

New Coordinators Webinar II

Annual Evaluation Report

Courtney Walker, State Evaluator, FMEP
Margot Di Salvo, Education Specialist, ESCORT

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Before We Begin

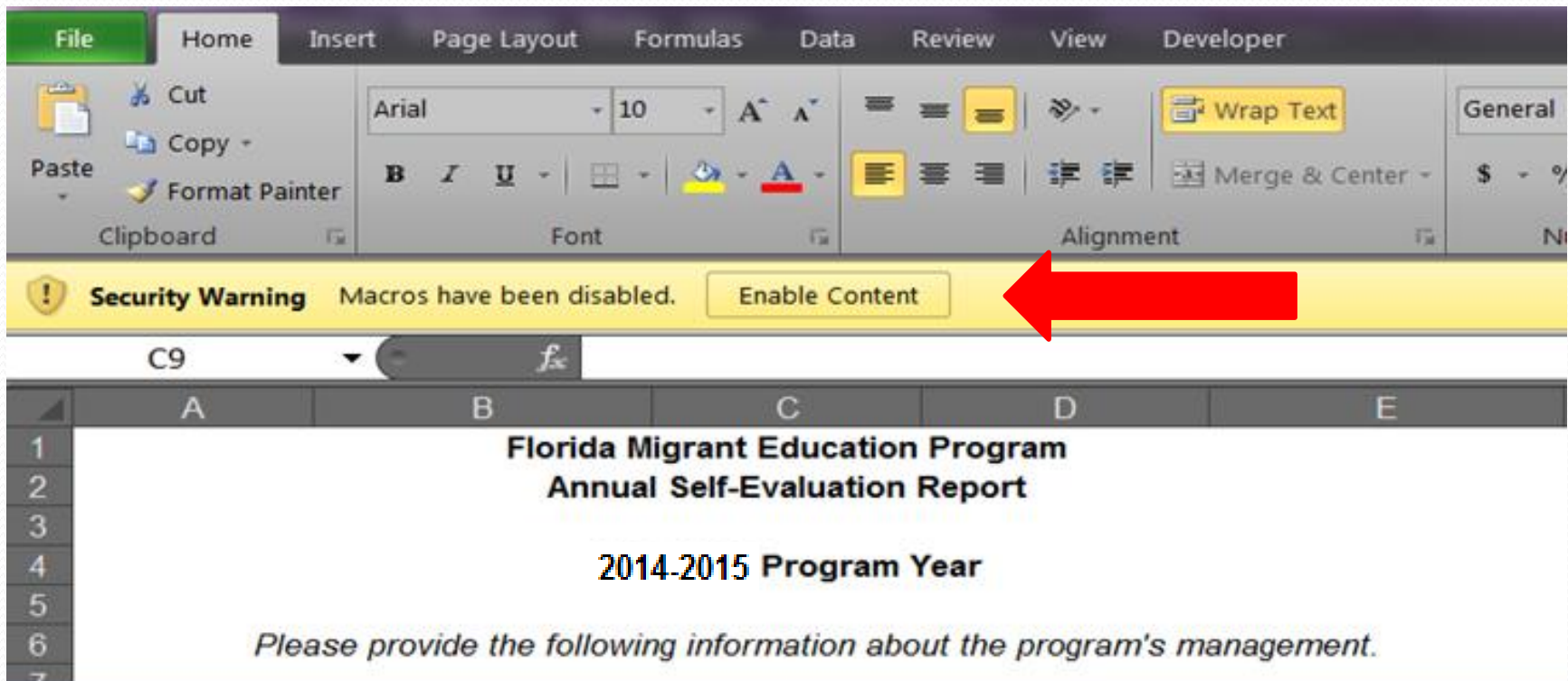
- Please put phones on mute - *6
- For all questions and responses, please input them in chat box to the right of the screen
- Materials you will need:
 - 2014-15 Evaluation Template
 - FMEP Evaluation Guidebook
 - Annual Report Instructions
 - School Readiness Guidebook Addendum

Agenda

- Welcome
- Review: General Evaluation Template Information
- Annual Reporting Requirements
- Students Served
- Surveys

Review: In General

- Macros – Need to be enabled for certain features on the template (multiple selection) (FMEP Evaluation Guidebook, pgs. 4 – 6)



The screenshot displays the Microsoft Excel interface. The ribbon at the top includes tabs for File, Home, Insert, Page Layout, Formulas, Data, Review, View, and Developer. The Home tab is active, showing options for Clipboard (Cut, Copy, Paste, Format Painter), Font (Arial, size 10, bold, italic, underline, color, background color), and Alignment (Wrap Text, Merge & Center). A yellow security warning banner is visible, stating "Security Warning: Macros have been disabled." with an "Enable Content" button. A red arrow points to this button. Below the ribbon, the active cell is C9. The spreadsheet content includes the title "Florida Migrant Education Program Annual Self-Evaluation Report" and the subtitle "2014-2015 Program Year". A note at the bottom reads: "Please provide the following information about the program's management."

