

**NORTH DAKOTA
MIGRANT EDUCATION PROGRAM**

***COMPREHENSIVE NEEDS ASSESSMENT
SUMMARY REPORT***

January 2010

**Educational Research & Training Corporation
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NORTH DAKOTA MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2009

Summary Report Educational Research & Training Corporation

Introduction

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.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The North Dakota CNA Committee was reconfigured in 2009 to identify current concern statements regarding needs, review data, and to make recommendations to guide the process. The following are the members of the current North Dakota CNA committee: Kay Mayer, Principal, Steele Dawson School District; Andrea Haugen, Manvel and Grafton's ELL teacher; Roger Abbe, Superintendent Midway School District; Don Rood Migrant P.A.S.S. Director/teacher Manvel School District; Richard Ray Migrant Program Coordinator; Mae Lindenberg Migrant Program Coordinator; Sandy Peterson Migrant Program Coordinator; Aracely Benavides, Parent; Alicia Garza, Parent; Judy Meyer, Tri Valley Head Start; and Sarah Wollitz, teacher.

The CNA Committee first identified general needs from baseline data and then created a set of concern statements to be investigated which identified general areas of potential high priority needs for migrant students within the state. The original concern statements identified by the CNA Committee in 2004 were modified based on the data as well as recommendations from each of the state migrant programs. The revised concern statements for 2009 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 results and the conclusions included in this report are provided to the North Dakota Migrant Education Program and the CNA Committee to facilitate the development of recommendations for service delivery in the state of North Dakota to best meet the needs of migrant students.

Implementation of the Process

Following the revision of the concern statements, local migrant program directors were asked to assist in the identification of key data sources and processes to investigate each of the concerns. ERTC was charged with developing strategies to collect data that would result in a valid needs assessment. However, it was critical, due to the time constraints of local programs and staff limitations, that the process be as efficient and easy to implement as possible. It is also important to note that the North Dakota migrant program instructional component is limited to summers only. ERTC created the following strategies to facilitate the investigation of needs related to the concern statements:

- a. In order to investigate the concern statement regarding migrant student needs to enhance proficiency in reading and writing, ERTC developed an online data collection format (the Migrant Achievement & Performance System – MAPS) in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in North Dakota state standards (see Appendix A for sample of data collection forms). The MAPS data collection system also includes demographic data on students, English language proficiency test scores, state assessment scores as well as ratings of student work. The system is also used to identify priority for service (PFS) migrant students. The MAPS system tracks all students who have had their education interrupted and who have high academic needs (i.e. less than proficient in language arts and/or math). The data for MAPS is collected on hard copy forms by teachers and then inputted into the system by migrant program records clerks at the district and state level. Data was also collected to identify student needs in reading and writing as part of the LEARN (Literacy Education And Reading Network) consortium field test of reading and writing lessons designed specifically to facilitate migrant student achievement in specific areas of need. All of the lessons given to students contained a pre-test and a post-test to assess the impact of the lessons on proficiency. This data was also included as part of the CNA analysis to help identify reading and writing needs for North Dakota migrant students.

- b. In order to investigate the second concern statement ERTC also included in the MAPS online system data necessary to assess student needs in mathematics. The data collection formats target a body of evidence to include state assessment scores, teacher ratings of proficiency in relation to North Dakota state content standards, as well as English language proficiency assessment scores. This data collection format was designed to be completed for each individual migrant student by teachers. These data collection forms also provide basic demographic information on students such as grade level, school and teacher information, and migrant identification number (see Appendix A for sample of data collection forms).
- c. In order to investigate the concern statement regarding migrant students not being on course to graduate, ERTC developed a survey for administrators and teachers to complete based on common barriers to graduation for migrant students. These barriers were identified through feedback from the local migrant programs as well as research related to issues interfering with school retention and graduation for migrant students (see Appendix A for sample of data collection forms).

The data collection formats were reviewed and discussed with the state director and the local migrant program directors to insure that data was collected using consistent, reliable, and valid methodology. All local migrant programs were provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all migrant summer program teachers in June of 2009 and teachers were required to collect data on all students. The data was forwarded the local program records clerks or the state department for input into the MAPS system. The survey to assess barriers to graduation was completed by teachers and administrators in December of 2009 and January of 2010. These surveys forwarded to ERTC in January of 2010.

CNA Analysis and Results

Concern Statement 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.

Analysis: Data forms to assess reading needs were collected for 349 students (this represents 100% of all North Dakota migrant students for the summer of 2009). Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (WIDA), their score was included. State assessment scores were not available for students because the program is summer only and the state assessment is not administered during the summer. However, teachers were asked to rate student proficiency according to grade level across all North Dakota state content standards in reading using the same 4-point rubric incorporated into the state

assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Students were surveyed by teachers at all grade levels Pre-school - Grade 11.

MAPS Data: Number of Students Assessed By Grade Level

Grade Level	Total Students Assessed
Preschool	17
Kindergarten	39
1st Grade	42
2nd Grade	49
3rd Grade	28
4th Grade	38
5th Grade	42
6th Grade	21
7th Grade	14
8th Grade	25
9th Grade	13
10th Grade	12
11th Grade	09

A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on North Dakota reading standards (3.0 = proficient in the standards). Based on these criteria, there were 204 priority for service (PFS) students identified out of the 349 total in reading (language arts). All 204 PFS students in reading were assessed as part of the comprehensive needs assessment.

MAPS Data: Number of Priority for Service (PFS) Students By Grade: Reading

Grade Level	Total PFS Students
Kindergarten	19
1st Grade	29
2nd Grade	32
3rd Grade	12
4th Grade	20
5th Grade	33
6th Grade	17
7th Grade	09
8th Grade	15
9th Grade	10
10th Grade	07
11th Grade	01

Teachers were asked to rate student proficiency for all PFS students across all reading standards (language arts standards). Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice) the average proficiency rating across all standards for priority for service (PFS) students in reading was 2.31 (or just above partially proficient) at the K-4 grade level and 2.49 (mid-point between partially proficient and proficient) for grade levels 5-12.

In terms of skills teachers rated the highest academic reading needs for priority students (PFS) K-12 to be as follows:

Priority For Service (PFS) Migrant Student Needs in Reading

Grade Level	Highest Areas of Need	Average Rating
K-4	Principles of Language	2.07
	Reading Process	2.09
	Writing Process	2.11
5-12	Writing Process	2.02
	Writing for a variety of purposes	2.10
	Reading Process	2.19

It is also important to note that there is direct correlation between limited English proficiency and reading proficiency. WIDA scores correlated positively with teacher ratings in reading at the .001 level of significance (Pearson correlation). In other words the higher the level of English language proficiency the higher the reading proficiency in North Dakota standards. The surveys also indicated that the lowest level of English language proficiency was in grade 7th grade (average WIDA score = 1.77, 1st grade (average WIDA score = 2.46) and 3rd grade (average WIDA score = 2.79). Other grade levels had WIDA scores at or above 3.0.

