

MEMORANDUM

August 4, 2021

TO: Anna White
Executive Director, Multilingual Programs

FROM: Allison Matney, Ed.D.
Executive Officer, Research and Accountability

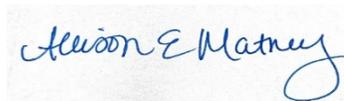
SUBJECT: **MIGRANT EDUCATION PROGRAM, 2020–2021**

Attached is a copy of the Migrant Education Program (MEP) evaluation for 2020–2021. This report describes the enrollment, recruitment and support efforts, parent survey information, and student performance for students identified with the migrant student designation. The evaluation used descriptive statistics to report findings by comparing migrant students with their non-migrant peers. The migrant student population in HISD represents a small sample of district students. Due to low sample sizes and data availability, several results are masked based on guidelines from the Family Educational Rights and Privacy Act (FERPA).

Key findings include:

- The ten-year trend of migrant enrollment reveals that the number of migrant students has substantially decreased from 2011 to 2021 (35,866 vs. 16,733) in the state of Texas.
- In HISD, the ten-year trend of migrant enrollment also reveals a considerable decrease from 2011 to 2021 (648 vs. 278).
- In 2020–2021, 98.5 percent of migrant students were Hispanic, and 76.9 percent identified Spanish as their home language.
- Overall, migrant parents found the information and resources provided by the Migrant Education Program prepared them a lot to help their child with math (92.5%) and reading (90.0%).
- The percentage of seventh-grade migrant students who met the Approaches Grade Level standard on the 2020 mathematics District Level Assessment (DLA) was comparable to that of the district.
- The passing rates on the English I, U.S. History, Biology, and Algebra I End-of-Course DLAs for migrant students were higher than that of the district.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.



AEM

Attachment

cc: Millard L. House II
Dr. Rick Cruz



RESEARCH

Educational Program Report

**MIGRANT EDUCATION PROGRAM
2020-2021**



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MIGRANT EDUCATION PROGRAM

2020–2021

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I, Part C of Every Student Succeeds Act (ESSA) of 2015. Title I, Part C states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students by providing migratory children with the opportunity to meet the same challenging State content and performance standards that the State has established for all children (U.S. Department of Education [USDE], 2016). 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” (USDE, 2016). A migrant student, according to the Every Student Succeeds Act of 2015 sections 1309(2)(A) refers to any child 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 (U.S. Department of Education [USDE], 2016).

In an effort to comply with Part C of Title I, the Texas Education Agency (TEA) Division of Migrant Education works with local education agencies to design programs that ensure migrant students “overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment” (Texas Education Agency, Division of Migrant Education, 2018). The Texas Migrant Education Program is the second largest in the country (Texas Education Agency, Division of Migrant Education, 2006).

This evaluation was designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2020–2021 program year. It is one component of the HISD MEP’s ongoing work to determine the effectiveness of services to migrant children and youth. This report discusses findings related to service delivery and program outcomes as it relates to the academic achievements of migrant students. The evaluation seeks to provide a district perspective on services and their impact to enable the MEP to make programmatic decisions based on data.

Highlights

- In 2020–2021, 98.5 percent of migrant students were Hispanic, and 76.9 percent identified Spanish as their home language.
- Four percent of migrant students were in gifted and talented (G/T) placement.
- Overall, migrant parents found the information and resources provided by the Migrant Education Program prepared them a *lot* to help their child with math (92.5%) and reading (90.0%).
- Parents of migrant students found that the information and resources provided by MEP helped them a *lot* to prepare them to help their preschool child (79.0%) and helped them a lot in preparing their high school students for graduation requirements and/or college/ career opportunities (90.0%).
- The passing rate on the District Level Assessments (DLAs) in English I, U.S. History, Biology, and Algebra I EOC for migrant students was higher than that of the district.

- Fewer migrant students met the Approaches Grade Level standard compared to the district on the 2020 DLA reading test for 5th and 8th grade
- A lower percentage of 5th grade migrant students met the Approaches Grade Level standard compared to the district on the 2020 DLA mathematics test.
- The percentage of 7th grade migrant students who met the Approaches Grade Level standard was comparable to that of the district.
- Migrant students performed lower than the district on the 2020 Iowa ELA and mathematics in 5th grade.

Recommendations

Based on the evaluation findings, the following recommendations are put forth as a means of improving the academic outcomes of migrant students at HISD:

- *Increase the number of migrant students accessing tutoring services:* Continue to enroll migrant students into tutoring services, which would be beneficial for both elementary and secondary grade level migrant students.
- *Increase data collection efforts at the state level:* Establish effective lines of communication with departments of Federal and State Compliance and Student Assessment to demonstrate accurate and precise migrant data through the New Generation System (NGS). This collaboration will provide an extra layer of accountability to ensure migrant students are being coded correctly for the state-mandated assessments.
- *Improve continual identification and recruitment efforts:* Continue to coordinate efforts to communicate and educate campuses on the processing of the Family Surveys. MEP staff should streamline electronic processes that will allow campuses to report family survey data in a timely manner to increase the annual submission rate and improve early and ongoing recruitment and identification of migrant students.
- *Increase parental involvement in schools:* MEP should continue to host parent meetings and establish a parent advisory committee to share information and receive input from parents. Engaging parents in supporting student learning may build a stronger educational culture in homes and improve student success (Desforges & Abouchaar, 2003; Jaynes, 2007).

