

# MEMORANDUM

January 18, 2010

TO: Board Members

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

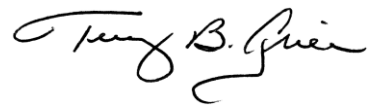
SUBJECT: **2009 Migrant Education Program Evaluation Report**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2008–2009 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 2008–2009, 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 601 migrant students served by the MEP in 2008–2009, a 4% increase from the previous year. Migrant TAKS passing rates exceeded all standards included in TEA's Performance Based Monitoring Analysis System (PBMAS), and their Stanford performance showed Improvements in reading, mathematics, and language. On both assessments, migrant student performance was below that of the district. Finally, 58% of migrant students were also classified as ELL (English language learners). Assessment of English language proficiency for this group showed that overall proficiency was higher than the comparable AMAO standards at both the K–2 and 3–12 grade levels, but migrants as a group had lower proficiency than did ELLs overall.



TBG

Attachment

cc: Superintendent's Direct Reports  
Noelia Garza  
Scott Bounds  
Irma Rohatgi  
Regional Superintendents  
Executive Principals  
Principals

# RESEARCH

## Educational Program Report



# Migrant Education Program (MEP) Evaluation Report 2008-2009



## 2010 Board of Education

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## EXECUTIVE SUMMARY

### MIGRANT EDUCATION PROGRAM (MEP) 2008–2009

#### Program Description

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 MEP is to assist states in their 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 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. Many challenges face migrant students, such as poverty, poor health and nutrition, limited English proficiency, and mobility, which make their educational needs difficult to address. Because the challenges migrant students face 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).

Under NCLB, migrant education programs are required to:

- Identify and address the special educational needs of migrant children;
- Provide migrant students with the opportunity to meet the same challenging state aca-

demic content standards that all children are expected to meet;

- Promote interstate and intrastate coordination of services for migrant children by ensuring the timely transfer of school records at no cost to the education agency requesting such records; and
- Encourage family literacy services for migrant students and their families.

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.

A migrant student qualifies for MEP services for a period of 36 months. After 36 months, the migrant student loses his or her migrant status unless he or his family makes a “qualifying move” to obtain migratory work. If the family makes a qualifying move they can regain migrant status for the student by applying for a certificate of eligibility (COE), which will extend the student’s MEP eligibility for another 36 months.

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 Educa-

tion Program for the 2008–2009 school year as mandated by federal and state guidelines. Demographics of students, a summary of program activities, and achievement data from 2008–2009 are included.

## **Key Findings**

*1. What were the demographic characteristics of eligible migrant students enrolled in HISD schools from the 2005–2006 school year to the 2008–2009 school year?*

- The number of eligible migrant students increased by 4% from 579 to 601 between the 2007–2008 and 2008–2009 school years. Demographic data show that a majority of the migrant students were Hispanic (100%), considered at risk (85%), or economically disadvantaged (99%). More than half (53%) were served by the Bilingual or English as a Second Language (ESL) programs.

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

- Supplemental services for migrant students increased from 2007–2008 to 2008–2009 for the following instructional services: elementary and secondary tutorials, books/instructional materials, tuition vouchers, and credit-by-exam. The only category showing a decrease was Building Bridges. In addition, support service increases occurred in school supplies, clothing/uniform vouchers, and social work/outreach/advocacy.

*3. 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?*

- The migrant recruitment specialist and community liaisons reported a 3% increase in the number of recruiting contacts in 2008–2009, 330 compared to 320 the previous year. The number of eligible families increased from 170 to 181. Community liaisons reported

that the number of school supplies distributed increased by 15%.

*4. 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) for spring 2009?*

- TELPAS results for spring of 2009 reveal that nearly half of migrant Limited English Proficiency (LEP) students in K–2 were at the Beginning level of English language proficiency (49%), and only 7% were rated as Advanced High. Migrant LEP students in grades 3–12 were mostly at the Advanced and Advanced High levels (65%), with 34% of them rated Advanced High.
- Forty-four percent of migrant LEP students in grades K–2 and 50% of those in grades 3–12 made at least one level of progress in English proficiency between 2007–2008 and 2008–2009.

*5. What were the passing rates on the English and Spanish Texas Assessment of Knowledge and Skills (TAKS) in 2009 for migrant students?*

- The percent of migrant students passing English TAKS reading was lower than the HISD passing rate at each grade level. Similarly, mathematics TAKS passing rates lagged behind the district figures for every grade, except grades three and eleven. Passing rates for writing, science, and social studies were lower than district figures at every grade level, with the exception of grades eight and eleven science.
- The percent of migrant students passing Spanish TAKS reading was lower than that for the district (82% vs 87%). Migrant students had higher passing rates than the district on the Spanish TAKS mathematics and writing components.

- Despite performing below the overall district levels, migrant students exceeded the Performance-Based Monitoring Analysis System (PBMAS) TAKS passing standards in each area tested.

*6. What were the normal curve equivalent (NCE) scores on the Stanford and Aprenda in 2009 for migrant students?*

- Migrant student performance improved by three NCE points on the reading subtest of the Stanford 10 between 2007–2008 and 2008–2009. Performance on the mathematics and language subtests also improved by two and one NCE points, respectively.
- Migrant student 2009 Aprenda 3 NCE scores were all at or well above grade level 50th NCE in the reading, mathematics, and language subtests in grades 1 through 4, with mathematics and language both showing a slight decrease from the previous year.

*7. What were the retention rates for migrant students in grades 1 through 8 in 2008–2009?*

- Migrant student overall retention rate was lower than that of both the district as well as ELL students. However, grades 1, 3, and 5 retention rates for migrants were higher than that for both groups.

*8. What were the graduation and dropout rates of HISD migrant students over a five-year period (2003–2004 to 2007–2008)?*

- In 2007–2008, the graduation rate for HISD migrant students was 50.0 percent (single-year rate). The four-year cohort graduation rate was 39.1 percent, up from the previous year's rate of 30.4%. The percentage of migrant graduates earning advanced certificates or honors decreased to 72.7% in 2007–2008, from a rate of 75.0% in 2006–2007. The annual dropout rate (grades 7–12) continued a pattern of oscillation, declining to a value of 3.8% in 2007–2008.

