



FLORIDA MIGRANT EDUCATION PROGRAM

2013-2014 EVALUATION REPORT

May 2017

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Abbreviations

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

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. 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

Overall, 30% of migrant students demonstrated proficiency in reading, with no change between School year (SY) 2011-2012 and SY 2013-2014. Migrant students in some grades performed better than others (e.g., students in Grade 7 were 29% proficient in reading in SY 2011-2012, and increased to 37% in SY 2013-2014; Grade 8 students showed similar gains over that period, from 30% to 37% proficient), yet no grades achieved the 83% target percentage. On a district/grantee level, of the 29 local operating agencies (LOAs) reporting scores in SY 2013-2014, 18 experienced increased percentages of proficient students and 11 decreased. 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.

- **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 2013-2014 (from 22% to 19%), though it remains at historical average (and is up from 18% in SY 2012-2013). Again, some grade levels saw greater improvement than others: Grades 7 and 8 experienced significant improvement in the gap from SY 2012-2013 to SY 2013-2014, moving from gaps of 18% to 13% in Grade 7, and from 19% to 11% in Grade 8.

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

Status: Not Met

Reading proficiency among migrant English Language Learners (ELLs), as measured by the Florida Comprehensive Assessment Test (FCAT) 2.0, decreased from 22% to 19% from SY 2011-2012 to SY 2013-2014.

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

- *Status: Not Met*

In SY 2013-2014, 29% 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, 41% of migrant students demonstrated FCAT 2.0 proficiency in mathematics in SY 2013-2014, an increase from 37% in SY 2011-2012. Migrant students in Grade 4 had the largest increase, from to 43% in SY 2011-2012 to 50% in SY 2013-2014, but no grades achieved the 82% target. Though the relatively small sample size for many grantees and the transient nature of the migrant population means district level changes should be interpreted with caution, of the 29 LOAs reporting scores in SY 2013-2014, 14 experienced increased percentages of proficient students and 12 decreased.

- **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

Although there was no change in the overall performance gap in FCAT 2.0 mathematics proficiency from SY 2012-2013 to SY 2013-2014, both years represent a 6 percentage point decrease in the gap from SY 2011-2012 (from 15% to 9%).

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

Status: Not Met

Mathematics proficiency among migrant ELLs, as measured by the FCAT 2.0, increased from 28% to 32% between SY 2011-2012 and SY 2013-2014, a 4 percentage point gain.

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

While comparison between years is challenging given limited LOA reporting in SY 2012-2013, data suggest that the number of students who received Pre-K migrant funding and demonstrate school readiness on FLKRS as a result has increased across time (from 130 in SY 2012-2013 to 177 in SY 2013-2014; data from 2011-2012 was not available). On the

other hand, this represents just 43% of eligible migrant kindergarten students and thus falls short of the 91% goal.

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

Status: Likely Met

SY 2013-2014 data suggest that the number of Pre-K students receiving migrant services has increased significantly since SY 2012-2013 (from 170 in SY 2012-2013 to 304 in SY 2013-2014; data from SY 2011-2012 was not available). However, given limited LOA reporting in SY 2012-2013, it is difficult to ascertain whether or not this represents a true 12 percentage point increase.

Graduation

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

Status: Data Not Available

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

Status: Data Not Available

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

Status: Data Not Available

One additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2014 was Grade 6-12 participation in extracurricular activities. While only about half of all migrant students in those grades responded in each year, 45% of respondents indicated participating in extracurricular activities in SY 2013-2014, a slight uptick from 44% in SY 2012-2013.

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: Baseline Established

SY 2013-2014 was the baseline year for this MPO, which was added in the 2012 SDP. In SY 2013-2014, 23% of eligible migrant students (2,875 overall) received support to access educational resources.

- **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 Progress

SY 2013-2014 was the baseline year for this new MPO. In SY 2013-2014, 73% of eligible migrant students (2,875 overall) received help developing survival English skills. While a

determination of increase should be possible in the next annual evaluation report, doing so will require the capture of “expressed interest” in order to measure the MPO as stated.

Health

- **MPO: Percentage of migrant families and youth receiving educational/referral services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years.**

Status: Data in Progress

SY 2013-2014 was a baseline year for this measure. During that year, 26% of migrant families and 26% of migrant youth received health-related services. A determination of increase will be possible made in the next annual evaluation report.

Parent Involvement

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

Status: Met

In SY 2013-2014, 92% and a growing number (2,172) of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013, and 71% in SY 2010-2011.

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

Status: Met

In SY 2013-2014, 88% and a growing number (1,599) of migrant middle and high school parents participated, up from 84% (1,345) in SY 2012-2013 and 60% in SY2010-2011.

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

Status: Not met

Eighty-eight percent of migrant preschool parents also participated in activities in SY 2013-2014, a 9 percentage point increase from SY 2012-2013, and a 20 percentage point increase over the 68% who participated in 2010-2011. The number of Pre-K parents served declined slightly from SY 2012-2013 to SY 2013-2014 (from 657 to 555).

Beyond the MPOs themselves, the 2012 SDP also recognized the importance of:

- Migrant student achievement on End-of-Course assessments (EOCs)
- Development of supportive partnerships
- Opportunities for staff professional development

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 performance indicators include:

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

While data is not available to measure the percentage of 9th grade migrant students who participated in EOCs, changes in the proficiency gap between migrant and non-migrant students based on EOC scores can be shown, as can changes in the percentage of students deemed proficient as measured by the EOC.

Statewide, from SY 2012-2013 and SY 2013-2014, the gap between migrant and non-migrant students:

- Decreased from 22% to 18% on the Algebra EOC
- Increased from 9% to 16% on the Geometry EOC
- Increased from 14% to 18% on the Biology EOC

Also statewide, changes in EOC pass rates from SY 2012-2013 to SY 2013-2014 are as follows:

- The percentage of migrant students overall passing the Algebra EOC declined from 43% to 40%, but increased from 39% to 41% among migrant PFS students
- The percentage of migrant students overall passing the Geometry EOC declined from 70% to 47%, and also declined from 46% to 38% among migrant PFS students
- The percentage of migrant students overall passing the Biology EOC declined from 53% to 49%, but increased from 37% to 39% among migrant PFS students

US History EOC data is only available for SY 2013-2014: the gap between migrant and non-migrant students was 7% for that year, with 58% of migrant students overall and 56% of migrant PFS students passing the EOC assessment.

Partnerships

For SYs 2010-2014, the majority of partnerships were between LOAs and non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners. In SY 2013-2014, 502 partners were identified, up from 356 in the previous school year. Approximately one third of all partner contributions involved building networks for information sharing and access to services.

Staff Development

In SY 2013-2014, 2,339 staff members participated in 361 different staff development activities for a total of 3,783 hours. While professional/skill development was the most common type of activity in SY 2013-2014, more than twice as many hours were dedicated to reading activities than to any other (1,227 hours). In a change from past years, there was also a strong focus on leadership activities in SY 2013-2014 (452 hours).

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

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

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

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

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

¹ School districts for federal reporting purposes

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

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

Approach

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

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

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

School Readiness:

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.

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

Reading/English Language Development:

Percentage of migrant students who score satisfactory in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years.

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

All migrant children entering 4th grade will be reading on grade level (or higher) over the next three to five years.

Mathematics

Percentage of migrant students who score satisfactory in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years.

Percentage of migrant ELLs who score satisfactory in math needs to increase by 6% points over the next three to five years.

Graduation

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

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

Out-of-School Youth*

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.

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

**Note: This is a baseline year for these goals.*

Health*

Percentage of migrant families and youth receiving educational/referral services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years.

**Note: This is a baseline year for these goals.*

Parent Involvement

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

Parent involvement needs to increase by 23% points for parents of migrant middle and high schoolers over the next three to five years.

Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5) over the next three to five years.

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

The SDP is the guiding force for implementing programs in the FMEP at both state and local levels. It lays a foundation of methods to strengthen support for migrant students and families related to academic success and the ultimate goal of high school graduation and beyond. LEAs have the control to utilize these methods in the best way to address the needs of their specific populations. In order to facilitate access to resources and guidance (especially as it relates to federal rules and guidelines) for LEAs, the FMEP 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.

Data Collection

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

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

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

Part I. Program Information (basic contact information)

Part II. Program Implementation

a) MEP Staff Development/Training: type and frequency of professional development

- b) Partnerships: extent to which MEP utilizes federal, state, LEA and other community and business partners in serving migrant children
- c) Parent Involvement Activities: type and frequency of activities, summary of parent surveys (described below)
- d) Identification and Recruitment: 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) or FCAT 2.0 - number/percentage of migrant students tested; number/percentage of migrant students who scored at or above proficient (disaggregated by PFS, ELL 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 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: ELL achievement results provided by FDOE
- f) Graduation: rates of migrant 12th grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); retention rates

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

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

Analysis

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

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

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

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

Results

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

Between SYs 2008-2010, LOAs answered open-ended questions on the self-evaluation reporting forms. Between SYs 2010-2014, self-evaluation reporting forms were modified to allow LOAs to choose responses from a preset list of options for some questions. Therefore, the following report includes separate tables for data from SYs 2008-2010 and for SYs 2010-2014 (where applicable).

Table 1. LOA Data Available by SY, 2008-2014

LOA	School Year					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
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	✓	✓	✓		✓	✓

LOA	School Year					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Sarasota	✓	✓	✓	✓	✓	
St. Lucie	✓	✓		✓	✓	✓
Sumter**	✓	✓				
Suwanee	✓	✓	✓	✓	✓	✓
Volusia	✓	✓	✓	✓	✓	✓

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

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

Demographics

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, its highest point in five years. Results shown in Figure 1, Table 2, Table 3, and Table 4.

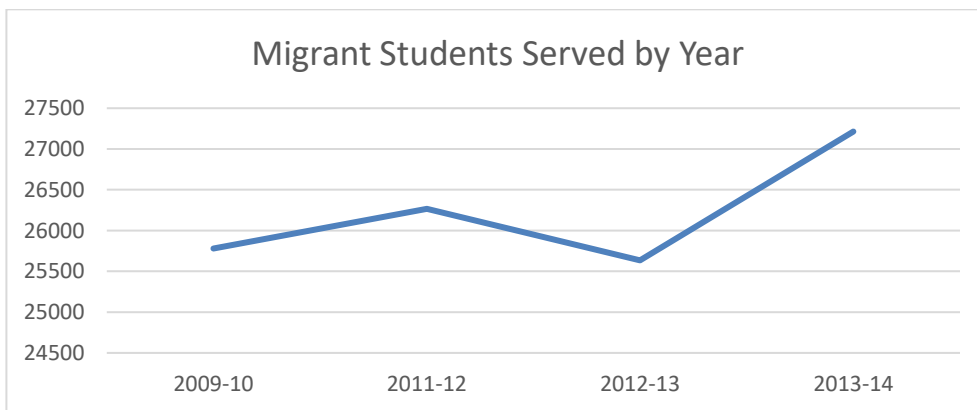


Figure 1. FMEP Migrant Students Served by Year

Twenty-one percent of migrant-served students in 2012-2013 and 20% in 2013-2014 qualified as Priority for Service (PFS), the most highly mobile, at risk subgroup. Approximately 40% of students were elementary-aged in SY 2013-2014, 15% were high school age, and approximately 23% were age 3 through Kindergarten. From SY 2012-2013 to SY 2013-2014, the eligible Pre-K and Kindergarten populations declined even as the overall number of eligible migrant students increased. Although grades 1 through 4 and 6 through 12 increased (grade 5 stayed the same), the largest increase in eligible migrant students occurred in the OSY (grade 30) category, which increased from 3,640 to 4,608.

Table 2. Migrant Served Demographic Data, SY 2012-2014

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

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 3. Migrant Students Served by Grade Level, PK through Grade 8, SY 2012-2014

	PK	KG	01	02	03	04	05	06	07	08
2012- 2013	4,634 18%	2,051 8%	1,908 7%	1,689 7%	1,695 7%	1,341 5%	1,332 5%	1,281 5%	1,152 4%	1,132 4%
2013- 2014	4,294 16%	1,917 7%	2,049 8%	1,838 7%	1,806 7%	1,465 5%	1,332 5%	1,329 5%	1,301 5%	1,198 4%

Table 4. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2012-2014

	09	10	11	12	30
2012- 2013	1,132 4%	1,005 4%	875 3%	768 3%	3,640 14%
2013- 2014	1,208 4%	1,089 4%	953 4%	827 3%	4,608 17%

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

Overview of Reading Outcomes

- Reading Strategy Priorities: From SY 2010-2014, at least 50% of districts/grantees indicated providing high quality curriculum aligned with tools for assessment and progress monitoring. The strong second priority, also used by more than 50% of districts, was using technology and tools for literacy.
- 100% of districts/grantees offered at least one activity focused on student reading achievement.
- The percent of migrant students scoring at or above reading proficiency on the FCAT 2.0 increased from 30% in SY 2011-2012 to 31% in SY 2012-2013 and fell back to 30% in SY 2013-2014.
- The gap between migrant and non-migrant students proficient in reading increased from 18% in 2011-2012 to 22% in 2012-2013 and fell to 19% in 2013-2014, the historical average.
- Districts reported that 51% of migrant students showed learning gains during SYs 2012-2013 and 2013-2014.

Reading

Background

At the time of the first CNA (2005), Florida migrant students scored approximately 25% lower than non-migrant students in reading on the FCAT. As a result of the initial CNA and SDP implementation, local MEPs were required to implement or facilitate literacy programming to address the unique educational needs of migrant students in order to close this achievement gap by addressing the factors that impede academic success in reading (e.g., implementing a summer school literacy program that supplements instruction lost during the regular school year). The CNA Expert 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 Expert 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

Overall, 30% of migrant students demonstrated proficiency in reading, with no change between SY 2011-2012 and SY 2013-2014. Migrant students in some grades performed better than others (e.g., students in Grade 7 were 29% proficient in reading in SY 2011-2012, and increased to 37% in SY 2013-2014; Grade 8 students showed similar gains over that period, from 30% to 37% proficient), yet no grades achieved the 83% target percentage. On a district/grantee level, of the 29 LOAs reporting scores in SY 2013-2014, 18 experienced increased percentages of proficient students and 11 decreased. 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.

- **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 2013-2014 (from 22% to 19%), though it remains at historical average (and is up from 18% in SY 2012-2013). Again, some grade levels saw greater improvement than others: Grades 7 and 8 experienced significant improvement in the gap from SY 2012-2013 to SY 2013-2014, moving from gaps of 18% to 13% in Grade 7, and from 19% to 11% in Grade 8.

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

Status: Not Met

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

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

Status: Not Met

In SY 2013-2014, 29% 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 during the school year by their district MEP (see Table 5). Some strategies may have been used that are not reflected in these results, as they were not a top three priority. Sixty-five percent of LOAs in 2012-2013, and 62% in 2013-2014, indicated providing a high quality curriculum that is aligned with tools for assessment and progress monitoring, while 48% and 55%, respectively, indicated utilizing technology and other tools for literacy. Family literacy

activities decreased as a priority from 2012-2013 to 2013-2014, as did the provision of information about scientifically based reading strategies, which remained a top priority despite the decrease.

Table 5. Reading Strategy Priorities, SYs 2012-2014

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

LOAs reported on the focus, purpose and expected outcomes of each activity intended to influence migrant student achievement in reading. Activities included tutoring, individual and

small group reading instruction, in-class academic support and access to supplemental technology (e.g., Kindles).

