

MEMORANDUM

November 30, 2018

TO: Magda Galindo
Manager, Migrant Education Program Office

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **MIGRANT EDUCATION PROGRAM, 2017–2018**

The Migrant Education Program (MEP) is authorized under Title I of the Every Student Succeeds Act (ESSA) of 2015. In an effort to comply with Title I, the HISD MEP works to assist migrant students to overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. The goal of the program is to ensure migrant students succeed in school, and to successfully transition to postsecondary education or employment.

The attached report examines the impact of MEP on migrant students' performance on the Iowa, Logramos, STAAR, and TELPAS in 2017–2018 as well as migrant students' dropout and graduation rates in 2016–2017.

Key findings include:

- There were 252 migrant students in 2017–2018 compared to 255 in 2016–2017.
- A lower percentage of migrant (English learner) EL students scored at the Advanced high level on the TELPAS, measuring English acquisition, than EL students in the district.
- There was an increase in the migrant student annual graduation rate, from 91 percent in 2015–2016 to 92.3 percent in 2016–2017.
- The annual grades 9–12 dropout rate of migrant students was fairly comparable to the district in 2016–2017 (4.8 percent versus 4.6 percent).

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

 CJS

Attachment

cc: Noelia Longoria
Courtney Busby
Anna White
Patricia Sanchez



RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM, 2017-2018



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4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

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MIGRANT EDUCATION PROGRAM 2017–2018

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Every Student Succeeds Act (ESSA) of 2015. Title I, Part C states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (U.S. Department of Education, 2002). A migrant student refers to any child under the age of 22 years who works in the fishing or agricultural industry, or whose parent/guardian/spouse works in one of the aforementioned industries, and has crossed school district lines within the previous 36 months for the purpose of temporary or seasonal employment in the agricultural or fishing industries.

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

Highlights

- There were 252 migrant students enrolled in HISD during 2017–2018 academic year compared to 255 migrant students in 2016–2017.
- In 2017–2018, 100 percent of migrant students were Hispanic, 94 percent were economically-disadvantaged, 45 percent were Limited English Proficient (LEP), and 4.4 percent received services from special education programs.
- The migrant students obtained lower average standard scores than the district on the 2017–2018 Iowa English language arts (ELA) in both kindergarten and 5th grade.
- The kindergarten migrant students performed slightly better than the district on the 2017–2018 Iowa mathematics subtest, but the 5th grade migrant students scored lower than their district peers.
- The kindergarten migrant students obtained lower mean standard scores than the district on the 2017–2018 Logramos language arts (LA) subtest and mathematics subtest.
- A lower percentage of migrant English Learner (EL) students scored at the Advanced High level on the 2018 TELPAS compared to all EL students in the district who took TELPAS.
- A higher percentage of migrant EL students scored at the Advanced level on the 2018 TELPAS compared to the district for kindergarten to 12th grade EL students.

- A higher percentage of 5th grade migrant students met the 2018 STAAR Approaches Grade Level standard on the English version STAAR reading test compared to the district.
- A higher percentage of 5th and 6th grade migrant students met the 2018 STAAR Approaches Grade Level standard on the English version STAAR mathematics test compared to the district.
- Migrant students passed 2018 End-of-Course (EOC) exams at a lower rate than the district in all subjects, except U.S. History EOC.
- The migrant students' annual graduation rate was 92.3 percent for 2016–2017, which was higher than the graduation rate in 2015–2016.
- The longitudinal graduation rate for migrant students (0 percent) in the Class of 2017 was lower than the district (78.8 percent) although there were less than five migrant students in the Class of 2017.
- The annual grades 9–12 dropout rate of migrant students was comparable to the district in 2016–2017 (4.8 percent versus 4.6 percent), while the migrant students' longitudinal dropout rate (100 percent) was higher than the district rate (13.1 percent) for the Class of 2017.

Introduction

Texas is among six states in the United States that have the highest number of agricultural workers under the age of 18, which is directly correlated with number of adult farmworkers found in the same states (National Center for Farmworker Health, Inc., 2012). Migrant students face several challenges that are associated with the high geographic mobility that is a primary characteristic of migrant families. They often have difficulty overcoming poverty, language barriers, and cultural differences caused by frequent relocations (Green, 2003). In addition to the cultural disadvantages that migrant students often face, they also encounter educational problems associated with their migrant lifestyle. Specifically, they struggle with school attendance which in turn leads to issues with staying on grade-level and meeting graduation requirements (Green, 2003; Kindler, 1994; Salerno, 1991). There are also substantial impacts on students being able to develop a social network and/or a peer support group (Green, 2003; Salerno, 1991). DiCerbo (2001) makes several suggestions about best practices that should be used when working with migrant students (e.g. “implement appropriate assessment of language proficiency and academic needs,” and “conduct outreach and communication in the parent’s home language,” and “build on migrant student’s strengths by incorporating students’ culture and language into the curriculum”).

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Every Student Succeeds Act (ESSA) of 2015. Section 1301, Part C of Title I states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students. In general, the MEP attempts to ensure that children of migrant workers have access to the same free, appropriate public education as all children. A migrant student is a [person] who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who moved in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work. After 36 months, the migrant student loses his or her migrant status, unless the family makes a “qualifying move” to obtain migratory work. After a qualifying move, they can regain migrant status for the student by applying for a Certificate of Eligibility (COE).

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

HISD addresses the unique educational needs of migratory children by focusing on five areas: identification and recruitment; interstate/intrastate coordination and transfer of records (via the New Generation System, NGS); encouraging parental involvement; delivery of program services; and finally, program monitoring and evaluation (see **Appendix A** for further details, p. 21). The purpose of this evaluation was to examine the impact of the migrant education program on students’ performance on the Iowa and Logramos norm-referenced assessments, State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS) as well as migrant students’ dropout rate and graduation rate.

Methods

Data Collection and Analysis

Measures

- Iowa Assessment measures students' academic achievement in various academic subjects in kindergarten and fifth grade. The English language arts (ELA) and mathematics test scores in this report were the 2017–2018 kindergarten and 5th grade Iowa ELA and mathematics subtests.
- Logramos is a norm-referenced, standardized achievement test in Spanish, and is used to assess the level of content mastery for students who receive instruction in Spanish. The Logramos assesses students' academic achievement in the same content areas as the Iowa Assessment (i.e., ELA and mathematics); however, the Logramos is not a translation of the Iowa Assessment. In this report, 2017–2018 kindergarten and 5th grade Logramos language arts (LA) and mathematics subtests were used to measure migrant students' academic performance. Students in kindergarten and 5th grade take the Iowa Assessments or Logramos in December for Gifted/Talented identification purpose.
- State of Texas Assessments of Academic Readiness (STAAR) is the state of Texas criterion-referenced assessment program that focuses on increasing postsecondary readiness of graduating high school students, and helps to ensure that Texas students are competitive both nationally and internationally. The key outcome measures for grades 3–8 students in this report were the percentage of students who met the 2018 STAAR Approaches Grade Level standard in reading and mathematics tests. Results are reported separately for the English and Spanish versions of the STAAR. For grades 5 and 8 with multiple administrations, the first test administration was used.
- For the STAAR End-of-Course (EOC) assessments, students must pass the five STAAR EOC assessments (Algebra I, Biology, English I, English II, and U.S. History) to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025. The proficiency level descriptors in 2017–2018 were as follows: Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Performance at or above the Approaches Grade Level standard satisfies the graduation requirement for each End-of-Course exam. Only first-time tested students were reported in this evaluation.
- Texas English Language Proficiency Assessment System (TELPAS) is an assessment program for students in Texas public schools who are learning the English language. This English language proficiency assessment is administered to all English Learner (EL) students in kindergarten through twelfth grade annually until their language proficiency assessment committee (LPAC) concludes that they have excelled to a level of proficiency. The assessment was developed by the TEA in response to federal testing requirements (U.S. Department of Education, 2002). Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.
- Additional data (annual migrant graduation rate and demographic information) were collected from the Public Education Information Management System (PEIMS). Longitudinal graduation rates and annual and longitudinal dropout rates were obtained from the 2017–2018 Completion, Graduation, and Dropouts report provided by the Division of Research and Analysis of TEA.

