

MEMORANDUM

October 24, 2022

TO: Sonya Monreal
Executive Director, Multilingual Programs

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

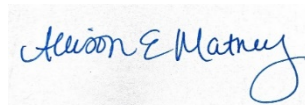
SUBJECT: **MIGRANT EDUCATION PROGRAM, 2021–2022**

Attached is a copy of the Migrant Education Program (MEP) evaluation for 2021–2022. This report describes the enrollment, recruitment and support efforts, parent survey information, and student performance for students identified with the migrant student designation. The evaluation used descriptive statistics to report findings by comparing migrant students with their non-migrant peers.

Key findings include:

- The eleven-year trend of migrant enrollment reveals that the number of migrant students has substantially decreased from 2011 to 2022 (35,866 vs. 14,426) in the state of Texas.
- In HISD, the eleven-year trend of migrant enrollment also reveals a considerable decrease between 2011 and 2022 (648 vs. 169).
- In 2021–2022, 98.2 percent of migrant students were Hispanic, 76.3 percent identified Spanish as their home language, and 57.4 percent were identified as emergent bilinguals/English learners.
- The number of new students recruited into the program increased over the previous year but remained below counts reported in 2019–2020.
- Overall, migrant parents found the information and resources provided by the Migrant Education Program prepared them “a lot” to help their child with school (62.1%), and 79.3 percent attended at least one activity hosted by the MEP.
- Results from the STAAR 3-8 assessment showed that migrant students had higher passing rates than EB/EL students on the Spanish version, but that they had lower passing rates than EB/EL students or the district overall on English reading and mathematics tests.
- On the STAAR EOC assessments, migrant students had higher passing rates than either EB/EL students or the district on four of five subjects (Biology, English I & II, U.S. History).
- TELPAS results showed that migrant students who were EB/EL had levels of English language proficiency that were very similar to those of the EB/EL population in general, but that they had slightly fewer students rated at the highest or lowest levels of proficiency.

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



_____AEM

Attachment

cc: Millard L. House II

Shawn Bird, Ed.D.

Khechara Bradford



RESEARCH

Educational Program Report

**MIGRANT EDUCATION PROGRAM
2021 – 2022**



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MIGRANT EDUCATION PROGRAM

2021–2022

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 evaluation was designed to provide data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2021–2022 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. 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

- In 2021–2022, migrant student enrollment in the district was 169, which was a 4 percent decrease from the previous year.
- In 2021–2022, 98.2 percent of migrant students were Hispanic and 76.3 percent identified Spanish as their home language.
- Fifty-seven percent of migrant students were emergent bilinguals (EB), and four percent were in gifted and talented (G/T) placement. One hundred percent were economically disadvantaged and 79.9 percent were considered at-risk.
- The number of new students recruited into the program (71) increased over 2020–2021 (35 new students) but remained below the count reported in 2019–2020 (92 students). Six new support services were added for the 2021–2022 school year, while counts of school supplies and clothing vouchers distributed declined and were lower than in the previous three years.

- Overall, migrant parents found the information and resources provided by the Migrant Education Program prepared them *a lot* to help their child with school (62.1%), and 79.3 percent of parents attended at least one activity hosted by the MEP.
- Results from the STAAR 3-8 assessment showed that migrant students had higher passing rates than EB/EL students on Spanish reading and mathematics tests, but that they had lower passing rates than EB/EL students or the district overall on English reading and mathematics tests.
- On the STAAR EOC assessments, migrant students had higher passing rates than either EB/EL students or the district on four of five subjects (Biology, English I & II, U.S. History).
- TELPAS results showed that migrant students who were EB/EL had levels of English language proficiency that were very similar to those of the EB/EL population in general, but that they had slightly fewer students rated at the highest level of proficiency (Advanced High) and more at the lowest level of proficiency (Beginning).

Recommendations

- *Increase the number of migrant students accessing tutoring services:* Continue to enroll more migrant students into the tutoring services, which would be beneficial for both elementary and secondary grade migrant students. This is even more of an imperative since the passing of HB 4545.
- *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 to provide equitable education opportunities to migratory children under Title I, Part C, of the Elementary and Secondary Education Act (ESEA) of 1965. An overarching goal of the MEP is to assist states in supporting high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children (USDE, 2004). Part C, Section 1309 of the MEP defines a migratory child 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, 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” (USDE, 2004). Due to the nature of migratory work, migratory children are at greater risk of academic challenges including interrupted schooling and lack of educational opportunities (Green, 2003; Salinas & Franquiz, 2004). The creation of the MEP was necessary to “ensure that migratory children have the same opportunities as other children to meet challenging academic standards” (USDE, 2016).

In compliance with Part C of Title I, the Texas Education Agency (TEA) Division of Migrant Education assists local education agencies (LEAs) to design programs that help 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). This also ensures migratory children are not academically penalized and are supported in overcoming factors that impede their success in school (USDE, 2016).

HISD Migrant Education Program

The Migrant Education Program (MEP) utilizes a variety of methods to recruit and track migrant students (see **Appendix A**, p. 15). The migrant data specialist uses the New Generation System (NGS) to track migrant students and their families. The NGS is an interstate tracking system used to collect and monitor migrant students and their families as they migrate to different schools. The NGS is discussed in more detail at the end of this section. During the 2021–2022 school year, the MEP was able to recruit migrant families by processing referral applications and issuing a Certificate of Eligibility (COE) for each qualifying family. The COE allows the migrant student to be eligible in the MEP program for at least three years.

