

MEMORANDUM

November 1, 2012

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

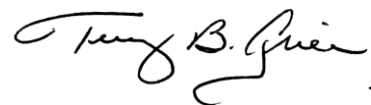
SUBJECT: **2012 Migrant Education Program Evaluation Report**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2011–2012 report summarizing the results of the district's Migrant Education Program (MEP). The Migrant Education Program is authorized under Title I of the No Child Left behind Act of 2001 (NCLB). Section 1301, Part C of Title I states that the purpose of MEP is to assist states in their efforts to meet the special needs of migrant students. The MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children.

Included in the report, besides demographic characteristics of migrant students served by the program in 2011–2012, is a summary of services provided by and activities of MEP staff over the past year. In addition, findings from assessments of academic achievement and English language proficiency of migrant students are included.

All told, there were 648 migrant students served by the MEP in 2011–2012, a decrease of three students from the previous year. Migrant student performance was generally below that of the district on a variety of assessments (STAAR, STAAR EOC, TAKS, Stanford, Aprenda). However, migrant STAAR performance exceeded all standards included in TEA's Performance Based Monitoring Analysis System (PBMAS). Fifty-three percent of migrant students were classified as ELL (English language learners), and overall English language proficiency for these students was slightly lower than that for ELLs as a group (29% Advanced High vs. 33% for all ELLs). Overall graduation rates for migrant students improved, while dropout rates showed improvement or decline, depending on the exact measure used. Both graduation and dropout rates for migrant students remained substantially better than rates observed in prior years.



TBG

Attachment

cc: Superintendent's Direct Reports
Gracie Guerrero
Magda Galindo
Chief School Officers
School Improvement Officers
Principals



RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM (MEP) EVALUATION REPORT 2011-2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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MIGRANT EDUCATION PROGRAM (MEP) 2011–2012

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I of the *No Child Left Behind Act of 2001* (NCLB). Title I states that the purpose of the MEP is to assist states in efforts to meet the special needs of migrant students. In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (*No Child Left Behind: A Desktop Reference*, 2002). A migrant student refers to any child under age 22 years who works in the fishing or agricultural industry, or whose parent/guardian/spouse works in one of the aforementioned industries, and has crossed school district lines within the previous 36 months for the purpose of temporary or seasonal employment in the agricultural or fishing industries.

In an effort to comply with Title I, the Texas Education Agency (TEA) Division of Migrant Education works with local education agencies (LEAs) to design programs that help migrant students “overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life-style, in order to succeed in school, and to successfully transition to postsecondary education or employment” (Texas Education Agency, Division of Migrant Education, 2006). Additionally, TEA works with LEAs to address methods to meet state and federal goals for servicing migrant students.

Local education agencies receiving federal funds for migrant program implementation are required to provide an evaluation of the program at the end of the academic year. The purpose of this report was to evaluate Houston Independent School District’s (HISD) Title I Migrant Education Program for the 2011–2012 school year as mandated by federal and state guidelines. Demographics of students, a summary of program activities, and achievement data from 2010–2011 are included.

Highlights

- The number of eligible migrant students changed very little between 2010–2011 and 2011–2012, declining from 651 to 648. Demographic data show that the majority of migrant students were Hispanic (>99%), considered at risk (78%), or economically disadvantaged (98%). Nearly half (47%) were served by the Bilingual or English as a Second Language (ESL) programs.
- Supplemental benefits for migrant students increased from 2010–2011 to 2011–2012 for the following instructional services: distribution of books and instructional materials, secondary tutorials, and provision of tuition vouchers. The only category that decreased was elementary tutoring, while Building Bridges support remained the same. Support service increases occurred in school supply distribution, and clothing/uniform vouchers, with declines in social work/outreach/advocacy.
- The migrant recruitment specialist and community liaisons reported an 8% increase in the number of recruiting contacts in 2011–2012, 281 compared to 261 the previous year. The number of eligible families increased from 152 to 157. Community liaisons reported that the number of school supplies distributed increased by 1% (from 757 to 767).

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- TELPAS results for spring of 2012 revealed that fewer migrant students scored at the Advanced High level of English language proficiency compared to ELLs overall (29% vs. 33%), and that fewer migrant ELLs made at least one level of progress in English proficiency between 2010–2011 and 2011–2012 (55% vs. 63%).
 - On the English language STAAR, migrant students had lower percentages of items correct than the district in all subjects. On the Spanish STAAR, migrant students were lower than HISD in reading and mathematics, but equivalent in writing.
 - On the STAAR-EOC tests, migrant students did better than the district in Algebra I and Biology, but were lower in English I reading and writing, as well as World Geography.
 - Migrant students in grades 10 and 11 had lower TAKS passing rates than the district in all subjects.
 - Migrant students had lower average NCEs compared to HISD on both the Stanford 10 and the Aprenda 3 in all subjects.
 - Migrant student graduation rates improved in 2010–2011, while the annual dropout rate increased and the longitudinal dropout rate declined. Both graduation and dropout rates have improved substantially over performance four years ago.

Recommendations

1. Secondary migrant students who need credit accrual can receive supplemental instruction through online learning, summer school, distance learning, and tuition vouchers. The number of migrant students taking advantage of this latter option remains fairly low. The district should increase the number of eligible migrant students participating in the tuition-based program so that they can take courses for advancement. Migrant staff need to ensure that students, parents, and counselors are apprised of tuition-based opportunities in a timely manner. These efforts should be intensified and expanded to include migrant students who have not reached their senior year.
2. The district should encourage parents of migrant students to become active participants in their child's education. In addition to continuing to provide parental literacy and training sessions, staff should involve parents in planning of the MEP and encourage them to become involved in their children's school.

Administrative Response

All migrant students in grades 11 and 12 will be contacted directly by MEP staff to review and discuss graduation requirements listed on the educational record. This individualized model will facilitate tracking of student progress and sharing of information with parents.

The Migrant Education Program will establish effective lines of communication both internally and externally throughout the district. MEP staff will collaborate with district departments (e.g., Parent Engagement, Parent Prep Academy, Counseling and Guidance, Drop-Out Prevention, Special Education, and Strategic Partnerships). Additionally, MEP staff will develop relationships with the local business community and establish business partnerships in order to strengthen programs aimed at parents of migrant students.

Introduction

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). Section 1301, Part C of Title I states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children. According to the State of Texas, a migratory child is a person between ages 3 and 21 years who has moved, or whose parent, spouse, or guardian has moved in the preceding 36 months from one school district to another in order to obtain seasonal employment in the agricultural or fishing industry. After 36 months, the migrant student loses his or her migrant status, unless the family makes a “qualifying move” to obtain migratory work. After a qualifying move, they can regain migrant status for the student by applying for a Certificate of Eligibility (COE).

In order to comply with Title I, Part C of NCLB, the Texas Education Agency (TEA) Division of Migrant Education has stated that its primary goal is to “support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves” (Texas Education Agency, Division of Migrant Education, 2006). Additionally, TEA works with local education agencies (LEAs) including the Houston Independent School District (HISD) to address methods to meet state and federal goals for servicing migrant students.

HISD addresses the unique educational needs of migratory children by focusing on five requirements: identification and recruitment; interstate/intrastate coordination and transfer of records (via the New Generation System, NGS); encouraging parental involvement; delivery of program services; and finally, program monitoring and evaluation (see **Appendix A** for further details, p. 14). With regards to the latter, LEAs receiving federal funds for migrant programs are required to provide an evaluation of the program at the end of the academic year. The purpose of the present report was to evaluate HISD’s Title I Migrant Education Program for the 2011–2012 school year as mandated by federal and state guidelines.

Methods

Participants

Enrollment data were based on the Public Education Information Management System (PEIMS) and included all students enrolled in HISD schools through October of each academic year. Analysis of academic achievement data was based on eligible migrant students and all students districtwide in the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), Stanford 10, Aprenda 3, and Texas English Language Proficiency Assessment System (TELPAS) databases, i.e., all students included in the spring administration of the respective tests who were listed as full-time students in the PEIMS database. For the purposes of the MEP, migrant students were those students between the ages of 3 and 21 years who moved, or whose parent, spouse, or guardian moved in the preceding 36 months from one school district to another in order to obtain seasonal employment in the agricultural or fishing industry.

