

SOUTH DAKOTA MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY REPORT

December 2013

**Educational Research & Training Corporation
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SOUTH DAKOTA MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2013

Summary Report Educational Research & Training Corporation

Introduction

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 The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 40 percent of migrant students are not proficient in reading, or 35 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. . . .

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The CNA committee met on June 13th, 2013 in Sioux Falls, South Dakota to create concern statements for the comprehensive needs assessment. The needs assessment process was explained and baseline needs discussed

during the meeting. The committee was asked to identify the most critical needs to be investigated and develop concern statements reflecting those needs. The concern statements identified by the CNA Committee are as follows:

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

These concern statements were used to guide the CNA process. The results and the conclusions included in this report are provided to the South Dakota Migrant Education Program and the CNA Committee to facilitate the development of recommendations and measurable program outcomes for service delivery in the state of South Dakota to best meet the needs of migrant students.

Implementation of the Process

Following the development of the concern statements, local migrant program directors were asked to assist in the identification of key data sources and processes to investigate each of the concerns. ERTC was charged with developing strategies to collect data that would result in a valid needs assessment. However, it was critical that, due to the time constraints of local programs and staff limitations, the process be as efficient and easy to implement as possible. ERTC created the following strategies to facilitate the investigation of needs related to the concern statements:

- a. In order to investigate the concern statement regarding low graduation rate the following strategies were used. A survey of migrant program administrators and teachers was developed to identify barriers to retention and graduation. The survey was administered to all staff providing services in South Dakota migrant programs in the fall of 2013. Because graduation and retention is closely tied to achievement data was also collected on student performance for

the small percentage of migrant students (28%) who took the state assessment in reading and math. Data formats were created to collect achievement and demographic data teacher ratings of student performance in relation to the state content standards in reading and math as well as a variety of student demographics.

- b. In order to investigate the concern statement regarding basic readiness for school a protocol was created to assess the readiness of preschool migrant students on key dimensions of student readiness. This protocol was distributed to teachers to complete on the readiness of individual students. The purpose of this process is to identify the specific critical readiness needs for migrant students in South Dakota.
- c. In order to investigate the concern statement regarding migrant student needs to enhance proficiency in language arts and mathematics ERTC developed a data collection format in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in South Dakota state standards (see Appendix A for sample of data collection forms). The data collection format also includes demographic data on students, English language proficiency test scores, state assessment scores (when available) as well as ratings of student work. The data is also used to identify migrant students who are at-risk of educational failure. The data is collected on hard copy forms by teachers and then inputted into a software program by ERTC staff. Data was also collected to identify student needs through a survey of both administrative and teaching staff for the South Dakota summer migrant program. Finally data was collected to identify student needs as part of a statewide survey of migrant parents. The surveys were administered in both English and Spanish and other appropriate languages. This data was also included as part of the CNA analysis to help identify reading needs for South Dakota migrant students.
- d. In order to investigate the concern statement regarding the needs of ELL migrant students, data was collected on ACCESS English language proficiency test scores. This data was used to analyze the impact of English language proficiency on reading and math achievement. Data was also collected to identify student ELL needs through a survey of both administrative and teaching staff for the South Dakota summer migrant program. Finally, data was collected to identify student needs related to English language proficiency as part of a statewide survey of migrant parents. The surveys were administered in both English, Spanish and other appropriate languages.

The data collection formats were reviewed and discussed with the state director and the local migrant program directors to insure that data was collected using consistent, reliable, and valid methodology. All South Dakota summer migrant programs were

provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all teachers of migrant students in the fall of 2013. Teachers were asked to collect data on all migrant students. The survey of parents was completed by November of 2013. The completed surveys and data collection formats data were forwarded to ERTC for input and analysis.

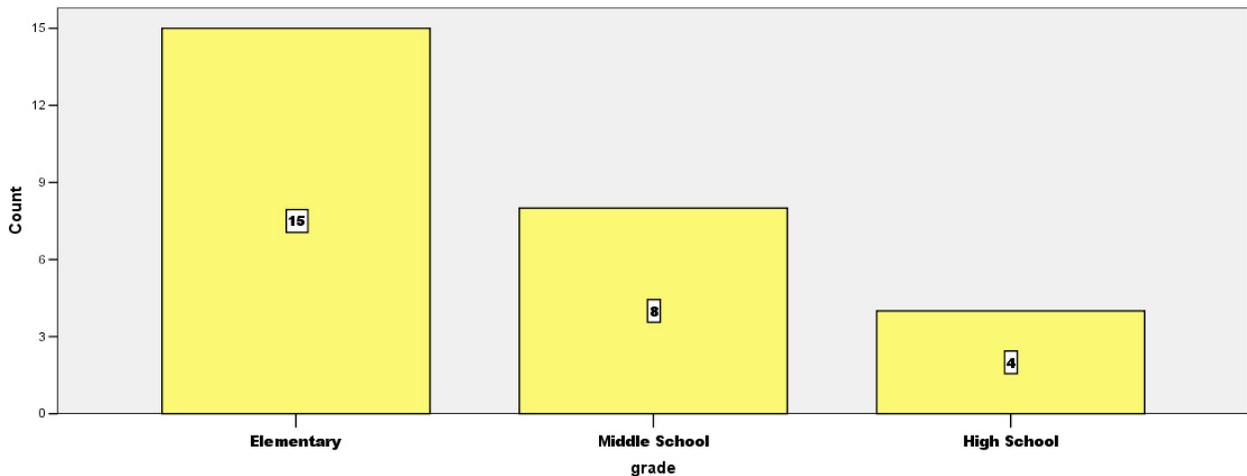
CNA Analysis and Results

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

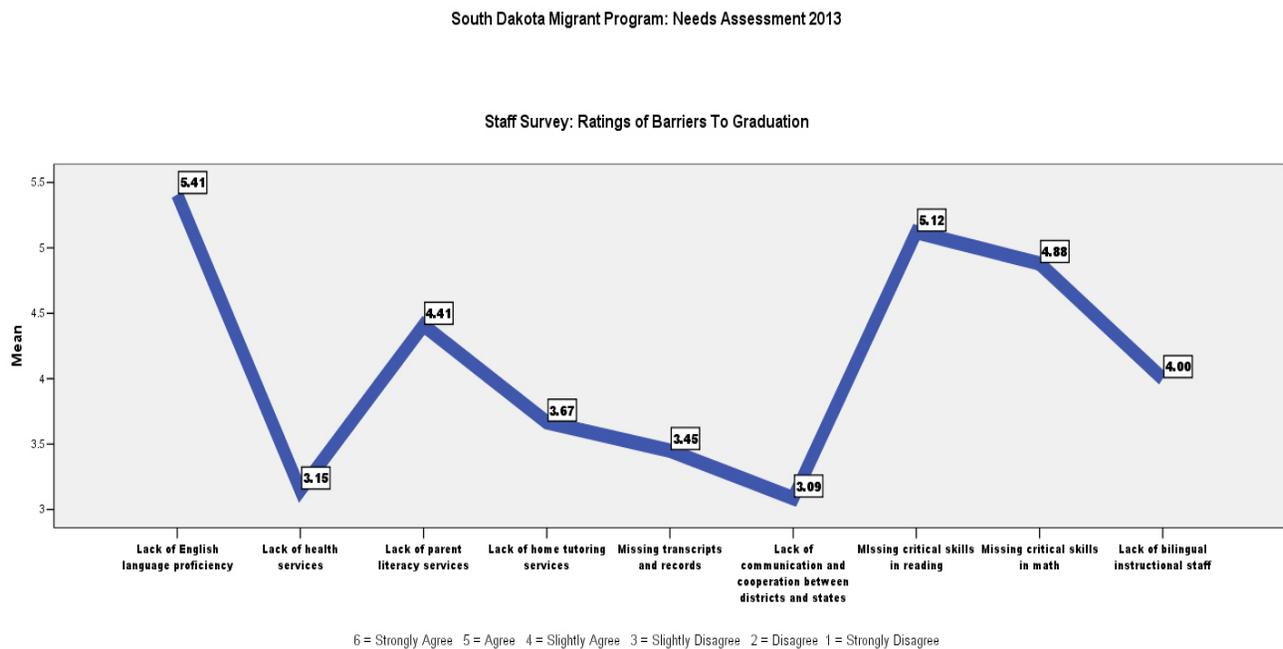
A sample of the survey administered to teachers and administrators to assess barriers to retention and graduation is included in Appendix A. Surveys were collected from 27 teachers and administrators regarding issues related to school retention and graduation for migrant students.

South Dakota Migrant Program: Needs Assessment 2013

Staff Survey of Barriers To Graduation: Grade Level of Staff Respondants (N=27)



As part of the survey, teachers and administrators were asked to rate and rank order the importance of key barriers related to retention and graduation of migrant students. Respondents were asked to rate on a 6-point scale from Strongly Agree to Strongly Disagree the importance of nine critical barriers to successful school completion for migrant students. These nine barriers were identified based on feedback from the local migrant programs as well as current research regarding reasons for drop out and failure to graduate for migrant students. The nine barriers to high school graduation surveyed included limited English proficiency, lack of health services for migrant students, lack of parent literacy services, lack of home tutoring, missing transcripts and records, lack of communication between districts and states regarding student records and credits, missing critical foundations in reading, missing critical foundations in math, and lack of bilingual instruction. The survey results are indicated on the chart following:



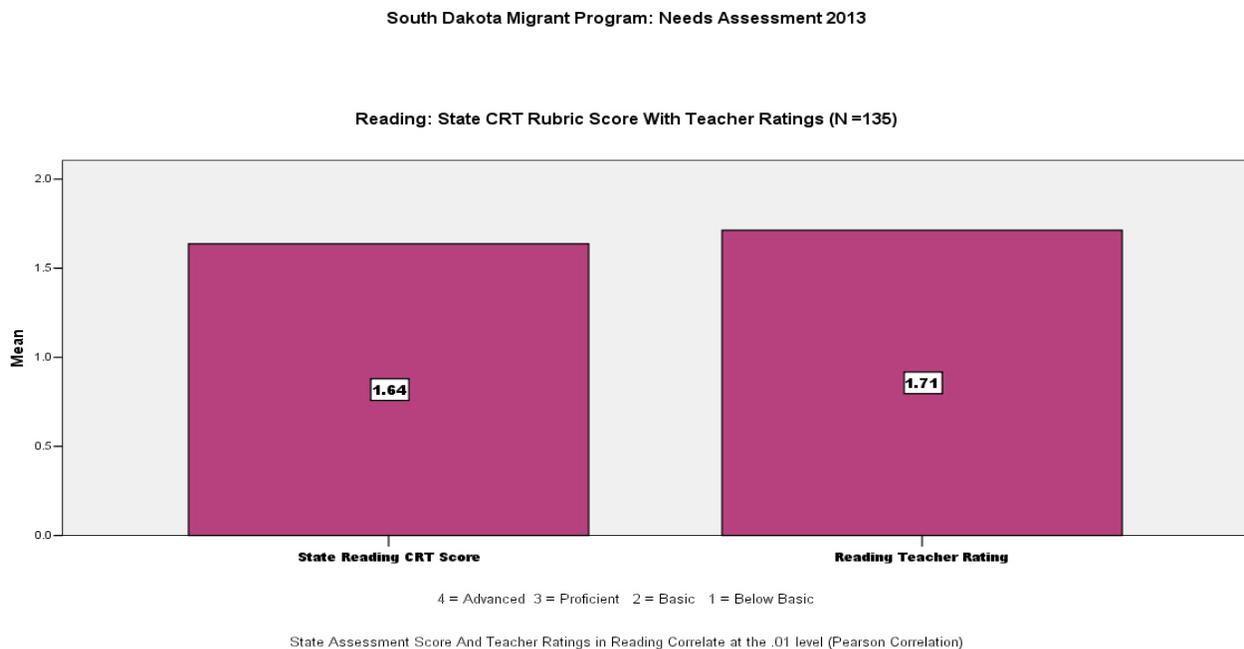
The top three barriers to retention and graduation for migrant students based on the data are:

- 1. Lack of English language proficiency**
- 2. Low reading skills**
- 3. Low math skills**

An additional part of the survey asked respondents to identify which reading and math skills were the most critical needs for students at the secondary level. In reading, the two

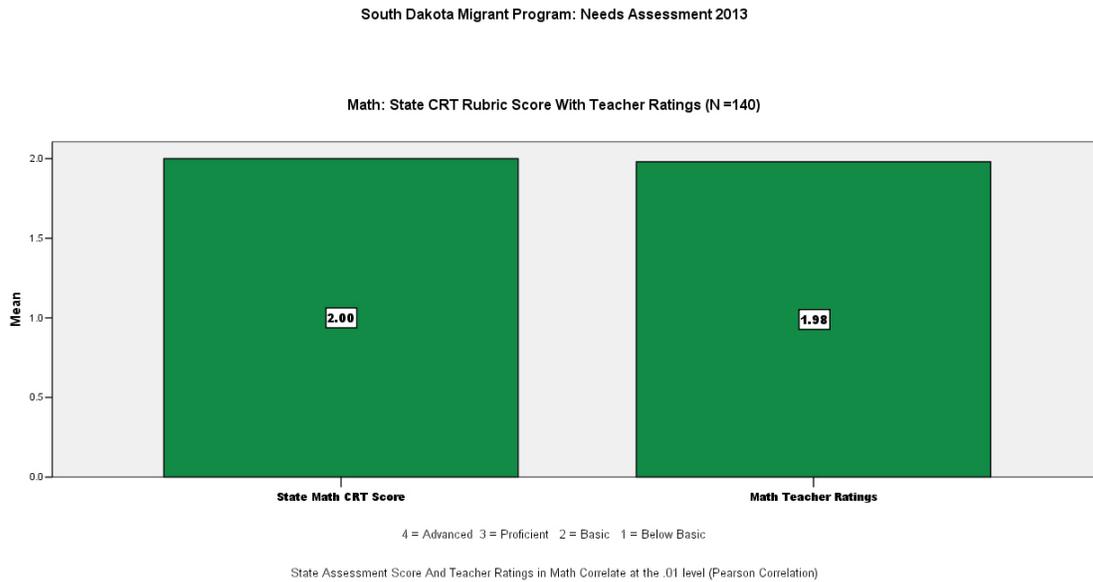
most critical needs were to enhance **comprehension and vocabulary** skills. In math, the most critical need was to increase student skills in **number sense and operations**.

