
Comprehensive Needs Assessment (CNA)

Summary Report

Fall 2025



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Table of Contents

Introduction	3
CNA Process Overview	3
Overview of the CNA.....	4
Description of CNA Meetings.....	6
Meeting 1 (CNA Steps 1 and 2).....	6
Meeting 2 (CNA Step 2)	6
Meeting 3 (CNA Step 3)	7
Meeting 4 (CNA Step 4)	7
Final Concern Statements, Need Statements, and MPOs	8
Concern 1 Graduation.....	8
Concern 2 Kindergarten Readiness.....	10
Concern 3 Proficiency	12
Concern 3A ELA Proficiency.....	12
Concern 3B Math Proficiency	14
Concern 4 English Learner Proficiency	15
Concern 5 Parent Involvement	17
Supporting Materials	20
1. SD Progress Report, Fall 2024, 2023-24 Data	20
2. Teacher/Administrator Survey	24
3. Parent Survey.....	32
4. Teacher Survey of Student Readiness for Kindergarten	35
5. Data Drill-Down Reports	36
A. Demographics of Migrant Students.....	36
A1. Enrollment	36
A2. District Enrollment.....	37
A3. Student-Level Characteristics	37
A4. School-Based Programs	38
B5. Summary.....	38
B. Attendance Rates of Migrant Students.....	38
B1. Attendance Data	38
B2. Summary.....	42
C. Performance Target #1: Graduation.....	42
C1. Data.....	42
D. Performance Target #3: State Test.....	44
D1. Data	44
E. Performance Target #4: ACCESS Test.....	49
E1. Data.....	49
Appendix A: Meeting Agenda.....	See Attached
Appendix B: Survey Instruments.....	See Attached
Supporting Materials.....	See Padlet

Introduction

The South Dakota Migrant Education Program (MEP) exists to ensure that migratory children and youth receive the educational support needed to meet academic standards and graduate from high school. In order to promote their academic success and overall well-being of migratory students, the program addresses the unique challenges these students face such as cultural and language barriers, social isolation, and frequent mobility.

The Comprehensive Needs Assessment (CNA) for migratory children fulfills a statutory requirement of the United States Office of Migrant Education (OME) and serves as the foundation for the SD MEP. In accordance with OME guidance, the CNA provides a systematic and evidence-based process for identifying the educational and support needs of migratory children and youth, determining the root causes of those needs, and prioritizing services to address them. The CNA ensures that program planning and resource allocation are data-driven and aligned with the national MEP goal of ensuring that all migratory children achieve academic standards, graduate from high school, and are prepared for postsecondary education, career, and productive citizenship.

This CNA was conducted to provide a comprehensive understanding of the conditions affecting migratory children and youth in South Dakota and to identify gaps between their needs and available services. The assessment process integrated multiple sources of information, including statewide student performance data, program enrollment records, and input from stakeholders, migratory parents, educators, and administrators. Both quantitative and qualitative data were analyzed to identify key areas of concern, explore contributing factors, and establish priorities for improvement. The findings and recommendations from this CNA will guide the SDMEP in refining its strategies, setting measurable performance targets, and ensuring that resources are effectively allocated to support the academic success and well-being of South Dakota's migratory children.

CNA Process Overview

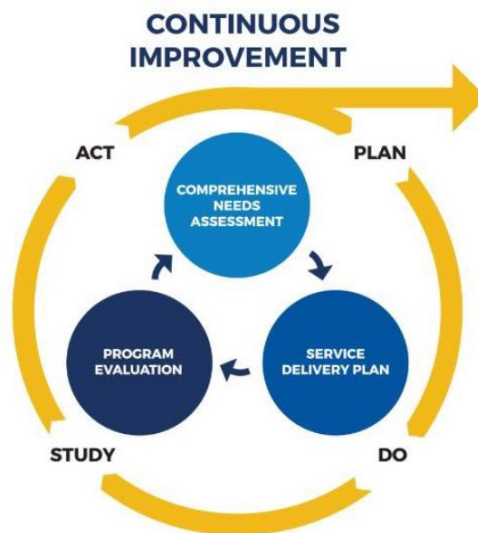
The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown below) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results - builds on the previous activity and informs the subsequent activity.

The Needs Assessment Committee (NAC), composed of representatives from local education agencies and the South Dakota Department of Education (SD DOE), followed a systematic 5-step process suggested by OME that is illustrated below.

Under Title I, Part C of the Elementary and Secondary Education Act (ESEA), each state operating a Migrant Education Program (MEP) must conduct three key activities: a Comprehensive Needs Assessment (CNA), a Service Delivery Plan (SDP), and an evaluation of the SDP's implementation and effectiveness. Together, these activities guide the planning, delivery, and continuous improvement of

services for migratory children and youth (*U.S. Department of Education, Office of Migrant Education Guidance, 2017*). This report summarizes the CNA.

The guiding principle of this work is the continuous improvement model as reflected Display 1. The planning process was facilitated by the CNA; the doing process will be implemented via the SDP; and the studying and acting process will be facilitated via the program evaluation.

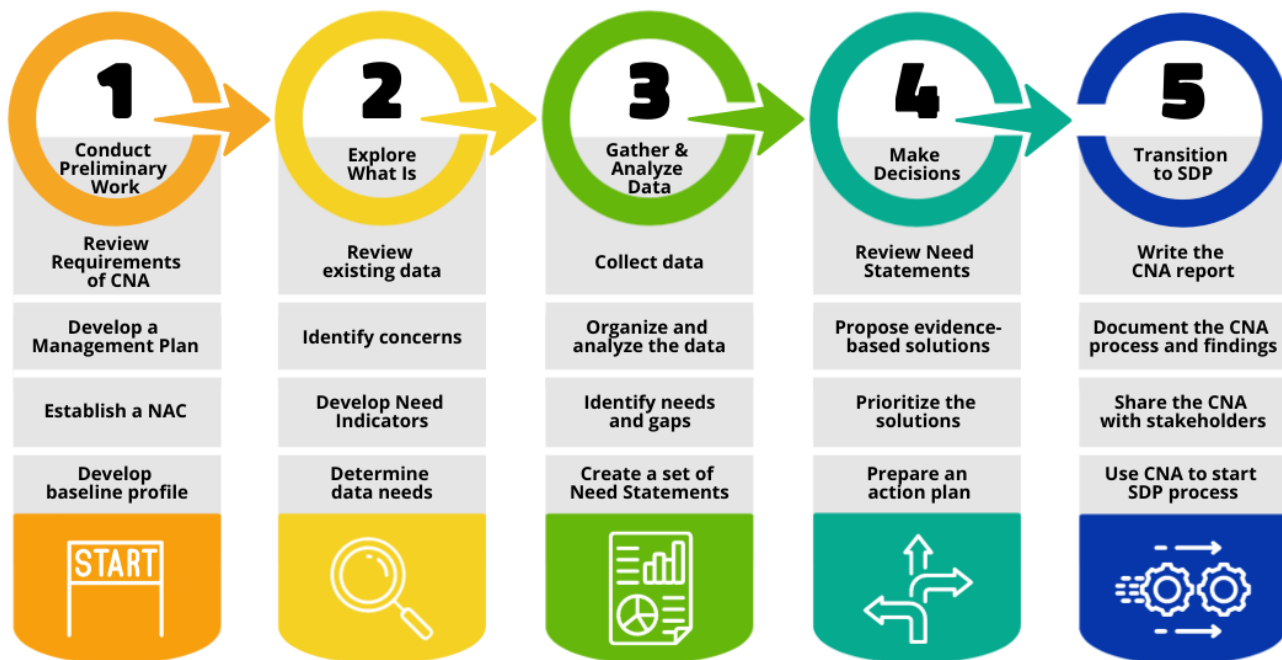


From: *Comprehensive Needs Assessment Toolkit*; Office of Migrant Education

Overview of the CNA

Federal guidelines require State MEPs to complete a CNA that will lead to the development of a State plan that is periodically reviewed and revised as necessary to reflect the changes in the State's strategies and program. The purpose of the CNA is to understand and articulate the specific services that the MEP should offer to migratory children and youth and their families statewide. The CNA scope of work followed the five steps below which are recommended by the OME as specified in their Comprehensive Needs Assessment Toolkit.

Display 1: CNA Steps



Some important activities within the five steps are that the CNA process needs to:

- Include both needs identification and the assessment of potential solutions.
- Address all relevant state-related performance targets established for migratory children
- Identify the needs of migratory children with sufficient specificity to design supplemental programs and services that address the identified needs.
- Collect data from appropriate target groups (e.g., students, parents, teachers).
- Examine need data disaggregated by key subgroups.

The CNA process was based on best practices as outlined in the CNA Toolkit and the CNA checklist (which are no longer available online).

To carry out the CNA process, four meetings were held with the NAC. The materials for each meeting were presented in a Padlet. The Padlet also served as a way of gathering input from NAC members.

Description of CNA Meetings

See Appendix A for copies of the meeting agendas.

Meeting 1 (CNA Steps 1 and 2)

Date: April 7, 2025

Purpose:

- Provide Overview of CNA Process
- Generate Concern Statements
- Determine Data Needs
- Begin to Identify Root Causes
- Plan Next Steps

Padlet: <https://padlet.com/DataDriven/SDCNAMeeting1>

The first task of the meeting was to provide an overview of the CNA process, terminology, previous concerns, need statements, and measurable program outcomes (MPOs).

After the overview, the members reviewed existing data. Existing data included enrollment, demographic, proficiency, attendance, and graduation data. A comparison to non-migratory students also occurred in the data review.

Afterward, the NAC reviewed the prior concern statements, need statements, and MPOs to evaluate their continued relevance. The group agreed that the existing concern statements remain valid, so they will carry forward into the next cycle of the South Dakota MEP.

Meeting 2 (CNA Step 2)

Date: April 25, 2025

Purpose:

- Review the proposed surveys
- Determine the best administration plan for these surveys

Padlet: <https://padlet.com/DataDriven/SDCNAMeeting2>

The purpose of Meeting 2 was to determine which surveys should be administered to obtain a comprehensive and accurate picture of the identified concern areas. The NAC reviewed the surveys administered three years ago and proposed updates. The new survey drafts were adapted from the previous versions to build on what worked well and to address areas that fell short during the prior MEP cycle.

After discussion, the NAC selected three surveys for administration:

1. **Teacher and Administrator Survey** – addressing all five concern areas
2. **Parent Survey** – addressing all five concern areas
3. **Kindergarten Readiness Survey** – addressing only the kindergarten readiness concern area

After finalizing the survey instruments, the NAC established an administrative plan detailing the timeline and process for survey distribution. The Teacher and Administrator Survey and the Parent Survey were

administered in May 2025, while the Kindergarten Readiness Survey was administered at the beginning of the 2025–26 school year. See Appendix B for copies of the survey instruments.

Meeting 3 (CNA Step 3)

Date: June 16, 2025

Purpose:

For each Concern Statement:

- Review survey results and other data
- Write Need Statements
- Prioritize Need Statements

Padlet: <https://padlet.com/DataDriven/SDCNAMeeting3>

The purpose of Meeting 3 was to develop need statements for each area of concern. To identify needs in each concern area, stakeholders reviewed information from three primary sources:

1. Survey results including both closed- and open-ended responses
2. Data profiles
3. Previous need statements and example need statements

Following their review, NAC members documented observed strengths and areas for improvement. The session concluded with the development of potential need statements that synthesized insights from all available information.

Meeting 4 (CNA Step 4)

Date: June 25, 2025

Purpose:

For each Concern Statement:

- Review Need Statements
- Generate Potential Strategies

Padlet: <https://padlet.com/DataDriven/SDCNAMeeting4>

The purpose of Meeting 4 was to finalize the need statements and generate potential strategies for addressing the need statements and areas of concern. Polls were taken to ensure the majority of members agreed with the proposed need statements (which they did).

Final Concern Statements, Need Statements, and MPOs

The need statements and MPOs that were agreed upon for each concern area are listed below. The state performance target surrounding a given concern area is also included if one exists. Lastly, potential strategies that the NAC discussed for addressing the identified Needs and MPOs are provided. These preliminary strategies are included here and will be finalized in the SDP.

Concern 1 Graduation

Concern Statement

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.

State Performance Target

By the 2029-2030 school year, 96.30% of migratory students will graduate.

Need Indicator/Need Statement

The current graduation of migrant students is 54% whereas for non-migrant students it is 83%. We want to increase the migrant graduation rate to 70% by 2027-28.

MPOs Arranged by Themes

A. Credit Accrual

- The proportion of migrant students successfully transferring credits from other schools or states needs to increase by 15% in the next two years to prevent graduation delays.
- The rate of migrant students completing credit recovery programs necessary for graduation needs to increase by 12% in the next two years.
- 88% of staff said that high school credit accrual is a moderate/high/critical instructional need of migrant students. We want this to decrease to 65%.

B. Graduation Requirements/Class Completions

- 87% of staff of grade 9-12 students say that support for completing high school classes is a need.
- 88% of staff said that support for completing high school classes is a moderate/high/critical supplemental instructional need of migrant students. We want this to decrease to 70%.
- 56% of staff said that MEP services help migratory students meet graduation requirements "quite a bit" or "a lot." We want to increase this to 70%.
- 60% of parents reported that they are worried at least "somewhat" about what their child needs to do to finish high school. We want this to decrease to 45%.

C. Options after High School

- 62% of parents reported that they are worried at least "somewhat" about options after high school. We want this to decrease to 45%.
- 80% of staff said that secondary counseling (credits/graduation) and counseling on options after high school are a moderate/high/critical professional development need. We want this to decrease to 65%.
- 62% of parents reported that they are worried at least "somewhat" about options after high school. We want this to decrease to 45%.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on Strategies for promoting continued enrollment and support for graduation

Themes (*arranged from most- to least-frequently mentioned*):

1. Building Relationships and Creating Welcoming Environments
2. Family and Parent Engagement
3. Academic Support and Individualized Learning
4. Language Support and Translation Services
5. Home-School Liaison Services
6. Extracurricular Activities and School Involvement
7. Career and Future Planning
8. Transportation and Basic Needs Support
9. Attendance Monitoring and Support
10. Cultural Responsiveness and Inclusion
11. Staff Training and Support
12. Flexible Policies and Procedures
13. Progress Monitoring and Communication

Recommendations:

1. Emphasize relationship-building and creating welcoming environments
2. Increase family engagement
3. Improve language support and culturally responsive practices
4. Increased staff training and professional development surrounding graduation-related programs
5. Create more comprehensive support systems
6. Increase number of specialized staff (liaisons, EL teachers)
7. Balance academic demands with students' family and work responsibilities

Strategies from Previous Meeting/Surveys

- Students have access to supports (tutor, credit recovery, liaison, etc.)
- English language acquisition plays a crucial role on the students' overall academic success and graduation rates
- Communicating more effectively with students and parents regarding graduation requirements
- 77% of staff said that high school diplomacy equivalency programs is a moderate/high/critical supplemental instructional need of migrant students.
- 77% of staff said that dropout prevention programs is a moderate/high/critical supplemental instructional need of migrant students.

Strategies from Previous SD Service Delivery Plan

- Parental involvement
- ESL based instruction
- Credit recovery options
- Small group instruction
- Assessing individual student needs and creating individual student plans
- **Note:** English language acquisition is a significant barrier to graduation for many migrant students.

Strategies Generated by NAC in Meeting #4

- High school level: new families/students, meet with them to find out what they want after high school; this helps for us to come up with a plan while they are in school. Meet individually with students and how to be creative to help them finish; everyone's path is different.
- So many different options and pathways; more of an ability to be flexible in terms of what we do with kids; some kids need to work; some are far behind.
- When we meet with students, they can see there are options. Break it down in terms of how they can get the credits.
- A lot of misinformation out there in terms of what schools can do re: graduation requirements; opportunity for SDDOE to better support schools; if they come from Mexico, e.g., what can be done? smaller schools struggle with this. Disconnect in looking at transcripts and acting on it.
- Future planning event: This supports parent involvement as well as showing students what their options are after high school; lots of opportunities; great for community to see as well.

Concern 2 Kindergarten Readiness

Concern Statement

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

State Performance Target: N/A

Need Indicator/Need Statement

- The average percent of migratory students at grade level for each of five skill areas is the following:
 - Reading Skills: 12.75%
 - Math Skills: 33.25%
 - Social/Emotional Skills: 62.29%
 - Other Skills: 61.92%
 - Motor Skills: 71.67%

We want to increase each of these average percents by 10 percentage points.

MPOs Arranged by Themes

A. Kindergarten Readiness Skills and Instruction

- 13% of parents reported that they are worried at least “somewhat” about their child being ready to start kindergarten. We want this to decrease to 10%.
- 77% of staff say that MEP services help students be ready for kindergarten. We want to increase this to 85%.
- 86% of staff said that preparing preschools for kindergarten is a moderate/high/critical instructional need of migrant students. We want this to decrease to 70%.
- 81% said school readiness is a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.

B. Parent Training

- 86% said kindergarten readiness skills are a moderate/high/critical parent training need. We want this to decrease to 70%.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on Strategies to Facilitate Kindergarten Readiness

Themes:

1. Preschool Program Access and Enrollment (n=28)
2. Language Development and English Exposure (n=25)
3. Early Literacy Skills (n=22)
4. Family Communication and Engagement (n=20)
5. School Routines and Structure (n=18)
6. Individualized and Small Group Instruction (n=15)
7. Social-Emotional and Play-Based Learning (n=12)
8. Cultural Responsiveness and Inclusion (n=10)

Recommendations

1. Expand Professional Development: Provide training for all educators on migrant student needs and effective strategies, regardless of grade level taught.
2. Strengthen Preschool Access: Develop systematic approaches to identify and enroll migrant families in preschool programs, particularly Head Start.
3. Enhance Family Engagement: Establish robust communication systems and relationship-building practices with migrant families.
4. Implement Bilingual Support: Develop resources and programs that support both native language maintenance and English acquisition.
5. Create Specialized Programming: Develop targeted early childhood programs specifically designed for migrant students' unique needs.

Strategies from Previous SD Service Delivery Plan

- No strategies listed in previous plan.

Strategies Generated by NAC in Meeting #4: N/A

Concern 3 Proficiency

Concern Statement

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.

The Performance Target, Needs, and MPOs are divided into two sections: 3A ELA Proficiency and 3B Math Proficiency.

Concern 3A ELA Proficiency

State Performance Target

By the 2029-2030 school year, 66.38% of migratory students will score at a proficient level or higher in English language arts.

Need Indicator/Need Statement

- The current reading proficiency rate of migrant students is 24.12%; for non-migrant students it is 50.75%. We want to increase the migrant student rate to 39.12% by 2027-28.
- The current percentage of migrant students performing at Level 1 on the state reading test is 56.77%; for non-migrant students it is 25.49%. We want to decrease the migrant student rate to 41.77%.

MPOs Arranged by Themes

A. Reading Standards and Instruction

- The proportion of migrant students demonstrating improved vocabulary acquisition needs to increase by 12% over three years
- The proportion of migrant students participating in summer reading programs needs to increase by 19% over two years to prevent summer learning loss.
- 86% of parents reported that they are worried at least “somewhat” about their child getting help with reading. We want this to decrease to 65%.
- Between 90-93% of staff said any given reading standard is a moderate/high/critical need for migrant students. We want this to decrease to 75%.
- 96% of staff said that reading instruction is a moderate/high/critical instructional need of migrant students. We want this to decrease to 75%.
- 87% said reading/literacy strategies are a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.

B. Writing Instruction

- 78% of parents reported that they are worried at least “somewhat” about their child getting help with writing. We want this to decrease to 65%.
- 96% of staff said that writing instruction is a moderate/high/critical instructional need of migrant students. We want this to decrease to 75%.

C. Parent Training

- 93% said helping children with reading is a moderate/high/critical parent training need. We want this to decrease to 75%.

D. Special Populations

- Students (and teachers of the students) who are Migrant and also receiving SPED services need additional support as 0% are proficient. We want this to increase to 15%.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on Strategies to facilitate ELA proficiency

Themes (*arranged from most- to least-frequently mentioned*):

1. Vocabulary Development and Pre-teaching
2. Visual Supports and Graphic Organizers
3. Small Group and One-on-One Instruction
4. Translation and Native Language Support
5. Phonics and Foundational Skills Instruction
6. Scaffolding and Differentiated Instruction
7. Technology Integration
8. Culturally Responsive Teaching
9. Read-Alouds and Shared Reading
10. SIOP (Sheltered Instruction Observation Protocol) Strategies

Recommendations

1. Expand Professional Development in SIOP strategies and culturally responsive teaching methods
2. Increase Access to Visual Resources and graphic organizer tools
3. Provide More Translation Support and bilingual materials
4. Enhance Technology Integration with reading support programs
5. Strengthen Small Group Instruction capacity through staffing and training
6. Develop Systematic Vocabulary Programs with visual and contextual support
7. Improve Program Communication to ensure all staff understand available migrant education services

Strategies from Previous SD Service Delivery Plan

- Small group instruction
- Tutoring
- ESL based instruction
- Small group instruction
- Vocabulary instruction
- **Note:** English language acquisition is a significant barrier to ELA proficiency for many migrant students.