HISD migrant recruitment and NGS specialists make telephone calls to family homes and local schools to recruit eligible migrant students. Due to ongoing COVID restrictions in 2021–2022, paper fliers were mailed to families whose eligibility in the program would be ending within the next three months. In addition, fliers were mailed to employers who commonly hire migrant laborers to post at their worksite. However, the posting of fliers in establishments throughout the community (i.e., laundromats, churches, stores, etc.) did not occur to limit the risk of employees' exposure to COVID-19. Referrals for migrant students occurred through family surveys from within the district. Telephone appointments were scheduled for eligible families to complete the COE. Per TEA guidance, due to COVID restrictions, recruiters continued to conduct telephone interviews rather than home visits.

The HISD MEP provides several education and support services to assist migrant students and their families. To ensure that migratory children are provided appropriate support that addresses their special needs in a coordinated and efficient manner, HISD MEP provides the following education and support services:

Identification and Recruitment: Students whose family affirmatively responds on the Family Survey or through conversation with school personnel is immediately referred to the MEP (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 the PowerSchool system.

Graduation Enhancement: To improve graduation rates, the HISD MEP provides resources to enhance the likelihood of graduation. Programs include, but are not limited to, correspondence courses and credit-by exam tests, and summer school classes intended for credit recovery or credit acceleration, drop-out recovery, and parent training on graduation requirements.

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

Parental Involvement: In addition to four parent meetings throughout the school year 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.

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). 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.

Method

This evaluation is designed to provide descriptive data regarding outcomes obtained and services provided by the HISD Migrant Education Program for the 2021–2022 program year, which occurred from September 2021 to June 2022. It also includes data from students who received services during the summer of 2022. Reported data includes information regarding the parent survey, student enrollment trends, student demographics, and STAAR 3-8, End-of Course (EOC) and TELPAS assessment results.

Research Questions

The evaluation focuses on the following questions:

1. What was the HISD migrant education program enrollment trend from 2011–2022?
2. What were the demographic characteristics of migrant students enrolled in HISD schools in 2021–2022?

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 2021–2022 program year?
5. What were parents' perceptions of the supports provided by the Migrant Education Program during the 2021–2022 program year?
6. How did migrant students perform on the 2022 STAAR 3-8 reading and mathematics subtests compared with their grade-level peers in the district?
7. How did migrant students perform on the spring 2022 EOC assessments compared with their grade-level peers in the district?
8. How did migrant students perform on the 2022 TELPAS compared with their peers in the district?

Sample

The sample consisted of students who were identified as migrants and received support through the Migrant Education Program Office for the September 2021 to June 2022 program year. There was a total of 277 students served by the MEP, of whom 201 attended HISD schools. The remaining 76 students (27 percent) were either charter school attendees or were out of school youths (OSY). 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. Demographic information for those students was also not available. Comparison groups included emergent bilinguals (EBs) as well as the entire district student population.

Data Collection

Migrant students who attended an HISD school were matched with the HISD student assessment databases to obtain migrant students' state test data. These included files from the Cognos PWR system for student demographic information, enrollment information, and STAAR 3-8, STAAR EOC, and TELPAS test results. Data on services and supports provided came from NGS and was collated by MEP staff.

Measures and Data Analysis

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who met Approaches Grade Level standard or higher is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at the Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are reported). Note that the "regular" versions of both the STAAR 3-8 and STAAR EOC assessments are now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams (which are no longer offered).

TELPAS results are reported for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by EBs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percent of students showing gains in proficiency between 2021 and 2022 is reported. **Appendix B** (p. 16) provides further details on each of the assessments analyzed for this report.

The demographic characteristics of HISD students used for this report, were collected from the Public Education Information Management System (PEIMS) 2021–2022 HISD student database as well as

PowerSchool/Cognos. Characteristics included gender, ethnicity, economically disadvantaged status, special education (SPED) eligibility status, emergent bilingual (EB) 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). Finally, results from a parent survey were collated and summarized.

