



# **FLORIDA MIGRANT EDUCATION PROGRAM**

## **2016-2017 EVALUATION REPORT**

October 2018

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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 Learner
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 Educational 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

This report provides information about the statewide Florida Migrant Education Program (FMEP) regarding implementation and outcomes of services for migrant children and youth during the 2016-2017 program year. The FMEP is administered by the Florida Department of Education (FDOE) through Local Education Agencies (LEAs) and consortia of LEAs. 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, and who has moved due to economic necessity from one residence to another residence, and from one school district to another (NCLB Sec. 1309).

Services to eligible migrant youth are guided by a statewide Service Delivery Plan (SDP) established by the FMEP in 2012, based on a Comprehensive Needs Assessment (CNA), and updated to reflect changes in the state assessment system during the subsequent period. The SDP identifies the Measurable Program Outcomes (MPOs) that the FMEP uses to determine its success, and these MPOs are used to organize the outcomes summary that follows.

### **FMEP Measurable Program Outcomes Status and Summary**

#### *Reading*

- **MPO: Percentage of migrant students who score satisfactory in reading will increase to 83% [over the next three to five years].**

*Status: Not Met.*

The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, however, migrant student performance in reading has not increased during the period. Under the Florida Standards Assessment, 27% of migrant students were proficient in reading in 2016-2017, the same as in 2014-2015 and 1 percentage point less than in 2015-2016.

- **MPO: [T]he achievement gap [in reading proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

*Status: Met.*

Overall, the achievement gap decreased between SY 2011-2012 and SY 2016-2017, from 18% to 16%, and lower than the 20-point gap during the 2008 CNA.

- **MPO: Percentage of migrant English Language Learners (ELLs) who score satisfactory in reading needs to increase by six percentage points over the next three to five years.**

*Status: Not Met.*

Reading proficiency among migrant ELLs as measured by the FCAT 2.0 decreased from 22% to 19% between SY 2011-2012 and SY 2013-2014. ELL proficiency under the Florida Standards Assessment rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016, then fell to back to 15% in 2016-2017.

- **MPO: All migrant children entering 4<sup>th</sup> grade will be reading at grade level (or higher) over the next three to five years.**

*Status: Not Met.*

In SY 2016-2017, 28% of migrant students were reading at a proficient level at the end of grade 3, up from 25% in 2015-2016.

### *Mathematics*

- **MPO: Percentage of migrant students who score satisfactory in mathematics will increase to 82% [over the next three to five years].**

*Status: Not Met.*

Overall, 39% of migrant students demonstrated proficiency on the SY 2016-2017 Florida Standards Assessment in mathematics; 48% of migrant students in grade 3 were proficient in mathematics, while 30% of students in grade 7 were proficient in mathematics.

- **MPO: [T]he achievement gap [in mathematics proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

*Status: Met.*

Overall, the math achievement gap decreased between SY 2011-2012 and SY 2016-2017 (from 15% to 9%). The gap is lowest in grade 3 (3 percentage points) and highest in grade 7 (14 percentage points).

- **MPO: Percentage of migrant ELLs who score satisfactory in math will increase by six percentage points over the next three to five years.**

*Status: Not Met.*

Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 33% between SY 2014-2015 and SY 2016-2017, a 5 percentage point gain.

### *Graduation*

- **MPO: Percentage of migrant students who graduate from high school will increase to 92% [over the next three to five years].**

*Status: Data Not Available.*

In SY 2013-2014, the last year for which data was available for this report, 55% of migrant 12<sup>th</sup> grade students graduated from high school.

- **MPO: [T]he gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years.**

*Status: Data Not Available.*

The gap in migrant/non-migrant graduation rates among the LOAs reporting data increased from 3 percentage points in SY 2011-2012 to 13 percentage points in SY 2014-2015.

- **MPO: Percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% over the next three to five years.**

*Status: Data Not Available.*

### *Out-of-School Youth*

- **MPO: Percentage of migrant Out-of-School Youth (OSY) receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years.**

*Status: Met.*

In SY 2016-2017, 30% of migrant OSY received support to access education resources, up from the SY 2013-2014 baseline of 23%.

- **MPO: Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years.**

*Status: Data Not Available.*

In SY 2013-2014, 73% of migrant OSY received help developing survival English skills, dropping to 45% in SY 2015-2016 and 19% in 2016-2017. Data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.

### *School Readiness*

- **MPO: Percentage of migrant students (who received migrant funding or facilitated preschool services) who demonstrate school readiness as measured by the State’s assessment will increase to 91% over the next three to five years.**

*Status: Not Met.*

The percentage of students who demonstrated school readiness rose substantially from 49% in SY 2012-2013 to 67% in SY 2016-2017, but the increase does not meet the 91% target.

- **MPO: Percentage of migrant eligible children (ages 3 to 5) receiving preschool services by the MEP or other community agencies needs to increase by 12 percentage points over the next three to five years.**

*Status: Not Met.*

Districts reported serving significantly more preschool age migrant children in 2016-2017 than during the baseline year of 2012-2013 (1,127 compared to 170), but the *percentage* of preschool age migrant children receiving services declined between SY 2012-2013 and SY 2016-2017, from 94% to 45%.



## *Parent Involvement*

- **MPO: Parent involvement needs to increase by 12 percentage points among parents of migrant students in grades K-5 over the next three to five years.**

*Status: Met.*

In SY 2016-2017, 93% of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013 and 71% in SY 2010-2011.

- **MPO: Parent involvement needs to increase by 23 percentage points among parents of migrant middle and high schoolers over the next three to five years.**

*Status: Substantially Met.*

In SY 2016-2017 81% of migrant middle and high school parents participated, up from 60% in SY 2010-2011.

- **MPO: Parent involvement needs to increase by 24 percentage points among parents of migrant preschool children (aged 3-5) over the next three to five years.**

*Status: Met.*

The percent of migrant preschool parents participating in activities grew 27 percentage points, from 68% to 95%, from SY 2010-2011 to SY 2016-2017.

## *End-of-Course Assessments*

- **Performance Indicator: The percentage of 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

*Status: Not Measured.*

From SY 2012-2013 to SY 2016-2017, the number of migrant students required to take the Algebra I EOC rose from 1,242 to 1,398, while the pass rate declined from 43% to 35%. For Geometry I, the number of migrant students required to take the exam rose dramatically, from 384 in SY 2012-2013 to 1,295 in 2014-2015, before falling to 923 in SY 2016-2017. Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance indicator is not clear.

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

*Desired Change:* Decrease gap

*Status: Met in Algebra I; Not Met in Geometry I.*

The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 18% between SY 2012-2013 and SY 2016-2017. For Geometry I, it rose from 9% in SY 2012-2013 to 14% in SY 2016-2017.

- **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

*Status:* Not Met.

The percent of migrant students scoring proficient or higher on the Biology I EOC declined from 53% in SY 2012-2013 to 48% in SY 2016-2017.

### *Partnerships*

For SYs 2010-2017, the most frequently identified partners were non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners. Five hundred and fifty-six partners were identified in SY 2016-2017, an increase over prior years.

### *Staff Development*

In SY 2016-2017, 2,577 staff members participated in 343 different staff development activities, of which professional/skill development was the most common. Staff participating in parent involvement training fell from 369 in SY 2014-2015 to 19 in SY 2016-2017; staff involved in ID&R training fell from 365 in SY 2014-2015 to 286 in SY 2016-2017.

## Annual Evaluation Report

### Purpose

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,<sup>1</sup> 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 (2016-2017). 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 MEP 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 the process of ongoing 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 migrant youth. The evaluation findings are intended to assist the FMEP in making mid-course corrections to improve impact.

The evaluation also serves 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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<sup>1</sup> 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 was amended in 2001 through the No Child Left Behind Act (NCLB) with the following purposes (defined in Section 1301 of NCLB)<sup>2</sup>:

- 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 residence to another due to economic necessity, and from one school district to another.

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<sup>2</sup> The Migrant Education Program was revised as part of the 2015 ESEA Reauthorization, known as the Every Student Succeeds Act (ESSA), but those revisions did not take effect until the 2016-2017 program year.

## Results

Thirty-two Florida LOAs received funding and provided data using self-evaluation reporting forms for the SY 2016-2017 program year.

## Demographics

The FMEP is among the four largest in the United States in terms of the number of migrant-eligible students and youth served (along with California, Texas, and Washington). However, as demonstrated in Figure 1, the number of migrant-served students in Florida has been falling from a recent high of 27,528 in SY 2014-2015 to 24,789 in SY 2016-2017, a decline of more than 2,700 students.

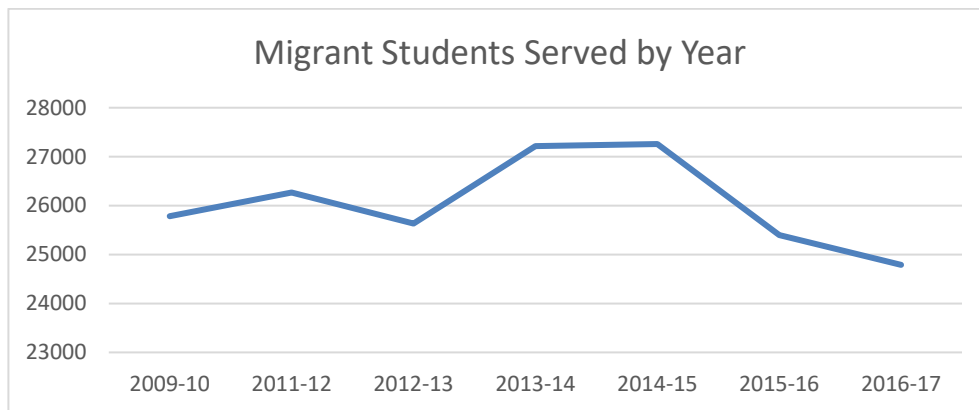


Figure 1. FMEP Migrant Students Served by Year

The number and percent of migrant students designated as Priority for Service (PFS), the most highly mobile at-risk subgroup, declined slightly between SY 2015-2016 and SY 2016-2017, from 21% to 19% (see Table 1). The SY 2016-2017 distribution of students by grade level was substantially similar to SY 2015-2016 and is shown in Table 2 and Table 3.

Table 1. Migrant Students Served Demographic Data, SY 2015-2017

		2015- 2016	2016- 2017
<b>ELL/LEP (LY)</b>	#	8,169	8,118
	%	32%	33%
<b>PFS</b>	#	5,348	4,816
	%	21%	19%
<b>PFS without age 3-5 (not KG)</b>	#	5,287	4,760
	%	21%	19%
<b>Children with Disabilities (IDEA)</b>	#	2,776	2,653
	%	11%	11%
<b>Dropouts</b>	#	163	121
	%	.6%	.005%
<b>Total</b>	#	25,396	24,789

Note: ELL = English language learners, 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.

**Table 2. Migrant Students Served by Grade Level, Pre-K through Grade 8, SY 2016-2017**

	PK	KG	01	02	03	04	05	06	07	08
<b>2016-</b>	3,220	1,579	1,627	1,719	1,850	1,472	1,536	1,383	1,298	1,243
<b>2017</b>	13%	6%	7%	7%	7%	6%	6%	6%	5%	5%

**Table 3. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2016-2017**

	09	10	11	12	30
<b>2016-</b>	1,274	1,155	945	830	3,658
<b>2017</b>	5%	5%	4%	3%	15%

Note: Grade '30' is defined as Adult, Non-High School Graduate

Background

Initial concern statements from the 2010 CNA Work Group indicate that migrant stakeholders in Florida are concerned that migrant English learners (ELLs) lack content-specific English vocabulary and comprehension. At the time, Florida Comprehensive Assessment Test (FCAT) results showed 61% of non-migrant students scoring proficient or above on the reading assessment, with just 38% of migrant students overall and 28% of migrant ELLs scoring proficient.

Reading strategies identified in the 2012 SDP include a literacy focus on vocabulary and fluency development in consultation with a reading advocate who can also provide technical assistance to MEP staff, with an emphasis on academic language and content-based vocabulary for ELLs.

To help districts think through their literacy programming, the SDP identified tutoring for PFS students, curriculum aligned to tools for assessment and progress monitoring, use of technology, family outreach, sustained professional development for MEP staff, etc. The FMEP strongly encourages LOAs to utilize these strategies while allowing districts maximum flexibility in identifying solutions to meet their particular contexts and needs.

Measurable Program Outcomes in reading are as follows.

**Reading MPOs - Status and Summary**

**[The] percentage of migrant students who score satisfactory in reading will increase to 83% [over the next three to five years].**

**Status: Not Met.**

*The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, however, migrant student performance in reading has not increased during the period. Under the Florida Standards Assessment, 27% of migrant students were proficient in reading in 2016-2017, the same as in 2014-2015 and 1% less than in 2015-2016.*

**[The] achievement gap [in reading proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

**Status: Met.**

*Overall, the achievement gap decreased between SY 2011-2012 and SY 2016-2017, from 18% to 16%, and lower than the 20-point gap during the 2008 CNA.*

**The percentage of migrant English Language Learners (ELLs) who score satisfactory in reading will increase by six percentage points over the next three to five years.**

**Status: Not Met.**

*Reading proficiency among migrant ELLs as measured by the FCAT 2.0 decreased from 22% to 19% between SY 2011-2012 and SY 2013-2014. ELL proficiency under the*

*Florida Standards Assessment rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016, then fell back to 15% in 2016-2017.*

**All migrant children entering 4<sup>th</sup> grade will be reading at grade level (or higher) over the next three to five years.**

**Status: Not Met.**

*In SY 2016-2017, 28% of migrant students were reading at a proficient level at the end of grade 3, up from 25% in 2015-2016.*

## Implementation

To help migrant students advance in reading, most districts prioritized technology-supported learning, a high quality curriculum with progress monitoring, and strategic, content-based tutoring for PFS students. LOAs chose the top three strategies emphasized by their district MEPs during the school year (see Table 4). Strategies that were not a top three priority may have been used, but will not be reflected in these results.

Utilizing technology and other tools for literacy, providing a high-quality curriculum that is aligned with tools for assessment and progress monitoring, and providing strategic reading tutoring to PFS students remained the most frequently indicated priorities in 2016-2017 (50%, 44%, and 44%, respectively). Family literacy activities, by contrast, had increased substantially from SY 2013-2014 to SY 2014-2015 (from 17% to 37%), then fell to 16% in SY 2015-2016 and 13% in SY 2016-2017. LOAs were also less likely in SY 2016-2017 to offer information and materials to instructional staff related to scientifically-based and English as a Second Language (ESL) strategies for use with migrant students than they were in years prior.

