

MEMORANDUM

December 16, 2019

TO: Magda Galindo
Manager, Migrant Education Program Office

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **MIGRANT EDUCATION PROGRAM, 2018–2019**

The Migrant Education Program (MEP) is authorized under Title I of the 2015 Every Student Succeeds Act (ESSA). 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 2018–2019 as well as migrant students' dropout and graduation rates in 2017–2018.

Key findings include:

- The number of migrant students who received support services increased by 27 percent, from 252 students in 2017–2018 to 320 students in the 2018–2019 program year.
- There was a 30-percentage-point increase from the previous year in the number of migrant students who received tutoring and who met the Approaches Grade Level standard on the 2019 STAAR 3–8 reading subtest.
- Migrant students who received tutoring and met the Approaches Grade Level standard on the 2019 STAAR Algebra I EOC and English I / English II EOC exams increased by 26.5 percentage points from the previous year.
- A comparable percentage of migrant EL students performed at the Advanced or Advanced High level on the 2019 TELPAS compared to the district.
- The migrant student annual graduation rate increased from 92.3 percent in 2016–2017 to 100 percent in 2018–2019.
- The annual rate of dropout for migrant students in grades 9–12 was comparable to the district in 2017–2018 (4.3% vs. 4.2 %, respectively).

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
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RESEARCH

Educational Program Report

**MIGRANT EDUCATION PROGRAM
2018-2019**



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MIGRANT EDUCATION PROGRAM 2018–2019

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], 2018). 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, 2018). A migrant student, according to the No Child Left Behind Act, 2001, Sec. 1309 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 (USDE, 2018).

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, 2018). The Texas Migrant Education Program is the second largest in the country (Texas Education Agency, 2006).

This study was designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2018–2019 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. By answering the specific evaluation questions regarding these services outlined in the methodology section and Appendix A, 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

- There was a 27 percent increase in the number of migrant students receiving support services, from 252 students during the 2017–2018 program year to 320 students in the 2018–2019 program year.
- The percentage of migrant students who received tutoring that met the Approaches Grade Level standard on the 2019 STAAR 3–8 increased by approximately 30 percentage points for reading and decreased by 27 percentage points for mathematics from the previous year.
- The percentage of migrant students who received tutoring that met the Approaches Grade Level standard on the 2019 STAAR Algebra I EOC and English I / English II EOC exams increased by an average of 26.5 percentage points from the previous year.
- The migrant students obtained lower average standard scores than the district on the 2018 Iowa English language arts (ELA) and mathematics subtests for both kindergarten and 5th grade students with the largest difference being on ELA for kindergarten students.

- The kindergarten migrant students obtained higher mean standard scores than the district on the 2018 Logramos language arts (LA) subtest and mathematics subtest.
- A comparable percentage of migrant English Learner (EL) students scored at either the Advanced or Advanced High on the spring 2019 TELPAS compared to all EL students in the district who took TELPAS.
- A higher percentage of 7th grade migrant students met the Approaches Grade Level standard on the English version of the STAAR 3–8 reading and mathematics tests compared to the district.
- Migrant students passed 2019 End-of-Course (EOC) exams at a lower rate than the district in all subjects, except on the U.S. History exams.
- The migrant students' annual graduation rate was 100 percent for 2017–2018, which was higher than the graduation rate for this student group in 2016–2017 (92.3%).
- The longitudinal graduation rate for migrant students (60%) in the Class of 2018 was lower than the district (79.0%) using the federal graduation rate definition.
- The annual grades 9–12 dropout rate of migrant students was comparable to the district in 2017–2018 (4.3% vs. 4.2%), while the migrant students' longitudinal dropout rate was higher than the district rate (40% vs. 13.3%) for the Class of 2018.

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 number of migrant students accessing tutoring services:* Continue to enroll more migrant students into the tutoring services, especially during the summer, which would be beneficial for both elementary and secondary grade 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 with the departments 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 the parents. Engaging parents in supporting student learning will build a stronger educational culture in homes and improve student success (Desforges & Abouchar, 2003; Jeynes, 2007).

Introduction

The Migrant Education Program (MEP) was created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), as amended by the 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], 2018). According to statute, a migratory child, is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or 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 and has moved from one school district to another (NCLB, 2001, Sec. 1309) (USDE, 2018). 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 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, 2018). The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment (USDE, 2018). The purpose of the program under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1966, as amended, is to provide:

“high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet” (USDE, 2018).

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 (LEAs) 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, 2018). The Texas Migrant Education Program is the second largest in the country. The most recent data from the U.S. Department of Education (USDE), for the 2017–2018 school year, shows that in 48 states, the MEP served a total of 302,361 students in preschool through 12th grade during the regular school year and an additional 93,135 during the summer (USDE, 2018). Approximately 35% of eligible migrant students are enrolled in Texas public schools (USDE, 2018).

HISD Migrant Education Program

As a local education agency (LEA), HISD provides supplemental educational services to the district’s children, youth, and families of migratory farmworkers through this same statute. The program design and support programs aimed to 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 to successfully transition to post-secondary education or employment (HISD, 2016). The mission of the HISD, MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family (HISD, 2016).

To ensure that migratory children are provided appropriate support that address their special needs in a coordinated and efficient manner, HISD MEP provides the following six education and support services:

(i) Identification and Recruitment: Any student whose family responds in the affirmative on the Family Survey, or through conversation with school personnel should be immediately referred to the Migrant Education Program (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 via the Chancery Administrative reports.

(ii) Early Childhood Education: HISD implemented the early literacy center-based educational program, A Bright Beginning, for 3- and 4-year-old migrant students who are not served in the district's early childhood programs.

(iii) Graduation Enhancement: Programs include, but are not limited to, correspondence courses and credit-by exam tests, tuition vouchers for night/ weekend high school classes and summer school classes intended for credit recovery or credit acceleration, drop-out recovery, and parent training on graduation requirements.

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

(v) Parental Involvement: In addition to monthly parent information meetings 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.

(vi) 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). Using a multi-state tracking system called The New Generation System, 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.

Literature Review

Texas is among the 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, 2012). Migrant students face several challenges that are associated with the high geographic mobility that is a primary characteristic of migrant families. More than half of migrant workers were living apart from their children (59%) (Hernandez & Gabbard, 2019, p.8). Poverty, low wages, deplorable and unsafe living/working conditions, interrupted schooling, lack of social mobility, and lack of educational opportunities still plague migrant families (Green, 2003; Salinas & Franquiz, 2004). Migrant farmworkers still toil long hours in the fields and most live well below the poverty level (Lundy-Ponce, 2010). There are generally no health insurance benefits, paid leave, pensions, workers' compensation benefits, overtime pay, life insurance, or other benefits for migrant workers and their families (Branz-Spall et al., 2003). In addition to these ascribed characteristics, migrant students often 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).

Despite the unique challenges and barriers faced by migrant students, the group have had stories of success and resilience (Garza, Trueba, & Reyes, 2015). More recent literature promotes taking an asset-based approach when exploring issues faced by migrant students (Dani & Moser, 2008; García & Ozturk, 2017). Works such as that of Oritz & Fernando (1995), use the concept of 'symbolic capital' to recognize migrants' strengths, and, building on these, to encourage strategies for empowerment. Jasis and Gonzalez argue that schools and educators should seek more authentic collaboration and partnerships with migrant families to increase the impact of the migrant education program (Zarate, Pérez, & Acosta, 2017). This includes a combination of personal traits and the methods employed to help migrant students. When the right conditions are provided, the educational gap between migrant and native students can be significantly narrowed if not closed.

