

North Carolina Migrant Education Program



State Student Profile, 2006-2009



North Carolina Department of Public Instruction
301 N Wilmington Street
Raleigh, North Carolina 27699

Student Profile— Migrant Education Students in North Carolina, Three-Year Composite, 2006-2009

Introduction

This is the first composite Migrant Education Student Profile completed by the North Carolina Migrant Education Program (NCMEP). The last two Student Profiles presented a snapshot for their given years. We now have data for three years, and can begin to chart longitudinal information. This document will explore agricultural changes, migrant student demographic characteristics, and academic achievement over a period of three years and analyze changes. This analysis will be the first step in updating our NCMEP Comprehensive Needs Assessment.

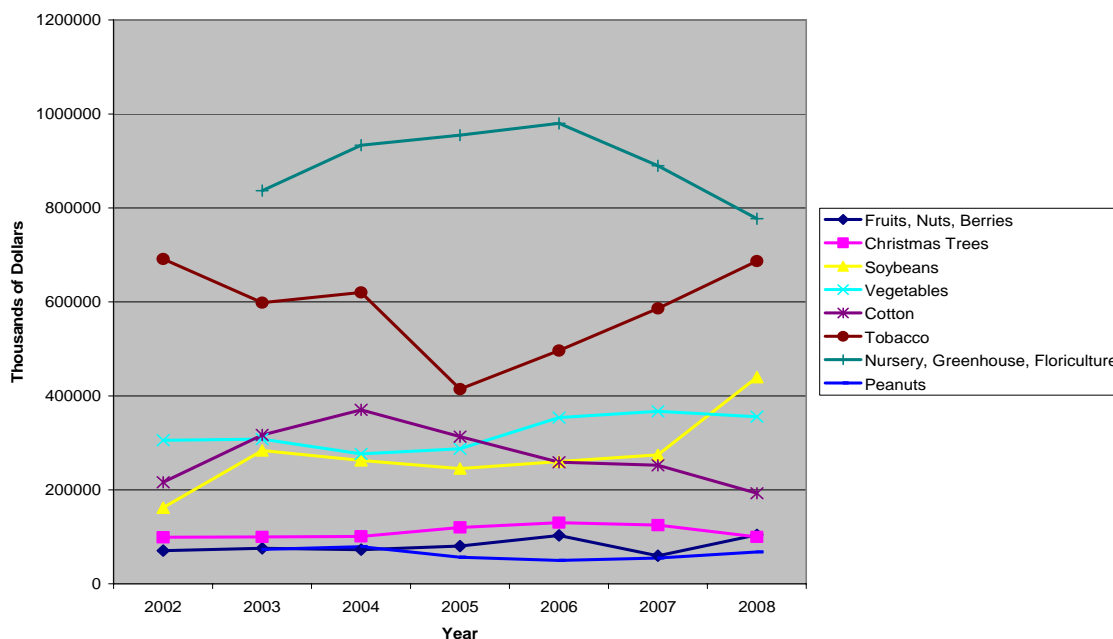
General Agricultural and Labor Conditions

North Carolina has become an increasingly urban state during the last 20 years. However, it still ranks high in agricultural production, being first in the nation in tobacco, pigs, Christmas trees, and sweet potatoes. In 2008, agriculture contributed 70.1 billion dollars (nearly 20%) to the North Carolina economy.

While there has been a recent increase in the acreage and sales of crops that are mechanically harvested, such as corn and soybeans, North Carolina farms still produce many crops that require hand labor, including sweet potatoes, tobacco, Christmas trees, cucumbers, apples, tomatoes, blueberries, and many other fruits and vegetables.

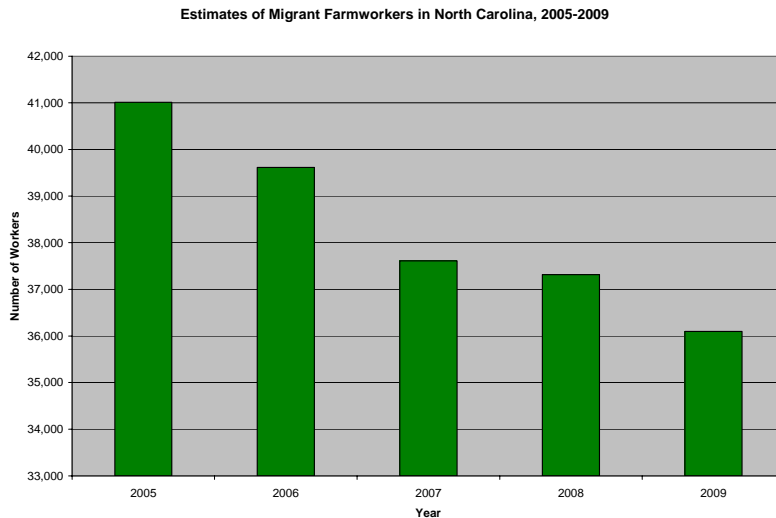
During the last ten years, the number of farms in North Carolina has declined by 18 percent, and the acreage of land in farms has decreased by 6 percent. Since 2004, the rate of decline in number of farms has decreased due to an increasing number of small farms. During this time, the average size of farms has decreased from 173 to 164 acres, a change from the former trend of increasing farm sizes.

Cash Receipts from Farming, by Commodity, 2002-2008



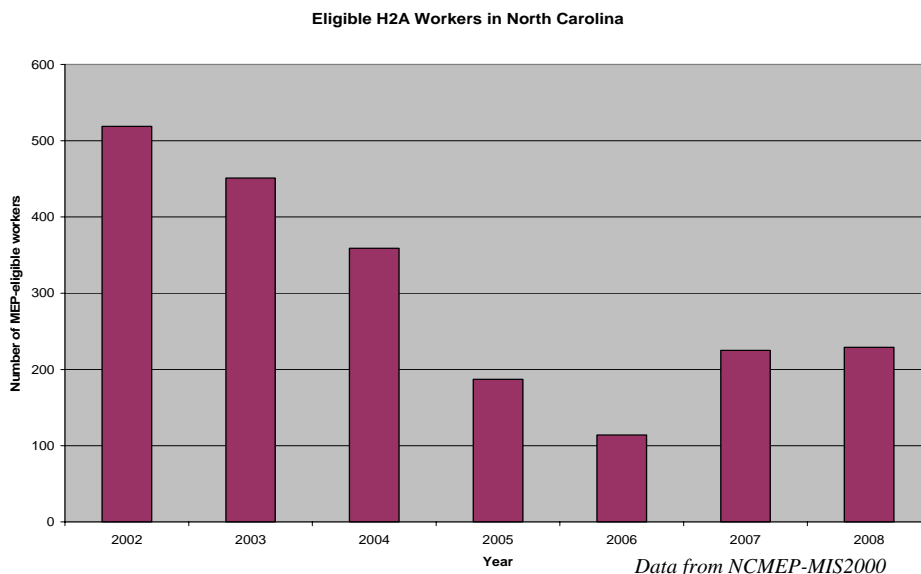
Data from NC Department of Agriculture and Consumer Services, 2009

Although receipts from crops have increased slightly, the number of migrant farmworkers estimated by the North Carolina Employment Security Commission has decreased by 12 percent from 2005 to 2009, and the number of seasonal farmworkers has decreased by 21 percent. The estimated number of migratory farmworkers by county in North Carolina ranges from none in Clay and Graham Counties in the western mountains to over 2,500 in Duplin, Sampson and Wayne Counties in the east.



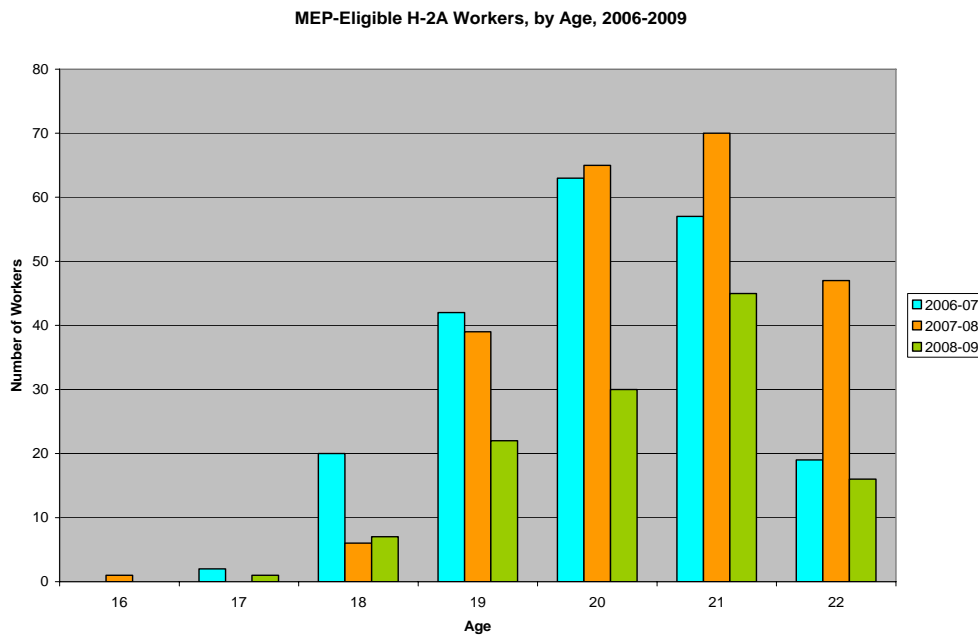
Data Source: NC Employment Security Commission

North Carolina hosted 9,895 H-2A workers in 2009, a 19 percent increase since 2005. H-2A workers are contracted to come from their home countries for limited times to work in agricultural jobs. Most H-2A workers in North Carolina are contracted through the North Carolina Growers Association. The majority work in tobacco, although workers are also contracted for vegetable crops and Christmas trees. H-2A workers under 22 years of age can be recruited by the Migrant Education Program majority in the eastern part of the state.



The actual number of H-2A workers recruited for Migrant Education was only slightly over 200, since most H-2A workers are too old for eligibility. In 2008-09, H-2A workers eligible for Migrant Education worked in twenty seven North Carolina counties, with a slight majority in the eastern part of the state. Over the last several years, the age of MEP-eligible H-

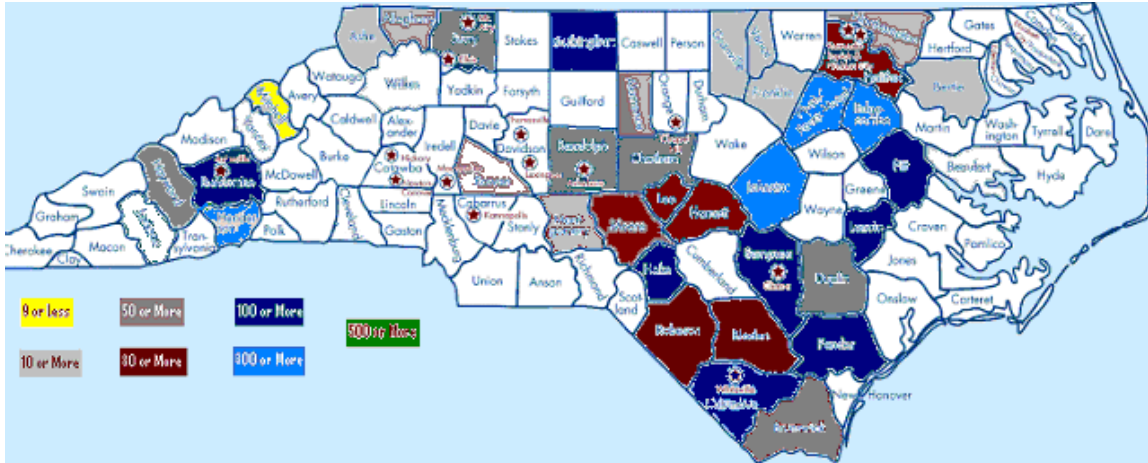
2A workers has been increasing, with the highest number of workers now in their last year of eligibility for Migrant Education Programs. This reflects a preference by farmers for slightly older workers.



Data Source: NCMEP

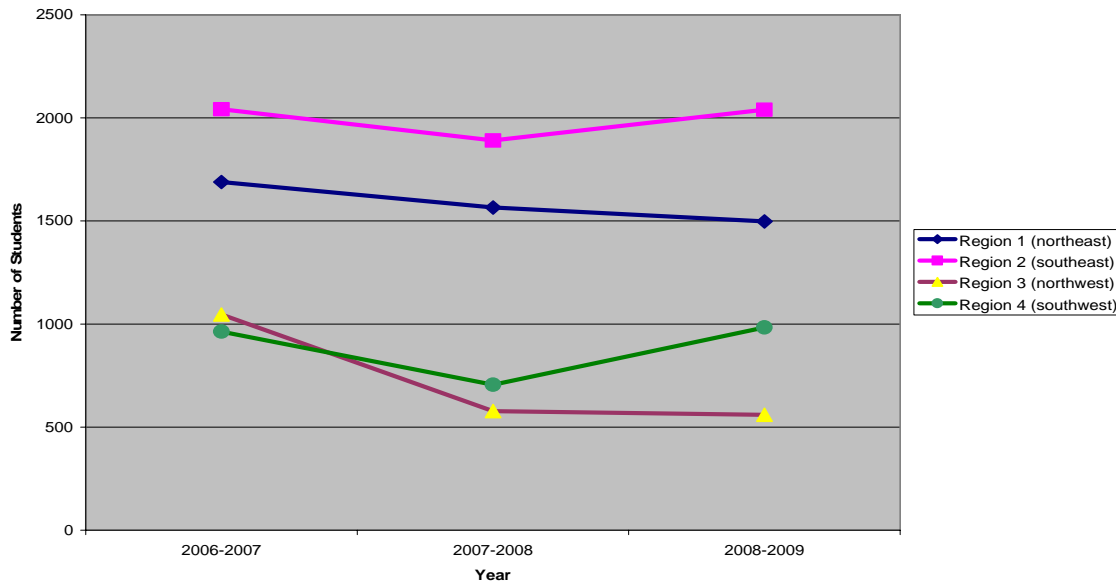
Demographics of North Carolina Migrant Education Students

Migrant Education Programs were operated by 33 LEAs in 32 counties of North Carolina in 2007-2008.



A far greater concentration of programs occurs in the eastern part of the state (Regions 1 and 2), with only eight programs operating in the mountain counties. However, the largest program in the state was in Henderson County, with 478 students. The northern sections of both the eastern and western parts of the state showed decreases in numbers of students. Some of this may be due to the increasing urbanization in the area around Raleigh, Greensboro, and Winston-Salem.

