

**SOUTH DAKOTA  
MIGRANT EDUCATION PROGRAM**

***COMPREHENSIVE NEEDS ASSESSMENT  
SUMMARY REPORT***

*August 2022*

**Prepared By Applied Learning Technology Associates**



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# SOUTH DAKOTA MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2022

## Summary Report Applied Learning Technology Associates

### Introduction

*As described in Non-Regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965,<sup>1</sup> the primary purpose of a CNA is to guide the overall design of the MEP on a statewide basis. A “needs assessment” is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action<sup>1</sup>.*

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows: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.

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<sup>1</sup> From Chapter IV, Section A.2 of U.S. Department of Education, Office of Elementary and Secondary Education. (Selected Chapters Revised 2017, March). [Non-Regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965](#). Washington, DC: Author. Comprehensive Needs Assessment Toolkit, 2018.

Applied Learning Technology Associates (ALTA) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ALTA 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 CNA committee, consisting of the state migrant director and representatives from each of the local migrant programs, met on March 15, 2022 in virtual meeting and training to review and revise the concern statements for the comprehensive needs assessment. The concern statements identified by the CNA Committee are as follows:

- 1. We are concerned that there is a low graduation rate and retention rate for migrant students in South Dakota and there is a need to identify barriers to success to increase graduation rates for migrant students.**
- 2. We are concerned that South Dakota migrant students are not beginning school with basic readiness skills for reading, writing, and mathematics.**
- 3. We are concerned that instruction for South Dakota migrant students in language and mathematics may not be effectively targeting the foundational skills necessary to facilitate success to ensure that students are acquiring the basic building blocks necessary to master these skills and to ultimately graduate from high school.**
- 4. We are concerned that South Dakota migrant students that are English Language Learners may need additional help and instructional assistance in order to become proficient in English and proficient in critical content areas to increase the numbers of students who successfully graduate from high school.**
- 5. We are concerned that a lack of parent involvement and assistance for families may be impacting the success of migrant students.**

These concern statements were used to guide the CNA process. The results and the conclusions included in this report are provided to the South Dakota Migrant Education Program and the CNA Committee to facilitate the development of performance target, measurable program outcomes and recommendations for service delivery in the state of South 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. ALTA 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 to implement as possible. ALTA created the following strategies to facilitate the investigation of needs related to the concern statements:

- a. In order to investigate the concern statement regarding low graduation rate the following strategies were used. A survey of migrant program administrators and teachers was developed to identify barriers to retention and graduation. The survey was administered to all staff providing services in South Dakota migrant programs in 2022. Because graduation and retention are closely tied to achievement, data was also collected on student performance for migrant students who took the state assessment in reading and math. Data formats were created to collect additional achievement data including teacher ratings of student performance in relation to the state content standards in reading and math as well as a variety of student demographics. Teacher ratings are critical to gauge performance for the migrant students who did not take the state assessment. Data was also collected to identify student needs in these key content areas as part of a survey of migrant parents. The surveys were administered in both English and Spanish. Finally, administrators and teachers were asked to identify effective strategies to assist students to overcome barriers to graduation.
- b. In order to investigate the needs of pre-school aged migrant students a teacher survey was created and administered and the pre-school needs of students were discussed with migrant parents at local PAC meetings and during the reinterview process. In addition, the administrator/teacher survey of needs and the parent survey of needs included items related to readiness for school. Finally, administrators and teachers were asked to identify effective strategies to assist students to facilitate pre-school student readiness for school.
- c. In order to investigate the concern statements regarding migrant student needs to enhance proficiency in language arts and mathematics, ALTA developed a data collection format which collected state assessment data, English language proficiency scores, and a method in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in South Dakota state standards (see Appendix A for sample of data collection forms). The data was also used to identify migrant students who are at-risk of educational failure and have had their education interrupted within the last year (Priority For Service students). The data was collected on hard copy forms by teachers and then submitted to ALTA for analysis. Data was also collected to identify student needs through a survey of administrative

and teaching staff for local South Dakota migrant programs. In addition, data was collected to identify student needs as part of a survey of migrant parents. The surveys were administered in both English and Spanish. This data was also included as part of the CNA analysis to help identify reading and math needs for South Dakota migrant students. Data from Migrant Literacy NET usage was also incorporated to identify key areas of need, particularly in reading. Finally, administrators and teachers were asked to identify effective strategies to facilitate proficiency in language arts and math for all migrant students.

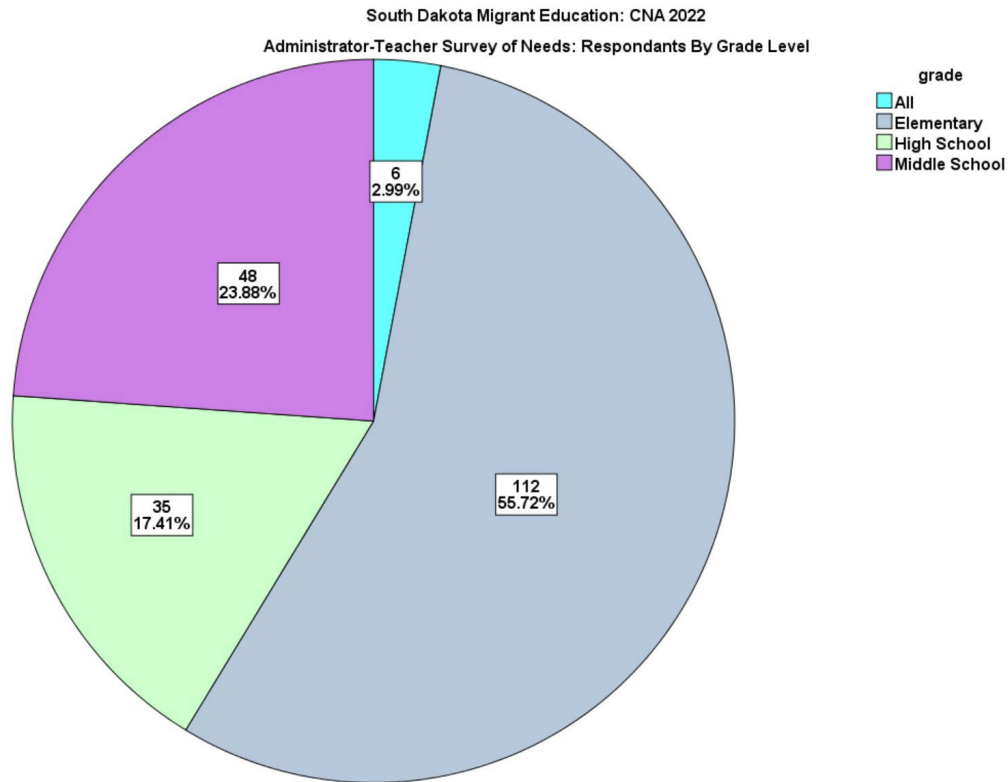
- d. In order to investigate the concern statement regarding the needs of ELL migrant students: English language proficiency test scores were collected and a survey of administrators and teachers was completed. Finally, data was collected to identify student needs related to English language proficiency as part of a survey of migrant parents. The surveys were administered in both English and Spanish. State assessment scores and teacher rating of performance for EL students were also analyzed in both language arts and math. Finally, administrators and teachers were asked to identify effective strategies to facilitate proficiency in English for all migrant students.
  
- e. In order to identify needs in relation to parents involvement, administrators and teachers were survey on the extent of needs, a parent survey was disseminated to assess the need for increased parent involvement activities. Finally, administrators and teachers were surveyed to identify the most effective strategies to enhance parent involvement and family literacy.

The data collection formats were reviewed and discussed with the state director and the local migrant program directors to ensure that data was gathered using consistent, reliable, and valid methodology. All South Dakota migrant programs were provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all teachers of migrant students in the spring and summer of 2022. Teachers were asked to collect data on all migrant students. The data was forwarded to the state migrant director for delivery to ALTA staff.

## CNA Analysis and Results

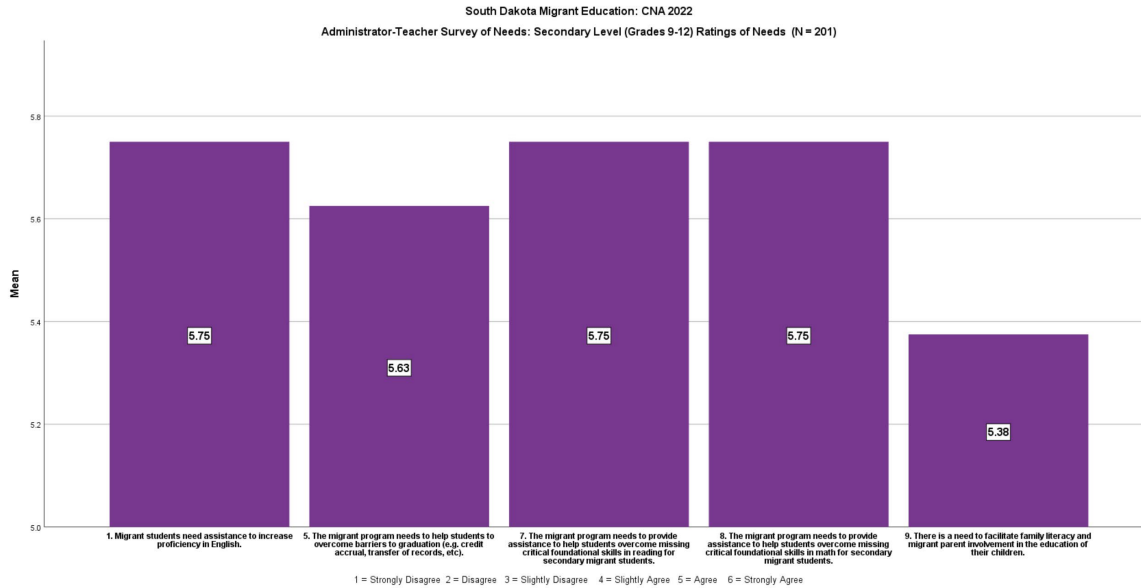
**Concern Statement 1: We are concerned that there is a low graduation rate and retention rate for migrant students in South Dakota and there is a need to identify barriers to success to increase graduation rates for migrant students.**

A sample of the survey administered to teachers and administrators to assess barriers to retention and graduation is included in Appendix A. Surveys were collected from 201 teachers and administrators rating issues related to needs of migrant students. Thirty-five of these administrators and teachers were focused on the needs of secondary students



As part of the survey, teachers and administrators were asked to rate and rank order the importance of key issues related to graduation of migrant students. Respondents were asked to rate on a 6-point scale from Strongly Agree to Strongly Disagree the importance of five critical barriers to successful school completion for migrant students English proficiency, credit accrual, reading proficiency, math proficiency and parent involvement. These five 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 survey results for all teachers of migrant students are indicated on the chart following:

The survey results for teachers of secondary students are indicated on the chart following:



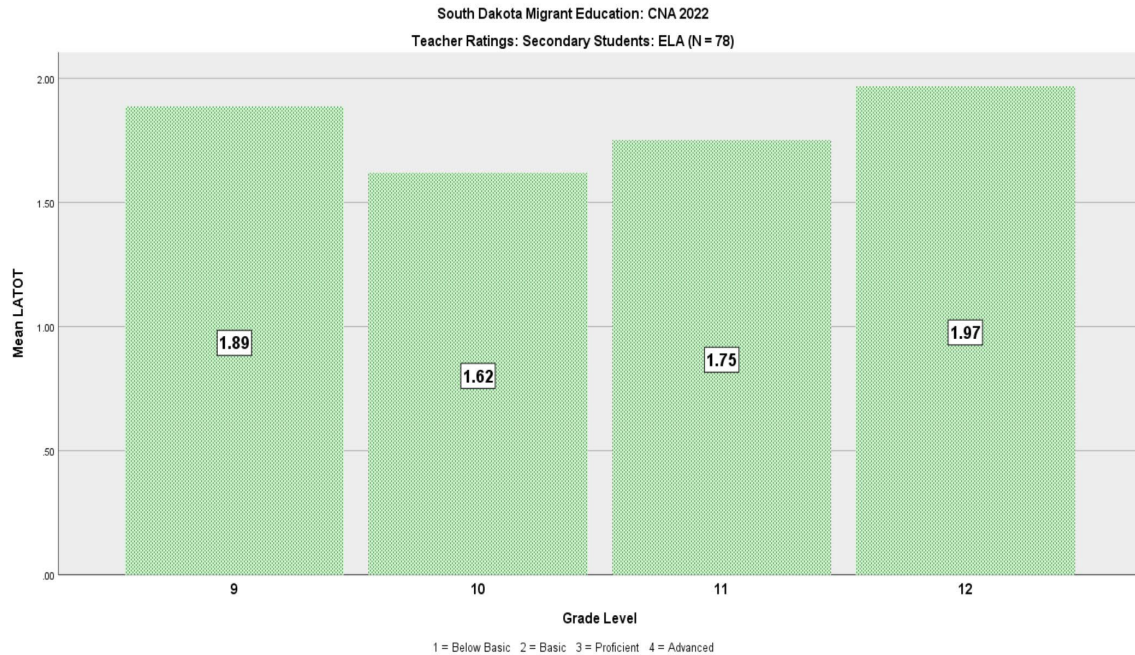
The top three barriers to retention and graduation for all migrant students based on the data are:

- 1. Lack of English language proficiency**
- 2. Missing foundational skills in reading overall**
- 3. Missing foundational math skills**

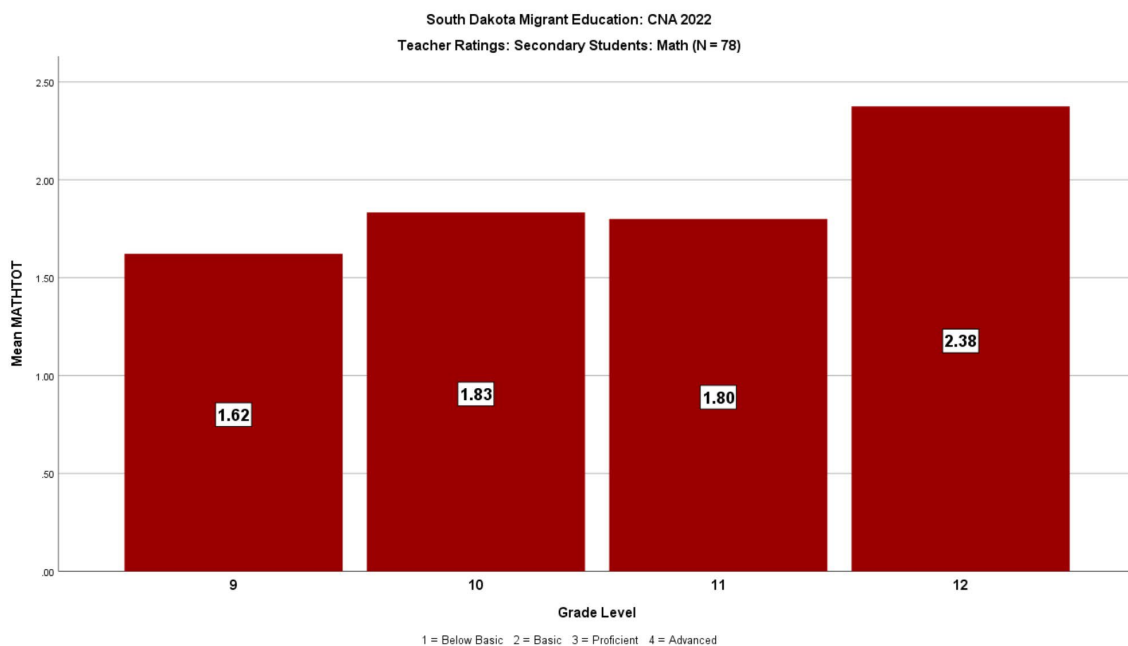
The survey of migrant parents found that barriers to graduation was rated 5<sup>th</sup> behind reading proficiency, math proficiency, writing proficiency and English language proficiency.

There were 78 students who were rated by teachers in language arts of the 391 students participating in the comprehensive needs assessment (20%) in 2022. The following graph illustrates Language Arts mean teacher ratings by grade in 2022. Teacher Ratings indicated that secondary migrant students on the average were below proficient in all grade levels (9-12) in language arts. The same is true for students who took the 11<sup>th</sup> grade ELA state assessment (average rubric score was 1.0 – Below Basic).

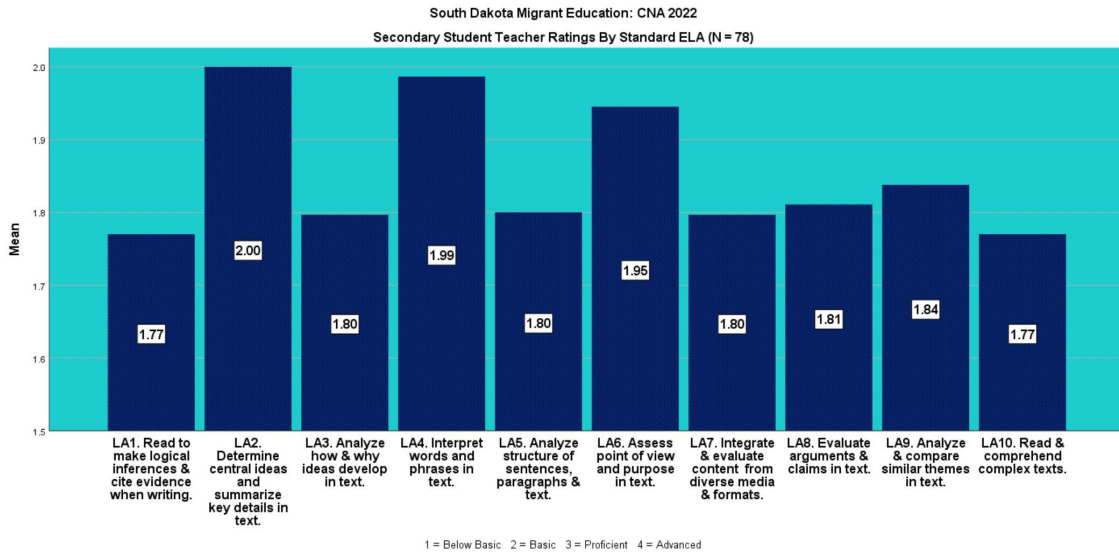




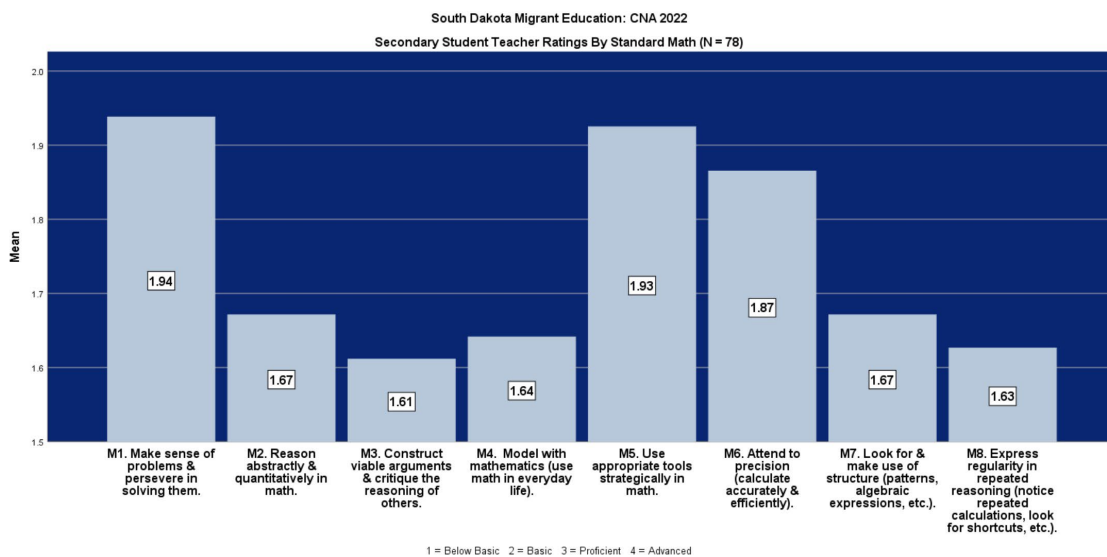
There were 78 students who were rated in mathematics of the 391 students participating in the comprehensive needs assessment (20%) in 2022. The following graph illustrates Mathematics mean teacher ratings by grade in 2022. Teacher Ratings indicated that secondary migrant students on the average were below proficient in all grade levels (9-12) in mathematics. The same is true for students who took the 11<sup>th</sup> grade math state assessment (average rubric score was 1.08 – Below Basic).



Teachers rated secondary students proficiency in language arts by standard. The following graph indicates secondary student proficiency by standard in language arts. The lowest proficiencies (greatest needs) were in the standards related to **writing and reading comprehension**.

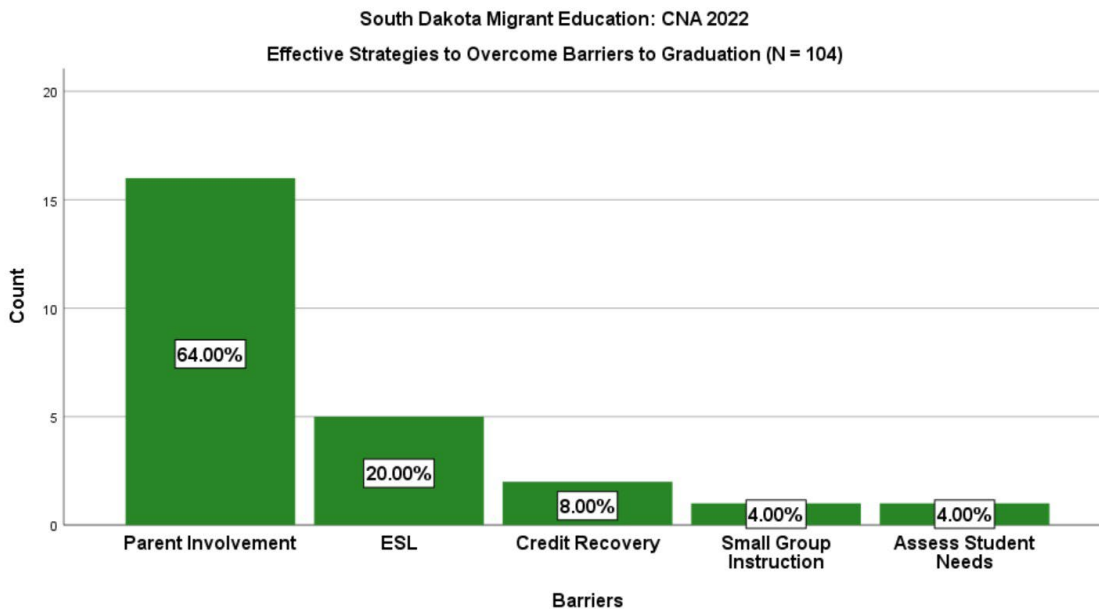


Teachers also rated secondary students proficiency in mathematics by standard. The following graph indicates secondary student proficiency by standard in mathematics. The lowest proficiencies (greatest needs) in math were in the standards related to **construct viable arguments and critiquing reasoning of others, express regularity in repeated reasoning and model math in everyday life**.



