

# Section E: Creating a Migrant Student Profile

Step 1: Preliminary Work		
Activity	Recommended Tasks	Highly Recommended
Create a migrant student profile	<p>Collect and examine demographic data of migrant students as a snapshot of the population to be used as a foundation for the needs assessment process</p> <ul style="list-style-type: none"> <li>• Include a summary of the most recent program evaluation to feature progress toward goals</li> <li>• Include academic performance indicators as well as demographics</li> <li>• Include a summary that highlights patterns and trends</li> <li>• Include comparison groups, migrant, non-migrant, PFS, (whenever possible) to prove a means for gap analysis</li> </ul>	<p>Include data used as foundation for needs assessment process</p> <p>If possible include:</p> <ul style="list-style-type: none"> <li>• Data on migrant families</li> <li>• Mobility patterns</li> <li>• Data from multiple years provided from longitudinal analysis</li> </ul>

A migrant student profile that features data reflecting the characteristics of migrant students in your state, including your Priority for Services (PFS) students, is a good starting point for the Comprehensive Needs Assessment (CNA). We recommend that you begin the creation of a profile of migrant students in your state by reviewing the different types of data you may want to include in your profile.

The following lists are provided as a reference point to launch the design of the profile; they are not a required set of data. The size of the profile or the amount of data to include will depend on a number of factors, such as:

- What data on migrant students in your state are currently available (e.g., information from state migrant databases, data submitted for the Consolidated State Performance Reports, migrant program evaluation reports, demographic and poverty data, student performance data from state assessments, etc.)
- Capacity and time the migrant state director and Management Team have to devote to compiling the migrant student profile

- What amount of data is needed to create a comprehensive picture of migrant students in the state
- What data are available to confirm, support, and triangulate the emerging picture of migrant students

You may want to use the Federal Migrant Education Program (MEP) Goal Areas and Government Performance and Results Act (GPRA) indicators (See *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to Comprehensive Needs Assessment*) as a guide for the type of data to include. Also, you should review your state’s performance goals for all students and include comparison data to determine gaps in performance for migrant students and PFS students.

A strategic approach to developing the migrant student profile will keep the task manageable. There is often a tendency to include every bit of data that can possibly be obtained, but you may want to keep in mind a mantra that data collectors and program evaluators use: Collect all the data you need, but only the data you need. We suggest that you identify key categories of data for the migrant student profile, and collect only the data needed for the profile.

The following are categories of data to consider.

### **E.1 Demographics on Students and Families**

Describe the general nature of the migrant student population:

- Qualifying work in the state
- Distribution by age and grade
- Ethnicity
- Language(s) spoken in the home
- English language proficiency
- School enrollment (e.g., enrolled, dropout, here-to-work, etc.)
- School attendance
- Youth employment patterns in any type of work (for secondary level students)
- Geographic location of students throughout the state
  - You may want to include information on migrant student distribution among the local operating agencies in your state. (See *Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the Texas 2011 Statewide Service Delivery Plan*)
- Economic disadvantage status (e.g., income, housing assistance, other)
- Number of migrant students served by the MEP
- PFS criteria and numbers and characteristics of PFS students
- Participation rates in other school programs, such as Advanced Placement, gifted and talented programs, special education, Title III, homeless education, child nutrition)

- Participation rates in early childhood, summer school, and regular term programming
- Number of out-of-school youth (OSY) identified
- Number of preschool migratory children identified

## **E.2 Academic Outcomes**

Describe the extent to which migrant students succeed in school:

- State performance assessments:
  - Rates of participation
  - Proficiency in reading and English/language arts, mathematics, and science
  - Academic growth as measured by scaled scores
  - School readiness
- Core course completion patterns in mathematics, sciences, and language arts
- Graduation rate for migrant students
- Progress of migrant students on previous goals in the most recent CNA or MEP evaluation

## **E.3 Mobility**

Describe the frequency and nature of migrant student mobility:

- Number (or percentage) of students who made qualifying moves in the past 12 months, 12-24 months, and past 36 months
- Number (or percentage) of the population that made qualifying moves on an interstate and intrastate basis
- Overall patterns of mobility within a typical school year (from where students come or go, months in which students usually move)

## **E.4 Data from Other Agencies**

Some data may be available from other state agencies in addition to what is available from the state education agency (SEA). For example, state agencies related to public health may have data that may be useful to your CNA. Also, Head Start and housing agencies would be good sources of data.

Policies on confidentiality frequently prevent the sharing of data across agencies. You should discuss the possibility of developing a memorandum of agreement (MOA) with agencies from whom you would like to obtain data. Quite likely, these agencies would welcome the opportunity to obtain more data on migrant children and youth from the MEP, as well.

See *Appendix E.2 Sample Types of Data for MEP Needs Assessment* for a more comprehensive list of the types of data to consider for inclusion.

## **E.5 Representing and Archiving Data**

You should develop a written profile of migrant students in your state, making the data as visual as possible by utilizing charts and graphs. See *Appendix E.3: Sample Migrant Student Profile* as an example of what the profile should look like. While the profile is likely to undergo revision during the CNA process, this first draft will form the basis for what will be included in the final CNA report.

Note the areas where additional data are needed so that these may be addressed by the data collection efforts in the CNA process.

You may want to develop some snapshots from the migrant student profile that may be reviewed easily by the CNA team during its discussions of data. These could be one- to two-page summaries that focus on particular categories of data.

You might also want to consider developing a migrant student fact sheet that includes key findings that you could distribute widely and update regularly. See *Appendix E.4: New York State “Parent-Friendly” Comprehensive Needs Assessment (CNA) Summary from the 2009 New York State Migrant Education Program Service Delivery Plan*.

