

Oklahoma Migrant Education Comprehensive Needs Assessment

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Migrant Education Comprehensive Needs Assessment

for the Oklahoma State Department of Education

The University of Oklahoma

Educational Training, Evaluation, Assessment, and Measurement (E-TEAM)

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EXECUTIVE SUMMARY

This Comprehensive Needs Assessment (CNA) was designed to explore the current state of migrant education in Oklahoma, examine data from a variety of data sources, compare the most recent migrant data with previous years' migrant data, present findings based on available data, and guide the development of a Service Delivery Plan. Through data examination and analysis, concerns, goals, need statements, and recommendations were formed. Data sources used in this report included data from the Oklahoma student information database, the WAVE; the Oklahoma migrant student database, MIS2000; the Consolidated State Performance Report: Part II; results of the Oklahoma Core Curriculum Tests (OCCTs); information provided by the Oklahoma Migrant Education Program (OMEPE); survey data (from parents, students, and educators); and interviews with district level migrant staff.

Findings based on available data include the following:

- The Oklahoma migrant population is decreasing in number.
- The majority of migrant students entering kindergarten for the 2015-2016 school year was six years old or older upon enrollment.
- For the 2014-2015 and 2015-2016 school years, the percent of eligible migrant students enrolled in a pre-k or kindergarten program was less than 50%.
- Migrant students graduated from high school at high rates - higher rates than non-migrant students - for the 2014-2015 and 2015-2016 school years.
- Migrant students are optimistic about their future, with the majority of them expecting to graduate from high school and attend a college or university; this optimism is shared by migrant parents.
- Migrant students face many challenges, including language barriers, moving locations, working migrant jobs before and after school, lack of resources, and lack of parental help with school assignments.
- Despite the reported challenges around language, the majority of migrant students stated that they did not have difficulties understanding their teachers.

For this 2017 CNA, three main areas of concern were identified, each with measurable goals, need statement(s), and recommendations: (1) Academic Achievement, (2) Early Childhood Education, and (3) Professional Learning.

This CNA reflects a unique migrant population with unique needs. Information garnered from this CNA will be instrumental in developing a service delivery plan that will address current concerns and contain measurable goals and outcomes.

PURPOSE OF COMPREHENSIVE NEEDS ASSESSMENT

The purpose of this CNA is to identify the unique needs of migrant students as a step in addressing these needs. This assessment will guide the creation of a service delivery plan directed at helping migrant students get the support they need to succeed academically and socially.

Federal requirements ensure that Oklahoma migrant students receive help and support from federally-funded Migrant Education Programs (MEPs). Each State Education Agency (SEA) receiving federal funds for migrant students is required under Title 1, Part C Section 1306 of the Elementary and Secondary Education Act to address the special educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, state, and federal educational programs;
- Is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs. (U.S. Department of Education, 2010, p. 62).

Gathering and analyzing data in order to identify and address the current needs of the migrant student population in Oklahoma was an essential part of developing this CNA. In this CNA report, a comprehensive look at student data, parent data, and educator data will provide the foundation and support needed to develop a CNA that identifies current concerns and needs that will lead to the development of recommendations and a service delivery plan that will address the needs of migrant students and their families.

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

The Educational Training, Evaluation, and Management (E-TEAM) Department at the University of Oklahoma contracted with the Oklahoma State Department of Education (OSDE) to develop a CNA, Service Delivery Plan, and Evaluation for the Oklahoma Migrant Program. The process for developing the CNA involved making site visits, examining the CNA that was written in 2011, analyzing existing student data, and gathering and analyzing data from migrant students, parents, program staff, and educators. The following sections describe this process in greater detail.

Site Visits

During the 2016-2017 school year, E-TEAM researchers made site visits to four of the migrant districts: Heavener, Snyder, Merritt, and Guymon. During these visits, E-TEAM attended the Parent Advisory Council Meeting at Snyder, Heavener, and Guymon; interviewed migrant staff; and toured schools, observing how some of the migrant funds are being used by migrant populations. It was clear from visiting these sample sites that each site is unique, serving unique migrant populations. For example, some migrant work is local, requiring little disruption in educational continuity, which is one of the seven concern areas identified by the Office of Migrant Education (OME). Other migrant work requires families to move in the summer, returning to their homes in the fall, which in some instances can cause migrant students to enter school late after the fall session has already begun. Also gleaned from the site visits was how differently migrant funds are utilized. Each school uses the funds to fit their migrant population's needs. Some schools use the funds to provide more access to technology, and some schools focus more on individualized tutoring for migrant students.

2011 Comprehensive Needs Assessment

The last revision of the Oklahoma Migrant Program (OMEP) CNA was conducted in 2011, which was a revision of the original CNA developed in 2007. As with previous CNAs, E-TEAM sought to examine concerns identified previously as a contextual guide in developing the 2017 CNA. The 2011 CNA identified the following areas of concern (Oklahoma State Department of Education, 2011):

- Migrant preschool children are significantly underperforming when compared with their non-migrant peers on indicators of school readiness.
- Migrant students have significant gaps when compared to their non-migrant peers in reading, math, graduation, and school-readiness.

- An increased number of highly qualified education professionals need to be employed in or contribute to migrant programs in areas such as planning, programming, and training of migrant staff.
- Migrant parents do not participate in school activities as frequently as parents, in general, do.
- Migrant student data, both demographic and achievement, is difficult to collect, and in many databases cannot be disaggregated.

Concerns identified in the 2011 CNA aligned with all seven areas of concern developed by the OME: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services. The current CNA will update the 2011 CNA and address current needs of migrant students based on available school data, survey data, and interview data.

Data Collection

Integral to the process of identifying needs of Oklahoma migrant students was the collection of data from students, parents, and educators. Surveys were distributed by E-TEAM in person when possible and electronically when needed. Migrant personnel also assisted in the distribution of surveys. Survey respondents included migrant students, migrant parents, and migrant educators. Interviews were also conducted by E-TEAM staff with migrant professionals who work in the migrant school districts. E-TEAM also examined student data from the WAVE, the state's student information system; MIS2000, the Oklahoma migrant database; the Consolidated State Performance Report: Part II; results of the Oklahoma Core Curriculum Tests (OCCTs); and information provided by the OMEP. The presentation and results of this data are illustrated in the following sections.

DATA

Oklahoma Migrant Student Population

Out of 628 students eligible for migrant status in the 2015-2016 school year, only 209 (33%) were assessed as Priority for Services (PFS; see Table 1). To be considered PFS, a migrant student must experience a number of risk factors, including an interruption of services during the regular school year and be failing, or at risk of failing, to meet state academic standards (U.S. Department of Education, 2017). It should be noted that if a student is given PFS status, that status remains in place for the school year and the student will be reassessed the following year. Those PFS students will receive resources and services provided by the OMEP first, before students without PFS status.

