MEMORANDUM November 17, 2017

TO: Magda Galindo
Manager, Migrant Education Program Office

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **MIGRANT EDUCATION PROGRAM, 2016–2017**

The Migrant Education Program (MEP) is authorized under Title I of the Every Student Succeeds Act (ESSA) of 2015. In an effort to comply with Title I, the HISD MEP works to assist migrant students to overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. The goal of the program is to ensure migrant students succeed in school, and to successfully transition to postsecondary education or employment.

The attached report examines the impact of MEP on migrant students' performance on the Iowa, Logramos, STAAR, and TELPAS in 2016–2017 as well as migrant students' dropout and graduation rates in 2015–2016.

Key findings include:

- There were 255 migrant students in 2016–2017 compared to 300 in 2015–2016.
- Fewer migrant (English Language Learner) ELL students gained at least one proficiency level on the TELPAS, measuring English acquisition, than ELL students in the district.
- There was a decrease in the migrant student annual graduation rate, from 94.4 percent in 2014–2015 to 91 percent in 2015–2016, although it was the second highest rate in the last five years.
- The annual dropout rate of migrant students was higher than the district in 2015–2016, while the migrant students' longitudinal dropout rate was lower than the district for the Class of 2016.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Carla J. Stevens CJS

Attachment

cc: Grenita Lathan
Altagracia Guerrero

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM, 2016–2017

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2017 BOARD OF EDUCATION

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MIGRANT EDUCATION PROGRAM, 2016–2017

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I of the Every Student Succeeds Act (ESSA) of 2015. 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 "support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves" (U.S. Department of Education, 2002). A migrant student refers to any child under the age of 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 lifestyle, 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 meet state and federal goals for servicing migrant students.

Highlights

- There were 255 migrant students in 2016–2017 compared to 300 in 2015–2016.
- Migrant students obtained lower average standard scores than the district on the 2016–2017 Iowa ELA subtest in 5th grade.
- Migrant students performed slightly better than the district on the 2016–2017 Iowa mathematics subtest in 5th grade.
- Migrant students obtained lower average standard scores than the district on the 2016–2017 Logramos language arts and mathematics subtests in kindergarten.
- A lower percentage of migrant English Language Learner (ELL) students scored at the Advanced or Advanced High levels on the TELPAS as compared to all ELL students in the district who took TELPAS at kindergarten to 12th grade.
- The percentage of migrant ELL students who gained at least one level was less than the district on the TELPAS at kindergarten to 12th grade.
- A higher percentage of 4th and 5th grade migrant students met the 2017 STAAR Approaches Grade Level standard on the English version STAAR reading test, while the percentage of 3rd, 6th, 7th and 8th grade migrant students met the 2017 STAAR Approaches Grade Level standard was lower than the district.

- A higher percentage of 5th and 8th grade migrant students met the 2017 STAAR Approaches Grade Level standard on the English version STAAR mathematics test, whereas, a lower percentage of 3rd, 4th, 6th and 7th grade migrant students met the 2017 STAAR Approaches Grade Level standard compared to the district.

- A lower percentage of 3rd grade migrant students met the 2017 STAAR Approaches Grade Level standard on the Spanish version STAAR reading test compared to the district, while the percentage of 4th grade migrant students who met 2017 STAAR Approaches Grade Level standard on the Spanish version STAAR reading test was higher than the district.

- The percentage of both 3rd and 4th grade migrant students who met the 2017 STAAR Approaches Grade Level standard on the Spanish version of the STAAR mathematics test was higher than the district.

- Migrant students passed End-of-Course (EOC) exams at a higher rate than the district in Biology I, and matched the district's performance on U.S. History EOC.

- There was a decrease in the migrant student annual graduation rate, from 94.4 percent in 2014–2015 to 91 percent in 2015–2016, although it was the second highest rate in the last five years.

- The longitudinal graduation rate for migrant students (81.8 percent) in the Class of 2016 was higher than the district (77.9 percent).

- The annual dropout rate of migrant students was higher than the district in 2015–2016, while the migrant students' longitudinal dropout rate was lower than the district for the Class of 2016.

Introduction

Texas is among six states in the United States that have the highest number of agricultural workers under the age of 18, which is directly correlated with number of adult farmworkers found in the same states (National Center for Farmworker Health, Inc., 2012). Migrant students face several challenges that are associated with the high geographic mobility that is a primary characteristic of migrant families. They often have difficulty overcoming poverty, language barriers, and cultural differences caused by frequent relocations (Green, 2003). In addition to the cultural disadvantages that migrant students often face, they also encounter educational problems associated with their migrant lifestyle. Specifically, they struggle with school attendance which in turn leads to issues with staying on grade-level and meeting graduation requirements (Green, 2003; Kindler, 1994; Salerno, 1991). There are also substantial impacts on students being able to develop a social network and/or a peer support group (Green, 2003; Salerno, 1991). DiCerbo (2001) makes several suggestions about best practices that should be used when working with migrant students (e.g. “implement appropriate assessment of language proficiency and academic needs”, “conduct outreach and communication in the parent’s home language”, and “build on migrant student’s strengths by incorporating students’ culture and language into the curriculum”).

The Migrant Education Program (MEP) is authorized under Title I of the Every Student Succeeds Act (ESSA) of 2015. 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. A migrant student is a [person] who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who moved in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work. 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 areas: 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. 24). The purpose of this evaluation was to examine the impact of the migrant education program on students’ performance on the Iowa and Logramos norm-referenced assessments, State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS) as well as migrant students’ dropout rate and graduation rate.

Methods

Data Collection and Analysis

Measure

- Iowa Assessment measures students' academic achievement in various academic subjects in kindergarten and fifth grade. The English Language Arts (ELA) and mathematics test scores in this report were the 2016–2017 kindergarten and 5th grade Iowa ELA and mathematics subtests.

- Logramos 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 Logramos assesses students' academic achievement in the same content areas as the Iowa Assessment (i.e., ELA and mathematics); however, the Logramos is not a translation of the Iowa Assessment. In this report, 2016–2017 kindergarten and 5th grade Logramos language arts and mathematics subtests were used to measure migrant students' academic performance. Students in kindergarten and 5th grade take the Iowa Assessments or Logramos in December for Gifted/Talented identification purpose.

- State of Texas Assessments of Academic Readiness (STAAR) is the state of Texas criterion-referenced assessment program that focuses on increasing postsecondary readiness of graduating high school students, and helps to ensure that Texas students are competitive both nationally and internationally. The key outcome measures for grades 3–8 students in this report were the percentage of students who met the 2017 STAAR Approaches Grade Level standard in reading and mathematics tests. Results are reported separately for the English and Spanish versions of the STAAR.

- For the STAAR End-of-Course (EOC) assessments, students must pass the five STAAR EOC assessments (Algebra I, Biology, English I, English II, and U.S. History) to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025. The proficiency level descriptors in 2016–2017 were updated as follows: Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Performance at or above the Approaches Grade Level standard satisfies the graduation requirement for each End-of-Course exam. Only first-time tested students were reported in this evaluation.

- Texas English Language Proficiency Assessment System (TELPAS) is an assessment program for students in Texas public schools who are learning the English language. This English language proficiency assessment is administered to all English Language Learner (ELL) students in kindergarten through twelfth grade annually until their language proficiency assessment committee (LPAC) concludes that they have excelled to a level of proficiency. The assessment was developed by the TEA in response to federal testing requirements (U.S. Department of Education, 2002). 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.

- Additional data (annual migrant graduation rate and demographic information) were collected from the Public Education Information Management System (PEIMS). Longitudinal graduation rates and annual and longitudinal dropout rates were obtained from the 2016–2017 Completion, Graduation, and Dropouts report provided by the Division of Research and Analysis of TEA.

Data Analysis

- Comparisons were made between migrant students and students district wide on the STAAR, STAAR EOC, Iowa Assessment, Logramos Assessment, and TELPAS. District-level data were retrieved from district-level summary reports. For STAAR grades 3–8, the percentage of first time testers who met the Approaches Grade Level standard is shown. STAAR results were reported and analyzed for the reading and mathematics subtests by grade level. STAAR EOC results include the percentage of students who met Approaches Grade Level standard for Algebra I, Biology, English I and II, and U.S. History. In order to compare students' scores, the standard score was reported for both Iowa and Logramos Assessment.

- TELPAS results are reported for two indicators. One of these reflects attainment, for example, the overall level of English language proficiency exhibited by 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 2016 and 2017. For this second TELPAS indicator, the percent gaining one or more proficiency levels from the previous year is reported.

- The 2016 migrant students' graduation and dropout rates were compared with the district's rates. The 2016–2017 course grades the students received in each grading cycle were reported.

Sample

- The U.S. Department of Education (2002) defines migrant students as "…a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who moved in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work" (p. 1580). The sample in this evaluation included students who attended HISD schools in 2016–2017, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than '0'— enrolled, no membership.

