

**MEMORANDUM**

December 7, 2016

TO: Magda Galindo  
Manager, Migrant Education Program Office

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **MIGRANT EDUCATION PROGRAM, 2015–2016**

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). 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 2015–2016 as well as migrant students' dropout and graduation rates in 2014–2015.

Key findings include:

- There were 300 migrant students in 2015–2016 compared to 373 in 2014–2015.
- Students in the HISD Migrant Education Program tend to perform below the district passing rate on most assessments.
- 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 an increase in the migrant student annual graduation rate, from 82.6 percent in 2013–2014 to 94.4 percent in 2014–2015.
- Both longitudinal dropout rate and annual drop rate of migrant students were lower than the district for 2014–2015.

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

 CJS

Attachment

Cc: Grenita Lathan  
Altagracia Guerrero



# RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM,  
2015-2016

**HISD**

**Research and Accountability**

ANALYZING DATA, MEASURING PERFORMANCE.



## 2016 BOARD OF EDUCATION

**Manuel Rodriguez, Jr.**  
President

**Wanda Adams**  
First Vice President

**Diana Dávila**  
Second Vice President

**Jolanda Jones**  
Secretary

**Rhonda Skillern-Jones**  
Assistant Secretary

**Anna Eastman**  
**Michael L. Lunceford**  
**Greg Meyers**  
**Harvin C. Moore**

**Richard A. Carranza**  
Superintendent of Schools

**Carla Stevens**  
Assistant Superintendent  
Department of Research and Accountability

**Lai Pei , Ph.D.**  
Research Specialist

**Venita Holmes, Dr.P.H.**  
Research Manager

**Houston Independent School District**  
Hattie Mae White Educational Support Center  
4400 West 18th Street Houston, Texas 77092-8501

**[www.HoustonISD.org](http://www.HoustonISD.org)**

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

# MIGRANT EDUCATION PROGRAM, 2015–2016

## Executive Summary

### Program Description

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). Title I states that the purpose of the MEP is to assist states in 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 300 migrant students in 2015–2016 compared to 373 in 2014–2015 and 421 in 2013–2014.
- The migrant students obtained lower average standard scores than the district on the 2015–2016 IOWA ELA and mathematics subtest for kindergarten and 5<sup>th</sup> grade students, although the kindergarten math difference was only 1.0 standard score.
- The kindergarten migrant students obtained lower average standard scores than the district on the 2015–2016 Logramos ELA and mathematics subtests.
- A lower percentage of migrant English Language Learner (ELL) students scored at the Advanced High level on the TELPAS as compared to all ELL students in the district who took TELPAS.
- On the 2014–2015 TELPAS, a lower percentage of migrant ELL students scored at the Advanced level compared to the district for kindergarten to 2<sup>nd</sup> grade students (12 percent versus 17 percent), while the percentage of migrant ELL students scored at the Advanced level is the same as district for 3<sup>rd</sup> to 12<sup>th</sup> grades (40 percent).
- A lower percentage of migrant students in all grade levels met the 2016 STAAR Satisfactory standards compared to the district on the 2015–2016 English version of the STAAR reading test, although the differences at grades 4, 6 and 8 were from one to three percentage points.
- A higher percentage of 3<sup>rd</sup> and 4<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory standards on the 2015–2016 English version of the STAAR mathematics test compared to the district.

- A lower percentage of 3<sup>rd</sup> grade migrant students met the 2016 STAAR Satisfactory standards on the Spanish version of the STAAR reading test compared to the district, 65 vs 67 percent respectively, while a higher percentage of 4<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory standards on the Spanish version of the STAAR reading test compared to the district, 80 vs 65 percent respectively.
- A higher percentage of 3<sup>rd</sup> and 4<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory Student Standards on the Spanish version of the STAAR mathematics test compared to the district.
- Migrant students passed EOC exams at a higher rate than the district on the English I and Algebra I exams.
- There was an increase in the migrant student annual graduation rate, from 82.6 percent in 2013–2014 to 94.4 percent in 2014–2015.
- The longitudinal graduation rate for migrant students (100 percent) in the Class of 2015 was higher than the district (79.3 percent).
- The annual dropout rate of migrant students was lower than the district in 2014–2015, while the migrant students' longitudinal dropout rate was lower than the district for the Class of 2015.

### Recommendations

- Continue establishing collaborative partnerships with internal and external stakeholders to increase migrant academic opportunity and achievement.
- Coordinate programming to ensure allowable data-driven services are provided for migrant students.
- Develop and provide professional development opportunities to support the implementation of migrant programming in the content area of STAAR Writing.

### Administrative Response

The Migrant Education Program (MEP) will use internal and external partnerships to connect migrant families with direct and referred services to produce successful students, strong families, and engaged communities. An added emphasis with departments, such as College Readiness, Dropout Prevention, and FACE, as well as external stakeholder, such as the University of Houston, CafeCollege, and Neighborhood Centers, will create awareness in providing opportunities to ensure academic success.

To develop and support the implementation of migrant programming in the content area of STAAR Writing, the MEP will offer an in-depth training to hourly lecturers. This training will provide comprehensive fundamentals to improve student performance. MEP will provide monthly trainings to migrant hourly lecturers to evaluate their students' progress. In addition, MEP will continue to develop students' English language proficiency in language arts, math, science and social studies by offering MindPlay, a web-based program for students that are two or more years below grade level.

## 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’ home language,” “build on migrant student’ strengths by incorporating students’ culture and language into the curriculum.”)

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). Section 1301, Part C of Title I states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children. 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, 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. 23). 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. Kindergarten students take the Iowa Assessments in December of the students' kindergarten year, and 5<sup>th</sup> grade students take the exam in May of the academic year. The English Language Arts (ELA) and mathematics test scores in this report were the 2015–2016 kindergarten and 5<sup>th</sup> 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, 2015–2016 kindergarten Logramos Language Arts (LA) and mathematics subtests were used to measure migrant students' academic performance.
- State of Texas Assessments of Academic Readiness (STAAR) is the state of Texas criterion-referenced assessment program. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed this new assessment system in response to requirements set by the 80<sup>th</sup>, 81<sup>st</sup>, and 83<sup>rd</sup> Texas legislatures. This new system focuses on increasing postsecondary readiness of graduating high school students, and helps to ensure that Texas students are competitive both nationally and internationally. By commissioner's rule, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–2022. This means that students taking the STAAR grades 3–8 assessments will have to answer more items correctly to "pass" the exams than in the previous year. Any comparisons to prior performance should be made with caution. The key outcome measures in this evaluation were the percentage of students who met the 2016 STAAR Satisfactory standard in reading and mathematics. Results are reported separately for the English and Spanish versions of the regular STAAR.
- STAAR End-of-Course (EOC) assessments for Algebra I, Biology, English I, English II, and U.S. History were used as outcome measures for the HISD migrant program to determine the effect on student academic performance. By commissioner's rule, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021-22. This means that students taking an EOC for the first time will have to answer more items correctly to "pass" STAAR EOC exams than in the previous year; any student who has previously taken an EOC exam will be scored based on the Phase-In 1 standard in place at the student's first time of testing. Any comparisons to prior performance should be made with caution. 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 attained from the 2016 annual Performance-Based Monitoring Analysis System (PBMAS) report.

## Data Analysis

- Comparisons were made between migrant students and students district wide on the STAAR, STAAR EOC, Iowa Assessment, Logramos, and TELPAS. District-level data were retrieved from district-level summary reports. Migrant students' results were calculated using datasets from Cognos, Chancery Ad Hoc package (TELPAS report used for migrant ELL students' results). For STAAR and STAAR EOC, the percentage of students who met 2016 Satisfactory Standards 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 satisfactory student 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 Assessment and Logramos.
- 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 2015 and 2016. For this second TELPAS indicator, the percent gaining one or more proficiency levels from the previous year is reported.
- The 2015 migrant students' graduation and dropout rates were compared with the district's rates. The 2015–2016 course grades the students received in each grading cycle were reported. While parent surveys were distributed, results were not be provided due to the lack of response.