Across the four most recent evaluation years, most LOAs offered at least one service focused on student achievement in reading, and all did so in 2013-2014 (see Table 6). About a quarter of LOAs offered reading services focused on credit accrual/graduation and student engagement. Leadership focused activities were minimal and were more likely to be found in the graduation category reported below.

Table 6. Percentage of LOAs Offering Services in Reading, SYs 2010-2014

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

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

Table 7. Percentage of LOA Reading Activities, SYs 2010-2014

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

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 2013-2014 (see Table 8).

Table 8. Anticipated vs. Actual Number of Participants by Reading Service Type, SYs 2010-2014

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012			2012-2013			2013-2014		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	325	404	12.9	0	0	0	10	13	48
Technical abilities	1	1	34.0	0	0	0	20	0	0			
Student achievement	9,911	9,376	47.8	9,658	11,326	67.7	11,554	12,583	2.3	8,907	11,096	72
Postsecondary transition/alternative education	35	14	61.0	0	0	0	6	6	0.2			
Credit accrual/graduation	356	260	107.1	565	238	26.8	133	120	2.8	88	86	33
Student engagement	494	263	27.5	777	824	30.7	181	150	3.8	237	181	20
Other*	1,448	1,376	30.0	54	4	-	-	-	-			
Total	12,245	11,290		11,379	12,796		11,874	12,859		9,242	11,376	

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

Outcomes

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

Given the changes in the assessment, scores from SY 2011-2012 are reported as the baseline and are reported together with SY 2012-2013 and SY 2013-2014 scores.

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

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

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

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

Overall, 30% of migrant students demonstrated proficiency in reading, with no change from SY 2011-2012 through SY 2013-2014 (see Table 69 in Appendix D, Figure 1 and Figure 2 below). 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.

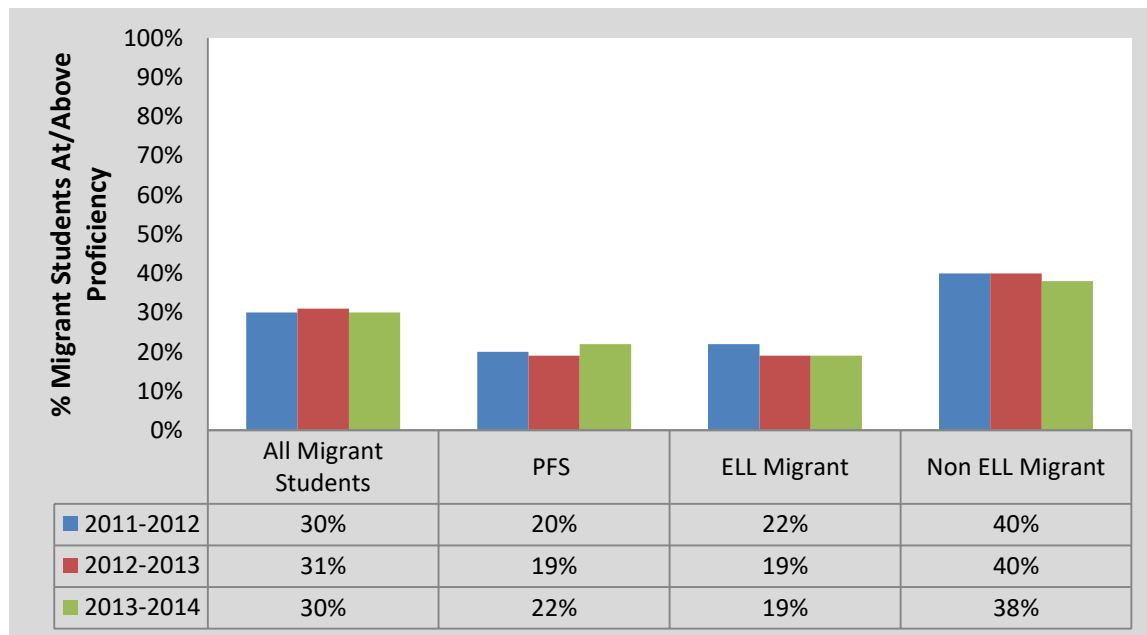


Figure 1. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0, SYs 2011-2014

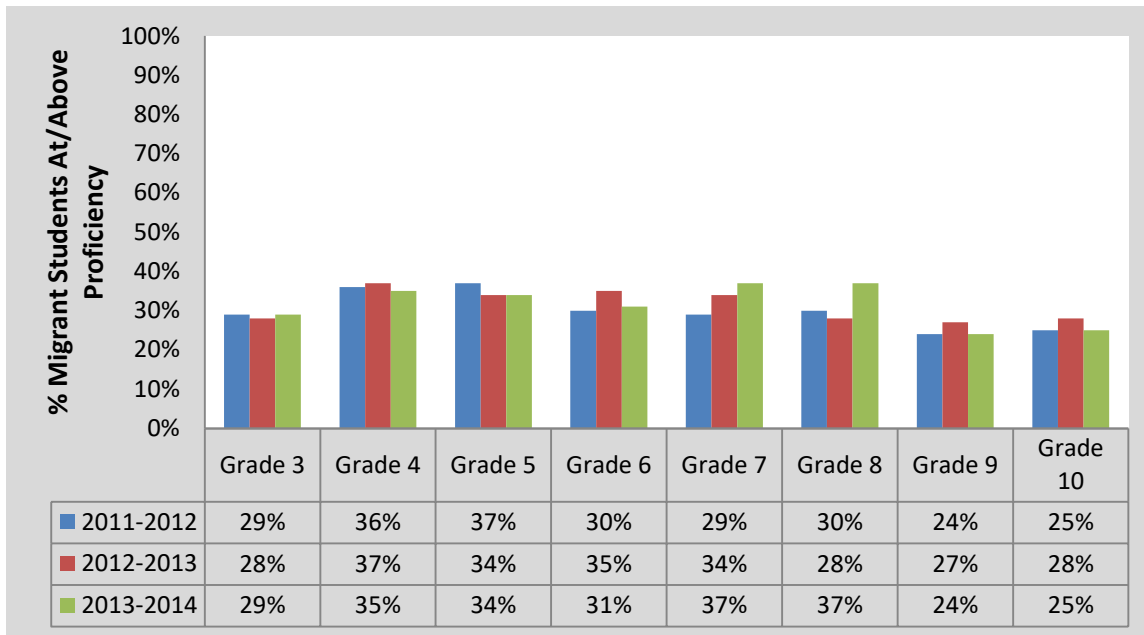


Figure 2. Percentage of Migrant Students at or above Reading Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2014

The gap between migrant and non-migrant students in FCAT reading performance decreased from 22% in SY 2012-2013 to 19% in SY 2013-2014, but remained within the historical average (see Table 10). Additional detail by grade level is shown in Table 12, Table 13, Figure 4, Figure 5, and Figure 6. Grades 7 and 8 experienced significant improvement in the gap from SY 2012-2013 to SY 2013-2014, moving from gaps of 18% to 13% in Grade 7, and from 19% to 11% in Grade 8.

Table 10. Reading Proficiency Gaps, SYs 2008-2014 (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%

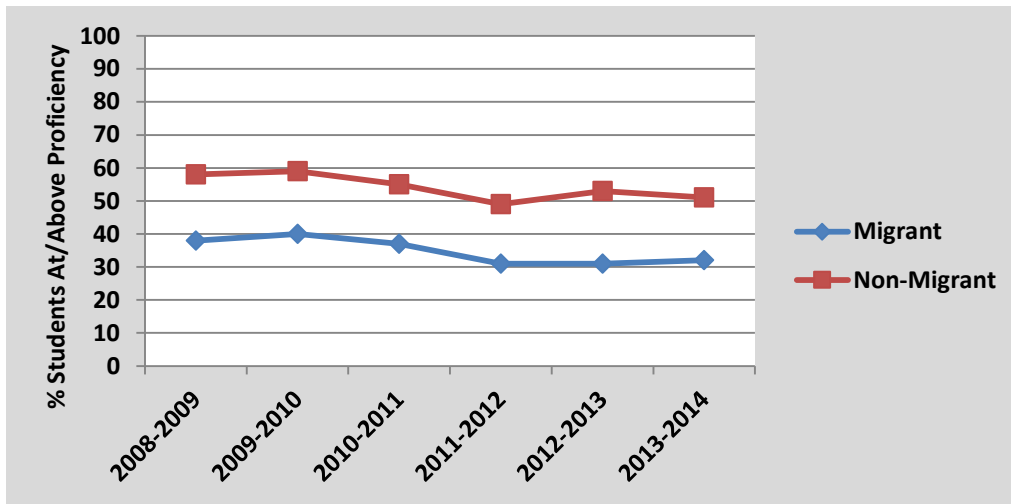


Figure 3. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2014 (All Grades)

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

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

*Note: data are not included for one LOA that reported 5200% of non-migrant students and 5400% of students in grade three who scored at or above proficient in reading.

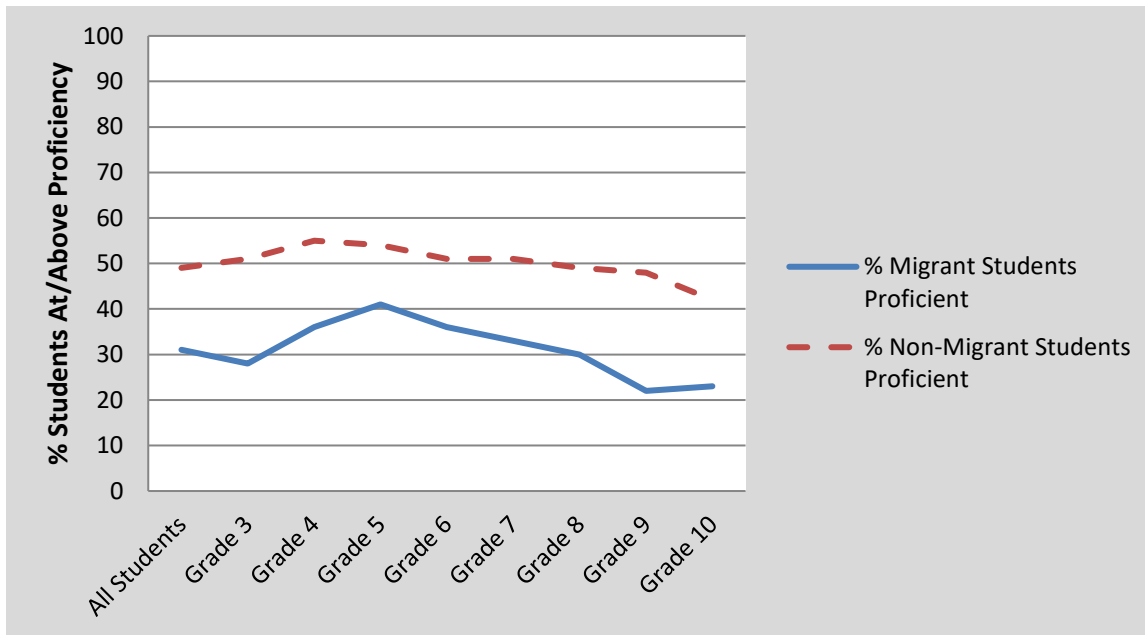


Figure 4. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT 2.0, SY 2011-2012

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

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

*Note: The total number of migrant students reported under all students is 9,698; the sum of the migrant students reported for grade level results is 8,921. % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

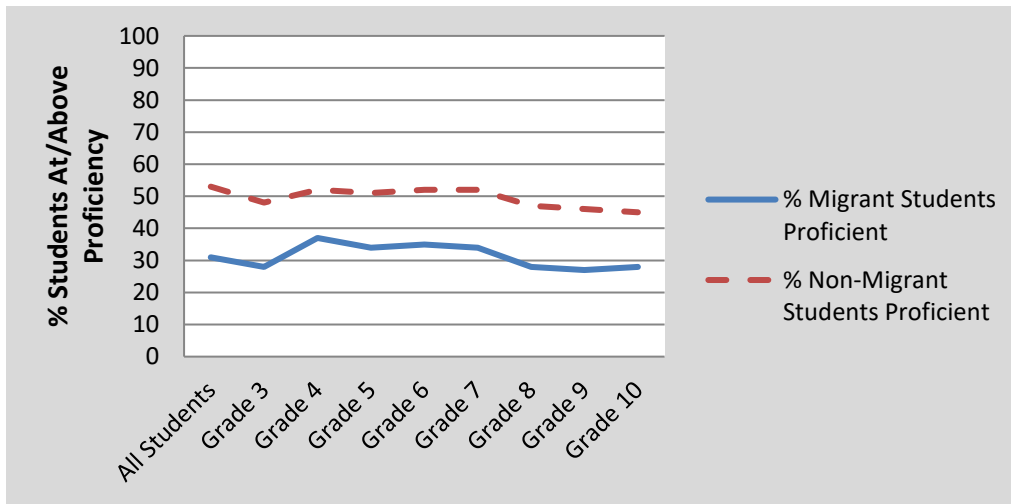


Figure 5. Gaps in Reading Achievement between Migrant and Non-Migrant Students on FCAT 2.0, SY 2012-2013

Table 13. Reading Proficiency Gaps on FCAT 2.0, SY 2013-2014

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	32	51	19%
Grade 3	29	48	19%
Grade 4	35	51	16%
Grade 5	34	52	18%
Grade 6	31	51	20%
Grade 7	37	50	13%
Grade 8	37	48	11%
Grade 9	24	44	20%
Grade 10	25	44	19%

*Note: The total number of migrant students reported under all students is 10,493. % 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.

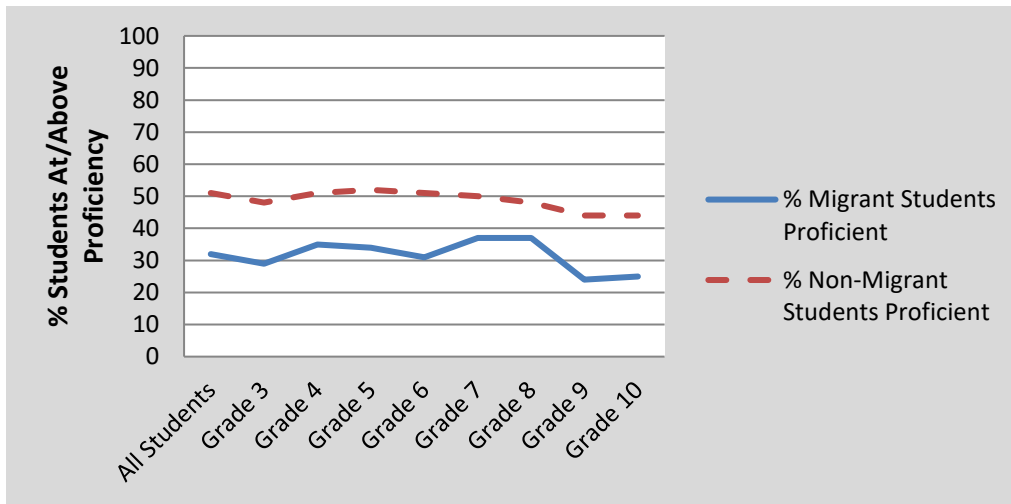


Figure 6. Gaps in Reading achievement between Migrant and Non-Migrant Students on FCAT 2.0, SY 2013-2014

District-reported learning gains for students with FCAT scores for the prior and current school year were the same overall from SY 2012-2013 to SY 2013-2014, with 51% of migrant students overall demonstrating reading learning gains (see Table 14 and Table 15).