The Migrant Student Profile should be archived and updated as needed.

## **E.6 Manager’s Checklist and Reflection**

Here are some key accomplishments for *Section E: Creating a Migrant Student Profile*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

### Manager’s Checklist

- Developed migrant student profile that includes
  - Demographics
  - Academic outcomes
  - Mobility information/data
  - Data from other agencies
- Migrant Student Profile includes multiple years of data for trend analysis
- Migrant Student Profile identifies alternative sources when data are missing or hard to obtain
- Data is disaggregated by PFS status
- Charts and graphs to visually summarize data in a migrant student fact sheet
- Migrant Student Profiles filed in archives to be incorporated into CNA report

### Reflection

1. What surprised me the most when creating the migrant student profile?
2. What has changed from the previous CNA or MEP evaluation?

3. What has not changed?
4. In what areas do we need further data to create a more comprehensive picture of migrant students in the state?
5. What challenges do I foresee in getting the data we need? How will we address these challenges?

## **E.7 Resources and Tools in Appendix E**

Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

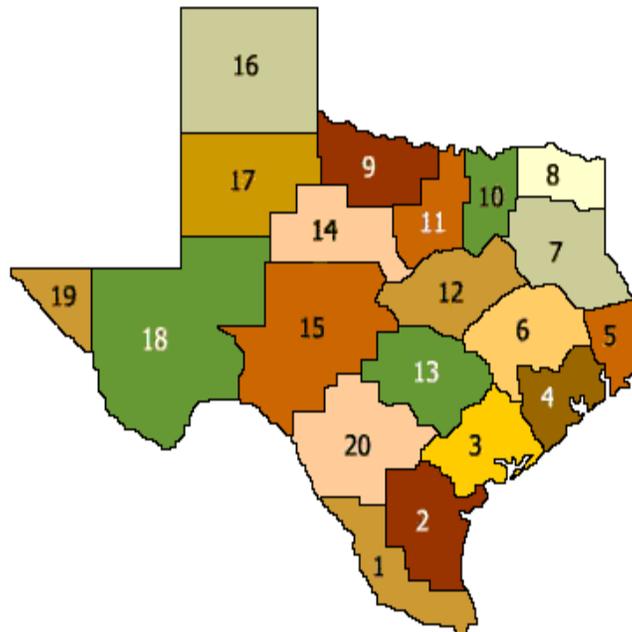
Appendix E.2 Sample Types of Data for MEP Needs Assessment

Appendix E.3 Sample Migrant Student Profile

Appendix E.4 New York State “Parent-Friendly” Comprehensive Needs Assessment Summary (CNA) from the 2009 New York State Migrant Education Program Service Delivery Plan

Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

	2005-2006 Reporting Period	2006-2007 Reporting Period
Region 1 – Edinburg	38,401	31,736
Region 2 – Corpus Christi	4,572	2,758
Region 3 – Victoria	395	280
Region 4 – Houston	3,599	2,673
Region 5 – Beaumont	410	333
Region 6 – Huntsville	442	203
Region 7 – Kilgore	542	259
Region 8 – Mount Pleasant	1,394	766
Region 9 – Wichita Falls	272	130
Region 10 – Richardson	1,407	839
Region 11 – Fort Worth	670	462
Region 12 – Waco	483	247
Region 13 – Austin	1,498	1,038
Region 14 – Abilene	661	435
Region 15 – San Angelo	2,398	1,380
Region 16 – Amarillo	6,358	3,591
Region 17 – Lubbock	4,452	3,255
Region 18 – Midland	1,613	1,353
Region 19 – El Paso	4,051	3,095
Region 20 – San Antonio	6,662	5,270
Total in State (duplicated count)	80,280	60,103



For maps of Counties and Districts in each ESC Region, visit the [Texas School District Locator Page](#).

## Appendix E.2 Sample Types of Data for MEP Needs Assessment

Below is a sample list of possible types of data and data sources to consider in the Comprehensive Needs Assessment. Some of the data may already be collected at the state level, but others may not. In those cases, a representative sample may be needed. Remember that, if possible, data should also be disaggregated by Priority for Services (PFS) status.

TEST SCORES	SCHOOL INVOLVEMENT	FAMILY BACKGROUND
State Assessment Scores	Special Education (IEP)	Residency Data
Standardized Tests Scores	Enrollment/Placement in	Homebase State/District
Norm-Reference Test Scores	Other Programs (Title I, ESL,	Educational Attainment of
Criterion Reference Test	Bilingual, Preschool, etc.)	Siblings
Scores	Gifted & Talented	Language Spoken in the Home
Cognitive Ability Test Score	Interest in Adult Basic	Language Proficiency of
Language Proficiency Ratings	Education	Parent
(English & Primary Language	GED	Access to Transportation
Other than English)	Job Training	Mobility (Number of Moves)
Portfolio Assessment Ratings		Basic Needs:
Early Childhood Development		Shelter/Food/Clothing
Test		Family Conditions (e.g., foster
Early Childhood Development		care, married teen, guardian,
Survey		etc.)
ACADEMIC PROGRESS	PERSONAL CHARACTERISTICS	HEALTH INDICATORS
Age-Grade Discrepancy	Self-Concept Rating	Medical Screening Results
Grade Retention	Self-Esteem Rating	Dental Screening Results
Attendance Record	Special Talents/Strengths	Visual Screening Results
Number of Interruptions to	Social Behavior Assessment	Auditory Screening Results
Education During School Year	Attitudes, Behavior Scale	Mental Health referrals
Last Grade Completed	Index	Immunizations
Course Grades	Education Goals	Primary Health Care Access
Grade Point Average	Career Goals	TB Test
Credits Accrued for	Hours of Employment	Most Recent Physical Exam
Graduation	Legal Problems	
Number of Failed Courses	Recommendations for	
Dropout Status	Counseling	
Enrollment in Alternative		
School		

## Appendix E.3 Sample Migrant Student Profile

The mock data provided below are intended to illustrate the types of data that might be collected for a State’s profile and various ways to display that information for easy reference.