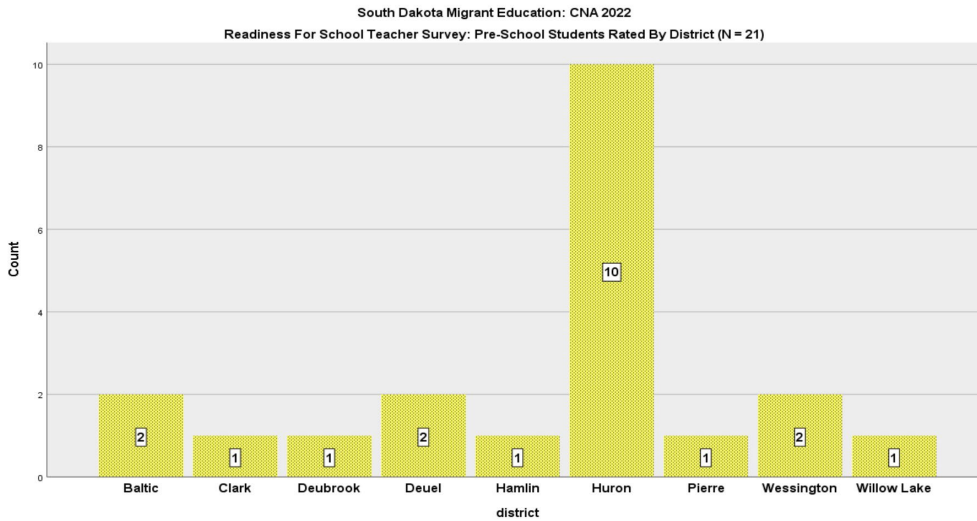
Finally, MEP program staff and teachers were asked to identify strategies that have been effective in overcoming barriers to graduation. To overcome barriers to retention and graduation the strategies identified with the most frequency on the survey and in the data include:

1. Parental involvement
2. ESL based instruction
2. Credit recovery options
4. Small group instruction
5. Assessing individual student needs and creating individual student plans

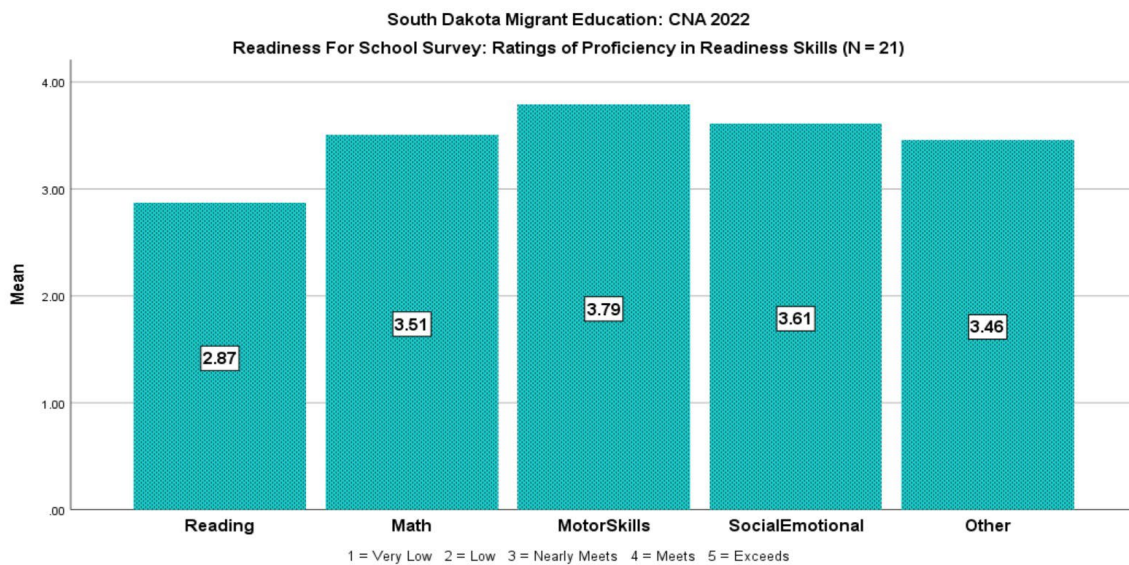


**Concern Statement 2: We are concerned that South Dakota migrant students are not beginning school with basic readiness skills for reading, writing, and mathematics.**

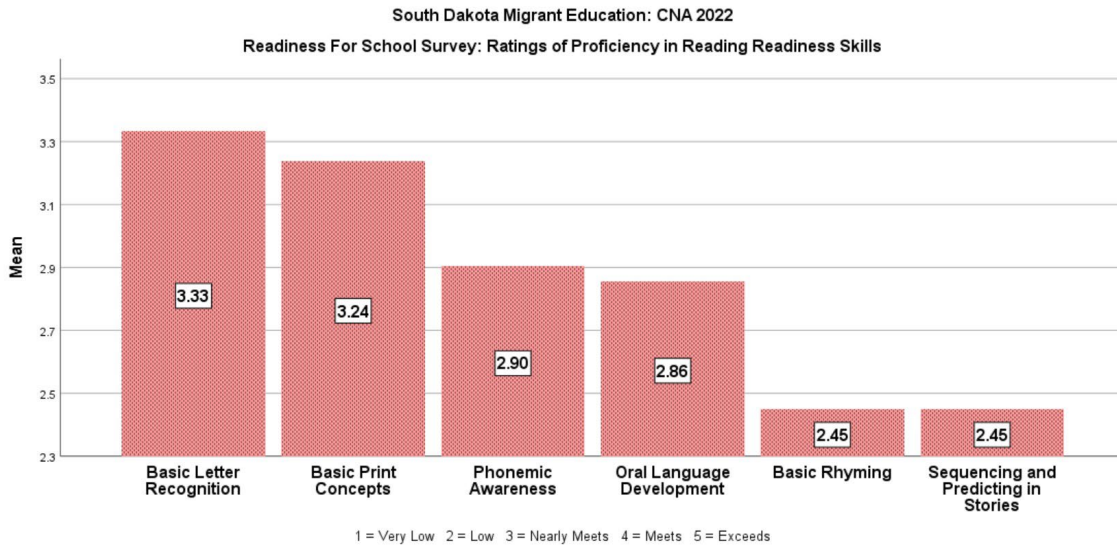
A sample of the survey administered by teachers to assess student readiness for school is included in Appendix A. Readiness surveys were collected from teachers for 21 pre-school migrant students



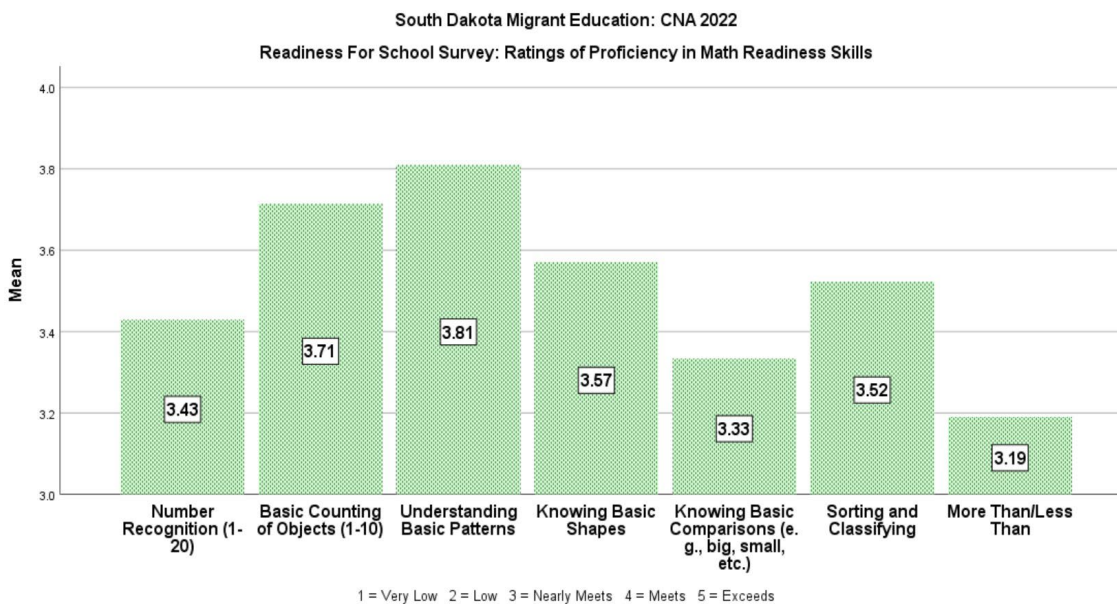
Teachers were asked to rate the readiness of each student for school on a wide variety of skills. Respondents were asked to rate on a 5-point scale from Exceeds (standard) to Very Low (proficiency in skill). Five key skill areas were assessed: reading readiness, math readiness, motor skills, social/emotional readiness, and other readiness skills (e.g., knowing basic colors, following directions etc.). The survey results by content area are indicated on the following graph:



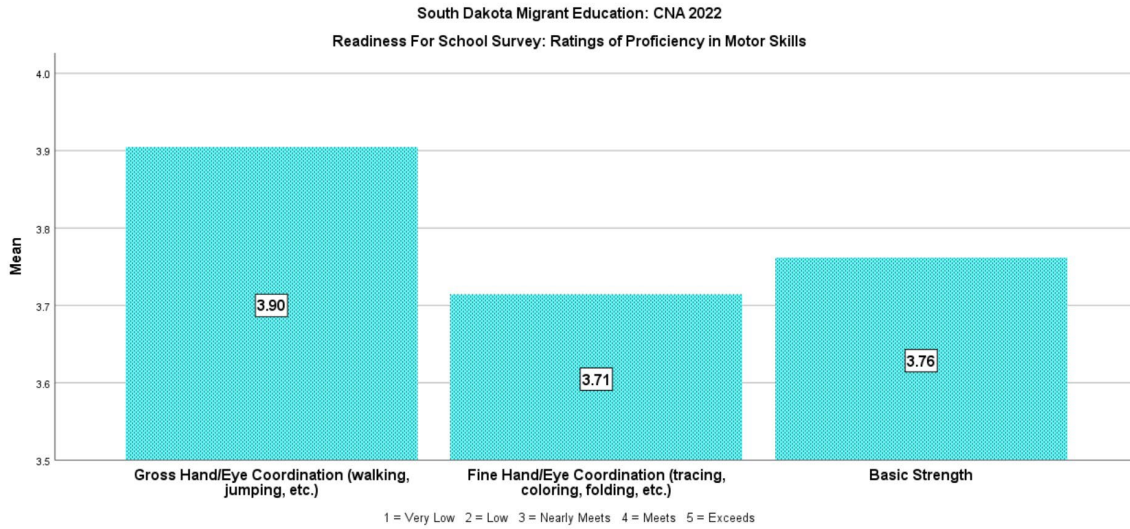
The reading readiness skill areas with the highest needs were **basic rhyming skills** and **sequencing and prediction in stories**.



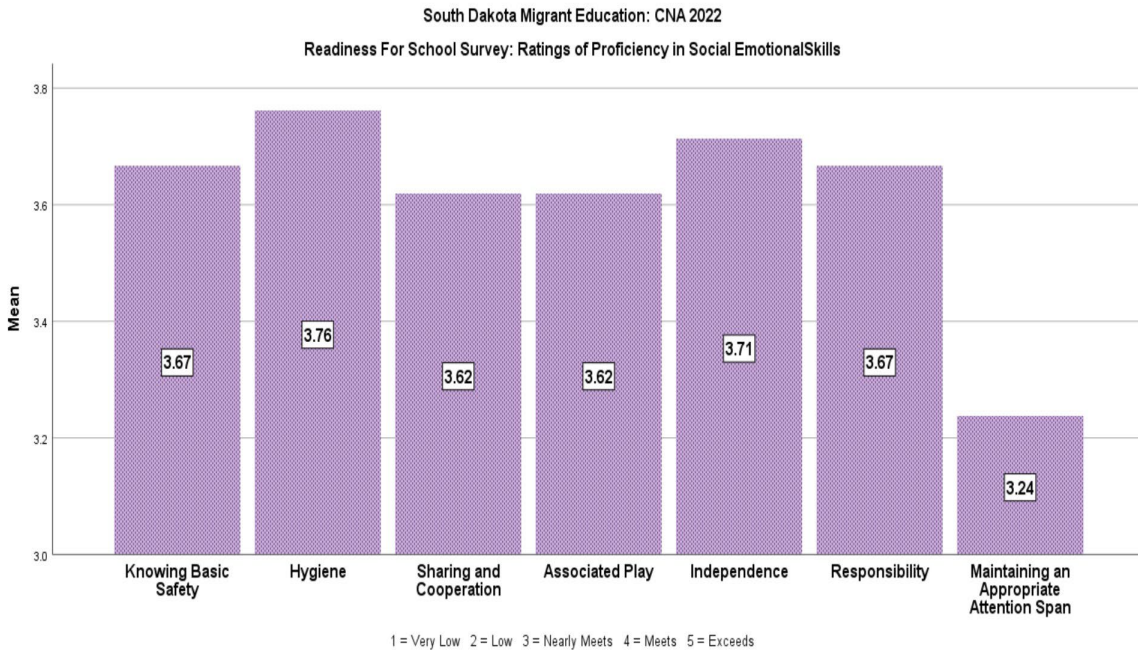
The math readiness skills most critical were **more than/less concepts, basic comparisons (big, small, etc.)** and **number recognition (1-20)**.



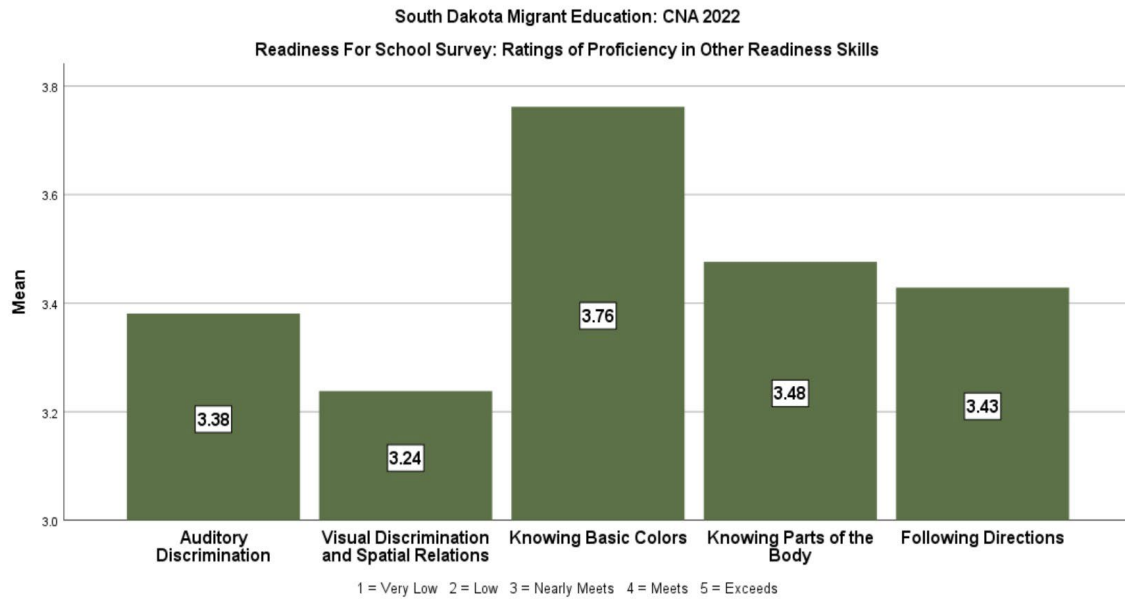
The motor skill most in need was **fine hand/eye coordination**. It is important to note that on the average students were nearly meeting the standards in these skills.



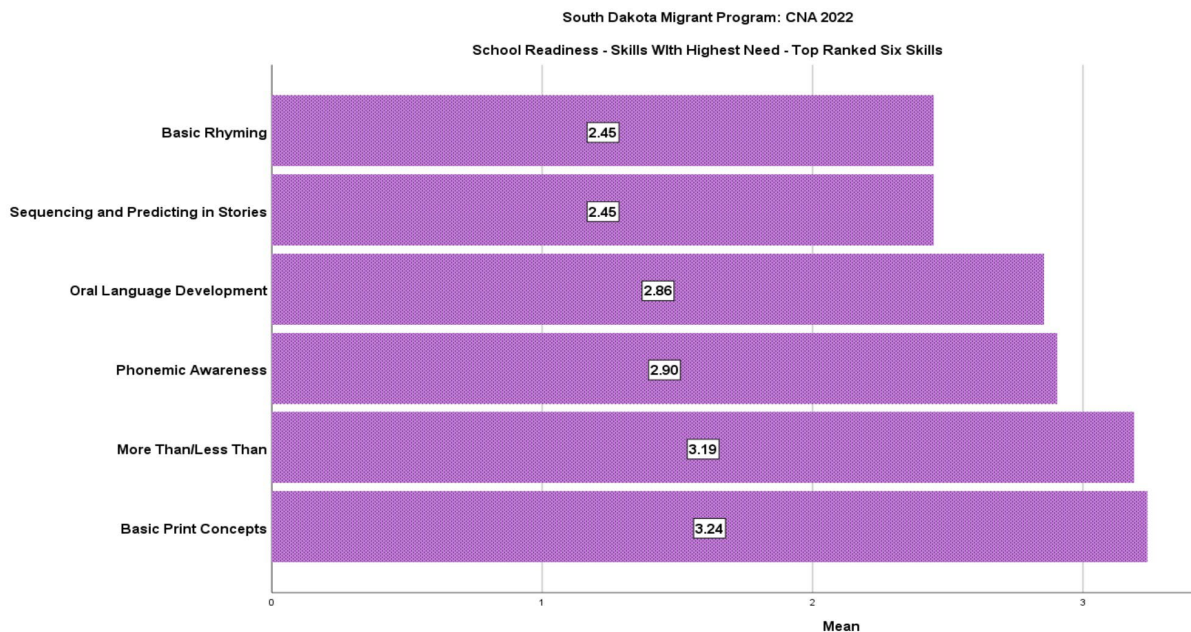
The social skills most in need was **attention span, associated play and sharing and cooperation**. It is important to note that on the average students were nearly meeting the standards in these skills.



The other skills most in need were **visual and auditory discrimination**. It is important to note that on the average students were nearly meeting the standards in these skills



The top six readiness needs (in order) for school for all migrant students based on the data are basic rhyming, sequencing and predicting in stories, oral language development, phonemic awareness, more than/less than and basic print concepts. All the highest need skills are in reading except for more than / less than in math.



The administrator / teacher survey rated the need for additional pre-school services the second and third lowest need among the thirteen needs surveyed. Services to assist pre-school students were available was rated 5.05 (agree that services are provided) and services are available to assist EL pre-school students (5.50 Agree plus) that services are available to assist EL pre-school students) . This indicates there are significant current services available for migrant pre-school students.

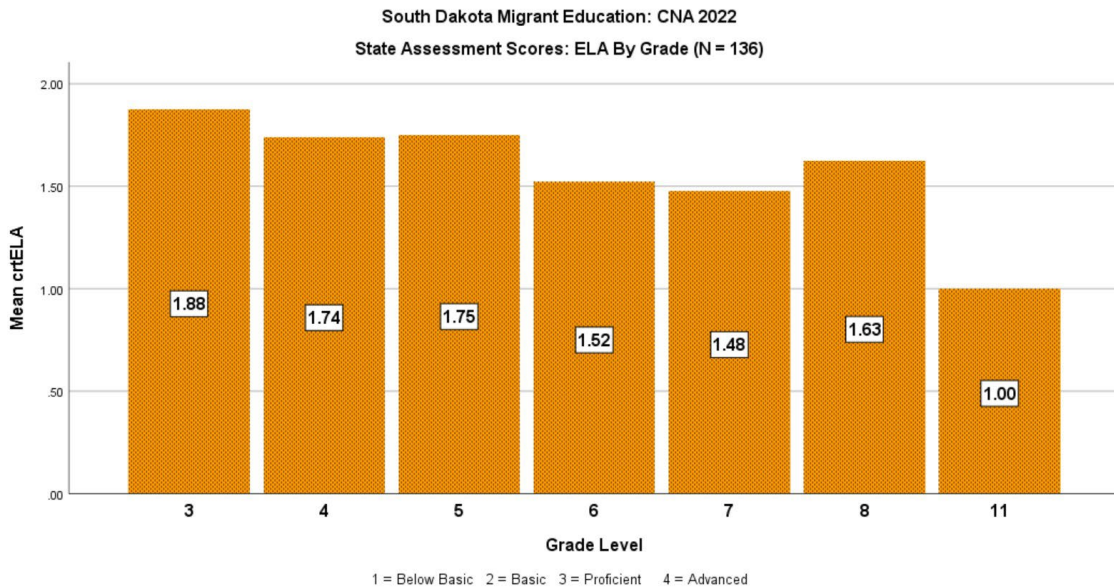
The parent survey rated the need for pre-school services to be the lowest ranked need after reading, writing, Math, overcoming barriers to graduation and assistance with learning to speak English. The average parent rating for the need for pre-school assistance was 5.10 (agree there is a need).



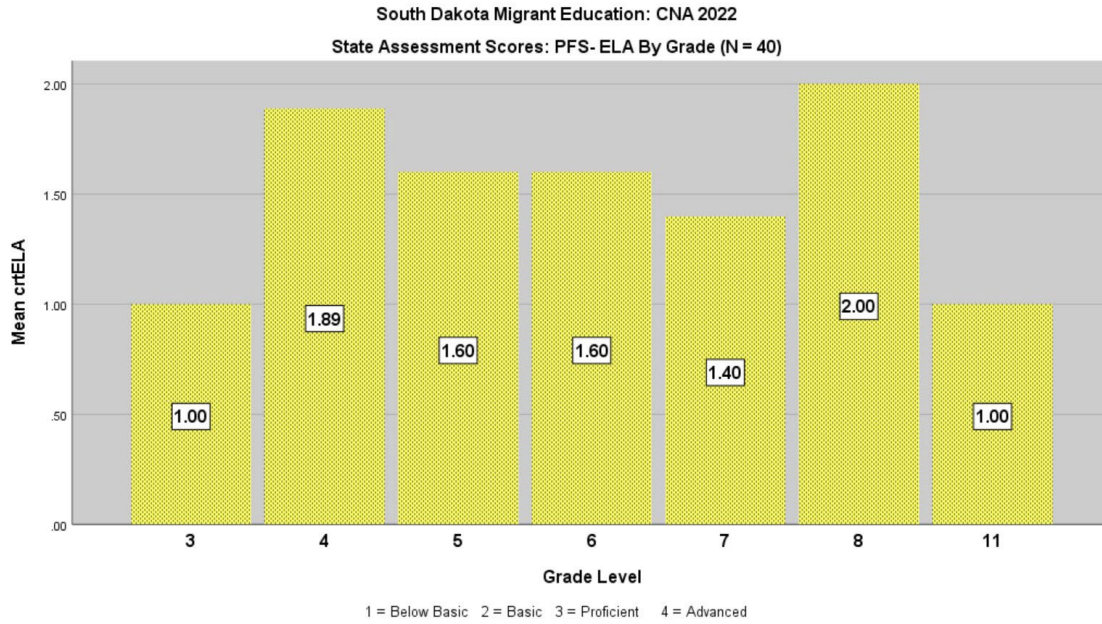
**Concern Statement 3:** We are concerned that instruction for South Dakota migrant students in language and mathematics may not be effectively targeting the foundational skills necessary to facilitate success to ensure that students are acquiring the basic building blocks necessary to master these skills and to ultimately graduate from high school.

**Analysis:** Data forms to assess language arts and math needs were collected for 391 migrant students over the spring and summer of 2022.

