

Florida Migrant Education Program Evaluation Webinar Series

Annual Evaluation Report

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Before We Begin

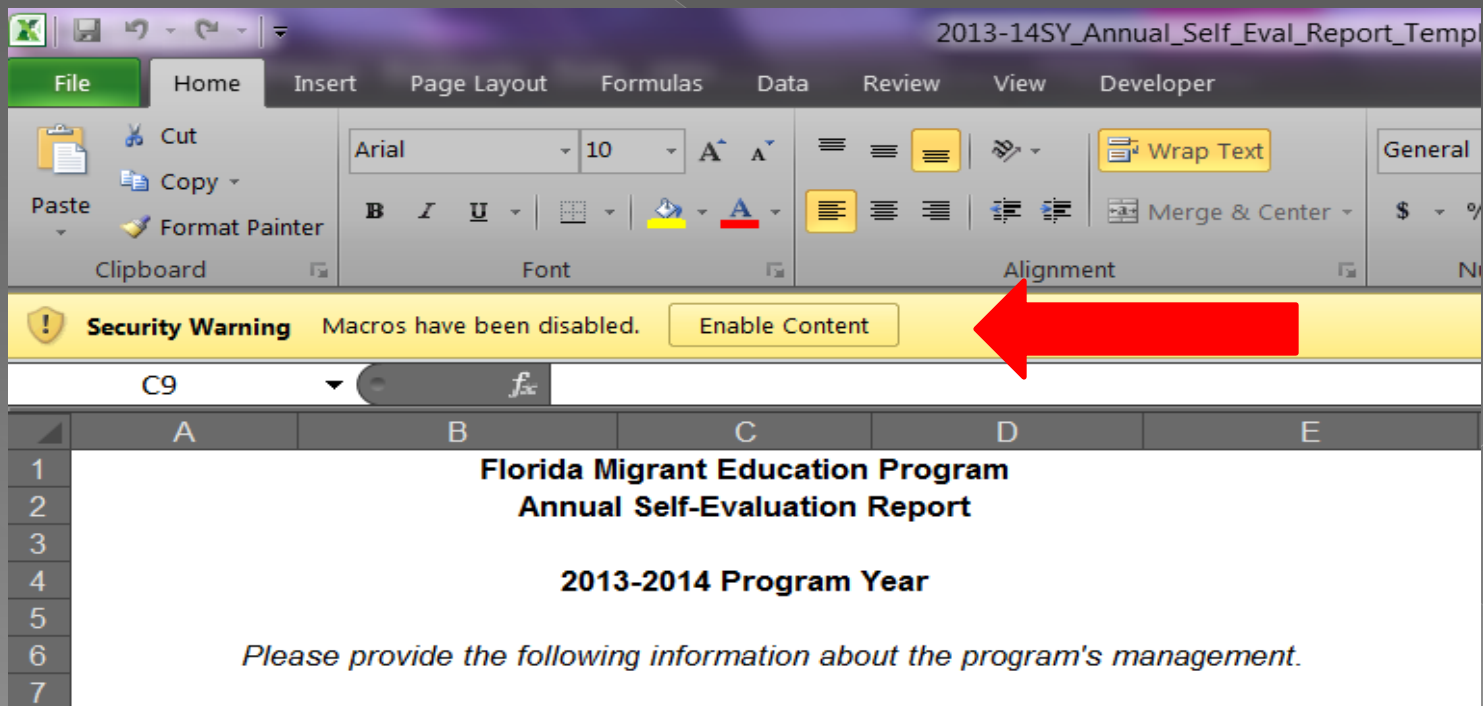
- Please put phones on mute - *6
- For all questions and responses, please input them in chat box to the right of the screen
- Materials you will need:
 - > 2013-14 Evaluation Template
 - > FMEP Evaluation Guidebook
 - > Annual Report Instructions
 - > Evaluation OSY Clarification

Agenda

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

Review: In General

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



In General



In General

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

Annual Reporting

- ◉ Outcome Evaluation
- ◉ Sections to be completed:
 - > Review/Complete Mid-Year Report
 - Program Implementation (Tabs 2a – 2e)
 - Student Activities (Tabs 3a – 3f)
 - Surveys, complete if applicable –
Parent Involvement (Tab 2c),
Student Engagement/Encouragement (Tab 3g)
 - > Outcomes (Tabs 4a-4d)
 - > Students Served (Provided by FMEP)
 - > Dates: Include activities between 08/01/13 –
07/31/2014