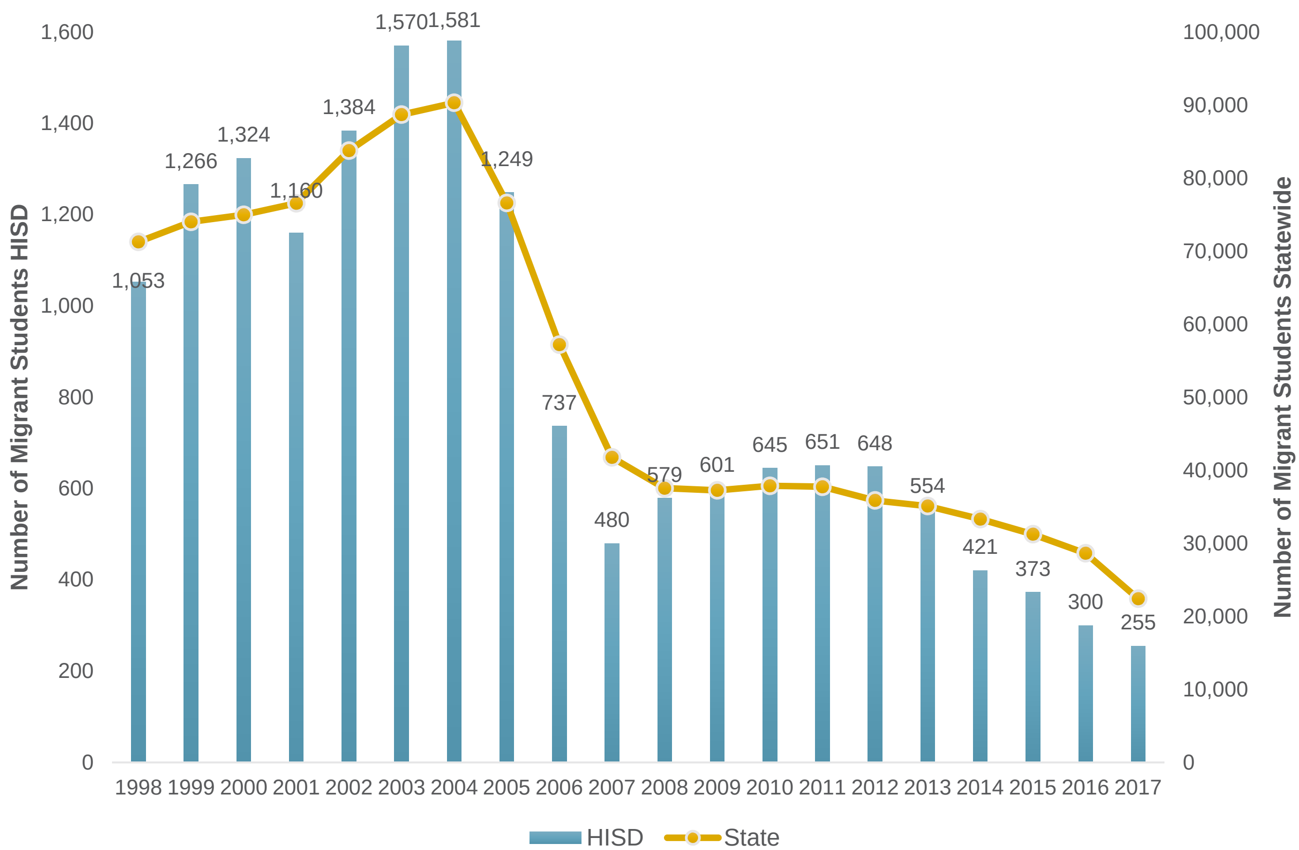
- A total of 255 migrant students met migrant eligibility criteria. These students were matched with the HISD student assessment databases to obtain migrant students' test data for Iowa and Logramos Assessments. The migrant students' graduation rate, dropout rate and test results on the STAAR, STAAR End-of-Course (EOC), and TELPAS were obtained from the summary report provided by TEA. (Note. A small population of migrant students was compared to a large population tested district wide. Results for migrant students may be affected by a small number of students while the larger population will regress toward the mean.)

Results

What was the HISD migrant education program enrollment trend from 1998–2017?

- **Figure 1** presents the migrant student enrollment trends for HISD and Texas from 1998 to 2017.
- Migrant students typically account for less than one percent of the district's student population. The number of migrant students decreased in 2016–2017 from the previous year, from 300 to 255, a decline of 15 percent.
- The HISD migrant enrollment has similar trends to state enrollment across time.

Figure 1. Migrant student enrollment in HISD and statewide, 1998 to 2017



Sources: PEIMS database, Enrollment in Texas Public Schools (http://tea.texas.gov/acctres/enroll_index.html)

What were the demographic characteristics of migrant students enrolled in HISD schools in 2016–2017?

- Student characteristics in 2015–2016 compared to 2016–2017 were similar with respect to ethnicity, special education placement, economically-disadvantaged, and Limited English Proficient (LEP) status (**Appendix B-Table 1,** p. 25). In 2016–2017, about 98 percent of migrant students were Hispanic, 100 percent were economically-disadvantaged, 59.6 percent were LEP, and about 6 percent received services from special education programs.

- Migrant students classified as gifted-talented accounted for 7.5 percent in 2016–2017; however, this percentage decreased from about 8 percent in 2015–2016 (Appendix B-Table 1, p. 25).

- The proportion of at-risk migrant students increased from 81 percent in 2015–2016 to 84 percent in 2016–2017 (Appendix B-Table 1, p. 25).

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 2016–2017 school year are shown in **Appendix B-Table 2,** p. 25. The total number of families contacted via phone calls or visits increased by 1.3 percent from 446 in 2015–2016 to 452 in 2016–2017.

- The total number of newly-recruited migrant students in 2016–2017 (101) was more than the previous year (91) (Appendix B-Table 2, p.25).

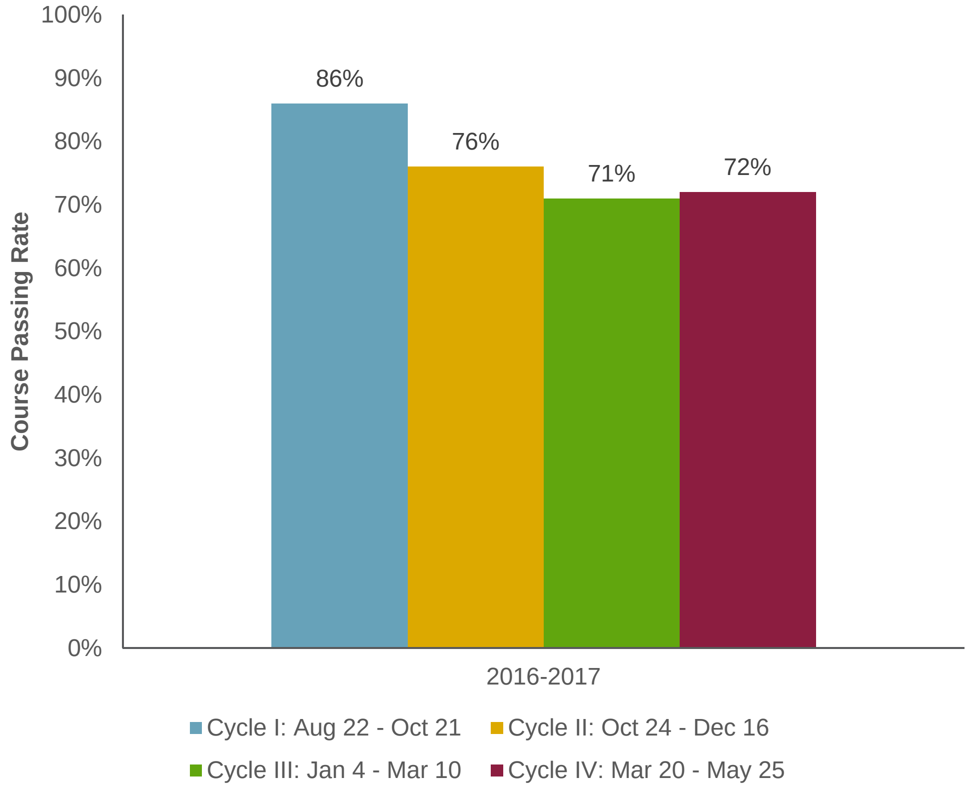
- **Appendix B-Table 3** shows the number and percentage of migrant students who benefited from MEP's instructional and support services in 2016–2017. Among the instructional services offered, the Study Island program and Tutorial programs (Secondary) were most frequently used during the school year. However, during the summer, the number of migrant elementary students being tutored was almost three times the number of secondary migrant students (see p. 26).

- Appendix B-Table 3 also shows the number of migrant students receiving support services. Among support services offered, college tours during the summer of 2017 was the most popular service, with 49 students receiving the service (see p. 26).

What were the academic outcomes for MEP students who received tutoring support?

- **Figure 2** depicts the passing rate of migrant students who received tutoring courses provided by MEP on the four grading cycles (quarterly) in 2016–2017. The migrant students performed best in Cycle I with a passing rate of 86%, followed by Cycle II with a passing rate of 76%. Cycle III and Cycle IV had comparable passing rates, which were 71% and 72%, respectively.

