FLORIDA MIGRANT EDUCATION PROGRAM

2012-2013 EVALUATION REPORT

June 2015

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Abbreviations

AMCC	Alachua Multi-County Consortium
CAMP	College Assistance Migrant Program
CROP	College Reach-Out Program
CNA	Comprehensive Needs Assessment
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ECHOS	Early Childhood Observation System
ELL	English Language Learners
ESE	Exceptional Student Education
ESEA	Elementary and Secondary Education Act
FAIR-K	Kindergarten Assessment for Instruction in Reading
FCAT	Florida Comprehensive Assessment Test
FDOE	Florida Department of Education
FMEP	Florida Migrant Education Program
FLKRS	Florida Kindergarten Readiness Screener
FMIP	Florida Migrant Interstate Program
FMPAC	Florida Migrant Parent Advisory Council
FRPL	Free or Reduced Price Lunch
GED	General Education Diploma
GPA	Grade Point Average
HEP	High School Equivalency Program
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NCLB	No Child Left Behind Act
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PAEC	Panhandle Area Consortium
PASS	Portable Assisted Study Sequence
PFS	Priority for Services
RFA	Request for Application
SDP	Service Delivery Plan
SEA	State Education Agency
SES	Supplemental Educational Services
SRUSS	School Readiness Uniform Screening
SWD	Students with Disabilities
SY	School Year

The purpose of the Florida Migrant Education Program (FMEP) Evaluation Report is to provide information about the statewide FMEP regarding the effectiveness of services for migrant children and youth. The FMEP is administered through the Florida Department of Education (FDOE) to local education agencies (LEAs) and consortia of LEAs. Of the state's 74 school districts,[1] all but 15 received migrant funds either directly (31) or through the consortia; there were 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMCC) in the program year reported here (2012-2013). Data are submitted by LEAs to FDOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FMEP related to its two main questions:

1) To what extent are programs being implemented?
2) To what extent are programs for MEP students impacting student outcomes?

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state migrant education director and the FDOE staff to make programmatic decisions based on data. The evaluation serves as an annual status update on progress made in implementing targeted services and in measuring the effectiveness of those services.

The evaluation is also intended to communicate what is known about services and their impact on various stakeholders. Findings are shared and discussed with local coordinators to provide a statewide perspective. Local coordinators are also encouraged to make district-level decisions based on evaluation results. The evaluation is shared with the Florida Migrant Parent Advisory Council (FMPAC) for discussion with and feedback from migrant families about the direction of FMEP service provision. The report is also intended to communicate with the U.S. Department of Education's Office of Migrant Education (OME) about the extent to which statutory requirements are being met in response to the needs of migrant youth in achieving challenging academic standards.

The evaluation process is embedded in the MEP's continuous improvement cycle and includes the comprehensive needs assessment (CNA) and service delivery plan (SDP) processes. Under § 200.83 of the Elementary and Secondary Education Act (ESEA), a state education agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation rates, and the number of school dropouts, school readiness and any other targets identified for migrant children;

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[1] School districts for federal reporting purposes

- Comprehensive assessments to address the unique educational needs of migrant children resulting from the migratory lifestyle and any other needs that allow them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address identified needs; and
- Evaluation of the effectiveness of the program, including measurable program goals and outcomes (MPOs) as authorized under Sec. 1306 of the No Child Left Behind Act (NCLB).

This evaluation report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2012 SDP, based on the state's CNA conducted in 2011-2012 and gap analysis between migrant and non-migrant student achievement. These goals are aligned with the "Seven Areas of Concern" identified by OME: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services. The SDP also provided for integration across all components of Florida's MEP and included the following goals and outcomes:

1) The percentage of migrant students who meet the annual proficiency target in **reading** will increase to 83% and the achievement gap between migrant and non-migrant students will decrease. The percentage of migrant ELs who meet the annual proficiency target in reading will increase by 6% points. All migrant children entering 4th grade will be reading on grade level or higher.
2) The percentage of migrant students who meet the annual proficiency target in **mathematics** will increase to 82% and the achievement gap between migrant and non-migrant students will decrease.
3) The percentage of migrant preschool children (who received migrant funded or facilitated preschool services) who demonstrate **school readiness** as measured by the state's assessment will increase to 91%; the percentage of migrant-eligible children ages three to five receiving preschool services by the MEP or other community agencies will increase by 12% points.
4) The 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%; percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points.
5) Percentage of migrant Out-of-School Youth (**OSY**) receiving support to access educational resources in communities where they live and work will increase; percentage of migrant OSY expressing an interest and then receiving survival English skills will increase.
6) Percentage of migrant families and your receiving educational services related to **health** (nutrition, vision and hearing screenings, and dental hygiene) will increase.
7) **Parent involvement** will increase by 12% points for parents of migrant students in grades K-5, 23% points for parents of middle and high school students, and 24% points for parents of preschool children ages 3-5.

The primary data source for this analysis was a district self-evaluation reporting template. LEAs maintain autonomy in implementing strategies and services that meet their local context and have

flexibility in designing their services to address the established goals in ways that function optimally for their specific districts. Each LEA, however, is required to report using the standardized district self-evaluation reporting template (in Excel format) and to submit a report to FDOE twice a year. Each year, the template (with any revisions from the prior year) is disseminated in the fall; districts send mid-year reports to FDOE in January as a checkpoint on programming implementation, and final program-year reporting is due in October for summative analysis with outcome data. The template and companion guidebook were developed with input from a statewide Evaluation Work Group comprised of team members with expertise in migrant education programming and evaluation. The Work Group represents a cross-section of staff—district coordinators, teachers, evaluators and data specialists—who collectively provide important feedback and insights in order for the FMEP to engage in meaningful evaluation, while also being responsive to the diverse local MEP contexts. The template has four main sections: I) Program Information, II) Program Implementation, III) Student Activities and IV) Student Outcomes.

The FMEP evaluation uses both descriptive statistics on service provision and migrant student outcomes together with growth modeling and gap analysis of migrant student outcomes compared to non-migrant student outcomes. Each measure is directly aligned to the MPOs as outlined in the 2012 SDP. The model is limited by differential definitions of time spent on various activities, differences in the extent to which program descriptions were standardized, and availability of relevant local assessment data.

Data from district MEPs were combined to create a statewide database from which to generate findings. Analysis included:

- Reporting basic counts of migrant students and changes in demographic trends;
- Categorizing major program activities in each content area of migrant student support and reporting descriptive statistics regarding enrollment, number of activities, and time spent in each area;
- Calculating year over year gains in student performance for migrant and non-migrant students on Florida Comprehensive Assessment Test (FCAT) assessments;
- Calculating gaps and changes in gaps between migrant and non-migrant students on FCAT/FCAT 2.0 and graduation rates; and
- Calculating gaps and changes in gaps between migrant and non-migrant students on other collected SDP indicators.

Direct comparison of district-determined assessments is not possible due to the variety of assessment tools used by Florida MEPs, though reporting of gains and gap measures is defensible. The FCAT measures student achievement in reading and mathematics. Beginning in the 2010-2011 school year (SY), the reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with Next Generation Sunshine State Standards. During this 2010-2011 transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. In subsequent school years, scores on the reading and mathematics assessments were based on the newly cut scores established in December 2011.

The following findings highlight measures of implementation and student outcomes in the main focus areas of Reading, Mathematics, Graduation, School Readiness, OSY, and Parent Involvement.

IMPLEMENTATION

Data reveal positive advances in implementing SDP strategies, and include the following in summary:

- The highest priority reading strategies were utilize technology and other tools (48% of local operating agencies (LOAs), and providing information and materials to instructional staff on scientifically-based reading strategies (42% of LOAs).
- The number of migrant students receiving reading related services rose each year, from 11,290 in 2010-2011, to 12,796 in 2011-2012 and 12,859 in 2012-2013
- The highest priority mathematics strategies were utilizing technology to promote math skills (61% of districts) and providing strategic, content –based tutoring in math for PFS students (55% of districts).
- The number of students served with mathematics-related services dropped from 2010-2011 (12,829 students) to 2011-2012 (9,924 students), and then rose strongly in 2012-2013 (10,962 students).
- In the areas of graduation-related services, the percentage of districts providing PASS and Mini-PASS curricula rose from 50% in 2010-2011 to 54% in 2011-2012 to 58% in 2012-2013; the percentage of districts providing dropout recovery and prevention rose from 21% to 32%, while FCAT and End of Course (EOC) preparation rose from 7% to 29% from 2011-2012 to 2012-2013.
- The number of students served with graduation-related services rose sharply from 2010-2011 (6,819) to 2011-2012 (10,475), then fell in 2012-2013 (8,622), remaining above the 2010-2011 levels, however.
- School readiness services appeared to decline from 2011-2012 to 2012-2013, although the exact extent of the change may be related to measurement irregularities related to introducing new measures and processes for tracking younger migrant eligible youth.
- OSY service data was added to the template in 2012-2013 and shows 4,674 OSY receiving services that focused on student engagement and OSY technical abilities, including language development.

OUTCOMES

Summary outcomes are presented below within the basic categories and Measureable Program Outcomes (MPOs) established in the FMEP SDP. Detailed findings are presented within the body of the report.

1) MPO: The percentage of migrant students who meet the annual proficiency target in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease. *Status: not met. 31% of migrant students performed at a level of proficient or higher. The gap between migrant and non-migrant students on the FCAT 2.0 reading increased to 22 percentage points.*

Table 1E. Reading Proficiency Gaps, 5-Year Summary (Grades 3-10)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	38	58	20
2009-2010	40	59	19
2010-2011	37	55	18
2011-2012	31	49	18
2012-2013	31	53	22

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2011-2012	30%	20%	22%	40%
2012-2013	31%	19%	19%	40%
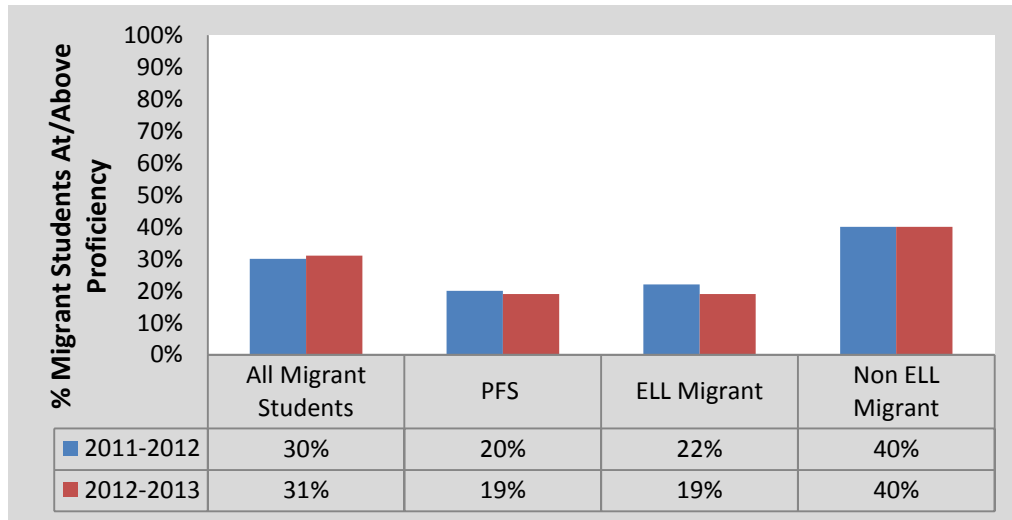
Figure 1E. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0, SYs 2011-2013

2) MPO: Percentage of migrant English Language Learners (ELLs) who are proficient in reading and mathematics needs to increase by 6% points over the next three to five years. *Status: in progress and mixed. The ELL migrant performance at a level of proficient or higher on the FCAT 2.0 rose from 28% to 30% for mathematics, and decreased from 22% to 19% in reading from 2011-2012 to 2012-2013.*

3) MPO: All migrant children entering 4th grade will be reading on grade level (or higher). *Status: not met. 28% of migrant 3rd grade students performed at or above the proficient level on the FCAT reading assessment in 2012-2013.*

4) MPO: The percentage of migrant students who meet the annual proficiency target in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease. *Status: partially met. 42% of migrant students passed the FCAT 2.0 in mathematics at a level of proficient or higher; the gap between migrant and non-migrant students decreased from 15 points in the 2011-2012 school year to 9 points in the 2012-2013 school year, the smallest gap in the past five years.*

Table 2E. Mathematics Proficiency Gaps, 5-Year Summary (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	50	63	13
2009-2010	53	65	12
2010-2011	49	59	10
2011-2012	37	52	15
2012-2013	42	51	9

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2011-2012	37%	27%	28%	43%
2012-2013	42%	31%	30%	48%
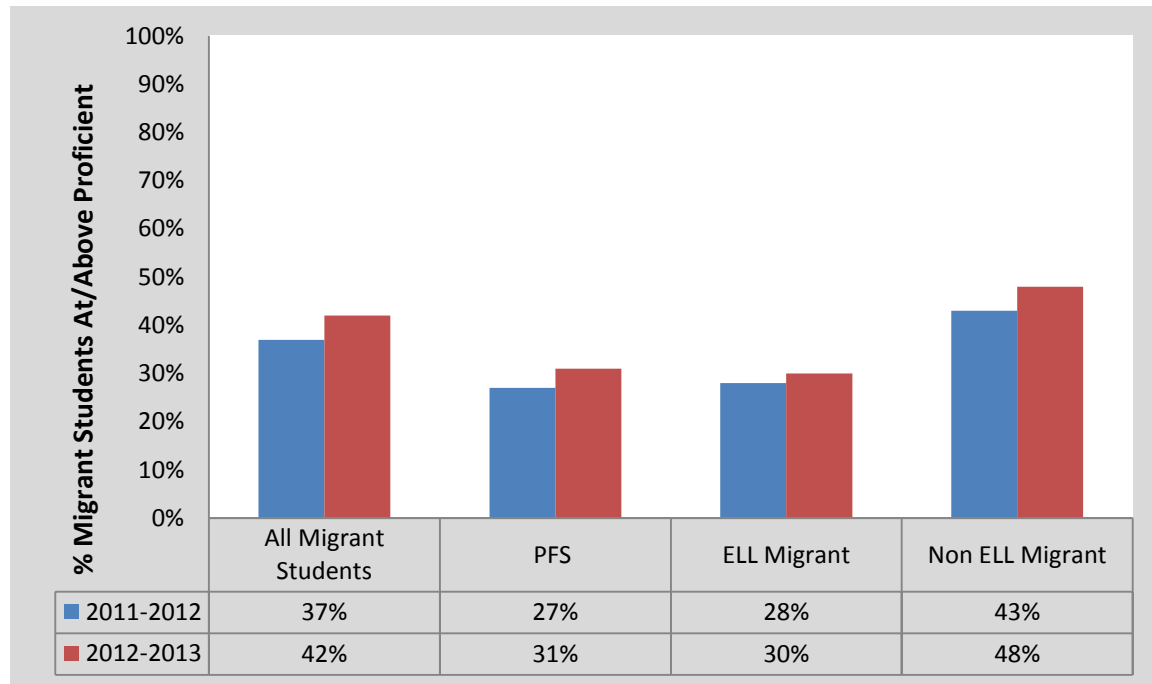
Figure 2E. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by School Year, 2011-2013

5) MPO: The percentage of migrant preschool children who demonstrate **school readiness** (baseline: 87% based on Florida Kindergarten Readiness Screener [FLKRS] for SY 2008-2009) as measured by the state's assessment will increase. *Status: in progress. Data for subsequent school years were unavailable at the time of this report.*

6) MPO: The 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. *Status: Not met. In SY 2011-2012, 71% of migrant 12th graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009), but still short of the 92% target. The gap between migrant and non-migrant students graduating was 3% points in SY 2011-2012 and reduced to 2% points in SY 2012-2013 (versus 4% in SY 2008-2009).*

7) MPO: **Parent involvement** needs to increase by: 24% points for parents of migrant preschool children (ages 3 to 5) (baseline: 71% based on SY 2010-2011); 12% points for parents of students in grades K-5 (baseline: 80% based on SY 2009-2010); and 23% points for parents of middle and high school students (baseline: 69% based on SY 2009-2010). *Status: not met. Significant progress was made from the baseline to the 2012-2013 SY, shown in the table below, with more than 80% of migrant parents reporting engagement in parent involvement activities at each grade level.*

Table 3E. Parent Involvement by Grade Level, SYs 2011-2013

Grade Level	Total # Migrant Parent Respondents		Total # Respondents Participating in Parent Involvement Activities		Percent of Respondents in Parent Involvement Activities	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Preschool	611	857	531	692	87%	81%
K-5	2,236	2908	1,896	2390	85%	82%
6-12	1,750	2085	1,375	1738	79%	83%

The 2012-2013 data collection cycle was the baseline year for OSY and health outcomes. Progress toward the MPOs for these areas therefore will be reported in the 2013-2014 evaluation report.

Annual Evaluation Report

The purpose of this report is to provide information about the statewide Florida Migrant Education Program (FMEP) regarding the effectiveness of services for migrant children and youth. The FMEP is administered through the Florida Department of Education (FDOE) to Local Education Agencies (LEAs) and consortia of LEAs. Of the state's 76 school districts,[2] all but 15 received migrant funds either directly (31) or through the consortia; there were 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMCC) in the program year reported here (2012-2013). Data are submitted by LEAs to the FDOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FMEP related to its two main questions:

1) To what extent are programs being implemented?
2) To what extent are programs for MEP students impacting student outcomes?

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state migrant education director and the FDOE staff to make programmatic decisions based on data. The local MEP grant application process allows for some flexibility to ensure that LEAs and consortia implement services that meet the needs of their students in the context of district programs and resources. However, the FMEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of the comprehensive needs assessment (CNA), the service delivery plan (SDP), and ongoing process evaluation. The evaluation serves as an annual status check on progress made in implementing targeted services and in measuring the effectiveness of those services, enabling the state director to identify promising practices within districts that can be shared for intrastate (and interstate) coordination in addressing the unique needs of Florida's migrant youth. The evaluation findings are intended to assist the FMEP in making mid-course corrections to strengthen and improve impact.

The evaluation also serves as a way to communicate what is known about services and their impact on various stakeholders. Findings are shared and discussed with local coordinators to provide a statewide perspective, and local coordinators are encouraged to make district-level decisions based on their evaluation results. The evaluation is shared with the Florida Migrant Parent Advisory Council (FMPAC) for discussion with and feedback from migrant families about the direction of FMEP service provision. The report is also intended to communicate with the federal Office of Migrant Education (OME) about the extent to which statutory requirements are being met in response to the needs of migrant youth in achieving challenging academic standards.

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[2] School districts for federal reporting purposes

Specifically, the MEP was created in 1966 under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and has been amended, most recently in 2001 through the No Child Left Behind Act (NCLB), with the following purposes (defined in Section 1301 of NCLB):

a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

b) Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;

c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;

e) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and

f) Ensure that migratory children benefit from state and local systemic reforms.

According to the statute (NCLB Sec. 1309), a migratory child in Florida is one who is, or whose parent, spouse or guardian is, a migratory agricultural worker, including a migratory dairy worker or migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such parent, spouse or guardian in obtaining temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, a state education agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation rates, and number of school dropouts, school readiness and any other targets identified for migrant children;

- Needs assessment to address the unique educational requirements of migrant children resulting from the migratory lifestyle and any other needs that allow them to participate effectively in school;

- Service delivery strategies that the SEA will pursue on a statewide basis to address identified needs; and

- Evaluation of the effectiveness of the program, including measurable program outcomes (MPOs) as authorized under Sec. 1306 of NCLB.

This evaluation report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2012 SDP which updated the prior SDP completed in 2008. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and included the following:

1) The percentage of migrant students who meet the annual proficiency target in **reading** will increase to 83% and the achievement gap between migrant and non-migrant students will decrease. The percentage of migrant ELs who meet the annual proficiency target in reading will increase by 6% points. All migrant children entering 4th grade will be reading on grade level or higher.

2) The percentage of migrant students who meet the annual proficiency target in **mathematics** will increase to 82% and the achievement gap between migrant and non-migrant students will decrease.

3) The percentage of migrant preschool children (who received migrant funded or facilitated preschool services) who demonstrate **school readiness** as measured by the state's assessment will increase to 91%; the percentage of migrant-eligible children ages three to five receiving preschool services by the MEP or other community agencies will increase by 12% points.

4) The 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%; percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points.

5) Percentage of migrant Out-of-School Youth (**OSY)** receiving support to access educational resources in communities where they live and work will increase; percentage of migrant OSY expressing an interest and then receiving survival English skills will increase.

6) Percentage of migrant families and your receiving educational services related to **health** (nutrition, vision and hearing screenings, and dental hygiene) will increase.

7) **Parent involvement** will increase by 12% points for parents of migrant students in grades K-5, 23% points for parents of middle and high school students, and 24% points for parents of preschool children ages 3-5.

These goals are aligned with the Seven Areas of Concern identified by the OME: educational continuity, instructional time, school engagement, English language development, educational support in the home, health and access to services.

The SDP is the guiding force for implementing programs in the FMEP at both state and local levels. It lays a foundation of methods to strengthen support for migrant students and families related to academic success and the ultimate goal of high school graduation and beyond. LEAs have the control to utilize these methods in the best way to address the needs of their specific populations. In order to facilitate access to resources and guidance (especially as it relates to federal rules and guidelines) for LEAs, the FMEP state office offers several opportunities to disseminate information and materials to assist LEAs in implementing and evaluating their programs. These opportunities include: two annual statewide meetings (one offered to all federal titles programs and the other specifically to MEP), bi-monthly conference calls, onsite technical assistance (through monitoring and targeted assistance), webinars and emails. These activities ensure that LEAs receive as much information as is feasible from the FMEP to meet the needs of migrant students and the goals of the SDP.

Data Collection

The primary data source for this analysis was a district self-evaluation reporting template. LEAs maintain autonomy in implementing strategies and services that meet their local context and have flexibility in designing their services to address established goals in ways that function optimally for their districts. Each LEA, however, is required to use the standardized district self-evaluation reporting template (in Excel format) and to submit a report to FDOE twice a year. Each year, the template, with any revisions from the prior year, is disseminated in the fall; districts send mid-year reports to FDOE in January as a checkpoint on programming implementation, and final program-year reports with outcome data are due in October for summative analysis.

The template and companion guidebook were developed with input from the statewide Evaluation Work Group comprised of team members with expertise in migrant education programming and evaluation. The Work Group represents a cross-section of staff—district coordinators, teachers, evaluators and data specialists—who collectively provide important feedback and insights in order for the FMEP to engage in meaningful evaluation while also being responsive to diverse local MEP contexts. Work Group discussions focused on operationalizing state-level program measures, revising the template for clarity, and reducing the data burden to district MEPs to the extent feasible. The goal of the Evaluation Work Group was to make the self-reporting template the one tool that serves to encapsulate reporting requirements for district MEPs while enabling the state to aggregate consistent district-level data for a statewide review of programming.

The district self-reporting evaluation template reflects the SDP through four main sections:

Part I. Program Information (basic contact information)

Part II. Program Implementation
   a) MEP Staff Development/Training: type and frequency of professional development
   b) Partnerships: extent to which MEP utilizes federal, state, LEA, and other community and business partners in serving migrant children
   c) Parent Involvement Activities: type and frequency of activities, summary of parent surveys (described below)
   d) Additional MEP Information: more in-depth qualitative information regarding district/consortia programming as a whole

Part III. Student Activities
   a) Students Served: demographic information provided by FDOE
   b) Reading: type, frequency, and participation in student reading-related activities and use of evidence-based strategies
   c) Mathematics: type, frequency, and participation in student mathematics-related activities and use of evidence-based strategies
   d) Graduation: type, frequency, and participation in student school completion-related activities and use of evidence-based strategies
   e) School Readiness: type, frequency, and participation in preschool-related activities and use of evidence-based strategies
   f) OSY: type, frequency, and participation in OSY-related activities and use of evidence-based strategies
   g) School Engagement Indicator—Extracurricular Participation: summary of student survey data (described below)
   h) School Engagement Indicator—Encouragement: summary of student survey data
   i) Additional MEP Information: more in-depth qualitative information regarding district's migrant student activities

Part IV. Student Outcomes
   a) Reading and Mathematics Achievement: as measured by the Florida Comprehensive Assessment Test (FCAT) or FCAT 2.0 - number/percentage of migrant students tested; number/percentage of migrant students who scored at or above proficient (disaggregated by PFS, English language learning status, grades 3-10 for reading and grades 3-8 for mathematics); gap in proficiency level between migrant and non-migrant students; growth by scale score
   b) Algebra I, Geometry I, and Biology I Achievement: as measured by the End-of-Course (EOC) exams - number/percentage of migrant students (entering grades 9-10 for Algebra I, entering grade 9 for Geometry I and entering grades 9-10 for Biology I) tested; number/percentage of migrant students who passed the EOC
   c) Reading and Mathematics Gains: percentage of migrant students in grades 3-10 who demonstrate growth as measured by adequate annual learning gains in state's assessment
   d) School Readiness: results from Florida Kindergarten Readiness Screener (FLKRS) provided by FDOE; number of kindergarten children who received migrant funded or facilitated preschool services; percentage who demonstrate school readiness as measured by state's assessment

e) English Proficiency: English Language Learners (ELL) achievement results provided by FDOE

f) Graduation: rates of migrant 12th grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); retention rates

g) FCAT Tutoring: extent to which migrant students who participated in at least three months of MEP-funded or facilitated tutoring and/or academic services in preparation for the FCAT/FCAT2.0 passed

The Evaluation Work Group also developed three survey instruments to gather statewide qualitative data on parent involvement and secondary school engagement. The template guidebook includes instructions on survey sampling and administration. (Refer to Appendix A for parent survey instruments and Appendix B for student survey instruments.) LEAs identified and reported on their sample size and administration in the template. Parent survey guidance included a weighted operational definition of "parent involvement" to ensure a comprehensive perspective on involvement, requiring attendance at more than just one meeting. The secondary student survey included standardized items related to receiving academic encouragement from MEP or other school staff and involvement in extracurricular activities. Districts calculated results from all survey instruments and reported summary statistics in the template. The parent survey was simplified after the first year in response to feedback from migrant families and LEAs on the complexity of the questions and format.

Analysis

The FMEP evaluation uses both descriptive statistics on service provision and migrant student outcomes, together with growth modeling and gap analysis of migrant student outcomes compared to non-migrant student outcomes. Each measure is directly aligned to the MPOs as outlined in the 2008 SDP. The model is limited by differential definitions of time spent on various activities, differences in the extent to which program descriptions were standardized, and availability of relevant local assessment data.