Table 1. Eligible Migrant Students and Priority for Services for Academic Year 2015-2016

| | Age 3-5 | Kindergarten | 1st-5th grades | 6th-8th grades | 9th-12th grades | Total |
|-----------------------|---------|--------------|----------------|----------------|-----------------|-------|
| Eligible Students | 25 | 50 | 246 | 134 | 173 | 628 |
| Priority for Services | 2 | 6 | 88 | 55 | 58 | 209 |

Data is from the Consolidated State Performance Report: Part II for School Year 2015-2016 (U.S. Department of Education, 2017).

The ethnic breakdown of migrant students in Oklahoma has remained consistent over the past three school years (see Table 2), with the exception of a slight increase in African American students. There are many Oklahoma migrant students who are classified as both Caucasian and Hispanic.

Table 2. Ethnicity of Migrant Student Population by Year

| Ethnicity/Race | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|-------------------------|-----------|-------|-----------|-------|-----------|-------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| African American | 4 | 1.6% | 27 | 5.0% | 24 | 5.6% |
| American Indian | 69 | 12.5% | 60 | 11.3% | 45 | 10.4% |
| Asian | 4 | 1.0% | 4 | .8% | 6 | 1.4% |
| Caucasian | 476 | 86.1% | 444 | 83.8% | 362 | 83.8% |
| Hispanic | 286 | 51.7% | 283 | 53.3% | 221 | 51.2% |
| Pacific Islander | 2 | .4% | 2 | .4% | 4 | 1.0% |

Note: Total will not equal the total eligible migrant students because students may be represented in more than one ethnicity/race category.

The number of migrant students has steadily decreased since the 2014-2015 school year, going from 553 in 2014-2015 to 432 for the 2016-2017 school year. During 2016-2017, the largest number of migrant students in Oklahoma were in elementary school (1st -5th grade; see Figure 1), and the smallest number were in pre-kindergarten. Frederick, Guymon, and Merritt are the three migrant districts in Oklahoma that account for the majority of identified migrant students (see Figure 2). These three districts represented 71% of the student migrant population during the latest school year- 2016-2017.

Figure 1. Number of Oklahoma migrant students by grade for academic years 2014-2015, 2015-2016, and 2016-2017

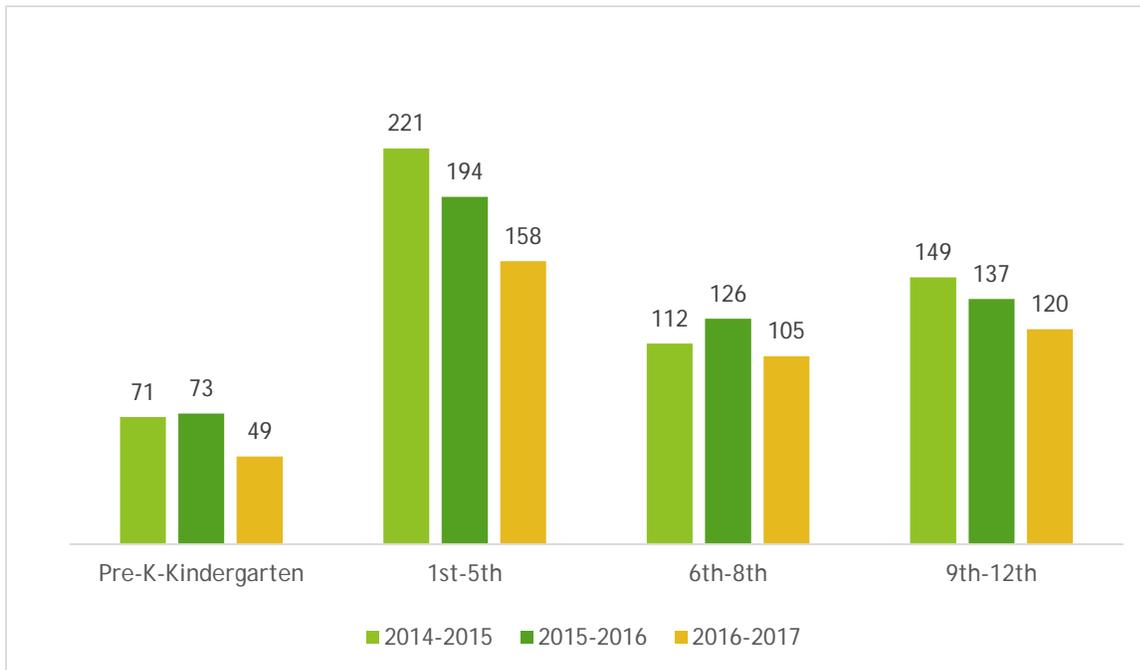
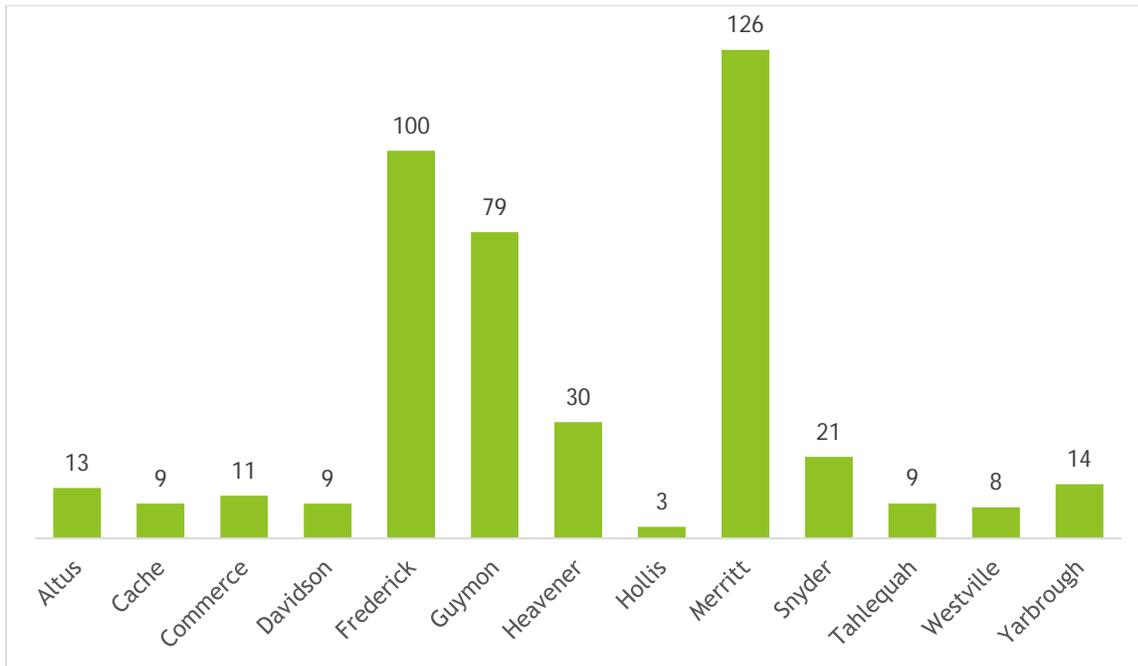
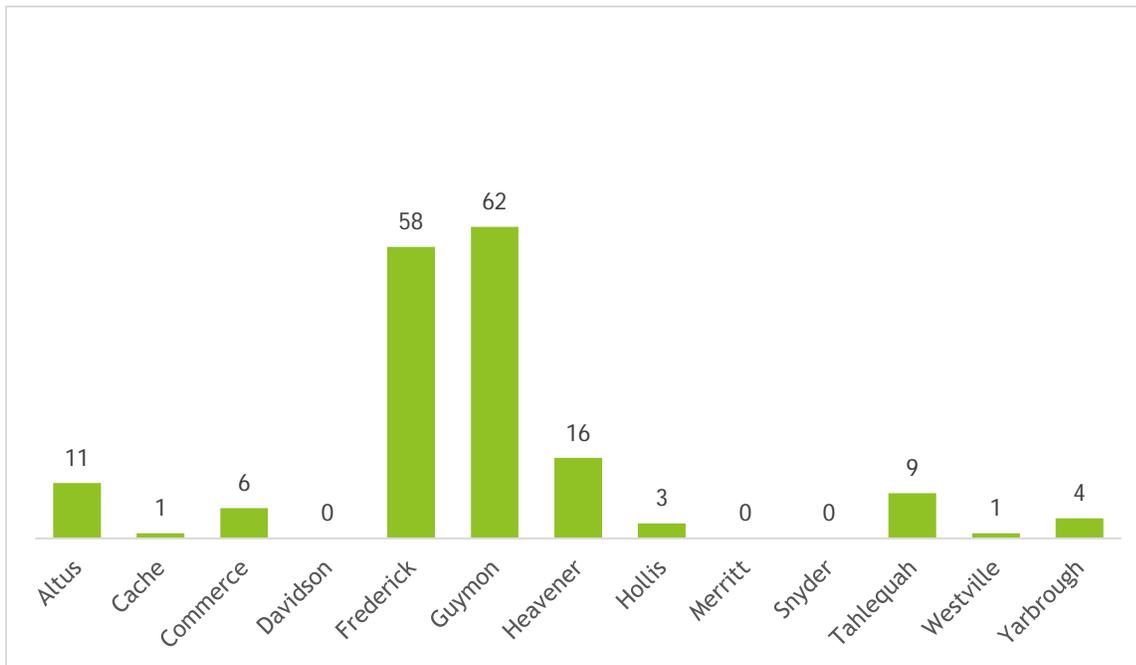


