META ASSOCIATES

2024-2025 EVALUATION REPORT

Texas Title I, Part C Program

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2024-2025 Evaluation of the Texas Title I, Part C Program

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ACRONYMS

ABB	A Bright Beginning
ACET	Association for Compensatory Educators of Texas
AMET	Association of Migrant Educators of Texas
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
EOC	End-of-Course Exams
EPT	Evaluation Planning Team
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
HEP	High School Equivalency Program
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IDRC	Identification and Recruitment Consortium
iSOSY	Innovative Strategies for OSY and Secondary Youth
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFE	Parent and Family Engagement
PFS	Priority for Services
PLG	Peer Learning Group
QAD	Qualifying Arrival Date
RLA	Reading/Language Arts
SDP	Service Delivery Plan
SEA	State Education Agency
SSA	Shared Service Arrangement
SST	State Steering Team
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering, and Math
TEA	Texas Education Agency
TMIP	Texas Migrant Interstate Program
TST	Technical Support Team
TX-NGS	Texas New Generation System

1. EXECUTIVE SUMMARY

The Texas Education Agency (TEA) Title I, Part C Program (Education of Migratory Children) assists Educational Service Centers (ESCs) and school systems throughout the state to help migratory children that may be negatively impacted by frequent migration and interrupted schooling to meet state achievement expectations. The program is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the program is to meet the unique educational needs of migratory children and their families to ensure that migratory children meet the challenging state academic standards and graduate high school. Specifically, the goal of state-level programs is to design services to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to post-secondary education or employment [Title I, Part C, Sec. 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

This report presents the results of the evaluation of the 2024-25 Texas Title IC Program that includes a review of programs and services and provides information on the extent to which goals were met as defined through the program's measurable program outcomes (MPOs) in four goal areas: (1) Reading and Mathematics; (2) School Readiness; (3) High School Graduation/Services to Out-of-School Youth [OSY]; and (4) Non-Instructional Support Services.

This report provides both performance results and implementation evaluation results. Implementation of program services was evaluated through completion of the Fidelity of Strategy Implementation (FSI) tool that examined the level of implementation of the strategies across the state as outlined in the Texas Title IC Service Delivery Plan (SDP). Below is information showing migratory student demographics and program services provided during the 2024-25 performance period (9/1/24-8/30/25), compared to the 2023-24 performance period. Age groups are birth through age 21 and ages 3-21.

Age Group	Demographics/Program Services	2023-24	2024-25	Diff
0-21	Eligible migratory children/youth	20,209	19,424	-4%
0-21	Migratory children identified as having a disability through the Individuals with Disability Education Act (IDEA)	11%	11%	--
0-21	Migratory children with a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period	40%	44%	+4 pp*
3-21	Eligible migratory children	19,299	18,572	-4%
3-21	Migratory children identified as priority for services (PFS)	44%	51%	+7 pp
3-21	Migratory children identified as English learners (ELs)/Emergent Bilingual (EB)	45%	42%	-3 pp
3-21	Migratory children served during the performance period	70%	70%	--
3-21	Migratory children served during the school year (Aug/Sept-May)	65%	67%	+2 pp
3-21	Migratory children served during the summer	24%	25%	+1 pp
3-21	Migratory children receiving instructional services	40%	48%	+8 pp
3-21	Migratory children receiving support services	65%	67%	+2 pp

Source: Texas Title IC Consolidated State Performance Report (CSPR) Data
*pp=Percentage Points

Twenty (20) regional ESCs as well as school systems receive Title IC funds in Texas. School systems may receive funds in one of three categories: member of a shared service arrangement (SSA), independent project, and non-project. All services provided to migratory children align with the Texas Title IC SDP that was developed based on the results of the program's Comprehensive Needs Assessment (CNA). Services provided to migratory children include supplemental tutoring and instructional support, summer school programs, extended day programs, supplemental reading and mathematics instruction, preschool services, high school credit accrual, career education, and support services to eliminate barriers to school engagement and success. Services are also provided to parents and family members of migratory children to engage them in the education of their children through Parent Advisory Council (PAC) meetings, college visits, and parent training/activities/events.

The chart below shows that **nine (82 percent) of the 11 Texas Title IC MPOs** were met in 2024-25 showing the positive impact of the program on students, parents, and staff.

Measurable Program Outcomes	MPO Met?	Evidence
Reading/Mathematics MPO 1A: By the end of 2024-25, **60 percent** of migratory students in grades K-12 receiving supplemental reading instruction through Title IC funds will improve their score by five percent on curriculum-based reading assessments.	Yes	**67 percent** of the 1,777 students assessed improved their scores by at least five percent on curriculum-based reading assessments
Reading/Mathematics MPO 1B: By the end of 2024-25, **60 percent** of migratory students in grades K-12 receiving supplemental mathematics instruction through Title IC funds will improve their score by five percent on curriculum-based mathematics assessments.	Yes	**66 percent** of the 1,566 students assessed improved their scores by at least five percent on curriculum-based mathematics assessments
Reading/Mathematics MPO 1C: By the end of the 2025 summer program, **80 percent** of migratory students in grades K-8 participating in Project SMART will improve by five percent on Project SMART assessments.	Yes	**86 percent** of the 770 students assessed improved their scores by at least five percent on Project SMART assessments
School Readiness MPO 2A: By the end of 2024-25, **55 percent** of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a Title IC- or non-Title IC-funded school readiness program.	No	**54 percent** of the 1,524 children ages 3-5 participated in Title IC- or non-Title IC-funded school readiness programs
School Readiness MPO 2B: By the end of 2024-25, **80 percent** of migratory children participating in A Bright Beginning (ABB) will improve their score by five percent on ABB assessments.	Yes	**87 percent** of the 110 children assessed improved their score by at least five percent on ABB assessments
Graduation/OSY MPO 3A: By the end of 2024-25, **80 percent** of migratory high school students and OSY responding to a survey will report the academic advising and resources received from Title IC were useful in increasing awareness about credit accrual options.	Yes	**96 percent** of the 1,136 students and OSY responding reported increased awareness about credit accrual options
Graduation/OSY MPO 3B: By the end of 2024-25, **40 percent** of migratory high school students will receive Title IC supplemental instructional services.	Yes	**53 percent** of all 6,044 eligible high school students received instructional services
Graduation/OSY MPO 3C: By the end of 2024-25, **20 percent** of migratory OSY will receive Title IC supplemental	No	**16 percent** of the 439 eligible OSY received instruction

Measurable Program Outcomes	MPO Met?	Evidence
instructional and/or the following support services: life skills, career readiness, leadership services.		and/or support services including life skills, career readiness, leadership services
Support Services MPO 4A: By the end of 2024-25, **65 percent** of migratory children and youth (P3-12 and OSY) will receive Title IC support services.	Yes	**67 percent** of 18,572 eligible children and youth ages 3-21 received support services
Support Services MPO 4B: By the end of 2024-25, **80 percent** of migratory parents surveyed who participated in training and/or received resources/information offered by Title IC will report that they feel better prepared to support their child's education.	Yes	**99 percent** of the 1,744 parents responding reported being better prepared to support their child's education
Support Services MPO 4C: By the end of 2024-25, **80 percent** of staff who received Title IC professional development will respond in a survey that they are better prepared to support migratory students.	Yes	**99 percent** of the 418 staff responding reported that they are better prepared to support migratory students

Other key findings/trends revealed in the 2024-25 evaluation follow.

- The mean rating assigned by ESCs, SSAs, and independent projects completing the FSI for all 13 strategies listed in the Texas Title IC SDP was 4.1 on the five-point scale. Twelve strategies (92 percent) were rated at the level considered to be implemented with fidelity to the SDP (mean ratings of 4.0 or higher). Strategy 1-3 had the highest mean rating at 4.4 indicating that staff rated themselves effective at utilizing Project SMART to provide supplemental summer mathematics instruction. Strategy 3-4 had the lowest mean rating (3.9) indicating that Title IC staff did not feel as strongly about their implementation of needs-based services to OSY.

- In 2024-25, 34 percent (one percentage point higher than the national target of 33 percent) of migratory students scored proficient on State of Texas Assessments of Academic Readiness (STAAR) reading language arts (RLA) assessments, and 29 percent (four percentage points short of the national target of 33 percent) did so in mathematics. Migratory student proficiency rates increased from 2023-24 by two percentage points in RLA and one percentage point in mathematics. The same was true for non-migratory students who experienced two percentage point increases in both RLA and mathematics proficiency. Despite these trends, significant proficiency gaps persist between migratory and non-migratory students across both content areas and all grade levels.

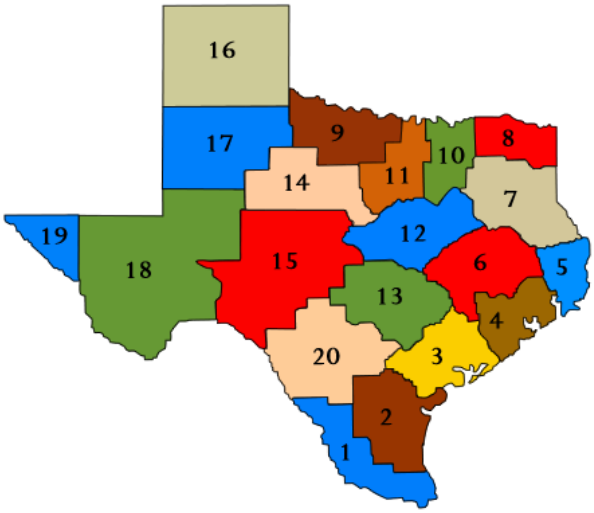
- Eighty-four (84) percent of students in grades 7-12 graduated or were promoted to the next grade level upon completion of 2024-25, which was 17 percentage points higher than the national target (67 percent). Fifty-seven (57) percent of the twelfth grade migratory students graduated and 95 percent of the migratory students in grades 7-11 were promoted to the next grade level.

- Eighty-one (81) percent of 2024-25 migratory tenth grade students completed Algebra I prior to entering eleventh grade in 2025-26 which exceeded the national target (39 percent) by 42 percentage points.

2. PROGRAM CONTEXT

Regional ESCs as well as school systems administer Title IC services in Texas. School systems may receive Title IC funds as a member of an SSA, independent project, or non-project. The map below shows the distribution of the Texas ESCs, with the numbers representing the ESC number.

Exhibit 1
Map of Texas Education Service Center Regions



ESCs and school systems provide instructional and support services aligned with the SDP and the needs identified in the CNA within the four goal areas of reading and mathematics, school readiness, high school graduation/services to OSY, and non-instructional support services. The primary components of the program include instructional services, support services, inter/intrastate coordination, identification and recruitment (ID&R), parent and family engagement, and professional development. All areas and services are guided by the SDP.

Texas is the second largest state by both area and population. The state has more than 245,000 farms and ranches averaging 512 acres in size, with a land span of more than 126 million acres. Texas's regions vary greatly which contributes to the variety of commodities. Some of the state's top commodities include cattle and calves, cotton and dairy products. (Source: farmflavor.com)

INSTRUCTIONAL SERVICES

Migratory students are provided with a wide range of supplemental instructional services during the school year and summer that include those listed below.

- ABB school readiness instruction
- Career exploration and readiness
- Credit accrual
- English language instruction
- Extended learning opportunities (before/after-school, summer, intersession)
- Health education (prevention education/health)
- Post-secondary preparation

- Post-secondary test preparation
- Pre-high school equivalency diploma (HSED) and HSED preparation (OSY)
- Preschool/school readiness instruction
- Project SMART mathematics instruction
- RLA and mathematics tutoring, instruction, and training on tools and resources
- Science and social studies instruction
- Science, technology, engineering, and math (STEM) instruction
- Technology instruction

SUPPORT SERVICES

Support services are provided to migratory students to address and remove barriers that commonly hinder academic success. Support focuses on leveraging existing services and collaborating with other agencies to ensure migratory children receive needed services. The support services provided to migratory children and youth are listed below.

- Advocacy, social work, outreach, referrals
- Book distributions
- Clothing
- Guidance counseling
- Health, dental, eye care (health services)
- Instructional resources, tools, and supplies (e.g., school supplies, hygiene kits, homework tools, student transfer packets, technology tools)
- Life skills and literacy instruction for OSY
- Nutrition
- Student leadership programs, academies, clubs
- Translation and interpretation
- Transportation

INTER/INTRASTATE COORDINATION

Because migratory students move frequently, a central function of Title IC is to reduce the effects of educational disruption by removing barriers to their educational achievement. The program is a leader in coordinating resources and providing integrated services to migratory children and their families. At the local level, projects have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Texas, inter/intrastate coordination is focused on the following activities:

- collaborating with local schools, businesses, and community agencies;
- providing year-round ID&R;
- coordinating secondary education coursework and out-of-state testing;
- participating in the Identification and Recruitment Consortium (IDRC) and the Innovative Strategies for Out-of-school and Secondary Youth (iSOSY) Title IC Consortium Incentive Grants (CIGs);
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data to participating states;
- participating in and presenting at state and national conferences;
- coordinating with counselors and educators in receiving states; and
- attending inter/intrastate Title IC meetings.

The CIGs are authorized by section 1308(d) of the ESEA. Under this program, the Department awards competitive incentive grants to state education agencies (SEAs) in consortia that improve the intrastate and interstate coordination of Title IC programs by addressing key needs of migratory children whose education is interrupted. The IDRC CIG is a consortium of 32 states, with Kansas serving as the lead state. The goal of IDRC is to improve the proper and timely ID&R of eligible migratory children whose education is interrupted and assist states to develop, promote, and adopt enrollment, placement, and credit accrual policies to meet the unique needs of migratory children The iSOSY CIG is a consortium of 18 states, in which Kansas also serves as the lead state. The goal of iSOSY is to increase state and staff capability to provide instruction that will improve the educational attainment of OSY and secondary students at-risk of dropping out

IDENTIFICATION AND RECRUITMENT

The Texas Title IC Program is responsible for the proper and timely ID&R of all eligible migratory children and youth in the state. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the state's responsibility to implement procedures to ensure that eligible migratory children and youth are both identified and determined as eligible for the program.

The Texas Title IC Program articulates its ID&R plan through the Texas Manual for the Identification and Recruitment of Migratory Children. The manual outlines ID&R processes and best practices to be followed by ESCs, school systems, and state initiatives that receive Title IC funding. The Manual provides guidance for recruiters to make proper eligibility determinations, complete necessary documentation, and have quality control measures in place. A link to the Manual can be found on the TMEP Portal at: https://www.txmigrant.net/

MIGRATORY STUDENT DEMOGRAPHICS

Note that TEA masks data in reports to comply with the federal Family Educational Rights and Privacy Act (FERPA). Data is masked using an asterisk (*) when student groups are too small or when a group has 100 percent or zero percent results, protecting individual confidentiality.

Exhibit 2 demonstrates that during the 2024-25 performance period (September 1, 2024-August 31, 2025), there were 19,424 eligible migratory children and youth in Texas, which is a four percent decrease from 2023-24. Twelve (12) percent of the migratory children were birth to age five (not in kindergarten), 35 percent were elementary students (K-5), 20 percent were middle school students (grades 6-8), 31 percent were high school students (grades 9-12), and two percent were OSY. In Exhibit 2, UG means "ungraded", or students without a grade level.

Exhibit 2
Number of Eligible Migratory Children/Youth

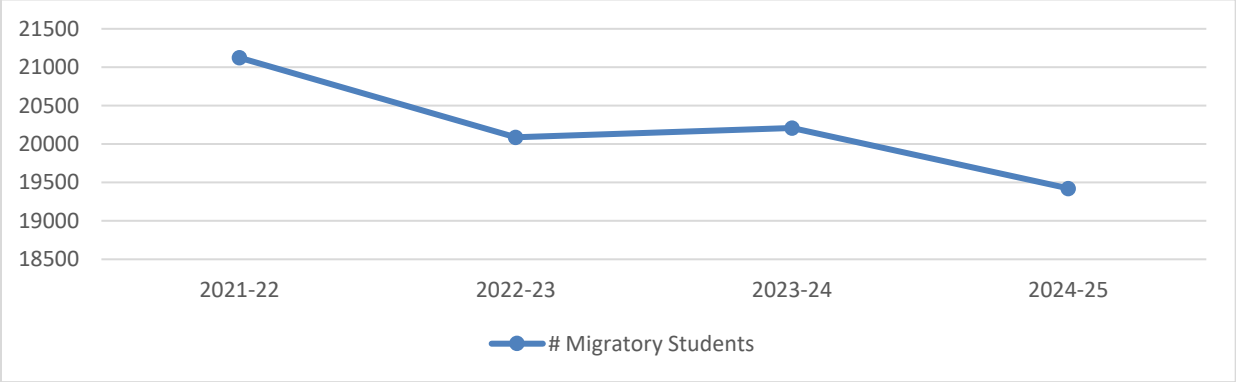
Grade	2021-22	2022-23	2023-24	2024-25
0-2	638	664	910	852
3-5	1,718	1,573	1,590	1,524
K	1,073	986	949	958
1	1,230	1,123	1,100	1,019
2	1,178	1,222	1,206	1,119
3	1,224	1,126	1,253	1,195
4	1,231	1,208	1,168	1,253
5	1,358	1,241	1,228	1,234
6	1,351	1,282	1,302	1,203
7	1,467	1,325	1,328	1,296
8	1,448	1,454	1,318	1,280

Grade	2021-22	2022-23	2023-24	2024-25
9	1,906	1,735	1,694	1,567
10	1,587	1,564	1,538	1,474
11	1,431	1,353	1,315	1,199
12	1,883	1,866	1,798	1,804
OSY	399	366	510	439
UG	*	*	*	8
Total	**21,122**	**20,088**	**20,207**	**19,424**

Source: Texas Title IC CSPR Data

Exhibit 3 is a graphic display of the total number of eligible migratory children and youth birth to age 21 as shown in Exhibit 2. The graph displays a smaller number of eligible migratory children and youth the past three years than in 2021-22.

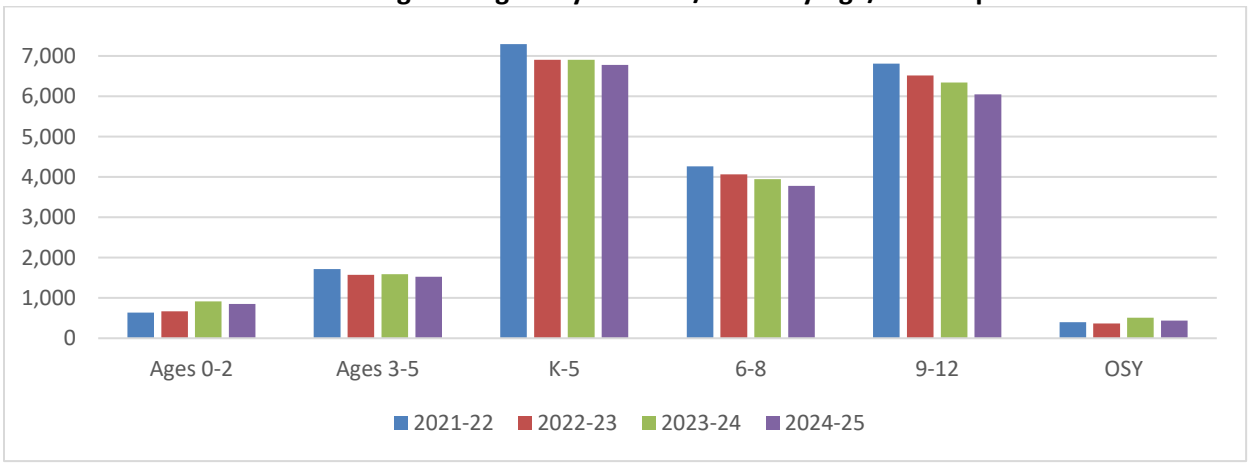
Exhibit 3
Graphic Display of the Number of Eligible Migratory Children/Youth



Source: Texas Title I, Part C CSPR Data

Exhibit 4 provides a graphic display of the number of eligible migratory children/youth by age/grade spans. Results depict steadily declining numbers of eligible migratory students in grades K-12 and children ages 3-5, and increases for children birth to age two and OSY.

Exhibit 4
Number of Eligible Migratory Children/Youth by Age/Grade Span



Source: Texas Title IC CSPR Data and the Texas New Generation System (TX-NGS)

As part of the ESSA requirements for Title IC, every state must set its priorities for services; likewise, states are required to maintain a list of eligible migratory children/youth, migratory children/youth

served, and migratory children/youth designated as having PFS. Priority is given to those students who **have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.** Determining which migratory students have PFS is put into place through the SDP. The Texas Title IC Program has expanded the definition of "failing, or most at risk of failing, to meet the challenging state academic standards" to include specific requirements depending on grade level (see following).

Grades 3-12, Ungraded, or Out-of-School

- Who have made a qualifying move within the previous 1-year period.
  AND
- Have received a grade level of "approaches or not meet" on the state assessments (STAAR), were absent, not tested, or were not enrolled in a Texas school during the state assessment testing period for their grade level.

Grades K-3

- Who have made a qualifying move within the previous 1-year period.
  AND
- Have been designated EL/EB in the Student Designation section of the TX-NGS Supplemental Program Component.
  OR
- Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

Pre-K Ages 3-5 (Not in Kindergarten)

- Who have made a qualifying move within the previous 1-year period.
  AND
- Students whose data in TX-NGS shows *No Other Preschool Support*.

TEA ensures that migratory children/youth with the greatest needs are those receiving the most benefit from the program. To ensure that migratory children and youth identified as PFS are properly served, school systems are required maintain a PFS Action Plan that includes how they: (1) monitor the progress of eligible migratory students who are PFS; (2) communicate the progress and determine the needs of eligible migratory students who are PFS; and (3) provide services to eligible migratory students who are PFS.

Exhibit 5 shows that of the 18,572 eligible migratory children/youth ages 3-21, 51 percent were identified as PFS and 42 percent were identified as an EL/EB. In addition, 11 percent of all eligible migratory children birth through age 21 (19,424) were identified as having a disability through IDEA and 44 percent had a QAD occurring within 12 months from the last day of the performance period (8/31/25).