In General



In General

- Printing Tips in Guidebook (pgs. 6 – 8)

Annual Reporting

- Outcome Evaluation
- Sections to be completed:
 - Review/Complete Mid-Year Report
 - Program Implementation (Tabs 2a – 2e)
 - Student Activities (Tabs 3a – 3g)
 - Surveys, complete if applicable –
Parent Involvement (Tab 2c),
Student Engagement/Encouragement (Tab 3g)
 - Outcomes (Tabs 4a-4d)
 - Students Served (Provided by FMEP)
 - Dates: Include activities between 08/01/14 – 07/31/2015

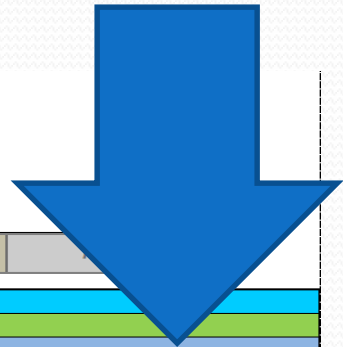
Mid-Year Report

- Review sections from Mid-Year Report
 - Program Implementation (Tabs 2a – 2e)
 - FMEP Evaluation Guidebook, pgs. 9-30
 - Student Activities (Tabs 3a – 3g)
 - FMEP Evaluation Guidebook, pgs. 32-41
- Update and add new information
 - Activities
 - Actual participant number
 - Average activity hours
 - % Served (OSY and Health)

Student Activities

- Seven sections in student activities:
 - Reading (Tab 3a)
 - Math (Tab 3b)
 - Graduation (Tab 3c)
 - School Readiness (Tab 3d)
 - OSY (Tab 3e)
 - Health (Tab 3f)
 - Surveys (Student) (Tab 3g)

Reading/Math/Graduation/School Readiness



Florida Standards (FS) Code:
M=Mathematics
ELA=English Language Arts
LHS=Literacy in History/Social Studies
STS=Science & Technical Subjects
Example: M, ELA, STS

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth
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Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of students participating per year).

Green cells indicate actual counts of student participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **READING**.

1. Activity Name or Description <small>Include scientific/research-based model, if applicable</small>	2. Activity is scientific or research-based <small>Yes or No</small>	3. Focus/Purpose (select most appropriate)	4. Funding Source <small>M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *</small>	5. Target Population <small>Grade Level Use Target Population Key (select all that apply)</small>	6. PFS (select from dropdown menu)	7. Florida Standards <small>Use FS Code(s) (select all that apply)</small>	8. Location (library, community center, church, etc.)	9. Frequency <small># times per week, once, daily, etc</small>	10. Total Duration <small>Anticipated # hours offered</small>	11. Anticipated Total Students Participating per Year <small>Unduplicated</small>	12. Actual Total Students Participating per Year <small>Unduplicated</small>	13. Average Total # of Hours Per Student
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14. For school year programming, please indicate the three (3) strategies your district MEP gives most emphasis* to (or focus on) by entering an X in front of the strategy.

<input type="checkbox"/>	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY
<input type="checkbox"/>	Provide training to MEP staff on resources and strategies for OSY
<input type="checkbox"/>	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
<input type="checkbox"/>	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
<input type="checkbox"/>	Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students
<input type="checkbox"/>	Utilize technology and other tools
<input type="checkbox"/>	Emphasize language-based content instruction using sheltered instruction with ELs
<input type="checkbox"/>	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs
<input type="checkbox"/>	Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults
<input type="checkbox"/>	Provide information and materials to instructional staff on scientifically-based reading strategies
<input type="checkbox"/>	Provide sustained and intensive professional development
<input type="checkbox"/>	Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information
<input type="checkbox"/>	Provide strategic, content-based tutoring in reading to students identified as PFS
<input type="checkbox"/>	Other (please expand on this strategy below):

* Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping students improve academically.

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity. Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.

READING - *If "Other" is selected for Funding Source in the dropdown menu list, please expand on this response below.

Reading/Math/Graduation/School Readiness

- FMEP Evaluation Guidebook,
pgs. 32 – 37
- Actual Total Students Participating per Year
(Unduplicated)
- Average Total # of Hours Per Student

OSY

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
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15. Unduplicated OSY Count Served	
16. % of OSY served through Access Resources	
17. % of OSY served through Survival English Skills	
18. % of OSY served through Life Skills Training	

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant OSY receiving support to access resources (educational, health, advocacy, etc.) in community centers will increase over the next three to five years. (CNA ₂) (Access Resources) Desired Change: Increase in percentage	
Percentage of migrant OSY receiving survival English skills instruction will increase over the next three to five years. (CNA ₂) (Survival English Skills) Change: Increase in percentage	
Percentage of migrant OSY receiving life skills training will increase over the next three to five years. (CNA ₂) (Life Skills Training) Change: Increase in percentage	

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Out-of-School Youth participating per year).
Green cells indicate actual counts of Out-of-School Youth participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence achievement in migrant **OUT-OF-SCHOOL YOUTH**.