Figure 2. Number of Oklahoma migrant students by district for academic year 2016-2017



Frederick and Guymon had the highest number of English Language Learners (ELL) for the 2016-2017 school year (see Figure 3). The 120 ELL students in these two districts represented 27% of the total identified Oklahoma migrant population for the 2016-2017 school year.

Figure 3. Number of English language learners (ELL) for academic year 2016-2017



Early Childhood

Early childhood education data from the OSDE Wave data system show that of the 42 eligible migrant children ages 3 to 5 in the 2015-2016 school year, 14 (33%) were enrolled in a pre-k or kindergarten program. Additionally, for the 2014-2015 school year, 70% ($n = 32$) of the 46 eligible migrant students were 6 years old or older upon enrollment into kindergarten. For the 2015-2016 school year 76% (34) of the 45 eligible migrant students were 6 years old or older upon enrollment into kindergarten.

Academic Performance

In reading/language arts, migrant students scored below non-migrant students in all grades (see Figure 4) on the Oklahoma Core Curriculum Tests (OCCT) for the 2015-2016 school year the largest gap of 30 percentage points occurring in eighth grade. The smallest gap was in first grade, suggesting that as students progress through elementary school, it becomes increasingly difficult for migrant students to perform at proficiency levels and keep up with their non-migrant peers. Math performance on the OCCT for migrant students was better than for reading/language arts (see Figure 5), yet overall, migrant students still underperformed when compared to their non-migrant peers. In math, eighth-grade migrant students had the lowest proficiency levels (36% proficient) compared to proficiency rates in other grades.

Figure 4. Percent of migrant and non-migrant students in Oklahoma scoring at or above the proficiency level in reading/language arts on the Oklahoma Core Curriculum Tests (OCCT) for academic year 2015-2016

