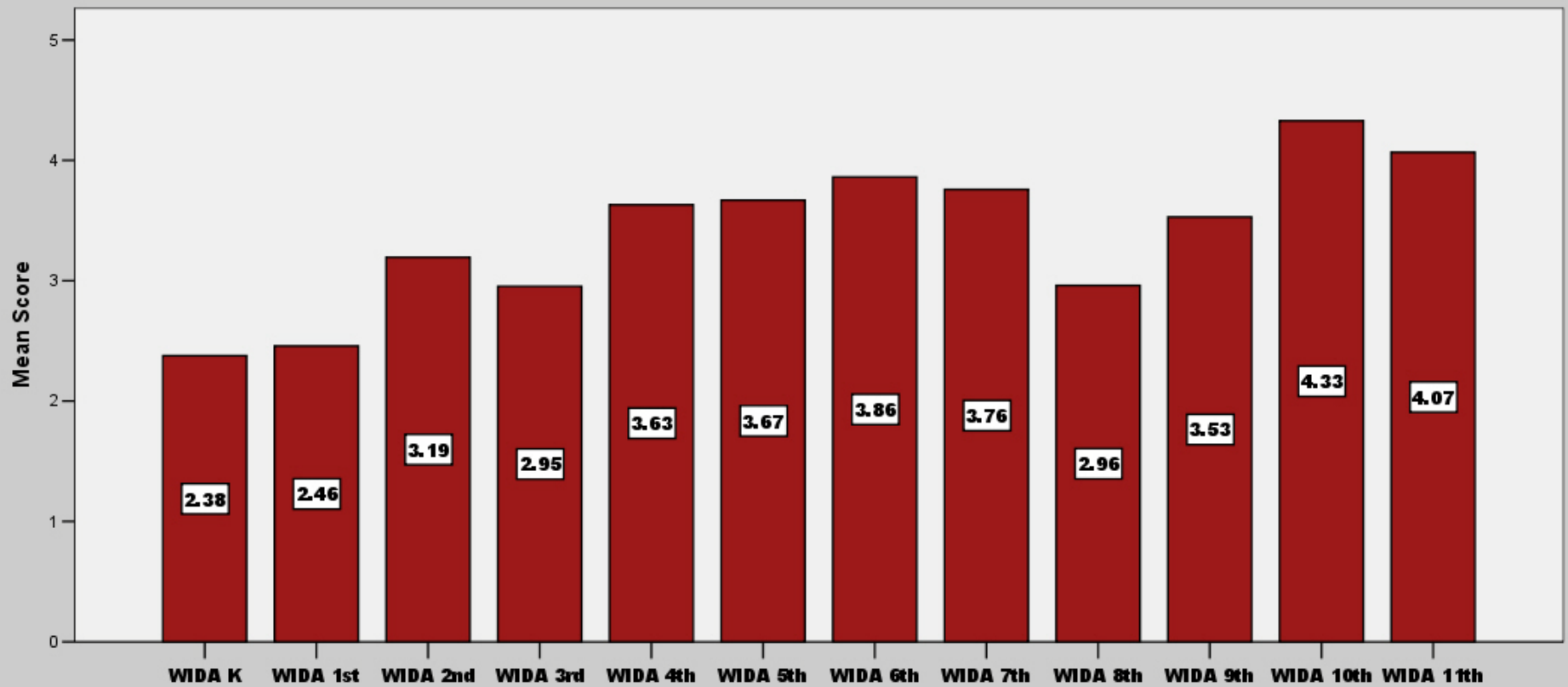
North Dakota Migrant Education: Evaluation 2010

MAPS Data: Total Participants Whose Education Has Been Interrupted



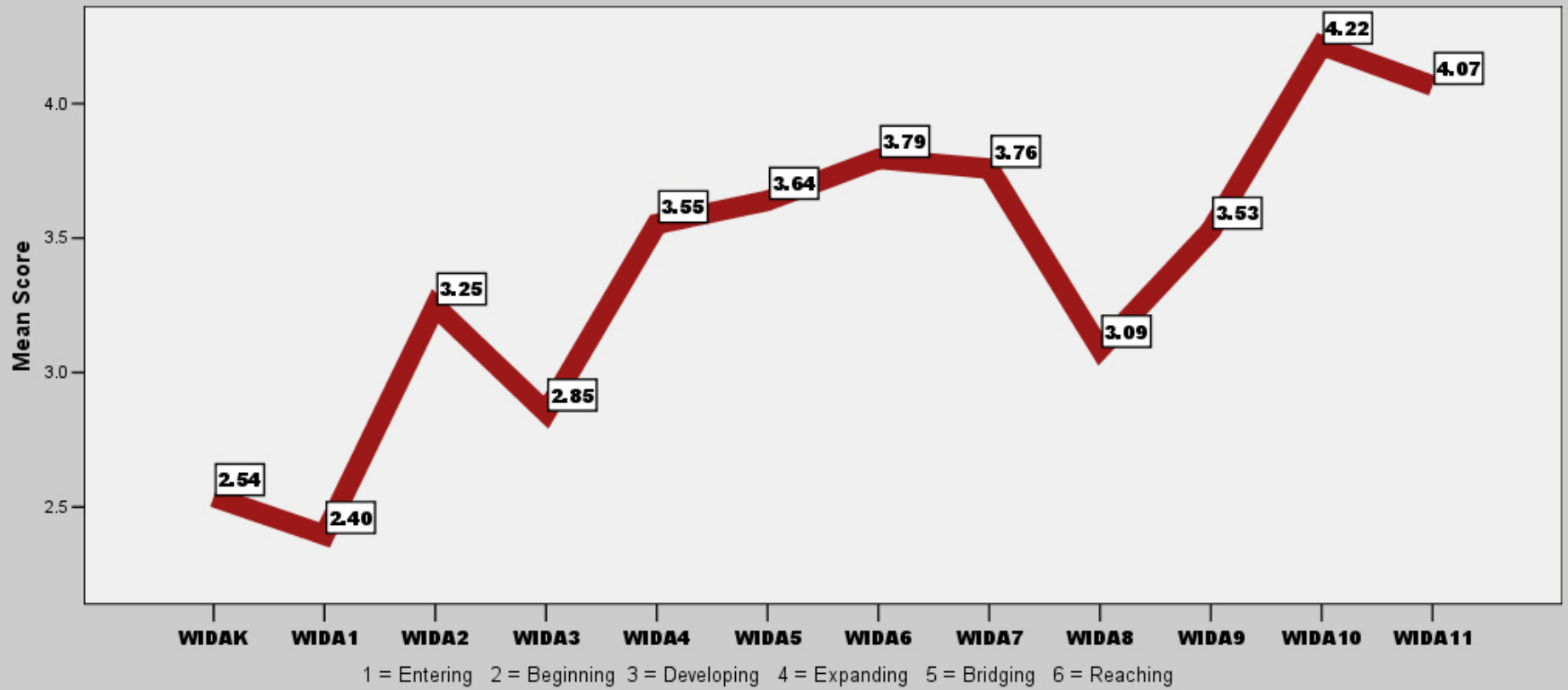
North Dakota Migrant Education: Evaluation 2010