**Table 4. Reading Strategy Priorities, SYs 2015-2017**

Reading Strategy Priorities	% of LOAs	
	2015-16 N=32	2016-17 N=32
Utilize technology and other tools	47%	50%
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	47%	44%
Provide strategic, content-based tutoring in reading to students identified as PFS, and Other <sup>3</sup>	44%	44%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	28%	31%
Emphasize language-based content instruction using sheltered instruction with ELLs	13%	25%

<sup>3</sup> For 2015-2016, PFS Tutoring was 41%, Other was 3%.



Reading Strategy Priorities	% of LOAs	
	2015-16 N=32	2016-17 N=32
Provide information and materials to instructional staff on scientifically-based reading strategies	28%	22%
Provide information and materials to instructional staff on scientifically-based and English as a Second Language (ESL) strategies to utilize with migrant students	25%	16%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	13%	16%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	16%	13%
Provide training to MEP staff on resources and strategies for OSY	6%	9%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	13%	6%
Provide sustained and intensive professional development	6%	6%
Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information	0%	0%

LOAs reported on the focus, purpose and 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 five most recent evaluations, most LOAs offered at least one service focused on student achievement in reading, and 100% of them did so in SY 2016-2017 (see Table 5). About a quarter of LOAs offered reading services focused on credit accrual/graduation, but services targeting student engagement declined from SY 2015-16 to SY 2016-2017, as did those focused on developing students' technical abilities. Leadership activities remained minimal and were more likely to be found in the graduation category reported below.

**Table 5. Percentage of LOAs Offering Services in Reading, SYs 2015-2017**

Focus, Purpose, or Expected Outcomes	2015-2016 N=32	2016-2017 N=32
Student achievement	97%	100%
Credit accrual/graduation	25%	25%
Student engagement	22%	13%
Leadership activities	3%	3%
Alternative education		3%
Technical Abilities	9%	3%

*Note: greyed out boxes indicate no data available*

Across all years, the highest percentage of reading activities adopted by LOAs focused on student achievement (see Table 6). The percentage of activities related to student engagement declined by

10% from SY 2015-16 to SY 2016-2017, and LOAs in SY 2016-2017 offered 5% more reading activities focused on credit accrual/graduation than on engagement.

**Table 6. Percentage of LOA Reading Activities by Focus, SYs 2015-2017**

Focus, Purpose, or Expected Outcomes	2015-2016	2016-2017
Student achievement	77%	86%
Credit accrual/graduation	7%	8%
Student engagement	13%	3%
Alternative Education		2%
Leadership activities	1%	1%
Technical Abilities	2%	1%

Note: greyed out boxes indicate no data available

Surprisingly, given the reported lack of focus on student engagement in SY 2016-2017, the highest average hours per student (41) were spent on engagement activities. However, far more students participated in achievement activities (15,286 compared to 119), for an average of 22 hours per student (see Table 7Error! Reference source not found.).

**Table 7. Participant Numbers and Average Hours by Reading Activity Focus, SYs 2015-2017**

Focus, Purpose, or Expected Outcome	SY 2015-2016		SY 2016-2017	
	# Participants	Average Hours per Student	# Participants	Average Hours per Student
Leadership activities	11	5	9	5
Technical abilities	45	23	11	40
Student achievement	15,718	39	15,286	22
Credit accrual/ graduation	177	88	533	11
Student engagement	402	15	119	41
<b>Total</b>	<b>16,353</b>		<b>15,868</b>	

### Outcomes

Florida changed its assessment of student achievement in reading and mathematics from the FCAT to the Florida Standards Assessment (FSA) starting in 2014-2015. Results for 2014-2017 are tied to new state standards in math, reading and writing and are not comparable to prior year results.

In SY 2016-2017, Florida migrant students overall saw a slight decline in their demonstrated proficiency in reading on the Florida Standards Assessment, from 28% to 27% (see Figure 2). While PFS and non-ELL migrant students each showed 1% declines, the most notable decline was among

ELL migrant students, who dropped in percent proficient by 6 points from SY 2015-2016 to SY 2016-2017.

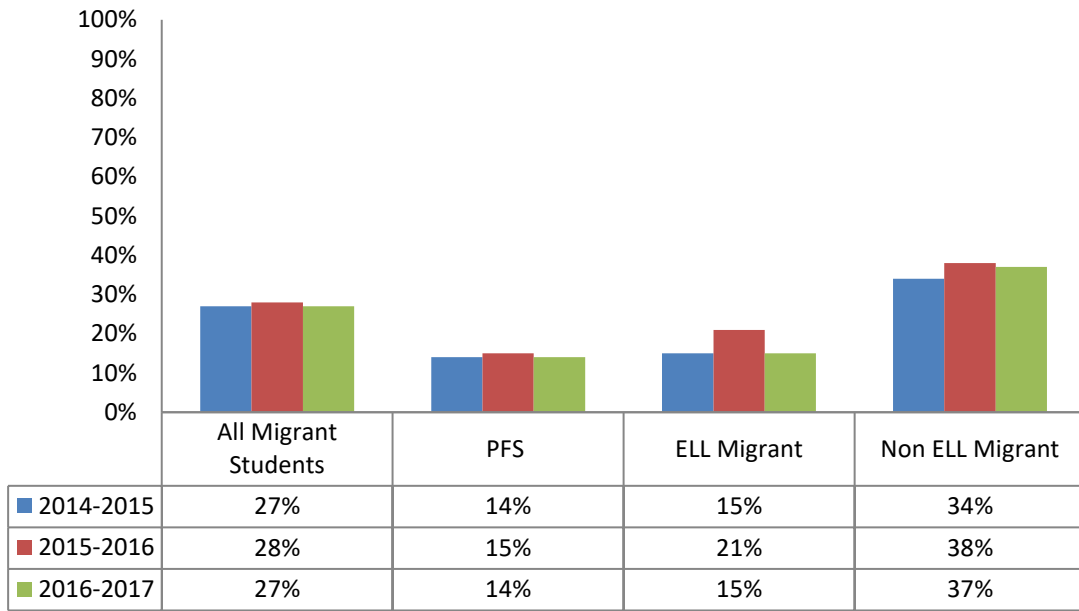


Figure 2. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment, SYs 2014-2017

As Figure 3 illustrates, not all grade levels showed a decline in migrant student reading proficiency between SY 2015-2016 and SY 2016-2017 (see also Table 40 in Appendix D). Overall, migrant students in grades 3, 6, 7, and 9 showed slight improvements (1 to 3 percentage points), and grade 5 students remained consistent across the 2 years. Grade 8 migrant students, however, showed a notable decline, from 35% proficient in SY 2015-2016 to 29% proficient in SY 2016-2017.

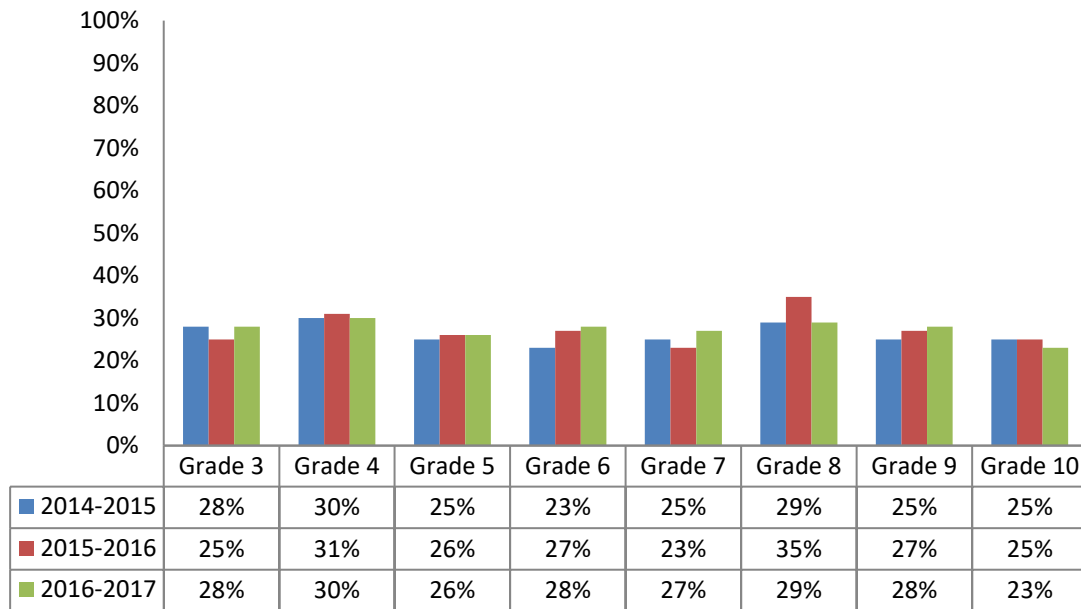


Figure 3. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment by Grade Level, SYs 2014-2017

Although the reading assessment changed during the period reported in Table 8 and Figure 4, it is still useful to examine the proficiency gap between migrant and non-migrant students across years. Despite having risen to 19% in SY 2015-2016, the gap in percentage of students proficient in reading decreased between SY 2008-2009 and SY 2016-2017 (from 20% to 16%). The SY 2016-2017 proficiency gap was smallest in grade 9 (13%) and largest in grade 3 (19%, see Figure 5).

Table 8. Reading Proficiency Gaps, SYs 2008-2017 (All Grades)

	% 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%
2013-2014	32	51	19%
2014-2015	27	43	16%
2015-2016	28	47	19%
2016-2017	27	43	16%

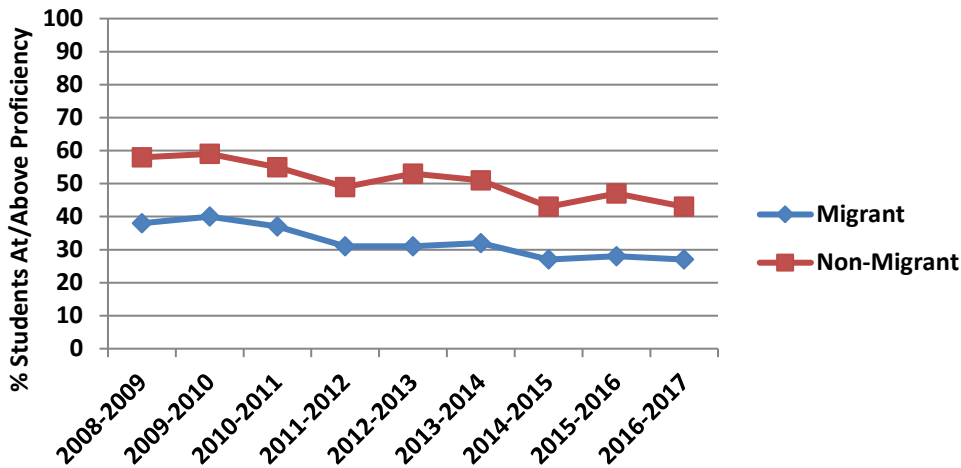


Figure 4. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2017 (All Grades)

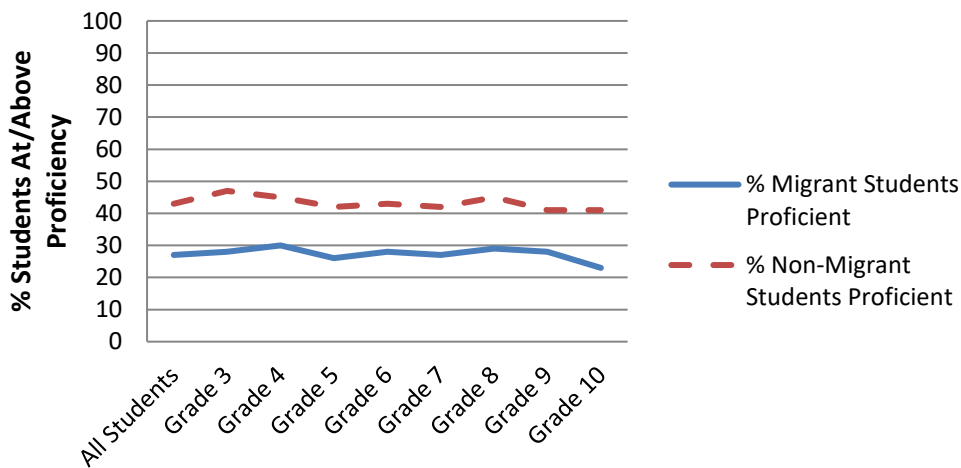


Figure 5. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida Standards Assessment SY 2016-2017

District-reported learning gains for students with FSA scores for the prior and current school year show 40% of migrant students overall demonstrating reading learning gains in SY 2016-2017 (see Table 9), up 6 percentage points from SY 2015-2016. The highest gains are reported in grade 3 (52% of migrant students with gains, see Figure 6).

Table 9. District-Reported Learning Gains in Reading, SY 2015-2017

	% Migrant Students with Learning Gains, 2015-2016	% Migrant Students with Learning Gains, 2016-2017
All Students	34%	40%
PFS	29%	30%
Grade 3	15%	52%
Grade 4	36%	43%
Grade 5	33%	42%

Grade 6	33%	42%
Grade 7	28%	38%
Grade 8	41%	47%
Grade 9	30%	32%
Grade 10	29%	36%

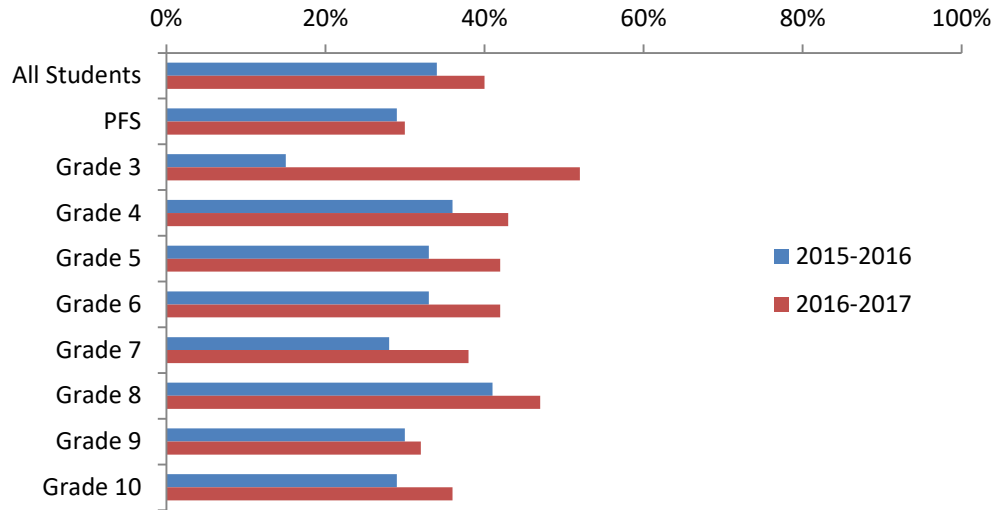


Figure 6. Percentage of Migrant Students with Reading Gains, SY 2015-2017

Background

According to the 2010 CNA Work Group Statements of Concern, migrant stakeholders in Florida are concerned that migrant English learners (ELLs) lack content-specific English vocabulary and comprehension. At the time, Florida Comprehensive Assessment Test (FCAT) results showed 67% of non-migrant students scoring proficient or above on the mathematics assessment, with 50% of migrant students overall and 38% of migrant ELLs scoring proficient.