Data Collection & Analysis

Results for migrant students from the STAAR, STAAR End-of-Course (EOC), TAKS, Aprenda 3, Stanford 10, and TELPAS were analyzed at the district level. Comparisons were made between migrant students and all students districtwide. STAAR results are reported and analyzed for the reading, mathemat-

ics, writing, science, and social studies tests. For each test, the average percentage of items answered correctly is shown. Note that standards for these new assessments will not be available until later in 2012 and were not yet available at the time of publication of this report. For STAAR EOC, the percent of students who met standard are reported for English I reading and writing, Algebra I, Biology, and World Geography. For TAKS, the percent of students meeting standard are reported for the reading, mathematics, science, and social studies tests. Aprenda 3 and Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by English Language Learner (ELL) students. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2011 and 2012. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix B** (see p. 15) provides further details on each of the assessments analyzed for this report.

Additional data were collected from the HISD's Chancery database system, the New Generation System database (NGS), and the district annual report under the Performance-Based Monitoring Analysis System (PBMAS). Finally, informal interviews with key stakeholders in HISD's Migrant Education Program (MEP) were conducted to gather information on program goals, objectives, and activities.

Results

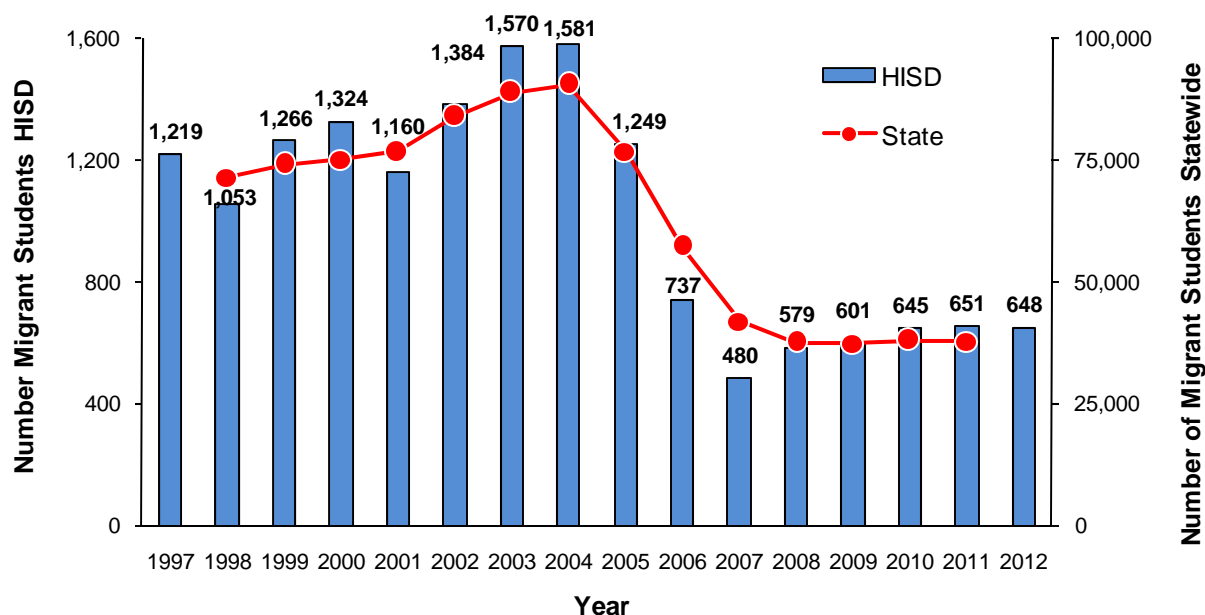
What were the demographic characteristics of eligible migrant students enrolled in HISD schools from the 2008–2009 school year to the 2011–2012 school year?

- Migrant student enrollment data for the last four academic years are shown in **Table 1**, which also provides a breakdown by ethnicity. More than 99% of all migrant students were classified as Hispanic in 2011–2012.

| Table 1. Migrant Student Demographics, 2008–2009 to 2011–2012 | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| Ethnicity | 2008–2009 | | 2009–2010 | | 2010–2011 | | 2011–2012 | |
| | N | % | N | % | N | % | N | % |
| America Indian | 0 | 0 | 0 | 0 | 4 | <1 | 3 | <1 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 601 | 100 | 645 | 100 | 643 | >99 | 640 | >99 |
| White | 0 | 0 | 0 | 0 | 4 | <1 | 5 | <1 |
| Program | | | | | | | | |
| ELL | 351 | 58 | 389 | 60 | 385 | 59 | 346 | 53 |
| ESL | 106 | 18 | 122 | 19 | 92 | 14 | 72 | 11 |
| Bilingual | 212 | 35 | 243 | 38 | 248 | 38 | 235 | 36 |
| At Risk | 513 | 85 | 541 | 84 | 548 | 84 | 507 | 78 |
| Title 1 | 596 | 99 | 642 | >99 | 646 | >99 | 639 | 99 |
| Special Education | 53 | 9 | 53 | 8 | 47 | 7 | 42 | 6 |
| Gifted/Talented | 35 | 6 | 65 | 10 | 76 | 12 | 89 | 14 |
| Economically Disadvantaged | 592 | 99 | 623 | 99 | 636 | 98 | 635 | 98 |
| Total | 601 | 100 | 645 | 100 | 651 | 100 | 648 | 100 |

Source: PEIMS

Figure 1. Migrant student enrollment in HISD (bars) and Statewide (circles), 1997 to 2012.



Source: PEIMS, Enrollment in Texas Public Schools 2010-11

- Migrant students typically account for less than one percent of the district's student population. The number of migrant students decreased in 2011–2012 from the previous year, from 651 to 648.
- Also presented in Table 1 are the number and percent of migrant students served in various programs. The data show that in 2011–2012, the vast majority of the migrant students were considered at risk (78%) or economically disadvantaged (98%).
- The table also reveals that most migrant students were served by Title I (99%) and that a large number of them were ELL students (53%) served by special language programs, such as bilingual (36%) or ESL (11%).
- These figures are consistent with migrant education literature, which explains the many disadvantages faced by migrant students (see Appendix A). Special Education programs served 6% of the migrant students and 14% of migrant students were classified as gifted and talented.
- Migrant student enrollment in 2011–2012 remained below that typically observed in the period from 1997 to 2005 (see **Figure 1**). The reasons for this decline are unclear, but this trend is similar to that observed statewide (see filled circles in Figure 1). Relevant factors may include adoption of more stringent qualification criteria for services, economic trends, or a general decline in the number of undocumented workers.

What services were provided for HISD migrant students and their families?

- **Table 2** (see p. 6) shows the number of migrant students /participants who benefited from MEP services in from 2009–2010 through 2011–2012.
- Distribution of instructional materials increased by 276 (from 491 to 767), and there was also an increase in the number of tuition vouchers provided (17 versus 20). Building Bridges participation declined by 13 students (from 49 to 36).

Table 2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months From 2009–2010 to 2011–2012

| | 2009–2010 | | 2010–2011 | | 2011–2012 | |
|-------------------------------|-----------|--------|-----------|--------|-----------|--------|
| | Regular | Summer | Regular | Summer | Regular | Summer |
| Instructional Services | | | | | | |
| Building Bridges | 35 | 14 | 34 | 15 | 25 | 11 |
| Tutorial Elementary | 60 | 30 | 50 | 21 | 46 | 13 |
| Tutorial Secondary | 32 | 5 | 10 | 3 | 24 | 3 |
| Tuition Vouchers | 9 | 7 | 0 | 17 | 9 | 11 |
| Books/Instructional | 637 | 213 | 491 | 0 | 767 | 0 |
| Literacy Development Tutoring | n/a | n/a | n/a | n/a | 36 | 0 |
| Support Services | | | | | | |
| School Supplies | 630 | - | 757 | - | 767 | - |
| Clothing/Uniform Vouchers | 746 | - | 749 | - | 757 | - |
| Social Work/Outreach/Advocacy | 782 | - | 808 | - | 805 | - |
| Parent Education | n/a | n/a | n/a | n/a | 7 | - |
| Private Donations | 25 | - | 21 | - | 21 | - |

Source: New Generation System

- Thirty-six students received tutoring in literacy development, and the number of students receiving tutoring increased at the secondary level (13 versus 27) but declined for elementary (from 71 to 59).
- Table 2 also shows the number of migrant students receiving support services. There were increases in the number of students receiving school supplies (757 versus 767), as well as the number who received clothing or uniform vouchers (749 versus 757).
- Social work/outreach/advocacy support declined slightly (808 versus 805 students).

