



# **FLORIDA MIGRANT EDUCATION PROGRAM**

## **2015-2016 EVALUATION REPORT**

March 2018

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## Abbreviations

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

## Executive Summary

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 (CNA). The SDP identifies the Measurable Program Outcomes (MPOs) that the FMEP uses to determine its success, and these MPOs are used to organize the outcomes summary which follows.

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

#### *Reading*

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

*Status: Not Met.*

The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, migrant student performance in reading has not increased during the period. Under the Florida Standards Assessment, 28% of migrant students were proficient in reading in 2015-2016, up from 27% the prior year. Under the Florida Comprehensive Assessment Test (FCAT) 2.0, 30% of migrant students demonstrated proficiency in reading in School Year (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 SY 2014-2015, students in grades 3, 4 and 8 were more likely to be proficient than students in grades 5, 6, 7, 9 and 10); no grades achieved the 83% target percentage.

- **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%), and then rose to 19% in SY 2015-2016, which is lower than the 20-point gap during the 2008 CNA. Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

- **MPO: Percentage of migrant English Language Learners (ELLs) who score satisfactory in reading needs to increase by 6 percentage points over the next three to five years.**

*Status: Met.*

Although reading proficiency among migrant ELLs, as measured by the FCAT 2.0, decreased from 22% to 19% from SY 2011-2012 to SY 2013-2014, ELL proficiency under the Florida Standards Assessment rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016. Because the assessment changed during the period, and is not comparable to the assessment under the 2012 SDP, the evaluators consider 2014-2015 to be the baseline for judging progress on this MPO.

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

*Status: Not met.*

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

### *Mathematics*

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

*Status: Not Met.*

Overall, 38% of migrant students demonstrated proficiency on the SY 2015-2016 Florida Standards Assessment in reading. In SY 2015-2016, 44% of migrant students in Grades 3 were proficient in reading while 31% of students in grade 6 were proficient in reading.

- **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 2015-2016 (from 15% to 8%). The gap is lowest in grade 8 (4 percentage points) and highest in grade 6 (12 percentage points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

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

*Status: Not Met.*

Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 29% between SY 2014-2015 and SY 2015-2016, a one percentage point gain.

### *School Readiness*

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

*Status: Not Met.*

The completeness of Local Operating Agency (LOA) reporting increased from SY 2012-2013 through SY 2015-2016, while the percentage of students who demonstrated school readiness fell slightly, from 49% in SY 2012-2013 to 46% in SY 2015-2016. This is short of the 91% target.



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

*Status: Not Met*

While significantly more preschool age migrant children were reported to be served during the reporting period (918 in SY 2015-2016 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 34% in SY 2015-2016.

#### *Graduation*

- **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 12<sup>th</sup> grade students graduated from high school.

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

*Status: Not Met.*

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

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

*Status: Data not available.*

#### *Out-of-School Youth*

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

*Status: Met.*

In SY 2014-2015, 66% of migrant OSY received support to access education resources, up from the 2013-2014 baseline of 23%. This figure dropped to 48% in SY 2015-2016 but remained higher than the baseline.

- **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 45% did so in SY 2015-2016. However, data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.

## *Parent Involvement*

- **MPO: Parent involvement needs to increase by 12 percentage 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, and SY 2015-2016, with 90% (1,878) participating.

- **MPO: Parent involvement needs to increase by 23 percentage 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 SY 2010-2011. Results for SY 2015-2016 were substantially similar, with 88% (1,465) participating.

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

*Status: Substantially Met*

The percent of migrant preschool parents participating in activities grew 23 percentage points, from 68% to 91%, from SY 2010-2011 to SY 2015-2016.

## *End-of-Course Assessments:*

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

*Desired Change:* Increase in percentage

*Status:* Not measured.

From SY 2012-2013 to SY 2015-2016, the number of migrant students required to take the Algebra I EOC rose from 1,242 to 1,441, while the pass rate declined from 43% to 30%. For Geometry I, the number of migrant students required to take the exam rose dramatically from 384 in SY 2012-2013 to 1,295 in 2014-2015 before falling to 831 in SY 2015-2016. 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 students who score at or above the proficient level in the Algebra I and Geometry I End-of-Course (EOC) Exams.

*Desired Change:* Decrease gap

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

The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 19% from SY 2012-2013 to SY 2015-2016. For Geometry I, it rose from 9% to 20% from SY 2012-2013 to SY 2015-2016.

- **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 44% in SY 2015-2016.

### *Partnerships*

For SYs 2010-2016, the most frequently identified partners were non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners; 532 partners were identified in SY 2015-2016, an increase from prior years.

### *Staff Development*

In SY 2015-2016, 2,414 staff members participated in 326 different staff development activities. Professional/skill development was the most common type of activity in SY 2015-2016. Staff involved in parent involvement training fell from 369 in SY 2014-2015 to 18 in SY 2015-2016. Staff involved in ID&R training remained steady at 336 in SY 2015-2016 compared to 365 for SY 2014-2015.

## Annual Evaluation Report

### Purpose

The purpose of this report is to provide information about the statewide Florida Migrant Education Program (FMEP) regarding the effectiveness of services for migrant children and youth. The FMEP is administered through the Florida Department of Education (FDOE) to Local Education Agencies (LEAs) and consortia of LEAs. Of the state's 76 school districts,<sup>1</sup> all but 15 received migrant funds either directly (31) or through the consortia; there were 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMCC) in the program year reported here (2015-2016). Data are submitted by LEAs to the FDOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FMEP related to its two main questions:

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

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

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

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<sup>1</sup> School districts for federal reporting purposes

Specifically, the MEP was created in 1966 under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and was amended in 2001 through the No Child Left Behind Act (NCLB) with the following purposes (defined in Section 1301 of NCLB)<sup>2</sup>:

- a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- b) Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- e) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- f) Ensure that migratory children benefit from state and local systemic reforms.

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

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

### Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under 34 CFR § 200.83, a state education agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

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

This evaluation report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2012 SDP, which updated the prior SDP completed in 2008. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and are reported in the Executive Summary and each section of the report in the areas of Reading, Mathematics, Graduation, School Readiness, Out-of-School Youth (OSY), Health, and Parent Involvement.

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

The SDP is the guiding force for implementing programs in the FMEP at both state and local levels. It lays a foundation of methods to strengthen support for migrant students and families related to academic success and the ultimate goal of high school graduation and beyond. LEAs have the control to utilize these methods in the best way to address the needs of their specific populations. To facilitate access to resources and guidance for LEAs, (especially as it relates to federal rules and guidelines), the FMEP office 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 for the FMEP to engage in meaningful evaluation while also being responsive to diverse local MEP contexts. Work Group discussions focused on operationalizing state-level program measures, revising the template for clarity, and reducing the data burden to district MEPs to the extent feasible. The goal of the Evaluation Work Group was to make the self-reporting template the one tool that serves to encapsulate reporting requirements for district MEPs while enabling the state to aggregate consistent district-level data for a statewide review of programming.

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

*Part I. Program Information (basic contact information)*

*Part II. Program Implementation*

- a) MEP Staff Development/Training: type and frequency of professional development
- b) Partnerships: extent to which MEP utilizes federal, state, LEA and other community and business partners in serving migrant children
- c) Parent Involvement Activities: type and frequency of activities, summary of parent surveys (described below)
- d) Identification and Recruitment (ID&R): descriptions of strategies used to recruit migrant students, families and OSY
- e) Additional MEP Information: more in-depth qualitative information regarding district/consortia programming as a whole

*Part III. Student Activities*

- a) Students Served: demographic information provided by FDOE
- b) Reading: type, frequency and participation in student reading-related activities and use of evidence-based strategies
- c) Mathematics: type, frequency and participation in student mathematics-related activities and use of evidence-based strategies
- d) Graduation: type, frequency and participation in student school completion-related activities and use of evidence-based strategies

- e) School Readiness: type, frequency and participation in preschool-related activities and use of evidence-based strategies
- f) OSY: type, frequency and participation in OSY-related activities and use of evidence-based strategies
- g) Health: type, frequency and participation in health-related activities
- h) School Engagement Indicator: Extracurricular Participation: summary of student survey data (described below)
- i) School Engagement Indicator: Encouragement: summary of student survey data

#### *Part IV. Student Outcomes*

- a) Reading and Mathematics Achievement: as measured by the Florida Comprehensive Assessment Test (FCAT), FCAT 2.0 or the Florida 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 12<sup>th</sup> grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); retention rates
- g) FCAT Tutoring: extent to which migrant students who participated in at least three months of MEP-funded or facilitated tutoring and/or academic services passed the FCAT/FCAT2.0/ Florida Standards Assessment

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



## Analysis

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

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

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

Direct comparison of district-determined assessments is not possible due to the variety used by Florida MEPs, although reporting of gains and gap measures is defensible.

## Results

Thirty-two LOAs received funding and provided data in self-evaluation reporting forms for the 2015-2016 program year (see Appendix C for the complete list).

## Demographics

The FMEP is among the four largest in the United States in terms of the number of migrant-eligible students and youth served (along with California, Texas, and Washington). 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 2015-2016, its highest point in five years, before falling to 25,396 in 2015-2016. Results are shown in Figure 1, Table 1, Table 2, and Table 3.

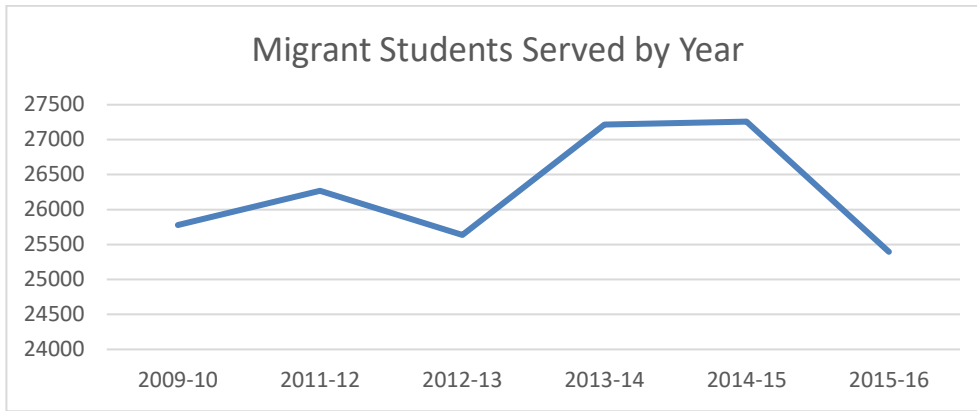


Figure 1. FMEP Migrant Students Served by Year

A substantially similar number and percent of migrant students were designated as Priority for Service (PFS), the most highly mobile, at risk subgroup, for four years ending in SY 2015-2016, including 5,348 students, or 21% of the migrant student population in SY 2015-2016. Approximately 40% of students were elementary-aged in SY 2015-2016, 16% were high school age, and approximately 15% were age three through kindergarten. From SY 2012-2013 to SY 2015-2016, the eligible pre-K and kindergarten populations declined in both absolute numbers and relative to other ages of eligible migrant students. Students in the OSY (grade 30) category increased substantially from 3,640 (14%) to 4,608 (17%) between SY 2012-2013 and SY 2013-2014, then decreased to 4,061 (15%) in SY 2014-2015 and further to 3,612 in 2015-2016.

Table 1. Migrant Served Demographic Data, SY 2012-2016

		2012- 2013	2013- 2014	2014- 2015	2015- 2016
<b>Total</b>	#	25,635	27,214	27,258	25,396
<b>ELL LEP (LY)</b>	#	7,885	8,220	8,076	8,169
	%	31	30	30	32
<b>PFS</b>	#	5,359	5,506	5,332	5,348
	%	21	20	20	21
<b>PFS without age 3-5 (not KG)</b>	#	5,270	5,439	5,264	5,287
	%	21	20	19	21
<b>Children with Disabilities (IDEA)</b>	#		2,609	2,738	2,776
	%		10	10	11
<b>Dropouts</b>	#		119	150	163
	%		.4	.6	.6

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

Table 2. Migrant Students Served by Grade Level, pre-K through Grade 8, SY 2012-2016

	PK	KG	01	02	03	04	05	06	07	08
<b>2012-2013</b>	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%
<b>2013-2014</b>	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%
<b>2014-2015</b>	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%
<b>2015-2016</b>	3,748	1,642	1,818	1,709	1,807	1,654	1,412	1,348	1,255	1,282
	15%	6%	7%	7%	7%	7%	6%	5%	5%	5%

Table 3. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2012-2016

	09	10	11	12	30
<b>2012-2013</b>	1,132	1,005	875	768	3,640
	4%	4%	3%	3%	14%
<b>2013-2014</b>	1,208	1,089	953	827	4,608
	4%	4%	4%	3%	17%
<b>2014-2015</b>	1,307	1,139	976	870	4,061
	5%	4%	4%	3%	15%
<b>2015-2016</b>	1,274	1,085	922	828	3,612
	5%	4%	4%	3%	14%

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

## Overview of Reading Outcomes

- Reading Strategy Priorities: From SY 2010-2016, nearly half of districts/grantees indicated providing high quality curriculum aligned with tools for assessment and progress monitoring and using technology and tools for literacy.
- 97% 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 FSA rose from 27% in SY 2014-2015 to 28% in SY 2015-2016.
- The gap between migrant and non-migrant students proficient in reading rose from 16% in 2014-2015 to 19% in 2015-2016.
- Districts reported that 34% of migrant students showed learning gains from SY 2012-2015 to SY 2015-2016.

## Reading

### Background

At the time of the first CNA (2005), Florida migrant students scored approximately 25% lower than non-migrant students in reading on the FCAT. As a result of the initial CNA and SDP implementation, local MEPs were required to implement or facilitate literacy programming to address the unique educational needs of migrant students 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.

## MPO Summary

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

*Status: Not Met.*

The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, migrant student performance in reading has not increased during the period. Under the Florida Standards Assessment, 28% of migrant students were proficient in reading in 2015-2016, up from 27% the prior year. 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 SY 2014-2015, students in grades 3, 4 and 8 were more likely to be proficient than students in grades 5, 6, 7 9 and 10); no grades achieved the 83% target percentage.

- **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%), and then rose to 19% in SY 2015-2016, which is lower than the 20 point gap during the 2008 CNA. Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

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

*Status: Met.*

Although reading proficiency among migrant ELLs, as measured by the FCAT 2.0, decreased from 22% to 19% from SY 2011-2012 to SY 2013-2014, ELL proficiency under the Florida Standards Assessment rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016. Because the assessment changed during the period and is not comparable to the assessment under the 2012 SDP, the evaluators consider 2014-2015 to be the baseline for judging progress on this MPO.

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

*Status: Not met.*

In SY 2015-2016, 25% 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 4). 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 2015-2016 (47% each). Family literacy activities increased substantially from 2013-2014 to 2014-2015, from 17% to 37%, and then fell to 16% in 2015-2016.