Strategies generated by NAC in Meeting #4

- Science of reading. training and knowledge around science of reading.
- Need in buildings for TA support/tutoring. working with kids in small group or 1-on-1.
- Increased in teacher training in SIOP. more continual training so teachers are using it reliably
- Translations in languages: ear buds/pens? Do these work? Struggle in Sioux Falls - so many different languages and not all languages are available to be translated in this way.

Concern 3B Math Proficiency

State Performance Target

By the 2029- 2030 school year, 66.38% of migratory students will score at a proficient level or higher in math.

Need Indicator/Need Statement

- The current math proficiency rate of migrant students is 20.00%; for non-migrant students it is 43.31%. We want to increase the migrant student rate to 35.00% by 2027-28.
- The current percentage of migrant students performing at Level 1 on the state math test is 60.15%; for non-migrant students it is 29.28%. We want to decrease the migrant student rate to 45.15%.

MPOs Arranged by Themes

A. Math Standards and Instruction

- The percentage of migrant students who receive one-on-one or small group math support needs to increase by 15% in the next year.
- Students (and teachers of the students) who are Migrant and also receiving SPED services need additional support as 0% are proficient. We want this to increase to 15%.
- Between 85-90% of staff said any given math standard is a moderate/high/critical need for migrant students. We want this to decrease to 75%.
- 88% of staff said that high school credit accrual is a moderate/high/critical instructional need of migrant students. We want this to decrease to 75%.
- 93% of staff said that math instruction is a moderate/high/critical instructional need of migrant students. We want this to decrease to 80%.
- 84% said mathematics strategies are a moderate/high/critical PD need for themselves. We want this to decrease to 70%.

B. Parent Training

- The rate of migrant students whose parents receive training on supporting math learning at home needs to increase by 16% within two years.
- 69% of parents reported that they are worried at least “somewhat” about their child getting help with math. We want this to decrease to 50%.
- 91% said helping children with math is a moderate/high/critical parent training. We want this to decrease to 75%.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on Strategies to facilitate math proficiency

Themes:

1. Visual Aids and Manipulatives (n=47)
2. Small Group and One-on-One Instruction (n=38)
3. Vocabulary Development and Language Support (n=32)
4. Scaffolding and Modeling (n=28)
5. Real-World Applications and Connections (n=24)
6. Repetition and Practice (n=22)
7. Translation and Native Language Support (n=18)
8. SIOP (Sheltered Instruction Observation Protocol) Strategies (n=15)
9. Technology Integration (n=12)
10. Collaborative Learning and Peer Support (n=11)

Recommendations

1. Provide professional development focused on visual aids and manipulative use in mathematics
2. Establish small group instruction protocols for migrant students
3. Develop vocabulary-building resources specific to mathematical concepts
4. Implement comprehensive SIOP training for all educators
5. Create culturally responsive mathematics curricula
6. Establish peer mentoring and collaborative learning programs
7. Invest in technology platforms that support multilingual learning
8. Develop specialized training programs for educators working with migrant students
9. Create resource libraries of visual aids and manipulatives
10. Establish translation services and multilingual educational materials

Strategies from Previous SD Service Delivery Plan

- Small group instruction
- Tutoring
- Math manipulatives
- Bilingual math vocabulary
- **Note:** English language acquisition is a significant barrier to ELA proficiency for many migrant students.

Strategies suggested by NAC in Meeting #4

- Similar to reading; need for more PD for teachers
- Small group instruction; opportunity for tutoring
- Importance to build their academic language; mathematical terms are so academic. the barrier might be long word problems that comes down to not understanding what it is asking; students need to learn the "language of school"
- Video that illustrates the problem of language: Yutzil will find video reference

Concern 4 English Learner Proficiency

Concern Statement

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.

State Performance Target

By 2029-30, the percent of migratory students making progress in achieving English Language proficiency will be 75%.

Need Indicator/Need Statement

- The percent of migratory students scoring proficient on the ACCESS test is 5.71%. We want to increase the migrant student rate to 15.71%.
- The current percentage of migratory students showing growth on the ACCESS test is 51.09%. We want to increase this to 61.09%.

MPOs Arranged by Themes

A. English Language Acquisition and Instruction

- 62% of staff said that the MEP helps migratory students become proficient in the English Language. We want to increase this to 72%.
- 94% of staff said that English language instruction is a moderate/high/critical need for migrant students. We want this to decrease to 75%.
- 86% said EL diverse learner strategies are a moderate/high/critical or high PD need for themselves. We want this to decrease to 65%.
- 78% of parents reported that they are worried at least “somewhat” about language barriers their child experiences at school. We want this to decrease to 60%.

B. Parent Training

- 94% said family literacy/English language development is a moderate/high/critical parent training need. We want this to decrease to 75%.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on Strategies to Facilitate EL Proficiency

Themes:

1. Dedicated EL Teachers and Specialized Programs (n=47)
2. Visual Supports and Multimedia Resources (n=32)
3. Vocabulary Development and Instruction (n=41)
4. Small Group and Individual Instruction (n=28)
5. SIOP (Sheltered Instruction Observation Protocol) Method (n=15)
6. Peer Interaction and Collaboration (n=19)
7. Native Language Support and Cultural Responsiveness (n=12)
8. Technology and Computer Programs (n=11)

Recommendations for Implementation

1. Invest in Dedicated EL Staff: Prioritize hiring qualified EL teachers and coordinators
2. Provide Comprehensive Training: Offer professional development on EL strategies for all staff
3. Implement Visual Support Systems: Ensure all classrooms have access to visual aids and graphic organizers
4. Develop Structured Vocabulary Programs: Create systematic approaches to vocabulary instruction across content areas
5. Utilize Evidence-Based Methods: Implement research-based frameworks like SIOP consistently
6. Foster Peer Interactions: Create structured opportunities for EL students to interact with English-speaking peers
7. Leverage Technology: Integrate appropriate educational technology tools to support language development

Strategies from Previous SD Service Delivery Plan

- ESL classes and instruction
- Peer modeling
- Tutoring
- Online bilingual instruction

Strategies Suggested by NAC in Meeting #4

- Team teaching: EL teacher and content teacher
- WIDA descriptors/standards - using them in the content classroom as well as EL classroom
- Increase training for classroom teachers
- Getting EL students in other activities; (events in community; extracurricular)
- Continuous SIOP for all teachers in every classroom (benefits all students not just EL students)
- Parent engagement - if parents are involved in school and community, increases student engagement/success
- Scaffold instruction; step-by-step directions; gestures/visuals
- Creating a safe and welcoming environment (esp. for EL students so they feel comfortable sharing ideas in classroom)
- General ed teachers need additional training
- Diverse learner strategies
- Work with our PAC to help improve communication and ideas for events.

Concern 5 Parent Involvement

Concern Statement

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

State Performance Target: N/A

Need Indicator/Need Statement

27% of parents stated that they participated in family engagement activities. We want this to increase to 45%.

MPOs Arranged by Themes

A. Family Engagement

- 11% of parents stated that they participated in parent workshops or trainings. We want this to increase to 30%.
- 38% of parents report that the Migrant Education Program has helped them get involved in school activities “a lot.” We want to increase this to 50%.
- 85% of staff say that Involving parents in their child’s education as a moderate/high/critical need or higher professional development need for them in order to better serve migrant students.
- 90% of staff say that the topic of “parent involvement in school” is a moderate/high/critical parent training need. We want this to decrease to 75%.

B. Learning at Home

- 91% of staff say that the topic of “Strategies to support education in the home” is a moderate/high/critical parent training need. We want this to decrease to 75%.
- 32% of parents stated that they have received training or information on how to help their child with homework or studying. We want this to increase to 50%.
- 89% of staff say that the topic of “how to help children with homework” is a moderate/high/critical parent training need. We want this to decrease to 75%.

- 91% of staff say that the topic of “educational resources in the home” is a moderate/high/critical parent training need. We want this to decrease to 75%.

C. Communication

- 92% of staff say that the topic of “Communicating with the school/teachers” is a moderate/high/critical parent training need. We want this to decrease to 75%.

D. Student Attendance

- The percent of migrant students who are chronically absent is 22.45%. We want to decrease this to 15.00% by 2027-28.
- The percent of migrant students in grades 9-12 who are chronically absent is 39%. We want to decrease this to 20.00% by 2027-28.

Possible Strategies

Strategies from Teacher and Administrator Survey Open-Ended Item on other activities or strategies to better meet the needs of migrant students

Themes:

1. Relationship Building and Communication (n=32)
2. Extracurricular Activities and School Involvement (n=28)
3. Family Engagement and Support (n=26)
4. Language Support and Development (24)
5. Cultural Responsiveness and Inclusion (22)
6. Academic Support and Individualized Instruction (20)
7. Community Resources and Partnerships (18)
8. Mentorship and Peer Support (n=16)
9. Staff Training and Preparation (n=14)
10. Transportation and Accessibility (n=12)

Recommendations for Implementation

1. Develop Comprehensive Orientation Programs - Create systematic welcome and orientation processes for migrant families
2. Enhance Communication Systems - Implement multilingual communication tools and regular family check-ins
3. Expand Extracurricular Opportunities - Provide transportation and remove barriers to activity participation
4. Strengthen Community Partnerships - Build robust networks with community organizations and service providers
5. Invest in Staff Development - Provide ongoing professional development in cultural responsiveness and EL instruction
6. Create Mentorship Programs - Establish formal peer and adult mentorship systems
7. Extend Language Support - Develop longer-term, more intensive language learning programs

Strategies from Previous SD Service Delivery Plan

- Family literacy events
- ESL classes for families
- Bilingual communications with parents
- Family liaisons (MEP staff with families)

Strategies Generated by NAC in Meeting #4

- When are families working? what is their availability to come to school events? Sunday afternoons? Monday mornings?
- Need more than one option for times/locations/transportations
- Keep the communication/visuals the same; the same look; branding
- Have offered trainings; been hit or miss with turnout, but biggest thing is personal invite to families (emails not going to work). Getting word out in different ways (e.g., texting and calling with personal invite)
- Nice to have open-ended time period (open house);
- More family turnout if it pertains to everybody; future planning event was well attended; this event pertained to parents as well
- Develop a game plan where and when for parent education/events; consistency is key. This increases parent buy-in.

Supporting Materials

This section provides an overview of the five types of data that were analyzed and reviewed to arrive at the Concern Areas, Need Statements, MPOs, and possible strategies. These five types of data are:

1. SD Progress Report, Fall 2024, 2023-24 Data
2. Teacher and Administrator Survey, May 2025
3. Parent Survey, May 2025
4. Kindergarten Readiness Survey, September 2025
5. SD Drill-Down Reports, 2023-24 Data

The “highlights” section of each report is presented here. The full reports are included on the following Padlet: <https://padlet.com/DataDriven/SDMEPSupportingDocuments>

Note: The detailed drill-down reports are not included in an appendix because of their length.

1. SD Progress Report, Fall 2024, 2023-24 Data

The following table summarizes the data surrounding the performance measures.

Performance Measure	Current Score	Projected 2028-29 Score*	On track to meeting target?	Potential Next Steps
1. Increase Graduation Rates: By the 2028-2029 academic year, 96% of all 12th grade migrant students will receive a high school diploma or equivalent	54.17%	96%	X No	Establish an Early Warning System. Identify migrant students currently in 8 th and 9 th grades across the state and develop risk profiles that take into account attendance, academic performance, and engagement. Identify targeted strategies for these students.
2. Readiness for School: By the 2028-2029 academic years, 60% of all incoming migrant kindergarten students will be assessed to have attained basic readiness skills in reading and math.	N/A	N/A	? Unkn wn	Create a psychometrically sound data system for collecting, analyzing, and using kindergarten readiness assessment data.
3. Language arts and mathematics proficiency: By the 2028-2029 academic year, 66.38% of migrant students will score at a proficient level or higher in language arts and 66.38% of all migrant students in mathematics on the state assessment or as rated by teachers.	24.12% (ELA) 20.00% (Math)	66.38% (ELA) 66.38% (Math)	X No	Conduct an intensive review of the proficiency data as well as a review of current interventions districts are using. Create a risk profile score for all migrant students to identify students most likely to not be proficient on the state tests. Identify targeted strategies for these students.
4. English language proficiency: By the 2028-2029 academic year, 75% of all returning eligible migrant students who were limited English proficient in the 2027-2028 school year will score as proficient in English on the WIDA ACCESS assessment.	41.5%**	75%	X No	Conduct a comprehensive EL program evaluation around the (1) systemic barriers to English language acquisition; (2) achievement gap between migrant and non-migrant students; (3) special population supports to address lack of progress among certain subgroups (special education students, early elementary, specific language groups).

Performance Measure	Current Score	Projected 2028-29 Score*	On track to meeting target?	Potential Next Steps
5. Parent Involvement: By 2028-2029 academic year, 80% of migrant parents will report that the MEP program has been effective in facilitating parent involvement in the education of their children.	N/A	N/A	 Unknown	Develop and implement a new parent involvement survey that directly measures parent involvement and evaluates the quality and accessibility of parent engagement activities

* Based on a linear model of trend data.

** This is based on the author's best guess as to the formula to be used for what the target is tracking.

South Dakota's Migrant Education Program serves a diverse population of 454 students across 37 districts, representing 0.32% of total enrollment in fall 2023. The current enrollment is the second-highest in five years despite previous declines. Two districts, Sioux Falls and Huron, serve as primary hubs, accounting for 57% of the migrant student population. An additional six districts account for 17% of the population, bringing the total percent of the migrant student population that these eight districts account up to 74%.

The student population is characterized by significant diversity, with Spanish speakers comprising 60% of students, though 22 other languages are also represented (Swahili at 8.85% and Vietnamese at 6.49% are the next most frequently-spoken languages). A notable 76% of migrant students are English Learners, highlighting the critical importance of language support services. The program serves students across all grade levels, with the largest concentration (29%) in grades 3-5.

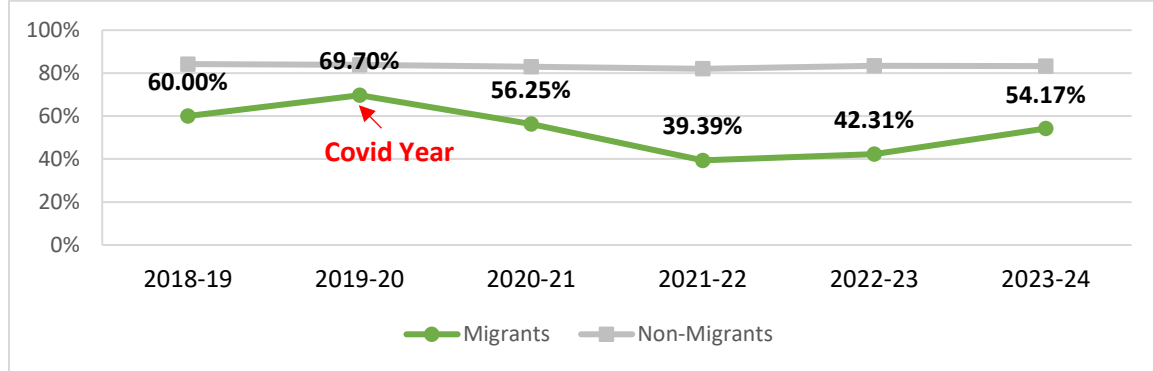
Key findings show that 59.01% of migrant students achieved high attendance rates (95% or higher) in 2023-24, marking an improvement from 48.90% in 2022-23. However, chronic absenteeism remains a significant concern, with 22.45% of migrant students missing 10% or more of the school year. This rate exceeds that of non-migrant students (17.35%) and indicates a persistent challenge in ensuring consistent school attendance among migrant populations

Performance Measure 1: Graduation Rate

The graduation rate target is 96% for migrant students. Current data reveals that only 54.17% of eligible migrant students graduated in 2023-24, with historical data showing inconsistent performance and a persistent achievement gap between migrant and non-migrant students. While there has been a modest improvement in graduation rates over the past two years, following a significant decline from 2019-20 to 2021-22, statistical projections indicate that without substantial intervention, the program will fall considerably short of its target.

Success in meeting the 96% graduation target will require substantial commitment of resources, systematic implementation of these recommendations, and regular monitoring of progress indicators. While the target is ambitious, focused effort on these priorities could help close the achievement gap and improve outcomes for migrant students.

Display 1-1: Percent of Migrant and Non-Migrant Students Who Graduated, Results Over Time



Performance Measure #2: Kindergarten Readiness

The kindergarten readiness target is 60% for migrant students. The absence of current baseline data and clear metrics for measuring progress presents significant challenges for program evaluation and improvement tracking. This gap in data collection and measurement needs to be promptly addressed to ensure effective program implementation and outcome assessment.

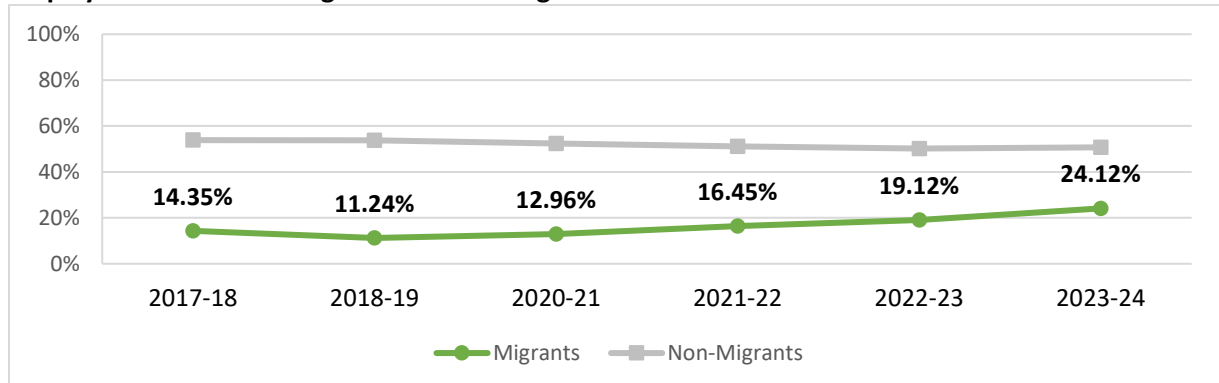
Performance Measure #3: State Test Proficiency

The MEP faces significant challenges in meeting its Performance Target #3, which aims to achieve 66.38% proficiency in both language arts and mathematics for migrant students by the 2028-2029 academic year. Current performance data from Spring 2024 shows that only 24.12% of migrant students are proficient in language arts, and 20.00% are proficient in mathematics, leaving considerable gaps of 42.26 and 46.38 percentage points, respectively, from the target.

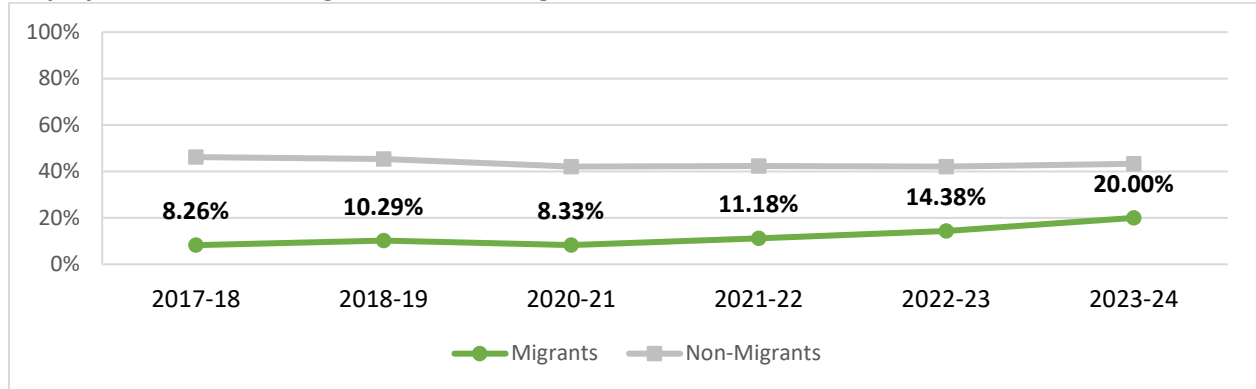
While there has been modest improvement in recent years with proficiency rates increasing by approximately 5 percentage points annually, this progress falls short of the required annual gains of 8.45 percentage points in ELA and 9.28 percentage points in mathematics needed to reach the target. Statistical projections indicate that without significant intervention, proficiency rates will only reach approximately 35% for ELA and 28% for math by 2028-29, substantially below the target.

