

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

2006 - 2007

Title I Evaluation Report

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Principal Evaluators:
Steven M. Urdegar, Ph.D.
Emily Arcia, Ph.D.

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OVERVIEW

The Elementary and Secondary Education Act was first enacted in 1965, and provided funding for compensatory education programs in the nation's poorest schools.¹ The most recent reauthorization of this act, the No Child Left Behind (NCLB) Act of 2001, was signed into law on January 8, 2002, and mandates the pursuit of high levels of achievement for all students. It redefines the federal government's role in K-12 education and aims to close the achievement gap between disadvantaged and/or minority students and their more affluent peers.

The NCLB Act is based on four basic principles: 1) increased accountability, including challenging standards and annual testing; 2) greater flexibility in the use of funds by states, school districts, and individual schools; 3) expanded "school choice" options for parents of disadvantaged students; and 4) the use of teaching methods that work. As such, the Act emphasizes the importance of progress for all students and the use of instructional programs grounded in scientifically based research. In addition, it continues to provide funding for satellite programs that serve children who are thought to be at risk for failure such as disadvantaged preschool children, migrant students, and neglected and delinquent youth.

During the 2006-07 school year, 223 schools in M-DCPS received supplementary funding through the Title I program, with a total of \$136,929,978 allocated to support the Title I program. School wide programs were implemented in schools in which at least 68% of the students were eligible for the free/reduced price lunch (FRL) program. Title I programs operated in 144 elementary schools, 6 K-8 centers, 49 middle schools, 15 senior high schools, and 9 alternative/special education centers, of which 19 operated as charter schools. Overall, nearly 50% of the district's students, or more than 175,000 students, were served by Title I programs. This includes 60% of the district's students in grades PK through 5, 64% of the students in grades 6 through 8, and 19% of the students in grades 9 through 12. Additional Title I funds were provided to operate programs for migrant students, programs in eligible non-public schools, and centers serving neglected, homeless and delinquent children.

This Evaluation Summary Report provides an overview of the Title I program in M-DCPS for use by groups responsible for major programmatic decisions and for stakeholders such as the School Board, parents, community members, administrators and staff. It consists of five sections that address separate aspects of the Title I program. A brief description of each section follows.

Evaluation Highlights

The first section of the report, Evaluation Highlights, examines the basic Title I program in the district. This report provides a summary of district wide information. Included are demographic descriptions of the students served and an achievement analysis, which compares the performance of Title I and non-Title I students within various subgroups. Results are presented for both the criterion referenced component and the norm referenced component of the Florida Comprehensive Assessment Test (FCAT). The results show that whereas the current levels of achievement of students who attended schools funded by Title I were lower than those of their counterparts who attended more affluent schools, in both Title I and Non-Title I schools the

¹ U. S. Department of Education (2002). *No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act Legislation and Policies Website*. Retrieved April 2, 2003 from <http://www.ed.gov/nclb/>

percentage of students who met or exceeded state criteria on the FCAT-SSS mathematics and FCAT Writing, increased from that of the previous year, overall, and for most grade spans and student subgroups.

Supplemental Educational Services and Transfer Choice

Supplemental educational services (SES) consists of academic instruction delivered by State-approved external providers outside of the regular school day. Consistent with the law, services were offered to parents of students who participated in the free or reduced lunch program and were enrolled in schools that for three or more years had been identified as being in need of improvement. Forty-four providers tutored 18,225 students from 127 schools. Tutored students had significantly higher gains on the criterion referenced mathematics achievement than comparison students. However, reading gains and norm-referenced gains in mathematics achievement were not significantly different between groups.

The option to transfer is given to students enrolled in schools that fail to make adequate yearly progress for two consecutive years. In 2006-07, 1,026 students exercised the transfer option. There were no significant differences in achievement between transfer and matched non-transfer students.

Parent Involvement

The Parent Involvement section describes the strategies employed to increase participation and to provide accommodations in response to students' and families' diverse needs. Specifically examined were parents' involvement in school level decision making and the role of the Title I Administration parental involvement programs. Overall, it was found that the schools addressed the traditional barriers to parental participation, however much remains to be done to optimize the limited time parents have to affect their children's educational experience.

Non-Public Schools

During the 2006-07 school year, 2,499 students from 32 non-public schools were tutored by Catapult Learning with funds provided by the Title I program. One additional school received funding directly. Three-quarters of the students tutored by Catapult Learning received satisfactory final classroom grades in the subject areas tutored. Conclusions were not drawn on achievement gains because pre- and post- data were not available on an adequate number of students. In subsequent years, Catapult Learning will undertake pre- and post-testing of all students served.

Migrant Education Program

The Migrant Education Program (MEP) provides services in support of migrant students and their families. Services, which were provided through ten schools and one migrant housing center included tutoring, counseling, an extended day program, a pre-school program, a summer program, advocacy, and community building activities. Participation in school-day tutoring and in after school programs was associated with mathematics gains. Levels of services and other results of quantitative comparisons of migrant and non-migrant students on educational indicators and outcomes are described in this section.

**EVALUATION
HIGHLIGHTS**

Steven M. Urdegar, Ph.D.

Summary

A total of \$136,929,978 was allocated to support the Title I Part A programs in the Miami-Dade County Public Schools during the 2006-07 school year. These funds were used to facilitate school wide programs in 223 schools in which at least 68% of the students were eligible for the free and reduced price lunch program (FRL). As compared to Non-Title I schools, Title I schools had higher percentages of Black students, English Language Learners, students who participated in the free/reduced lunch program, and students in Special Education. All schools that received Title I funds implemented school wide programs. Under a school wide program, all students in the school benefit, as supplemental services and programs are not restricted to a specified group of students. In all, nearly 175,000 students were served in 144 elementary schools, 6 K-8 centers, 49 middle schools, 15 senior high schools, and 9 alternative/special education centers, of which 19 operated as charter schools. In both Title I and Non-Title I schools the percentage of students who met or exceeded state criteria on the FCAT-SSS mathematics and FCAT Writing, increased from that of the previous year, overall, and for most grade spans and student subgroups. Nevertheless, the students' level of performance on the FCAT-SSS and the FCAT-NRT remained lower at Title I schools than at Non-Title I schools, indicating an achievement gap. No changes were evident in reading or in science. Differences between FCAT-NRT scores of students in Title-I and Non-Title I schools were examined for each school year from 2004-05 to 2006-07 using effect sizes, which serve to classify the degree of difference between groups as weak, moderate, or strong. Separate examinations of effect size statistics conducted in reading and mathematics revealed that the difference in the scores of students attending Title I and Non-Title I schools was moderate. In contrast to results seen in prior analyses, no significant changes in these differences were seen over the years examined due to changes in the number and composition of schools funded by the Title I program. In addition, the number of Title I schools receiving grades of C or better on Florida's A-Plus Plan for Education has generally increased since the program's inception. In 2006-07, the most common accountability grade earned by Title schools was a C. Finally, the percentage of Title I schools that met the federal Adequate Yearly Progress (AYP) designation increased by approximately 1% from the previous year.

Introduction

In the Miami-Dade County Public Schools (M-DCPS), \$136,929,978 was allocated in Part A funds to provide supplementary educational services to nearly 175,000 students during the 2006-07 school year. Title I funds were used to operate programs in 223 schools in which at least 68% of the students were eligible for the free or reduced price lunch (FRL) program. All schools that received Title I funds implemented school wide programs. Under a school wide program, all students in the school benefit, since supplemental services and programs are not restricted to a specified group of students. Nineteen schools funded by Title I operated as charter schools.

This Evaluation Highlights section of the *Title I Evaluation Summary Report* presents comparisons of the demographic characteristics and academic performance of the schools that receive Title I funding and the schools that do not. This report consists of two parts.

The first part presents general information about the Title I and Non-Title I schools including their distribution within the M-DCPS and demographic information about their student populations. The second part presents the achievement results of students attending these schools on major state and district assessment programs. These programs include the administration of the Stanford Achievement Test (SAT) and the Florida Comprehensive Assessment Test (FCAT). The latter is comprised of three components: FCAT Norm Referenced Test (FCAT-NRT), FCAT Sunshine State Standards (FCAT-SSS), and FCAT Writing. These tests are described below.