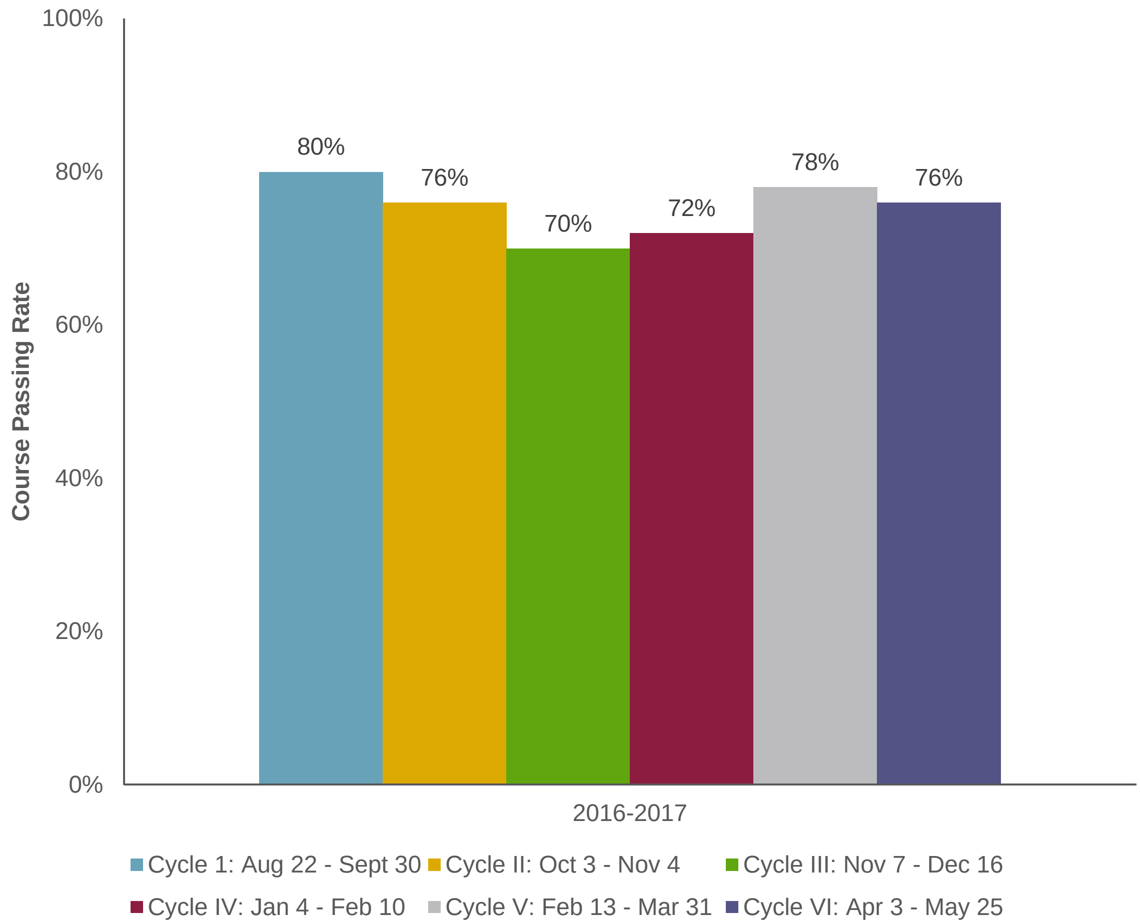
Figure 2. Tutored course passing rate (4 Grading Cycles), 2016–2017



Source: HISD Migrant Education Program Office

- **Figure 3** depicts the passing rate of migrant students who received the tutoring courses provided by MEP on the six grading cycles (6 weeks) in 2016–2017. The passing rates for students during Cycle I and Cycle V in 2016–2017 were higher than the other four grading cycles. The lowest passing rate was in Cycle III, which was 70% (p.9).

Figure 3. Tutored course passing rate (6 Grading Cycles), 2016–2017



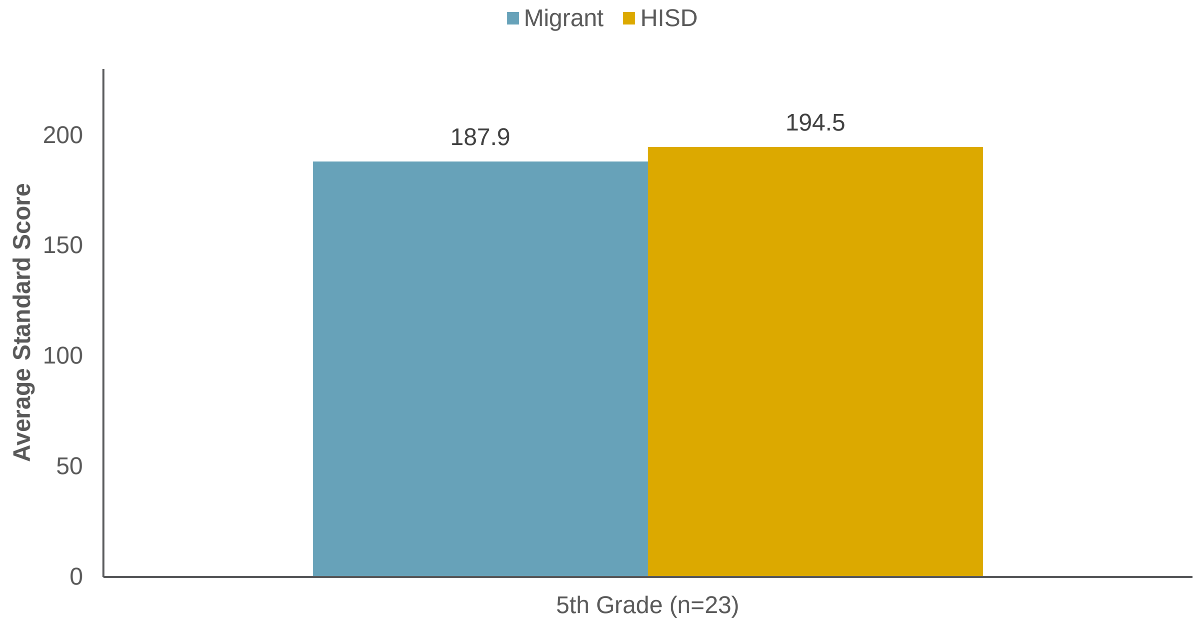
Source: HISD Migrant Education Program Office

- Migrant Education Program office also used STAAR as an outcome measure to measure the academic performance of migrant students who received tutoring service.
- **Appendix B-Table 4** shows that a higher percentage of elementary migrant students who received tutoring and met the STAAR Approaches Grade Level standard on the STAAR (English and Spanish combined) reading tests from the previous year. The percentage increase in reading was from 50 percent in 2015–2016 to 55 percent in 2016–2017 (see p. 27).
- The percentage of secondary migrant students who received tutoring and met the STAAR Approaches Grade Level standard on the English version of the STAAR reading or End-of-Course (EOC) English I and II decreased from 67 percent to 40 percent from the previous year (**Appendix B-Table 5,** p. 27).

How did migrant students perform on the 2016–2017 Iowa and Logramos ELA and mathematics subtests compared with their grade-level peers in the district?

- **Figures 4–7** included the performance comparison between migrant and district students on the Iowa and Logramos ELA and mathematics subtests. The number of migrant students tested are reflected in parentheses.
- The migrant students obtained lower average standard scores than the district on the 2016–2017 Iowa English language arts subtest in 5th grade (Figure 4).

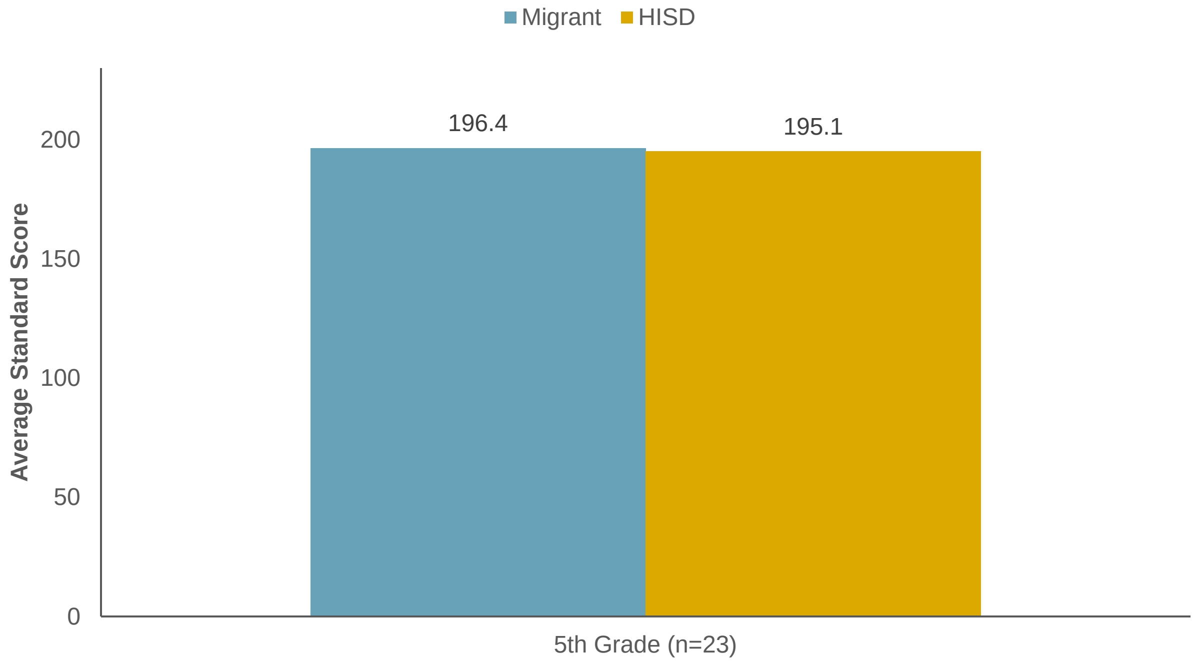
Figure 4. Average standard scores on the 2016–2017 Iowa ELA subtest for migrant students by grade level



