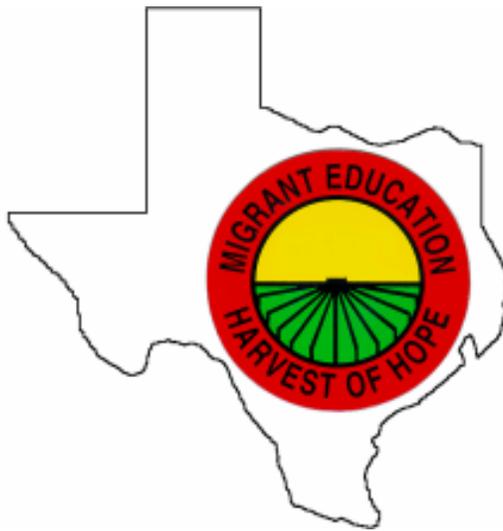# Statewide Comprehensive Needs Assessment
Texas Migrant Education Program
September 2007

Division of NCLB Program Coordination
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

For More Information

Requests regarding the Texas MEP Statewide Comprehensive Needs Assessment (CNA) may be directed to the Texas Education Agency's Division of NCLB Program Coordination by telephone at (512) 463-9374 or by e-mail at nclb@tea.state.tx.us.

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Members of the 2006-2007 Texas MEP Statewide CNA Focus Group

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Executive Summary

This report presents the process and findings of the Texas Migrant Education Program's (MEP) Comprehensive Needs Assessment (CNA) concluded in March 2007. As required under Section 1306 of the No Child Left Behind (NCLB) Act of 2001, the results of this statewide comprehensive needs assessment will guide the delivery and future evaluation of services provided by the Texas MEP to the state's migratory children.

The process used for this study was based on a three-phase model provided by the U.S. Office of Migrant Education (OME). The first phase of this process centered on exploring what is already known about the needs of migrant children to determine the focus and scope of the assessment to be conducted. A survey administered to school administrators, teachers, counselors, migrant parents and migrant data specialists was used to rank a list of factors relevant to the academic success of migrant students in the goal areas of reading proficiency, math proficiency, high school graduation and school readiness. The highest-ranking factors were grouped into nine categories of concerns. Data sources and survey populations were identified, leading to a list of measurable need indicators which could potentially verify concerns related to the academic success of Texas' migrant children.

The second phase of this process was focused on gathering and analyzing data to determine the greatest needs of migrant students. Early in this phase initial findings suggested that migrant student needs may be more significant and immediate at the secondary school level. This, when combined with challenges faced in accessing some data elements, called for a re-evaluation of the nine categories of concerns and need indicators originally identified in Phase I. The results led to eight concern statements, organized into four areas of concern: (1) Educational Continuity; (2) School and Social Engagement; (3) Educational Support in the Home; and (4) Instructional Time. Data collection and analysis continued and revealed performance gaps related to each concern statement. The findings had verified that all eight concern statements were true migrant student needs.

The third phase of this study focused on making decisions and arriving at solutions to meet the identified needs of Texas' migrant children. This phase included setting priority needs and gathering possible solutions, followed by evaluating and selecting the most promising solution strategies aimed at meeting the identified needs of migrant students.

The findings of this needs assessment include the following eight identified needs related to four areas of concern which were explored through this study:

Educational Continuity
- More migrant secondary students must earn core credits for on-time graduation.
- More migrant students migrating outside of Texas during summer months must be served in summer migrant programs in receiving states through the efforts of interstate coordination.

School and Social Engagement
- More migrant middle school students must use and apply learning and study skills appropriate to learning.

Educational Support in the Home

- More migrant middle school students must have timely attention and interventions related to problems or concerns that are academically and non-academically-related.
- More migrant middle school students must have the necessary homework assistance and homework resources at home essential for high levels of learning and academic success.

Instructional Time

- More migrant students who have failed the Texas Assessment of Knowledge and Skills (TAKS) must participate in summer TAKS remediation.
- More migrant first graders must have sufficient school readiness skills for promotion to second grade.
- More migrant secondary students must make up course work due to late enrollment and early withdrawal from Texas schools.

The implications of this study's findings include implementation of the strategies selected to meet the identified needs, which will guide the upcoming development of the new Service Delivery Plan for the Texas MEP. Another implication is that, upon establishing a new Service Delivery Plan, this CNA will be updated and strengthened through the use of more recent student data and added data elements not available previously. Through this process, the Texas MEP will assure that its delivery and evaluation of MEP-funded services reflect the most current needs and most effective strategies for increasing the academic success of Texas' migrant children.

SECTION 1: Purpose and Scope

The purpose of this needs assessment has been to identify the most significant and current needs of Texas' migrant students. As required by Section 1306 of the NCLB Act of 2001 (P.L. 107-110), the Texas MEP must deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of a current statewide comprehensive needs assessment.

The goal in conducting this study has been to use the findings to direct the appropriate program efforts and resources towards targeting and meeting the identified needs. The ultimate hope is for improved program effectiveness statewide in increasing academic success for the migrant children of Texas.

It was determined early in the process that the scope of this study would be focused on the needs of the primary stakeholders of the MEP, the migrant students.

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SECTION 2: Background on Target Population

The profile of the Texas migrant student population used for this study is based on data collected through the New Generation System (NGS) and the Texas Education Agency for the 2003-2004 school year.

SUMMARY OF MIGRANT STUDENT PROFILE

General demographic information for population studied is summarized in the figure below, which reflects the percentage of the migrant student population with membership in each of the demographic areas listed.

Figure 1.0 Migrant Student Profile Summary

Demographic Areas:	Percentage
%Mobile	66.0%
%Highly Mobile	41.5%
%Over-Aged	2.8%
%Retained	4.4%
%Failed 2003 TAKS Reading	36.9%
%Failed 2003 TAKS Math	33.3%
%LEP	46.2%
%Gifted/Talented (G/T)	0.9%
%Enrolled in Alternative Schools	0.4%
%Enrolled in Juvenile Facilities	0.02%
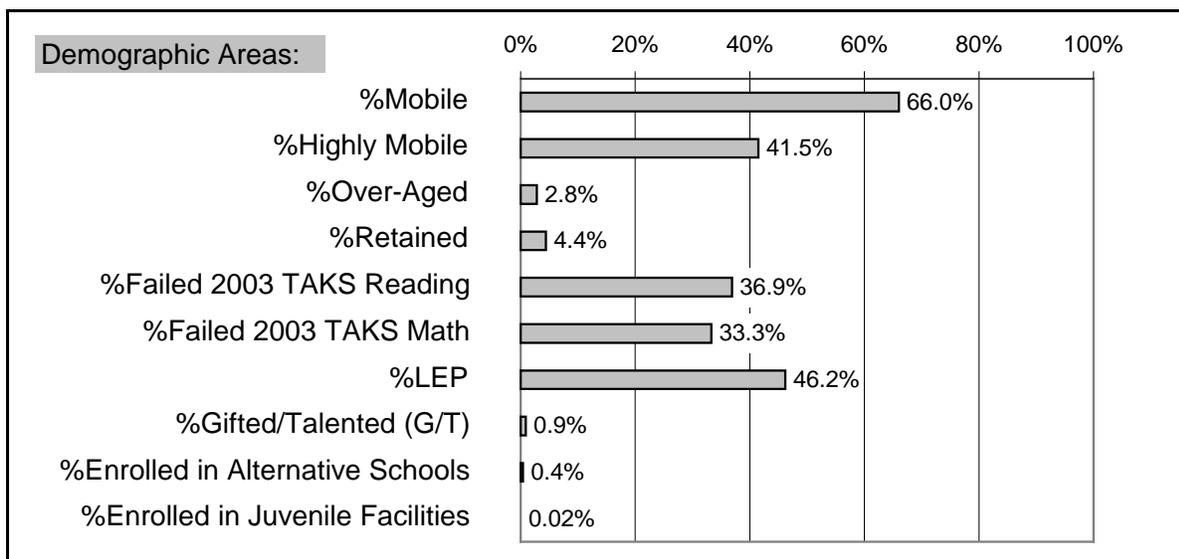
DETAILED ANALYSIS OF DEMOGRAPHIC AREAS

The remaining portion of this section expands the migrant student profile summary into a more detailed analysis, presented as follows for each of the ten demographic areas studied:

- A **figure** presents a comparison of all migrant students to each type of migrant student, Priority for Service (PFS) and non-PFS;

- A **table** shows the distribution of migrant students across grade levels for all migrant students and for each type of migrant student, PFS and non-PFS; and

- A **primary insights statement** summarizes the patterns observed through the analyses.

Note: A more detailed analysis of the migrant general demographic information by grade level (PK-12), school type (elementary, middle school and high school) and migrant group (Early Childhood, Grade Levels PK-12, Out-of-School and Unknown) is provided on pages 79-92 of Appendix A.

1. Mobility

For purposes of determining needs, the Texas MEP defines a mobile migrant student as one whose qualifying move was made within the state of Texas after August 1 of the previous school year. A student who is defined as not mobile is one whose qualifying move within the state of Texas was made before August 1 of the previous school year.

Figure 1.1 Mobile/Not Mobile Migrant Students
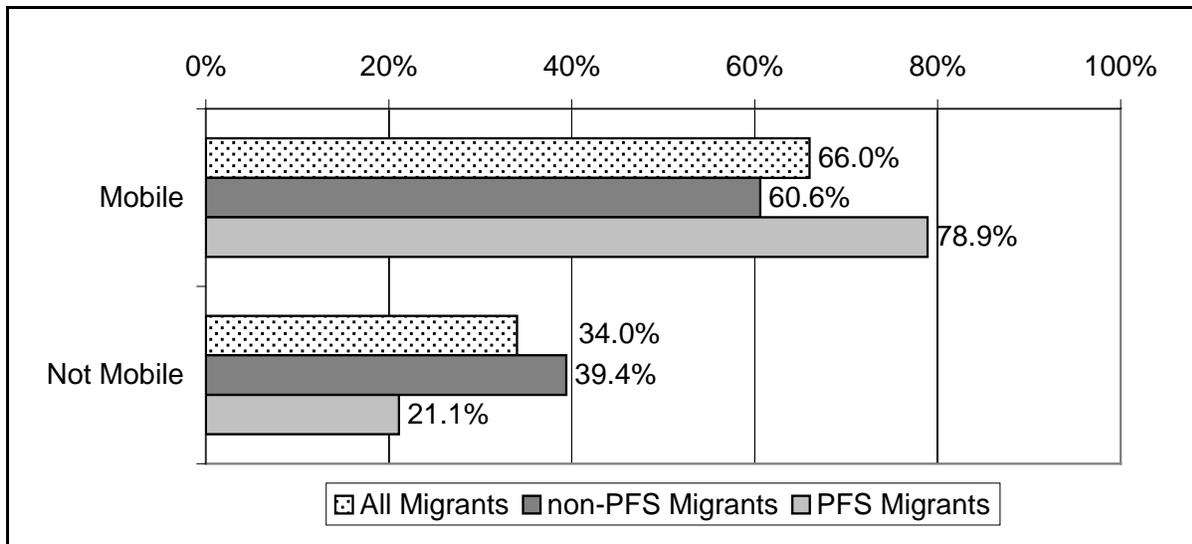
Table1.1 Mobile Migrant Students Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Mobile	%Distribution	Mobile	%Distribution	Mobile	%Distribution
PK	3801	4.7%	2977	5.7%	824	2.8%
K	5959	7.3%	4261	8.1%	1698	5.9%
1st	6753	8.3%	4640	8.9%	2113	7.3%
2nd	6595	8.1%	4583	8.8%	2012	7.0%
3rd	6178	7.6%	4185	8.0%	1993	6.9%
4th	6300	7.8%	3833	7.3%	2467	8.5%
5th	6087	7.5%	3685	7.0%	2402	8.3%
6th	6210	7.6%	3739	7.1%	2471	8.5%
7th	6091	7.5%	3733	7.1%	2358	8.2%
8th	5678	7.0%	3432	6.6%	2246	7.8%
9th	7408	9.1%	4091	7.8%	3317	11.5%
10th	5343	6.6%	3162	6.0%	2181	7.5%
11th	4050	5.0%	2557	4.9%	1493	5.2%
12th	4779	5.9%	3428	6.6%	1351	4.7%
PK-12th	**81232**	**100%**	**52306**	**100%**	**28926**	**100%**

Primary Insights: Priority for Services (PFS) migrant students are more mobile than non-PFS migrant students and, among mobile PFS migrant students, the largest percentage is in the ninth grade.

2. High Mobility

For purposes of determining needs, the Texas MEP defines a highly mobile migrant student as one whose qualifying move was made outside the state of Texas after August 1 of the previous school year. A student who is defined as not highly mobile is one whose qualifying move outside the state of Texas was made before August 1 of the previous school year.

Figure 1.2 Highly Mobile/Not Highly Mobile Migrant Students
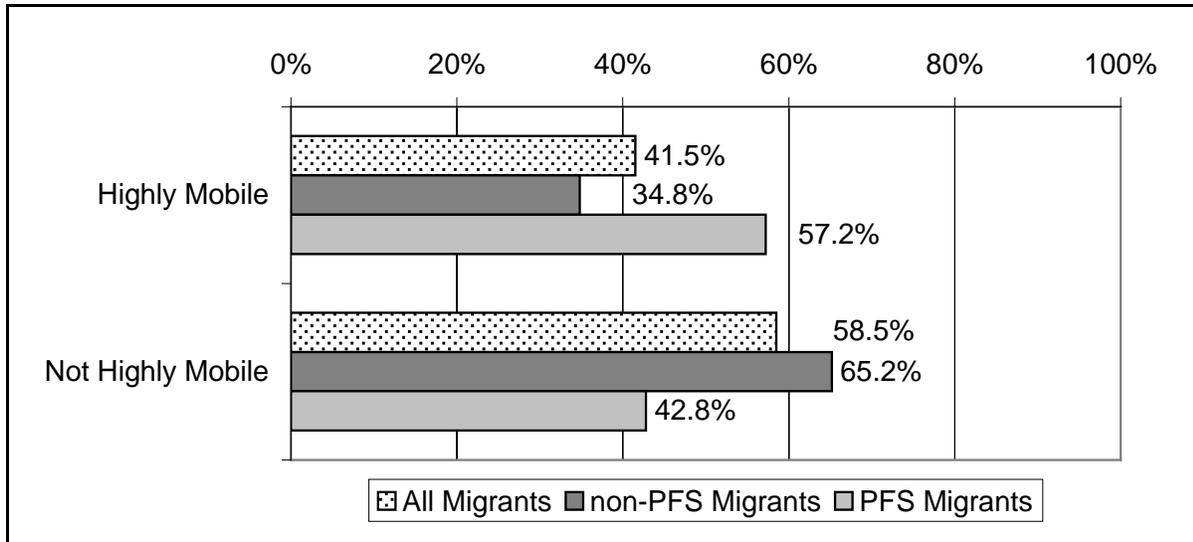
Table 1.2 Highly Mobile Migrant Students
               Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Highly Mobile	%Distribution	Highly Mobile	%Distribution	Highly Mobile	%Distribution
PK	2379	4.7%	1746	5.8%	633	3.0%
K	3707	7.3%	2401	8.0%	1306	6.2%
1st	4275	8.4%	2695	9.0%	1580	7.5%
2nd	4071	8.0%	2554	8.5%	1517	7.2%
3rd	3831	7.5%	2323	7.7%	1508	7.2%
4th	3891	7.6%	2180	7.3%	1711	8.2%
5th	3825	7.5%	2157	7.2%	1668	8.0%
6th	3898	7.6%	2175	7.2%	1723	8.2%
7th	3833	7.5%	2134	7.1%	1699	8.1%
8th	3564	7.0%	2013	6.7%	1551	7.4%
9th	4854	9.5%	2380	7.9%	2474	11.8%
10th	3348	6.6%	1782	5.9%	1566	7.5%
11th	2552	5.0%	1484	4.9%	1068	5.1%
12th	2970	5.8%	2004	6.7%	966	4.6%
PK-12th	**50998**	**100%**	**30028**	**100%**	**20970**	**100%**

Primary Insights: Priority for Services (PFS) migrant students are more highly mobile than non-PFS migrant students and, among highly mobile PFS migrant students, the largest percentage is in the ninth grade.

3. Over-Aged

Over-aged migrant students are those who are two or more years older than the average age expected for a particular grade level.

Figure 1.3 Over-Aged/Not Over-Aged Migrant Students
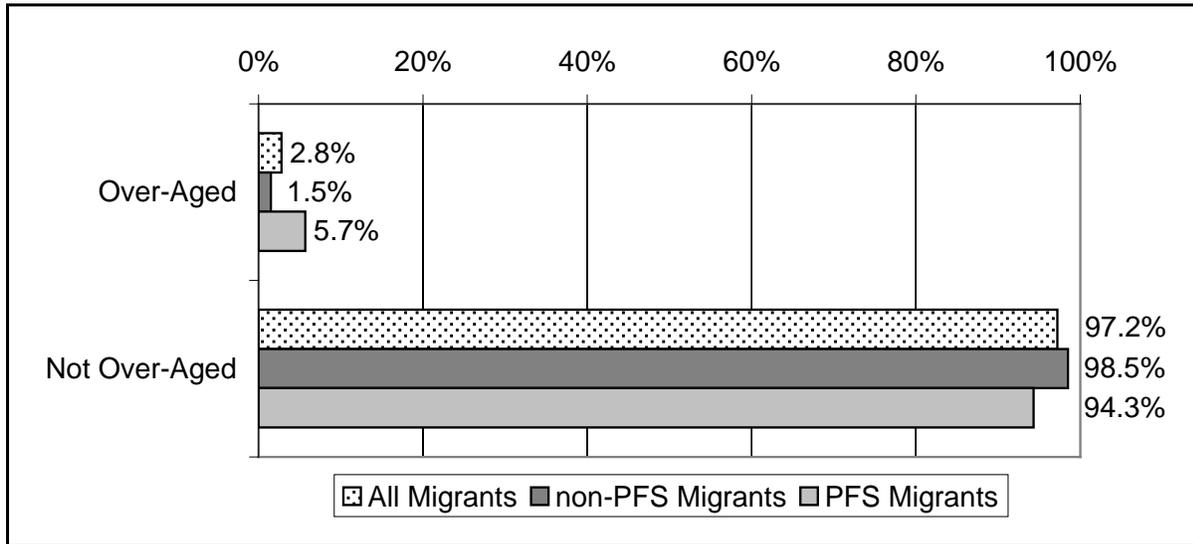
Table 1.3 Over-Aged Migrant Students Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Over-Aged	%Distribution	Over-Aged	%Distribution	Over-Aged	%Distribution
PK	0	0.0%	0	0.0%	0	0.0%
K	0	0.0%	0	0.0%	0	0.0%
1st	0	0.0%	0	0.0%	0	0.0%
2nd	0	0.0%	0	0.0%	0	0.0%
3rd	0	0.0%	0	0.0%	0	0.0%
4th	0	0.0%	0	0.0%	0	0.0%
5th	0	0.0%	0	0.0%	0	0.0%
6th	0	0.0%	0	0.0%	0	0.0%
7th	168	4.9%	77	5.9%	91	4.4%
8th	208	6.1%	89	6.8%	119	5.7%
9th	1202	35.4%	364	27.7%	838	40.2%
10th	796	23.4%	320	24.4%	476	22.8%
11th	508	14.9%	229	17.4%	279	13.4%
12th	517	15.2%	235	17.9%	282	13.5%
PK-12th	**3399**	**100%**	**1314**	**100%**	**2085**	**100%**

Primary Insights: Priority for Services (PFS) migrant students are more likely to be older than their classroom peers per grade level than non-PFS migrant students and, among over-aged PFS migrant students, the largest percentage is in the ninth grade.

4. Retention

Retained migrant students are those who are repeating a grade level from school year 2002-2003 in school year 2003-2004.

Figure 1.4 Retained/Not Retained Migrant Students
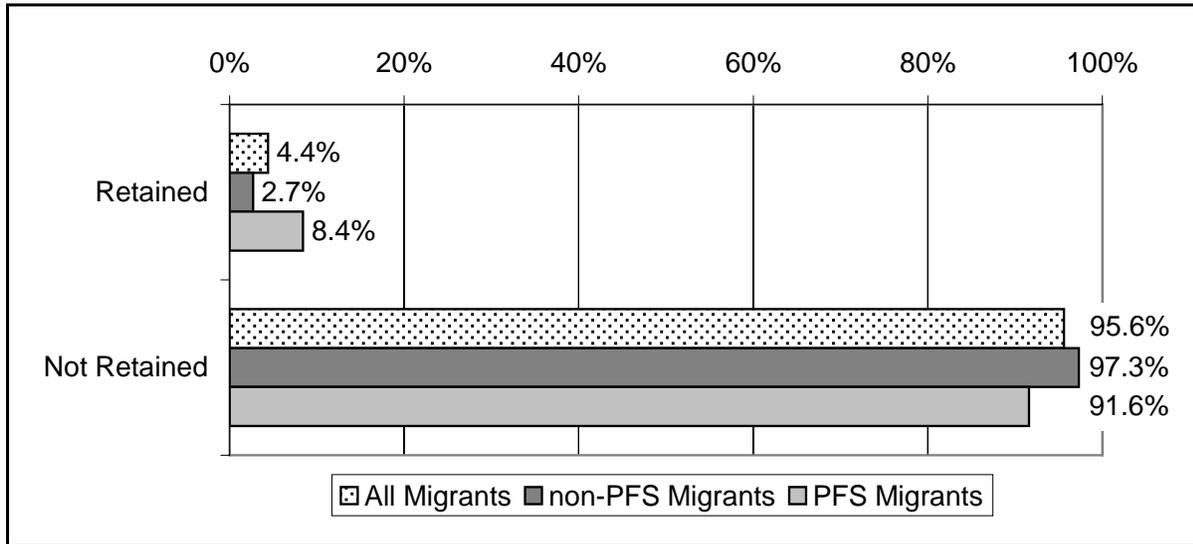
Table 1.4 Retained Migrant Students
        Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Retained	%Distribution	Retained	%Distribution	Retained	%Distribution
PK	1	0.0%	0	0.0%	1	0.0%
K	130	2.4%	59	2.5%	71	2.3%
1st	523	9.7%	242	10.4%	281	9.1%
2nd	645	11.9%	320	13.8%	325	10.5%
3rd	438	8.1%	245	10.6%	193	6.2%
4th	239	4.4%	120	5.2%	119	3.8%
5th	168	3.1%	91	3.9%	77	2.5%
6th	177	3.3%	93	4.0%	84	2.7%
7th	209	3.9%	84	3.6%	125	4.0%
8th	201	3.7%	79	3.4%	122	3.9%
9th	1074	19.8%	299	12.9%	775	25.1%
10th	779	14.4%	343	14.8%	436	14.1%
11th	477	8.8%	223	9.6%	254	8.2%
12th	354	6.5%	124	5.3%	230	7.4%
PK-12th	**5415**	**100%**	**2322**	**100%**	**3093**	**100%**

Primary Insights: Priority for Services (PFS) migrant students are more likely to repeat a grade than non-PFS migrant students and, among retained PFS migrant students, the largest percentage is in the ninth grade.

5. 2003 TAKS Performance in Reading

For grades three through eleven, the Texas Assessment of Knowledge and Skills (TAKS) in reading contains two passing standards: a Met standard that reflects minimum student performance and a Commended standard that reflects mastery over the subject material. A migrant student who has passed this assessment is one who has achieved a Met or Commended standard; a migrant student who has failed this assessment is one who has performed below the Met standard.

Figure 1.5 Failed/Passed Migrant Students—2003 TAKS Reading
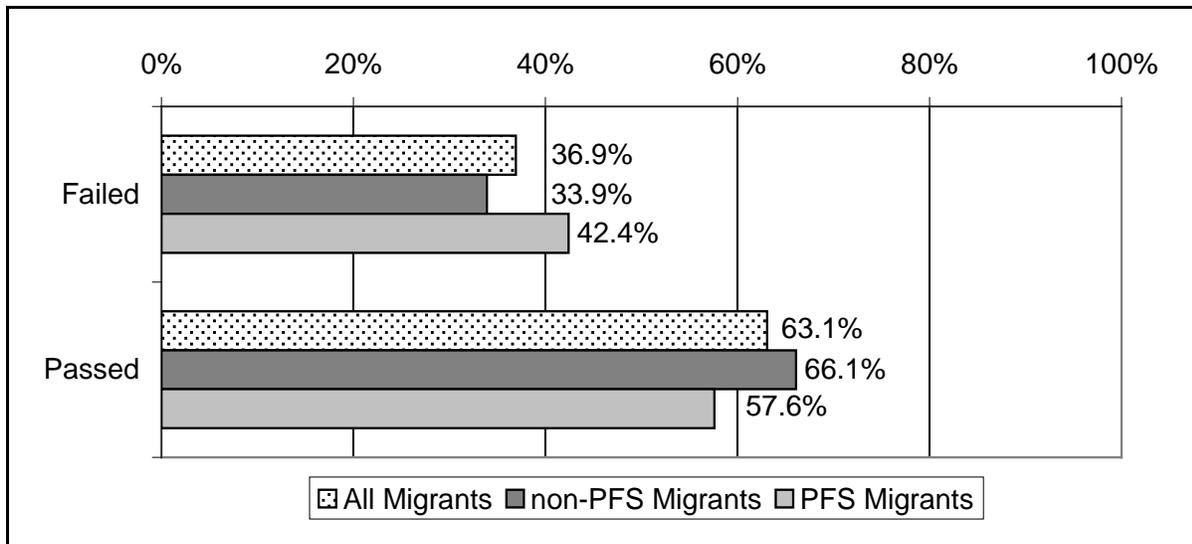
**Table 1.5 Failed Migrant Students—2003 TAKS Reading
          Distribution Across Grade Levels**

TAKS Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Failed	%Distribution	Failed	%Distribution	Failed	%Distribution
3rd	810	4.3%	411	3.6%	399	5.2%
4th	1930	10.2%	1135	10.0%	795	10.4%
5th	2407	12.7%	1476	13.1%	931	12.2%
6th	2650	14.0%	1616	14.3%	1034	13.6%
7th	2307	12.2%	1403	12.4%	904	11.9%
8th	2203	11.6%	1321	11.7%	882	11.6%
9th	2826	14.9%	1563	13.8%	1263	16.6%
10th	2144	11.3%	1321	11.7%	823	10.8%
11th	1645	8.7%	1063	9.4%	582	7.6%
3rd-11th	**18922**	**100%**	**11309**	**100%**	**7613**	**100%**

Primary Insights: Priority for Services (PFS) migrant students are more likely to fail the TAKS in reading than non-PFS migrants and, among PFS migrant students who failed, the largest percentage is in the ninth grade.

6. 2003 TAKS Performance in Math

For grades three through eleven, the Texas Assessment of Knowledge and Skills (TAKS) in math contains two passing standards: a Met standard that reflects minimum student performance and a Commended standard that reflects mastery over the subject material. A migrant student who has passed this assessment is one who has achieved a Met or Commended standard; a migrant student who has failed this assessment is one who has performed below the Met standard.