## Sample

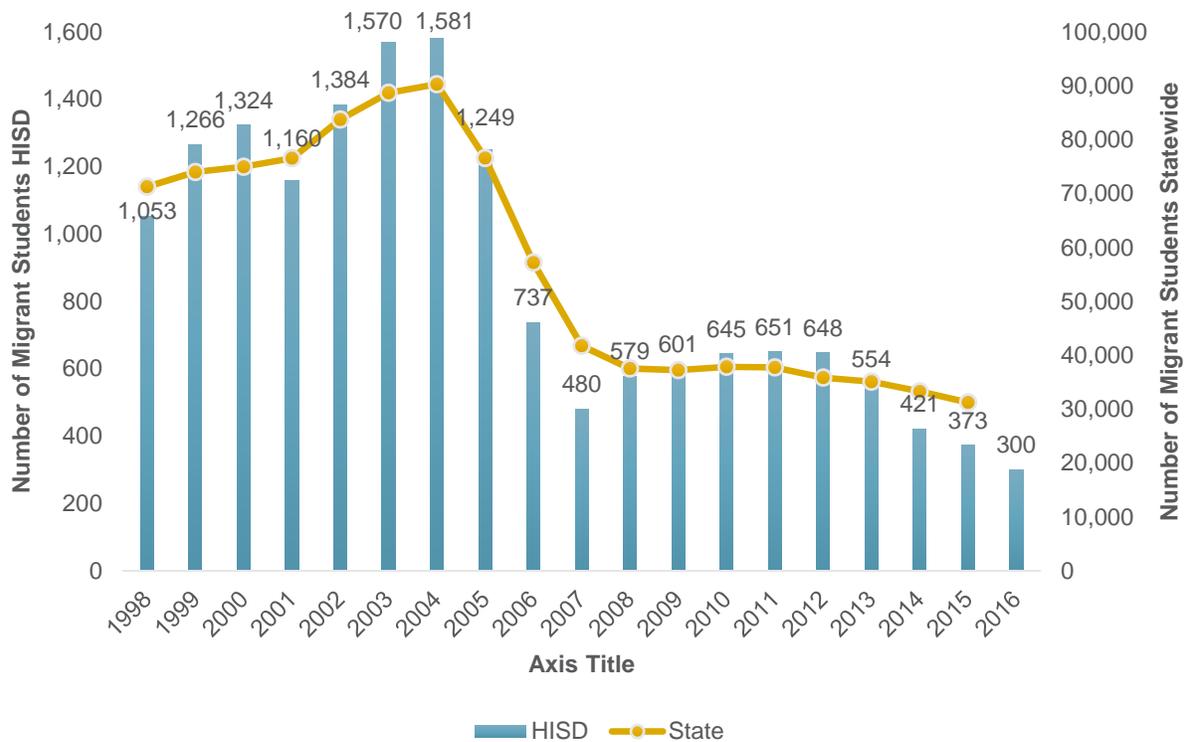
The U.S. Department of Education (2002) defines migrant students as "...a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, 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 2015–2016, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than '0'—enrolled, no membership. A total of 300 migrant students met these criteria. These students were matched with the HISD student assessment databases to obtain migrant students' test data for STAAR, STAAR End-of-Course (EOC), Iowa Assessments, Logramos, and TELPAS. (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 in the last seventeen years?

- **Figure 1** presents the migrant student enrollment trends for HISD and Texas from 1998 to 2016.
- Migrant students typically account for less than one percent of the district's student population. The number of migrant students decreased in 2015–2016 from the previous year, from 373 to 300, a decline of 19.6 percent.
- The HISD migrant enrollment has similar trends to state enrollment across time.

**Figure 1. Migrant student enrollment in HISD and Statewide, 1998 to 2016**



Sources: PEIMS database, Enrollment in Texas Public Schools ([http://tea.texas.gov/acctres/enroll\\_index.html](http://tea.texas.gov/acctres/enroll_index.html))  
 Note. 2016 Migrant student enrollment data for Texas was not available at the time of the report.

### What were the demographic characteristics of migrant students enrolled in HISD schools in 2015–2016?

- Student characteristics in 2014–2015 compared to 2015–2016 were similar with respect to ethnicity, special education placement, economically-disadvantaged, and Limited English Proficient (LEP) status (**Appendix B-Table 1**, p. 24). In 2015–2016, about 98 percent of migrant students were Hispanic, about 97 percent were economically-disadvantaged, 57 percent were LEP, and about eight percent received services from special education programs.

- Migrant students classified as gifted-talented accounted for eight percent in 2015–2016; however, this percentage decreased from about nine percent in 2014–2015 (Appendix B-Table 1, p. 24).
- The proportion of at-risk migrant students decreased from 85 percent in 2014–2015 to 81 percent in 2015–2016 (Appendix B-Table 1, p. 24).

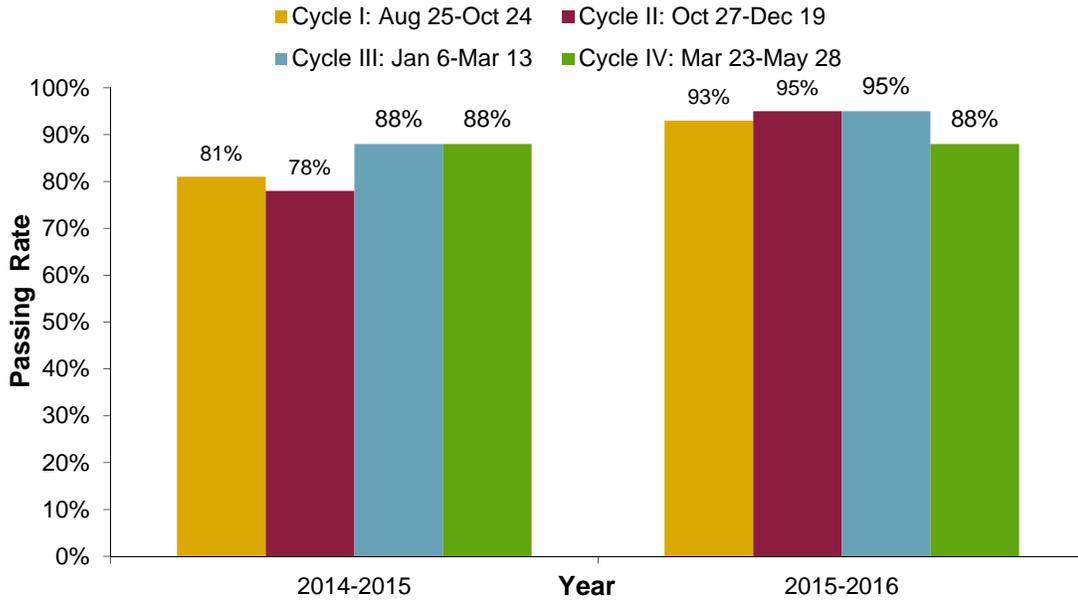
#### What methods were used by district MEP staff members to identify and recruit migrant students and verify the eligibility of migrant students and their families?

- Migrant recruitment activities for the 2015–2016 school year are shown in **Appendix B-Table 2**, p. 24. The total number of families contacted via phone calls or visits increased by less than 1 percent from 433 in 2014–2015 to 446 in 2015–2016.
- The total number of newly-recruited migrant students (91) was less than the previous year (122) (Appendix B-Table 2, p.24).
- **Appendix B-Table 3** shows the number and percentage of migrant students who benefited from MEP’s instructional and support services in 2015–2016. Among the ten categories of instructional services offered, the Study Island program and Tutorial programs (Elementary and Secondary) were most frequently used. The number of secondary migrant students receiving tutorial services during the school year was the same as the amount of elementary students who were tutored. However, during the summer, the number of migrant elementary students being tutored was almost five times the number of secondary migrant students (see p. 25).
- Appendix B-Table 3 also shows the number of migrant students receiving support services. Among the seven categories of support services offered, clothing was the most popular services with 173 counts of clothing/uniform vouchers (see p. 25).

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

- **Figure 2** depicts the passing rate of elementary migrant students, who received tutoring courses provided by MEP on the four cycle grades (quarterly) in 2014–2015 compared to students who received tutoring courses in 2015–2016 (different cohorts of students). The cycle grades in 2015–2016 improved from the previous year during each cycle, with an exception in Cycle IV, where the passing rate was the same as previous year. The largest difference between the 2014–2015 cycle grades compared to the 2015–2016 cycle grades occurred during the second cycle where the passing rate was 17 percentage-points higher (see p. 8).