- SAT is a standardized, norm-referenced test designed to measure participants' performance in comparison to a national normative sample of students, and to facilitate comparisons among individuals and groups. M-DCPS students in grade 2 participated in reading and mathematics subtests of the SAT, Tenth Edition (SAT-10).
- FCAT-NRT is a secure version of the SAT-10 used by the state to assess students' reading and mathematics performance. Students in grades 3-10 participated in the administration of the FCAT-NRT.
- FCAT-SSS is a standardized, criterion-referenced test of reading, mathematics, and science designed to measure students' mastery of the knowledge specified by the Sunshine State Standards. The reading and mathematics tests were administered to students in grades 3-10 whereas the science test was administered to students in grades 5, 8, and 11.
- FCAT Writing is a test that asks students to plan and produce a written response (essay) to a topic or prompt. The FCAT Writing assessment was administered to students in grades 4, 8, and 10.

Selected achievement results from these assessment programs will be described further in the second part of this report.

Characteristics of Title I and Non-Title I Schools

During the 2006-07 school year, the Title I program provided supplementary funds to a substantial portion of the district's schools. In the M-DCPS, 144 (64.0%) of the district's elementary schools, 49 (68.1%) of the district's middle schools, 6 (27.3%) of the district's K-8 centers, and 9 (64.3%) of the district's alternative/special education centers received Title I funds. Only 16 (25%) of the district's senior high schools received Title I funding. This phenomenon results from relatively lower percentages of students attending the district's senior high schools being classified as eligible for the FRL program.

The distribution of the Title I schools and the Non-Title I schools across the district's six regions and nine school board voting districts is summarized in Table 1. The number of elementary schools receiving Title I funding ranged from a low of 13 in Region V to a high of 32 in Region IV. The number of Title I funded middle schools ranged from six in Regions III and V to a high of 11 in Region IV. The number of senior-high schools receiving Title I funding ranged from a

low of zero in Region II to a high of four in Region IV. The number of Title I funded K-8 centers ranged from a low of zero in Regions III and V, to a high of two in Regions I and VI. The number of Title I funded alternative/special education centers ranged from a low of zero in Regions I, II, and V to a high of one in Regions II, IV, and VI.

In the second part of Table 1, the district's schools are also categorized according to their location within each of the nine school board voting districts. The number of elementary schools receiving Title I funding ranged from a low of four in District 7 to a high of 37 in District 2. The number of Title I funded middle schools ranged from a low of one in District 7 to a high of 10 in District 2. The number of senior-high schools receiving Title I funding ranged from a low of zero in Districts 1, 3, 5, and 8, to a high of eight in District 2. The number of Title I funded K-8 Centers ranged from a low of zero in Districts 2, 3, 5, 7, and 8, to a high of two in Districts 4 and 9. The number of Title I funded alternative/special education centers ranged from a low of zero in Districts 3, 4, 5, and 8 to a high of 3 in District 2.

Table 1. Distribution of Schools by Region and School Board Voting District

Administrative Unit	Level/Type											
	Elementary		Middle		Senior		K-8		Special		Overall	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Region												
I	30	5	10	4	3	8	2	2	0	0	45	19
II	24	4	7	2	0	5	1	3	0	0	32	14
III	27	11	6	4	4	7	0	1	1	0	38	23
IV	32	6	11	1	5	8	1	1	1	2	50	18
V	13	29	6	8	1	6	0	5	0	0	20	48
VI	18	15	9	4	2	7	2	4	1	0	32	30
VIII ^a	0	1	0	0	0	4	0	0	6	3	6	8
Board Voting District												
1	28	3	9	1	0	4	1	1	1	0	39	9
2	37	3	10	0	8	4	0	0	3	2	58	9
3	9	4	2	1	0	5	0	2	0	0	11	12
4	14	2	6	4	3	6	2	2	0	0	25	14
5	13	7	4	3	0	6	0	0	0	1	17	17
6	8	8	5	3	1	6	1	3	1	2	16	22
7	4	17	1	4	1	4	0	3	2	0	8	28
8	13	14	3	4	0	5	0	1	0	0	16	24
9	18	13	9	3	2	5	2	4	2	0	33	25
Overall	144	71	49	23	15	45	6	16	9	5	233	160

Data Source: Computation by the Office of Program Evaluation based on data in the Student Database System, March 2007, Information Technology Services.

^a The Roman numeral VIII is used to represent district wide schools that are not under the purview of a particular region.

Schools with concentrations of poverty high enough to qualify for Title I funding tend to be those confronted with major educational challenges. Research has shown that disparities in achievement are evident particularly when minority and non-minority, or high and low income students are compared (D'Amico, 2001). In recognition of this fact, Congress, in the 1994 reauthorization of Title I, (P.L. 103-382) mandated that all evaluation and assessment results be disaggregated by subgroup. Moving beyond the reporting of status, the most recent reauthorization of Title I, the No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110), additionally requires each of the disaggregated subgroups to exhibit annual improvement.

Table 2 shows the differences in enrollment at Title I and Non-Title I schools summarized according to the demographic indicators identified by Congress. These categories are gender, race/ethnicity, English Language Learner (ELL) status, FRL program status, Special Education (SPED) status, and migrant status. In almost all of the demographic categories examined, the student population at Title I schools had a higher proportion of students in categories often associated with lower scores on standardized tests of academic achievement.

For example, there is a higher proportion of students who are English language learners (ELL) in Title I schools. As a group, ELL students tend to score lower than non-ELL students do on tests of both mathematics and language arts skills. In the racial/ethnic category, there are more Black students and fewer White students in Title I schools than in Non-Title I schools at all three levels. Special education is more often prescribed for students in Title I elementary and middle schools than for students in Non-Title I schools. Finally, at all levels, the rates of FRL and migrant status were higher for Title I schools than Non-Title I schools. The prevalence of any one of these characteristics in a set of schools has been found to be associated with poorer academic performance. The fact that so many of the characteristics were concentrated in the Title I schools, suggests that many students fell into more than one of these categories. For example, of the 88,434 students in pre-kindergarten through grade 5 who were eligible for reduced priced lunch in Title-I schools during the 2006-07 school year, more than 25% lacked proficiency in English, and more than 10% received special education. The multiplicity of characteristics associated with poor academic performance among the student populations at these schools creates a challenge for everyone involved in their education - teachers, administrators, and parents.

Table 2. Selected Demographic Characteristics of the Student Population

Subgroup	Grade Level							
	PK – 5		6 – 8		9 – 12		Overall	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
Gender								
Male	52.0 (54,689)	51.5 (31,968)	52.3 (25,974)	49.4 (13,869)	48.7 (9,644)	50.0 (42,473)	51.7 (90,307)	50.4 (88,310)
Female	48.0 (50,515)	48.5 (30,155)	47.7 (23,653)	50.6 (14,234)	51.3 (10,162)	50.0 (42,557)	48.3 (84,330)	49.6 (86,946)
Ethnicity								
Asian	0.6 (641)	1.9 (1,178)	0.7 (367)	1.9 (522)	0.4 (73)	1.5 (1,307)	0.6 (1,081)	1.7 (3,007)
Black	37.3 (39,228)	8.5 (5,305)	34.3 (17,012)	11.4 (3,213)	51.3 (10,162)	21.9 (18,589)	38.0 (66,402)	15.5 (27,107)
Hispanic	57.8 (60,789)	68.0 (42,270)	59.6 (29,556)	66.2 (18,599)	45.6 (9,024)	64.2 (54,599)	56.9 (99,369)	65.9 (115,468)
White	3.4 (3,542)	18.8 (11,680)	4.5 (2,240)	18.2 (5,123)	2.4 (471)	11.3 (9,589)	3.6 (6,253)	15.1 (26,392)
Other	1.0 (1,004)	2.7 (1,690)	0.9 (452)	2.3 (646)	0.4 (76)	1.1 (946)	0.9 (1,532)	1.9 (3,282)
English Language Learner (ELL)								
ELL < 2 Yrs.	18.8 (19,785)	15.0 (9,349)	5.5 (2,735)	3.8 (1,057)	4.1 (811)	4.6 (3,903)	13.4 (23,331)	8.2 (14,309)
ELL >= 2 Yrs.	8.7 (9,166)	5.2 (3,200)	4.3 (2,128)	2.4 (667)	3.9 (768)	3.8 (3,273)	6.9 (12,062)	4.1 (7,140)
Formerly ELL	26.8 (28,193)	27.5 (17,070)	46.8 (23,217)	41.9 (11,779)	42.7 (8,465)	43.8 (37,262)	34.3 (59,875)	37.7 (66,111)
Non-ELL	45.7 (48,060)	52.3 (32,504)	43.4 (21,547)	52.0 (14,600)	49.3 (9,762)	47.7 (40,592)	45.4 (79,369)	50.0 (87,696)
Reduced Price Lunch (FRL)								
FRL	84.1 (88,434)	41.7 (25,915)	78.8 (39,109)	41.1 (11,550)	71.0 (14,061)	44.6 (37,897)	81.1 (141,604)	43.0 (75,362)
Non-FRL	15.9 (16,770)	58.3 (36,208)	21.2 (10,518)	58.9 (16,553)	29.0 (5,745)	55.4 (47,133)	18.9 (33,033)	57.0 (99,894)
Special Education (SPED)								
SPED	8.0 (8,418)	6.0 (3,702)	9.6 (4,760)	5.3 (1,476)	12.8 (2,528)	7.7 (6,547)	9.0 (15,706)	6.7 (11,725)
Non-SPED	92.0 (96,786)	94.0 (58,421)	90.4 (44,867)	94.7 (26,627)	87.2 (17,278)	92.3 (78,483)	91.0 (158,931)	93.3 (163,531)
Migrant Status								
Migrant	0.5 (482)	0.1 (52)	0.4 (211)	0.0 (8)	0.4 (82)	0.1 (90)	0.4 (775)	0.1 (150)
Non-Migrant	99.5 (104,722)	99.9 (62,071)	99.6 (49,416)	100.0 (28,095)	99.6 (19,724)	99.9 (84,940)	99.6 (173,862)	99.9 (175,106)
Overall ^a	100.0 (105,204)	100.0 (62,123)	100.0 (49,627)	100.0 (28,103)	100.0 (19,806)	100.0 (85,030)	100.0 (174,637)	100.0 (175,256)