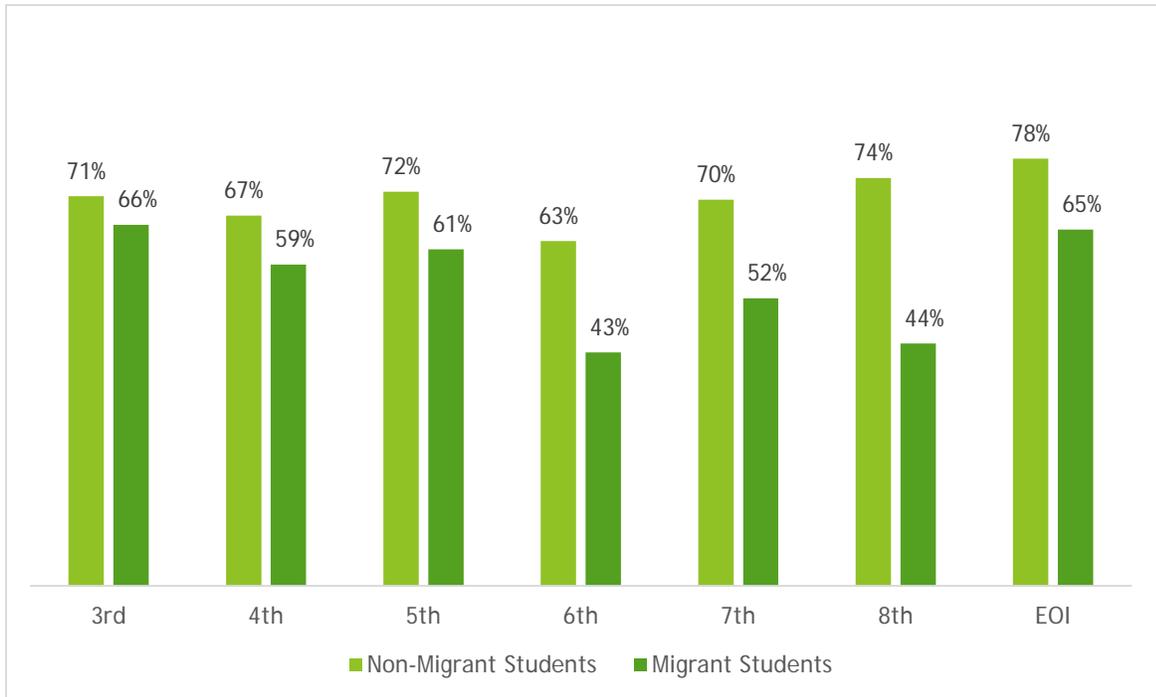
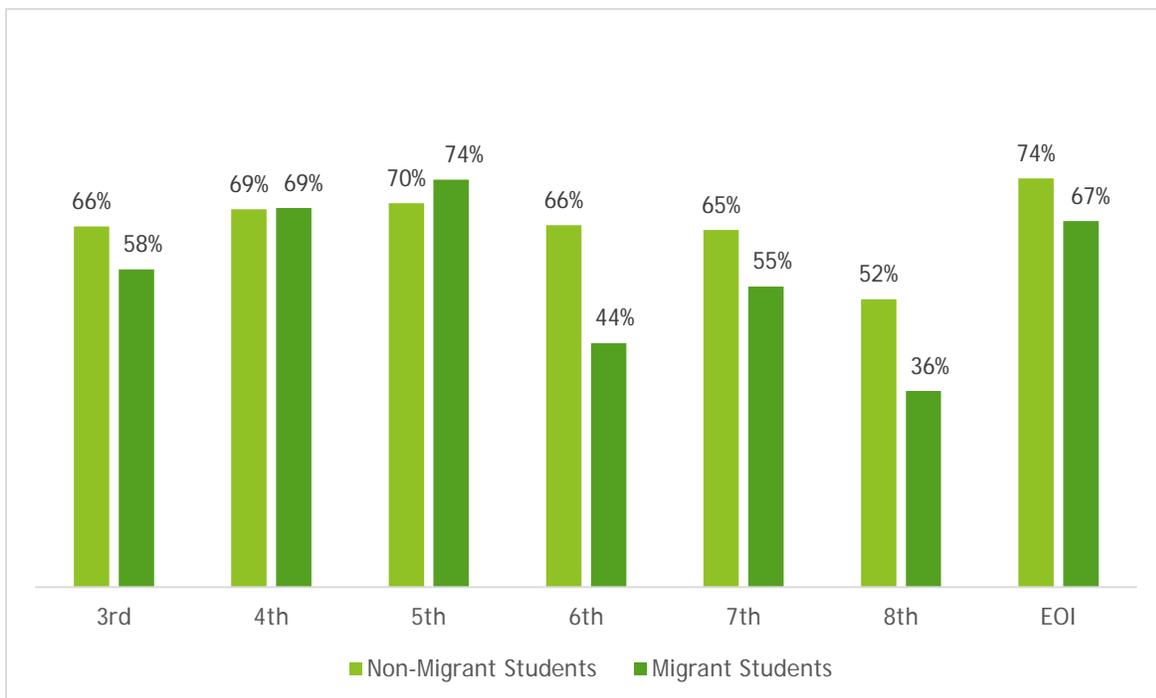
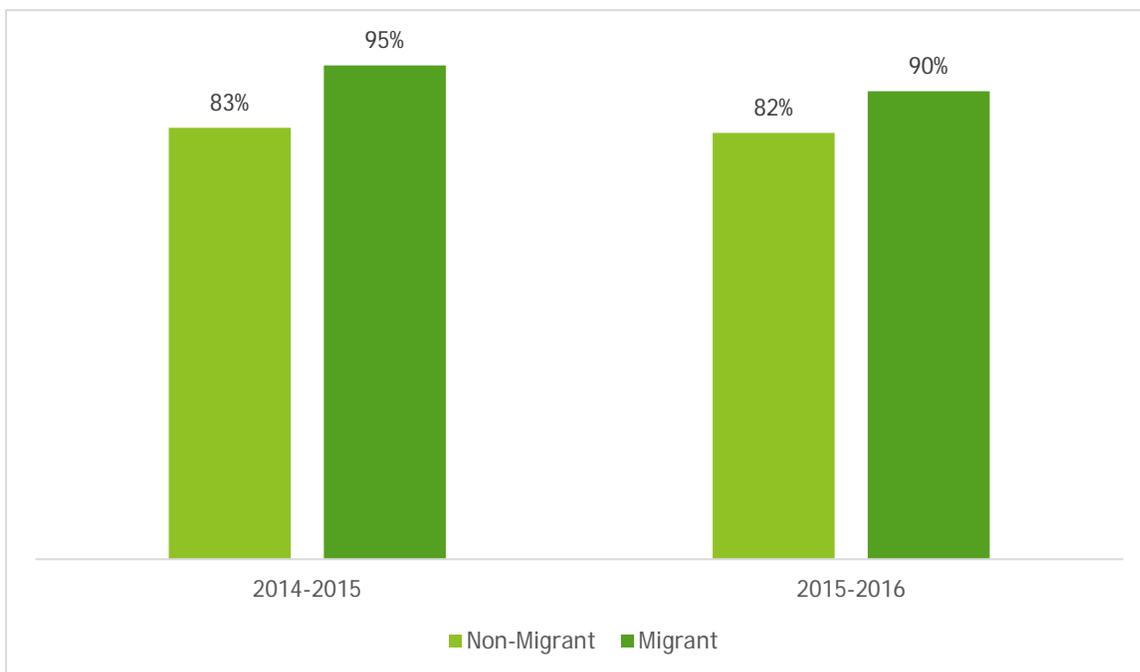


Figure 5. Percent of migrant and non-migrant students in Oklahoma scoring at or above the proficiency level in mathematics on the Oklahoma Core Curriculum Tests (OCCT) for academic year 2015-2016



Graduation rates were slightly down for migrant students in 2015-2016 as compared to 2014-2015 (see Figure 6). However, despite this slight decrease, migrant students graduated at higher rates than non-migrant students for both the 2014-2015 and 2015-2016 school years. It should be noted that there is a small number of migrant students eligible for graduation for each of these school years compared to non-migrant students. For the 2014-2015 school year, there were 35 migrant students and 45,225 non-migrant students eligible for graduation. For the 2015-2016 school year, there were 28 migrant students and 47,773 non-migrant students eligible for graduation.

Figure 6. Graduation rates for migrant and non-migrant students for academic years 2014-2015 and 2015-2016



Parent Survey Data

E-TEAM researchers contacted migrant staff at all of the identified migrant school districts in Oklahoma requesting that surveys be distributed to parents. Survey responses were received from five of the districts: Snyder, Guymon, Merritt, Frederick, and Westville. Distribution of surveys also took place at Parent Advisory Council (PAC) meetings, when possible, by E-TEAM staff or at another time by migrant program directors. These surveys presented open-ended questions to parents of migrant students (see Appendix). Qualitative in nature, the survey provided information on parents' perceptions of various aspects of their children's education in their own words. The overwhelming majority of parents reported being satisfied with their child's education, using words like *happy*, *wonderful*, and *great* to describe how they feel about the education

their child is receiving. Parents also reported that they believed that their child(ren) would graduate high school and go on to college. Thirty-five parents completed a survey. The following is a summary of the parent survey data (see Table 3).