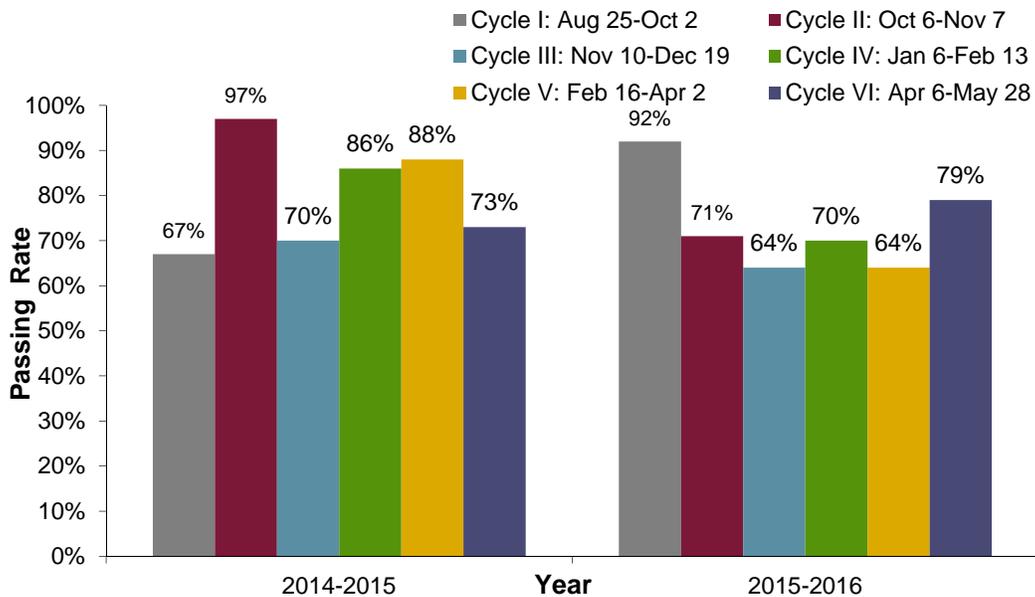
**Figure 2. Passing rates of elementary migrant students on the cycle grades, 2014–2016**



Source: HISD Migrant Education Program Office

- Figure 3** depicts the passing rate of secondary migrant students, who received the tutoring courses provided by MEP on the six cycle grades (6 weeks) in 2014–2015 and 2015–2016. The passing rates for Cycle I and Cycle VI in 2015–2016 was higher than the previous year. The largest difference was in Cycle II, which was 26 percentage-points lower in 2015–2016 than 2014–2015.

**Figure 3. Passing rates of secondary migrant students on the cycle grades, 2014–2016**



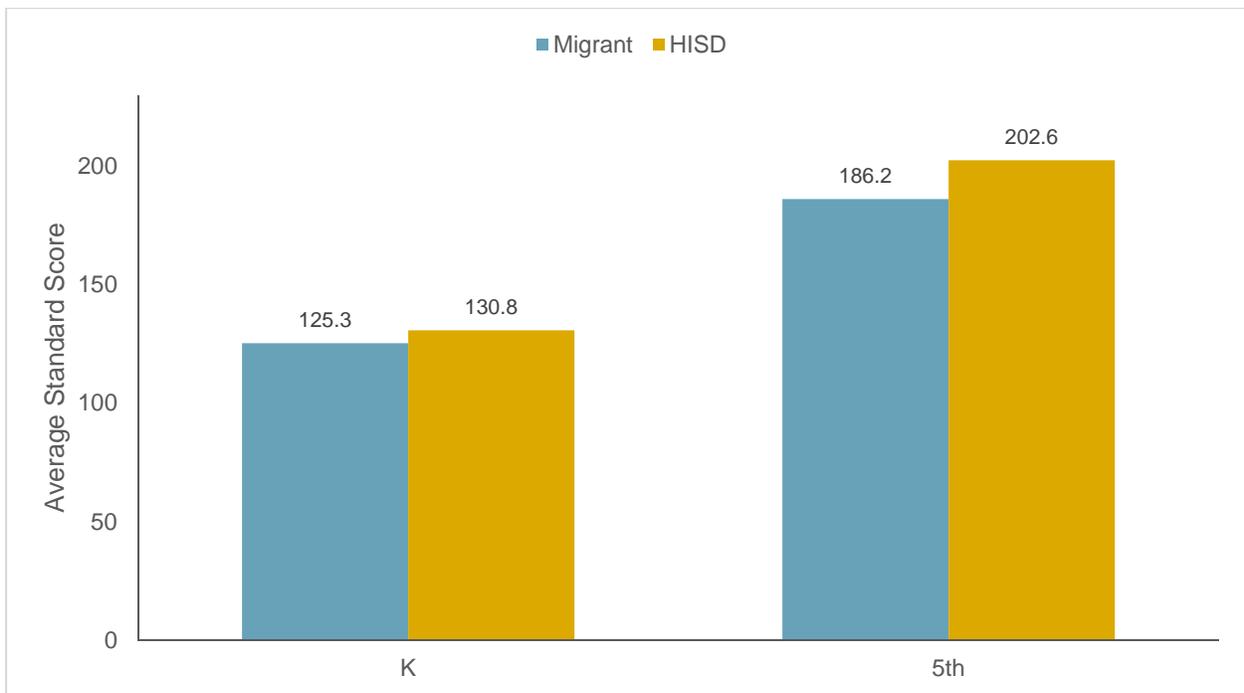
Source: HISD Migrant Education Program Office

- **Appendix B-Table 4** shows that a higher percentage of elementary migrant students who received tutoring met the STAAR satisfactory standard on the English and Spanish STAAR reading tests from the previous year. The percentage increase in reading was from 38 percent in 2014–2015 to 50 percent in 2015–2016 (see p. 26).
- The percentage of secondary migrant students who received tutoring and met the STAAR satisfactory standard on the English version of the STAAR reading or EOC English I and II increased from 25 percent to 67 percent from the previous year (**Appendix B-Table 5**, p. 26).

**How did migrant students perform on the 2015–2016 Iowa Assessments and Logramos ELA and mathematics subtests compared with their grade-level peers in the district?**

- **Figures 4–6** included the performance comparison between migrant and district students on the Iowa Assessments ELA and Logramos LA and mathematics subtests.
- The migrant students obtained lower average standard scores than the district on the 2015–2016 IOWA ELA subtest for kindergarten and 5<sup>th</sup> grade (Figure 4).

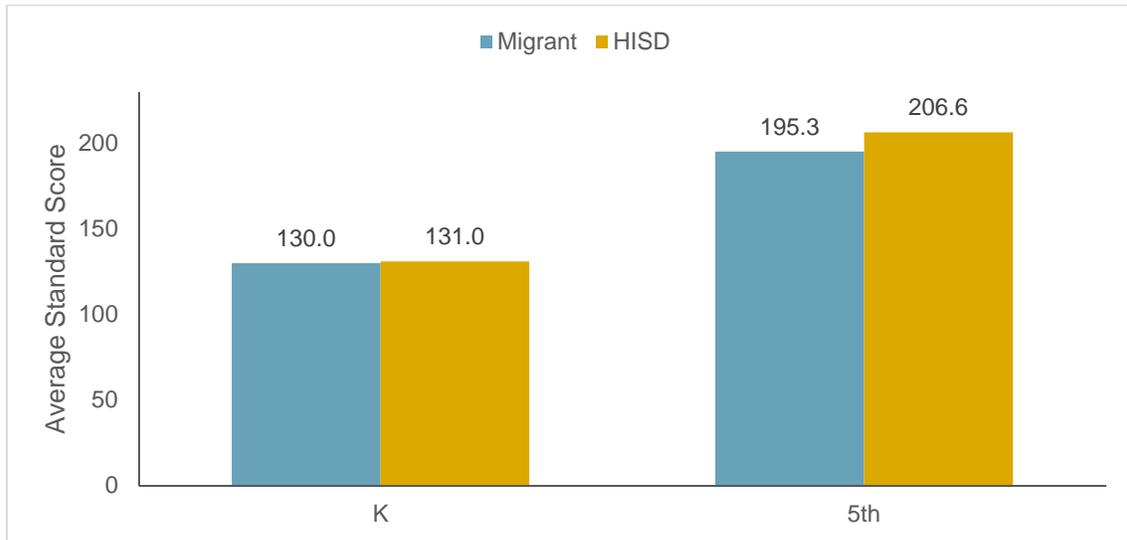
**Figure 4. Average standard scores on the 2015–2016 Iowa ELA subtest for migrant students by grade level.**



Source: 2015–2016 Riverside- Iowa Assessments data file

- The migrant students obtained lower average standard scores than the district on the 2015–2016 IOWA mathematics subtest in kindergarten and 5<sup>th</sup> grade, although the difference at kindergarten was one standard score (Figure 5).