## Recommendations

1. Cross Training Staff for Identification and Recruitment: The migrant program is still not able to fully utilize all staff members available to assist in recruitment and identification of migrant students and families. The program should continue their efforts to cross-train available staff as recruiters. This would potentially allow the more difficult COE cases to be assigned to the full-time recruiters, with some of the recruitment and identification workload shifted to existing staff who have received adequate training and field experience. The net effect would be an increase in the number of students identified, without requiring the hiring of additional staff or recruits. In 2008–2009, the number of migrant students identified increased by 6.5%, and efficient utilization of existing staff could help to sustain this trend.
2. Reading Performance of Migrant Students: Both the English TAKS and Stanford 10 showed lower overall reading performance for migrant students in 2009 than in 2008. This decline should be addressed before it develops further. Recently, the migrant program has focused on supplemental summer materials in mathematics and science, since migrant student TAKS scores in these areas lagged behind their TAKS passing rates in reading and social studies. In 2009, both mathematics and science showed improved TAKS passing rates, while performance on reading, social studies, and writing declined. The migrant program should now focus on supplemental reading supplies for home study including continued “Reading is Fundamental” distribution.
3. Tutors to Mentor Senior Students: Migrant students showed both higher graduation rates, and lower dropout rates, in 2008 compared to the previous year. This encouraging pattern could be maintained and even improved by assigning tutors to mentor senior migrant students. Tutoring and mentoring

could be considered “out-of-school-time” (OST) activities, which have been found to have a positive influence on student achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2003).

# **MIGRANT EDUCATION PROGRAM (MEP)**

## **2008–2009**

### **Introduction**

#### **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 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. Specifically, No Child Left Behind Act aims to achieve the following goals:

- “support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student achievement standards;
- ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post-secondary education or employment; and

- ensure that migratory children benefit from State and local systemic reforms” (NCLB Title I, Part C, Sect. 1301).

Many challenges face migrant students, such as poverty, poor health and nutrition, limited English proficiency, and mobility, which makes their educational needs difficult to address. Because the challenges migrant students face 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).

To meet state content and performance standards, local education agencies (LEAs) instituting migrant education programs generally provide academic support services to migrant students who fail to meet state standards or who are at risk of not meeting state standards (*ibid.*). In the Houston Independent School District (HISD), services to migrant students are provided directly by the MEP staff, not by the schools.

#### **Program Goals**

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 LEAs to address methods to meet state and federal goals for servicing migrant students. HISD offers the following services to migrant students:

- School supplies and uniform/clothing vouchers;



- Building Bridges, a home-based early childhood education program for migrant parents and children;
- Parent informational meetings;
- Service coordination, such as social work and outreach services, for migrant children;
- 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.

The state and its migrant-funded LEAs, including HISD, continue to address the unique educational needs of migratory children by focusing on five separate requirements:

1. Identification and Recruitment;
2. Interstate/Intrastate Coordination and Transfer of Records (New Generation System, NGS);
3. Parental Involvement;
4. Service Delivery (program services); and
5. Program Monitoring and Evaluation.

### **Program Participants**

According to the State of Texas, a migratory child is a person between ages 3 and 21 years who himself 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).

### **Purpose of the Evaluation Report**

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 HISD’s Title I Migrant Education Program for the 2008–2009

school year as mandated by federal and state guidelines. The following research questions were addressed:

1. What were the demographic characteristics of eligible migrant students enrolled in HISD schools from the 2005–2006 school year to the 2008–2009 school year?
2. What services were provided for HISD migrant students and their families?
3. 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?
4. 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) for spring 2009?
5. What were the passing rates on the English and Spanish Texas Assessment of Knowledge and Skills (TAKS) in 2009 for migrant students?
6. What were the normal curve equivalent (NCE) scores on the Stanford and Aprenda in 2009 for migrant students?
7. What were the retention rates for migrant students in grades 1 through 8 in 2008–2009?
8. What were the graduation and dropout rates of HISD migrant students over a five-year period (2003–2004 to 2007–2008)?

### **Literature Review**

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).

## Methods

### Data Collection

Data collected for this report included student enrollment and performance of HISD migrant students. Student enrollment and individual identification numbers were collected from the TEA Public Education Information Management System (PEIMS). Student performance data were collected from the following: the Texas Assessment of Knowledge and Skills (TAKS), the Stanford Achievement Test (Stanford 10), the Aprenda: La Prueba de Logros en Espanol (Aprenda 3), and the Texas English Language Proficiency Assessment System (TELPAS). In regards to language proficiency in English, the number and percent of students attaining each proficiency level on the TELPAS were included, as were the number and percent gaining in proficiency between 2008 and 2009. 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).

### Assessment Instruments

The TAKS is a state-mandated, criterion-referenced test administered for the first time in the spring 2003 as a means to monitor student performance. The English language version

measures academic achievement in reading at grades 3–9; English Language Arts at 10 and 11; mathematics at grade 3–11, writing at grades 4 and 7; social studies at grades 8, 10, and 11; and science at grades 5, 8, 10, and 11. Students in the 11th grade are required to take and pass an exit level TAKS in order to graduate. The Spanish language version measures the performance of students in reading and mathematics in grades 3–6, in writing at grade 4, and in science at grade 5. The Spanish version of the TAKS is not a translation of the English version, but includes some items that are translated (taking into account cultural and linguistic appropriateness) as well as some items that are independently developed entirely in Spanish. As a result, the Spanish and English versions of the TAKS include different items.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The reading, mathematics, and language subtests of the Stanford 10 are included in this report for grades 1 through 11. Data from 2008 were adjusted so as to align with new norms used to calculate 2009 results.

The Aprenda 3 is a norm-referenced, standardized achievement test in Spanish, and is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language results are included in this report for grades 1 through 6.

The Aprenda was developed by Harcourt Educational Measurement, the same company that developed the Stanford. However, the Aprenda is not a translation of the Stanford. Rather, the structure and content are aligned with those of the Stanford, but development and referencing are completed in order to provide culturally-relevant material for Spanish-speaking student populations across the United States. Students take either the Stanford or the Aprenda according to the language of their reading/language arts instruction.

