FLORIDA MIGRANT EDUCATION PROGRAM

2014-2015 EVALUATION REPORT

May 2017
FINAL

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Abbreviations

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

This report provides information about the statewide Florida Migrant Education Program (FMEP) regarding the effectiveness of services for migrant children and youth. 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, has moved 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. The SDP identifies the Measurable Program Outcomes that the FMEP uses to determine its success, and these MPOs are used to organize the outcomes summary which follows.

FMEP *Measurable Program Outcomes Status Summary*

Reading

o **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 Service Delivery Plan, making it a challenge to determine growth among Florida migrant students. Overall, 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 2014-2015. Under the FCAT 2.0, 30% of migrant students demonstrated proficiency in reading in SY 2013-2014, with no change between SY 2011-2012 and SY 2013-2014. Migrant students in some grades performed better than others (e.g. in SYT 2014-2015, students in grades 3, 4 and 8 were more likely to be proficient that students in grades 5, 6, 7 9 and 10); no grades achieved the 83% target percentage.

o **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 2014-2015 (from 18% to 16%). The gap is lowest in grade 9 (12 points) and highest in grade 8 (23 points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

o **MPO: Percentage of migrant ELs who score satisfactory in reading needs to increase by 6% points over the next three to five years**

Status: Not Met.

Reading proficiency among migrant English Language Learners, as measured by the FCAT 2.0, decreased from 22% to 19% from SY 2011-2012 to SY 2013-2014. Under the Florida Standards Assessment in 2014-2015, 15% of migrant English Language Learners were proficient in reading.

- o **MPO: All migrant children entering 4th grade will be reading on grade level (or higher) over the next three to five years**

  Status: Not met.

  In SY 2014-2015, 28% of migrant students were reading at a proficient level at the end of grade 3.

Mathematics

- o **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, 38% of migrant students demonstrated proficiency on the SY 2014-2015 Florida Standards Assessment in reading. In SY 2013-2014, 41% of migrant students demonstrated FCAT 2.0 proficiency in mathematics, an increase from 37% in SY 2011-2012. In SY 2014-2015, 40% of migrant students in Grades 3 and 4 were proficient in reading while 35% of students in grades 6 and 7 were proficient in reading.

- o **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 2014-2015 (from 15% to 8%). The gap is lowest in grade 8 (4 points) and highest in grades 3, 4 and 7 (12 points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

- o **MPO: Percentage of migrant ELs who score satisfactory in math needs to increase by 6% points over the next three to five years**

  Status: Not Met.

  Mathematics proficiency among migrant English Language Learners, as measured by the FCAT 2.0, increased from 28% to 32% between SY 2011-2012 and SY 2013-2014, a 4 percentage point gain. Under the Florida Standards Assessment in 2014-2015, 28% of migrant English Language Learners were proficient in reading.

School Readiness

- o **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% points over the next three to five years**

  Status: Not Met

  While significantly more preschool age migrant children were reported to be served during the reporting period (762 in SY 2014-2015 compared to 170 in SY 2012-2013 and 304 in SY

2013-2014, The reported numbers of preschool age migrant children receiving services declined during the period, from 94% in SY 2012-2013 to 40% in SY 2013-2014 and 50% in SY 2014-2015.

Graduation

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

   Status: Not Met

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

- o **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: Not Met.

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

- o **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.

   One additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2015 was Grade 6-12 participation in extracurricular activities. While only about half of all migrant students in those grades responded in each year, 46% of respondents indicated participating in extracurricular activities in SY 2014-2015, a slight increase from 44% in SY 2012-2013.

OSY

- o **MPO: Percentage of migrant 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 2014-2015, 66% of migrant OSY received support to access education resources, up from the 2013-2014 baseline of 23%.

- o **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 in Development.

   In SY 2013-2014 73% of migrant OSY received help developing survival English skills. LOAs reported that 11% did so in SY 2014-2015. However, data regarding the number of OSY who "expressed interest" in these services was not provided, and the evaluation team is not certain that the data is comparable across years as reported.

Parent Involvement

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

    Status: Met

    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 in SY 2014-2015, with 91% (2,524) participating.

End-of-Course Assessments:

- o **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 2014-2015, the number of migrant students required to take the Algebra I EOC rose from 1,242 students to 1,842 students, while the pass rate declined from 39% to 29%. 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. Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance measure is not clear.

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

    Desired Change: Decrease 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 15 from SY 2012-2013 to SY 2014-2015. For Geometry I, it rose from 25 from SY 2012-2013 to SY 2014-2015.

- o **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 41% in SY 2014-2015.

Partnerships

The most frequently identified partners were non-profit, non-governmental, or community-based organizations (39% in SY 2014-2015, see Table 57), followed by "Other" and Local Businesses. Across all years, the most frequent partner contribution was building networks for information sharing and access to services (31% in SY 2014-2015). In SY 2014-2015, 488 partners were identified, a slight decline from the prior year.

Staff Development

In SY 2014-2015, 2,423 staff members participated in 340 different staff development activities. Professional/skill development was the most common type of activity in SY 2014-2015. Significantly higher numbers of staff participated in parent involvement training (369 versus 79) and ID&R training (365 versus 76) in SY 2014-2015 compared to SY 2013-2014.

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,[1] all but 15 received migrant funds either directly (31) or through the consortia; there were 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMCC) in the program year reported here (2013-2014). Data are submitted by LEAs to the FDOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FMEP related to its two main questions:

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

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state migrant education director and the FDOE staff to make programmatic decisions based on data. The local MEP grant application process allows for some flexibility to ensure that LEAs and consortia implement services that meet the needs of their students in the context of district programs and resources. However, the FMEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of the comprehensive needs assessment (CNA), the service delivery plan (SDP), and 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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[1] School districts for federal reporting purposes

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

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

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

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

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

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

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

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

Methodology and Evaluation Process

Approach

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

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation rates, and number of school dropouts, school readiness and any other targets identified for migrant children;
- Needs assessment to address the unique educational requirements of migrant children resulting from the migratory lifestyle and any other needs that allow them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address identified needs; and
- Evaluation of the effectiveness of the program, including measurable program outcomes (MPOs) as authorized under Sec. 1306 of NCLB.

This evaluation report is framed to measure the implementation and effectiveness of the strategies and Measurable Performance Outcomes (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, 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. In order to facilitate access to resources and guidance (especially as it relates to federal rules and guidelines) for LEAs, the FMEP office offers several opportunities to disseminate information and materials to assist LEAs in implementing and evaluating their programs. These opportunities include: two annual statewide meetings (one offered to all federal 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.

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

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

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

Part I. Program Information (basic contact information)

Part II. Program Implementation
   a) MEP Staff Development/Training: type and frequency of professional development
   b) Partnerships: extent to which MEP utilizes federal, state, LEA and other community and business partners in serving migrant children
   c) Parent Involvement Activities: type and frequency of activities, summary of parent surveys (described below)
   d) Identification and Recruitment: descriptions of strategies used to recruit migrant students, families and Out of School Youth
   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 State 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 12th grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); retention rates
g) FCAT Tutoring: extent to which migrant students who participated in at least three months of MEP-funded or facilitated tutoring and/or academic services 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 FCAT assessments
- Calculating gaps and changes in gaps between migrant and non-migrant students on FCAT/FCAT 2.0 and graduation rates
- Calculating gaps and changes in gaps between migrant and non-migrant students on other SDP indicators collected

Data collection and analysis were enhanced in the 2013-2014 evaluation through improved standardization of responses, together with separate reporting for each category of program activities. The improved validation and standardization was in direct response to prior evaluation recommendations. Direct comparison of district-determined assessments is not possible due to the variety used by Florida MEPs, although reporting of gains and gap measures is defensible. Adjustments to data submitted via the self-reporting template are noted when made.

Results

Thirty-two LOAs received funding between 2008 and 2015 and provided data in self-evaluation reporting forms (see Table 1). Most LOAs received funding each year; one LOA (Sumter) stopped receiving funding starting in 2010-2011; and one LOA (Lake Wales Charter) began receiving funding in the 2011-2012 school year (SY). For SY 2014-2015, data was received from 29 LOAs.

Between SYs 2008-2010, LOAs answered open-ended questions on the self-evaluation reporting forms. For SYs 2010-2015, self-evaluation reporting forms were modified to allow LOAs to choose responses from a preset list of options for some questions. Therefore, this report includes separate tables for data from SYs 2008-2010 and for SYs 2010-2015 (where applicable).

Table 1. LOA Data Available by SY, 2008-2015

	School Year						
LOA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Alachua	✓	✓	✓	✓	✓	✓	✓
Broward	✓	✓	✓		✓	✓	✓
Collier	✓	✓	✓	✓	✓	✓	✓
DeSoto	✓	✓	✓	✓	✓	✓	✓
Glades	✓	✓	✓	✓	✓	✓	✓
Hardee	✓	✓	✓	✓	✓	✓	✓
Hendry	✓	✓	✓	✓	✓	✓	✓
Highlands	✓	✓	✓	✓	✓	✓	✓
Hillsborough	✓	✓	✓	✓	✓	✓	✓
Indian River	✓	✓	✓		✓	✓	
Lafayette	✓	✓	✓	✓	✓	✓	✓
Lake	✓	✓	✓	✓	✓	✓	✓
Lake Wales Charter*				✓	✓	✓	✓
Lee	✓	✓	✓	✓	✓	✓	✓
Madison	✓	✓		✓	✓	✓	✓
Manatee			✓	✓	✓	✓	✓
Marion	✓	✓	✓	✓	✓	✓	✓
Martin	✓	✓	✓	✓	✓		✓
Miami Dade	✓	✓	✓	✓	✓	✓	✓
Okeechobee	✓	✓	✓	✓	✓	✓	✓
Orange	✓	✓	✓	✓	✓	✓	
Osceola	✓	✓	✓	✓	✓	✓	✓
PAEC	✓	✓	✓	✓	✓	✓	✓
Palm Beach	✓	✓	✓	✓	✓	✓	✓
Pasco	✓	✓	✓	✓	✓	✓	✓
Polk	✓	✓	✓	✓	✓	✓	✓
Putnam	✓	✓	✓		✓	✓	✓
Sarasota	✓	✓	✓	✓	✓		✓
St. Lucie	✓	✓		✓	✓	✓	✓
Sumter**	✓	✓					
Suwanee	✓	✓	✓	✓	✓	✓	✓
Volusia	✓	✓	✓	✓	✓	✓	✓

* Lake Wales Charter did not become a school district for federal reporting purposes until SY 2011-2012.

**In 2010-2011, Sumter County ceased to have a district-level MEP.

The Florida MEP 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). The number of migrant-served students in Florida rose from 25,781 (SY 2009-2010) to 26,267 (SY 2011-2012), fell to 25,635 in SY 2012-2013, and then rose to 27,214 in SY 2013-2014 and 27,528 in SY 2015-2015, its highest point in five years. Results are shown in Figure 1, Table 2, Table 3, and Table 4.
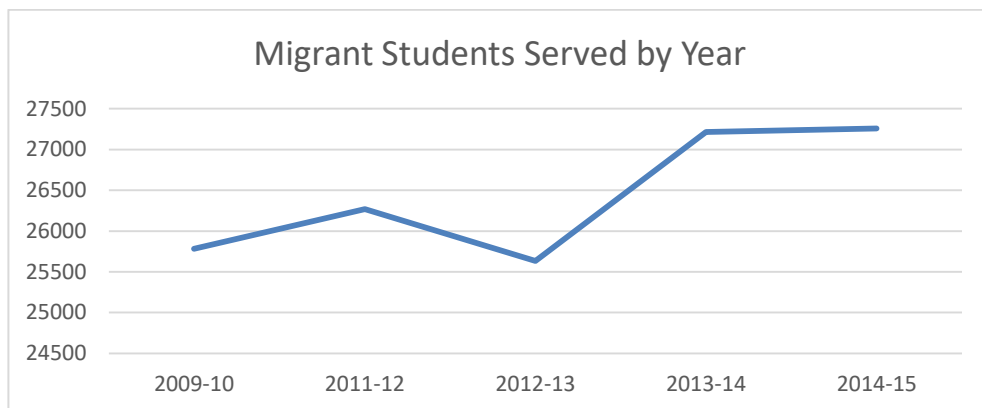
Figure 1. FMEP Migrant Students Served by Year

A substantially similar number and percent of migrant students were designated as Priority for Service (PFS), the most highly mobile, at risk subgroup, for three years ending in SY 2014-2015, including 5,332 students, or 20% of the migrant student population in SY 2014-2015. Approximately 40% of students were elementary-aged in SY 2013-2014, 15% were high school age, and approximately 23% were age 3 through Kindergarten. From SY 2012-2013 to SY 2014-2015, the eligible Pre-K and Kindergarten populations declined even as the overall number of eligible migrant students increased. While students in the OSY (grade 30) category which increased from 3,640 (14%) to 4,608 (17%) between SY 2012-2013 and SY 2013-2014, they decreased to 4,061 (15%) in SY 2014-2015.

Table 2. Migrant Served Demographic Data, SY 2012-2015

		2012-2013	2013-2014	2014-2015
Total	#	25,635	27,214	27,258
ELL LEP (LY)	#	7,885	8,220	8,076
	%	31	30	30
PFS	#	5,359	5,506	5,332
	%	21	20	20
PFS without age 3-5 (not KG)	#	5,270	5,439	5,264
	%	21	20	19
Children with Disabilities (IDEA)	#		2,609	2,738
	%		10	10
Dropouts	#		119	150
	%		.4	.6

Table 3. Migrant Students Served by Grade Level, PK through Grade 8, SY 2012-2015

	PK	KG	01	02	03	04	05	06	07	08
2012-2013	4,634	2,051	1,908	1,689	1,695	1,341	1,332	1,281	1,152	1,132
	18%	8%	7%	7%	7%	5%	5%	5%	4%	4%
2013-2014	4,294	1,917	2,049	1,838	1,806	1,465	1,332	1,329	1,301	1,198
	16%	7%	8%	7%	7%	5%	5%	5%	5%	4%
2014-2015	4,120	1,972	1,925	1,939	1,916	1,543	1,439	1,396	1,333	1,322
	15%	7%	7%	7%	7%	6%	5%	5%	5%	5%

Table 4. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2012-2015

	09	10	11	12	30
2012-2013	1,132	1,005	875	768	3,640
	4%	4%	3%	3%	14%
2013-2014	1,208	1,089	953	827	4,608
	4%	4%	4%	3%	17%
2014-2015	1,307	1,139	976	870	4,061
	5%	4%	4%	3%	15%

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

Overview of Reading Outcomes

- Reading Strategy Priorities: From SY 2010-2014, at least 50% of districts/grantees indicated providing high quality curriculum aligned with tools for assessment and progress monitoring. The strong second priority, also used by more than 50% of districts, was using technology and tools for literacy.

- 96% of districts/grantees offered at least one activity focused on student reading achievement.

- The percent of migrant students scoring at or above reading proficiency on the FCAT 2.0 increased from 30% in SY 2011-2012 to 31% in SY 2012-2013 and fell back to 30% in SY 2013-2014. In SY 2014-2015, 27% of migrant students scored at or above reading proficiency on the Florida Standards Assessment.

- The gap between migrant and non-migrant students proficient in reading decreased from 18% in 2011-2012 to 16% in 2015-2015.

- Districts reported that 51% of migrant students showed learning gains during SYs 2012-2013 and 2013-2014.

Background

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

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

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

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

- o **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 Service Delivery Plan, making it a challenge to determine growth among Florida migrant students. Overall, 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 2014-2015. Under the FCAT 2.0, 30% of migrant students demonstrated proficiency in reading in SY 2013-2014, with no change between SY 2011-2012 and SY 2013-2014. Migrant students in some grades performed better than others (e.g. in SYT 2014-2015, students in grades 3, 4 and 8 were more likely to be proficient that students in grades 5, 6, 7 9 and 10); no grades achieved the 83% target percentage.

- o **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 2014-2015 (from 18% to 16%). The gap is lowest in grade 9 (12 points) and highest in grade 8 (23 points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

- o **MPO: Percentage of migrant ELs who score satisfactory in reading needs to increase by 6% points over the next three to five years**

  Status: Not Met.

  Reading proficiency among migrant English Language Learners, as measured by the FCAT 2.0, decreased from 22% to 19% from SY 2011-2012 to SY 2013-2014. Under the Florida Standards Assessment in 2014-2015, 15% of migrant English Language Learners were proficient in reading.

- o **MPO: All migrant children entering 4th grade will be reading on grade level (or higher) over the next three to five years**

  Status: Not met.

  In SY 2014-2015, 28% of migrant students were reading at a proficient level at the end of grade 3.

Implementation

Most districts prioritize high quality curriculum with progress monitoring and the use of technology-supported learning to help migrant students advance in reading. LOAs chose the top three strategies emphasized by their district MEP during the school year (see Table 5). Some strategies may have been used that are not reflected in these results, as they were not a top three priority. Providing a high-quality curriculum that is aligned with tools for assessment and progress

monitoring, and utilizing technology and other tools for literacy remained the most frequently indicated priorities in 2014-2015 (41% and 44%, respectively), although lower than in prior years. Family literacy activities increased substantially from 2013-2014 to 2014-2015, from 17% to 37%.