### DEMOGRAPHICS

Table 1. Migrant Student Counts

<b>Population Data</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>	<b>2011–12</b>
All Migrant-Eligible Students	17,526	15,433	10,889	8,245
Migrant Children Served in the MEP—Regular School Year (with instructional or supportive services)	7,050	7,243	5,036	3,394
Migrant Children Served in the MEP—Summer or Intersession Term	4,692	3,097	2,260	2,130
Priority for Services (PFS) Students	5,784	5,093	3,593	2,721

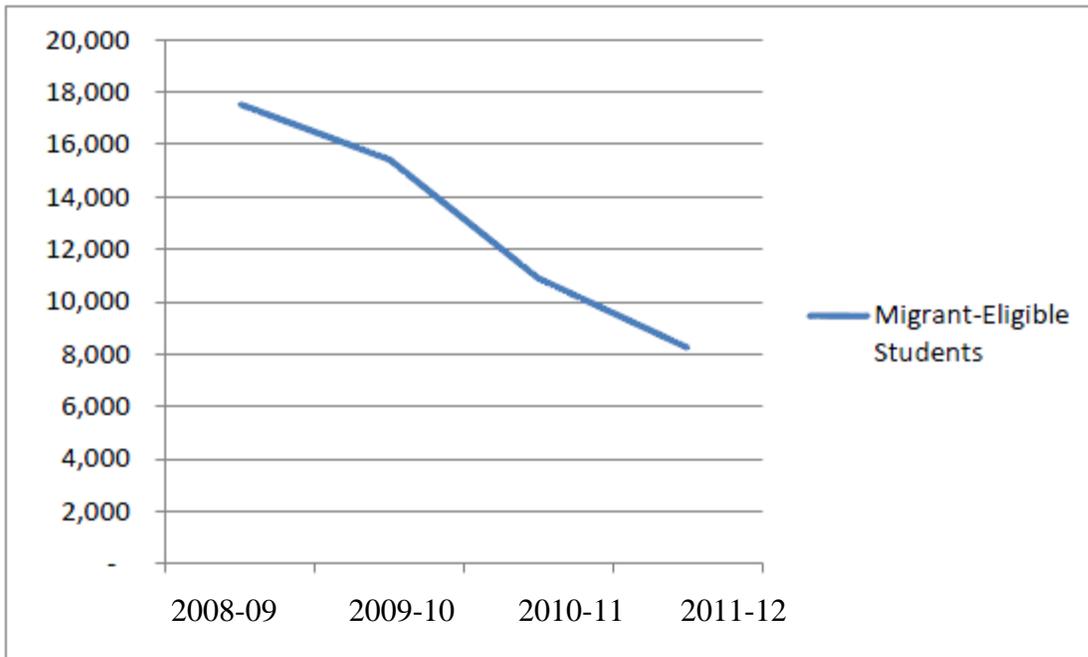
Table 2. Migrant Student Counts by Region and Agricultural Commodities

<b>Geographic Representation</b>	<b>Migrant-Eligible Numbers</b>	<b>%</b>	<b>Main Commodities</b>
Region 1-Northern	4,123	50	Fruits
Region 2-Central	3,216	39	Fishing, Fish Processing
Region 3-Southern	906	11	Forest Industry

Source: State Department of Education database and State Department of Agriculture<sup>1</sup> e

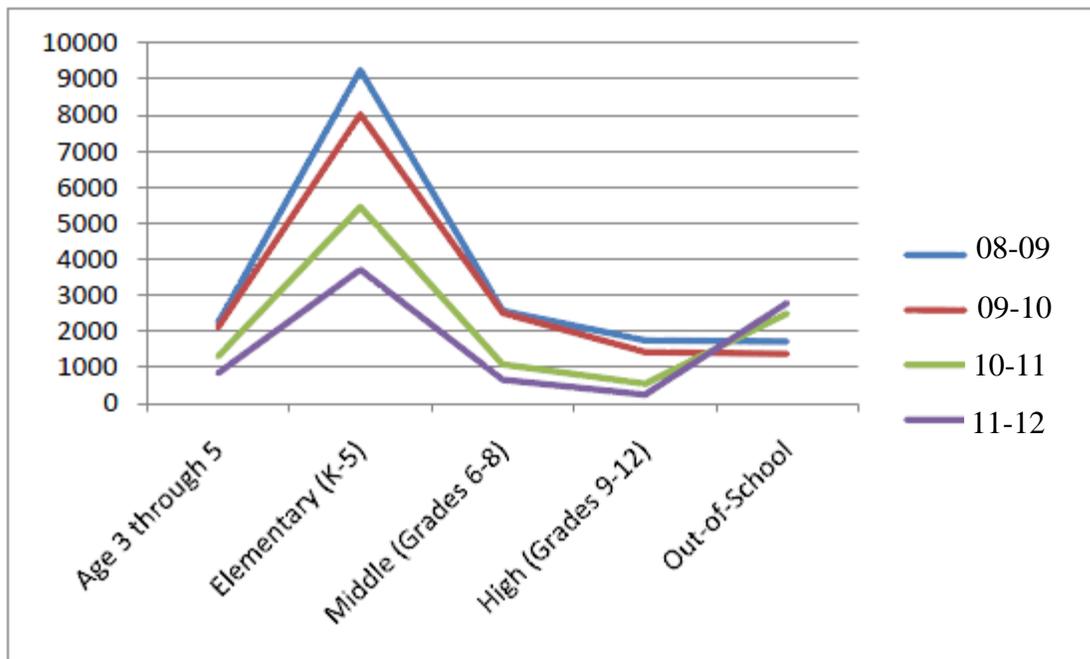
<sup>1</sup> Data source for tables and figures is the State Education Department database, unless otherwise noted.