Activity Name or Description	Activity is scientific or research-based Yes or No	19. Focus/Purpose (select most appropriate)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	20. Type of Service Provided (select all that apply)	Location (library, community center, church, etc.)	Frequency # times per week, once, daily, etc	Total Duration Anticipated # hours offered	Anticipated Total OSY Participating per Year Unduplicated	Actual Total OSY Participating per Year Unduplicated	Average Total # of Hours Per OSY
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For school year programming, please indicate the three (3) strategies your district MEP gives most emphasis* to (or focus on) by entering an X in front of the strategy.

<input type="checkbox"/>	Assess individualized needs using the SOSY profile instrument when ID&R occurs (if possible) and/or when advocate/tutor follow-up visits take place
<input type="checkbox"/>	Utilize resources on the SOSY Consortium website
<input type="checkbox"/>	Create series of independent lessons that focus on basic life skills (incorporating basic English vocabulary) that can be delivered in a limited timeframe (e.g., how to read a pay stub, how to use a calendar, how to leave a voice mail message, etc.)
<input type="checkbox"/>	Employ bilingual tutors to teach life skill lessons
<input type="checkbox"/>	Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services
<input type="checkbox"/>	Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends)
<input type="checkbox"/>	Create welcome packages that might include educational, health, and community resources
<input type="checkbox"/>	Create volunteer networks with migrant parents to assist recruiters in helping OSY to establish educational goals
<input type="checkbox"/>	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for OSY
<input type="checkbox"/>	Provide training to MEP staff on resources and strategies for OSY
<input type="checkbox"/>	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
<input type="checkbox"/>	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
<input type="checkbox"/>	Provide information and materials to instructional staff on scientifically-based strategies
<input type="checkbox"/>	Utilize technology applications to provide services to OSY (e.g., mp3 players)
<input type="checkbox"/>	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
<input type="checkbox"/>	Provide sustained and intensive professional development
<input type="checkbox"/>	Other (please expand on this strategy below):

* Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping OSY improve academically.

OSY

- FMEP Evaluation Guidebook, pgs. 38 - 39
- Unduplicated OSY Count Served
- % of OSY served through Access Resources
- % of OSY served through Survival English Skills
- % of OSY served through Life Skills
- Actual Total Students Participating per Year (Unduplicated)
- Average Total # of Hours Per Student

Health

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
21. Total # MEP Families Unduplicated:						
22. % Families Served Through Educational/Referral Services:						
23. Total Migrant Students Including OSY Unduplicated:						
24. % Students Served Through Educational/Referral Services:						

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Model: Increase the percentage of migrant families and youth receiving educational / referral services related to nutrition, health, and safety from 2013 to 2016. Increase over the next three to five years (CNSD 2013-2016):

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Health/Support Services participating per year).

Green cells indicate actual counts of Health/Support Services participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **HEALTH/SUPPORT SERVICES**.

Activity Name or Description Include scientific/research-based model, if applicable	25. Focus/Purpose (select all that apply)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	Target Population Age Group or Grade Level	Frequency # times per week, once, daily, etc	26. Anticipated Total # of Families Served Through Health/Support Services Unduplicated	27. Anticipated Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	28. Actual Total # of Families Served Through Health/Support Services Unduplicated	29. Actual Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	Average Total # of Hours Per Student

For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

<input type="checkbox"/>	Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.
<input type="checkbox"/>	Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.
<input type="checkbox"/>	Create educational resources related to health and hygiene, in accessible language and using pictures to depict information
<input type="checkbox"/>	Utilize existing health curricula for OSY from SOSY, the National PASS Center, the National Center for Farmworker Health, etc.
<input type="checkbox"/>	Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural
<input type="checkbox"/>	Utilize technology and other tools
<input type="checkbox"/>	Other (please expand on this strategy below):

* **Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping students improve academically.**

Health

- FMEP Evaluation Guidebook, pgs. 39 - 41
- Total # MEP Families Unduplicated
- % Families Served Through Educational/Referral Services
- Total Migrant Students Including OSY Unduplicated
- % Students Served Through Educational/Referral Services
- Actual Total # of Families Served
- Actual Total Students Participating per Year (Unduplicated)
- Average Total # of Hours Per Student

Health - Activity



Health – Activity 1

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
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19 Total # MEP Families Unduplicated:	
20 % Families Served Through Educational/Referral Services:	
21 Total Migrant Students Including OSY Unduplicated:	
22 % Students Served Through Educational/Referral Services:	