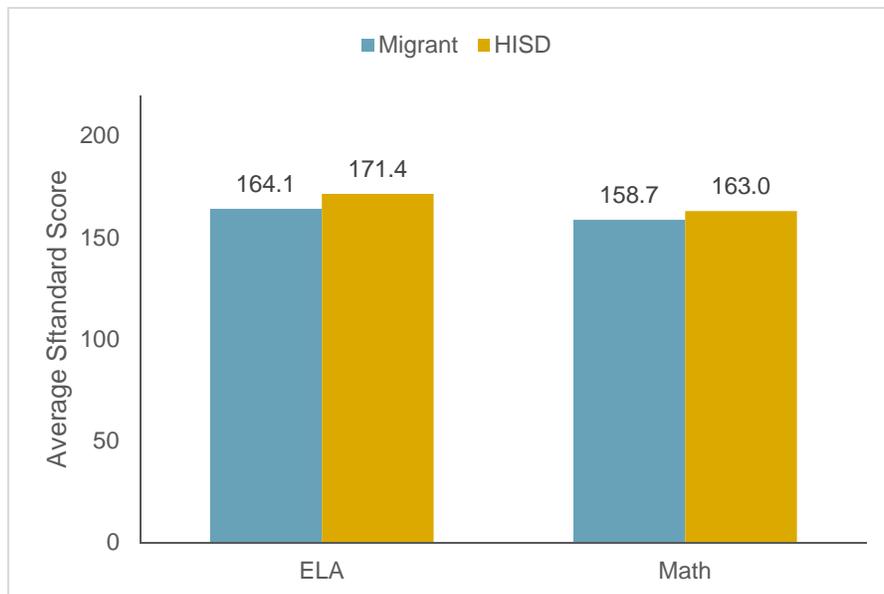
**Figure 5. Average standard scores on the 2015–2016 Iowa mathematics subtest for migrant students by grade level**



Source: 2015–2016 Riverside- Iowa Assessments data file

- The kindergarten migrant students obtained lower average standard scores than the district on the 2015–2016 Logramos LA and mathematics subtests (Figure 6).

**Figure 6. Average standard scores on the 2015–2016 Logramos LA and mathematics subtests for kindergarten migrant students**

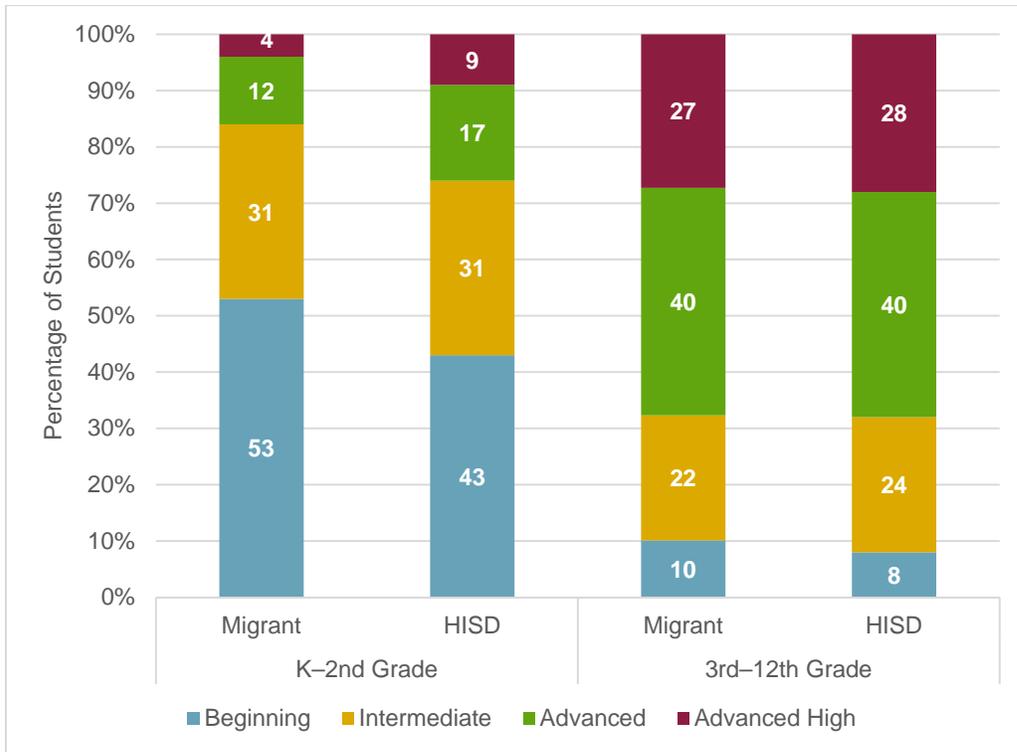


Source: 2015–2016 Riverside- Iowa Assessments data file

## How did migrant students perform on the 2015–2016 TELPAS compared with their grade-level peers in the district?

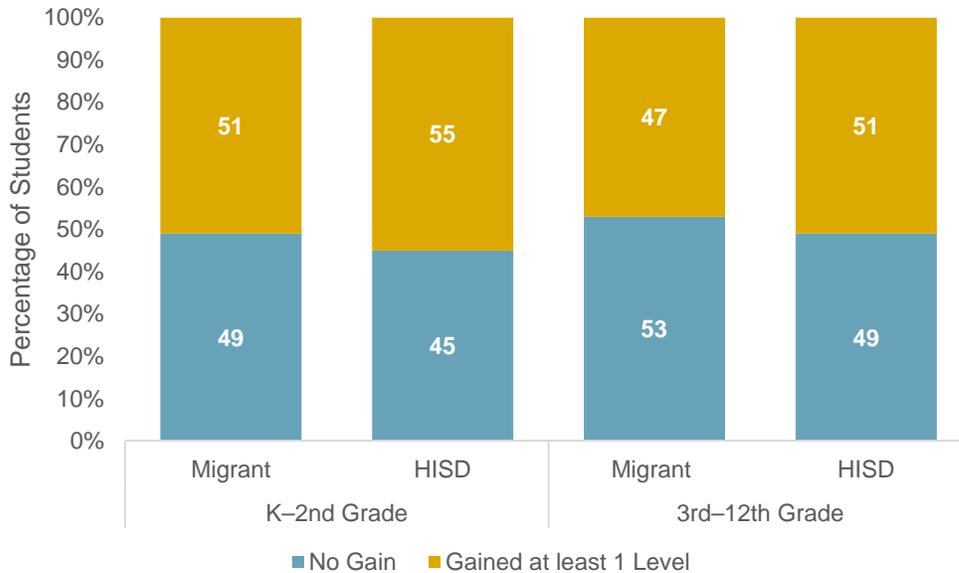
- **Figures 7 and 8** represent the performance level and gains of English proficiency as measured by TELPAS. The 2015–2016 TELPAS report included 201 students who had the migrant student designation (see p. 12 & p. 13).
- Figure 7 shows the percentage of migrant students assessed and rated on the four proficiency levels of the 2015–2016 TELPAS. A lower percentage of migrant English Language Learner (ELL) students scored at the Advanced High level on the TELPAS as compared to all ELL students in the district who took TELPAS, 4 percent versus 9 percent for kindergarten to 2<sup>nd</sup> grade, and 27 percent versus 28 percent for 3<sup>rd</sup> to 12<sup>th</sup> grades (see p. 12).
- A lower percentage of migrant ELL students scored at the Advanced level compared to the district for kindergarten to 2<sup>nd</sup> grade (12 percent versus 17 percent), while the percentage of migrant ELL students scored at the Advanced level is the same as district for 3<sup>rd</sup> to 12<sup>th</sup> grades (40 percent) (Figure 7, p. 12).
- The percentage of migrant ELL students scored at the Intermediate level is the same as district for Kindergarten to 2<sup>nd</sup> grade (31 percent). Migrant ELL students in 3<sup>rd</sup> through 12<sup>th</sup> grades scored lower compared to the district (22 percent versus 24 percent) (Figure 7, p. 12).
- A higher percentage of migrant ELL students scored at the Beginning level compared to the district for all grades (53 percent versus 43 percent for kindergarten through 2<sup>nd</sup> grade; 10 percent versus 8 percent for 3<sup>rd</sup> to 12<sup>th</sup> grades) (Figure 7, p. 12).
- The percentage of migrant ELL students in kindergarten to 2<sup>nd</sup> grade who gained at least one level was less than the district (51 percent versus 55 percent) on the TELPAS. Similarly, migrant ELL students in 3<sup>rd</sup> through 12<sup>th</sup> grades made less progress in English proficiency than did the district (47 percent versus 51 percent) (Figure 8, p. 13).

