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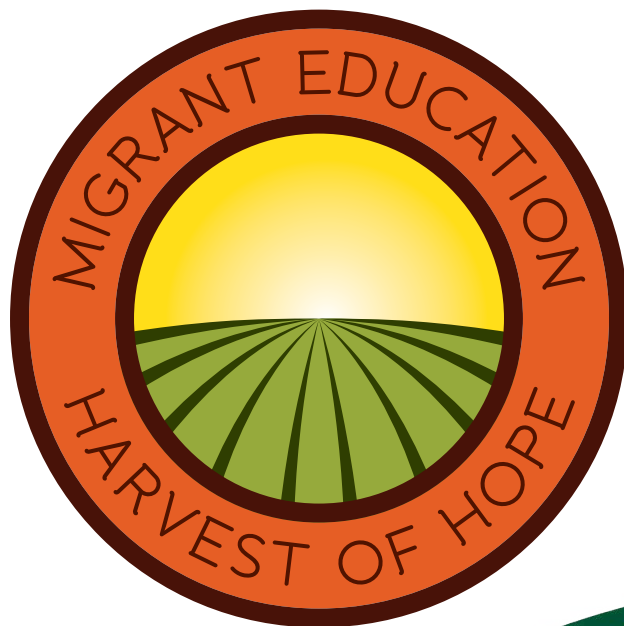
# LOUISIANA MIGRANT EDUCATION PROGRAM



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## Comprehensive Needs Assessment

Update: Fall 2015



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# I. INTRODUCTION

## Authorizing Statute and Guidance for Conducting the CNA

A Migrant Education Program Comprehensive Needs Assessment (CNA) is required by the Office of Migrant Education, U.S. Department of Education, Section 1306 of the Elementary and Secondary Education Act, reauthorized as the **No Child Left Behind Act of 2001 (NCLB)**, Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive State plan that:

- is integrated with other programs under NCLB and may be submitted as part of the State consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State 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 for migrant children from appropriate local, State, and Federal educational programs;
- is the product of joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction pro-grams; and
- provides for the integration of available MEP services with other Federal-, State-, or locally-operated programs.

## Purpose of the CNA and the Seven Areas of Concern

The State MEP has flexibility in implementing the CNA through its **local operating agencies** (LOAs) to: 1) focus on ways to permit migrant children with **priority for services** to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by the Office of Migrant Education (OME) states that data-driven needs assessments must be conducted annually. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders.

Seven Areas of Concern were identified by OME based on an MEP CNA Pilot Project (**Title I Part C Migrant Education Program: Lessons Learned in the Comprehensive Needs Assessment Pilot Project, 2005**). According to the pilot, “Migrant children are thought to be at high risk of school failure due to **seven areas of concern** that arise out of the educational problems associated with the migrant lifestyle.” (page 7). The following seven areas served as the organizing framework for Louisiana’s 2007 CNA, the 2010 CNA Update, as well as for this 2015 update.

- **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to a comprehensive curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- **School Engagement** – Involvement in academic, social, or extracurricular activities fosters a positive academic outcome and to prevent school failure or dropout.
- **English Language Development** – For many migrant students, a language other than English is spoken at home and/or the student speaks a language other than English. Acquiring the English proficiency that is needed to be successful in school is necessary for many migrant students.
- **Education Support in the home** – Long working hours (especially during the summer months), limited English proficiency, low socioeconomic status, and low educational attainment are factors associated with many migrant parents. These factors limit the support migrant students receive in the home and restrict student achievement and success in school.
- **Health** – There is extensive documentation on migrant families’ poor health, lack of insurance to cover illness/injury, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- **Access to Services** – Awareness and access to school and community services are restricted. When migrant families are highly mobile, speak little English, and/or are not comfortable with interacting, these needed support services have an impact on migrant students’ well-being and school performance.

Louisiana’s first formal CNA process began during the 2005-06 school year and was completed in May 2007. Substantial shifts in Louisiana’s migrant student population precipitated an update to the CNA in 2010 as well as this 2015 update. This update will ensure that appropriate services are planned and delivered to those students designated as having priority for services. Data relevant to each of the seven areas were reviewed and considered by the CNA Update Committee. This group summarized the need indicators for migrant students and staff as well as for the MEP and recommended possible solutions to concern statements for each area.