Data Analysis

- Comparisons were made between migrant students and their peers in the district on the STAAR, STAAR EOC, Iowa Assessment, Logramos Assessment, and TELPAS. District-level data were retrieved from district-level summary reports. For STAAR grades 3–8, the percentage of first time testers who met the Approaches Grade Level standard is shown. STAAR results were reported and analyzed for the reading and mathematics subtests by grade level. STAAR EOC results include the percentage of students who met Approaches Grade Level standard for Algebra I, Biology, English I and II, and U.S. History. In order to compare students' scores, the standard score was reported for both Iowa and Logramos Assessment.
- For TELPAS test, the percent of EL students at each proficiency level is presented in the report to illustrate the overall level of English language proficiency exhibited by EL students.
- The 2017 migrant students' graduation and dropout rates were compared with the district's rates. The 2017–2018 course grades for migrant students received in each grading cycle were reported.

Sample

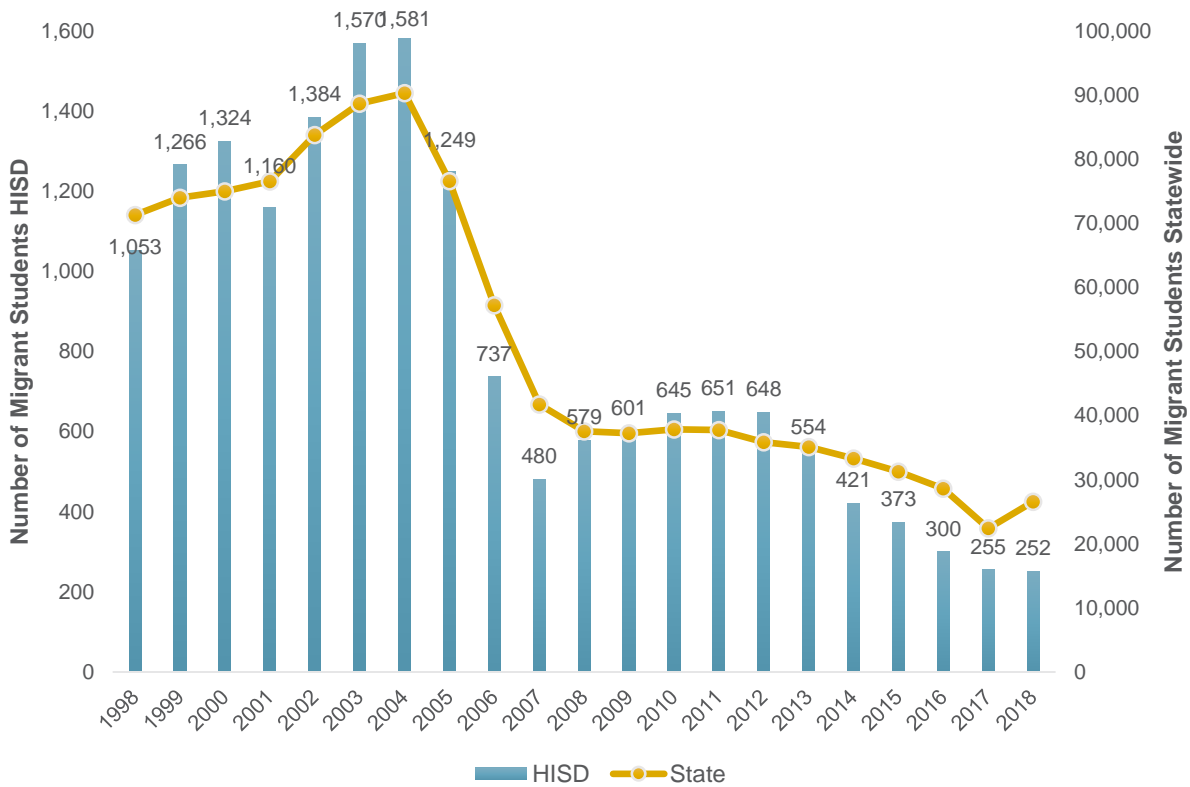
- The U.S. Department of Education (2002) defines migrant students as "...a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who moved in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work" (p. 1580). The sample in this evaluation included students who attended HISD schools in 2017–2018, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than '0'— enrolled, no membership.
- A total of 252 migrant students met migrant eligibility criteria. These students were matched with the HISD student assessment databases to obtain migrant students' test data for Iowa and Logramos Assessments. The migrant students' graduation rate, dropout rate and test results on the STAAR, STAAR End-of-Course (EOC), and TELPAS were obtained from the summary report provided by HISD Migrant Education Program Office. (Note: A small population of migrant students was compared to a large population tested district wide. Results for migrant students may be affected by a small number of students, while the larger population may regress toward the mean.)

Results

What was the HISD migrant education program enrollment trend from 1998–2018?

- **Figure 1** presents the migrant student enrollment trends for HISD and Texas from 1998 to 2018.
- Migrant students typically account for less than one percent of the district's student population. The number of migrant students decreased in 2017–2018 from the previous year, from 255 to 252, a decline of 1 percent, at the same time, the number of migrant students increased statewide.

Figure 1. Migrant student enrollment in HISD and statewide, 1998 to 2018



Sources: PEIMS database, Enrollment in Texas Public Schools (http://tea.texas.gov/acctres/enroll_index.html)

What were the demographic characteristics of migrant students enrolled in HISD schools in 2017 –2018?

- Student characteristics in 2016–2017 compared to 2017–2018 were similar with respect to ethnicity, special education placement, economically-disadvantaged, and Limited English Proficient (LEP) status (**Appendix B-Table 1**, p. 22). In 2017–2018, 100 percent of migrant students were Hispanic, 94 percent were economically-disadvantaged, 45 percent were LEP, and 4.4 percent received services from special education programs.
- Migrant students classified as gifted-talented accounted for 7 percent in 2017–2018, which was similar as the percentage of G/T migrant students in 2016–2017 (Appendix B-Table 1, p. 22).
- The proportion of at-risk migrant students increased from 83.9 percent in 2016–2017 to 86 percent in 2017–2018 (Appendix B-Table 1, p. 22).