Introduction

The Migrant Education Program (MEP) was created to provide equitable education opportunities to migratory children under Title I, Part C, of the Elementary and Secondary Education Act (ESEA) of 1965. An overarching goal of the MEP is to assist states in supporting high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children (USDE, 2004). Part C, Section 1309 of the MEP defines a migratory child 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” (USDE, 2004). Due to the nature of migratory work, migratory children are at greater risk of academic challenges including interrupted schooling and lack of educational opportunities (Green, 2003; Salinas & Franquiz, 2004). The creation of the MEP was necessary to “ensure that migratory children have the same opportunities as other children to meet challenging academic standards” (USDE, 2016).

Based on the most recently available data, the Texas MEP served 21,754 (77.5%) of eligible students (28,068) during the 2018–2019 school year (USDE, 2021). In compliance with Part C of Title I, the Texas Education Agency (TEA) Division of Migrant Education assists local education agencies (LEAs) to design programs that help migrant students “overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment” (Texas Education Agency, Division of Migrant Education, 2018). This also ensures migratory children are not academically penalized and are supported in overcoming factors that impede their success in school (USDE, 2016).

HISD Migrant Education Program

The Migrant Education Program (MEP) utilizes a variety of methods to recruit and track migrant students. Due to the COVID-19 pandemic, the MEP modified several of its methods for safety reasons and to comply with the HISD Communicable Disease Plan. The migrant data specialist was able to use the New Generation System (NGS) to track migrant students and their families. The NGS is an interstate tracking system used to collect and monitor targeted students and their families as they migrate to different schools. The NGS is discussed in more detail at the end of this section. During the 2020–2021 school year, the MEP was able to recruit migrant families by processing referral applications and issuing a Certificate of Eligibility (COE) for each qualifying family. The COE allows the migrant student to be eligible in the MEP program for at least three years.

HISD migrant recruitment and NGS specialists make telephone calls to family homes and local schools to recruit eligible migrant students. Due to COVID-19, migrant fliers were not distributed throughout community events and centers; however, referrals for migrant students occurred through family surveys from within the district. Telephone appointments were scheduled for eligible families to complete the COE. Again, COVID-19 restrictions limited recruiters to contacting families by telephone instead of home visits.

The HISD MEP provides several education and support services to assist migrant students and their families. These services ensure that migratory children are provided appropriate support that addresses their special needs in a coordinated and efficient manner:

Identification and Recruitment: Students whose family affirmatively responds on the Family Survey or through conversation with school personnel is immediately referred to the MEP (HISD, 2018). To satisfy the requirement of federal law to identify and recruit eligible migratory students residing within the Houston ISD boundary, it is the responsibility of each campus to include the Family Survey in their enrollment packet at the start of the school year and any time a new student enrolls at the campus. It is the responsibility of each school to make all referrals for the identification of potential migratory students to the Migrant Education Program. The MEP staff is responsible for the processing and the completion of these referrals. The MEP recruiters interview the family of each referred student, and a determination is made as to the student’s eligibility. The recruiter prepares the Certificates of Eligibility (COE). At the beginning of the new school year, the schools are sent a reminder that campus rosters are accessible throughout the school year in the PowerSchool student information system.

Graduation Enhancement: To improve graduation rates, the HISD MEP provides resources to enhance the likelihood of graduation. Programs include, but are not limited to, correspondence courses and credit-by-exam tests, and summer school classes intended for credit recovery or credit acceleration, drop-out recovery, and parent training on graduation requirements.

Migrant Services Coordination: District MEP personnel handle a comprehensive set of instruction, guidance, and support activities for migrant students and coordinate with community agencies.

Parental Involvement: In addition to four parent meetings throughout the school year which focus on educational, social, and urban issues, a migrant-funded district is required to have a Parent Advisory Committee (PAC). The PAC is comprised of migrant parents and staff who have a vested interest in the academic success of migrant students.

New Generation System (NGS): The New Generation System (NGS) is a web-based interstate information network that collects, stores/maintains, and transfers education and health information for migratory children to educators throughout the nation. Federal and state guidelines require every local school district to maintain up-to-date educational and health records on every identified and eligible migratory student (HISD, 2018). Educational and health records are kept for migratory students who transfer in or out of districts. All HISD schools may request records from the migrant office for any migratory student transferring from other NGS participating states in the United States.

Method

This evaluation is designed to provide descriptive data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2020–2021 program year, which occurred from September 2020 to June 2021. Previously, the MEP report also included student information from the summer months (i.e., June–August); however, the evaluation reporting period was shortened due to grant constraints and data availability. This evaluation includes information regarding the parent survey, student enrollment trends, student demographics, and Iowa and DLA assessment results.

Research Questions

The evaluation focuses on the following questions:

1. What was the HISD migrant education program enrollment trend from 2011–2021?
2. What were the demographic characteristics of migrant students enrolled in HISD schools in 2020–2021?
3. What methods were used by district MEP staff members to identify and recruit migrant students and verify the eligibility of migrant students and their families?
4. What were the key MEP education and support services implemented in HISD during the 2020–2021 program year?
5. What were parents' perceptions of the supports provided by the Migrant Education Program during the 2020–2021 program year?
6. How did migrant students perform on the 2020 Iowa ELA and mathematics subtests compared with their grade-level peers in the district?
7. How did migrant students perform on the 2020 DLA compared with their peers in the district?