Migrant Student Population by Region, 2006-2009

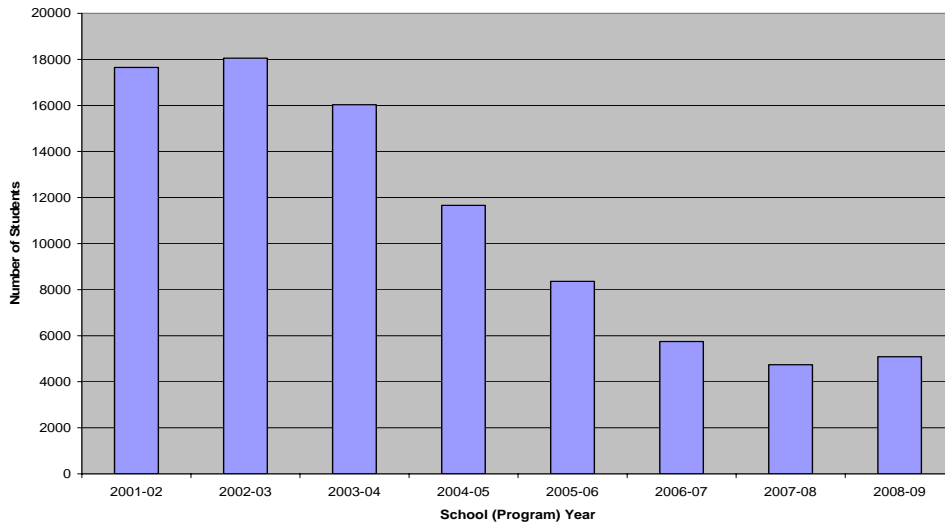


Data Source: MIS2000

2008-2009 was the first year since 2002 in which there was an increase in the numbers of eligible students in the North Carolina Migrant Education Program. While most of the increase

can be attributed to recruitment in non-program counties, some LEA-based programs have seen an increase in numbers of eligible students. This may be due, in some part, to the economic downturn in the United States. Many workers have returned to agricultural work as other job opportunities have decreased.

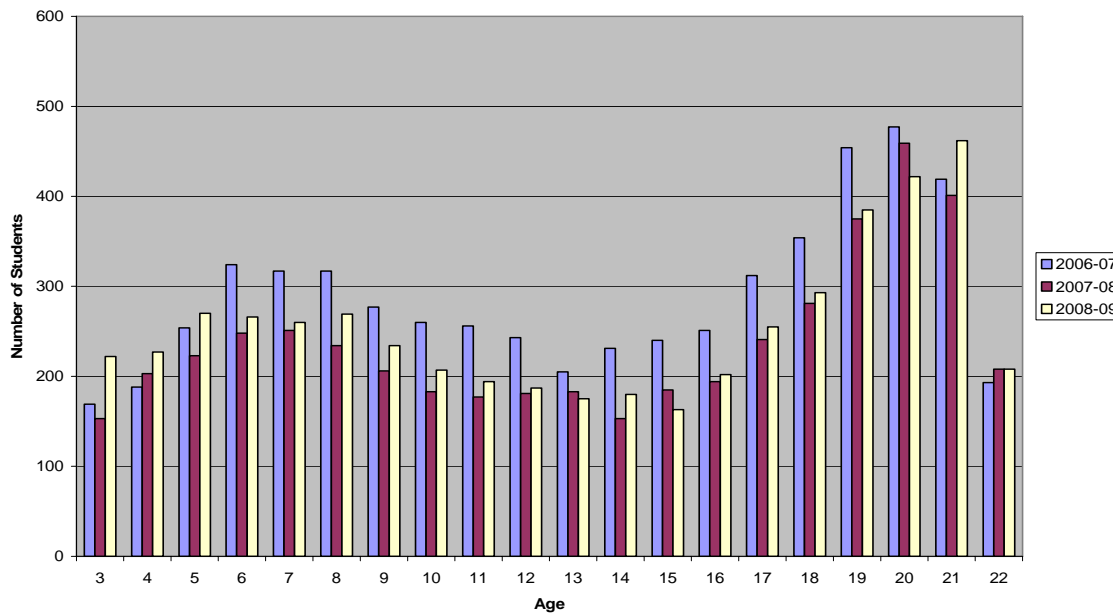
North Carolina Migrant Education Student Totals, 2001-2008



Data from NCMEP MIS2000 database

The number of NCMEP eligible migrant students by age shows a bimodal distribution, with a peak in the early elementary years and a later peak in late adolescence.

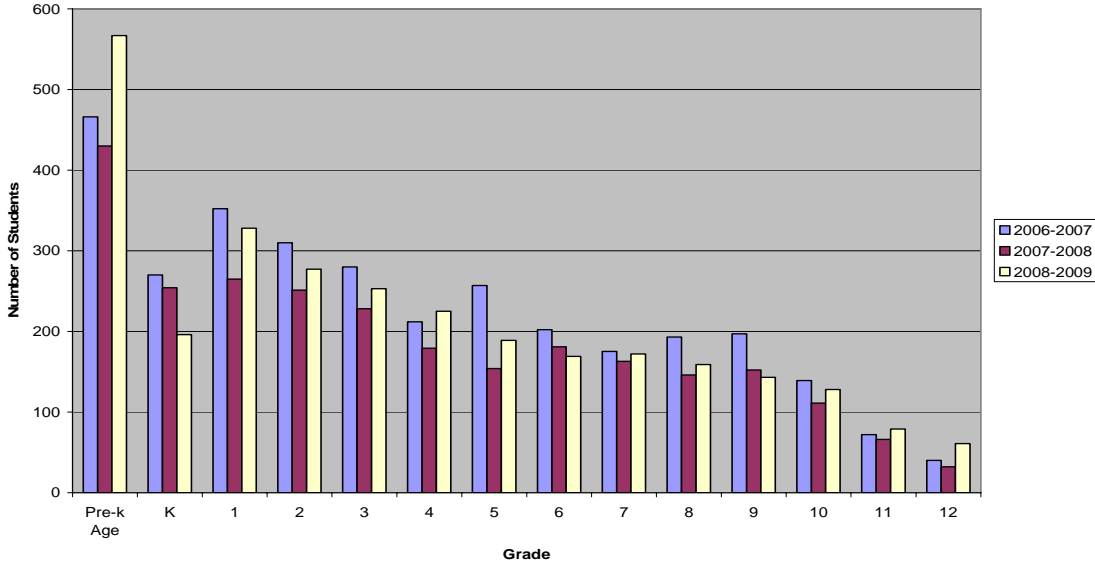
Migrant Students by Age, 2006-2009



Data from NCMEP MIS2000 database

However, if we look at students by grade, we see a consistent decline in numbers after first grade. Numbers of students in school in the middle grades and high school dip far more than the numbers of migrant students.

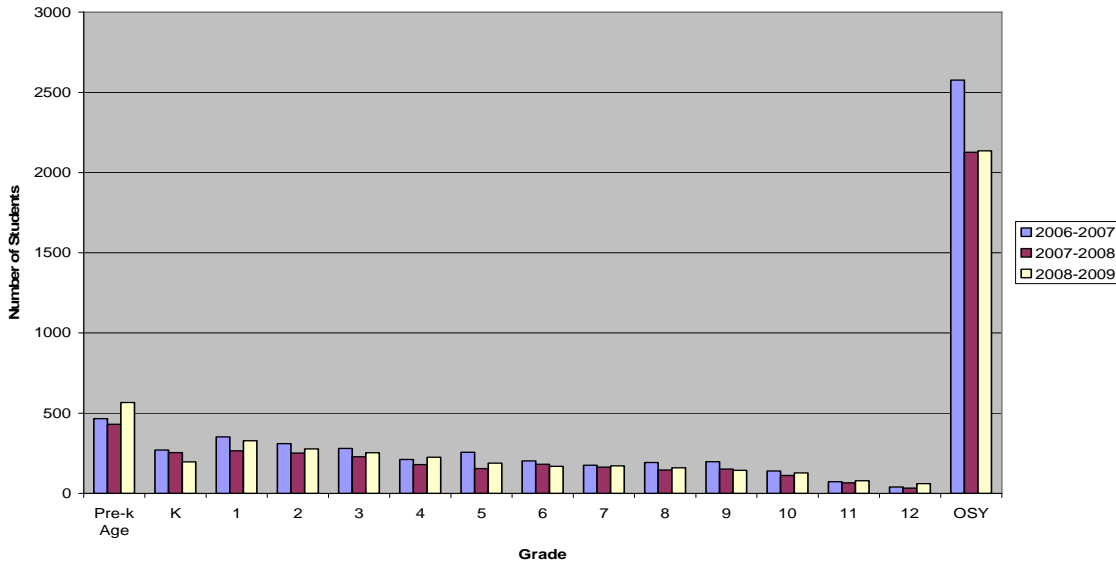
Migrant Students, by Grade, PK-12



Data from NCMEP MIS2000 database

If we include Out of School Youth as a category in the students by grade, we see that OSY make up the largest single category of MEP. That helps explain the second, higher peak in the students by age graph, above. Many of these students are “here-to-work” and have limited time to pursue educational opportunities. However, most of the OSY interviewed have indicated that they would like to learn English and get a high school diploma at some point.

Migrant Students by Grade, including OSY



Data from NCMEP MIS2000 database

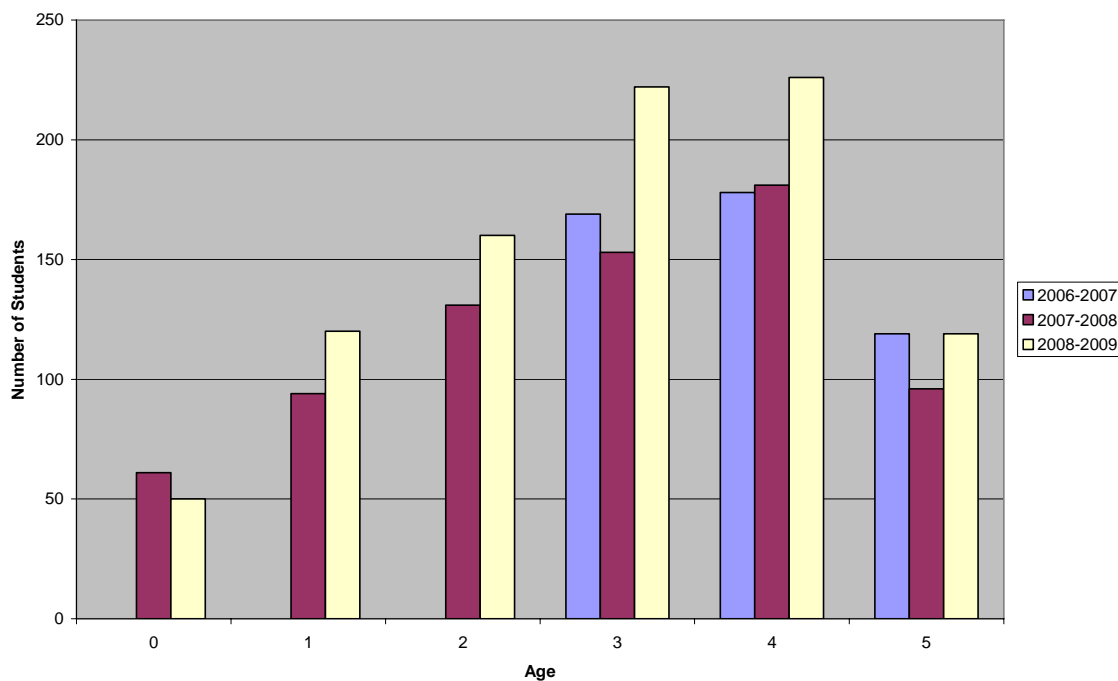
Interviews with Out of School Youth conducted by the NC Migrant Education Program in 11 counties examined the students’ perceptions of their greatest needs. The participants rank-ordered their needs, with 35% reporting a driver’s license as their greatest need, English classes as a second need, access to health care as a third major need. In addition, participants reported the need for interpreting/translating and transportation. In 2006-07, LEAs reported that 18.6% of

OSY were receiving instructional services. In 2008-09, only 15% of OSY were reported as receiving instructional services. There has been a similar decline in supportive services, from 94.4% in 2006-07 to 83.8% in 2008-09. The decline in OSY receiving any service went from 94.4% to 84.9%. There is a clear need to provide more services to OSY, in both LEA-based programs and in areas where there is no LEA-based program, but where students have been identified.

While there has been a statewide decline in OSY services, there have been some notable exceptions among LEAs that have increased their service to Out of School Youth. Lenoir (including Wayne and Greene) County, Johnston County, Edgecombe and Pitt Counties have actively increased their offerings to OSY during the last year.

Another group of students who are not in school are children 5 years of age and younger. The three-year trend shows that the number of three and four year olds in the program is increasing. The trend also shows an increased recruitment effort for pre-K students across all age groups, except infants. While the birth to two-year-old cohort is not eligible for funding, this group is important to count in order to get a prospective view of children who may enter eligibility. The graph below shows the North Carolina Migrant Education age distribution of children from birth to five years old during three school years from 2006-2009...

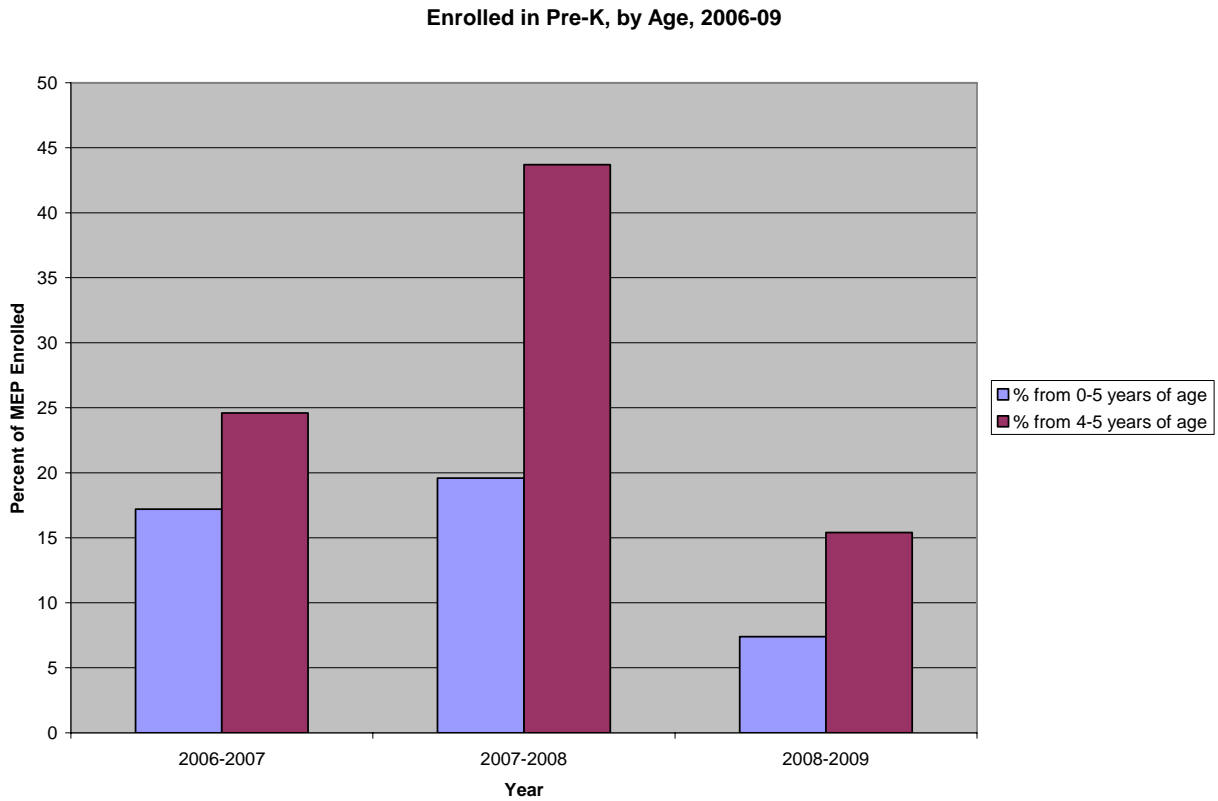
Pre-K Students, by Age, 2006-2009



Data from NCMEP MIS2000 database

Among the pre-K students, some attend pre-K programs, as shown below. There was almost twofold increase since last year in the percentage of four and five year old MEP students attending pre-K programs between 2007 and 2008. What appears as a sudden drop in Pre-K attendance in 2009 is most likely due to NCMEP defining programs for a minimum of 18 contact hours. The low rate of attendance among Pre-K students must be addressed, since it falls well below the North Carolina rate for all students. (The National Institute for Early Education

Research indicates that North Carolina had approximately 34% of all four-year-olds enrolled in State-funded pre-schools or Head Start in 2007.)

