

OFFICE OF PROGRAM EVALUATION  
MIAMI-DADE COUNTY PUBLIC SCHOOLS

# TITLE I

# 2015-2016 REPORT

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“IMPROVING THE ACADEMIC ACHIEVEMENT  
OF THE DISADVANTAGED”  
OF THE  
NO CHILD LEFT BEHIND ACT OF 2001

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# TITLE I

## 2015-2016 REPORT

### “IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED” OF THE NO CHILD LEFT BEHIND ACT OF 2001

#### THE FEDERAL LAWS

This report provides information on the status of schools and students supported by funds generated by two federal laws. The first of these, the “No Child Left Behind Act of 2001”<sup>1</sup> (NCLB) was approved by Congress “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.” Title I, Improving the Academic Achievement of the Disadvantaged, is one of ten titles of the Act and 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 NCLB Act was based on four basic principles distributed through eight parts:

- 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.

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.

<sup>1</sup> 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/>

**Part A of Title I.** Part A of the law required that states which received funds to improve basic programs develop a plan that specifies academic standards, academic assessments, and a system for accountability. Standards were to be challenging and applied to all children equally. Assessments were to be valid and reliable, to be used yearly, and to be used with all children. Results of assessments were to be used in the states' accountability system, which must be all inclusive and were to be used to determine if schools had made state-defined progress towards meeting the states' proficiency standards by the school year 2013-14. See the section that follows for subsequent adjustments to the proficiency requirement.

Part A also stipulated that supplemental instructional services were to be provided to students in schools that failed to make adequate progress toward meeting academic standards as well as to students who failed or were at risk of failure and were enrolled in non-public schools that serve large proportions of children from low-income neighborhoods. Also, to the extent practicable, schools were responsible for facilitating the involvement of all parents in their children's education, including working parents, parents who needed literacy support, parents with disabilities, and parents whose home language was not English.

**Part C of Title I.** Part C provided five-year grants to states that request funds for educational and supportive services for "migratory" children. The aim of these supplemental funds was to ensure that children of families who were employed in agriculture and migrated throughout the year had the opportunity to meet the same academic standards as other children.

State plans for use of Part C funds were to have the following assurances: a) funds were to be used for migratory children, b) programs were to be offered in consultation with parent advisory councils, c) parental involvement was to be sought, d) the needs of preschool children were to be addressed, and e) program effectiveness was to be assessed. In addition, to the extent practicable, programs were 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. Priority in the provision of services was to be made for children who were failing academically or who were at risk of academic failure. Children were eligible for services until the end of the school year when they ceased to be migratory, but were to be eligible to receive services for one additional year if these were not available through other programs, and secondary students continued to be eligible until graduation. Hence, the provision of services to children from migrant families was to be broader in scope than is typically the case in education. Finally, states were required to participate in the electronic transfer of migratory student records.

**Part D of Title I.** Part D provided grants to states that requested funds for educational and supportive services for neglected or delinquent children. Students were to be provided support services to prevent dropout and to make successful transitions from institutionalization to further schooling or employment. States' plans for these children had to address assistance in transition from correctional facilities to locally operated programs; had to have integrated with other available programs, and had to have included goals, objectives, and performance measures that would assess academic, vocational, and technical skills outcomes. To the extent feasible, the children served in these programs were to have the same opportunities as other children. Their educational needs were

to be assessed, and for children in correctional institutions, priority was to have been given to those who were likely to complete incarceration within a two-year period.

Programs that received Part D funds had to be evaluated and improved on the basis of the evaluation outcomes. Coordination with other relevant state and federal programs in the provision of services had to take place to ensure that student assessments and records were shared in ways that permitted educational planning and services. Also, coordination had to be undertaken 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 was to have an individual in charge of transition.

In addition to providing instruction and coordination, student support was to address other education related needs such as career counseling and assistance in procuring student loans and grants. Programs had to address the individualized educational needs of students with disabilities and share educational information with students' home schools. Their teachers and staff had to be qualified for working with students with disabilities. Students who had dropped out before entering correctional facilities had to be encouraged to continue their education and/or further their employment related skills.

**Use of Title I Funds.** Federal funds in support of Title I were channeled through state departments of education, which were required to meet federal requirements and which had discretion over the allocation of remaining funds once requirements were met. In addition to being guided by NCLB requirements, use of Title I funds was subject to state stipulations; a right and an obligation specified in the law. Districts in turn, were required to meet federal and state requirements before exercising discretion over Title I funds.

In the state of Florida, Part A funds for school districts were based on the rates of poverty determined from census estimates of the number of children through age 17. Part C funds were determined from the numbers of migratory children through age 21 and Part D funds were generated on the basis of the number of students in neglected and delinquent centers.

Services funded by Parts C or D of Title I were to supplement and were not to supplant services funded from other sources, including Part A. Funds from Part D could be used for institution-wide improvement or to serve students who failed or were at risk of failing to meet academic standards. The law specified requirements for institution-wide projects, projects that specifically supported transition, and had explicit requirements for applications from local educational agencies (school districts).

The section that follows describes key features of the state's accountability system as they were in operation during the school year evaluated.

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## THE STATE OF FLORIDA'S ACCOUNTABILITY SYSTEM

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### ADEQUATE YEARLY PROGRESS, SCHOOL GRADES, AND

### THE FLORIDA WAIVER

**Adequate Yearly Progress and School Grades.** In compliance with federal requirements, the state of Florida established a set of procedures to determine whether or not schools made adequate yearly progress (AYP) towards having 100 percent of students proficient by 2013-14. Florida also had in place a second accountability system, the A+ Plan. Started in 2001, the plan used the percentages of proficient students, i.e., those who scored at level “3” or higher on the Florida Comprehensive Assessment Test (FCAT), to assign grades to schools. The grades had the same letter denominations as students’ report card grades. Since its inception, the method for calculating school grades changed periodically with the inclusion of additional components or changes in the weights of the components. Specifically, a measure of the learning gains of students was added in 2002 and expanded in 2005. Achievement in Science as measured by the FCAT, the learning gains of students in the lowest 25 percent in mathematics, and the performance of students who re-took the FCAT was added to calculations of school grades in 2007. In 2010, the calculations were again revised with the addition of graduation rates, participation and performance in college level coursework, and college readiness. In 2011, the criterion for proficiency on the FCAT Writing was increased. In 2012 changes in the calculations included the addition of the scores of students with disabilities and the scores of English Language Learners, new end-of-course (EOC) assessments, participation in accelerated curriculum in middle schools, and revisions to the calculations for learning gains. In 2013, revisions were undertaken to comply with the federal Elementary and Secondary Education Act (ESEA), explained below, and to continue to protect schools from dropping more than one letter grade. In 2014, in anticipation of the passage of Every Student Succeeds Act (ESSA), executed in 2015 and to be fully implemented in the 2017-18 year, State reporting focused on school grades because these mirrored the requirement of ESSA. In 2015, Civics, Algebra, and Geometry EOC scores were added and the Florida Standards Assessment (FSA) replaced the FCAT.

**Florida’s Elementary and Secondary Act (ESEA) Waiver.** In October 2011, the US Secretary of Education invited states that had dual accountability systems, i.e., the federal AYP and the state’s system, to propose an alternate single system. The state of Florida made a submission which was approved in February of 2012. As such, Florida was waived the need to implement the consequences of AYP and report on AYP.

Under Florida’s ESEA, districts were no longer required to identify schools for improvement or corrective action and funds to districts would not be tied to their former AYP status. Districts were allowed to change their basis for school wide programs from the percentage of students in free and reduced price meals to one of academic need. Nonetheless, districts could allocate additional funds to Priority schools, schools that were among the lowest-performing five percent in the state over the prior three years, and Focus schools, schools with low graduation rates, large within-school gaps, and low sub-group performance. In addition, 95 % of funds reserved for school improvement were to be allocated to those schools. Funds would be available also to reward schools for progress made towards

closing achievement gaps. In other respects, the ESEA gave districts increased freedom in the allocation of funds across types of programs.

The ESEA gave the schools a six-year timeline (2016-17) to attain 100% proficiency. This goal was to be addressed with annual targets, i.e., annual measureable objectives (AMO), for each subgroup and for all students as a whole. Targets in reading and mathematics were met if they were attained, exceeded, or if the percentage of students not scoring proficient was reduced by 10 percent from the previous year. An additional provision required that in each subject area, targets be met for the students scoring in the lowest 25 percent. With the passage of ESSA, State reporting since the 2014-15 school year focused on school grades. In 2015-2016, the school grades model included achievement, learning gains, graduation, acceleration success and maintaining a focus on students who need the most support.