In response to federal testing requirements, the Texas Education Agency (TEA) developed the Texas English Language Proficiency Assessment System (TELPAS). Under TELPAS, Eng-

lish-language learner (ELL) students in kindergarten through twelfth grade are assessed in four language domains: listening, speaking, reading, and writing. Proficiency scores in each domain are in turn divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. A composite score is used to determine whether districts receiving Title III funds meet federally-mandated Annual Measurable Achievement Objectives (AMAO's) that indicate where ELL students fall on a continuum of English-language development. The progress of students along this continuum is a primary component of the federally-mandated AMAO and helps districts monitor whether their ELL students are making steady annual growth toward English-language proficiency. TELPAS scores are also used (in conjunction with other data) to determine whether ELL students can exit from special language programs, or whether they may be exempted from the spring TAKS assessment.

English listening, speaking, and writing proficiency in TELPAS are assessed holistically, i.e., via teacher ratings. Raters must be trained and recertified each year. The reading component of TELPAS is assessed via teacher ratings for ELL students in grades K and 1, but is done by written test for grades 2 through 12. The TELPAS was revised for 2007–2008, and 2008–2009 is the second year in which the new version was used.

### **Qualitative Data Collection**

Informal interviews with key stakeholders in HISD's Migrant Education Program (MEP) were conducted to gather information on program goals, objectives, and activities.

### **Sample**

Enrollment data were based on PEIMS and included all students enrolled in HISD schools through October of each academic year. The analysis of academic achievement data was based on eligible migrant students and non-migrant students in the TAKS, TELPAS, Stanford, and Aprenda databases, i.e., all students included in the spring administration of the respective tests who were listed as full-time stu-

dents in the Chancery database. For the purposes of 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.

## **Results**

### **What were the demographic characteristics of eligible migrant students enrolled in HISD schools from the 2005–2006 school year to the 2008–2009 school year?**

Migrant student total enrollment typically makes up less than one percent of the district's student population. The number of eligible migrant students increased by 4% in 2008–2009 from the previous year. This is the second consecutive year of increasing enrollment. Enrollment data for the last three academic years are presented in **Table 1** (see p. 9), which also provides a breakdown of ethnicity data. The data reveal that all migrant students, 100%, were classified as Hispanic in 2008–2009.

Also presented in Table 1 are the number and percent of migrant students served in various programs. The data show that in 2008–2009 the vast majority of the migrant students were considered at risk (85%) and economically disadvantaged (99%). The table also reveals that most migrant students were served by Title I (99%) and that a large number of them were limited English proficiency (LEP) students served by Multilingual programs, such as bilingual (35%) or ESL (18%). These figures are consistent with migrant education literature, which explains the many disadvantages faced by migrant students. Special Education programs served 9% of the migrant students and 6% of migrant students were classified as gifted and talented.

Despite the increased enrollment, migrant student enrollment in 2008–2009 remained below that typically observed in the period 1996 to 2005 (see **Figure 1**, p. 9). Four factors may be influencing enrollment in recent years. First, more stringent criteria were adopted in 2006

Table 1. Migrant Student Demographics, 2005–2006 to 2008–2009

Ethnicity	2005–2006		2006–2007		2007–2008		2008–2009	
	N	%	N	%	N	%	N	%
America Indian	0	0	0	0	0	0	0	0
Asian	1	<1	0	0	0	0	0	0
African American	7	<1	3	<1	0	0	0	0
Hispanic	729	99	477	99	579	100	601	100
White	0	0	0	0	0	0	0	0
<b>Program</b>								
LEP	375	51	269	56	341	59	351	58
ESL	123	17	83	17	114	20	106	18
Bilingual	231	31	167	35	196	34	212	35
At Risk	617	84	399	83	477	82	513	85
Title 1	720	98	474	99	563	97	596	99
Special Education	80	11	43	9	53	9	53	9
Gifted/Talented	36	5	29	6	24	4	35	6
Economically Disadvantaged	737	100	475	99	563	97	592	99
<b>Total</b>	<b>737</b>	<b>100</b>	<b>480</b>	<b>100</b>	<b>579</b>	<b>100</b>	<b>601</b>	<b>100</b>

Source: PEIMS

concerning eligibility. The principle change was that, in order to be considered eligible for MEP services, a family had to consider migrant work (i.e., agriculture or fishing) as a “principle means of livelihood” (PMOL). This term has since been supplanted by an “economic necessity” requirement, and no longer requires a parental explanation as to how family expenses were met by the migrant income. Second, the availability of affordable housing in the district has, to some extent, been adversely affected by redevelopment of properties. Third, economic factors may be

causing a reduction in the number of migrants seeking work in the United States. A fourth factor, which may have affected migrant enrollment, has been continued controversy and political pressure concerning undocumented workers. This may have served to reduce the number of migrants seeking employment in the region, or decreased willingness to apply for program services.

Evidence that the latter two factors may be important comes from the enrollment figures for students coded as immigrant in PEIMS. Since

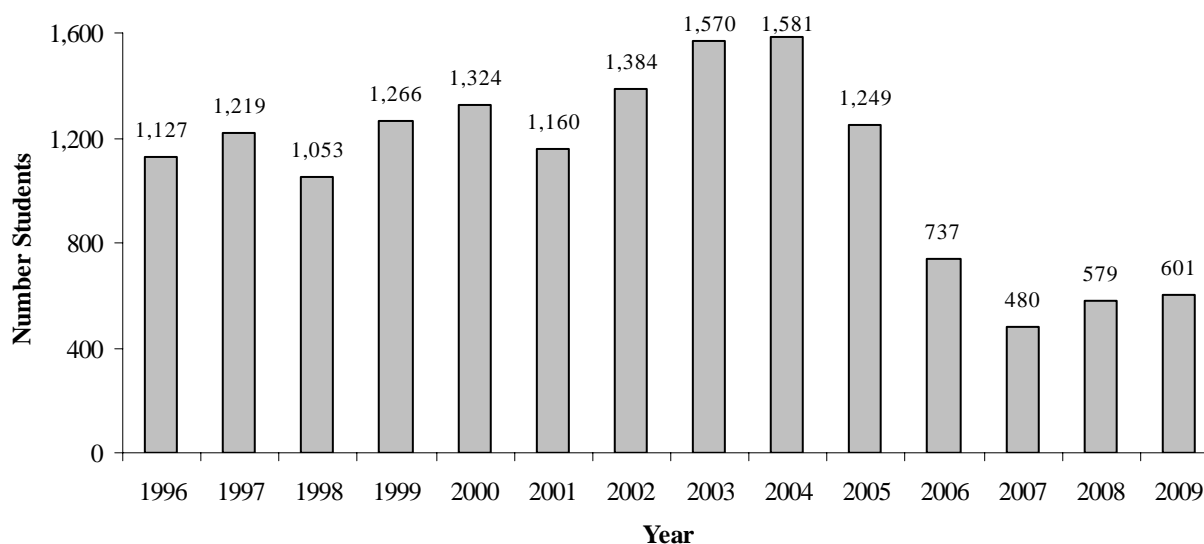


Figure 1. Migrant student enrollment in HISD, 1996 to 2009.

