

OFFICE OF PROGRAM EVALUATION  
MIAMI-DADE COUNTY PUBLIC SCHOOLS

EVERY STUDENT  
SUCCEEDS ACT (ESSA) OF  
2015

2016-2017 TITLE I PROGRAM EVALUATION REPORT

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# TITLE I

## 2016-2017 REPORT

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### THE FEDERAL LAWS

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**Purpose.** This report provides information on the status of schools and students supported by federal funds provided through the “*Every Student Succeeds Act*” (ESSA)<sup>1</sup>, which was signed into law on 12/10/2015 to become effective with stepped-up implementation from fiscal year 2016 to fiscal year 2020, and to replace the “*No Child Left Behind Act of 2001*” (NCLB). Both laws were enacted to authorize appropriations and specify the requirements for the use of funds generated by those appropriations with the intent of providing for children fair, equitable, and high-quality education as well as to close achievement gaps between students with and without disadvantages.

**Continuation of a Federal Role in Education.** Although often referred to as a “new law,” the ESSA is the latest version of the “*Elementary and Secondary Act of 1965*” and as such, shares with the prior version, the NCLB, numerous premises and provisions. For instance, like the NCLB, the ESSA mandates: the assessment of students’ achievement in English/language arts, mathematics, and science; determination of schools’ status in terms of the achievement of enrolled students; the requirement to account to the federal government; and federal oversight over state plans and policies. Both laws allow states to develop standards in subject areas other than English/language arts, mathematics, and science.

**Changes and Adaptations.** The major difference between the two laws is that in comparison to NCLB, the ESSA gives states increased authority in all aspects of the law to increase the use of policies and practices that are tailored to the needs of students, schools, districts, and states. For instance, whereas NCLB required states to set the same academic standards for all students, ESSA allowed states to set alternate standards for students with substantial cognitive disabilities. The ESSA also prohibited the federal government from making specifications in areas that are under the states’ dictum such as setting standards, features of the assessment policies/practices, or aspects of the accountability system. In addition, as compared to NCLB, which penalized schools and districts that did not perform well, ESSA called for extra financial resources for schools that under-perform<sup>2</sup> so that the funds are used to undertake corrective actions. As compared to NCLB, ESSA also placed increased emphasis on supporting students for successful transitions and to obtain regular high school

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<sup>1</sup> <https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

<sup>2</sup> Under-performing schools are those that fail to meet state goals and fall in the bottom 10% of the state’s performance range.

diplomas. The sections that follow provide summaries of Parts A, B, C, and D as well as present a table of the key features of the ESSA.

**Part A.** States that receive funds and disburse these to their local educational agencies for the improvement of basic programs must develop a plan that specifies challenging academic standards, academic assessments, and a system for accountability. Standards are to be challenging, include standards for English language proficiency, and be applied to all students equally except for students with the most significant cognitive disabilities. Assessments to measure attainment of goals are to be valid and reliable, to be used yearly, and to be used with all students as specified by grade and subject area except for recently arrived English Language Learners. Results of assessments are to be used in the states' accountability system, which must be all-inclusive and are to be used to determine if schools make progress towards their achievement goals. States must identify the schools to receive comprehensive or targeted support and improvement. These states must also stipulate how they plan to assist local educational agencies. In addition, this Part includes provisions and assurances intended to foster transparency, fairness, efficiency, professionalism, privacy, and fiscal responsibility. Means for these include annual state and local report cards that are based on progress towards goals.

Parallel to state requirements, local educational agencies that receive sub-grants, i.e., federal Title I funds awarded through the state agency, are required to develop plans, approved by the state agency and consistent with the state plan, for how the local agencies plan to address educational disparities and support the educational needs of students with disabilities English Language Learners, as well as those in transitions. As with state plans, local plans must include provisions and assurances to foster transparency, fairness, efficiency, professionalism, privacy, and fiscal responsibility; with specific provision for the dissemination of information to parents as well as plan specific outreach to parents of English Language Learners. Means for achieving goals include schoolwide programs, programs of targeted assistance to schools that consistently performed poorly, parent and family engagement, and services to students enrolled in private schools.

**Part B.** This part of the law provides funds for states to develop assessments and assist local education agencies in the implementation of assessments. Funds authorized for these activities are available to districts as sub-contractors in the development of assessments.

**Part C.** Part C provides supplemental funds to ensure that children of families who are employed in agriculture and migrate throughout the year have the opportunity to meet the same academic standards as other children. State plans for use of Part C funds are to have the following assurances: a) funds are to be used for educational and supportive services for migratory children, b) programs are to be offered in consultation with parents/parent advisory councils, c) parental outreach and supportive services are to be sought, d) the needs of preschool children are to be addressed, and e) program effectiveness is to 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. Priority in the provision of services is to be made for children who are failing academically or who are at risk of academic failure. Children are eligible for services until the end of the school year when they cease to be migratory and are to be eligible to receive services for one additional year if these are not available through other programs, and

secondary students continue to be eligible until graduation. Hence, the provision of services to children from migrant families is to be broader in scope than is typically the case in education. Finally, states are required to participate in the electronic transfer of migratory student records.

**Part D.** This part provides support for neglected or delinquent children to prevent dropout and to make successful transitions from institutionalization to further schooling or employment. States' plans for these children must: address assistance in transition from correctional facilities to locally operated programs; be integrated with other available programs, and include goals, objectives, and performance measures that will assess academic, vocational, and technical skills outcomes. To the extent feasible, the children served in these programs 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 two-year period.

Programs that receive Part D funds must be evaluated and improved on the basis of the evaluation outcomes. Coordination with other relevant state and federal programs in the provision of services must take place to ensure that student assessments and records are shared in ways that permit educational planning and services. Also, coordination must 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 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 drop out before entering correctional facilities must be encouraged to continue their education and/or further their employment related skills.

