

MEMORANDUM

November 10, 2020

TO: Anna White
Executive Director, Multilingual Program

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

SUBJECT: **MIGRANT EDUCATION PROGRAM, 2019–2020**

The Migrant Education Program (MEP) is authorized under Title I of the 2015 Every Student Succeeds Act (ESSA). To comply with Title I, the HISD MEP works to assist migrant students to overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. The goal of the program is to ensure migrant students succeed in school, and to successfully transition to postsecondary education or employment. The attached report examines the impact of MEP on migrant students' performance on the Iowa, Logramos, TELPAS, and DLAs in 2019–2020 as well as migrant students' dropout and graduation rates in 2018–2019.

Key findings include:

- The number of migrant students who received support services increased by 4 percent, from 320 students in 2018–2019 to 334 students in the 2019–2020 program year.
- Over 36 percent of parents of migrant students attended parent activities hosted by the Migrant Education Program (MEP).
- Overall, migrant parents found the information and resources provided by the Migrant Education program prepared them a lot to help their child with math (98.4%) and reading (93.8%).
- A higher percentage of migrant EL students performed at the Advanced level on the 2019 TELPAS compared to the district.
- A higher percentage of migrant students compared to their district peers met approaches on the Biology DLA EOC's (62.1% vs. 78.6%, respectively) and US History (86.7% vs. 72.3%, respectively).
- The migrant student longitudinal graduation rate was 6.1 percent compared to 4.2 percent for the district in 2018–2019.
- The annual rate of dropout for migrant students in grades 9–12 was lower than that of the district in 2018–2019 (79.2% vs. 76.2 %, respectively).

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

_____ AEM

Attachment

cc: Grenita Lathan, Ph.D.
Yolanda Rodriguez

Silvia Trinh
Khalilah Campbell



RESEARCH

Educational Program Report

MIGRANT EDUCATION PROGRAM, 2019-2020



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MIGRANT EDUCATION PROGRAM

2019–2020

Executive Summary

Program Description

The Migrant Education Program (MEP) is authorized under Title I, Part C of Every Student Succeeds Act (ESSA) of 2015. Title I, Part C states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students by providing migratory children with the opportunity to meet the same challenging State content and performance standards that the State has established for all children (U.S. Department of Education [USDE], 2018). In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (USDE, 2018). A migrant student, according to the Every Student Succeeds Act of 2015 sections 1309(2)(A) refers to any child whose parent/guardian/spouse works in one of the aforementioned industries and has crossed school district lines within the previous 36 months for the purpose of temporary or seasonal employment in the agricultural or fishing industries (U.S. Department of Education [USDE], 2018).

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

This study was designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2018–2019 program year. It is one component of the HISD MEP’s ongoing work to determine the effectiveness of services to migrant children and youth. This report discusses findings related to service delivery and program outcomes as it relates to the academic achievements of migrant students. By answering the specific evaluation questions regarding these services outlined in the methodology section and Appendix A, the evaluation seeks to provide a district perspective on services and their impact to enable the MEP to make programmatic decisions based on data.

Highlights

- There was a 4 percent increase in the number of migrant students enrolled in HISD, from 320 students during the 2018–2019 program year to 334 students in the 2019–2020 program year.
- Overall, migrant parents found the information and resources provided by the Migrant Education program prepared them a lot to help their child with math (98.4%) and reading (93.8%).
- Migrant students obtained lower average standard scores than the district on the 2019 Iowa English language arts (ELA) subtests for both kindergarten and 5th grade students with the largest difference being on mathematics for kindergarten students.
- The kindergarten migrant students obtained higher mean standard scores than the district on the 2019 Logramos language arts (LA) subtest and mathematics subtest.

- A higher percentage of migrant English Learner (EL) students scored at the Advanced High on the spring 2019 TELPAS compared to all EL students in the district who took TELPAS.
- A lower percentage of migrant students met the Approaches Grade Level standard on the English version of the DLA 3–8 reading and mathematics tests compared to the district.
- Migrant students passed 2019 DLA End-of-Course (EOC) exams at a lower rate than the district in all subjects, except for Biology and U.S. History exams.
- The migrant students' annual graduation rate was 100 percent for 2018–2019, which was same as the graduation rate for this student group in the prior year.
- The longitudinal graduation rate for migrant students in the Class of 2019 was lower than the district using the federal graduation rate definition (76.2 % vs. 79.2%, respectively).
- The annual grades 9–12 dropout rate of migrant students was higher than the district in 2018–2019 (4.2% vs. 6.1%), while the migrant students' longitudinal dropout rate was comparable to the district rate for the Class of 2019 (14.0% vs. 14.3%).

Recommendations

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

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

Introduction

The Migrant Education Program (MEP) was created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. Title I, Part C states that the purpose of the MEP is to assist states in their efforts to meet the special needs of migrant students by providing migratory children with the opportunity to meet the same challenging State

content and performance standards that the State has established for all children (USDE, 2018). According to statute, a migratory child, is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another (NCLB, 2001, Sec. 1309) (USDE, 2018). After 36 months, the migrant student loses his or her migrant status, unless the family makes a “qualifying move” to obtain migratory work. After a qualifying move, they can regain migrant status for the student by applying for a Certificate of Eligibility (COE).

In general, the MEP attempts to “support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves” (USDE, 2018). The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment (USDE, 2018). The purpose of the program under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1966, as amended, is to provide:

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

In an effort to comply with Part C of Title I, the Texas Education Agency (TEA) Division of Migrant Education works with local education agencies (LEAs) to design programs that ensure migrant students “overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment” (Texas Education Agency, Division of Migrant Education, 2018). The Texas Migrant Education Program is the second largest in the country. The most recent data from the U.S. Department of Education (USDE), for the 2017–2018 school year, shows that in 48 states, the MEP served a total of 302,361 students in preschool through 12th grade during the regular school year and an additional 93,135 during the summer (USDE, 2018). Approximately 35% of eligible migrant students are enrolled in Texas public schools (USDE, 2018).

HISD Migrant Education Program

As a local education agency (LEA), HISD provides supplemental educational services to the district’s children, youth, and families of migratory farmworkers through this same statute. The program design and support programs aimed to help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle to succeed in school and to successfully transition to post-secondary education or employment (HISD, 2016). The mission of the HISD, MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family (HISD, 2016).