What methods were used by district MEP staff members to identify and recruit migrant students, and verify the eligibility of migrant students and their families?

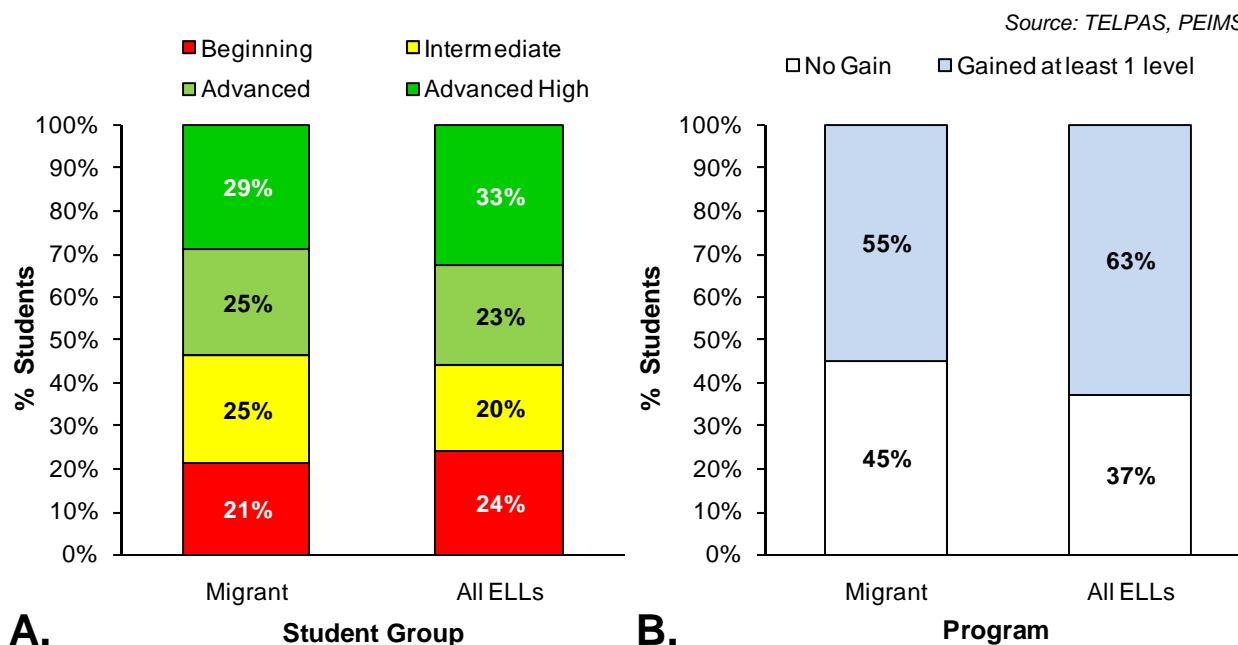
- Migrant recruitment activities for the 2011–2012 school year are shown in **Table 3**. The total number of families contacted via phone calls or visits increased compared to the previous year (from 261 to 281, see **Appendix C** for details, p. 16).
- The percentage of families found to be eligible for MEP services decreased from 58% to 56%. Note that six years ago only 22% of those contacted were found eligible. This increase is largely due to improved pre-screening and referral of eligible students and their families via the school system.
- The total number of Certificates of Eligibility issued increased from 152 to 157.

Table 3. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2011–2012

| Activities | No. of Students 2010-11 | No. of Students 2011-12 |
|-----------------------------------|-------------------------|-------------------------|
| Phone calls/Visits | | |
| Eligible for MEP | 152 | 157 |
| Not eligible for MEP | 109 | 124 |
| Students recruited ^a | | |
| New | 166 | 127 |
| Previously identified | 285 | 174 |
| Certificates of eligibility | 152 | 157 |
| Total school supplies distributed | | |
| Building Bridges | 35 | 25 |
| Elementary School | 360 | 402 |
| Middle School | 176 | 173 |
| High School | 186 | 167 |
| Subtotal | 757 | 767 |

^aIncludes prekindergarten and kindergarten

Figure 2. Migrant ELL student TELPAS performance 2012: A. Percent of students at each proficiency level, B. Percent of students making gains in proficiency between 2011 and 2012 (all ELL data included for comparison)

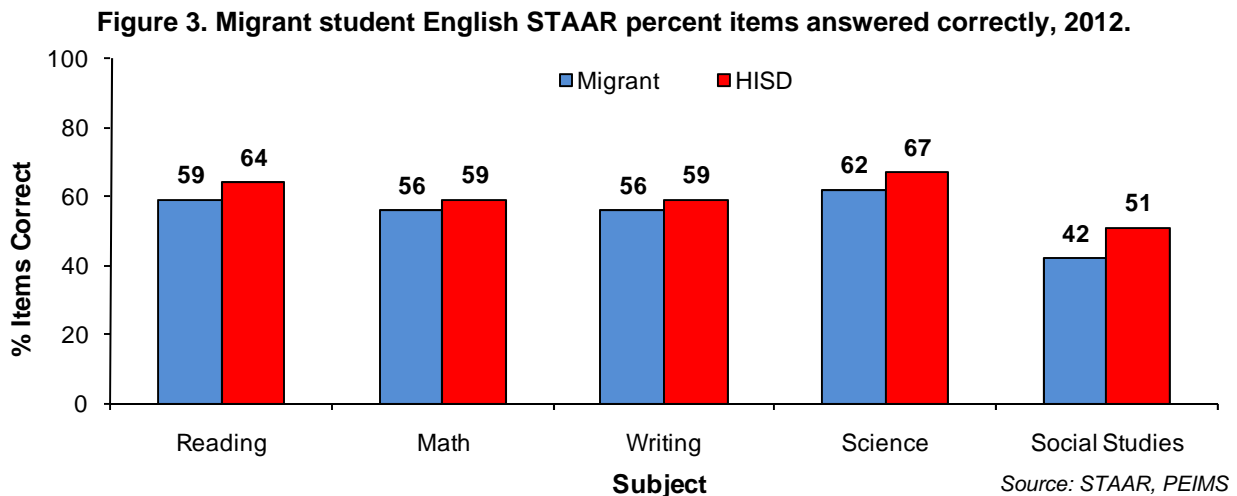


What were the number and percent of migrant students by grade level at each of the proficiency levels on the Texas English Language Proficiency Assessment System (TELPAS) in spring 2012?

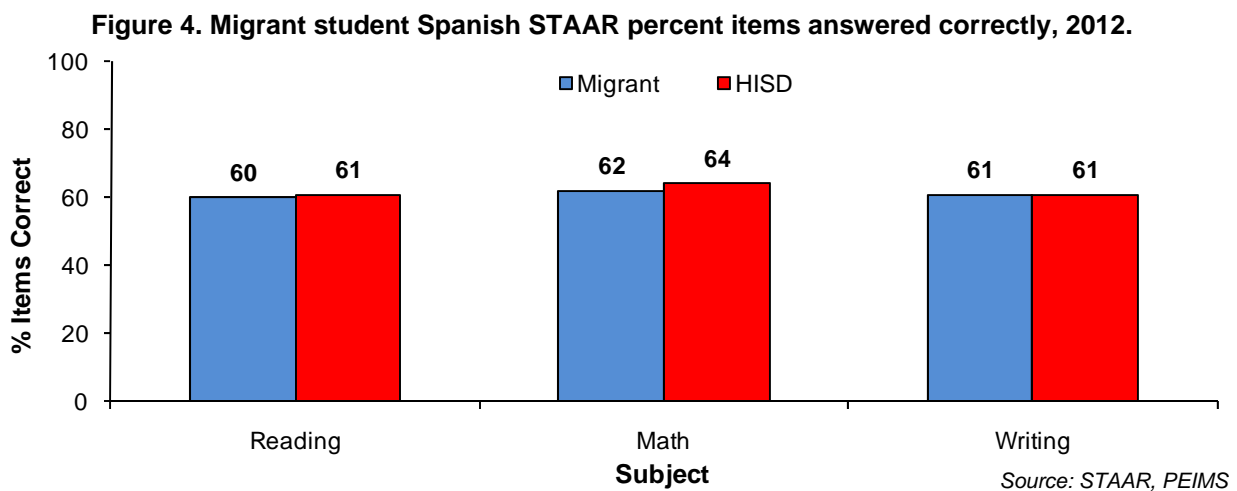
- Fifty-three percent of migrant students were classified as ELL in 2011–2012, and were, therefore, eligible to take the TELPAS. Of these, 300 migrant students took the TELPAS, or 96% of those eligible (i.e., ELLs in grades K–12).
- The number and percent of migrant students assessed and rated on the four proficiency levels of the TELPAS in 2011 are illustrated in **Figure 2a** (see **Appendix D** for details, p. 17).
- The percentage of migrant students who scored at the Advanced High level on the TELPAS was slightly lower than that for all ELLs in the district, 29% versus 33%. However, migrant students also had a lower percentage scoring Beginning (21% versus 24%).
- Overall, the percentage of students scoring Advanced or better was very similar for migrant students (54%) and ELLs overall (56%).
- **Figure 2b** shows migrant student TELPAS data in terms of gains in English language proficiency in 2012 as compared to 2011. Included in the analysis were data from the 257 migrant students who took the TELPAS in both 2011 and 2012 (see also Appendix D).
- Of primary interest is the percent of students tested who gained at least one proficiency level between their 2011 testing and 2012. As Figure 2b shows, this rate was 55% for migrant students, compared to 63% for the district ELL population. Thus, migrants showed less overall progress in English proficiency compared to the average ELL.