**Table 4. Reading Strategy Priorities, SYs 2012-2016**

Reading Strategy Priorities	% LOAs			
	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=29	2015-2016 N=32
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	65%	62%	41%	47%
Utilize technology and other tools	48%	55%	44%	47%
Provide strategic, content-based tutoring in reading to students identified as PFS, and Other <sup>3</sup>	23%	36%	26%	44%
Provide information and materials to instructional staff on scientifically-based reading strategies	42%	31%	30%	28%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	29%	34%	26%	28%
Provide information and materials to instructional staff on scientifically-based and English as a Second Language (ESL) strategies to utilize with migrant students	26%	21%	26%	25%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	29%	17%	37%	16%
Emphasize language-based content instruction using sheltered instruction with ELLs	16%	21%	11%	13%

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

Reading Strategy Priorities	% LOAs			
	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=29	2015-2016 N=32
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	13%	7%	11%	13%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	10%	7%	7%	13%
Provide training to MEP staff on resources and strategies for OSY	6%	0%	7%	6%
Provide sustained and intensive professional development	6%	7%	4%	6%
Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information	0%	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 2015-2016 (see Table 5). 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 5. Percentage of LOAs Offering Services in Reading, SYs 2011-2016**

Focus, Purpose, or Expected Outcomes	2011-2012 N = 28	2012-2013 N=31	2013-2014 N=29	2014-2015 N=27	2015-2016 N=32
Leadership activities	4%	0%	3%	4%	3%
Student achievement	89%	94%	100%	96%	97%
Postsecondary transition/alternative education	0%	3%			
Credit accrual/graduation	21%	29%	24%	22%	25%
Student engagement	14%	16%	28%	19%	22%
Technical Abilities				4%	9%

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

**Table 6. Percentage of LOA Reading Activities, SYs 2011-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2011-2012 N = 114</b>	<b>2012-2013 N=136</b>	<b>2013-2014 N=136</b>	<b>2014-2015 N=95</b>	<b>2015-2016 N=134</b>
Leadership activities	<1%	0%	1%	1%	1%
Student achievement	90%	87%	80%	82%	77%
Credit accrual/graduation	4%	7%	7%	8%	7%
Student engagement	4%	6%	13%	9%	13%
Technical Abilities				1%	2%

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 2015-2016 (see Table 7).



Table 7. Anticipated vs. Actual Number of Participants by Reading Service Type, SYs 2011-2016

Focus, Purpose, or Expected Outcomes	2013-2014			2014-2015			2015-2016		
	Anticipated Participants	Actual Participants	Average Hours per	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	10	13	48	23	23	1	47	11	5
Technical abilities				57	30	4	82	45	23
Student achievement	8,907	11,096	72	10,231	11,236	25	13,399	15,718	39
Credit accrual/ graduation	88	86	33	614	414	27	388	177	88
Student engagement	237	181	20	522	190	24	461	402	15
<b>Total</b>	<b>9,242</b>	<b>11,376</b>		<b>11,447</b>	<b>11,893</b>		<b>14,377</b>	<b>16,353</b>	

## 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 2014-2016 are not comparable to prior results and are therefore reported separately.

Table 8 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 8. 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
<b>Alachua</b>	175	41%	198	42%	236	32%
<b>Broward</b>			41	17%	62	31%
<b>Collier</b>	1391	31%	1477	35%	1815	32%
<b>DeSoto</b>	255	29%	271	28%	274	30%
<b>Glades</b>	55	33%	25	40%	42	19%
<b>Hardee</b>	483	36%	443	40%	492	37%
<b>Hendry</b>	379	29%	305	33%	394	32%
<b>Highlands</b>	537	38%	587	34%	610	35%
<b>Hillsborough</b>	1288	27%	1404	26%	1388	28%
<b>Indian River</b>			29	31%	35	34%
<b>Lafayette</b>	14	29%	12	25%	9	33%
<b>Lake</b>	16	31%	33	21%	26	15%
<b>Lake Wales</b>	52	29%	47	21%	30	17%
<b>Lee</b>	248	30%	274	34%	248	31%
<b>Madison</b>	18	39%	18	39%	18	61%
<b>Manatee</b>	317	19%	284	23%	347	26%
<b>Marion</b>	56	23%	74	23%	36	25%
<b>Martin</b>	35	31%	41	29%		
<b>Miami Dade</b>	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 9 shows the percentage of migrant students testing at or above reading proficiency on the Florida Standards Assessment during SY 2014-2016. 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 9. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment by LOA, SYs 2014-2016

LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	31%	252	26%
Broward	0	NA	58	24%
Collier	1897	28%	2069	29%
DeSoto	211	20%	224	19%
Escambia			86	69%
Glades	59	36%	53	32%
Hardee	459	33%	452	34%
Hendry	413	26%	424	32%
Highlands	625	33%	580	34%
Hillsborough	1430	21%	1469	22%
Indian River				
Lafayette	5	20%	6	33%
Lake	30	3%	23	22%
Lake Wales	26	19%	18	11%
Lee	0	NA	231	25%
Madison	25	44%	31	42%
Manatee	297	20%	246	20%

LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Marion	33	24%	23	35%
Martin	0	NA	29	24%
Miami Dade	701	26%	423	29%
Okeechobee	423	29%	379	31%
Orange			150	32%
Osceola	43	47%	29	24%
PAEC	152	46%	63	16%
Palm Beach	1821	23%	1950	25%
Pasco	44	18%	57	12%
Polk	1007	28%	718	28%
Putnam	24	25%	47	26%
Sarasota	13	85%	12	58%
St. Lucie	99	24%	47	36%
Suwanee	56	25%	70	30%
Volusia	61	31%	58	36%

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 2015-2016, 28% of all migrant students and 21% of ELL migrant students (up from 15% in SY 2014-2015) demonstrated proficiency in reading on the Florida Standards Assessment (See Figure 2 and Figure 4).

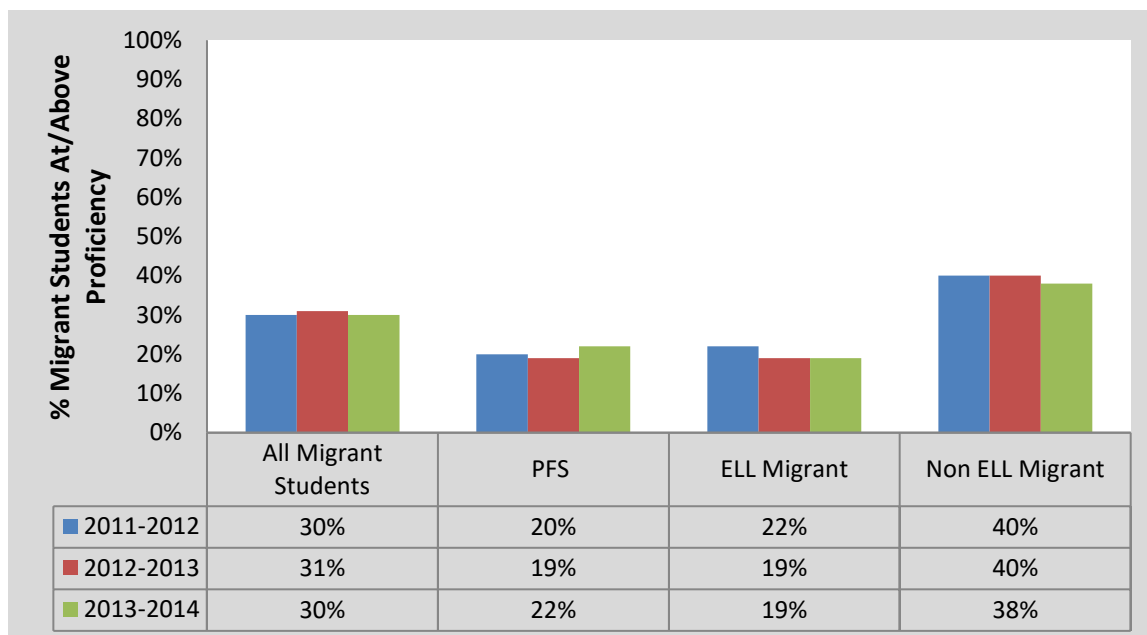


Figure 1. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0, SYs 2011-2014

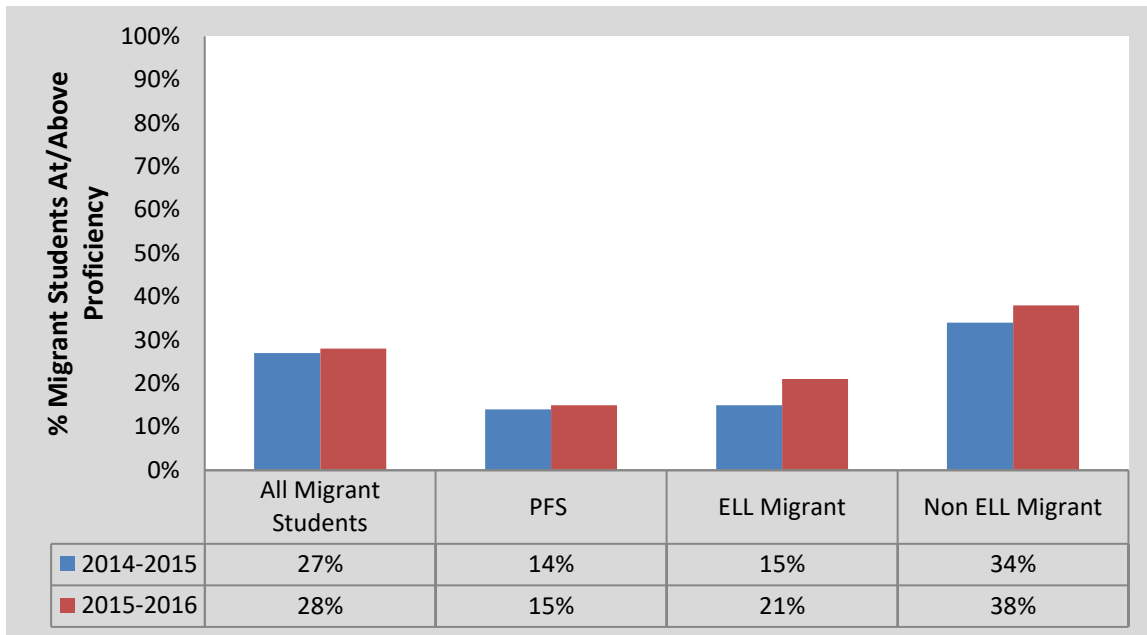


Figure 2. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment, SYs 2014-2016

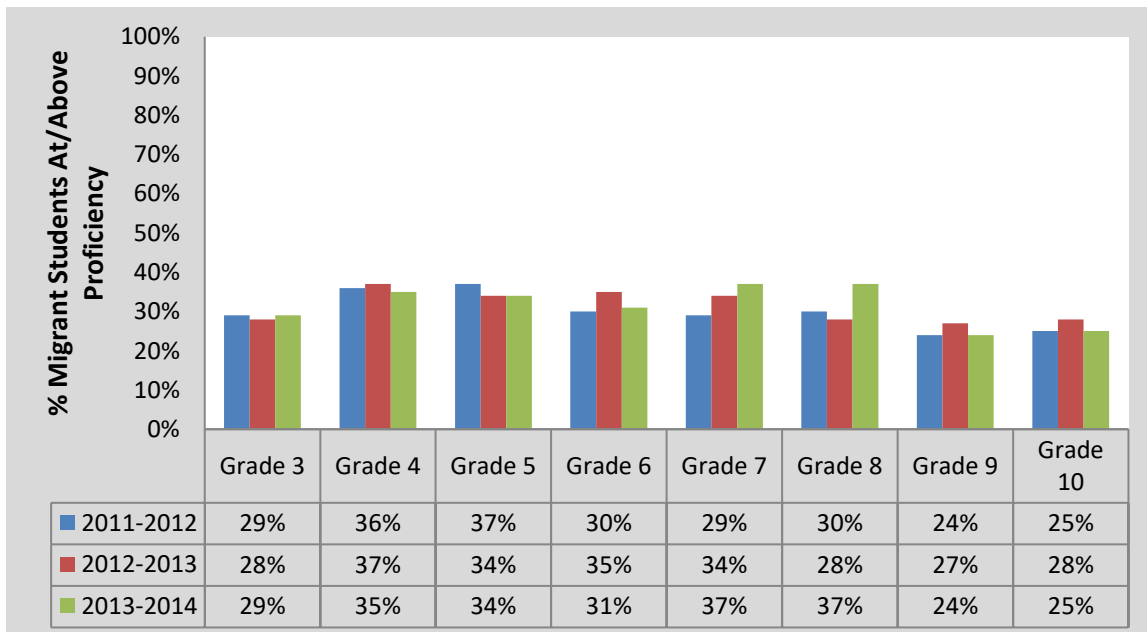


Figure 3. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2014

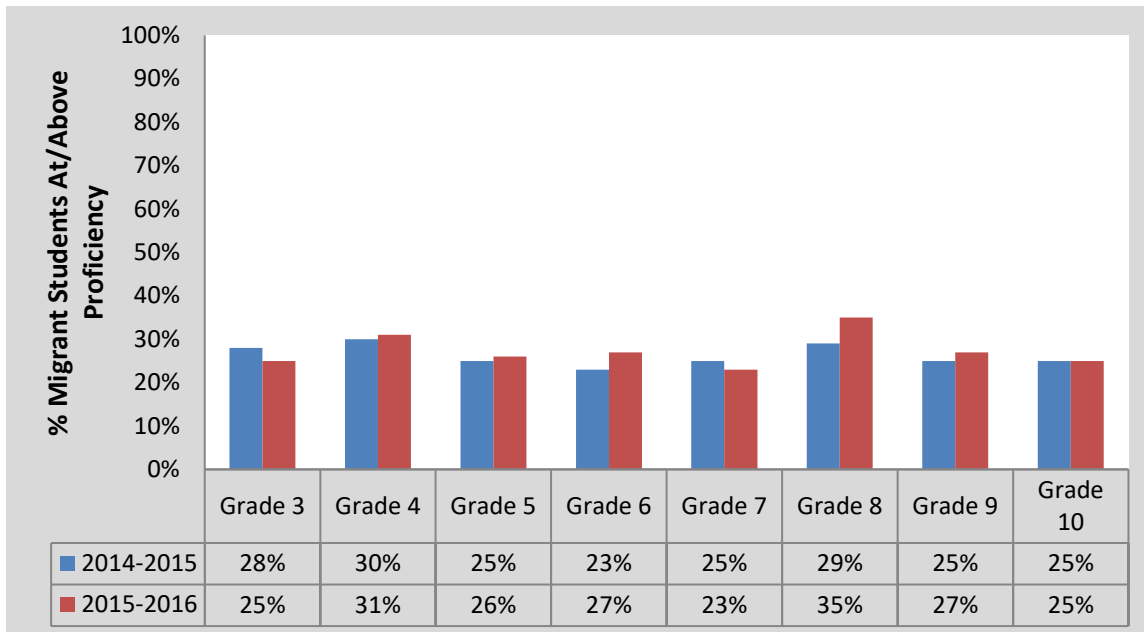


Figure 4. Percentage of Migrant Students at or above Reading Proficiency on Florida State Assessment by Grade Level, SYs 2014-2016