**Table 1. Key Features in the “*Every Student Succeeds Act (ESSA)*”.**

Goals and Targets	<ul style="list-style-type: none"> <li>• States must determine their goals and “challenging” academic standards.</li> <li>• State achievement targets for students must, <ul style="list-style-type: none"> <li>○ aim to close the achievement gap</li> <li>○ differ by student group</li> <li>○ aim to increase ELL proficiency percentages</li> <li>○ increase high school graduation rates.</li> </ul> </li> <li>• Standards must be aligned to the state’s higher education system.</li> <li>• In addition to standards in English/language arts, mathematics, and science, states may set achievement standards for other subjects.</li> <li>• Schools that do not meet goals receive additional funds and must plan to use these in ways that will help them attain their goals.</li> </ul>
Assistance for Struggling Schools	<ul style="list-style-type: none"> <li>• States and districts must have a plan of evidence-based methods to assist schools that have <ul style="list-style-type: none"> <li>○ graduation rates below 68%,</li> <li>○ a history of under-performance, or</li> <li>○ a specific group of students that are under-performing.</li> </ul> </li> <li>• Plans must be developed in partnership with parents and school staff.</li> <li>• States must reserve 7% of Title I-A funds for school improvement activities (unless the reserve results in decreased Title I-A funding).</li> <li>• Assistance to schools shall be incremented if within at most 4 years, schools have not exited identification as needing comprehensive support.</li> <li>• Students in schools under comprehensive support and improvement may transfer to another public school.</li> <li>• Using up to 5% of allocation, local educational agencies may cover transportation costs for students who transfer.</li> </ul>
Parental Outreach and Input	<ul style="list-style-type: none"> <li>• States and districts must solicit parental input.</li> <li>• Maximum 1% of funds are to be used to inform parents of available direct student services plus 2% for administrative costs.</li> </ul>
Direct Student Services	<ul style="list-style-type: none"> <li>• Allowable services for students include: <ul style="list-style-type: none"> <li>○ enrollment and participation in courses not otherwise available including: advanced courses and career/technical education courses that lead to industry recognized credentials.</li> <li>○ credit recovery and academic acceleration for a regular high school diploma.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ testing fees for AP or IB.</li> <li>○ Tutoring.</li> <li>○ School transfer, including to a charter school.</li> <li>● Priority for direct student services <ul style="list-style-type: none"> <li>○ Students in schools identified for comprehensive support and improvement.</li> <li>○ Low achieving students in schools implementing targeted support and improvement plans.</li> <li>○ Other low achieving students.</li> </ul> </li> <li>● Parent choice of direct student services may be provided by any of: <ul style="list-style-type: none"> <li>○ LEA.</li> <li>○ Community college/university.</li> <li>○ Non-public entities.</li> <li>○ Community-based organizations.</li> <li>○ Providers selected and approved by the State.</li> </ul> </li> <li>● Must report the effects of direct student providers' services</li> </ul>
Personalized Learning	<ul style="list-style-type: none"> <li>● States and districts are encouraged to use Universal Design for Learning, a paradigm which addresses diversity in students' learning abilities, skills, styles, and interests with multi-modal presentation of information, teaching strategies, and ways for students to demonstrate their knowledge.</li> </ul>
Annual Student Assessment	<ul style="list-style-type: none"> <li>● Student achievement in English/language arts and mathematics must be assessed yearly in grades 3 to 8 and once in senior high school.</li> <li>● Student achievement in science must be assessed in elementary, middle, and senior high school.</li> <li>● In addition to English/language arts, mathematics, and science, states may assess achievement in other subjects.</li> <li>● Assessments must be administered to at least 95% of all students; including English Language Learners after one year of enrollment.</li> <li>● States have the option of using nationally recognized achievement tests in addition to or in lieu of state developed tests.</li> <li>● Assessments may be computer-adaptive.</li> <li>● Up to 1% of students may be given alternate tests.</li> <li>● States and districts must minimize testing.</li> <li>● Select funds are available for exploration of "innovative" tests.</li> <li>● States may develop their own opt-out laws to address parents who do not wish for their children to participate in assessments.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>● Accountability formulas must be state-determined.</li> </ul>

	<ul style="list-style-type: none"> <li>• Academic factors to be used in accountability <ul style="list-style-type: none"> <li>○ Reading and mathematics achievement scores.</li> <li>○ English-language proficiency test scores, to be phased in as determined by each state.</li> <li>○ High school graduation rates.</li> <li>○ Any state-chosen academic measure for grade and middle schools.</li> </ul> </li> <li>• Additional factors, to be weighed less than academic factors, may include: <ul style="list-style-type: none"> <li>○ Kindergarten readiness.</li> <li>○ Access to and completion of advanced coursework.</li> <li>○ College readiness.</li> <li>○ School climate and safety.</li> <li>○ Student/educator engagement such as absenteeism.</li> </ul> </li> <li>• Student performance must be accounted for students who are economically disadvantaged or English Language Learners, have disabilities, belong to major racial and ethnic groups, have homeless status, have parents in the military, or are in foster care.</li> <li>• At the State’s discretion, English Language Learners may be included in the sub-group in their first year and until 4 years after exiting English Language Learner status.</li> <li>• States have discretion in determining the minimum number of students in a subgroup necessary to require reporting for accountability.</li> </ul>
Transparency	<ul style="list-style-type: none"> <li>• Districts must publicly report. <ul style="list-style-type: none"> <li>○ The amount of instructional time dedicated to assessments.</li> <li>○ Schools’ results on measures of student achievement by schools and subgroups.</li> <li>○ Student participation rates in assessments.</li> <li>○ Graduation rates.</li> <li>○ Schools in need of improvement.</li> </ul> </li> <li>• Schools must report the amount of funding received and strategies used.</li> <li>• Under-performing schools must inform the students’ parents.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Create a national center focused on literacy.</li> <li>• Include targeted funds to support evidence based-instruction in literacy skills.</li> </ul>



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## FLORIDA'S ACCOUNTABILITY SYSTEM

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**School Grades.** In compliance with federal requirements, the state of Florida established a set of procedures to determine schools' attainment of educational goals. The Florida School Grade Accountability System generates a report card with the average across grades of the percentage of points accrued for each goal established. Averaged percentage points and their corresponding grades are as follows: 62% or better equals A, 54% to 61% equals B, 41% to 53% equals C, 32% to 42% equals D, and 31% or less equals F. Components, i.e., goals, of the report card included the following.

1. Achievement status as measured by the state's standardized achievement assessments, the Florida Standards Assessment (FSA), the Florida Standards Alternate Assessment (F and end-of-course tests (EOC) in each subject area of
  - a. English language arts,
  - b. mathematics,
  - c. science, and
  - d. social studies
2. Learning gains
  - a. in English language arts,
  - b. in mathematics,
  - c. by the students who had scored in the lowest 25% of scores in English language arts,
  - d. by the students who had scored in the lowest 25% of scores in Mathematics
3. Middle school acceleration as measured by the percentage of students who passed a high school level EOC or obtained an industry certification.
4. College and career acceleration as measured by the percentage of students in the four-year graduation cohort who
  - a. earned a credit-awarding score on an acceleration exam<sup>3</sup> or
  - b. a passing grade in a dual enrollment course or
  - c. earned an industry certification.
5. The four-year graduation rate.

**Assistance to Struggling Schools.** As a transition year, with full implementation of the ESSA planned for 2017-18, in 2016-17 Florida continued to provide approved interventions to schools that had in the prior year, 2015-16, been designated as priority and focus schools. The purpose of interventions was to build capacity by strengthening systems and structures needed for improvement. Strategies included, but were not limited to, data analyses, needs assessments, strategic planning, problem solving, and professional development. Priority and focus schools were those that had received F or D grades respectively in the most recent report card of performance.

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<sup>3</sup> Acceleration exams include: Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE)

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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 the federal, state, and district policies, regulations and procedures as well as programmatic requirements, procedures for fiscal control, and for maintenance of records. The handbook may be retrieved by searching the policy manuals at <http://chandbooks.dadeschools.net>.

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

The budget for the 2016-17 school year, from funds allocated to M-DCPS through Title I Parts A, C, and D, totaled 156 million dollars. The largest budget item was the schoolwide assistance which included school-site parental programs (\$56 million). In compliance with the law, 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. The second largest item on the budget was for the support of the Priority and Focus schools (\$41 million). Funds were used to carry out the strategies that had been planned to increase capacity. The third and fourth largest items, (\$14 and \$13 million, respectively) provided funds for pre-kindergarten support so that pre-kindergarteners could attend a full day of instruction and supported secondary school reform which allowed middle and senior high schools to strengthen programs including the addition of an 8<sup>th</sup> period of instruction in the school day. 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: family outreach, support services, and community outreach; enhancements in instructional technology; academic initiatives and enrichments such as field trips and chess club; summer education supplement; educational support for homeless students; transportation for parental choice; non-public school support; and supplements to Parts C and D programs.

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## ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

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By the end of the 2016-2017 school year, a total of 312 active locations in M-DCPS received Title I funds from the schoolwide program. These schools included 59 charter and 253 traditional schools that broke down into the following grade level configurations: 145 elementary schools, 49 middle schools, 54 K-8 schools, 48 senior high schools and 16 other, such as alternative or specialized centers of various grade level configurations.