Data Limitations

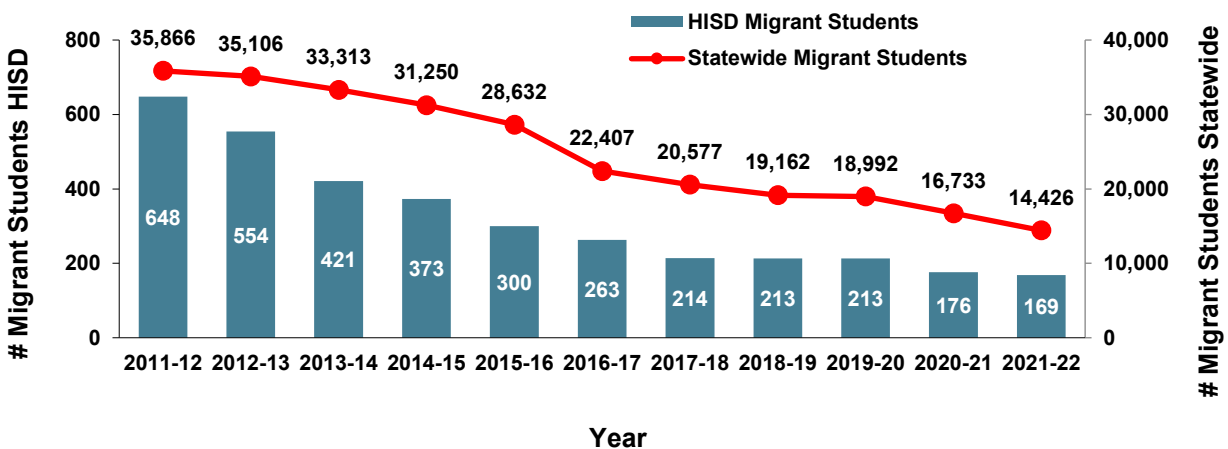
There were two sources for migrant student enrolment data. PEIMS data were used to identify students who had a migrant status indicator value of “1”. Data retrieved from PEIMS represent a ‘snapshot’ of students who were enrolled by the last Friday in October of each school year in HISD (TEA, 2018). Students 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 are not an accurate reflection of the number of migrant students being serviced by HISD throughout the entire year. To adjust for this, a full roster of migrant students was obtained from the HISD Migrant Education Program Office from The New Generation System (NGS), which allowed for a more accurate representation of the number of migrant students serviced. This roster was then matched to PowerSchool/Cognos databases for the purpose of identifying demographic information. Finally, the migrant student population assessment data represents a small number of test takers compared to the other two student groups reported here (EBs and HISD overall). Due to The Family Educational Rights and Privacy Act (FERPA) guidelines, assessment data reported for less than five students are masked to protect student anonymity.

Results

What was the HISD migrant education program enrollment trend from 2011–2021?

Figure 1 presents the migrant student enrollment trends for HISD and Texas from 2011 to 2022. 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. Over the past ten years, the district and the state have experienced a decreasing trend in the number of migrant students.

Figure 1. Comparative Migrant Student Enrollment in HISD and Statewide, 2011 to 2022

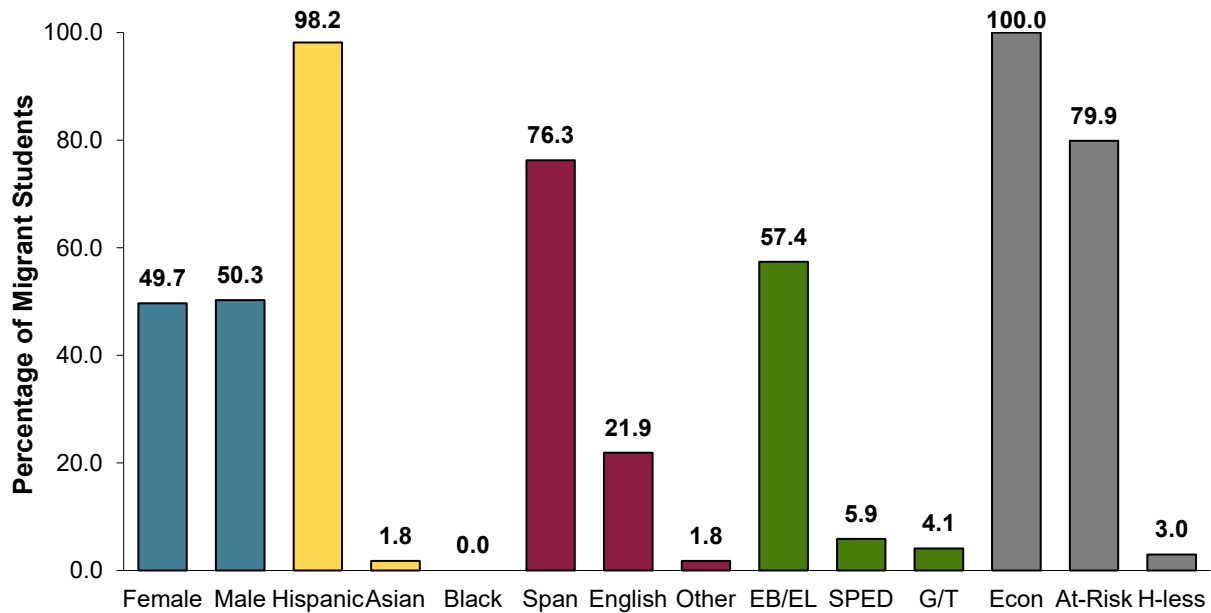


Source: Fall PEIMS snapshots, Enrollment in Texas Public Schools.

- The number of migrant students in the district showed a 4.0 percent decrease in 2021–2022 from the previous year (169 vs.176) (**Figure 1**).
- At the same time, the number of migrant students decreased statewide by 13.8 percent, from 16,733 to 14,426 (Figure 1).

What were the demographic characteristics of migrant students enrolled in HISD schools in 2021–2022?

Figure 2. Demographic Characteristics of Migrant Students in HISD in 2021–2022



Source: PEIMS database, 2021–2022, PowerSchool/Cognos

- In 2021–2022, 98.2 percent of migrant students were Hispanic, and 76.3 percent identified Spanish as their home language. (**Figure 2**).
- There were roughly equal proportions of male and female migrant students in the 2021–2022 academic year.
- 57.3 percent of migrant students were emergent bilinguals, 5.9 percent were identified for special education placement, and 4.1 percent qualified as gifted and talented.
- One hundred percent of migrant students qualified for free or reduced lunch and were considered economically disadvantaged, and 79.9 percent were at-risk. Three percent were homeless.
- The percentage of migrants students who were Hispanic increased in 2021–2022 compared to the previous year (+0.5 percentage points), as did the percentage of Spanish-speakers (+1.9 percentage points) and the percentage of students at-risk (+2.6 points). The percentage coded as emergent bilinguals (-1.1 percentage points) or special education (1.5 points) both declined in 2021–2022 (see **Appendix C**, p. 17).