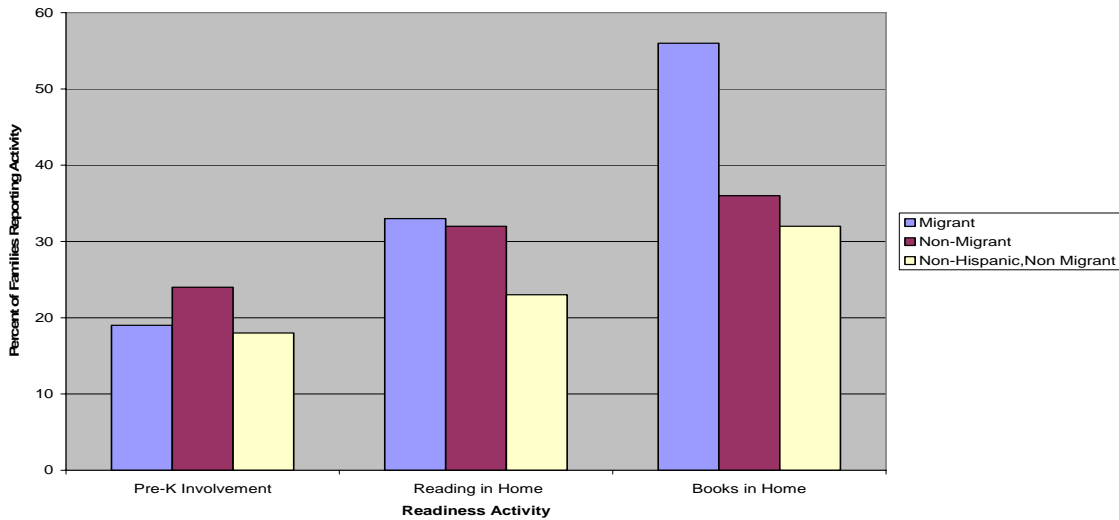


Data from NCMEP MIS2000 database

Several surveys were conducted among Migrant Education students and their families by the NC Migrant Education Program in order to learn more about the educational environment and needs of migrant students.

In the area of School Readiness, Migrant Students were compared with Non-Migrant Hispanic students, and with Non-Hispanic, Non-Migrant students in three areas: attendance at a Pre-K program, reading in the home, and the presence of books in the home. Probably due to the focus of the NC Migrant Education Program on school readiness and the provision of learning resources to families, both books and reading occurred in more Migrant homes than Non-Migrant. There is clearly a need for more information on pre-school options for Migrant parents, based on the lower number of Migrant students attending pre-K programs.

School Readiness



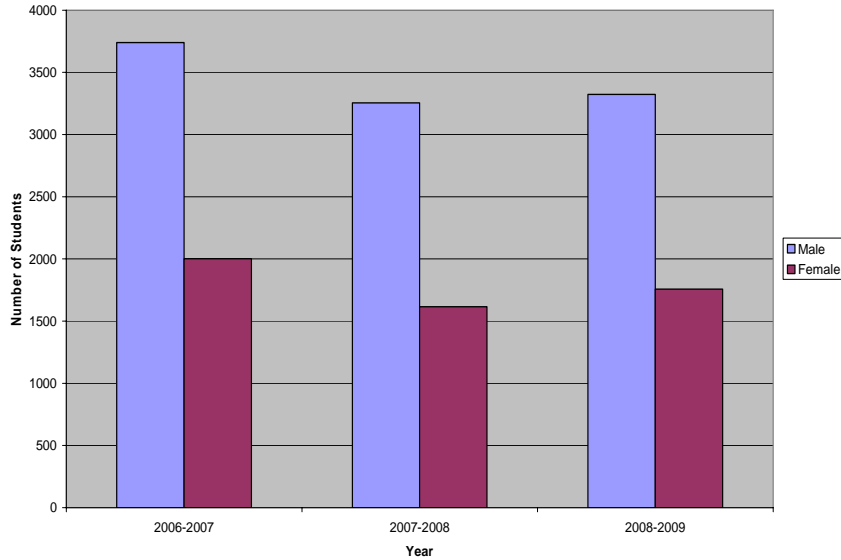
Data from NCMEP MIS2000 database

Data from the MIS2000 Database indicate that in North Carolina, the vast majority of eligible migrant students are of Hispanic ethnicity, as shown below.

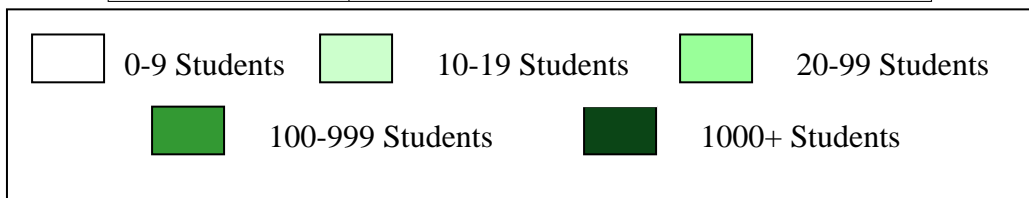
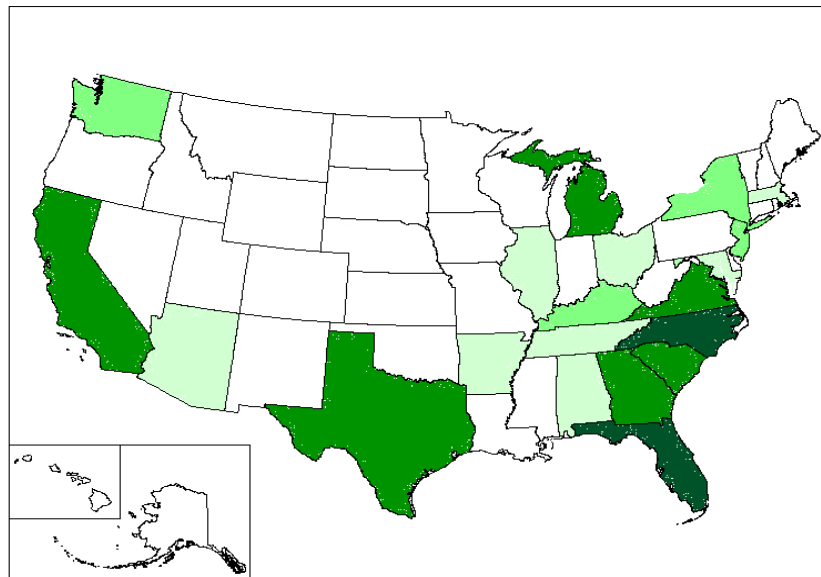
	2004-05		2005-06		2006-07		2007-2008		2008-2009	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Ethnicity-American Indian	3	0.03%	3	0.04%	4	0.07%	4	0.09%	4	0.08%
Ethnicity-Asian	27	0.23%	3	0.04%	4	0.07%	0	0.00%	0	0.00%
Ethnicity-Black	207	1.77%	119	1.46%	54	0.94%	21	0.45%	18	0.35%
Ethnicity-Hispanic	11413	97.32%	8007	97.96%	5655	98.50%	4701	99.19%	4944	97.30%
Ethnicity-Other	24	0.20%	13	0.16%	15	0.26%	8	0.17%	0	0.00%
Ethnicity-White	53	0.45%	29	0.35%	9	0.16%	5	0.10%	115	2.27%
Totals	11727	100.00%	8174	100.00%	5741	100.00%	4739	100.00%	5081	100.00%

Male students outnumber female students by nearly two to one, and this ratio has remained relatively stable during the last three years. A very large majority of OSY are male, so the high proportion of OSY in the program skews the gender ratio even more.

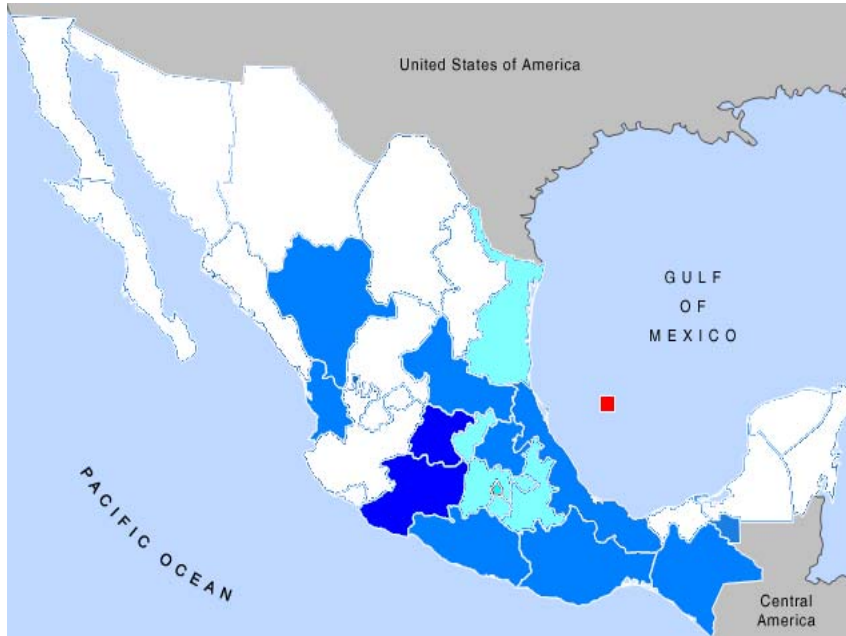
Gender Distribution of NC Migrant Education Students, 2006-2009



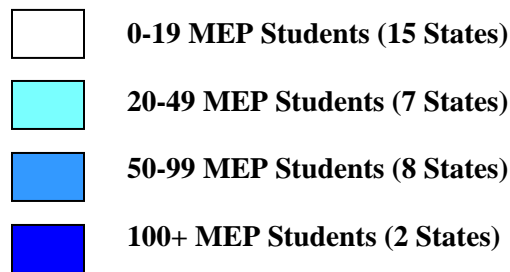
The majority of North Carolina’s Migrant Education students who moved into the state during the last year are from Florida, as shown on the map below. Over 1,000 students came to North Carolina’s Migrant Education Program from Florida. Other major states of origin are California, Michigan, Texas, Virginia, South Carolina and Georgia. There is also high mobility within North Carolina. This in-state mobility has increased since 2007-08. Families have also reported that they are choosing to stay in North Carolina because of travel difficulties and agricultural problems (droughts, floods, cool weather) in other states.



Among students coming from Mexico, the major states of origin are clustered in the eastern and southern part of the country. The two major “feeder states” are Michoacán and Guanajuato. It is also important to note that some of the other major states of origin of Migrant students coming from Mexico are Hidalgo, Oaxaca, Guerrero, and Chiapas. These four states have large populations that speak indigenous languages, such as Otomi, Mixteco, Tzotzil, and Tzeltal. For some of North Carolina’s Migrant Education families, Spanish is their second language, so interpreters who can speak indigenous languages must be sought.



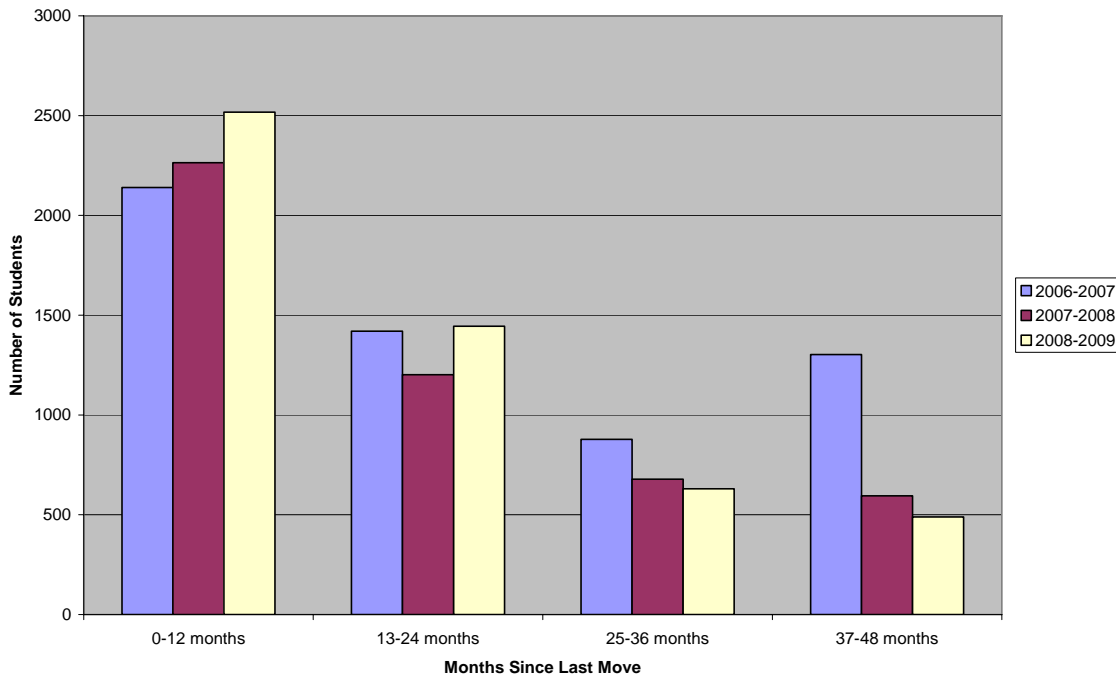
LEGEND



By definition, the Migrant Education student population is highly mobile. In North Carolina, the number of students moving within the last twelve months has increased, and the

number of students in their last year of eligibility has decreased since 2006.