### SCHOOL GRADES

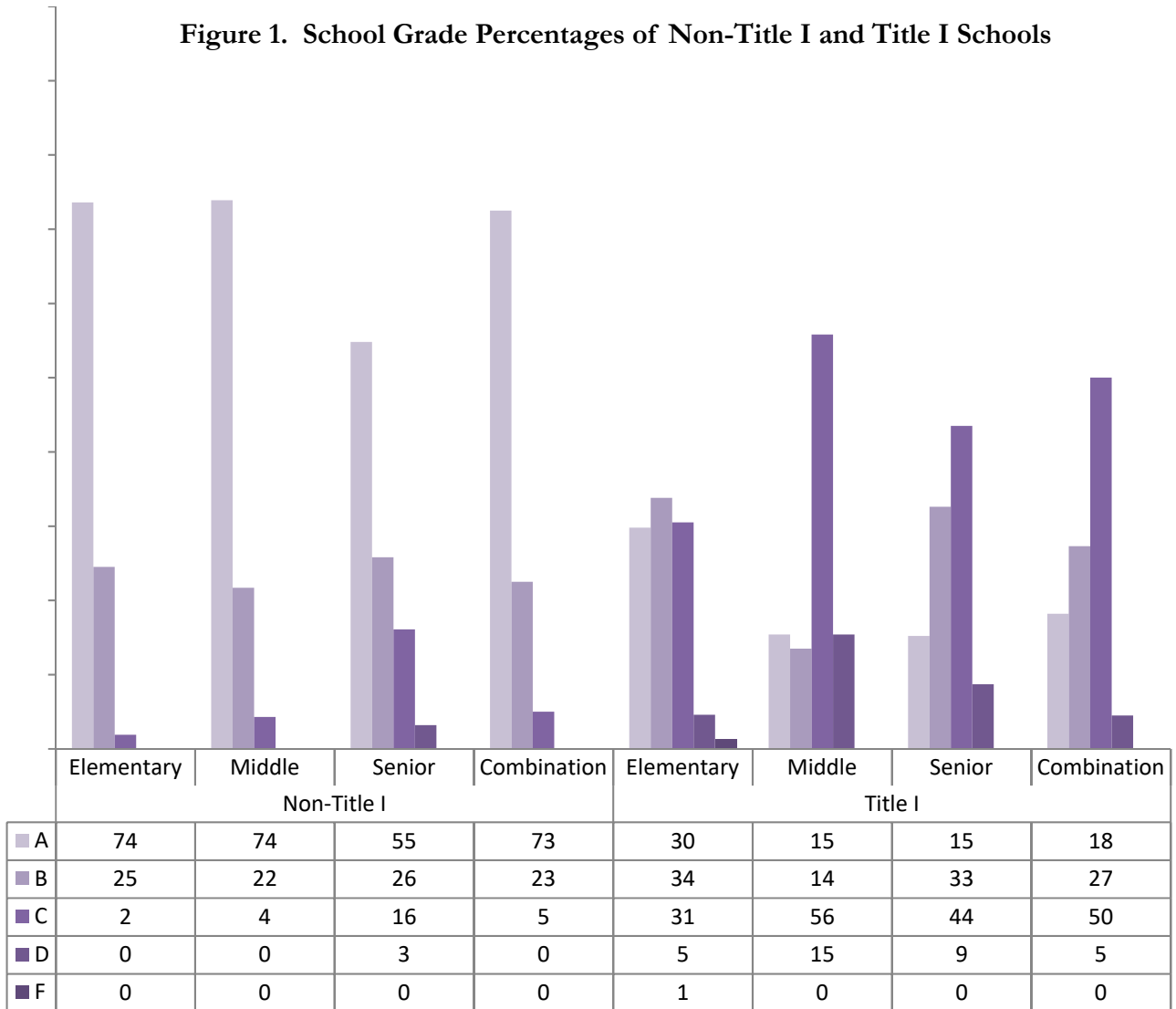
In 2016-2017, a total of 147 non-Title I and 293 Title I schools respectively received grades. As can be seen from the table below, in both 2016 and 2017 non-Title I schools received higher percentages of A grades than Title I schools. In addition, from 2016 to 2017, Title I schools that received A and B grades increased from 13% to 23% and from 22% to 29% such that C, D and F rated schools decreased.

**Table 2. School Grade Distribution for non-Title I and Title I Schools by Year.**

	2016		2017	
	non-Title I	Title I	non-Title I	Title I
A	62%	13%	69%	23%
B	24%	22%	24%	29%
C	13%	47%	6%	40%
D	1%	14%	1%	7%
F	0%	3%	0%	1%

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.

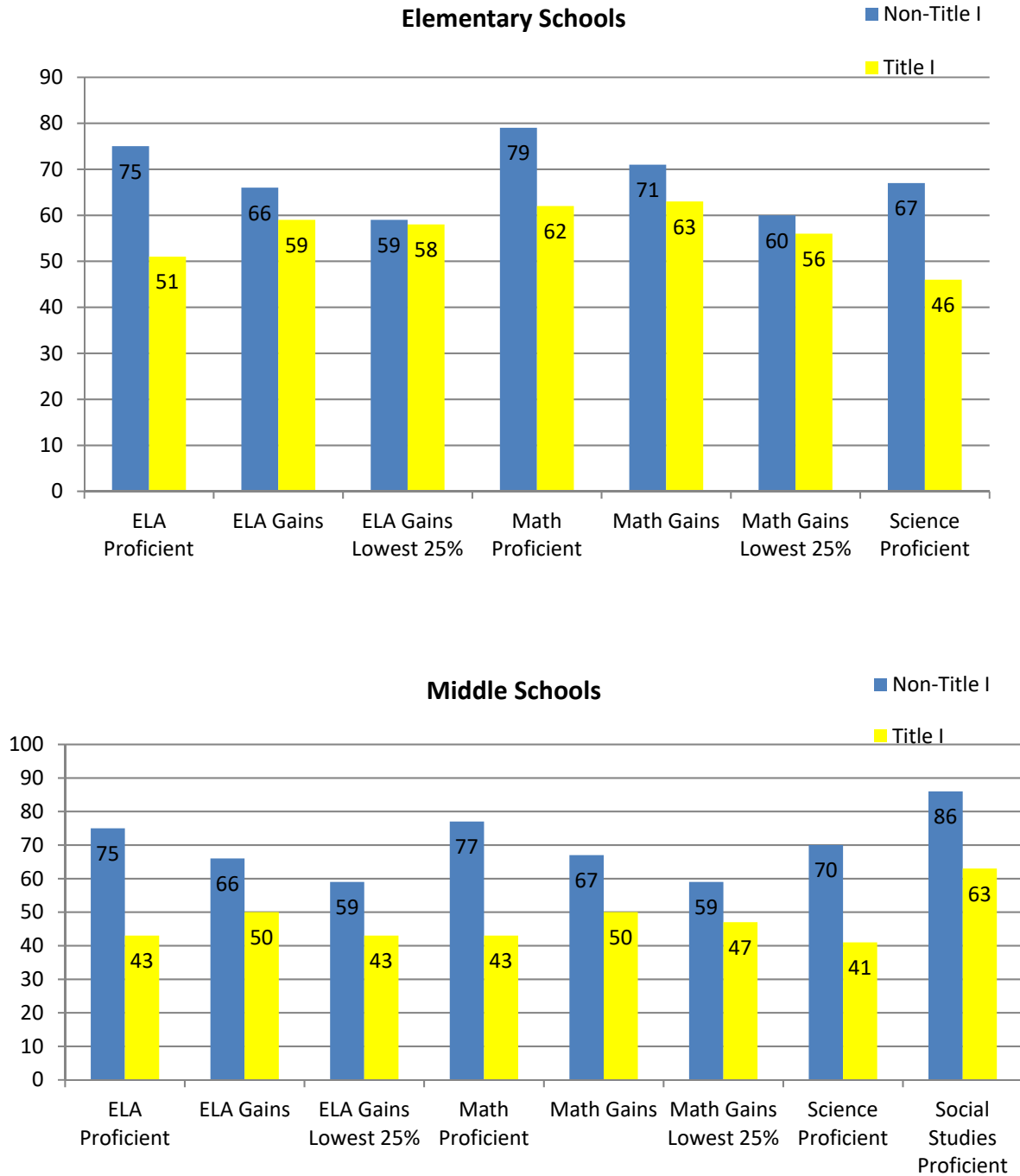
**Figure 1. School Grade Percentages of Non-Title I and Title I Schools**