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 2021–2022 school year are shown in **Appendix D-Table D1**, p. 18. The total number of families contacted via phone calls or visits increased by 52.5 percent from 377 in 2020–2021 to 575 in 2021–2022. The number of students that met the eligibility requirements for MEP increased by 85.3 percent, from 34 in 2020–2021 to 63 in 2021–2022. The total number of newly recruited migrant students increased by 102.8 percent, from 35 in 2020–2021 to 71 in 2021–2022.

What were the key MEP education and support services implemented in HISD during the 2020–2021 program year?

Appendix D, Table D2, p. 19 shows the number of migrant students who benefited from MEP’s instructional and support services in 2021–2022. Six support services were added for 2021–2022; Referred service/referrals (both non-MEP funded and for OSY), hygiene kits, materials and resources for OSY, parent/campus contacts, and materials/books for EB students. Overall, the number of migrant students being tutored decreased from 11 in the 2020–2021 school year to zero students in the 2021–2022 school year. This is likely due to continued COVID-19 restrictions and challenges. Seventeen students participated in personal graduation planning or FAFSA/TAFSA in the 2021–2022 school year compared to 19 students in the 2020–2021 school year. Clothing vouchers declined in 2021–2022 (from 178 to 27) as did provision of school supplies (from 178 to 107).

What were parents’ perceptions of the supports provided by the Migrant Education Program during the 2021–2022 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 E**, p. 20). There were 29 parents of migrant students that completed the 2021–2022 Parent Survey. When looking at the grade-level of respondents’ children, 69.0 percent had children in PK–8, 44.8 percent had children in grades 9–12, and 10.3 percent had children in pre-school (values add to more than 100 since some parents had children in different grade levels).

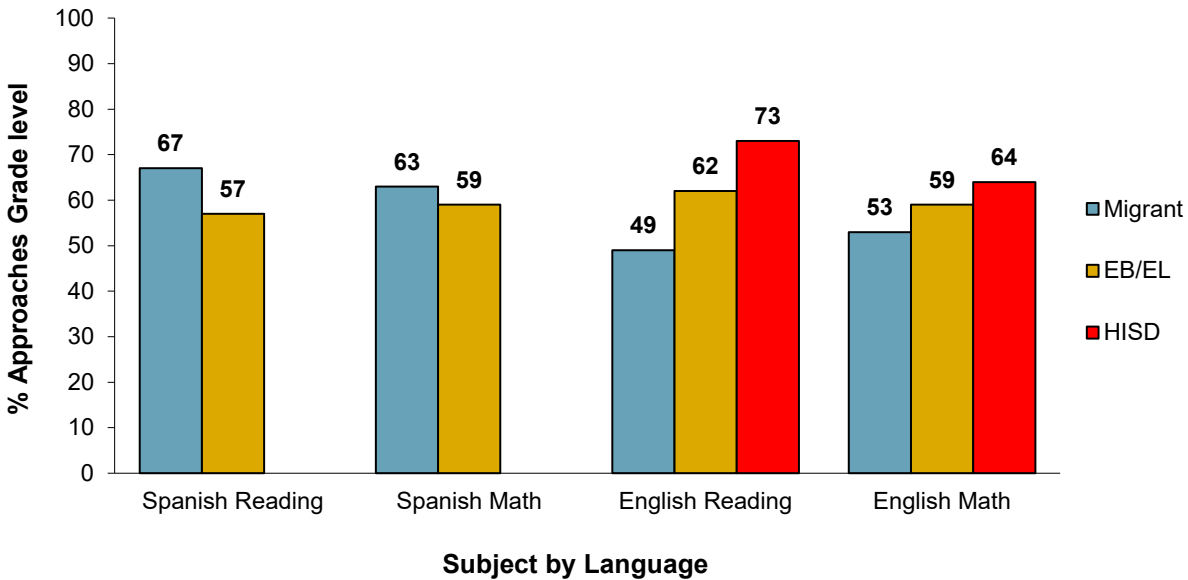
Of those 29 parents who completed the survey, 79.3 percent attended parent activities hosted by the Migrant Education Program (MEP) (n=23). In terms of information received, 100.0 percent responded that the program provided access to activities or information and resources (n=29). In response to the question “To what extent did parent activities and/or resources/information ... help you feel better prepared to support your child’s education?”, 62.1 percent indicated “A Lot” and 37.9 percent responded “Somewhat”. Every parent who responded to this item said either “A Lot” or “Somewhat”.

In terms of grade level, the majority of parents with children in grades K-8 or high school felt that information or resources helped “A Lot” in preparing them to support their child’s education. However, only one of the three parents with pre-school age children responded this way, with two of three saying the MEP program helped only “Somewhat”. This is a very small sample, but it does suggest that parents with very young children may not be receiving the assistance they need.

How did migrant students perform on the 2022 STAAR 3-8 reading and mathematics subtests compared with their grade-level peers in the district?

Figures 3 show the performance comparison between migrant, district students, and EB/EL students on the STAAR 3-8 reading and mathematics assessments. Further details including student counts and results by grade level can be seen in **Appendix F** (p. 21).