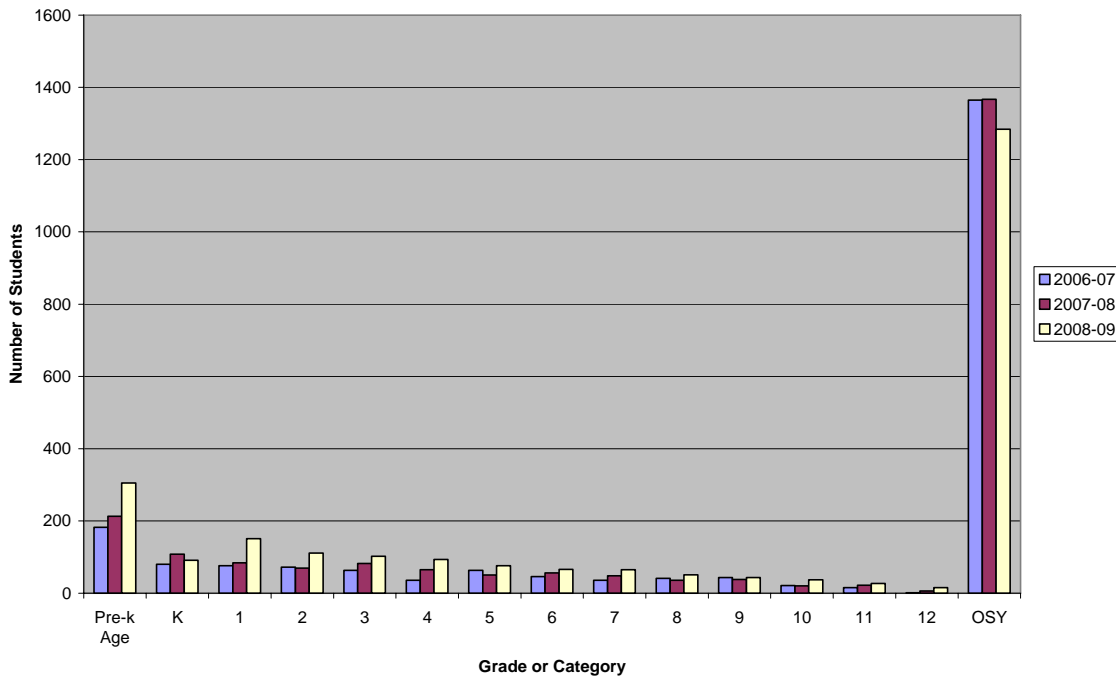
Migrant Student Mobility, 2006-09



Data from NCMEP MIS2000 database

The majority of students who moved within the last 12 months are Out of School Youth and pre-K children.

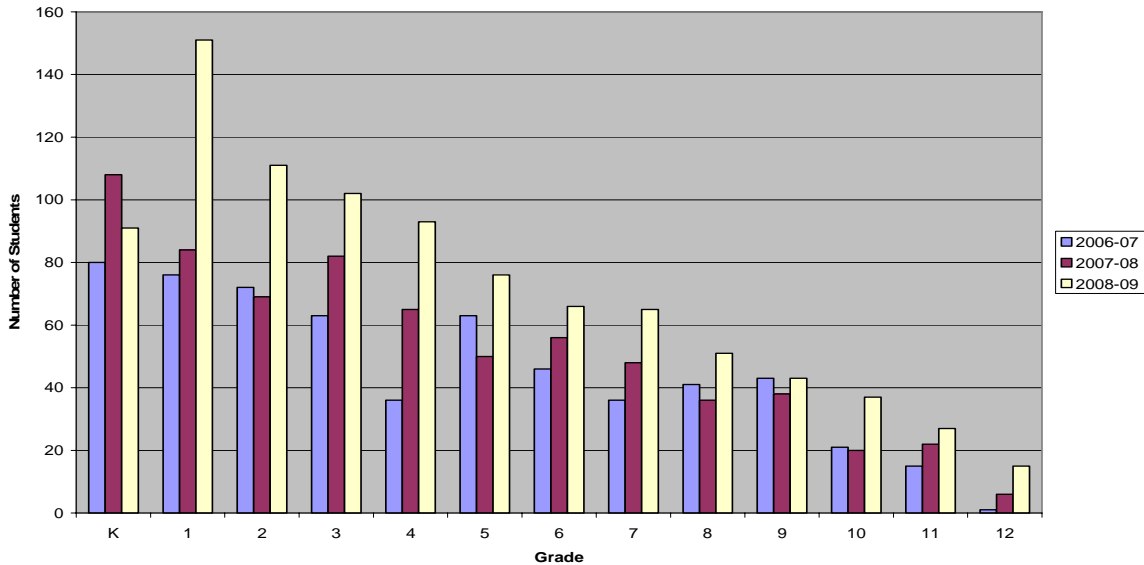
Moves Within the Last 12 Months



Data from NCMEP MIS2000 database

However, the 2008-09 school year showed an increase in the number of highly mobile children in all grades 1-12. Kindergartners actually showed a decrease. Since highly mobile students face greater challenges with academics, this indicates a strong need for NCMEP to emphasize programs that assist with school engagement, educational disruption, and loss of instructional time, all areas that are heavily affected by frequent moves.

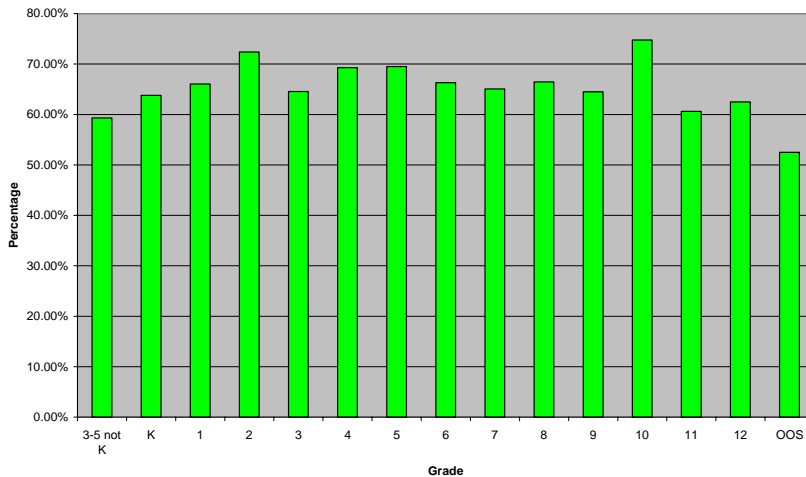
K-12 Moves Within Last 12 Months



Data from NCMEP MIS2000 database

A very high percentage of Migrant children at all grade levels have made a move during the school year at some point in their three years of eligibility. Although a move during a three year period may not be as disruptive as a move made yearly, it is important to note that several moves during a child’s educational career can have a strong impact.

Percentage of MEP Students Who Have Moved During the School Year Within Their Eligibility Period

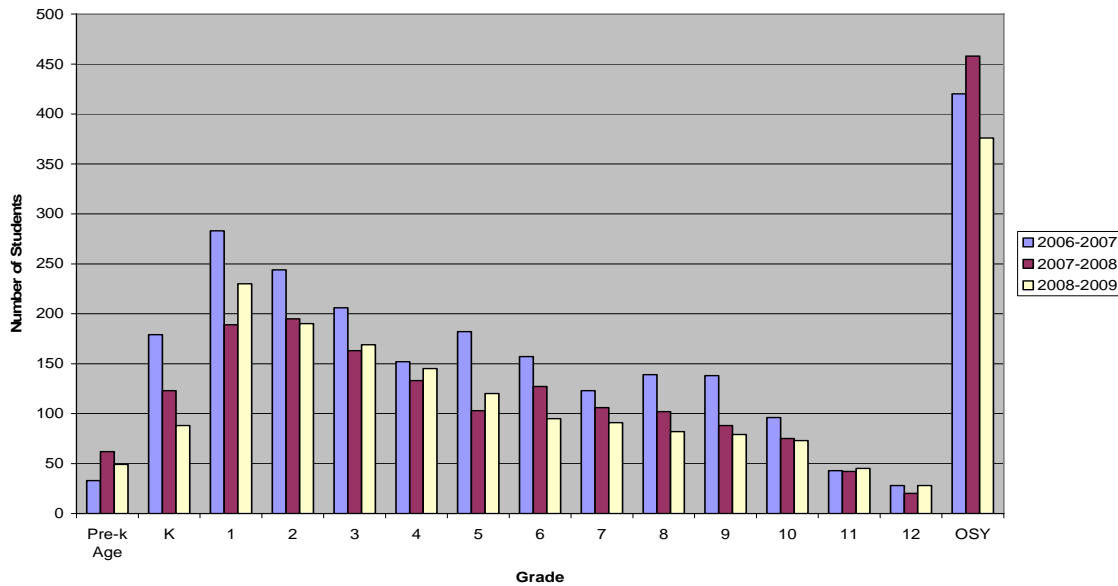


Data from NCMEP MIS2000 database

There has been some variability in the number of Migrant students who are English Language Learners (Limited English Proficient), but the general tendency from 2001 to 2008 is a decline in students who are LEP, dropping from around 49% in 2001 to around 42% in both 2006-07 and 2007-08 to only 36.6% in 2008-09. Two groups appear to have proportionately higher numbers of ELLs in 2008-09 than in the two previous years: 11th and 12th graders. These

numbers are of concern because junior and senior level ELL students are in need of greater support in order to meet graduation requirements.

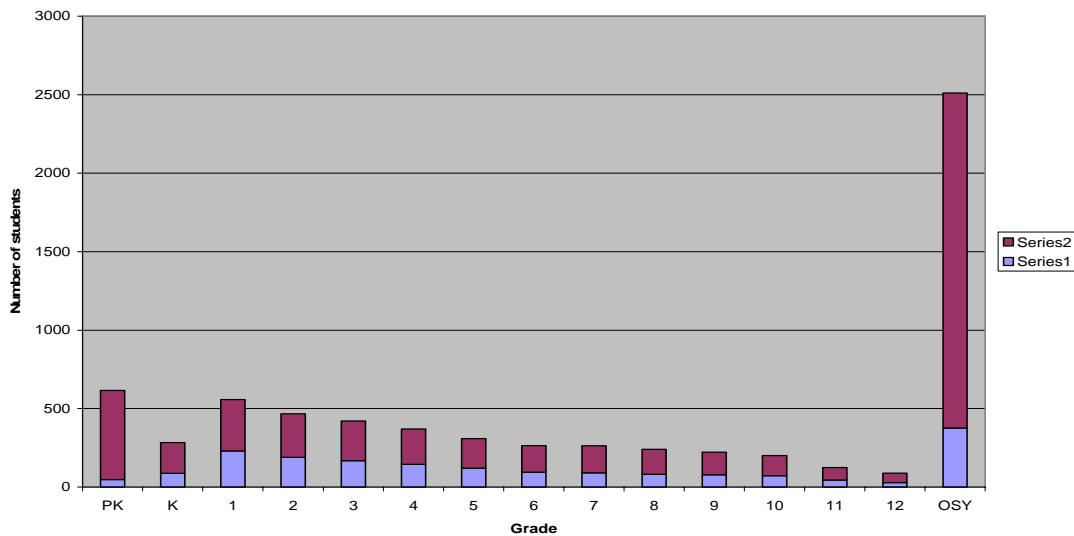
Number of Limited English Proficient Students, by Grade, 2006-09



Data from NCDPI Accountability Services and MIS2000 Database

The number of LEP students seems to mirror the general student population across grade levels, with the exception, the Out-of-School Youth and, to some extent, pre-K students. The proportion of LEP students is most likely lower than expected in these two groups due to lack of a consistent instrument used to evaluate English Language Proficiency among Out-of-School Youth and pre-K students.

ELL (LEP) and Non-ELL Migrant Students, by grade, 2008-09

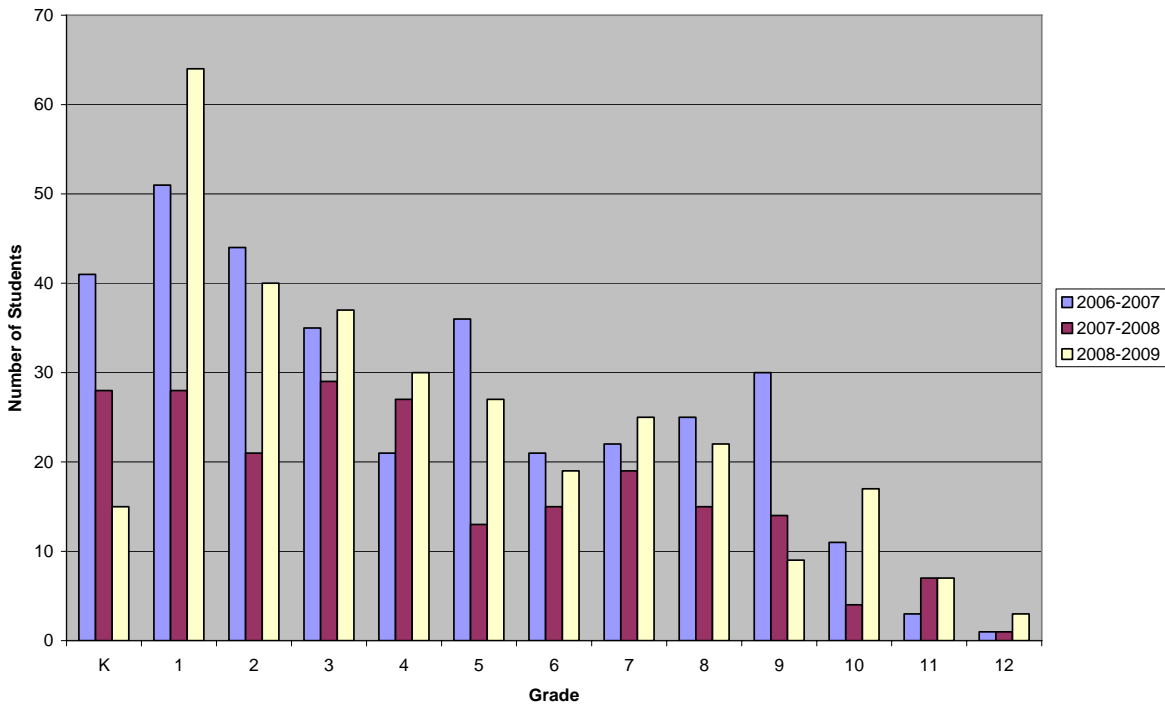


In 2006-07, about 202 Migrant students were identified as Exceptional Children, which constituted 6.4% of the pre-K to grade 12 population. In 2007-2008, only 44 Migrant students were identified as Exceptional Children. This may point to a difficulty in the identification process, which is certainly a consequence of mobility. As of the upcoming (February 2010) Consolidated State Performance Report, North Carolina MEP now receives its data regarding

Exceptional status directly from the Office of Exceptional Children, so numbers should be more consistently reported in the future.

