

**Miami-Dade County Public Schools
Office of Program Evaluation
1500 Biscayne Boulevard
Miami, Florida 33132**

**Title I
2007 - 2008 Schools and Students Served**

**Parts A, C, and D of Title I,
*“Improving The Academic
Achievement of The Disadvantaged”***

May, 2009

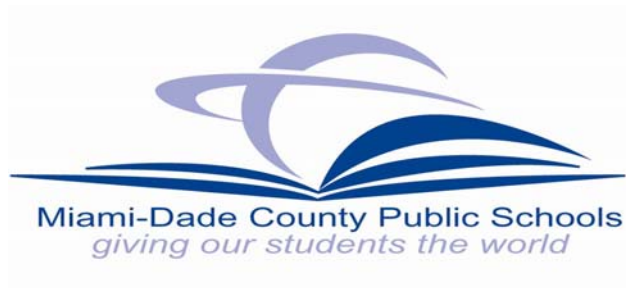
**Principal Evaluator:
Emily Arcia, Ph.D.**

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Mr. Agustin J. Barrera, Chair
Ms. Perla Tabares Hantman, Vice-Chair
Mr. Renier Díaz de la Portilla
Ms. Evelyn Langlieb Greer
Dr. Wilbert “Tee” Holloway
Dr. Martin Karp
Ms. Ana Rivas Logan
Dr. Marta Pérez
Dr. Solomon C. Stinson

Ms. Angelique Gayle, Student Advisor

Mr. Alberto M. Carvalho
Superintendent of Schools



Ms. Gisela Feild, Administrative Director
Assessment, Research, and Data Analysis

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I

2007-2008 SCHOOLS AND STUDENTS SERVED

PARTS 'A', 'C', AND 'D' OF TITLE I,
"IMPROVING THE ACADEMIC
ACHIEVEMENT OF THE DISADVANTAGED"

Emily Arcia, Ph.D.

December, 2008

TABLE OF CONTENTS

A SUMMARY OF THE LAW	1
PART A -- IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES	2
<i>Types of Assistance</i>	2
<i>Monitoring the Impact of Assistance</i>	3
<i>Schools in Need of Improvement</i>	3
Schools under corrective action	4
Schools under restructuring	4
<i>Districts' AYP</i>	4
<i>Parental Involvement</i>	4
<i>Inclusion of Non-Public Schools</i>	5
<i>Allocation of Funds</i>	5
PART C – EDUCATION OF MIGRATORY CHILDREN	5
PART D – PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK	6
TITLE I PARTS A, C, AND D IN MIAMI-DADE COUNTY PUBLIC SCHOOLS	8
FUND ALLOCATION	8
<i>Part A Funds</i>	8
PART A: SCHOOLWIDE ASSISTANCE PROGRAMS AND PROJECTS	10
<i>Schools Served</i>	10
<i>Students Served</i>	12
Student Characteristics at Title I and at non-Title I Schools	13
<i>Parental Involvement</i>	14
Profile of services and parental involvement activities provided in 2007-08	15
PART A: TRANSFER CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES	18
Profile of transfers provided in the 2007-08 school year	19
Profile of SES services provided in the 2007-08 school year	20
PART A: SERVICES FOR NON-PUBLIC SCHOOLS	21
Profile of services provided to students in non-public schools in the 2007-08 school year	21
PART C: MIGRANT EDUCATION	22
<i>Migrant Education Program (MEP)</i>	22
Specific services for preschool children	22
Specific services for school-age children	23
Supportive services for children of all ages and their families	23
Profile of services provided to school-age children in the 2007-2008 school year	24
PART D: NEGLECTED AND DELINQUENT PROGRAMS	24
APPENDICES	26
<i>Title I Administration: 2007-2008 Participating Schools</i>	27
<i>Percentages of Students in Title I and in non-Title I Schools</i>	28
<i>Summary Statistics on Students Who Received Various Title I Services</i>	30
<i>Performance of Title I and non-Title I Students on the 2008 Reading, Mathematics, and Science FCAT-SSS</i>	32
<i>Performance of Title I and non-Title I Students on the 2008 Florida Writes Test</i>	33
<i>Parents' Participation in the Educational Excellence Schools Advisory Council (EESAC)</i>	34
<i>Use of Parent Portal by Parents of Students in Title I and in non-Title I Schools: Percentages within Characteristic and Type of School.^a</i>	35
<i>Title I Schools Eligible for Supplemental Educational Services</i>	37
<i>NCLB Sending Schools</i>	39
<i>NCLB Receiving Schools</i>	40
<i>Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT</i>	41
<i>2008 FCAT Levels of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT</i>	41
<i>Non-Public Schools and Students Served by Catapult Learning</i>	42

<i>Numbers of Students Tutored in Non-Public Schools and Mean Tutoring Hours Provided by Grade and by Subject.....</i>	<i>43</i>
<i>Percentages of Students at Each of the Service Schools that Received Services.</i>	<i>44</i>
<i>Parent Involvement – 2008 Administrators</i>	<i>45</i>

TITLE I

2007-2008 SCHOOLS AND STUDENTS SERVED

PARTS ‘A’, ‘C’, AND ‘D’ OF “IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED”

A SUMMARY OF THE LAW

Title I, Improving the Academic Achievement of the Disadvantaged, is one of ten titles of the “No Child Left Behind Act of 2001”¹ (NCLB). The Act, approved by Congress “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind,” provides funds for programs that serve children who are thought to be at risk for failure including preschool children from low income families, migrant students, children with disabilities, Indian children, and neglected and delinquent youth. The Act is based on four basic principles:

- establishment of challenging standards to be achieved with instructional programs grounded in research;
- increased accountability accomplished through annual testing and reporting of results;
- expanded school options for parents of disadvantaged students; and
- flexibility in the state, district, and school use of funds.

Title I of the Act is divided into eight Parts, each of which allocates funds for specific purposes. This report summarizes programs and activities undertaken with funds administered by the Title I Administration office of Miami-Dade County Public Schools, i.e., funds awarded through Parts A, C, D, as well as funds provided by the Florida Department of Education (FDOE) from a NCLB set aside for school improvement. Activities and outcomes associated with funds received from other Parts are beyond the scope of this report.

PART	PURPOSE OF FUNDS
A	Improve basic programs operated by local educational agencies, i.e., school districts
B	Improve students' reading skills.
C	Supplement the education of migratory students
D	Support prevention and intervention programs for children and youth who are neglected, delinquent, or at risk
E	National Assessment of Title I
F	Comprehensive school reform
G	Advanced placement programs
H	Dropout prevention

¹ NCLB is a re-authorization of The Elementary and Secondary Education Act which was enacted in 1965 to provide funds for compensatory education programs in the nation's poorest schools. U. S. Department of Education (2002). *No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act Legislation and Policies Website*. Retrieved April 2, 2003 from <http://www.ed.gov/nclb/>.

The section that follows provides a cursory overview of features of Parts A, C, and D with which readers should become familiar in order to understand the services that are described in the rest of the document. Because Title I is more extensive and detailed than can possibly be described in an overview such as this one, readers are encouraged to read the Act.

PART A -- IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Part A of Title I requires that states which receive funds to improve basic programs develop a plan that specifies academic standards, academic assessments, and a system of accountability. Standards are to be set for mathematics, reading or language arts, and beginning in 2005-2006, are also to be set for science. Standards are to be challenging and applied to all children equally. Assessments are to be valid and reliable, to be used yearly for each of the subject areas for which standards have been set, and are to be used with all children. Assessments are to be used in the states' accountability system, which must be all inclusive and must be used to determine if schools have made state-defined "adequate yearly progress" (AYP) towards meeting the states' standards by the school year 2013-14.

AYP is one of the key features of the NCLB Act. It is applied to all public schools, must be measured in a manner that is statistically valid and reliable, and must be determined through the assessment of all students. Inclusiveness is ensured by the law through a stipulation that states measure the academic progress of economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and English language learners. To make AYP, states must also set standards for graduation rates and may choose an additional indicator of accomplishment such as decreases in grade-to-grade retention rates, increases in attendance rates, and increases in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses. Each state defines the rate of growth it needs to attain so that by the school year 2013-2014 all its students meet the state's criteria for proficiency. This rate of growth sets the yearly markers that define AYP.

TYPES OF ASSISTANCE

Part A provides for two models of assistance: schoolwide and targeted assistance of specific students within a school. Either model requires that a minimum of 40% of students at each school be from low income families. M-DCPS uses the schoolwide model. The law specifies that schools using the schoolwide model conduct a comprehensive needs assessment and develop a plan of strategies that they will implement to increase achievement. Strategies for use by schools include employment of highly qualified teachers, professional development, increase in parental involvement, assistance of preschool children to transition successfully, involvement of teachers in instructional decisions, assistance of students who experience academic difficulties, and linkages with outside agencies. Additionally, schools may create or support preschool programs.

MONITORING THE IMPACT OF ASSISTANCE

It is the responsibility of school districts to use the state’s assessment tests and other indicators to review the progress of each school and to determine if schools make AYP. Districts must publicize results of reviews, determine the effectiveness of efforts to make improvements, and provide technical assistance.

SCHOOLS IN NEED OF IMPROVEMENT

Schools that fail to make AYP for two or more consecutive years are considered to be “schools in need of improvement” (SINI) and districts must offer the parents of students enrolled at these schools the choice to transfer (Transfer Choice) to an alternative public school that has not been deemed in need of improvement. Priority must be given to the lowest achieving students from low income families. As part of this option, districts must provide transportation to students’ chosen schools². Once enrolled, transfer students may continue to enroll at their chosen school through the highest grade at that school. Transportation need not be provided if the student’s home school is no longer deemed in need of improvement.

ON YEAR WITHOUT AYP	SINI YEAR	INTERVENTIONS
3	1	Considered in need of improvement Prepare and undertake an action plan for improvement Offer students the option to transfer (Transfer Choice) Spend at least 10% of funds on professional development
4	2	Same as above Offer low income students supplemental educational services (SES)
5	3	Same as above Undertake at least one of five corrective action steps
6	4	Same as above Plan a restructuring intervention
7	5	Undertake the restructure

Note: The timeline for interventions suspends every year that a school makes AYP and is re-set to 0 if the school makes AYP for 2 consecutive years.

Schools designated as SINI must spend at least 10% of funds on professional development and develop a plan that delineates the activities that they will use to make AYP. Schools submit their plans to the school district for review and approval and receive technical assistance from the district.

After a third year that a school fails to make AYP, enrolled students from low income families may choose to enroll in supplemental educational services (SES). These tutoring services are delivered by state approved private providers outside of the normal school day. Providers may include for profit and nonprofit businesses, religiously affiliated organizations, or community-based organizations. Providers determine their hourly rates and session lengths in negotiations with the state.

² There are various labels for schools to reflect assignment and choice. Attendance boundary schools are those that are designated for students who live within a specified geographical area. When students exercise the option to enroll at a school other than their attendance boundary school, chosen schools are termed as receiving schools and attendance boundary schools are referred to as sending schools.

Schools under corrective action

After a fourth year that a school fails to make AYP, the school must undertake one or more corrective action steps. These include a) replace school staff, b) implement a new curriculum, c) decrease management, d) extend the school year, and e) restructure the organization of the school.

Schools under restructuring

Schools that fail to make AYP for five years, must plan to implement at least one of several restructuring interventions in the seventh year if the sixth year also results in failure to make AYP. These include a) reopen the school as a charter school, b) replace all or most of the school staff, c) contract with a private entity to manage the school, d) turn over operations to the state, or e) other major restructuring action.

DISTRICTS' AYP

Parallel to the requirements made of schools, Title I of NCLB also places stipulations on districts to make AYP, make plans for corrective actions and/or restructuring if they consistently fail to make AYP and for the state educational agency to review, monitor, and assist. Like schools, districts that fail to make AYP for two or more consecutive years must dedicate 10% of funds to professional development.

PARENTAL INVOLVEMENT

To the extent practicable, schools are responsible for facilitating the involvement of all parents in their children's education, including working parents, parents who need literacy support, parents with disabilities, and parents whose home language is not English. To meet this goal, districts are to set aside at least 1% of their Title I funds for parental involvement and employ three strategies.

- Develop a parental involvement policy and include parents in its development, review, and execution.
- Develop, with parent participation, a school-parent compact that outlines how parents, the school, and the students share the responsibility for student achievement.
- Build capacity for parental involvement.

Title I also specifies other features of parental involvement. It specifies that schools must involve parents in the planning, review, and improvement of parental involvement policies, plans, and activities so that these are tailored to individual schools. In addition, schools must convene an annual informational Title I meeting. This and other meetings must be scheduled at times that are convenient to working parents. In elementary schools, compacts are to be discussed at least annually with individual parents.

INCLUSION OF NON-PUBLIC SCHOOLS

Title I mandates the provision of funds to non-public schools for the supplemental education of students who fail or are at risk of failure. The law provides four options for districts to determine the amount of funds to which non-public schools are entitled³. Schools have several options on the designation of funds allocated to them including supplemental educational services, i.e., tutoring, and/or in materials and equipment for tutoring.

ALLOCATION OF FUNDS

Federal funds in support of Title I are channeled through state departments of education, which must meet federal requirements and have discretion over remaining funds once requirements are met. In the state of Florida, funds for school districts are based on rates of poverty determined from census estimates generated six years prior to the allocation.

Districts in turn, must meet federal and state requirements before exercising discretion over funds. Specifically, districts must set aside 5% of funds for professional development towards developing teaching staff that is highly qualified and at least 1% for parental involvement. Also, once districts have schools designated as SINI, they must set aside funds for these schools; 10% for professional development and 20% for Transfer Choice and SES. If the demand for Transfer Choice and SES exceeds the 20%, districts may draw funds from other sources or may prioritize services. However, districts may not spend less than five percent of their Part A allocation on SES if the cost of satisfying all requests for services exceeds the five percent threshold. Districts may spend the remaining set-aside on transportation for whichever, the Transfer Choice or SES option, has the greater demand for service. The balance of Part A funds may be used by districts for specific projects and for targeted or schoolwide assistance.

BREAKDOWN OF PART A FUNDS FOR DISTRICTS WITH SINI	
5%	professional development
10%	professional development at SINI
20%	Transfer Choice and SES
65%	School wide assistance or targeted assistance and specific projects

PART C – EDUCATION OF MIGRATORY CHILDREN

In order to reduce the negative effects of disruptions on their education, Title I Part C provides five year grants to states that request funds for educational and supportive services for migratory children. The aim is to ensure that migratory children have the opportunity to meet the same academic standards as other children. Whereas funding under Part A is provided on the basis of the numbers of children through age 17, under Part C, funding is provided on the basis of the numbers of migratory children through age 21.