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant families and youth receiving educational / referral services related to nutrition, vision, and hearing screenings, and dental hygiene will increase over the next three to five years (CNA₂) **Desired Change: Increase in percentage**

Health – Activities 2 and 3

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
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19 Total # MEP Families Unduplicated:	
20 % Families Served Through Educational/Referral Services:	
21 Total Migrant Students Including OSY Unduplicated:	
22 % Students Served Through Educational/Referral Services:	

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant families and youth receiving educational / referral services related to nutrition, vision, and hearing screenings, and dental hygiene will increase over the next three to five years (CNA₂) **Desired Change: Increase in percentage**

Health Activities - Tips

- Data Collection
 - Service logs
 - Check in/sign-in at events

Outcomes

- Four sections in outcomes:
 - Reading (Tab 4a)
 - Math (Tab 4b)
 - Graduation (Tab 4c)
 - School Readiness (Tab 4d)

Reading/Math

- FMEP Evaluation Guidebook, pg. 48-55
- Areas of Focus:
 - Proficiency
 - Gains*
 - Gap (ELL/Non-ELL, Migrant/Non-Migrant)

Reading/Math - Proficiency

Past year (2013/14) FCAT2.0 results will be provided by the state.

MEP/district will provide current year (2014/15) district level Florida Standards Assessment results.

State will provide past year (2013/14) FCAT2.0 results in the table below.				MEP/district will provide current year (2014/15) district level Florida Standards Assessment results in the table below.			
	# of Migrant Students Tested in Reading (Including 11th & 12th grade retakes)	# Migrant Students Who Scored At or Above Satisfactory Level in Reading	% Migrant Students Who Scored At or Above Satisfactory Level in Reading		1. # of Migrant Students Tested in Reading	2. # Migrant Students Who Scored At or Above Satisfactory Level in Reading	3. % Migrant Students Who Scored At or Above Satisfactory Level in Reading
School Year 13-14	Total Migrant Students in District		Insufficient Data	School Year 14-15	a. Total Migrant Students in District		Insufficient Data
	Priority for Services Students		Insufficient Data		b. Priority for Services Students		Insufficient Data
	GRADES				c. GRADES		
	3		Insufficient Data		3		Insufficient Data
	4		Insufficient Data		4		Insufficient Data
	5		Insufficient Data		5		Insufficient Data
	6		Insufficient Data		6		Insufficient Data
	7		Insufficient Data		7		Insufficient Data
	8		Insufficient Data		8		Insufficient Data
	9		Insufficient Data		9		Insufficient Data
	10		Insufficient Data		10		Insufficient Data
	ELL/Non-ELL				d. ELL/Non-ELL		
	ELL (LY & LF)		Insufficient Data		ELL (LY & LF)		Insufficient Data
Non-ELL		Insufficient Data	Non-ELL		Insufficient Data		

Reading/Math - Gains

1.5 District-derived Performance Indicator: The percentage of migrant students who make annual learning gains in **reading/language arts** as measured by the requirements for annual learning gain (GAIN) on the state's assessment as part of the School Grade.

Desired Change: Increase in percentage

Past year (2013/14) FCAT2.0 results related to learning gains will be provided by the state.

School Year 13-14	State will provide past year (2013/14) FCAT2.0 results in the table below.			
		# of Matched Migrant Students Tested in Reading	# Migrant Students Making Annual Learning Gains in Reading	% Migrant Students Making Annual Learning Gains in Reading
	Total Migrant Students in District			Insufficient Data
	Priority for Services Students			Insufficient Data
	GRADES			
	3			Insufficient Data
	4			Insufficient Data
	5			Insufficient Data
	6			Insufficient Data
	7			Insufficient Data
	8			Insufficient Data
	9			Insufficient Data
10			Insufficient Data	

Reading/Math - Gap

1.12 District-derived Performance Indicator: The gap between the percentage of migrant students and the percentage of a non-migrant as well as the gap between the percentage of migrant students and non-migrant ELL students who score at or above the satisfactory level in reading/language arts on the state's assessment.

Desired Change: Decrease in gap

NOTE: Since the state assessment changed from FCAT2.0 to Florida Standards Assessment, 2014-15 assessment data cannot be compared to 2013-14 assessment data. 2013-14 FCAT2.0 data will be provided by the state for information only, and not comparison analysis.

Past year (2013/14) FCAT2.0 results related to students meeting annual proficiency targets and migrant/non-migrant gaps will be provided by the state.

MEP/district will provide current year (2014/15) district level Florida Standards Assessment results.

Districts will want to examine their own progress toward these targets.