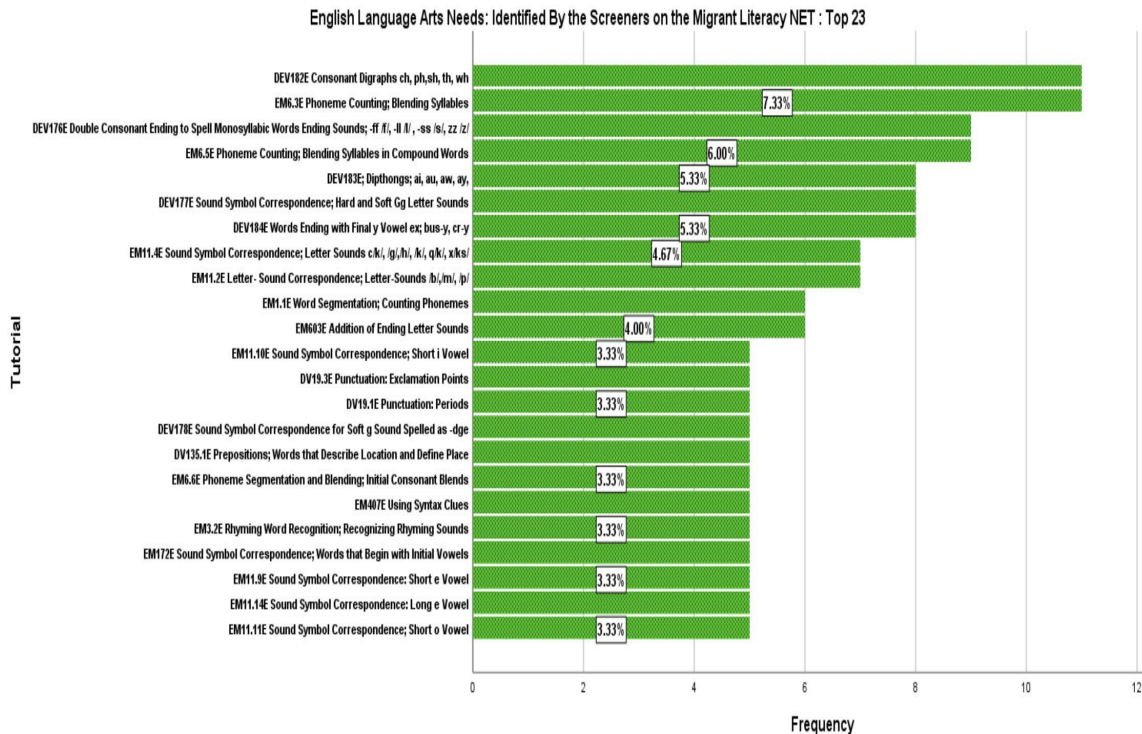
**Language Arts:** There were 136 migrant students of the 391 students participating in the needs assessment who completed the state assessment in language arts (35%). The mean score for students on the language arts state assessment was 1.55 (Below Basic plus).



There were 40 Priority For Service (PFS) migrant students of the 155 PFS students participating in the needs assessment who completed the state assessment in language arts (26%). The mean score for PFS students on the language arts state assessment was 1.55 (Below Basic plus). See graph on following page.



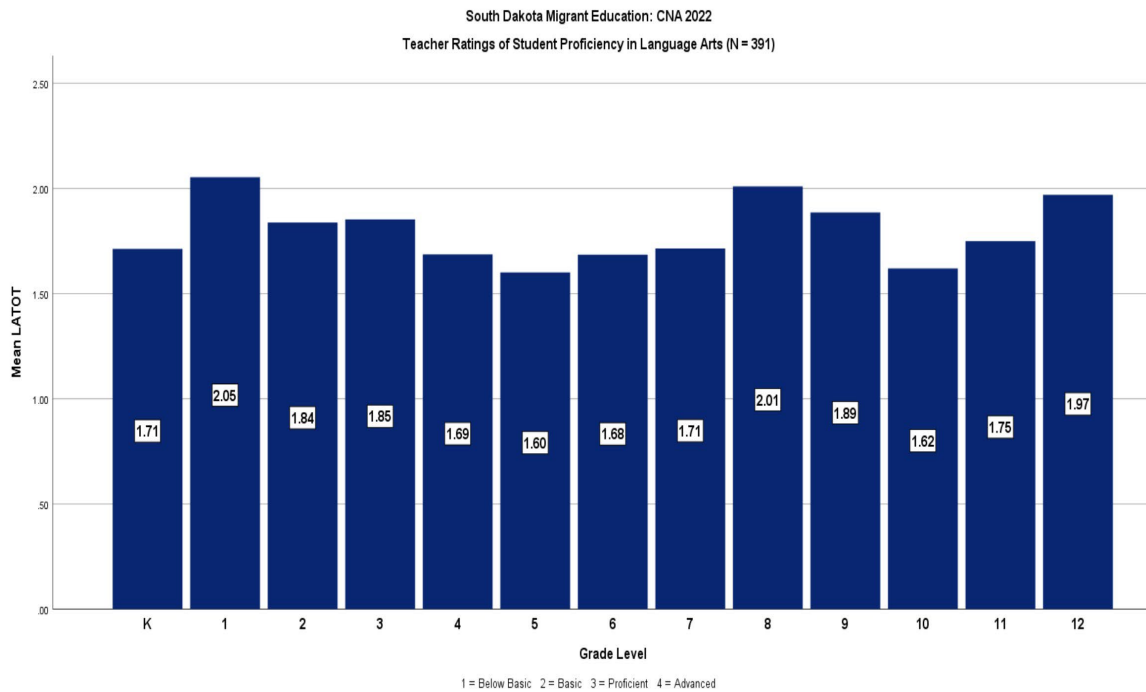
A review of most assigned tutorials to meet student reading needs on the Migrant Literacy NET for all students revealed that **phonemic awareness and phonics** were the highest needs for all migrant students completing screeners on the MLN.



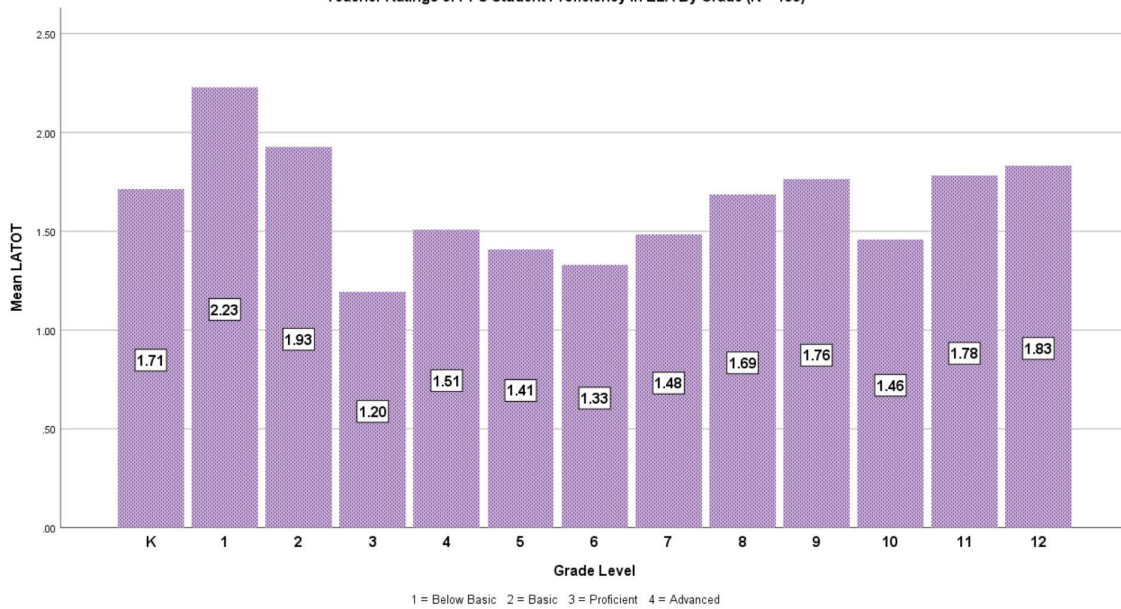
The following details South Dakota’s current use of the Migrant Literacy NET:

State	Users	Logins	Success Plans	Screeners			Tutorials		
				Assigned	In Progress	Completed	Assigned	In Progress	Completed
South Dakota	300	1950	536	1209	66	858	3979	118	1939

Because only a minority of migrant students completed the state assessment in language arts teachers were asked to rate student proficiency according to grade level across all South Dakota state content standards in language arts and math using the same 4-point rubric incorporated into the state assessment (1 = Below Basic 2 = Basic 3= Proficient 4 = Advanced). Students were surveyed by teachers at grade levels K-12. The following charts and tables provide the results for teacher ratings in the language arts content area for all students and PFS students. The mean rating for all students in language arts was 1.82 (Approaching Basic level) and the mean rating for PFS students was 1.66 (Below Basic plus).

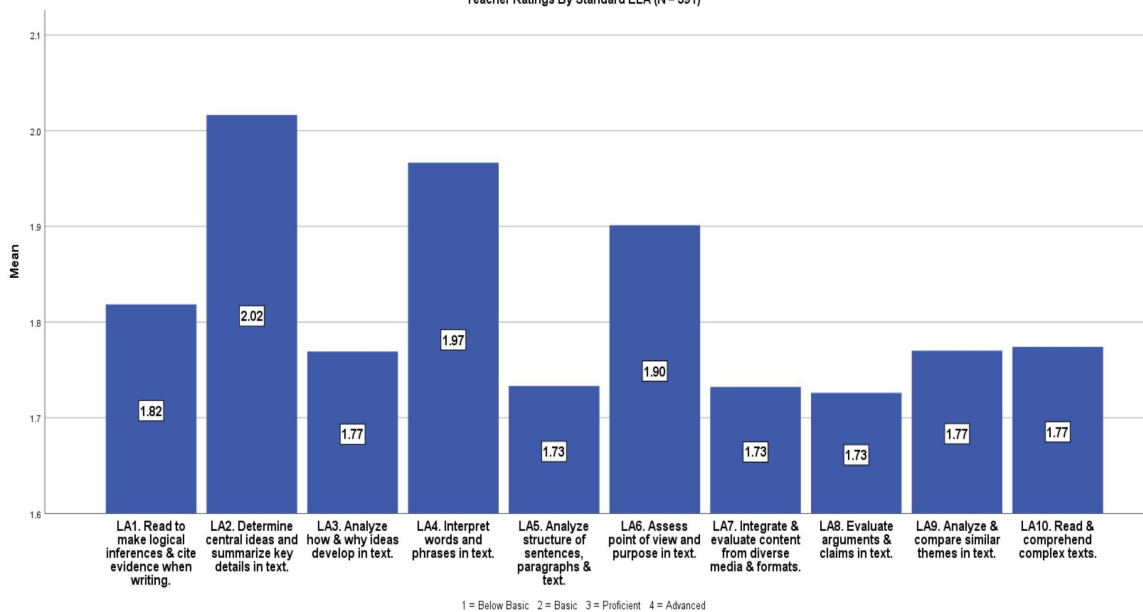


South Dakota Migrant Education: CNA 2022  
 Teacher Ratings of PFS Student Proficiency in ELA By Grade (N = 155)



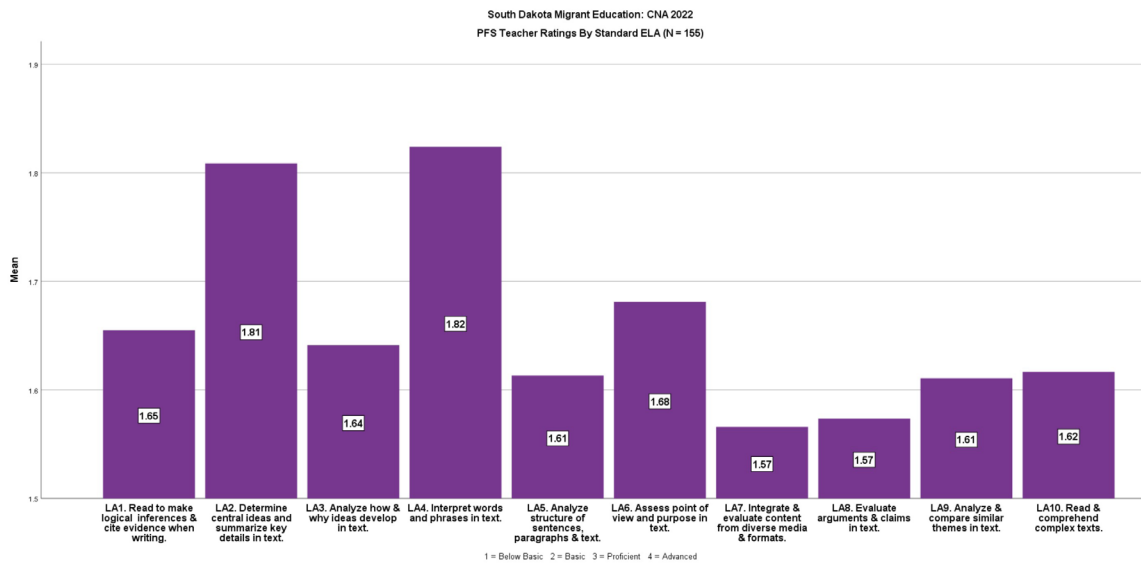
Teachers also rated students by standard in terms of proficiency in language arts at grades level using the same rubric as the state CRT (1 – Below Basic, 2 = Basic, 3 = Proficient, 4 = Advanced). The following graphs identify the standards of greatest need for all migrant students (N = 391) and PFS students (N = 155).

South Dakota Migrant Education: CNA 2022  
 Teacher Ratings By Standard ELA (N = 391)



In terms of skills teachers rated the highest language arts needs for **all** K-12 migrant students in South Dakota to be as follows:

Highest Areas of Need	Average Rating
Evaluate arguments against claims in text	1.73
Integrate and evaluate content from diverse media	1.73
Analyze structure of sentences and paragraphs in text	1.73

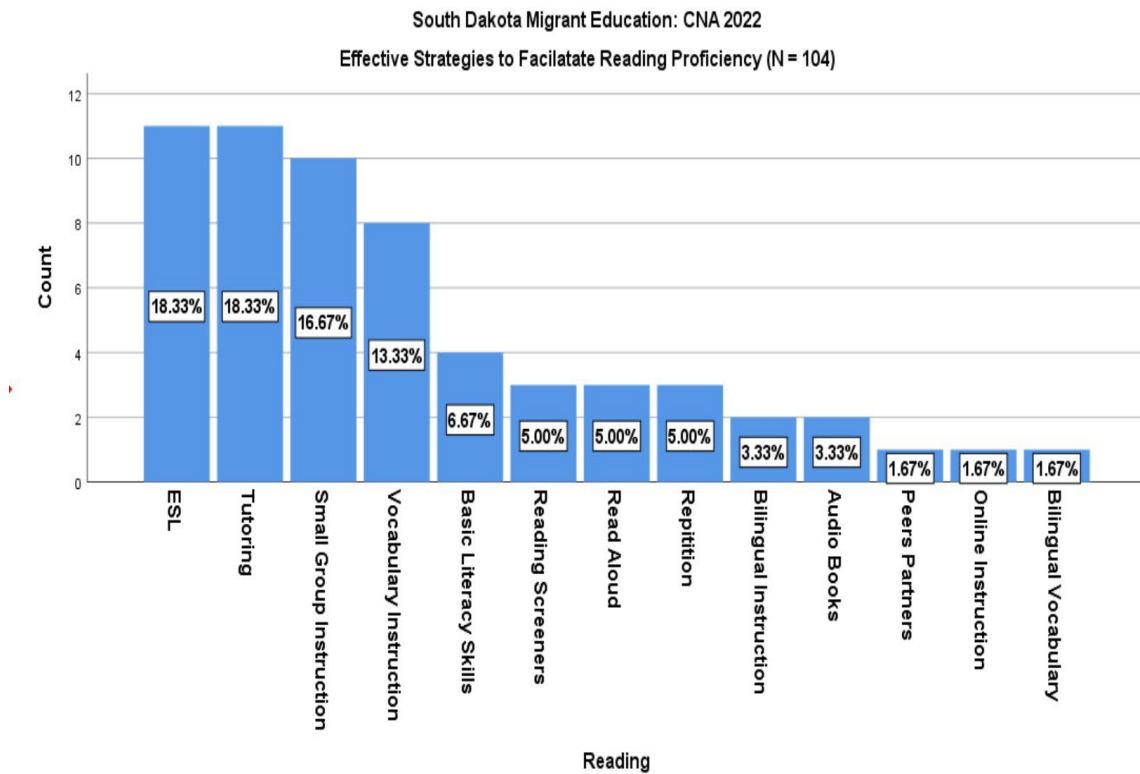


In terms of skills teachers rated the highest language arts needs for **PFS** K-12 migrant students in South Dakota to be as follows:

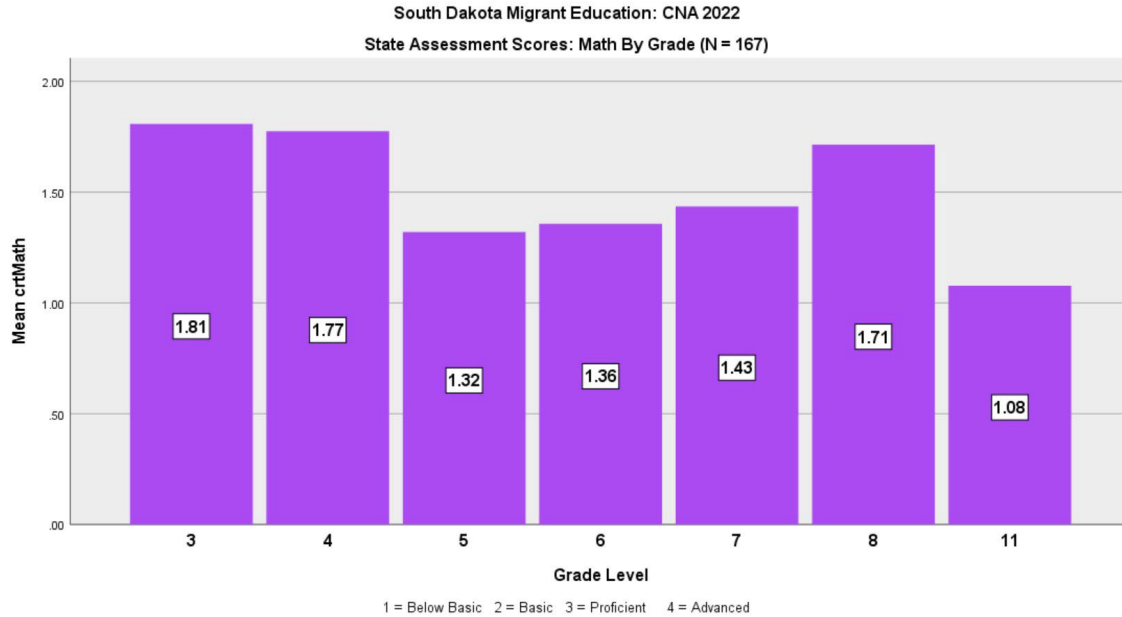
Highest Areas of Need	Average Rating
Integrate & evaluate content form diverse media	1.57
Evaluate arguments against claims in text	1.57
Analyze structure of sentences and paragraphs in text	1.61

Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating language arts proficiency. The strategies identified with the most frequency on the survey and in the data include:

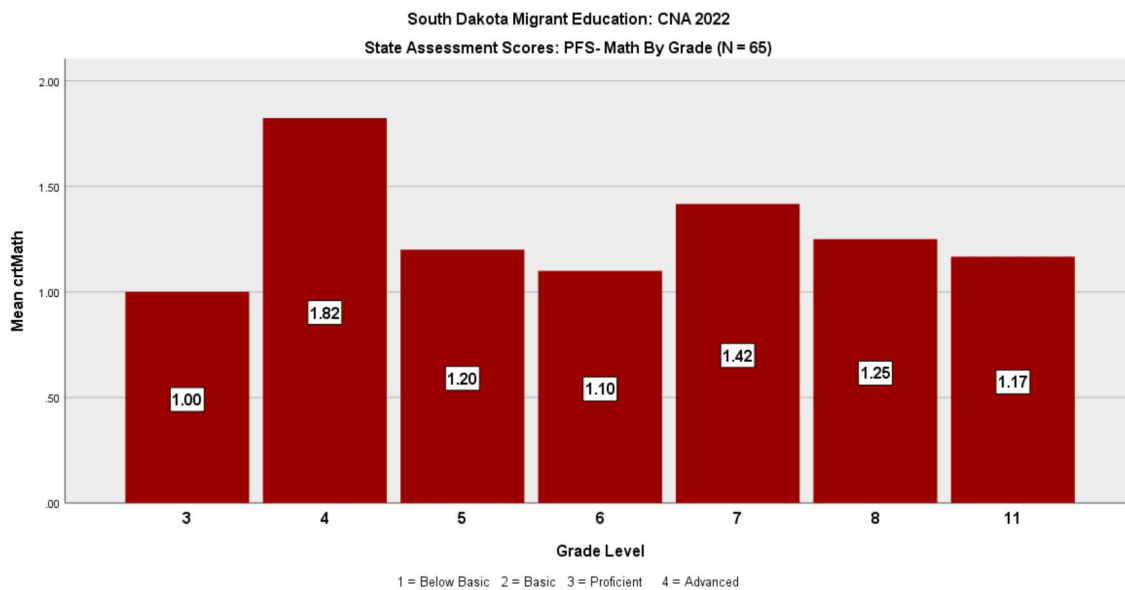
1. Tutoring
2. ESL based instruction
3. Small group instruction
4. Vocabulary Instruction



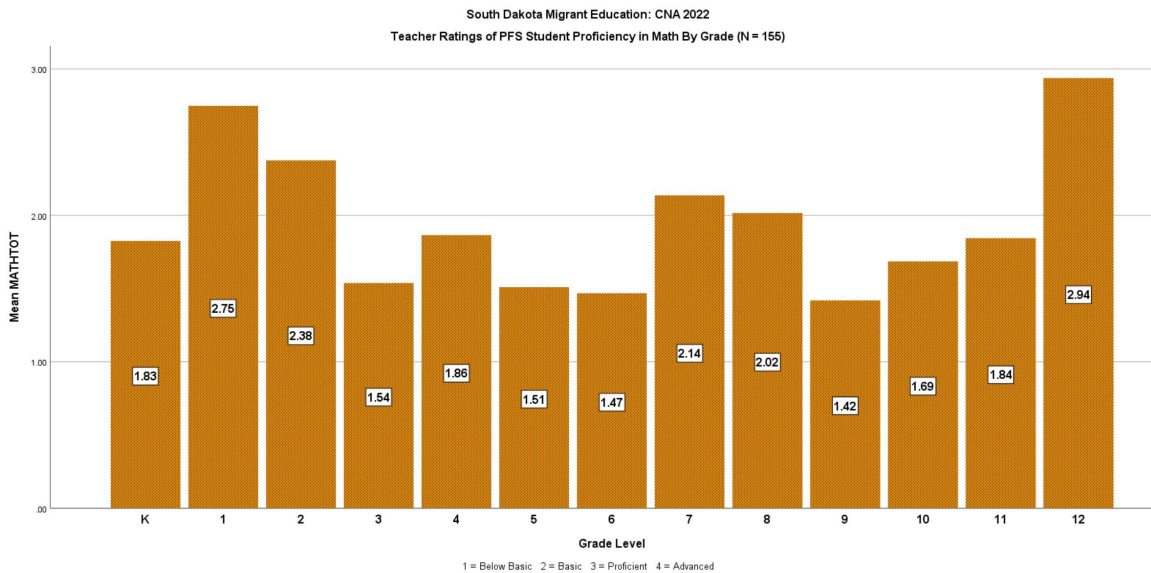
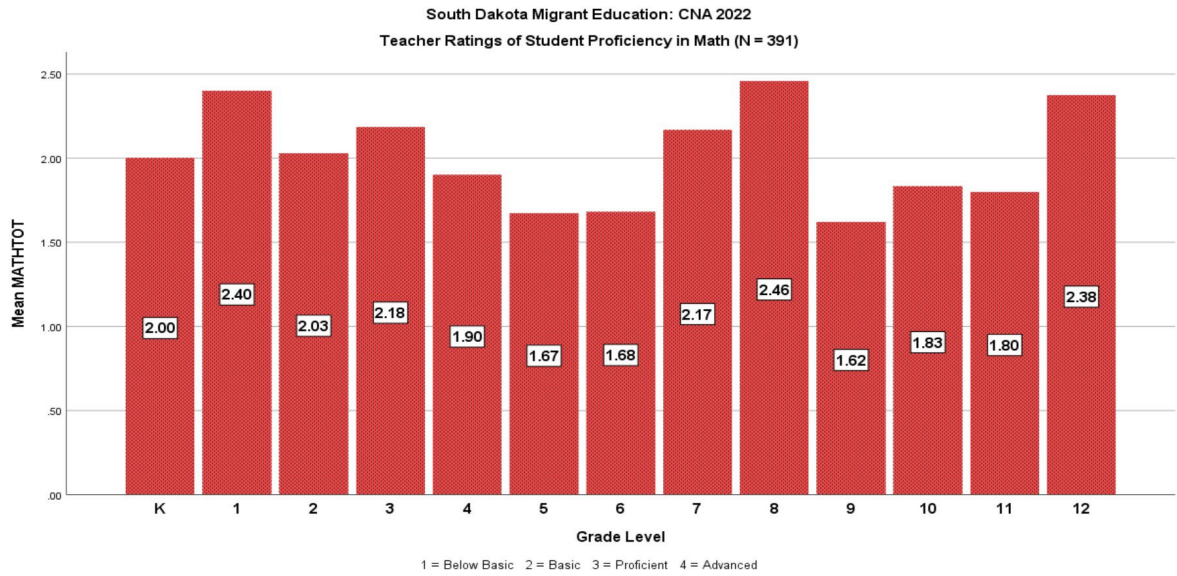
**Mathematics:** There were 167 migrant students of the 391 students participating in the needs assessment who completed the state assessment in mathematics (43%). The mean score for students on the mathematics state assessment was 1.47 (Below Basic plus).