**Figure 1. Migrant-Eligible Student Totals by Year**



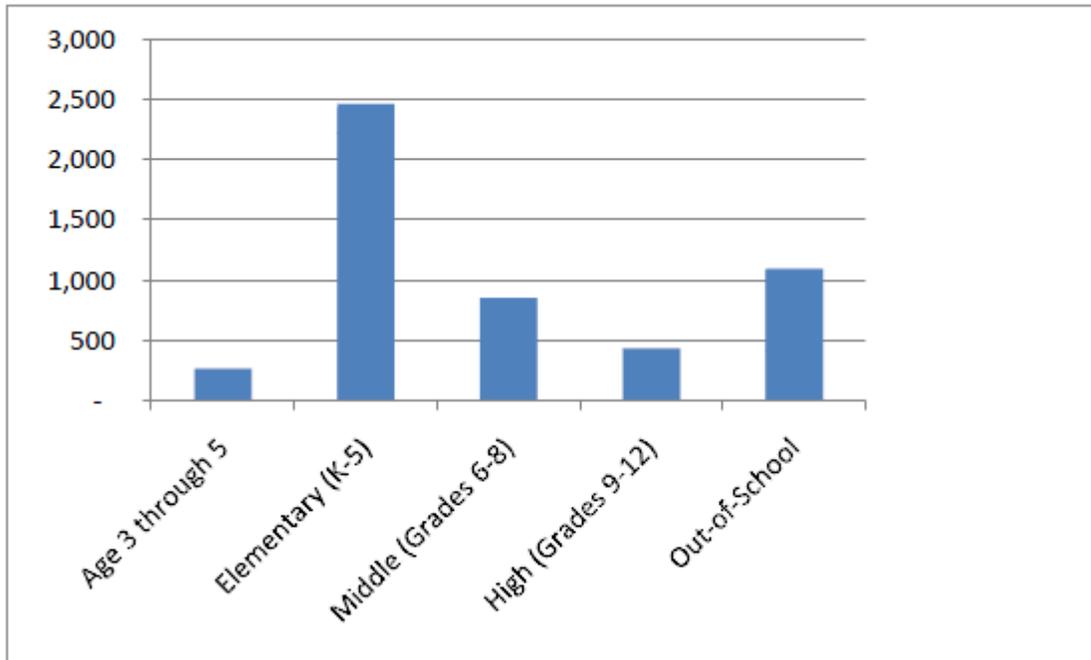
- Migrant student numbers have dropped by 9,281—over half—from 2008–09 to 2011–12.

**Figure 2. Migrant-Eligible Counts by Grade Level**



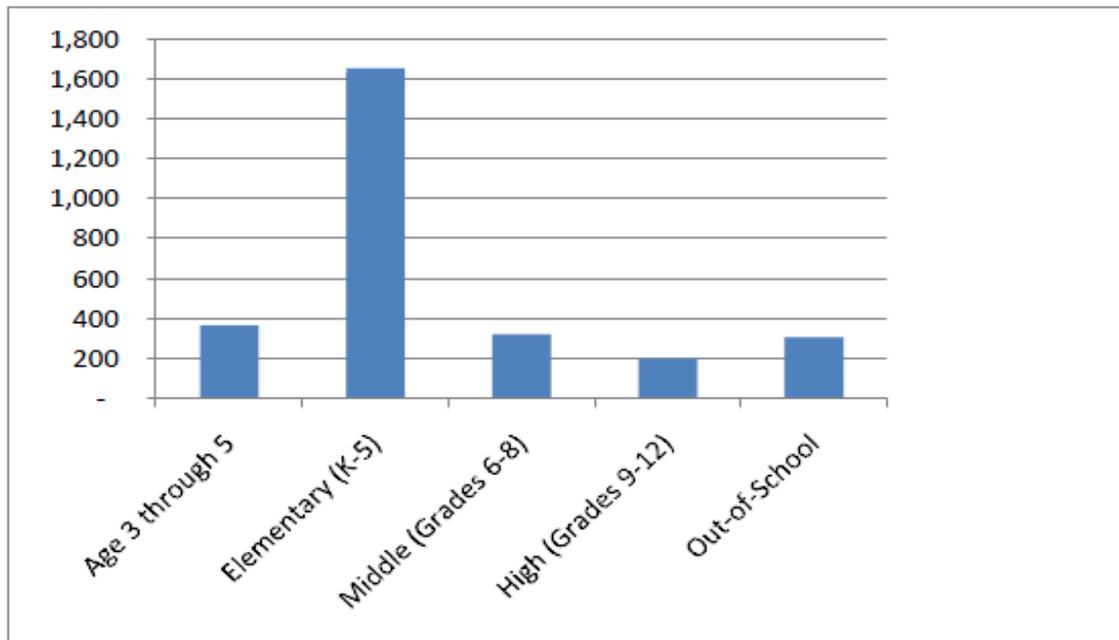
- Numbers have dropped in all age groups except OSY.