Mean WIDA Scores By Grade Level: All Participants



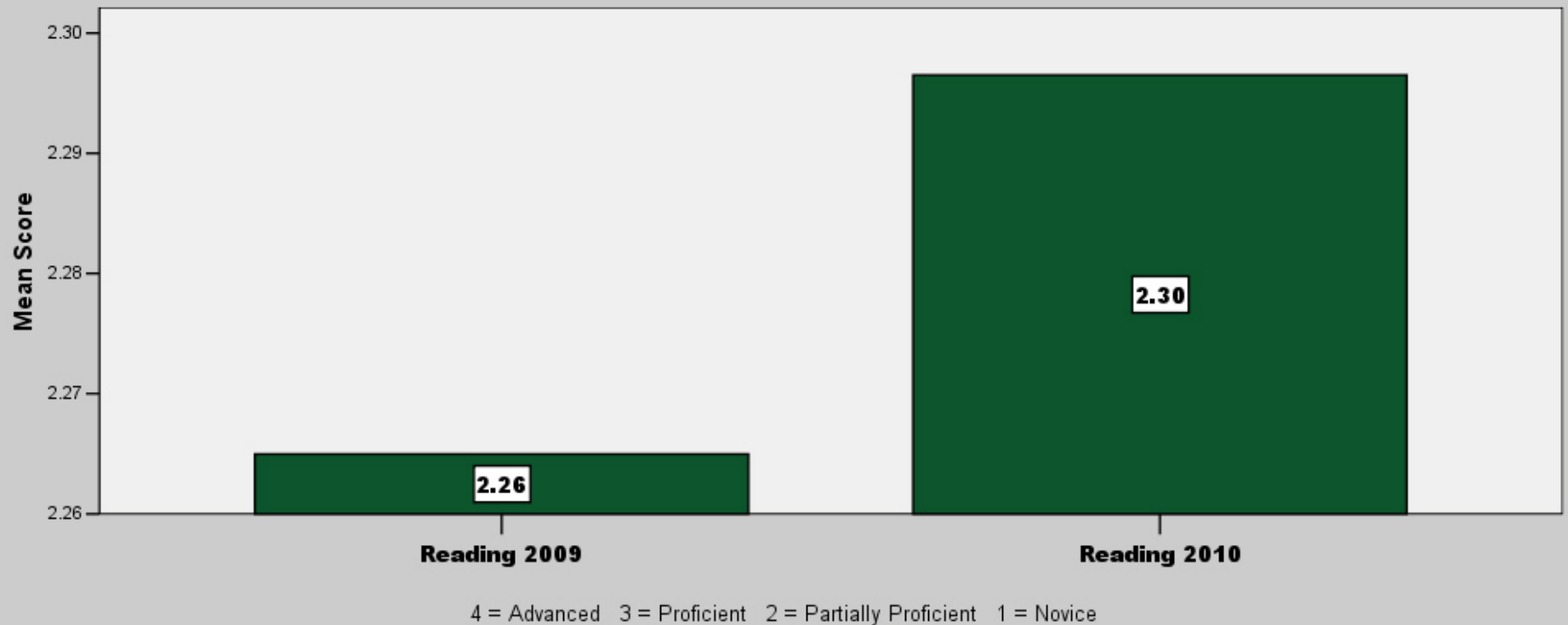
North Dakota Migrant Education: Evaluation 2010

Mean WIDA Scores By Grade Level: Priority For Service (N = 288)



