

**NORTH DAKOTA
MIGRANT EDUCATION PROGRAM**

SERVICE DELIVERY PLAN
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North Dakota Migrant Education Service Delivery Plan 2010

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

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.

Data is collected each summer in North Dakota to identify the needs of priority for service and other migrant students. The North Dakota Migrant Education Program is focused completely on summer therefore it was decided that needs assessment would have to rely on data provided from the summer program. The committee, with the assistance of ERTC staff, incorporated the following strategies over the past four years to identify needs based on the concern statements:

- a. In order to investigate the concern statement regarding migrant student needs in foundational skills for reading, it was decided that the data collection format would use a body of evidence (which includes English language proficiency test scores, teacher ratings of proficiency in relation to North Dakota state content standards in reading, and pre-test and post-test scores from assessments in lessons used for instruction from the Migrant Literacy NET). Since North Dakota does not test students during the summer there are no state assessment scores available for any migrant students. Data collection forms were developed to collect teacher ratings based on North Dakota content standards to be completed by summer school teachers for each individual student. These forms also included other demographic and test data as well as scores from the WIDA which assess English language proficiency. In addition to data collection for individual students, a survey was developed to be completed by administrators and teachers to further investigate reading needs for migrant students. Finally, data was collected using the pre-tests and post-tests available for all lessons in reading (and writing) on the Migrant Literacy NET. All North Dakota summer school teachers were encouraged to use lessons from the Migrant Literacy NET if appropriate for their students needs. Teachers recorded their pre and post test scores on these lessons for a significant number of migrant students.
- b. In order to investigate the concern statement regarding migrant student needs in foundational skills for math, it was decided that the data collection format would also include a body of evidence (which includes English language proficiency scores and teacher ratings of proficiency in relation to North Dakota state content standards in math). The data collection forms to be completed by summer school teachers for each individual student would also include demographic information. In addition to data collection for individual students, a survey was developed to be completed by administrators and teachers to further investigate math needs for migrant students.
- 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.

The analysis of the 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.

Performance Targets: 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.

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

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 performance targets and the measurable outcomes were created based on the results of the needs assessment. A variety of strategies were suggested by the comprehensive needs assessments committee to local migrant programs to assist in achieving the performance targets and measurable outcomes as follows:

Strategy 1: The committee recommends based on the data analysis that the SEA provide training in ESL strategies and cultural understanding of migrant students for teachers and staff who will be teaching in migrant summer schools statewide.

Strategy 2: The committee recommends that summer migrant programs hire bilingual staff and teachers whenever possible to facilitate the needs of migrant students who are English language learners.

Strategy 3: The committee recommends that WIDA scores (which assess English language proficiency) be shared with all teachers of migrant students. In addition, it is recommended that teachers be provided with information to interpret these scores.

Strategy 4: The committee recommends that all students who received a 3.0 or less on the WIDA and have been identified as priority students in reading (i.e., less than

proficient at grade level) be targeted with individual educational plans to facilitate reading proficiency.

Strategy 5: The committee recommends that assessments and/or processes be developed or identified to enable local migrant programs to quickly identify individual student gaps and/or skill deficiencies in reading and math.

Strategy 6: The committee recommends that migrant summer school programs specifically target priority migrant students who need assistance with understanding the reading and writing process. Instruction should be differentiated for these students and based on specific reading and writing needs.

Strategy 7: The committee recommends that instructional materials and assessments being used in migrant programs throughout the state be selected based on their ability to meet the needs of English language learners and that these materials are culturally appropriate.

Strategy 8: The committee recommends that migrant summer school programs specifically target priority migrant students who need assistance with understanding algebra, patterns, functions and measurement. Instruction should be differentiated for these students and based on specific math needs.

Strategy 9: The committee recommends that summer migrant programs utilize instructional materials provided through the local district and/or through the Migrant Literacy Net which target reading, writing, study skills and math incorporating ESL strategies.

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 priority for service migrant students in reading, math, and English language proficiency as well as barriers to high school graduation. The data for the current CNA was collected during the summer of 2009 and in January of 2010. The CNA committee utilized the data to identify needs and target specific concerns as per guidance provided by the U.S. Office of Migrant Education.
2. The CNA committee is then required to use the data to identify performance targets and measurable outcomes. Based on the performance targets and measurable outcomes the CNA committee recommends service delivery strategies that are designed to achieve the measurable outcomes and the performance targets and ultimately meet identified students needs.

3. 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.
4. Evaluate the impact of the service delivery strategies on reading achievement, math achievement, English language proficiency and removing barriers to high school graduation. Since North Dakota *only* provides services during the summer to eligible migrant students the implementation of the service delivery strategies and the evaluation of the impact of those strategies will not be possible before the completion of summer migrant programs in 2010. The evaluation will include both formative and summative data and will be designed to assess the impact of the service delivery strategies toward meeting the measurable outcomes and performance targets. Results will be used to guide program improvement and to identify additional needs. An objective third party evaluator will be used to design and implement the evaluation. The third party evaluator will collect and analyze the data and write a report for the state regarding the impact of the program toward meeting identified migrant student needs. The evaluation and the report will be completed by October 2010 and forwarded to the U.S. Department of Migrant Education.