

**MEMORANDUM**

November 25, 2013

TO: Board Members

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

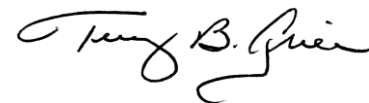
SUBJECT: **2013 Migrant Education Program Evaluation Report**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2012–2013 report summarizing the results of the district’s Migrant Education Program (MEP). The Migrant Education Program is authorized under Title I of the No Child Left behind Act of 2001 (NCLB). Section 1301, Part C of Title I states that the purpose of MEP is to assist states in their efforts to meet the special needs of migrant students. The MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children.

Included in the report, besides demographic characteristics of migrant students served by the program in 2012–2013, is a summary of services provided by and activities of MEP staff over the past year. In addition, findings from assessments of academic achievement and English language proficiency of migrant students are included, along with a summary of responses to a survey administered to parents of migrant students.

There were 554 migrant students served by the MEP in 2012–2013, a decrease of fifteen percent from the previous year. Migrant student performance was generally below that of the district on a variety of assessments (STAAR, STAAR EOC, TAKS, Stanford, Aprenda). Migrant students also failed to meet all STAAR standards included in TEA’s Performance Based Monitoring Analysis System (PBMAS), but did exceed the PBMAS standards for each subject of the STAAR EOC tests. Fifty-five percent of migrant students were classified as ELL (English language learners), and overall English language proficiency for these students was slightly higher than that for ELLs as a group (35% Advanced High vs. 33% for all ELLs). Overall graduation rates for migrant students declined, while dropout rates increased. Finally, more than ninety percent of parents felt that the MEP program was helpful to them.



TBG

Attachment

cc: Superintendent’s Direct Reports  
Gracie Guerrero  
Magda Galindo  
Chief School Officers  
School Support Officers  
Principals



# RESEARCH

Educational Program Report

## MIGRANT EDUCATION PROGRAM (MEP) EVALUATION REPORT 2012-2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



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# MIGRANT EDUCATION PROGRAM (MEP) 2012–2013

## Executive Summary

### Program Description

The Migrant Education Program (MEP) is authorized under Title I of the *No Child Left Behind Act of 2001* (NCLB). Title I states that the purpose of the MEP is to assist states in efforts to meet the special needs of migrant students. In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (*No Child Left Behind: A Desktop Reference*, 2002). A migrant student refers to any child under age 22 years who works in the fishing or agricultural industry, or whose parent/guardian/spouse works in one of the aforementioned industries, and has crossed school district lines within the previous 36 months for the purpose of temporary or seasonal employment in the agricultural or fishing industries.

In an effort to comply with Title I, the Texas Education Agency (TEA) Division of Migrant Education works with local education agencies (LEAs) to design programs that help migrant students “overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life-style, in order to succeed in school, and to successfully transition to postsecondary education or employment” (Texas Education Agency, Division of Migrant Education, 2006). Additionally, TEA works with LEAs to address methods to meet state and federal goals for servicing migrant students.

Local education agencies receiving federal funds for migrant program implementation are required to provide an evaluation of the program at the end of the academic year. The purpose of this report was to evaluate Houston Independent School District’s (HISD) Title I Migrant Education Program for the 2012–2013 school year as mandated by federal and state guidelines. Demographics of students, a summary of program activities, and achievement data from 2012–2013 are included.

### Highlights

- The number of eligible migrant students decreased by 15% between 2011–2012 and 2012–2013, declining from 648 to 554. Demographic data show that the majority of migrant students were Hispanic (>99%), considered at risk (75%), or economically disadvantaged (>99%). Nearly half (47%) were served by the Bilingual or English as a Second Language (ESL) programs.
- Supplemental benefits for migrant students decreased from 2011–2012 to 2012–2013 for the following instructional services: Stepping Stones, provision of tuition vouchers, distribution of books or other instructional materials, and literacy development tutoring. The only areas that increased were elementary and secondary tutoring.
- The migrant recruitment specialist and community liaisons reported a 7% decrease in the number of recruiting contacts in 2012–2013, 260 compared to 281 the previous year. The number of eligible families declined from 157 to 78. Community liaisons reported that the number of school supplies distributed decreased by 18% (from 767 to 627).

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- TELPAS results for spring of 2013 revealed that more migrant students scored at the Advanced High level of English language proficiency compared to ELLs overall (35% vs. 33%), but that fewer migrant ELLs made at least one level of progress in English proficiency between 2011–2012 and 2012–2013 (61% vs. 62%), although these rates were not significantly different.
  - On the English language STAAR, migrant students had lower passing rates than the district in reading, mathematics, writing, and social studies but were equivalent in science. On the Spanish STAAR, migrant students were lower than HISD in reading, mathematics, and writing.
  - Migrant students had lower passing rates than the district in all subjects of the STAAR EOC test.
  - Migrant students in grade 11 had lower TAKS passing rates than the district in reading and science, but were higher than the district in mathematics and social studies.
  - Migrant students had lower average NCEs compared to HISD on both the Stanford 10 (reading and language tests) and the Aprenda 3 (reading, mathematics, language tests).
  - Migrant student graduation rates dropped in 2011–2012, while the dropout rates increased. Both graduation and dropout rates have improved over performance five years ago.

### Recommendations

1. The Migrant Education Program should address the increase in dropout rate and decrease in graduation rate for migrant students. At-risk migrant students will need to be identified at a young age, so that early sustained intervention can be applied on a one-on-one basis. Success in the elementary grades can diminish the possibility of later dropping out in high school.
2. The Migrant Education Program should also address the relatively low STAAR performance of migrant students. The 2013 PBMAS report showed that migrant students were below the state standards in all five subjects, with particularly low performance on the writing test. Since the PBMAS standards, as well as the STAAR passing rate standard, are expected to increase in future years, this performance gap could become problematic if not addressed.

### Administrative Response

To reduce dropout rates for migrant students, efforts will be made to identify at-risk students. The migrant program will utilize qualified, specialized staff to identify, target, and monitor potential dropouts. These students will be identified early, and their progress will be monitored as they move through middle and high school. Continuous effort will be maintained to reduce the dropout rate and to help students overcome their sense of disconnectedness.

The Migrant Education Program will implement a web-based tutorial program, Study Island, to address low performance by migrant students in grades 3-8 on the STAAR writing assessment. This tutorial program is a supplemental, research-based instructional tool explicitly designed to help students master content on the STAAR assessment, and is aligned to the TEKS. Rollout of the program will begin with a diagnostic pretest for each student to identify specific gaps in prior learning. Based on these results, tutors will customize a learning pathway on Study Island designed to address the individual needs of each student. Using Study Island's benchmark feature, tutors will create and administer short benchmark exams to monitor progress towards content mastery.

## Introduction

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). Section 1301, Part C of Title I states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children. According to the State of Texas, a migratory child is a person between ages 3 and 21 years who has moved, or whose parent, spouse, or guardian has moved in the preceding 36 months from one school district to another in order to obtain seasonal employment in the agricultural or fishing industry. After 36 months, the migrant student loses his or her migrant status, unless the family makes a “qualifying move” to obtain migratory work. After a qualifying move, they can regain migrant status for the student by applying for a Certificate of Eligibility (COE).

In order to comply with Title I, Part C of NCLB, the Texas Education Agency (TEA) Division of Migrant Education has stated that its primary goal is to “support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves” (Texas Education Agency, Division of Migrant Education, 2006). Additionally, TEA works with local education agencies (LEAs) including the Houston Independent School District (HISD) to address methods to meet state and federal goals for servicing migrant students.

HISD addresses the unique educational needs of migratory children by focusing on five requirements: identification and recruitment; interstate/intrastate coordination and transfer of records (via the New Generation System, NGS); encouraging parental involvement; delivery of program services; and finally, program monitoring and evaluation (see **Appendix A** for further details, p. 15). With regards to the latter, LEAs receiving federal funds for migrant programs are required to provide an evaluation of the program at the end of the academic year. The purpose of the present report was to evaluate HISD’s Title I Migrant Education Program for the 2012–2013 school year as mandated by federal and state guidelines.

