

MEMORANDUM

December 19, 2014

TO: Board Members

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

SUBJECT: **MIGRANT EDUCATION PROGRAM (MEP) EVALUATION, 2013–2014**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the evaluation report examining the impact of the Migrant Education Program (MEP) on students' performance on the Aprenda, Stanford, STAAR, TELPAS in 2013–2014 as well as migrant students' dropout rate and graduation rate in 2012–2013. 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 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.

The number of migrant students was 494 in 2014 compared to 554 in 2013. The most notable findings of this evaluation were: a) migrant student performance was generally below that of the district on a variety of assessments (STAAR, STAAR EOC, Stanford); b) the percentage of migrant students who scored at the Advanced High level and Advanced level on the 2013–2014 TELPAS was comparable to all English Language learners (ELLs) in the district; c) the longitudinal graduation rate and annual drop rate of migrant students was lower than the district's for the Class of 2013; and d) over 86% of parents rated the services provided by MEP as "very good" in the 2013–2014 parent survey.

Administrative Response: The Migrant Education Program will implement a research based-learning program, SOAR Study Skills program, to at-risk middle school students to improve their homework skills. An hourly lecturer will be assigned to students to address low performance and to increase academic performance. Organization and decluttering techniques will be taught as well as time management. The Migrant Education Program will also assign hourly lecturers to serve as graduation mentors during the 2014–15 academic school year for migrant students classified as high school seniors. Mentors will meet students at campuses on a monthly basis and complete college preparation activities listed in the Federal Student Aid College Preparation Checklist published by the Office of the U.S. Department of Education. Activities will include: Meeting with the school counselor; registering to take such exams as the SAT and ACT for college admission; completing college applications; and completing and submitting the Free Application for Federal Student Aid (FAFSA) along with any other financial aid applications schools of choice may require.

Should you have any questions or require any further information, please contact me or Carla Stevens in the Department of Research and Accountability, at 713-556-6700.



TBG

TBG/CS:lp

cc: Superintendent's Direct Reports
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RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM (MEP) EVALUATION,
2013 - 2014



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MIGRANT EDUCATION PROGRAM (MEP) EVALUATION, 2013–2014

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I of the No Child Left Behind Act of 2001 (NCLB). Title I states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (U.S. Department of Education, 2002). A migrant student refers to any child under 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 meet state and federal goals for servicing migrant students.

Highlights

- The number of migrant students was 494 in 2014 compared to 554 in 2013 and to a high of 1581 in 2004.
- The migrant students obtained lower mean NCE scores than the district mean NCE scores on the 2013–2014 Stanford reading subtest in kindergarten through grade 8. The differences ranged from 3.6 to 15.7 NCEs.
- The migrant students obtained lower mean NCE scores than the district mean NCE scores on the 2013–2014 Stanford mathematics subtest in grade kindergarten through grade 7. The differences ranged from 2.7 to 15.9 NCEs.
- Migrant students outperformed the district as a whole on the Apenda reading in grades K, 1 and 4, and in Apenda mathematics in grades K, 1, 3, and 4.
- The percentage of migrant students who scored at the Advanced High level on the 2013–2014 TELPAS was slightly lower than it was for all English Language learners (ELLs) in the district, but a higher percentage of migrant students scored at Advanced level compared to all ELLs in the district for all grades.
- A lower percentage of the 3rd grade through 6th grade migrant students met the STAAR Level II: Satisfactory (Phase-In 1) standard compared to the district percentage on the 2013–2014 English version of the STAAR reading test.

- A higher percentage of the 8th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard compared to the district percentage on the 2013–2014 English version of the STAAR reading and mathematics tests.
- Migrant students passed End-of-Course (EOC) exams at a lower rate than the district on all subjects. Gaps in passing rates ranged from a high of 27% in Biology to a low of 5% in U.S. History.
- There were increases in the percentage of elementary migrant students (grades 3rd through 5th grades) who received tutoring and met the STAAR Level II: Satisfactory (Phase-In 1) standard on the STAAR reading and writing from the previous year.
- The longitudinal graduation rate of migrant students was lower than the district's for the Class of 2013 with a gap of 3.6 percentage points. This gap was reduced from the previous year.
- The annual dropout rate of migrant students was lower than the district's in 2012–2013, and the gap between migrant and the district annual drop rates was reduced from the previous year to be in favor of migrant students.
- Over 86% of parents rated the services provided by MEP as “*very good*” in the 2013–2014 parent survey.

Recommendations

- The Migrant Education Program should consider implement a learning and study skills program to improve middle school students' readiness for the STAAR Assessment.
- To improve graduation rate, the Migrant Education Program should assign graduation mentors to high school seniors to assist them with the college application process, including applying for sources of Federal, State, and Local financial aid and scholarships.

Administrative Response

- The Migrant Education Program will implement a research based-learning program, SOAR Study Skills program, to at-risk middle school students to improve their homework skills. An hourly lecturer will be assigned to students to address low performance and to increase academic performance. Organization and decluttering techniques will be taught as well as time management.
- The Migrant Education Program will assign hourly lecturers to serve as graduation mentors during the 2014-15 academic school year for migrant students classified as high school seniors. Mentors will meet students at campuses on a monthly basis and complete college preparation activities listed in the Federal Student Aid *College Preparation Checklist* published by the Office of the U.S. Department of Education. Activities will include: Meeting with the school counselor; registering to take such exams as the SAT and ACT for college admission; completing college applications; and completing and submitting the Free Application for Federal Student Aid (FAFSA) along with any other financial aid applications schools of choice may require.

Introduction

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 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 areas: identification and recruitment; interstate/intrastate coordination and transfer of records (via the New Generation System, NGS); encouraging parental involvement; delivery of program services; and finally, program monitoring and evaluation (see **Appendix B** for further details, p. 36). The purpose of this evaluation was to examine the impact of the migrant education program on students' performance on the Aprenda, Stanford, STAAR, TELPAS as well as migrant students' dropout rate and graduation rate.

Methods

Data Collection and Analysis

Measure

- Stanford Achievement Test (Stanford 10) assesses students' academic achievement in various academic subjects across nine grade levels (kindergarten through grade 8). Kindergarten students take the Stanford at the end of the fall semester, and 1st through 8th grade students take the exam in May of the academic year. In order to compare scores from different administrations and from different instruments, the Normal Curve Equivalents (NCEs) were used for all subtests to assess student performance in this evaluation.
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) 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 Aprenda assesses students' academic achievement in the same content areas as the Stanford 10 (i.e., reading and math); however, the Aprenda is not a translation of the Stanford.

- State of Texas Assessments of Academic Readiness (STAAR) is the state of Texas criterion-referenced assessment program. It replaced the Texas Assessment of Knowledge and Skills (TAKS) program in spring 2012. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed this new assessment system in response to requirements set by the 80th, 81st, and 83rd Texas legislatures. This new system focuses on increasing postsecondary readiness of graduating high school students, and helps to ensure that Texas students are competitive both nationally and internationally. The key outcome measures in this evaluation were the percentage of students who met the 2014 STAAR Level II: Satisfactory (Phase-in I) performance standard in reading and mathematics. In addition, STAAR End-of-course assessments for English I, English II, Algebra I, Biology, and U.S. History were also used as outcome measures of the HISD migrant program effect on student academic performance.
- Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment which is administered to all English Language Learner (ELL) students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements (U.S. Department of Education, 2002). Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.
- Additional data (2013 migrant graduation rate and dropout rate) were collected from the HISD's Chancery student information system, and the district annual report under the Performance-Based Monitoring Analysis System (PBMAS). A parent survey was administered to gather parents' opinion on program's instructional services and support services in the 2013–2014 academic year.

Data Analysis

- Results for migrant students from the STAAR, STAAR End-of-Course (EOC), Aprenda 3, Stanford 10, and TELPAS were analyzed at the district level. Comparisons were made between migrant students and students district wide. STAAR results were reported and analyzed for the reading and mathematics by grade level. For STAAR, the percentage of students who met Level II: Satisfactory (Phase-in 1) standard is shown. For STAAR EOC, the percent of students who met standard were reported for English I and II, Algebra I, Biology, and U.S. History. Aprenda 3 and Stanford 10 results were reported using Normal Curve Equivalents (NCEs) for reading and mathematics subtests.
- TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELL students. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2013 and 2014. For this second TELPAS indicator, the percent gaining one or more proficiency levels from the previous year, is reported.
- The 2013 migrant students' graduation and dropout rates were compared with the district's. The course grades the students receive in each grading cycle were reported. Finally, summary findings of a survey of parents whose students were enrolled in the program were included in this report.

Sample

For the purposes of the MEP, migrant students were students between the ages of 3 and 21 years old 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. The sample in this evaluation included students who attended HISD schools in 2013–2014, and were identified as migrant students. A list of 494 migrant students was provided by the Migrant Education Program. These migrant students were matched to the Public Education Information Management System (PEIMS) to obtain their demographic information, and matched with HISD students assessment databases to obtain migrant students' test data for STAAR, STAAR End-of-Course (EOC), Aprenda 3, Stanford 10, and TELPAS.