Table 14. District-Reported Learning Gains in Reading, SY 2012-2013

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

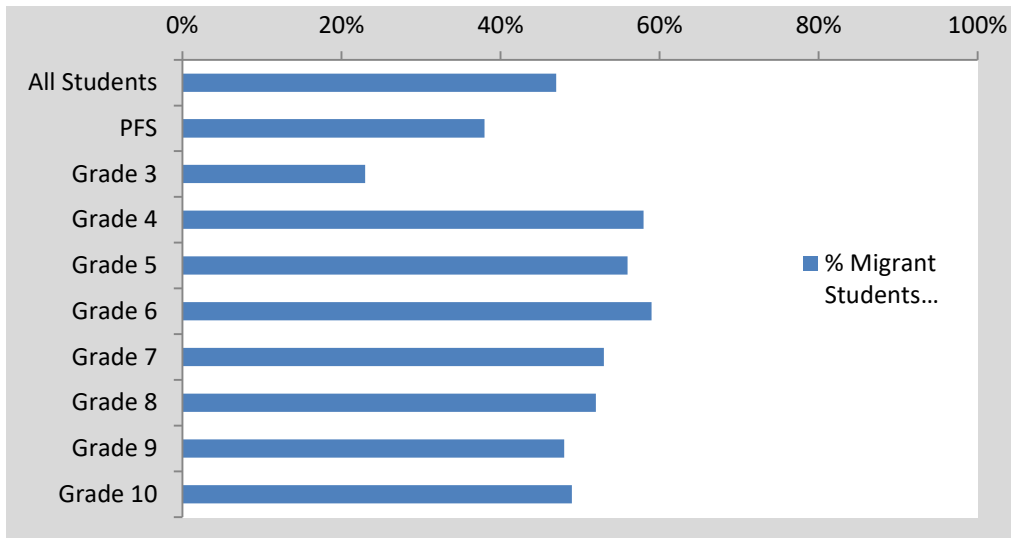


Figure 7. Percentage of Migrant Students with Reading Gains, SY 2012-2013

Table 15. District-Reported Learning Gains in Reading, SY 2013-2014

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

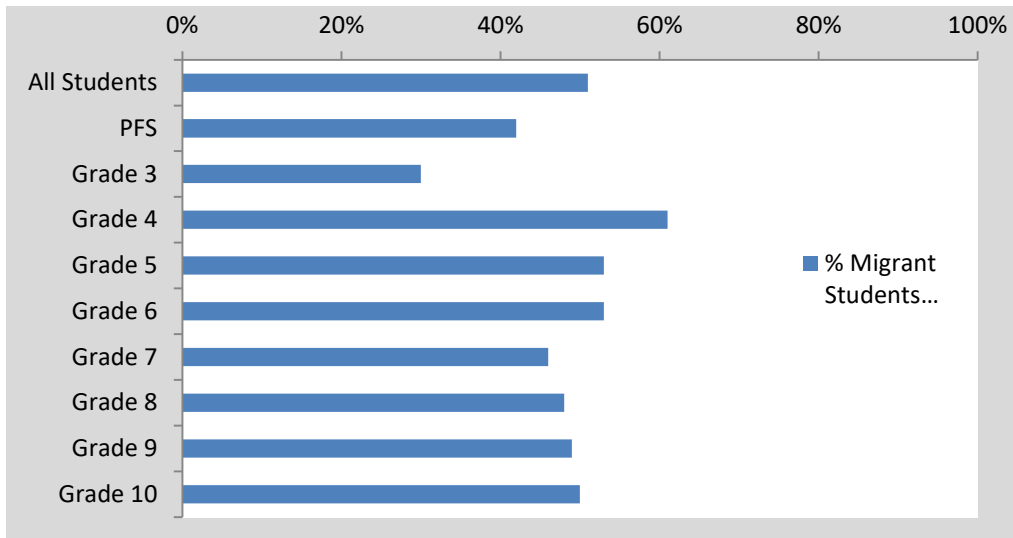


Figure 8. Percentage of Migrant Students with Reading Gains, SY 2013-2014

Overview of Mathematics Outcomes

- Mathematics Strategy Priorities: From SY 2010-2014, districts/grantees indicated four clear priorities for mathematics instruction: using technology to promote math skills, tutoring for PFS students, high quality curriculum with progress monitoring, and using concrete approaches, e.g., manipulatives, to build mental models of math.
- Districts/grantees reported that they served 10,962 participants in mathematics activities in SY 2012-2013 and 7,903 in SY 2013-2014.
- FCAT 2.0 Assessment Results:
 - 2011-2012: 37% of all migrant students scored at or above proficient in math
 - 2012-2013: 42% of all migrant students scored at or above proficient in math
 - 2013-2014: 41% of all migrant students scored at or above proficient in math
- The gap between migrant and non-migrant students scoring at or above proficiency in math remained at 9% in SY 2013-2014.
- LOA reported learning gains in math between SY 2012-2013 and SY 2013-2014 declined, from 56% to 49% overall.

Mathematics

Background

Florida migrant students scored approximately 25% lower than non-migrant students in mathematics on the FCAT in 2005. As a result of the initial CNA and SDP implementation, the local MEPs were required to institute mathematics programming that addressed the unique educational needs of migrant students in order to close this achievement gap, with a recommended focus on rigor and cultural relevance, as well as the use of manipulatives in instruction to build concrete models of mathematical concepts. The CNA Expert 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, 41% of migrant students demonstrated FCAT 2.0 proficiency in mathematics in SY 2013-2014, an increase from 37% in SY 2011-2012. Migrant students in Grade 4 had the largest increase, from to 43% in SY 2011-2012 to 50% in SY 2013-2014, but no grades achieved the 82% target. Though the relatively small sample size for many grantees and the transient nature of the migrant population means district level changes should be interpreted with caution, of the 29 LOAs reporting scores in SY 2013-2014, 14 experienced increased percentages of proficient students and 12 decreased.

- **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

Although there was no change in the overall performance gap in FCAT 2.0 mathematics proficiency from SY 2012-2013 to SY 2013-2014, both years represent a 6% decrease in the gap from SY 2011-2012 (from 15% to 9%).

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

Status: Not Met

Mathematics proficiency among migrant ELL, as measured by the FCAT 2.0, increased from 28% to 32% between SY 2011-2012 and SY 2013-2014, a 4 percentage point gain.

Implementation

LOAs indicated four clear priorities for mathematics instruction: using technology to promote math skills, tutoring for PFS students, high quality curriculum with progress monitoring, and use of concrete approaches to build mental models of math (see Table 16). In SY 2013-2014, 56% of grantees indicated utilizing technology and other tools to promote math skills development and literacy and content-based tutoring in math to students identified as PFS; 63% provided high quality curriculum with progress monitoring, and 44% prioritized the use of concrete approaches. 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 16. Mathematics Strategy Priorities, SYs 2012-2014

Mathematics Strategy Priorities	% LOAs	
	2012-2013 N = 31	2013-2014 N = 29
Utilize technology and other tools to promote math skills development and literacy	61%	56%
Provide strategic, content-based tutoring in math to students	55%	56%

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

LOAs indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in mathematics. Activities included tutoring, math games, individual and small group instruction, and access to supplemental technology (e.g., computer programs). Across the four most recent evaluation years, nearly all LOAs offered at least one service focused on student achievement in math (see Table 17). Fewer LOAs offered activities that focused on credit accrual/graduation, leadership and student engagement.

Table 17. Percentage of LOAs Offering Services in Mathematics, SYs 2010-2014

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

From SY 2010-2014, the vast majority of LOA math activities were either wholly or partially migrant-funded (see Table 18). The most recent evaluation year, SY 2013-2014, saw a notable increase in services funded by migrant sources compared to the previous year.

Table 18. Number of LOA Math Activities Offered by Funding Source, SYs 2012-2014

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

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

The highest percentage of LOA mathematics activities were focused on student achievement across all years of the evaluation (see Table 19).

Table 19. Percentage of Activities in Mathematics, SYs 2010-2014

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

LOAs indicated the average number of hours students were served by funding source (see Table 20). In SY 2012-2013, migrant funding served as the primary resource for math activities (167.6 hours), and migrant funds were at least partially responsible for an average of 168 hours per student. Migrant funded hours per student fell to 74 in SY 2013-2014, though the evaluators believe the time figures to be sufficiently unreliable that no conclusions can reasonably be drawn from them.

Table 20. Students Served in Mathematics by Funding Source, SYs 2012-2014

	Funding Source							
	2012-2013				2013-2014			
	C	M	O	P	C	M	O	P
Anticipated Students	2,152	5,758	259	716	471	6,612	335	179
Actual Students	3,509	6,542	218	693	425	7,216	140	122
Average Hours Per Student	6.4	167.6	102.8	33.0	22.4	73.3	55.5	19.8

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

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

LOAs reported that they served 10,962 participants in mathematics activities in SY 2012-2013 and 7,903 in SY 2013-2014 (see Table 21). In both years, the highest average number of hours per student was offered for activities focused on student achievement, followed by credit accrual/graduation, although time data should be interpreted with caution.

Table 21. Anticipated vs. Actual Number of Participants by Mathematics Service Type, SYs 2012-2014

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	0	0	0	4	3	16
Student achievement	8,479	10,334	111.6	7,491	7,821	54.6
Credit accrual/ graduation	150	150	47.4	78	79	20.9
Student engagement	256	478	8.1	24	0	180
Total	8,885	10,962		7,597	7,903	

Outcomes

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

Given the changes in the assessment, scores from SY 2011-2012 are reported as the baseline and are reported together with SY 2012-2013 and SY 2013-2014 scores. Prior year results are included in Appendix D and cannot be compared directly to the 2011-2014 results.

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

Overall migrant student performance on the FCAT mathematics assessment increased from SY 2011-2012 to SY 2013-2014, from 37% to 41% proficient (see Table 70 in Appendix D, Figure 9 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 End-of-Course assessment in Algebra I.

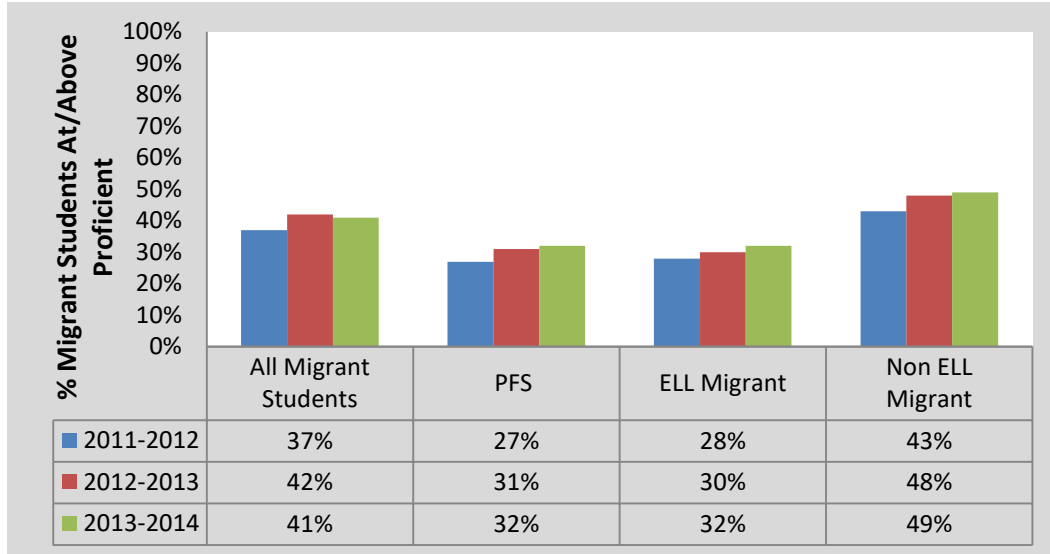


Figure 9. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by SY, 2011-2014

*Note that data for grades 9 and 10 were missing for most LOAs due to implementation of an EOC assessment in Algebra I.

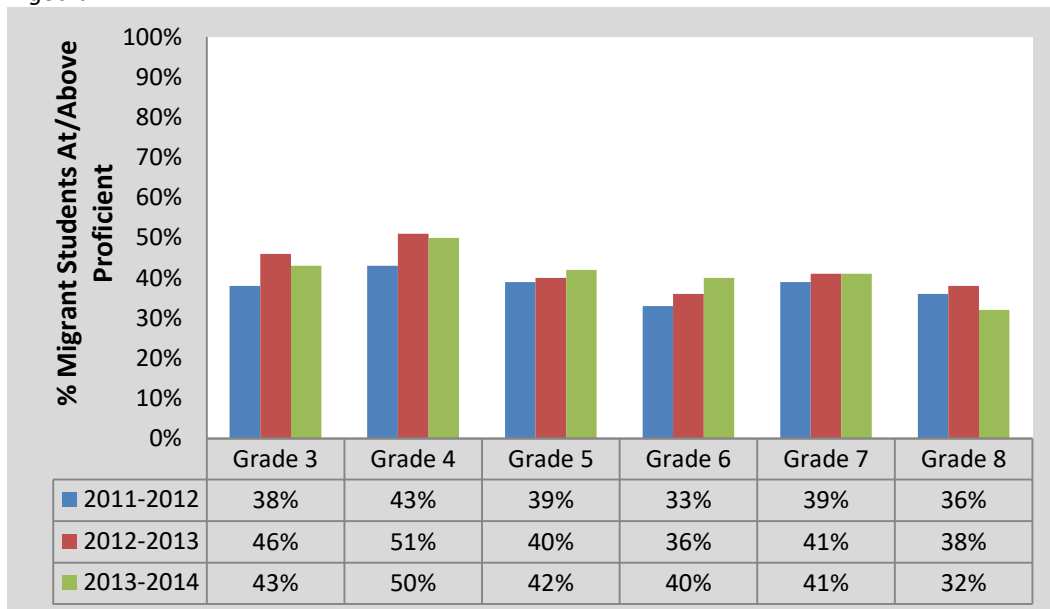


Figure 10. Percentage of Migrant Students at or above Mathematics Proficiency on FCAT 2.0 by Grade Level and SY, 2011-2014

*Note that data for grades 9 and 10 were missing for most LOAs due to implementation of an EOC assessment in Algebra I.

Although there was no change in the overall performance gap in FCAT mathematics proficiency from SY 2012-2013 to SY 2013-2014, both years represent a 6% decrease in the gap from SY 2011-2012. Across all evaluation years, the trend in migrant student math proficiency vis-à-vis non-migrant peers has generally been one of improvement (see Table 23 and Figure 11). Examination of the per grade level gaps in the tables and charts that follow shows increases in grade 3, 4 and 5 gaps from SY 2012-2013 to SY 2013-2014 (from 3% to 8%), and decreases in grade 6 (from 11% to 5%).