Table 5. Reading Strategy Priorities, SYs 2012-2015

Reading Strategy Priorities	% LOAs		
	2012-2013 *N* = 31	2013-2014 *N* = 29	2014-2015 N=29
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	65%	62%	41%
Utilize technology and other tools	48%	55%	44%
Provide information and materials to instructional staff on scientifically-based reading strategies	42%	31%	30%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	29%	34%	26%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	29%	17%	37%
Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students	26%	21%	26%
Other (including supplemental support and tutoring for PFS, GEP Program, references and resources for student use at home and parent instructional resources)	23%	36%	26%
Emphasize language-based content instruction using sheltered instruction with ELLs	16%	21%	11%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	13%	7%	11%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	10%	7%	7%
Provide training to MEP staff on resources and strategies for OSY	6%	0%	7%

Reading Strategy Priorities	% LOAs		
	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=29
Provide sustained and intensive professional development	6%	7%	4%
Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information	0%	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 nearly all did so in 2014-2015 (see Table 6). About a quarter of LOAs offered reading services focused on credit accrual/graduation and student engagement. Leadership focused activities were minimal and were more likely to be found in the graduation category reported below.

Table 6. Percentage of LOAs Offering Services in Reading, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N=31	2013-2014 N=29	2014-2015 N=27
Leadership activities	0%	4%	0%	3%	4%
Student achievement	89%	89%	94%	100%	96%
Postsecondary transition/alternative education	4%	0%	3%		
Credit accrual/graduation	29%	21%	29%	24%	22%
Student engagement	18%	14%	16%	28%	19%
Technical Abilities					4%

Across all years, the highest percentage of reading activities adopted by LOAs focused on student achievement (see Table 7).

Table 7. Percentage of LOA Reading Activities, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011 N = 148	2011-2012 N = 114	2012-2013 N=136	2013-2014 N=136	2014-2015 N=95
Leadership activities	0%	<1%	0%	1%	1%
Student achievement	76%	90%	87%	80%	82%
Credit accrual/graduation	9%	4%	7%	7%	8%
Student engagement	7%	4%	6%	13%	9%

The largest number of students, with the highest average hours per student, participated in reading activities that were various forms of direct instruction aimed at increasing reading achievement during SY 2014-2015 (see Table 8).

Table 8. Anticipated vs. Actual Number of Participants by Reading Service Type, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	325	404	13	0	0	0	10	13	48	23	23	1
Technical abilities	1	1	34	0	0	0	20	0	0				57	30	4
Student achievement	9,911	9,376	48	9,658	11,326	68	11,554	12,583	2	8,907	11,096	72	10,231	11,236	25
Postsecondary transition/ alternative education	35	14	61	0	0	0	6	6	0.2						
Credit accrual/ graduation	356	260	107	565	238	27	133	120	3	88	86	33	614	414	27
Student engagement	494	263	28	777	824	31	181	150	4	237	181	20	522	190	24
Other*	1,448	1,376	30	54	4	-	-	-	-						
Total	**12,245**	**11,290**		**11,379**	**12,796**		**11,874**	**12,859**		**9,242**	**11,376**		**11,447**	**11,893**	

Other outcomes were manually entered by some LOAs and were not chosen from the list of provided options. Examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement." Some LOAs indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

Outcomes

Florida changed its assessment of student achievement in reading and mathematics twice during the evaluation period. Beginning in SY 2010-2011, the FCAT reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During the transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the 2011-2012 school year, scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011. Scores from SY 2011-2012 are therefore reported as baseline for the 2011-2014 period. The state changed from the FCAT to the Florida Standards Assessment starting in 2014-2015, tied to new state standards in math, reading and writing. Results for 2014-2015 are not comparable to prior results and are therefore reported separately.

Table 9 shows the percentage of migrant students testing at or above reading proficiency on the FCAT 2.0 during SYs 2011-2012 through 2013-2014. Of the 29 LOAs reporting scores in 2013-2014, 18 experienced increased percentages of proficient students and 11 decreased. Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, district level changes should be interpreted with caution.

Table 9. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by LOA, SYs 2011-2014

LOA	2011-2012		2012-2013		2013-2014	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	175	41%	198	42%	236	32%
Broward			41	17%	62	31%
Collier	1391	31%	1477	35%	1815	32%
DeSoto	255	29%	271	28%	274	30%
Glades	55	33%	25	40%	42	19%
Hardee	483	36%	443	40%	492	37%
Hendry	379	29%	305	33%	394	32%
Highlands	537	38%	587	34%	610	35%
Hillsborough	1288	27%	1404	26%	1388	28%
Indian River			29	31%	35	34%
Lafayette	14	29%	12	25%	9	33%
Lake	16	31%	33	21%	26	15%
Lake Wales	52	29%	47	21%	30	17%
Lee	248	30%	274	34%	248	31%
Madison	18	39%	18	39%	18	61%
Manatee	317	19%	284	23%	347	26%
Marion	56	23%	74	23%	36	25%
Martin	35	31%	41	29%		
Miami Dade	291	35%	439	28%	733	30%

LOA	2011-2012		2012-2013		2013-2014	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Okeechobee	376	33%	354	32%	297	32%
Orange	231	27%	210	34%	174	30%
Osceola	38	47%	49	49%	29	52%
PAEC	179	51%	175	60%	181	57%
Palm Beach	1288	27%	1411	31%	1,409	26%
Pasco	63	25%	54	17%	58	19%
Polk	839	23%	1086	25%	1,190	25%
Putnam			81	37%	0	NA
Sarasota	7	14%	12	33%		
St. Lucie	157	32%	137	28%	74	35%
Suwanee	56	29%	61	34%	204	30%
Volusia	151	28%	66	26%	82	32%

Table 10 shows the percentage of migrant students testing at or above reading proficiency on the Florida Standards Assessment during SY 2014-2014-2015. 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.

Table 10. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment by LOA, SYs 2014-2015

LOA	2014-2015	
	# Tested	% Proficient
Alachua	251	31%
Broward	0	NA
Collier	1897	28%
DeSoto	211	20%
Glades	59	36%
Hardee	459	33%
Hendry	413	26%
Highlands	625	33%
Hillsborough	1430	21%
Indian River		
Lafayette	5	20%
Lake	30	3%
Lake Wales	26	19%
Lee	0	NA
Madison	25	44%
Manatee	297	20%
Marion	33	24%
Martin	0	NA

LOA	2014-2015	
	# Tested	% Proficient
Miami Dade	701	26%
Okeechobee	423	29%
Orange		
Osceola	43	47%
PAEC	152	46%
Palm Beach	1821	23%
Pasco	44	18%
Polk	1007	28%
Putnam	24	25%
Sarasota	13	85%
St. Lucie	99	24%
Suwanee	56	25%
Volusia	61	31%

From 2011 through 2014, 30% of migrant students demonstrated proficiency in reading, with no change from SY 2011-2012 through SY 2013-2014 (see Figure 1 and Figure 3). PFS student performance increased from 20% in SY 2011-2012 to 22% in SY 2013-2014, and ELL migrant student performance decreased from 22% to 19% during the same period.

For SY 2014-2015, 27% of all migrant students and 15% of ELL migrant students demonstrated proficiency in reading on the Florida Standards Assessment (See Figure 2 and Figure 4).
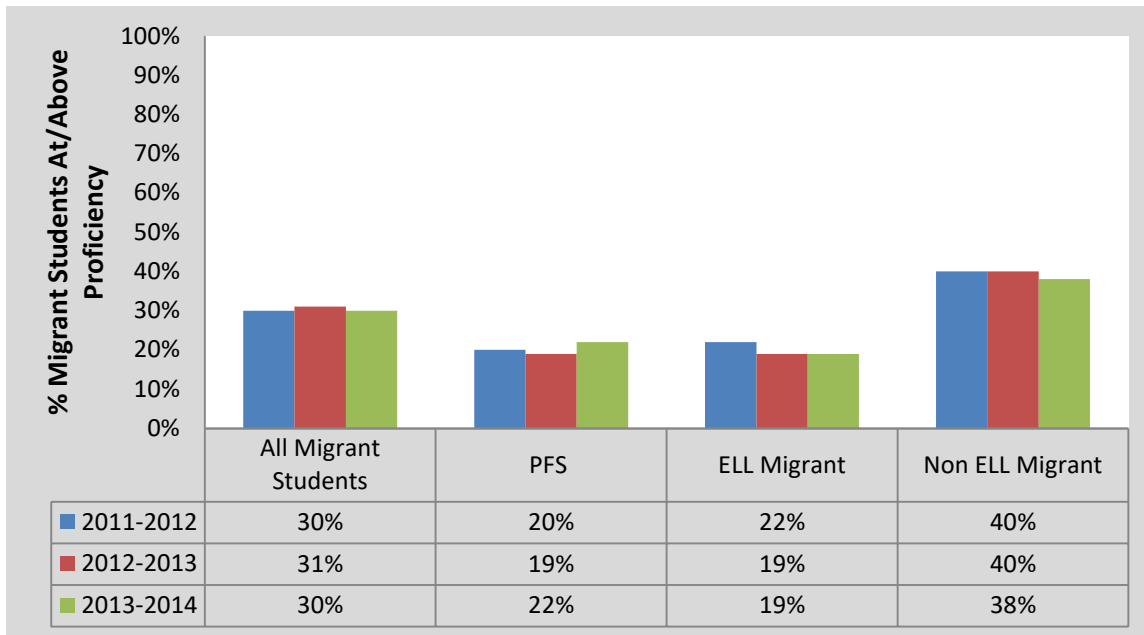
Figure 1. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0, SYs 2011-2014

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2011-2012	30%	20%	22%	40%
2012-2013	31%	19%	19%	40%
2013-2014	30%	22%	19%	38%
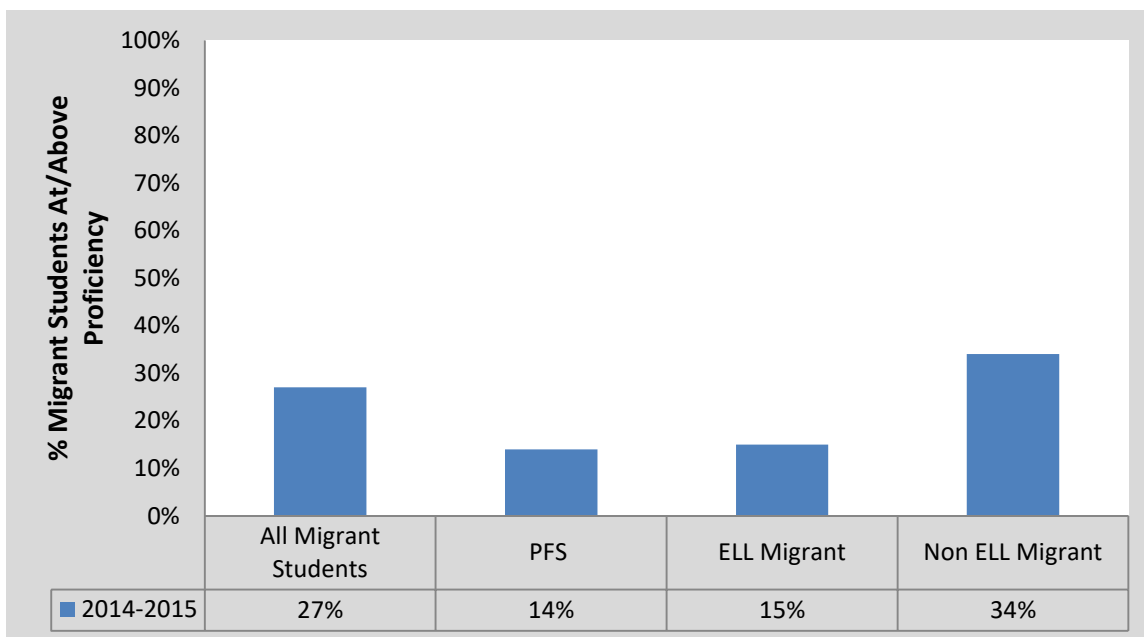
Figure 2. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment, SYs 2014-2015

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2014-2015	27%	14%	15%	34%
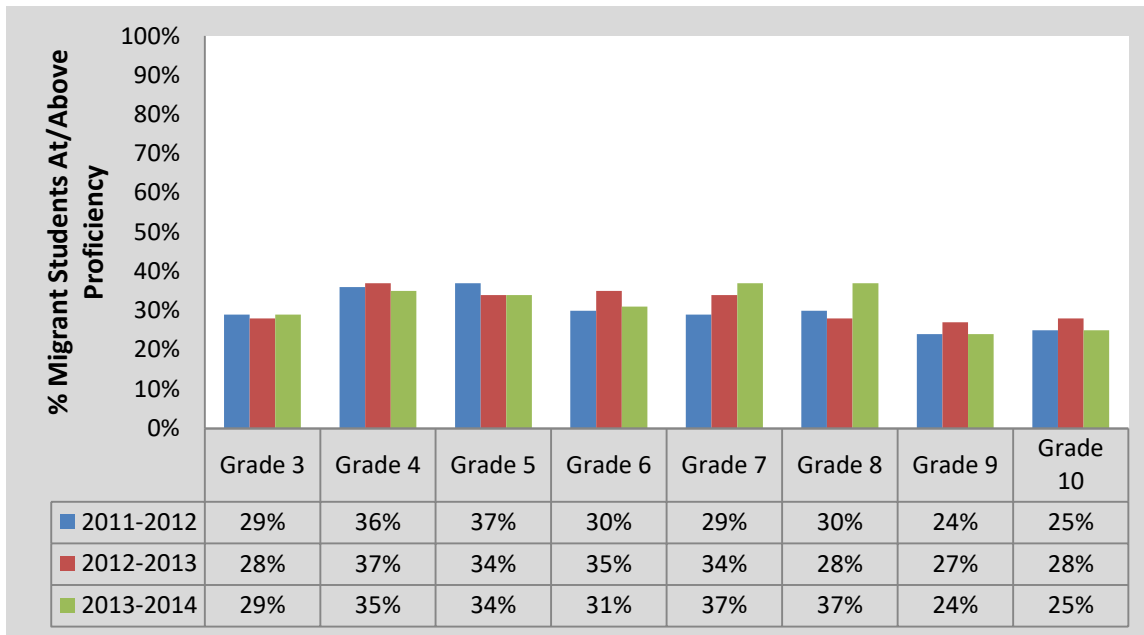
Figure 3. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2014

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2011-2012	29%	36%	37%	30%	29%	30%	24%	25%
2012-2013	28%	37%	34%	35%	34%	28%	27%	28%
2013-2014	29%	35%	34%	31%	37%	37%	24%	25%

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2014-2015	28%	30%	25%	23%	25%	29%	25%	25%
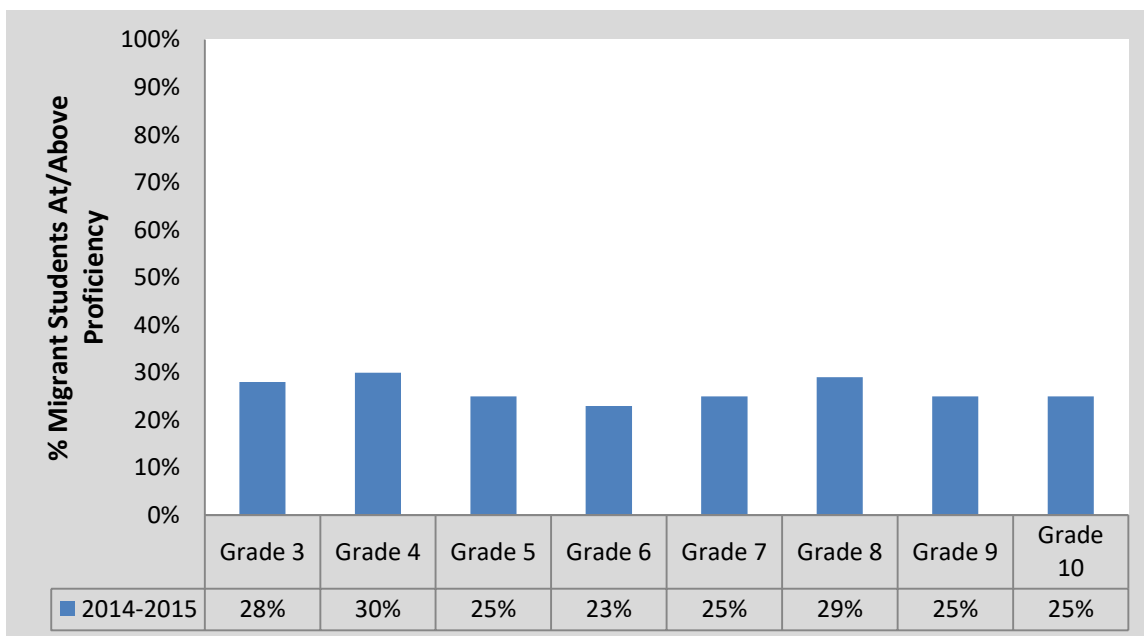
Figure 4. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment by Grade Level, SYs 2014-2015