**Figure 3. Participation Rates in Regular School Year by Grade, SY2011–12**



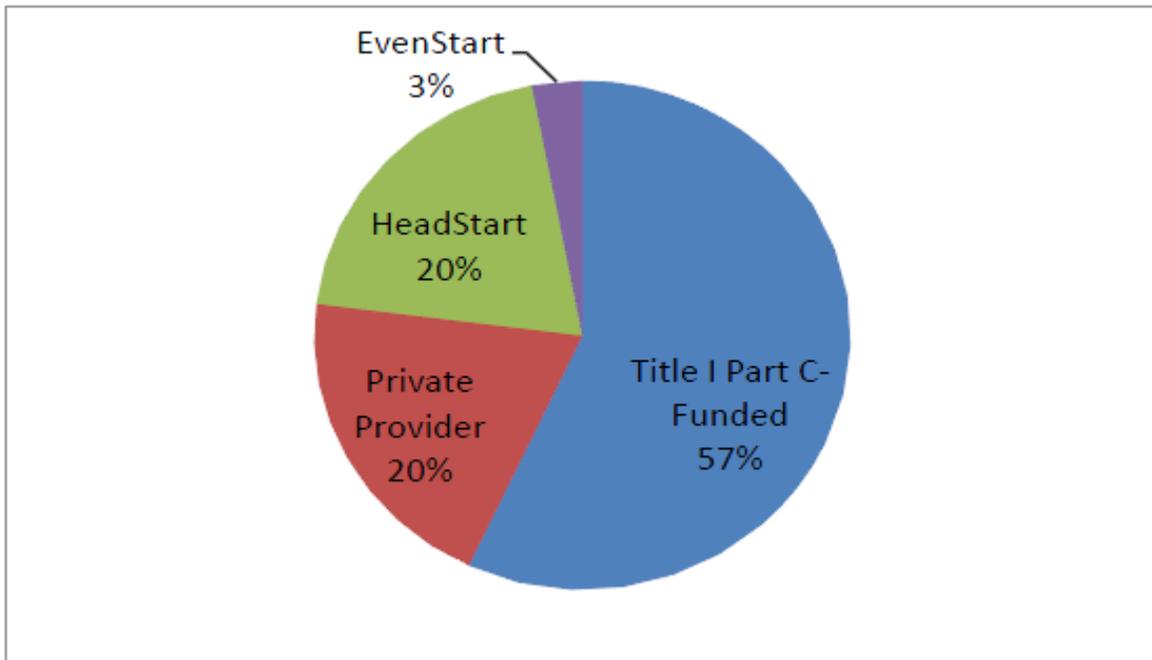
- 48% of students served in regular school year are elementary grades
- 21% are OSY

**Figure 4. Participation Rates in Summer/Intersession by Grade, SY2011–12**



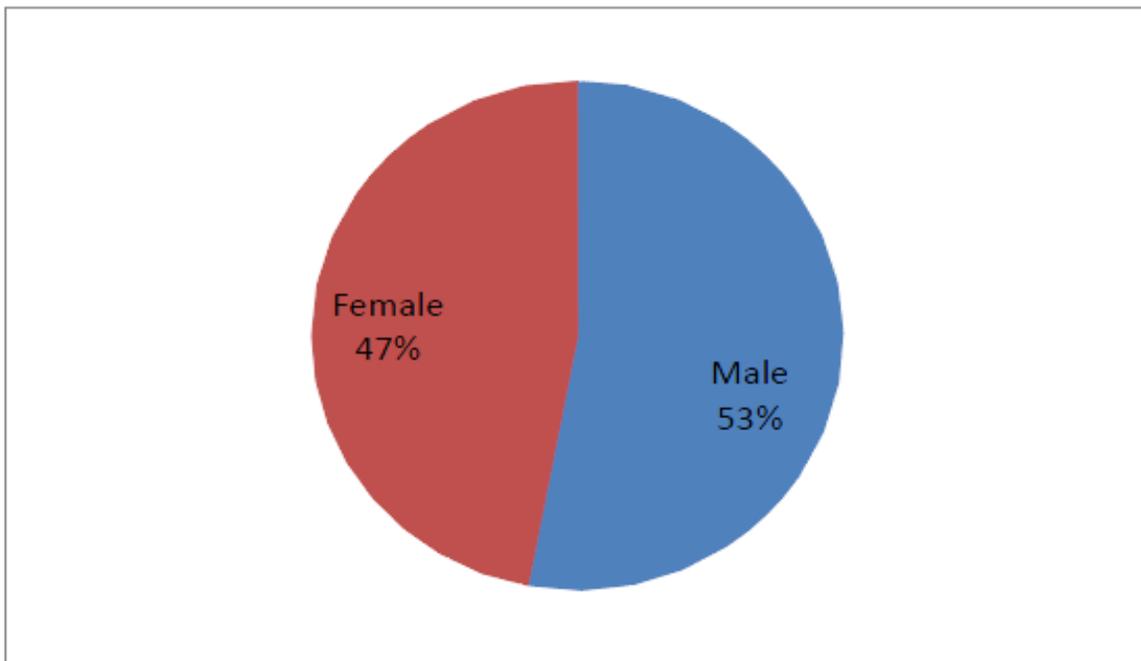
- 58% of students served in summer/intersession are elementary school aged
- 13% are preschoolers (ages 3 through 5)