Exhibit 5
2024-25 Demographics of Migratory Children/Youth

Grade	Eligible Migratory Students *Number*	PFS *Number*	PFS *Percent*	EL/EB *Number*	EL/EB *Percent*	IDEA *Number*	IDEA *Percent*	QAD within 12 Months *Number*	QAD within 12 months *Percent*
Birth-2	852	N/A	N/A	N/A	N/A	*	*	584	69%
Age 3-5	1,524	57	4%	359	24%	41	3%	729	48%
K	958	315	33%	425	44%	60	6%	465	49%
1	1,019	399	39%	423	42%	69	7%	452	44%
2	1,119	419	37%	472	42%	93	8%	490	44%
3	1,195	501	42%	501	42%	151	13%	545	46%

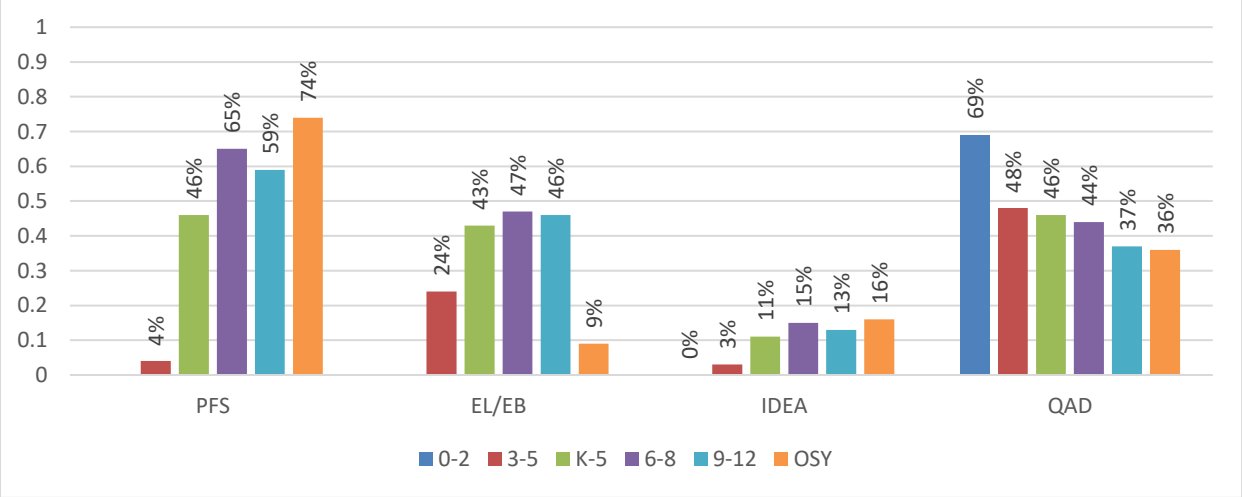
Grade	Eligible Migratory Students *Number*	PFS *Number*	PFS *Percent*	EL/EB *Number*	EL/EB *Percent*	IDEA *Number*	IDEA *Percent*	QAD within 12 Months *Number*	QAD within 12 months *Percent*
4	1,253	717	57%	558	45%	179	14%	569	45%
5	1,234	769	62%	544	44%	197	16%	591	48%
6	1,203	784	65%	567	47%	187	16%	527	44%
7	1,296	819	63%	594	46%	188	15%	594	46%
8	1,280	839	66%	623	49%	183	14%	549	43%
9	1,567	1038	66%	750	48%	229	15%	692	44%
10	1,474	845	57%	719	49%	199	14%	615	42%
11	1,199	564	47%	528	44%	142	12%	490	41%
12	1,804	1103	61%	769	43%	241	13%	467	26%
OSY	439	327	74%	38	9%	69	16%	160	36%
UG	8	*	*	*	*	*	*	7	88%
Total	**19,424**	**9,496**	**51%****	**7,870**	**42%****	**2,228**	**11%**	**8,526**	**44%**

Source: Texas Title I, Part C CSPR Data

**Percentage of eligible migratory children/youth ages 3-21 [N=18,572]

Exhibit 6 provides a graphic display of the 2024-25 migratory student demographics by age/grade spans. Grades 6-8 had the largest percentage of ELs/EBs (51 percent) and students who qualify for special education services (14 percent). OSY had the largest percentage of eligible migratory students with PFS (67 percent), and children ages 3-5 had the largest percentage with QADs within the 12 month period (46 percent), followed very closely by children birth to age two (45 percent).

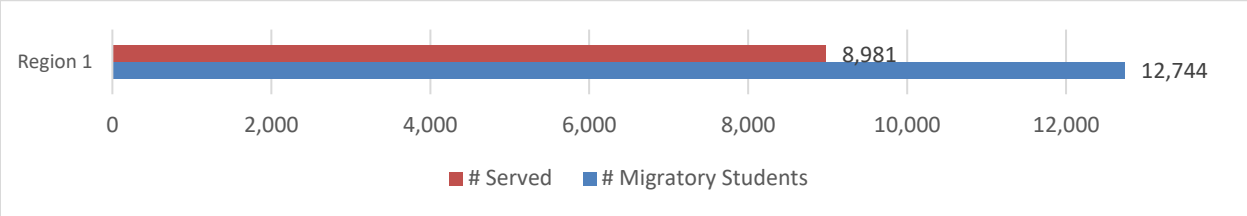
Exhibit 6
Graphic Display of 2024-25 Demographics of Migratory Children/Youth by Age/Grade Span



Source: Texas Title IC CSPR Data

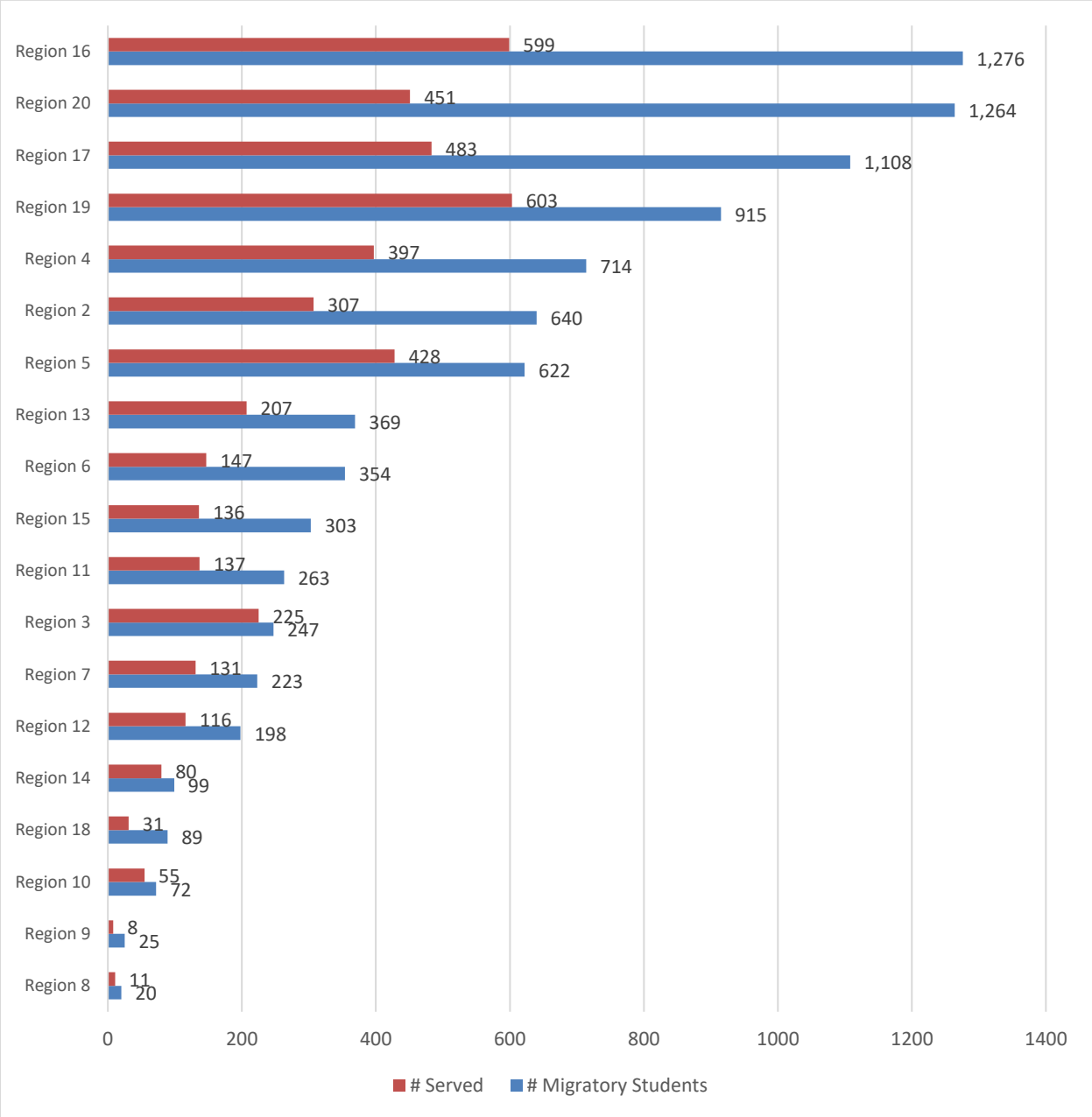
Exhibit 7 and Exhibit 8 show the number of eligible migratory children/youth and the number served at each of the 20 regions in 2024-25. ESC Region 1 had the largest number of eligible migratory students -- more than all the other regions combined. ESC Region 1 served 70 percent of eligible migratory students. ESC Region 16, ESC Region 20, and ESC Region 17 had the largest number of eligible migratory children of the remaining 19 regions. ESC Region 8 had the smallest number of eligible migratory children. The percentage of eligible migratory children served ranged from 32 percent (ESC Region 9) to 91 percent (ESC Region 3).

Exhibit 7
2024-25 Migratory Child Counts/Served for ESC Region 1



Source: TX-NGS

Exhibit 8
2024-25 Migratory Child Counts/Served for ESC Regions 2-20



Source: TX-NGS

3. PURPOSE OF THE EVALUATION

As allocated by Congress, the U.S. Department of Education provides funding to SEAs in 46 of the 50 states to deliver supplemental educational and related services to children of migratory farmworkers and fishers. Title IC funds must be used to address the identified needs of migratory children in alignment with the program's intent and purpose. These funds are intended to supplement -- not supplant -- existing local and state resources, ensuring that the unique educational needs of migratory students are effectively met.

States must comply with federal mandates as specified in Title I, Part C of the ESEA, Sections 1301-1309, as reauthorized in 2015 as ESSA, including conducting an evaluation of the program. States are required to evaluate the effectiveness of the program and provide guidance to local projects on how to conduct local evaluations. A program's actual performance must be compared to "*measurable outcomes established by the program and state performance targets, particularly for those students who have priority for service*." TEA has established high academic standards and provides all students with a high-quality education to allow them to achieve to their full potential. The TEA standards support Title IC to ensure that migratory students have the opportunity to meet the same challenging state academic standards that all children are expected to meet. The Office of Migrant Education (OME) at the U.S. Department of Education indicates that Title IC evaluations should allow SEAs and local school systems to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different services; and
- consider evaluation questions regarding program implementation and results.

To accomplish this, OME requires SEAs to conduct an evaluation that examines both program implementation and performance results (or outcomes).

EVALUATION QUESTIONS (IMPLEMENTATION) - In evaluating program implementation, the evaluation addresses the questions to follow.

- In what ways did the program support students in reading [mathematics]?
- Which ESCs/projects provided instruction via Project SMART during the summer?
- In what types of school readiness programming did migratory preschool children participate?
- In what ways did projects provide academic advising and resources about credit accrual options to secondary aged migratory students and OSY?
- What types of instructional services were provided to migratory high school students?
- What types of instructional and support services including life skills, career readiness, and leadership services were provided to OSY?
- What types of support services were provided to eligible migratory children and youth?
- What types of parent activities were offered to migratory parents of eligible migratory children?
- What types of professional development (PD) were provided to staff who work with migratory children and youth?

EVALUATION QUESTIONS (RESULTS) - In evaluating program results, the evaluation addresses the questions to follow.

- What percentage of eligible migratory students in grades K-12 who received reading instruction through Title IC funds made a five percent gain on curriculum-based reading assessments?
- What percentage of eligible migratory students in grades K-12 who received mathematics instruction through Title IC funds made a five percent gain on curriculum-based mathematics assessments?
- What percentage of eligible migratory students participating in Project SMART improved their score by five percent on Project SMART assessments?
- What percentage of eligible migratory children ages 3-5 participated in a school readiness program?
- What percentage of eligible migratory children who participated in ABB improved their scores by five percent on ABB assessments?
- What percentage of eligible migratory high school students and OSY responding to a survey reported that academic advising and resources received from Title IC were useful in increasing their awareness about credit accrual options?
- What percentage of eligible migratory high school students received instructional services?
- What percentage of eligible migratory OSY received instructional/life skills/career readiness/ leadership services?
- What percentage of eligible migratory children and youth received support services?
- What percentage of parents of eligible migratory children responding to a survey reported that they increased their skills for supporting their child's education?
- What percentage of staff responding to a survey reported that Title IC PD helped them be better prepared to support migratory students?

4. Evaluation Methodology

This evaluation is part of the Title IC Continuous Improvement Cycle (U.S. Department of Education, 2018), as depicted in the figure below. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

Following is the timeline of the Texas Title IC Continuous Improvement Cycle from 2019-20 to 2027-28.

- 2019-20: CNA Update and 2018-19 Program Evaluation
- 2020-21: SDP Update and 2019-20 Program Evaluation
- 2021-22: 2020-21 Program Evaluation (implementation of the new MPOs and strategies)
- 2022-23: 2021-22 Program Evaluation of the new SDP
- 2024-25: CNA Update and 2022-23 Program Evaluation
- 2024-25: SDP Update and 2023-24 Program Evaluation
- 2025-26: 2024-25 Program Evaluation (implementation of the new MPOs and strategies)
- 2026-27: 2025-26 Program Evaluation of the new SDP
- 2027-28: CNA Update and 2026-27 Program Evaluation

As required, the evaluation of the Texas Title IC Program includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parents, and student stakeholders regarding improvement, achievement, and other outcomes; and the *accomplishments* of the program.

META Associates was contracted to help ensure objectivity in evaluating the program, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to eligible migratory students. To evaluate the services, the external evaluator and/or Texas Title IC staff had responsibility for:

- maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- observing the operation of programs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- preparing an evaluation report to determine the extent to which progress was made and objectives were met.

Data analysis procedures used in this report include descriptive and inferential statistics; trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported implementation of the strategies contained in the Texas Title IC SDP and anecdotes about successful program features and aspects of the program needing improvement.

To gather information about the outcomes and effectiveness of the services provided to eligible migratory students, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the Texas state performance goals in RLA, mathematics, and graduation rates; the national Title IC performance measures; and the Texas Title IC MPOs that follow.

Reading and Mathematics

MPO 1A: By the end of 2024-25, 60 percent of migratory students in grades K-12 receiving supplemental reading instruction through Title IC funds will improve their score by five percent on curriculum-based reading assessments.
MPO 1B: By the end of 2024-25, 60 percent of migratory students in grades K-12 receiving supplemental mathematics instruction through Title IC funds will improve their score by five percent on curriculum-based mathematics assessments.
MPO 1C: By the end of the 2025 summer program, 80 percent of migratory students participating in Project SMART will improve by five percent on Project SMART assessments.

School Readiness

MPO 2A: By the end of 2024-25, 55 percent of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a Title IC- or non-Title IC-funded school readiness program.
MPO 2B: By the end of 2024-25, 80 percent of migratory children participating in A Bright Beginning (ABB) will improve their score by five percent on ABB assessments.

High School Graduation/Services to OSY

MPO 3A: By the end of 2024-25, 80 percent of migratory high school students and OSY responding to a survey will report the academic advising and resources received from Title IC were useful in increasing awareness about credit accrual options.
MPO 3B: By the end of 2024-25, 40 percent of migratory high school students will receive Title IC supplemental instructional services.
MPO 3C: By the end of 2024-25, 20 percent of migratory OSY will receive Title IC supplemental instructional and/or the following support services: life skills, career readiness, leadership services.

Non-Instructional Support Services

MPO 4A: By the end of 2024-25, 65 percent of migratory children and youth (P3-12 and OSY) will receive Title IC support services.
MPO 4B: By the end of 2024-25, 80 percent of migratory parents surveyed who participated in training and/or received resources/information offered by Title IC will report that they feel better prepared to support their child's education.
MPO 4C: By the end of 2024-25, 80 percent of staff who received Title IC professional development will respond in a survey that they are better prepared to support migratory students.

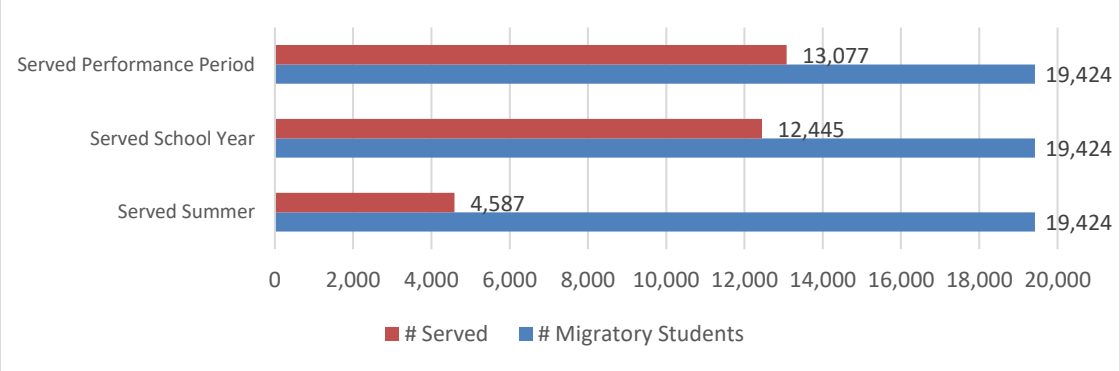
5. Implementation Evaluation Results

Title IC Services

Exhibit 9 shows that 67 percent of the eligible migratory children/youth birth to age 21 were served during the 2024-25 performance period (9/1/24-8/30/25), 64 percent were served during the school year (Aug/Sept to May), and 24 percent were served during summer 2025.

Exhibit 9
Migratory Students Served During the Performance Period, Summer, and School Year

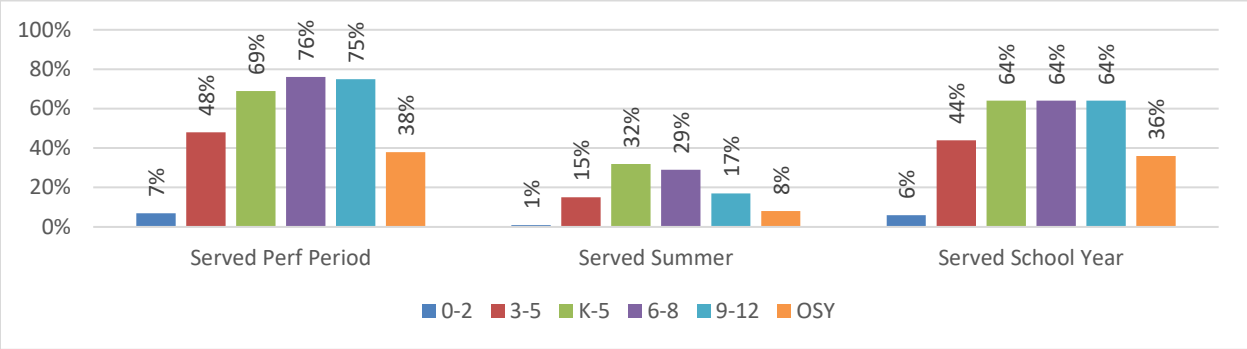
Grade	Migratory Students *Number*	Performance Period *Number*	Performance Period *Percent*	Summer *Number*	Summer *Percent*	School Year *Number*	School Year *Percent*
Birth-2	852	59	7%	9	1%	52	6%
Age 3-5	1,524	737	48%	225	15%	677	44%
K	958	632	66%	246	26%	587	61%
1	1,019	710	70%	323	32%	653	64%
2	1,119	763	68%	354	32%	701	63%
3	1,195	828	69%	404	34%	769	64%
4	1,253	887	71%	444	35%	822	66%
5	1,234	865	70%	411	33%	805	65%
6	1,203	920	76%	392	33%	888	74%
7	1,296	963	74%	356	27%	927	72%
8	1,280	993	78%	356	28%	958	75%
9	1,567	1,177	75%	348	22%	1143	73%
10	1,474	1,090	74%	278	19%	1057	72%
11	1,199	877	73%	257	21%	845	70%
12	1,804	1,411	78%	151	8%	1402	78%
OSY	439	165	38%	33	8%	159	36%
UG	8	*	*	*	*	*	*
Total	**19,424**	**13,077**	**67%**	**4,587**	**24%**	**12,445**	**64%**



Source: Texas Title IC CSPR Data & TX-NGS

Exhibit 10 reveals that grades 6-8 had the highest percentage of students served during the performance period, grades K-5 had the highest percentage served during summer 2025, and grades K-12 had the highest percentage served during the regular school year.

Exhibit 10
Percentage of Migratory Students Served by Age/Grade Span

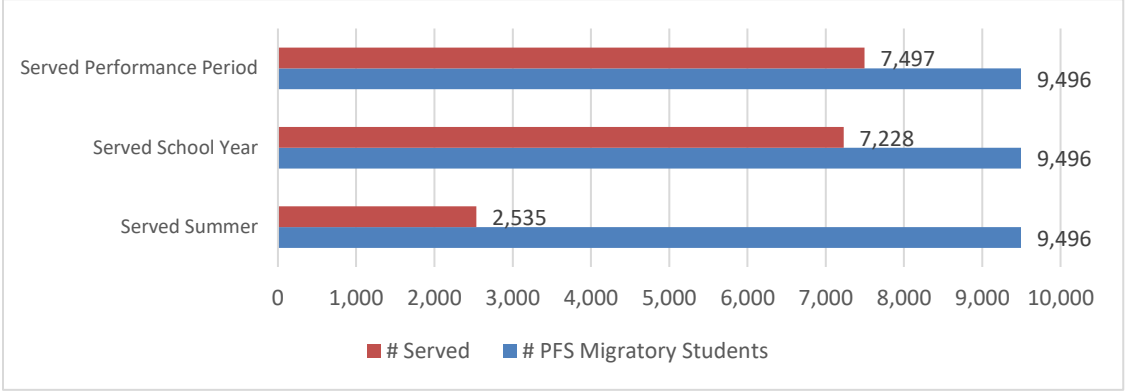


Source: Texas Title IC CSPR Data & TX-NGS

Exhibit 11 displays the **PFS** migratory children and youth who were served in 2024-25. Seventy-nine (79) percent were served during the performance period, 76 percent were served during the regular school year, and 27 percent were served during summer 2025.

Exhibit 11
PFS Migratory Students Served During the Performance Period, Summer, and School Year

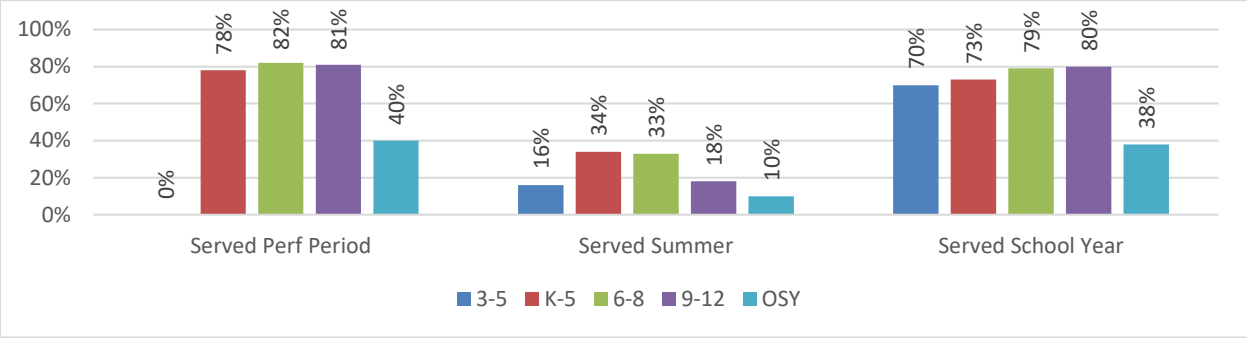
Grade	PFS Students *Number*	Performance Period *Number*	Performance Period *Percent*	Summer *Number*	Summer *Percent*	School Year *Number*	School Year *Percent*
Age 3-5	57	42	0%	9	16%	40	70%
K	315	248	79%	83	26%	236	75%
1	399	315	79%	148	37%	294	74%
2	419	315	75%	148	35%	296	71%
3	501	413	82%	206	41%	387	77%
4	717	567	79%	278	39%	535	75%
5	769	578	75%	277	36%	542	70%
6	784	641	82%	281	36%	621	79%
7	819	660	81%	253	31%	639	78%
8	839	701	84%	260	31%	678	81%
9	1038	837	81%	240	23%	816	79%
10	845	687	81%	185	22%	669	79%
11	564	465	82%	126	22%	455	81%
12	1103	897	81%	100	9%	895	81%
OSY	327	131	40%	33	10%	125	38%
UG	4*	*	*	*	*	*	*
Total	**9,496**	**7,497**	**79%**	**2,535**	**27%**	**7,228**	**76%**



Source: Texas Title IC CSPR Data & TX-NGS

Exhibit 12 shows that grades 6-8 had the highest percentage of students served during the performance period (followed closely by grades 9-12), grades K-5 had the highest percentage served during summer 2025, and grades 9-12 had the highest percentage served during the regular school year (followed closely by grades 6-8).