Data Limitations

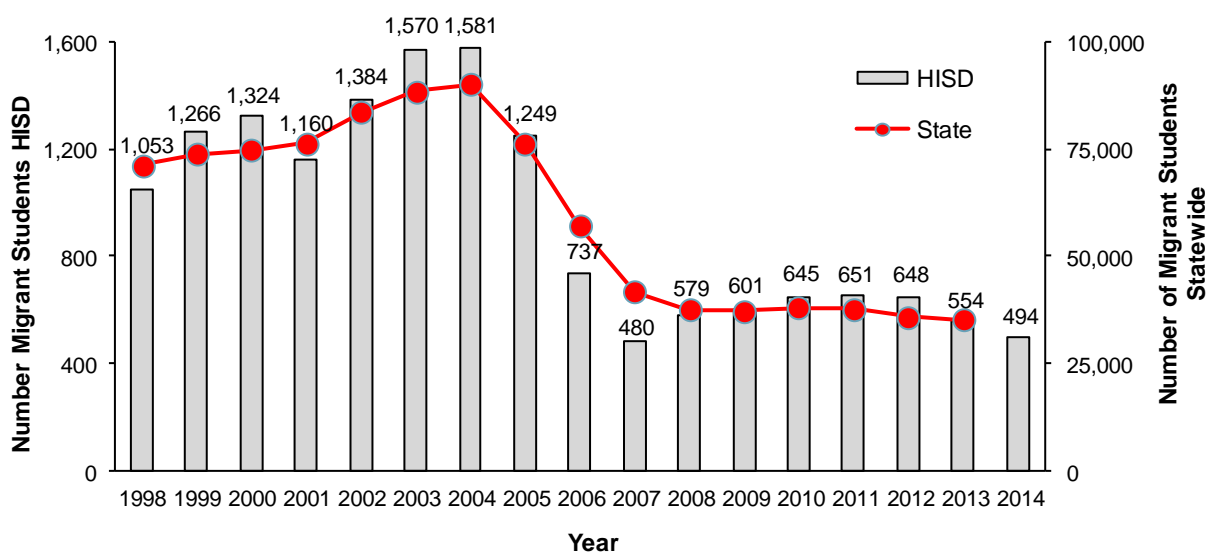
When comparing passing rates and mean scores for a small population of migrant students to a large population tested district wide for STAAR reading, mathematics and EOC, the proficiency rate of the smaller population may be volatile over time, affected by a small number of students while the larger population will regress toward the mean and remain more stable.

Results

What was the HISD migrant education program enrollment trend in the last seventeen years?

- **Figure 1** presents the migrant student enrollment trend from 1998 to 2014.
- Migrant students typically account for less than one percent of the district's student population. The number of migrant students decreased in 2013–2014 from the previous year, from 554 to 494, a decline of 10.8 percent.
- The HISD migrant enrollment trends have been reflective of the state enrollment trends across time.

Figure 1. Migrant student enrollment in HISD (bars) and Statewide (circles), 1997 to 2014



What were the demographic characteristics of migrant students enrolled in HISD schools in 2013–2014?

- The demographic characteristics of migrant students who attended HISD school in 2012–2013 and in 2013–2014 were similar with respect to ethnicity, special education placement, economically-disadvantaged, LEP, and at-risk status (**Appendix A-Table 1**, p. 30). Notably, in 2013–2014, about 98% of migrant students were Hispanic, more than 99% were economically-disadvantaged, 53% were LEP, and 79% were at-risk students.
- In 2013–2014, special education programs served about 6% of the migrant students, and 12.7% of migrant students were classified as gifted and talented (**Appendix A-Table 1**, p. 30).

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 2013–2014 school year are shown in **Appendix A-Table 2** (p. 31). The total number of families contacted via phone calls or visits was the same as the previous year.
- The percentage of families found to be eligible for MEP services was the same as the previous year (30%) (see **Appendix B** for details on recruitment procedures, p. 36).
- The total number of newly recruited migrant students was 65, which was more than previous year (Appendix A-Table 2, p. 31).

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

- **Appendix A-Table 3** (p. 32) shows the number and percentage of migrant students who benefited from MEP's instructional and support services in 2013–2014.
- Among the six categories of instructional services offered, tutorial service for elementary and secondary migrant students were more popular than other instructional services during school days with 11.8% and 10.2% respectively. In the summer, the percentage of secondary students (2.1%) receiving tutorial services was lower than that of elementary students (7.3%) (Appendix A-Table 3, p. 32).
- Appendix A-Table 3 (p. 32) also shows the number and percentage of migrant students receiving support services. Among the six categories of support services offered, clothing and school supplies were the two most popular services with 93.4% of students receiving these two services.

What were parents' responses to MEP's instructional and support services through 2013–2014 parent survey?

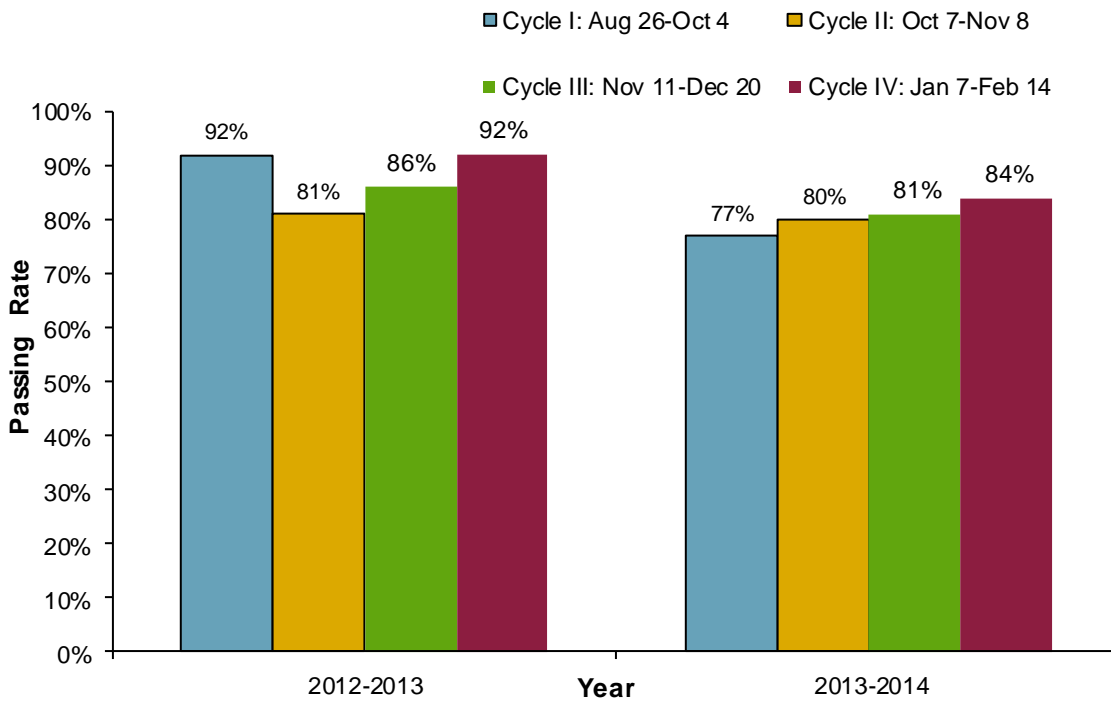
- **Appendix A-Table 4** (p. 33) summarized parents' responses to the parent survey distributed by Migrant Education Program (MEP) in May 2014. Responses were received by 98 parents.
- Appendix A-Table 4 (p. 33) shows that over 86% of parents rated the services provided by MEP as "very good" in the 2013–2014 parent survey.
- Parents' rating to instructional services provided by MEP show that about 60% of parents rated reading/literacy help as most important to their children be successful in school. On the other hand, parents also highly rated in-school tutoring (41.8%), mathematics help (40.8%), and summer programs (31.6%) as important to their children (Appendix A-Table 4, p. 33).
- Parents' rating to support services provided by MEP show that parents rated clothing vouchers (62.2%) and school supplies (65.3%) as the most important help for their children to be successful in school. Other top-rated support services by parents included counseling for students (46.9%) and the provision of career/postsecondary information (34.7%) (Appendix A-Table 4, p. 33).

- In order to improve services to migrant children and families, the majority of parents suggested that MEP should provide more information on how to help migrant children in reading (50%) and mathematics (42.9%) (Appendix A-Table 4, p. 33).
- In order to improve parent involvement in migrant education, the majority of parents thought that they needed more information on how to help with their children with homework (43.9%), information about school safety (50.0%), and ESL/GED instruction for parents (41.8%) (Appendix A-Table 4, p. 33).

What is the association between MEP’s tutoring support and migrant students’ academic outcomes?

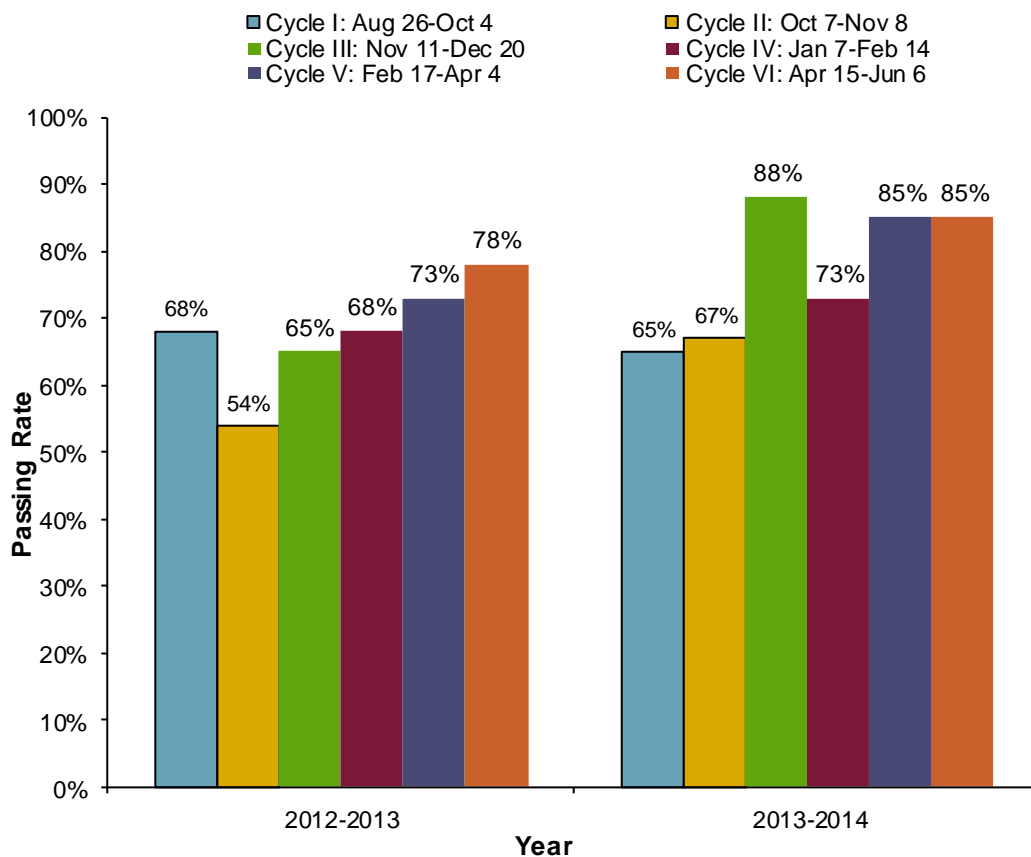
- **Figure 2** depicts the passing rate of elementary migrant students, who received the tutoring courses provided by MEP, on the four cycle grades (quarterly) in 2012–2013 and 2013–2014. The cycle grades in 2013–2014 were lower than the previous year with the largest difference, 15 percentage points, in the first cycle.
- In 2013–2014, the passing rate of elementary migrant students on the cycle grades steadily increased through Cycle I to Cycle IV (Figure 2).

