

SOUTH DAKOTA
MIGRANT EDUCATION PROGRAM
SERVICE DELIVERY PLAN 2022-2023

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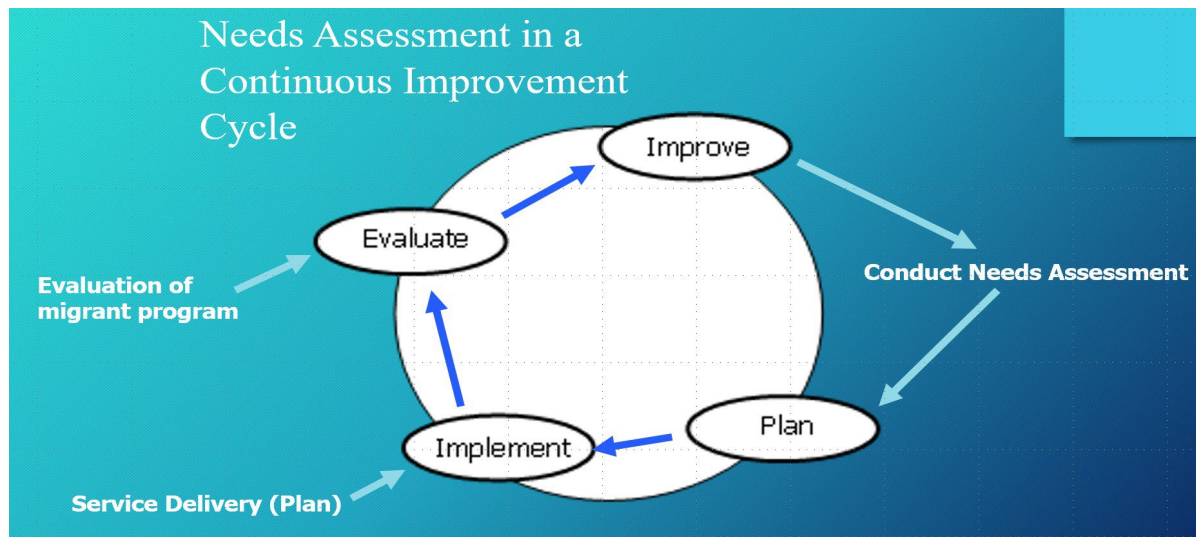
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South Dakota Migrant Education Service Delivery Plan 2022-2023

Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs and finally evaluate the impact of service delivery on meeting student needs.



34 C.F.R. § 200.83 provides more concrete description of the service delivery plan requirements. Specifically, SEAs must develop and update a written comprehensive State plan based on a current statewide comprehensive needs assessment that includes the following minimum components:

- State approved performance targets that focus on reading, mathematics, high school graduation rate, the number of school dropouts, school readiness, if appropriate and any other state identified target for migratory children.
- Identification and assessment of the unique needs of migratory children resulting from a migratory lifestyle and other needs that must be met for migratory children to participate effectively in school.
- Measurable Program Outcomes (i.e., objectives) that a State's MEP will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets.
- Service delivery strategies the SEA will pursue on a statewide basis to meet the performance targets and MPOs developed for the Plan.
- Evaluation description that outlines how the SEA will evaluate the effectiveness of the MEP.

Service Delivery Plan Toolkit, U.S.D,O.E. September 2018

The current South Dakota Migrant Education Program comprehensive needs assessment process was completed in the summer of 2022. The CNA committee used the results of the CNA to target needs in concert with an external contractor (Applied Learning Technology Associates). The comprehensive needs assessment was based on the following concern statements identified by the committee using historical data and observations.

South Dakota Needs Assessment Concern Statements 2022

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

Summary of 2022 Needs Assessment Results

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

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

- 1. The administrator/teacher survey indicated that the four top barriers to retention and graduation are: a. Lack of English language proficiency, b. Missing foundational skills in reading overall, and c. Missing foundational math skills.**
- 2. Teacher Ratings indicated that secondary migrant students on the average were below proficient in all grade levels (9-12) in language arts.**

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

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

1. In order of importance the highest content are needs for pre-school migrant students were **reading readiness and math readiness**.
2. The top six readiness needs (in order) for school for all migrant students based on the data are: **a. basic rhyming, b. sequencing and predicting in stories, c. oral language development, d. phonemic awareness, e. more than/less than, and f. basic print concepts**.
3. The administrator / teacher survey did not rate the need for additional pre-school services very high. Services to assist pre-school students were available was rated 5.05 (agree that services are provided) and services are available to assist EL pre-school students (5.50 Agree plus) that services are available to assist EL pre-school students). This indicates there are significant current services available for migrant pre-school students.
4. The parent survey rated the need for pre-school services to be the lowest ranked need after reading, writing. Math, overcoming barriers to graduation and assistance with learning to speak English.