Figure 1.6 Failed/Passed Migrant Students—2003 TAKS Math
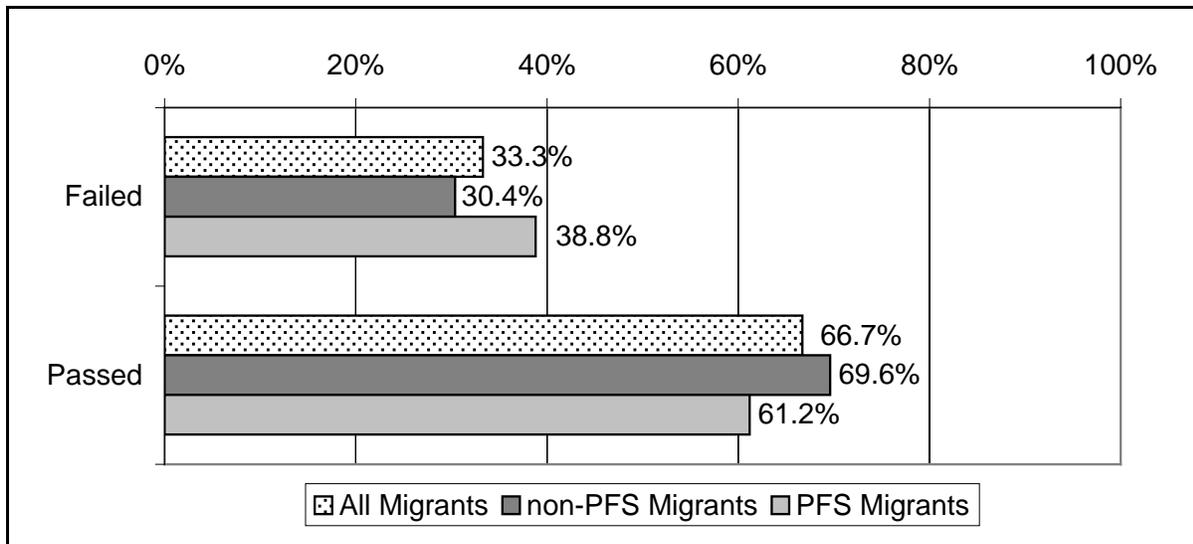
Table 1.6 Failed Migrant Students—2003 TAKS Math
Distribution Across Grade Levels

TAKS Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Failed	%Distribution	Failed	%Distribution	Failed	%Distribution
3rd	444	2.7%	243	2.5%	201	3.1%
4th	1205	7.4%	689	7.0%	516	8.0%
5th	1654	10.2%	993	10.1%	661	10.2%
6th	1690	10.4%	1018	10.4%	672	10.4%
7th	2149	13.2%	1302	13.3%	847	13.1%
8th	2395	14.7%	1459	14.9%	936	14.5%
9th	3066	18.8%	1785	18.2%	1281	19.8%
10th	2219	13.6%	1399	14.3%	820	12.7%
11th	1445	8.9%	924	9.4%	521	8.1%
3rd-11th	16267	100%	9812	100%	6455	100%

Primary Insights: Priority for Services (PFS) migrant students are more likely to fail the TAKS in math than non-PFS migrant students and, among PFS migrant students who failed, the largest percentage is in the ninth grade.

7. Limited English Proficient (LEP)

LEP migrant students are defined as those whose primary language is one other than English and whose English language proficiency limits their participation in an English-language academic environment.

Figure 1.7 LEP/Not LEP Migrant Students
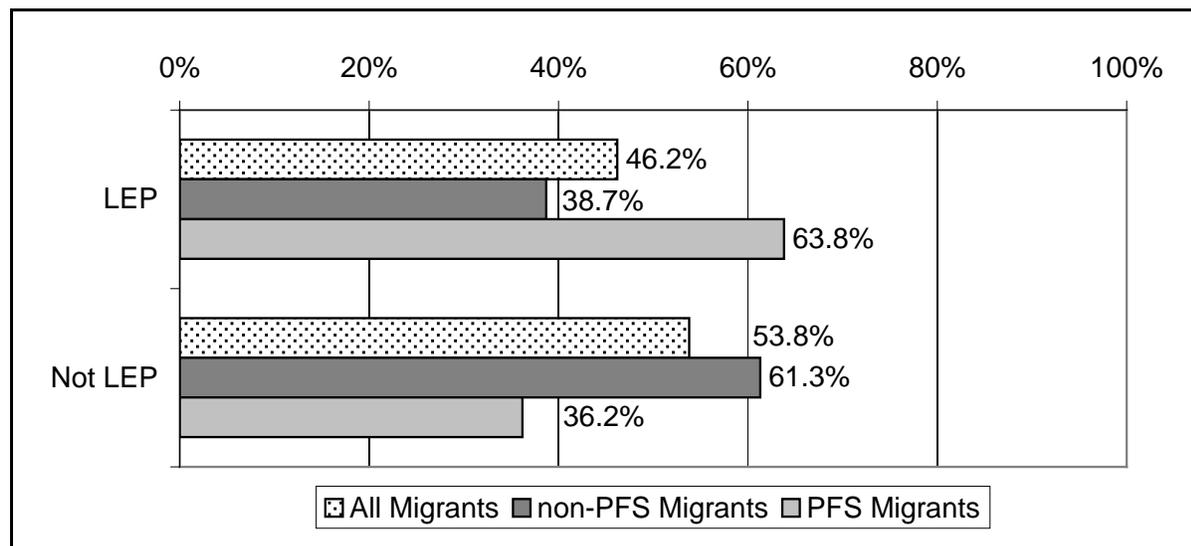
Table 1.7 LEP Migrant Students
Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	LEP	%Distribution	LEP	%Distribution	LEP	%Distribution
PK	2194	3.9%	1102	3.3%	1092	4.7%
K	4491	7.9%	2390	7.2%	2101	9.0%
1st	6022	10.6%	3522	10.5%	2500	10.7%
2nd	6007	10.6%	3611	10.8%	2396	10.2%
3rd	5711	10.1%	3535	10.6%	2176	9.3%
4th	5792	10.2%	3563	10.7%	2229	9.5%
5th	5069	8.9%	3141	9.4%	1928	8.2%
6th	4243	7.5%	2532	7.6%	1711	7.3%
7th	3657	6.4%	2188	6.5%	1469	6.3%
8th	3167	5.6%	1864	5.6%	1303	5.6%
9th	4027	7.1%	2126	6.4%	1901	8.1%
10th	2737	4.8%	1555	4.7%	1182	5.1%
11th	1848	3.3%	1123	3.4%	725	3.1%
12th	1847	3.3%	1174	3.5%	673	2.9%
PK-12th	56812	100%	33426	100%	23386	100%

Primary Insights: Priority for Services (PFS) migrant students are more likely to be limited English proficient (LEP) than non-PFS migrant students and, among LEP PFS migrant students, the largest percentage is in the first and second grades.

8. Gifted and Talented (G/T)

Gifted and Talented (G/T) students are identified as those who are capable of high performance by virtue of outstanding mental abilities. These students may demonstrate above-average achievement or potential in general intellectual ability, specific subject-matter aptitude, ability in creative and productive thinking or leadership.

Figure 1.8 Gifted and Talented/Not Gifted and Talented (G/T) Migrant Students
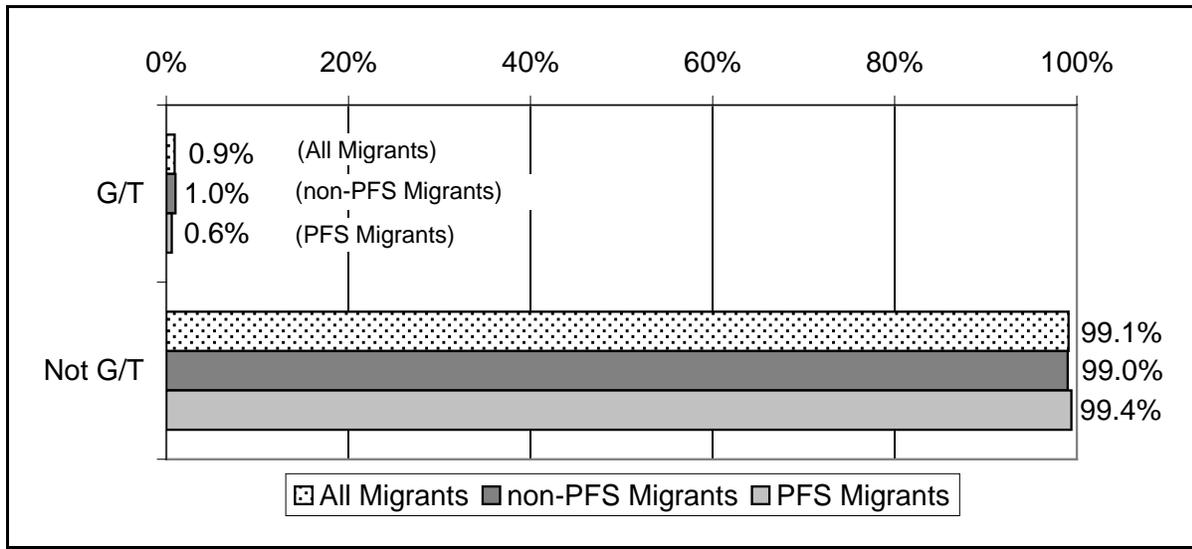
Table 1.8 Gifted/Talented (G/T) Migrant Students
Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	G/T	%Distribution	G/T	%Distribution	G/T	%Distribution
PK	1	0.1%	1	0.1%	0	0.0%
K	23	2.1%	14	1.6%	9	4.0%
1st	34	3.1%	29	3.3%	5	2.2%
2nd	65	5.9%	52	6.0%	13	5.8%
3rd	68	6.2%	52	6.0%	16	7.2%
4th	80	7.3%	66	7.6%	14	6.3%
5th	87	7.9%	75	8.6%	12	5.4%
6th	113	10.3%	94	10.8%	19	8.5%
7th	113	10.3%	93	10.7%	20	9.0%
8th	125	11.4%	100	11.5%	25	11.2%
9th	100	9.1%	65	7.5%	35	15.7%
10th	98	8.9%	73	8.4%	25	11.2%
11th	82	7.5%	70	8.0%	12	5.4%
12th	106	9.7%	88	10.1%	18	8.1%
PK-12th	**1095**	**100%**	**872**	**100%**	**223**	**100%**

Primary Insights: Non-Priority for Services (non-PFS) migrant students are more likely to be identified as Gifted and Talented (G/T) than PFS migrant students and, among G/T non-PFS migrant students, the largest percentage is in middle school – grades six, seven and eight.

9. Enrolled in Alternative Schools

Alternative schools are campuses designated for students who engage in serious misbehavior, often violating a school district's code of conduct for safe schools.

Figure 1.9 Migrant Students in Alternative Schools/Regular Public Schools
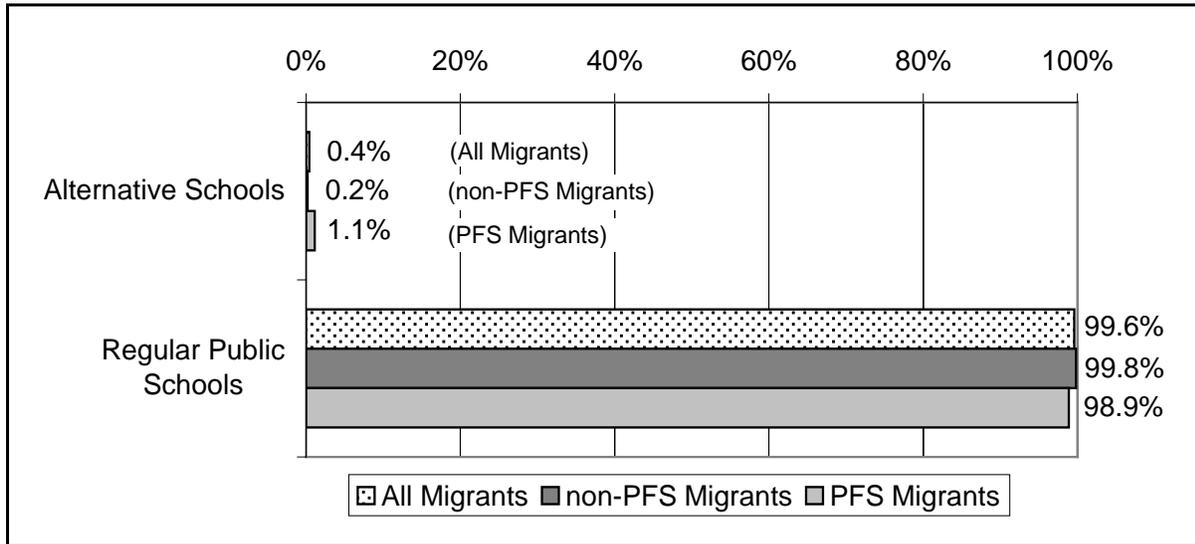
Table 1.9 Migrant Students in Alternative Schools
Distribution Across Grade Levels

Grade Level	All Migrants		non-PFS Migrants		PFS Migrants	
	Alternative Schools	%Distribution	Alternative Schools	%Distribution	Alternative Schools	%Distribution
PK	0	0.0%	0	0.0%	0	0.0%
K	0	0.0%	0	0.0%	0	0.0%
1st	0	0.0%	0	0.0%	0	0.0%
2nd	0	0.0%	0	0.0%	0	0.0%
3rd	1	0.2%	1	0.7%	0	0.0%
4th	2	0.4%	1	0.7%	1	0.3%
5th	4	0.7%	0	0.0%	4	1.0%
6th	9	1.7%	2	1.4%	7	1.8%
7th	25	4.6%	9	6.2%	16	4.1%
8th	53	9.8%	13	8.9%	40	10.2%
9th	143	26.5%	17	11.6%	126	32.1%
10th	99	18.4%	24	16.4%	75	19.1%
11th	99	18.4%	34	23.3%	65	16.5%
12th	104	19.3%	45	30.8%	59	15.0%
PK-12th	539	100%	146	100%	393	100%

Primary Insights: Only four out of every 1,000 (0.4%) migrant students are in alternative schools. Of these migrant students, ninth-grade Priority for Services (PFS) migrant students are more likely to be in alternative schools than non-PFS migrant students.

10. Enrolled in Juvenile Facilities

The Texas Youth Commission (TYC) operates juvenile facilities that provide for the care, custody, rehabilitation and reestablishment into society of Texas' most chronically-delinquent or serious juvenile offenders. Texas judges commit these youth to such facilities most commonly for felony-level offenses committed when the offenders were at least age 10, but younger than age 17. TYC can maintain jurisdiction over the offenders until their 21st birthday.

Figure 1.10 Migrant Students in Juvenile Facilities/Regular Public Schools
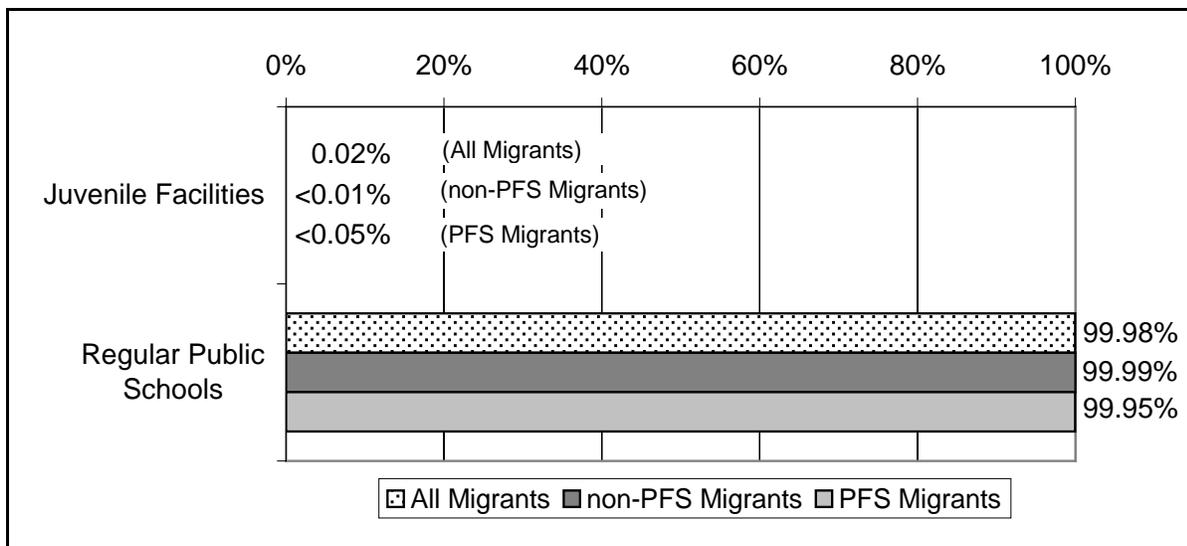
Table 1.10 Migrant Students in Juvenile Facilities
            Distribution Across Grade Levels

	All Migrants		non-PFS Migrants		PFS Migrants	
Grade Level	Juvenile Facilities	%Distribution	Juvenile Facilities	%Distribution	Juvenile Facilities	%Distribution
PK	0	0.0%	0	0.0%	0	0.0%
K	0	0.0%	0	0.0%	0	0.0%
1st	0	0.0%	0	0.0%	0	0.0%
2nd	0	0.0%	0	0.0%	0	0.0%
3rd	0	0.0%	0	0.0%	0	0.0%
4th	0	0.0%	0	0.0%	0	0.0%
5th	1	4.0%	1	14.3%	0	0.0%
6th	2	8.0%	1	14.3%	1	5.6%
7th	1	4.0%	0	0.0%	1	5.6%
8th	5	20.0%	1	14.3%	4	22.2%
9th	9	36.0%	1	14.3%	8	44.4%
10th	5	20.0%	2	28.6%	3	16.7%
11th	1	4.0%	0	0.0%	1	5.6%
12th	1	4.0%	1	14.3%	0	0.0%
PK-12th	**25**	**100%**	**7**	**100%**	**18**	**100%**

Primary Insights: Only two out of every 10,000 (0.02%) migrant students are in juvenile facilities. Of these migrant students, ninth-grade Priority for Services (PFS) migrant students are more likely to be in juvenile facilities than non-PFS migrant students.

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SECTION 3: Methods

In 2002, the U.S. Office of Migrant Education (OME) established an initiative, in partnership with four states, Arizona, Michigan, Pennsylvania and Texas, and the Comprehensive Center Network (CCN), to develop and field-test a statewide Migrant Education Program (MEP) comprehensive needs assessment (CNA) process. As participants in this initiative, the Texas MEP followed the methodology set forth, which was based on a three-phase process described in <u>Planning and Conducting Needs Assessments: A Practical Guide</u>, by Belle Ruth Witkin and James W. Altschuld (1995). A graphic representation of the process followed is presented below, while the remainder of this section (pages 18-64) provides a detailed account of each phase.

The Three-Phase Needs Assessment Process

PHASE I - EXPLORING WHAT IS

The first phase was centered on exploring what is already known about the needs of migrant children to determine the focus and scope of the assessment to be conducted.

PHASE II – COLLECTING AND ANALYZING DATA

The second phase was focused on gathering and analyzing data to determine the greatest needs of migrant students throughout the state.

PHASE III – MAKING DECISIONS

The third phase focused on making decisions and arriving at solutions to meet the identified needs of Texas' migrant children.

PHASE I – EXPLORING WHAT IS

In Phase I, a focus group comprised of various Texas MEP stakeholders and practitioners was formed in order to include input from varying levels and perspectives of program implementation. To begin determining a focus for the assessment, a survey was administered to school administrators, teachers, counselors, migrant parents and migrant data specialists in order to rank a list of 94 factors relevant to the academic success of migrant students in four goal areas: (a) reading proficiency; (b) math proficiency; (c) high school graduation; and (d) school readiness. A total of 561 respondents returned the survey. Within each goal area, the factors were sorted from highest to lowest response rates and a point system was used to rate each factor.

The 49 most highly-rated factors were consolidated into 36 and then clustered into the following nine categories according to basic themes underlying the academic success of migrant students.
1) Parents as Education Partners (6 factors)
2) Quality Instructional Practices (5 factors)
3) Sense of Belonging (3 factors)
4) Motivation to Learn (5 factors)
5) Graduation Enhancement (6 factors)
6) English Language Proficiency (1 factor)
7) School Readiness Development (4 factors)
8) Support Services for Full Participation (2 factors)
9) Effects of Mobility on Academic Achievement (4 factors)

An initial set of indicators for each category was considered based on three criteria: (a) availability of data; (b) standardization of the measure; and (c) correlation of the indicator to the factors. A concern statement exercise then was used to refine the list of initial indicators. This process consisted of embedding each factor into part of a concern statement and then identifying a response as to why the concern exists. For example, in the "Parents as Education Partners" category, the following partial concern statement and response were generated.

Factor: *Communication with Home*
Concern Phrase with Factor Embedded: *We are concerned about* **communication with home** *for migrant students because...*
Response:
- *Many migrant families do not have access to transportation.*
- *Language communication is not adequate for migrant parents (e.g., too technical and in English).*
- *Migrant family involvement staff may not have skills sufficient to coordinate, plan and deliver programs that support the success of migrant students and parents' needs.*

The concern statement exercise resulted in 73 concerns within the 36 factors across the nine categories. For each concern, survey populations were identified, as well as the data sources to create indicators to further define, measure and verify the extent to which a particular concern actually exists for migrant children.

Note: More process-related details and products from Phase I are provided on pages 93-104 of Appendix B.

PHASE II – COLLECTING AND ANALYZING DATA

The second phase of this study focused on collecting and analyzing data to establish indicators of migrant needs. However, preliminary findings from this process suggested the need to: (a) refine the nine categories identified in Phase I before proceeding to a more comprehensive collection and analysis of data; and (b) for each indicator, redefine the benchmark standard to measure the level of need in each concern area.

PART A. PRELIMINARY FINDINGS AND DATA DECISIONS REVISITED

Paying Attention to Preliminary Findings

Soon after the completion of the first phase, an analysis of student performance on the state's standardized tests, the Texas Assessment of Knowledge and Skills (TAKS), was completed for grades 3, 5, 8 and 11 for select student groups. These student groups consisted of students identified as: (a) not migrant and also not low income; (b) not migrant and also low income; (c) migrant but not a Priority for Services (PFS) migrant; and (d) migrants who were PFS. The figure below compares the Met performance of students on the 2003 TAKS reading test for these select grades by specific student group.

Figure A. 2003 TAKS Reading Met Performance by Student Group for Select Grades

Student Group	3rd	5th	8th	11th
Not Migrant/Not Low Income	98.6%	90.8%	95.0%	75.3%
Not Migrant/Low Income	92.5%	72.4%	83.0%	60.8%
Migrant/Not PFS	89.4%	66.7%	78.0%	60.1%
PFS Migrant	84.6%	59.9%	67.6%	43.6%
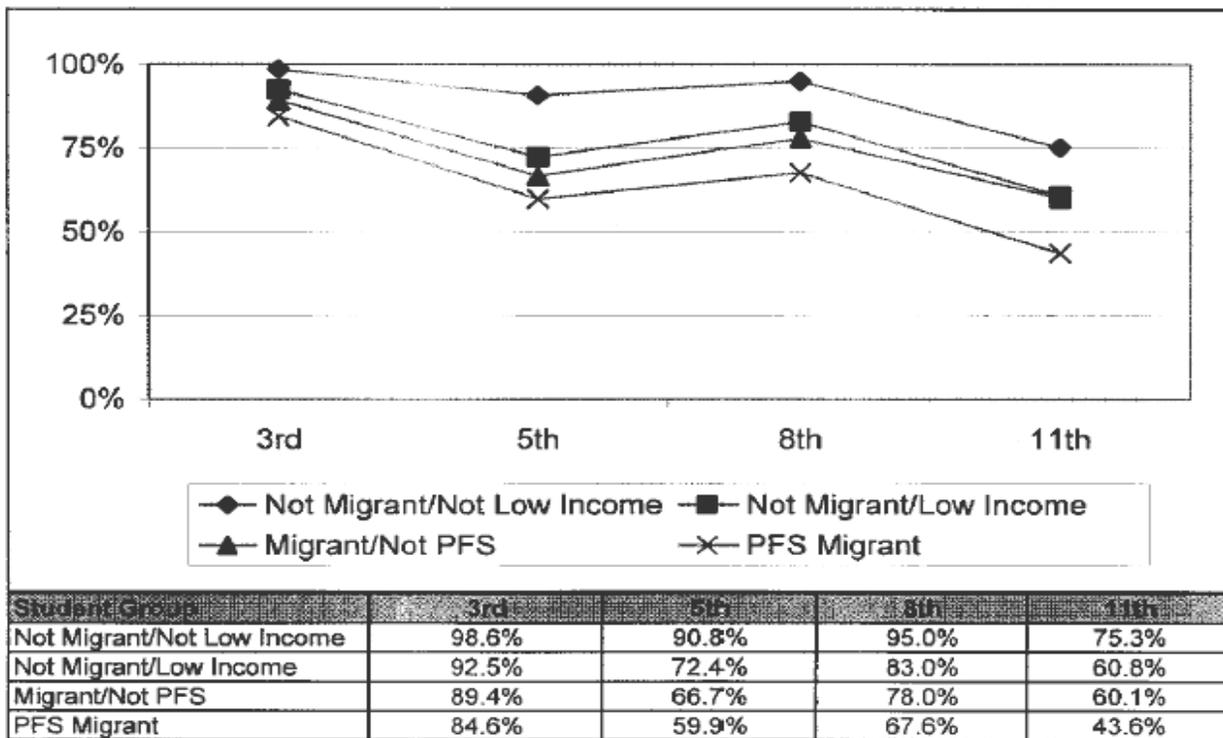
Similarly, the figure below compares the Met performance of students on the 2003 TAKS math test for these select grades by specific student group.

Figure B. 2003 TAKS Math Met Performance
by Student Group for Select Grades

Student Group	3rd	5th	8th	11th
Not Migrant/Not Low Income	96.4%	93.8%	85.4%	76.8%
Not Migrant/Low Income	86.5%	80.7%	62.1%	55.7%
Migrant/Not PFS	84.9%	79.6%	57.8%	54.4%
PFS Migrant	82.5%	74.0%	43.9%	38.5%
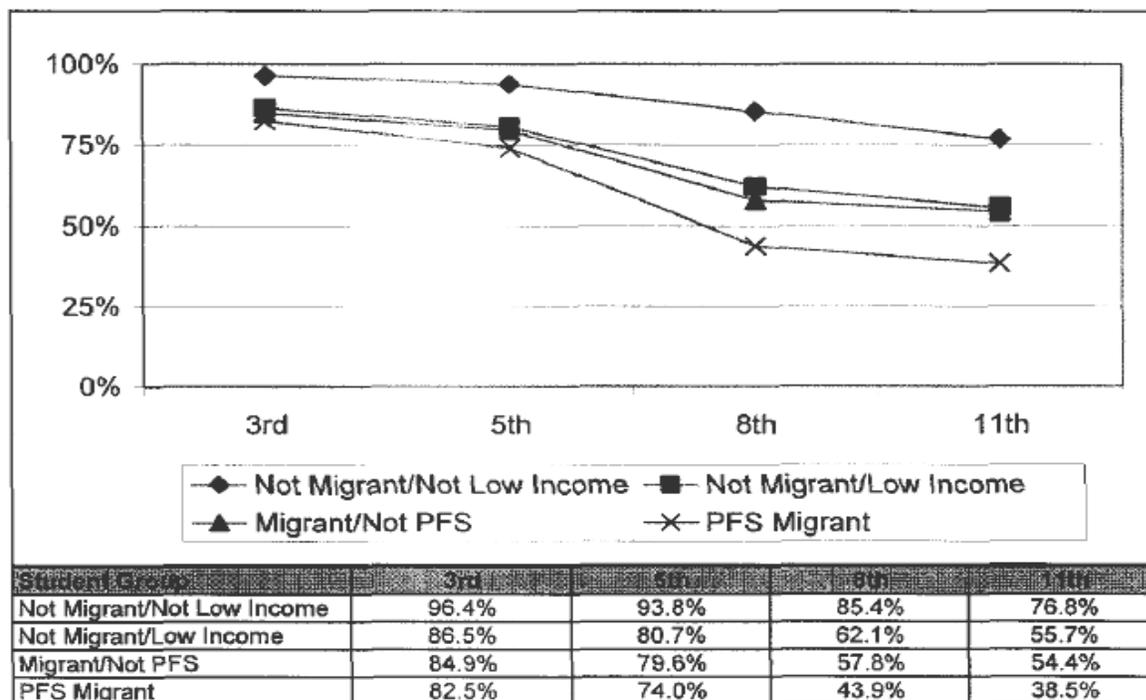
The Met performance standard represents the *passing score* on the TAKS test. Thus, the analysis shown above is the percentage of students within each select group who attained or surpassed the tests' passing standard in reading and math. The analysis was limited to these two core academic areas because of their importance as the foundation for success in subsequent grades and in other subject areas.

As the figures indicate, relatively high levels of student learning and achievement in reading and math are taking place in the third grade for all student groups, with a gradual decline in achievement by the end of the fifth grade.

In reading, achievement does improve through middle school as indicated by the eighth-grade results; however, the results show a sharp decline in reading (English Language Arts-ELA) achievement by the end of the eleventh grade, especially for PFS migrant students. In comparison, math achievement continues to decline from the fifth grade to the end of eighth grade, and sharply declines by the end of the eleventh grade.