The data collected for the LEARN (Literacy Education And Reading Network) consortium field showed significant gains for students who received instruction using Migrant Literacy NET instructional materials. However, there were indicators in the data of high need areas still requiring targeting even after instruction. Although for the field testing during the summer of 2009 the lessons focused primarily on writing and therefore can only be indicative of needs to enhance achievement in writing. The pre-test / post-test assessments for the Migrant Literacy NET lessons used a 4-point rubric similar to the North Dakota state assessment rubric (i.e. 4 = Advanced 3 = Proficient 2 = Partially

Proficient 1 = Unsatisfactory). The LEARN field test identified the following areas of need for PFS migrant students in North Dakota:

Priority For Service (PFS) Student Needs in Writing (Based on LEARN data)

Highest Areas of Need	Average Rating
Following directions	1.88
Using digraphs (graphic organizers)	1.94
Generating ideas	2.00
Spaces between words	2.00

Concern Statement 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.

Analysis: Data forms to assess math needs were collected for 349 students (this represents 100% of all North Dakota migrant students for the summer of 2009). Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (WIDA), their score was included. State assessment scores were not available for students because the program is summer only and the state assessment is not administered during the summer. However, teachers were asked to rate student proficiency in math according to grade level across all North Dakota state content standards in math using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice). Students were surveyed by teachers at grade levels Pre-school - Grade 10.

A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on North Dakota math standards (3.0 = proficient in the standards). Based on these criteria, there were 164 priority for service (PFS) students identified out of the 349 total in mathematics (47% of total students). All 164 PFS students in math were assessed as part of the comprehensive needs assessment.

MAPS Data: Number of Priority for Service (PFS) Students By Grade: Math

Grade Level	Total PFS Students
Kindergarten	17
1st Grade	25
2nd Grade	30
3rd Grade	14
4th Grade	19
5th Grade	19
6th Grade	09
7th Grade	05
8th Grade	13
9th Grade	08
10th Grade	05

Teachers were asked to rate student proficiency for all PFS students across all math standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Novice) the average proficiency rating across all standards for priority for service (PFS) students in math K-10 was 2.35 (just above partially proficient).

In terms of skills teachers rated the highest academic math needs for priority students (PFS) K-12 to be as follows:

Priority For Service (PFS) Migrant Student Needs in Math

Grade Level	Highest Areas of Need	Average Rating
K-12	Algebra, patterns & functions	2.21
	Measurement	2.24
	Data & probability	2.24

It is also important to note that there is direct correlation between limited English proficiency and math proficiency. WIDA scores correlated positively with teacher ratings in math at the .01 level of significance (Pearson correlation). In other words the lower the level of English language proficiency the lower the math proficiency in North Dakota standards.

Concern Statement 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.

Analysis: A sample of the survey administered to teachers and administrators is included in Appendix A. All data analysis including charts and graphs are included in Appendix B. Surveys were collected from 13 teachers and administrators regarding issues related to school retention and graduation for migrant students. As part of the survey, teachers and administrators were asked to rate and rank order the importance of key barriers related to retention and graduation of migrant students. Respondents were asked to rate on a 6-point scale from Strongly Agree to Strongly Disagree the importance of nine critical barriers to successful school completion for migrant students. These nine barriers were identified based on feedback from the local migrant programs as well as current research regarding reasons for drop out and failure to graduate for migrant students. The nine barriers to high school graduation surveyed included limited English proficiency, lack of counseling and advisement for migrant students, lack of school attendance, and subsequent credit accrual due to family work schedule, lack of school attendance and credit accrual due to mobility, missing records or transcripts, lack of communication between districts and states regarding student records and credits, missing critical foundations in reading, missing critical foundations in math, and lack of bilingual instruction.

The top three barriers to retention and graduation for migrant students based on the data are:

- 1. Low reading skills**
- 2. Low school attendance related to the need to work with the family**
- 3. Lack of English language proficiency**

An additional part of the survey asked respondents to identify which reading and math skills were the most critical needs for students at the secondary level. In reading, the two most critical needs were to enhance **comprehension and vocabulary** skills. In math, the most critical need was to increase student skills in **number sense and operations**. Finally, respondents were asked an open-ended question about other significant barriers to migrant student retention and graduation.

Summary

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

1. The overall assessment of needs in relation to concern statement 1 (priority for services migrant students are not achieving proficiency in reading) indicated that the need to increase reading skills in general is the highest overarching need for North Dakota migrant students of all. Some specific areas of reading were identified in the data as being of greatest need: **1. helping students at all grade levels to better understand the reading process**, and **2. helping students at all grade levels to better understand the writing process**. In writing teaching students to organize writing, generate ideas and follow directions seems to be a significant need. Finally it is clear that the lack of English language proficiency is significantly impacting reading achievement.
2. The overall assessment of needs in relation to concern statement 2 (priority for services migrant students are not achieving proficiency in math) indicated that priority for service migrant students need assistance in the target skills related to: **1. algebraic modeling; 2. measurement, and 3. data and probability**. The lack of English language proficiency is also significantly impacting math achievement.
3. The overall assessment of needs in relation to concern statement 3 (barriers to school retention and graduation for migrant students) indicated two overarching critical needs: **1. missing foundational skills in reading; and 2. limited English proficiency**.

Conclusion

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

Appendix A

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

CTB Reading Proficiency:	State Assessment Performance 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	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: Students engage in the reading process.

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: Students engage in the writing process.

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: Students engage in the speaking and listening process.

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: Students understand media.

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 6: Students understand and use principles of language.

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"/>

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 Marvel Student Inactive School: _____ Facility ID: _____
 Gender: M F Ethnicity: Nat Amer Asian Black Hisp White Akk/Nat/Pac/Ind 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: 5 th Grade: <input type="checkbox"/> 6 th Grade: <input type="checkbox"/> 7 th Grade: <input type="checkbox"/> 8 th Grade: <input type="checkbox"/> 11 th Grade: <input type="checkbox"/>	CTB Language Proficiency: 5 th Grade: <input type="checkbox"/> 6 th Grade: <input type="checkbox"/> 7 th Grade: <input type="checkbox"/> 8 th Grade: <input type="checkbox"/>	CTB Mathematics Proficiency: 5 th Grade: <input type="checkbox"/> 6 th Grade: <input type="checkbox"/> 7 th Grade: <input type="checkbox"/> 8 th Grade: <input type="checkbox"/> 11 th Grade: <input type="checkbox"/>
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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	
Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Student	Student	Student	Student	Student	Student	Student	Student
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	
Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Student	Student	Student	Student	Student	Student	Student	Student
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	
Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Student	Student	Student	Student	Student	Student	Student	Student
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.)