³ See the next section, “Title I Parts A, C, and D in Miami-Dade County Public Schools” for a description of the method used in the District.

States that apply for funds must make comprehensive plans and include the following assurances in their plans: a) funds will be used for migratory children, b) programs will be offered in consultation with parent advisory councils, c) parental involvement will be sought, d) the needs of preschool children will also be addressed, and e) program effectiveness will be assessed. In addition, to the extent practicable, programs are to include professional development; family literacy programs; the integration of information technology, transition of students into postsecondary education; and advocacy and outreach activities on areas such as nutrition, health, and social services. Hence, the provision of services to migratory children is to be broader in scope than is typically the case in education. Finally, states must participate in the development of electronic transfer of student records.

Students who are failing or who are at risk of failure and whose education has been disrupted during the school year must be given priority in the provision of services. Children are eligible for services until the end of the school year when they cease to be migratory, but may continue to receive services for one additional year if these are not available through other programs. However, secondary students continue to be eligible until graduation. Services under Part C are supplemental and must not be used to supplant those funded from Part A services.

PART D – PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

In order to ensure that neglected or delinquent children have the same opportunity as other children to meet state standards, Title I Part D provides grants to states that request funds for educational and supportive services for these students. Specifically, students are to be provided support services to prevent dropout and to make successful transitions from institutionalization to further schooling or employment. States' plan for these children shall address assistance in transition from correctional facilities to locally operated programs, must be integrated with other available programs, and must include goals, objectives, and performance measures that will assess academic, vocational, and technical skills outcomes. To the extent feasible these children are to have the same opportunities as other children. Their educational needs are to be assessed, and for children in correctional institutions, priority must be given to those who are likely to complete incarceration within a 2-year period.

Programs are to be of high quality and supported with staff development and/or consultation with experts to that end. They must be evaluated and improved on the basis of evaluation outcomes. Programs must coordinate with other relevant state and federal programs in the provision of services and to ensure that student assessments and records are shared in ways that permit educational planning and services. Indeed, programs must coordinate with all parties that might support the students' education and prevent delinquency including parents and businesses that might train and mentor students. Each correctional facility is to have an individual in charge of transition.

In addition to providing instruction and coordination, student support is to address other education related needs such as career counseling and assistance in procuring student loans

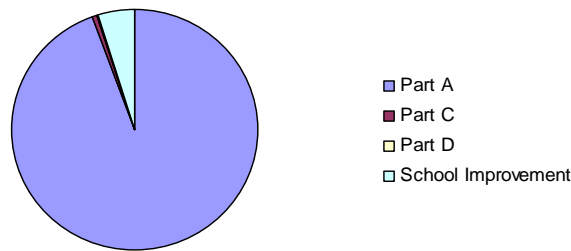
and grants. Programs must address the individualized educational needs of students with disabilities and share educational information with students' home schools. Their teachers and staff must be qualified for working with students with disabilities. Students who had dropped out before entering correctional facilities must be encouraged to continue their education and/or further their employment related skills.

Funds used under this Part must supplement and must not supplant services funded from other sources. Funds may be used for institution-wide improvement or to serve students who failed or are at risk of failing to meet academic standards. The law specifies requirements for institution wide projects, projects that specifically support transition, and has explicit requirements for applications from local educational agencies (school districts).

FUND ALLOCATION

During the 2007-08 school year, funds allocated to M-DCPS through Title I Parts A, C, and D, and dedicated School Improvement Funds totaled 152 million dollars. The pie chart below depicts a breakdown of the funds. As can be seen from the pie chart, by far the largest allocation was to part A, which represents 94% of the total. School Improvement represents 5%, and Parts C and D each represent less than 1%.

Relative Allocations of Parts A, C, D, and School Improvement

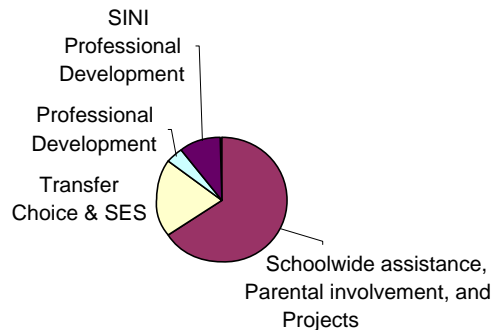


Note. The percentage of total funds provided by the FDOE is open to change yearly.

PART A FUNDS

In M-DCPS, allocations from Part A funds included set aside funds for Transfer Choice (5%), SES (15%), professional development for teachers to meet the requirement that teachers be highly qualified (5%), and professional development at SINI (10%). Remaining funds (65%) were used for parental involvement, specific projects, for schoolwide assistance, and for supplements to professional development for SINI, Part C, and Part D.

Part A Breakdown



⁴ Each year M-DCPS Title I Administration publishes a Handbook that describes programs and procedures. See <http://title1.dadeschools.net/>

Of Part A funds, the items with the largest expenditures included: schoolwide programs (\$42,729,009), SES (\$24,041,460), Reading Coaches (\$21,855,165), and the School Improvement Zone (\$19,439,883 from Part A and \$7,315,223 from the School Improvement grant). The Reading Coaches allocation complies with the legislative stipulation of a 10% set-aside for professional development for SINI which represents approximately 14 million dollars, plus a supplement that the district provides from its discretionary Part A funds. Other large ticket items included pre-kindergarten programs (\$7,732,481) and non-public schools (\$3,215,236).

Funds for schoolwide assistance programs (roughly 30% of the Part A budget) are allocated to schools by the M-DCPS Title I Administration depending on the percentage of students at each school that qualifies for the free/reduced lunch program. Principals decide how they will use each participating school's funds. Most principals use the funds for teacher salaries in order to decrease student teacher ratios, to implement pull-out programs and tutoring, and/or to provide or expand preschool education.

Funds for the School Improvement Zone (roughly 20% of the Part A budget) were used in a set of 39 schools to extend the school day, extend the school year, and provide more extensive professional development and intervention services than were available at other schools. Descriptions of services provided with these funds are not included in this report because they are available in evaluations conducted by the Office of Program Evaluation.

During the 2007-08 school year, each school served by Title I also received a Reading Coach (roughly 15% of the Part A budget). Coaches had to have a minimum of three years of teaching experience in language arts, reading, and/or English as well as certification, endorsement, or advanced coursework in reading instruction. Coaches provided technical assistance to teachers with the implementation of the district's reading plan. They were expected to keep abreast of instructional strategies consistent with the district's plan; facilitate relevant professional development in the form of workshops, direct instruction, or modeling; assist with the administration of student assessments and interpretations of results; and coordinate and monitor interventions for students who needed targeted interventions. Coaches also served as liaisons in the coordination of professional development in the areas of mathematics and science.

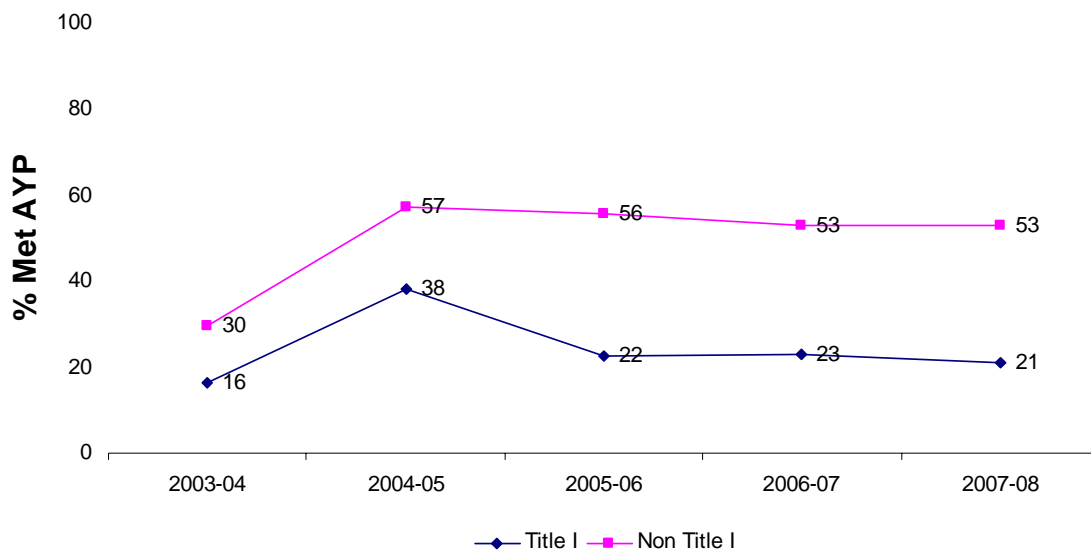
Funds from Part A (roughly 5% of the budget) are allocated for pre-kindergarten programs to supplement the state provisions for the Voluntary Pre-Kindergarten Program (VPR). These additional dollars partially defray the cost of having students taught by teachers instead of paraprofessionals and of having a full day of instruction instead of the state-funded partial day.

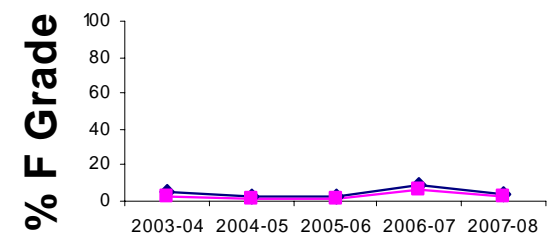
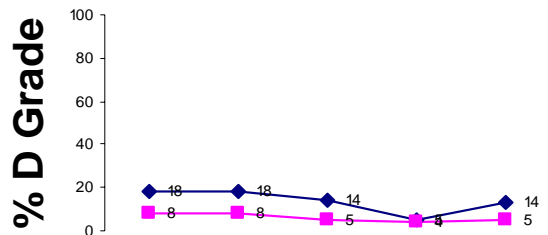
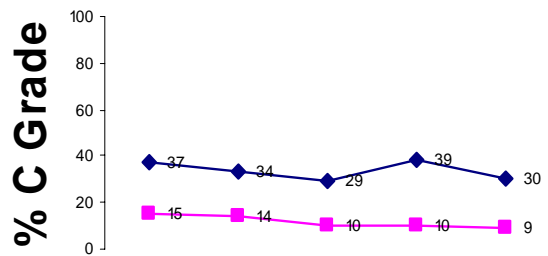
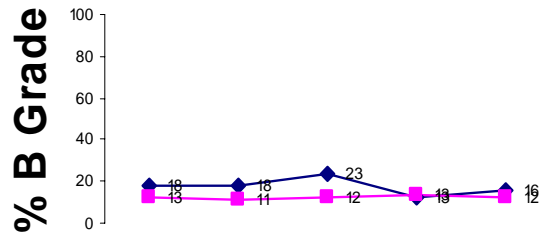
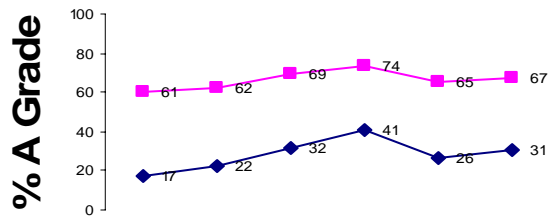
PART A: SCHOOLWIDE ASSISTANCE PROGRAMS AND PROJECTS

SCHOOLS SERVED

In the 2007-2008 school year, 233 schools received schoolwide assistance funds: 144 elementary schools, 10 K-8 centers, 50 middle schools, 13 senior high schools, and 15 alternative/special education centers and one school that combined other grades. Of these schools, 23 operated as charter schools (See *2007-2008 Title I Administration Participating Schools* in the Appendix).

Two of the 233 schools that received Title I funds for schoolwide assistance did not receive an outcome for adequate yearly progress (AYP). Twenty one percent (21%) of the remaining 231 schools made AYP. The graph below presents the percentages of Title I and non-Title I schools that made AYP.





◆ Title I ■ Non-Title I

In addition to the NCLB criteria of AYP, Florida's A-Plus Plan for Education assigns grades to school on the basis of student performance on the FCAT-SSS. The grades have the same denominations as students' grades.

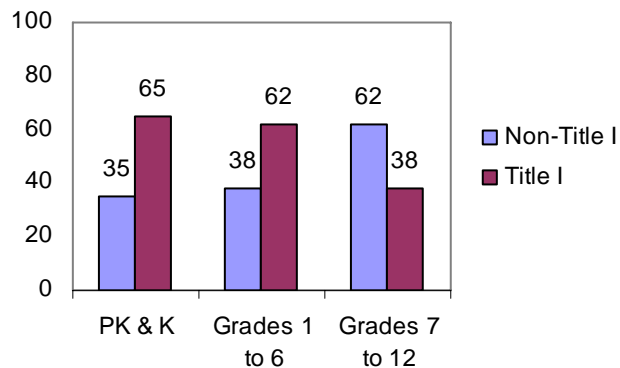
In 2007-08, 47% of Title I schools received an 'A' or 'B' grade, 30% received a 'C' grade and 13% received a 'D' or 'F' grade. The remaining 9% were not graded.

Because computations for school grades have changed over the years to include writing test results (2004-05) and to include science test results (2006-07), the school grades should not be gauged across the years. Instead, they should be gauged in comparison to that of non-Title I schools. The accompanying graphs depict the percentages of Title I and non-Title I schools that received grades 'A' through 'F' from 2003-04 to 2007-08.

STUDENTS SERVED

In the 2007-08 year, 345,356 students were enrolled in M-DCPS at the February FTE. Of these, 52% ($n = 179,363$) were enrolled in Title I schools. Of students in preschool and kindergarten, in primary grades (1st to 6th), and in secondary grades (7th to 12th), 65%, 62%, and 38% respectively were enrolled in Title I schools. (See *Percentages of Students in Title I and in non-Title I Schools* in the Appendix.).