There were 65 Priority For Service (PFS) Students of the 155 PFS students participating in the CNA who completed the state assessment in mathematics (42%). The mean score for PFS students on the mathematics state assessment was 1.34 (Below Basic).

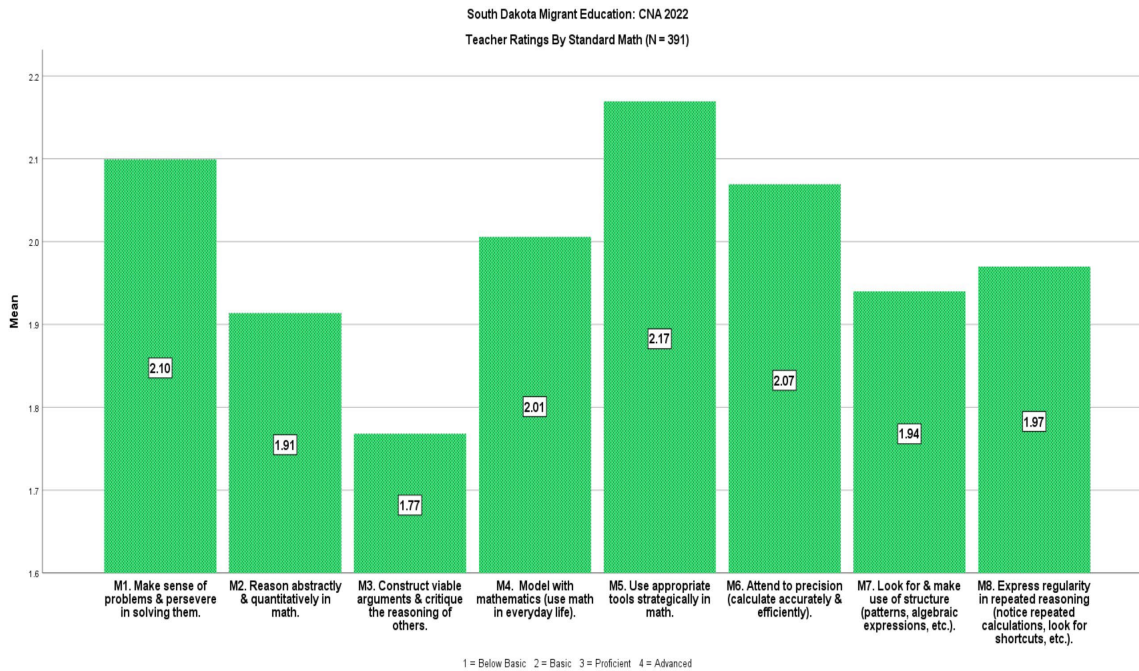


Because only a minority of migrant students completed the state assessment in mathematics teachers were asked to rate student proficiency according to grade level across all South Dakota state content standards in language arts and math using the same 4-point rubric incorporated into the state assessment (1 = Below Basic 2 = Basic 3 = Proficient 4 = Advanced). Students were surveyed by teachers at grade levels K-12. The following charts and tables provide the results for teacher ratings in the language arts content area for all students and PFS students. The mean rating for all students in math was 1.99 (Basic level) and the mean rating for PFS students was 1.84 (Approaching Basic Level).





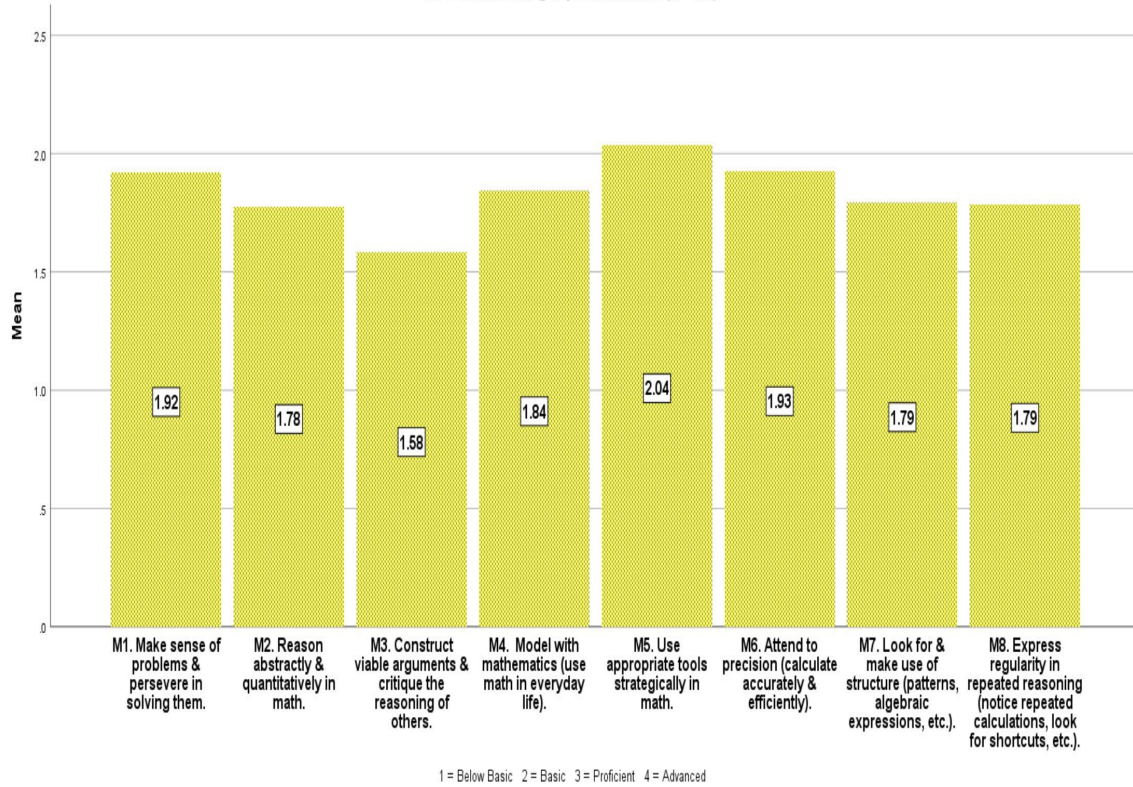
Teachers also rated students by standard in terms of proficiency in math at grades level using the same rubric as the state CRT (1 – Below Basic, 2 = Basic, 3 = Proficient, 4 = Advanced). The following graphs identify the standards of greatest needs for all migrant students in math (N = 391) and PFS students (N = 155).



In terms of skills teachers rated the highest mathematics needs for **all** K-12 migrant students in South Dakota to be as follows:

<b>Highest Areas of Need</b>	<b>Average Rating</b>
Construct viable arguments and critique Reasoning in math	1.77
Reason abstractly and quantitatively in math	1.91
Look for and make use of structure (Algebra)	1.94

South Dakota Migrant Education: CNA 2022  
PFS Teacher Ratings By Standard Math (N = 155)

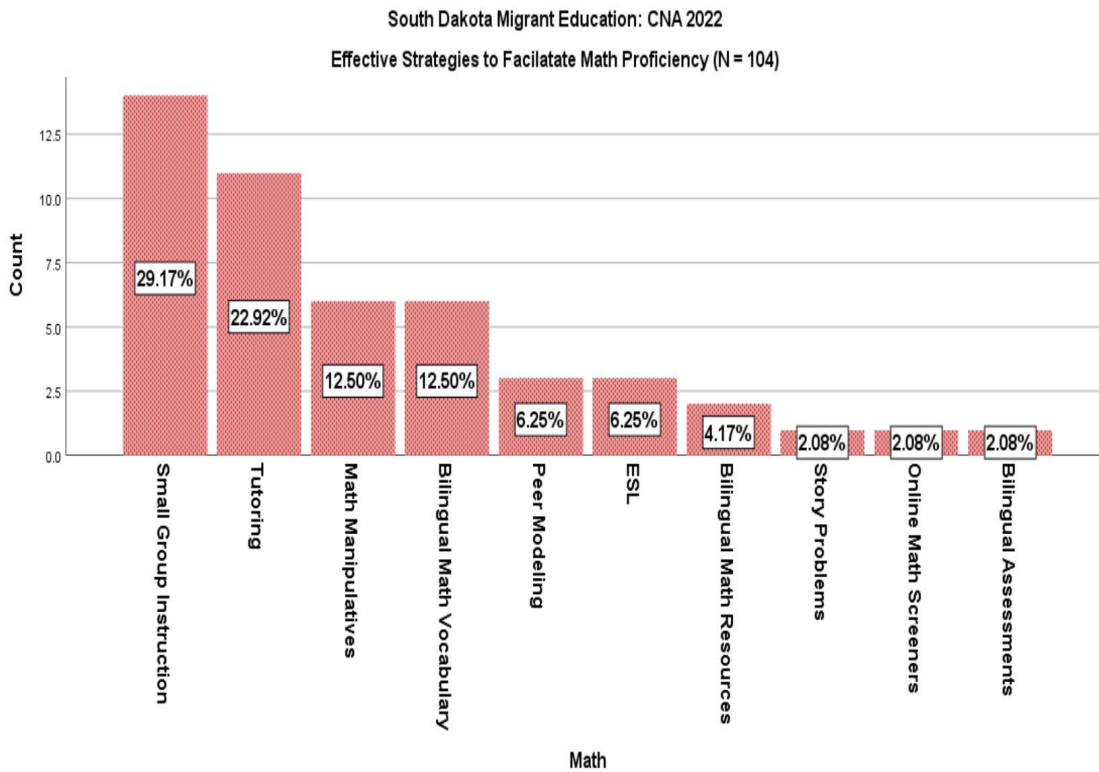


In terms of skills teachers rated the highest mathematics needs for PFS K-12 migrant students in South Dakota to be as follows:

Highest Areas of Need	Average Rating
Construct viable arguments and critique Reasoning in math	1.58
Reason abstractly and quantitatively in math	1.78
Look for and make use of structure (Algebra)	1.79

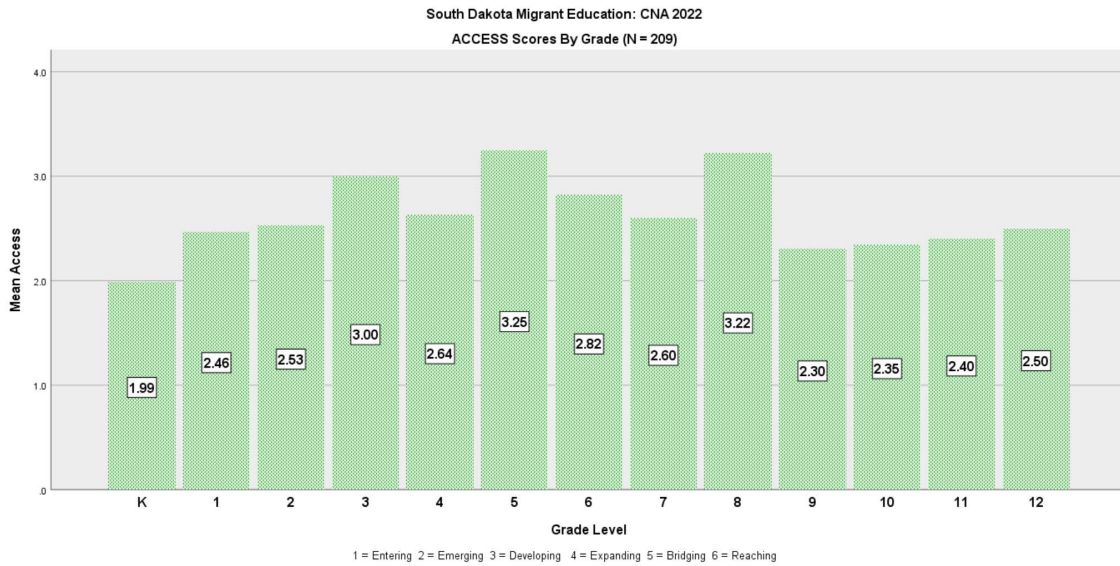
Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating mathematics proficiency. The strategies identified with the most frequency on the survey and in the data include:

1. **Small group instruction**
2. **Tutoring**
3. **Math manipulatives**
4. **Bilingual math vocabulary**

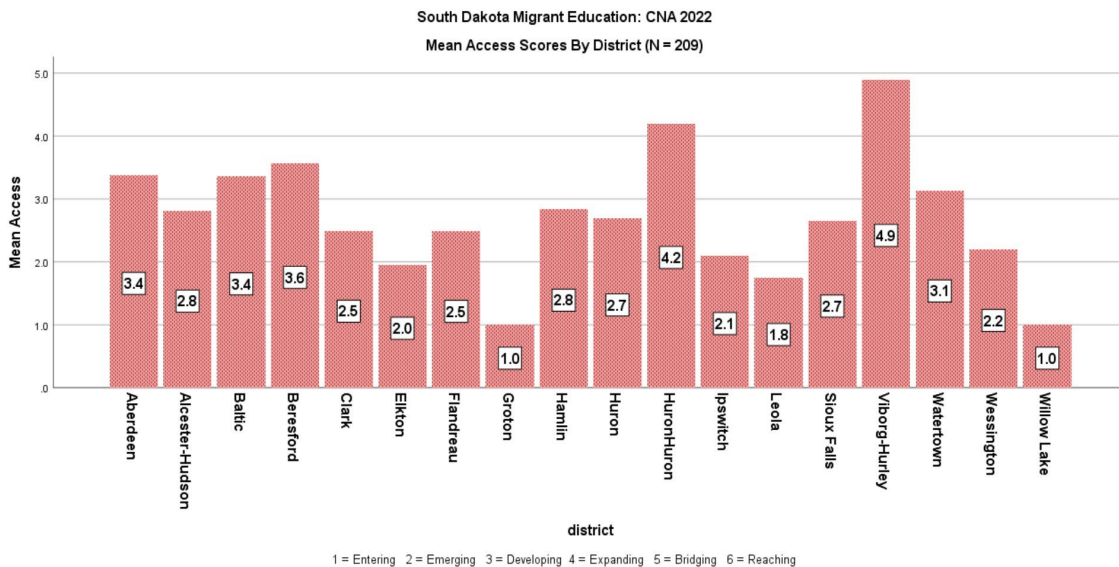


**Concern Statement 4:** We are concerned that South Dakota migrant students that are English Language Learners may need additional help and instructional assistance in order to become proficient in English and proficient in critical content areas to increase the numbers of students who successfully graduate from high school.

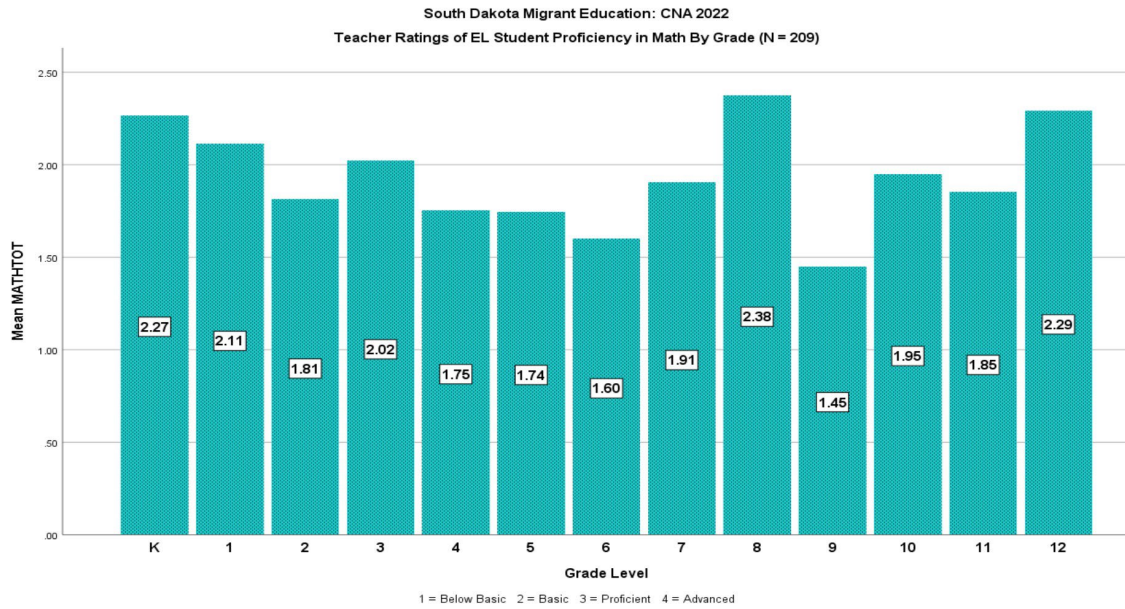
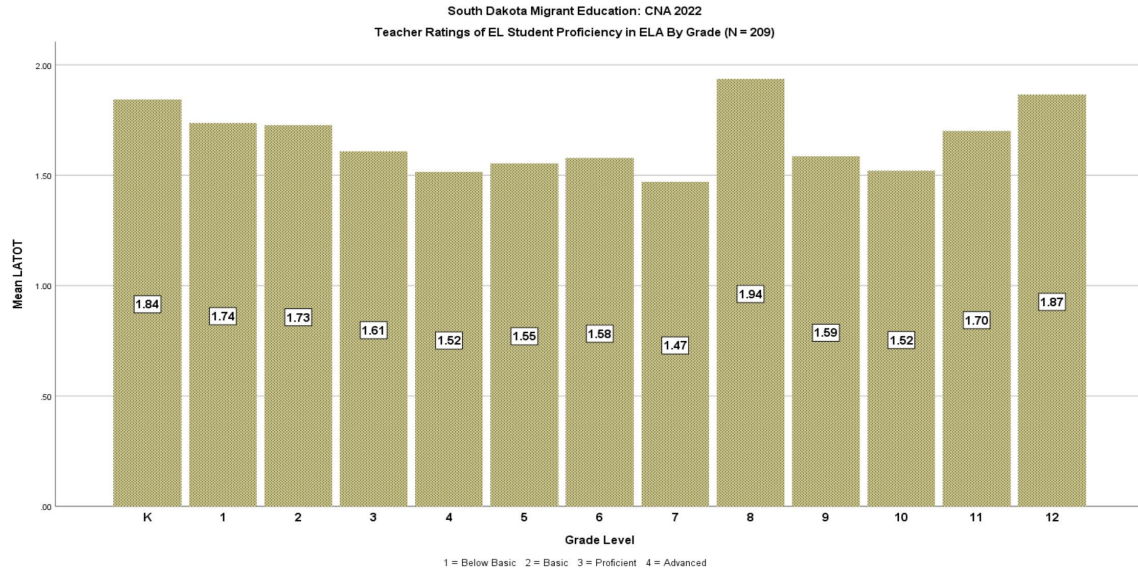
**Analysis:** There were 209 migrant students tested using the ACCESS assessment of the 391 CNA participants in South Dakota in 2022 (54%). The ACCESS scores across grade levels mean of 1.4 between Entering and Emerging indicated that the average migrant student was limited English proficient.



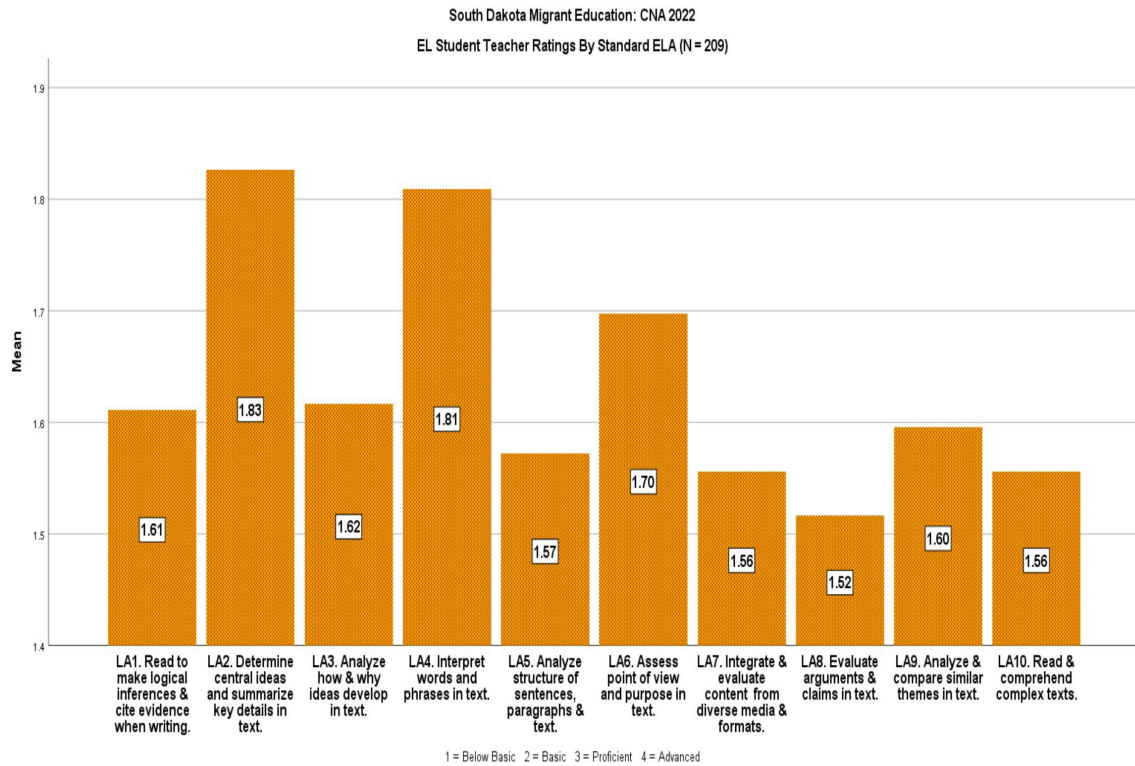
Mean ACCESS scores by district are illustrated below:



Teachers were asked to rate student proficiency on the language arts and math standards of students who were EL using the same 4 point rubric as the state assessments (1 = Below Basic, 2 = Basic, 3 = Proficient, 4 = Advanced). The following graphs illustrate those ratings by grade. Mean score for EL students in language arts is 1.65 (Approaching Basic) and for math the mean score is 1.87 (Approaching Basic).