Source: 2016–2017 Riverside- Iowa Assessments data file

- The migrant students performed slightly better than the district on the 2016–2017 Iowa mathematics subtest in 5th grade (**Figure 5**, p11).

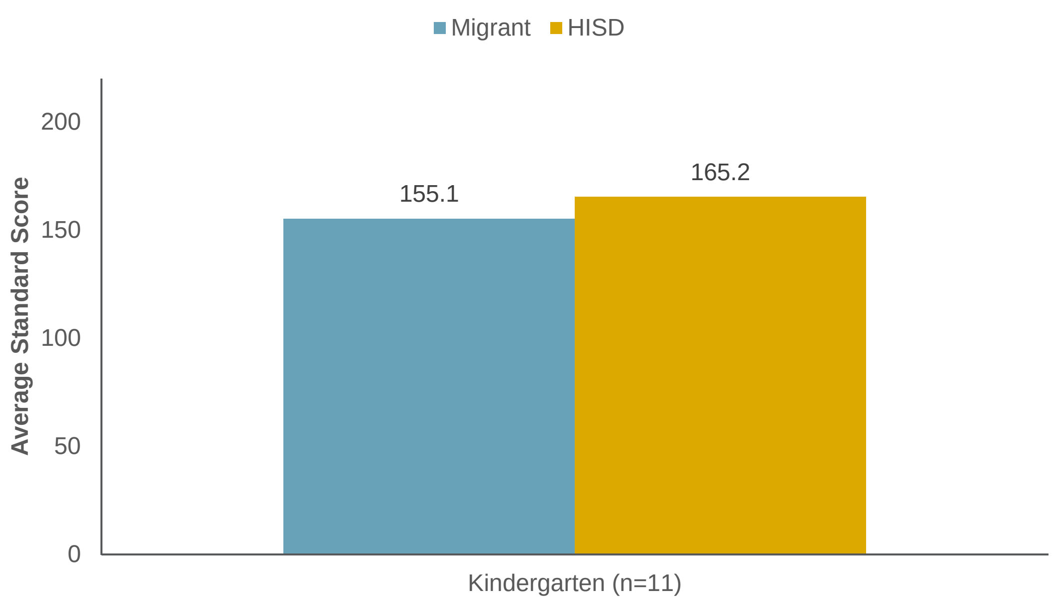
Figure 5. Average standard scores on the 2016–2017 Iowa mathematics subtest for migrant students by grade level



Source: 2016–2017 Riverside- Iowa Assessments data file

- The migrant students obtained lower average standard scores than the district on the 2016–2017 Logramos language arts subtest in kindergarten (**Figure 6**).

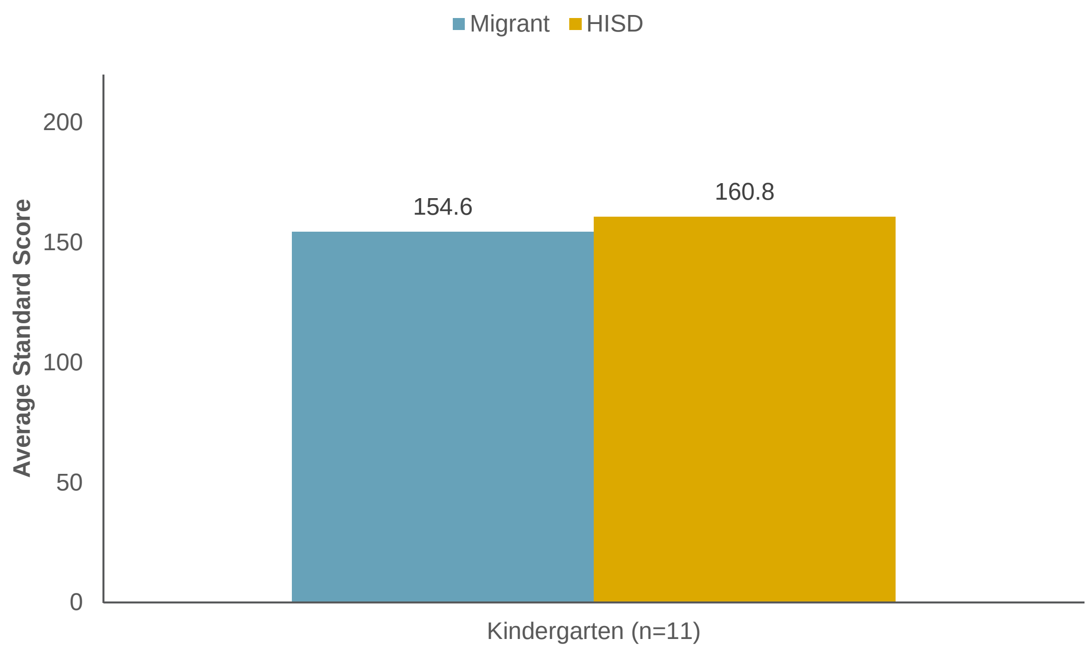
Figure 6. Average standard scores on the 2016–2017 Logramos LA for migrant students by grade level



Source: 2016–2017 Riverside- Iowa Assessments data file

- The migrant students obtained lower average standard scores than the district on the 2016–2017 Logramos mathematics subtest in kindergarten **(Figure 7**).

Figure 7. Average standard scores on the 2016–2017 Logramos Mathematics for migrant students by grade level



Source: 2016–2017 Riverside- Iowa Assessments data file

How did migrant students perform on the 2016–2017 TELPAS compared with their grade-level peers in the district?

- **Figures 8** and **9** present the performance level and gains of English proficiency as measured by TELPAS. The 2016–2017 TELPAS report included 137 students who had the migrant student designation (see p. 13 & p. 14).

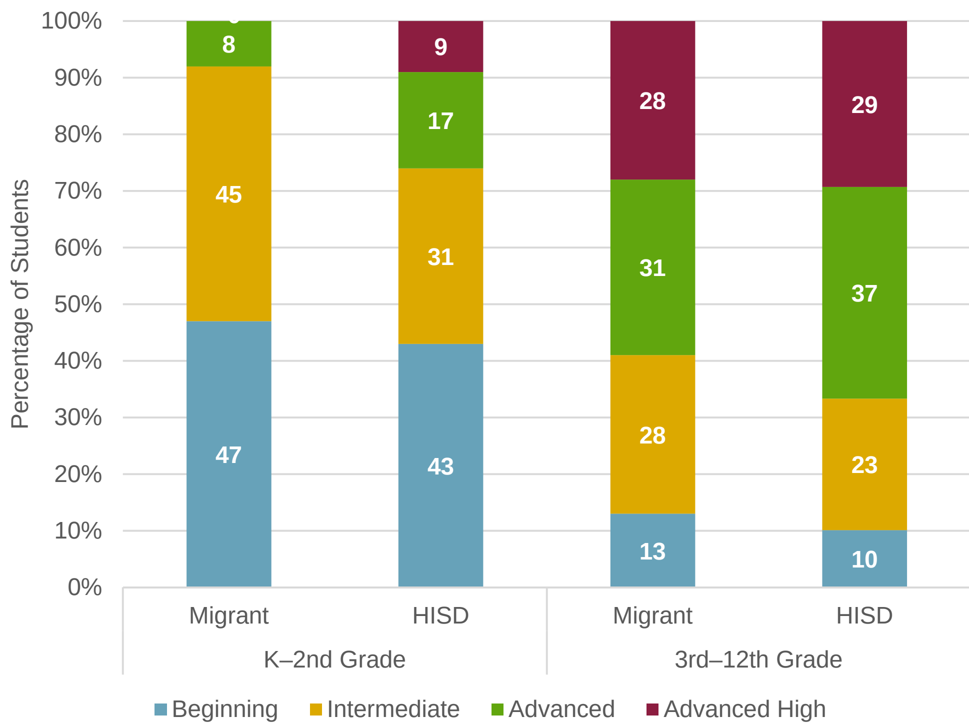
- Figure 8 shows the percentage of migrant students assessed and rated at the four proficiency levels of the 2016–2017 TELPAS. A lower percentage of migrant English Language Learner (ELL) students scored at the Advanced High level on the TELPAS compared to all ELL students in the district who took TELPAS (0 percent versus 9 percent for kindergarten to 2nd grade). Compared to the district, the percentage of 3rd to 12th grades migrant ELL students that met the Advanced High level was comparable to the district (see p. 13).