How did migrant students perform in 2012 on the English and Spanish State of Texas Assessments of Academic Readiness (STAAR) and the STAAR End-of Course (EOC) exams?

- **Figure 3** shows migrant students' English STAAR results for the spring of 2012. Full details, including grade-level data, can be found in **Appendix E** (p. 18).
- Migrant students had lower percentages of correct items than all HISD students tested on the English STAAR, and this was true for all tests, with gaps ranging from 3 to 9 percentage points.

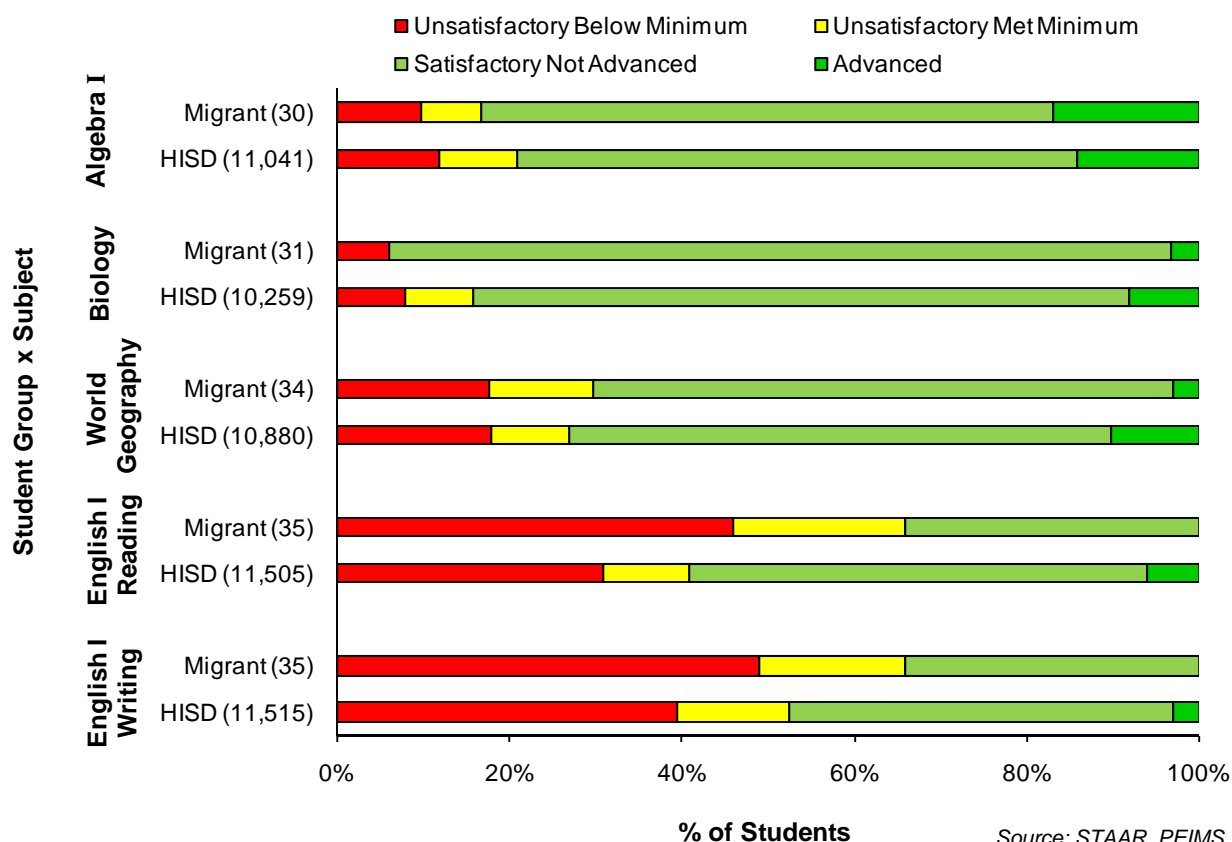


- Migrant student performance on the Spanish STAAR is presented in **Figure 4** (see Appendix E for details). Comparison data are from all HISD students who were tested in Spanish.
- Migrant students had lower percents of items correct on reading and mathematics than did the district, but showed performance gaps of only one and two percentage points, respectively. On writing, migrant student performance was equivalent to the district overall.



- Despite the lower overall migrant student STAAR performance relative to the district overall, the recent Performance-Based Monitoring Analysis System (PBMAS) report from TEA provides additional context. That report showed that migrant students exceeded the PBMAS standards in each subject of the STAAR test (see **Appendix F**, p. 19).

Figure 5. STAAR-EOC percent met standard for migrant students and all students in HISD, by subject, 2012.

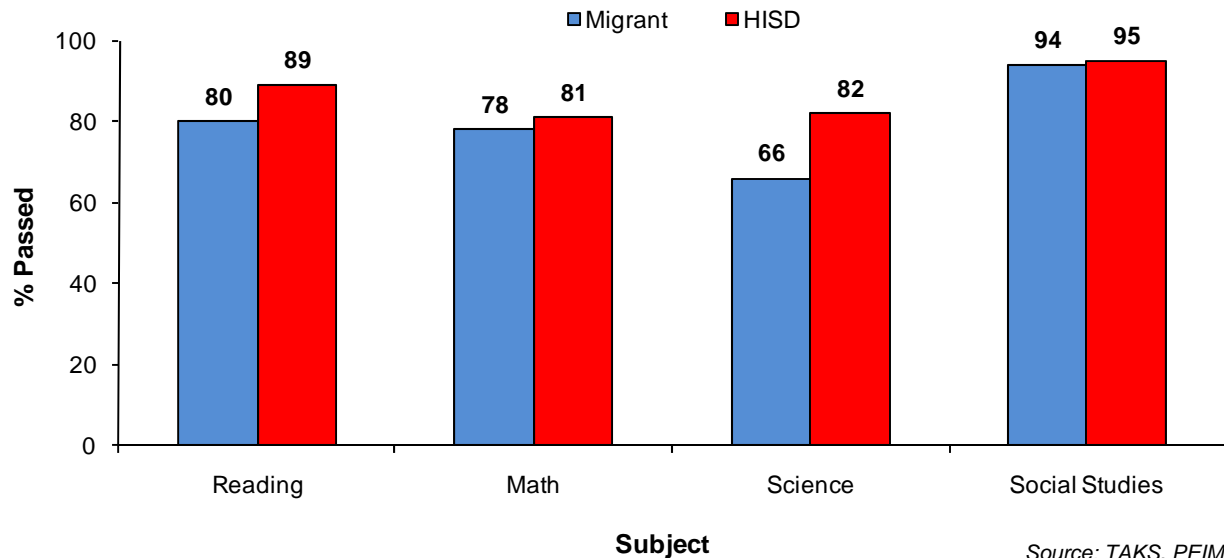


- **Figure 5** depicts results for the STAAR-EOC assessment. For each test, the figure shows the percentage of students who met the Advanced standard (dark green), or who met the Satisfactory but not Advanced standard (light green). Yellow sections indicate the percentage of students who scored Unsatisfactory but met the minimum standard, i.e., the score required for a test to count toward graduation. Finally, red indicates the percentage of students who scored Unsatisfactory and fell below the minimum standard (number tested in parentheses, see also **Appendix G**, p. 20).
- Migrant students showed better performance than the district (i.e., more students scoring Satisfactory or better) on the Algebra I and Biology tests.
- Migrant students did less well than the district on English I reading and writing, as well as on World Geography.