Mathematics strategies identified in the 2012 SDP include math programming with a recommended focus on rigor and cultural relevance and the use of manipulatives in instruction in consultation with a math coach. The SDP also recommended emphasizing academic language and content-based vocabulary for ELLs.

To help districts think through their mathematics programming, the SDP identified tutoring for PFS students, curriculum aligned to tools for assessment and progress monitoring, use of technology and/or concrete manipulatives, family outreach, sustained professional development for MEP staff, etc. The FMEP strongly encourages LOAs to utilize these strategies while allowing districts maximum flexibility in identifying solutions to meet their particular contexts and needs.

Measurable Program Outcomes in mathematics are as follows.

**Mathematics MPOs – Status and Summary**

**[The] percentage of migrant students who score satisfactory in mathematics will increase to 82% [over the next three to five years].**

***Status: Not Met.***

*Overall, 39% of migrant students demonstrated proficiency on the SY 2016-2017 Florida Standards Assessment in mathematics; 48% of migrant students in grade 3 were proficient in mathematics while 30% of students in grade 7 were proficient in mathematics.*

**[The] achievement gap [in mathematics proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

***Status: Met.***

*Overall, the math achievement gap decreased between SY 2011-2012 and SY 2016-2017 (from 15% to 9%). The gap is lowest in grade 3 (3 percentage points) and highest in grade 7 (14 percentage points).*

**[The] percentage of migrant ELLs who score satisfactory in math will increase by six percentage points over the next three to five years.**

***Status: Not Met.***

*Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 33% between SY 2014-2015 and SY 2016-2017, a 5 percentage point gain.*

## Implementation

Grantees were asked to choose the top three strategies they emphasized during the school year for mathematics instruction, and three clear priorities emerged for SY 2016-2017: high quality curriculum with progress monitoring, the use of technology and other tools, and tutoring for PFS students (see Table 10). While use of concrete approaches (e.g., manipulatives) to build mental models of math concepts was one of the top three strategies cited in SY 2015-2016, a year later it was being used by 13% fewer grantees (while technology tools were used by 15% more of them). Note that some strategies may have been used that are not reflected in the table below because they were not noted by LOAs as being in the top three.

**Table 10. Mathematics Strategy Priorities, SYs 2015-2017**

Mathematics Strategy Priorities	% LOAs	
	2015-2016 N=32	2016-2017 N=32
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	56%	56%
Utilize technology and other tools to promote math skills development and literacy	38%	53%
Provide strategic, content-based tutoring in math to students identified as PFS	52%	44%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	38%	25%
Hire or consult with a math advocate (e.g., a certified teacher)	22%	22%
Provide information and materials to instructional staff on scientifically-based math and ESL strategies	13%	22%
Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs	13%	19%
Provide math programming that focuses on rigor and cultural relevance	9%	9%
Instruct parents on using math resources in the home	6%	6%
Other (including after school tutoring for at-risk migrant students, FCAT tutoring, and instructional materials for youth and families)	6%	6%
Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults	6%	6%
Provide training to MEP staff on instructional strategies and assessments for math	19%	3%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	13%	3%
Train math coaches/advocates to support MEP staff skills development	3%	3%



LOAs reported on 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 five most recent evaluations, nearly all LOAs offered at least one service focused on student achievement in math, and 94% of them did so in SY 2016-2017 (see Table 11 **Error! Reference source not found.**). Fewer LOAs offered activities that focused on credit accrual/graduation, and significantly fewer targeted student engagement, technical abilities, or leadership skills, the latter of which saw a 32% decline in services offered from SY 2015-2016 to SY 2016-2017.

**Table 11. Percentage of LOAs Offering Services in Mathematics, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=32</b>	<b>2016-2017 N=32</b>
Student achievement	94%	94%
Credit accrual/graduation	19%	22%
Student engagement	16%	6%
Leadership activities	35%	3%
Technical abilities	6%	3%

Not surprisingly, given the focus on student achievement activities across LOAs, the vast majority of mathematics activities themselves were also focused on student achievement (see Table 12 **Error! Reference source not found.**). In fact, between SY 2015-2016 and SY 2016-2017, 14% more activities were student achievement oriented, while the percentage of student engagement-focused activities declined by 12% across the same years.

**Table 12. Percentage of LOA Math Activities by Focus, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=105</b>	<b>2016-2017 N=103</b>
Student achievement	73%	87%
Credit accrual/graduation	7%	8%
Student engagement	15%	3%
Leadership activities	1%	1%
Technical abilities	2%	1%

LOAs reported that they served 13,573 total participants through mathematics activities in SY 2016-2017, up from 10,784 in SY 2014-2015, the first year for which there is comparable data, and 13,044 in SY 2015-2016 (see Table 13 **Error! Reference source not found.**). Students spent the highest average number of hours (20) engaged in achievement activities; this reflects an average of 4 additional hours per student focused on achievement between SY 2015-2016 and SY 2016-2017. Conversely, while LOAs reported that students spent an average of 55 hours engaged in leadership activities in SY 2015-2016, they spent an average of 8 hours on such activities in SY 2016-2017.

Table 13. Participant Numbers and Average Hours by Mathematics Activity Focus, SYs 2015-2017

Focus, Purpose, or Expected Outcomes	SY 2015-2016		SY 2016-2017	
	# Participants	Average Hours per Student	# Participants	Average Hours per Student
Leadership activities	11	55	9	8
Student achievement	12,503	16	13,069	20
Credit accrual/ graduation	161	36	319	14
Student engagement	320	12	166	15
Technical abilities	35	14	10	3
<b>Total</b>	<b>13,044</b>		<b>13,573</b>	

Outcomes

Florida changed its assessment of student achievement in reading and mathematics from the FCAT to the Florida Standards Assessment (FSA) starting in 2014-2015. Results for 2014-2017 are tied to new state standards in math, reading and writing and are not comparable to prior year results.

Figure 7 shows the percentage of migrant students testing at or above mathematics proficiency on the Florida Standards Assessment during SYs 2014-2015, 2015-2016 and 2016-2017, a percentage that has remained relatively consistent (38-39%) for migrant students overall. Migrant PFS students have shown an increase in math proficiency of 2 percentage points (to 30%) across the years shown, while migrant ELLs have improved their proficiency percentage by 5 (to 33%) across the same years.

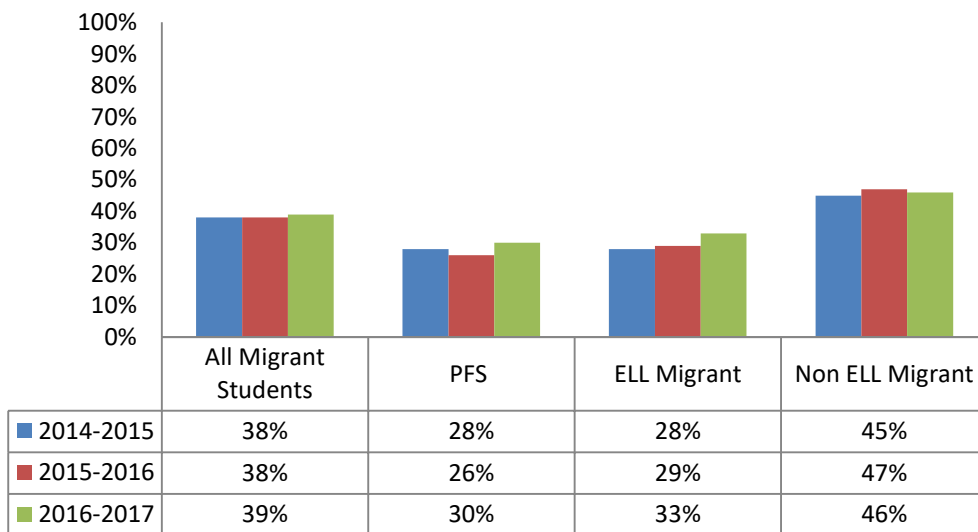


Figure 7. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment, SY 2014-2016

As Figure 8 illustrates, not all grade levels demonstrated an increase in migrant student mathematics proficiency between SY 2015-2016 and SY 2016-2017 (see also Table 43 in Appendix D). Migrant students in grades 3, 4, 5, and 6 showed improvements (1 to 4 percentage points), while grades 7 and 8 students showed declines between 3% (grade 7) and 7% (grade 8). This

further reflects an overall decline in the percentage of math proficient 7<sup>th</sup> and 8<sup>th</sup> grade migrant students since SY 2014-2015, whereas an increase in the percentage of math proficient migrant students in grades 3-5 since SY 2014-2015 can also be seen. Migrant students in grade 6 demonstrated decreased math proficiency between SY 2014-2015 and SY 2015-2016, but reversed that in SY 2016-2017.

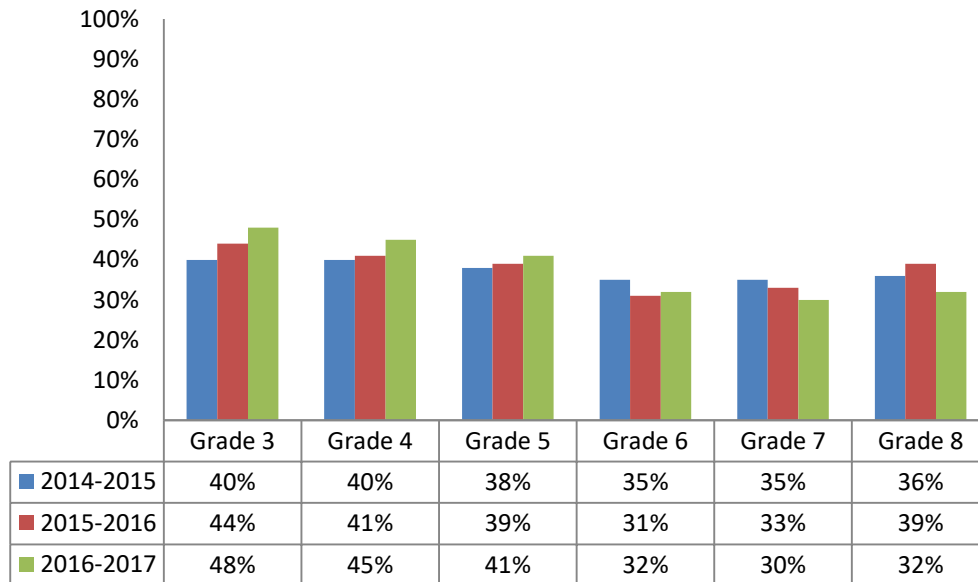


Figure 8. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment by Grade Level, SY 2014-2017

Although the mathematics assessment changed during the period reported in Table 14 **Error! Reference source not found.** and Figure 9, it is still useful to examine the proficiency gap between migrant and non-migrant students across years. The achievement gap in math decreased from a high of 15% in SY 2011-2012 to 9% in SY 2016-2017 (up 1% from SY 2015-2016). The gap is smallest in grade 3 (3 percentage points) and largest in grade 7 (14 percentage points, see Figure 10).

Table 14. Mathematics Proficiency Gaps, SYs 2008-2017 (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%
2013-2014	41	50	9%
2014-2015	38	46	8%
2015-2016	38	46	8%
2016-2017	39	48	9%

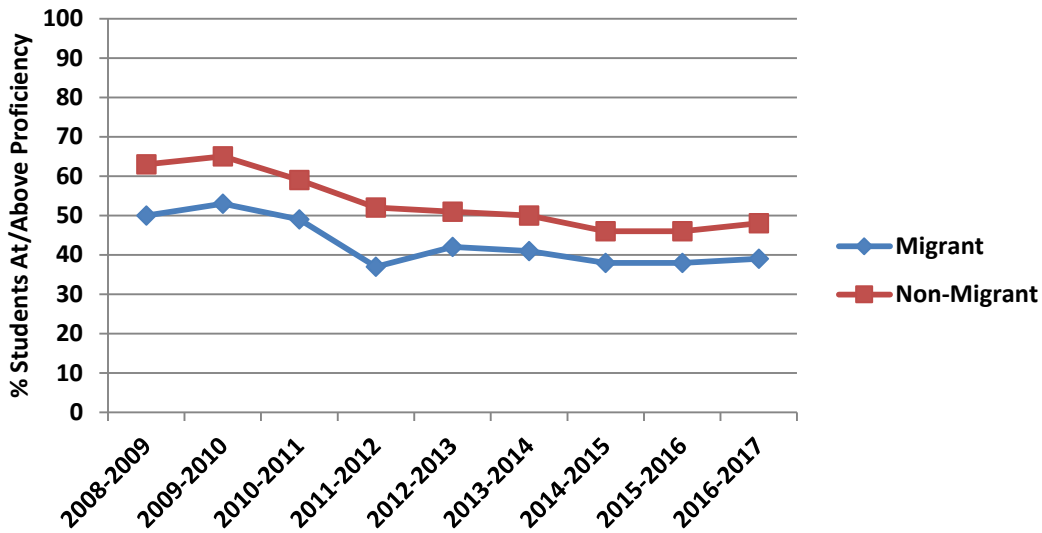


Figure 9. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2017 (All Grades)