School Year		% Migrant Students Who Scored At or Above Proficient Level in Reading	% All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	Gap in Satisfactory Level (in percent points)	School Year		7.	8.	9.
							% Migrant Students Who Scored At or Above Satisfactory Level in Reading	% All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	Gap in Satisfactory Level (in percent points)
13-14	All Students	Insufficient Data		Insufficient Data	14-15	a. All Students	Insufficient Data		Insufficient Data
	GRADES					b. GRADES			
	3	Insufficient Data		Insufficient Data		3	Insufficient Data		Insufficient Data
	4	Insufficient Data		Insufficient Data		4	Insufficient Data		Insufficient Data
	5	Insufficient Data		Insufficient Data		5	Insufficient Data		Insufficient Data
	6	Insufficient Data		Insufficient Data		6	Insufficient Data		Insufficient Data
	7	Insufficient Data		Insufficient Data		7	Insufficient Data		Insufficient Data
	8	Insufficient Data		Insufficient Data		8	Insufficient Data		Insufficient Data
	9	Insufficient Data		Insufficient Data		9	Insufficient Data		Insufficient Data
	10	Insufficient Data		Insufficient Data		10	Insufficient Data		Insufficient Data
	ELL/Non-ELL					c. ELL/Non-ELL			
	ELL	Insufficient Data		Insufficient Data		E.L	Insufficient Data		Insufficient Data
Non-ELL	Insufficient Data		Insufficient Data	Non-E.L	Insufficient Data		Insufficient Data		

10. What trends, if any, does the district note in reading results (e.g. migrant, non-migrant, migrant ELL, non-migrant E.L, etc.)?

Graduation

- FMEP Evaluation Guidebook, pg. 56-61
- Areas of Focus:
 - End-of-Course Assessment (4)
 - Graduation*
 - GPA*
 - Tutoring/Assessment Prep

Graduation - EOC

MEP/district will provide current year (2014/15) district level EOC results.

		15.	16.	17.	18.	19.	20.	21.
		# of Migrant Students Participated in Algebra I EOC in 2014/15	# of Migrant Students Who Passed the Algebra I EOC in 2014/15	% of Migrant Students Who Passed the Algebra I EOC in 2014/15	# of All Non-Migrant Students Participated in Algebra I EOC in 2014/15	# of All Non-Migrant Students Who Passed the Algebra I EOC in 2014/15	% of All Non-migrant Students Who Passed the Algebra I EOC in 2014/15	Gap in Passing Algebra I EOC (in percent points) in 2014/15
a.	Students Required to Take Algebra I EOC*			Insufficient Data			Insufficient Data	Insufficient Data
b.	Priority for Services			Insufficient Data				

*Students required to take Algebra I EOC are students that entered 9th grade during or after the 2010/11 school year. This would be students in 9th - 12th grade during the 2013/14 school year. Include middle school students, if applicable.

Graduation – Graduation*

Performance Goal 5: All students will graduate from high school.

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:
 Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years. (CNA₁)
Desired Change: Increase in percentage

Graduation, dropout, and retention results will be provided by the state.
Districts may want to examine their own progress on these indicators.

5.3 Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a regular diploma or GED.
Desired Change: Increase in percentage

5.9 District-derived Performance Indicator: The gap in graduation rate (regular diploma or GED) between migrant and non-migrant students.
Desired Change: Decrease in gap

School Year	Total # Grade 12 migrant students:	# of Grade 12 migrant students who graduated (HS diploma or rec'd GED):	% of Grade 12 migrant students who graduated (HS diploma or rec'd GED):		School Year	Total # Grade 12 non-migrant students:	# of Grade 12 non-migrant students who graduated (HS diploma or rec'd GED):	% of Grade 12 non-migrant students who graduated (HS diploma or rec'd GED):	Gap in Graduation Rate (in percent points)
13-14			Insufficient Data		13-14			Insufficient Data	Insufficient Data
14-15			Insufficient Data		14-15			Insufficient Data	Insufficient Data

22. What trends, if any, does the district note in graduation/GED results by migrant and non-migrant sub-groups?

Graduation – GPA*

5.4a District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.
Desired Change: Increase in percentage.

School Year	Total # migrant students in grades 9-12:	# migrant students in grades 9-12 who increased their GPA:	% migrant students in grades 9-12 who increased their GPA:	<i>Difference (in percent points)</i>
13-14			Insufficient Data	Insufficient Data
14-15			Insufficient Data	

What trends, if any, does the district note in GPA results by sub-group?

5.4b District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.
*This table only includes cohort data. (Optional)**
Desired Change: Increase in percentage.