Mid-Year Report

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

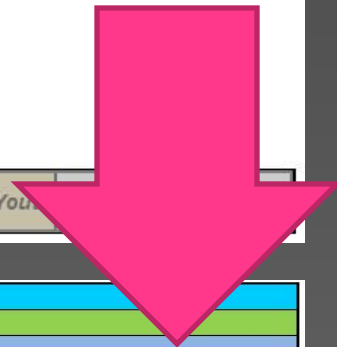
Student Activities

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

Reading/Math/Graduation

Common Core Code:
 M=Mathematics
 ELA=English/Language Arts
 LHS=Literacy in History/Social Studies
 STS=Science & Technical Subjects
 Example: M, ELA, STS

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

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

1	2	3	4	5	6	7	8	9	10	11	12	13
Activity Name or Description <small>Include scientific/research-based model, if applicable</small>	Activity is scientific or research-based <small>Yes or No</small>	Focus, Purpose, or Expected Outcomes <small>(select most appropriate)</small>	Funding Source <small>M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other*</small>	Target Population <small>Grade Level Use Target Population Key (select all that apply)</small>	PFS <small>(select from dropdown menu)</small>	Common Core <small>Use CC Code(s) (select all that apply)</small>	Location <small>(library, community center, church, etc.)</small>	Frequency <small># times per week, once, daily, etc</small>	Total Duration <small>Anticipated # hours offered</small>	Anticipated Total Students Participating per Year <small>Unduplicated</small>	Actual Total Students Participating per Year <small>Unduplicated</small>	Average Total # of Hours Per Student

- 14 For school year programming, please indicate the three (3) strategies your district MEP gives most emphasis* to (or focus on) by entering an X in front of the strategy.**
- Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY
 - Provide training to MEP staff on resources and strategies for OSY
 - Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
 - Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
 - Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students
 - Utilize technology and other tools
 - Emphasize language-based content instruction using sheltered instruction with ELs
 - Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs
 - Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults
 - Provide information and materials to instructional staff on scientifically-based reading strategies
 - Provide sustained and intensive professional development
 - Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information
 - Provide strategic, content-based tutoring in reading to students identified as PFS
 - Other (please expand on this strategy below):

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

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

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

Reading/Math/Graduation

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

School Readiness

Common Core Code:						
M=Mathematics ELA=English/Language Arts LHS=Literacy in History/Social Studies STS=Science & Technical Subjects						
Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health

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

Green cells indicate actual counts of student participation.

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

Activity Name or Description	Activity is scientific or research-based Yes or No	Focus, Purpose, or Expected Outcomes (select most appropriate)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	Target Population Age(s)	Common Core Use CC Code(s) (select all that apply)	Location (library, community center, church, etc.)	Frequency # times per week, once, daily, etc	Total Duration Anticipated # hours offered	Anticipated Total Students Participating per Year Unduplicated	Actual Total Students Participating per Year Unduplicated	% Actual Students Served per Year Unduplicated	Average Total # of Hours Per Student
											Insufficient	

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

<input type="checkbox"/>	Develop and implement identification and recruitment plan for migrant families with preschoolers
<input type="checkbox"/>	Assess individualized needs of preschool students using a standardized assessment
<input type="checkbox"/>	Create language and literacy-rich environments that foster English learning for children whose native language is other than English
<input type="checkbox"/>	Incorporate a cultural, social, and emotional sensitivity into preschool services
<input type="checkbox"/>	Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (See resources for full service Pre-K classes)
<input type="checkbox"/>	Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children
<input type="checkbox"/>	Hire highly qualified parent educators to provide school readiness services
<input type="checkbox"/>	Meetings with colleagues and an online discussion
<input type="checkbox"/>	Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates
<input type="checkbox"/>	Offer family outreach, literacy and parent involvement opportunities to parents
<input type="checkbox"/>	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
<input type="checkbox"/>	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)
<input type="checkbox"/>	Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices
<input type="checkbox"/>	Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information
<input type="checkbox"/>	Other (please expand on this strategy below):

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

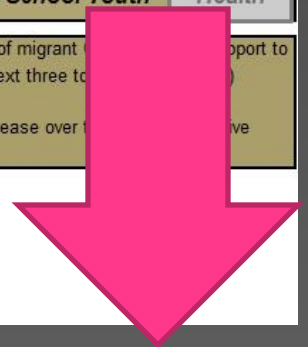
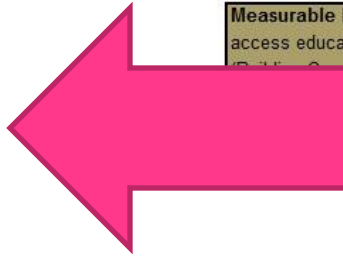
Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.
Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Other funding source for the activity.