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"/>

**North Dakota Migrant Student Needs
Administrator / Teacher Survey 2009-2010**

Administrator: ___
Teacher: ___

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

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

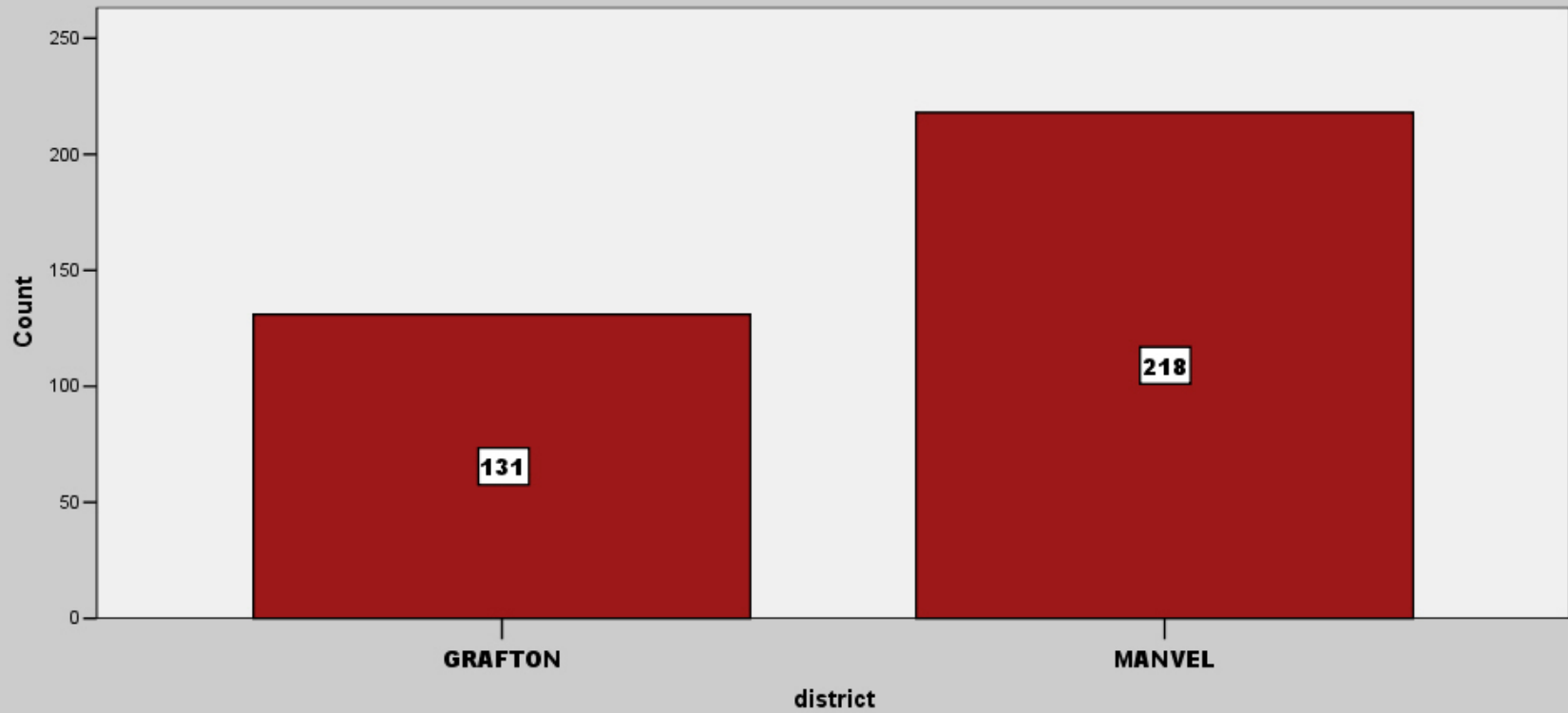
Issues Related To School Retention And Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. A significant barrier for Migrant students is a lack of English language proficiency.						
2. A significant barrier for Migrant students is lack of counseling and/or counselor involvement to assist students.						
3. A significant barrier to graduation for Migrant students is lack of attendance and credit accrual due to the need for the student to be part of the family work unit.						
4. A significant barrier to graduation for Migrant students is lack of attendance and credit accrual due to family mobility						
5. A significant barrier to graduation for Migrant students is missing or late transcripts, records and credit accrual information.						
6. A significant barrier to graduation for Migrant students is a lack of communication and/or cooperation between school districts and states.						
7. A significant barrier to graduation for Migrant students is missing critical foundational skills in reading.						
8. A significant barrier to graduation for Migrant students is missing critical foundational skills in math.						
9. A significant barrier to graduation for Migrant students is a lack of bilingual instructional staff at the secondary level.						
10. Please rank order the top three barriers to school retention and graduation for migrant students from the nine issues listed above (rank by numbers 1 through 9): First: _____ Second: _____ Third: _____						
11. Which reading skill do migrant students need assistance with most (circle one)?						
Decoding / Word Recognition Vocabulary Fluency Comprehension Writing Grammar / Punctuation						
12. Which math skill do migrant students need assistance with most (circle one)?						
Number Sense / Operations Measurement Patterns / Functions / Algebra Data Analysis / Probability Problem Solving						
13. Are there other significant academic barriers to school retention and graduation for migrant students?						