Figure 2. Passing rate of elementary migrant students on the cycle grades, 2012–2014



- Figure 3 depicts the passing rate of secondary migrant students who received the tutoring courses provided by MEP on the six cycle grades (6 weeks) in 2012–2013 and 2013–2014. The passing rates of five cycles in 2013–2014 increased from the previous year.

Figure 3. Passing rate of secondary migrant students on the cycle grades, 2012–2014

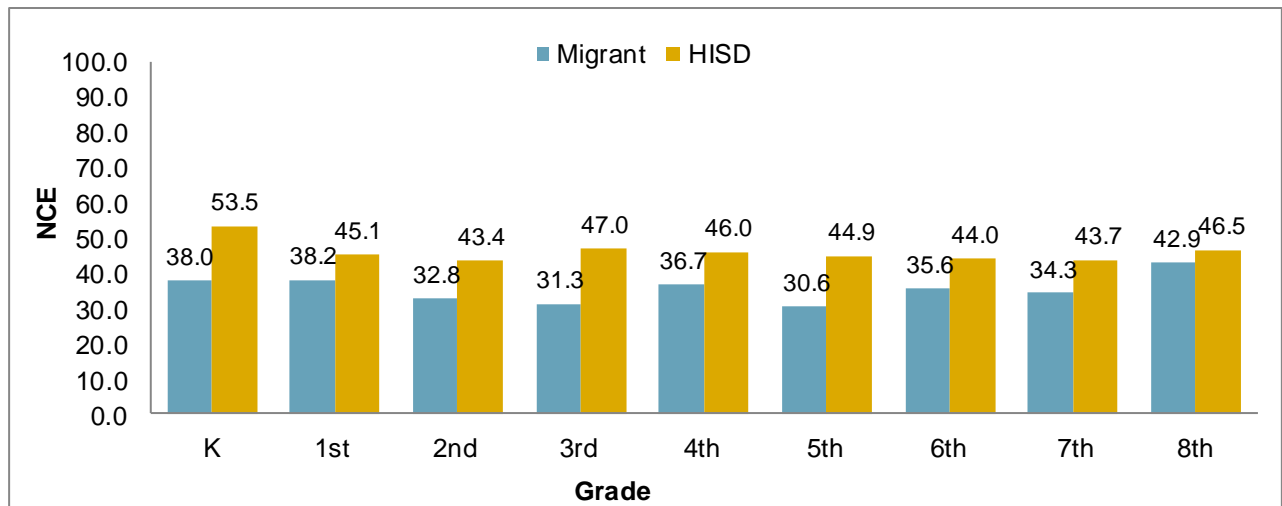


- **Appendix A-Table 5** (p. 35) shows that there were increases in the percentage of elementary migrant students who received tutoring and met the STAAR Level II: Satisfactory (Phase-In 1) standard on the English and Spanish STAAR reading and writing tests from the previous year. The percentage increase in reading was from 43% to 74%, while the percentage increase in writing was from 60% to 76%. Although the number of students tested is quite small.
- The percentage of elementary migrant students who received tutoring and met the STAAR Level II: Satisfactory (Phase-In 1) standard on the English and Spanish version of the STAAR mathematics test declined from 75% to 65% from the previous year (Appendix A-Table 5, p. 35).
- The percentage of secondary migrant students who received tutoring and met the STAAR Level II: Satisfactory (Phase-In 1) standard on the English version of the STAAR reading EOC English I and II increased from 50% to 71% from the previous year (Appendix A-Table 6, p. 35).

How did migrant students perform on the 2013–2014 Stanford and Aprenda reading and mathematics subtests compared with their grade-level peers in the district?

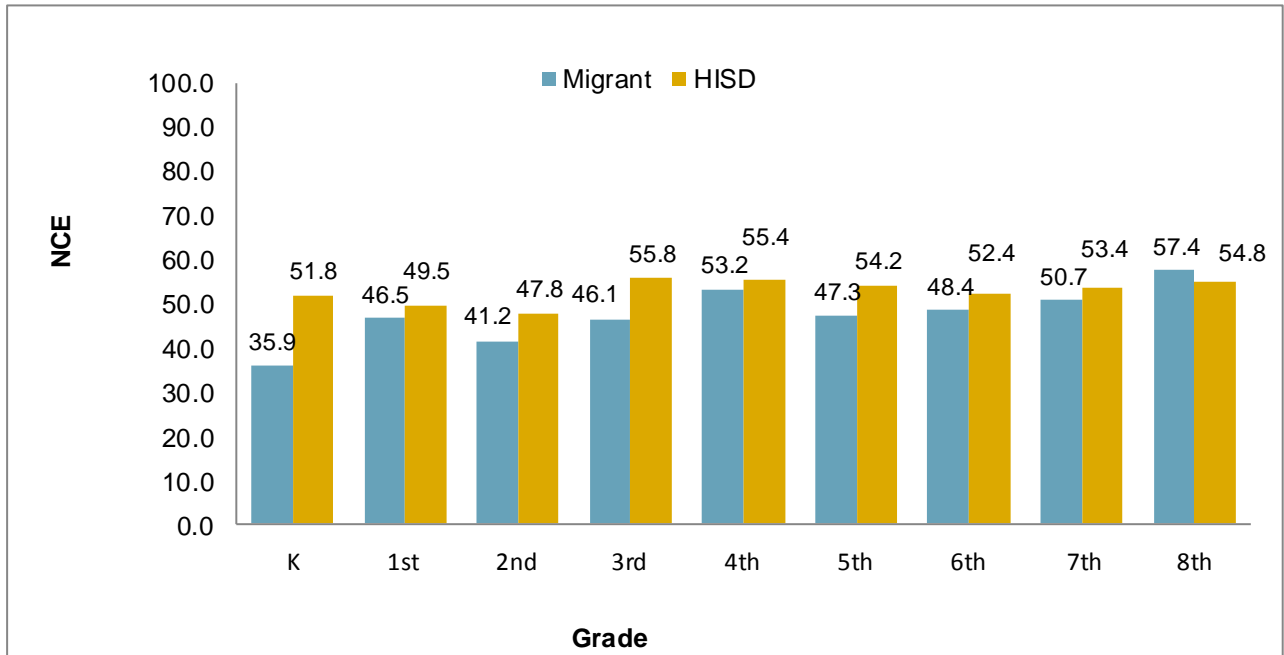
- **Figures 4–9** depict the performance comparison between migrant and district students on the Stanford and Aprenda reading and mathematics subtests.
- The migrant students obtained lower mean NCE scores than the district on the 2013–2014 Stanford reading subtest for all grades, and the mean NCE score differences between district and migrant students ranged from 3.6 NCEs (8th grade) to 15.7 NCEs (3rd grade) (Figure 4).

Figure 4. Mean NCE scores on the 2013–2014 Stanford reading subtest for migrant students by grade level



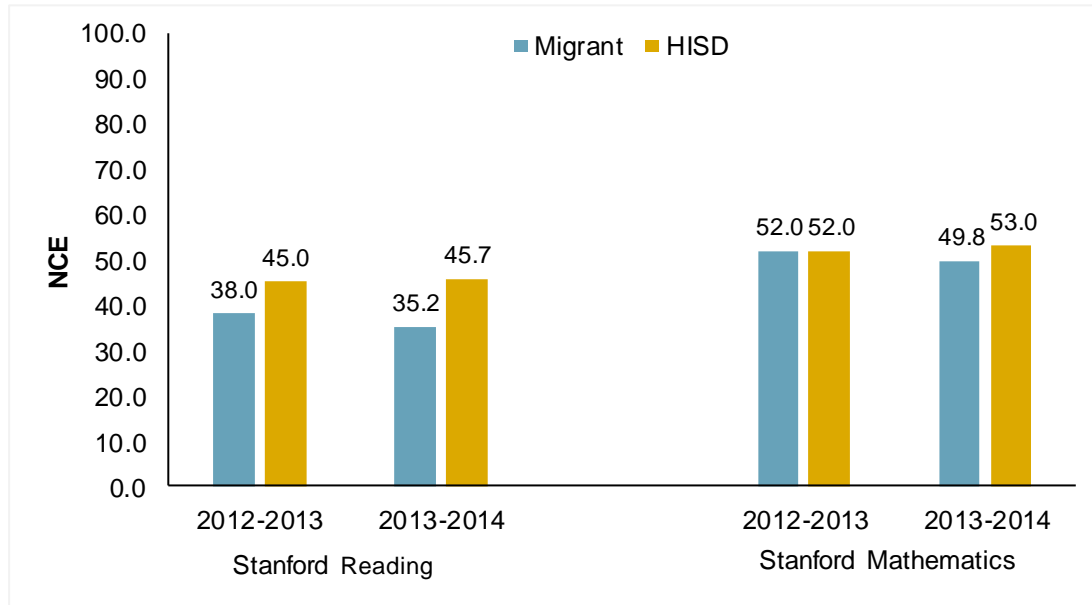
- The migrant students obtained lower mean NCE scores than the district on the 2013–2014 Stanford mathematics subtest in kindergarten through grade 7. The mean NCE score differences between migrant and district students ranged from 2.7 NCEs (7th grade) to 15.9 NCEs (kindergarten) (Figure 5).
- The 8th grade migrant students (M = 57.4) obtained a higher mean NCE score than the district (M = 54.8) on the 2013–2014 Stanford mathematics subtest (Figure 5).