There were 497 students who participated in the needs assessment only 28% (136-140) completed the state assessment in South Dakota in reading and math. The 136 students who completed the state assessment in reading scored on the average 1.64 (Below basic +) in reading across all grade levels. These same students' teacher ratings averaged 1.71 (Below basic +) on the reading standards. Teacher ratings are used to gather performance data on all migrant students including the majority of migrant students who do not take the state tests. Teacher ratings have been shown in South Dakota to correlate at the .001 level with state test scores in reading. This validates the use of teacher ratings as accurate in assessing the reading performance of migrant students. Both the state test scores and the teacher ratings show that migrant students in South Dakota are well below proficient in reading.



The 140 students who completed the state assessment in math scored on the average 2.00 (Basic) in math across all grade levels. These same students' teacher ratings averaged 1.98 (Basic) on the math standards. Teacher ratings are used to gather performance data on all migrant students including the majority of migrant students who do not take the state tests. Teacher ratings have been shown in South Dakota to correlate at the .001 level with state test scores in math. This validates the use of teacher ratings as accurate in

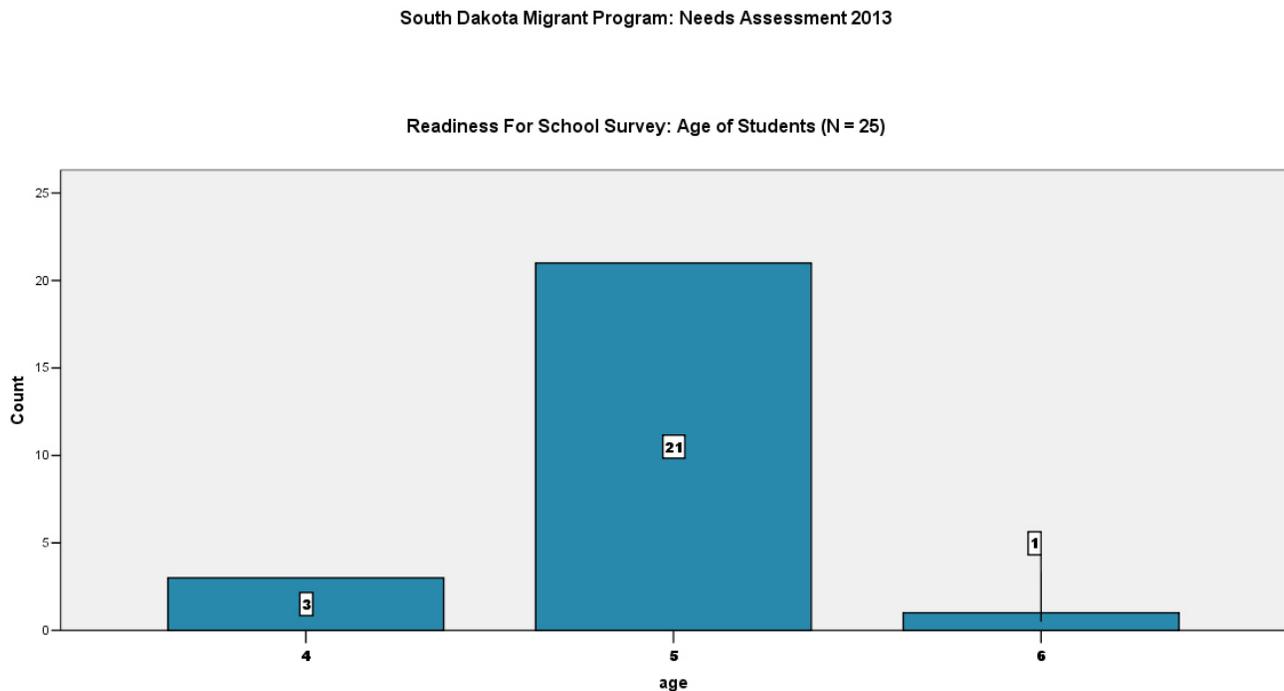
assessing the math performance of migrant students. Both the state test scores and the teacher ratings show that migrant students in South Dakota are below proficient in math (at the basic level).



The state assessment scores and teacher ratings concur with the finding of the administrator teacher survey that both reading and math skills (as well as English language proficiency are) the most critical factors in student retention and graduation.

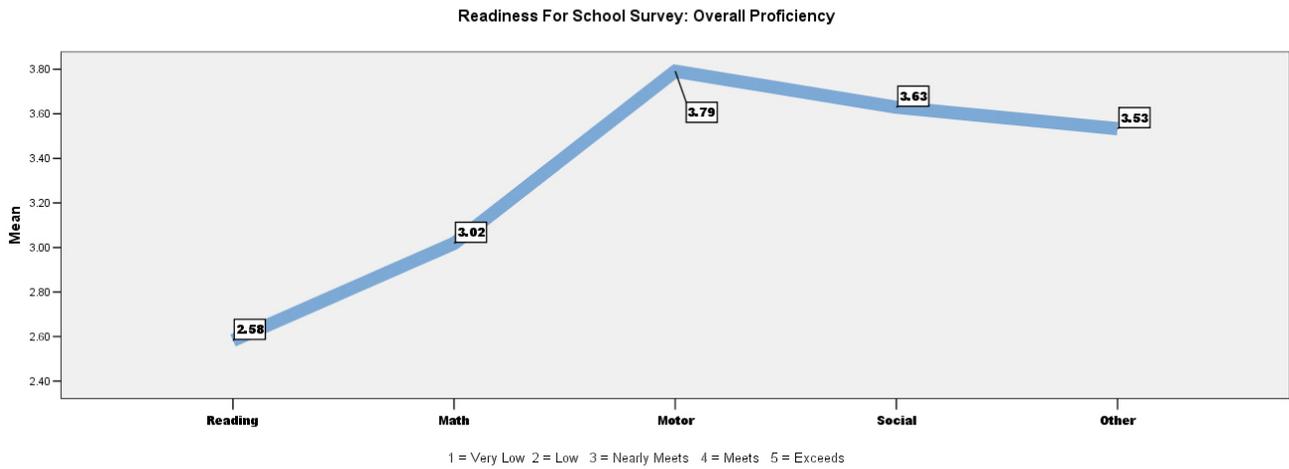
Concern Statement 2: *We are concerned that South Dakota migrant students are not beginning school with basic readiness skills for reading, writing, and mathematics.*

A sample of the protocol administered by teachers to assess student readiness for school is included in Appendix A. Protocol surveys were collected from 25 pre-school migrant students. The ages of the students assessed is illustrated by the following chart.



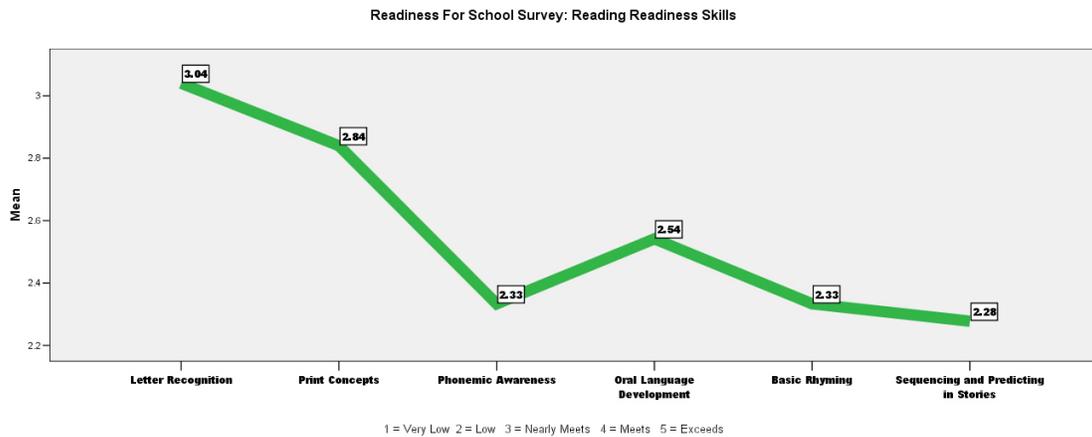
As part of the protocol teachers were asked to rate the readiness of each student for school on a wide variety of skills. Respondents were asked to rate on a 5-point scale from Exceeds (standard) to Very Low (proficiency in skill). Five key skill areas were assessed: reading readiness, math readiness,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

South Dakota Migrant Program: Needs Assessment 2013

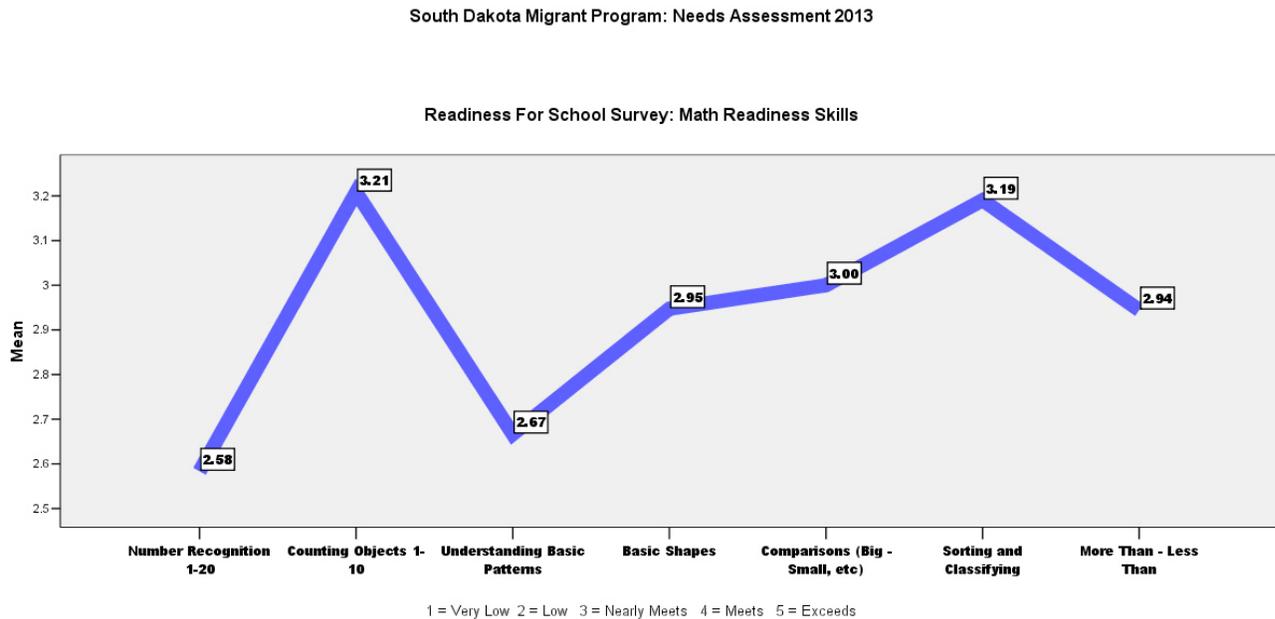


The two readiness skill areas with the highest needs were reading skills and math skills. The reading readiness skills most critical were sequencing and predicting in stories, phonemic awareness, and basic rhyming skills.