Percentages of Students in Title I and Non-Title I Schools



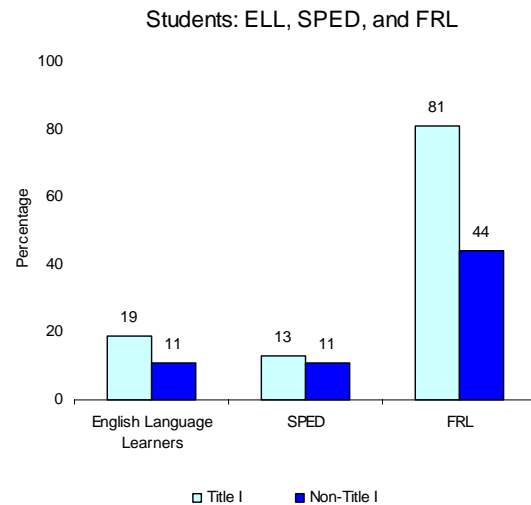
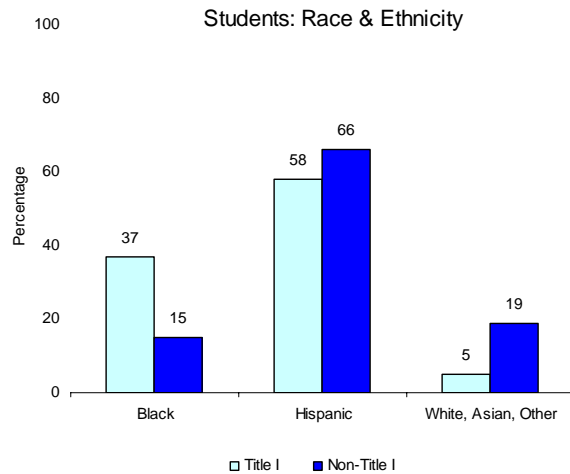
The percentages of all district students by various demographic and educational characteristics enrolled in Title I schools were as follows.

- 52% of all males and 52% of all females in the district were enrolled in Title I schools.
- 73% of all Black, 49% of all Hispanic, and 21% of all White students,
- 67% of all students who participated in the free/reduced lunch (FRL) program,
- 65% of all English Language Learners (ELL),
- 56% of all students who participated in special education (SPED),
- 90% of all students designated as migrant, and
- 5% of all students with expired migrant designation were enrolled in Title I schools.

Student Characteristics at Title I and at non-Title I Schools

Another way of examining the distribution of students is to compare the percentages of students in Title I and non-Title I schools. In comparison to non-Title I schools, Title I schools had higher percentages of Black students (37%) than non-Title I schools (15%), and smaller percentages of Hispanic students (58%) and of students of other races/ethnicities (5%) than non-Title I schools (65% and 19%, respectively).

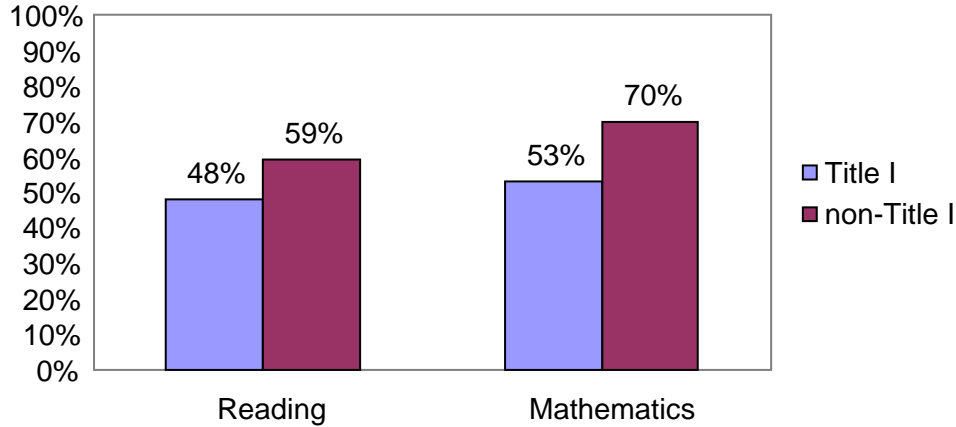
Title I schools also had higher percentages of students who participated in the FRL program (81%) than non-Title I schools (44%); higher percentages of students in SPED (13%) than non-Title I schools (11%); and higher percentages of ELL students (19%) than non-Title I schools (11%). (See *Percentages of Students in Title I and in non-Title I Schools* in the Appendix.)



Standardized achievement scores also differed between students in Title I and non-Title I schools. Test results from the 2007 FCAT for students enrolled in 2008 are available in *Percentages of Students in Title I and in non-Title I Schools* in the Appendix. In addition, whereas 48% of Title I students with Reading achievement scores on the FCAT-SSS 2008⁵ test scored in the proficient range (Levels 3 to 5), the comparable percentage in non-Title I schools was 59%. Also, whereas 53% of Title I students with Mathematics achievement scores on the FCAT-SSS 2008 test scored in the proficient range (Levels 3 to 5), the comparable percentage in non-Title I schools was 70%. See *Performance of Title I and non-Title I Students on the Reading, Mathematics, and Science FCAT-SSS* and *Performance of Title I and non-Title I Students on the Florida Writes Test* in the Appendix.

⁵ The Florida Comprehensive Achievement Test Sunshine State Standards (FCAT-SSS) is the state's standardized, criterion-referenced test of achievement. Subject areas tested include reading, mathematics, writing, and science. Students in grades 3 to 10 take the reading and mathematics test. Students in grades 11th and 12th grade who failed to attain the scores necessary for a high school diploma have several opportunities to take the tests again. Scores that fall in levels 3, 4, and 5 indicate proficiency in the subject matter.

Percentages of Proficient Students in Title I and non-Title I Schools



PARENTAL INVOLVEMENT

In compliance with the requirement of Title I that schools involve parents in their children's education, Title I Administration has a Parental Involvement Program (POP) that monitors compliance with federal and state mandates. It supports schools' efforts to engage parents. It coordinates with other District offices such as the Parent Academy, the Bilingual Outreach Program, and the Parental Involvement Office to identify parent interests and needs and to provide workshops and activities. It provides technical assistance to schools, and it coordinates the activities of the Regional Center Parent Advisory Councils and of the District Advisory Council⁶.

In meeting its objectives of engaging parents and building capacity for involvement, schools typically engage Community Involvement Specialists (CIS) whose job is to serve as a liaison between the school, parents, and the community. Their responsibilities are diverse and may include surveying parents on needs and interests, coordinating parent involvement activities, disseminating information, record keeping, and representing the needs of parents. They also conduct home visits and enlist community support in the form of goods or services such as donations, store credits, and speakers.

⁶ As described in the Title I handbook, to improve student achievement, each school shall build the capacity for parental involvement by involving parents and by forging a partnership between the school, parents, and the community. Each school shall, jointly with parents, add language to the existing M-DCPS School Board Rule 6Gx13-~~IB-1.012~~, Parental Involvement-A Home-School-District Partnership, to describe how the school will carry out the parental involvement requirements in Section 118 of The No Child Left Behind Act of 2001. This amended document will serve as the Title I School's Parental Involvement Policy, be made available to all parents in the school and jointly with parents be evaluated yearly for content and effectiveness. Similarly, with the input of parents, schools are to develop an annual school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement.

Schools employ various activities and means of communication. Activities include: workshops/classes; volunteer opportunities; home visits; the stipulated yearly Title I informational meeting; and participation in governing bodies such as the Educational Excellence School Advisory Council (EESAC). Topics of workshops or classes are diverse and may include nutrition, state content standards, achievement testing, ways that parents can support their children's education, and literacy or English language classes for parents. (See survey *Parent Involvement -2008 Administrators* in the Appendix for statistics.)

More recent and innovative district strategies for involving parents include the creation of a Parent Academy⁷ which provides classes and workshops as well as the creation of a parent portal in the district's website. Both of these activities have been developed district wide, are available to parents in Title I schools, and are promoted by CIS.

Formal means of communication include the stipulated yearly Title I meeting as well as distribution of official documents such as the Title I Program Parent Notification Letter, Parents' Right-To-Know, the Title I School's Parental Involvement Policy, and the School-Parent Compact. Informal means of communication include newsletters, flyers, automated telephone messages, website announcements, calendar of events, personal telephone calls, and word of mouth. (See *Parent Involvement Survey* in the Appendix for statistics on their use.)

Profile of services and parental involvement activities provided in 2007-08

A traditional means by which parents might become active in their children's schools is by joining a Parent-Teacher Association (PTA) or a Parent, Teacher, Student Association (PTSA). For the 2007-08 school year, 79% of Title I schools reported having a PTA/PTSA⁸. This number represents an increase over 2005-06 in which 66% of Title I schools reported a PTA/PTSA⁹. In 2007-08, membership in the associations ranged from one to 800 parents. In terms of each school's October FTE enrollment, the average membership was 0.15 members per student, i.e., one member for every six students.

A more recent means used to give parents leadership positions within schools is each school's Educational Excellence Schools Advisory Council (EESAC)¹⁰. These bodies are charged with the responsibility of authorizing and guiding decisions regarding school improvement and accountability. By M-DCPS Board rule,¹¹ each EESAC must include a minimum of four parent representatives (small schools such as charters may have fewer parent representatives) and meet at least four times per school year.

During the 2007-08 school year from 8/1/07 through 4/16/08, 54.6% of Title I schools with meeting minutes that allowed the identification of members as parents,¹² 55% had

⁷ www.theparentacademy.net

⁸ Data on schools' membership was provided by the Office of Parental Involvement.

⁹ Title I schools: 2005-06 = 199 and 181 reported parent participation; 2006-07 = 223 and 200 reported parent participation 2007-08 = 233 and 204 reported parent participation

¹⁰ <http://sqi.dadeschools.net/Products.asp>

¹¹ School Board 6Gx13-1B-1.031

¹² Data were collected from schools' minutes filed electronically in each school's website. The number that identified members as parents or staff was 196.

held five or more EESAC meetings, 21% and 25% had had four and one to three meetings, respectively. As with other indicators of performance, parental involvement is less evident in Title I than in non-Title I schools. (See *Parents' Participation in the Educational Excellence Schools Advisory Council (EESAC)* in the Appendix for statistics on Title I and non-Title I schools).

In both types of schools, parent membership counts, including alternates, varied across schools and across meetings. Individual schools averaged from one to 12 parent members in the eight months of meetings and 63% of Title I schools had at least 4 parents listed in their membership rosters at every one of their meetings. Only 4.6% of Title I schools had a roster with fewer than four parent members at all meetings.

The attendance of parent members varied substantially across and within schools. The percent of Title I schools that held one or more meetings with no parent member present and with only one parent present was 45% and 23%, respectively. The percent of Title I schools that had at least two parent members present at all meetings was 32%. These data suggest that whereas attaining a membership of at least four parents was reasonably feasible, attendance was more challenging.

Parents in EESAC

- Parent membership including alternates was as high as 12 members.
- 63% of schools had at least 4 parents listed in their membership rosters at all their meetings.
- 45% of schools held at least one meeting with no parent member in attendance.
- 32% of schools held all their meetings with at least 2 parents in attendance.

In 2007- 2008...

- 79% of Title I schools had a PTA/PTSA
- 84% of schools had a parent center
- 84% of schools reported at least one home visit
- 88% of schools reported at least one school based parent activity

Another means of engaging parents is to create a school based parent resource center. The percentages of Title I schools that reported attendance at a school based parent center in 2005-06, in 2006-07 and in 2007-08 were 87%, 87%, and 84%, respectively. The per pupil attendance ratios at the centers for those three years were .64, .52, and .52, respectively, i.e., roughly one visit per two students enrolled¹³.

Home visits are also used to engage parents. In many cases, home visits occur because of problems with student attendance, conduct, or academic progress. In some cases, home visits are conducted to welcome parents. As mentioned by CIS in telephone interviews conducted in 2007-08, some schools did not conduct home visits or decreased the number of home visits over time because of safety issues and because visits are very time consuming. The percentage of Title I schools that reported home visits were 88%, 85%, and 84% in the 2005-06, 2006-07, and 2007-08 school years, respectively. Concurrently, the per pupil rate of home visits over those three years decreased from .21 in 2005-6 to .16 per student in 2007-08, i.e., roughly one visit per six students.

As described above, other means of engagement are activities, classes, or workshops of interest to parents. The percentages of Title I schools that reported having at least one school based activity for parents in 2005-06, in 2006-07, and in 2007-08 were 90%, 90%, and 88%, respectively. The average parent attendance per activity was 41 ($SD = 33$), 46 ($SD = 39$), and 46 ($SD = 40$) in the three years respectively. Because school parental attendance averages fluctuated greatly, from less than one to 240, it might be supposed that schools were not consistent in their definition of what constituted parental attendance.

In 2005, the district created an electronic portal for parents in the M-DCPS website through which parents could access information relevant to their children and also monitor their children's performance. The types of information available includes topics such as the boundaries for the individual student's school, their child's bus pick-up time and place, SES and FRL applications, class schedule and classroom numbers, online textbooks, and class assignments. Information on children's performance includes attendance and grades. These are immediately available to parents as teachers enter them on a day-to-day basis. In addition, parents can elect to download free applications and receive email notifications on issues such as unexcused absences. Computers are readily available to parents at schools (See the survey *Parent Involvement -2008 Administrators* in the Appendix).

¹³ Statistics were generated from reports prepared by each school and presented to Title I Administration. Statistics from non-Title I schools on parent resource centers, home visits, and school based activities for parents are not available.

For this report, data on parent hits were available from January to June of 2008, inclusive¹⁴. During that period, 5,283 parents of 6,347 Title I and 12,733 parents of 16,052 non-Title I students accessed the portal at least once. This number represents 3.4% of Title I and 9.7% of non-Title I students (See *Use of Parent Portal by Parents of Students in Title I and non-Title I Schools* in the Appendix). Of Title I students whose parents accessed the portal at least once, approximately half were male (54%), approximately two thirds were Hispanic (64%) and participated in the FRL program (61%). In addition, 7.3% were ELL and 8.5% participated in SPED. By grade, the highest participations were from parents of students in 6th, 7th, 3rd, and 8th grades respectively (between 10% and 13% per grade). The lowest representation was by the parents of students in the 12th, 11th, and 10th grade (from 1% to 2% per grade). Of the students with prior year's FCAT scores, 64% had scored in the proficient range in reading and 66% had scored in the proficient range in mathematics. Thus, use of the portal is weighted towards the parents of students who are proficient.

Parent use of the portal ranged considerably. During the January to June period, 17% of the parents who used the portal accessed it only once; 24% accessed the portal 2 to 3 times, and 27% accessed the portal 4 to 10 times. Less than 1% of parents accessed the portal more than 130 times.

Use of the automated telephone message system was almost universal (96% of respondents to the survey *Parent Involvement*; see Appendix). This easy to use system does not require the active participation of parents and can be used to call all or select parents of enrolled students.