Sample

The sample consisted of students who attended HISD schools in 2020–2021, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than '0'—enrolled, no membership. A total of 278 migrant students were receiving support through the Migrant Education

Program Office for the September 2020 to June 2021 program year. Of this, 199 were attending an HISD school and are compared to the wider HISD student population. The remaining 28.4 percent (n=79) of students either attended a charter school outside of HISD or was an out-of-school youth (OSY). The academic performance of students who did not attend an HISD school was not included in the evaluation because there is no access to their test information.

Data Collection

Migrant students who attended an HISD school were matched with the HISD student assessment databases to obtain their assessment results. These included files from the Cognos PWR system for student demographic information, enrollment information, and Iowa and DLA test data.

Measures and Data Analysis

The Iowa Assessments and District Level Assessments (DLA) were used to measure academic performance in this evaluation. The Iowa Assessments measure students' academic achievement in various academic subjects in kindergarten and 5th grade. The English language arts (ELA) and mathematics test scores used in this report were for the 2020 kindergarten and 5th grade students. Students in kindergarten and 5th grade take the Iowa Assessments in December for Gifted/Talented identification.

Also used in this evaluation were the District-level assessments (DLA's or benchmarks), which are STAAR-like curriculum-based assessments that are created by HISD's Curriculum Department, administered both online and on paper (D. Dixon, personal communication, June 2, 2020). The district benchmark assessment, which also includes a writing component, is created for all STAAR-tested grades/courses for administration in December. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR. Data from these assessments provide school leaders and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness, use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses. DLA proficiency scores use the most rigorous percent correct performance levels from the last four years of equivalent STAAR-tested grades/courses (D. Dixon, personal communication, June 2, 2020). The proficiency level descriptors for the DLAs are 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 requirements for each subject matter exam.

The demographic characteristics of HISD students used for this report, were collected from the Public Education Information Management System (PEIMS) 2020–2021 HISD student database. Characteristics included gender, ethnicity, economically disadvantaged status, special education (SPED) eligibility status, limited English proficient (LEP) status, and at-risk status. HISD defines at-risk students as individuals who have an increased likelihood of dropping out of school. It is a composite measure based on thirteen indicators (TEA, 2018).

Data Limitations

Data retrieved from PEIMS represent a 'snapshot' of students who were enrolled by the last Friday in October of each school year in HISD (TEA, 2018). Students present for the 'snapshot' may not have been actively enrolled in an HISD program the entire year or may have enrolled later into a program but were not identified as qualifying for the migrant program until later. As a result, the PEIMS data may not be an accurate reflection of the number of migrant students being serviced by HISD. To adjust for this, the roster of migrant students was obtained from the HISD Migrant Education Program Office from The New Generation System (NGS). The roster was then matched to PEIMS, which allowed for a more accurate representation of the number of migrant students serviced in the program. Also, the migrant student population assessment data represents a small number of test takers. Due to The Family Educational

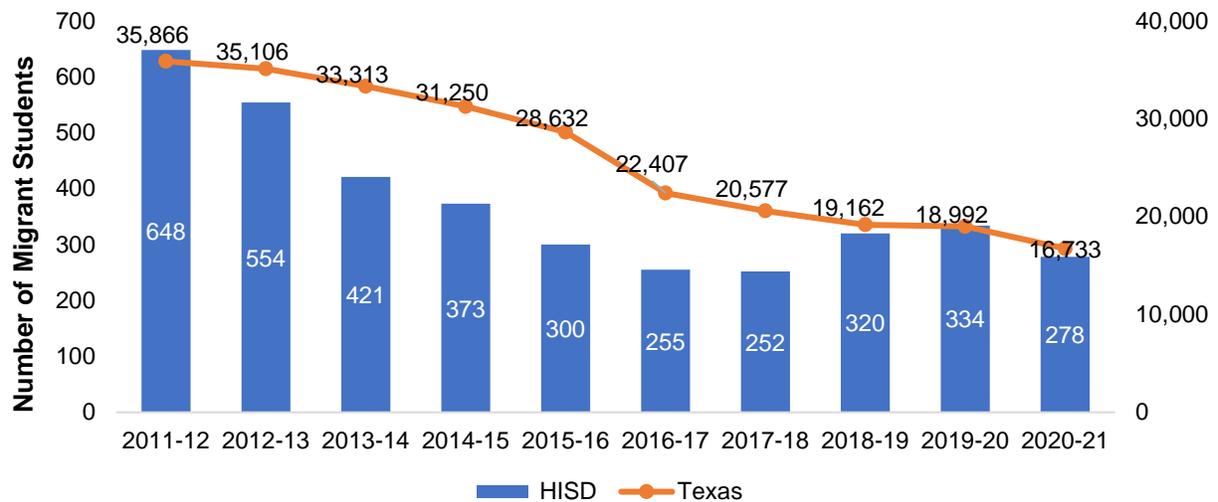
Rights and Privacy Act (FERPA) guidelines, assessment data reported for less than five students must be masked to protect student anonymity.