School Year	Total # migrant students in grades 9-12:	# migrant students in grades 9-12 who increased their GPA:	% migrant students in grades 9-12 who increased their GPA:
13-14			Insufficient Data
14-15			Insufficient Data

**Districts can choose to follow a cohort within their district and report this data; however, it is not required.*

Graduation – Tutoring

5.6 District-derived Performance Indicator: Of the 9th-12th grade migrant students who participate in at least 1.5 hours per week for at least 12 weeks (a minimum of 18hrs in 4 -12 weeks) of MEP funded or facilitated tutoring* and/or academic services**, the percentage that pass the FCAT 2.0/FSA and/or EOC assessments.

Desired Change: Increase in percentage

School Year	24. Total # 9th - 12th grade migrant students participating in MEP funded/facilitated tutoring for ≥ 1.5hr/week for 12 weeks:	25. # of tutored migrant students who passed FCAT 2.0/FSA and/or EOC assessments:	26. % of tutored migrant students who passed FCAT 2.0/FSA and/or EOC assessments:	27. <i>Difference (in percent points)</i>
a. 13-14			Insufficient Data	Insufficient Data
b. 14-15			Insufficient Data	

28. What trends, if any, does the district note in MEP tutoring and FCAT 2.0/FSA and/or EOC assessments passing rate results by sub-group?

School Readiness

- School Readiness Guidebook Addendum
- Areas of Focus:
 - Migrant K Students Demonstrating School Readiness (based on FLKRS)*
 - Migrant Students (Ages 3-5) Received PreK Services

School Readiness – School Readiness Assessment

Performance Goal 1: By 2017-2018, all students will reach high standards, at a minimum attaining satisfactory or better in reading/language arts and mathematics.

1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage who demonstrate **school readiness** as measured by the State's assessment.

Desired change: Increase in percentage

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:

Percentage of migrant students (who received migrant funded or facilitated preschool services) who demonstrated school readiness as measured by the State's assessment will increase to 91% over the next three to five years. (CNA₁)

Desired Change: Increase in percentage

2014/15 State assessment results related to school readiness will be provided by the state.

Districts may want to examine their own progress toward these targets.

School Year	Total Migrant Kindergarten Students	# Who Demonstrate School Readiness	% Migrant Kindergarten Students Who Demonstrated School Readiness
13-14			Insufficient Data
14-15			Insufficient Data

School Readiness – PreK Services

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:
 Percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points. (CNA₂)
Desired Change: Increase in percentage

*2014/15 State assessment results related to school readiness will be provided by the state.
 Districts may want to examine their own progress toward these targets.*

School Year	29. Total # of PreK Age (3-5) Migrant Students	30. Total # Received PreK Services	31. % Migrant Students Who Received Services
a. 13-14			Insufficient Data
b. 14-15			Insufficient Data

32. If the district wishes to report on additional Kindergarten readiness results, use the space below.

Outcomes - Activity

- Are there any trends in your data you would like to share?
- Changed programming based on data?



Students Served

- Provided by the state
- Demographic data based on 2013-2014 school year
 - Race
 - Gender
 - FRPL/CEP
 - Grade-Level
 - ELL
 - ESE
 - OSY
- Categorized by Eligible, Not Served; Migrant Served; and Non-Eligible (Non-Migrant)

Keep in Mind!

- Information provided in evaluation template should align with what was proposed in application
- A complete submitted report has all sections filled including state-level data (unless unavailable)

Surveys:

Parent Involvement and Student Engagement/Encouragement

- Survey Options
- Survey Reporting

Survey Options

- FMEP Guidebook, Appendix B (pg. 68)
- Use existing parent (Forms A or B) and student surveys
 - Parent Involvement Survey A – critical questions only
 - Parent Involvement Survey B (optional) – critical questions only with additional questions to enhance understanding
- Modify district-level survey to include critical questions
- Develop district-level surveys to include critical questions

Survey Options

- FMEP Guidebook, Appendix B (pg. 68)
- Dissemination
 - Peak time that will facilitate greatest response
 - Mail out, home visits, parent meetings*
 - *Parent meetings – ONLY to parents included in sample

Survey Reporting

- Evaluation Template
- Definitions of Parent Involvement and Student Engagement/Encouragement

Survey Reporting

- Sections to be completed in Evaluation Template:
 - Parent Involvement (Tab 2c – Program Implementation)
 - Student Engagement/Encouragement (Tab 3g – Student Activities)

Survey Reporting - Parent Involvement Surveys

- FMEP Guidebook, pgs. 23 – 30, Appendix B (pgs. 65 – 91)
- Parent Involvement
 - Early Childhood/PreK (Ages 3 – 5)
 - Elementary (Grades K-5)
 - Secondary (Grades 6-12)
- Reporting 2013-14 AND 2014-15 school years