Figure 5. Mean NCE scores on the 2013–2014 Stanford mathematics subtest for migrant students by grade level



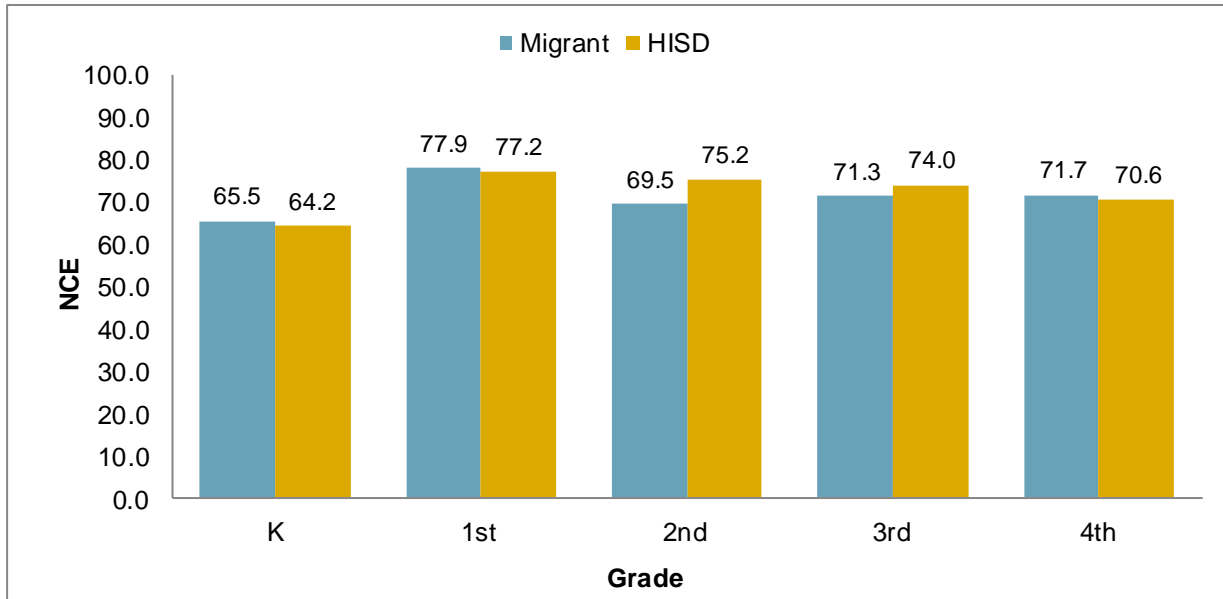
- The migrant students obtained lower mean NCE scores than the district on both 2012–2013 and 2013–2014 Stanford reading subtest. The mean NCE score difference between district and migrant students increased from 7 NCEs in 2012–2013 to 10.5 NCEs in 2013–2014 (Figure 6).
- The migrant students obtained the same mean NCE (M =52.0) as the district's on the 2012–2013 Stanford mathematics subtest, and obtained lower mean NCE score than the district on the 2013–2014 Stanford mathematics subtest (Figure 6).

Figure 6. Mean NCE scores on the 2012–2013 and 2013–2014 Stanford reading and mathematics subtests for migrant students (1st to 8th grades)



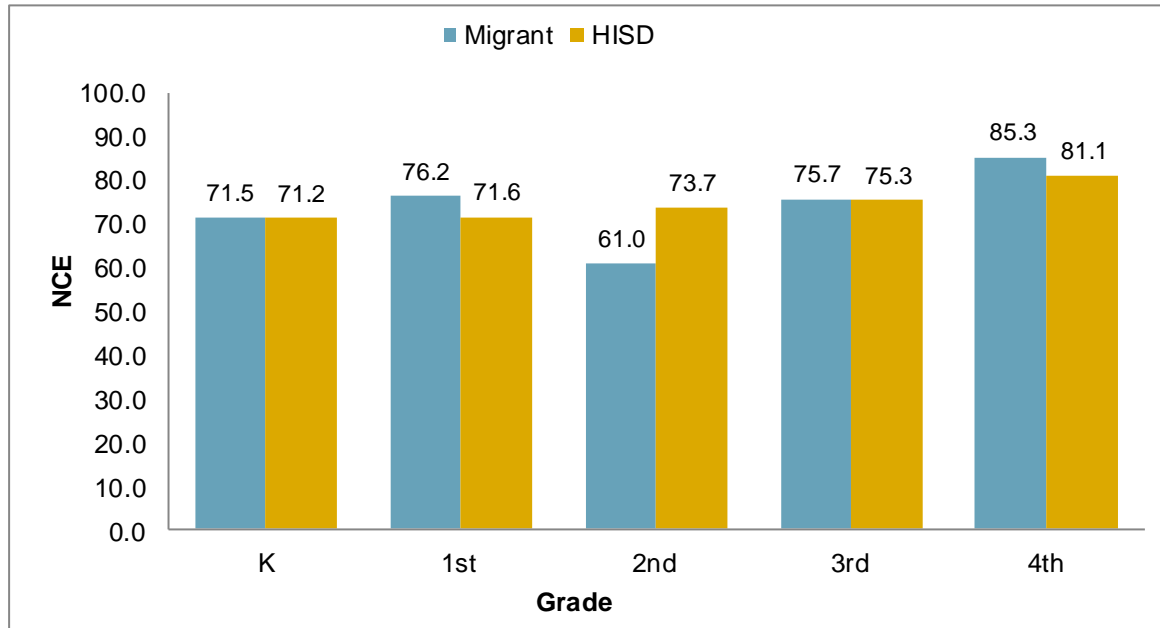
- The migrant students (kindergarten, 1st grade and 4th grade) obtained comparable mean NCE scores compared to the district on the 2013–2014 Aprenda reading subtest (Figure 7).
- The 2nd grade and 3rd grade migrant students scored slightly lower than the district on the Aprenda reading subtest (Figure 7).

Figure 7. Mean NCE scores on the 2013–2014 Aprenda reading subtest for migrant students by grade level



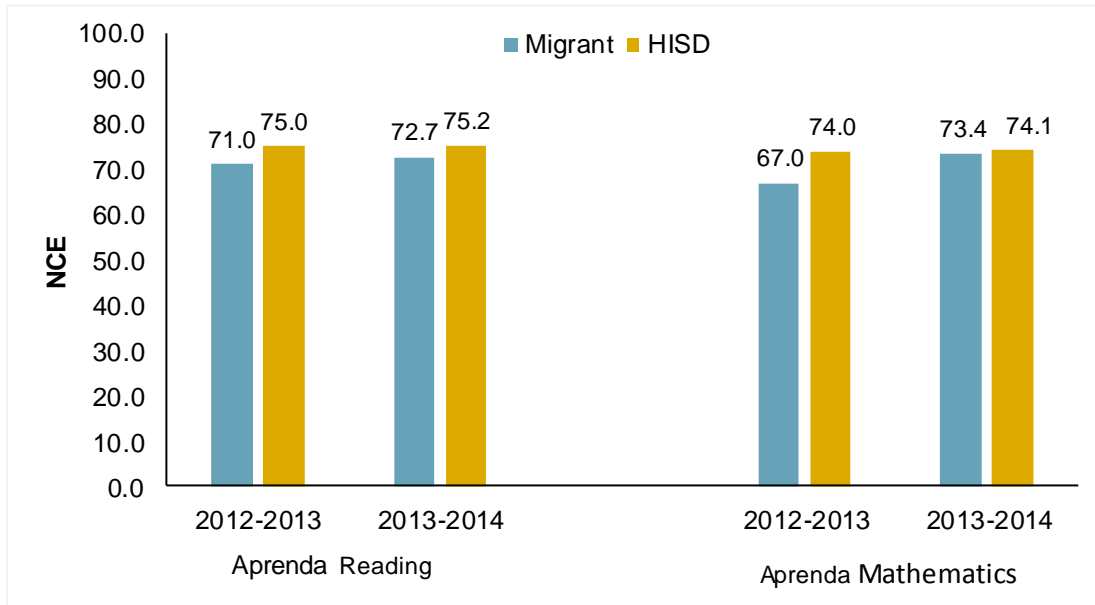
- The migrant students scored slightly higher than the district on the Aprenda mathematics subtest in all grades except 2nd grade, and the mean NCE score differences between district and migrant students (K, 1st, 3rd and 4th) ranged from 0.3 NCEs (kindergarten) to 4.6 NCEs (1st grade) (Figure 8).
- The 2nd grade migrant students (M = 61.0) obtained a lower mean NCE score than the district (73.7) on the Aprenda mathematics subtest (Figure 8).

Figure 8. Mean NCE scores on the 2013–2014 Aprenda mathematics subtest for migrant students by grade level



- The migrant students obtained lower mean NCE scores than the district on both 2012–2013 and 2013–2014 Aprenda reading subtest. The mean NCE score difference between district and migrant students declined from 4 NCEs in 2012–2013 to 2.5 NCEs in 2013–2014 (Figure 9).
- The migrant students obtained lower mean NCE scores than the district on both 2012–2013 and 2013–2014 Aprenda mathematics subtest. The mean NCE score difference between district and migrant students declined from 7 NCEs in 2012–2013 to 0.7 NCEs in 2013–2014 (Figure 9).