<http://schoolgrades.fldoe.org/pdf/1516/SchoolGradesCalcGuide16.pdf>

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## **MIAMI-DADE COUNTY'S IMPLEMENTATION OF THE FEDERAL AND STATE LAWS**

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In Miami-Dade County Public Schools (M-DCPS), the Department of Title I Administration oversees the use of Title I Parts A, C, and D funds. In addition to distributing funds specified by the law such as schoolwide programs, it provides funding for discretionary extended educational programs, such as after-hours instruction, as allowed by the law. Each year, M-DCPS Department of Title I Administration publishes a Handbook that describes programs and procedures and can be retrieved by searching the policy manuals at <http://ehandbooks.dadeschools.net>.

## **TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS**

The budget for the 2015-2016 school year, from funds allocated to M-DCPS through Title I Parts A, C, and D, totaled 147 million dollars. The largest budget item in Part A was the schoolwide assistance which included funds for school-site parental programs (\$44 million). These funds were allocated to schools by the M-DCPS Title I Administration on the basis of schools' percentages of students who qualified for the free and reduced price meals program. Principals decided how the funds were to be used. Other large ticket items included funds for Priority and Focus schools (\$23 million), and pre-kindergarten support so that pre-kindergarteners can attend a full day of instruction (\$15 million). The balance was allocated to a diverse set of targeted programs in support of students in Title I schools. Examples include but are not limited to: supplemental materials, support services, academic initiatives, summer supplement, parent involvement, parental choice, non-public school support, and supplements to Parts C (\$1.2 million) and D (\$.5 million).

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## ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

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By the end of the 2015-2016 school year, a total of 311 active locations in M-DCPS received Title I funds from the schoolwide program. These schools included 61 charter and 250 traditional schools that broke down into the following grade level configurations: 145 elementary schools, 49 middle schools and 55 K-8 schools, 49 senior high schools and 13 other, such as alternative or specialized centers of various grade level configurations. For the purpose of determining academic progress among students, the schools were assessed, i.e., given a grade, on the basis of 11 components, depending on the school's level. These included four achievement components (English Language Arts, Mathematics, Science, and Social Studies), components for learning gains and learning gains of the lowest 25% of students (English Language Arts and Mathematics), middle school acceleration, graduation rate, and college and career acceleration. Measures of achievement and learning gains were derived from the statewide end-of-course assessments, as well as statewide standardized assessments for students in regular education and in special education. Middle school acceleration was based on the percentages of eligible students who passed a high school level end-of-course assessment or an industry certification. College and career acceleration was based on the percentages of graduates who earned a passing score on an acceleration examination, received passing grades in a dual enrollment course or earned an industry certification.

### SCHOOL GRADES

In 2016, a total of 143 non-Title I and 276 Title I schools respectively received grades. As can be seen from the table below, in both 2015 and 2016 Title I schools received higher percentages of B, C, D, and F grades than non-Title I schools and non-Title I schools received higher percentages of A grades. As compared to 2015, both types of schools had a decrease in the percentage of schools that received A grades.

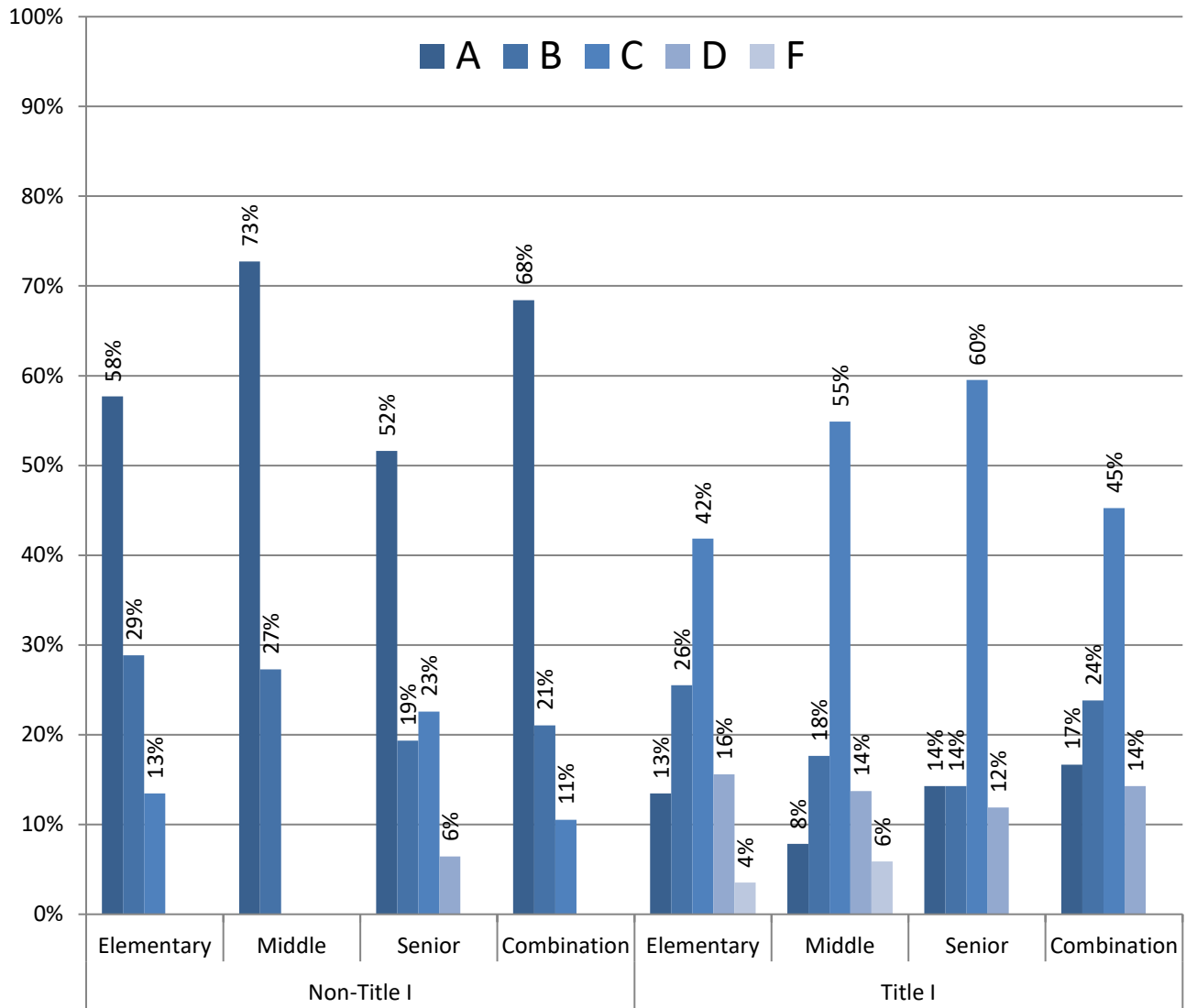
**Table 1. School Grade Distribution for non-Title I and Title I Schools by Year.**

	2015		2016	
	non-Title I	Title I	non-Title I	Title I
A	80%	17%	62%	13%
B	11%	17%	24%	22%
C	6%	37%	13%	47%
D	2%	20%	1%	14%
F	0%	7%	0%	3%
I	1%	2%	0%	0%

As can be seen from Figure 1 below, the difference in the distribution of grades between non-Title I and Title I schools was consistent across grade level configuration. For all grade level configurations, non-Title I schools received higher percentages of A grades than Title I schools and C grades were the most common grade received by Title I schools.