Data from district MEPs were combined to create a statewide database from which to draw findings. Analysis included:

- Reporting basic counts of migrant students and changes in demographic trends
- Categorizing major program activities in each content area of migrant student support and reporting descriptive statistics regarding enrollment, number of activities, and time spent in each area
- Calculating year over year gains in student performance for migrant and non-migrant students on FCAT assessments
- Calculating gaps and changes in gaps between migrant and non-migrant students on FCAT/FCAT 2.0 and graduation rates
- Calculating gaps and changes in gaps between migrant and non-migrant students on other SDP indicators collected

Data collection and analysis were limited by lack of standardization in program activity categories and would be improved by forcing validation on data entry fields. Direct comparison of district-determined assessments is not possible due to the variety used by Florida MEPs, although reporting of gains and gap measures is defensible.

Adjustments to data submitted via the self-reporting template are noted when made. In some cases, template data for grade level results do not match template data for overall results. These inconsistencies are addressed in the recommendations section.

Results

Thirty-two districts/grantees received funding between 2008 and 2013 and provided data in self-evaluation reporting forms (see Table 1). Most districts/grantees received funding each year; one district/grantee (Sumter) stopped receiving funding starting in 2010-2011; and one district/grantee (Lake Wales Charter) began receiving funding in the 2011-2012 school year (SY).

Between SYs 2008-2010, districts/grantees answered open-ended questions on the self-evaluation reporting forms. Between SYs 2010-2013, self-evaluation reporting forms were modified to allow districts/grantees to choose responses from a preset list of options for some questions. Therefore, the following report includes separate tables for data from SYs 2008-2010 and for SYs 2010-2013 (where applicable).

Table 1. District/Grantee Data Available by SY

District/Grantee	School Year				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Alachua	✓	✓	✓	✓	✓
Broward	✓	✓	✓		✓
Collier	✓	✓	✓	✓	✓
DeSoto	✓	✓	✓	✓	✓
Glades	✓	✓	✓	✓	✓
Hardee	✓	✓	✓	✓	✓
Hendry	✓	✓	✓	✓	✓
Highlands	✓	✓	✓	✓	✓
Hillsborough	✓	✓	✓	✓	✓
Indian River	✓	✓	✓		✓
Lafayette	✓	✓	✓	✓	✓
Lake	✓	✓	✓	✓	✓
Lake Wales Charter*				✓	✓
Lee	✓	✓	✓	✓	✓
Madison	✓	✓		✓	✓
Manatee			✓	✓	✓
Marion	✓	✓	✓	✓	✓
Martin	✓	✓	✓	✓	✓
Miami Dade	✓	✓	✓	✓	✓

District/Grantee	School Year				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Okeechobee	✓	✓	✓	✓	✓
Orange	✓	✓	✓	✓	✓
Osceola	✓	✓	✓	✓	✓
PAEC	✓	✓	✓	✓	✓
Palm Beach	✓	✓	✓	✓	✓
Pasco	✓	✓	✓	✓	✓
Polk	✓	✓	✓	✓	✓
Putnam	✓	✓	✓		✓
Sarasota	✓	✓	✓	✓	✓
St. Lucie	✓	✓		✓	✓
Sumter**	✓	✓			
Suwanee	✓	✓	✓	✓	✓
Volusia	✓	✓	✓	✓	✓

* Lake Wales Charter did not become a school district for federal reporting purposes until SY 2011-2012.
**In 2010-2011, Sumter County ceased to have a district-level MEP.

Demographics

Florida has one of four state MEPs with the most migrant-eligible students and youth (along with California, Texas, and Washington). The number of migrant-served students in Florida rose from 25,781 (SY 2009-2010) to 26,267 (SY 2011-2012) and then fell to 25,635 in SY 2012-2013. Results for 2012-2013 are show in Table 2; results for prior years are shown in Appendix C.

Twenty-one percent of migrant-served students in 2012-2013 qualified as Priority for Service (PFS), the most highly mobile, at risk subgroup. Gender representation remained relatively stable, with approximately 56% male and 44% female. The migrant-served population is predominantly Hispanic (92% in the past three reporting years, SYs 2010-2011, 2011-2012 and 2012-2013), with a significant ELL subgroup. Almost 40% of students are elementary-aged, with decreasing percentages in the higher grades (approximately 8% of the student population is in kindergarten and 2% are high school seniors). There are significant numbers (approximately 20% of the population) of preschool-aged children (three- to five-year olds). The proportion of eligible migrant youth who are young adults who are not in school and have not graduated (coded as '30') has fallen from 19% in 2009-2010 to 14% in 2012-2013 (see Table 2). The Exceptional Student Education (ESE) status has remained consistent at 1% identified as 'gifted' and 9% as 'students with disabilities' (SWD). All migrant-eligible students qualify for free or reduced price lunch (FRPL). 72 percent are identified as eligible for free lunch (coded as '2' under FRPL) and 27% did not apply for FRPL (coded as '0').

Table 2. Demographic Data for the Migrant Served Population, SY 2012-2013

2012-2013 School Year – Demographics (Migrant Served)

Total	25,635

Gender	Female	Male
	11,288	14,347
	44%	56%

ESE	Gifted	SWD
	304	2,371
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,382	7,885
	5%	31%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	5,359	5,270
	21%	21%

FRPL	Z	0	1	2	3	4
	0	6,989	15	18,534	56	41
	0%	27%	.06%	72%	.2%	.16%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	327	1,111	23,547	102	6	36	506
	1%	4%	92%	.40%	.02%	.14%	2%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	4,634	2,051	1,908	1,689	1,695	1,341	1,332	1,281	1,152	1,132	1,132	1,005	875	768	3,640	0
	18%	8%	7%	7%	7%	5%	5%	5%	4%	4%	4%	4%	3%	3%	14%	0%

ESE – Exceptional student education, SWD – Students with disabilities, ELL – English language learners, LEP (LF) – Limited English proficiency (student is being followed up for two-year period after having exited from the English as a Second Language or ESOL program), LEP (LY) – Limited English proficiency (student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach), PFS – Priority for Services, FRPL – Free and reduced price lunch: 0 – did not apply for FRPL; 1 – applied but was not eligible; 2 –eligible for free lunch; 3 –

eligible for reduced price lunch; 4 – enrolled in USDA-approved Provision 2 school; Z – unknown, Grade – '30' is defined as Adult – Non High School Graduate, and '31' is defined as Adult – High School Graduate

Reading

Background

At the time of the first CNA (2005), Florida migrant students scored approximately 25% lower than non-migrant students in reading on the FCAT. As a result of the initial CNA and SDP implementation, local MEPs were required to implement or facilitate literacy programming to address the unique educational needs of migrant students in order to close this achievement gap by addressing the factors that impede academic success in reading (e.g., implementing a summer school literacy program that supplements instruction lost during the regular school year). The CNA Work Group in Reading examined the research and evidence base in reading in the context of the Seven Areas of Concern for migrant students and recommended focusing on vocabulary and fluency development as the most effective components of literacy to target with highly mobile students. This recommendation was articulated in the SDP (2008) and in the Request for Application (RFA) language:

*Migrant Education Programs will implement **literacy** programming or facilitate access to existing literacy programming that addresses the special and unique needs of migrant students. It is recommended that the focus be on vocabulary and fluency development. Particular emphasis should be given to hiring or consulting with a reading advocate (e.g., a certified teacher with experience in second language acquisition who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners).*

The CNA experts also recommended that districts use reading advocates to help shape literacy programming and to provide technical assistance to MEP staff. A number of strategies were also suggested to help districts think through their literacy programming (e.g., family outreach, sustained professional development for MEP staff, etc.). The state articulated these recommendations in its SDP and RFA to strongly encourage MEPs to utilize these strategies while also allowing flexibility for districts in identifying solutions that meet their particular context.

Districts are held accountable to the outcome measures as stated in the 2012 SDP: the percentage of migrant students who meet the annual proficiency target in reading (65% - 2008 SDP and 83% - 2012 SDP) will increase and the achievement gap between migrant and non-migrant students will decrease.

Implementation

In SY 2012-2013, districts/grantees chose the top three strategies emphasized during the school year by their district MEP (see Table 3). Note that some strategies may have been used but are not reflected in the results because they were not a top three priority. Sixty-five percent of districts/grantees indicated providing high quality curriculum that is aligned with tools for assessment and progress monitoring, while 48% indicated utilizing technology and other tools for literacy. Forty-two percent of districts/grantees focused on providing information and materials to instructional staff on scientifically-based reading strategies, a significant increase over previous years (14% in SY 2011-2012 and 25% in SY 2010-2011). There was decreased emphasis in SY 2012-2013 on language-based content instruction than in previous years (16% compared to 32% in SY 2011-2012 and 39% in SY 2010-2011).

Table 3. Reading Strategy Priorities for SY 2012-2013

Reading Strategy Priorities	% Districts/Grantees 2012-2013 *N* = 31
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	29%
Provide training to MEP staff on resources and strategies for OSY	6%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	13%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	10%
Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students	26%
Utilize technology and other tools	48%
Emphasize language-based content instruction using sheltered instruction with ELLs	16%
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	65%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	29%
Provide information and materials to instructional staff on scientifically-based reading strategies	42%
Provide sustained and intensive professional development	6%
Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information	0%
Other (including supplemental support and tutoring for PFS, GEP	23%

Program, references and resources for student use at home and parent instructional resources)	

Districts/grantees reported on the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in reading. Activities included tutoring, individual and small group reading instruction, in-class academic support, and access to supplemental technology (e.g., Kindles).

Across the three most recent evaluation years, the majority of districts/grantees offered at least one service focused on student achievement in reading (89% in SY 2010-2011; 89% in SY 2011-2012; 94% in SY 2012-2013; see Table 4). A few districts/grantees offered services focused on credit accrual/graduation (29% in SY 2010-2011; 21% in SY 2011-2012; 29% in SY 2012-2013) and student engagement (18% in SY 2010-2011; 14% in SY 2011-2012; 16% in SY 2012-2013).

Table 4. Percentage of Districts/Grantees Offering Services in Reading, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28	2012-2013 *N=31*
Leadership activities	0%	4%	0%
Technical abilities	4%	0%	0%
Student achievement	89%	89%	94%
Postsecondary transition/alternative education	4%	0%	3%
Credit accrual/graduation	29%	21%	29%
Student engagement	18%	14%	16%

From 2010-2013, the vast majority of district/grantee reading activities were either wholly or partially migrant-funded (see Table 5). The most recent evaluation year, SY 2012-2013, saw a slight decrease in the number of activities that were "other" funded and a slight increase in those funded by partners.

Table 5. Number of District Reading Activities by Funding Source, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	0	0	0	0	0	1	0	0	0	0	0	0
Technical abilities	0	0	1	0	0	0	0	0	0	0	0	0
Student achievement	29	59	18	6	29	53	15	6	29	57	12	20
Postsecondary transition/ alternative education	2	0	0	0	0	0	0	0	0	1	0	0
Credit accrual/graduation	4	8	1	1	0	5	0	0	3	6	0	0
Student engagement	5	4	0	1	2	1	0	1	2	5	0	1
Other*	1	8	0	0	0	0	1	0	0	0	0	0

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

The highest percentage of reading activities adopted by districts/grantees were those focused on student achievement in SY 2010-2011 (76%), SY 2011-2012 (90%) and SY 2012-2013 (87%; see Table 6).

Table 6. Percentage of District Reading Activities, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 148	2011-2012 *N* = 114	2012-2013 *N*=136
Leadership activities	0%	<1%	0%
Technical abilities	<1%	0%	0%
Student achievement	76%	90%	87%
Postsecondary transition/alternative education	1%	0%	1%
Credit accrual/graduation	9%	4%	7%
Student engagement	7%	4%	6%
Other*	6%	<1%	0%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. Examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

Across SYs 2010-2013, districts/grantees reported an average number of hours students were served by funding source (see Table 7). Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student (65.6) was migrant-funded. In SY 2011-2012, the greatest average number of hours per student (98.3) was other-funded. In SY 2012-2013, migrant funding once again served as the primary source for reading activities (144.0 average hours per student).

Table 7. Students Served in Reading by Funding Source, SYs 2010-2013

	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated students	2,270	8,445	1,001	529	3,233	6,776	800	570	2,344	8,386	384	760
Actual students	1,543	8,249	948	550	3,320	8,673	342	461	3,628	8,051	474	706
Average hours per student reported	25.5	65.6	55.5	26.6	76.3	48.1	98.3	79.0*	6.5	144.0	58.2	24.3

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded
One district/grantee reported 2,880 hours per student and was excluded from the analysis

In SY 2010-2011, fewer students participated in activities (11,290) than anticipated (12,245; see Table 8). The greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SY 2011-2012, more students participated in activities (12,796) than

anticipated (11,379), a trend that continued in SY 2012-2013 (12,859 participants compared to 11,874 anticipated participants). From SY 2010-2013, the greatest average number of hours per student was offered for activities focused on student achievement. Once again, data related to hours served should be interpreted with caution.

Table 8. Anticipated vs. Actual Number of Participants by Reading Service Type, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012			2012-2013		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	325	404	12.9	0	0	0
Technical abilities	1	1	34.0	0	0	0	20	0	0
Student achievement	9,911	9,376	47.8	9,658	11,326	67.7	11,554	12,583	2.3
Postsecondary transition/ alternative education	35	14	61.0	0	0	0	6	6	0.2
Credit accrual/ graduation	356	260	107.1	565	238	26.8	133	120	2.8
Student engagement	494	263	27.5	777	824	30.7	181	150	3.8
Other*	1,448	1,376	30.0	54	4	-	-	-	-
Total	**12,245**	**11,290**		**11,379**	**12,796**		**11,874**	**12,859**	

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. Examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

Outcomes

The FCAT measures student achievement in reading and mathematics. Beginning in SY 2010-2011, the reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During this transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the 2011-2012 school year, scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011.

Given the changes in the assessment, scores from SY 2011-2012 are reported as the baseline and are reported together with SY 2012-2013 scores. Prior year results are included in Appendix D and cannot be compared directly to the 2011-2013 results.

Table 9 shows the percentage of migrant students testing at or above reading proficiency on the FCAT 2.0 during SYs 2011-2012 and 2012-2013. Of the 31 districts/grantees reporting scores, 19 saw increased percentages of proficient students (3 of these were districts/grantees who did not have data for the previous year). Of those reporting scores in both years (16 districts), increased percentages of proficient students ranged from 1-19%, with the most notable gains found in Sarasota (+19%) and PAEC (+9%). Of the 12 districts/grantees reporting decreased percentages of reading proficient students, the most notable decreases were seen in Lake (-10%), Lake Wales (-8%) and Pasco (-8%). Among other districts, decreased proficiency percentages ranged from 1-7%.

Table 9. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by District/Grantee, SYs 2011-2013

District/Grantee	2011-2012		2012-2013	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	175	41%	198	42%
Broward			41	17%
Collier	1391	31%	1477	35%
DeSoto	255	29%	271	28%
Glades	55	33%	25	40%
Hardee	483	36%	443	40%
Hendry	379	29%	305	33%
Highlands	537	38%	587	34%
Hillsborough	1288	27%	1404	26%
Indian River			29	31%
Lafayette	14	29%	12	25%
Lake	16	31%	33	21%
Lake Wales	52	29%	47	21%
Lee	248	30%	274	34%
Madison	18	39%	18	39%
Manatee	317	19%	284	23%
Marion	56	23%	74	23%
Martin	35	31%	41	29%
Miami Dade	291	35%	439	28%
Okeechobee	376	33%	354	32%
Orange	231	27%	210	34%
Osceola	38	47%	49	49%
PAEC	179	51%	175	60%
Palm Beach	1288	27%	1411	31%
Pasco	63	25%	54	17%
Polk	839	23%	1086	25%
Putnam			81	37%
Sarasota	7	14%	12	33%

District/Grantee	2011-2012		2012-2013	
	# Tested	% Proficient	# Tested	% Proficient
St. Lucie	157	32%	137	28%
Suwanee	56	29%	61	34%
Volusia	151	28%	66	26%

Table 10, Figure 1, and Figure 2 represent data on the numbers and percentages of migrant students at or above reading proficiency on the FCAT 2.0 during SY 2011-2012 and SY 2012-2013. Among all migrant students, a 1% increase in the percentage of proficient students was found between the SYs, though a slight decrease in proficiency percentage was found among PFS and ELL migrant students (-1% for PFS and -3% for ELL migrants). Non-ELL migrant students maintained the same proficiency percentage (40%) across both years.

Table 10. Reading Proficiency on the FCAT 2.0 by Grade Level, SYs 2011-2013

	# Migrant Students Tested		# Migrant Students at or above Proficient		% Migrant Students at or above Proficient	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
All Migrant Students	8,995	9,698	2,693	3,022	30%	31%
PFS	1,943	2,249	391	425	20%	19%
ELL Migrant	4,064	4,119	888	770	22%	19%
Non ELL Migrant*	6,863	5,843	2,769	2,319	40%	40%
Grade 3	1,447	1,357	421	374	29%	28%
Grade 4	1,262	1,218	455	455	36%	37%
Grade 5	1,214	1,176	446	399	37%	34%
Grade 6	1,078	1,185	321	412	30%	35%
Grade 7	1,055	1,035	304	353	29%	34%
Grade 8	999	1,014	298	287	30%	28%
Grade 9	1,002	989	236	268	24%	27%
Grade 10	866	947	216	261	25%	28%
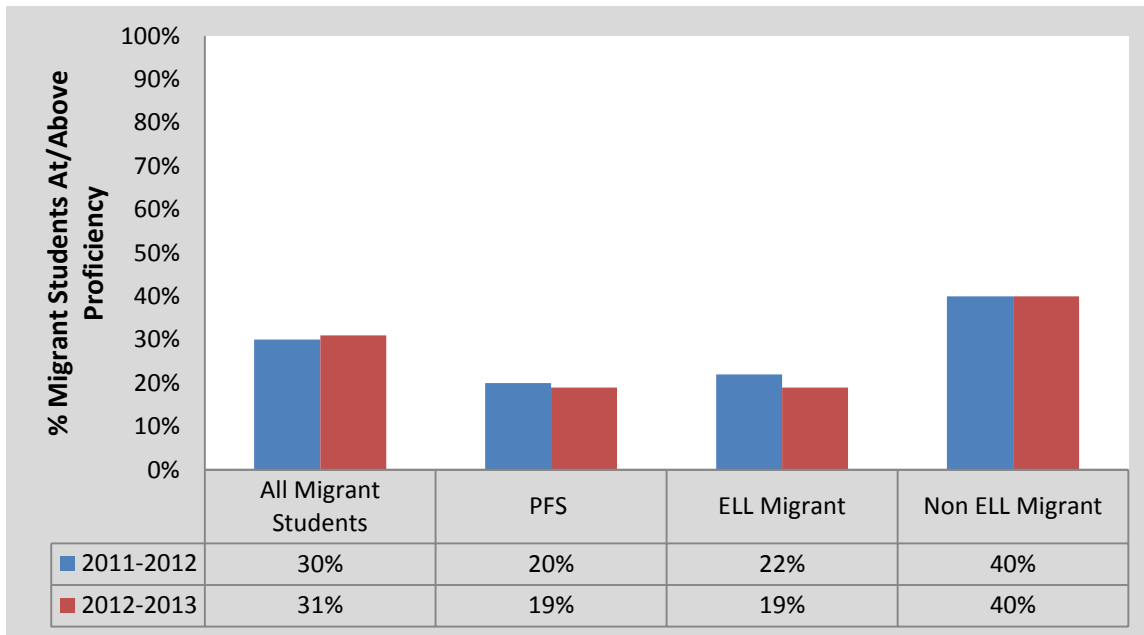
Figure 1. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0, SYs 2011-2013

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
■ 2011-2012	30%	20%	22%	40%
■ 2012-2013	31%	19%	19%	40%
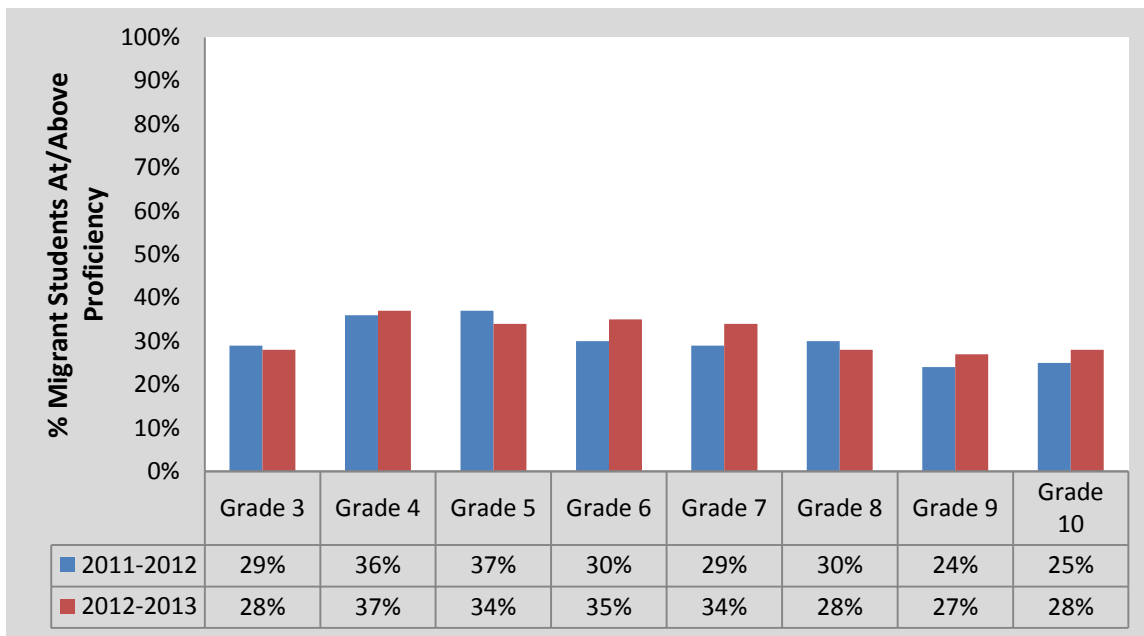
Figure 2. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2013

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2011-2012	29%	36%	37%	30%	29%	30%	24%	25%
■ 2012-2013	28%	37%	34%	35%	34%	28%	27%	28%

In SY 2011-2012, there was an 18-point gap between the percentage of migrant students and the percentage of non-migrant students scoring at or above proficiency (see Table 11 and Figure 3). The greatest gap between these populations was for students in Grade 9 (22% of migrant students scored proficient or above and 48% of non-migrant students scored proficient or above); the smallest gap was for students in Grade 5 (41% of migrant students scored proficient or above and 54% of non-migrant students scored proficient or above).

Table 11. Reading Proficiency Gaps on FCAT 2.0 by Grade Level for SY 2011-2012

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	31	49	18
Grade 3*	28	51	23
Grade 4	36	55	19
Grade 5	41	54	13
Grade 6	36	51	15
Grade 7	33	51	18
Grade 8	30	49	19
Grade 9	22	48	26
Grade 10	23	42	19

Note: data are not included for one district/grantee that reported 5200% of non-migrant students and 5400% of students in grade three who scored at or above proficient in reading.
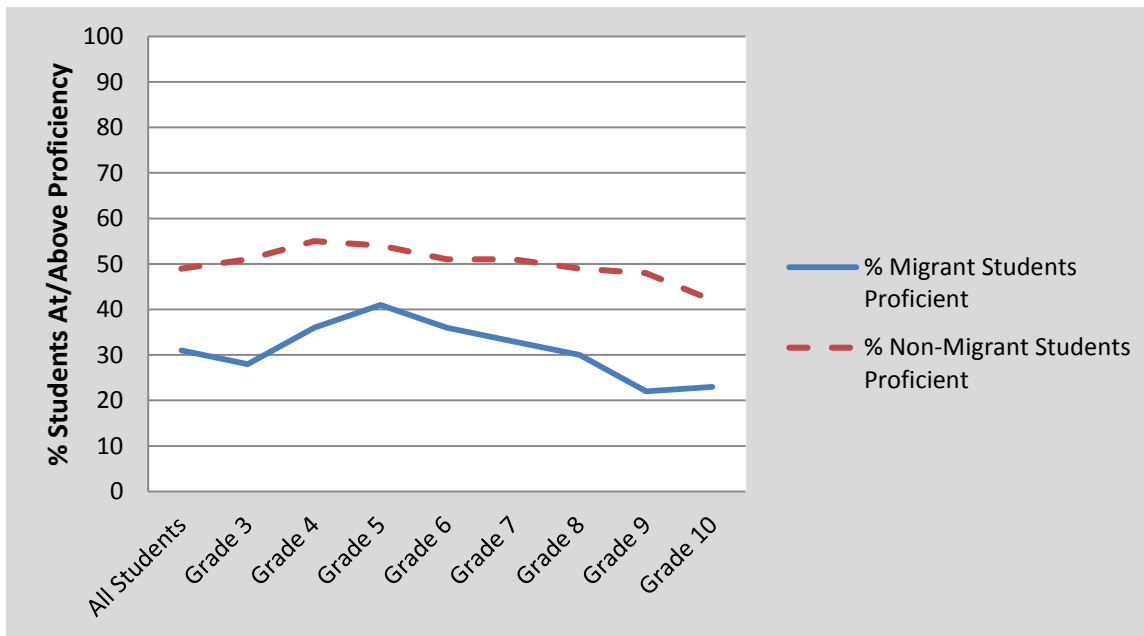
Figure 3. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT 2.0 for SY 2011-2012

In SY 2012-2013, there was a 22-point gap between the percentage of migrant students and the percentage of non-migrant students scoring at or above proficiency (see Table 12 and Figure 4). The greatest gap between these populations was for students in Grade 3 (28% of migrant students scored proficient or above and 48% of non-migrant students scored proficient or above); the smallest gap was for students in Grade 4 (37% of migrant students scored proficient or above, while 52% of non-migrant students scored proficient or above).