The reading achievement gap decreased between SY 2011-2012 and SY 2014-2015 (from 18% to 16%, see Table 10), and then rose to 19% in SY 2015-2016. The SY 2015-2016 gap is lowest in grades 4 and 8 (12 percentage points) and highest in grade 3 (19 percentage points, see Table 11). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 10. Reading Proficiency Gaps, SYs 2008-2016 (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	38	58	20%
2009-2010	40	59	19%
2010-2011	37	55	18%
2011-2012	31	49	18%
2012-2013	31	53	22%
2013-2014	32	51	19%
2014-2015	27	43	16%
2015-2016	28	47	19%

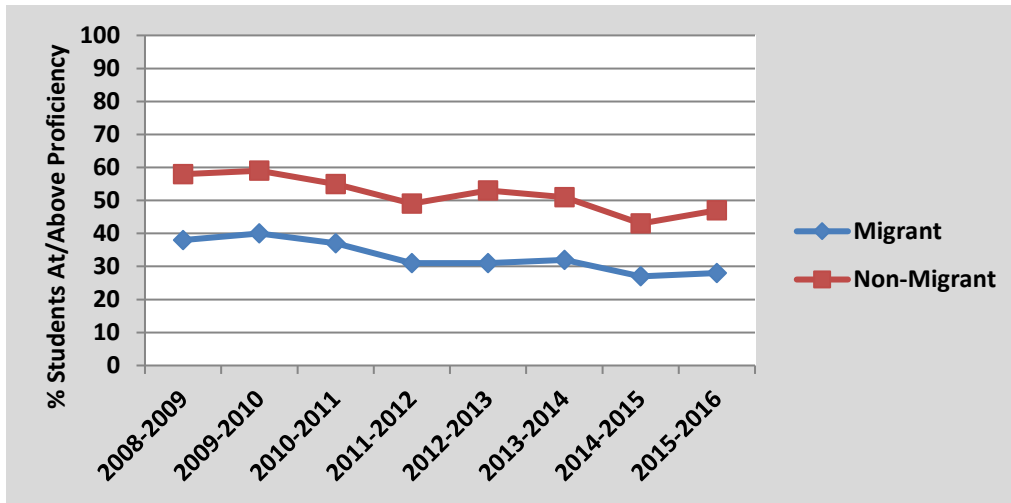


Figure 5. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 11. Reading Proficiency Gaps on Florida State Assessment, SY 2014-2016

	2014-2015			2015-2016		
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	27	43	16	28	47	19
Grade 3	28	46	18	25	44	19
Grade 4	30	47	17	31	43	12
Grade 5	25	43	18	26	42	16
Grade 6	23	44	21	27	42	15
Grade 7	25	44	19	23	39	16
Grade 8	25	48	23	35	47	12
Grade 9	29	41	12	27	42	15
Grade 10	25	43	18	25	40	15

\*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.

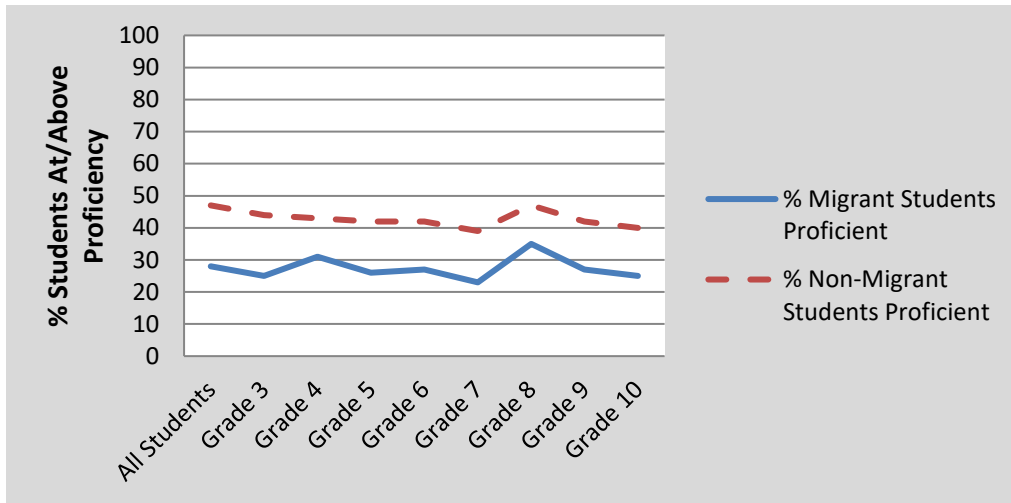


Figure 6. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida State Assessment SY 2015-2016

District-reported learning gains for students with FSA scores for the prior and current school year show 34% of migrant students overall demonstrating reading learning gains (see Table 12). The highest gains are reported in grade 8 (41% of migrant students with gains).

Table 12. District-Reported Learning Gains in Reading, SY 2015-2016

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,547	2,564	34%
PFS	1,278	373	29%
Grade 3	449	66	15%
Grade 4	1,243	449	36%
Grade 5	1,113	370	33%
Grade 6	1,011	332	33%
Grade 7	915	259	28%
Grade 8	934	380	41%
Grade 9	912	278	30%
Grade 10	866	255	29%



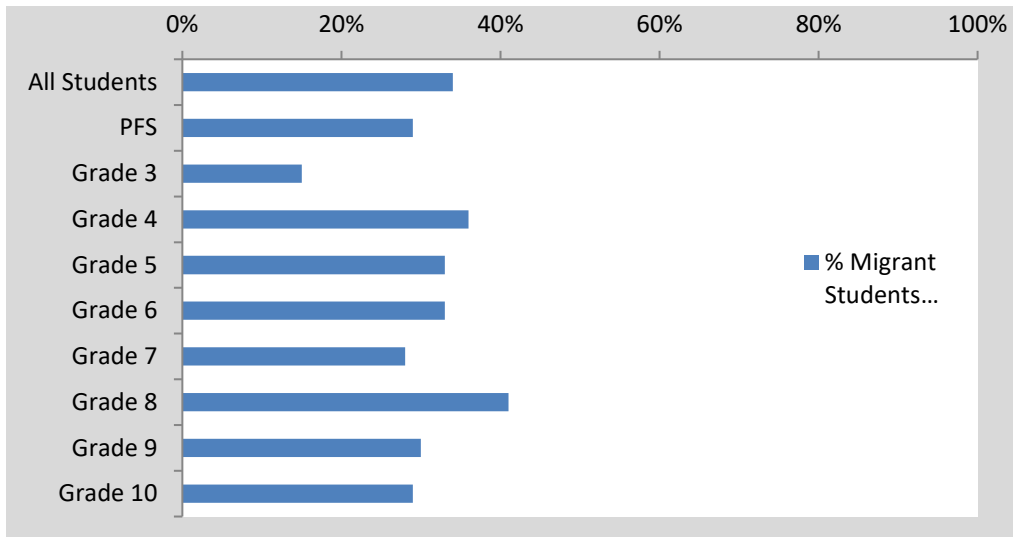


Figure 7. Percentage of Migrant Students with Reading Gains, SY 2015-2016

## Overview of Mathematics Outcomes

- Mathematics Strategy Priorities: In SY 2015-2016, districts/ grantees indicated two clear priorities for mathematics instruction: high quality curriculum with progress monitoring, and tutoring for PFS students.
- Districts/grantees reported that they served 13,044 participants in mathematics activities in SY 2015-2016, up from 10,784 in the prior year.
- 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
  -
- The gap between migrant and non-migrant students scoring at or above proficiency in math dropped to 8% in SY 2015-2016
- LOA-reported learning gains in math between SY 2014-2015 and SY 2015-2016 showed 51% of migrant students with gains.

## Mathematics

### Background

Florida migrant students scored approximately 25% lower than non-migrant students in mathematics on the FCAT in 2005. As a result of the initial CNA and SDP implementation, the local MEPs were required to institute mathematics programming that addressed the unique educational needs of migrant students 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.

## MPO Summary

- **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 2015-2016 Florida Standards Assessment in reading. In SY 2015-2016, 44% of migrant students in Grades 3 were proficient in reading while 31% of students in grade 6 were proficient in reading.

- **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 2015-2016 (from 15% to 8%). The gap is lowest in grade 8 (4 percentage points) and highest in grade 6 (12 percentage points). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

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

*Status: Not Met.*

Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 29% between SY 2014-2015 and SY 2015-2016, a 1 percentage point gain.

## Implementation

In SY 2015-2016, LOAs indicated two clear priorities for mathematics instruction: high quality curriculum with progress monitoring and tutoring for PFS students. Additional priorities were utilizing technology and using concrete approaches (e.g., manipulatives) to build mental models of math concepts (see Table 13). 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 13. Mathematics Strategy Priorities, SYs 2012-2016

Mathematics Strategy Priorities	% LOAs			
	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=29	2015-2016 N=32
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	48%	63%	54%	56%
Provide strategic, content-based tutoring in math to students identified as PFS	55%	56%	46%	52%
Utilize technology and other tools to promote math skills development and literacy	61%	56%	39%	38%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	32%	44%	18%	38%
Hire or consult with a math advocate (e.g., a certified teacher)	23%	19%	25%	22%
Provide training to MEP staff on instructional strategies and assessments for math	3%	7%	11%	19%
Provide information and materials to instructional staff on scientifically-based math and ESL strategies	13%	4%	7%	13%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	6%	0%	4%	13%
Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs	6%	15%	11%	13%
Provide math programming that focuses on rigor and cultural relevance	19%	11%	7%	9%
Instruct parents on using math resources in the home	19%	11%	21%	6%
Other (including after school tutoring for at-risk migrant students, FCAT tutoring, and instructional materials for youth and families)	10%	7%	11%	6%
Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults	3%	0%	14%	6%

Mathematics Strategy Priorities	% LOAs			
	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=29	2015-2016 N=32
Train math coaches/advocates to support MEP staff skills development	3%	7%	7%	3%

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 14). Fewer LOAs offered activities that focused on credit accrual/graduation, leadership and student engagement.

Table 14. Percentage of LOAs Offering Services in Mathematics, SYs 2010-2016

Focus, Purpose, or Expected Outcomes	2011-2012 N = 28	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=28	2015-2016 N=32
Leadership activities	0%	0%	14%	4%	35%
Technical abilities	0%	0%	0%	4%	6%
Student achievement	86%	94%	97%	93%	94%
Credit accrual/graduation	21%	29%	14%	25%	19%
Student engagement	11%	16%	7%	14%	16%

The highest *percentage* of LOA mathematics activities were focused on student achievement across all years of the evaluation (see Table 15).

Table 15. Percentage of Activities in Mathematics, SYs 2010-2016

Focus, Purpose, or Expected Outcomes	2011-2012 N = 96	2012-2013 N = 110	2013-2014 N = 103	2014-2015 N=93	2015-2016 N=105
Leadership activities	0%	0%	1%	1%	1%
Student achievement	91%	86%	91%	82%	73%
Credit accrual/graduation	5%	9%	6%	9%	7%
Student engagement	3%	6%	2%	7%	15%
Technical abilities				1%	2%

LOAs reported that they served 13,044 participants in mathematics activities in SY 2015-2016, up from 10,784 in SY 2014-2015 (see Table 16). Because reporting guidance for hours per student was clarified in 2014-2015, time data should be interpreted with caution when comparing across years.

Table 16. Anticipated vs. Actual Number of Participants by Mathematics Service Type, SYs 2012-2016

Focus, Purpose, or Expected Outcomes	2013-2014			2014-2015			2015-2016		
	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	4	3	16	23	23	1	47	11	55
Student achievement	7,491	7,821	55	10,323	10,091	19	11,411	12,503	16
Credit accrual/graduation	78	79	21	585	375	20	349	161	36
Student engagement	24	0	180	250	265	47	465	320	12
Technical abilities				57	30	4	72	35	14
<b>Total</b>	<b>7,597</b>	<b>7,903</b>		<b>11,238</b>	<b>10,784</b>		<b>12,369</b>	<b>13,044</b>	

## 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 2014-2016 are not comparable to prior results and are therefore reported separately.

Table 17 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 17. Percentage of Migrant Students at or Above Math Proficiency on FCAT 2.0 by LOA, SYs 2011-2014**

LOA	2011-2012		2012-2013		2013-2014	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
<b>Alachua</b>	143	43%	145	45%	183	44%
<b>Broward</b>			32	25%	49	35%
<b>Collier</b>	1091	39%	880	42%	1282	41%
<b>DeSoto</b>	216	39%	215	40%	204	41%
<b>Glades</b>			22	59%	34	38%
<b>Hardee</b>	382	53%	341	51%	342	55%
<b>Hendry</b>	288	39%	225	45%	251	44%
<b>Highlands</b>	470	34%	475	49%	492	49%
<b>Hillsborough</b>	1,073	36%	1,164	39%	1150	40%
<b>Indian River</b>			19	42%	21	48%
<b>Lafayette</b>	11	55%	9	78%	7	43%
<b>Lake</b>	12	50%	23	22%	18	22%
<b>Lake Wales</b>	46	50%	35	46%	24	54%
<b>Lee</b>	197	43%	218	43%	248	31%
<b>Madison</b>	18	28%	18	61%	16	56%
<b>Manatee</b>	314	31%	236	31%	253	38%
<b>Marion</b>	47	40%	64	41%	30	27%
<b>Martin</b>	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 18 shows the percentage of migrant students testing at or above mathematics proficiency on the Florida Standards Assessment during SY 2014-2016. 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 18. Percentage of Migrant Students at or Above Math Proficiency on Florida Standards Assessment by LOA, SY 2014-2016

LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	197	44%	196	41%
Broward	0	NA	50	24%
Collier	1494	41%	1532	40%
DeSoto	165	28%	176	20%
Escambia			66	82%
Glades	52	44%	52	31%
Hardee	336	43%	353	50%
Hendry	313	40%	316	40%
Highlands	471	58%	440	45%
Hillsborough	1147	35%	1180	34%
Indian River				
Lafayette	5	80%	4	50%
Lake	26	31%	21	43%
Lake Wales	19	47%	10	20%
Lee	153	39%	187	36%
Madison	23	35%	24	63%
Manatee	236	34%	241	34%
Marion	26	38%	21	38%



LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Martin	0	NA	13	62%
Miami Dade	531	36%	311	33%
Okeechobee	317	42%	290	37%
Orange			113	41%
Osceola	35	43%	22	36%
PAEC	127	60%	52	42%
Palm Beach	1429	33%	1509	37%
Pasco	40	20%	48	13%
Polk	780	35%	565	29%
Putnam	17	41%	48	50%
Sarasota	11	73%	11	73%
St. Lucie	71	24%	32	63%
Suwanee	45	33%	62	34%
Volusia	40	38%	37	43%

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 8 and Figure 10). 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 EOC assessment in Algebra I.

For SY 2015-2016, 38% of all migrant students and 26% of ELL migrant students demonstrated proficiency in mathematics on the Florida Standards Assessment (see Figure 9).