Table 23. Mathematics Proficiency Gaps, SYs 2008-2014 (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%

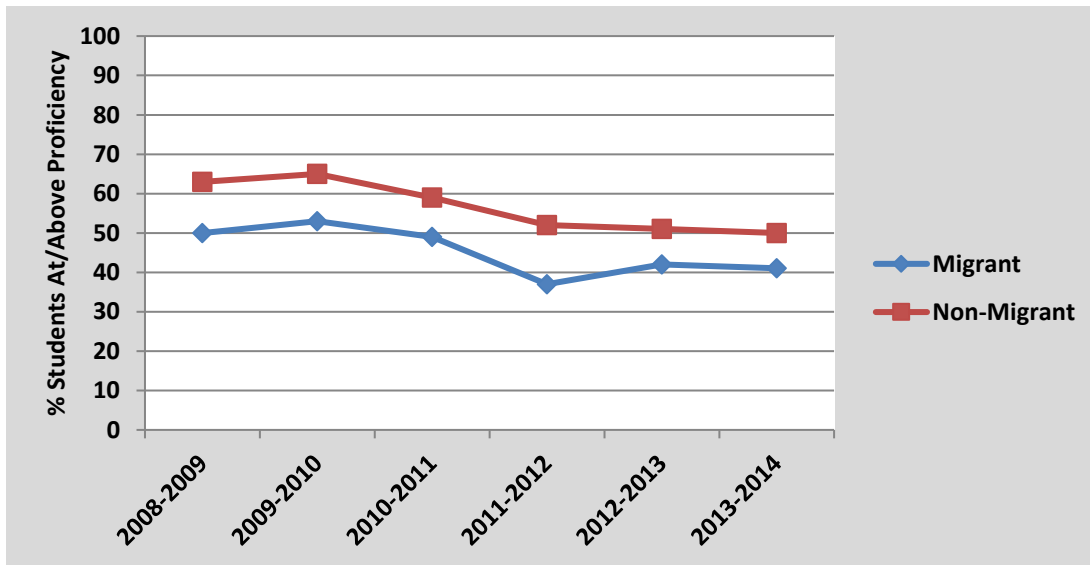


Figure 11. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2014 (All Grades)

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

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

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

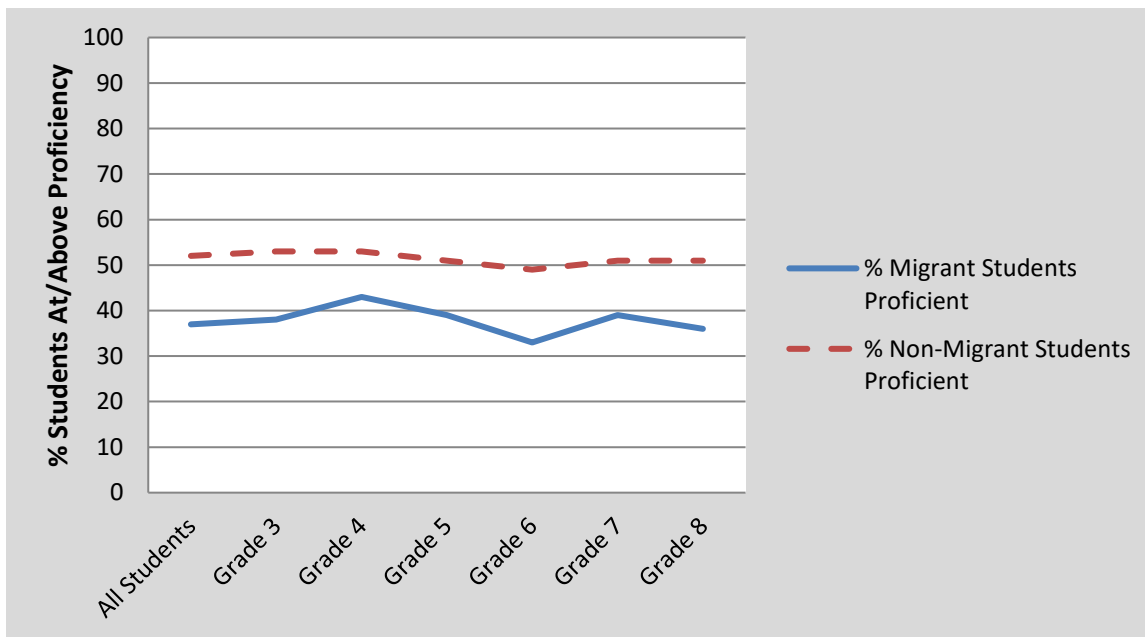


Figure 12. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2011-2012

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

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

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

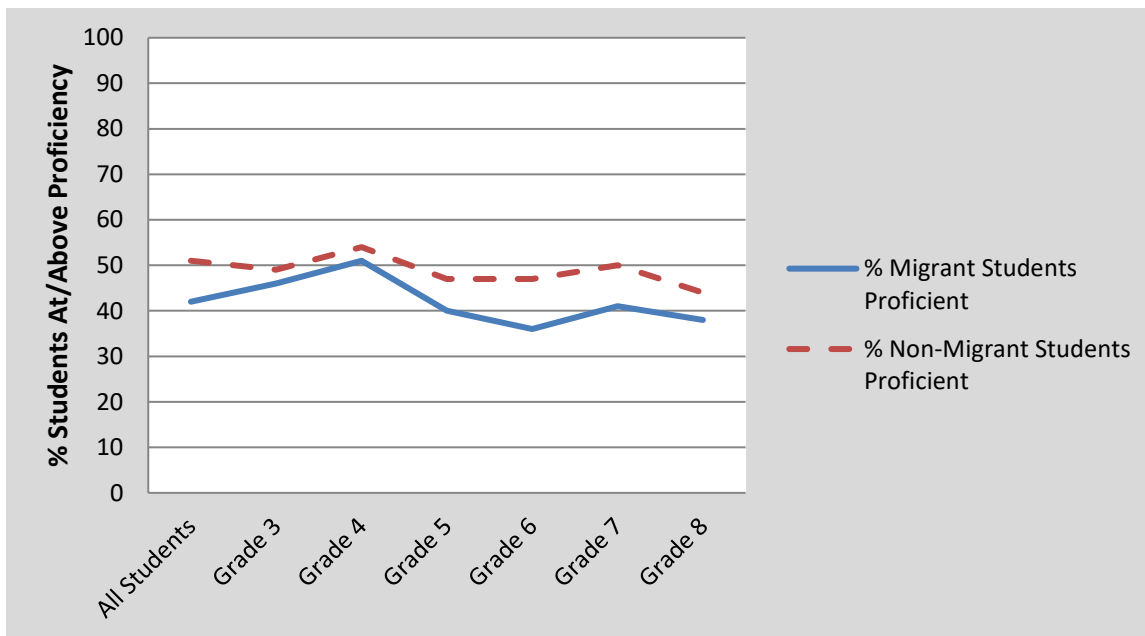


Figure 13. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2012-2013

Table 26. Mathematics Proficiency Gaps on FCAT 2.0, SY 2013-2014

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

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

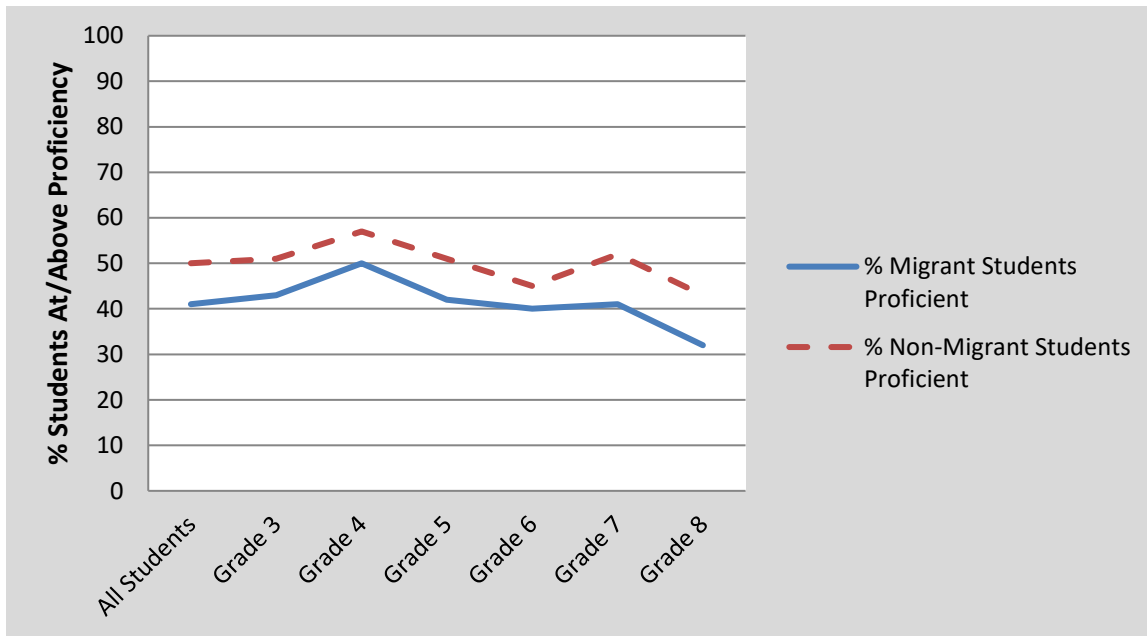


Figure 14. Gaps in Mathematics achievement on FCAT 2.0 between Migrant and Non-Migrant Students by Grade Level, SY 2013-2014

LOA reported learning gains in math between SY 2012-2013 and SY 2013-2014 declined, from 56% to 49% overall and 47% to 41% for PFS (see Table 27, Table 28, Figure 15 and Figure 16).

Table 27. District-Reported Learning Gains in Mathematics, SY 2012-2013

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	5,955	3,328	56%
PFS	1,123	526	47%
Grade 3	422	176	42%

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
Grade 4	987	661	67%
Grade 5	1,078	573	53%
Grade 6	1,114	547	49%
Grade 7	983	629	64%
Grade 8	902	521	58%
Grade 9	179	119	66%
Grade 10	91	48	53%

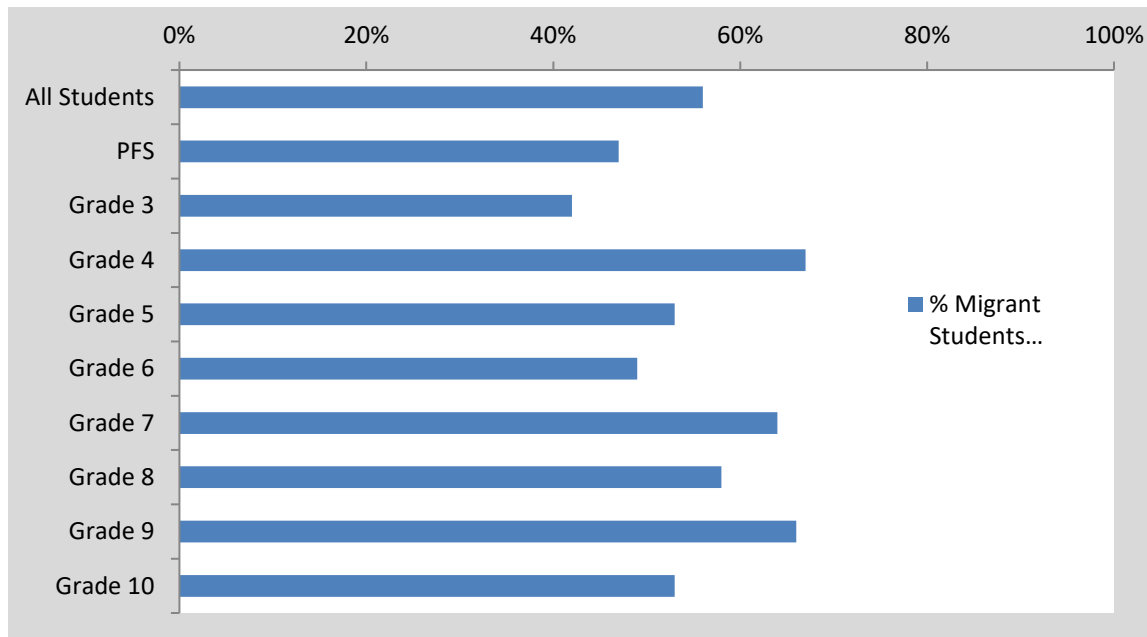


Figure 15. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2012-2013

Table 28. District-Reported Learning Gains in Mathematics, SY 2013-2014

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

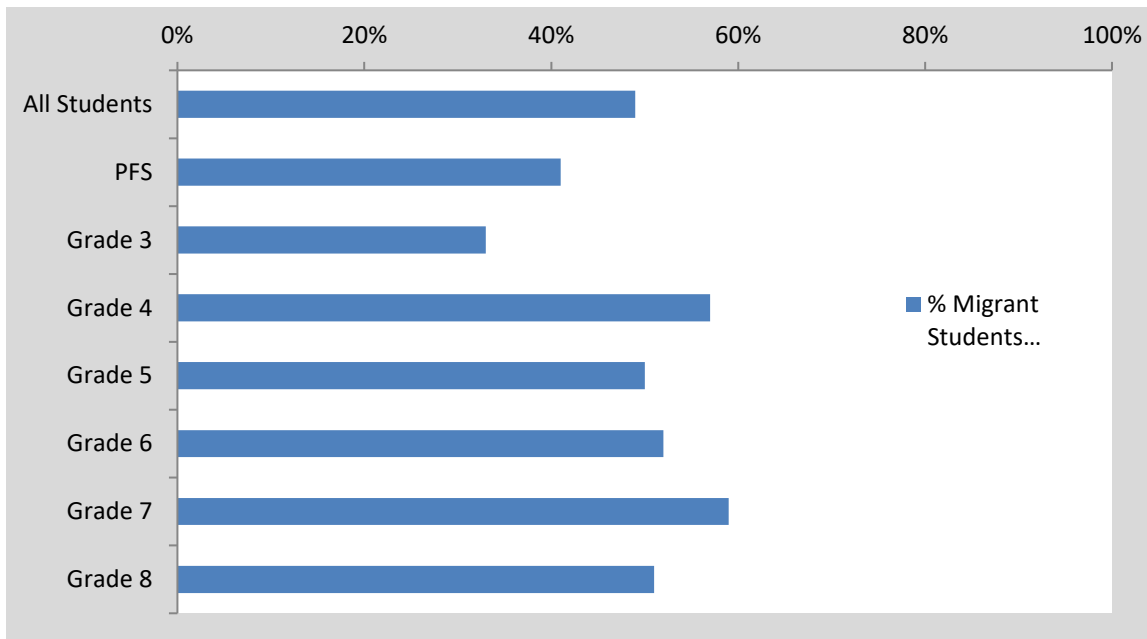


Figure 16. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2013-2014

End of Course Assessments

Overview of EOC Outcomes

- Statewide, from SY 2012-2013 and SY 2013-2014, the gap between migrant and non-migrant students:
 - Decreased from 22% to 18% on the Algebra EOC
 - Increased from 9% to 16% on the Geometry EOC
 - Increased from 14% to 18% on the Biology EOC
- Also statewide, changes in EOC pass rates from SY 2012-2013 are as follows:
 - The percentage of migrant students overall passing the Algebra EOC declined from 43% to 40%, but increased from 39% to 41% among migrant PFS students
 - The percentage of migrant students overall passing the Geometry EOC declined from 70% to 47%, and also declined from 46% to 38% among migrant PFS students
 - The percentage of migrant students overall passing the Biology EOC declined from 53% to 49%, but increased from 37% to 39% among migrant PFS students
- US History EOC data is only available for SY 2013-2014: the gap between migrant and non-migrant students was 7% for that year, with 58% of migrant students overall and 56% of migrant PFS students passing the EOC assessment.

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

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

Desired Change: Decrease gap

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

Algebra I

Table 29 highlights Algebra I EOC assessment numbers and percentages by LOA in SY 2012-2013 and SY 2013-2014 for both migrant students 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 18% from SY 2012-2013 to SY 2013-2014.

Geometry

Table 30 highlights Geometry EOC assessment numbers and percentages by LOA in SY 2012-2013 and SY 2013-2014 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant and non-migrant students increased from 9% to 16% from SY 2012-2013 to SY 2013-2014.