The reading achievement gap decreased between SY 2011-2012 and SY 2014-2015 (from 18% to 16%, see Table 11). The gap is lowest in grade 9 (12 points) and highest in grade 8 (23 points, see Table 12). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 11. Reading Proficiency Gaps, SYs 2008-2015 (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%
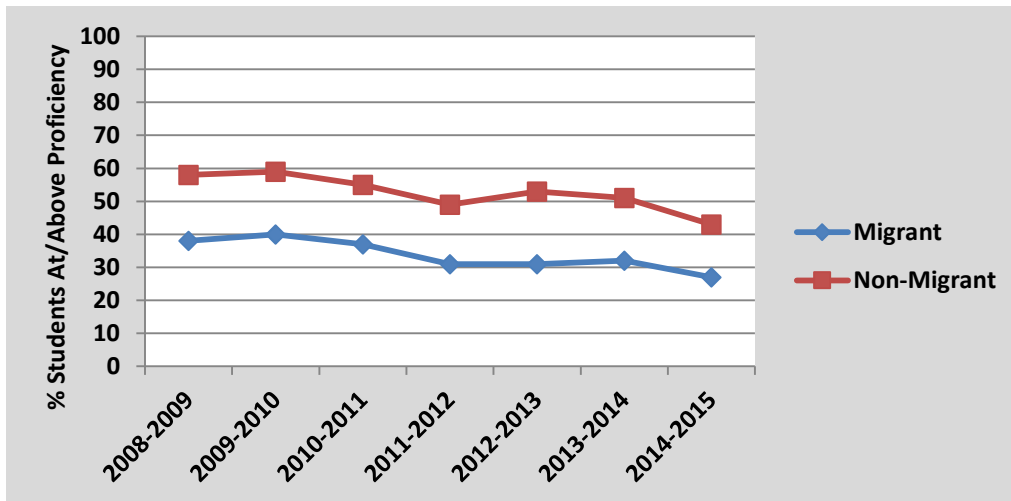
Figure 5. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2015 (All Grades)

Table 12. Reading Proficiency Gaps on Florida State Assessment, SY 2014-2015

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	27	43	16
Grade 3	28	46	18
Grade 4	30	47	17
Grade 5	25	43	18
Grade 6	23	44	21
Grade 7	25	44	19
Grade 8	25	48	23
Grade 9	29	41	12
Grade 10	25	43	18

*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.
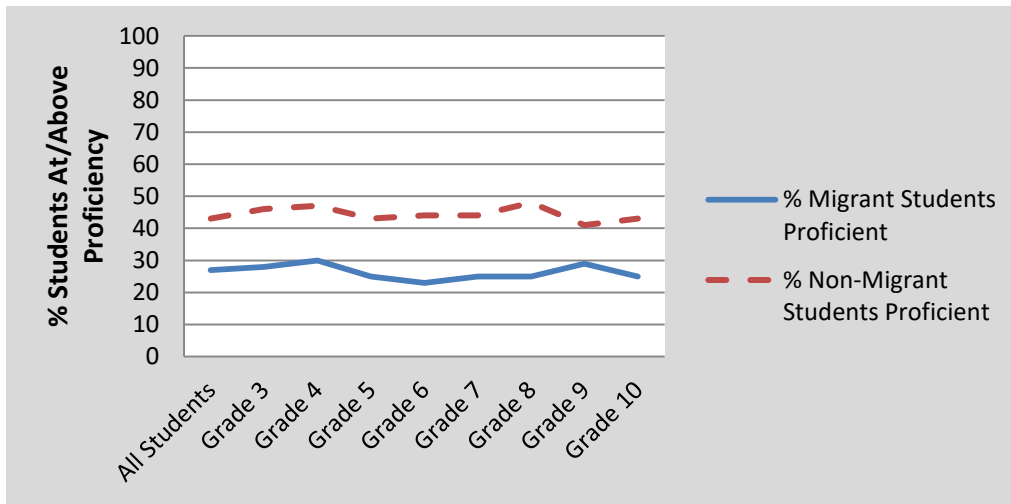
Figure 6. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida State Assessment SY 2014-2015

District-reported learning gains for students with FCAT scores for the prior and current school year were the same overall from SY 2012-2013 to SY 2013-2014, with 51% of migrant students overall demonstrating reading learning gains (see Table 13 and Table 14). No district-reported Reading learning gain data were reported for SY 2014-2015.

Table 13. District-Reported Learning Gains in Reading, SY 2012-2013

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,490	3,792	51%
PFS	1,637	735	45%
Grade 3	422	167	40%
Grade 4	985	585	59%
Grade 5	1,083	603	56%
Grade 6	1,118	560	50%
Grade 7	981	563	57%
Grade 8	944	548	58%
Grade 9	928	443	48%
Grade 10	828	453	55%
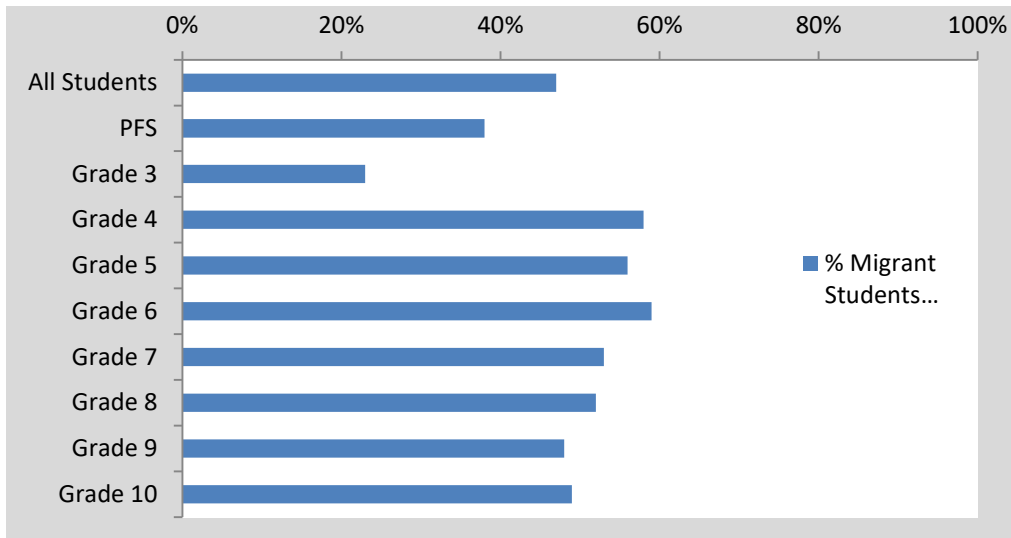
Figure 7. Percentage of Migrant Students with Reading Gains, SY 2012-2013

Table 14. District-Reported Learning Gains in Reading, SY 2013-2014

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,314	3,736	51%
PFS	1,611	673	42%
Grade 3	451	134	30%
Grade 4	1,120	684	61%
Grade 5	1,059	567	53%
Grade 6	1,086	574	53%
Grade 7	1,025	470	46%
Grade 8	946	453	48%
Grade 9	937	458	49%
Grade 10	865	431	50%
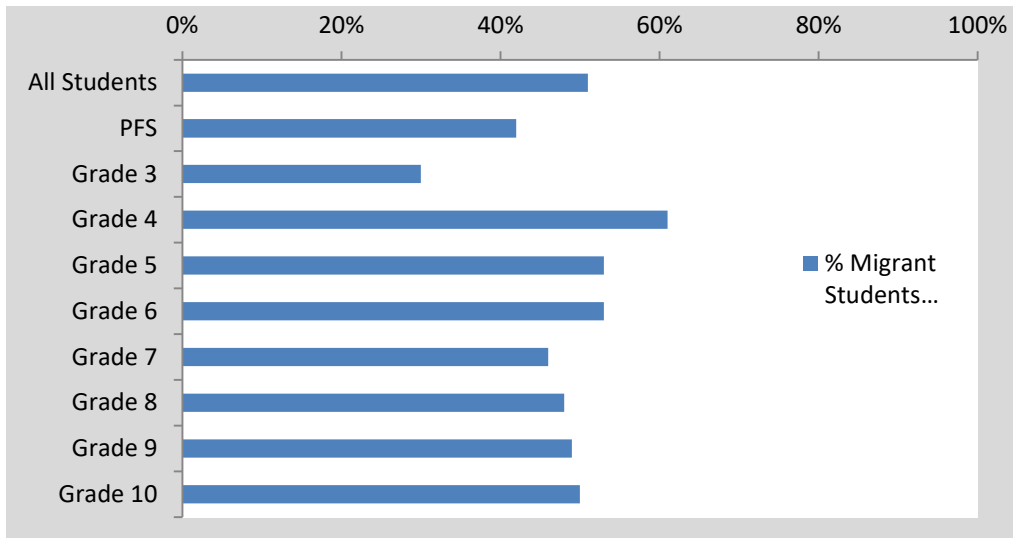
Figure 8. Percentage of Migrant Students with Reading Gains, SY 2013-2014

Overview of Mathematics Outcomes

➤ Mathematics Strategy Priorities: In SY 2014-2015, districts/ grantees indicated three clear priorities for mathematics instruction: high quality curriculum with progress monitoring, tutoring for PFS students, and using technology to promote math skills.

➤ Districts/grantees reported that they served 10,962 participants in mathematics activities in SY 2012-2013, 7,903 in SY 2013-2014, and 10,784 in SY 2014-2015.

➤ Math Assessment Results:
  • *2011-2012:* 37% of all migrant students scored at or above proficient on FCAT 2.0
  • *2012-2013*: 42% of all migrant students scored at or above proficient on FCAT 2.0
  • *2013-2014*: 41% of all migrant students scored at or above proficient on FCAT 2.0
  • *2014*-2015: 38% of all migrant students scored at or above proficient on the Math Florida Standards Assessment

➤ The gap between migrant and non-migrant students scoring at or above proficiency in math dropped to 8% in SY 2014-2015

➤ LOA-reported learning gains in math between SY 2012-2013 and SY 2013-2014 declined, from 56% to 49% overall. No results were reported for SY 2014-2015.

Background

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

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

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

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

- o **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, 38% of migrant students demonstrated proficiency on the SY 2014-2015 Florida Standards Assessment in reading. In SY 2013-2014, 41% of migrant students demonstrated FCAT 2.0 proficiency in mathematics, an increase from 37% in SY 2011-2012. In SY 2014-2015, 40% of migrant students in Grades 3 and 4 were proficient in reading while 35% of students in grades 6 and 7 were proficient in reading.

- o **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 2014-2015 (from 15% to 8%). The gap is lowest in grade 8 (4 points) and highest in grades 3, 4 and 7 (12 points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

- o **MPO: Percentage of migrant ELs who score satisfactory in math needs to increase by 6% points over the next three to five years**

  Status: Not Met.

  Mathematics proficiency among migrant English Language Learners, as measured by the FCAT 2.0, increased from 28% to 32% between SY 2011-2012 and SY 2013-2014, a 4 percentage point gain. Under the Florida Standards Assessment in 2014-2015, 28% of migrant English Language Learners were proficient in reading.

Implementation

In SY 2014-2015, LOAs indicated three clear priorities for mathematics instruction: high quality curriculum with progress monitoring, tutoring for PFS students, and using technology to promote math skills. Additional priorities were hiring or consulting with a math advocate, and instructing parents on using math resources at home (see Table 15). The most notable change from SY 2013-2014 was the decreased priority for using concrete approaches (e.g. manipulatives) to build mental models of math concepts (from 44% to 18%), which likely reflects a shift in state standards and guidance regarding mathematics instruction. Grantees only chose the top three strategies emphasized during the school year; some strategies may have been used but are not reflected in the results because they were not in the top three.

Table 15. Mathematics Strategy Priorities, SYs 2012-2015

Mathematics Strategy Priorities	% LOAs		
	2012-2013 *N* = 31	2013-2014 *N* = 29	2014-2015 N=29
Utilize technology and other tools to promote math skills development and literacy	61%	56%	39%
Provide strategic, content-based tutoring in math to students identified as Priority for Services	55%	56%	46%
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	48%	63%	54%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	32%	44%	18%
Hire or consult with a math advocate (e.g., a certified teacher)	23%	19%	25%
Instruct parents on using math resources in the home	19%	11%	21%
Provide math programming that focuses on rigor and cultural relevance	19%	11%	7%
Provide information and materials to instructional staff on scientifically-based math and ESL strategies	13%	4%	7%
Other (including after school tutoring for at-risk migrant students, FCAT tutoring, and instructional materials for youth and families)	10%	7%	11%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	6%	0%	4%
Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs	6%	15%	11%
Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults	3%	0%	14%
Provide training to MEP staff on instructional strategies and assessments for math	3%	7%	11%
Train math coaches/advocates to support MEP staff skills development	3%	7%	7%

LOAs indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in mathematics. Activities included tutoring, math games, individual and small group instruction, and access to supplemental technology (e.g., computer programs). Across the five most recent evaluation years, nearly all LOAs offered at least one service focused on student achievement in math (see Table 16). Fewer LOAs offered activities that focused on credit accrual/graduation, leadership and student engagement.

Table 16. Percentage of LOAs Offering Services in Mathematics, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=28
Leadership activities	0%	0%	0%	14%	4%
Technical abilities	4%	0%	0%	0%	4%
Student achievement	82%	86%	94%	97%	93%
Credit accrual/graduation	25%	21%	29%	14%	25%
Student engagement	7%	11%	16%	7%	14%

From SY 2010-2015, the vast majority of LOA math activities were either wholly or partially migrant-funded (see Table 17). The number of migrant funded services was substantially similar from SY 2013-2014 to SY 2015-201The number of migrant funded services was substantially similar from SY 2013-2014 to SY 2014-2015 and increasing significantly from SY 2012-2013.

Table 17. Number of LOA Math Activities Offered by Funding Source, SYs 2012-2015

Focus, Purpose, or Expected Outcomes	Funding Source											
	2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	0	0	0	0	0	0	0	1	1			
Student achievement	25	46	7	16	23	55	11	55	20	44	7	4
Credit accrual/graduation	3	6	0	1	2	3	0	1	1	6		1
Student Engagement	2	0	0	1	0	0	1	1		3	2	1
Technical abilities										1		

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

The highest *percentage* of LOA mathematics activities were focused on student achievement across all years of the evaluation (see Table 18).

Table 18. Percentage of Activities in Mathematics, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011 N = 112	2011-2012 N = 96	2012-2013 N = 110	2013-2014 N = 103	2014-2015 N=93
Leadership activities	0%	0%	0%	1%	1%
Student achievement	79%	91%	86%	91%	82%
Credit accrual/graduation	10%	5%	9%	6%	9%
Student engagement	3%	3%	6%	2%	7%
Technical abilities					1%

Migrant funds were used to serve substantially similar numbers of migrant students in SYs 2013-2014 and 2014-2015. In each of SYs 2012-2013, 2013-2014 and 2014-2015, the numbers of actual migrant students served with migrant funded programs exceeded the anticipated numbers of migrant students for those programs.

Table 19. Students Served in Mathematics by Funding Source, SYs 2012-2015

	Funding Source											
	2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated Students	2,152	5,758	259	716	471	6,612	335	179	3,771	6,856	309	302
Actual Students	3,509	6,542	218	693	425	7,216	140	122	2,956	7,138	329	361

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

LOAs reported that they served 10,962 participants in mathematics activities in SY 2012-2013, and 7,903 in SY 2013-2014, and 10,784 in SY 2014-2015 (see Table 20). Because reporting guidance for hours per student was clarified in 2014-2015, time data should be interpreted with caution when comparing across years.

Table 20. Anticipated vs. Actual Number of Participants by Mathematics Service Type, SYs 2012-2015

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014			2014-2015		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	4	3	16	23	23	1
Student achievement	8,479	10,334	112	7,491	7,821	55	10,323	10,091	19
Credit accrual/ graduation	150	150	47	78	79	21	585	375	20
Student engagement	256	478	8	24	0	180	250	265	47
Technical abilities							57	30	4
Total	**8,885**	**10,962**		**7,597**	**7,903**		**11,238**	**10,784**	

Outcomes

Florida changed its assessment of student achievement in reading and mathematics twice during the evaluation period. Beginning in SY 2010-2011, the FCAT reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During the transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the 2011-2012 school year, scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011. Scores from SY 2011-2012 are therefore reported as baseline for the 2011-2014 period. The state changed from the FCAT to the Florida Standards Assessment starting in 2014-2015, tied to new state standards in math, reading and writing. Results for 2014-2015 are not comparable to prior results and are therefore reported separately.

Table 21 shows the percentage of migrant students testing at or above mathematics proficiency on the FCAT 2.0 during SYs 2011-2012, 2012-2013 and 2013-2014 by district. More districts increased than decreased the percent proficient in mathematics from SY 2012-2013 to SY 2013-2014, with 14 districts increasing compared to 12 decreasing. However, because of the relatively small sample size for many districts and the transient nature of the population, grantee level changes should be interpreted with caution.

Table 21. Percentage of Migrant Students at or Above Math Proficiency on FCAT 2.0 by LOA, SYs 2011-2015

LOA	2011-2012		2012-2013		2013-2014	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	143	43%	145	45%	183	44%
Broward			32	25%	49	35%
Collier	1091	39%	880	42%	1282	41%
DeSoto	216	39%	215	40%	204	41%
Glades			22	59%	34	38%
Hardee	382	53%	341	51%	342	55%
Hendry	288	39%	225	45%	251	44%
Highlands	470	34%	475	49%	492	49%
Hillsborough	1,073	36%	1,164	39%	1150	40%
Indian River			19	42%	21	48%
Lafayette	11	55%	9	78%	7	43%
Lake	12	50%	23	22%	18	22%
Lake Wales	46	50%	35	46%	24	54%
Lee	197	43%	218	43%	248	31%
Madison	18	28%	18	61%	16	56%
Manatee	314	31%	236	31%	253	38%
Marion	47	40%	64	41%	30	27%
Martin	27	63%	41	20%		

LOA	2011-2012		2012-2013		2013-2014	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Miami Dade	233	49%	345	42%	591	42%
Okeechobee	410	20%	271	41%	301	44%
Orange	154	43%	124	45%	95	48%
Osceola	29	55%	41	63%	21	57%
PAEC	161	65%	139	65%	146	67%
Palm Beach	997	34%	1,006	41%	965	40%
Pasco	42	24%	45	22%	46	22%
Polk	657	32%	799	34%	790	30%
Putnam			65	57%		
Sarasota	7	14%	9	78%		
St. Lucie	128	55%	105	37%	51	37%
Suwanee	56	30%	46	39%	117	30%
Volusia	113	42%	53	42%	62	50%

Table 22 shows the percentage of migrant students testing at or above mathematics proficiency on the Florida Standards Assessment during SY 2014-2014-2015. 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.