## II. CONDUCTING THE CNA

### The CNA Update Process

Beginning in the summer of 2014, data were compiled and reviewed in order to inform the CNA update process. A CNA Update Committee was convened by the State utilizing local expert MEP practitioners, SEA staff, and a representative from Louisiana's CAMP program (see the inside cover for names and affiliations of the Committee members). The Migrant State Director facilitated the meetings.

CNA/SDP Update Committee meetings were held at the Louisiana Capitol Park Welcome Center in August and September, 2014. The objectives for the meetings included:

- To understand the CNA needs assessment planning cycle (and how the work of the Committee fits in);
- To revisit the existing Louisiana MEP CNA and Service Delivery Plan (SDP) and for purposes of updating the CNA;
- To review recent CNA data collected and recommend ways to update and improve the LA MEP CNA and SDP;
- To determine concern statements, develop possible solutions, and prioritize solutions based on needs and available resources; and
- To make recommendations for the direction of services and programs to benefit students in the State.

Data for the analyses in this report were generated from a number of sources. These included:

- Louisiana MERIL2 Migrant Database;
- Louisiana State Department of Education SIS File;
- 2014-2015 English Language Development Assessment (ELDA) results;
- 2013-2014 Consolidated State Performance Report, Parts I and II; and
- Parent, staff, and students needs assessment survey

### Louisiana MEP Student and Program Profile with general comparisons to 2010

Data for the Louisiana MEP Student Profile was obtained through the sources described above. The profile of migrant students in Louisiana includes student and program demographics, assessment results, and outcomes in literacy/numeracy and high school graduation. The most recent data reported by the Louisiana Department of Education was used (from the 2013-2014 school year) unless otherwise indicated.

<b>Project Location</b>	Migrant students are found in 61 of 66 parishes with the majority residing in the southeastern part of the state.
<b>Eligibility</b>	There are 2783 eligible migrant students from birth to 22 years old. This is a decrease of 23% since 2010. Of these students, the unduplicated count shows that 2,101, or 75%, were served during the regular school year during the summer in 2013-2014.
<b>Priority-for-Service</b>	There are 772 migrant students with PFS. Of that number, 46% were in grades K-5, 33% in grades 6-8, 22% in grades 9-12, and 2% are out-of-school youth. In 13-14 reporting period, 90% of the PFS students received services during the regular school year and summer. The grade distribution has changed very little since 2010.
<b>Ethnicity</b>	The majority of migrant students are Hispanic (64%) followed by White (13%), Black (8%), Asian (8%), and Indian (4%). This represents a 21% increase in Hispanic students since 2010.
<b>Language Proficiency</b>	Over 53% of the identified migrant students are limited in English proficiency which is a 22% increase since 2010 and a 34% increase since 2007. The greatest percentages of students are in the age 3 – 5th grade age groups.
<b>English Proficiency</b>	Over 36% of migrant ELLs scored at the beginning or low intermediate level in English language proficiency on the State language proficiency assessment in reading and 48% scored at these same low levels in writing. These represent a slight increase since 2010 (2% and 6% respectively).
<b>Assessment Results (English Language Arts)</b>	An average of 58% of migrant students in grades 3-10 scored Basic or above. This is an average of 11.7 percentage points <b>lower than</b> the state average of 69.7%. This gap increased by 6.2% since 2010.
<b>Assessment Results (Math)</b>	For this subtest, 60% of the migrant students scored Basic or above, which is 8.25 percentage points <b>lower than</b> the state average of 66.25%. This gap increased by 1.1% since 2010.
<b>Graduation Rate</b>	The small number of migrant students in the cohort makes comparison of graduation rates with state average statistically unreliable. However, antidotal evidence indicates migrant students do have a lower graduation rate than non-migrant students. Thus, there is still a strong need for MEP services targeted toward increased high school graduation.

### III. DATA TABLES:

#### State Migrant Student Demographics

A total of 2,783 migrant children and youth were identified during the 2013 - 2014 school year removing the children from 0-2 leaves the eligible student count as 2,629.

As seen in Table 1, approximately 65% of identified students were Hispanic, while 13% were White, 9% Black, 8% Asian, 4% Indian, and less than 1% was Pacific Islander. Although the other ethnic group percentages have not changed much since 2010, the percentage of Hispanic students has increased 22%.