Table 12. Reading Proficiency Gaps on FCAT 2.0 for SY 2012-2013

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	31	53	22
Grade 3*	28	48	20
Grade 4	37	52	15
Grade 5	34	51	17
Grade 6	35	52	17
Grade 7	34	52	18
Grade 8	28	47	19
Grade 9	27	46	19
Grade 10	28	45	17

Note: The total number of migrant students reported under all students is 9,698; the sum of the migrant students reported for grade level results is 8,921. % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.
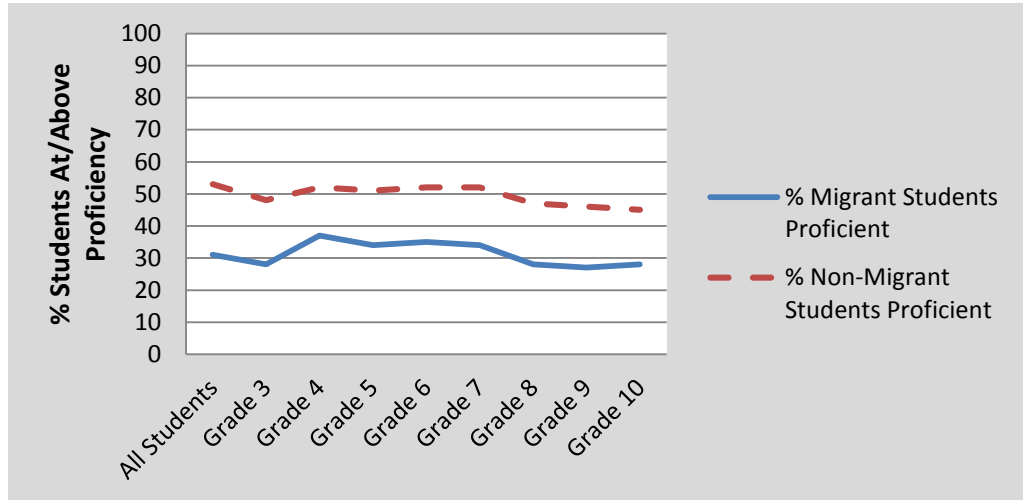
Figure 4. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT 2.0 for SY 2012-2013

Across all evaluation years, the trend in migrant student proficiency has generally tracked that of non-migrant students (e.g., dropping slightly in SY 2010-2011 with the implementation of the new FCAT 2.0 assessment). While the reading proficiency gap between migrant and non-migrant students decreased slightly between SY 2008-2009 and SY 2011-2012 (from 20% to 18%), it increased again in SY 2012-2013 (to 22%; see Table 13 and Figure 5).

Table 13. Reading Proficiency Gaps, 5-Year Summary (All Grades)

2012-2013	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	38	58	20
2009-2010	40	59	19

2010-2011	37	55	18
2011-2012	31	49	18
2012-2013	31	53	22
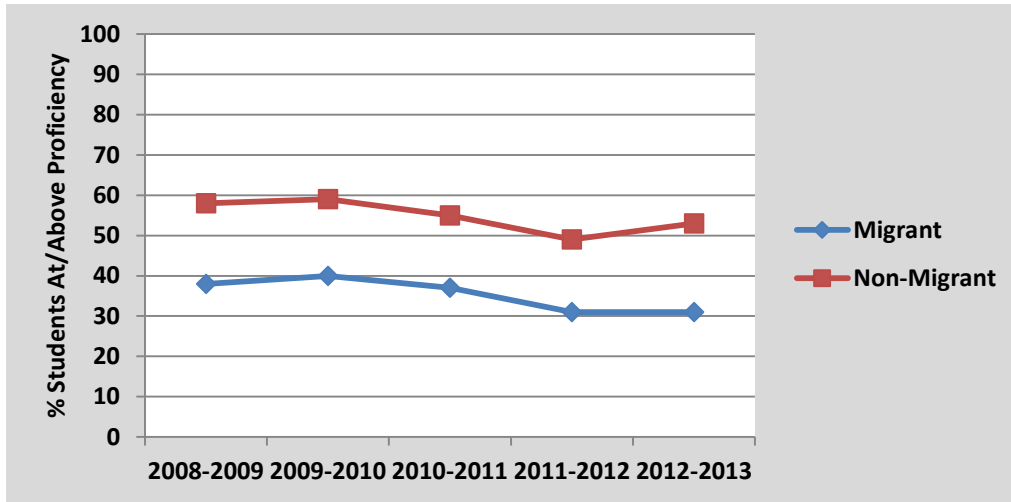
Figure 5. Reading Proficiency Gaps: Migrant and Non-Migrant Students, 5-year Summary (All Grades)

Although data related to learning gains on the state reading assessment were provided by districts/grantees for SY 2011-2012 and can be found in Table 14 and Figure 6; these data should be interpreted with caution given the change in assessment between the 2010-2011 and 2011-2012 SYs.

Table 14. District-Reported Learning Gains in Reading for SY 2011-2012

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,172	3,366	47%
PFS	1,529	576	38%
Grade 3	586	133	23%
Grade 4	1,129	656	58%
Grade 5	1,103	618	56%
Grade 6	1,001	586	59%
Grade 7	967	512	53%
Grade 8	935	489	52%
Grade 9	746	357	48%
Grade 10	650	317	49%
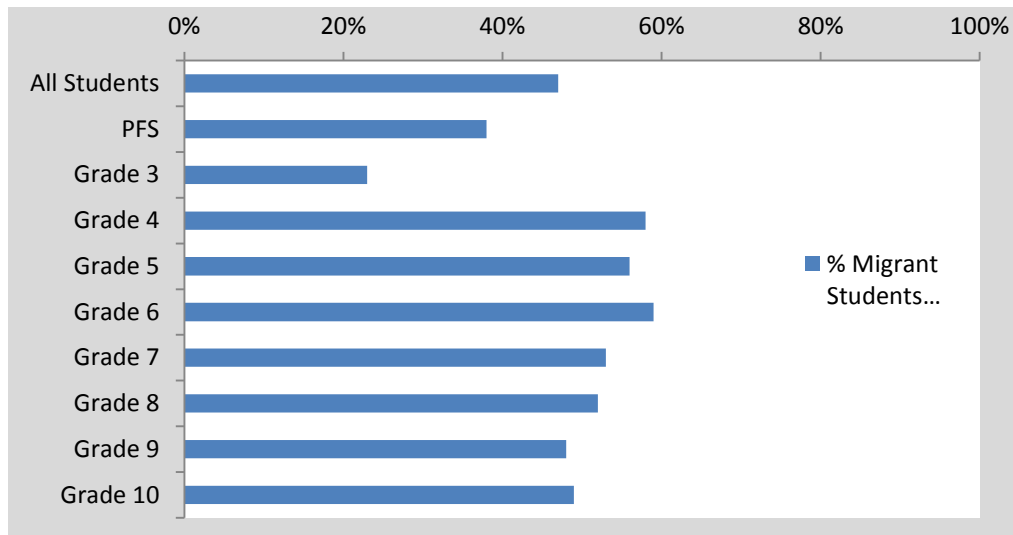
Figure 6. Percentage of Migrant Students with Learning Gains in Reading for SY 2011-2012

On the other hand, reported learning gains reported by district/grantee between SY 2011-2012 and SY 2012-2013 are more reliable in terms of valid comparison across years. Gains are above 40% in every grade and 55% among migrant students overall (45% among PFS students) (see Table 15 and Figure 7).

Table 15. District-Reported Learning Gains in Reading for SY 2012-2013

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,490	3792	51%
PFS	1,637	735	45%
Grade 3	422	167	40%
Grade 4	985	585	59%
Grade 5	1,083	603	56%
Grade 6	1,118	560	50%
Grade 7	981	563	57%
Grade 8	944	548	58%
Grade 9	928	443	48%
Grade 10	828	453	55%
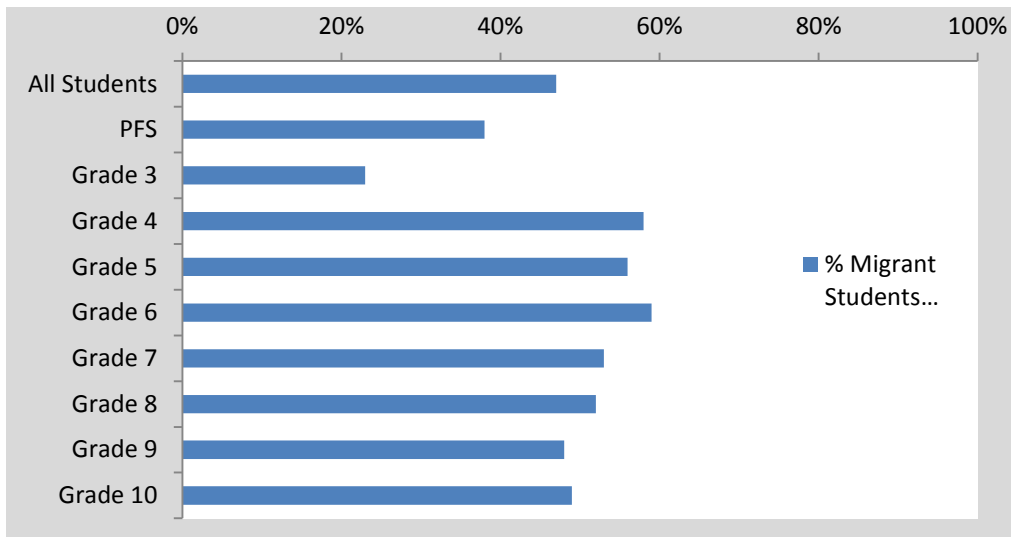
Figure 7. Percentage of Migrant Students with Reading Gains for SY 2012-2013

Mathematics

Background

Florida migrant students scored approximately 25% lower than non-migrant students in mathematics on the FCAT in 2005. As a result of the initial CNA and SDP implementation, the local MEPs were required to institute mathematics programming that addressed the unique educational needs of migrant students in order to close this achievement gap, with a recommended focus on rigor and cultural relevance, as well as the use of manipulatives in instruction to build concrete models of mathematical concepts. The CNA Work Group in Mathematics examined the research and evidence base in mathematics and recommended working with a math coach (e.g., a qualified math teacher with experience in second language acquisition) and partnering, where possible, with local universities, junior colleges, and/or industry. This recommendation was articulated in the SDP (2008) and the RFA language:

*Migrant education will implement **mathematics** programming that addresses the special and unique needs of migrant students, with a recommended focus on rigor and cultural relevance and the use of manipulatives in instruction. Particular emphasis should be given to hiring or consulting with a math coach (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction, and is able to work with adult learners). Extra points will be given to programming that includes collaboration with local universities, junior colleges, and/or industries.*

A number of strategies were also suggested to help districts think through their mathematics programming (e.g., home outreach to create learning activities with parents, strategic content-based tutoring, professional development for MEP staff, etc.). The state articulated these recommendations in its SDP and RFA to strongly encourage MEPs to utilize these strategies while also allowing flexibility for districts to identify solutions that meet their particular context.

Ultimately, districts were to be held accountable to the outcome measure as stated: the percentage of migrant students who meet the annual proficiency target in mathematics (68% - 2008 SDP; 82% - 2012 SDP) will increase and the achievement gap between migrant and non-migrant students will decrease.

Implementation

In SY 2012-2013, districts/grantees were asked to choose the top three mathematics strategies prioritized during the school year by their district MEP (see Table 16). Sixty-one percent of districts/grantees indicated utilizing technology and other tools to promote math skills development and literacy, while 55% provided strategic, content-based tutoring in math to students identified as Priority for Services. Providing high quality curriculum aligned with tools for assessment and progress monitoring was a strategy used by 48% of districts/grantees in SY 2012-2013.

It is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

Table 16. Mathematics Strategy Priorities, SY 2012-2013

Mathematics Strategy Priorities	% Districts/Grantees 2012-2013 N = 31
Hire or consult with a math advocate (e.g., a certified teacher)	23%
Instruct parents on using math resources in the home	19%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	6%
Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults	3%
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	48%
Provide information and materials to instructional staff on scientifically-based math and ESL strategies	13%
Provide math programming that focuses on rigor and cultural relevance	19%
Provide strategic, content-based tutoring in math to students identified as Priority for Services	55%
Provide training to MEP staff on instructional strategies and assessments for math	3%
Train math coaches/advocates to support MEP staff skills development	3%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	32%
Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs	6%
Utilize technology and other tools to promote math skills development and literacy	61%
Other (including after school tutoring for at-risk migrant students, FCAT	10%

tutoring, and instructional materials for youth and families)	

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in mathematics. Activities included tutoring, math games, individual and small group instruction, and access to supplemental technology (e.g., computer programs).

Across the three most recent evaluation years, the majority of districts/grantees offered at least one service focused on student achievement in math (82% in SY 2010-2011, 86% in SY 2011-2012, and 94% in SY 2012-2013; see Table 17). Some districts/grantees offered activities that focused on credit accrual/graduation (25% in SY 2010-2011, 21% in SY 2011-2012, and 29% in SY 2012-2013) and student engagement (7% in SY 2010-2011, 11% in SY 2011-2012, and 16% in SY 2012-2013).

Table 17. Percentage of Districts/Grantees Offering Services in Mathematics, SYs 2010-2013

Focus, Purpose, or Expected Outcomes	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31
Leadership activities	0%	0%	0%
Technical abilities	4%	0%	0%
Student achievement	82%	86%	94%
Postsecondary transition/alternative education	0%	0%	0%
Credit accrual/graduation	25%	21%	29%
Student engagement	7%	11%	16%

From 2010-2013, the vast majority of district/grantee math activities were either wholly or partially migrant-funded (see Table 18). The most recent evaluation year, SY 2012-2013, saw a slight increase in services funded by partners compared to the two previous years.

Table 18. Number of District Mathematics Activities Offered by Funding Source, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	O	C	M	O	P	C	M	O	P
Leadership activities	0	0	0	0	0	0	0	0	0	0	0	0
Technical abilities	0	1	0	0	0	0	0	0	0	0	0	0
Student achievement	29	47	8	4	24	48	8	7	25	46	7	16
Postsecondary transition/alternative education	0	0	0	0	0	0	0	0	0	0	0	0
Credit accrual/graduation	3	7	0	1	0	5	0	0	3	6	0	1
Student Engagement	2	0	0	1	0	2	0	1	1	3	0	2
Other*	1	8	0	0	0	0	1	0	0	0	0	0

The highest percentage of math activities adopted by districts/grantees were those focused on student achievement in SY 2010-2011 (79%), SY 2011-2012 (91%) and SY 2012-2013 (86%; see Table 19).

Table 19. Percentage of Activities in Mathematics, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 112	2011-2012 *N* = 96	2012-2013 *N = 110*
Leadership activities	0%	0%	0%
Technical abilities	<1%	0%	0%
Student achievement	79%	91%	86%
Postsecondary transition/alternative education	0%	0%	0%
Credit accrual/graduation	10%	5%	9%
Student engagement	3%	3%	6%
Other*	8%	1%	0%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. Examples include "Increase Proficiency in math by having student prepared to learn" and "Students will make gains in mathematics, as measured on the FCAT and SuccessMaker data."

In SY 2010-2013, districts/grantees indicated the average number of hours students were served by funding source (see Table 20). Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student (71.3) was fully migrant-funded; an average total of 93.7 hours was either wholly or partially MEP funded. In SY 2011-2012, the greatest average number of hours per student (83.2) was migrant-contributed, with a total of 127.6 hours wholly or partially MEP funded. In SY 2012-2013, migrant funding once again served as the primary resource for math activities (167.6 hours), and migrant funds were at least partially responsible for an average of 174 per student. In the same year, "other" funding reportedly doubled from 51.7 to 102.8 hours per student.

Table 20. Students Served in Mathematics by Funding Source, SYs 2010-2013

	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated	1,92	4,96	462	521	2,23	4,40	719	570	2,152	5,75	259	716

Students	2	7			1	1			8			
Actual Students	1,258	4,846	429	523	1,811	7,220	417	476	3,509	6,542	218	693
Average Hour Per Student Reported	22.4	71.3	57.3	23.7	83.2	44.4	51.7	69.2*	6.4	167.6	102.8	33.0

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded
*One district/grantee reported 2,880 hours per student and was excluded from the analysis.

In SY 2010-2011, 95% of students participated in activities (12,829 as compared to 13,491 anticipated participants; see Table 21). The greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SYs 2011-2013, more students participated in activities (9,924 in SY 2011-2012 and 10,962 in SY 2012-2013) than anticipated (7,921 in SY 2011-2012 and 8,885 in SY 2012-2013). The greatest average number of hours per student in both years was offered for activities focused on student achievement, though the average hours per student nearly doubled between SY 2011-2012 and SY 2012-2013. Once again, data related to hours served should be interpreted with caution.

Table 21. Anticipated vs. Actual Number of Participants by Mathematics Service Type, SYs 2010-2013

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012			2012-2013		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	0	0	0	0	0	0
Technical abilities	1	1	7.1	0	0	0	0	0	0
Student achievement	12,606	12,292	51.1	7,442	9,584	59.8	8,479	10,334	111.6
Postsecondary transition/ alternative education	35	14	--	0	0	0	0	0	0
Credit accrual/ graduation	355	259	107.8	65	28	35.0	150	150	47.4
Student engagement	494	263	17.1	360	308	6.3	256	478	8.1
Other*	0	0	0	54	4	--	--	--	--
Total	**13,491**	**12,829**		**7,921**	**9,924**		**8,885**	**10,962**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. One example is "accelerate learning and remediation."

Outcomes

The FCAT measures student achievement in reading and mathematics. Beginning in SY 2010-2011, the reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During the 2011-2012 transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. Beginning in the 2011-2012 school year, scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011.

Given the changes in the assessment, scores from SY 2011-2012 are reported as the baseline and are reported together with SY 2012-2013 scores. Prior year results are included in Appendix D and cannot be compared directly to the 2011-2013 results.

Table 22 shows the percentage of migrant students testing at or above mathematics proficiency on the FCAT 2.0 during SYs 2011-2012 and 2012-2013. Of the 31 districts/grantees reporting scores, 24 saw increased percentages of proficient students (4 of these were districts/grantees who did not have data for the previous year). Of those reporting scores in both years (20 districts), increased percentages of proficient students ranged from 1-64%, with the most notable gains found in Sarasota (+64%), Madison (+33%) and Lafayette (+23%). Of the 7 districts/grantees reporting decreased percentages of math proficient students, the most notable decreases were seen in Martin (-43%) and Lake (-28%). Among other districts, decreased proficiency percentages ranged from 1-18%.

Table 22. Percentage of Migrant Students at or Above Math Proficiency on FCAT 2.0 by District/Grantee, SYs 2011-2013

District/Grantee	2011-2012		2012-2013	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	143	43%	145	45%
Broward			32	25%
Collier	1091	39%	880	42%
DeSoto	216	39%	215	40%
Glades			22	59%
Hardee	382	53%	341	51%
Hendry	288	39%	225	45%
Highlands	470	34%	475	49%
Hillsborough	1073	36%	1164	39%
Indian River			19	42%
Lafayette	11	55%	9	78%
Lake	12	50%	23	22%
Lake Wales	46	50%	35	46%

District/Grantee	2011-2012		2012-2013	
	# Tested	% Proficient	# Tested	% Proficient
Lee	197	43%	218	43%
Madison	18	28%	18	61%
Manatee	314	31%	236	31%
Marion	47	40%	64	41%
Martin	27	63%	41	20%
Miami Dade	233	49%	345	42%
Okeechobee	410	20%	271	41%
Orange	154	43%	124	45%
Osceola	29	55%	41	63%
PAEC	161	65%	139	65%
Palm Beach	997	34%	1006	41%
Pasco	42	24%	45	22%
Polk	657	32%	799	34%
Putnam			65	57%
Sarasota	7	14%	9	78%
St. Lucie	128	55%	105	37%
Suwanee	56	30%	46	39%
Volusia	113	42%	53	42%

Table 23, Figure 8 and Figure 9 represent data on the percentages of migrant students at or above mathematics proficiency on the FCAT 2.0 during SYs 2011-2013. Among all migrant students, a 5% increase in the rate of those testing at or above proficient was found between the SYs, and corresponding increases were seen among PFS and ELL (migrant and non-) students as well (+4% for PFS, +2% for migrant ELL; +5% for non-migrant ELL students).

Table 23. Mathematics Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2013

	2011-2012			2012-2013		
	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	7,377	2,720	37%	7,210	3,003	42%
PFS	1,644	452	27%	1,760	543	31%
ELL Migrant	3,656	1,016	28%	3,454	1,046	30%
Non ELL Migrant	5,981	2,556	43%	4,016	1,930	48%
Grade 3	1,421	545	38%	1,362	629	46%
Grade 4	1,261	539	43%	1,217	618	51%
Grade 5	1,207	470	39%	1,169	465	40%
Grade 6	1,081	360	33%	1,179	426	36%

	2011-2012			2012-2013		
	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
Grade 7	1,052	408	39%	1,034	425	41%
Grade 8	1,000	364	36%	984	370	38%

Note that data for grades 9 and 10 were missing for most districts/grantees due to implementation of End-of-Course assessment in Algebra.

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2011-2012	37%	27%	28%	43%
2012-2013	42%	31%	30%	48%
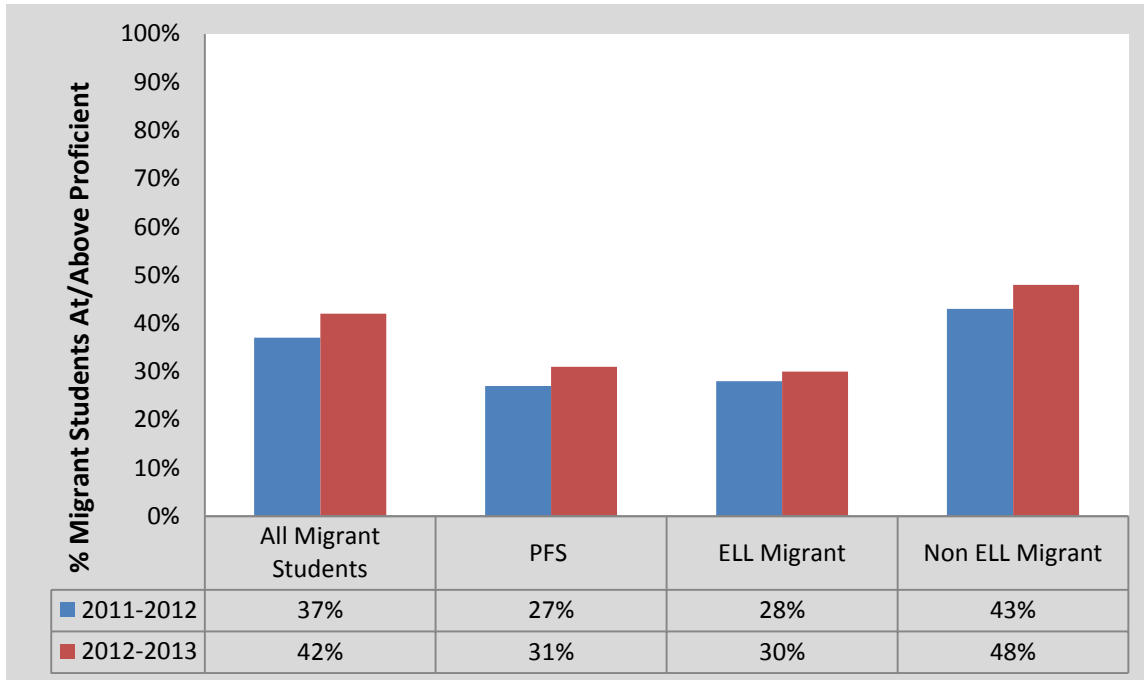
Figure 8. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by School Year, 2011-2013
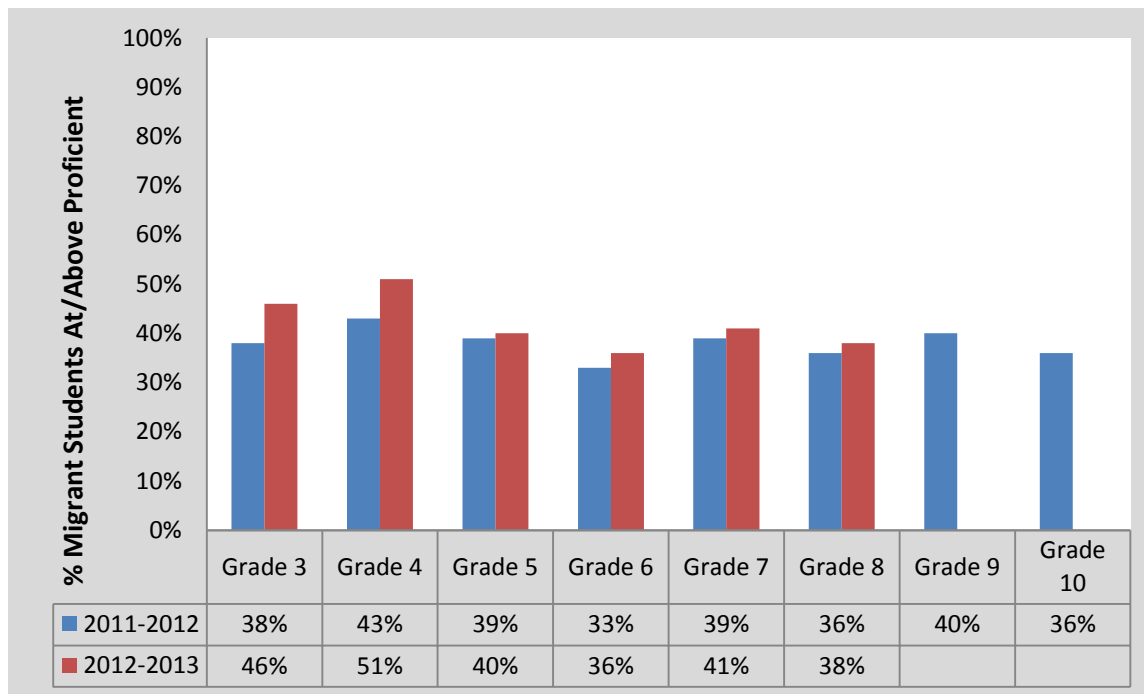
Figure 9. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by Grade Level and School Year, 2011-2013

Note that data for grades 9 and 10 were missing for most districts/grantees due to implementation of End-of-Course assessment in Algebra I.

In SY 2011-2012, there was a 15-point gap between the percentage of migrant students and the percentage of non-migrant students scoring at or above proficiency (see Table 24 and Figure 10). The greatest gap between these populations was for students in Grades 6 followed by Grades 3 and 8. In Grade 6, 33% of migrant students scored proficient or above versus 49% in Grade 6; in Grade 3, 38% of migrant students scored proficient or above versus 53% of non-migrant students in Grade 3; in Grade 8, 36% of migrant students scored proficient or above versus 51% of non-migrant students.