Note. Due to rounding, percentage in some categories may not total 100 percent. ^a Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Database System as of March 2007, Information Technology Services.

Student Achievement

FCAT Sunshine State Standards

The FCAT Sunshine State Standards test (FCAT-SSS) component is a standardized, criterion-referenced test of reading, mathematics, and science designed to measure students' mastery of the knowledge specified by the state. The reading and mathematics subtests are administered to students in grades 3 – 10, whereas the science subtest is administered to students in grades 5, 8, and 11. Student achievement on the FCAT-SSS is reported in terms of scale scores and assigned proficiency levels that range from 1 (lowest) to 5 (highest). Students are considered to have met state standards if they score 3 or above.

Performance on the FCAT-SSS Reading Subtest

Student performance on the FCAT-SSS reading subtest is summarized in Table 3. The first column of the table enumerates selected demographic characteristics of the student population. The second and third columns contain the percentages of students in grade 3 through 5 who met state standards (scored 3 and above), and the number tested by the Title I status of the school they attended. The subsequent columns contain the same statistics for students in grades 6 through 8, and 9 and 10.

The demographic subgroups delineated by the Congress are listed in the first column of the table. The last two rows of the table contain percentages for all students tested (overall) and for those in the standard curriculum (total), which excludes SPED and ELL students with less than two years in an English speaking program. The shaded cells in the table identify the groups for which the percentage of students who met or exceeded the state's criteria increased from the prior year (2006). These gains could not be computed for students in grades 3 to 5 since the FDOE is in the process of revising the 2006 scores of third graders to address an anomaly thought to result from the improper location of linking items on the test.

Overall, in grades 3 through 5, 49,021 students in Title I schools and 30,778 students in Non-Title I schools took the FCAT-SSS reading subtest during the 2006-07 school year. Of the students in Title I schools, 56.4% achieved scores of 3 and above on the exam, compared to 77.1% of the students enrolled in Non-Title I schools. As mentioned previously, such a difference in performance for students in Title I schools, while not desirable, is consistent with past findings, given the multiple learning challenges faced by students in these schools. Students in the standard curriculum make up the group from which the subject-area proficiency component of school performance grades assigned by the state is determined. However, the progress component of the school grading system includes all students tested regardless of curriculum group. As might be expected, the percentages of students meeting state requirements are higher for the standard curriculum group than they are for the total population of students who took the exam.

Table 3. Percentage of Students in Title I and Non-Title I Schools Scoring 3 and Above and Number Tested by Selected Demographic Characteristics: 2007 FCAT-SSS Reading Subtest

Subgroup	Grade Level					
	3 – 5 a		6 – 8		9 – 10	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	53.5 (24,986)	75.2 (15,711)	39.1(25,064)	64.0 (13,636)	14.9 (5,426)	30.8 (22,431)
Female	59.5 (23,983)	79.1 (15,055)	45.2(23,123)	69.7 (14,126)	16.9 (5,428)	34.5 (22,092)
Race/Ethnicity						
Asian	74.7 (297)	87.5 (583)	61.2(358)	82.3 (521)	41.7 (36)	54.0 (637)
Black	49.9 (18,126)	64.0 (2,739)	33.5(16,396)	55.0 (3,105)	11.8 (5,478)	17.8 (9,620)
Hispanic	59.4 (28,330)	75.7 (20,671)	45.1(28,837)	65.0 (18,409)	19.6 (5,062)	33.3 (28,962)
White	69.7 (1,714)	86.1 (5,939)	59.4(2,160)	78.1 (5,084)	25.3 (229)	53.4 (4,746)
Other	66.3 (502)	84.9 (835)	57.8(436)	77.8 (643)	22.4 (49)	52.0 (558)
English Language Learner (ELL)						
ELL < 2 Years	16.2 (2,729)	34.1 (1,251)	4.8(2,674)	17.4 (1,043)	0.8 (590)	4.2 (2,449)
ELL >= 2 Years	32.7 (2,871)	45.8 (876)	7.6(2,003)	16.9 (634)	1.7 (408)	5.4 (1,765)
Formerly ELL	63.5 (21,668)	76.5 (12,365)	48.6(22,668)	66.6 (11,669)	19.9 (4,631)	31.7 (19,440)
Non-ELL	57.6 (21,701)	82.6 (16,275)	43.0(20,842)	72.9 (14,416)	15.1 (5,225)	39.1 (20,869)
Reduced Price Lunch (FRL)						
FRL	53.7 (41,314)	68.3 (12,966)	38.9(37,941)	56.8 (11,348)	15.5 (7,858)	24.7 (20,708)
Non-FRL	70.9 (7,655)	83.5 (17,801)	53.5(10,246)	73.8 (16,414)	17.0 (2,996)	39.5 (23,815)
Special Education (SPED)						
SPED	16.8 (3,442)	27.5 (1,645)	7.7(3,720)	16.0 (1,337)	0.8 (987)	3.8 (3,029)
Non-SPED	59.4 (45,527)	79.9 (29,122)	44.9(44,467)	69.5 (26,425)	17.4 (9,867)	34.7 (41,494)
Migrant Status						
Migrant	43.5 (223)	33.3 (12)	29.1(199)	--- (7)	12.3 (57)	15.6 (64)
Non- Migrant	56.5 (48,746)	77.1 (30,755)	42.1(47,988)	66.9 (27,755)	15.9 (10,797)	32.6 (44,459)
Curriculum Group						
Standard	63.8 (40,590)	83.6 (26,512)	48.3(40,201)	72.7 (24,453)	19.0 (8,907)	37.4 (37,604)
Overall ^b	56.4 (49,021)	77.1 (30,778)	42.0(48,223)	66.9 (27,766)	15.9 (10,870)	32.6 (44,539)

Note. The computation of each percentage is based on the total number of students tested by demographic characteristic and the school's Title I status. The cells displayed in green designate groups for which the percentage of students meeting the performance criteria increased from the previous year. A further breakdown of reading scores by level is available in Appendix A.

^a Cells displayed slashed indicate that comparisons with prior years are not possible due to revisions made by the state to the 2006 scores of third graders. ^b Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source. Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

The overall results for grades 6 through 8 show a similar pattern to that of students in grades 3 through 5, although the percentage of students who achieved scores of 3 and above was consistently lower within each demographic category. Except for grades 9 and 10 in Title I schools, the majority of demographic subgroups, in which the percentage of students who met the state's criteria, increased from those of the previous year. Overall, 66.9% of students in Non-Title I schools achieved proficiency levels of 3 and above, compared to 42.0% of students in Title I schools.

The subgroup results provide a more in-depth view of performance. Of the students in grades 3 through 5 who were eligible for the FRL program, 68.3% of students in Non-Title I schools achieved scores of 3 and above, compared to 53.7% of their counterparts in Title I schools. Of the students in grades 6 through 8 who were eligible for the FRL program, 56.8% of students in Non-Title I schools achieved scores of 3 and above compared to 38.9% of such students in Title I schools. Differences in the performance of students who were eligible for the FRL program and those who were not provide an indication of the effect of high concentrations of poverty at the school level.