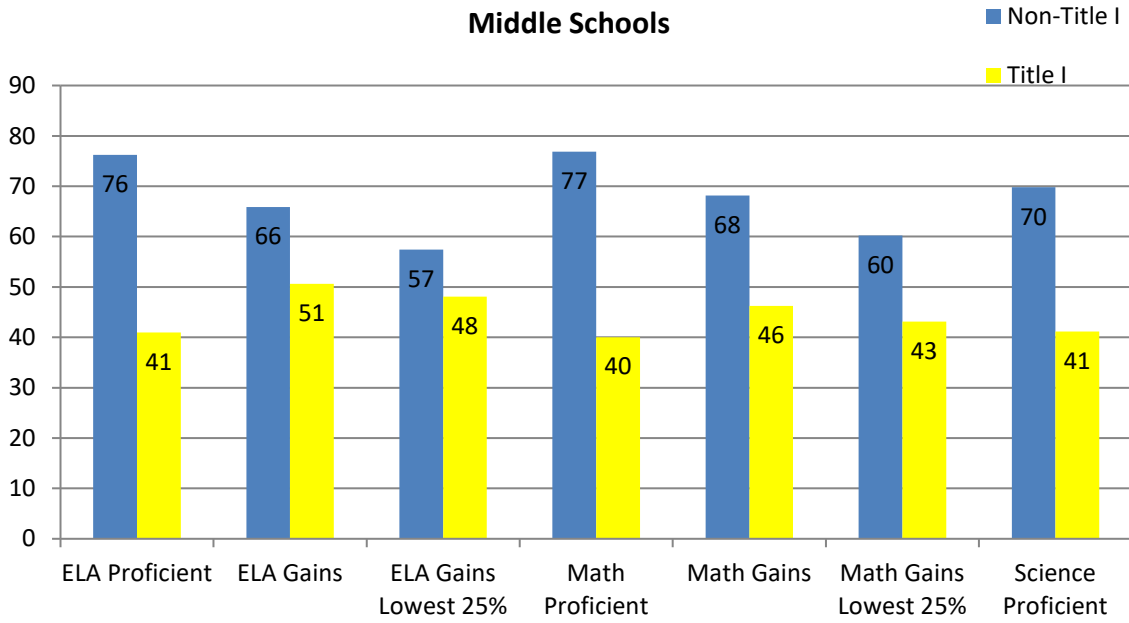
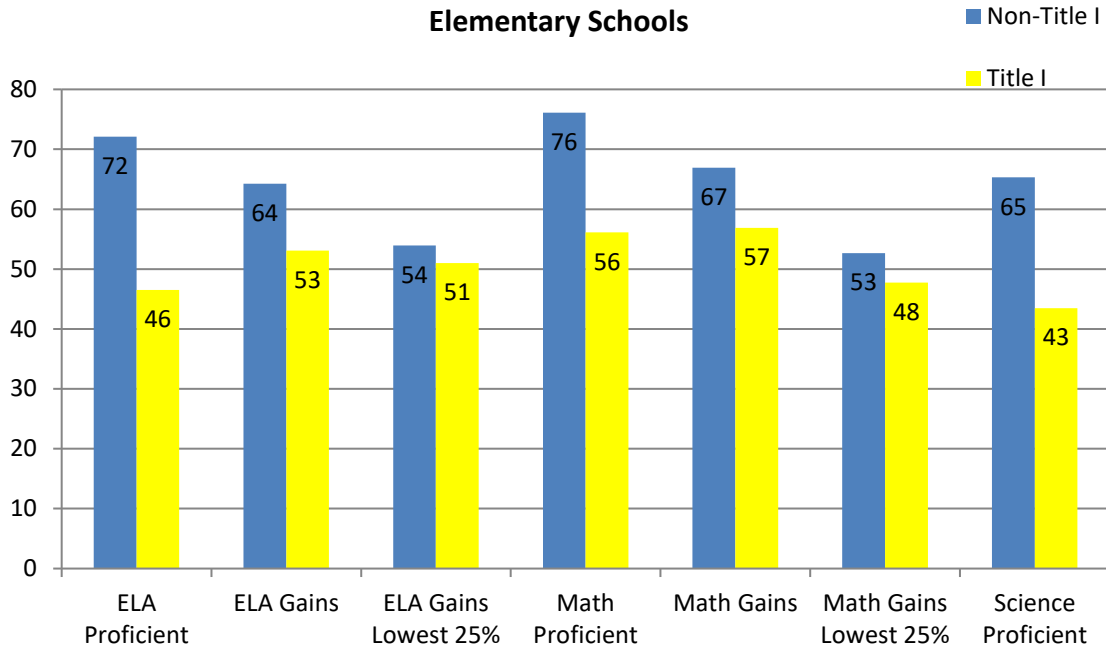
**Figure 1. School Grades of non-Title I and Title I Schools**

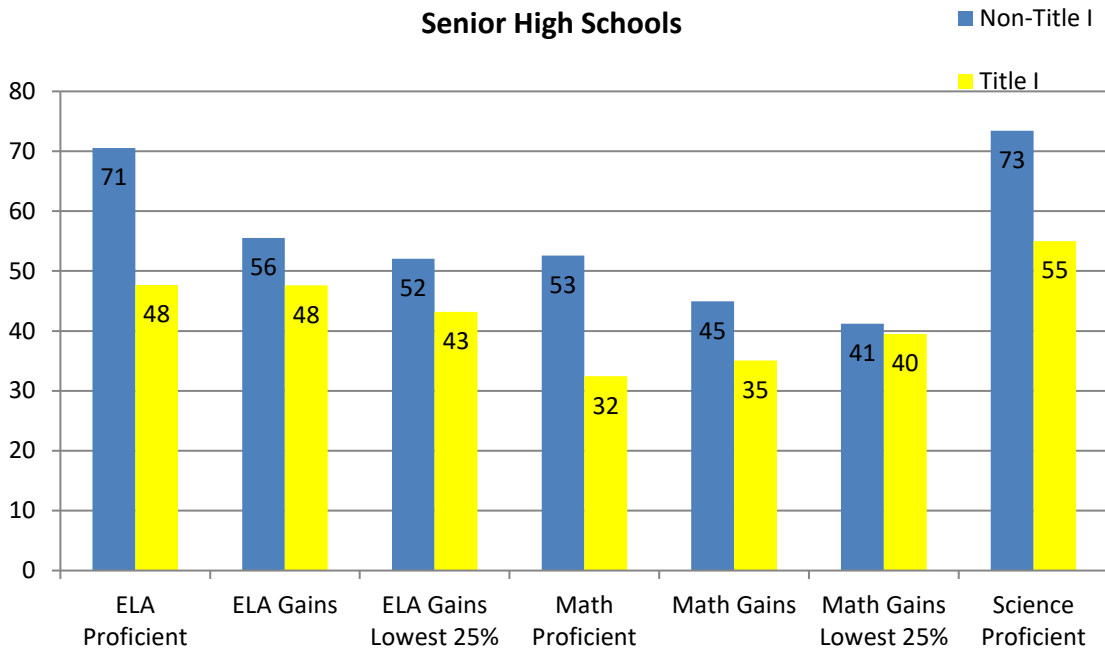
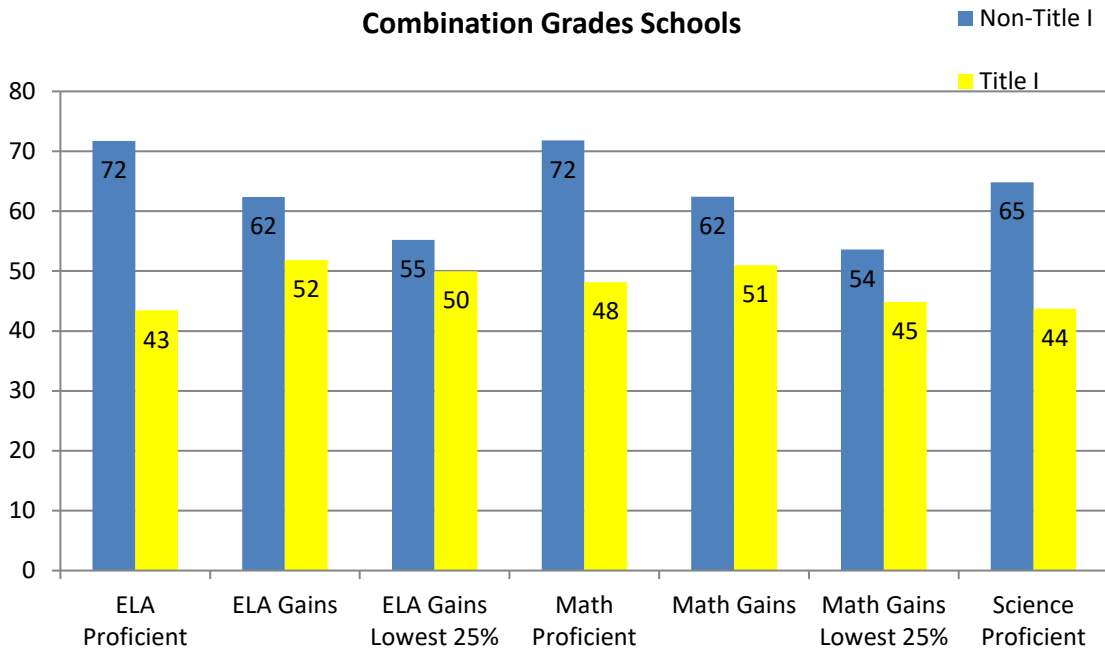


**GRADE COMPONENTS**

The graphs that follow present the components of school grades for Title I and non-Title I schools for the 2016 school year. The graphs represent the average academic outcomes for Title I (yellow) and non-Title I schools (blue). Because schools, not individual students, are the matter of interest, statistics represent the averages of schools' percentages.