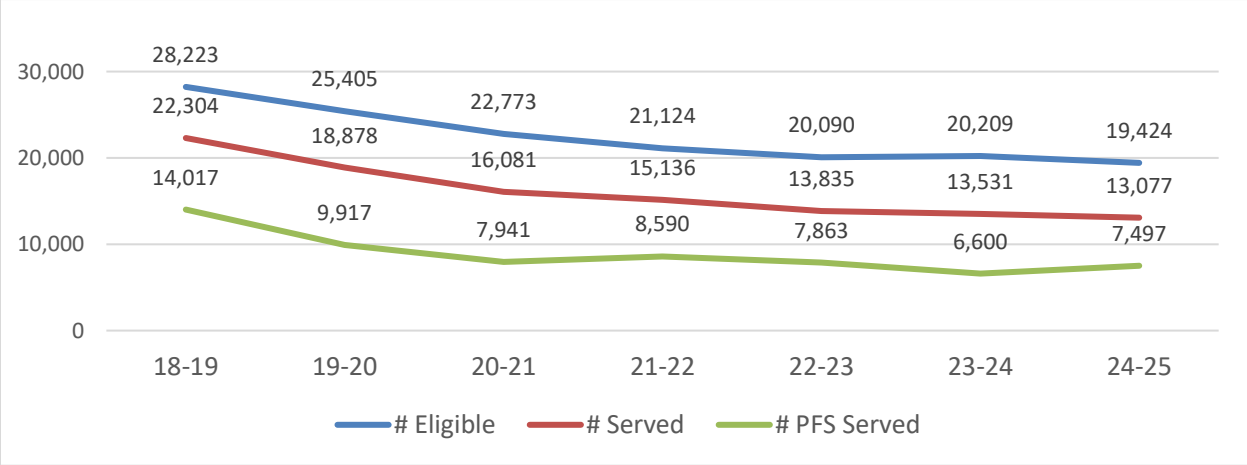
Exhibit 12
Percentage of PFS Migratory Students Served by Age/Grade Span



Source: Texas Title IC CSPR Data & TX-NGS

Exhibit 13 is a graphic display of the number of eligible migratory children served by the Texas Title IC Program, and the number of PFS migratory children served over time. The exhibit shows decreasing numbers of migratory children and youth served (which aligns with the decreasing number of eligible migratory students). However, the gap between the number eligible and the number served has decreased the last several years, and the number of PFS students served increased in 2024-25.

Exhibit 13
Longitudinal Display of the Number of Migratory Children Receiving Services



Source: Texas Title IC CSPR Data

Exhibit 14 reveals that 46 percent of eligible migratory students birth to age 21 received **instructional services** during the 2024-25 performance period. Seventeen (17) percent of students received **reading instruction** and 18 percent received **mathematics instruction**. *Note data reported for reading and mathematics instruction in this exhibit includes instruction provided by a teacher only.* Two percent of the 7,763 migratory students in grades 9-12 received **high school credit accrual** services.

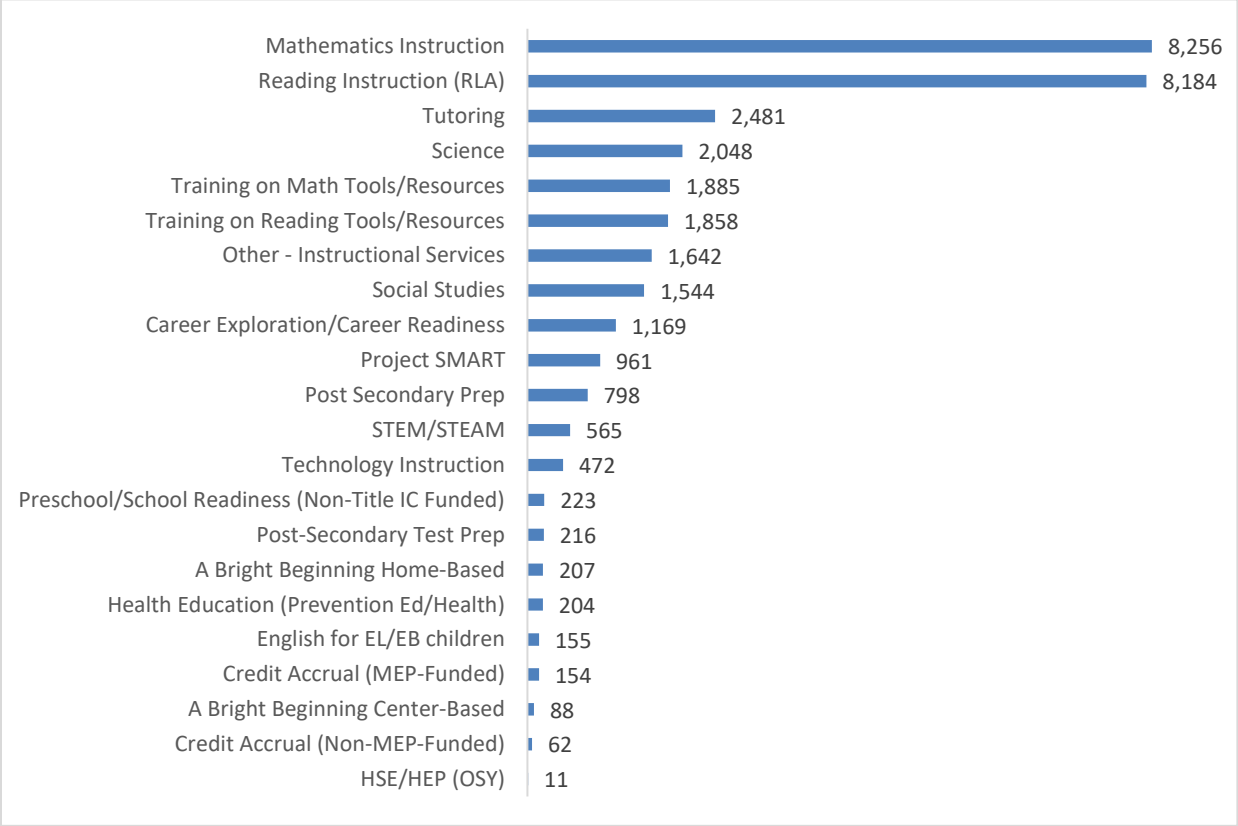
Exhibit 14
Migratory Students Receiving Instructional Services in 2024-25

Grade	Eligible Migratory Students *Number*	Instruction *Number*	Instruction *Percent*	Reading *Number*	Reading *Percent*	Math *Number*	Math *Percent*	Credit Accrual *Number*	Credit Accrual *Percent*
Birth-2	852	20	2%	*	*	*	*	N/A	N/A
Age 3-5	1,524	471	31%	167	11%	150	10%	N/A	N/A
K	958	402	42%	192	20%	199	21%	N/A	N/A
1	1,019	483	47%	206	20%	226	22%	N/A	N/A
2	1,119	525	47%	232	21%	236	21%	N/A	N/A
3	1,195	585	49%	255	21%	268	22%	N/A	N/A
4	1,253	637	51%	302	24%	322	26%	N/A	N/A
5	1,234	606	49%	279	23%	295	24%	N/A	N/A
6	1,203	640	53%	238	20%	260	22%	N/A	N/A
7	1,296	667	51%	213	16%	244	19%	N/A	N/A
8	1,280	691	54%	228	18%	269	21%	*	*
9	1,567	796	51%	261	17%	278	18%	13	1%
10	1,474	708	48%	220	15%	235	16%	32	2%
11	1,199	584	49%	190	16%	226	19%	45	4%
12	1,804	1028	57%	240	13%	290	16%	59	3%
OSY	439	62	14%	9	2%	10	2%	*	*
UG	8	*	*	*	*	*	*	*	*
Total	**19,424**	**8,905**	**46%**	**3,232**	**17%**	**3,508**	**18%**	**149**	**2%****

Source: Texas Title IC CSPR Data

**Percentage of migratory students in grades 9-12 and OSY (N=7,763)

Exhibit 15
Number of Migratory Students Receiving Instructional Services in 2024-25



Source: TX-NGS

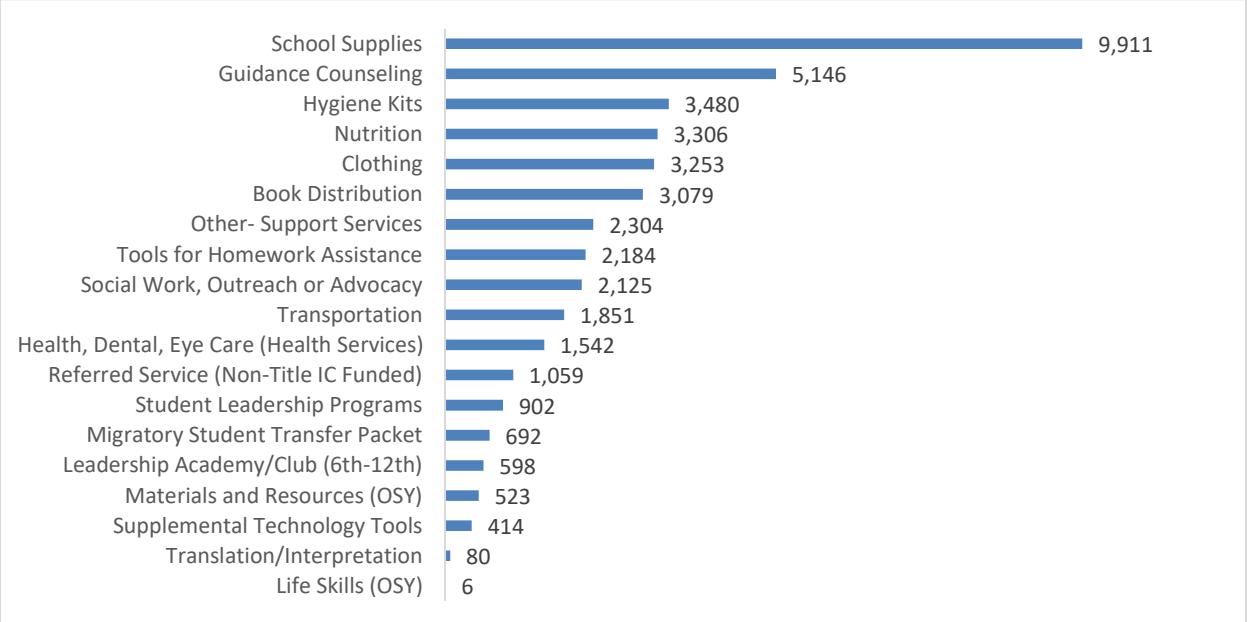
Exhibit 15 on the previous page identifies the **instructional services** received by migratory students/ youth in 2024-25. The largest number of migratory students received mathematics and RLA instruction. Note that the students receiving RLA and mathematics instruction in this graph includes instruction provided by any type of staff (i.e., teacher, paraprofessional), resulting in larger numbers than those displayed in Exhibit 14. Exhibit 16 depicts the number of migratory students receiving **support services**, including **counseling**, during the performance period. Sixty-four (64) percent of eligible migratory students birth to age 21 received support services and 26 percent received counseling services.

Exhibit 16
Migratory Students Receiving Support Services in 2024-25

Grade	Eligible Migratory Students *Number*	Support Services *Number*	Support Services *Percent*	Counseling *Number*	Counseling *Percent*
Birth-2	852	58	7%	*	*
Age 3-5	1,524	676	44%	133	9%
K	958	612	64%	171	18%
1	1,019	679	67%	167	16%
2	1,119	721	64%	194	17%
3	1,195	795	67%	203	17%
4	1,253	837	67%	241	19%
5	1,234	822	67%	251	20%
6	1,203	873	73%	347	29%
7	1,296	928	72%	418	32%
8	1,280	961	75%	439	34%
9	1,567	1139	73%	593	38%
10	1,474	1028	70%	545	37%
11	1,199	834	70%	464	39%
12	1,804	1298	72%	816	45%
OSY	439	163	37%	73	17%
UG	8	*	*	*	*
Total	**19,424**	**12,424**	**64%**	**5,055**	**26%**

Source: Texas Title IC CSPR Data

Exhibit 17: Number of Migratory Students Receiving Support Services in 2024-25



Source: TX-NGS

Exhibit 17 on the previous page identifies the specific **support services** received by migratory children/youth during 2024-25. The largest number of migratory students received school supplies, followed by guidance counseling.

Exhibit 18 shows that the percentage of children/youth served by region during 2024-25 ranged from 32 percent to 91 percent, the percentage of PFS students served by region ranged from 22 percent to 91 percent, and the percentage of non-PFS students served by region ranged from 14 percent to 91 percent.

Exhibit 18
2024-25 Migratory Child Counts and Students Served by Region

Region/ESC	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
1-Edinburg	12,744	8,981	70%	7,042	55%	5,582	79%	5,702	45%	3,399	60%
2-Corpus Christi	640	307	48%	274	43%	136	50%	366	57%	171	47%
3-Victoria	247	225	91%	74	30%	67	91%	173	70%	158	91%
4-Houston	714	397	56%	329	46%	224	68%	385	54%	173	45%
5-Beaumont	622	428	69%	313	50%	240	77%	309	50%	188	61%
6-Huntsville	354	147	42%	152	43%	62	41%	202	57%	85	42%
7-Kilgore	223	131	59%	115	52%	74	64%	108	48%	57	53%
8-Mount Pleasant	20	11	55%	12	60%	5	42%	8	40%	6	75%
9-Wichita Falls	25	8	32%	11	44%	6	55%	14	56%	*	*
10-Richardson	72	55	76%	36	50%	26	72%	36	50%	29	81%
11-Fort Worth	263	137	52%	122	46%	75	61%	141	54%	62	44%
12-Waco	198	116	59%	70	35%	45	64%	128	65%	71	55%
13-Austin	369	207	56%	179	49%	109	61%	190	51%	98	52%
14-Abilene	99	80	81%	52	53%	44	85%	47	47%	36	77%
15-San Angelo	303	136	45%	142	47%	64	45%	161	53%	72	45%
16-Amarillo	1,276	599	47%	436	34%	246	56%	840	66%	353	42%
17-Lubbock	1,108	483	44%	415	37%	216	52%	693	63%	267	39%
18-Midland	89	31	35%	36	40%	8	22%	53	60%	23	43%
19-El Paso	915	603	66%	450	49%	330	73%	465	51%	273	59%
20-San Antonio	1264	451	36%	602	48%	258	43%	662	52%	193	29%
Total	**21,545**	**13,533**	**63%**	**10,862**	**50%**	**7,817**	**72%**	**10,683**	**50%**	**5,714**	**54%**

Source: TX-NGS

PARENT AND FAMILY ENGAGEMENT

The Texas Title IC Program values parents as partners with the program/schools in the education of their children. As a result, parents take part in regular and ongoing PAC meetings and parent activities during the school year and summer. The role of the Texas Title IC State PAC is to advise TEA staff on matters of concern in planning, administering, and evaluating Texas' programs; and to make recommendations with respect to the content of the state plan and other matters of concern to the committee. The members of the State PAC are selected from the various areas of the state in which there are concentrations of eligible migratory students. In order to assure that more than a majority of the membership is representative of program beneficiaries, the responsibility of recommending members for appointment is delegated to the school system and regional staff.

During 2024-25, parent and family engagement activities/trainings were provided by the ESCs, school systems, and TEA. Two State PAC Meetings were held in November 2024 and May 2025. Additionally,

TEA provided training at the Austin PBS Family Festival in September 2024 and the Parent and Family Engagement (PFE) Conference in October 2024.

A total of 1,788 parents of migratory children representing all 20 regions (161 school systems) responded to the 2024-25 Parent Survey. Nearly three-fourths (71 percent) of the parents responding reported attending parent activities in 2024-25, and 97 percent reported that parent activities and/or information/resources were offered to them by the program. Parents responding reported that they appreciated receiving information, workshops, and communication that helped them support their children. The following are a few representative quotes.

- *All the information provided was so informative.*
- *The meetings they held were always very informative and engaging.*
- *They teach well and explain how we can better assist our children.*
- *Keep providing information to parents about the program.*
- *We receive informational flyers by mail each month and text at least once a month as well.*

PROFESSIONAL DEVELOPMENT

School system and ESC Title IC staff participate in various professional learning opportunities, allowing them to more effectively and efficiently serve migratory students. Professional development includes, but is not limited to, ESC training, statewide conferences and training, school system events, and best practices virtual showcases. The following are examples of key professional development in which Texas Title IC staff participate on an annual basis.

- ✓ Association for Compensatory Educators of Texas (ACET) Conference
- ✓ Association of Migrant Educators of Texas (AMET) Conference
- ✓ National Title IC Education Conference hosted by the National Association of State Directors of Migrant Education (NASDME)
- ✓ TX-NGS training
- ✓ ESC Program Meetings, Coffee Chats, and Newbie TEA Time
- ✓ Texas Migrant Interstate Program (TMIP) Credit Accrual Workshop
- ✓ Best Practices Virtual Showcase

Exhibit 19 lists the 32 statewide professional development events/sessions in which staff participated during 2024-25.

Exhibit 19
Professional Development in Which Title IC Staff Participated in 2024-25

Date	Title/Topic
10/16/24	PFE Conference Session – Como Ser Lideres en la Casa y La Escuela
10/16/24	PFE Conference Session - Getting Connected to Get Results
10/17/24	PFE Conference Session – Digital Resources
10/17/24	PFE Conference Session – TMIP-Building Bridges Between Districts and Migratory Families
10/23/24	Best Practices Showcase #1
11/05/24	TX-NGS Training for ESCs
11/06/24	TX-NGS Training for ESCs
11/08/24	Program Monitoring Validation Training for School Systems
11/14/24	Texas Title IC Evaluation 101
11/20/24	AMET Conference – ID&R Academy
11/20/24	AMET Conference – TX-NGS Academy

Date	Title/Topic
11/20/24	AMET Conference – State and Federal Updates Academy
11/21/24	AMET Conference – Session: Resources to Make ID&R Easier
11/21/24	AMET Conference – Session: AIIMS Portal
11/21/24	AMET Conference – Session: Digital Resources
11/21/24	AMET Conference – Session: How TX-NGS Assists TMIP
01/08/25	TEA-ESC Title IC Meeting #1
02/18/25	Best Practice Showcase #2
02/26/25	TMIP Conference Day 1
02/27/25	TMIP Conference Day 2 – Session: Digital Resources
02/27/25	TMIP Conference Day 2 – Session: AIIMS Portal
03/05/25	GCA Conference Session for ESCs
04/01/25	Title I, Part A Academy Session: Cross-Program Coordination for Increased Success Rates
04/08/25	Project SMART Training for New Trainers
04/15/25	Utilizing TMIP on the Migratory Children's Journey
05/29/25	2025-2026 ESSA Consolidated Application Statewide Training
07/24/25	PAC TOT
06/04/25	Texas Title IC Evaluation Planning Team Meeting
08/05/25	TEA-ESC Title IC Meeting #2, Day 1 - Trainings
08/06/25	TEA-ESC Title IC Meeting #2, Day 2 - Trainings
08/26/25	ID&R Training
08/28/25	TX-NGS Training

Source: TEA Records

The following are the professional development sessions provided by the **iSOSY CIG** in 2024-25 in which Texas Title IC staff participated. Staff also participated in iSOSY State Steering Team (SST) meetings and Technical Support Team (TST) meetings.

1. Student Portal Functionality Training
2. STAT Lessons & Pre-Post Training
3. Goal Setting Lesson Training 1
4. Goal Setting Lesson Training 2
5. MS3 iSOSY Portal & ELL Material Training
6. Cool Career Video with Goal Setting Training
7. Wildfire STAT Lesson Training
8. Life Skills Lesson Training
9. OSY & At-Risk Profile Training
10. iSOSY Data Collection Tool Training
11. Training on Year 2 & ML Summer Class

Exhibit 20 lists the 22 **IDRC CIG** professional development opportunities in which Texas Title IC staff participated in 2024-25 and the number of staff participating in each. Staff also participated in IDRC SST and TST meetings, as well as various planning and collaboration meetings. Texas Title IC staff ratings of IDRC training were high with 99 percent of the 185 staff completing evaluations of IDRC training in 2024-25 reporting that they increased knowledge of strategies for conducting ID&R.

Exhibit 20
IDRC CIG Professional Development Attended by Title IC Staff in 2024-25

Date	Type of Training/Webinar	# Staff
10/15/24	Monthly Webinar: Title IC Eligibility Refresher	63
10/23/24	ID&R Training for Texas	45
11/07/24	Strategic Planning Workgroup Training	1
11/19/24	Monthly Webinar: Strategic Planning for ID&R	25
11/20-23/24	Training Provided on IDRC at AMET	120
12/10/24	Monthly Webinar: Changes in Agriculture in 2024	41
01/07/25	Monthly Webinar: Preparing Families for 2025	63

Date	Type of Training/Webinar	# Staff
01/24/25	ID&R Coordinator Peer Learning Group (PLG)	1
02/07/25	Director PLG	2
02/18/25	Monthly Webinar: Bird Flu Update	51
03/11/25	Monthly Webinar: Title IC Eligibility Scenarios	16
03/12/25	ID&R Coordinator PLG	1
04/10/25	Director PLG	2
04/22/25	Monthly Webinar: Making a Difference	40
4/27-5/1/25	Targeted Response to ID&R (TRI): Ag Resources Training for Texas	65
05/05/25	Director PLG	1
5/20-22/25	Summer Recruitment Institute	73
07/18/25	Director PLG	1
08/05/25	TRI: IDRC Training for Texas	65
08/12/25	Monthly Webinar: Back to School Resources	32
08/21/25	New Recruiter Training	22
09/23/25	Monthly Webinar: U.S. Fishing Industry	44

Source: IDRC Records

A total of 540 Title IC staff representing all 20 regions (181 school systems) responded to the 2024-25 Texas Title IC Staff Survey. Ninety (90) percent of the staff responding reported that they attended Title IC professional development in 2024-25, and 94 percent reported that professional development was offered to them. The following are examples of staff comments about Title IC professional development in 2024-25.

- *Attending conferences and meetings have helped me with resources to provide for many families. It also helped me with understanding their needs as well.*
- *I work in the capacity of information sharing. The review of the program, concepts and ideas shared during training was valuable for getting resources in the hands of individuals who have direct contact with migratory students.*
- *Our region's service center staff do a great job of providing trainings throughout the year. They offer face-to-face as well as virtual trainings which help for those that have long commutes to the service center.*
- *PD has been filled with useful information. The strategies offered are terrific.*
- *The AMET Conference was very beneficial and informative.*
- *The professional development from our region is always very informative and useful to my LEA.*
- *The training we received helped improve the resources and services made available to our migratory families. Our district was able to implement more activities that involved the participation of parents and students.*
- *Tools received during PD such as graphic organizers and activities were very effective in transitioning emergent bilingual students into full English-based lesson plans.*
- *Training was very helpful.*
- *Trainings have been beneficial to me.*
- *We had a move notification for a family who migrated from Alaska. Because the mother fished for her own consumption, she qualified for the program in Alaska. During a training, we were informed that we can enroll her in Texas with the same QAD.*
- *Y'all are doing a great job and we appreciate all of the support. Thank you.*

STRATEGY IMPLEMENTATION

In 2024-25, the **Fidelity of Strategy Implementation (FSI)** tool was completed by independent projects, SSAs, and ESCs across the state. Staff worked collaboratively in teams to discuss how the 13 strategies in the Texas Title IC SDP were implemented within their projects, reach consensus on the level of implementation of each strategy, and assign ratings. The following represent the mean ratings assigned by staff for each strategy. Implementation ratings are based on a **5-point rubric** where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. Strategies with a mean rating of 4.0 or higher are considered to be implemented with fidelity to the SDP.