Refining Concern Areas and Concern Statements

These initial findings suggested that migrant needs may be more significant and immediate at the secondary school level and perhaps significant, but presently addressed at the earlier grade levels, as defined by TAKS performance. Over the last several years, for example, significant resources have been

invested in elementary schools through federal and state programs in the area of early reading development, particularly for disadvantaged students such as migrant children.

The factors within the nine categories developed in Phase I were carefully re-assessed in light of the initial findings of Phase II. The review process also included the feasibility of acquiring data to produce indicators to measure the level of need for each concern area. Re-evaluation of the original factors related to the academic success of migrant students resulted in the following eight concern statements, which fall into four areas of concern.

Area of Concern: Educational Continuity

1. Migrant Student Participation in Summer Programs: *We are concerned that highly mobile migrant students are not being placed in and benefiting from appropriate basic and special program services in the receiving states.*

2. Sufficient Credits for On-Time Migrant Student Graduation: *We are concerned that secondary school migrant students are not accruing the credits needed to graduate on time, especially those who are highly mobile.*

Area of Concern: Instructional Time

3. Migrant Student Enrollment and Withdrawal: *We are concerned that migrant students miss significant amounts of instructional time during the school year.*

4. Migrant TAKS Failures in Summer Programs: *We are concerned that migrant students do not participate in summer learning activities that help them to retain knowledge and accelerate academic achievement. However, a more immediate concern is for migrant students who do not participate in summer programs after failing one or more of the state's TAKS tests.*

5. Migrant Early Childhood School Readiness: *We are concerned that preschool-age migrant children have not developed the affective, cognitive and psychomotor skills necessary for academic success in school.*

Area of Concern: School and Social Engagement

6. School Engagement (Behavioral, Emotional and Cognitive): *We are concerned that migrant students begin to disengage from school beginning in middle school grades and increasing through high school.*

Area of Concern: Educational Support in the Home

7. Education Support at Home: *We are concerned that middle school migrant students need more support at home with homework.*

8. Teacher Support in the Classroom: *We are concerned that teachers do not provide timely attention and appropriate interventions to middle school migrant students' academic and other education-related problems in the classroom.*

Defining the Benchmark Standards for Measuring Migrant Needs

A "need" is defined as the gap or discrepancy between a current condition and a benchmark performance standard that defines a desired, future or end state. In addition to re-evaluation of the concern areas and concern statements, initial findings also resulted in the adoption of 100% as the benchmark performance standard for comparing performance levels generated from the need indicators. The reasons for adopting this benchmark performance standard were based on both problematic and philosophical issues.

The problematic basis for this decision stemmed from discussion that, while the prescribed methodology may have called for the benchmark performance standard to be based on the performance of non-migrant students who are not disadvantaged (e.g., not at-risk due to limited English proficiency, low income, special education or mobility status), many of the concern areas studied are more specific to the context of migrant students than to non-migrant students.

For example, the performance gap between percentages of migrant and non-migrant students receiving and benefiting from program services in states outside of Texas may not be appropriate for establishing a needed level of service for migrant students, since one would not expect non-migrant students from Texas to travel out of state and seek such services. Moreover, for the limited number of non-migrant students to whom this trend would apply, the appropriate information for this student group is not collected, making a valid comparison between the two groups very unlikely. At this point during the needs assessment process, it was decided that the likelihood of valid comparisons between migrant and non-migrant student groups would be similarly problematic for comparisons related to other concern areas, as well.

The philosophical basis for the adoption of 100% as the benchmark performance standard was tied to the expectations behind the No Child Left Behind (NCLB) Act of 2001. Under NCLB, 100% of all students are expected to achieve proficiency on state assessments by 2013-2014.

Consider, for example, the TAKS math results for eleventh-grade students as shown in Figure B on page 22 of this document. The performance gap between PFS migrant students and the Not Migrant/Not Low Income students is 38.5%. By these standards, PFS migrant students would need to improve their academic performance in math by this percentage amount in order to close the gap and achieve comparable performance to students who are neither migrant nor low income. Yet, the math performance of the Not Migrant/Not Low Income group was only 76.8% on a state assessment that students must pass in order to graduate from high school. Setting a performance standard for PFS migrant students on the eleventh-grade TAKS math test equal to the performance of non-migrant students could result in a standard where it would be acceptable for one out of every four PFS migrant students to fail the eleventh-grade TAKS math test and, therefore, not graduate from high school. In comparison, adopting 100% as the benchmark performance standard for migrant student outcomes is consistent with the expectations in NCLB and ensures high standards of success for all migrant students.

Need Indicators

One or more need indicators were identified and created for each concern statement. A need indicator is a measure that further defines a concern and verifies that a particular concern actually exists for migrant children. The extent to which such needs exist is based on the difference, or gap, between the measure and the 100% benchmark performance standard.

The need indicators for each concern area were created so that a performance level on a measure minus 100% indicates a performance gap for improvement. For example, if 54% of the migrant students who failed one or more TAKS tests had enrolled in summer programs, a performance gap of - 46% would result from subtracting 100% from the performance level (54% - 100% = - 46%). Thus, a negative performance gap indicates a need for performance improvement and the absolute value of the gap reflects the magnitude or size of improvement required to sufficiently address the concern statement.

Data Sources

Unless otherwise noted, the data used for this study was taken from the New Generation System (NGS) migrant student database collection, with data sources including 2003-2004 student data from the Texas Education Agency's Public Education Information Management System (PEIMS) and Texas Assessment of Knowledge and Skills (TAKS) test records.

PART B. DATA GATHERED

Data Related to Educational Continuity

Data Set 2.1 - Migrant Student Participation in Summer Migrant Programs—NGS Receiving States

We are concerned that highly mobile migrant students are not being placed in and benefiting from appropriate basic and special migrant program services in *NGS receiving states.* Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity and subsequent lower levels of student learning and academic success. Summer migrant programs are one way that migrant students can make up the school work and catch up to start the new school year on grade-level.

The following chart shows, of the migrant students who traveled to a chosen NGS receiving state, the percentage of migrant students who received migrant services in that state during the summer of 2004, based on Texas NGS data records. Selection of the state used in this study was based on the high percentage of migrant students identified with Texas as their homebase and the high number of summer migrant programs being offered.

Figure 2.1   Migrant Participation in 2004 Summer Migrant Programs—NGS Receiving States by Age/Grade Group
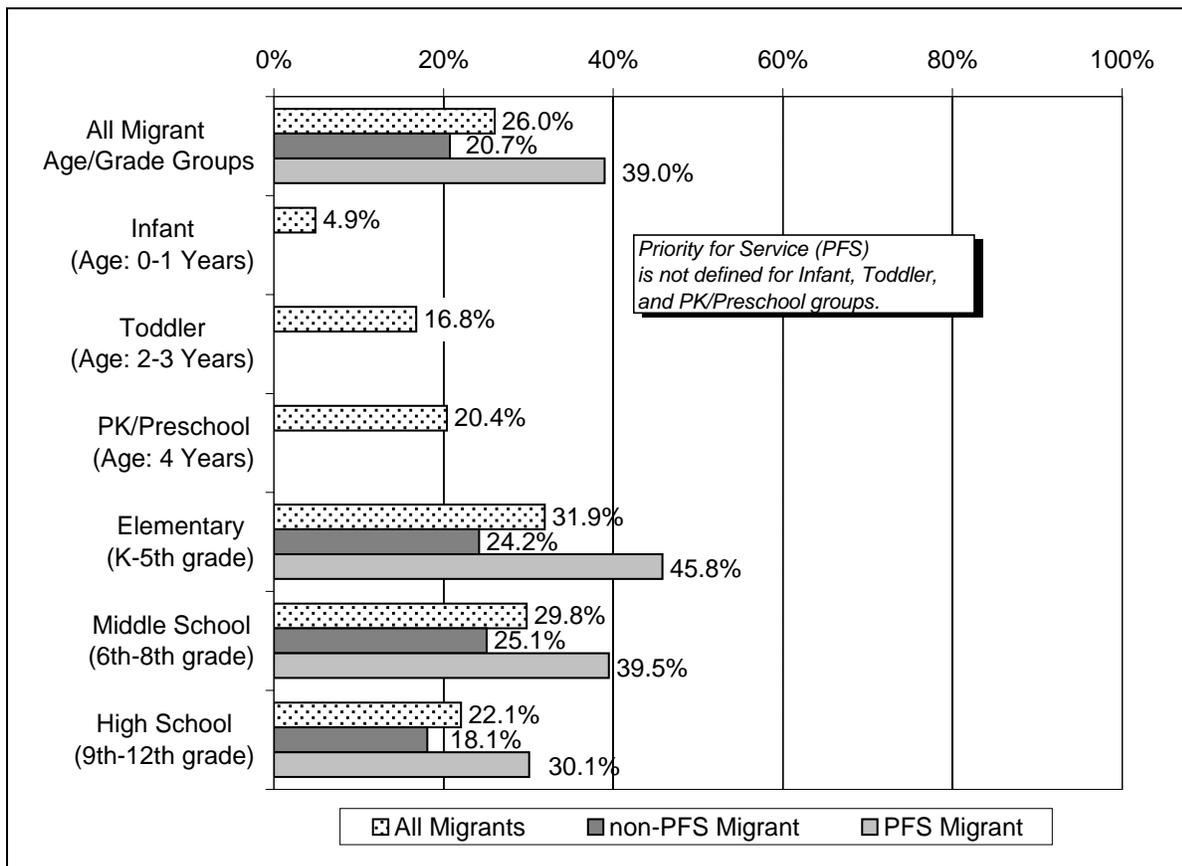
Performance gaps of non-PFS and PFS migrant students are defined by the difference between 100% and the actual percentages of students receiving services during the '04 summer in an NGS receiving state. The following table shows the performance gap analysis by age/grade group.

Table 2.1   Migrant Participation in
             '04 Summer Migrant Programs—NGS Receiving States
             Performance Gap Analysis by Age/Grade Group

Migrant Student Group	Total Migrants	Receiving Service	%Receiving Service	Performance Gap*	Average Service Days**
All Migrant Age/Grade Groups	2240	583	26.0%	-74.0%	29.5
non-PFS Migrant	1591	330	20.7%	-79.3%	30.4
PFS Migrant	649	253	39.0%	-61.0%	28.1
Infant (Age: 0-1 Years)	82	4	4.9%	-95.1%	3.3
Toddler (Age: 2-3 Years)	155	26	16.8%	-83.2%	23.0
PK/Preschool (Age: 4 Years)	103	21	20.4%	-79.6%	25.6
Elementary (K-5th grade)	767	245	31.9%	-68.1%	29.4
non-PFS Migrant	492	119	24.2%	-75.8%	29.6
PFS Migrant	275	126	45.8%	-54.2%	29.2
Middle School (6th-8th grade)	480	143	29.8%	-70.2%	33.4
non-PFS Migrant	323	81	25.1%	-74.9%	34.5
PFS Migrant	157	62	39.5%	-60.5%	31.9
High School (9th-12th grade)	653	144	22.1%	-77.9%	28.5
non-PFS Migrant	437	79	18.1%	-81.9%	32.7
PFS Migrant	216	65	30.1%	-69.9%	22.5

*Performance gap is calculated as %Receiving Service minus %100 (desired benchmark).
**Average service days calculated for students with enrolled and withdraw dates.

Primary Insights: Although significant percentages of migrant students—PFS and non-PFS—are not receiving adequate summer migrant services in NGS receiving states, those who do receive some summer migrant services are receiving between 22.5 and 34.5 service days, which equates to five to seven weeks of summer migrant programming. This finding suggests that more interstate coordination efforts are needed that focus on migrant student recruitment into receiving state programs, as well as cooperation and coordination regarding academic offerings for migrant students.

Data Set 2.2 - Sufficient Credits for On-Time Graduation

We are concerned that secondary school migrant students are not accruing the credits needed to graduate on time, especially those who are highly mobile. High schools students are expected to earn a minimum of six credits per year if they are to graduate on time from a Texas public high school. Thus, ninth-graders should have earned six or more credits; tenth-graders, 12 or more credits; and eleventh-graders, 18 or more credits by the end of a given school year.

The following chart shows the percentage of 2003-2004 migrant students earning the minimum number of high school credits at each grade level by migrant student group.

Figure 2.2a   Migrant Students Earning Sufficient Graduation Credits
                by Migrant Student Group per Grade
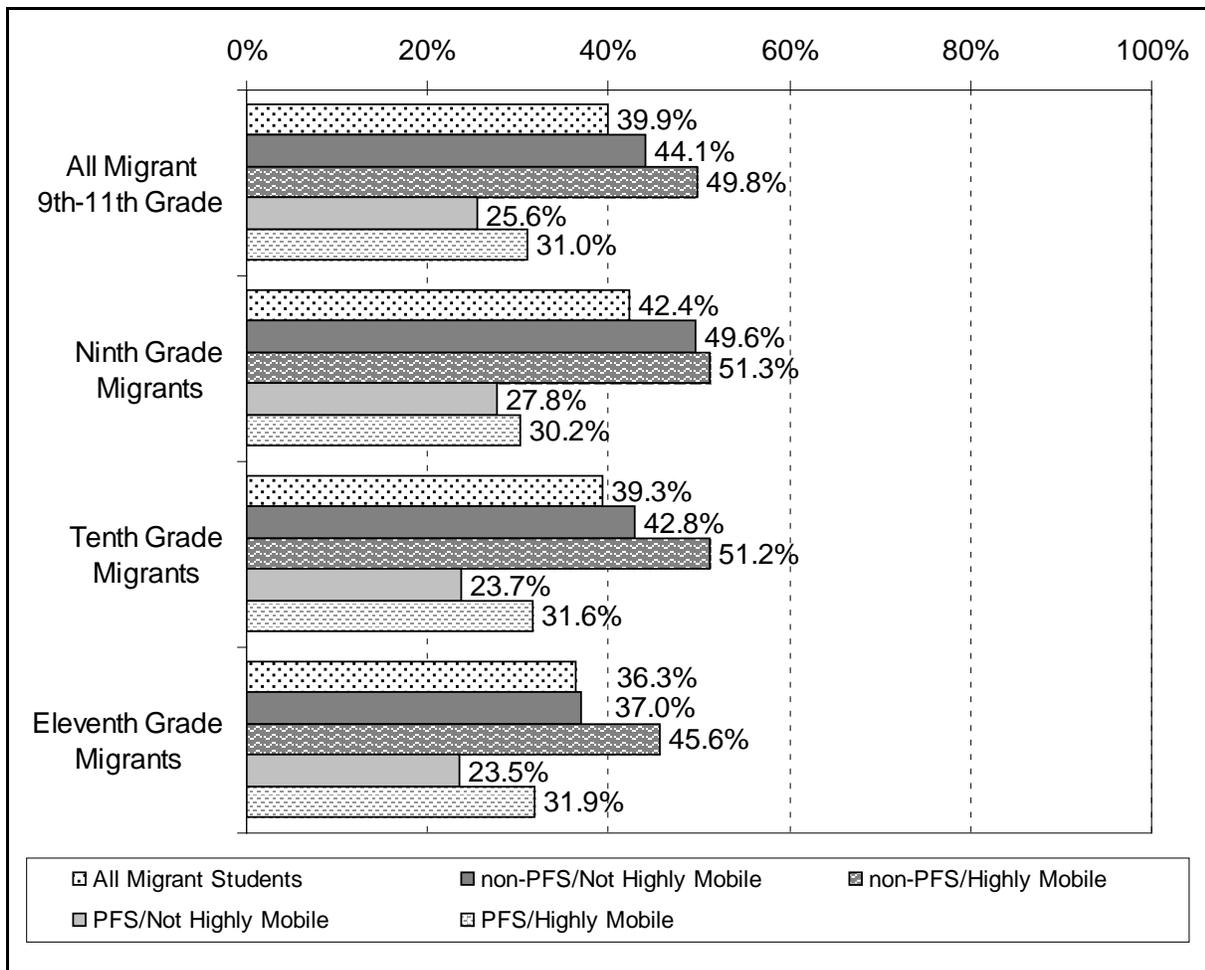
Performance gaps of the migrant student groups are defined by the difference between 100% and the actual percentage of students earning the required core credits by grade level. The following table shows the performance gap analysis at each grade level and migrant student group.

Table 2.2   Migrant Students Earning Sufficient Graduation Credits
            Performance Gap Analysis
            by Migrant Student Group per Grade

Migrant Student Group	Total Migrants	Earning Sufficient Graduation Credits	%Earning Sufficient Graduation Credits	Performance Gap*	Average *Insufficient* Credits
All Migrant 9th-11th Grade	19924	7958	39.9%	-60.1%	
non-PFS/Not Highly Mobile	9072	4004	44.1%	-55.9%	
non-PFS/Highly Mobile	4110	2045	49.8%	-50.2%	
PFS/Not Highly Mobile	3301	844	25.6%	-74.4%	
PFS/Highly Mobile	3441	1065	31.0%	-69.0%	
Ninth Grade Migrants	8845	3747	42.4%	-57.6%	2.2
non-PFS/Not Highly Mobile	3741	1857	49.6%	-50.4%	2.2
non-PFS/Highly Mobile	1833	940	51.3%	-48.7%	2.6
PFS/Not Highly Mobile	1556	432	27.8%	-72.2%	1.9
PFS/Highly Mobile	1715	518	30.2%	-69.8%	2.4
Tenth Grade Migrants	6368	2500	39.3%	-60.7%	6.0
non-PFS/Not Highly Mobile	2995	1282	42.8%	-57.2%	5.8
non-PFS/Highly Mobile	1208	618	51.2%	-48.8%	6.3
PFS/Not Highly Mobile	1060	251	23.7%	-76.3%	5.8
PFS/Highly Mobile	1105	349	31.6%	-68.4%	6.6
Eleventh Grade Migrants	4711	1711	36.3%	-63.7%	9.6
non-PFS/Not Highly Mobile	2336	865	37.0%	-63.0%	9.5
non-PFS/Highly Mobile	1069	487	45.6%	-54.4%	9.7
PFS/Not Highly Mobile	685	161	23.5%	-76.5%	9.5
PFS/Highly Mobile	621	198	31.9%	-68.1%	10.1

*Performance Gap: %With Graduation Credits minus %100 (desired benchmark).

Primary Insights: Regardless of their student group, migrant students need intervention programs to help them earn sufficient credits for graduation. The consequence of not providing such help is social promotion—placement in the next grade but without hope of earning a high school diploma. Effective and efficient intervention programs could be designed based on student-level, course completion data collected statewide by the Texas Education Agency. The Algebra I course completion analysis shown in the following figure (2.2b) was conducted early in the migrant comprehensive needs assessment process and illustrates how this data could be used to guide such programs.

Figure 2.2b   Ninth-Grade Non-Migrants and Migrants
                     2003 Algebra I Course Outcomes
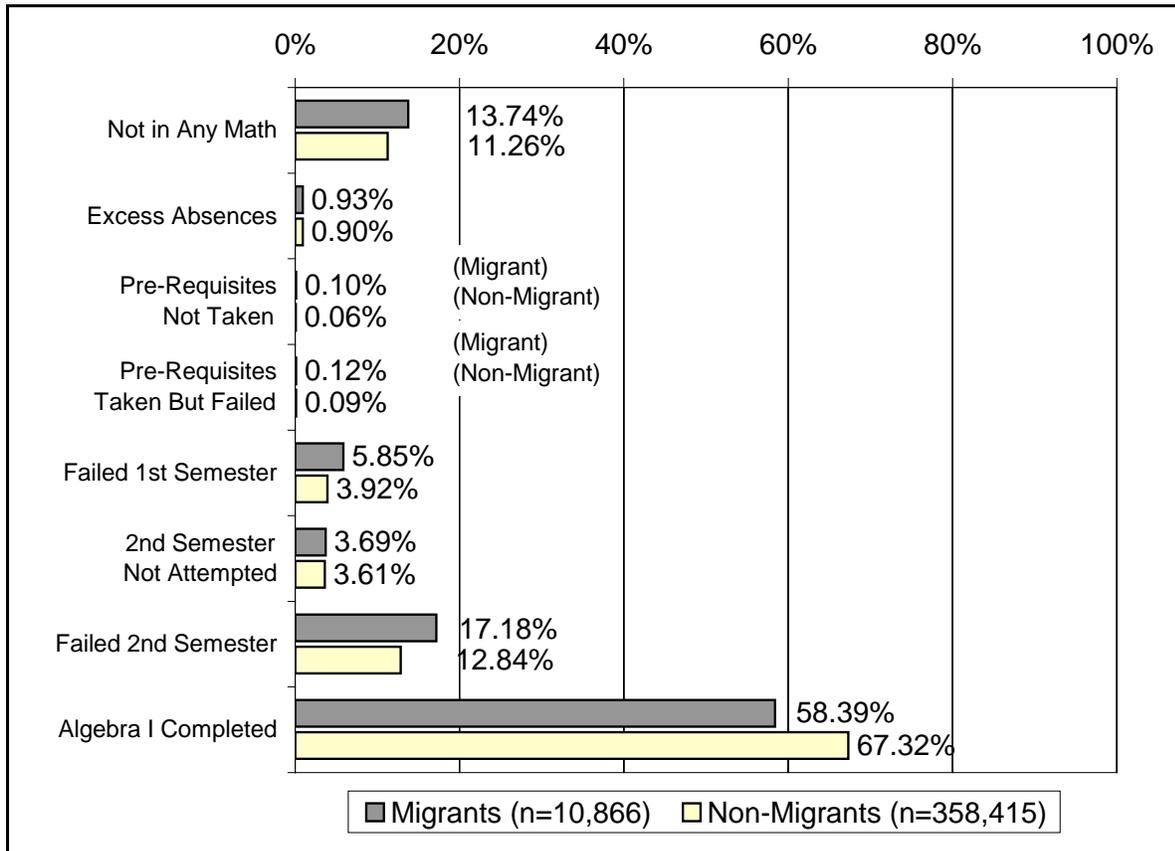
Primary Insights: The course completion data shows that migrant students are least likely to complete Algebra I due to failing the second semester of the course (17.18%) followed by failing the first semester (5.85%). A smaller percentage of migrant students (3.69%) do not complete Algebra I because they do not attempt to take the second semester. In comparison, many migrant students (13.74%) are not taking any math course in their ninth-grade year of high school.

Data Related to Instructional Time

Data Set 3.1 - Migrant Student Enrollment and Withdrawal

We are concerned that migrant students miss significant amounts of instructional time during the school year. Migrant students often enroll late and withdraw early from school because of family mobility and/or delays in school enrollment procedures. The result is that migrant students may miss important review sessions teachers often provide at the start of the school year to prepare students for subsequent learning. In comparison, migrant students who withdraw early may miss important curriculum that helps them prepare for the following grade level. Thus, the extent to which migrant children miss days of school determines their academic success.

Migrant Student Enrollment

The following chart shows the cumulative percentage of Priority for Services (PFS) and non-PFS migrant students who enrolled in Texas public schools in school year 2003-2004.

Figure 3.1a   PFS Migrants and non-PFS Migrants
Cumulative %Enrollment Overtime

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
non-PFS Migrants	81.2%	86.4%	91.2%	93.8%	95.2%	97.6%	98.6%	99.3%	99.9%	100.0%
PFS Migrants	63.8%	74.0%	83.7%	89.1%	91.9%	96.2%	97.8%	99.0%	99.9%	100.0%
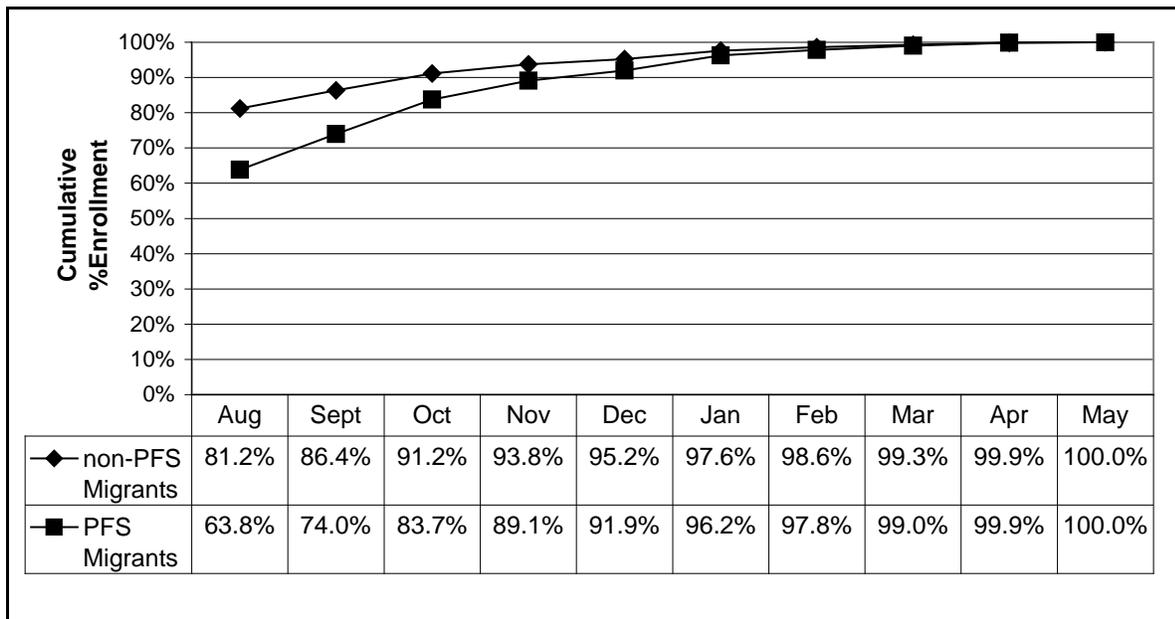
The following chart re-organizes the non-PFS and PFS migrant enrollment data into the percentage of students who enrolled in August, September and after September time periods.

Figure 3.1b   non-PFS and PFS Migrants
              %Enrollment per Time Period
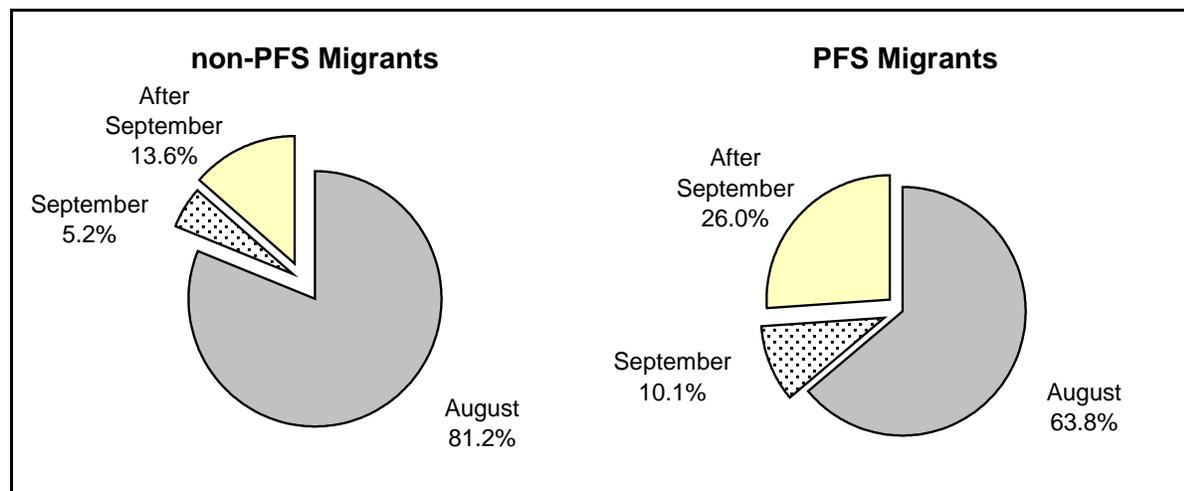
Performance gaps of non-PFS and PFS migrant students are defined by the difference between 100% and the Cumulative %Enrollment for the August and September time periods. The following table shows the performance gap analysis for non-PFS and PFS migrant students.

Table 3.1a   non-PFS and PFS Migrants
              Enrollment Performance Gap Analysis per Time Period

Time Period	non-PFS Migrants			
	Migrants Enrolled	%Enrollment Distribution	Cumulative %Enrollment	Performance Gap*
August	85518	81.2%	81.2%	-18.8%
September	5464	5.2%	86.4%	-13.6%
After September	14367	13.6%	100.0%	n/a
Total	105349			

Time Period	PFS Migrants			
	Migrants Enrolled	%Enrollment Distribution	Cumulative %Enrollment	Performance Gap*
August	18570	63.8%	63.8%	-36.2%
September	2951	10.1%	74.0%	-26.0%
After September	7581	26.0%	100.0%	n/a
Total	29102			

*Performance Gap: Cumulative %Enrollment minus the Benchmark Standard of 100% Enrollment.