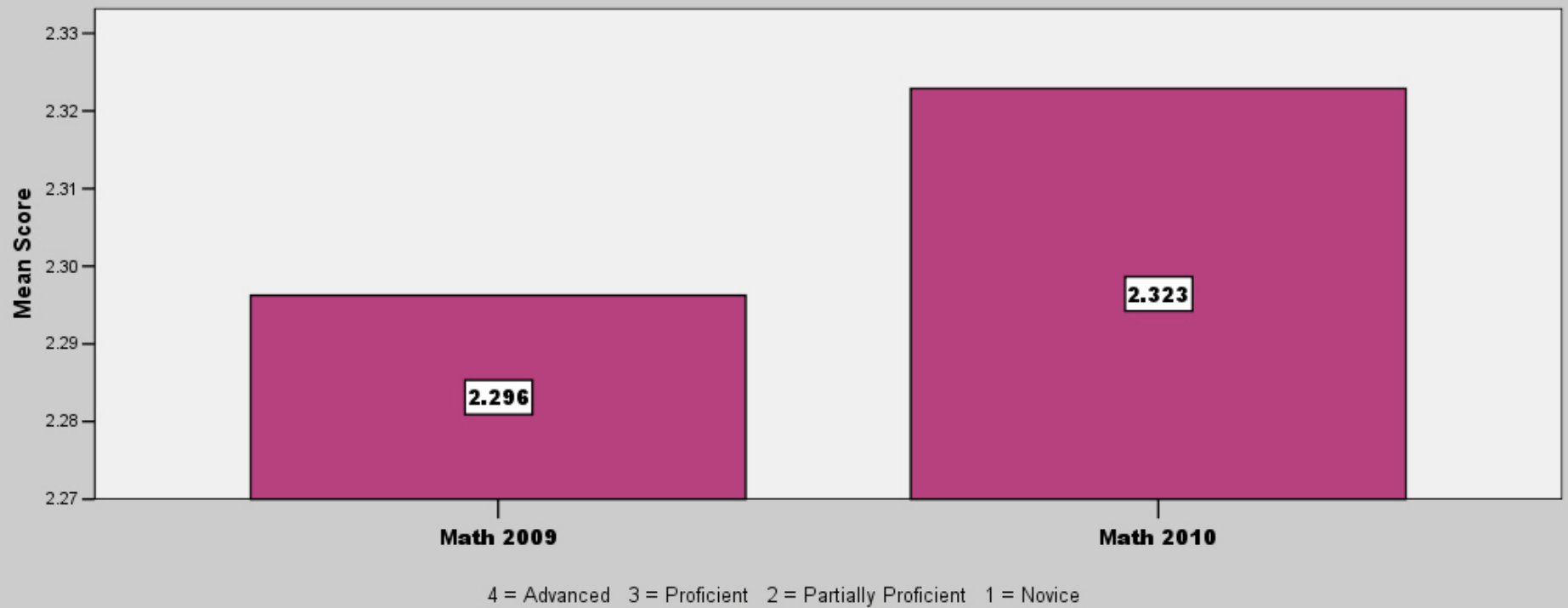
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings in Reading: MAPS Data: Comparison Summer 2009-2010 (N = 345)



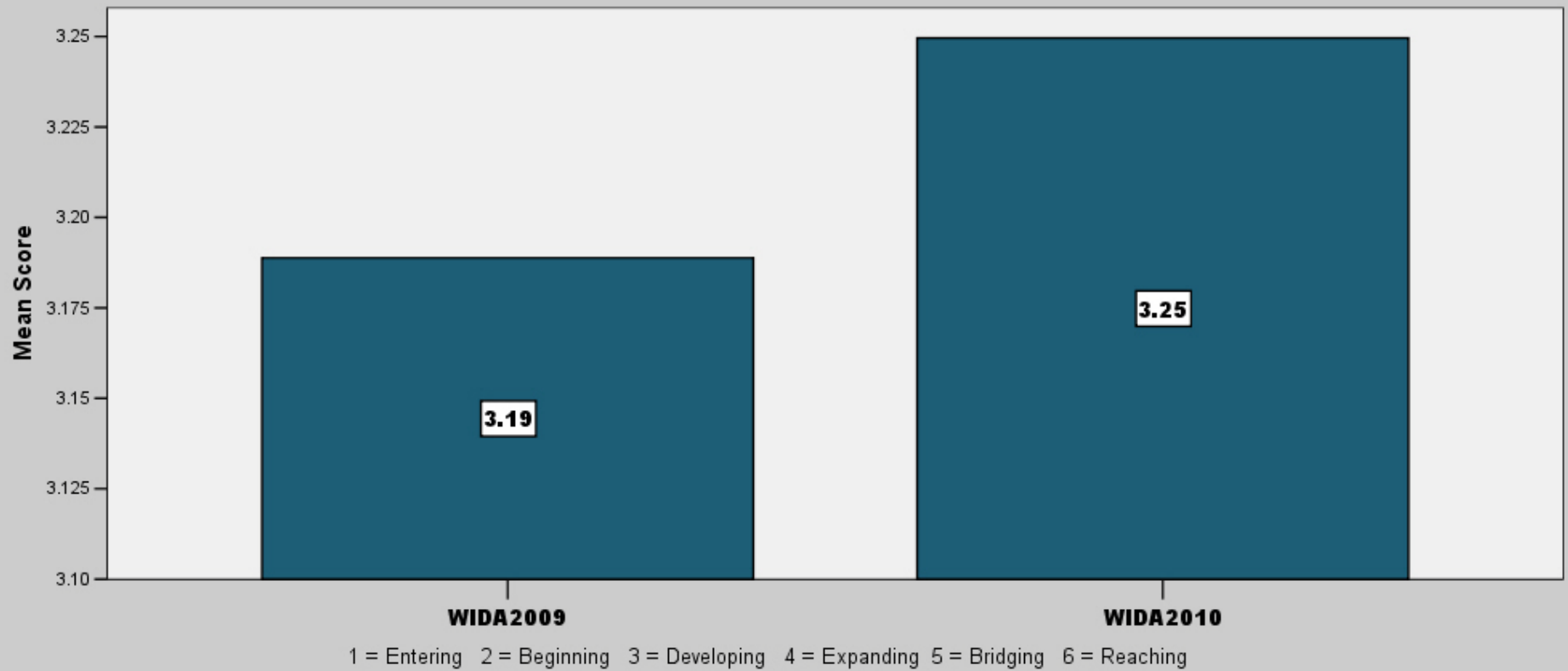
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings in Math K-12: Comparison Summer 2009-2010