Table 3: Parent Survey Data

| | |
|---|--|
| How do you feel about the education your child (or children) is receiving? | 94% positive responses (using words like <i>great, wonderful, satisfied, good</i>) |
| How often are you able to help your child with homework? | 60% said <i>always</i> |
| How often are you able to meet with your child's teacher(s)? | 63% said <i>often</i> |
| How do you feel about how well your child's teacher(s) understand the challenges migrant children need to overcome in order to succeed in school? | 86% positive responses (using words like <i>very understanding, good, very happy</i>) |
| Do you expect your child to graduate from high school? | 100% said <i>yes</i> |
| Do you expect your child to attend a college or university? | 100% said <i>yes</i> |
| How many times do you usually move during the school year? | *45% = 0; 18% = 1; 36% = more than 1 *According to survey data, many parents considered moving in the summer as a move. |

In addition to the above data, parents also said that they [parents] influence their child's education by helping them with their homework, being encouraging, and being involved in their children's lives. When asked in what ways they feel teachers influence their child's education, common responses from parents included teachers being motivators and pushing students to do their best, being a positive influence in their children's lives, finding out the needs of the students, and helping students learn. Parents also stated that they believed that they could use additional help from the teachers and schools in the following areas: providing more communication, after school programs, and student mentoring. A couple of parents stressed the importance of

teachers working to understand their children's needs and listening to their children as a way to provide them with the help that they need to succeed. Also important to note is that parents who said they seldom or never met with their child's teacher stated that it was because of their job schedules that they were unable to meet.

Student Survey Data

Surveys were distributed to migrant students in six of the migrant districts: Snyder, Guymon, Commerce, Westville, Merritt, and Frederick. Survey questions were designed to render both qualitative and quantitative data (see Appendix). Surveys were distributed either by E-TEAM staff during a scheduled PAC meeting or by migrant program directors at the schools. Younger students were read the questions while migrant staff recorded student comments, translating when necessary. Older students completed the surveys on their own, and surveys were later translated by E-TEAM staff members. Students surveyed perceived the most difficult challenge for them was academics, saying that math, reading, and spelling was often difficult, as well as tests. Migrant students also stated that language barriers, moving locations, and making friends are often difficult for them. Students posed a variety of solutions to the problems they face. Some students placed the responsibility on themselves saying that they could work harder by taking work home, reading more at home, and being better listeners. Other solutions posed by students placed the responsibility on the school and school staff and included getting more one-on-one help from teachers and suggesting the teachers read the directions and talk slower during instruction. One student suggested that migrant students who are new to the school would benefit from a tour of the school to get familiar with classes and get to know people better. Forty migrant students completed a survey. The following is a summary of the migrant student survey data.

Half of the migrant students surveyed said that they speak English at home, with Spanish representing the next most common language spoken at home (see Figure 7).

Figure 7. Distribution of language spoken at home for those migrant students who were surveyed (n=40)

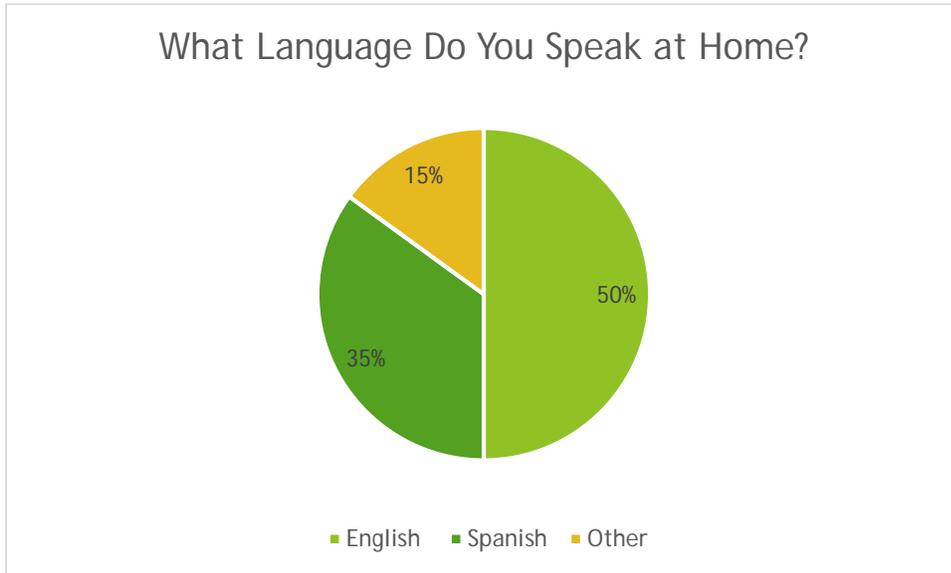


Table 4. Student Survey Data

| | |
|---|----------------------------|
| Do you have any problems understanding the content of your classes? | 80% said <i>no</i> |
| How many schools did you attend last school year? | 89% said <i>one school</i> |
| Do you expect to graduate from high school? | 93% said <i>yes</i> |
| Do you expect to attend a college or university? | 92% said <i>yes</i> |
| Do you have difficulty understanding things at school because of language? | 91% said <i>no</i> |
| Do you participate in extra-curricular activities (sports, academic teams, music, etc.) sponsored by your school? | 38% said <i>yes</i> |

| | |
|--|--|
| How well do you think you are doing in school? | 95% said <i>good</i> or <i>excellent</i> |
|--|--|

Additional information gathered from this sample of migrant student data showed that 57% of migrant students felt like they did not need additional help from teachers, counselors, tutors, or other school staff. Of those who did believe that they could use some additional help, many believed that they could use more help with their school work, including homework, math, science, and reading. Students also reported needing help and guidance for post-secondary planning. A few migrant students said that they would like additional help with extra-curricular activities. Seventy-one percent (71%) of migrant students surveyed said that their parents help them with their schoolwork at home. Examples of kinds of help included help with reading, understanding homework, checking homework, and figuring out correct answers.

Educator Survey Data

During the 2016-2017 school year, 10 educational professionals, including migrant teachers and a recruiter, were surveyed from three of the migrant districts: Snyder, Guymon, and Frederick. Survey questions were open-ended, directed at gathering descriptive information from the perspectives of migrant professionals (See Appendix). Educators felt that although migrant students are to some extent enthusiastic about their education, they [migrant students] do not perform "good" in school. The educator data revealed some possible reasons for this perception.

Migrant professionals surveyed reported a variety of interrelated problems faced by migrant students. For example, it was reported that migrant students have trouble completing homework due to lack of resources, language barriers, and working migrant jobs while going to school. Other problems included frequently moving, trying to continually catch up to grade level, lack of transportation, and making friends. One respondent said that many migrant students would rather work than go to school. Solutions to these problems included implementing or continuing to offer a migrant education program; tutoring before and after school, which most educators reported was currently available and one of the most useful aspects of the OMEP; ESL classes for parents; English classes for migrant students; and professional development for teachers. To address social difficulties that migrant students face, a few respondents offered some innovative suggestions to get non-migrant students involved, including implementing instruction to all students on how to welcome new students into the school and providing mentor/peer groups for incoming students. A couple of the educators surveyed stressed the need for more flexibility on how migrant funds are spent. For example, one educator stated that he/she would like to

spend the migrant funds on transportation, which was identified as creating challenges for migrant students.