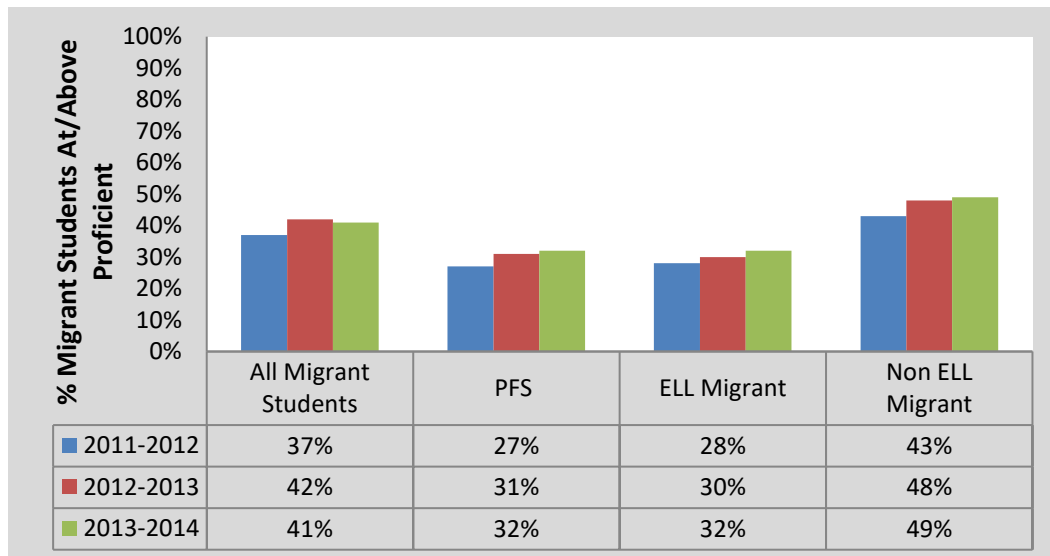


Figure 8. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by SY, 2011-2014

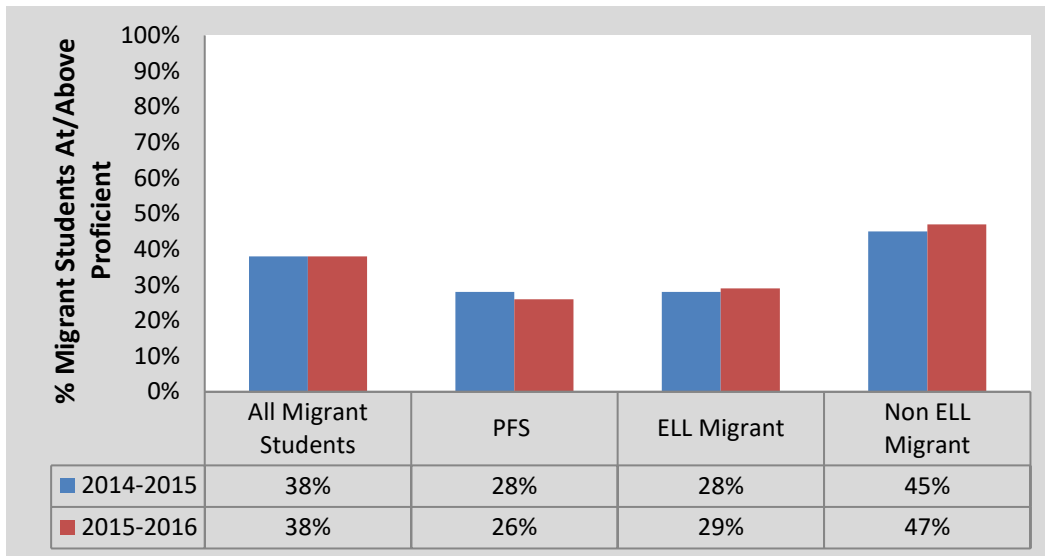


Figure 9. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment, SY 2014-2016

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. Migrant students showed stronger performance from SY 2014-2015 to SY 2015-2016 in Grades 3 and 8, and weaker performance in grade 6 (see Figure 11 and Figure 10).

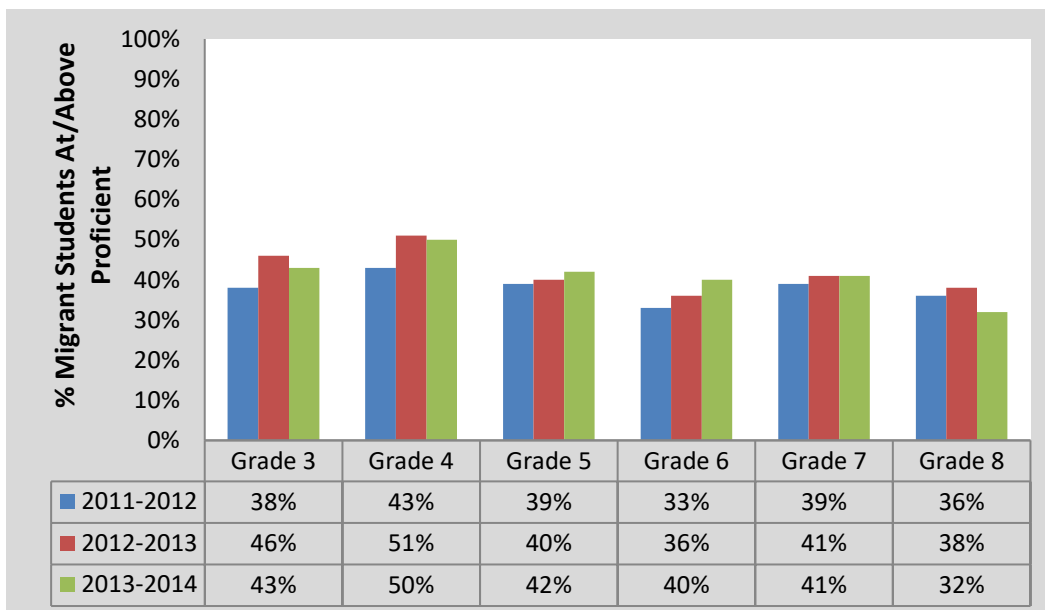


Figure 10. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by Grade Level and SY, 2011-2014

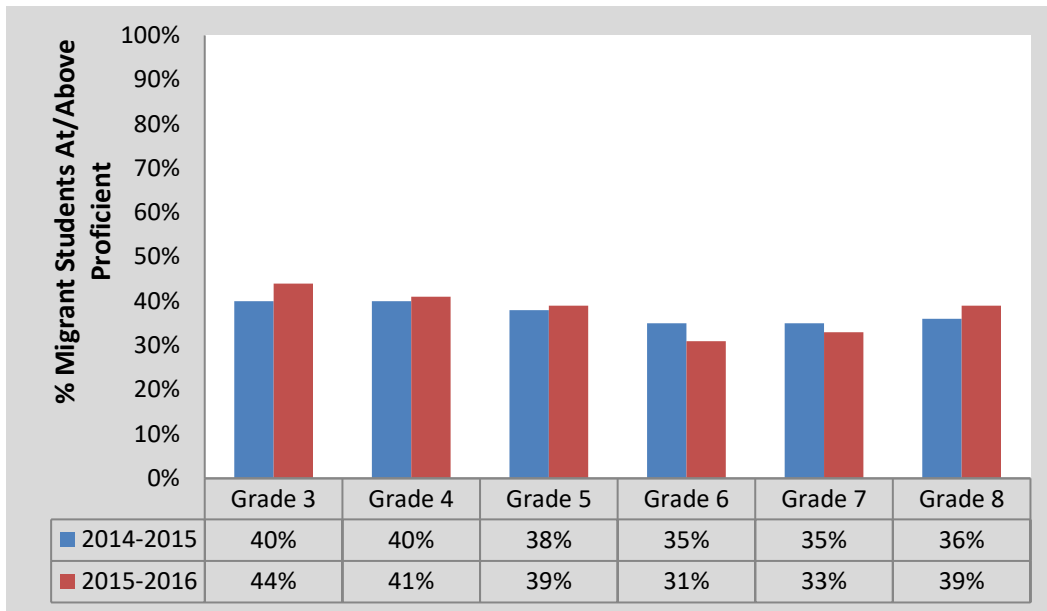


Figure 11. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment by Grade Level, SY 2014-2016

The math achievement gap decreased between SY 2011-2012 and SY 2015-2016 (from 15% to 8%, see Table 19). The gap is lowest in grade 8 (4 percentage points) and highest in grade 6 (12 percentage points, see Table 20). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 19. Mathematics Proficiency Gaps, SYs 2008-2016 (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	50	63	13%
2009-2010	53	65	12%
2010-2011	49	59	10%
2011-2012	37	52	15%
2012-2013	42	51	9%
2013-2014	41	50	9%
2014-2015	38	46	8%
2015-2016	38	46	8%

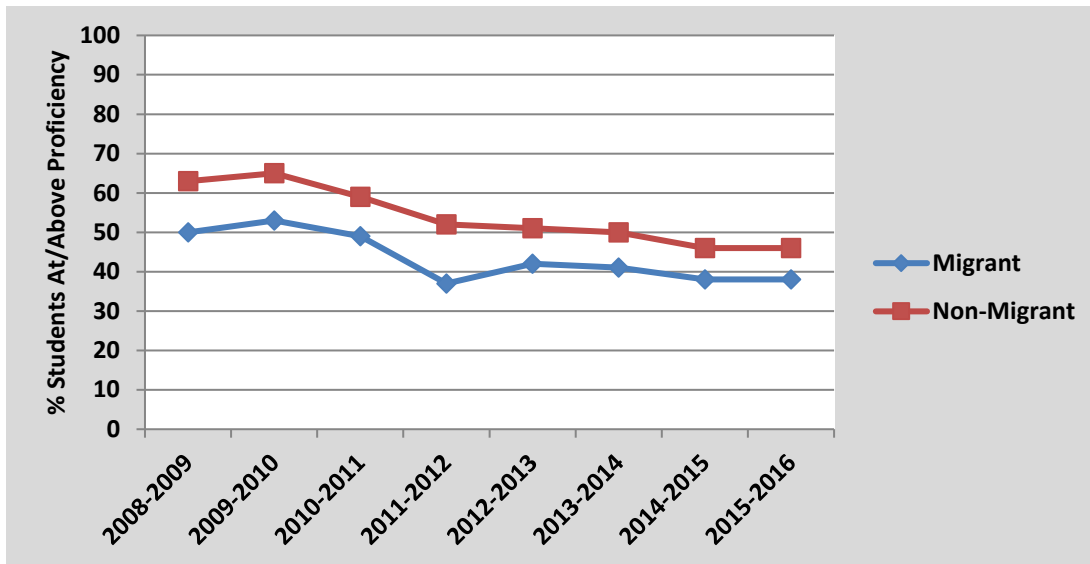


Figure 12. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 20. Mathematics Proficiency Gaps on Florida Standards Assessment, SY 2014-2016

	2014-2015			2015-2016		
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	38	46	8%	38	46	8%
Grade 3	40	52	12%	40	51	11%
Grade 4	40	52	12%	41	48	7%
Grade 5	38	48	10%	39	45	6%
Grade 6	35	45	10%	31	43	12%
Grade 7	35	47	12%	33	43	10%
Grade 8	36	40	4%	39	43	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.

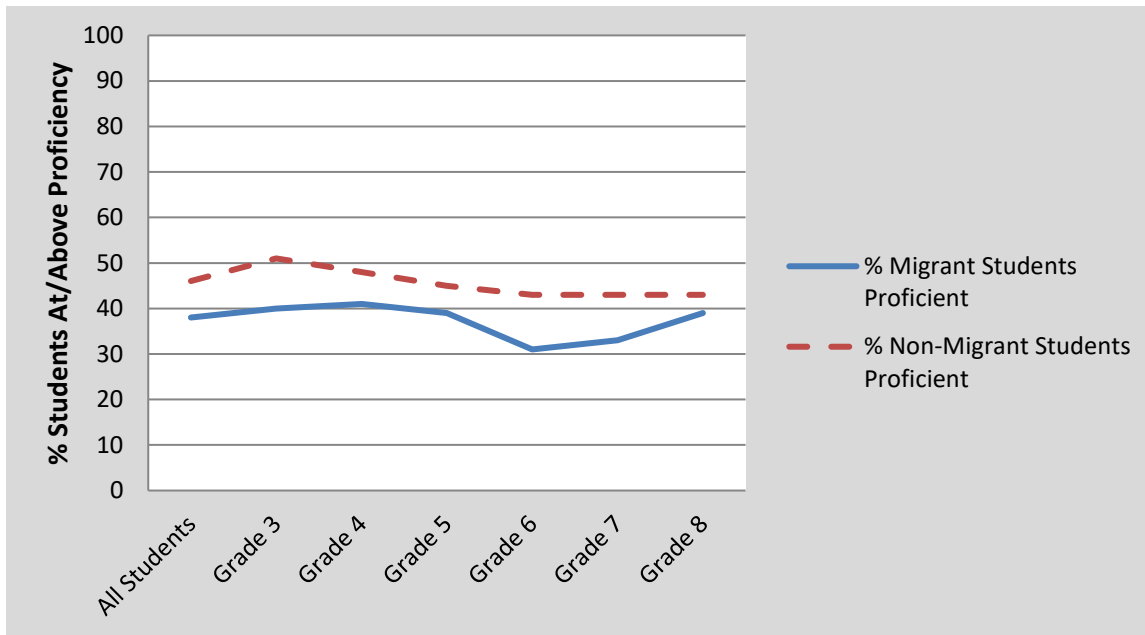


Figure 13. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2015-2016

LOA-reported learning gains in math between SY 2014-2015 and SY 2015-2016, with 51% of migrant students showing learning gains (see Table 21 and Figure 14).