South Dakota Migrant Program: Needs Assessment 2013



The math readiness skills most critical were number recognition (1-20), understanding basic patterns and more than/less than.



Concern Statement 3: *We are concerned that instruction for South Dakota migrant students in language and mathematics may not be effectively targeting the foundational skills necessary to facilitate success 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.*

Analysis: Data forms to assess reading and math needs were collected for 497 students over the fall of 2013. State assessment scores were not available for most students (only 140 students of 497 had state assessment scores). However, teachers were asked to rate student proficiency according to grade level across all South Dakota state content standards in language arts using the same 5-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were surveyed by teachers at grade levels K-12. Students were identified as potential priority for service student's base on the at-risk factor of performing at less than a proficient level in either reading or math. Four hundred and twenty-eight students were identified as

potential priority for service in reading and three hundred eighty-six were identified as potential priority for service in math.

Number of Potential Priority For Service By Grade: Reading (N = 428)

Grade Level	Total At-Risk Students	Average Proficiency
Kindergarten	24	1.15
1st Grade	26	1.42
2nd Grade	31	1.65
3rd Grade	33	1.72
4th Grade	36	1.63
5th Grade	47	1.61
6th Grade	38	1.60
7th Grade	37	1.42
8th Grade	34	1.63
9th Grade	32	1.70
10th Grade	41	1.81
11th Grade	32	1.90
12th Grade	17	1.73

In terms of skills teachers rated the highest academic reading needs for K-12 at-risk migrant students in South Dakota to be as follows:

Highest Areas of Need in Reading: Potential Priority For Service Migrant Students

Highest Areas of Need	Average Rating
Analyze how and why ideas develop in text	1.49
Evaluate arguments against claims in text	1.50
Read and comprehend	1.53

Number of Potential Priority For Service Students By Grade: Math (N = 386)

Grade Level	Total At-Risk Students	Average Proficiency
Kindergarten	24	1.12
1st Grade	39	1.67
2nd Grade	33	1.79
3rd Grade	30	1.97
4th Grade	31	1.79
5th Grade	44	1.56
6th Grade	34	1.91
7th Grade	32	2.16
8th Grade	24	2.13
9th Grade	25	1.86
10th Grade	32	1.87
11th Grade	24	1.98
12th Grade	14	2.21

In terms of skills teachers rated the highest academic math needs for migrant students K-12 to be as follows:

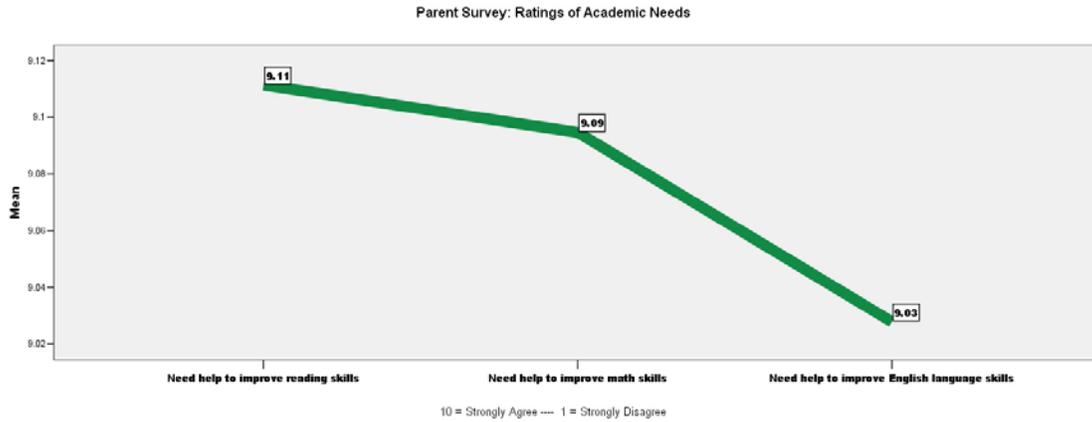
Highest Areas of Need in Math: Potential Priority For Service Migrant Students

Highest Areas of Need	Average Rating
Construct viable arguments and critique reasoning of others	1.63
Reason abstractly and quantitatively	1.66
Make use of patterns and algebraic expressions	1.80

A survey was completed to assess barriers to graduation and retention by 27 administrators and teachers of migrant students indicated that the first highest needs was missing reading skills and the third highest need was missing foundational math skills.

Finally, a survey of 359 migrant parents indicated the need to improve reading skills and math skills as the first and second highest academic need for all South Dakota migrant students. See following chart for results.

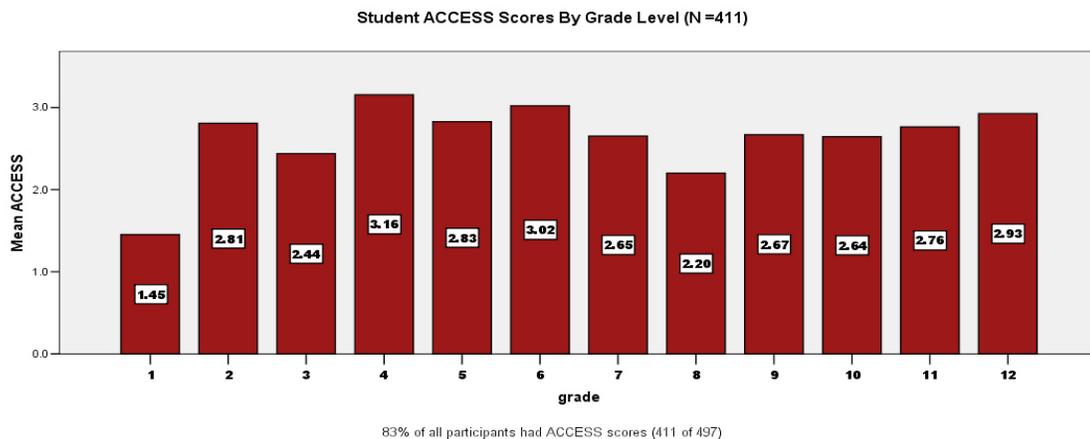
South Dakota Migrant Education Program: Needs Assessment: 2013



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

Analysis: The data collected from ACCESS scores and teacher ratings was used to identify ELL needs. The ACCESS scores across grade levels indicated that the average student was limited English proficient but progressing toward proficiency.

South Dakota Migrant Program: Needs Assessment 2013



Data results indicate that there is a direct correlation between limited English proficiency and mathematics as well as reading proficiency. ACCESS scores correlated with teacher ratings in math and reading (Spearman correlation) significant at the .01 level. This implies that math proficiency as rated by teachers is directly related to English language proficiency.

Finally, on the administrator teacher survey limited English proficiency was rated as the highest barrier to retention and graduation for migrant students.

Summary:

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).

Conclusion

This report is submitted to the State Migrant Director and the South Dakota CNA committee for review. The purpose of this report is to provide the State and the CNA committee with the data and analysis necessary to form recommendations regarding the service delivery plan for migrant education in the State of South Dakota. These recommendations should be used to formulate measurable program outcomes to meet the needs of priority for service migrant students (as required by the U.S. Office of Migrant Education). The measurable outcomes (based on the comprehensive needs assessment and the recommendations) are to be used to *evaluate* the impact and effectiveness of the South Dakota Migrant Program to meet the needs of migrant students. The recommendations and measurable outcomes should be included in the South Dakota Service Delivery Plan. All migrant programs nationally will be evaluated from this point onward using this continuous improvement system.

Appendix A

Data Collection Forms

Administrator: ____
 Teacher: ____

**South Dakota Migrant Student Needs
 Administrator / Teacher Survey 2013**

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form and return it to your local Migrant Program Director or the State Office of Migrant Education.

Issues related to Achievement, School Retention and Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. A significant barrier for Migrant students is a lack of English language proficiency.						
2. A significant barrier for Migrant students to achievement is lack of health services to assist students.						
3. A significant barrier to achievement for Migrant students is lack of services to facilitate parent literacy.						
4. A significant barrier to graduation for Migrant students is lack of comprehensive home tutoring services.						
5. A significant barrier to graduation for Migrant students is missing or late transcripts, records and credit accrual information.						
6. A significant barrier to graduation for Migrant students is a lack of communication and/or cooperation between school districts and states.						
7. A significant barrier to graduation for Migrant students is missing critical foundational skills in reading.						
8. A significant barrier to graduation for Migrant students is missing critical foundational skills in math.						
9. A significant barrier to graduation for Migrant students is a lack of bilingual instructional staff at the secondary level.						
10. Please rank order the top three barriers to achievement for migrant students from the nine issues listed above (rank by numbers 1 through 9): First: ____ Second: ____ Third: ____						
11. Which reading skill do migrant students need assistance with most (circle one)? Phonemic Awareness & Fluency Vocabulary Comprehension Understanding Informational Text Understanding Literary Text						
12. Which math skill do migrant students need assistance with most (circle one)? Number Sense / Operations Measurement Geometry Patterns, Functions, Algebra Data Analysis /Probability						
13. Are there other significant academic barriers to graduation for migrant students? 						

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**South Dakota Migrant Education Program 2013
Teacher Survey of Student Readiness for Kindergarten**

**Please check if student
is limited English
proficient: ___**

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

Student Name _____ Age _____ School _____

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

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SOUTH DAKOTA MIGRANT COMPREHENSIVE NEEDS ASSESSMENT
COMMUNITY INPUT 2013

*THE INFORMATION BELOW IS FOR THE SUMMER MIGRANT SCHOOL ONLY GRADES K-12

Location _____

	PLEASE CIRCLE BELOW THE NUMBER THAT FITS BEST									
	Strongly Agree ----- Strongly Disagree									
ACADEMIC NEEDS										
1. Does your child(ren) need help to improve their reading skills?	10	9	8	7	6	5	4	3	2	1
2. Does your child(ren) need help to improve their math skills?	10	9	8	7	6	5	4	3	2	1
3. Does your child(ren) need help to improve their English language skills?	10	9	8	7	6	5	4	3	2	1
NEED FOR OTHER SERVICES										
1. Will your child(ren) need meals to be provided as part of the migrant program ?	10	9	8	7	6	5	4	3	2	1
2. Will your child(ren) need busing(transportation) to the program?	10	9	8	7	6	5	4	3	2	1
3. Does your child(ren) have a disability?	10	9	8	7	6	5	4	3	2	1
4. Does your child(ren) need to participate in high school classes?	10	9	8	7	6	5	4	3	2	1
5. Does the program need to do more to help your child(ren) feel comfortable in school?	10	9	8	7	6	5	4	3	2	1
6. Do you need information from school in a language that you understand?	10	9	8	7	6	5	4	3	2	1

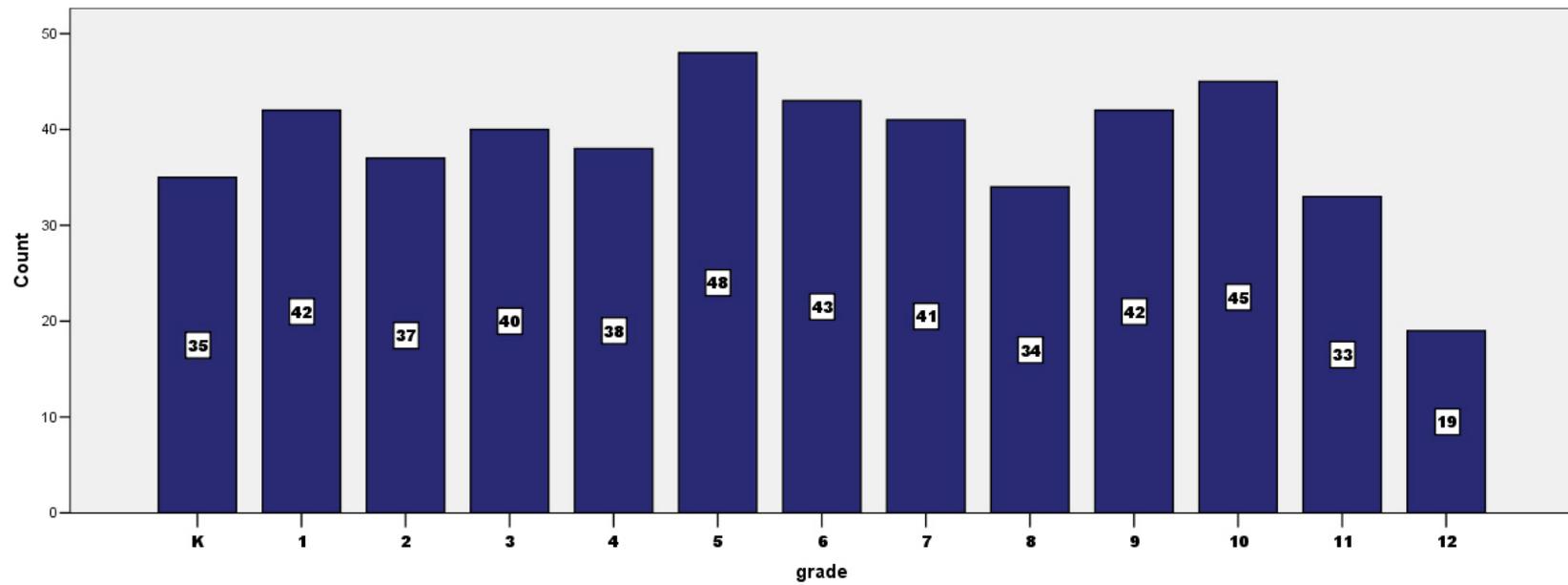
What specific things do you want the South Dakota Migrant Education Program to provide to help your child(ren)?