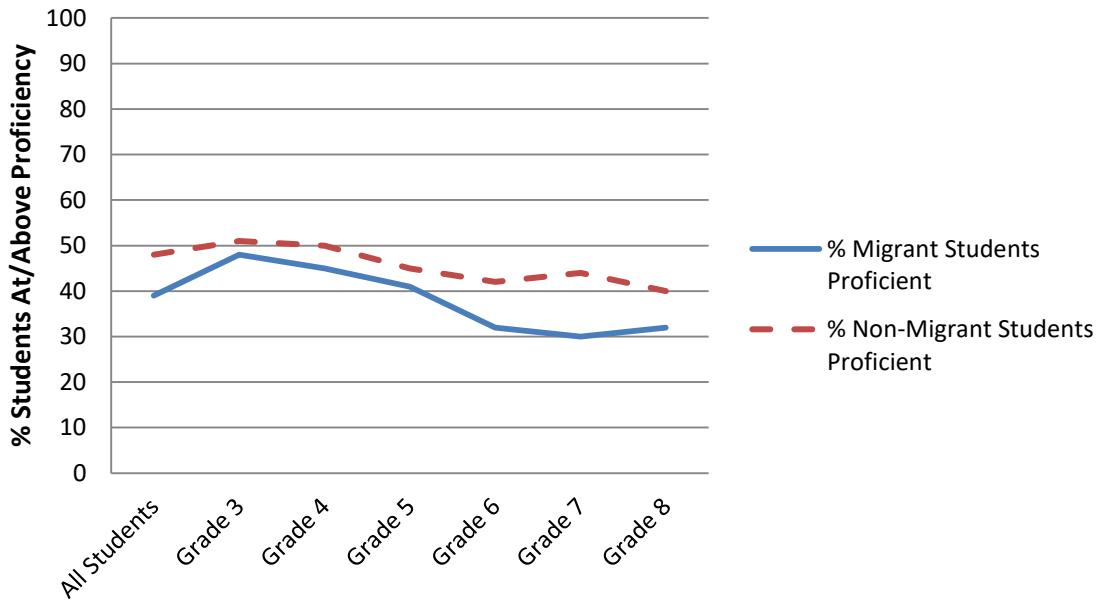


Figure 10. Gaps in FSA Mathematics Achievement: Migrant and Non-Migrant Students by Grade Level, SY 2016-2017

District-reported learning gains for students with FSA scores across the 2015-2016 and 2016-2017 school years show that 47% of migrant students overall demonstrating learning gains in mathematics in SY 2016-2017 (see Table 15 and Figure 11)), a decline of 4 percentage points from the year prior. In grade 3, however, 26% of migrant students demonstrated math gains in SY 2015-2016, while 59% of grade 3 students in SY 2016-2017 demonstrated math gains, an increase of 33 percentage points. The biggest decline across years, just 1%, was in grade 8; PFS students remained consistent in their math learning gains.

Table 15. District-Reported Learning Gains in Mathematics, SY 2015-2017

	% Migrant Students with Learning Gains, SY 2015-2016	% Migrant Students with Learning Gains, SY 2016-2017
All Students	51%	47%
PFS	41%	41%
Grade 3	26%	59%
Grade 4	35%	45%
Grade 5	39%	45%
Grade 6	28%	30%
Grade 7	31%	40%
Grade 8	51%	50%

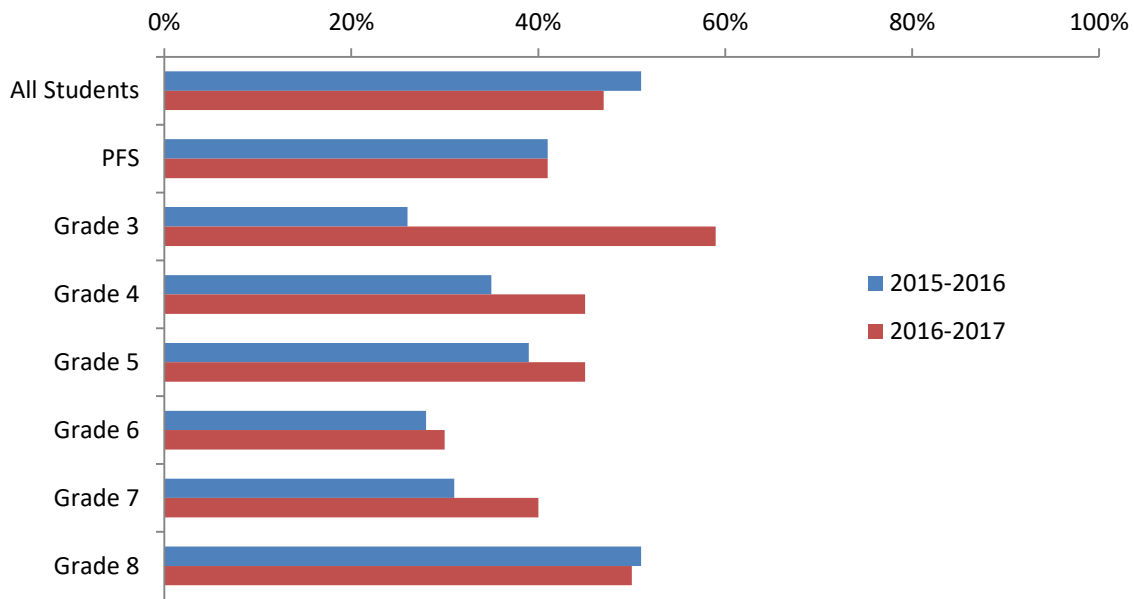


Figure 11. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2015-2017

Background

Initial concern statements from the 2010 CNA Work Group indicate that migrant stakeholders in Florida fear migrant students are not on track to graduate from high school in four to five years.

To address this, graduation strategies identified in the 2012 SDP include enhancing secondary level efforts to address student mobility and factors related to educational discontinuity, credit accrual, End-of-Course (EOC) testing requirements, and school engagement, with an emphasis on hiring a secondary advocate.

Credit accrual through PASS and Mini-PASS, transition support from elementary to middle and from middle to high school, assessment tutoring, mentoring, dropout recovery, family outreach, and sustained professional development for MEP staff were some of the recommendations included in the 2012 SDP to meet migrant student graduation goals.

Measurable Program Outcomes in graduation are as follows.

**Graduation MPOs – Status and Summary**

**[The] percentage of migrant students who graduate from high school will increase to 92% [over the next three to five years].**

**Status: Data Not Available.**

*In SY 2013-2014, the last year for which data was available for this report, 55% of migrant 12<sup>th</sup> grade students graduated from high school.*

**[The] gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years.**

**Status: Data Not Available.**

*The gap in migrant/non-migrant graduation rates among the LOAs reporting data increased from 3 percentage points in SY 2011-2012 to 13 percentage points in SY 2014-2015.*

**[The] percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% over the next three to five years.**

**Status: Data Not Available.**

Implementation

LOAs were asked to choose the top three graduation strategies emphasized by their district MEP in SY 2016-2017 (see **Error! Reference source not found.**). Top priorities included: hiring secondary-level advocates for migrant students (56% of districts, an increase of 12% over SY 2015-2016); providing PASS curricula to migrant students for credit recovery (41% of districts, a decrease of 3% from SY 2015-2016); and providing information and materials to staff related to credit recovery, test preparation, and graduation enhancement (38% of districts, an increase of 10% over SY 2015-

2016). Dropout prevention and content-based tutoring were less often named as top 3 priorities in SY 2016-2017 than in SY 2015-2016.

**Table 16. LOA Strategic Priorities for Graduation, SYs 2015-2017**

<b>Graduation Strategic Priorities</b>	<b>2015-2016 N=32</b>	<b>2016-2017 N=32</b>
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	44%	56%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	44%	41%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FSA and EOC preparation, and graduation enhancement for migrant secondary students	28%	38%
Provide strategic, content-based tutoring to secondary students	47%	34%
Provide FSA and EOC preparation tutoring	29%	31%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	34%	28%
Offer information on graduation enhancement to parents	19%	28%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	16%	13%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	13%	6%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	3%	6%
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	0%	0%

LOAs reported on 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. Credit accrual/graduation became even more of a focus from SY 2015-2016 to SY 2016-2017; student achievement was also emphasized (see Table 17).

**Table 17. Percentage of LOAs Offering Services in Graduation, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=32</b>	<b>2016-2017 N=32</b>
Credit accrual/graduation	66%	72%
Student achievement	63%	59%
Student engagement	28%	31%
Postsecondary transition/alternative education	22%	25%
Leadership activities	13%	9%

By percentage of all graduation activities in SY 2016-2017, most activities focused on student achievement (46%) and credit accrual/graduation (31%, see Table 18). Activity focus remained largely consistent across reporting years.

**Table 18. Percentage of LOA Graduation Activities by Focus, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=103</b>	<b>2016-2017 N=108</b>
Student achievement	45%	46%
Credit accrual/graduation	31%	31%
Student engagement	11%	11%
Postsecondary transition/alternative education	10%	8%
Leadership activities	4%	3%

LOAs served more students through the provision of graduation activities in SY 2016-2017 (10,581) than in prior years (e.g. 8,629 in SY 2014-2015; see Table 19). The most time (21 average hours per student) was spent on credit accrual/graduation-focused activities, but this was only half as much time as was spent on those activities one school year prior (42 hours per student).

**Table 19. Participant Numbers and Average Hours by Graduation Activity Focus, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016</b>		<b>2016-2017</b>	
	<b># Participants</b>	<b>Average Hours per Student</b>	<b># Participants</b>	<b>Average Hours per Student</b>
Leadership activities	122	18	78	4
Student achievement	6,230	9	5,551	9
Postsecondary transition/alternative education	285	16	253	6
Credit accrual/ graduation	1,368	42	2,547	21
Student engagement	2,036	12	2,152	6
<b>Total</b>	<b>10,066</b>		<b>10,581</b>	

## Outcomes

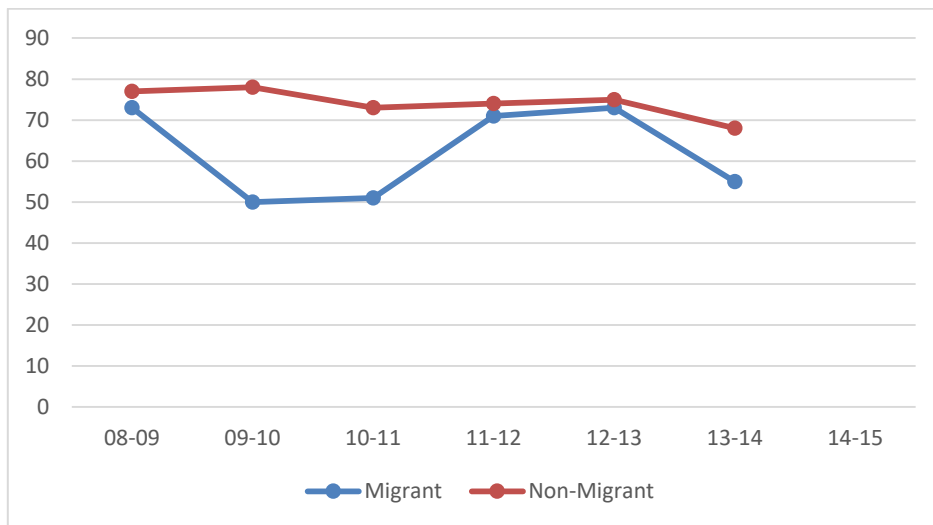
SY 2014-2017 graduation data was not yet available as of the writing of this report. Table 20 shows data from previous evaluation years on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. The figures reported below reflect the exclusion of GEDs and special diplomas, but do not use a cohort graduation rate. 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 12<sup>th</sup> graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009) before falling to 55% in SY 2013-2014. The gap between migrant and non-migrant students graduating was 3 percentage points in SY 2011-2012 and reduced to 2 percentage points in SY 2012-2013 (versus 4 percentage points in SY 2008-2009) before rising to 13 percentage points in SY 2013-2014.

**Table 20. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2017**

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	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
13-14	908	502	55	142,258	97,175	68	13
14-15	[Data Not Available]						
15-16	[Data Not Available]						
16-17	[Data Not Available]						



**Figure 12. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2017**

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5 percentage points between SY 2008-2009 and SY 2015-2016, with 52% of this age cohort increasing their GPA (data were not collected on students with static GPAs), as shown in Table 21. The significant reduction in the number of students with reported data means cross-year comparisons may not be warranted.

**Table 21. High School Students Who Increased GPA (Non-Migrant and Migrant), SYs 2008-2017**

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
13-14	816	452*	55
14-15**	738	385	52
15-16***	1,415	734	52
16-17	[Only 2 reporting]		

*\*This data point may reflect only a subset of GPAs (e.g., 2.0 or above) and should be interpreted with caution. \*\* Only 5 LOAs reporting. \*\*\*Only 8 LOAs reporting.*

Given the recommendation from the CNA to provide tutoring for assessment 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, remained relatively stable through SY 2014-2015, then fell in SY 2015, then fell in SY 2015-2016. Given the limited number of LOAs providing these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 22. The percentage of tutored students who passed the state assessment rose from slightly from 44% in SY 2009-2010, the first year where a substantial number of students were reported, to 45% in SY 2015-2016.

**Table 22. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2015-2017**

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring $\geq$ 3 mos.	# Tutored Students who Passed Assessment	% Tutored Students who Passed Assessment
15-16	144	65	45
16-17	107	49	46

*\*Note: data were provided only by 12 LOAs in SY 2010-2011 and 11 LOAs in SY 2011-2012, 10 LOAs for SY 2015-2016, and 6 in 2016-2017. Assessment scores are FCAT for SYs 2008-2010, FCAT 2.0 for Sys 2010 – 2014 and Florida Standards Assessment for SY 2014-2016.*

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 LOAs used a common survey instrument for students in grades 6-12 (see Appendix B for student survey instrument, and Table 23 for results). While only about half of all migrant students in those grades responded in each year, 41% of respondents indicated participating in extracurricular activities in SY 2015-2016, a slight decrease from the prior three years. For student encouragement, among the total of 3,226 respondents in Grades 6-12 in SY 2015-2016, 62% reporting receiving encouragement in SY 2015-2016.

Table 23. School Engagement Survey Data, SYs 2009-2017

Measure of Engagement	School Year	Total # Migrant Students Grades 6-12	Total # Migrant Survey Respondents	Total Participating in Extracurricular Activities or Engaged in School	
				N	%
<b>Extracurricular Participation</b>	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	3,004	1,319	44%
	13-14	7,270	3,520	1,578	45%
	14-15	6,825	3,337	1,521	46%
	15-16	7,004	3,250	1,326	41%
	16-17	7,381	3,018	1,311	43%
<b>Encouragement</b>	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	70%
	13-14	5,272	2,351	1,829	78%
	14-15	6,615	3,178	2,230	70%
	15-16	6,969	3,226	2,016	62%
	16-17	7,317	3,199	2,190	68%

Migrant student performance on End-of-Course (EOC) assessments was added to the MEP evaluation reporting template beginning in SY 2012-2013, reflecting the growing importance and use of EOCs to determine receipt of course credit and to determine eligibility to graduate.