Other differences in the subgroups' performance can best be seen by graphing the results. Figures 1 and 2 depict the FCAT-SSS reading performance by gender and ethnicity of students in grades 3 through 5, and grades 6 through 8, respectively. The percentage of the students who scored 3 and above is represented by vertical bars. Within each graph, separate series are provided for Title I and Non-Title I schools. An examination of the figures reveals a consistent gender trend. Across grade levels higher percentages of the female students at Title I and Non-Title I schools met state criteria than did the males. Returning to the graphs one can see the performance of students by ethnicity: the smallest percentage of students meeting the state's criterion are for those classified as Black, followed by Hispanic, other, White, and Asian. The performance of students in grades 6 through 8 by ethnicity mirrors that of the younger students

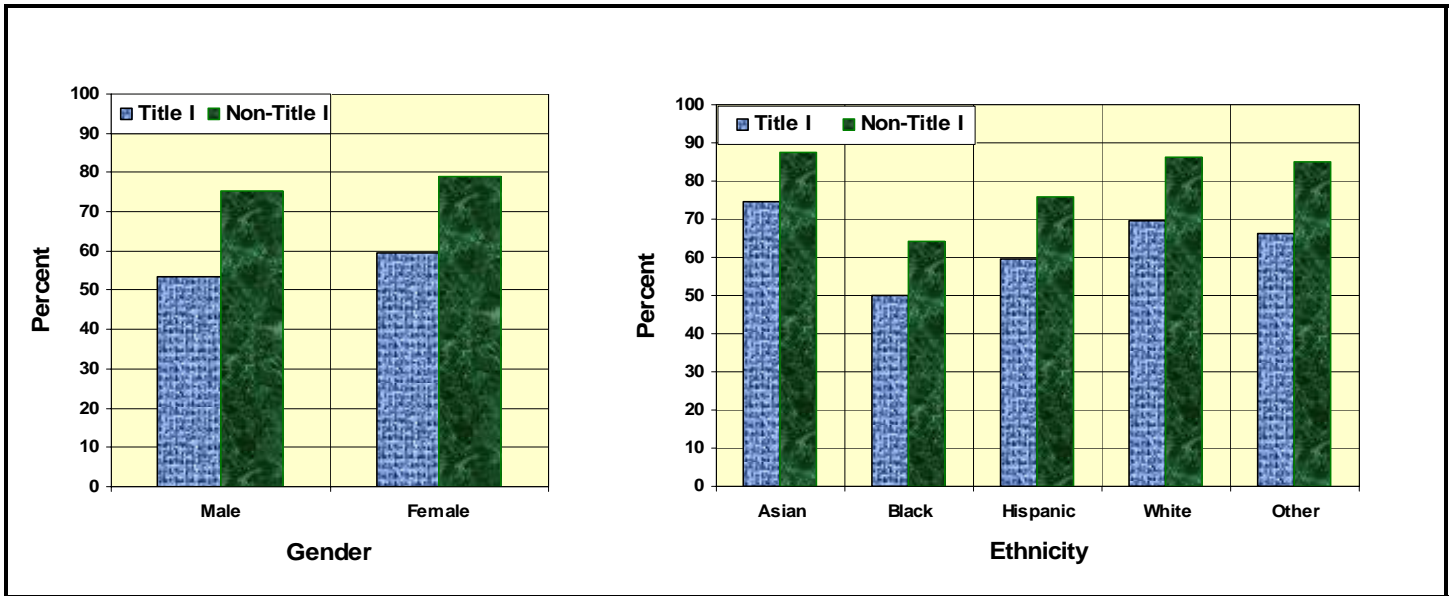


Figure 1. Percentage of students in grades 3 through 5 in Title I and Non-Title I schools scoring 3 and above on the 2006-07 FCAT-SSS reading subtest by gender and ethnicity

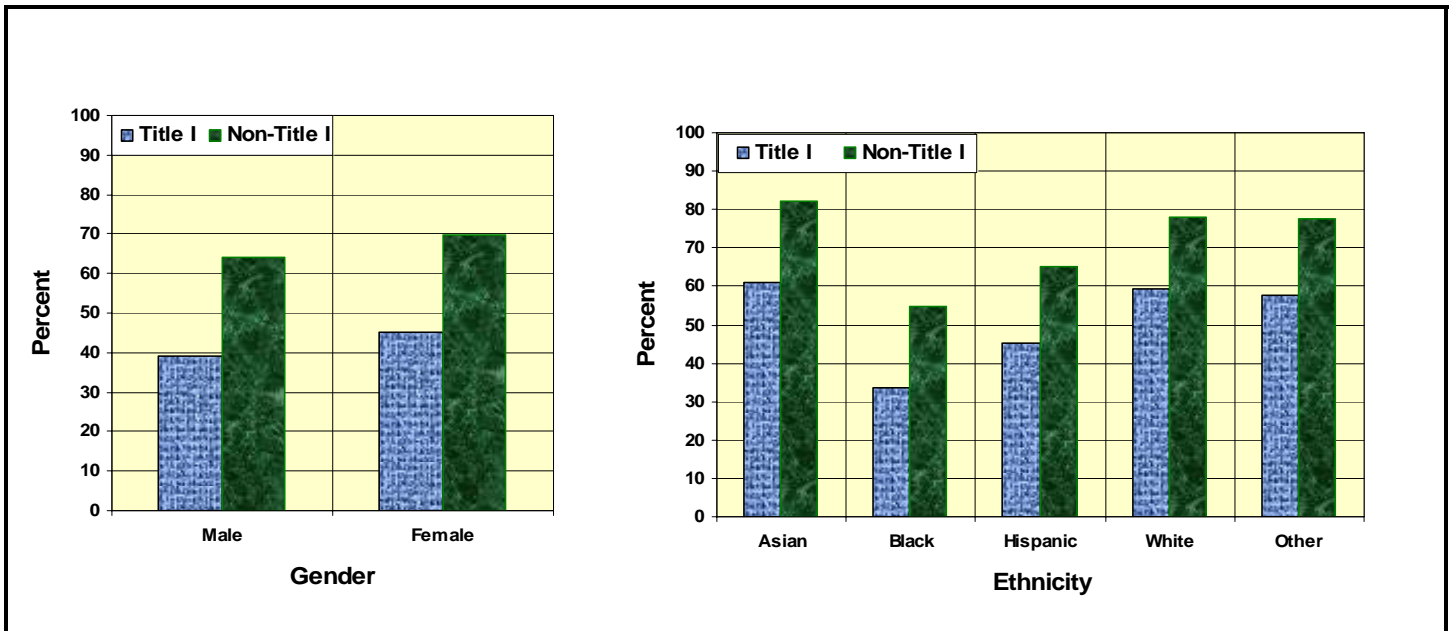


Figure 2. Percentage of students in grades 6 through 8 in Title I and Non-Title I schools scoring 3 and above on the 2006-07 FCAT-SSS reading subtest by gender and ethnicity

The lowest-achieving groups of students in reading are in the ELL and SPED categories. This is not surprising, given that such classification is based on second language acquisition limitations and/or disabilities that can hamper learning. Of the 3,980 students tested in grades 3 through 5 and 3,717 students tested in grades 6 through 8 who were classified as ELL with less than two years in an English speaking program, more than two-thirds attended Title I schools. Of the students so classified in grades 3 through 5, 34.1% of students in Non-Title I schools scored 3 and above, as did 16.2% of students in Title I schools. Of those students in grades 6 through 8, 17.4% of students in Non-Title I schools scored 3 and above, compared to 4.8% of students in Title I schools. Of the 3,747 students in grades 3 through 5, and 2,637 students in grades 6 through 8 who were classified as ELL with two or more years in an English speaking program, over three-quarters attended Title I schools. Of the students so classified in grades 3 through 5, 45.3% of students in Non-Title I schools scored 3 and above as did 32.7% of students in Title I schools. Of those students in grades 6 through 8, 16.9% of students in Non-Title I schools scored 3 and above, compared to 7.6% of students in Title I schools.

The district's special education (SPED) population is comprised of students with a variety of disabilities ranging from those that have little impact on student achievement (e.g., orthopedic impairments) to those that have a large impact on learning (e.g., severe mental handicaps). The SPED subgroup excludes students classified as gifted, speech impaired, and hospital/homebound, as they receive the standard curriculum. The vast majority of students in the SPED subgroup in grades 3 through 5 and grades 6 through 8 who took the FCAT-SSS reading subtest have been diagnosed with specific learning disabilities. Consequently, their scores are not used by the state in the determination of subject-area proficiency although their progress is monitored. As with the ELL students, almost two-thirds of the students who were tested in the SPED subgroup attended Title I schools. As can be seen in Table 3, 16.8% or fewer of the special education students in any one group met the state's criteria in reading. A higher percentage of SPED students in the Non-Title I schools met the state's criterion than did their counterparts in the Title I schools.