Results

What was the HISD migrant education program enrollment trend from 2011–2021?

Figure 1 presents the migrant student enrollment trends for HISD and Texas from 2011 to 2021. The district historically has provided support to less than two percent of the migrant student population in Texas. Migrant students typically account for less than one percent of the district's student population. Over the past ten years, the district and the state have experienced a decreasing trend in the number of migrant students.

Figure 1. Comparative Migrant Student Enrollment in HISD and Statewide, 2011 to 2021

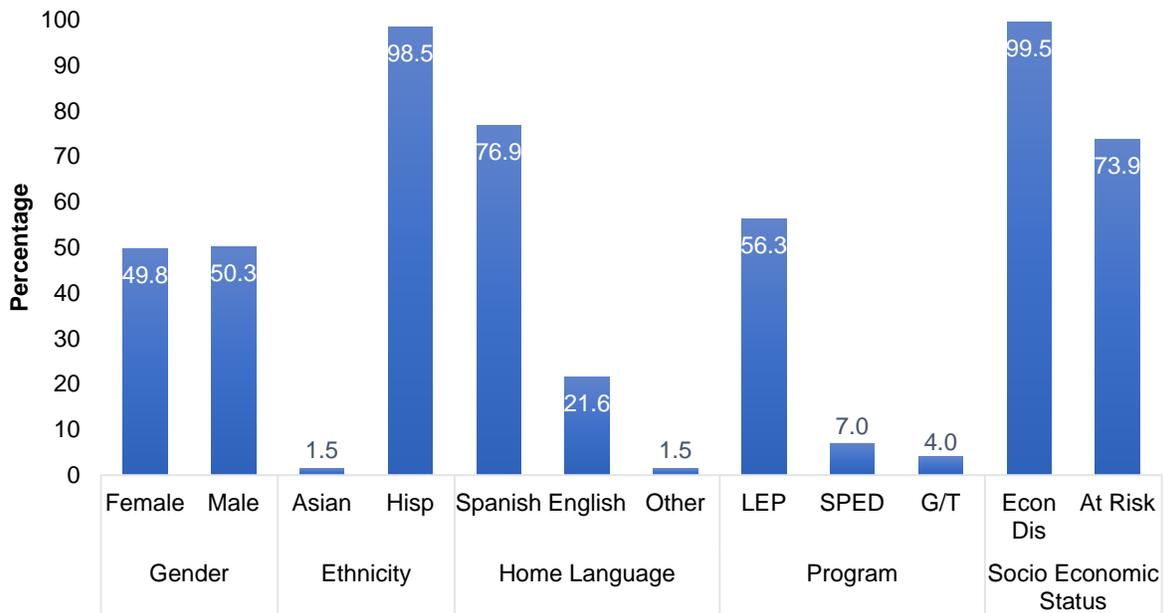


Source: HISD Migrant Education Program Office (2020–2021), *Enrollment in Texas Public Schools 2020–2021*.

- The number of migrant students in the district showed a 16.8 percent decrease in 2020–2021 from the previous year (278 vs. 334) (**Figure 1**).
- At the same time, the number of migrant students decreased statewide by 11.9 percent, from 18,992 to 16,733 (Figure 1).

What were the demographic characteristics of migrant students enrolled in HISD schools in 2020 – 2021?

Even though there was a decrease in the number of observed migrant students in 2019–2020 compared to 2020–2021 (262 vs. 199) (**Appendix B**, p. 16), student characteristics in 2019–2020 compared to 2020–2021 showed percentage increase in respect to economically disadvantaged students (91.1% vs. 99.5%), at risk students (68.3% vs. 73.9%), and Limited English Proficient (LEP) status (55.7% vs. 56.3%). There was also a decrease in the percentage of special education placement in 2019–2020 compared to 2020–2021 (8.5% vs. 7.0%) (Appendix B, p. 16).

Figure 2. Demographic Characteristics of Migrant Students in HISD in 2020–2021

Source: PEIMS database, 2020–2021, HISD Migrant Education Program Office (2020–2021).

- In 2020–2021, 98.5 percent of migrant students were Hispanic, and 76.9 percent identified Spanish as their home language. (**Figure 2**).
- There were roughly equal proportions of male and female migrant students in the 2020–2021 academic year.
- Four percent of migrant students were in Gifted and Talented (G/T) placement.

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 2020–2021 school year are shown in **Appendix C-Table C1**, p. 17. The total number of families contacted via phone calls or visits increased by 43.9 percent from 262 in 2019–2020 to 377 in 2020–2021. The number of students who met the eligibility requirements for MEP decreased by 59.3 percent, from 81 in 2019–2020 to 33 in 2020–2021. The total number of newly-recruited migrant students decreased by 62.0 percent, from 92 in 2019–2020 to 35 in 2020–2021.

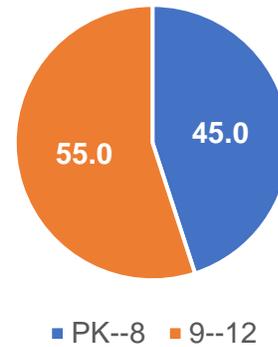
What were the key MEP education and support services implemented in HISD during the 2020–2021 program year?