Primary Insights: Priority for Services (PFS) migrant students are those who are mobile and who failed one or more of the state's standardized tests. Yet, PFS migrant students are more likely to enroll late in Texas' public schools than non-PFS migrant students, thereby missing significant amounts of instructional time at the beginning of the school year.

Migrant Student Withdrawal

The following chart shows the cumulative percentage of Priority for Services (PFS) and non-PFS migrant students who withdrew from Texas public schools in school year 2003-2004.

Figure 3.1c   PFS Migrants and non-PFS Migrants
                    Cumulative %Withdrawal Over Time

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
◆ non-PFS Migrants	0.3%	1.1%	2.1%	2.9%	3.7%	5.3%	6.4%	8.1%	10.5%	100.0%
■ PFS Migrants	0.1%	1.9%	4.0%	5.8%	7.7%	10.9%	13.5%	17.5%	23.3%	100.0%
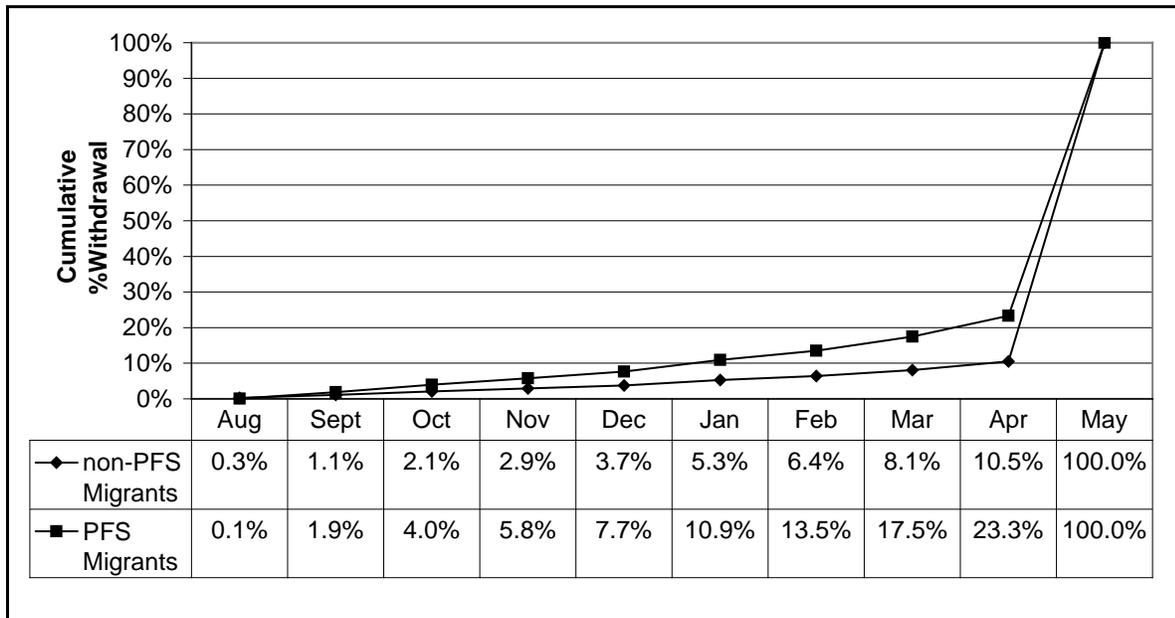
The following chart re-organizes the non-PFS and PFS migrant withdrawal data into the percentage of students who enrolled before April, in April and in May.

Figure 3.1d   non-PFS and PFS Migrants
                    %Withdrawal per Time Period
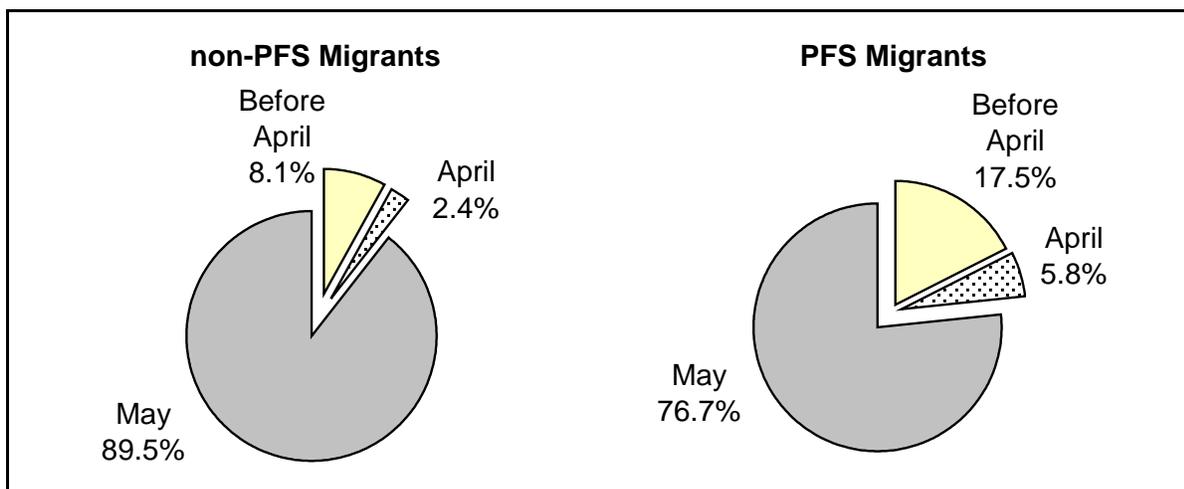
Performance gaps of non-PFS and PFS migrant students are defined by the difference between 100% and the Cumulative %Withdrawal for the before April, April and May time periods. The following table shows the performance gap analysis for non-PFS and PFS migrant students.

Table 3.1b   non-PFS and PFS Migrants
               Withdrawal Performance Gap Analysis per Time Period

| Time Period | non-PFS Migrants | | | |
	Migrants Withdrawn	%Withdrawal Distribution	Cumulative %Withdrawal	Performance Gap
Before April	8521	8.1%	8.1%	-8.1%
April	2564	2.4%	10.5%	-10.5%
May	94264	89.5%	100.0%	n/a
Total	105349			

| Time Period | PFS Migrants | | | |
	Migrants Withdrawn	%Withdrawal Distribution	Cumulative %Withdrawal	Performance Gap
Before April	5083	17.5%	17.5%	-17.5%
April	1702	5.8%	23.3%	-23.3%
May	22317	76.7%	100.0%	n/a
Total	29102			

Performance Gap: the Benchmark Standard of 0% Withdrawal minus the Cumulative %Distribution.

Primary Insights: Priority for Services (PFS) migrant students are those who are mobile and who failed one or more of the state's standardized tests. Yet, PFS migrant students are more likely to withdraw before the end of the school year in May from Texas' public schools than non-PFS migrant students, thereby missing significant amounts of instructional time at the end of the school year.

We are concerned that migrant students do not participate in summer learning activities that help them retain knowledge and accelerate academic achievement. However, a more immediate concern is for migrant students who do not participate in summer migrant programs *after failing one or more of the state's TAKS tests.* A failing TAKS test means that the student has not learned the minimum knowledge and skills necessary for success in the subsequent grade. Summer migrant programs are one way that migrant students can focus on those learning objectives missed on the test, thereby improving their likelihood of success when they start school at the end of the summer.

The following chart shows the percentage of migrant students who failed the spring 2004 administration of the TAKS in math and/or reading and who were enrolled in a summer 2004 migrant program by grade and student group.

Figure 3.2   Migrant TAKS Failures (Math and/or Reading) in
             '04 Summer Migrant Programs
             by Migrant Student Group per Grade Group
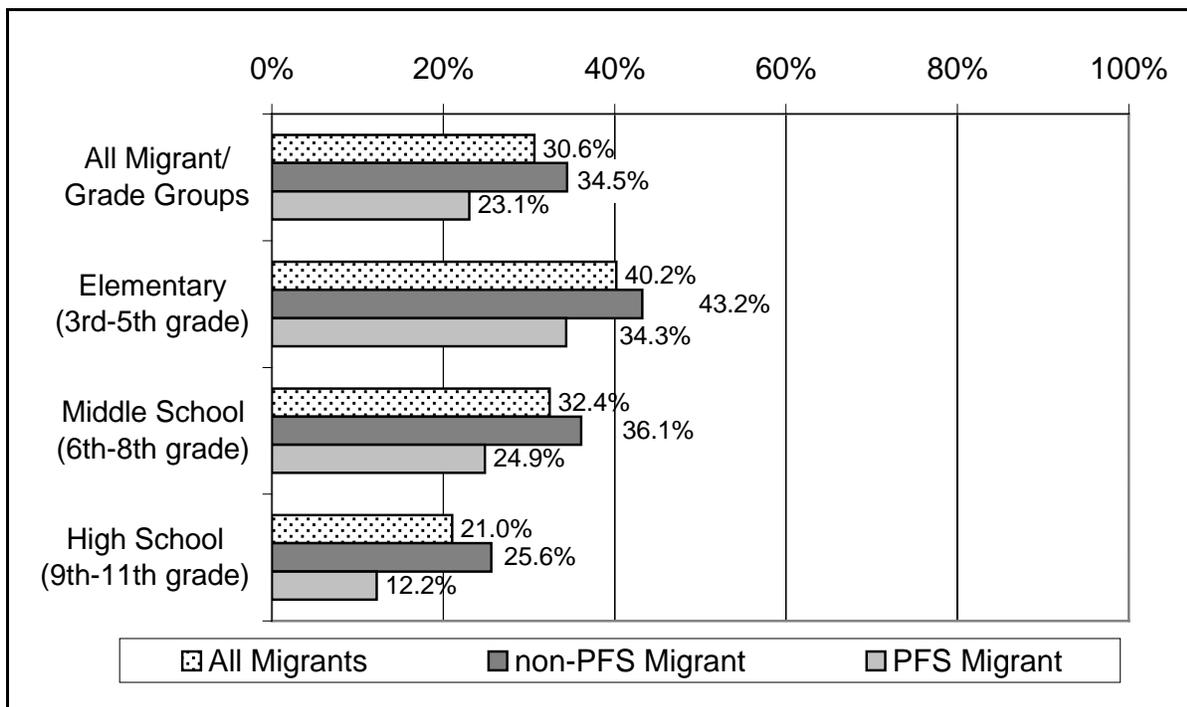
Performance gaps of non-PFS and PFS migrant students are defined by the difference between 100% and the actual percentage of migrant students who failed the TAKS and who were enrolled in a summer 2004 migrant program. The following table shows the performance gap analysis for each grade and student group.

Table 3.2   Migrant TAKS Failures (Math and/or Reading) in
             '04 Summer Migrant Programs
             Performance Gap Analysis by Grade Group

Migrant Student Group	Total Migrants	Summer Enrolled	%Summer Enrolled	Performance Gap*	Average Enrolled Days**
All Migrant/Grade Groups	15511	4750	30.6%	-69.4%	39.4
non-PFS Migrant	10293	3547	34.5%	-65.5%	30.4
PFS Migrant	5218	1203	23.1%	-76.9%	28.1
Elementary (3rd-5th grade)	4303	1730	40.2%	-59.8%	39.2
non-PFS Migrant	2844	1229	43.2%	-56.8%	39.6
PFS Migrant	1459	501	34.3%	-65.7%	38.3
Middle School (6th-8th grade)	5829	1889	32.4%	-67.6%	39.4
non-PFS Migrant	3915	1413	36.1%	-63.9%	39.7
PFS Migrant	1914	476	24.9%	-75.1%	38.5
High School (9th-12th grade)	5379	1131	21.0%	-79.0%	39.5
non-PFS Migrant	3534	905	25.6%	-74.4%	39.9
PFS Migrant	1845	226	12.2%	-87.8%	37.9

*Performance Gap is calculated as %Summer Enrolled minus %100 (desired benchmark).
 **Average service days calculated for summer enrolled students with enrolled and withdraw dates.

Primary Insights: Significant percentages of migrant students, PFS and non-PFS, who fail the TAKS in math and/or reading are not receiving adequate summer migrant services and those who do receive summer migrant services only receive between 28.1 and 39.9 service days, which equals seven to ten weeks of summer migrant programming. This finding suggests that, for migrant students who have failed the TAKS, there should be a coordinated effort in recruiting them into district-offered TAKS remediation, as well as summer migrant program offerings[1], such as those implementing the Math Plus curriculum[2].

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[1]Subsequent migrant comprehensive needs assessments will examine the utility of the state's collection of *extended school year attendance* data to investigate migrant student participation in Texas summer programs—migrant funded as well as non-migrant funded. This data contains student-level data identified by demographics, including a migrant indicator, and by the particular summer program attended (e.g., math, reading, bilingual).

[2] Math Plus was developed specifically as a needs-based curriculum to enhance higher-level math skills of migrant students, as well as to address factors essential to student success, including innovative use of technology and intensive and meaningful professional development to permanently improve the delivery of services to migratory children whose education is interrupted.

Data Set 3.3 - Migrant Early Childhood School Readiness

We are concerned that pre-school-age migrant children have not developed the affective, cognitive and psychomotor skills necessary for academic success in school. New migrant parents are often challenged by the need to work long hours to support the family and the need to spend sufficient time in activities that prepare their pre-school children for success when they enter school in the early grades. The extent to which pre-school migrant children are prepared for school determines whether they are promoted or retained in the early grades.

The following chart shows the percentage of kindergarten and first grade migrant students in school year 2003-2004, by migrant student group, who were promoted to the next grade.

Figure 3.3   non-PFS Migrants and PFS
                Promotion of Kindergarten/First Graders by Migrant Student Group
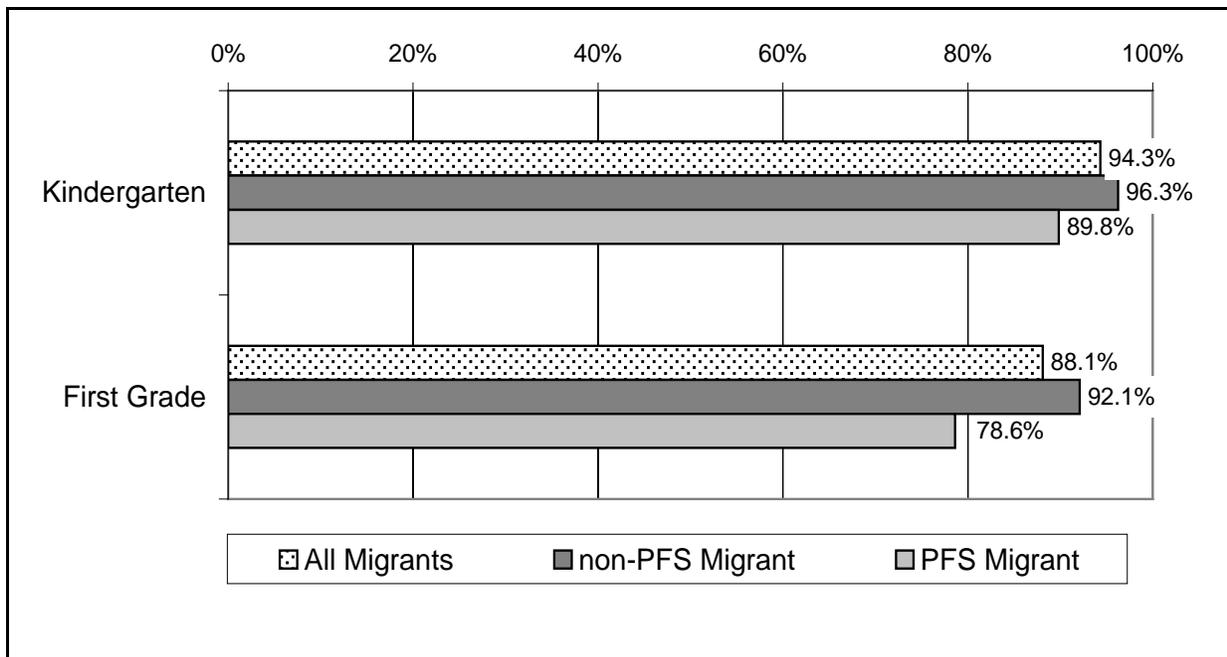
Performance gaps of PFS and non-PFS migrant students are defined by the difference between 100% and the actual percentage of migrant students promoted to the next grade. The following table shows the performance gap analysis for kindergarten and first grade by each migrant student group.

Table 3.3   PFS and non-PFS Migrants
             Promotion of Kindergarten/First Graders
             Performance Gap Analysis per Migrant Student Group

Migrant Student Group	Students	Promoted	%Promoted	Performance Gap*
Kindergarten	5487	5175	94.3%	-5.7%
non-PFS Migrants	3825	3682	96.3%	-3.7%
PFS Migrants	1662	1493	89.8%	-10.2%
First Grade	6104	5377	88.1%	-11.9%
non-PFS Migrants	4289	3950	92.1%	-7.9%
PFS Migrants	1815	1427	78.6%	-21.4%

 *Performance Gap is the difference between the benchmark standard (%100) and %Promoted.

Primary Insights: Priority for Services (PFS) migrants are less likely to be promoted in the early grades than non-PFS migrants; and both PFS and non-PFS migrants are twice as likely to repeat the first grade rather than kindergarten.

Data Related to School and Social Engagement

Data Set 4.0 – Behavioral, Emotional and Cognitive Engagement

We are concerned that migrant students begin to disengage from school beginning in middle school grades and increasing through high school. Migrant students often experience difficulties adjusting to new school settings, making new friends and fitting in socially in a new school situation. Researchers and educators suggest that such forms of school engagement explain children's behavior, feelings and thinking in the classroom and school that eventually determine their likelihood of academic success or failure. In spring 2005, middle school migrant students responded to a set of survey questions designed to measure school engagement in three areas.[3]

Behavioral Engagement

Behavioral engagement draws on the idea of participation including positive conduct such as following rules, adhering to classroom norms and the absence of disruptive behaviors like skipping school or getting into trouble. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure behavioral engagement.

Figure 4.0a   Middle School Migrant Students
            Behavioral Engagement Survey Question Results

Ref.	Survey Question
q01	I pay attention in class most of the time.
q02	When I am in class, I seldom pretend as if I am working.
q03	I mostly complete my homework on time.
q04	I mostly follow the rules at school.
q05	I seldom get in trouble at school.
q06	I mostly come to school on time to class.

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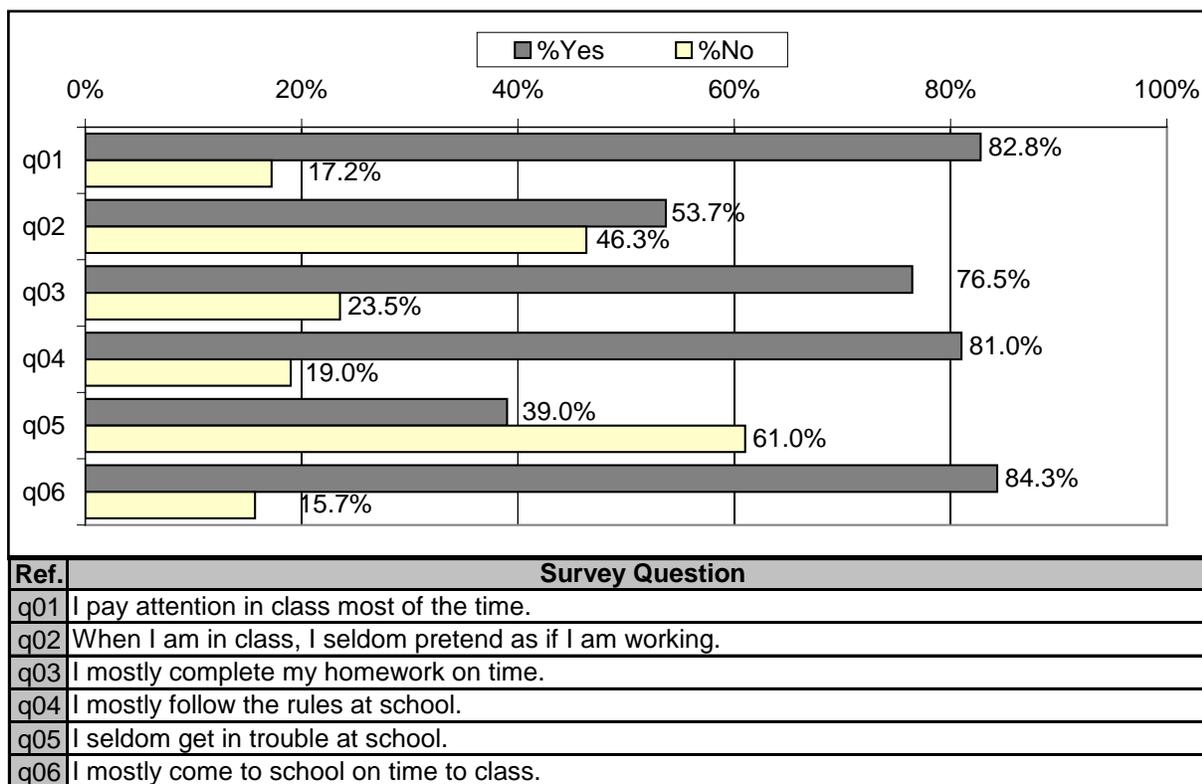
[3]The survey questions were based on the work of Fredricks, Blumenfeld, and Paris (2003) in their study titled, "School Engagement."

The following table shows the composite score for overall behavioral engagement based on the middle school migrant student responses.

Table 4.0a   Middle School Migrant Students
                Behavioral Engagement Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q01	I pay attention in class most of the time.	327	68	395
q02	When I am in class, I seldom pretend as if I am working.	212	183	395
q03	I mostly complete my homework on time.	302	93	395
q04	I mostly follow the rules at school.	320	75	395
q05	I seldom get in trouble at school.	154	241	395
q06	I mostly come to school on time to class.	333	62	395
	Cumulative Responses	**1648**	**722**	**2370**
	%Behavorial Engagement Composite (%BEC)	**69.5%**		
	%BEC Performance Gap*	**-30.5%**		

*Performance gap is calculated as %BEC minus the benchmark standard of %100.

Primary Insights: Of the three engagement areas, the behavioral engagement area had the smallest performance gap (-30.5%) compared to the emotional engagement area (-43.6%) and the cognitive engagement area (-51.5%). A significant portion of the students (84.3%) reported that they mostly come to school on time to class (q06). Furthermore, most middle school migrants (82.8%) pay attention in class most of the time (q01), yet almost half of the students (46.3%) responded that they often pretend to work while in class (q02).[4] Most middle school migrants (81.0%) follow the rules at school (q04), yet many students (61.0%) responded that they often get in trouble at school (q05).[5]

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[4]These findings imply that class attendance is not the same as *passive class participation* (e.g., paying attention) or *active class participation* (e.g., working on classroom assignments).
[5]Differences in the kinds of school rules (e.g., attendance, homework, behavior) and in the kinds of trouble (e.g., failing or low grades) may explain why students responded differently on these two survey questions. Future surveys will need to collect such information.

Emotional Engagement

Emotional engagement draws on the idea of appeal and is often conceptualized as identification with the school, including a sense of belonging, feeling important to the school and valuing success in school-related outcomes. The results are either positive or negative reactions to teachers, classmates, academics and school that create ties to the institution and influence willingness to do school work. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure emotional engagement.

Figure 4.0b   Middle School Migrant Students
                Emotional Engagement Survey Question Results

Ref.	Survey Question
q07	I feel happy in school most of the time.
q08	I seldom feel bored in school.
q09	I feel excited by the work in school most of the time.
q10	I like being in school most of the time.
q11	I am interested in the work at school most of the time.
q12	My classroom is a fun or enjoyable place to be most of the time.
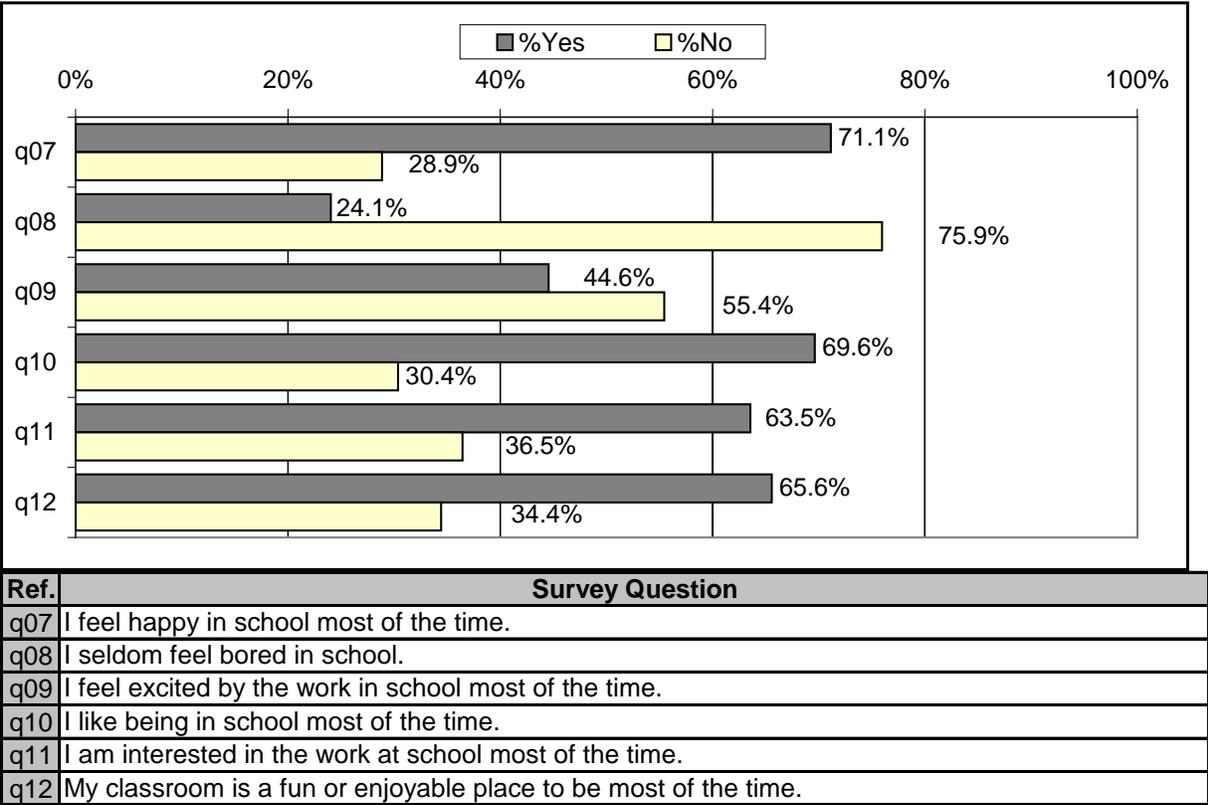
The following table shows the composite score for overall emotional engagement based on the middle school migrant student responses.

Table 4.0b   Middle School Migrant Students
              Emotional Engagement Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q07	I feel happy in school most of the time.	281	114	395
q08	I seldom feel bored in school.	95	300	395
q09	I feel excited by the work in school most of the time.	176	219	395
q10	I like being in school most of the time.	275	120	395
q11	I am interested in the work at school most of the time.	251	144	395
q12	My classroom is a fun or enjoyable place to be most of the time.	259	136	395
	Cumulative Responses	**1337**	**1033**	**2370**
	%Emotional Engagement Composite (%EEC)	**56.4%**		
	%EEC Performance Gap	**-43.6%**		

*Performance gap is calculated as %EEC minus the benchmark standard of %100.

Primary Insights: Of the three engagement areas, the emotional engagement area had the second largest performance gap (-43.6%) compared to the behavioral engagement area (-30.5%) and the cognitive engagement area (-51.5%). Roughly two in three middle school migrant students indicated that most of the time they are happy in school (q07), like being in school (q10) and have classroom places that are fun and enjoyable. Yet, about three in four (75.9%) of the middle school migrant students responded that they are often bored in school (q08). Similarly, less than half (44.6%) responded that they feel excited by the work in school most of the time (q09).