Parent Surveys

School Year	Early Childhood			
13-14	28 Total # of parent survey respondents (Pre-K only):	29 Total # of parent respondents participating in parent involvement activities (Pre-K only):	30 Percent of parent survey respondents participating in parent involvement activities (Pre-K only):	34 <i>Difference (in percent points)</i>
			Insufficient Data	
12-13	31 Total # of parent survey respondents (Pre-K only):	32 Total # of parent respondents participating in parent involvement activities (Pre-K only):	33 Percent of parent survey respondents participating in parent involvement activities (Pre-K only):	Insufficient Data
			Insufficient Data	
School Year	K-5			
13-14	35 Total # of parent survey respondents (K-5 only):	36 Total # of parent respondents participating in parent involvement activities (K-5 only):	37 Percent of parent survey respondents participating in parent involvement activities (K-5 only):	41 <i>Difference (in percent points)</i>
			Insufficient Data	
12-13	38 Total # of parent survey respondents (K-5 only):	39 Total # of parent respondents participating in parent involvement activities (K-5 only):	40 Percent of parent survey respondents participating in parent involvement activities (K-5 only):	Insufficient Data
			Insufficient Data	
School Year	Grades 6-12			
13-14	42 Total # of parent survey respondents (Grades 6-12 only):	43 Total # of parent respondents participating in parent involvement activities (Grades 6-12 only):	44 Percent of parent survey respondents participating in parent involvement activities (Grades 6-12 only):	48 <i>Difference (in percent points)</i>
			Insufficient Data	
12-13	45 Total # of parent survey respondents (Grades 6-12 only):	46 Total # of parent respondents participating in parent involvement activities (Grades 6-12 only):	47 Percent of parent survey respondents participating in parent involvement activities (Grades 6-12 only):	Insufficient Data
			Insufficient Data	

Parent Surveys

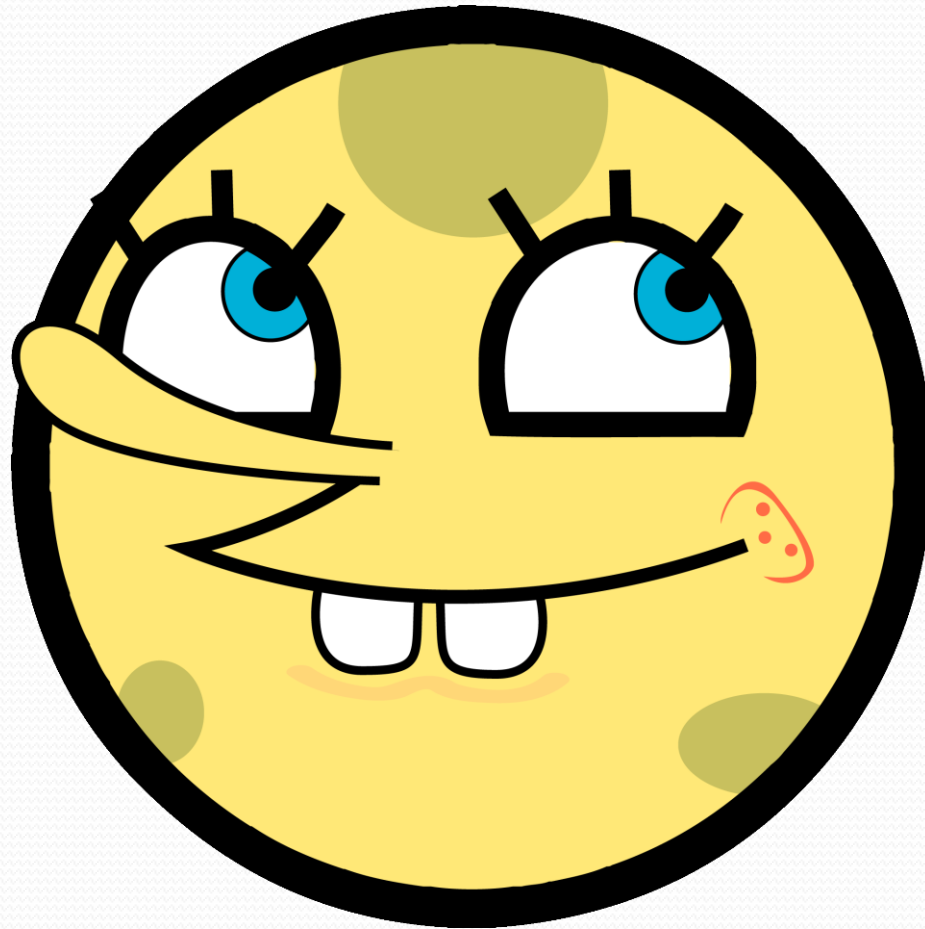
49 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned.
Response should reference the Pre-K parent population, K-5 parent population, and grades 6-12 parent population.

50 What trends, if any, does the district note in migrant parent involvement, by sub-group or grade level?
Response should reference the pre-K parent population, K-5 parent population, and grades 6-12 parent population.