**Figure 5. Participation Rates in Summer/Intersession by Grade, SY2011–12**



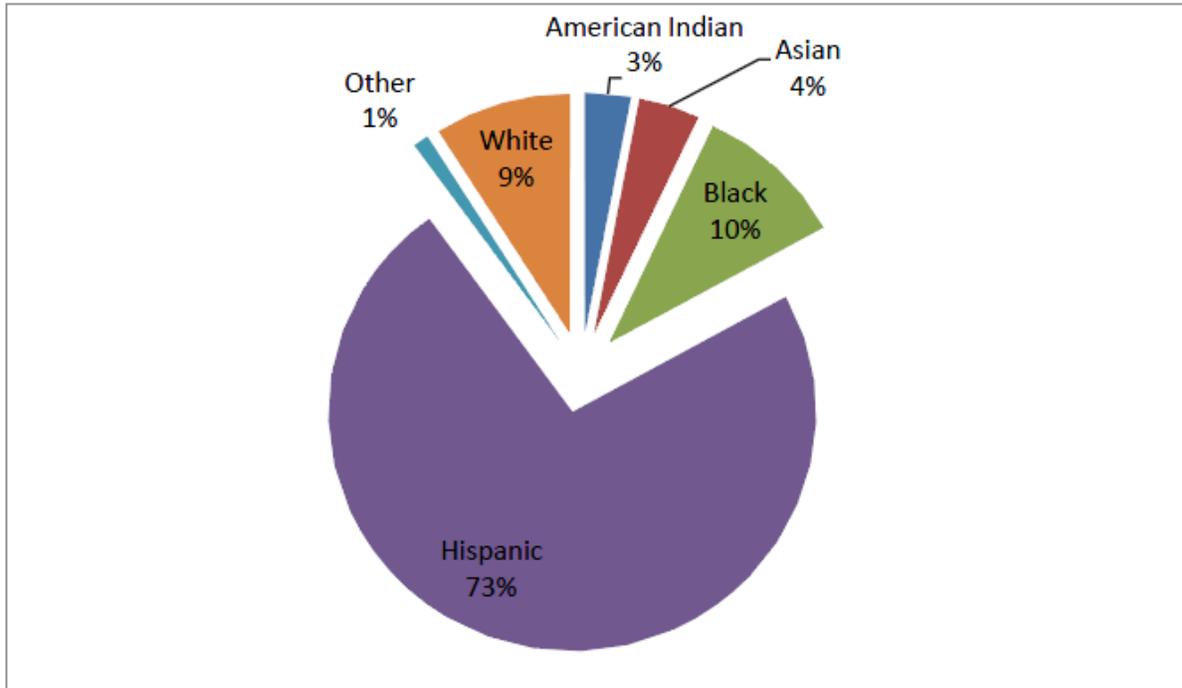
- Of those migrant children who received preschool programming, over half attended migrant-funded programs.

**Figure 6. Migrant-Eligible Students by Gender, SY2011–12**



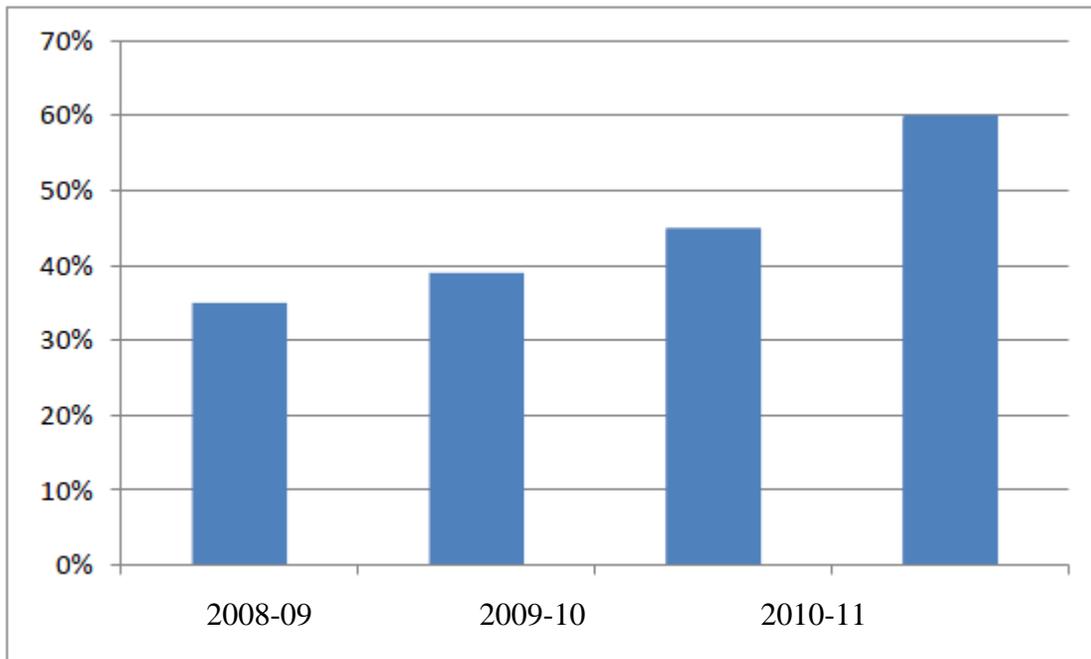
- A little over half of the population is male.

**Figure 7. Migrant-Eligible Students by Ethnicity (SY2011–12)**



- Migrant students are predominantly Hispanic (73%).

**Figure 8. Migrant-Eligible Students Who Are English Language Learners (ELLs)**



- Percentage of ELL migrant students has increased over time.

#### Mobility and Student Outcomes

1,237 students were identified as “Priority for Services” in 2010–11, approximately a quarter of the migrant students served. The majority of PFS students are in the elementary grade level.