2003-2004, total immigrant enrollment in the district has declined by 54%, while statewide immigrant enrollment has declined by 27%.

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

The Houston Independent School District offers the following services to migrant students:

- School supplies and uniform/clothing vouchers;
- Building Bridges, a home-based early childhood education program for migrant parents and children;
- Parent informational meetings;
- Service coordination, such as social work and outreach services, for migrants children;
- 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 (credit recovery and accrual through Houston Community College); and
- Tutoring priority for services (PFS) students.

When looking at **Table 2**, which shows the number of migrant students/participants who have benefited from MEP services in 2007–2008 and 2008–2009, it is important to 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 2008, while NGS numbers are based on the reporting period for the grant year (which ended August 31, 2009).

Resident only migrant students 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. Furthermore, migrant parents who have children between the ages of three and five are eligible for the Building Bridges program,

Table 2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months for 2007–2008 and 2008–2009

	2007–2008		2008–2009	
	Regular	Summer	Regular	Summer
<b>Instructional Services</b>				
Building Bridges	37	26	32	13
Tutorial Elementary	35	0	50	52
Tutorial Secondary	25	12	26	23
Tuition Vouchers	6	16	8	17
Books/Instructional	420	0	627	0
TAKS Materials	304	n/a	n/a	n/a
Credit by Exam	4	-	3	5
<b>Support Services</b>				
School Supplies	589	-	677	-
Clothing/Uniform Vouchers	674	-	707	-
Social Work/Outreach/Advocacy	708	-	749	-

Source: New Generation System

which provides parents with the tools necessary to help their young children develop social, cognitive, and language skills.

The instructional services data in Table 2 show that from 2007–2008 to 2008–2009, Building Bridges participation declined from 63 to 45 students, with declines in both regular and summer programs. All other instructional services offered showed higher numbers in 2008–2009. Increases were seen in tutoring for elementary and secondary students, tuition vouchers, distribution of books and other instructional materials to migrant students, and in the number of students receiving credit-by-exam.

Table 2 also shows the number of migrant students receiving support services. Each of these numbers increased between 2007–2008 and 2008–2009. More migrant students received services in school supplies (677 versus 589), clothing or uniform vouchers (707 versus 674), and social work/outreach/advocacy (749 versus 708).

### **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?**

MEP recruitment activities for the 2008–2009 school year are shown in Table 3. 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 becomes a top priority. The recruitment procedures included processing referral applications and verification of program eligibility. The lead recruiter issues a Certificate of Eligibility (COE) for each family who qualifies for MEP services, and this certificate entitles a migrant student to three years of eligibility to participate in the program. MEP staff also distributed 677 school supplies to elementary, middle, and high school migrant students in 2008–2009 (see Table 3).

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 be 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 assist with recruitment and identification efforts, the MEP staff requested the development of a report identifying the late entry of former

**Table 3. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2008–2009**

<b>Activities</b>	<b>No. of Students 2007-08</b>	<b>No. of Students 2008-09</b>
Phone calls/Visits		
Eligible for MEP	170	181
Not eligible for MEP	150	149
Students recruited <sup>a</sup>		
New	187	160
Previously identified	293	249
Certificates of eligibility	170	181
Total school supplies distributed		
Building Bridges	38	42
Elementary School	288	344
Middle School	139	150
High School	125	141
<b>Subtotal</b>	<b>589</b>	<b>677</b>

<sup>a</sup>Includes prekindergarten and kindergarten

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 such children are identified, recruiters make contact with the family to determine if a qualifying move has been made and the reason for the late entry.

One thing to note from Table 3 is that between 2007–2008 and 2008–2009, the number of families contacted via phone calls or visits was increased slightly (320 versus 330). Furthermore, for the third consecutive year, the percentage of families found to be eligible for MEP services increased, from 53% to 55% of those screened. Two years ago 41% of those screened were found to be eligible, and three years ago this rate was only 22%. A significant factor behind this improvement is that the number of client referrals from schools has increased in the past three years. Thus, there has been improved pre-screening and referral of eligible students and their families via the school system.

**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) for Spring 2009?**

The Texas English Language Proficiency Assessment System (TELPAS) assesses all ELL students between grades K and 12 in four language domains (listening, speaking, reading, and writing) and provides an overall composite score and proficiency level.

Fifty-eight percent of migrant students were classified as LEP in 2008–2009 and were thus eligible to take the TELPAS. The number and percent of migrant students assessed and rated on the four proficiency levels of the TELPAS in 2009 are illustrated in **Table 4**. Overall, 281 migrant students took the TELPAS, or 80% of those eligible (i.e., all LEPs). The data are broken down into separate summaries for grade ranges K–2 and 3–12, since these are the same groupings used to establish whether Annual Measureable Achievement Objectives (AMAOs) required under NCLB have been met regarding the TELPAS (see **Appendix A**). Of primary interest is the percent of tested students scoring at the Advanced High level. As Table 4 shows, this rate was 7% for grades K–2, and 34% for grades 3–12. Both of these figures exceeded the AMAO standards.

**Table 5** (see p.13) presents migrant student TELPAS data in terms of gains in English language proficiency in 2009 as compared to 2008.