Table 21. District-Reported Learning Gains in Mathematics, SY 2015-2016

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	3,764	1,904	51%
PFS	667	276	41%
Grade 3	283	74	26%
Grade 4	1,102	387	35%
Grade 5	959	371	39%
Grade 6	869	242	28%
Grade 7	799	245	31%
Grade 8	708	359	51%

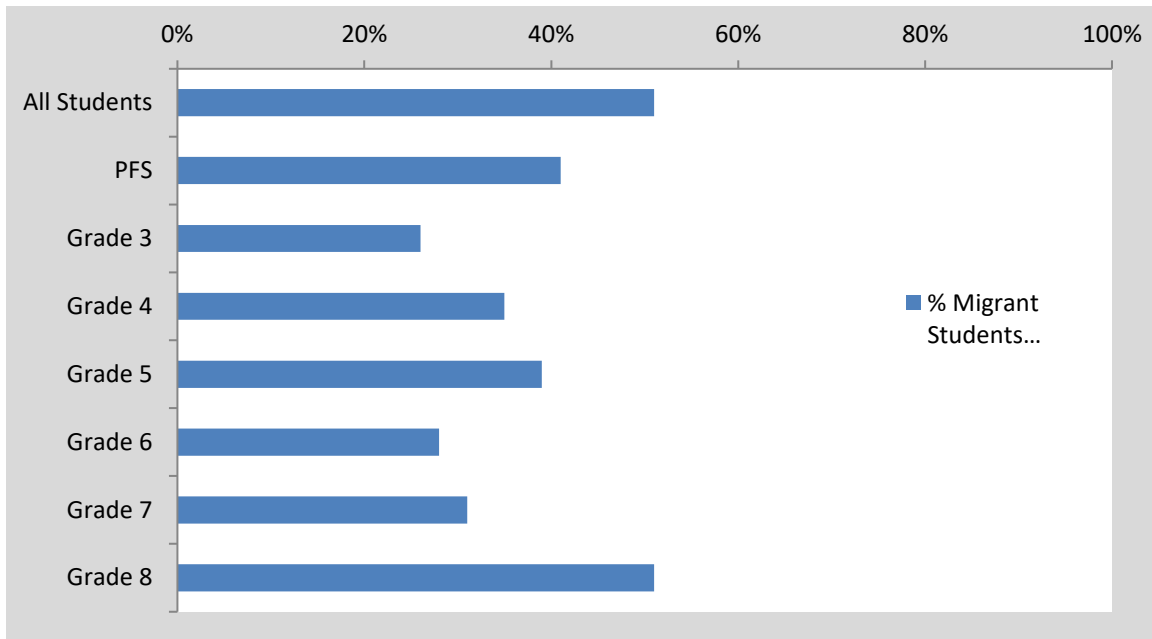


Figure 14. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2015-2016

## Overview of EOC Outcomes

- Statewide, from SY 2012-2013 to SY 2015-2016, the gap between migrant and non-migrant students:
  - Decreased from 22% to 19% on the Algebra EOC
  - Increased from 9% to 20% on the Geometry EOC
  - Increased from 14% to 17% on the Biology EOC
  - Increased from 7% to 18% on the US History EOC
- Statewide changes in migrant student EOC pass rates from SY 2012-2013 to SY 2015-2016 are as follows:
  - Algebra EOC: declined from 43% to 30%, overall, and declined from 39% to 27% among migrant PFS students
  - Geometry EOC: declined from 70% to 30%, and declined from 46% to 22% among migrant PFS students
  - Biology EOC: declined from 53% to 44%
  - US History: declined from 58% to 47% overall, and from 56% to 33% among migrant PFS students

## 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 2015-2016, the number of migrant students required to take the Algebra I EOC rose from 1,242 to 1,441, while the pass rate declined from 43% to 30%. For Geometry I, the number of migrant students required to take the exam rose dramatically from 384 in SY 2012-2013 to 1,295 in 2014-2015 before falling to 831 in SY 2015-2016. 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 students who score at or above the proficient level in the Algebra I and Geometry I End-of-Course (EOC) Exams.

*Desired Change:* Decrease gap

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

The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 19% from SY 2012-2013 to SY 2015-2016. For Geometry I, it rose from 9% to 20% from SY 2012-2013 to SY 2015-2016.

**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 44% in SY 2015-2016.

### Algebra I

Table 22 highlights Algebra I EOC assessment numbers and percentages by LOA in SY 2012-2013 through SY 2015-2016 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, then rose to 19% in SY 2015-2016.

### Geometry

Table 23 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 students and non-migrant students increased from 9% to 20% from SY 2012-2013 to SY 2015-2016.

### Biology I

Table 24 highlights Biology I EOC assessment numbers and percentages by LOA in SY 2012-2013 through SY 2015-2016 for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students increased from 14% to 17% during the period.

### US History

Table 25 highlights US History EOC assessment numbers and percentages by LOA in SY 2013-2014 through SY 2015-2016 for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students increased from 7% to 18% during the period.



Table 22. Algebra I EOC Results, SYs 2012-2016

	2012-2013				2013-2014				2014-2015				2015-2016			
	# 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	# Migrant Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>1,242</b>	<b>43%</b>	<b>65%</b>	<b>22%</b>	<b>1,644</b>	<b>40%</b>	<b>58%</b>	<b>18%</b>	<b>1,842</b>	<b>37%</b>	<b>52%</b>	<b>15%</b>	<b>1,441</b>	<b>30%</b>	<b>49%</b>	<b>19%</b>
<b>Statewide PFS</b>	<b>334</b>	<b>39%</b>	<b>--</b>	<b>--</b>	<b>385</b>	<b>41%</b>	<b>--</b>	<b>--</b>	<b>379</b>	<b>29%</b>	<b>--</b>	<b>--</b>	<b>171</b>	<b>27%</b>	<b>--</b>	<b>--</b>
<b>Alachua</b>	32	50%	62%	12%	52	25%	64%	39%	31	35%	34%	-1%	36	19%	47%	28%
<b>Broward</b>	*	*	62%	*	11	18%	56%	38%	*	*	18%	*	*	*		*
<b>Collier</b>	180	40%	53%	13%	277	46%	67%	21%	188	46%	74%	28%	288	36%	58%	22%
<b>DeSoto</b>	43	40%	47%	7%	46	24%	44%	20%	31	16%	13%	-3%	51	14%	18%	4%
<b>Escambia</b>													10	70%	39%	31%
<b>Glades</b>	*	*	44%	*	*	*	69%	*	*	*	63%	*	*	*	52%	*
<b>Hardee</b>	76	50%	41%	-9%	100	37%	43%	6%	41	41%	38%	-3%	63	22%	31%	9%
<b>Hendry</b>	37	22%	34%	12%	69	48%	55%	7%	31	35%	46%	11%	69	35%	36%	1%
<b>Highlands</b>	53	57%	61%	4%	83	39%	39%	0%	87	38%	48%	10%	86	42%	41%	-1%
<b>Hillsborough</b>	142	37%	39%	2%	249	53%	59%	6%	241	41%	49%	8%	197	33%	47%	14%
<b>Indian River</b>	*	*	48%	*	*	*	30%	*								
<b>Lafayette</b>	*	*	77%	*	*	*	86%	*	*	*	68%	*	*	*	63%	37%
<b>Lake</b>	*	*	31%	*					*	*	51%	*	*	*	45%	25%
<b>Lake Wales</b>	13	31%	42%	11%	*	*	40%	*	*	*	63%	*	14	43%	62%	19%
<b>Lee</b>	31	16%	49%	33%	17	35%	65%	30%	26	23%			32	25%	43%	18%
<b>Madison</b>	*	*	30%	*	*	*	74%	*	*	*	37%	*	*	*		
<b>Manatee</b>	28	25%	48%	23%	57	44%	56%	12%	35	26%	45%	19%	36	17%	42%	25%
<b>Marion</b>	*	*	51%	*	*	*	60%	*	*	*	50%	*	*	*	34%	*
<b>Martin</b>	*	*	69%	*					*	*	.	*	*	*		
<b>Miami Dade</b>	152	70%	81%	11%	128	34%	69%	35%	154	27%	63%	36%	46	9%	52%	43%
<b>Okeechobee</b>	15	60%	52%	-8%	50	44%	45%	1%	47	23%	33%	10%	65	23%	32%	9%

	2012-2013				2013-2014				2014-2015				2015-2016			
	# 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	# Migrant Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
Orange	28	50%	50%	0%	34	38%	54%	16%					30	37%		37%
Osceola	*	*	31%	*	*	*	7%	*	*	*	77%	*	*	*	52%	*
PAEC	23	83%	58%	-25%	25	60%	69%	9%	*	*	68%	*	*	*	63%	*
Palm Beach	181	33%	49%	16%	183	29%	47%	18%	836	38%	63%	25%	271	28%	49%	21%
Pasco	*	*	51%	*	*	*	61%	*	*	*	80%	*	*	*	55%	*
Polk	131	36%	44%	8%	147	35%	61%	26%	17	6%	11%	5%	77	39%	35%	-4%
Putnam	12	58%	47%	-11%					*	*	51%	*	*	*		*
Sarasota	*	*	56%	*					*	*	17%	*	*	*	69%	*
St Lucie	15	33%	41%	8%	20	45%	70%	25%	14	21%	55%	34%	*	*	41%	*
Suwanee	*	*	65%	*	48	23%	41%	18%	*	*	44%	*	15	27%	48%	21%
Volusia	*	*	65%	*	11	36%	55%	19%	11	36%	59%	23%	*	*	52%	*

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

Table 23. Geometry EOC Results, SYs 2012-2016

	2012-2013				2013-2014				2014-2015				2015-2016			
	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	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%	831	30%	50%	20%
Statewide PFS	132	46%	--	--	143	38%	--	--	244	30%	--	--	180	22%	--	--
Alachua	*	*	85%	*	34	47%	65%	18%	15	40%	49%	9%	16	25%	51%	26%
Broward	*	*	94%	*	*	*	63%	*	*	*	50%	*				
Collier	22	77%	98%	21%	184	48%	67%	19%	197	37%	60%	23%	164	30%	61%	31%

	2012-2013				2013-2014				2014-2015				2015-2016			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
DeSoto	19	74%	64%	10%	16	38%	59%	21%	33	21%	43%	22%	16	13%	35%	22%
Escambia													*	*	44%	*
Glades	*	*	70%	*	*	*	51%	*	*	*	37%	*	*	*	18%	*
Hardee	36	64%	63%	-1%	68	43%	40%	-3%	60	27%	31%	4%	42	24%	26%	2%
Hendry	39	59%	56%	-3%	45	56%	55%	-1%	45	56%	51%	-5%	36	14%	40%	26%
Highlands	13	69%	77%	8%	70	50%	47%	-3%	54	41%	46%	5%	69	35%	43%	8%
Hillsborough	33	76%	84%	8%			62%	62%	145	54%	64%	10%	111	39%	56%	17%
Indian River	*	*	62%	*	*	*	59%	*								
Lafayette	*	*	100%	*	*	*	77%	*	*	*	79%	*				
Lake	*	*	88%	*	*	*	64%	*	*	*	52%	*	*	*	50%	*
Lake Wales	*	*	36%	*	*	*	54%	*	*	*	80%	*	*	*	52%	*
Lee	18	28%	58%	30%	17	18%	64%	46%	13	23%	.	NA	17	18%	43%	25%
Madison	*	*	90%	*	*	*	52%	*	*	*	42%	*	*	*	88%	*
Manatee	*	*	93%	*	23	30%	62%	32%	15	33%	52%	19%	17	24%	52%	28%
Marion	*	*	95%	*	*	*	55%	*	*	*	45%	*	*	*	50%	*
Martin	*	*	70%	*					*	*	.	*	*	*		_*
Miami Dade	70	71%	80%	9%	65	48%	63%	15%	67	37%	63%	26%	32	41%	45%	4%
Okeechobee	*	*	94%	*	34	44%	55%	11%	48	35%	45%	10%	42	19%	31%	12%
Orange	*	*	89%	*	*	*	58%	*					15	47%		
Osceola	*	*	28%	*	*	*	6%	*	*	*	59%	*	*	*	51%	*
PAEC	*	*	96%	*	24	75%	69%	-6%	*	*	69%	*	*	*	57%	*
Palm Beach	20	85%	94%	9%	119	36%	71%	35%	538	29%	63%	34%	156	26%	53%	27%
Pasco	*	*	--	*	*	*	67%	*	*	*	69%	*	*	*	57%	*
Polk	72	86%	88%	2%	96	71%	84%	13%	*	*	.	*	35	23%	35%	12%
Putnam	*	*	58%	*	*	*		*	*	*	.	*	*	*	*	*
Sarasota	*	*	87%	*					*	*	74%	-6%	*	*	*	*

	2012-2013				2013-2014				2014-2015				2015-2016			
	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	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
St Lucie	*	*	73%	*	*	*	65%	*	15	33%	40%	7%	*	*	41%	*
Suwanee	*	*	75%	*	15	40%	50%	10%	*	*	49%	*	*	*	45%	*
Volusia	*	*	67%	*	*	*	59%	*	*	*	57%	*	12	67%	62%	-5%

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

Table 24. Biology I EOC Results, SYs 2012-2016

	2012-2013				2013-2014				2014-2015				2015-2016			
	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	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%	1,042	44%	61%	17%
Statewide PFS	147	37%	--	--	279	39%	--	--	288	28%	--	--	238	32%	--	--
Alachua	*	*	94%	*	30	60%	66%	6%	18	44%	63%	19%	19	47%	60%	13%
Broward	*	*	90%	*	*	*	65%	*	*	*	61%	*	*	*		
Collier	*	*	97%	*	171	58%	63%	5%	190	51%	71%	20%	251	51%	68%	17%
DeSoto	27	63%	64%	2%	24	42%	66%	24%	24	50%	65%	15%	23	43%	51%	8%
Escambia													10	90%	29%	-61%
Glades	*	*	35%	*	40	5%	74%	69%	*	*	61%	*	*	*	43%	*
Hardee	48	46%	60%	14%	48	44%	55%	11%	45	44%	47%	3%	56	45%	60%	15%
Hendry	42	50%	57%	7%	39	59%	58%	-1%	53	23%	43%	20%	42	33%	48%	15%
Highlands	17	47%	49%	2%	57	58%	62%	4%	57	37%	58%	21%	66	38%	53%	15%
Hillsborough	109	39%	67%	27%	149	37%	61%	24%	159	40%	61%	21%	169	40%	57%	17%
Indian River	*	*	65%	*	*	*	65%	*					*	*		*

	2012-2013				2013-2014				2014-2015				2015-2016			
	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap	Migrant # Required to Take	Migrant % Passed	Non- Migrant % Passed	Gap
	EOC	EOC	EOC		EOC	EOC	EOC		EOC	EOC	EOC		EOC	EOC	EOC	
Lafayette	*	*	100%	*	*	74%	*	*	*	76%	*	*	*	*	73%	*
Lake	*	*	74%	*	*	70%	*	*	*	61%	*	*	*	*	61%	*
Lake Wales	*	*	27%	*	*	53%	*	*	*	62%	*	13	46%	65%	19%	
Lee	21	29%	63%	34%	26	4%	63%	59%	10	40%	NA	NA	24	25%	52%	27%
Madison	*	*	81%	*	*	38%	*	*	*	45%	*	*	*	*	47%	*
Manatee	*	*	86%	*	29	45%	66%	21%	15	40%	62%	22%	22	36%	66%	30%
Marion	*	*	95%	*	*	*	64%	*	*	*	63%	*	*	*	62%	*
Martin	*	*	77%	*					*	*	NA	NA	11	45%		-45%
Miami Dade	35	51%	59%	8%	126	61%	66%	5%	70	40%	63%	23%	32	53%	60%	7%
Okeechobee	20	70%	79%	9%	26	69%	73%	4%	31	55%	58%	3%	45	36%	54%	18%
Orange	*	*	86%	*	23	61%	69%	8%					12	42%		
Osceola	*	*	20%	*	*	*	58%	*	*	*	64%	*	*	*	69%	*
PAEC	*	*	72%	*	19	47%	71%	24%	*	*	66%	*	8	38%	66%	28%
Palm Beach	12	75%	91%	16%	139	41%	72%	31%	749	39%	67%	28%	132	54%	67%	13%
Pasco	*	*	--	*	*	*	70%	*	*	*	66%	*	*	*	63%	*
Polk	*	*	63%	*	4	25%	81%	56%	*	*	56%	*	58	28%	50%	22%
Putnam	*	*	99%	*	22	41%	61%	20%	*	*	NA	NA	*	*		
Sarasota	14	57%	57%	-1%	10	20%	68%	48%	*	*	88%	*	*	*	73%	
St Lucie	*	*	70%	*	4	25%	81%	56%	16	38%	56%	18%	11	64%	64%	0%
Suwanee	*	*	82%	*	22	41%	61%	20%	10	30%	63%	33%	*	*	56%	56%
Volusia									10	40%	71%	31%	13	46%	72%	26%