**Figure 7. Percentage of ELL students at each proficiency level on the 2015–2016 TELPAS by grade level**



Sources: TELPAS Summary Report, Spring 2016

**Figure 8. Percentage of ELL students who made gains in proficiency on the 2015–2016 TELPAS by grade level**

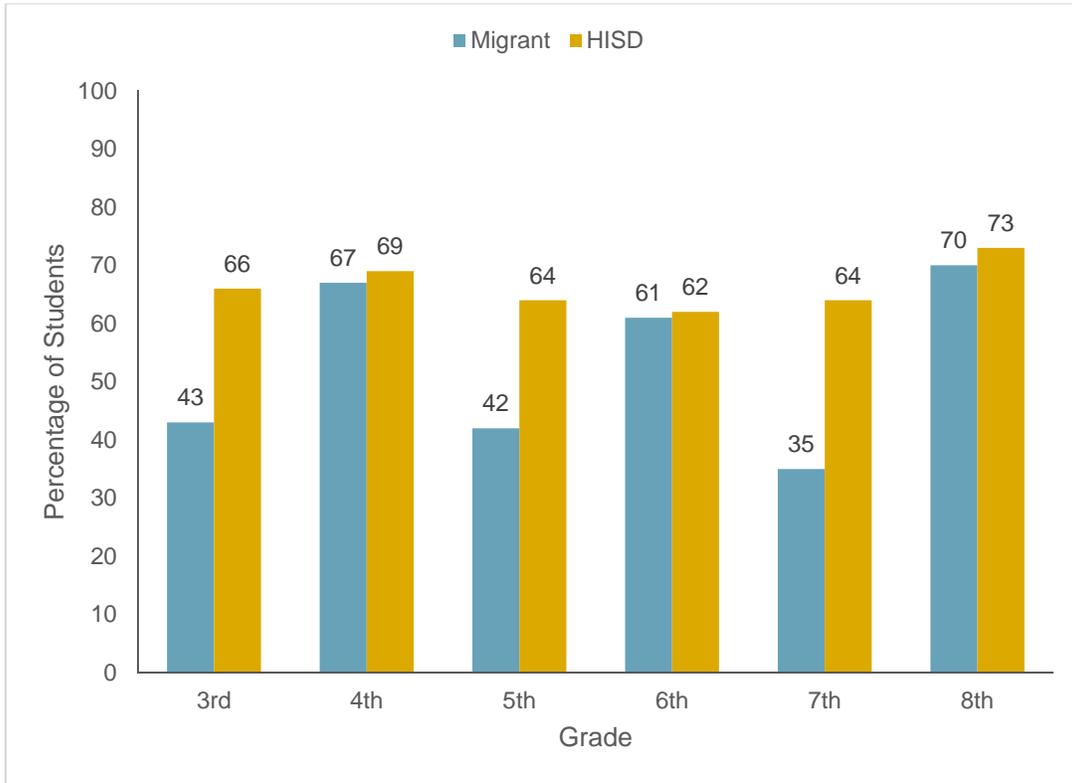


Sources: TELPAS Summary Report, Spring 2016

**How did migrant students perform on the 2015–2016 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 9–12** represent the performance comparison between migrant and district students on the 2015–2016 English and Spanish version STAAR reading and mathematics tests.
- A lower percentage of migrant students in all grade levels met the 2016 STAAR Satisfactory standards compared to the district on the 2015–2016 English version of the STAAR reading test (Figure 9, p. 14).
- However, the differences between migrant student performance and the district at grades 4, 6, and 8 are not more than three percentage points (Figure 9, p. 14).

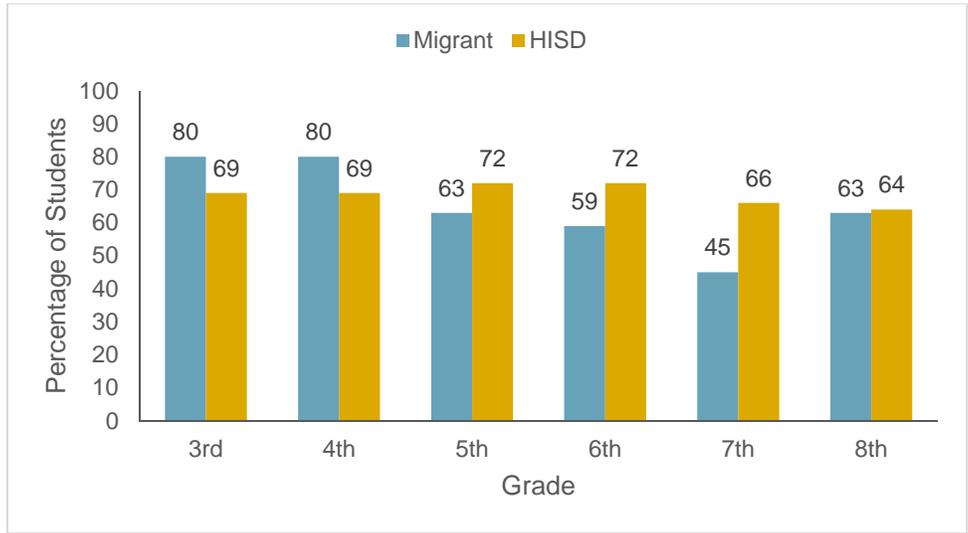
**Figure 9. Percentage of migrant students who met the 2016 STAAR Satisfactory standard on the 2015–2016 English version STAAR reading test by grade level**



Source: PEIMS, Pearson- 2015–2016 STAAR data file, STAAR Summary Report

- A lower percentage of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory standard compared to the district on the 2015–2016 English version of the STAAR mathematics test (Figure 10, p.15).
- A higher percentage of 3<sup>rd</sup> and 4<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory Student standards on the 2015–2016 English version of the STAAR mathematics test compared to the district (Figure 10, p. 15).

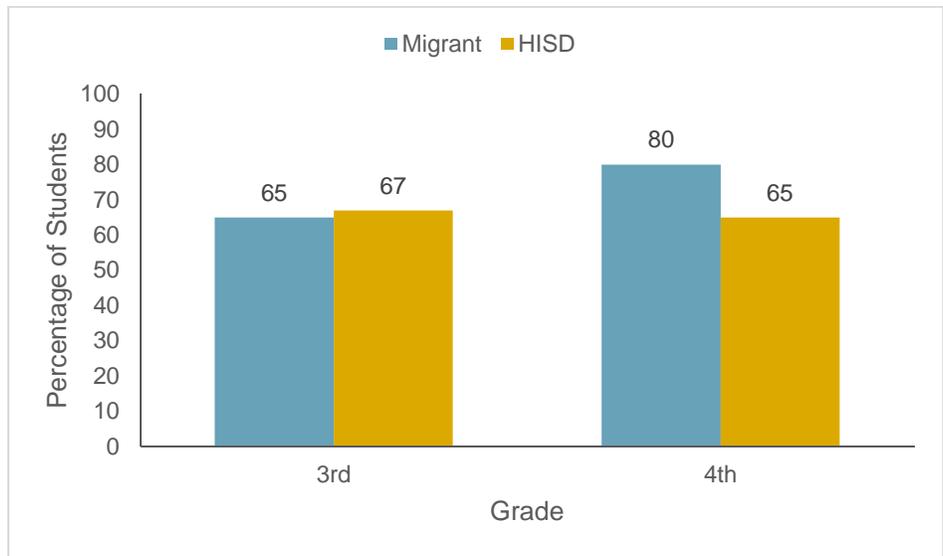
**Figure 10. Percentage of migrant students who met the 2016 STAAR Satisfactory standard on the 2015–2016 English version STAAR mathematics test by grade level**



Source: PEIMS, Pearson- 2015–2016 STAAR data file, STAAR Summary Report

- A lower percentage of 3<sup>rd</sup> grade migrant students met the 2015–2016 the 2016 STAAR Satisfactory standards on the Spanish version of the STAAR reading test compared to the district, while a higher percentage of 4<sup>th</sup> grade migrant students met the 2015–2016 the 2016 STAAR Satisfactory standards on the Spanish version of the STAAR reading test compared to the district (Figure 11).