## Methods

### Participants

Enrollment data were based on the Public Education Information Management System (PEIMS) and included all students enrolled in HISD schools through October of each academic year. Analysis of academic achievement data was based on eligible migrant students and all students districtwide in the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), Stanford 10, Aprenda 3, and Texas English Language Proficiency Assessment System (TELPAS) databases, i.e., all students included in the spring administration of the respective tests who were listed as full-time students in the PEIMS database. For the purposes of the MEP, migrant students were those students between the ages of 3 and 21 years who moved, or whose parent, spouse, or guardian moved in the preceding 36 months from one school district to another in order to obtain seasonal employment in the agricultural or fishing industry.

### Data Collection & Analysis

Results for migrant students from the STAAR, STAAR End-of-Course (EOC), TAKS, Aprenda 3, Stanford 10, and TELPAS were analyzed at the district level. Comparisons were made between migrant students and all students districtwide. STAAR results are reported and analyzed for the reading, mathemat-



ics, writing, science, and social studies tests. For each test, the percentage of students who passed (met standard) is shown. For STAAR EOC, the percent of students who met standard are reported for English I and II reading and writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For TAKS, the percent of students meeting standard are reported for the reading, mathematics, science, and social studies tests. Aprenda 3 and Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by English Language Learner (ELL) students. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2012 and 2013. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix B** ( see p. 16) provides further details on each of the assessments analyzed for this report.

Additional data were collected from the HISD’s Chancery database system, the New Generation System database (NGS), and the district annual report under the Performance-Based Monitoring Analysis System (PBMAS). Informal interviews with key stakeholders in HISD’s Migrant Education Program (MEP) were conducted to gather information on program goals, objectives, and activities. Finally, summary findings are included from a parent survey administered to parents of students who were enrolled in the program.

## Results

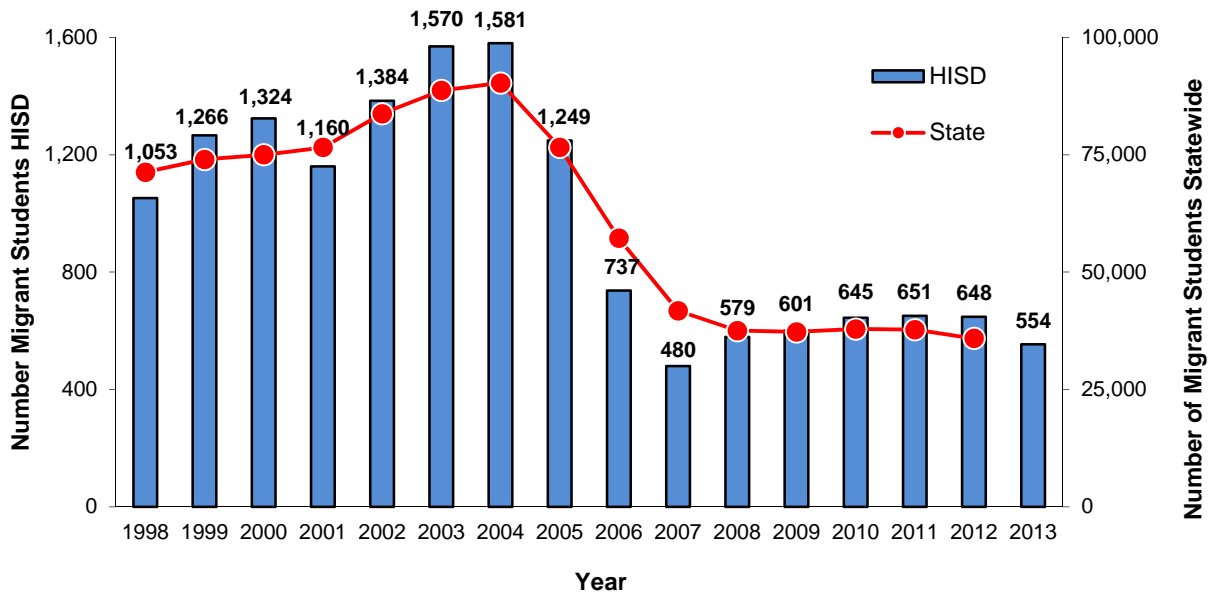
### What were the demographic characteristics of eligible migrant students enrolled in HISD schools from the 2009–2010 school year to the 2012–2013 school year?

- Migrant student enrollment data for the last four academic years are shown in **Table 1**, which also provides a breakdown by ethnicity. More than 99% of all migrant students were classified as Hispanic in 2012–2013.

Table 1. Migrant Student Demographics, 2009–2010 to 2012–2013								
Ethnicity	2009–2010		2010–2011		2011–2012		2012–2013	
	N	%	N	%	N	%	N	%
America Indian	0	0	4	<1	3	<1	2	<1
Asian	0	0	0	0	0	0	0	0
African American	0	0	0	0	0	0	0	0
Hispanic	645	100	643	>99	640	>99	549	>99
White	0	0	4	<1	5	<1	3	<1
<b>Program</b>								
ELL	389	60	385	59	346	53	303	55
ESL	122	19	92	14	72	11	58	10
Bilingual	243	38	248	38	235	36	207	37
At Risk	541	84	548	84	507	78	414	75
Title 1	642	>99	646	>99	639	99	545	98
Special Education	53	8	47	7	42	6	35	6
Gifted/Talented	65	10	76	12	89	14	70	13
Economically Disadvantaged	623	99	636	98	635	98	550	>99
<b>Total</b>	<b>645</b>	<b>100</b>	<b>651</b>	<b>100</b>	<b>648</b>	<b>100</b>	<b>554</b>	<b>100</b>

*Source: PEIMS*

**Figure 1. Migrant student enrollment in HISD (bars) and Statewide (circles), 1997 to 2013**



Source: PEIMS, Enrollment in Texas Public Schools 2011-12

- Migrant students typically account for less than one percent of the district’s student population. The number of migrant students decreased in 2012–2013 from the previous year, from 648 to 554, a decline of 15 percent.
- Also presented in Table 1 are the number and percent of migrant students served in various programs. The data show that in 2012–2013, the vast majority of the migrant students were considered at risk (75%) or economically disadvantaged (>99%).
- The table also reveals that most migrant students were served by Title I (98%) and that a large number of them were ELL students (55%) served by special language programs, such as bilingual (37%) or ESL (10%).
- Special Education programs served 6% of the migrant students, and 13% of migrant students were classified as gifted and talented.
- Migrant student enrollment in 2012–2013 remained below that typically observed in the period from 1997 to 2005 (see **Figure 1**). The reasons for this decline are unclear, but this trend is similar to that observed statewide (see filled circles in Figure 1). Relevant factors may include adoption of more stringent qualification criteria for services, economic trends, or a general decline in the number of undocumented workers.

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

- **Table 2** (see p. 6) shows the number of migrant students /participants who benefited from MEP services in the years 2010–2011 through 2012–2013.
- Four categories of instruction services showed decreases in numbers served in 2012–2013: Stepping Stones (from 36 to 32), tuition vouchers (from 20 to 3), distribution of books or instruction materials (from 767 to 627), and literacy development tutoring (from 36 to 12).



**Table 2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months From 2010–2011 to 2012–2013**

	2010–2011		2011–2012		2012–2013	
	Regular	Summer	Regular	Summer	Regular	Summer
<b>Instructional Services</b>						
Stepping Stones	34	15	25	11	21	11
Tutorial Elementary	50	21	46	13	44	24
Tutorial Secondary	10	3	24	3	57	7
Tuition Vouchers	0	17	9	11	2	1
Books/Instructional	491	0	767	0	627	0
Literacy Development Tutoring	n/a	n/a	36	0	12	0
<b>Support Services</b>						
School Supplies	757	-	767	-	627	-
Clothing/Uniform Vouchers	749	-	757	-	627	-
Social Work/Outreach/Advocacy	808	-	805	-	670	-
Parent Education	n/a	n/a	7	-	10	-
Private Donations	21	-	21	-	1	-

Source: New Generation System

- The number of students receiving tutoring increased at both the elementary level (from 59 to 68) and at the secondary level (from 27 to 64).
- Table 2 also shows the number of migrant students receiving support services. There were decreases in most categories: the number of students receiving school supplies (767 versus 627), receiving clothing or uniform vouchers (757 versus 627), social work/outreach/advocacy support (805 versus 670), and support via private donations (21 versus 1).
- Parent education support increased slightly (7 versus 10 parents).