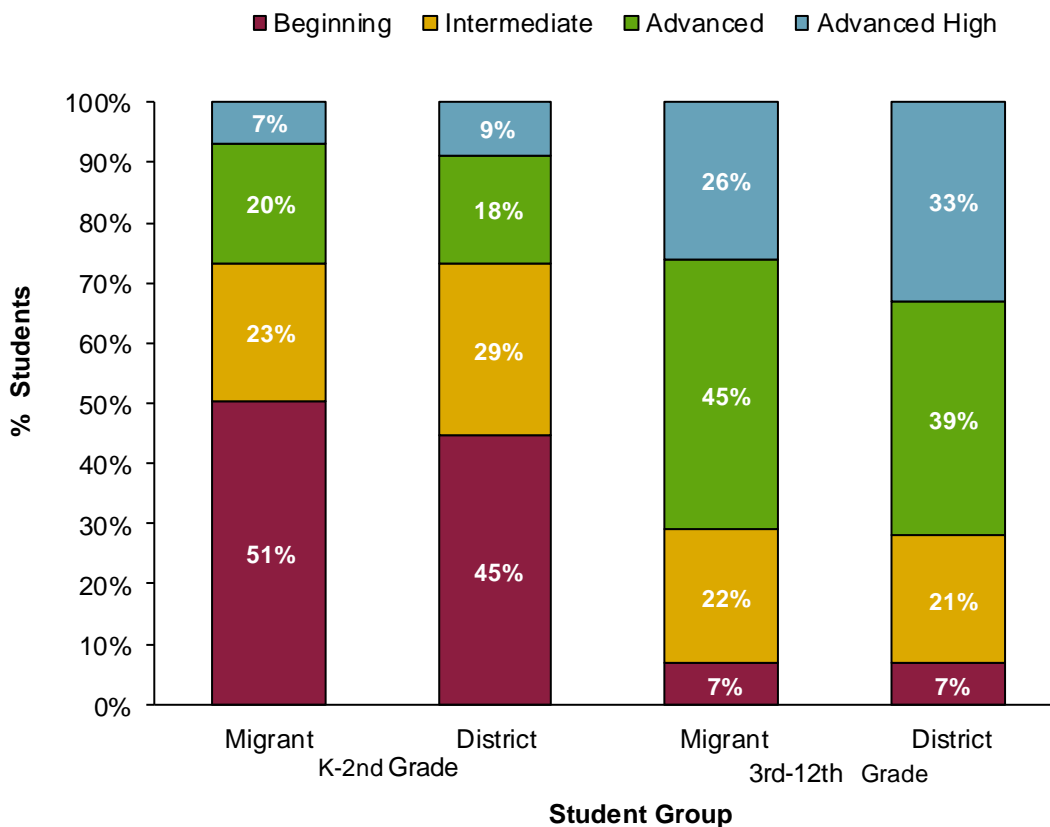
Figure 9. Mean NCE scores on the 2012–2013 and 2013–2014 Aprenda reading and mathematics subtests for migrant students (1st to 8th grades)



How did migrant students perform on the 2013–2014 TELPAS compared with their grade-level peers in the district?

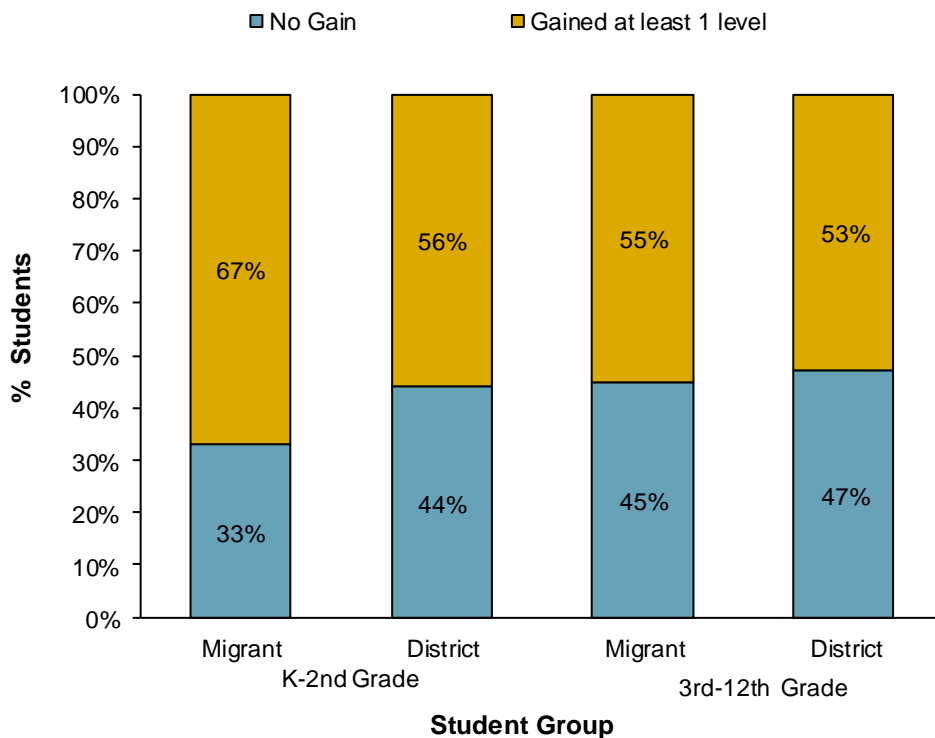
- Fifty-three percent of migrant students were classified as ELL in 2013–2014 (Appendix A-Table 1, p. 30), and were, therefore, eligible to take the TELPAS. Of these, 232 migrant students took the TELPAS in 2013–2014.
- **Figure 10** shows the percent of migrant students assessed and rated on the four proficiency levels of the TELPAS in 2013–2014. A lower percentage of migrant students scored at the Advanced High level on the TELPAS as compared to the district, 7% versus 9% and 26% versus 33%, respectively, for kindergarten to 2nd grade and 3rd to 12th grades.
- A higher percentage of migrant ELL students scored at the Advanced level compared to the district for all grades (20% versus 18% for kindergarten to 2nd grade; 45% versus 39% for 3rd to 12th grades) (Figure 10).
- A higher percentage of migrant ELL students scored at the Beginning level compared to the district for kindergarten to 2nd grade (51% versus 45%), while the percentage scoring at Beginning level for the 3rd to 12th grades were the same (7%) (Figure 10).

Figure 10. Percentage of migrant students at each proficiency level on the 2013–2014 TELPAS by grade level



- **Figure 11** shows migrant ELL students' gains on the 2013–2014 TELPAS. Of primary interest is the percent of students tested who gained at least one proficiency level between their 2013 and 2014 tests.
- Figure 11 shows for the kindergarten to 2nd migrant ELL student, the percentage of them who gained at least one level was 67%, compared to 56% for the district on the TELPAS. Thus, the kindergarten to 2nd migrant ELL students made more progress in English proficiency than did the district. On the other hand, at the 3rd through 12th grades, the rate was fairly comparable between migrant and the district ELL students (55% versus 53%). The 3rd to 12th grade migrant ELL students had about the same amount of overall progress in English proficiency as did the district ELL students.

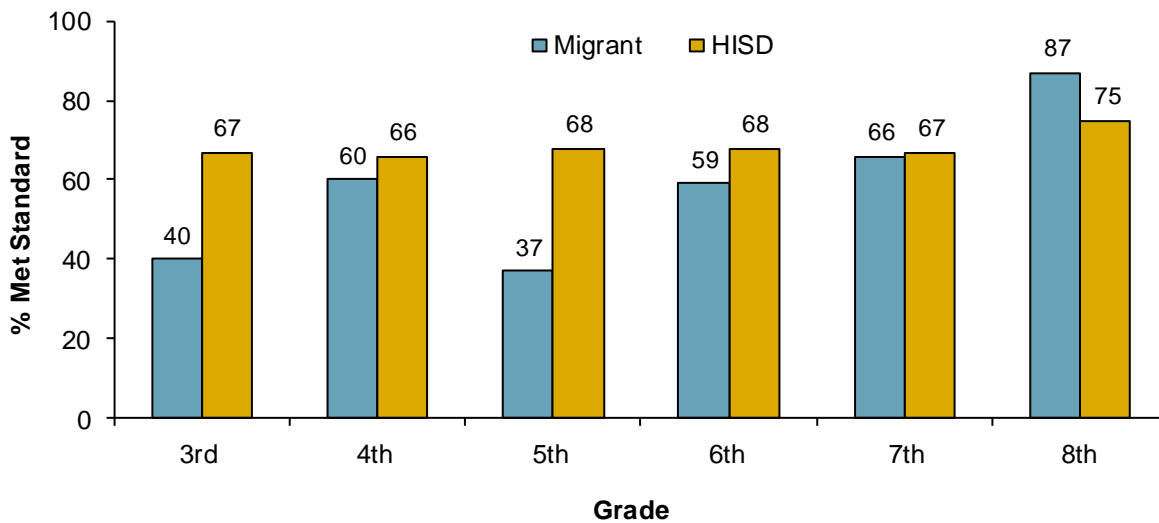
Figure 11. Percentage of migrant students who made gains in proficiency on the 2013–2014 TELPAS by grade level



How did migrant students perform on the 2013–2014 English and Spanish STAAR reading and mathematics tests, and the STARR end-of-course (EOC) tests compared with their grade-level peers in the district?

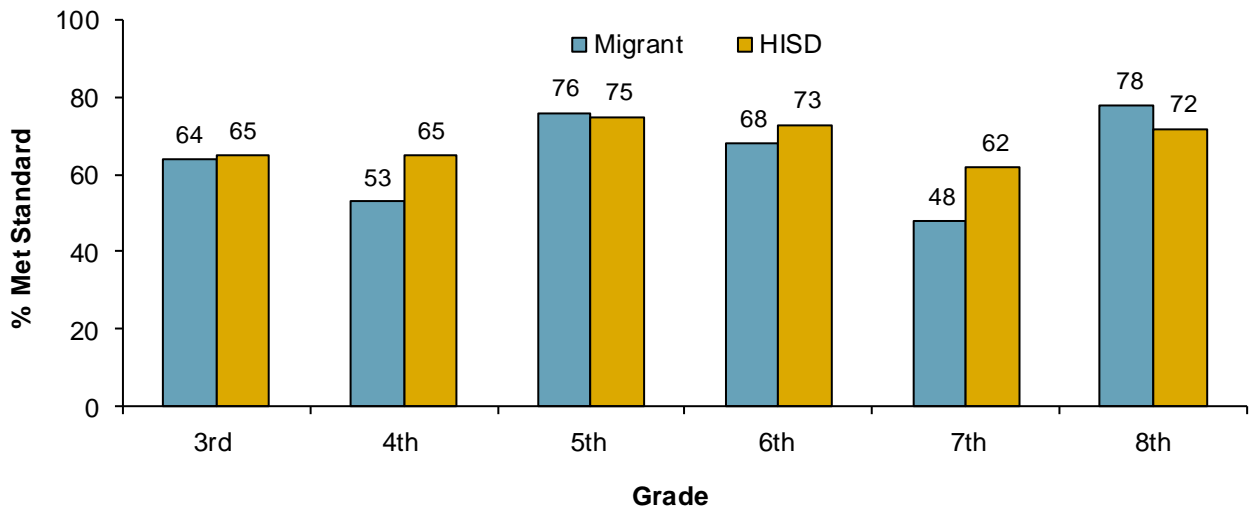
- **Figures 12–15** depict the performance comparison between migrant and district students on the 2013–2014 English and Spanish version STAAR reading and mathematics tests.
- The 3rd grade through 6th grade migrant students had a lower percentage of students who met the STAAR Level II: Satisfactory (Phase-In 1) standard compared to the district on the 2013–2014 English version of the STAAR reading test (Figure 12).
- A comparable percentage of 7th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard, while a higher percentage of 8th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard compared to the district (Figure 12).