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

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

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

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

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

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

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

Literature Review

Texas is among the six states in the United States that have the highest number of agricultural workers under the age of 18, which is directly correlated with number of adult farmworkers found in the same states (National Center for Farmworker Health, 2012). Migrant students face several challenges that are associated with the high geographic mobility that is a primary characteristic of migrant families. More than half of migrant workers were living apart from their children (59%) (Hernandez & Gabbard, 2019, p.8). Poverty, low wages, deplorable and unsafe living/working conditions, interrupted schooling, lack of social mobility, and lack of educational opportunities still plague migrant families (Green, 2003; Salinas & Franquiz, 2004). Migrant farmworkers still toil long hours in the fields and most live well below the poverty level (Lundy-Ponce, 2010). There are generally no health insurance benefits, paid leave, pensions, workers'

compensation benefits, overtime pay, life insurance, or other benefits for migrant workers and their families (Branz-Spall et al., 2003). In addition to these ascribed characteristics, migrant students often encounter educational problems associated with their migrant lifestyle. Specifically, they struggle with school attendance, which, in turn, leads to issues with staying on grade-level and meeting graduation requirements (Green, 2003; Kindler, 1994; Salerno, 1991). There are also substantial impacts on students being able to develop a social network and/or a peer support group (Green, 2003; Salerno, 1991).

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

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

Research has found that parental involvement is critical to academic success for all children, regardless of background factors, such as immigrant status or ethnicity (Desforges & Abouchaar, 2003; Jeynes, 2007; Schofield, 2006). However, while parental involvement matters for all children, immigrant and migrant parents seem to be less involved than native-born parents (Turney & Kao, 2009). While migrant parents often have high aspirations for their children, they may face multiple barriers to involvement in school, such as language difficulties, weak knowledge in school subjects, or lack of time and/or money to invest in their children’s education (Turney & Kao, 2006). They may also feel alienated and unwelcome in a foreign school environment (Desforges & Abouchaar, 2003). The child may also play an important mediating role in promoting or discouraging their parents’ involvement (Edwards & Alldred, 2000). The work of González and Jasis (2017) employs an asset-based lens to describe how migrant parents engage in advocacy and leadership on behalf of their children. Such an approach challenges the notion that migrant parents are invisible and not involved or interested in their children’s education.

Research Questions

Migrant children experience more acute poverty, health problems, health hazards, social alienation, educational disadvantages, mobility, and lack of educational opportunities than any other major school population segment. Large numbers of migrant students lack English language proficiency, despite many being U.S. citizens, and/or require remedial instruction. Migrant children have one of the highest dropout rates in the nation. The Migrant Education Program is designed to mitigate these risks. This evaluation report is designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2019–2020 program year, which runs from September 2019 to August 2020. It is one component of the HISD MEP’s ongoing work to determine the effectiveness of services to migrant children and youth. This report discusses findings related to service delivery and program outcomes for support. By answering the specific evaluation questions regarding these services outlined in the methodology section and **Appendix A** (p. 21), the evaluation seeks to provide a district perspective on services and their impact in order to enable the MEP to make programmatic decisions based on data and highlight best practices that strengthen migrant students to succeed.

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

1. What was the HISD migrant education program enrollment trend from 2008–2019?
2. What were the demographic characteristics of migrant students enrolled in HISD schools in 2019–2020 compared to the previous year?
3. What methods were used by district MEP staff members to identify and recruit migrant students and verify the eligibility of migrant students and their families?
4. What were the key MEP education and support services implemented in HISD during the 2019–2020 program year?
5. What were parents’ perceptions of the supports provided by the Migrant Education Program during the 2019–2020 program year?
6. How did migrant students perform on the 2018 Iowa ELA, Logramos LA, and mathematics subtests compared with their grade-level peers in the district?
7. How did migrant students perform on the 2019 TELPAS compared with their grade-level peers in the district?
8. How did migrant students perform on the 2019 DLA reading and mathematics tests, and the DLA End-of-Course (EOC) tests compared with their grade-level peers in the district?
9. What were migrant students’ graduation and dropout rates compared with their grade-level peers in the district?

Method

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

Sample

The sample consisted of students who attended HISD schools in 2019–2020, were identified as migrant students, and who had an Average Daily Attendance (ADA) eligibility classification other than ‘0’— enrolled, no membership. A total of 334 migrant students were receiving support through the Migrant Education Program Office for the September 2018 to August 2020 program year. Of this, 262 were attending an HISD school and are compared to the wider HISD student population. The remaining 21.6 percent (n=72) of students either attended a charter school outside of HISD, was an out of school youth (OSY), or attended the A Bright Beginning Program for migrant children 3 to 4 years old. The academic performance of students who did not attend an HISD school was not included in the evaluation because there is no access to their test information.

Data Collection

Migrant students who attended an HISD school were matched with the HISD student assessment databases to obtain migrant students’ state test data. The migrant students’ graduation rate, dropout rate and test results were obtained from the summary report retrieved from the HISD Graduates data file. Longitudinal graduation rates and annual and longitudinal dropout rates were obtained from the 2018–2019 Completion, Graduation, and Dropouts report provided by the Division of Research and Analysis of TEA.

Measures and Data Analysis

The following district and state-level test data are used to measure academic performance: Iowa Assessments, Logramos Assessments, Texas English Language Proficiency Assessment System (TELPAS), District Level Assessments (DLA), and DLA End-of-Course (EOC). For students who were learning English, the TELPAS was used. TELPAS was administered to all English Learner (EL) students in kindergarten through twelfth grade annually until their language proficiency assessment committee (LPAC) concludes that they have excelled to a level of proficiency. The assessment was developed by TEA in response to federal testing requirements (U.S. Department of Education, 2002). Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are, in turn, used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

The Iowa Assessments measured students’ academic achievement in various academic subjects in kindergarten and 5th grade. The English language arts (ELA) and mathematics test scores used in this report were for the 2018 kindergarten and 5th grade students. Logramos is a norm-referenced, standardized achievement test in Spanish, and is used to assess the level of content mastery for students who receive instruction in Spanish. The Logramos assesses students’ academic achievement in the same content areas as the Iowa Assessment (i.e., ELA and mathematics); however, the Logramos is not a translation of the Iowa Assessment. In this report, 2019 kindergarten and 5th grade Logramos language arts (LA) and mathematics subtests were used to measure migrant students’ academic performance. Students in kindergarten and 5th grade take the Iowa Assessments or Logramos in December for Gifted/Talented identification purpose.

Also used in this evaluation were the District-level assessments (DLA’s or benchmarks) which are STAAR-like curriculum-based assessments that are created by HISD’s Curriculum Department, administered both online and on paper (D. Dixon, personal communication, June 2, 2020). The district benchmark assessment, which also includes a writing component, is created for all STAAR-tested grades/courses for administration in December. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR. Data from these assessments provide school leaders, and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness,

use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses. DLA proficiency scores use the most rigorous percent correct performance levels from the last four years of equivalent STAAR-tested grades/courses (D. Dixon, personal communication, June 2, 2020). The proficiency level descriptors for the DLAs are as follows: Does Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Performance at or above the Approaches Grade Level standard satisfies the requirements for each subject matter exam.