Several studies have identified best practices when dealing with the compounding challenges facing migrant students (Free & Križ, 2016; Gouwens & Henderson, 2015; Jasis & Marriott, 2010; Nuñez, 2009; Pérez & Zarate, 2017). Stevenson and Beck (2016) evaluated a summer program for migrant children and found that the programs that focused on using culturally relevant pedagogy using enabling literature to empower students socially, politically, and emotionally led to improvements in reading and writing skills. DiCerbo (2001) makes several suggestions about best practices that should be used when working with migrant students. These best practices include the implementation of appropriate assessment of language proficiency and academic needs, conducting outreach and communication in the parent's home language, and building on migrant student's strengths by incorporating students' culture and language into the curriculum. Similarly, Nusche (2009) has found that while there has been documented evidence of the benefits of reducing the disparity between growing diverse student population of African American and Hispanic students through a largely homogenous teacher workforce, these benefits can transfer to migrant students by retaining educators with migration backgrounds. Increasing the share of minority / migrant teachers may have a positive influence on migrant students' learning experience and education outcomes when coupled with ensuring they have characteristics of effective teachers (Nusche, 2009).

Research has found that parental involvement is critical to academic success for all children, irrespective of background factors such as immigrant status or ethnicity (Desforges & Abouchaar, 2003; Jeynes, 2007; Schofield, 2006). However, while parental involvement matters for all children, immigrant and migrant parents seem to be less involved than native-born parents (Turney & Kao, 2009). While migrant parents often have high aspirations for their children, they may face multiple barriers to involvement in school, such

as language difficulties, weak knowledge in school subjects, or lack of time and/or money to invest in their children's education (Turney & Kao, 2006). They may also feel alienated and unwelcome in a foreign school environment (Desforges & Abouchaar, 2003). The child might also play an important mediating role in promoting or discouraging their parents' involvement (Edwards & Alldred, 2000). The work of González and Jasis (2017), employs an asset-based lens to describe how migrant parents engage in advocacy and leadership on behalf of their children. Such an approach challenges the notion that migrant parents are invisible and not involved or interested in their children's education.

Research Questions

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. Migrant children have one of the highest dropout rates in the nation. The Migrant Education Program is designed to mitigate these risks. This evaluation report is designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2018–2019 program year; which runs from September 2018 to August 2019. 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 for support. By answering the specific evaluation questions regarding these services outlined in the methodology section and **Appendix A** (p. 23), the evaluation seeks to provide a district perspective on services and their impact in order to enable the MEP to make programmatic decisions based on data and highlight best practices that strengthen migrant students to succeed.

The evaluation, in alignment with the amended Government Performance and Results Act (2013), will focus on these 9 questions:

1. What was the HISD migrant education program enrollment trend from 2008–2019?
2. What were the demographic characteristics of migrant students enrolled in HISD schools in 2018–2019 compared to the previous year?
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 2018–2019 program year?
5. What were the academic outcomes for MEP students who received tutoring support?
6. How did migrant students perform on the 2018 Iowa ELA, Logramos LA, and mathematics subtests compared with their grade-level peers in the district?
7. How did migrant students perform on the 2019 TELPAS compared with their grade-level peers in the district?
8. How did migrant students perform on the 2019 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?
9. What were migrant students' graduation and dropout rates compared with their grade-level peers in the district?

Method

This evaluation was conducted using multiple sources of data for continuous improvement to compare the academic performance of HISD migrant students to their peers in the district.

Sample

The sample consisted of students who attended HISD schools in 2018–2019, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than '0'—enrolled, no membership. A total of 320 migrant students were receiving support through the Migrant Education Program Office for the September 2018 to August 2019 program year. Of this, 260 were attending an HISD school and are compared to the wider HISD student population. The remaining 18.8 percent (n=60) of students either attended a charter school outside of HISD, was an out of school youth (OSY), or attended the A Bright Beginning Program for migrant children 3 to 4 years old. 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 migrant students' state test data. The migrant students' graduation rate, dropout rate and test results were obtained from the summary report retrieved from the HISD Graduates data file. Longitudinal graduation rates and annual and longitudinal dropout rates were obtained from the 2018–2019 Completion, Graduation, and Dropouts report provided by the Division of Research and Analysis of TEA.

Measures and Data Analysis

The following district and state-level test data are used to measure academic performance: Iowa Assessments, Logramos Assessments, Texas English Language Proficiency Assessment System (TELPAS), State of Texas Assessments of Academic Readiness (STAAR), and STAAR End-of-Course (EOC). For students who were learning English, the TELPAS was used. TELPAS was administered to all English Learner (EL) 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 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 EL 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.

The Iowa Assessments measured 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 2018 kindergarten and 5th grade students. 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, 2018 kindergarten and 5th grade Logramos language arts (LA) and mathematics subtests were used to measure migrant students' academic performance. Students in kindergarten and 5th grade take the Iowa Assessments or Logramos in December for Gifted/Talented identification purpose.

Also used in this evaluation was the State of Texas Assessments of Academic Readiness (STAAR); which

is the state of Texas criterion-referenced assessment program that focuses on increasing postsecondary readiness of graduating high school students and helps to ensure that Texas students are competitive both nationally and internationally. The key outcome measures for grades 3–8 students in this report were the percentage of students who met the 2019 STAAR Approaches Grade Level standard on reading and mathematics tests. Results were reported separately for the English and Spanish versions of the STAAR. For grades 5 and 8 with multiple administrations, the first test administration was used. For the STAAR End-of-Course (EOC) assessments, students must pass the five STAAR EOC assessments (Algebra I, Biology, English I, English II, and U.S. History) to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025. The proficiency level descriptors 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 graduation requirement for each End-of-Course exam. Only first-time tested students were reported in this evaluation.

The demographic characteristics of HISD students used for this report, were collected from the Public Education Information Management System (PEIMS) 2018–2019 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

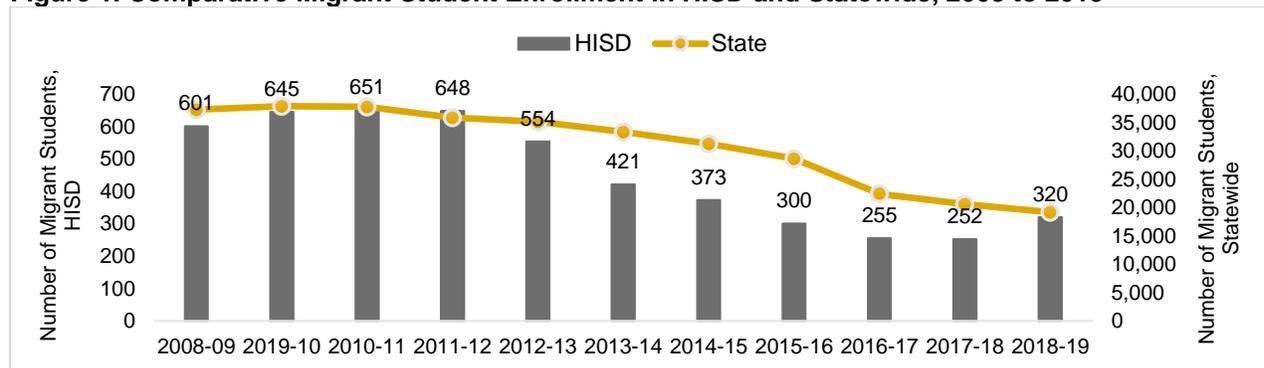
Data retrieved from PEIMS represent a ‘snapshot’ of students who were enrolled by the last Friday in October of each school year in HISD (TEA, 2018). Students present for the ‘snapshot’ may not have been actively enrolled in an HISD program the entire year or may have enrolled later into a program but 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.

Results

What was the HISD migrant education program enrollment trend from 2008–2019?

Figure 1 presents the migrant student enrollment trends for HISD and Texas from 2008 to 2019. 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.