“Priority for Service” students are those students who are have educational disruption and who are also at risk of not meeting state standards. In North Carolina, we define “educational disruption” as having made a move during the last school year, or (until 2008-09) as having missed 10 or more days of school due to the migratory lifestyle. “At risk for not meeting state standards” is met by either being Limited English Proficient or failing an End of Course Test (EOC) or End of Grade Test (EOG). It is important to note that 10th through 12th grade students with Priority for Services have increased since 2006, even as program totals have decreased.

Priority for Service Students, 2006-2009



Data from NCMEP MIS2000 database

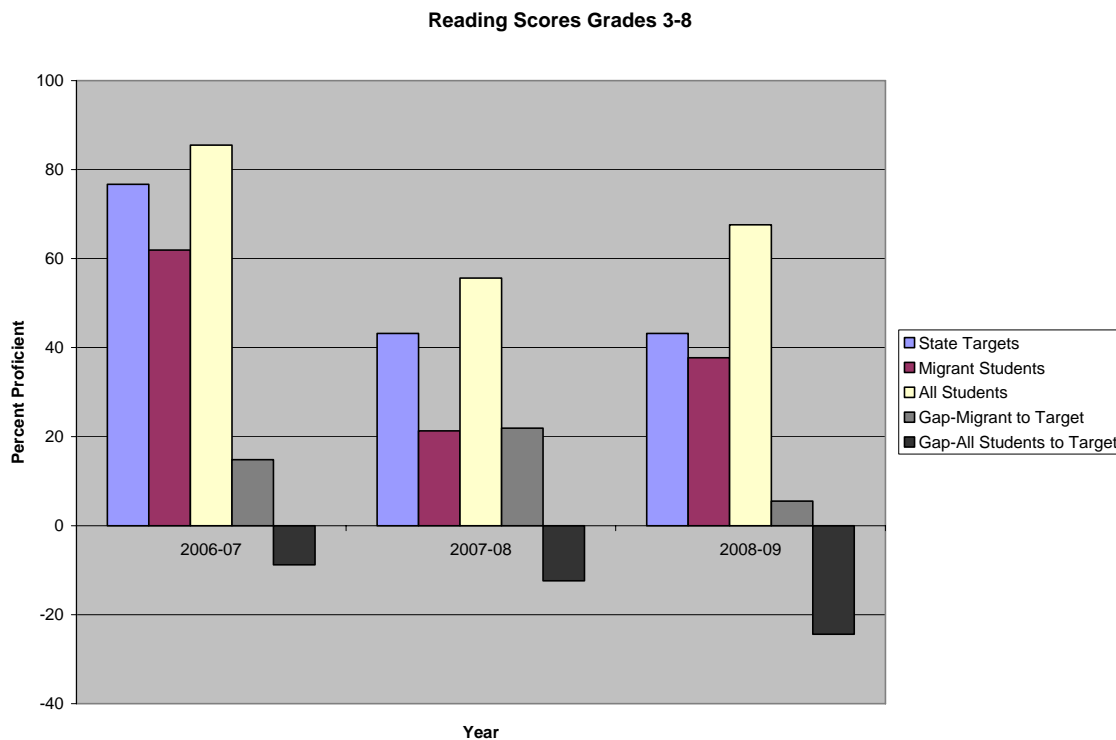
Given that a large number of migrant students do not take EOGs or EOCs because they are not in the state at the time of the tests, it may be necessary to re-evaluate how we calculate Priority for Service. It will also be valuable to review whether the new ACCESS for ELLs test is more predictive of at-risk status than earlier English Language Proficiency tests. It may also be valuable to put in a “grade” criterion or an “on track to graduate” criterion, which will place all students at risk of not meeting standards or staying on track to graduate in the “at risk” category, and thus, make them eligible for Priority for Service.

In addition, North Carolina MEP has not evaluated Out of School Youth for Priority for Service. It may be important to re-evaluate this also, especially for those OSY who would like to continue their formal education. As part of the Opportunities for OSY Consortium, we are studying potential instruments to use for English language proficiency assessment.

Academic Indicators and Assessment Results for North Carolina Migrant Education Students

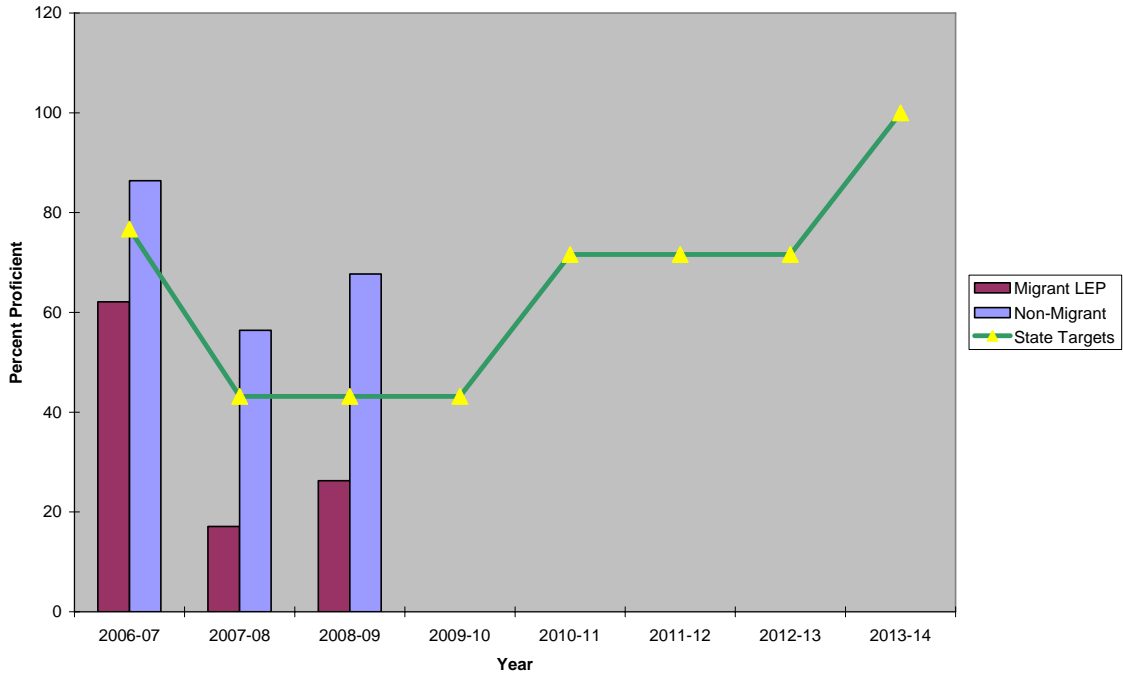
This student academic profile looks at standardized testing information, credit accrual for Algebra and English (both requirements for high school graduation), and scores on English proficiency tests. Unless otherwise indicated, all data is from NCDPI Accountability Services.

The End of Grade tests are standardized tests given to children in grades 3-8 across North Carolina. The content areas of the tests are Reading, Mathematics, and Science. The chart below compares the proficiency levels in Reading of Migrant and All Students with the target levels for the year. Since 2006, the average for All Students in grades (3-8) surpassed the target for reading, but there existed a gap of over 15% between Migrant students and the target. In 2007-08, the gap increased. However, in 2008-09, the gap decreased dramatically, with Migrant students closing in on the target, with approximately a 6% gap remaining. However, the average proficiency for All Students has continued to surpass the target, so that gap remains, although it is closing at a slower rate.

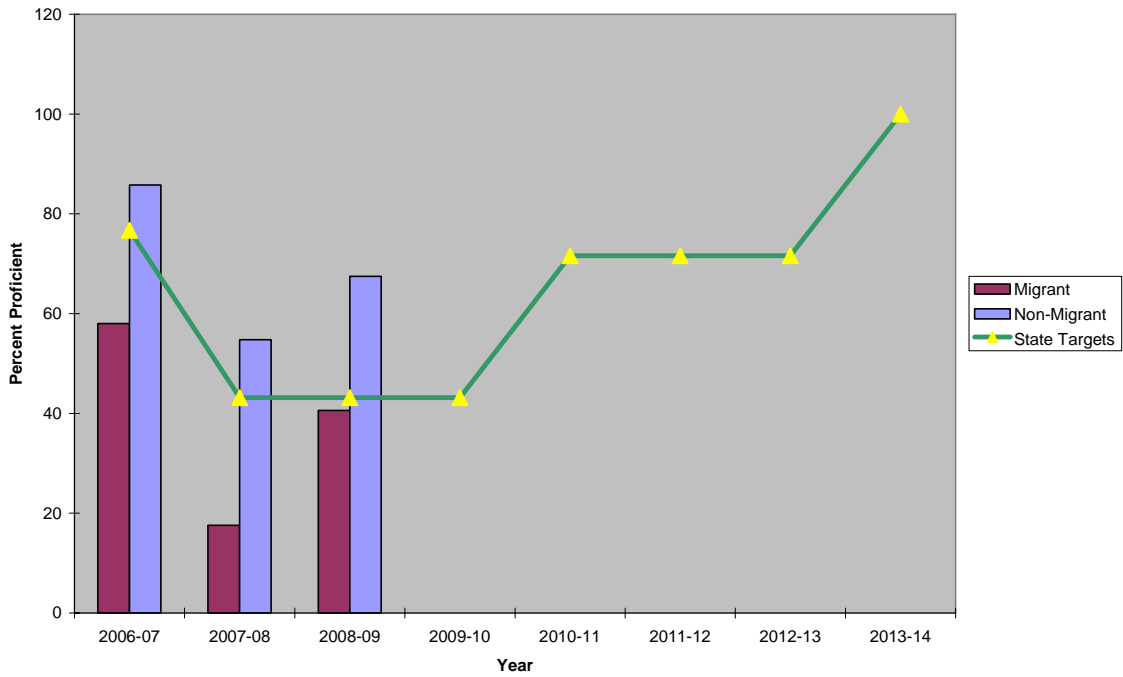


Another portrayal of this information is seen in the following graphics, broken down to the 3-5 grade span and the 6-8 grade span.

Grades 3-5 Reading Targets and Proficiency, 2006 to 2009

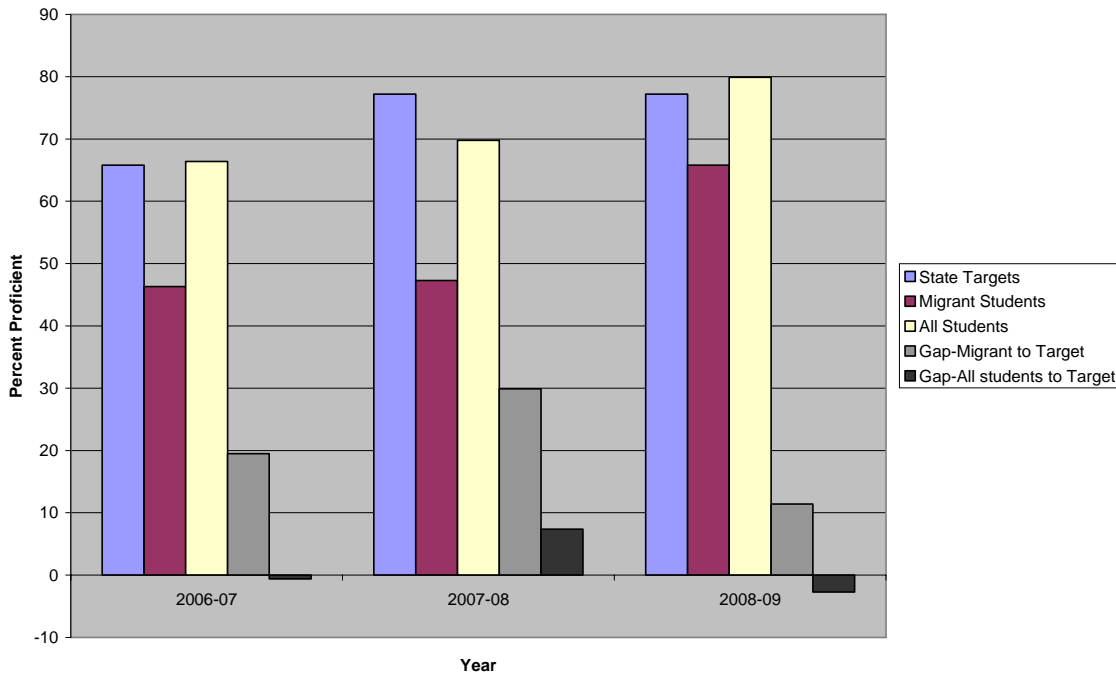


Grades 6-8 Reading Proficiency Targets and Achievement, 2006-09

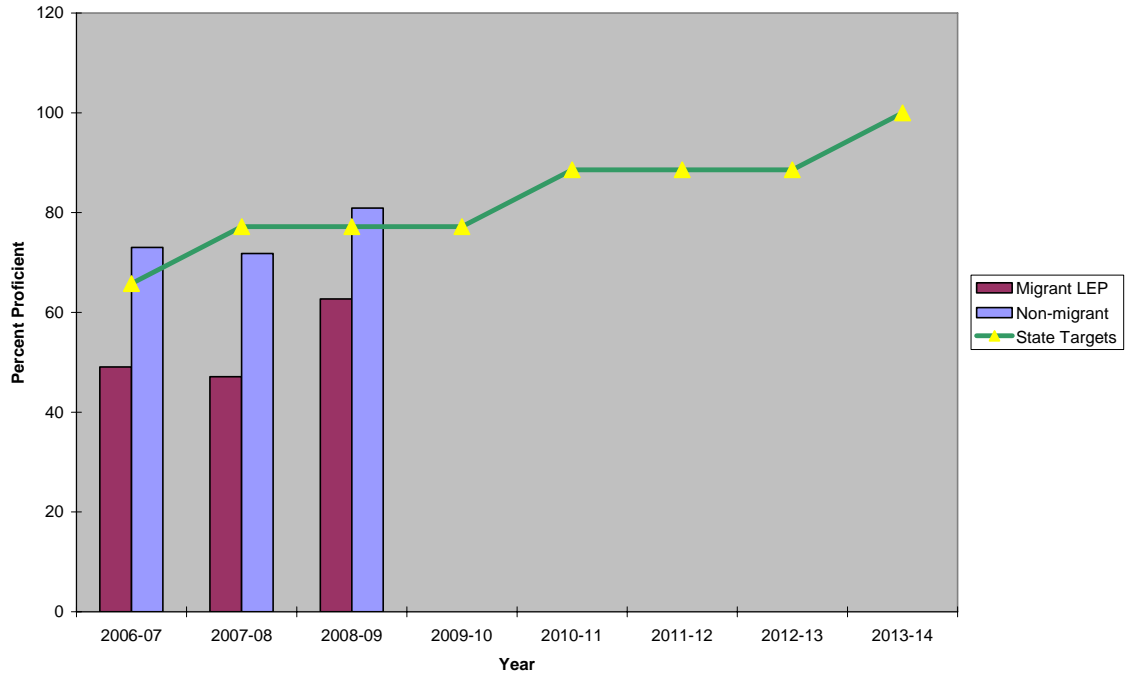


Assessment results for 3-8 grade Math also show an increase in achievement for Migrant Students. While the gap is larger, nearly 12%, the increases have been consistent for the last three years. The most dramatic increase has come over the last year. In addition, from 2007-08 to 2008-09, Migrant students' average proficiency level jumped by close to 20%, while the Total students' proficiency level jumped by 10%. We hope that some of this increase can be attributed to a greater focus on grades 3-8 reading and math instructional service in the NCMEP Service Delivery Plan.