Cognitive Engagement

Cognitive engagement draws on the idea of investment that includes being thoughtful, willing to exert the necessary effort for comprehension of complex ideas and mastery of difficulty skills. Such engagement results in a student's desire to learn, a willingness to go beyond the requirements of school and a preference for challenge. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure cognitive engagement.

Figure 4.0c   Middle School Migrant Students
                Cognitive Engagement Survey Question Results

Ref.	Survey Question
q13	When I read a book, I always ask myself questions to make sure I understand what it is about.
q14	I occasionally study at home even when I don't have a test.
q15	I frequently watch TV shows about things we are doing in school.
q16	I frequently talk with people outside of school about what I am learning in class.
q17	I check my schoolwork for mistakes most of the time.
q18	If I don't know what a word means when I am reading, I always do something to figure it out, like look it up in the dictionary or ask someone.
q19	I occasionally read extra books to learn more about things we do in school.
q20	If I don't understand what I read, I always go back and read it over again.

The following table shows the composite score for overall cognitive engagement based on the middle school migrant student responses.

Table 4.0c   Middle School Migrant Students
               Cognitive Engagement Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q13	When I read a book, I always ask myself questions to make sure I understand what it is about.	193	202	395
q14	I occasionally study at home even when I don't have a test.	122	273	395
q15	I frequently watch TV shows about things we are doing in school.	87	308	395
q16	I frequently talk with people outside of school about what I am learning in class.	185	210	395
q17	I check my schoolwork for mistakes most of the time.	272	123	395
q18	If I don't know what a word means when I am reading, I always do something to figure it out, like look it up in the dictionary or ask someone.	282	113	395
q19	I occasionally read extra books to learn more about things we do in school.	115	280	395
q20	If I don't understand what I read, I always go back and read it over again.	278	117	395
	Cumulative Responses	**1534**	**1626**	**3160**
	%Cognitive Engagement Composite (%CEC)	**48.5%**		
	%CEC Performance Gap*	**-51.5%**		

*Performance gap is calculated as %CEC minus the benchmark standard of %100.

Primary Insights: Of the three engagement areas, the cognitive engagement area had the largest performance gap (-51.5%) compared to the behavioral engagement area (-30.5%) and the emotional engagement area (-43.6%). Few middle school migrant students (30.9%) occasionally study at home when no test is scheduled (q14). Furthermore, even fewer students reported that they watch TV programs (22.0%) or read extra books (29.1%) that relate to or support their learning at school. At best, 50% to 70% of the middle school migrant students use or apply learning and study skills appropriate to learning (q13, q17, q18 and q20).

Data Related to Educational Support in the Home

We are concerned that middle school migrant students need more support at home with homework. Many factors found in the home environment are associated with the likelihood of a child's success in school. In the spring of 2005, middle school migrant students in grades six through eight were surveyed to measure educational support at home in three areas.

Data Set 5.1 – Educational Support at Home: *Homework Resources, Homework Assistance and Home Expectations Regarding School*

Homework Resources

The area of homework resources draws on the idea that the extent middle school migrant students will successfully complete homework assignments is partly dependent on access to tools that support or facilitate learning. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' access to such tools.

Figure 5.1a   Middle School Migrant Students
Homework Resources Survey Question Results

Ref.	Survey Question
q01	I have a place at home where I can sit down and complete my homework.
q02	I have a high school or college-level dictionary at home that I can use to do my homework.
q03	I have a thesaurus dictionary at home to look up similar words that I can use to do my homework.
q04	I have at least one English grammar book at home I can use to do my homework.
q05	I have a library card from the local public library that I can use to check out books to help me in my homework.
q06	I have a multi-function calculator at home that I can use to do my math homework.
q07	I have a working computer at home that I can use any time to do my homework.
q08	I have a working printer at home that I can use any time to do my homework.
q09	I have access to the Internet at home that I can use any time to do my homework.

The following table shows the composite score for overall homework resources based on the middle school migrant student responses.

Table 5.1a   Middle School Migrant Students
               Homework Resources Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q01	I have a place at home where I can sit down and complete my homework.	312	83	395
q02	I have a high school or college-level dictionary at home that I can use to do my homework.	148	247	395
q03	I have a thesaurus dictionary at home to look up similar words that I can use to do my homework.	171	224	395
q04	I have at least one English grammar book at home I can use to do my homework.	145	250	395
q05	I have a library card from the local public library that I can use to check out books to help me in my homework.	165	230	395
q06	I have a multi-function calculator at home that I can use to do my math homework.	213	182	395
q07	I have a working computer at home that I can use any time to do my homework.	174	221	395
q08	I have a working printer at home that I can use any time to do my homework.	142	253	395
q09	I have access to the Internet at home that I can use any time to do my homework.	135	260	395
	Cumulative Responses	**1605**	**1950**	**3555**
	%Homework Resources Composite (%HwkRC)	**45.1%**		
	%HwkRC Performance Gap*	**-54.9%**		

*Performance gap is calculated as %HwkRC minus the benchmark standard of %100.

Primary Insights: Of the three education support at home areas, the homework resources area had the largest composite performance gap (-54.9%) compared to the homework assistance area (-26.4%) and the home expectations regarding school area (-16.7%). More than half of the middle school migrant students lack the tools essential to homework completion. These homework tools range from basic resources (e.g., a high school or college-level dictionary, thesaurus dictionary, English grammar book, library card) to technology resources (e.g., computer, printer, Internet access, calculator) essential for high levels of student learning and academic success in school. About four in five students responded that they do have a place at home where they can sit down and complete homework assignments (q01)—still, one in five do not.

Homework Assistance

The area of homework assistance draws on the idea that the extent to which middle school migrant students will successfully complete homework assignments is partly dependent on (a) how well they understand the homework material and (b) their access to individuals at home knowledgeable enough to help on homework assignments. The first supposition implies that the more students understand the homework material, the more they should be able to successfully work through and complete the homework assignments. The second supposition implies that greater access to such individuals at home will result in students' better understanding of the homework material to complete the assignments for school. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' access to homework assistance in math and reading based on these two suppositions.

Figure 5.1b   Middle School Migrant Students
                Homework Assistance Survey Question Results

Ref.	Survey Question
q10	I understand all or nearly all of the material I read at home for school.
q11	I have someone at home I can go to any time if I do have questions about the material I read for school.
q12	I understand all or nearly all of the math problems I do for homework.
q13	I have someone at home I can go to any time if I do have questions about homework math problems.
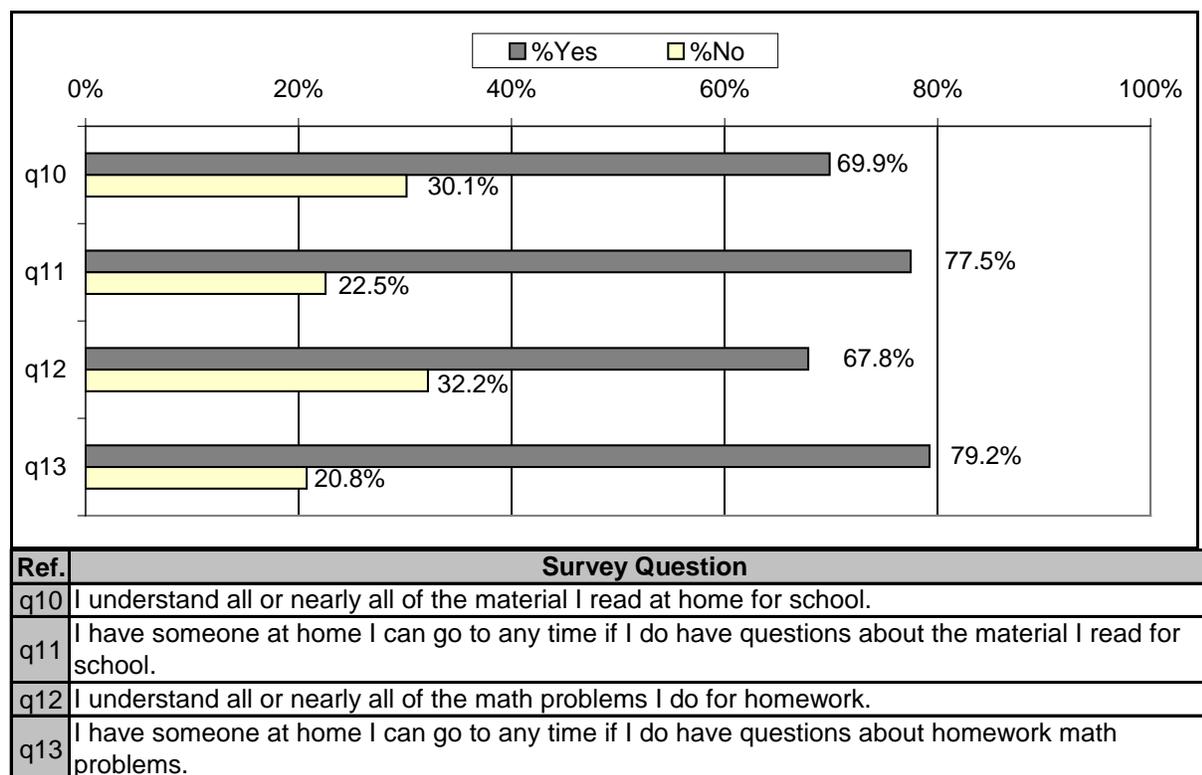
The following table shows the composite score for overall homework assistance based on the middle school migrant student responses.

Table 5.1b   Middle School Migrant Students
               Homework Assistance Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q10	I understand all or nearly all of the material I read at home for school.	276	119	395
q11	I have someone at home I can go to any time if I do have questions about the material I read for school.	306	89	395
q12	I understand all or nearly all of the math problems I do for homework.	268	127	395
q13	I have someone at home I can go to any time if I do have questions about homework math problems.	313	82	395
	Cumulative Responses	**1163**	**417**	**1580**
	%Homework Assistance Composite (%HwkAC)	**73.6%**		
	%HwkAC Performance Gap*	**-26.4%**		

*Performance gap is calculated as %HwkAC minus the benchmark standard of %100.

Primary Insights: Of the three education support at home areas, the homework assistance area had the second largest composite performance gap (-26.4%), when compared to the homework resources area (-54.9%) and the home expectations regarding school area (-16.7%). About two in three middle school migrant students responded that they understand all or nearly all of the material they bring home for school (q10 and q12). In comparison, about three in four responded that they do have someone at home to help them on their reading materials for school or on their homework math problems (q11 and q13, respectively).

Home Expectations Regarding School

The area of home expectations regarding school draws on the idea that the extent to which middle school migrant students will successfully complete homework assignments is partly dependent on their belief or perception of what their parents or guardians expect from them with regards to homework and school. This supposition implies that the higher these perceived expectations, the more likely students will successfully complete their homework assignments. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' perception of the expectations at home regarding school, especially as they relate to successful completion of homework.

Figure 5.1c   Middle School Migrant Students
                      Home Expectations Regarding School Survey Question Results

Ref.	Survey Question
q14	My parents or guardian follow my progress at school on a weekly basis.
q15	My parents or guardian listen to me when I have a problem at school.
q16	My parents or guardian expect me to work hard in school and succeed.
q17	My parents or guardian expect me to set aside the time needed to complete my homework.
q18	My parents or guardian expect me to manage my time needed to complete my homework.
q19	My parents or guardian usually allow me enough time to complete my homework.
q20	My parents or guardian guide me in making decisions about the classes I take in school.

The following table shows the composite score for overall home expectations regarding school based on the middle school migrant student responses.

Table 5.1c   Middle School Migrant Students
                 Home Expectations Regarding School Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q14	My parents or guardian follow my progress at school on a weekly basis.	277	118	395
q15	My parents or guardian listen to me when I have a problem at school.	348	47	395
q16	My parents or guardian expect me to work hard in school and succeed.	371	24	395
q17	My parents or guardian expect me to set aside the time needed to complete my homework.	306	89	395
q18	My parents or guardian expect me to manage my time needed to complete my homework.	346	49	395
q19	My parents or guardian usually allow me enough time to complete my homework.	356	39	395
q20	My parents or guardian guide me in making decisions about the classes I take in school.	300	95	395
	Cumulative Responses	**2304**	**461**	**2765**
	%Home School-Expectations Composite (%HSEC)	**83.3%**		
	%HSEC Performance Gap*	**-16.7%**		

     *Performance gap is calculated as %HSEC minus the benchmark standard of %100.

Primary Insights: Of the three education support at home areas, the area of home expectations regarding school had the smallest composite performance gap (-16.7%), when compared to the homework resources area (-54.9%) and the homework assistance area (-26.4%). Middle school migrant students' responses suggest relatively high beliefs or perceptions that their parents or guardians have high expectations for them in terms of homework and school.

<u>Data Set 5.2 - Teacher Support in the Classroom:</u> *Teachers' Instructional Practices, Teacher-Parent Relationships, Teacher-Student Relationships and Teachers' Migrant Support*

We are concerned that teachers do not provide timely attention and appropriate interventions to middle school migrant students' academic and other education-related problems in the classroom. Many factors related to the classroom environment are associated with the likelihood of a child's success in school. The delivery and receipt of all educational and educationally-related services to which migrant children are entitled is essential to their success. In spring 2005, middle school migrant students in grades six through eight were surveyed to measure teacher support in the classroom in four areas.

Teachers' Instructional Practices

The issue of teachers' instructional practices draws on the idea that the extent to which middle school migrant students are well supported in the classroom is partly dependent on *how* teachers help students learn the curriculum. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' experiences with select teacher instructional practices relevant to student learning.

Figure 5.2a   Middle School Migrant Students
              Teachers' Instructional Practices Survey Question Results

Ref.	Survey Question
q01	Most teachers help me experience connections across the subject areas of English, math, science, and social studies.
q02	Most teachers help me link the subjects of English, math, science, and social studies to my own experiences outside the school.
q03	Teachers make sure I understand something before moving on to new lessons or learning material.
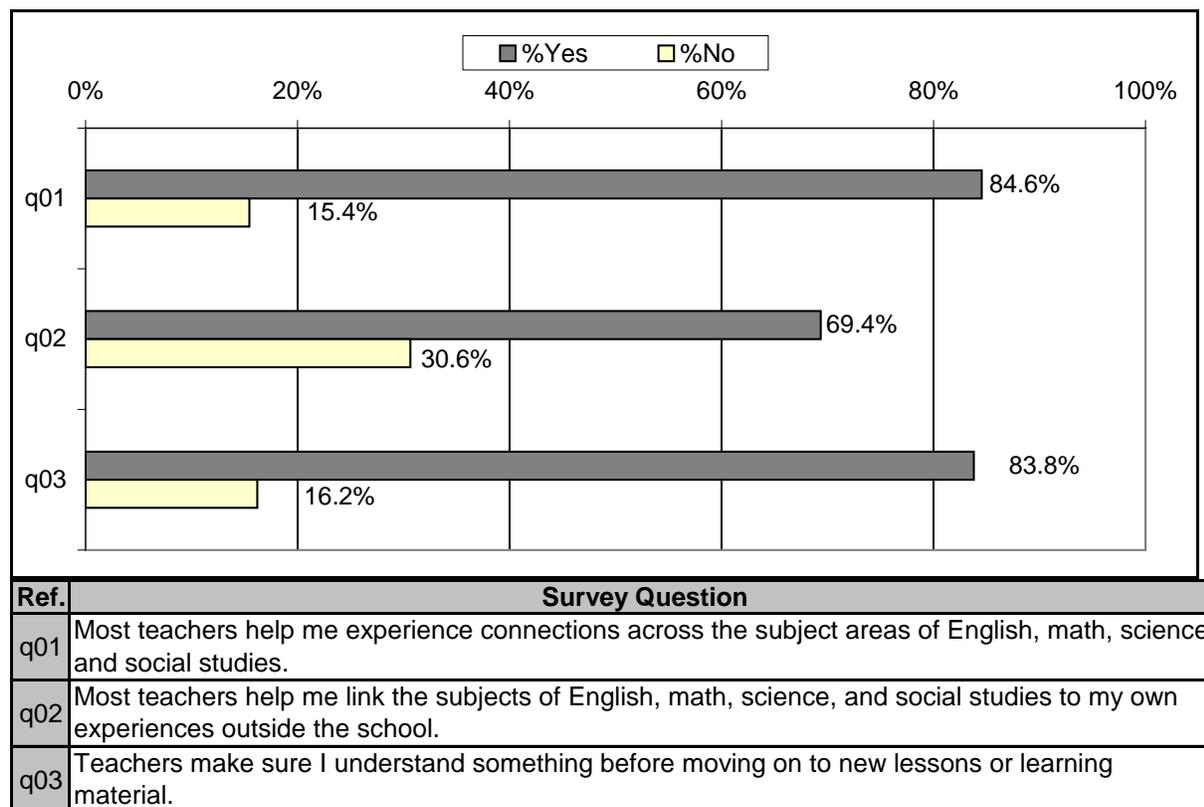
The following table shows the composite score for overall teachers' instructional practices based on the middle school migrant student responses.

Table 5.2a   Middle School Migrant Students
                Teachers' Instructional Practices Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q01	Most teachers help me experience connections across the subject areas of English, math, science, and social studies.	334	61	395
q02	Most teachers help me link the subjects of English, math, science, and social studies to my own experiences outside the school.	274	121	395
q03	Teachers make sure I understand something before moving on to new lessons or learning material.	331	64	395
	Cumulative Responses	**939**	**246**	**1185**
	%Teachers' Instructional Practices Composite (%TIPC)	**79.2%**		
	%TIPC Performance Gap*	**-20.8%**		

*Performance gap is calculated as %TIPC minus the benchmark standard of %100.

Primary Insights: Of the four teacher support in the classroom areas, the teachers' instructional practices area had the smallest composite performance gap (-20.8%) compared to the teacher-parent relationship area (-28.3%), the teacher-student relationship area (-24.6%) and the teachers' migrant support area (-46.3%). Middle school migrant students were least likely to respond that their teachers' instructional practices helped them link the core subjects (English, math, science and social studies) to their experiences outside the school.[6]

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[6]Such findings complement the primary insights outlined in the Teachers' Migrant Support area.

Teacher-Parent Relationships

The issue of teacher-parent relationships draws on the idea that the extent to which middle school migrant students are well supported in the classroom is partly dependent on the teachers' willingness to create, maintain and use the relationship with students' parents to foster communication supportive of student learning. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' perceptions of how teachers relate to their parents.

Figure 5.2b   Middle School Migrant Students
                      Teacher-Parent Relationships Survey Question Results

Ref.	Survey Question
q04	My teachers make an effort to reach out to my parents.
q05	My teachers at this school work hard to build trusting relationships with my parents.
q06	My teachers encourage my parents to help me succeed academically.
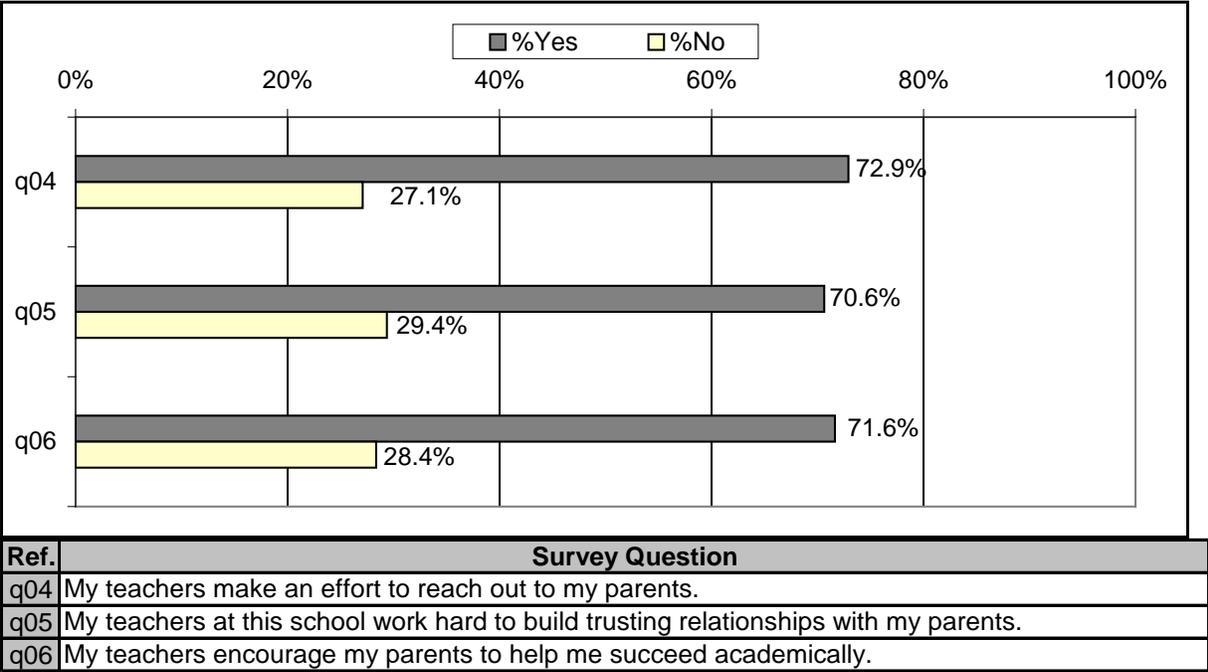
The following table shows the composite score for overall teacher-parent relationships based on the middle school migrant student responses.

Table 5.2b   Middle School Migrant Students
                      Teacher-Parent Relationships Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q04	My teachers make an effort to reach out to my parents.	288	107	395
q05	My teachers at this school work hard to build trusting relationships with my parents.	279	116	395
q06	My teachers encourage my parents to help me succeed academically.	283	112	395
	Cumulative Responses	**850**	**335**	**1185**
	%Teachers' Parent-Relationship Composite (%TPRC)	**71.7%**		
	%TPRC Performance Gap*	**-28.3%**		

*Performance gap is calculated as %TPRC minus the benchmark standard of %100.

Primary Insights: Of the four teacher support in the classroom areas, the teacher-parent relationship area had the second highest composite performance gap (-28.3%) compared to the teachers' instructional practices area (-20.8%), the teacher-student relationship area (-24.6%) and the teachers' migrant support area (-46.3%). About seven in ten middle school migrant students responded that their teachers made an effort to create, maintain and use the relationship with students' parents to foster communication supportive of student learning—still, three in ten did not.

Teacher-Student Relationships

The issue of teacher-student relationships draws on the idea that the extent to which middle school migrant students are well supported in the classroom is partly dependent on their teachers' willingness to create, maintain and use the relationship with students to foster communication supportive of student learning. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' perceptions of how teachers relate to them.

Figure 5.2c   Middle School Migrant Students
                 Teacher-Student Relationships Survey Question Results

Ref.	Survey Question
q07	My teachers encourage me to work hard to achieve high grades.
q08	I trust my teachers to help me succeed in school.
q09	Teachers speak to me in a respectful manner.
q10	I feel confident that teachers support me with my learning.
q11	I feel comfortable asking teachers in class about things I do not understand.
q12	I feel comfortable asking teachers for help with family issues or concerns.
q13	I feel comfortable asking teachers for help with personal issues or concerns.
q14	I feel that teachers in this school feel responsible to help me do my best in school.
q15	I feel that teachers in this school feel responsible to help me succeed in my life.

The following table shows the composite score for overall teacher-student relationships based on the middle school migrant student responses.

Table 5.2c   Middle School Migrant Students
                Teacher-Student Relationships Composite Performance Gap

Ref.	Survey Question	Yes	No	Total
q07	My teachers encourage me to work hard to achieve high grades.	360	35	395
q08	I trust my teachers to help me succeed in school.	350	45	395
q09	Teachers speak to me in a respectful manner.	337	58	395
q10	I feel confident that teachers support me with my learning.	341	54	395
q11	I feel comfortable asking teachers in class about things I do not understand.	300	95	395
q12	I feel comfortable asking teachers for help with family issues or concerns.	165	230	395
q13	I feel comfortable asking teachers for help with personal issues or concerns.	166	229	395
q14	I feel that teachers in this school feel responsible to help me do my best in school.	341	54	395
q15	I feel that teachers in this school feel responsible to help me succeed in my life.	322	73	395
	Cumulative Responses	**2682**	**873**	**3555**
	%Teachers' Student-Relationship Composite (%TSRC)	**75.4%**		
	%TSRC Performance Gap*	**-24.6%**		

*Performance gap is calculated as %TSRC minus the benchmark standard of %100.

Primary Insights: Of the four teacher support in the classroom areas, the teacher-student relationship area had the third highest composite performance gap (-24.6%), compared to the teachers' instructional practices area (-20.8%), the teacher-parent relationship area (-28.3%) and the teachers' migrant support area (-46.3%). Middle school migrant students were least likely to ask teachers for help with family issues or concerns (q12) or with personal issues or concerns (q13) and more likely to ask for help in academic areas (q11).[7]

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[7]Such findings complement the primary insights outlined in the Teachers' Migrant Support area.

Teachers' Migrant Support

Teachers' migrant support draws on the idea that the extent to which middle school migrant students are well supported in the classroom is partly dependent on the teachers' actions that demonstrate that they know and understand the needs of migrant students and their families, as well as the resources available to help such students. The figure below shows the percentage of middle school migrant students who responded "Yes" or "No" to survey questions designed to measure students' perceptions of teachers' actions that indicate such knowledge and understanding.

Figure 5.2d   Middle School Migrant Students
                Teachers' Migrant Support Survey Question Results

Ref.	Survey Question
q16	My teachers ask me on a weekly basis if I need help in my academic studies to support my success in school.
q17	My teachers ask me on a weekly basis if I need non-academic resources (like transportation, clothing, health care) to support my success in school.
q18	My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.
q19	My teachers respond quickly with resources to help me if I have problems in my academic studies.
q20	My teachers respond quickly with resources to help me if I have problems in areas not directly related to school (like transportation, clothing, health care, family issues).

The following table shows the composite score for overall teachers' migrant support issues based on the middle school migrant student responses.

Table 5.2d   Middle School Migrant Students
               Teachers' Migrant Support Composite Performance Gap

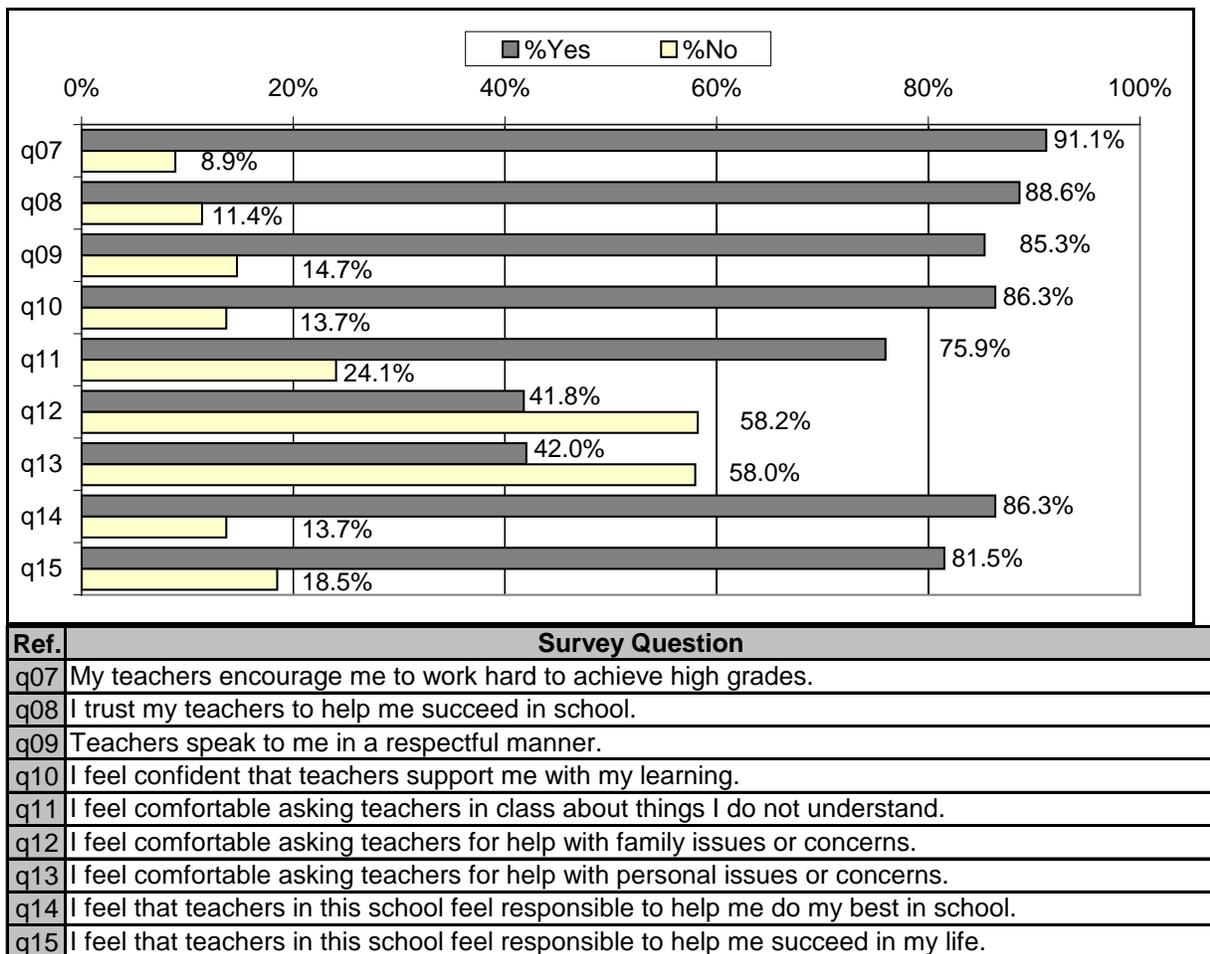| Ref.	Survey Question	Yes	No	Total
q16	My teachers ask me on a weekly basis if I need help in my academic studies to support my success in school.	255	140	395
q17	My teachers ask me on a weekly basis if I need non-academic resources (like transportation, clothing, health care) to support my success in school.	101	294	395
q18	My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.	241	154	395
q19	My teachers respond quickly with resources to help me if I have problems in my academic studies.	300	95	395
q20	My teachers respond quickly with resources to help me if I have problems in areas not directly related to school (like transportation, clothing, health care, family issues).	163	232	395
	Cumulative Responses	**1060**	**915**	**1975**
	%Teachers' Migrant-Support Composite (%TMSC)	**53.7%**		
	%TMSC Performance Gap*	**-46.3%**		

*Performance gap is calculated as %TMSC minus the benchmark standard of %100.