From the educator data, questions were also asked that provided some insight into the lives of migrant families in Oklahoma, as this population, like any other local or state population of migrant families, is unique, creating unique needs for migrant students and migrant families. Educators reported that the migrant workers in Oklahoma work in a variety of industries including agriculture, farming (i.e., dairy, chicken, cotton, wheat), and the meat packing industry. Central to the unique needs of Oklahoma migrant students is how migrant work affects migrant students. Educators who were interviewed reported that moving was not the primary issue or challenge that migrant students faced because many migrant students only relocate for the summer months, which supported student survey data, as the majority of students surveyed stated that they only attended a single school during the school year. Educators reported that the nature of migrant work creates difficulties and challenges for the migrant student population. Respondents said that students often go to work before school or stay at work late after school. The nature of the migrant work also creates challenges for parental involvement at the school/academic level. Educators reported that although they think that the parents of migrant students want to be involved in their children's education, the work schedules of migrant parents often create instances where parents work late or are both working odd hours at the same time. Language barriers and lack of education were also listed as preventing migrant parents from being fully involved in their children's education. Educators stated that open house and parent-teacher conferences were the two events that parents most commonly attended.

Migrant Programs/Services Offered at School

Educator survey data showed that several programs were available to migrant students through the OMEP. Programs reported included tutoring (before school, after school, and summer school), ESL classes for parents, and response to intervention (RTI). Free breakfast and lunch are also provided to all migrant students.

Interview Data

Four migrant directors, three tutors, two recruiters, and one data entry staff participated in the interviews conducted by E-TEAM research staff. The interviews were semi-structured, allowing E-TEAM researchers to ask follow-up questions and remain flexible enough to allow migrant educators to fully describe their unique experiences as migrant professionals. Table 5 summarizes the results of the interviews.

Table 5. Migrant Educator Interview Data

| Topic | Identified Themes |
|--|---|
| <p align="center">Challenges to Migrant Students, Families, and Educators</p> | <p align="center">Student and Family Challenges</p> <ul style="list-style-type: none"> • Lack of help with homework • Lack of sufficient parental knowledge to help with or understand homework • Transportation • Language barriers • Migrant work schedules • Lack of resources • Lack of parent and student knowledge of migrant status • Frustration and apprehension on part of migrant parents surrounding the certification and recertification process <p align="center">Staff Challenges</p> <ul style="list-style-type: none"> • Lack of knowledge on how to differentiate instruction for migrant students • Lack of knowledge about migrant populations • Lack of knowledge about the migrant program and resources • Lack of professional development opportunities • Staff are not always able to identify migrant students • Lack of communication between school staff and migrant families |

Solutions to Migrant Challenges

Current Solutions in Use

- Making sure migrant students are engaged in the learning process
- Building rapport with students and families
- Offering flexible meeting times for parents
- Offering flexible tutoring times
- Individualized instruction
- Allowing migrant students to check out needed resources (i.e., calculators, laptops, iPads)
- Offering a parent night to help parents understand some of the technology their children will be using
- Offering interpreters

Proposed Solutions

- More flexibility in how migrant funds can be used
- Offering a stipend of \$100 to teachers to attend a day-long professional development opportunity
- Modify/update the recertification process
- Provide direct contacts between migrant students and teachers, mentors, and tutors
- Adapt coursework for migrant students
- Integrate math and reading/language arts into art and music classes

| | |
|---|--|
| <p>Services/Programs Offered to Migrant Students</p> | <ul style="list-style-type: none"> • Utilization of interventionists • Compensation for ACT preparation and test • Free lunch for all migrant students • Help with college preparation • Help with scholarship applications • Pre-k services • Summer school • Tutoring before and after school • Career development through classes and opportunities offered at school (i.e., video editing classes, t-shirt press machinery) |
|---|--|

FINDINGS

Migrant Population

The number of Oklahoma migrant students has declined over the past few years. For the 2016-2017 school year, there were 432 migrant students identified, which is down from previous years: 530 in 2015-2016 and 553 in 2014-2015. There are many possible reasons for this decline. Survey and interview data from migrant professionals working in the school districts suggest that identifying migrant students is difficult, and that many migrant families are often unaware that they are considered migrant. Additionally, the certification processes that migrant families are required to go through is often burdensome. Migrant families may be interviewed multiple times by various individuals at OSDE, federal evaluators, and migrant staff at the school. Additionally, the recertification can add to this already cumbersome process. As one interviewee suggested, when a migrant family moves to conduct work in the summer, they have to get recertified when they move back into the community, and migrant families grow tired and even leery of answering the same questions multiple times. Adding to the process is the requirement that a family with several children may be selected at random for re-interviews. Additionally, as reported during educator interviews, migrant families often think that because they are being interviewed multiple times, the migrant program must be doing something wrong, in which case migrant families may not want to take part.

Possibly adding to the decrease in the migrant population is the changing preferences and interests of migrant students. One interviewee stated that younger generations are not following in their parents' footsteps in doing migrant work. However, it is difficult to determine the exact reason that the

migrant student population appears to be decreasing. It is likely there is a combination of variables affecting the number of migrant students being reported, indicating that the process for identifying migrant students may need to be updated to provide more accuracy and efficiency.

The Oklahoma migrant student population is unique in that they are predominantly Caucasian, English-speaking students. There are 120 ELL migrant students, coming primarily from Frederick and Guyton, which is only 27% of the total identified migrant population in Oklahoma. Many of the migrant educators interviewed stated that their migrant population was no different than their non-migrant population; however, there are some migrant workers that do move around, creating gaps in their children's education. The differences in the Oklahoma migrant population suggests that an individualized approach to the education of migrant students is the best practice, and this was reflected in the migrant educator surveys and interviews. Additionally, as reported in educator interviews and survey data, educators who were surveyed and interviewed believe it is important for those educators working with migrant populations to understand the unique needs and characteristics of that population.

Early Childhood

The majority of migrant students are entering kindergarten at age 6 or older. The reason for this late entry into kindergarten is unclear, yet raises some concerns. One concern is that young migrant students may be at a disadvantage because they are at risk for not receiving quality early education, which could impede their success academically and socially. Another concern related to early childhood comes from data that show only 33% of eligible migrant students ages 3 to 5 were enrolled in a pre-kindergarten or kindergarten program during the 2015-2016 school year. Such low enrollment rates may adversely affect these migrant students' ability to keep up with their non-migrant peers, as well as succeed academically.

Reading/Language Arts and Math Proficiency

Migrant students consistently scored below their non-migrant counterparts in math and reading/language arts on standardized state tests for the 2015-2016 school year. In reading/language arts, migrant students underperformed as compared to non-migrant students in every grade level, with the smallest gap in performance being in first grade (5 percentage points) and the largest occurring in eighth grade (30 percentage points).

There was one instance where migrant and non-migrant students scored equally in fourth-grade math, with 69% of both migrant and non-migrant scoring proficient or above. Migrant students also outperformed non-migrant students in math in fifth grade. However, sixth grade presented the largest gap in math

proficiency, with non-migrant students scoring 22 percentage points below migrant students (66% of non-migrant and 44% of migrant students). This gap suggests that, at least for this represented population, sixth grade may be a critical turning point for migrant students and that as these Oklahoma migrant children progress through school, it becomes increasingly difficult for them to keep up with their non-migrant peers in math after the fifth grade.

Graduation Rates

Migrant students are experiencing high rates of graduation. Despite the five percentage point decrease in 2015-2016 from 2014-2015 (see Figure 6), 90% of eligible migrant students graduated from high school in the 2015-2016 school year. Although there were only 28 migrant students eligible for graduation during the 2015-2016 school year, this is a promising trend.