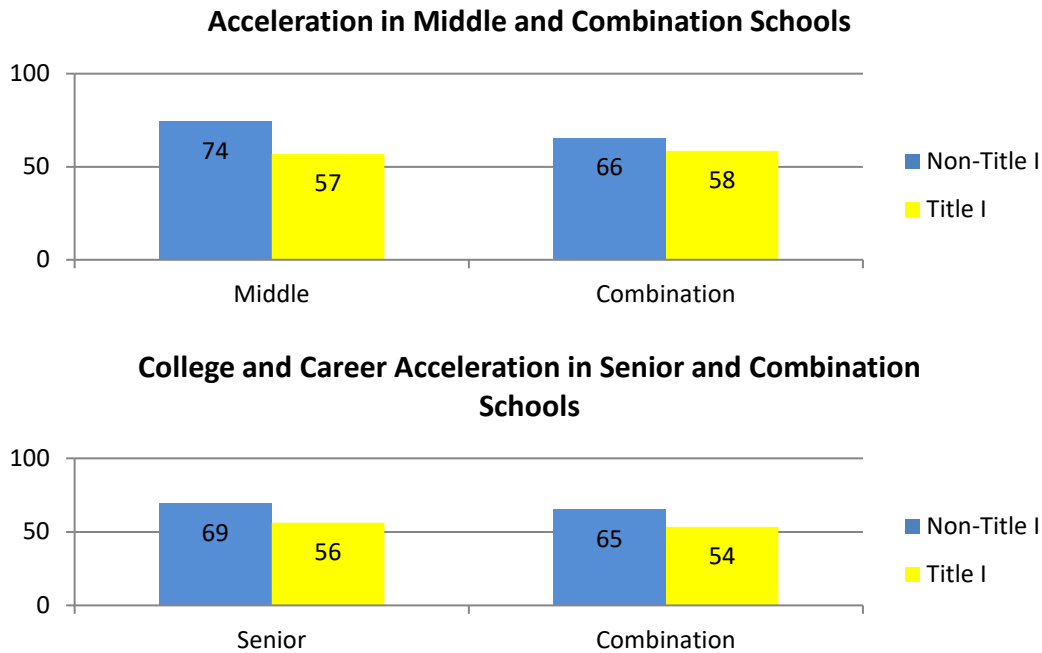
**Figure 2. Schools' Average Percentages of Students Proficient and by Grade Level Configuration for each Subject Area.**





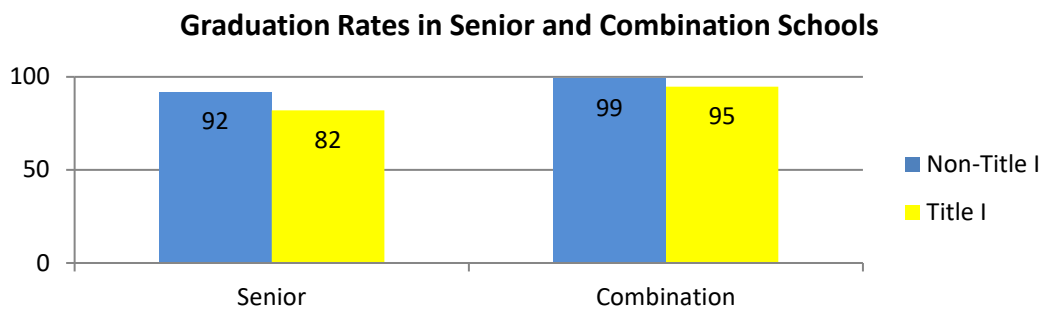
As can be seen from the graphs above, Title I and non-Title I schools differed in the percentages of students proficient in each of the subject areas across all grade level configurations. Gaps also existed on the percentages of students who improved in English Language Arts and in Mathematics. However, in comparison to the gap in proficiency, the gaps in gains were considerably smaller.

**Figure 3. Schools' Average Percentages of Students Accelerated in Middle, Senior, and Combination Schools.**



On average, non-Title I schools had higher percentages of students with accelerated course work than non-title I schools. The average gap between the two types of schools was smallest among combination grade middle schools.

**Figure 4. Schools' Average Graduation Rate.**



On average, non-Title I schools had higher graduation rates than Title I schools. The average gap between the two types of schools was smallest among combination grade level senior high schools.

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## SERVICES FOR NON-PUBLIC SCHOOLS

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**Legal Provisions for Services to Non-Public Schools.** Of four options provided by the law for determining the level of services that districts should provide to eligible students in non-public schools, M-DCPS uses proportionality, i.e., “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 and reduced price meals 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 instructional services, i.e., tutoring, and/or in materials and equipment for tutoring. They identify the students to be served based on criteria established in conjunction with the school district. 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.

**Miami Dade Non-Public Schools that Received Title I-Funded Services.** In the 2015-2016 school year, non-public schools that received support included schools managed by the Archdiocese of Miami Schools, the Jewish Orthodox Day Schools, or were unaffiliated with either organization. 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.

Students in non-public schools received services from one of four district approved providers: Catapult Learning (36 schools), Florida Educational Leadership Council (FELC) (5 schools), Levy Learning (9 schools), or One on One Learning (27 schools). These companies billed the district directly for tutoring that they provided to the students in the non-public schools. See Table 2.

**Students Served by Contracted Companies.** After the end of the school year, the companies were asked to provide data on the students they served. Table 3, “*Student Demographics and Qualifying Criteria*,” summarizes the characteristics of the students who were provided services and the criteria by which they were served. Missing data among that which was provided is indicated in the tables by dashes. As can be seen from the table, the companies differed somewhat in the percentages of students’ gender, ethnicity, and grades. Overall, most of the services were provided to students in the early grades.

**Table 2. Companies' Service Profiles**

	Catapult	FELC	Levy	One-on-One
Number of Schools	36	5	9	27
Total number of students served	2,155	174	215	1018
School with fewest students	8	7	10	6
Average number of students per school	60	35	24	38
School with most students	298	57	37	103

**Qualifying Criteria for Services.** To qualify for services, students must meet multiple criteria including but not limited to: teacher/principal referral, parent request, unsatisfactory classroom grades (“D,” or “F”), deficits in school readiness (kindergarten and first grade students), or standardized achievement scores below the 50<sup>th</sup> percentile.

**Table 3. Student Demographics and Qualifying Criteria**

	Catapult <i>n</i> = 2,155	FELC <i>n</i> = 174	Levy <i>n</i> = 215	One-on-One <i>n</i> = 1018
Student Demographics				
Female	51%	41%	41%	41%
Male	49%	57%	59%	59%
Ethnicity				
Hispanic	68%	68%	19%	61%
Black	19%	27%	12%	35%
White	12%	3%	55%	2%
Other	1%	--	14%	2%
not reported	--	2%	100%	--
Grades				
Kindergarten	6%	5%	2%	12%
Grades 1 to 5	61%	43%	72%	63%
Grades 6 to 12	33%	52%	15%	25%
Qualifying Criteria				
Teacher referral	100%	100%	100%	--
Parent request	100%	16%	98%	--
Unsatisfactory grade (D or F)	--	--	--	--
Kindergarten and 1st graders*				
Number referred	350	7	4	273
% with ratings	0%	0%	0%	0%
% below cutoff for service*	--	--	--	--
Standardized Reading Achievement				
		iReady**	ITBS, AIMSweb, GMade	
n of students tested	583	174	0	905
% below 50th percentile	90%	89%	--	81%
Standardized Mathematics Achievement				
		iReady**	ITBS, AIMSweb, GMade	
n of students tested	355	83	0	879
% below 50th percentile	99%	100%	--	65%

Note. Dashes (--) indicate that data were not reported.

\* Cut off for qualifying for services were scores of 10 or less for kindergarten students and scores of 11 or less for first graders on the Kindergarten/First Grade Assessment.

\*\* Criteria for qualifying for services were scores of 520 or below, roughly comparable to the 50<sup>th</sup> percentile.

**Services Provided to Students.** Table 4, “*Profile of Services*,” provides statistics on the subject areas tutored, the numbers of students tutored in each subject area, as well as the minimum, maximum, and mean number of sessions provided by each of the companies. The subject areas covered by each company were in response to schools’ request. For instance, Catapult Learning, in addition to providing tutoring also provided study skills training and counseling.

**Table 4. Profile of Services**

Sessions Provided	Number of Students	Minimum Number of Sessions	Maximum Number of Sessions	Mean Number of Sessions	Standard Deviation
Catapult Learning ( $n = 2,155$ )					
Reading	598	24	71	60	6.3
Mathematics	390	60	68	61	1.6
Writing	1,023	19	120	60	13.0
Study Skills	122	12	61	57	12.8
Other: Counseling, Science	342	60	60	60	0.0
FELC ( $n = 174$ )					
Reading	174	10	65	48	18.7
Mathematics	83	10	33	27	6.8
Levy Learning ( $n = 215$ )					
Reading	215	28	60	57	7.7
One-on-One ( $n = 1018$ )					
Reading	1000	1	68	28	13.1
Mathematics	876	3	61	25	9.4

**Tests Used to Document Learning Gains.** Contracted companies were instructed to test students before tutoring sessions began and again after the set of sessions was completed. The differences between pre- and post-tutoring scores were used as indicators of learning gains.