While the South Dakota Migrant Education Program has shown some improvement in recent years, achieving the 66.38% proficiency target by 2028-29 will require substantial program enhancements and systemic changes. Determining what interventions should be used to positively and substantially impact proficiency with a committee of SDDOE members and district staff members is a recommended first step.

Display 1-2: Percent of Migrant and Non-Migrant Students Who Scored Proficient on the ELA Test



Display 1-3: Percent of Migrant and Non-Migrant Students Who Scored Proficient on the Math Test

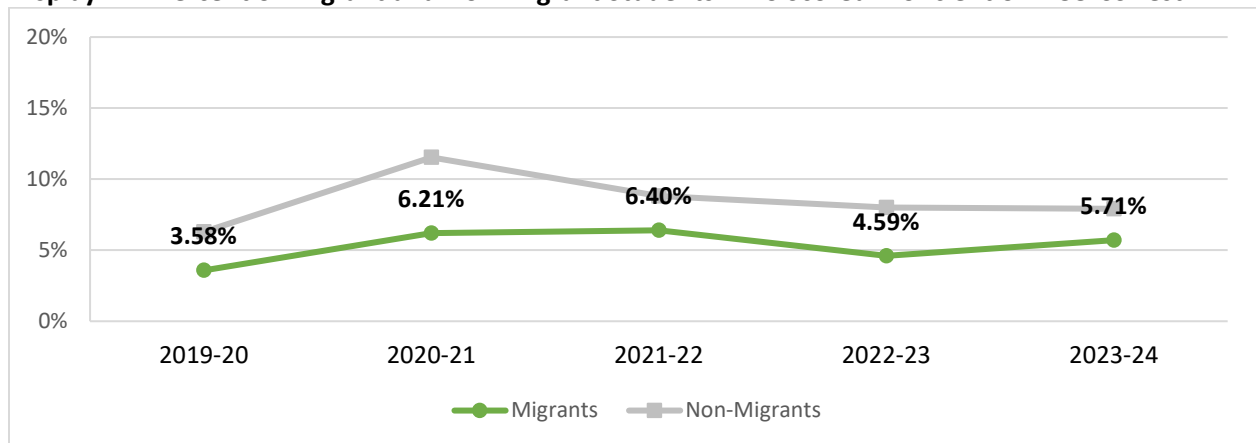


Performance Measure #4: English Language Proficiency

The MEP faces significant challenges in meeting its Performance Target #4 for English language proficiency. The target aims for 75% of returning eligible migrant students who were limited English proficient in 2017-2028 to score as proficient in English on the WIDA ACCESS assessment by the 2028-2029 academic year. Current data suggests that the state is not on track to meet this target; however, it is not clear what the baseline data is and how the performance metric is supposed to be calculated. Cohort analysis based on migrant students who took the ACCESS test in spring 2020 reveals that 41.5% of migrant students who took the ACCESS test in spring 2020 eventually achieved proficiency; but this progress is insufficient to meet the 2028-29 target. Figuring out the cohort analysis intended by the CNA committee might improve upon this percent.

Current proficiency rates, for a given assessment year, remain consistently low, with only 5.71% of migrant students achieving proficiency on the ACCESS test in 2023-24. The five-year average proficiency rate of 5.30% shows minimal improvement over time. Additionally, migrant students consistently perform below their non-migrant peers, who maintain an average proficiency rate of 8.51%.

Display 1-4: Percent of Migrant and Non-Migrant Students Who Scored Proficient on ACCESS Test



Performance Measure #5: Parent Involvement

The parent involvement target is 80% for parents of migrant students. The absence of current baseline data and clear metrics for measuring progress presents significant challenges for program evaluation and improvement tracking. This gap in data collection and measurement needs to be addressed promptly to ensure effective program implementation and outcome assessment. However, current data collection gaps and unclear baseline metrics present significant challenges in measuring progress toward this goal.

Key findings indicate that while the program has distributed parent needs assessment surveys, there is insufficient data to evaluate current performance or track progress toward the target. The original assessment tool focused primarily on identifying areas where children need assistance rather than measuring parent involvement effectiveness, suggesting a misalignment between assessment methods and performance targets.

See Appendix C for full report.

2. Teacher/Administrator Survey

In May 2025, teachers and administrators were asked to complete a survey surrounding the Migrant Education Program (MEP). A total of 400 teachers and administrators from 24 districts completed the survey.

The items are divided into six sections:

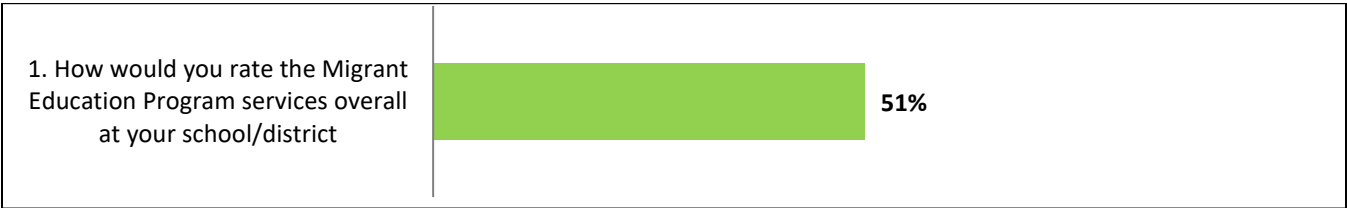
- (1) The overall quality of the MEP
- (2) The helpfulness of MEP services
- (3) The instructional needs, supplemental instructional service needs, and support services needs of migratory students
- (4) The professional development needs of staff
- (5) The training needs of parents
- (6) The SD Reading and Math Standards instructional needs of migratory students

For each item, the percentage of respondents selecting the top two responses was calculated. A section-level score was then generated by averaging the percentage of respondents who chose the top two responses across the items within that section. For sections 1 (quality) and 2 (helpfulness), the higher the score the more positive the response. For sections 3 – 6 (which indicate needs), the higher the score, the greater the level of need surrounding that area.

Quality and Helpfulness of Migrant Education Program

51% of the respondents said that MEP services are “good” or “great” (see Display 2-1). Likewise, on average, 51% of respondents said that MEP services are “quite a bit” or “a lot” helpful (see Display 2-2).

Display 2-1: Migrant Education Program Services
Percent Who Said “Good” or “Great”



Display 2-2: Average Rating of Helpfulness of MEP Services



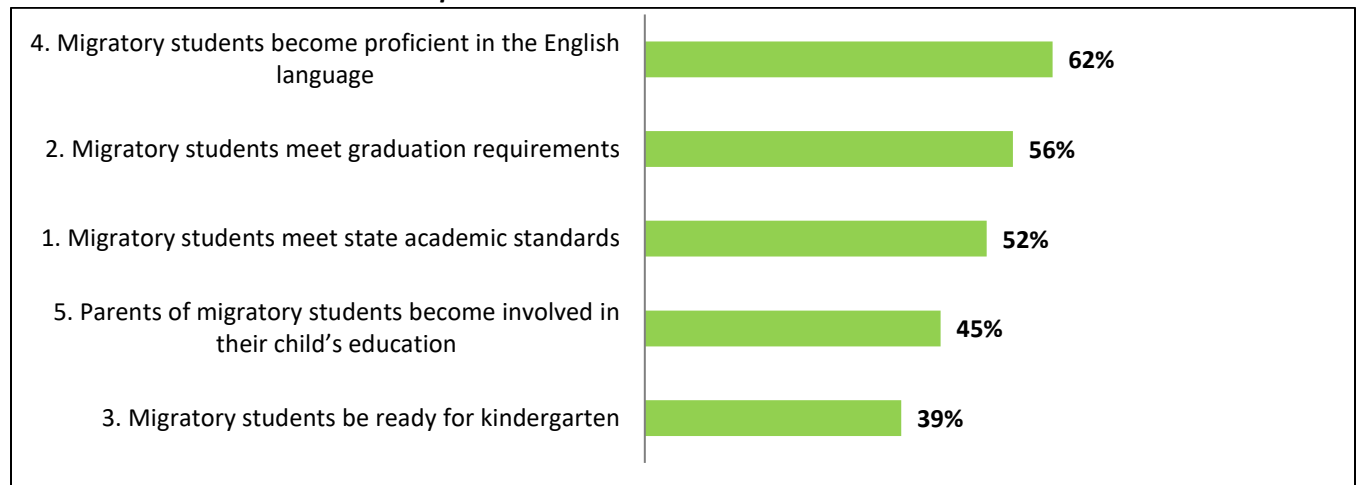
When examining the five individual items that make up the “helpfulness” scale, 39-62% of respondents said that any given MEP service was “quite a bit” or “a lot” helpful (see Display 2-3).

- The highest-rated item:
 - 4. To what extent do MEP services help migratory students become proficient in the English language (62%)
- The lowest-rated item:
 - 3. To what extent do MEP services help migratory students be ready for kindergarten (39%)

Display 2-3: MEP Services

Percent Who Said “Quite a bit” or “A lot”

To what extent do MEP services help:

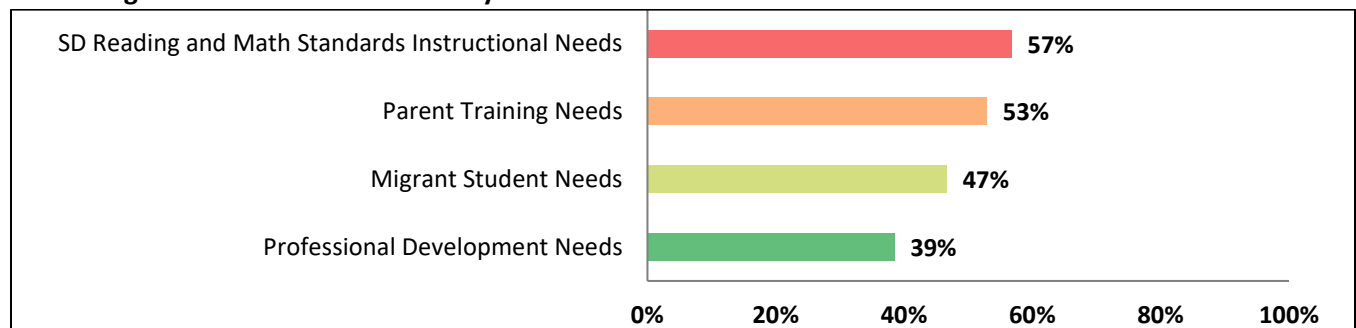


Areas of Need

The following display shows the average scale score for each of the four “need” areas. On average, respondents rated the SD Reading and Math Standards as having the highest instructional need for migratory students; on average, about 57% expressed a “high” or “critical” need for Standards-based instruction. Respondents rated professional development needs for themselves the lowest; on average, about 39% expressed a “high” or “critical” need for a given professional development topic (see Display 2-4).

Display 2-4: Average Rating of Need by Area

Sorted Highest Need to Lowest Need by Area

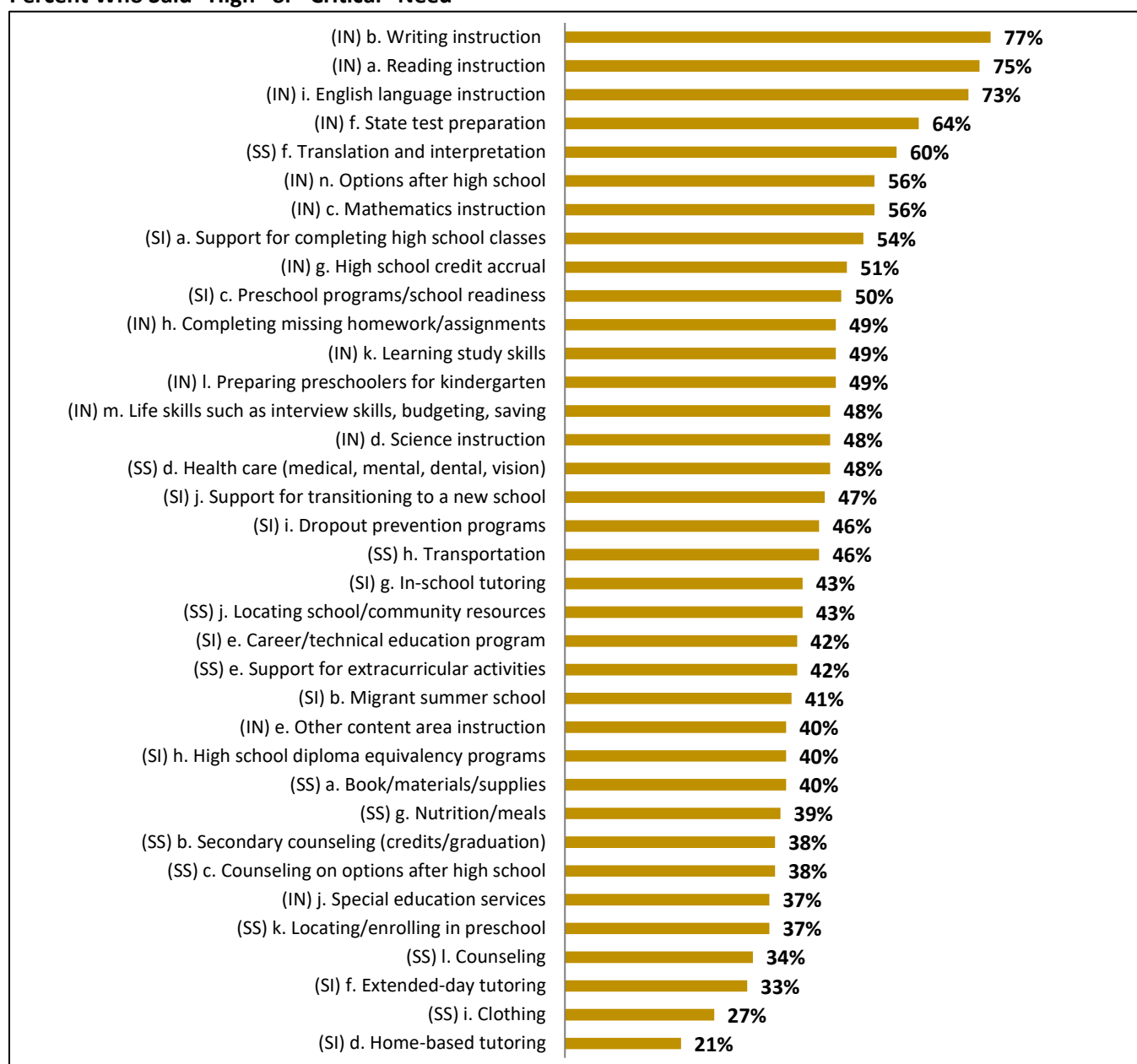


The following sections present individual item results.

Migratory Student Needs (Instructional, Supplemental Instructional, and Support Services Needs)

- 21-77% of respondents said there is a “high” or “critical” need surrounding the 36 instructional and support services items (see Display 2-5).
- The highest-rated needs:
 - (IN) b. Writing instruction (77% said “High” or “Critical”)
 - (IN) a. Reading instruction (75%)
 - (IN) i. English language instruction (73%)
- The lowest-rated needs:
 - (SI) d. Home-based tutoring (21% said “High” or “Critical”)
 - (SS) i. Clothing (27%)

Display 2-5: Instructional-Related and Support Service Needs of Migratory Students
Percent Who Said “High” or “Critical” Need

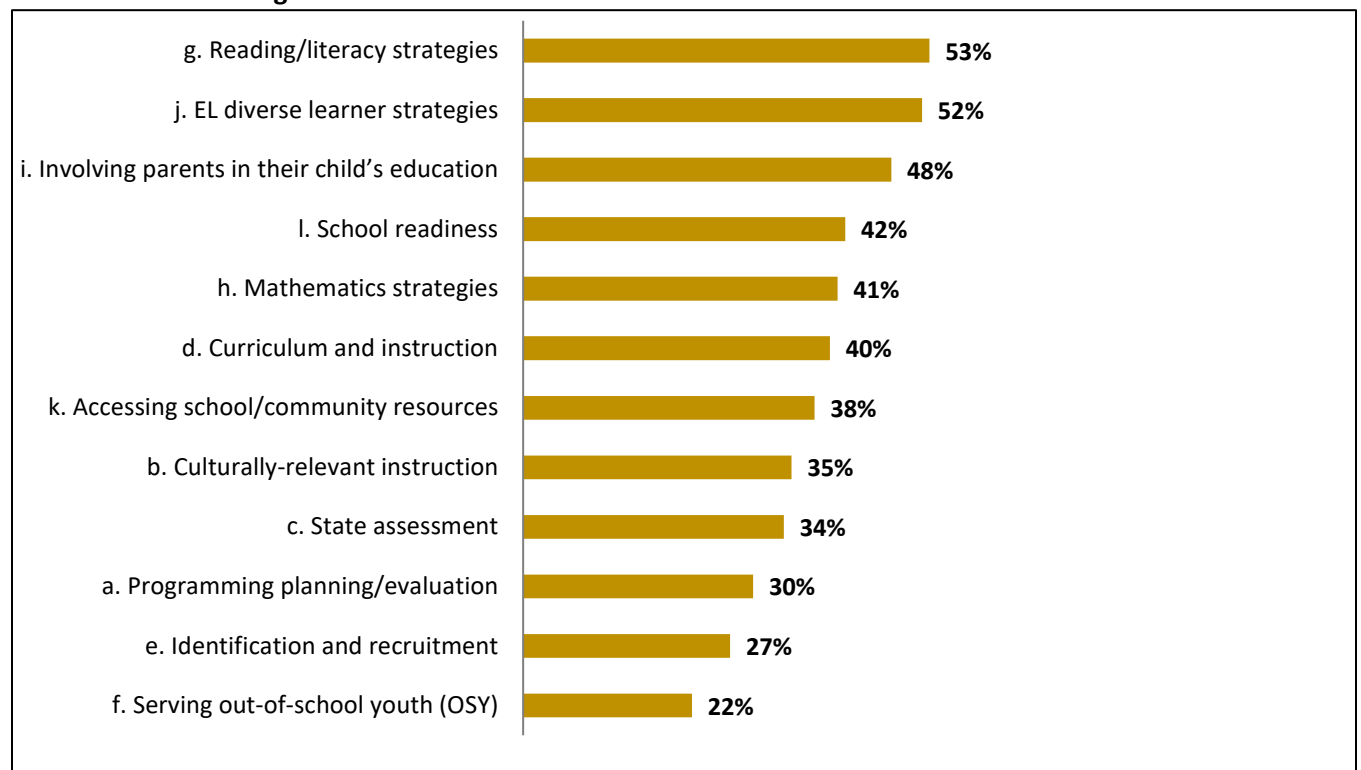


IN= Instructional Needs; SI=Supplemental Instructional Services Needs; SS=Support Services Needs

Professional Development Needs

- 22-53% of respondents said there is a “high” or “critical” need surrounding the 12 professional development items (see Display 2-6).
- The highest-rated needs:
 - g. Reading/literacy strategies (53% said “High” or “Critical”)
 - j. EL diverse learner strategies (52%)
 - i. Involving parents in their child’s education (48%)
- The lowest-rated needs:
 - f. Serving out-of-school youth (22% said “High” or “Critical”)
 - e. Identification and recruitment (27%)
 - a. Programming planning/evaluation (30%)

Display 2-6: Professional Development Needs
Percent Who Said “High” or “Critical” Need