Figure 3. Percent of students who reached the Approaches Grade Level standard on 2022 STAAR 3-8 reading and mathematics assessments, by testing language and student group



Source: NGS and STAAR 3-8 8/8/22

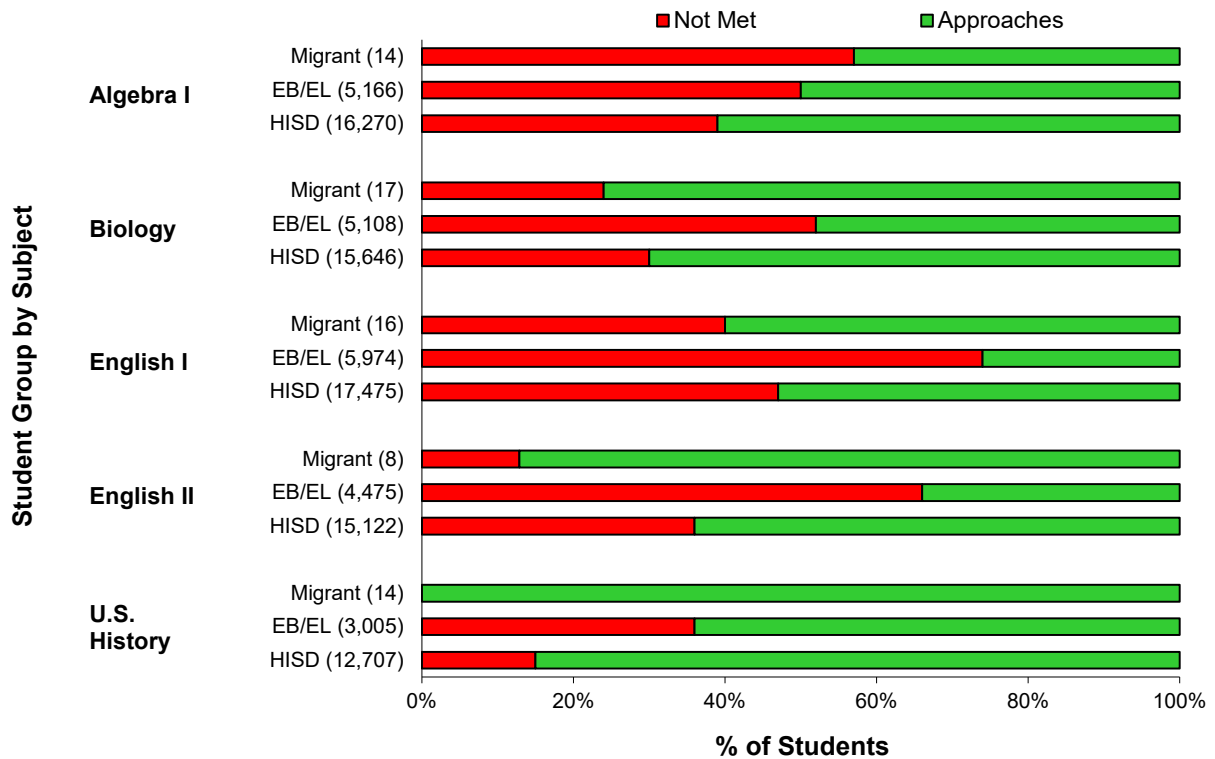
- Migrant students had higher passing rates than EB/EL students in both reading and mathematics on the Spanish version of the STAAR 3-8.
- On the English language STAAR, migrant students had lower passing rates than EB/EL students in both subjects, and EB/EL students were in turn lower than the district overall.

How did migrant students perform on the spring 2022 EOC assessments compared with their grade-level peers in the district?

Figure 4 (p. 10) present the performance comparison between migrant students, district students, and EB/EL students on the 2022 spring EOC assessments (retesters included). Further details including student counts and results by grade level can be seen in **Appendix G** (p. 22).

- Migrant students had higher passing rates than either EB/EL students or the district overall in four subjects: Biology, English I, English II, and U.S. History.
- In Algebra I, migrant students had lower passing rates than both comparison groups.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on the 2022 EOC assessments, by student group and subject

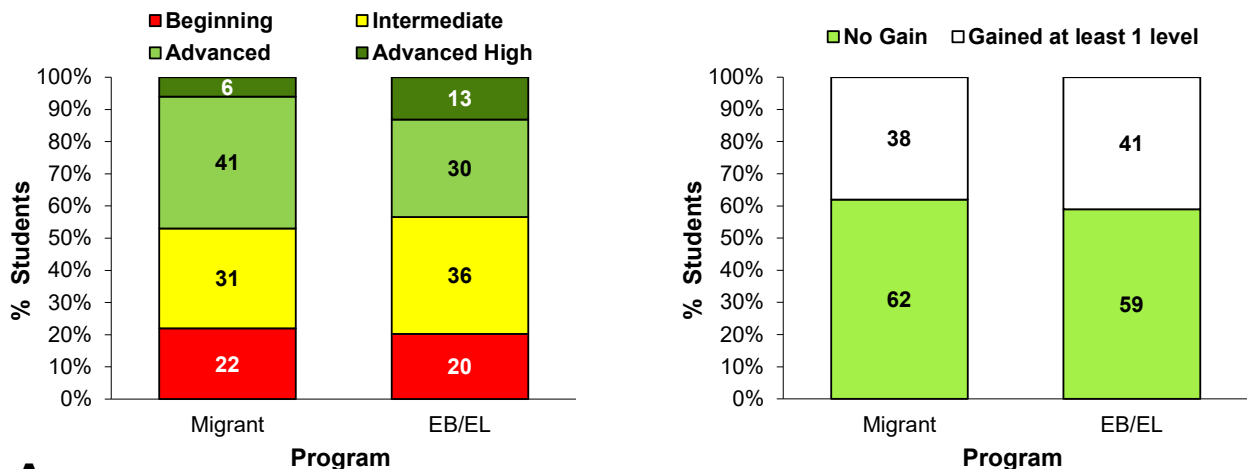


Source: NGS and EOC 7/12/22

How did migrant students perform on the 2022 TELPAS compared with their peers in the district?