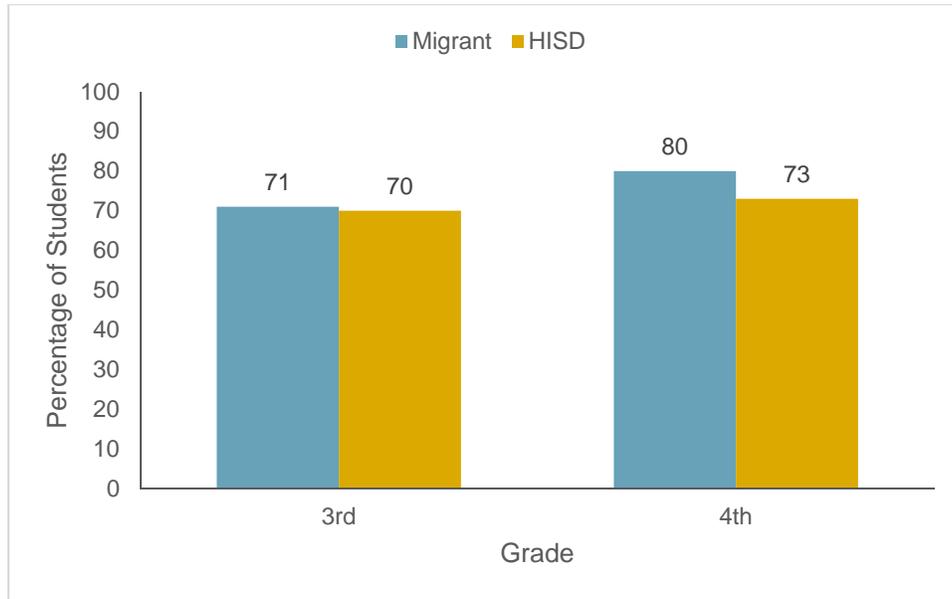
**Figure 11. Percentage of migrant students who met the 2016 STAAR Satisfactory standard on the 2015–2016 Spanish version STAAR reading test by grade level**



Source: PEIMS, Pearson- 2015–2016 STAAR data file, STAAR Summary Report

- A higher percentage of both 3<sup>rd</sup> grade and 4<sup>th</sup> grade migrant students met the 2016 STAAR Satisfactory standard on the Spanish version of the STAAR mathematics test compared to the district (Figure 12).

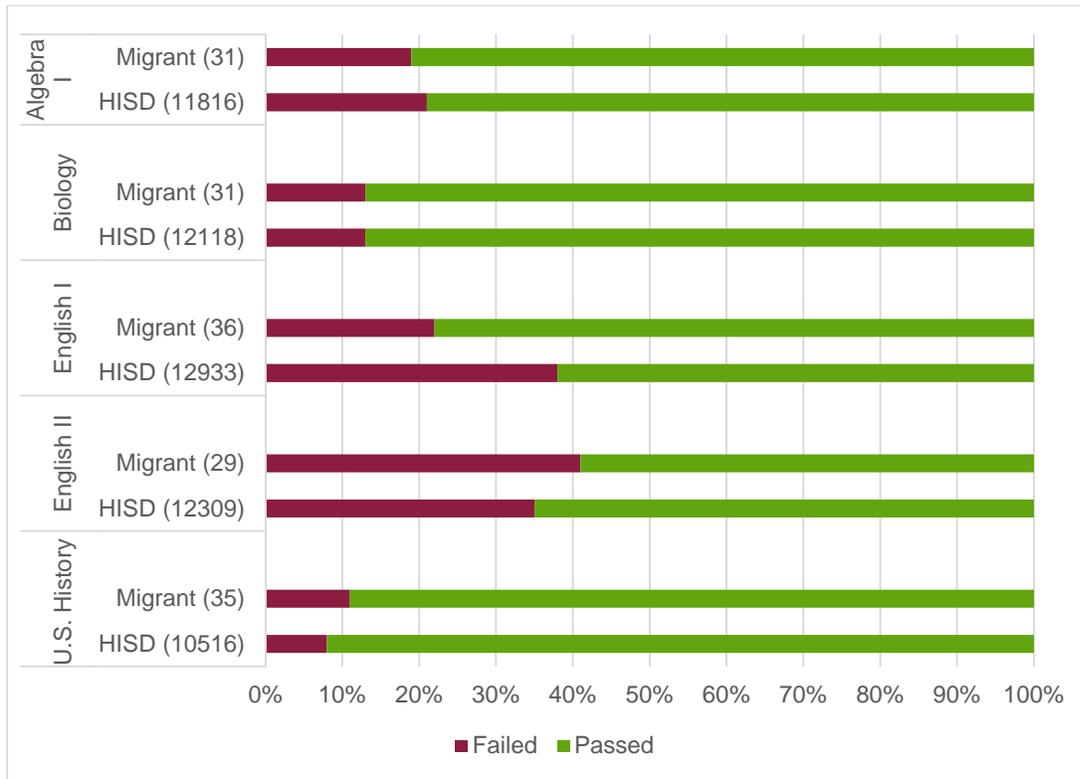
**Figure 12. Percentage of migrant students who met the 2016 STAAR Satisfactory standard on the 2015–2016 Spanish version STAAR mathematics test by grade level**



Source: PEIMS, Pearson- 2015–2016 STAAR data file, STAAR Summary Report

- **Figure 13** depicts results for the 2015–2016 STAAR End-of-Course (EOC) assessments. The percentages of migrant students who met the STAAR 2016 Satisfactory student standard or above on the English I and II, Algebra I, Biology, and U.S. History EOC exams are presented. The number of students tested are reflected in parentheses show (see p. 17).
- Migrant students passed EOC exams at a higher rate than the district in English I and Algebra I (Figure 13, p. 17), and matched the district’s performance on the Biology EOC. Detailed passing rates can be found in **Appendix B-Table 6**, p. 27.

**Figure 13. Percentage of migrant students who met the STAAR EOC Satisfactory Student standard by subject, 2015–2016**

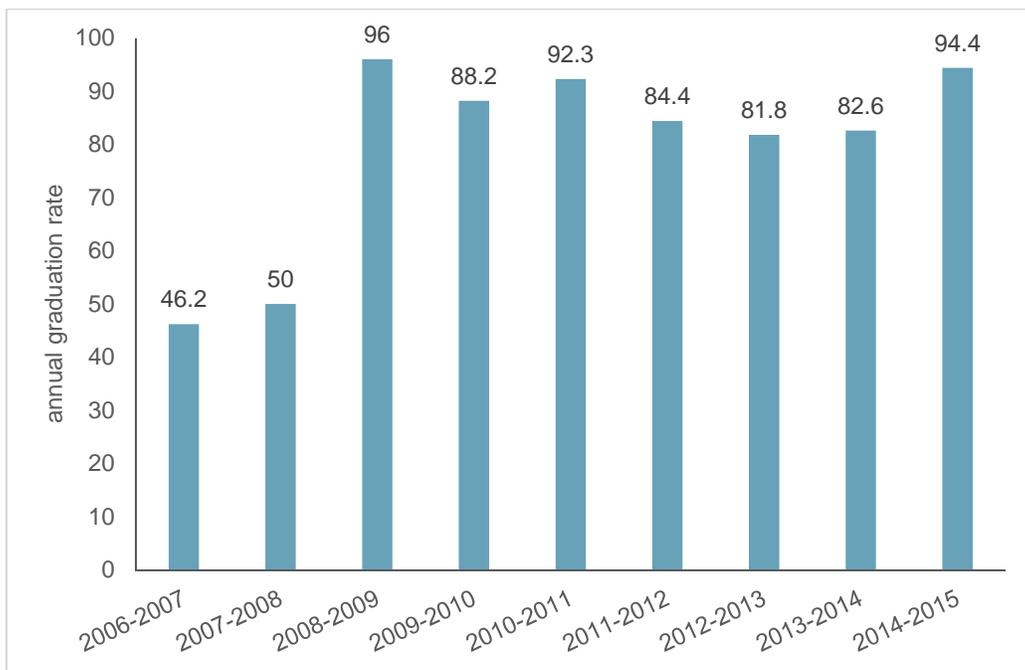


Source: PEIMS, Pearson- 2015–2016 STAAR EOC data file, STAAR EOC Summary Report; First time tested students

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

- Graduation data are presented in **Figures 14** (p. 18) and **15** (p. 19).
- Figure 14 shows annual graduation rates (i.e., number of migrant students graduating in a given school year divided by the number of migrants enrolled in 12<sup>th</sup> grade in that same year). The migrant student annual graduation rate was 94.4 percent for 2014–2015, the most recent year for which data were available. This was an increase from the previous year’s annual graduation rate (82.6 percent) (see p. 18).