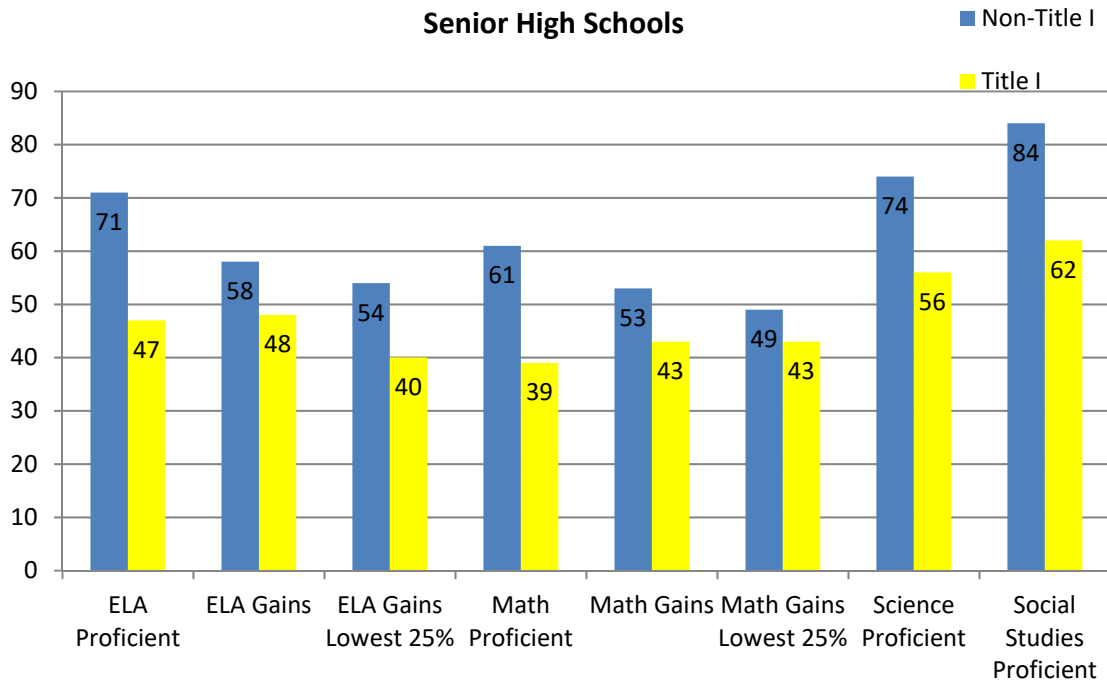
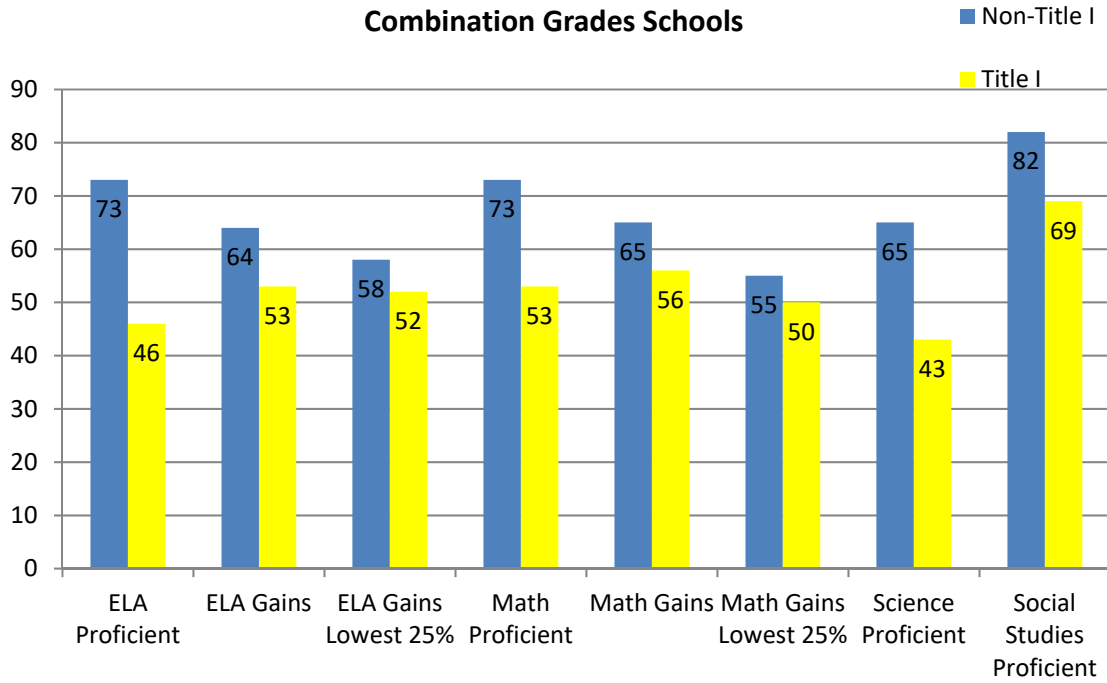


**GRADE COMPONENTS**

The graphs that follow present the components of school grades for Title I and non-Title I schools for the 2016-2017 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.**

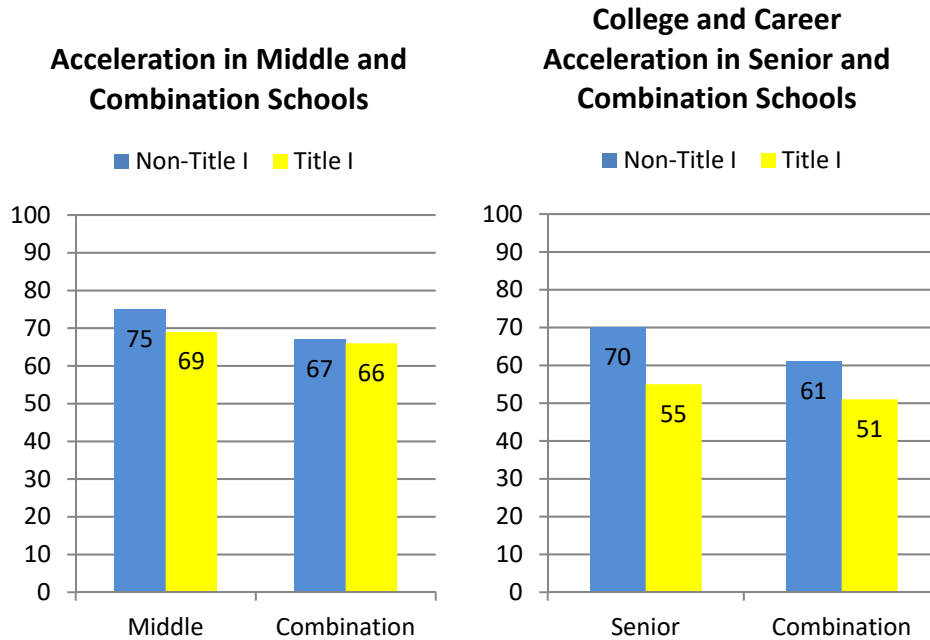




As can be seen from the graphs above, Title I and non-Title I schools differed in the percentages of students proficient and in the percentages of students making gains except for ELA gains among the lowest 25% in elementary schools. In elementary schools, the percentages of the lowest 25% who

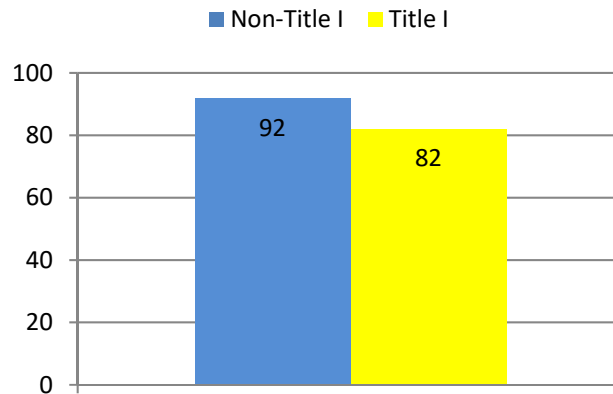
made gains in ELA were 59% and 58% in non-Title I and Title I, respectively. This difference is negligible and the two types of schools can be considered comparable.