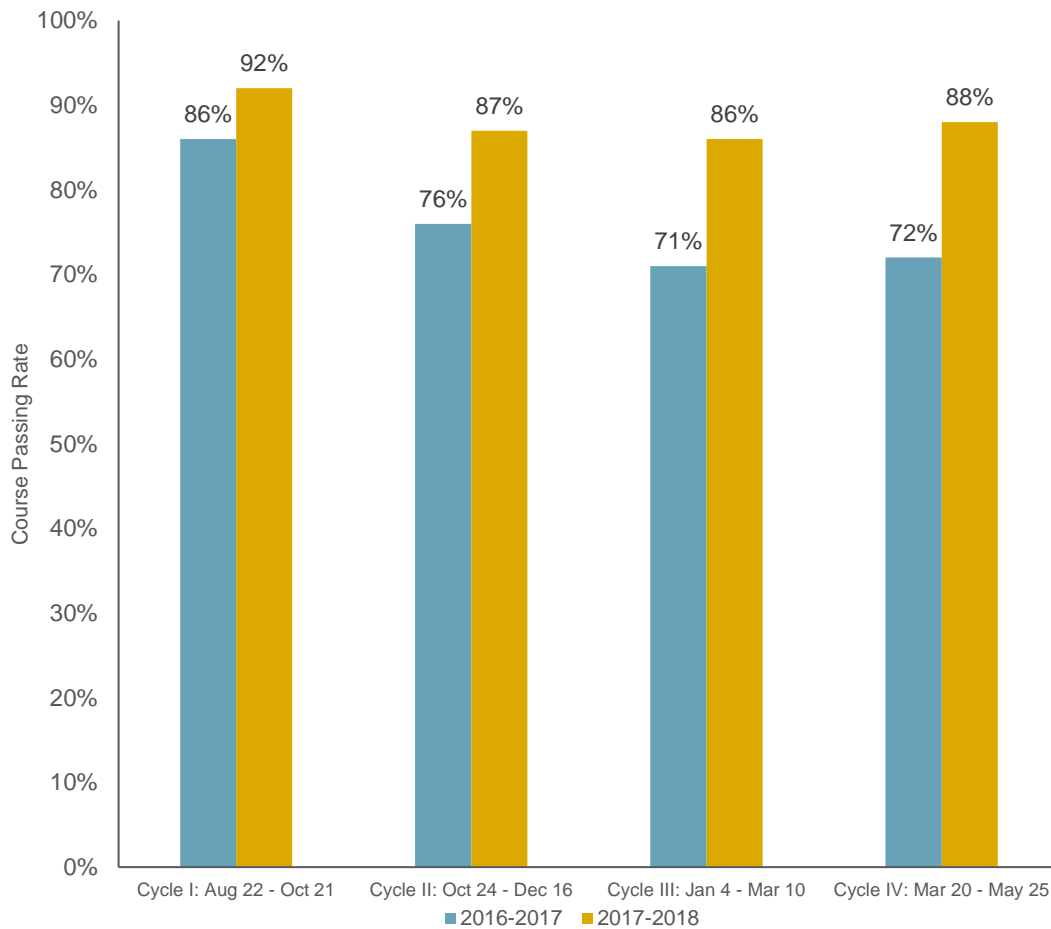
What methods were used by district MEP staff members to identify and recruit migrant students and verify the eligibility of migrant students and their families?

- Migrant recruitment activities for the 2017–2018 school year are shown in **Appendix B-Table 2**, p. 22. The total number of families contacted via phone calls or visits increased by 7.7 percent from 452 in 2016–2017 to 487 in 2017–2018.
- The total number of newly-recruited migrant students in 2017–2018 (79) was less than the previous year (101) (Appendix B-Table 2, p.22).
- **Appendix B-Table 3** shows the number and percentage of migrant students who benefited from MEP’s instructional and support services in 2017–2018. Among the instructional services offered, the Study Island program and Tutorial programs (Secondary) were most frequently used during the school year. During the summer, the number of migrant elementary students being tutored was almost three times the number of secondary migrant students (see p. 23).
- Appendix B-Table 3 also shows the number of migrant students receiving support services. Among support services offered, transportation service during the summer of 2018 was the most popular service, with 29 students receiving the service. During the school year, the most popular service was clothing vouchers, with 154 students receiving the service (see p. 23).

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

- **Figure 2** depicts the passing rate of migrant students who received tutoring courses provided by MEP on the four grading cycles (quarterly) in 2016–2017 and 2017–2018. The migrant students performed better in 2017–2018 than last year in 4 grading cycles.

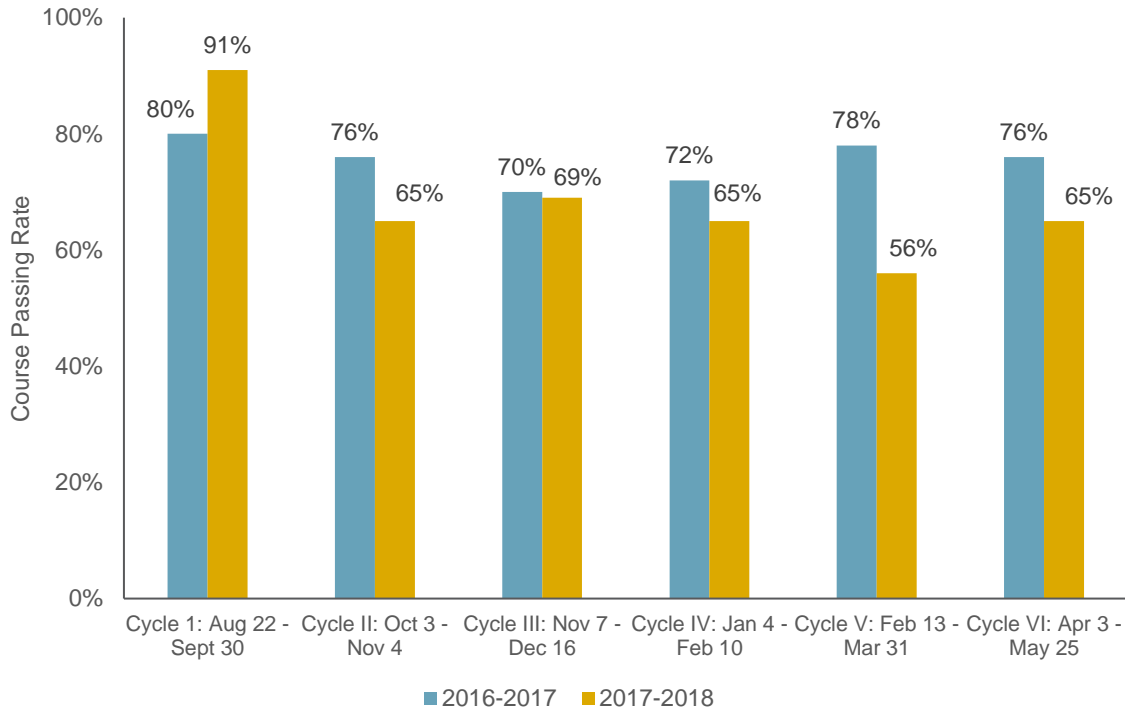
Figure 2. Tutored course passing rate (4 grading cycles), 2016–2018



Source: HISD Migrant Education Program Office

- **Figure 3** (p. 9) depicts the passing rate of migrant students who received the tutoring courses provided by MEP on the six grading cycles (6 weeks) in 2016–2017 and 2017–2018. Compared to the passing rates for students during Cycle I to Cycle VI in 2016–2017, the passing rates in 2017–2018 were lower in all grading cycles, except in Cycle I.