Table 22. Percentage of Migrant Students at or Above Math Proficiency on Florida Standards Assessment by LOA, SY 2014-2015

LOA	2014-2015	
	# Tested	% Proficient
Alachua	197	44%
Broward	0	NA
Collier	1494	41%
DeSoto	165	28%
Glades	52	44%
Hardee	336	43%
Hendry	313	40%
Highlands	471	58%
Hillsborough	1147	35%
Indian River		
Lafayette	5	80%
Lake	26	31%
Lake Wales	19	47%
Lee	153	39%
Madison	23	35%
Manatee	236	34%
Marion	26	38%
Martin	0	NA

LOA	2014-2015	
	# Tested	% Proficient
Miami Dade	531	36%
Okeechobee	317	42%
Orange		
Osceola	35	43%
PAEC	127	60%
Palm Beach	1429	33%
Pasco	40	20%
Polk	780	35%
Putnam	17	41%
Sarasota	11	73%
St. Lucie	71	24%
Suwanee	45	33%
Volusia	40	38%

Overall migrant student performance on the FCAT mathematics assessment increased from SY 2011-2012 to SY 2013-2014, from 37% to 41% proficient (see Figure 9 and Figure 11). During the same period, PFS student performance in mathematics increased from 27% to 32% proficient, while ELL migrant students increased from 28% to 32% proficient. It should be noted that data for Grades 9 and 10 were missing for most LOAs due to the implementation of an End-of-Course assessment in Algebra I.

For SY 2014-2015, 38% of all migrant students and 28% of ELL migrant students demonstrated proficiency in mathematics on the Florida Standards Assessment (see Figure 10).

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2011-2012	37%	27%	28%	43%
2012-2013	42%	31%	30%	48%
2013-2014	41%	32%	32%	49%
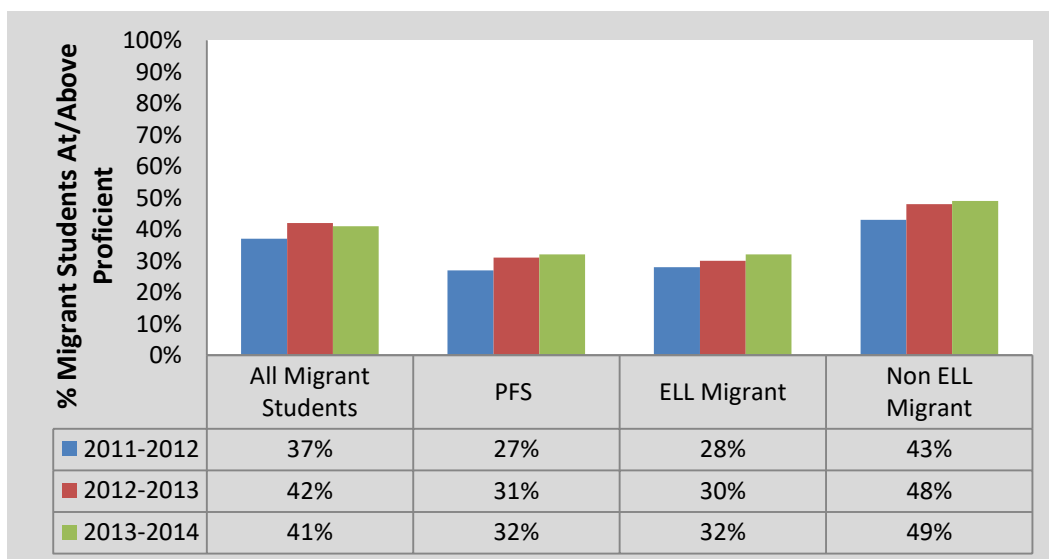
Figure 9. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by SY, 2011-2014
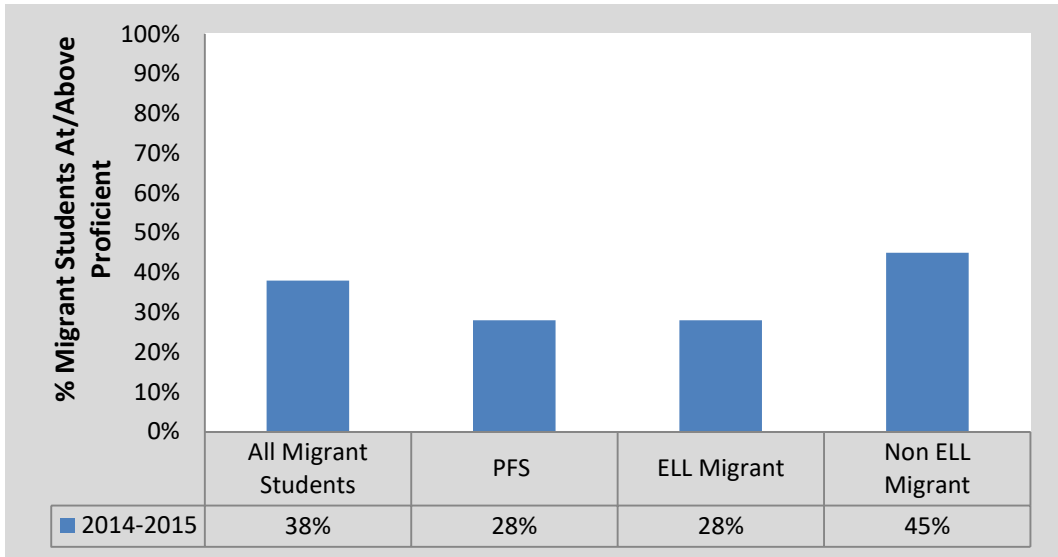
Figure 10. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment, SY 2014-2015

From SY 2011-2012 to SY 203-2014, the percentage of migrant students proficient in mathematics rose in each grade except grade 8, where it declined from 36% to 32%; grades 4 and 6 migrant students showed the strongest rise, from 43% to 50% for grade 4 and 33% to 40% for grade 6.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2011-2012	38%	43%	39%	33%	39%	36%
2012-2013	46%	51%	40%	36%	41%	38%
2013-2014	43%	50%	42%	40%	41%	32%
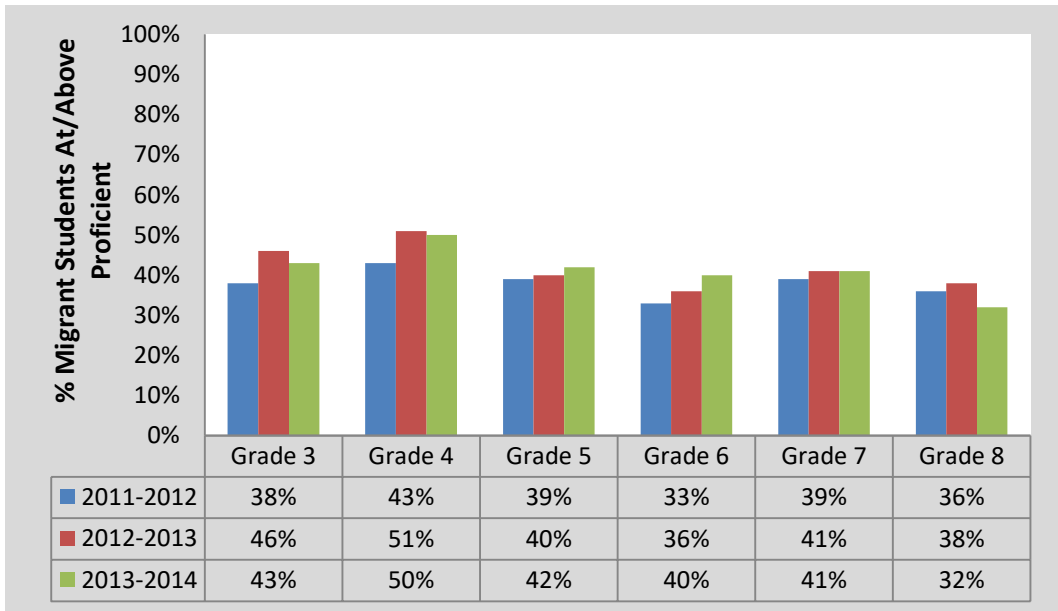
Figure 11. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by Grade Level and SY, 2011-2014
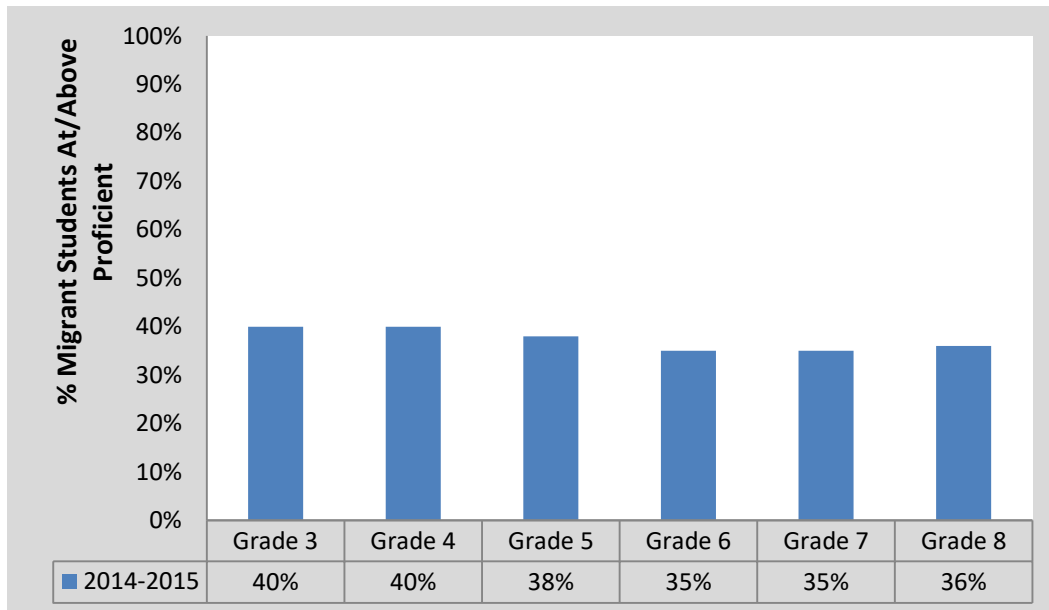
Figure 12. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment by Grade Level, SY 2014-2015

The math achievement gap decreased between SY 2011-2012 and SY 2014-2015 (from 15% to 8%, see Table 23). The gap is lowest in grade 8 (4 points) and highest in grades 3, 4 and 7 (12 points, see Table 25). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 23. Mathematics Proficiency Gaps, SYs 2008-2015 (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%
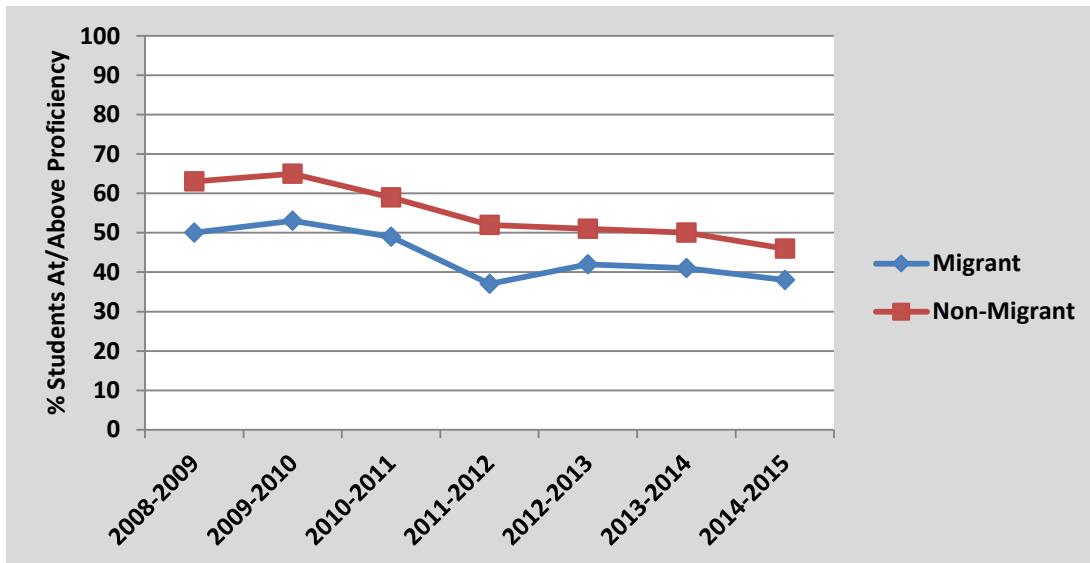
Figure 13. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2015 (All Grades)

Table 24. Mathematics Proficiency Gaps on FCAT 2.0, SY 2013-2014

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	41	50	9%
Grade 3	43	51	8%
Grade 4	50	57	7%
Grade 5	42	51	9%
Grade 6	40	45	5%
Grade 7	41	52	11%
Grade 8	32	43	11%

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.
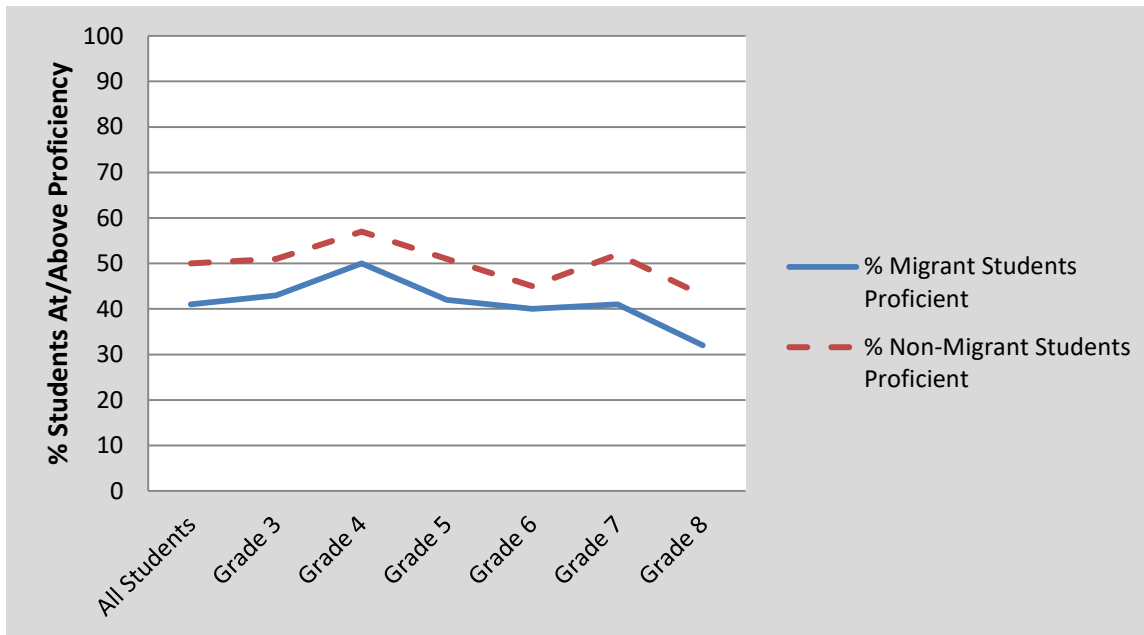
Figure 14. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2013-2014

Table 25. Mathematics Proficiency Gaps on FCAT 2.0, SY 2014-2015

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	38	46	8%
Grade 3	40	52	12%
Grade 4	40	52	12%
Grade 5	38	48	10%
Grade 6	35	45	10%
Grade 7	35	47	12%
Grade 8	36	40	4%

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.
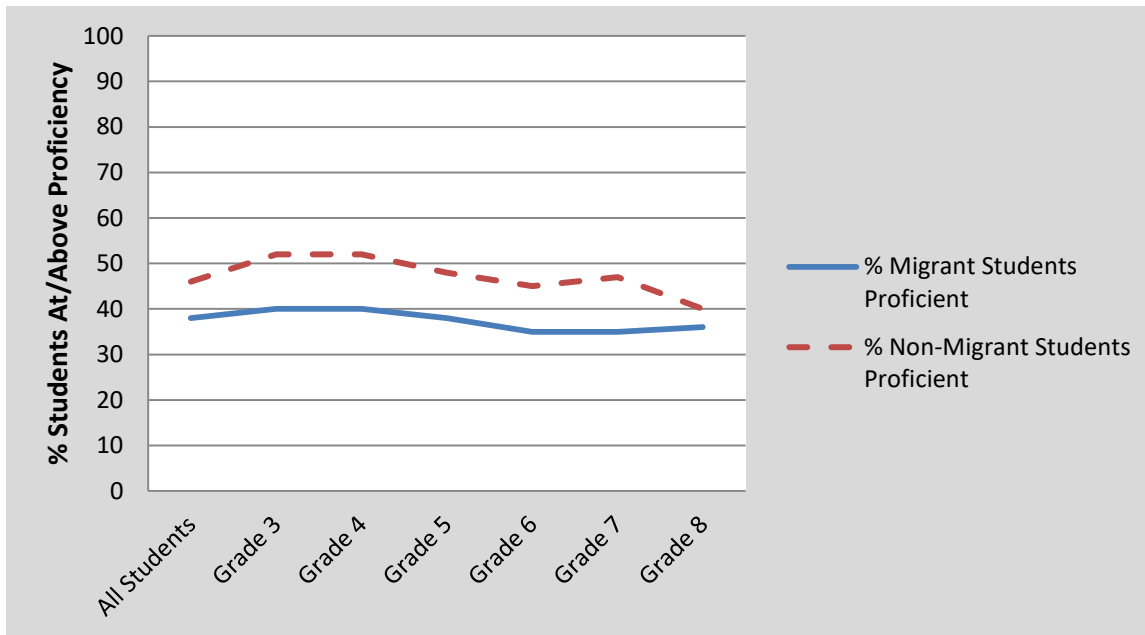
Figure 15. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2014-2015

LOA-reported learning gains in math between SY 2012-2013 and SY 2013-2014 declined, from 56% to 49% overall and 47% to 41% for PFS (see Table 26, Table 27, Figure 16 and Figure 17). No district-reported Mathematics learning gain data were reported for SY 2014-2015.