**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 except for middle school acceleration among combination schools, in which the difference was 1% and thereby negligible. Non-Title I schools had higher graduation rates than Title I schools.

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



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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 2016-17 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 (33 schools), Florida Educational Leadership Council (FELC) (5 schools), One on One Learning (36 schools) and Levy Learning (3 schools). These companies billed the district directly for tutoring that they provided to the students in the participating non-public schools.



**Table 3. Companies' Service Profiles.**

	Catapult	FELC	Levy Learning	One on One
Number of schools	33	5	3	36
Total number of students served	2,525	214	145	1,477
School with fewest students	9	12	6	5
Average number of students per school	77	43	48	41
School with most students	338	113	112	103

**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 4, “*Student Demographics and Qualifying Criteria*,” summarizes the characteristics of the students who received 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.

**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 4. Student Demographics and Qualifying Criteria.**

	Catapult <i>n</i> = 2,525	FELC <i>n</i> = 214	Levy Learning <i>n</i> = 145	One on One <i>n</i> = 1,477
Student Demographics				
Female	51%	44%	48%	43%
Male	49%	56%	52%	57%
Ethnicity				
Hispanic	69%	70%	0%	59%
Black	19%	14%	22%	38%
White	9%	2%	77%	2%
Other	3%	--	0%	1%
not reported	--	15%	-0%-	
Grades				
Kindergarten	8%	5%	>1%	11%
Grades 1 to 5	81%	52%	86%	65%
Grades 6 to 12	11%	43%	12%	24%
Qualifying Criteria				
Teacher referral	100%	100%	100%	100%
Parent request	100%	13%	100%	100%
Standardized Reading Achievement				
number tested	371	213	0	1,459
% below 50th percentile*	80%	73%	n/a	99%
Standardized Mathematics Achievement				
number tested	125	66	0%	1,246
% below 50th percentile*	97%	100 %	n/a	100%

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

\* Criterium to qualify for services was a score of 520 or below, roughly comparable to the 50th percentile.

**Services Provided to Students.** Table 5, “*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 5. Profile of Services to Non-Public Schools.**

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	678	13	74	53	10
Mathematics	447	1	66	50	15
Writing	1,169	10	81	47	19
Study Skills	930	4	75	39	20
Counseling: Group	161	7	71	39	22
Individual	256	2	94	42	19
FELC ( $n = 214$ )					
Reading	213	19	65	51	18
Mathematics	67	19	38	27	5
Levy ( $n = 145$ )					
Reading	145	60	60	60	0
One on One ( $n = 1,477$ )					
Reading	1,461	1	61	31	13
Mathematics	1,244	3	61	27	10

**Tests Used to Document Learning Gains.** Contracted companies were required 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 iReady, Wide Range Achievement Test (WRAT) and AIMSweb. Writing samples were scored according to the 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, and 1 point for the Florida Writing rubric, which is scored from 1 to 6. The criteria for test results reported in terms of grade equivalence is 1.2.

Table 6, “*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.

**Table 6. Pre-Post Tutoring Achievement Gains.**

Test		Number served	Number pre- and post-tested	Percent of tested who met learning gain criteria
Catapult Learning				
Reading	iReady	678	284	33%
Mathematics	iReady	447	78	23%
Writing	Florida Writing Rubric	1,169	713	89%
Study Skills	Catapult Study Skills Test	930	368	83%
FELC				
Reading	iReady	213	174	15%
Mathematics	iReady	67	74	22%
Levy				
Reading	WRAT	145	136	29%
One On One				
Reading	AIMSweb	1,461	1,318	89%
Mathematics	AIMSweb	1,244	1,104	93%

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; and 1.3 grade equivalence for the WRAT.

**Principal Satisfaction.** The principals or vice-principals of 10 schools were queried over the telephone by staff from the Office of Program Evaluation on their satisfaction with the services

received by their school. The ten schools included 4 schools that had changed providers, and six that had remained with the same provider across the 2016-17 to 2017-18 school years. Principals were asked to rate services received, to summarize their experiences, and if the school had switched providers, they were asked to describe what had prompted the change.

Principals who had continued with the same providers were pleased or very pleased with the services that they had received. For instance, one principal had glowing remarks of the provider company, its tutoring program, its tutor, the workshops provided to teachers on “differentiated instruction” and on “parent engagement” and the workshops provided to parents on “reading with your child” and on “developing life-long learners.” She was also very appreciative about the computers and smartboards received by her school as part of the support. As another principal pointed out, “When I see a problem, I switch {companies}”.

Principals who switched providers had favorable reports on the educational programs used by the companies, but had had negative experiences with the tutors that had served them. In 3 of the 4 cases, tutors had been unprofessional in various ways and in the fourth case, the tutor had been inexperienced in classroom management. Concerns brought by principals to the providers were raised after the principals’ attitude to the provider had turned negative, went unaddressed other than by the provision of promises of improvements that were not forthcoming, or were addressed by a change in tutor. Even when tutors were changed, principals changed companies. Given these findings, companies would do well to provide adequate supervision so that they can address problems before principals find it necessary to raise their concerns.

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## **PART D: NEGLECTED AND DELINQUENT PROGRAMS**

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In M-DCPS, educational services to students who fit the ESSA designation as neglected and/or delinquent were 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. The Educational Outreach Program served students in 23 centers that included corrections and detention centers ( $n = 8$ ), drug/alcohol rehabilitation centers ( $n = 5$ ), alternative programs ( $n = 6$ ), and temporary housing shelters ( $n = 4$ ).

Title I Part D funds were provided directly to the Outreach Program or were used to purchase goods or services for the Program. Funds provided directly to the Program were distributed by Program staff to the various centers according to need. Funds paid for school day and after school tutors, computers, parent outreach, school libraries, reading programs, supplemental materials or classes to enhance the state adopted curriculum, and truancy prevention efforts. The approximate total amount of Title I Part D funds allocated in 2016-17 was just under \$533 thousand dollars.

In the 2016-2017 school year, 3,753 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Two-thirds of the students were enrolled in grades 9 through 12<sup>th</sup>, with 22%, 19%, 21%, and 4% of the students respectively. Eighty percent (80%) of the students were male, 36% were Black, 59% were Hispanic, and 5% were other races. Almost half of the students (46%) participated in the FRL program and 21% of the students were in SPED. The most frequent classification for Special Education services was Emotional/Behavioral Disability (8% of all students) and Specific Learning Disability (5% of all students).

Student outcomes were assessed in terms of the percentages of students by grade, gender, and ethnicity who on the subsequent school year did not re-enroll, repeated the grade or, if in 12<sup>th</sup> grade, graduated. As can be seen from Table 7 below, passing the grade was most common in the earlier grades, i.e., 56% to 60% of the students in grades kindergarten to 8<sup>th</sup> grade. Failure to re-enroll (71%) was most prevalent for students in 11<sup>th</sup> grade. Failure to re-enroll was also higher among males (51%) than females and among Hispanics (58%) than Black students (30%).