Operational Definition – Parent Involvement

- FMEP Guidebook, Appendix B (pg. 69)
- Often (3 or more times) – Any one item under this category
- Sometimes (1 – 2 times) – Minimum of two items under this category
- *Note for “Other” – use best judgment based on response

Quiz Time!!



How many parents are involved?

- Parent A reported **Often (3 or more times)** under “taking child to places in the community for learning experiences”
- Parent B reported **Sometimes (1 -2 times)** under “taking child to places in the community for learning experiences” AND “attend a meeting or training about how child learns”
- Parent C only reported **Sometimes (1 – 2 times)** under “taking child to places in the community for learning experiences”
- Parent D reported **Often (3 or more times)** under “go to a special event at my child’s school” AND **Not at This Time** under “help my child with homework”
- Parent E reported **Sometimes (1 – 2 times)** under “other: volunteer in classroom” AND **Not at This Time** under “do educational activities at home with my children”

How many parents are involved?

3 out of 5
parents

How many parents are involved?

- Parent A reported **Often (3 or more times)** under “taking child to places in the community for learning experiences” – Parent is involved
- Parent B reported **Sometimes (1 -2 times)** under “taking child to places in the community for learning experiences” AND “attend a meeting or training about how child learns” – Parent is involved
- Parent C only reported **Sometimes (1 – 2 times)** under “taking child to places in the community for learning experiences” – Parent is NOT involved

How many parents are involved?

- Parent D reported **Often (3 or more times)** under “go to a special event at my child’s school” AND **Not at This Time** under “help my child with homework” – Parent is involved
- Parent E reported **Sometimes (1 – 2 times)** under “Other: Volunteer in classroom” AND **Not at This Time** under “do educational activities at home with my children” – Parent is NOT involved

Survey Reporting – Student Engagement/Encouragement

- FMEP Guidebook, pgs. 43 – 48, Appendix B (pgs. 65 – 91)
- Reporting 2013-14 AND 2014-15 school years

Student Surveys

Additional Student Activities & Engagement

The Comprehensive Needs Assessment (CNA) process identified two performance indicators that are to be accomplished through service delivery. Although these indicators represent state-level targets (by 2014), where all districts are examined together, they are provided here for districts to examine how their programs are contributing to the state's progress toward these targets.

Florida MEP Goal: Migrant student (grades 6 - 12) participation in extracurricular activities needs to increase by 20%.
(Refers to Question #2 of Migrant Secondary Student Survey.)

School Year	1 Total # migrant students in Grades 6-12:	2 Total # migrant student survey respondents:	3 # of migrant student respondents participating in extracurricular activities:	4 % of respondents participating in extracurricular activities:	9 <i>Difference (in percent points)</i>
14-15				Insufficient Data	Insufficient Data
13-14	5 Total # migrant students in Grades 6-12:	6 Total # migrant student survey respondents:	7 # of migrant student respondents participating in extracurricular activities:	8 % of respondents participating in extracurricular activities:	
				Insufficient Data	

10 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned.

11 What trends, if any, does the district note in extracurricular activity participation by sub-group or grade level?

Student Surveys

Florida MEP Goal: The percentage of migrant students in grades 6-12 who receive encouragement (moving from middle school to high school, graduating, going to college, technical training) needs to increase by 15% points.
(Refers to Question #7b of the Migrant Secondary Student Survey)

School Year	12 Total # migrant students in Grades 6-12:	13 Total # migrant student survey respondents:	14 # of migrant student respondents who receive encouragement:	15 % of respondents receiving encouragement:	20 Difference (in percent points)
14-15				Insufficient Data	Insufficient Data
13-14				Insufficient Data	Insufficient Data

21 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned.

22 What trends, if any, does the district note in migrant school engagement, by sub-group or grade level?

Operational Definition – Student Engagement/Encouragement

- FMEP Guidebook, Appendix B (pg. 69)
- Engagement – Use question #2 on Survey: Selected ‘Yes’ AND identified at least ONE activity (under Question #5)
- Encouragement – Use questions #7 a/b: Person(s) identified in #7a is(are) MEP or Other School Staff (#7b)

Surveys - Summaries

- Submit Survey Summaries for each survey category
 - Examples: Appendix B (pgs. 88 – 91)
- Send with Annual Evaluation Report

Surveys

- Complete survey sections (including summaries)
- More information on surveys covered on webinar (January 2014)
 - Posted on <http://flrecruiter.org/node/265>

Questions



Annual Reporting

- Due Friday, October 30th, 2015
- Submit to Courtney Walker by email at courtney.walker@fldoe.org
- Questions/Requests (including additional rows, printing, etc.): contact Courtney
- **Don't Forget!** Submit Survey Summaries

In Closing

- Presentation will be available on Florida Recruiter website
- Please tell us what you think:
 - <https://www.surveymonkey.com/r/MMNKY8D>

THANK
YOU!