Table 26. District-Reported Learning Gains in Mathematics, SY 2012-2013

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	5,955	3,328	56%
PFS	1,123	526	47%
Grade 3	422	176	42%
Grade 4	987	661	67%
Grade 5	1,078	573	53%
Grade 6	1,114	547	49%
Grade 7	983	629	64%
Grade 8	902	521	58%
Grade 9	179	119	66%
Grade 10	91	48	53%
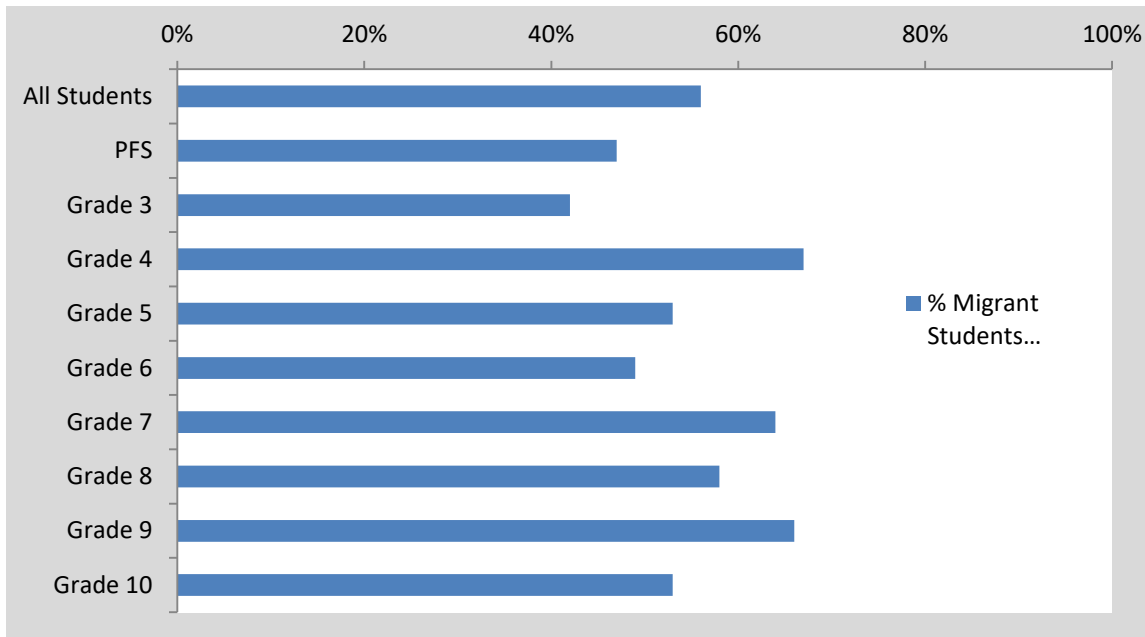
Figure 16. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2012-2013

Table 27. District-Reported Learning Gains in Mathematics, SY 2013-2014

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	6,393	3,129	49%
PFS	1,391	565	41%
Grade 3	443	144	33%
Grade 4	1,165	649	57%
Grade 5	1,085	539	50%
Grade 6	1,109	580	52%
Grade 7	1,030	608	59%
Grade 8	863	442	51%

Figure 17. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2013-2014

End of Course Assessments

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

Performance Indicator: The percentage of 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 2014-2015, the number of migrant students required to take the Algebra I EOC rose from 1,242 students to 1,842 students, while the pass rate declined from 39% to 29%. 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. Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance measure is not clear.

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

Desired Change: Decrease 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 15 from SY 2012-2013 to SY 2014-2015. For Geometry I, it rose from 25 from SY 2012-2013 to SY 2014-2015.

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 41% in SY 2014-2015.

Algebra I

Table 28 highlights Algebra I EOC assessment numbers and percentages by LOA in SY 2012-2013 through SY 2014-2015 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 22% to 15% from SY 2012-2013 to SY 2014-2015.

Geometry

Table 29 highlights Geometry EOC assessment numbers and percentages by LOA in SY 2012-2013 through SY 2014-2015 for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant and non-migrant students increased from 9% to 25% from SY 2012-2013 to SY 2014-2015.

Biology I

Table 30 highlights Biology I EOC assessment numbers and percentages by LOA in SY 2012-2013 through SY 2015-2014 for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant and non-migrant students increased from 14% to 23% during the period.

US History

Table 31 highlights US History EOC assessment numbers and percentages by LOA in SY 2013-2014 and SY 2014-2015 for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant and non-migrant students increased from 7% to 16% during the period.

Table 28. Algebra I EOC Results, SYs 2012-2015

	2012-2013				2013-2014				2014-2015			
	# 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	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Statewide	**1,242**	**43%**	**65%**	**22%**	**1,644**	**40%**	**58%**	**18%**	**1,842**	**37%**	**52%**	**15%**
Statewide PFS	**334**	**39%**	**--**	**--**	**385**	**41%**	**--**	**--**	**379**	**29%**	**--**	**--**
Alachua	32	50%	62%	12%	52	25%	64%	39%	31	35%	34%	-1%
Broward	*	*	62%	*	11	18%	56%	38%	*	*	18%	*
Collier	180	40%	53%	13%	277	46%	67%	21%	188	46%	74%	28%
DeSoto	43	40%	47%	7%	46	24%	44%	20%	31	16%	13%	-3%
Glades	*	*	44%	*	*	*	69%	*	*	*	63%	*
Hardee	76	50%	41%	-9%	100	37%	43%	6%	41	41%	38%	-3%
Hendry	37	22%	34%	12%	69	48%	55%	7%	31	35%	46%	11%
Highlands	53	57%	61%	4%	83	39%	39%	0%	87	38%	48%	10%
Hillsborough	142	37%	39%	2%	249	53%	59%	6%	241	41%	49%	8%
Indian River	*	*	48%	*	*	*	30%	*				
Lafayette	*	*	77%	*	*	*	86%	*	*	*	68%	*
Lake	*	*	31%	*					*	*	51%	*
Lake Wales	13	31%	42%	11%	*	*	40%	*	*	*	63%	*
Lee	31	16%	49%	33%	17	35%	65%	30%	26	23%		
Madison	*	*	30%	*	*	*	74%	*	*	*	37%	*
Manatee	28	25%	48%	23%	57	44%	56%	12%	35	26%	45%	19%
Marion	*	*	51%	*	*	*	60%	*	*	*	50%	*
Martin	*	*	69%	*					*	*	.	*
Miami Dade	152	70%	81%	11%	128	34%	69%	35%	154	27%	63%	36%
Okeechobee	15	60%	52%	-8%	50	44%	45%	1%	47	23%	33%	10%
Orange	28	50%	50%	0%	34	38%	54%	16%				

	2012-2013				2013-2014				2014-2015			
	# 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	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Osceola	*	*	31%	*	*	*	7%	*	*	*	77%	*
PAEC	23	83%	58%	-25%	25	60%	69%	9%	*	*	68%	*
Palm Beach	181	33%	49%	16%	183	29%	47%	18%	836	38%	63%	25%
Pasco	*	*	51%	*	*	*	61%	*	*	*	80%	*
Polk	131	36%	44%	8%	147	35%	61%	26%	17	6%	11%	5%
Putnam	12	58%	47%	-11%					*	*	51%	*
Sarasota	*	*	56%	*					*	*	17%	*
St Lucie	15	33%	41%	8%	20	45%	70%	25%	14	21%	55%	34%
Suwanee	*	*	65%	*	48	23%	41%	18%	*	*	44%	*
Volusia	*	*	65%	*	11	36%	55%	19%	11	36%	59%	23%

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

Table 29. Geometry EOC Results, SYs 2012-2015

	2012-2013				2013-2014				2014-2015			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Statewide	384	70%	79%	9%	853	47%	63%	16%	1,295	36%	61%	25%
Statewide PFS	132	46%	--	--	143	38%	--	--	244	30%	--	--
Alachua	*	*	85%	*	34	47%	65%	18%	15	40%	49%	9%
Broward	*	*	94%	*	*	*	63%	*	*	*	50%	*

	2012-2013				2013-2014				2014-2015			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Collier	22	77%	98%	21%	184	48%	67%	19%	197	37%	60%	23%
DeSoto	19	74%	64%	-10%	16	38%	59%	21%	33	21%	43%	22%
Glades	*	*	70%	*	*	*	51%	*	*	*	37%	*
Hardee	36	64%	63%	-1%	68	43%	40%	-3%	60	27%	31%	4%
Hendry	39	59%	56%	-3%	45	56%	55%	-1%	45	56%	51%	-5%
Highlands	13	69%	77%	8%	70	50%	47%	-3%	54	41%	46%	5%
Hillsborough	33	76%	84%	8%			62%	62%	145	54%	64%	10%
Indian River	*	*	62%	*	*	*	59%	*				
Lafayette	*	*	100%	*	*	*	77%	*	*	*	79%	*
Lake	*	*	88%	*	*	*	64%	*	*	*	52%	*
Lake Wales	*	*	36%	*	*	*	54%	*	*	*	80%	*
Lee	18	28%	58%	30%	17	18%	64%	46%	13	23%	.	NA
Madison	*	*	90%	*	*	*	52%	*	*	*	42%	*
Manatee	*	*	93%	*	23	30%	62%	32%	15	33%	52%	19%
Marion	*	*	95%	*	*	*	55%	*	*	*	45%	*
Martin	*	*	70%	*					*	*	.	*
Miami Dade	70	71%	80%	9%	65	48%	63%	15%	67	37%	63%	26%
Okeechobee	*	*	94%	*	34	44%	55%	11%	48	35%	45%	10%
Orange	*	*	89%	*	*	*	58%	*				
Osceola	*	*	28%	*	*	*	6%	*	*	*	59%	*
PAEC	*	*	96%	*	24	75%	69%	-6%	*	*	69%	*
Palm Beach	20	85%	94%	9%	119	36%	71%	35%	538	29%	63%	34%
Pasco	*	*	--	*	*	*	67%	*	*	*	69%	*
Polk	72	86%	88%	2%	96	71%	84%	13%	*	*	.	*
Putnam	*	*	58%	*	*	*		*	*	*	.	*

	2012-2013				2013-2014				2014-2015			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Sarasota	*	*	87%	*					*	*	74%	-6%
St Lucie	*	*	73%	*	*	*	65%	*	15	33%	40%	7%
Suwanee	*	*	75%	*	15	40%	50%	10%	*	*	49%	*
Volusia	*	*	67%	*	*	*	59%	*	*	*	57%	*

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

Table 30. Biology I EOC Results, SYs 2012-2015

	2012-2013				2013-2014				2014-2015			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Statewide	473	53%	67%	14%	1,123	49%	67%	18%	1,497	41%	64%	23%
Statewide PFS	147	37%	--	--	279	39%	--	--	288	28%	--	--
Alachua	*	*	94%	*	30	60%	66%	6%	18	44%	63%	19%
Broward	*	*	90%	*	*	*	65%	*	*	*	61%	*
Collier	*	*	97%	*	171	58%	63%	5%	190	51%	71%	20%
DeSoto	27	63%	64%	2%	24	42%	66%	24%	24	50%	65%	15%
Glades	*	*	35%	*	40	5%	74%	69%	*	*	61%	*
Hardee	48	46%	60%	14%	48	44%	55%	11%	45	44%	47%	3%
Hendry	42	50%	57%	7%	39	59%	58%	-1%	53	23%	43%	20%
Highlands	17	47%	49%	2%	57	58%	62%	4%	57	37%	58%	21%

| | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | |
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Hillsborough	109	39%	67%	27%	149	37%	61%	24%	159	40%	61%	21%
Indian River	*	*	65%	*	*	*	65%	*				
Lafayette	*	*	100%	*	*	*	74%	*	*	*	76%	*
Lake	*	*	74%	*	*	*	70%	*	*	*	61%	*
Lake Wales	*	*	27%	*	*	*	53%	*	*	*	62%	*
Lee	21	29%	63%	34%	26	4%	63%	59%	10	40%	NA	NA
Madison	*	*	81%	*	*	*	38%	*	*	*	45%	*
Manatee	*	*	86%	*	29	45%	66%	21%	15	40%	62%	22%
Marion	*	*	95%	*	*	*	64%	*	*	*	63%	*
Martin	*	*	77%	*					*	*	NA	NA
Miami Dade	35	51%	59%	8%	126	61%	66%	5%	70	40%	63%	23%
Okeechobee	20	70%	79%	9%	26	69%	73%	4%	31	55%	58%	3%
Orange	*	*	86%	*	23	61%	69%	8%				
Osceola	*	*	20%	*	*	*	58%	*	*	*	64%	*
PAEC	*	*	72%	*	19	47%	71%	24%	*	*	66%	*
Palm Beach	12	75%	91%	16%	139	41%	72%	31%	749	39%	67%	28%
Pasco	*	*	--	*	*	*	70%	*	*	*	66%	*
Polk	*	*	63%	*	4	25%	81%	56%	*	*	56%	*
Putnam	*	*	99%	*	22	41%	61%	20%	*	*	NA	NA
Sarasota	14	57%	57%	-1%	10	20%	68%	48%	*	*	88%	*
St Lucie	*	*	70%	*	4	25%	81%	56%	16	38%	56%	18%
Suwanee	*	*	82%	*	22	41%	61%	20%	10	30%	63%	33%
Volusia									10	40%	71%	31%

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

Table 31. US History EOC, SY 2013-2015

	2013-2014				2014-2015			
	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	**714**	**58%**	**65%**	**7%**	**1,133**	**43%**	**59%**	**16%**
Statewide PFS	**207**	**56%**	**--**	**--**	**244**	**31%**	**--**	**--**
Alachua	12	50%	70%	20%	18	50%	80%	30%
Broward	*	*	62%		13	0%	26%	26%
Collier	139	49%	70%	21%	129	56%	71%	15%
DeSoto	23	52%	71%	19%	23	48%	66%	18%
Glades	*	*	62%		*	*	56%	*
Hardee	42	43%	51%	8%	46	39%	53%	14%
Hendry	44	64%	72%	8%	39	59%	64%	5%
Highlands	55	58%	59%	1%	55	53%	59%	6%
Hillsborough	105	60%	73%	13%	98	48%	73%	25%
Indian River	*	*	68%	*				
Lafayette	*	*	64%	*	*	*	65%	*
Lake	*	*	65%	*	*	*	68%	*
Lake Wales	*	*	75%	*	*	*	75%	*
Lee	22	50%	62%	12%	15	0%	NA	NA
Madison	*	*	43%	*	*	*	43%	*
Manatee	26	50%	67%	17%	*	*	64%	*
Marion	*	*	66%	*	*	*	66%	*
Martin					*	*	.	*
Miami Dade	115	84%	57%	27%	52	40%	58%	18%
Okeechobee	38	32%	54%	22%	31	58%	50%	-8%
Orange	13	77%	65%	12%				
Osceola	*	*	54%	*	*	*	59%	*
PAEC	*	*	67%	*	*	*	70%	*
Palm Beach	*	*	43%	*	511	40%	64%	24%
Pasco	*	*	71%	*	*	*	71%	*
Polk	42	67%	85%	18%	61	26%	58%	32%
Putnam					*	*	NA	NA
Sarasota					*	*	72%	5%
St Lucie	*	*	41%	*	10	40%	56%	16%
Suwanee	12	25%	60%	35%	*	*	63%	*
Volusia	*	*	57%	*	*	*	0%	*

*Note: * indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality.*
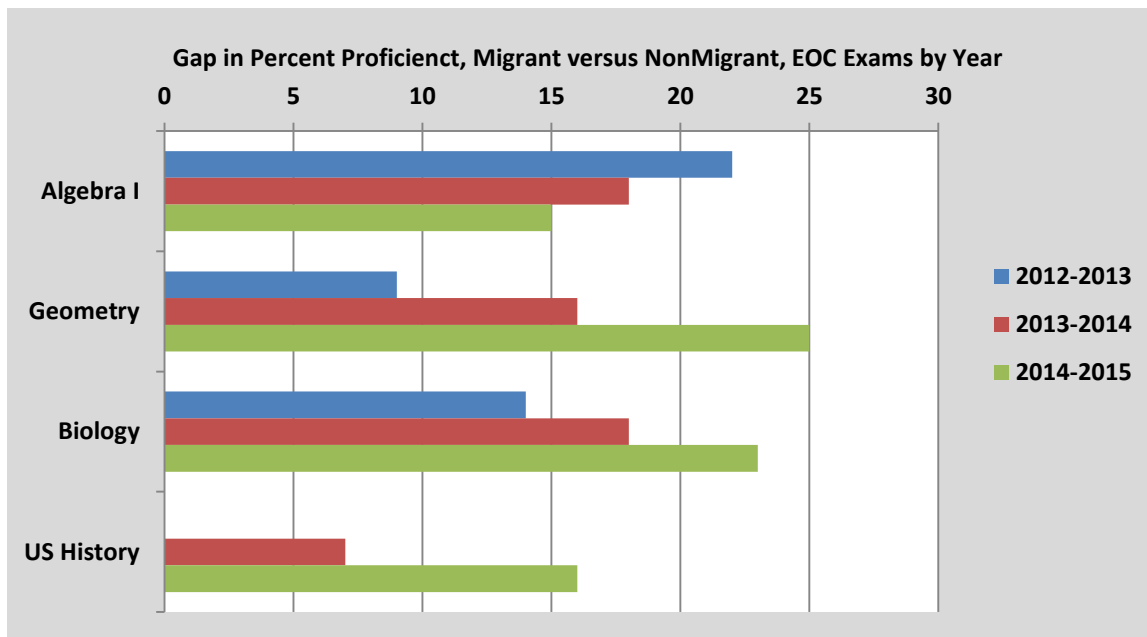
Figure 18. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2015

Graduation

Background

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

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

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

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

  Status: Not Met

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

- o **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: Not Met.