- A lower percentage of migrant ELL students scored at the Advanced level compared to the district for kindergarten to 2nd grade students (8 percent versus 17 percent) and 3rd to 12th grade students (31 percent versus 37 percent) (Figure 8, p. 13).

- The percentage of migrant ELL students who scored at the Intermediate level is higher than the district for kindergarten through 12th grades (45 percent versus 31 percent for kindergarten through 2nd grade; 28 percent versus 23 percent for 3rd to 12th grades) (Figure 8).

- A higher percentage of migrant ELL students scored at the Beginning level compared to the district for all grades (47 percent versus 43 percent for kindergarten through 2nd grade; 13 percent versus 10 percent for 3rd to 12th grades) (Figure 8).

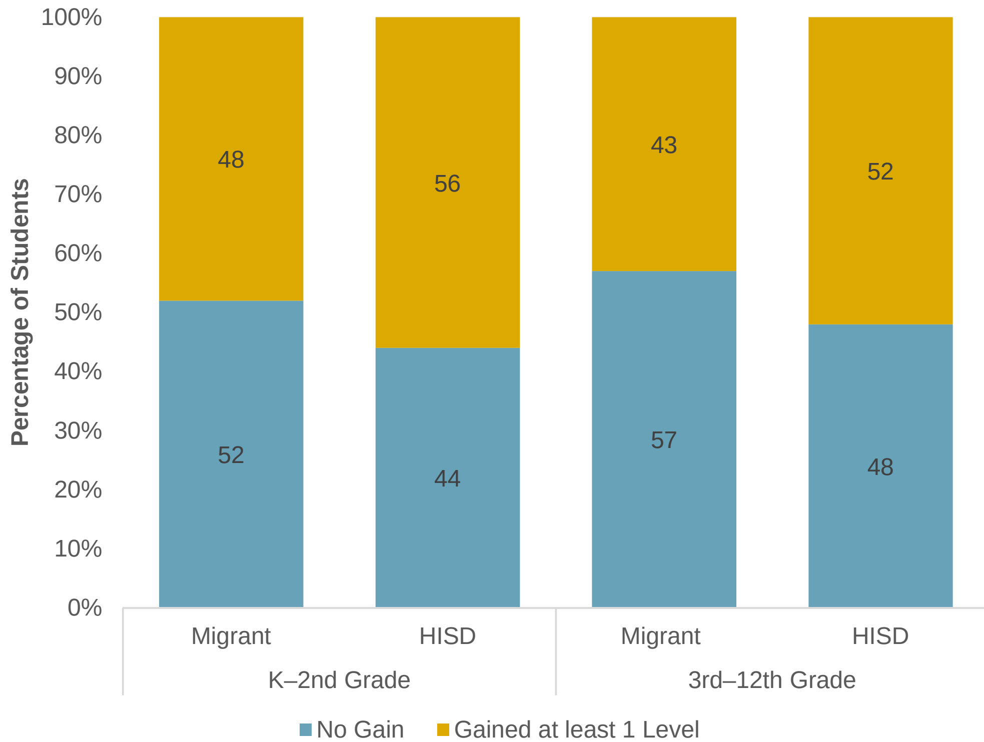
Figure 8. Percentage of ELL students at each proficiency level on the 2016–2017 TELPAS by grade level group



Sources: TELPAS Summary Report, Spring 2017

- The percentage of migrant ELL students in kindergarten to 2nd grade who gained at least one level was less than the district (48 percent versus 56 percent) on the TELPAS. Similarly, migrant ELL students in 3rd through 12th grades made less progress in English proficiency than did the district (43 percent versus 52 percent) (Figure 9).

Figure 9. Percentage of ELL students who made gains in proficiency on the 2016–2017 TELPAS by grade level group



Sources: TELPAS Summary Report, Spring 2017

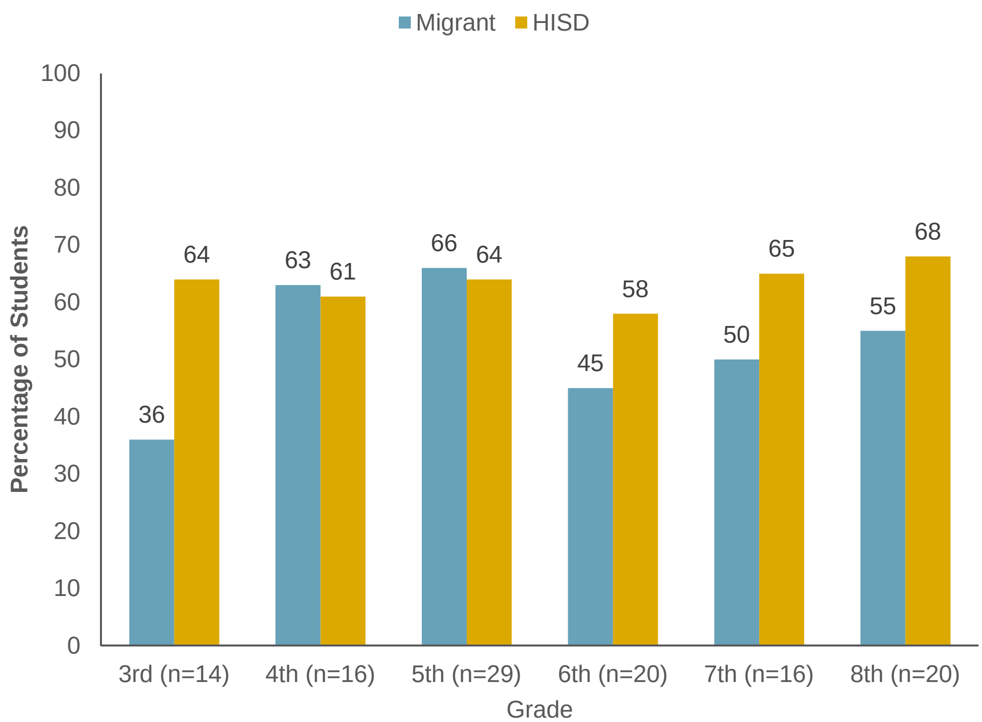
How did migrant students perform on the 2016–2017 English and Spanish STAAR reading and mathematics tests, and the STAAR End-of-Course (EOC) tests compared with their grade-level peers in the district?

- **Figures 10–13** (p.15-17) present the performance comparison between migrant and district students on the 2016–2017 English and Spanish versions STAAR reading and mathematics tests. The number of migrant students tested are reflected in parentheses. The data were provided by the HISD Migrant Education Program Office, and the percentage was calculated based on students' STAAR results in the first administration.

- A lower percentage of 3rd, 6th, 7th and 8th grade migrant students met the 2017 STAAR Approaches Grade Level standard compared to the district on the 2016–2017 English version of the STAAR reading test (Figure 10, p. 15).

- A higher percentage of 4th and 5th grade migrant students met the 2017 STAAR Approaches Grade Level standard on the English version STAAR reading test compared to the district (Figure 10).

Figure 10. Percentage of migrant students who met Approaches Grade Level standard on the 2016–2017 English version STAAR reading test by grade level

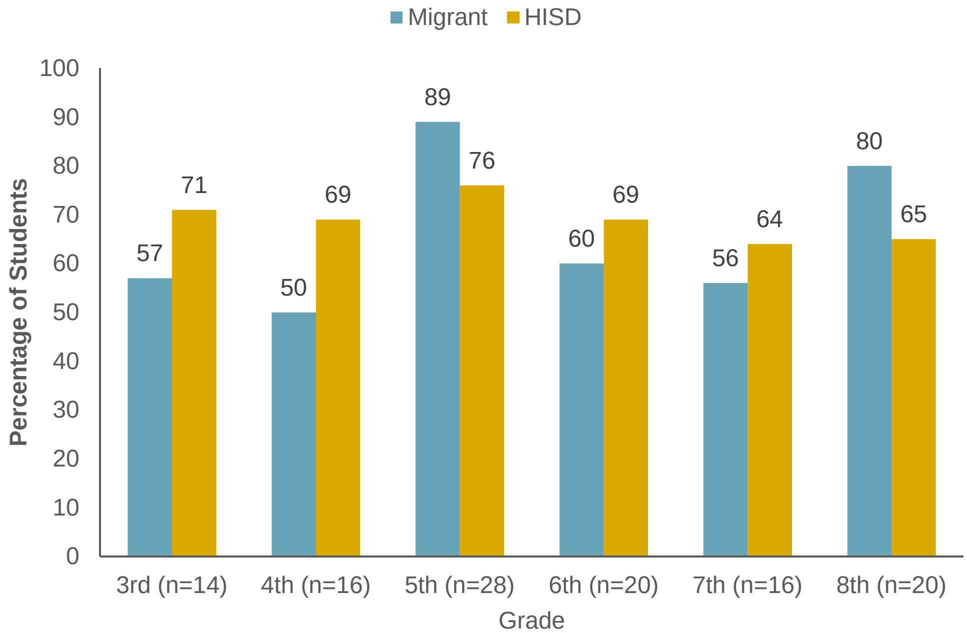


Source: HISD Migrant Education Program Office; First time tested students

- A lower percentage of 3rd, 4th, 6th and 7th grade migrant students met the 2017 STAAR Approaches Grade Level standard compared to the district on the 2016–2017 English version of the STAAR mathematics test (**Figure 11**, p. 16).