**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?**

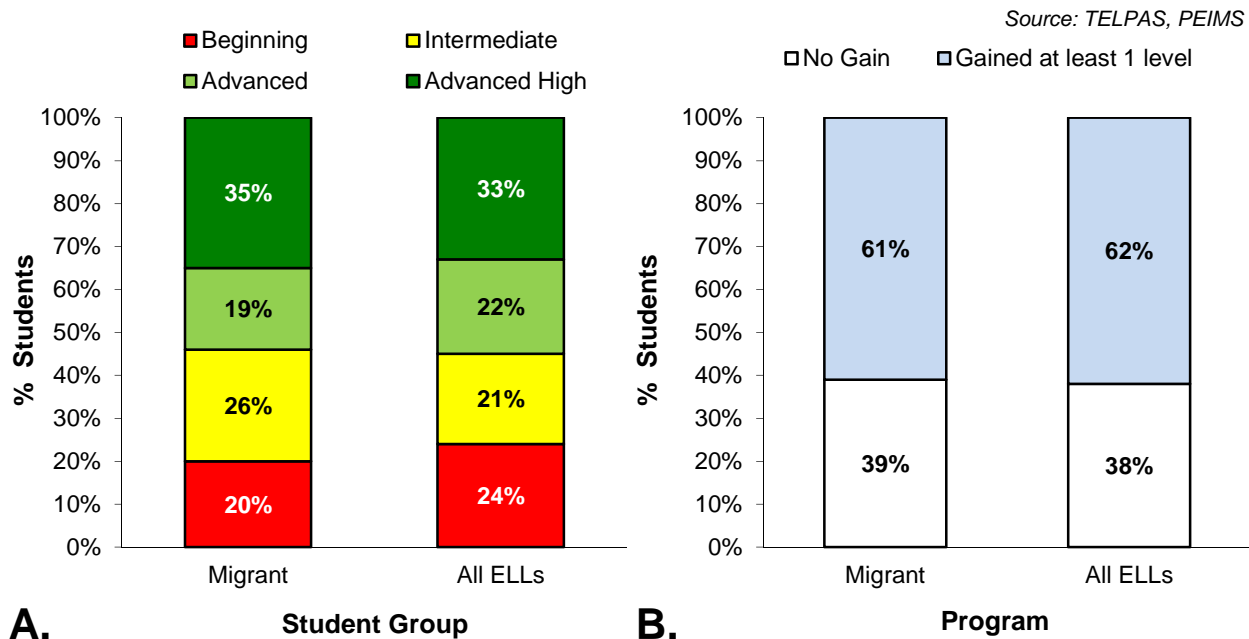
- Migrant recruitment activities for the 2012–2013 school year are shown in **Table 3**. The total number of families contacted via phone calls or visits decreased compared to the previous year (from 281 to 260, see **Appendix C** for details, p. 17).
- The percentage of families found to be eligible for MEP services decreased from 56% to 30%. This decline appears to be related to more stringent eligibility requirements which were imposed in 2012–2013 (see Appendix C for details on recruitment procedures).
- The total number of Certificates of Eligibility issued declined from 157 to 78.

**Table 3. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2012–2013**

Activities	No. of Students 2011-12	No. of Students 2012-13
Phone calls/Visits		
Eligible for MEP	157	78
Not eligible for MEP	124	182
Students recruited <sup>a</sup>		
New	127	54
Previously identified	174	168
Certificates of eligibility	157	78
Total school supplies distributed		
Stepping Stones	25	20
Elementary School	402	308
Middle School	173	139
High School	167	160
<b>Subtotal</b>	<b>767</b>	<b>627</b>

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

**Figure 2. Migrant ELL student TELPAS performance 2013: A. Percent of students at each proficiency level, B. Percent of students making gains in proficiency between 2012 and 2013 (all ELL data included for comparison)**



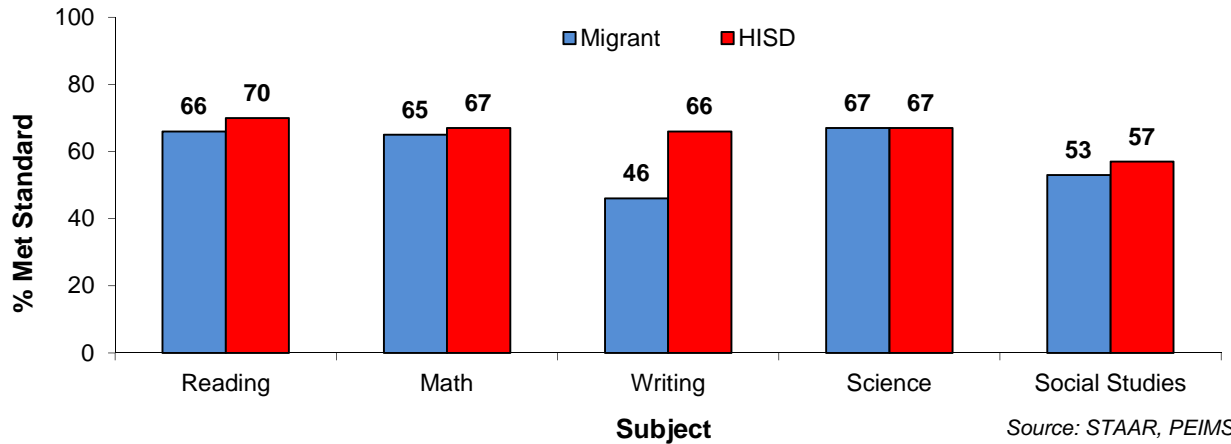
**What were the number and percent of migrant students by grade level at each of the proficiency levels on the Texas English Language Proficiency Assessment System (TELPAS) in spring 2013?**

- Fifty-five percent of migrant students were classified as ELL in 2012–2013, and were, therefore, eligible to take the TELPAS. Of these, 254 migrant students took the TELPAS, or 92% of those eligible (i.e., ELLs in grades K–12).
- The number and percent of migrant students assessed and rated on the four proficiency levels of the TELPAS in 2013 are illustrated in **Figure 2a** (see **Appendix D** for details, p. 18).
- The percentage of migrant students who scored at the Advanced High level on the TELPAS was slightly higher than it was for all ELLs in the district, 35% versus 33%. Migrant students also had a lower percentage scoring Beginning (20% versus 24%).
- Overall, the percentage of students scoring Advanced or better was very similar for migrant students (54%) and ELLs overall (55%).
- **Figure 2b** shows migrant student TELPAS data in terms of gains in English language proficiency in 2013 as compared to 2012. Included in the analysis were data from the 223 migrant students who took the TELPAS in both 2012 and 2013 (see also Appendix D).
- Of primary interest is the percent of students tested who gained at least one proficiency level between their 2012 testing and 2013. As Figure 2b shows, this rate was 61% for migrant students, compared to 62% for the district ELL population. Thus, migrants had about the same amount of overall progress in English proficiency as did the average ELL.

**How did migrant students perform in 2013 on the English and Spanish State of Texas Assessments of Academic Readiness (STAAR) and the STAAR End-of Course (EOC) exams?**

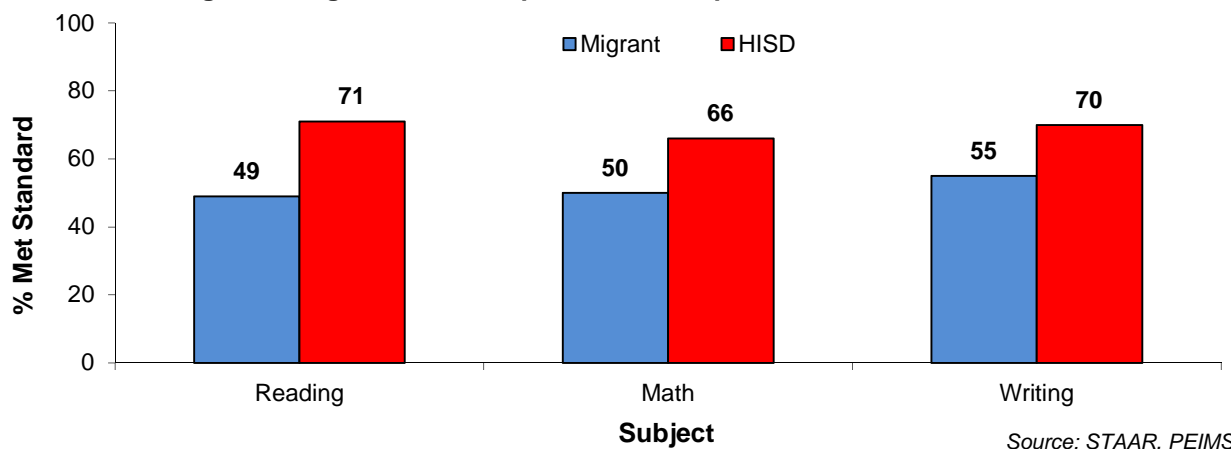
- **Figure 3** shows migrant students' English STAAR results for the spring of 2013. Full details, including grade-level data, can be found in **Appendix E** (p. 19).
- Migrant students had lower passing rates than all HISD students tested on the English STAAR, in all subjects except science, with gaps ranging from 2 to 20 percentage points.