What were the passing rates on the Texas Assessment of Knowledge and Skills (TAKS) in 2012 for migrant students?

- **Figure 6** summarizes performance on the TAKS test for migrant students in grades 10 and 11. Shown are the percentages of students who met standard on the reading, mathematics, science, and social studies tests. Also included are results for the district overall (see **Appendix H** for details, p. 21).
- Migrant students had lower passing rates than the district in all subjects.

Figure 6. Percentage of migrant students passing the TAKS tests in reading, mathematics, science, and social studies, 2012: HISD results included for comparison.

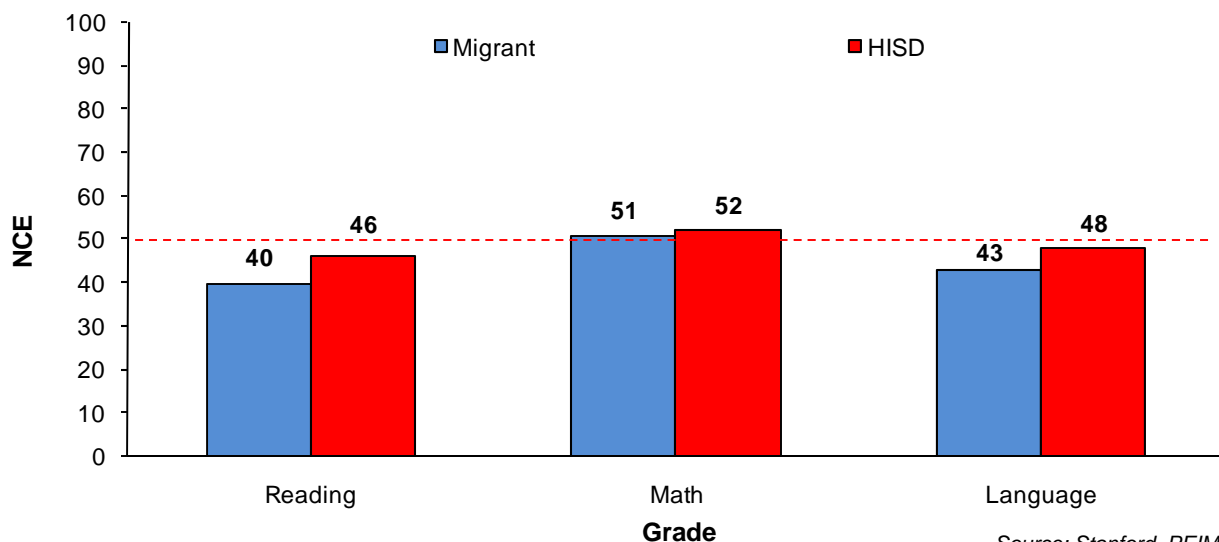


Source: TAKS, PEIMS

What were the normal curve equivalent (NCE) scores on the Stanford 10 and Aprenda 3 in 2012 for migrant students?

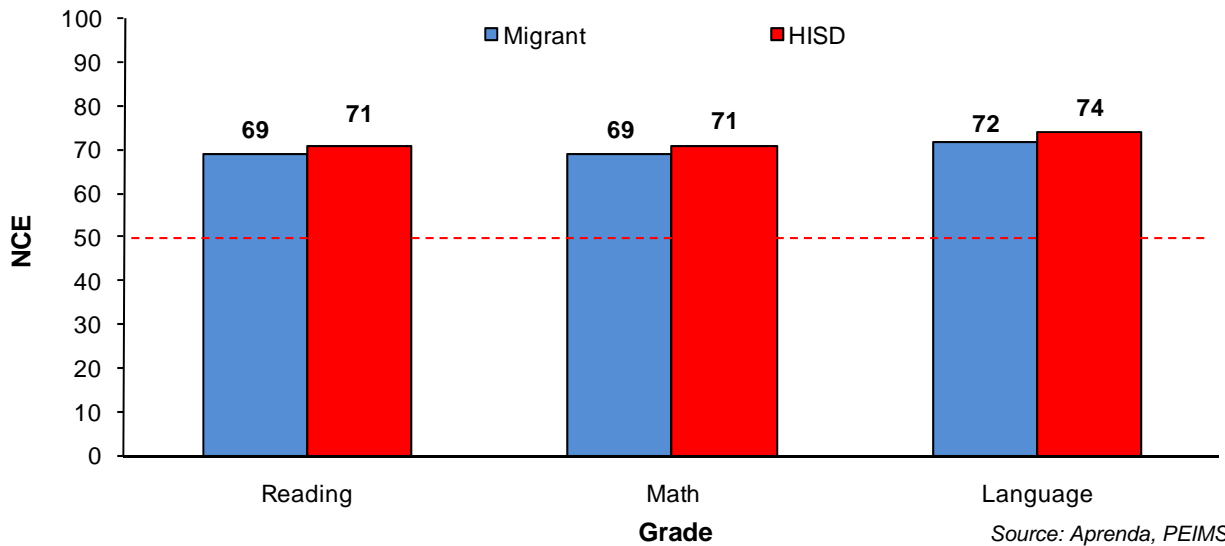
- **Figure 7** (see below) shows performance of migrant students on the Stanford 10 in 2012 in reading, mathematics, and language (for details see **Appendix I**, p. 22).
- Migrant students had lower average NCEs than the district in all subjects, with gaps ranging from one to five NCE points.
- Migrant performance was above average (NCE = 51) in mathematics, but below in reading and language.

Figure 7. Stanford 10 Normal Curve Equivalents (NCEs) for migrant students in reading, mathematics, and language, 2012: HISD results included for comparison.



Source: Stanford, PEIMS

Figure 8. Aprenda 3 Normal Curve Equivalents (NCEs) for migrant students in reading, mathematics, and language, 2012: HISD results included for comparison.



- **Figure 8** shows migrant students' Aprenda NCE scores for spring 2012 in reading, mathematics, and language (see also **Appendix I**, p. 22).
- Migrant students performed slightly below the district overall, with performance gaps of two NCE points in all subjects.
- Performance of migrant students was well above average (NCE=50) in all subjects.

What were the graduation and dropout rates of HISD migrant students over a five-year period (2006–2007 to 2010–2011)?

- Graduation data are presented in **Figures 9, 10**, and **11**.
- Figure 9 (lower left) shows annual graduation rates (i.e., number of migrants graduating in a given school year divided by the number of migrants enrolled in 12th grade in that same year). The migrant student graduation rate was 92.3% for 2010–2011, the most recent year for which data are available. This is an increase from the previous year, when the annual graduation rate was 88.2%.

Figure 9. Migrant student annual graduation rates, 2006-2007 to 2010-2011.

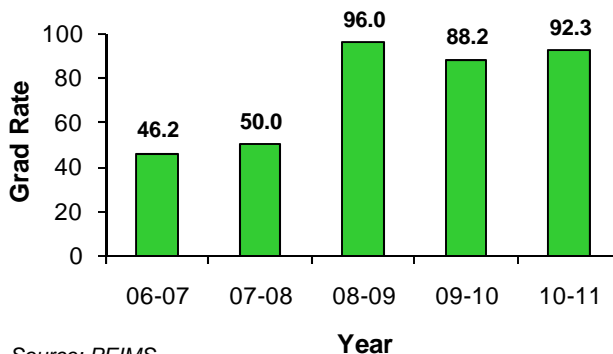
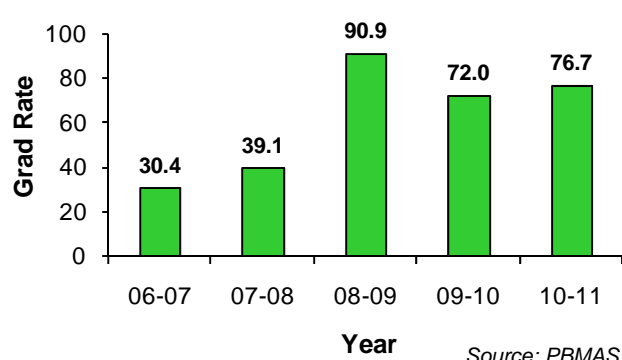


Figure 10. Migrant student longitudinal graduation rates, 2006-2007 to 2010-2011.