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

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

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

1. The data indicated the highest need of migrant students for administrators and teachers was **limited English proficiency for South Dakota migrant students.**
2. Students across all grade levels average less than proficient in English and there are very large numbers of EL students in the South Dakota migrant program.
3. Limited English proficiency correlates significantly with reading and math achievement (i.e., the less English proficient the less proficient in reading and math are students).
4. The ACCESS scores across grade levels mean of 1.4 between Entering and Emerging indicated that the average migrant student was limited English proficient.
5. The highest areas of need in language arts for EL students are: **a. evaluates arguments against claims in text, b. integrate & evaluate content from diverse media, and c. analyze structure of sentences, paragraphs in text.**

6. The highest areas of need for EL students in math are: **a. construct viable arguments and critique reasoning in math, b. reason abstractly and quantitatively in math, and c. look for and make use of structure.**

(patterns, algebraic expressions, etc.)8. MEP program staff and teachers were asked to identify strategies that have been effective in facilitating school success for EL students. The strategies identified with the most frequency on the survey and in the data include: **a. ESL classes and instruction, b. peer modeling, c. tutoring, and d. online bilingual instruction.**

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

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

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

3. MEP program staff and teachers were asked to identify strategies that have been effective in facilitating parent involvement in the migrant program. The strategies identified with the most frequency on the survey and in the data include: **a. family literacy events, b. ESL classes for families, c. bilingual communications with parents, d. family liaisons (MEP staff with families).**

Service Delivery Model

The Office of Migrant Education requires that the service delivery plan "must describe the SEA strategies for achieving the performance targets and measurable outcomes." The guidance also indicates that the state's service delivery strategy must address the unique needs of migrant students as part of the service delivery strategy.

South Dakota State Performance Indicators

The state of South Dakota submitted a revised ESSA Plan in July of 2022. For migrant education, the migrant student population is considered similar to the EL population in relation to the creation of performance indicators.

The following charts were excerpted from the current revised South Dakota ESSA plan. These charts list the performance goals targeted for **language arts, mathematics, graduation and English language proficiency**.

ELA:

Subgroup	Baseline Current Year Data (2017-18)	Interim Target Year 5	Interim Target Year 10	Long-Term Goal
All Students	54.58%	60.48%	66.38%	100%
Asian	56.40%	61.40%	66.38%	100%
Black/African American	32.88%	54.43%	66.38%	100%
Hispanic/Latino	38.59%	54.44%	66.38%	100%
Native American	23.15%	54.45%	66.38%	100%
Hawaiian/Pacific Islander	52.38%	54.43%	66.38%	100%
Two or More Races	46.03%	54.43%	66.38%	100%
White	61.55%	63.95%	66.38%	100%
Female	60.41%	63.41%	66.38%	100%
Male	49.01%	54.46%	66.38%	100%
Economically Disadvantaged	36.93%	54.43%	66.38%	100%
Students with Disabilities	19.20%	54.45%	66.38%	100%
English Learners	17.01%	54.46%	66.38%	100%

Math:

Subgroups	Baseline Current Year Data (2017-18)	Interim Target Year 5	Interim Target Year 10	Long-Term Goal
All Students	47.09%	54.44%	66.38%	100%
Asian	49.73%	54.43%	66.38%	100%
Black/African American	23.03%	54.43%	66.38%	100%
Hispanic/Latino	30.15%	54.45%	66.38%	100%
Native American	15.58%	54.43%	66.38%	100%
Hawaiian/Pacific Islander	46.03%	54.43%	66.38%	100%
Two or More Races	39.88%	54.43%	66.38%	100%
White	54.14%	54.44%	66.38%	100%
Female	46.78%	54.43%	66.38%	100%
Male	47.39%	54.44%	66.38%	100%
Economically Disadvantaged	30.00%	54.45%	66.38%	100%
Students with Disabilities	18.19%	54.44%	66.38%	100%