The demographic characteristics of HISD students used for this report, were collected from the Public Education Information Management System (PEIMS) 2019–2020 HISD student database. Characteristics included gender, ethnicity, economically disadvantaged status, special education (SPED) eligibility status, limited English proficient (LEP) status, and at-risk status. HISD defines at-risk students as individuals who have an increased likelihood of dropping out of school. It is a composite measure based on thirteen indicators (TEA, 2018).

Data Limitations

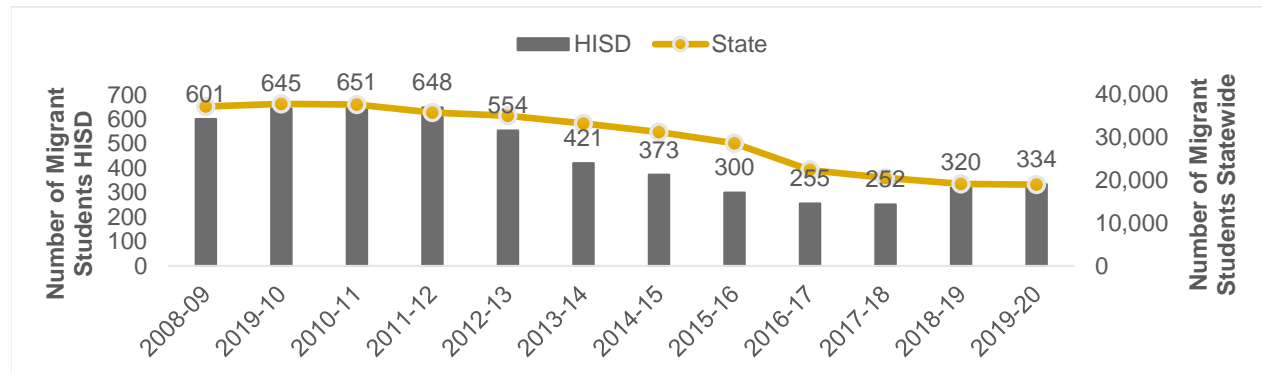
Data retrieved from PEIMS represent a ‘snapshot’ of students who were enrolled by the last Friday in October of each school year in HISD (TEA, 2018). Students present for the ‘snapshot’ may not have been actively enrolled in an HISD program the entire year or may have enrolled later into a program but were not identified as qualifying for the migrant program until later. As a result, the PEIMS data may not be an accurate reflection of the number of migrant students being serviced by HISD. To adjust for this, the roster of migrant students was obtained from the HISD Migrant Education Program Office from The New Generation System (NGS). The roster was then matched to PEIMS, which allowed for a more accurate representation of the number of migrant students serviced. Due to COVID-19 and the closure of district schools effective March 14, 2020 the STAAR EOC assessments were not administered. In lieu of the STAAR the District Level Assessments (DLAs) were used. The district closure also limited access to several supports for the 2019–2020 academic year, as well as the cancellation of summer supports to migrant students and their families.

Results

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

Figure 1 presents the migrant student enrollment trends for HISD and Texas from 2008 to 2019. The district historically has provided support to less than two percent of the migrant student population in Texas. Migrant students typically account for less than one percent of the district’s student population.

Figure 1. Comparative Migrant Student Enrollment in HISD and Statewide, 2008 to 2020



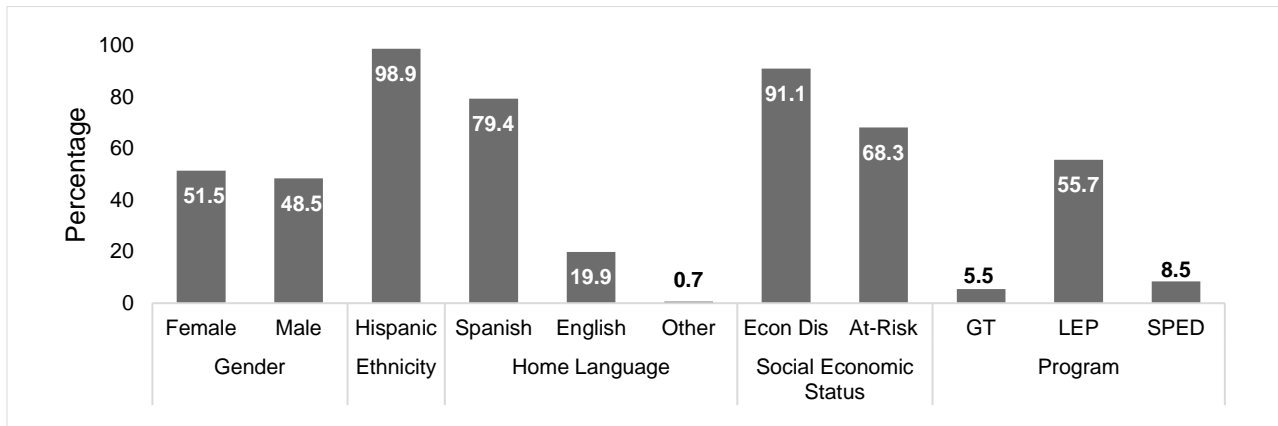
Source: PEIMS database, Enrollment in Texas Public Schools (https://tea.texas.gov/sites/default/files/enroll_2019-20.pdf).

- The number of migrant students in the district showed a 4 percent increase in 2019–2020 from the previous year (334 vs.320) (**Figure 1**).
- At the same time, the number of migrant students decreased statewide by 1 percent, from 19,162 to 18,992 (Figure 1).

What were the demographic characteristics of migrant students enrolled in HISD schools in 2019–2020 compared to the previous year?

Student characteristics in 2018–2019 compared to 2019–2020 showed an increase in respect to special education placement and Limited English Proficient (LEP) status (**Appendix B**, p. 21).

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



Source: PEIMS database, 2019–2020.

- In 2019–2020, 98.9 percent of migrant students were Hispanic, 91.1 percent were economically-disadvantaged, 55.7 percent were LEP, and 8.5 percent received services from special education programs (**Figure 2**).
- Migrant students classified as gifted-talented accounted for 5.5 percent in 2019–2020, which was lower than the percentage of G/T migrant students in 2018–2019, a 11.3% year over year decrease (Appendix B, p. 21).
- The proportion of at-risk migrant students decreased from 77.0 percent in 2018–2019 to 68.3 percent in 2019–2020 (Appendix B, p. 21).
- The percentage of students in the 2019–2020 academic year who identified Spanish as their home language was 79.4 percent compared to 19.4 percent who identified English as their home language (Figure 2).