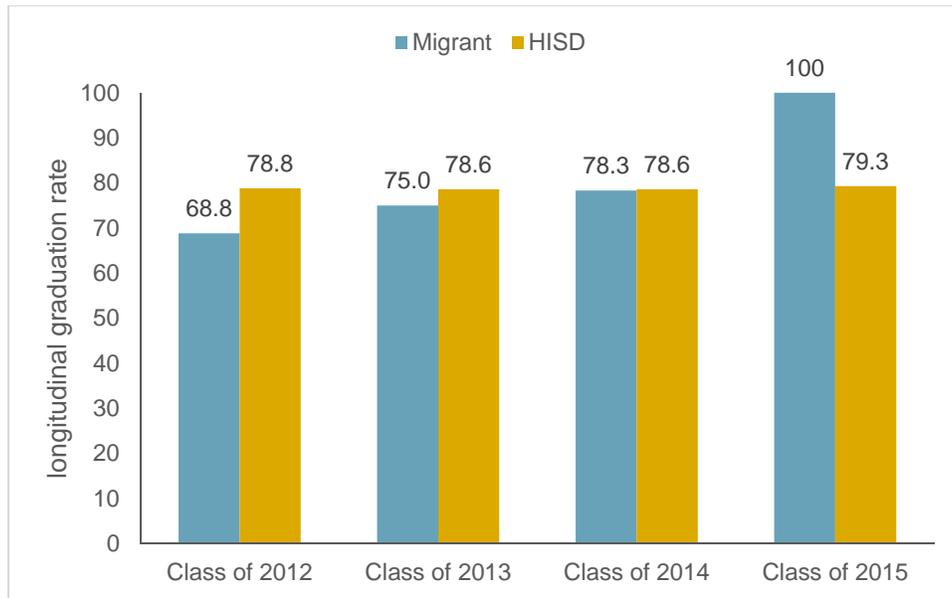
**Figure 14. Migrant student annual graduation rates, 2006–2007 to 2014–2015**



Source: 2013 Migrant Report (2006–2012 results); 2013 and 2014 PEIMS, 2014 and 2015 Graduates data file (2014–2015 results)

- Figure 15 (p. 19) 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 through 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 2015 was 100 percent compared to 79.3 percent for the district.

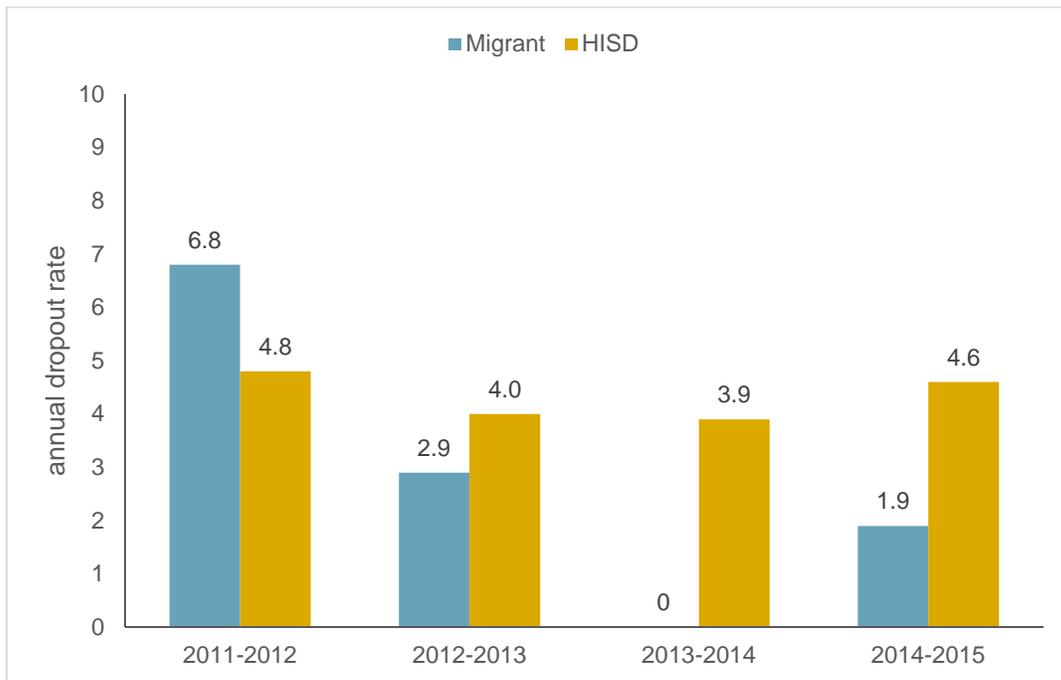
**Figure 15. Migrant student longitudinal graduation rates compared with the district, Classes of 2012 to 2015**



Source: 2015-2016 PBMAS

- Dropout rates are shown in **Figures 16** (p.20) and **17** (p. 21).
- Figure 16 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 less than two percent compared to the district's 4.6 percent dropout rate in 2014–2015 (see p. 20).

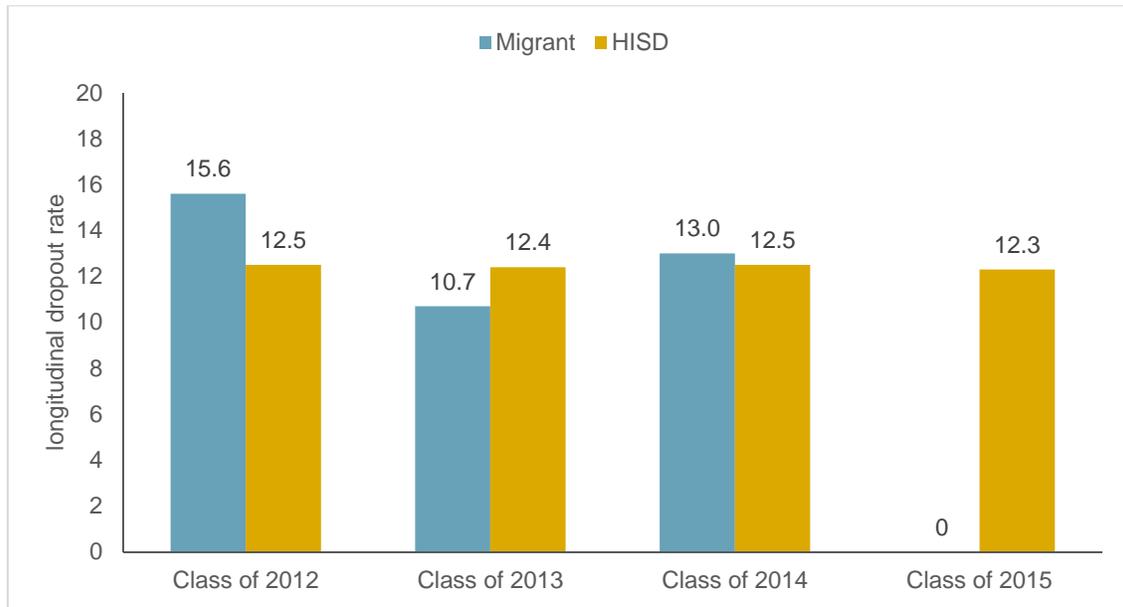
**Figure 16. Migrant student annual dropout rates, 2011–2015**



Source: 2015–2016 PBMAS

- Figure 17 shows the longitudinal dropout rates from 2012–2015. 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 2015 (0) was lower than the district's (12.3) (see p. 21).
- While the longitudinal dropout rate for the district has remained about the same from 2014 to 2015, the migrant students' longitudinal dropout rate has a 12.3 percentage-point decrease between the Class of 2014 and the Class of 2015 (Figure 17, p. 21).