**EOC Performance Indicators – Status and Summary**

**Performance Indicator: The percentage of 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*

**Status: Not Measured.**

*From SY 2012-2013 to SY 2016-2017, the number of migrant students required to take the Algebra I EOC rose from 1,242 to 1,398, while the pass rate declined from 43% to 35%. For Geometry I, the number of migrant students required to take the exam rose dramatically, from 384 in SY 2012-2013 to 1,295 in 2014-2015, before falling to 923 in SY 2016-2017. Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance indicator is not clear.*

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

*Desired Change: Decrease gap*

**Status: Met in Algebra I; Not Met in Geometry I.**

*The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 18% between SY 2012-2013 and SY 2016-2017. For Geometry I, it rose from 9% in SY 2012-2013 to 14% in SY 2016-2017.*

**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*

**Status: Not Met.**

*The percent of migrant students scoring proficient or higher on the Biology I EOC declined from 53% in SY 2012-2013 to 48% in SY 2016-2017.*

**Outcomes**

Across all four EOC subject areas (Algebra 1, Geometry, Biology, and US History), the achievement gap between migrant and non-migrant students lessened between SY 2015-2016 and SY 2016-2017 (see Figure 13). However, SY 2016-2017 did not represent the lowest gap for any subject area except Biology, for which the gap was 14%, the same in SY 2016-2017 as it was in SY 2012-2013 (the gap had increased in the intervening years to 23%). The SY 2016-2017 gap of 18% between

migrant and non-migrant students in Algebra 1 is the largest among all four subject areas, with the lowest gaps (14%, respectively) in Geometry and Biology.

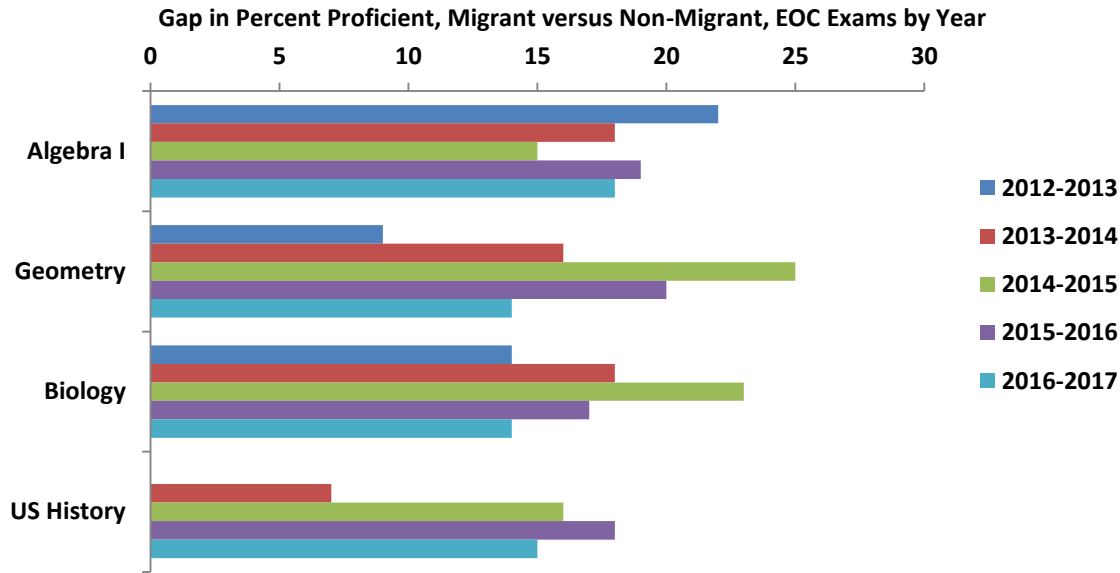


Figure 13. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2017

Data specific to each EOC assessment can be found in Appendix D, while outcomes are summarized in Table 24, as well as below.

While the statewide gap between migrant and non-migrant students across EOC subject areas narrowed overall between SY 2015-2016 and SY 2016-2017, migrant PFS students statewide showed improvements in EOC performance only in Geometry and US History (increases of 4% and 7%, respectively). On the other hand, the percentage of migrant PFS students passing EOC assessments in Algebra and Biology decreased statewide in SY 2016-2017, by 8% and 2%, respectively.

Table 24. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SYs 2015-2017

	2015-2016				2016-2017			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Algebra I (statewide)</b>	1,441	30%	49%	19%	1,398	35%	53%	18%
<b>Algebra I (statewide PFS)</b>	171	27%			358	19%		
<b>Geometry (statewide)</b>	831	30%	50%	20%	923	35%	49%	14%
<b>Geometry (statewide PFS)</b>	180	22%			193	26%		

	2015-2016				2016-2017			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Biology I (statewide)</b>	1,042	44%	61%	17%	1,088	48%	62%	14%
<b>Biology I (statewide PFS)</b>	238	32%			226	30%		
<b>US History (statewide)</b>	844	47%	65%	18%	824	49%	64%	15%
<b>US History (statewide PFS)</b>	193	33%			202	40%		

### Algebra I

Table 44 highlights Algebra I EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Overall, the gap between migrant students and non-migrant students decreased from 19% to 18% between SY 2015-2016 and SY 2016-2017.

### Geometry

Table 45 highlights Geometry EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students decreased from 20% to 14% between SY 2015-2016 and SY 2016-2017 (still up from 9% in SY 2012-2013).

### Biology I

Table 46 highlights Biology I EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students decreased from 17% to 14% between SY 2015-2016 and SY 2016-2017 (where it was in SY 2012-2013).

### US History

Table 47 highlights US History EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students decreased from 18% to 15% between SY 2015-2016 and SY 2016-2017 (still up from 7% in SY 2012-2013).

Background

While updating the statewide CNA in 2010, the FMEP recognized a surge in the OSY that necessitated the development of service and delivery strategies to meet this subpopulation’s unique needs. Often non-English speakers with little or no schooling and traveling on their own, OSY are also distinctive in that they work long hours in often remote locations.

According to the CNA Work Group’s Statements of Concern, migrant OSY and their parents (where relevant) may lack information about opportunities available for youth to continue/reconnect with their education, should they wish to do so. This might include learning enough English to survive, receiving job training, and/or earning a high school diploma.

As a member state in the Solutions for Out-of-School Youth (SOSY) Consortium, the FMEP established goals and identified service strategies in the 2012 SDP designed to: build OSY capacity to access educational and other services in their communities; assist youth desirous of returning to school or obtaining a diploma with doing so; develop English language competency among OSY; and offer referrals. Site-based services with short, independent lessons on life skills, were emphasized. The collection of OSY service data was first included in SY 2012-2013.

Measurable Program Outcomes related to OSY were established as follows.

**OSY MPOs – Status and Summary**

**[The] percentage of migrant Out-of-School Youth (OSY) receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years.**

**Status: Met.**

*In SY 2016-2017, 30% of migrant OSY received support to access education resources, up from the SY 2013-2014 baseline of 23%.*

**[The] percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years.**

**Status: Data Not Available.**

*In SY 2013-2014, 73% of migrant OSY received help developing survival English skills, dropping to 45% in SY 2015-2016 and 19% in 2016-2017. Data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.*

Implementation

LOAs reported on the focus, purpose, or expected outcomes of each activity designed to assist migrant OSY (see Table 25). An increasing percentage of LOAs provided life skills training (44% in SY 2016-2017), as well as English lessons (41%), information/resource dissemination (41%) and Pre-GED/GED/Alternative Education services (41%, see Table 25). **Error! Reference source not**

found.). SY 2016-2017 percentages were similar to SY 2015-2016, with more substantial increases in focus on these activities over SY 2014-2015.

**Table 25. Percentage of LOAs Offering Services for OSY, SYs 2014-2017**

<b>Focus, Purpose, or Expected Outcome</b>	<b>2014-2015 N=27</b>	<b>2015-2016 N=28</b>	<b>2016-2017 N=32</b>
<b>Life Skills</b>	33%	43%	44%
<b>English Lessons</b>	37%	46%	41%
<b>Information/Resources Dissemination</b>	33%	39%	41%
<b>Pre-GED/GED/HEP/Alternative Education</b>	22%	43%	41%
<b>Credit Accrual/PASS/Graduation</b>	22%	15%	6%
<b>Post-Secondary Transition/Alternative Education</b>	7%	7%	3%
<b>Student Engagement</b>	7%	7%	3%
<b>Technical Ability/Use of Technology</b>	4%	4%	3%
<b>Career Exploration</b>	4%	4%	0%

The highest percentage of OSY services provided by LOAs in SY 2016-2017 focused on information/resource dissemination (33% in SY 2016-2017, up 15% over SY 2015-2016), English lessons (19% in SY 2016-2017, down 3% from SY 2015-2016), life skills (19% in SY 2016-2017, up 1% over SY 2015-2016 and 6% over SY 2014-2015), and Pre-GED/GED/Alternative Education services (18% in SY 2016-2017, up 1% over SY 2015-2016 and double the SY 2014-2015 percentage; see Table 26Error! Reference source not found.).

**Table 26. Percentage of LOA OSY Activities by Type, SYs 2014-2017**

<b>Focus, Purpose, or Expected Outcome</b>	<b>2014-2015 N=69</b>	<b>2015-2016 N=77</b>	<b>2016-2017 N=84</b>
<b>Information/Resources Dissemination</b>	20%	18%	33%
<b>English Lessons</b>	22%	21%	19%
<b>Life Skills</b>	13%	18%	19%
<b>Pre-GED/GED/HEP/Alternative Education</b>	9%	17%	18%
<b>Post-Secondary Transition/Alternative Education</b>	4%	4%	2%
<b>Credit Accrual/PASS/Graduation</b>	13%	9%	1%
<b>Student Engagement</b>	4%	4%	1%
<b>Technical Ability/Use of Technology</b>	1%	1%	1%
<b>Career Exploration</b>	1%	1%	0%

In SY 2016-2017, the greatest numbers of OSY participated in information/resource dissemination (1,377 in SY 2016-2017, up by 958 since SY 2015-2016). About half as many as in the previous year participated in student engagement activities (504 in SY 2016-2017 compared to 1,028 in SY 2015-2016) and life skills (256 in SY 2016-2017 compared to 450 in SY 2015-2016; see Table 28. ).



Table 27. Participant Numbers and Average Hours by OSY Service Type, SYs 2015-2017

Focus, Purpose, or Expected Outcome	2015-2016		2016-2017
	# Participants	Average Hours per Student	# Participants
Career Exploration	0	N/A	
Credit Accrual/PASS/Graduation	39	4	26
English Lessons	395	4	339
Information/Resources Dissemination	419	10	1,377
Life Skills	450	13	256
Post-Secondary Transition/Alternative Education	143	4	4
Pre-GED/GED/HEP/Alternative Education	200	29	325
Student Achievement	303	3	
Student Engagement	1,028	6	504
Technical Ability/Use of Technology	2	30	2
<b>Grand Total</b>	<b>2,979</b>	<b>11</b>	<b>2,833</b>

\* Data related to hours was unreliable across districts in 2016-2017 and is therefore not presented

### Outcomes

The Florida MEP measures three specific services it seeks to improve for migrant OSY: the percentage of those receiving support for accessing educational resources in their communities, the percentage (of those expressing an interest in and then) receiving survival English skills, and the percentage of those receiving life skills training (see Table 28). As of SY 2016-2017:

- 30% of migrant OSY received help accessing education resources, up from the SY 2013-2014 baseline of 23%, but down from 33% from SY 2014-2015 and 18% from SY 2015-2016.
- The percent of migrant OSY participating in services promoting English survival skills has fluctuated wildly, from 73% in SY 2013-2014 to 11% in SY 2014-2015, 45% in SY 2015-2016, and back down to 19% in SY 2016-2017. Because data regarding the number of OSY who “expressed interest” in these services was not provided, the evaluation team is not certain that data as reported is comparable across years.
- Participation in life skills training increased substantially, more than doubling between SY 2015-2016 and SY 2016-2017 (from 19% to 43%) and continuing an upward trend since SY 2014-2015.

Table 28. Percent of OSY Participating in Specific Services, SY 2014-2017

Services	2014-2015 OSY Participation	2015-2016 OSY Participation	2016-2017 OSY Participation
	<b>N = 2,124</b>	<b>N = 1,591</b>	<b>N = 1,724</b>
Access to Resources	66%	48%	30%

<b>Survival English Skills</b>	11%	45%	19%
<b>Life Skills Training</b>	16%	19%	43%

## Background

Florida’s school readiness strategies were broadened in the 2012 SDP to include 5 domains of readiness factors aligned with the 2011 Florida Early Learning and Developmental Standards for Four-Year-Olds. These standards are based on the latest early learning research, which go beyond emergent literacy skills (the emphasis in the 2008 SDP for preschool). The standards include physical health, approaches to learning, social and emotional development; language, communication, and emergent literacy; and cognitive development and general knowledge. It was expected that a well-rounded preschool curriculum would incorporate this more comprehensive approach to school readiness skills.

The FL MEP also strongly encourages the individualization of instructional services to meet the needs of each child, and there is flexibility in selecting a standardized assessment tool to evaluate preschoolers’ individual needs based on the district tools already in place. Ideally, a tool should assess skills across all five of the domains of readiness.

Recognizing that resources may be limited for MEP only-funded services, the 2012 SDP included MPOs designed to broaden the services provided by the MEP and its community partners, as well as strategies that included forging partnerships with existing community-based agencies to deliver standards-based early learning instruction and parent outreach.

School readiness strategies identified in the 2012 SDP include providing instructional/support services aligned to the Florida Early Learning and Development Standards for Four-Year-Olds, as well as promoting physical development, new approaches to learning, social and emotional development, language, communication, and emergent literacy, cognitive development, and general knowledge acquisition. The SDP Work Group further emphasized the need for cultural sensitivity when working with migrant preschoolers and especially when attempting to engage parents in home-based school readiness activities.

Measurable Program Outcomes related to school readiness were established as follows.