- In a 6-month period the parents of more than 6,000 Title I students accessed the electronic parent portal.
- The parents of students in 6th, 7th, and 3rd grade accessed the portal the most.

Overall, the statistics on parent participation indicate a trend towards increased engagement through various means. These include PTA/PTSA, the creation of EESAC, the creation of a parent portal, and an emphasis on increasing the number of parent activities and of parent attendance at school based activities.

PART A: TRANSFER CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

In accordance with the NCLB law, M-DCPS annually notifies parents of eligible students about the availability of the Transfer Choice and SES options and provides lists of schools and of SES providers from which to choose. Schools listed as transfer options, i.e., receiving schools, are selected by the district on the basis of their enrollment capacity, school grade, and for transportation feasibility, proximity to the school deemed in need of improvement. Parents rank their choices for enrollment and assignments are made by the district on the basis of parental choice and capacity of the schools to accommodate requests.

Parents who choose for their children to receive SES agree to have their contact information forwarded to a provider of their choice. Providers contact parents and

¹⁴ Data were provided by Technology Delivery.

formalize an agreement for services through a Parent District Provider Agreement (PDPA). This document specifies: the services to be provided, achievement goals, how the student's progress will be evaluated, and a timetable for improvements. The document also delineates how the student's parents and teacher(s) will be informed of the student's progress. For students who participate in SPED or who are classified as ELL, the PDPA must be consistent with the student's Individualized Education Program or their ELL Plan, respectively.

In M-DCPS, Transfer Choice has been in operation since the 2003-04 year and SES have been an option for students since the 2004-05 year. In the first year of SES implementation, tutoring was provided by district teachers. Henceforth, tutoring has been given solely by non-district, state approved providers. Participation in both programs has increased steadily since their inceptions.

Profile of transfers provided in the 2007-08 school year

In the 2007-08 year, 2,045 students had transferred in response to the NCLB option. Roughly two-thirds of the students (67%) were in their first year of transfer, 19% were in their second year, and 14% were in their third or fourth year of transfer.

Students from 229 schools were placed in 131 schools. Because the designations of sending and receiving change over time depending on school grades, 10% of the 131 schools to which students transferred were eligible for outward transfers in the 2007-08 year and 18% of the 229 schools from which students had been sent, were designated as receiving schools in the 2007-08 year. (See *NCLB Sending Schools* and *NCLB Receiving Schools for Choice* in the Appendix).

Although students with transfers ranged from PK to 12th grade, the largest numbers of students per grade who had transferred were 3rd to 8th graders. Fifty-five (55%) of students were males, 60% were Black, 35.2% were Hispanic, and 76.5% participated in the FRL program. Also, 4% of the students were English Language Learners and 13% participated in SPED. Of first year transfer students with achievement scores the year prior to the transfer, 59% and 61% had scored in the non-proficient range (levels 1 and 2) in reading and mathematics, respectively (See *Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT* and *2008 FCAT Levels of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT* in the Appendix.).

- 33% of transfer students had transferred for 2 or more years
- The designation of “sending” and “receiving” school changes from year to year depending on school grade
- Whereas 37% of Title I students were Black, 60% of students with transfers were Black

Profile of SES services provided in the 2007-08 school year

In the 2007-08 school year, M-DCPS offered SES to 88,098 students who participated in the free/reduced lunch program and were enrolled in 134 schools designated as being in need of improvement. Of these, 14,148 students from all 134 schools were tutored in reading ($n = 13,740$), in mathematics ($n = 5,571$) or in both reading and mathematics ($n = 5,163$) by one of 49 providers. Providers served from 1 to 3,422 students. Three providers served more than 2,000 students each. Twenty-one (21) providers served fewer than 50 students. (See *State Approved SES Providers* and *Title I Schools That Are Eligible for Supplemental Educational Services (SES) 2007- 2008* in the Appendix).

Providers' maximum number of tutoring units, which were 30 minutes each, varied considerably, from 32 to 82 units (16 to 41 hours). This variability occurred because providers' rates per hour varied and the per pupil spending cap for SES was the same (\$1,466) for all students. Thus, students who chose less expensive providers could receive more units of services than students who chose relatively more expensive providers.

- Over 14,000 students received SES
- Of students with prior year's FCAT... 61% had scored in the non-proficient range in reading, and 57% had scored in the non-proficient range in mathematics

Although students ranged from PK to 12th grade, the largest numbers of students per grade were 1st to 4th graders. Most of the students tutored were enrolled in preschool or elementary grades. Fifty-one percent (51%) of students were males, 54% were Hispanic, 43% were Black, 19% of the students were English Language Learners and 13% participated in SPED. Of students with achievement scores the prior year, 61% and 57% had scored in the non-proficient range (levels 1 and 2) in reading and mathematics, respectively. Hence, 39% and 43% of students tutored in reading and in mathematics respectively, scored at levels 3 and above. (See *Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT* and *2008 FCAT Levels of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT* in the Appendix.)

Most, but not all students (93%) began tutoring at least 10 days prior to the FCAT. Over all grades, of students who received any tutoring prior to the FCAT, 50% received 39 or more units (19.5 hours). The average number of units of reading, mathematics, and overall were 31 ($S.D. = 16.35$), 19 ($S.D. = 11.25$), and 37 ($S.D. = 14$); 15.5, 9.5, and 18.5 hours respectively. Although the duration of services ranged from less than a week to 20 weeks, on average, services were spread over an 9 week period ($S.D. = 8.85$).

Of students tutored in reading and in mathematics at least 10 days prior to the FCAT, 82% and 73% respectively were in grade 5 or lower. Of students with FCAT SSS scores the year prior to being tutored and tutored in reading, 39% and 21% respectively had scored in levels 1 and 2. Of students tutored in mathematics, 29% scored in each level 1 and level 2.

PART A: SERVICES FOR NON-PUBLIC SCHOOLS

Of four options provided by the law for determining the level of funds that districts should provide to non-public schools, M-DCPS uses that of “applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area.” This option allocates funds to each non-public school equal to the amount that the students’ assigned public schools would have received had the students enrolled there. For instance, if a non-public school has 10 enrolled students whose home addresses are within the boundary of a public school in which 80% of students qualify for the free/reduced lunch program, the non-public school is allocated funds for 8 students and the amount of funds allocated is equivalent to what would have been allocated to the public school. As such, this method meets the intent of the law for allocation to be equitable and comparable to that of public allocation.

Non-public schools have several options on the designation of funds allocated to them. The schools may choose to spend all their funds in supplemental educational services, i.e., tutoring, and/or in materials and equipment for tutoring. They also identify the students to be served. Tutored students need not be those who generated the funds. In addition, for schools with several locations, funds are not site specific. In effect, this means that schools with more than one location may use funds generated from enrollment at one location to serve students at another location if the school deems that the students at the second location have a greater level of need.

Profile of services provided to students in non-public schools in the 2007-08 school year

In the 2007-08 school year, \$3,215,236 were allocated on behalf of students at 37 non-public schools. Schools were managed by the Archdiocese of Miami Schools, the Jewish Orthodox Day Schools, or were unaffiliated. Funds designated for students enrolled at the Archdiocese of Miami and at the Jewish Orthodox Day schools were pooled across schools within each administrative entity.

Thirty-six of the 37 schools served entered into agreements with Catapult Learning for tutoring services (See Non-Public Schools and Students Served by Catapult Learning). This company was under contract with the M-DCPS and billed the district directly for the students that they tutored ($n = 2,403$) in the non-public schools. The remaining school, Lincoln Marti, is not included in analyses because it did not forward data on services or on achievement.

- 36 of 37 schools contracted with Catapult Learning
- 2,403 children from 36 non-public schools received tutoring

Students were tutored in reading ($n = 1,042$), in mathematics ($n = 718$), or in study skills and/or were counseled ($n = 1,275$). Overall, 14% of students received from one to five sessions, 20% of students received from six to ten sessions, 15% of students received from 11 to 20 sessions, and the remaining 51% of students received 21 or more sessions.

Of students tutored, 51% were male, 52% were Hispanic, 19% were White, and 18% were Black. Of students tutored in reading and in mathematics 65% and 48% respectively were referred on the basis of two or more criteria that may have included teacher referral, parent request, standardized achievement percentile less than 51%, or unsatisfactory grade. Kindergarten and first grade students may have also been referred on the basis of Kindergarten Checklist scores of 10 or fewer out of 16 competencies.

Of students tutored in reading, 35% had pre-tutoring standardized achievement percentiles below the 51st percentile, 8% had achievement above the 50th percentile, and 57% did not have standardized achievement test data. Of students tutored in mathematics, 31% had pre-tutoring standardized achievement percentiles below the 51st percentile, 13% had achievement above the 50th percentile, and 56% did not have standardized achievement test data. The average reading percentile rank of students was 30 (*S.D.* = 21, minimum = 1, maximum = 99) and the average mathematics percentile rank in mathematics was 37 (*S.D.* = 23, minimum = 1, maximum = 99).

Tutored students were enrolled in Kindergarten through 12th grade (See Numbers of Students Tutored in Non-Public Schools and Mean Tutoring Hours Provided by Grade and by Subject). Reading tutoring was provided for students at all grades and most frequently for students in elementary grades. Mathematics tutoring was provided almost exclusively to students in primary grades, and study skills' tutoring was provided in grades first through 12th. Over all topics tutored, students were tutored an average of 12.46 sessions (*S.D.* = 15.02).

PART C: MIGRANT EDUCATION

MIGRANT EDUCATION PROGRAM (MEP)

The purpose of MEP is to serve the needs of migrant students and their families. Families referred themselves for service or were identified by migrant program staff through review of schools' enrollment records. Program staff included an administrator, teachers (i.e., teacher advocates), educational specialists, paraprofessionals, community involvement specialists/recruiters, clerical workers, and custodians. The program operated at the South Dade Migrant Camp, the Everglades Migrant Camp, the Redland Migrant Housing Center, and at 10 schools¹⁵ with the highest district enrollments of migrant students. As necessary, services were provided in collaboration with federal, state, and local programs and agencies (i.e., English for Speakers of Other Languages and Safe and Drug-Free Schools).

Specific services for preschool children

The Migrant Early Childhood Learning Program (MECLP), located at the Redland Migrant Camp, served three- and four-year-old children and gave enrollment priority to four-year-olds. The program included an instructional program, food services, health screening, and a variety of extracurricular activities. The curriculum was an integration of

¹⁵ W. Chapman Elementary; Florida City Elementary; Leisure City K-8 Center; L. Saunders Elementary; Redondo Elementary; West Homestead Elementary; Campbell Drive Middle; Homestead Middle; Homestead Senior High; South Dade Senior High; Redland Migrant Housing Center

the High/Scope Key Experiences Curriculum with the Bell Project. It aims to increase pre-literacy, language fluency, self-confidence, and the ability to plan and evaluate as well as teach letter identification and early reading skills.

Specific services for school-age children

School-age children received counseling, individual and/or small group tutoring, referral services, attendance support, and after school care and educational support. Counseling for primary students typically focused on behavior and counseling for secondary students typically focused on career awareness and educational planning.

Tutored students were selected by classroom teachers/administrators in coordination with migrant advocate teachers on the basis of priority scores. Scores were the sum of indicators of poor achievement. For elementary school children, these included a) a referral by instructional staff/administrator, b) an academic grade of “D” or “F” in reading and/or in mathematics in the previous or current school year, c) a score in the 25th percentile or below in reading on the FCAT-NRT, d) a score at Level 1 or 2 in reading on the FCAT-SSS, e) at least one grade retention, and f) ten or more days of absence in the previous or in the current school year. Factors for secondary school students included a) a referral by instructional staff/administrator, b) late enrollment, c) over-aged for grade, d) ten or more days of absence in the current or prior year, e) reading, language arts, or mathematics grades of “D” or “F”, f) one or more grade retentions, g) four or more in/outdoor suspensions during the prior or current school year, h) insufficient credit accrual and, for grades 10 through 12, i) failure in one or more areas of the FCAT-SSS, and j) a grade point average below 2.0.

Attendance services were provided by teacher advocates. They monitored attendance and when students were absent sent letters to homes, telephoned, and/or visited families to encourage attendance and provide support if necessary.

In addition to services provided during the school day, the Extended Schoolday Program (ESP) operated at three elementary schools, two secondary schools, and at three migrant labor camps. Teacher advocates and paraprofessionals provided care, enrichment activities, and homework assistance to students.

A summer program, the Migrant Education Summer Program, was open to students in kindergarten through 12th grade. It operated from 8:30 a.m. to 3:35 p.m. five days a week for six weeks. The program included reading, computerized instructional games and activities, arts, and physical activities or sports.

Supportive services for children of all ages and their families

Teacher advocates monitored student progress, fostered school-home communication, helped to determine appropriate grade placements for students and, to prevent retention, gave students who withdrew early the opportunity to test before withdrawal. As necessary, staff also represented the interests of the migrant population in academic and non-academic settings. Activities included translation, conflict resolution, provision of supplies, referrals for health and legal services, and assistance obtaining housing or employment.

The MEP also conducted parent outreach and community building activities with workshops, a Parent Advisory Council and recreational/cultural activities.

Profile of services provided to school-age children in the 2007-2008 school year

There were 784 school-age migrant children identified by MEP at the 10 target schools. Almost all the students (99%) received one or more service and two-thirds (67%) received 4 or more services. The percentages of students who received key services were as follows. Articulation between classroom teachers and teacher advocates was conducted for 94% of students; 96% of students received at least one referral. Attendance services were conducted on behalf of 88% of students and 75% of students received three or more referrals. Also, counseling was provided for 56% of students, school day tutoring was provided for 44% of students, and 31% of students participated in the after school program.

- 784 school-age migrant children at 10 target schools
- 99% received 1 or more services
 - Articulation between migrant teacher advocates and classroom teachers
 - Referrals
 - Attendance services
 - Counseling
 - School day tutoring
 - After School Program

Of all children, 30% were identified as having a high priority for services. All of these students received one or more supportive service. A breakdown of counseling, school day tutoring, ESP attendance, and attendance activities provided to school-age children in the ten target schools is available in the Appendix in the *Migrant Services Table*.

PART D: NEGLECTED AND DELINQUENT PROGRAMS

In M-DCPS, educational services to students who fit the NCLB designation as neglected and/or delinquent are provided by the Educational Outreach Program through cooperative agreements and/or contractual arrangements with the Florida Department of Juvenile Justice and various community based organizations, county or city programs. All told, the Educational Outreach Program serves approximately 1,500 students at any one time at 30 centers that include detention centers ($n = 11$), drug/alcohol rehabilitation centers ($n = 10$), alternative programs ($n = 4$), and housing shelters ($n = 5$).