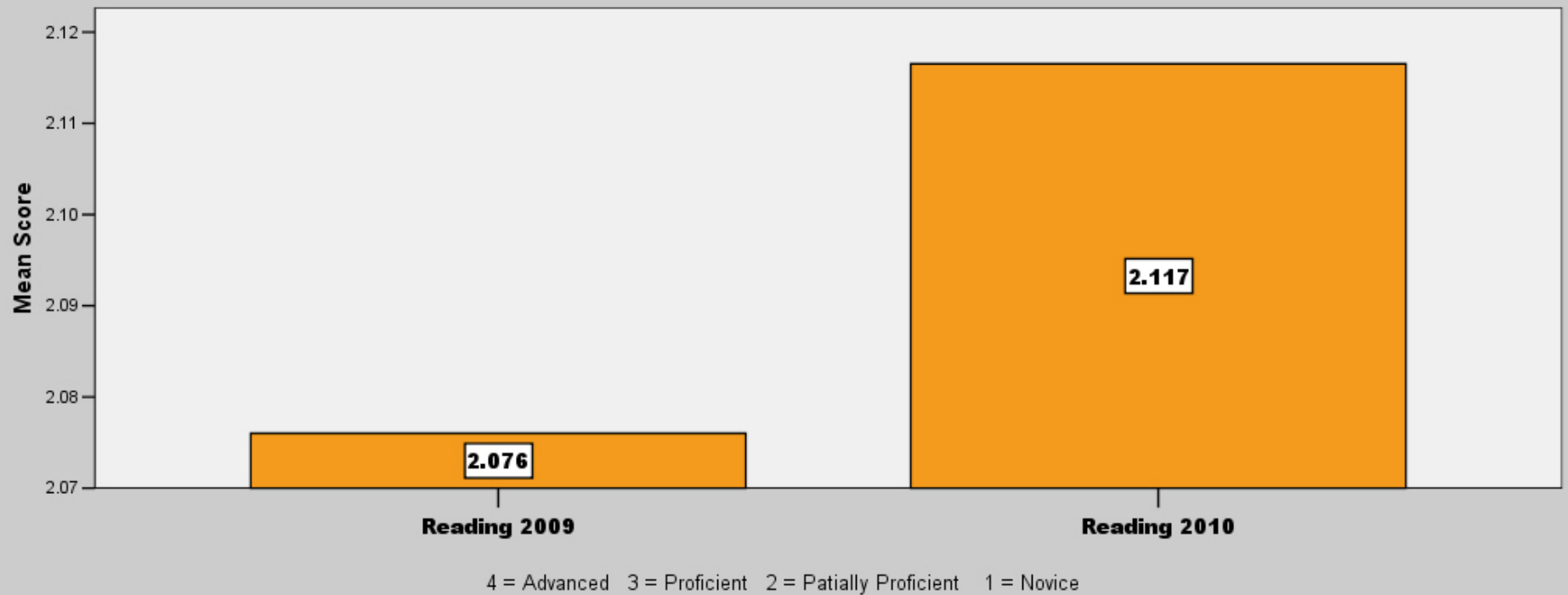
North Dakota Migrant Education: Evaluation 2010

WIDA (English Language Proficiency) Scores K-12: Comparison Summer 2009-2010



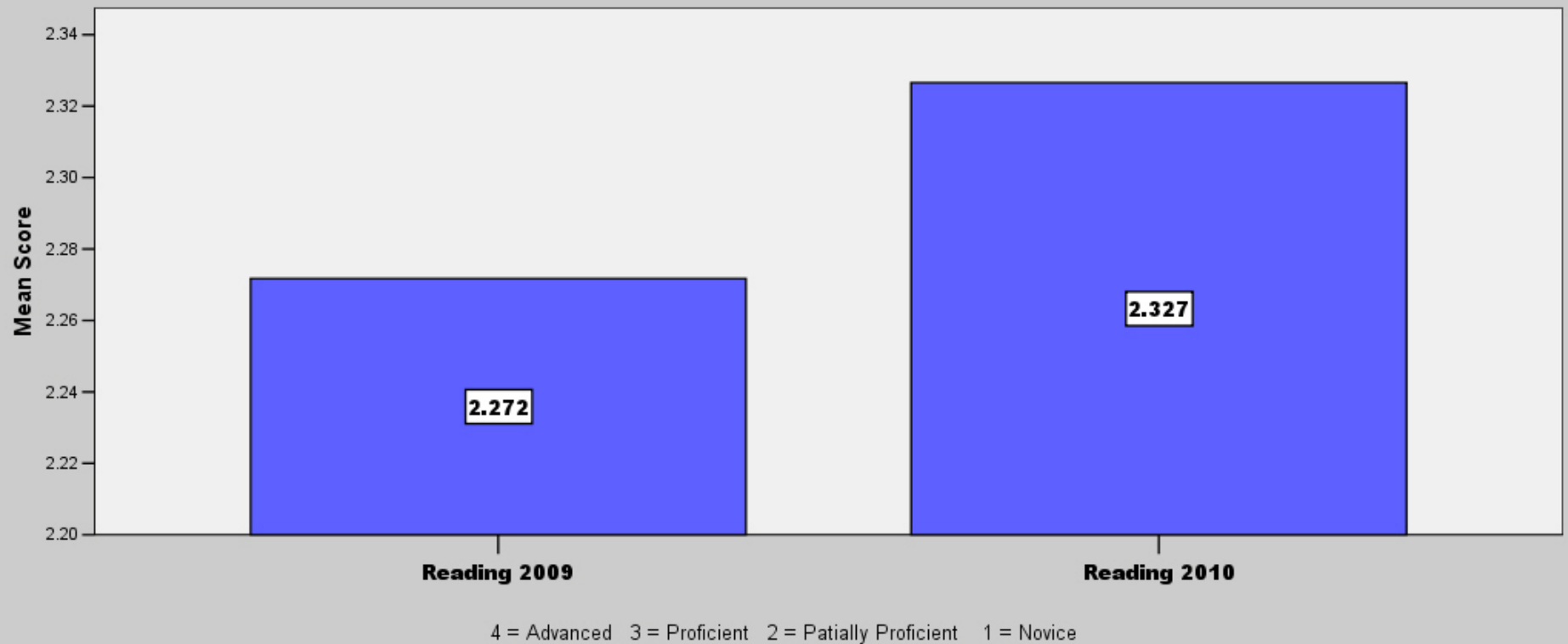
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings in Reading K-4 Priority for Service Students: Comparison Summer 2009 To 2010 (N = 96)