Exhibit 21
Mean Ratings on the 2024-25 Fidelity of Strategy Implementation

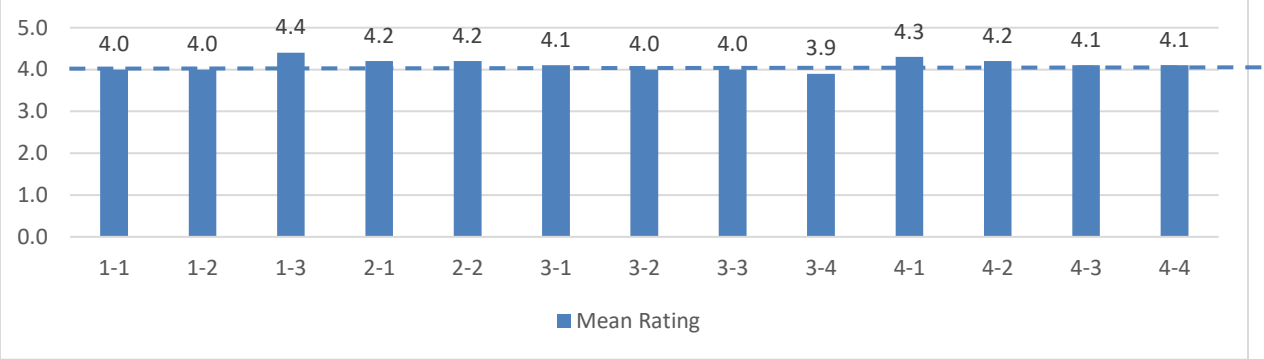
Texas Title IC Strategies	Projects Rating 4 or Higher *Number*	Projects Rating 4 or Higher *Percent*	Mean Rating
Reading and Mathematics Strategy 1-1: Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the school year and summer.	64 of 73	88%	4.0
Reading and Mathematics 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.	65 of 72	90%	4.0
Reading and Mathematics Strategy 1-3: Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8.	33 of 35	94%	4.4
School Readiness Strategy 2-1: Coordinate with school system 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.	57 of 64	89%	4.2
School Readiness Strategy 2-2: Provide the TEA-approved early literacy program (ABB) for migratory children ages 3-5 who are not served by other programs (during the school year, summer, virtual, in-person, home-based, center-based).	33 of 38	87%	4.2
Graduation/OSY Strategy 3-1: Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.	59 of 70	92%	4.1
Graduation/OSY 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.	64 of 70	91%	4.0
Graduation/OSY Strategy 3-3: Coordinate/provide post-secondary and high school equivalency program information to secondary aged migratory students and parents.	57 of 65	88%	4.0
Graduation/OSY Strategy 3-4: Coordinate/provide services to OSY based on identified needs.	40 of 50	80%	3.9
Support Services Strategy 4-1: Coordinate/provide support services during the school year and summer that address the identified needs of migratory students.	73 of 73	100%	4.3
Support Services 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.	68 of 72	94%	4.2

Texas Title IC Strategies	Projects Rating 4 or Higher *Number*	Projects Rating 4 or Higher *Percent*	Mean Rating
Support Services Strategy 4-3: Educate Title IC/school system staff on the unique needs of migratory students to ensure student success.	67 of 72	93%	4.1
Support Services Strategy 4-4: Collaborate to educate Title IC/school system staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.	61 of 69	94%	4.1

Source: 2024-25 FSIs

Projects rated 12 strategies (92 percent) at the "succeeding" level (mean rating of 4.0 or higher on the five-point scale) indicating that they were implemented with fidelity to the SDP. The mean rating for all strategies combined was 4.1 out of 5.0. Similar to previous years, a smaller number of projects implemented three of the strategies. **Strategy 1-3** (utilization of Project SMART to provide supplemental summer mathematics instruction) was rated highest, with a mean rating at 4.4. **Strategy 3-4** had the lowest mean rating (3.9) indicating that projects did not feel as strongly about their implementation of needs-based services to OSY. Exhibit 21 is a graphic display of the mean ratings.

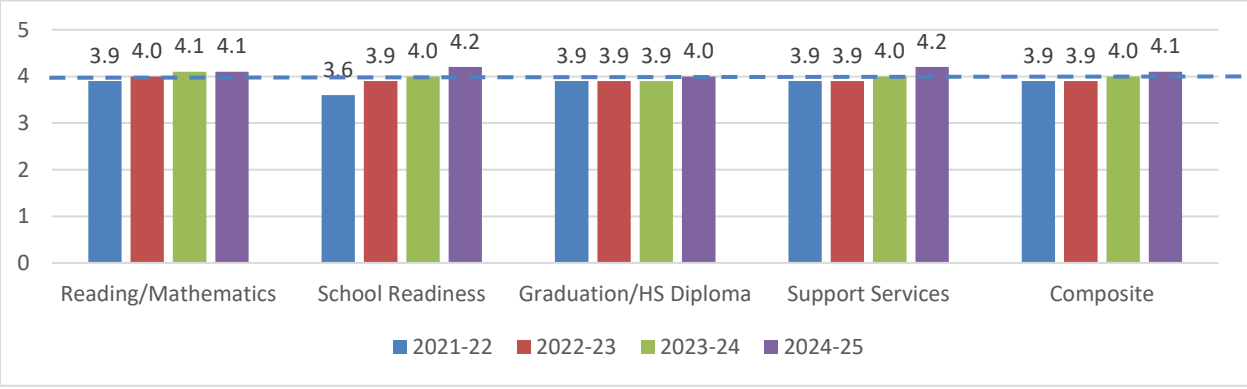
Exhibit 22
Graphic Display of Strategy Mean Ratings on the 2024-25 FSI



Source: 2024-25 FSIs

The graphic below displays the mean ratings for the four goal areas addressed by the FSI, along with the overall composite mean rating across all four goal areas.

Exhibit 23
Goal Area and Composite Mean Ratings on the FSI (2021-22 through 2024-25)



Source: FSIs (2021-22 through 2024-25)

Exhibit 23 reveals that projects assigned higher mean ratings in 2024-25 than in the previous three years for three goal areas, as well as the composite rating. The mean ratings for the reading/mathematics goal area was the same in 2023-24 and 2024-25; however, these ratings were higher than the prior two years. All mean ratings were 4.0 or higher, indicating that strategies within each goal area were implemented with fidelity to the SDP.

In addition to assigning ratings for the implementation of the strategies, independent projects, SSAs, and ESCs indicated how each strategy was implemented. The narrative to follow displays the implementation methods that were more often employed by projects rating the strategy as succeeding or exceeding. Understanding the methods of implementation employed by successful projects informs program implementation across the state.

Strategy 1-1: Coordinate/provide needs-based supplemental reading and/or mathematics instruction.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Communicate with parents and family members.
- Conduct student progress reviews.
- Coordinate with counselors/teachers.
- Coordinate with other school system programs and service providers.
- Develop/maintain individual students plans targeting reading and math.
- Provide students with books/bilingual books.
- Provide students with STAAR review and preparation.
- Provide supplies and materials to students to support literacy/math.
- Supplemental reading and math instruction/tutoring is provided in person or remotely, before, after, during school day, and/or on weekends or home-based during 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.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Coordinate with other school system programs and service providers.
- Coordinate with teachers.
- Provide materials and resources for use in the home.
- Provide students with books/bilingual books.
- Provide students with STAAR review and preparation.
- Provide students with supplies and materials to support literacy/math.
- Supplemental training/support is provided by a teacher, tutor, interventionist, and/or live on-demand tutoring during regular and summer terms.
- Supplemental training/support is provided in person or remotely, before, after, during school day, and/or on weekends or home-based during regular and summer terms.

Strategy 1-3: **Utilize Project SMART when providing summer supplemental mathematics instruction.**
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Communicate with parents and family members.
- Conduct attendance checks.
- Conduct progress monitoring
- Provide curricular modifications and accommodations.
- Provide materials and resources for use in the home.

- Provide onsite instruction.
- Provide supplies and materials to students to support Project SMART lessons.
- Support migratory students participating in Project SMART.

Strategy 2-1: Coordinate with school system and/or community-based school readiness programs to provide migratory children ages 3-5 with access to school readiness services.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Coordinate with other school system/ECE programs and service providers.
- Facilitate coordinated parent and family engagement activities (e.g., meetings, events, tours to Head Start/PreK sites).
- Promote early learning initiatives/programs and provide information about pre-literacy/pre-math programs.
- Support parents with enrolling their children in early childhood programs.

Strategy 2-2: Provide ABB for migratory children ages 3-5 who are not served by other programs.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Conduct progress monitoring.
- Provide children with activity folders/backpacks/bags.
- Provide home-based ABB instruction.
- Provide information to parents on the ABB program.
- Provide regular year ABB instruction.
- Provide summer ABB instruction.
- Utilize an early childhood participation form for parents to accept/deny services.
- Utilize the ABB Portal (brochure/video) to stress the importance of early childhood education.
- Utilize Title IC data to ensure the needs of 3-5-year-olds are identified.

Strategy 3-1: Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Conduct annual preliminary/summative transcript review with Title IC and/or non-Title IC staff.
- Conduct individual progress reviews with students.
- Coordinate with TMIP, other school system/ESC programs and service providers, and other Title programs.
- Offer credit accrual and recovery.
- Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc.
- Provide laptops and tablets for access to online credit accrual options.
- Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future.
- Provide tutoring and support to students.

Strategy 3-2: Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Advocate on behalf of migratory students with school staff to make up coursework.
- Communicate with parents and family members.

- Conduct counseling/counselor visits.
- Conduct student progress reviews.
- Coordinate with TMIP, other school system/ESC programs and service providers.
- Provide educationally related field trips and enrichment activities.
- Provide hands-on science activities to integrate coursework, vocabulary, and lab skills.
- Provide materials and resources for use in the home.
- Provide state assessment test prep/tutoring.
- Provide student orientation on services and tools available for migratory students.
- Provide students with laptops and tablets.
- Provide students with supplies and materials.
- Provide tutoring for migratory students in grades 9-12 and OSY.

Strategy 3-3: Coordinate/provide post-secondary and high school equivalency program information to secondary aged migratory students and parents.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Conduct home visits.
- Conduct student/family interviews to identify needs.
- Conduct/facilitate counselor visits.
- Coordinate with other school system/ESC programs and service providers.
- Develop/maintain individualized learning/graduation plans.
- Facilitate family/school connections.
- Invite staff representing College Assistance Migrant Programs (CAMP) to provide sessions on long-term planning and career exploration, FAFSA, Apply Texas, etc.
- Provide and share with students and families, informational videos and interactive links regarding community resources.
- Provide career exploration field trips, speakers, and classroom activities.
- Provide information and training to migratory students and parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes.
- Provide secondary migratory students, OSY, and parents information and support about high school equivalency options and the High School Equivalency Program (HEP) and CAMP.
- Provide secondary migratory students, OSY, and parents information about graduation requirements and dropout recovery programs.
- Provide students with laptops and tablets.
- Provide training (virtual or in-person) to secondary aged migratory students and parents on social-emotional wellness.
- Take students on college visits.

Strategy 3-4: Coordinate/provide services to OSY based on identified needs.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Advocate for OSY to receive needs-based services in the community.
- Coordinate with other school system/ESC programs and service providers.
- Create/disseminate resource packets to OSY.
- Provide information and assistance to OSY on re-enrolling in high school programs.
- Provide information and support to OSY about HSE options and HEP/CAMP.
- Utilize an OSY Profile to identify needs of OSY and provide services based on needs

Strategy 4-1: Coordinate/provide support services during the school year and summer that address the identified needs of migratory students.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Communicate with migratory families to identify specific needs and provide access to address those needs.
- Communicate with parents and family members.
- Conduct home visits.
- Conduct student meetings and support.
- Coordinate with school system programs and other service providers to provide support services.
- Identify individual student needs and provide needs-based support services.
- Provide assistance to address students' social-emotional and mental health needs.
- Provide educationally related field trips and enrichment activities.
- Provide school supplies, clothing, and other supplemental materials and resources.
- Provide students and families with access to technology devices and internet/technology connectivity.
- Provide/facilitate counseling for students.

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.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Coordinate with school system programs and other service providers to provide training to migratory parents to address the identified needs of their children.
- Meet with parents.
- Parent liaison communicates with and supports families.
- Provide information and training to parents about resources/services to address the identified needs of the child.
- Title IC and school system staff attend scheduled events to provide support and advocacy to parents.

Strategy 4-3: Educate Title IC/school system staff on the unique needs of migratory students.
The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Collaboration with regular school staff training.
- Coordinate/collaborate with school system programs, ESCs, TMIP and other service providers to provide training to staff to address the identified needs of migratory children and youth.
- Provide professional development to personnel who work with migratory students on transcript reviews.
- Provide training for teachers, paraprofessionals, counselors, and administrators on Title IC; the unique migratory student needs; cultural sensitivity/social-emotional training; and the roles and responsibilities for all staff supporting migratory students.

Strategy 4-4: Collaborate to educate Title IC/school system staff about instructional and support services provided by other funding sources.

The following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Coordinate with regular school staff training.
- Coordinate with school system programs, ESCs, and other service providers to provide information on services available by other funding sources.
- Participate in training provided by ESCs, TMIP, and others.
- Provide training on inter/intrastate coordination and TMIP.

6. Outcome Evaluation Results

This section provides a summary of Texas Title IC Program results toward the Texas state performance goals addressing proficiency in reading and math and graduation rates, the Texas Title IC MPOs, and the national Title IC performance measures. Sources of data include student assessments; data from TX-NGS, the CSPR, and TEA; student/OSY, parent, and staff surveys; and a review of Texas Title IC records.

State Performance Goals

Proficiency in Reading and Math

Students enrolled in Texas public schools and open enrollment charter schools in grades 3-8 and specific high school courses are required by both federal and state law to participate in STAAR assessments. The STAAR performance categories include the following: "did not meet grade level," "approaches grade level," "meets grade level," "masters grade level." The following are the goals and measurements of interim progress for RLA, mathematics, and graduation for all students in the Amended Texas ESSA Plan (2023). *Note that states receiving Title IC funds are required compare the results of migratory students to the targets set for all students.*

Exhibit 24
TEA Goals and Measurements of Interim Progress for All Students

	Baseline	2022-23 through 2026-27	2027-28 through 2031-32	2032-33 through 2036-37	2037-38 Goal
RLA	44%	44%	53%	62%	72%
Math	38%	38%	48%	58%	69%
Graduation	89.0%	90.0%	90.0%	90.0%	90.0%

Source: Texas ESSA State Plan, Appendix A (April, 2025)

The exhibits to follow show the 2024-25 results in RLA and mathematics for migratory students assessed, disaggregated by PFS status, compared to the state performance targets, and compared to non-migratory students. Tables show:

- the number of migratory students assessed;
- the number and percent of migratory students scoring at *Meets Grade Level* or *Masters Grade Level* (considered proficient) by grade level on 2024-25 STAAR RLA and mathematics assessments;
- the state performance targets for 2024-25;
- the difference in the percentage of migratory students scoring proficient compared to the state performance targets; and
- the non-migratory student proficiency rates.

Exhibit 25 demonstrates that 34 percent of migratory students scored proficient on 2024-25 STAAR RLA assessments, which was 10 percentage points short of the state performance target and 19 percentage points short of the non-migratory student proficiency rate. The proficiency rate for non-PFS students (47 percent) exceeded the state performance goal, but was short of the non-migratory student proficiency rate by six percentage points. The proficiency rate for PFS students (27 percent) was 17 percentage

points short of the target and 26 percentage points short of the non-migratory student proficiency rate. The 2024-25 target was met only by non-PFS migratory students in grades 4-8.

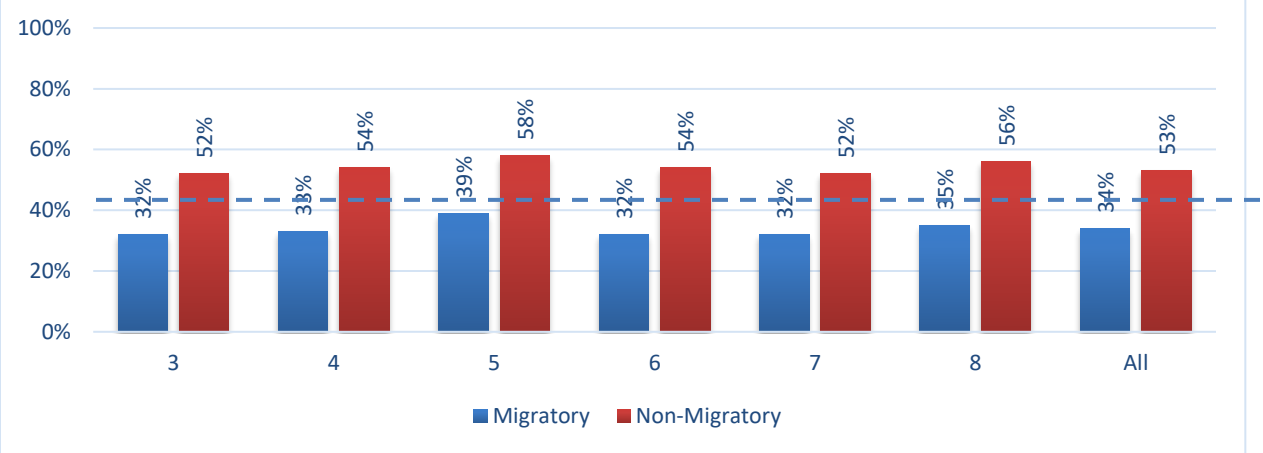
Exhibit 25
Migratory Students Scoring Proficient on 2024-25 STAAR RLA Assessments

Grade	PFS Status	Migratory Students Tested *Number*	Migratory Student Proficiency Rate	2024-25 State Proficiency Target	Percentage Point Difference	Non-Migratory Student Proficiency Rate
3	PFS	580	26%		-18	
	Non-PFS	490	40%		-4	
	Total	**1,070**	**32%**	**44%**	**-12**	**52%**
4	PFS	625	22%		-22	
	Non-PFS	358	51%		+7	
	Total	**983**	**33%**	**44%**	**-11**	**54%**
5	PFS	684	31%		-13	
	Non-PFS	343	56%		+12	
	Total	**1,027**	**39%**	**44%**	**-5**	**58%**
6	PFS	700	26%		-18	
	Non-PFS	343	44%		0	
	Total	**1,043**	**32%**	**44%**	**-12**	**54%**
7	PFS	708	23%		-21	
	Non-PFS	365	48%		+4	
	Total	**1,073**	**32%**	**44%**	**-12**	**52%**
8	PFS	792	31%		-13	
	Non-PFS	375	44%		0	
	Total	**1,167**	**35%**	**44%**	**-9**	**56%**
Total	**PFS**	**4,089**	**27%**		**-17**	
	Non-PFS	**2,274**	**47%**		**+3**	
	Total	**6,363**	**34%**	**44%**	**-10**	**53%**

Source: TX-NGS and TEA

The following graphic displays the 2024-25 STAAR RLA proficiency rates by grade level and for all grades combined. Proficiency gaps between migratory and non-migratory students ranged from 19 (5th grade) to 22 (6th grade) percentage points.

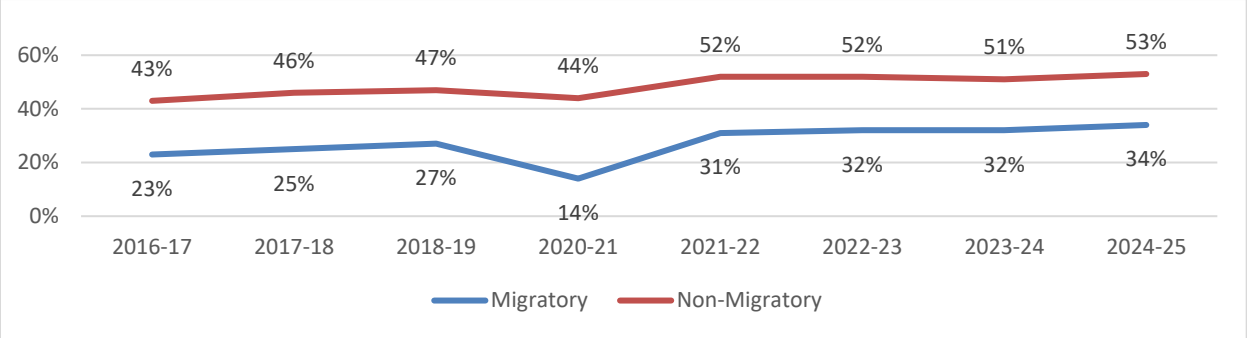
Exhibit 26
Migratory Student Proficiency Rates on 2024-25 STAAR RLA Assessments



Source: TX-NGS and TEA

Exhibit 27 displays STAAR RLA proficiency rates over time. State assessments were cancelled in 2019-20 due to the school closures resulting from the COVID-19 pandemic. Results show increasing migratory student proficiency rates until 2018-19, then a decrease in 2020-21, followed by increases since 2021-22. From 2023-24 to 2024-25, there was a two percentage point increase in both the migratory and non-migratory student proficiency rates.

Exhibit 27
Proficiency Rates on STAAR RLA Assessments Over Time

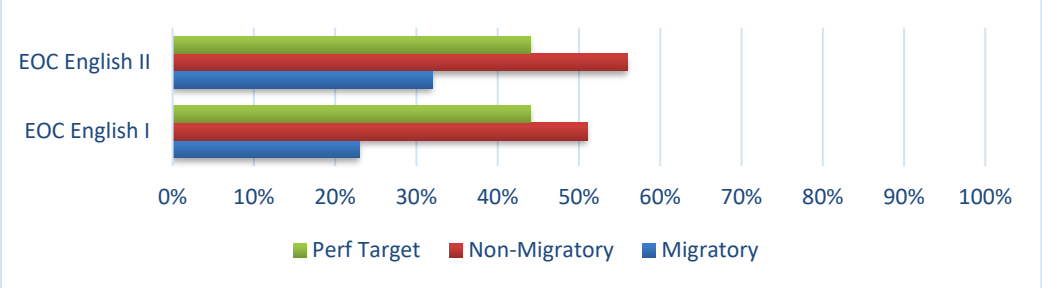


Source: TX-NGS and TEA

Migratory high school students in grades 9-12 were assessed using STAAR End-of-Course (EOC) assessments in English I and English II. Exhibit 28 shows larger gaps between migratory and non-migratory students than between migratory students and the state performance target. Twenty-three (23) percent of migratory students scored proficient on the English I EOC exam, which was 21 percentage points short state target and 28 percentage points short of the non-migratory student proficiency rate. Thirty-two (32) percent of migratory students scored proficient on the English II EOC exam, which was 12 percentage points short state target and 24 percentage points short of the non-migratory student proficiency rate. The non-PFS student proficiency rates were higher than the PFS student proficiency rates for both exams.

Exhibit 28
Migratory Students Scoring Proficient on 2024-25 STAAR EOC English I and II Exams

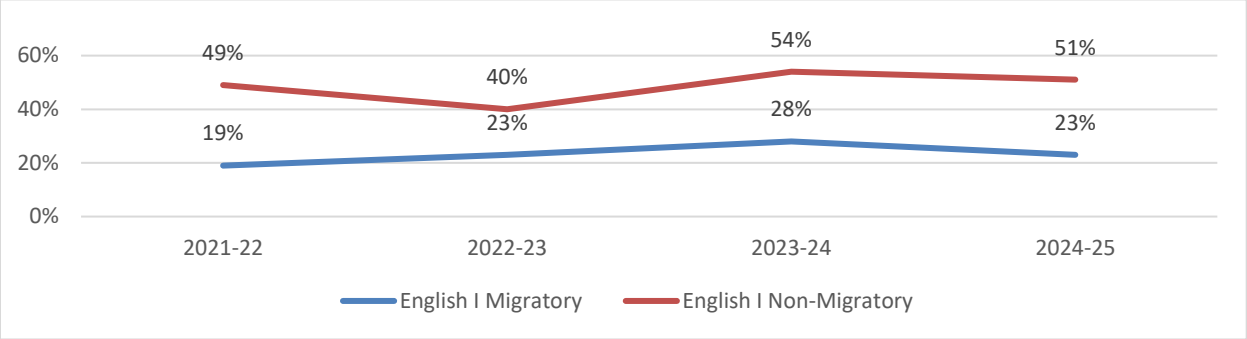
EOC	PFS Status	Migratory Students Tested *Number*	Migratory Student Proficiency Rate	2024-25 State Proficiency Target	Percentage Point Difference	Non-Migratory Student Proficiency Rate
English I	PFS	1,295	21%		-23	
	Non-PFS	553	27%		-17	
	Total	**1,848**	**23%**	**44%**	**-21**	**51%**
English II	PFS	1,038	21%		-23	
	Non-PFS	720	49%		+5	
	Total	**1,758**	**32%**	**44%**	**-12**	**56%**



Source: TX-NGS and TEA

Exhibit 29 displays STAAR EOC English I proficiency rates over time. The graph shows that proficiency rates for non-migratory students were consistently much higher than those for migratory students across all four years. Both groups showed improvement through 2023-24, followed by a decline in 2024-25.