Title I funds provided to the Outreach Program are distributed by the Program to the various centers according to need. Funds pay for school day and after school tutors, computers, parent outreach, school libraries, reading programs, appropriate supplemental materials or classes to enhance the state adopted curriculum, and truancy prevention efforts. The total amount of Title I Part D funds provided in 2007 – 2008 was \$580,931.

From August 2007 to August 2008, 5,461 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Whereas most students (81%) were in a location once, 19% had multiple entries and withdrawals. Total number of days of service ranged from 1 to 362 days. The average total number of days served was 99 ($SD = 106$). Thirty percent (30%) of the students were served for 12 or fewer days.

- 5,461 students were served
- Days of service ranged from 1 to 362 days
- More than half of the students were in 9th or 10th grade

Most of the students (90%) were English speakers and most (90%) were in secondary grades with the highest percentages of students in grades 9 (31%) and 10 (23%). Almost three-quarters (73%) were males, 50% were Black, 41% were Hispanic, and 8% were White. Half of the students (53%) participated in the FRL program. Almost a third of the students (31%) were in SPED.

Of the 5,461 students served, 65% and 61% had 2008 Reading and Mathematics FCAT scores. Of these students with scores, 47% and 45% scored in levels 1 and 2 on the Reading and Mathematics tests respectively. Thus, approximately half of the students (53% in Reading and 55% in Mathematics) scored in proficient levels.

APPENDICES

Title I Administration – 2007-2008 Participating Schools (233)

REGIONAL CENTER 1	REGIONAL CENTER II	REGIONAL CENTER III	REGIONAL CENTER IV	REGIONAL CENTER V	REGIONAL CENTER VI	REGIONAL CENTER VIII
<p>ZONE SCHOOLS</p> <p>ELEMENTARY (2)</p> <p>Bunche Park Opa-Locka</p>	<p>ZONE SCHOOLS</p> <p>ELEMENTARY (2)</p> <p>Myrtle Grove Norland</p> <p style="text-align: center;">MIDDLE (2)</p> <p>Norland # Parkway</p>	<p>ZONE SCHOOLS</p> <p>ELEMENTARY (4)</p> <p>Holmes • King, Martin L. • Lakeview Mack, Dr. Henry W. • (West Little River)</p> <p style="text-align: center;">MIDDLE (4)</p> <p>Brownsville # • Drew, Charles # Madison Westview</p> <p style="text-align: center;">SENIOR (2)</p> <p>Miami Northwestern Miami Central</p>	<p>ZONE SCHOOLS</p> <p>ELEMENTARY (9)</p> <p>Crowder, Thena • Dunbar Edison Park Little River L'ouverture, T. Morningside # Santa Clara Shadowlawn Wheatley, Phillis</p> <p style="text-align: center;">MIDDLE (4)</p> <p>Allapattah # Diego, Jose de Mann, Horace # Miami Edison</p> <p style="text-align: center;">SENIOR (3)</p> <p>Miami Edison Miami Jackson Washington, B. T. •</p>	<p>ZONE SCHOOLS</p> <p>ELEMENTARY (0)</p>	<p>ZONE SCHOOLS</p> <p>ELEMENTARY (3)</p> <p>Florida City ° Leisure City ° □ Saunders, L. C. °</p> <p style="text-align: center;">MIDDLE (1)</p> <p>Campbell Drive °</p> <p style="text-align: center;">SENIOR (1)</p> <p>Homestead °</p>	<p>ADDITIONAL ALT./ESE (5)</p> <p>Alternative Outreach Program ~</p> <p>Neva King Cooper Educational Center ✓</p> <p>Robert Renick Educational Center ✓</p> <p>Ruth Owens Kruse Educational Center ✓</p> <p>The 500 Role Model Academy ~</p>
<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (31)</p> <p>Brentwood Bright, James H. Carol City DuPuis, J. G. Earhart, Amelia Flamingo Graham, E. R. Golden Glades * Hawkins, Barbara Hialeah Gardens Johnson, J. W. Lake Stevens Mater Center + Meadowlane Miami Gardens Milam, M. A. □ North County North Glade North Hialeah North Twin Lakes Palm Lakes Palm Springs Rainbow Park # Sandor Wiener + Sheppard, Ben Skyway * Twin Lakes Walters, Mae Wyche, Charles D. Young, Nathan B. * Youth Co-Op + □</p> <p style="text-align: center;">MIDDLE (11)</p> <p>Carol City * Country Club Filer, Henry Hialeah Jan Mann Opportunity ~ Lake Stevens Martí, Jose Mater Academy + Miami Lakes North Dade # Palm Springs</p> <p style="text-align: center;">SENIOR (4)</p> <p>Hialeah Mater Academy + Mater Performing Arts + Miami Carol City</p>	<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (23)</p> <p>Biscayne Biscayne Gardens Bryan, W. J. Crestview # David Lawrence Jr. □ Edelman, Gertrude K. Fienberg/Fisher Fullford Gratigny Greynolds Park Hibiscus Lentin, Linda □ Madie, Ives Natural Bridge North Miami Norwood Oak Grove Parkway Parkway Scott Lake # Sibley, Hubert O. South Pointe Treasure Island</p> <p style="text-align: center;">MIDDLE (6)</p> <p>Aspira Youth Leadership + Jefferson, T. * Kennedy, J. F. # Nautilus North Miami * Spirit City Academy +</p> <p style="text-align: center;">SENIOR (0)</p>	<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (25)</p> <p>Arcola Lake Banyan Blanton, Van E. Broadmoor Cooperative Charter + Drew, Charles R. # Earlington Heights • Evans, Lillie C. # • Excel Academy + Franklin, Benjamin * Hadley, Charles R. Hialeah Liberty City • Lorah Park • Meek, Carrie P. Melrose • Miami Park • Olinda Orchard Villa Poinciana Park • Reeves, Henry S. • Seminole South Hialeah Stirrup, E. W. F. # Sweetwater</p> <p style="text-align: center;">MIDDLE (3)</p> <p>Cope North ~ Dario, Ruben # Miami Springs</p> <p style="text-align: center;">SENIOR (2)</p> <p>Corporate Academy North ~ William H. Turner Technical Arts</p>	<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (25)</p> <p>Angleou, Maya Auburndale Citrus Grove Coral Way □ Comstock * Douglass, Frederick Downtown Miami + Early Beginnings Academy + Fairlawn Flagler, Henry M. Gibson, T. Charter + □ Hartner, Eneida M. Kensington Park Kinloch Park Liberty City Charter + Mater East + □ Miami Shores Miller, Phyllis R. # Pharr, Kelsey * Riverside Shenandoah Silver Bluff Smith, Lenora B. Southside Tucker, Frances S. # *</p> <p style="text-align: center;">MIDDLE (7)</p> <p>Citrus Grove * F.I. Academy + Hostos, Aspira E. Maria de + Mater Academy East + Kinloch Park Shenandoah Ponce De Leon</p> <p style="text-align: center;">SENIOR (2)</p> <p>Miami Senior * Young Women's Preparatory Academy •</p>	<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (16)</p> <p>Ashe, Bowman F. Bent Tree Coral Terrace Colonial Drive * Dante B. Fascell Ethel F. Beckford/Richmond # Ethel Koger Beckham Finlay, Dr. Carlos J. Flagami Hurston, Zora Neale Moton, R. R. # Olympia Heights Royal Green Royal Palm South Miami □ Tropical</p> <p style="text-align: center;">MIDDLE (7)</p> <p>Bell, Paul Doolin, Howard J. R. E. Lee Educational Center ~ McMillan, Howard D. Kinloch Park Riviera • W. R. Thomas West Miami</p> <p style="text-align: center;">SENIOR (1)</p> <p>Miami Douglas MacArthur South ~</p>	<p style="text-align: center;">TITLE I</p> <p>ELEMENTARY (18)</p> <p>Avocado Bel-Aire Campbell Drive Caribbean * Chapman, W. ° Gulfstream Miami Community + Miami Heights Naranja Parks, Rosa + □ Pescoe, I & B Pine Lake # Pine Villa # Redland Redondo ° S. Miami Heights West Homestead * ° • Whigham, Dr. E. L.</p> <p style="text-align: center;">MIDDLE (8)</p> <p>Aspira South + Centennial * Cutler Ridge Homestead ° # * Lawrence Academy + Mays # * Redland * Richmond Heights #</p> <p style="text-align: center;">SENIOR (2)</p> <p>Dorothy Wallace Educational Center ~ South Dade °</p>	

+ Charter Schools (22)
° Migrant Education Program (9)
* STELLAR (19)
• I Choose Schools (16)

Magnet (24)
□ K-8 Center (9)
~ Alternative Schools (8)
✓ Specialized Centers (3)

149 Elementary
50 Middle
14 Senior
9 K-8 Centers
11 Alternative or Specialized Centers
233

Zone Schools Total: 39
Zone Schools **not** Title I: Miami Norland Sr. and Hialeah Miami Lakes Sr.
STELLAR Schools Total: 27
STELLAR Schools **not** Title I: American Sr., Southridge Sr., Miami Springs Sr., N. Miami Sr.,

Percentages of Students in Title I and in non-Title I Schools.

			Percentage within characteristic			Percentage within type of school	
			Title I	non-Title I	Total	Title I	non-Title I
N =			179,363	165,993		179,363	165,993
Race/Ethnicity	Black	90,268	72.7	27.3	100	36.6	14.8
	Hispanic	214,484	48.6	51.4	100	58.1	66.4
	White	31,580	21.3	78.7	100	3.8	15
	Other	9,024	30.3	69.7	100	1.5	3.8
Free/Reduced Lunch Participation		216,581	66.6	33.4	100	80.4	43.6
Limited English Proficiency		53,829	64.6	35.4	100	19.4	11.5
Special Education Placement		40,223	55.8	44.2	100	12.5	10.7
Migrant Designation	Current	985	89.6	10.4	100	0.5	0.1
	Expired	993	84.5	15.5	100	0.5	0.1
Grade	PK	7,474	65.0	35.0	100	2.7	1.6
	K	24,856	64.5	35.5	100	8.9	5.3
	01	25,823	63.1	36.9	100	9.1	5.7
	02	26,610	62.6	37.4	100	9.3	6.0
	03	28,064	63.8	36.2	100	10.0	6.1
	04	25,847	60.8	39.2	100	8.8	6.1
	05	26,341	61.2	38.8	100	9.0	6.2
	06	26,462	63.0	37.0	100	9.3	5.9
	07	26,429	64.0	36.0	100	9.4	5.7
	08	23,593	63.5	36.5	100	8.4	5.2
	09	29,139	28.0	72.0	100	4.5	12.6
	10	27,987	26.7	73.3	100	4.2	12.4
	11	23,803	24.9	75.1	100	3.3	10.8
12	22,928	24.6	75.4	100	3.1	10.4	

Percentages of Students in Title I and in non-Title I Schools, cont.

	N =	Percentage within characteristic			Percentage within type of school	
		Title I	non-Title I	Total	Title I	non-Title I
<hr/>						
2007 FCAT Reading Level						
1	51,610	56.9	43.1	100	31.3	22.6
2	41,531	48.6	51.4	100	21.5	21.6
3	56,034	49.6	50.4	100	29.6	28.6
4	33,091	41.7	58.3	100	14.7	19.6
5	10,278	27.0	73.0	100	2.9	7.6
2007 FCAT Mathematics Level						
1	39,155	63.6	36.4	100	26.5	14.5
2	42,289	54.8	45.2	100	24.7	19.5
3	58,876	47.2	52.8	100	29.6	31.6
4	38,110	37.2	62.8	100	15.1	24.4
5	13,627	27.8	72.2	100	4.0	10.0
TOTAL	345,356	na	na	na	100	100

Summary Statistics on Students Who Received Various Title I Services.

	All Title I Public School Students	Parent Portal Users	Transfer Students	SES Recipients	Non-Public Students ^a
<i>N</i> =	179,363	6,347	2,045	14,148	2,403
Male	52.0	54.4	54.7	51.1	51.0
Race/Ethnicity					
Black	36.6	24.0	57.8	43.4	18.0
Hispanic	58.1	63.8	35.2	54.4	52.0
White	3.8	9.8			19.0
Other	1.5	2.4			
Free/Reduced Lunch Participation	80.4	60.8	76.5	100.0	--
Limited English Proficiency	19.4	7.5	3.9	19.0	--
Special Education Placement Grade	12.5	8.5	13.3	13.0	--
PK	2.7	1.2			
K	8.9	6.0	3.8	9.0	6.7
1	9.1	8.5	6.7	14.6	11.9
2	9.3	9.3	7.3	14.8	13.9
3	10.0	10.5	10.6	18.5	10.3
4	8.8	9.3	9.7	13.0	13.1
5	9.0	8.3	7.6	11.3	10.5
6	9.3	13.3	14.1	7.0	10.9
7	9.4	11.8	12.7	5.2	5.5
8	8.4	10.3	8.6	3.6	0.6
9	4.5	4.5	7.9	0.9	2.4
10	4.2	3.1	6.7	0.8	4.7
11	3.3	2.2	2.4	0.9	5.3
12	3.1	1.8	1.8	0.4	4.1
2007 FCAT Reading Level					
<i>n</i> =	(93,922)	(3,735)	(904)	(5,243 ^b)	--
1	31.3	16.9	32.7	38.9	--
2	21.5	19.0	26.2	21.5	--
3	29.6	33.9	29.0	28.5	--
4	14.7	24.6	11.4	10.2	--
5	2.9	5.7	0.7	1.0	--
2007 FCAT Mathematics Level					
<i>n</i> =	(93,809)	(3,743)	(902)	(2,639 ^c)	--
1	26.5	13.9	31.9	29.1	--
2	24.7	20.6	28.9	28.7	--
3	29.6	32.9	27.7	29.1	--
4	15.1	23.1	9.6	11.3	--
5	4.0	9.5	1.8	1.8	--

Summary Statistics on Students Who Received Various Title I Services, cont.