As seen in Table 2, 459 (16%) of the identified students were ages 0 to 5; 1,178 (42%) were in grades K-5; 520 (19%) were in grades 6-8; 524 (19%) were in grades 9-12; 9 (>1%) were in ungraded classrooms, and 94 (3%) were out-of-school youth. Other than a 1% increase in the grades 9-12, these percentages changed very little since 2010.

**Table 1: Identified Migrant Students by Age/Grade and Ethnicity**

Age/Grade	Ethnicity						Totals
	Indian	Asian	Black	Hispanic	White	Pacific Islander	
Ages 0-2	4	8	8	123	11	0	154
Ages 3-5	10	8	22	242	21	2	305
Grade-K	4	10	17	153	18	2	204
Grade1	5	9	18	167	36	0	235
Grade 2	9	19	14	143	22	0	207
Grade 3	8	9	22	137	21	0	197
Grade 4	6	12	16	121	28	0	183
Grade 5	5	18	23	85	21	0	152
Grade 6	9	21	19	96	23	2	170
Grade 7	12	24	22	111	26	2	197
Grade 8	9	15	16	84	27	2	153
Grade 9	13	18	12	115	28	2	188
Grade 10	11	13	9	69	16	2	120
Grade 11	3	11	10	37	19	2	82
Grade 12	7	22	16	63	26	0	134
UG	3	0	0	3	2	0	8
OSY	3	1	9	68	13	0	94
<b>Total</b>	<b>121</b>	<b>218</b>	<b>253</b>	<b>1,817</b>	<b>358</b>	<b>16</b>	<b>2,783</b>

**Table 2: Migrant Student Counts by Grade Level**

Age/Grade	Eligible Migrant Children
0-2	154
Age 3 through 5 (not Kindergarten)	305
K	204
1	235
2	207
3	197
4	183
5	152
6	170
7	196
8	154
9	188
10	118
11	82
12	136
Ungraded	8
Out-of-school	94
<b>Total</b>	<b>2,783</b>

## English Language Learners

As presented in Table 3, 1,397 (53%) children and youth were identified as being English Language Learners (ELL), which is a 22% increase since 2010 and a 34% increase since 2007.

One hundred and fifty-one (11%) ELL migrant children were ages 3-5, 741 (53%) were in grades K-5, 225 (16%) were in grades 6-8, 233 (17%) were in high school, 2 (>1%) were in ungraded classrooms, and 45 (3%) were out-of-school youth.

**Table 3: Children Identified As English Language Learners (ELL)**

Age/Grade	Children
Age 3 through 5	151
K	133
1	152
2	133
3	130
4	110
5	83
6	80
7	87
8	58
9	97
10	56
11	32
12	48
Ungraded	2
Out-of-school	45
<b>Total</b>	<b>1,397</b>

## Migrant Students with Disabilities:

The unduplicated number of eligible migrant children who were also Children with Disabilities was 171, the majority of which were in grades 4-9 (70%).

## Priority for Services:

Table 3 presents the number of students identified as priority for receiving services (PFS) under the State PFS definition. PFS is defined by the State MEP as follows.

*A student has priority for services if he/she has had an interruption of services during the regular school year **and** the student does not perform proficiently on state assessments. PFS goes first to children who are failing or most at risk of failing to meet State academic content and achievement standards; children whose education has been interrupted during the regular school year; children who have been retained in a grade or are over age for grade; and children with limited proficiency in English.*

If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered as PFS and continues receiving extra educational services as appropriate and available.

The table below shows an age/grade breakdown for the 772 students identified as PFS (27.7% of all students) during the 2013-2014 school year. Three hundred twenty-two (46%) were in grades K-5, 240 (33%) were in grades 6-8, and 156 (22%) were in grades 9-12. The remaining students identified as PFS were ages 3-5 (2%), out-of-school youth (2%), and ungraded (>1%). It is important to note that while there were 15 pre-kindergarten-aged students reported by local MEP staff as having priority for receiving services, the State definition for PFS that was in effect during 2013-2014 precluded them from being PFS because their education wasn't disrupted during the school year and they were not failing—or at risk of failing—to meet high academic content and academic performance standards.