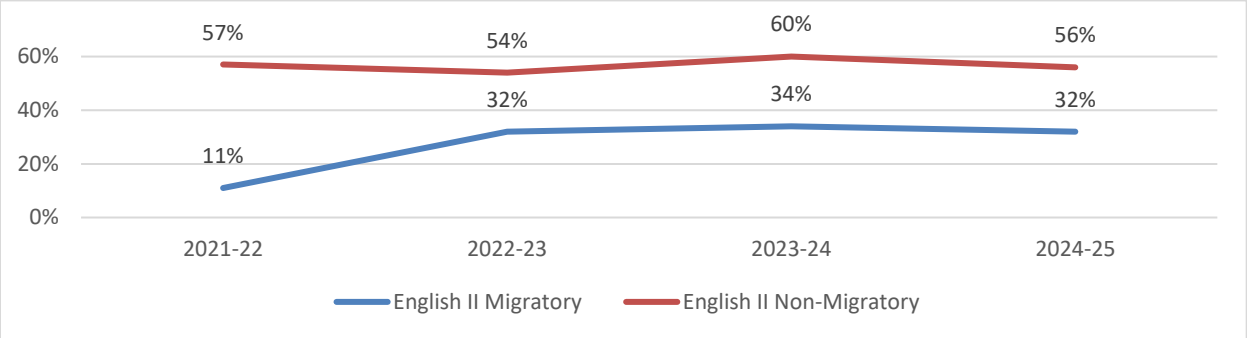
Exhibit 29
Proficiency Rates on STAAR EOC English I Exams Over Time



Source: TX-NGS and TEA

Exhibit 30 displays STAAR EOC English II proficiency rates over time. The graph shows that proficiency rates for non-migratory students remained consistently higher than those for migratory students across all four years. Both groups experienced slight declines in 2024-25 after peaking in 2023-24.

Exhibit 30
Proficiency Rates on STAAR EOC English II Exams Over Time



Source: TX-NGS and TEA

Twenty-nine (29) percent of migratory students scored proficient on 2024-25 STAAR mathematics assessments, which was nine percentage points short of the state performance target and 13 percentage points short of the non-migratory student proficiency rate.

Exhibit 31
Migratory Students Scoring Proficient on 2024-25 STAAR Mathematics Assessments

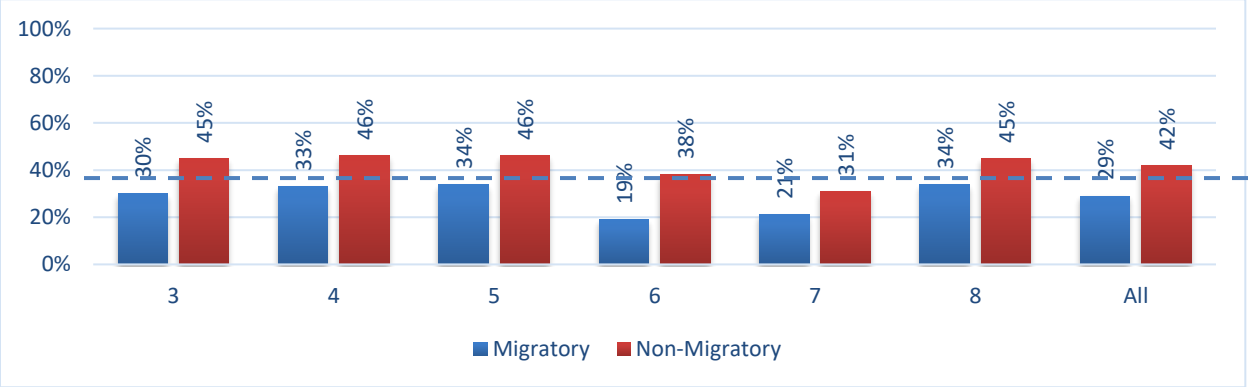
Grade	PFS Status	Migratory Students Tested *Number*	Migratory Student Proficiency Rate	2024-25 State Proficiency Target	Percentage Point Difference	Non-Migratory Student Proficiency Rate
3	PFS	576	23%		-15	
	Non-PFS	487	37%		-1	
	Total	**1,063**	**30%**	**38%**	**-8**	**45%**
4	PFS	625	23%		-15	
	Non-PFS	358	51%		+13	
	Total	**983**	**33%**	**38%**	**-5**	**46%**

Grade	PFS Status	Migratory Students Tested *Number*	Migratory Student Proficiency Rate	2024-25 State Proficiency Target	Percentage Point Difference	Non-Migratory Student Proficiency Rate
5	PFS	682	25%		-13	
	Non-PFS	338	52%		+14	
	Total	**1,020**	**34%**	**38%**	**-4**	**46%**
6	PFS	694	12%		-26	
	Non-PFS	343	35%		-3	
	Total	**1,037**	**19%**	**38%**	**-19**	**38%**
7	PFS	640	13%		-25	
	Non-PFS	330	37%		-1	
	Total	**970**	**21%**	**38%**	**-17**	**31%**
8	PFS	836	28%		-10	
	Non-PFS	407	47%		+9	
	Total	**1,243**	**34%**	**38%**	**-4**	**45%**
Total	**PFS**	**4,053**	**21%**		**-17**	
	Non-PFS	**2,263**	**43%**		**+5**	
	Total	**6,316**	**29%**	**38%**	**-9**	**42%**

Source: TX-NGS and TEA

The proficiency rate for non-PFS students (43 percent) exceeded the state performance goal and the non-migratory student proficiency rate. The proficiency rate for PFS students (21 percent) was 17 percentage points short of the target, and 21 percentage points short of the non-migratory student proficiency rate. The following graphic displays the 2024-25 STAAR mathematics proficiency rates by grade level and for all grades combined. Proficiency gaps between migratory and non-migratory students ranged from 10 (7th grade) to 19 (6th grade) percentage points.

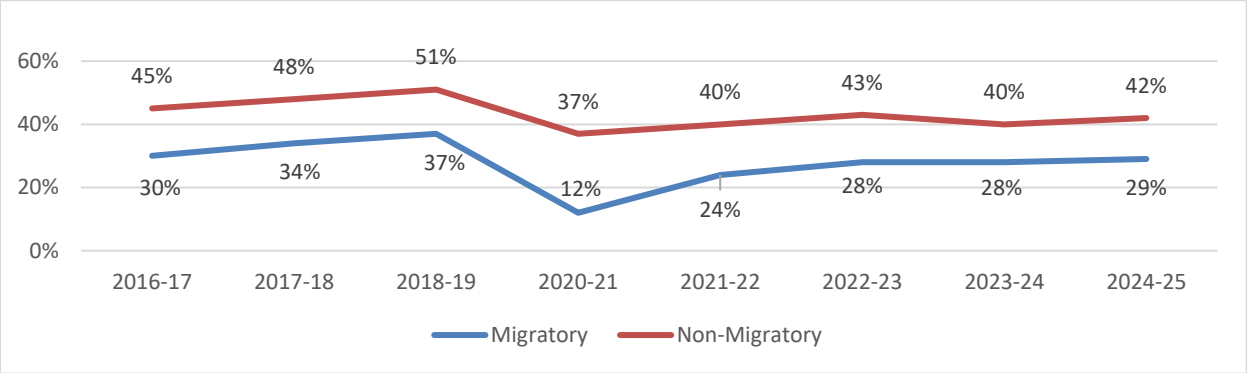
Exhibit 32
Migratory Student Proficiency Rates on 2024-25 STAAR Mathematics Assessments



Source: TX-NGS and TEA

Exhibit 33 displays STAAR mathematics proficiency rates over time. State assessments were cancelled in 2019-20 due to the school closures resulting from the COVID-19 pandemic. Results show increasing migratory student proficiency rates until 2018-19, then a decrease in 2020-21, and increases since. From 2023-24 to 2024-25, there was a one percentage point increase in the proficiency rate of migratory students and a two percentage point increase for non-migratory students.

Exhibit 33
Proficiency Rates on STAAR Mathematics Assessments Over Time

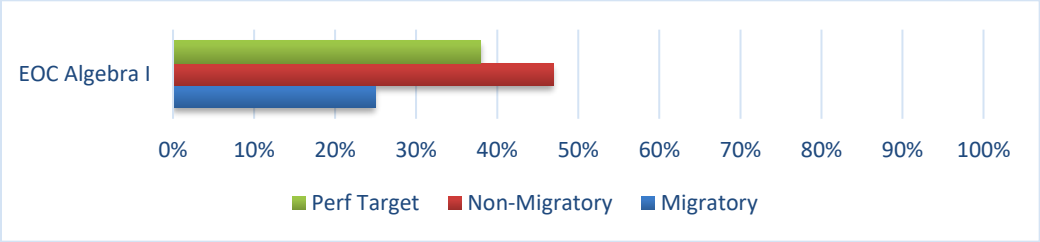


Source: TX-NGS and TEA

Migratory high school students in grades 9-12 also were assessed using the STAAR Algebra I EOC exam. Exhibit 34 shows that the migratory student proficiency rate (25 percent) was 13 percentage points short of the state performance target and 22 percentage points short of the proficiency rate of non-migratory students. The non-PFS student proficiency rate was higher than the proficiency rate of PFS students.

Exhibit 34
Migratory Students Scoring Proficient on the 2024-25 STAAR EOC Algebra I Exam

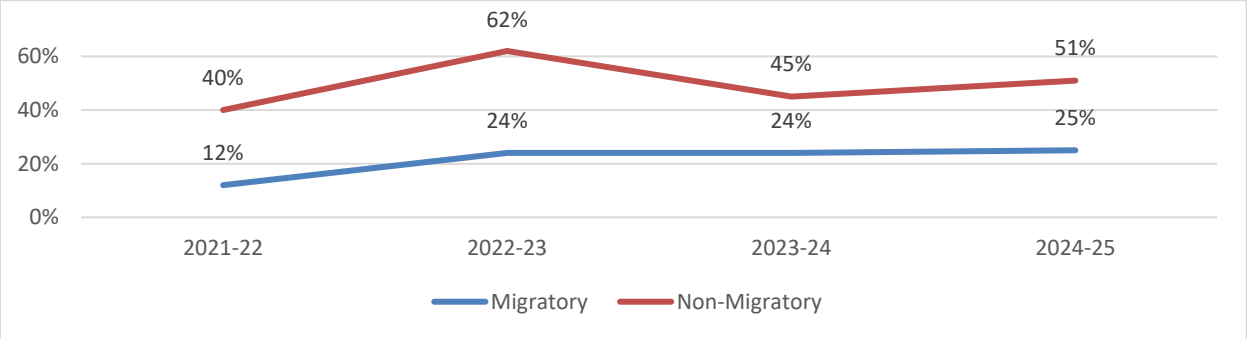
EOC	PFS Status	Migratory Students Tested *Number*	Migratory Student Proficiency Rate	2024-25 State Proficiency Target	Percentage Point Difference	Non-Migratory Student Proficiency Rate
Algebra I	PFS	956	24%	38%	-14	
	Non-PFS	399	30%	38%	-8	
	Total	**1,355**	**25%**	**38%**	**-13**	**47%**



Source: TX-NGS and TEA

Exhibit 35 displays STAAR EOC Algebra I proficiency rates over time. The graph shows that proficiency rates for non-migratory students remained consistently higher than those for migratory students across all four years. From 2023-24 to 2024-25, there was a slight increase in the migratory student proficiency rate.

Exhibit 35
Proficiency Rates on the STAAR EOC Algebra I Exam Over Time

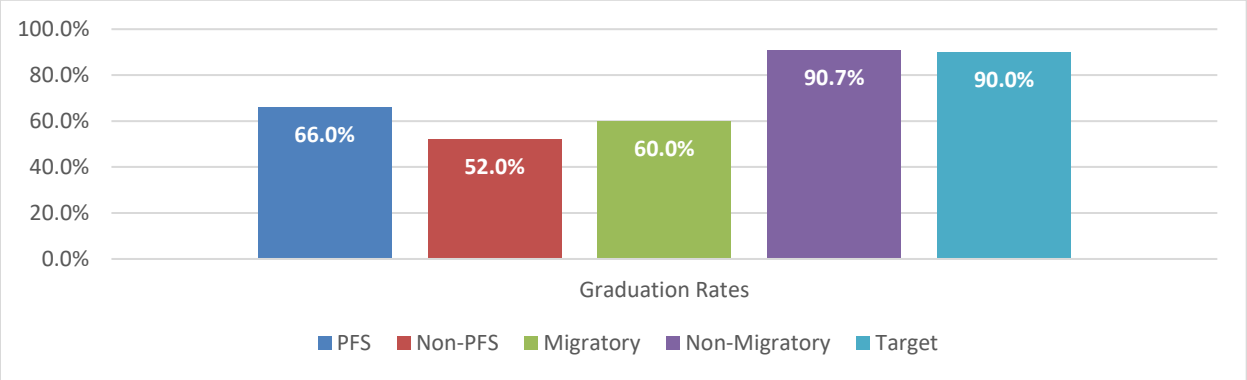


Source: TX-NGS and TEA

High School Graduation

Exhibit 36 displays that in 2024-25, the four-year cohort graduation rate for migratory students was **57 percent** (short of the state performance target of 90 percent by 33 percentage points). The non-PFS migratory student graduation rate was 60 percent which was five percentage points higher than the PFS student graduation rate of 55 percent. The non-migratory student graduation rate in 2023-24 (most recent results available) was **90.7 percent** which exceeded the migratory student graduation rate by 33.7 percentage points.

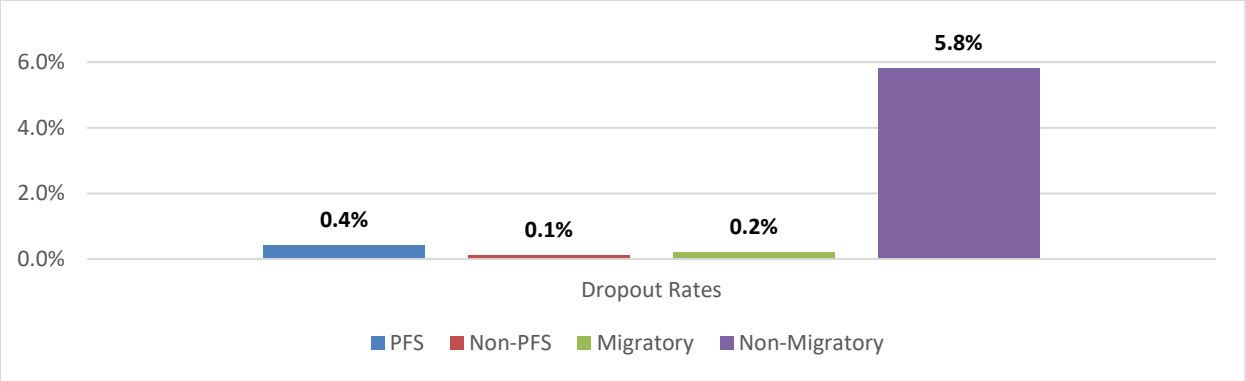
Exhibit 36
Class of 2025 Graduation Rates of Migratory and Non-Migratory Students



Source: TX-NGS and TEA

Texas does not have a state performance target for dropout rate. Exhibit 37 shows that in 2024-25, the migratory student dropout rate was **0.2 percent** (0.4 percent for PFS students and 0.1 percent for non-PFS students). The non-migratory student dropout rate in 2023-24 (most recent results available) was **5.8 percent**.

Exhibit 37
2024-25 Dropout Rates of Migratory and Non-Migratory Students



Source: TX-NGS and TEA

Sources for graduation and dropout rates are TX-NGS (migratory) and the TEA Division of Research and Analysis (non-migratory). Graduation and dropout data is determined differently between the two data sources. For TX-NGS, graduation and dropout indicators are noted for migratory students by data entry staff. For TEA data, graduation data is calculated by determining the percentage of graduates in a given year from the cohort of first-time ninth graders who were enrolled four years earlier. Individual students are tracked over time and rates are adjusted based on specific student mobility in and out of the cohort.

Results reported toward state performance goals should be interpreted with caution. While proficiency and graduation rates among migratory students offer a general view of their educational progress, these metrics do not directly measure the impact of Title IC instructional services. As a supplemental program, Title IC is designed to enhance, not replace, other educational services. Therefore, it is not possible to determine the extent to which migratory student proficiency or graduation outcomes can be attributed specifically to Title IC-funded services versus instructional supports provided by other funding sources.

National Title IC Performance Measures

This section provides a summary of program results as indicated by the national Title IC performance measures. Sources of data include state assessment results and data entered into TX-NGS on promotion, graduation, and completion of Algebra I.

Performance Measure 1: The percentage of migratory students that scored at or above proficient on their state's annual reading/language arts assessments in grades 3-8.

The migratory student (grades 3-8) proficiency rate on 2024-25 STAAR RLA assessments was 34 percent. This was one percentage point above of the 2024-25 national target of 33 percent for this performance measure.

Performance Measure 2: The percentage of migratory students that scored at or above proficient on their state's annual mathematics assessments in grades 3-8.

The migratory student (grades 3-8) proficiency rate on 2024-25 STAAR mathematics assessments was 29 percent. This was four percentage points short of the 2024-25 national target of 33 percent for this performance measure.

Performance Measure 3: The percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

Exhibit 38 illustrates that 84 percent of eligible migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2024-25 school year (85 percent PFS students, 84 percent non-PFS students), which was 17 percentage points higher than the 2024-25 national target of 67 percent. Fifty-seven (57) percent of the eligible twelfth-grade migratory students graduated and 95 percent of the eligible migratory students in grades 7-11 were promoted to the next grade level.

Exhibit 38
Migratory Students in Grades 7-12 who Graduated or were Promoted to the Next Grade Level

Grade	PFS Status	Eligible Migratory Students in 2024-25 *Number*	Students for Whom Data is Available *Number*	Students Promoted 2024-25 to 2025-26 *Number*	Students Promoted 2024-25 to 2025-26 *Percent*	Students Graduated in 2024-25 *Number (%)*	Students Graduated or Promoted *Number (%)*
7	PFS	819	671	667	99%	N/A	N/A
	Non-PFS	477	238	235	99%	N/A	N/A
	Total	**1,296**	**909**	**902**	**99%**	N/A	N/A
8	PFS	839	666	661	99%	N/A	N/A
	Non-PFS	441	214	213	100%	N/A	N/A
	Total	**1,280**	**880**	**874**	**99%**	N/A	N/A
9	PFS	1038	794	692	87%	N/A	N/A
	Non-PFS	529	236	224	95%	N/A	N/A
	Total	**1,567**	**1,030**	**916**	**89%**	N/A	N/A
10	PFS	845	696	654	94%	N/A	N/A
	Non-PFS	629	283	259	92%	N/A	N/A
	Total	**1,474**	**979**	**913**	**93%**	N/A	N/A
11	PFS	564	466	448	96%	N/A	N/A
	Non-PFS	635	376	364	97%	N/A	N/A
	Total	**1,199**	**842**	**812**	**96%**	N/A	N/A
Total Grades 7-11	**PFS**	**4,105**	**3,293**	**3,122**	**95%**	N/A	N/A
	Non-PFS	**2,711**	**1,347**	**1,295**	**96%**	N/A	N/A
	Total	**6,816**	**4,640**	**4,417**	**95%**	N/A	N/A
12	PFS	1,103	1,103	N/A	N/A	609 (55%)	N/A
	Non-PFS	701	701	N/A	N/A	416 (60%)	N/A
	Total	**1,804**	**1,804**	N/A	N/A	**1,025 (57%)**	N/A
Total	**PFS**	**5,208**	**4,396**	N/A	N/A	N/A	**3,731 (85%)**
	Non-PFS	**3,412**	**2,048**	N/A	N/A	N/A	**1,711 (84%)**
	Total	**8,620**	**6,444**	N/A	N/A	N/A	**5,442 (84%)**

Source: TX-NGS

Performance Measure 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Exhibit 39 shows that 81 percent of 2024-25 tenth grade migratory students received full credit for Algebra I prior to entering eleventh grade in 2025-26 (78 percent PFS students, 86 percent non-PFS students), which was 42 percentage points higher than the 2024-25 national target of 39 percent.

Exhibit 39
Tenth Grade Migratory Students Completing Algebra I in 2024-25 or Before

PFS Status	Eligible Migratory Tenth Grade Students in 2024-25 Number	Students for Whom Data Was Available *Number*	2024-25 Tenth Grade Migratory Students that Received Full Credit for Algebra I in 2024-25 or Before *Number (%)*
PFS	845	802	628 (78%)
Non-PFS	629	493	423 (86%)
Total	**1,474**	**1,295**	**1,051 (81%)**

Source: TX-NGS

TEXAS TITLE IC MEASURABLE PROGRAM OUTCOMES

This section provides a summary of program results as indicated by the Texas Title IC MPOs. Sources of data include student assessment results, demographic data, survey data (parents, staff, students/OSY), and other results provided by TEA.

Reading and Mathematics

MPO 1A: By the end of the 2024-25 performance period, 60 percent of migratory students in grades K-12 receiving supplemental RLA instruction through Title IC funds will improve their score by five percent on curriculum-based RLA assessments.

Curriculum-based RLA assessment results for migratory students who received Title IC-funded RLA instruction in 2024-25 were reported in TX-NGS. Exhibit 40 shows that **MPO 1A was met** with 67 percent of the 1,777 migratory students in grades K-12 with both pretest and post-test scores gaining by at least five percent on curriculum-based RLA assessments (exceeding the target by seven percentage points). Both PFS and non-PFS students met the MPO, with a slightly larger percentage of non-PFS students gaining by at least five percent.

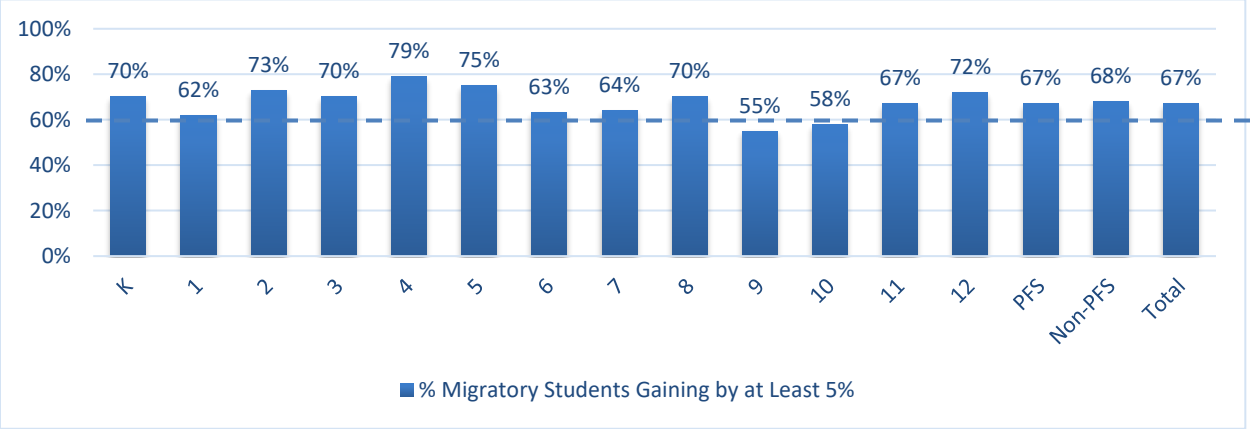
Exhibit 40
Migratory Students Gaining on Curriculum-based RLA Assessments

Grade and PFS Status	Students with Pre and Post-test Scores *Number*	Students Gaining *Number*	Students Gaining *Percent*	Students Gaining by Five Percent *Number*	Students Gaining by Five Percent *Percent*	MPO Met?
K	83	59	71%	58	70%	Yes
1	106	67	63%	66	62%	Yes
2	113	84	74%	83	73%	Yes
3	143	104	73%	100	70%	Yes
4	137	109	80%	108	79%	Yes
5	130	104	80%	98	75%	Yes
6	133	86	65%	84	63%	Yes
7	146	98	67%	94	64%	Yes
8	161	116	72%	112	70%	Yes
9	194	109	56%	106	55%	No
10	154	90	58%	90	58%	No
11	127	86	68%	85	67%	Yes
12	150	108	72%	108	72%	Yes
Total	**1,777**	**1,220**	**69%**	**1,192**	**67%**	**Yes**
PFS	1,419	964	68%	947	67%	Yes
Non-PFS	358	256	72%	245	68%	Yes

Source: TX-NGS

The following graphic illustrates these results. All grade levels, with the exception of ninth and tenth, met the MPO. Fourth grade had the highest percentage of students achieving at least five percent growth, followed closely by fifth grade.