Tests used to document gains in reading or in mathematics included the following standardized and normed tests: iReady, the Iowa Test of Basic Skills (ITBS), the AIMSweb, the Group Reading Assessment and Diagnostic Evaluation (GRade), the Group Mathematics Assessment and Diagnostic Evaluation (GMade), and the Wide Range Achievement Test (WRAT Writing samples were scored according to Florida State rubric.

**Learning Gains.** The criteria for assuming that students had made learning gains was 2 or more percentile points for tests that expressed outcomes in terms of percentiles, 20 or more scale score points, 20 or more percentage points if outcomes were expressed in terms of percent of answers correct, .9 of a grade equivalence if scores were equated with grades, and 1 point for the Florida Writing rubric, which is scored from 1 to 6.

Table 5, “*Pre-Post Tutoring Achievement Gains*,” provides a summary by company and subject area of the tests used, the number of students with pre- and post-tests, and the percentages of students who met the learning gain criteria. It should be noted that 79 of the 113 students pre- and post-tested in study skills by Catapult learning scored 70% or above on the pre-test, suggesting that they might not have had a critical need for tutoring in this area.

**Table 5. Pre-Post Tutoring Achievement Gains**

	Test	Number pre- and post-tested	Percent of tested who met learning gain criteria
<b>Catapult Learning</b>			
Reading	iReady	461	74%
Mathematics	iReady	332	74%
Writing	Florida Writing Rubric	941	93%
Study Skills	Catapult Study Skills Test	113	12%
<b>FELC</b>			
Reading	iReady	174	51%
Mathematics	iReady	74	33%
<b>Levy Learning</b>			
Reading	WRAT	224	62%
<b>One-On-One</b>			
Reading	ITBS/AIMSweb/GRade	905	74%
Mathematics	ITBS/AIMSweb/GMade	785	86%
Learning Gain Criteria:	2 or more percentile points; 20 points for tests that generate a percent of correct responses (Catapult Study Skills) or scale scores (iReady); 1 point for the Florida Writing Rubric		

**Principal Satisfaction.** The principals of 21 schools responded to a satisfaction survey conducted by the Office of Program Evaluation. Ratings for how pleased teachers were with the tutoring services provided indicated that 76% of the principals were “very satisfied,” 18% were “satisfied,” and 6% were “not satisfied.” Ratings on teacher participation in professional development indicated that 75% and 25% of principals thought that the workshops were “very good” and “good,” respectively. Satisfaction was also high with parent workshops; 82% and 18% of the principals respectively rated the workshops as “very good” and “good.”

One principal reported that their teachers were not pleased with the tutoring services provided and that they would choose a different company for the subsequent year. Other principals reported that their teachers were “very pleased” or “pleased.” Favorable comments included, “they provide good service,” “...easy to work with and schedule...” “They are great. We are happy.” Two principals suggested that the company should provide more computer-based support but they failed to specify what benefit the computer-based support would provide them that was not being provided by the tutors.

## EDUCATION OF MIGRATORY CHILDREN

The Migrant Education Program (MEP) is a federally funded program that serves migratory children ages three through twenty-one and their families. Supplementary services provided to Migrant students include: (1) identification and recruitment, (2) advocacy, (3) health and social services, (4) academic support, (5) parental involvement, and (6) family literacy. Services are provided to eligible students based on the availability of funds, priority for services, and needs. The Migrant Education Program employs highly qualified and trained teachers, advocates, recruiters, and social workers. The Migrant Education Office serves Migrant students in Miami-Dade County Public Schools (M-DCPS).

The goal of the program is to ensure that all Migrant students reach challenging academic standards, graduate from high schools, and become prepared for further learning, and productive employment.

It should be noted that the NCLB Act of 2001, Section 1304 (d), requires that Local Education Agencies must develop a “Priority for Services” (PFS) Action Plan that identifies which migratory children must receive services prior to Migrant funds being used for other children. In Miami-Dade, high-priority Migrant students are described as those students who a) have failed one or more sections of the state assessment test, b) are over-age for their grade level, c) are Limited English Proficient, and d) in general are at a higher risk of failing than other Migrant students.

Consequently, there are Migrant students who are “Eligible but Not Served” due to limited resources, students not enrolled in a designated Migrant program school, students not attending school (Out of School Youth), or students who moved to another District.

Following is a summary of the findings contained in the mandatory Title I, Part C evaluation template that was submitted to the Florida Department of Education (FDOE) in December 1, 2016.

### MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2015-2016, there were 802 students, grades PK through 12, who were identified as Migrant students and were enrolled in 13 schools located in southern Miami-Dade County. Of those, 49% were female and 51% were male. As in previous years, most students served were Hispanic (98%).

**Table 6. Distribution of Migrant Students, by Race and Ethnicity**

Ethnicity	2014		2015		2016	
	No.	Percent	No.	Percent	No.	Percent
White	8	0.9 %	9	0.9 %	6	0.7 %
Black	11	1.1 %	12	1.2 %	9	1.1 %
Hispanic	976	98.1 %	936	97.9 %	787	98.2 %
Total	995	100.0 %	957	100.0%	802	100.0%

The Migrant students who were served in the 2015-2016 school year were enrolled in Prekindergarten (PK) through 12<sup>th</sup> grade. The number of Migrant students served varied from grade to grade. Specifically; in 2015-2016, the number of students served by grade ranged from a low of 5 students in grade PK to a high of 82 in grade 3. The average number of students served per grade level decreased slightly from 68 students in 2014-2015 to 57 students in 2015-2016.

**Table 7. Distribution of Migrant Students, by Grade Level**

Grade	2013	2014	2015	2016
PK		99	40	5
KG	55	72	71	17
Grade 1	56	65	71	43
Grade 2	59	73	86	45
Grade 3	75	92	87	82
Grade 4	74	86	78	69
Grade 5	76	80	86	70
Grade 6	56	60	90	70
Grade 7	43	59	84	78
Grade 8	57	65	78	75
Grade 9	67	71	59	73
Grade 10	28	30	50	67
Grade 11	35	34	40	45
Grade 12	39	35	37	63
Total	720	995	957	802

It should be noted that the overall number of migrant students served in 2015-2016 was also slightly lower than the number of migrant students served in 2014-15. Staff from the Migrant Education Office cited some possible reasons for this decrease, such as a decrease in the number of Migrant workers coming to Homestead from other states that used seasonal migrant workers, such as Texas and Arizona.

## ANALYSIS OF ACADEMIC DATA FOR MIGRANT STUDENTS

### 1. Introduction

The following section presents an analysis of the academic achievement of the Migrant students as measured by their test results on the Florida Standards Assessments (FSA).

In Spring 2015, the state of Florida transitioned from standards-based assessments which addressed the Next Generation Sunshine Standards (NGSS) in Reading and Mathematics and was assessed using the Florida Comprehensive Assessment Test (FCAT) to the new FSA assessments which target the new Florida Standards in English Languages Arts (ELA) and Mathematics.

Unlike in prior years, comparison of achievement of Migrant students over the years will not be appropriate because the two tests, FSA and FCAT are different. To that end, this analysis will only include the 2015 and 2016 FSA data in English Languages Arts (ELA) and Mathematics.

## 2. Analysis of the achievement of Migrant students in the FSA : English Language Arts

Table 8 displays the percent of students scoring at level 3 or higher on the FSA ELA for Migrant students in 2015 and 2016. The data are further broken down by grade level, ELL status, and PFS designation. The overall percentage of Migrant students who scored at level 3 or higher in Reading increased from 26% in 2015 to 29% in 2016.