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

Migrant recruitment activities for the 2019–2020 school year are shown in **Appendix C-Table C1**, p. 22. The total number of families contacted via phone calls or visits decreased by 45.4 percent from 480 in 2018–2019 to 262 in 2019–2020. The number of students that met the eligibility requirements for MEP

decreased by 60.5 percent, from 205 in 2018–2019 to 81 in 2019–2020. The total number of newly recruited migrant students did not change from the previous year, there were 92 students recruited both years.

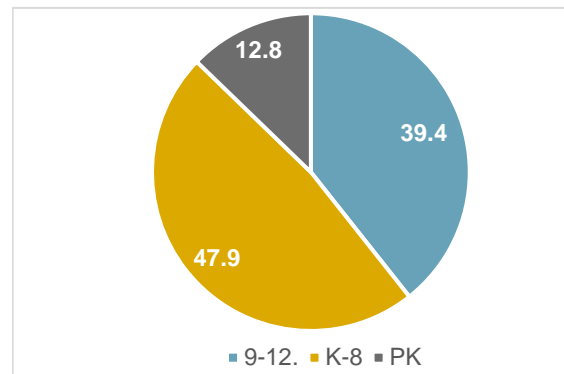
What were the key MEP education and support services implemented in HISD during the 2019–2020 program year?

Appendix C, Table C2, p. 23 shows the number of migrant students who benefited from MEP’s instructional and support services in 2019–2020. Among the instructional services offered, the Study Island program and Reading program were the most frequently used during the school year. Overall, during the 2019–2020 school year, the number of migrant students being tutored was almost equal to the number of migrant students being tutored in 2018–2019 (35 v. 34, respectively). Among support services offered during the 2019–2020 school year, clothing vouchers was the most popular, with 218 students receiving vouchers. Due to COVID–19 and the closure of schools on March 14, 2020, there were no tutoring and other supplemental services offered during the summer.

What were parents’ perceptions of the supports provided by the Migrant Education Program during the 2019–2020 program year?

Parental involvement is an integral part of the Migrant Education Program. Research shows that parents play a significant role in the academic achievement of their children (TEA, 2010). To ensure that the program activities and procedures are effectively involving migrant parents, an annual parent survey was administered by the MEP program (**Appendix C, Table C3**, p. 24). The Migrant Education Program provided There were 64 parents of Migrant students that completed the 2019–2020 Parent Survey. When looking at the grade-level of their children, 12.8 percent were children in preschool, 47.9 percent of children were in K–8, and 39.4 percent were in grades 9–12 (**Figure 3**).

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

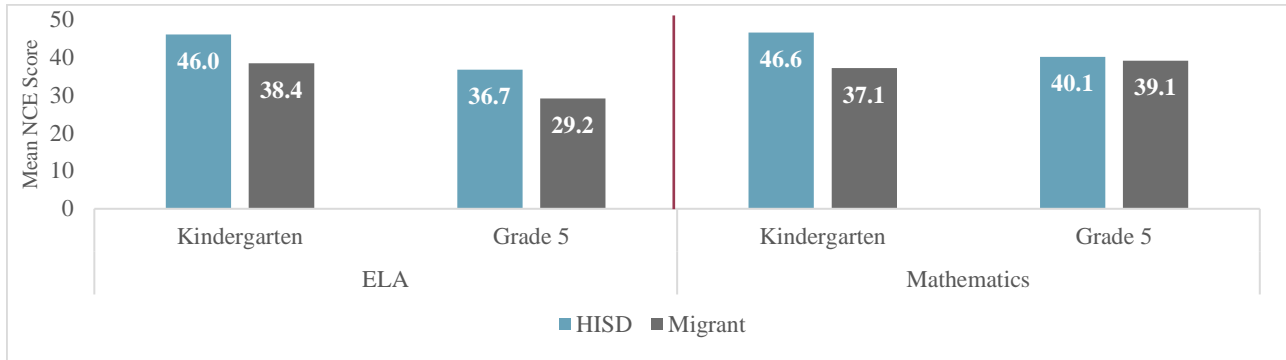


There were 120 parents who attended parent activities hosted by the Migrant Education Program (MEP) in the 2019–2020 program year. Of those parents who completed the survey, 95.2 percent attended parent activities hosted by the Migrant Education Program (MEP) (n=59). In terms of information received, 96.8 percent responded that the program provided information and resources about reading. Similarly, 98.4 percent responded that the program provided information and resources about math. Most parents found the information and resources provided useful, with 93.8 percent responding *a lot* for reading (n=60) and 95.3 percent reporting *a lot* for math (n=61). For those parents who had children in preschool, 91.5 percent said they received information and resources about school readiness from MEP. In terms of the helpfulness of the information and resources provided by MEP, 85.9 percent of parents found that the information and resources provided helped them *a lot* to prepare them to help their preschool child (n=55). For high school students, 95.3 percent of parents indicated that they received information and resources about graduation requirements and college/career opportunities from MEP. Most parents, 93.7 percent, found that the information and/or resources about graduation requirements and/or college/ career opportunities helped them *a lot* in preparing their high school students (n=59).

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

Figures 4 to 5 (p.11) show the performance comparison between migrant and district students on the Iowa ELA and mathematics subtests, and the Logramos LA and mathematics subtests. The 2019 Iowa report included 19 students who had the migrant student designation. The 2019 Logramos report included less than 5 students who had the migrant student designation. Due to the sample size, the results should be viewed with caution.

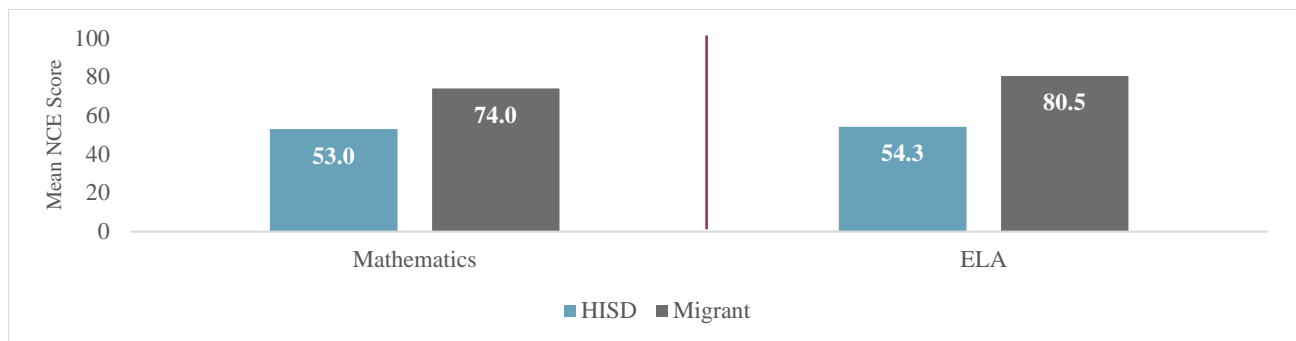
Figure 4. Mean NCE Scores on the 2019 Iowa ELA and Mathematics Subtest for Migrant Students by Grade Level



Source: 2019–2020 Riverside-Iowa Assessments data file.