Figure 12. Percentage of migrant students who met the STAAR Level II: Satisfactory (Phase-In 1) standard on the 2013–2014 English version STAAR reading test by grade level



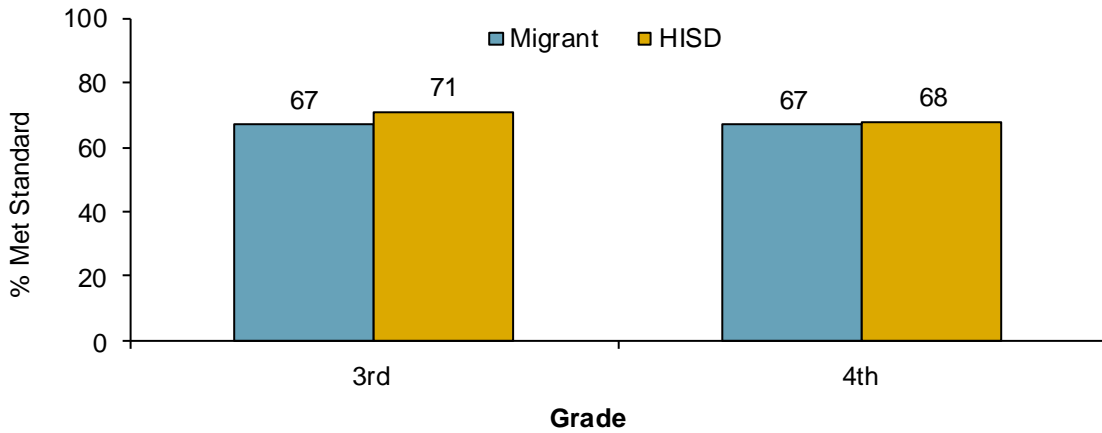
- A lower percentage of 4th, 6th, and 7th grade migrant students met the STAAR Level II: Satisfactory (Phase-In 1) standard compared to the district on the 2013–2014 English version of the STAAR mathematics test (Figure 13).
- A comparable percentage of 3rd and 5th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard, while a higher percentage of 8th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard on the 2013–2014 English version of the STAAR mathematics test compared to the district (Figure 13).

Figure 13. Percentage of migrant students who met the STAAR Level II: Satisfactory (Phase-In 1) standard on the 2013–2014 English version STAAR mathematics test by grade level



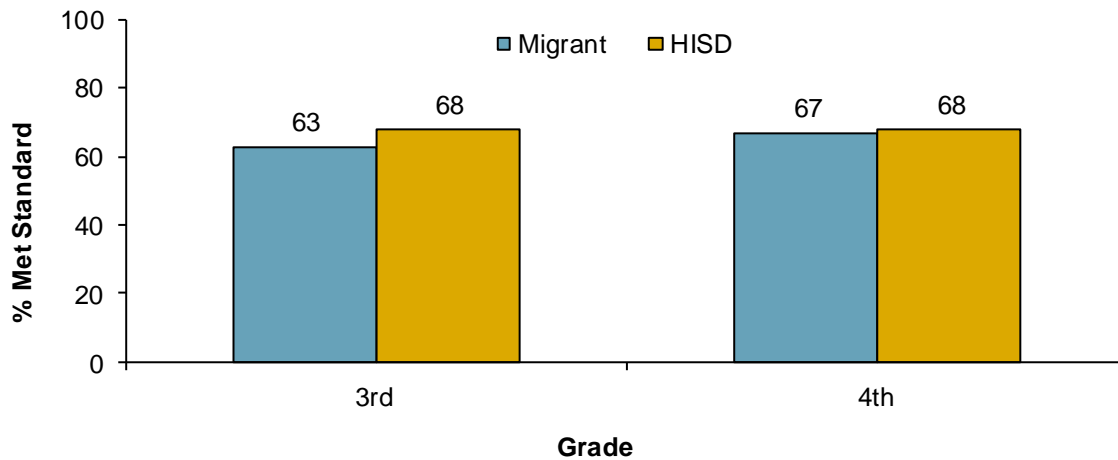
- A comparable percentage of 4th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard on the Spanish version of the STAAR reading test compared to the district (Figure 14).
- A slightly lower percentage of 3rd grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard on the Spanish version of the STAAR reading test compared to the district (Figure 14).

Figure 14. Percentage of migrant students who met the STAAR Level II: Satisfactory (Phase-In 1) standard on the 2013–2014 Spanish version STAAR reading test by grade level



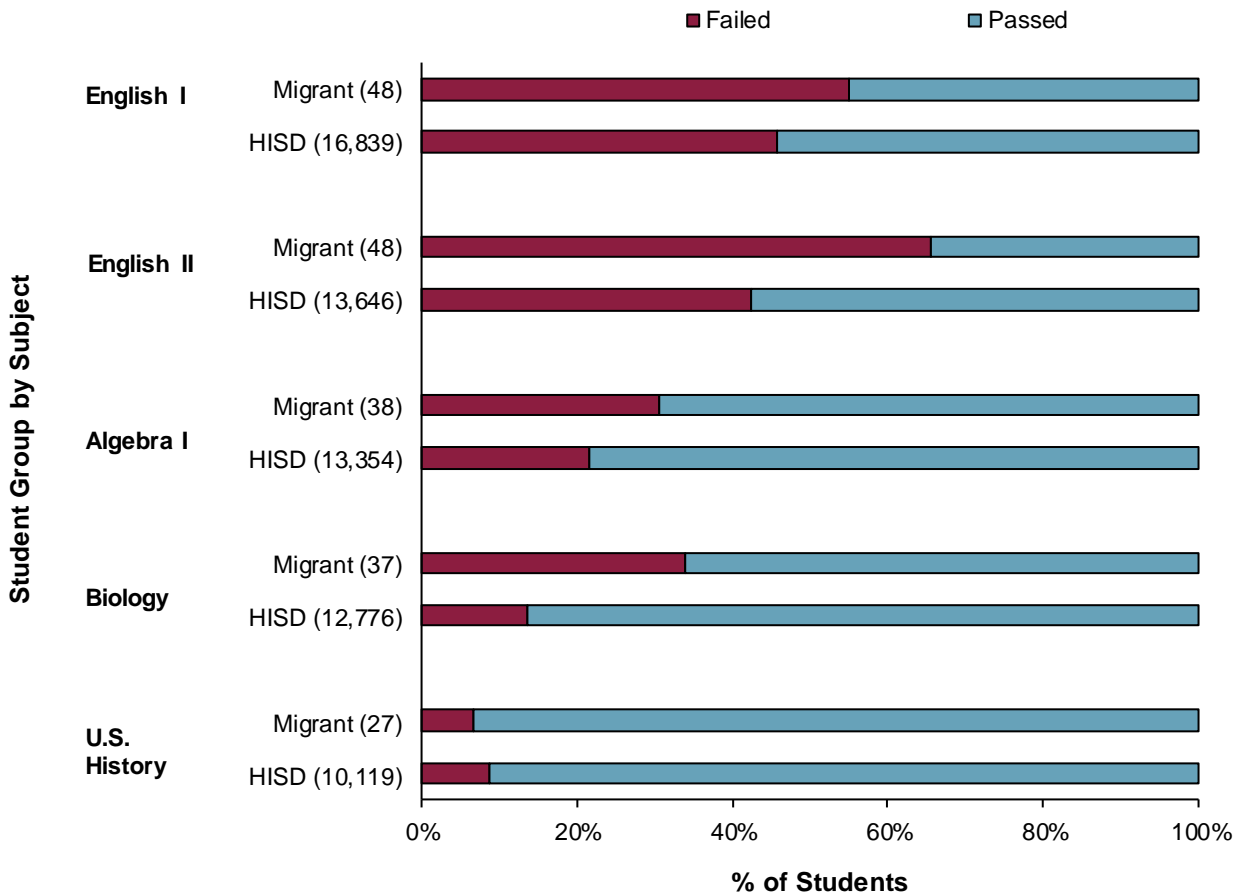
- A comparable percentage of 4th grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard on the Spanish version of the STAAR mathematics test compared to the district (Figure 15).
- A slightly lower percentage of 3rd grade migrant students met the 2014 STAAR Level II: Satisfactory (Phase-In 1) standard on the Spanish version of the STAAR mathematics test compared to the district (Figure 15).

Figure 15. Percentage of migrant students who met the STAAR Level II: Satisfactory (Phase-In 1) standard on the 2013–2014 Spanish version STAAR mathematics test by grade level



- **Figure 16** depicts results for the STAAR-EOC assessments. Shown are the percentages of migrant students who met the STAAR Level II: Satisfactory (Phase-In 1) standard or above on the English I and II, Algebra I, Biology, and U.S. History EOC exams. Figures in parentheses show the number of students tested.
- Migrant students passed EOC exams at a lower rate than the district on all subjects, except U.S. History. Gaps in passing rates ranged from a high of 27% in Biology to a low of 5% in U.S. History (Figure 16).