**Table 4: Students Identified As Priority for Service**

Age/Grade	Children
Age birth through 2	0
Age 3 through 5	15
K	25
1	56
2	49
3	64
4	63
5	65
6	80
7	93
8	67
9	81
10	45
11	18
12	35
Ungraded	3
Out-of-school	13
<b>Total</b>	<b>772</b>

## Qualifying Move:

Table 5 presents the unduplicated number of eligible migrant children with any qualifying move during the regular school year. Again, grades K-5 contained the largest percentage of students (39%), followed by grades 6-8 (18%), grades 9-12 (15%), children ages 3-5 (15%), out-of-school youth (4%), and ungraded (>1%).

**Table 5: Qualifying Move Regular School Year**

Age/Grade	Children
Age birth through 2	38
Age 3 through 5	64
K	32
1	26
2	32
3	31
4	25
5	17
6	23
7	37
8	15
9	31
10	19
11	2
12	10
Ungraded	1
Out-of-school	15
<b>Total</b>	<b>418</b>



## Instructional and Support Services:

The instructional and support services received by migrant students are listed in the exhibits below. Services range from instruction in the content areas to transportation and counseling outreach.

Instructional Services
<ul style="list-style-type: none"> <li>Math Tutor – Certified Teacher</li> <li>Instructional Technology</li> <li>ELA Tutor – Certified teacher</li> <li>Instructional Materials</li> <li>Credit Accrual</li> <li>Instructional assistance with paraprofessional</li> <li>Instructional Technology</li> <li>Social Studies Tutor – Certified Teacher</li> <li>Science Tutor – Certified Teacher</li> </ul>

Support Services
<ul style="list-style-type: none"> <li>Transportation</li> <li>Counseling</li> <li>Translation Support</li> <li>Enrollment and placement support</li> <li>Test and Program Fees</li> <li>Medical and Dental referrals</li> <li>In-home early childhood support</li> </ul>

Table 6 presents the **unduplicated** number of eligible migrant children who received MEP-funded instructional or support services during the regular year and the summer term. During the regular term 2,101 migrant children and youth were served. There were 284 (14%) who were ages 0-5, 934 (44%) were in grades K-5, 410 (20%) were in grades 6-8, 402 (19%) were in grades 9-12, 5 (>1%) were in ungraded classrooms, and 68 (3%) were out-of-school youth.

**Table 6: Migrant Children Served with MEP funded Instructional Service**

Age/Grade	Children
Age birth through 2	86
Age 3 through 5	198
K	153
1	191
2	170
3	155
4	145
5	120
6	140
7	142
8	128
9	142
10	86
11	59
12	115
Ungraded	5
Out-of-school	68
<b>Total</b>	<b>2,101</b>

## State Assessment Results for Migrant Students in Literacy and Numeracy

Using the most recent data available for the State, Table 7 compares the proficiency rates of migrant students to all students in Louisiana in English Language Arts. The Annual Measure-able objective for **English Language Arts** is 57.9%. This objective was met for all Louisiana students at all grade levels while migrant students failed to meet the objective in five of the seven grade levels.

**Table 7: Students Found to be Proficient (English Language Arts – Spring 2013)**

Level	All Students		Migrant Students	
	#	%	#	% Proficient
3	36,868	69.21	76	58.91
4	42,171	74.63	69	61.06
5	34,729	69.27	71	57.72
6	36,615	69.17	91	61.49
7	36,071	68.87	62	52.54
8	34,977	64.35	81	57.86
High School	33,379	72.41	35	58.33

Table 8 compares the proficiency rates of migrant students to all students in **mathematics**. The Annual Measurable objective for mathematics is 53.5%. The AMO was met for migrant students and for all Louisiana students at all grade levels and for migrant students at all but the 8<sup>th</sup> grade level.

**Table 8: Number and Percent of Students Found to be Proficient (Mathematics – Spring 2013)**

Level	All Students		Migrant Students	
	#	%	#	% Proficient
3	39,389	73.78	88	67.18
4	41,718	73.63	79	65.83
5	34,729	69.27	71	57.72
6	36,671	69.13	86	57.33
7	37,185	70.87	72	60.50
8	34,337	63.02	86	60.56
High School	26,981	58.08	40	50.00

## Language Proficiency Results for Migrant English Language Learners

A total of 721 migrant students took the reading section of the English language Development Assessment during spring 2012 (see Table 9). Sixty-four percent of these students scored at Level 3 (Upper Intermediate) or higher. Eighty-seven (12%) migrant students scored at Level 5 (Full English Proficiency), 211 (29%) scored at Level 4 (Advanced), 164 (23%) scored at Level 3 (Upper Intermediate), 142 (20%) scored at Level 2 (Lower Intermediate), and 117 (16%) scored at Level 1 (Beginning).