Appendix B

Statistics

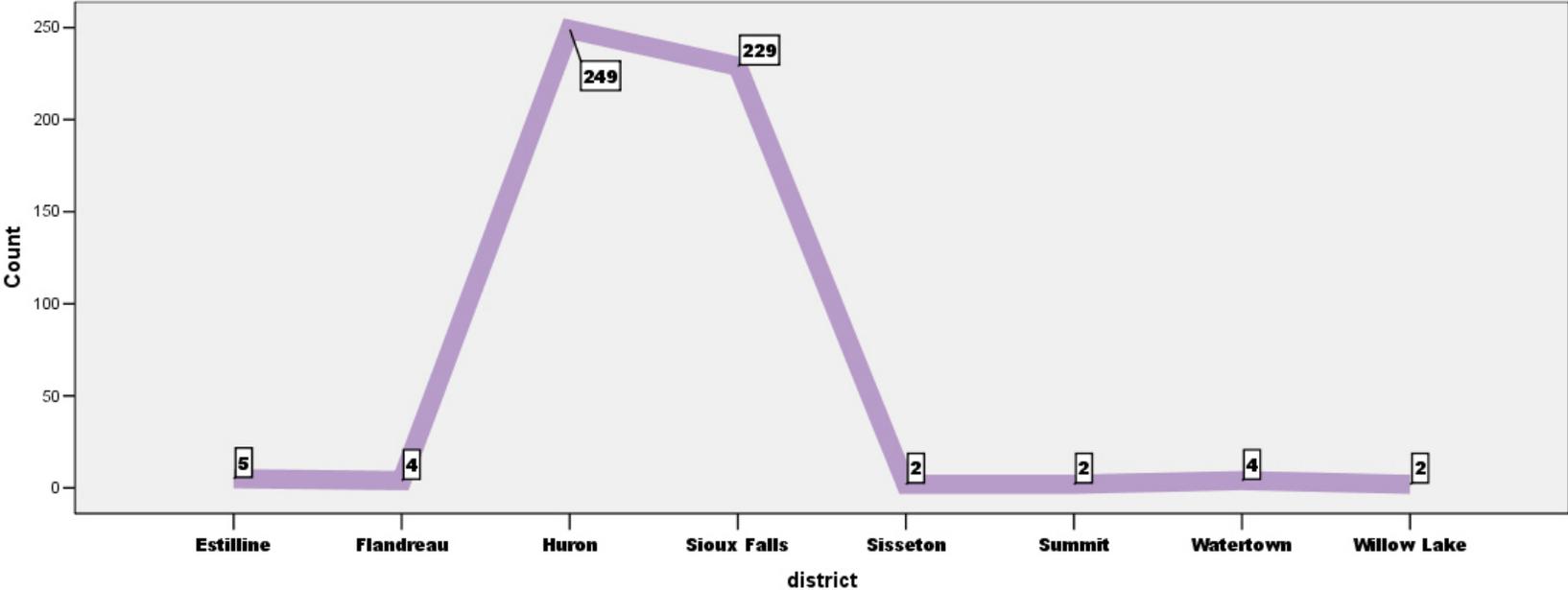
South Dakota Migrant Program: Needs Assessment 2013

Participants in Needs Assessment By Grade Level (N = 497)



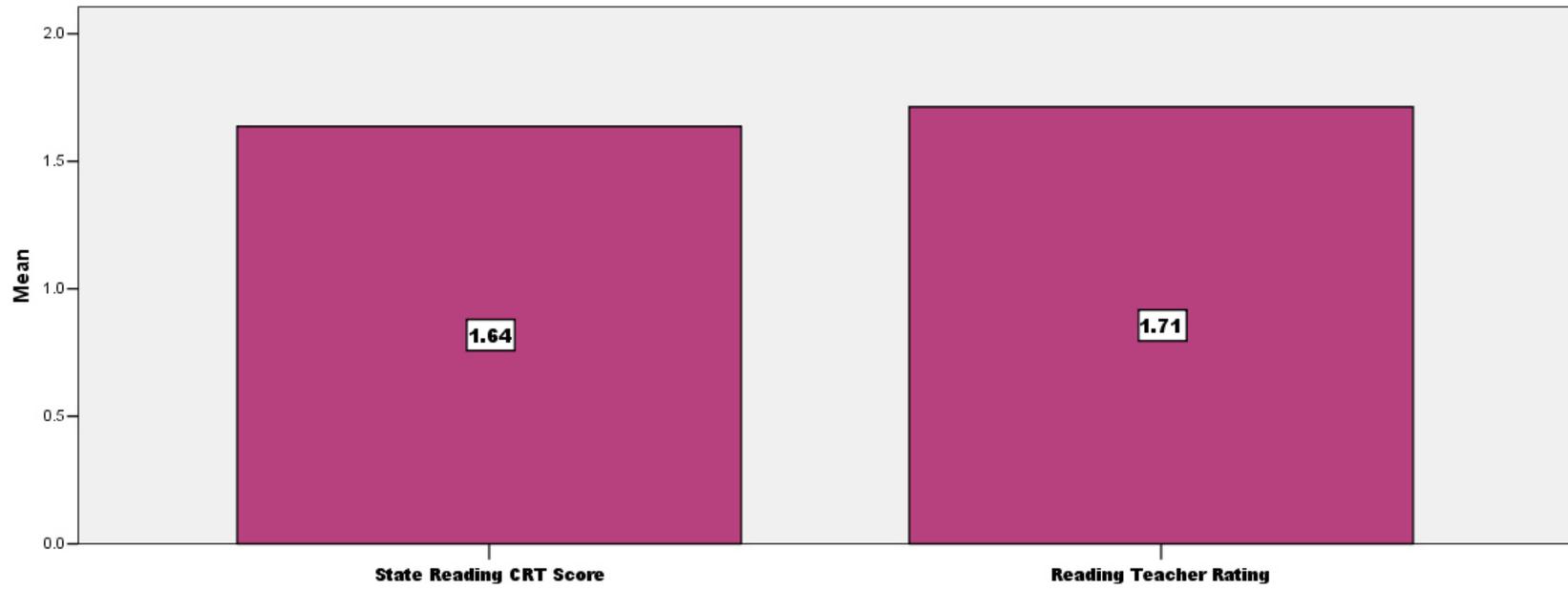
South Dakota Migrant Program: Needs Assessment 2013

Participants in Needs Assessment By District (N = 497)



South Dakota Migrant Program: Needs Assessment 2013

Reading: State CRT Rubric Score With Teacher Ratings (N =135)

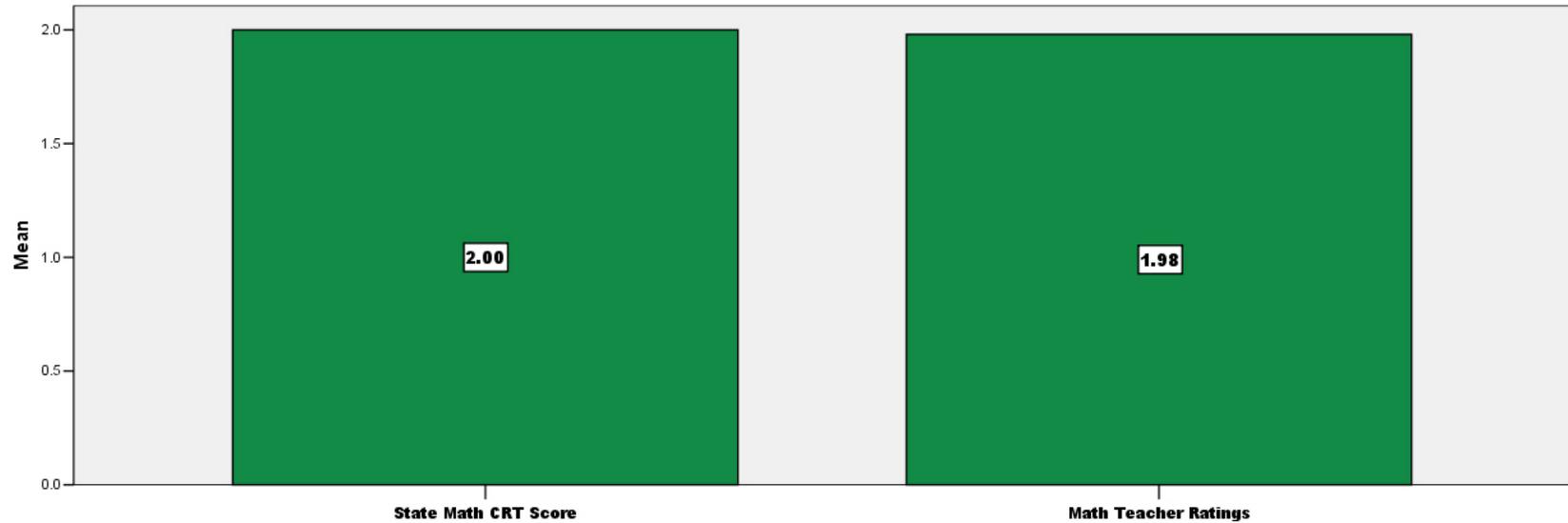


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

State Assessment Score And Teacher Ratings in Reading Correlate at the .01 level (Pearson Correlation)

South Dakota Migrant Program: Needs Assessment 2013

Math: State CRT Rubric Score With Teacher Ratings (N=140)

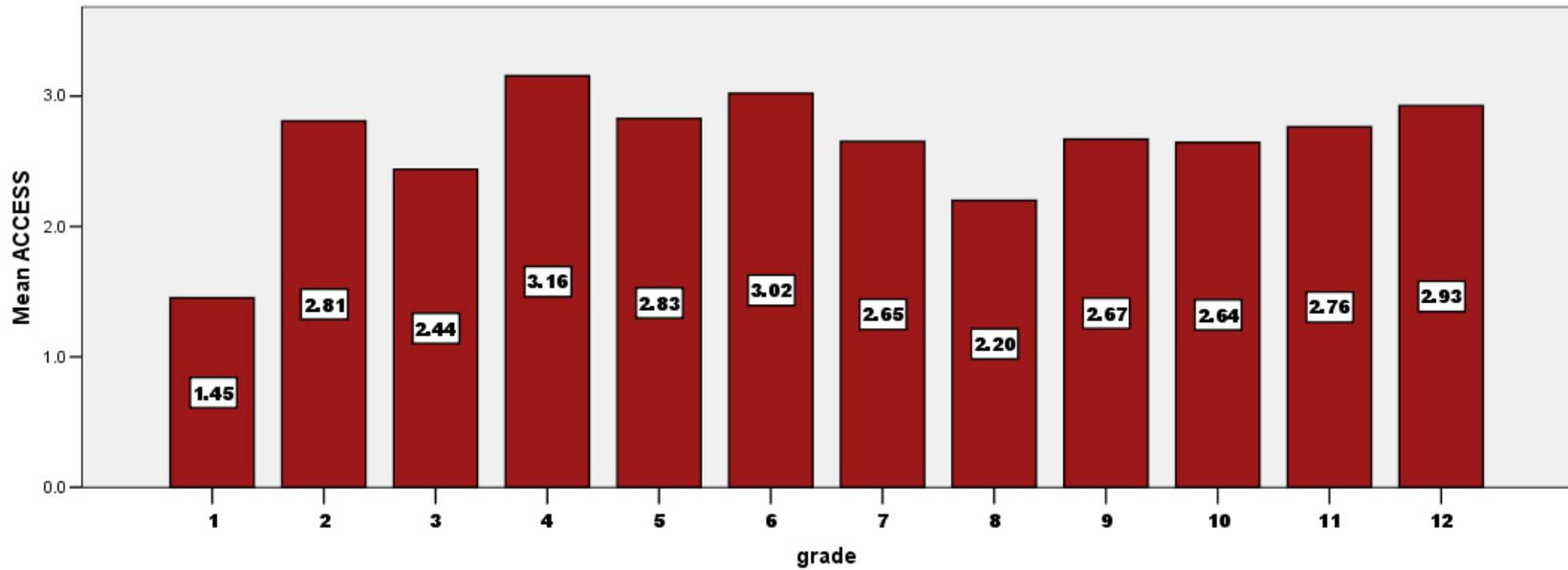


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

State Assessment Score And Teacher Ratings in Math Correlate at the .01 level (Pearson Correlation)