Exhibit 41
Percentage of Migratory Students Gaining Five Percent on RLA Assessments



Source: TX-NGS

A total of 1,986 students had a pre- and/or post-test score, with 1,777 (90 percent) having both. The names of the curriculum-based RLA assessments were not reported in TX-NGS.

MPO 1B: By the end of the 2024-25 performance period, 60 percent of migratory students in grades K-12 receiving supplemental mathematics instruction through Title IC funds will improve their score by five percent on curriculum-based mathematics assessments.

Curriculum-based mathematics assessment results for migratory students who received Title IC-funded mathematics instruction in 2024-25 were reported in TX-NGS. Exhibit 42 shows that **MPO 1B was met** with 66 percent of the 1,566 migratory students in grades K-12 with both pretest and post-test scores gaining by at least five percent on curriculum-based mathematics assessments (exceeding the target by six percentage points). Both PFS and non-PFS students met the MPO, with a slightly larger percentage of non-PFS students gaining by at least five percent.

Exhibit 42
Migratory Students Gaining on Curriculum-based Mathematics Assessments

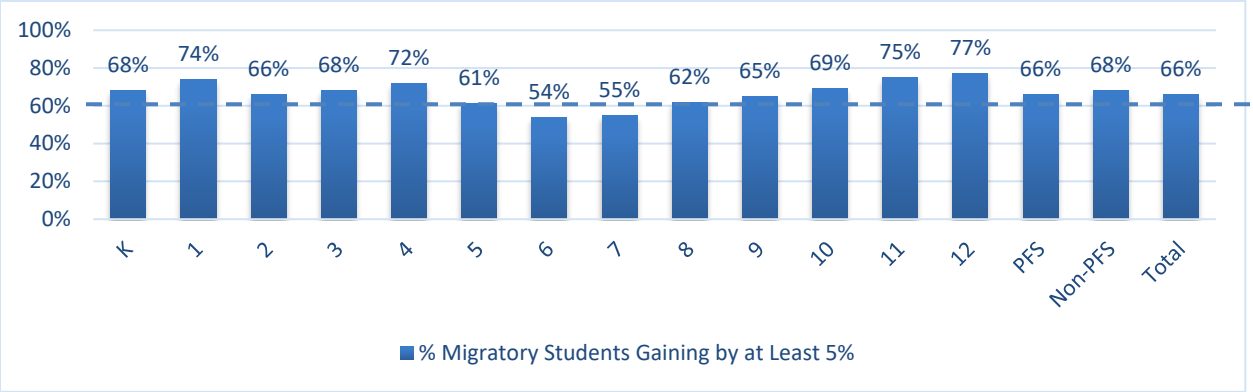
Grade and PFS Status	Students with Pre and Post-test Scores *Number*	Students Gaining *Number*	Students Gaining *Percent*	Students Gaining Five Percent *Number*	Students Gaining Five Percent *Percent*	MPO Met?
K	68	46	68%	46	68%	Yes
1	89	67	75%	66	74%	Yes
2	114	77	68%	75	66%	Yes
3	140	100	71%	95	68%	Yes
4	131	96	73%	94	72%	Yes
5	116	74	64%	71	61%	Yes
6	122	72	59%	66	54%	No
7	128	77	60%	70	55%	No
8	141	90	64%	87	62%	Yes
9	179	117	65%	116	65%	Yes
10	138	97	70%	95	69%	Yes
11	75	59	79%	56	75%	Yes

Grade and PFS Status	Students with Pre and Post-test Scores *Number*	Students Gaining *Number*	Students Gaining *Percent*	Students Gaining Five Percent *Number*	Students Gaining Five Percent *Percent*	MPO Met?
12	125	97	78%	96	77%	Yes
Total	**1,566**	**1,069**	**68%**	**1,033**	**66%**	**Yes**
PFS	1,294	869	67%	847	66%	Yes
Non-PFS	272	200	74%	186	68%	Yes

Source: TX-NGS

The following graphic illustrates these results. All grade levels, with the exception of sixth and seventh, met the MPO. Twelfth grade had the highest percentage of students achieving at least five percent growth, followed closely by eleventh grade.

Exhibit 43
Percentage of Migratory Students Gaining Five Percent on Mathematics Assessments



Source: TX-NGS

A total of 1,680 students had a pre- and/or post-test score, with 1,566 (93 percent) having both. The names of the curriculum-based mathematics assessments were not reported in TX-NGS.

MPO 1C: By the end of the 2024 summer program, 80 percent of migratory students participating in Project SMART will improve by five percent on Project SMART assessments.

Project SMART mathematics assessment results for migratory students who received Title IC-funded Project SMART instruction in 2024-25 were reported in TX-NGS. Exhibit 44 reveals that **MPO 1C was met** with 86 percent of the 770 migratory students in grades K-8 with both pretest and post-test scores gaining by at least five percent on Project SMART assessments (exceeding the target by six percentage points). Both PFS and non-PFS students met the MPO, with a larger percentage of PFS students gaining by at least five percent.

Exhibit 44
Migratory Students Gaining on Project SMART Assessments

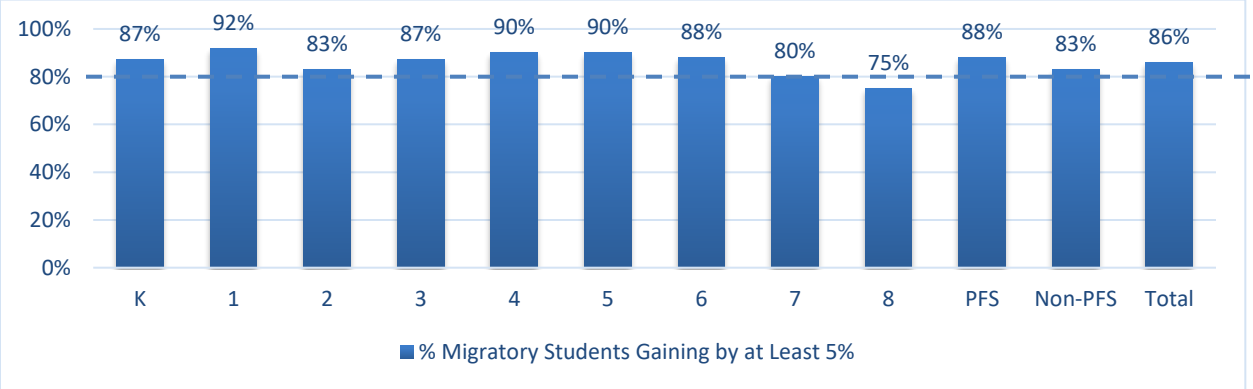
Grade and PFS Status	Students with Pre and Post-test Scores *Number*	Students Gaining *Number*	Students Gaining *Percent*	Students Gaining Five Percent *Number*	Students Gaining Five Percent *Percent*	MPO Met?
K	53	46	87%	46	87%	Yes
1	79	73	92%	73	92%	Yes
2	105	87	83%	87	83%	Yes
3	120	104	87%	104	87%	Yes
4	102	92	90%	92	90%	Yes

Grade and PFS Status	Students with Pre and Post-test Scores *Number*	Students Gaining *Number*	Students Gaining *Percent*	Students Gaining Five Percent *Number*	Students Gaining Five Percent *Percent*	MPO Met?
5	98	88	90%	88	90%	Yes
6	80	70	88%	70	88%	Yes
7	74	59	80%	59	80%	Yes
8	59	44	75%	44	75%	No
Total	**770**	**663**	**86%**	**663**	**86%**	**Yes**
PFS	539	472	88%	472	88%	Yes
Non-PFS	231	191	83%	191	83%	Yes

Source: TX-NGS

The following graphic illustrates these results. All grade levels, with the exception of eighth grade, met the MPO. First grade had the highest percentage of students achieving at least five percent growth, followed closely by the fourth and fifth grades. A total of 899 students had a pre- and/or post-test score, with 770 (86 percent) having both.

Exhibit 45
Percentage of Migratory Students Gaining Five Percent on Project SMART Assessments



Source: TX-NGS

School Readiness

MPO 2A: By the end of the 2024-25 performance period, 55 percent of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a Title IC- or non-Title IC-funded school readiness program.

To meet this MPO, projects reported that they partnered with school system early childhood education programs and other service providers; facilitated parent and family engagement activities; promoted early learning opportunities for migratory preschool children; and supported families with enrolling their children in early childhood education programs. Exhibit 46 demonstrates that **MPO 2A was not met** with 54 percent of all eligible migratory children ages 3-5 (not attending kindergarten) receiving preschool services. Six percent of children received Title IC-funded preschool services and 48 percent received non-Title IC-funded preschool services. Nearly three-fourths of the 57 PFS children received preschool services, which meets the MPO. Fifty-three (53) percent of non-PFS children received preschool services, which does not meet the MPO.

Exhibit 46
Migratory Children Ages 3-5 Participating in Preschool Services

PFS Status	Eligible Children Ages 3-5 *Number*	Children Receiving Title I, Part C-Funded Preschool Services *Number (%)*	Children Receiving Non-Title I, Part C-Funded Preschool Services *Number (%)*	Children Receiving Preschool Services *Number (%)*	MPO Met?
PFS	57	0 (0%)	41 (72%)	**41 (72%)**	Yes
Non-PFS	1,467	87 (6%)	697 (48%)	**784 (53%)**	No
Total	**1,524**	**87 (6%)**	**738 (48%)**	**825 (54%)**	**No**

Source: TX-NGS

Nearly three-fourths of the children received Title IC-funded preschool services were three-year-olds, and one-fourth were four-year-olds.

PO 2B: By the end of the 2024-25 performance period, 80 percent of migratory children participating in A Bright Beginning (ABB) will improve their score by five percent on ABB assessments.

ABB assessment results for migratory preschool children who received ABB instruction in 2024-25 were reported in TX-NGS. Exhibit 47 shows that **MPO 2B was met** with 87 percent of the 110 migratory preschool children improving their score on ABB assessments by at least five percent. Non-PFS children assessed met the MPO; however, PFS children did not.

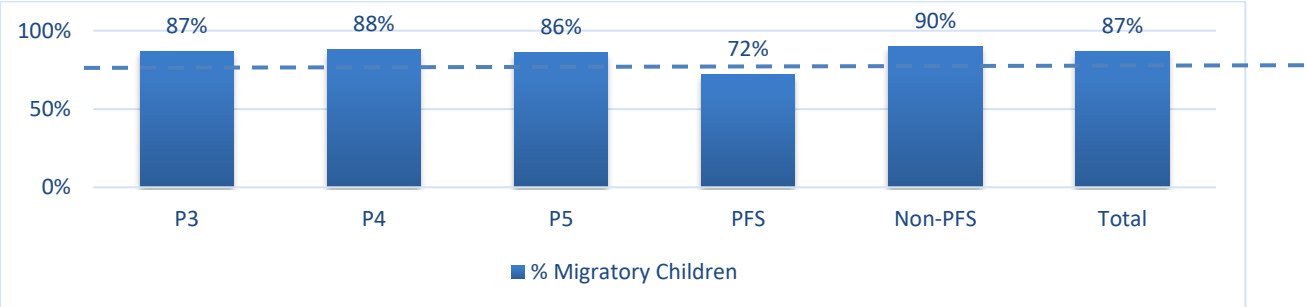
Exhibit 47
Migratory Preschool Children Gaining on ABB Assessments

Age and PFS Status	Children with Pre/ Post Scores *Number*	Points Poss.	Mean Pretest Score	Mean Posttest Score	Mean Gain	P-Value	Children Gaining *Number (%)*	Children Gaining Five Percent *Number (%)*	MPO Met?
Age 3	47	64	12.7	18.6	+5.9	N/A	43 (92%)	**41 (87%)**	Yes
Age 4	56	64	17.4	24.0	+6.6	N/A	53 (95%)	**49 (88%)**	Yes
Age 5	7	64	24.9	30.3	+5.4	N/A	6 (86%)	**6 (86%)**	Yes
Total	**110**	**64**	**15.9**	**22.1**	**+6.2**	**.001**	**102 (93%)**	**96 (87%)**	**Yes**
PFS	18	64	21.8	25.3	+3.5	N/A	16 (89%)	**13 (72%)**	No
Non-PFS	92	64	14.7	21.5	+6.8	N/A	86 (94%)	**83 (90%)**	Yes

Source: TX-NGS

The following graphic illustrates these results. All three ages met the MPO, with four-year-olds having the highest percentage gaining by at least five percent. A total of 127 children had pre- and/or post-test ABB assessment results, with 110 children (87 percent) having both.

Exhibit 48
Percentage of Migratory Preschool Children Gaining Five Percent on ABB Assessments



Source: TX-NGS

In addition to children participating in ABB programming, preschool migratory children received Title IC-funded school readiness instruction. Curriculum-based reading and math assessment results for these children were documented in TX-NGS. Exhibit 49 indicates that 66 percent of the 115 children assessed in reading gained by at least five percent, as did 77 percent of the 90 children assessed in mathematics. A higher percentage of PFS children gained by five percent in reading, but a higher percentage of non-PFS children gained by five percent in mathematics. A higher percentage of four-year-olds gained in reading, and a higher percentage of three-year-olds gained in mathematics.

Exhibit 49
Migratory Preschool Children Gaining on Curriculum-based Reading and Math Assessments

Age and PFS Status	Children with Reading Pre/Post Scores *Number*	Children Gaining in Reading *Number (%)*	Children Gaining Five Percent in Reading *Number (%)*	Children with Math Pre/Post Scores *Number*	Children Gaining in Math *Number (%)*	Children Gaining Five Percent in Math *Number (%)*
Age 3	45	25 (56%)	**25 (56%)**	35	28 (80%)	28 (80%)
Age 4	70	51 (73%)	**51 (73%)**	55	41 (75%)	41 (75%)
Total	**115**	**76 (66%)**	**76 (66%)**	**90**	**69 (77%)**	**69 (77%)**
PFS	27	21 (78%)	**21 (78%)**	27	18 (67%)	18 (67%)
Non-PFS	88	55 (63%)	**55 (63%)**	63	51 (81%)	51 (81%)

Source: TX-NGS

High School Graduation/Services to OSY

MPO 3A: By the end of the 2024-25 performance period, 80 percent of migratory high school students and OSY responding to a survey will report the academic advising and resources received from Title IC were useful in increasing awareness about credit accrual options.

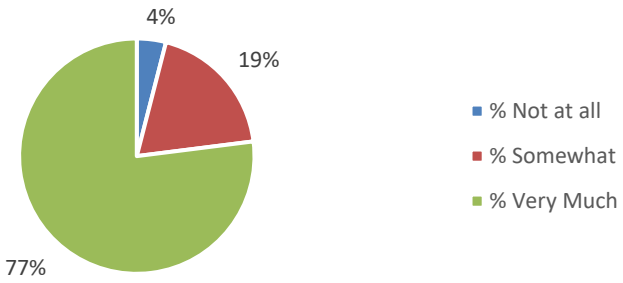
Projects conducted transcript and progress reviews, coordinated with programs and service providers, offered credit recovery opportunities, and provided technology, tutoring, and guidance to support students in tracking and planning their academic progress. Students and OSY receiving services were surveyed to determine the impact of the project. A total of 1,095 students in grades 9-12 and 76 OSY from all 20 regions (99 school systems) completed the 2024-25 Student/OSY Survey. Of the students in grades 9-12, 25 percent were in ninth grade, 26 percent were in tenth grade, 26 percent were in eleventh grade, and 24 percent in twelfth grade.

Exhibit 50 shows that **MPO 3A was met** with 96 percent of the 1,061 migratory students in grades 9-12 and 75 OSY responding to this item on the Student/OSY Survey reporting that the academic advising and resources received from the program helped them increase their awareness about course credit options (77 percent *very much*, 19 percent *somewhat*). Both high school students and OSY met the MPO. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

Exhibit 50
Student/OSY Ratings of the Impact of Title IC Academic Advising/Resources for Increasing their Awareness of Course Credit Options

Student/OSY	Students/OSY Responding *Number*	Not at all *Number (%)*	Somewhat *Number (%)*	Very Much *Number (%)*	Mean Rating	Increased Awareness *Percent*	MPO Met?
HS Students	1,061	45 (4%)	210 (20%)	806 (76%)	2.7	**94%**	Yes
OSY	75	0 (0%)	11 (15%)	64 (85%)	2.9	**100%**	Yes
Total	**1,136**	**45 (4%)**	**221 (19%)**	**870 (77%)**	**2.7**	**96%**	**Yes**

Exhibit 50, Continued



Source: Texas Title IC Student/OSY Survey

Exhibit 51 displays the ratings assigned by high school students for the remaining questions on the survey. Highest rated was the extent to which the program provide students with services that met their needs (mean rating of 2.8 on the three-point scale), followed by the extent to which the program provided students with advising and resources that increased their understanding of graduation requirements (mean rating of 2.7).

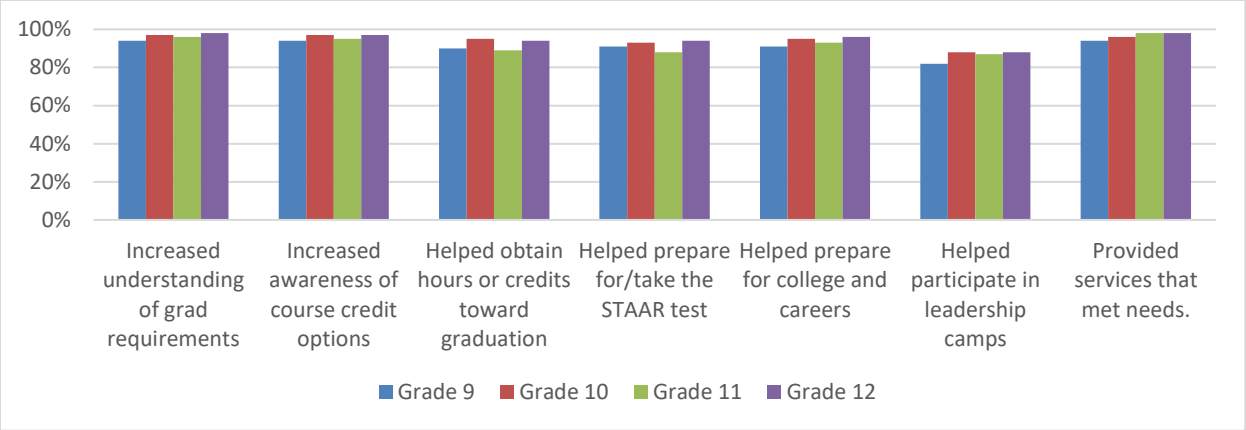
Exhibit 51
Migratory High School Student Ratings of the Impact of Title IC

The program…	**Students Responding** *Number*	**Not at all** *Number (%)*	**Somewhat** *Number (%)*	**Very Much** *Number (%)*	**Somewhat or Very Much** *Percent*	**Mean Rating**
Provided me with advising and resources that increased my understanding of graduation requirements.	1,065	39 (4%)	243 (23%)	783 (74%)	**96%**	2.7
Helped me obtain hours or credits toward high school graduation.	989	77 (8%)	236 (24%)	676 (68%)	**92%**	2.6
Helped me prepare for STAAR test or take the STAAR test.	998	85 (9%)	313 (31%)	600 (61%)	**91%**	2.5
Helped me prepare for college and careers.	1,036	64 (6%)	253 (24%)	719 (69%)	**94%**	2.6
Helped me participate in leadership/ academic camps.	925	123 (13%)	227 (25%)	575 (62%)	**87%**	2.5
Provided me with services that met my needs.	998	34 (3%)	179 (18%)	785 (79%)	**97%**	2.8

Source: Texas Title IC Student/OSY Survey

The following graphic shows the percentage of high school students assigning ratings of *somewhat* or *very much* to all items on the Student/OSY Survey by grade level. Mean ratings reveal that the program is impacting high school students consistently across grade levels, with particularly high outcomes in tenth and twelfth grades. Based on the ratings, the main opportunities for improvement appear in supporting eleventh grade students and expanding access to leadership opportunities.

Exhibit 52
Percentage of High School Migratory Students Assigning Ratings of *Somewhat* or *Very Much* to the Questions on the Student Survey



Source: Texas Title IC Student/OSY Survey

Exhibit 53 displays ratings assigned by migratory OSY on the survey. Mean ratings reveal that OSY feel the program is effective in providing essential information, meeting immediate needs, and supporting educational access. While all areas were rated highly, post-secondary and career preparation represents the clearest opportunity for further enhancement.

Exhibit 53
Migratory OSY Ratings of the Impact of Title IC

The program…	**OSY Responding** *Number*	**Not at all** *Number (%)*	**Somewhat** *Number (%)*	**Very Much** *Number (%)*	**Somewhat or Very Much** *Percent*	**Mean Rating**
Provided me with information about school and community services that helped me.	76	0 (0%)	12 (16%)	64 (84%)	100%	2.8
Provided me with information about life skills.	75	4 (5%)	11 (15%)	60 (80%)	95%	2.8
Helped me prepare for college, careers, or the military.	73	6 (8%)	10 (14%)	57 (78%)	92%	2.7
Helped me enroll in a high school equivalency program.	68	5 (7%)	7 (10%)	56 (82%)	93%	2.8
Provided me with services that met my needs	70	2 (3%)	7 (10%)	61 (87%)	97%	2.8

Source: Texas Title IC Student/OSY Survey

MPO 3B: By the end of the 2024-25 performance period, 40 percent of migratory high school students will receive Title IC supplemental instructional services.

Projects supported migratory students in grades 9-12 by providing tutoring, test preparation, progress monitoring, counseling, and advocacy with school staff, along with coordination with other programs and service providers on behalf of students. Exhibit 54 demonstrates that **MPO 3B was met** with 53 percent of the 6,044 eligible migratory high school students receiving Title IC instructional services in 2024-25 (exceeding the target by 13 percentage points). Both PFS and non-PFS students met the MPO; however, a higher percentage of PFS students received instructional services.

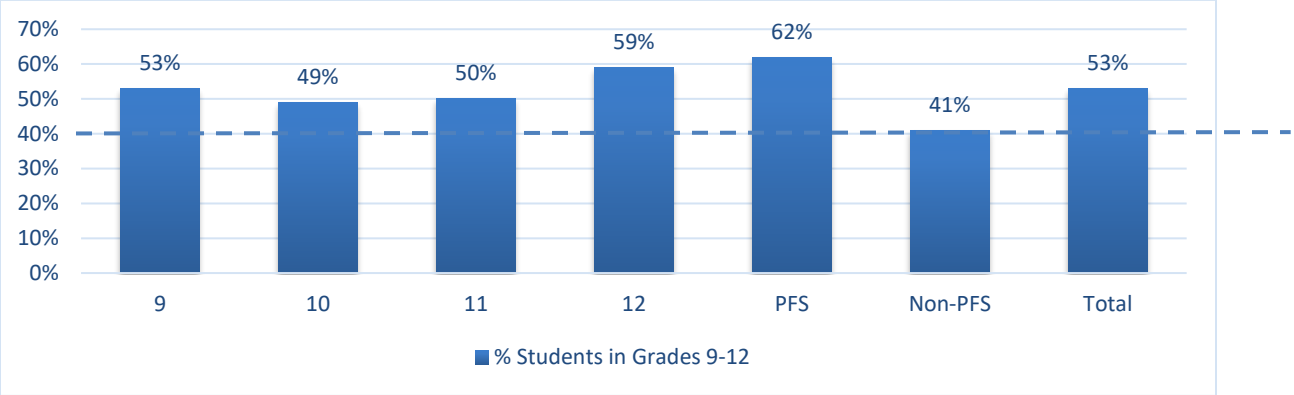
Exhibit 54
Migratory Students in Grades 9-12 Receiving Instructional Services

Grade & PFS Status	Eligible Migratory Students in Grades 9-12 *Number*	Students Receiving Instructional Services *Number*	Students Receiving Instructional Services *Percent*	MPO met?
9	1,567	825	53%	Yes
10	1,474	723	49%	Yes
11	1,199	601	50%	Yes
12	1,804	1,063	59%	Yes
Total	**6,044**	**3,212**	**53%**	**Yes**
PFS	3,550	2,196	62%	Yes
Non-PFS	2,494	1,016	41%	Yes

Source: TX-NGS

The following graphic illustrates these results. All grade levels met the MPO, with twelfth grade students having the highest percentage of students receiving instructional services.