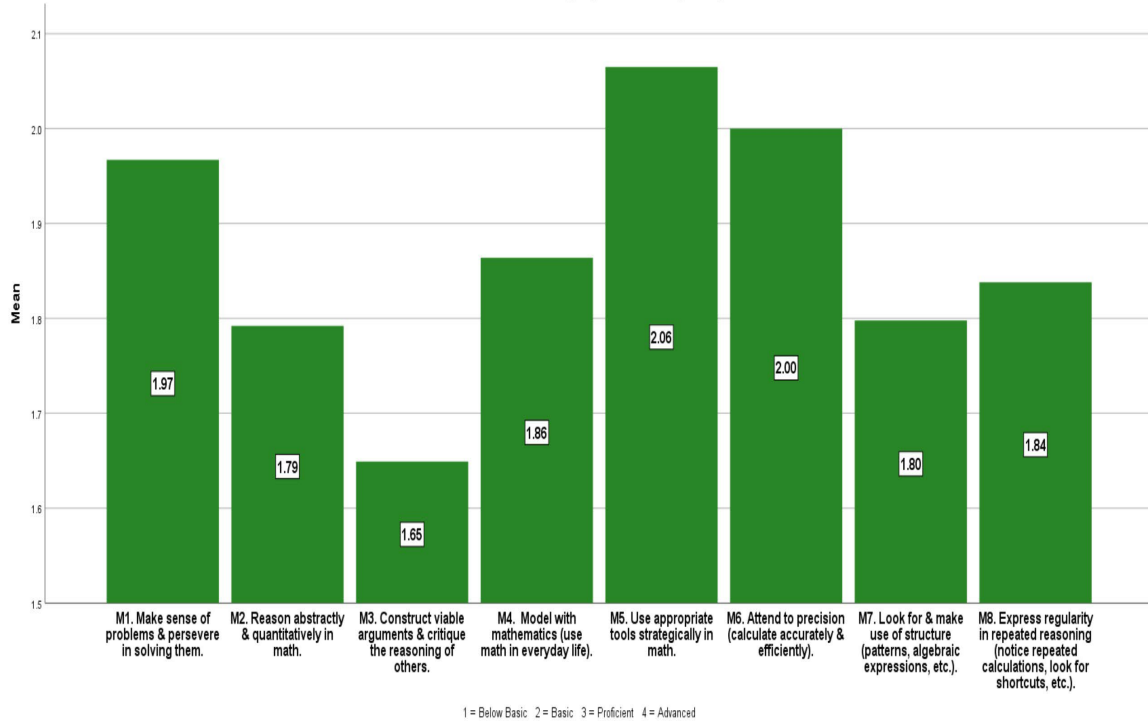
The teacher ratings of EL students in language arts and math by standard are illustrated below.



### Highest Areas of Need in Language Arts: EL Migrant Students

Highest Areas of Need	Average Rating
Evaluate arguments against claims in text	1.52
Integrate & evaluate content from diverse media	1.56
Analyze structure of sentences, paragraphs in text	1.57

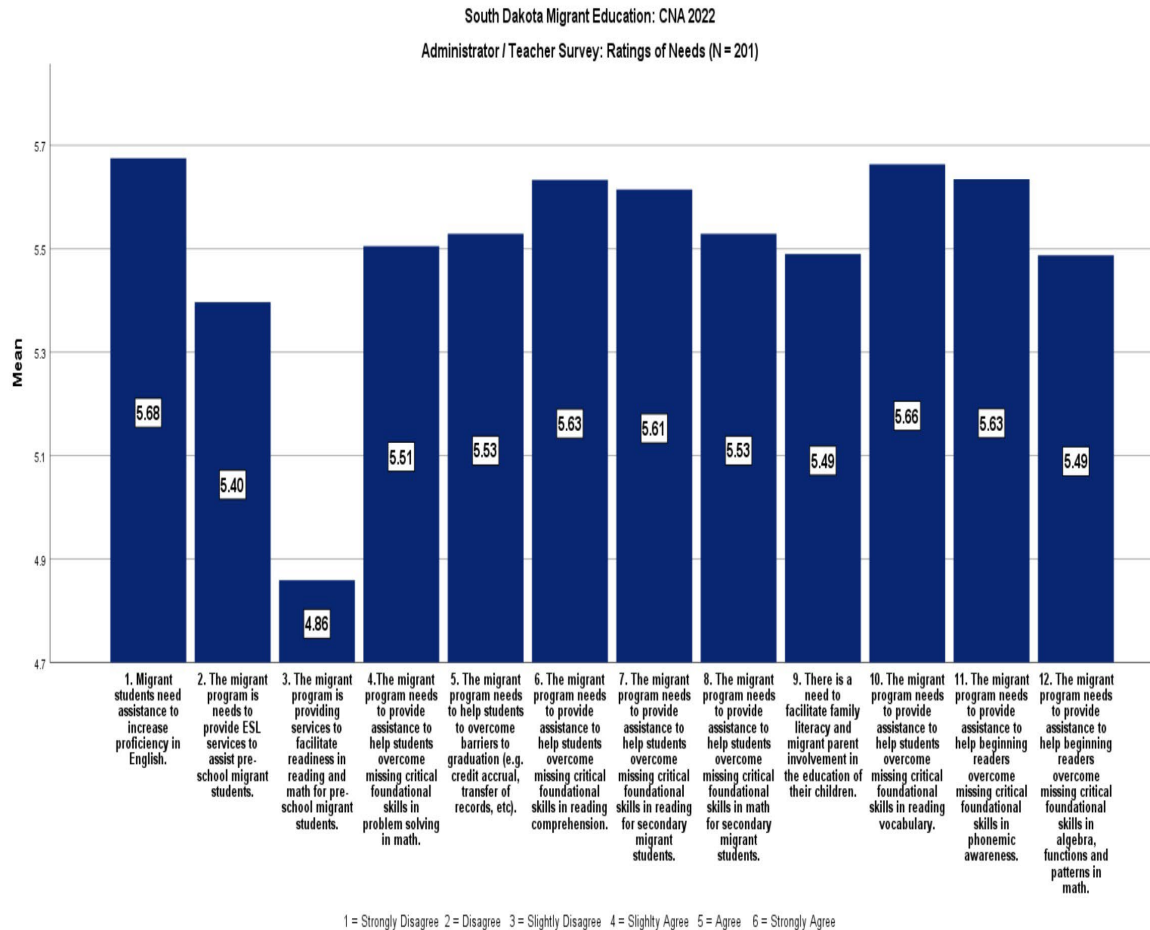
South Dakota Migrant Education: CNA 2022  
 EL Student Teacher Ratings By Standard Math (N = 209)



### Highest Areas of Need in Math: EL Migrant Students

Highest Areas of Need	Average Rating
Construct viable arguments and critique reasoning in math	1.65
Reason abstractly and quantitatively in math	1.79
Look for and make use of structure (patterns, algebraic expressions, etc.)	1.80

On the administrator teacher survey **limited English proficiency** was rated as the **highest need for migrant students.**

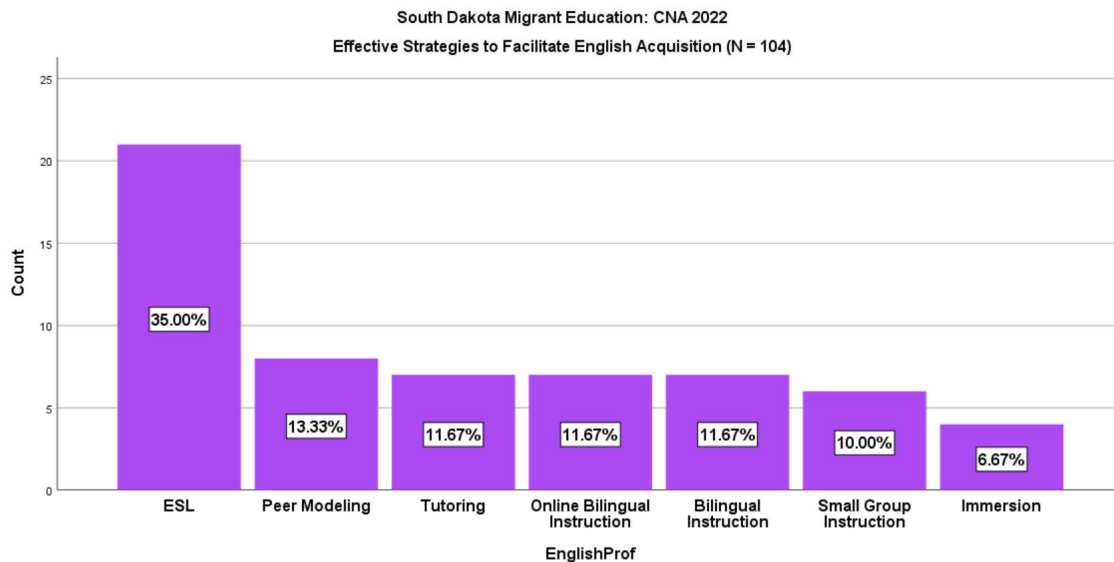


On the parent survey, parents rated ‘my children need assistance in learning to speak English’ as the **fourth priority** behind math proficiency, reading proficiency and writing proficiency.

Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating school success for EL students. The strategies identified with the most frequency on the survey and in the data include:

1. ESL classes and instruction
2. Peer modeling
3. Tutoring
4. Online bilingual instruction





**Concern Statement 5. We are concerned that a lack of parent involvement and assistance for families may be impacting the success of migrant students.**

The results of the administrator / teacher survey indicate that the need to facilitate parent involvement in the education of their children is rated at **5.49 (Agree to Strongly Agree)**.

**9. There is a need to facilitate family literacy and migrant parent involvement in the education of their children.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	1	.5	.5	1.0
	4	16	8.0	8.1	9.1
	5	60	29.9	30.3	39.4
	6	120	59.7	60.6	100.0
	Total		198	98.5	100.0
Missing	System	3	1.5		
Total		201	100.0		

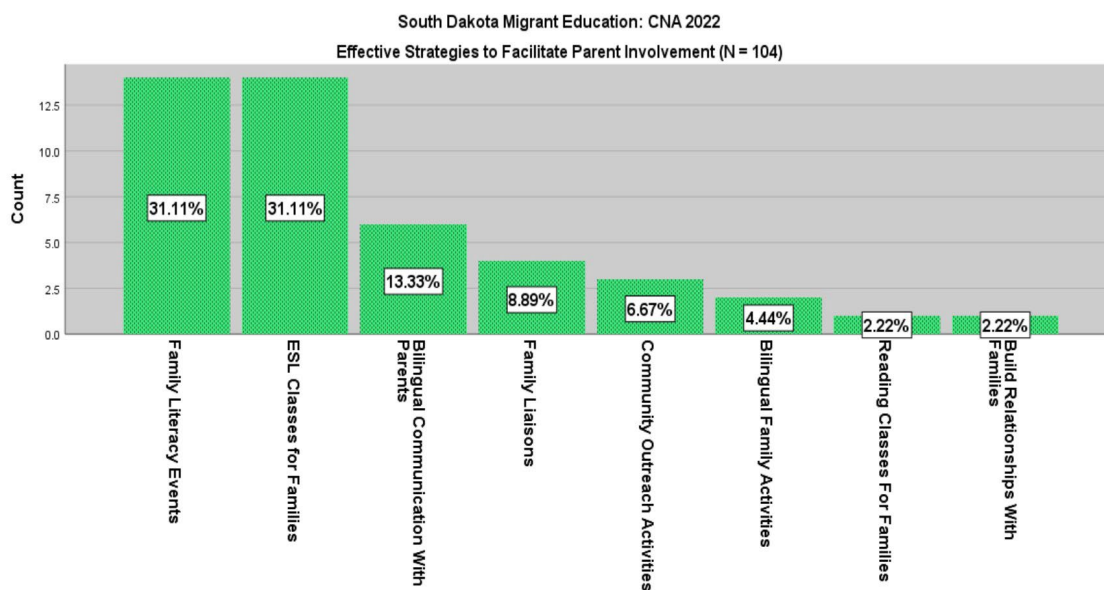
The results of the administrator / teacher survey for students at the secondary level indicate that the need to facilitate parent involvement in the education of their children is rated at **5.50 (Agree to Strongly Agree)**.

**9. There is a need at the secondary level (grades 9-12) to facilitate family literacy and migrant parent involvement in the education of their children.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	8.6	8.8	8.8
	5	11	31.4	32.4	41.2
	6	20	57.1	58.8	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Finally, MEP program staff and teachers were asked to identify strategies that have been effective in facilitating parent involvement in the migrant program. The strategies identified with the most frequency on the survey and in the data include:

- 1. Family literacy events**
- 2. ESL classes for families**
- 3. Bilingual communications with parents**
- 4. Family liaisons (MEP staff with families)**



## Summary:

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

### **A. The overall assessment of needs in relation to concern statement 1 (facilitate graduation and retentions for migrant students) indicated that the following needs were identified as significant and having an impact on service delivery:**

1. The administrator/teacher survey indicated that the four top barriers to retention and graduation are: **a. Lack of English language proficiency, b. Missing foundational skills in reading overall, and c. Missing foundational math skills.**
2. Teacher Ratings indicated that secondary migrant students on the average were below proficient in all grade levels (9-12) in language arts.
3. Secondary students who took the 11<sup>th</sup> grade ELA state assessment had an average rubric score was 1.0 (Below Basic).
4. The lowest proficiencies (greatest needs) were in the standards related to **writing and reading comprehension.**
5. Teacher Ratings indicated that secondary migrant students on the average were below proficient in all grade levels (9-12) in mathematics.
6. Secondary students who took the 11<sup>th</sup> grade math state assessment had an average rubric score was 1.08 (Below Basic).
7. The lowest proficiencies (greatest needs) in math were in the standards related to **construct viable arguments and critiquing reasoning of others, express regularity in repeated reasoning and model math in everyday life.**
8. The most effective strategies identified by program staff to impact retention and graduation are: **a. Parental involvement, b. ESL based instruction, c. Credit recovery options, d. Small group instruction, and e. Assessing individual student needs and creating individual student plans**
9. English language acquisition is a significant barrier to language arts proficiency for many migrant students

### **B. The overall assessment of needs in relation to concern statement 2 (migrant student readiness for school) indicated that the following needs were identified as significant and having an impact on service delivery:**

1. In order of importance the highest content are needs for pre-school migrant students were **reading readiness and math readiness.**
2. The top six readiness needs (in order) for school for all migrant students based on the data are: **a. basic rhyming, b. sequencing and predicting in stories, c. oral language development, d. phonemic awareness, e. more than/less than, and f. basic print concepts.**

3. The administrator / teacher survey did not rate the need for additional pre-school services very high. Services to assist pre-school students were available was rated 5.05 (agree that services are provided) and services are available to assist EL pre-school students (5.50 Agree plus) that services are available to assist EL pre-school students). This indicates there are significant current services available for migrant pre-school students.
4. The parent survey rated the need for pre-school services to be the lowest ranked need after reading, writing. Math, overcoming barriers to graduation and assistance with learning to speak English.

**C. The overall assessment of needs in relation to concern statement 3 (migrant students are not achieving proficiency in language arts and math) indicated that the following needs were identified as significant and having an impact on service delivery:**

1. The mean score for all students on the language arts state assessment was 1.55 (Below Basic plus). The average PFS migrant student had a mean score of 1.55 (Below Basic) on the language arts state assessment (i.e., significantly less than proficient).
2. The most assigned tutorials to meet student reading needs on the Migrant Literacy NET for all students revealed that **phonemic awareness and phonics** were the highest needs for all migrant students completing screeners on the MLN
3. The mean rating for all students in language arts was 1.82 (Approaching Basic level) and the mean rating for PFS students was 1.66 (Below Basic plus).
4. The critical areas of need in language arts are: **evaluate arguments against claims in text, integrate and evaluate content from diverse media, and analyze structure of sentences and paragraphs in text.**
5. The most effective strategies identified by program staff to impact language arts proficiency are: **a. tutoring, b. ESL based instruction, c. small group instruction, and d. vocabulary instruction.**
6. English language acquisition is a significant barrier to language arts proficiency for many migrant students
7. The mean score for students on the mathematics state assessment was 1.47 (Below Basic plus). The average PFS migrant student had a mean score on 1.34 (Below Basic) on the mathematics state assessment (i.e., significantly less than proficient).
8. The mean rating for all students in math was 1.99 (Basic level) and the mean rating for PFS students was 1.84 (Approaching Basic Level).
9. The critical areas of need in math are **constructing viable arguments and critiquing reasoning in math, looking for and making use of structure (algebra) and reasoning abstractly and quantitatively in math.**
10. The most effective strategies identified by program staff to impact math proficiency are: **a. small group instruction, b. tutoring, c. math manipulatives, and d. bilingual math vocabulary**
11. English language acquisition is a significant barrier to math proficiency for many migrant students.

**D. The overall assessment of needs in relation concern statement 4 (limited English proficiency as a barrier to success) indicated that the following needs were identified as significant and having an impact on service delivery:**

1. The data indicated the highest need of migrant students for administrators and teachers was **limited English proficiency for South Dakota migrant students**.
  2. Students across all grade levels average less than proficient in English and there are very large numbers of EL students in the South Dakota migrant program.
  3. Limited English proficiency correlates significantly with reading and math achievement (i.e., the less English proficient the less proficient in reading and math are students).
  4. The ACCESS scores across grade levels mean of 1.4 between Entering and Emerging indicated that the average migrant student was limited English proficient.
  5. The highest areas of need in language arts for EL students are: **a. evaluates arguments against claims in text, b. integrate & evaluate content from diverse media, and c. analyze structure of sentences, paragraphs in text.**
  6. The highest areas of need for EL students in math are: **a. construct viable arguments and critique reasoning in math, b. reason abstractly and quantitatively in math, and c. look for and make use of structure.** (patterns, algebraic expressions, etc.)
8. MEP program staff and teachers were asked to identify strategies that have been effective in facilitating school success for EL students. The strategies identified with the most frequency on the survey and in the data include: **a. ESL classes and instruction, b. peer modeling, c. tutoring, and d. online bilingual instruction.**

**E. The overall assessment of needs in relation concern statement 5 (low parent involvement as a barrier to student success) indicated that the following needs were identified as significant and having an impact on service delivery:**

1. The results of the administrator / teacher survey indicate that the need to facilitate parent involvement in the education of their children is rated at **5.49 (Agree to Strongly Agree)**.
2. The results of the administrator / teacher survey for students at the secondary level indicate that the need to facilitate parent involvement in the education of their children is rated at **5.50 (Agree to Strongly Agree)**.
3. MEP program staff and teachers were asked to identify strategies that have been effective in facilitating parent involvement in the migrant program. The strategies identified with the most frequency on the survey and in the data include: **a. family literacy events, b. ESL classes for families, c. bilingual communications with parents, d. family liaisons (MEP staff with families).**

## **Conclusions**

This report is submitted to the State Migrant Director and the South 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 the basis for a service delivery plan for migrant education in the State of South Dakota. These results will be used to formulate the performance targets and measurable program outcomes to meet the needs of priority for service migrant students (as required by the U.S. Office of Migrant Education) as well as the recommendations for service in the Service Delivery Plan. . The performance targets and measurable outcomes will be used to *evaluate* the impact and effectiveness of the South Dakota Migrant Program to meet the needs of migrant students. All migrant programs nationally are evaluated using this continuous improvement system.

# Appendix A

## Data Collection Forms

**South Dakota Migrant Education 2022  
Language Arts Needs Assessment Form K-12**

District \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_  
 → **Return form to migrant program staff**

To assist the migrant program to serve your students more effectively, please provide the following information. **Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.**

Please check the appropriate semester: Fall  Spring  Summer

**TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the South Dakota CORE Language Arts Standards based on the following rubric:**  
**1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced**

Student Name	South Dakota ID Number	Grade Level	Priority For Service (PFS)	WIDA-ACCESS Score	State Assessment Reading Score in Rubric*	1. Read to make logical inferences & cite evidence when writing.	2. Determine central ideas and summarize key details in text.	3. Analyze how & why ideas develop in text.	4. Interpret words and phrases in text.	5. Analyze structure of sentences, paragraphs & text.	6. Assess point of view and purpose in text.	7. Integrate & evaluate content from diverse media & formats.	8. Evaluate arguments & claims in text.	9. Analyze & compare similar themes in text.	10. Read & comprehend complex texts.

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\*State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced  
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**South Dakota Migrant Education 2022  
Mathematics Needs Assessment Form K-12**

District \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_  
 → **Return form to migrant program staff**

To assist the migrant program to serve your students more effectively, please provide the following information. **Please list the eligible migrant students who are in your class. PLEASE RATE ONLY THOSE SKILLS IN WHICH YOU CAN ACCURATELY JUDGE PROFICIENCY LEVELS.**

Please check the appropriate semester: Fall  Spring  Summer

**TEACHER RATING: Using your judgment, please rate students on proficiency at grade level on the South Dakota CORE Math Standards based on the following rubric:**  
**1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced**

Student Name	South Dakota ID Number	Grade Level	Priority For Service (PFS)	WIDA-ACCESS Score	State Assessment Math Score in Rubric*	1. Make sense of problems & persevere in solving them.	2. Reason abstractly & quantitatively in math.	3. Construct viable arguments & critique the reasoning of others.	4. Model with mathematics (use math in everyday life).	5. Use appropriate tools strategically in math.	6. Attend to precision (calculate accurately & efficiently).	7. Look for & make use of structure (patterns, algebraic expressions, etc.).	8. Express regularity in repeated reasoning (notice repeated calculations, look for shortcuts, etc.).

CONFIDENTIAL

\*State Assessment Score and Teacher Ratings Use This Same Rubric: 1 = Below Basic 2 = Basic 3 = Proficient in Standard 4 = Advanced  
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## Teacher Instructions: Rating Migrant Education Students in Content Skills

The federal government requires that student progress toward achieving proficiency in reading, writing, and math be evaluated regularly to assess the impact of the migrant education program and local school programs on migrant student success. In most states fewer than 50% of migrant students take the state CRT (due to mobility and other factors). Therefore, teachers of migrant students are asked to rate student proficiency at grade level in relation to the state standards using the same rubric used by the state assessment.

Please list each of your students on the following language arts and math rating forms who are migrant and provide a subjective rating of performance on the South Dakota standards using the following rubric:

<b>South Dakota Teacher Ratings Rubric: Reading &amp; Math</b>	
The teacher rating of the rubric is indicative of overall teacher <b>judgment</b> of individual student performance in relation to grade level on the standards. The rating can be loosely related to letter grades on student work ( <u>e.g.</u> an A/B = 3; C = 2; and D and/or F = 1)	
<b>4 = Advanced:</b>	The student is working <b>above</b> the proficient level.
<b>3 = Proficient:</b>	The student is proficient and is operating at grade level
<b>2 = Basic:</b>	The student is emerging toward proficiency in these content skills but still has some gaps in knowledge.
<b>1 = Below Basic:</b>	The student needs to be taught these skills and knows very little and or nothing in regard to this content standard.