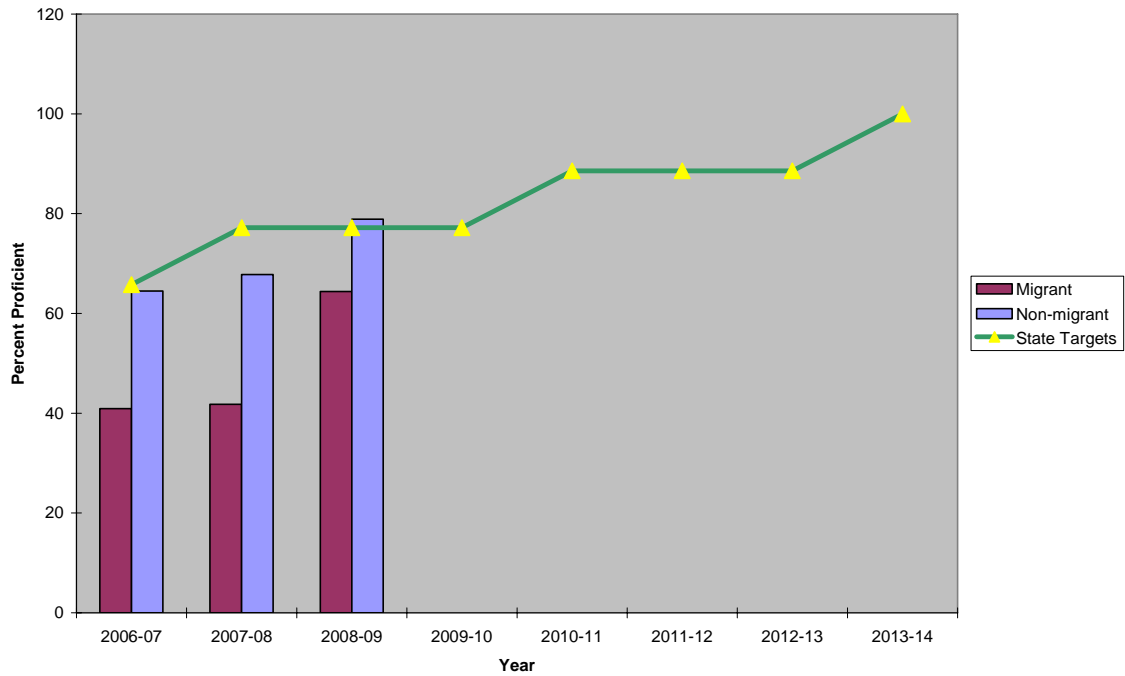
Math Scores, Grades 3-8



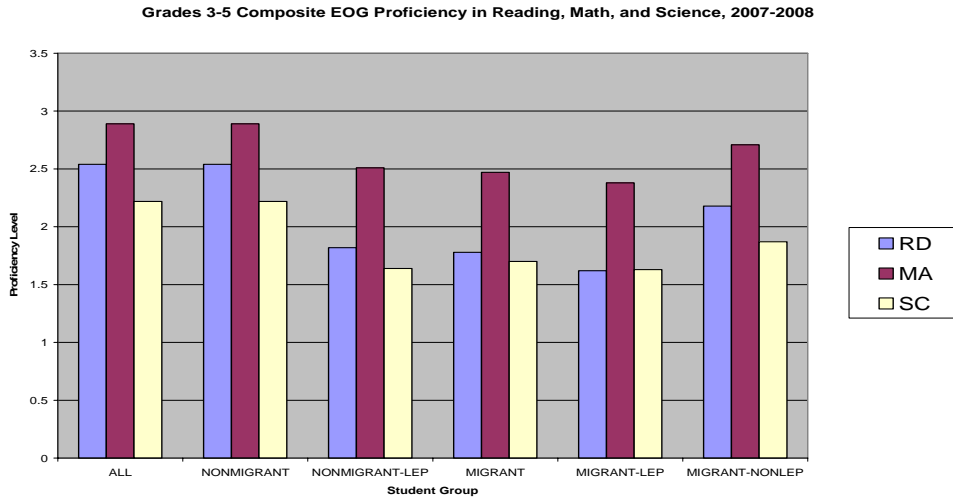
Math Grades 3-5 Target Levels and Proficiency, 2006-09



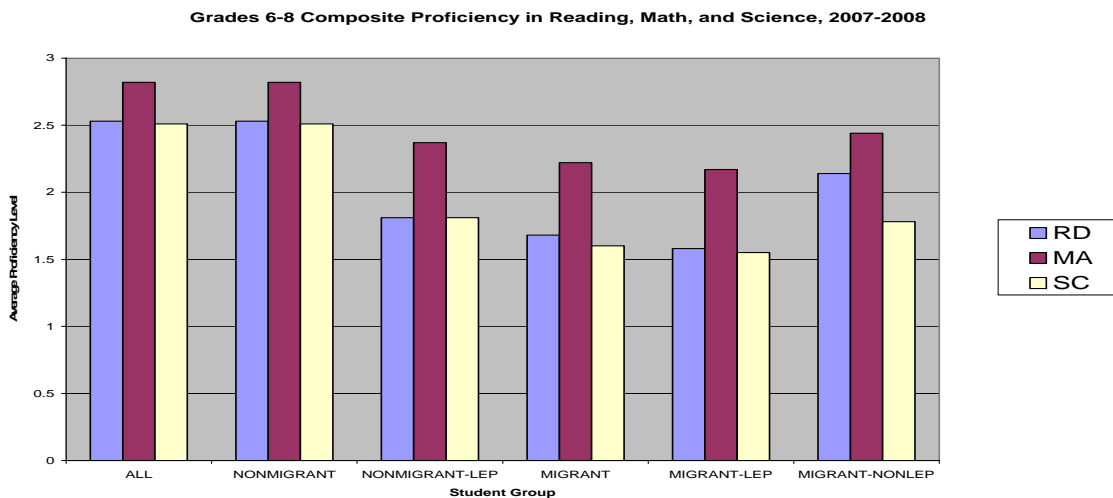
Grades 6-8 Math Targets and Proficiency, 2006-09



The 2007-2008 gap between Migrant and Non-Migrant students can be seen also in the composite proficiency information for grades three through five, presented below. (EOGs are scored on a 0-4 scale.) While Non-Migrant students are on par with the total population, Migrant students lag behind in all three content areas. However, there is a much smaller gap between Migrant non-LEP students and Non-Migrant students. Along with the low scores for Non-Migrant LEP students, this indicates a clear need for to increase English Language Development opportunities for all ELLs, and specifically Migrant ELLs.

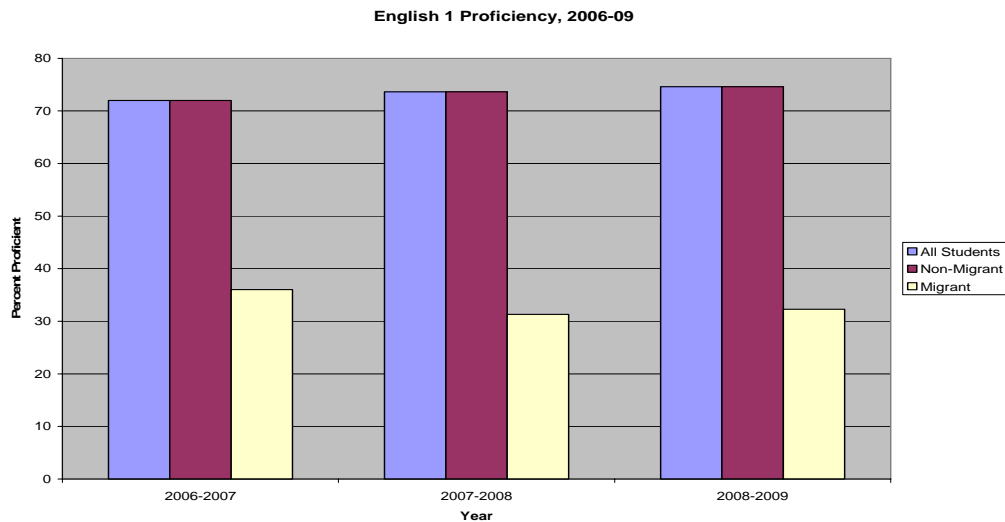


For grades six through eight, the proficiency of Migrant students, and especially Migrant ELL students, shows a similar profile. At these grade levels, the Non-LEP Migrant students' average proficiency level in Math was only slightly higher than the LEP Non-Migrant students.

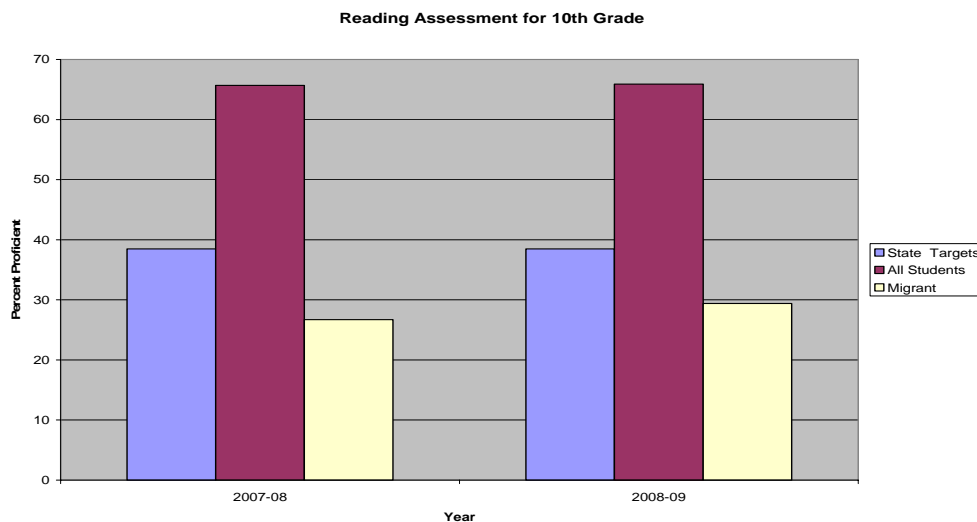


At the high school level, students take End of Course (EOC) tests in English 1, Algebra 1, Algebra 2, Geometry, Civics and Economics, US History, Biology, Physical Science, Physics and Chemistry. All but Physics and Chemistry are required for graduation. The two courses most critical in determining whether a student is on track to graduate are English 1 and Algebra 1, since they must be taken before higher level courses. A three-year trajectory is shown below. While Non-migrant students have shown slight overall improvement (from 72 to 74.6%),

Migrant student proficiency has declined, from 36% down to 32.3%. It is clear that English 1 is a stumbling block for Migrant students. In addition, only 32% of 9th graders took the English 1 EOC. According to the results of the ACCESS for ELLs assessment, only nine out of 234 9th graders were ELLs. Another explanation is that many 9th graders are not here during the testing window for the EOC. There clearly needs to be some study of why MEP 9th graders are not taking the English 1 EOC.

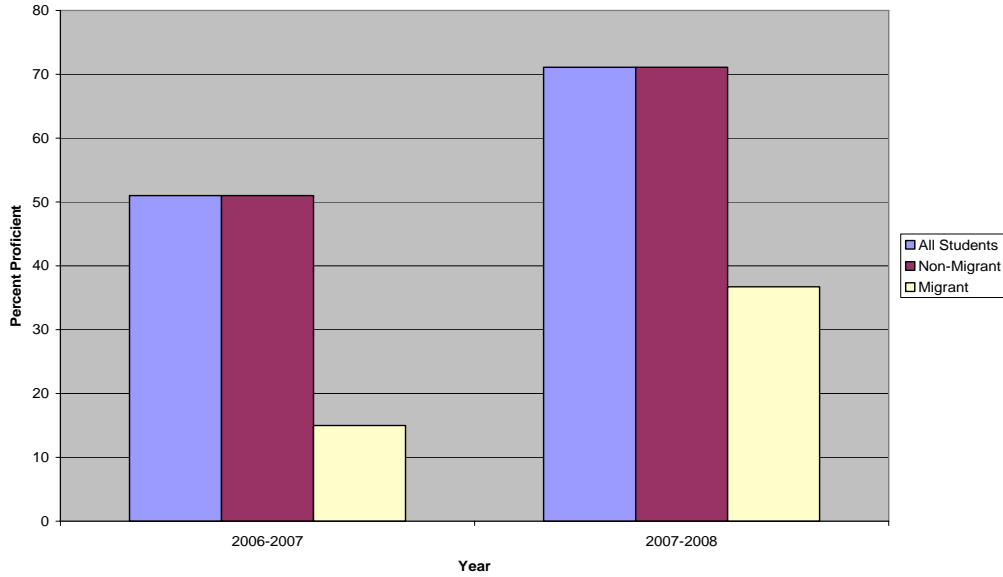


A combination of the English 1, 10th Grade Writing, and Algebra I assessments determines AYP status of 10th graders. By the end of 10th grade, Migrant students are showing an increase in proficiency level in English 1, although it is only a few percentage points.