**Table 7. Student Outcomes by Grade, Gender, and Ethnicity.**

	Count	Not Enrolled	Repeated Grade	Passed/ Graduated
<b>Grade</b>				
K to 05	216	34%	10%	56%
06	171	26%	14%	60%
07	337	26%	16%	58%
08	569	27%	15%	58%
09	808	52%	12%	36%
10	715	50%	14%	36%
11	770	71%	8%	21%
12	167	51%	15%	34%
<b>Gender</b>				
Female	1,242	39%	11%	50%
Male	2,511	51%	13%	35%
<b>Race/Ethnicity</b>				
Black	1,338	30%	19%	51%
Hispanic	2,229	58%	9%	33%
Other	186	38%	8%	54%

## 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 (<https://results.ed.gov/legislation>). Supplementary services provided to Migrant students include: (1) identification and recruitment, (2) advocacy, (3) health and social services, (4) academic support, (5) parental Engagement, 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 (<http://flrecruiter.org/>) 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 “*Every Student Succeeds Act*” (ESSA) of 2015, Part C – Education of Migratory Children, Section 1304, 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, b) are over-age for their grade level, c) are English Language Learners, 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, such as 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) on October 30, 2017.

### MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2016-17, there were 1172 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, 48% were female and 52% were male. As in previous years, most students served were Hispanic (98%).

**Table 8. Distribution of Migrant Students, by Race and Ethnicity**

Ethnicity	2015		2016		2017	
	No.	Percent	No.	Percent	No.	Percent
White	9	0.9 %	6	0.7 %	8	0.6 %
Black	12	1.2 %	9	1.1 %	12	1.1 %
Hispanic	936	97.9 %	787	98.2 %	1107	98.3 %
Total	957	100.0%	802	100.0%	1127	100.0%



The Migrant students who were served in the 2016-17 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 2016-17, the number of students served by grade ranged from a low of 52 students in grade KG to a high of 102 in grade 6. The average number of students served per grade level increased from 57 students in 2015-16 to 80 students in 2016-17, thus representing a 40% increase.

**Table 9. Distribution of Migrant Students, by Grade Level**

Grade	2014	2015	2016	2017
PK	99	40	5	81
KG	72	71	17	52
Grade 1	65	71	43	63
Grade 2	73	86	45	95
Grade 3	92	87	82	89
Grade 4	86	78	69	77
Grade 5	80	86	70	84
Grade 6	60	90	70	102
Grade 7	59	84	78	92
Grade 8	65	78	75	76
Grade 9	71	59	73	101
Grade 10	30	50	67	77
Grade 11	34	40	45	59
Grade 12	35	37	63	79
Total	995	957	802	1127

It should be noted that the overall number of migrant students served in 2016-17 was considerably higher than the number of migrant students served in 2015-16. Staff from the Department of Title I Administration, Migrant Office cited some possible reasons for this increase, such as a) an increase in their efforts to reach out and identify more migrant families, and b) eligible families that had previously left to other counties within Florida and other states, and had since returned to Miami-Dade County.

## 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 FSA assessments which target the Florida Standards in English Languages Arts (ELA) and Mathematics.

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

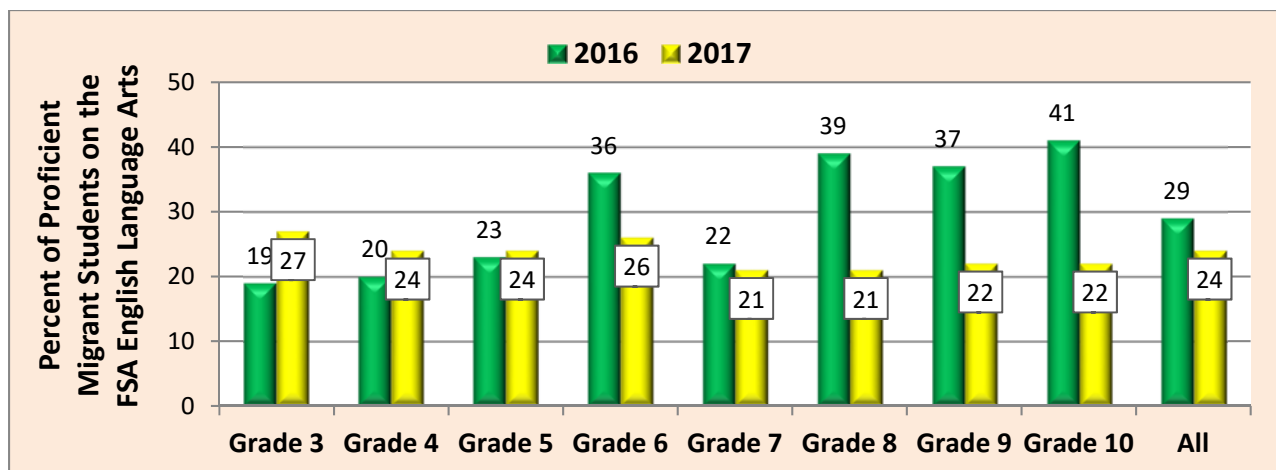
Table 10 displays the percent of students scoring at level 3 or higher on the FSA ELA for Migrant students in 2016 and 2017. The data are further broken down by grade level, ELL status, and PFS designation. The overall percentage of Migrant students who scored at the proficient level was 24%.

**Table 10. Percent of Migrant Students by Grade Level, who were Proficient in ELA**

Group	2016	2017
All Migrant Students	29	24
ELL	11	22
Non-ELL	43	34
PFS Students	11	11
Grade 3	19	27
Grade 4	20	24
Grade 5	23	24
Grade 6	36	26
Grade 7	22	21
Grade 8	39	21
Grade 9	37	22
Grade 10	41	22

The percent of Migrant students scoring at or above the proficient level in ELA ranged from a low of 21% in 7<sup>th</sup> and 8<sup>th</sup> grade to a high of 27% in 3<sup>rd</sup> grade. Overall the percent of Migrant students scoring at the “proficient” level in 2017 was 24, which is 5 percentage points lower than in 2016. A closer look at the grade by grade achievements reveals that the lower grades did slightly better than the higher grades.

**Figure 5. Percent of Proficient Migrant Students in English Language Arts**



M-DCPS 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 was 13 percentage points lower than the overall achievement of all migrant students.

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

Table 11 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 2016 and in 2017.

On the FSA ELA, 24% of Migrant students and 54% 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 21% to 27%. The non-Migrant students’ achievement varied from 50% to 58%. The gap between Migrant students’ achievement and non-Migrant students by grade level, ranged from a low of 28 percentage points in grade 10 to a high of 34 percentage points in grade 8.

**Table 11. Gap in the Percentages of Reading Proficiency Levels: Migrant vs. Non-Migrant**

	2017 Migrant	2017 Non-Migrant	2017 Gap	2016 Gap
All Students	24	54	30	22
Grade 3	27	58	31	35
Grade 4	24	57	33	33
Grade 5	24	54	31	31
Grade 6	26	53	30	15
Grade 7	21	52	31	26
Grade 8	21	55	34	17
Grade 9	22	52	30	15
Grade 10	22	50	28	7

