

OFFICE OF PROGRAM EVALUATION  
MIAMI-DADE COUNTY PUBLIC SCHOOLS

# 2017-2018 TITLE I PROGRAM EVALUATION REPORT

EVERY STUDENT SUCCEEDS ACT (ESSA) OF 2015

---

Emily Arcia, Ph.D.

Tarek Chebbi, Ed.D.

December 2019

## TABLE OF CONTENTS

<b>THE FEDERAL LAWS.....</b>	<b>1</b>
<b>FLORIDA'S ACCOUNTABILITY SYSTEM .....</b>	<b>7</b>
<b>MIAMI-DADE COUNTY'S IMPLEMENTATION OF THE FEDERAL AND STATE LAWS.....</b>	<b>8</b>
TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS .....	8
<b>ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS .....</b>	<b>9</b>
SCHOOL GRADES.....	9
GRADE COMPONENTS .....	10
<b>SERVICES FOR NON-PUBLIC SCHOOLS .....</b>	<b>14</b>
<b>EDUCATION OF MIGRATORY CHILDREN .....</b>	<b>20</b>
<b>TITLE I PARENT AND FAMILY ENGAGEMENT .....</b>	<b>27</b>

---

# TITLE I

## 2017-2018 REPORT

---

---

### THE FEDERAL LAWS

---

**Purpose.** This report provides information on the status of schools and students supported by federal Title I 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 gave 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 placed 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 were designated for corrective actions. As compared to NCLB, ESSA also placed increased emphasis on supporting students for successful transitions and to obtain regular high school diplomas. The

---

<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.

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, must 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 Part A 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 pre-kindergarten students, students placed in Exceptional Student Education (ESE), English Language Learners, as well as those in transitions such as students in foster care or experiencing homelessness. 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>



---

## FLORIDA'S ACCOUNTABILITY SYSTEM

---

**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 40% 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.** Since 2016-17 Florida has provided interventions to schools that have been designated as priority and focus schools in the previous school year. In 2017-18 baseline calculations of the ESSA Federal Index were established, allowing for the identification of two types of support: comprehensive, and targeted. Comprehensive support was to be provided to the lowest performing schools, and targeted support was to be provided to schools with one or more low performing subgroup(s). The purpose of supports was to build capacity by strengthening systems and structures needed for improvement. Strategies included, but were not limited to, data

---

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

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.

---

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

---

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 educational services and 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://ehandbooks.dadeschools.net>.

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

The budget for the 2017-18 school year, from funds allocated to M-DCPS through Title I Parts A (\$156 million), C (\$1 million), and D (\$.5 million). The largest budget item provided funds for "Title I schools" (\$87 million). In compliance with the law, these funds were allocated to schools by the M-DCPS Title I Administration according to schools' percentages of students who qualified for the free and reduced-price meals program. Principals decided how the funds were to be used.

Large budget items under Part A included a) support for pre-kindergarten programs to supplement VPK State funds so that pre-kindergarteners could attend a full day of instruction (\$14 million); b) non-public school support (\$10 million); c) a supplement for schools designated as being in need of comprehensive and targeted support (\$8 million); d) academic initiatives (\$3 million); and e) a summer supplement (\$3 million). Support for parent and family engagement programs across specific budget items exceeded \$2 million.

The balance of funds was allocated to a diverse set of targeted programs in support of students in Title I schools. Examples include but were not limited to: family and community outreach and support services such as transportation for students in foster care; enhancements in instructional technology and materials; enrichments such as field trips, chess club, and cultural infusion; educational support for homeless students; and supplements to Parts C and D programs.

---

## ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

---

By the end of the 2017-2018 school year, a total of 318 active locations in M-DCPS received Title I funds from the schoolwide program. These schools included 61 charter and 257 traditional schools that broke down into the following grade level configurations: 147 elementary schools, 51 middle schools, 55 K-8 schools, 48 senior high schools and 17 other, such as alternative or specialized centers of various grade level configurations.