Appendix C, Table C2, p. 18 shows the number of migrant students who benefited from MEP’s instructional and support services in 2020–2021. Parent/Campus contact, Imagine Learning, and progress monitoring were added for the 2020–2021 school year. Overall, the number of migrant students being tutored decreased from 35 in the 2019–2020 school year to 11 students in the 2020–2021 school year. This is likely due to COVID-19 restrictions and challenges. Nineteen students participated in personal graduation planning or FAFSA/TAFSA in the 2020–2021 school year as opposed to zero students in the 2019–2020 school year.

What were parents' perceptions of the supports provided by the Migrant Education Program during the 2020–2021 program year?

Parental involvement is an integral part of the Migrant Education Program. Research shows that parents play a significant role in the academic achievement of their children (TEA, 2010). To ensure that the program activities and procedures are effectively involving migrant parents, an annual parent survey was administered by the MEP program (**Appendix C, Table C3**, p. 19). There were 40 parents of migrant students that completed the 2020–2021 Parent Survey. When looking at the grade-level of their children, 45.0 percent were children in PK–8, and 55.0 percent were in grades 9–12 (**Figure 3**).

Figure 3. Parents of migrant students reporting of their child's grade level

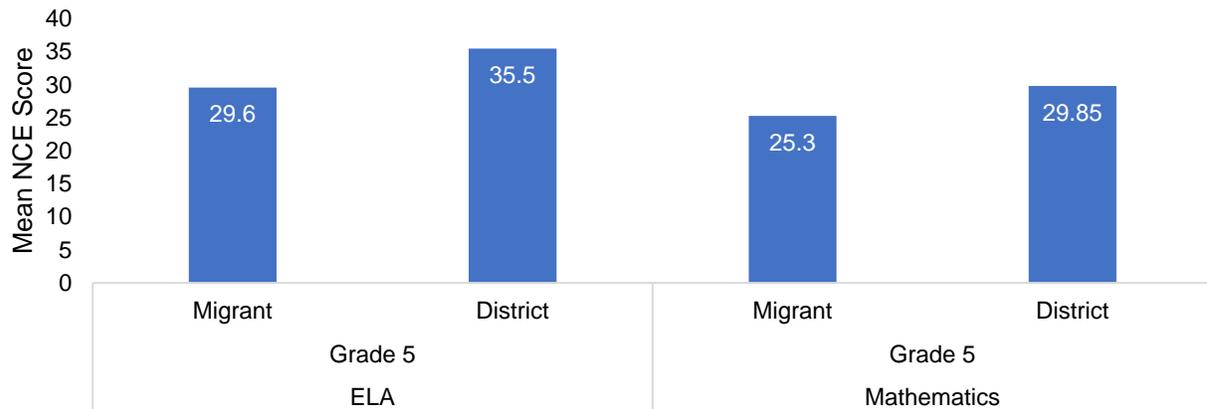


Of those 40 parents who completed the survey, 87.5 percent attended parent activities hosted by the Migrant Education Program (MEP) (n=35). In terms of information received, 97.5 percent responded that the program provided information and resources about reading and math. Most parents found the information and resources provided useful, with 90.0 percent responding *a lot* for reading (n=36) and 92.5 percent reporting *a lot* for math (n=37). For those parents who had children in preschool, 93.8 percent said they received information and resources about school readiness from MEP. In terms of the helpfulness of the information and resources provided by MEP, 79.0 percent of parents found that the provided information and resources helped them *a lot* to prepare them to help their preschool child (n=15). For high school students, 93.3 percent of parents indicated that they received information and resources about graduation requirements and college/career opportunities from MEP. Most parents, 90.0 percent, found that the information and/or resources about graduation requirements and/or college/ career opportunities helped them *a lot* in preparing their high school students (n=27).

How did migrant students perform on the 2020 Iowa ELA and mathematics subtests compared with their grade-level peers in the district?

Figures 4 (p. 9) show the performance comparison between migrant and district students on the Iowa ELA and mathematics subtests. The 2020 Iowa report included 13 students who had the migrant student designation. Due to the small sample size of tested migrant students, the comparisons should be viewed with caution. Since the number of kindergarten migrant students tested was less than five, kindergarten migrant student test scores will not be revealed to comply with masking policies to protect student anonymity.

Figure 4. Mean NCE Scores on the 2020 Iowa ELA and Mathematics Subtest for Migrant Students by Grade Level



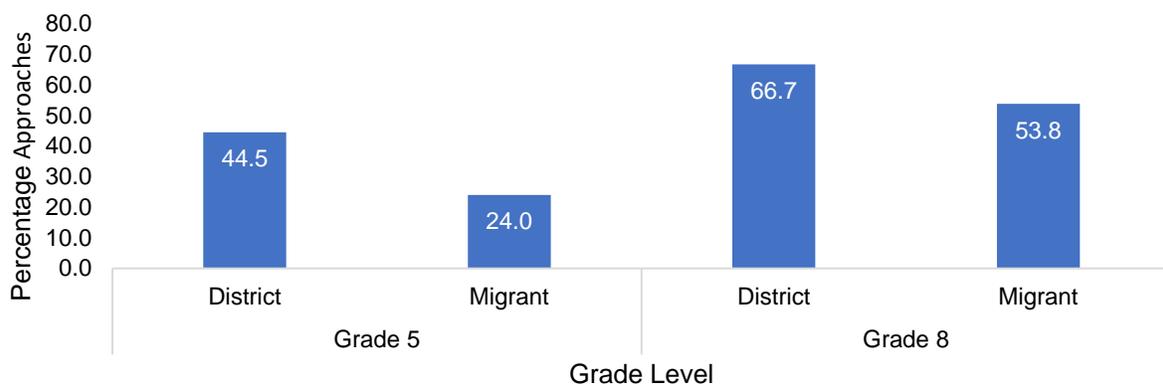
Source: 2020–2021 Riverside-Iowa Assessments data file.