Figure 5 present the performance comparison between migrant students and EB/EL students on the 2022 TELPAS. Further details including student counts and results by grade level can be seen in **Appendices H and I** (pp. 23-24).

Figure 5. Migrant student TELPAS performance 2022: A. Percent of Students at Each Proficiency Level, B. Percent of Students Showing Gains in Proficiency



Source: NGS and TELPAS 8/1/22

- There were slightly more migrant students who scored at the Advanced level or better (47 percent) than was the case for EB/EL students overall. However, they did have a smaller percentage who scored Advanced High (6 percent versus 13 percent for EB/ELs).
- Levels of progress for the two groups were very similar, with 62 percent of migrant students showing progress compared to the previous year compared to 59 percent for EB/ELs.

Discussion

The purpose of the HISD Migrant Education Program (MEP) 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). 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. The Migrant Education Program is designed to mitigate these risks, and the HISD MEP employs vital resources and services for these students.

One key area of challenge in the nation is the identification and recruitment of migrant students (Serrano, 2016), a process made more difficult by the requirement that COVID protocols be observed. 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.

Results from the parent survey showed that parents and guardians had generally positive attitudes toward the program. Migrant parents found the information and resources provided by the Migrant Education program prepared them a lot to support their child's education. Every parent surveyed also indicated that information or resources had been made available to them by the MEP. The one caveat is that parents of preschool-age children were somewhat less positive about the MEP, but this finding was not reported in the 2020–2021 evaluation report and came from a sample of only three parents. Therefore more data is required before this can be considered an issue.

Student assessment data provided mixed results, with migrant students doing less well than EB students or the district overall on the STAAR 3-8 test but having higher passing rates than these groups on the STAAR EOC assessments. This pattern is somewhat confusing and could be due to the relatively small number of migrant students tested on the EOC exams. Again, more data will be required before this discrepancy in test results can be considered significant.

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APPENDIX–A

MEP Recruitment Activities and Student Accounting Methods, 2021–2022

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. Using these sources to identify potential program participants, phone calls were made to families to establish eligibility criteria. For families found to be eligible, the COE was filled out.

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

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016 and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and as of 2017 the standards which were in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts looking to assess growth in student achievement. It does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier.

For high school students, STAAR includes End-of-Course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021–2022. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2018–2019 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

The 2015–2016 academic year also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. By 2018–2019, this number fell to 0.8 percent, and by 2020–2021 it was 0.01 percent (9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EB students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EB 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. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

APPENDIX–C

Demographic Characteristics of Migrant Students in HISD

	2017–2018		2018–2019		2019–2020		2020–2021		2021–2022	
	n	%	n	%	n	%	n	%	n	%
Gender										
Female	104	48.6	113	53.1	111	52.1	87	49.4	84	49.7
Male	110	51.4	110	46.9	102	47.9	89	50.6	85	50.3
Ethnicity										
Asian	0	0.0	0	0.0	2	0.9	3	1.7	3	1.8
Black	1	0.5	0	0.0	1	0.5	1	0.6	0	0.0
Hispanic	213	99.5	212	99.5	209	98.1	172	97.7	166	98.2
White	0	0.0	1	0.5	1	0.5	0	0.0	0	0.0
Home Language										
Spanish	183	85.5	186	87.3	170	79.8	131	74.4	129	76.3
English	31	14.5	27	12.7	41	19.2	41	23.3	37	21.9
Other	0	0.0	0	0.0	2	0.9	4	2.3	3	1.8
Social Economic Status										
Economically Disadvantaged	213	99.5	212	99.5	210	98.6	176	100.0	169	100.0
Homeless	9	4.2	7	3.3	10	4.7	4	2.3	5	3.0
At-Risk	186	86.9	175	82.2	183	85.9	136	77.3	135	79.9
Program										
Gifted/ Talented	18	8.4	14	6.6	13	6.1	7	4.0	7	4.1
Emergent Bilingual (EB)	112	52.3	120	56.3	119	55.9	103	58.5	97	57.4
Special Education (SPED)	11	5.1	11	5.2	17	8.0	13	7.4	10	5.9

Source: PEIMS fall snapshots.