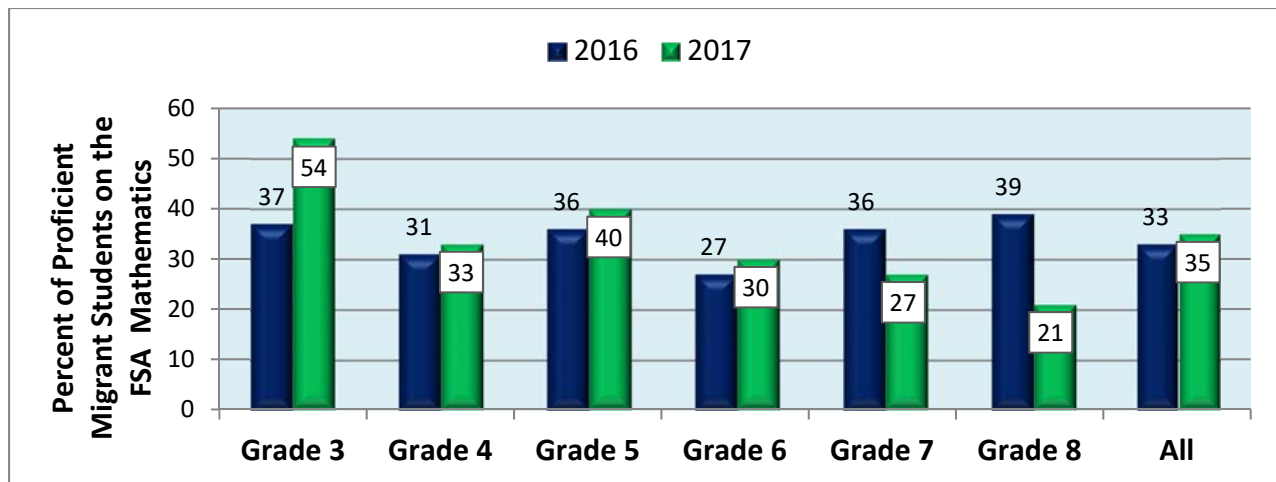
A grade by grade inspection of the achievement gaps in ELA between Migrant and non-Migrant students in 2017 reveals that these gaps are around 30 points in all grades (3<sup>rd</sup> through 10<sup>th</sup>).

Furthermore, the gap between migrant and non-migrant has increased in 2017 when compared to the gap in 2016, except for grades 4 and 5 which remained the same. Specifically, overall the gap between migrant and non-migrant’s achievement increased from 22 points to 30 points, which is still lower than the gap in 2015 which was 32 points (not shown in this table).

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

Figure 6 and Table 12 display the percent of students scoring at level 3 or higher on FSA Mathematics for Migrant students in 2016 and in 2017. In Table 12, the data are broken down by grade level, ELL status, and PFS designation. In 2017, the overall percentage of Migrant students who scored at level 3 or higher on the FSA was 35%. Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 21% in grade 8 to a high of 54% in grade 3, which is basically the opposite picture in 2016 where grade 8 saw the highest achievement and grade 3 saw the lowest achievement on the FSA Mathematics.

**Figure 6. Percent of Proficient Migrant Students in Mathematics**



A closer look at the 2017 results, reveals that in grades 4, 5, 6, and 7, the percent of Migrant students who scored in the proficient level was about 30%. The percent of Migrant students scoring at the “Proficient” level was the lowest in grade 8 at 21% and was the highest in grade 3 at 54%.

**Table 12. Percent of Migrant Students Scoring 3 and above in FSA Mathematics**

Group	2016	2017
All Migrant Students	33	35
ELL	22	35
Non-ELL	58	39
PFS Students	24	24
Grade 3	31	54
Grade 4	31	33
Grade 5	36	40
Grade 6	27	30
Grade 7	36	27
Grade 8	39	21

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

In Mathematics, 35% of Migrant students and 56% 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 21% in grade 8 to a high of 54% in grade 3. The achievement of their non-Migrant counterparts ranged from a low of 39% in grade 8 to a high of 68% in grade 4. Overall, the achievement gap between Migrant and Non-Migrant students in mathematics ranged from a low of 11 percentage points in grade 3 to a high of 35 percentage points in grade 4.

**Table 13. Gap in FSA Mathematics Proficiency Levels: Migrant vs. Non-Migrant Students**

	2017 Migrant	2017 Non-Migrant	2017 Gap	2016 Gap
All Students	35	56	21	21
Grade 3	54	65	11	34
Grade 4	33	68	35	30
Grade 5	40	60	20	22
Grade 6	30	52	22	22
Grade 7	27	49	22	11
Grade 8	21	39	18	2

## **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 (35%) scored at the proficient level in mathematics, while only 24% (one out of 4) 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 lower grades, 3<sup>rd</sup> through 6<sup>th</sup> grade performed better than the upper grades (7<sup>th</sup> through 10<sup>th</sup>). 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 30 percentage points. It should be noted that overall the gap between migrant and non-migrant's achievement increased from 22 points to 30 points, which is still lower than the gap in 2015 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. Furthermore, when compared to Non-Migrant students, the achievement gap by grade level in mathematics ranged from a low of 11 percentage points in grade 3 to a high of 35 percentage points in grade 4.

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## TITLE I PARENT AND FAMILY ENGAGEMENT

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This section was prepared in compliance with the “*Every Student Succeeds Act*” (ESSA) of 2015. Part A - Improving Basic Programs Operated by State and Local Educational Agencies, Section 1010. Parent and Family Engagement, which requires that every school district receiving Title I funds must conduct an annual evaluation of its parent engagement programs that provide for: a) evaluation of the content and effectiveness of parental engagement policies, b) identification of barriers to increased participation in activities that are provided for parents, and c) designing more effective strategies for parental engagement.

To that end, and in order to determine the effectiveness of the Title I Parent and Family Engagement 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 Engagement 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, Region Offices, 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 Planning framework identified “Parent Involvement” as one of the four major pillars to ensure that students are prepared for success in the third millennium.

**Parent Engagement evaluation outcomes:** Section 1010, Title I Parent and Family Engagement, Subpart D, which states “... conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools , including identifying “barriers to greater participation by parents in school activities”, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

In order to comply with this requirement, 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 Engagement; and *Section 6:* Additional Parent Engagement 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 and Family Engagement Program. The input included responses to specific questions and comments that were collected through online surveys in

various languages. A few parents opted to fill out a paper version of the survey. Those paper surveys were entered by hand into the database.

**Data collection methodology:** The survey was administered from May 5, 2017 through July 31, 2017 (see Briefing # 21203 dated May 5, 2017). A variety of marketing tools were used to inform parents of this activity: weekly briefings, announcements at Title I principal meetings, Title I neighborhood Resource Center, Title I CHESS office, and other parent events. The online surveys were posted on the Parent Portal main webpage and the Department of Title I Administration’s website. It should be noted that this information was communicated only to parents of students at Title I schools through weekly briefing to Principals and Community Involvement Specialist at Title I schools. 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. The survey was originally scheduled to close on June 23, but an extension of the window to receive responses was extended to July 31.

**Survey questions and response format:** The parent engagement 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 1,900 parents completed the surveys. This represents a higher response than the 2015-2016 administration of the survey, which was about 1,600. The increase may be attributed to the continued efforts especially periodic reminders from the Department of Title I administration and the extension in the survey administration window through July 2017. It should be noted, that the sample of respondents is representative of M-DCPS parents with respect to demographic variables. The majority of the respondents completed the surveys online. Furthermore, almost 75% 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 background.

As indicated in the table below, almost 93% of the respondents were parents. About 5% of the respondents were teachers and/or school employees within M-DCPS. About 1% indicated that they were community members, and 1% indicated that they were grandparents, legal guardians, brothers, or sisters of the students. It should be noted that the types of respondents in 2017 were similar to those in prior years.