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

Table 25. US History EOC, SY 2013-2016

	2013-2014				2014-2015				2015-2016			
	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
<b>Statewide</b>	<b>714</b>	<b>58%</b>	<b>65%</b>	<b>7%</b>	<b>1,133</b>	<b>43%</b>	<b>59%</b>	<b>16%</b>	<b>844</b>	<b>47%</b>	<b>65%</b>	<b>18%</b>
<b>Statewide PFS</b>	<b>207</b>	<b>56%</b>	<b>--</b>	<b>--</b>	<b>244</b>	<b>31%</b>	<b>--</b>	<b>--</b>	<b>193</b>	<b>33%</b>	<b>--</b>	<b>--</b>
<b>Alachua</b>	12	50%	70%	20%	18	50%	80%	30%	20	70%	65%	-5%
<b>Broward</b>	*	*	62%		13	0%	26%	26%	*	*		
<b>Collier</b>	139	49%	70%	21%	129	56%	71%	15%	172	52%	70%	18%
<b>DeSoto</b>	23	52%	71%	19%	23	48%	66%	18%	*	*	66%	*
<b>Escambia</b>									*	*	61%	*
<b>Glades</b>	*	*	62%		*	*	56%	*	*	*	43%	*
<b>Hardee</b>	42	43%	51%	8%	46	39%	53%	14%	36	36%	44%	8%
<b>Hendry</b>	44	64%	72%	8%	39	59%	64%	5%	39	46%	63%	17%
<b>Highlands</b>	55	58%	59%	1%	55	53%	59%	6%	42	48%	65%	17%
<b>Hillsborough</b>	105	60%	73%	13%	98	48%	73%	25%	123	54%	72%	18%
<b>Indian River</b>	*	*	68%	*					*	*		
<b>Lafayette</b>	*	*	64%	*	*	*	65%	*	*	*	70%	*
<b>Lake</b>	*	*	65%	*	*	*	68%	*	*	*	68%	*
<b>Lake Wales</b>	*	*	75%	*	*	*	75%	*	*	*	53%	*
<b>Lee</b>	22	50%	62%	12%	15	0%	NA	NA	13	38%	59%	21%
<b>Madison</b>	*	*	43%	*	*	*	43%	*	*	*	39%	*
<b>Manatee</b>	26	50%	67%	17%	*	*	64%	*	24	54%	67%	13%
<b>Marion</b>	*	*	66%	*	*	*	66%	*	*	*	66%	*
<b>Martin</b>					*	*	.	*	*	*		*
<b>Miami Dade</b>	115	84%	57%	27%	52	40%	58%	18%	32	50%	60%	10%
<b>Okeechobee</b>	38	32%	54%	22%	31	58%	50%	-8%	33	27%	49%	22%
<b>Orange</b>	13	77%	65%	12%					5	60%		
<b>Osceola</b>	*	*	54%	*	*	*	59%	*	2	*	60%	*

	2013-2014				2014-2015				2015-2016			
	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
<b>PAEC</b>	*	*	67%	*	*	*	70%	*	*	*	70%	*
<b>Palm Beach</b>	*	*	43%	*	511	40%	64%	24%	182	47%	68%	21%
<b>Pasco</b>	*	*	71%	*	*	*	71%	*	*	*	69%	*
<b>Polk</b>	42	67%	85%	18%	61	26%	58%	32%	66	30%	58%	28%
<b>Putnam</b>					*	*	NA	NA	*	*		*
<b>Sarasota</b>					*	*	72%	5%	*	*	64%	*
<b>St Lucie</b>	*	*	41%	*	10	40%	56%	16%	*	*	57%	*
<b>Suwanee</b>	12	25%	60%	35%	*	*	63%	*	*	*	62%	*
<b>Volusia</b>	*	*	57%	*	*	*	0%	*	*	*	66%	*

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

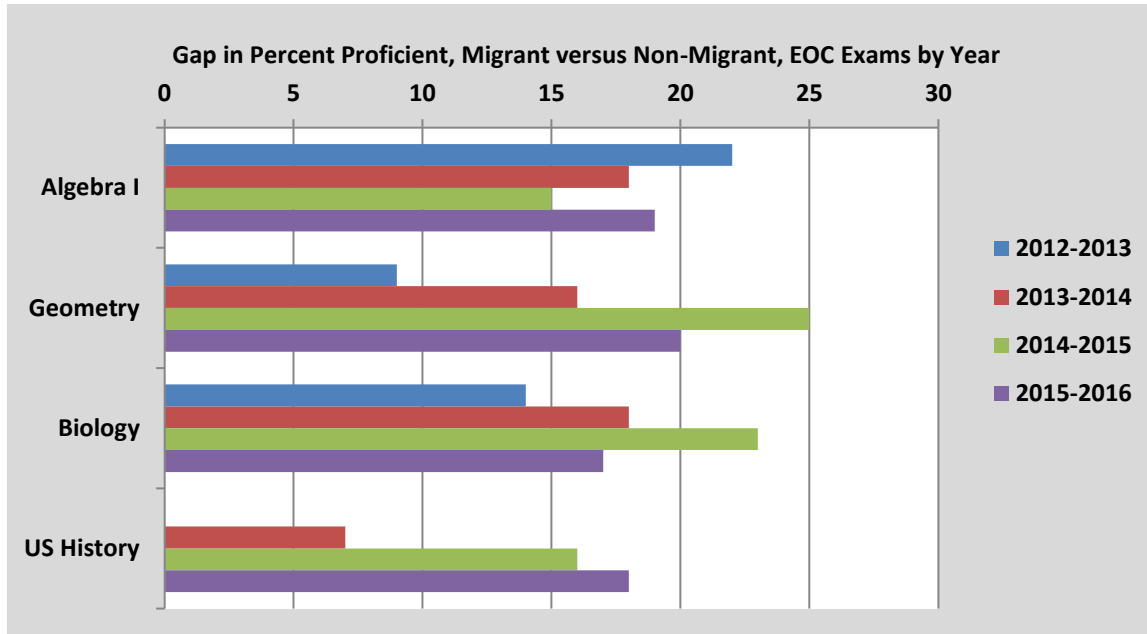


Figure 15. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2016



## Graduation

### Overview of Graduation Outcomes

- Graduation Strategy Priorities: For SY 2015-2016, top priorities included providing strategic content-based tutoring to secondary students (47% of districts), providing PASS curricula to migrant students for credit recovery (44% of districts), and hiring secondary-level advocates for migrant students (44% of districts).
- Most SY 2010-2016 graduation activities focused on student achievement or credit accrual/graduation.
- LOAs served a substantially higher number of students with graduation activities overall in SY 2015-2016 (10,066) compared to SY 2014-2015 (8,629).
- Percentage of tutored students who passed the statewide assessment:
  - 2011-2012: 38%
  - 2012-2013: 42%
  - 2013-2014: 45%
  - 2014-2015: 30%
  - 2015-2016: 45%
- In SY 2013-2014, 55%\* of migrant 12<sup>th</sup> graders graduated; the gap between migrant and non-migrant students graduating rose to 13 percentage points.
- About half of all migrant students in Grades 6-12 responded to student survey questions about extracurricular participation in SYs 2012-2016. Of these, 41% indicated participating in SY 2015-2016 compared to 44% in SY 2012-2013.

### Background

Top priorities for SY 2015-2016 included providing strategic, content-based tutoring to secondary students (47% of districts), providing Portable Assisted Study Sequence (PASS) curricula to migrant students for credit recovery (44% of districts), and hiring secondary-level advocates for migrant students (44% of districts). 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.

## MPO Summary

- **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 12<sup>th</sup> grade students graduated from high school.

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

*Status: Not Met.*

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

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

*Status: Data not available.*

## Implementation

In SYs 2010-2016, LOAs were asked to choose the top three graduation strategies emphasized by their district MEP during the school year (see Table 26). Top priorities for SY 2015-2016 included providing strategic, content-based tutoring to secondary students (47% of districts), providing PASS curricula to migrant students for credit recovery (44% of districts), and hiring secondary-level advocates for migrant students (44% of districts).

**Table 26. Graduation Strategy Priorities, SYs 2010-2016**

Graduation Strategy Priorities	% LOAs					
	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31	2013-2014 N = 29	2014-2015 N=28	2015-2016 N=32
Provide strategic, content-based tutoring to secondary students	43%	50%	32%	37%	39%	47%
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%	44%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	43%	43%	45%	44%	32%	44%

Graduation Strategy Priorities	% LOAs					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	N = 28	N = 28	N = 31	N = 29	N=28	N=32
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	18%	21%	32%	26%	32%	34%
Provide FSA and EOC preparation tutoring	32%	7%	29%	33%	18%	29%
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%	28%
Offer information on graduation enhancement to parents	11%	18%	23%	19%	21%	19%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	11%	11%	10%	22%	14%	16%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	21%	21%	19%	19%	25%	13%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	7%	7%	3%	4%	7%	3%
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	--	--	6%	4%	0%	0%
Other*	18%	4%	6%	7%	0%	0%

*\*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 27).

**Table 27. Percentage of LOAs Offering Services in Graduation, SYs 2011-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2011-2012 N = 28</b>	<b>2012-2013 N = 31</b>	<b>2013-2014 N = 29</b>	<b>2014-2015 N=28</b>	<b>2015-2016 N=32</b>
Leadership activities	14%	58%	14%	14%	13%
Student achievement	61%	61%	66%	50%	63%
Postsecondary transition/alternative education	18%	23%	31%	4%	22%
Credit accrual/graduation	57%	58%	66%	71%	66%
Student engagement	32%	23%	24%	39%	28%

By percentage of all graduation activities in SY 2015-2016, most activities focused on student achievement (45%) and credit accrual/graduation (31%; see Table 28).

**Table 28. Percentage of Activities for Graduation, SYs 2011-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2011-2012 N = 124</b>	<b>2012-2013 N = 102</b>	<b>2012-2013 N = 102</b>	<b>2014-2015 N=109</b>	<b>2015-2016 N=103</b>
Leadership activities	3%	3%	4%	5%	4%
Student achievement	64%	49%	44%	41%	45%
Postsecondary transition/alternative education	4%	8%	17%	9%	10%
Credit accrual/graduation	19%	30%	26%	27%	31%
Student engagement	9%	9%	9%	17%	11%
Technical abilities				1%	1%

LOAs served more students with graduation activities overall in SY 2015-2016 (10,066) than in prior years (e.g. 8,629 in SY 2014-2015; see Table 29).

**Table 29. Anticipated vs. Actual Number of Participants by Graduation Service Type, SYs 2013-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2013-2014</b>			<b>2014-2015</b>			<b>2015-2016</b>		
	<b>Anticipated Participants</b>	<b>Actual Participants</b>	<b>Average Hours per Student</b>	<b>Anticipated Participants</b>	<b>Actual Participants</b>	<b>Average Hours per Student</b>	<b>Anticipated Participants</b>	<b>Actual Participants</b>	<b>Average Hours per Student</b>
Leadership activities	94	120	12.5	89	90	25	79	122	18
Student achievement	4,819	5,419	23.4	4,195	4,738	10	4,726	6,230	9

Focus, Purpose, or Expected Outcomes	2013-2014			2014-2015			2015-2016		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Postsecondary transition/ alternative education	634	818	17.0	268	393	16	350	285	16
Credit accrual/ graduation	1,284	1,311	26.6	1,240	1,282	186	1,314	1,368	42
Student engagement	4,819	5,419	23.4	1,861	2,100	24	1,724	2,036	12
Technical abilities				26	26	4	28	11	10
<b>Total</b>	<b>8,577</b>	<b>9,678</b>		<b>7,689</b>	<b>8,629</b>		<b>8,245</b>	<b>10,066</b>	

*\*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 2014-2016 graduation data was not yet available as of the writing of this report. The following is from the previous evaluation year. Table 30 and Figure 16 show data on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. The figures reported below reflect the exclusion of GEDs and special diplomas, but do not use a cohort graduation rate. In addition, state graduation requirements have changed over the reporting period. Therefore, trend data should be interpreted with caution. In SY 2011-2012, 71% of migrant 12<sup>th</sup> graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009) before falling to 55% in SY 2013-2014. The gap between migrant and non-migrant students graduating was 3 percentage points in SY 2011-2012 and reduced to 2 percentage points in SY 2012-2013 (versus 4 percentage points in SY 2008-2009) before rising to 13 percentage points in SY 2013-2014.

Table 30. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2016

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	Gap (in % points)
08-09	670	492	73	110,685	84,974	77	4
09-10	1,131	562	50	196,192	153,930	78	28
10-11	995	506	51	202,564	148,226	73	22
11-12	612	437	71	196,842	146,024	74	3
12-13	766	563	73	204,344	152,353	75	2
13-14	908	502	55	142,258	97,175	68	13
14-15	[Data Not Available]						
15-16	[Data Not Available]						

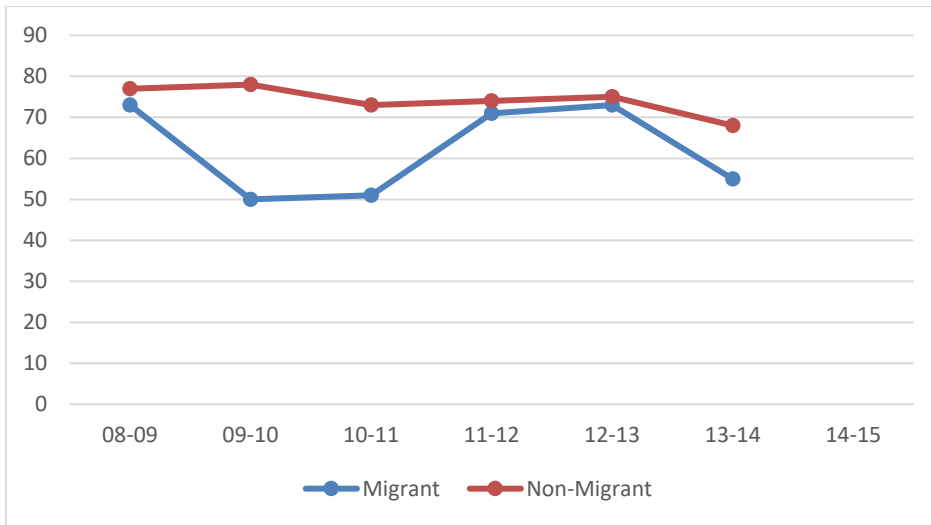


Figure 16. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2015

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5 percentage points between SY 2008-2009 and SY 2015-2016, with 52% of this age cohort increasing their GPA (data were not collected on students with static GPAs), as shown in Table 31. The significant reduction in the number of students with reported data means cross-year comparisons may not be warranted.