- A higher percentage of 5th and 8th grade migrant students met the 2017 STAAR Approaches Grade Level standard on the English version STAAR mathematics test compared to the district (Figure 11, p. 16).

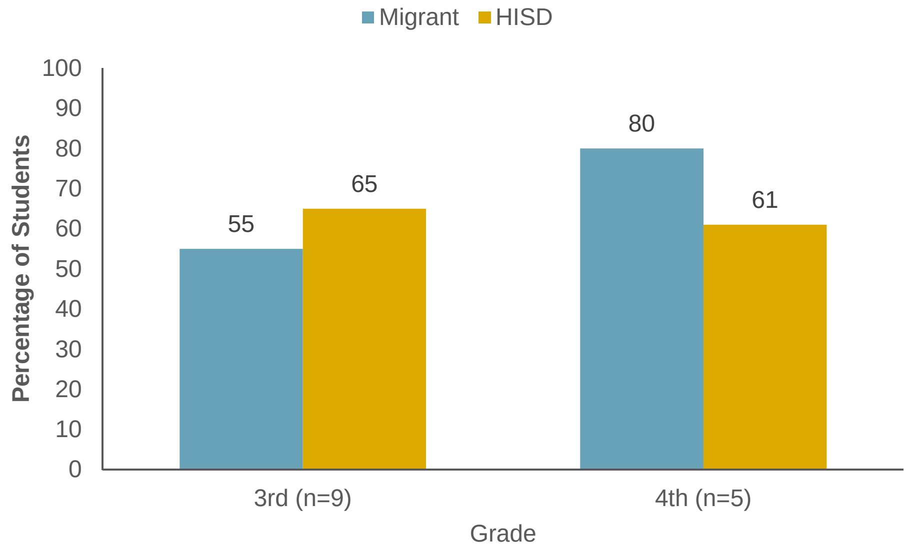
Figure 11. Percentage of migrant students who met Approaches Grade Level standard on the 2016–2017 English version STAAR mathematics test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- A lower percentage of 3rd grade migrant students met the 2017 STAAR Approaches Grade Level standard on the Spanish version STAAR reading test compared to the district, while the percentage of 4th grade migrant students who met 2017 STAAR Approaches Grade Level standard on the Spanish version STAAR reading test was higher than the district (**Figure 12,** p. 17). The small number of students tested should be taken into consideration when reviewing these results.

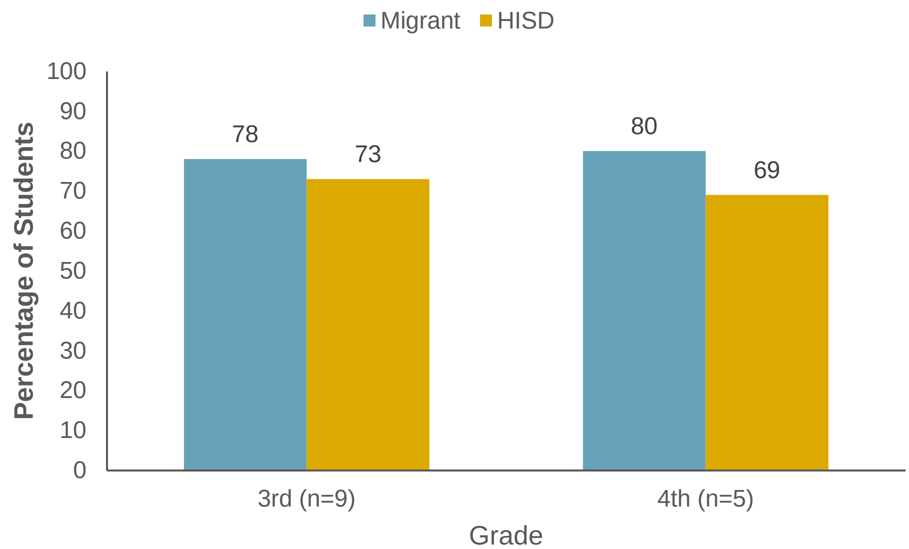
Figure 12. Percentage of migrant students who met Approaches Grade Level standard on the 2016–2017 Spanish version STAAR reading test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- The percentage of both 3rd and 4th grade migrant students who met the 2017 STAAR Approaches Grade Level standard on the Spanish version of the STAAR mathematics test was higher than the district (**Figure 13**).

Figure 13. Percentage of migrant students who met Approaches Grade Level standard on the 2016–2017 Spanish version STAAR mathematics test by grade level

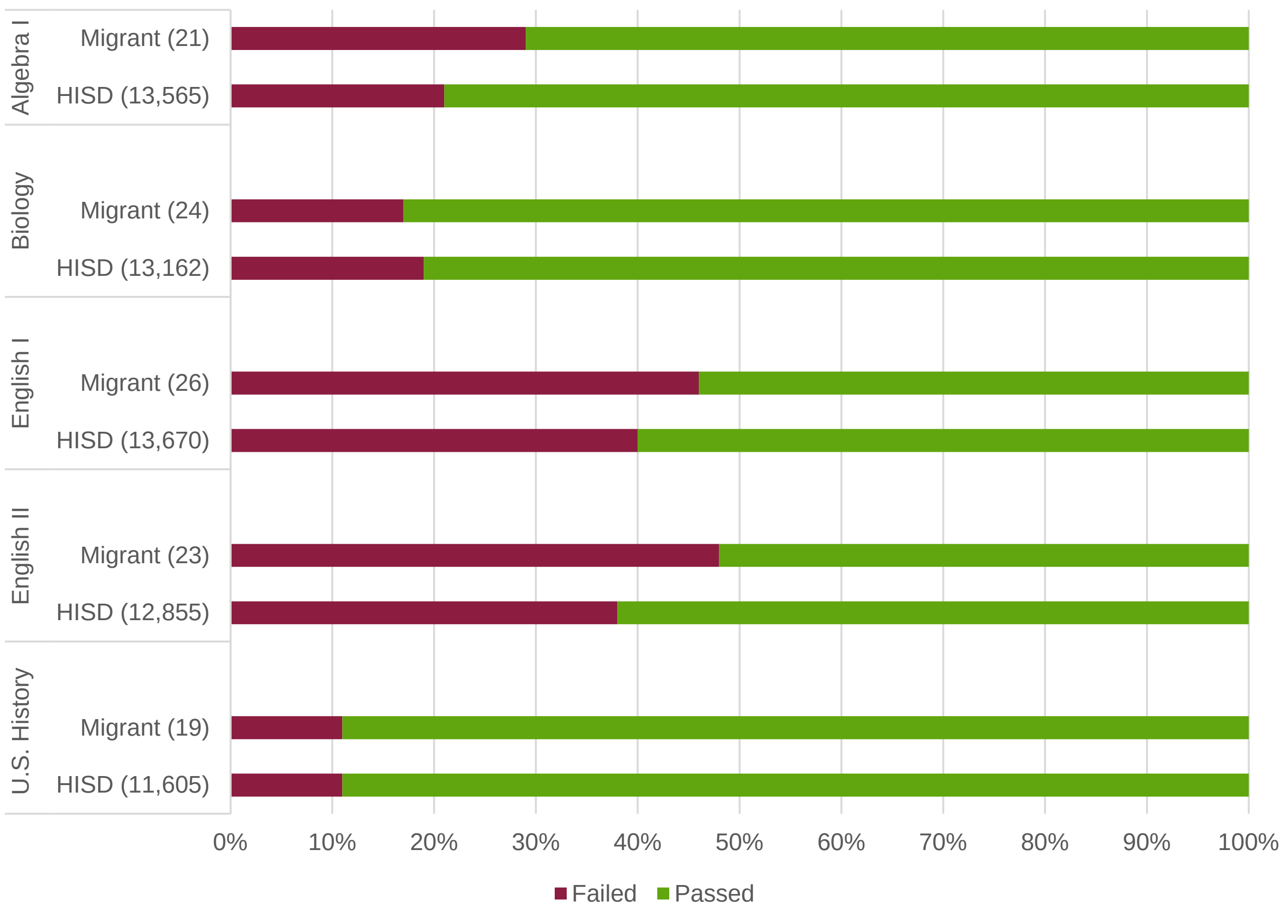


Source: HISD Migrant Education Program Office; First time tested students

- **Figure 14** (p. 18) depicts results for the 2016–2017 STAAR End-of-Course (EOC) assessments. The percentages of migrant students who met the 2017 STAAR Approaches Grade Level standard on the English I and II, Algebra I, Biology, and U.S. History EOC exams are presented. The number of students tested is reflected in parentheses. The percentage was calculated based on students' STAAR results in the first administration.