Table 29. Algebra I EOC Results, SYs 2012-2014

	2012-2013				2013-2014			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
Statewide	1,242	43%	65%	22%	1,644	40%	58%	18%
Statewide PFS	334	39%	--	--	385	41%	--	--
Alachua	32	50%	62%	12%	52	25%	64%	39%
Broward	*	*	62%	*	11	18%	56%	38%
Collier	180	40%	53%	13%	277	46%	67%	21%
DeSoto	43	40%	47%	7%	46	24%	44%	20%
Glades	*	*	44%	*	*	*	69%	*
Hardee	76	50%	41%	-9%	100	37%	43%	6%
Hendry	37	22%	34%	12%	69	48%	55%	7%
Highlands	53	57%	61%	4%	83	39%	39%	0%
Hillsborough	142	37%	39%	2%	249	53%	59%	6%
Indian River	*	*	48%	*	*	*	30%	*
Lafayette	*	*	77%	*	*	*	86%	*
Lake	*	*	31%	*				
Lake Wales	13	31%	42%	11%	*	*	40%	*
Lee	31	16%	49%	33%	17	35%	65%	30%
Madison	*	*	30%	*	*	*	74%	*
Manatee	28	25%	48%	23%	57	44%	56%	12%
Marion	*	*	51%	*	*	*	60%	*
Martin	*	*	69%	*				
Miami Dade	152	70%	81%	11%	128	34%	69%	35%
Okeechobee	15	60%	52%	-8%	50	44%	45%	1%
Orange	28	50%	50%	0%	34	38%	54%	16%
Osceola	*	*	31%	*	*	*	7%	*
PAEC	23	83%	58%	-25%	25	60%	69%	9%
Palm Beach	181	33%	49%	16%	183	29%	47%	18%
Pasco	*	*	51%	*	*	*	61%	*
Polk	131	36%	44%	8%	147	35%	61%	26%
Putnam	12	58%	47%	-11%				
Sarasota	*	*	56%	*				
St Lucie	15	33%	41%	8%	20	45%	70%	25%
Suwanee	*	*	65%	*	48	23%	41%	18%
Volusia	*	*	65%	*	11	36%	55%	19%

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

Table 30. Geometry EOC Results, SYs 2012-2014

	2012-2013				2013-2014			
	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%
Statewide PFS	132	46%	--	--	143	38%	--	--
Alachua	*	*	85%	*	34	47%	65%	18%
Broward	*	*	94%	*	*	*	63%	*
Collier	22	77%	98%	21%	184	48%	67%	19%
DeSoto	19	74%	64%	-10%	16	38%	59%	21%
Glades	*	*	70%	*	*	*	51%	*
Hardee	36	64%	63%	-1%	68	43%	40%	-3%
Hendry	39	59%	56%	-3%	45	56%	55%	-1%
Highlands	13	69%	77%	8%	70	50%	47%	-3%
Hillsborough	33	76%	84%	8%			62%	62%
Indian River	*	*	62%	*	*	*	59%	*
Lafayette	*	*	100%	*	*	*	77%	*
Lake	*	*	88%	*	*	*	64%	*
Lake Wales	*	*	36%	*	*	*	54%	*
Lee	18	28%	58%	30%	17	18%	64%	46%
Madison	*	*	90%	*	*	*	52%	*
Manatee	*	*	93%	*	23	30%	62%	32%
Marion	*	*	95%	*	*	*	55%	*
Martin	*	*	70%	*				
Miami Dade	70	71%	80%	9%	65	48%	63%	15%
Okeechobee	*	*	94%	*	34	44%	55%	11%
Orange	*	*	89%	*	*	*	58%	*
Osceola	*	*	28%	*	*	*	6%	*
PAEC	*	*	96%	*	24	75%	69%	-6%
Palm Beach	20	85%	94%	9%	119	36%	71%	35%
Pasco	*	*	--	*	*	*	67%	*
Polk	72	86%	88%	2%	96	71%	84%	13%
Putnam	*	*	58%	*	*	*		*
Sarasota	*	*	87%	*				
St Lucie	*	*	73%	*	*	*	65%	*
Suwanee	*	*	75%	*	15	40%	50%	10%
Volusia	*	*	67%	*	*	*	59%	*

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

Biology I

Table 31 highlights Biology I EOC assessment numbers and percentages by LOA in SY 2012-2013 and SY 2013-2014 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant and non-migrant students increased from 14% to 18% during the period.

Table 31. Biology I EOC Results, SYs 2012-2014

	2012-2013				2013-2014			
	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%
Statewide PFS	147	37%	--	--	279	39%	--	--
Alachua	*	*	94%	*	30	60%	66%	6%
Broward	*	*	90%	*	*	*	65%	*
Collier	*	*	97%	*	171	58%	63%	5%
DeSoto	27	63%	64%	2%	24	42%	66%	24%
Glades	*	*	35%	*	40	5%	74%	69%
Hardee	48	46%	60%	14%	48	44%	55%	11%
Hendry	42	50%	57%	7%	39	59%	58%	-1%
Highlands	17	47%	49%	2%	57	58%	62%	4%
Hillsborough	109	39%	67%	27%	149	37%	61%	24%
Indian River	*	*	65%	*	*	*	65%	*
Lafayette	*	*	100%	*	*	*	74%	*
Lake	*	*	74%	*	*	*	70%	*
Lake Wales	*	*	27%	*	*	*	53%	*
Lee	21	29%	63%	34%	26	4%	63%	59%
Madison	*	*	81%	*	*	*	38%	*
Manatee	*	*	86%	*	29	45%	66%	21%
Marion	*	*	95%	*	*	*	64%	*
Martin	*	*	77%	*				
Miami Dade	35	51%	59%	8%	126	61%	66%	5%
Okeechobee	20	70%	79%	9%	26	69%	73%	4%
Orange	*	*	86%	*	23	61%	69%	8%
Osceola	*	*	20%	*	*	*	58%	*
PAEC	*	*	72%	*	19	47%	71%	24%
Palm Beach	12	75%	91%	16%	139	41%	72%	31%
Pasco	*	*	--	*	*	*	70%	*
Polk	*	*	63%	*	4	25%	81%	56%
Putnam	*	*	99%	*	22	41%	61%	20%

	2012-2013				2013-2014			
Sarasota	14	57%	57%	-1%	10	20%	68%	48%
St Lucie	*	*	70%	*	4	25%	81%	56%
Suwanee	*	*	82%	*	22	41%	61%	20%

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

US History

Table 32 highlights US History EOC assessment numbers and percentages by LOA in SY 2013-2014 for both migrant students and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, 58% of migrant students and 56% of PFS students passed their US History EOC assessments, compared to 65% of non-migrant students, an overall gap of 7%.

Table 32. US History EOC, SY 2013-2014

	2013-2014			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
Statewide	714	58%	65%	7%
Statewide PFS	207	56%	--	--
Alachua	12	50%	70%	20%
Broward	*	*	62%	
Collier	139	49%	70%	21%
DeSoto	23	52%	71%	19%
Glades	*	*	62%	
Hardee	42	43%	51%	8%
Hendry	44	64%	72%	8%
Highlands	55	58%	59%	1%
Hillsborough	105	60%	73%	13%
Indian River	*	*	68%	*
Lafayette	*	*	64%	*
Lake	*	*	65%	*
Lake Wales	*	*	75%	*
Lee	22	50%	62%	12%
Madison	*	*	43%	*
Manatee	26	50%	67%	17%
Marion	*	*	66%	*
Miami Dade	115	84%	57%	27%
Okeechobee	38	32%	54%	22%
Orange	13	77%	65%	12%
Osceola	*	*	54%	*
PAEC	*	*	67%	*

2013-2014				
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
Palm Beach	*	*	43%	*
Pasco	*	*	71%	*
Polk	42	67%	85%	18%
Putnam				
St Lucie	*	*	41%	*
Suwanee	12	25%	60%	35%
Volusia	*	*	57%	*

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

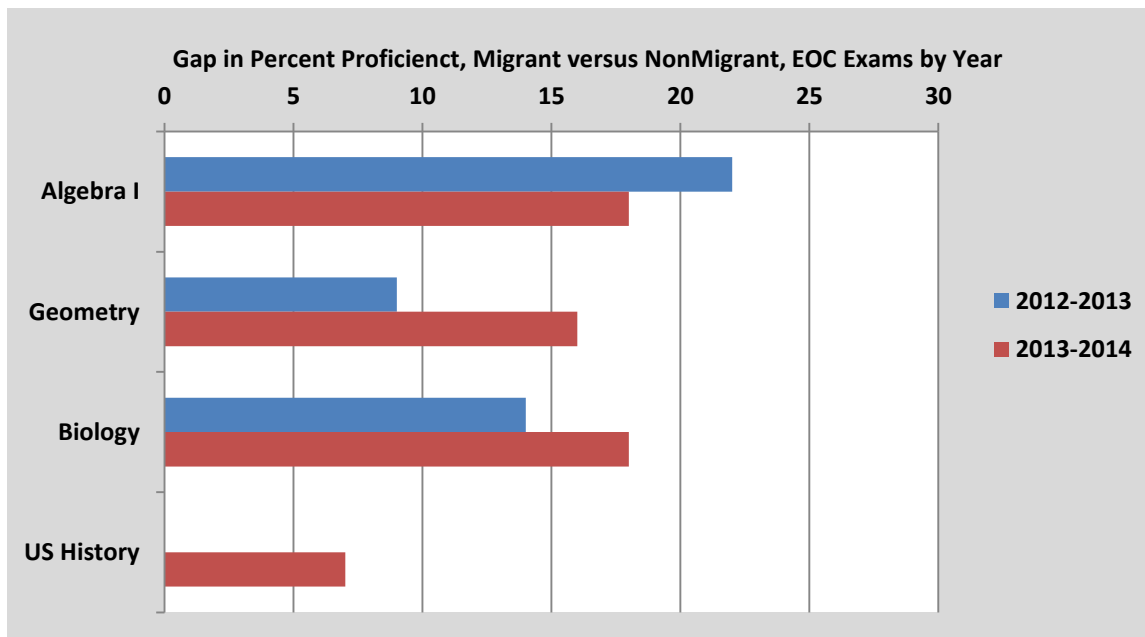


Figure 17. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2014

Graduation

Background

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

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

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

Overview of Graduation Outcomes

- Graduation Strategy Priorities: For SYs 2010-2014, at least 50% of districts/grantees provided PASS and Mini-PASS curricula to migrant students who were behind and needed to accrue additional credits toward graduation. Other top strategies included providing information and materials to staff and providing strategic, content-based tutoring to students.
- Most graduation activities in SYs 2010-2014 centered on student achievement or credit accrual/graduation and were either wholly or partially migrant-funded.
- Though fewer students participated in activities than anticipated in SY 2011-2012 (10,466 compared to 11,073), in SY 2012-2013 more students than anticipated (8,381) were participating (8622). This trend continued in SY 2013-2014 (9,678 participated, versus 8,577 anticipated).
- Percentage of tutored students who passed the FCAT 2.0 assessment:
 - 2011-2012: 38%
 - 2012-2013: 42%
 - 2013-2014: x%*
- In SY 2013-2014, x%* of migrant 12th graders graduated; the gap between migrant and non-migrant students graduating was just x%*.
- While only about half of all migrant students in Grades 6-12 responded to student survey questions about extracurricular participation in SYs 2012-2014, 45% of respondents indicated participating in SY 2013-2014 compared to 44% in SY 2012-2013.

*SY 2013-2014 outcome data not yet available

MPO Summary

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

Status: Data Not Available

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

Status: Data Not Available

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

Status: Data Not Available

One additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2014 was Grade 6-12 participation in extracurricular activities. While only about half of all migrant students in those grades responded in each year, 45% of respondents indicated participating in extracurricular activities in SY 2013-2014, a slight uptick from 44% in SY 2012-2013.

Implementation

In SYs 2010-2014, LOAs were asked to choose the top three graduation strategies emphasized by their district MEP during the school year. For all four years, half of LOAs indicated providing PASS and Mini-PASS curricula to migrant students who were behind and needed to accrue additional credits toward graduation (see Table 33). Also across all years, at least 40% of LOAs reported hiring qualified secondary-level advocates (grades 6-12) to assist migrant students with access to services and programs.

More LOAs indicated providing strategic, content-based tutoring to secondary students between SY 2010-11 and SY 2011-2012 (43% and 50%, respectively), a strategy that was less of a priority in SY 2012-2013 but regained some importance in SY 2013-2014 (32% and 37%, respectively). FCAT preparation tutoring initially dropped from 32% in SY 2010-2011 to 7% in SY 2011-2012, then resumed in importance in SY 2012-2013 (29%), when EOC preparation was added to the menu, and further increased in SY 2013-2014 (to 33%).

Table 33. Graduation Strategy Priorities, SYs 2010-2014

Graduation Strategy Priorities	% LOAs			
	2010-2011 N = 28	2011-2012 N = 28	2012-2013 N = 31	2013-2014 N = 29
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	50%	54%	58%	48%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	43%	43%	45%	44%

Graduation Strategy Priorities	% LOAs			
	2010-2011	2011-2012	2012-2013	2013-2014
	N = 28	N = 28	N = 31	N = 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%
Provide strategic, content-based tutoring to secondary students	43%	50%	32%	37%
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%
Provide FCAT (and in SY 2012-2013, EOC) preparation tutoring	32%	7%	29%	33%
Offer information on graduation enhancement to parents	11%	18%	23%	19%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	21%	21%	19%	19%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	11%	11%	10%	22%
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	--	--	6%	4%
Other*	18%	4%	6%	7%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	7%	7%	3%	4%

**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 34).

Table 34. Percentage of LOAs Offering Services in Graduation, SYs 2010-2014

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

Between SYs 2010-2014, most graduation related activities were wholly or partially migrant-funded (see Table 35).

Table 35. Number of District Graduation Services Offered by Funding Source, SYs 2010-2014

Focus, Purpose, or Expected Outcomes	Funding Source															
	2010-2011				2011-2012				2012-2013				2013-2014			
	C	M	O	P	C	M	O	P	C	M	O	P	C	M	O	P
Leadership activities	1	1	0	0	0	3	1	0	0	2	1	0	0	3	1	0
Student achievement	19	27	2	0	17	53	8	1	16	23	8	3	18	22	5	1
Postsecondary transition/alternative ed.	7	12	0	2	2	3	0	0	3	5	0	0	4	14	0	0
Credit accrual/graduation	5	24	2	6	4	16	4	0	9	17	2	3	6	19	2	0
Student engagement	2	1	0	1	0	8	1	2	0	7	1	2	1	55	1	2

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

By percentage of all graduation activities in SY 2013-2014, most activities focused on student achievement (44%) and credit accrual/graduation (26%; see Table 36).

Table 36. Percentage of Activities for Graduation, SYs 2010-2014

Focus, Purpose, or Expected Outcomes	2010-2011	2011-2012	2012-2013	2012-2013
	N = 131	N = 124	N = 102	N = 102
Leadership activities	2%	3%	3%	4%
Student achievement	36%	64%	49%	44%
Postsecondary transition/alternative education	16%	4%	8%	17%
Credit accrual/graduation	28%	19%	30%	26%
Student engagement	3%	9%	9%	9%

LOAs reported an average number of hours students were served by funding source (see Table 37). Average hours of graduation activities per student funded by migrant funds increased from 7.2 hours in SY 2012-2013 to 16.1 hours in SY 2013-2014.

Table 37. Students Served in Graduation by Funding Source, SYs 2012-2014

	Funding Source							
	2012-2013				2013-2014			
	C	M	O	P	C	M	O	P
Anticipated Students	800	4,221	2,953	407	1,004	4,468	2,977	128
Actual Students	915	4,330	2,950	427	1,119	5,338	2,915	306
Average Hour Per Student Reported	80.6	7.2	3.2	8.7	18.5	16.1	66	16.1

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

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

More students participated in graduation activities in SY 2013-2014 (9,678) than in SY 2012-2013 (8,622; see Table 38).