**Figure 17. Migrant student longitudinal dropout rates compared with the district, Class of 2012 to 2015**



Source: 2015–2016 PBMAS

## Discussion

The purpose of the Migrant Education Program is to design and support 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. This report provides summary information on the accomplishments made by migrant students and MEP staff in HISD. Students in the HISD Migrant Education Program tend to perform below the district passing rate on most assessments. 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. Migrant students passed the 2014–2015 EOC exams at a lower rate than the district on almost all subjects. However, the migrant students passed the 2015–2016 EOC exams at a higher rate in Algebra I and English I. Initiatives to increase EOC performance should continue to be addressed. The migrant students' longitudinal graduation rate is higher than the district's longitudinal graduation rate whereas the migrant students' longitudinal dropout rate is lower than the district's longitudinal dropout rate.

Based on the findings presented in this report, recommendations include building relationships with parents as early in the school year as possible through outreach, communication, and programs. The lack of returned surveys may be an indicator that parents do not feel connected, regardless of the benefits their children are receiving (Schofield, Alexander, Bangs, & Schauenburg, 2006). The program should harness the support of parents to increase student outcomes. Secondly, enrolling more migrant students into the tutoring service is beneficial for migrant students' STAAR performance. Migrant students who received tutoring services had higher percentages of meeting 2016 STAAR Satisfactory standards from 2014–2015 to 2015–2016. Finally, the program should continue to support ELL students as they have progressed in their English proficiency levels at lower rates compared to the district.

## Reference

- DiCerbo, P. A. (2001). Why migrant education matters. *NCBE Issue Brief*, 8, 1-7.
- Green, P. E. (2003). The Undocumented: Educating the Children of Migrant Workers in America. *Bilingual Research Journal*, 27(1), 51–71. <http://doi.org/10.1080/15235882.2003.10162591>
- Kindler, A. L. (1994). Education of Migrant Children in the United States. *Directions in Language and Education*, 1(8). Retrieved from <http://eric.ed.gov/?id=ED394305>
- National Center for Farmworker Health; Inc. (2012). *Farmworker Health Factsheets: Child Labor in Agriculture*. Retrieved from [http://www.ncfh.org/uploads/3/8/6/8/38685499/fs-child\\_labor.pdf](http://www.ncfh.org/uploads/3/8/6/8/38685499/fs-child_labor.pdf)
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002). Retrieved July 20, 2015, from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Salerno, A. (1991). Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest. Retrieved from <http://eric.ed.gov/?id=ED335179>
- Schofield, J. W., Alexander, K., Bangs, R., & Schauenburg, B. (2006). Migration Background, Minority-Group Membership and Academic Achievement Research Evidence from Social, Educational, and Developmental Psychology. Retrieved from [https://www.researchgate.net/publication/239603301\\_Migration\\_Background\\_Minority\\_Group\\_Membership\\_and\\_Academic\\_Achievement\\_Research\\_Evidence\\_from\\_Social\\_Education\\_and\\_Developmental\\_Psychology](https://www.researchgate.net/publication/239603301_Migration_Background_Minority_Group_Membership_and_Academic_Achievement_Research_Evidence_from_Social_Education_and_Developmental_Psychology)
- Texas Education Agency, Division of Migrant Education. (2006). <http://www.tea.state.tx.us/nclb/migrant/>
- U.S. Department of Education. (2002). "No Child Left Behind: A Desktop Reference." U.S. Department of Education, Office of Elementary and Secondary Education.

## 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, 2013–2016**

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

Source: PEIMS

**Table 2. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2014–2016**

| Activities                               | No. of students<br>2014–2015 | No. of students<br>2015–2016 |
|--|------------------------------|------------------------------|
| <b>Phone calls/Visits</b>                |                              |                              |
| Eligible for MEP                         | 116                          | 75                           |
| Not eligible for MEP                     | 317                          | 371                          |
| <b>Students recruited</b>                |                              |                              |
| New                                      | 122                          | 91                           |
| Previously identified                    | 175                          | 114                          |
| Certificates of eligibility              | 116                          | 75                           |
| <b>Total school supplies distributed</b> |                              |                              |
| Steeping Stones                          | 10                           | 0                            |
| Elementary School                        | 202                          | 0                            |
| Middle School                            | 109                          | 0                            |
| High School                              | 111                          | 0                            |

Source: HISD Migrant Education Program Office

**Table 3: Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2015–2016**

| <b>2015–2016</b>   |                |               |
|--|----------------|---------------|
| <b>Instructional Services</b>                                  | <b>Regular</b> | <b>Summer</b> |
| Distance Learning  | 0              | 0             |
| Other Credit Accrual (MEP Funded)                              | 0              | 0             |
| Science  | 4              | 0             |
| A Bright Beginning Center-Based                                | 13             | 5             |
| Technology Instruction   | 4              | 0             |
| Tutorial Elementary  | 72             | 33            |
| Tutorial Secondary   | 72             | 7             |
| Other 1:<br>Academic Mentoring                                 | 20             | 0             |
| Other 2:<br>Personal Graduation Planning (PGP),<br>FAFSA/TAFSA | 30             | 0             |
| Other 3:<br>Study Island                                       | 53             | 0             |
| <b>Support Services</b>  |                |               |
| Clothing/Uniform Vouchers                                      | 173            | 0             |
| School Supplies  | 0              | 0             |
| Tools for Homework Assistance                                  | 1              | 0             |
| Transportation   | 11             | 0             |
| Other 1:<br>College Leadership Workshop at Rice<br>University  | 6              | 0             |
| Other 2:<br>College Readiness Workshop                         | 7              | 0             |
| Other 3:<br>College Tour                                       | 17             | 24            |

Source: HISD Migrant Education Program Office

**Table 4: STAAR Results for Elementary Students (3<sup>rd</sup> to 5<sup>th</sup> Grades) Who Received Tutoring and Met the 2016 STAAR Satisfactory Standard, 2014–2016**

|                    | 2014–2015 |     | 2015–2016 |    |
|--------------------|-----------|-----|-----------|----|
|                    | n         | %   | n         | %  |
| <b>Subject</b>     |           |     |           |    |
| <b>Reading</b>     | 26        | 38  | 20        | 50 |
| <b>Writing</b>     | 3         | 33  | 0         | NA |
| <b>Mathematics</b> | 0         | n/a | 0         | NA |

Source: HISD Migrant Education Program Office

**Table 5. STAAR Results for Secondary Students (6<sup>th</sup> to 12<sup>th</sup> Grades) Who Received Tutoring and Met the 2016 STAAR Satisfactory Standard, 2014–2016**

|                                      | 2014–2015 |     | 2015–2016 |    |
|--------------------------------------|-----------|-----|-----------|----|
|                                      | n         | %   | n         | %  |
| <b>Subject</b>                       |           |     |           |    |
| <b>Reading/ English I/English II</b> | 52        | 25  | 21        | 67 |
| <b>Writing</b>                       | 0         | n/a | 0         | NA |
| <b>Mathematics/Algebra I</b>         | 3         | 33  | 9         | 33 |
| <b>Science/Biology</b>               | 0         | n/a | 0         | NA |
| <b>Social Studies/U.S. History</b>   | 0         | n/a | 0         | NA |

Source: HISD Migrant Education Program Office

**Table 6: Percentage of Migrant Students Who Met the STAAR EOC Satisfactory Student Standard by Subject, 2015–2016**

| <b>Subject</b>      | <b>Group (n)</b> | <b>Failed (%)</b> | <b>Passed (%)</b> |
|---------------------|------------------|-------------------|-------------------|
| <b>Algebra I</b>    | Migrant (31)     | 19                | 81                |
|                     | HISD (11,816)    | 21                | 79                |
| <b>Biology</b>      | Migrant (31)     | 13                | 87                |
|                     | HISD (12,118)    | 13                | 87                |
| <b>English I</b>    | Migrant (36)     | 22                | 78                |
|                     | HISD (12,933)    | 38                | 62                |
| <b>English II</b>   | Migrant (29)     | 41                | 59                |
|                     | HISD (12,309)    | 35                | 65                |
| <b>U.S. History</b> | Migrant (35)     | 11                | 89                |
|                     | HISD (10,516)    | 8                 | 92                |

Source: HISD EOC Summary Report, Spring 2016; First time tested students