**Table 9: Spring 2014 English Language Development Assessment (ELDA) in Reading**

Grade	N	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%
K	78	5	6	18	23	47	60	6	8	2	3
1	112	11	10	24	21	30	27	42	38	5	4
2	99	5	5	12	12	20	20	45	45	17	17
3	87	15	17	29	33	13	15	19	22	11	13
4	61	14	23	10	16	10	16	21	34	6	10
5	53	5	9	9	17	7	13	12	23	20	38
6	53	9	17	16	30	6	11	19	369	3	6
7	43	15	35	4	9	10	23	10	23	4	9
8	47	10	21	6	13	5	11	16	23	10	21
9	34	13	38	7	21	4	12	8	24	2	6
10	26	12	46	1	4	6	23	4	15	3	12
11	16	2	13	2	13	4	25	5	31	3	19
12	12	1	8	4	33	2	17	4	33	1	8
<b>Total</b>	<b>721</b>	<b>117</b>	<b>16%</b>	<b>142</b>	<b>20%</b>	<b>164</b>	<b>23%</b>	<b>211</b>	<b>29%</b>	<b>87</b>	<b>12%</b>

Source: Louisiana Department of Education June 2014 Subgroup Report

A total of 721 migrant students took the writing section of the English language Development Assessment during spring 2013 (see Table 10). Fifty-two percent of these students scored at Level 3 (Upper Intermediate) or higher. Sixteen (2%) migrant students scored at Level 5 (Full English Proficiency), 164 (23%) scored at Level 4 (Advanced), 193 (27%) scored at Level 3 (Upper Intermediate), 236 (33%) scored at Level 2 (Lower Intermediate), and 111 (15%) scored at Level 1 (Beginning).

**Table 10: Spring 2014 English Language Development Assessment (ELDA) in Writing**

Grade	N	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%
K	78	14	18	35	45	19	24	8	10	2	3
1	112	14	13	28	25	28	25	41	37	1	1
2	99	4	4	21	21	25	25	40	40	9	9
3	87	13	15	52	60	16	18	5	6	1	1
4	60	9	15	18	30	24	40	9	15	0	0
5	53	5	9	16	30	14	26	18	34	0	0
6	53	14	26	14	26	18	34	7	13	0	0
7	43	14	33	14	33	6	14	8	19	1	2
8	47	12	26	9	19	11	23	15	32	0	0
9	34	8	24	10	29	12	35	4	12	0	0
10	26	4	15	11	42	8	31	3	12	0	0
11	16	0	0	3	19	8	50	3	19	2	13
12	12	0	0	5	42	4	33	3	25	0	0
<b>Total</b>	<b>721</b>	<b>111</b>	<b>15%</b>	<b>236</b>	<b>33%</b>	<b>193</b>	<b>27%</b>	<b>164</b>	<b>23%</b>	<b>16</b>	<b>2%</b>

Source: Louisiana Department of Education June 2014 Subgroup Report

## Migrant Student Outcomes in High School Graduation

The small number of migrant students in the cohort makes comparison of graduation rates with state average statistically unreliable. However, antidotal evidence indicates migrant students do have a lower graduation rate than non-migrant students. Thus, there is still a strong need for MEP services targeted toward increased high school graduation.

## Migrant Student Performance Toward Meeting Measurable Program Outcomes

The State developed academic indicators for the 2008-09 and 2010-11 school years (last CNA update). Table 12 shows the State's overall attainment and the number and percentage of local MEPs also attaining the goals in 2009-10, 200-11 and 2011-12.