Table 24. Mathematics Proficiency Gaps on FCAT 2.0 for SY 2011-2012

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	37	52	15
Grade 3	38	53	15
Grade 4	43	53	10
Grade 5	39	51	12
Grade 6	33	49	16
Grade 7	39	51	12
Grade 8	36	51	15

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.
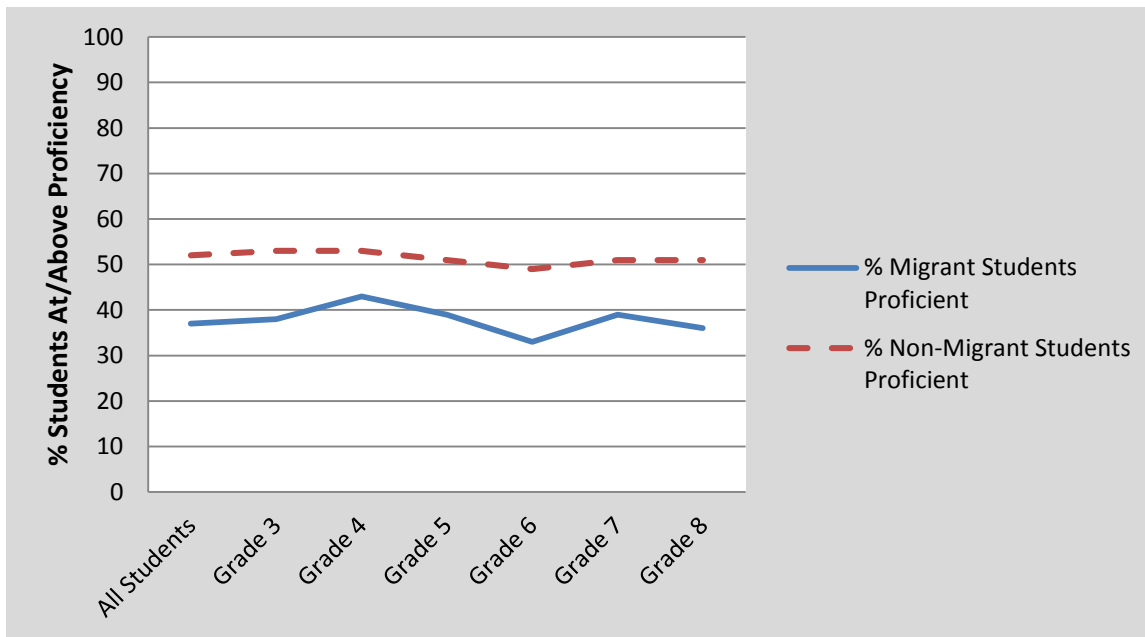
Figure 10. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level for SY 2011-2012

Migrant student proficiency rates in math had improved overall by SY 2012-2013; the gap between the percentage of migrant students and non-migrant students scoring at or above proficiency in math had decreased by 6 points to 9 (see Table 25 and Figure 11). The greatest gap between these populations was for students in grade 6 (36% of migrant students scored proficient or above and 47% of non-migrant students scored proficient or above); all other grades reporting scores maintained a 3-9 point difference between migrant students and their non-migrant counterparts. Between SYs 2011-2012 and 2012-2013, migrant students in each grade demonstrated progress and performed more closely to non-migrant students.

Table 25. Mathematics Proficiency Gaps on FCAT 2.0 for SY 2012-2013

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	42	51	9
Grade 3	46	49	3
Grade 4	51	54	3
Grade 5	40	47	4
Grade 6	36	47	11
Grade 7	41	50	9
Grade 8	38	44	6

Note: *% Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.*
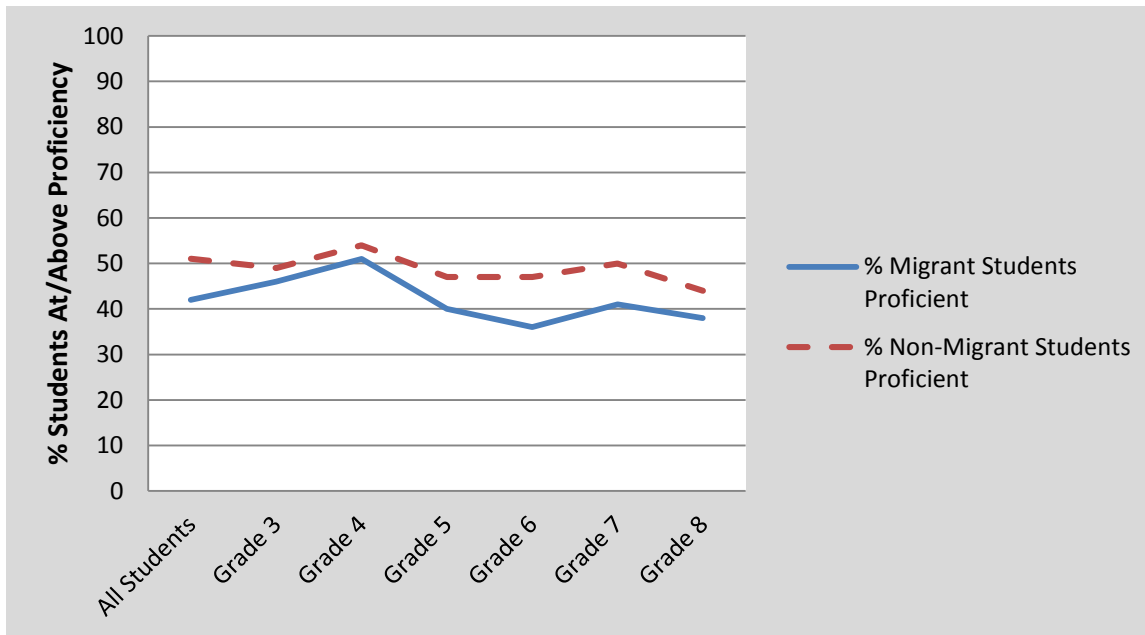
Figure 11. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level for SY 2012-2013

Across all evaluation years, the trend in migrant student math proficiency vis-à-vis non-migrant peers has generally been one of improvement, as the gap between the groups declined from 2008 through 2011, rose in 2011-2012, and dropped significantly in 2012-2013 (see Table 26 and Figure 12).

Table 26. Mathematics Proficiency Gaps, 5-Year Summary (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	50	63	13
2009-2010	53	65	12
2010-2011	49	59	10
2011-2012	37	52	15
2012-2013	42	51	9
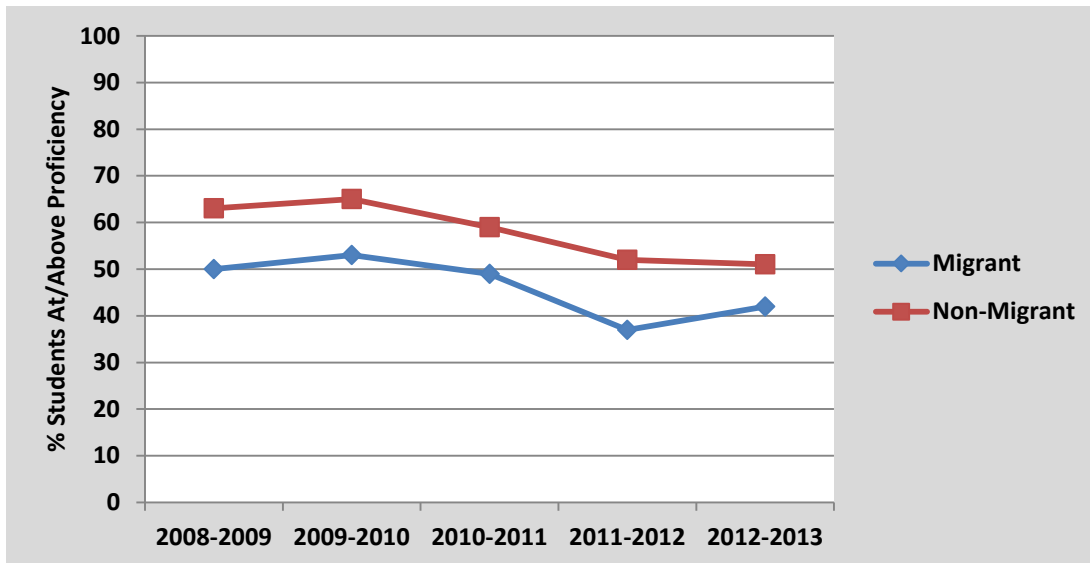
Figure 12. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, 5-year Summary (All Grades)

Although data related to learning gains on the state math assessment were provided by districts/grantees for SY 2011-2012 and can be found in Table 27 and Figure 13 below; these data should be interpreted with caution given the change in assessment between the 2010-2011 and 2011-2012 SYs.

Table 27. District-Reported Learning Gains in Mathematics for SY 2011-2012

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	6,245	3,073	49%
PFS	1,207	517	43%
Grade 3	585	118	20%
Grade 4	1,121	640	57%
Grade 5	1,098	611	56%
Grade 6	989	548	55%
Grade 7	970	569	59%
Grade 8	978	504	52%
Grade 9	209	110	53%
Grade 10	145	78	54%
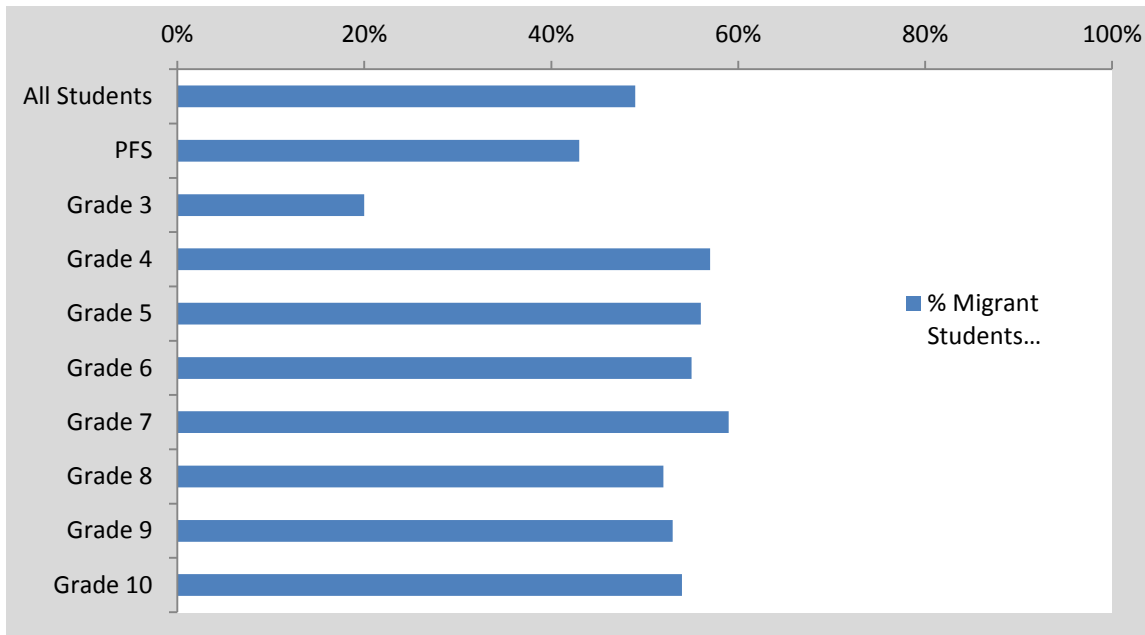
Figure 13. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level for SY 2011-2012

On the other hand, district/grantee reported learning gains in math between SY 2011-2012 and SY 2012-2013, which range from 42% in grade 3 to 67% in grade 4, show an overall improvement of 56% among migrant students overall (47% among PFS students), and these scores may be considered reliable in terms of valid comparison across years (see Table 28 and Figure 14).

Table 28. District-Reported Learning Gains in Mathematics for SY 2012-2013

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	5,955	3,328	56%
PFS	1,123	526	47%
Grade 3	422	176	42%
Grade 4	987	661	67%
Grade 5	1,078	573	53%
Grade 6	1,114	547	49%
Grade 7	983	629	64%
Grade 8	902	521	58%
Grade 9	179	119	66%
Grade 10	91	48	53%
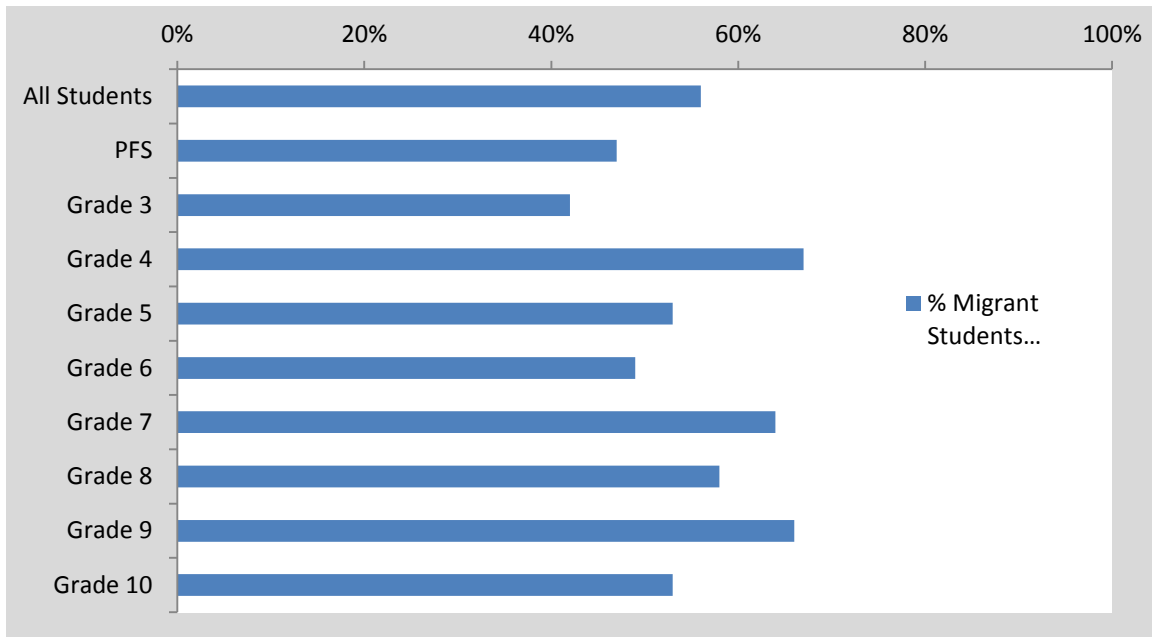
Figure 14. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level for SY 2012-2013

Migrant student performance on EOCs was added to the MEP evaluation reporting template for 2012-2013, reflecting the growing importance and use of EOCs to determine receipt of course credit and to determine eligibility to graduate. Specific indicators established by the MEP include:

Performance Indicator: The percentage of 2011-2012 9th grade students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams.
Desired Change: Increase in percentage

Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant who score at or above the proficient level in the Algebra I and Geometry I End-of-Course (EOC) Exams.
Desired Change: Decrease in gap

Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in the Biology I End-of-Course (EOC) Exam.
Desired Change: Increase in percentage

Because 2012-2013 is the baseline year for EOC indicators, increased percentages of migrant students taking and demonstrating proficiency on EOCs, as well as decreased gaps with non-migrant students, will be available in subsequent years.

Algebra

Table 29 highlights EOC assessment numbers and percentages by district/grantee in SY 2012-2013 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, 43% of migrant students and 39% of PFS students passed their Algebra 1 EOC assessments compared to 65% of non-migrant students. Four districts/grantees show EOC results for Algebra 1 in which migrant students outperformed their non-migrant counterparts.

Geometry

Table 30 highlights Geometry EOC assessment numbers and percentages by district/grantee in SY 2012-2013 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, 70% of migrant students and 46% of PFS students passed their Geometry EOC assessments compared to 79% of non-migrant students. Three districts/grantees show EOC results for Geometry in which migrant students outperformed their non-migrant peers.

Table 29. Algebra I EOC Results, SY 2012-2013

	Non-Migrant			Migrant			Gap
	# Required to Take EOC	*# Passed EOC*	*% Passed EOC*	*# Required to Take EOC*	*# Passed EOC*	*% Passed EOC*	*Pass Rate in Pct Points*
Statewide	**188,091**	**122,707**	**65%**	**1,242**	**537**	**43%**	**22**
Statewide PFS	--	--	--	**334**	**130**	**39%**	--
Alachua	3,994	2,473	62%	32	16	50%	12
Broward	12,296	7,575	62%	*	*	*	*
Collier	2,653	1,404	53%	180	72	40%	13
DeSoto	431	204	47%	43	17	40%	7
Glades	45	20	44%	*	*	*	*
Hardee	436	178	41%	76	38	50%	-9
Hendry	385	129	34%	37	8	22%	12
Highlands	629	383	61%	53	30	57%	4
Hillsborough	10,863	4,278	39%	142	53	37%	2
Indian River	1,436	685	48%	*	*	*	*
Lafayette	57	44	77%	*	*	*	*
Lake	1,577	489	31%	*	*	*	*
Lake Wales	451	189	42%	13	4	31%	11
Lee	4,795	2,350	49%	31	5	16%	33
Madison	146	44	30%	*	*	*	*
Manatee	2,833	1,352	48%	28	7	25%	23
Marion	3,070	1,555	51%	*	*	*	*
Martin	1,516	1,048	69%	*	*	*	*
Miami Dade	88,793	72,332	81%	152	106	70%	11
Okeechobee	167	87	52%	15	9	60%	-8
Orange	8,869	4,439	50%	28	14	50%	0
Osceola	1,268	393	31%	*	*	*	*
PAEC	2,676	1,544	58%	23	19	83%	-25
Palm Beach	11,355	5,596	49%	181	60	33%	16
Pasco	13,294	6,837	51%	*	*	*	*
Polk	5,843	2,574	44%	131	47	36%	8
Putnam	856	402	47%	12	7	58%	-11
Sarasota	546	306	56%	*	*	*	*
St Lucie	2,533	1,027	41%	15	5	33%	8
Suwanee	385	250	65%	*	*	*	*
Volusia	3,893	2,520	65%	*	*	*	*

Note: * indicates fewer than 10 students were in the group; data for these groups is masked to product student confidentiality.

Table 30. Geometry EOC Results, SY 2012-2013

	Non-Migrant			Migrant			Gap
	# Required to Take EOC	# Passed EOC	% Passed EOC	# Required to Take EOC	# Passed EOC	% Passed EOC	Pass Rate in Pct Points
Statewide	**87,772**	**69,067**	**79%**	**384**	**268**	**70%**	**9**
Statewide PFS	--	--	--	**132**	**61**	**46%**	--
Alachua	103	88	85%	*	*	*	*
Broward	2619	2,465	94%	*	*	*	*
Collier	747	730	98%	22	17	77%	21
DeSoto	180	115	64%	19	14	74%	-10
Glades	23	16	70%	*	*	*	*
Hardee	244	153	63%	36	23	64%	-1
Hendry	381	214	56%	39	23	59%	-3
Highlands	213	165	77%	13	9	69%	8
Hillsborough	6,470	5,446	84%	33	25	76%	8
Indian River	1,159	717	62%	*	*	*	*
Lafayette	25	25	100%	*	*	*	*
Lake	858	756	88%	*	*	*	*
Lake Wales	348	124	36%	*	*	*	*
Lee	5,567	3,229	58%	18	5	28%	30
Madison	21	19	90%	*	*	*	*
Manatee	547	511	93%	*	*	*	*
Marion	461	439	95%	*	*	*	*
Martin	1,286	901	70%	*	*	*	*
Miami Dade	53,375	42,790	80%	70	50	71%	9
Okeechobee	149	140	94%	*	*	*	*
Orange	2,901	2,587	89%	*	*	*	*
Osceola	1,040	291	28%	*	*	*	*
PAEC	538	514	96%	*	*	*	*
Palm Beach	2,602	2,437	94%	20	17	85%	9
Pasco	0	0	--	*	*	*	*
Polk	1,060	933	88%	72	62	86%	2
Putnam	469	272	58%	*	*	*	*
Sarasota	78	68	87%	*	*	*	*
St Lucie	466	341	73%	*	*	*	*
Suwanee	20	15	75%	*	*	*	*
Volusia	3,822	2,566	67%	*	*	*	*

Note: * indicates fewer than 10 students were in the group; data for these groups is masked to product student confidentiality.

Biology

Table 31 highlights Biology EOC assessment numbers and percentages by district/grantee in SY 2012-2013 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, 53% of migrant students and 37% of PFS students passed their Biology EOC assessments compared to 67% of non-migrant students. Two districts/grantees show EOC results for Biology in which migrant students outperformed their non-migrant peers.

Table 31. Biology I EOC Results, SY 2012-2013

	Non-Migrant			Migrant			Gap
	# Required to Take EOC	# Passed EOC	% Passed EOC	# Required to Take EOC	# Passed EOC	% Passed EOC	Pass Rate in Pct Points
Statewide	**88,730**	**59,840**	**67%**	**473**	**250**	**53%**	**14%**
Statewide PFS	--	--	--	**147**	**55**	**37%**	--
Alachua	1603	1506	94%	*	*	*	*
Broward	7969	7181	90%	*	*	*	*
Collier	555	539	97%	*	*	*	*
DeSoto	259	167	64%	27	17	63%	2%
Glades	49	17	35%	*	*	*	*
Hardee	266	159	60%	48	22	46%	14%
Hendry	374	215	57%	42	21	50%	7%
Highlands	155	76	49%	17	8	47%	2%
Hillsborough	13276	8838	67%	109	43	39%	27%
Indian River	1176	761	65%	*	*	*	*
Lafayette	3	3	100%	*	*	*	*
Lake	2431	1787	74%	*	*	*	*
Lake Wales	415	110	27%	*	*	*	*
Lee	5561	3503	63%	21	6	29%	34%
Madison	36	29	81%	*	*	*	*
Manatee	726	623	86%	*	*	*	*
Marion	613	580	95%	*	*	*	*
Martin	1439	1102	77%	*	*	*	*
Miami Dade	26595	15716	59%	35	18	51%	8%
Okeechobee	307	244	79%	20	14	70%	9%
Orange	4020	3449	86%	*	*	*	*
Osceola	2819	564	20%	*	*	*	*
PAEC	1463	1058	72%	*	*	*	*
Palm Beach	4164	3776	91%	12	9	75%	16%
Pasco	0	0	--	*	*	*	*

	Non-Migrant			Migrant			Gap
	# Required to Take EOC	# Passed EOC	% Passed EOC	# Required to Take EOC	# Passed EOC	% Passed EOC	Pass Rate in Pct Points
Polk	5960	3417	57%	74	64	86%	-29%
Putnam	609	384	63%	*	*	*	*
Sarasota	85	84	99%	*	*	*	*
St Lucie	2975	1681	57%	14	8	57%	-1%
Suwanee	409	285	70%	*	*	*	*
Volusia	2418	1986	82%	*	*	*	*

Note: * indicates fewer than 10 students were in the group; data for these groups is masked to product student confidentiality.

Figure 15. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2013

Graduation

Background

At the time of the first CNA (2005), 36% of migrant students enrolled late or withdrew early from school compared to 20% of non-migrant students, and 85% of migrant high school students had a GPA of 2.0 or lower (compared to 68% of non-migrant peers). These indicators demonstrated that migrant secondary students were at risk of failing out of school. Survey data also showed that less than half of the migrant students participated in extracurricular activities and received encouragement from teachers (indicators of school engagement). The CNA Expert Work Group recommended strategies to provide migrant students with services and programs to facilitate educational continuity and to increase both GPAs and retention rates. The group emphasized the need to employ or consult with a secondary advocate with specialization in the needs of secondary students. This recommendation was articulated in the SDP (2008) and the RFA language:

The project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary students due to their mobility and migrant lifestyle. Particular emphasis should be given to the hiring of a secondary advocate who addresses factors related to educational discontinuity, credit accrual, and school engagement.

A number of strategies were suggested to help districts formulate their secondary programming, e.g., credit accrual through PASS and Mini-PASS, transition support from elementary to middle and from middle to high school, FCAT tutoring, mentoring and dropout recovery, as well as family outreach and sustained professional development for MEP staff. Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant students who graduate from high school with a regular diploma or General Education Diploma (GED) will increase and the gap in graduation rates between migrant and non-migrant students will decrease.

Implementation

In SYs 2010-2013, districts/grantees were asked to choose the top three graduation strategies emphasized by their district MEP during the school year. For all

three years, at least 50% of districts/grantees indicated providing PASS and Mini-PASS curricula to migrant students who were behind and needed to accrue additional credits toward graduation (see Table 32). Also across all years, at least 40% of districts/grantees reported hiring qualified secondary-level advocates (grades 6-12) to assist migrant students with access to services and programs.

More districts/grantees indicated providing strategic, content-based tutoring to secondary students between SY 2010-11 and SY 2011-2012 (43% and 50% respectively), a strategy that was less of a priority in SY 2012-2013 (only about a third of districts/grantees selected this as a top priority). FCAT preparation tutoring initially dropped from 32% in SY 2010-2011 to 7% in SY 2011-2012, then resumed in importance in SY 2012-2013 when EOC preparation was added to the menu (29% of districts reported adopting this strategy).

It is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

Table 32. Graduation Strategy Priorities for SYs 2010-2013

| Graduation Strategy Priorities | % Districts/Grantees | | |
	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	50%	54%	58%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	43%	43%	45%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT 2.0 and EOC preparation, and graduation enhancement for migrant secondary students	46%	46%	32%
Provide strategic, content-based tutoring to secondary students	43%	50%	32%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	18%	21%	32%
Provide FCAT (and in SY 2012-2013, EOC) preparation tutoring	32%	7%	29%
Offer information on graduation enhancement to parents	11%	18%	23%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	21%	21%	19%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	11%	11%	10%

Graduation Strategy Priorities	% Districts/Grantees		
	2010-2011 *N = 28*	2011-2012 *N = 28*	2012-2013 *N = 31*
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	--	--	6%
Other*	18%	4%	6%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	7%	7%	3%

Other strategies in SY 2010-2011 include transition support, offering credits on core subjects, and offering ACT workshops. Other strategies in SY 2011-2012 include tutoring during study hall.

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student graduation achievement. Activities included credit retrieval, after-school clubs, tutoring, home visits, and translation services. The majority of districts/grantees offered at least one activity focused on student achievement (50% in SY 2010-2011, 61% in SY 2011-2012, and 61% in SY 2012-2013) and credit accrual/graduation (61% in SY 2010-2011, 57% in SY 2011-2012 and 58% in SY 2012-2013; see Table 33).