### **School Readiness MPOs – Status and Summary**

**[The] percentage of migrant students (who received migrant funding or facilitated preschool services) who demonstrate school readiness as measured by the State’s assessment will increase to 91% over the next three to five years.**

***Status: Not Met.***

*The percentage of students who demonstrated school readiness rose substantially from 49% in SY 2012-2013 to 67% in SY 2016-2017, but the increase does not meet the 91% target.*

**[The] percentage of migrant eligible children (ages 3 to 5) receiving preschool services by the MEP or other community agencies will increase by 12 percentage points over the next three to five years.**

**Status: Not Met.**

*Districts reported serving significantly more preschool age migrant children in SY 2016-2017 than during the baseline year of SY 2012-2013 (1,127 compared to 170), but the percentage of preschool age migrant children receiving services declined between SY 2012-2013 and SY 2016-2017, from 94% to 45%.*

**Implementation**

LOAs 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. Because “All of the above” was added as a selection in SY 2013-2014, the vast majority of LOAs since then have indicated offering services focused on all four areas of school readiness: language development, cognitive development, student achievement and student engagement (see Table 29 **Error! Reference source not found.**).

**Table 29. Percentage of LOAs Offering Services in School Readiness, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=32</b>	<b>2016- 2017 N=32</b>
All of the above	91%	94%
Language, communication and emergent literacy development	28%	22%
Approaches to learning	13%	13%
Cognitive development and general knowledge	0%	6%
Student achievement	3%	6%
Student engagement	3%	3%

While the majority of LOAs offered activities focused on all four areas of school readiness, individually selected activities in SY 2016-2017 tended to emphasize language, communication and emergent literacy development.

**Table 30. Percentage of Activities in School Readiness, SYs 2015-2017**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2015-2016 N=86</b>	<b>2015-2016 N=89</b>
All of the above	67%	71%
Language, communication and emergent literacy development	20%	12%
Student achievement	5%	6%
Cognitive development and general knowledge	0%	5%
Approaches to learning	5%	5%
Student engagement	2%	2%

LOAs were also asked to select the top three strategic priorities for school readiness they emphasized during the school year; other strategies may have been used that do not appear below because they were not in the top three (see Table 31).

Approximately 40% of LOAs cited coordination with Head Start and other community-based agencies and the provision of high quality, individualized ECE curriculum or instructional support for emergent literacy as top priorities in SY 2016-2017. Family outreach and parent involvement in literacy skill-building were also a focus for more than one third of grantees.

**Table 31. School Readiness Strategy Priorities, SYs 2015-2017**

<b>School Readiness Strategies</b>	<b>2015-2016 N=32</b>	<b>2016-2017 N=32</b>
Coordinate with Head Start and other community-based agencies to allow access to education and support for migrant children and families	39%	41%
Provide high quality early childhood education curriculum aligned with Florida Early Learning and Development Standards for Four-Year-Olds that addresses individualized needs of students across five domains: physical health; approaches to learning; social and emotional development; language, communication and emergent literacy; and cognitive development and general knowledge	41%	38%
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)	41%	38%
Offer family outreach, literacy and parent involvement opportunities to parents	34%	34%
Develop and implement identification and recruitment plans for migrant families with preschoolers	19%	28%
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	19%	22%
Explore funding and resource collaboration to support full service and pre-K classes and other options for migrant children	16%	19%
Incorporate a cultural, social, and emotional sensitivity into preschool services	6%	9%
Assess individualized needs of preschool students using a standardized assessment	6%	6%
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally appropriate practices	3%	6%
Hire highly qualified parent educators to provide school readiness services	3%	3%
Meetings with colleagues and an online discussion	3%	3%
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	6%	3%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%

**Outcomes**

Florida currently uses a kindergarten screening known as the FLKRS, which includes a subset of the Early Childhood Observation System™ (ECHOS™) as well as 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.

Results based on the SY 2015-2016 and SY 2016-2017 FLKRS for migrant kindergarteners are provided in Table 32 **Error! Reference source not found.**, including the number and percent of preschool migrant students served in those years. It is worth noting that the completeness of LOA reporting has increased since the prior SDP, and while the percentage of migrant kindergarteners who demonstrated school readiness initially declined between SY 2012-2013 and SY 2015-2016, from SY 2015-2016 to SY 2016-2017 that percentage increased significantly (by 21%) despite there being approximately one fifth fewer migrant kindergarten students overall.

The total number of migrant preschool students in Florida from SY 2015-2016 to SY 2016-2017 decreased by about 10%, but nearly 10% *more* pre-K students received migrant services in SY 2016-2017.

**Table 32. School Readiness Outcome Measures, SYs 2015-2017**

	<b>2015- 2016</b>	<b>2016- 2017</b>
Total # migrant kindergarten students	547	440
% of migrant kindergarten students who demonstrate school readiness	46%	67%
# of migrant kindergarten students who demonstrate school readiness	252	295
Total # of pre-K migrant students	2,739	2,505
% of pre-K migrant students receiving services	34%	45%
# of pre-K migrant students receiving services	918	1,127

*Note: SY 2015-2016 data provided by 15 school districts, 2016-2017 by 17 school districts.*

Background

Parent involvement is central to achieving the desired program outcomes identified in the 2012 SDP. Increasing educational support in the home was a key concern for stakeholders participating in the CNA process, and parent involvement in early childhood education emerged as a priority in discussions among members of the School Readiness Implementation Committee during the revision of the SDP. The resulting MEP Parent Involvement Plan adapts the framework of FL DOE’s Title I Parent Involvement Plan to migrant families, identifying strategies specific to working with migrant parents to support education in the home and share in MEP decision-making.

Parent involvement strategies articulated in the 2012 SDP align with Dr. Joyce Epstein’s (2002) six-level framework:

- 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.*

Measurable Program Outcomes related to parent engagement were established follows.

**Parent Involvement MPOs – Status and Summary**

**MPO: Parent involvement needs to increase by 12 percentage points among parents of migrant students in grades K-5 over the next three to five years.**

***Status: Met.***

*In SY 2016-2017, 93% of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013 and 71% in SY 2010-2011.*

**MPO: Parent involvement needs to increase by 23 percentage points among parents of migrant middle and high schoolers over the next three to five years.**

***Status: Substantially Met.***

*In SY 2016-2017 81% of migrant middle and high school parents participated, up from 60% in SY 2010-2011.*

**MPO: Parent involvement needs to increase by 24 percentage points among parents of migrant preschool children (aged 3-5) over the next three to five years.**

***Status: Met.***

*The percent of migrant preschool parents participating in activities grew 27 percentage points, from 68% to 95%, from SY 2010-2011 to SY 2016-2017.*

## Implementation

LOAs collected information on parent involvement activities. In SY 2015-2016, 221 parent involvement activity descriptions were provided (see Table 33), with a total of 9,623 parents (duplicated) participating. The largest numbers of participants engaged in parenting training and “services offered.”

Districts reported using state-developed parent survey instruments, both form A and form B, in the appropriate home language. Most districts reported using a randomization method to select a sample of parents. Various methods were used to disseminate the surveys: home visits, school visits such as for a parent/teacher conference, parent visits to migrant resource centers, telephone interviews, and backpacks (sent home with child).



Table 33. Focus of Parent Involvement Activities, SYs 2015-2017

Focus, Purpose, or Expected Outcome	2015-2016			2016-2017		
	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*
Services offered	39	1,559	<b>1,730</b>	46	1,588	<b>2,456</b>
Parenting techniques	31	114	<b>2,013</b>	24	223	<b>1,685</b>
MPAC orientation/ participation	36	193	<b>1,394</b>	27	288	<b>1,537</b>
Literacy programs	33	1,662	<b>1,301</b>	23	1,433	<b>1,238</b>
Outreach opportunities	36	164	<b>1,521</b>	39	169	<b>892</b>
Student achievement recognition	6	26	<b>855</b>	13	35	<b>442</b>
ELL for parents	12	609	<b>245</b>	10	576	<b>208</b>
Post-secondary opportunities	8	21	<b>257</b>	12	29	<b>150</b>
Pre-K orientation	7	12	<b>172</b>	8	41	<b>129</b>
FCAT/ACT/ alternative state assessment prep	6	83	<b>35</b>	6	104	<b>41</b>
Assistance with technology	6	24	<b>75</b>	6	24	<b>13</b>

\* Duplicated

Parent involvement activities in SY 2016-2017 ranged in duration from daily to once during the school year (most frequent).

Table 34. Parent Activity Frequency, SY 2016-2017

Frequency	# of Activities
1x/year	112
2x/year	28
3x/year	11
4x/year	24
5x/year	3
6x/year	2
1x/month	16
1x/week	7
2x/week	3
3x/week	2
4x/week	1
Daily	4

### Outcomes

Across all grade levels, parents involved in activities fell from SY 2014-2015 to SY 2015-2016 (from 4,765 to 3,922) and was substantially similar to SY 2012-2013 (4,001, see Table 35). The percent

participating by grade level in SY 2015in SY 2015-2016 was substantially similar to the prior year, and higher than in SY 2010-2011. In SY 2013-2014, 92% and a growing number (2,172) of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013, and 71% in SY 2010-2011. This progress was maintained through SY 2015-2016, with 90% participating. In SY 2013-2014, 88% and a growing number (1,599) of migrant middle and high school parents participated, up from 84% (1,345) in SY 2012-2013 and 60% in SY2010-2011. Results for SY 2015-2016 were substantially similar, with 88%participating. The percent of migrant preschool parents participating in activities grew 23 percentage points from 68% to 91%, from SY 2010-2011 to SY 2015-2016.

**Table 35. Parents Involved in Activities by Student Grade Level, SYs 2015-2017**

	2015-2016		2016-2017	
	#	%	#	%
Pre-K	579	91%	391	95%
Elementary	1,878	90%	1,631	93%
Secondary	1,465	88%	1,582	81%
All	3,922	89%	3,604	87%

Overall, districts reported greater parent involvement at the pre-K and elementary levels, though some saw an increase at the secondary level over the previous year. Some districts reported that migrant parent involvement tends to drop historically at the secondary level; however, many reported that migrant parents of secondary students stayed involved if they received home support. PAEC mentioned that they saw an increase in parents’ involvement at the secondary level when meetings and school activities were specifically scheduled to include students and parents.

Broward County provided a good example of how the strategies used by the MEP can help increase educational support in the home. Parent training meetings are designed to demonstrate techniques for working with children at home to improve their academic success, and parents are given books to take home to read to their children. Reading techniques are modeled by MEP staff to teach parents effective methods for facilitating at-home learning. “The MEP staff, in consultation with directors/counselors and classroom teachers, provide access to resources for at-home activities that parents can use to assist their children in preparing for school readiness. [They] also provide secondary students with supplemental resources to increase credits for promotion and/or meet grade level requirements for graduation.” MEP staff further partner with the Bilingual/ESOL Department to provide additional parenting tips and take-home resource materials to give parents the skills they need to facilitate student achievement.

PAEC described teaching parents “how to interpret report card grades, set up conferences, and self-advocate at parent teacher conferences. Parents also set up an annual calendar to record testing and report card dates. During Math and Literacy nights, parents participated in hands-on activities with their children and learned activities and games that can be played at home. Recognition night allowed parents to reflect on student achievement and help their children set goals for the coming school year. All parents left with resources to create the activities at home.”

In addition, many districts reported strategies that build capacity for migrant parents by arming them with information on obtaining scholarships and financial aid for students, as well as

information on vocational training. This is done through effective home communication; phone calls and flyers are two commonly used methods.

### Background

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.

#### **Partnerships – Summary and Status**

*For SYs 2010-2017, the most frequently identified partners were non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners. Five hundred and fifty-six partners were identified in SY 2016-2017, an increase over prior years.*

### Overview of Partnership Outcomes

From SY 2010-2011 to SY 2016-2017, LOAs were asked to choose partner types from a list of options. The most frequently identified partners were non-profit, non-governmental, or community-based organizations (40% in SY 2015-2016, see Table 36), followed by “Other” and Local Businesses.

“Other” partners listed included: Family Network on Disabilities; Florida Department of Business and Professional Regulation; Florida Education Finance Program (FEFP); Florida Food Service Program and National School Lunch Program; Florida Parental Information and Resource Center; local public libraries; Mexican Consulate; the Vocational Rehabilitation Empowerment Alliance;

Western Michigan and Michigan State; Women, Infants, and Children (WIC); and Workforce Development.

**Table 36. Partner Types, SYs 2015-2017**

Partner Type	2015-2016		2016-2017	
	#	%	#	%
Non-profit, non-governmental, or community-based organization	215	40%	215	39%
“Other”	65	12%	82	15%
Local Business	40	8%	51	9%
Title I, Part A program staff	36	7%	34	6%
IHE	31	6%	31	6%
McKinney-Vento grantees	21	4%	22	4%
County Health Department	24	5%	19	3%
Title III program staff	19	4%	19	3%
CAMP	17	3%	15	3%
RCMA	16	3%	15	3%
Head Start	15	3%	12	2%
Parent Involvement Technical Assistance Provider	6	1%	9	2%
HEP	8	2%	8	1%
Other Title I, Part C grantee	6	1%	8	1%
DCF	5	1%	6	1%
Community College	4	1%	5	1%
Title I, Part D sites	4	1%	5	1%
<b>Total</b>	<b>532</b>		<b>556</b>	

In SYs 2010-2017, LOAs also chose up to three partner contributions, roles, or benefits from each partner. Across all years, the most frequent partner contribution was building networks for information sharing and access to services (see Table 37). Notably in SY 2016-2017, this accounted for 63% of all partner contributions, almost twice the SY 2015-2016 percentage (33%).

**Table 37. Partner Contributions, SYs 2015-2017**

Partner Contribution, Role, or Benefit	2015-2016		2016-2017	
	#	%	#	%
Build networks for information sharing and access to services	310	33%	361	63%
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	109	11%	114	20%
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	106	11%	108	19%
Improve school readiness of migrant students	88	9%	91	16%
Promote high school completion or equivalency and postsecondary opportunities	75	8%	74	13%

Partner Contribution, Role, or Benefit	2015-2016		2016-2017	
	#	%	#	%
Volunteer in activities for migrant students and families (e.g., mentoring programs)	63	7%	67	12%
Plan, promote, and/or fund instructional activities	65	7%	64	11%
Smooth the transition from preschool to kindergarten	49	5%	49	9%
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	44	5%	43	8%
Plan, promote, and/or fund extracurricular activities	44	5%	39	7%

From SY 2010-2011 to SY 2015-2016, LOAs chose up to three area(s) of concern addressed by each partner. Across all school years, the most frequent concern addressed was access to services (see Table 38). Because some partnerships address a single concern, while others addressed two or three concerns, a single partnership may be counted in more than one area of concern.