Students classified as migrant who attended Title I schools outperformed their peers in Non-Title I schools at both the elementary and middle grades. In grades 3 through 5, 43.5% of migrant students in Title I schools scored 3 and above, as opposed to 33.3% of their counterparts in Non-Title I schools.

Performance on the FCAT-SSS Mathematics Subtest

Table 4 follows the same format as Table 3, and contains the percentages of the students who scored 3 and above on the FCAT-SSS mathematics subtest. Percentages are again provided for each subgroup, by the Title I status of the school. In general, the trends in mathematics are quite similar to those observed in reading. Moreover, the table shows that the percentage of students in Title I and Non-Title I schools who met the state's criterion in mathematics increased from those of the previous year across demographic groups in nearly every category.

Table 4. Percentage of Students in Title I and Non-Title I Schools Scoring 3 and Above and Number Tested by Selected Demographic Characteristics: 2006 FCAT-SSS Mathematics Subtest

Subgroup	Grade Level					
	3 – 5		6 – 8		9 – 10	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	57.5 (24,926)	76.3 (15,705)	40.9(25,032)	66.8 (13,634)	36.1 (5,336)	57.8 (22,030)
Female	56.0 (23,928)	74.2 (15,043)	42.3(23,142)	67.9 (14,126)	36.9 (5,347)	55.9 (21,907)
Race/Ethnicity						
Asian	77.7 (296)	89.9 (582)	66.9(359)	85.6 (521)	77.8 (36)	84.7 (633)
Black	48.2 (18,073)	58.2 (2,738)	31.9(16,376)	53.0 (3,105)	29.3 (5,397)	39.3 (9,500)
Hispanic	61.1 (28,278)	74.5 (20,666)	45.4(28,844)	66.0 (18,407)	43.6 (4,979)	58.5 (28,523)
White	69.0 (1,708)	83.5 (5,928)	58.8(2,159)	77.9 (5,085)	45.5 (224)	76.4 (4,722)
Other	66.3 (499)	83.5 (835)	51.6(436)	77.4 (642)	38.3 (47)	73.5 (559)
English Language Learner (ELL)						
ELL < 2 Years	27.9 (2,730)	47.9 (1,251)	13.7(2,682)	35.2 (1,044)	19.0 (580)	29.9 (2,419)
ELL >= 2 Years	43.3 (2,874)	55.3 (875)	13.9(2,010)	32.8 (632)	22.5 (405)	30.4 (1,724)
Formerly ELL	63.8 (21,626)	74.8 (12,369)	47.5(22,667)	67.5 (11,667)	43.9 (4,561)	58.0 (19,127)
Non-ELL	55.2 (21,624)	78.9 (16,254)	41.4(20,815)	71.2 (14,417)	33.1 (5,137)	61.1 (20,667)
Reduced Price Lunch (FRL)						
FRL	54.6 (41,218)	66.8 (12,970)	38.9(37,942)	57.7 (11,346)	36.7 (7,745)	49.4 (20,395)
Non-FRL	68.3 (7,636)	81.5 (17,779)	51.5(10,232)	74.1 (16,414)	36.1 (2,938)	63.3 (23,542)
Special Education (SPED)						
SPED	23.0 (3,434)	31.2 (1,644)	6.1(3,708)	13.9 (1,342)	3.2 (974)	10.1 (2,975)
Non-SPED	59.3 (45,420)	77.8 (29,105)	44.6(44,466)	70.1 (26,418)	39.8 (9,709)	60.2 (40,962)
Migrant Status						
Migrant ^a	50.7 (221)	25.0 (12)	35.4(198)	-- (7)	35.1 (57)	24.2 (62)
Non- Migrant	56.8 (48,633)	75.3 (30,737)	41.6(47,976)	67.4 (27,753)	36.5 (10,626)	56.9 (43,875)
Curriculum Group						
Standard	62.7 (40,492)	80.7 (26,495)	47.5(40,188)	72.8 (24,444)	42.4 (8,764)	63.3 (37,108)
Overall ^b	56.7 (48,905)	75.3 (30,762)	41.6(48,203)	67.4 (27,764)	36.5 (10,699)	56.8 (43,951)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and the school's Title I status. The cells displayed in green designate groups for which the percentage of students meeting the performance criteria increased from the previous year.. A further breakdown of mathematics scores by level is available in Appendix A.

^a Percentages for cells with fewer than 10 participants are displayed as dashes. ^b Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

The table shows that overall, 75.3% of the students in grades 3 through 5 in Non-Title I schools achieved scores of 3 and above while only 56.7% of their counterparts in Title I schools did. In grades 6 through 8, 67.4% of the students in Non-Title I schools met the state's criteria in comparison to 41.6% of students in Title I schools. While this difference is disheartening, it may be noted that improvement was achieved by students in both Title I and non-Title I schools.

Of the students eligible for the FRL program in grades 3 through 5, 66.8% of students in Non-Title I schools scored 3 and above, compared to 54.6% of the students in Title I schools. Similarly, of the students eligible for the FRL program in grades 6 through 8, 57.7% in Non-Title I schools scored 3 and above, compared to 38.9% in Title I schools.

As with reading, the percentage of SPED students who scored 3 and above was the lowest of the subgroups in mathematics. In contrast, the percentages of ELL students who met the state's criteria were higher than was seen in reading regardless of the length of time enrolled in an English speaking program. These differences narrow across the grade spans as students accrue more experience in English speaking classrooms.

Figures 3 and 4 follow the same format as Figures 1 and 2, and picture the FCAT-SSS mathematics performance by gender and ethnicity of students in grades 3 through 5, and 6 through 8, respectively. An examination of the figures shows that in grades 3 through 5, the difference between the percentages of males and females meeting state standards in mathematics is effectively zero. In grades 6 through 8, the results were atypical in that the percentage of female students meeting criteria was slightly higher than the percentage of males. at both Title I and Non-Title I schools. Returning to the graphs, one sees that for the five ethnic groups, the performance patterns that were observed in mathematics mirrored those seen in reading.

Performance on the FCAT-SSS Science Subtest

Table 5 follows the same format as Tables 3 and 4, and lists the percentages of the students who scored 3 and above on the FCAT-SSS science subtest. Percentages are again provided for each subgroup, by the Title I status of the school. In general, the trends in science are quite similar to those observed in mathematics although the percentages of students in each subgroup who met the state's criteria were generally lower. As this is the inaugural year that proficiency standards are available in science, longitudinal comparisons were not possible.

As Table 5 shows, overall 26.0% of the fifth grade students, 21.4% of the eighth grade students, and 14.7% of the eleventh grade students who attended Title I schools met the standards. The percentages for the Non-Title I fifth, eighth, and eleventh graders were higher. Overall, 47.0% of the fifth grade students, 44.0% of the eighth grade students and 28.9% of the eleventh grade students who attended Non-Title I schools met state standards. Of the students who were eligible for the FRL program, 35.2% of fifth graders in Non-Title I schools scored 3 and above, compared to 23.1% of fifth graders in Title I schools. Similarly, 32.3% of eighth graders in Non-Title I schools scored 3 and above, compared to 18.5% of eighth graders in Title I schools. Finally, 20.2% of eleventh graders in Non-Title I schools scored 3 and above, compared to 14.7% of eleventh graders in Title I schools. As with mathematics, the percentage of SPED students who scored 3 and above was the lowest of the subgroups in science.