**Please rate kids only on standards that you have provided instruction on for that child. Leave all others blank.**

**Please rate kids only on their current grade level (note that standards are included on the form for all grade levels).**

**Please rate kids only on the subject areas you have taught them (e.g. if you have only taught the student math do not fill out the language arts form and vice versa).**

**Please return the completed forms to your local migrant program staff.**

**THANK YOU FOR YOUR ASSISTANCE!**

Administrator: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

### South Dakota Migrant Program Needs Assessment Administrator / Teacher Survey 2022

**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 Achievement, School Readiness and Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. Migrant students need assistance to increase proficiency in English.						
2. The migrant program is needs to provide ESL services to assist pre-school migrant students.						
3. The migrant program is providing services to facilitate readiness in reading and math for pre-school migrant students.						
4. The migrant program needs to provide assistance to help students overcome missing critical foundational skills in problem solving in math.						
5. The migrant program needs to help students to overcome barriers to graduation (e.g. credit accrual, transfer of records, etc).						
6. The migrant program needs to provide assistance to help students overcome missing critical foundational skills in reading comprehension.						
7. The migrant program needs to provide assistance to help students overcome missing critical foundational skills in reading for secondary migrant students.						
8. The migrant program needs to provide assistance to help students overcome missing critical foundational skills in math for secondary migrant students.						
9. Migrant students who are identified as EL need to have Language Acquisition Plans (LAP).						
10. The migrant program needs to provide assistance to help students overcome missing critical foundational skills in reading vocabulary.						
11. The migrant program needs to provide assistance to help beginning readers overcome missing critical foundational skills in phonemic awareness.						
12. The migrant program needs to provide assistance to help beginning readers overcome missing critical foundational skills in algebra, functions and patterns in math.						
13. The migrant program needs to provide assistance to help beginning readers overcome missing critical foundational skills in critiquing the reasoning of others in math.						
14. What other needs do migrant students have that the migrant program should address?						

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**South Dakota Migrant Education Program 2022  
Teacher Survey of Student Readiness for Kindergarten**

Please check if student  
is limited English  
proficient: \_\_\_

**Directions:** Please complete this survey for each pre-kindergarten level student in your class or for each pre-kindergarten level student for which you are providing instruction. All students rated should be 4 to 6 years old. Please rate only those skills in which you can accurately judge proficiency levels. Therefore, students should not be rated until you have had enough experience with them to be able to judge readiness levels. **Please check the appropriate box below.**

Student Name \_\_\_\_\_ Age \_\_\_\_\_ School \_\_\_\_\_

<b>Reading Readiness Skills</b>	<b>Very Low</b>	<b>Low</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
Basic Letter Recognition					
Basic Print Concepts					
Phonemic Awareness					
Oral Language Development					
Basic Rhyming					
Sequencing and Predicting in Stories					
<b>Math Readiness Skills</b>	<b>Very Low</b>	<b>Low</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
Number Recognition (1-20)					
Basic Counting of Objects (1-10)					
Understanding Basic Patterns					
Knowing Basic Shapes					
Knowing Basic Comparisons (e.g., big, small, etc.)					
Sorting and Classifying					
More Than/Less Than					
<b>Motor Readiness Skills</b>	<b>Very Low</b>	<b>Low</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
Gross Hand/Eye Coordination (walking, jumping, etc.)					
Fine Hand/Eye Coordination (tracing, coloring, folding, etc.)					
Basic Strength					
<b>Social/Emotional Readiness Skills</b>	<b>Very Low</b>	<b>Low</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
Knowing Basic Safety					
Hygiene					
Sharing and Cooperation					
Associated Play					
Independence					
Responsibility					
Maintaining an Appropriate Attention Span					
<b>Other Readiness Skills</b>	<b>Very Low</b>	<b>Low</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
Auditory Discrimination					
Visual Discrimination and Spatial Relations					
Knowing Basic Colors					
Knowing Parts of the Body					
Following Directions					

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## South Dakota Migrant Parent Needs Assessment Survey 2022

**District:** \_\_\_\_\_

**Directions:** Please complete the following survey form to help us improve the migrant summer program for your children.

Thank you for your help!

Please rate each of the following	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. My children need assistance in overcoming barriers to high school graduation.						
2. My children need assistance to become better readers.						
3. My children need assistance to become better writers.						
4. My children need assistance to become better in math.						
5. My children need assistance in learning to speak English.						
6. My preschool children need assistance to become ready for school.  <b>(Please leave this question blank if you do not have preschool age children)</b>						
7. What would make the migrant program better?						

AI.TA 2022

## Programa Migrante de South Dakota Encuesta para Padres 2022

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

¡Gracias por su ayuda!

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

ALTA 2022

**South Dakota Migrant Education Program 2022**

**South Dakota Administrator / Teacher Questionnaire of Effective Strategies**

DISTRICT \_\_\_\_\_

**1. What instructional strategies have been most effective to facilitate reading proficiency for migrant students in your program?**

**2. What instructional strategies have been most effective to facilitate proficiency in mathematics for migrant students in your program?**

**3. What strategies have been most effective to help retain migrant students and assist them to overcome barriers to graduation?**

**4. What strategies have been most effective in assisting EL migrant students to learn English?**

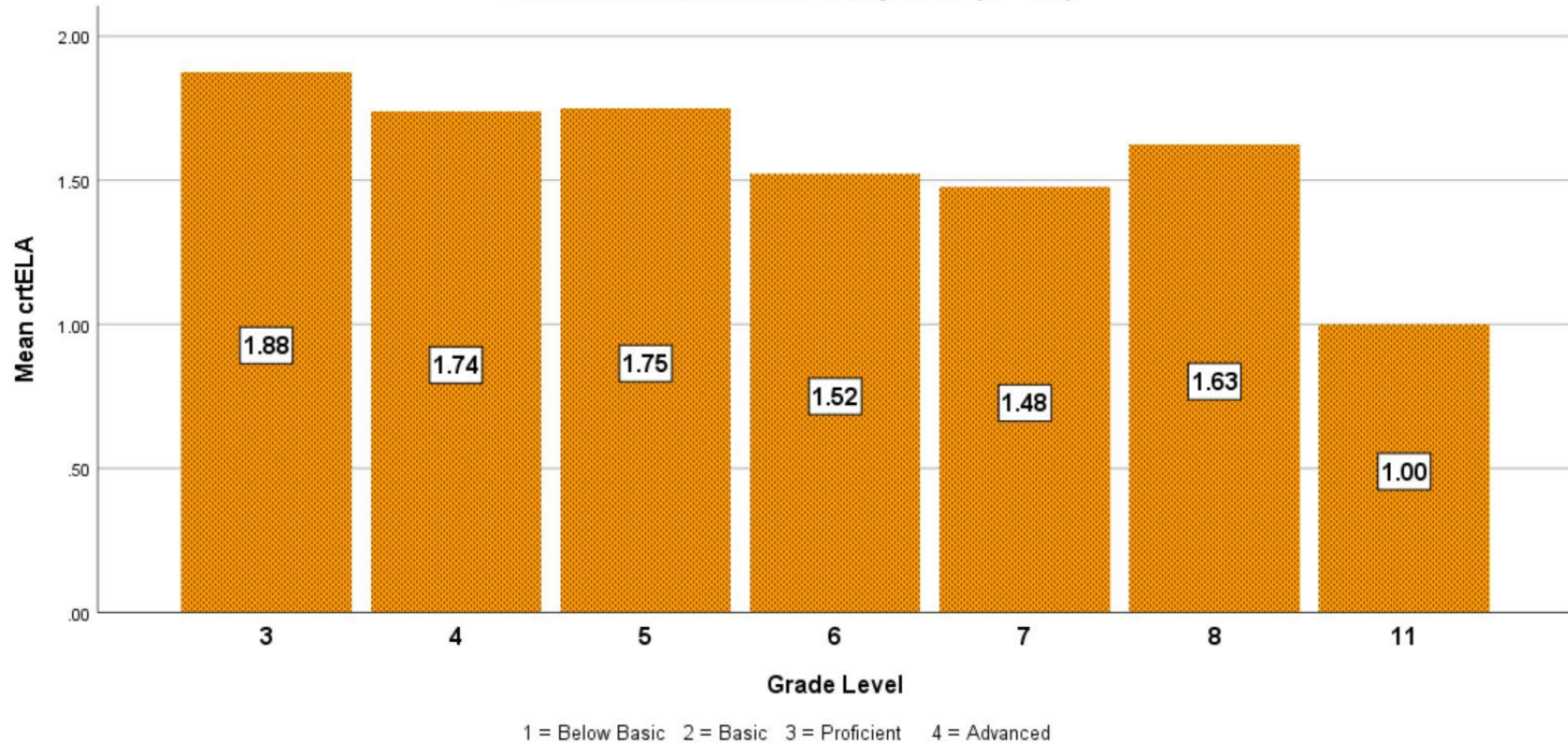
**5. What other activities or strategies do you believe would be beneficial to implement to better meet the needs of migrant students?**

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# Appendix B

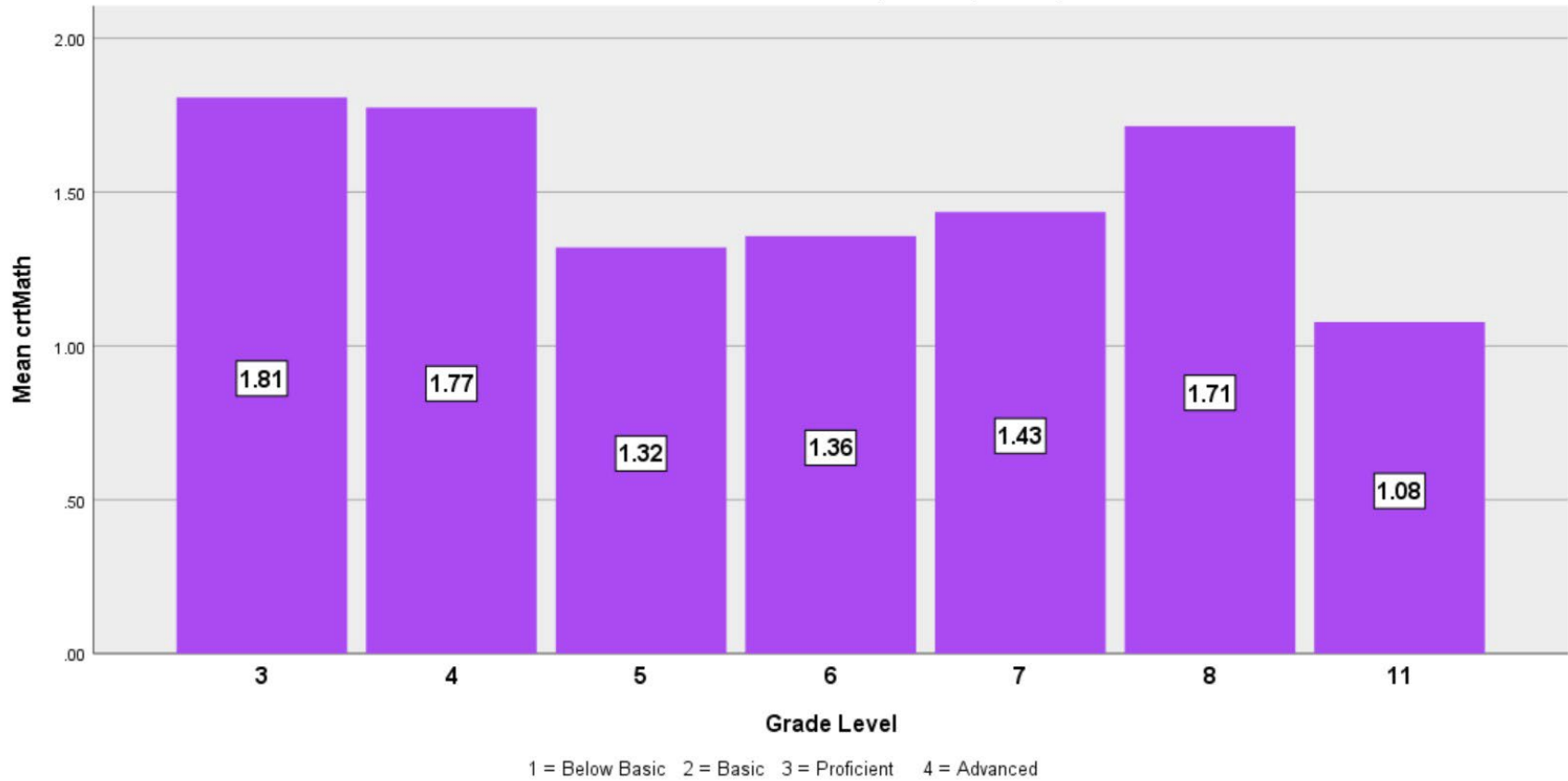
## Statistics

South Dakota Migrant Education: CNA 2022  
State Assessment Scores: ELA By Grade (N = 136)

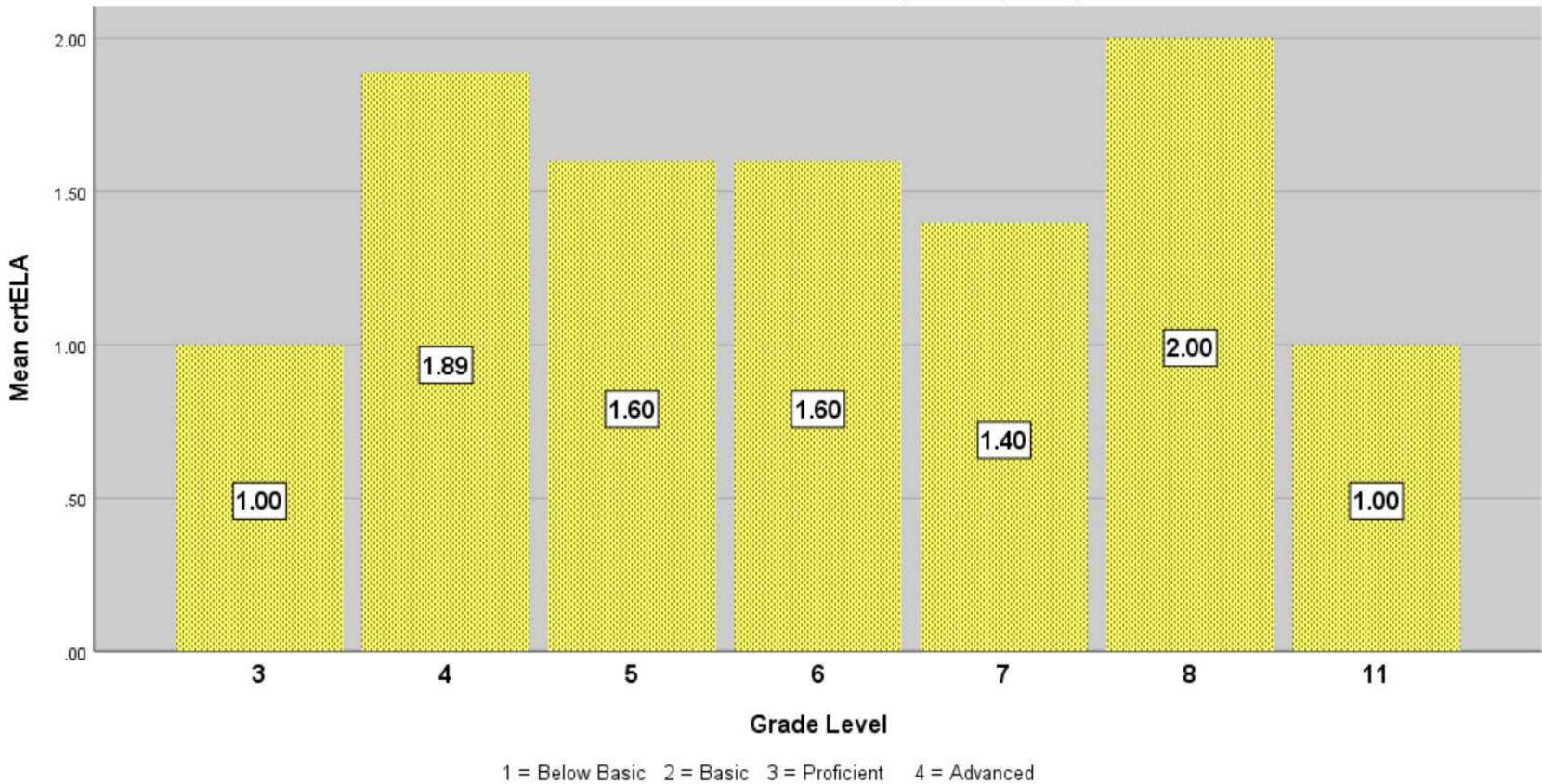




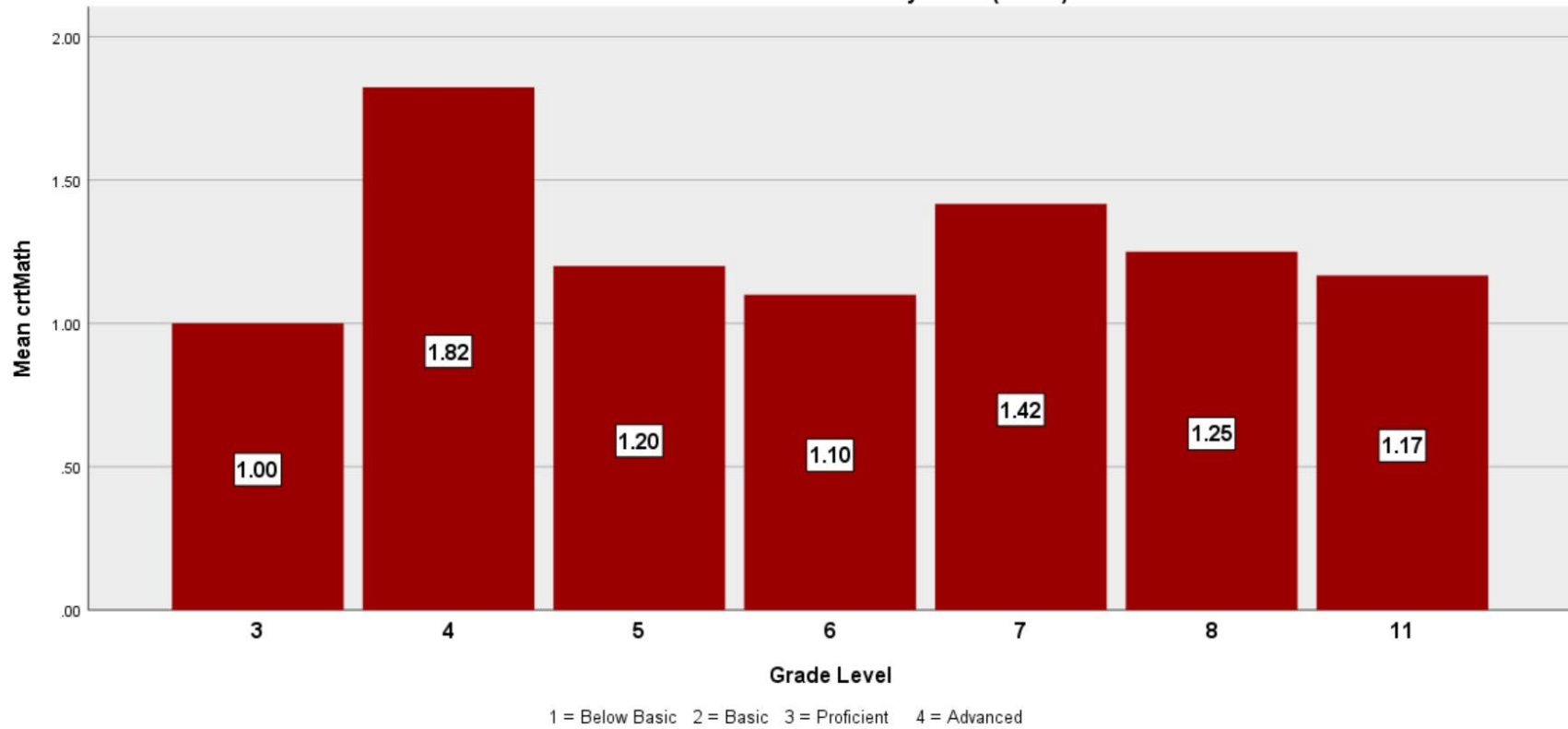
South Dakota Migrant Education: CNA 2022  
State Assessment Scores: Math By Grade (N = 167)



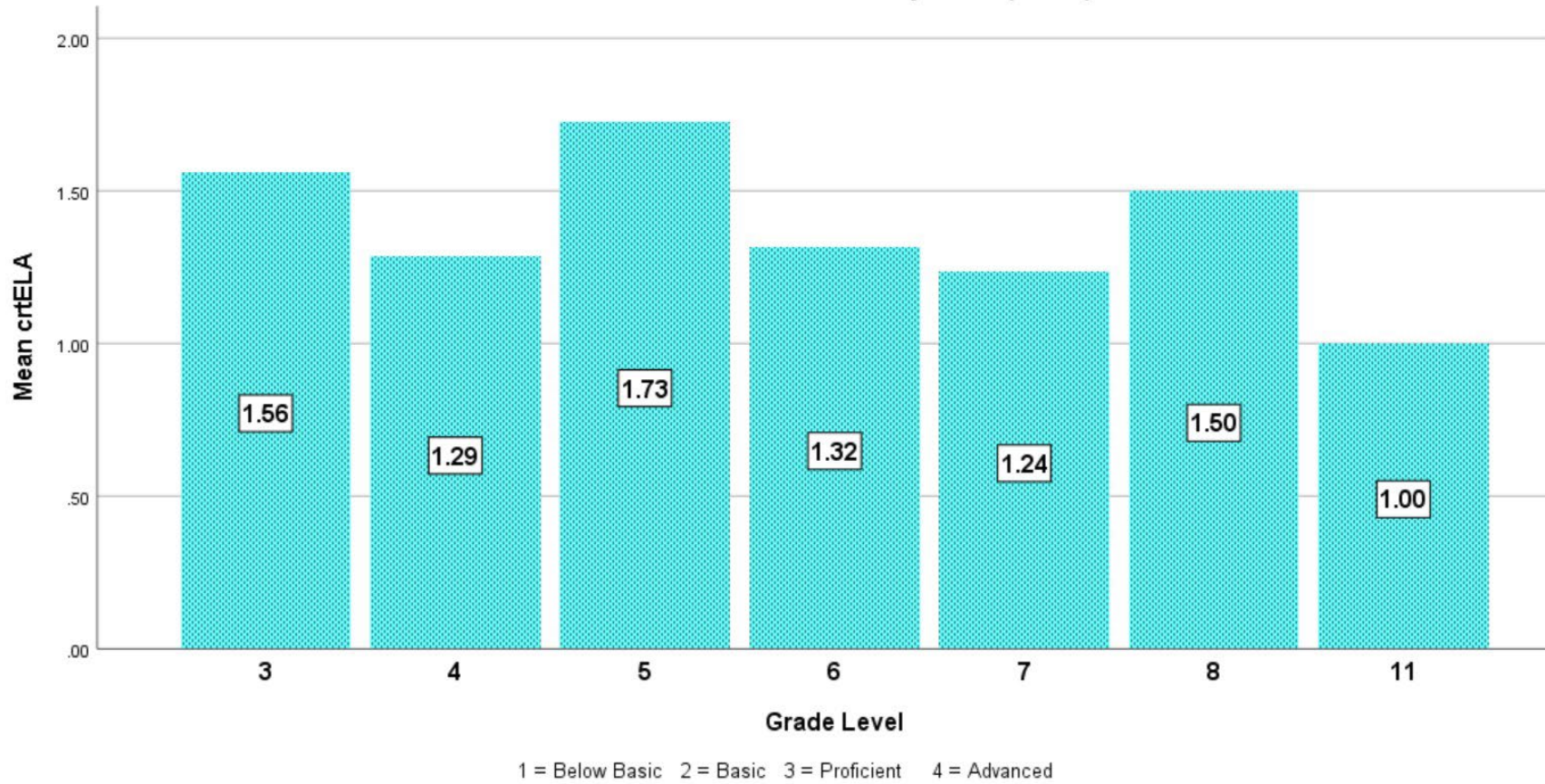
South Dakota Migrant Education: CNA 2022  
State Assessment Scores: PFS- ELA By Grade (N = 40)