School Readiness

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

OSY

Student activity area - Color Code		Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
15	Unduplicated OSY Count Served	Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant OSY who support to access educational resources in communities where they live and work needs to increase over the next three to five years (Building Capacity)					
16	% of OSY served through Building Capacity	Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years					
17	% of OSY served through Survival Skills	Desired Change: Increase in percentage					



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

Green cells indicate actual counts of Out-of-School Youth participation.

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

Activity Name or Description	Activity is scientific or research-based Yes or No	Focus, Purpose, or Expected Outcomes (select most appropriate)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	18 Type of Service Provided (select from dropdown menu only)	Location (library, community center, church, etc.)	Frequency # times per week, once, daily, etc	Total Duration Anticipated # hours offered	Anticipated Total OSY Participating per Year Unduplicated	Actual Total OSY Participating per Year Unduplicated	Average Total # of Hours Per OSY
Include scientific/research-based model, if applicable										

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

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

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

OSY

- ◉ FMEP Evaluation Guidebook, pgs. 38 - 39
- ◉ Unduplicated OSY Count Served
- ◉ % of OSY served through Building Capacity
- ◉ % of OSY served through Survival Skills
- ◉ Actual Total Students Participating per Year (Unduplicated)
- ◉ Average Total # of Hours Per Student
- ◉ Clarification for Focus/Purpose

OSY Clarification

- Based on feedback from the OSY Taskforce, clarification was requested on how to report activities under the OSY section of the 2013-14 FMEP Evaluation Template

OSY - Activity



Health

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

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery
 families and youth receiving educational / referral services related to nutrition, vision, and dental services. Increase over the next three to five years (CNA₂) **Desired Change** of migrant meetings, and percentage

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

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

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

Activity Name or Description <small>Include scientific/research-based model, if applicable</small>	23 Focus, Purpose, or Expected Outcomes (select all that apply)	Funding Source <small>M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other*</small>	24 Target Population		25 Anticipated Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	26 Actual Total # of Families Served Through Health/Support Services Unduplicated	27 Actual Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	Average Total # of Hours Per Student
			Age Group or Grade Level	Frequency <small># times per week, once, daily, etc</small>				

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

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

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

Health

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

Health - Activity



Health – Activity 1

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
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19 Total # MEP Families Unduplicated:	125
20 % Families Served Through Educational/Referral Services:	93%
21 Total Migrant Students Including OSY Unduplicated:	
22 % Students Served Through Educational/Referral Services:	

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

Health – Activities 2 and 3

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health
19 Total # MEP Families Unduplicated:						
20 % Families Served Through Educational/Referral Services:						
21 Total Migrant Students Including OSY Unduplicated:						566
22 % Students Served Through Educational/Referral Services:						95%

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

Health - Tips

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

Outcomes

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

Reading/Math

- FMEP Evaluation Guidebook, pg. 48-54
- Areas of Focus:
 - > Proficiency
 - > Gains
 - > Gap (ELL/Non-ELL, Migrant/Non-Migrant)

Reading/Math - Proficiency

Past year (2012/13) FCAT2 results will be provided by the state.

MEP/district will provide current year (2013/14) district level FCAT2 results.

State will provide past year (2012/13) FCAT2 results in the table below.			
	# of Migrant Students Tested in Reading	# Migrant Students Who Scored At or Above Proficient Level in Reading	% Migrant Students Who Scored At or Above Proficient Level in Reading
Total Migrant Students in District			Insufficient Data
Priority for Services Students			Insufficient Data
GRADES			
3			Insufficient Data
4			Insufficient Data
5			Insufficient Data
6			Insufficient Data
7			Insufficient Data
8			Insufficient Data
9			Insufficient Data
10			Insufficient Data
ELL/Non-ELL			
ELL (LY & LF)			Insufficient Data
Non-ELL			Insufficient Data

MEP/district will provide current year (2013/14) district level FCAT2 results in the table below.			
	¹ # of Migrant Students Tested in Reading	² # Migrant Students Who Scored At or Above Proficient Level in Reading	³ % Migrant Students Who Scored At or Above Proficient Level in Reading
a. Total Migrant Students in District			Insufficient Data
b. Priority for Services Students			Insufficient Data
GRADES			
3			Insufficient Data
4			Insufficient Data
5			Insufficient Data
6			Insufficient Data
7			Insufficient Data
8			Insufficient Data
9			Insufficient Data
10			Insufficient Data
ELL/Non-ELL			
d. ELL (LY & LF)			Insufficient Data
Non-ELL			Insufficient Data

School Year 12-13

School Year 13-14

Reading/Math - Gains

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

Desired Change: Increase in percentage

Past year (2012/13) FCAT2.0 results related to learning gains will be provided by the state.