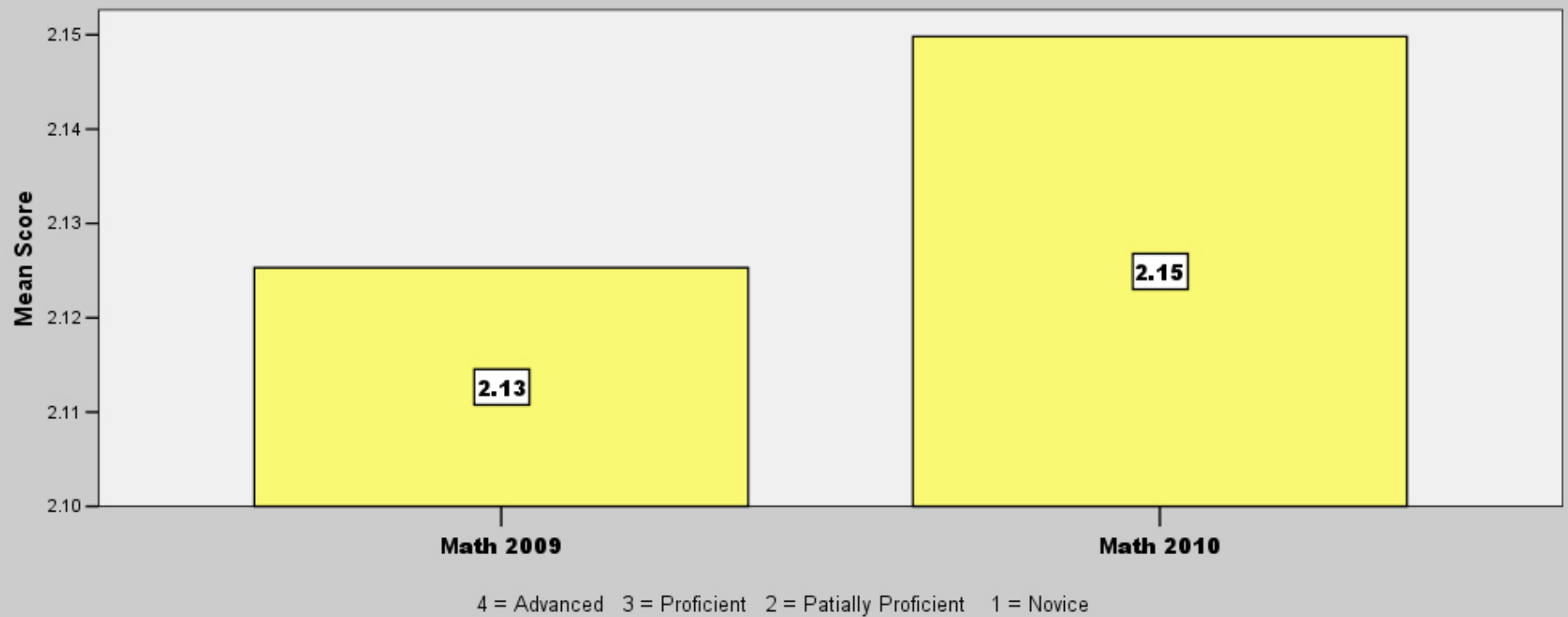
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings in Reading 5-12 Priority for Service Students: Comparison Summer 2009 To 2010 (N = 46)



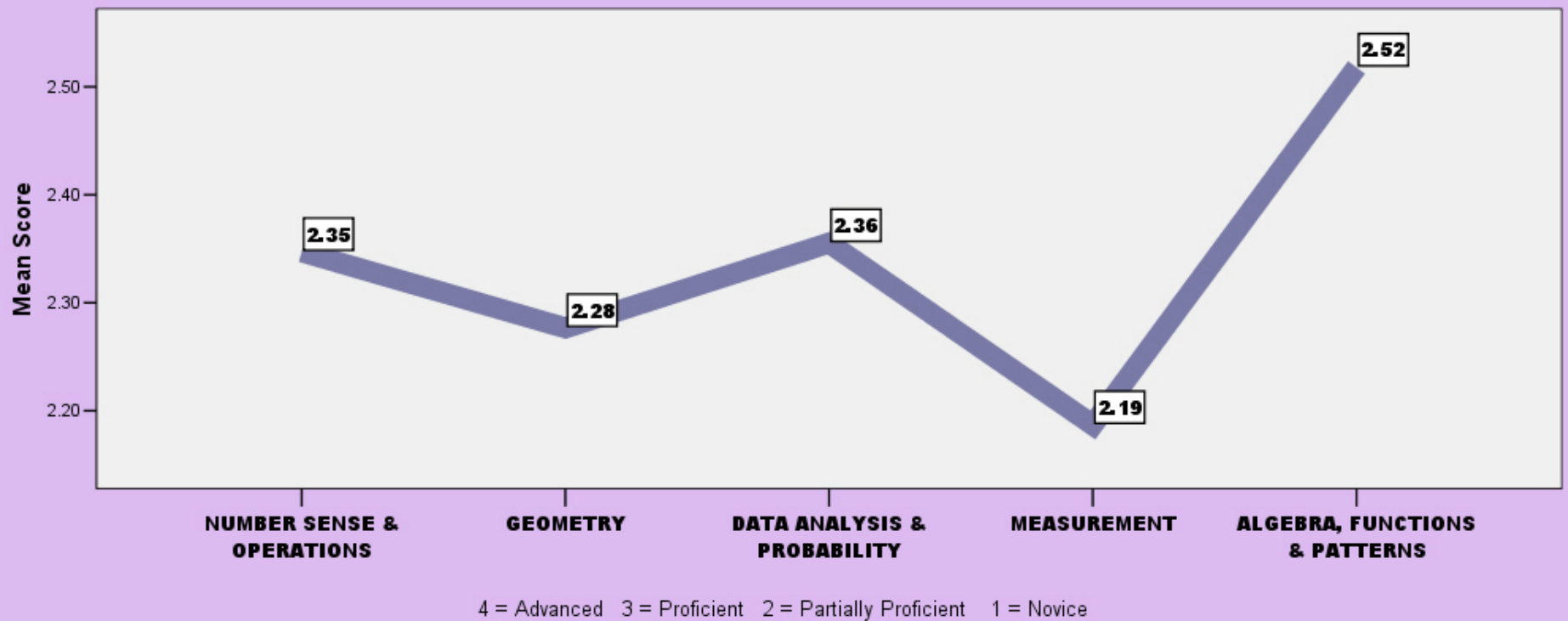
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings in Math K-12 Priority for Service Students: Comparison Summer 2009 To 2010 (N = 142)