Comprehensive Findings from Survey and Interview Data

Parents and students were positive about the educational outlook for migrant students. All parents surveyed believed that their child(ren) would graduate and attend college, with 93% of students saying that they would graduate, and 92% saying that they would go on to a college or university. Additionally, 95% of students reported that they were doing *good* or *excellent* in school. Eighty percent of migrant students surveyed also reported that they did not have any problems understanding the content of their classes. These perceptions were not as strongly shared by educators who voiced concerns about migrant students continually having to catch up to grade level, facing language barriers, and receiving limited help with their homework. Although educators who were surveyed/interviewed did not perceive graduation rates to be problematic, the majority of educators interviewed stated that migrant students do not perform “good” in school, suggesting that graduation rates may not be a good indicator of how well students performed in school.

There was some discrepancy between migrant student and educator data in how migrant students and educators viewed language. Ninety-one percent of migrant students surveyed said that they did not have difficulty understanding things at school because of language, yet language barriers were often mentioned as challenges for migrant students when educators were surveyed/interviewed.

Another challenge for migrant students commonly identified by the educators who were surveyed and interviewed was the lack of support at home for migrant students whose parents are often gone working migrant jobs or lack knowledge and skills needed to help students with their school work. These deficiencies may lead to problems completing or getting help with homework, which is likely a reason why tutoring was mentioned by educators and parents

as one of the most useful services provided by the OMEP. Lack of resources was also mentioned by educators as causing problems with homework completion. Some educators who were interviewed stated that they could address the lack of resources if they were given more flexibility in the way they use migrant funds.

IDENTIFIED NEEDS

As stated in Title 1, Part C Section 1306 of the Elementary and Secondary Education Act, measurable program goals and outcomes are required as part of a comprehensive plan for migrant students. The following section will identify supporting data for needs and recommendations. Tables 6-8 identify areas of concern with each concern area followed by a concern statement, goals, supporting data, a needs statement(s), and recommendations.

Table 6. Concern 1 Topic Area: Academic Achievement

| <p>Concern: A lower percentage of migrant students score as proficient or above on statewide assessments in reading/language arts and mathematics when compared to their non-migrant peers.</p> <p>Goal: The percentage of migrant students who score proficient or above on statewide assessments in reading/language arts and mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.</p> | | |
|---|--|--|
| Supporting Data | Needs Statements | Recommendations |
| <p>The average percentage point gap in proficiency levels for reading/language arts between migrant students and non-migrant students was 12 points for the 2015-2016 school year, with non-migrant students outperforming migrant students at every grade level (see Figure 4).</p> <p>The average percentage point gap in proficiency levels for mathematics between migrant students and non-migrant students was 8 points for the 2015-2016 school year, with non-migrant students outperforming migrant students at every grade level except fourth and fifth grades (see Figure 5).</p> <p>Student survey data showed that migrant students list math, reading, and spelling as some of their biggest challenges at school.</p> | <p>Academic gaps in reading/language arts and mathematics need to decrease and eventually close between migrant and non-migrant students.</p> | <p>Implement research-based assessments that help educators individualize and modify instruction based on a student's academic needs.</p> <p>Create opportunities for communication and coordination among tutors and classroom teachers.</p> <p>Offer flexible times to meet with parents to discuss students' growth and progress.</p> |

| | | |
|--|--|--|
| <p>On average, only 55% of migrant students in grades 3rd-12th, score proficient in reading/language arts (see Figure 4).</p> <p>On average, only 58% of migrant students in grades 3rd-12th score proficient in mathematics (see Figure 5).</p> | | |
|--|--|--|

Table 7. Concern 2 Topic Area: Early Childhood Education

| <p>Concern: Migrant students are not receiving early childhood education/instruction at the appropriate time.</p> <p>Goal: The number of migrant children attending high-quality early childhood education programs will increase each year until all migrant children participate in a pre-kindergarten program and begin kindergarten before their sixth birthday.</p> | | |
|---|--|---|
| Supporting Data | Needs Statements | Recommendations |
| <p>According to data from MIS2000 data system, only 33% of eligible migrant children ages 3 to 5 were enrolled in a pre-k or kindergarten program in school year 2015-2016.</p> <p>According to data from MIS2000 data system, 30% of eligible migrant students were 6 years of age or older upon enrollment into kindergarten for the 2014-2015 school year.</p> <p>According to data from MIS2000 data system, 24% of eligible migrant students were 6 years of age or older upon enrollment into kindergarten for the 2015-2016 school year.</p> | <p>The number of migrant students ages 3-5 who are enrolled in a pre-k or kindergarten program needs to increase each year until enrollment rates reach 50%.</p> <p>Each year at least 50% of migrant children entering kindergarten need to be younger than six years of age.</p> | <p>Develop and implement a system that recruiters can use to increase the number of migrant students who are enrolled in pre-k and kindergarten programs.</p> <p>Determine reasons so many migrant children are entering kindergarten after the age of six and develop a plan to address those reasons.</p> |

Table 8. Concern 3 Topic Area: Professional Learning

| <p>Concern: Classroom teachers may lack sufficient knowledge about their migrant population to provide needed support.</p> <p>Goal: Every year, continuous targeted professional learning opportunities will be provided to administrators, teachers, tutors, recruiters, and other staff working in migrant education programs.</p> | | |
|--|---|---|
| Supporting Data | Needs Statements | Recommendations |
| <p>During interviews, migrant staff stated that it is often difficult to serve the migrant students because teachers lack knowledge about the migrant populations.</p> <p>During interviews, migrant staff stressed that there was a lack of professional development opportunities regarding migrant students and that teachers often choose other professional development experiences that do not address migrant issues.</p> <p>According to information gathered from interviews with migrant educators, staff is not always able to identify migrant students.</p> | <p>Resources need to be available to all educators who work with migrant students to help them understand the migrant population that they are serving.</p> <p>The importance of professional learning aimed at helping identify, assess, and work with migrant populations needs to be stressed at the administrative level, district level, and school level.</p> | <p>Require all staff who work with migrant students to attend at least one professional learning opportunity focused on a district’s migrant population and how to best serve that population.</p> <p>Offer incentives to school staff who attend professional learning focused on migrant education.</p> <p>Provide resources to school staff about migrant populations and how to differentiate instruction for migrant students.</p> |

CONCLUSION

The Oklahoma migrant population represents students from diverse backgrounds, which is reflective of the migrant work in which their families are a part. The nature of migrant jobs creates challenges for migrant students, as well as for schools and districts. The purpose of this CNA is to identify needs based on pertinent data which can inform a Service Delivery Plan that outlines goals and measurable outcomes. Finally, recommendations will provide strategies that ensure continuous improvement of the Oklahoma Migrant Education Program.

Migrant students and their parents who were surveyed are optimistic about their children's future and education. Almost all of the parents surveyed believe that the teachers are doing a good job of providing a quality education to their children and they also believe that their children are on the path to graduate and go on to college. However, academic data on reading/language arts and mathematics from the 2015-2016 school year show that there is still progress to be made, which is why academic achievement was the first area of concern identified in this CNA.