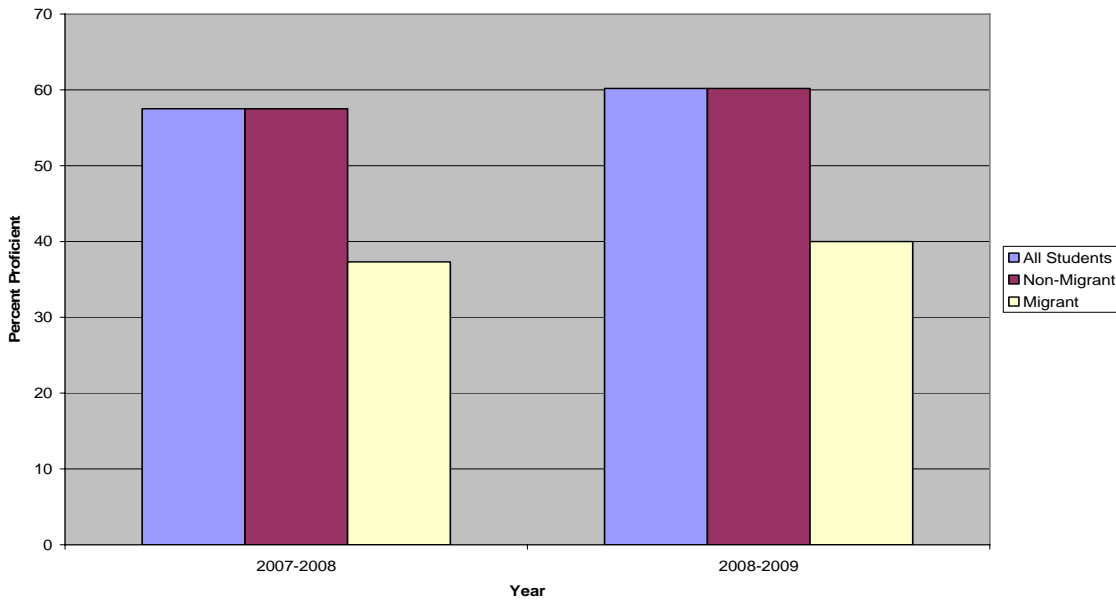
The 10th grade Writing Assessment, by contrast, shows a 20 point gain in percent proficient over the 07-08 to 08-09 period. Migrant students made slightly greater gains than the total population during this time.

10th Grade Writing Test, 2007-2009



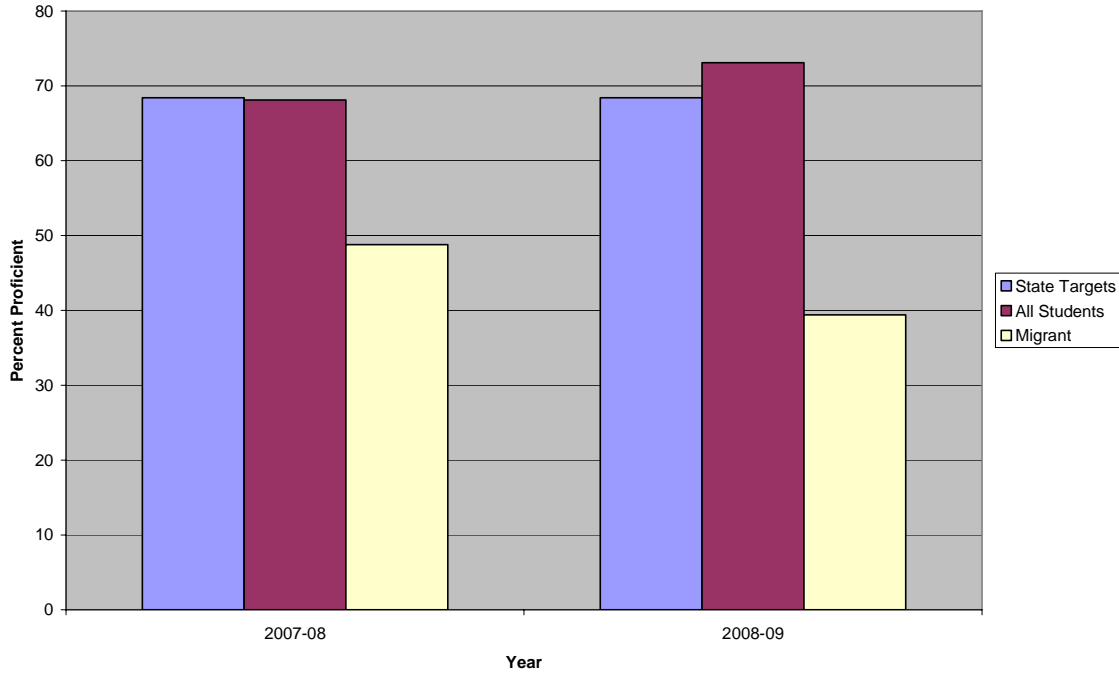
Algebra 1 is a “gateway” to other high school math courses, it is particularly important in determining whether a student is on track to graduate. For Migrant ELLs, the proficiency rate is more than 20 percentage points below the proficiency rate for all students. There has been some improvement in both populations from 2007-08 to 2008-09. In 2008-09, only about ten percent of Migrant 9th graders took the Algebra I EOC.

Algebra Proficiency 2007-2009



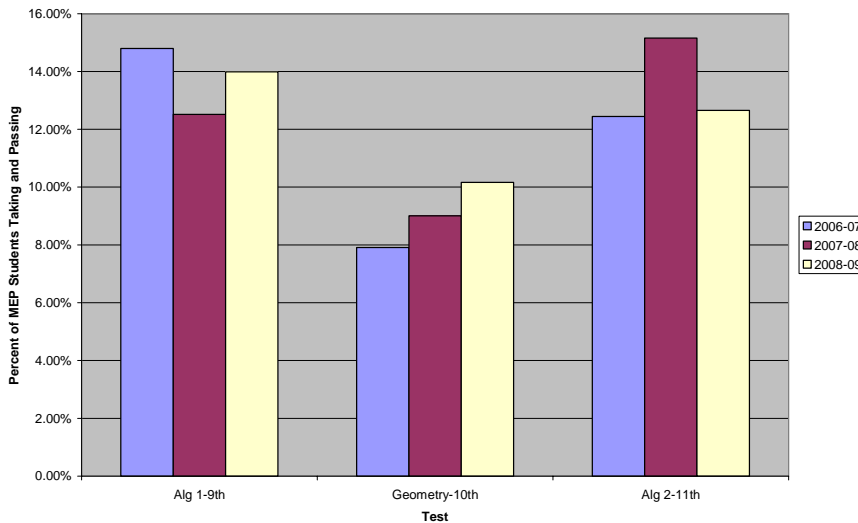
However, when 10th graders’ scores are included in the assessment of math proficiency (also measured by the Algebra I test), the total school population percent proficient exceeds the state target, but Migrant students are shown to have an increasing gap.

Math Proficiency, 10th grade, 2007-2009



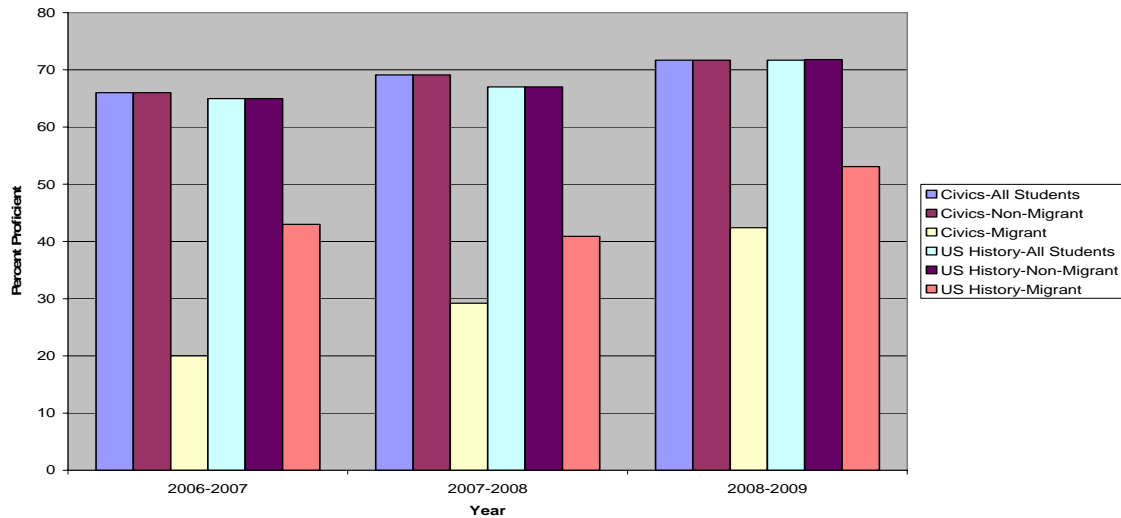
With EOCs, it is important to examine “take and pass” rates, since pass rates may be skewed by low numbers of students taking tests. The take and pass rate is the percentage of students at a grade level taking a test, multiplied by the number of students passing. It can be seen that there has been improvement from 2008 to 2009.

Take and Pass Rates for Math EOCs



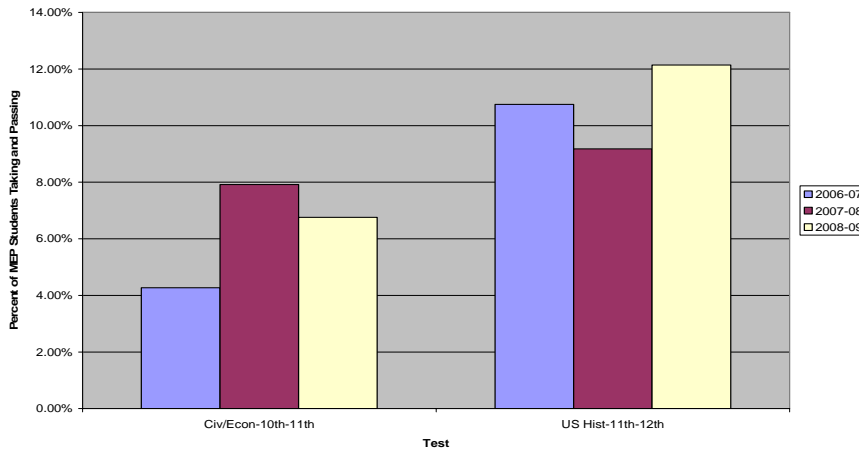
Social Studies is often a difficult subject for ELL and Migrant students, due to the large amount of reading and sophistication of the language. However, Migrant students are showing strong gains in Civics proficiency, with the percent proficient increasing by over 20% in three years. The gains are about half that for US History, as seen below.

High School Social Studies, 2006-09



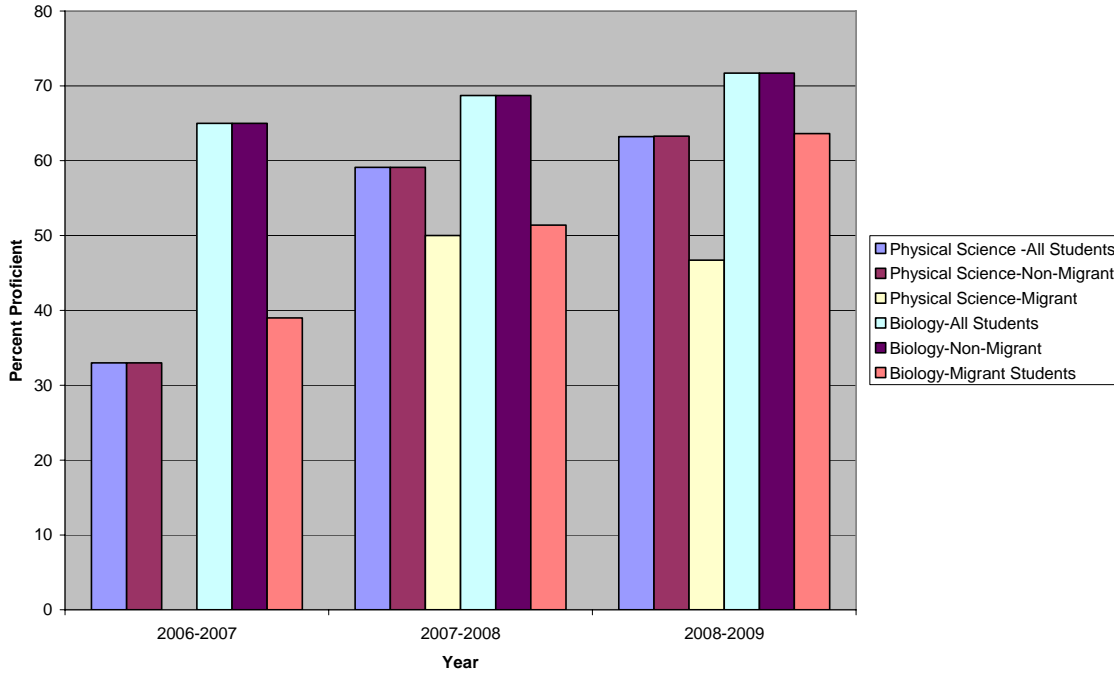
Take and Pass rates for Social Studies are calculated in a similar fashion to those calculated for Math. Interestingly, Civics has shown a decline. It is based on a large decrease in the number of students taking the test (from over 27% in 2007-08 to only slightly under 16% in 2008-09). It will be important to consider the reasons fewer students are taking the Civics test, and create opportunity for students not accessing Civics classes.

Take and Pass Rates for Social Studies



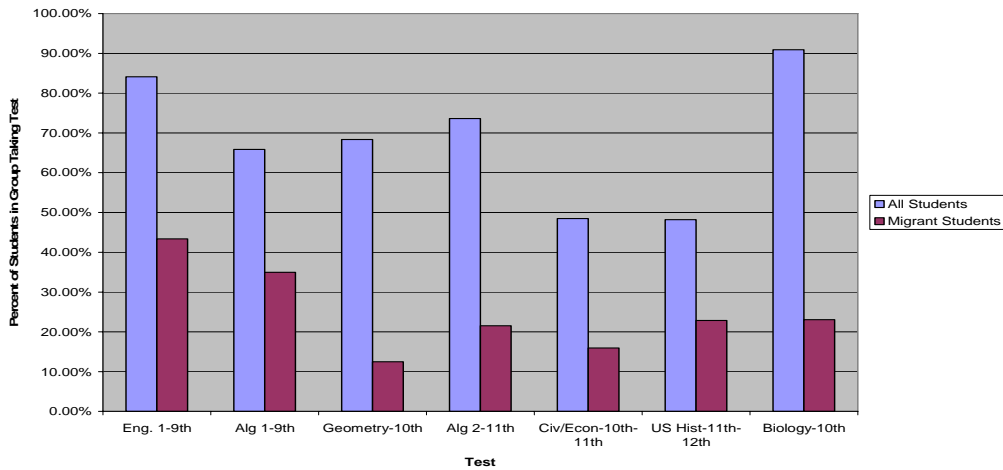
In the two science courses required for graduation, Migrant students are showing mixed gains. For Physical Science, there appears to be a decline in percent proficient during the last year. For Biology, however, there have been consistent gains, resulting in an overall gain of more than 24 percent. Some of this may be attributable to a strong focus on SIOP (Sheltered Instruction Operation Protocol) among Biology teachers across the state.