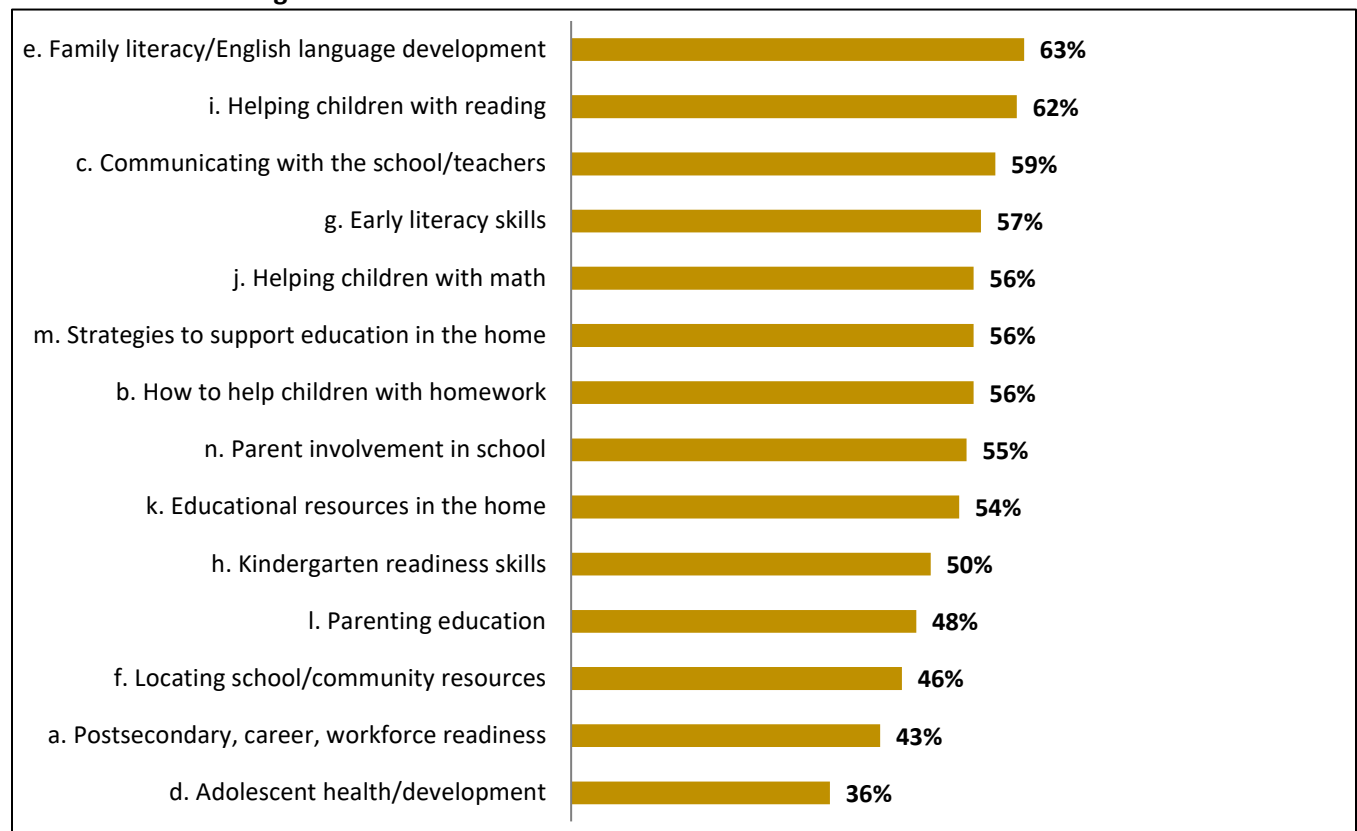


Parent Training Needs

- 36-63% of respondents said there is a “high” or “critical” need surrounding the 14 parent training items (see Display 2-7).
- The highest-rated needs:
 - e. Family literacy/English language development (63% said “High” or “Critical”)
 - i. Helping children with reading (62%)
 - c. Communicating with the school/teachers (59%)
- The lowest-rated needs:
 - d. Adolescent health/development (36% said “High” or “Critical”)
 - a. Postsecondary, career, workforce readiness (43%)

Display 2-7: Parent Training Needs

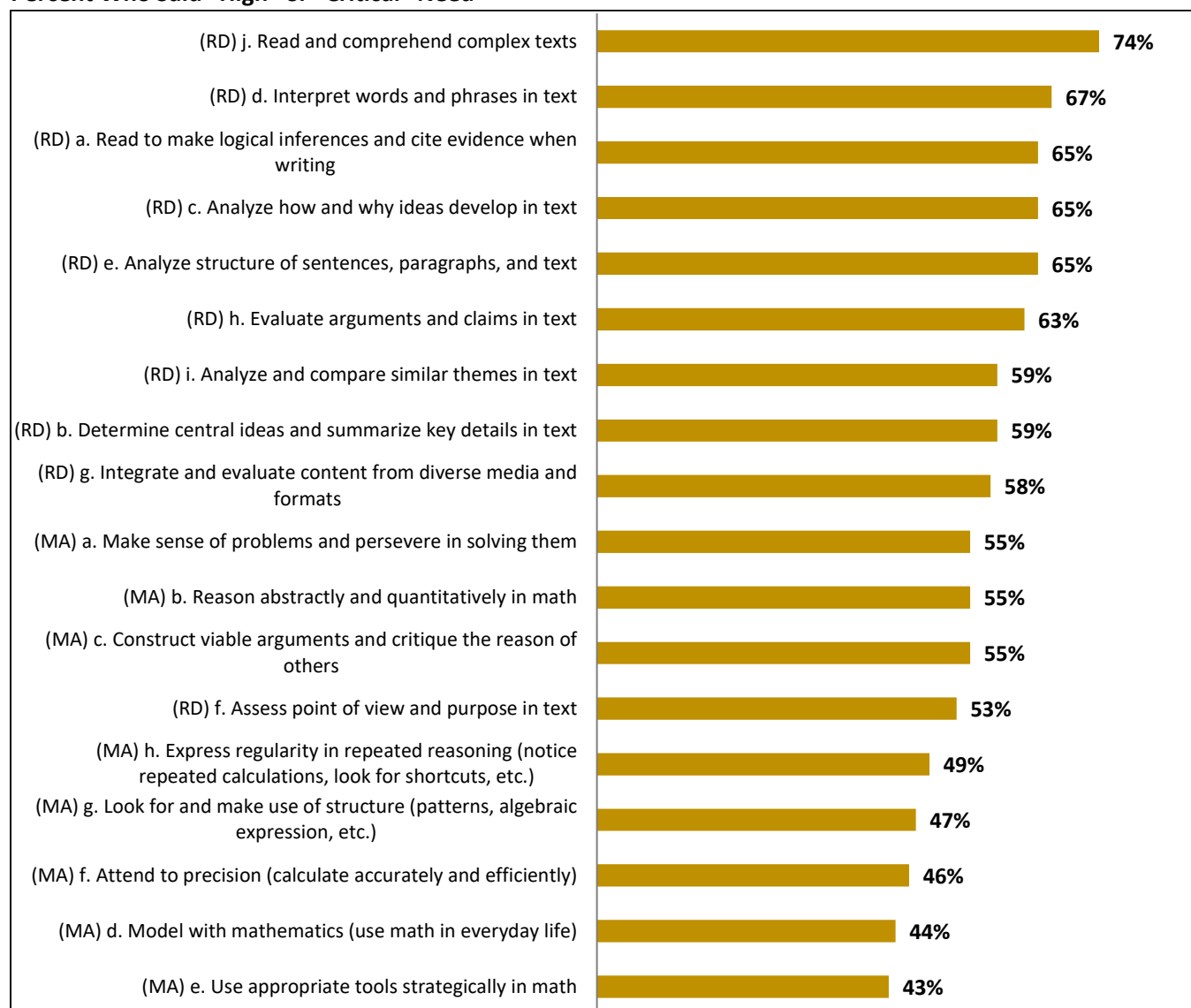
Percent Who Said “High” or “Critical” Need



SD Standards: Instructional Needs (Reading Standards and Math Standards)

- 43-74% of respondents said there is a “high” or “critical” instructional need surrounding the 18 SD Reading and Math Standards (see Display 2-8). Except for one item, respondents rated the need for reading standard support (53-74% expressed a need) higher than the need for math standard support (43-55% expressed a need).
- The highest-rated needs:
 - (RD) j. Read and comprehend complex texts (74% said “High” or “Critical”)
 - (RD) d. Interpret words and phrases in text (67%)
 - (RD) a. Read to make logical inferences and cite evidence when writing (65%)
- The lowest-rated needs:
 - (MA) e. Use appropriate tools strategically in math (43%)
 - (MA) d. Model with mathematics (use math in everyday life) (44%)

Display 2-8: SD Standards: Instructional Needs
Percent Who Said “High” or “Critical” Need



RD=Reading Standards Instructional Needs; MA=Math Standards Instructional Needs

Results by Grade Group

Teacher respondents (both general ed and special ed) were grouped by the grade levels they taught; their responses were then analyzed.

- General positivity: On average, grade 9-12 teachers showed the most positive perceptions of the MEP program. Grade 6-8 teachers were the least positive about the quality of MEP services and grade 3-5 teachers were the least positive about the helpfulness of MEP services.

Display 2-9: Average Rating of Quality and Helpfulness of MEP Services

	K-2	3-5	6-8	9-12	Multi-Grade
Quality of MEP Services	46.00%	47.73%	40.58%	56.57%	44.90%
Helpfulness of MEP Services	52.72%	41.82%	46.88%	57.75%	47.56%

Note: Color coding is applied by row using a red-to-green gradient to highlight variation across grade levels. Red indicates the lowest helpfulness rating, yellow indicates mid-range response, and green represents the highest helpfulness rating.

- Needs: On average, grade 9-12 teachers expressed the highest level of need; however, grade 3-5 teachers expressed the most need surrounding SD Reading and Math Standards instruction.

Display 2-10: Average Rating of Need by Area

Area of Need	K-2	3-5	6-8	9-12	Multi-Grade
Migrant Student Needs	45.42%	44.06%	46.95%	53.46%	43.99%
Professional Development Needs	33.10%	39.90%	33.61%	41.15%	43.91%
Parent Training Needs	50.90%	52.46%	50.61%	60.88%	51.35%
SD Reading and Math Standards Instructional Needs	54.98%	62.55%	58.31%	56.89%	53.56%

Note: Color coding is applied by row using a red-to-green gradient to highlight variation across grade levels. Red indicates the highest need ratings, yellow indicates mid-range responses, and green represents the lowest need ratings within each theme.

Results by Role

Respondents were grouped by their role; their responses were then analyzed.

- General positivity: MEP liaisons showed the most positive perceptions of the MEP program, followed by special education teachers, and then administrators. “Other” staff had the least positive perceptions.

Display 2-11: Average Rating of Quality and Helpfulness of MEP Services

	Gen Ed Teacher	Sped Teacher	EL Teacher	Administrator	Liaison	Other*
Quality of MEP Services	46.02%	65.63%	48.15%	66.67%	80.00%	38.71%
Helpfulness of MEP Services	49.32%	63.75%	49.30%	54.64%	68.00%	40.00%

Note: Color coding is applied by row using a red-to-green gradient to highlight variation across grade levels. Red indicates the lowest helpfulness ratings, yellow indicates mid-range responses, and green represents the highest helpfulness ratings.

**Other: Counselor, Title Teacher, Reading Intervention, Music Teacher, Speech Pathologist, Paraprofessional, CTE, and Physical Therapist.*

- Needs: On average, MEP liaisons expressed the highest level of need followed by English Learner (EL) teachers.

Display 2-12: Average Rating of Need by Area

Area of Need	Gen Ed Teacher	Sped Teacher	EL Teacher	Administrator	Liaison	Other
Migrant Student Needs	46.43%	46.43%	54.37%	42.44%	66.67%	39.80%
Professional Development Needs	35.79%	48.13%	42.65%	40.03%	65.00%	34.14%
Parent Training Needs	53.96%	48.36%	59.17%	48.45%	66.43%	45.00%
SD Reading and Math Instructional Needs	57.08%	48.96%	62.19%	N/A	N/A	N/A

Note: Color coding is applied by row using a red-to-green gradient to highlight variation across grade levels. Red indicates the highest need ratings, yellow indicates mid-range responses, and green represents the lowest need ratings within each theme.

3. Parent Survey

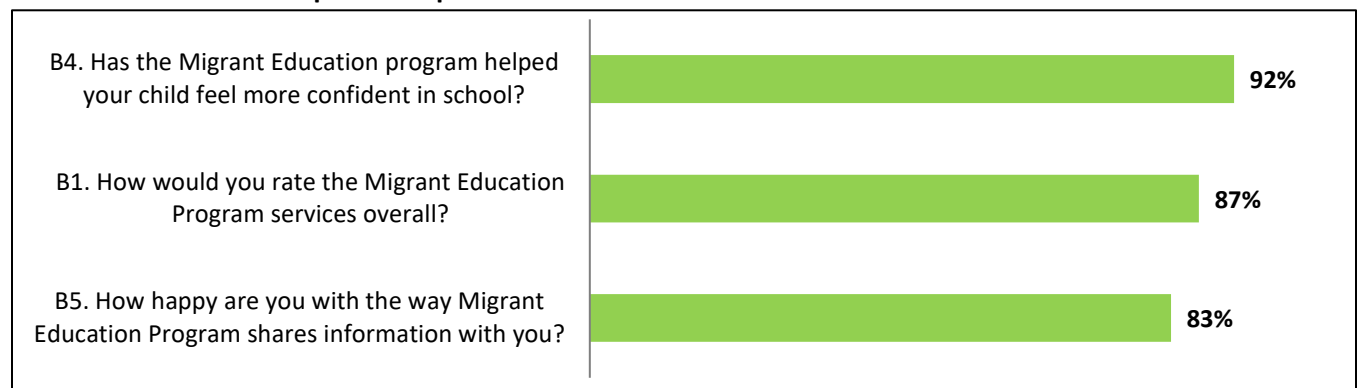
In May 2025, parents of migratory children were asked to complete a parent survey about the migrant education program (MEP). A total of 39 parents from 13 districts completed the survey. The purpose of the survey was to collect information on parent satisfaction with and participation in the MEP and on concerns parents had surrounding their children's education.

Strengths

- Overall, parents are very satisfied with the MEP. Strengths include (see Displays 3-1 and 3-2):
 - The confidence the child has gained at school (92% said "Some" or A lot")
 - The MEP in general (87% said "Good" or "Very Good")
 - The way information is shared with parents (83% are "Happy" or "Very happy")
- Respondents have the **lowest**-level of concern when it comes to the following items:
 - 13. Your child being ready to start kindergarten (87% are not concerned)
 - 8. Getting your child to and from school (75%)

Display 3-1: Migrant Education Program

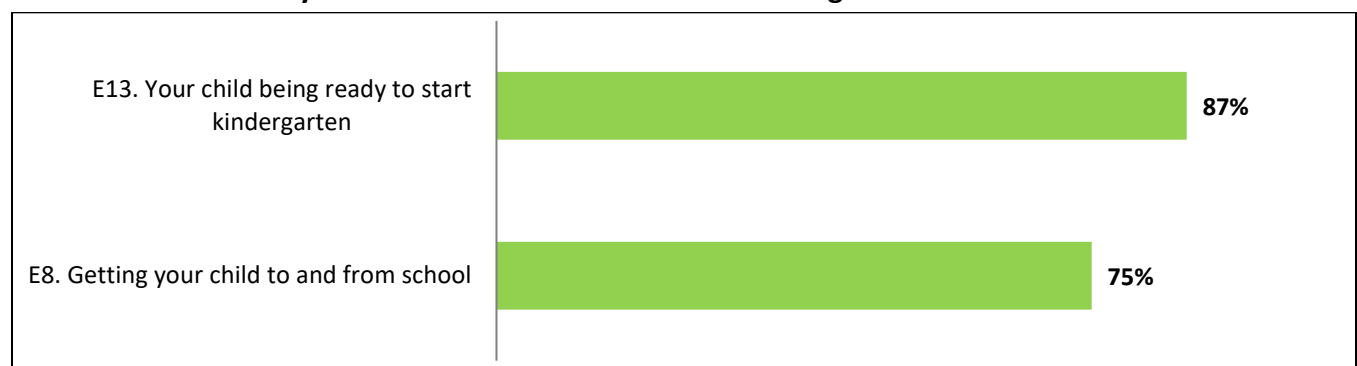
Percent Who Selected Top Two Responses



Item B1 top two responses: good and great; Item B4 top two responses: some and a lot; and Item B5 top two responses: happy and very happy.

Display 3-2: Concerns

Percent Who Said they are NOT concerned about the following



Areas of Improvement

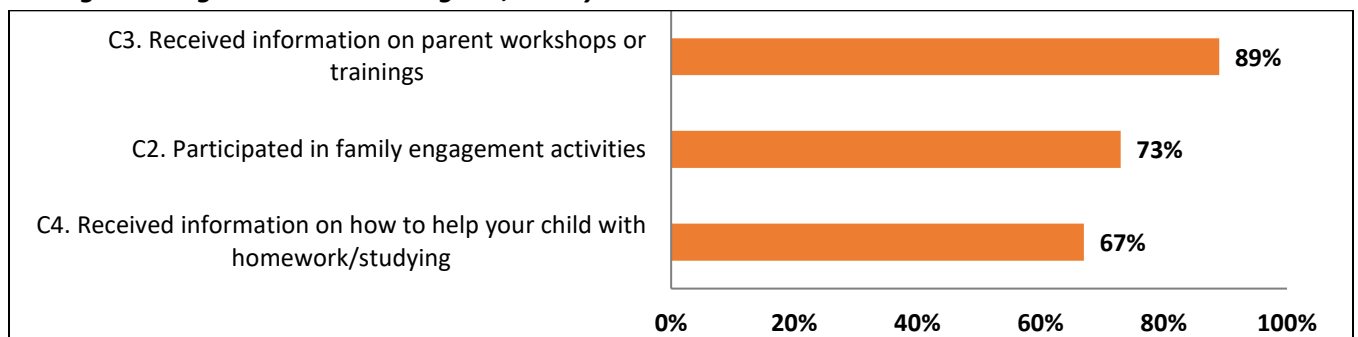
- While parents are satisfied with the MEP, this does not necessarily translate to the program facilitating parent involvement. 41% of parents indicated that the MEP has not helped them to get involved in school activities (see Display 3-3).
- More than half of parents have **not** received information on parent workshops or trainings, participated in family engagement activities, or received information on how to help their child with homework/studying (see Display 3-4).
- 47% of respondents said the school has done very little to make them aware of the services available to them through the MEP (see Display 3-5).
- Respondents have the **highest**-level of concern when it comes to the following items (see Display 3-6):
 - 10. Your child getting help in reading (66% are concerned)
 - 11. Your child getting help in math (50%)
 - 12. Your child getting help with writing (47%)

Display 3-3: Migrant Education Program
Percent Who Said “Not at all” or “A little”



Display 3-4: Participation
Percent Who Said “No”/“Don’t Know”

Through the Migrant Education Program, have you:



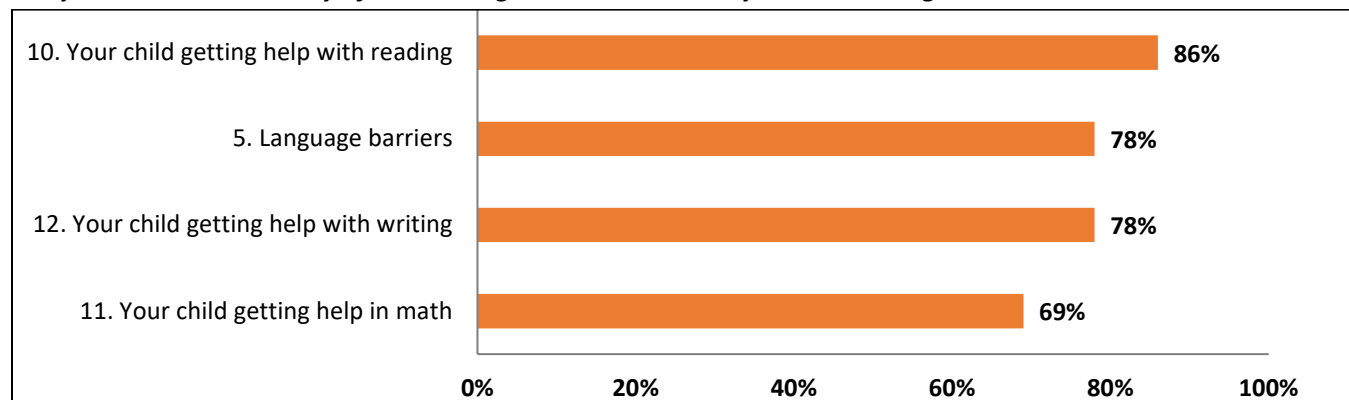
Display 3-5: School Involvement
Percent Who Said “Not at all or a little”/“Don’t know”



Display 3-6: Concerns

Percent Who Said "Somewhat" Worried or "Yes," Worried

Are you worried about any of these things when it comes to your child doing well in school?