**Table 11: Migrant Student Progress on State Academic Indicators in Reading, Math, School Readiness, and Graduation 2009-2012**

		State Attainment 2009-10	State Attainment 2010-11	State Attainment 2011-2012	Number of LOAs that met target all years
<b>Reading/ Language Arts</b>	Each year the percent of migrant students attaining the "basic" level or above on the LEAP, iLEAP, and GE;E in English language arts will increase by at least 1%	No (0%)	Yes (+11%)	No (-1%)	4
<b>Math</b>	Each year the percent of migrant students attaining the "basic" level or above on the LEAP, iLEAP, and GEE in math will increase by at least 1%	No (-1%)	Yes (+12%)	No (-3%)	3
<b>School Readiness</b>	Each year, at least 50% of migrant children participating in a preschool/ECE program for at least 6 months will score proficient on a reliable readiness assessment measure.	Yes (79%)	Yes (80%)	Yes (74%)	8
<b>Graduation</b>	Each year, at least 5% of migrant secondary students in grades 9-12 that receive a grade of D or F in the fall will increase their grades/GPA at the end of the school year.	Yes (74%)	Yes (52%)	Yes (55%)	8
	Each year, the cohort graduation rate for migrant students will increase by at least 1%	No (-8%)	Yes (+17%)	Yes (+2%)	5

## Survey Results

### Parent Surveys

Statewide, there were 158 parents who completed the survey with representation coming from each region in Louisiana. – 120 of the surveys were completed in English and 38 were completed in Spanish. Results show that parents perceived instructional needs as the greatest, especially in the areas of in school tutoring in math and reading, summer programs, high school credit accrual, and after school tutoring. While still perceived as a need, the areas that received fewer responses were dropout prevention programs, high school equivalency programs, and programs for preschool children.

In the area of **support service needs**, migrant parents perceived the greatest needs being books, materials, supplies; counseling for students; referrals to community agencies; health referrals; and transportation.

Parent training topics that were frequently identified as being a need included school safety/drug awareness, health nutrition in the home, parent rights/school policies, and identifying community resources.

In addition, the following results were seen when comparing with surveys completed in English to those completed in Spanish:

- A greater percentage of parents completing the surveys in Spanish do not believe their children's teachers have a good understanding of the unique challenges faced by migrant students (16% versus 8%); and
- A greater percentage of parents completing the surveys in Spanish do not believe they have a good understanding of graduation requirements.

### Student Surveys

Statewide, there were 185 migrant students who completed the survey with representation coming from each region in Louisiana. – 156 of the surveys were completed in English and 29 were completed in Spanish. Results show that 26% of surveyed students believe moving negatively impacts their academic progress and 28% do not believe that they understand graduation requirements.

In addition, the following results were seen when comparing with surveys completed in English to those completed in Spanish:

- A greater percentage of students completing the surveys in Spanish do not believe their teachers have an adequate understanding of their previous academic history (38% versus 8%); and
- A greater percentage of students completing the surveys in Spanish do not believe their parents and/or guardians can help them with homework (52% vs. 25%)

### Staff Surveys

Statewide 53 staff **surveys were completed** with representation coming from each region in Louisiana. Staff perceived **instructional needs** especially in the areas of in-school tutoring, supplementary reading services, ESL programs, GED and other programs for out-of-school youth, dropout prevention programs, and summer programs.

While still perceived as a need, the areas of high school credit programs, extended day tutoring programs, preschool programs, and graduation/career activities were not seen as being as high a need.

According to staff, professional development needs in the area of instructional services included program evaluation, cultural diversity, student assessment, program planning, services for children from birth to age four, ESL strategies for content teachers, and literacy and numeracy instructional strategies.

Regarding supportive services, results shows that books/materials/supplies, interpreting/ translating, health referrals, parenting education, and referrals to community agencies were ranked higher in terms of needs. While still indicating these areas as a need, those that were lowest information for OSY and children from birth to four years old, interpreting/translation services, parenting education, and postsecondary and career information.

According to staff, needs exist in professional development on delivering supportive services such as health/medical/dental issues, identification and recruitment, and parent involvement.

## **CNA Concern Statements (Need Indicators) for Students and Parents and Possible Solutions**

From a review of the data and discussion about local and statewide needs in Louisiana, the CNA Update Committee determined that key areas of concern most pressing for migrant students in the State. The Concern Statements below reflect the four priority areas of: a) Educational Support in the Home, b) English Language Learners, c) Educational Continuity, and c) Access to Services.

