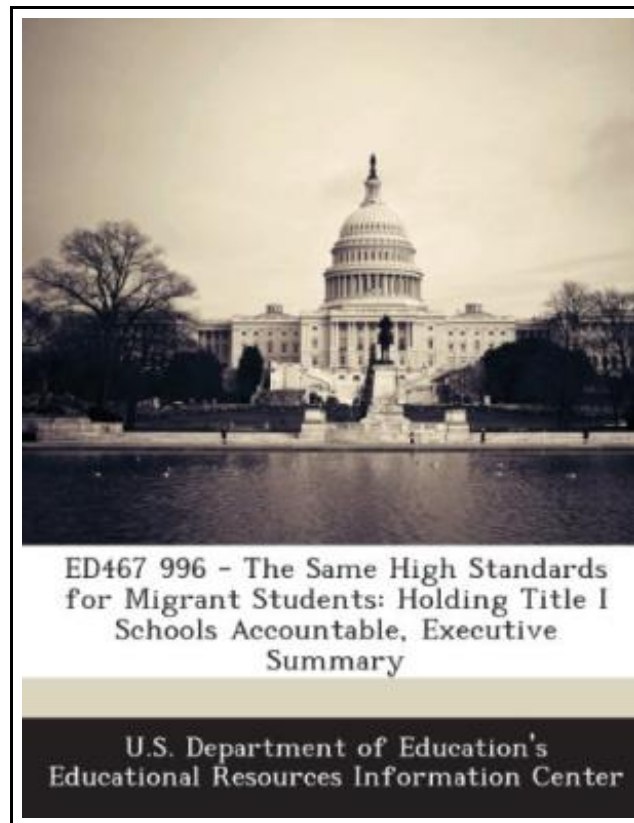


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ED467 996 - THE SAME HIGH STANDARDS FOR MIGRANT STUDENTS: HOLDING TITLE I SCHOOLS ACCOUNTABLE, EXECUTIVE SUMMARY



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Bibliogov, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.The federal Migrant Education Program provides supplemental instruction and other support services to migrant children. The program provides formula grants to states under Title I, Part C, of the Elementary and Secondary Education Act. This document summarizes the data from a three-volume study, which examined how the program is helping migrant students succeed in school and meet academically challenging standards, and whether states and school districts are including migrant students in standards-based reforms. The three volumes represent three studies based on data on Title I schools, drawn from the National Longitudinal Survey of Schools; interviews with migrant program directors and records specialists in the nine states with the highest migrant enrollments; and case studies of sets of district migrant programs that share students. Title I schools serving migrant students are high-poverty, high-minority schools. Compared to other Title I schools, Title I schools serving migrant students had educators with lower expectations for student performance, had lower rates of student participation in advanced mathematics courses, and had more inexperienced teachers and teachers with temporary or no certification in their instructional area. Contrary to Title I requirements, many Title I schools serving migrant students used different standards for their limited-English proficient students. A significant percentage of migrant students participated in state or district assessments in 1997-98, but very few schools received results disaggregated by migrant status. On the other hand, some states and districts are implementing promising practices to promote continuity of instructional services for migrant students. (S V).



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