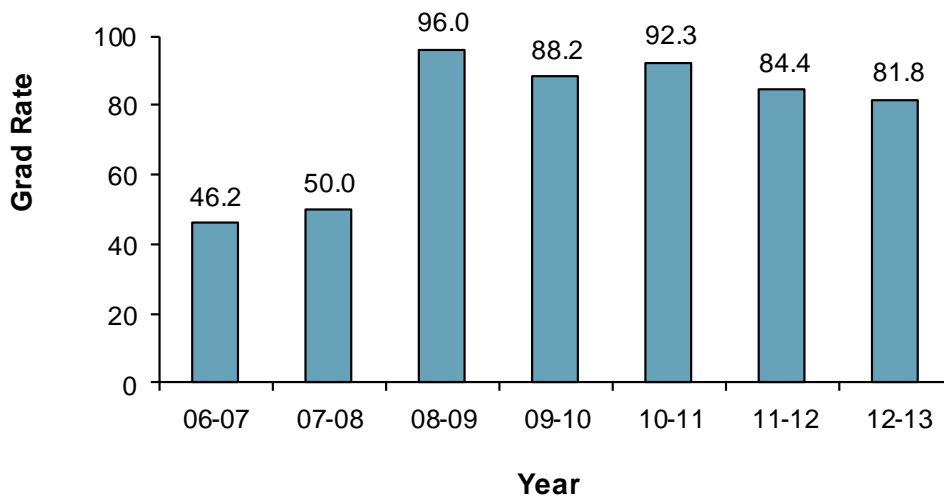
Figure 16. Percentage of migrant students who met the STAAR EOC standard by subject, 2013–2014



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

- Graduation data are presented in **Figures 17, 18, and 19.**
- Figure 17 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 81.8% for 2012–2013, the most recent year for which data were available. This was a decrease from the previous year (84.4%).

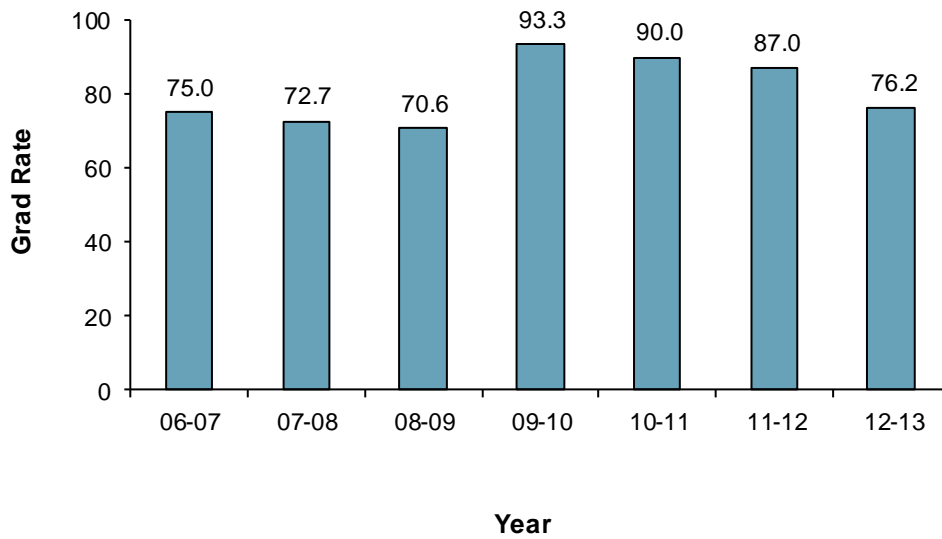
Figure 17. Migrant student annual graduation rates, 2006–2007 to 2012–2013



Source: *PBMAS*

- Figure 18 shows the percentage of migrant students receiving the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) advanced diplomas 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 87.0% in 2011–2012 to 76.2% in 2012–2013.

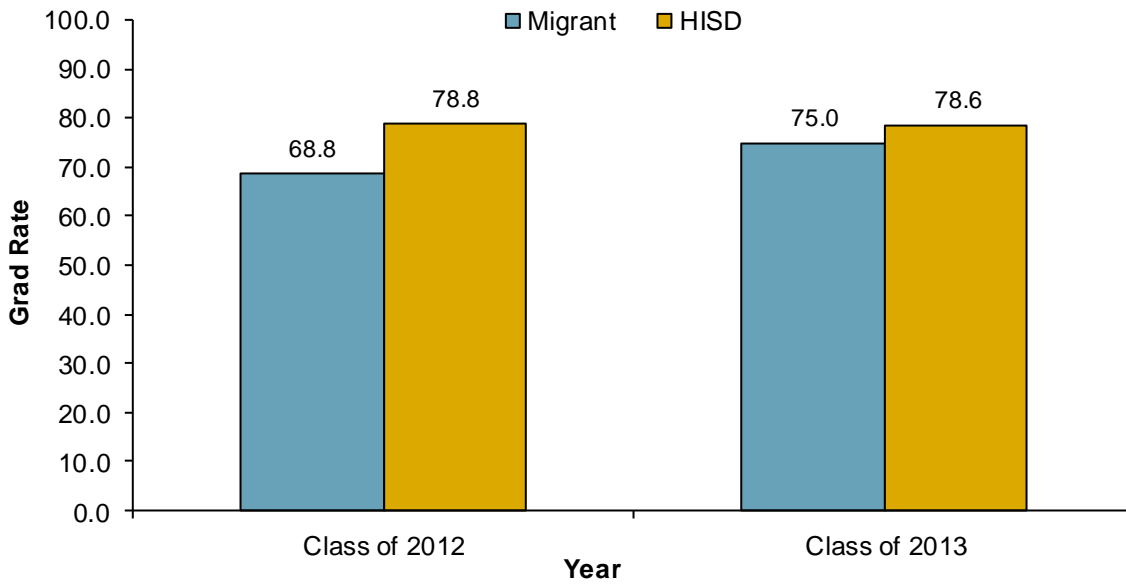
Figure 18. Percent of migrant students graduating with RHSP/DAP diplomas, 2006–2007 to 2012–2013



Source: *PBMAS*

- Figure 19 presents the longitudinal graduation rates of migrant and the district students. The formula of longitudinal graduation rate is based on the graduation rate for the cohort of students who started in grade 9 and progressed through to grade 12 within four years. The reported longitudinal graduation rate for migrant students in the Class of 2013 was 75.0% compared to 78.6% for the district. The gap between migrant and the district longitudinal graduation rates decreased from 10 percentage points for the Class of 2012 to 3.6 percentage points for the Class of 2013.

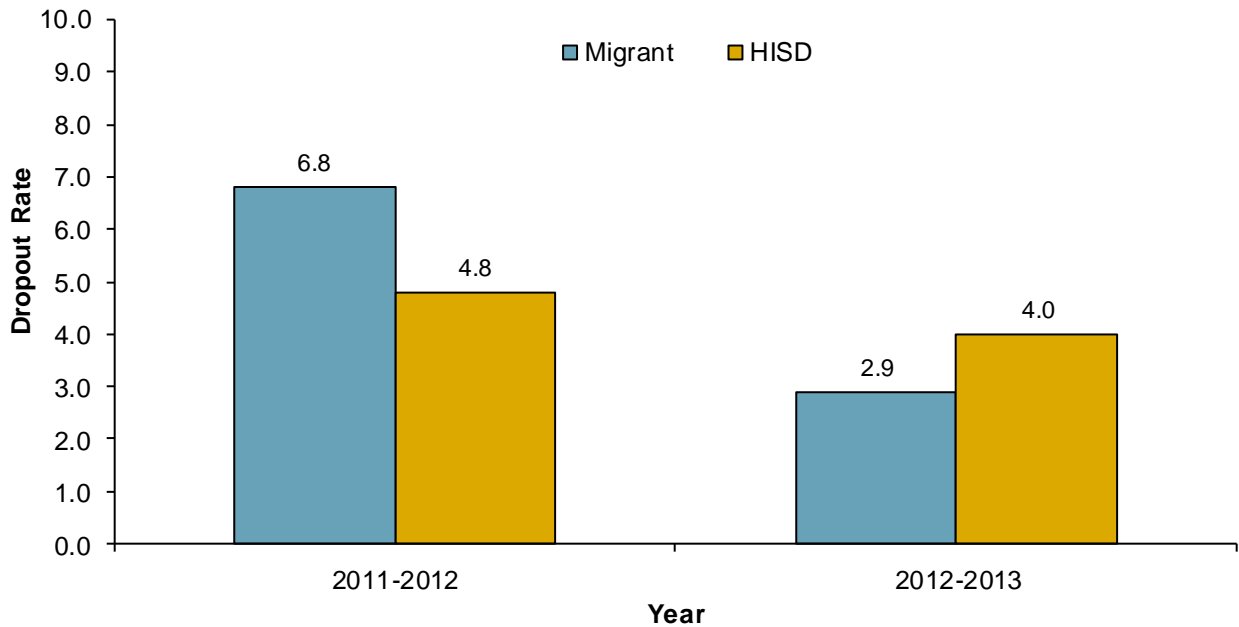
Figure 19. Migrant student longitudinal graduation rates compared with the district, Class of 2012 and Class of 2013



Source: *PBMAS*

- Dropout rates are shown in **Figures 20** and **21**. Figure 20 shows annual dropout rates for the migrant students and the district. Annual dropout rate is defined as the total number of migrant students in grades 9–12 dropping out in a given year divided by the total number of migrant students enrolled in grades 9–12 in that year. The annual dropout rate for migrant students was lower than the district's in 2012–2013, and it was reduced from 6.8% in 2011–2012 to 2.9% in 2012–2013.
- The gap between migrant and district's annual drop rates was reduced from 2 percentage points in 2011–2012 to 1.1 percentage points in 2012–2013 in favor of migrant students (Figure 20).