Table 4. TELPAS Proficiency Levels for Migrant Students, Spring 2009

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		All LEPs 2009	Composite Score
		N	%	N	%	N	%	N	%		
K	25	17	68	5	20	3	12	0	0	3	1.6
1	42	26	62	10	24	5	12	1	2	7	1.8
2	34	6	18	14	41	8	24	6	18	19	2.5
3	39	7	18	9	23	12	31	11	28	29	2.8
4	37	2	5	15	41	12	32	8	22	40	2.9
5	30	2	7	3	10	10	33	15	50	61	3.3
6	19	0	0	5	26	6	32	8	42	50	3.2
7	20	0	0	7	35	6	30	7	35	50	3.2
8	18	2	11	5	28	4	22	7	39	38	3.0
9	3	**	**	**	**	**	**	**	**	32	**
10	12	0	0	3	25	3	25	6	50	34	3.3
11	1	**	**	**	**	**	**	**	**	44	**
12	1	**	**	**	**	**	**	**	**	36	**
<b>K-2</b>	<b>101</b>	<b>49</b>	<b>49</b>	<b>29</b>	<b>29</b>	<b>16</b>	<b>16</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>2.0</b>
<b>3-12</b>	<b>180</b>	<b>14</b>	<b>8</b>	<b>49</b>	<b>27</b>	<b>55</b>	<b>31</b>	<b>62</b>	<b>34</b>	<b>42</b>	<b>3.1</b>
<b>Overall</b>	<b>281</b>	<b>63</b>	<b>22</b>	<b>78</b>	<b>28</b>	<b>71</b>	<b>25</b>	<b>69</b>	<b>25</b>	<b>28</b>	<b>2.7</b>

Source: TELPAS

\*\* Indicates fewer than 5 students tested

Table 5. TELPAS Proficiency Gains for Migrant Students, 2008 to 2009

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		All LEPs 2009
2009	N	N	%	N	%	N	%	N	%	
1	40	11	28	3	8	0	0	14	35	40
2	33	13	39	4	12	1	3	18	55	67
3	36	16	44	1	3	0	0	17	47	54
4	35	13	37	2	6	0	0	15	43	63
5	28	19	68	3	11	0	0	22	79	80
6	16	6	38	1	6	0	0	7	44	61
7	18	6	33	1	6	0	0	7	39	68
8	16	8	50	0	0	0	0	8	50	53
9	2	**	**	**	**	**	**	**	**	57
10	10	5	50	0	0	0	0	5	50	53
11	1	**	**	**	**	**	**	**	**	65
12	1	**	**	**	**	**	**	**	**	57
<b>K-2</b>	<b>73</b>	<b>24</b>	<b>33</b>	<b>7</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>32</b>	<b>44</b>	<b>53</b>
<b>3-12</b>	<b>163</b>	<b>74</b>	<b>45</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>82</b>	<b>50</b>	<b>63</b>
<b>Total</b>	<b>236</b>	<b>98</b>	<b>42</b>	<b>15</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>114</b>	<b>48</b>	<b>59</b>

Source: TELPAS

\*\* Indicates fewer than 5 students tested

Included in this analysis were data from the 236 migrant students who took the TELPAS in both 2008 and 2009. Of primary interest is the percent of students tested who gained at least one proficiency level between their 2008 testing and 2009. As Table 5 shows, this rate was 44% for grades K–2 and 50% for grades 3–12.

Included in Tables 4 and 5 are comparable data from all LEP students tested in 2009 (shaded columns). In terms of both overall English language proficiency and yearly progress, migrant LEP TELPAS results lagged behind corresponding values obtained in the overall district LEP population. However, TELPAS per-

formance of migrant LEP student surpassed the AMAO standards for both overall proficiency and yearly progress (see Appendix A).

### What were the passing rates on the English and Spanish Texas Assessment of Knowledge and Skills (TAKS) in 2009 for migrant students?

Table 6 (see below) shows migrant students' English Texas Assessment of Knowledge and Skills (TAKS) results for the spring 2009. State TAKS standards are provided in Appendix A. Migrant students had lower passing rates than

Table 6. Migrant and HISD Comparison by Percent Passing the English Texas Assessment of Knowledge and Skills, 2009

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	26	81	10,174	85	24	83	10,175	82												
4	27	56	11,239	82	27	81	11,269	86	26	77	11,173	91								
5	47	70	13,078	79	47	72	13,137	84					48	77	12,932	85				
6	35	71	11,614	86	35	71	11,682	74												
7	37	51	11,103	78	37	57	11,121	74	37	73	11,045	88								
8	43	77	11,460	89	43	65	11,377	72					41	66	11,232	66	40	80	11,179	89
9	43	77	12,920	82	44	50	12,535	57												
10	30	67	10,454	83	28	46	10,376	58					27	33	10,243	55	27	74	10,092	87
11	14	86	8,399	90	13	92	8,340	80					13	85	8,343	83	13	10	8,322	96
<b>Total</b>	<b>302</b>	<b>70</b>	<b>100,441</b>	<b>84</b>	<b>298</b>	<b>66</b>	<b>100,012</b>	<b>74</b>	<b>63</b>	<b>75</b>	<b>22,218</b>	<b>90</b>	<b>129</b>	<b>65</b>	<b>42,750</b>	<b>72</b>	<b>80</b>	<b>81</b>	<b>29,593</b>	<b>90</b>

Source: TAKS (first administration only)



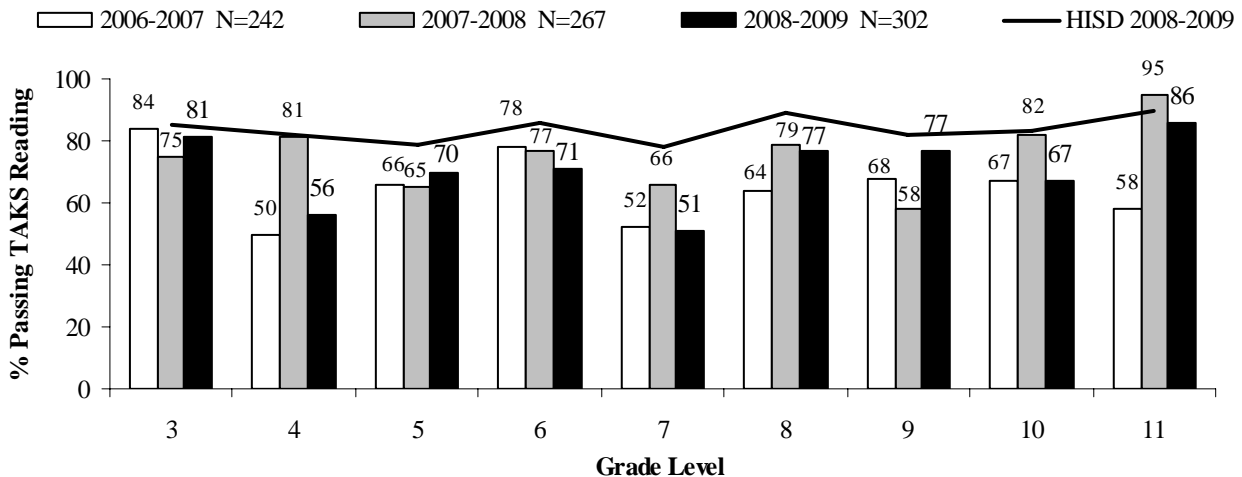


Figure 2. Migrant student English TAKS passing rates in reading/ELA, 2007 through 2009.