**Table 38. Partner Areas of Concern Addressed, SYs 2015-2017**

Partner Area(s) of Concerns Addressed	2015-2016		2016-2017	
	#	%	#	%
Access to services	352	35%	387	68%
Educational continuity	201	20%	200	35%
English language development	62	6%	62	11%
Health	131	13%	151	26%
School engagement	116	11%	110	19%
Educational support in the home	61	6%	75	13%
Instructional time	93	9%	91	16%
<b>Total</b>	<b>1,016</b>		<b>573</b>	

Districts report that partnerships allow them to both fulfill the statutory requirements to coordinate with other federal programs, but also to deepen and expand their ability to provide for a broad range of needs among the migrant students and families they serve. Examples of district MEP-reported use of partnerships include:

- “By networking with community partners, needed resources such as educational (pre-K, ESOL, Head Start), health, dental, food, clothing, school supplies, uniforms, were made available to migrant student/family and OSY. The migrant students and OSY directly benefited from the partnerships. Benefits included preparing the students for kindergarten and obtaining the needed resources to participate in school. The MEP benefited due to increased partnerships with farm/business owners and crew leaders that provided direct access to the workers for ID&R activities.”
- “The collaboration of federal programs provides a parent involvement specialist to build relationships with demographic populations. ESOL teachers and teachers of migrant students apply for grants through the [County] Education Foundation. These grants focus on academic areas, to supplement parental involvement, and increase the role of the arts in the schools. All Faith Food Bank assists many of the LEA's migrant families with the

"backpack" program which provides students food to take home to sustain them over the weekend."

- "The many partners involved in providing services, support and information to migrant students, families and migrant staff create a wider foundation on which to build support for the migrant population in the district. Some services cannot be provided with migrant funds and partners can fill in those gaps. For example, farm owners provide space for tutoring programs, facilitate access to after school programs and provide scholarships to graduating high school students. Food and nutrition partners find novel ways to provide meals and snacks in summer and after school enrichment programs. Health partners provide free medical services, glasses and dental treatments. The Homeless program can provide transportation to school, assistance with school uniforms, and connections to agencies that can provide food and help with utility bills. Gifts can be provided to needy migrant families during the holidays by the partners who support the migrant giving tree. Infants and young children receive blankets and clothing for colder weather from the Church Women United, Harvest United Methodist and Roser Church. Also, the more options made available to families regarding pre-K services the more likely that children will attend a quality pre-school program and thus be better prepared for kindergarten. Close Up provides high quality curriculum, hands-on experiences in DC and the opportunity to meet and network with hundreds of students from all over the US in a safe, educational atmosphere."

## 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 the evidence-based strategies included in the 2012 SDP.

In order to evaluate the implementation of such strategies, the FMEP reporting template includes a section in which districts are asked to describe: the types of staff development activities offered during the year, whether an activity reflects scientific or research-based approaches, targeted staff (MEP and non-MEP), frequency, total duration, and intended focus or purpose, total number of participants, and funding sources. LOAs are also prompted to describe how staff development strategies coincide with program priorities for migrant students and families.

### **Staff Development – Summary and Status**

*In SY 2016-2017, 2,577 staff members participated in 343 different staff development activities, of which professional/skill development was the most common. Staff participating in parent involvement training fell from 369 in SY 2014-2015 to 19 in SY 2016-2017; staff involved in ID&R training fell from 365 in SY 2014-2015 to 286 in SY 2016-2017.*

Information was collected on professional development received by MEP staff, as well as others who serve migrant students (e.g., school teachers, tutors, etc.) in SY 2016-2017. A total of 343 activities for 2,577 staff were reported by LOAs. Table 39 depicts the types of activities (categorized based on descriptions provided), total number of staff participants, and total duration in hours for SY 2015-2016 and SY 2016-2017.

Professional/skill development was the most common type of activity in each year, nearly 400 more staff members participated in 33% more activities offered in SY 2016-2017 related to professional/skill development than in SY 2015-2016. The number of staff members involved in ID&R training fell by 50 from SY 2015-2016 to SY 2016-2017, but the total duration (in hours) spent on ID&R increased by 36 during the same period.

**Table 39. Staff Development Activities, SYs 2015-2017**

Focus, Purpose, or Expected Outcomes	2015-2016			2016-2017		
	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities
Professional/skill development	714	838	94	1109	996	122
ID&R	336	470	43	286	506	37



Focus, Purpose, or Expected Outcomes	2015-2016			2016-2017		
	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities
MEP regulations, law, non-regulatory guidance	189	249	21	192	296	24
Support services/ community resources/ partnerships	106	153	17	110	198	21
Strategic plan design	130	279	14	109	268	10
Needs assessment	108	4	3	105	3	2
Student assessment/ achievement	51	37	6	97	127	20
Technical abilities– software, hardware, online curriculum	132	161	26	87	98	14
Reading	146	116	11	80	39	8
ELL development	72	121	14	76	82	12
Orientation	129	37	9	75	26	6
MSIX/records processing/transfer	32	32	3	43	25	9
School readiness	48	76	6	39	77	6
Leadership activities	44	284	13	36	278	12
Student engagement	13	47	6	35	78	5
Credit Accrual/Graduation	38	63	10	23	67	7
Parent involvement	18	136	8	19	146	13
OSY	12	27	3	16	1	1
Post-secondary transition/ alternative education	28	62	6	14	21	4
Cultural competence	46	16	4	11	9	4
EDW/Database	9	31	4	9	14	3
Math	13	37	5	6	4.5	3
<b>Total</b>	<b>2,414</b>	<b>3,273</b>	<b>326</b>	<b>2,577</b>	<b>3,356</b>	<b>343</b>

Districts reported that staff development trainings were often geared toward awareness of and sensitivity to the unique needs of migrant student and their families. School and MEP administrators, MEP staff, school staff, and volunteers participate in these trainings.

LOAs also indicated how they implemented staff development strategies to coincide with program priorities for migrant student/family services. Example responses include:

- *Staff development for MEP staff is determined through needs assessments that are conducted with staff and families to determine the greatest training area needs. Once staff development is completed, follow up is conducted through monthly staff meetings to review the training and subsequent activities that have been implemented, or changes in practices that have been implemented.*
- *Bi-monthly full-day meetings to ensure that we had ample time to train on programmatic issues (ID&R, supportive services, collaboration with agencies, focus on program goals) as well as opportunity to conduct a book study (Boys and Girls Learn Differently) and have hands-on time with our online reporting system. We also included a lot of outside agencies who provide support services to our families.*
- *The results of the Needs Assessment Report were gathered and analyzed throughout the school year by the migrant personnel to construct the goals and needs of migrant students and parents. The survey data revealed that secondary student and parent needs were academic support and workshops. To ensure they had ongoing academic support, the Migrant Curriculum Team meets on a weekly basis with the students for academic and career support. Migrant personnel provided parents with training and educational workshops. The workshops consist of the following: health, literacy, educational make and take, and enrichment activities. In addition, migrant parents had the opportunity to take advantage of educational resources and technology that was offered to them by visiting the Migrant Parent Resource Center which is located at the Intermediate School.*

Further training is reportedly provided to MEP staff on migrant-specific topics such as:

- ID&R
- Support services
- Collaboration with other agencies
- Program goals
- Criteria for PFS
- Pre-K and OSY services

Districts reported using multiple strategies for Identification and Recruitment of migrant children and families for services, including:

- Coordination and networking with local and regional agencies and organizations that provide services to migrant workers and their families
- Dissemination of MEP promotional brochures and flyers
- Dissemination of National Migrant Education Hotline materials
- Mapping tools to identify agricultural and fishing businesses, as well as current migrant housing
- MEP participation at school district events
- Partnerships with agricultural and fishery employers (e.g., farm owners, managers, secretaries, crew leaders)
- Partnerships with and/or referrals from RCMA and ECMHS specifically to identify and recruiter pre-K children
- Partnerships with community agencies (e.g., health clinics, churches)
- Partnerships with housing managers such as hotel managers/owners
- Recruitment during distribution of food and clothing
- Recruitment during health fairs and other community events
- Referrals from current migrant families
- Regular communication with partnering agencies
- School district occupational survey
- Team recruiting; safe and effective for deployment

In addition to the general ID&R strategies listed above, districts identified the following strategies specific to OSY:

- Canvassing more remote areas and non-traditional migrant housing
- Dissemination of information to selected community agencies that service OSY
- Dissemination of OSY-specific promotional materials such as referral information
- ID&R at employee bus pickup/drop-off sites
- ID&R at flea markets
- ID&R flex scheduling that includes weekends and evening hours
- Regular review of Department of Labor Farm Labor Contractor Listing to identify possible OSY H2A workers

Most districts said they planned to continue implementing current ID&R strategies, with some improvements:

- Implement a new procedure to divide recruiter caseloads; make adjustments to recruitment staffing schedules

- Collaborate with neighboring districts specifically to recruit OSY
- Attend family meetings at RCMA and ECMHS specifically to recruit preschool children
- Establish good rapport with new crew leaders as soon as possible to facilitate future ID&R
- Canvas locations that OSY typically frequent when they are not working (e.g., Laundromat, cash-checking business, local food mart)
- Increase communications with contractors working specifically with OSY (i.e., contracted labor/H2A workers)
- Establish new free health clinic with existing medical services community partner
- Increase the use of mapping tools and distribution of MEP promotional materials
- Network with adult basic education programs/centers

## Recommendations

Based on the findings and data reported above, the evaluation team makes the following recommendations:

- *Continue to seek additional ways to focus reading and mathematics support on PFS children.* While the percent proficient on the state reading and mathematics exams is low for each subgroup of migrant students (PFS, ELL, Non-ELL, e.g.), PFS students perform well below all other groups.
- *Revise the MPOs to reflect migrant service-related gains directly rather than focusing exclusively on overall performance gains.* Currently, the MPOs outline gains in the state assessments, for example, both for migrant students as a group and compared to the non-migrant student population. To assist in better understanding the direct effects of migrant programs and services, we recommend updating the MPOs to examine gains made by students who participate in migrant services at targeted levels or within specific programs.
- *Remove or revise the EOC Indicator that states: “The percentage of 9th grade students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams.”* Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance measure is not clear.
- *Work within FLDOE to include migrant students as a subgroup for calculating a four-year cohort graduation rate.* Presently, each district or subgrantee reports graduation information for migrant students. To calculate a four-year cohort graduation rate that follows the same methodology as graduation rates reported for other subgroups within the state, this should be done by FLDOE to account in full for transfers in and out of schools and the cohort. Doing so requires that the migrant identifier in the statewide student information system is and remains accurate.
- *Assure that the statewide student information system has accurate student-level migrant eligibility data and that the FL MEP is able to obtain migrant performance data in a timely manner, including school readiness screener data, FSA performance, and graduation.*
- *Remove partnership accounting and ID&R from the annual evaluation report and add it to program monitoring, instead.* The current process is burdensome to subgrantees, difficult to summarize, and does not change substantially from year to year. FL MEP might consider conducting a detailed review within the evaluation once every three years rather than annually.

### Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under 34 CFR § 200.83, 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 are reported in the Executive Summary and each section of the report in the areas of Reading, Mathematics, Graduation, School Readiness, Out-of-School Youth (OSY), Health, and Parent Involvement.

The 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. To facilitate access to resources and guidance for LEAs, especially as it relates to federal rules and guidelines, the FMEP office provides opportunities and materials to assist LEAs in implementing and evaluating their programs. Opportunities include: two annual statewide meetings (one offered to all federal Title 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 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) Identification and Recruitment (ID&R): descriptions of strategies used to recruit migrant students, families and OSY
- e) 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) Health: type, frequency and participation in health-related activities
- h) School Engagement Indicator: Extracurricular Participation: summary of student survey data (described below)

- i) School Engagement Indicator: Encouragement: summary of student survey data

#### *Part IV. Student Outcomes*

- a) Reading and Mathematics Achievement: as measured by the Florida Comprehensive Assessment Test (FCAT), FCAT 2.0 or the Florida Standards Assessment - 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 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 passing 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 receive 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 12<sup>th</sup> 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 passed the FCAT/FCAT2.0/ Florida Standards Assessment

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 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 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 FSA assessments
- Calculating gaps and changes in gaps between migrant and non-migrant students on state assessments and graduation rates
- Calculating gaps and changes in gaps between migrant and non-migrant students on other SDP indicators collected

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.

## Appendix B – 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? <i>(mark all that apply)</i>	3 or more times	1-2 times	Never
1) Attend a school-based <b>general</b> academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Help with, support, and/or review my child's homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Other (please describe activity/event):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Parents of Elementary Students

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? <i>(mark all that apply)</i>	3 or more times	1-2 times	Never
1) Attend a school-based <b>general</b> academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Help with, support, and/or review my child's homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Other (please describe activity/event):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Parents of Secondary Students

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? <i>(mark all that apply)</i>	3 or more times	1-2 times	Never
1) Attend a school-based <b>general</b> academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Help with, support, and/or review my child's homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Other (please describe activity/event):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix C – 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.

6<sup>th</sup>       7<sup>th</sup>       8<sup>th</sup>       9<sup>th</sup>       10<sup>th</sup>       11<sup>th</sup>       12<sup>th</sup>

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.)***

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

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

Not enough time

Activity not offered at your school

Other (please describe): \_\_\_\_\_

Jobs

Costs

Restricted from participation

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 D: Supplemental Data Tables

Table 40. Reading Proficiency Gaps on Florida Standards Assessment by Grade, SYs 2014-2017

	SY 2014- 2015	SY 2015- 2016	SY 2016-2017		
	Gap	Gap	Gap	Migrant % Proficient	Non-Migrant % Proficient
All Students*	16%	19%	16%	27%	43%
Grade 3	18%	19%	19%	28%	47%
Grade 4	17%	12%	15%	30%	45%
Grade 5	18%	16%	16%	26%	42%
Grade 6	21%	15%	15%	28%	43%
Grade 7	19%	16%	15%	27%	42%
Grade 8	23%	12%	16%	29%	45%
Grade 9	12%	15%	13%	28%	41%
Grade 10	18%	15%	18%	23%	41%

\*Note: The total number of migrant students reported under all students is 10,205. % 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.