- Migrant students obtained lower mean NCE scores than the district on the 2019 Iowa ELA in kindergarten and in 5th grade (**Figure 4**).
- The kindergarten and 5th grade migrant students obtained lower mean NCE scores than the district on the 2019 Iowa mathematics subtest (**Figure 4**).

Figure 5. Mean NCE Scores on the 2018 Logramos LA and Mathematics Subtests for Kindergarten Migrant Students



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

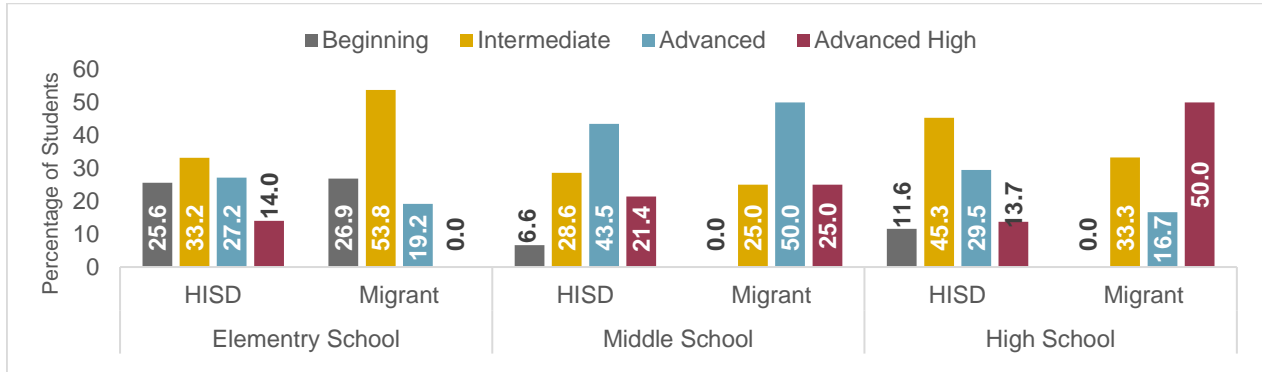
- The kindergarten migrant students obtained a higher mean NCE score than the district on the 2019 Logramos LA and mathematics subtests (**Figure 5**).

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

Figure 6 (p.12) presents the performance level of English proficiency as measured by TELPAS. The spring 2019 TELPAS report included 36 students who had the migrant student designation. Figure 6 shows the

percentage of migrant students assessed and rated at the four proficiency levels of the 2019 TELPAS. Overall, a higher 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 (50.0% vs 13.7%).

Figure 6. Percentage of EL Students at Each Proficiency Level on the 2019 TELPAS by Grade Level Group



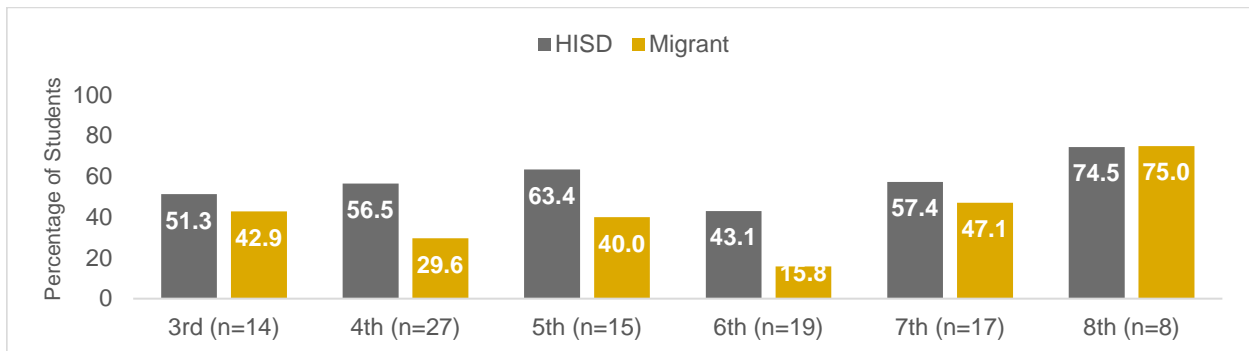
Source: 2019–2020 TELPAS Assessments data file.

- A higher percentage of migrant high school student EL students scored at the Advanced level compared to the district (50.0% vs. 13.7%) and middle school students (25.0% vs. 21.4%) (Figure 9).
- A lower percentage of migrant middle school EL students scored at the Beginning level compared to the district (0.0 % vs. 6.6%) and high school students (0.0% vs.11.6%) (Figure 9).
- The percentage of migrant elementary school EL students who scored at the Intermediate level was higher than the district (53.8% vs. 33.2%) (Figure 9).

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

Figures 7–8 (p.13) present the performance comparison between migrant students and district students on the 2019 DLA reading and mathematics tests. The 2019 DLA report included 100 students who had the migrant student designation. The total number of migrant students in each grade is included in the brackets in Figure 10 and Figure 11.

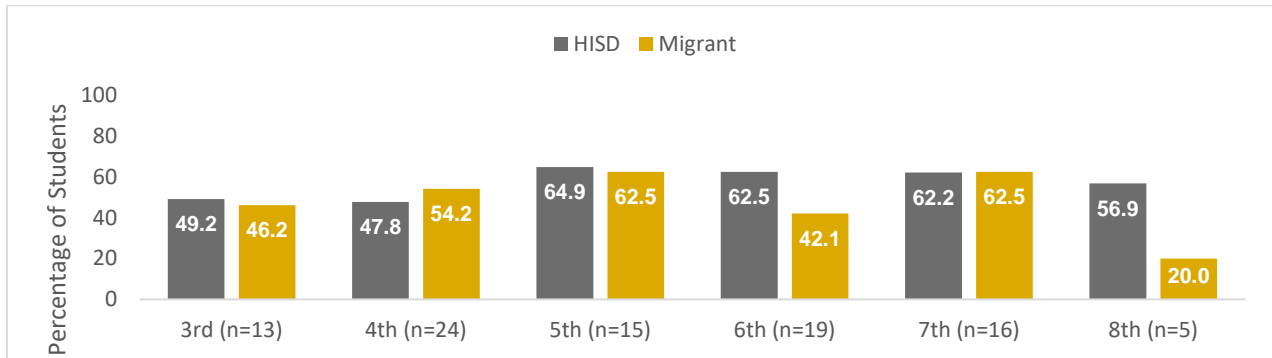
Figure 7. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 DLA Reading Test by Grade Level



Source: 2019–2020 DLA Assessments data file.