ERTC 2010

Appendix B

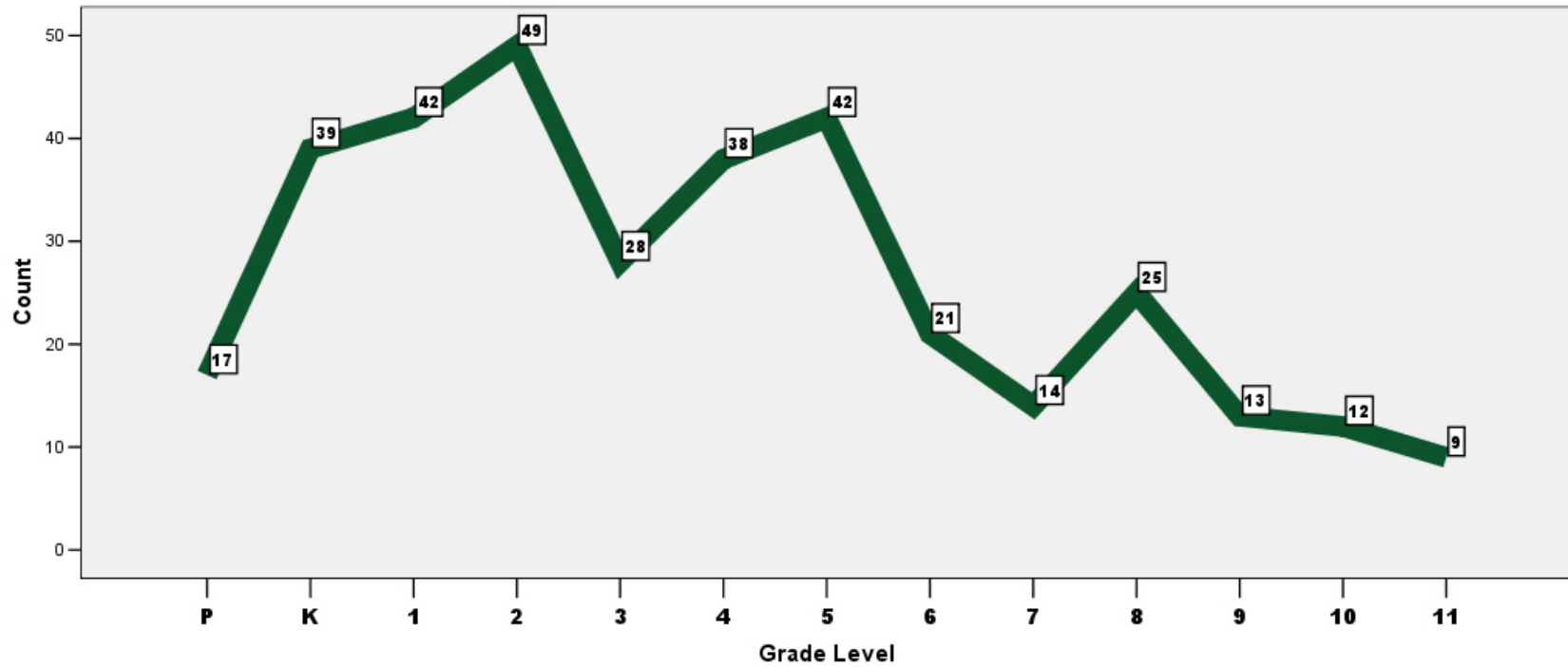
North Dakota MAPS: Summer 2009

Students By District: N = 349



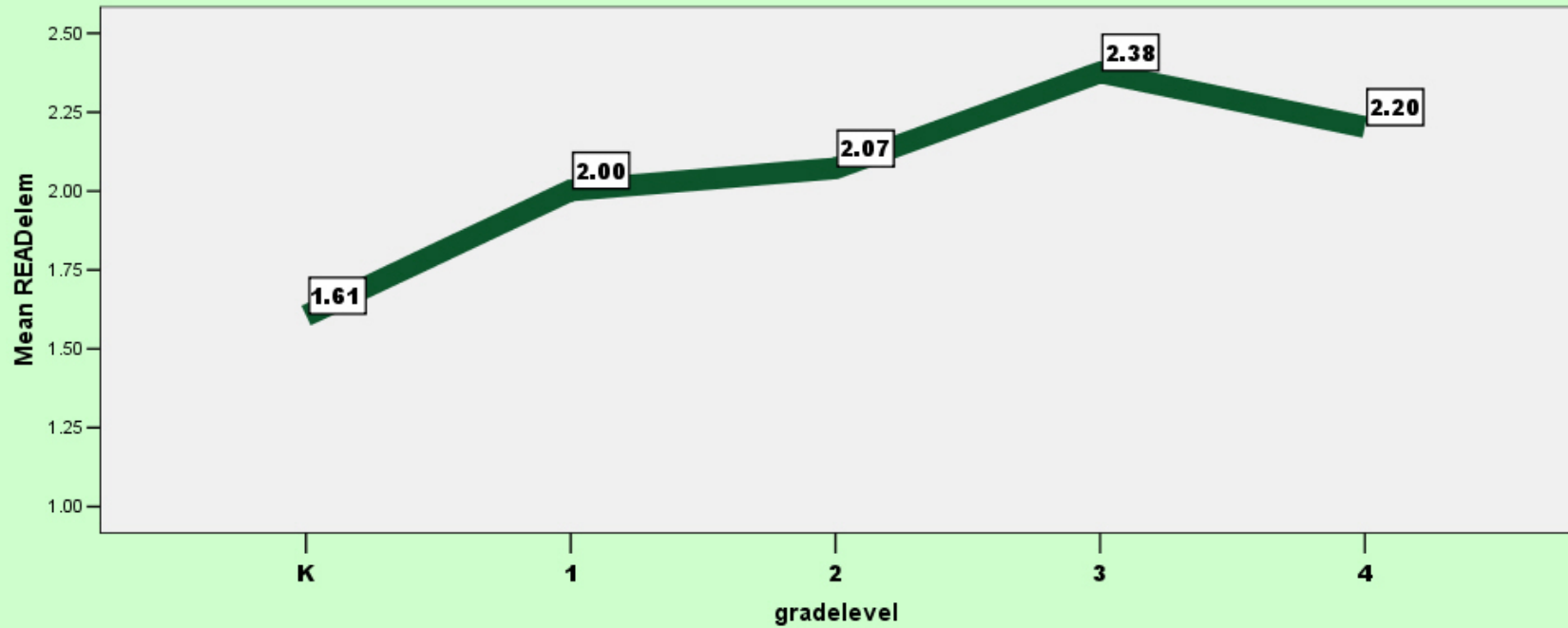
North Dakota MAPS: Summer 2009

Students By Grade Level



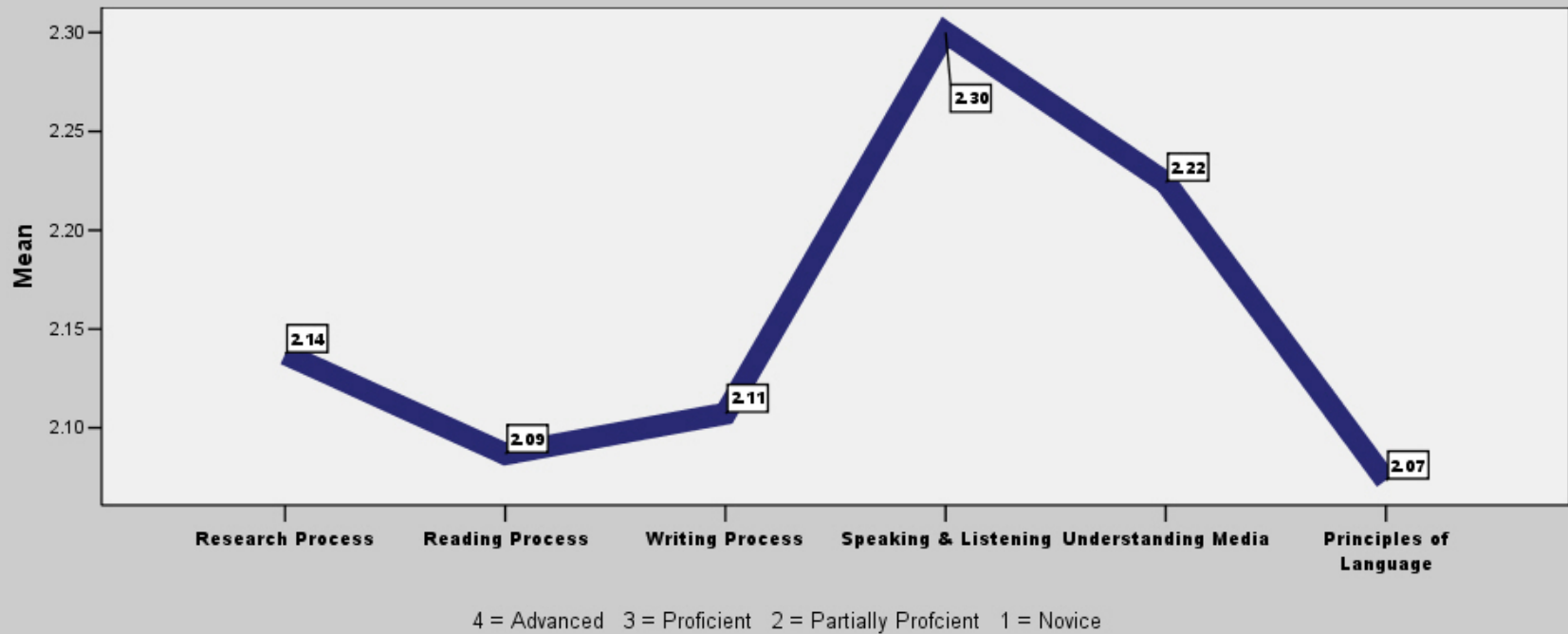
North Dakota MAPS: Summer 2009