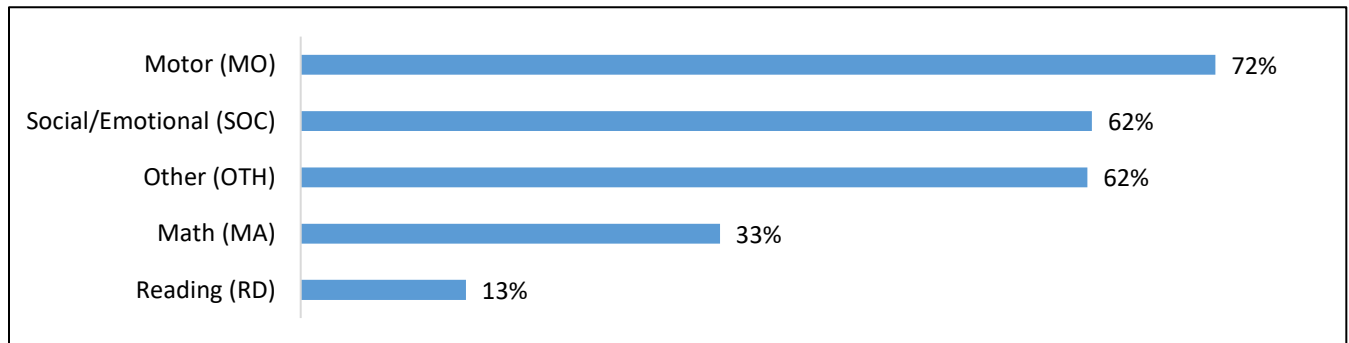


See Appendix E for full report.

4. Teacher Survey of Student Readiness for Kindergarten

- In September 2025, educators were asked to complete a kindergarten readiness assessment for migratory students entering kindergarten. A total of 15 educators from 7 districts completed the assessment on 17 students. Educators were asked to use their professional judgment when rating student proficiency.
- Educators rated students on 28 skills in five different areas with each area consisting of 3-7 items. Areas: Reading (RD); Math (MA); Motor (MO); Social/Emotional (SOC); Other (OTH).
- The percentage of students who scored at grade level was calculated for each item. Item scores within an area were averaged to identify the highest- and lowest-scoring areas.
- Displays 4-1-4-3 show the average item rating by area, the highest-rated items, and the lowest-rated items.

Display 4-1: Average Percent of Students Rated at Grade Level in Each Area



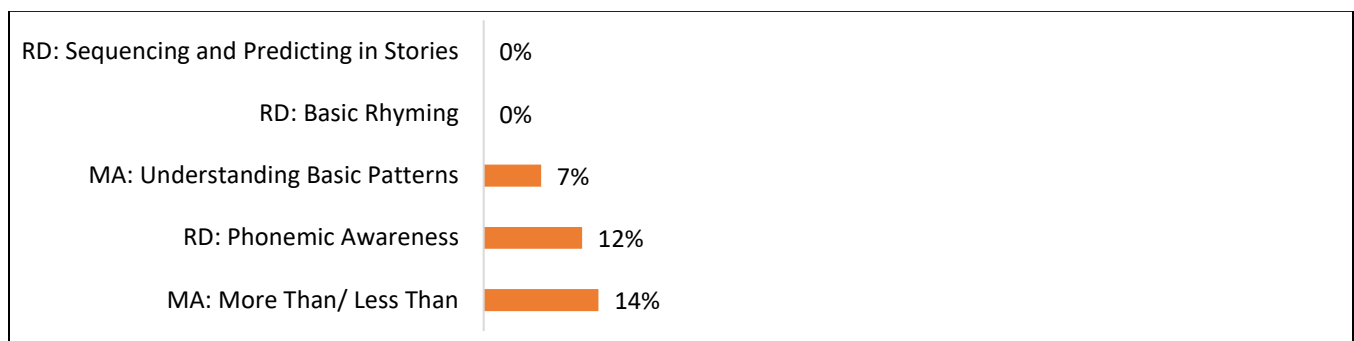
Display 4-2: Highest-Rated Readiness Skill Items

Percent of Students Rated at Grade Level



Display 4-3: Lowest-Rated Readiness Skill Items

Percent of Students Rated at Grade Level



See Appendix F for full report.

5. Data Drill-Down Reports

Detailed “drill-down” reports on enrollment, student characteristics, participation in school-based program (e.g., EL, special education, free/reduced lunch), attendance, proficiency, EL proficiency, and graduation were provided. In this section, a summary of the enrollment, student characteristics, participation in school-based program participation is provided.

A. Demographics of Migrant Students

Understanding the enrollment patterns and demographics of migrant students in South Dakota provides essential context for evaluating progress on Performance Targets. This section provides an overview of said demographics.

A1. Enrollment

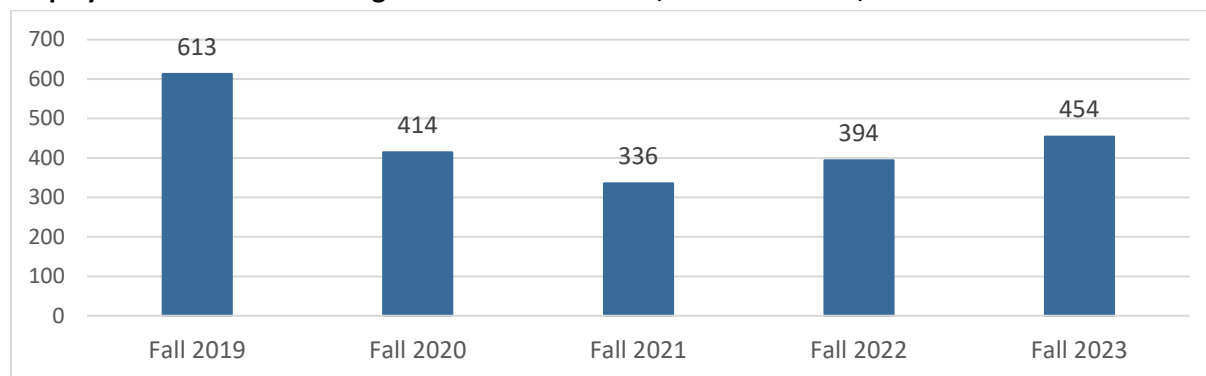
Current Enrollment

According to the enrollment file, 454 migrant students were enrolled in Preschool through Grade 12 in South Dakota Public Schools in fall 2023. This represents .32% of the total enrollment.

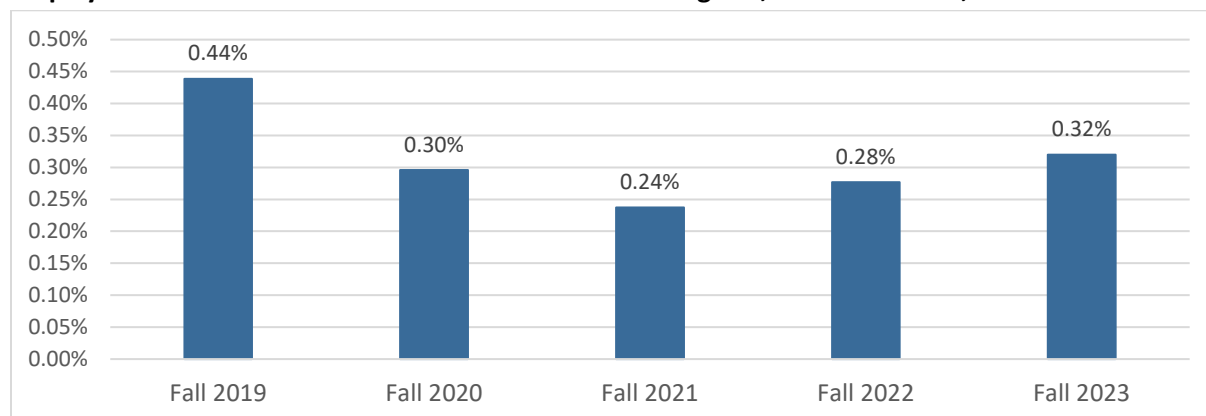
Enrollment Over Time

The number of migrant students was at a high in fall 2019 and then decreased for two years. However, since fall 2021, the number of migrant students has increased, and the fall 2023 migrant enrollment is the second highest over the past five years.

Display 5-A1-1: Number of Migrant Students Enrolled, Grades PreK-12, Results Over Time



Display 5-A1-2: Percent of Enrolled Students Who are Migrant, Grades PreK-12, Results Over Time



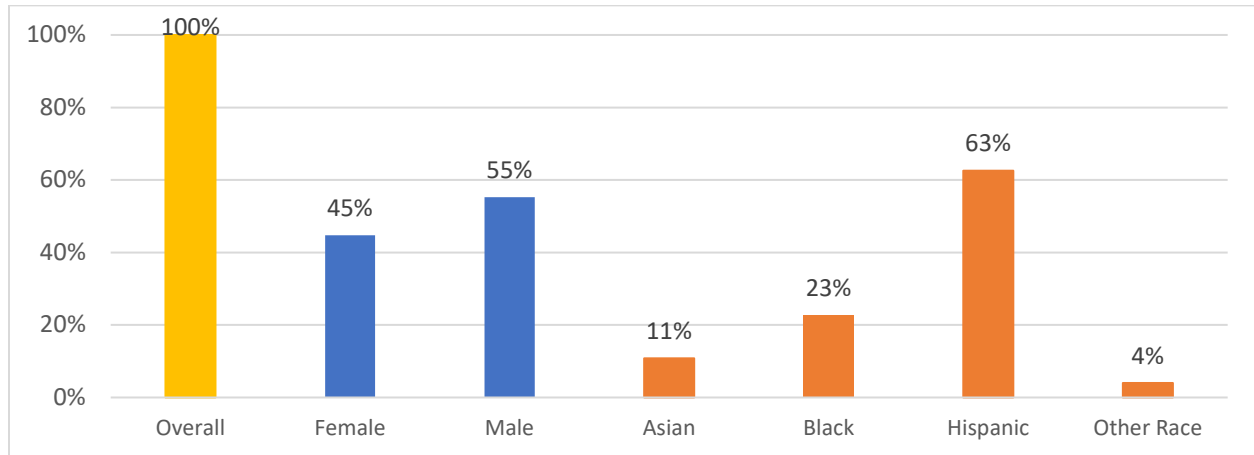
A2. District Enrollment

The 454 migrant students are enrolled in 37 districts across the state. Sioux Falls (n=165) and Huron (n=92) have the largest number of migrant students and account for almost 57% of all migrant students. All other districts have 17 or fewer migrant students.

A3. Student-Level Characteristics

The following displays (Display 5-A3-1 and Display 5-A3-2) show the characteristics of the 454 migrant students enrolled in fall 2023.

Display 5-A3-1: Percent of Migrant Students with a Given Demographic, Fall 2023



	Overall	Female	Male	Asian	Black	Hispanic	Other Race
% of Total	100%	45%	55%	11%	23%	63%	4%
# in Group	454	203	251	49	103	284	18

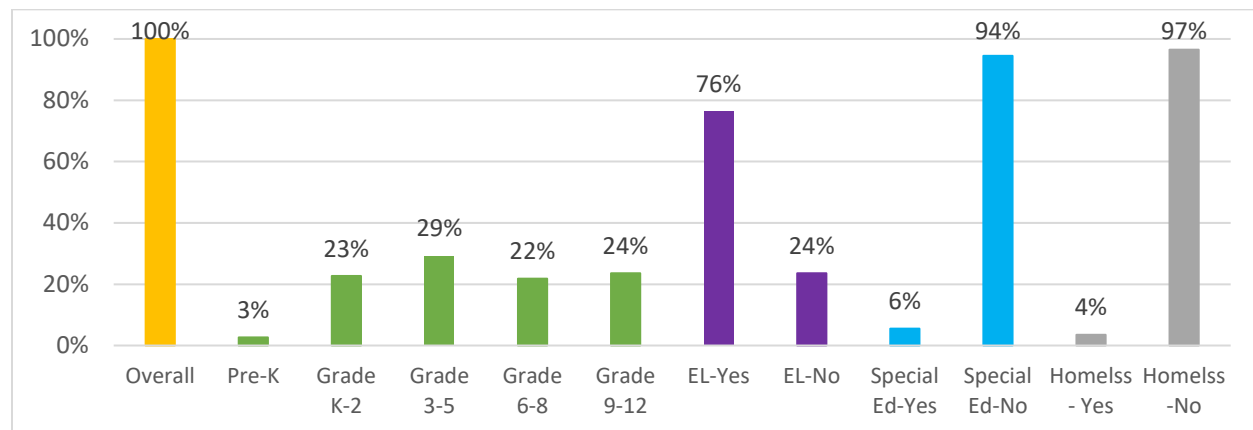
Display 5-A3-2: Percent of Migrant Students Who Speak a Given Language, Fall 2023

Language	#	%	Language	#	%
AFR - Afrikaans	4	1.18%	KIN - Kinyarwanda	2	0.59%
AMH - Amharic	10	2.95%	KUA - Kuanyama	13	3.83%
ARA - Arabic	8	2.36%	NEP - Nepali	7	2.06%
BUR - Burmese	1	0.29%	RUS - Russian	1	0.29%
CPF	2	0.59%	SON - Songhai	2	0.59%
DIN - Dinka	4	1.18%	SPA - Spanish	204	60.18%
ENG - English	4	1.18%	SWA - Swahili	30	8.85%
FAS - Farsi	3	0.88%	THA - Thai	5	1.47%
FRA - French	1	0.29%	TIR - Tigrinya	6	1.77%
GER - German	4	1.18%	UKR - Ukrainian	2	0.59%
KAR - Karen Languages	3	0.88%	VIE - Vietnamese	22	6.49%
KHM - Khmer	1	0.29%	Total	339	100%

A4. School-Based Programs

Display 5-A4-1 shows the percent of the 454 migrant students enrolled in a particular school-level program in fall 2023.

Display 5-A4-1: Percent of Migrant Students in a Given Program, Fall 2023



	Overall	Pre-K	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No	Homeless - Yes	Homeless -No
%	100%	3%	23%	29%	22%	24%	76%	24%	6%	94%	4%	97%
# in Group	454	12	103	133	99	107	347	107	25	429	16	438

A5. Summary

South Dakota's Migrant Education Program serves a diverse population of 454 students across 37 districts, representing 0.32% of total enrollment in fall 2023. The current enrollment is the second-highest in five years despite previous declines. Two districts, Sioux Falls and Huron, serve as primary hubs, accounting for 57% of the migrant student population. An additional six districts account for 17% of the population, bringing the total percent of the migrant student population that these eight districts account up to 74%.

The student population is characterized by significant diversity, with Spanish speakers comprising 60% of students, though 22 other languages are also represented (Swahili at 8.85% and Vietnamese at 6.49% are the next most frequently-spoken languages). A notable 76% of migrant students are English Learners, highlighting the critical importance of language support services. The program serves students across all grade levels, with the largest concentration (29%) in grades 3-5.

B. Attendance Rates of Migrant Students

Because attendance is such a strong predictor of important student outcomes (e.g., graduation, proficiency, and engagement), the attendance rates of migrant students were examined.

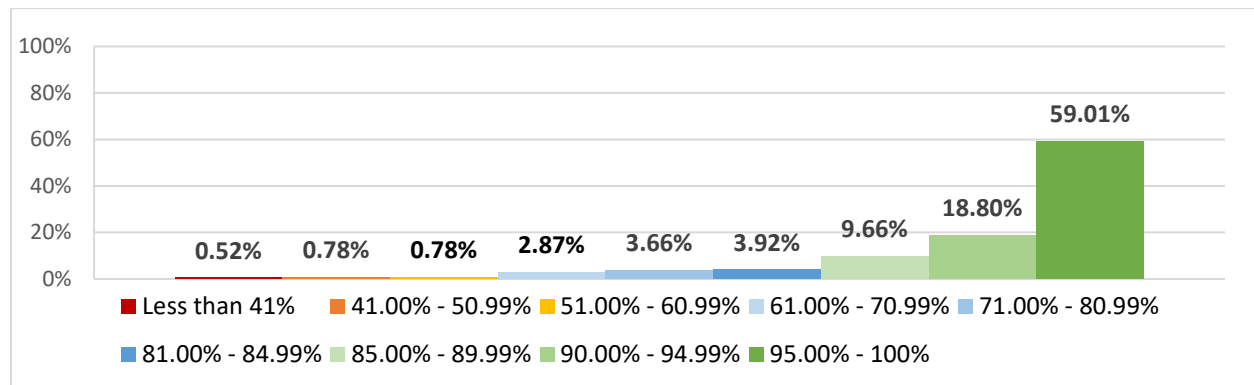
B1. Attendance Data

Current Data

Display 5-B1-1 shows the percent of migrant students with a given level of attendance in 2023-24. Note that there were 454 migrant students in fall of 2023; 383 of these students had reported attendance data at the end of the school year in June 2024. The percent of migrant students with high attendance

(defined as attending 95% or more of the school year) is 59.01%. An additional 18.80% attended between 90.01% and 94.99%. 29.42% attended 90% or less of the school year.

Display 5-B1-1: Percent of Migrant Students with a Given Attendance Rate, 2023-24



Attendance Rates	Less than 41%	41.00% - 50.99%	51.00% - 60.99%	61.00% - 70.99%	71.00% - 80.99%	81.00% - 84.99%	85.00% - 90.00%	90.01% - 94.99%	95.00% - 100%	Total
# of Students	2	3	3	11	14	15	38	71	226	383
% of Students	0.52%	0.78%	0.78%	2.87%	3.66%	3.92%	9.92%	18.54%	59.01%	100.00%

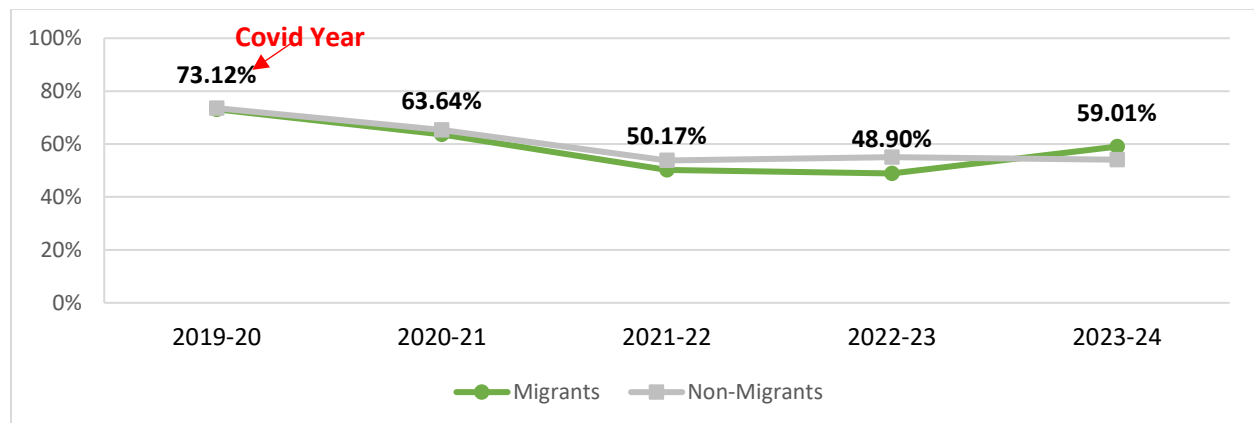
Green shading represents “high attendance,” i.e., students with an attendance rate of 95% or higher; orange shading represents students with “chronic absenteeism,” i.e., students who miss 10% or more of the school year.

Data Over Time

The over-time data for high attendance (percent of students attending at least 95% of the school year) shows that after a downward decrease in high attendance rates from 2019-20 to 2022-23, the percent of migrant students with high attendance increased in 2023-24. Note that the 2019-20 attendance rate might be artificially high due to covid. The over-time data also shows that migrant students and non-migrant students consistently have similar high attendance rates.