- A lower percentage of migrant students met the Approaches Grade Level standard compared to the district in all grade levels on the 2019 DLA reading test, except for 8th grade (Figure 7).

Figure 8. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 DLA Mathematics Test by Grade Level

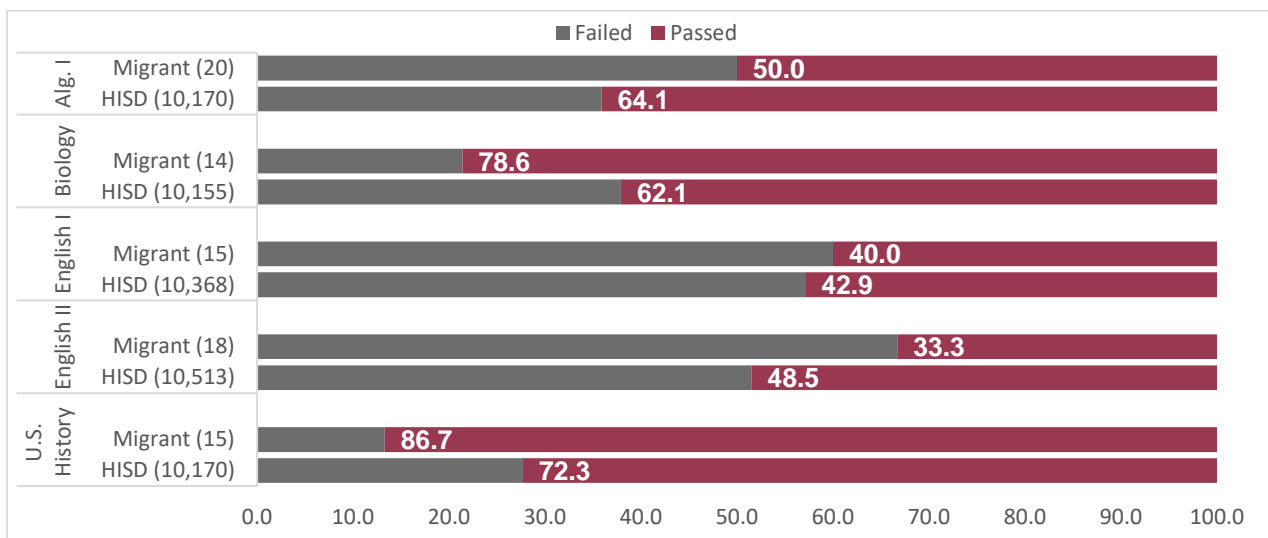


Source: 2019–2020 DLA Assessments data file.

- A lower percentage of 6th and 8th grade migrant students met the Approaches Grade Level standard compared to the district on the 2019 DLA mathematics test (Figure 8).
- The percentage of 3rd, 5th, and 7th grade migrant students who met the Approaches Grade Level standard was comparable to that of the district (Figure 8).

Figure 9 depicts results for the 2019 DLA EOC assessments. The percentages of migrant students who met the Approaches Grade Level standard on the 2019 spring administration of English I and II, Algebra I, Biology, and U.S. History EOC exams are presented (**Appendix C-Table C4**, p. 25). The number of students tested is reflected in parentheses (Figure 9).

Figure 9. Percentage of Migrant Students Who Met Approaches Grade Level Standard on the 2019 STAAR EOC Exams by Subject



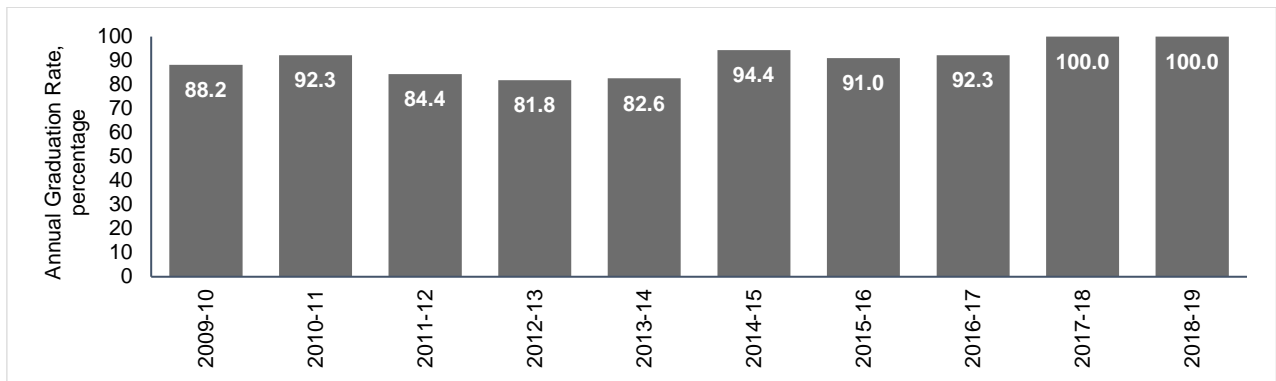
Source: 2019–2020 District Level Assessments data file.

- The passing rate on the DLA Biology and DLA US History for migrant students were higher than that of the district (Figure 9).
- The passing rate on the DLA English I exam for migrant students was comparable to the district (Figure 9).

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

Figures 10 and 11 present the graduation rates over time. Figure 10 shows the annual graduation rates. The annual graduation rate is calculated as the number of migrant students graduating in a given year divided by the total number of migrant students enrolled in 12th grade in that same year. The migrant student annual graduation rate was 100 percent for 2018–2019, the most recent year for which data were available. It should be noted that there were less than five migrant seniors in the 2018–2019 cohort.