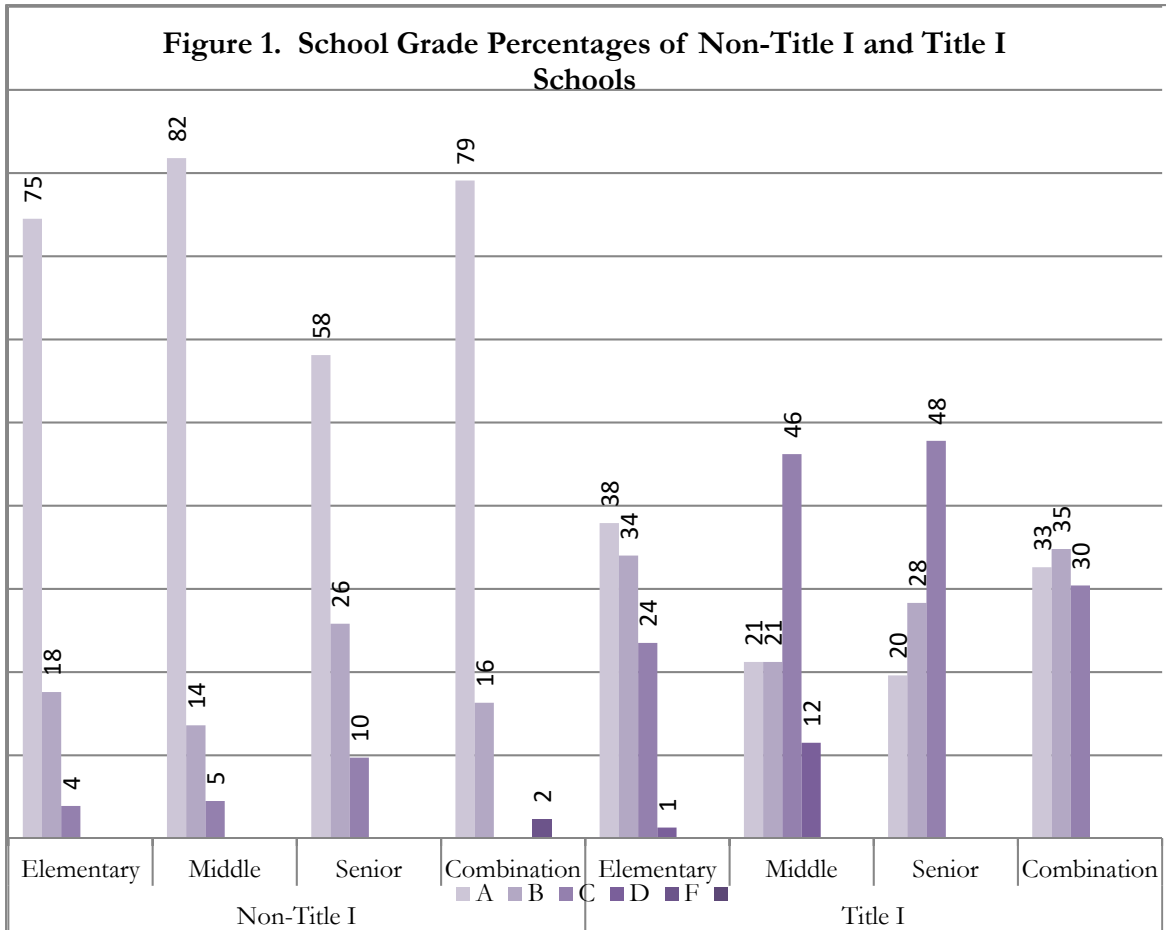
### SCHOOL GRADES

In 2017-2018, a total of 147 non-Title I and 297 Title I schools respectively received grades. Twelve schools, 9 of which were Title I schools did not receive a grade. As can be seen from the table below, in both 2017 and 2018 non-Title I schools received higher percentages of A grades than Title I schools. In addition, from 2017 to 2018, Title I schools that received A and B grades increased from 23% to 31% and from 29% to 31% such that C, D and F rated schools decreased. Indeed, 2018 there were no Title I F schools. Considering A and B schools together, shown in bold, Table 2 shows that that the gap between Title I schools of 41 percentage points in 2017 closed to 30 percentage points in 2018.

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

	2017		2018	
	non-Title I	Title I	non-Title I	Title I
A	69%	23%	74%	31%
B	24%	29%	18%	31%
<b>A + B</b>	<b>93%</b>	<b>52%</b>	<b>92%</b>	<b>62%</b>
C	6%	40%	4%	32%
D	1%	7%	0%	3%
F	0%	1%	1%	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.