- Migrant students obtained lower mean NCE scores than the district on the 2020 Iowa ELA and mathematics in 5th grade (Figure 4).

How did migrant students perform on the 2020 DLA reading and mathematics tests, and the DLA End-of-Course (EOC) tests compared with their grade-level peers in the district?

Figures 5–6 (p.9–10) present the performance comparison between migrant students and district students on the 2020 DLA reading and mathematics tests. The 2020 DLA report included 63 students who took the mathematics exam and 74 migrant students took the reading exam. The number of migrant students who met the Approaches Grade Level standard for reading was less than five for all grades, except 5th grade and 8th grade. For that reason, only exam scores for 5th grade and 8th grade will be revealed for reading to comply with masking policies. Also, the number of migrant students who met the Approaches Grade Level Standard for Mathematics was less than five for all grades, except 5th grade and 7th grade. Again, all other grades will not be revealed for masking purposes.

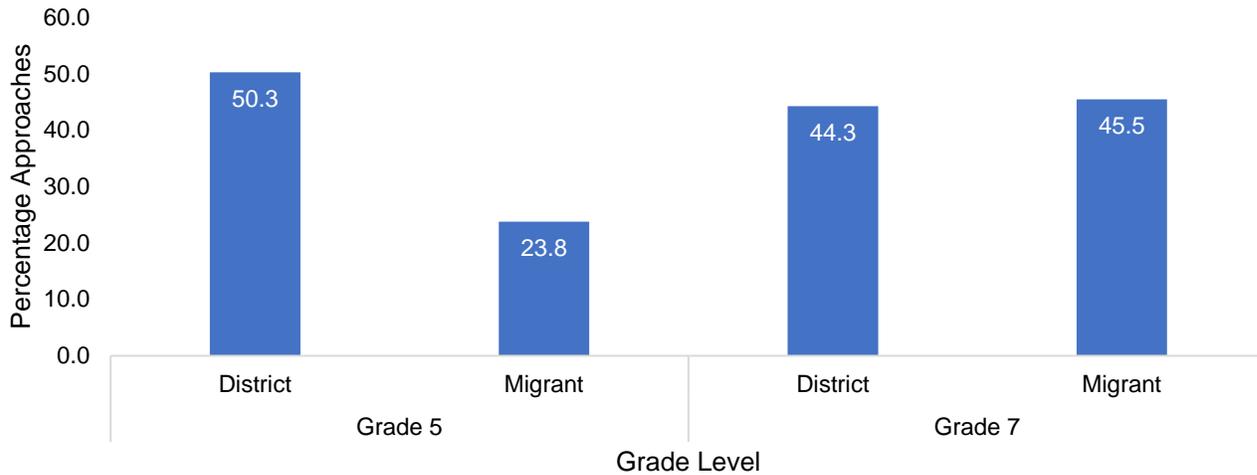
Figure 5. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2020 DLA Reading Test by Grade Level



Source: 2020–2021 DLA Assessments data file.

- A lower percentage of migrant students met the Approaches Grade Level standard compared to the district on the 2020 DLA reading test for 5th and 8th grade (Figure 5).

Figure 6. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2020 DLA Mathematics Test by Grade Level

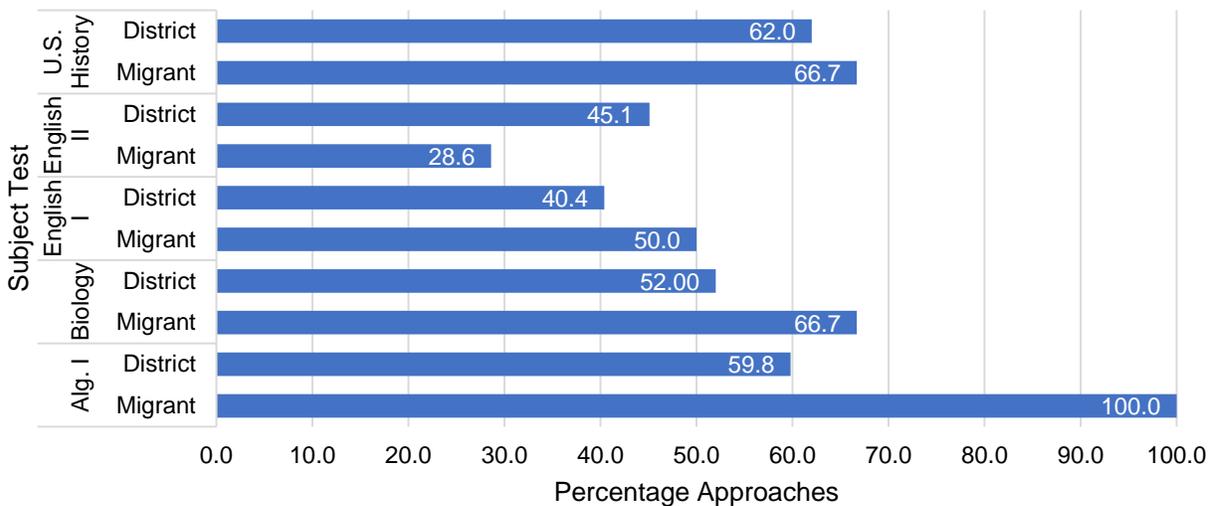


Source: 2020–2021 DLA Assessments data file.