	All Title I Public School Students	Parent Portal Users	Transfer Students	SES Recipients	Non-Public Students ^a				
N=	179,363	6,347	2,045	14,148	2,403				
2007 Percent Proficient									
Reading	47.2	64.1	41.0	39.7	--				
Mathematics	48.8	65.5	39.1	42.2	--				
Behavioral Indicators									
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
6th Grade	n= (16,677)		(847)		(289)		(889)		--
Excused Absences	2.7	4.7	2.5	4.0	2.3	3.3	2.3	3.6	--
Unexcused Absences	4.6	7.9	2.1	3.2	3.3	3.6	3.6	5.3	--
Outdoor Suspensions	1.0	4.0	0.4	1.8	1.2	2.8	0.8	3.1	--
9th Grade	n= (8,145)		(284)		(162)		(116)		--
Excused Absences	3.0	5.8	2.7	4.3	4.0	5.0	2.2	3.2	--
Unexcused Absences	10.4	14.6	5.4	7.2	5.8	7.1	7.1	12.2	--
Outdoor Suspensions	1.6	5.0	1.2	3.4	0.9	3.0	0.8	2.7	--

Note: ^aNon-public students are not enrolled in M-DCPS and so are not a subset of "All Title I Public School Students"
^{b, c} Includes only students tutored in the subject area prior to the 2008 FCAT
Changes in the percentages of students at FCAT levels between 2007 and 2008 should not be interpreted as improvements because the 2007 statistics do not include all students who tested in 2007; only those who were enrolled and tested both years.

Performance of Title I and non-Title I Students on the 2008 Reading, Mathematics, and Science FCAT-SSS

FCAT LEVEL	Reading			Mathematics			Science		
	N=	Title I	non-Title I	Title I	non-Title I	Title I	non-Title I	Total	
	109,967	96,566	109,731	95,922	35,365	35,052	Total		

Percentages of Students in Title I and in non-Title I Schools by FCAT SSS Level

FCAT LEVEL	Title I %	non-Title I %	Total %	Title I %	non-Title I %	Total %	Title I %	non-Title I %	Total %
1	62.5	37.5	100.0	68.6	31.4	100.0	59.7	40.3	100.0
2	55.0	45.0	100.0	59.9	40.1	100.0	51.5	48.5	100.0
3	53.9	46.1	100.0	52.7	47.3	100.0	42.4	57.6	100.0
4	44.4	55.6	100.0	41.9	58.1	100.0	33.3	66.7	100.0
5	30.0	70.0	100.0	34.8	65.2	100.0	28.2	71.8	100.0

Percentages of Students in each FCAT SSS Level by Title I and non-Title I Schools

FCAT LEVEL	Title I %	non-Title I %	Total %	Title I %	non-Title I %	Total %
1	29.9	20.4	23.7	12.4	37.8	25.8
2	21.7	20.2	23.5	18.0	34.3	32.5
3	29.8	29.0	30.6	31.4	23.3	31.9
4	15.3	21.8	16.8	26.7	3.9	7.8
5	3.2	8.5	5.4	11.6	0.8	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Performance of Title I and non-Title I Students on the 2008 Florida Writes Test.

Score	N=	Title I 36,108		non-Title I 37,445	
		% by Score	% by Title I	% by Score	% by non-Title I
1		53.3	1.5	46.7	1.3
1.5		54.0	1.0	46.0	0.8
2		56.6	2.8	43.4	2.1
2.5		55.3	3.9	44.7	3.0
3		52.5	10.8	47.5	9.4
3.5		50.2	13.9	49.8	13.3
4		51.5	33.9	48.5	30.9
4.5		46.8	16.1	53.2	17.6
5		44.8	9.9	55.2	11.8
5.5		39.4	4.1	60.6	6.1
6		35.8	2.2	64.2	3.7
Total			100.0		100.0

Parents' Participation in the Educational Excellence Schools Advisory Council (EESAC).

N=	Title I Schools	Non-Title I Schools
	196	113
	%	%
Number of meetings held		
1 to 3	25	13
4	21	16
5 or more	63	71
Number of parent members in the meeting roster at all meetings held		
Always fewer than 4	5	0
Always 4 or more	63	69
Varying numbers ^a	32	31
Parent members in attendance		
0 parents at 1 or more meetings	45	24
1 parent only at 1 or more meetings	23	20
At least 2 parents at every meeting	32	56

Note. From approved EESAC minutes of meetings held between 8/1/07 and 4/16/08.

^aSome meetings had more than 4 and other meetings had fewer than 4 parent members.

Use of Parent Portal by Parents of Students in Title I and in non-Title I Schools: Percentages within Characteristic and Type of School.^a

		N =	Title I 6,347	Non-Title I 16,052
			%	%
Female			3.3	8.7
Male			3.7	10.6
Race/Ethnicity	Black		2.3	5.1
	Hispanic		3.9	8.8
	White		9.2	17.3
	Other		5.7	12.8
Free/Reduced Lunch Participation			2.7	5.4
Limited English Proficiency			1.7	2.5
Special Education Placement			2.4	7.4
Grade	PK		1.6	2.7
	K		2.4	8.1
	1		3.3	11.9
	2		3.5	12.9
	3		3.7	12.9
	4		3.8	12.4
	5		3.3	12.1
	6		5.1	16.3
	7		4.4	12.8
	8		4.4	12.5
	9		3.5	8.6
	10		2.7	6.7
	11		2.3	6.3
	12		2.0	4.7
2007 FCAT Reading Level	<i>n</i> =		(3,735)	(9,900)
	1		2.1	5.1
	2		3.5	7.5
	3		4.6	10.8
	4		6.6	14.8
	5		7.7	16.7

		Title I	non-Title I
<i>N</i> =		6,347	16,052
		%	%
2007 FCAT Mathematics	<i>n</i> =	(3,743)	(9,870)
	1	2.1	5.1
	2	3.3	7.2
	3	4.4	9.5
	4	6.1	13.1
	5	9.3	17.3
2007 Percent Proficient			
	Reading	5.4	13.0
	Mathematics	5.4	12.0
OVERALL PERCENTAGES		3.5	9.7

Behavioral Indicators

		Mean	S.D.	Mean	S.D.
6th Grade	<i>n</i> =	(847)		(1,594)	
	Excused Absences	2.5	4.0	2.4	3.5
	Unexcused Absences	2.1	3.2	1.3	2.3
	Outdoor Suspensions	0.4	1.8	0.1	1.2
9th Grade	<i>n</i> =	(284)		(1,813)	
	Excused Absences	2.7	4.3	2.4	3.6
	Unexcused Absences	5.4	7.2	3.1	5.1
	Outdoor Suspensions	1.2	3.4	0.5	2.2

^aStatistics indicate the percentages of students with each characteristic at each types of school whose parent(s) accessed the Parent Portal. For instance, the parents of 3.3% of females in Title I schools accessed the Parent Portal.

**TITLE I SCHOOLS THAT ARE ELIGIBLE
FOR SUPPLEMENTAL EDUCATIONAL SERVICES (SES)
2007-2008**

REGIONAL CENTER I	REGIONAL CENTER II	REGIONAL CENTER III	REGIONAL CENTER IV	REGIONAL CENTER V	REGIONAL CENTER VI
ELEMENTARY SCHOOLS/K-8 CENTERS					
Brentwood Bright, James/Johnson, J. W. Bunche Park Carol City Dupuis, J.G. Golden Glades Hawkins, Barbara Lake Stevens Meadowlane Miami Gardens Milam, M.A. K-8 North County North Glade North Hialeah Opa-Locka Palm Lakes Palm Springs Sheppard, Ben Walters, Mae	Biscayne Gardens Bryan, W.J. Fienberg/Fisher Gratigny Lentin, Linda K-8 Myrtle Grove Natural Bridge Norland North Miami Oak Grove Parkview Parkway	Arcola Lake Blanton, Van E. Broadmoor Drew, Charles R. Franklin, Benjamin Hialeah Holmes King, Martin L. Liberty City Mack, Dr. Henry W. (West Little River) Miami Park Meek, Carrie P. (Westview) Melrose Olinda Orchard Villa Reeves, Henry	Angelou, Maya Auburndale Citrus Grove Comstock Crowder, Thena Douglass, Frederick Dunbar, Paul L. Edison Park Flagler, Henry M. F.I. Academy Hartner, Eneida M. Kensington Park Little River L'ouverture, Toussaint Liberty City Charter Miller, Phyllis R. Morningside Pharr, Kelsey Santa Clara Shenandoah Silver Bluff Smith, Lenora Tucker, Frances S. Wheatley, Phillis	Ethel F. Beckford/ Richmond Colonial Drive Coral Terrace Finlay, Dr. Carlos Olympia Heights	Bel-Aire Campbell Drive Caribbean Chapman, William Florida City Leisure City K-8 Naranja Pescoe, I. & B. Parks, Rosa Pine Lake Pine Villa South Miami Heights Saunders, Laura C. West Homestead Whigham, Dr. Edward
MIDDLE SCHOOLS					
Carol City Filer, Henry Hialeah Lake Stevens Marti, Jose North Dade Palm Springs	Aspira Youth Lead Jefferson, Thomas Kennedy, John F. Nautilus Norland North Miami Parkway	Brownsville Dario, Ruben Drew, Charles R. Madison Miami Springs Westview	Allapattah Aspira E. M. de Hostos Citrus Grove Diego, Jose de Kinloch Park Mann, Horace Miami Edison Shenandoah	Bell, Paul Doolin, Howard West Miami	Campbell Drive Centennial Cutler Ridge Homestead Mays Redland Richmond Heights
SENIOR HIGH SCHOOLS					
			Miami Edison Miami Jackson Miami Senior Washington, Booker T.		Homestead

State Approved Providers

State Approved Providers	Students Served	Maximum Hours Per Student
FLORIDA EDUCATIONAL	3,422	18
ROCKET LEARNING	2,691	27
THE PRINCETON REVIEW	2,027	21
READ AND SUCCEED LLC	1,142	20
CLUB Z INC,	827	23
COOL KIDS LEARN	661	20
PROGRAM & PROJECT MA	364	27
JAYS LEARNING CENTER	223	18
BINET INC	209	20
THE HAMPTON EDUC.	192	18
A+ TUTOR U	169	29
ONE ON ONE LEARNING	161	23
EDUCATIONAL DEVELOPM	159	29
SUNSHINE SES	147	24
GROWING MINDS TEACHI	128	18
ABUNDANT LIVING CITI	122	24
BARI'S TUTORING INC.	120	33
SUPPLEMENTAL INSTRUC	114	29
KIDZ YOUTH SERVICE I	113	20
PALM HARBOUR PREP	112	20
BRIGHT FUTURES LEARN	104	23
CHANCELLOR SES	86	33
HUNTINGTON LEARNING	80	37
TOTLEYS	72	23
CENTRO CRISTIANO CAS	71	23
BRIGHT SKY LEARNING	69	33
NEXT LEVEL EDUCATION	65	20
J.F.K TUTORING SERVI	53	24
EDUCATIONAL SUPPORT	46	21
READY 2 LEARN INC	41	18
LINCOLN-MARTI	40	21
LEARNING ELEMENTS	37	21
BOYS AND GIRLS CLUB	35	40
ACADEMIC INC	35	36
CUBAN AMERICAN NATIO	34	21
COMMUNITIES IN SCHOO	33	24
CHILD HOPE INC	31	18
HOPE COMMUNITY DEVEL	20	18
SPIRIT MINISTRY INC	20	20
AFTER SCHOOL CARE NE	14	20
A+ ADVANCED LEARNING	13	27
ATS PROJECT SUCCESS	13	29
TOERAH INC	10	23
EXCEL TUTORING SERVI	9	20
ALTERNATIVES UNL INC	5	36
EDUSYNERGY LLC	3	18
HELPING EMOTIONS AND	3	18
PROJECT MIND	2	18
Total	14,147	

NCLB Sending Schools

Students attending the schools listed below may be eligible for a school choice option with transportation in 2006-2007. Check the opposite side and match colors for Transportation Zones.

ELEMENTARY

Angelou, Maya Elementary
Arcola Lake Elementary
Beckford, Ethel/Richmond Elem.
Bel-Aire Elementary
Broadmoor Elementary
Bryan, W. J. Elementary
Campbell Drive Elementary
Caribbean Elementary
Carol City Elementary
Chapman, Dr. William Elem.
Comstock Elementary
Coral Terrace Elementary
Douglass, Frederick Elem.
DuPuis, John G. Elementary
Edison Park Elementary
Fienberg/Fisher Elementary
Flagler, Henry M. Elementary
Flamingo Elementary
Florida City Elementary
Golden Glades Elementary
Graham, Ernest R. Elementary
Hartner, Eneida Elementary
Holmes Elementary
King, Martin Luther Elementary
Lake Stevens Elementary
Leisure City K-8 Center
Lentin, Linda K-8 Center
Liberty City Charter Elementary
Liberty City Elementary
Little River Elementary
L'Ouverture, T. Elementary
Mack/West Little River
Melrose Elementary
Miami Gardens Elementary
Miller, Phyllis Elementary
Morningside Elementary
Myrtle Grove Elementary
Naranja Elementary
Natural Bridge Elementary
North County Elementary
North Glade Elementary

North Hialeah Elementary
North Miami Elementary
Opa Locka Elementary
Orchard Villa Elementary
Parks, Rosa Comm. Elem.
Palm Springs Elementary
Pharr, Kelsey L. Elementary
Pine Lake Elementary
Santa Clara Elementary
Saunders, Laura Elementary
Shadowlawn Elementary
Silver Bluff Elementary
South Miami Heights Elem.
Tucker, Frances S. Elem.
West Homestead Elementary
Wheatley, Phillis Elementary

Mann, Horace Middle
Marti, Jose Middle
Mays Middle
Miami Edison Middle
Miami Springs Middle
Nautilus Middle
Norland Middle
North Dade Middle
North Miami Middle
Palm Springs Middle
Parkway Middle
Redland Middle
Richmond Heights Middle
Shenandoah Middle
West Miami Middle
Westview Middle

MIDDLE

Allapattah Middle
Aspira Youth Leadership
Aspira Eugenio Maria de Hostos
Aspira Youth Leadership Charter
Bell, Paul Middle
Brownsville Middle
Campbell Drive Middle
Carol City Middle
Centennial Middle
Citrus Grove Middle
Cutler Ridge Middle
Dario, Ruben Middle
de Diego, Jose Middle
Drew, Charles R. Middle
Filer, Henry H. Middle
Florida Int. Academy Charter
Hialeah Middle
Homestead Middle
Howard A Doolin Middle
Jefferson, Thomas Middle
Kennedy, John F. Middle
Kinloch Park Middle
Lake Stevens Middle
Madison Middle

SENIOR HIGH

Homestead Senior
Miami Edison Senior
Miami Jackson Senior
Miami Senior
Washington, B. T. Senior

*Schools may be added or deleted from this eligibility list contingent upon 2005-2006 student achievement

NCLB Receiving Schools for Choice

Find the matching color on reverse side of the sheet to identify which school your child may attend and be eligible to receive transportation.