- An alternative definition of graduation rate is shown in **Figure 10** (see p. 11). The formula is based on the graduation rate for the cohort of students who started in grade 9 and progressed through to grade 12 within four years. The reported graduation rate for 2011 was 76.7% for migrant students. This is compared to a rate of 72.0% in the previous year.
- Together with the data from Figure 9, results show that the graduation rate for migrant students has improved dramatically since 2007–2008.
- **Figure 11** shows the percentage of students receiving the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) advanced diplomas for migrant students over the same time period. This measure is defined as the number of migrant students who graduated with either the RHSP or DAP certification, divided by the total number of migrant graduates in that year. This rate declined from 93.3% in 2009–2010 to 90.0% in 2010–2011.
- The percentage of migrants with RHSP/DAP diplomas has increased by nearly 20 percentage points since 2008–2009.
- Dropout rates are shown in **Figures 12 and 13**. Figure 12 shows migrant annual dropout rates for the same five-year period. Annual dropout rate is defined as the total number of migrant students in grades 9–12 dropping out in a given year divided by the total number of migrant students enrolled in grades 9–12 in that year. These data reveal that the annual dropout rate rose to 2.5% in 2010–2011 from 1.3% in the previous year.
- Figure 13 shows the longitudinal dropout rates for the classes of 2007 through 2011. These data are analogous to the graduation results shown in Figure 10, i.e., they are based on cohorts of students who began in grade nine and dropped out prior to graduation four years later. Results showed that the dropout rate for migrant students declined to 6.7% in 2011 from 16.0% in the previous year.
- Dropout rates have declined significantly since 2007–2008 under both definitions.

Figure 11. Percent of migrant students graduating with RHSP/DAP diplomas, 2006-2007 to 2010-2011.

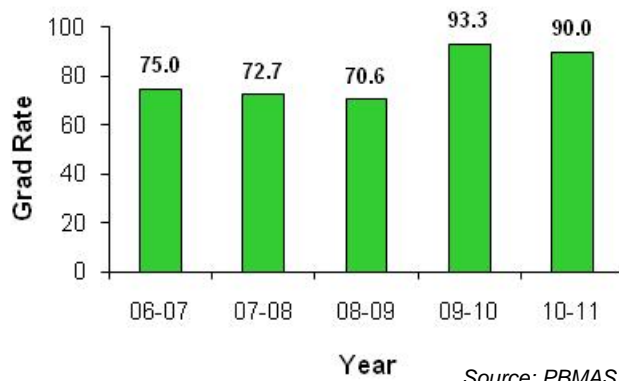


Figure 12. Migrant student annual dropout rates, 2006-2007 to 2010-2011.

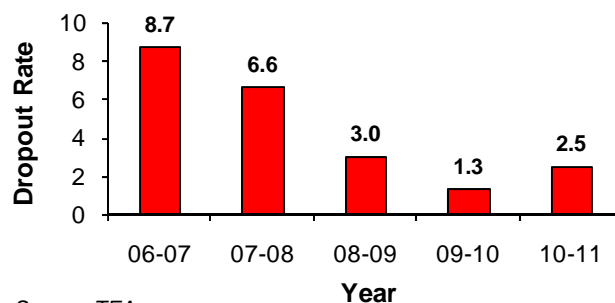
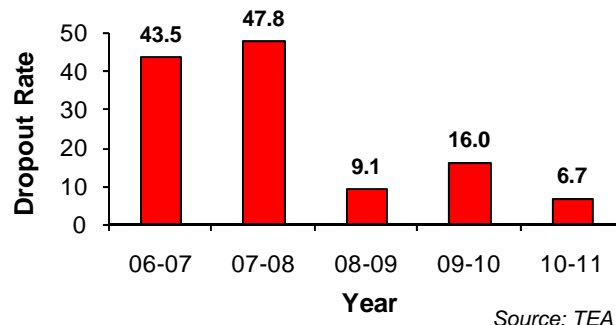


Figure 13. Migrant student longitudinal dropout rates, 2006-2007 to 2010-2011.



Discussion

The goal of the Migrant Education Program (MEP) in HISD is to support high quality and comprehensive educational programs for migrant children, while helping to reduce the educational disruptions and other problems that result from repeated moves. There were 648 district students identified as migrant during the 2011–2012 school year. The number of students receiving supplemental benefits remained largely unchanged from the previous year, while the number of new migrants recruited to the program declined somewhat. Student performance data showed that, in general, migrant students performed slightly below the levels of other district students on a variety of assessments (although there were some exceptions, e.g. the STAAR EOC). In contrast, graduation and dropout data for the most recent year available (2010–2011) showed migrant students doing much better than they were only three years previously.

Limitations

Conclusions regarding the effectiveness of the migrant education program are limited by a number of factors. First is the fact that the STAAR is a new assessment. This limits analysis of historical data for the MEP program, since there is only one year of results available for STAAR and STAAR EOC. In addition, performance standards for the STAAR will not be set until late in 2012, so the actual performance of migrant or district students on statewide assessments in grades 3–8 will not be known until that time.

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Appendix A

Literature Review & Further Background

In addition to the cultural disadvantages that migrant students often face, this group also encounters problems associated with their migrant life-style. Specifically, the high mobility associated with migratory work makes migrant students susceptible to interruptions in their education, which leads to a lack of continuity in their curriculum (Salerno, 1991). Interruptions in a student's education can lead to the student falling behind his or her peers, which may lead to poor academic grades, frustration with school, and, ultimately, early school withdrawal (Kindler, 1995; Salerno, 1991).

The extreme poverty of migrant families often leads to poor nutrition, an inability to afford sufficient health care, and pressure on the migrant students to leave school early to supplement the family's income (Huang, 1993; Kindler, 1995; Salerno, 1991). In fact, one study showed that migrant children, sometimes as young as ten years old, often make significant financial contributions to their families by working rather than attending school (Prewitt-Diaz, Trotter, & Rivera, 1989). Finally, because Spanish is the primary language of most migrant students in the U.S., many migrant students face a language barrier in American schools, which presents additional disadvantages (Salerno, 1991; Kindler, 1995).

The challenges facing migrant students make their educational needs difficult to address. Because these challenges extend beyond educational needs, many local education agencies often give higher priority to providing support services such as school supplies and clothing vouchers, rather than to instructional services (U.S. Department of Education, 1999). In HISD, MEP services to migrant students are provided directly by the MEP staff, not by schools. HISD offers the following services to migrant students:

- School supplies and uniform/clothing vouchers;
- Service coordination, such as social work and outreach services, for migrant children;
- Building Bridges, a home-based early childhood education program for migrant parents and children;
- Parent informational meetings;
- Advocacy (academic advice and guidance);
- Graduation enhancement/credit accrual;
- Correspondence and credit-by-exam courses through the University of Texas at Austin;
- Tuition for fall, spring, and summer school classes, and;
- Tutoring priority for services (PFS) students.

Resident-only migrant students¹ who are enrolled in non-HISD schools (i.e., charter or private) receive clothing vouchers, school supplies, tuition vouchers for high school credit recovery classes, and outreach services. Resident only students who are not enrolled in school are referred to GED classes. Outreach services are available for the students and periodic contact is made throughout the year to monitor any change in their status. Migrant parents with children between the ages of three and five are eligible for the Building Bridges program, which provides parents with the tools necessary to help their young children develop social, cognitive, and language skills.

1. A 'resident-only' migrant student is defined as a migrant student who resides within the school district boundaries, but is not enrolled in one of the district schools.

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III), mathematics (Algebra I, Geometry, Algebra II), science (Biology, Chemistry, Physics), and social studies (World Geography, World History, U.S. History). In 2011–2012, only grade 9 students took the EOC exams, while those in grades 10 and 11 continued to take the TAKS.

The TAKS is a state-mandated, criterion-referenced test first administered in the spring of 2003, and which is being phased out beginning in 2012. It measures academic achievement in reading, mathematics, science, and social studies in grades 10 and 11. Students currently in grades 10 and higher as of 2011–2012 will continue to take exit-level TAKS tests in order to graduate, while those in grades 9 and lower will instead take STAAR EOC exams (see above).