High School Science Proficiency, 2006-09



A critical question to ask when analyzing Migrant students' high school academic achievement is that of access to classes. It appears that only a small percentage of Migrant students are actually taking the EOC exams, as shown below.

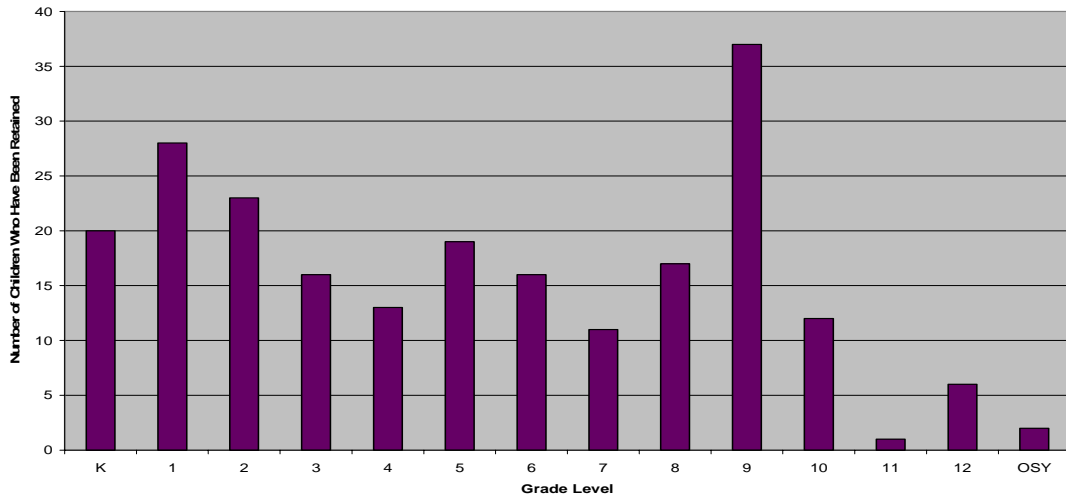
Percent of Migrant and All Students Taking EOC Tests



Since all of these courses are required for high school graduation, it would appear that too few students can be on track to graduate. However, numbers of students in English I and Algebra I have increased by over seven percent and twenty nine percent respectively, so there has been improvement. Clearly there still needs to be a concentrated effort on enrolling Migrant students in required courses and supporting them as they take those courses.

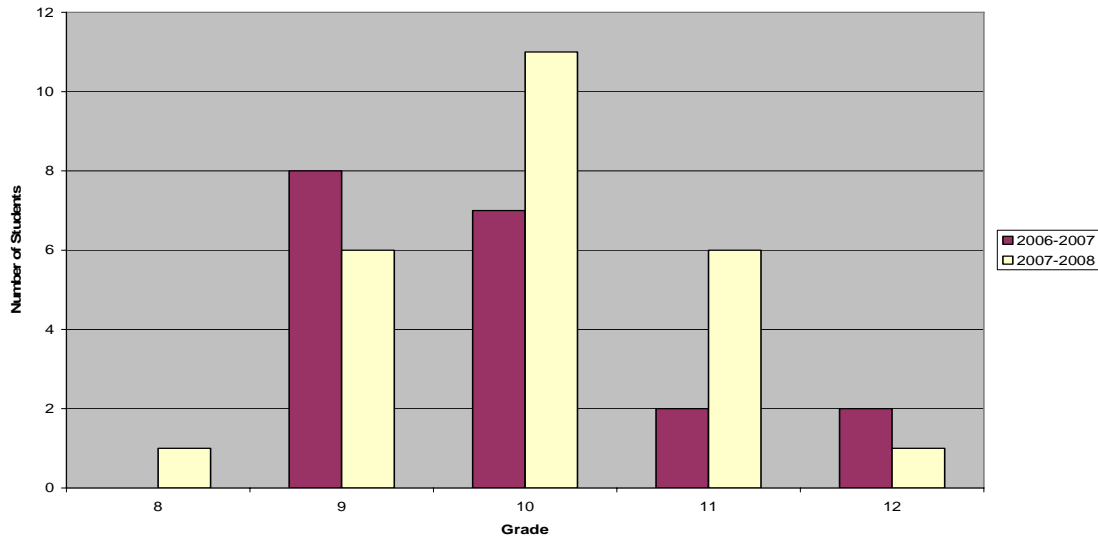
Migrant students have a retention rate of 8.2%, much higher than the total rate for North Carolina, which was 4.5% (in 2005-06, according to the *NC Schools Statistical Profile 2007*). The early years of elementary school, fifth grade, and ninth grade seem to be the most critical years for migrant children, given the strong effect retentions have on dropout rates and graduation rates.

Migrant Children Retained by Grade "X," 2006-2007



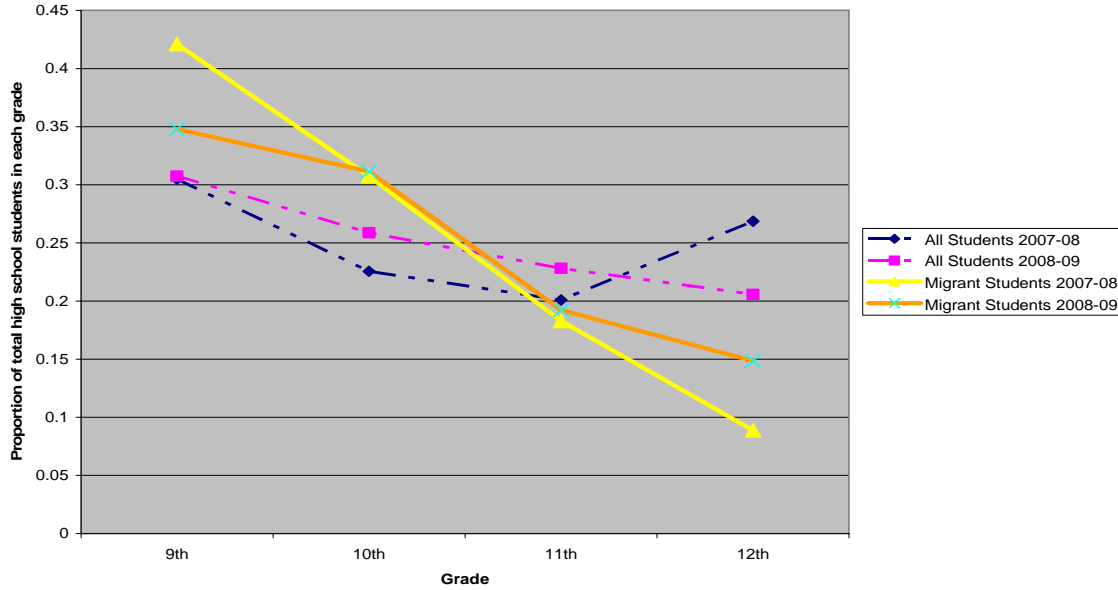
Dropout rates have increased slightly during the last two years, also, as shown below. It appears that 10th and 11th grades are the critical grades for creating strong interventions to keep students in school.

Dropouts, by Grade, 2007-2009



Another reflection of this dropout rate is a comparison of the number of students at each grade level as a proportion of the total high school population. One would expect to see only a slight downward trend in the population, as shown by the general population (dashed lines). However, the decline in student numbers is much steeper for Migrant students, with only about 15% making it to senior year.

High School Attrition

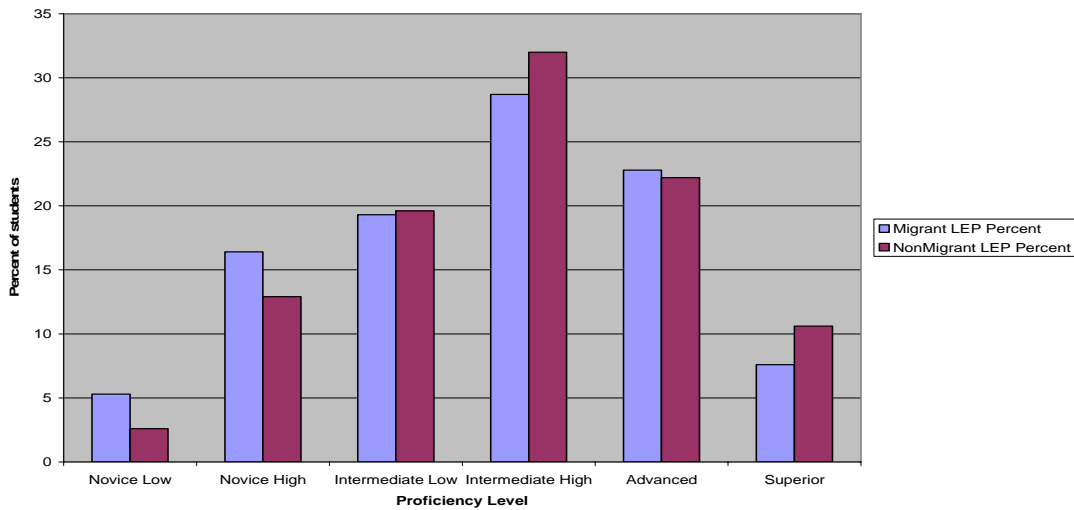


English Language Proficiency

2007-2008 was the last year the Idea Proficiency Test (IPT) was used as the assessment of English language proficiency among English Language Learners. The IPT has been replaced by the WIDA ACCESS Placement Test (W-APT) and ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), since North Carolina joined the WIDA Consortium. The results below indicate the English proficiency levels of Migrant students.

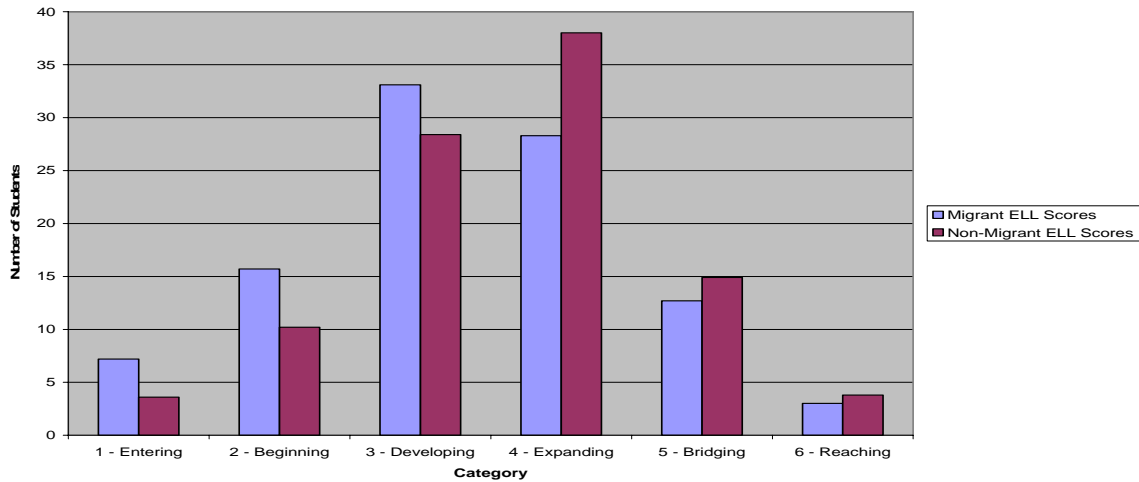
Data for grades 3-5 is from 2007-08 IPT scores. Migrant students in grades 3-5 tend to cluster in the middle ranges of proficiency, a change from earlier data, in which their proficiency levels were much lower.

Grades 3-5 English Language Proficiency, 2007-2008



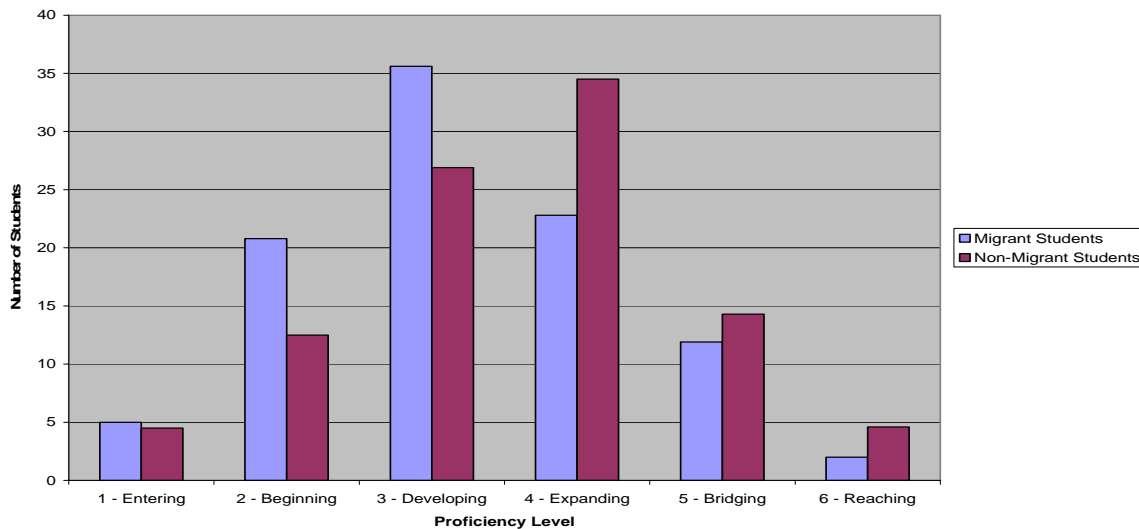
In 2008-09, North Carolina joined the WIDA Consortium and began to assess ELLs using the ACCESS for ELLs. The proficiency levels shown below for Migrant and Non-Migrant students in grades 6-8 (grades 3-5 scores were not available at time of writing) show higher percentages of students in the lower levels of English language proficiency.

Grades 6-8 ACCESS for ELLs Scores, 2008-09



High school continues the trend. The majority of Migrant high school students score in the Beginning and Developing levels. Given the difficulty of language in high school content classes, it is clear that significant intervention must occur for Migrant LEP high school students to get on track and stay on track to graduate.

Grades 9-12 ACCESS for ELLs Scores, 2008-09



Looking at the North Carolina Migrant Student Profile as a whole, there is clearly much work to do with every identified group of students. There needs to be an increase in pre-school attendance and services, since the number of our students enrolled in Pre-K programs is still not equivalent to the general population. We need to maintain a strong focus on closing the gap between grades 3-5 LEP Migrant students and Non-LEP Migrant students, although we are currently meeting the NCMEP Service Delivery goals in this area. While goals have also been met for middle school students in reading and math, we must continue to support students in order to close the gap between Migrant and Non-Migrant students. A most critical need is at the high school level, where we must concentrate on improving not only scores, but access to courses for high school students, and finally, on providing strong educational and support services for over 40% of our students who are out of school. It is hoped that the information in

this document will provide inspiration and guidance in the development of a strong Comprehensive Needs Assessment and Service Delivery Plan during the spring of 2010.