- A lower percentage of 5th grade migrant students met the Approaches Grade Level standard compared to the district on the 2020 DLA mathematics test (Figure 6).
- The percentage of 7th grade migrant students who met the Approaches Grade Level standard was comparable to that of the district (Figure 6).

Figure 7 depicts results for the 2020 DLA EOC assessments. The number of migrant students who met the Approaches Grade Level standard was less than five; therefore, the assessment results are only presented in percentages for masking purposes.

Figure 7. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2020 DLA EOC Exams by Subject



Source: 2020–2021 District Level Assessments data file.

- The passing rate on the DLA English I, U.S. History, Biology, and Algebra I EOC for migrant students was higher than that of the district (Figure 7).
- The passing rate on the DLA English II EOC exam for migrant students was lower than the district (Figure 7).

Discussion

The purpose of the HISD Migrant Education Program (MEP) 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 to succeed in school and transition to postsecondary education or employment. This report provides a summary of information on migrant students in HISD. While the number of migrant students in the state has declined over the years, it is important to note that the decline does not necessarily correspond to a reduction in need (Hatton, 2016). Rather, the reduction in the number of migrant students reflects policy changes that have occurred over the years (Hatton, 2016) that have created a more stringent definition of a migrant student and eligibility requirements (Green, 2003, Wright, 1995). Migrant children experience more acute poverty, health problems, health hazards, social alienation, educational disadvantages, mobility, and lack of educational opportunities than any other major school population segment. Large numbers of migrant students lack English language proficiency, despite many being U.S. citizens, and/or require remedial instruction. The Migrant Education Program is designed to mitigate these risks, and the HISD MEP employs vital resources and services for these students. The HISD MEP also posits the low number of migrant students for the 2020–2021 academic year due to challenges and restrictions from COVID-19.

One key area of challenge in the nation is the identification and recruitment of migrant students (Serrano, 2016). Due to the transient lifestyle of migrant students, identification and recruitment cannot be limited to the fall term, when most students register. Considering the migratory nature of the students' lifestyle, identification and recruitment should be ongoing throughout the school year at the campus level to ensure that migrant students have timely access to the supports that will help them to thrive. These supports are intrinsic to ensuring that migrant students receive the requisite support needed to overcome the barriers that would otherwise impede their academic performance. The MEP is built on a system of continual enrollment of migrant students, as a result, the program needs to be responsive to the changing needs of migrant students and the fluctuation in type of instructional and support services needed.

There were 40 parents who attended parent activities hosted by the Migrant Education Program (MEP) in the 2020–2021 program year. Overall, migrant parents found the information and resources provided by the MEP prepared them *a lot* to help their child with math (92.5%) and reading (90.0%). Additionally, parents of migrant students found that the information and resources provided by MEP, helped them *a lot* to prepare them to help their preschool child (79.0%) and helped them *a lot* in preparing their high school students for graduation requirements, and/or college/ career opportunities (90.0%).

Much of the assessment data was masked due to low numbers of migrant student test takers. It should be viewed with caution due to low sample sizes and COVID-19 programmatic impacts. The results indicated that migrant students outperformed district peers the on the DLA English I, U.S. History, Biology, and Algebra I EOC exams. In contrast, migrant students scored lower than the district on the 2020 Iowa ELA and mathematics in 5th grade, 2020 DLA reading test for 5th and 8th grade, and 2020 DLA mathematics test for 5th grade. To mitigate low sample sizes of migrant test takers, HISD MEP leadership might consider using within groups benchmark analyses rather than comparing migrant students to district peers.

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APPENDIX–A

MEP Recruitment Activities and Student Accounting Methods, 2020–2021

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 to find students who may have been eligible for services. All referrals came from family surveys and were from within the district. Using these sources to identify potential program participants, phone calls were made to families to establish eligibility criteria. For families found to be eligible, the COE was filled out.

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 contact 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

Demographic Characteristics of Migrant Students in HISD

	2016–2017		2017–2018		2018–2019		2019–2020		2020–2021	
	n	%	n	%	n	%	n	%	n	%
Gender										
Female	-	-	-	-	139	53.5	134	51.5	99	49.8
Male	-	-	-	-	121	46.5	126	48.5	100	50.3
Ethnicity										
Black	-	-	-	-	*	*	-	-	-	-
Hispanic	250	98.0	252	100.0	270	98.8	268	98.9	196	*
White	*	*	-	-	*	*	*	*	-	-
Other	*	*	-	-	-	-	*	*	*	*
Home Language										
Spanish	-	-	-	-	211	81.2	212	79.4	153	76.9
English	-	-	-	-	46	*	53	*	43	*
Other	-	-	-	-	*	*	*	*	*	*
Social Economic Status										
Economically Disadvantaged	255	100.0	236	94.0	256	98.5	246	91.1	198	99.5
Homeless	-	-	-	-	13	5.0	-	-	-	-
At-Risk	214	83.9	217	86.0	202	77.7	185	68.3	147	73.9
Program										
Gifted/ Talented	19	7.5	18	7.0	16	6.2	15	5.5	8	4.0
English Learner (EL)	152	59.6	134	45.0	141	54.2	151	55.7	112	56.3
Special Education (SPED)	15	5.9	11	4.4	18	6.9	23	8.5	14	7.0

Source: PEIMS database 2019–2020 and 2020–2021, HISD Migrant Education Program Office (2020–2021).