Primary Insights: Of the four areas of teacher support in the classroom, the teachers' migrant support area had the highest composite performance gap (-46.3%), compared to the teachers' instructional practices area (-20.8%), the teacher-parent relationship area (-28.3%) and the teacher-student relationship area (-24.6%). Middle school migrant students' responses indicate that teachers are more likely to inquire and respond with help in academic areas (q16, q18, q19) than in students' non-school or personal areas (q17, q20).[8]

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[8]Such findings complement the primary insights in the Teachers' Instructional Practices and Teacher-Student Relationship areas.

PART C. PHASE II FINDINGS

Before Phase II was completed, the needs assessment process came to a halt during a period of program transition. Large-scale reorganization within the Texas Education Agency in late 2003 had involved significant restructuring of the Texas MEP. While much important work on the needs assessment was completed during this period, remaining program staff members were unable to formally convene with the focus group and, therefore, were unable to complete the study in accordance with the needs assessment model provided by the Office of Migrant Education (OME).

In the fall of 2006 the needs assessment process resumed. New and remaining program staff, as well as members of a new focus group, reviewed all prior work completed and continued with the last components of Phase II, identifying and analyzing causes, summarizing findings and finalizing need statements which would reflect the performance gaps identified.

Because performance gaps for four of the eight needs were notably wider for PFS migrant children than for migrant children as a whole, two separate need statements were formulated for each of those needs affected — one reflecting the performance gap for PFS migrant children and one reflecting the performance gap for migrant children, as a whole. Therefore, Phase II came to a close with twelve separate needs statements, presented below with references to other related results of Phase II.

Two Findings Related to Educational Continuity

Finding #1

> *Concern Statement:* We are concerned that highly mobile migrant students are not being placed in and benefiting from appropriate basic and special migrant program services in receiving states.
>
> *Data Used for Need Indicator:* Data Set 2.1, pages 24-25
>
> *Findings:*
> - WHAT SHOULD BE (Performance Standard) - 100% of the migrant students migrating outside of Texas in summer months must participate in summer migrant programs in receiving states.
> - WHAT IS - 26% of the migrant students migrating outside of Texas in summer months are participating in summer migrant programs in receiving states.
> - IDENTIFIED NEED (Performance Gap) - 74% more migrant students migrating outside of Texas in summer months must participate in summer migrant programs in receiving states.

Finding #2

> *Concern Statement:* We are concerned that secondary school migrant students, especially PFS students, are not accruing the credits needed to graduate on time, especially those who migrate outside the state of Texas.
>
> *Data Used for Need Indicator:* Data Set 2.2, pages 26-28
>
> *Findings Related to ALL MIGRANT STUDENTS:*

- WHAT SHOULD BE (Performance Standard) - 100% of all migrant students must earn the required core credits for grade level for on-time graduation.
- WHAT IS - 40% of all migrant students are earning the required core credits for grade level for on-time graduation.
- IDENTIFIED NEED (Performance Gap) - 60% more of all migrant students must earn the required core credits for grade level for on-time graduation.

Findings Related to PFS MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of the Priority for Services (PFS) migrant students must earn the required core credits for grade level for on-time graduation.
- WHAT IS - 26% of the Priority for Services (PFS) migrant students are earning the required core credits for grade level for on-time graduation.
- IDENTIFIED NEED (Performance Gap) - 74% more of the Priority for Services (PFS) migrant students must earn the required core credits for grade level for on-time graduation.

Three Findings Related to Instructional Time

Finding #1

Concern Statement: We are concerned that migrant students, especially PFS students, miss significant amounts of instructional time during the school year. Migrant students often enroll late and withdraw early from school because of family mobility and/or delays in school enrollment procedures.

Data Used for Need Indicator(s): Data Set 3.1, pages 29-32

Findings Related to ALL MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of all migrant students must make up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.
- WHAT IS - 82% of all migrant students are making up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.
- IDENTIFIED NEED (Performance Gap) - 18% more of all migrant students must make up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.

Findings Related to PFS MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of the PFS migrant students must makeup course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.
- WHAT IS - 64% of the PFS migrant students are making up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.
- IDENTIFIED NEED (Performance Gap) - 36% more of the PFS migrant students must make up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.

Finding #2

Concern Statement: We are concerned that migrant students, especially PFS students, do not participate in summer learning activities that help them retain knowledge and accelerate academic achievement. However, a more immediate concern is for migrant students who do not participate in summer migrant programs *after failing one or more of the state's TAKS tests.*

Data Used for Need Indicator(s): Data Set 3.2, pages 33-34

*Findings Related to ALL MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of all migrant students who failed TAKS math and/or reading must participate in a summer migrant program.
- WHAT IS - 65% of all migrant students who failed TAKS math and/or reading are participating in a summer migrant program.
- IDENTIFIED NEED (Performance Gap) - 35% more of all migrant students who failed TAKS math and/or reading must participate in a summer migrant program.

*Findings Related to PFS MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of the PFS migrant students who failed TAKS math and/or reading must participate in a summer migrant program.
- WHAT IS - 60% of the PFS migrant students who failed TAKS math and/or reading are participating in a summer migrant program.
- IDENTIFIED NEED (Performance Gap) - 40% more of all PFS migrant students who failed TAKS math and/or reading must participate in a summer migrant program.

*Note: The identified need related to these findings was later modified to reflect input related to students' participation in district summer TAKS remediation programs.

Finding #3

Concern Statement: We are concerned that pre-school-age migrant children, especially PFS children, have not developed the affective, cognitive and psychomotor skills necessary for academic success in school.

Data Used for Need Indicator(s): Data Set 3.3, pages 35-36

Findings Related to ALL MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of all migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.
- WHAT IS - 89% of all migrant first graders are developing sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.
- IDENTIFIED NEED (Performance Gap) - 11% more of all migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.

Findings Related to PFS MIGRANT STUDENTS:
- WHAT SHOULD BE (Performance Standard) - 100% of the PFS migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.
- WHAT IS - 79% of the PFS migrant first graders are developing sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.
- IDENTIFIED NEED (Performance Gap) - 21% more of the PFS migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.

One Finding Related to School and Social Engagement

Concern Statement: We are concerned that migrant students begin to disengage from school beginning in middle school grades and increasing through high school. Migrant students often experience difficulties adjusting to new school settings, making new friends and fitting in socially in a new school situation. Researchers and educators suggest that such forms of school engagement explain children's behavior, feelings and thinking in the classroom and school that eventually determine their likelihood of academic success or failure.

Data Used for Need Indicator(s): Data Set 4.0, pages 37-42

Findings:
- WHAT SHOULD BE (Performance Standard) - 100% of the migrant middle school students must use or apply learning and study skills appropriate to learning.
- WHAT IS - 50% of the migrant middle school students use or apply learning and study skills appropriate to learning.
- IDENTIFIED NEED (Performance Gap) - 50% more migrant middle school students must use or apply learning and study skills appropriate to learning.

Two Findings Related to Educational Support in the Home

Finding #1

Concern Statement: We are concerned that middle school migrant students need more support at home with homework.

Data Used for Need Indicator(s): Data Set 5.1, pages 43-48

*Findings:
- WHAT SHOULD BE (Performance Standard) - 100% of the migrant middle school students must have the necessary resources at home, such as computer, dictionary, thesaurus, etc., essential for high levels of student learning and academic success in school.
- WHAT IS - 50% of the migrant middle school students have the necessary resources at home, such as computer, dictionary, thesaurus, etc., essential for high levels of student learning and academic success in school.

- IDENTIFIED NEED (Performance Gap) - 50% more migrant middle school students must have the necessary resources at home, such as dictionary, thesaurus, English grammar book, library card, calculator, computer, printer and Internet access, essential for high levels of student learning and academic success in school.

Note: The identified need related to these findings was later modified to reflect input related to parents' ability to provide homework assistance at home.

Finding #2

Concern Statement: We are concerned that teachers do not provide timely attention and appropriate interventions to middle school migrant students' academic and other education-related problems in the classroom.

Data Used for Need Indicator(s): Data Set 5.2, pages 49-56

Findings:
- WHAT SHOULD BE (Performance Standard) - 100% of the middle school migrant students must have timely attention and appropriate interventions related to problems/concerns that are academically-related and not academically-related.
- WHAT IS - 54% of the middle school migrant students receive timely attention and appropriate interventions related to problems/concerns that are academically-related and not academically-related.
- IDENTIFIED NEED (Performance Gap) - 46% more of the middle school migrant students must have timely attention and appropriate interventions related to problems/concerns that are academically-related and not academically-related.

PHASE III – MAKING DECISIONS

The third phase of this study focused on arriving at solutions to meet the identified needs of Texas' migrant children. This phase included setting priority needs, gathering possible solutions, followed by evaluating and selecting the most promising solution strategies aimed at meeting the identified needs.

SETTING PRIORITY NEEDS

To examine the priority of each identified need, focus group members rated each need statement based on how critical they viewed the need as being and its difficulty to correct. The members' ratings were analyzed and needs were ranked in terms of how many members rated a need as very critical and feasible to correct (based on *difficulty to correct* being rated low or medium).

Note: More detailed information on analysis of ratings is provided on pages 110-111 in Appendix C.

Next, ranking was adjusted to give higher priority to PFS students' needs, in spite of the fact that they may be more difficult to correct. The list below indicates the resulting priority of the identified needs from highest to lowest:

1. More Priority for Services (PFS) migrant students must earn core credits for on-time graduation. *(Data Set 2.2)*

2. More migrant students (PFS and non-PFS) must earn core credits for on-time graduation. *(Data Set 2.2)*

3. More migrant middle school students must use or apply learning and study skills appropriate to learning. *(Data Set 4.0)*

4. More migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related. *(Data Set 5.2)*

5. More PFS migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program. *(Data Set 3.2)*

6. More migrant students (PFS and non-PFS) who failed TAKS in any content area must participate in a summer TAKS remediation program. *(Data Set 3.2)*

7. More PFS migrant first-graders must have sufficient school readiness skills for promotion to grade 2. *(Data Set 3.3)*

8. More migrant first-graders (PFS and non-PFS) must have sufficient school readiness skills for promotion to grade 2. *(Data Set 3.3)*

9. More PFS migrant secondary students must make up course work due to late enrollment and early withdrawal from Texas schools. *(Data Set 3.1)*

10. More migrant secondary students (PFS and non-PFS) must make up course work due to late enrollment and early withdrawal from Texas schools. *(Data Set 3.1)*

11. More migrant middle school students must have the necessary homework assistance and tools at home essential for high levels of student learning and academic success in school. *(Data Set 5.1)*

12. More migrant students migrating outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination with receiving states. *(Data Set 2.1)*

GATHERING SOLUTIONS

After prioritizing the identified needs, the focus group members and the State MEP team discussed and determined the criteria, necessary components and format which would be used for gathering and submitting possible solutions. It was decided that solutions gathered would include:

- The statement of the need, complete with performance gap, which the solution will help meet;
- Reference to research or evaluation data as evidence that the solution has been proven effective;
- Description of solution, including strategies and characteristics necessary for effective implementation;
- Resources needed for implementation;
- Identification of any challenges which could be involved in implementation; and
- Consideration and comments related to the solution's feasibility, acceptability and its effect on the causes leading to the need which is being targeted.

Note: A detailed sample of the format followed for submitting possible solutions is included on pages 112-113 of Appendix C.

EVALUATING AND SELECTING SOLUTIONS

All solutions submitted were reviewed and evaluated by focus group members and the State MEP team. The rubric used to guide discussion and evaluation of solutions was based on the following criteria:

- *Feasibility* – Members could award between zero and three points depending on how practical it would be to implement this solution within the current infrastructure of the Texas MEP;
- *Acceptability* – Members could award between zero and three points depending on the likelihood of stakeholder approval and considerations regarding the ethics and appropriateness of the solution;
- *Effect on the Causes* – Members could award between zero and three points depending on the degree to which the solution will lead to the desired result and yield measurable outcomes;
- *Other Considerations* – An additional bonus point could be awarded to the solution based on other relevant merits, such as the ease with which outcome data can be gathered later or issues related to the Office of Migrant Education's monitoring visit in April and June of 2006.

Note: A detailed sample of the rubric used is included on pages 114-115 and page 117 of Appendix C.

While refining the selected solutions it was noted that they were identical in terms of meeting the identified need of migrant children, as a whole, and Priority for Services (PFS) migrant children. The State MEP team, therefore, decided to re-consolidate the eight need statements affected into four, provided that each need statement included language referencing each separate performance gap identified. Therefore, final findings at the close of Phase III reflect a total of eight identified needs, instead of the twelve referred to earlier, at the end of Phase II.

After initial selection of solutions, feedback was gathered from focus group members, as well as from regional MEP coordinators from each of the twenty Education Service Centers in the state. In response to this valuable feedback, solutions were refined further, most notably, in an effort to provide solutions which would be feasible for implementation in school districts with small migrant populations and minimal program funding and staff.

CONSIDERING CRITICAL COMPONENTS FOR IMPLEMENTATION

Initially, the State MEP team began to develop an Action Plan which would outline the solutions selected to meet the identified needs. The critical components and format for the Action Plan were discussed and developed with the help of focus group members. Ideas included identifying the resources needed, persons responsible for implementation, implementation timeline and methods for formative and summative evaluation for each solution. It also was suggested that the format of the Action Plan be patterned after a typical district or campus improvement plan, as it would present a user-friendly format already familiar to many district staff.

After receiving valuable assistance during a conference call with OME staff, it became clear that the Action Plan and many of the components developed for it were not required components of the CNA report. Therefore, the State MEP staff decided it would be more appropriate not to include an Action Plan in the CNA report and, instead, apply the work of developing the Action Plan's components toward the development of the new Service Delivery Plan.

Note: A sample of the Action Plan format developed through this process is included on page 116 of Appendix C.

SECTION 4: Results

IDENTIFIED NEEDS

Through the statewide CNA process, eight needs were identified. The need statements included below reflect performance gap analyses based on using 100% for the benchmark performance standard (desired outcome) and comparing it to the performance levels revealed (current condition) for each need indicator studied.

Area of Concern		Identified Need	Target Population
Educational Continuity	A	74% more PFS migrant students and 60% more of all migrant students must earn the required core credits for on-time graduation. *(Prioritized Needs #'s 1 & 2)*	Migrant Secondary Students
	B	74% more of the migrant students who migrate outside of Texas during summer months must be served through interstate coordination for summer migrant programs. *(Prioritized Need #12)*	All Migrant Students Migrating Outside of Texas during Summer Months
School and Social Engagement	C	50% more migrant middle school students must use or apply learning and study skills appropriate to learning. *(Prioritized Need #3)*	Migrant Middle School Students
Educational Support in the Home	D	46% more migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related. *(Prioritized Need #4)*	Migrant Middle School Students
	E	50% more migrant middle school students must have the necessary homework assistance and homework tools at home, such as dictionary, thesaurus, English grammar book, library card, calculator, computer, printer and Internet access, essential for high levels of student learning and academic success in school. *(Prioritized Need #11)*	Migrant Middle School Students
Instructional Time	F	40% more PFS migrant students and 35% more of all migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program. *(Prioritized Needs #'s 5 & 6)*	Migrant Students in Grades 3-11
	G	21% more PFS migrant first-graders and 11% more of all migrant first-graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2. *(Prioritized Needs #'s 7 & 8)*	Migrant Early Childhood Students
	H	36% more PFS migrant secondary students and 18% of all migrant secondary students must make up course work in core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools. *(Prioritized Needs #'s 9 & 10)*	Migrant Secondary Students

SELECTED SOLUTIONS

The statewide CNA process has included a selection of solutions designed to help meet the identified needs of migrant children. As described in the Methods section of this report, solutions submitted for consideration were to be accompanied by references to research or evaluation data and such references are cited in this section, as appropriate. In some cases, solution strategies were considered and selected based on existing practices seen as valuable in meeting the targeted needs, with the intent of strengthening evaluation of such practices as the Texas MEP moves forward with implementation.

Because factors affecting local implementation of the MEP vary widely throughout the State, some of the solutions selected may not be feasible at every local education agency (LEA). Nonetheless, the solution strategies presented below for each identified need include at least some strategies which can be implemented at any LEA, regardless of its migrant child count and the amount of MEP funding it receives.

Note:
*Solutions to be implemented only where appropriate and feasible for project funding, size and measure of need are indicated by the notation, *(WHERE APPROPRIATE).*

Solutions which are entirely new, or which involve a critical change to current implementation of the Texas MEP, are indicated by the notation, (NEW). Solutions not indicated as new are already being implemented in at least some project districts within the State.

Identified Need A – More migrant students must earn required core credits for on-time graduation (Salinas, 2004, Romanowski, 2003)

1. Continue to implement the use of distance learning coursework through the MEP special project, Correspondence Coursework for Migrant Secondary Students program; the current grantee is the Migrant Student Graduation Enhancement Program at the University of Texas at Austin.

2. Continue to implement the MEP special project, Migrant Summer Work Study Program, while taking additional steps to measure the impact and cost effectiveness of the special project for the Migrant Summer Work Study Program.

3. Coordinate with other school programs offering credit recovery labs to ensure that migrant secondary students are accessing opportunities available to earn needed credits. Students' participation in credit recovery lab activities must not interfere with core classes.

4. Where opportunities for credit recovery are not available through other resources, implement MEP-funded credit recovery labs offering a variety of methods to earn needed credits. *(WHERE APPROPRIATE)

5. Use MEP funds for summer school tuition, night classes, credit by exam, transportation or school supplies in situations where appropriate in meeting a student's individual need and where resources are not available through other funding sources.

6. Employ and train MEP-funded counselor(s) or staff to provide additional support for secondary credit accrual through services for migrant students only which are not available through regular academic counselors, such as provide leadership and coordination for the delivery of supplementary instructional/support services, develop individual student action plans, intervene on behalf of any migrant student whose immediate personal concerns or problems put the student's continued educational development at risk, etc. (Hammond, 2005, Shumow, 2001) *(WHERE APPROPRIATE)

7. Implement the requirement for inputting recommended courses for migrant secondary students into the New Generation System (NGS) migrant student database and provide training to MEP staff in accessing and using the information to support secondary credit accrual. (NEW)

8. Ensure credit consolidation in receiving states through interstate coordination.

9. Explore the possibility of creating a special project, or an additional component to the Texas Migrant Interstate Program (TMIP), that employs MEP-funded counselors to address the educational needs of all PFS secondary students enrolled in districts which do not have migrant counselors who are 100% MEP-funded. *(WHERE APPROPRIATE); (NEW)

Identified Need B - **More of the migrant students who migrate outside of Texas during summer months must be served through interstate coordination for summer migrant programs.**

1. Create partnerships with receiving states aimed at facilitating their access to resources which can support out-of-state summer programs serving Texas migrant students.

2. Increase student and parent awareness of the availability of summer school programs in receiving states. An out-of-state summer school programs list will be compiled by the TMIP and will be made available through the NGS migrant student database for all local education agencies (LEAs) to access. (Bermudez, 1996, Salinas, 2004) (NEW)

3. Each LEA which serves migrant students in Texas will identify and enter into the NGS database a summer contact person who has access to student records, such as course grades, immunizations, etc. (NEW)

4. The State MEP will include a summer contact list as an updated component of the State MEP Directory and will make it available for receiving states. (NEW)

5. Each LEA will coordinate with the TMIP during the summer months in order to serve Texas homebased students who may attend summer migrant programs outside the state of Texas.

Identified Need C - **More migrant middle school students must use or apply learning and study skills appropriate to learning.**

1. Implement a mentoring program by recruiting and training peer and adult mentors to work with migrant middle school students to address deficiencies in the use or application of appropriate

study skills. Mentoring program will reflect a research-based model proven to be effective in this area, such as Advancement Via Individual Determination (AVID), Life Management Skills (LMS), Peer-Assisted Learning Strategies (PALS), Project Adopt-a-Kid, Upward Bound, etc. Where not appropriate or feasible to implement a mentoring program as described, employ MEP-funded staff to ensure that migrant middle school students are accessing mentoring programs and other services available to meet this need. (James,1999)*(WHERE APPROPRIATE)

2. Create an extracurricular club/leadership organization that is specific to migrant students and will meet regularly to serve as a social and academic support system for migrant middle school students. *(WHERE APPROPRIATE)

Identified Need D - More migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related.

1. Provide training to school staff and mentors to increase awareness of migrant middle school students' need for timely attention and appropriate interventions and to foster the use of an intervention model proven to be effective in this area, such as the Response to Intervention (RTI) model in working with migrant middle school students encountering academic and non-academic problems or concerns. (Batsche, 2005) (NEW)

2. Provide supplemental training to migrant parents in how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. (Juvonen, 2004) (NEW)

3. Conduct a retreat for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically-related and non-academically-related issues they may face. *(WHERE APPROPRIATE); (NEW)

4. Create an extracurricular club/leadership organization specific to migrant students that will meet regularly and, while serving as a social and academic support system for migrant middle school students, will foster students' ability to seek and secure help from parents, peers and teachers with academically-related and non-academically-related problems or concerns. (NPSCEA, 1994) *(WHERE APPROPRIATE)

Identified Need E - More migrant middle school students must have the necessary homework assistance and homework tools at home, such as dictionary, thesaurus, English grammar book, library card, calculator, computer, printer and Internet access, essential for high levels of student learning and academic success in school.

1. Create community awareness regarding migrant middle school students' need for homework assistance and tools in order to foster partnerships and identify sources which can provide support to migrant families in need of these resources.

2. Collaborate with other migrant education programs and community-based organizations in the district to coordinate students' access to appropriate homework assistance and homework tools according to each student's identified need. (Maddy-Berstein, 1997)

3. Work with staff responsible for grant writing to seek out and apply for funds to obtain homework tools and resources. *(WHERE APPROPRIATE)

4. Have district staff make contact with migrant families to establish the extent of student needs for homework assistance and homework tools.

5. Provide migrant students and their parents with information regarding how they can request and obtain assistance with homework when needed. Information should be provided in a format and language that is easy to understand and should be updated regularly. (NEW)

Identified Need F - More migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program.

1. Coordinate with school staff to ensure that migrant students who have failed TAKS in any content area are accessing opportunities available for summer TAKS remediation. (Salinas, 2004)

2. Provide center-based or home-based TAKS remediation during alternative times for migrant students who are otherwise unable to attend a regular TAKS remediation summer program offered during traditional times. (NEW)

3. For migrant students who have failed the TAKS, but cannot attend a summer program, provide training and coordination of a tutorial service, such as that available through the internet-based TAKS Readiness and Core Knowledge (TRACK) Program, that does not require the student to physically attend a program. (Salinas, 2004) (NEW)

Identified Need G - More migrant first-graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.

1. Provide supplemental parent training on how to support young children's development of school readiness in the home and how to access existing school and community resources beneficial to young children's learning.

2. Train and employ MEP-funded staff to monitor progress of migrant preschool-aged through first-grade students and ensure that they are able to access school and community resources related to individual needs which are impacting their development.

3. Provide MEP-funded staff trained in early childhood learning strategies and the linguistic needs of the target population to:
   ▪ Provide supplemental instructional support for migrant preschool-aged through first grade students who are referred by teachers or recruiters. Instructional support shall be provided

outside of regular instructional time, individually or in small groups at least 1-2 times per week and will include engaging, age-appropriate activities to target school readiness;

- Collaborate with parents on ways to support students' skill development at home. (Boulder Valley 1975, Dearing, 2006)*(WHERE APPROPRIATE); (NEW)

4. The State MEP will revise the Building Bridges early childhood curriculum and provide training to MEP staff to support implementation. Curriculum will be revised to align with current early education guidelines and the state performance plan and to reflect current, research-based practices which are most appropriate for developing school readiness skills in populations such as Texas' young migrant children. (NEW)

Identified Need H - More migrant secondary students must make up course work in core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.

1. Support development and implementation of district procedures for late entry/early withdrawal so that the following provisions are made:
   - A variety of strategies for partial and full credit accrual are provided for students with late entry and early withdrawal;
   - Course slots in elective and core subject areas are saved, to the extent possible, for students with late entry based on each district's history of student migration; and
   - The names and needs of all interstate mobile students are shared with the TMIP.

2. Coordinate with other school programs offering alternative options for making up course work and credit recovery to ensure that migrant secondary students are accessing the resources available to meet their needs in this area. Student participation in activities for making up course work or credit recovery must not interfere with core classes.

3. Where options for making up course work or credit recovery are not available through other school programs or resources, implement a MEP-funded strategy which offers a variety of methods for only identified migrant children to make up course work and earn needed credits. (Friend, 1992, Goniprow, 2002, Gouwens, 2001, Watson, 2004) *(WHERE APPROPRIATE)

4. Implement the requirement for inputting recommended courses for migrant secondary students into the NGS migrant student database and provide training to MEP staff in accessing and using the information to support secondary credit accrual. (NEW)

5. Explore the possibility of creating a special project, or an additional component to the TMIP, that employs MEP-funded counselors to address the educational needs of all PFS secondary students enrolled in districts which do not have migrant counselors who are 100% MEP-funded. (Garza, 2004)*(WHERE APPROPRIATE); (NEW)

6. Implement a tutoring program to assist students with make-up work due to late entry or early withdrawal. Tutoring may occur before and after school and on weekends. (Gibson, 2003) *(WHERE APPROPRIATE)

7. Employ a team of core subject area teachers to provide for first grading period and last grading period individual course learning modules aligned with the Texas Essential Knowledge and Skills (TEKS) and district curriculum for the content area. *(WHERE APPROPRIATE)

8. Implement an extracurricular club/leadership organization specific to migrant students that will meet regularly to assist and mentor students with issues and problems related to late entry and early withdrawal. *(WHERE APPROPRIATE)

9. Employ and train MEP-funded counselor(s) or staff to provide additional support for migrant secondary students to make up course work which is lacking due to late enrollment in and/or early withdrawal from Texas schools. MEP-funded counselor will serve migrant students only and will provide services not available through regular academic counselors, which may include, but are not limited to the following:
   - Provide leadership and coordination for the delivery of supplementary instructional/support services;
   - Increase monitoring of course completion of PFS migrant students who are late enrolling or withdrawing early;
   - Provide yearly review of district policies and/or procedures concerning late entry and early withdrawal of migrant students;
   - Develop individual student action plans; and
   - Intervene on behalf of any migrant student whose immediate personal concerns or problems put the student's continued educational development at risk.*(WHERE APPROPRIATE)

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SECTION 5: Implications

The solution strategies selected through this process will lead to critical changes in the State's plan for delivery and evaluation of MEP-funded services provided to the State's migrant children.