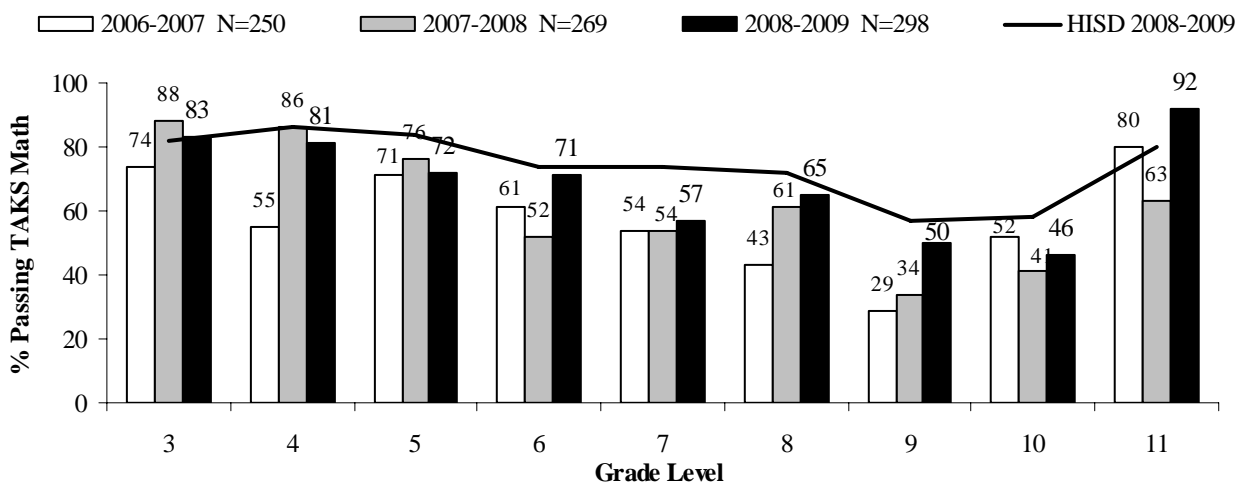


Figure 3. Migrant student English TAKS passing rates in mathematics, 2007 through 2009.

HISD students in all subject areas overall, as well as at almost every grade level. Their passing rates improved in two subjects compared to 2008, mathematics and science (+7 and +8 percentage points, respectively). Migrant passing rates declined in reading (-3 percentage points),

writing (-4 percentage points), and social studies (-3 percentage points). HISD passing rates improved in all five subject areas between 2008 and 2009.

**Figures 2 and 3** show migrant students' English TAKS passing rates for the reading and

Table 7. Migrant and HISD Comparison by Percent Passing the Spanish Texas Assessment of Knowledge and Skills, 2009

Gr.	Reading				Mathematics				Writing				Science			
	Migrant		HISD		Migrant		HISD		Migrant		HISD		Migrant		HISD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	26	81	5,233	88	26	88	5,206	84								
4	18	83	2,851	85	18	100	2,879	89	18	100	2,886	95				
5	0	**	39	69	0	**	41	32					0	**	39	41
6	0	**	10	70	0	**	9	78								
<b>Total</b>	<b>44</b>	<b>82</b>	<b>8,133</b>	<b>87</b>	<b>44</b>	<b>93</b>	<b>8,135</b>	<b>86</b>	<b>18</b>	<b>100</b>	<b>2,886</b>	<b>95</b>	<b>0</b>	<b>**</b>	<b>39</b>	<b>41</b>

Source: TAKS (first administration only)

\*\* Indicates fewer than 5 students tested

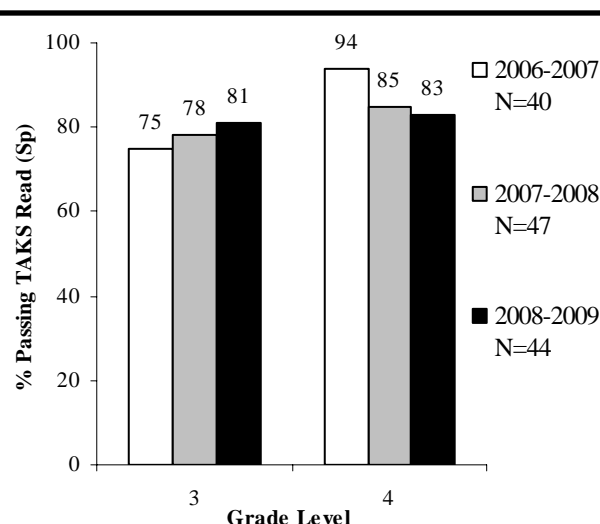


Figure 4. Migrant student Spanish TAKS performance in reading, 2007 to 2009.

mathematics subtests for each of the past three years (HISD data for the current year is included for comparison).

Migrant student performance on the Spanish TAKS 2008 is presented in **Table 7** (see p. 14). Shown are percent passing by grade level as compared to HISD for grades 3 through 6. Migrant students had lower passing rates than HISD on the reading subtest but were higher than the district in mathematics and writing (science results will not be addressed since no migrant students were tested). Performance in all three subjects improved relative to that observed in 2008 (reading +1 percentage point, mathematics +14, writing +10). **Figure 4** shows migrant

student Spanish TAKS performance on reading for the period 2007 through 2009. Overall, migrants performed better on each subtest of the Spanish TAKS than on the English TAKS (grades three through six only, i.e. where direct comparison is possible).

Both the English and Spanish TAKS performance of migrant students met or exceeded the passing standards established under TEA's Performance Based Monitoring Analysis System (PBMAS). Migrant passing rates were higher than stated benchmarks in each area tested (note that English and Spanish TAKS results are combined for migrant students under PBMAS).