Exhibit 55
Percentage of Migratory Students in Grades 9-12 Receiving Instructional Services



Source: TX-NGS

MPO 3C: By the end of the 2024-25 performance period, 20 percent of migratory OSY will receive Title IC supplemental instructional and/or the following support services: life skills, career readiness, leadership services.

Exhibit 56 shows that **MPO 3C was not met** with 16 percent of the 439 eligible migratory OSY receiving Title IC instructional and/or support services, including life skills, career readiness, and leadership services. Neither PFS nor non-PFS OSY met the MPO.

Exhibit 56
Migratory OSY Receiving Title IC Services

PFS Status	Eligible Migratory OSY *Number*	OSY Receiving Instructional Services *Number (%)*	OSY Receiving Life Skills, Career Readiness, Leadership Services *Number (%)*	Total *Number*	MPO Met?
PFS	327	14 (4%)	39 (12%)	53 (16%)	No
Non-PFS	112	9 (8%)	10 (9%)	19 (17%)	No
Total	**439**	**23 (5%)**	**49 (11%)**	**72 (16%)**	**No**

Source: TX-NGS

Projects supported OSY by identifying individual needs and coordinating targeted services to address them. Efforts included connecting OSY to community resources, providing information on re-enrollment and high school equivalency options, and collaborating with schools and service providers on behalf of OSY. Projects also used tools such as the OSY Profile to guide service delivery and shared resource materials to ensure access to relevant supports.

Non-Instructional Support Services

MPO 4A: By the end of the 2024-25 performance period, 65 percent of migratory children and youth (P3-12 and OSY) will receive Title IC support services.

Exhibit 57 reveals that **MPO 4A was met** with 67 percent of the 18,564 eligible migratory children and youth ages 3-21 receiving support services in 2024-25. The percentage of PFS children and youth receiving support services exceeded the target in the MPO by 11 percentage points. The percentage of non-PFS children and youth receiving support services was eight percentage points short of the MPO target.

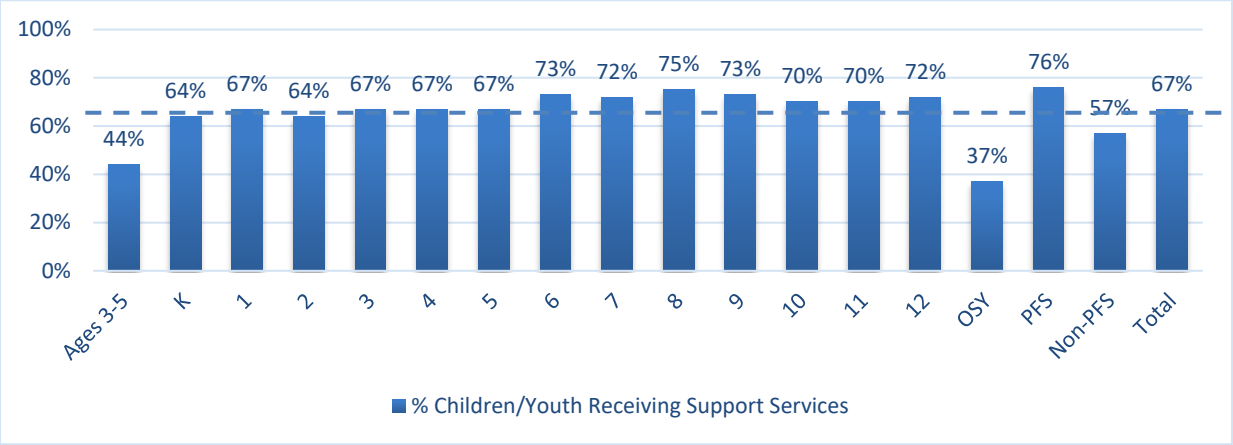
Exhibit 57
Migratory Children and Youth Ages 3-21 Receiving Support Services

PFS Status	Eligible Migratory Students *Number*	Receiving Support Services *Number*	Receiving Support Services *Percent*	MPO met?
Ages 3-5	1,524	676	44%	No
K	958	612	64%	No
1	1,019	679	67%	Yes
2	1,119	721	64%	No
3	1,195	795	67%	Yes
4	1,253	837	67%	Yes
5	1,234	822	67%	Yes
6	1,203	873	73%	Yes
7	1,296	928	72%	Yes
8	1,280	961	75%	Yes
9	1,567	1139	73%	Yes
10	1,474	1028	70%	Yes
11	1,199	834	70%	Yes
12	1,804	1298	72%	Yes
OSY	439	163	37%	No
Total	**18,564**	**12,366**	**67%**	**Yes**
PFS	9,496	7,175	76%	Yes
Non-PFS	9,068	5,191	57%	No

Source: TX-NGS or Texas Title IC CSPR Data

Exhibit 58 presents this information by age and grade level. Nearly all age/grade levels, except OSY, children ages 3-5, and kindergarten and second-grade students, met the MPO. Eighth grade had the highest percentage of students receiving support services, followed closely by sixth and ninth grade.

Exhibit 58
Percentage of Migratory Children/Youth Receiving Support Services



Source: Texas Title IC CSPR Data

Projects reported that they provided support services by maintaining regular communication with families, conducting home visits and student check-ins, and identifying individual needs. They coordinated with school and community partners to provide a range of services, including social-emotional and mental health support, counseling, access to technology, and essential resources such as school supplies and clothing, along with enrichment opportunities like educational field trips.

MPO 4B: By the end of the 2024-25 performance period, 80 percent of migratory parents surveyed who participated in training and/or received resources/information offered by Title IC will report that they feel better prepared to support their child's education.

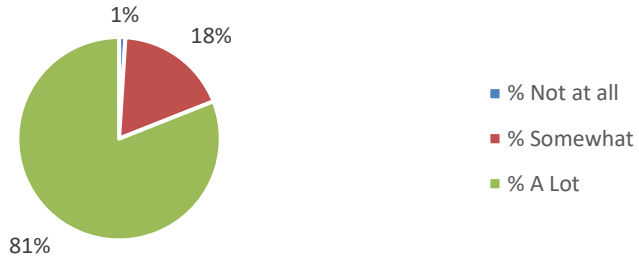
Projects coordinated with school and community partners to deliver training and information to help parents access and use available resources. Efforts included direct meetings with parents, ongoing communication and support from parent liaisons, and participation of program and school system staff in events to provide guidance and advocacy.

A total of 1,788 parents of migratory children representing all 20 regions (161 school systems) responded to the 2024-25 Parent Survey. Seventeen (17) percent have preschool-age children, 65 percent have children in grades K-8, 50 percent have children in grades 9-12, and three percent have OSY. Parents could choose more than one grade level span. Exhibit 59 demonstrates that **MPO 4B was met** with 99 percent of the 1,744 migratory parents responding to this item on the Parent Survey reporting that parent activities and/or resources and information provided by Title IC helped them feel better prepared to support their child's education (81 percent *a lot*, 18 percent *somewhat*). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 59
Parent Ratings of the Impact of Title IC on their Preparation for Supporting their Child's Education

Parents Responding *Number*	**Not at all** *Number (%)*	**Somewhat** *Number (%)*	**A Lot** *Number (%)*	**Mean Rating**	**Better Prepared** *Percent*	**MPO Met?**
1,744	24 (1%)	306 (18%)	1,414 (81%)	2.8	**99%**	Yes

Exhibit 59, Continued



Source: Texas Title IC Parent Survey

Parents were also asked to indicate the extent to which the Texas Title IC Program met their child's needs. Exhibit 60 demonstrates that nearly all parents responding felt that the program met their child's needs (87 percent *a lot*, 12 percent *somewhat*).

Exhibit 60
Parent Ratings of the Extent to Which Title IC Met their Children's Needs

Parents Responding *Number*	**Not at all** *Number (%)*	**Somewhat** *Number (%)*	**A Lot** *Number (%)*	**Mean Rating**	**Better Prepared** *Percent*
1,724	18 (1%)	212 (12%)	1,494 (87%)	2.9	**99%**

Source: Texas Title IC Parent Survey

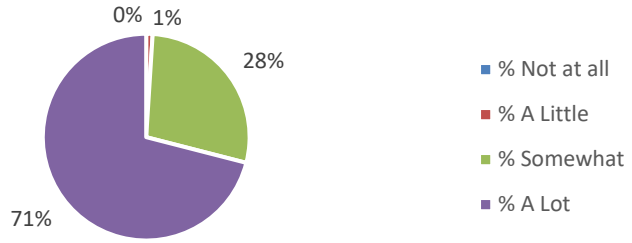
MPO 4C: By the end of the 2024-25 performance period, 80 percent of school system staff who received Title IC professional development will respond in a survey that they are better prepared to support migratory students.

A total of 540 Title IC staff representing all 20 regions (181 school systems) responded to the 2024-25 Texas Title IC Staff Survey. Ninety (90) percent reported that they attended Title IC PD in 2024-25, and 94 percent reported that PD was offered to them. Exhibit 61 shows that **MPO 4B was met** with 99 percent of the 418 Title IC and school system staff responding reporting that Title IC professional development prepared them to support migratory students (71 percent *a lot*, 28 percent *somewhat*). Ratings are based on a 4-point scale where 1=not at all, 2=a little, 3=somewhat, and 4=a lot.

Exhibit 61
Staff Ratings of the Impact of Title IC PD on their Preparation to Support Migratory Students

Staff Responding *Number*	**Not at all** *Number (%)*	**A Little** *Number (%)*	**Somewhat** *Number (%)*	**A Lot** *Number (%)*	**Mean Rating**	**Better Prepared** *Percent*	**MPO Met?**
418	0 (0%)	3 (1%)	119 (28%)	296 (71%)	3.7	**99%**	Yes

Exhibit 61, Continued



Source: Texas Title IC Staff Survey

Exhibit 62 shows ratings assigned by Title IC and school system staff on a question addressing the application of learning from professional development. All but four of the 403 staff responding reported that they applied learning from Title IC PD when working with migratory children and youth (66 percent *a lot*, 33 percent *somewhat*).

Exhibit 62
Staff Ratings of their Application of Learning from Title IC PD

Staff Responding *Number*	**Not at all** *Number (%)*	**A Little** *Number (%)*	**Somewhat** *Number (%)*	**A Lot** *Number (%)*	**Mean Rating**	**Applied Learning** *Percent*
403	0 (0%)	4 (1%)	133 (33%)	266 (66%)	3.7	**99%**

Source: Texas Title IC Staff Survey

Projects reported that they collaborated with school and regional partners to deliver professional development that builds staff understanding of migratory students' unique needs. Training addressed topics such as Title IC requirements, cultural responsiveness, social-emotional support, and transcript reviews. Through joint trainings and participation in regional and program-led sessions, staff gained awareness of available resources and how to leverage them to support migratory students.

STUDENT AND OSY COMMENTS ABOUT THE TEXAS TITLE IC PROGRAM

High school student responses to a question on the Student/OSY Survey about the ways in which Title IC impacted them show several consistent themes, particularly in academic assistance, college and career readiness, access to resources, graduation support, and personal encouragement. The combination of instructional help, material support, and meaningful relationships contributed to improved academic outcomes and increased confidence about future goals. The following are the trends of the high school student responses as well as representative quotes.

Many students emphasized the program's role in improving academic performance through tutoring, homework help, and instructional support. Students frequently referenced direct assistance with coursework and understanding content.

- *Helped me succeed in school, get better grades, keep my grades high, and attend school more.*
- *It helped me in my classes when I wasn't understanding the material so I was on track.*
- *Help me with my homework, provided me with school supplies, stayed for tutoring.*
- *Tutoring, supplies, and help with homework.*

Students frequently described how the program helped them prepare for post-secondary education through college exploration, applications, and scholarship guidance.

- *It helped me by giving me the right information to go into college.*
- *I was helped with college applications, FAFSA, and scholarships.*
- *It allowed me to get a unique understanding of what college life would entail.*
- *Opened my eyes to schools I hadn't considered before.*

Access to materials and basic needs was another strong theme across responses. Students repeatedly mentioned receiving supplies and essential items that supported their participation in school.

- *It helped me with school supplies when my mom couldn't afford them.*
- *They provided me with educational supplies or any technology I needed.*
- *School supplies, tutoring, and help with my homework.*

Students also reported that the program helped them stay on track for graduation by monitoring grades, credits, and attendance.

- *Explained graduation requirements and helped me understand where I stand in school.*
- *By helping me complete my credits for graduation.*
- *They helped me by checking my grade, and let me know what I needed to be able to graduate this year.*

Beyond academics, many students emphasized the encouragement and individualized attention they received. Students described feeling supported and motivated.

- *He always checked in on me even though he wasn't my teacher. That was really nice of him.*
- *It helped me become a better version of myself.*
- *The program helped me by giving me the resources I needed. It was great to have someone talk to when I felt lonely.*
- *Made me feel like a family, the club helped me grow.*

OSY responses to the same question reveal that the program helped them most with GED preparation and access, workforce/employment-related assistance, and support through HEP and related opportunities.

PARENT COMMENTS ABOUT THE TEXAS TITLE IC PROGRAM

Parent comments on the Parent Survey reflect strong overall satisfaction and appreciation for the program. The most common positive themes included high praise for staff support and responsiveness, positive academic impact on students, helpful resources such as supplies and tutoring, valuable communication and parent education, meaningful enrichment and college opportunities, and strong gratitude for assistance provided to newcomer families. Many parents expressed general satisfaction, describing the program as excellent, helpful, and valuable.

- *An excellent program.*
- *Everything is great with the program.*
- *Program is excellent. Very helpful for migratory families as myself.*
- *This program is great! We greatly appreciate everything the program does for our youth!*

Parents frequently praised staff members for being caring, responsive, and supportive of both students and families.

- *Great resources and friendly staff.*
- *The entire staff is very kind, and i enjoy spending time with everyone.*
- *Staff are always there for us; whenever someone needs something, she provides the assistance we are seeking.*
- *Excellent program; the teacher was very kind and attentive.*
- *They always try to help as much they can.*

Several comments highlighted tutoring, homework help, and academic support as beneficial to student success.

- *Homework assistance was very helpful.*
- *The program has helped my child a lot with tutoring and supplies.*
- *My daughter really enjoys the math activities included in the program.*
- *It is a very effective program for our children.*
- *They helped my children with tutoring, and i participated in the parent meetings.*

Parents valued assistance such as school supplies, clothing, and other resources that eased financial burdens.

- *Doing a good job in regard to providing child's needs clothing and school supplies.*
- *The school supplies were very helpful.*
- *The program helped with clothing and school supplies for my children.*
- *The supplies help a lot.*

Some parents noted the value of enrichment activities and college readiness opportunities.

- *I really like that my son has so many opportunities to visit colleges.*
- *It includes trips to visit universities, as well as enrichment activities.*
- *It helped me understand what i want to do in my life later.*
- *Happy with field trip, getting resources and supplies.*

Expressions of gratitude were frequent throughout responses, indicating strong emotional support for the program.

- *Thank you for everything you do for our children.*
- *I am very grateful for everything you have provided.*
- *Thank you for all the support for our children.*
- *We absolutely love this program.*
- *Your services are very helpful to me.*

Parents specifically noted how helpful the program is for families new to the country.

- *A tremendously helpful program for newcomers to this country.*
- *It is very important for those of us who have recently arrived from Mexico.*
- *Everything is fine, especially the support for the children who have just arrived.*
- *It provides significant assistance to our families.*

STAFF COMMENTS ABOUT THE TEXAS TITLE IC PROGRAM

When asked about the impact of the program on students and their families, staff responses on the Staff Survey highlight strong family trust, academic support, student confidence, and comprehensive services as central impacts of the program. Staff repeatedly describe meaningful relationships with families, improved academic outcomes through tutoring and small-group instruction, increased college and career readiness, and gratitude for resources that address both educational and basic needs. The following are the trends from staff comments along with representative quotes.

A major trend among staff responses is the deep trust migratory families place in the program and staff, often viewing them as a primary source of support and advocacy. This trust strengthens engagement and allows staff to better address student needs.

- *After years working in Title IC, I've seen how much trust migratory families place in us. Whenever a student is facing challenges at school, their parents often reach out to us first. They know we are here to support them. It's truly meaningful to know that these families feel comfortable turning to us. It shows that our presence matters.*
- *I believe that every migratory family in our program is unique and has a profound history to share. Families face significant challenges throughout their lives. They have found our program to be a safe and supportive environment which provide comfort and understanding.*
- *Parents feel more confident with us after calling them in regard to their student's needs and help we provide.*
- *Since I am in charge of different titles but my main title is ABB here in our school district, I see our families very accepting to me as part of their family. We have created a bond to assist their little ones and see growth throughout the year.*

Many responses emphasize improved academic performance, particularly through tutoring, small groups, and individualized support.

- *Many students pass their classes and receive extra help when they struggle with classes where teacher is busy to help in a one-on-on setting.*
- *Students are more confident when receiving one-on-one tutoring sessions.*
- *Students benefited from working with the tutor. They improved their math skills which gave them a boost of confidence.*
- *The program creates a safe space for students to feel welcome and comfortable with sharing the areas in which they are struggling. The program has helped improve their academics and for many, allowed them to graduate on time.*
- *Tutoring had a significant impact on my students. It provided personalized academic support that addressed language barriers and cultural differences.*

Responses frequently note gains in student confidence, willingness to participate, and comfort asking for help.

- *Helping our migratory students has helped them become more confident to speak and ask questions to help them learn.*
- *Our experiences with the few migratory students in the district demonstrate a strong emotional connection… I've also noticed that they approach us with increased confidence when asking questions or seeking assistance.*
- *Students demonstrated growth in the subject and actively engaged with family connections.*

- *Students felt comfortable and confident to ask questions, ask for help, and ask for supplies when needed.*

Staff report that families consistently express gratitude for services, supplies, and communication, demonstrating the program's holistic support.

- *Families and students are always super grateful and thankful for the items provided and the help provided by the program.*
- *Families express gratitude for the many services offered to them.*
- *Migratory parents really appreciated the supplies given to their child.*
- *Parents are always very excited to know that their children have the extra support they need to be successful.*

Several comments highlight preparation for life after high school, including camps, tours, and structured support.

- *College and career readiness camps have impacted our students in preparing them for after high school graduation.*
- *Last year, 100 percent of my seniors graduated and either entered the workforce or started college.*
- *Migratory students and parents were excited to participate in the first College CAMP Preparation.*
- *We have helped our high school seniors with their post-secondary decisions by providing CAMP presenters and have taken them on university tours.*

Staff report that the program supports families beyond academics, addressing economic and social needs that affect learning.

- *Coordination with community agencies, such as the local food bank and H-E-B, was essential in addressing the basic needs of our migratory families.*
- *Our program has provided emergency relief with groceries and household supplies when a family was struggling economically.*
- *Providing school supplies to families helps students greatly!*
- *The impact of the program is limitless. I have seen how funding can assist migratory students meet the basic needs of clothing and school supplies to feel confident and to come to school.*

Staff report that the program provides safe spaces and culturally responsive practices that help students feel valued.

- *I believe that by giving students a safe place to work, it produced results. The small groups makes them comfortable.*
- *I encourage my students to share their culture and family stories.*
- *The migratory families I served felt comfortable talking to me. The students are comfortable asking for help or supplies.*
- *The program creates a safe space for students to feel welcome and comfortable…*

Stories submitted by staff reveal several trends, including post-secondary access, with students receiving scholarships, attending college tours, and becoming first-generation college students through staff guidance and advocacy. Academic growth and graduation support also emerged, with tutoring and credit recovery helping students improve grades and meet requirements. Many stories highlight

wraparound family support, including supplies and connections to resources that removed barriers to learning. Relationship-building and social-emotional support further strengthened student engagement, while enrichment and leadership opportunities helped build confidence and future goals. The following are the stories about students, groups of students, or families.

Stories about the Impact of Title IC on Post-Secondary Access and Scholarships

- *A 2025 graduate was very fortunate to be a part of the program. He had an opportunity to attend the Title IC conference last year and was excited to participate in the events offered to him.*
- *A senior wanted to apply for college but faced challenges with transcripts, financial aid, and a lack of guidance due to frequent relocations. A Title IC recruiter and counselor worked with him to gather records, apply for scholarships, and submit the FAFSA. He became the first in his family to attend college.*
- *At our college choice fair, a family came by. The mother didn't win a prize, so I told her, "I'm so sorry you didn't win anything." She smiled and said, "I already win by being part of the program that's a win for me and my son. He was accepted into the CAMP program, and that makes me so happy."*
- *I learned about a student through a colleague at a high school, where she is enrolled. The colleague found the student upset in the hallway; upon approach, the student explained that she had just left her counselor's office, where she was informed that she would not be able to pursue higher education after graduation due to limited residency time in the United States. My colleague shared these details with me via email. To gain a clearer understanding of her situation, I contacted her mother. During our conversation, I learned that the family moved from Colombia four years ago and from Florida to Texas two years ago. When inquiring about the family's work in Florida, I determined that the student may qualify for Title IC. Following the appropriate protocols, both the student and her brother were eligible. Consequently, I invited her family to attend the upcoming PAC meeting scheduled for February, where the student connected with the Lone Star College Campus Director Career, Tech & CE, and scheduled an orientation session with her. I also shared information about the AMET scholarship, which she enthusiastically applied for and requested to be notified of the results. Unfortunately, she did not receive the scholarship. She is an exceptional student with a strong desire to pursue her career and make a positive contribution to society. She remains committed to her academic and personal goals and has asked me to keep her informed about other scholarship opportunities. Her story exemplifies perseverance and dedication.*
- *One of our district's migratory students is one of the five recipients for the AMET scholarship.*
- *One story that stands out involves a high school student whose family shared with me the positive impact of the support they received through Title IC. The student was provided with a college preparation book through our program, and his mother later told me that this resource played a key role in helping him transition successfully into college. She shared that the book gave her son the guidance and confidence he needed to navigate the post-secondary process something that had once felt overwhelming. Thanks to this support, he is now enrolled in college, and the family expressed deep gratitude for how even a single resource helped open doors to higher education. This story is a powerful reminder of how small, targeted support can make a lasting difference in the lives of migratory students and their families.*
- *One student received an AMET scholarship and three students attended the Future of the Semiconductors 2 (Fuse2) Summer Camp.*
- *Several graduating seniors received different grants to continue their education thanks to the hard working Title IC team and the efforts to help these students in completing the process.*

- *Several of our high school seniors have benefited from our individualized approach to post-secondary campus tours/trips. It has helped push them to commit to plans. Their families have been very appreciative.*
- *Several of our students were offered CAMP scholarships at UTRGV-Brownsville, St Edward's University, and Michigan State University.*
- *The program assisted a student to obtain a scholarship for UTEP.*
- *There are some histories that I have had experience with, including students that are taking advantage of scholarships, they and their families were so grateful for the help they received from all staff (recruiter, instructor, coordinator, secretary and assistant director). Every single one was involved in the student's needs.*

Stories about the Impact of Title IC on Graduation Support and Academic Milestones

- *A brother and sister shared how the tutoring opportunities helped them pass their classes.*
- *Not a story, per se, but the awareness of my migratory student helped our school district keep a much closer eye on him, particularly when he had absences. Understanding that he is migratory meant that we were watching his moves from district to district to ensure that we kept track of when he withdrew, where he went, and re-tracked when he came back to us. It also has helped us through the RTI process to determine appropriate services for him. He has multiple academic gaps, but understanding his migratory status has helped the school and his teachers recognize that these gaps cannot solely be viewed from a cognitive perspective. There are multiple factors that we now consider since we understand his history.*
- *There are many stories to share about success big and small. Students have commented about feeling comfortable asking us for supplies and tutoring services. Tutors have built rapport with students and students seek out the tutors. One student asked for socks and the tutor went to her home to get pair of new socks for the student. A parent called to notify them than their child has the credit necessary to graduate this school year if their children completes courses on A+ and pass their current classes. The parent was glad and talked about dreams their child has and thanked us to helping their child. Students email tutors to request tutoring and the students' grades have improved.*
- *Title IC staff advocacy helped a senior graduate.*
- *We helped a student meet graduation requirements.*

Stories about the Impact of Title IC on Academic Growth

- *I have seen a young girl learn English as the program helped care for her needs.*
- *The student I serve is exceptionally bright! Despite having a childhood that differs vastly from his peers, he excels at school both academically and emotionally. He has scored proficient or above the last two years on STAAR math tests. He continues to show growth in all areas.*
- *Title IC support and encouragement helped a student grow academically and personally. She's made impressive progress and now aspires to become a teacher. All of my migratory students have grown more confident since beginning tutoring.*

Stories about the Impact of Title IC on Families and Basic Needs

- *A family said that they were very appreciative for the help their child received in school with tutoring and materials. The materials they received throughout the year were a blessings since the parents could not afford to purchase those items.*
- *A mom I work with told me that she was very thankful for all the assistance she received from the program. She stated that her child's attitude had changed once she got her school supplies.*

According to her mother, she was not able to provide them this year and her child was embarrassed to borrow and ask the teacher.