In addition to carrying forward the needs assessment findings to improving program service delivery and evaluation, the State MEP staff also looks forward to updating this needs assessment and strengthening its findings. The State MEP is eager to access more recent student data and added data elements not available previously and to more clearly compare data for migrant children to that of their non-migrant counterparts. Considerations for future CNA planning include concerns related to health, special needs and alternate assessments, coordination of services, English language learners, parental involvement, school readiness, school completion and attendance rates.

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TECHNICAL APPENDICES

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Appendix A
Texas Migrant Student Profile Supplement

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Table A-1a. Mobile Migrant Students
By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Mobile	%Mobile	Total	Mobile	%Mobile	Total	Mobile	%Mobile
PK	5532	3801	68.7%	4440	2977	67.0%	1092	824	75.5%
K	8748	5959	68.1%	6613	4261	64.4%	2135	1698	79.5%
1st	10142	6753	66.6%	7534	4640	61.6%	2608	2113	81.0%
2nd	10062	6595	65.5%	7551	4583	60.7%	2511	2012	80.1%
3rd	9439	6178	65.5%	6949	4185	60.2%	2490	1993	80.0%
4th	9650	6300	65.3%	6590	3833	58.2%	3060	2467	80.6%
5th	9194	6087	66.2%	6260	3685	58.9%	2934	2402	81.9%
6th	9305	6210	66.7%	6299	3739	59.4%	3006	2471	82.2%
7th	9125	6091	66.8%	6216	3733	60.1%	2909	2358	81.1%
8th	8702	5678	65.2%	5809	3432	59.1%	2893	2246	77.6%
9th	11019	7408	67.2%	6644	4091	61.6%	4375	3317	75.8%
10th	8096	5343	66.0%	5303	3162	59.6%	2793	2181	78.1%
11th	6244	4050	64.9%	4250	2557	60.2%	1994	1493	74.9%
12th	7756	4779	61.6%	5912	3428	58.0%	1844	1351	73.3%
PK-12th	123014	81232	66.0%	86370	52306	60.6%	36644	28926	78.9%

Table A-1b. Mobile Migrant Students
By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Mobile	%Mobile	Total	Mobile	%Mobile	Total	Mobile	%Mobile
Elementary (PK-5th)	62767	41673	66.4%	45937	28164	61.3%	16830	13509	80.3%
Middle School (6th-8th)	27132	17979	66.3%	18324	10904	59.5%	8808	7075	80.3%
High School (9th-12th)	33115	21580	65.2%	22109	13238	59.9%	11006	8342	75.8%
All School Types (PK-12th)	123014	81232	66.0%	86370	52306	60.6%	36644	28926	78.9%

Table A-1c. Mobile Migrant Students
By Migrant Group

Migrant Group	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Mobile	%Mobile	Total	Mobile	%Mobile	Total	Mobile	%Mobile
Early Childhood (Ages 0-5)	10235	6746	65.9%	10010	6570	65.6%	225	176	78.2%
Grade Level (PK-12th)	123014	81232	66.0%	86370	52306	60.6%	36644	28926	78.9%
Out-of-School (PK-12th)	6166	3462	56.1%	5843	3210	54.9%	323	252	78.0%
Unknown Grade or Age	252	151	59.9%	220	128	58.2%	32	23	71.9%
All Migrant Groups	139667	91591	65.6%	102443	62214	60.7%	37224	29377	78.9%

Table A-2a. Highly Mobile Migrant Students
By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile
PK	5532	2379	43.0%	4440	1746	39.3%	1092	633	58.0%
K	8748	3707	42.4%	6613	2401	36.3%	2135	1306	61.2%
1st	10142	4275	42.2%	7534	2695	35.8%	2608	1580	60.6%
2nd	10062	4071	40.5%	7551	2554	33.8%	2511	1517	60.4%
3rd	9439	3831	40.6%	6949	2323	33.4%	2490	1508	60.6%
4th	9650	3891	40.3%	6590	2180	33.1%	3060	1711	55.9%
5th	9194	3825	41.6%	6260	2157	34.5%	2934	1668	56.9%
6th	9305	3898	41.9%	6299	2175	34.5%	3006	1723	57.3%
7th	9125	3833	42.0%	6216	2134	34.3%	2909	1699	58.4%
8th	8702	3564	41.0%	5809	2013	34.7%	2893	1551	53.6%
9th	11019	4854	44.1%	6644	2380	35.8%	4375	2474	56.5%
10th	8096	3348	41.4%	5303	1782	33.6%	2793	1566	56.1%
11th	6244	2552	40.9%	4250	1484	34.9%	1994	1068	53.6%
12th	7756	2970	38.3%	5912	2004	33.9%	1844	966	52.4%
PK-12th	123014	50998	41.5%	86370	30028	34.8%	36644	20970	57.2%

Table A-2b. Highly Mobile Migrant Students
By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile
Elementary (PK-5th)	62767	25979	41.4%	45937	16056	35.0%	16830	9923	59.0%
Middle School (6th-8th)	27132	11295	41.6%	18324	6322	34.5%	8808	4973	56.5%
High School (9th-12th)	33115	13724	41.4%	22109	7650	34.6%	11006	6074	55.2%
All School Types (PK-12th)	123014	50998	41.5%	86370	30028	34.8%	36644	20970	57.2%

Table A-2c. Highly Mobile Migrant Students
By Migrant Group

Migrant Group	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile	Total	Highly Mobile	%Highly Mobile
Early Childhood (Ages 0-5)	10235	4404	43.0%	10010	4287	42.8%	225	117	52.0%
Grade Level (PK-12th)	123014	50998	41.5%	86370	30028	34.8%	36644	20970	57.2%
Out-of-School (PK-12th)	6166	2394	38.8%	5843	2221	38.0%	323	173	53.6%
Unknown Grade or Age	252	102	40.5%	220	86	39.1%	32	16	50.0%
All Migrant Groups	139667	57898	41.5%	102443	36622	35.7%	37224	21276	57.2%

Table A-3a.   Over-Aged Migrant Students
By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Over-Aged	%Over-Aged	Total	Over-Aged	%Over-Aged	Total	Over-Aged	%Over-Aged
PK	5532	0	0.00%	4440	0	0.00%	1092	0	0.00%
K	8748	0	0.00%	6613	0	0.00%	2135	0	0.00%
1st	10142	0	0.00%	7534	0	0.00%	2608	0	0.00%
2nd	10062	0	0.00%	7551	0	0.00%	2511	0	0.00%
3rd	9439	0	0.00%	6949	0	0.00%	2490	0	0.00%
4th	9650	0	0.00%	6590	0	0.00%	3060	0	0.00%
5th	9194	0	0.00%	6260	0	0.00%	2934	0	0.00%
6th	9305	0	0.00%	6299	0	0.00%	3006	0	0.00%
7th	9125	168	1.80%	6216	77	1.20%	2909	91	3.10%
8th	8702	208	2.40%	5809	89	1.50%	2893	119	4.10%
9th	11019	1202	10.9%	6644	364	5.50%	4375	838	19.2%
10th	8096	796	9.80%	5303	320	6.00%	2793	476	17.0%
11th	6244	508	8.10%	4250	229	5.40%	1994	279	14.0%
12th	7756	517	6.70%	5912	235	4.00%	1844	282	15.3%
PK-12th	123014	3399	2.80%	86370	1314	1.50%	36644	2085	5.70%

Table A-3b.   Over-Aged Migrant Students
By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Over-Aged	%Over-Aged	Total	Over-Aged	%Over-Aged	Total	Over-Aged	%Over-Aged
Elementary (PK-5th)	62767	0	0.00%	45937	0	0.00%	16830	0	0.00%
Middle School (6th-8th)	27132	376	1.40%	18324	166	0.90%	8808	210	2.40%
High School (9th-12th)	33115	3023	9.10%	22109	1148	5.20%	11006	1875	17.0%
All School Types (PK-12th)	123014	3399	2.80%	86370	1314	1.50%	36644	2085	5.70%

Table A-4a. Retained Migrant Students
By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Retained	%Retained	Total	Retained	%Retained	Total	Retained	%Retained
PK	5532	1	0.00%	4440	0	0.00%	1092	1	0.10%
K	8748	130	1.50%	6613	59	0.90%	2135	71	3.30%
1st	10142	523	5.20%	7534	242	3.20%	2608	281	10.8%
2nd	10062	645	6.40%	7551	320	4.20%	2511	325	12.9%
3rd	9439	438	4.60%	6949	245	3.50%	2490	193	7.80%
4th	9650	239	2.50%	6590	120	1.80%	3060	119	3.90%
5th	9194	168	1.80%	6260	91	1.50%	2934	77	2.60%
6th	9305	177	1.90%	6299	93	1.50%	3006	84	2.80%
7th	9125	209	2.30%	6216	84	1.40%	2909	125	4.30%
8th	8702	201	2.30%	5809	79	1.40%	2893	122	4.20%
9th	11019	1074	9.70%	6644	299	4.50%	4375	775	17.7%
10th	8096	779	9.60%	5303	343	6.50%	2793	436	15.6%
11th	6244	477	7.60%	4250	223	5.20%	1994	254	12.7%
12th	7756	354	4.60%	5912	124	2.10%	1844	230	12.5%
PK-12th	123014	5415	4.40%	86370	2322	2.70%	36644	3093	8.40%

Table A-4b. Retained Migrant Students
By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Retained	%Retained	Total	Retained	%Retained	Total	Retained	%Retained
Elementary (PK-5th)	62767	2144	3.40%	45937	1077	2.30%	16830	1067	6.30%
Middle School (6th-8th)	27132	587	2.20%	18324	256	1.40%	8808	331	3.80%
High School (9th-12th)	33115	2684	8.10%	22109	989	4.50%	11006	1695	15.4%
All School Types (PK-12th)	123014	5415	4.40%	86370	2322	2.70%	36644	3093	8.40%

Table A-5a. Failed Migrant Students—2003 TAKS Reading
            By TAKS Grade Level

TAKS Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Tested	Failed	%Failed	Tested	Failed	%Failed	Tested	Failed	%Failed
3rd	2288	810	35.4%	1388	411	29.6%	900	399	44.3%
4th	6621	1930	29.1%	4323	1135	26.3%	2298	795	34.6%
5th	6562	2407	36.7%	4322	1476	34.2%	2240	931	41.6%
6th	6817	2650	38.9%	4470	1616	36.2%	2347	1034	44.1%
7th	6427	2307	35.9%	4299	1403	32.6%	2128	904	42.5%
8th	6179	2203	35.7%	4049	1321	32.6%	2130	882	41.4%
9th	7296	2826	38.7%	4449	1563	35.1%	2847	1263	44.4%
10th	5235	2144	41.0%	3449	1321	38.3%	1786	823	46.1%
11th	3863	1645	42.6%	2578	1063	41.2%	1285	582	45.3%
All TAKS Grade Levels (3rd-11th)	51288	18922	36.9%	33327	11309	33.9%	17961	7613	42.4%

Table A-5b. Failed Migrant Students—2003 TAKS Reading
            By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Tested	Failed	%Failed	Tested	Failed	%Failed	Tested	Failed	%Failed
Elementary (3rd-5th)	15471	5147	33.3%	10033	3022	30.1%	5438	2125	39.1%
Middle School (6th-8th)	19423	7160	36.9%	12818	4340	33.9%	6605	2820	42.7%
High School (9th-11th)	16394	6615	40.4%	10476	3947	37.7%	5918	2668	45.1%
All School Types (PK-12th)	51288	18922	36.9%	33327	11309	33.9%	17961	7613	42.4%

Table A-6a.   Failed Migrant Students—2003 TAKS Math   By Grade Level

TAKS Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Tested	Failed	%Failed	Tested	Failed	%Failed	Tested	Failed	%Failed
3rd	2045	444	21.7%	1326	243	18.3%	719	201	28.0%
4th	6389	1205	18.9%	4230	689	16.3%	2159	516	23.9%
5th	6424	1654	25.7%	4244	993	23.4%	2180	661	30.3%
6th	6549	1690	25.8%	4329	1018	23.5%	2220	672	30.3%
7th	6192	2149	34.7%	4157	1302	31.3%	2035	847	41.6%
8th	5888	2395	40.7%	3889	1459	37.5%	1999	936	46.8%
9th	6594	3066	46.5%	4148	1785	43.0%	2446	1281	52.4%
10th	4894	2219	45.3%	3288	1399	42.5%	1606	820	51.1%
11th	3946	1445	36.6%	2654	924	34.8%	1292	521	40.3%
All TAKS Grade Levels (3rd-11th)	**48921**	**16267**	**33.3%**	**32265**	**9812**	**30.4%**	**16656**	**6455**	**38.8%**

Table A-6b.   Failed Migrant Students—2003 TAKS Math   By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Tested	Failed	%Failed	Tested	Failed	%Failed	Tested	Failed	%Failed
Elementary (3rd-5th)	14858	3303	22.2%	9800	1925	19.6%	5058	1378	27.2%
Middle School (6th-8th)	18629	6234	33.5%	12375	3779	30.5%	6254	2455	39.3%
High School (9th-11th)	15434	6730	43.6%	10090	4108	40.7%	5344	2622	49.1%
All School Types (PK-12th)	**48921**	**16267**	**33.3%**	**32265**	**9812**	**30.4%**	**16656**	**6455**	**38.8%**

Table A-7a. LEP Migrant Students By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	LEP	%LEP	Total	LEP	%LEP	Total	LEP	%LEP
PK	5532	2194	39.7%	4440	1102	24.8%	1092	1092	100%
K	8748	4491	51.3%	6613	2390	36.1%	2135	2101	98.4%
1st	10142	6022	59.4%	7534	3522	46.7%	2608	2500	95.9%
2nd	10062	6007	59.7%	7551	3611	47.8%	2511	2396	95.4%
3rd	9439	5711	60.5%	6949	3535	50.9%	2490	2176	87.4%
4th	9650	5792	60.0%	6590	3563	54.1%	3060	2229	72.8%
5th	9194	5069	55.1%	6260	3141	50.2%	2934	1928	65.7%
6th	9305	4243	45.6%	6299	2532	40.2%	3006	1711	56.9%
7th	9125	3657	40.1%	6216	2188	35.2%	2909	1469	50.5%
8th	8702	3167	36.4%	5809	1864	32.1%	2893	1303	45.0%
9th	11019	4027	36.5%	6644	2126	32.0%	4375	1901	43.5%
10th	8096	2737	33.8%	5303	1555	29.3%	2793	1182	42.3%
11th	6244	1848	29.6%	4250	1123	26.4%	1994	725	36.4%
12th	7756	1847	23.8%	5912	1174	19.9%	1844	673	36.5%
PK-12th	123014	56812	46.2%	86370	33426	38.7%	36644	23386	63.8%

Table A-7b. LEP Migrant Students By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	LEP	%LEP	Total	LEP	%LEP	Total	LEP	%LEP
Elementary (PK-5th)	62767	35286	56.2%	45937	20864	45.4%	16830	14422	85.7%
Middle School (6th-8th)	27132	11067	40.8%	18324	6584	35.9%	8808	4483	50.9%
High School (9th-12th)	33115	10459	31.6%	22109	5978	27.0%	11006	4481	40.7%
All School Types (PK-12th)	123014	56812	46.2%	86370	33426	38.7%	36644	23386	63.8%

Table A-8a.   · Gifted/Talented (G/T) Migrant Students By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	G/T	%G/T	Total	G/T	%G/T	Total	G/T	%G/T
PK	5532	1	0.00%	4440	1	0.00%	1092	0	0.00%
K	8748	23	0.30%	6613	14	0.20%	2135	9	0.40%
1st	10142	34	0.30%	7534	29	0.40%	2608	5	0.20%
2nd	10062	65	0.60%	7551	52	0.70%	2511	13	0.50%
3rd	9439	68	0.70%	6949	52	0.70%	2490	16	0.60%
4th	9650	80	0.80%	6590	66	1.00%	3060	14	0.50%
5th	9194	87	0.90%	6260	75	1.20%	2934	12	0.40%
6th	9305	113	1.20%	6299	94	1.50%	3006	19	0.60%
7th	9125	113	1.20%	6216	93	1.50%	2909	20	0.70%
8th	8702	125	1.40%	5809	100	1.70%	2893	25	0.90%
9th	11019	100	0.90%	6644	65	1.00%	4375	35	0.80%
10th	8096	98	1.20%	5303	73	1.40%	2793	25	0.90%
11th	6244	82	1.30%	4250	70	1.60%	1994	12	0.60%
12th	7756	106	1.40%	5912	88	1.50%	1844	18	1.00%
PK-12th	123014	1095	0.90%	86370	872	1.00%	36644	223	0.60%

Table A-8b.   Gifted/Talented (G/T) Migrant Students By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	G/T	%G/T	Total	G/T	%G/T	Total	G/T	%G/T
Elementary (PK-5th)	62767	358	0.60%	45937	289	0.60%	16830	69	0.40%
Middle School (6th-8th)	27132	351	1.30%	18324	287	1.60%	8808	64	0.70%
High School (9th-12th)	33115	386	1.20%	22109	296	1.30%	11006	90	0.80%
All School Types (PK-12th)	123014	1095	0.90%	86370	872	1.00%	36644	223	0.60%

Table A-9a. Migrant Students in Alternative Schools By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Alternative School	%Alternative School	Total	Alternative School	%Alternative School	Total	Alternative School	%Alternative School
PK	5532	0	0.00%	4440	0	0.00%	1092	0	0.00%
K	8748	0	0.00%	6613	0	0.00%	2135	0	0.00%
1st	10142	0	0.00%	7534	0	0.00%	2608	0	0.00%
2nd	10062	0	0.00%	7551	0	0.00%	2511	0	0.00%
3rd	9439	1	0.00%	6949	1	0.00%	2490	0	0.00%
4th	9650	2	0.00%	6590	1	0.00%	3060	1	0.00%
5th	9194	4	0.00%	6260	0	0.00%	2934	4	0.10%
6th	9305	9	0.10%	6299	2	0.00%	3006	7	0.20%
7th	9125	25	0.30%	6216	9	0.10%	2909	16	0.60%
8th	8702	53	0.60%	5809	13	0.20%	2893	40	1.40%
9th	11019	143	1.30%	6644	17	0.30%	4375	126	2.90%
10th	8096	99	1.20%	5303	24	0.50%	2793	75	2.70%
11th	6244	99	1.60%	4250	34	0.80%	1994	65	3.30%
12th	7756	104	1.30%	5912	45	0.80%	1844	59	3.20%
PK-12th	123014	539	0.40%	86370	146	0.20%	36644	393	1.10%

Table A-9b. Migrant Students in Alternative Schools By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Alternative School	%Alternative School	Total	Alternative School	%Alternative School	Total	Alternative School	%Alternative School
Elementary (PK-5th)	62767	7	0.00%	45937	2	0.00%	16830	5	0.00%
Middle School (6th-8th)	27132	87	0.30%	18324	24	0.10%	8808	63	0.70%
High School (9th-12th)	33115	445	1.30%	22109	120	0.50%	11006	325	3.00%
All School Types (PK-12th)	123014	539	0.40%	86370	146	0.20%	36644	393	1.10%

Table A-10a. Migrant Students in Juvenile Facilities By Grade Level

Grade Level	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Juvenile Facilities	%Juvenile Facilities	Total	Juvenile Facilities	%Juvenile Facilities	Total	Juvenile Facilities	%Juvenile Facilities
PK	5532	0	0.00%	4440	0	0.00%	1092	0	0.00%
K	8748	0	0.00%	6613	0	0.00%	2135	0	0.00%
1st	10142	0	0.00%	7534	0	0.00%	2608	0	0.00%
2nd	10062	0	0.00%	7551	0	0.00%	2511	0	0.00%
3rd	9439	0	0.00%	6949	0	0.00%	2490	0	0.00%
4th	9650	0	0.00%	6590	0	0.00%	3060	0	0.00%
5th	9194	1	0.00%	6260	0	0.00%	2934	0	0.00%
6th	9305	2	0.00%	6299	1	0.00%	3006	1	0.00%
7th	9125	1	0.00%	6216	0	0.00%	2909	1	0.00%
8th	8702	5	0.10%	5809	1	0.00%	2893	4	0.10%
9th	11019	9	0.10%	6644	1	0.00%	4375	8	0.20%
10th	8096	5	0.10%	5303	2	0.00%	2793	3	0.10%
11th	6244	1	0.00%	4250	0	0.00%	1994	1	0.10%
12th	7756	1	0.00%	5912	1	0.00%	1844	0	0.00%
PK-12th	123014	25	0.02%	86370	7	<0.01%	36644	18	<0.05%

Table A-10b. Migrant Students in Juvenile Facilities By School Type

School Type	All Migrants			non-PFS Migrants			PFS Migrants		
	Total	Juvenile Facilities	%Juvenile Facilities	Total	Juvenile Facilities	%Juvenile Facilities	Total	Juvenile Facilities	%Juvenile Facilities
Elementary (PK-5th)	62767	1	0.00%	45937	1	0.00%	16830	0	0.00%
Middle School (6th-8th)	27132	8	0.00%	18324	2	0.00%	8808	6	0.10%
High School (9th-12th)	33115	16	0.00%	22109	4	0.00%	11006	12	0.10%
All School Types (PK-12th)	123014	25	0.02%	86370	7	<0.01%	36644	18	<0.05%

Appendix B
Phase I Activities

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Point System Used to Rank Survey Factors

Based on responses from the 561 completed surveys, the factors were sorted from highest to lowest response rate within each of the four goal areas (reading proficiency, math proficiency, high school graduation and school readiness) and then assigned to one of four quartiles as follows:

- Factors in the 1st quartile---that is, with the highest response rate---were assigned four points;
- Factors in the 2nd quartile were assigned three points;
- Factors in the 3rd quartile were assigned two points;
- Factors in the 4th quartile (those with lowest response rate) were assigned one point.

Next, the points across the four goal areas were added for each factor. Thus, a factor could have anywhere from 4 to 16 points. These points were then rated using a five-star rubric as follows:

- Five stars - Total points equaled 16 (maximum points possible).
- Four stars - Total points equaled 13 to 15.
- Three stars - Total points equaled 10 to 12.
- Two stars - Total points equaled 7 to 9.
- One star - Total points equaled 4 (minimum points possible) to 6.

The factors with three or more stars initially totaled 49. These were consolidated into 36 factors and then clustered into the following nine categories that described a basic theme underlying academic success of migrant students.

1. Parents as Education Partners (6 factors)
2. Quality Instructional Practices (5 factors)
3. Sense of Belonging (3 factors)
4. Motivation to Learn (5 factors)
5. Graduation Enhancement (6 factors)
6. English Language Proficiency (1 factor)
7. School Readiness Development (4 factors)
8. Support Services for Full Participation (2 factors)
9. Effects of Mobility on Academic Achievement (4 factors)

Ranked Survey Factors

Ref.	Survey Factor	Reading	Math	HS Grad	School Readiness	Total Value	Star Rating
11	Attendance	1st	1st	1st	1st	16	*****
21	Sense of Belonging in School	1st	1st	1st	1st	16	*****
71	Parents Value of Education	1st	1st	1st	1st	16	*****
75	Parental Involvement in School Activities	1st	1st	1st	1st	16	*****
6	English Language Proficiency	1st	2nd	1st	1st	15	****
12	Effort, Persistence, Investment in School Work	1st	1st	1st	2nd	15	****
15	Interruption in Education (change in schools)	1st	2nd	1st	1st	15	****
16	Continuity of Instruction	2nd	1st	1st	1st	15	****
31	Connection with a Caring Adult/Teacher	1st	2nd	1st	1st	15	****
33	Relationship between Faculty and Students	1st	1st	1st	2nd	15	****
37	Quality of Instructional Delivery/Teacher Effectiveness	1st	1st	2nd	1st	15	****
42	Supplemental Services for High Risk Students	2nd	1st	1st	1st	15	****
55	Communications with Home	1st	2nd	1st	1st	15	****
13	Participation in Academic School Activities	2nd	1st	1st	2nd	14	****
24	Achievement Motivation: extrinsic & intrinsic	1st	2nd	1st	2nd	14	****
25	Academic Self-Esteem	1st	1st	2nd	2nd	14	****
26	Belief in the Value of School	2nd	2nd	1st	1st	14	****
49	Teacher/Pupil Ratio (Class Size)	1st	1st	3rd	1st	14	****
63	Mobility	2nd	2nd	1st	1st	14	****
64	Welfare	2nd	1st	2nd	1st	14	****
72	Parents Academic Expectations for Child	1st	2nd	1st	2nd	14	****
1	Early Childhood Cognitive Development	1st	1st	4th	1st	13	****
2	Early Childhood Language Development	1st	1st	4th	1st	13	****
4	Readiness for Elementary School	1st	1st	4th	1st	13	****
28	Health	2nd	2nd	2nd	1st	13	****
38	English Language Instruction	1st	2nd	2nd	2nd	13	****
48	Use of Technology	2nd	1st	2nd	2nd	13	****
73	Parental Aspirations	3rd	1st	1st	2nd	13	****
76	Parent Helps with Homework	1st	1st	3rd	2nd	13	****
77	Parent Read(s) to Child	1st	1st	4th	1st	13	****
5	First Language Proficiency	1st	2nd	4th	1st	12	***
23	Academic Expectations	2nd	1st	2nd	3rd	12	***
27	Expectations After Graduation	3rd	2nd	1st	2nd	12	***
32	Teacher Academic Expectations of Students	1st	2nd	2nd	3rd	12	***
69	Reading Materials in the Home	1st	3rd	3rd	1st	12	***
83	Positive Peer Group Interactions	2nd	2nd	1st	3rd	12	***
8	Prior Academic Achievement	2nd	1st	2nd	4th	11	***
18	Adjustment to New Academic Standards	3rd	1st	2nd	3rd	11	***
34	Adequate Counseling	3rd	3rd	1st	2nd	11	***
94	Parent Knowledge of Educational Opportunity	2nd	3rd	2nd	2nd	11	***
3	Prior Knowledge	2nd	3rd	3rd	2nd	10	***
17	Following a Coherent Course Sequence Leading to Graduation	4th	1st	1st	4th	10	***
20	Adjustment to New Peers and Social Expectations	3rd	3rd	2nd	2nd	10	***
29	Summer Learning Experiences	2nd	3rd	3rd	2nd	10	***
36	Quality of Curriculum	2nd	2nd	3rd	3rd	10	***
41	Make-up Opportunities	3rd	3rd	1st	3rd	10	***
43	Procedure for Accrual of Course Credits	4th	2nd	1st	3rd	10	***
53	Transition Support at School	3rd	2nd	2nd	3rd	10	***
68	Language Spoken at Home	2nd	3rd	3rd	2nd	10	***

A	B	C	D
Parents as Education Partners	**Quality Instructional Practices**	**Motivation to Learn**	**Graduation Enhancement**
Communication with home (55)	Quality of Instructional Delivery/Teacher Effectiveness (37)	Participation in Academic School Activities (13)	Expectations after Graduation (27)
Parents Academic Expectations for Child (72)	Teacher/Pupil Ratio (49)	Belief in the Value of School (26)	Following a Coherent Course Sequence Leading to Graduation (17)
Parental Aspirations (73)	Supplemental Services for High Risk Students (42)	Academic Self-Esteem (25)	Make-up Opportunities (41)
Parents Helps with Homework (76)	Use of Educational Technology (48)	Achievement Motivations: extrinsic & intrinsic (24)	Procedure for Accrual of Course Credits (43)
Parents Value of Education (71)	English Language Instruction (38)	Effort, Persistence, Investment in School Work (12)	Positive Peer Group Interactions (83)
Parental Involvement in School Activities (75)	English Language Proficiency (6)		Adequate Counseling (34)

E	F	G	H
School Readiness Development	**Support Services for Full Participation**	**Effects in Academic Achievement due to Mobility**	**Sense of Belonging**
Early Childhood Cognitive Development (1)	Welfare (64)	Mobility (63)	Connection with a Caring Adult/Teacher (31)
Early Childhood Language Development (2)	Health (28)	Interruption in Education (15)	Sense of Belonging in School (21)
Readiness for Elementary School (4)		Continuity of Instruction (16)	Relationship between Faculty and Students (33)
Parent Reads to Child (77)		Attendance (11)	

Data Source				Survey				
TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X				
				X				
				X				
				X				
				X				
				X				
				X				
				X				
				X				
				X				
				X				
				X				

A. Concerns Cluster: Parents as Education Partners

1. *We are concerned about "communication with home" for migrant students because.....*
    1.a   Many migrant families do not have access to transportation.
    1.b   Language of communication is not adequate for migrant parents (too technical, and in English).
    1.c   Migrant family involvement staff may not have skills sufficient to coordinate, plan and deliver programs that support success of migrant students and parents' needs.