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

- o **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.

  One additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2015 was Grade 6-12 participation in extracurricular activities. While only about half of all migrant students in those grades responded in each year, 46% of respondents indicated participating in extracurricular activities in SY 2014-2015, a slight increase from 44% in SY 2012-2013.

Implementation

In SYs 2010-2015, LOAs were asked to choose the top three graduation strategies emphasized by their district MEP during the school year. For SYs 2010-2014, half of LOAs indicated providing PASS and Mini-PASS curricula to migrant students who were behind and needed to accrue additional credits toward graduation, declining to 43% in SY 2014-2015 (see Table 32). Other top priorities for SY 2014-2015 included providing information to migrant and general education staff regarding graduation enhancement for migrant students (36%), providing strategic, content-based tutoring to secondary students (39%), and using strategies and programs for dropout prevention and recovery (32%). Dropout prevention was an increased priority in in SY 2014-2015 compared to SY 2013-2014, as was creating mentoring opportunities for migrant students. FCAT preparation and MEP staff training decreased in priority over the same period.

Table 32. Graduation Strategy Priorities, SYs 2010-2015

Graduation Strategy Priorities	% LOAs				
	2010-2011 *N* = 28	2011-2012 *N* = 28	2012-2013 *N* = 31	2013-2014 *N* = 29	2014-2015 N=28
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	50%	54%	58%	48%	43%

Graduation Strategy Priorities	% LOAs				
	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=28
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	43%	43%	45%	44%	32%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT 2.0 and EOC preparation, and graduation enhancement for migrant secondary students	46%	46%	32%	33%	36%
Provide strategic, content-based tutoring to secondary students	43%	50%	32%	37%	39%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	18%	21%	32%	26%	32%
Provide FCAT (and in SY 2012-2013, EOC) preparation tutoring	32%	7%	29%	33%	18%
Offer information on graduation enhancement to parents	11%	18%	23%	19%	21%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	21%	21%	19%	19%	25%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	11%	11%	10%	22%	14%
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	--	--	6%	4%	0%
Other*	18%	4%	6%	7%	0%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	7%	7%	3%	4%	7%

Other strategies in SY 2010-2011 include transition support, offering credits on core subjects, and offering ACT workshops. Other strategies in SY 2011-2012 include tutoring during study hall. LOAs only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

LOAs indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student graduation achievement. Activities included credit retrieval, after-school clubs, tutoring, home visits, and translation services. The top foci of activities were student achievement and credit accrual/graduation (see Table 33).

Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28	2012-2013 *N* = 31	2013-2014 *N* = 29	2014-2015 N=28
Leadership activities	7%	14%	58%	14%	14%
Student achievement	50%	61%	61%	66%	50%
Postsecondary transition/alternative education	32%	18%	23%	31%	4%
Credit accrual/graduation	61%	57%	58%	66%	71%
Student engagement	11%	32%	23%	24%	39%

Between SYs 2011-2015, most graduation-related activities were wholly or partially migrant-funded (see Table 34). The overall number of migrant-funded graduation-related services declined from 113 in SY 2013-2014 to 54 in SY 2014-2015.

Table 34. Number of District Graduation Services Offered by Funding Source, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	Funding Source															
	2011-2012				2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	0	3	1	0	0	2	1	0	0	3	1	0		3	1	
Student achievement	17	53	8	1	16	23	8	3	18	22	5	1	17	14	5	
Postsecondary transition/ alternative ed.	2	3	0	0	3	5	0	0	4	14	0	0	1	6	1	
Credit accrual/ graduation	4	16	4	0	9	17	2	3	6	19	2	0	5	16	2	1
Student engagement	0	8	1	2	0	7	1	2	1	55	1	2	17	14	5	
Technical abilities														1		

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

By percentage of all graduation activities in SY 2014-2015, most activities focused on student achievement (41%) and credit accrual/graduation (27%; see Table 35).

Table 35. Percentage of Activities for Graduation, SYs 2010-2015

Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 131	2011-2012 *N* = 124	2012-2013 *N* = 102	2012-2013 *N* = 102	2014-2015 N=109
Leadership activities	2%	3%	3%	4%	5%
Student achievement	36%	64%	49%	44%	41%

Focus, Purpose, or Expected Outcomes	2010-2011 N = 131	2011-2012 N = 124	2012-2013 N = 102	2012-2013 N = 102	2014-2015 N=109
Postsecondary transition/alternative education	16%	4%	8%	17%	9%
Credit accrual/graduation	28%	19%	30%	26%	27%
Student engagement	3%	9%	9%	9%	17%
Technical abilities					1%

LOAs reported the average number of hours students were served by funding source (see Table 36). Average hours of graduation activities per student funded by migrant funds increased from 7.2 hours in SY 2012-2013 to 68.2 hours in SY 2014-2015. The number of students served with graduation-related services through migrant funds was substantially similar between SY 2012-2013 and SY 2014-2015.

Table 36. Students Served in Graduation by Funding Source, SYs 2012-2015

	Funding Source											
	2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated Students	800	4,221	2,953	407	1,004	4,468	2,977	128	1085	3536	2954	104
Actual Students	915	4,330	2,950	427	1,119	5,338	2,915	306	1106	4436	2911	166
Average Hour Per Student Reported	80.6	7.2	3.2	8.7	18.5	16.1	66	16.1	70.5	68.2	15.3	1.1

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

Some LOAs indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

LOAs served a substantially similar number of students with graduation activities overall in SY 2014-2015 (8,629) as in SY 2012-2013 (8,622; see Table 37).

Table 37. Anticipated vs. Actual Number of Participants by Graduation Service Type, SYs 2012-2015

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014			2014-2015		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	100	92	20.6	94	120	12.5	89	90	25

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014			2014-2015		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Student achievement	5,246	5,599	4.6	4,819	5,419	23.4	4,195	4,738	10
Postsecondary transition/ alternative education	424	367	175.1	634	818	17.0	268	393	16
Credit accrual/ graduation	876	746	22.1	1,284	1,311	26.6	1,240	1,282	186
Student engagement	1,735	1,818	5.3	4,819	5,419	23.4	1,861	2,100	24
Technical abilities							26	26	4
Total	**8,381**	**8,622**		**8,577**	**9,678**		**7,689**	**8,629**	

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

Outcomes

SY 2014-2015 outcome data was not yet available as of the writing of this report. The following is from the previous evaluation year. Table 38 and Figure 19 show data on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. 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 12th 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 points in SY 2008-2009) before rising to 13 percentage points in SY 2013-2014.

Table 38. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2015

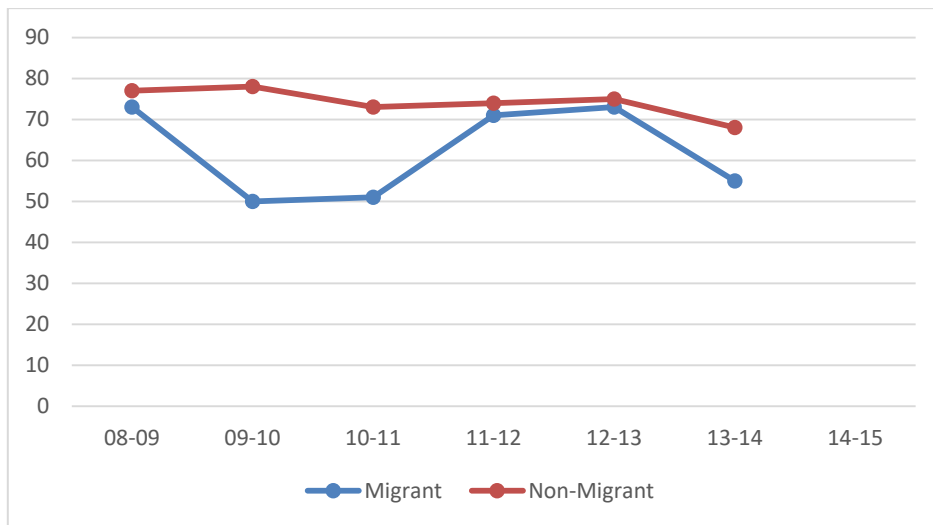| School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	Gap (in % points)
08-09	670	492	73	110,685	84,974	77	4
09-10	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 Yet Available]						

Figure 19. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2015

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5% points between SY 2008-2009 and SY 2009-2010, with 53% of this age cohort increasing their GPA (data were not collected on students with static GPAs), as shown in Table 39.

The percentage of migrant students (grades 9-12) who increased their GPA declined for the next two school years to 24% (SYs 2010-2012), then increased slightly in SY 2012-2013 to 26% before jumping to 55% in SY 2013-2014. The significant reduction in the number of students with reported data means cross-year comparisons may not be warranted.

Table 39. High School Students Who Increased GPA (Non-Migrant and Migrant), SYs 2008-2015

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

School Year	Total # Migrant Students G9-G12	# Migrant Students G9-G12 who increased GPA	% Migrant Students G9-G12 who increased GPA
11-12	3,637	885*	24
12-13	3,780	994*	26
13-14	816	452*	55
14-15	[Data Not Yet Available]		

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

Given the recommendation from the CNA to provide tutoring for FCAT preparation, the FMEP collected information on passing rates for those who received more than three months of tutoring. The number of migrant students in grades 10-12 who participated in extensive tutoring increased dramatically from five in SY 2008-2009 to 317 in SY 2011-2012, then decreased slightly to 286 in SY 2012-2013 and remained relatively stable through SY 2014-2015. Given that only a few LOAs provided these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 40. The percentage of tutored students who passed the FCAT assessment increased between SY 2008-2009 and SY 2010-2011. It is not surprising that pass rates were lower in SY 2011-2012 given the change in the FCAT assessment to the FCAT 2.0, though by SY 2012-2013 passing rates had again increased from 38% to 42%. The assessment pass rate dropped substantially to 30% with the introduction of the Florida State Assessment in SY 2014-2015.

Table 40. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2008-2015

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring ≥ 3 mos.	# Tutored Students who Passed Assessment	% Tutored Students who Passed Assessment
08-09	5	2	40
09-10	201	88	44
10-11*	146	70	48
11-12	317	122	38
12-13	286	119	42
13-14	229	102	45
14-15	255	76	30

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

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).

One additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2015 was Grade 6-12 participation in extracurricular activities (see Table 41). While only about half of all migrant students in those grades responded in each year,

46% of respondents indicated participating in extracurricular activities in SY 2014-2015, a slight increase from 44% in SY 2012-2013.

Results for student reported encouragement were provided by LOAs as well, with a total of 3,178 respondents in Grades 6-12 in SY 2014-2015. The percent of students receiving encouragement increased from 69% in SY 2009-2010 to 78% in SY 2013-2014 before falling back to 70% in SY 2014-2015.

Table 41. School Engagement Survey Data, SYs 2009-2015

Measure of Engagement	School Year	Total Number Migrant Students Grades 6-12	Total Number Migrant Survey Respondents	Total Participating in Extracurricular Activities or were Engaged in School	
				N	%
Extracurricular Participation	09-10	6,268	2,709	1,163	43%
	10-11	7,144	3,639	1,520	42%
	11-12	6,209	2,956	1,139	39%
	12-13	6,920	3,004	1,319	44%
	13-14	7,270	3,520	1,578	45%
	14-15	6,825	3,337	1,521	46%
Encouragement	09-10	6,283	2,740	1,903	69%
	10-11	6,507	3,609	2,732	76%
	11-12	6,568	2,902	2,344	81%
	12-13	5,741	2,618	2,201	70%
	13-14	5,272	2,351	1,829	78%
	14-15	6,615	3,178	2.230	70%

School Readiness

Background

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

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

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

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

MPO Summary

o   **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 completeness of LOA reporting increased from SY 2012-2013 through SY 2014-2015, as did the percentage of students who demonstrated school readiness, from 49% in SY 2012-2013 to 56% in SY 2014-2015. This is short of the 91% target.

- o **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% points over the next three to five years**

Status: Not Met

While significantly more preschool age migrant children were reported to be served during the reporting period (762 in SY 2014-2015 compared to 170 in SY 2012-2013 and 304 in SY 2013-2014, The reported numbers of preschool age migrant children receiving services declined during the period, from 94% in SY 2012-2013 to 40% in SY 2013-2014 and 50% in SY 2014-2015.

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. In SY 2013-2014, because "All of the above" was added as a selection, the vast majority of LOAs indicated offering services focused on all four areas of school readiness: language development, cognitive development, student engagement and student achievement (see Table 42).

Table 42. Percentage of LOAs Offering Services in School Readiness, SY 2013-2015

Focus, Purpose, or Expected Outcomes	2013-2014 *N* = 29	2014-2015 N=28
Cognitive development and general knowledge	7%	11%
Language, communication and emergent literacy development	34%	36%
Student achievement	10%	4%
Student engagement	7%	4%
Approaches to learning		14%
All of the above	83%	82%

Most school readiness activities were wholly or partially migrant-funded in SYs 2013-2015 (see Table 43).

Table 43. Number of District School Readiness Services Offered by Funding Source, SY 2013-2014

Focus, Purpose, or Expected Outcomes	Funding Source							
	2013-2014				2014-2015			
	C	M	O	P	C	M	O	P
Cognitive development and general knowledge	0	5	0	0		4		
Language, communication and emergent literacy development	4	16	0	1	5	12	1	
Student achievement	4	1	0	2	3			1
Student engagement	2	1	0	0	2			

| Focus, Purpose, or Expected Outcomes | Funding Source | | | | | | | |
| | 2013-2014 | | | | 2014-2015 | | | |
	C	M	O	P	C	M	O	P
Approaches to learning					2	5		
All of the above	12	22	5	7	11	21	4	6

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

While the majority of LOAs offered activities focused on all four areas of school readiness: language development, cognitive development, student engagement and student achievement (see Table 44), there was also a special emphasis on communication and emergent literacy development.

Table 44. Percentage of Activities in School Readiness, SY 2013-2015

Focus, Purpose, or Expected Outcomes	2013-2014 *N* = 82	20114-2015 N=28
Cognitive development and general knowledge	6%	5%
Language, communication and emergent literacy development	26%	23%
Student achievement	9%	5%
Student engagement	4%	3%
Approaches to learning		9%
All of the above	56%	55%

LOAs were asked to select their top strategic priorities for school readiness. More than 40% indicated that providing instructional support in the area of emergent literacy skills and offering family outreach, literacy and parent involvement opportunities were priorities, and over 30% cited coordination with Head Start and other community-based agencies. From SY 2013-2014 to SY 2014-2015, LOAs increased emphasis on high quality early childhood curriculum (from 26% to 32%), and creating language and literacy-rich environments (from 11% to 25%).

LOAs only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been used but are not reflected in the results because they were not in the top three.

Table 45. School Readiness Strategy Priorities, SY 2013-2015

School Readiness Strategies	2013-2014 *N* = 29	2014-2015 N=29
Develop and implement identification and recruitment plans for migrant families with preschoolers	19%	7%
Assess individualized needs of preschool students using a standardized assessment	11%	14%
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	11%	25%
Incorporate a cultural, social, and emotional sensitivity into preschool services	0%	4%

School Readiness Strategies	2013-2014 N = 29	2014-2015 N=29
Coordinate with Head Start and other community-based agencies to allow access to education and support for migrant children and families	33%	36%
Explore funding and resource collaboration to support full service and pre-K classes and other options for migrant children	33%	11%
Hire highly qualified parent educators to provide school readiness services	11%	7%
Meetings with colleagues and an online discussion	4%	0%
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	8%	7%
Offer family outreach, literacy and parent involvement opportunities to parents	41%	46%
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	26%	32%
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)	44%	46%
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally appropriate practices	11%	0%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%
Other (please specify)	4%	0%

Actual students served for school readiness with migrant funds only declined from 1,086 students in SY 2013-2014 to 896 students in SY 2014-2015 (see Table 46), as did students served with combined migrant and other funding (328 to 297).

Table 46. Students Served in School Readiness by Funding Source, SYs 2012-2015

	Funding Source							
	2013-2014				2014-2015			
	C	M	O	P	C	M	O	P
Anticipated students	386	1,034	119	91	338	1,337	126	95
Actual students	328	1,086	98	80	297	896	82	122

	Funding Source							
	2013-2014				**2014-2015**			
	C	**M**	**O**	**P**	**C**	**M**	**O**	**P**
Percent of anticipated students served	85%	105%	82%	88%	88%	67%	65%	128%

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded. Prior to 2013-2014, this question asked for actual numbers served; in 2013-2014 this changed to asking about percent of anticipated students served.