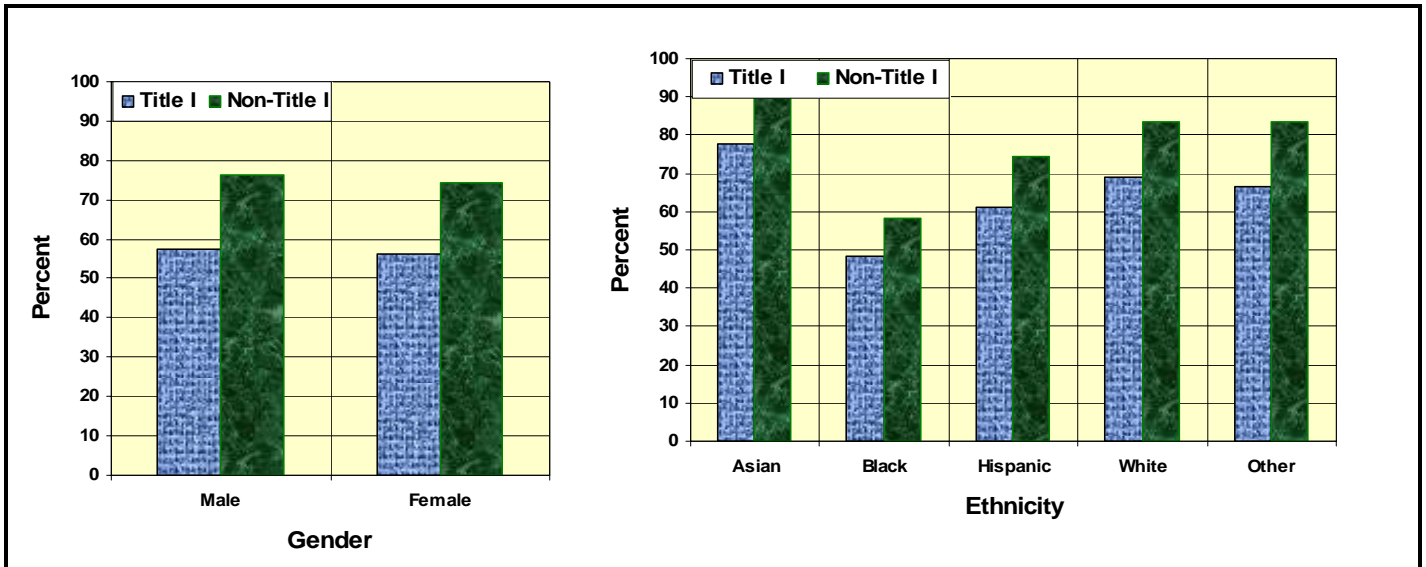


Figure 3. Percentage of students in grades 3 through 5 in Title I and Non-Title I schools scoring 3 and above on the 2006-07 FCAT-SSS mathematics subtest by gender and ethnicity

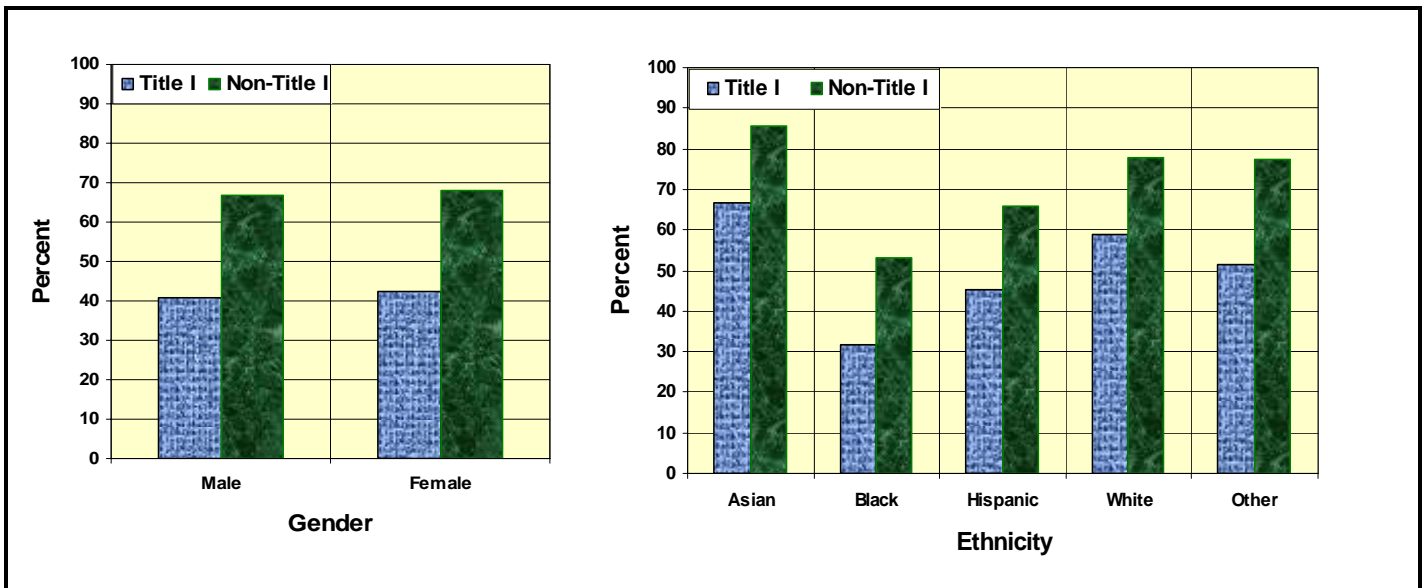


Figure 4. Percentage of students in grades 6 through 8 in Title I and Non-Title I schools scoring 3 and above on the 2006-07 FCAT-SSS mathematics subtest by gender and ethnicity.

Table 5. Percentage of Title I and Non-Title I Students Meeting High Standards^a and Number Tested: 2007 FCAT-SSS Science Assessment by Selected Demographic Characteristics

Subgroup	Grade Level					
	5		8		11	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	28.3 (7,854)	50.7 (5,199)	23.1(9,056)	46.1 (4,485)	18.6 (1,741)	33.0 (8,587)
Female	23.7 (7,871)	43.3 (5,046)	19.6(8,473)	42.1 (4,541)	11.5 (2,114)	25.2 (9,664)
Race/Ethnicity						
Asian	48.2 (85)	63.5 (189)	42.6(129)	61.7 (167)	50.0 (12)	51.9 (320)
Black	19.1 (5,762)	29.1 (898)	13.5(6,015)	29.5 (1,035)	10.0 (1,956)	14.6 (3,739)
Hispanic	28.8 (9,152)	44.6 (6,880)	23.9(10,442)	41.7 (5,988)	18.9 (1,797)	28.9 (11,814)
White	45.0 (573)	60.4 (1,994)	41.8(789)	58.4 (1,634)	33.3 (78)	47.5 (2,187)
Other	37.9 (153)	58.8 (284)	33.1(154)	58.4 (202)	8.3 (12)	53.9 (191)
English Language Learner (ELL)						
ELL < 2 Years	4.2 (874)	15.4 (408)	1.7(955)	10.7 (318)	4.7 (128)	3.9 (876)
ELL >= 2 Years	6.3 (576)	15.0 (200)	2.8(716)	6.1 (264)	1.9 (154)	5.3 (721)
Formerly ELL	29.0 (7,439)	42.2 (4,205)	24.0(7,978)	39.9 (3,525)	18.0 (1,738)	27.3 (8,049)
Non-ELL	27.2 (6,836)	54.4 (5,432)	22.8(7,880)	51.3 (4,919)	13.4 (1,835)	34.9 (8,605)
Reduced Price Lunch (FRL)						
FRL	23.1 (13,107)	35.2 (4,254)	18.5(13,516)	32.3 (3,609)	14.7 (2,643)	20.2 (7,582)
Non-FRL	40.7 (2,618)	55.5 (5,991)	31.2(4,013)	51.9 (5,417)	14.7 (1,212)	35.1 (10,669)
Special Education (SPED)						
SPED	4.5 (999)	11.0 (484)	1.7(1,488)	3.7 (464)	1.1 (269)	3.1 (829)
Non-SPED	27.5 (14,726)	48.8 (9,761)	23.2(16,041)	46.2 (8,562)	15.7 (3,586)	30.1 (17,422)
Migrant Status						
Migrant ^b	14.3 (63)	-- (2)	9.7(72)	-- (3)	30.8 (13)	-- (9)
Non- Migrant	26.1 (15,662)	47.1 (10,243)	21.4(17,457)	44.1 (9,023)	14.7 (3,842)	28.9 (18,242)
Curriculum Group						
Total	30.1 (12,917)	52.1 (8,757)	25.1(14,508)	48.7 (7,924)	16.5 (3,370)	32.1 (15,975)
Overall ^c	26.0 (15,743)	47.0 (10,250)	21.4(17,547)	44.0 (9,033)	14.7 (3,859)	28.9 (18,276)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Comparisons with prior year data are not possible, as proficiency standards were not established.

^a The state's formula for school grades defined high standards on the FCAT-SSS Science subtest as the percentage of students in a school who scored 3 and above. ^b Percentages for cells with fewer than 10 participants are displayed as dashes. ^c Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

FCAT Writing

Student performance on the FCAT Writing assessment is reported in terms of achievement levels that range from 1 (lowest) to 6 (highest). For the 2006-07 school year, the state defined high standards in writing as the percentage of students scoring 3.5 or above. Recall that the FCAT writing assessment is only administered to students in grades 4, 8, and 10.

Performance on FCAT Writing

Table 6 follows the same format as Tables 3, 4, and 5 and lists the percentage of the students who met high standards on the FCAT Writing assessment. Percentages are again provided for each demographic and grade group by the Title I status of the school.