- Migrant students passed EOC exams at a higher rate than the district in Biology I (Figure 14, p.18), and matched the district's performance on the U.S. History EOC. Detailed passing rates can be found in **Appendix B-Table 6,** p. 28.

Figure 14. Percentage of migrant students who met Approaches Grade Level standard on the 2016–2017 STAAR EOC by subject



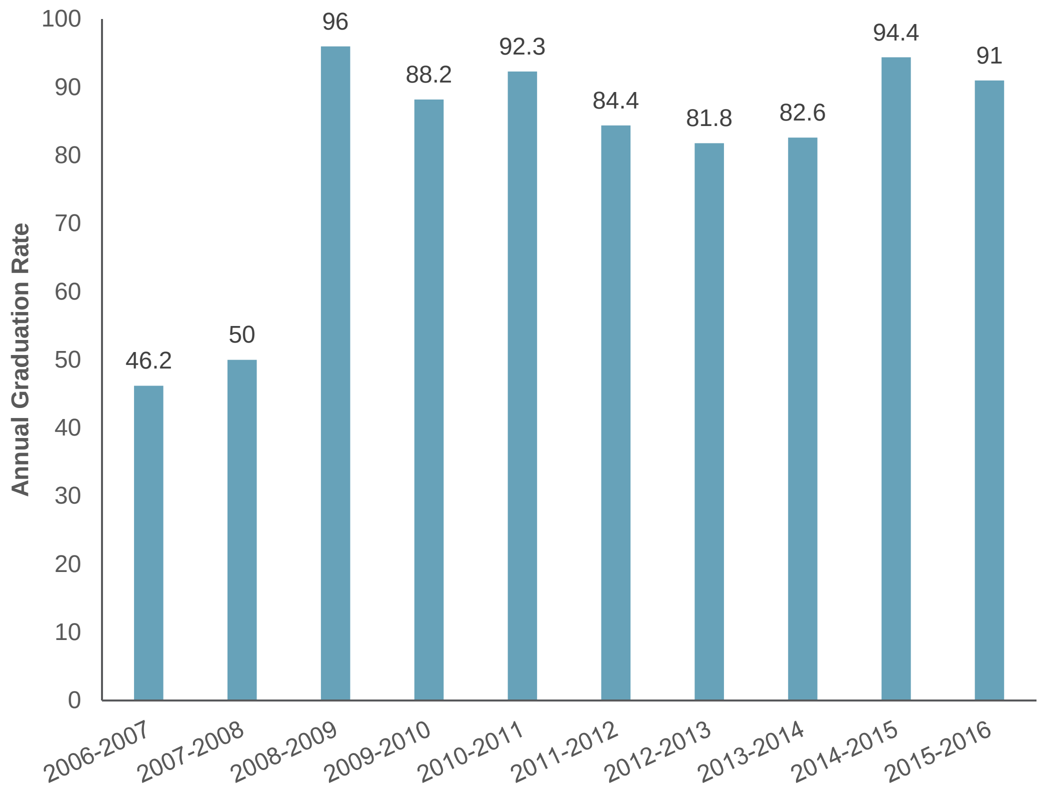
Source: 2016–2017 STAAR EOC Summary Report; First time tested students

What were migrant students' graduation and dropout rates compared with their grade-level peers in the district?

- Graduation data are presented in **Figures 15** (p. 19) and **16** (p. 20).

- Figure 15 shows annual graduation rates (i.e., number of migrant students graduating in a given school year divided by the number of migrants enrolled in 12th grade in that same year). The migrant student annual graduation rate was 91 percent for 2015–2016, the most recent year for which data were available. This was a decrease from the previous year's annual graduation rate (94.4 percent), and the second highest in the last five years.

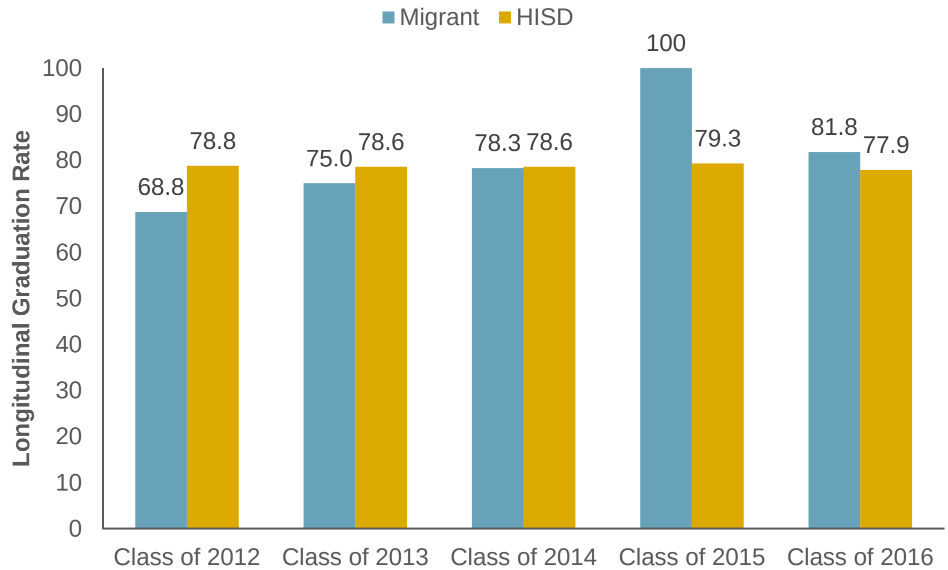
Figure 15. Migrant student annual graduation rates, 2006–2007 to 2015–2016



Source: *2013 Migrant Report (2006–2012 results); 2013 and 2014 PEIMS, 2014 - 2016 Graduates data file (2014–2016 results)*

- Figure 16 (p. 20) presents the longitudinal graduation rates of migrant and the district students. The formula for the longitudinal graduation rate is based on the graduation rate for the cohort of students who started in grade 9 and progressed to grade 12 within four years. The rates presented are the federal calculations without exclusions. The reported longitudinal graduation rate for migrant students in the Class of 2016 was 81.8 percent compared to 77.9 percent for the district.

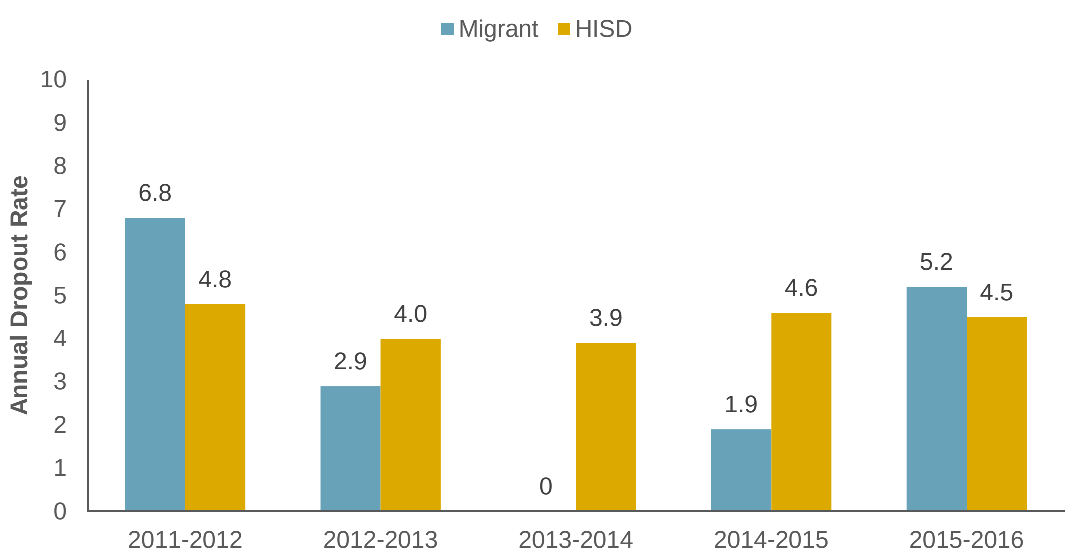
Figure 16. Migrant student longitudinal graduation rates compared with the district, Classes of 2012 to 2016



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2016–2017; federal rates reported without exclusions.

- Dropout rates are shown in **Figures 17** and **18** (p. 21).
- Figure 17 shows annual dropout rates for the migrant students and the district. 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. The annual dropout rate for migrant students was 5.2 percent compared to the district's 4.5 percent dropout rate in 2015–2016.