### What were the normal curve equivalent (NCE) scores on the Stanford and Aprenda in 2009 for migrant students?

**Table 8** (see below) presents the Stanford 10 Normal Curve Equivalent (NCE) scores for migrant students tested in the spring of 2008 and 2009. The difference between these scores was calculated at each grade level to determine if there was a gain or loss in NCEs. Results indicated improvements for migrant students in reading, mathematics, and language. Reading scores showed that of the eleven grades tested on the Stanford 10, seven showed improvements from 2008 to 2009, and three showed declines. Overall reading NCE results for migrant students were below the accepted normal range (45–55, which is equivalent to a range of 40th to 60th

Table 8. Migrant Student Stanford 10 Normal Curve Equivalent Score Comparison for 2008 and 2009

Grade	N Taking		Reading			Mathematics			Language		
	2008 N	2009 N	2008 NCE	2009 NCE	Δ	2008 NCE	2009 NCE	Δ	2008 NCE	2009 NCE	Δ
1	19	17	36	38	2	42	39	-3	50	50	0
2	21	17	40	32	-8	50	45	-5	44	34	-10
3	16	29	41	41	0	56	50	-6	46	42	-4
4	29	26	38	36	-2	48	49	1	45	42	-3
5	40	53	35	38	3	49	47	-2	36	39	3
6	46	40	30	35	5	41	47	6	33	39	6
7	48	42	33	37	4	43	43	0	35	36	1
8	37	47	36	38	2	48	47	-1	39	37	-2
9	49	45	31	41	10	45	54	9	34	43	9
10	17	31	39	36	-3	49	50	1	39	34	-5
11	21	14	43	46	3	44	53	9	38	46	8
<b>Total</b>	<b>343</b>	<b>361</b>	<b>35</b>	<b>38</b>	<b>3</b>	<b>46</b>	<b>48</b>	<b>2</b>	<b>38</b>	<b>39</b>	<b>1</b>

Source: Stanford 10

Table 9. Migrant Student Aprenda 3 Normal Curve Equivalent Score Comparison for 2008 and 2009

Grade	N Taking		Reading			Mathematics			Language		
	2008	2009	2008	2009	Δ	2008	2009	Δ	2008	2009	Δ
	N	N	NCE	NCE		NCE	NCE		NCE	NCE	
1	28	40	73	68	-5	67	60	-7	71	62	-9
2	31	26	67	69	2	70	70	0	66	70	4
3	28	26	69	68	-1	70	65	-5	74	73	-1
4	21	18	65	67	2	77	76	-1	65	65	0
5	1	0	65	--	--	85	--	--	75	--	--
6	1	0	77	--	--	85	--	--	64	--	--
<b>Total</b>	<b>110</b>	<b>110</b>	<b>68</b>	<b>68</b>	<b>0</b>	<b>71</b>	<b>66</b>	<b>-5</b>	<b>69</b>	<b>67</b>	<b>-2</b>

Source: Aprenda 3

\*\* Indicates fewer than 5 students tested

percentiles). In mathematics, migrant student overall performance was within the average range, with an NCE of 48. Five grades showed gains, and five showed declines. Finally, language scores were lower than average for migrant students, with five grades showing improvements and five showing declines.

Grades 5, 9, and 11 showed gains in all areas tested, whereas grade 2 showed a decline in each area.

**Table 9** presents migrant students' Aprenda NCE scores for spring 2008 and 2009. Included in this table is the difference between NCE scores obtained in the two years. Aprenda scores for migrant students in 2009 were all well above the 50th NCE for all grades, indicating above grade level performance. However, scores declined from 2008 to 2009 in mathematics and language, while reading scores were the same across the two years.

#### What were the retention rates for migrant students in grades 1 through 8 in 2008–2009?

Texas was one of four states that participated in a comprehensive needs assessment (CNA) process for the U.S. Department of Education's Office of Migrant Education (TEA, 2007). Through this CNA process, Texas MEP identified eight statewide needs of migrant students. The first of these concerned student retentions,

specifically a desire that 1st grade migrant student develop sufficient skills to allow them to be promoted to 2nd grade.

**Table 10** shows student retention data for the 2008–2009 school year. Results are shown for grades 1 through 8 (retention rates are not calculated for grades 9–12). Included are results for migrant students, all ELL students in the district, and overall district retention rates.

As can be seen, migrant student retention rates in grades 1, 3, and 5 were higher than both the district's rate as well as that for ELL students overall. Migrant retention rates were lower than those for the district in four grades, and lower than those for ELLs in five grades. Overall retention rates for migrant students (2.5%) were lower than the overall rates for both the district (2.8%) and for ELLs as a group (3.6%).

#### What were the graduation and dropout rates of HISD migrant students over a five-year period (2003–2004 to 2007–2008)?

Graduation data are presented in **Tables 11, 12** and **13**. Table 11 shows simple 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). Over the eleven-year period from 1994–1995 through 2004–2005, graduation rate for migrant students averages 73.5%. The migrant student

Table 10. Migrant Student Retention Rates Grades 1 Through 8, 2008–2009

Student Group	Grade								Total
	1	2	3	4	5	6	7	8	
Migrant	6.7	0.0	4.3	2.5	2.3	0.0	2.4	0.0	<b>2.5</b>
ELL	5.8	3.5	3.4	3.5	2.1	1.8	2.5	2.8	<b>3.6</b>
HISD	6.0	3.2	2.9	2.8	1.3	1.4	1.4	1.2	<b>2.8</b>

Source: Chancery

graduation rate was 50.0% for 2007–2008, the most recent year for which data are available.

Table 11. Migrant Student Graduation Rates, 2003–2004 to 2007–2008

03–04	04–05	05–06	06–07	07–08
76.5	71.8	56.0	46.2	50.0

Source: PEIMS

An alternative definition of graduation rate is used in TEA's Performance Based Monitoring Analysis System (PBMAS), and these data are shown in **Table 12** (see p. 17). That formula is based on graduation rate for the cohort of students who were enrolled in grade 9 and progressed through to grade 12 in the reporting year. This is a more rigorous definition than the one used to generate the values in Table 11, and the reported graduation rate in the 2008 PBMAS report was 39.1% for migrant students. Note that this measure is unavailable for years prior to 2005–2006.