APPENDIX–D

Support Efforts of the Migrant Education Program Office

Table D1. Identification and Recruitment Activities of the Migrant Recruitment Specialist and Community Liaisons, 2018–2022 (number of students)

ACTIVITIES	2018–2019	2019–2020	2020–2021	2021–2022
Phone Calls/Visits	n	n	n	n
Eligible for MEP	205	81	34	63
Not eligible for MEP	275	181	344	512
Total	490	262	377	575
Students Recruited				
New students	92	92	35	71
Previously identified with new QAD	99	90	42	90
Previously identified without new QAD	129	N/A	201	125
Certificates of eligibility	71	81	34	63
Total students	391	263	312	349
SUPPORT SERVICES				
Clothing Vouchers Distributed				
A Bright Beginning	6	3	0	0
Elementary School	72	92	83	18
Middle School	41	45	37	6
High School	59	78	50	3
Total	178	218	170	27
School Supplies Distributed				
A Bright Beginning	6	0	0	0
Elementary School	72	66	83	47
Middle School	41	36	37	30
High School	59	56	50	30
Total	178	158	170	107
New Support Services Beginning 2020-2021 SY				
Materials and Resources	-	-	13	0
Materials and Resources (Not MEP Funded)	-	-	1	0
Referred Service (Not MEP Funded)	-	-	49	0
Homework Assistance Tools	-	-	9	0
Other Resources (books)	-	-	43	0
Hygiene Kits	-	-	0	97
Referred Service/Referrals (Not MEP Funded)	-	-	0	18
Materials & Resources (OSY) MEP Funded	-	-	0	14
Parent/Campus Contact (MEP Funded)	-	-	0	170
Materials/Books for EB Students (Not MEP Funded)	-	-	0	96
Referred Services (OSY)	-	-	0	14

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

Note: - indicates no data available

APPENDIX–D (continued)

Table D2. Number of Migrant Students Receiving Supplemental Benefits Through MEP During the Regular and Summer School Months, 2019–2022

Instructional Services	2019–2020		2020–2021		2021–2022	
	Regular	Summer	Regular	Summer	Regular	Summer
	n	n	n	n	n	n
Career Exploration	N/A	N/A	0	0	0	0
Preschool/School Readiness	N/A	N/A	0	0	0	0
A Bright Beginning Center-Based	6	0	4	0	0	0
A Bright Beginning Home-Based	0	4	0	0	0	0
STEM/STEAM (Rice Tapia & U of H)	1	26	0	0	0	28
Social Studies	10	8	0	0	0	0
Science	5	33	0	0	0	0
Tutorial Elementary	13	0	11	0	0	0
Tutorial Secondary	22	0	0	0	0	0
Other 1:						
Parent/Campus Contact*	0	0	250	0	170	0
Study Island	35	0	0	0	0	0
Math	0	0	0	0	0	0
College Tours	0	0	0	0	0	0
Other 2:						
Imagine Learning* (Non MEP Funded)	N/A	N/A	195	0	203	0
Personal Graduation Planning (PGP), FAFSA/TAFA	0	0	19	0	17	0
Reading	0	0	0	0	0	0
Other 3:						
Progress Monitoring*	0	0	201	0	84	0
Support Services						
Clothing Vouchers	0	0	178	-	27	0
School Supplies	0	0	178	-	107	0
Counseling Service	0	0	0	-	0	0
Homework Assistance Tools	0	0	0	-	11	0
Transportation	0	0	0	-	0	0

Source: HISD Migrant Education Program Office.

Note: (*) indicates new instructional service for 2020–2021 school year. (-) indicated for summer 2020–2021 because data is not available.

APPENDIX–E

Parent Survey Summary Data

Parents' perceptions of the supports provided by the Migrant Education Program, 2021–2022										
	Yes		No							
	n	%	n	%						
Did you attend any parent activities hosted by the Migrant Education Program (MEP)?	23	79.3	6	20.7						
Were parent activities and/or information/resources offered to you by the MEP?	29	100.0	0	0.0						
	Not at all		Somewhat		A Lot		Did not receive			
	n	%	n	%	n	%	n	%		
To what extent did parent activities and/or resources/information provided by the MEP help you feel better prepared to support your child's education?	0	0.0	11	37.9	18	62.1	0	0.0		

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

APPENDIX–F

**STAAR Performance of Migrant Students, Emergent Bilinguals, and Overall District
Results: Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Language**

Program	Grade	# Stu	Spanish Reading		Spanish Mathematics	
			# Tested	% Appr.	# Tested	% Appr.
Migrant	3	16	6	100	5	100
Students	4	10	2	*	2	*
	5	13	1	*	1	*
	Total	39	9	67	8	63
EB/EL	3	6,557	3,309	60	3,106	62
	4	6,621	1,877	49	1,792	57
	5	6,477	836	62	826	52
	Total	19,655	6,022	57	5,724	59

Program	Grade	# Stu	English Reading		English Mathematics	
			# Tested	% Appr.	# Tested	% Appr.
Migrant	3	16	9	33	10	50
Students	4	10	7	29	7	29
	5	13	8	25	8	50
	6	23	21	48	22	59
	7	9	7	71	7	43
	8	19	16	69	16	63
	Total	90	68	49	70	53
EB/EL	3	6,557	3,155	67	3,355	65
	4	6,621	4,650	68	4,753	66
	5	6,477	5,448	70	5,504	72
	6	4,689	4,515	48	4,516	54
	7	4,476	4,296	60	4,229	43
	8	4,163	4,013	57	3,687	50
	Total	32,983	26,077	62	26,044	59
HISD	3	15,024	11,216	73	11,431	66
	4	15,158	12,813	72	12,913	65
	5	15,352	14,011	76	14,027	72
	6	12,694	12,189	62	12,176	63
	7	13,190	12,692	75	12,142	54
	8	13,424	12,943	77	10,702	61
	Total	84,842	75,864	73	73,391	64