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language subtests are included in this report for grades 1 through 6. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Appendix C

MEP Recruitment Activities and Student Accounting Methods

Since the 1996–1997 school year, the migrant data specialist has used the New Generation System (NGS) to track migrant students and their families. Because federal funds are tied to the number of migrant students being served by a district, recruiting migrant families for participation in MEP became a top priority. The recruitment procedures included processing referral applications and verification of program eligibility. MEP recruiters issued a Certificate of Eligibility (COE) for each family who qualified for MEP services, and this certificate entitled a migrant student to three years of eligibility to participate in the program.

Throughout the year, HISD migrant recruitment specialists and community liaisons made telephone calls to family homes and local schools in an effort to find students who may have been eligible for services. All referrals came from home language surveys and employment surveys, and were from within the district. Other recruitment efforts were made by distributing migrant fliers in the following venues: health fairs, health clinics, food pantries, community centers, public libraries, and apartment complexes.

Using these sources to identify potential program participants, phone calls were made to families to establish eligibility criteria. For families found to be eligible, an appointment was scheduled to fill out the COE. Home visits were also made to families with no home phone or working phone number, and COE's were completed if the family was eligible. For families not available at home, a door knocker was left for them to contact the migrant office, and the Chancery database was periodically checked for any new contact information.

To further assist with recruitment and identification efforts, the MEP staff utilizes a report identifying the late entry of former eligible migrant students previously enrolled in HISD. This daily report ascertains whether any former or current migrant students have entered the HISD school system. When children are identified, recruiters make contact with the family to determine whether a qualifying move has been made and the reason for the late entry.

Readers should note the difference in accounting methods between the New Generation System (NGS) used by MEP, and the PEIMS system, which is used by HISD's Research and Accountability Department. These two systems have different purposes. NGS numbers determine program funding levels, and the database is used to track all services provided, whereas PEIMS is used to track demographics and performance data for students enrolled in HISD. The NGS accounting method, therefore, includes migrant children and adolescents who may not be enrolled in any HISD schools, while the PEIMS accounting method only captures students who are enrolled in HISD schools. Thus, counts obtained via NGS will often show a greater number of migrant participants because they include "resident only" migrants. Finally, PEIMS numbers were finalized in fall of 2010, while NGS numbers are based on the reporting period for the grant year (which ended August 31, 2012).

Appendix D

TELPAS Results: Number and Percent of Migrant Students at Each Proficiency Level in 2012, and Number and Percent of Migrant Students Making Gains in Proficiency Between 2011 and 2012, by Grade: Results for All District ELL Students Included for Comparison (see Shaded Column).

| TELPAS Proficiency Levels for Migrant Students, Spring 2012 | | | | | | | | | | | |
|---|----------|-----------|----|--------------|----|----------|----|---------------|----|---------------|-----------------|
| | | Beginning | | Intermediate | | Advanced | | Advanced High | | District ELLs | Composite Score |
| Grade | # Tested | N | % | N | % | N | % | N | % | % AH | |
| K | 31 | 25 | 84 | 4 | 13 | 2 | 6 | 0 | 0 | 3 | 1.3 |
| 1 | 49 | 20 | 41 | 23 | 47 | 4 | 8 | 2 | 4 | 8 | 1.8 |
| 2 | 38 | 7 | 18 | 14 | 37 | 7 | 18 | 10 | 26 | 27 | 2.5 |
| 3 | 45 | 6 | 13 | 13 | 29 | 14 | 31 | 12 | 27 | 40 | 2.8 |
| 4 | 42 | 2 | 5 | 6 | 14 | 18 | 43 | 16 | 38 | 52 | 3.2 |
| 5 | 27 | 2 | 7 | 4 | 15 | 3 | 11 | 18 | 67 | 66 | 3.4 |
| 6 | 11 | 0 | 0 | 3 | 27 | 3 | 27 | 5 | 45 | 50 | 3.2 |
| 7 | 18 | 0 | 0 | 2 | 11 | 7 | 39 | 9 | 50 | 57 | 3.3 |
| 8 | 18 | 1 | 6 | 2 | 11 | 8 | 44 | 7 | 39 | 54 | 3.2 |
| 9 | 4 | 0 | 0 | 0 | 0 | 2 | 50 | 2 | 50 | 46 | 3.6 |
| 10 | 8 | 0 | 0 | 1 | 13 | 4 | 50 | 3 | 38 | 39 | 3.3 |
| 11 | 6 | 0 | 0 | 1 | 17 | 3 | 50 | 2 | 33 | 41 | 3.2 |
| 12 | 3 | 0 | 0 | 1 | 33 | 0 | 0 | 2 | 67 | 29 | 3.3 |
| Total | 300 | 63 | 21 | 74 | 25 | 75 | 25 | 88 | 29 | 33 | 2.6 |

| TELPAS Proficiency Gains for Migrant Students, 2011 to 2012 | | | | | | | | | | |
|---|-------------|----------------------------|----|-----------------------------|----|-----------------------------|---|-------------------------------------|----|---------------|
| Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | District ELLs |
| 2012 | N | N | % | N | % | N | % | N | % | % Gained |
| 1 | 45 | 15 | 33 | 3 | 7 | 1 | 2 | 19 | 42 | 46 |
| 2 | 38 | 15 | 39 | 8 | 21 | 3 | 8 | 26 | 68 | 71 |
| 3 | 44 | 18 | 41 | 1 | 2 | 0 | 0 | 19 | 43 | 55 |
| 4 | 41 | 26 | 63 | 1 | 2 | 0 | 0 | 27 | 66 | 70 |
| 5 | 26 | 18 | 69 | 0 | 0 | 0 | 0 | 18 | 69 | 79 |
| 6 | 10 | 6 | 60 | 0 | 0 | 0 | 0 | 6 | 60 | 61 |
| 7 | 17 | 8 | 47 | 1 | 6 | 0 | 0 | 9 | 53 | 70 |
| 8 | 18 | 9 | 50 | 0 | 0 | 0 | 0 | 9 | 50 | 66 |
| 9 | 3 | 2 | 67 | 0 | 0 | 0 | 0 | 2 | 67 | 64 |
| 10 | 7 | 3 | 43 | 0 | 0 | 0 | 0 | 3 | 43 | 55 |
| 11 | 6 | 3 | 50 | 0 | 0 | 0 | 0 | 3 | 50 | 60 |
| 12 | 2 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 48 |
| Total | 257 | 124 | 48 | 14 | 5 | 4 | 2 | 142 | 55 | 63 |

Source: TELPAS, PEIMS

* Indicates fewer than 5 students tested

Appendix E

English & Spanish STAAR Performance of Migrant Students: Number Tested and Percentage of Items Answered Correctly, by Grade Level and Subject (2012 Data Only)

Migrant and HISD Comparison by Percentage of Items Answered Correctly, State of Texas Assessments of Academic Readiness, 2012 (English Version)

| Gr. | Reading | | | | Mathematics | | | | Writing | | | | Science | | | | Social Studies | | | |
|--------------|------------|-----------|---------------|-----------|-------------|-----------|---------------|-----------|-----------|-----------|---------------|-----------|-----------|-----------|---------------|-----------|----------------|-----------|---------------|-----------|
| | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 3 | 19 | 55 | 11,243 | 62 | 19 | 66 | 11,146 | 63 | | | | | | | | | | | | |
| 4 | 38 | 59 | 12,675 | 64 | 39 | 64 | 12,631 | 66 | 37 | 55 | 12,681 | 59 | | | | | | | | |
| 5 | 46 | 61 | 14,516 | 65 | 46 | 65 | 14,404 | 66 | | | | | 46 | 72 | 14,482 | 72 | | | | |
| 6 | 36 | 59 | 12,240 | 64 | 35 | 60 | 11,915 | 57 | | | | | | | | | | | | |
| 7 | 39 | 60 | 11,746 | 63 | 28 | 44 | 7,370 | 45 | 39 | 56 | 11,745 | 59 | | | | | | | | |
| 8 | 52 | 57 | 11,724 | 65 | 46 | 45 | 12,733 | 51 | | | | | 49 | 54 | 11,457 | 61 | 50 | 42 | 11,393 | 51 |
| Total | 230 | 59 | 74,144 | 64 | 213 | 56 | 70,199 | 59 | 76 | 56 | 24,426 | 59 | 95 | 62 | 25,939 | 67 | 50 | 42 | 11,393 | 51 |