Table 12. Migrant Student Graduation Rates, 2005–2006 to 2007–2008

03–04	04–05	05–06	06–07	07–08
-	-	42.5	30.4	39.1

Source: PBMAS

Also shown, in **Table 13**, is the percentage of students receiving the Recommended High School Program (RHSP)/Distinguished Achievement program (DAP) advanced diplomas for migrant students over the same time period. This measure is one of the required indicators for migrant students under the PBMAS, and 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 slightly from 75.0% in 2006–2007 to 72.7% in 2007–2008.

Table 13. Percent of Migrant Student Graduating With RHSP/DAP Diplomas, 2003–2004 to 2007–2008

03–04	04–05	05–06	06–07	07–08
73.5	87.5	92.3	75.0	72.7

Source: PBMAS

Finally, **Table 14** shows migrant dropout rates for the same five-year period. Dropout rate is defined using the PBMAS procedures for this indicator, i.e., total number of migrant students in grades 7–12 dropping out in a given year divided by the total number of migrant students enrolled in that year. This data reveals that the dropout rate fell to 3.8% in 2007–2008 from 5.8% in the previous year. The migrant student dropout rate has been highly variable over the past six years, but has remained above the 2.0% state standard established under PBMAS.

Table 14. Migrant Student Dropout Rates, 2003–2004 to 2007–2008

03–04	04–05	05–06	06–07	07–08
2.2	5.3	3.5	5.1	3.8

Source: PBMAS

## Conclusions

The goal of the Migrant Education Program (MEP) in HISD is 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. Demographic data for the 601 eligible migrant students identified for the 2008–2009 school year show that the majority of the migrant students were Hispanic, at-risk for dropping out of school, economically disadvantaged, served by Title I program, and LEP, with 91% of the latter instructed by the bilingual and ESL programs. The number of migrant students served increased from the previous year by 4%.

The migrant staff provided two types of supplemental services for migrant students, instructional and support services. Instructional services included: Building Bridges, elementary and secondary tutorials, tuition vouchers, provision of books and instructional materials, and credit-by-exam. Support services included: school supplies, clothing and uniform vouchers, and social work/outreach/advocacy. The migrant recruitment specialist and community liaison reported that during the 2008–2009 school year, all supplemental services for migrant students increased except for one.

Texas English Language Proficiency Assessment System (TELPAS) results for spring 2009 revealed that at both the K–2 and 3–12 grade levels, migrant LEP students reached the Advanced High English proficiency level at rates which exceeded the AMAO standards. The same was true for yearly progress in English proficiency.

Comparison of migrant students' English TAKS percent passing to HISD districtwide figures revealed that migrant students had lower passing rates at most grade levels in all subjects. Spanish TAKS percent passing results were generally higher than those for the English TAKS, and migrant students had higher passing rates than the district in mathematics and writing. Overall TAKS passing rates for migrants exceeded PBMA standards in all areas tested.

Overall Stanford scores for migrant students showed improved NCEs from 2007–2008 to 2008–2009 in reading, mathematics and language. Performance was still below grade level in reading and language. Migrant students' Aprenda NCE scores were well above grade level in reading, mathematics, and language for all grades tested.

Migrant student overall retention rates were lower than those of both the district and ELLs overall. However, in 1st, 3rd, and 5th grades, retention rates for migrants were higher than those of either group.

The overall graduation rate for migrant students improved slightly from 2006–2007 to 2007–2008 using two different measures of graduation rate. The majority of migrant students who do graduate finish with either an RHSP or DAP diploma. Lastly, the dropout rate for 2007–2008 showed a decline from the previous year to 3.8%.

### **Recommendations**

1. Cross Training Staff for Identification and Recruitment: The migrant program is still not able to fully utilize all staff members available to assist in recruitment and identification of migrant students and families. The program should continue their efforts to cross-train available staff as recruiters. This would potentially allow the more difficult COE cases to be assigned to the full-time recruiters, with some of the recruitment and identification workload shifted to existing staff who have received adequate training and field experience. The net effect would be an increase in the number of students identified, without requiring the hiring of additional staff or recruits. In 2008–2009, the number of migrant students identified increased by 6.5%, and efficient utilization of existing staff could help to sustain this trend.
2. Reading Performance of Migrant Students: Both the English TAKS and Stanford 10 showed lower overall reading performance for migrant students in 2009 than in 2008. This decline should be addressed before it develops further. Recently, the migrant program has focused on supplemental summer materials in mathematics and science, since migrant student TAKS scores in these areas lagged behind their TAKS passing rates in reading and social studies. In 2009, both mathematics and science showed improved TAKS passing rates, while performance on reading, social studies, and writing declined. The migrant program should now focus on supplemental reading supplies for home study including continued “Reading is Fundamental” distribution.
3. Tutors to Mentor Senior Students: Migrant students showed both higher graduation rates, and lower dropout rates, in 2008 compared to the previous year. This encouraging pattern could be maintained and even improved by assigning tutors to mentor senior migrant students. Tutoring and mentoring could be considered “out-of-school-time” (OST) activities, which have been found to have a positive influence on student achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2003).

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## APPENDIX A

### TAKS & TELPAS Standards

**TAKS standards in reading/ELA, mathematics, writing, science,  
and social studies, 2006 Through 2009<sup>a</sup>**

	2006	2007	2008	2009
<b>Reading/ELA</b>	60%	65%	70%	70%
<b>Mathematics</b>	40%	45%	50%	55%
<b>Writing</b>	60%	65%	65%	70%
<b>Science</b>	35%	40%	45%	50%
<b>Social Studies</b>	60%	65%	65%	70%

<sup>a</sup> State standards for a rating of Academically Acceptable are shown.

### TELPAS AMAO standards in Yearly Progress and Attainment, 2006 to 2009

	2006	2007	2008	2009
<b>AMAO 1: Yearly Progress (K-2)</b>	15%	17%	n/a <sup>b</sup>	21%
<b>AMAO 1: Yearly Progress (3-12)</b>	42%	44%	n/a <sup>b</sup>	48%
<b>AMAO 2: Attainment (K-2)</b>	2.0%	2.5%	2.5%	3.5%
<b>AMAO 2: Attainment (3-12) Method 1</b>	25.5%	26%	25%	27%
<b>AMAO 2: Attainment (3-12) Method 2</b>	42%	44%	40%	48%

<sup>a</sup> Yearly progress not reported in 2008.