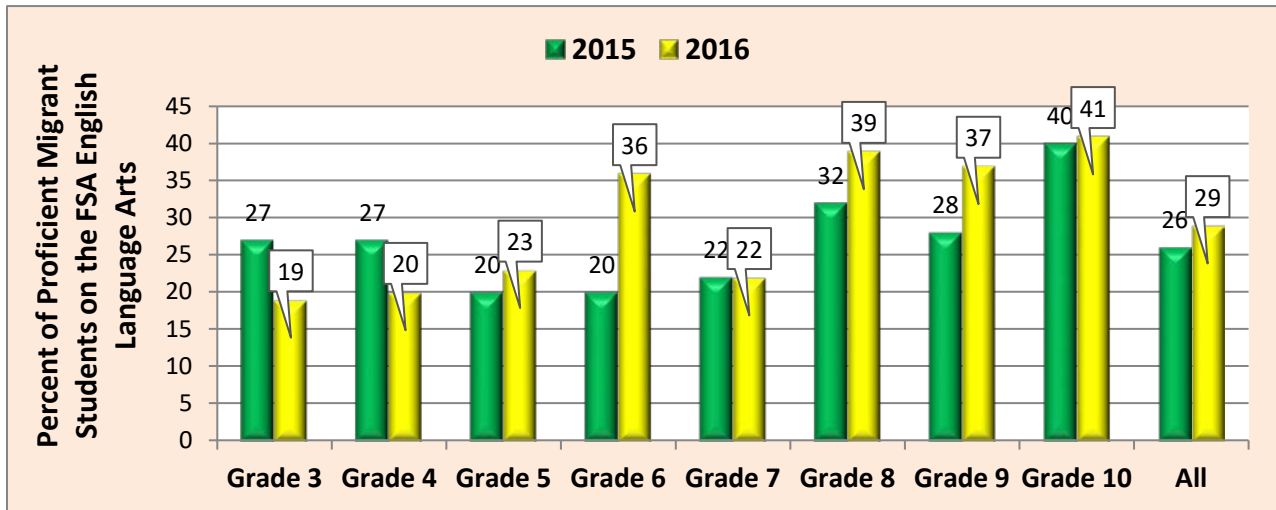


Figure 9. Percent of Proficient Migrant Students in English Language Arts

The percent of Migrant students scoring at or above the proficient level in ELA ranged from a low of 19% in 3<sup>rd</sup> grade to a high of 41% in 10<sup>th</sup> grade. Overall the percent of migrant students scoring at the “proficient” level was 29. A closer look at the grade by grade achievements reveals that the higher grades (8<sup>th</sup> through 10<sup>th</sup>) did better than the lower grades, especially 3<sup>rd</sup> through 5<sup>th</sup> grade.

M-DCPS Department of Title I Administration, through the Migrant Achievement Resource (MAR) Program, provides individualized tutoring, homework assistance, school attendance monitoring, and FCAT remediation to selected “Priority For Services” (PFS) Migrant students. The selection of PFS students is done by the Migrant Office staff on a case by case basis. One of the criteria for determination of PFS status is the student’s prior year low score on the statewide achievement test (level 1 or 2); so it may be expected that PFS students’ achievement is lower than that of the overall Migrant population. The achievement of the PFS students is 7% lower than the overall achievement of all migrant students.

**Table 8. Percent of Migrant Students who were Proficient in ELA, by Grade Level**

<b>Group</b>	<b>2015</b>	<b>2016</b>
All Migrant Students	26	29
ELL	33	11
Non-ELL	28	43
PFS Students	19	11
Grade 3	27	19
Grade 4	27	20
Grade 5	20	23
Grade 6	20	36
Grade 7	22	22
Grade 8	32	39
Grade 9	28	37
Grade 10	40	41

### 3. FSA English Language Arts: Migrant vs. Non-Migrant Students

Table 9 displays grade by grade comparisons of the percentages of students scoring at level 3 or above on the FSA ELA for both Migrant and Non-Migrants students. The table also displays the achievement gaps between Migrant and non-Migrant students' achievement in both 2015 and in 2016.

On the FSA ELA, 29% of Migrant students and 51% of non-Migrant students scored at the proficient level (levels 3 and above). The percentages varied widely by grade level. Migrant students who scored at FSA levels 3 and above varied from 19% to 41%. The Non-Migrant students' achievement varied from 39% to 56%. The gap between Migrant students' achievement and non-Migrant students by grade level, ranged from a low of 7 percentage points in grade 10 to a high of 35 percentage points in grade 3.

A grade by grade inspection of the achievement gaps in ELA between Migrant and non-Migrant students for the year 2016 reveals that these gaps are wider in the lower grades (3<sup>rd</sup> through 5<sup>th</sup>) than in other grades.

Furthermore, the gap between migrant and non-migrant has narrowed in 2016 when compared to the gap in 2015. Specifically, overall the gap between migrant and non-migrant's achievement decrease from 32 points to 22 points. That is a positive achievement.

**Table 9. Gap in the Percentages of Reading Proficiency Levels: Migrant vs. Non-Migrant**

	2016 Migrant	2016 Non-Migrant	2016 Gap	2015 Gap
All Students	29	51	22	32
Grade 3	19	54	35	30
Grade 4	20	53	33	34
Grade 5	23	54	31	40
Grade 6	36	51	15	41
Grade 7	22	48	26	36
Grade 8	39	56	17	25
Grade 9	37	52	15	23
Grade 10	41	48	7	11

#### 4. Analysis of the achievement of Migrant students in the FSA : Mathematics

Figure 10 and Table 10, display the percent of students scoring at level 3 or higher on FSA Mathematics for Migrant students in 2015 and in 2016. In Table 10, the data are broken down by grade level, ELL status, and PFS designation. In 2016, the overall percentage of Migrant students who scored at level 3 or higher on the FSA was 33%. Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 27% in grade 6 to a high of 39% in grade 8.

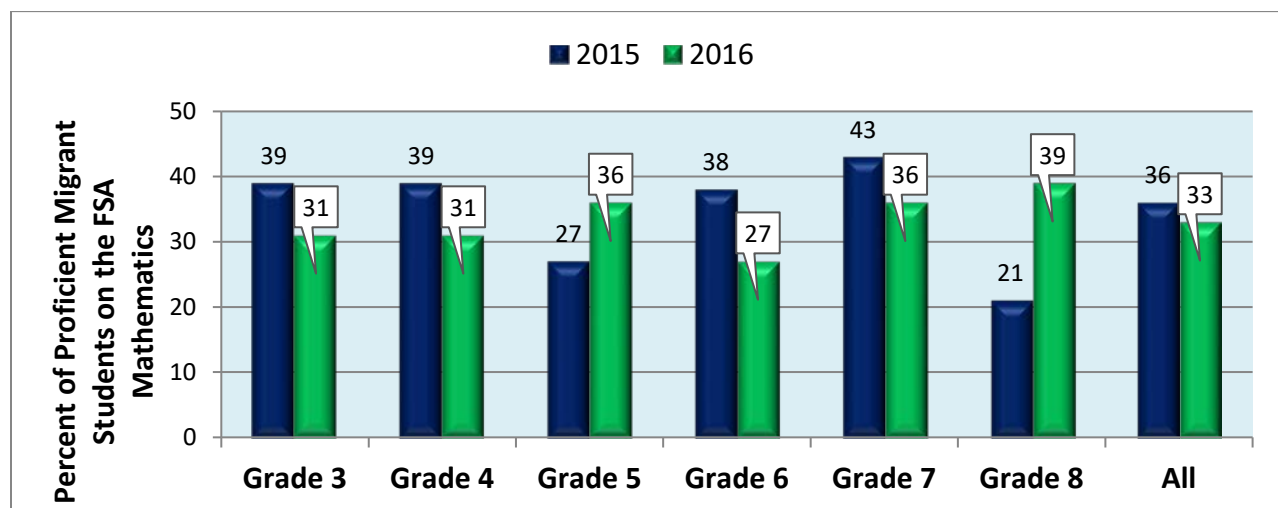


Figure 10. Percent of Proficient Migrant Students in Mathematics

A closer look at the 2016 results, reveals that in grades 3, 4, 5, 7, and 8, the percent of Migrant students who scored in the proficient level was about 33%. In grade 6 the percent of Migrant students scoring at the “Proficient” level was the lowest at 27%.

**Table 10. Percent of Migrant Students Scoring 3 and above in FSA Mathematics**

	Percent of Proficient Migrant Students
All Migrant Students	33
ELL	22
Non-ELL	58
P F S Students	24
Grade 3	31
Grade 4	31
Grade 5	36
Grade 6	27
Grade 7	36
Grade 8	39

### 5. FSA Mathematics: Migrants vs. Non-Migrant Students

In mathematics, 33% of Migrant students and 54% of Non-Migrant students scored in the proficient level. The percentages varied widely by grade level. Specifically, the percent of Migrant students who scored at level 3 or above on the FSA Mathematics ranged from a low of 31% in grades 3 and 4 to a high of 39% in grade 8. The achievement of their Non-Migrant counterparts ranged from a low of 41% in grade 8 to a high of 65% in grade 3. Overall, the achievement gap between Migrant and Non-Migrant students in mathematics ranged from a low of 2 percentage points in grade 8 to a high of 34 percentage points in grade 3.

**Table 11. Gap in FSA Mathematics Proficiency Levels: Migrant vs. Non-Migrant Students**

	2016 Migrant	2016 Non-Migrant	2016 Gap	2015 Gap
All Students	33	54	21	17
Grade 3	31	65	34	22
Grade 4	31	61	30	25
Grade 5	36	58	22	32
Grade 6	27	49	22	14
Grade 7	36	47	11	10
Grade 8	39	41	2	10



## **SUMMARY OF THE ACHIEVEMENT OF MIGRANT STUDENTS ACROSS ENGLISH LANGUAGE ARTS AND MATHEMATICS**

Overall, Migrant students tend to have higher levels of achievement in mathematics than in English Language Arts. Approximately one in every three students (33%) scored at the proficient level in mathematics, while only 29% scored at the proficient level in English Language Arts. When results are compared across grade levels, the results are mixed.