Graduation:

Subgroup	Baseline Current Year Data (2017-18)	Interim Target Year 5	Interim Target Year 10	Long-Term Goal
All Students	84.06%	92.31%	96.30%	100%
Asian	87.03%	92.33%	96.30%	100%
Black/African American	75.10%	92.30%	96.30%	100%
Hispanic/Latino	70.85%	92.30%	96.30%	100%
Native American	50.05%	92.30%	96.30%	100%
Hawaiian/_Pacific Islander	87.50%	92.30%	96.30%	100%
Two or More Races	79.56%	92.31%	96.30%	100%
White	89.93%	92.33%	96.30%	100%
Female	87.06%	92.31%	96.30%	100%
Male	81.35%	92.30%	96.30%	100%
Economically Disadvantaged	68.62%	92.32%	96.30%	100%
Students with Disabilities	62.98%	92.33%	96.30%	100%
English Learners	79.17%	92.32%	96.30%	100%

English language proficiency:

Subgroup	Baseline Current Year Data (17-18)*	Interim Target Year 5	Interim Target Year 10	Long-Term Goal
All Students	48.83%	50%	75%	100%

In order for the Migrant Education program Service Delivery Plan to be aligned with the South Dakota state ESSA plan Migrant students must achieve the following goals:

Goal Area	Baseline Estimate (2017-2018)	Interim Target - Year 10 (2028-2029)
Language arts proficiency	17.01%	66.38%
Math Proficiency	15.78%	66.38%
Graduation Rate	79.17%	96.30%
English language proficiency	48.83%	75.00%

The committee developed the following performance targets for migrant education to reflect the state ESSA plan goals as well as the need to facilitate readiness for school and to enhance parent involvement.

Performance Targets

The South Dakota performance targets are based on the state performance indicators for all students as well as the current results from the comprehensive needs assessment for migrant students.

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

Performance Target #2 Readiness for School: By the 2028-2029 academic years, 60 percent of all incoming migrant kindergarten students will be assessed to have attained basic readiness skills in reading and math.

Performance Target #3 Language arts and mathematics proficiency: By the 2028-2029 academic year, 66.38% percent 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.

Performance Target #4 English language proficiency: By the 2028-2029 academic year seventy-five percent 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.

Performance Target #5 Parent Involvement: By the 2028-2029 eighty percent of migrant parents will report that the MEP program has been effective in facilitating parent involvement in the education of their children.

Measurable Program Outcomes

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

Measurable Outcome #1 Language Arts and Math Proficiency to Facilitate High School Graduation: Secondary migrant students will increase proficiency by a minimum of 5% per year in reading skills and 5% per year in math skills based on state assessment scores and/or teacher ratings of student performance in relation to state content standards.

Measurable Outcome #2 Readiness in Reading: Sixty percent of incoming migrant kindergarten students will demonstrate proficient readiness skills in phonemic awareness and basic rhyming and oral language development.

Measurable Outcome #3 Readiness in Math: Sixty percent of incoming migrant kindergarten students will demonstrate proficient readiness skills in number recognition (1-20) and more than/less than concepts.

Measurable Outcome #4 Reading Comprehension: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in reading comprehension skills based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #5 Reading Vocabulary: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in reading vocabulary skills based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #6 Phonemic Awareness: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in phonemic awareness skills based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #7 Problem Solving in Math: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in problem solving skills based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #8 Critiquing Reasoning of Others in Math: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in critiquing reasoning of others in math based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #9 Algebra, functions and patterns: Priority For Service (PFS) migrant students who are less than proficient will increase proficiency by a minimum of 5% per year in math skills related to algebra, functions and patterns based on teacher ratings of student performance in relation to state content standards.

Measurable Outcome #10 English Language Proficiency: Fifty percent of all migrant students will increase at least a .5 fluency level each year from their initial baseline on the WIDA.

Measurable Outcome #11 Language Acquisition Plans (LAP) for EL Students: Ninety-five percent of all migrant students identified as English Language learners (EL) will have a Language Acquisition Plan (LAP) which includes research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Measurable Outcome #12 Parent Involvement: Eighty percent of parents will report that the MEP has provided events, services and communications which facilitate the success of their children in school.