Table 31. High School Students Who Increased GPA (Non-Migrant and Migrant), SYs 2008-2016

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

School Year	Total # Migrant Students G9-G12	# Migrant Students G9-G12 who increased GPA	% Migrant Students G9-G12 who increased GPA
13-14	816	452*	55
14-15**	738	385	52
15-16***	1,415	734	52

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

Given the recommendation from the CNA to provide tutoring for 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, remained relatively stable through SY 2014-2015, then fell in SY 2015, then fell in SY 2015-2016. Given the limited number of LOAs providing these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 32. The percentage of tutored students who passed the state assessment rose from slightly from 44% in SY 2009-2010, the first year where a substantial number of students were reported, to 45% in SY 2015-2016.

**Table 32. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2008-2016**

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring $\geq$ 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
15-16	144	65	45

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

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and were encouraged by an educator to reach long term goals (i.e., graduate and pursue postsecondary options). Extracurricular participation and encouragement are proxy measures for school engagement. All LOAs used a common survey instrument for students in grades 6-12 (see Appendix B for student survey instrument, and Table 33 for results). While only about half of all migrant students in those grades responded in each year, 41% of respondents indicated participating in extracurricular activities in SY 2015-2016, a slight decrease from the prior three years. For student encouragement, among the total of 3,226 respondents in Grades 6-12 in SY 2015-2016, 62% reporting receiving encouragement in SY 2015-2016.

Table 33. School Engagement Survey Data, SYs 2009-2016

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%
	15-16	7,004	3,250	1,326	41%
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%
	15-16	6,969	3,226	2,016	62%



### Overview of School Readiness Outcomes

- School Readiness Priorities: In SYs 2013-2016 More than 40% of LOAs indicated that providing instructional support in the area of emergent literacy skills and providing high quality early childhood curriculum that addressed the individualized needs of students.
- 28% of districts/grantees in SY 2015-2016 offered activities focused on language, communication and emergent literacy development; 91% of districts/grantees chose “All of the above, suggesting an equal focus on language development, cognitive development, student engagement and student achievement.
- The number and percent of migrant kindergarten students demonstrating school readiness has decreased over the period, from 130(49%) in SY 2012-2013 to 177(43%) in SY 2013-2014 to 262(56%) in SY 2014-2015 to 252(34%) in SY 2015-2016.

### 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

- **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 2015-2016, while the percentage of students who demonstrated school readiness fell slightly, from 49% in SY 2012-2013 to 46% in SY 2015-2016. This is short of the 91% target.

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

*Status: Not Met*

While significantly more preschool age migrant children were reported to be served during the reporting period (918 in SY 2015-2016 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 34% in SY 2015-2016.

### 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 34).

**Table 34. Percentage of LOAs Offering Services in School Readiness, SY 2013-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2013-2014 N = 29</b>	<b>2014-2015 N=28</b>	<b>2015-2016 N=32</b>
Cognitive development and general knowledge	7%	11%	0%
Language, communication and emergent literacy development	34%	36%	28%
Student achievement	10%	4%	3%
Student engagement	7%	4%	3%
Approaches to learning		14%	13%
All of the above	83%	82%	91%

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 35), there was also a special emphasis on communication and emergent literacy development.

**Table 35. Percentage of Activities in School Readiness, SY 2013-2016**

<b>Focus, Purpose, or Expected Outcomes</b>	<b>2013-2014 N = 82</b>	<b>2014-2015 N=28</b>	<b>2015-2016 N=86</b>
Cognitive development and general knowledge	6%	5%	0%
Language, communication and emergent literacy development	26%	23%	20%

Student achievement	9%	5%	5%
Student engagement	4%	3%	2%
Approaches to learning		9%	5%
All of the above	56%	55%	67%

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, providing high quality early childhood education curriculum, 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 2015-2016, LOAs increased emphasis on high quality early childhood curriculum (from 26% to 41%).

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 36. School Readiness Strategy Priorities, SY 2013-2016**

<b>School Readiness Strategies</b>	<b>2013- 2014 N = 29</b>	<b>2014- 2015 N=29</b>	<b>2015- 2016 N=32</b>
Develop and implement identification and recruitment plans for migrant families with preschoolers	19%	7%	19%
Assess individualized needs of preschool students using a standardized assessment	11%	14%	6%
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	11%	25%	19%
Incorporate a cultural, social, and emotional sensitivity into preschool services	0%	4%	6%
Coordinate with Head Start and other community-based agencies to allow access to education and support for migrant children and families	33%	36%	39%
Explore funding and resource collaboration to support full service and pre-K classes and other options for migrant children	33%	11%	16%
Hire highly qualified parent educators to provide school readiness services	11%	7%	3%
Meetings with colleagues and an online discussion	4%	0%	3%
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	8%	7%	6%
Offer family outreach, literacy and parent involvement opportunities to parents	41%	46%	34%

School Readiness Strategies	2013- 2014 N = 29	2014- 2015 N=29	2015- 2016 N=32
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%	41%
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%	41%
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%	3%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%	0%
Other (please specify)	4%	0%	0%

## 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 2015-2016 FLKRS for migrant kindergarteners is provided in Table 37, 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 2015-2016, while the percentage of students who demonstrated school readiness declined, from 49% in SY 2012-2013 to 46% in SY 2015-2016. While significantly more preschool-age migrant children were reported to be served during the reporting period (918 in SY 2015-2016 compared to 170 in SY 2012-2013 and 304 in SY 2013-2014), the reported percentage of preschool-age migrant children receiving services declined during the period, from 94% in SY 2012-2013 to 40% in SY 2013-2014 and 34% in SY 2015-2016.

**Table 37. School Readiness Outcome Measures, SYs 2012-2016**

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Total # migrant kindergarten students	265	412	465	547
% of migrant kindergarten students who demonstrate school readiness	49%	43%	56%	46%
# of migrant kindergarten students who demonstrate school readiness	130	177	262	252
Total # of pre-K migrant students	181	760	1,532	2,739
% of pre-K migrant students receiving services	94%	40%	50%	34%
# of pre-K migrant students receiving services	170	304	762	918

*Note: SY 2013-2014 provided by four school districts: Collier, Highlands, PAEC and Suwannee. SY 2015-2016 data provided by 15 school districts.*

## Overview of Out-of-School Youth Outcomes

- In SY 2015-2016, the highest percentage of LOAs provided English Lessons (46%), Life Skills training (43%) and pre-GED services (43%).
- 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), before rising to 2,979 in SY 2015-2016.
- 48% of migrant OSY received support to access education resources in SY 2015 in SY 2015-2016, up from the SY 2013-2014 baseline of 23%.

## Out-of-School Youth

### Background

The FMEP 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%. This figure dropped to 48% in SY 2015-2016 but remained higher than the baseline.

- **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 45% did so in SY 2015-2016. However, data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.

### Implementation

LOAs reported on the focus, purpose, or expected outcomes of each activity designed to assist migrant out of school youth. The highest percentage of LOAs provided English Lessons (46%), Life Skills training (43%) and Pre-GED services (43%, see Table 38).

Table 38. Percentage of LOAs Offering Services for OSY, SY 2014-2016

Focus, Purpose, or Expected Outcomes	2014-2015 N=27	2015-2016 N=28
English Lessons	37%	46%
Information/Resources Dissemination	33%	39%
Life Skills	33%	43%
Pre-GED/GED/HEP/Alternative Education	22%	43%
Credit Accrual/PASS/Graduation	22%	15%
Student Achievement	11%	7%
Post-Secondary Transition/Alternative Education	7%	7%
Student Engagement	7%	7%
Career Exploration	4%	4%
Leadership Activities	4%	0%
Technical Ability/Use of Technology	4%	4%

The highest percentage of OSY services provided by LOAs in SY 2015-2016 focused on English Lessons (21%), Life Skills (18%) and Information Resource Dissemination (18%, see Table 39).

Table 39. Percentage of Activities for OSY by Type, SYs 2014-2016

Focus, Purpose, or Expected Outcomes	2014-2015 N=69	2015-2016 N=77
English Lessons	22%	21%
Information/Resources Dissemination	20%	18%
Credit Accrual/PASS/Graduation	13%	9%
Life Skills	13%	18%
Student Achievement	10%	6%
Pre-GED/GED/HEP/Alternative Education	9%	17%
Post-Secondary Transition/Alternative Education	4%	4%
Student Engagement	4%	4%
Career Exploration	1%	1%
Leadership Activities	1%	0%
Technical Ability/Use of Technology	1%	1%

In SY 2015-2016, the highest numbers of OSY participated in student engagement (1,028) and life skills (450, see Table 40).

Table 40. Anticipated vs. Actual Number of Participants by OSY Service Type, SYs 2014-2016

Focus, Purpose, or Expected Outcomes	2014-2015			2015-2016		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Career Exploration	2	2	1	1	0	
Credit Accrual/PASS/Graduation	61	36	56	53	39	4
English Lessons	344	198	7	389	395	4
Information/Resources Dissemination	296	301	9	233	419	10
Leadership Activities	5	0	0			
Life Skills	300	281	11	378	450	13
Post-Secondary Transition/Alternative Education	54	55	2	58	143	4
Pre-GED/GED/HEP/Alternative Education	130	171	8	141	200	29
Student Achievement	209	311	2	254	303	3
Student Engagement	892	772	4	785	1,028	6
Technical Ability/Use of Technology	7	7	7	5	2	30
<b>Grand Total</b>	<b>2300</b>	<b>2134</b>	<b>13</b>	<b>2,297</b>	<b>2,979</b>	<b>11</b>

\* 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 2015-2016:

- 48% of migrant OSY received support to access education resources, up from the 2013-2014 baseline of 23% but down from 66% in SY 2014-2015.
- 45% of migrant OSY received help developing survival English skills, compared to 73% in SY 2013-2014 and 11% in SY 2015-2015. However, data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.



Table 41. Percent of OSY Participating in Specific Services, SY 2014-2016

<i>Element</i>	<i>2014- 2015</i>	<i>2015- 2016</i>
<i>Unduplicated OSY Count Served</i>	2,124	1,591
<i>% of OSY served through Access Resources</i>	66%	48%
<i>% of OSY served through Survival English Skills</i>	11%	45%
<i>% of OSY served through Life Skills Training</i>	16%	19%

### Overview of Parent Involvement Outcomes

- In SY 2015-2016, a total of 9,623 parents (duplicated) participated in engagement events. The largest numbers of participants engaged in parenting training and “services offered.”
- The percent of participating parents by grade level in SY 2015-2016 was substantially similar to the prior year, and higher than the baseline in SY 2010-2011.
- The percent of migrant preschool parents participating in activities grew 23 percentage points, from 68% to 91%, from SY 2010-2011 to SY 2015-2016.

### 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, 23 percentage points 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

- **MPO: Parent involvement needs to increase by 12 percentage 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 and SY 2015-2016, with 90% (1,878) participating.

- **MPO: Parent involvement needs to increase by 23 percentage 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 SY 2010-2011. Results for SY 2015-2016 were substantially similar, with 88% (1,465) participating.

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

*Status: Substantially Met*

The percent of migrant preschool parents participating in activities grew 23 percentage points, from 68% to 91%, from SY 2010-2011 to SY 2015-2016.

### Implementation

LOAs collected information on parent involvement activities. In SY 2015-2016, 221 parent involvement activity descriptions were provided (see Table 42), with a total of 9,623 parents (duplicated) participating. The largest numbers of participants engaged in parenting training and “services offered.”

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

Table 42. Focus of Parent Involvement Activities, 2013-2016

Focus, Purpose, or Expected Outcome	2013-2014			2014-2015			2015-2016		
	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*
MPAC orientation/participation	30	137	1,542	31	171	1,977	36	193	1,394
Parenting techniques	32	229	1,461	32	102	1,977	31	114	2,013
Services offered	45	1,671	1,561	42	1630	1,877	39	1,559	1,730
Outreach opportunities	26	92	975	26	87	1,291	36	164	1,521
Student achievement recognition	10	55	1,053	8	20	778	6	26	855
Literacy programs	30	3,248	1,304	18	1,385	704	33	1,662	1,301
ELL for parents	12	1,296	278	11	551	179	12	609	245
Pre-K orientation	6	12	78	4	36	104	7	12	172
Post-secondary opportunities	10	28	182	6	65	86	8	21	257
FCAT/ACT/alternative state assessment prep	9	156	407	6	17	75	6	83	35
Assistance with technology	9	174	120	7	18	64	6	24	75
Mentor recognition	1	3	88						
Parent recognition	1	3	15				1	15	25

\* Duplicated

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

Table 43. Parent Activity Frequency, SY 2013-2016

Frequency	# of Activities		# of Activities	
	13-14	14-15	15-16	
1x/year	107	93	116	
2x/year	35	27	30	
3x/year	7	9	9	
4x/year	4	10	13	
5x/year	1		1	
6x/year	1	1	1	
1x/quarter	16	10		
2x/quarter	9		2	
1x/month	12	15	17	
2x/month	3	3	2	
3x/month	3			
1x/week	7	6	9	
2x/week	5	7	3	
3x/week	3	1	1	
4x/week	3	1	1	
5x/week	1			
Daily	4	6	3	

### Outcomes

Across all grade levels, parents involved in activities fell from SY 2014-2015 to SY 2015-2016 (from 4,765 to 3,922) and was substantially similar to SY 2012-2013 (4,001, see Table 44). The percent participating by grade level in SY 2015 in SY 2015-2016 was substantially similar to the prior year, and higher than in SY 2010-2011. In SY 2013-2014, 92% and a growing number (2,172) of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013, and 71% in SY 2010-2011. This progress was maintained through SY 2015-2016, with 90% participating. In SY 2013-2014, 88% and a growing number (1,599) of migrant middle and high school parents participated, up from 84% (1,345) in SY 2012-2013 and 60% in SY 2010-2011. Results for SY 2015-2016 were substantially similar, with 88% participating. The percent of migrant preschool parents participating in activities grew 23 percentage points from 68% to 91%, from SY 2010-2011 to SY 2015-2016.

Table 44. Parents Involved in Activities by Student Grade Level, SYs 2012-2016

	2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%
Pre-K	657	79%	555	88%	589	89%	579	91%
Elementary	1,999	82%	2,172	92%	2,524	91%	1,878	90%
Secondary	1,345	84%	1,599	88%	1,652	87%	1,465	88%
All	4,001	82%	4,326	90%	4,765	89%	3,922	89%

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.

## Overview of Partnership Outcomes

- For SYs 2010-2016, the most frequently identified partners were non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners.
- In SY 2015-2016, 532 partners were identified, an increase from prior years.
- Across all years, the most frequent partner contribution was building networks for information sharing and access to services (33% in SY 2015-2016).
- Across SYs 2010-2016, the most frequent area of concern addressed by partners was access to services (35% in SY 2015-2016).