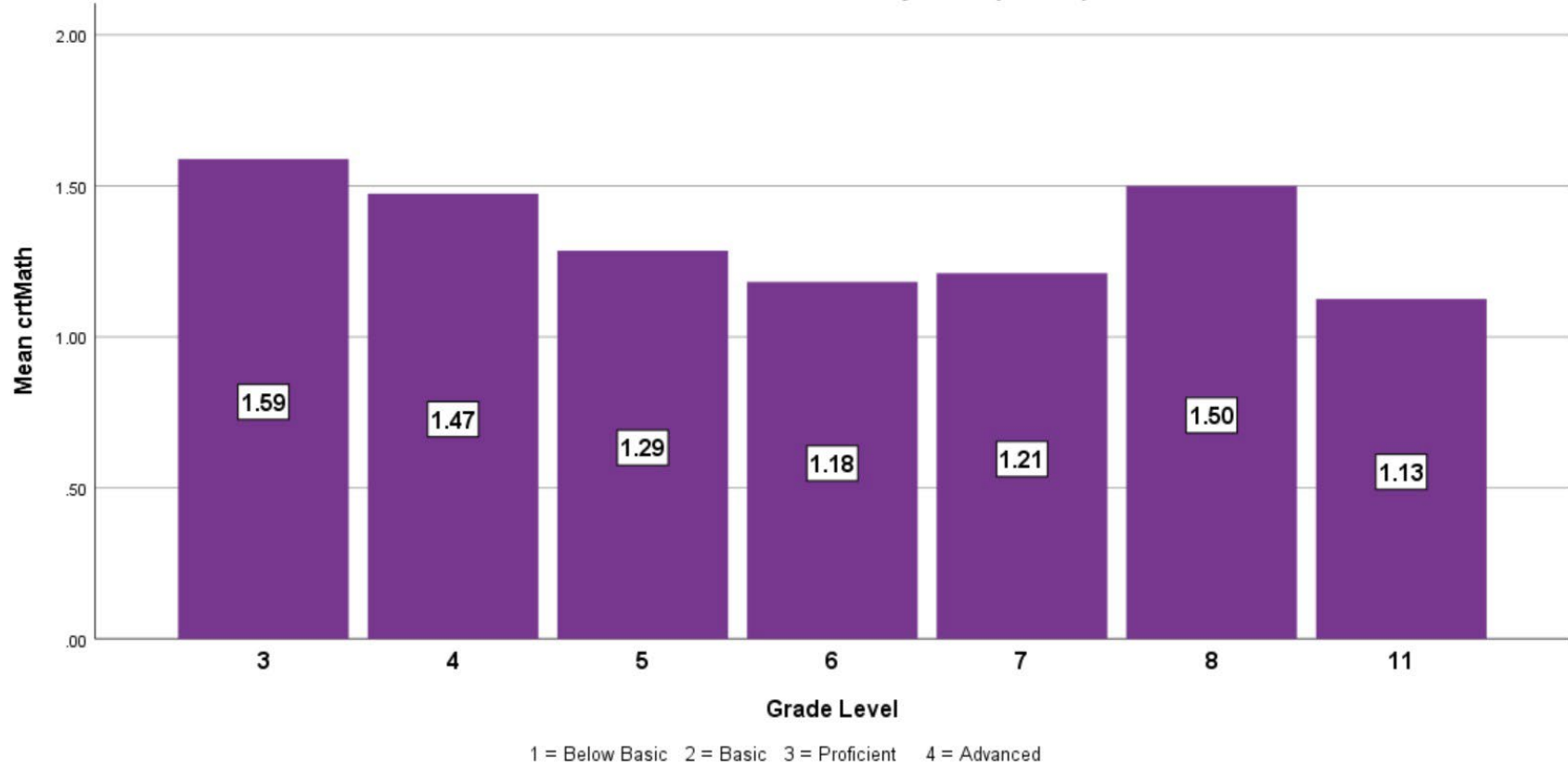
South Dakota Migrant Education: CNA 2022  
State Assessment Scores: PFS- Math By Grade (N = 65)



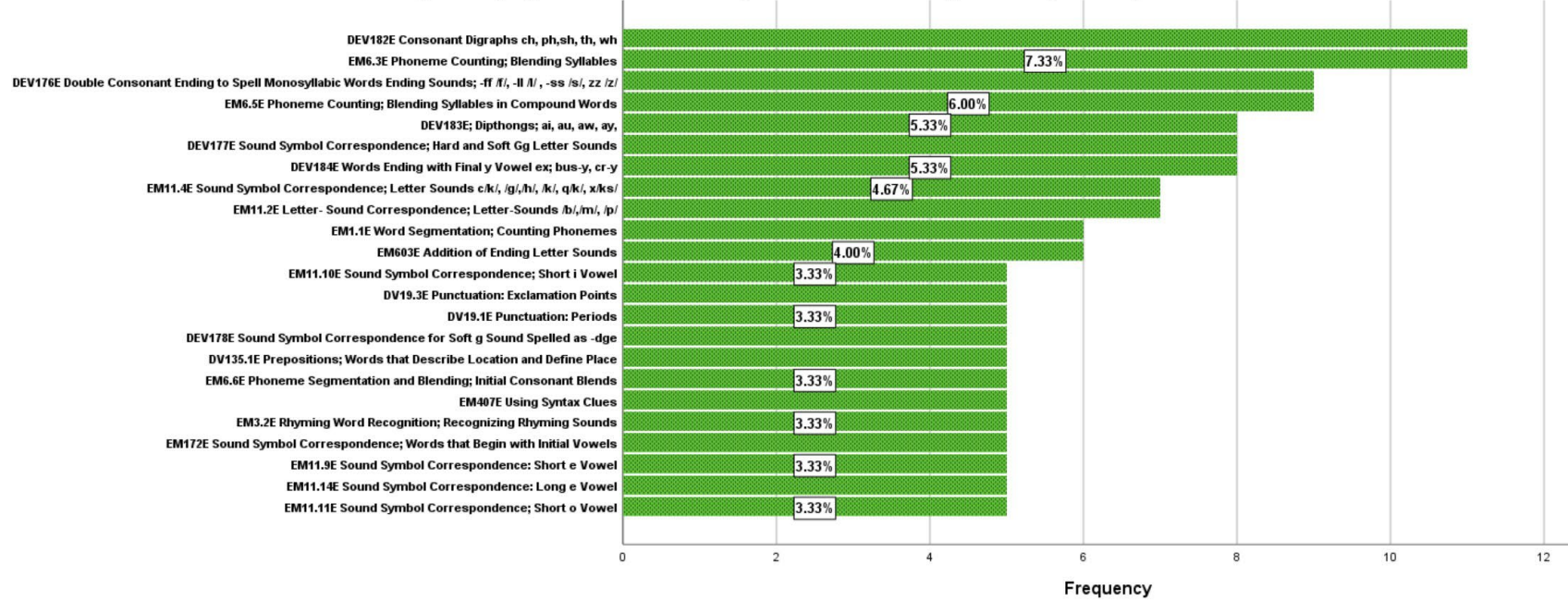
South Dakota Migrant Education: CNA 2022  
State Assessment Scores: EL- ELA By Grade (N = 95)



South Dakota Migrant Education: CNA 2022  
State Assessment Scores: EL- Math By Grade (N = 115)

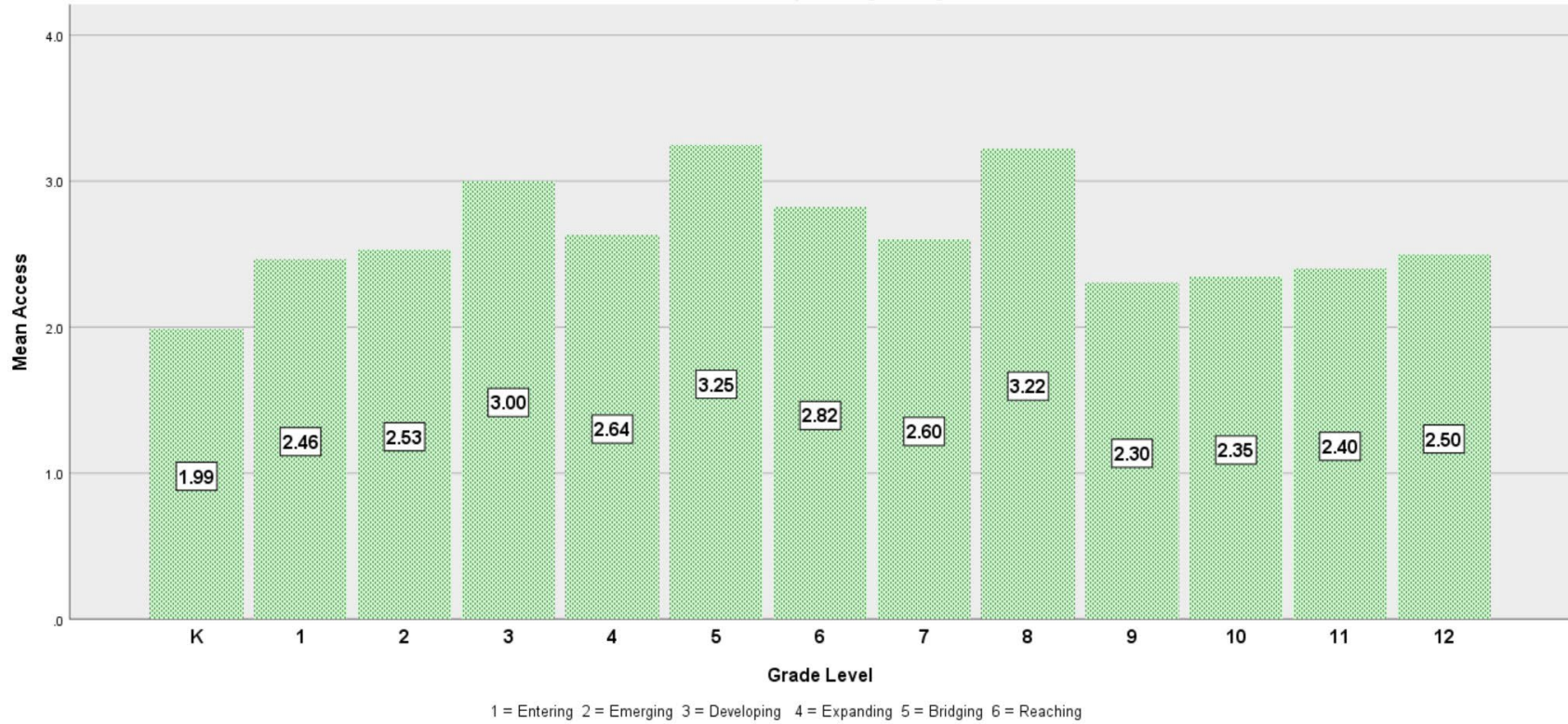


English Language Arts Needs: Identified By the Screeners on the Migrant Literacy NET : Top 23

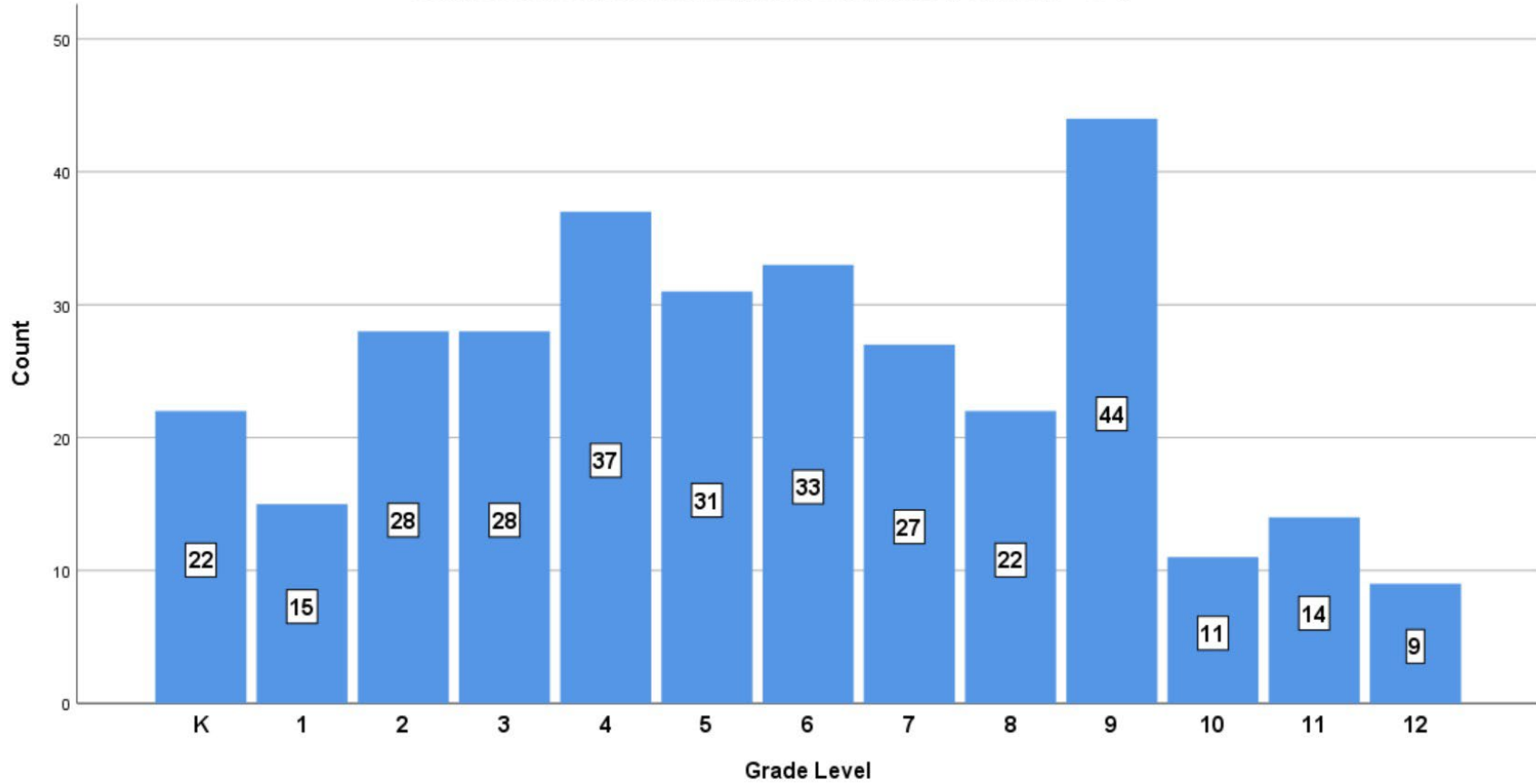


South Dakota Migrant Education: CNA 2022

ACCESS Scores By Grade (N = 209)

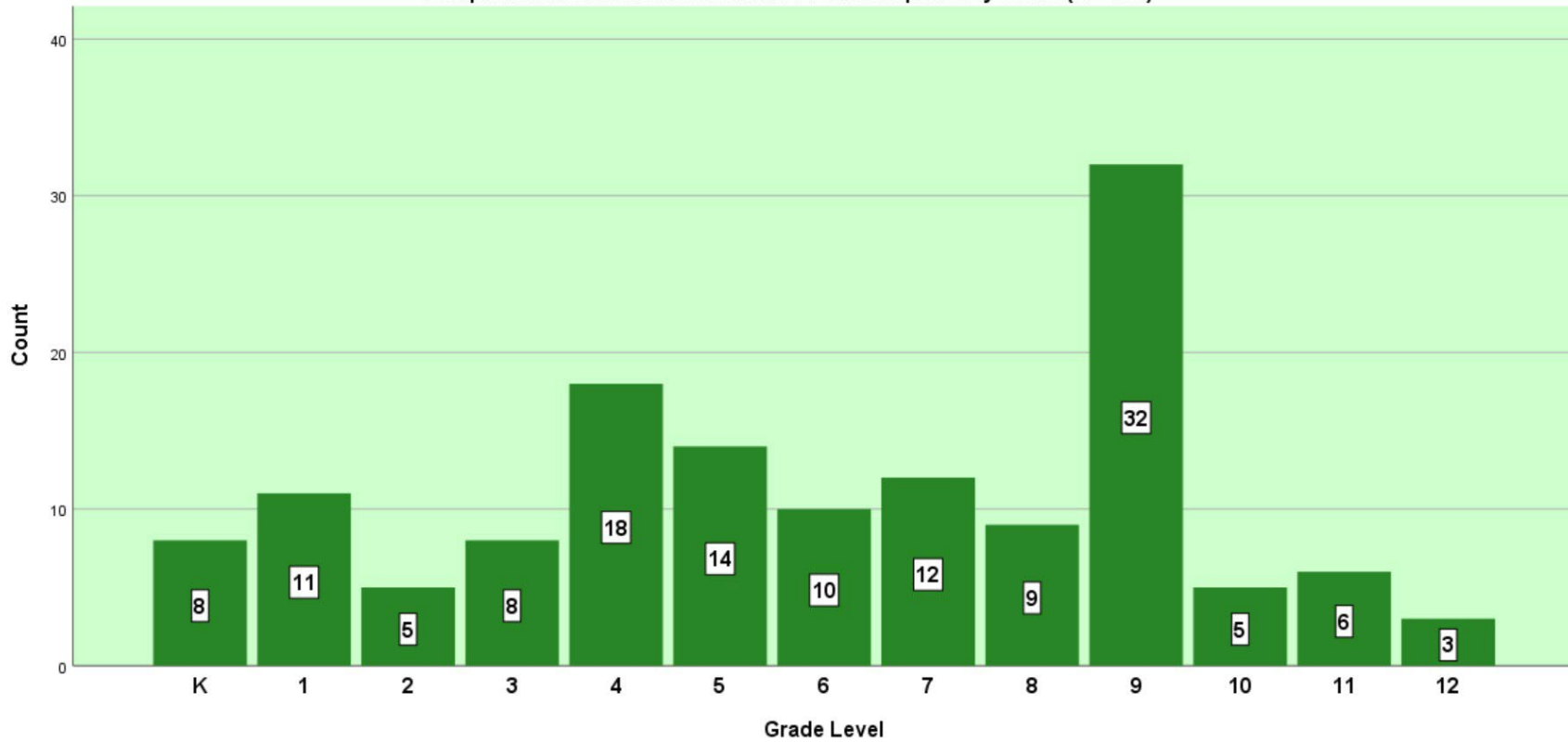


South Dakota Migrant Education: Needs Assessment 2022  
Comprehensive Needs Assessment: Participants By Grade (N = 391)

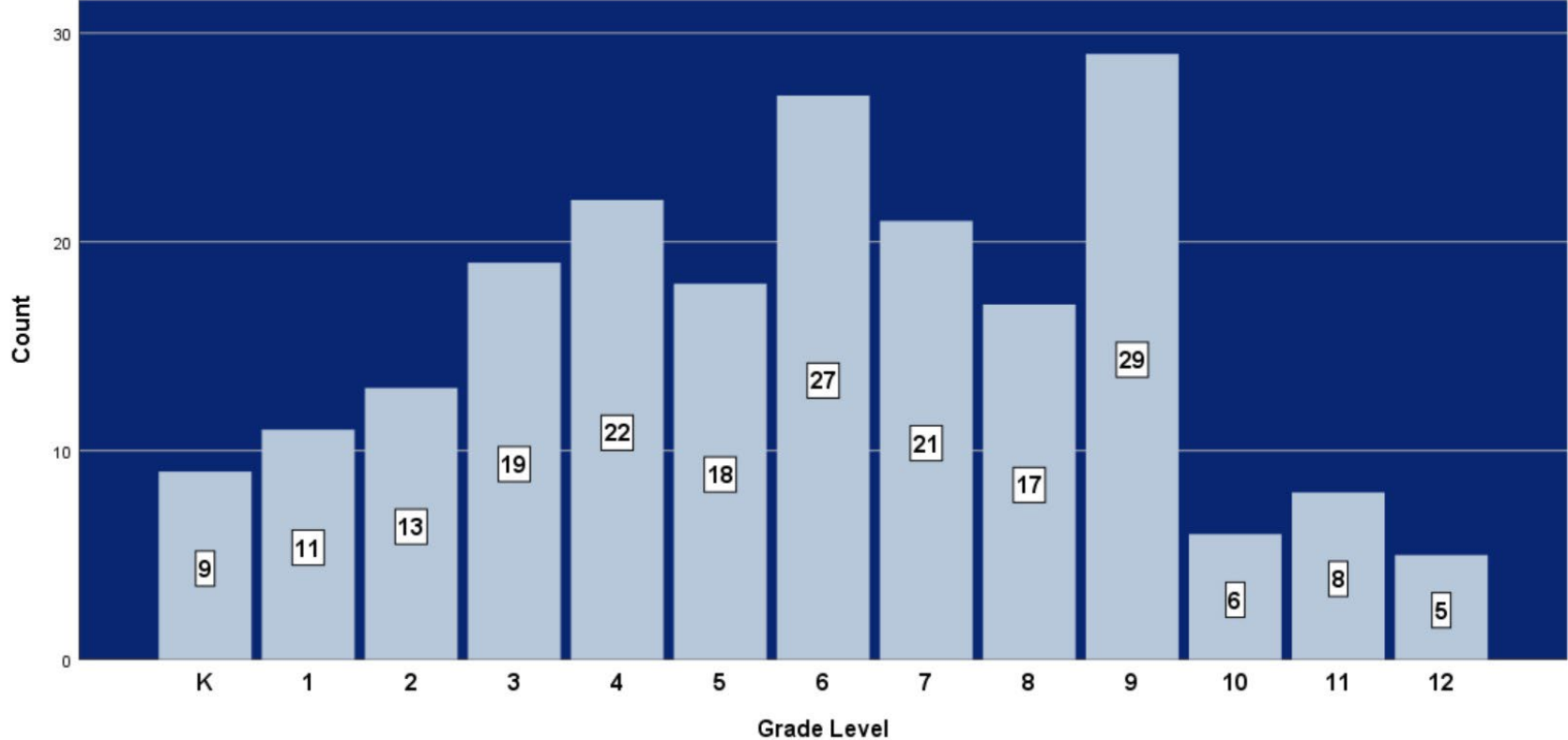




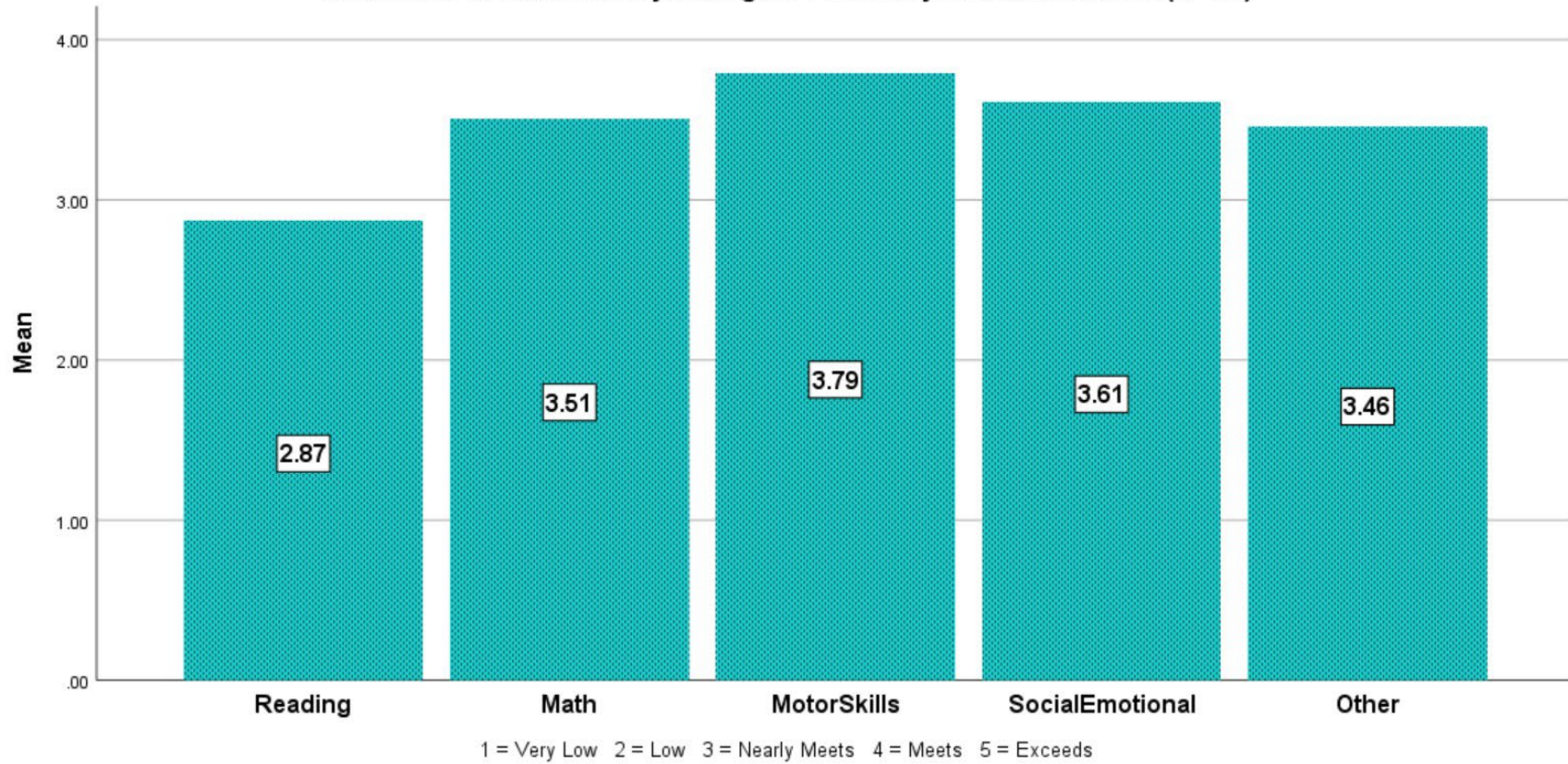
South Dakota Migrant Education: Needs Assessment 2022  
Comprehensive Needs Assessment: PFS Participants By Grade (N = 155)