### **English Language Arts**

The achievement of Migrant students varied by grade level. The higher grades, 8<sup>th</sup> through 10<sup>th</sup> grade performed better than the lower grades (3<sup>rd</sup> through 5<sup>th</sup> and 7<sup>th</sup> grade). Overall the achievement gap, as measured by the difference in the percentage of students scoring three and above in the FSA-English Language Arts, between Migrant and Non-Migrant students was 22 percentage points. It should be noted that the gap has narrowed in 2016 by comparison to the 2015 gap which was 32 points.

### **Mathematics**

The achievement of Migrant students in Mathematics also varied by grade level, however the variation was not as pronounced as in English Language Arts. Overall, the achievement gap as measured by the difference in the percentage of students scoring three and above in the FSA-Mathematics, between Migrant and Non-Migrant students was 21 percentage points, which is about the same gap as in English Language Arts. Furthermore, when compared to Non-Migrant students, the achievement gap by grade level is also wider in the lower grades (3<sup>rd</sup> grade through 6<sup>th</sup> grade) than in the higher grades (7<sup>th</sup> grade through 8<sup>th</sup> grade). Additionally, while the gap between Migrant and Non-Migrant students narrowed in English Language Arts, it increased in Mathematics from 17 points to 21 points.

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## TITLE I PARENTAL INVOLVEMENT

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This section was prepared in compliance with Section 1118, Title I Parent Involvement Programs, which requires that every school district receiving Title I funds must conduct an annual evaluation of its parent involvement programs that provide for: a) evaluation of the content and effectiveness of parental involvement policies, b) identification of barriers to increased participation in activities that are provided for parents, and c) designing more effective strategies for parental involvement.

To that end, and in order to determine the effectiveness of the Title I Parent Involvement program, parents were asked to respond to an annual survey. The survey was developed by the Office of Program Evaluation in collaboration with the Department of Title I Administration, and prior input from the District's Family & Community Involvement Advisory Committee. The survey instrument was made available online and in paper format. The survey was administered in the three major languages spoken in Miami-Dade, specifically: English, Spanish and Haitian-Creole.

The Miami-Dade County Public Schools has traditionally encouraged parents to be involved in their children's educational experiences. To encourage involvement, the School Board has outlined specific practices to be carried out by schools, Regional Centers, and the District. Furthermore, in the Title I schools, home-school collaboration is encouraged in order for parents and educators to share common goals and view each other as partners. Successful partnerships look beyond the traditional definition of family involvement to a broader view of family members as full partners in the education of children and as key resources for improving students' education. The District Strategic Blueprint framework (vision 20/20) identified "Parent Involvement" as one of the four major pillars to ensure that students are prepared for success in the third millennium.

**Parent involvement evaluation outcomes:** In order to determine the level of compliance with Section 1118, Title I Parent Involvement Programs, several benchmark indicators were developed and were incorporated into an annual survey. The questions in the survey were organized into six (6) sections: *Section 1:* Awareness of Standards and Testing; *Section 2:* Helping Children with School; *Section 3:* Parents as Partners; *Section 4:* Communication; *Section 5:* Schools Open to Parent Involvement; and *Section 6:* Additional Parent Involvement Issues.

**The scope of the analysis:** The scope of this study is to analyze the input that was received from surveying parents regarding the District Title I Parent/Family Involvement Program. The input included responses to specific questions and comments that were collected using online and paper surveys in various languages.

**Data collection methodology:** The survey was administered from late May 2016 through early June 2016. A variety of marketing tools were used to inform parents of this activity: Weekly Briefings, the magazine “DAC TALK: News for Title I Parents”, announcements at Title I Principals’ meetings, and other parent events. The online surveys were posted on the parent portal from the District main webpage. It should be noted that this information was also communicated to parents of students at Title I schools through Weekly Briefing to Principals and Community Involvement Specialist at Title I schools only. The level of responses was monitored on a weekly basis with several reminders to parents and Title I Community Involvement Specialists to increase participation in the survey.

**Survey questions and response format:** The parent involvement survey included items that required the respondents to answer with a “Yes”, “No”, or “Do Not Know”. The questions and response format focused on assessing compliance. For example, “Were the parents aware of the standards and the corresponding tests?”, and “Were the parents involved in their children’s school?”

**Respondents, by type of stakeholder:** Almost 1,600 parents completed the surveys. This represents a slightly lower response than that of 2014-2015, which was about 1,650. The decrease may be attributed to the continued shortage of staff, especially Community Involvement Specialists, who followed up with parents and encouraged them to respond to the survey. It should be noted, however, that despite the decrease in the number of respondents, the sample is still representative of M-DCPS parents with respect to demographic variables, such as ethnicity.

All the respondents completed the surveys online. Furthermore, the majority (93%) of the respondents completed the surveys in English and the rest responded either in Spanish or in Haitian-Creole. It should be noted that those who responded in English may have come from Spanish, Haitian, or another language background.

As indicated in the table below, almost 92% of the respondents were parents. About 6% of the respondents were teachers and/or school employees within M-DCPS. About 1% indicated that they were community members. The remaining 1% indicated that they were grandparents, legal guardians, brothers, or sisters of the students. It should be noted that the types of respondents in 2016 were similar to those in prior years.

**Table 12. Respondents to 2015 Parent Involvement Survey, by Stakeholder Group**

	N	Percent
Parents	1,467	91.7%
Teachers/ School Employees	89	5.6%
Community Members	21	1.3%
Other: grandparents/legal guardians/ brothers/sisters, etc.	23	1.4%
Total	1,600	100.0%

The following sections present the results to key questions that assess important aspects of the Parental Involvement Program and also comply with the requirements of Section 1118, Title I Parent Involvement Programs.

### **AWARENESS OF STANDARDS AND TESTING**

The parents were asked if they received key information and documents from their children’s school as it relates to the curriculum being taught, the corresponding tests, and how to work with teachers to help their children achieve and succeed.

**Table 13. Awareness of Standards and Testing**

<b>Question</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Diff.</b>
▪ Did you receive information about what the school teaches your child?	90.3%	93.1%	95.0%	1.9%
▪ Did you receive information about Sunshine State Standards and standardized tests your child may take; such as the FCAT, FSA?	84.8%	86.3%	92.0%	3.7%
▪ Did you receive information about how your child scored on state tests?	87.1%	89.5%	91.0%	1.5%
▪ Did you receive information on how to determine if your child moves or repeats the same grade?	84.7%	84.1%	84.7%	0.6%
▪ Did you receive information about how to keep track and monitor your child’s progress?	90.7%	91.7%	90.7%	-1.0%
▪ Did you receive information about how you can work with teachers to help your child succeed?	87.6%	87.1%	87.6%	0.5%
▪ Did you go to an open house or any meeting where the goals of the Title I program were discussed?	84.8%	85.2%	88.0%	2.6%

A review of the results in the table above shows that the majority of the respondents answered “Yes”, indicating that they did receive information from their children’s school. The last column “Difference” compares the results of the 2016 administration to that of 2015. A brief inspection of this column shows that nearly all of the areas showed a slight increase. Although the level of awareness of parents is high, there is room for improvement in the area of communication between schools and parents as reflected by the last two questions in the table above.

## WHERE DID THE PARENTS GET THEIR INFORMATION?

The parents were asked about the methods and sources by which they received information about standards, testing, and how to help their children succeed. The majority (63.3%) of the respondents said that they received this information following a conference with their child's teacher. It should be noted that this category remains, for the past four years, as the primary source by which parents receive information. Other sources include meetings at school, mail from school or district, websites, or the Title I School-Parent Compact. The following is a complete list of these resources and methods from 2014 through 2016.

**Table 14. Parents' Source of Information**

Source of information	2014	2015	2016	Diff.
▪ Conference with a teacher	59.5%	61.3%	63.3%	2.0%
▪ Meeting at school	58.7%	59.2%	60.3%	1.1%
▪ Mail from school and/or district	38.7%	36.7%	38.7%	2.0%
▪ School/District/State websites	13.8%	21.7%	25.0%	3.3%
▪ Title I School-Parent Compact	28.8%	29.7%	30.8%	1.1%
▪ Title I Quarterly Parent Bulletin	24.0%	27.0%	26.1%	-0.9%
▪ Friends, relatives, or other parents	14.8%	16.3%	17.3%	1.0%
▪ DAC Talk News for Title I parents	20.8%	23.2%	24.0%	0.8%

**Note:** Since the respondents could select more than one item, the sum is greater than 100%.

An inspection of the list above shows that there was an increase in the percentage of parents who physically went to the schools to meet with their children's teachers or attend a meeting. Specifically, for both conferences and meetings, the percentage of parents slightly increased by approximately one to two percentage points. It should also be noted that, for the last three years, on average one out of five parents indicated using the Internet to get information on school/district/state websites, this year, that percentage increased as compared to last year by about 3 percentage points.