Display 5-B1-2: Percent of Migrant and Non-Migrant Students Who Have High Attendance Rates, Results Over Time

High Attendance = Attending 95%+ of the school year

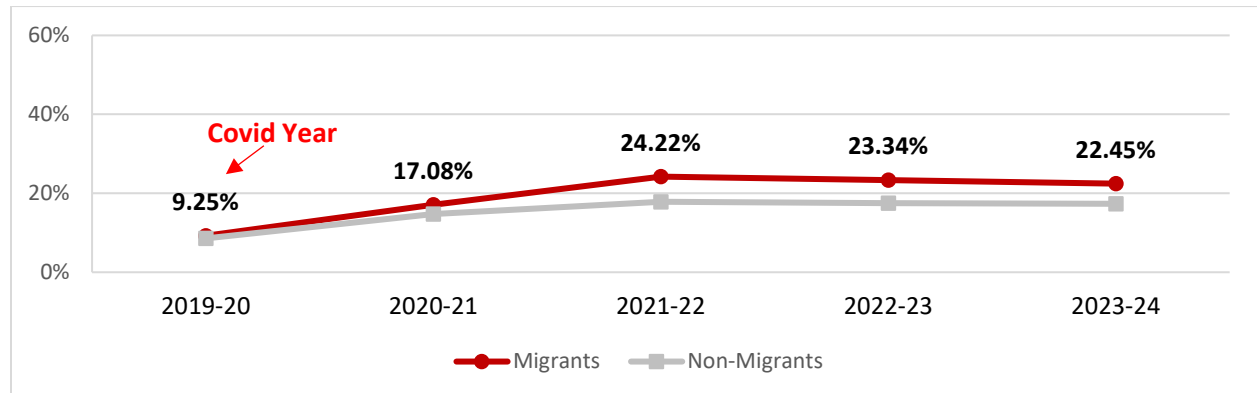


	2019-20	2020-21	2021-22	2022-23	2023-24
% Migrant High Attendance	73.12%	63.64%	50.17%	48.90%	59.01%
# of Migrant Students	584	363	289	317	383
% Non-Migrant High Attendance	73.57%	65.32%	53.80%	55.03%	54.08%
# of Non-Migrant Students	134315	132707	134100	135654	134920

The over-time data for chronic absenteeism (percent of students missing at least 90% of the school year) shows that after an upward increase from 2019-20 to 2021-22, the percent of migrant students with chronic absenteeism slightly decreased the past two years. Note that the 2019-20 chronic absenteeism rate might be artificially low due to covid. The over-time data also shows that migrant students have a slightly higher chronic absenteeism rate than non-migrant students.

Display 5-B1-3: Percent of Migrant and Non-Migrant Students Who Have Chronic Absenteeism, Results Over Time

Chronic Absenteeism = Missing 90%+ of the school year

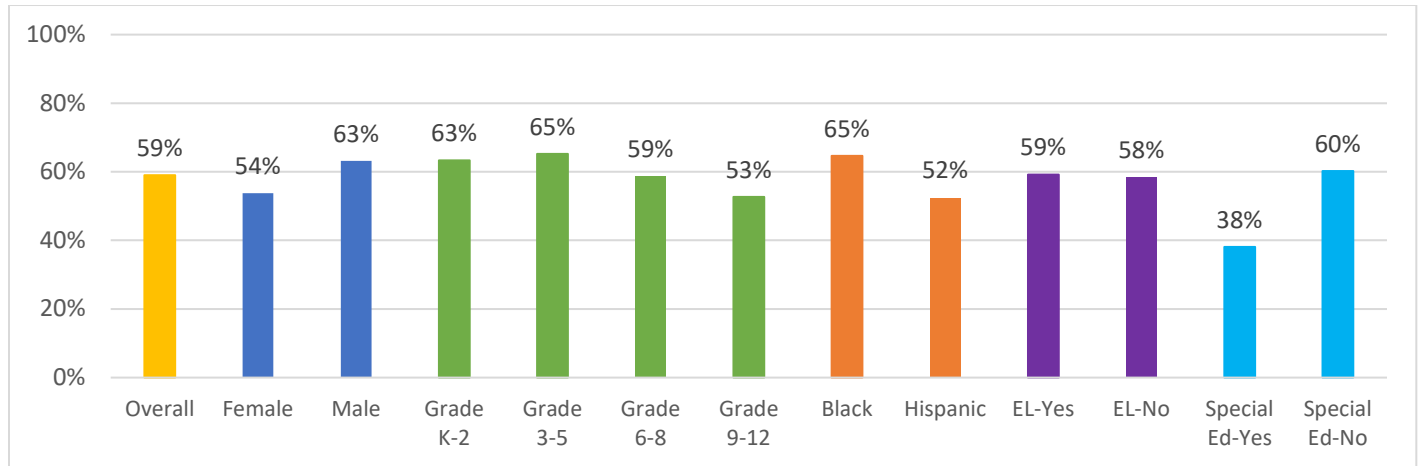


	2019-20	2020-21	2021-22	2022-23	2023-24
% Migrant Chronic Absence	9.25%	17.08%	24.22%	23.34%	22.45%
# of Migrant Students	584	363	289	317	383
% Non-Migrant Chronic Abs.	8.57%	14.73%	17.84%	17.48%	17.35%
# of Non-Migrant Students	134,315	132,707	134,100	135,654	134,920

Data by Subgroup

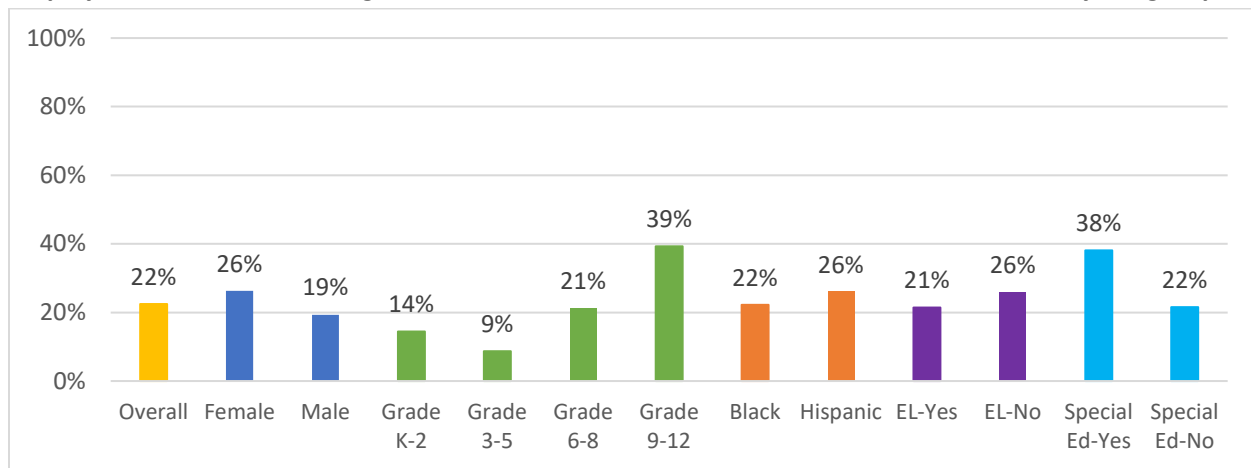
The following displays show the results by subgroup.

Display 5-B1-4: Percent of Migrant Students Who Have High Attendance Rates, 2023-24 By Subgroup



	Overall	Female	Male	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Black	Hispanic	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No
% High Attd	59%	54%	63%	63%	65%	59%	53%	65%	52%	59%	58%	38%	60%
# in Group	383	171	212	90	92	80	112	99	227	294	89	21	362

Display 5-B1-5: Percent of Migrant Students with Chronic Absenteeism Rates, 2023-24, By Subgroup



	Overall	Female	Male	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Black	Hispanic	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No
% Chron. Abs.	22%	26%	19%	14%	9%	21%	39%	22%	26%	21%	26%	38%	22%
# in Group	383	171	212	90	92	80	112	99	227	294	89	21	362

B1. Summary

The attendance data reveals both encouraging developments and areas requiring attention.

Key findings show that 59.01% of migrant students achieved high attendance rates (95% or higher) in 2023-24, marking an improvement from 48.90% in 2022-23. However, chronic absenteeism remains a significant concern, with 22.45% of migrant students missing 10% or more of the school year. This rate exceeds that of non-migrant students (17.35%) and indicates a persistent challenge in ensuring consistent school attendance among migrant populations. The two districts with the largest migrant student populations (Sioux Falls and Huron) have chronic absenteeism rates of 29% and 28%, respectively.

Particularly concerning are the disparities among specific subgroups, with high school students, Hispanic students, and students in special education showing notably lower attendance rates. These patterns suggest the need for targeted interventions and enhanced support systems.

C. Performance Target #1: Graduation

Performance Target #1 Increase Graduation Rates: By the 2028-2029 academic year, 96% of all 12th grade migrant students will receive a high school diploma or equivalent.

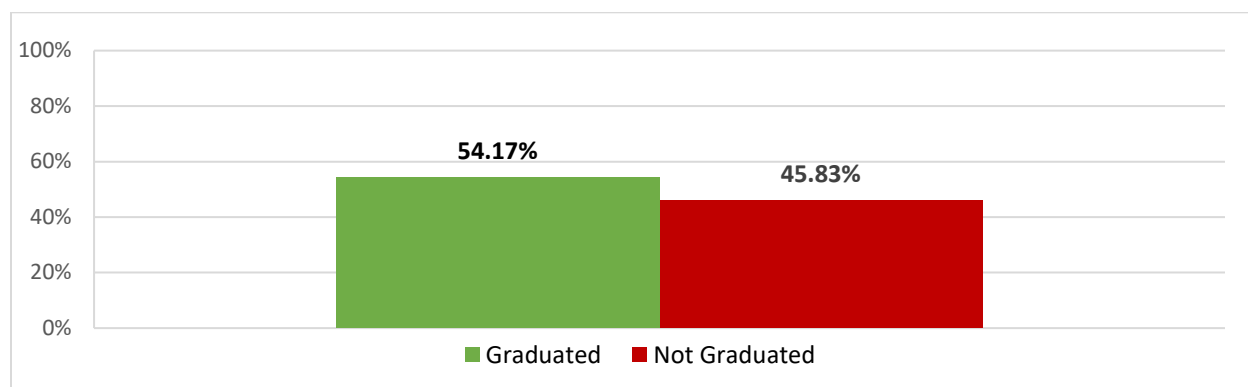
C1. Data

Current Data

The most recent data shows that 54.17% of the 24 migrant students who could have graduated in 2023-24, did in fact graduate (see Display 5-C1-1).

Note that if we include in our migrant population anyone who had *ever been* a migrant student in the past four years, then the number of migrant students in the graduation denominator for 2023-24 is 45¹, and the graduation rate is 71.11%. This indicates that migrant students are exiting the migrant program and those that exit have a higher graduation rate than those who do not exit the migrant program prior to being in 12th grade².

Display 5-C1-1: Percent of Migrant Students Who Graduated in 2023-24



¹ 21 of the 45 students exited the migrant program prior to grade 12.

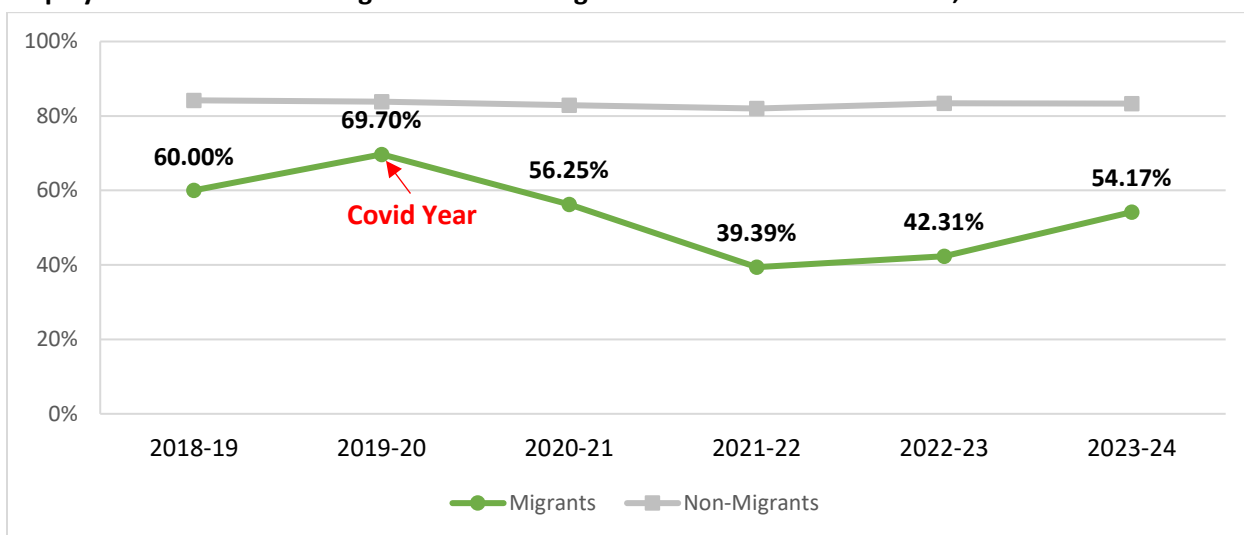
² A migrant student is typically eligible for the Migrant Education Program (MEP) for three years from the date of their last qualifying move, which means they must have moved across state or school district lines within the past three years to follow temporary or seasonal agricultural work to be considered eligible.

Exit Status	# of Exiters	% Exiting
Graduated	13	54.17%
Not Graduated	11	45.83%
Total	24	100.00%

Data Over Time

The graduation rate over time shows that after a downward trend in graduation rates from 2019-20 to 2021-22, the graduation rate has increased the past two years. Note that the 2019-20 graduation rate might be artificially high due to covid. The over-time data also shows that migrant students consistently have a lower graduation rate than non-migrant students.

Display 5-C1-2: Percent of Migrant and Non-Migrant Students Who Graduated, Results Over Time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
% Migrants Graduated	60.00%	69.70%	56.25%	39.39%	42.31%	54.17%
# of Migrant Exiters	20	33	16	33	26	24
% Non-Migrants Graduated	84.20%	83.80%	82.90%	82.00%	83.40%	83.30%
# of Non-Migrant Exiters	9291	9408	9567	10145	9890	10211

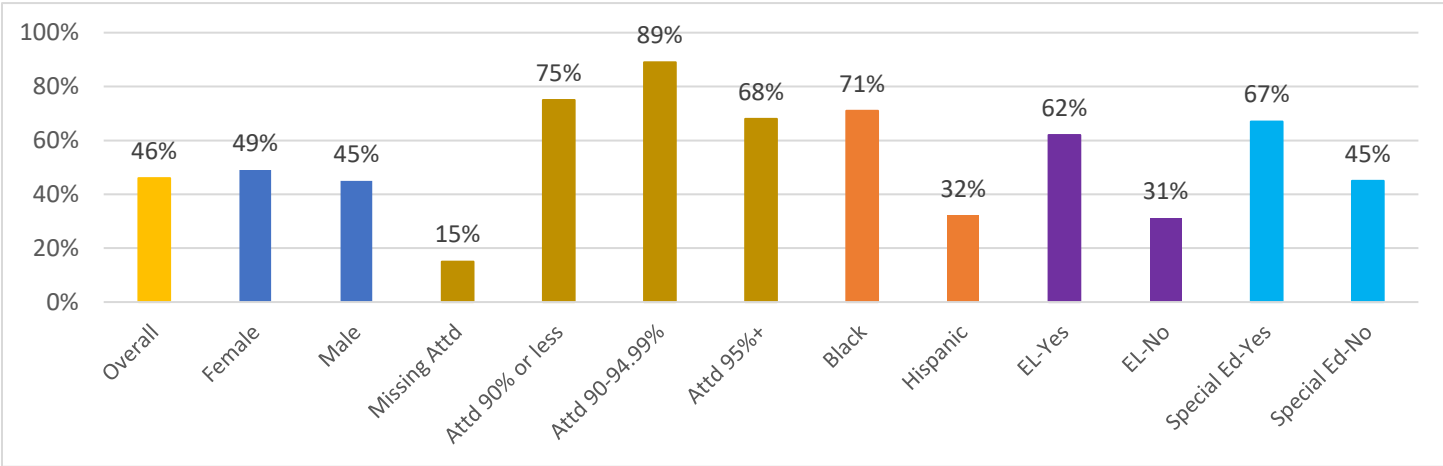
Data by District

Because the number of migrant students in the graduation denominator is so small (n=24), in order to calculate graduation rates by district, the graduation data for migrant students for the past four years (2020-21 through 2023-24) was combined. The combined graduation rate based on 99 migrant students is 46.47%.

Data by Subgroup

Display 5-C1-3 shows the graduation rate for subgroups of migrant students. Note that the number of migrant students in the graduation cohort is very small (n=24), and therefore when this small number is disaggregated into subgroups, the numbers get even smaller. Thus, this data should be viewed with caution. Because the numbers are so small, the graduation data by subgroups for the past four years (2020-21 through 2023-24) was combined to determine how stable the single year findings are.

Display 5-C1-3: Percent of Migrant Students Who Graduated in the Past Four Years Combined, By Subgroup



	Overall	Female	Male	Missing Attd	Attd 90% or less	Attd 90-94.99%	Attd 95%+	Black	Hispanic	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No
% Graduated	46%	49%	45%	15%	75%	89%	68%	71%	32%	62%	31%	67%	45%
# in Group	99	41	58	47	24	9	19	21	59	45	51	6	93

D. Performance Target #3: State Test

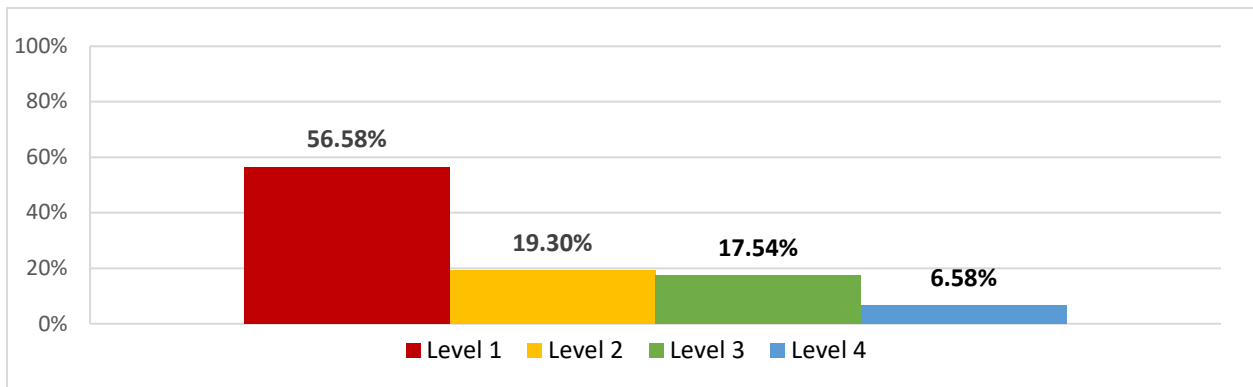
Performance Target #3 Language arts and mathematics proficiency: By the 2028-2029 academic year, 66.38% of migrant students will score at a proficient level (3.0) or higher in language arts and 66.38% of all migrant students in mathematics on the state assessment or as rated by teachers.

D1. Data

Current Data

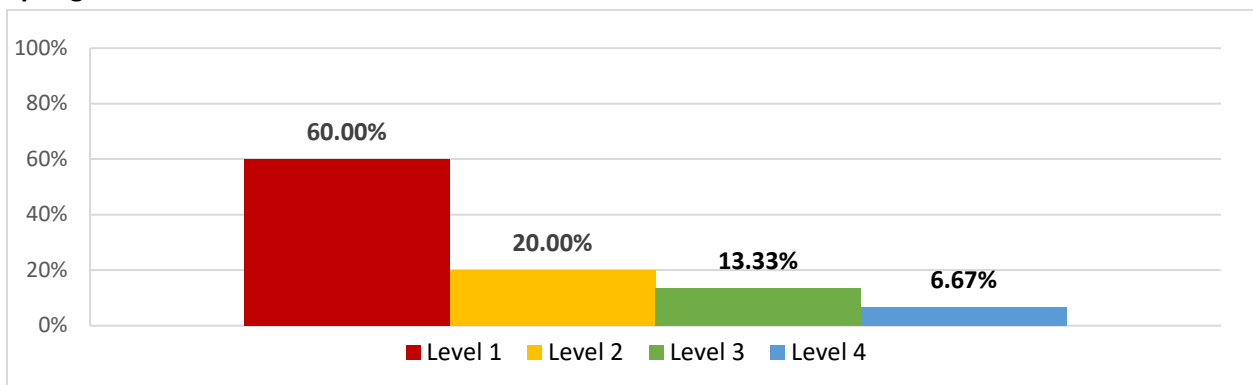
The most recent data shows that 24.12% of the 228 migrant students who completed the ELA state test in spring 2024 scored proficient (at a level 3 or 4), and 20.00% of the 270 migrant students who completed the math state test in spring 2024 scored proficient (at a level 3 or 4) (see Displays 5-D1-1 and 5-D1-2).