Figure 3. Tutored course passing rate (6 grading cycles), 2016–2018



Source: HISD Migrant Education Program Office

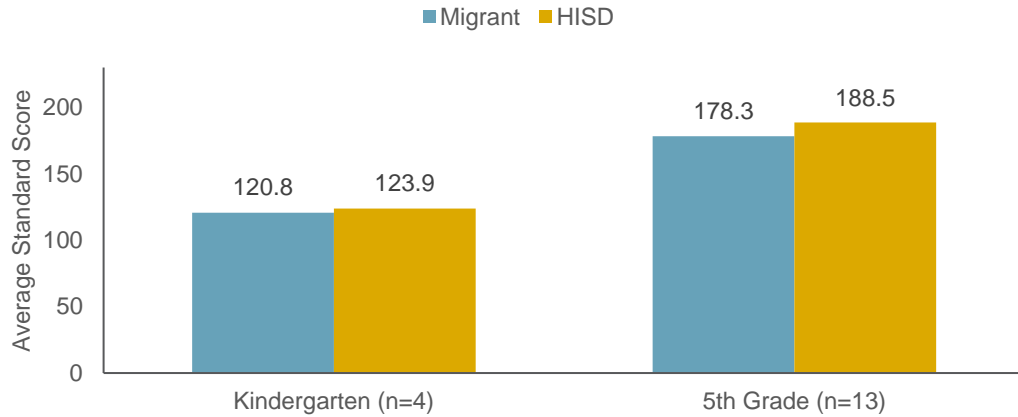
- Migrant Education Program office also used STAAR as an outcome measure of academic performance on migrant students who received tutoring services.
- **Appendix B-Table 4** shows that a higher percentage of elementary migrant students who received tutoring met the STAAR Approaches Grade Level standard on the STAAR (English and Spanish combined) reading test in 2016–2017. The percentage decrease in reading was from 55 percent in 2016–2017 to 14 percent in 2017–2018. The percentage increase in mathematics was from 60 percent in 2016–2017 to 71 percent in 2017–2018 (see p. 24).
- The percentage of secondary migrant students who received tutoring and met the STAAR Approaches Grade Level standard on STAAR reading or End-of-Course (EOC) English I and II exams and on STAAR mathematics decreased from the previous year (**Appendix B-Table 5**, p. 24).

How did migrant students perform on the 2017–2018 Iowa ELA, Logramos LA and mathematics subtests compared with their grade-level peers in the district?

- **Figures 4–7** included the performance comparison between migrant and district students on the Iowa ELA, Logramos LA, and Iowa and Logramos mathematics subtests. The number of migrant students tested are reflected in parentheses. Results should be considered cautiously due to the extremely small n-counts.

- The migrant students obtained lower average standard scores than the district on the 2017–2018 Iowa ELA in both kindergarten and 5th grade (Figure 4).

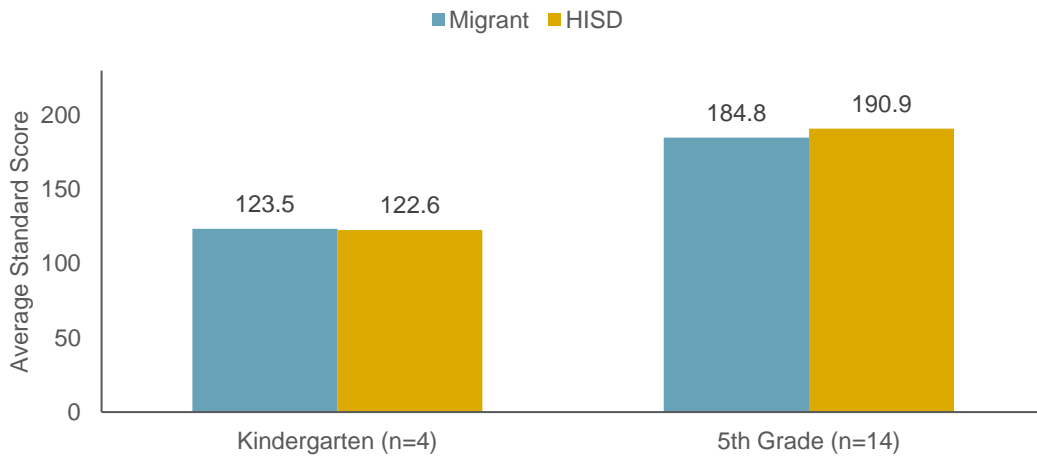
Figure 4. Mean standard scores on the 2017–2018 Iowa ELA subtest for migrant students by grade level



Source: 2017–2018 Riverside- Iowa Assessments data file

- The kindergarten migrant students performed slightly better than the district on the 2017–2018 Iowa mathematics subtest, but the 5th grade migrant students scored lower than their district peers (Figure 5).

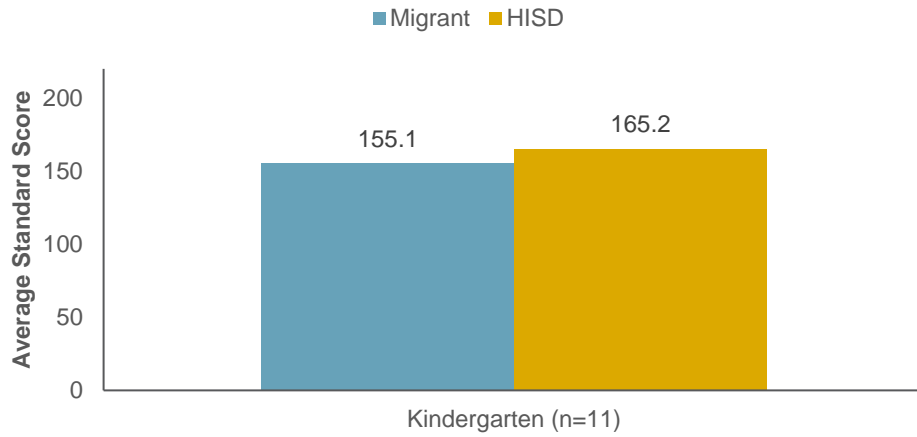
Figure 5. Mean standard scores on the 2017–2018 Iowa mathematics subtest for migrant students by grade level



Source: 2017–2018 Riverside- Iowa Assessments data file

- The kindergarten migrant students obtained a lower mean standard score than the district on the 2017–2018 Logramos LA subtest (Figure 6, p. 11).

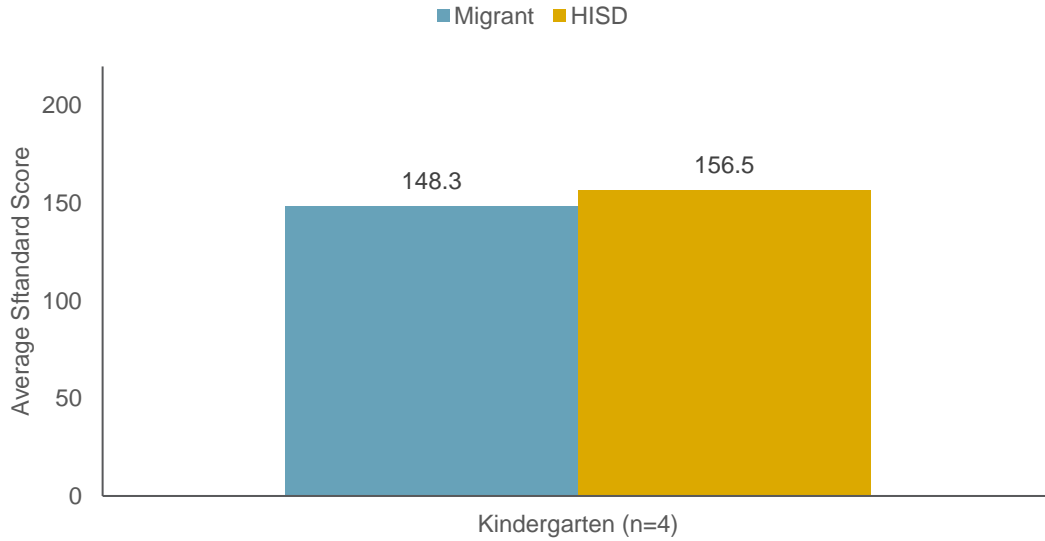
Figure 6. Mean standard score on the 2017–2018 Logramos LA for kindergarten migrant students



Source: 2017–2018 Riverside- Logramos Assessments data file

- The kindergarten migrant students obtained a lower mean standard score than the district on the 2017–2018 Logramos mathematics subtest (**Figure 7**).