Proficiency of Priority For Service Students in Reading By Grade Level K-4: N = 145



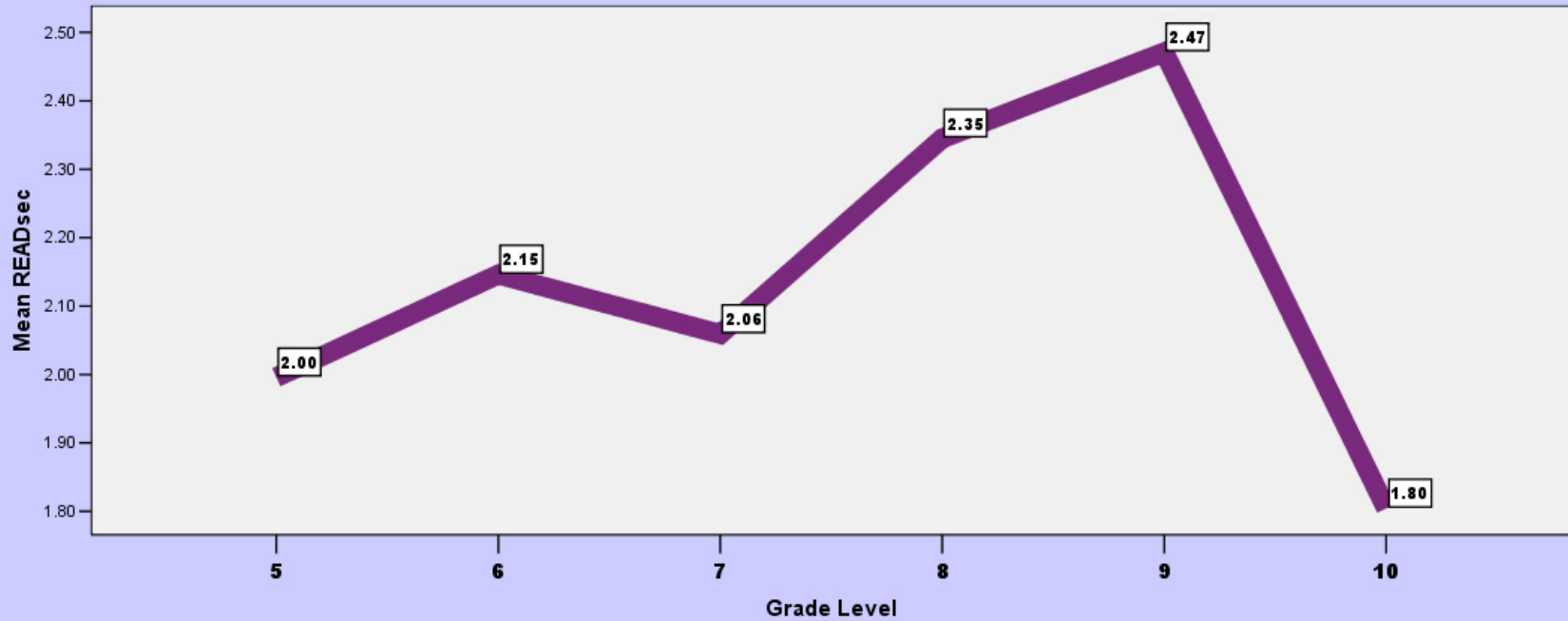
North Dakota MAPS: Summer 2009

Reading Proficiency of Priority For Service Students K-4 By Standard: N = 145



North Dakota MAPS: Summer 2009

Proficiency of Priority For Service Students in Reading By Grade Level 5-12: N = 60