**Figure 3. Migrant student English STAAR percent met standard, 2013**



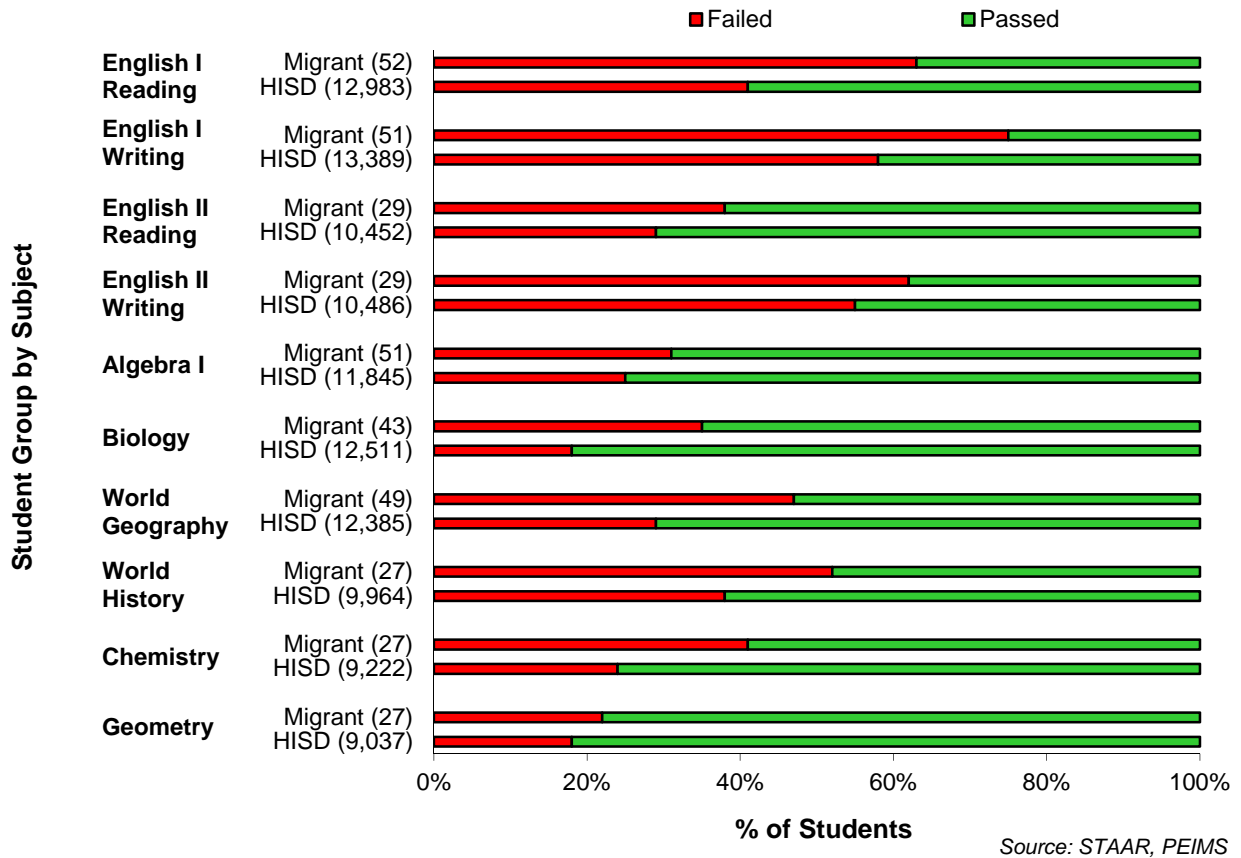
- Migrant student performance on the Spanish STAAR is presented in **Figure 4** (see Appendix E for details). Comparison data are from all HISD students who were tested in Spanish.
- Migrant students had lower passing rates than the district in reading (gap of 22 percentage points), mathematics (16 percentage points), and writing (15 percentage points).

**Figure 4. Migrant student Spanish STAAR percent met standard, 2013**



- **Figure 5** (see p. 9) depicts results for the STAAR-EOC assessment. Shown are results for English I and II reading and writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For each test, the percentage of students who met the Satisfactory standard is shown in dark green. Red indicates the percentage of students who scored Unsatisfactory and were below the minimum standard. Figures in parentheses show the number of students tested (see also **Appendix F**, p. 20).

**Figure 5. STAAR-EOC percent met standard for migrant students and all students in HISD, by subject, 2013**

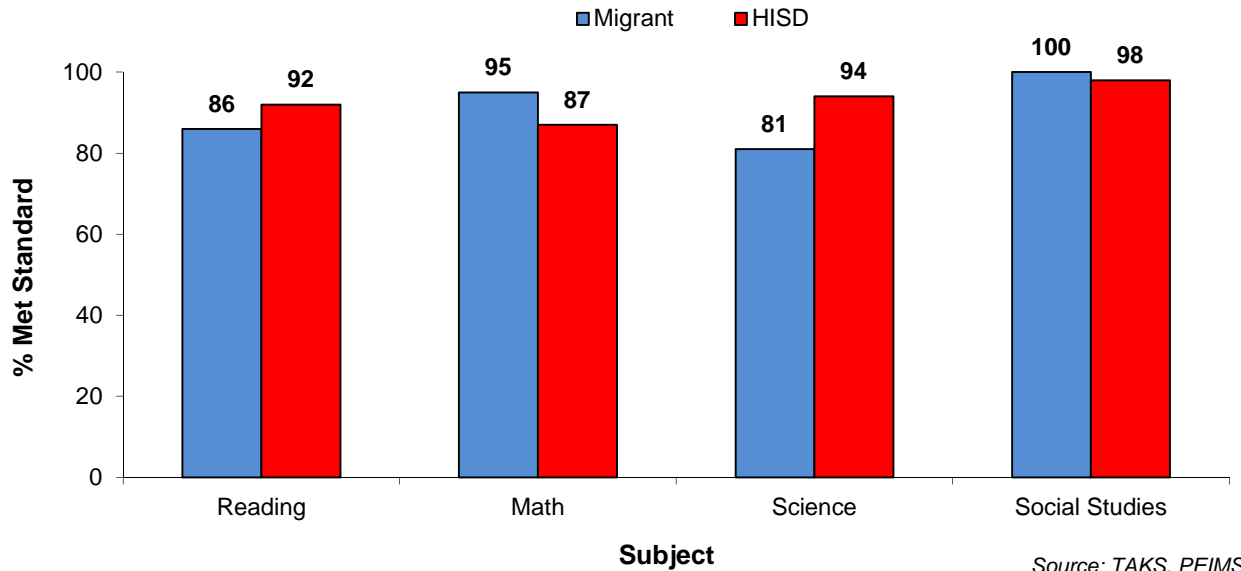


- Migrant students showed lower performance than the district (i.e., fewer students scoring Satisfactory or better) on all subjects.
- The performance gap was greatest on the English I reading test (22 percentage points), and smallest on the Geometry test (4 percentage points).
- The 2013 Performance-Based Monitoring Analysis System (PBMAS) report from TEA provides additional context. That report showed that migrant students failed to meet the PBMAS standards in any subject of the STAAR 3-8 test (see **Appendix G**, p. 21). However, on the STAAR EOC, migrant students exceeded the STAAR EOC standards in each subject.