It should be noted that the State of Louisiana is particularly vulnerable to unanticipated weather- and industry-related phenomenon (e.g., Hurricanes, oil and gas disasters) that affects the work that is done by migrant families and results in families' housing displacements and children's interruptions in schooling beyond those of migrant families in most other states. These disasters greatly affect migrant student needs as illustrated in the Concern Statements that follow.

### **a) EDUCATIONAL SUPPORT IN THE HOME**

*Concern: We are concerned that migrant students do not receive sufficient support and guidance in the home on numeracy and literacy.*

*Concern: We are concerned that migrant parents do not receive information and services to enable them to advocate for their PK through grade 12 children and support their success in school.*

*Concern: We are concerned that parents do not attend and participate in literacy and numeracy programs for their children.*

*Concern: We are concerned that migrant families lack educational materials and technology in the home to support their child's learning and academic progress.*

*Concern: We are concerned that migrant parents may not have the information they need to evaluate developmental milestones in the home that affect their child's readiness for school.*

### **b) ENGLISH LANGUAGE LEARNERS**

*Concern: We are concerned that migrant ELLs lack the English language skills necessary to learn academic content in numeracy and literacy and*

*Concern: We are concerned that highly mobile ELLs have learning gaps due to the lack of alignment in the curriculum content areas studied in the various schools in which they enroll.*

*Concern: We are concerned that teachers are not knowledgeable about ESL strategies to support the learning of migrant ELLs.*

*Concern: We are concerned that young migrant children have not developed sufficient language skills to be successful in school because they lack exposure to English in the home.*

### **c) EDUCATIONAL CONTINUITY**

*Concern: We are concerned that migrant students drop out of school at a higher rate than non-migrant students.*

*Concern: We are concerned that migrant middle- and high school aged students who move to a new area are not being enrolled in school.*

*Concern: We are concerned that out-of-school youth are under identified and are not given adequate resources*

*Concern: We are concerned that migrant students are excessively absent which contributes to their academic failure and eventual drop out.*

*Concern: We are concerned that migrant students are not accruing high school credits as they transfer from school to school, state to state, and from outside the U.S.*

### **d) ACCESS TO SERVICES**

*Concern: We are concerned that H.S. students and parents are not aware of State and district policies for credit, grade progression, and graduation requirements during the regular year and during the summer.*

*Concern: We are concerned that migrant students do not receive adequate counseling about post- secondary education and alternative degree programs.*

# IV CONCLUSIONS

## Cautions in Interpreting the Data

The results of the Louisiana State Assessment in language arts and math should be interpreted with caution because there are substantially unequal numbers and percentages of students in the two groups: **migrant students and all students in the state**. The number/percent of **migrant students** is less than one percent of the number/percent in the **all students** group. Also, because of relatively unequal numbers of students tested among the grade level groupings, interpretations are based on the aggregate (rather than by grade level) for the **migrant** and **all students** groups.

## Evidence-based Conclusions

Conclusions based on the evidence gathered through the Comprehensive Needs Assessment Update process are broken down according to Louisiana's three key categories of identified migrant children and youth needs: Literacy/Numeracy, School Readiness, and High School Graduation. These categories are aligned with Louisiana Department of Education's comprehensive plan, **Louisiana Believes**. This plan strives to ensure that every one of Louisiana's children should be on track to a college degree or a professional career. It has three components:

**Belief in Children:** Louisiana students are just as smart and capable as any in America. Our basic expectations for them should be on a level playing field with expectations for kids across the country.

**Belief in Educators:** Louisiana educators are accountable for student achievement. At the same time, they must be empowered to make decisions on behalf of the children they serve.

**Belief in Family:** Louisiana families, especially those whose children attend struggling schools, should be able to choose the school that is right for them. Parents and students should also be able to choose rigorous courses that prepare students for a college degree or a high-wage job.

### **Literacy and Numeracy**

Review of current data shows a widening gap between the proficiency rates of migrant students to all students in Louisiana in **English Language Arts**. An average of 58% of migrant students in grades 3-10 scored Basic or above. This is an average of 11.7 percentage points **lower than** the state average of 69.7%. This gap increased by 6.2% since 2010.

In **mathematics**, although there is still a widening gap, migrant students fared slightly better. For this subtest, 60% of the migrant students scored Basic or above, which is 8.25 percentage points **lower than** the state average of 66.25%. This gap increased by 1.1% since 2010.