Note: (*) indicates masked data due to fewer than 5 students or ability to calculate masked student data, (-) indicates no data available.

APPENDIX–C

Support Efforts of the Migrant Education Program Office

Table C1. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2017–2021 (number of students)				
ACTIVITIES	2017–2018	2018–2019	2019–2020	2020–2021
Phone Calls/Visits	n	n	n	n
Eligible for MEP	92	205	81	33
Not eligible for MEP	395	275	181	344
Total	487	490	262	377
Students Recruited				
New students	79	92	92	35
Previously identified with new QAD	147	99	90	42
Previously identified without new QAD	N/A	129	N/A	201
Certificates of eligibility	92	71	81	34
Total students	318	391	263	312
SUPPORT SERVICES				
Clothing Vouchers Distributed				
A Bright Beginning	0	6	3	0
Elementary School	72	72	92	83
Middle School	35	41	45	37
High School	47	59	78	50
Total	154	178	218	170
School Supplies Distributed				
Elementary School	72	66	66	83
Middle School	0	0	36	37
High School	47	52	56	50
Total	119	118	158	170
New Support Services in 2020-2021 SY				
Materials and Resources	-	-	-	13
Materials and Resources*	-	-	-	1
Referred Service*	-	-	-	49
Homework Assistance Tools	-	-	-	9
Other Resources (books)	-	-	-	43
Total	-	-	-	115

Source: HISD Migrant Education Program Office. Data shows number of students identified and recruited.

Table C2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2018–2021

Instructional Services	2018–2019		2019–2020		2020–2021	
	Regular	Summer	Regular	Summer	Regular	Summer
	n	n	n	n	n	n
Career Exploration	N/A	N/A	N/A	N/A	0	-
Preschool/School Readiness	N/A	N/A	N/A	N/A	0	-
A Bright Beginning Center-Based	6	0	4	N/A	0	-
A Bright Beginning Home-Based	0	4	N/A	N/A	0	-
STEM/STEAM	1	26	N/A	N/A	0	-
Social Studies	10	8	N/A	N/A	0	-
Science	5	33	N/A	N/A	0	-
Tutorial Elementary	12	17	13	0	11	-
Tutorial Secondary	22	15	22	0	0	-
Other 1:						
Parent/Campus Contact*	N/A	N/A	N/A	N/A	250	-
Study Island	41	28	35	0	0	-
Math	40	0	0	0	0	-
College Tours	31	0	0	0	0	-
Other 2:						
Study Island	N/A	N/A	N/A	N/A	8	-
Imagine Learning* (Non MEP Funded)	N/A	N/A	N/A	N/A	195	-
Personal Graduation Planning (PGP), FAFSA/TAFSA	6	0	0	0	19	-
Reading	50	0	0	0	0	-
Other 3:						
Credit by Exam	N/A	N/A	0	0	0	-
Progress Monitoring*					201	-

Source: HISD Migrant Education Program Office.

Note: (*) indicates new instructional service for 2020-2021 school year. (-) indicated for summer 2020-2021 because data is not available.

Table C3. Parents' perceptions of the supports provided by the Migrant Education Program, 2020-2021

	Yes		No					
	n	%	n	%				
Did you attend any parent activities hosted by the Migrant Education Program (MEP)?	35	87.5	5	12.5				
Were parent activities offered to you by the MEP?	39	97.5	1	2.5				
Did you receive information and/or resources about reading from the MEP?	39	97.5	1	2.5				
Did you receive information and/or resources about math from the MEP?	39	97.5	1	2.5				
Parents of preschoolers - Did you receive information and/or resources about school readiness from the MEP?	15	93.8	1	6.2				
Parents of high school students - Did you receive information and/or resources about graduation requirements and/or college/career opportunities from the MEP?	28	93.3	2	6.7				
	Not at all		Some-what		A Lot		Did not receive	
	n	%	n	%	n	%	n	%
If you received information and/or resources about reading, how much did they prepare you to help your child with reading?	-	-	3	7.5	36	90.0	1	2.5
If you received information and/or resources about math, how much did they prepare you to help your child with math?	-	-	2	5.0	37	92.5	1	2.5
Parents of preschoolers - If you received information and/or resources about school readiness, how much did they prepare you to help your preschool child?	-	-	3	15.8	15	79.0	1	5.3
Parents of high school students - If you received information and/or resources about graduation requirements and/or college/career opportunities, how much did they prepare you to help your high school student?	-	-	2	6.6	27	90.0	1	3.3

Note: Survey instrument was from Texas Education Agency (TEA) and data provided by HISD Migrant Program Office.