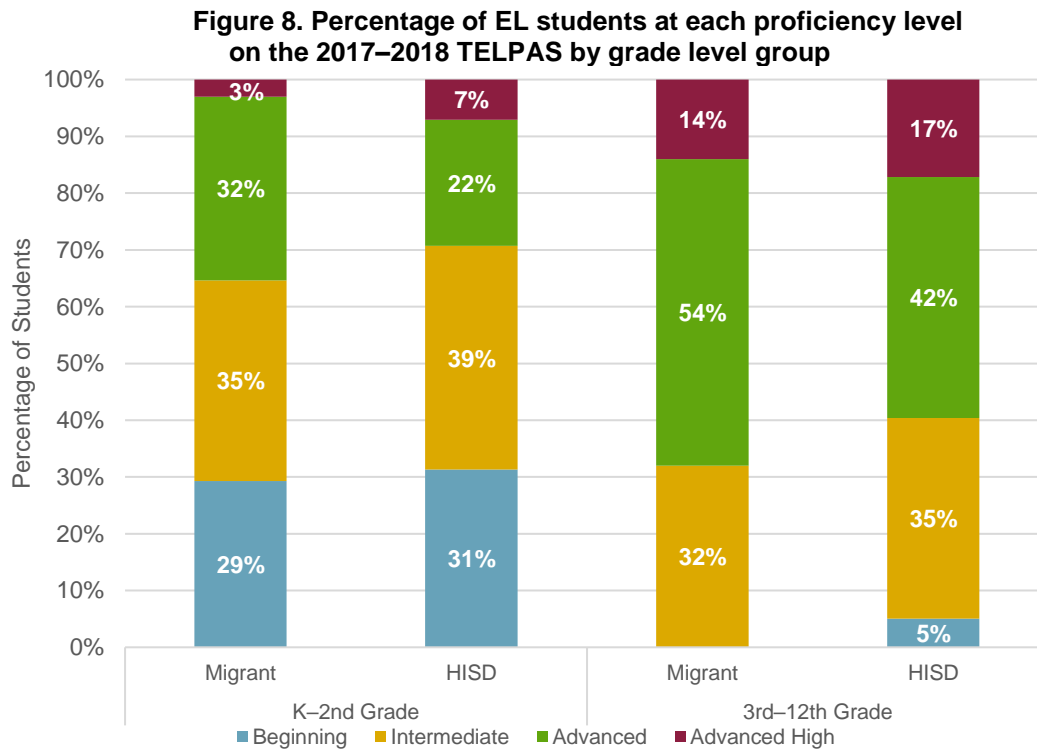
Figure 7. Mean standard scores on the 2017–2018 Logramos mathematics for kindergarten migrant students



Source: 2017–2018 Riverside- Logramos Assessments data file

How did migrant students perform on the 2017–2018 TELPAS compared with their grade-level peers in the district?

- **Figure 8** presents the performance level of English proficiency as measured by TELPAS. The 2017–2018 TELPAS report included 90 students who had the migrant student designation.
- Figure 8 shows the percentage of migrant students assessed and rated at the four proficiency levels of the 2017–2018 TELPAS. A lower percentage of migrant English Learner (EL) students scored at the Advanced High level on the TELPAS compared to all EL students in the district who took TELPAS (3 percent versus 7 percent for kindergarten to 2nd grade). Compared to the district, the percentage of 3rd to 12th grade migrant EL students that met the Advanced High level was also lower than the district (14 percent versus 17 percent).
- A higher percentage of migrant EL students scored at the Advanced level compared to the district for kindergarten to 2nd grade students (32 percent versus 22 percent) and 3rd to 12th grade students (54 percent versus 42 percent) (Figure 8).
- The percentage of migrant EL students who scored at the Intermediate level is lower than the district for kindergarten through 12th grades (35 percent versus 39 percent for kindergarten through 2nd grade; 32 percent versus 35 percent for 3rd to 12th grades) (Figure 8).
- A lower percentage of migrant EL students scored at the Beginning level compared to the district for kindergarten through 2nd grade (29 percent versus 31 percent). Compared to the district, the percentage of 3rd to 12th grades migrant EL students that met the Beginning level was lower than the district (0 percent versus 5 percent) (Figure 8).

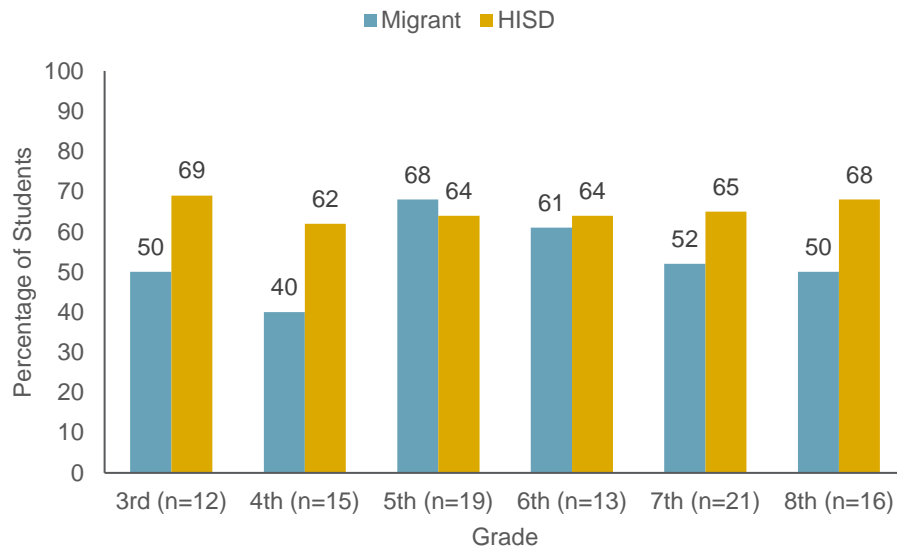


Source: HISD Migrant Education Program Office

How did migrant students perform on the 2017–2018 English and Spanish STAAR reading and mathematics tests, and the STAAR End-of-Course (EOC) tests compared with their grade-level peers in the district?

- **Figures 9–12** (p.13-15) present the performance comparison between migrant students and district students on the 2017–2018 English and Spanish versions of STAAR reading and mathematics tests. The number of migrant students tested are reflected in parentheses. The data were provided by the HISD Migrant Education Program Office, and the percentage was calculated based on students’ STAAR results on the first test administration. Results should be viewed with caution as they reflect extremely small n-counts.
- A lower percentage of migrant students met the 2018 STAAR Approaches Grade Level standard compared to the district in all grade levels on the 2017–2018 English version of the STAAR reading test, with the exception of 5th grade (Figure 9).