This year there was also an increase in the number of parents who received information from "School/District websites" as well as an increase in the number of parents who received information from "conference with teachers" and "mail from school and or/district".

## PARENTS AS PARTNERS

Several questions were designed to assess the level of communication between parents and schools. The following table revealed that overall the parents gave a positive assessment regarding their relationships and communications with their schools. The approval rate ranged from 79.3% to 92.2%. It should be noted that these numbers are high and they have increased in the majority of cases by comparison to the 2015 numbers.

**Table 15. Parents as “Partners”**

Question	2014	2015	2016	Diff.
▪ Did you feel teachers willing to communicate with you?	89.8%	90.1%	92.2%	2.1%
▪ Did the school value your suggestions or ask for advice?	83.7%	87.7%	90.7%	3.0%
▪ Did you know that you can participate in the PIP?	80.2%	78.2%	79.3%	1.1%
▪ Did your school tell you about the Florida PIRC?	78.3%	80.2%	81.1%	0.9%
▪ Did your school promote access to the Title I PIP?	83.1%	85.1%	87.0%	1.9%
▪ Was the Title I PIP easy to understand?	80.1%	81.1%	83.4%	2.3%
▪ Was the Title I PIP given in a language you understand?	83.1%	85.2%	86.2%	1.0%
▪ Did your school have a meeting to explain Title I PIP?	78.4%	79.1%	79.9%	0.8%

Specifically, 83.7% of the parents felt that their children’s school valued their opinions. This represents a considerable increase of 3 percentage points when compared to the 2015 results.

Over 92% of the parents indicated that teachers and school staff were willing to communicate with them. This represents an increase from the results of 2015 where 90.1% of the respondents indicated that they felt that teachers and staff were willing to communicate with them. In all other categories, there was an increase that ranged from less than 1 percentage point to about 3 percentage points. It should be noted also that the percentage of parents, indicating that Title I PIP was easy to understand, is over 83.4% and is considered high, and it was about 2 percentage points higher than the 2015 results.

An inspection of the column “Diff.,” which compares the results of the 2015 to that of 2016, shows that in all areas, there was an increase in the percentages of parents responding favorably to these questions. This is an area that can be targeted for continued improvement, especially given the fact that reaching a higher approval level is possible as exhibited in the results of prior years especially 2013 (not shown here).

## BARRIERS TO GREATER PARENT INVOLVEMENT PARTICIPATION

When asked about barriers and/or obstacles that prevented parents from greater involvement, the respondents listed reasons such as scheduling conflicts, language barriers, and childcare issues.

**Table 16. Barriers and Obstacles to Greater Parent Involvement Participation**

Barrier or Obstacle	2014	2015	2016	Diff.
▪ Schedules of meetings did not work with my schedule.	48.0%	47.0%	46.1%	-0.9%
▪ Language barrier (Can't speak English).	21.0%	26.0%	27.3%	1.3%
▪ Problems with childcare.	16.0%	20.0%	21.0%	1.0%
▪ Other reasons.	17.0%	19.0%	22.3%	3.3%

An inspection of the table above shows that the 2016 results continue to be similar to the 2015 results, except for the "Language barrier" and "Other reasons" where there was an increase of 2 points and 3 points respectively. The increase reflects that parents are having less success in participating in school events. In contrast, the percentage of parents who cited "Times and/or dates of meeting" as a barrier continue to decrease by about 1 percentage point as compared to the 2014 and 2015.

## COMMUNICATION WITH TEACHERS

This section of the survey was designed to see if the parents knew how to contact their children's teachers and if the communication was facilitated by the use of a language that the parent could understand and comprehend. While the great majority of the respondents (94.5%) indicated that they knew how to contact their children's teachers, only 82.5% of the respondents said that translators were available to help them at Title I District meetings.

**Table 17. Communication with Teachers**

Question	2014	2015	2016	Diff.
▪ Did you know how to contact your child's teacher?	92.7%	94.2%	94.5%	0.3%
▪ Did the school provide you with information in a language easy to read and understand?	94.9%	95.7%	95.9%	0.2%
▪ Were translators available to help you at Title I District meetings and/or activities?	82.7%	83.7%	82.5%	-1.2%

An inspection of the column “Diff.” which compares the results of the 2015 administration to that of 2016 shows that there was an increase in the percentages of parents responding favorably to the majority of these questions. This finding is important as it may reflect that the communications between parents and schools are improving and the focus should be to keep this trend of improvement. It should be noted that there was a decrease in the percentage of parents who said “there were translators available”.

### **SCHOOLS OPEN TO PARENTAL INVOLVEMENT**

This section of the survey was designed to assess the level of openness of the school to parents. Specifically, does the school welcome parents, does the school take the time to explain its responses to parents, does the school encourage parents to participate in activities and/or meetings. Over 95% of the respondents felt that they were welcome at their schools, and 86% of the respondents said that they asked for specific activities, or materials from their child’s school. As it was the case last year, the 2016 results continue to show an increase in all three areas that ranged from 0.9% to 2.3%. These results are encouraging and represent a continuation of a positive trend.

**Table 18. School Open Parental Involvement**

<b>Question</b>	<b>2014</b>	<b>2015</b>	<b>20165</b>	<b>Diff.</b>
▪ Did you ask for specific activities, meetings, or materials?	83.4%	85.0%	86.1%	1.1%
▪ Were you satisfied with the responses?	83.7%	85.1%	86.0%	0.9%
▪ Did you feel welcome at your child’s school?	89.7%	93.2%	95.5%	2.3%

### **WHAT PARENTS WANT TO KNOW MORE ABOUT**

Finally, the survey gave the parents an opportunity to identify areas where they needed more information. The suggested list included over 10 items and the respondents were allowed to select more than one item. An inspection of the table below revealed that parents expressed the need to know more about the following areas: a) state standards and testing; b) working with their children at home; c) the Title I Program, and d) communicating with their children’s teachers.

An inspection of the table below shows that overall there was across the board increase in the percentage of parents wanting to know more about specific programs, this year, 42% of the parents surveyed expressed their desire to get more information about “State Standards and Testing” (3 percentage points increase), and about the requirements for High School graduation (3 percentage points increase from 27% to 30%). Parents also expressed a need to know more about “services for students with special needs” which increased by 4 percentage points from 15% to 19%. This represents a trend that indicates a greater parent involvement in their children academic requirements, access to post-secondary education, and services for special needs students.



**Table 19. Areas and/or program where parents indicated they need more information**

<b>Area / Item</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Diff.</b>
▪ The state standards and testing	33.0 %	39.0 %	42.0 %	3.0%
▪ How to work with my child at home	28.0 %	29.0 %	31.0 %	2.0%
▪ The Title I program	24.0 %	24.0 %	25.0 %	1.0%
▪ How to work with my child's teachers	27.0 %	27.0 %	29.0 %	2.0%
▪ How to get resources for parents	27.0%	28.0%	29.0%	1.0%
▪ High school graduation requirements	24.0%	27.0%	30.0%	3.0%
▪ Pre-requisite for post-secondary education	14.0%	19.0%	21.0%	2.0%
▪ Services for students with special needs	13.0%	15.0%	19.0%	4.0%

**Note:** Since the respondents could select more than one item, the sum is greater than 100%.

### **PARENT INVOLVEMENT SUMMARY COMMENTS**

In summary, a comparison between the 2014, 2015, and 2016 results reveals that overall the feedback of the respondents to the Title I Parent Involvement Survey continues to be positive. The parents who responded to the survey showed positive feedback in almost all areas. Similarly to the 2014 results, the parents continue to express more positive views of the Title I programs in nearly every aspect by comparison to the 2014 and 2015 results.

The 2016 results continue to be positive as reflected by an inspection of the responses to each question in the Parent Involvement survey. This closer inspection reveals that there is evidence that the parents are pleased with their relationship with their schools as well as the support and level of communication they have with their children's schools. Furthermore, in many cases the levels of satisfaction are higher than those of prior year. To that end, it is recommended ( as it was recommend last year) to look further into the reasons of the increase and build on the strategies used during the 2015-2016 school year in Title I schools.

On the other hand, the results suggest that while parents are knowledgeable about their children academic requirements and access to post-secondary education, there was an increase in the percentage of parents who indicated their need to know more about "State Standards and Testing". This may be due to the introduction of a new assessment system: The Florida Standards Assessment. This observation was also made last year when we presented the 2014 results.