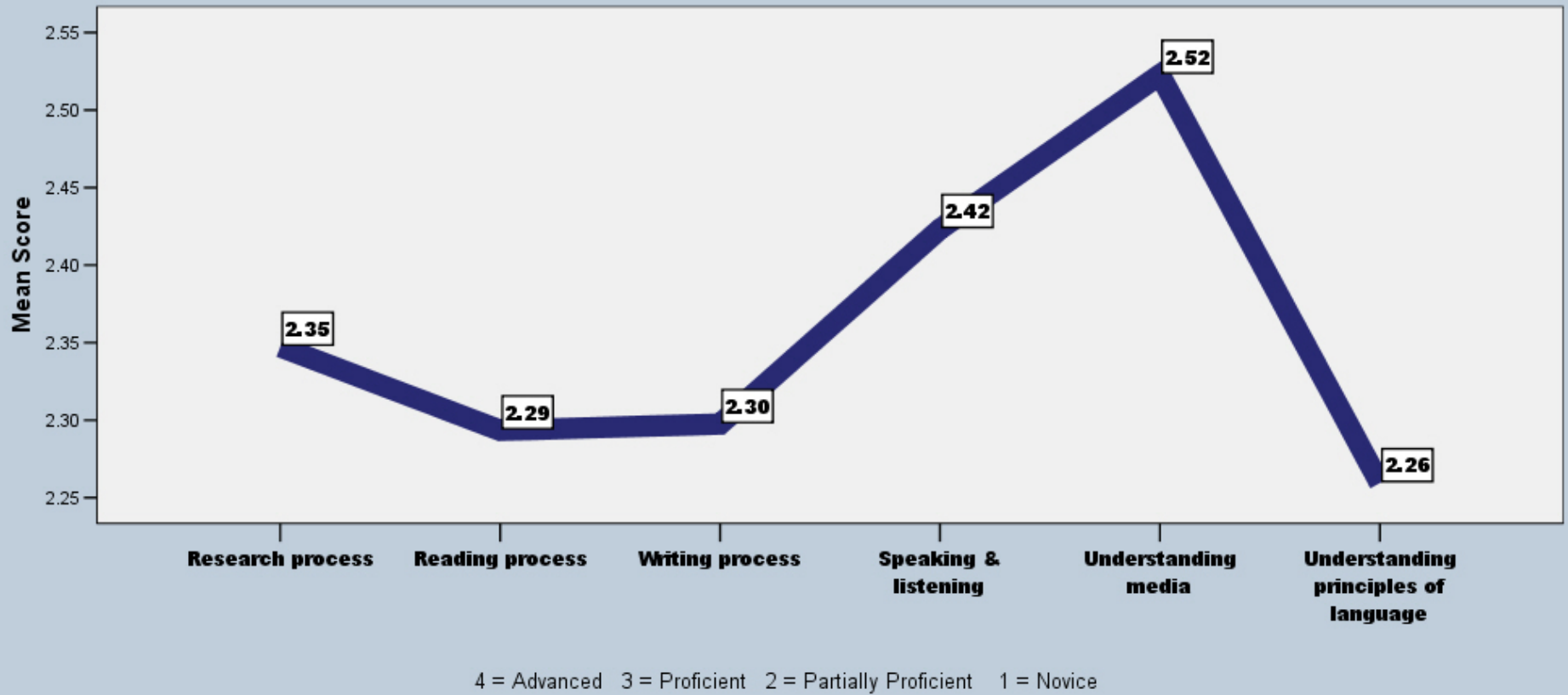
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings: Math Proficiency By Standard K-12 (N = 390)