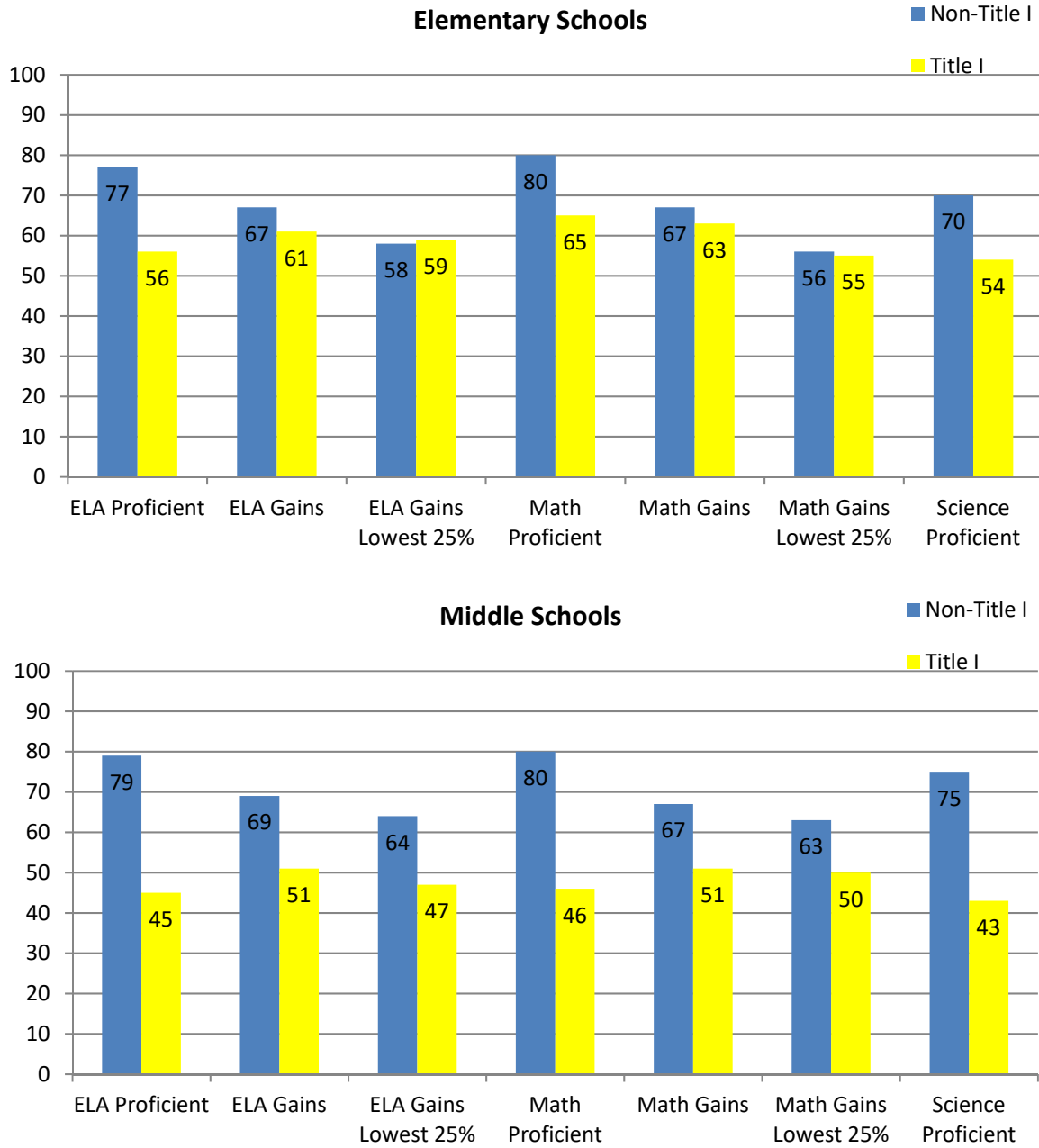


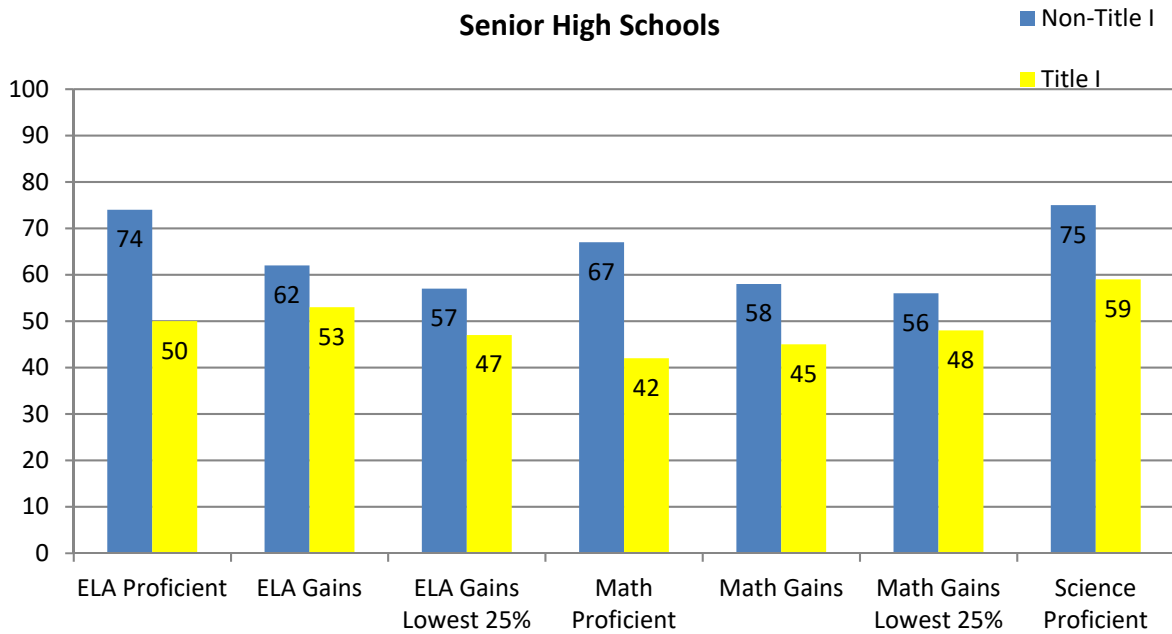
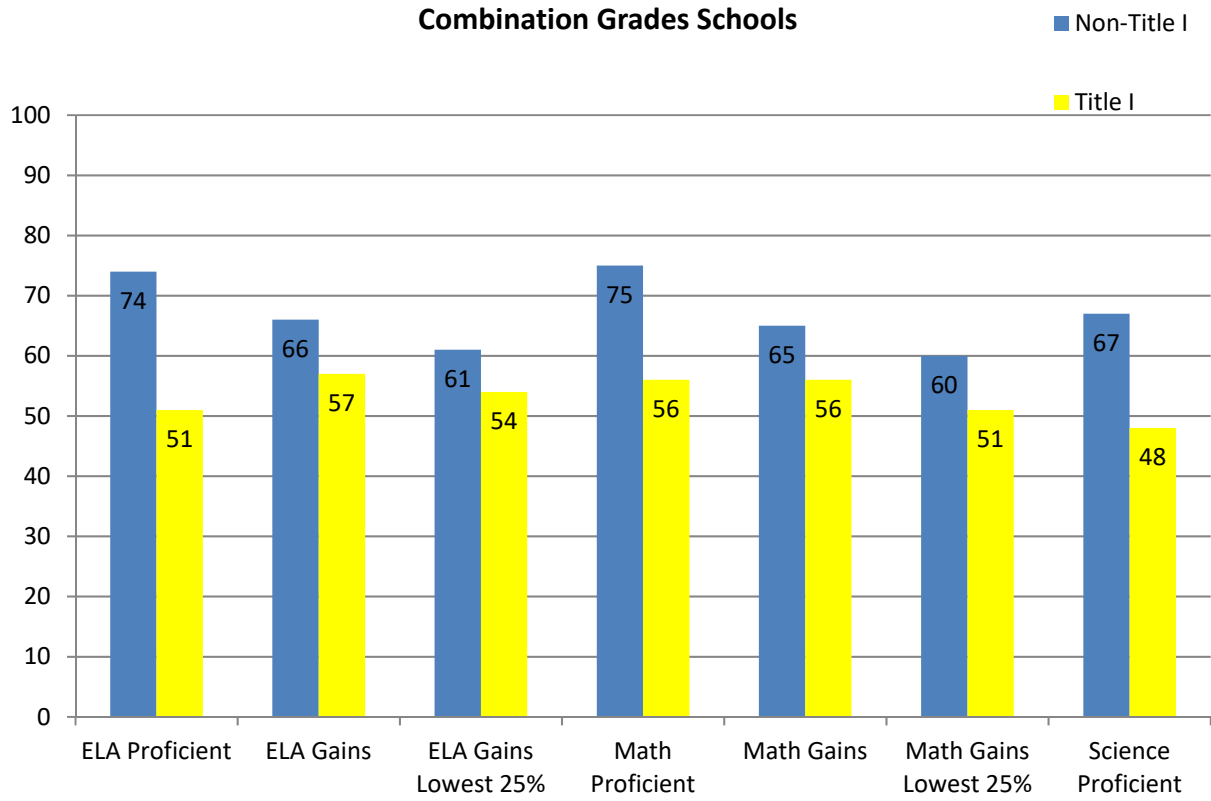
**GRADE COMPONENTS**

The increase from 52% to 62% in Title I schools graded A and B can be seen in the grade components. For Title I schools, all but 3 of the grade components showed increase from the prior year. Across all components and grade level schools, the average increase was 3 percentage point.