## 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 2015-2016, LOAs were asked to choose partner types from a list of options. The most frequently identified partners were non-profit, non-governmental, or community-based organizations (40% in SY 2015-2016, see Table 45), 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 45. Partner Types, SYs 2011-2016

Partner Type	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Non-profit, non-governmental, or community-based organization	148	39%	148	42%	220	44%	190	39%	215	40%
Other	52	14%	35	10%	52	10%	55	11%	65	12%
Local Business	30	8%	34	10%	48	10%	38	8%	40	8%
Title I, Part A program staff	17	4%	24	7%	29	6%	32	7%	36	7%
County Health Department	21	5%	17	5%	24	5%	25	5%	24	5%
IHE	11	3%	10	3%	25	5%	23	5%	31	6%
McKinney-Vento grantees	13	3%	15	4%	15	3%	23	5%	21	4%
Head Start	12	3%	10	3%	13	3%	20	4%	15	3%
Title III program staff	18	5%	16	4%	15	3%	18	4%	19	4%
CAMP	6	2%	6	2%	5	1%	14	3%	17	3%
RCMA	14	4%	12	3%	15	3%	14	3%	16	3%
HEP	8	2%	8	2%	5	1%	10	2%	8	2%
Community College	7	2%	8	2%	7	1%	4	1%	4	1%
DCF	4	1%	7	2%	8	2%	5	1%	5	1%
Other Title I, Part C grantee	3	1%	3	1%	9	2%	7	1%	6	1%
Parent Involvement Technical Assistance Provider	1	1%	1	0%	9	2%	5	1%	6	1%
Title I, Part D sites	18	5%	2	1%	3	1%	5	1%	4	1%
<b>Total</b>	<b>383</b>		<b>356</b>		<b>502</b>		<b>488</b>		<b>532</b>	

In SYs 2010-2016, 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 (33% in SY 2015-2016, see Table 46).

Table 46. Partner Contributions, SYs 2011-2016

Partner Contribution, Role, or Benefit	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Build networks for information sharing and access to services	225	36%	239	33%	289	33%	275	31%	310	33%
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	80	13%	75	10%	113	13%	104	12%	109	11%
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	82	13%	90	12%	91	19%	92	10%	106	11%



Partner Contribution, Role, or Benefit	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Improve school readiness of migrant students			63	9%	80	9%	82	9%	88	9%
Plan, promote, and/or fund instructional activities	54	9%	56	8%	51	6%	76	8%	65	7%
Promote high school completion or equivalency and postsecondary opportunities	56	9%	56	8%	66	7%	68	8%	75	8%
Plan, promote, and/or fund extracurricular activities	43	7%	34	5%	44	5%	51	6%	44	5%
Volunteer in activities for migrant students and families (e.g., mentoring programs)	47	8%	40	5%	68	8%	54	6%	63	7%
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	36	6%	33	5%	41	5%	46	5%	44	5%
Smooth the transition from preschool to kindergarten			42	6%	44	5%	48	5%	49	5%

From SY 2010-2011 to SY 2015-2016, LOAs chose up to three area(s) of concern addressed by each partner. Across all school years, the most frequent concern addressed was access to services (see Table 47). 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 47. Partner Areas of Concern Addressed, SYs 2011-2016

Partner Area(s) of Concerns Addressed	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Access to services	262	39%	251	36%	345	37%	303	33%	352	35%
Educational continuity	97	15%	113	16%	161	17%	178	19%	201	20%
English language development	60	9%	50	7%	62	7%	117	13%	62	6%
Health	79	12%	89	13%	123	13%	114	12%	131	13%
School engagement	80	12%	80	11%	81	9%	76	8%	116	11%
Educational support in the home	43	6%	53	8%	72	8%	70	8%	61	6%
Instructional time	46	7%	62	9%	84	9%	66	7%	93	9%
<b>Total</b>	<b>667</b>		<b>698</b>		<b>928</b>		<b>924</b>		<b>1,016</b>	

Districts report that partnerships allow them to both fulfill the statutory requirements to coordinate with other federal programs, but also to deepen and expand their ability to provide for

a broad range of needs among the migrant students and families they serve. Examples of district MEP-reported use of partnerships include:

- “By networking with community partners, needed resources such as educational (pre-K, ESOL, Head Start), health, dental, food, clothing, school supplies, uniforms, were made available to migrant student/family and OSY. The migrant students and OSY directly benefited from the partnerships. Benefits included preparing the students for kindergarten and obtaining the needed resources to participate in school. The MEP benefited due to increased partnerships with farm/business owners and crew leaders that provided direct access to the workers for ID&R activities.”
- “The collaboration of federal programs provides a parent involvement specialist to build relationships with demographic populations. ESOL teachers and teachers of migrant students apply for grants through the [County] Education Foundation. These grants focus on academic areas, to supplement parental involvement, and increase the role of the arts in the schools. All Faith Food Bank assists many of the LEA's migrant families with the "backpack" program which provides students food to take home to sustain them over the weekend.”
- “The many partners involved in providing services, support and information to migrant students, families and migrant staff create a wider foundation on which to build support for the migrant population in the district. Some services cannot be provided with migrant funds and partners can fill in those gaps. For example, farm owners provide space for tutoring programs, facilitate access to after school programs and provide scholarships to graduating high school students. Food and nutrition partners find novel ways to provide meals and snacks in summer and after school enrichment programs. Health partners provide free medical services, glasses and dental treatments. The Homeless program can provide transportation to school, assistance with school uniforms, and connections to agencies that can provide food and help with utility bills. Gifts can be provided to needy migrant families during the holidays by the partners who support the migrant giving tree. Infants and young children receive blankets and clothing for colder weather from the Church Women United, Harvest United Methodist and Roser Church. Also, the more options made available to families regarding pre-K services the more likely that children will attend a quality pre-school program and thus be better prepared for kindergarten. Close Up provides high quality curriculum, hands-on experiences in DC and the opportunity to meet and network with hundreds of students from all over the US in a safe, educational atmosphere.”

## Overview of Staff Development Outcomes

- In SY 2015-2016, 2,414 staff members participated in 326 different staff development activities.
- Professional/skill development was the most common type of activity in SY 2015-2016.
- Staff involved in parent involvement training fell from 369 in SY 2014-2015 to 18 in SY 2015-2016. Staff involved in ID&R training remained steady at 336 in SY 2015-2016 compared to 365 for SY 2014-2015.

## Staff Development

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

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

The 2005 CNA emphasized the hiring of, or consultation with, content experts to serve as coaches or mentors to help shape programming and provide technical assistance and professional development to MEP staff. In the case of reading, for example, the SDP describes a reading advocate as a “certified teacher with experience in second language acquisition, who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners.” Suggested reading strategies include 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 326 activities for 2,414 staff were reported by LOAs for SY 2015-2016. Table 48 depicts the types of activities (categorized based on descriptions provided), total number of staff participants and total duration in hours for SY 2013-2014 through SY 2015-2016. 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, but these figures dropped to 18 staff members in SY 2015-2016.

Table 49 shows the number of staff development activities by funding source for SYs 2012-2016. Most staff development activities in SY 2015-2016 were wholly or partially MEP-funded, followed 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 48. Staff Development Activities, SY 2013-2015

Focus, Purpose, or Expected Outcomes	2013-2014			2014-2015			2015-2016		
	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities
Credit Accrual/Grad				18	34	3	38	63	10
Cultural competence	23	38.5	6	6	6	1	46	16	4
EDW/Database				3	134	2	9	31	4
ELL development	12	7	2	47	49	9	72	121	14
ID&R	76	102	13	365	619	45	336	470	43
Leadership activities	352	452	38	89	179	22	44	284	13
Math	54	286	20	15	50	5	13	37	5
MEP regulations, law, non-regulatory guidance	92	336	26	120	189	22	189	249	21
MSIX/records processing/transfer	40	24	6	38	40	5	32	32	3
Needs assessment	24	82	9	114	3	2	108	4	3
Orientation	176	42	5	140	86	17	129	37	9
OSY	.	25	1	13	79	6	12	27	3
Parent involvement	79	46	8	369	101	7	18	136	8
Post-secondary transition/alternative education	11	95	8	32	83	6	28	62	6
Professional/skill development	19	71	7	599	1,340	116	714	838	94
Reading	732	1,227	107	72	207	11	146	116	11
School readiness	119	198	18	74	135	7	48	76	6
Strategic plan design	32	123	15	89	281	12	130	279	14
Student assessment/achievement	117	206	17	78	33	8	51	37	6

Focus, Purpose, or Expected Outcomes	2013-2014			2014-2015			2015-2016		
	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities	Total Staff	Total Duration (Hours)	Total Activities
Student engagement	62	78	10	3	33	2	13	47	6
Support services/ community resources/ partnerships	5	85	4	90	163	17	106	153	17
Technical abilities— software, hardware, online curriculum	1	1	12	49	72	15	132	161	26
<b>Total</b>	<b>2,339</b>	<b>3,783</b>	<b>361</b>	<b>2,423</b>	<b>3794</b>	<b>340</b>	<b>2,414</b>	<b>3,273</b>	<b>326</b>

Table 49. Staff Development by Funding Source, SYs 2012-2015

	Funding Source															
	2012-2013				2013-2014				2014-2015				2015-2016			
	C	M	O	P	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	38	135	108	44
Total staff	193	879	1,014	206	182	1,226	744	186	224	1,614	417	165	342	1,157	623	290

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

Table 50. Staff Development by Focus and Funding Source, SY 2013-2015

Staff Development Activity	2013-2014				2014-2015				2015-2016			
	C	M	O	P	C	M	O	P	C	M	O	P
Credit accrual/graduation	0	3	3	0		2	1		3	5	2	
Cultural competence	0	0	0	0				1	1	2		1
EDW/database	0	2	0	0			1	1	1		2	1
ELL development	1	1	11	0		1	6	2			12	2
ID&R	4	30	4	0	2	40	1		6	34	3	
Leadership activities	1	4	12	3	1	1	9	10	2	3	3	5
Math	0	1	8	0		1	3	1	1		3	1
MEP regulations, law, non-regulatory guidance	7	16	2	1	3	18	1		7	12	1	1
MSIX/records processing/transfer	1	3	2	0	1	4			1	1		1
Needs assessment	1	2	2	0	2				2	1		
Orientation	1	3	3	1		7	7	3		5	3	1
OSY	1	0	0	0	1	5				2		1
Parent involvement	2	4	0	2	2	4		1	1	4	1	2
Post-secondary transition/alternative education	1	3	3	0	1	5				5		1
Professional/skill development	3	41	56	6	9	37	52	18	5	26	52	10
Reading	1	4	13	0	1	3	7		2	1	7	1
School readiness	0	6	9	0	2	4		1		4	1	1
Strategic plan design	2	10	4	1	2	7	3		1	11	1	1
Student assessment/achievement	2	2	5	1	2	3	1	2	2	3	1	
Student engagement	1	1	1	1	1	1				1	3	2
Support services/community resources/partnerships	0	1	5	1	5	2	7	3	2	6	5	4
Technical abilities	1	1	20	0	3	6	6		1	9	8	8
<b>Total</b>	<b>30</b>	<b>138</b>	<b>163</b>	<b>17</b>	<b>38</b>	<b>151</b>	<b>105</b>	<b>43</b>	<b>38</b>	<b>135</b>	<b>108</b>	<b>44</b>

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.

Districts report how they implemented staff development strategies to coincide with the program's priorities for migrant student/family services. Example responses include:

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

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



## Overview of Summer Program Outcomes

- Based on Summer Outcome reports, 25 LOAs provided approximately 113 summer programs and activities.
- In SY 2014-2015, the most common activities offered were student achievement (55 activities) (includes literacy and math skills), credit accrual (18), and student engagement (14) (includes educational field trips and meal programs).
- The activities with the most hours were in the areas of student achievement (6,292 hours), credit accrual (2,317 hours), and student engagement (2,033 hours)
- 20 out of 25 districts reported gains in their instructional activities.

## Summer Program Outcomes

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

According to the *National Summer Learning Association*<sup>4</sup>, “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 monies 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*

<sup>4</sup> *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 2015-2016 school year, 13 LOAs provided summer programs for migrant students, parents, and OSY. According to the Summer Outcome reports, 2,498 individuals (unduplicated) were served, down from 4,493 in SY 2014-2015.

Table 51 shows a three-year comparison of unduplicated participation in migrant summer programs. These numbers indicate a 4% decrease from SY 2013-2014 to SY 2014-2015, and a 46% decrease for SY 2015-2016. This could be associated with a 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 51. Summer Program Unduplicated Number Served for SYs 2013-2016**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Grade</b>	<b>Number Served (Unduplicated)</b>	<b>Number Served (Unduplicated)</b>	<b>Number Served (Unduplicated)</b>
Pre-K	534	659	398
K	509	460	238
1	477	503	264
2	417	459	247
3	342	368	216
4	313	336	203
5	263	282	133

<b>Grade</b>	<b>2013-2014 Number Served (Unduplicated)</b>	<b>2014-2015 Number Served (Unduplicated)</b>	<b>2015-2016 Number Served (Unduplicated)</b>
6	166	159	67
7	144	144	49
8	136	120	75
9	123	95	62
10	94	109	44
11	86	103	56
12	8	15	5
OSY	104	68	36
Parent	1008	613	335
<b>Total</b>	<b>4724</b>	<b>4493</b>	<b>2428</b>

Approximately 43 summer activities were provided by LOAs in SY 2015-2016 (down from 113 in SY 2014-2015), including activities that include student achievement (literacy programs, literacy and math programs), credit accrual, school readiness, and parent involvement (family literacy) (see Table 52).

**Table 52. Summer Hours, Participants and Activities, SY 2013-2016**

	<b>Hours Provided</b>	<b>Participants (Duplicated)</b>	<b>Activities Offered</b>
SY 2013-2014	6,153	5,763	103
SY 2014-2015	13,794	7,233	113
SY 2015-2016	3,293	3,142	43

### Outcomes

Summer programs reported on gains made by participants using pre- and post-assessments conducted during summer activities, which vary across MEPS. Since assessments are related to the activities provided, a valid, reliable analysis cannot be conducted across all the assessment data. FLDOE and each summer program used the data to assess student progress and program success at the end of the summer.

Districts reported using multiple strategies for ID&R of migrant children and families for services, including:

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

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

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

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

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

## Recommendations

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

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

## Appendix A – Migrant Parent Involvement Survey Instruments

### Parents of Preschool Children

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

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

## Parents of Elementary Students

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

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



## Parents of Secondary Students

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

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

## Appendix 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.

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

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

- Yes     
  No

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

**(Check all that apply.)**

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

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

4. Identify if any of the following issues prevents you from being able to participate in extracurricular activities

**(check all that apply):**

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

Conflict with days/times the activity is offered/scheduled

Not enough time

Activity not offered at your school

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

Jobs

Costs

Restricted from participation

5. Have you received encouragement from school staff to participate in extracurricular activities?

Yes     No

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

Migrant Education Program staff

Yes     No

Other school staff

Yes     No

## Appendix C: LOA Data Provided by Year

Table 52. LOA Data Available by SY, 2008-2016

LOA	School Year							
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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 became a school district for federal reporting purposes in SY 2011-2012. \* Sumter County ceased to have a district-level MEP in 2010-2011.