Table 33. Percentage of Districts/Grantees Offering Services in Graduation, SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N = 28*	2011-2012 *N = 28*	2012-2013 *N = 31*
Leadership activities	7%	14%	58%
Technical abilities	4%	0%	0%
Student achievement	50%	61%	61%
Postsecondary transition/alternative education	32%	18%	23%
Credit accrual/graduation	61%	57%	58%
Student engagement	11%	32%	23%

Most graduation activities in SYs 2010-2011, 2011-2012, and 2012-2013 were wholly or partially migrant-funded (see Table 34).

Table 34. Number of District Graduation Services Offered by Funding Source for SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	1	1	0	0	0	3	1	0	0	2	1	0
Technical abilities	0	1	0	0	0	0	0	0	0	0	0	0
Student achievement	19	27	2	0	17	53	8	1	16	23	8	3
Postsecondary transition/alternative	7	12	0	2	2	3	0	0	3	5	0	0

Activity Focus, Purpose, or Expected Outcomes	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
education												
Credit accrual/graduation	5	24	2	6	4	16	4	0	9	17	2	3
Student engagement	2	1	0	1	0	8	1	2	0	7	1	2
Other*	3	13	0	2	0	0	1	0	0	0	0	0

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded
*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning," college transition," and "remediation."

The majority of graduation activities offered in the three most recent evaluation years focused on student achievement (36% in SY 2010-2011, 64% in SY 2011-2012, and 49% in SY 2012-2013) and credit accrual/graduation (28% in SY 2010-2011, 19% in SY 2011-2012, and 30% in SY 2012-2013; see Table 35).

Table 35. Percentage of Activities for Graduation for SYs 2010-2013

Activity Focus, Purpose, or Expected Outcomes	2010-2011 N = 131	2011-2012 N = 124	2012-2013 N = 102
Leadership activities	2%	3%	3%
Technical abilities	<1%	0%	0%
Student achievement	36%	64%	49%
Postsecondary transition/alternative education	16%	4%	8%
Credit accrual/graduation	28%	19%	30%
Student engagement	3%	9%	9%
Other*	14%	<1%	0%

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning," college transition," and "remediation."

In SY 2009-2010, the majority of service hours were provided through migrant-only funding (64,209) while local MEPs contributed an additional 18,381 service hours (see Table 36).

Table 36. Students Served in Graduation by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	1,288	4,492	123	414
Actual Students	1,671	3,777	74	402
Average Hour Per Student Reported	11	17	70	7
Calculated Service Hours	18,381	64,209	5,180	2,814

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

Across SYs 2010-2013, districts/grantees reported an average number of hours students were served by funding source (see Table 37). Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student (228.6) was either wholly or partially migrant-funded, with another 60.5 hours funded by partners or "others." In SY 2011-2012, 185.1 hours per student were fully or partially migrant funded, with partners and "others" funding an additional 125.3 hours. In SY 2012-2013, migrant funding per student for graduation activities appeared to decrease significantly, with MEP funding once again serving as a primary source (in whole or part) for 87.8 average hours per student. Partner and "other" funding in that year dropped to 11.9 average hours per student.

Table 37. Students Served in Graduation by Funding Source, SYs 2010-2013

	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated Students	1,310	4,811	47	453	1,203	6,601	3,004	265	800	4,221	2,953	407
Actual Students	1,088	5,326	57	348	1,193	5,975	3,043	255	915	4,330	2,950	427
Average Hour Per Student Reported	120.6	108.0	34.6	25.9	152.9	32.2	120.3	5.0	80.6	7.2	3.2	8.7

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

In SY 2010-2011, more students participated in activities (6,819) than anticipated (6,621; see Table 38), and the greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SY 2011-2012, 94% of students participated in activities (10,466) compared to anticipated student participants (11,073). In SY 2012-2013 once again, more students than anticipated participated in activities (8,622 compared to 8,381). The greatest average number of hours per student in SYs 2011-2013 was offered for activities focused on postsecondary transition/alternative education, though data related to hours served should be interpreted with caution.

Table 38. Anticipated vs. Actual Number of Participants by Graduation Service Type, SYs 2010-2013

	2010-2011	2011-2012	2012-2013

Focus, Purpose, or Expected Outcomes	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	64	65	16.0	141	100	22.5	100	92	20.6
Technical abilities	40	1	--	0	0	0	0	0	0
Student achievement	2,308	3,303	72.5	7,865	7,045	44.7	5,246	5,599	4.6
Postsecondary transition/ alternative education	1,131	818	73.3	237	294	275.5	424	367	175.1
Credit accrual/ graduation	1,073	967	220.9	831	883	79.8	876	746	22.1
Student engagement	118	110	5.6	1,987	2,141	93.3	1,735	1,818	5.3
Other*	1,887	1,555	4.1	49	12	0	0	0	0
Total	**6,621**	**6,819**		**11,110**	**10,475**		**8,381**	**8,622**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning" and "college transition."

Outcomes

Table 39 and Figure 16 show data on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. In addition, state graduation requirements have changed over the reporting period. Therefore, trend data should be interpreted with caution. In SY 2011-2012, 71% of migrant 12th graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009). The gap between migrant and non-migrant students graduating was 3% points in SY 2011-2012 and reduced to 2% points in SY 2012-2013 (versus 4% in SY 2008-2009).

Table 39. Graduation Rates for Migrant vs. Non-Migrant Students for SYs 2008-2013

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Students who Graduated	% Grade 12 Migrant Students who Graduated	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Students who Graduated	% Grade 12 Non-Migrant Students who Graduated	Gap (in % points)
08-09	670	492	73	110,685	84,974	77	4
09-10	1,131	562	50	196,192	153,930	78	28

10-11	995	506	51	202,564	148,226	73	22
11-12	612	437	71	196,842	146,024	74	3
12-13	766	563	73	204,344	152,353	75	2
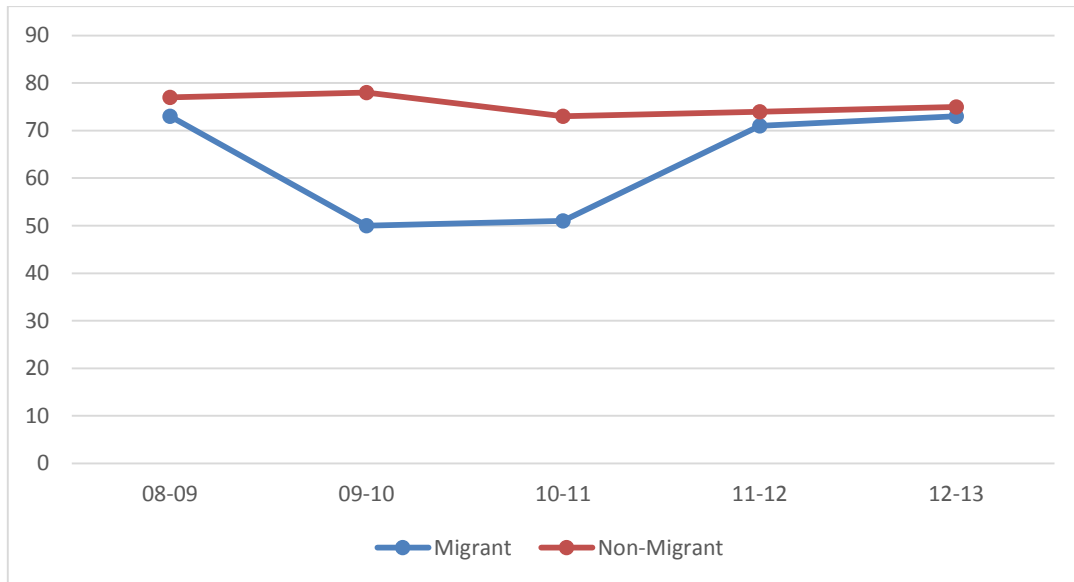
Figure 16. 12th Grade Graduation Rate by School Year and Migrant Status, 2008-2013

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5% points between SY 2008-2009 and SY 2009-2010, with 53% of this age cohort increasing their GPA (data were not collected on students with static GPAs) as shown in Table 40. The percentage of migrant students (grades 9-12) who increased their GPA decreased for the next two school years to 24% (SYs 2010-2012), then increased slightly in SY 2012-2013 to 26%.

Table 40. High School Students Who Increased GPA (Non-Migrant and Migrant) in SYs 2008-2013

School Year	Total # Migrant Students G9-G12	# Migrant Students G9-G12 who increased GPA	% Migrant Students G9-G12 who increased GPA
08-09	2,290	1,337	58
09-10	4,455	2,341	53
10-11	4,157	2,027	49
11-12	3,637	885*	24
12-13	3,780	994*	26

*This data point may reflect only a subset of GPAs (e.g., 2.0 or above) and should be interpreted with caution.

Given the recommendation from the CNA to provide tutoring for FCAT preparation, the FMEP collected information on passing rates for those who received more than three months of tutoring. The number of migrant students in grades 10-12 who participated in extensive tutoring increased dramatically from five in SY 2008-2009 to 317 in SY 2011-2012, then decreased slightly to 286 in SY 2012-2013. Given that only a few districts/grantees provided these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 41. The percentage of tutored students who passed the FCAT assessment

increased between SY 2008-2009 and SY 2010-2011. It is not surprising that pass rates were lower in SY 2011-2012 given the change in the FCAT assessment to the FCAT 2.0, though it should be noted that by SY 2012-2013 passing rates had again increased from 38% to 42%.

Table 41. FCAT Passing Rates for Those Participating in Tutoring for SYs 2008-2013

	Total # Migrant Students G10-G12 participating in MEP tutoring ≥ 3 mos.	# Tutored Students who Passed FCAT	% Tutored Students who Passed FCAT
08-09	5	2	40
09-10	201	88	44
10-11*	146	70	48
11-12	317	122	38
12-13	286	119	42

Note: data were provided only by 12 districts/grantees in SY 2010-2011 and 11 districts/grantees in SY 2011-2012.

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and were encouraged by an educator to reach long term goals (i.e., graduate and pursue postsecondary options). Extracurricular participation and encouragement are proxy measures for school engagement. All districts used a common survey instrument for students in grades 6-12 (refer to Appendix B for student survey instrument.)

In SY 2009-2010, results for extracurricular participation were reported for 24 LOAs, with a total of 2,709 respondents (43% of the 6,268 migrant students reported in Grades 6-12; see Table 42). Of these respondents, an average of 43% participated in extracurricular activities, most notably sports (LOAs had more than 50% participation and 16 LOAs had less than 50% participation). The percent of students participating in extracurricular activities decreased slightly from 43% in SY 2009-2010 to 39% in SY 2011-2012; the most often cited barriers were transportation, "not enough time" and "responsibilities after school" (including jobs and care for siblings at home). However, extracurricular participation increased again in SY 2012-2013 to 46%.

Results for student reported encouragement were provided by 25 LOAs in SY 2009-2010, with a total of 2,740 respondents in Grades 6-12. Of these respondents, an average of 69% received encouragement. All but two districts had rates higher than 50%. The percent of students receiving encouragement also increased over time: from 69% to 76% in SY 2010-2011, 81% in SY 2011-2012 and 84% in SY 2012-2013.

Table 42. School Engagement Survey Data for SYs 2009-2013

Measure of Engagement	Year	Total Number Migrant Students Grades 6-12	Total Number Migrant Survey Respondents	Total Participating in Extracurricular Activities or were Engaged in School	
				N	%

Extracurricular Participation	09-10	6,268	2,709	1,163	43%
	10-11	7,144	3,639	1,520	42%
	11-12	6,209	2,956	1,139	39%
	12-13	6,920	3,179	1,460	46%
Encouragement	09-10	6,283	2,740	1,903	69%
	10-11	6,507	3,609	2,732	76%
	11-12	6,568	2,902	2,344	81%
	12-13	5,741	2,618	2,201	84%

School Readiness

Background

A little over half of the Florida migrant kindergarteners tested by the state's readiness assessment (School Readiness Uniform Screening or SRUSS) were "ready" for school compared to 74% of non-migrant kindergarteners at the time of the CNA. The CNA Work Group in School Readiness examined the research and evidence base in early learning and recommended focusing strategic services related to school readiness skills, particularly in emergent literacy. This recommendation was articulated in the SDP (2008) and the RFA language:

Describe the instructional/supportive services provided to migratory preschool children to ensure their readiness for school in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development). Include program type and/or name, sites (schools, community centers, and individual homes), indicating the number of children being served at each site by age span (age 3 and 4) and the amount of Title I, Part C funds expended.

A number of strategies were also suggested to help districts formulate their early learning programming, e.g., parent involvement and family literacy, coordination with Head Start and other community-based agencies, high quality early childhood curriculum, staff training, etc.

Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant preschool children who demonstrate school readiness as measured by the state's assessment will increase.

Implementation

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement related to school readiness. Activities included tutoring, preschool summer school, access to early education centers, and family literacy events. The majority of districts/grantees offered at least one activity focused on student achievement (64% in SY 2010-2011, 79% in SY 2011-2012 and 77% in SY 2012-2013; see Table 43). A few districts/grantees offered activities that focused on student engagement (32% in SY 2010-2011, 29% in SY 2011-2012 and 35% in SY 2012-2013).

It is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

Table 43. Percentage of Districts/Grantees Offering Services in School Readiness, SYs 2010-2013

Focus, Purpose, or Expected Outcomes	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31
Leadership activities	0%	0%	0%
Technical abilities	0%	0%	3%
Student achievement	64%	79%	77%
Postsecondary transition/alternative education	0%	0%	0%
Credit accrual/graduation	0%	0%	0%
Student engagement	32%	29%	35%

Most school readiness activities were wholly or partially migrant-funded in SYs 2010-2013 (see Table 44).

Table 44. Number of District School Readiness Services Offered by Funding Source, SYs 2010-2013

Focus, Purpose, or Expected Outcomes	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	0	0	0	0	0	0	0	0	0	0	0	0
Technical abilities	0	0	0	0	0	0	0	0	0	1	0	0
Student achievement	13	23	4	4	9	31	4	2	12	22	7	6
Postsecondary transition/alternative education	0	0	0	0	0	0	0	0	0	0	0	0
Credit accrual/graduation	0	0	0	0	0	0	0	0	0	0	0	0
Student engagement	7	5	4	2	3	9	2	2	50	20	0	2
Other*	5	3	0	2	0	0	2	2	0	0	0	0

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded
*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

The majority of activities offered focused on student achievement (61% for SY 2010-2011, 70% for SY 2011-2012 and 62% for SY 2012-2013; see Table 45), though there was also an emphasis across years on student engagement as well.

Across SYs 2010-2013, districts/grantees indicated the average number of hours students were served for each activity. Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks) whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution.

Table 45. Percentage of Activities in School Readiness for SY 2010-2013

Focus, Purpose, or Expected Outcomes	2010-2011 _N_ = 72	2011-2012 N = 66	2012-2013 N = 76
Leadership activities	0%	0%	0%
Technical abilities	0%	0%	1%
Student achievement	61%	70%	62%
Postsecondary transition/alternative education	0%	0%	0%
Credit accrual/graduation	0%	0%	0%
Student engagement	25%	24%	36%
Other*	14%	6%	1%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

In SY 2010-2011, the greatest average number of hours per student (680.3) was funded by partners or "others;" an average of 543.8 hours per student was either wholly or partially migrant-funded. In SY 2011-2012, 395.5 hours per student were fully or partially migrant funded, with partners and "others" funding an additional 332.1 hours. In SY 2012-2013, migrant funding per student appeared to increase significantly, with MEP funding once again serving as a primary source (in whole or part) for 958.2 average hours per student. Partner and "other" funding in that year also increased to 533.5 average hours per student (see Table 46).

Table 46. Students Served in School Readiness by Funding Source, SYs 2010-2013

	Funding Source											
	2010-2011				2011-2012				2012-2013			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated Students	706	1,022	236	117	385	1,590	568	83	342	1558	99	74
Actual Students	530	1,107	229	52	280	5,061	577	50	398	1692	27	107
Average Hour Per Student Reported	341.7	202.1	381.5	298.8	306.1	89.4	235.8	96.3	881.8	76.4	339.8	193.7

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

In SY 2010-2011, 99% of students participated (71) in activities compared to those anticipated (72; see Table 47). The greatest average number of hours per student was offered for activities focused on student achievement. In SY 2011-2012, significantly more students participated in activities (5,968) than anticipated (2,626). The greatest average number of hours per student was offered for other activities, which included kindergarten readiness and social/health wellness. In SY 2012-2013, slightly more students participated in activities (2,224) than anticipated (2,073). In that year,

focus returned to activities focused on student achievement. Once again, data related to hours served should be interpreted with caution.

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012			2012-2013		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	0	0	0	0	0	0
Technical abilities	0	0	0	0	0	0	20	20	1.0
Student achievement	44	44	366.5	1,539	5,026	170.0	1,593	1,336	378.9
Postsecondary transition/ alternative education	0	0	0	0	0	0	0	0	0
Credit accrual/ graduation	0	0	0	0	0	0	0	0	0
Student engagement	18	18	104.5	618	468	15.8	460	868	4.5
Other*	10	9	251.1	469	474	361.5	0	0	0
Total	**72**	**71**		**2,626**	**5,968**		**2,073**	**2,224**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

Outcomes

Comparison across years in school readiness assessment results is limited by the change in state assessments. At the time of the initial CNA (2005), Florida used the SRUSS to measure kindergarteners' school readiness. Beginning in SY 2006-2007, the kindergarten screening became known as the FLKRS, which included a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™)—Letter Naming Fluency and Initial Sound Fluency—to measure development in emergent literacy. In SY 2009-2010, FLKRS changed to replace DIBELS with the Broad Screen and Broad Diagnostic Inventory, two measures from the Kindergarten Assessment for Instruction in Reading (FAIR-K) to gather information on development in emergent reading. FLKRS still includes the ECHOS subset as in previous years.

Data from the 2008-2009 FLKRS for migrant kindergarteners is provided in Table 48. Of the 375 migrant kindergarteners receiving migrant preschool services, 328 (87%) demonstrated school readiness on FLKRS. Data for subsequent school years was unavailable at the time of this report.

Table 48. School Readiness Outcome Measure for SY 2008-2009

	Value
Migrant Kindergarten Students Who Received Migrant Preschool Services	375
# Who Demonstrate School Readiness	328
% Receiving Services and Demonstrating Readiness	87%

Overview of Out of School Youth Outcomes

- In SY 2012-2013 the majority of districts/grantees offered at least one OSY service focused on either student engagement or student achievement

- The majority of OSY services offered to districts/grantees were at least partially MEP funded, with partner organizations also contributing toward service provision.

- Fewer OSY participated in services (4,674) than anticipated (5,051) in SY 2012-2013. The greatest average number of hours per student was offered for activities focused on postsecondary transition/alternative education (287.5 hours) and credit accrual/graduation (162.7 hours), though far greater numbers of migrant youth participated in services related to student engagement (2,751 students) and the development of technical skills (1,339 students).

Background

The Florida MEP serves eligible OSY with educational services that assist youth in returning to school and obtaining a diploma, English language development, and support services and referrals. The collection of OSY service data was first included in the 2012-2013 SY.

Implementation

Districts/grantees reported on the focus, purpose, or expected outcomes of each activity designed to assist migrant out of school youth. In SY 2012-2013 the majority of districts/grantees offered at least one service focused on student engagement (39%), followed closely by offerings related to student achievement (32%; see Table 49).

Table 49. Percentage of Districts/Grantees Offering Services for OSY for SY 2012-2013

Focus, Purpose, or Expected Outcomes	2012-2013 N = 31
Leadership activities	6%
Technical abilities	26%
Student achievement	32%
Postsecondary transition/alternative education	23%
Credit accrual/graduation	26%
Student engagement	39%

The majority of OSY services (56) offered by districts/grantees in SY 2012-2013 were wholly or partially MEP funded (see

Table 50. No activities were "other" funded, though district partners funded an additional 11 of the services offered.

The highest percentage of OSY services adopted by districts/grantees in SY 2012-2013 were those focused on student engagement (29%) and achievement (25%; see Table 51). Credit accrual/graduation services were also used.

Districts/grantees reported an average number of hours students were served by funding source (see Table 52). Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others

only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

Table 50. Number of District OSY Services Offered by Funding Source for SY 2012-2013

Focus, Purpose, or Expected Outcomes	Funding Source 2012-2013			
	C	M	O	P
Leadership activities	0	1	0	0
Technical abilities	0	7	0	1
Student achievement	2	12	0	3
Postsecondary transition/alternative education	1	6	0	0
Credit accrual/graduation	4	5	0	5
Student engagement	1	17	0	2
Other*	0	0	0	0

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded
Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

Table 51. Percentage of Activities for OSY by Type for SY 2012-2013

Focus, Purpose, or Expected Outcomes	2012-2013 N = 69
Leadership activities	1%
Technical abilities	12%
Student achievement	25%
Postsecondary transition/alternative education	10%
Credit accrual/graduation	20%
Student engagement	29%
Other*	0%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

In SY 2012-2013, at least partial migrant funding served as the primary source for OSY activities (664.3 average hours per student).

Table 52. OSY Served by Funding Source, SY 2012-2013

	Funding Source 2012-2013

	C	M	O	P
Anticipated Students	96	477 5	0	180
Actual Students	98	450 1	0	75
Average Hour Per Student Reported	662.1	2.2	0	13.7

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

In SY 2012-2013, fewer students overall participated in OSY services (4,674) than anticipated (5,051; see Table 53). Perhaps not surprisingly, the greatest average number of hours per student was offered for activities focused on postsecondary transition/alternative education and credit accrual/graduation, though far greater numbers of students participated in services related to student engagement and the development of technical skills. As noted elsewhere in this evaluation report, data related to hours served should be interpreted with caution.

Table 53. Anticipated vs. Actual Number of Participants by OSY Service Type for SY 2012-2013

Focus, Purpose, or Expected Outcomes	2012-2013		
	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	2	2	3.0
Technical abilities	1,379	1,339	5.2
Student achievement	411	346	6.6
Postsecondary transition/ alternative education	224	215	287.5
Credit accrual/graduation	57	21	162.7
Student engagement	2,978	2,751	0.6
Other*	0	0	0
Total	**5,051**	**4,674**	

➢ In SY 2012-2013, a total of 10,575 parents (duplicate) participated in events. The largest portion of migrant parents participated in activities classified as "services offered." Literacy programs and MPAC meetings also showed high participation. Compared to SY 2011-2012, participation increased by 31% (8,086) and the number of activities increased by 7.4% (202) in SY 2012-2013.

➢ In both SY 2011-2012 and SY 2012-2013, parenting had the highest number of parent participants (3,196 and 3,493 respectively). Learning at home had the second highest number of parent participants (1,701 and 2,133 respectively).

➢ Survey data shows that parent involvement decreased at the preschool level by 6% between SY 2011-2012 and SY 2012-2013 (to 81%), decreased at the K-5 level by 2% from SY 2011-2012 to SY 2012-2013 (to 82%), and increased at the 6-12 level by 4% between SY 2011-2012 and SY 2012-2013 (to 83%).

Parent Involvement

Background

Parent involvement is a central component of the FMEP. Each district provided information on parent involvement activities, including a description, funding source, target population, frequency, total duration, focus/expected outcomes, total parents participating and areas of concern addressed. Parent involvement outcomes were established by student grade level. For parents of students in grades K-5, parent involvement needed to increase by 12 percentage points; for parents of middle and high school students, a 23 percentage point was required (as measured by the total [unduplicated] number of parents participating in at least one activity).

Parent involvement strategies suggested by the Expert Work Group in the 2005 CNA and articulated in the 2008 SDP align with Epstein's framework of six levels of parent involvement:

1. Parenting: Assist families in setting home conditions that support children as students at each age and grade level. Home visits by MEP advocates to disseminate information on services and resources for health, nutrition, etc. are examples of these types of 'parenting' activities.

2. Communicating: Develop two-way communication between families and the MEP, and between families and schools. Professional development for school staff related to cultural competency and knowledge of the migratory lifestyle is an example of 'communicating'; supporting families in understanding U.S. school systems and high school graduation requirements is another MEP example.

3. Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students. Strengthening parent volunteer programs and recognizing contributions through award ceremonies are examples of MEP activities in this area.

4. Learning at home: Involve migrant families in their children's learning at home. Instruction on the use of age-appropriate hands-on learning in content areas, along with family literacy, are ways the MEP implements programming.

5. Decision-making: Include migrant families as participants in MEP decisions and advocacy. Coordination of PAC meetings and parent outreach in accessible languages are strategies implemented by the MEP.

6. Collaborating with community: Utilize community resources to strengthen MEPs, schools, families, and student learning. Coordination of services with Head Start and other community-based agencies to provide support services to migrant children and families are examples of strategies.

Implementation

In SY 2012-2013, 217 activity descriptions were provided. A total of 10,575 parents (duplicate) participated in events (see Table 54). The largest portion of migrant parents (2,181) participated in activities classified as "services offered." Activities identified under this focus/purpose included family festivals, health fairs, parent center open houses, and social service donations from community partners (e.g., clothes, food, and blankets). Literacy programs (1,884) and MPAC meetings (1,869) also showed high participation. Compared to SY 2011-2012, participation increased by 31% (8,086) and the number of activities increased by 7.4% (202) in SY 2012-2013. Activities ranged in duration from once during the school year to several times per week.

Table 54. Parent Involvement Activities for SY 2012-2013

Activity Focus, Purpose, or Expected Outcomes	Number of Activities	Total Duration (Hours)	Total Participants (Duplicated)
MPAC orientation/participation	34	169	1,854
Pre-K orientation	7	20	91
Services offered	50	1,507	2,196
Parenting techniques	22	111	1,600
Post-secondary opportunities	10	41	210
Outreach opportunities	25	167	906
ELL for parents	10	531	220
Literacy programs	31	2,355	1,884
Assistance with technology	3	6	37
FCAT/ACT/alternative state assessment preparation	7	12	240
Parent recognition	2	10	85
Mentor recognition	0	0	0
Student achievement recognition	11	29	1,252

District-provided activity descriptions were categorized, to the extent possible, by Epstein levels in Table 55. In some cases, categories are included in different Epstein levels based on more detailed descriptions provided by LOAs. In SY 2011-2012 and SY 2012-2013, parenting (assist families in setting home conditions that support children as students at each age and grade level) had the highest number of parent participants (3,196 and 3,493 respectively). Learning at home (involve families with their children in academic learning at home) was the second highest (1,701 and 2,133 respectively). Although it appears there is a drastic decrease in certain levels (e.g., collaborating with

community and volunteering), the change in activity descriptions provided by LOAs can adjust the designation of level between reporting periods.