North

ELEMENTARY

Crestview Elementary
Good, Joella C. Elementary
Greynolds Park Elementary
Hibiscus Elementary
Ives, Madie Elementary
Lorah Park Elementary
Miami Lakes Elementary
Miami Springs Elementary
North Twin Lakes Elem.
Rainbow Park Elem.
Skyway Elem.
Springview Elementary
Wyche, Charles D. Elem.
Young, Nathan B. Elem.

MIDDLE

Chiles, Lawton Middle
Doral Middle
Miami Lakes Middle

SENIOR HIGH

*Countywide Transportation
Braddock, G. H. Senior
Coral Gables Senior
Goleman, Barbara Senior
Hialeah Senior
Miami Beach Senior
Miami Coral Park Senior
Miami Springs Senior
Miami Sunset Senior
North Miami Beach Senior
Miami Southridge Senior
Southwest Miami Senior

*Schools have limited number of seats

Central

ELEMENTARY

E.W.F. Stirrup Elem.
Earlington Heights Elem.
Emerson Elementary
Evans, Lillie C. Elementary
Everglades K - 8 Center
Fairchild Elementary
Flagami Elementary
Greenglade Elementary
Key Biscayne K-8 Center
Ludlam Elementary
Matthews, W. Elementary
Roberts, Jane S. K-8 Center
Rockway Elementary
Royal Green Elementary
Royal Palm Elementary
South Miami Elementary
Southside Elementary
Sylvania Heights Elementary
Village Green Elementary

MIDDLE

McMillan, H. D. Middle
Rockway Middle
Thomas, W. R. Middle

South

ELEMENTARY

Ashe, B. F. Elementary
Avocado Elementary
Calusa Elementary
Coral Reef Elementary
Cutler Ridge Elementary
Eve, Christina Elementary
Fascell, Dante B. Elementary
Floyd, Gloria Elementary
Frank C. Martin Elem.
Hoover, Oliver Elementary
Howard Drive Elementary
Kendale Elementary
Kendale Lakes Elementary
Kenwood K-8 Center
Lehman, William H. Elem.
Miami Heights Elementary
Moton, R. R. Elementary
Palmetto Elementary
Pinecrest Elementary
Porter, Dr. Gilbert Elem.
Redland Elementary
Redondo Elementary
Snapper Creek Elementary
Vineland Elementary
Winston Park Elementary

MIDDLE

Arvida Middle
Glades Middle
Hammocks Middle
Palmetto Middle

Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT.

	Transfer Choice		SES	
	N =		Reading	Mathematics
	2,045		12,765	5,221
Grade	%		%	%
K	3.8		9.7	6.8
1	6.7		14.4	10.0
2	7.3		15.5	13.3
3	10.6		18.6	17.4
4	9.7		13.1	12.7
5	7.6		10.9	12.4
6	14.1		6.6	10.0
7	12.7		4.9	6.8
8	8.6		3.5	5.2
9	7.9		0.9	1.6
10	6.7		0.8	1.5
11	2.4		0.8	1.6
12	1.8		0.4	0.7
Total	100.0		100.0	100.0

2008 FCAT Levels of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT

	Transfer Choice		SES	
	Reading	Mathematics	Reading	Mathematics
N =	904	902	5,243	2,639
Level	%	%	%	%
1	32.7	31.9	38.9	29.1
2	26.2	28.9	21.5	28.7
3	29.0	27.7	28.5	29.1
4	11.4	9.6	10.2	11.3
5	0.7	1.8	1.0	1.8
Total	100.0	100.0	100.0	100.0

Non-Public Schools and Students Served by Catapult Learning.

School	Frequency	Percent
Bais Yaakov	26	1.08
Blessed Trinity	41	1.71
Champagnat	27	1.12
Christopher Columbus	19	0.79
Coleman Carroll	73	3.04
Corpus Christi	87	3.62
Curley Notre Dame	334	13.89
Divine Providence	62	2.58
First Assembly	32	1.33
Hebrew Academy	30	1.25
Holy Cross	29	1.21
Holy Family	58	2.41
Holy Rosary	66	2.75
Immaculate Conception	113	4.70
Immaculate La Salle H.S.	22	0.92
Lubavitch	55	2.29
Miami Union	30	1.25
Mother of Christ	145	6.03
Mother of Our Redeemer	42	1.75
New Jerusalem	9	0.37
Sacred Heart	82	3.41
Shaarei Bina	6	0.25
Sts. Peter & Paul	66	2.75
St. Frances	31	1.33
St. James	115	4.78
ST. John the Apostle	75	3.12
St. Joseph	62	2.58
St. Mary	66	2.75
St. Michael	134	5.57
St. Monica	44	1.83
St. Patrick	160	6.66
St. Rose of Lima	75	3.12
Sunflower	58	2.41
Toras Emes	43	1.79
Worshiper House of Prayer	23	0.96
Yeshiva Elementary	63	2.62
Total	2403	100.00

Numbers of Students Tutored in Non-Public Schools and Mean Tutoring Hours Provided by Grade and by Subject

Grade	Reading			Mathematics			Study Skills/Counseling			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
not reported							1			1		
K	145	35.4	17.2	72	32.6	12.0	12	9.3	2.6	158	48.1	32.5
1	190	35.1	14.4	89	33.1	12.3	66	15.3	5.9	280	38.0	22.4
2	177	33.3	14.4	104	29.1	13.3	150	14.6	7.0	321	34.6	21.8
3	111	28.8	13.2	111	25.6	13.3	97	16.0	9.7	226	33.6	21.1
4	125	27.0	13.3	106	27.4	12.6	154	13.1	5.9	303	27.4	22.5
5	74	30.3	14.1	76	23.9	13.6	161	13.0	6.1	234	26.3	22.8
6	54	22.9	11.1	44	23.7	12.2	178	11.9	5.5	239	18.4	14.5
7	45	23.3	12.9	40	22.3	11.2	88	9.2	2.2	127	21.7	20.9
8	30	20.3	14.5	25	21.2	14.0	15	8.3	4.5	46	27.4	24.4
9	50	32.2	17.3	42	15.1	3.3	76	9.5	0.7	144	20.6	14.3
10	18	27.7	17.6	4			79	5.0	0.0	99	10.1	12.5
11	16	19.8	11.0	5			107	7.1	4.8	127	8.9	7.3
12	7						91	5.0	0.0	98	6.7	6.7
Total	1042	30.8	15.1	718	26.7	13.2	1275	11.3	6.5	2403	27.3	23.2

Note. Statistics on fewer than 10 students are not reported.

Percentages of Students at Each of the Service Schools that Received Services.

Location	Total Count of Migrant Students	PFS %	Counseling		School Day Tutoring		ESP Attendance		Attendance Activities	
			% Served	Average Sessions <i>n</i>	% Served	Average Sessions <i>n</i>	% Served	Average Sessions <i>n</i>	% Served	Average Activities <i>n</i>
W. Chapman	59	16.95	35.59	3.00	76.27	a	42.37	165.16	100.00	1.00
Florida City	42	16.67	7.14	7.67	14.29	54.33	40.48	109.12	64.29	2.70
Leisure City	154	28.57	51.95	5.93	63.64	24.48	35.06	135.46	97.40	1.63
L. Saunders	129	34.88	25.58	1.42	25.58	15.39	34.88	130.11	90.70	4.57
Redondo	59	42.37	0.00		32.20	71.95	32.20	132.32	61.02	3.47
West Homestead	56	17.86	42.86	8.75	21.43	48.17	39.29	131.59	51.79	2.83
Campbell Drive	39	43.59	94.87	3.86	5.13	1.50	15.38	27.83	82.05	1.75
Homestead Middle	72	55.56	100.00	5.76	25.00	4.00	58.33	73.07	100.00	2.10
Homestead S.H.	81	12.35	98.77	5.80	70.37	15.51	6.17	122.40	97.53	6.70
South Dade	93	33.33	97.85	7.85	54.84	11.02	7.53	60.43	97.85	3.88
Total	784	30.48	56.25	5.79	43.49	22.63	30.87	119.15	88.27	3.191

a The number of sessions for W. Chapman is not reported because the teacher misreported session lengths and these could not be re-created with accuracy.

PFS = Priority for Services

		Title I	Non-Title I
Parent Involvement - 2008 Administrators ¹	<i>Surveys completed by Principals =</i>	70	46
	<i>Surveys completed by Assistant Prin.=</i>	32	24
	<i>Total # of Surveys =</i>	102	70

Instructions^r

The School Board of Miami-Dade County recognizes that strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. Your answers to this survey will provide a measure of the District's success in involving parents, and the findings will be compared to last year's results.

For budgetary reasons, this survey includes some questions applicable only to Title I schools. If the question does not apply to your school, please choose "Not Applicable".

The answers WILL NOT be presented individually by school. Only group results will be reported. Confidentiality of the responses is guaranteed and your cooperation is greatly appreciated.

Parent Involvement Survey for Administrators

1. Please indicate the role that best describes your relationship to Miami-Dade County Public Schools. (Please select only one.)

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Principal	= 70%	66%
<input type="checkbox"/> Assistant Principal	= 30%	34%
<input type="checkbox"/> Counselor	=	{These responses were not used}
<input type="checkbox"/> Other (Specify):	=	{These responses were not used}

2. From the Drop Down list of schools below, please select the name of your school.

(Select only one.)
See List of Schools

4. How often did your school give out information about school events to your parents.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Regularly	= 98%	90%
<input type="checkbox"/> Sometimes	= 0%	7%
<input type="checkbox"/> Upon request	= 0%	1%
<input type="checkbox"/> Other (Specify):	= 1%	1%
Blanks	= 1%	1%

5. How did you publicize events and activities to parents ?

(Select all that apply.)	Title I	Non-Title I
<input type="checkbox"/> Automated Phone Message	= 95%	96%
<input type="checkbox"/> Web Site	= 58%	74%
<input type="checkbox"/> Flyer	= 95%	83%

¹ Questions from survey used in analyses
 Because of decimals, percentages may not add to 100.

	Title I	Non-Title I
<input type="checkbox"/> Radio	= 4%	9%
<input type="checkbox"/> Newspaper	= 19%	30%
<input type="checkbox"/> Word of mouth	= 49%	51%
<input type="checkbox"/> Other (specify):	= 41%	47%

6. At the beginning of the year, parents were provided with a student/parent handbook containing information about school policies.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Yes	= 98%	94%
<input type="checkbox"/> No	= 1%	6%
<input type="checkbox"/> I Don't Know	= 1%	0%

7. Parents were informed in writing about how they may contact their children's teachers.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Yes	= 97%	91%
<input type="checkbox"/> No	= 0%	4%
<input type="checkbox"/> I Don't Know	= 3%	3%
Blanks	= 0%	1%

8. Printed materials were made available to parents in their primary languages.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Yes	= 100%	97%
<input type="checkbox"/> No	= 0%	1%
<input type="checkbox"/> I Don't Know	= 0%	1%

9. Parents were provided with a monthly calendar or listing of events.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Yes	= 87%	81%
<input type="checkbox"/> No	= 12%	17%
<input type="checkbox"/> I Don't Know	= 1%	0%
Blanks	= 0%	1%

10. Staff at the school treat parents with respect.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Strongly Agree	= 87%	81%
<input type="checkbox"/> Agree	= 12%	17%
<input type="checkbox"/> Disagree	= 1%	1%
<input type="checkbox"/> Strongly Disagree	= 0%	0%
<input type="checkbox"/> I Don't Know	= 0%	0%

11. What proportion of your parents were informed about meetings specific for them about school procedures and programs.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> All parents	= 83%	79%
<input type="checkbox"/> Most parents	= 14%	16%

Because of decimals, percentages may not add to 100.

	Title I	Non-Title I
<input type="checkbox"/> Some parents	= 3%	3%
<input type="checkbox"/> Not applicable	= 0%	3%

12. There is a parent resource center or space within the school for parents.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Yes	= 98%	93%
<input type="checkbox"/> No	= 1%	7%
<input type="checkbox"/> I Don't Know	= 0%	0%

13. Is there at least one computer at your school where parents can access the Parent Portal at all times?

(Select all that apply.)	Title I	Non-Title I
<input type="checkbox"/> Yes, there is at least one available at all times in the Main Office	= 27%	20%
<input type="checkbox"/> Yes, there is at least one available at all times at the Parent Center	= 67%	31%
<input type="checkbox"/> Yes, there is at least one available at all times in the Media Center	= 0%	0%
<input type="checkbox"/> Yes, there is at least one available but not at all times	= 2%	9%
<input type="checkbox"/> No, there are no computers available to parents	= 2%	0%

14. Parents were included in the planning and implementation of some school events.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Always	= 57%	51%
<input type="checkbox"/> Sometimes	= 33%	39%
<input type="checkbox"/> On a need basis	= 8%	7%
<input type="checkbox"/> Never	= 1%	3%

16. Learning opportunities and activities were presented to parents in their primary languages.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Always	= 70%	54%
<input type="checkbox"/> Most of the time	= 23%	30%
<input type="checkbox"/> Sometimes	= 6%	10%
<input type="checkbox"/> Rarely	= 1%	3%
<input type="checkbox"/> Other (specify):	= 1%	1%
Blanks	= 0%	1%

17. Learning opportunities and activities were scheduled at the following times for parents.

(Select all that apply.)	Title I	Non-Title I
<input type="checkbox"/> Early Evening	= 96%	86%
<input type="checkbox"/> Before School	= 32%	30%
<input type="checkbox"/> During School	= 66%	49%
<input type="checkbox"/> During Weekends	= 40%	30%
<input type="checkbox"/> Other (Specify):	= 11%	11%

Because of decimals, percentages may not add to 100.