Figure 17. Migrant student annual dropout rates (Grades 9–12), 2011–2016

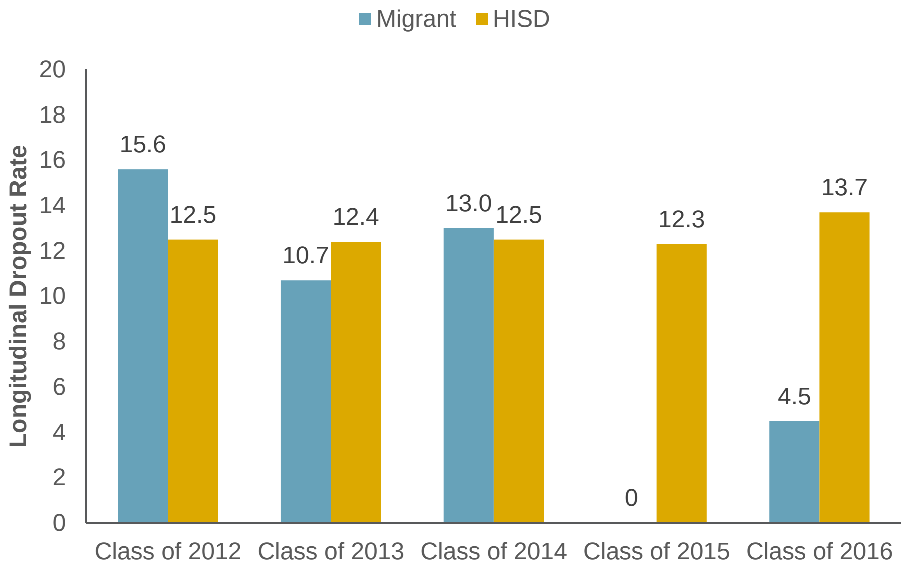


Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2016–2017

- Figure 18 shows the longitudinal dropout rates from 2012–2016. The definition of longitudinal dropout rate is based on cohorts of students who began in grade nine and dropped out prior to graduation four years later. The rates presented use the federal calculations without exclusions. Results show that the longitudinal dropout rate for migrant students in the Class of 2016 (4.5) was lower than the district's (13.7).

- The migrant students' longitudinal dropout rate has a 4.5 percentage point increase between the Class of 2015 and the Class of 2016 (Figure 18).

Figure 18. Migrant student longitudinal dropout rates compared with the district, Class of 2012 to 2016



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2016–2017; federal rates reported without exclusions.

Discussion

The purpose of the HISD Migrant Education Program is to design and support programs that helps migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle to succeed in school and to successfully transition to postsecondary education or employment. This report provides summary information on the accomplishments made by migrant students and MEP staff in HISD.

Students in the HISD Migrant Education Program tended to perform below the district passing rate on most assessments in 2016–2017. Additionally, results on the TELPAS for migrant ELL students who gained at least one proficiency level, demonstrating English acquisition, were lower than ELL students in the district. However, migrant students performed better than their district peers on following STAAR tests, the 3^{rd} and 4^{th} grade Spanish version of the STAAR mathematics, 4^{th} grade on the Spanish version of the STAAR reading, 4^{th} and 5^{th} grade English version the STAAR reading, and 5^{th} and 8^{th} grade English version the STAAR mathematics. The migrant students passed the 2016–2017 EOC exams at a higher rate in Biology I. Initiatives to increase EOC performance should continue to be addressed. The migrant students' longitudinal graduation rate of Class 2016 was higher than the district's longitudinal graduation rate, whereas, the migrant students' longitudinal dropout rate of Class 2016 was lower than the district's longitudinal dropout rate.

Based on the findings presented in this report, recommendations include enrolling more migrant students into the tutoring services because it is beneficial for migrant students' performance on STAAR tests. Migrant students who received tutoring services had higher percentages of meeting 2017 STAAR Approaches Grade Level standards in 3^{rd} to 5^{th} grade reading test and 6^{th} to 12^{th} grade mathematics/Algebra I tests from 2015–2016 to 2016–2017.

Secondly, the Migrant Education Program (MEP) should closely monitor the migrant ELL students who perform at the Beginning proficiency level on TELPAS reading assessment, and to provide additional support to them, such as MindPlay. MindPlay is a web-based program that teaches students using scientifically based reading differentiated instruction and master-based activities in phonemic awareness, phonics, grammar, reading comprehension, fluency and vocabulary.

Thirdly, it is recommended that MEP establish effective lines of communication with departments of Federal State and Compliance and Student Assessment to demonstrate accurate and precise migrant data. This collaboration with the departments will provide an extra layer of ensuring migrant students are being coded correctly for the state mandated assessments.

Finally, it is recommended that MEP continue hosting parent meetings and establish a parent advisory committee to share information and receive input from the parents. Engaging parents in supporting student learning will build a stronger educational culture in their homes and improve student success.

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Appendix A

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 family 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.

The procedures required for verification of eligibility for migrant services have become more stringent as of 2012. Potentially eligible migrant families are identified through their responses during interviews with MEP staff. However, there is now increased emphasis on follow-up efforts to verify information provided during these screening sessions, for example in determining whether the family has or has not made a qualifying move. This extra level of screening was not rigorously enforced previously, and the additional oversight may have been a contributing factor in the decreased program enrollment since 2013–2014.

Appendix B

Table 1. Migrant Student Demographics, 2013–2017

	2013–2014		2014–2015		2015–2016		2016–2017	
Ethnicity	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Asian	0	0	0	0	0	0	0	0
African American	2	<1	0	0	0	0	0	0
Hispanic	414	98.3	367	98.4	295	98.3	250	98
White	4	<1	4	1.1	3	1.0	3	1.2
Other	1	<1	2	<1	2	0.7	2	0.8
Program								
At-Risk	332	79.2	318	85.3	242	80.7	214	83.9
Economically Disadvantaged	418	99.3	365	97.9	292	97.3	255	100
Gifted/Talented	53	12.7	35	9.4	24	8.0	19	7.5
Limited English Proficient (LEP)	219	53.0	202	54.2	171	57.0	152	59.6
Special Education	27	5.9	25	6.7	23	7.7	15	5.9
Total	421	100	373	100	300	100	255	100

Source: PEIMS

Table 2. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2015–2017

Activities	No. of students 2015–2016	No. of students 2016–2017
Phone calls/Visits		
Eligible for MEP	75	57
Not eligible for MEP	371	395
Students recruited		
New	91	101
Previously identified	114	39
Certificates of eligibility	75	57
Total school supplies distributed		
Steeping Stones	0	6
Elementary School	0	0
Middle School	0	0
High School	0	6

Source: HISD Migrant Education Program Office

Table 3. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2016–2017

	2016–2017	
Instructional Services	**Regular**	**Summer**
Career Exploration	5	0
Preschool/School Readiness	5	0
Science	24	0
A Bright Beginning Center-Based	6	4
Technology Instruction	16	0
Social Studies	15	0
Tutorial Elementary	16	41
Tutorial Secondary	44	13
Other 1: Study Island	46	0
Other 2: Personal Graduation Planning (PGP), FAFSA/TAFSA	6	0
Other 3: Credit by Exam	11	0
Support Services	**Regular**	**Summer**
Clothing Vouchers	214	0
Leadership Academy/Migrant Club	24	0
Referred Service	11	0
Tools for Homework Assistance	28	4
Transportation	25	0
Other 3 College Tours Summer	5	49

Source: HISD Migrant Education Program Office

Table 4. STAAR Results for Elementary Students (3rd to 5th Grades) Who Received Tutoring and Met STAAR Approaches Grade Level Standard in 2016–2017, and STAAR Satisfactory Standard in 2015–2016 (English and Spanish Versions Combined)

	2015–2016		2016–2017	
Subject	n	%	n	%
Reading	20	50	9	55
Writing	0	NA	8	63
Mathematics	0	NA	5	60

Source: HISD Migrant Education Program Office

Table 5. STAAR Results for Secondary Students (6th to 12th Grades) Who Received Tutoring and Met STAAR Approaches Grade Level Standard in 2016–2017, and STAAR Satisfactory Standard in 2015–2016

	2015–2016		2016–2017	
Subject	n	%	n	%
Reading/ English I/English II	21	67	32	40
Writing	0	NA	0	NA
Mathematics/Algebra I	9	33	28	64
Science/Biology	0	NA	0	NA
Social Studies/U.S. History	0	NA	0	NA

Source: HISD Migrant Education Program Office

Table 6. Percentage of Migrant Students Who Met the STAAR EOC Approaches Grade Level Standard by Subject, 2016–2017

Subject	Group (n)	Failed (%)	Passed (%)
Algebra I	Migrant (21)	29	71
	HISD (13,565)	21	79
Biology	Migrant (24)	17	83
	HISD (13,162)	19	81
English I	Migrant (26)	46	54
	HISD (13,670)	40	60
English II	Migrant (23)	48	52
	HISD (12,855)	38	62
U.S. History	Migrant (19)	11	89
	HISD (11,605)	11	89

Source: HISD EOC Summary Report, Spring 2017; First time tested students