Figure 1. Comparative Migrant Student Enrollment in HISD and Statewide, 2008 to 2019



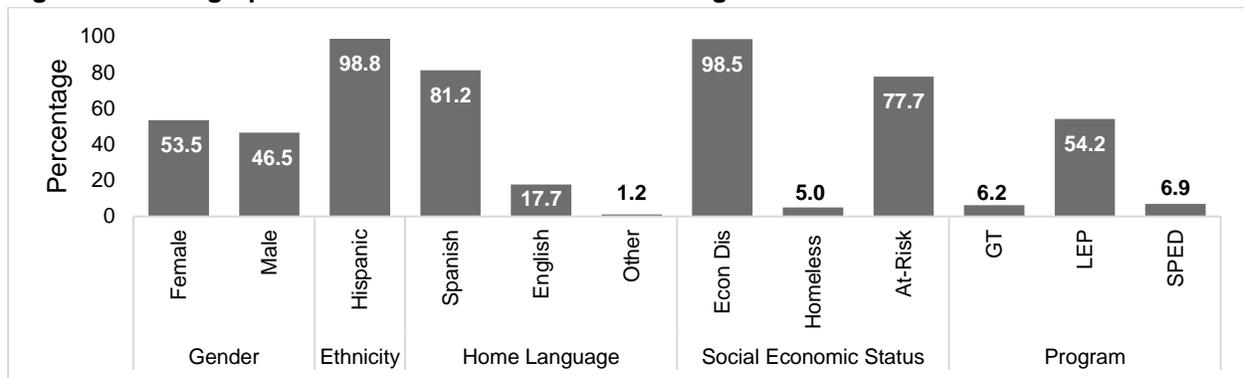
Source: PEIMS database, Enrollment in Texas Public Schools (tea.texas.gov/sites/default/files/enroll_2018-19.pdf).

- The number of migrant students in the district showed a 27 percent increase in 2018–2019 from the previous year (320 vs. 252) (**Figure 1**).
- At the same time, the number of migrant students decreased statewide by 7 percent, from 20,577 to 19,162 (Figure 1).

What were the demographic characteristics of migrant students enrolled in HISD schools in 2018–2019 compared to the previous year?

Student characteristics in 2017–2018 compared to 2018–2019 were similar with respect to ethnicity, special education placement, economically-disadvantaged, and Limited English Proficient (LEP) status (**Appendix B**, p. 24).

Figure 2. Demographic Characteristics of 2018–2019 Migrant Students in HISD



Source: PEIMS database, 2018–2019

- In 2018–2019, 98.8 percent of migrant students were Hispanic, 98.5 percent were economically-disadvantaged, 54.2 percent were LEP, and 6.9 percent received services from special education programs (**Figure 2**).
- Migrant students classified as gifted-talented accounted for 6.2 percent in 2018–2019, which was lower than the percentage of G/T migrant students in 2017–2018 (7.0%) (Appendix B, p. 24).
- The proportion of at-risk migrant students decreased from 86.0 percent in 2017–2018 to 77.7 percent in 2018–2019 (Appendix B, p. 24).
- The percentage of students in the 2018–2019 academic year who identified Spanish as their home language was 81.2 percent compared to 17.7 percent who identified English and 1.2 percent who identified Other as their home language (Figure 2).

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 2018–2019 school year are shown in **Appendix C-Table C1**, p. 25. The total number of families contacted via phone calls or visits decreased by 1.4 percent from 487 in 2017–2018 to 480 in 2018–2019. The number of students that met the eligibility requirements for MEP increased

by 122.8 percent, from 92 in 2017–2018 to 205 in 2018–2019. The total number of newly-recruited migrant students increased by 16.5 percent from 79 in 2017–2018 to 92 in 2018–2019.

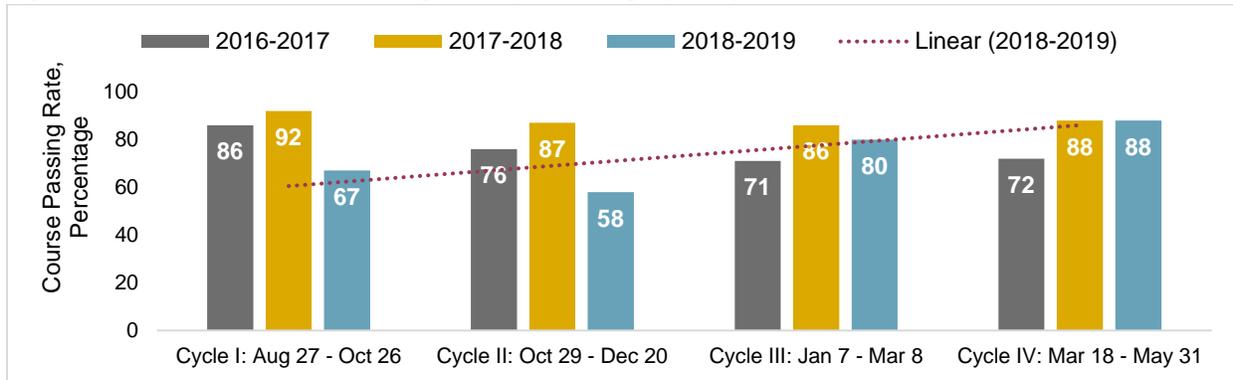
What were the key MEP education and support services implemented in HISD during the 2018–2019 program year?

Appendix C, Table C2, p. 26 shows the number of migrant students who benefited from MEP’s instructional and support services in 2018–2019. Among the instructional services offered, the Study Island program and Reading program were the most frequently used during the school year. Overall, the number of migrant students being tutored during the school year was almost equal to the number of migrant students being tutored in the summer (34 v. 32, respectively). During the summer, science was the most popular instructional service, with 33 students accessing this service. Among support services offered in the summer months, transportation service was the most popular service, with 26 students receiving the service. During the regular school year, the most popular service was clothing vouchers, with 178 students receiving the service.

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

Figure 3 depicts the passing rate of migrant students who received tutoring courses provided by MEP on the four grading cycles (quarterly) from 2016–2017 to 2018–2019. There was an average of 58 students who received tutoring throughout the program year (**Appendix C, Table C3-C4**, p. 27).

Figure 3. Tutored Course Passing Rate (4 Grading Cycles), 2016–2019

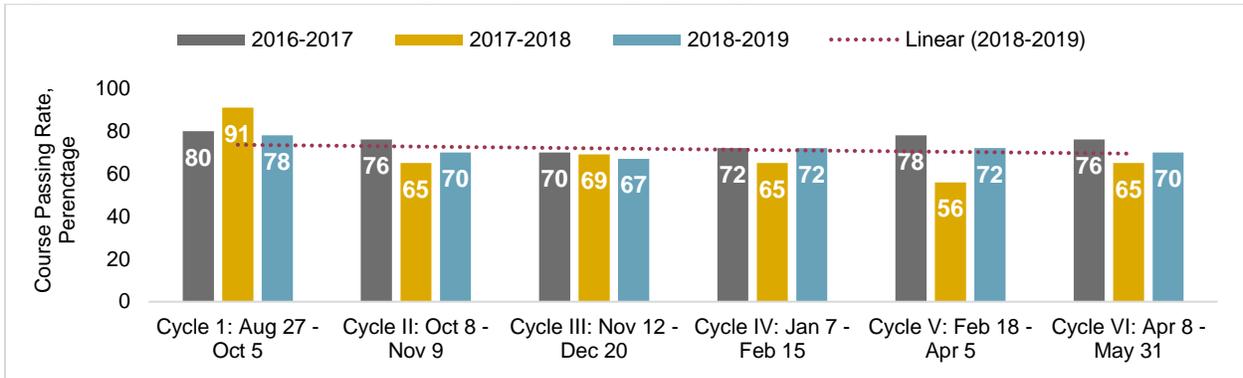


Source: HISD Migrant Education Program Office

- Migrant students performed better in 2017–2018 than in 2018–2019 in three of the four grading cycles (Figure 3).
- In 2018–2019, the passing rate was lower than in 2017–2018, except for Cycle IV when the pass rate was the same. Overall, the 2018–2019 linear trend line shows an increase in passing rates each cycle (Figure 3).