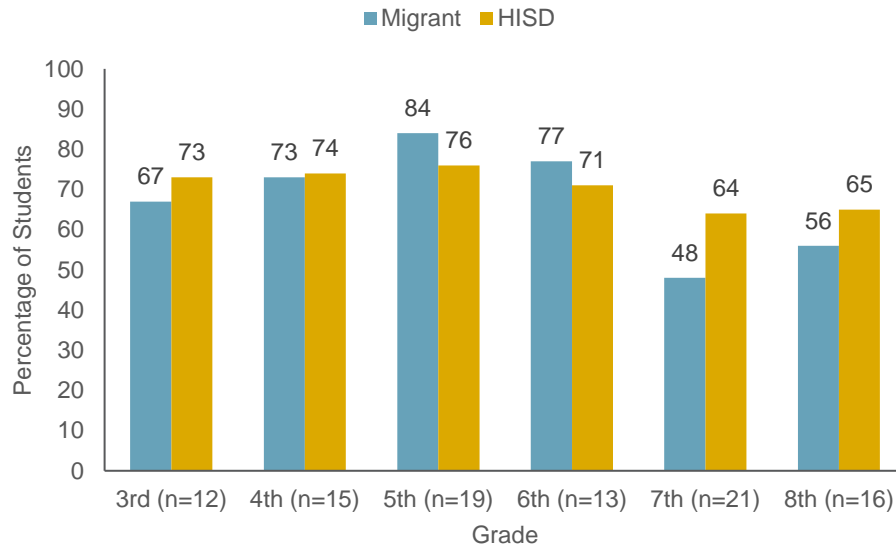
Figure 9. Percentage of migrant students who met Approaches Grade Level standard on the 2017–2018 English version STAAR reading test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- A lower percentage of 3rd, 4th, 7th and 8th grade migrant students met the 2018 STAAR Approaches Grade Level standard compared to the district on the 2017–2018 English version of the STAAR mathematics test (**Figure 10**, p. 14).
- A higher percentage of 5th and 6th grade migrant students met the 2018 STAAR Approaches Grade Level standard on the English version of STAAR mathematics test compared to the district (Figure 10, p. 14).

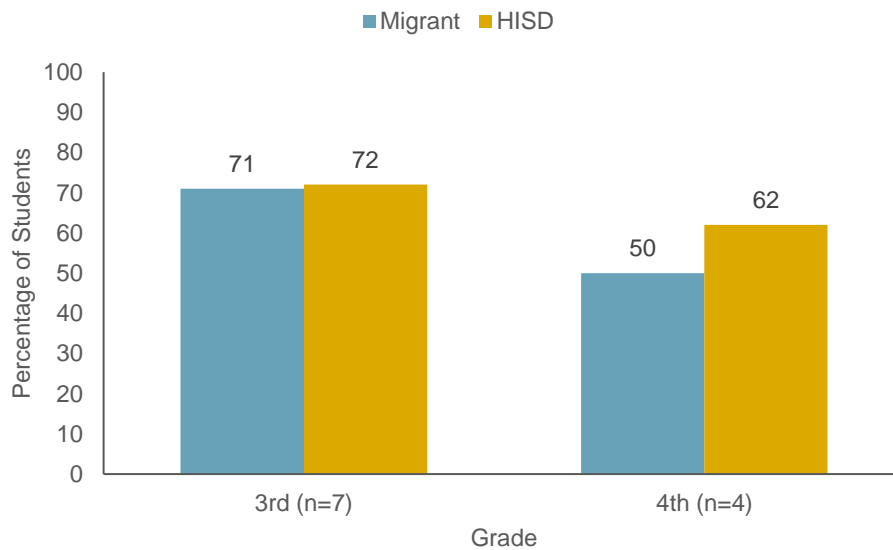
Figure 10. Percentage of migrant students who met Approaches Grade Level standard on the 2017–2018 English version STAAR mathematics test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- The percentage of 3rd grade migrant students met the 2018 STAAR Approaches Grade Level standard on the Spanish version of the STAAR reading test is comparable to the district, while the percentage of 4th grade migrant students who met the 2018 STAAR Approaches Grade Level standard on the Spanish version of the STAAR reading test was lower than the district (**Figure 11**). The small number of students tested should be taken into consideration when reviewing these results.

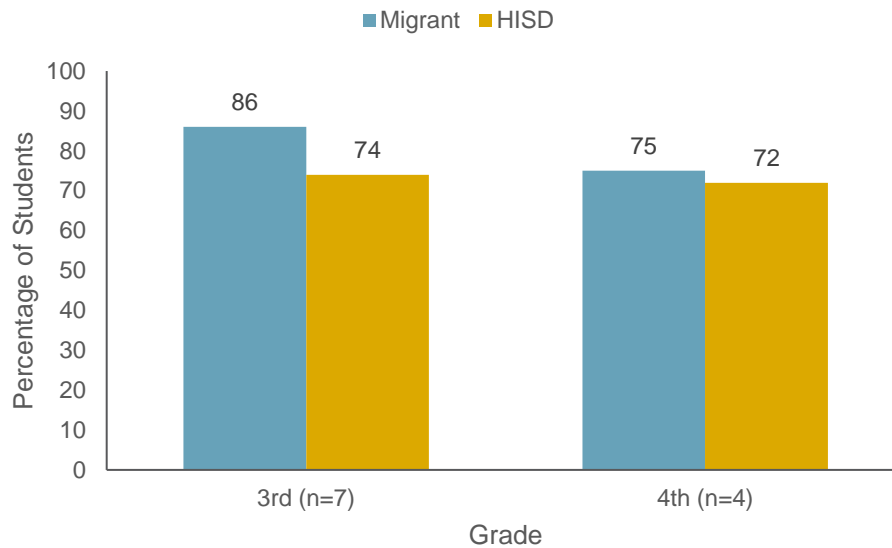
Figure 11. Percentage of migrant students who met Approaches Grade Level standard on the 2017–2018 Spanish version STAAR reading test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- The percentages of both 3rd and 4th grade migrant students who met the 2018 STAAR Approaches Grade Level standard on the Spanish version of the STAAR mathematics test were higher than the district (**Figure 12**).

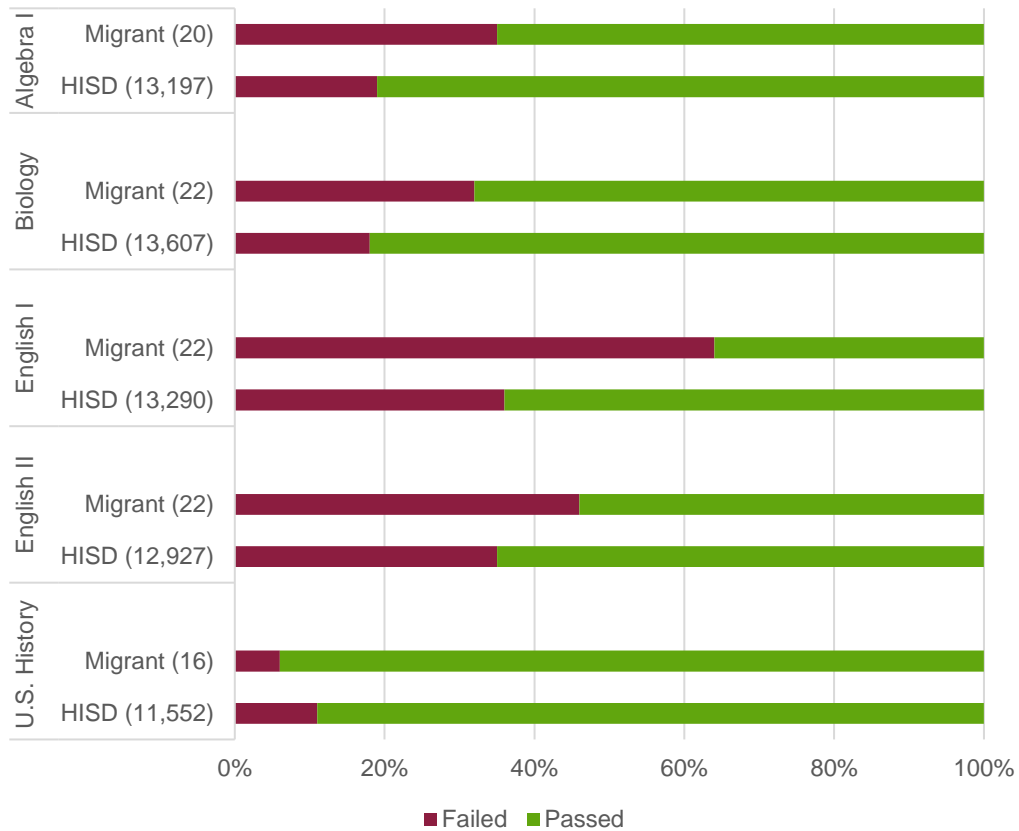
Figure 12. Percentage of migrant students who met Approaches Grade Level standard on the 2017–2018 Spanish version STAAR mathematics test by grade level



Source: HISD Migrant Education Program Office; First time tested students

- **Figure 13** (p. 16) depicts results for the 2017–2018 STAAR End-of-Course (EOC) assessments. The percentages of migrant students who met the 2018 STAAR Approaches Grade Level standard on the English I and II, Algebra I, Biology, and U.S. History EOC exams are presented. The number of students tested is reflected in parentheses. The percentage was calculated based on students’ STAAR results on the first test administration.
- Migrant students passed EOC exams at a lower rate than the district in all subjects, except on the U.S. History EOC (Figure 13, p.16). Detailed passing rates can be found in **Appendix B-Table 6**, p. 25.