**What were the passing rates on the Texas Assessment of Knowledge and Skills (TAKS) in 2013 for migrant students?**

- **Figure 6** (p.10) summarizes performance on the TAKS test for migrant students in grade 11. Shown are the percentages of students who met standard on the reading, mathematics, science, and social studies tests. Also included are results for the district overall (see **Appendix H** for details, p. 22).
- Migrant students had higher passing rates than the district in mathematics and social studies (+8 and +2 percentage points), but were lower in reading and science (-6 and -13 percentage points).

**Figure 6. Percentage of migrant students passing the TAKS tests in reading, mathematics, science, and social studies, 2013: HISD results included for comparison**

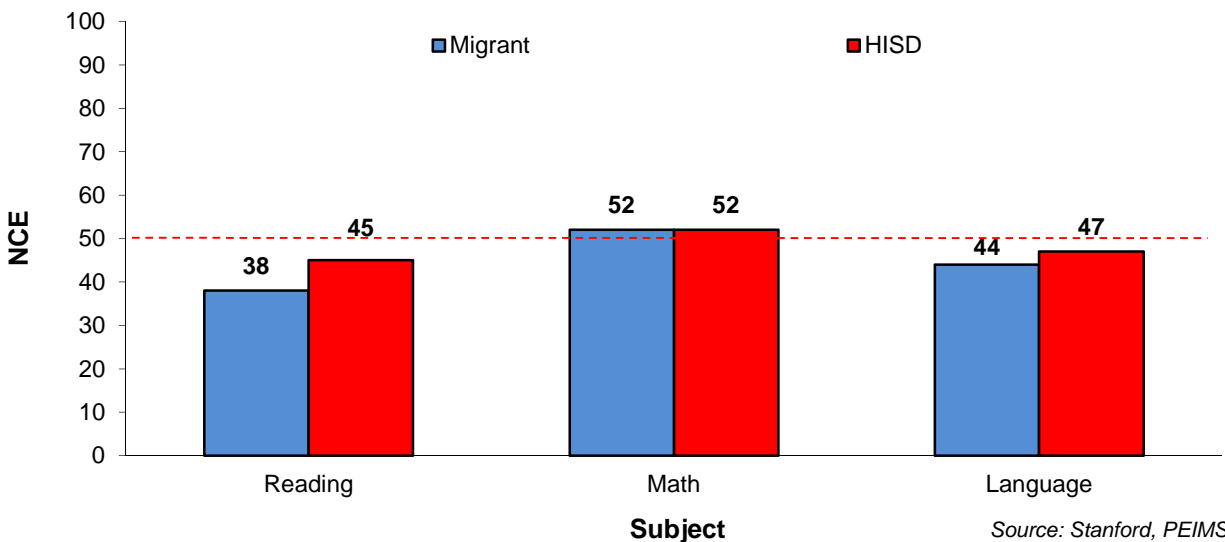


Source: TAKS, PEIMS

**What were the normal curve equivalent (NCE) scores on the Stanford 10 and Aprenda 3 in 2013 for migrant students?**

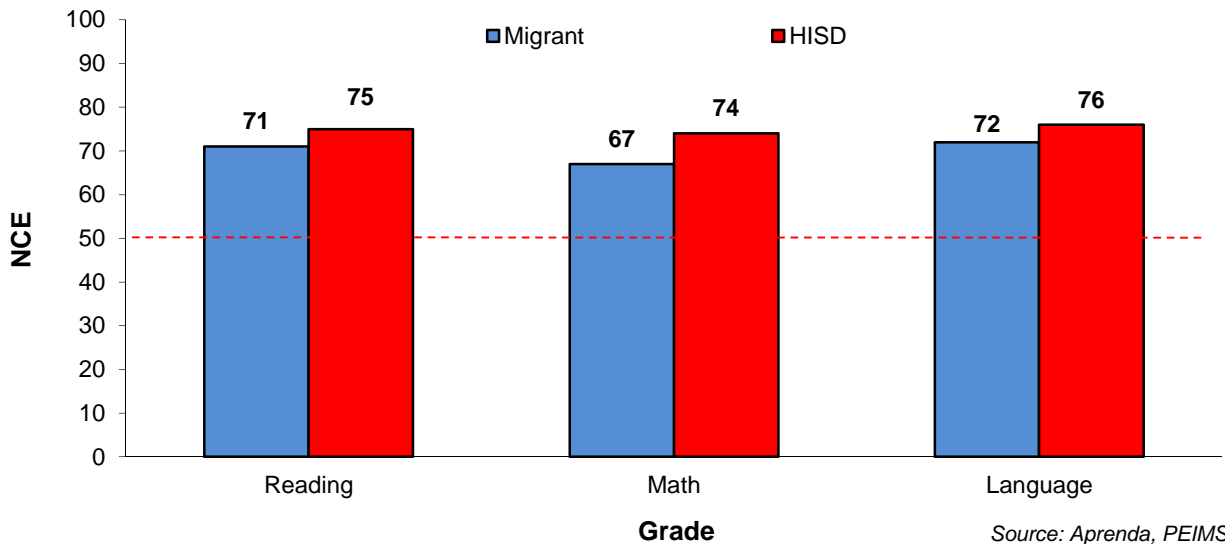
- **Figure 7** (see below) shows performance of migrant students on the Stanford 10 in 2013 in reading, mathematics, and language (for details see **Appendix I**, p. 23).
- Migrant students had lower average NCEs than the district in reading (-7 NCE points) and language (-3 NCE points), but were equal in mathematics.
- Migrant student performance was above average NCE of 50 in mathematics (NCE = 52), but was less than 50 in reading and language.

**Figure 7. Stanford 10 Normal Curve Equivalents (NCEs) for migrant students in reading, mathematics, and language, 2013: HISD results included for comparison**



Source: Stanford, PEIMS

**Figure 8. Aprenda 3 Normal Curve Equivalents (NCEs) for migrant students in reading, mathematics, and language, 2013: HISD results included for comparison**

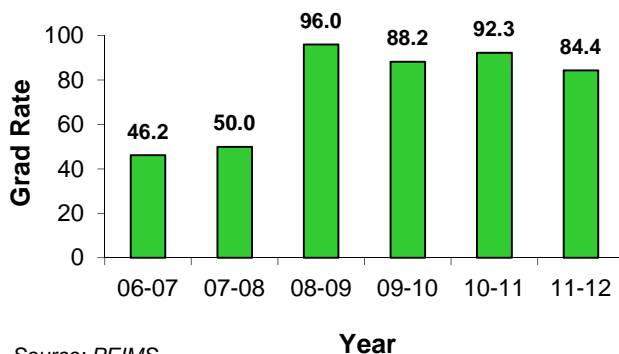


- **Figure 8** (see above) shows migrant students' Aprenda NCE scores for spring 2013 in reading, mathematics, and language (see also Appendix I, p. 23).
- Migrant students performed slightly below the district overall, with performance gaps of four NCE points in reading and language, and of seven NCE points in mathematics.
- Performance of migrant students was well above average (NCE=50) in all subjects.

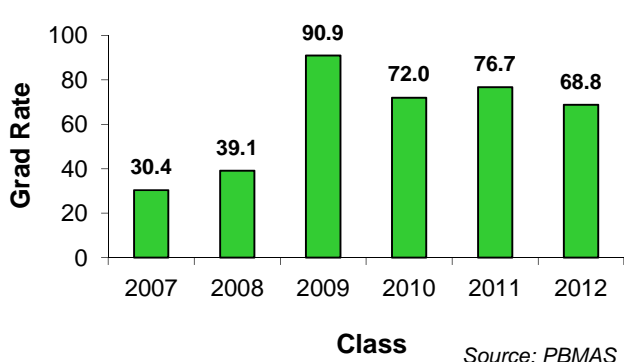
**What were the graduation and dropout rates of HISD migrant students over a six-year period (2006–2007 to 2011–2012)?**

- Graduation data are presented in **Figures 9, 10, and 11**.
- Figure 9 (lower left) shows annual graduation rates (i.e., number of migrants graduating in a given school year divided by the number of migrants enrolled in 12th grade in that same year). The migrant student graduation rate was 84.4% for 2011–2012, the most recent year for which data were available. This is a decrease from the previous year, when the annual graduation rate was 92.3%.