Figure 4, p. 11 depicts the passing rate of migrant students who received the tutoring courses provided by MEP on the six grading cycles (6 weeks) from 2016–2017 to 2018–2019.

Figure 4. Tutored Course Passing Rate (6 Grading Cycles), 2016–2019

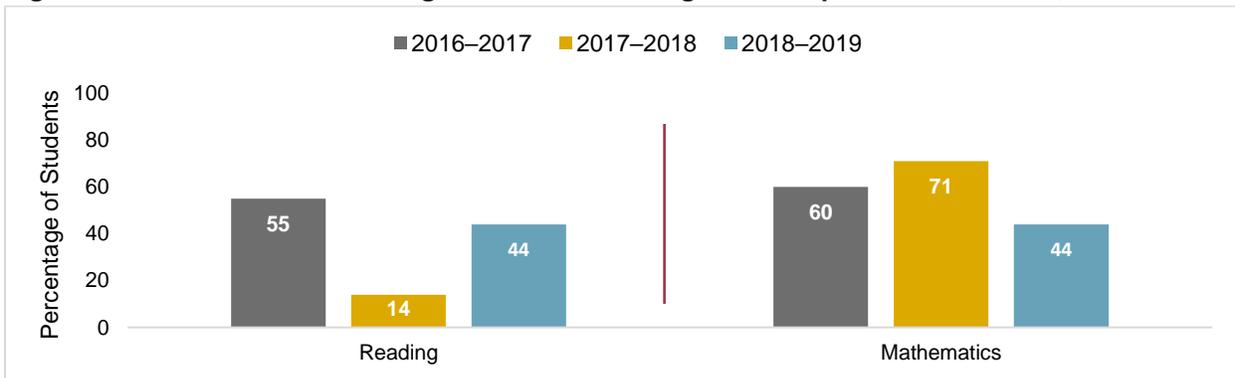


Source: HISD Migrant Education Program Office

- Compared to the passing rates for students during Cycle I to Cycle VI in 2017–2018, the passing rates in 2018–2019 were higher in all grading cycles, except in Cycle I and Cycle III (Figure 4).
- Overall, the 2018–2019 linear trend line shows a slight decrease in passing rates each cycle (Figure 4).

Migrant Education Program office also used STAAR 3–8 as an outcome measure of academic performance of migrant students who received tutoring services (**Appendix C, Table C3**, p. 27). **Figure 5** shows the percentage of migrant students who received tutoring that met the STAAR Approaches Grade Level standard on the STAAR 3–8 (English and Spanish combined) reading test in 2016–2017 to 2018–2019. Each year fewer than ten migrant students were tested by subject.

Figure 5. Tutored Course Passing Rate Combined English and Spanish STAAR 3–8, 2016–2019

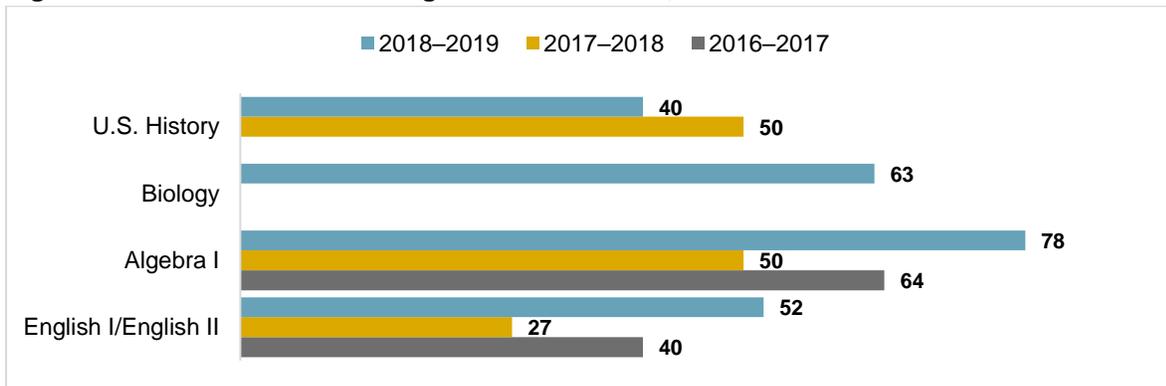


Source: HISD Migrant Education Program Office

- The percentage of migrant students who received tutoring that met the STAAR 3–8 Approaches Grade Level Standard in reading increased from 14 percent in 2018 to 44 percent in 2019.
- The percentage decrease in mathematics was from 71 percent in 2018 to 44 percent in 2019 (Figure 5).

The percentage of migrant students who received tutoring and met the Approaches Grade Level standard on the STAAR End-of-Course (EOC) English I and II exams and on the STAAR Algebra I Exam increased from the previous year (**Appendix C, Table C4**, p. 27).

Figure 6. Tutored Course Passing Rate STAAR EOC, 2016–2019



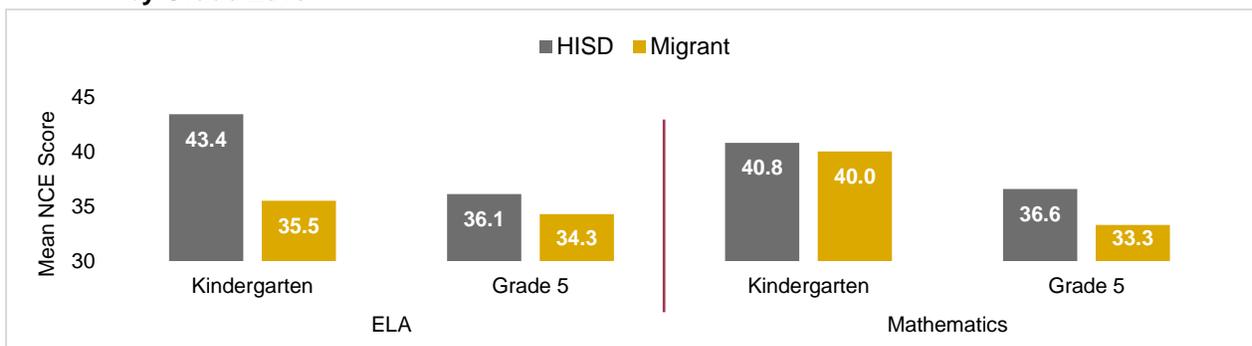
Source: HISD Migrant Education Program Office

- **Figure 6** shows the percentage of migrant students who received tutoring that met the Approaches Grade Level standard on the STAAR Algebra I EOC exam increased from 50 percent in 2017–2018 to 78 percent in 2018–2019.
- The percentage increase on the English I/II exams was from 27 percent in 2017–2018 to 52 percent in 2018–2019 (Figure 6).

How did migrant students perform on the 2018 Iowa ELA, Logramos LA, and mathematics subtests compared with their grade-level peers in the district?

Figures 7 to 8 show the performance comparison between migrant and district students on the Iowa ELA and mathematics subtests, and the Logramos LA and mathematics subtests. The 2018 Iowa report included 24 students who had the migrant student designation. The 2018 Logramos report included 8 students who had the migrant student designation. Due to the sample size, the results should be viewed with caution.