- *A newly identified special needs child is 10 years old and never attended school. Title IC assisted the parent with enrollment and connections with community partners, facilitated with providing furniture clothing and food for the family.*

Stories about the Impact of Title IC on Parent Engagement and Relationships

- *Developing a relationship with a parent allowed our interaction to actually support the student's success. The parent spoke minimal English but truly supported her daughter's accountability to complete assignments.*
- *One of our families has opened up to do parenting classes from another agency because of the relationship they have with us.*
- *We have a parent who won a leadership award at the state level.*
- *We have a student who lost his mother. Our tutor made sure to visit the student often to check on him and provide comfort during such challenging times. The program collected donations for him and his family and was able to provide extra attention to him and keep him from falling behind.*

Story about the Impact of Title IC on Career and Life Skills

- *Students had the opportunity to do the Driving for Success with a waiver. This assisted many of our students to gain their driver's permit and are on the pathway to eventually attain their driver's license.*

Stories about the Impact of Title IC on Student Leadership, Talent, and Entrepreneurship

- *A high school student is a professional baker and piñata maker. He has made cakes and piñatas for weddings and other special occasions. He has provided the high school with a cake to honor the top 10 graduates. His networking has helped him gain more and more followers and business. We are proud he took initiative and gained a food handlers certification to stay in health code guidelines. He is a successful entrepreneur.*
- *We have a student who plays the accordion. I met her my first year working with the program. Every year, her grandparents have her put on a little personal concert for my partner and I and it's great to see her grow, not only as a student, but a performer.*

7. IMPLICATIONS

This section provides a status update on the progress toward the evaluator recommendations from the previous evaluation, conclusions, and recommendations for action based on the data collected for the evaluation of the Texas Title IC Program. Recommendations are summarized based on the data reported in this report and are provided for program implementation as well as for improving services to achieve the Texas Title IC MPOs.

SUMMARY AND IMPLICATIONS

Strategy Implementation
ESCs, SSAs, and independent projects completed the FSI rubric to determine the level of implementation of the 13 service delivery strategies in the Texas Title IC SDP. Projects discussed how each of the strategies were implemented, arrived at consensus on the level of implementation, and identified ways in which each strategy was implemented. Projects rated 12 strategies (92 percent) at the *succeeding* level (mean ratings of 4.0 or higher on the five-point scale), indicating that they were implemented with fidelity to the SDP. The mean rating for all strategies combined was 4.1 out of 5.0.

Strategy 1-3 had the highest mean rating at 4.4 indicating that projects rated themselves effective at utilizing Project SMART to provide supplemental summer mathematics instruction. Strategy 3-4 had the lowest mean rating (3.9) indicating that projects did not feel as strongly about their implementation of needs-based services to OSY. A summary of strategy implementation related to each goal area can be found below.

Reading Language Arts and Mathematics
Throughout the 2024-25 performance period (school year and summer), independent projects, SSAs, and ESCs provided supplemental RLA and mathematics instruction to address migratory student learning needs. Forty-two (42) percent of all eligible migratory children and youth received RLA instruction (92 percent of students receiving instruction) and 43 percent received mathematics instruction (93 percent of students receiving instruction).

Migratory student proficiency rates on STAAR assessments increased in 2024-25 – two percentage points in RLA and one percentage point in mathematics. Non-migratory student proficiency rates increased slightly as well. However, large proficiency rate gaps remain between migratory and non-migratory students (19-22 percentage points in RLA and 10-19 percentage points in mathematics). In addition, migratory student proficiency rates on EOC exams increased for Algebra I but decreased for English I and English II.

During 2024-25, all three MPOs in the RLA and mathematics goal area were met with 67 percent of the migratory students assessed gaining by at least five percent on curriculum-based RLA assessments, 66 percent gaining by five percent on curriculum-based mathematics assessments, and 86 percent gaining by five percent on Project SMART assessments. The strategy addressing the provision of Project SMART when providing summer mathematics instruction had the highest mean rating of all the strategies at 4.4 on the five-point scale, indicating that projects felt that this strategy was implemented with fidelity of the SDP. However, fewer projects reported implementing this strategy (33 of the 73 projects submitting FSIs). The other two strategies in this goal area also were rated as being implemented with fidelity to the SDP.

Implementation highlights for the RLA and mathematics goal area strategies included collaborating with teachers and other programs, communicating with families, and ongoing progress monitoring to support student learning. Implementation commonly included individualized planning, provision of books and instructional materials, and STAAR preparation. Projects also offered flexible supplemental instruction and training (delivered in person or remotely) during the school year and summer. For summer mathematics, effective implementation of Project SMART included attendance tracking, progress monitoring, instructional accommodations, and providing materials and onsite support for participating students.

School Readiness

Projects collaborated with community and school system preschool service providers to ensure that migratory children received quality preschool services, and when no other services were available, provided school readiness instruction with Title IC funds. In 2024-25, one of the two school readiness MPOs was met with 87 percent of children assessed improving their score by at least five percent on ABB assessments. The unmet MPO focused on the percentage of children ages 3-5 who received preschool instruction (Title IC- or non-Title IC-funded), which reached 54 percent, falling one percentage point short of the target.

Both strategies for this goal area had mean ratings of 4.2, indicating that the projects implemented them with fidelity to the SDP. Implementation highlights included coordination with early childhood education programs and active family engagement to increase access to school readiness services for migratory children ages 3-5. Projects promoted early learning opportunities, provided information on pre-literacy and pre-math development, and supported parents with enrollment. For children not served by other programs, projects implemented ABB through home-based and year-round instruction, monitored children's progress, and distributed activity materials, while using participation forms, program resources, and data to identify needs and emphasize the importance of early childhood education.

High School Graduation/Services to OSY

The Texas Title IC Program places a strong emphasis on high school graduation, offering a wide range of services and resources to support secondary students and OSY in earning a high school diploma or equivalency. Seventy-five (75) percent of students in grades 9-12 received Title IC services during the performance period (52 percent received instructional services), and 38 percent of OSY received services during the performance period (14 percent received instructional services).

During 2024-25, two of the three MPOs for this goal area were met with 96 percent of migratory students and OSY responding to the Student/OSY Survey reporting increased awareness about credit accrual options as a result of receiving academic advising and resources from the program, and 53 percent of all eligible students in grades 9-12 receiving instructional services. The unmet MPO focused on the percentage of migratory OSY receiving instructional and/or support services (life skills, career readiness, leadership services), which reached 16 percent, falling four percentage points short of the target.

Three of the four strategies for this goal area had mean ratings at or above 4.0 indicating that they were implemented with fidelity to the SDP. The mean rating of the strategy addressing the coordination and provision of services to OSY received a rating of 3.9. Implementation highlights of this goal area's strategies included individualized guidance and coordinated support to promote credit accrual, academic success, and post-secondary readiness for secondary migratory students and OSY. Effective implementation included transcript reviews, progress monitoring, and credit recovery opportunities, along with targeted supplemental instruction, tutoring, and access to technology. Projects also provided

college and career readiness activities, individualized graduation planning, and information on financial aid, high school equivalency options, and post-secondary pathways. Services for OSY focused on needs-based support, community coordination, re-enrollment assistance, and dissemination of resources to help students pursue educational and career goals.

Non-Instructional Support Services

The goal area of non-instructional support services includes support services (e.g., transportation, health and dental services, educational supplies, and advocacy provided by staff to ensure that students and families received needs-based services), services to parents/family members, and staff professional development. During 2024-25, all three MPOs addressing non-instructional support services were met with 67 percent of migratory children and youth (P3-12 and OSY) receiving support services, 99 percent of the parents/family members responding to the Parent Survey indicating that training and/or resources and information helped them feel better prepared to support their child's education, and 99 percent of the staff responding to the Staff Survey reporting that they are better prepared to support migratory students as a result of participating in Title IC professional development.

All four strategies for this goal area received mean ratings of 4.0 or higher, indicating that they were implemented with fidelity to the SDP. Highest rated was the strategy addressing the provision of non-instructional support services. Implementation highlights for this strategy included identifying and addressing migratory students' academic, social-emotional, and basic needs through consistent communication with families, home visits, and student support meetings. Projects coordinated closely with school and community partners to deliver comprehensive, needs-based services, including counseling, mental health support, access to technology, and supplemental resources such as school supplies and enrichment opportunities, ensuring support was available during both the school year and summer.

For the strategy addressing parent and family engagement, projects focused on empowering parents through consistent communication, targeted training, and strong support systems. They collaborated with school and community partners to provide parents with information and training on available resources and services, while also leveraging parent liaisons and direct meetings to build relationships and offer guidance.

For the strategies addressing professional development, implementation highlights included integrating training on the unique needs of migratory students (e.g., cultural sensitivity, social-emotional supports, Title IC requirements) into existing professional development, while also providing targeted guidance on areas such as transcript review. Projects worked closely with school system and external partners to educate staff on available instructional and support services across funding sources, promoting coordination and more effective delivery of services to migratory students.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Recommendations from the previous evaluation report are summarized below, and progress made is recorded. For additional detail on previous recommendations, the 2023-24 evaluation report is on file with TEA.

2023-24 Recommendations	Status
Continue expanding summer services for migratory students.	The percentage of migratory children and youth served by the program during summer 2025 was one percentage point higher than the previous summer. While the program is

2023-24 Recommendations	Status
	commended for increasing the percentage of students served during the summer, this will continue to be a recommendation due to the importance of summer services for highly mobile students.
Ensure assessment/documentation of migratory students receiving Title IC instructional services.	In 2024-25, of the 16,440 students receiving RLA, mathematics, and/or Project SMART instruction, 28 percent had a pretest and/or post-test submitted in TX-NGS, and 25 percent had matched pretest and post-test scores which were used to determine progress toward the MPOs. While these percentages have slowing increased over the years, this will continue to be a recommendation.
Continue sharing evaluation results to support continuous improvement.	The results of the 2023-24 evaluation were shared with ESC staff in August 2025 during the TEA-ESC Title IC meeting. ESC staff received copies of the PowerPoint presentation and accompanying materials. In addition, ESC staff participating in the Evaluation Planning Team (EPT) meeting in June 2025, reviewed the evaluation results in detail. This will remain a recommendation to ensure that evaluation results continue to be shared across the state.
Increase Title IC services for migratory OSY and children birth to age two.	In 2024-25, higher percentages of children birth to age two OSY received Title IC services than in 2023-24; however, the percentages remain low – seven percent of children birth to age two served and 38 percent of OSY served. In addition, the MPO addressing services to OSY was not met. As a result, this will continue to be a recommendation.
Review MPOs at the June 2025 Evaluation Planning Team (EPT) meeting.	The MPOs were reviewed against the 2023-24 evaluation results during the June 2025 EPT Meeting. Targets for five of the MPOs from the 2021 SDP were adjusted, as were four of the MPOs from the 2025 SDP. The revised MPOs from the 2021 SDP went into effect during 2024-25, and the revised MPOs from the 2025 SDP will go into effect during 2025-26.

EVALUATOR RECOMMENDATIONS

The Texas Title IC Program is commended for meeting 82 percent of the 2024-25 MPOs. The program is also recognized for increasing the percentage of migratory students receiving services during both the regular school year and summer, compared to the previous year. Efforts that led to these successes should be continued. Below are recommendations for continued improvement based on the results of the implementation and performance evaluation results.

Review the ways in which projects implemented the strategies. The information contained in the FSI results is highly valuable for informing project planning, implementation, and continuous improvement. Strategy ratings reflect projects' perspectives on their levels of implementation, while descriptions of how strategies were carried out provide insight into the specific approaches used. To maximize the value of these findings, staff should be given opportunities during professional learning opportunities to share and discuss this information. A collaborative approach will support the exchange of best practices, deepen understanding of successful implementation methods, and provide meaningful learning

opportunities for staff. This process can also help strengthen consistency across the ESCs and school systems and promote more effective implementation statewide.

Continue to focus on summer service provision. Maintaining a strong focus on summer services remains essential. The Texas Title IC Program served 25 percent of migratory children and youth ages 3-21 during summer 2025. By comparison, during the regular school year, the program served 67 percent of migratory children and youth ages 3-21. Summer services are critical for migratory students. They help combat summer learning loss, prepare students for the upcoming school year, address learning gaps caused by mobility, and provide needed support services when school is not in session. Additionally, the number of migratory students served during the summer and intersession has a direct impact on the state's Title IC allocation, further emphasizing the importance of maximizing participation. It is recommended that the program continue exploring ways to serve as many students as possible during the summer months. Potential strategies include providing low-cost and innovative experiential learning activities that engage students while strengthening academic skills; providing camps and leadership opportunities tailored to secondary-aged students who may be unable to participate regularly due to competing responsibilities; and systematically assessing student and family needs to deliver both academic and non-academic supports that address identified needs.

Continue sharing evaluation results to support continuous improvement. The TEA Title IC team is commended for its ongoing efforts to disseminate evaluation findings to ESC staff through TEA-ESC Title IC meetings, annual EPT meetings, and statewide conferences. Providing ESC staff with access to evaluation data is essential to strengthening their role in facilitating the Continuous Improvement Cycle with the school systems they serve. Sustained and consistent sharing of these results will help ensure that data-driven decision-making informs program planning, implementation, and ongoing refinement at all levels.

Provide services to reach more migratory OSY and children birth to age two. In 2024-25, only seven percent of migratory children birth to age two received Title IC services. While 38 percent of OSY were served, representing a five percentage point increase from 2023-24, just 16 percent received instructional services and/or the following support services - life skills, career readiness, or leadership development. This falls four percentage points short of the target established for the MPO addressing OSY services. Serving these populations presents unique challenges, as they are not enrolled in school, can be difficult to identify and locate, and, particularly in the case of OSY, often have competing responsibilities that limit participation in educational services. To address these barriers, professional development is recommended for staff, with a focus on effective strategies for engaging and serving these populations. Training should emphasize delivering targeted, needs-based services and leveraging available tools and resources, including those found on the iSOSY CIG website, which offers extensive materials designed for OSY and at-risk secondary students.

Review MPOs at the June 2026 EPT Meeting. During the June 2026 EPT meeting, review the current MPOs from the 2025 SDP to determine whether any adjustments are needed based on the 2024-25 evaluation results.

Ensure assessment/documentation of migratory students receiving instructional services. To effectively evaluate student learning needs and measure program impact, it is essential that migratory students receiving Title IC-funded RLA and mathematics instruction are assessed. Over the past five years, curriculum-based RLA and mathematics assessment results, including those from Project SMART, have been entered into TX-NGS for an average of only 28 percent of students reported to have received such instruction. Moreover, just 25 percent of these records included both pre-test and post-test scores necessary for evaluating progress toward the MPOs. While these percentages have shown steady

improvement, there remains a need to support staff in strengthening documentation practices. This includes identifying and sharing effective strategies for consistently administering assessments (or gathering assessment results, if applicable) and accurately recording and reporting results in TX-NGS.

STAFF SUGGESTIONS

Consider the recommendations made by staff. Staff feedback suggests strong satisfaction with the program, along with requests for expanded services, more training, increased communication, and additional resources. Key themes and representative quotes are summarized below.

More Professional Development and Training: Many staff requested additional, targeted, and flexible professional development. Staff asked for more frequent sessions, differentiated training by experience level, and practical, hands-on strategies. Some also requested virtual options and clearer guidance on program requirements.

- *More professional learning to help me better understand the program and the needs of my students.*
- *I suggest that PD be conducted at three key points throughout the academic year*: *before the school year begins (initial training to equip educators with essential tools, tips, and strategies); midway through the school rear (follow-up session to evaluate classroom progress and discuss implementation challenges); and beginning of the spring semester (additional opportunity to assess what has worked and what may require further support, ensuring that educators have the resources they need for continued success).*
- *More training on effective data collection and PEIMS requirements.*
- *Provide training on bullying.*
- *To improve professional development, shift from lecture-based instruction to more hands-on and interactive training.*

Increased Academic Support and Tutoring: Many staff emphasized the need for expanded tutoring services, additional staff, and consistent academic support throughout the year. There were also suggestions for earlier intervention and increased time to meet with students, particularly those with significant academic or language needs.

- *Hire tutors to assist in the academic needs that the data is showing is needed.*
- *Students would benefit from receiving consistent tutoring. There are so many students this year and the tutors simply do not have enough time to regularly meet with students.*
- *An increase of hours would help. Ther are students that are struggling due to life/homelessness/ language that ideally need to be seen three or more times a week to get caught up to their peers. Hiring another person per level (elementary, middle, and high school) may help alleviate the issue.*
- *I'd like to have the Title IC tutor work with the students from the beginning of the year.*

Improved Communication and Program Awareness: Staff highlighted the importance of timely communication, clearer deadlines, and earlier identification of migratory students. Increased program visibility within school systems and communities was also recommended to ensure stakeholders understand available services.

- *Just more communication and support.*
- *Earlier notification of these students.*

- *More information about what is going on, more involvement with the teaching personnel.*
- *Be more visible to the public.*
- *Timely communication of deadlines and upcoming meetings.*

Additional Resources and Funding: Staff also suggested allocating more resources for supplies, incentives, staffing, and enrichment opportunities. Requests included funding for college tours, motivational speakers, field trips, and essential items for students and families.

- *Allocate more resources to the program.*
- *More funding available for college trips, motivational speakers, and enrichment activities.*
- *Provide uniforms or backpacks as part of the supplies we offer.*
- *Have essentials ready and prepared, more incentives to motivate attendance.*

Expanded Student Enrichment Opportunities: There was strong interest in providing more extracurricular activities, leadership opportunities, college visits, and hands-on learning experiences to increase student engagement and motivation.

- *Academic support. Extracurricular support. Field trips. College tours.*
- *More field trips for students!*
- *More funding available for college trips… and enrichment activities.*

Strengthened Family Engagement and Support Services: Feedback from staff emphasized the need for more family trainings, mental health resources, and wraparound services. Respondents noted that stronger partnerships with families and communities would help address barriers faced by migratory students.

- *Family trainings? Whole family trainings throughout the school year.*
- *Strategies for strengthening family engagement.*
- *Advocacy… Students and parents need continued support including mental health opportunities.*
- *Focus on building strong partnerships with schools and communities.*

Earlier Identification and Recruitment of Students: Several staff suggestions focused on improving identification and recruitment processes, providing student information earlier in the year, and coordinating support quickly for newly enrolled students.

- *Earlier notification of eligible students.*
- *Increase visits and use agencies that help with recruiting the students.*
- *Help them with year-at-a-glance mapping the district areas and calendarize to conduct identification and recruitment effectively.*
- *When new students are enrolled in the program, have a conference with the teachers to help us best serve them.*

PARENT SUGGESTIONS

Consider the recommendations made by parents and family members. Overall, parents responding to the Parent Survey value the program and recommend expanding academic tutoring and extended learning time, improving communication and outreach, offering flexible and virtual meeting options, increasing financial and resource support for families, providing more parent education opportunities,

strengthening college and career readiness services, and adding enrichment activities for students. Key trends are summarized below with illustrative quotes.

A strong and consistent theme was the need for **additional academic assistance**, including tutoring, extended learning time, and support for struggling students. Families emphasized reading and math help, after-school programs, and targeted interventions.

- *My students are struggling in the classroom in the areas of reading and math. Maybe having some extra tutoring after school would help.*
- *More tutors for school. To help the students' progress with reading and math.*
- *Tutoring for children in 3rd grade and up.*
- *Help with classes where students are failing.*
- *Extended learning time – offer after-school tutoring or Saturday academies tailored to STAAR, MAP, and TELPAS readiness.*

Many respondents requested **clearer, more frequent communication** about available services, meetings, and opportunities.

- *Be more informative in letting me know what resources are available.*
- *More communication. I have not been invited to any meetings and hardly any one reaches out to me.*
- *More reminders about upcoming meetings.*
- *More information.*
- *The only thing I would recommend is better communication for the parents more information on what resources are available more reminders.*

Parents frequently cited work schedules, transportation challenges, and distance as barriers to participation, suggesting **evening, weekend, or virtual meeting options**.

- *Can't go to meetings in person so maybe a virtual option.*
- *My only suggestion is that meetings be held after 6:00 pm, due to my work schedule.*
- *Different locations for the parents meetings would be helpful.*
- *We did not get to go to meetings because of work.*
- *Having more available time for meetings, or even having an option for having a zoom meeting.*

Families expressed a need for **expanded support beyond school supplies**, including clothing, gas, transportation, and bill assistance.

- *Assistance with gas expenses.*
- *A list of services that can be provided other than school supplies maybe like clothes or shoes.*
- *Help with bills.*
- *More money for school uniforms.*
- *Technology access: laptops or tablets, wi-fi hotspots, nutrition programs to ensure food security.*

Respondents requested **additional workshops, literacy events, and classes** to help families support their children.

- *Educational workshops for both children and parents.*
- *Parent literacy nights – educate families on how to support their children's reading, homework, and digital learning.*

- *Offer educational classes for parents too.*
- *Parenting classes.*
- *Family technology workshops – teach parents how to use skyward, ClassDojo, zoom, and google classroom.*

Several responses highlighted interest in **college tours, scholarship guidance, and post-secondary planning support**.

- *College tours for high school students.*
- *Scholarship boot camps – teach students how to apply for scholarships, FAFSA, and write personal essays.*
- *Help with son's senior year, college application, scholarship, finance aid.*
- *To inform the high school seniors about what scholarships are available.*

Families requested **more extracurricular opportunities, field trips, and summer programming**.

- *More activities for students.*
- *Help children during the summer for fun activities.*
- *More educational trips.*
- *How about offering a field trip.*
- *Summer activities and summer school.*

Many responses expressed satisfaction and encouraged continuation of current services.

- *Continue doing exactly as you always have—providing information and support for our children.*
- *Please continue this program.*
- *Please keep up the good work in supporting students so they can graduate.*
- *Teachers are on top of everything. They are really good.*
- *Supplies are very helpful.*

CONCLUSION

During 2024-25, the Texas Title IC Program offered individualized, needs-based, and student-centered services to migratory children and youth, supporting the development of their learning and academic skills, preparing them for high school graduation, and helping them address barriers to academic success. Overall, 70 percent of eligible migratory children and youth ages 3-21 received educational and/or educationally related services. In addition, parents and family members received services that enhanced their skills and increased their involvement in their child's education. Staff also participated in professional learning opportunities, gaining strategies to more effectively address the unique needs of migratory children and youth.