Outcomes

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

Data from the 2012-2013 through 2014-2015 FLKRS for migrant kindergarteners is provided in Table 47, including the number and percent of preschool migrant students served in those years. The completeness of LOA reporting increased from SY 2012-2013 through SY 2014-2015, as did the percentage of students who demonstrated school readiness, from 49% in SY 2012-2013 to 56% in SY 2014-2015. While significantly more preschool age migrant children were reported to be served during the reporting period (762 in SY 2014-2015 compared to 170 in SY 2012-2013 and 304 in SY 2013-2014, The reported numbers of preschool age migrant children receiving services declined during the period, from 94% in SY 2012-2013 to 40% in SY 2013-2014 and 50% in SY 2014-2015.

Table 47. School Readiness Outcome Measures, SYs 2012-2014

	2012-2013*	**2013-2014**	**2014-2015**
Total # migrant kindergarten students	265	412	465
% of migrant kindergarten students who demonstrate school readiness	49%	43%	56%
# of migrant kindergarten students who demonstrate school readiness	130	177	262
Total # of Pre-K migrant students	181	760	1,532
% of Pre-K migrant students receiving services	94%	40%	50%
# of Pre-K migrant students receiving services	170	304	762

* Data in this SY only provided by four school districts: Collier, Highlands, PAEC and Suwannee.

Out of School Youth

Background

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

MPO Summary

MPO: Percentage of migrant 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 2014-2015, 66% of migrant OSY received support to access education resources, up from the 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 in Development.

In SY 2013-2014 73% of migrant OSY received help developing survival English skills. LOAs reported that 11% did so in SY 2014-2015. However, data regarding the number of OSY who "expressed interest" in these services was not provided, and the evaluation team is not certain 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 out of school youth. The highest percentage of LOAs provided English Lessons (37%), Information/Resource Dissemination (33%), and Life Skills training (33%) (see Table 48).

Table 48. Percentage of LOAs Offering Services for OSY, SY 2014-2015

Focus, Purpose, or Expected Outcomes	2014-2015 N=27
English Lessons	37%
Information/Resources Dissemination	33%
Life Skills	33%
Pre-GED/GED/HEP/Alternative Education	22%
Credit Accrual/PASS/Graduation	22%
Student Achievement	11%
Post-Secondary Transition/Alternative Education	7%
Student Engagement	7%
Career Exploration	4%
Leadership Activities	4%
Technical Ability/Use of Technology	4%

Most OSY services offered by LOAs in SY 2014-2015 (57, or 83%) were wholly or partially MEP funded (see Table 49). This is substantially similar to the distribution of funding sources by activity in prior years.

Table 49. Number of District OSY Services Offered by Funding Source, SY s 2014-2015

Focus, Purpose, or Expected Outcomes	Funding Source 2014-2015			
	C	M	O	P
Career Exploration			1	
Credit Accrual/PASS/Graduation		6		3
English Lessons		13	2	
Information/Resources Dissemination	1	10	2	1
Leadership Activities		1		
Life Skills	1	7		1
Post-Secondary Transition/Alternative Education		3		
Pre-GED/GED/HEP/Alternative Education	1	3	1	1
Student Achievement	1	6		
Student Engagement		3		
Technical Ability/Use of Technology		1		

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

The highest percentage of OSY services provided by LOAs in SY 2014-2015 focused English Lessons (22%) and Information Resource Dissemination (20%, see Table 50).

Table 50. Percentage of Activities for OSY by Type, SYs 2014-2015

Focus, Purpose, or Expected Outcomes	2014-2015 N=69
English Lessons	22%
Information/Resources Dissemination	20%
Credit Accrual/PASS/Graduation	13%
Life Skills	13%
Student Achievement	10%
Pre-GED/GED/HEP/Alternative Education	9%
Post-Secondary Transition/Alternative Education	4%
Student Engagement	4%
Career Exploration	1%
Leadership Activities	1%
Technical Ability/Use of Technology	1%

LOAs reported the OSY participation by funding source, shown in Table 51. Most notably, the number of migrant OSY served overall fell substantially from SY 2012-2013 (4,674) to SY 2013-2014 (2,321), and remained at that lower level in SY 2014-2015 (2,134).

Table 51. OSY Served by Funding Source, SYs 2012-2015

	Funding Source											
	2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P
Anticipated Students	96	4,775	0	180	110	1,971	30	71	17	2,199	31	53
Actual Students	98	4,501	0	75	92	2,157	15	57	4	2,026	45	59

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

In SY 2014-2015, the highest numbers of OSY participated in student engagement (772) and achievement activities (311), or received information from the migrant education program (301, see Table 52).

Table 52. Anticipated vs. Actual Number of Participants by OSY Service Type, SYs 2014-2015

Focus, Purpose, or Expected Outcomes	Anticipated Participants	Actual Participants	Average Hours per Student
Career Exploration	2	2	1
Credit Accrual/PASS/Graduation	61	36	56

Focus, Purpose, or Expected Outcomes	2014-2015		
	Anticipated Participants	Actual Participants	Average Hours per Student
English Lessons	344	198	7
Information/Resources Dissemination	296	301	9
Leadership Activities	5	0	0
Life Skills	300	281	11
Post-Secondary Transition/Alternative Education	54	55	2
Pre-GED/GED/HEP/Alternative Education	130	171	8
Student Achievement	209	311	2
Student Engagement	892	772	4
Technical Ability/Use of Technology	7	7	7
Grand Total	2300	2134	13

* As noted elsewhere in this evaluation report, data related to hours served should be interpreted with caution.

Outcomes

The Florida MEP measures three specific service levels it seeks to improve for OSY: the percentage of migrant OSY receiving support to access educational resources in communities, the percentage of migrant OSY (expressing an interest and then) receiving survival English skills, and the percentage of OSY receiving Life Skills Training. Data for these measures has been in development for the past three years. As of SY 2014-2015:

- 66% of migrant OSY received support to access education resources, up from the 2013-2014 baseline of 23%.

- 11% of migrant OSY received help developing survival English skills, compared to 73% in SY 2013-2014. However, data regarding the number of OSY who "expressed interest" in these services was not provided, and the evaluation team is not certain that the data is comparable across years as reported.

Table 53. Percent of OSY Participating in Specific Services, SY 2014-2015

Element	Result
Unduplicated OSY Count Served	*2,124*
% of OSY served through Access Resources	*66%*
% of OSY served through Survival English Skills	*11%*
% of OSY served through Life Skills Training	*16%*

Parent Involvement

Background

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

Parent involvement strategies suggested by the Expert Work Group in the 2005 CNA and articulated in the 2012 SDP align with Epstein's 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.*

MPO Summary

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

  Status: Met

  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 in SY 2014-2015, with 91% (2,524) participating.

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

  Status: Met

  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 2014-2015 were substantially similar, with 87% (1,652) participating.

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

  Status: Not Met

  The percent of migrant preschool parents participating in activities grew 19 percentage points, from 68% to 87%, from SY 2010-2011 to SY 2014-2015.

Implementation

LOAs collected information on parent involvement rates through a standardized Parent Involvement Survey (see Appendix C). In SY 2014-2015, 191 parent involvement activity descriptions were provided (see Table 54), with a total of 9,112 parents (duplicated) participating. The largest numbers of participants engaged in Migrant Parent Advisory Council meetings, Parenting training, "services offered," and MEP Outreach.

Districts reported using state developed parent survey instruments, both form A and form B, in the appropriate home language. Collier County indicated that additional items were added to the survey tool in order to gather information on the parents' access to technology. The information was then used to enhance communication with parents.

Most districts reported using a randomization method to select a sample of parents. Various modalities were used to disseminate the surveys to parents: 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). Funding sources for parent involvement beyond MEP funding include 21st Century Grants; Title I, Part A; Title III; and Title X.

Table 54. Focus of Parent Involvement Activities, 2013-2015

Focus, Purpose, or Expected Outcome	2012-2013			2013-2014			2014-2015		
	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*
MPAC orientation/ participation	34	169	1,854	30	137	1,542	31	171	1,977
Parenting techniques	22	111	1,600	32	229	1,461	32	102	1,977
Services offered	50	1,507	2,196	45	1,671	1,561	42	1630	1,877
Outreach opportunities	25	167	906	26	92	975	26	87	1,291
Student achievement recognition	11	29	1,252	10	55	1,053	8	20	778
Literacy programs	31	2,355	1,884	30	3,248	1,304	18	1,385	704
ELL for parents	10	531	220	12	1,296	278	11	551	179
Pre-K orientation	7	20	91	6	12	78	4	36	104
Post-secondary opportunities	10	41	210	10	28	182	6	65	86
FCAT/ACT/ alternative state assessment prep	7	12	240	9	156	407	6	17	75
Assistance with technology	3	6	37	9	174	120	7	18	64
Mentor recognition	0	0	0	1	3	88			
Parent recognition	2	10	85	1	3	15			

Duplicated

Parent involvement activities in SY 2014-2015 ranged in duration from daily to once during the school year (most frequent).

Table 55. Parent Activity Frequency, SY 2013-2015

Frequency	# of Activities 13-14	# of Activities 14-15
1x/year	107	93
2x/year	35	27
3x/year	7	9
4x/year	4	10
5x/year	1	
6x/year	1	1
1x/quarter	16	10
2x/quarter	9	
1x/month	12	15
2x/month	3	3
3x/month	3	
1x/week	7	6
2x/week	5	7
3x/week	3	1
4x/week	3	1
5x/week	1	
Daily	4	6

Outcomes

Across all grade levels, more parents were involved in engagement activities in SY 2014-2015 (4,765) than in SY 2013-2014 (4,326) or SY 2012-2013 (4,001, see Table 56). The percent participating by grade level was substantially similar to the prior year, and higher than in SY 2010-2011. For example, 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 in SY 2014-2015, with 91% (2,524) 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 2014-2015 were substantially similar, with 87% (1,652) participating. The percent of migrant preschool parents participating in activities grew 19 percentage points, from 68% to 87%, from SY 2010-2011 to SY 2014-2015.

Table 56. Parents Involved in Activities by Student Grade Level, SYs 2012-2015

	2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%
Pre-K	657	79%	555	88%	589	89%
Elementary	1,999	82%	2,172	92%	2,524	91%
Secondary	1,345	84%	1,599	88%	1,652	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.

Partnerships

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

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

Each partner type is described by:

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

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

• *Areas of concern addressed by partnership.*

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

From SY 2010-2011 to SY 2014-2015, 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 (39% in SY 2014-2015, see Table 57), 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 57. Partner Types, SYs 2011-2015

Partner Type	2011-2012 #	2011-2012 %	2012-2013 #	2012-2013 %	2013-2014 #	2013-2014 %	2014-2015 #	2014-2015 %
Non-profit, non-governmental, or community-based organization	148	39%	148	42%	220	44%	190	39%
Other	52	14%	35	10%	52	10%	55	11%
Local Business	30	8%	34	10%	48	10%	38	8%
Title I, Part A program staff	17	4%	24	7%	29	6%	32	7%
County Health Department	21	5%	17	5%	24	5%	25	5%
IHE	11	3%	10	3%	25	5%	23	5%
McKinney-Vento grantees	13	3%	15	4%	15	3%	23	5%
Head Start	12	3%	10	3%	13	3%	20	4%
Title III program staff	18	5%	16	4%	15	3%	18	4%
CAMP	6	2%	6	2%	5	1%	14	3%
RCMA	14	4%	12	3%	15	3%	14	3%
HEP	8	2%	8	2%	5	1%	10	2%
Community College	7	2%	8	2%	7	1%	4	1%
DCF	4	1%	7	2%	8	2%	5	1%
Other Title I, Part C grantee	3	1%	3	1%	9	2%	7	1%
Parent Involvement Technical Assistance Provider	1	1%	1	0%	9	2%	5	1%
Title I, Part D sites	18	5%	2	1%	3	1%	5	1%
Total	**383**		**356**		**502**		**488**	

In SYs 2010-2015, 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 (31% in SY 2014-2015, see Table 58).

Table 58. Partner Contributions, SYs 2011-2015

Partner Contribution, Role, or Benefit	2011-2012 #	2011-2012 %	2012-2013 #	2012-2013 %	2013-2014 #	2013-2014 %	2014-2015 #	2014-2015 %
Build networks for information sharing and access to services	225	36%	239	33%	289	33%	275	31%
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	80	13%	75	10%	113	13%	104	12%
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	82	13%	90	12%	91	19%	92	10%
Improve school readiness of migrant students			63	9%	80	9%	82	9%

Partner Contribution, Role, or Benefit	2011-2012 #	2011-2012 %	2012-2013 #	2012-2013 %	2013-2014 #	2013-2014 %	2014-2015 #	2014-2015 %
Plan, promote, and/or fund instructional activities	54	9%	56	8%	51	6%	76	8%
Promote high school completion or equivalency and postsecondary opportunities	56	9%	56	8%	66	7%	68	8%
Plan, promote, and/or fund extracurricular activities	43	7%	34	5%	44	5%	51	6%
Volunteer in activities for migrant students and families (e.g., mentoring programs)	47	8%	40	5%	68	8%	54	6%
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	36	6%	33	5%	41	5%	46	5%
Smooth the transition from preschool to kindergarten			42	6%	44	5%	48	5%

Terms of agreement with partners ranged from formal (e.g., Memorandum of Understanding) to informal (e.g., verbal discussion). Across SYs 2010-2015, the terms of agreement were usually established by informal means (56%) or correspondence (32 %, see Table 59).

Table 59. MEP Partner Type by Documentation, SYs 2012-2015

Partner Type	2012-2013 MOU	2012-2013 MOA	2012-2013 Informal	2012-2013 Correspondence	2012-2013 Other	2013-2014 MOU	2013-2014 MOA	2013-2014 Informal	2013-2014 Correspondence	2013-2014 Other	2014-2015 MOU	2014-2015 MOA	2014-2015 Informal	2014-2015 Correspondence	2014-2015 Other
CAMP			4	2				3	2				6	8	
Community College			6	2				3	3	1			2	2	
County Health Department	1	2	12	1		1	1	17	3	1	1	1	16	4	1
DCF	2		5			1		4	3		1		3	1	
Head Start	1		7	2			1	7	5				10	6	1
HEP			6	2				3	2				5	5	
IHE		1	6	2	1	1		11	12	1	2		13	5	1
Local Business		2	14	18			2	20	22	3		2	14	14	2
McKinney-Vento grantees	1	1	5	8		1		7	5	1	1	2	9	9	2

| Partner Type | Documentation of Partnership | | | | | | | | | | | | | | |
| | 2012-2013 | | | | | 2013-2014 | | | | | 2014-2015 | | | | |
	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other
Non-profit, non-governmental, or community-based organization	1	10	85	46	1	3	9	139	67	2	4	3	128	44	5
Other Title I, Part C grantee			1	2				3	6				3	4	
Parent Involvement Technical Assistance Provider	1					1		3	5		1		1	3	
RCMA	3		4	4	1	1		9	4	1	1		7	4	2
Title I, Part A program staff	2	1	11	7	2	1		11	14	2		6	13	9	4
Title I, Part D sites				1	1			1	1	1	1		1	2	1
Title III program staff		1	9	4	1			5	7	2		4	6	6	2
Other	4		19	9		4		29	17	1	2		25	22	3
Total (n)	16	18	194	110	7	14	13	275	178	16	14	18	262	148	24
Percent	5%	5%	56%	32%	2%	3%	3%	55%	36%	3%	3%	4%	56%	32%	5%

From SY 2010-2011 to SY 2013-2015, 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 60). 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 60. Partner Areas of Concern Addressed, SYs 2011-2015

| Partner Area(s) of Concerns Addressed | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
	#	%	#	%	#	%	#	%
Access to services	262	39%	251	36%	345	37%	303	33%
Educational continuity	97	15%	113	16%	161	17%	178	19%
English language development	60	9%	50	7%	62	7%	117	13%
Health	79	12%	89	13%	123	13%	114	12%

School engagement	80	12%	80	11%	81	9%	76	8%
Educational support in the home	43	6%	53	8%	72	8%	70	8%
Instructional time	46	7%	62	9%	84	9%	66	7%
Total	**667**		**698**		**928**		**924**	

Several districts mentioned that partnerships were critical to helping the MEP provide basic needs to families in such areas as health and dental services (as well as transportation to these services), food and clothing, school supplies, information on immigration issues, and Pre-K screenings. Districts also reported partnerships with adult basic education programs, HEP, and CAMP in order to offer academic instruction to OSY and migrant parents in GED-prep, GED, and English classes for ELLs.

Manatee County explained how partners help provide services. "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 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 offer food and help with utility bills. Gifts are 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 Church Women United. Also, the more options made available to families regarding pre-K services, the more likely that children will attend a quality preschool program and be better prepared for kindergarten."

Overview of Staff Development Outcomes

- ➤ In SY 2014-2015, 2,423 staff members participated in 340 different staff development activities.

- ➤ Professional/skill development was the most common type of activity in SY 2014-2015.

- ➤ Significantly higher numbers of staff participated in parent involvement training (369 versus 79) and ID&R training (365 versus 76) in SY 2014-2015 compared to SY 2013-2014.

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

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

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

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

Information was collected on professional development received by MEP staff as well as others who serve migrant students (e.g., school teachers, tutors, etc.). A total of 340 activities for 2,423 staff were reported by LOAs for SY 2014-2015. Table 61 depicts the types of activities (categorized based on descriptions provided), total number of staff participants and total duration in hours for that school year.

Professional/skill development was the most common type of activity in each SY. Significantly higher numbers of staff participated in parent involvement training (369 versus 79) and ID&R training (365 versus 76) in SY 2014-2015 compared to SY 2013-2014.