South Dakota Migrant Program: Needs Assessment 2013

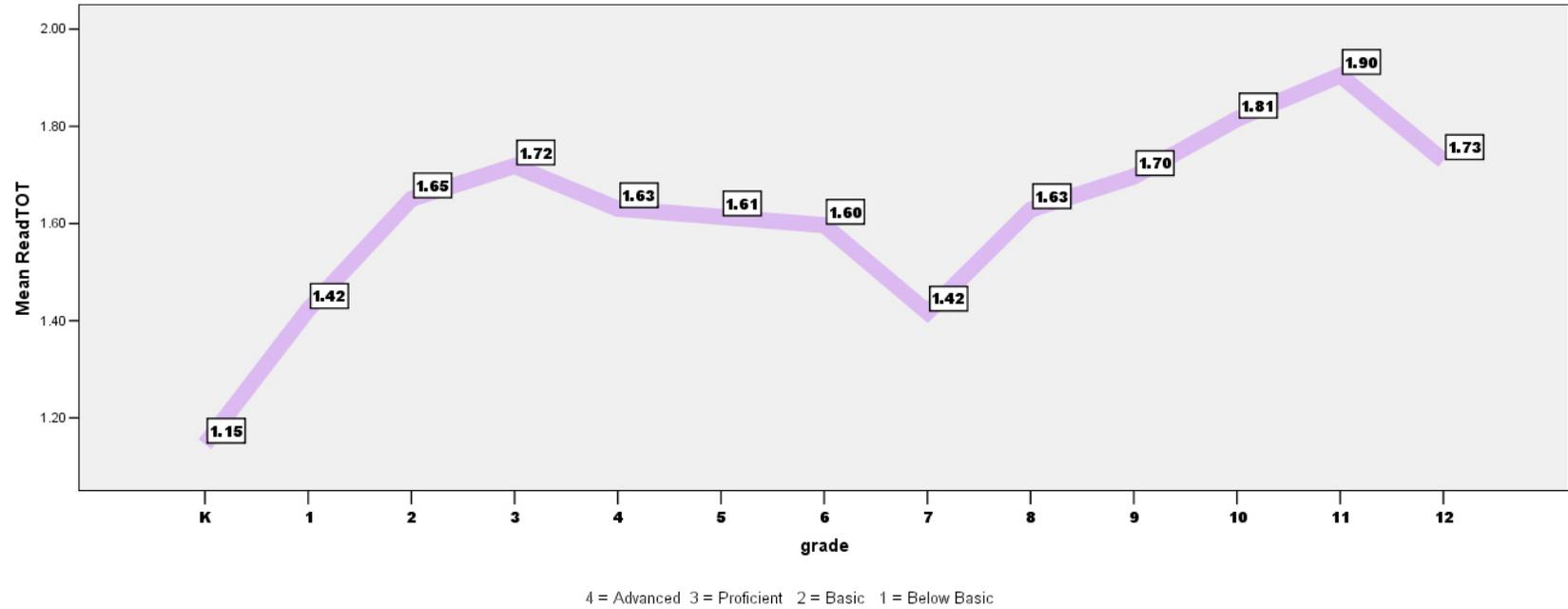
Student ACCESS Scores By Grade Level (N=411)



83% of all participants had ACCESS scores (411 of 497)

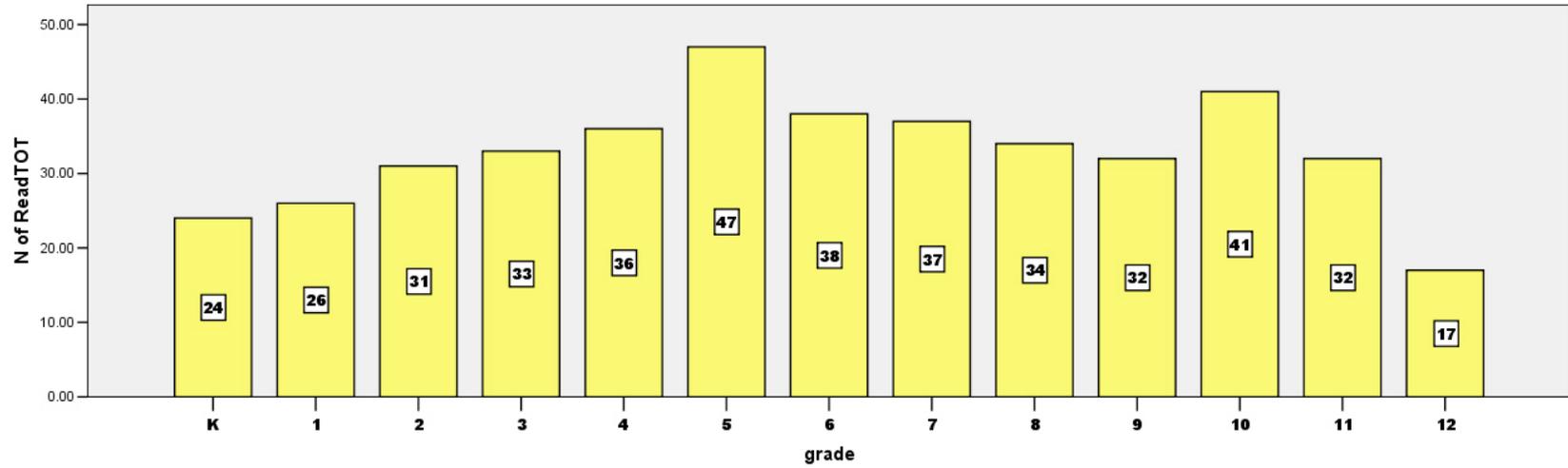
South Dakota Migrant Program: Needs Assessment 2013

Priority For Service: Reading Teacher Ratings By Grade Level (N=428)



South Dakota Migrant Program: Needs Assessment 2013

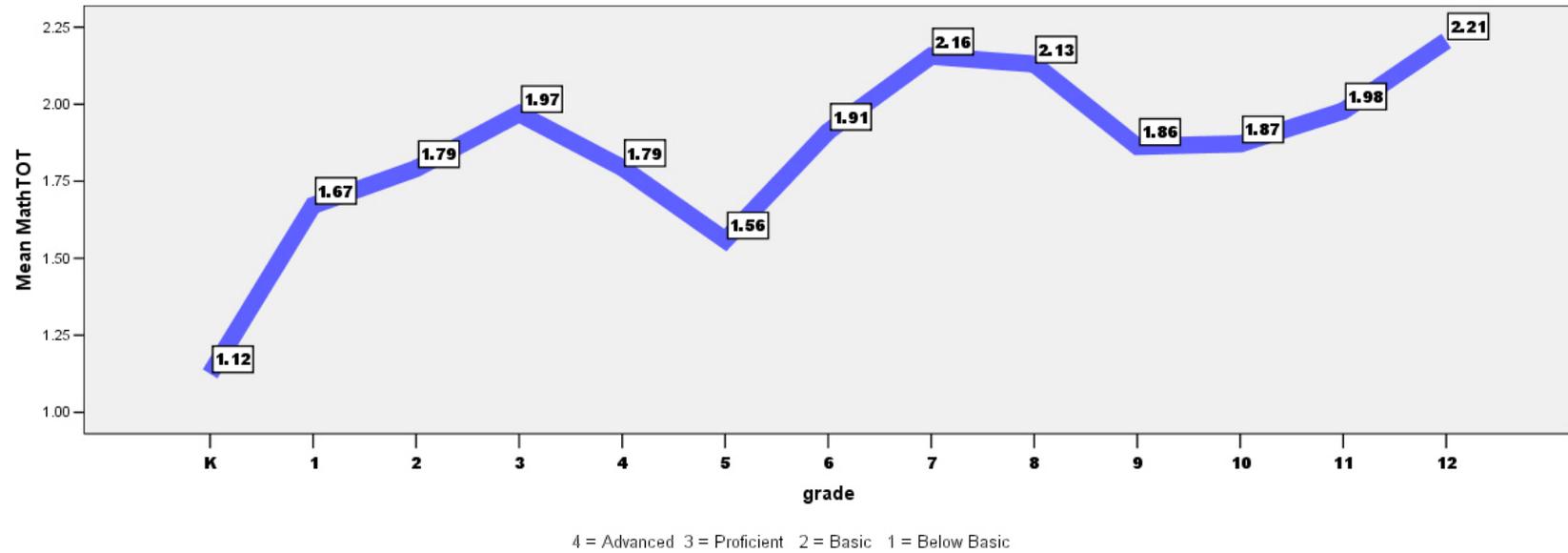
Reading Priority For Service: Number By Grade Level (N=428)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

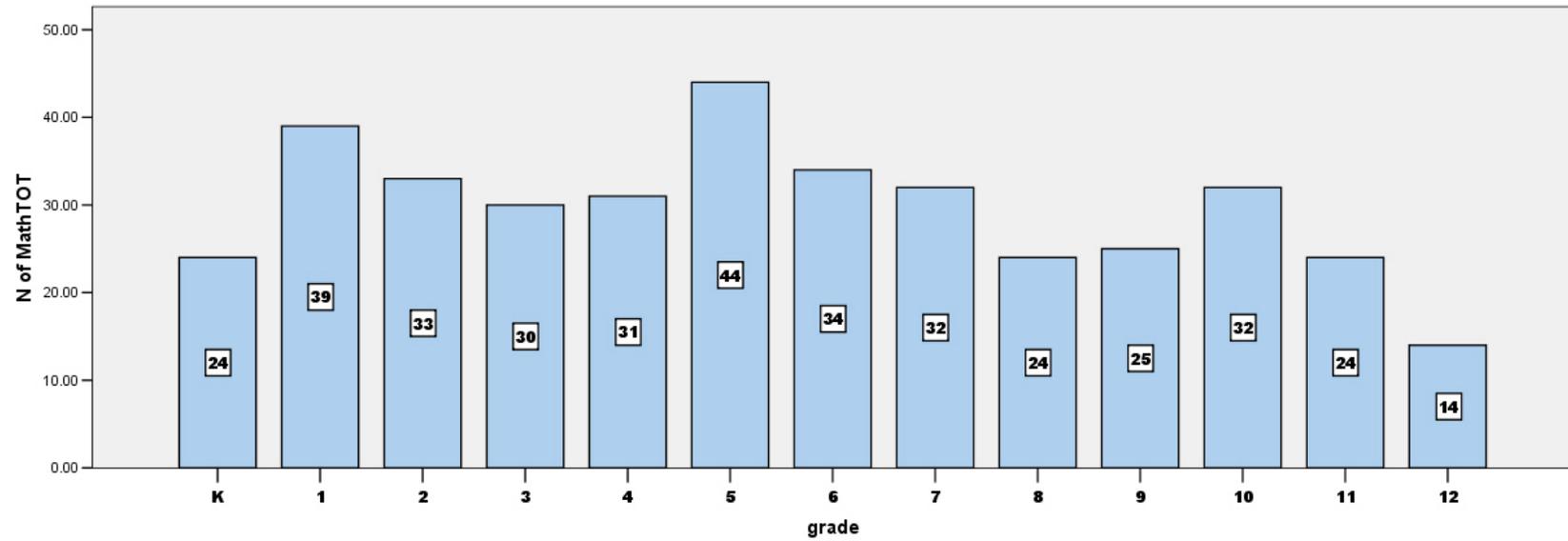
South Dakota Migrant Program: Needs Assessment 2013

Math Priority For Service: Teacher Ratings By Grade Level (N = 386)