The graphs that follow present the components of school grades for Title I and non-Title I schools for the 2017-2018 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.

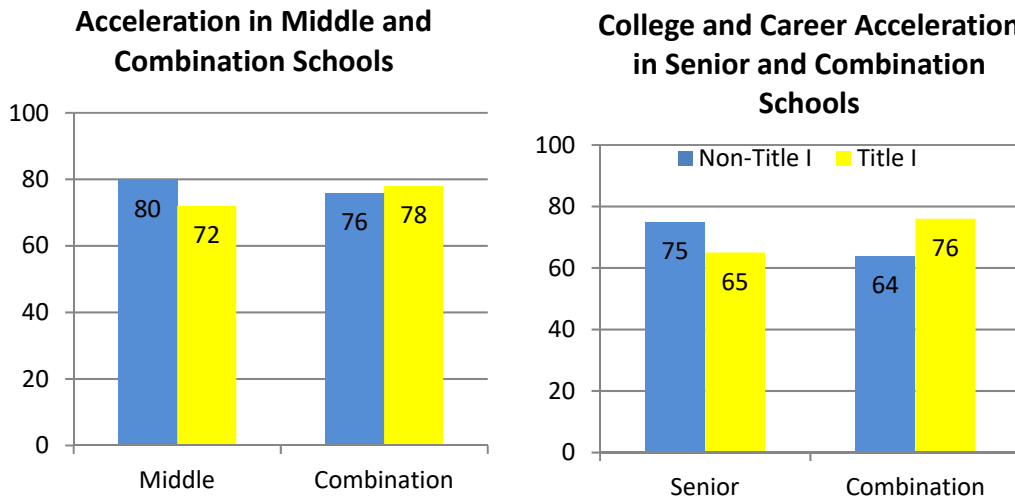
**Figure 2. Schools' Average Percentages of Students Proficient and by Grade Level Configuration for each Subject Area.**



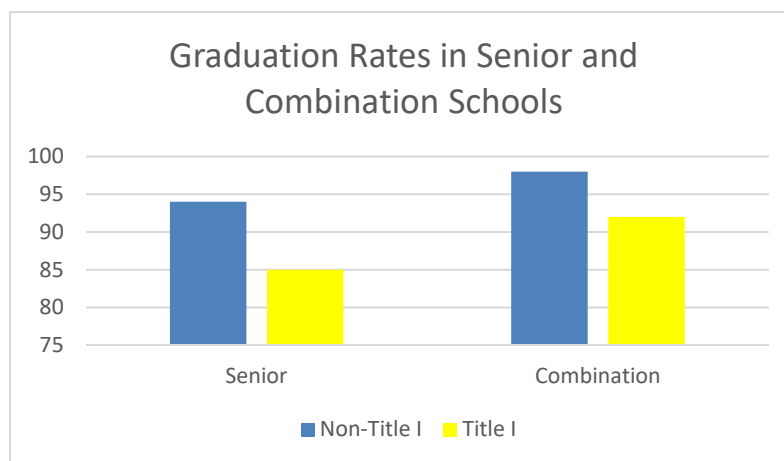


As can be seen from the graphs above, Title I and non-Title I schools differed in the percentages of students proficient and in the percentages of students making gains except for mathematics and ELA gains among the lowest 25% in elementary schools. For both of these components, the difference of 1 percentage point 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.**



Non-Title I schools had higher percentages of students with accelerated course work than Title I schools by 10 to 12 percentage points except for middle school acceleration among combination schools in which case, Title I schools’ rate was 2 percentage points higher. Non-Title I schools had higher graduation rates than Title I schools.



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

---

## SERVICES FOR NON-PUBLIC SCHOOLS

---

**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 this 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 (35 schools), Florida Educational Leadership Council (FELC) (6 schools), One on One Learning (21 schools) and Learn It (2 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	Learn It	One on One
Number of schools	35	6	2	21
Total number of students served	3102	499	41	1004
School with fewest students	9	11	19	4
Average number of students per school	89	83	20	48
School with most students	328	251	22	116

**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> = 3,102	FELC <i>n</i> =499	Learn It <i>n</i> =	One on One <i>n</i> = 1,001
Student Demographics				
Female	52%	44%	50%	--
Male	48%	56%	50%	--
Ethnicity				
Hispanic	65%	39%	9%	85%
Black	24%	3%	91%	11%
White	8%	2%	0%	>1%
Other	3%	0%	0%	>1%
not reported	0%	57%	0%	3%
Grades				
Kindergarten	8%	0%	0%	25%
Grades 1 to 5	57%	42%	45%	7%
Grades 6 to 12	35%	58%	55%	68%
Qualifying Criteria				
Teacher referral	100%	100%	100%	100%
Parent request	100%	4%	100%	100%
Standardized Reading Achievement				
number tested	11	0	0	0
% below 50th percentile*	93%	--	--	--
Standardized Mathematics Achievement				
number tested	92	0	0	0
% below 50th percentile*	80%	--	--	--