Table 61. Staff Development Activities, SY 2013-2015

Focus, Purpose, or Expected Outcomes	Total Staff	2013-2014 Total Duration (Hours)	Total Activities	Total Staff	2014-2015 Total Duration (Hours)	Total Activities
Professional/skill development	19	71	7	599	1340	116
Parent involvement	79	45.5	8	369	101	7
ID&R	76	102	13	365	619	45
Orientation	176	42	5	140	86	17
MEP regulations, law, non-regulatory guidance	92	336	26	120	189	22
Needs assessment	24	81.5	9	114	3	2
Support services/community resources/ partnerships	5	85	4	90	163	17
Leadership activities	352	452.25	38	89	179	22
Strategic plan design	32	122.5	15	89	281	12
Student assessment/achievement	117	206	17	78	32.5	8
School readiness	119	198	18	74	135	7
Reading	732	1,227	107	72	207	11
Technical abilities–software, hardware, online curriculum	1	1	12	49	72	15
ELL development	12	7	2	47	49	9
MSIX/records processing/transfer	40	23.5	6	38	40	5
Post-secondary transition/ alternative education	11	95	8	32	83	6
Credit Accrual/Grad				18	34	3
Math	54	286	20	15	50	5
OSY	.	25	1	13	79	6
Cultural competence	23	38.5	6	6	6	1
EDW/Database				3	13.5	2
Student engagement	62	78.25	10	3	33	2
Blank	--	--	6			
Total	**2,339**	**3,783**	**361**	**2,423**	**3794**	**340**

Table 62 shows the number of staff development activities by funding source for SYs 2012-2015. Most staff development activities in SY 2014-2015 were wholly or partially MEP-funded, followed closely by those that were "other" funded. Other sources included the Adult Education and Family

Literacy Grant, the Early Learning Coalition of Florida, Student in Transition webinar (regarding the McKinney-Vento Act), Titles I, II, III, and the University of Florida's Center for Latin American Studies.

Table 62. Staff Development by Funding Source, SYs 2012-2015

	Funding Source											
	2012-2013				2013-2014				2014-2015			
	C	M	O	P	C	M	O	P	C	M	O	P
Number of activities	29	132	130	42	30	144	163	17	39	151	105	43
Total staff	193	879	1,014	206	182	1,226	744	186	224	1,614	417	165

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

Table 63. Staff Development by Focus and Funding Source, SY 2013-2015

Staff Development Activity	2013-2014				2014-2015			
	C	M	O	P	C	M	O	P
Credit accrual/graduation	0	3	3	0		2	1	
Cultural competence	0	0	0	0				1
EDW/database	0	2	0	0			1	1
ELL development	1	1	11	0		1	6	2
ID&R	4	30	4	0	2	40	1	
Leadership activities	1	4	12	3	1	1	9	10
Math	0	1	8	0		1	3	1
MEP regulations, law, non-regulatory guidance	7	16	2	1	3	18	1	
MSIX/records processing/transfer	1	3	2	0	1	4		
Needs assessment	1	2	2	0	2			
Orientation	1	3	3	1		7	7	3
OSY	1	0	0	0	1	5		
Parent involvement	2	4	0	2	2	4		1
Post-secondary transition/ alternative education	1	3	3	0	1	5		
Professional/skill development	3	41	56	6	9	37	52	18
Reading	1	4	13	0	1	3	7	
School readiness	0	6	9	0	2	4		1
Strategic plan design	2	10	4	1	2	7	3	
Student assessment/achievement	2	2	5	1	2	3	1	2
Student engagement	1	1	1	1	1	1		
Support services/community resources/partnerships	0	1	5	1	5	2	7	3
Technical abilities	1	1	20	0	3	6	6	
Total	**30**	**138**	**163**	**17**	**38**	**151**	**105**	**43**

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

Districts reported that staff development trainings were 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.

Collier County reported that sharing information during Title I principals' meetings has been beneficial. Incorporating school-specific migrant needs assessment data into initial meetings with school-based MEP staff and administrators, as well as reviewing risk factors associated with PFS and other high-needs students, allows services to be scheduled accordingly. Essentially, "a Multi-Tiered System of Supports (MTSS) has been implemented districtwide and several MEP staff have received extensive training in order to provide supplemental Tier II and/or Tier III interventions to migrant students performing below their potential."

Survey data is used to inform training in Suwannee County: this data revealed that secondary students' and parents' top needs were academic support and workshops. To ensure those needs are filled, meetings are held on a weekly basis with students for academic and career support. Migrant personnel also provide parents with training and educational workshops on health, literacy, educational make and take and enrichment activities. "In addition, migrant parents have the opportunity to take advantage of educational resources and technology that was offered to them by visiting the Migrant Parent Resource Center located at the intermediate school.

Districts also provide training to MEP staff for migrant-specific topics such as:
- ID&R
- Support services
- Collaboration with other agencies
- Program goals
- Criteria for PFS
- Pre-K and OSY services

Summer Program Outcomes

The Office of Migrant Education (OME) identified Seven Areas of Concern related to migrant students, two of which are educational continuity and instructional time. During the school year, LOAs offer opportunities to increase instructional time predominantly through tutoring and extended school day programs. The summer break can be detrimental to migrant student academic success, especially for those students who are prone to missing out on instructional time during the regular school year due to the migratory lifestyle.

According to the *National Summer Learning Association[2]*, "For the more than 25 million low-income public school students in America, summer is often anything but a vacation. Instead of a relaxing break to explore new interests and places, it's often a time when children, youth and families struggle to find and afford food to eat and a safe place to be. Summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth and one of the strongest contributors to the high school dropout rate. For many young people, the summer 'opportunity gap' contributes to gaps in achievement, employment, college and career success."

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

➤ **A reading focused component**

   Required Elements

• *Minimum duration of program: 4 weeks/4-5 hours per week/per child*

• *Pre- and Post-test/instrument or multiple interval assessment to measure impact of instruction/progress in learning*

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[2] *National Summer Learning Association, Know the Facts. Retrieved April 10, 2017: http://www.summerlearning.org/*

- *Structured program offered at pre-established specific times and places*

- *Use of scientifically/research-based strategies – e.g. use of highly qualified teacher to provide instruction, tutoring, one-on-one instruction, etc.*

Highly Preferred Elements

- *Use of scientifically/research-based formal curriculum/ program*

- *Use of standardized pre- and post-test/instrument or multiple interval assessment to measure impact of instruction/ progress in learning*

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

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

Implementation

During the 2014-2015 school year, 25 LOAs provided summer programs for migrant students, parents, and out of school youth (OSY). According to the Summer Outcome reports, 4,493 individuals (unduplicated) were served.

Table 64 shows a two-year comparison of unduplicated participation in migrant summer programs. These numbers indicate a 4% decrease from the previous year. This could be associated with the decrease in summer funding available to districts, preventing them from providing certain activities. It could also be associated with the number of OSY that were identified and served, as well as with a decrease in parental participation.

Table 64. Summer Program Unduplicated Number Served for SYs 2013-2015

Grade	2013-2014 Number Served (Unduplicated)	2014-2015 Number Served (Unduplicated)
Pre-K	534	659
K	509	460
1	477	503
2	417	459
3	342	368
4	313	336
5	263	282
6	166	159
7	144	144

Grade	2013-2014 Number Served (Unduplicated)	2014-2015 Number Served (Unduplicated)
8	136	120
9	123	95
10	94	109
11	86	103
12	8	15
OSY	104	68
Parent	1008	613
Total	**4724**	**4493**

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

LOAs were provided a standardized drop-down menu with the latest template. Some focus areas had been added to the SY 2013-2014 template, while other topics had not been included. Further modifications were made in SY 2014-2015. Therefore, it is worth noting that comparing data from SY 2014-2015 to SY 2015-2016 may be more accurate for a true comparison.

Based on Summer Outcome reports submitted by LOAs, the most common activities offered in SY 2014-2015 were student achievement (55 activities) (includes literacy and math skills), credit accrual (18), and student engagement (14) (includes educational field trips and meal programs) (see Table 65).

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

Focus	Actual Hours Provided		Actual Participants (Duplicated)		Activities Offered	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Credit Accrual	670	2,317	270	410	15	18
Leadership Activities	153	39	91	47	3	4
Parent Involvement		516		1,251		10
Social Services		742		1,056		4
Staff Development		207		59		3
Student Achievement	4,058	6,292	4,296	2,711	66	55
Student Engagement	852	2033	946	1531	16	14
Technology/Technical Abilities	420	365	160	87	3	3
Outreach Opportunities		1283		81		2
Grand Total	**6,153**	**13,794**	**5763**	**7,233**	**103**	**113**

Outcomes

Table 66 shows summer activities by the extent of student progress reported on the Summer Program Outcome Reports. Twenty out of 25 districts reported activities with gains related to instructional activities and indicated that their summer program met its objective. This information is based on pre- and post-assessments conducted during summer activities, which vary across migrant education programs. Since assessments are related to the activities provided, a valid, reliable analysis cannot be conducted across all the assessment data: a general analysis was conducted instead.

Table 66. Summer School Activities by Student Assessment Results, SY 2014-2015

	# of Districts with Activities in this Category	Median % of Students with Gains in this Category
Gains	20	90%
Maintained	15	12%
Decrease	12	14%

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

Of the 18 credit accrual programs (activities), 12 reported having migrant students earn credits toward graduation. A total of 161.50 credits were earned by students during the 2014-2015 summer program. This is more than a three-fold increase over what was reported in both SY 2012-2013 and SY 2013-2014, though reporting consistency itself may be an issue.

Several comments and/or reasons were given by LOAs as to why their program did not meet objectives, such as lack of or no transportation, low enrollment, unforeseen family economic and emergency situations, and students moving seasonally.

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

Implementation

Like many districts, the Alachua Multi County Consortium (AMCC) had implementation issues similar to those in the previous year, including challenges with service provision to seasonal OSY and the Pre-K population's academic needs. To compound things, "inherit to the migrant population, it is often difficult to reconnect after initial contact due to early departure from the district, cell phone disconnect/being out of cell minutes, changing living locations, and parents/OSY registering under different names at motel and camp sites. This presented a problem in providing, assessing, and documenting services."

Marion County reported an issue that proved to be a lesson learned. "Several of our students are still struggling academically…we want to help fill in the gaps for them. This year, we tried take-home backpacks with books read onto mp3's. Unfortunately, the students have so much homework that…this just added one more layer to their To Do lists."

Additional issues reported included:

- Staffing changes; difficulty in hiring new staff
- Meeting the needs of PFS
- Dealing with a decrease of OSY and an increase in workers past the age of eligibility
- Need to increase collaboration with agencies that provide school readiness services

To address these, districts reported continuing efforts such as:

- Improving ID&R for non-attenders, school-aged migrant children, and OSY in order to implement services more effectively and in a timelier manner
- Running a peer mentoring program to help facilitate continuous staff training
- Avoiding duplication of services, particularly at Title I schools
- Resolving data errors, particularly MSIX issues
- Shifting/adjusting duties to bridge staffing gaps

To meet the challenges of implementation, Hillsborough County identified a new strategy specifically targeting non-attenders. "We plan to have each advocate look into supporting at least

five non-attenders by way of referring to other agencies who can provide services for that age group. By increasing awareness of the number of underserved students among the migrant education program staff, we hope to connect more students to services through other agencies."

Other new ideas included:

- Gathering additional OSY information in order to provide more/better services
- Examining funding sources for resources to hire additional migrant staff
- Implementing an afterschool tutoring program
- Creating a case history to track services to migrant families

1. *Update the data collection template to include data on the number of OSY who expressed an interest in receiving training in survival English skills.* The MPO for OSY survival English reads as follows: Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years. Both the 2013-2014 and 2014-2015 data collection template asked for the number and percent of eligible OSY who received survival English training, but did not capture whether they had expressed an interest in doing so. To measure the MPO directly, this information needs to be included in the template.

2. *Revise the MPOs for reading and mathematics to better reflect the current and attainable data.* During the SDP revision process which will occur in 2017, FMEP should set baseline and targets with reference to statewide and subgroup targets and the methodology for development them used by FDOE for all subgroups, using SY 2014-2015 and SY 2016 during the SDP revision process which will occur in 2017, FMEP should set baseline and targets with reference to statewide and subgroup targets and the methodology for development them used by FDOE for all subgroups, using SY 2014-2015 as baseline.

3. *Revise EOC performance indicator data collection to enable determination of progress.* If EOC performance, once revised in the SDP, again examines the percent of migrant students who participate in EOC exams, clear and specific data collection about the number of migrant students enrolled in each EOC-related course should also be collected.

4. *Update the graduation rate MPOs to use a cohort graduation rate as calculated by FDOE.* Rather than use the percent of migrant students in grade 12 who graduate, a more consistent picture of migrant success can be determined from a cohort graduation rate that takes into account expected data of graduation, transfers in and transfers out, as is done for all other subgroups by FDOE. To use the same methodology for migrant students requires careful designation of eligible migrant students within the FDOE systems used to calculate graduation rates.

5. *Continue to bolster professional development and curriculum related to working with migrant youth on reading.* While reading performance on the FCAT 2.0 did not improve among migrant students from SY 2011 – 2012 through SY 2013-2014, it was lower still on the new Florida Standards Assessment. FMEP should continue to support LOAs in implementing reading initiatives/strategies, and should consider providing professional development opportunities that increase LOAs use of research-based strategies in reading. In addition, FMEP should facilitate discussions among LOAs to identify the barriers to student achievement in reading among migrant students and possible solutions to address these barriers.

6. *Bolster professional development and curriculum related to working with migrant youth on mathematics.* Although the gap between migrant students and non-migrant students has

decreased, the overall percentage of migrant students with demonstrated proficiency in mathematics remains at 38%. FMEP should continue to support LOAs in implementing mathematics initiatives/strategies, and should consider providing professional development opportunities that increase LOAs use of research-based strategies in mathematics. In addition, FMEP should facilitate discussions among LOAs to identify the barriers to student achievement in mathematics among migrant students and possible solutions to address these barriers.

Parents of Preschool Children

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

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

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

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

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

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

Appendix B – Migrant Student Survey Instrument

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

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

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

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

    ☐ Yes   ☐ No

    If you answered Yes, please select all the activities you participated in this year.

(Check all that apply.)

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

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

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

    ☐   Transportation (getting to and from the activity)   ☐   Friends do not participate

☐ Conflict with days/times the activity is offered/scheduled

☐ 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

Parent Involvement Survey, Elementary and Secondary, SY 2014-2015

Table 67. Parent Involvement Survey Results, Elementary and Secondary, SY 2014-2015

	Elementary (K-5) N = 2,034			Secondary (6-12) N = 1,698		
	Often	**Sometimes**	**Not at this Time**	**Often**	**Sometimes**	**Not at this Time**
1) Attend a <u>general</u> academic meeting or training at the school (e.g., PTA or MPAC meeting, orientation/open house, Math Night)	32%	44%	25%	30%	42%	28%
2) Attend a meeting to talk about my child's learning or social needs (e.g., Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	41%	45%	15%	34%	47%	19%
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (e.g., write a note asking for tutoring for my child)	46%	39%	15%	38%	45%	18%
4) Go to a special event at my child's school (e.g., school play or musical concert, student awards, sports game)	30%	41%	29%	28%	41%	31%
5) Take my child to places in the community for learning experiences (e.g., trip to library or zoo, cultural festival, church event)	34%	37%	29%	31%	40%	29%
6) Attend education classes for adults (e.g., parenting classes, English or computer classes)	14%	15%	72%	13%	18%	69%

7) Help with and/or look over my child's homework (e.g., look over papers, set up rules and times to do homework, create a space where my child can work)	56%	32%	11%	39%	36%	25%
8) Do educational activities at home with my children (e.g., play games, read stories, talk to my child about school, teach family values)	57%	33%	10%	45%	34%	21%
9) Other (please describe activity/event). See examples below.	17%	16%	67%	11%	15%	74%
Barriers to Participation						
10) My work schedule does not allow time	33%	40%	27%	31%	31%	38%
11) No transportation	24%	25%	51%	25%	25%	50%
12) I don't feel welcome at school	11%	21%	68%	12%	19%	69%
13) No school supplies or books	26%	25%	49%	19%	27%	54%
14) Lack of affordable childcare in my area	17%	22%	61%	10%	18%	73%
15) Other reason (please describe): See below.	26%	11%	63%	2%	3%	94%

Table 68. Parent Involvement Survey Results, Preschool, SY 2014-2015

	Preschool (Ages 3 – 5) N = 526		
	Often	**Sometimes**	**Not at this Time**
1) Do educational activities at home with my child (e.g., point out colors and name them; talk about alphabet letters; sing songs; make art; count together; read or tell stories together)	44%	48%	8%
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own (e.g., scribbling; putting a puzzle together; artwork)	46%	46%	8%
3) Take my child to places in the community for learning experiences (e.g., a trip to the zoo or a museum; visit to the library; day at a cultural festival)	26%	29%	44%
4) Go to a meeting or training about how my child learns (e.g., visit at my home from a Pre-K teacher; attend Family Reading night)	32%	44%	24%
5) Talk about my child's learning or social needs with a care provider (e.g., talking with a migrant tutor; preschool/daycare teacher and/or person; social services person; a doctor or nurse)	45%	37%	18%
6) Attend education classes for adults (e.g., a parenting class; an English class; a computer class)	11%	18%	71%
7) Other (please describe activity/event). See below.	15%	13%	73%
8) School meetings and notes in English only	20%	31%	49%
9) My work schedule does not allow time	21%	43%	36%
10) No transportation for preschool or daycare	23%	15%	62%
11) No school supplies or books	13%	30%	57%
12) Lack of affordable childcare or preschool in my area	12%	19%	69%
13) Other reason (please describe): See below.	10%	5%	85%