As Table 6 shows, overall 78.7% of the fourth grade students, 81.7% of the eighth grade students, and 71.3% of the tenth grade students who attended Title I schools met the standards. The percentages for the Non-Title I schools were higher. Overall, 87.5% of the fourth grade students, 90.3% of the eighth grade students and 78.0% of the tenth grade students who attended Non-Title I schools met state standards.

The high scores on the FWA suggest the presence of a “ceiling effect.” Because the majority of scores are at or near the maximum possible, the test’s ability to distinguish between individuals is compromised. Nevertheless, except for grade 10 in the Title I schools, the vast majority of the subgroups saw increases over the prior year in the percentages of students who met the state’s criteria.

Of the students who were eligible for the FRL program, 85.2% of fourth graders in Non-Title I schools scored 3.5 and above, compared to 77.8% of fourth graders in Title I schools. Similarly, 86.3% of eighth graders in Non-Title I schools scored 3.5 and above as opposed to 80.0% of eighth graders in Title I schools. Finally, 73.4% of tenth graders in Non-Title I schools scored 3 and above, compared to 71.1% of tenth graders in Title I schools.

As with reading, the percentage of SPED students who scored 3 and above was the lowest of the subgroups in writing. The percentage of students meeting the state’s criteria tended to be high for all but the ELL and SPED students in both the Title I and Non-Title I schools.

Table 6. Percentage of Title I and Non-Title I Students Meeting High Standards^a and Number Tested: 2007 FCAT-Writing Assessment by Selected Demographic Characteristics

Subgroup	Grade Level					
	4		8		10	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	73.8 (7,944)	84.3 (5,162)	76.4(8,723)	86.7 (4,451)	64.7 (2,446)	73.2 (10,871)
Female	84.1 (7,491)	91.0 (4,955)	86.5(8,228)	93.9 (4,528)	77.5 (2,608)	83.0 (10,924)
Race/Ethnicity						
Asian	91.5 (106)	90.4 (208)	91.5(129)	92.3 (168)	84.2 (19)	89.3 (326)
Black	76.9 (5,709)	83.4 (903)	78.4(5,697)	86.3 (1,024)	69.6 (2,508)	73.2 (4,652)
Hispanic	79.6 (8,925)	87.3 (6,772)	82.4(10,191)	90.0 (5,950)	72.6 (2,379)	77.9 (14,128)
White	81.8 (545)	89.6 (1,953)	86.5(779)	93.6 (1,636)	76.4 (123)	85.9 (2,418)
Other	85.3 (150)	92.2 (281)	83.9(155)	93.5 (201)	88.0 (25)	87.1 (271)
English Language Learner (ELL)						
ELL < 2 Years	41.9 (726)	61.6 (365)	33.4(751)	50.7 (294)	22.0 (191)	30.1 (870)
ELL >= 2 Years	71.3 (621)	75.1 (201)	55.5(661)	70.3 (259)	37.0 (192)	44.4 (826)
Formerly ELL	82.9 (7,145)	88.7 (4,184)	85.9(7,872)	91.5 (3,519)	78.5 (2,227)	80.5 (9,768)
Non-ELL	79.1 (6,943)	89.0 (5,367)	83.5(7,667)	92.9 (4,907)	71.4 (2,444)	82.5 (10,331)
Reduced Price Lunch (FRL)						
FRL	77.8 (13,011)	85.2 (4,221)	80.0(13,049)	86.3 (3,589)	71.1 (3,592)	73.4 (9,486)
Non-FRL	84.6 (2,424)	89.3 (5,896)	85.6(3,902)	93.0 (5,390)	72.0 (1,462)	81.7 (12,309)
Special Education (SPED)						
SPED	43.3 (966)	58.7 (516)	43.7(1,419)	52.5 (451)	29.6 (419)	39.4 (1,356)
Non-SPED	81.2 (14,469)	89.2 (9,601)	84.7(15,532)	92.3 (8,528)	75.1 (4,635)	80.7 (20,439)
Migrant Status						
Migrant ^b	73.8 (65)	-- (4)	68.3(63)	-- (3)	63.2 (19)	60.9 (23)
Non- Migrant	78.8 (15,370)	87.6 (10,113)	81.4(16,888)	90.3 (8,976)	71.4 (5,035)	78.1 (21,772)
Curriculum Group						
Standard	84.4 (13,033)	90.8 (8,813)	87.8(14,221)	94.1 (7,913)	78.0 (4,299)	83.5 (18,899)
Overall ^c	78.7 (15,514)	87.5 (10,177)	81.2(17,059)	90.3 (8,994)	71.3 (5,114)	78.0 (21,955)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. The cells displayed in green designate groups for which the percentage of students meeting the performance criteria increased from the previous year. ^a The state's formula for school grades defined high standards on the FCAT- Writing assessment as the percentage of students in a school who scored 3.5 and above. ^b Percentages for cells with fewer than 10 participants are displayed as dashes. ^c Each of the totals includes a few students who are not categorized by demographic characteristics. Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

FCAT Norm Referenced Test

The FCAT-Norm Referenced Test (NRT), unlike the FCAT-SSS, is a standardized test, which is specifically designed to study trends and make comparisons among different populations. A secure form of the Stanford Achievement Test, Tenth Edition (SAT-10), it is scaled to a national sample of students at a fixed point in time. The FCAT-NRT reading and mathematics subtests are administered statewide to students in grades 3 through 10. In addition to the statewide assessment, M-DCPS administers a commercially available form of the SAT-10 to students in grade 2. The results of the students' performance on the SAT-10 and the FCAT-NRT will be discussed in combination.

Performance on the FCAT-NRT Reading Subtest

Table 7 lists the percentage of students in grades 2 through 5, 6 through 8, and 9 through 10 who scored above the national median (50th percentile) on the FCAT-NRT (or SAT-10) reading subtest during the 2006-07 school year. Percentages are provided for Title I and Non-Title I schools for each demographic and grade group previously delineated. In grades 2 through 5, 54,613 students in Title I schools took the FCAT-NRT reading subtest, as compared to 35,318 students in Non-Title I schools. In grades 6 through 8, 39,798 students in Title I schools took the FCAT-NRT reading subtest as compared to 24,336 students in Non-Title I schools.

Table 7 shows that overall, 73.6% of grade 2 through 5 students at Non-Title I schools scored above the 50th percentile while only 51.7% of their counterparts in Title I schools did so. In grades 6 through 8, 75.6% of students in Non-Title I schools scored above the 50th percentile while only 52.9% of students in Title I schools did so. Except for grades 6 through 8 in Title I schools, the percentages of students scoring above the 50th percentile decreased from the previous school year.

Returning to Table 7, the percentage of students in grades 6 through 8 who scored above the 50th percentile increased consistently in the Title I schools across the demographic subgroups listed. In all other grade spans, the percentages decreased from the prior year. Nevertheless, for almost every demographic category and subgroup level, the percentage of students scoring above the 50th percentile was greater for Non-Title I schools than for Title-I schools. Once again, the lowest-achieving subgroups of students in reading are in the ELL and SPED categories. As with the FCAT-SSS results, the difference in performance for students attending Title-I schools may be attributed to the multiple challenges that students in these schools are faced with.

Performance on the FCAT-NRT Mathematics Subtest

Table 8 adheres to the same format as Table 7, and shows the students' performance on the FCAT-NRT (or SAT-10) mathematics subtest. Percentages are again provided for Title I and Non-Title I schools for each demographic and grade group already described.