North Dakota Migrant Education: Evaluation 2010

Teacher Ratings: Reading Proficiency By Standard K-4



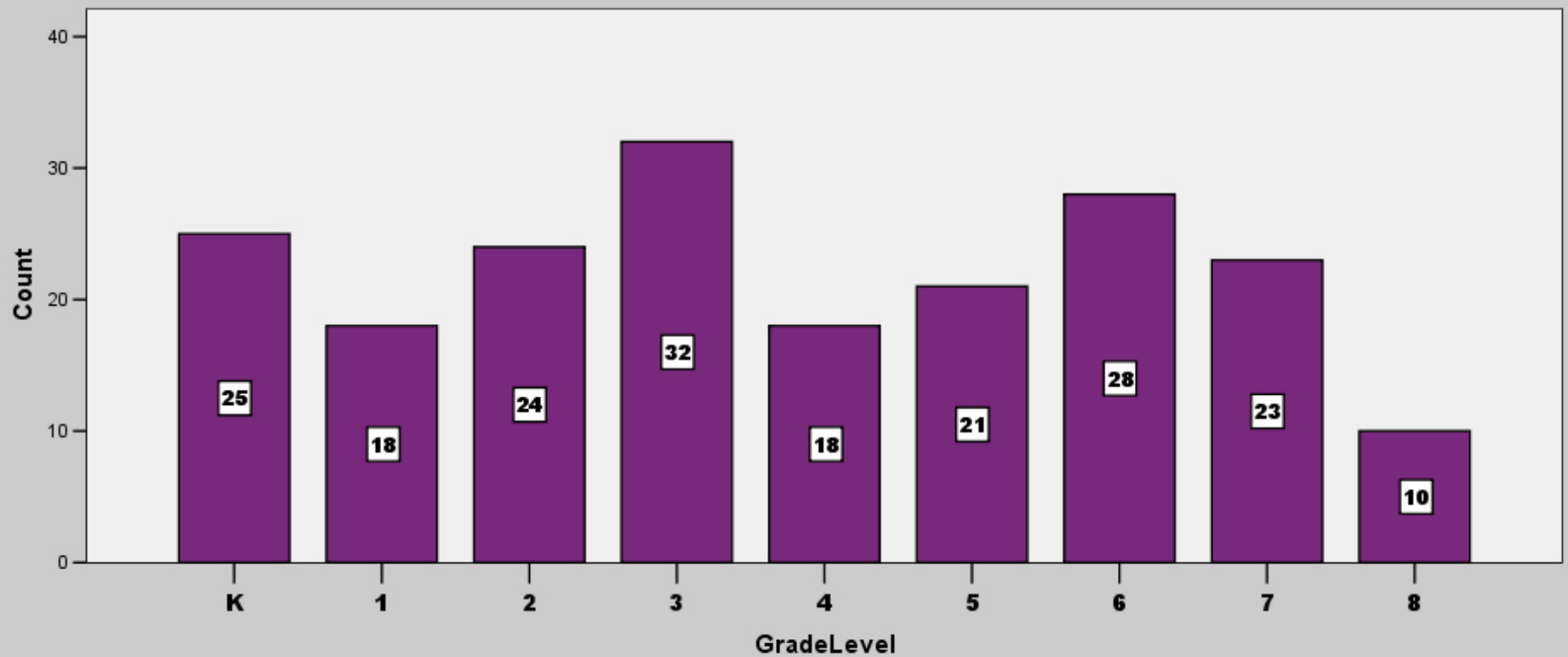
North Dakota Migrant Education: Evaluation 2010

Teacher Ratings: Reading Proficiency By Standard Grades 5-12



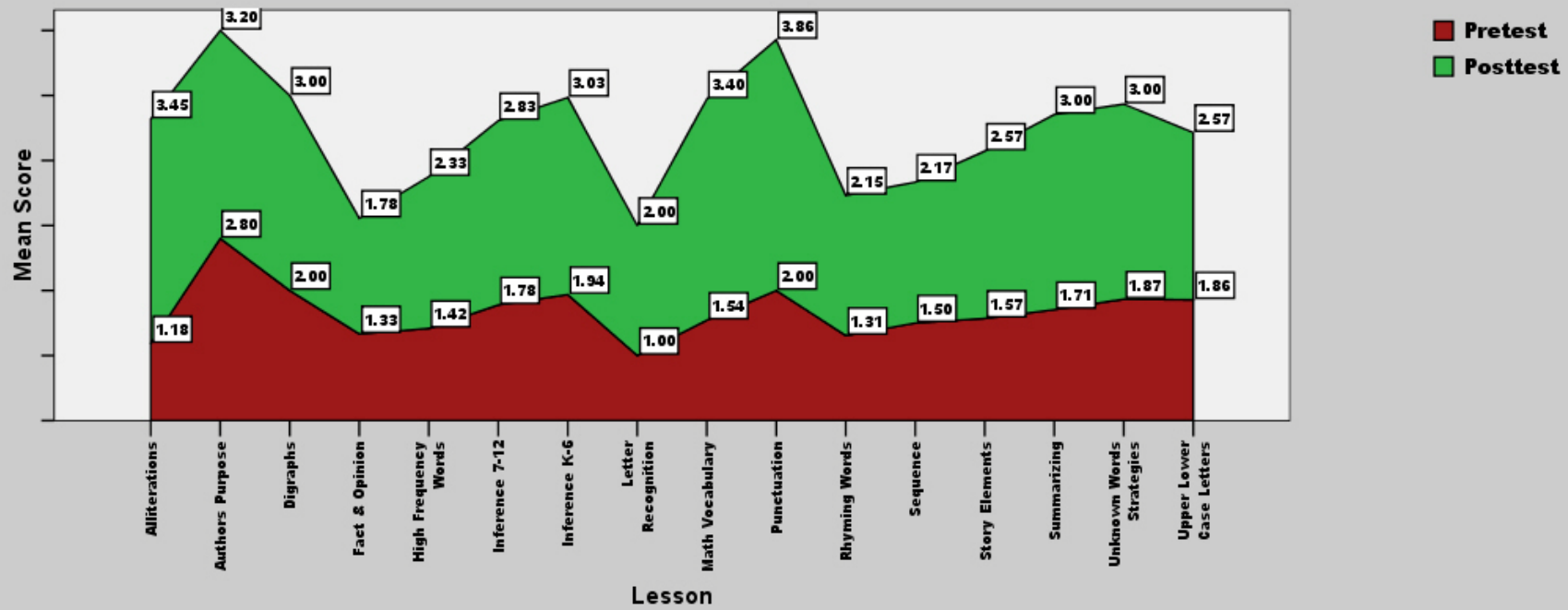
North Dakota Migrant Education: Evaluation 2010

Students Provided Instruction With Migrant Literacy NET Lessons in Reading & Math By Grade (N = 199)