Display 5-D1-1: Percent of Migrant Students Who Scored at a given Achievement Level on the ELA Test, Spring 2024



Performance Level	# of Test-Takers	% of Test-Takers
Level 1	129	56.58%
Level 2	44	19.30%
Level 3	40	17.54%
Level 4	15	6.58%
Total	228	100.00%

Display 5-D1-2: Percent of Migrant Students Who Scored at a given Achievement Level on the Math Test, Spring 2024

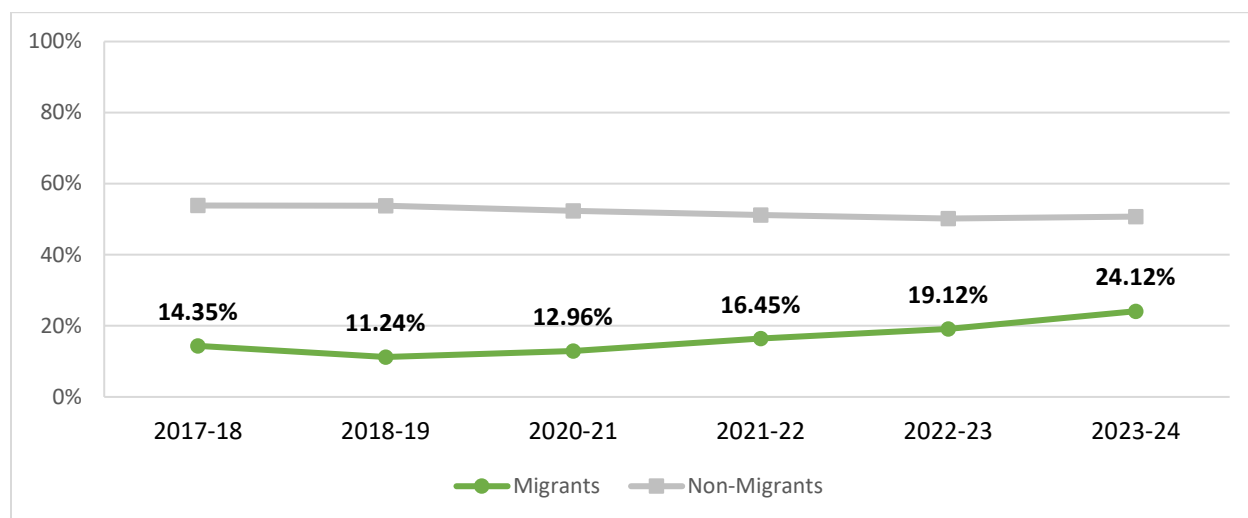


Performance Level	# of Test-Takers	% of Test-Takers
Level 1	162	60.00%
Level 2	54	20.00%
Level 3	36	13.33%
Level 4	18	6.67%
Total	270	100.00%

Data Over Time

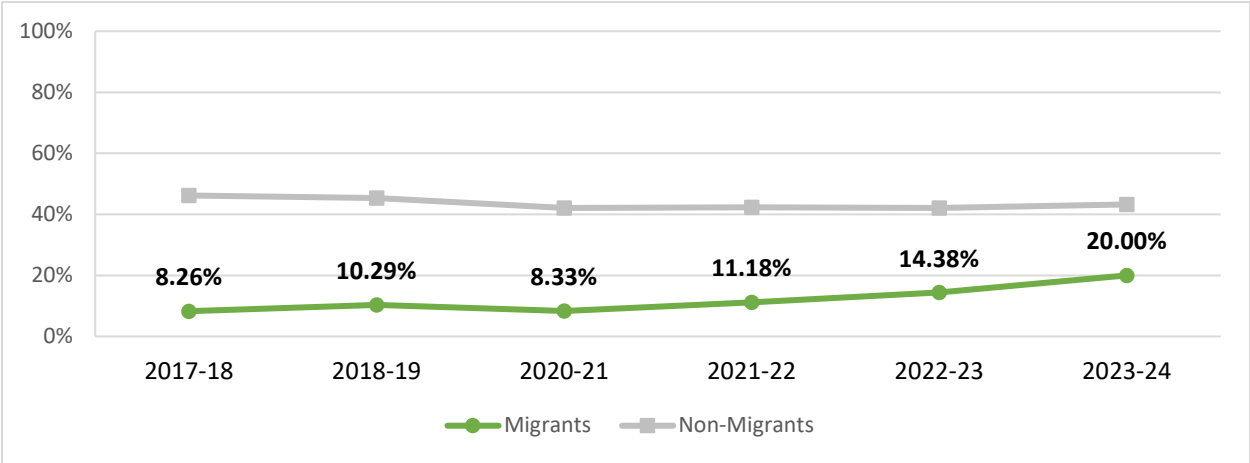
The proficiency rate data over time shows that the ELA proficiency rate has been steadily increasing since 2018-19 and has increased by about 13 percentage points over the past five years. The migrant ELA proficiency rate is consistently below the non-migrant rate; however, the gap between the two has gotten smaller over time. The math proficiency rate has also been steadily increasing since 2020-21 and has increased by about 12 percentage points over the past four years. The migrant math proficiency rate is consistently below the non-migrant rate; however, the gap between the two has gotten smaller over time.

Display 5-D1-3: Percent of Migrant and Non-Migrant Students Who Scored Proficient on the ELA Test, Results Over Time



	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
% Migrant Proficient	14.35%	11.24%	12.96%	16.45%	19.12%	24.12%
# of Migrant Test-Takers	209	267	216	152	136	228
% Non-Migrant Proficient	53.86%	53.80%	52.40%	51.20%	50.20%	50.70%
# of Non-Migrant Test-Takers	70841	71632	68230	71035	71422	71049

Display 5-D1-4: Percent of Migrant and Non-Migrant Students Who Scored Proficient on the Math Test, Results Over Time

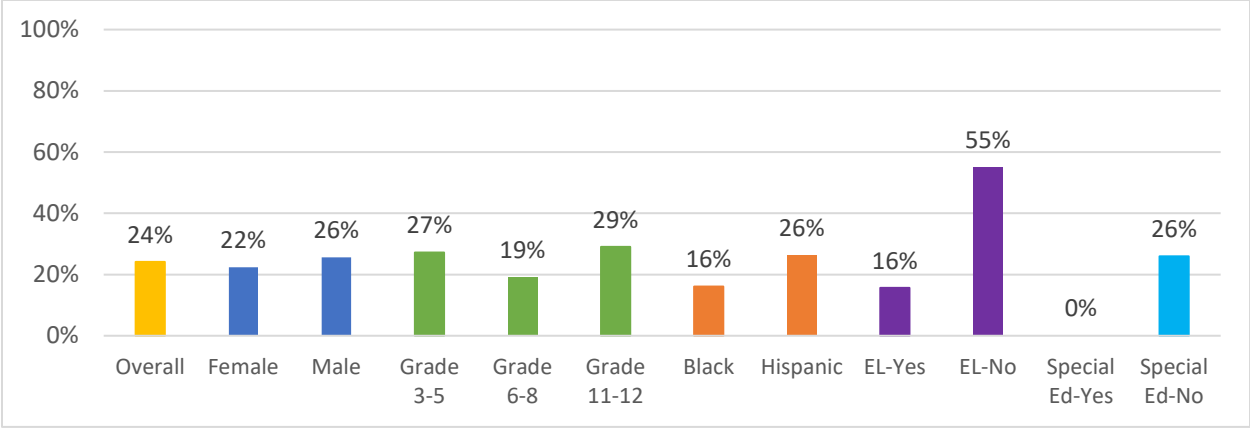


	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
% Migrant Proficient	8.26%	10.29%	8.33%	11.18%	14.38%	20.00%
# of Migrant Test-Takers	230	311	228	161	146	270
% Non-Migrant Proficient	46.18%	45.30%	42.10%	42.30%	42.10%	43.30%
# of Non-Migrant Test-Takers	70938	71784	68200	71210	71610	71379

Data by Subgroup

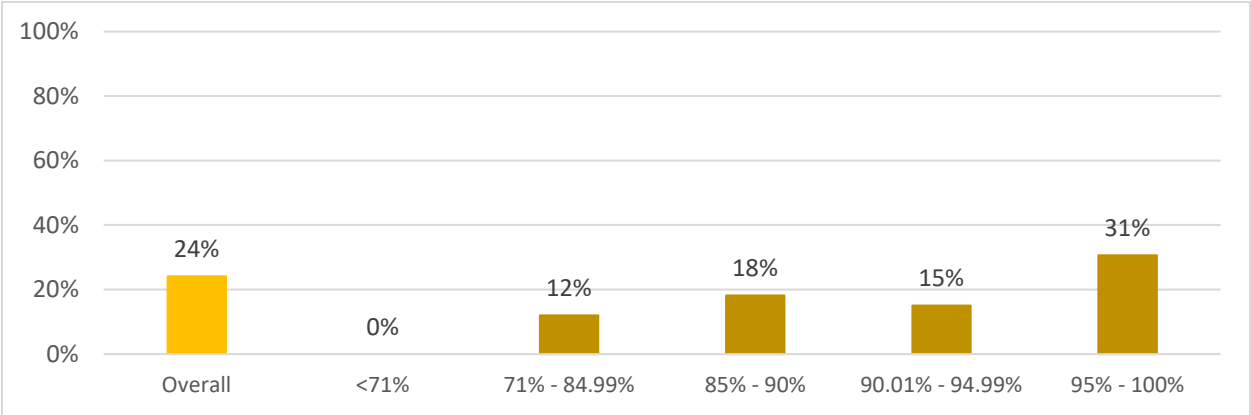
The following displays show the results by subgroup.

Display 5-D1-5: Percent of Migrant Students Who Scored Proficient on the ELA Test, Spring 2024, By Subgroup



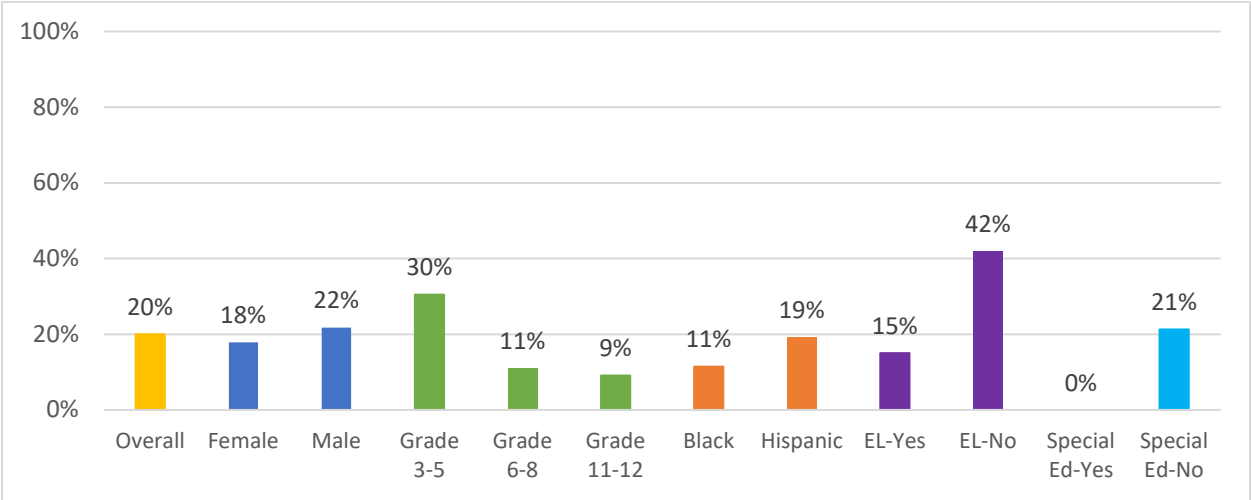
	Overall	Female	Male	Grade 3-5	Grade 6-8	Grade 11-12	Black	Hispanic	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No
% Proficient	24%	22%	26%	27%	19%	29%	16%	26%	16%	55%	0%	26%
# Test-Takers	228	103	125	103	94	31	56	140	179	49	16	212

Display 5-D1-6: Percent of Migrant Students Who Scored Proficient on the ELA Test, Spring 2024, By Attendance Rate



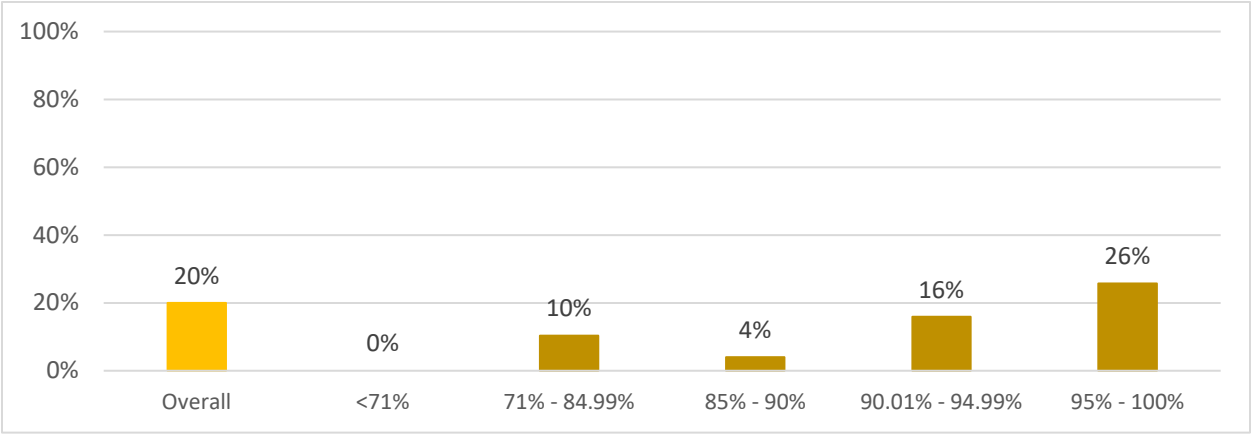
	Overall	<71%	71% - 84.99%	85% - 90%	90.01% - 94.99%	95% - 100%
% Proficient	24%	0%	12%	18%	15%	31%
# Test-Takers	228	4	25	22	40	137

Display 5-D1-7: Percent of Migrant Students Who Scored Proficient on the Math Test, Spring 2024, By Subgroup



	Overall	Female	Male	Grade 3-5	Grade 6-8	Grade 11-12	Black	Hispanic	EL-Yes	EL-No	Special Ed-Yes	Special Ed-No
% Proficient	20%	18%	22%	30%	11%	9%	11%	19%	15%	42%	0%	21%
# Test-Takers	270	123	147	128	109	33	70	152	220	50	16	254

Display 5-D1-8: Percent of Migrant Students Who Scored Proficient on the Math Test, Spring 2024, By Attendance Rate



	Overall	<71%	71% - 84.99%	85% - 90%	90.01% - 94.99%	95% - 100%
% Proficient	20%	0%	10%	4%	16%	26%
# Test-Takers	270	5	29	25	44	167

E. Performance Target #4: ACCESS Test

Performance Target #4 English language proficiency: By the 2028-2029 academic year, 75% of all returning eligible migrant students who were limited English proficient in the 2017-2028 school year will score as proficient in English on the WIDA ACCESS assessment.

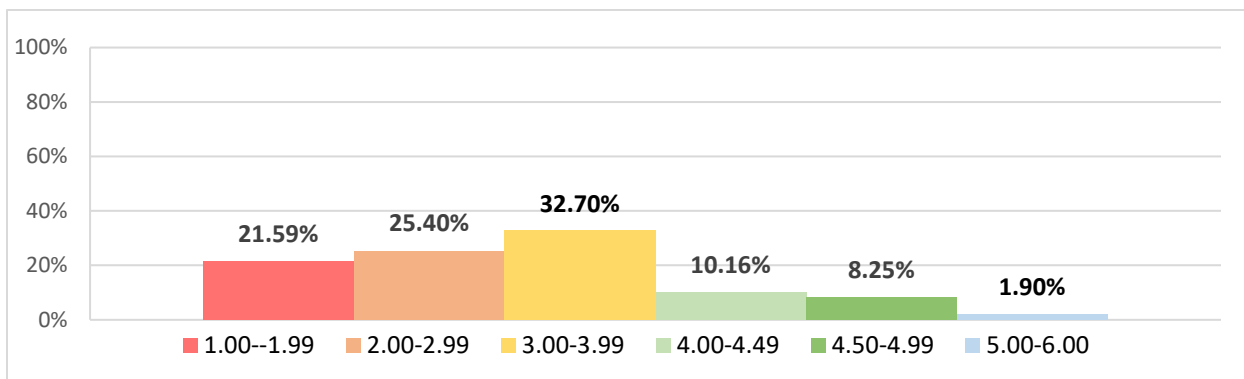
E1. Data

Current Data

The most recent data shows that 20.32% of the 315 migrant students who took the ACCESS test scored at a 4.0 or higher level in 2023-24 (see Display 5-E1-1). When migrant student scores from the ELA state test are combined with ACCESS scores, this translates to an English proficiency rate of 5.71%.³.

³ Students are considered proficient on the ACCESS test if they have a Composite Proficiency Level of at least 5.0 or if they have a Composite Proficiency Level of at least 4.0 and received a score of 3 or 4 on ELA state test. In 2023-24, 1.90% of migrant students received an ACCESS Proficiency Level of 5.0 or higher; the other 3.81% received an ACCESS Proficiency Level of 4.0 or higher and scored a 3 or 4 on the ELA state test.

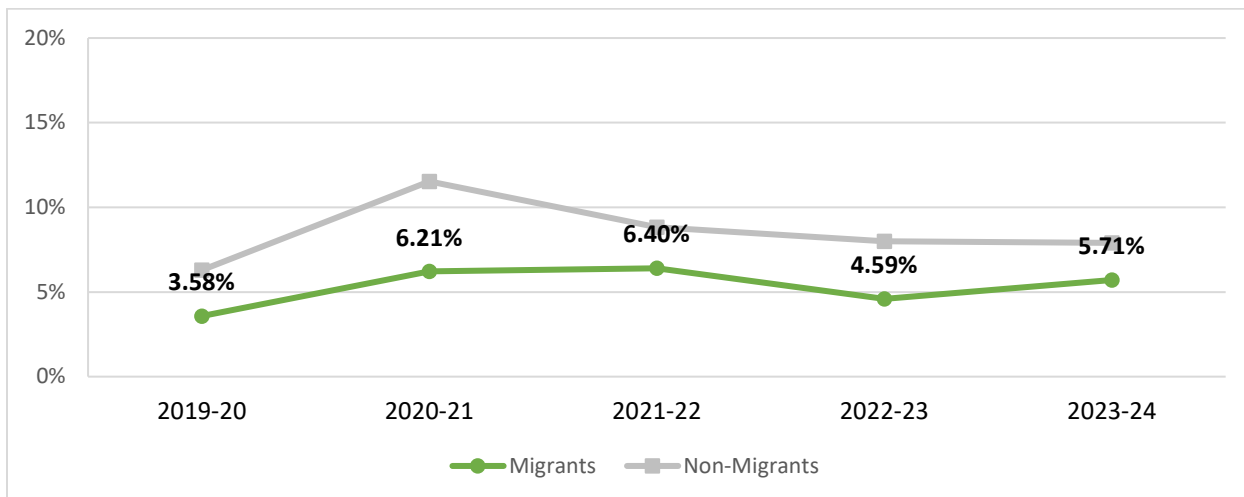
Display 5-E1-1: Percent of Migrant Students Who Scored at a Given Composite Proficiency Level in 2023-24



Data Over Time

Data shows that proficiency on the ACCESS test is stable over time, with migrant students having an average proficiency rate of 5.30% over the past five years (with a high of 6.40% in 2021-22 and a low of 3.58% in 2019-20). The over-time data also shows that migrant students consistently have a lower proficiency rate than non-migrant students who have an average proficiency rate of 8.51% over the past five years.