**Figure 9. Migrant student annual graduation rates, 2006-2007 to 2011-2012**



**Figure 10. Migrant student longitudinal graduation rates, 2006-2007 to 2011-2012**

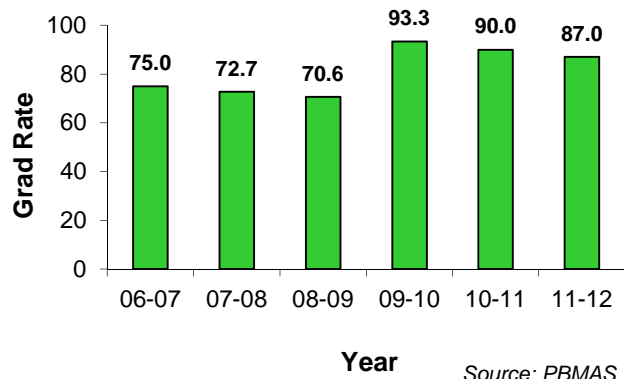




- An alternative definition of graduation rate is shown in **Figure 10** (see p. 11). The formula is based on the graduation rate for the cohort of students who started in grade 9 and progressed through to grade 12 within four years. The reported graduation rate for 2012 was 68.8% for migrant students. This compares to a rate of 76.7% in the previous year.
- Together with the data from Figure 9, results show that the graduation rate for migrant students declined somewhat, but has still improved dramatically since 2007–2008.

- **Figure 11** shows the percentage of students receiving the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) advanced diplomas for migrant students over the same time period. This measure is defined as the number of migrant students who graduated with either the RHSP or DAP certification, divided by the total number of migrant graduates in that year. This rate declined from 90.0% in 2010–2011 to 87.0% in 2011–2012.

**Figure 11. Percent of migrant students graduating with RHSP/DAP diplomas, 2006-2007 to 2011-2012**



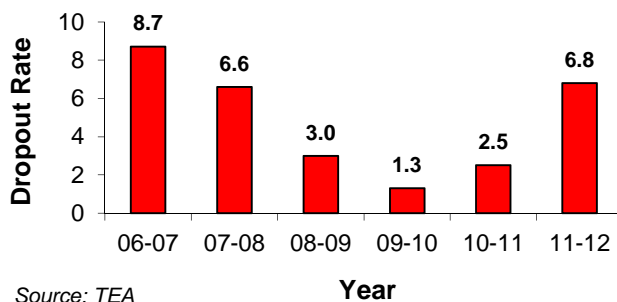
- The percentage of migrants with RHSP/DAP diplomas is still more than 16 percentage points higher than in 2008–2009.

- Dropout rates are shown in **Figures 12 and 13**. Figure 12 shows migrant annual dropout rates for the same six-year period. 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. These data reveal that the annual dropout rate rose to 6.8% in 2011–2012 from 2.5% in the previous year.

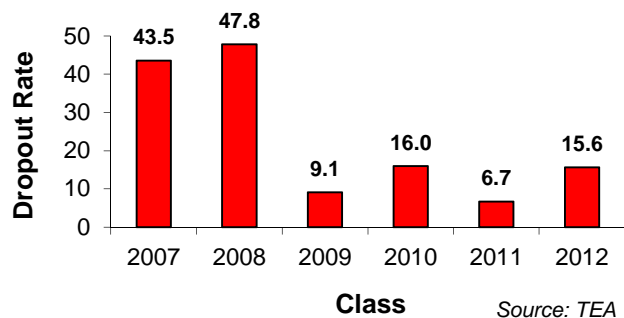
- Figure 13 shows the longitudinal dropout rates for the classes of 2007 through 2012. These data are analogous to the graduation results shown in Figure 10, i.e., they are based on cohorts of students who began in grade nine and dropped out prior to graduation four years later. Results showed that the dropout rate for migrant students increased to 15.6% for the class of 2012 from 6.7% in the previous year's class.

- Dropout rates are still significantly lower than in 2006–2007 under both definitions.

**Figure 12. Migrant student annual dropout rates, 2006-2007 to 2011-2012**



**Figure 13. Migrant student longitudinal dropout rates, 2006-2007 to 2011-2012**



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## What were the responses of parents of migrant students on the parent survey?

- A survey was distributed to parent of migrant students. Responses were collected from 116 parents (49% of participants) and the survey was available in both Spanish and English (see **Appendix J** for details, p. 24). Due to the relatively small sample size, the data should be interpreted with caution.
- Ninety-four percent of parents responding felt that the migrant education program was very important for them, and 91% said that benefits or services provided by the program were helpful.
- Instructional Services: When asked which instructional services of the migrant program were most needed for their children, the most cited services were reading or literacy help (64% of parents), summer programs (49%), help with mathematics (47%), and in-school tutoring (44%).
- Services receiving the fewest responses were dropout-prevention (14% of parents), pre-school programs (16%), and information regarding requirements of HISD and the education system in general.
- Support Services: Migrant program support services that parents thought were most helpful included clothing vouchers (75% of parents), school supplies (62%), and counseling for students (52%). Support services receiving fewest responses were assistance in locating services (17%) and parent education (20%).
- Suggestions: When asked for suggestions to improve services to their children and families, common ideas included information about helping their child with reading (61%) or math (54%), health and nutrition information (36%), and increased communications/coordination with their school (35%).
- Parent Involvement Topics: Recommended topics for improving parental involvement in their child's education were school safety (drug/gang awareness, 61%), helping with homework (53%), and ESL/GED instruction for parents (49%).

## Discussion

The goal of the Migrant Education Program (MEP) in HISD is to support high quality and comprehensive educational programs for migrant children, while helping to reduce the educational disruptions and other problems that result from repeated moves. There were 554 district students identified as migrant during the 2012–2013 school year, the lowest number since 2006–2007. Because of this decrease, the number of students receiving supplemental benefits declined for most categories (except for elementary and secondary tutoring), and the number of new migrants recruited to the program also was reduced. Each of these findings can likely be linked to more restrictive eligibility criteria that were put into place before the start of the school year.

Student performance data showed that, in general, migrant students performed slightly below the levels of other district students on a variety of assessments (although there were exceptions, e.g. TELPAS proficiency, STAAR science). In contrast, graduation and dropout data for the most recent year available (2011–2012) showed migrant students continuing to do much better than they were only four years previously, despite some setbacks in data for the most recent year available. Data from the parent survey indicated that parents overwhelmingly thought the migrant education program was helpful and important to them, with clothing vouchers, school supplies, and mathematics/reading instructional assistance being particularly useful.

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## Limitations

Conclusions regarding the effectiveness of the migrant education program are limited by a number of factors. First is the fact that the STAAR is a new assessment. This limits analysis of historical data for the MEP program, since there is only one year of results available for STAAR and STAAR EOC.

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## Appendix A

### Literature Review & Further Background

In addition to the cultural disadvantages that migrant students often face, this group also encounters problems associated with their migrant life-style. Specifically, the high mobility associated with migratory work makes migrant students susceptible to interruptions in their education, which leads to a lack of continuity in their curriculum (Salerno, 1991). Interruptions in a student's education can lead to the student falling behind his or her peers, which may lead to poor academic grades, frustration with school, and, ultimately, early school withdrawal (Kindler, 1995; Salerno, 1991).

The extreme poverty of migrant families often leads to poor nutrition, an inability to afford sufficient health care, and pressure on the migrant students to leave school early to supplement the family's income (Huang, 1993; Kindler, 1995; Salerno, 1991). In fact, one study showed that migrant children, sometimes as young as ten years old, often make significant financial contributions to their families by working rather than attending school (Prewitt-Diaz, Trotter, & Rivera, 1989). Finally, because Spanish is the primary language of most migrant students in the U.S., many migrant students face a language barrier in American schools, which presents additional disadvantages (Salerno, 1991; Kindler, 1995).

The challenges facing migrant students make their educational needs difficult to address. Because these challenges extend beyond educational needs, many local education agencies often give higher priority to providing support services such as school supplies and clothing vouchers, rather than to instructional services (U.S. Department of Education, 1999). In HISD, MEP services to migrant students are provided directly by the MEP staff, not by schools. HISD offers the following services to migrant students:

- School supplies and uniform/clothing vouchers;
- Service coordination, such as social work and outreach services, for migrant children;
- Stepping Stones, a home-based early childhood education program for migrant parents and children;
- Parent informational meetings;
- Advocacy (academic advice and guidance);
- Graduation enhancement/credit accrual;
- Correspondence and credit-by-exam courses through the University of Texas at Austin;
- Tuition for fall, spring, and summer school classes, and;
- Tutoring priority for services (PFS) students.