### **English Language Learners**

The most dramatic change in Louisiana's migrant population is the increase in the percentage of migrant English Language Learners (ELL). In 2013-2014, over 53% of the identified migrant students were limited in English proficiency. This is a 22%

increase since 2010 and a 34% increase since 2007. The greatest percentages of students are in the age 3 – 5<sup>th</sup> grade age groups.

Comparisons of the scores on the English Language Development Assessment (ELDA) show the current migrant ELL population has slightly higher English language proficiency levels. In 2014, over 36% of migrant ELLs scored at the beginning or low intermediate level in English language proficiency on the State language proficiency assessment in reading and 48% scored at these same low levels in writing. These represent a slight increase since 2010 (2% and 6% respectively).

### **Surveys**

Parent and staff surveys support the needs for identified by citing in-school tutoring in reading and math as a high priority need. Surveys also revealed that summer and before and after school programs are a high priority need as are ESL programs for English language learners.

In addition, the following results were seen when comparing with surveys completed in English to those completed in Spanish:

- A greater percentage of parents completing the surveys in Spanish do not believe their children's teachers have a good understanding of the unique challenges faced by migrant students (16% verses 8%); and
- A greater percentage of parents completing the surveys in Spanish do not believe they have a good understanding of graduation requirements.

Student survey results show that 26% of surveyed students believe moving negatively impacts their academic progress and 28% do not believe that they understand graduation requirements.

In addition, the following results were seen when comparing with surveys completed in English to those completed in Spanish:

- A greater percentage of students completing the surveys in Spanish do not believe their teachers have an adequate understanding of their previous academic history (38% verses 8%); and
- A greater percentage of students completing the surveys in Spanish do not believe their parents and/or guardians can help them with homework (52% vs. 25%)

### **School Readiness**

Analysis of evaluation data on migrant student progress in school readiness show that at least 50% of migrant children participating in a pre-school program for at least 6 months score proficient on a reliable readiness measure. The demonstrates the need for continued efforts in meeting needs of pre-school migrant students.

### **High School Graduation**

To support graduation and success in school, Louisiana migrant parents surveyed perceived the greatest needs to be books, materials, supplies; homework help; GED programs; counseling for students; referrals health agencies and other community agencies; and transportation. Students and staff reported these as being a priority, but added interpretation/translation, as well.

## Next Steps in Applying the Results of the CNA to Planning Services

The Louisiana State plan for the delivery of services to meet the unique educational needs of its migrant students serves as the basis for how MEP funds are used the State. The State Service Delivery Plan (SDP) is essential to help the State MEP develop and articulate a clear vision of the following:

- the needs of migrant children on a statewide basis;
- the MEP's measurable outcomes and how they help achieve the State's performance targets;
- the services the MEP will provide on a statewide basis; and
- how to evaluate whether and to what degree the program is effective.

The Louisiana State MEP has an existing SDP on which services and funding distribution is based. In compliance with statutory requirements and Federal guidance, the plan includes the following five components:

1. **Performance Targets:** The component that specifies the performance targets that the State has adopted for all migrant children for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies for migrant children.
2. **Needs Assessment:** The component that includes identification and an assessment of the following needs: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. **Measurable Program Outcomes:** The component that includes the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. **Service Delivery:** The component that describes the MEP's strategies for achieving the performance targets and measurable objectives described above. Louisiana's service delivery strategy will address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. **Evaluation:** The component that describes how Louisiana will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

Because of shifts in the migrant student population, the State of Louisiana must update and revise its Service Delivery Plan. To do so, the State will convene a broad-based committee to determine appropriate performance targets, measurable program outcomes, strategies to achieve the outcomes, resources needed, and evaluation strategies to determine the extent to which progress has been made toward achieving the measurable program outcomes.

In recognition of the Office of Migrant Education's **Non-Regulatory Guidance**, the Louisiana State Service Delivery Plan will be updated to elaborate on the policies and procedures that will be implemented to address other administrative activities and program functions, including:

- **Priority for Services:** A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the State's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- **Parent Involvement:** A description of the MEP's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- **Identification and Recruitment:** A description of the State's plan for identification and recruitment activities and its quality control procedures.
- **Student Records:** A description of Louisiana's plan for requesting and using migrant student records and transferring migrant student records to schools and migrant education projects in which migrant students enroll.