South Dakota Migrant Program: Needs Assessment 2013

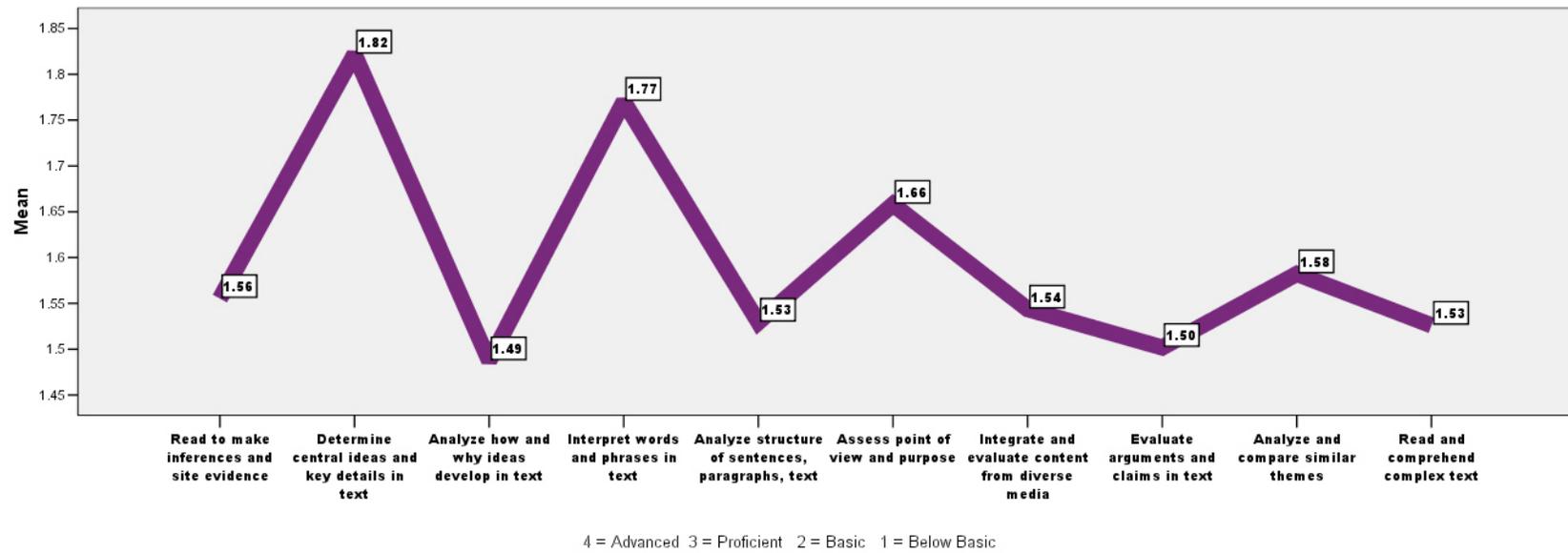
Math Priority For Service: Number By Grade Level (N = 386)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

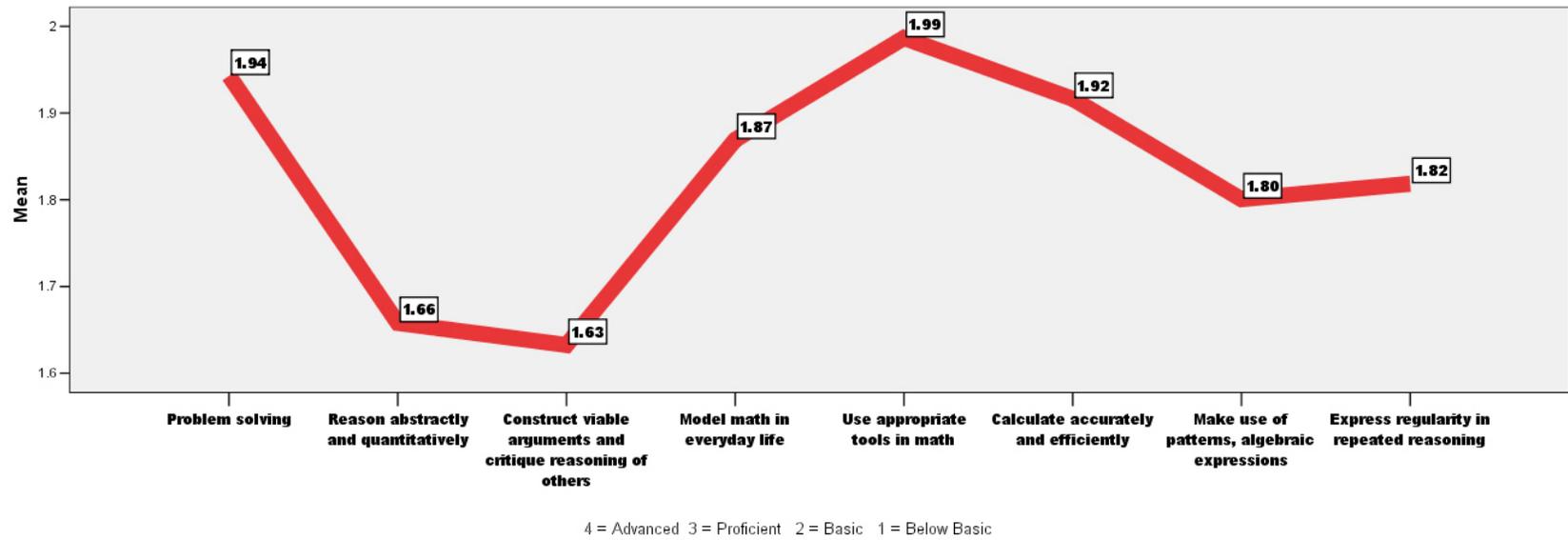
South Dakota Migrant Program: Needs Assessment 2013

Reading Proficiency By Standard: PFS Students



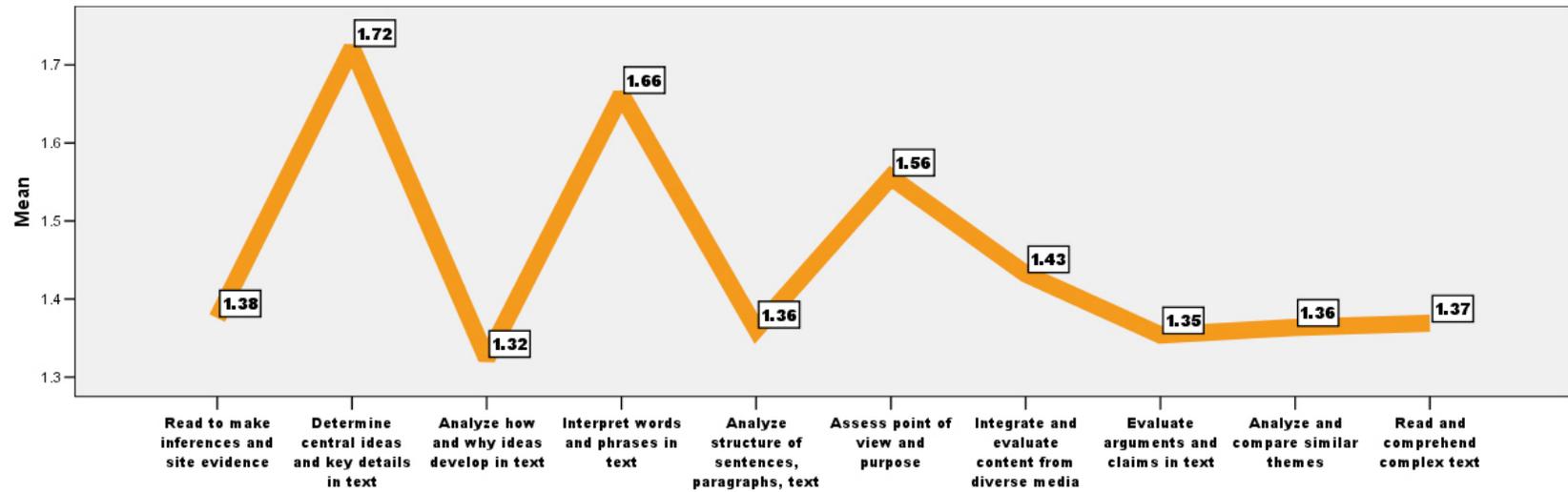
South Dakota Migrant Program: Needs Assessment 2013

Math Proficiency By Standard: PFS Students



South Dakota Migrant Program: Needs Assessment 2013

Reading Proficiency By Standard: LEP Students (N = 310)

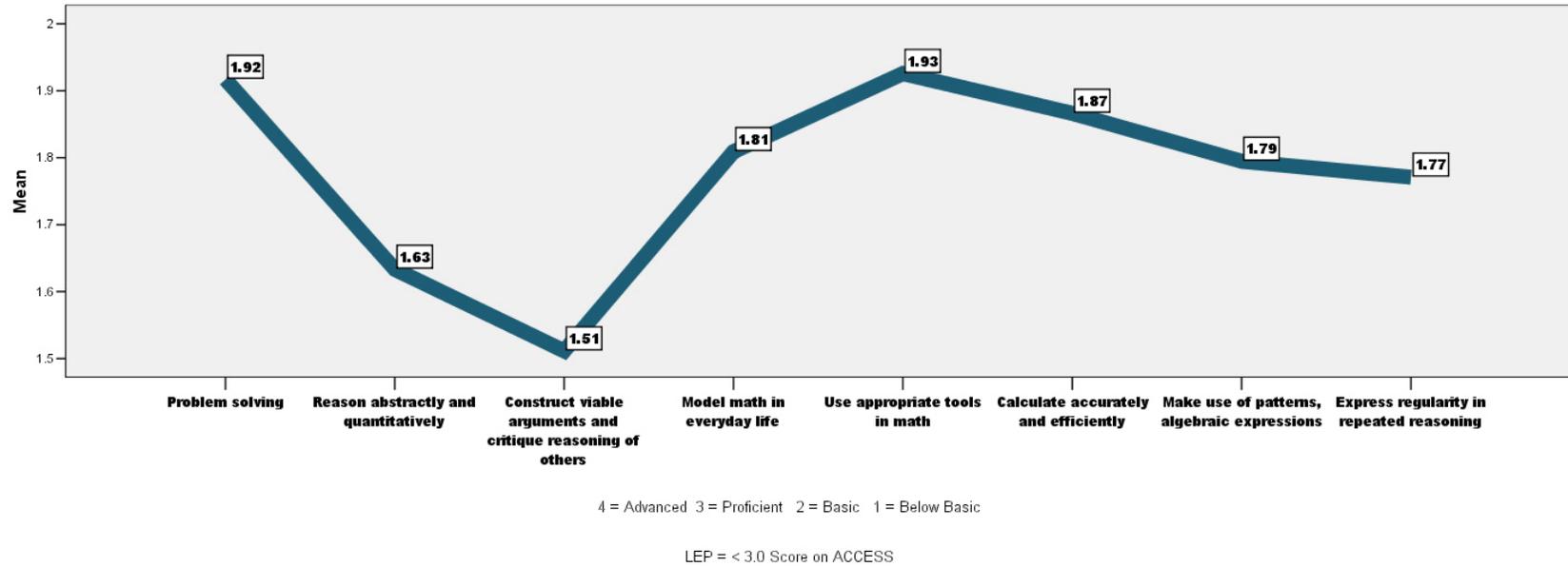


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

LEP = < 3.0 Score on ACCESS

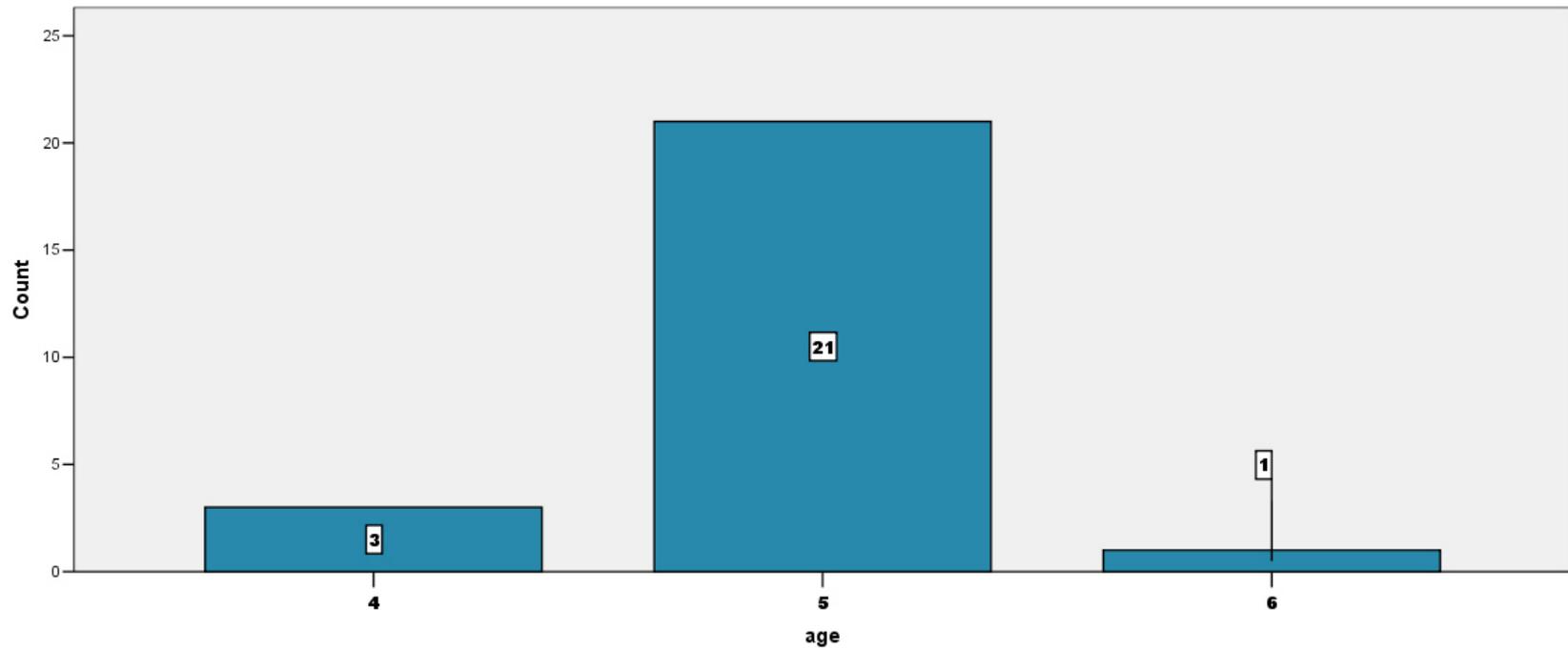
South Dakota Migrant Program: Needs Assessment 2013