MEP/district will provide current year (2013/14) district level FCAT2.0 results.

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

State will provide past year (2012/13) FCAT2.0 results in the table below.				MEP/district will provide current year (2013/14) district level FCAT2.0 results in the table below.			
	# of Matched Migrant Students Tested in Reading	# Migrant Students Making Annual Learning Gains in Reading	% Migrant Students Making Annual Learning Gains in Reading		# of Matched Migrant Students Tested in Reading	# Migrant Students Making Annual Learning Gains in Reading	% Migrant Students Making Annual Learning Gains in Reading
School Year 12-13	Total Migrant Students in District		Insufficient Data	School Year 13-14	Total Migrant Students in District		Insufficient Data
	Priority for Services Students		Insufficient Data		Priority for Services Students		Insufficient Data
	GRADES				GRADES		
	3		Insufficient Data		3		Insufficient Data
	4		Insufficient Data		4		Insufficient Data
	5		Insufficient Data		5		Insufficient Data
	6		Insufficient Data		6		Insufficient Data
	7		Insufficient Data		7		Insufficient Data
	8		Insufficient Data		8		Insufficient Data
	9		Insufficient Data		9		Insufficient Data
10		Insufficient Data	10		Insufficient Data		

Reading/Math - Gap

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

Desired Change: Decrease in gap

Past year (2012/13) FCAT2.0 results related to students meeting annual proficiency targets and migrant/non-migrant gaps will be provided by the state. MEP/district will provide current year (2013/14) district level FCAT2.0 results.

		% Migrant Students Who Scored At or Above Proficient Level in Reading	% All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	Gap in Satisfactory Level (in percent points)			7 % Migrant Students Who Scored At or Above Satisfactory Level in Reading	8 % All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	9 Gap in Satisfactory Level (in percent points)	
School Year 12-13	All Students	Insufficient Data		Insufficient Data	School Year 13-14	a. All Students	Insufficient Data		Insufficient Data	
	GRADES					b. GRADES				
	3	Insufficient Data		Insufficient Data		3	Insufficient Data		Insufficient Data	
	4	Insufficient Data		Insufficient Data		4	Insufficient Data		Insufficient Data	
	5	Insufficient Data		Insufficient Data		5	Insufficient Data		Insufficient Data	
	6	Insufficient Data		Insufficient Data		6	Insufficient Data		Insufficient Data	
	7	Insufficient Data		Insufficient Data		7	Insufficient Data		Insufficient Data	
	8	Insufficient Data		Insufficient Data		8	Insufficient Data		Insufficient Data	
	9	Insufficient Data		Insufficient Data		9	Insufficient Data		Insufficient Data	
	10	Insufficient Data		Insufficient Data		10	Insufficient Data		Insufficient Data	
	ELL/Non-ELL					c. ELL/Non-ELL				
	ELL	Insufficient Data		Insufficient Data		ELL	Insufficient Data		Insufficient Data	
	Non-ELL	Insufficient Data		Insufficient Data		Non-ELL	Insufficient Data		Insufficient Data	

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

Graduation

- FMEP Evaluation Guidebook, pg. 55-60
- Areas of Focus:
 - > End-of-Course Assessment (4)
 - > Graduation*
 - > GPA*
 - > Tutoring/Assessment Prep

Graduation - EOC

MEP/district will provide current year (2013/14) district level EOC results.

	15	16	17	18	19	20	21
	# of Migrant Students Participated in Algebra I EOC in 2013/14	# of Migrant Students Who Passed the Algebra I EOC in 2013/14	% of Migrant Students Who Passed the Algebra I EOC in 2013/14	# of All Non-Migrant Students Participated in Algebra I EOC in 2013/14	# of All Non-Migrant Students Who Passed the Algebra I EOC in 2013/14	% of All Non-migrant Students Who Passed the Algebra I EOC in 2013/14	Gap in Passing Algebra I EOC (in percent points) in 2013/14
a	Students Required to Take Algebra I EOC*		Insufficient Data			Insufficient Data	Insufficient Data
b	Priority for Services		Insufficient Data				

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

Graduation – Graduation*

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

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

Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years. (CNA₁)

Desired Change: Increase in percentage

2012/13 Graduation, dropout, and retention results will be provided by the state.

Districts may want to examine their own progress on these indicators.