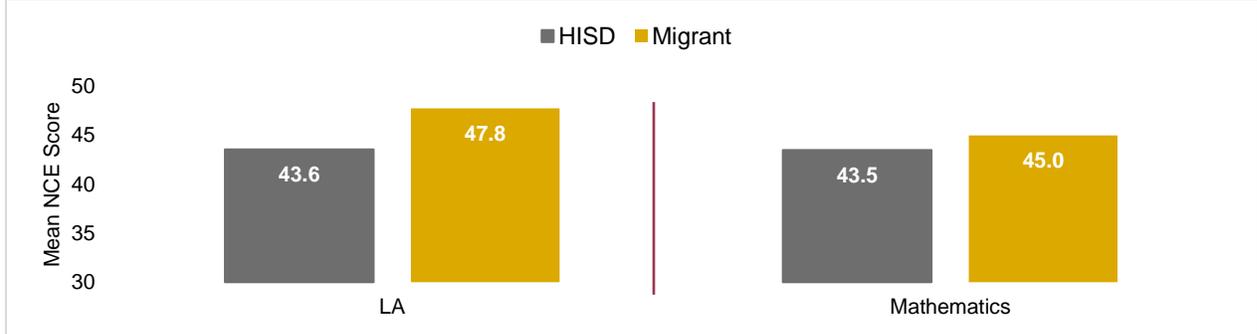
Figure 7. Mean NCE Scores on the 2018 Iowa ELA and Mathematics Subtest for Migrant Students by Grade Level



Source: 2018–2019 Riverside-Iowa Assessments data file.

- Migrant students obtained lower mean NCE scores than the district on the 2018 Iowa ELA in kindergarten and in 5th grade (**Figure 7**).
- The kindergarten and 5th grade migrant students obtained lower mean NCE scores than the district on the 2018 Iowa mathematics subtest (Figure 7).

Figure 8. Mean NCE Scores on the 2018 Logramos LA and Mathematics Subtests for Kindergarten Migrant Students



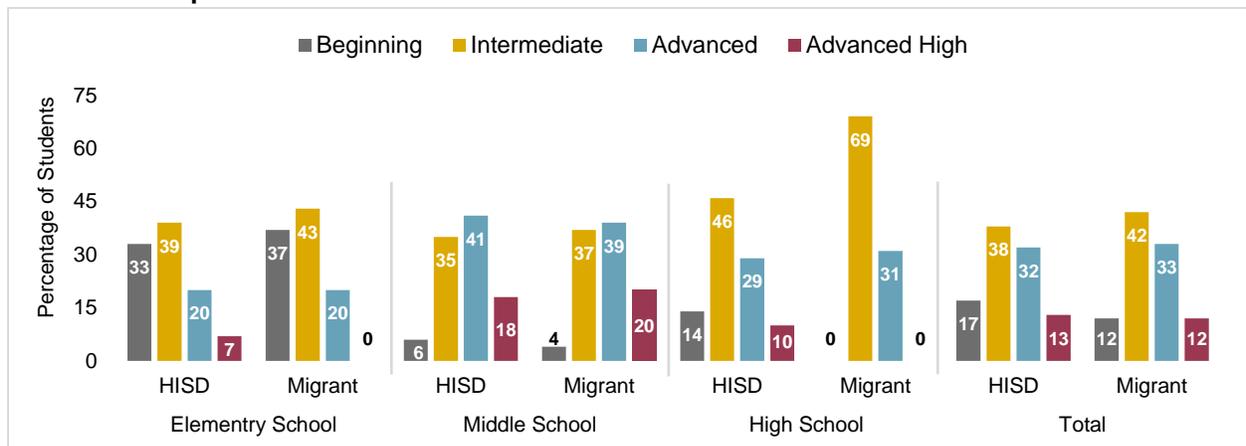
Source: 2018–2019 Riverside- Logramos Assessments data file.

- The kindergarten migrant students obtained a higher mean NCE score than the district on the 2018 Logramos LA and mathematics subtests (**Figure 8**).

How did migrant students perform on the 2019 TELPAS compared with their grade-level peers in the district?

Figure 9 presents the performance level of English proficiency as measured by TELPAS. The spring 2019 TELPAS report included 113 students who had the migrant student designation. Figure 9 shows the percentage of migrant students assessed and rated at the four proficiency levels of the 2019 TELPAS. Overall, a slightly lower percentage of migrant English Learner (EL) students scored at the Advanced High level on the TELPAS compared to all EL students in the district who took TELPAS (12.4% vs 13.3%).

Figure 9. Percentage of EL Students at Each Proficiency Level on the 2019 TELPAS by Grade Level Group



Source: 2018–2019 TELPAS Assessments data file.

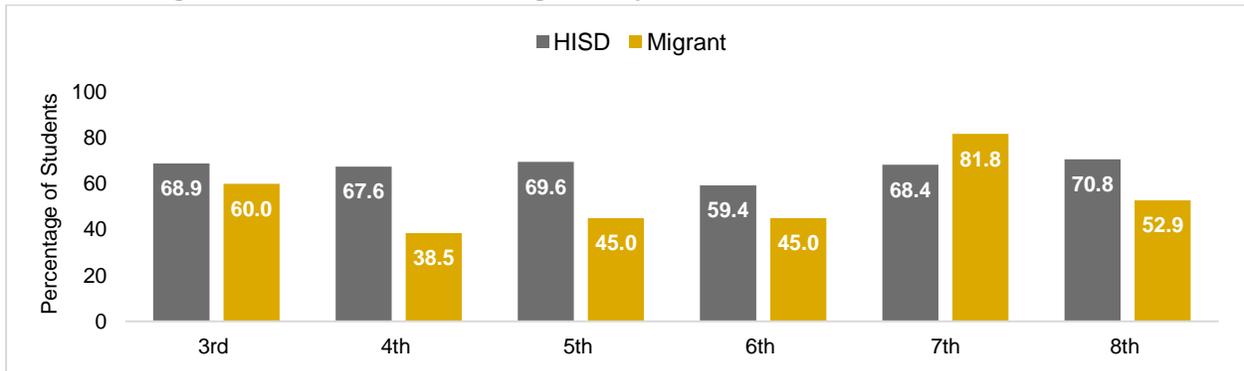
- A higher percentage of migrant high school student EL students scored at the Advanced level compared to the district (30.8% vs. 28.9%). While, for elementary schools, the percentage of migrant EL students that met the Advanced level was equal to that of the district (20.0% for both groups) (**Figure 9**).

- A lower percentage of migrant middle school EL students scored at the Beginning level compared to the district (4.3 % vs. 6.3%) and high school students (0.0% vs.14.3%) (Figure 9).
- The percentage of migrant elementary school EL students who scored at the Intermediate level was higher than the district (43.3% vs. 39.5%), middle school students (37.1% vs. 34.6%), and high school students (69.2% vs. 46.5%) (Figure 9).

How did migrant students perform on the 2019 English and Spanish STAAR reading and mathematics tests, and the STAAR End-of-Course (EOC) tests compared with their grade-level peers in the district?

Figures 10–13 (pp.14–16) present the performance comparison between migrant students and district students on the 2019 English and Spanish versions of STAAR reading and mathematics tests. The 2019 STAAR report included 92 students who had the migrant student designation.

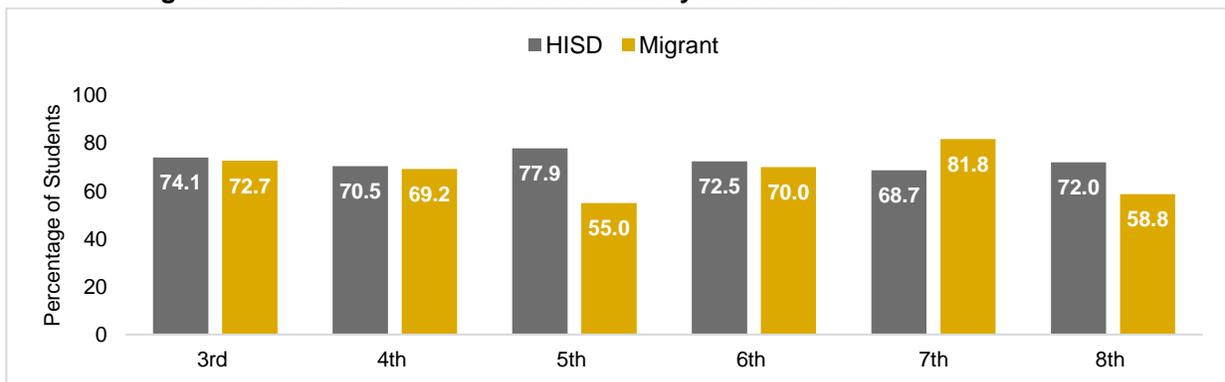
Figure 10. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 English Version STAAR Reading Test by Grade Level



Source: 2018–2019 STAAR Assessments data file; first administration.