Math Proficiency By Standard: LEP Students



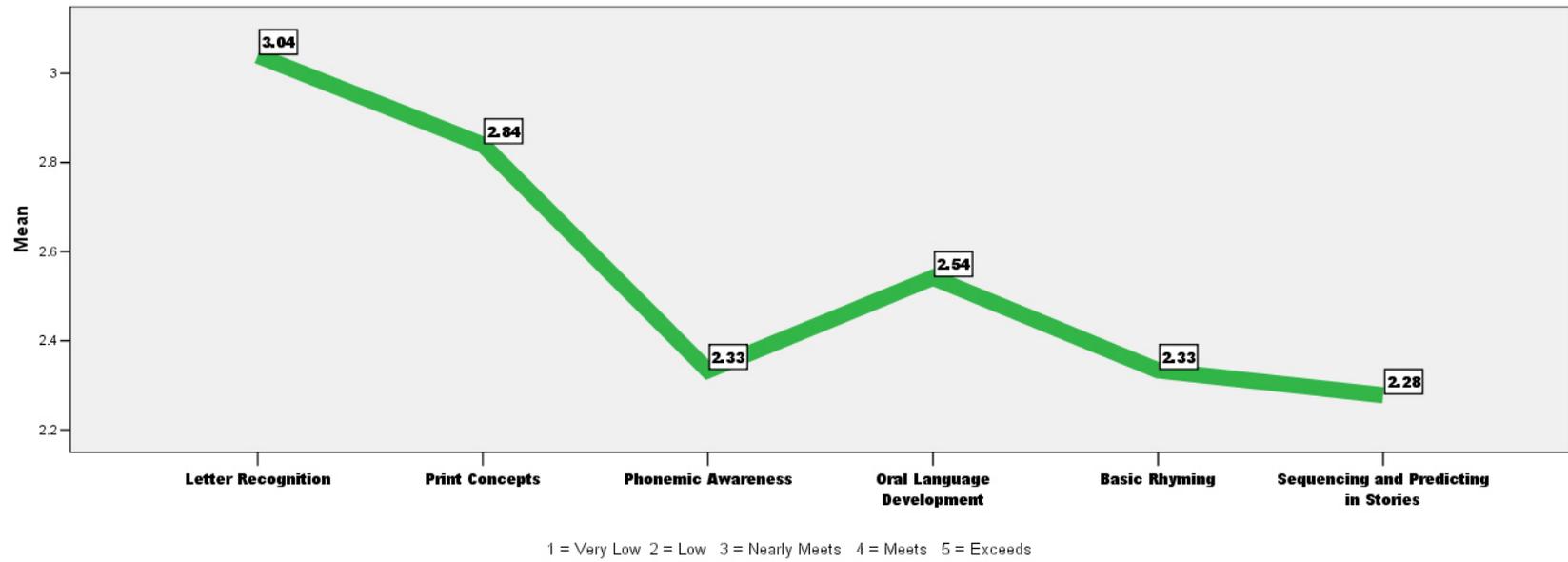
South Dakota Migrant Program: Needs Assessment 2013

Readiness For School Survey: Age of Students (N = 25)



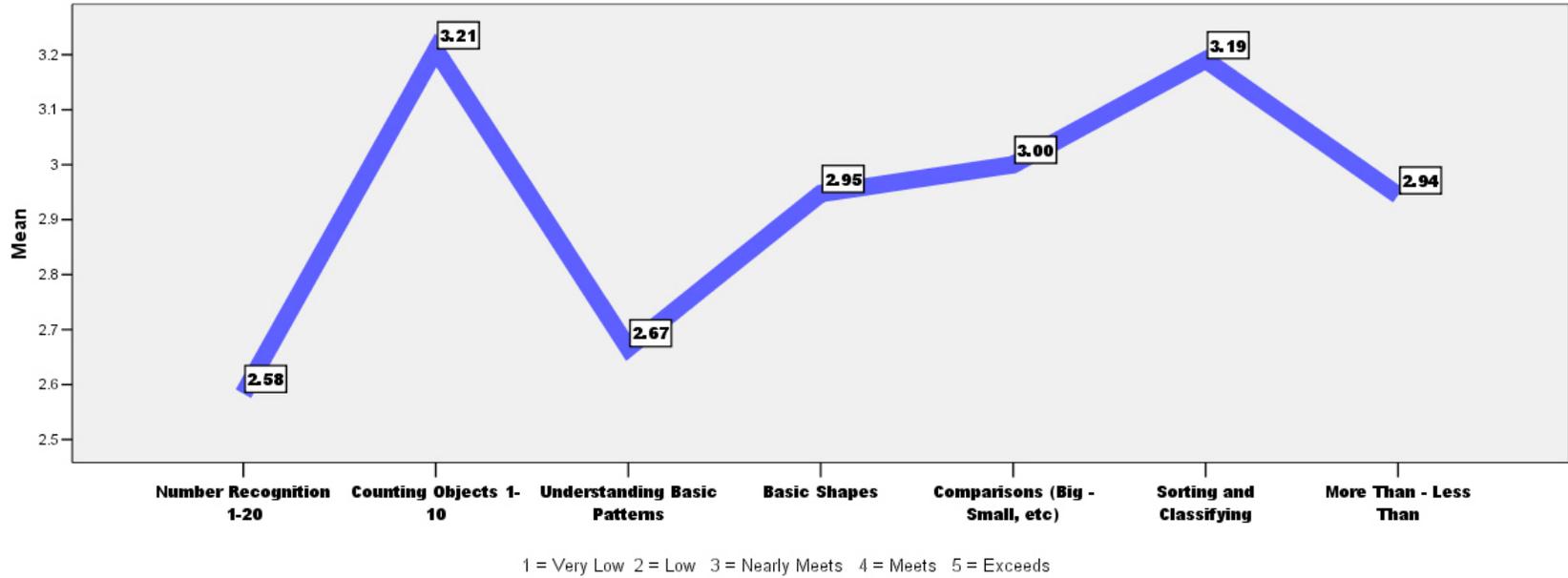
South Dakota Migrant Program: Needs Assessment 2013

Readiness For School Survey: Reading Readiness Skills



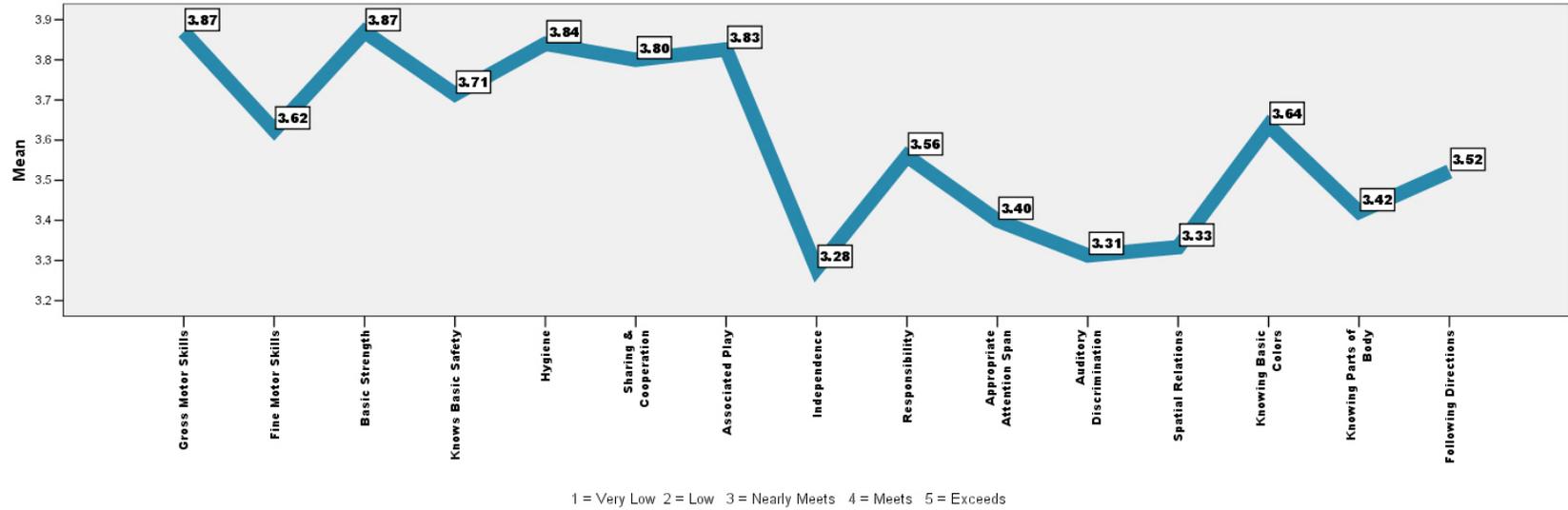
South Dakota Migrant Program: Needs Assessment 2013

Readiness For School Survey: Math Readiness Skills



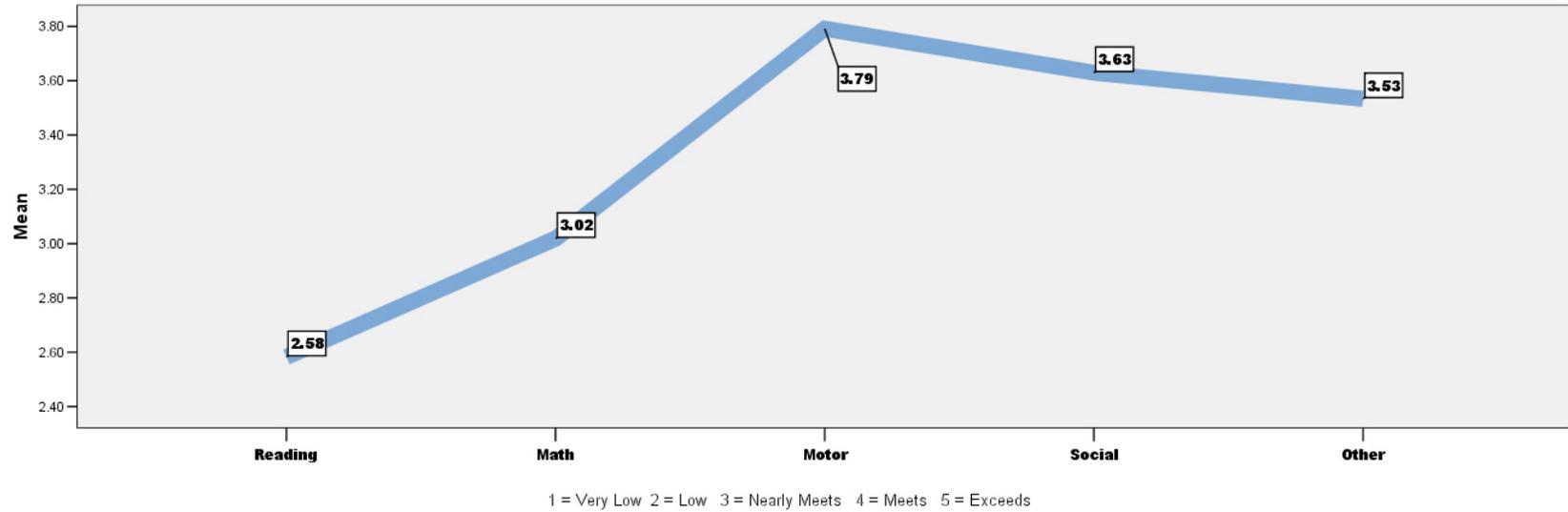
South Dakota Migrant Program: Needs Assessment 2013

