



Texas Migrant Education Program (MEP)

2024-25 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: READING and MATHEMATICS

State Performance Target: In 2024-25, 44% of students in grades 3-12 will score at grade level or above on STAAR Reading/Language Arts (RLA) Assessments and 38% will score at grade level or above on STAAR Math Assessments.

Primary Concern Statement from CNA: We are concerned that migratory students in grades 3-8 generally achieve lower passing rates on State reading and mathematics assessments compared with non-migratory students, Hispanic students, English Learners (ELs), and economically disadvantaged students.

Data Summary from CNA: In 2020-21, 14% of migratory students (14% of PFS students) in grades 3-8 scored at “meets” or “masters” in ELA on the STAAR Reading Assessment, compared to 44% of non-migratory students. Twelve percent (12%) of migratory students (11% of PFS students) scored at “meets” or “masters” in mathematics on the STAAR Mathematics Assessment compared to 37% of non-migratory students.

Need Statement from CNA: The percentage of migratory students in grades 3-8 scoring at grade level or above on STAAR assessments needs to increase by 30 percentage points (30 percentage points for PFS students) in RLA and by 25 percentage points (26 percentage points for PFS students) in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1-1: Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/ informal assessments during the regular and summer terms. Strategy 1-2: Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.	MPO 1A: By the end of the 2024-25 performance period, 55% of migratory students in grades K-12 receiving supplemental reading instruction through MEP funds will improve their score by 5% on curriculum-based reading assessments.	What percentage of migratory students in grades K-12 that received reading instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based reading assessments?	What types of curriculum-based reading assessments were used to assess migratory students' reading skills?
	MPO 1B: By the end of the 2024-25 performance period, 55% of migratory students in grades K-12 receiving supplemental math instruction through MEP funds will improve their score by 5% on curriculum-based math assessments.	What percentage of migratory students in grades K-12 that received mathematics instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based mathematics assessments?	What types of curriculum-based mathematics assessments were used to assess migratory students' mathematics skills?
Strategy 1-3: Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8.	MPO 1C: By the end of the 2023 summer program, 80% of migratory students in grades K-8 participating in Project SMART will improve by 5% on Project SMART assessments reported in TX-NGS.	What percentage of migratory students participating in Project SMART (PFS and non-PFS) improved their score by 10% on Project SMART assessments?	Which ESCs/projects provided instruction via Project SMART during the summer?

GOAL AREA #2: SCHOOL READINESS

State Performance Target: There is no State Performance Target for school readiness.

Primary Concern Statement from CNA: We are concerned that migratory children ages 3-5 (who are not in kindergarten) are not receiving early childhood instructional services.

Data Summary from CNA: In 2020-21, 28% of eligible migratory children ages 3-5 (not in kindergarten) received MEP-funded instructional services.

Need Statement from CNA: The percentage of migratory children ages 3-5 (not in kindergarten) receiving MEP-funded instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2-1: Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.	MPO 2A: By the end of the 2024-25 performance period, 50% of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a MEP or non-MEP funded school readiness program.	What percentage of eligible migratory children ages 3-5 (PFS and non-PFS) participated in a school readiness program?	In what types of school readiness programming did migratory children participate?
Strategy 2-2: Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based).	MPO 2B: By the end of the 2024-25 performance period, 75% of migratory children participating in A Bright Beginning (ABB) will improve their score by 5% on ABB assessments reported in TX-NGS.	What percentage of migratory children that participated in ABB (PFS and non-PFS) improved their scores by 5% on ABB assessments?	How many ABB lessons did migratory students complete?

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Target: In 2024-25, 90% of students will graduate from high school (4-year cohort rate).

Primary Concern Statements from CNA: Secondary-aged migratory students and OSY need additional support with appropriate course and grade-level placement based on transcript review, credit accrual, graduation planning, short and long-term goal setting, career exploration, etc.; secondary-aged migratory students may not be receiving appropriate and targeted instruction aligned to their needs to be proficient with coursework, state assessments, and career readiness; secondary-aged migratory students/OSY and parents need coordinated support on how to access and utilize services; and migratory OSY have limited access, guidance, and resources to services and existing programs (e.g., HSE, HEP, job training, workforce, community resources).

Data Summary from CNA: In 2020-21, 56% of migratory students graduated compared to 90.3% of non-migratory students, and 0.2% of migratory students (0.3% of PFS students) dropped out of high school compared to 0.1% of non-migratory students.

Need Statement from CNA: The percentage of migratory students graduating needs to increase by 34.3 percentage points to eliminate the gap between migratory and non-migratory students; and by 336 percentage points to meet the Texas performance target.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 3-1: Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.	MPO 3A: By the end of the 2024-25 performance period, 80% of migratory HS students and OSY responding to a survey will report the academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options.	What percentage of migratory HS students/OSY responding to a survey reported that academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options?	In what ways did projects provide academic advising and resources about credit accrual options?
Strategy 3-2: Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students.	MPO 3B: By the end of the 2024-25 performance period, 40% of migratory HS students will receive MEP supplemental instructional services.	What percentage of migratory HS students (PFS and non-PFS) received MEP supplemental instructional services?	What types of MEP instructional services were provided to migratory HS students?
Strategy 3-3: Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents.	MPO 3C: By the end of the 2024-25 program year, 20% of migratory OSY will receive MEP supplemental instructional and/or the following support services: life skills, career readiness, and leadership services.	What percentage of migratory OSY (PFS and non-PFS) received MEP supplemental instructional and/or the following support services: life skills, career readiness, and leadership services?	What types of MEP instructional/life skills/ career readiness/ leadership services were provided to OSY?
Strategy 3-4: Coordinate/provide services to OSY based on identified needs.			

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Texas State Performance Target for support services.

Primary Concern Statements from CNA: We are concerned that migratory students are not receiving needed support services; migratory families need coordinated training and resources on reading and mathematics strategies to support their children's learning (e.g., accessing school resources, strategies for helping at home); staff who work with migratory students need high quality professional development (PD) and support to meet the reading and math needs of migratory students; and secondary-aged migratory students and OSY need additional support with appropriate course and grade-level placement based on transcript review, credit accrual, graduation planning, short and long-term goal setting, career exploration, etc.

Data Summary from CNA: In 2020-21, 67% of all eligible migratory students received MEP support services. More than one-third of students responding to needs assessment surveys reported needing MEP support services including books/materials/supplies.

Need Statement from CNA: The percentage of migratory students received needs-based support services to eliminate barriers to school success need to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-1: Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students.	MPO 4A: By the end of the 2024-25 performance period, 55% of migratory children and youth (P3-12 and OSY) will receive MEP-funded support services.	What percentage of migratory children and youth (PFS and non-PFS) received MEP-funded support services?	What types of MEP-funded support services were provided to migratory children and youth?
Strategy 4-2: Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child.	MPO 4B: By the end of the 2024-25 performance period, 80% of migratory parents surveyed who participated in training and/or received resources/information offered by the MEP will report that they feel better prepared to support their child's education.	What percentage of parents responding to a survey reported that they increased their skills for supporting their child's education?	What types of parent activities were offered to migratory parents?
Strategy 4-3: Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. Strategy 4-4: Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.	MPO 4c: By the end of the 2024-25 performance period, 80% of MEP/LEA staff who received professional development through the MEP will respond in a survey that they are better prepared to support migratory students.	What percentage of MEP staff responding to a survey reported that MEP PD helped them be better prepared to support migratory students?	What types of PD were provided to MEP staff?