Figure 13. Percentage of migrant students who met Approaches Grade Level standard on the 2017–2018 STAAR EOC by subject

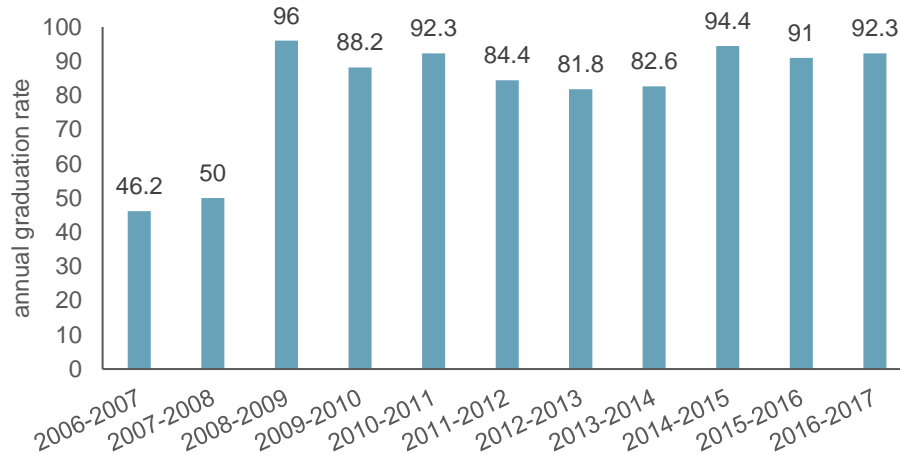


Source: 2016–2017 STAAR EOC Summary Report; First time tested students

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

- Graduation data are presented in **Figures 14 and 15** (p. 17).
- Figure 14 shows annual graduation rates (i.e., number of migrant students graduating in a given school year divided by the number of migrant students enrolled in 12th grade in that same year). The migrant student annual graduation rate was 92.3 percent for 2016–2017, the most recent year for which data were available. This was an increase from the previous year’s annual graduation rate (91 percent).

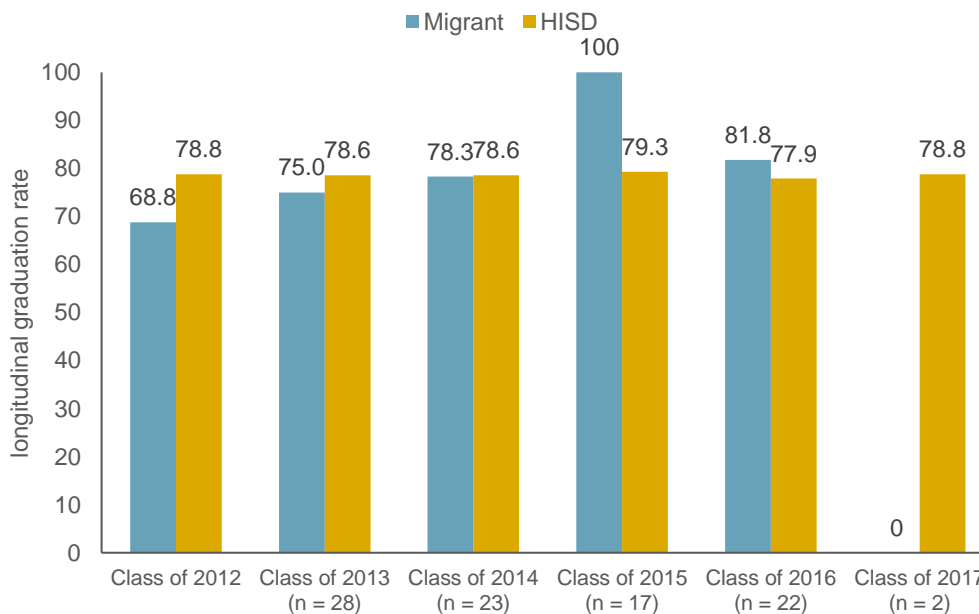
Figure 14. Migrant student annual graduation rates, 2006–2007 to 2015–2016



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

- Figure 15 presents the longitudinal graduation rates of migrant and district students. The formula for the longitudinal graduation rate is based on the graduation rate for the cohort of students who started in grade 9 and progressed to grade 12 within four years. The rates presented are the federal calculations without exclusions. The reported longitudinal graduation rate for migrant students in the Class of 2017 was 0 percent compared to 78.8 percent for the district. However, it should be noted that there less than 5 migrant students in the Class of 2017.

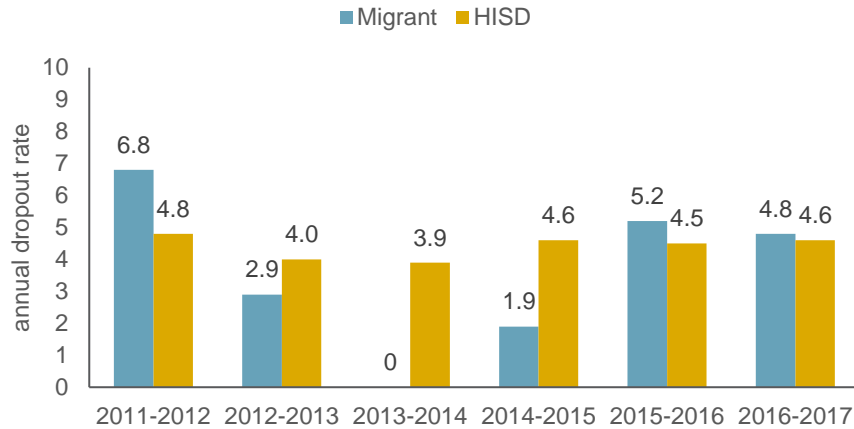
Figure 15. Migrant student longitudinal graduation rates compared with the district, Classes of 2012 to 2017



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

- Dropout rates are shown in **Figures 16 and 17**.
- Figure 16 shows annual dropout rates for the migrant students and the district. Annual dropout rate is defined as the total number of migrant students in grades 9–12 dropping out in a given year divided by the total number of migrant students enrolled in grades 9–12 in that year. The annual dropout rate for migrant students was 4.8 percent compared to the district’s 4.6 percent dropout rate in 2016–2017.