Table 38. Anticipated vs. Actual Number of Participants by Graduation Service Type, SYs 2012-2014

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	100	92	20.6	94	120	12.5
Student achievement	5,246	5,599	4.6	4,819	5,419	23.4
Postsecondary transition/ alternative education	424	367	175.1	634	818	17.0
Credit accrual/ graduation	876	746	22.1	1,284	1,311	26.6
Student engagement	1,735	1,818	5.3	4,819	5,419	23.4
Total	8,381	8,622		8,577	9,678	

**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 2013-2014 outcome data was not yet made available as of the writing of this report. The following is from the previous evaluation year. Table 39 and Figure 18 show data on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. In addition, state graduation requirements have changed over the reporting period. Therefore, trend data should be interpreted with caution.

In SY 2011-2012, 71% of migrant 12th graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009). The gap between migrant and non-migrant students graduating was 3% points in SY 2011-2012 and reduced to 2% points in SY 2012-2013 (versus 4% in SY 2008-2009).

Table 39. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2014

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

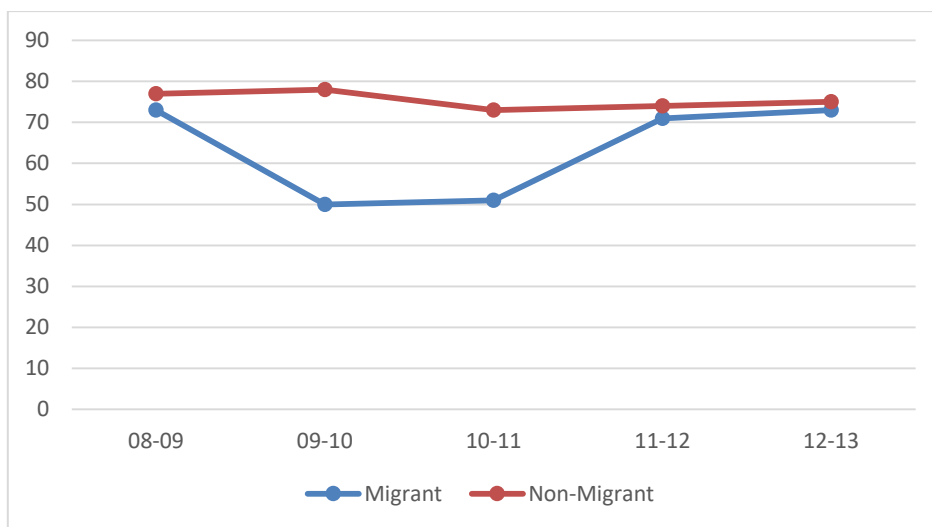


Figure 18. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2013

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5% points between SY 2008-2009 and SY 2009-2010, with 53% of this age cohort increasing their GPA (data were not collected on students with static GPAs), as shown in Table 40.

The percentage of migrant students (grades 9-12) who increased their GPA declined for the next two school years to 24% (SYs 2010-2012), then increased slightly in SY 2012-2013 to 26%.

Table 40. High School Students Who Increased GPA (Non-Migrant and Migrant), SYs 2008-2014

School Year	Total # Migrant Students G9-G12	# Migrant Students G9-G12 who increased GPA	% Migrant Students G9-G12 who increased GPA
08-09	2,290	1,337	58
09-10	4,455	2,341	53
10-11	4,157	2,027	49
11-12	3,637	885*	24
12-13	3,780	994*	26
13-14	[Data Not Yet Available]		

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

Given the recommendation from the CNA to provide tutoring for FCAT preparation, the FMEP collected information on passing rates for those who received more than three months of tutoring. The number of migrant students in grades 10-12 who participated in extensive tutoring increased dramatically from five in SY 2008-2009 to 317 in SY 2011-2012, then decreased slightly to 286 in SY 2012-2013. Given that only a few LOAs provided these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 41. The percentage of tutored students who passed the FCAT assessment increased between SY 2008-2009 and SY 2010-2011. It is not surprising that pass rates were lower in SY 2011-2012 given the change in the FCAT assessment to the FCAT 2.0, though it should be noted that by SY 2012-2013 passing rates had again increased from 38% to 42%.

Table 41. FCAT Passing Rates for Those Participating in Tutoring, SYs 2008-2014

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring \geq 3 mos.	# Tutored Students who Passed FCAT	% Tutored Students who Passed FCAT
08-09	5	2	40
09-10	201	88	44
10-11*	146	70	48
11-12	317	122	38
12-13	286	119	42
13-14	[Data Not Yet Available]		

**Note: data were provided only by 12 LOAs in SY 2010-2011 and 11 LOAs in SY 2011-2012.*

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and were encouraged by an educator to reach long term goals (i.e., graduate and pursue postsecondary options). Extracurricular participation and encouragement are proxy measures for

school engagement. All LOAs used a common survey instrument for students in grades 6-12 (please see Appendix B for student survey instrument).

An additional indicator of performance related to graduation that was captured in migrant student surveys in SYs 2012-2014 was Grade 6-12 participation in extracurricular activities (see Table 42. While only about half of all migrant students in those grades responded in each year, 45% of respondents indicated participating in extracurricular activities in SY 2013-2014, a slight uptick from 44% in SY 2012-2013.

Results for student reported encouragement were provided by LOAs as well, with a total of 2,351 respondents in Grades 6-12 in SY 2013-2014. The percent of students receiving encouragement had been increased from 69% in SY 2009-2010 to 78% in SY 2013-2014.

Table 42. School Engagement Survey Data, SYs 2009-2014

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%
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%

Overview of School Readiness Outcomes

- School Readiness Priorities: For SY 2013-2014, at least 40% of districts/grantees indicated that providing instructional support in the area of emergent literacy skills and offering family outreach, literacy and parent involvement opportunities were priorities. More than 30% of districts/grantees cited coordination with Head Start and other community-based agencies, as well as exploring funding and resource collaboration to support options for migrant children as top strategies.
- 34% of districts/grantees in SY 2013-2014 offered activities focused on language, communication and emergent literacy development. 83% of districts/grantees chose “All of the above, suggesting an equal focus on language development, cognitive development, student engagement and student achievement.
- Most school readiness activities were wholly or partially migrant-funded in SY 2013-2014.
- Data suggests that the number of migrant kindergarten students demonstrating school readiness on FLKRS has increased across time (from 130 in SY 2012-2013 to 177 in SY 2013-2014).

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 Expert 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

While comparison between years is challenging given limited LOA reporting in SY 2012-2013, data suggest that the number of students who received Pre-K migrant funding and demonstrate school readiness on FLKRS as a result has increased across time (from 130 in SY 2012-2013 to 177 in SY 2013-2014; data from

2011-2012 was not available). On the other hand, this represents just 43% of eligible migrant kindergarten students and thus falls short of the 91% goal.

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

Status: Likely Met

SY 2013-2014 data suggest that the number of Pre-K students receiving migrant services has increased significantly since SY 2012-2013 (from 170 in SY 2012-2013 to 304 in SY 2013-2014; data from SY 2011-2012 was not available). However, given limited LOA reporting in SY 2012-2013, it is difficult to ascertain whether or not this represents a true 12% increase.

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 43).

Table 43. Percentage of LOAs Offering Services in School Readiness, SY 2013-2014

Focus, Purpose, or Expected Outcomes	2013-2014 N = 29
Cognitive development and general knowledge	7%
Language, communication and emergent literacy development	34%
Student achievement	10%
Student engagement	7%
All of the above	83%

Most school readiness activities were wholly or partially migrant-funded in SY 2013-2014 (see Table 44).

Table 44. Number of District School Readiness Services Offered by Funding Source, SY 2013-2014

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

Focus, Purpose, or Expected Outcomes	Funding Source			
	2013-2014			
	C	M	O	P
All of the above	12	22	5	7

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

While the majority of LOAs in SY 2013-2014 offered activities focused on all four areas of school readiness: language development, cognitive development, student engagement and student achievement (see Table 45), there was also a special emphasis on communication and emergent literacy development.

Table 45. Percentage of Activities in School Readiness, SY 2013-2014

Focus, Purpose, or Expected Outcomes	2013-2014 N = 82
Cognitive development and general knowledge	6%
Language, communication and emergent literacy development	26%
Student achievement	9%
Student engagement	4%
All of the above	56%

LOAs were asked to select their top strategic priorities for school readiness in the 2013-2014 SY. More than 40% indicated that providing instructional support in the area of emergent literacy skills and offering family outreach, literacy and parent involvement opportunities were priorities, and over 30% cited coordination with Head Start and other community-based agencies, as well as exploring funding and resource collaboration to support options for migrant children as top strategies.

It is important to note that 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.

Table 46. School Readiness Strategy Priorities, SY 2013-2014

School Readiness Strategies	2013-2014 N = 29
Develop and implement identification and recruitment plans for migrant families with preschoolers	19%
Assess individualized needs of preschool students using a standardized assessment	11%
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	11%
Incorporate a cultural, social, and emotional sensitivity into preschool services	0%
Coordinate with Head Start and other community-based agencies to allow access to education and support for migrant children and families	33%
Explore funding and resource collaboration to support full service and pre-K classes and other options for migrant children	33%

School Readiness Strategies	2013-2014 N = 29
Hire highly qualified parent educators to provide school readiness services	11%
Meetings with colleagues and an online discussion	4%
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%
Offer family outreach, literacy and parent involvement opportunities to parents	41%
Provide high quality early childhood education curriculum aligned with Florida Early Learning and Development Standards for Four-Year-Olds that addresses individualized needs of students across five domains: physical health; approaches to learning; social and emotional development; language, communication and emergent literacy; and cognitive development and general knowledge	26%
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%
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally appropriate practices	11%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%
Other (please specify)	4%

In SY 2012-2013, migrant funding served as a primary source (in whole or part) for 958.2 average hours per student. In SY 2013-2014, “other” and partner funding supplanted migrant funding, accounting for 674.1 average hours per student, compared to 374.9 average hours per student funded in part or fully by MEP funds (see Table 47).

Table 47. Students Served in School Readiness by Funding Source, SYs 2012-2014

	Funding Source							
	2012-2013				2013-2014			
	C	M	O	P	C	M	O	P
Anticipated students	342	1,158	99	74	386	1,034	119	91
Percent of anticipated students served					85%	105%	82%	88%
Average hours per student	881.8	76.4	339.8	193.7	307.3	67.6	541.0	133.1

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

Prior to 2013-2014, this question asked for actual numbers served; in 2013-2014 this changed to asking about percent of anticipated students served.

Outcomes

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

Data from the 2012-2013 and 2013-2014 FLKRS for migrant kindergarteners is provided in Table 48 as is data indicating the number and percent of preschool migrant students served in those years. While comparison between years is difficult given limited LOA reporting in SY 2012-2013 (data in this SY was only provided by four school districts), the figures below suggest that the number of students demonstrating school readiness has increased across time (177 in SY 2013-2014 versus 130 in SY 2012-2013), despite the decline in percentage between years. Likewise, the number of pre-K students receiving services has also increased despite the lower percentage shown (304 in SY 2013-2014 versus 170 in SY 2012-2013).

Table 48. School Readiness Outcome Measures, SYs 2012-2014

	2012-2013*	2013-2014
Total # migrant kindergarten students	265	412
% of migrant kindergarten students who demonstrate school readiness	49%	43%
# of migrant kindergarten students who demonstrate school readiness	130	177
Total # of Pre-K migrant students	181	760
% of Pre-K migrant students receiving services	94%	40%
# of Pre-K migrant students receiving services	170	304

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

Overview of Out of School Youth Outcomes

- In SY 2013-2014, 23% of eligible migrant students (2,875 overall) received support to access educational resources and 73% received help developing survival English skills.
- In SY 2013-2014, the majority of districts/grantees offered at least one OSY service focused on either student engagement or student achievement.
- The majority of OSY services offered to districts/grantees in SY2013-2014 (76%) were fully MEP funded, with partial MEP funding, other funding, and partner funding (9%, 6% and 9%, respectively) also contributing toward service provision.
- In SY 2013-2014, more OSY participated in services (2,321) than anticipated (2,177), a reversal of the trend begun in SY 2012-2013. On the other hand, about half as many OSY overall participated in funded services in SY 2013-2014 compared to SY 2012-2013.
- The greatest average number of hours per student was offered for activities focused on postsecondary transition/alternative education and credit accrual/graduation, though far greater numbers of migrant OSY participated in services related to student engagement. This was true across both school years.

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: Baseline Established

SY 2013-2014 was the baseline year for this MPO, which was added in the 2012 SDP. In SY 2013-2014, 23% of eligible migrant students (2,875 overall) received support to access educational resources.

- **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 Progress

SY 2013-2014 was the baseline year for this new MPO. In SY 2013-2014, 73% of eligible migrant students (2,875 overall) received help developing survival English skills. While a determination of increase should be possible in the next annual evaluation report, doing so will require the capture of “expressed interest” in order to measure the MPO as stated.

Implementation

LOAs reported on the focus, purpose, or expected outcomes of each activity designed to assist migrant OSY. With even greater frequency than the prior school year, the majority of LOAs offered at least one service focused on student engagement (52%) in SY 2013-2014, followed by offerings related to student achievement (41%; see Table 49).

Table 49. Percentage of LOAs Offering Services for OSY, SYs 2013-2014

Focus, Purpose, or Expected Outcomes	2012-2013	2013-2014
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	N = 31	N = 29
Leadership activities	6%	7%
Technical abilities	26%	17%
Student achievement	32%	41%
Postsecondary transition/alternative education	23%	24%
Credit accrual/graduation	26%	17%
Student engagement	39%	52%

Most OSY services offered by LOAs in SY 2013-2014 (66, or 85%) were wholly or partially MEP funded (see Table 50). This represents a slight percentage increase over MEP-funded services from the previous school year (84%). Additionally, while SY 2012-2013 saw no “other” funded activities, 6% of LOAs (5) in SY 2013-2014 made use of such funding for their program activities.

The highest percentage of OSY services adopted by LOAs in SY 2013-2014 focused on student engagement (44%) and achievement (24%; see Table 51). This continues a trend begun in SY 2012-2013, though there was a corresponding decrease in activities related to technical abilities and credit accrual/graduation across school years.

Table 50. Number of District OSY Services Offered by Funding Source, SYs 2012-2014

Focus, Purpose, or Expected Outcomes	Funding Source							
	2012-2013				2013-2014			
	C	M	O	P	C	M	O	P
Leadership activities	0	1	0	0	0	6	1	1
Technical abilities	0	7	0	1	0	4	0	1
Student achievement	2	12	0	3	2	12	1	2
Postsecondary transition/alternative education	1	6	0	0	1	7	0	0
Credit accrual/graduation	4	5	0	5	0	6	1	1
Student engagement	1	17	0	2	4	24	2	2

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

LOAs were asked to report an average number of hours OSY were served by funding source (see Table 52). Comparison across years is difficult, however, as some LOAs in SY 2012-2013 indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Though average number of hours per OSY differs between the years as a result, migrant funding in part or wholly served as the primary source for OSY activities in both SY 2012-2013 and SY 2013-2014.