Table 41. Migrant Students at or above Proficient in Reading on FSA, by LOA, SYs 2014-2017

LOA	2014-2015		2015-2016		2016-2017	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	31%	252	26%	279	27%
Broward	0	NA	58	24%	63	24%
Collier	1897	28%	2069	29%	2158	30%
DeSoto	211	20%	224	19%	228	20%
Escambia			86	69%	92	73%
Glades	59	36%	53	32%		
Hardee	459	33%	452	34%	460	35%
Hendry	413	26%	424	32%	323	30%
Highlands	625	33%	580	34%	560	36%
Hillsborough	1430	21%	1469	22%	1524	21%
Indian River					29	28%
Lafayette	5	20%	6	33%	6	17%
Lake	30	3%	23	22%	22	23%
Lake Wales	26	19%	18	11%	17	35%
Lee	0	NA	231	25%	279	29%
Madison	25	44%	31	42%	34	32%

LOA	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
	Tested	Proficient	Tested	Proficient	Tested	Proficient
Manatee	297	20%	246	20%	272	21%
Marion	33	24%	23	35%	10	10%
Martin	0	NA	29	24%	30	
Miami Dade	701	26%	423	29%	602	24%
Okeechobee	423	29%	379	31%	441	29%
Orange			150	32%	120	30%
Osceola	43	47%	29	24%	34	32%
PAEC	152	46%	63	16%	46	20%
Palm Beach	1821	23%	1950	25%	2094	24%
Pasco	44	18%	57	12%	39	15%
Polk	1007	28%	718	28%	515	29%
Putnam	24	25%	47	26%	37	8%
Sarasota	13	85%	12	58%	12	58%
South Tech					4	50%
St. Lucie	99	24%	47	36%	52	25%
Suwanee	56	25%	70	30%	72	28%
Volusia	61	31%	58	36%	47	30%

Note: Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution; greyed out boxes indicate no data available.

Table 42. Migrant Students at or Above Proficient in Math on FSA, by LOA, SYs 2014-2017

LOA	2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%
	Tested	Proficient	Tested	Proficient	Tested	Proficient
Alachua	197	44%	196	41%	234	43%
Broward	0	N/A	50	24%	49	31%
Collier	1494	41%	1532	40%	1569	39%
DeSoto	165	28%	176	20%	187	34%
Escambia			66	82%	74	82%
Glades	52	44%	52	31%		
Hardee	336	43%	353	50%	347	49%
Hendry	313	40%	316	40%	266	40%
Highlands	471	58%	440	45%	421	48%
Hillsborough	1147	35%	1180	34%	1163	36%
Indian River					29	24%
Lafayette	5	80%	4	50%	6	17%
Lake	26	31%	21	43%	19	47%
Lake Wales	19	47%	10	20%	13	62%
Lee	153	39%	187	36%	199	38%



LOA	2014-2015		2015-2016		2016-2017	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Madison	23	35%	24	63%	31	35%
Manatee	236	34%	241	34%	262	42%
Marion	26	38%	21	38%	14	36%
Martin	0	N/A	13	62%	30	
Miami Dade	531	36%	311	33%	455	35%
Okeechobee	317	42%	290	37%	289	52%
Orange			113	41%	79	37%
Osceola	35	43%	22	36%	23	48%
PAEC	127	60%	52	42%	28	50%
Palm Beach	1429	33%	1509	37%	1610	34%
Pasco	40	20%	48	13%	26	19%
Polk	780	35%	565	29%	399	39%
Putnam	17	41%	48	50%	35	29%
Sarasota	11	73%	11	73%	5	60%
South Tech					2	100%
St. Lucie	71	24%	32	63%	44	30%
Suwanee	45	33%	62	34%	61	31%
Volusia	40	38%	37	43%	36	56%

Note: Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution; greyed out boxes indicate no data available.

Table 43. Mathematics Proficiency Gaps on Florida Standards Assessment by Grade, SYs 2014-2017

	SY 2014-2015	SY 2015-2016	SY 2016-2017		
	Gap	Gap	Gap	Migrant % Proficient	Non-migrant % Proficient
All Students	8%	8%	9%	39%	48%
Grade 3	12%	11%	3%	48%	51%
Grade 4	12%	7%	5%	45%	50%
Grade 5	10%	6%	4%	41%	45%
Grade 6	10%	12%	10%	32%	42%
Grade 7	12%	10%	14%	30%	44%
Grade 8	4%	4%	8%	32%	40%

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.

Table 44. Algebra I EOC Results, SYs 2015-2017

	2015-2016				2016-2017			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>1,441</b>	<b>30%</b>	<b>49%</b>	<b>19%</b>	<b>1,398</b>	<b>35%</b>	<b>53%</b>	<b>18%</b>
<b>Statewide PFS</b>	<b>171</b>	<b>27%</b>			<b>358</b>	<b>19%</b>		
<b>Alachua</b>	36	19%	47%	28%	30	37%	40%	3%
<b>Broward</b>	*	*		*	14	14%	38%	24%
<b>Collier</b>	288	36%	58%	22%	304	31%	65%	34%
<b>DeSoto</b>	51	14%	18%	4%	60	22%	27%	5%
<b>Escambia</b>	10	70%	39%	31%	14	93%	53%	-40%
<b>Glades</b>	*	*	52%	*				
<b>Hardee</b>	63	22%	31%	9%	58	36%	40%	3%
<b>Hendry</b>	69	35%	36%	1%	32	25%	35%	10%
<b>Highlands</b>	86	42%	41%	-1%	51	59%	68%	9%
<b>Hillsborough</b>	197	33%	47%	14%	212	35%	51%	15%
<b>Indian River</b>					*	*	67%	*
<b>Lafayette</b>	*	*	63%	37%	*	*	57%	*
<b>Lake</b>	*	*	45%	25%	*	*	56%	*
<b>Lake Wales</b>	14	43%	62%	19%	11	55%	62%	8%
<b>Lee</b>	32	25%	43%	18%	48	31%	45%	14%
<b>Madison</b>	*	*			*	*	23%	*
<b>Manatee</b>	36	17%	42%	25%	14	36%	66%	30%
<b>Marion</b>	*	*	34%	*	*	*	51%	*
<b>Martin</b>	*	*			*	*		*
<b>Miami Dade</b>	46	9%	52%	43%	61	52%	59%	7%
<b>Okeechobee</b>	65	23%	32%	9%	79	25%	30%	4%
<b>Orange</b>	30	37%		37%	64	30%		
<b>Osceola</b>	*	*	52%	*	*	*	52%	*
<b>PAEC</b>	*	*	63%	*	13	15%	69%	54%
<b>Palm Beach</b>	271	28%	49%	21%	237	38%	61%	23%
<b>Pasco</b>	*	*	55%	*	*	*	62%	*
<b>Polk</b>	77	39%	35%	-4%	41	44%	50%	6%
<b>Putnam</b>	*	*		*	*	*		
<b>Sarasota</b>	*	*	69%	*	*	*	71%	*
<b>South Tech</b>					*	*	67%	*
<b>St Lucie</b>	*	*	41%	*	*	*	69%	*
<b>Suwanee</b>	15	27%	48%	21%	14	21%	40%	18%
<b>Volusia</b>	*	*	52%	*	*	*	56%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 45. Geometry EOC Results, SYs 2015-2017

	2015-2016				2016-2017			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>831</b>	<b>30%</b>	<b>50%</b>	<b>20%</b>	<b>923</b>	<b>35%</b>	<b>49%</b>	<b>14%</b>
<b>Statewide PFS</b>	<b>180</b>	<b>22%</b>			<b>193</b>	<b>26%</b>		
<b>Alachua</b>	16	25%	51%	26%	14	36%	64%	29%
<b>Broward</b>					*	*	50%	*
<b>Collier</b>	164	30%	61%	31%	217	39%	67%	27%
<b>DeSoto</b>	16	13%	35%	22%	24	17%	34%	17%
<b>Escambia</b>	*	*	44%	*	*	*	44%	*
<b>Glades</b>	*	*	18%	*				
<b>Hardee</b>	42	24%	26%	2%	43	28%	31%	3%
<b>Hendry</b>	36	14%	40%	26%	43	42%	52%	10%
<b>Highlands</b>	69	35%	43%	8%	61	49%	44%	-5%
<b>Hillsborough</b>	111	39%	56%	17%	112	45%	56%	11%
<b>Indian River</b>					*	*	50%	*
<b>Lafayette</b>					*	*	62%	*
<b>Lake</b>	*	*	50%	*	*	*	48%	*
<b>Lake Wales</b>	*	*	52%	*	*	*	49%	*
<b>Lee</b>	17	18%	43%	25%	23	17%	42%	25%
<b>Madison</b>	*	*	88%	*	*	*	21%	*
<b>Manatee</b>	17	24%	52%	28%	13	31%	55%	24%
<b>Marion</b>	*	*	50%	*	*	*	49%	*
<b>Martin</b>	*	*		*	*	*		*
<b>Miami Dade</b>	32	41%	45%	4%	23	43%	48%	5%
<b>Okeechobee</b>	42	19%	31%	12%	35	31%	38%	6%
<b>Orange</b>	15	47%			64	22%		
<b>Osceola</b>	*	*	51%	*	*	*	51%	*
<b>PAEC</b>	*	*	57%	*	*	*	57%	*
<b>Palm Beach</b>	156	26%	53%	27%	161	29%	56%	27%
<b>Pasco</b>	*	*	57%	*	*	*		
<b>Polk</b>	35	23%	35%	12%	49	27%	36%	9%
<b>Putnam</b>	*	*	*	*	*	*		
<b>Sarasota</b>	*	*	*	*	*	*	72%	*
<b>South Tech</b>					*	*	54%	*
<b>St Lucie</b>	*	*	41%	*	*	*	62%	*

	2015-2016				2016-2017			
	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap
	EOC	EOC	EOC		EOC	EOC	EOC	
Suwanee	*	*	45%	*	*	*	50%	*
Volusia	12	67%	62%	-5%	*	*	60%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 46. Biology I EOC Results, SYs 2015-2017

	2015-2016				2016-2017			
	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap
	EOC	EOC	EOC		EOC	EOC	EOC	
Statewide	1,042	44%	61%	17%	1,088	48%	62%	14%
Statewide PFS	238	32%			226	30%		
Alachua	19	47%	60%	13%	23	61%	62%	1%
Broward	*	*			*	*	60%	*
Collier	251	51%	68%	17%	282	51%	69%	18%
DeSoto	23	43%	51%	8%	28	25%	44%	19%
Escambia	10	90%	29%	-61%	13	92%	59%	-33%
Glades	*	*	43%	*				
Hardee	56	45%	60%	15%	49	55%	49%	-6%
Hendry	42	33%	48%	15%	34	88%	82%	-7%
Highlands	66	38%	53%	15%	62	50%	47%	-3%
Hillsborough	169	40%	57%	17%	111	38%	58%	20%
Indian River	*	*		*				
Lafayette	*	*	73%	*	*	*	87%	*
Lake	*	*	61%	*	*	*	61%	*
Lake Wales	13	46%	65%	19%	*	*	63%	*
Lee	24	25%	52%	27%	23	35%	56%	21%
Madison	*	*	47%	*	*	*	50%	*
Manatee	22	36%	66%	30%	16	38%	73%	36%
Marion	*	*	62%	*	*	*	61%	*
Martin	11	45%		-45%	*	*		*
Miami Dade	32	53%	60%	7%	24	42%	64%	23%
Okeechobee	45	36%	54%	18%	58	55%	52%	-3%
Orange	12	42%			12	17%		
Osceola	*	*	69%	*	*	*	69%	*
PAEC	8	38%	66%	28%	*	*	66%	*
Palm Beach	132	54%	67%	13%	254	50%	67%	17%

	2015-2016				2016-2017			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
Pasco	*	*	63%	*	*	*	33%	*
Polk	58	28%	50%	22%	54	30%	53%	24%
Putnam	*	*			*	*		*
Sarasota	*	*	73%		*	*	70%	*
South Tech					*	*	45%	*
St Lucie	11	64%	64%	0%	*	*	66%	*
Suwanee	*	*	56%	56%	*	*	65%	*
Volusia	13	46%	72%	26%	*	*	74%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 47. US History EOC Results, SYs 2015-2017

	2015-2016				2016-2017			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
Statewide	844	47%	65%	18%	824	49%	64%	15%
Statewide PFS	193	33%			202	40%		
Alachua	20	70%	65%	-5%	15	53%	74%	20%
Broward	*	*			*	*	64%	*
Collier	172	52%	70%	18%	167	55%	68%	13%
DeSoto	*	*	66%	*	24	42%	55%	13%
Escambia	*	*	61%	*	*	*	56%	*
Glades	*	*	43%	*				
Hardee	36	36%	44%	8%	38	24%	51%	28%
Hendry	39	46%	63%	17%	29	69%	81%	12%
Highlands	42	48%	65%	17%	56	57%	60%	3%
Hillsborough	123	54%	72%	18%	103	56%	72%	15%
Indian River	*	*						
Lafayette	*	*	70%	*	*	*	71%	*
Lake	*	*	68%	*	*	*	66%	*
Lake Wales	*	*	53%	*	*	*	52%	*
Lee	13	38%	59%	21%	*	*	59%	*
Madison	*	*	39%	*	*	*	56%	*
Manatee	24	54%	67%	13%	15	47%	60%	13%
Marion	*	*	66%	*	*	*	72%	*
Martin	*	*		*	*	*		*
Miami Dade	32	50%	60%	10%	48	60%	65%	5%

	2015-2016				2016-2017			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Okeechobee</b>	33	27%	49%	22%	43	37%	56%	18%
<b>Orange</b>	5	60%			13	38%		
<b>Osceola</b>	2	*	60%	*	*	*	60%	*
<b>PAEC</b>	*	*	70%	*	*	*	74%	*
<b>Palm Beach</b>	182	47%	68%	21%	184	47%	69%	22%
<b>Pasco</b>	*	*	69%	*	*	*		*
<b>Polk</b>	66	30%	58%	28%	39	31%	57%	27%
<b>Putnam</b>	*	*		*	*	*		*
<b>Sarasota</b>	*	*	64%	*	*	*	73%	*
<b>South Tech</b>					*	*	54%	*
<b>St Lucie</b>	*	*	57%	*	*	*	63%	*
<b>Suwanee</b>	*	*	62%	*	*	*	71%	*
<b>Volusia</b>	*	*	66%	*	*	*	66%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available