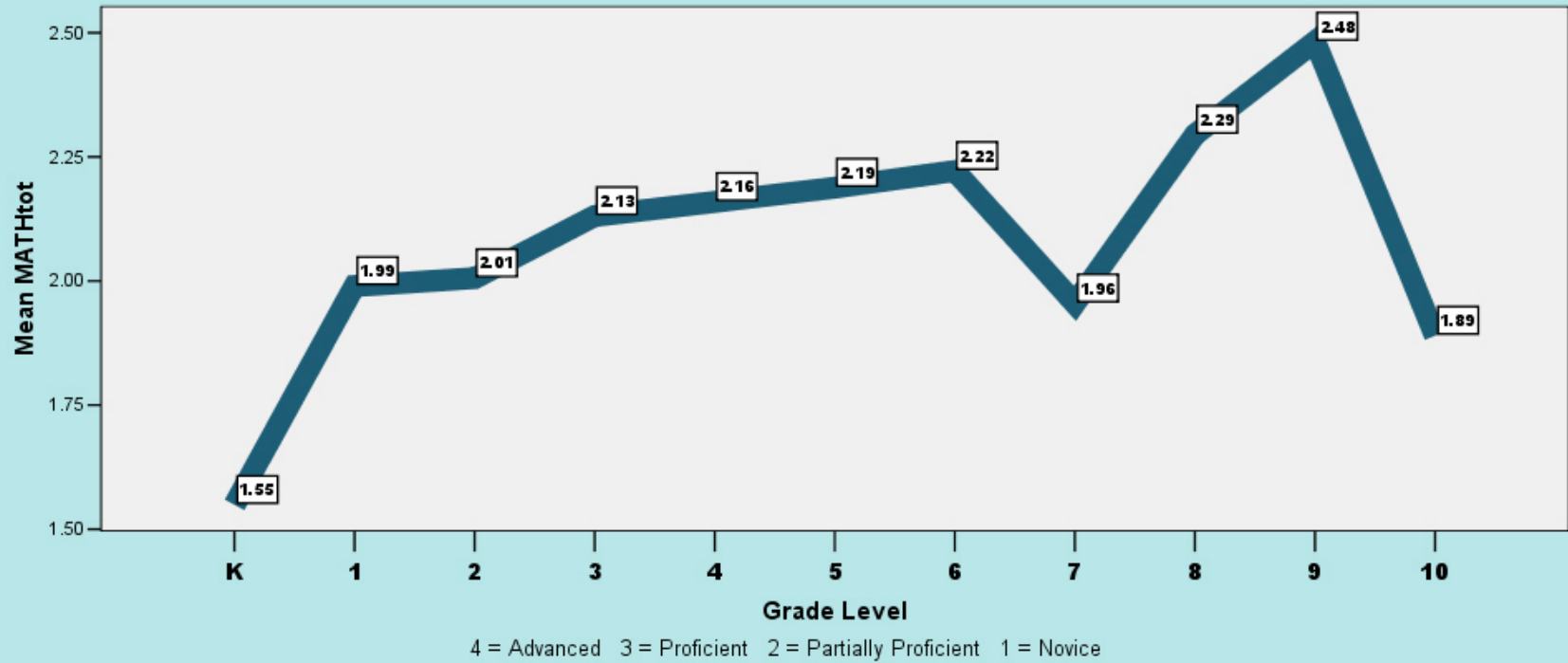
North Dakota MAPS: Summer 2009

Reading Proficiency of Priority For Service Students Grades 5-12 By Standard: N = 60



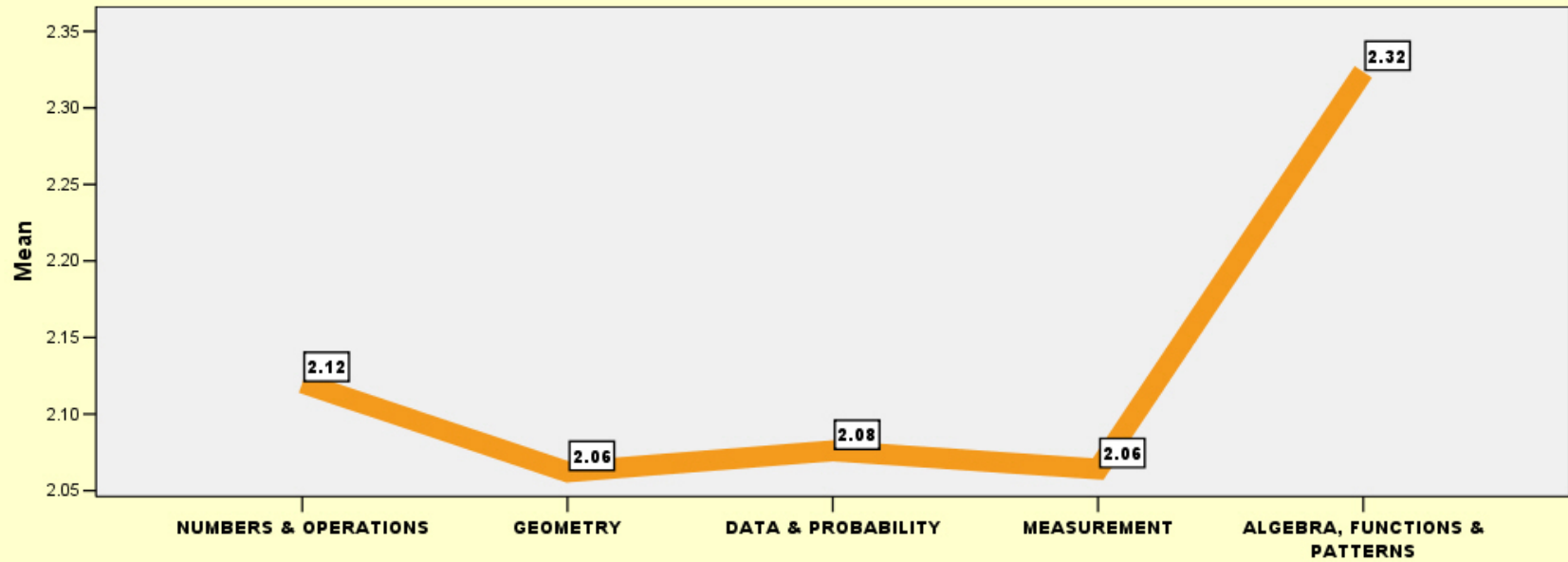
North Dakota MAPS: Summer 2009

Proficiency of Priority For Service Students in Math By Grade Level: N = 164



North Dakota MAPS: Summer 2009

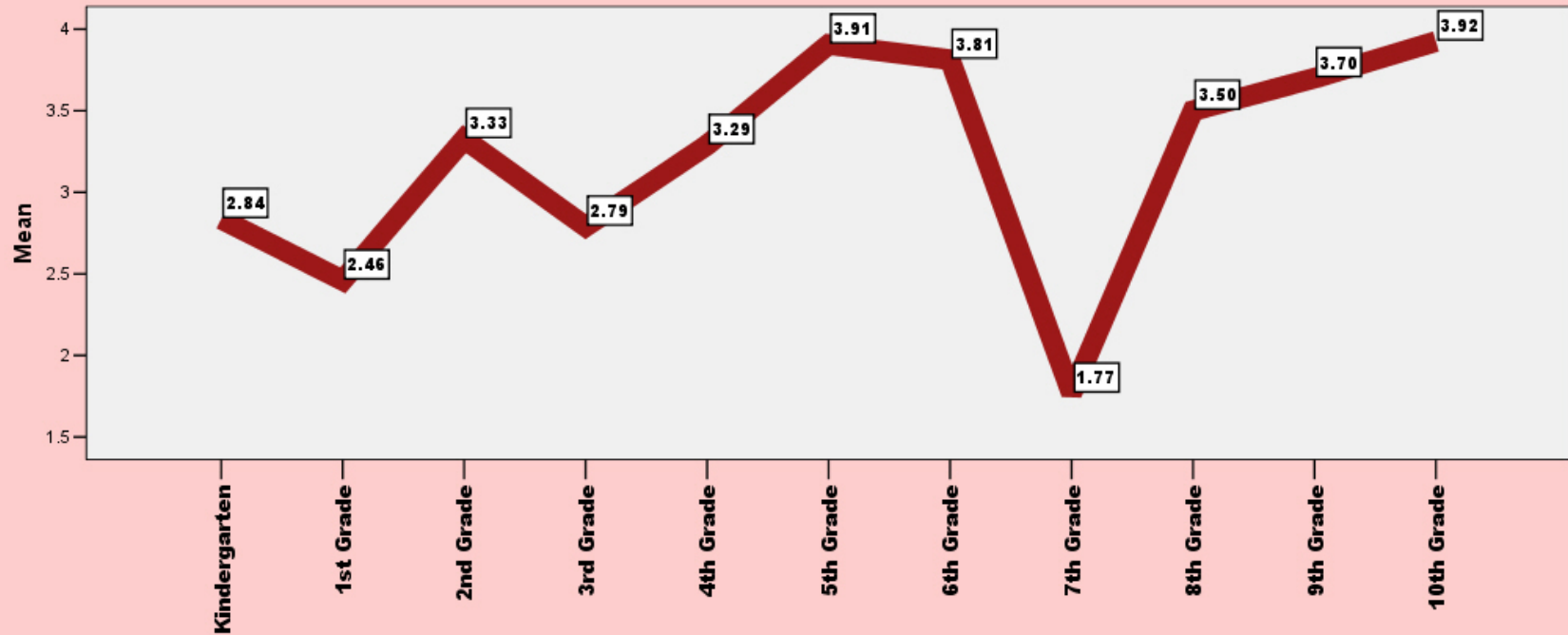
Math Proficiency of Priority For Service Students Grades K-12 By Standard: N = 164