Migrant and HISD Comparison by Percentage of Items Answered Correctly, State of Texas Assessments of Academic Readiness, 2012 (Spanish Version)

| Gr. | Reading | | | | Mathematics | | | | Writing | | | | Science | | | |
|--------------|-----------|-----------|--------------|-----------|-------------|-----------|--------------|-----------|-----------|-----------|--------------|-----------|----------|-----------|-----------|-----------|
| | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 3 | 30 | 58 | 4,734 | 60 | 30 | 58 | 4,734 | 64 | | | | | | | | |
| 4 | 16 | 63 | 2,237 | 62 | 15 | 69 | 2,226 | 65 | 16 | 61 | 2,216 | 61 | | | | |
| 5 | 0 | -- | 42 | 48 | 0 | -- | 38 | 40 | | | | | 0 | -- | 40 | 50 |
| Total | 46 | 60 | 7,013 | 61 | 45 | 62 | 6,998 | 64 | 16 | 61 | 2,216 | 61 | 0 | -- | 40 | 50 |

Source: STAAR (first administration only), PEIMS

** Indicates fewer than 5 students tested

Appendix F

Migrant Student STAAR Performance as Included in the 2012 Performance-Based Monitoring Analysis System (PBMAS) Report

The 2012 PBMAS report showed STAAR performance for various student groups, including migrant students, as “STAAR Passing Rate at TAKS Equivalency”. Since the STAAR was a new assessment in 2012 and passing standards will not be set until late in 2012 or early 2013, performance on the spring 2012 STAAR tests was analyzed in terms of whether a student’s performance would have been sufficient to allow them to pass the previously used TASK assessment in that subject. This was accomplished using a data-bridging technique (full details can be found at <http://www.tea.state.tx.us/index2.aspx?id=2147507511>). The resulting TAKS-equivalent passing rates were available for AYP purposes, but were also included in the district PBMAS report for certain student groups, one of which was migrant students. These TAKS-equivalent passing rates are shown in the table below. It can be seen that migrant students exceeded the PBMAS standard in each subject area.

| Migrant STAAR Passing Rate at TAKS Equivalency | 2012 PBMAS Standard | 2012 Migrant Student Passing Rate | Number Tested | Number Passed |
|---|----------------------------|--|----------------------|----------------------|
| Mathematics | 70.0 | 74.4 | 308 | 229 |
| Reading | 70.0 | 79.3 | 290 | 230 |
| Science | 65.0 | 72.1 | 104 | 75 |
| Social Studies | 70.0 | 87.0 | 54 | 47 |

Source: PBMAS

For the purposes of the 2012 PBMAS report, English and Spanish STAAR results were combined

Appendix G

STAAR End-of-Course Performance of Migrant Students: Number Tested, And Number and Percentage at Unsatisfactory Below Minimum, Unsatisfactory Met Minimum, Satisfactory Not Advanced, and Advanced Standards

| | Student Group | # Tested | Unsatisfactory < Minimum | | Unsatisfactory Met Minimum | | Satisfactory Not Advanced | | Satisfactory Advanced | |
|-------------------|---------------|----------|--------------------------|-------|----------------------------|-------|---------------------------|-------|-----------------------|-------|
| | | | N | % Stu | N | % Stu | N | % Stu | N | % Stu |
| Algebra I | Migrant | 30 | 3 | 10 | 2 | 7 | 20 | 67 | 5 | 17 |
| | HISD | 11,041 | 1,344 | 12 | 989 | 9 | 7,136 | 65 | 1,572 | 14 |
| Biology | Migrant | 31 | 2 | 6 | 0 | 0 | 28 | 90 | 1 | 3 |
| | HISD | 10,259 | 824 | 8 | 802 | 8 | 7,786 | 76 | 847 | 8 |
| World Geography | Migrant | 34 | 6 | 18 | 4 | 12 | 23 | 68 | 1 | 3 |
| | HISD | 10,880 | 1,906 | 18 | 1,031 | 9 | 6,895 | 63 | 1,048 | 10 |
| English I Reading | Migrant | 35 | 16 | 46 | 7 | 20 | 12 | 34 | 0 | 0 |
| | HISD | 11,505 | 3,608 | 31 | 1,106 | 10 | 6,091 | 53 | 700 | 6 |
| English I Writing | Migrant | 35 | 17 | 49 | 6 | 17 | 12 | 34 | 0 | 0 |
| | HISD | 11,515 | 4,650 | 40 | 1,441 | 13 | 5,129 | 45 | 295 | 3 |

Source: STAAR, PEIMS

Appendix H

English TAKS Performance of Migrant Students 2012: Number Enrolled, Number Tested, and Percentage of Students Who Met Standard, by Grade Level and Subject

| | Reading | | | | Mathematics | | | | Science | | | | Social Studies | | | |
|--------------|-----------|-----------|---------------|-----------|-------------|-----------|---------------|-----------|-----------|-----------|---------------|-----------|----------------|-----------|---------------|-----------|
| | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | | Migrant | | HISD | |
| Gr. | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 10 | 20 | 80 | 10,211 | 88 | 20 | 70 | 10,010 | 73 | 19 | 42 | 10,004 | 71 | 20 | 90 | 9,849 | 93 |
| 11 | 29 | 79 | 9,525 | 90 | 29 | 83 | 9,478 | 89 | 28 | 82 | 9,505 | 92 | 28 | 96 | 9,477 | 98 |
| Total | 49 | 80 | 19,736 | 89 | 49 | 78 | 19,488 | 81 | 47 | 66 | 19,509 | 82 | 48 | 94 | 19,326 | 95 |

Source: TAKS, PEIMS

Appendix I

Stanford 10 and Aprenda 3 Performance of Migrant Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level ,Subject, and Year (2011 or 2012)

Migrant Student Stanford 10 Normal Curve Equivalent Score Comparison for 2011 and 2012

| Grade | N Taking | | Reading | | | Mathematics | | | Language | | |
|--------------|------------|------------|-------------|-------------|----------|-------------|-------------|-----------|-------------|-------------|----------|
| | 2011 N | 2012 N | 2011 NCE | 2012 NCE | Δ | 2011 NCE | 2012 NCE | Δ | 2011 NCE | 2012 NCE | Δ |
| 1 | 15 | 17 | 39 | 33 | -6 | 54 | 38 | -16 | 45 | 40 | -5 |
| 2 | 14 | 16 | 46 | 45 | -1 | 53 | 51 | -2 | 43 | 41 | -2 |
| 3 | 21 | 18 | 36 | 45 | 9 | 51 | 58 | 7 | 37 | 44 | 7 |
| 4 | 38 | 40 | 41 | 41 | 0 | 56 | 52 | -4 | 51 | 50 | -1 |
| 5 | 53 | 49 | 41 | 42 | 1 | 53 | 51 | -2 | 44 | 43 | -1 |
| 6 | 44 | 37 | 37 | 40 | 3 | 54 | 55 | 1 | 40 | 44 | 4 |
| 7 | 49 | 43 | 37 | 40 | 3 | 53 | 53 | 0 | 41 | 44 | 3 |
| 8 | 42 | 54 | 39 | 36 | -3 | 58 | 48 | -10 | 43 | 38 | -5 |
| Total | 276 | 274 | 39 | 40 | 1 | 54 | 51 | -3 | 43 | 43 | 0 |

Source: Stanford 10, PEIMS

Migrant Student Aprenda 3 Normal Curve Equivalent Score Comparison for 2010 and 20011

| Grade | N Taking | | Reading | | | Mathematics | | | Language | | |
|--------------|------------|------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | 2011 N | 2012 N | 2011 NCE | 2012 NCE | Δ | 2011 NCE | 2012 NCE | Δ | 2011 NCE | 2012 NCE | Δ |
| 1 | 34 | 42 | 78 | 68 | -10 | 75 | 64 | -11 | 74 | 67 | -7 |
| 2 | 36 | 32 | 71 | 72 | 1 | 72 | 72 | 0 | 75 | 77 | 2 |
| 3 | 39 | 32 | 75 | 70 | -5 | 77 | 68 | -9 | 85 | 73 | -12 |
| 4 | 13 | 16 | 80 | 67 | -13 | 93 | 82 | -11 | 76 | 73 | -3 |
| Total | 122 | 122 | 75 | 69 | -6 | 77 | 69 | -8 | 78 | 72 | -6 |

Source: Aprenda 3, PEIMS

**Indicates fewer than 5 students tested