Source: NGS and STAAR 3-8 8/8/22

APPENDIX–G

STAAR End-of-Course Performance of Migrant Students, Emergent Bilinguals, and Overall District Results: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (Spring 2022 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Migrant	14	8	57	6	43	2	14
	EB/EL	5,166	2,607	50	2,559	50	1,118	22
	HISD	16,270	6,411	39	9,859	61	5,431	33
Biology	Migrant	17	4	24	13	76	7	41
	EB/EL	5,108	2,633	52	2,475	48	969	19
	HISD	15,646	4,620	30	11,026	70	6,666	43
English I	Migrant	16	7	44	9	56	7	44
	EB/EL	5,974	4,430	74	1,544	26	874	15
	HISD	17,475	8,176	47	9,299	53	7,037	40
English II	Migrant	8	1	13	7	88	4	50
	EB/EL	4,475	2,952	66	1,523	34	833	19
	HISD	15,122	5,413	36	9,709	64	7,610	50
U.S. History	Migrant	14	0	0	14	100	10	71
	EB/EL	3,005	1,072	36	1,933	64	968	32
	HISD	12,707	1,938	15	10,769	85	8,199	65

Source: NGS and EOC 7/12/22

APPENDIX–H

**Composite TELPAS Results: Number and Percent of Students
at Each Proficiency Level in 2022, by Grade,
Results Shown Separately for Migrant and Emergent Bilinguals Districtwide**

Migrant Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	10	9	90	0	0	1	10	0	0	1.2
1	12	6	50	4	33	1	8	1	8	1.7
2	3	*	*	*	*	*	*	*	*	*
3	12	1	8	2	17	8	67	1	8	2.8
4	8	0	0	5	63	2	25	1	13	2.2
5	7	0	0	2	29	5	71	0	0	2.6
6	15	2	13	6	40	7	47	0	0	2.5
7	4	*	*	*	*	*	*	*	*	*
8	11	0	0	4	36	6	55	1	9	2.9
9	3	*	*	*	*	*	*	*	*	*
10	0	0	-	0	-	0	-	0	-	-
11	4	*	*	*	*	*	*	*	*	*
12	1	*	*	*	*	*	*	*	*	*
Total	90	20	22	28	31	37	41	5	6	2.3

Emergent Bilinguals										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	6,100	4,258	70	1,351	22	355	6	136	2	1.4
1	6,213	2,784	45	2,205	35	816	13	408	7	1.7
2	5,999	1,103	18	3,033	51	1,581	26	282	5	2.2
3	6,375	600	9	2,604	41	2,291	36	880	14	2.5
4	6,467	706	11	2,380	37	2,372	37	1,009	16	2.5
5	6,258	505	8	1,831	29	2,456	39	1,466	23	2.8
6	4,440	309	7	1,569	35	1,801	41	761	17	2.7
7	4,210	297	7	1,322	31	1,669	40	922	22	2.8
8	3,950	376	10	1,343	34	1,554	39	677	17	2.7
9	4,208	672	16	1,732	41	1,295	31	509	12	2.4
10	2,424	248	10	926	38	837	35	413	17	2.6
11	2,096	225	11	812	39	722	34	337	16	2.6
12	1,300	61	5	513	39	520	40	206	16	2.7
Total	60,040	12,144	20	21,621	36	18,269	30	8,006	13	2.4

Source: NGS and TELPAS 8/1/22

* data are masked if fewer than five students tested

APPENDIX–I

**TELPAS Yearly Progress: Number and Percent of
Students Gaining One or More Levels of English Language Proficiency in 2022,
by Grade, Results Shown Separately for Migrant and Emergent Bilingual Students**

Migrant									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
		N	%	N	%	N	%	N	%
1	11	1	9	1	9	0	0	2	18
2	3	*	*	*	*	*	*	*	*
3	11	5	45	1	9	0	0	6	55
4	6	2	33	0	0	0	0	2	33
5	6	1	17	0	0	0	0	1	17
6	10	1	10	0	0	0	0	1	10
7	2	*	*	*	*	*	*	*	*
8	5	4	80	0	0	0	0	4	80
9	0	0	-	0	-	0	-	0	-
10	0	0	-	0	-	0	-	0	-
11	1	*	*	*	*	*	*	*	*
12	0	0	-	0	-	0	-	0	-
Total	55	19	35	2	4	0	0	21	38

Emergent Bilinguals									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
		N	%	N	%	N	%	N	%
1	5,160	1,824	35	401	8	72	1	2,297	45
2	5,315	2,127	40	371	7	12	<1	2,510	47
3	5,260	2,291	44	148	3	0	0	2,439	46
4	5,309	1,654	31	61	1	0	0	1,715	32
5	4,978	2,218	45	107	2	0	0	2,325	47
6	3,368	1,059	31	36	1	0	0	1,095	33
7	2,754	1,215	44	59	2	0	0	1,274	46
8	2,411	908	38	49	2	0	0	957	40
9	2,532	686	27	34	1	2	<1	722	29
10	1,659	577	35	33	2	0	0	610	37
11	1,412	476	34	30	2	0	0	506	36
12	948	314	33	12	1	0	0	326	34
Total	41,106	15,349	37	1,341	3	86	<1	16,776	41

Source: NGS and TELPAS 8/1/22

* data are masked if fewer than five students tested