Readiness For School Survey: Other Readiness Skills



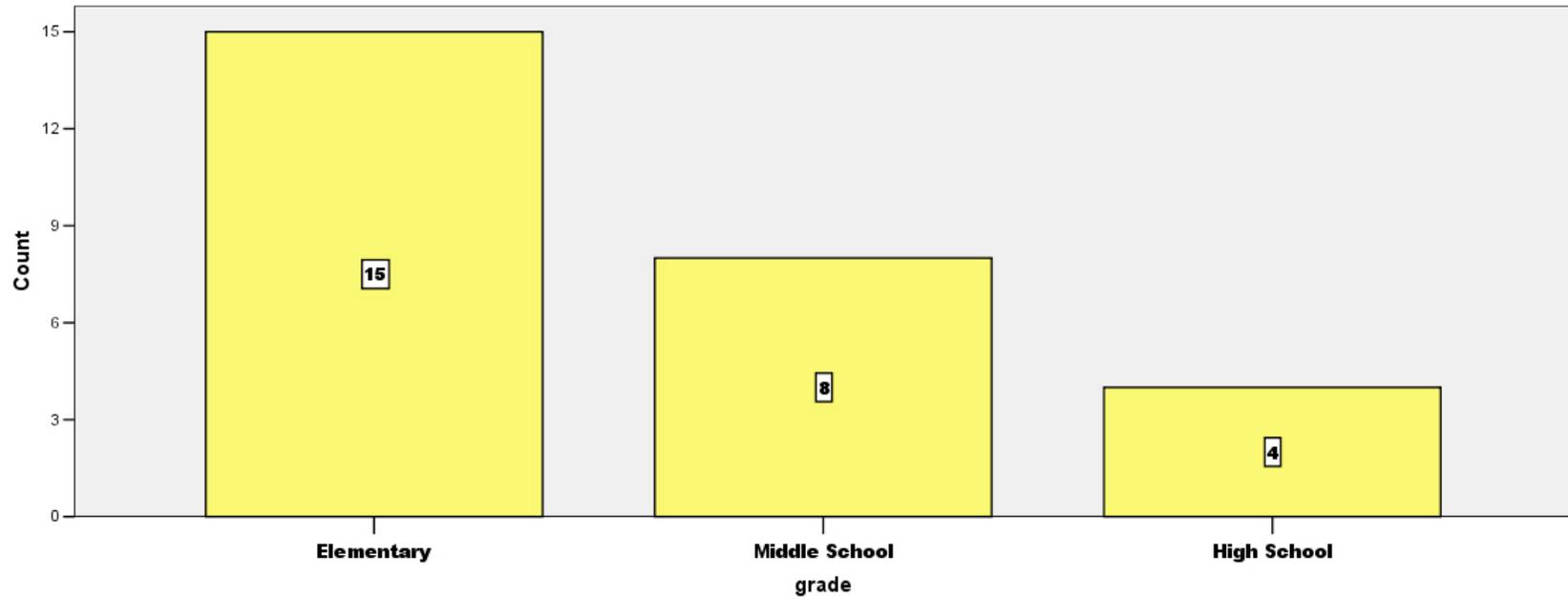
South Dakota Migrant Program: Needs Assessment 2013

Readiness For School Survey: Overall Proficiency



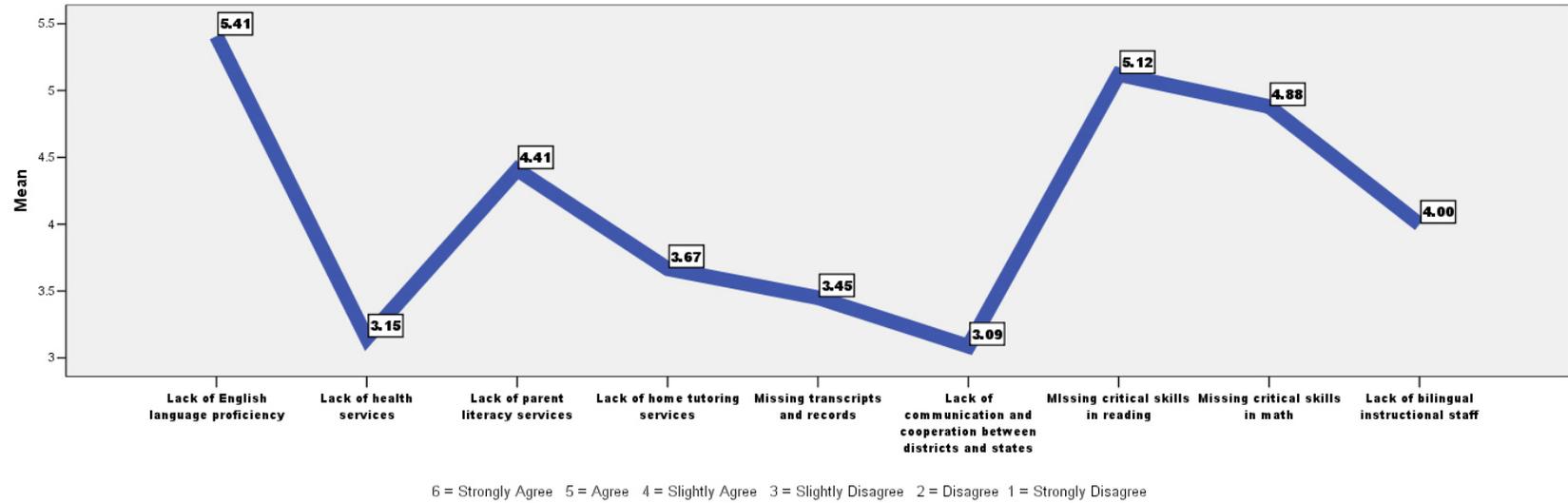
South Dakota Migrant Program: Needs Assessment 2013

Staff Survey of Barriers To Graduation: Grade Level of Staff Respondants (N =27)



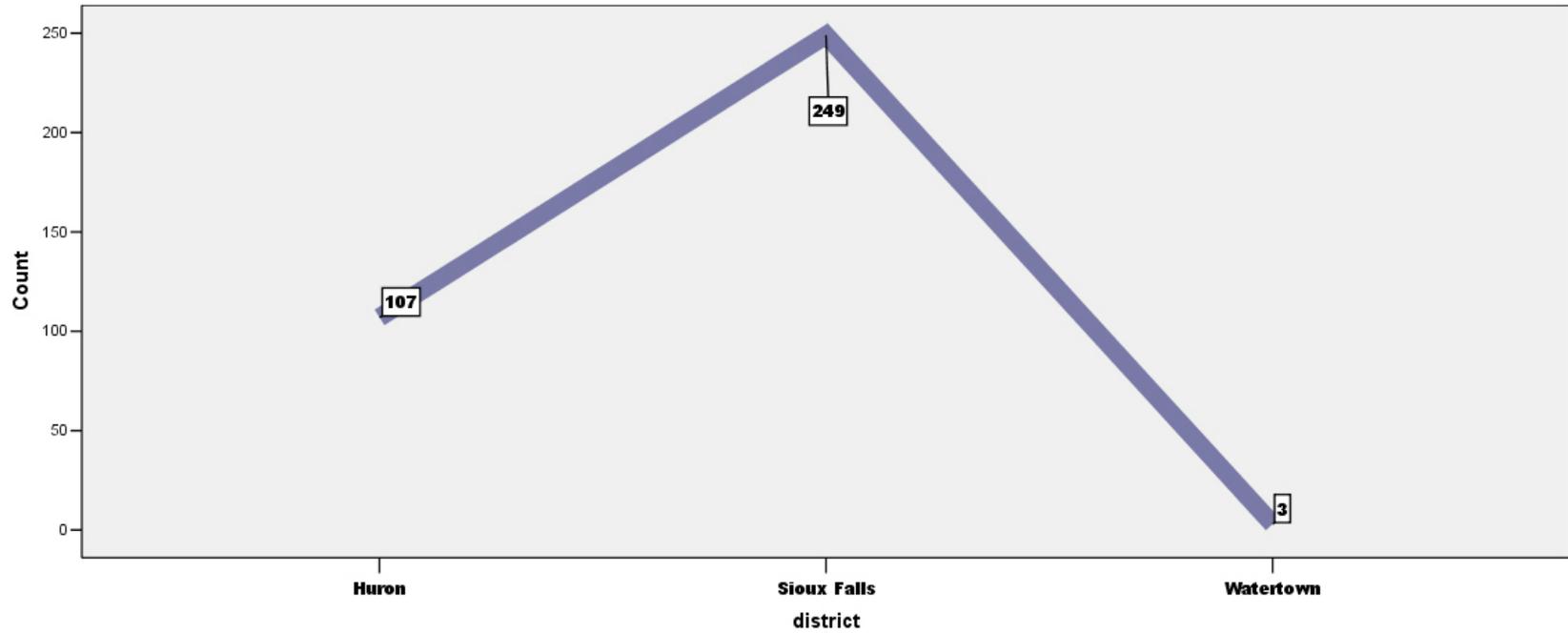
South Dakota Migrant Program: Needs Assessment 2013

Staff Survey: Ratings of Barriers To Graduation



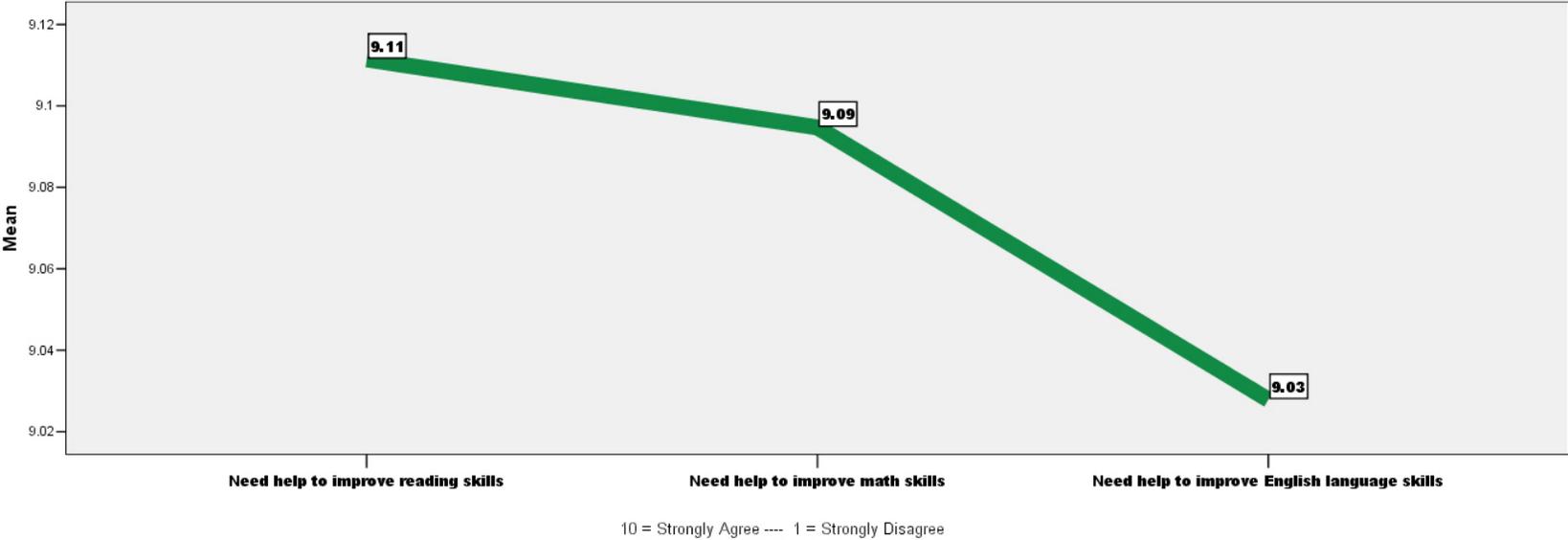
South Dakota Migrant Program: Needs Assessment 2013

Parent Survey: Respondants By District (N = 359)



South Dakota Migrant Education Program: Needs Assessment: 2013

Parent Survey: Ratings of Academic Needs



South Dakota Migrant Education Program: Needs Assessment: 2013

Parent Survey: Ratings of Other Needs