Table 55. Parent Involvement Activities by Epstein Levels, SYs 2011-2013

Epstein Levels of Parent Involvement	2011-12	2012-13
Collaborating with Community	**1,454**	**977**
Awards program	0	68
CAMP presentation	127	153
Family literacy	2	10
Health & safety	0	75
Holiday/special events	1,164	301
Information on students' high school completion and/or post-secondary options	0	0
Legal awareness	0	78
MEP awareness	19	0
PAC	0	0
Resource center/distribution; community information	127	282
School-based events	0	10
Strategies/skills to assist children at home	15	0
Communicating	**1,350**	**3,234**
Awards program	45	0
Early childhood strategies	12	0
English (adult education)	79	0
Holiday/special events	0	0
MEP awareness	275	892
PAC	0	246
Review student progress	0	30
Resource center/distribution; community information	112	32
School-based events	166	223
Strategies/skills to assist children at home	60	444
Student ELL program information	0	235
Student work showcase	597	1,059
Technology (adult education)	3	0
Understanding U.S. school system & parents' rights and responsibilities	1	73
Decision-Making	**489**	**282**
CAMP presentation	0	0
Health & safety	0	0
Information on students' high school completion and/or post-secondary options	83	198
Leadership skills development	0	57
Legal awareness	75	0
MEP awareness	0	0
PAC	182	0
Resource center/distribution; community information	0	15
School-based events	13	0
Understanding U.S. school system & parents' rights and responsibilities	136	12

Learning at Home	1,701	2,133
Awards program	0	0
Early childhood strategies	269	128
English (adult education)	8	0
Family literacy	783	1,431
Holiday/special events	0	0
Information on students' high school completion and/or post-secondary options	0	0
Math literacy	0	29
MEP awareness	56	0
Resource center/distribution; community information	97	0
School-based events	0	0
Science literacy	35	25
Strategies/skills to assist children at home	353	506
Student ELL program information	0	0
Student work showcase	0	0
Technology (adult education)	100	14
Parenting	**3,196**	**3,413**
Awards program	298	0
Early childhood strategies	276	420
English (adult education)	0	101
Family literacy	42	7
Health & safety	210	2
Holiday/special events	74	19
Information on students' high school completion	33	0
Information on students' high school completion and/or post-secondary options	56	2
Leadership skills development	25	19
Legal awareness	0	0
Math literacy	9	0
MEP awareness	0	14
PAC	1,151	2,191
Resource center/distribution; community information	265	0
School-based events	500	0
Science literacy	14	0
Strategies/skills to assist children at home	82	480
Student ELL program information	76	4
Technology (adult education)	29	102
Understanding U.S. school system & parents' rights and responsibilities	56	52
Volunteering	**126**	**536**
Awards program	126	0
Holiday/special events	0	524
PAC	0	0
Science literacy	0	12
Grand Total	**8,316**	**10,575**

Outcomes

Districts collected information on parent involvement rates through the standardized FMEP Parent Involvement Survey for parents of preschool children and students in grades K-5 and 6-12. (See parent involvement survey in Appendix A.) These surveys were developed as a tool to measure the level of parent involvement rates, as it is an outcome identified in the FMEP SDP. The outcomes state that parent involvement rates will increase by 12 percentage points for parents of students in grades K-5 (over the next three to five years) and by 23 percentage points for parents in grades 6-12.

During SY 2010-2011, an additional survey was created for parents of preschool children (defined as between the ages 0–5). These data will serve as the baseline for the preschool parent involvement rate. At the time of SY 2012-2013 reporting, an outcome goal was not established for parent involvement for parents of preschool children. Survey data shows that parent involvement decreased at the preschool level by 6% between SY 2011-2012 and SY 2012-2013, decreased at the K-5 level by 2% from SY 2011-2012 to SY 2012-2013, and increased at the 6-12 level by 4% from SY 2011-2012 to SY 2012-2013 (see Table 56). Open-ended comments from districts/grantees indicate transportation issues and varied work schedules contribute to lower participation rates.

Table 56. Parent Involvement by Grade Level, SYs 2011-2013

	Total # Migrant Parent Respondents		Total # Respondents Participating in Parent Involvement Activities		Percent of Respondents in Parent Involvement Activities	
Grade Level	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Preschool	611	857	531	692	87%	81%
K-5	2,236	2908	1,896	2390	85%	82%
6-12	1,750	2085	1,375	1738	79%	83%

Partnerships

Title I, Part C of the ESEA—Sections 1304(b) and 1306(a)—requires SEAs to address the unique educational needs of migrant children by providing a full range of services from local, state and federal educational programs and support services. Coordination with other programs and community organizations/agencies ensures greater access to a wide range of services that address the Seven Areas of Concern for migrant children and families (e.g., English language development, health, etc.). Coordination also ensures that the use of MEP funds is optimized as supplemental, after leveraging other program funds first.

District MEPs report on the types of partners that they collaborate with annually (e.g., Title I, Part A program staff, McKinney-Vento grantees, health and welfare agencies, universities, local businesses and healthcare providers, etc.).

Each partner type is described by:

• The partner's contribution/role/benefit to the MEP (e.g., promoting the transition from preschool to kindergarten, increasing instructional opportunities in content areas, etc.);

• Documentation of the partnership (e.g., Memorandum of Understanding, informal agreement); and

• Areas of concern addressed by partnership.

Districts are also prompted to describe how partnerships added value to program priorities for migrant students and families.

In SY 2010-2013, districts/grantees chose partners from a list of options. For all three school years, the majority of partner types were non-profit, non-governmental, or community-based organizations (42% in SY 2010-2011, 39% in SY 2011-2012 and 42% in SY 2012-2013; see Table 57).

In SYs 2010-2013, districts/grantees also chose up to three partner contributions, roles, or benefits from each partner. For all three years, the most frequent partner contribution was building networks for information sharing and access to services (34% in SY 2010-2011, 36% in SY 2011-2012 and 33% in SY 2012-2013; see Table 58.

Table 57. Partner Types for SYs 2010-2013

Partner Type	2010-2011 #	2010-2011 %	2011-2012 #	2011-2012 %	20112-2013 #	20112-2013 %
Title I, Part A program staff	20	5	17	4	24	7
Title I, Part D sites	1	<1	18	5	2	1
Other Title I, Part C grantee	3	1	3	1	3	1
McKinney-Vento grantees	11	3	13	3	15	4
Title III program staff	13	3	18	5	16	4
Community College	9	2	7	2	8	2
IHE	21	5	11	3	10	3
RCMA	13	3	14	4	12	3
Head Start	10	3	12	3	10	3
Parent Involvement Technical Assistance Provider	8	2	1	<1	1	0
County Health Department	21	5	21	5	17	5
DCF	6	2	4	1	7	2
Local Business	22	6	30	8	34	10
Non-profit, non-governmental, or community-based organization	163	42	148	39	148	42
HEP	9	2	8	2	8	2
CAMP	4	1	6	2	6	2
Other	51	13	52	14	35	10
Total	**385**	**100**	**383**	**100**	**356**	**100**

Table 58. Partner Contributions for SY 2010-2013

Partner Contribution, Role, or Benefit	2010-2011 #	2010-2011 %	2011-2012 #	2011-2012 %	2012-2013 #	2012-2013 %
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	99	14	82	13	90	12
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	91	13	80	13	75	10
Plan, promote, and/or fund instructional activities	70	10	54	9	56	8
Plan, promote, and/or fund extracurricular activities	39	5	43	7	34	5
Volunteer in activities for migrant students and families (e.g., mentoring programs)	56	8	47	8	40	5
Build networks for information sharing and access to services	243	34	225	36	239	33
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	47	7	36	6	33	5
Promote high school completion or equivalency and postsecondary opportunities	67	9	56	9	56	8

Improve school readiness of migrant students					63	9
Smooth the transition from preschool to kindergarten					42	6
Total	**712**	**100**	**623**	**100**	**728**	**100**

In SYs 2010-2013, the terms of agreement were usually established by informal means (e.g., verbal discussions; see Table 59).

Table 59. MEP Partner Type by Documentation for SYs 2010-2013

Partner Type	2010-2011					2011-2012					2012-2013				
	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other
Title I, Part A program staff	1		6	11	2		1	9	6	1	2	1	11	7	2
Title I, Part D sites			0	1		1	11	1						1	1
Other Title I, Part C grantee			0	3				1	2					1	2
McKinney-Vento grantees	1		4	6			1	5	6	1	1	1	5	8	
Title III program staff			7	5	1				5	1		1	9	4	1
Community College	1		6	1	1			7					6	2	
IHE			8	12	1	1	6	3	1			1	6	2	1
RCMA	3		5	4	1	1	6	6	1		3		4	4	1
Head Start	1		4	5		1		6	3	2	1		7	2	
Parent Involvement Technical Assistance Provider		1	1	6				1			1				
County Health Department	2		13	5		2		14	5		1	2	12	1	
DCF	1		3	2		1		3			2		5		
Local Business		2	9	10	1	2		15	10	2		2	14	18	
Non-profit, non-governmental, or community-based organization	5	8	98	50	2	2	8	92	20	26	1	10	85	46	1
HEP	1	1	2	5			1	5	2				6	2	
CAMP			2	2		1	3	2					4	2	

| Other | 5 | | 25 | 10 | 3 | 2 | 1 | 33 | 13 | 2 | 4 | | 19 | 9 | |

In SYs 2010-2013, districts/grantees also chose up to three area(s) of concern addressed by each partner. For all three school years, the most frequent concern addressed was access to services (38% in SY 2010-2011, 39% in SY 2011-2012 and 36% in 2012-2013; see Table 60).

Table 60. Partner Areas of Concern Addressed for SYs 2010-2013

Partner Area(s) of Concerns Addressed	2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%
Educational continuity	115	14	97	15	113	16
Instructional time	77	10	46	7	62	9
School engagement	93	12	80	12	80	11
English language development	61	8	60	9	50	7
Educational support in the home	61	8	43	6	53	8
Health	89	11	79	12	89	13
Access to services	299	38	262	39	251	36
Total	**795**	**100**	**667**	**100**	**698**	**100**

Staff Development

A critical component of the continuous improvement cycle is to ensure effective implementation of evidence-based strategies at the local level and accountability for these services. Professional development for MEP staff, as well as regular classroom teachers and school-based personnel who work with migrant children, supports the implementation of evidence-based strategies. Title I, Part C of ESEA includes the following provision:

To the extent feasible…projects will provide for professional development programs, including mentoring for teachers and other program personnel. PL 107-110, Sec. 1304 (c)(6)(B)

The 2005 CNA emphasized the hiring of or consultation with content experts to serve as coaches or mentors to help shape programming and provide technical assistance and professional development to MEP staff. In the case of reading, for example, the SDP describes a reading advocate as a "certified teacher with experience in second language acquisition, who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners." Suggested reading strategies include: explore the use of coaching models (academic advocates with content expertise in reading) and provide sustained and intensive professional development. The mathematics, graduation, and school readiness content areas contain similar provisions.

In order to evaluate implementation of SDP strategies, the FMEP reporting template includes a section on professional development. Districts describe the type of professional development activities offered during the year, whether the event reflects scientific or research-based approaches, targeted staff (MEP and non-MEP), frequency, total duration, the intended focus or purpose, total number of participants, and funding sources. Districts are also prompted to describe how the staff development strategies coincide with program priorities for migrant students and families.

Information was collected on professional development received by MEP staff as well as others who serve migrant students (e.g., school teachers, tutors, etc.). A total of 333 activities for 2,292 staff were reported by LOAs for SY 2012-2013. Table 61 depicts the types of activities (categorized based on descriptions provided), total number of staff participants, and total duration in hours. The highest number of activities was categorized as MEP-related training, including orientation for new staff, identification and

recruitment (ID&R) training/technical assistance, information on administrative policies, evaluation template training, etc. The next highest category related to data and technology systems (i.e., Migrant Student Records Exchange Initiative (MSIX), Microsoft Office programs, database systems, etc.), as well as using assessment data to inform decision-making. All districts except one reported that all MEP staff received at least one staff development activity in the reporting period; one district reported half of its MEP staff received at least one staff development activity.

Table 61. Staff Development Activities for SY 2012-2013

Focus	Total Staff	Total Duration (Hours)	Total Activities
Cultural competence	14	16	3
ELL development	68	180	14
ID&R	272	184	27
Leadership activities	23	209	10
Math	7	42	3
MEP regulations, law, non-regulatory guidance	111	308	21
MSIX/records processing/transfer	46	41	8
Needs assessment	162	20	4
Orientation	120	72	10
OSY	19	113	9
Parent involvement	56	248	17
Post-secondary transition/alternative education	56	43	8
Professional/skill development	885	1550	120
Reading	108	126	11
School readiness	29	43	8
Strategic plan design	82	89	9
Student assessment/achievement	34	135	12
Student engagement	43	12	3
Support services/community resources/ partnerships	99	91	18
Technical abilities – software, hardware, online curriculum	58	110	18
Grand Total	**2292**	**3627**	**333**

Table 62 shows the number of staff development activities by funding source for SY 2012-2013. The majority of staff participated in activities that were fully funded by the MEP or by other sources (see Table 104). Other sources included Title I Part A, Title III, other federal and state programs, private vendors, etc.

Table 62. Staff Development Activities by Funding Source and Total Staff for SY 2012-2013

Funding Source	Number of Activities	Total Staff
C (Migrant Contributed)	29	193
M (Migrant Only)	132	879
O (Other)	130	1014
P (Partner(s) Only)	42	206
Total	**333**	**2292**

Table 63 shows the type of staff development activities by funding source and focus (categories can be in multiple sources).

Table 63. Staff Development by Funding Source and Focus/Purpose, SY 2012-2013

Funding by Focus	Number of Activities
C (Migrant Contributed)	**29**
Cultural competence	2
ID & R	2
Leadership activities	3
MEP regulations, law, non-regulatory guidance	2
MSIX/records processing/transfer	1
Needs assessment	1
Parent involvement	2
Post-secondary transition/alternative education	3
Professional/skill development	9
Reading	1
Student assessment/achievement	1
Support services/community resources/partnerships	1
Technical abilities–software, hardware, online curriculum	1
M (Migrant Only)	**132**
ID & R	21
Leadership activities	2
MEP regulations, law, non-regulatory guidance	14
MSIX/records processing/transfer	5
Needs assessment	2
Orientation	4
OSY	6
Parent involvement	11
Post-secondary transition/alternative education	2
Professional/skill development	41
School readiness	5
Strategic plan design	6
Student assessment/achievement	1
Student engagement	2
Support services/community resources/partnerships	9
Technical abilities–software, hardware, online curriculum	1

Funding by Focus	Number of Activities
O (Other)	**130**
ELL development	13
ID & R	3
Leadership activities	5
Math	3
MEP regulations, law, non-regulatory guidance	4
MSIX/records processing/transfer	2
Orientation	4
OSY	2
Parent involvement	3
Post-secondary transition/alternative education	2
Professional/skill development	50
Reading	8
Strategic plan design	2
Student assessment/achievement	9
Student engagement	1
Support services/community resources/partnerships	6
Technical abilities–software, hardware, online curriculum	13
P (Partner(s) Only)	**42**
Cultural competence	1
ELL development	1
ID & R	1
MEP regulations, law, non-regulatory guidance	1
Needs assessment	1
Orientation	4
OSY	1
Parent involvement	1
Post-secondary transition/alternative education	1
Professional/skill development	18
Reading	2
School readiness	3
Strategic plan design	1
Student assessment/achievement	1
Support services/community resources/partnerships	2
Technical abilities–software, hardware, online curriculum	3
Grand Total	**333**

Summer Program Outcomes

OME identified Seven Areas of Concern related to migrant students, two of which are educational continuity and instructional time. During the school year, LOAs offer opportunities to increase instructional time predominantly through tutoring and extended school day programs. The summer break can be detrimental to migrant student academic success, especially for those students who are prone to missing out on instructional time during the regular school year due to the migratory lifestyle. According to the *National Summer Learning Association*[3], "When the school doors close, many children struggle to access educational opportunities, as well as basic needs such as healthy meals and adequate adult supervision."

In order to capitalize on the summer months to extend the school year for migrant students, FMEP encourages LOAs to provide summer programs, and when funding is available, FMEP offers additional moneys to LOAs to support these summer programs. At minimum, summer programs must include the following:

➢ **A reading focused component**

  Required Elements
• Minimum duration of program: 4 weeks/4-5 hours per week/per child
• Pre- and Post-test/instrument or multiple interval assessment to measure impact of instruction/progress in learning
• Structured program - offered at pre-established specific times and places
• Use of scientifically/research-based strategies – e.g. use of highly qualified teacher to provide instruction, tutoring, one-on-one instruction, etc.

  Highly Preferred Elements
• Use of scientifically/research-based formal curriculum/program
• Use of standardized pre- and post-test/instrument or multiple interval assessment to measure impact of instruction/progress in learning

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[3] National Summer Learning Association, Know the Facts retrieved March 11, 2015: http://www.summerlearning.org/?page=know_the_facts

- **A component that provides assistance in credit accrual toward graduation/promotion** for middle and high school students (if serving this population)

All summer programs offered by LOAs must be approved by the FMEP to ensure these guidelines are being followed and activities are enhancing the academic achievement of migrant students. Summer program plans are provided to the FMEP through the Summer Program Plan and Outcome Report Template. In addition, LOAs are required to submit the outcomes associated with their summer activities including pre/post test results, credit recovery data, information related to other activities offered as well as unduplicated numbers served. Much like the FMEP Annual Evaluation Report template, this template is utilized as a process and outcome evaluation tool.

Implementation

During SY 2012-2013, 22 LOAs provided summer programs for migrant students, parents, and out of school youth (OSY). According to the Summer Outcome reports (see Table 64), 5,131 individuals (unduplicated) were served. This unduplicated number only accounts for 18 LOAs, as four did not report under this section of the template.

Table 64. Summer Program Unduplicated Number Served for SY 2012-2013

Grade	2012-2013 Number Served (Unduplicated)
PreK	787
K	601
1	521
2	455
3	334
4	337
5	300
6	182
7	139
8	120
9	127
10	114
11	118
12	18
OSY	83
Parent	895
Total	**5131**

Approximately 113 summer activities were provided by LOAs that include literacy programs, literacy and math programs, credit accrual, school readiness, and parent involvement (family literacy). For the purposes of this report, these activities were analyzed by focus area. These focus areas were determined based on the activities provided and common themes.

Based on the Summer Outcome reports submitted by LOAs, the most common activities offered were literacy (30 activities), credit accrual (21), enrichment activities like field trips, cultural

awareness, etc. (12) and school readiness/Pre-K (12). The activities with the most participation (duplicated) were literacy (2,888 participants), social services such as summer food programs, health clinics, etc. (969), and student achievement activities with emphasis on literacy and other areas (e.g., math, science, civics) (739). The activities with the most hours were in the areas of literacy (4,478 hours), credit accrual (1,618), and student achievement (1,506). These numbers are highlighted in Table 65.

Table 65. Focus Areas by Hours Provided, Participants, and Number of Activities Offered

Focus	Actual Hours Provided	Actual Participants (Duplicated)	Activities Offered
Credit Accrual	1618	411	21
Enrichment Activities	960	674	12
ID&R	612	405	2
Language Support	88	7	1
Literacy	4478	2888	30
OSY	162	68	2
Parent Involvement	50	360	4
Post-Secondary Prep	39	7	2
School Readiness/Pre-K	1397	368	12
Social Services	684	969	7
Staff Development	60	54	3
Student Achievement	1506	739	14
Technology	237	38	3
Grand Total	**11890**	**6988**	**113**

Outcomes

As it relates to outcomes, 20 out of 22 districts reported gains in their instructional activities (48 activities); 14 out of 22 reported students maintained (20 activities); and 9 out of 22 districts reported students decreasing (20 activities). This particular reporting is based on pre and post-tests respective the activities LOAs provided. Credit accrual programs offered by districts indicated that 64.5 credits were earned toward high school graduation in courses such as English II, Algebra I, World History, among other courses. (See Table 66 and Table 67.)

Table 66. Summer School Related Gains by District for SY 2012-2013

Gains		Maintained		Decrease	
Number of Districts	Median	Number of Districts	Median	Number of Districts	Median
20	81%	14	12%	9	9%

Table 67. Summer School Related Gains for SY 2012-2013

	Number of Districts	Median	Mode
Gains	20	81%	100%
Maintained	14	12%	N/A
Decrease	9	9%	N/A

Median percentages relate to the percent of students showing gains, maintenance, or decrease based on pre/post-tests.

In an effort to create a seamless, effective methodology for state-level evaluation, FMEP reviewed the process and outcome data identified in this report and collected from LOAs over the past three years. Analysis of these data revealed areas for improvement. Based on the discussion of these data and findings, of the evaluators make the following recommendations designed to foster program development and improved outcomes:

1. *Systematize the state-level provision of school readiness data.* The FMEP continues to experience obstacles in obtaining school readiness (participation and assessment) data since the 2009-10 SY. The last available data for this population was received in 2008-09. Changes in organizational structure as well as staff turnover in FDOE's Office of Early Learning (OEL) and Bureau of PK-20 Reporting and Accessibility continue to limit the ability of the FMEP to obtain the relevant data. The FMEP SDP outlines goals to increase the number of migrant students served in school readiness services directly and through community/organization partners. It is imperative that this data is collected in order to determine the progression toward meeting SDP School Readiness goals. FMEP has taken steps to engage OEL and Bureau of PK-20 Reporting and Accessibility in producing this data as part of a routine, scheduled output queue and/or create an alternative data collection plan. Nonetheless, in the meantime, FMEP should use district-level data to fill the void of absent data. This would ensure that the FMEP is collecting and reviewing some form of school readiness data especially as it relates to needs assessment and meeting SDP goals.

2. *Bolster professional development and curriculum related to working with migrant youth on reading.* Reading is one the major goal and service areas identified in the SDP and is the one of the most critical subjects as it relates to student achievement. Data continues to show a gap between students and non-migrant students. FMEP should continue to support LOAs in implementing reading initiatives/strategies, and should consider providing professional development opportunities that increase LOAs use of research-based strategies in reading. In addition, FMEP should facilitate discussions among LOAs to identify the barriers to student achievement in reading among migrant students and possible solutions to address these barriers.

3. *Revise the collection of non-migrant student performance to either a) be collected from state-level data sources, or b) include collection of the number of non-migrant students tested and number of non-migrant students who were proficient or higher in each assessment.* The gap analyses of reading and mathematics contain a level of uncertainty due to missing sample sizes for the non-migrant test takers. LOAs report the number of migrant students who take each test and the number of migrant students who pass the test at a proficient or higher level, but are only asked to report the percent of non-migrant students who pass at proficient or higher. For each LOA, makes sense for showing the difference between migrant and non-migrant student performance. At the state level, however, this leaves FMEP without the ability create a weighted average for non-migrant students. For migrant students, FMEP can sum the number of migrant student passing at

proficient or higher across all LOAs, and divide that by the number of migrant test takers across all LOAs to obtain the statewide results. For non-migrant, because the number of test takers in each LOA is not known, it is not possible to obtain a comparable weighted average of the statewide results. This could be solved by either: a) identifying a state-level source for non-migrant results by grade level, b) identifying a state-level source for all student results by grade level and district and subtracting out the migrant results from this, c) same as b but modify the comparison group to be "all students" rather than non-migrant students, or d) make the data collection for non-migrant students include the number tested and number proficient rather than only asking for the percent proficient.

4. *Standardize activity hours for reliable data reporting.* In SY 2010-2013, districts/grantees indicated the average number of hours students were served by funding source. Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution. FMEP should standardize or provide clear guidance to districts on how to report hours. This would enable more reliable data in this reporting section.

5. *Modify the self-reporting template to reduce duplication and error.* As noted in the methodology section, in some cases the grade level totals for migrant student proficiency and assessment gains do not match the migrant student totals reported by districts. Because the evaluation team was unable to determine which figures were most accurate, data was reported as submitted in the template. To increase accuracy and reduce duplication, the FMEP might consider auto-calculating the total field from the grade level results in the template, and clarifying the definitions for matched student gains.

Table 68. 2010-2012 FMEP Evaluation Recommendation Resolution Summary

Area of Improvement	2010-2012 Evaluation Recommendation	Response/Action Taken
School Readiness FMEP has experienced obstacles in obtaining school readiness data since the 2009-10 school year	Systematize the state-level provision of school readiness data.	FMEP has begun re-establishing consistent communication with Office of Early Learning (OLE). OLE oversees school readiness data as it relates to school readiness scores as well as program enrollment. Although still new, FMEP will work on nurturing the relationship in order to enhance the timeliness and dependability in receiving aggregate school readiness data for migrant (and non-migrant) students.
Priority for Services (PFS) Evaluation did not account for the connection between activities PFS were participating and their assessment data (proficiency).	Improve services and service tracking for Priority for Services students.	The student activities sections in the evaluation template include selections indicating if the activities are offered to PFS only students or PFS and other migrant students. This is a quick look to determine what services are provided to PFS students and how they may contribute to academic achievement (through assessment).
Reading Data shows that reading is still a major area of improvement for migrant students (as demonstrated in proficiency and gaps on statewide assessments).	Bolster professional development and curriculum related to working with migrant youth on reading.	FMEP consistently facilitates access to professional development opportunities that afford LOAs access to research-based strategies in reading. This is done through emails about professional development opportunities and updates to statewide standards in reading; and presentations at statewide FMEP technical assistance meetings and conference calls.

Area of Improvement	2010-2012 Evaluation Recommendation	Response/Action Taken
Parent Involvement Fluctuations in parent involvement (based on state standardized parent involvement survey) outlined in the 2010-2012 FMEP Statewide Evaluation Report initiated discussions to look deeper into understanding of what draws migrant parents to participate and become active participants in their students' academics.	Revise the parent involvement survey to obtain and analyze more detailed information about participation and barriers to participation.	After discussions with the FMEP Evaluation Workgroup, the standardized parent involvement survey form was revised to be user friendly for the parents (simplified language, clearer clarification on questions, etc.). In addition, an optional form was created that included the standard questions as well as questions to barriers in parents being involved (transportation, feeling of belonging to school, etc.). Initial analysis of these completed forms has not yet been conducted in order to determine if it addresses this area of improvement.