18. Do you have a Community Involvement Specialist or Parent Liaison ?

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> No	= 7%	63%
<input type="checkbox"/> Yes, on a full time basis	= 70%	19%
<input type="checkbox"/> Yes, on a part-time basis	= 24%	17%
Blanks	= 0%	1%

19. A "Title I Compact" or an "Educational Agreement" was given at the beginning of the year to:

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 1%	71%
<input type="checkbox"/> All parents	= 92%	10%
<input type="checkbox"/> Most parents	= 3%	1%
<input type="checkbox"/> Some parents	= 1%	1%
<input type="checkbox"/> Not given	= 0%	10%
<input type="checkbox"/> I Don't Know	= 3%	3%
Blanks	= 0%	3%

20. A copy of the Parental Involvement - A Home-School Partnership Board Rule was given to:

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> All parents	= 83%	70%
<input type="checkbox"/> Most parents	= 9%	11%
<input type="checkbox"/> Some parents	= 1%	4%
<input type="checkbox"/> Not given	= 2%	7%
<input type="checkbox"/> I Don't Know	= 5%	6%
Blanks	= 0%	3%

21. A copy of the "Title I Parental Involvement Policy", if applicable, was given to:

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> All parents	= 85%	3%
<input type="checkbox"/> Most parents	= 8%	1%
<input type="checkbox"/> Some parents	= 1%	0%
<input type="checkbox"/> Not given	= 0%	11%
<input type="checkbox"/> I Don't Know	= 4%	0%
<input type="checkbox"/> Not applicable	= 1%	83%
Blanks	= 1%	1%

22. Parents were encouraged by school staff to demonstrate their special knowledge, abilities, talents, and cultural experiences in school programs and activities such as career days, mentoring programs and tutoring sessions.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> No	= 12%	14%
<input type="checkbox"/> I Don't Know	= 8%	3%
<input type="checkbox"/> Yes (Explain):	= 71%	71%
Blanks	= 10%	11%

Because of decimals, percentages may not add to 100.

23. In order to assist parents in helping their children, please select all the resources that are available at the school site for parents.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> I Don't Know	= 1%	1%
<input type="checkbox"/> Pamphlets	= 31%	30%
<input type="checkbox"/> Videotapes	= 1%	3%
<input type="checkbox"/> Lists of references and agencies	= 45%	46%
<input type="checkbox"/> Other(Specify):	= 21%	17%
Blanks	= 1%	1%

24. A meeting to introduce parents to the Title I program was held at the school during the 2007-2008 school year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 2%	87%
<input type="checkbox"/> I Don't Know	= 8%	1%
<input type="checkbox"/> No	= 4%	9%
<input type="checkbox"/> Yes	= 68%	0%
Blanks	= 19%	2%

Average # of parents attended = 337.4 (S.D.=233.7) = 0 (S.D.=0)

25. An "Open House" was held at the school during the 2007-2008 school year

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 1%	4%
<input type="checkbox"/> I Don't Know	= 1%	0%
<input type="checkbox"/> No	= 0%	1%
<input type="checkbox"/> Yes	= 77%	77%
Blanks	= 21%	17%

Average # of parents attended = 423.0 (S.D.=271.7) = 561.4 (S.D.=375.2)

26. A "Student Award Ceremony" was or will be held at the school during the 2007-2008 school year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 1%	4%
<input type="checkbox"/> I Don't Know	= 1%	0%
<input type="checkbox"/> No	= 0%	4%
<input type="checkbox"/> Yes	= 74%	74%
Blanks	= 25%	17%

Average # of parents attended = 224.8 (S.D.=288.4) = 354.8 (S.D.=226.7)

27. EESAC meetings were held at the school during the 2007-2008 school year

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 0%	3%
<input type="checkbox"/> I Don't Know	= 2%	1%
<input type="checkbox"/> No	= 0%	0%
<input type="checkbox"/> Yes	= 85%	86%

Because of decimals, percentages may not add to 100.

	Title I	Non-Title I
Blanks	= 13%	10%
Average # of meetings = 8.4 (S.D.=2.4)		= 7.6 (S.D.=2.4)

28. Do you have a PTA or PTSA?

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> I Don't Know	= 1%	0%
<input type="checkbox"/> No	= 3%	13%
<input type="checkbox"/> Yes	= 68%	66%
Blanks	= 28%	20%
Average # of members = 120.1 (S.D.=159.3)		= 289.3 (S.D.=271.9)

29. PTA or PTSA meetings were held at the school during the 2007-2008 school year

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 3%	7%
<input type="checkbox"/> I Don't Know	= 2%	1%
<input type="checkbox"/> No	= 4%	6%
<input type="checkbox"/> Yes	= 75%	70%
Blanks	= 16%	16%
Average # of meetings = 6.1 (S.D.=3.2)		= 7.6 (S.D.=3.2)

30. English classes for parents who speak other languages were offered at the school during the 2007-2008 academic year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 9%	17%
<input type="checkbox"/> I Don't Know	= 6%	6%
<input type="checkbox"/> No	= 49%	54%
<input type="checkbox"/> Yes	= 32%	19%
Blanks	= 4%	4%
Average # of Classes = 23.3 (S.D.=59.6)		= 21.4 (S.D.=32.8)

31. Workshops and activities designed to help parents to help their children learn were held at the school during the 2007-2008 academic year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 0%	1%
<input type="checkbox"/> I Don't Know	= 2%	3%
<input type="checkbox"/> No	= 3%	10%
<input type="checkbox"/> Yes	= 79%	77%
Blanks	= 16%	9%
Average # of workshops): = 7.8 (S.D.=5.5)		= 5.0 (S.D.=2.7)

32. Workshops and activities on OTHER CHILD related issues (Health, nutrition, development) were held at the school during the 2007-2008 academic year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> Not Applicable	= 0%	3%

Because of decimals, percentages may not add to 100.

	Title I	Non-Title I
<input type="checkbox"/> I Don't Know	= 4%	6%
<input type="checkbox"/> No	= 16%	30%
<input type="checkbox"/> Yes	= 67%	50%
Blanks	= 14%	11%

Average # of workshops): = 5.3 (S.D.=4.5) = 2.5 (S.D.=1.0)

33. Other workshops or activities on topics of interest to parents (Legal, real estate, health, employment, etc...) were offered at the school during the 2007-2008 academic year.

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> I Don't Know	= 5%	6%
<input type="checkbox"/> No	= 29%	50%
<input type="checkbox"/> Not Applicable	= 1%	9%
<input type="checkbox"/> Yes	= 51%	29%
Blanks	= 14%	7%

Average # explained = 5.5 (S.D.=13.1) = 2.9 (S.D.=4.1)

34. The average number of participants at the workshops was:

(Select only one.)	Title I	Non-Title I
<input type="checkbox"/> I Don't Know	= 10%	17%
<input type="checkbox"/> Not Applicable	= 7%	10%
<input type="checkbox"/> The average # is:	= 79%	67%
Blanks	= 4%	6%

Average # of participants = 29.4 (S.D.=27.9) = 36.5 (S.D.=32.8)

37. If you would like to make any further comments or suggestions, enter them here:

(Provide one response only.)

Because of decimals, percentages may not add to 100.

Title I
Parent Involvement – 2008 Administrators
Schools That Responded = 102

121 Auburndale Elem. Sch.
271 Bent Tree Elem. Sch.
361 Biscayne Gardens Elem. Sch.
401 Van E. Blanton Elem. Sch.]
451 Bowman Foster Ashe Elem. Sch.
481 James H. Bright Elem. Sch.
521 Broadmoor Elem. Sch.
561 William J. Bryan Elem. Sch.
641 Bunche Park Elem. Sch.
651 Campbell Drive Elem. Sch.
661 Caribbean Elem. Sch.
681 Carol City Elem. Sch.
801 Citrus Grove Elem. Sch.
1121 Coral Way Elem. Sch.
1521 Amelia Earhart Elem. Sch.
1801 Fairlawn Elem. Sch.
1811 Dante B. Fascell Elem. Sch.
1881 Henry M. Flagler Elem. Sch.
1921 Flamingo Elem. Sch.
2001 Florida City Elem. Sch.
2041 Benjamin Franklin Elem. Sch.
2081 Fulford Elem. Sch.
2241 Gratigny Elem. Sch.
2281 Greynolds Park Elem. Sch.
2321 Gulfstream Elem. Sch.
2331 Charles R. Hadley Elem. Sch.
2501 Holmes Elem. Sch.
2511 Zora Neale Hurston Elem. Sch.
2531 Thena Crowder Elem. Sch.
2661 Kensington Park Elem. Sch.
2761 Martin Luther King Elem. Sch.
2821 Lakeview Elem. Sch.
2901 Leisure City K-8 Center
2941 Laura C. Saunders Elem. Sch.
2981 Liberty City Elem. Sch.
3051 Toussaint L Ouverture Elem. Sch.
3261 Miami Heights Elem. Sch.
3341 Miami Shores Elem. Sch.
3501 Morningside Elem. Sch.
3541 Robert Russa Moton Elem. Sch.
3661 Natural Bridge Elem. Sch.
3701 Norland Elem. Sch.
3821 North County Elem. Sch.
3861 North Glade Elem. Sch.
3981 North Twin Lakes Elem. Sch.
4001 Norwood Elem. Sch.
4261 Palm Springs Elem. Sch.
4391 Irving and Beatrice Peskoe Elem. Sch.
4401 Kelsey L. Pharr Elem. Sch.
4501 Poinciana Park Elem. Sch.
4611 Redondo Elem. Sch.
4681 Riverside Elem. Sch.
4741 Royal Green Elem. Sch.
4761 Royal Palm Elem. Sch.
5041 Silver Bluff Elem. Sch.
5081 Skyway Elem. Sch.
5091 South Pointe Elem. Sch.
5141 Hubert O. Sibley Elem. Sch.
5201 South Hialeah Elem. Sch.
5381 E. W. F. Stirrup Elem. Sch.

Non-Title I
Parent Involvement – 2008 Administrators
Schools That Responded = 70

91 Bob Graham Education Center
441 Blue Lakes Elem. Sch.
841 Coconut Grove Elem. Sch.
961 Coral Gables Elem. Sch.
1371 Marjory Stoneman Douglas Elem. Sch.
2021 Gloria Floyd Elem. Sch.
2181 Joella C. Good Elem. Sch.
2191 Spanish Lake Elem. Sch.
2341 Joe Hall Elem. Sch.
2441 Virginia A. Boone/Highland Oaks Elem. Sch.
2641 Kendale Elem. Sch.
2701 Kenwood K-8 Center
2741 Key Biscayne K-8 Center
2881 Leewood Elem. Sch.
2891 William Lehman Elem. Sch.
3061 Ludlam Elem. Sch.
3111 Wesley Matthews Elem. Sch.
3191 Ada Merritt Elem. Sch.
3381 Miami Springs Elem. Sch.
3741 North Beach Elem. Sch.
4221 Palmetto Elem. Sch.
4281 Palm Springs North Elem. Sch.
4381 Perrine Elem. Sch.
5003 South Dade Md. Sch.
5121 Snapper Creek Elem. Sch.
5361 Springview Elem. Sch.
5401 Sunset Elem. Sch.
5421 Sunset Park Elem. Sch.
5441 Sylvania Heights Elem. Sch.
5641 Village Green Elem. Sch.
5671 Vineland Elem. Sch.
5961 Winston Park Elem. Sch.
6151 Doral Md. Sch.
6161 Lawton Chiles Md. Sch.
6211 Glades Md. Sch.
6221 Hammocks Md. Sch.
6701 Palmetto Md. Sch.
6771 Jorge Mas Canosa Md.
6861 Southwood Md. Sch.
6881 South Miami Md. Community Sch.
6921 Lamar Louise Curry Md. Sch.
7011 American Sr. High Sch.
7051 G. Holmes Braddock Sr. High Sch.
7071 Coral Gables Sr. High Sch.
7072 Coral Gables Adult
7091 Sch. for Advanced Studies So.
7101 Coral Reef Sr. High Sch.
7121 John A. Ferguson Sr.
7141 Dr. Michael M. Krop Sr. High Sch.
7161 MAST Academy Sr High Sch.
7202 Miami Beach Adult
7241 Ronald W. Reagan/Doral Sr. High Sch.
7254 Miami Douglas MacArthur North Sr High Sch.
7381 Miami Norland Sr. High Sch.
7391 Miami Lakes Educational Center
7431 Miami Palmetto Sr. High Sch.
7512 Miami Springs Sr. Adult
7531 Miami Sunset Sr. High Sch.
7721 South Miami Sr. High Sch.
7731 Miami Southridge Sr. High Sch.

Title I
Parent Involvement – 2008 Administrators
Schools That Responded = 102

5561 Frances S. Tucker Elem. Sch.
5711 Mae M. Walters Elem. Sch.
5791 West Homestead Elem. Sch.
5901 Carrie P. Meek/Westview Elem. Sch.
6031 Brownsville Md. Sch.
6041 Paul W. Bell Md. Sch.
6051 Carol City Md. Sch.
6061 Campbell Drive Md. Sch.
6111 Cutler Ridge Md. Sch.
6121 Rubén Darío Md. Sch.
6131 Howard A. Doolin Md. Sch.
6141 Charles R. Drew Md. Sch.
6171 Henry H. Filer Md. Sch.
6231 Hialeah Md. Sch.
6251 Homestead Md. Sch.
6281 Thomas Jefferson Md. Sch.
6301 John F. Kennedy Md. Sch.
6361 José de Diego Md. Sch.
6391 Madison Md. Sch.
6431 Arthur & Polly Mays Md. Cmty Sch.
6441 Howard D. McMillan Md. Sch.
6521 Miami Springs Md. Sch.
6571 Norland Md. Sch.
6611 Country Club Md.
6631 North Miami Md. Sch.
6681 Palm Springs Md. Sch.
6741 Ponce de Leon Md. Sch.
6761 Redland Md. Sch.
6841 Shenandoah Md. Sch.
6901 W. R. Thomas Md. Sch.
6961 West Miami Md. Sch.
7151 Homestead Sr. High Sch.
7201 Miami Beach Sr. High Sch.
7231 Miami Carol City Sr. High Sch.
7251 Miami Central Sr. High Sch.
7301 Miami Edison Sr. High Sch.
7461 Miami Sr. High Sch.
7601 William H. Turner Tec.I Arts Sr. High Sch.
7701 South Dade Sr. High Sch.
7791 Booker T. Washington Sr. High Sch.
8017 Education Alternative Outreach Program
8151 Robert Renick Education Center

Non-Title I
Parent Involvement – 2008 Administrators
Schools That Responded = 70

7741 Southwest Miami Sr. High Sch.
7751 Barbara Goleman Sr. High Sch.
7781 Felix Varela Sr. High Sch.
7901 New World Sch. of the Arts Sr. High Sch.
8022 Highways to Success Sch.
8139 D. A. Dorsey Educational Center
8141 Juvenile Justice Center
8201 Corporate Academy South
9731 Instructional Systemwide
9732 Merrick Educational Center

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.