- A lower percentage of migrant students met the Approaches Grade Level standard compared to the district in all grade levels on the English version of the 2019 STAAR reading test, except for 7th grade (Figure 10).

Figure 11. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 English Version STAAR Mathematics Test by Grade Level

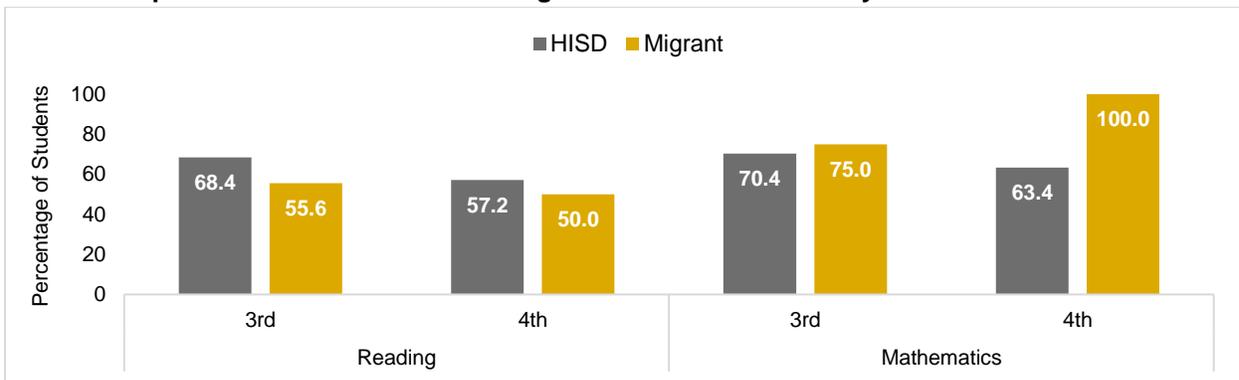


Source: 2018–2019 STAAR Assessments data file; first administration.

- A lower percentage of 3rd, 4th, 5th, 6th, and 8th grade migrant students met the Approaches Grade Level standard compared to the district on the 2019 English version of the STAAR mathematics test (**Figure 11**).
- A higher percentage of 7th grade migrant students met the Approaches Grade Level standard on the English version of 2019 STAAR mathematics test compared to the district (Figure 11).

Figure 12 shows the percentage of 3rd and 4th grade migrant students that met the STAAR Approaches Grade Level standard on the Spanish version of the STAAR reading and mathematics tests. The 2019 Spanish version STAAR report included 11 students who had the migrant student designation for reading and 10 students for mathematics.

Figure 12. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 Spanish Version STAAR Reading and Mathematics Test by Grade Level

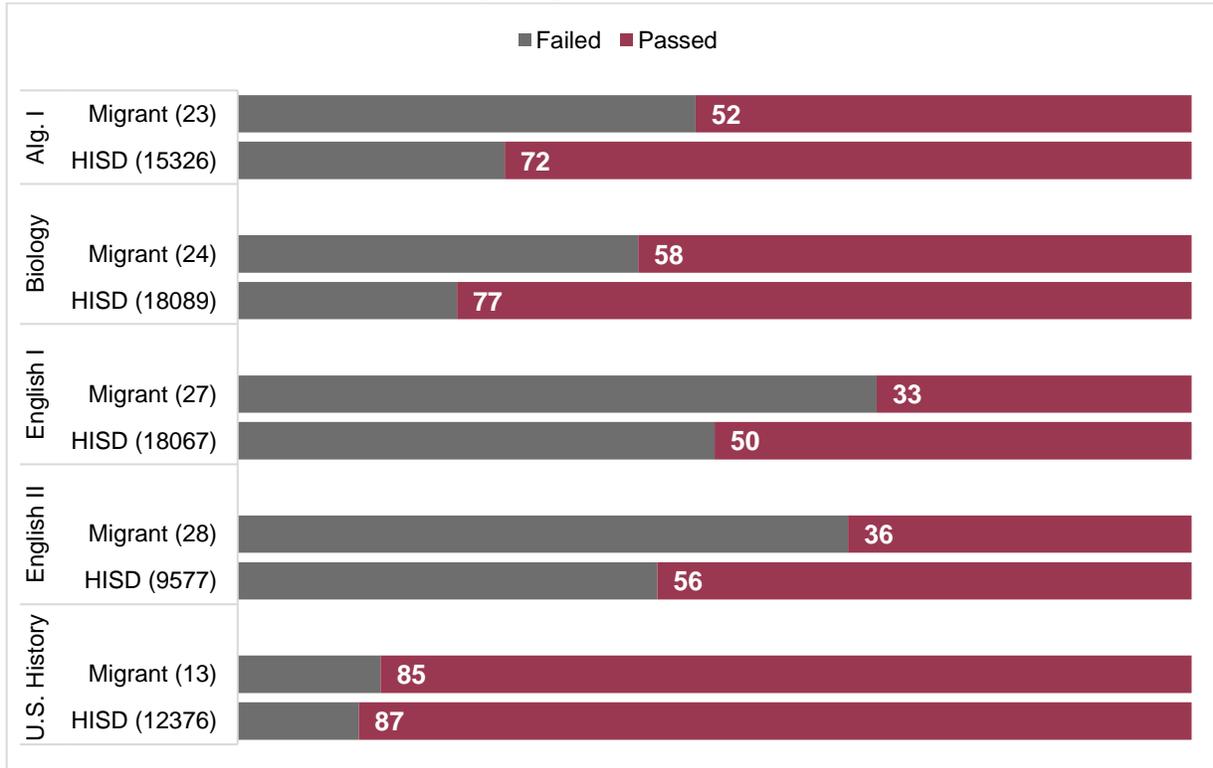


Source: 2018–2019 STAAR Assessments data file; first administration.

- The percentage of 3rd and 4th grade migrant students that met the STAAR Approaches Grade Level standard on the Spanish version of the 2019 STAAR reading was lower than the district (**Figure 12**).
- The percentages of both 3rd and 4th grade migrant students who met the STAAR Approaches Grade Level standard on the Spanish version of the 2019 STAAR mathematics test was higher than the district (Figure 12).

Figure 13 depicts results for the 2019 STAAR End-of-Course (EOC) assessments. The percentages of migrant students who met the Approaches Grade Level standard on the 2019 spring administration of English I and II, Algebra I, Biology, and U.S. History EOC exams are presented. The percentage was calculated based on students’ STAAR results on the first test administration. The number of students tested is reflected in parentheses.