Appendix A – Migrant Parent Involvement Survey Instruments
Parents of Preschool Children

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **preschool** (ages 0-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	**3 or more times**	**1-2 times**	**Never**
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **elementary** school (grades K-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	3 or more times	1-2 times	Never
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **secondary** school (grades 6-12) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	3 or more times	1-2 times	Never
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Appendix B – Migrant Student Survey Instrument

The purpose of this survey is to learn more about your experiences at school. Please assist us by responding to the following questions. In order to ensure confidentiality, please do not put your name on the survey.

1. What grade are you currently in? Select only one grade.

☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

2. Are/Were you involved in any extracurricular activities this year? (An extracurricular activity is any school-sponsored activity outside of your regular classroom schedule.)

☐ Yes ☐ No

If you answered Yes, please select all the activities you participated in this year.
(Check all that apply.)

Activity	Participated This year	Activity	Participated This year
Academic Club	☐	Foreign Language Club	☐
Business Club	☐	Honor Society	☐
Community Service Club	☐	Leadership (class officer)	☐
Religious Club	☐	Music (Band, Chorus, Orchestra, etc.)	☐
Computer Club	☐	ROTC	☐
Dance Club	☐	School Newspaper	☐
Drama/Theater Club	☐	Sports	☐
Future Farmers of America (FFA)	☐	Yearbook Club	☐
Other (specify):			☐
Other (specify):			☐

3. Would you like to be involved in extracurricular activities? ☐ Yes ☐ No

4. Identify if any of the following issues prevents you from being able to participate in extracurricular activities
   (check all that apply):

☐ Transportation (getting to and from the activity)   ☐ Friends do not participate
☐ Conflict with days/times the activity is offered/scheduled   ☐ Jobs
☐ Not enough time   ☐ Costs

☐ Activity not offered at your school   ☐ Restricted from participation

☐ Other (please describe): _____

5. Have you received encouragement from school staff to participate in extracurricular activities?
    ☐ Yes   ☐ No

6. Is there a person(s) at your school who helps/helped you reach your long term goals (graduating, going to college, technical training)?

Migrant Education Program staff		Other school staff	
☐ Yes	☐ No	☐ Yes	☐ No

Appendix C: Migrant Student Demographics, 2009-2012

Table 69. Statewide Migrant Student Demographics, 2009-2012

A. 2009-2010 School Year – Demographics (Migrant Served)

Total	25,781

Gender	Female	Male
	10,709	15,072
	42%	58%

ESE	Gifted	SWD
	255	2,313
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,138	7,251
	4%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,406	4,266
	17%	17%

FRPL	Z	0	1	2	3	4
	0	8,374	22	17,303	47	35
	0%	32%	.09%	67%	.18%	.13%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	626	1,404	23,252	56	--	159	284
	2%	5%	90%	.2%	--	.6%	1%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	3,516	1,842	1,715	1,618	1,585	1,282	1,238	1,183	1,254	1,130	1,224	994	1,106	1,131	4,962	1

14% 7% 7% 6% 6% 5% 5% 5% 5% 4% 5% 4% 4% 4% 19% 0%

B. 2010-2011 School Year – Demographics (Migrant Served)

Total 25,869

Gender	Female	Male
	11,148	14,721
	43%	57%

ESE	Gifted	SWD
	272	2,285
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,363	7,318
	5%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,419	4,229
	17%	16%

FRPL	Z	0	1	2	3	4
	1	7,924	120	17,776	17	31
	.003%	31%	.5%	69%	.07%	.12%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	285	1,308	23,648	108	10	24	486
	1%	5%	92%	.42%	.03%	.09%	2%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	4,455	1,944	1,811	1,530	1,645	1,401	1,248	1,210	1,167	1,167	1,138	1,099	925	995	4,130	4
	17%	8%	7%	6%	6%	5%	5%	5%	5%	5%	4%	4%	4%	4%	16%	.02%

C. 2011-2012 School Year – Demographics (Migrant Served)

Total 26,267

Gender	Female	Male
	11,316	14,951
	43%	57%

ESE	Gifted	SWD
	288	2,257
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,510	7,458
	6%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,349	4,233
	17%	16%

FRPL	Z	0	1	2	3	4
	1	8,378	45	17,765	29	49
	.004%	32%	.17%	68%	.11%	.19%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	309	1,033	24,285	109	8	27	496
	1%	5%	92%	.41%	.03%	.09%	2%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	4,929	1,986	1,833	1,642	1,576	1,379	1,312	1,173	1,146	1,078	1,140	979	906	612	4,576	0
	19%	8%	7%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	2%	17%	0%

ESE – Exceptional student education
SWD – Students with disabilities
ELL – English language learners
LEP (LF) – Limited English proficiency (student is being followed up for two-year period after having exited from the English as a Second Language or ESOL program)

LEP (LY) – Limited English proficiency (student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach)

PFS – Priority for Services

FRPL – Free and reduced price lunch: 0 – did not apply for FRPL; 1 – applied but was not eligible; 2 –eligible for free lunch; 3 – eligible for reduced price lunch; 4 – enrolled in USDA-approved Provision 2 school; Z – unknown

Grade – '30' is defined as Adult – Non High School Graduate, and '31' is defined as Adult – High School Graduate

Table 70. Reading Strategy Priorities for SY 2009-2010

Reading Strategy Priorities	# Districts/Grantees N = 30
Provide high quality curriculum	67%
Provide strategic, content-based tutoring	43%
Provide information & materials	37%
Provide language-based instruction	33%
Utilize technology	33%
Provide literacy programming	23%
Hire or consult with reading advocate	17%
Offer family literacy	17%
Provide training to MEP	13%
Use coaching models	13%
Other (includes GAP, in-home tutoring)	7%
Observe migrant instructional advocates	0%
Provide professional development	0%
Train reading coaches/advocates	0%

Table 71. Reading Strategy Priorities by School Year, 2010-2012

Reading Strategy Priorities	% Districts/Grantees	
	2010-2011 N = 28	2011-2012 N = 28
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring	57%	54%
Provide strategic, content-based tutoring in reading to students identified as PFS	57%	50%
Utilize technology and other tools for literacy	36%	50%
Offer family literacy opportunities to parents	32%	36%
Emphasize language-based content instruction	39%	32%
Provide literacy programming that focuses on vocabulary and fluency development	29%	21%
Hire or consult with a reading advocate (e.g., a certified teacher with experience in second language acquisition who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners)	18%	18%
Other*	11%	18%
Provide information and materials to instructional staff on scientifically-based reading strategies	25%	14%
Provide training to MEP staff on instructional strategies and assessments	7%	4%

for reading		
Explore the use of coaching models (academic advocates with content expertise in reading	0%	4%
Train reading coaches/advocates to support MEP staff skills development	0%	4%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	0%	4%
Provide sustained and intensive professional development	0%	0%

Other strategies in SY 2010-2011 included additional after-school tutoring, in-home tutoring, and early childhood education. Other strategies in SY 2011-2012 included supplemental support, in-home tutoring, after-school tutoring, and instructing parents at home.

Table 72. Percentage of Migrant Students at or above Reading Proficiency on the FCAT by District/Grantee and School Year, 2008-2011

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	*% Proficient*	*# Tested*	*% Proficient*	*# Tested*	*% Proficient*
Alachua	252	48%	141	48%	181	48%
Broward	283	40%	95	35%	61	36%
Collier	1,786	32%	1,365	40%	1,364	40%
DeSoto	194	43%	199	34%	223	38%
Glades	65	43%	70	53%	36	47%
Hardee	542	45%	535	48%	509	43%
Hendry	564	39%	479	37%	402	45%
Highlands	463	46%	504	47%	531	44%
Hillsborough	1,293	34%	1,208	39%	1,230	36%
Indian River	0	0%	0	0%	159	35%
Lafayette	12	25%	9	44%	5	20%
Lake	0	0%	18	17%	24	38%
Lee	338	34%	0	0%	239	38%
Madison	20	40%	0	0%	--	--
Manatee	--	--	--	--	342	24%
Marion	300	25%	34	44%	53	26%
Martin	39	51%	35	46%	29	45%
Miami Dade	616	32%	495	37%	532	32%
Okeechobee	418	38%	344	39%	381	36%
Orange	165	35%	0	0%	238	37%
Osceola	0	0%	33	48%	29	45%
PAEC	658	61%	266	52%	215	54%
Palm Beach	1,489	38%	1,344	38%	1,357	35%
Pasco	78	28%	56	46%	70	23%
Polk	684	38%	735	37%	939	28%
Putnam	77	39%	64	36%	0	0%
Sarasota	0	0%	4	50%	3	33%

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
St. Lucie	123	22%	134	40%	--	--
Sumter	0	0%	8	38%	--	--
Suwanee	66	29%	44	30%	77	23%
Volusia	210	39%	160	44%	87	37%

Table 73. Reading Proficiency on the FCAT for SY 2008-2009

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	10,735	4,062	38%
PFS	2,079	536	26%
ELL Migrant	3,869	1,062	27%
Non ELL Migrant	6,285	2,750	44%
Grade 3	1,692	807	48%
Grade 4	1,484	754	51%
Grade 5	1,308	653	50%
Grade 6	1,430	634	44%
Grade 7	1,324	534	40%
Grade 8	1,307	331	25%
Grade 9	1,108	200	18%
Grade 10	1,082	149	14%

Table 74. Reading Proficiency on the FCAT for SY 2009-2010

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	8,379	3,385	40%
PFS	2,275	646	28%
ELL Migrant	3,058	941	31%
Non ELL Migrant	5,039	2,300	46%
Grade 3	1,353	728	54%
Grade 4	1,123	585	52%
Grade 5	1,102	514	47%
Grade 6	1,023	436	43%
Grade 7	1,083	488	45%
Grade 8	961	306	32%
Grade 9	1,019	226	22%
Grade 10	725	100	14%

Table 75. Reading Proficiency on the FCAT 2.0* for SY 2010-2011

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	9,316	3,425	37%
PFS	2,454	728	30%
ELL Migrant	3,688	1,081	29%
Non ELL Migrant	5,257	2,212	42%
Grade 3	1,417	692	49%
Grade 4	1,264	638	50%
Grade 5	1,142	526	46%
Grade 6	1,147	454	40%

Grade 7	1,050	433	41%
Grade 8	1,092	314	29%
Grade 9	1,006	205	20%
Grade 10	988	163	16%

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
■ 2008-2009	38%	26%	27%	44%
■ 2009-2010	40%	28%	31%	46%
■ 2010-2011	37%	30%	29%	42%
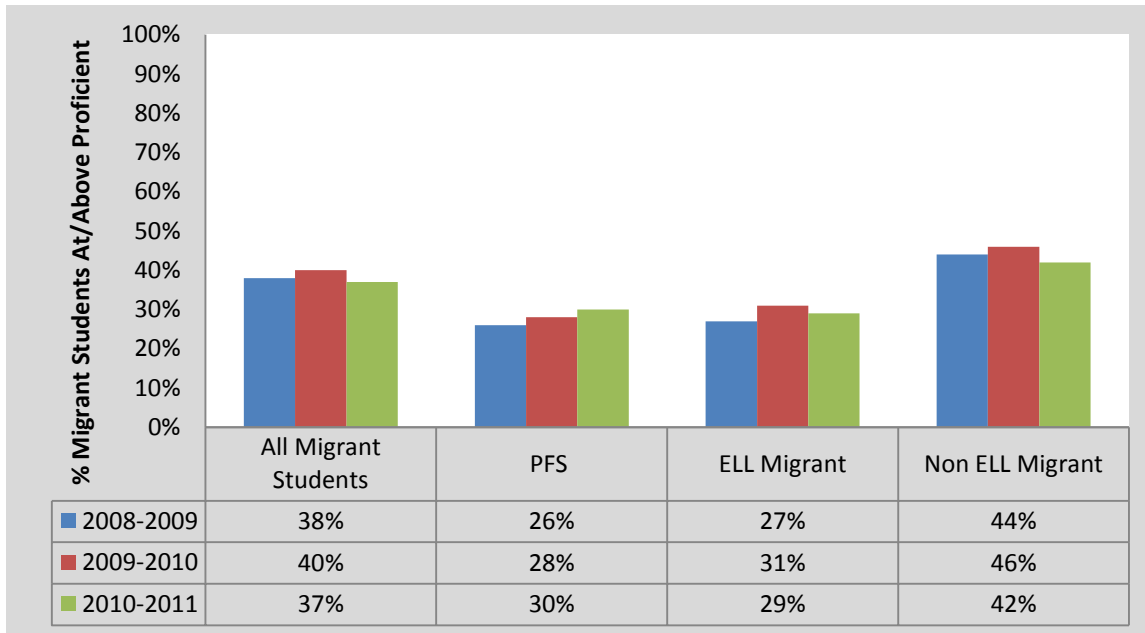
Figure 17. Percentage of Migrant Students at or above Reading Proficiency on the FCAT, SYs 2008-2011

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2008-2009	48%	51%	50%	44%	40%	25%	18%	14%
■ 2009-2010	54%	52%	47%	43%	45%	32%	22%	14%
■ 2010-2011	49%	50%	46%	40%	41%	29%	20%	16%
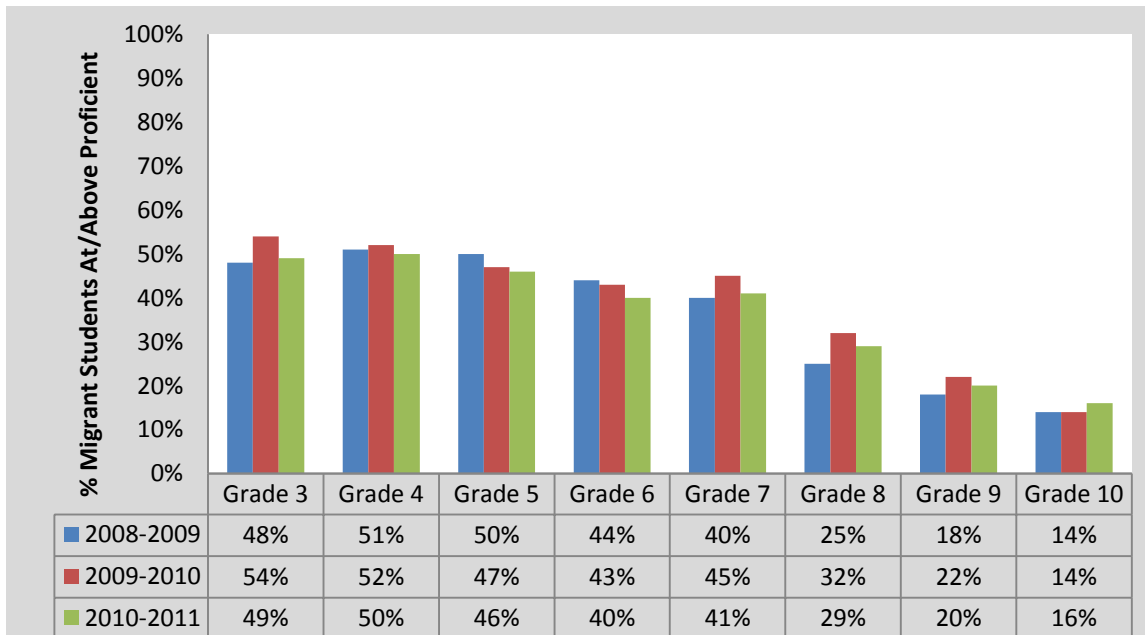
Figure 18. Percentage of Migrant Students at or above Reading Proficiency on the FCAT by Grade Level, SYs 2008-2011

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years.

Table 76. Reading Proficiency Gaps on the FCAT for SY 2008-2009

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	38	58	20
Grade 3	48	71	23
Grade 4	51	72	21
Grade 5	50	68	18
Grade 6	44	64	20
Grade 7	40	63	23
Grade 8	25	50	25
Grade 9	18	40	22
Grade 10	14	31	17
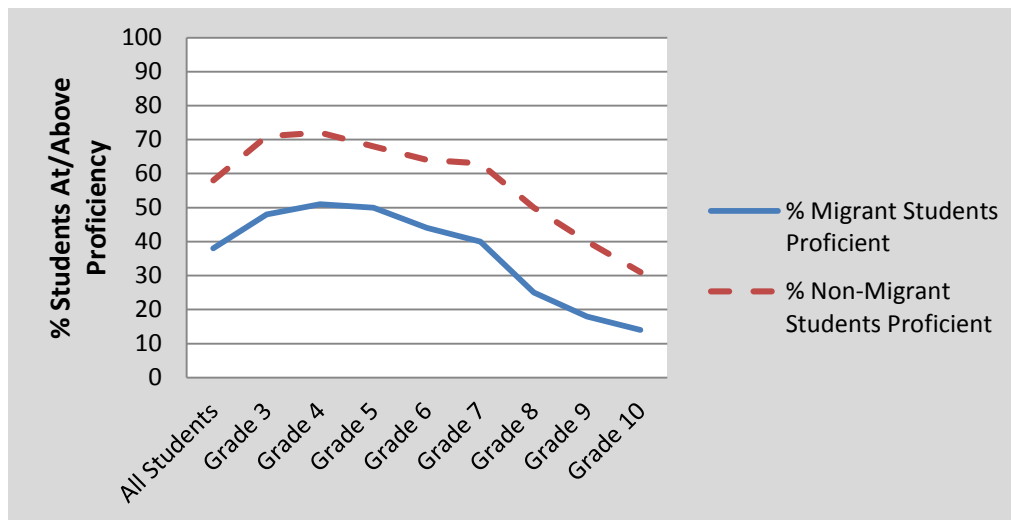
Figure 19. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT for SY 2008-2009

Table 77. Reading Proficiency Gaps on the FCAT for SY 2009-2010

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	40	59	19
Grade 3	54	72	18
Grade 4	52	70	18
Grade 5	47	66	19
Grade 6	43	64	21
Grade 7	45	65	20
Grade 8	32	51	19
Grade 9	22	44	22
Grade 10	14	34	20
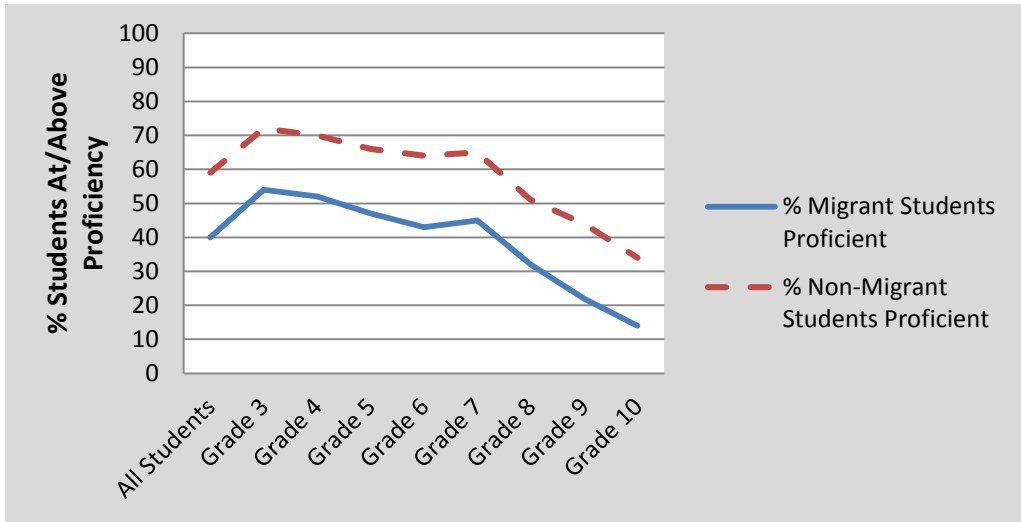
Figure 20. Gaps in Reading achievement between Migrant and Non-Migrant students on FCAT for SY 2009-2010

Table 78. Reading Proficiency Gaps on FCAT 2.0 for SY 2010-2011

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	37	55	18
Grade 3	49	66	17
Grade 4	50	67	17
Grade 5	46	65	19
Grade 6	40	61	21
Grade 7	41	64	23
Grade 8	29	51	22
Grade 9	20	44	24
Grade 10	16	34	18
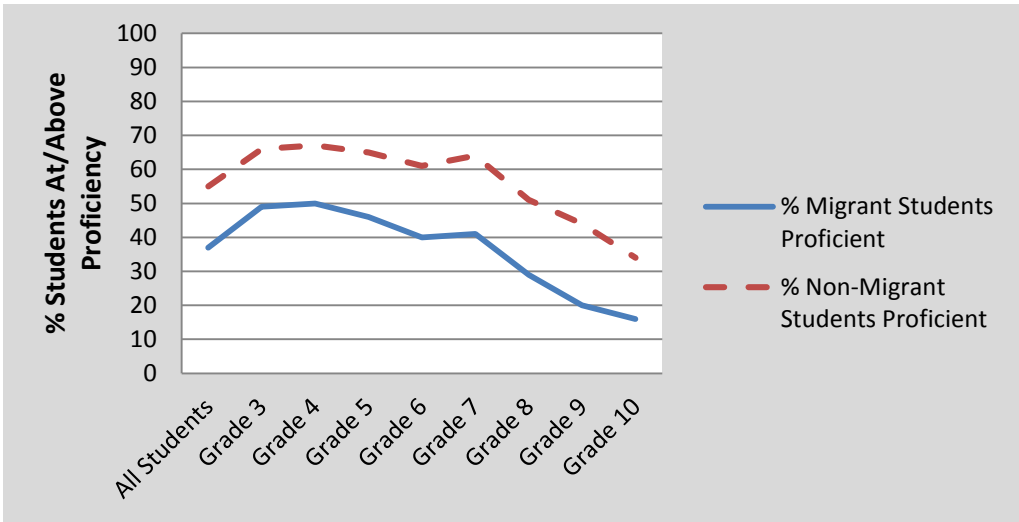
Figure 21. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT 2.0 for SY 2010-2011

Table 79. District-Reported Learning Gains in Reading, SY 2009-2010

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	6,709	3,937	59%
PFS	1,660	861	52%
Grade 3	368	166	45%
Grade 4	1,048	737	70%
Grade 5	912	507	56%
Grade 6	901	532	59%
Grade 7	1,020	720	71%
Grade 8	838	543	65%
Grade 9	828	445	54%
Grade 10	600	253	42%
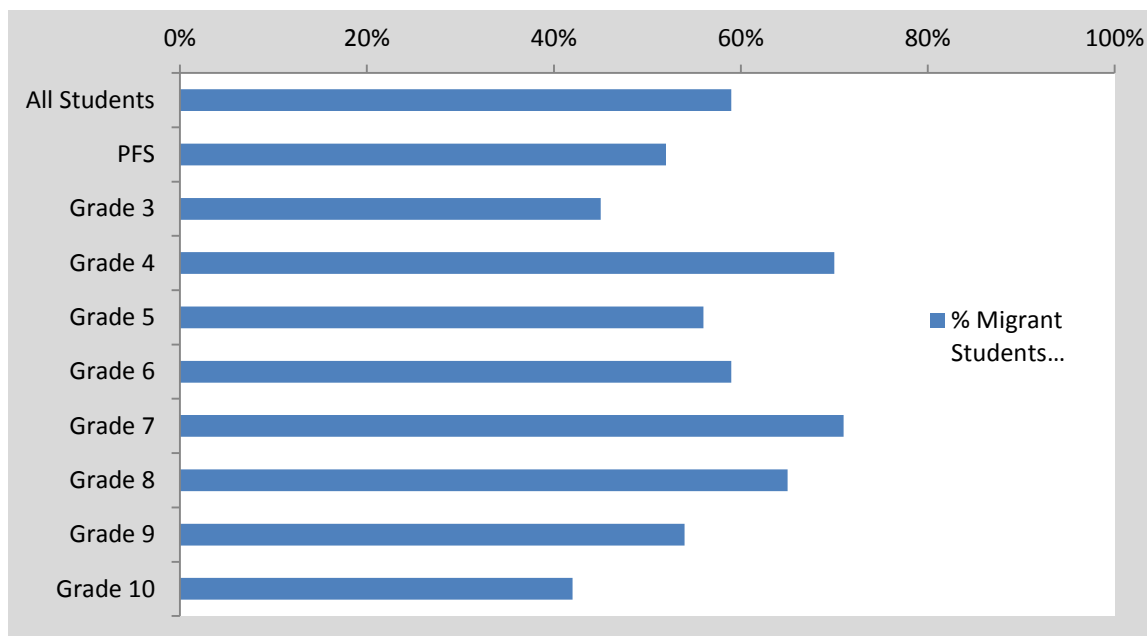
Figure 22. Percentage of Migrant Students with Learning Gains in Reading for SY 2009-2010

Table 80. District-Reported Learning Gains in Reading, SY 2010-2011

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,360	3,479	47%
PFS	1,894	790	42%
Grade 3	680	111	16%
Grade 4	1,191	691	58%
Grade 5	1,106	481	43%
Grade 6	1,067	554	52%

Grade 7	995	569	57%
Grade 8	1,033	531	51%
Grade 9	811	348	43%
Grade 10	883	305	35%
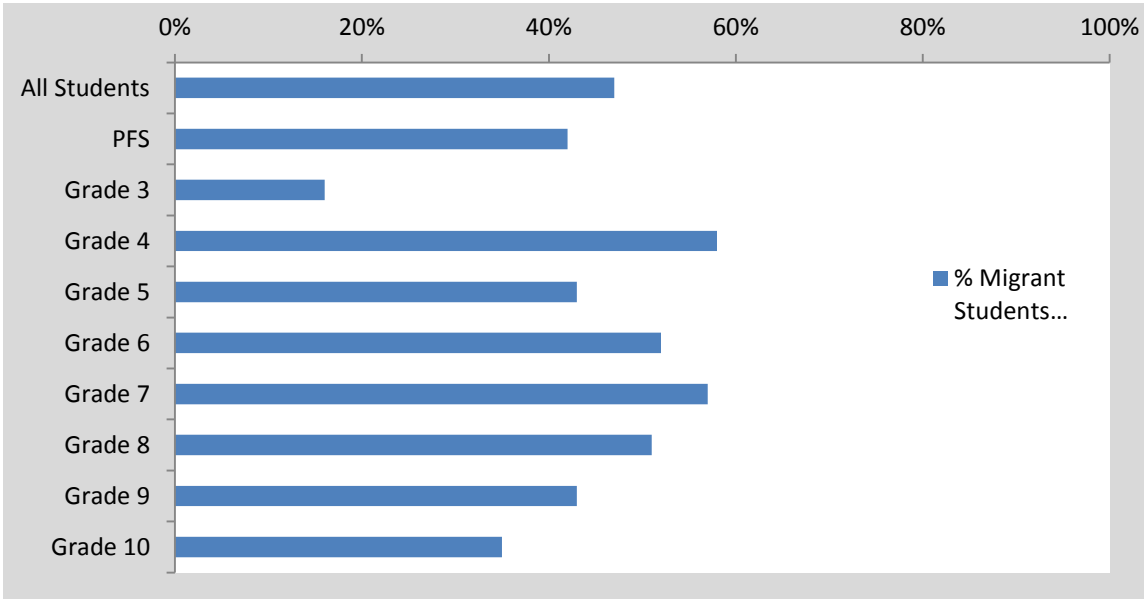
Figure 23. Percentage of Migrant Students with Learning Gains in Reading for SY 2010-2011

Table 81. Mathematics Strategy Priorities for SY 2009-2010

Mathematics Strategy Priorities	# Districts/Grantees *N=30*
Provide strategic, content-based tutoring	53%
Provide high quality curriculum	50%
Utilize technology	37%
Provide information and materials	27%
Use concrete approaches (manipulatives)	23%
Hire math advocate	23%
Instruct parents	17%
Other (includes providing materials, in-home tutoring, content-based tutoring, language-based content instruction)	13%
Provide math programming based on rigor and relevance	10%
Provide training to MEP staff	10%
Offer math literacy to parent	7%
Train math coaches/advocates	7%
Observe migrant instructional advocates	3%

Table 82. Mathematics Strategy Priorities by School Year, 2010-2012

Mathematics Strategy Priorities	% Districts/Grantees	
	2010-2011 *N = 28*	2011-2012 *N = 28*
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring	64%	64%
Provide strategic, content-based tutoring in math to students identified as PFS	50%	50%
Utilize technology and other tools to promote math skills development	50%	50%
Provide information and materials to instructional staff on scientifically-based math strategies	14%	25%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	32%	21%
Other*	14%	18%
Instruct parents on using math resources in the home	7%	18%
Hire or consult with a math advocate (e.g., a certified teacher)	14%	14%
Provide training to MEP staff on instructional strategies and assessments for math	7%	11%
Provide math programming that focuses on rigor and	25%	11%

cultural relevance		
Train math coaches/advocates to support MEP staff skills development	7%	7%
Offer math literacy opportunities to parents	4%	7%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	0%	4%

Other strategies in SY 2010-2011 include providing materials for students, after-school tutoring, and in-home tutoring. Other strategies in SY 2011-2012 include supplemental support, materials for students, in-home tutoring, and after-school tutoring.