Resident-only migrant students<sup>1</sup> who are enrolled in non-HISD schools (i.e., charter or private) receive clothing vouchers, school supplies, tuition vouchers for high school credit recovery classes, and outreach services. Resident only students who are not enrolled in school are referred to GED classes. Outreach services are available for the students and periodic contact is made throughout the year to monitor any change in their status. Migrant parents with children between the ages of three and five are eligible for the Stepping Stones program, which provides parents with the tools necessary to help their young children develop social, cognitive, and language skills.

1. A 'resident-only' migrant student is defined as a migrant student who resides within the school district boundaries, but is not enrolled in one of the district schools.

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## Appendix B

### Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III), mathematics (Algebra I, Geometry, Algebra II), science (Biology, Chemistry, Physics), and social studies (World Geography, World History, U.S. History). In 2012–2013, students in grades 9 and 10 took the EOC exams, while those in grade 11 continued to take the TAKS.

The TAKS is a state-mandated, criterion-referenced test first administered in the spring of 2003, which started being phased out in 2012. It measures academic achievement in reading, mathematics, science, and social studies in grade 11. Students currently in grade 11 as of 2012–2013 will continue to take exit-level TAKS tests in order to graduate, while those in grades 10 and lower will instead take STAAR EOC exams (see above).

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language subtests are included in this report for grades 1 through 6. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

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## Appendix C

### MEP Recruitment Activities and Student Accounting Methods

Since the 1996–1997 school year, the migrant data specialist has used the New Generation System (NGS) to track migrant students and their families. Because federal funds are tied to the number of migrant students being served by a district, recruiting migrant families for participation in MEP became a top priority. The recruitment procedures included processing referral applications and verification of program eligibility. MEP recruiters issued a Certificate of Eligibility (COE) for each family who qualified for MEP services, and this certificate entitled a migrant student to three years of eligibility to participate in the program.

Throughout the year, HISD migrant recruitment specialists and community liaisons made telephone calls to family homes and local schools in an effort to find students who may have been eligible for services. All referrals came from family surveys, and were from within the district. Other recruitment efforts were made by distributing migrant fliers in the following venues: health fairs, health clinics, food pantries, community centers, public libraries, and apartment complexes.

Using these sources to identify potential program participants, phone calls were made to families to establish eligibility criteria. For families found to be eligible, an appointment was scheduled to fill out the COE. Home visits were also made to families with no home phone or working phone number, and COE's were completed if the family was eligible. For families not available at home, a door knocker was left for them to contact the migrant office, and the Chancery database was periodically checked for any new contact information.

To further assist with recruitment and identification efforts, the MEP staff utilizes a report identifying the late entry of former eligible migrant students previously enrolled in HISD. This daily report ascertains whether any former or current migrant students have entered the HISD school system. When children are identified, recruiters make contact with the family to determine whether a qualifying move has been made and the reason for the late entry.

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

Readers should note the difference in accounting methods between the New Generation System (NGS) used by MEP, and the PEIMS system, which is used by HISD's Research and Accountability Department. These two systems have different purposes. NGS numbers determine program funding levels, and the database is used to track all services provided, whereas PEIMS is used to track demographics and performance data for students enrolled in HISD. The NGS accounting method, therefore, includes migrant children and adolescents who may not be enrolled in any HISD schools, while the PEIMS accounting method only captures students who are enrolled in HISD schools. Thus, counts obtained via NGS will often show a greater number of migrant participants because they include "resident only" migrants. Finally, PEIMS numbers were finalized in fall of 2012, while NGS numbers are based on the reporting period for the grant year (which ended August 31, 2013).



## Appendix D

### TELPAS Results: Number and Percent of Migrant Students at Each Proficiency Level in 2013, and Number and Percent of Migrant Students Making Gains in Proficiency Between 2012 and 2013, by Grade: Results for All District ELL Students Included for Comparison (see Shaded Column)

TELPAS Proficiency Levels for Migrant Students, Spring 2013											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		District ELLs % AH	Composite Score
		N	%	N	%	N	%	N	%		
K	27	20	74	5	19	2	7	0	0	3	1.3
1	29	14	48	8	28	4	14	3	10	7	1.9
2	44	8	18	16	36	8	18	12	27	27	2.6
3	38	4	11	10	26	8	21	16	42	43	2.9
4	36	1	3	17	47	5	14	13	36	46	2.9
5	28	0	0	2	7	6	21	20	71	64	3.7
6	17	1	6	3	18	5	29	8	47	46	3.2
7	8	1	13	3	38	1	13	3	38	53	2.8
8	6	0	0	0	0	2	33	4	67	52	3.6
9	15	1	7	1	7	4	27	9	60	48	3.5
10	1	*	*	*	*	*	*	*	*	43	*
11	3	*	*	*	*	*	*	*	*	40	*
12	2	*	*	*	*	*	*	*	*	30	*
<b>Total</b>	<b>254</b>	<b>50</b>	<b>20</b>	<b>65</b>	<b>26</b>	<b>49</b>	<b>19</b>	<b>90</b>	<b>35</b>	<b>33</b>	<b>2.7</b>

TELPAS Proficiency Gains for Migrant Students, 2012 to 2013										
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		District ELLs % Gained
2012	N	N	%	N	%	N	%	N	%	
1	27	10	37	3	11	0	0	13	48	48
2	44	18	41	7	16	3	7	28	64	71
3	38	22	58	3	8	0	0	25	66	59
4	36	20	56	0	0	0	0	20	56	62
5	28	23	82	1	4	0	0	24	86	78
6	17	7	41	1	6	0	0	8	47	57
7	7	3	43	0	0	0	0	3	43	66
8	6	4	67	1	17	0	0	5	83	64
9	14	9	64	0	0	0	0	9	64	67
10	1	*	*	*	*	*	*	*	*	56
11	3	*	*	*	*	*	*	*	*	58
12	2	*	*	*	*	*	*	*	*	58
<b>Total</b>	<b>223</b>	<b>118</b>	<b>53</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>137</b>	<b>61</b>	<b>62</b>

Source: TELPAS, PEIMS

\* Indicates fewer than 5 students tested

## Appendix E

### English & Spanish STAAR Performance of Migrant Students: Number Tested and Percentage Meeting Standard, by Grade Level and Subject (2013 Data Only)

#### Migrant and HISD Comparison by Percentage of Students Meeting Standard, State of Texas Assessments of Academic Readiness, 2013 (English Version)

Gr.	Reading				Mathematics				Writing				Science				Social Studies			
	Migrant		HISD		Migrant		HISD		Migrant		HISD		Migrant		HISD		Migrant		HISD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	26	62	11,183	74	26	58	11,094	64												
4	33	45	13,179	64	34	68	13,104	64	33	36	13,257	67								
5	44	61	14,027	70	45	62	13,941	69					44	66	14,104	66				
6	30	70	12,390	64	31	74	11,931	70												
7	33	79	11,982	72	21	52	8,093	56	34	56	12,015	64								
8	36	81	11,779	77	36	69	12,401	76					37	68	11,400	68	38	53	11,450	57
<b>Total</b>	<b>202</b>	<b>66</b>	<b>74,540</b>	<b>70</b>	<b>193</b>	<b>65</b>	<b>70,564</b>	<b>67</b>	<b>67</b>	<b>46</b>	<b>25,272</b>	<b>66</b>	<b>81</b>	<b>67</b>	<b>25,504</b>	<b>67</b>	<b>38</b>	<b>53</b>	<b>11,450</b>	<b>57</b>

#### Migrant and HISD Comparison by Percentage of Students Meeting Standard, State of Texas Assessments of Academic Readiness, 2013 (Spanish Version)

Gr.	Reading				Mathematics				Writing				Science			
	Migrant		HISD		Migrant		HISD		Migrant		HISD		Migrant		HISD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	24	46	4,380	73	24	46	4,397	67								
4	11	55	1,917	65	10	60	1,900	65	11	55	1,907	70				
5	0	--	73	59	0	--	68	21					0	--	70	20
<b>Total</b>	<b>35</b>	<b>49</b>	<b>6,370</b>	<b>71</b>	<b>34</b>	<b>50</b>	<b>6,365</b>	<b>66</b>	<b>11</b>	<b>55</b>	<b>1,907</b>	<b>70</b>	<b>0</b>	<b>--</b>	<b>70</b>	<b>20</b>