**Table 14. Respondents to 2015 Parent Engagement Survey, by Stakeholder Group**

	N	Percent
Parents	1,761	92.7%
Teachers/ School Employees	97	5.1%
Community Members	20	1.1%
Grandparents, legal guardians, brothers, or sisters	22	1.2%
Total	1,900	100.0%



The following sections present the results to key questions that assess important aspects of the parental engagement program and also comply with the requirements of Section 1010, Title I Parent and Family Engagement 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 15. Awareness of Standards and Testing**

<b>Question</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Diff.</b>
Did you receive information about what the school teaches your child?	93.1%	95.0%	95.7%	0.7%
Did you receive information about your child’s school performance on District and State assessments?	86.3%	92.0%	93.1%	1.1%
Did you receive information about grade level expectations, grade level proficiency, or how your child scored on State tests?	89.5%	91.0%	91.9%	0.9%
Did you receive information on how to determine if your child moves or repeats the same grade?	84.1%	84.7%	87.6%	2.9%
Did you receive information about how to keep track and monitor your child’s progress?	91.7%	90.7%	91.0%	0.3%
Did you receive information about how you can work with teachers to help your child succeed?	87.1%	87.6%	89.7%	2.1%
Did you attend the Title I Annual Meeting at your child’s school or any meeting where the goals and activities of the Title I Program were discussed?	85.2%	88.0%	88.3%	0.3%

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 2017 administration to that of 2016. A brief inspection of this column shows that 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 (65.7%) 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 three 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 2015 through 2017.

**Table 16. Parents' Source of Information**

Source of information	2015	2016	2017	Diff.
Title I Annual Parent Meeting	61.3%	63.3%	65.7%	2.4%
Conference with a teacher or other meetings at school	59.2%	60.3%	60.5%	0.2%
Mail from school or district	36.7%	38.7%	39.7%	1.0%
School/District/State (FDOE) websites	21.7%	25.0%	29.1%	4.1%
Title I School-Parent Compact	29.7%	30.8%	31.8%	1.0%
Title I Quarterly Parent Bulletin	27.0%	26.1%	25.9%	-0.2%
Friends, relatives, or other parents	16.3%	17.3%	21.4%	4.1%
Title I DAC Talk News for Title I parents	23.2%	24.0%	24.9%	0.9%

**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, at least one out of five parents indicated that s/he uses the Internet to get information on school/district/state websites, this year, that percentage continue to increase as compared to last year by about 4 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 "Friends, relatives, or other parents".

## 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 81.7% to 93.1%. It should be noted that these numbers are high and they have increased in the majority of cases by comparison to the 2016 numbers.

**Table 17. Parents as “Partners”**

Question	2015	2016	2017	Diff.
Did you feel that teachers, principals, and other staff were willing to communicate with you?	90.1%	92.2%	93.1%	0.9%
Did your child’s school value your suggestions and/or ask for your advice?	87.7%	90.7%	91.9%	1.2%
Were you aware that you may participate in the development and review of your school and District Parent Involvement Plans and your child’s School-Parent Compact?	78.2%	79.3%	82.3%	3.0%
Did your child school promote the availability of the District PIP, School-level PIP and Title I school-Parent Compact?	85.1%	87.0%	88.9%	1.9%
Was the Title I PIP easy to understand?	81.1%	83.4%	87.3%	3.9%
Was the Title I PIP given in a language you understand?	85.2%	86.2%	86.1%	-0.1%
Did your school have a meeting to explain Title I PIP?	79.1%	79.9%	81.7%	0.8%

There was a considerable increase of at least 3 percentage points in two questions regarding the Title I Parent Involvement Plan (PIP). Specifically, parents indicated that a) they know that they can participate in the PIP and b) the PIP was presented in an easy to understand language.

Over 93% of the parents indicated that teachers and school staff were willing to communicate with them. This represents an increase from the results of both 2015 and 2016. In all but one of the other categories, there was an increase that ranged from less than 1 percentage point to about 4 percentage points.

An inspection of the column “Diff.,” which compares the results of the 2016 to that of 2017, shows that in all areas, there was an increase in the percentages of parents responding favorably to these questions. However, the rest of questions in this section “Parents as Partners” could be improved, especially given the fact that reaching a higher approval level is possible as exhibited in the results of the first two questions in the table above where the percentage of favorable response is over 90%.

## BARRIERS TO GREATER PARENT ENGAGEMENT 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 18. Barriers and Obstacles to Greater Parent Engagement Participation**

<b>Barrier or Obstacle</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Diff.</b>
Schedules of meetings did not work with my schedule.	47.0%	46.1%	45.1%	-1.0%
Language barrier (Can't speak English).	26.0%	27.3%	26.0%	-0.7%
Problems with childcare.	20.0%	21.0%	23.0%	2.0%
Other reasons.	19.0%	22.3%	23.3%	1.0%

An inspection of the table above shows that the 2017 results continue to be similar to the 2016 results, except for the “Problems with childcare” and “Other reasons” where there was an increase of 2 points and 1 point respectively. The increase reflects that parents are having less success in participating in school events. The percentage of parents who cited “Times and/or dates of meeting” as a barrier continue to decrease as compared to the 2015 and 2016.

## 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 (95.1%) indicated that they knew how to contact their children’s teachers, only 84.5% of the respondents said that translators were available to help them at Title I District meetings. It should be noted however, that this area saw an increase of 2 percentage points from 2016

**Table 19. Communication with Teachers**

<b>Question</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Diff.</b>
Did you know how to contact your child’s teacher?	94.2%	94.5%	95.1%	0.6%
Did your child’s school provide you with information that is easy to read and to understand and in a language that you speak?	95.7%	95.9%	96.3%	0.4%
Were translators available or special needs accommodations made to help you at events held at your child’s school or Title I District meetings and/or activities, if needed?	83.7%	82.5%	84.5%	2.0%

An inspection of the column “Diff.” which compares the results of the 2016 administration to that of 2017 shows that there was an increase in the percentages of parents responding favorably to 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.

## SCHOOLS OPEN TO PARENTAL ENGAGEMENT

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 96% 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 2017 results continue to show an increase in all three areas that ranged from 0.7% to 2.1%. These results are encouraging and represent a continuation of a positive trend.

**Table 20. School Open Parental Engagement**

Question	2015	2016	2017	Diff.
Did you ask for specific activities, meetings, or materials?	85.0%	86.1%	86.8%	0.7%
Were you satisfied with the responses?	85.1%	86.0%	88.1%	2.1%
Did you feel welcome at your child's school?	93.2%	95.5%	96.1%	0.6%

## 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 reveals 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" (the same percentage as that of 2016), and about the requirements for High School graduation (one percentage point increase from last year). Parents also continue to express their need to know more about "services for students with special needs" which increased by 3 percentage points from 19% to 22%. This represents a trend that indicates a greater parent engagement in their children academic requirements, access to post-secondary education, and services for special needs students.

**Table 21. Areas and/or program where parents indicated they need more information**

<b>Area where more information is needed</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Diff.</b>
The State Standards and Testing	39.0%	42.0%	42.1%	0.1%
How to work with my child at home?	29.0%	31.0%	34.0%	3.0%
The Title I Program	24.0%	25.0%	25.0%	0.0%
How to work with my child's teachers?	27.0%	29.0%	31.0%	2.0%
How to access resources for parents?	28.0%	29.0%	31.5%	2.5%
High School Graduation Requirements	27.0%	30.0%	31.0%	1.0%
Pre-requisite for Post-Secondary Education	19.0%	21.0%	23.0%	2.0%
Services for students with special needs	15.0%	19.0%	22.0%	3.0%

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

### **PARENT ENGAGEMENT SUMMARY COMMENTS**

In summary, a comparison between the 2015, 2016, and 2017 results reveals that overall the feedback of the respondents to the Title I Parent and Family Engagement Survey continues to be positive. The parents who responded to the survey showed positive feedback in almost all areas. Similarly, to the 2015 results, the parents continue to express more positive views of the Title I program in nearly every aspect by comparison to the 2016 and 2017 results.

The 2017 results continue to be positive as reflected by an inspection of the responses to each question in the Title I Parent and Family Engagement Survey. This closer inspection reveals that there is evidence that the parents are pleased with their relationship with the 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 recommended last year) to look further into the reasons of the increase and build on the strategies used during the 2016-2017 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 increased concerns about students' performance on this rigorous assessment.