Table 83. Percentage of Migrant Students at or Above Mathematics Proficiency on FCAT by District/Grantee and School Year, 2008-2011

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	50%	140	46%	171	55%
Broward	282	50%	94	50%	55	49%
Collier	1,791	39%	1,364	45%	1,207	49%
DeSoto	194	52%	196	46%	203	59%
Glades	65	45%	70	61%	31	58%
Hardee	0	0%	533	61%	453	61%
Hendry	561	57%	479	61%	341	60%
Highlands	460	63%	503	59%	471	59%
Hillsborough	1,288	50%	1,224	52%	1,111	51%
Indian River	--	--	--	--	159	55%
Lafayette	12	50%	9	33%	4	50%
Lake	0	0%	18	22%	24	29%
Lee	337	39%	0	0%	211	55%
Madison	19	37%	0	0%	--	--
Manatee	--	--	--	--	240	31%
Marion	30	37%	34	41%	48	44%
Martin	39	59%	33	61%	25	68%
Miami Dade	616	48%	495	54%	453	51%
Okeechobee	421	54%	344	52%	336	52%
Orange	164	52%	0	0%	196	59%
Osceola	0	0%	35	51%	25	56%
PAEC	579	71%	262	73%	215	68%
Palm Beach	1,488	56%	1,341	57%	1,199	49%
Pasco	78	37%	56	45%	70	53%
Polk	683	45%	735	44%	823	41%
Putnam	77	52%	64	52%	0	0%
Sarasota	0	0%	4	50%	2	0%
St. Lucie	124	37%	132	52%	--	--

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Sumter	0	0%	8	50%	--	--
Suwanee	67	40%	44	50%	61	46%
Volusia	210	48%	159	52%	72	49%

Table 84. Mathematics Proficiency on FCAT for SY 2008-2009

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	9,836	4,929	50%
PFS	1,914	736	38%
ELL Migrant	3,819	1,487	39%
Non ELL Migrant	5,964	3,411	57%
Grade 3	1,524	1,002	66%
Grade 4	1,348	844	63%
Grade 5	1,241	512	41%
Grade 6	1,315	523	40%
Grade 7	1,212	498	41%
Grade 8	1,194	581	49%
Grade 9	1,010	468	46%
Grade 10	992	501	51%

Table 85. Mathematics Proficiency on FCAT for SY 2009-2010

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	8,376	4,435	53%
PFS	2,297	859	37%
ELL Migrant	3,066	1,232	40%
Non ELL Migrant	5,013	3,029	60%
Grade 3	1,351	937	69%
Grade 4	1,122	654	58%
Grade 5	1,094	521	48%
Grade 6	1,027	411	40%
Grade 7	1,083	527	49%
Grade 8	992	501	51%
Grade 9	1,009	506	50%
Grade 10	718	367	51%

Table 86. Mathematics Proficiency on FCAT for SY 2010-2011

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	8,206	4,209	51%

	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
PFS	1,932	896	46%
ELL Migrant	3,695	1,597	43%
Non ELL Migrant	4,585	2,560	56%
Grade 3	1,402	897	64%
Grade 4	1,272	801	63%
Grade 5	1,135	488	43%
Grade 6	1,155	463	40%
Grade 7	1,049	457	44%
Grade 8	1,089	559	51%
Grade 9	97	34	35%
Grade 10	893	469	53%

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2008-2009	50%	38%	39%	57%
2009-2010	53%	37%	40%	60%
2010-2011	51%	46%	43%	56%

Figure 24. Percentage of Migrant Students at or above Mathematics Proficiency by School Year, 2008-2011

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with scores from previous years with caution.

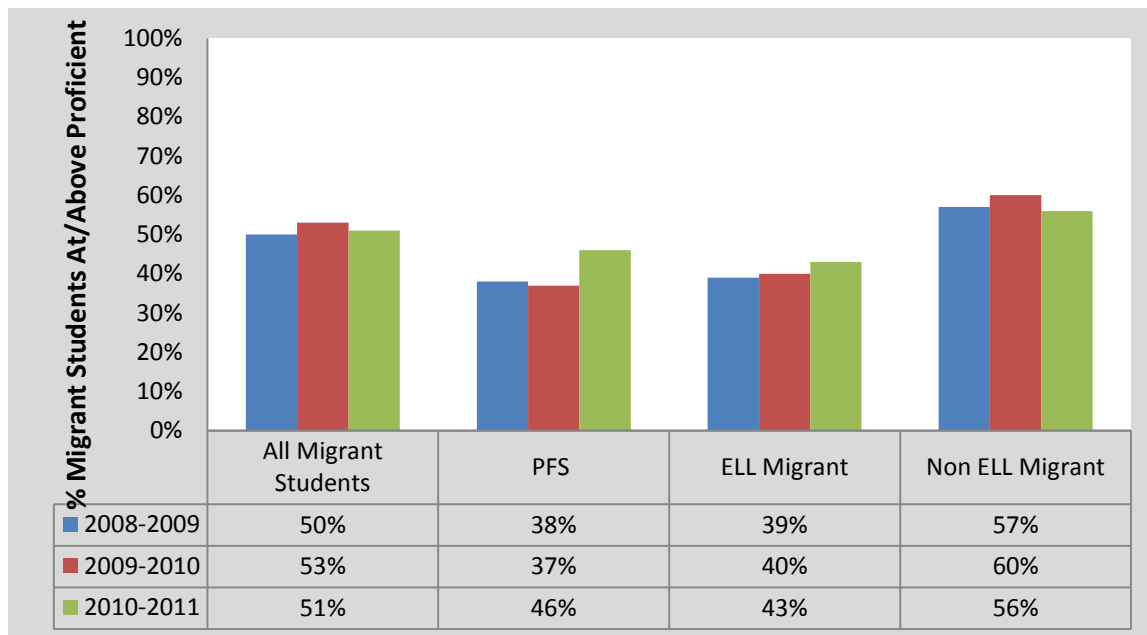|	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2008-2009	66%	63%	41%	40%	41%	49%	46%	51%
■ 2009-2010	69%	58%	48%	40%	49%	51%	50%	51%
■ 2010-2011	64%	63%	43%	40%	44%	51%	35%	53%
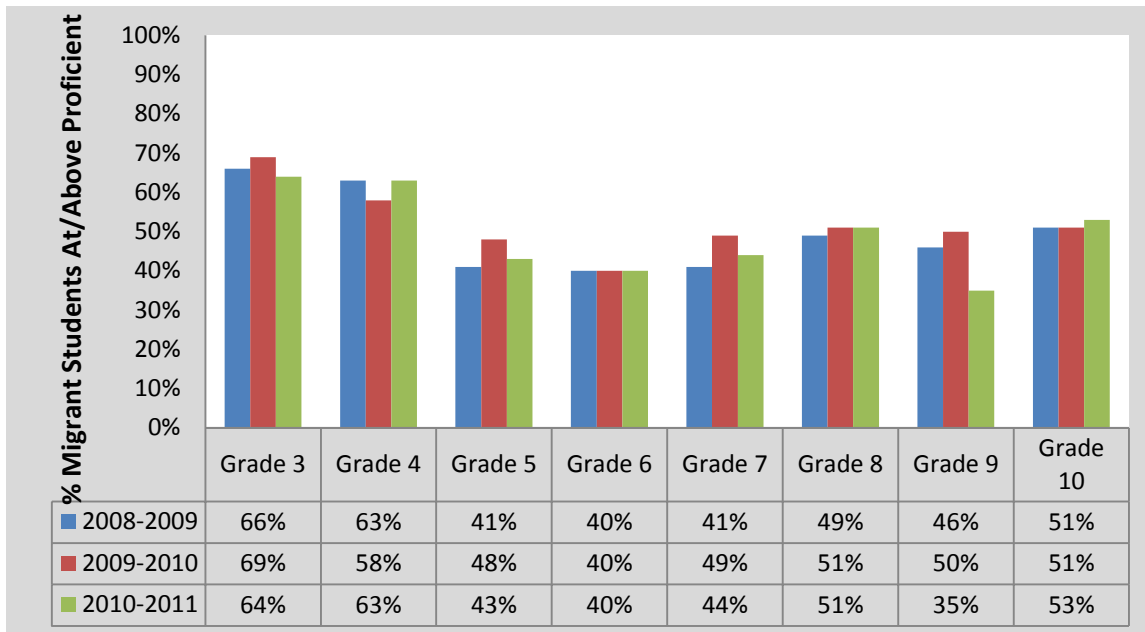
Figure 25. Percentage of Migrant Students at or above Mathematics Proficiency by School Year, 2008-2011

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years

Table 87. Mathematics Proficiency Gaps on FCAT for SY 2008-2009

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	50	63	13
Grade 3	66	77	11
Grade 4	63	73	10
Grade 5	41	58	17
Grade 6	40	53	13
Grade 7	41	57	16
Grade 8	49	62	13
Grade 9	46	61	15
Grade 10	51	63	12

Figure 26. Gaps in Mathematics achievement on FCAT between Migrant and Non-Migrant Students by Grade Level for SY 2008-2009

Table 88. Mathematics Proficiency Gaps on FCAT for SY 2009-2010

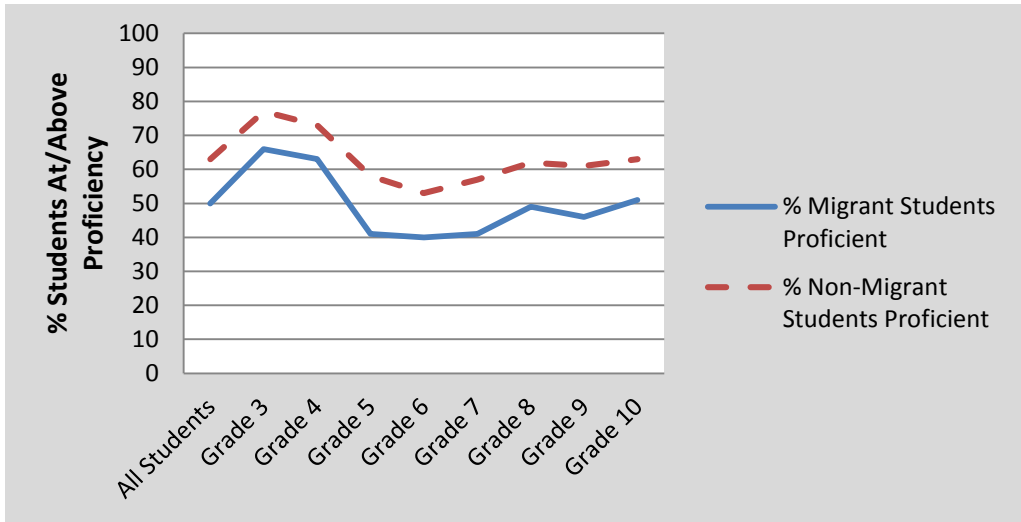|	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	53	65	12
Grade 3	69	79	10
Grade 4	58	74	16
Grade 5	48	60	12
Grade 6	40	55	15
Grade 7	49	59	10
Grade 8	51	66	15
Grade 9	50	64	14
Grade 10	51	69	18

Figure 27. Gaps in Mathematics achievement on FCAT between Migrant and Non-Migrant Students by Grade Level for SY 2009-2010

Table 89. Mathematics Proficiency Gaps on FCAT for SY 2010-2011

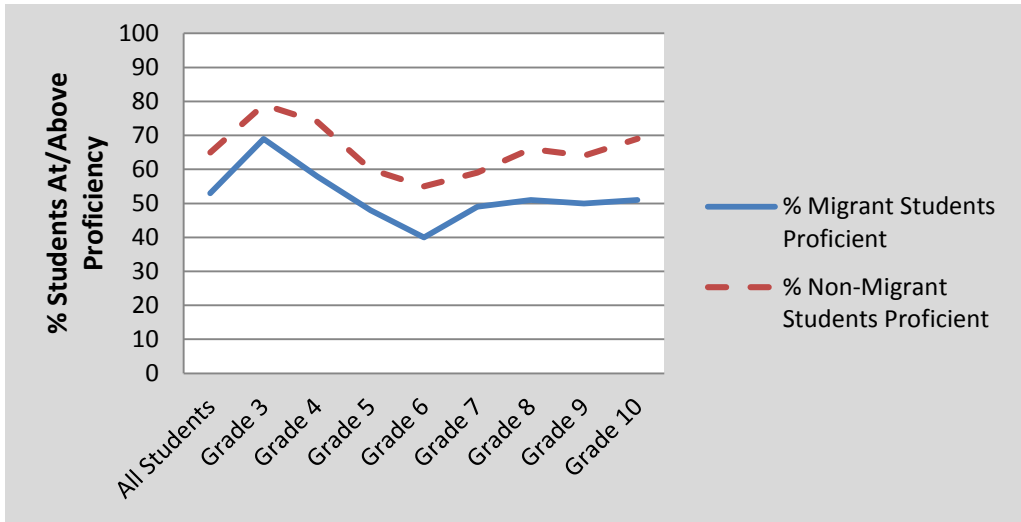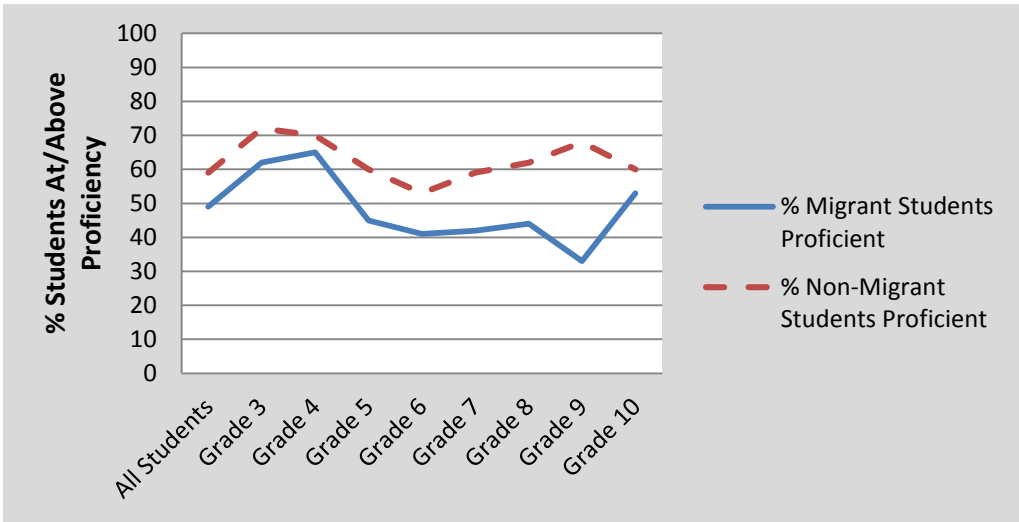|	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	49	59	10
Grade 3	62	72	10
Grade 4	65	70	5
Grade 5	45	60	15
Grade 6	41	53	12
Grade 7	42	59	17
Grade 8	44	62	18
Grade 9	33	68	35
Grade 10	53	60	7

Figure 28. Gaps in Mathematics achievement on FCAT between Migrant and Non-Migrant Students by Grade Level for SY 2010-2011

Table 90. District-Reported Learning Gains in Mathematics for SY 2009-2010

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	6,590	3,817	58%
PFS	1,636	1,021	62%
Grade 3	364	196	54%
Grade 4	1,049	696	66%
Grade 5	906	562	62%
Grade 6	903	526	58%
Grade 7	1,016	823	81%
Grade 8	837	638	76%
Grade 9	814	570	70%
Grade 10	613	447	73%

Figure 29. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level for SY 2009-2010

Table 91. District-Reported Learning Gains in Mathematics for SY 2010-2011

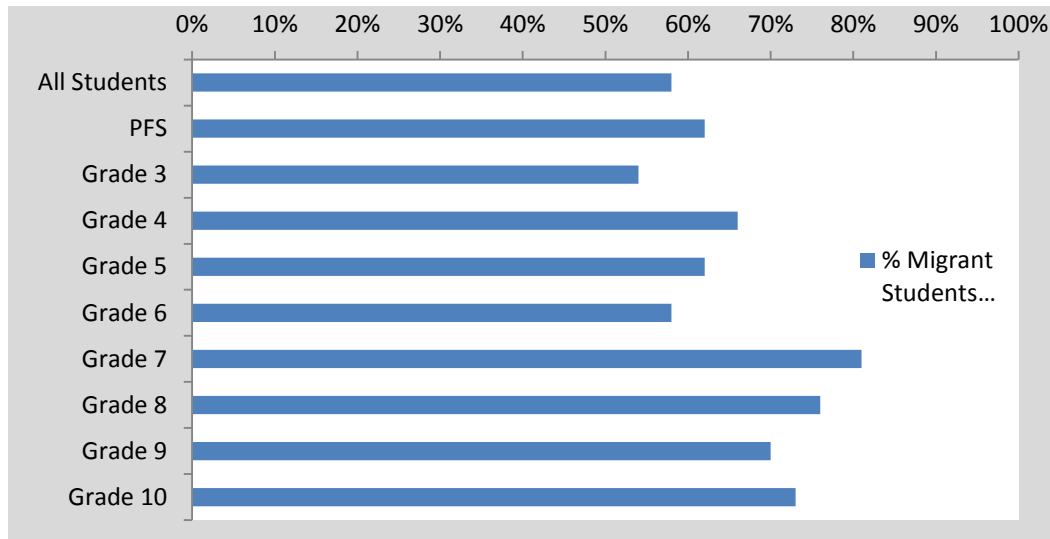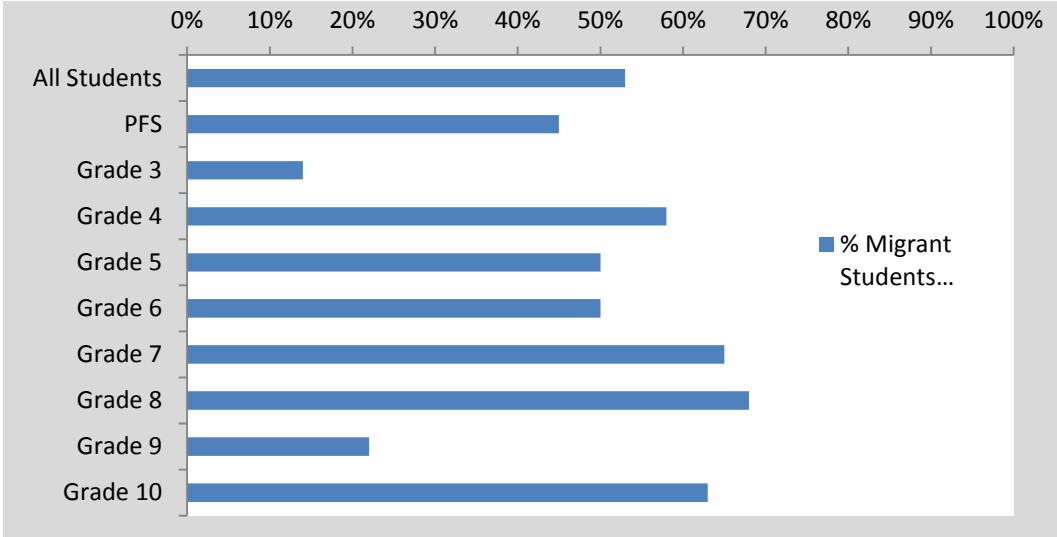|	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	6,701	3,559	53%
PFS	1,611	723	45%
Grade 3	633	89	14%
Grade 4	1,195	690	58%
Grade 5	1,070	539	50%
Grade 6	1,084	539	50%
Grade 7	1,000	651	65%
Grade 8	1,011	685	68%
Grade 9	41	9	22%

Grade 10	829	526	63%

Figure 30. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level for SY 2010-2011

Table 92. Graduation Strategy Priorities for SY 2009-2010

Graduation Strategy Priorities	# Districts/Grantees N=30
Provide PASS and Mini-PASS curricula	47%
Provide information & materials	43%
Provide FCAT preparation tutoring	40%
Hire secondary-level advocates	40%
Provide strategic, content-based tutoring	33%
Create mentoring opportunities	20%
Utilize strategies & programs for dropout prevention	20%
Offer information on graduation enhancement	10%
Provide training to MEP staff	7%
Provide transition support	7%
Other*	7%

Other strategies in SY 2009-2010 include PASS curriculum and motivation for higher education

	C	M	O	P
PASS	1	5	2	0
College awareness/CAMP	7	15	0	1
FCAT/ACT prep	2	7	3	0
In-school tutoring	3	4	2	0
Case management/mentoring	6	13	3	1
Computer/web-based education	0	0	1	0
Credit recovery/accrual	2	4	2	0
HEP/GED/vocational programs	4	3	0	0
After-school programs	0	7	1	2
Graduation/recognition ceremonies	1	2	0	0
Extracurricular activities	1	3	0	0
Summer programs	0	3	0	0
Advocacy/outreach	1	0	0	0
Referrals (social services)	3	2	0	2
Translation	0	0	0	1

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

Table 93. Anticipated vs. Actual Number of Participants by Graduation Service for SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
College awareness/CAMP	1,367	1,515
FCAT/ACT prep	289	182
In-school tutoring	703	514
Mentoring/monitoring/case management	1,718	1,644
Computer/Web-based education	1	-
Credit recovery/accrual	135	57
HEP/GED/vocational programs	497	398
After-school tutoring programs	143	111
Graduation recognition	211	171
Extracurricular activities	169	153
Summer	88	7
Advocacy/outreach	23	24
Referrals	880	933
Translation	18	23
PASS	203	434
Total	**6,445**	**6,166**

Table 94. School Readiness Strategy Priorities for SYs 2010-2012

School Readiness Strategy Priorities	# Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
Offer family outreach, literacy and parent involvement opportunities to parents	68%	61%
Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families	54%	54%
Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development).	39%	50%
Provide high quality early childhood education curriculum that is aligned with tools for assessment and progress monitoring	46%	43%
Explore funding and resource collaboration to support full service and preschool classes and other options for migrant children	36%	25%
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-	25%	18%

School Readiness Strategy Priorities	# Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
appropriate practices		
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	11%	14%
Meetings with colleagues and an online discussion	0%	11%
Other*	7%	7%
Hire highly qualified parent educators to provide school readiness services	7%	7%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%

Other strategies include in-home tutoring in SY 2010-2011 and parent instruction in SY 2011-2012.

Table 95. School Readiness Strategy Priorities for SY 2009-2010

School Readiness Strategies	# Districts/Grantees *N=30*
Offer family outreach	73%
Coordinate with Head Start	57%
Provide instructional support	50%
Provide early childhood education curriculum	47%
Explore funding & resource collaboration	27%
Provide training to MEP staff	17%
Offer content-based instructional sequence	7%
Other*	7%
Hire parent educators	3%
Meet with colleagues	3%
Sponsor collaborative portfolio exchange	0

Other included in-home tutoring, monitor preschool student progress for SY 2009-2010

Table 96. Number of District School Readiness Services Offered by Funding Source for SY 2009-2010

Activity	Funding Source			
	C	M	O	P
School Readiness Programs	0	4	2	0
Preschool	3	8	3	3
Distribution of learning resources	1	3	1	0
Migrant Advocates/Case Management/Parent Activities	11	6	2	3
Small Group/Tutoring	2	2	6	0
Computer/Web-based Programs	1	0	0	0
Social Services/Referrals	1	3	0	2
Extracurricular	0	1	0	0
FLKRS	0	0	1	0
Translation	1	0	0	0

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

Table 97. Students Served in School Readiness by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	510	1,016	218	252
Actual Students	351	726	205	61
Average Hour Per Student Reported	773	247	131	74
Calculated Service Hours	271,323	179,278	26,869	4,514

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

Table 98. Anticipated vs. Actual Number of Participants by School Readiness Service Type for SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
School Readiness Programs	435	288
Preschool	403	246
Distribution of Learning Resources	96	84
Migrant Advocates/Case Management/Parent Activities	721	405
Small Group/Tutoring	95	85
Computer/Web-based Programs	30	32
Social Services/Referrals	148	155
Extracurricular	10	4
FLKRS	48	42
Translation	10	2
Total	**1,996**	**1,343**