North Dakota Migrant Education: Evaluation 2010

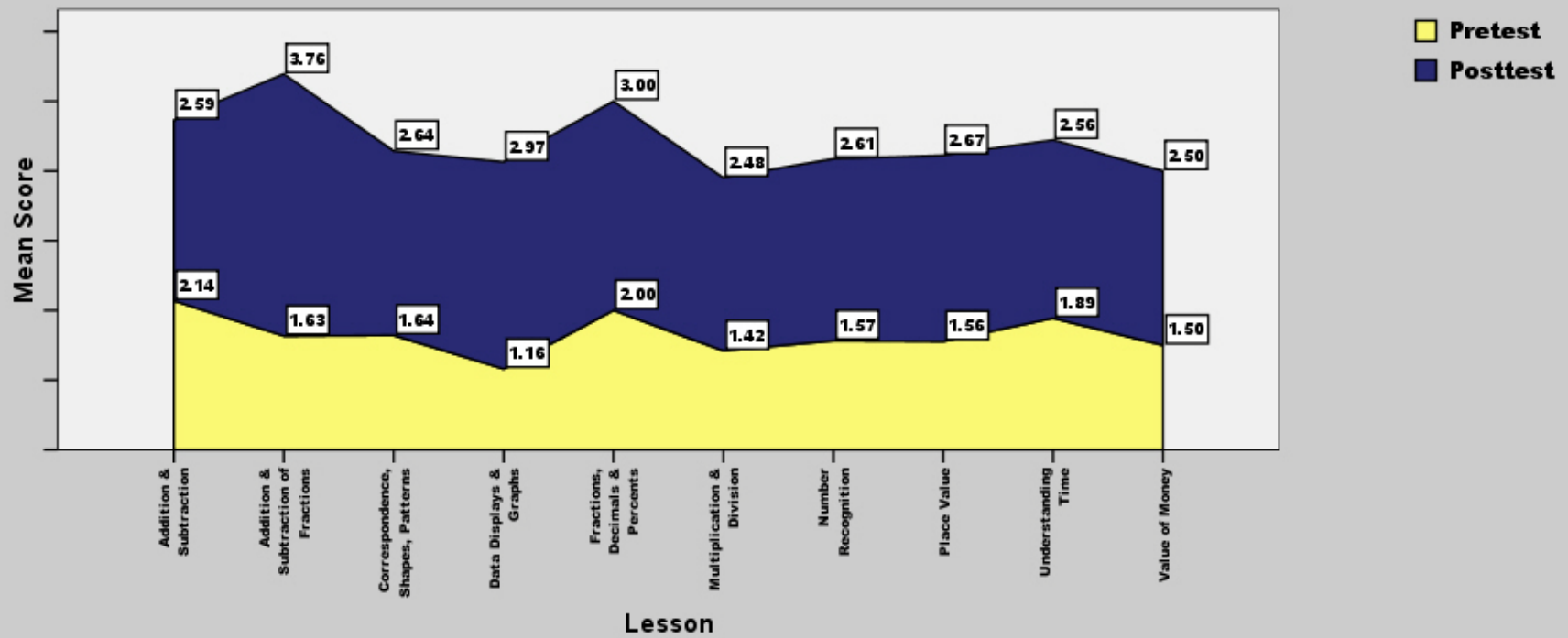
Reading Skills: Pretest & Posttest Scores



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

North Dakota Migrant Education: Evaluation 2010

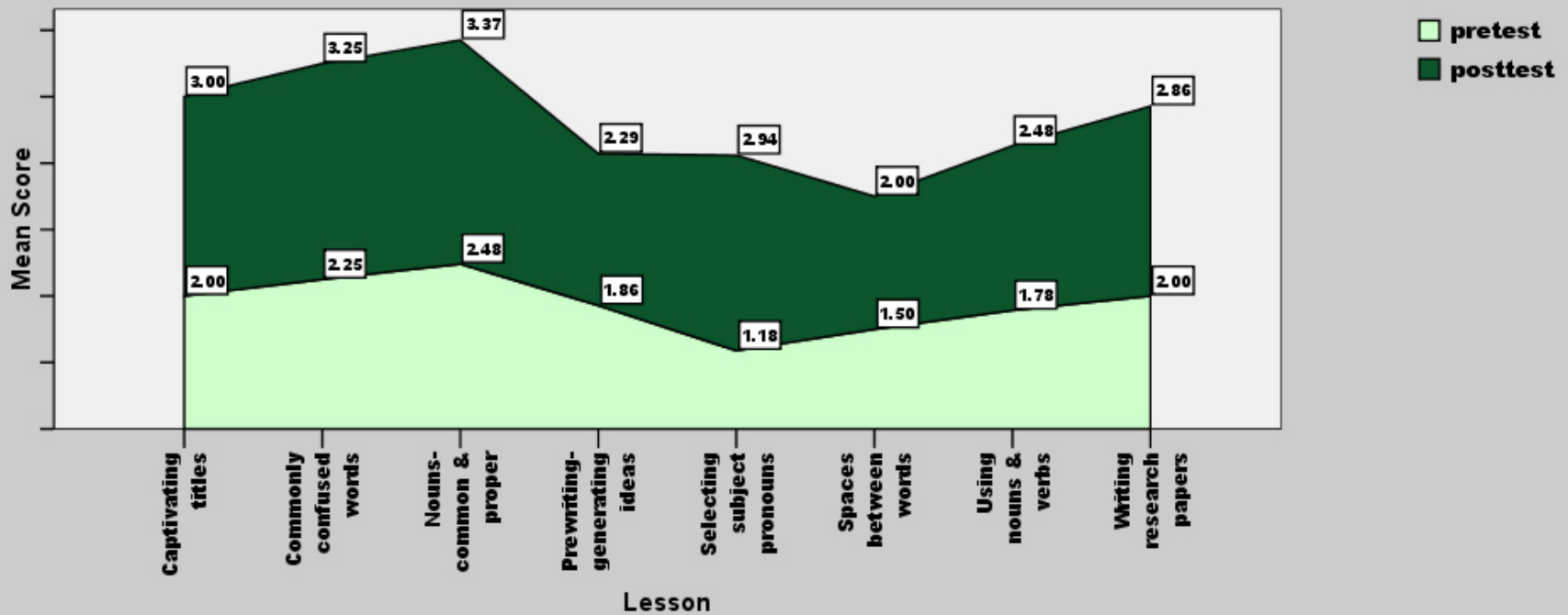
Math Skills: Pretest & Posttest Scores



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

North Dakota Migrant Education: Evaluation 2010

Writing Skills: Pretest & Posttest Scores



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