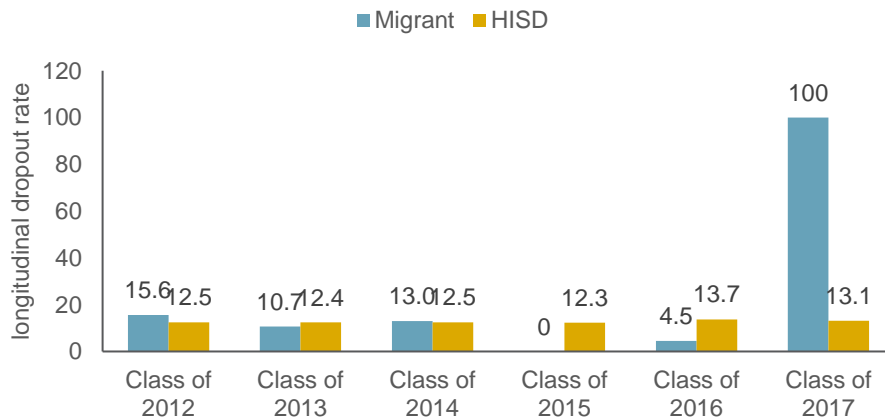
Figure 16. Migrant student annual dropout rates (Grades 9–12), 2011–2017



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

- Figure 17 shows the longitudinal dropout rates from the Class of 2012 to the Class of 2017. The definition of longitudinal dropout rate is based on cohorts of students who began in grade nine and dropped out prior to graduation four years later. The rates presented use the federal calculations without exclusions. Results show that the longitudinal dropout rate for migrant students in the Class of 2017 (100) was higher than the district’s (13.1). Again, it should be noted that there were less than five migrant students in the Class of 2017.

Figure 17. Migrant student longitudinal dropout rates compared with the district, Class of 2012 to 2017



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

Discussion

The purpose of the HISD Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle to succeed in school and to successfully transition to postsecondary education or employment. This report provides summary information on migrant students in HISD.

Students in the HISD Migrant Education Program tended to perform below the district's passing rate on most state assessments in 2017–2018. Additionally, the percentage of migrant EL students who scored at the Advanced High level on the TELPAS was lower than EL students in the district for kindergarten to 12th grade EL students. However, migrant students performed better than their district peers on the 5th grade English version of the STAAR reading, and the 5th and 6th grade English version of the STAAR mathematics. For the EOC exams performance, the migrant students passed EOC exams at a lower rate than the district in all subjects, except U.S. History EOC. Initiatives to increase EOC performance should continue to be addressed. The migrant students' longitudinal graduation rate of the Class 2017 was lower than the district's longitudinal graduation rate, whereas, the migrant students' longitudinal dropout rate of the Class 2017 was higher than the district's longitudinal dropout rate.

Based on the findings presented in this report, recommendations include enrolling more migrant students into the tutoring services, especially, during the summer because it is beneficial for migrant students, and tutoring services for both elementary and secondary grade are popular in summer. To improve migrant students' writing skill, Migrant Education Program (MEP) will develop and implement tutoring strategies that focus on the revising and editing techniques of texts of different genres, as well as, on the writing process methods that will strengthen the knowledge and application skills in grades 4 and 7 to increase STAAR writing results. Professional development sessions will be provided to migrant tutors to learn writing instruction and they will use Study Island to support their tutoring sessions.

Secondly, it is recommended that MEP establish effective lines of communication with departments of Federal State and Compliance and Student Assessment to demonstrate accurate and precise migrant data. This collaboration with the departments will provide an extra layer of ensuring migrant students are being coded correctly for the state mandated assessments.

Thirdly, MEP will continue hosting parent meetings to establish a parent advisory committee to share information and receive input from the parents. Engaging parents in supporting student learning will build a stronger educational culture in their homes and improve student success.

Finally, MEP will coordinate efforts to communicate and educate campuses on the processing of the Family Surveys. MEP staff will streamline electronic processes that will allow campuses to report family survey data in a timely manner to increase the annual submission rate.

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Appendix A

MEP Recruitment Activities and Student Accounting Methods

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

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

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

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

The procedures required for verification of eligibility for migrant services have become more stringent as of 2012. Potentially eligible migrant families are identified through their responses during interviews with MEP staff. However, there is now increased emphasis on follow-up efforts to verify information provided during these screening sessions, for example in determining whether the family has or has not made a qualifying move. This extra level of screening was not rigorously enforced previously, and the additional oversight may have been a contributing factor in the decreased program enrollment since 2013–2014.

Appendix B

Table 1. Migrant Student Demographics, 2014–2018

Ethnicity	2014–2015		2015–2016		2016–2017		2017–2018	
	N	%	N	%	N	%	N	%
Asian	0	0	0	0	0	0	0	0
African American	0	0	0	0	0	0	0	0
Hispanic	367	98.4	295	98.3	250	98	252	100
White	4	1.1	3	1.0	3	1.2	0	0
Other	2	<1	2	0.7	2	0.8	0	0
Program								
At-Risk	318	85.3	242	80.7	214	83.9	217	86
Economically Disadvantaged	365	97.9	292	97.3	255	100	236	94
Gifted/Talented	35	9.4	24	8.0	19	7.5	18	7
Limited English Proficient (LEP)	202	54.2	171	57.0	152	59.6	134	45
Special Education	25	6.7	23	7.7	15	5.9	11	4.4
Total	373	100	300	100	255	100	252	100

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

Table 2. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2016–2018

Activities	No. of students 2016–2017	No. of students 2017–2018
Phone calls/Visits		
Eligible for MEP	57	92
Not eligible for MEP	395	395
Students recruited		
New	101	79
Previously identified	39	147
Certificates of eligibility	57	92
Total school supplies distributed		
A Bright Beginning	6	0
Elementary School	0	72
Middle School	0	35
High School	6	47

Source: HISD Migrant Education Program Office

Table 3. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2017–2018		
2017–2018		
Instructional Services	Regular	Summer
Career Exploration	0	5
Preschool/School Readiness	0	2
Science	0	15
A Bright Beginning Center-Based	7	4
STEM/STEAM	0	15
Social Studies	0	10
Tutorial Elementary	13	26
Tutorial Secondary	19	9
Other 1: Study Island	31	0
Other 2: Personal Graduation Planning (PGP), FAFSA/TAFA	4	0
Other 3: Credit by Exam	9	0
Support Services	Regular	Summer
Clothing Vouchers	154	0
Counseling Service	10	0
Tools for Homework Assistance	2	0
Transportation	0	29

Source: HISD Migrant Education Program Office

Table 4. STAAR Results for Elementary Students (3rd to 5th Grades) Who Received Tutoring and Met STAAR Approaches Grade Level Standard in 2016–2018, (English and Spanish Versions Combined)

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

Source: HISD Migrant Education Program Office

* Results are marked for less than 5 students tested.

Table 5. STAAR Results for Secondary Students (6th to 12th Grades) Who Received Tutoring and Met STAAR Approaches Grade Level Standard in 2016–2018

Subject	2016–2017		2017–2018	
	n	%	n	%
Reading/ English I/English II	32	40	15	27
Writing	0	NA	5	0
Mathematics/Algebra I	28	64	14	50
Science/Biology	0	NA	4	*
Social Studies/U.S. History	0	NA	6	50

Source: HISD Migrant Education Program Office

* Results are marked for less than 5 students tested.

Table 6. Percentage of Migrant Students Who Met the STAAR EOC Approaches Grade Level Standard by Subject, 2017–2018			
Subject	Group (n)	Failed (%)	Passed (%)
Algebra I	Migrant (20)	35	65
	HISD (13,197)	19	81
Biology	Migrant (22)	32	68
	HISD (13,607)	18	82
English I	Migrant (22)	64	36
	HISD (13,290)	36	64
English II	Migrant (22)	46	54
	HISD (12,927)	35	65
U.S. History	Migrant (16)	6	94
	HISD (11,552)	11	89

Source: HISD EOC Summary Report, Spring 2018; First time tested students