Recommended Service Delivery Strategies

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery.

Recommendation 1: Target reading comprehension for migrant students using small group instruction, tutoring or online reading screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 2: Target reading vocabulary for migrant students using small group instruction, tutoring or online reading screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 3: Target phonemic awareness for migrant students using small group instruction, tutoring or online reading screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 4: Implement tutoring and small group reading for secondary migrant students in summer programs as well as in before and after school programs.

Recommendation 5: Target problem-solving in math for migrant students using small group instruction, tutoring or online math screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 6: Target critiquing reasoning in math for migrant students using small group instruction, tutoring or online math screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 7: Target algebra readiness in math for migrant students using small group instruction, tutoring or online math screeners and tutorials (e.g., the Migrant Literacy NET).

Recommendation 8: Develop professional development opportunities for teachers of migrant students to include research based strategies (e.g., ESL, SIOP).

Recommendation 9: Provide pre-school instructional activities for migrant students and parents targeting reading readiness and math readiness.

Recommendation 10: Create parent education and involvement opportunities (e.g., family literacy program).

Recommendation 11: Utilize community resources and collaboration to enhance services.

Recommendation 12: Develop individual learning plans for all priority for service migrant students (e.g., the electronic Success Plans on the Migrant Literacy NET).

Recommendation 13: Develop Language Acquisition Plans (LAP) for EL migrant students.

Recommendation 42: Provide ESL staff development training for teachers of migrant students.

Recommendation 15: Provide after school (and or before school) tutoring for migrant students.

Recommendation 16: Provide family involvement activities at the secondary level to facilitate the development of positive staff relationships with parents and students.

Recommendation 17: Train and utilize Parent Advocates to facilitate family involvement activities to implement strategies to assist parents to support their children's progress toward proficiency in language arts and math.

Local Program Compliance

All local programs who receive migrant funds for the summer program must describe how they plan to meet the performance targets and measurable outcomes (MPOs) in the Service Delivery Plan. Districts may choose their own strategies (e.g., use of the Migrant Literacy NET tutorials and lessons, etc.) to address the performance targets and MPOs.

Cooperation and collaboration with other ESEA programs and other agencies

The South Dakota migrant program director maintains regular monthly meetings with all ESEA programs (including Title 1 Part A, Homeless Education, Title III, etc.) to discuss possibilities for cooperation and collaboration among programs for the benefit of migrant students. In addition, the state migrant program has maintained a long term partnership with Head Start to meet the needs of pre-school migrant students.

Evaluation: The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in South Dakota is based upon a continuous improvement model. The steps in the process include the following:

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

An external evaluator will be used to provide an objective, third-party, researched-based evaluation of the service delivery plan. Both formative and summative evaluation will be implemented. Formative evaluation will include an investigation into the implementation of the service delivery plan. Specifically, districts will be assessed to ascertain exactly which strategies they implemented to meet the measurable outcomes and performance targets, what materials they used, which students they targeted, and to what extent were the strategies used. In addition, the evaluation will identify local programs that are providing particularly effective services toward meeting the needs of students in order to share best practice with all programs statewide.

The summative evaluation will include two types of data: quantitative and qualitative. The purpose of the summative evaluation is to assess the actual impact on students of the service delivery plan and strategies. Quantitative data will be collected using a variety of methods including data collected on individual student performance in relation to the targeting reading and math skills as well as English language proficiency. The data collected will include: available state assessment scores, teacher ratings comparing progress from one year to the next, WIDA scores to measure English language proficiency, readiness surveys, as well as other data from pre- and post-assessments (if available) targeting reading skills and math skills. The qualitative data will include surveys of migrant teachers, administrators and parents regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets. Each of the groups of stakeholders will be surveyed regarding the impact of the program on overcoming barriers to graduation, readiness for school, reading and math proficiency and English language proficiency.

The external evaluator will compile and analyze the results of the evaluation and present the findings to the South Dakota Comprehensive Needs Assessment/Service Delivery Committee. The results will be used to identify and expand successful practices as well as to target program weaknesses and continuing needs for modification. The committee will make recommendations toward improved service delivery which will be included in a final evaluation report of the effectiveness of the service delivery plan to the State Director of Migrant Education.

The content of the Service Delivery plan was reviewed and revised based on the feedback of the CNA committee and with input from migrant parents.