Table 51. Percentage of Activities for OSY by Type, SYs 2012-2014

Focus, Purpose, or Expected Outcomes	2012-2013 N = 69	2013-2014 N = 72
Leadership activities	1%	3%
Technical abilities	12%	7%
Student achievement	25%	24%
Postsecondary transition/alternative education	10%	11%
Credit accrual/graduation	20%	11%
Student engagement	29%	44%

Table 52. OSY Served by Funding Source, SYs 2012-2014

	Funding Source							
	2012-2013				2013-2014			
	C	M	O	P	C	M	O	P
Anticipated Students	96	4,775	0	180	110	1,971	30	71
Actual Students	98	4,501	0	75	92	2,157	15	57
Average Hour Per Student Reported	662.1	2.2	0	13.7	75.6	14.4	24.5	23.3

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

Outcomes

In SY 2013-2014, more OSY took advantage of targeted services than anticipated (2,321 compared to 2,177; see Table 53). On the other hand, about half as many OSY overall participated in funded services in SY 2013-2014 compared to SY 2012-2013. Not surprisingly, the greatest average number of hours per student was offered for activities focused on credit accrual/graduation and postsecondary transition/alternative education, though far greater numbers of migrant OSY participated in services related to student engagement. This was true across both school years. What is notably different between years, however, is the number of OSY participating in activities related to technical ability: 1,339 in SY 2012-2013 versus 175 in SY 2013-2014.

Table 53. Anticipated vs. Actual Number of Participants by OSY Service Type, SYs 2012-2014

Focus, Purpose, or Expected Outcomes	2012-2013			2013-2014		
	Anticipated Participants	Actual Participants	Average Hours per Student*	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership activities	2	2	3.0	9	8	7.7
Technical abilities	1,379	1,339	5.2	175	175	14.9
Student achievement	411	346	6.6	385	497	25.3
Postsecondary transition/ alternative education	224	215	287.5	312	182	27.3
Credit accrual/ graduation	57	21	162.7	28	26	29.5
Student engagement	2,978	2,751	0.6	1,268	1,260	18.7
Total	5,051	4,674		2,177	2,321	

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

Overview of Parent Involvement Outcomes

- In SY 2013-2014, a total of 9,064 parents (duplicate) participated in engagement events. The largest portion of migrant parents participated in activities classified as “services offered,” while literacy programs showed the most participation in terms of hours spent.
- Parent involvement activities in SY 2013-2014 ranged in duration from daily to just once during the school year (most frequent).
- Across all grade levels, more parents were involved in engagement activities in SY 2013-2014 (4,326) than were involved in SY 2012-2013 (4,001).
- Parents of elementary students showed the largest percentage point gain in participation between years (+10%), while the largest increase in numbers of participating parents (+254) was seen among middle and high school parents.

Background

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

Parent involvement strategies suggested by the Expert Work Group in the 2005 CNA and articulated in the 2012 SDP align with Epstein’s six-level framework:

- 1. Parenting: Assist families in setting home conditions that support children as students at each age and grade level. Home visits by MEP advocates to disseminate information on services and resources for health, nutrition, etc. are examples of these types of ‘parenting’ activities.*
- 2. Communicating: Develop two-way communication between families and the MEP, and between families and schools. Professional development for school staff related to cultural competency and knowledge of the migratory lifestyle is an example of ‘communicating’; supporting families in understanding U.S. school systems and high school graduation requirements is another MEP example.*
- 3. Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students. Strengthening parent volunteer programs and recognizing contributions through award ceremonies are examples of MEP activities in this area.*
- 4. Learning at home: Involve migrant families in their children’s learning at home. Instruction on the use of age-appropriate hands-on learning in content areas, along with family literacy, are ways the MEP implements programming.*
- 5. Decision-making: Include migrant families as participants in MEP decisions and advocacy. Coordination of PAC meetings and parent outreach in accessible languages are strategies implemented by the MEP.*

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

MPO Summary

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

Status: Met

In SY 2013-2014, 92% and a growing number (2,172) of migrant K-5 parents participated in targeted activities, up from 82% (1,999) in SY 2012-2013, and 71% in SY 2010-2011.

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

Status: Met

In SY 2013-2014, 88% and a growing number (1,599) of migrant middle and high school parents participated, up from 84% (1,345) in SY 2012-2013 and 60% in SY 2010-2011.

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

Status: Not met

Eighty-eight percent of migrant preschool parents also participated in activities in SY 2013-2014, a 9 percentage point increase from SY 2012-2013, and a 20 percentage point increase over the 68% who participated in 2010-2011. The number of Pre-K parents served declined slightly from SY 2012-2013 to SY 2013-2014 (from 657 to 555).

Implementation

LOAs collected information on parent involvement rates through a standardized Parent Involvement Survey (see Appendix C). In SY 2013-2014, 221 parent involvement activity descriptions were provided (see Table 54), with a total of 9,064 parents (duplicated) participating. Activities identified included family festivals, health fairs, parent center open houses, and social service donations from community partners (e.g., clothes, food, and blankets). Across SYs 2012-2014, the largest portion of migrant parents participated in activities classified as “services offered,” though the most hours spent in both years were in literacy program activities.

Table 54. Focus of Parent Involvement Activities, 2013-2014

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

* Duplicated

Parent involvement activities in SY 2013-2014 ranged in duration from daily to just once during the school year (most frequent).

Table 55. Parent Activity Frequency, SY 2013-2014

Frequency	# of Activities
1x/year	107
2x/year	35
3x/year	7
4x/year	4
5x/year	1
6x/year	1

Frequency	# of Activities
1x/quarter	16
2x/quarter	9
1x/month	12
2x/month	3
3x/month	3
1x/week	7
2x/week	5
3x/week	3
4x/week	3
5x/week	1
Daily	4

Outcomes

Across all grade levels, more parents were involved in engagement activities in SY 2013-2014 (4,326) than in SY 2012-2013 (4,001), though their numbers declined slightly among parents of Pre-K children (see Table 56). Parents of elementary students showed the largest percentage point gain in participation between years (+10%), while parents of middle and high schoolers had the biggest increase in number of participants (+254).

Table 56. Parent Involvement Activities by Student Grade Level, SYs 2012-2014

	2012-2013		2013-2014		Change
	#	%	#	%	
Pre-K	657	79%	555	88%	+9%
Elementary	1,999	82%	2,172	92%	+10%
Secondary	1,345	84%	1,599	88%	+4%

Overview of Partnership Outcomes

- For SYs 2010-2014, most partners were non-profit, non-governmental, or community-based organizations. To a lesser extent, local businesses were also identified as partners.
- In SY 2013-2014, 502 partners were identified, up from 356 in the previous school year
- Approximately one-third of all partner contributions across SYs 2010-2014 involved building networks for information sharing and access to services (33% in SY 2013-2014, 33% in SY 2012-2013 and 36% in SY 2011-2012).
- Terms of agreement with partners were most often established by informal means (e.g., verbal discussions) for all years.
- Across SYs 2010-2014, the most frequent area of concern addressed by partners was access to services (37% in SY 2013-2014, 36% in 2012-2013 and 39% in SY 2011-2012).
- Partners helped to address 928 areas of concern in SY 2013-2014, up from 698 in SY 2012-2013.

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 2013-2014, LOAs were asked to choose partner types from a list of options. A growing majority of partner types identified were non-profit, non-governmental, or community-based organizations (44% in SY 2013-2014, 42% in SY 2012-2013 and 39% in SY 2011-2012; see Table 57). Local businesses were also identified as partners, though only about one quarter as often.

In SYs 2010-2014, 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 2013-2014, 33% in SY 2012-2013 and 36% in SY 2011-2012; see Table 58).

Table 57. Partner Types, SYs 2011-2014

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

Table 58. Partner Contributions, SYs 2011-2014

Partner Contribution, Role, or Benefit	2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	82	13%	90	12%	91	19%
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	80	13%	75	10%	113	13%
Plan, promote, and/or fund instructional activities	54	9%	56	8%	51	6%
Plan, promote, and/or fund extracurricular activities	43	7%	34	5%	44	5%
Volunteer in activities for migrant students and families (e.g., mentoring programs)	47	8%	40	5%	68	8%
Build networks for information sharing and access to services	225	36%	239	33%	289	33%
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	36	6%	33	5%	41	5%

Partner Contribution, Role, or Benefit	2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%
Promote high school completion or equivalency and postsecondary opportunities	56	9%	56	8%	66	7%
Improve school readiness of migrant students			63	9%	80	9%
Smooth the transition from preschool to kindergarten			42	6%	44	5%

Terms of agreement with partners ranged from formal (e.g., Memorandum of Understanding) to informal (e.g., verbal discussion). Across SYs 2010-2014, the terms of agreement were usually established by informal means (see Table 59).

Table 59. MEP Partner Type by Documentation, SYs 2011-2014

Partner Type	Documentation of Partnership														
	2011-2012					2012-2013					2013-2014				
	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other
Title I, Part A program staff		1	9	6	1	2	1	11	7	2	1		11	14	2
Title I, Part D sites		1	11	1					1	1			1	1	1
Other Title I, Part C grantee			1	2				1	2				3	6	
McKinney-Vento grantees		1	5	6	1	1	1	5	8		1		7	5	1
Title III program staff				5	1		1	9	4	1			5	7	2
Community College			7					6	2				3	3	1
IHE		1	6	3	1		1	6	2	1	1		11	12	1
RCMA		1	6	6	1	3		4	4	1	1		9	4	1
Head Start	1		6	3	2	1		7	2			1	7	5	
Parent Involvement Technical Assistance Provider			1			1					1		3	5	
County Health Department	2		14	5		1	2	12	1		1	1	17	3	1
DCF	1		3			2		5			1		4	3	
Local Business		2	15	10	2		2	14	18			2	20	22	3
Non-profit, non-	2	8	92	20	26	1	10	85	46	1	3	9	139	67	2

Partner Type	Documentation of Partnership														
	2011-2012					2012-2013					2013-2014				
	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other
governmental, or community-based organization															
HEP		1	5	2				6	2				3	2	
CAMP		1	3	2				4	2				3	2	
Other	2	1	33	13	2	4		19	9		4		29	17	1

From SY 2010-2011 to SY 2013-2014, LOAs chose up to three area(s) of concern addressed by each partner. Across all school years, the most frequent concern addressed was access to services (see Table 60). In SY 2013-2014, partners addressed 230 more areas of concern with LOAs than they did the previous year.

Table 60. Partner Areas of Concern Addressed, SYs 2011-2014

Partner Area(s) of Concerns Addressed	2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%
Educational continuity	97	15%	113	16%	161	17%
Instructional time	46	7%	62	9%	84	9%
School engagement	80	12%	80	11%	81	9%
English language development	60	9%	50	7%	62	7%
Educational support in the home	43	6%	53	8%	72	8%
Health	79	12%	89	13%	123	13%
Access to services	262	39%	251	36%	345	37%
Total	667		698		928	

Overview of Staff Development Outcomes

- In SY 2013-2014, 2,339 staff members participated in 361 different staff development activities for a total of 3,783 hours.
- While professional/skill development was the most common type of activity in each SY from 2010-2013, more than twice as many hours were dedicated to staff development related to reading activities in SY 2013-2014 than to any other activity (1,227 hours).
- Migrant staff development in SY 2013-2014 also focused on leadership, with 452 hours being dedicated to leadership activities.
- Most staff development activities in SY 2013-2014 were wholly or partially MEP-funded, followed closely by those that were “other” funded.

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 361 activities for 2,339 staff were reported by LOAs for SY 2013-2014. Table 61 depicts the types of activities (categorized based on descriptions provided), total number of staff participants and total duration in hours for that school year.

While professional/skill development was the most common type of activity in each SY from 2010-2013, more than twice as many hours were dedicated to staff development related to reading activities in SY 2013-2014 than to any other activity (1,227 hours). Furthermore, identification and recruitment (ID&R) and MEP-related data and technology systems (i.e., Migrant Student Records Exchange Initiative (MSIX), Microsoft Office programs, database systems, etc staff development decreased compared to the prior year, while leadership-related staff development increased. .

Table 61. Staff Development Activities, SY 2013-2014

Focus, Purpose, or Expected Outcomes	Total Staff	Total Duration (Hours)	Total Activities
Cultural competence	23	38.5	6
ELL development	12	7	2
ID&R	76	102	13
Leadership activities	352	452.25	38
Math	54	286	20
MEP regulations, law, non-regulatory guidance	92	336	26
MSIX/records processing/transfer	40	23.5	6
Needs assessment	24	81.5	9
Orientation	176	42	5
OSY	.	25	1
Parent involvement	79	45.5	8
Post-secondary transition/alternative education	11	95	8
Professional/skill development	19	71	7
Reading	732	1,227.25	107
School readiness	119	198	18
Strategic plan design	32	122.5	15
Student assessment/achievement	117	206	17
Student engagement	62	78.25	10
Support services/community resources/partnerships	5	85	4
Technical abilities–software, hardware, online curriculum	1	1	12
Blank	--	--	6
Total	2,339	3,783	361

Table 62 shows the number of staff development activities by funding source for SYs 2012-2014. Most staff development activities in SY 2013-2014 were wholly or partially MEP-funded, followed closely by those that were “other” funded. Other sources included Title I Part A, Title III, other federal and state programs, private vendors, etc.

Table 62. Staff Development by Funding Source, SYs 2012-2014

Funding Source	
2012-2013	2013-2014

	C	M	O	P	C	M	O	P
Number of activities	29	132	130	42	30	144	163	17
Total staff	193	879	1,014	206	182	1,226	744	186

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

Table 63. Staff Development by Focus and Funding Source, SY 2013-2014

Staff Development Activity	Number of Activities by Funding Source			
	C	M	O	P
Credit accrual/graduation	0	3	3	0
Cultural competence	0	0	0	0
EDW/database	0	2	0	0
ELL development	1	1	11	0
ID&R	4	30	4	0
Leadership activities	1	4	12	3
Math	0	1	8	0
MEP regulations, law, non-regulatory guidance	7	16	2	1
MSIX/records processing/transfer	1	3	2	0
Needs assessment	1	2	2	0
Orientation	1	3	3	1
OSY	1	0	0	0
Parent involvement	2	4	0	2
Post-secondary transition/ alternative education	1	3	3	0
Professional/skill development	3	41	56	6
Reading	1	4	13	0
School readiness	0	6	9	0
Strategic plan design	2	10	4	1
Student assessment/achievement	2	2	5	1
Student engagement	1	1	1	1
Support services/community resources/partnerships	0	1	5	1
Technical abilities—software, hardware, online curriculum	1	1	20	0
Total	30	138	163	17

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

Overview of Summer Program Outcomes

- Based on Summer Outcome reports, 22 LOAs provided approximately 103 summer programs and activities.
- In SY 2013-2014, the most common activities offered were student achievement (66 activities) (includes literacy and math skills), student engagement (16) (includes educational field trips and meal programs), and credit accrual (15)
- The activities with the most hours were in the areas of student achievement (4,058 hours), student engagement (852) and credit accrual (670).

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*², “When the school doors close, many children struggle to access educational opportunities, as well as basic needs such as healthy meals and adequate adult supervision.”

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

➤ A reading focused component

Required Elements

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

Highly Preferred Elements

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

² National Summer Learning Association, Know the Facts retrieved March 11, 2015: http://www.summerlearning.org/?page=know_the_facts

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

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

Implementation

During SY 2013-14, 22 LOAs provided summer programs for migrant students, parents, and out of school youth (OSY). According to the Summer Outcome reports, 4,724 individuals (unduplicated) were served.

Table 64 shows a two-year comparison of unduplicated participation in the migrant summer programs. These numbers indicate a 7% decrease from the previous year. This decrease in numbers could be associated with the decrease in summer funding available to districts, preventing them from providing certain activities.