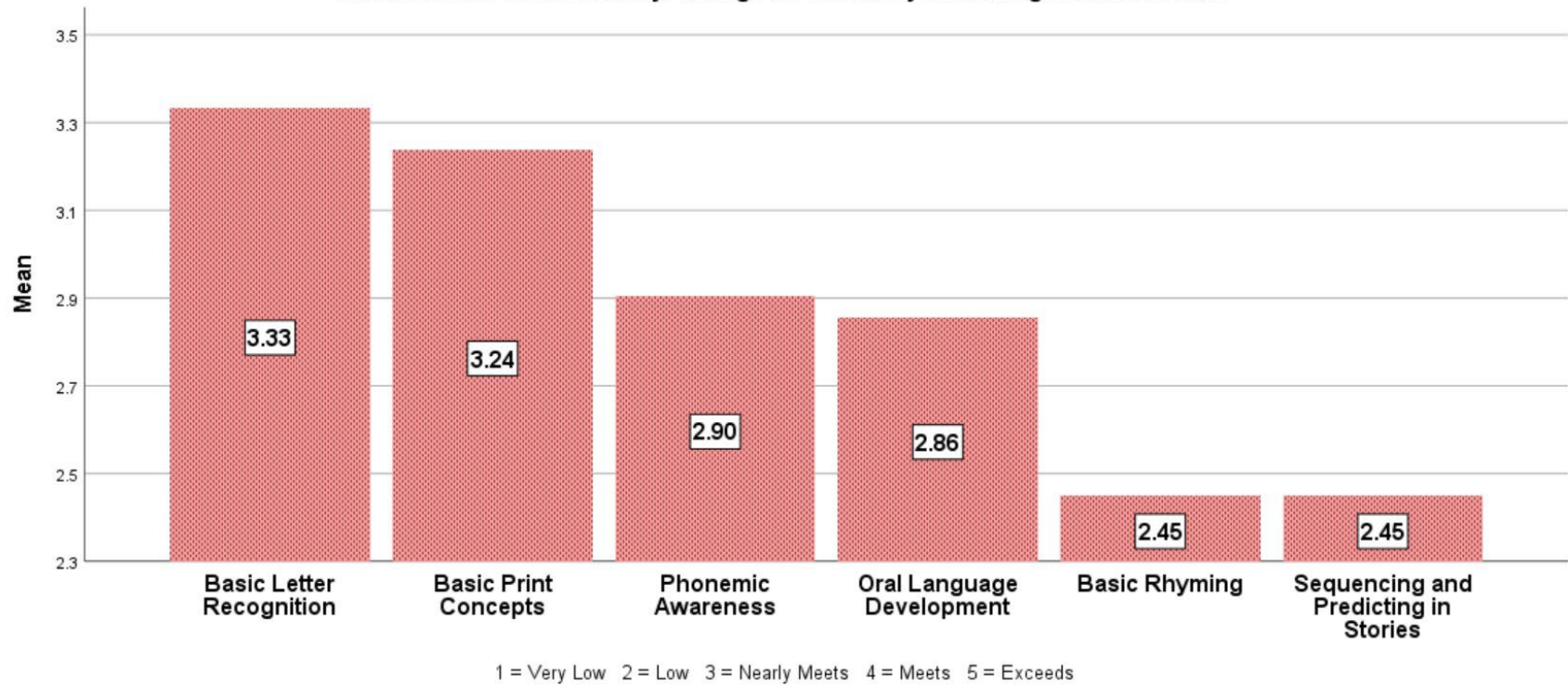
South Dakota Migrant Education: Needs Assessment 2022  
Comprehensive Needs Assessment: EL Participants By Grade (N = 209)



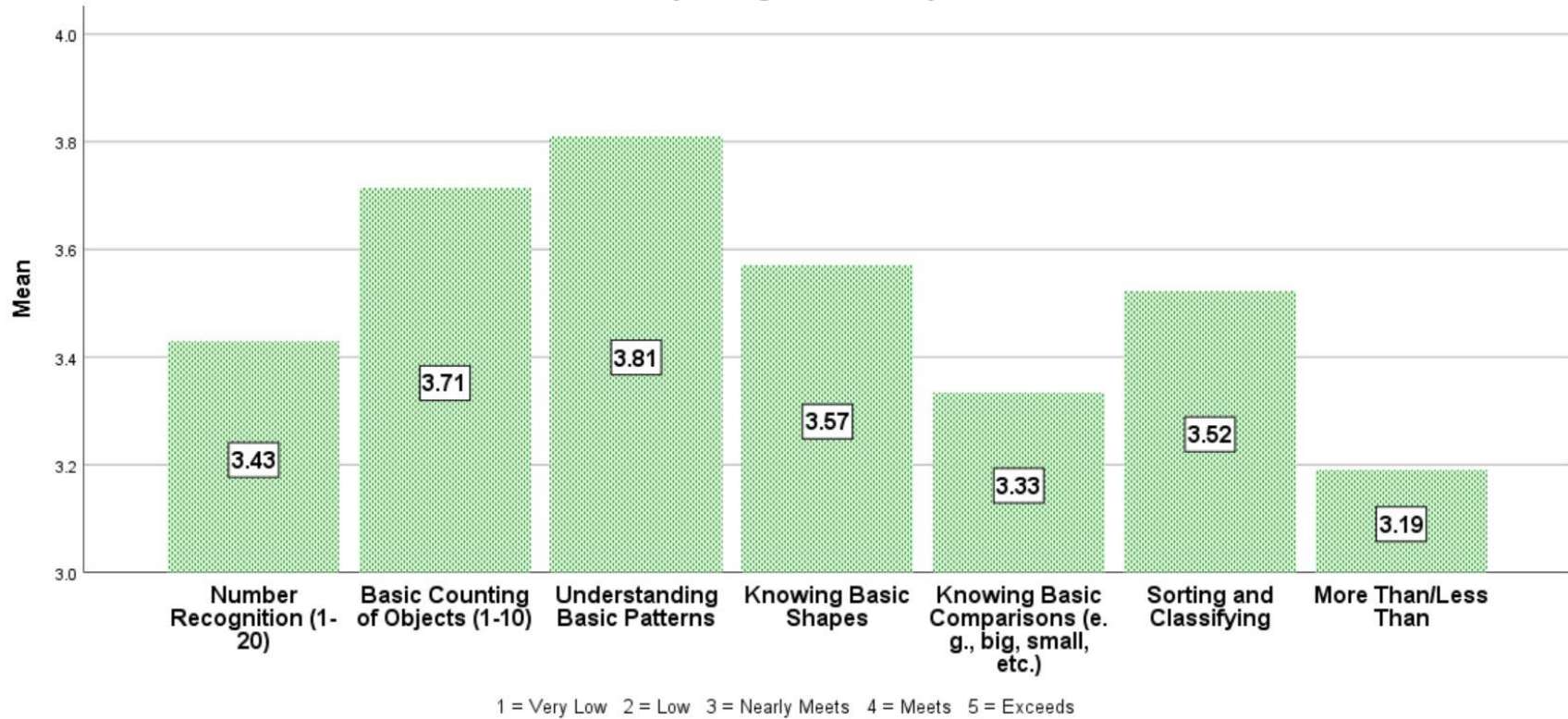
South Dakota Migrant Education: CNA 2022  
Readiness For School Survey: Ratings of Proficiency in Readiness Skills (N = 21)



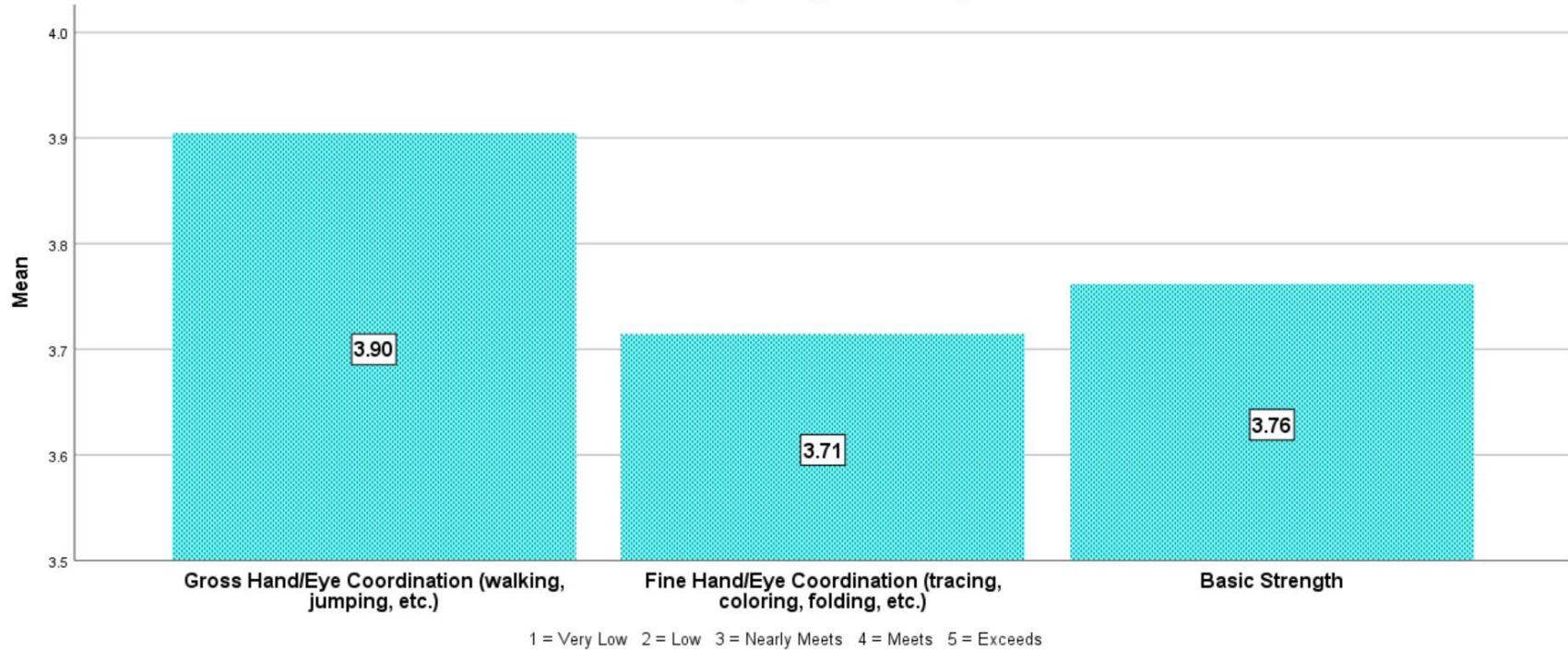
South Dakota Migrant Education: CNA 2022  
Readiness For School Survey: Ratings of Proficiency in Reading Readiness Skills



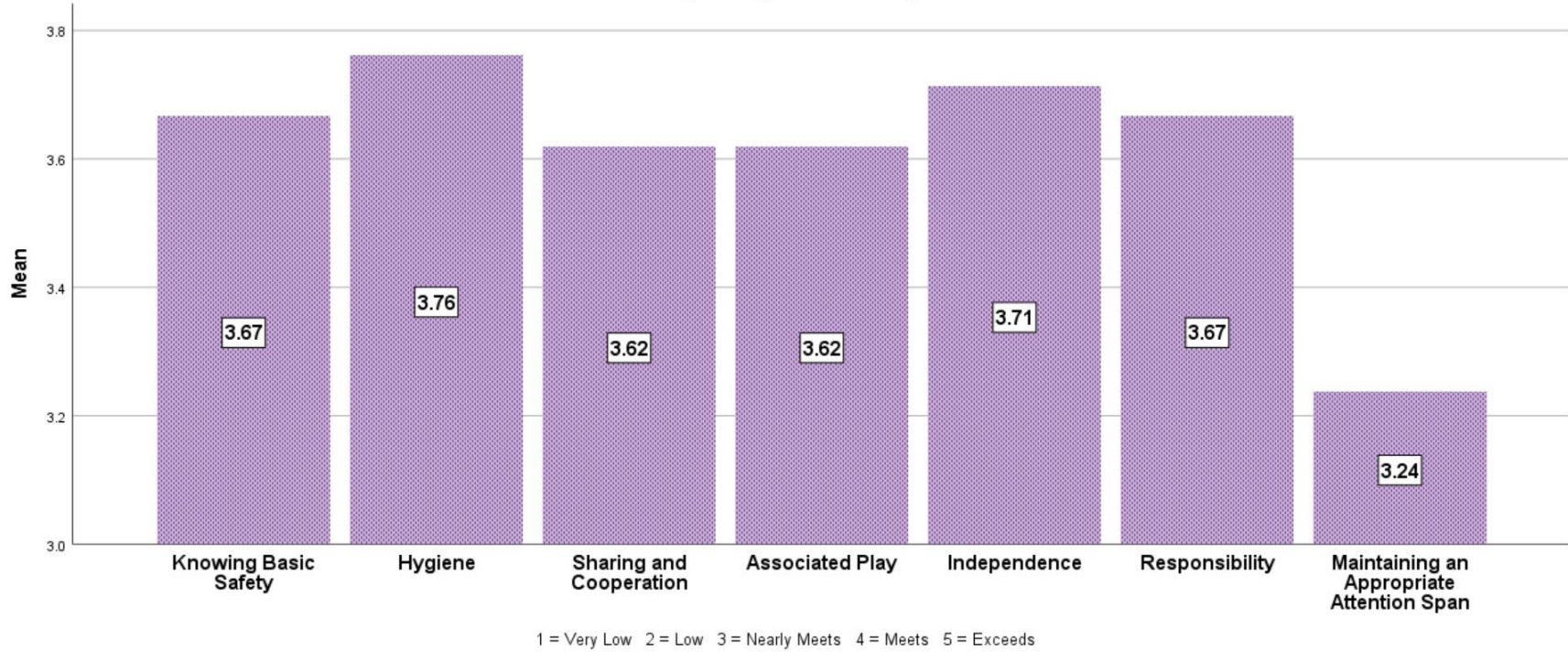
**South Dakota Migrant Education: CNA 2022**  
**Readiness For School Survey: Ratings of Proficiency in Math Readiness Skills**



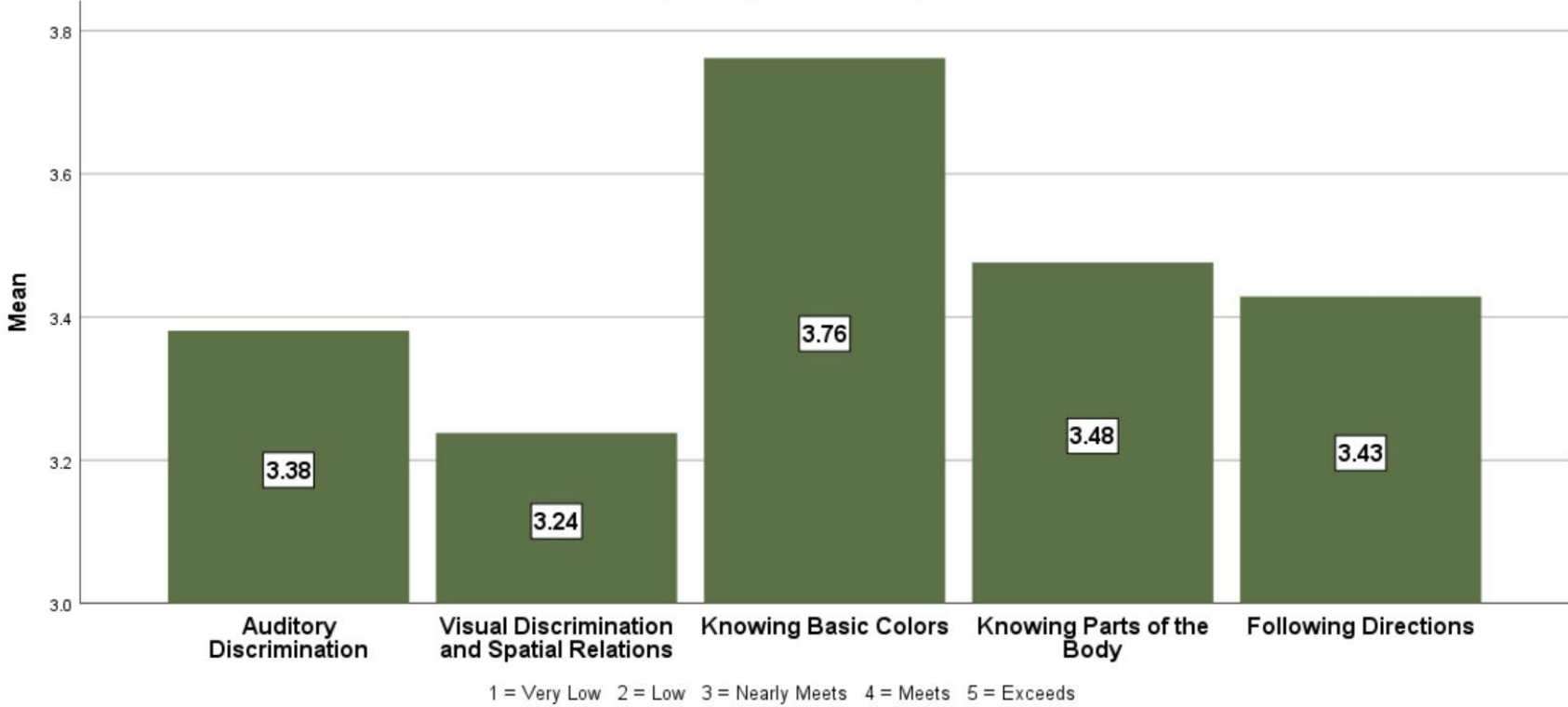
South Dakota Migrant Education: CNA 2022  
Readiness For School Survey: Ratings of Proficiency in Motor Skills



**South Dakota Migrant Education: CNA 2022**  
**Readiness For School Survey: Ratings of Proficiency in Social Emotional Skills**

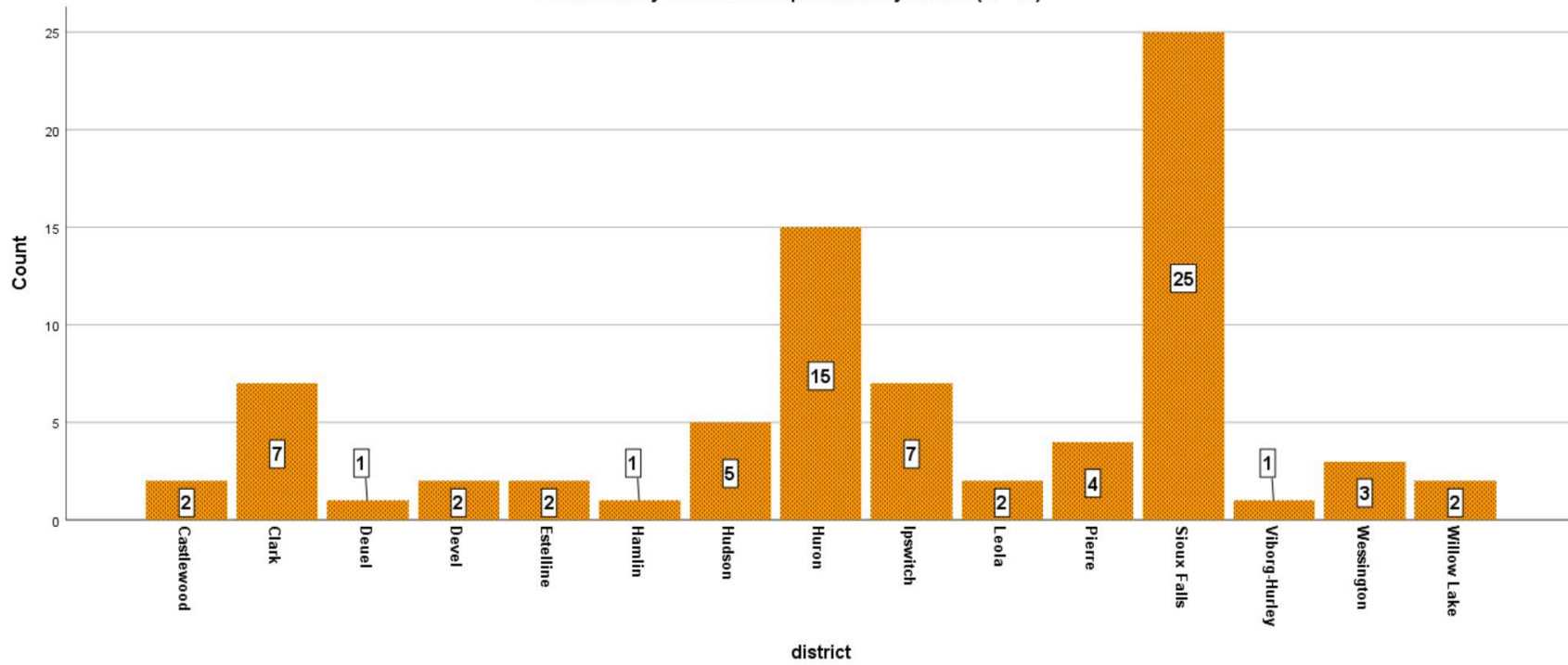


**South Dakota Migrant Education: CNA 2022**  
**Readiness For School Survey: Ratings of Proficiency in Other Readiness Skills**





South Dakota Migrant Program: CNA 2022  
Parent Survey of Needs: Respondants By District (N = 79)



South Dakota Migrant Education: CNA 2022  
 Parent Survey: Ratings of Needs (N = 79)