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

\* Criteria 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	Average Number of Sessions	Standard Deviation
Catapult Learning ( <i>n</i> =3,102)					
Reading	930	2	101	41	19
Mathematics	918	1	143	43	22
Writing	1168	1	89	42	19
Study Skills	1158	1	384	41	25
Science	23	19	55	33	14
Counseling (group)	507	1	216	21	23
Counseling (individual)	377	1	68	24	14
FELC ( <i>n</i> =499)					
Reading	454	19	65	52	16
Mathematics	153	19	65	39	13
Learn It ( <i>n</i> =44)					
Reading	18	16	46	28	8
Mathematics	31	8	39	22	8
One on One ( <i>n</i> = 1,001)					
Reading	1,001	.5	41	32	4
Mathematics	1,001	.5	41	32	4

**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	930	615	54%
Mathematics	iReady	918	459	40%
Writing	Florida Writing Rubric	1158	858	74%
Study Skills	Catapult Study Skills Test	1168	732	34%
FELC				
Reading	iReady	464	464	21%
Mathematics	iReady	165	164	12%
Learn It				
Reading	iReady	18	17	41%
Mathematics	iReady	31	29	24%
One On One				
Reading	iReady	1001	947	65%
Mathematics	iReady	1001	943	67%

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 administrator in charge of support services of 7 schools were queried over the telephone by staff from the Office of Program Evaluation on their satisfaction with the services received by their school. Administrators 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.

Schools were called for one of two reasons. One, schools were called if they had changed providers from the 2017-18 school year to a different provider for the 2018-19 school year. Two, schools were called if there was any irregularity in the data forwarded by the third-party provider; an irregularity that might be indicative of a problem. Other schools were not called because in an interview with the Title I Administration Office staff which oversees operations, staff indicated that, *“Schools call us right away if they have a problem. If a school calls with a problem with the provider, I call the provider and 99% of the time, they respond within 24 hours; they take care of the problem.”* Indeed, prior evaluations have revealed that given that there are multiple possible providers, schools that maintain their providers across years were satisfied with the services that they have received.

Staff at the 3 schools that switched providers had favorable reports on the educational programs used by the companies. *“It’s a good program. There was nothing wrong with what they were doing.”* However, the schools had had negative experiences with the tutors that had served them. Tutors had had high rates of absenteeism or the tutors had been changed more than once throughout the year.

Three schools were called because a comment on the data received indicated that some students had not been assessed for instructional gains at the Principal’s request. In one case the administrator in charge failed to remember any such request. In another case the request was made because the Principal and the school staff in charge of supervising the tutoring *“were not familiar with the test and did not know if it would be beneficial for us.”* In the third school, the students had special needs and the administrator in charge felt that assessment, additional to what had already been administered by the school staff, might make students anxious.

An additional school, which was a first-time service recipient, was queried on the quality of the services received. The feedback was very favorable. The administrator reported being very satisfied, that the services were good and that the tutor was very professional. The administrator reported feeling very thankful for services received.

## 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 Limited English Proficient, and d) are at a higher risk of failing than other 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, 2018.

### MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2017-18, there were 1464 students, grades PK through 12, who were identified as Migrant students and were enrolled in several schools located in southern Miami-Dade County. Of those, 50.3% were female and 49.7% were male. As in previous years, most students served were Hispanic (99%). There was almost 30% increase in the overall number of migrant students served in 2017-18.

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

Ethnicity	2016		2017		2018	
	No.	Percent	No.	Percent	No.	Percent
White	6	0.7 %	8	0.6 %	4	0.3%
Black	9	1.1 %	12	1.1 %	11	0.8%
Hispanic	787	98.2 %	1107	98.3 %	1449	99.0%
Total	802	100.0%	1127	100.0%	1464	100.0%

The Migrant students who were served in the 2017-18 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 2017-18, the number of students served by grade ranged from a low of 78 students in grade 11 to a high of 134 in grade 3. The average number of students served per grade level increased from 80 students in 2016-17 to 104 students in 2017-18, thus representing a 30% increase.

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

<b>Grade</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
PK	40	5	81	117
KG	71	17	52	85
Grade 1	71	43	63	106
Grade 2	86	45	95	125
Grade 3	87	82	89	134
Grade 4	78	69	77	122
Grade 5	86	70	84	99
Grade 6	90	70	102	118
Grade 7	84	78	92	101
Grade 8	78	75	76	97
Grade 9	59	73	101	90
Grade 10	50	67	77	108
Grade 11	40	45	59	78
Grade 12	37	63	79	84
<b>Total</b>	<b>957</b>	<b>802</b>	<b>1127</b>	<b>1464</b>

It should be noted that there was a considerable increase in the overall number of migrant students served in 2017-18 when compared to the number of students served in 2016-17. Staff from the Migrant Office in Homestead continue to cite 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 to 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, 2017, and 2018. 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 26%, which is about 2 percentage points higher than last year.

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.