Table 3. PFS by Grade

PFS by Grade	SY 2011-12	
	N	%
PreK	35	3
Elem (K-5)	543	44
Middle (6-8)	296	24
High (9-12)	350	28
OSY	13	1
Total	1,237	100

#### **MOBILITY**

Table 4. Number of Students by Time of Most Recent Move

Time of Most Recent Move	# Migrant Students
0-12 months	1,979
13-24 months	1,085
25-36 months	934

Source: State MEP ID&R Office

#### **STUDENT OUTCOMES**

Table 5. Reading Assessment Results for Migrant Students

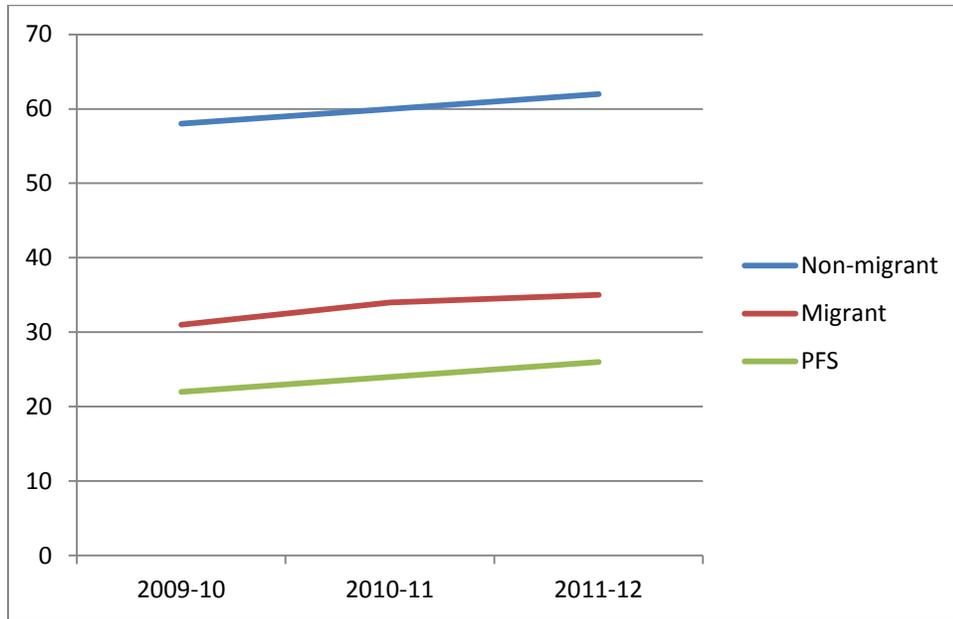
Migrant Students	2009-10		2010-11		2011-12	
	# Tested	Proficient	# Tested	Proficient	# Tested	Proficient
		# %		# %		# %
	4,630	1,435 31	3,811	1,296 34	2,391	837 35

Table 6. Gap between Migrant and Non-Migrant Students in Reading (based on state assessment scores)

Percentage of Student Subgroup Scoring Proficient or Above on State Reading Assessment	2009-2010	2010-2011	2011-2012
Non-Migrant	58%	60%	62%
Migrant	31%	34%	35%
PFS	22%	24%	26%

Source: State Accountability Office

**Figure 9. Gap in Reading Proficiency between Migrant and Non-Migrant (% Proficient)**



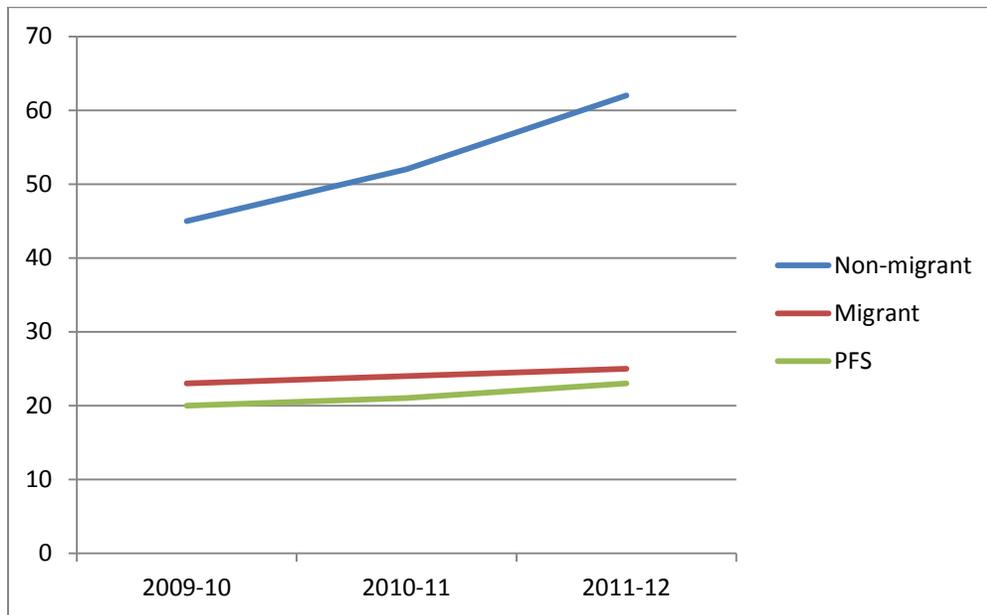
**Table 7. Mathematics Assessment Results for Migrant Students**

Migrant Students	2009-2010		2010-2011		2011-2012	
	# Tested	Proficient	# Tested	Proficient	# Tested	Proficient
		# %		# %		# %
	4,630	1,087 23	3,811	898 24	2,391	600 25

**Table 8. Gap between Migrant and Non-Migrant Students in Mathematics (based on state assessment scores)**

Percentage of Student Subgroup Scoring Proficient or Above on State Reading Assessment	2009-2010	2010-2011	2011-2012
Non-Migrant	45%	52%	62%
Migrant	23%	24%	25%

**Figure 10. Gap in Mathematics Proficiency between Migrant and Non-Migrant (% Proficient)**



**Table 9. Graduation Data for Migrant Students**

School Year	# Migrant Students (Served) in 12 <sup>th</sup> Grade	Students Who Graduated With a:	
		High School Diploma	GED
2011-12	300	90 (30%)	3 (1%)
2010-11	50	16 (31%)	5 (2%)

**Table 10. School Readiness Data, Migrant Compared to Non-Migrant**

School Year	Kindergarteners Entering School "Ready to Learn"	
	Migrant	Non-Migrant
2011-12	65%	75%
2010-11	68%	77%

### **Summary of CNA Student Assessment Findings**

The New York State CNA, completed in July 2009, analyzed student assessment data from the 2007–08 school year to conduct its “gap analyses.” At that time, it was the most currently available data to utilize for comparison. In April 2010, the 2008–09 student assessment data for migrant students and New York State students overall became available and are included in this service delivery plan. Both years’ data are analyzed in summary fashion below (2008–09 data appear in italics).