2. *We are concerned about "parent academic expectations for child" for migrant students because.....*
    2.a   Parents limited success in education may not allow them to fully understand how their expectations for their child's education influences students success in school.

3. *We are concerned about "parental aspirations" for migrant students because.....*
    3.a   Parents may be challenged between the long-term aspirations for their child's educational outcomes and their short-term financial needs.

4. *We are concerned about "Parents helps with homework" for migrant students because.....*
    4.a   For elementary students, parents may not have the information about strategies to help children learn at home (reading).
    4.b   For secondary students, parents may not have the information or resources (transportation to tutoring) to help their student complete their homework.

5. *We are concerned about "parents' value of education" for migrant students because.....*
    5.a   Parents may be challenged between the long-term aspirations for their child's educational outcomes and their short-term financial needs.

6. *We are concerned about "parental involvement in school activities" for migrant students because.....*
    6.a   Parents may feel un-welcomed at school if the majority of the communication is "problem-related" (discipline).
    6.b   Lack of access to child-care may prohibit parents from attending school activities.
    6.c   Parents may not have transportation to school activities.
    6.d   The school's climate may intimidate parents.
    6.e   Events are not in the parents' language and parent-friendly language.

Data Source				Survey				
TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
		X						
		X						
		X	X					
				X	X			
					X			
			X			X	X	X
				X				
					X			

B. Concerns Cluster: Quality Instructional Practices

7. *We are concerned about "quality of instructional delivery/ teacher effectiveness" for migrant students because.....*

    7.a Teachers may not effectively implement instructional strategies and classroom management techniques appropriate for supporting educational success for migrant students (ESL).

    7.b Teachers may not adjust teaching practices that values the migrant culture and lifestyle.

8. *We are concerned about "teacher-pupil ratio" for migrant students because.....*

    8.a A classroom's teacher-pupil ratio may not allow a teacher to individualize instruction for migrant students when needed.

9. *We are concerned about "supplemental services for high-risk students" for migrant students because.....*

    9.a Stigma about being poor may prevent low-income students from requesting supplemental services.

    9.b Teachers may not be aware that the student needs supplemental services or that supplemental services are available for students.

    9.c NGS data may not be up-to-date to continuously provide supplemental services to PFS students.

10. *We are concerned about "use of educational technology" for migrant students because.....*

    10.a Students may be intimidated by computers because of lack of exposure to technology (access).

    10.b Student's access to technology may be for remedial, repetitive, (static software) purposes rather than for enrichment. Migrant students rarely use technology for critical thinking.

Data Source				Survey				
TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
		X						
	X	X						
		X						
		X						

B. Quality Instructional Practices (continued…)

11. *We are concerned about "English language instruction" for migrant students because.....*

    11.a Teachers may not link the student's native language in a way that supports English language acquisition (use of cognates).

    11.b Schools may not place students appropriately into their peer (age) group, rather than by their level of academic preparation.

    11.c Teachers may not effectively implement instructional strategies and classroom management techniques appropriate for supporting educational success for migrant students (ESL and differentiated instruction).

    11.d Teachers may not value or recognize student's prior knowledge and academic ability in their native language.

12. *We are concerned about "English language proficiency" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
								X
							X	
		X						
								X
							X	

    12.a Schools may not provide teachers who can use students' native language for English acquisition.

    12.b Schools may not provide teachers and students with bilingual materials and resources.

    12.c Teachers may not know how to differentiate instruction for students of other languages.

    12.d Schools may not provide for flexible scheduling for intensive instruction for English language acquisition.

    12.e Schools may not have curriculum and instructional practices for older recent immigrants, or older students with limited formal schooling.

C. Concerns Cluster: Motivation for Learning

13. *We are concerned about "participation in academic school activities" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X	X	X	
					X	X	X	
					X	X	X	

- 13.a Schools may not have flexible scheduling for extra-curricular academic and non-academic activities or classes for students who enter school late.
- 13.b Schools may pre-register students when migrant students are not locally available to register for academic activities or classes.
- 13.c Schools rules may be too rigid to allow late, new arrivals to participate in academic school activities.

14. *We are concerned about "students' belief in the value of school" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			
					X			
					X	X		
					X			

- 14.a Students' parents may not participate in school activities, (and if parents do not participate, why should I?)
- 14.b The value of school may not have been cultivated at an early age.
- 14.c Students may be attending class but not be actively participating in their learning.
- 14.d Students may not have sufficient interactions with caring adults or teachers.

15. *We are concerned about "academic self-esteem" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			

- 15.a Students may have very few successes in school that build academic self-esteem. The result is that their academic self-esteem is fragile.

16. *We are concerned about "achievement motivations: extrinsic and intrinsic" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			
					X			
					X			

- 16.a Extrinsic recognitions are not sufficiently available for the strengths or accomplishments of migrant students.
- 16.b Students have not acquired sufficient successes in school to develop intrinsic self-motivation.
- 16.c Students may not see themselves as able-learners.

17. *We are concerned about "Effort, Persistence, Investment in School Work" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X	X	X	X
					X	X	X	X

- 17.a Students often do not access make-up opportunities that are available.
- 17.b Students may be attending class but not be actively participating in their learning.

Data Source					Survey				
TAKS	PEIMS	Best Practice	NGS		Parents	Students	Teachers	Administrators	Counselors

D. Concerns Cluster: Graduation Enhancement

18. *We are concerned about "expectations after graduation" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
					X	X	X		X
					X	X	X		X

    18.a Students do not have access to adequate counseling about post-secondary opportunities.

    18.b Students do not have access to summer college-bound activities.

19. *We are concerned about "follows a coherent course sequence leading to graduation" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
							X	X	X
							X	X	X

    19.a Student records often do not follow students in a timely manner from school to school that allow for proper course placement to ensure a student will earn credits to complete high school graduation requirements.

    19.b Students may not have access to alternative credit options (distance learning, dual credit).

20. *We are concerned about "make up opportunities" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
						X	X	X	X
						X	X	X	X

    20.a Schools may not provide students with sufficient make-up opportunities.

    20.b Schools may not provide students with sufficient make-up opportunities when students are available (work schedules, family responsibility).

21. *We are concerned about "procedures for credit accrual" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
							X	X	X

    21.a There is no standardization for how students accrue credits from state to state may result in some students not earning full credit toward graduation (credits earned on a quarter semester system vs. credit earned by a fifteen week systems).

22. *We are concerned about "positive peer group interactions" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
					X	X			

    22.a Migrant students often have difficulty making friends who support a positive attitude toward completing school.

23. *We are concerned about "adequate counseling" for migrant students because.....*

					Parents	Students	Teachers	Administrators	Counselors
							X	X	X
					X	X			X

    23.a Student records often do not follow students in a timely manner from school to school that allow for proper course placement to ensure a student will earn credits to complete high school graduation requirements.

    23.b Students are not aware of credits earned and credits needed for graduation and options for accruing those credits.

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors

E. School-Readiness Development

24. *We are concerned about "early childhood cognitive development" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X		X		

    24.a Migrant students may not have access to early childhood opportunities that develop cognitive abilities for academic success.

25. *We are concerned about "early childhood language development" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X		X		

    25.a Migrant students may not have access to early childhood opportunities that develop language abilities for academic success.

26. *We are concerned about "readiness for elementary school" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X		X		

    26.a Migrant students may not have access to early childhood opportunities that develop their social, emotional and physical domains for readiness in elementary school.

27. *We are concerned about "parents read to child" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X		X		
				X		X		

    27.a Parents' literacy skills may not be adequate for reading to their children to foster early literacy.

    27.b Parents may not read to children early or often enough to foster early literacy.

F. Concerns Cluster: Support Services for Full Participation

28. *We are concerned about "welfare" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X				
				X				
			X			X	X	X

    28.a Schools are often disconnected from social support services that can benefit families in need.

    28.b Stigma of needing support services often de-motivates families from requesting help to function adequately, negatively impacting student success.

    28.c NGS system inadequately tracks welfare information of student to support the process of delivering social services to those who need it.

29. *We are concerned about "health" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X				
				X				
			X			X	X	X

    29.a Schools are often disconnected from health support services that can benefit families in need.

    29.b Stigma of needing health support services often de-motivates families from requesting medical attention, negatively impacting student success.

    29.c NGS system inadequately tracks heath information of student to support the process of delivering health services to those who need it.

Data Source				Survey				
TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors

G. Concerns Cluster: Effects in Academics due to Mobility

30. *We are concerned about "mobility" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
						X	X	X

   30.a Student records do not follow the students, leading to inappropriate counseling and placement.

31. *We are concerned about "interruption in education" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
						X		X

   31.a Students have discontinuity in academic preparation that can result in negative effects on academic performance.

32. *We are concerned about "continuity of instruction" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
						X	X	X

   32.a State curriculum standards may differ from state to state that may result in students being out of synch in the curriculum for a given subject.

33. *We are concerned about "attendance" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
				X	X			
						X	X	X

   33.a Migrant students often have family and work obligations that prevent consistent school attendance.

   33.b Insufficient attendance may lead student to incomplete or partial credit which may be insufficient for promotion or graduation.

H. Concerns Cluster: Sense of Belonging

34. *We are concerned about "connection with a caring parent or teacher" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			

   34.a Migrant students often have difficulty establishing and maintaining relationships with caring adults or teachers who can serve as advocates and role models.

35. *We are concerned about "a sense of belonging in school" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			

   35.a Schools may not actively engage or embrace migrant students (culture, language, experience) to create a sense of belonging that supports academic success.

36. *We are concerned about "relationship between faculty and students" for migrant students because.....*

TAKS	PEIMS	Best Practice	NGS	Parents	Students	Teachers	Administrators	Counselors
					X			
					X			

   36.a Migrant students often have difficulty establishing and maintaining relationships with teachers who can serve as advocates and role models.

   36.b Teachers may not often actively engage or embrace migrant students (culture, language, experience) to create a sense of belonging that supports academic success.

Appendix C
Phase III Activities

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Prioritizing Need Statements

Section 2.0   Continuity of Instruction

Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality Low ——— High 1 2 3 4 5
2.1 74% of migrant students migrating outside of Texas in summer months must participate in summer migrant programs in receiving states.	We are concerned that highly mobile migrant students are not being placed in and benefiting from appropriate basic and special migrant program services in *receiving states*.	Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity and subsequent lower levels of student learning and academic success.		
2.2 a 60% of all migrant students must earn the required core credits for grade level for on time graduation.	We are concerned that secondary school migrant students, especially PFS students, are not accruing the credits needed to graduate on time, especially those that migrate outside the state of Texas.	High schools students are expected to earn a minimum of six credits per year if they are to graduate on time from a Texas public high school. Thus, ninth-graders should have earned six or more credits; tenth-graders, 12 or more credits; and eleventh-graders, 18 or more credits by end of a given school year.		
2.2 b 74% of Priority for Services (PFS) migrant students must earn the required core credits for grade level for on time graduation.				

Section 3.0   Time for Instruction

Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality Low ——— High 1 2 3 4 5
3.1 a 18% of all migrant students must make-up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.	We are concerned that migrant students, especially PFS students, miss significant amounts of instructional time during the school year. Migrant students often enroll late and withdraw early from school because of family mobility and/or delays in school enrollment procedures.	The result is that migrant students may miss important review sessions at the start of the school year teachers often provide to prepare student' for subsequent learning. In comparison, migrant students that withdraw early may miss important curriculum that helps them prepare for the following grade level. Thus, the extent that migrant children miss days of school determines their academic success.		
3.1 b 36% of PFS migrant students must make-up course work in both core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.				

Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality *Low High* 1 2 3 4 5
3.2 a 35% of all migrant students who failed TAKS math and/or reading must participate in a summer TAKS remediation program.	We are concerned that migrant students, especially PFS students, do not participate in summer learning activities that help them retain knowledge and accelerate academic achievement. However, a more immediate concern is for migrant students that do not participate in summer migrant programs *after failing one or more of the state's TAKS tests.*	A failing TAKS test means that the student has not learned the minimum knowledge and skills necessary for success in the subsequent grade. Summer migrant programs are one way that migrant students can focus on those learning objectives missed on the test thereby improving their likelihood of success when they start school at the end of the summer.		
3.2 b 40% of all PFS migrant students who failed TAKS math and/or reading must participate in a summer TAkS remediation program.				
3.3 a 11% of migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.	We are concerned that pre-school-age migrant children, especially PFS children, have not developed the affective, cognitive and psychomotor skills necessary for academic success in school.	New migrant parents are often challenged by the need to work long hours to support the family and the need to spend sufficient time in activities that prepare their pre-school children for success when they enter school in the early grades. The extent that pre-school migrant children are prepared for school determines whether they are promoted or retained in the early grades.		
3.3 b 21% of PFS migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.				

Section 4.0   School Engagement

Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality *Low High* 1 2 3 4 5
4.0c 50% of migrant middle school students must use or apply learning and study skills appropriate to learning.	We are concerned that migrant students begin to disengage from school beginning in middle school grades and increasing through high school. Migrant students often experience difficulties adjusting to new school settings, making new friends and fitting in socially in a new school situation. Researchers and educators suggest that such forms of school engagement explain children's behavior, feelings and thinking in the classroom and school that eventually determine their likelihood of academic success or failure.	Cognitive engagement draws on the idea of investment that includes being thoughtful, willing to exert the necessary effort for comprehension of complex ideas and mastery of difficulty skills. Such engagement results in a student's desire to learn, a willingness to go beyond the requirements of school, and a preference for challenge.		

Section 5.0   Education Support

5.1 Education Support at Home

| Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality Low 1 2 3 4 5 High
5.1 a 50% of migrant students must have the necessary resources at home, such as computer, dictionary, thesaurus, etc., essential for high levels of student learning and academic success in school.	We are concerned that middle school migrant students need more support at home with homework.	Homework resources draws on the idea that the extent middle school migrant students will successfully complete homework assignments is partly dependent on access to tools that support or facilitate learning.		

5.2 Teacher Support in the Classroom

Need	Concerns	Causes & Consequences	Difficulty to Correct [Low, Medium, High]	Criticality Low 1 2 3 4 5 High
5.2 d 46% of middle school migrant students must have timely attention and appropriate interventions related to problems/concerns that are not academically related.	We are concerned that teachers do not provide timely attention and appropriate interventions to middle school migrant students' academic and other education-related problems in the classroom.	Teachers' migrant-support draws on the idea that the extent middle school migrant students are well supported in the classroom is partly dependent on the teachers' actions that demonstrate that they know and understand the needs of migrant students and their families, as well as the resources available to help such students.		

Prioritizing Need Statements
Analysis of Ratings

Need Area	Difficulty to Correct			*Low*	Criticality			*High*
	Low	Medium	High	1	2	3	4	5

2.1 Migrant Student Participation in Summer Migrant Programs—NGS Receiving States

0	6	13	0	1	6	10	2
0.0%	31.6%	68.4%	0.0%	5.3%	31.6%	52.6%	10.5%

2.2a Sufficient Credits for On-Time Migrant Student Graduation-All Migrants

0	18	1	0	0	0	5	14
0.0%	94.7%	5.3%	0.0%	0.0%	0.0%	26.3%	73.7%

2.2b Sufficient Credits for On-Time Migrant Student Graduation-PFS Migrants

0	17	2	0	0	0	3	16
0.0%	89.5%	10.5%	0.0%	0.0%	0.0%	15.8%	84.2%

3.1a Migrant Student Enrollment and Withdrawal-All Migrants

2	14	3	0	4	2	4	9
10.5%	73.7%	15.8%	0.0%	21.1%	10.5%	21.1%	47.4%

3.1b Migrant Student Enrollment and Withdrawal-PFS Migrants

1	14	4	0	1	6	3	9
5.3%	73.7%	21.1%	0.0%	5.3%	31.6%	15.8%	47.4%

3.2a Migrant TAKS Failures in Summer Migrant Programs-All Migrants

1	11	7	0	1	4	3	11
5.3%	57.9%	36.8%	0.0%	5.3%	21.1%	15.8%	57.9%

3.2b Migrant TAKS Failures in Summer Migrant Programs-PFS Migrants

1	10	8	0	1	3	3	12
5.3%	52.6%	42.1%	0.0%	5.3%	15.8%	15.8%	63.2%

3.3a Migrant Early Childhood School Readiness-All Migrants

12	7	0	2	4	0	9	4
63.2%	36.8%	0.0%	10.5%	21.1%	0.0%	47.4%	21.1%

3.3b Migrant Early Childhood School Readiness-PFS Migrants

9	10	0	2	3	0	8	6
47.4%	52.6%	0.0%	10.5%	15.8%	0.0%	42.1%	31.6%

4.0c School Engagement-Cognitive

8	6	5	0	1	2	5	11
42.1%	31.6%	26.3%	0.0%	5.3%	10.5%	26.3%	57.9%

5.1a Education Support at Home-Homework Resources

8	8	3	0	1	6	4	8
42.1%	42.1%	15.8%	0.0%	5.3%	31.6%	21.1%	42.1%

5.2d Teacher Support in the Classroom-Teacher's Migrant Support

5	12	2	0	0	4	12	3
26.3%	63.2%	10.5%	0.0%	0.0%	21.1%	63.2%	15.8%

1

Prioritizing Need Statements
Analysis of Ratings

Criticality by Difficulty to Correct
Response Rate Analysis
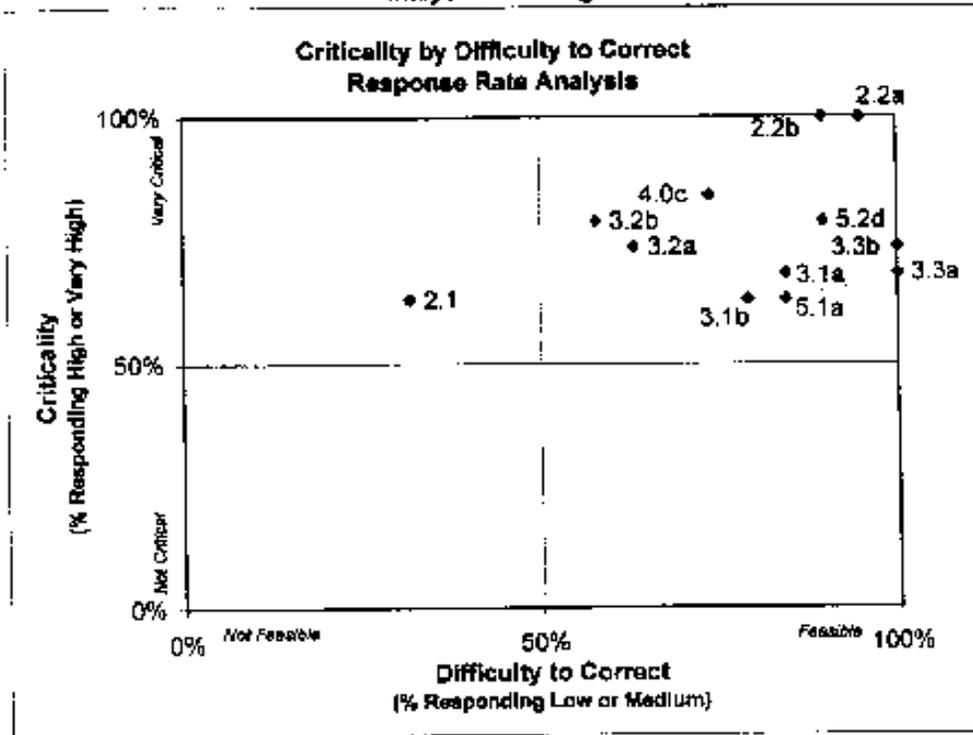
Legend:
2.1 Migrant Student Participation in Summer Migrant Programs—NGS Receiving States
2.2a Sufficient Credits for On-Time Migrant Student Graduation-All Migrants
2.2b Sufficient Credits for On-Time Migrant Student Graduation-PFS Migrants
3.1a Migrant Student Enrollment and Withdrawal-All Migrants
3.1b Migrant Student Enrollment and Withdrawal-PFS Migrants
3.2a Migrant TAKS Failures in Summer Migrant Programs-All Migrants
3.2b Migrant TAKS Failures in Summer Migrant Programs-PFS Migrants
3.3a Migrant Early Childhood School Readiness-All Migrants
3.3b Migrant Early Childhood School Readiness-PFS Migrants
4.0c School Engagement-Cognitive
5.1a Education Support at Home-Homework Resources
5.2d Teacher Support in the Classroom-Teacher's Migrant Support

2

Format for Submitting Possible Solution

Prioritized Need #1: PFS Students and Core Credits for On-Time Graduation (2.2b)

WHAT SHOULD BE	100% of all PFS migrant students should earn the required core credits for grade level for on-time graduation.	
WHAT IS	26% of all PFS migrant students earn the required core credits for grade level for on-time graduation.	
NEED (based on performance gap)	74% more of all PFS migrant students must earn the required core credits for grade level for on-time graduation.	
PROPOSED SOLUTION Consider and include: • **Research or evaluation data**, including practices with proven effectiveness; • **Description** of solution with specific strategies and characteristics necessary for effective implementation; • **Resources** needed; and • **Implementation challenges**;	Research or Data: Description of Solution: Resources: Implementation Challenges:	Comments based on evaluation criteria: Feasibility – Acceptability – Effect on the Causes -

Sample of a Possible Solution Submitted by a Focus Group Member

SOLUTION #1-A
Prioritized Need #1: PFS Students and Core Credits for On-Time Graduation (2.2b)

WHAT SHOULD BE	100% of all PFS migrant students should earn the required core credits for grade level for on-time graduation.	
WHAT IS	26% of all PFS migrant students earn the required core credits for grade level for on-time graduation.	
NEED (based on performance gap)	74% more of all PFS migrant students must earn the required core credits for grade level for on-time graduation.	
PROPOSED SOLUTION Consider and include: • **Research or evaluation data**, including practices with proven effectiveness; • **Description** of solution with specific strategies and characteristics necessary for effective implementation; • **Resources** needed; and • **Implementation challenges**;	**Research or Data:** • ESCORT. The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners. Pp. 191-212. • Echevarria, Jana, Vogt, Mary Ellen, Short, Deborah. Making Content Comprehensible for English Learners: The SIOP Model. • NPSCEA (1994). Options and Resources for Achieving Credit Accrual for Secondary-aged Migrant Youth. *ERIC, #ED368532.* • Personal Experiences **Description of Solution:** Program strategies provided include – • Peer counseling; • Teachers as advisors; • Parent counseling; • Secondary student mentor/advisor; • Attention incentives; • Career fairs; • Career shadowing/E-pals. **Resources:** • Staff; • Training of staff in the SIOP model; • Mentor training; • Materials for teaching learning and study skills; • Space conducive for meeting with students. **Implementation Challenges:** • Cost and time of staff; • Cost of training mentors; • Trust of parents and students; • Buy-in of students and mentors.	Comments based on evaluation criteria: **Feasibility** – Cost of the staff and the training of staff and mentors could be a financial obstacle. **Acceptability** – A positive response is necessary from parents and students. **Effect on the Causes** – Research and mostly my personal experiences that the use of combinations of the resources that are listed will work with students.

Rubric Used for Evaluating Solutions

EVALUATION CRITERIA:	Score of 0	Score of 1	Score of 2	Score of 3
Feasibility Practicality within current infrastructure	Proposed solution cannot be implemented within the current infrastructure.	Implementation of proposed solution will involve many or significant challenges.	Implementation of proposed solution will involve a few challenges.	Implementation of proposed solution will involve very few or no challenges.
Acceptability Stakeholder approval, ethical considerations and appropriateness	Proposed solution is not acceptable due to ethical considerations, appropriateness or likelihood of rejection by stakeholders.	Proposed solution is acceptable in terms of ethical considerations and appropriateness, but stakeholder approval will involve many or significant challenges.	Proposed solution is acceptable in terms of ethical considerations and appropriateness and gaining stakeholder approval will involve a few challenges.	Proposed solution is acceptable in terms of ethical considerations and appropriateness and gaining stakeholder approval will involve very few or no challenges.
Effect on the Causes The degree to which the solution will affect the desired result (and yield measurable outcomes)	Proposed solution will not affect the desired result and/or will not yield measurable outcomes.	Proposed solution may affect the desired result and yield measurable outcomes, but only to a limited degree or will involve many or significant challenges in this area.	Proposed solution will affect the desired result to a significant degree and will yield measurable outcomes, but will involve a few challenges in this area.	Proposed solution will affect the desired result to a significant degree and will yield measurable outcomes with very few or no challenges in this area.
Other Considerations (i.e., ease with which outcome data can be gathered later, considerations due to monitoring visit, etc.)	Score of 0 or 1 (bonus point)			
Maximum Score = 10 points				

Sample of Scoring Sheet Used for Evaluating Solutions

SOL. #	PAGE #	SCORING				
		Feasibility	Acceptability	Effect on Causes	Other	Total Points & Comments
1-A	3					
1-B	4					
1-C	5					
1-D	6					
1-E	7					
1-F	8					
1-G	9					
1-H	10					
1-I	11					

Sample of Selected Solutions with Components to Consider for Implementation
(With format originally considered for Action Plan)

Area of Concern: Educational Continuity

Identified Need:
74% more PFS migrant students and 60% more of all migrant students must earn the **required core credits for on-time graduation**. *(Prioritized Needs #'s 1 & 2)*

Selected Solutions to Meet Identified Need:

Strategies/Activities	Resources	Person(s) Responsible	Implementation Timeline	Evaluation (Ongoing Monitoring)
Implement correspondence coursework through the MEP-funded University of Texas Migrant Student Program.	UT correspondence coursework options: • print-based; • disk-based; • web-based; and • credit by exam	Special project staff; High school guidance counselors; registrars; MEP coordinators and migrant tutors/ paraprofessionals	Regular school year	Student report cards PFS Students – Each grading period; Non-PFS Students – Each semester.
Implement summer work/study residential programs throughout the state, such as St. Edward's Migrant Student Graduation Enhancement Program.	Project facilities; project staff; staff development; work placements; UT correspondence coursework options: • print-based; • disk-based; • web-based; and • credit by exam	Special project staff; High school guidance counselors; registrars; MEP coordinators and migrant tutors/ paraprofessionals	Summer term	Student report cards PFS Students – Each grading period; Non-PFS Students – Each semester.
Implement credit recovery labs incorporating a variety of methods to earn needed credits. Labs may be offered during school day, before/after school and on Saturday. Students must not be pulled out from core classes to work on coursework in lab setting.	Computer lab; Computer software (i.e., PLATO, A+, API, and/or NovaNet); PASS curriculum (print and CD ROM); Project SMART/ MATEMATICA/Math Plus curriculum	MEP-funded lab teacher(s), paraprofessional(s)	Regular school year	Student report cards; progress reports; lab attendance sheets PFS Students – Each grading period; Non-PFS Students – Each semester.

Format for Gathering Feedback from Regional MEP Coordinators
On Solution Strategies from Statewide CNA

SOLUTION STRATEGY
-Page #
-Strategy # or Description
	QUALITY OF SOLUTION
	1. Does strategy adequately meet selection criteria?
	    ▪ **Feasible** (though perhaps not in all sizes of projects)?
	    ▪ **Acceptable** (potential buy-in; appropriateness)?
	    ▪ **Effective** – Will the strategy meet the need being targeted?
	2. Has description adequately addressed HOW strategy is to be implemented?
	3. How would you strengthen the strategy, if needed?
		EVALUATION
		1. Are the methods strategy **feasible**
		
		2. If not feasible or your recommend

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