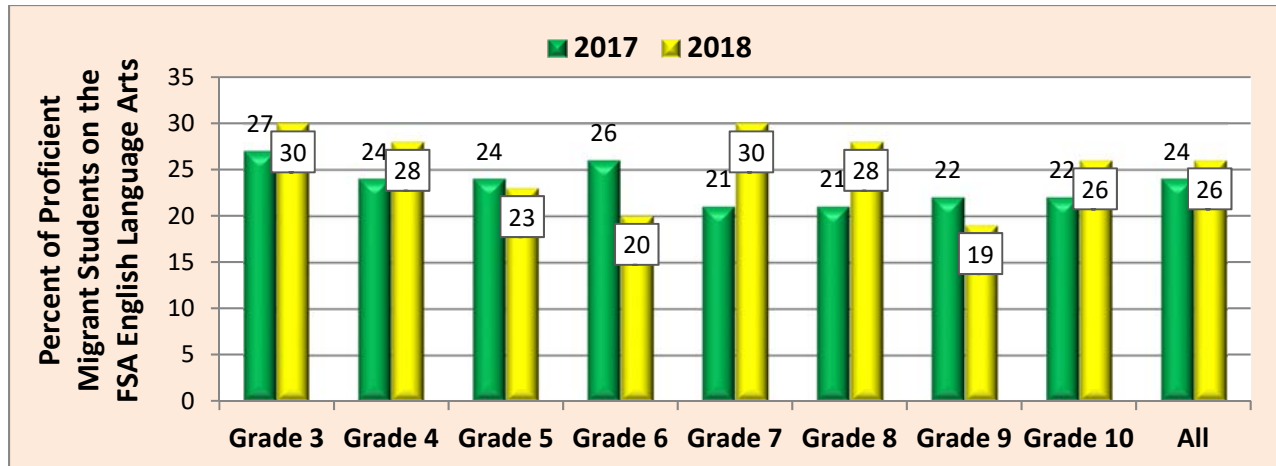
**Table 10. Percent of Migrant Students who were Proficient in ELA, by Grade Level**

Group	2016	2017	2018
All Migrant Students	29	24	26
ELL	11	22	23
Non-ELL	43	34	28
PFS Students	11	11	12
Grade 3	19	27	30
Grade 4	20	24	28
Grade 5	23	24	23
Grade 6	36	26	20
Grade 7	22	21	30
Grade 8	39	21	28
Grade 9	37	22	19
Grade 10	41	22	26

The percent of Migrant students scoring at or above the proficient level in ELA ranged from a low of 19% in 9<sup>th</sup> grade to a high of 30% in 3<sup>rd</sup> and 7<sup>th</sup> grades. Overall the percent of migrant students scoring at the “proficient” level was 26, which is 2 percentage points higher than the 2017 level. A closer look at the grade by grade achievements reveals that most grade levels did better in 2018 than in 2017, with the exception for grades 9, and 6 where there was an average decrease of about 4 percentage points.

M-DCPS Department of Title I Administration, through the Migrant Achievement Resource (MAR) Program, provides individualized tutoring, homework assistance, school attendance monitoring, and FSA remediation to selected “Priority for Services” (PFS) Migrant students. The achievement of the PFS students was 14 percentage points lower than the overall achievement of all migrant students.



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

### 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 2017 and in 2018.

On the FSA ELA, 26% of Migrant students and 57% 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 30%. The non-Migrant students' achievement varied from 53% to 61%. 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 36 percentage points in grade 5.

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

	2018 Migrant	2018 Non-Migrant	2018 Gap	2017 Gap
All Students	26	57	31	30
Grade 3	30	61	31	31
Grade 4	28	60	32	33
Grade 5	23	59	36	31
Grade 6	20	53	33	30
Grade 7	30	54	24	31
Grade 8	28	59	31	34
Grade 9	19	54	35	30
Grade 10	26	54	28	28

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>).

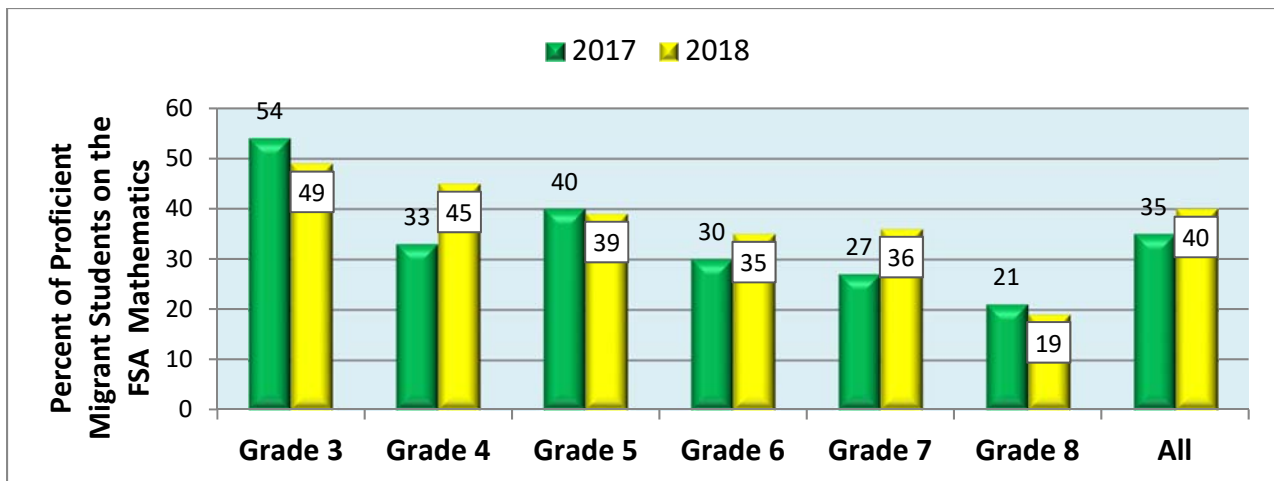
Furthermore, the gap between migrant and non-migrant has increased in 2017 when compared to the gap in 2016. Specifically, overall the gap between migrant and non-migrant's achievement increased from 22 points to 30 points, which is still lower than the gap in 2015 which was 32 points (not shown in this 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 2017 and in 2018. In Table 12, the data are broken down by grade level, ELL status, and PFS designation. In 2018, the overall percentage of Migrant students who scored at level 3 or higher on the FSA was 40% (a 5 percentage points increase from 2017).

Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 19% in grade 8 to a high of 49% in grade 3. An increase of at least 4 percentage points, in the percent of migrant students scoring at the proficient level in the FSA Mathematics, was observed in grades 4, 5, 6, and 7. This is a noticeable improvement compared to the 2017 results.