Display 5-E1-2: Percent of Migrant and Non-Migrant Students Who Scored Proficient on ACCESS Test, Results Over Time

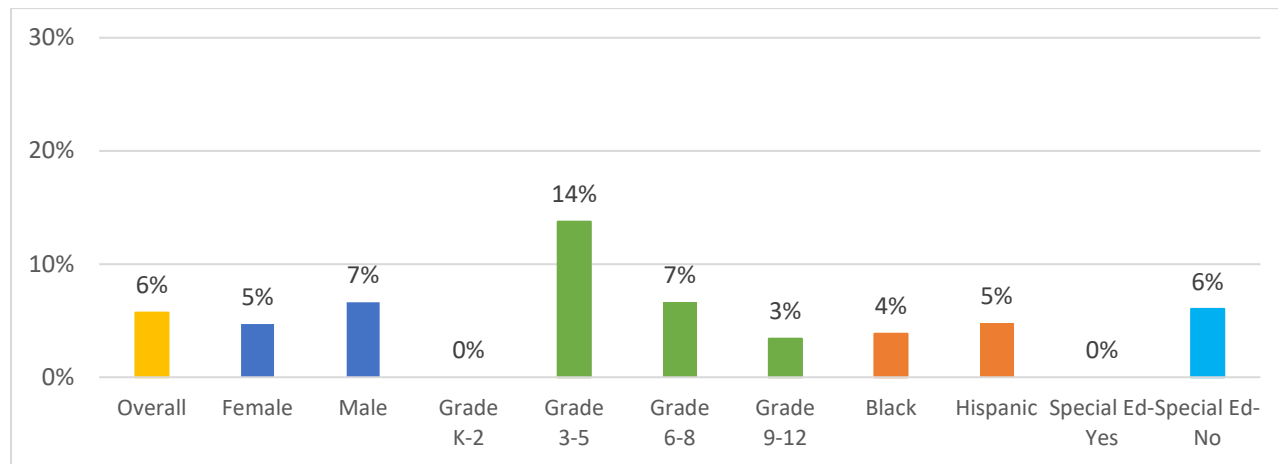


	2019-20	2020-21	2021-22	2022-23	2023-24
% Migrant Proficient	3.58%	6.21%	6.40%	4.59%	5.71%
# of Migrant Test-Takers	475	322	250	283	315
% Non-Migrant Proficient	6.29%	11.53%	8.82%	8.00%	7.91%
# of Non-Migrant Test-Takers	5945	6027	6269	6579	7261

Data by Subgroup

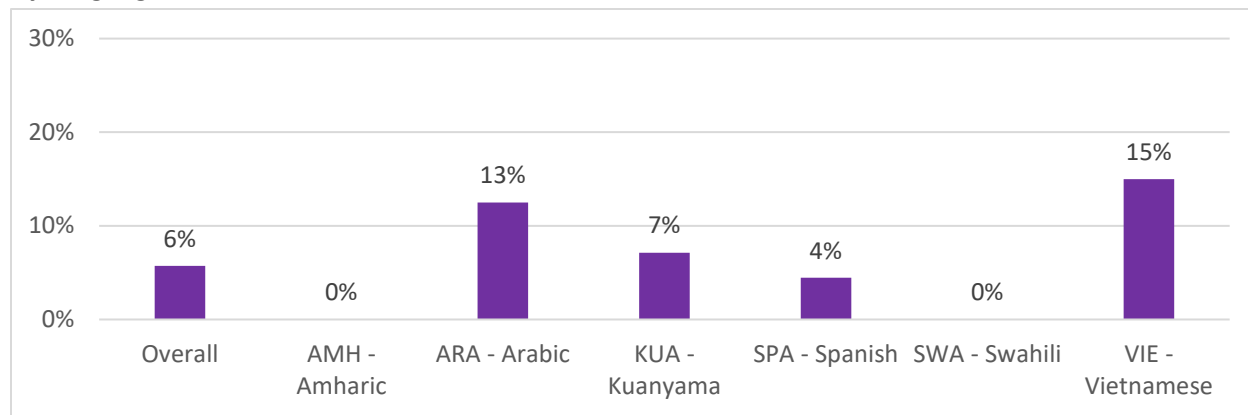
The following displays show the results by subgroup.

Display 5-E1-3: Percent of Migrant Students Who Scored Proficient on the ACCESS test in 2023-24, By Subgroup



	Overall	Female	Male	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Black	Hispanic	Special Ed-Yes	Special Ed-No
% Proficient	6%	5%	7%	0%	14%	7%	3%	4%	5%	0%	6%
# Test-Takers	315	149	166	87	80	60	88	78	188	17	298

Display 5-E1-4: Percent of Migrant Students Who Scored Proficient on the ACCESS test in 2023-24, By Language



	Overall	AMH - Amharic	ARA - Arabic	KUA - Kuanyama	SPA - Spanish	SWA - Swahili	VIE - Vietnamese
# Test-Takers	6%	0%	13%	7%	4%	0%	15%
% Proficient	315	10	8	14	180	30	20

Note: The detailed drill-down reports are not included in an appendix because of their length.

CNA Meeting #1

April 7, 2025

Agenda

Tasks to Accomplish:

- Generate Concern Statements
- Determine Data Needs
- Begin to Identify Root Causes
- Plan Next Steps

9:30 Introduction

- **Activity #1:** Name, district/organization, and # of years in the MEP

9:45 Setting the Stage

- Overview of the Continuous Improvement Model, CNA Process, CNA Terminology
- Overview of Common Areas of Concern, Previous SD Concern Statements, Needs, Measurable Program Outcomes (MPOs)
- **Activity #2:** How do the first three common areas of concern impact migrant students' academic performance in SD?
- **Activity #3:** How do the last four common areas of concern impact migrant students' academic performance in SD?
- **Activity #4:** What are your initial thoughts regarding whether the SD previous concern statements are still relevant?

10:30 Reviewing Data

- State Data Profile for Migrant Students
- **Activity #5:** What are your key takeaways regarding the executive summary of the previous performance targets?
- **Activity #6:** What are your thoughts surrounding the lack of kindergarten readiness and parent involvement data?
- **Activity #7:** What are your key takeaways regarding the enrollment and attendance data?
- **Activity #8:** What are your key takeaways regarding the graduation, academic achievement, and EL proficiency data?

11:15 Reflecting on Concern Statements & Needs

- The State's previous concern statements
 - The State's previous needs statements
 - The State's previous MPOs
 - The State's previous performance targets
 - **Activity #9:** What are your concerns surrounding migrant students at your district? Are these concerns the same or different from the previous SD concern statements?
-

	• Activity #10: What are your thoughts surrounding the previous concern statements, need statements, MPOs?
12:00	Prioritizing and Refining Concern Statements
	• Activity #11: What concern statements are the highest priority?
11:30	Data Needs
	• Discussion • Activity #12: What additional data analysis needs to be done? What surveys need to be administered?
12:15	Debriefing
	Next Steps
12:30	Adjourn

CNA Meeting #2

April 25, 2025

Agenda

Tasks to Accomplish

- Review the proposed surveys
- Determine the best administration plan for these surveys

8:30 Setting the Stage

- Review the five concern statements
- Reflect on “Survey Thoughts” document
 - What information do we want to have in our hands in June when we are preparing to work on the Service Delivery Plan?
 - What information will help us determine what training activities, what program service activities, etc., we need to provide to migrant students and their families?
 - What information will help us know if the MEP and migrant students are improving on each of the five performance areas:
 - Graduation
 - Kindergarten Readiness
 - Reading/Math Proficiency
 - EL proficiency
 - Parent Involvement
- Review previous surveys for context

9:00 Finalize Surveys

- Review Proposed surveys
 - Survey 1: Teacher and Administrator Survey
 - Survey 2: Kindergarten Readiness Survey
 - Survey 3: Parent Survey

10:30 Finalize Administration Plan

- Review proposed Administration Plan

11:15 Wrap-Up

- **Next Steps**

11:30 Adjourn

CNA Meeting #3

June 16, 2025

Agenda

Tasks to Accomplish

For each Concern Statement:

- Review survey results and other data
- Write Need Statements
- Prioritize Need Statements

8:30 Setting the Stage

- Our Mission: See “Tasks to Accomplish”
 - Note: Concern Statement 2: Kindergarten Readiness is on hold until we collect survey data in August/September
- **Introduction: Activity #1:** Name, district/organization, and your biggest hope for migrant students this coming school year
- Review terminology
- What are Concern Statements and Need Statements?
- What is Our Mission **next time** we meet: Determine root causes of and strategies for targeting prioritized need statements.
- Survey Review

9:00 Concern Statement 5: Parent Involvement

- Review survey data, “data profile” data, previous need statements, examples
- Write and prioritize Need Statements

9:30 Concern Statement 1: Graduation

- Review survey data, “data profile” data, previous need statements, examples
- Write and prioritize Need Statements

10:00 Concern Statement 3A: Language Arts Achievement

- Review survey data, “data profile” data, previous need statements, examples
- Write and prioritize Need Statements

10:30 Concern Statement 3B: Math Achievement

- Review survey data, “data profile” data, previous need statements, examples
- Write and prioritize Need Statements

11:00 Concern Statement 4: English Learners

- Review survey data, “data profile” data, previous need statements, examples
- Write and prioritize Need Statements

11:25 Wrap-Up

- **Next Steps**

11:30 Adjourn

CNA Meeting #4

June 25, 2025

Agenda

Tasks to Accomplish

For each Concern Statement:

- Review Need Statements
- Generate Potential Strategies

Padlet for Meeting 4 :

<https://padlet.com/DataDriven/sd-cna-meeting-4-lawbe6pu1vmmlxnn>

8:30 **Concern Statement 4: English Learner Proficiency**

- Review survey data, “data profile” data, previous need statements, examples
- Write Need Statements
<https://padlet.com/DataDriven/sd-cna-meeting-3-nh7wbbe00747syne>
- Generate potential strategies

9:00 **Concern Statement 5: Parent Involvement**

- Review Need Statements
- Generate potential strategies

9:30 **Concern Statement 1: Graduation**

- Review Need Statements
- Generate potential strategies

10:00 **Concern Statement 3A: Language Arts Achievement**

- Review Need Statements
- Generate potential strategies

10:30 **Concern Statement 3B: Math Achievement**

- Review Need Statements
- Generate potential strategies

11:00 **Wrap-Up**

- **Next Steps**

11:30 **Adjourn**



Appendix B

Teacher/Administrator Survey

Spring 2025

A. Background

*1. Name of district: _____

*2. Name of school: _____

*3. What grade level(s) do you teach? *(Select all that apply)*

Grade PK Grade K-2 Grade 3-5 Grade 6-8 Grade 9-12 N/A

*4. What is your role? *(Select all that apply)*

1 General Ed Teacher 2 Special Ed Teacher 3 EL Teacher 4 Administrator
5 Liaison 6 Other (What: _____)

*5. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

B. MEP Services

1. How would you rate the Migrant Education Program services overall at your school/district?

1 Poor 2 Fair 3 Average 4 Good 5 Great

To what extent do MEP services:	Hardly at all	A little bit	Some	Quite a bit	A lot
1. Help migratory students meet state academic standards?	1	2	3	4	5
2. Help migratory students meet graduation requirements?	1	2	3	4	5
3. Help migratory students be ready for kindergarten?	1	2	3	4	5
4. Help migratory students become proficient in the English language?	1	2	3	4	5
5. Help parents of migratory students become involved in their child's education?	1	2	3	4	5

C. Migrant Student Needs

Indicate the extent to which each of the following are a need of migrant students at your school district.

1. Instructional Needs of Migrant Students	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Reading instruction	1	2	3	4	5
b. Writing instruction	1	2	3	4	5
c. Mathematics instruction	1	2	3	4	5
d. Science instruction	1	2	3	4	5
e. Other content area instruction	1	2	3	4	5
f. State test preparation	1	2	3	4	5
g. High school credit accrual	1	2	3	4	5
h. Completing missing homework/assignments	1	2	3	4	5
i. English language instruction	1	2	3	4	5
j. Special education services	1	2	3	4	5
k. Learning study skills	1	2	3	4	5
l. Preparing preschoolers for kindergarten	1	2	3	4	5
m. Life skills such as interview skills, budgeting, saving	1	2	3	4	5
n. Options after high school	1	2	3	4	5

2. Supplemental Instructional Services Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Support for completing high school classes	1	2	3	4	5
b. Migrant summer school	1	2	3	4	5
c. Preschool programs/school readiness	1	2	3	4	5
d. Home-based tutoring	1	2	3	4	5
e. Career/technical education program	1	2	3	4	5
f. Extended-day tutoring	1	2	3	4	5
g. In-school tutoring	1	2	3	4	5
h. High school diploma equivalency programs	1	2	3	4	5
i. Dropout prevention programs	1	2	3	4	5
j. Support for transitioning to a new school	1	2	3	4	5

3. Support Services Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Book/materials/supplies	1	2	3	4	5
b. Secondary counseling (credits/graduation)	1	2	3	4	5
c. Counseling on options after high school	1	2	3	4	5
d. Health care (medical, mental, dental, vision)	1	2	3	4	5
e. Support for extracurricular activities	1	2	3	4	5
f. Translation and interpretation	1	2	3	4	5
g. Nutrition/meals	1	2	3	4	5
h. Transportation	1	2	3	4	5
i. Clothing	1	2	3	4	5
j. Locating school/community resources	1	2	3	4	5
k. Locating/enrolling in preschool	1	2	3	4	5
l. Counseling	1	2	3	4	5

D. Professional Development Needs

Indicate the extent to which each of the following are a professional development need of yours in order to better serve migrant students at your school district.

1. Professional Development Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Programming planning/evaluation	1	2	3	4	5
b. Culturally-relevant instruction	1	2	3	4	5
c. State assessment	1	2	3	4	5
d. Curriculum and instruction	1	2	3	4	5
e. Identification and recruitment	1	2	3	4	5
f. Serving out-of-school youth (OSY)	1	2	3	4	5
g. Reading/literacy strategies	1	2	3	4	5
h. Mathematics strategies	1	2	3	4	5
i. Involving parents in their child's education	1	2	3	4	5
j. EL diverse learner strategies	1	2	3	4	5
k. Accessing school/community resources	1	2	3	4	5
l. School readiness	1	2	3	4	5

E. Parent Training Needs

Indicate the extent to which each of the following are a need of parents of migrant students in your school district:

1. Parent Training Need	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Postsecondary, career, workforce readiness	1	2	3	4	5
b. How to help children with homework	1	2	3	4	5
c. Communicating with the school/teachers	1	2	3	4	5
d. Adolescent health/development	1	2	3	4	5
e. Family literacy/English language development	1	2	3	4	5
f. Locating school/community resources	1	2	3	4	5
g. Early literacy skills	1	2	3	4	5
h. Kindergarten readiness skills	1	2	3	4	5
i. Helping children with reading	1	2	3	4	5
j. Helping children with math	1	2	3	4	5
k. Educational resources in the home	1	2	3	4	5
l. Parenting education	1	2	3	4	5
m. Strategies to support education in the home	1	2	3	4	5
n. Parent involvement in school	1	2	3	4	5

F. SD Standards: Instructional Needs

This section for teachers only.

- Are you a teacher of migrant students or someone with enough experience to rate migrant students' proficiency levels on the South Dakota State Standards for reading and math?
 - Yes
 - No (*skip to section G*)

Think about the migrant students you have provided instruction to over the past 1-2 years. Think about these students' proficiency level surrounding the South Dakota State Standards for reading and math. Then indicate the extent to which a given South Dakota standard represents an instructional need for your migrant students.

2. Reading Standards Instructional Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Read to make logical inferences and cite evidence when writing	1	2	3	4	5
b. Determine central ideas and summarize key details in text	1	2	3	4	5
c. Analyze how and why ideas develop in text	1	2	3	4	5
d. Interpret words and phrases in text	1	2	3	4	5
e. Analyze structure of sentences, paragraphs, and text	1	2	3	4	5
f. Assess point of view and purpose in text	1	2	3	4	5
g. Integrate and evaluate content from diverse media and formats	1	2	3	4	5

2. Reading Standards Instructional Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
h. Evaluate arguments and claims in text	1	2	3	4	5
i. Analyze and compare similar themes in text	1	2	3	4	5
j. Read and comprehend complex texts	1	2	3	4	5

3. Math Standards Instructional Needs	Not a Need	Low Need	Moderate Need	High Need	Critical Need
a. Make sense of problems and persevere in solving them	1	2	3	4	5
b. Reason abstractly and quantitatively in math	1	2	3	4	5
c. Construct viable arguments and critique the reason of others	1	2	3	4	5
d. Model with mathematics (use math in everyday life)	1	2	3	4	5
e. Use appropriate tools strategically in math	1	2	3	4	5
f. Attend to precision (calculate accurately and efficiently)	1	2	3	4	5
g. Look for and make use of structure (patterns, algebraic expression, etc.)	1	2	3	4	5
h. Express regularity in repeated reasoning (notice repeated calculations, look for shortcuts, etc.)	1	2	3	4	5

G. Potential Strategies

1. What instructional strategies are effective to facilitate reading proficiency for migrant students in your program?
2. What instructional strategies are effective to facilitate math proficiency for migrant students in your program?

3. What strategies are effective in promoting the continued enrollment of migrant students and supporting their graduation?
4. What strategies are effective in assisting EL migrant students to develop English language proficiency?"
5. What strategies are effective to help prepare preschool migrant students for kindergarten?
6. What other activities or strategies are beneficial to better meet the needs of migrant students?



Parent Survey for Families in the Migrant Education Program Spring 2025

Dear Parent:

Please complete this survey to help us better support migrant students and families. Your feedback is important and will help us improve services.

A. Background

1. Name of District: _____

2. Name of School: _____

3. What grade is your child(ren) in? *(Select all that apply)*

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 9	Grade 10	Grade 11	Grade 12	

B. Migrant Education Program

- How would you rate the Migrant Education Program services overall?
1 Poor 2 Fair 3 Average 4 Good 5 Great
- Has the Migrant Education Program helped you get involved in your child's education?
1 Not at all 2 A little 3 Some 4 A lot
- Has the Migrant Education Program helped you get involved in school activities?
1 Not at all 2 A little 3 Some 4 A lot
- Has the Migrant Education Program helped your child feel more confident in school?
1 Not at all 2 A little 3 Some 4 A lot
- How happy are you with the way Migrant Education Program shares information with you?
1 Very unhappy 2 Unhappy 3 Not sure 4 Happy 5 Very happy

C. Participation

	No	Yes	I don't know
1. Has your child received academic support services (e.g., tutoring, summer programs) through the Migrant Education Program?	1	2	3
1a. If yes, have they helped your child?	1	2	3

	No	Yes	I don't know
2. Have you participated in any family engagement activities (e.g., family nights, workshops) organized by the program?	1	2	3
2a. If yes, have they been helpful to you?	1	2	3

	No	Yes	I don't know
3. Have you participated in parent workshops or trainings?	1	2	3
3a. If yes, have they been helpful to you?	1	2	3

	No	Yes	I don't know
4. Have you received training or information on how to help your child with homework or studying?	1	2	3
4a. If yes, has this information/training been helpful to you?	1	2	3

D. School Involvement

How much has your child's school done the following:	Not at all or a little	Some	A lot	I don't know
1. Made you aware of the services available to your child through the Migrant Education Program?	1	2	3	4
2. Made sure your child got the school supplies provided by the program (e.g., backpacks, notebooks)?	1	2	3	4

E. Concerns

Are you worried about any of these things when it comes to your child doing well in school?	No	Somewhat	Yes
1. How your child is doing in school (grades, test scores)	1	2	3
2. What your child needs to do to finish high school	1	2	3
3. How your child feels at school and if they are happy	1	2	3
4. If your child is getting help from the teacher	1	2	3
5. Language barriers	1	2	3
6. If your child has friends or is being bullied	1	2	3
7. If your child misses school or is late	1	2	3
8. Getting your child to and from school	1	2	3
9. What options your child has after high school (work, college, training)	1	2	3
10. Your child getting help with reading	1	2	3
11. Your child getting help with math	1	2	3
12. Your child getting help with writing	1	2	3
13. Your child being ready to start kindergarten	1	2	3

14. What specific concerns about your child doing well in school would you like to share?

South Dakota Migrant Education Program
Teacher Survey of Student Readiness for Kindergarten
Fall 2025

Background

This assessment is designed to understand the school readiness of migrant children entering kindergarten. Your ratings will guide support and instructional planning.

Please complete this assessment for each migrant kindergarten student in your class (or for each migrant kindergarten student you provide instruction to).

How to Complete

- Using your professional judgment, rate each student's proficiency in the listed readiness skills.
- Base your ratings on the child's typical classroom performance and your direct observations.
- Only rate skills for which you have sufficient knowledge; leave any item blank if you cannot make an accurate judgment.
- **Complete and return this form by October 1, 2025 to Ashley Holm, Office of Title Programs, South Dakota Department of Education (Ashley.Holm@state.sd.us).**

Rating Scale

1 = Below Basic

2 = Basic

3 = Proficient/At grade level

District Name:

School Name:

Your Name:

Using your judgment, rate students on proficiency on the following skills, using the following rating scale:
1=Below Basic 2=Basic 3=Proficient/At grade level 4=Advanced

	Student First Name		
	Student Last Name		
	State ID Number		
Reading Readiness Skills	Basic Letter Recognition		
	Basic Print Concepts		
	Phonemic Awareness		
	Oral Language Development		
	Basic Rhyming		
	Sequencing and Predicting in Stories		
Math Readiness Skills	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		
Motor Readiness Skills	Gross Hand/Eye Coordination (walking, jumping, etc.)		
	Fine Hand/Eye Coordination (tracing, coloring, folding, etc.)		
	Basic Strength		
Social/Emotional Readiness Skills	Knowing Basic Safety		
	Hygiene		
	Sharing and Cooperation		
	Associated Play		
	Independence		
	Responsibility		
	Maintaining an Appropriate Attention Span		
Other Readiness Skills	Auditory Discrimination		
	Visual Discrimination and Spatial Relations		
	Knowing Basic Colors		
	Knowing Parts of the Body		
	Following Directions		