Figure 13. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 STAAR EOC Exams by Subject



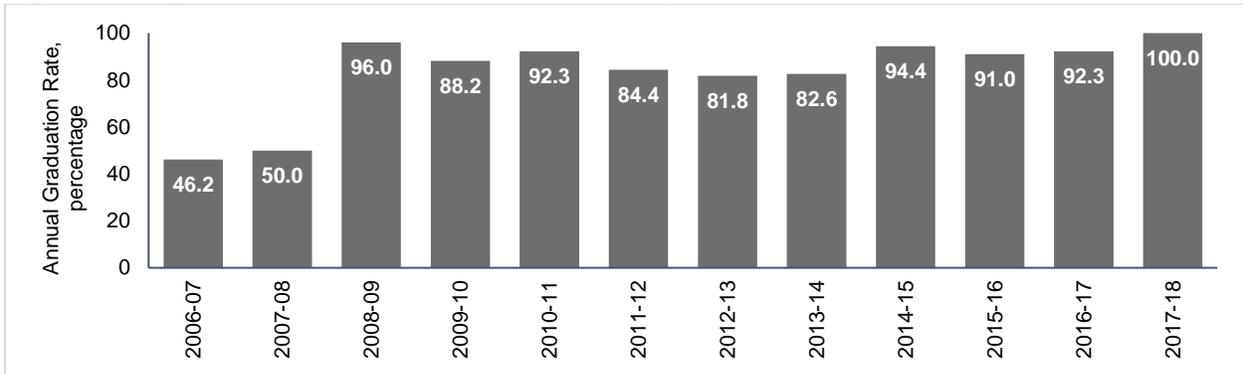
Source: 2018–2019 STAAR EOC Summary Report; first-time tested students.

- The passing rate on the U.S. History EOC exam for migrant students was comparable to the district (Figure 13).

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

Figures 14 and 15 present the graduation rates overtime. Figure 14 shows the annual graduation rates. The annual graduation rate is calculated as the number of migrant students graduating in a given year divided by the total number of migrant students enrolled in 12th grade in that same year. The migrant student annual graduation rate was 100 percent for 2017–2018, the most recent year for which data were available. This was an increase from the previous year’s annual graduation rate (92.3%). It should be noted that there were less than fifteen migrant seniors in 2017–2018.

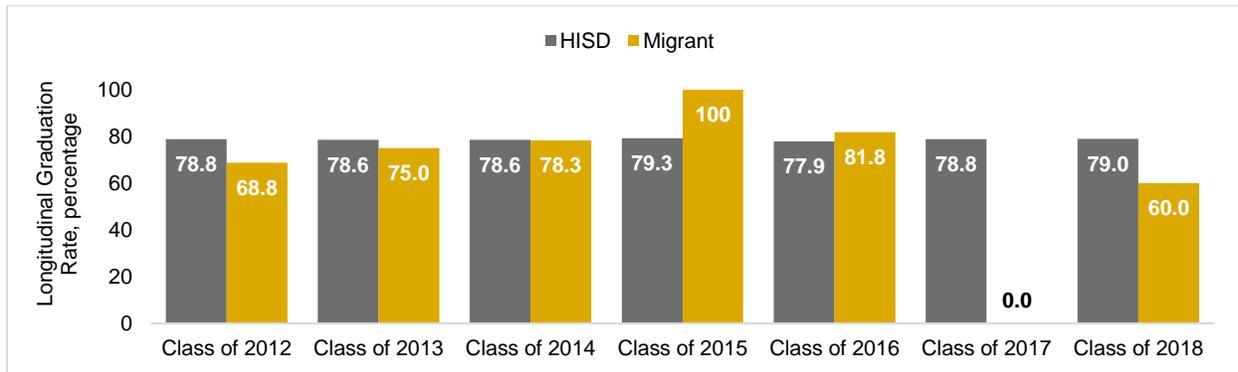
Figure 14. Migrant Student Annual Graduation Rates, 2006–2007 to 2017–2018



Source: 2013 Migrant Report (2006–2012 results); 2013 and 2014 PEIMS, 2014 - 2017 Graduates data file (2014–2018 results)

Figure 15 presents the longitudinal graduation rates of migrant and district students. The formula for the longitudinal graduation rate is based on the graduation rate for the cohort of students who started in grade 9 and progressed to grade 12 within four years. The rates presented are the federal calculations without exclusions. The reported longitudinal graduation rate for migrant students in the Class of 2018 was 60 percent compared to 79.0 percent for the district. It should be noted that there were less than ten migrant students in the Class of 2018.

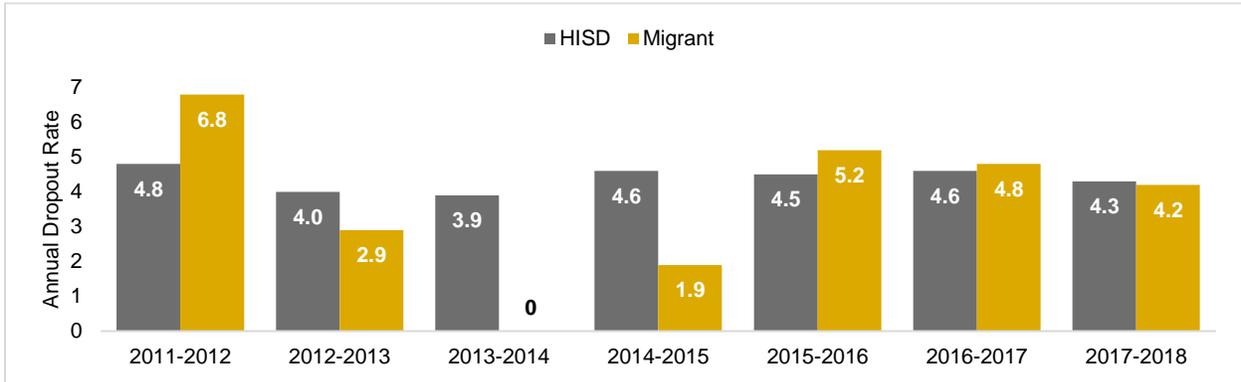
Figure 15. Migrant Student Longitudinal Graduation Rates Compared with the District, Classes of 2012 to 2018



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2017–2018; federal rates reported without exclusions.

Figures 16 and 17 (p. 18) show the dropout rates overtime. Figure 16 shows the annual dropout rates for 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 4.2 percent compared to the district’s 4.3 percent dropout rate in 2017–2018. It should be noted that there were seventy-two migrant students in grades 9–12 in 2017–2018.

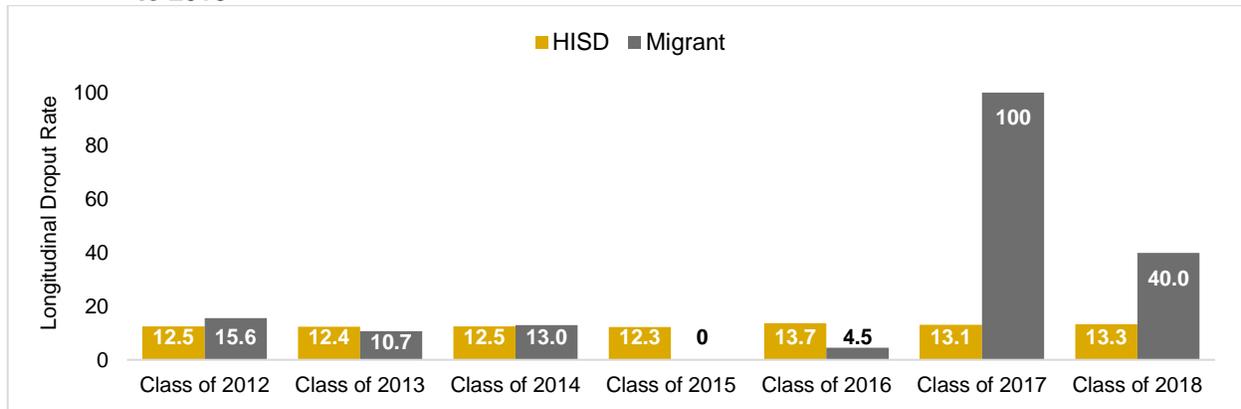
Figure 16. Migrant Student Annual Dropout Rates Compared with the District (Grades 9–12), 2011 to 2018



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2017–2018

Figure 17 shows the longitudinal dropout rates from the Class of 2012 to the Class of 2018. 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 2018 (40%) was higher than the district’s (13.3%). It should be noted that there were less than ten migrant students in the Class of 2018.