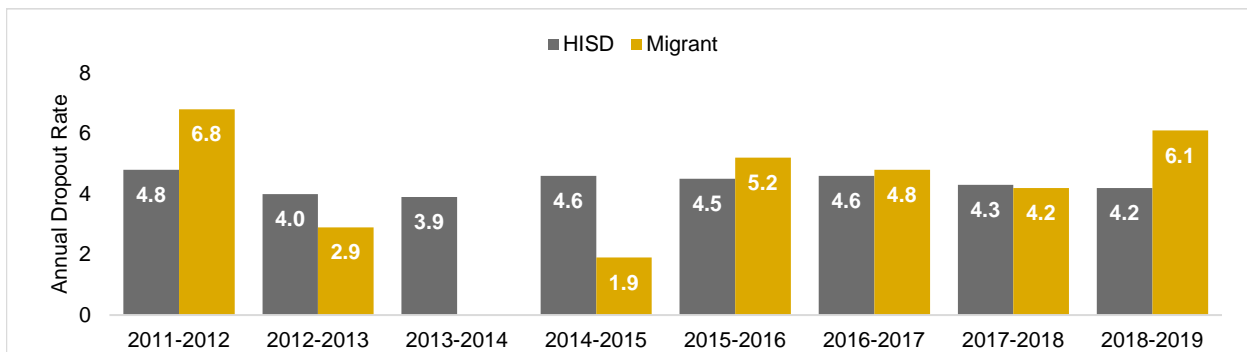
Figure 10. Migrant Student Annual Graduation Rates, 2009–2010 to 2018–2019



Source: 2013 Migrant Report (2009–2012 results); 2013 and 2014 PEIMS, 2014 - 2018 Graduates data file (2014–2019 results).

Figure 11 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 2019 was 76.2 percent compared to 79.2 percent for the district.

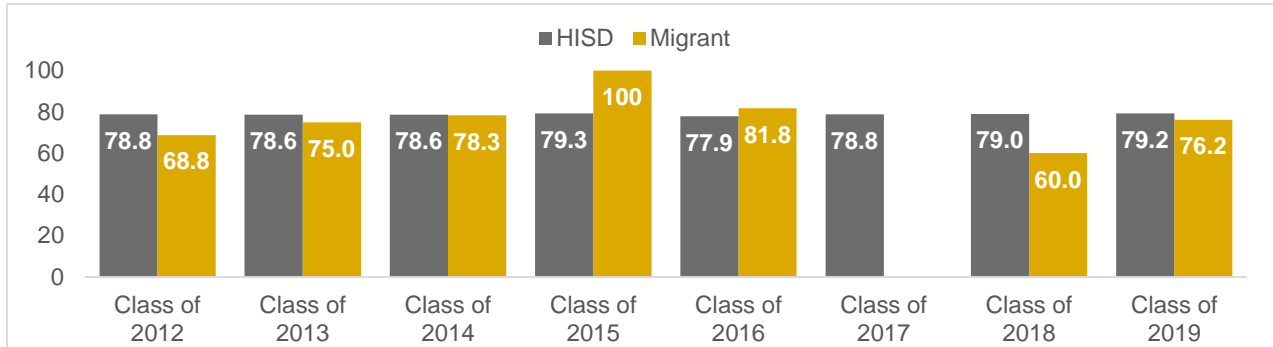
Figure 11. Migrant Student Longitudinal Graduation Rates Compared with the District, Classes of 2015 to 2019



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2018–2019.

Figure 12 shows the annual dropout rates for migrant students and the district. Annual dropout rate is defined as the total number of migrant students in grades 9–12 dropping out in a given year divided by the total number of migrant students enrolled in grades 9–12 in that year. The annual dropout rate for migrant students was 6.1 percent compared to the district’s 4.2 percent dropout rate in 2018–2019.

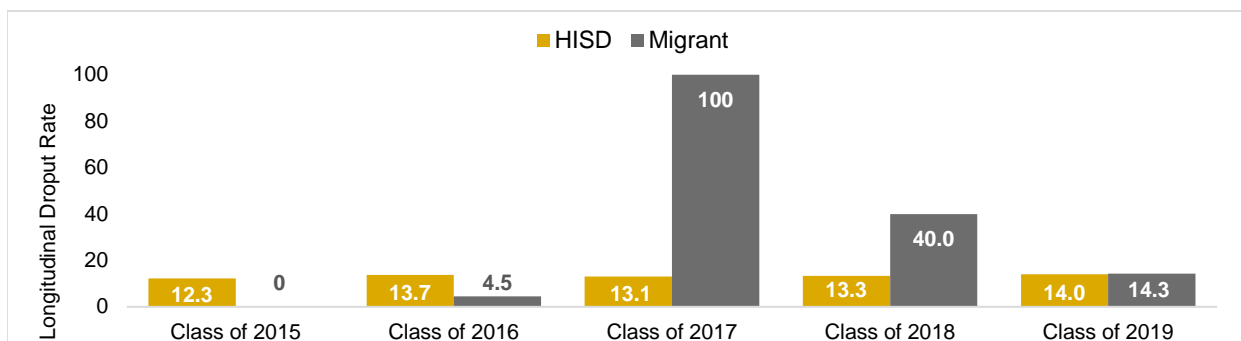
Figure 12. Migrant Student Annual Dropout Rates Compared with the District (Grades 9–12), 2011 to 2019



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2018–2019; federal rates reported without exclusions.

Figure 13 shows the longitudinal dropout rates from the Class of 2012 to the Class of 2018. The definition of longitudinal dropout rate is based on cohorts of students who began in grade nine and dropped out prior to graduation four years later. The rates presented use the federal calculations without exclusions. Results show that the longitudinal dropout rate for migrant students in the Class of 2019 (14.3%) was comparable to the district (14.0%).

Figure 13. Migrant Student Longitudinal Dropout Rates Compared with the District, Class of 2015 to 2018



Source: TEA, Division of Research and Analysis, Completion, Graduation, and Dropouts report, 2018–2019; federal rates reported without exclusions.

Discussion

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

While the number of migrant students in the state has declined over the years, it is important to note that the decline does not necessarily correspond to a reduction in need (Hatton, 2016). Rather, the reduction in the number of migrant students reflects policy changes that have occurred over the years (Hatton, 2016) that have created a more stringent definition of a migrant student and eligibility requirements (Green, 2003, Wright, 1995). With that said, HISD showed a 4 percent increase in the number of migrant students serviced in this reporting period. This has been the largest number of migrant students receiving instructional services and supports in the district in the past three years.

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

There were 120 parents who attended parent activities hosted by the Migrant Education Program (MEP) in the 2019–2020 program year. Overall, migrant parents found the information and resources provided by the Migrant Education program prepared them a lot to help their child with math (98.4%) and reading (93.8%). Additionally, parents of migrant students found that the information and resources provided by MEP, helped them *a lot* to prepare them to help their preschool child (85.9%) and helped them a lot in preparing their high school students for graduation requirements and/or college/ career opportunities (93.7%).