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



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

<b>Group</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
All Migrant Students	33	35	40
ELL	22	35	39
Non-ELL	58	39	49
PFS Students	24	24	23
Grade 3	31	54	49
Grade 4	31	33	45
Grade 5	36	40	39
Grade 6	27	30	35
Grade 7	36	27	36
Grade 8	39	21	19

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

In mathematics, 40% of Migrant students and 62% 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 19% in grade 8 to a high of 49% in grade 3. The achievement of their non-Migrant counterparts ranged from a low of 38% 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 16 percentage points in grade 7 to a high of 27 percentage points in grade 5.

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

	<b>2018 Migrant</b>	<b>2018 Non-Migrant</b>	<b>2018 Gap</b>	<b>2017 Gap</b>
All Students	40	62	22	21
Grade 3	49	67	18	11
Grade 4	45	68	23	35
Grade 5	39	66	27	20
Grade 6	35	56	21	22
Grade 7	36	52	16	22
Grade 8	19	38	19	18

## **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 40% of the migrant students 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. 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 31 percentage points. It should be noted that overall the gap between migrant and non-migrant's achievement stayed about the same in 2017 and 2018, which is encouraging especially when we consider that this gap was much higher in 2015, and 2017.

### **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 22 percentage points (similar to the 2017 results). Furthermore, when compared to Non-Migrant students, the achievement gap by grade level in mathematics ranged from a low of 16 percentage points in grade 7 to a high of 27 percentage points in grade 5. Finally, when comparing the achievement gaps in 2017 and 2018, we noticed that there is a narrowing of the achievement gap, which is encouraging.

---

## TITLE I PARENT AND FAMILY ENGAGEMENT

---

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. The evaluation must 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 the 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, states that districts must “... 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. The evaluation must include 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 parents regarding the District Title I Parent and Family Engagement Program. The input included responses to specific questions and comments that were collected through surveys available online in English, Spanish, and Haitian-Creole. Paper versions of the survey were also available.

**Data collection methodology:** The survey was administered from April 25, 2018 through August 31, 2018. A variety of informational 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's and the Department of Title I Administration's website. from the District main webpage. It should be noted that this information was communicated only to parents of students at Title I schools through weekly briefings 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. To increase the number of responses, the survey window was extended from June 30 to August 31, 2018.

**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 2,400 stakeholders completed the surveys. This represents a higher response than that of both 2016-2017 and 2017-2018, which was about 1,600 and 1,900 respectively. 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 the summer 2018. It should be noted, that the sample of respondents is representative of M-DCPS parents with respect to demographic variables.

The responses to the survey were entered online by the majority of parents/guardians. Paper format of the survey completed by approximately 630 parents/guardians were inputted by Title I staff. Furthermore, 1,294 responded in English, 945 responded in Spanish, and 125 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, 92.4% of the respondents were parents; 5.4% of the respondents were teachers and/or school employees within M-DCPS; 1.3% indicated that they were community members; and almost 1% indicated that they were grandparents, brothers, or sisters of the students. It should be noted that the types of respondents in 2018 were similar to those in prior years. Furthermore, the respondents were given the choice in the online survey to select "Parent/Guardian" or select "Other" and then specify the other category.

**Table 14. Respondents to 2018 Parent Engagement Survey, by Stakeholder Group**

	<b>N</b>	<b>Percent</b>
Parents/Guardians	2,184	92.4%
Teachers/ School Employees	127	5.4%
Community Members	30	1.3%
Others	23	0.9%
Total	2,364	100.0%

The following sections present the percent of parents who responded positively 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.

*Please note that while we want to present a comparison of the results for three years that would facilitate a trend analysis, the verbiage of the questions changed slightly from 2016, 2017, and 2018 administrations of the Parent Engagement Survey (formerly titled the Parent Involvement Survey).*

#### **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. The tables that follow present the percent of parents responding “Yes” to the survey questions.

A review of the results in the table below 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 2018 administration to that of 2017. 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 below.

**Table 15. Awareness of Standards and Testing**

<b>Question</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Diff.</b>
▪ Did you receive information about what the school teaches your child?	95.0%	95.7%	96.1%	0.4%
▪ Did you receive information about your child's school performance on District and State assessments?	92.0%	93.1%	93.3%	0.2%
▪ Did you receive information about grade level expectations, proficiency, or how your child scored on State tests?	91.0%	91.9%	92.3%	0.4%
▪ Did you receive information about how to determine whether your child moves to the next grade or repeats the same grade?	84.7%	87.6%	88.5%	0.9%
▪ Did you receive information about how to keep track and monitor your child's progress?	90.7%	91.0%	91.3%	0.2%
▪ Did you receive information about how you can work with teachers to help your child succeed and achieve?	87.6%	89.7%	89.9%	0.2%
▪ Did you attend the Title I Annual Parent Meeting at your child's school or any meeting where the goals and activities of the Title I program were discussed?	88.0%	88.3%	89.4%	1.1%

**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 (66.0%) 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 list of the main resources and methods for three years: from 2016 through 2018.



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

Source of information	2016	2017	2018	Diff.
▪ Conference with a teacher	63.3%	65.7%	66.0%	0.3%
▪ Meeting at school	60.3%	60.5%	62.5%	2.0%
▪ Mail from school and/or district	38.7%	39.7%	38.7%	-1.0%
▪ School/District/State websites	25.0%	29.1%	31.3%	2.2%
▪ Title I School-Parent Compact	30.8%	31.8%	33.2%	1.4%
▪ Friends, relatives, or other parents	17.3%	21.4%	22.5%	1.1%
▪ DAC Talk News for Title I parents	24.0%	24.9%	25.7%	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 meeting at school, the percentage of parents increased by two full percentage points. It should also be noted that there was a considerable increase (2.2%) in the percentage of parents that used the Internet to get information on school/district/state websites.

This year there was also an increase in the number of parents who received information from "Title I School-Parent Compact" (1.4%) as well as an increase in the number of parents who received information from "Friends, relatives, or other parents" (1.1%).