Early education has lasting and positive effects on one's cognitive abilities and future success (Ramey & Ramey, 2004). This knowledge has led educators and policymakers across the nation to make quality early childhood education a priority in the nation's schools. The challenges faced by migrant families create added obstacles for accessing quality early childhood education programs. This CNA confirmed that less than 50% of migrant students in Oklahoma are not enrolled in a pre-kindergarten or kindergarten program, and the majority of migrant students enrolled in kindergarten is six years old or older. This is of great concern, considering the evidence that quality early childhood programs are indicators of future academic and social success. For these reasons, early childhood education was an area of concern in this CNA.

Through the OMEP, progress has been made each year in regards to migrant education. High rates of graduation for migrant students show the majority of migrant students are graduating, and they are currently graduating at higher rates than non-migrant students. It was also clear from interviews that efforts to provide migrant students with services, programs, and attention are a priority. Also of importance to migrant educators is the implementation of professional learning opportunities that can educate professionals on migrant processes, populations, and best practices. Based on the 2011 CNA educator data, efforts have been underway to provide such professional learning, yet this is an area that could still use some attention. As one migrant educator stated, it is "hard to fit in professional development because professional development days are filled [with other professional development opportunities]."

Though not included as a need in the CNA, the identified migrant student population in Oklahoma has been steadily decreasing over the past few years. This decrease does not necessarily mean that there are fewer migrant students. It may mean that there are migrant students that are not being identified for a number of possible reasons. Interviews with educators supported the possibility that there may be many migrant students in Oklahoma that go unidentified and never receive services. Such services could have a positive and long-lasting impact on these students.

The needs identified in this CNA fell under the following areas: academic achievement, early childhood education, and professional learning. Although these needs are separate and require individual attention, recommendations and strategies are also interrelated, each affecting the other. The better informed and knowledgeable educators are on migrant populations and their needs, the better they will be able to identify and serve this unique population, which can result in improved academic success.

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APPENDIX

Oklahoma State Migrant Education Parent Survey

The Oklahoma Migrant Education Office is required to submit an evaluation of the Oklahoma Service Delivery Plan to the United States Office of Migrant Education (OME). This evaluation is intended to provide the OME with information concerning the number of migrant students being served and the services they are receiving. Migrant students are those who have an approved Certificate of Eligibility in MIS2000. The information you provide on this survey will be used to complete the evaluation and provide the OME the information on the Oklahoma Migrant Education Program. Please answer all questions as completely as possible. All of the information you provide is essential to the success of the evaluation and is greatly appreciated.

Please complete the following:

School district

1. How many Times do you usually move during a school year?
2. How many children do you have in school
3. How do you feel about the education your child (or children) is receiving?
4. How often are you able to help your child with homework?
 - o Always
 - o Sometimes
 - o Seldom
 - o Never
5. If you answered 'Seldom' or 'Never', what prevents you from helping your child with homework?
6. How often are you able to meet with your child's teacher(s)?
 - o Always
 - o Sometimes
 - o Seldom
 - o Never
7. If you answered 'Seldom' or 'Never', what prevents you from meeting with your child's teacher(s).
8. How do you feel about how well your child's teacher(s) understand the challenges migrant children need to overcome in order to succeed in school?
9. Do you expect your child to graduate high school?
 - o Yes
 - o No
10. Do you expect your child to attend a college or university?
 - o Yes
 - o No

11. In what ways do you feel you influence your child's education?
12. In what ways do you feel teachers influence your child's education?
13. What additional help would you like to receive from the teachers and the schools?
14. Please provide any additional comments you have about migrant parents and students.

Oklahoma State Migrant Education Student Survey

The Oklahoma Migrant Education Office is required to submit an evaluation of the Oklahoma Service Delivery Plan to the United States Office of Migrant Education (OME). This evaluation is intended to provide the OME with information concerning the number of migrant students being served and the services they are receiving. Migrant students are those who have an approved Certificate of Eligibility in MIS2000. The information you provide on this survey will be used to complete the evaluation and provide the OME the information on the Oklahoma Migrant Education Program. Please answer all questions as completely as possible. All of the information you provide is essential to the success of the evaluation and is greatly appreciated.

Please complete the following:

School district

Grade level

1. What do you think are the most difficult problems migrant students face in school?
2. What are some ideas or solutions you have about how migrant students can overcome those problems?
3. Do you have any problems understanding the content of your classes?
 - o Yes
 - o No
4. If so, what do you do to solve these problems?
5. What subjects do you feel you need the most help with or are the most difficult for you?
6. How many schools did you attend last school year?
7. Do you expect to graduate from high school?
 - o Yes
 - o No

8. If so, do you expect to attend a college or university after graduating from high school?
 - Yes
 - No

9. What is the primary language spoken at your home?

10. Do you have difficulty understanding things at school because of language?
 - Yes
 - No

11. Do you participate in one or more extra-curricular activities (for example, sports, academic, teams, music, etc.) sponsored by your school?
 - Yes
 - No

12. If so, what are they?

13. What additional help would you like to receive from your teachers, counselors, tutors, or other school staff?

14. How do you feel you're doing in school?
 -
 - Excellent
 - Good
 - Fair
 - Poor

15. How do your parents help you with schoolwork at home?

Oklahoma State Migrant Education Educator Survey

The Oklahoma Migrant Education Office is required to submit an evaluation of the Oklahoma Service Delivery Plan to the United States Office of Migrant Education (OME). This evaluation is intended to provide the OME with information concerning the number of migrant students being served and the services they are receiving. Migrant students are those who have an approved Certificate of Eligibility in MIS2000. The information you provide on this survey will be used to complete the evaluation and provide the OME the information on the Oklahoma Migrant Education Program. Please answer all questions as

completely as possible. All of the information you provide is essential to the success of the evaluation and is greatly appreciated.

Please complete the following:

School district

1. What is your position in the school?
2. What type of work do the migrant workers in your area do (e.g., wheat harvesting, meat packing)?
3. Please describe the how the type of work affects migrant students during the academic year. How often do most students move to another school?
4. What are the most challenging obstacles that migrant students face in school?
5. What are your suggestions to most effectively overcome these challenges?
6. What programs are offered specifically to migrant students at your school?
7. Does your school offer summer school activities to migrant students? If yes, what activities?
8. Does your school offer services to migrant out-of-school youth? If yes, what services?
9. Does your school have an early childhood program for migrant youth? If yes, please describe.
10. Are the parents of the migrant students in your school involved in their children's education (e.g., help with homework, volunteering at school)? If so, in what ways are they involved?
11. Does your school provide parental training to improve parent's participation in their child's education? If yes, what type and how often?
12. Do you have problems with high school graduation of migrant students? If so, what suggestions do you have to improve the high school graduation rate of migrant students?
13. What do you think are the biggest problems for the migrant program in your school or district?
14. What recommendations do you have for the Migrant Education Program, both in your district and statewide?



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