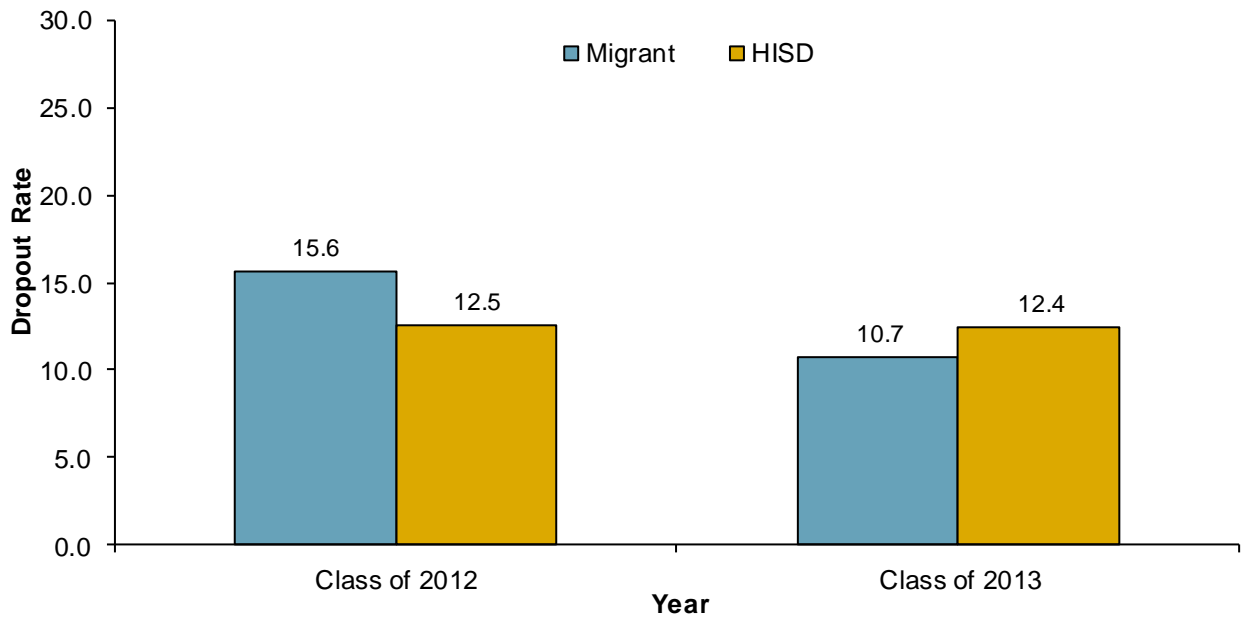
Figure 20. Migrant student annual dropout rates, 2011–2012 and 2012–2013



Source: *PBMAS*

- Figure 21 shows the longitudinal dropout rates from 2012 and 2013. 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. Results showed that the longitudinal dropout rate for migrant students was lower compared to the district for the Class 2013, and was reduced from 15.6 percentage points for the Class of 2012 to 10.7 percentage points for the Class of 2013.
- The gap between migrant and the district longitudinal drop rates was reduced from 3.1 percentage points for the Class of 2012 to 1.7 percentage points for the Class of 2013 in favor of migrant students (Figure 21).

Figure 21. Migrant student longitudinal dropout rates, Class of 2012 and Class of 2013



Source: *PBMAS*

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. This report provides summary information on the accomplishments made by migrant students and MEP staff in HISD. Student performance data showed that migrant students performed slightly below the levels of district overall students on a variety of assessments (although there were exceptions, e.g. TELPAS proficiency). In contrast, graduation and dropout data for the most recent year available (2012–2013) showed there is a decline in the dropout rate for migrant students. The gap of graduation and dropout rates between migrant and the district students were reduced in 2012–2013 compared to 2011–2012. The parent survey results showed that parents saw the support services offered by the MEP as valuable and contributing to the overall educational progress of migrant children and youth.

Based on evaluation findings, there are three recommendations. First, based on the parent survey results parents indicated that they needed more information on how to help their children with homework and information about school safety, and ESL/GED instruction for parents. As funds allow, the MEP should explore ways that MEP can work with the Department of Family and Community Engagement to provide additional assistance to migrant families that will help improve the learning and achievement of migrant students as well as the skills of their parents. Second, the MEP may consider including new survey items related to technology support and psychological consulting services in their parent survey as an option when parents are asked to provide suggestions for program improvement. In this way, MEP can identify additional services that migrant students and their families may need. Finally, the high school EOC exam passing rates should be monitored closely because they are a concern. The MEP should continue to target interventions and tutoring services to students enrolled in the EOC courses.

Reference

Kindler, A. (1995). "Education of migrant children in the United States." Directions in Language and Education 1(8), Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

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Texas Education Agency, Division of Migrant Education (2006).<http://www.tea.state.tx.us/nclb/migrant/>

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Appendix A

Table 1. Demographic Characteristics of HISD Migrant Students, 2012–2013 to 2013–2014

Demographic Characteristic	2012–2013 (n = 554)		2013–2014 (n = 438)*	
	n	%	n	%
<u>Ethnicity</u>				
Asian	0	0.0	0	0.0
African American	0	0.0	3	0.7
Hispanic	549	99.1	430	98.2
White	3	0.5	4	0.9
Other	0	0.0	1	0.2
Economically Disadvantaged	550	99.3	435	99.3
Special Education	35	6.3	26	5.9
Limited English Proficient (LEP)	303	54.7	232	53.0
At-Risk	414	74.7	347	79.2
Gifted/Talented	70	12.6	56	12.7

Note. All data retrieved from PEIMS 2013–2014. Only 438 out of 494 migrant students' demographic information can be found in PEIMS 2013–2014.

Table 2. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2013–2014

	2012–2013		2013–2014	
	n	%	n	%
Phone calls/Visits				
Eligible for MEP	78	30.0	78	30.0
Not eligible for MEP	182	70.0	182	70.0
Students recruited				
New	54	24.3	65	30.0
Previously identified	168	75.7	152	70.0
Certificates of eligibility	78	--	78	--
Total school supplies distributed				
Steeping Stones	20	3.2	13	2.6
Elementary School	308	49.1	235	47.3
Middle School	139	22.2	121	24.3
High School	160	25.5	128	25.8

Table 3. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2013–2014

	Regular (n = 532)		Summer (n = 532)	
	n	%	n	%
Instructional Services				
Career Exploration	20	3.8	0	0.0
UT distance Learning for Migrant Student	38	7.1	0	0.0
Stepping Stone	17	3.2	12	2.3
Technology Instruction	20	3.8	0	0.0
Tutorial Elementary	63	11.8	39	7.3
Tutorial Secondary	54	10.2	11	2.1
Support Services				
Clothing	497	93.4	0	0.0
Counseling Service	6	1.1	0	0.0
Leadership Academy/Migrant Club	18	3.4	0	0.0
School Supplies	497	93.4	0	0.0
Tools for Homework Assistance	11	2.1	0	0.0
Transportation	18	3.4	0	0.0

Table 4. Summary of Responses to Parent Survey Administered to Parents of Migrant Students

Q1. Which service that you feel are needed <u>MOST</u> to help your children be successful in school.		
Instructional Services	# Responses	% Total (n = 98)
more reading/literacy help	58	59.2
summer programs	31	31.6
pre-school programs	11	11.2
in-school tutoring	41	41.8
before/after school tutoring	25	25.5
more mathematics help	40	40.8
HS credit programs	31	31.6
Dropout prevention programs	8	8.2
programs for out-of-school youth	11	11.2
graduation/career activities	23	23.5
English language proficiency	25	25.5
info re HISD ed system/requirements	11	11.2
general diploma (GED)	22	22.4
other	0	0.0
Support Services		
interpreting/translating	15	15.3
locating resources	8	8.2
clothing vouchers	61	62.2
health referrals	30	30.6
parent education	13	13.3
counseling for students	46	46.9
school supplies (books/materials etc.)	64	65.3
referrals to community agencies	17	17.3
info for out-of-school youth	12	12.2
career/postsecondary info	34	34.7
info on 0-4 yr old services	19	19.4
other	1	1.0

Q2. Suggestion to improve services to migrant children and family.		
more home visits by migrant staff	20	20.4
health/nutrition info	24	24.5
info on how to help my child in reading	49	50.0
info on how to help my child in math	42	42.9
increased communication/coordination w school	21	21.4
HS graduation/dropout prevention info	25	25.5
info on preparing my infants/toddlers for school	24	24.5
info on my child who is out-of-school	20	20.4
other	1	1.0
Q3. What topics would you recommend for greater parent involvement to help you support your children's learning?		
promoting HS graduation	38	38.8
info on options after HS	36	36.7
helping with homework	43	43.9
health/nutrition in the home	22	22.4
school safety (drug/gang awareness)	49	50.0
increasing parent literacy	12	12.2
finding community resources	18	18.4
parent rights/school policies	20	20.4
ESL/GED instruction for parents	41	41.8
ways to help w reading/math	33	33.7
young child school readiness	13	13.3
other	3	3.1
Q4. How would you rate the services provided by the Migrant Education Program?		
Very Good	85	86.7
Good	8	8.2
Fair	0	0.0
Poor	0	0.0
Invalid	1	1.0

Table 5. STAAR Results for Elementary Students (3rd to 5th Grades) Who Received Tutoring and Met the STAAR Level II: Satisfactory (Phase-In 1) Standard, 2012–2014

Subject	2012–2013		2013–2014	
	n	%	n	%
Reading	28	43	39	74
Writing	5	60	17	76
Mathematics	12	75	23	65

Table 6. STAAR Results for Secondary Students (6th to 12th Grades) Who Received Tutoring and Met the STAAR Level II: Satisfactory (Phase-In 1) Standard, 2012–2014

Subject	2012–2013		2013–2014	
	n	%	n	%
Reading/ English I/English II	32	50	38	71
Writing	0	0	1	*
Mathematics/Algebra I	0	0	19	63
Science/Biology	1	*	14	50
Social Studies/U.S. History	0	0	3	*

Note. *denotes fewer than 5 students tested.

Appendix B

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 2013–2014.

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 2013, while NGS numbers are based on the reporting period for the grant year (which ended August 31, 2014).