Source: STAAR (first administration only), PEIMS

## Appendix F

### STAAR End-of-Course Performance of Migrant Students in 2013: Number Tested, And Number and Percentage at Unsatisfactory Below Minimum, Unsatisfactory Met Minimum, Satisfactory Not Advanced, and Advanced Standards

	Student Group	# Tested	Unsatisfactory < Minimum		Unsatisfactory Met Minimum		Satisfactory Not Advanced		Satisfactory Advanced	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
English I Reading	Migrant	52	28	54	5	10	18	35	1	2
	HISD	12,983	4,561	35	714	5	6,599	51	1,109	9
English I Writing	Migrant	51	33	65	5	10	13	25	0	0
	HISD	13,389	6,692	50	1,011	8	5,453	41	233	2
English II Reading	Migrant	29	9	31	2	7	18	62	0	0
	HISD	10,452	2,202	21	802	8	5,653	54	1,795	17
English II Writing	Migrant	29	16	55	2	7	11	38	0	0
	HISD	10,486	4,777	46	999	10	4,488	43	222	2
Algebra I	Migrant	51	13	25	3	6	30	59	5	10
	HISD	11,845	1,802	15	1,115	9	7,168	61	1,760	15
Biology	Migrant	43	9	21	6	14	24	56	4	9
	HISD	12,511	1,206	10	998	8	8,887	71	1,420	11
World Geography	Migrant	49	18	37	5	10	21	43	5	10
	HISD	12,385	2,736	22	854	7	7,404	60	1,391	11
World History	Migrant	27	9	33	5	19	13	48	0	0
	HISD	9,964	2,447	25	1,302	13	5,480	55	735	7
Chemistry	Migrant	27	6	22	5	19	15	56	1	4
	HISD	9,222	1,335	14	865	9	6,133	67	889	10
Geometry	Migrant	27	4	15	2	7	17	63	4	15
	HISD	9,037	831	9	797	9	6,039	67	1,370	15

Source: STAAR EOC, PEIMS

## Appendix G

### Migrant Student STAAR Performance as Included in the 2013 Performance-Based Monitoring Analysis System (PBMAS) Report

The 2013 PBMAS report report included separate results for STAAR grades 3-8, and STAAR EOC. Data for the various subjects included are shown below. STAAR 3-8 data for migrant students included STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5 & 8), social studies (8), and writing (4 & 7). STAAR EOC passing rates were based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).

Subject	2013 PBMAS Standard	2013 Migrant Student Passing Rate	Number Tested	Number Passed
<b>STAAR 3-8</b>				
Mathematics	70.0	65.3	245	160
Reading	70.0	65.1	258	168
Science	65.0	64.8	91	59
Social Studies	70.0	47.7	44	21
Writing	70.0	48.1	79	38
<b>STAAR EOC</b>				
Mathematics	50.0	75.5	94	71
Reading	35.0	57.1	98	56
Science	50.0	66.2	77	51
Social Studies	50.0	56.3	87	49
Writing	35.0	37.5	96	36

Source: PBMAS

*For the purposes of the 2013 PBMAS report, English and Spanish STAAR 3-8 results were combined*

## Appendix H

### English TAKS Performance of Migrant Students 2013: Number Enrolled, Number Tested, and Percentage of Students Who Met Standard, by Grade Level and Subject

	Reading				Mathematics				Science				Social Studies			
	Migrant		HISD		Migrant		HISD		Migrant		HISD		Migrant		HISD	
Gr.	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	21	86	9,255	92	20	95	9,270	87	21	81	9,309	94	21	100	9,308	98
<b>Total</b>	<b>21</b>	<b>86</b>	<b>9,255</b>	<b>92</b>	<b>20</b>	<b>95</b>	<b>9,270</b>	<b>87</b>	<b>21</b>	<b>81</b>	<b>9,309</b>	<b>94</b>	<b>21</b>	<b>100</b>	<b>9,308</b>	<b>98</b>

Source: TAKS, PEIMS

## Appendix I

### Stanford 10 and Aprenda 3 Performance of Migrant Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2012 or 2013)

**Migrant Student Stanford 10 Normal Curve Equivalent Score Comparison for 2012 and 2013**

Grade	N Taking		Reading			Mathematics			Language		
	2012 N	2013 N	2012 NCE	2013 NCE	Δ	2012 NCE	2013 NCE	Δ	2012 NCE	2013 NCE	Δ
1	17	12	33	45	12	38	56	18	40	54	14
2	16	17	45	32	-13	51	43	-8	41	39	-2
3	18	26	45	36	-9	58	53	-5	44	42	-2
4	40	32	41	35	-6	52	52	0	50	43	-7
5	49	45	42	41	-1	51	52	1	43	44	1
6	37	35	40	35	-5	55	52	-3	44	42	-2
7	43	36	40	41	1	53	55	2	44	44	0
8	54	39	36	42	6	48	53	5	38	46	8
<b>Total</b>	<b>274</b>	<b>242</b>	<b>40</b>	<b>38</b>	<b>-2</b>	<b>51</b>	<b>52</b>	<b>1</b>	<b>43</b>	<b>44</b>	<b>1</b>

Source: Stanford 10, PEIMS

**Migrant Student Aprenda 3 Normal Curve Equivalent Score Comparison for 2012 and 2013**

Grade	N Taking		Reading			Mathematics			Language		
	2012 N	2013 N	2012 NCE	2013 NCE	Δ	2012 NCE	2013 NCE	Δ	2012 NCE	2013 NCE	Δ
1	42	23	68	74	6	64	60	-4	67	69	2
2	32	32	72	73	1	72	71	-1	77	75	-2
3	32	24	70	69	-1	68	70	2	73	77	4
4	16	11	67	61	-6	82	66	-16	73	62	-11
<b>Total</b>	<b>122</b>	<b>90</b>	<b>69</b>	<b>71</b>	<b>2</b>	<b>69</b>	<b>67</b>	<b>-2</b>	<b>72</b>	<b>72</b>	<b>0</b>

Source: Aprenda 3, PEIMS



## Appendix J

### Summary of Responses to Parent Survey Administered to Parents of Migrant Students

Item Description	# Responses	% Total (n = 116)
<b>Instructional Services</b>		
more reading/literacy help	74	63.8
summer programs	57	49.1
pre-school programs	19	16.4
in-school tutoring	51	44.0
before/after school tutoring	37	31.9
<b>Support Services</b>		
more mathematics help	54	46.6
HS credit programs	50	43.1
drop-out prevention programs	16	13.8
programs for out-of-school youth	27	23.3
graduation/career activities	33	28.4
English language proficiency	48	41.4
info re HISD ed system/requirements	22	19.0
general diploma (GED)	35	30.2
other	3	2.6
<b>Support Services</b>		
interpreting/translating	37	31.9
locating resources	20	17.2
school supplies (books/materials etc.)	72	62.1
health referrals	37	31.9
parent education	23	19.8
counseling for students	60	51.7
clothing vouchers	87	75.0
referrals to community agencies	27	23.3
info for out-of-school youth	30	25.9
career/postsecondary info	53	45.7
info on 0-4 yr old services	31	26.7
other	4	3.4
<b>Suggestions</b>		
HS graduation/dropout prevention info	29	25.0
health/nutrition info	42	36.2
info on how to help my child in reading	71	61.2
info on how to help my child in math	63	54.3
increased communication/coordination w school	41	35.3
more home visits by migrant staff	37	31.9
info on preparing my infants/toddlers for school	37	31.9
info on my child who is out-of-school	20	17.2
other	7	6.0
<b>Parent Involvement Topics Recommended</b>		
promoting HS graduation	47	40.5
info on options after HS	51	44.0
helping with homework	61	52.6
health/nutrition in the home	41	35.3
school safety (drug/gang awareness)	71	61.2
increasing parent literacy	36	31.0
finding community resources	27	23.3
parent rights/school policies	35	30.2
ESL/GED instruction for parents	57	49.1
ways to help w reading/math	45	38.8
young child school readiness	28	24.1
other	2	1.7