#### **1. Area of Concern: English Language Arts (ELA)**

- In 2007–08, 53% of 3<sup>rd</sup> grade migrant students achieved proficiency compared to 70% of all New York State (NYS) 3<sup>rd</sup> grade students, producing a 17% gap in achievement. *44% of migrant students; 76% of all NYS 3<sup>rd</sup> graders; producing a 32% gap.*
- In 2007–08, 37% of 4<sup>th</sup> grade migrant students achieved proficiency compared to 71% of all NYS 4<sup>th</sup> grade students, producing a 34% gap in achievement. *46% of migrant students; 77% of all NYS 4<sup>th</sup> graders; producing a 31% gap.*
- In 2007–08, 46% of 5<sup>th</sup> grade migrant students achieved proficiency compared to 78% of all NYS 5<sup>th</sup> grade students, producing a 32% gap in achievement. *55% of migrant students; 82% of all NYS 5<sup>th</sup> graders; producing a 27% gap.*
- In 2007–08, 40% of 6<sup>th</sup> grade migrant students achieved proficiency compared to 67% of all NYS 6<sup>th</sup> grade students, producing a 27% gap in achievement. *59% of migrant students; 81% of all NYS 6<sup>th</sup> graders; producing a 22% gap.*
- In 2007–08, 50% of 7<sup>th</sup> grade migrant students achieved proficiency compared to 70% of all NYS 7<sup>th</sup> grade students, producing a 20% gap in achievement. *56% of migrant students; 80% of all NYS 7<sup>th</sup> graders; producing a 24% gap.*
- In 2007–08, 29% of 8<sup>th</sup> grade migrant students achieved proficiency compared to 56% of all NYS 8<sup>th</sup> grade students, producing a 27% gap in achievement. *41% of migrant students; 69% of all NYS 8<sup>th</sup> graders; producing a 28% gap.*

#### **2. Area of Concern: Mathematics**

- In 2007–08, 70% of 3<sup>rd</sup> grade migrant students achieved proficiency compared to 90% of all NYS 3<sup>rd</sup> grade students, producing a 20% gap in achievement. *72% of migrant students; 93% of all NYS 3<sup>rd</sup> graders; producing a 21% gap.*
- In 2007–08, 44% of 4<sup>th</sup> grade migrant students achieved proficiency compared to 84% of all NYS 4<sup>th</sup> grade students, producing a 40% gap in achievement. *67% of migrant students; 87% of all NYS 4<sup>th</sup> graders; producing a 20% gap.*

- In 2007–08, 52% of 5<sup>th</sup> grade migrant students achieved proficiency compared to 83% of all NYS 5<sup>th</sup> grade students, producing a 31% gap in achievement. *59% of migrant students; 88% of all NYS 5<sup>th</sup> graders; producing a 29% gap.*
- In 2007–08, 53% of 6<sup>th</sup> grade migrant students achieved proficiency compared to 79% of all NYS 6<sup>th</sup> grade students, producing a 26% gap in achievement. *52% of migrant children; 83% of all NYS 6<sup>th</sup> graders; producing a 31% gap*
- In 2007–08, 60% of 7<sup>th</sup> grade migrant students achieved proficiency compared to 79% of all NYS 7<sup>th</sup> grade students, producing a 19% gap in achievement. *68% of migrant students; 87% of all NYS 7<sup>th</sup> graders; producing a 19% gap.*
- In 2007–08, 45% of 8<sup>th</sup> grade migrant students achieved proficiency compared to 70% of all NYS 8<sup>th</sup> grade students, producing a 25% gap in achievement. *66% of migrant students; 80% of all NYS 8<sup>th</sup> graders; producing a 14% gap.*

### **3. Area of Concern: Graduation/Credit Accrual/Grade Promotion**

- The graduation rate for migrant students in the 9<sup>th</sup> grade 2004 cohort (those who should graduate in June 2008) was determined to be 39%. This compares to a graduation rate of 80% for all members of this cohort in NYS, producing a 41% gap. Migrant cohort graduation rate = 50%; NYS graduation rate = 72%; 2008–09 gap = 22%.
- Of the above referenced migrant graduates, 28% enrolled in college. NYS college enrollment rate for graduates in that cohort was 78%, producing a 50% gap in college enrollment. Migrant cohort college enrollment rate = 28%. NYS college enrollment rate = 79%; 2008–09 gap = 51%.
- Since there is no NYS data available for all of its students relative to being “below modal grade”, we are only able to capture data for migrant students. For grades K through 9<sup>th</sup>, the median percentage of migrant students who were below modal grade was 26.5% (lowest Kindergarten at 15%; highest 8<sup>th</sup> grade at 53%). In the 2008–09 program year, 31.7% of migrant students were below modal grade.
- Similarly, no statewide data is available for the retention rate for NYS students. We did capture data for migrant students who had been retained at least once (2007–08 data) for each grade level. For grades K through 12<sup>th</sup>, the median retention rate for migrant students was 4% (lowest 12<sup>th</sup> grade at .5%; highest Kindergarten at 11%). In the 2008–09 program year, 7.4% of migrant students had been retained at least once.