Table 64. Summer Program Unduplicated Number Served for SYs 2012-2014

Grade	2012-2013 Number Served (Unduplicated)	2013-2014 Number Served (Unduplicated)
PreK	787	534
K	601	509
1	521	477
2	455	417
3	334	342
4	337	313
5	300	263
6	182	166
7	139	144
8	120	136
9	127	123
10	114	94
11	118	86
12	18	8
OSY	83	104
Parent	895	1008
Total	5131	4724

Approximately 103 summer activities were provided by LOAs, including literacy programs, math programs, credit accrual, school readiness, and parent involvement (family literacy). For the purposes of this report, these activities were analyzed by focus area. Focus areas were determined based on the activities provided and common themes.

Focus reporting in the summer template changed between SY 2012-2013 and SY 2013-2014; LOAs were provided a standardized drop-down menu with the latter. Some focus areas were added to the new template, while other topics were not included in the drop-down. Therefore, a true comparison between both years cannot be conducted and the information shown is provided for historical purposes only.

Based on the Summer Outcome reports submitted by LOAs, the most common activities offered in SY 2013-2014 were student achievement (66 activities) (includes literacy and math skills), student engagement (16) (includes educational field trips and meal programs), and credit accrual (15). These activities also had the most participation and hours provided. These numbers are highlighted in Table 65.

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

Focus	Actual Hours Provided		Actual Participants (Duplicated)		Activities Offered	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Credit Accrual	1618	670	411	270	21	15
Enrichment Activities	960		674		12	
ID&R	612		405		2	
Language Support	88		7		1	
Leadership Activities		153		91		3
Literacy	4478		2888		30	
OSY	162		68		2	
Parent Involvement	50		360		4	
Post-Secondary Prep	39		7		2	
School Readiness/Pre-K	1397		368		12	
Social Services	684		969		7	
Staff Development	60		54		3	
Student Achievement	1506	4058	739	4296	14	66
Student Engagement		852		946		16
Technology/Technical Abilities	237	420	38	160	3	3
Grand Total	11890	6153	6988	5763	113	103

Outcomes

Table 66 shows the percentage of participating migrant students who saw performance gains, declines, or plateaus in 85 of 103 activities, per Summer Program Outcome Reports. Changes in student performance are based on pre- and post-assessments conducted during summer activities, which can vary across migrant education programs. Since assessments are directly

related to the activities provided, a valid, reliable analysis cannot be conducted across all the assessment data: a general analysis was conducted instead.

Looking at these 85 activities across the 22 migrant districts, 60% of activities resulted in performance gains, compared to 40% with no performance change or a decline in performance.

Table 66. Summer School Activities by Student Assessment Results, SY 2013-2014

Student Assessment Results	# of Activities	# of Districts with Activities in this Category	Median % of Students with Gains in this Category
Gains	51	20	91%
Maintained	18	10	11%
Decrease	10	9	8%

Note: Districts operate multiple summer activities and can therefore appear in more than one category if some activities result in student gains and others do not.

Credit accrual programs offered by districts in SY 2013-2014 indicated that 25 credits were earned toward high school graduation in courses such as English, Geometry, Social Studies, and electives. This represents a significant decline compared to the SY 2012-2013 summer programs, for which LOAs reported 52.5 credits earned by migrant students. However, not all LOAs reported how many credits were earned or identified the courses taken by students, rendering such a high degree of drop-off suspect.

Recommendations

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

1. *Update the data collection template to include data on the number of OSY who expressed an interest in receiving training in survival English skills.* The MPO for OSY survival English reads as follows: Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years. The 2013-2014 data collection template asked for the number and percent of eligible OSY who received survival English training, but did not capture whether they had expressed an interest in doing so. To measure the MPO directly, this information needs to be included in the template.
2. *Revise the MPOs for reading and mathematics to better reflect the current and attainable data.* The current MPOs for reading and mathematics target 100% growth from current levels of students who perform at a satisfactory or higher level, and are significantly higher than the statewide performance for all students.
3. *Bolster professional development and curriculum related to working with migrant youth on reading.* Reading is one of the major goal and service areas identified in the SDP and is the one of the most critical subjects as it relates to student achievement. Data continues to show a gap between students and non-migrant students. FMEP should continue to support LOAs in implementing reading initiatives/strategies, and should consider providing professional development opportunities that increase LOAs use of research-based strategies in reading. In addition, FMEP should facilitate discussions among LOAs to identify the barriers to student achievement in reading among migrant students and possible solutions to address these barriers.
4. *Bolster professional development and curriculum related to working with migrant youth on mathematics.* Mathematics is also a major goal and service area identified in the SDP. Data continue to show a gap between migrant students and non-migrant students. FMEP should continue to support LOAs in implementing mathematics initiatives/strategies, and should consider providing professional development opportunities that increase LOAs use of research-based strategies in mathematics. In addition, FMEP should facilitate discussions among LOAs to identify the barriers to student achievement in mathematics among migrant students and possible solutions to address these barriers.

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 general 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 general 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 general 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.

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

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

Yes No

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

(Check all that apply.)

Activity	Participated This year	Activity	Participated This year
Academic Club	<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):

- | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Transportation (getting to and from the activity) | <input type="checkbox"/> Friends do not participate |
| <input type="checkbox"/> Conflict with days/times the activity is offered/scheduled | <input type="checkbox"/> Jobs |
| <input type="checkbox"/> Not enough time | <input type="checkbox"/> Costs |

Activity not offered at your school

Restricted from participation

Other (please describe): _____

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

Yes No

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

Migrant Education Program staff

Yes No

Other school staff

Yes No

Appendix C: Parent Survey Summary Findings

Parent Involvement Survey, Elementary and Secondary, SY 2013-2014

Table 67. Parent Involvement Survey Results, Elementary and Secondary, SY 2013-2014

	Elementary (K-5) <i>N = 2540</i>			Secondary (6-12) <i>N = 1998</i>		
	Often	Sometimes	Not at this Time	Often	Sometimes	Not at this Time
1) Attend a <u>general</u> academic meeting or training at the school (e.g., PTA or MPAC meeting, orientation/open house, Math Night)	603	1138	753	326	865	759
2) Attend a meeting to talk about my child's learning or social needs (e.g., Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	838	1340	328	418	980	560
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (e.g., write a note asking for tutoring for my child)	923	1120	435	598	774	611
4) Go to a special event at my child's school (e.g., school play or musical concert, student awards, sports game)	559	1129	823	450	699	839
5) Take my child to places in the community for learning experiences (e.g., trip to library or zoo, cultural festival, church event)	704	917	876	609	631	772
6) Attend education classes for adults (e.g., parenting classes, English or computer classes)	471	431	1530	218	273	1481

7) Help with and/or look over my child’s homework (e.g., look over papers, set up rules and times to do homework, create a space where my child can work)	1622	682	213	898	553	529
8) Do educational activities at home with my children (e.g., play games, read stories, talk to my child about school, teach family values)	1388	745	172	1000	519	442
9) Other (please describe activity/event). See examples below.	192	275	510	148	208	511
Barriers to Participation						
10) My work schedule does not allow time	404	626	427	395	377	333
11) No transportation	334	467	600	191	312	560
12) I don’t feel welcome at school	154	267	923	118	102	829
13) No school supplies or books	109	307	950	94	201	766
14) Lack of affordable childcare in my area	300	317	739	106	128	820
15) Other reason (please describe): See below.	48	147	353	70	48	287

#9 – Elementary: Spend time with child doing homework; help child with reading multiplication; riding bikes; read, study, practice spelling words; study the numbers and letters; learn how to read and to multiply; play ball, learning games, and ride bikes; read books to child; asking the child about school, use learning through play; Go to Disney World; take child to the park; learning games; run, walk, and exercise; rent movies and watch them as family; teach child how to count; go to festivals at church; cultural events; church events; we need more help with those students who want to pursue a career; Homework, study for spelling test, practice reading and study multiplication; Blank: 93; Two left a similar comment: Activities at church; Take them to the pool; soccer field; go to the park to play; basketball; Field Trips, Parent Involvement Meetings; Bedtime stories, Exercise, Attend community events, Not indicated; Volunteer at school. Non-school related sports events that their child participates in.

#15 – Elementary: That I don’t understand the English language well; Not interested, Do not need the services; Homework, Conflict with work calendar, Issue not indicated

#9 – Secondary: FOCUS Training and Credit Workshop; 2 wrote go to the park, and one wrote cooking and working; chose current career to spend time with children; Take Child to Disney World; take walks; practice writing & helping the child with letters; help child with homework; learning games; reading the Bible & reading in general; reading books and learning games; Ed. Computer program activities; Field Trips, Community Soccer games, Parent Involvement meetings; Non-school related sports events that their child participates in.

#15 – Secondary: Don't know English & had a hard time communicating so I don't take him to outside events; The language – have not been notified of any meetings -3; Need translator -2; Sick – 1; non-English speaking; not interested

Table 68. Parent Involvement Survey Results, Preschool, SY 2013-2014

	Preschool (Ages 3 – 5) <i>N = 784</i>		
	Often	Sometimes	Not at this Time
1) Do educational activities at home with my child (e.g., point out colors and name them; talk about alphabet letters; sing songs; make art; count together; read or tell stories together)	603	1138	753
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own (e.g., scribbling; putting a puzzle together; artwork)	838	1340	328
3) Take my child to places in the community for learning experiences (e.g., a trip to the zoo or a museum; visit to the library; day at a cultural festival)	923	1120	435
4) Go to a meeting or training about how my child learns (e.g., visit at my home from a Pre-K teacher; attend Family Reading night)	559	1129	823
5) Talk about my child’s learning or social needs with a care provider (e.g., talking with a migrant tutor; preschool/daycare teacher and/or person; social services person; a doctor or nurse)	704	917	876
6) Attend education classes for adults (e.g., a parenting class; an English class; a computer class)	471	431	1530
7) Other (please describe activity/event). See below.	1622	682	213
Barriers to Participation			
8) School meetings and notes in English only	35	47	275
9) My work schedule does not allow time	102	121	207
10) No transportation for preschool or daycare	106	51	197
11) No school supplies or books	28	116	209
12) Lack of affordable childcare or preschool in my area	75	68	210
13) Other reason (please describe): See below.	5	0	77

#7 – Preschool: Bible study classes; meetings with the teachers, practice how to add, how to read; we do many different activities together as a family; teacher is very professional with the children; in-home Pre-K training.

#13 - Preschool: Letters sent home are not in Spanish, only English; no one at the school speaks Spanish.

Student Encouragement and Engagement Survey Results, SY 2013-2014

District Name:	State
Total number of respondents:	2630
Percentage identified as engaged:	44%
Percentage identified as encouraged:	61%

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

6 th	402	7 th	445	8 th	358	9 th	440	10 th	371	11 th	320	12 th	261
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2. Are/Were you involved in any **extracurricular activities** this year?

(An **extracurricular activity** is any **school-sponsored** activity that takes place before/after school, on the weekends, and/or during school but not part of your regular classroom schedule like clubs, sports, band, etc.)

YES	1147	NO	1454
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3. Identify if any of the issues below prevents/prevented you from being able to participate in extracurricular activities

(check all that apply):

832	Transportation (getting to and from the activity)	216	Friends do not participate
632	Activity not offered at times I can participate	198	I have (a) job(s)
575	Not enough time	138	Costs too much
85	Restricted from participation (poor grades or behavior, etc.)	153	Activity not offered at school
91	Other (please describe): I arrive late(1), not interested/don't want to (5), tryouts over when I arrive(1), I don't really do sports (1) I am always doing something (1); Need to help mom, I love drama/theater but time and transportation was a problem for this year. I will do it next year.; Out-of-school sports; football; Rather not participate: 2; Can't: 1; No sports in August: 1 Have to babysit:1; Blank: 10; I just got here a few weeks ago		

4. Would you like to be involved in extracurricular

YES	1167	NO	739
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 activities?

5. If you answered **YES to #2**, please select all the school activities you participated in this year. **(check all that apply)**

Activity	Participated this year
Academic Club	182
Business Club	71

Activity	Participated this year
Foreign Language Club	75
Honor Society	119

Community Service Club	161	Leadership (class officer)	45
Religious Club	49	Music (Band, Chorus, Orchestra, etc.)	171
Computer Club	70	ROTC	77
Dance Club	50	School Newspaper	36
Drama/Theater Club	30	Sports	470
Future Farmers of America (FFA)	48	Yearbook Club	62
Other (specify): See below.			305
Other (specify):			

Other: Key Club, FFEA, SGA, SWAT, HOPE, AVID, CROP, Earn and Learn, Miracle Plus, Tutoring/ Homework Help, Junior Beta Club, Book Club, Academic World Quest, Enrichment Program, Morning News, Scholar Bowl, Immokalee Readers, Immokalee Key Club, CROP, Voces Unides, SGA, STEM, NJHS, Student council, ASP, Key Club, INTERACT, AVID, Cross Country Running, Boys and Girls Club, High school club, Interact Club, Wrestling Team, Weightlifting Team, Archeology, Migrant Education, tutoring afterschool, Compass, Migrant Take Initiative, Green Team, Boys & Girls Club, Wellness Club, Athletic Academy Tutoring, Church youth group, Health Program, Beta Club, Tutoring

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

YES	1613	NO	866
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7b. For Office Use Only: Are any of the above named persons, migrant staff or other school staff?

Migrant Education Program staff	Yes	1085	No	373
Other school staff	Yes	939	No	443

Appendix D: Additional Data Tables

Table 69. Reading Proficiency on the FCAT 2.0 by Grade Level, SYs 2011-2014

	# Migrant Students Tested			# Migrant Students at or above Proficient			% Migrant Students at or above Proficient		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
All Migrant Students	8,995	9,698	10,493	2,693	3,022	3,159	30%	31%	30%
PFS	1,943	2,249	3,137	391	425	675	20%	19%	22%
ELL Migrant	4,064	4,119	4,167	888	770	802	22%	19%	19%
Non ELL Migrant*	6,863	5,843	6,447	2,769	2,319	2,447	40%	40%	38%
Grade 3	1,447	1,357	1,565	421	374	459	29%	28%	29%
Grade 4	1,262	1,218	1,331	455	455	470	36%	37%	35%
Grade 5	1,214	1,176	1,200	446	399	410	37%	34%	34%
Grade 6	1,078	1,185	1,235	321	412	426	30%	35%	31%
Grade 7	1,055	1,035	1,191	304	353	366	29%	34%	37%
Grade 8	999	1,014	1,067	298	287	398	30%	28%	37%
Grade 9	1,002	989	1,072	236	268	258	24%	27%	24%
Grade 10	866	947	1,090	216	261	277	25%	28%	25%

Table 70. Mathematics Proficiency on FCAT 2.0 by Grade Level, SYs 2011-2014

	2011-2012			2012-2013			2013-2014		
	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient	# Migrant Students Tested	# Migrant Students at or above Proficient	% Migrant Students at or above Proficient
All Migrant Students	7,377	2,720	37%	7,210	3,003	42%	7,789	3,200	41%
PFS	1,644	452	27%	1,760	543	31%	2,034	658	32%
ELL Migrant	3,656	1,016	28%	3,454	1,046	30%	3,544	1,150	32%
Non ELL Migrant	5,981	2,556	43%	4,016	1,930	48%	4,136	2,010	49%
Grade 3	1,421	545	38%	1,362	629	46%	1,562	666	43%
Grade 4	1,261	539	43%	1,217	618	51%	1,335	661	50%
Grade 5	1,207	470	39%	1,169	465	40%	1,207	508	42%
Grade 6	1,081	360	33%	1,179	426	36%	1,245	496	40%
Grade 7	1,052	408	39%	1,034	425	41%	1,182	490	41%
Grade 8	1,000	364	36%	984	370	38%	975	311	32%

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