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

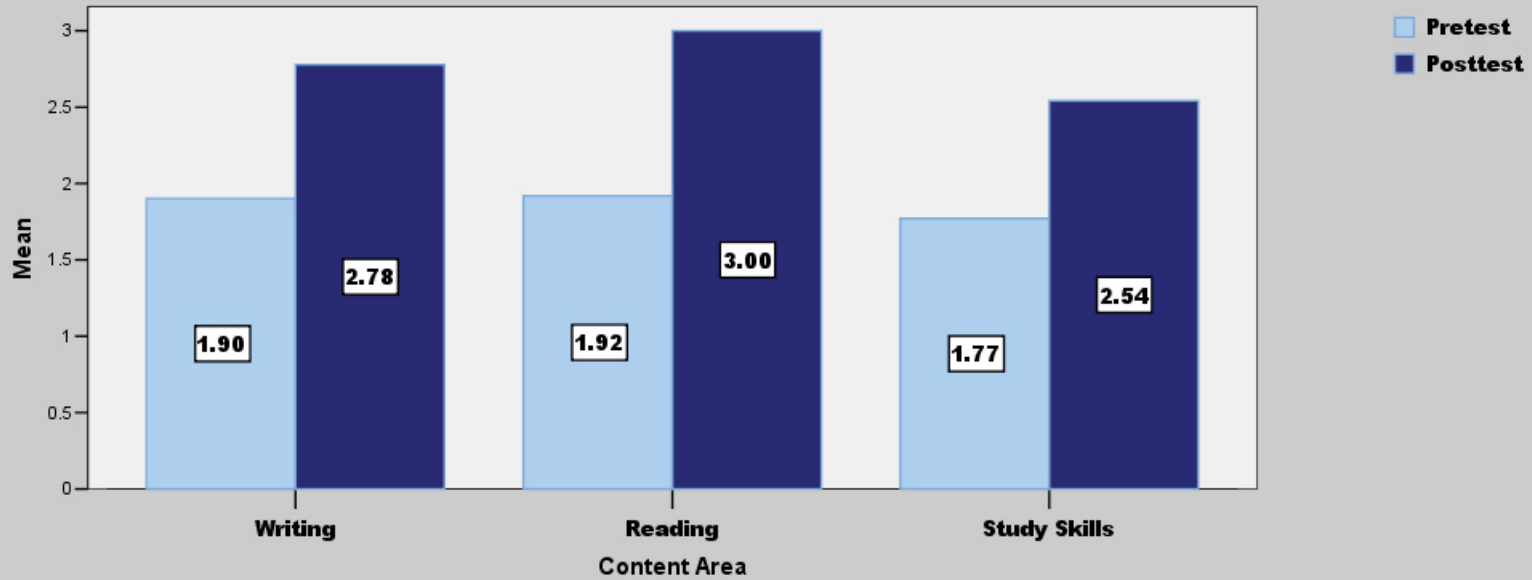
North Dakota MAPS Data: Summer 2009

WIDA Scores for Priority For Service Students: N = 255



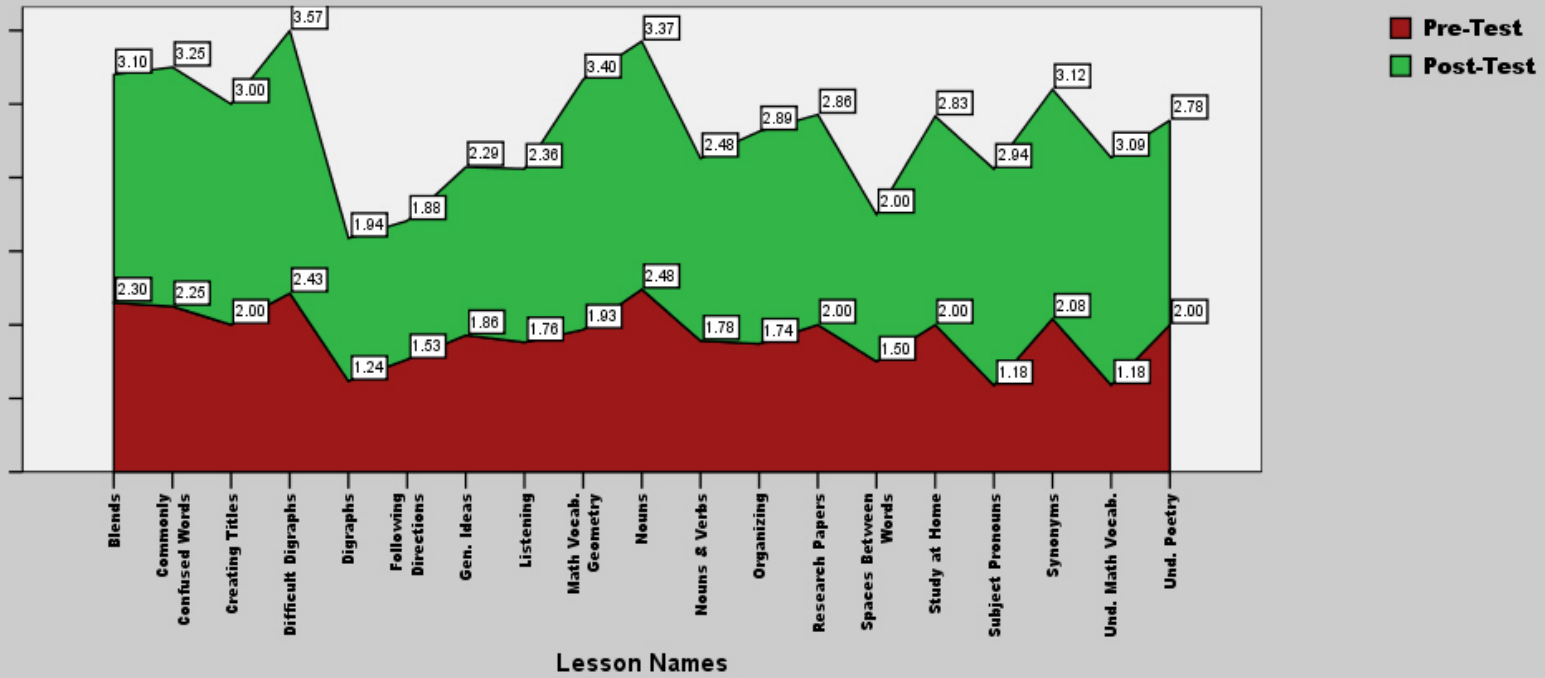
North Dakota LEARN Field Test: Summer 2009