## **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 83.3% to 93.9%. It should be noted that these high percentages suggest a high level of satisfaction of parents in their relationship with their schools. It should also be noted that there was an increase across all categories in 2018 when compared to 2017.

**Table 17. Parents as “Partners”**

Question	2016	2017	2018	Diff.
▪ Did you feel that teachers, principals, and staff were willing to communicate with you?	92.2%	93.1%	93.9%	0.8%
▪ Did your child’s school value your suggestions or ask for your advice?	90.7%	91.9%	92.1%	0.2%
▪ Did you know that you can participate in development and review of the District-level and School-level PFEPs* and School-Parent Compact?	79.3%	82.3%	85.1%	2.8%
▪ Did your school promote the availability of the Title I PFEP, and Title I School-Parent Compact?	87.0%	88.9%	89.5%	0.6%
▪ Was the Title I PFEP easy to understand?	83.4%	87.3%	88.4%	1.1%
▪ If requested, was the Title I PFEP provided in a language that you understand?	86.2%	86.1%	88.1%	2.0%
▪ Did your child’s school have a meeting to discuss the Title I PFEP?	79.9%	81.7%	83.3%	1.6%

There was a considerable increase of at least 2 percentage points in two questions regarding the PFEP. Specifically, parents indicated that a) they know that they can participate in the PFEP (2.8%) and b) the PFEP was presented in an easy to understand language (2.0%).

Almost 94% of the parents indicated that teachers and school staff were willing to communicate with them. This represents an increase from the results of both 2016 and 2017. In all categories, there was an increase that ranged from 0.2 to 2.8 percentage points.

An inspection of the column “Diff.,” which compares the results of the 2017 to that of 2018, 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 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 92%.

\* PFEP: *Parent and Family Engagement Plan, available at the District-level and School-level.*

## 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>2016</b>	<b>2017</b>	<b>2018</b>	<b>Diff.</b>
▪ Times and/or dates of meetings/workshops did not work with my schedule	46.1%	45.1%	45.0%	-0.1%
▪ Language barrier (Parents can't speak English)	27.3%	26.0%	27.0%	1.0%
▪ Problems with childcare	21.0%	23.0%	26.0%	3.0%
▪ Other reasons	22.3%	23.3%	26.7%	3.4%

An inspection of the table above shows that the 2018 results continue to be similar to the 2017 results, except for the “Problems with childcare” and “Other reasons” where there was an increase of 3 points and 3.4 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 2016 and 2017.

## 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. The majority of respondents (97.0%) indicated that their schools provided them with information in a language that is easy to read and understand. The percentage of parents who indicated they know how to contact their children's teachers increased by 1.2%. Finally, the percentage of parents who indicated that there were translators available to them when they participated in meetings and/or activities, also increased by 3 percentage points.

**Table 19. Communication with Teachers**

<b>Question</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Diff.</b>
▪ Do you know how to contact your child's teacher?	94.5%	95.1%	96.3%	1.2%
▪ Did your child's school provide you with information that is easy to read and understand and in a language that you speak?	95.9%	96.3%	97.0%	0.7%
▪ 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?	82.5%	84.5%	87.5%	3.0%

An inspection of the column "Diff." which compares the results of the 2017 administration to that of 2018 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 97% of the respondents felt that they were welcome at their schools, and 87.2% 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 2018 results continue to show an increase in all three areas that ranged from 0.4% to 1.2%. These results are encouraging and represent a continuation of a positive trend.

**Table 20. School Open Parental Engagement**

<b>Question</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Diff.</b>
▪ Did you ask for specific activities, meetings, or materials from your child's school?	86.1%	86.8%	87.2%	0.4%
▪ Were you satisfied with the responses? For example, did someone explain to you why the activities, meetings, or materials were or were not needed?	86.0%	88.1%	88.9%	0.8%
▪ Did you feel welcomed at your child's school?	95.5%	96.1%	97.3%	1.2%

## 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 9 items and the respondents were allowed to select more than one item. An inspection of the table below reveals that parents expressed the same needs as last year; namely: 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.

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

Area where more information is needed	2016	2017	2018	Diff.
▪ The state standards and testing	42.0%	42.1%	43.0%	0.9%
▪ How to work with my child at home	31.0%	34.0%	34.0%	0.0%
▪ The Title I program	25.0%	25.0%	27.0%	2.0%
▪ How to work with my child’s teachers and get involved with my child’s school	29.0%	31.0%	34.0%	3.0%
▪ How to access resources for parents	29.0%	31.5%	32.5%	1.0%
▪ High school graduation requirements	30.0%	31.0%	31.9%	0.9%
▪ Pre-requisite for post-secondary education	21.0%	23.0%	23.7%	0.7%
▪ Services for students with special needs	19.0%	22.0%	23.1%	1.1%

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

An inspection of Table 21 shows that overall there was across the board increase in the percentage of parents wanting to know more about specific programs, this year, 43% of the parents surveyed expressed their desire to get more information about “State Standards and Testing”, and how to work with their children at home and how to work with their children’ teachers. Parents also continue to express their need to know how to get more resources for parents and high school graduation requirements.

## PARENT ENGAGEMENT SUMMARY COMMENTS

In summary, a comparison between the 2016, 2017, and 2018 results reveals that overall the feedback of the respondents to the Title I Parent Engagement Survey continues to be positive. The parents who responded to the survey showed positive feedback in almost all areas. The 2017 results indicate

that the parents continue to express more positive views of the Title I program in nearly every aspect as measured by the different questions of the survey.

The 2018 results continue to be positive as reflected by an inspection of the responses to each question in the Parent Engagement survey. This closer inspection reveals that there is evidence that the parents continue to be 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 recommended last year) to look further into the reasons of the increase and build on the strategies used during the 2017-2018 school year in Title I schools.

As it was the case last year, 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.