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

Desired Change: Increase in percentage

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

Desired Change: Decrease in gap

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

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

Graduation – GPA*

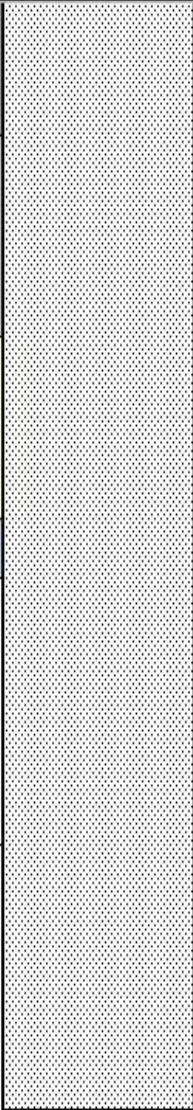
5.4a District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year. This table only includes **cohort data**.
Desired Change: Increase in percentage.

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

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

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

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



Graduation – Tutoring

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

Desired Change: Increase in percentage

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

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

Outcomes - Activity

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



School Readiness

- FMEP Evaluation Guidebook, pg. 60
- Provided by State
- Focus Areas:
 - > Migrant K Students Demonstrating School Readiness (based on FLKRS)
 - > Migrant Students (Ages 3-5) Received PreK Services

School Readiness

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

Desired change: Increase in percentage

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

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

Desired Change: Increase in percentage

2012/13 State assessment results related to school readiness will be provided by the state.

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

School Year	Total Migrant Kindergarten Students	# Who Demonstrate School Readiness	% Migrant Kindergarten Students Who Demonstrated School Readiness
12-13			Insufficient Data
13-14			Insufficient Data

School Readiness

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

Percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points. (CNA₂)

Desired Change: Increase in percentage

2012/13 State assessment results related to school readiness will be provided by the state.

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

School Year	Total # of PreK Age [3-5] Migrant Students	Total # Received PreK Services	% Migrant Students Who Received Services
12-13			Insufficient Data
13-14			Insufficient Data

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

Students Served

- Provided by the state
- Demographic data based on 2012-13 school year
 - > Race
 - > Gender
 - > FRPL
 - > Grade-Level (including OSY)
 - > ELL
 - > ESE
- Categorized by Eligible, Not Served; Migrant Served; and Non-Eligible (Non-Migrant)

Recap: Surveys

- FMEP Guidebook, pgs. 23 – 38, Appendix B (pgs. 63 – 89)
- Parent Involvement –
 - PreK (Ages 3 – 5),
 - Elementary (Grades K-5),
 - Secondary (Grades 6-12)Parent Involvement Tab 2c

Parent Surveys

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

Parent Surveys

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

Response should reference the Pre-K parent population, K-5 parent population, and grades 6-12 parent population.

50 What trends, if any, does the district note in migrant parent involvement, by sub-group or grade level?

Response should reference the pre-K parent population, K-5 parent population, and grades 6-12 parent population.

Surveys

- FMEP Evaluation Guidebook, pgs. 42 – 47, Appendix B (pgs. 63 – 89)
- Student Engagement/ Encouragement - Additional Student Activities & Engagement Tab 3g

Student Surveys

Additional Student Activities & Engagement

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

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

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

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

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

Student Surveys

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

School Year 13-14	12 Total # migrant students in Grades 6-12:	13 Total # migrant student survey respondents:	14 # of migrant student respondents who receive encouragement:	15 % of respondents receiving encouragement:	20 Difference (in percent points)
				Insufficient Data	Insufficient Data
School Year 12-13	16 Total # migrant students in Grades 6-12:	17 Total # migrant student survey respondents:	18 # of migrant student respondents who receive encouragement:	19 % of respondents receiving encouragement:	
				Insufficient Data	

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

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

Surveys

- Complete survey sections
- Specifics on surveys were covered on the last webinar (January 2014)

Surveys - Summaries

- ◎ **REMINDER!**
- ◎ Submit Survey Summaries for each survey category
 - > Examples: Appendix B (pgs. 86 – 89)
- ◎ Send with Annual Evaluation Report

Alignment

- ◉ Reminder: Information provided in evaluation template should align with what was proposed in application

Questions



Annual Reporting

- ◉ Due **Friday, October 31st, 2014**
- ◉ Mid-Year Reports with state data disseminated this week
- ◉ Submit to Courtney Walker by email at courtney.walker@fldoe.org
- ◉ Questions/Requests (including additional rows, printing, etc.): contact Courtney
- ◉ **Don't Forget!** Submit Survey Summaries

Heads Up!

- ◉ 2014-15 Evaluation Template – disseminated this week
- ◉ Mid-Year Report due January 2015
- ◉ More info at ISM IV

In Closing

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

Webinar Passcode: Football

- Email to Courtney.Walker@fldoe.org
- Subject is Football; Provide district name and names of those who participated on webinar in the body of email

Thank You!

