

SOUTH DAKOTA MIGRANT EDUCATION PROGRAM

SERVICE DELIVERY PLAN

January 2014

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South Dakota Migrant Education Service Delivery Plan 2014

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

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

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

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

The South Dakota Migrant Education Program comprehensive needs assessment process was completed in 2013. The CNA committee has continued to work to target needs in concert with an external evaluator (Educational Research & Training Corporation). The committee has created concern statements based on baseline data regarding students' needs.

The concern statements are as follows:

1. We are concerned that there is a low graduation rate and retention rate for migrant students in South Dakota and there is a need to identify barriers to success to increase graduation rates for migrant students particularly for those that are priority for service 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 at the appropriate grade levels 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.

Summary of 2013 Needs Assessment Results

The analysis of the 2013 data was performed by ERTC and the information was used by the CNA committee to develop the recommendations for the service delivery plan. The following summarizes key results:

1. The overall assessment of needs in relation to concern statement 1 (*low graduation rate and retention rate for migrant students in South Dakota*): The data indicated that the key barriers to retention and graduation were: **limited English proficiency, missing foundational reading skills, and missing foundational mathematics skills.**
2. The overall assessment of needs in relation to concern statement 2 (*pre-school migrant students are not ready for school*): The data indicated that critical readiness needs were in the areas of **reading and math**. In reading the critical readiness skills are: **sequencing and predicting in stories, phonemic awareness and basic rhyming.** In math the critical readiness needs are: **number recognition (1-20), understanding basic patterns and more than/less than.**
3. The overall assessment of needs in relation to concern statement 3 (*missing foundational skills in reading and math impacting academic achievement*): The data indicated that low reading and math skills were the highest needs of all migrant students and particularly those who are priority for service. The highest needs in reading are: **analyze how and why ideas develop in text, evaluate arguments and claims in text and to read and comprehend.** The highest needs in math were: **constructing viable**

arguments and critiquing the reasoning of others, reasoning abstractly and quantitatively and making use of patterns and algebraic expressions.

4. The overall assessment of needs in relation concern statement 4 (*limited English proficiency as a barrier to success*): The data indicated the highest need for administrators and teachers was to limited English proficiency for South Dakota migrant students. Students across all grade levels average less than proficient in English and there are very large numbers of LEP students in the South Dakota migrant program. Limited English proficiency correlates significantly with reading and math achievement (i.e. the less English proficient the less proficient in reading and math students are).

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

Performance Targets: The South Dakota performance targets are based on the state performance targets for all students as well as the current results from the comprehensive needs assessment. The performance targets are based on facilitating reading achievement, math achievement, high school graduation, and English language proficiency.

Performance Target #1 Increase Graduation Rates: By the 2016-2017 academic year, 80 percent of all 12th grade migrant students will receive a high school diploma.

Performance Target #2 Readiness for School: By the 2017-2018 academic years, 60 percent of all incoming migrant kindergarten students will have basic readiness skills in reading and math.

Performance Target #3 Language arts and mathematics proficiency: By the 2016-2017 academic year, 70 percent of migrant students enrolled in migrant programs will score at a proficient level (3.0) or higher in the three highest areas of need in both reading and math (i.e. analyze how and why ideas develop in text, evaluate arguments against claims in text, read and comprehend, construct viable arguments and critique the reasoning of others, reason abstractly and quantitatively, and make use of patterns and algebraic expressions).

Performance Target #4 English language proficiency: By the 2016-2017 academic year eighty percent of all returning migrant students enrolled in South Dakota migrant programs for at least 2 consecutive years will increase at least one fluency level from their initial baseline on the WIDA.

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

Measurable Outcome #1 Reading Comprehension: 70 percent of migrant students targeted for reading instruction will demonstrate proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

Measurable Outcome #2 Readiness in Reading: 80 percent of incoming migrant kindergarten students who have received early childhood services will demonstrate readiness skills in sequencing and predicting stories and phonemic awareness.

Measurable Outcome #3 Readiness in Math: 80 percent of incoming migrant kindergarten students who have received early childhood services will demonstrate readiness skills in number recognition, understanding basic patterns, and the concept of more than/less than.

Measurable Outcome #4 Reading and Math Proficiency To Facilitate High School Graduation: 70 percent of migrant students targeted for reading and math instruction will demonstrate proficiency in reading and math skill based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading and math in order to facilitate reading and math achievement and progress towards high school graduation.

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

Measurable Outcome #6 ESL Training: Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of Limited English Proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Service Delivery Recommendations for Local Migrant Programs

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

Recommendation 2: Implement tutoring and small group reading for migrant students in summer programs as well as in before and after school programs.

Recommendation 3: Develop professional development opportunities for teachers of migrant students to include research based strategies (e.g. SIOP).

Recommendation 4: Provide pre-school opportunities for migrant students.

Recommendation 5: Create parent education and involvement opportunities (e.g. family literacy program).

Recommendation 6: Utilize community resources and collaboration to enhance services.

Recommendation 7: Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

Recommendation 8: Utilize the Migrant Literacy Net to facilitate reading proficiency.

Recommendation 9: Provide ESL staff development training for teachers of migrant students.

Recommendation 10: Provide after school (and or before school) programs for 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.

The external evaluator, Educational Research & Training Corporation (ERTC), 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. The evaluation will also include onsite visits to a sample of South Dakota summer migrant programs to assess the effectiveness of implementation and to identify needs and/or additional modifications. 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. The qualitative data will also include onsite interviews of a sample of local migrant programs. These onsite interviews will target administrators, teachers, parents, and

students. Each of the groups of stakeholders will be asked open-ended questions using a structured interview format regarding the impact of the program on overcoming barriers to graduation, readiness for school, reading and math proficiency and English language proficiency.

ERTC 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. This report will be completed by Educational Research & Training Corporation. The final report will be submitted to the South Dakota Director of Migrant Education by **December 15th, 2014**.