Figure 17. Migrant Student Longitudinal Dropout Rates Compared with the District, Class of 2012 to 2018



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2017–2018; federal rates reported without exclusions.

Discussion

The purpose of the HISD 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 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). With that said, HISD showed a 27 percent increase in the number of migrant students serviced in this reporting period. This has been the largest number of migrant students receiving instructional services and supports in the district in the past three years.

The increase in identification and recruitment of migrant students can be attributed to the ongoing efforts of the MEP throughout the academic year. 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.

For this reporting period, the department has implemented various services to meet the emerging needs of migrant students. This has included increased instructional services in science/ biology and writing for high school students. In the prior year, there was a significant decline in the passing rate on the STAAR 3–8 reading. As a result, there was an increased focus on tutorials for reading, as well as mathematics for migrant students. Compared to the previous year, the percentage of migrant students who were tutored that passed the STAAR 3–8 reading increased by 30 percentage points; however, the passing rate in mathematics declined by 27 percentage points. There was a 28 percentage-point increase in passing rate for Algebra I and an increase of 25 percentage points in passing rate for English I / English II compared to the previous year for tutored students. The 2018–2019 passing rate for migrant students who were tutored that passed the STAAR EOC was the highest achieved in the past three years for Algebra I and English I / English II. Despite these efforts, students in the HISD Migrant Education Program continue to perform below the district's passing rate on some state assessments for the 2018–2019 program year.

The percentage of migrant EL students who scored at the Advanced or Advanced High level on the TELPAS was at par with EL students in the district for kindergarten to 12th grade EL students. Migrant students performed better than their district peers on the 7th grade English version of the STAAR reading and mathematics. For the EOC exam performance, migrant students were on par with district peers for US History EOC exam. Initiatives to increase EOC performance should continue to be addressed.

The migrant students' longitudinal graduation rate of the Class 2018 was lower than the district's longitudinal graduation rate. Whereas, the migrant students' longitudinal dropout rate of the Class 2018 was higher than the district's longitudinal dropout rate. The annual dropout rate for migrant students in 2017–2018 was comparable to the district. The longitudinal dropout rate for migrant students was 60 percentage points less than the previous years' dropout rate for migrant students.

Efforts to increase graduation rates and reduce dropout rates amongst migrant students should continue. The instructional and support services offered through MEP play a pivotal role in improving migrant students' sense of membership in the school community. Contrary to popular belief that academic motivation is at an individual level, research has indicated that academic motivation grows out of a complex web of social and personal relationships, and that sense of membership in the school community directly influences students' commitment to schooling and acceptance of educational values (Gibson, Bejinez, Hidalgo, & Rolón, 2004; Smith, 2018).

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APPENDIX–A

MEP Recruitment Activities and Student Accounting Methods, 2018–2019

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. 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 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 2018–2019 Migrant Students in HISD**

	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	n	%	n	%	n	%	n	%	n	%
Gender										
Female									139	53.5
Male									121	46.5
Ethnicity										
Black	-	-	-	-	-	-	-	-	1	0.4
Hispanic	367	98.4	295	98.3	250	98.0	252	100.0	270	98.8
White	4	1.1	3	1.0	3	1.2	-	-	2	0.8
Other	2	<1	2	0.7	2	0.8	-	-	-	-
Home Language										
Spanish									211	81.2
English									46	17.7
Other									3	1.2
Social Economic Status										
Economically Disadvantaged	365	97.9	292	97.3	255	100.0	236	94.0	256	98.5
Homeless									13	5.0
At-Risk	318	85.3	242	80.7	214	83.9	217	86.0	202	77.7
Program										
Gifted/ Talented	35	9.4	24	8.0	19	7.5	18	7.0	16	6.2
Limited English Proficiency (LEP)	202	54.2	171	57.0	152	59.6	134	45.0	141	54.2
Special Education (SPED)	25	6.7	23	7.7	15	5.9	11	4.4	18	6.9

Source: PEIMS database 2014–2017 and 2018–2019, HISD Migrant Education Program Office (2017–2018)

APPENDIX–C

Support Efforts of the Migrant Education Program Office

Table C1. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2016–2019 (Number of Students)

ACTIVITIES	2016–2017	2016–2017	2017–2018	2018–2019
Phone Calls/Visits	n	n	n	n
Eligible for MEP	75	57	92	205
Not eligible for MEP	371	395	395	275
Total	446	452	487	480
Students Recruited				
New	91	101	79	92
Previously identified with new QAD	114	39	147	99
Previously identified without a new QAD	N/A	N/A	N/A	129
Certificates of eligibility	75	57	92	71
Total	280	197	318	391
Clothing Vouchers Distributed				
Steeping Stones			0	0
A Bright Beginning			0	6
Elementary School			72	72
Middle School			35	41
High School			47	59
Total			154	178
School Supplies Distributed				
A Bright Beginning	0	6	0	6
Elementary School	0	0	72	66
High School	0	6	47	52
Total			119	124

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, 2017–2019

Instructional Services	2017–2018		2018–2019	
	Regular	Summer	Regular	Summer
	n	n	n	n
Career Exploration	0	5	N/A	N/A
Preschool/School Readiness	0	2	N/A	N/A
A Bright Beginning Center-Based	7	4	6	0
A Bright Beginning Home-Based	N/A	N/A	0	4
STEM/STEAM	0	15	1	26
Social Studies	0	10	10	8
Science	0	15	5	33
Instructional Services				
Tutorial Elementary	13	26	12	17
Tutorial Secondary	19	9	22	15
Other 1:				
Study Island	31	0	41	28
Math	N/A	N/A	40	0
College Tours	N/A	N/A	31	0
Other 2:				
Personal Graduation Planning (PGP), FAFSA/TAFSA	4	0	6	0
Reading	N/A	N/A	50	0
Other 3:				
Credit by Exam	9	0	N/A	N/A
Support Services				
Clothing Vouchers	154	0	178	0
Counseling Service	10	0	N/A	N/A
Tools for Homework Assistance	2	0	1	0
Transportation	0	29	32	26

Source: HISD Migrant Education Program Office.

Table C3. Percentage of Migrant Students Who Received Tutoring and Met the STAAR 3-8 Approaches Grade Level Standard, 2016–2019 (English and Spanish Versions Combined)

Subject	2016–2017		2017–2018		2018–2019	
	n	%	n	%	n	%
Reading	9	55	7	14	9	44
Writing	8	63	2	*	2	*
Mathematics	5	60	7	71	9	44

Source: HISD Migrant Education Program Office. Results are masked for less than 5 students tested with an asterisk (*).

Table C4. Percentage of Migrant Students Who Received Tutoring and Met the STAAR EOC Approaches Grade Level Standard, 2016–2019

Subject	2016–2017		2017–2018		2018–2019	
	n	%	n	%	n	%
English I/English II	32	40	15	27	21	52
Algebra I	28	64	14	50	18	78
Biology	NA	NA	4	*	8	63
U.S. History	NA	NA	6	50	5	40

Source: HISD Migrant Education Program Office. Results are masked for less than 5 students tested with an asterisk (*).

Table C5. Percentage of Migrant Students Who Met the STAAR EOC Approaches Grade Level Standard by Subject, 2018–2019

Subject	Group	n	Failed (%)	Passed (%)
Algebra I	Migrant	23	48	52
	HISD	15326	28	72
Biology	Migrant	24	42	58
	HISD	15089	23	77
English I	Migrant	27	67	33
	HISD	18067	50	50
English II	Migrant	28	64	36
	HISD	9577	44	56
U.S. History	Migrant	13	15	85
	HISD	12376	13	87

Source: HISD EOC Summary Report, Spring 2019; First-time tested students.