There was a higher percentage of migrant middle school and high school EL students who scored at the Advanced High level on the TELPAS compared to the EL students in the district for 6th to 12th grade EL students. Migrant students performed better than their district peers on the 8th grade DLA reading. Similarly, 4th grade migrant students performed better than their district peers on the DLA mathematics. For the EOC exam performance, migrant students outperformed district peers on the Biology and US History EOC exam.

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

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

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APPENDIX–A

MEP Recruitment Activities and Student Accounting Methods, 2018–2019

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

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

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

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

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

APPENDIX–B

Demographic Characteristics of Migrant Students in HISD, 2019–2020

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	n	%	n	%	n	%	n	%	n	%
Gender										
Female							139	53.5	134	51.5
Male							121	46.5	126	48.5
Grade Level										
Elementary School	-	-	-	-	-	-	-	-	161	48.2
Middle School	-	-	-	-	-	-	-	-	69	20.7
High School	-	-	-	-	-	-	-	-	104	31.1
Ethnicity										
Black	-	-	-	-	-	-	1	0.4	-	-
Hispanic	295	98.3	250	98.0	252	100.0	270	98.8	268	98.9
White	3	1.0	3	1.2	-	-	2	0.8	*	0.4
Other	2	0.7	2	0.8	-	-	-	-	*	0.7
Home Language										
Spanish							211	81.2	212	79.4
English							46	17.7	53	19.9
Other							3	1.2	*	0.7
Social Economic Status										
Economically Disadvantaged	292	97.3	255	100.0	236	94.0	256	98.5	246	91.1
Homeless							13	5.0	-	0.0
At-Risk	242	80.7	214	83.9	217	86.0	202	77.7	185	68.3
Program										
Gifted/ Talented	24	8.0	19	7.5	18	7.0	16	6.2	15	5.5
English Learner (EL)	171	57.0	152	59.6	134	45.0	141	54.2	151	55.7
Special Education (SPED)	23	7.7	15	5.9	11	4.4	18	6.9	23	8.5

Source: PEIMS database 2018–2017 and 2019–2020, HISD Migrant Education Program Office (2019–2020)

APPENDIX–C

Support Efforts of the Migrant Education Program Office

Table C1. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2016–2020 (number of students)					
ACTIVITIES	2016–2017	2016–2017	2017–2018	2018–2019	2019–2020
Phone Calls/Visits	n	n	n	n	n
Eligible for MEP	75	57	92	205	81
Not eligible for MEP	371	395	395	275	181
Total	446	452	487	480	262
Students Recruited					
New	91	101	79	92	92
Previously identified with new QAD	114	39	147	99	90
Certificates of eligibility	75	57	92	71	81
Clothing Vouchers Distributed					
A Bright Beginning Elementary School			0	6	3
Middle School	0	0	72	72	92
High School			35	41	45
Total			47	59	78
			154	178	218
School Supplies Distributed					
Elementary School	0	6	0		66
Middle School	0	0			36
High School	0	6			56
Total			0		158

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

Table C2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2017–2020

Instructional Services	2017–2018		2018–2019		2019–2020	
	Regular	Summer	Regular	Summer	Regular	Summer
	n	n	n	n	n	n
Career Exploration	0	5	N/A	N/A	NA	NA
Preschool/School Readiness	0	2	N/A	N/A	NA	NA
A Bright Beginning Center-Based	7	4	6	0	4	NA
A Bright Beginning Home-Based	N/A	N/A	0	4	NA	NA
STEM/STEAM	0	15	1	26	NA	NA
Social Studies	0	10	10	8	NA	NA
Science	0	15	5	33	NA	NA
Tutorial Elementary	13	26	12	17	13	0
Tutorial Secondary	19	9	22	15	22	0
Other 1:						
Study Island	31	0	41	28	35	0
Math	N/A	N/A	40	0	0	0
College Tours	N/A	N/A	31	0	0	0
Other 2:						
Personal Graduation Planning (PGP), FAFSA/TAFA	4	0	6	0	0	0
Reading	N/A	N/A	50	0	0	0
Other 3:						
Credit by Exam	9	0	N/A	N/A	0	0
Support Services						
Clothing Vouchers	154	0	178	0	218	NA
Counseling Service	10	0	N/A	N/A	158	NA
Tools for Homework Assistance	2	0	1	0	0	0
Transportation	0	29	32	26	0	0

Source: HISD Migrant Education Program Office.

Table C3. Parents' perceptions of the supports provided by the Migrant Education Program, 2019-2020

	Yes		No					
	n	%	n	%				
Did you attend any parent activities hosted by the Migrant Education Program (MEP)?	59	95.2	3	4.8				
Were parent activities offered to you by the MEP?	61	98.4	1	1.6				
Did you receive information and/or resources about reading from the MEP?	61	98.4	1	1.6				
Did you receive information and/or resources about math from the MEP?	61	98.4	1	1.6				
Parents of preschoolers - Did you receive information and/or resources about school readiness from the MEP?	54	94.7	3	5.3				
Parents of high school students - Did you receive information and/or resources about graduation requirements and/or college/career opportunities from the MEP?	61	100.0	.	-				
	Not at all		Some-what		A Lot		Did not receive	
	n	%	n	%	n	%	n	%
If you received information and/or resources about reading, how much did they prepare you to help your child with reading?	-	-	4	6.3	60	93.8	-	-
If you received information and/or resources about math, how much did they prepare you to help your child with math?	-	-	1	1.6	61	98.4	-	-
Parents of preschoolers - If you received information and/or resources about school readiness, how much did they prepare you to help your preschool child?	-	-	1	1.8	55	98.2	-	-
Parents of high school students - If you received information and/or resources about graduation requirements and/or college/career opportunities, how much did they prepare you to help your high school student?	-	-	4	6.3	59	93.7	-	-

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

Table C4. Percentage of Migrant Students Who Met the DLA EOC Approaches Grade Level Standard by Subject, 2019–2020

Subject	Group	n	Failed (%)	Passed (%)
Algebra I	Migrant	20	50.0	50.0
	HISD	10,170	35.9	64.1
Biology	Migrant	14	21.4	78.6
	HISD	10,155	37.9	62.1
English I	Migrant	15	60.0	40.0
	HISD	10,368	57.1	42.9
English II	Migrant	18	66.7	33.3
	HISD	10,513	51.5	48.5
U.S. History	Migrant	15	13.3	86.7
	HISD	6,836	27.7	72.3

Source: HISD DLA EOC Summary Report, Spring 2019.