Average Pretest - Posttest Scores By Content Area: N = 351



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

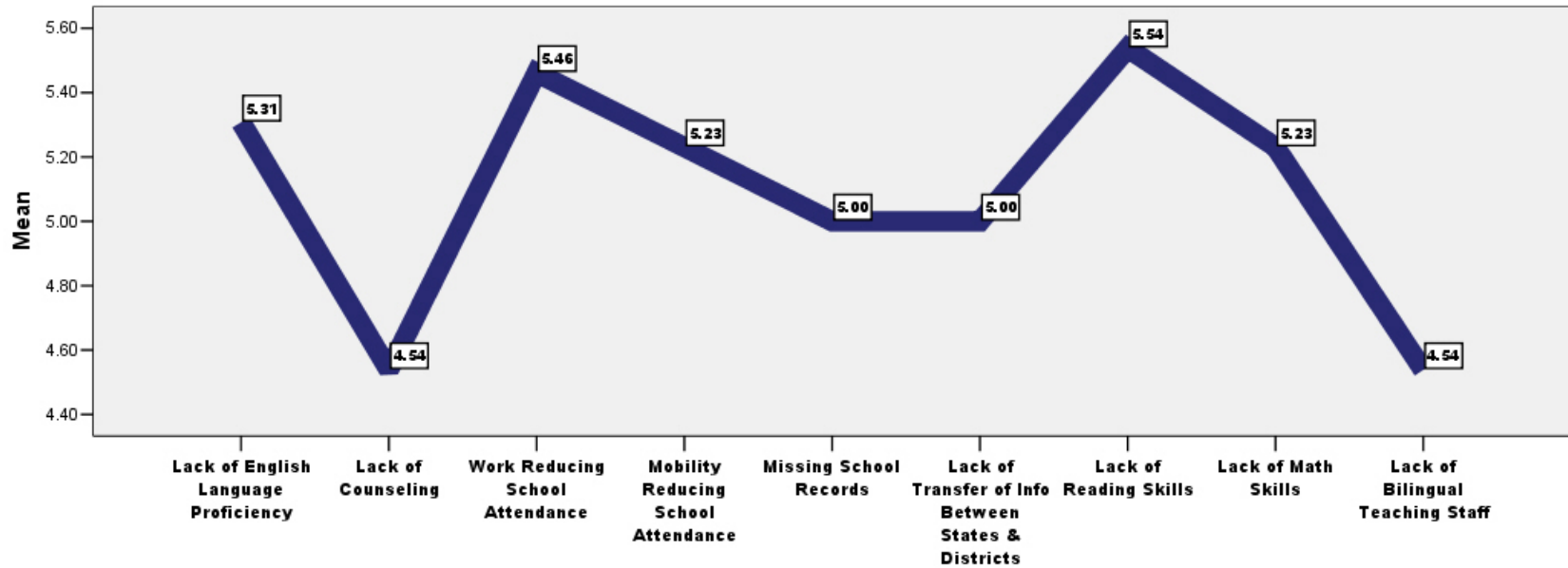
North Dakota LEARN Field Test: Summer 2009



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

North Dakota CNA Survey: 2009

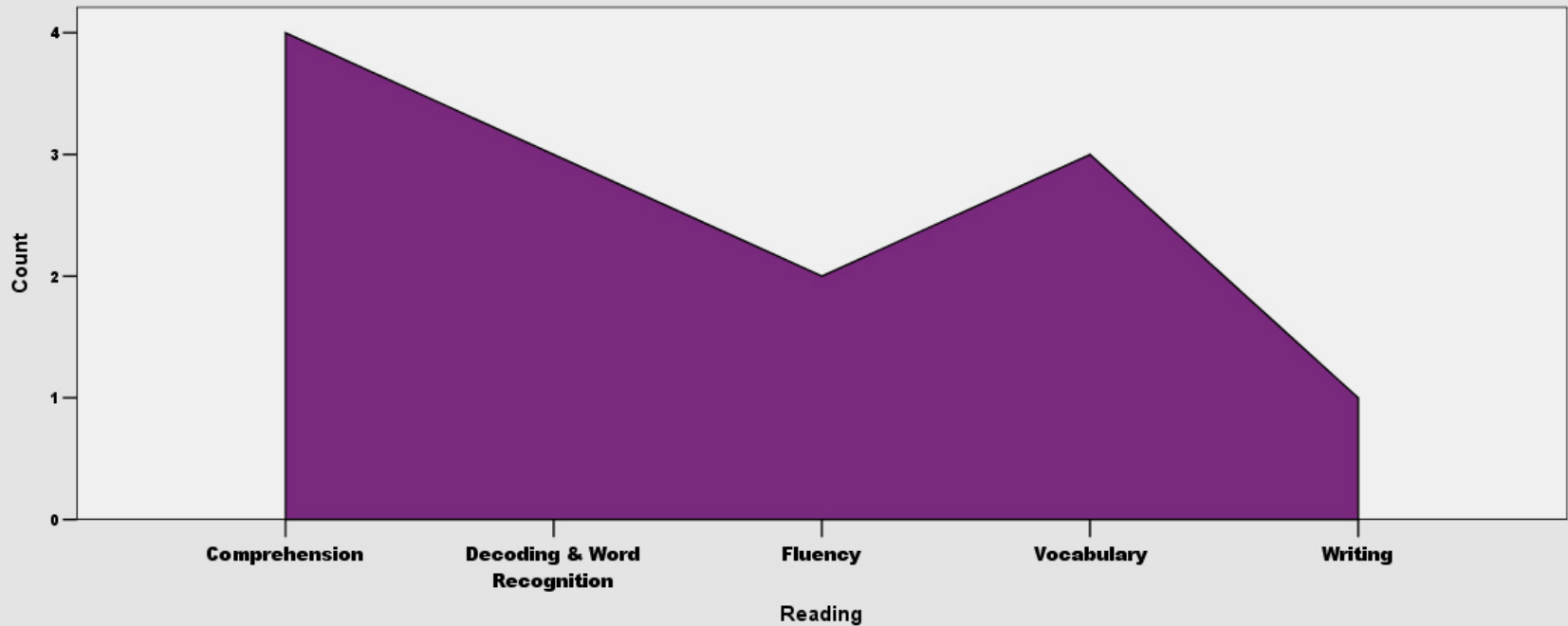
Staff Ratings of Barriers To Graduation



6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

North Dakota CNA Survey: 2009

Reading Skills Needs



North Dakota CNA Survey: 2009

Math Skills Needs