Table 7. Percentage of Students in Title I and Non-Title I Schools Scoring Above the 50th Percentile and Number Tested by Selected Demographic Characteristics: 2007 FCAT-NRT Reading Subtest

Subgroup	Grade Level					
	2 ^a – 5		6 – 8		9 – 10	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	46.5 (33,417)	70.0 (20,775)	47.4(24,696)	71.1 (13,568)	34.0 (5,228)	51.6 (21,634)
Female	57.3 (31,833)	77.4 (19,940)	59.0(22,938)	80.0 (14,058)	48.4 (5,253)	64.0 (21,276)
Race/Ethnicity						
Asian	71.7 (385)	85.9 (758)	73.3(356)	89.2 (517)	63.6 (33)	76.5 (631)
Black	45.0 (24,008)	60.6 (3,598)	45.3(16,149)	64.8 (3,079)	36.8 (5,259)	46.8 (9,222)
Hispanic	54.8 (37,970)	72.1 (27,440)	55.4(28,569)	74.2 (18,326)	45.2 (4,924)	57.3 (27,835)
White	65.8 (2,243)	82.9 (7,800)	71.3(2,132)	85.2 (5,060)	51.1 (219)	76.7 (4,676)
Other	61.6 (644)	81.2 (1,119)	68.2(428)	84.0 (644)	56.5 (46)	78.4 (546)
English Language Learner (ELL)						
ELL < 2 Years	17.0 (3,885)	36.6 (1,765)	10.0(2,669)	29.2 (1,038)	4.2 (566)	13.1 (2,345)
ELL >= 2 Years	29.0 (6,742)	42.3 (2,261)	15.6(2,003)	32.1 (627)	10.7 (393)	18.4 (1,658)
Formerly ELL	62.3 (25,641)	75.0 (15,135)	60.1(22,445)	76.2 (11,618)	49.2 (4,524)	58.7 (18,686)
Non-ELL	52.4 (28,982)	79.0 (21,554)	54.4(20,517)	80.5 (14,343)	40.5 (4,998)	65.2 (20,221)
Reduced Price Lunch (FRL)						
FRL	49.1 (55,183)	64.5 (17,134)	50.2(37,463)	66.9 (11,277)	41.1 (7,614)	49.9 (19,780)
Non-FRL	66.4 (10,067)	80.4 (23,581)	63.3(10,171)	81.7 (16,349)	41.6 (2,867)	64.4 (23,130)
Special Education (SPED)						
SPED	13.7 (4,370)	26.0 (2,117)	11.6(3,615)	22.9 (1,329)	5.7 (911)	13.4 (2,779)
Non-SPED	54.5 (60,880)	76.3 (38,598)	56.4(44,019)	78.3 (26,297)	44.6 (9,570)	60.8 (40,131)
Migrant Status						
Migrant ^b	36.8 (318)	40.0 (15)	37.7(199)	-- (6)	41.1 (56)	27.1 (59)
Non- Migrant	51.8 (64,932)	73.7 (40,700)	53.0(47,435)	75.7 (27,620)	41.2 (10,425)	57.8 (42,851)
Curriculum Group						
Standard	58.2 (54,613)	79.4 (35,318)	60.2(39,798)	81.4 (24,336)	48.2 (8,651)	64.8 (36,414)
Overall ^c	51.7 (65,354)	73.6 (40,750)	52.9(47,675)	75.6 (27,647)	41.1 (10,508)	57.7 (42,945)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. The cells displayed in green designate groups for which the percentage of students meeting the performance criteria increased from the previous year. ^a Second grade students were administered the SAT-10, of which the FCAT-NRT is a secure form. ^b Percentages for cells with fewer than 10 participants are displayed as dashes. ^c Each of the totals includes a few students who are not categorized by demographic characteristics. Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table 8 shows that overall, 77.3% of the students in grades 2 through 5 at Non-Title I schools scored above the 50th percentile while only 56.6% of their counterparts in Title I schools did so. In grades 6 through 8, 80.8% of the students in Non-Title I schools scored above the 50th percentile while only 60.3% of the students in Title I schools did so. As seen with reading, the performance of the students attending Non-Title I schools exceeded that of the students who attended schools funded by Title I. However, the percentages of students scoring above the 50th percentile in mathematics increased from the previous school year for students in Title I and Non-Title I schools in all grades except 9 through 12. The subgroup patterns observed in mathematics were also quite similar to those observed for reading.

Across demographic categories, the percentages of students exceeding the national median were quite similar for both reading and mathematics. This trend was observed across grade levels and school types and represents a change in the trends observed in previous years. This is because the percentage of students exceeding the national median in reading has increased steadily across the district. As a result, the percentages of students exceeding the national median are now comparable in both subjects. On the FCAT-NRT reading test, female students consistently outperformed male students across grade levels for Title I and Non-Title I schools alike, however this trend did not exist for mathematics. Although special education students were once again the lowest scoring group, the differences between the reading and mathematics performance of ELL students were greater than for students not so classified.

Measuring the Gap on the Norm Referenced Test

The mean FCAT-NRT reading scale scores of students in grades 2 through 8 who attended Title I and Non-Title I schools are depicted in Figure 5. The triangular green symbols represent the mean scale scores for each grade in 2007, the square blue symbols represent the mean scale scores for each grade in 2006, and the red diamond symbols represent the mean scale scores for each grade in 2005. Title I schools are depicted using solid lines while Non-Title I schools are depicted with dashed lines.

The figure reveals the increasing progression of scale scores from grade to grade that is characteristic of norm reference tests. Figure 5 also provides visual evidence that both Title I schools and Non-Title I schools have improved from year to year. Additionally, there is considerable overlap of data points at the fourth, fifth, and sixth grades, with data points from the Title I schools in the year 2007 overlapping the data points for Non-Title I schools in 2005. The persistent achievement differences between the Title I schools and the Non-Title I schools indicates the existence of an achievement gap. To assess this achievement gap, an analysis of the meaningfulness of those differences was conducted.

Table 8. Percentage of Students in Title I and Non-Title I Schools Scoring Above the 50th Percentile and Number Tested by Selected Demographic Characteristics: 2007 FCAT-NRT Mathematics Subtest

Subgroup	Grade Level					
	2 ^a – 5		6 – 8		9 – 10	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
Gender						
Male	56.5 (33,413)	77.8 (20,767)	57.9(24,640)	79.0 (13,554)	48.2 (5,196)	63.2 (21,575)
Female	56.9 (31,817)	77.0 (19,934)	63.0(22,930)	82.6 (14,057)	54.9 (5,243)	69.7 (21,249)
Race/Ethnicity						
Asian	80.8 (385)	91.0 (757)	82.3(356)	94.8 (517)	84.8 (33)	88.6 (631)
Black	47.3 (24,001)	61.4 (3,597)	52.4(16,119)	69.2 (3,077)	46.0 (5,225)	55.2 (9,186)
Hispanic	61.4 (37,957)	76.4 (27,430)	63.4(28,541)	80.1 (18,317)	57.0 (4,917)	66.8 (27,792)
White	70.6 (2,242)	85.9 (7,799)	73.6(2,126)	88.5 (5,056)	56.0 (218)	81.5 (4,672)
Other	64.8 (645)	84.7 (1,118)	72.9(428)	88.8 (644)	56.5 (46)	81.8 (543)
English Language Learner (ELL)						
ELL < 2 Years	30.1 (3,885)	49.4 (1,767)	27.8(2,668)	51.3 (1,038)	24.8 (564)	37.5 (2,339)
ELL >= 2 Years	38.7 (6,747)	51.9 (2,258)	30.4(2,001)	54.1 (627)	28.9 (394)	37.7 (1,653)
Formerly ELL	67.2 (25,627)	78.8 (15,130)	67.1(22,419)	81.3 (11,613)	60.3 (4,516)	68.1 (18,656)
Non-ELL	55.1 (28,971)	81.3 (21,546)	60.1(20,482)	83.9 (14,333)	48.5 (4,965)	70.6 (20,176)
Reduced Price Lunch (FRL)						
FRL	54.3 (55,173)	69.5 (17,130)	58.1(37,406)	73.3 (11,268)	51.9 (7,583)	60.8 (19,741)
Non-FRL	69.5 (10,057)	83.1 (23,571)	68.8(10,164)	86.1 (16,343)	50.7 (2,856)	71.3 (23,083)
Special Education (SPED)						
SPED	22.3 (4,376)	33.9 (2,113)	15.1(3,592)	26.8 (1,323)	8.3 (899)	17.9 (2,769)
Non-SPED	59.1 (60,854)	79.8 (38,588)	64.0(43,978)	83.6 (26,288)	55.6 (9,540)	69.8 (40,055)
Migrant Status						
Migrant ^b	51.3 (318)	40.0 (15)	52.8(199)	-- (6)	46.4 (56)	40.7 (59)
Non- Migrant	56.7 (64,912)	77.4 (40,686)	60.4(47,371)	80.9 (27,605)	51.6 (10,383)	66.5 (42,765)
Curriculum Group						
Standard	62.0 (54,587)	82.2 (35,309)	67.4(39,762)	85.9 (24,327)	58.9 (8,627)	72.8 (36,349)
Overall ^c	56.6 (65,334)	77.3 (40,736)	60.3(47,611)	80.8 (27,632)	51.5 (10,466)	66.4 (42,859)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. The cells displayed in green designate groups for which the percentage of students meeting the performance criteria increased from the previous year.

^a Second grade students were administered the SAT-10, of which the FCAT-NRT is a secure form. ^b Percentages for cells with fewer than 10 participants are displayed as dashes. ^c Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment and Data Analysis based on data in the Student Data Base System.

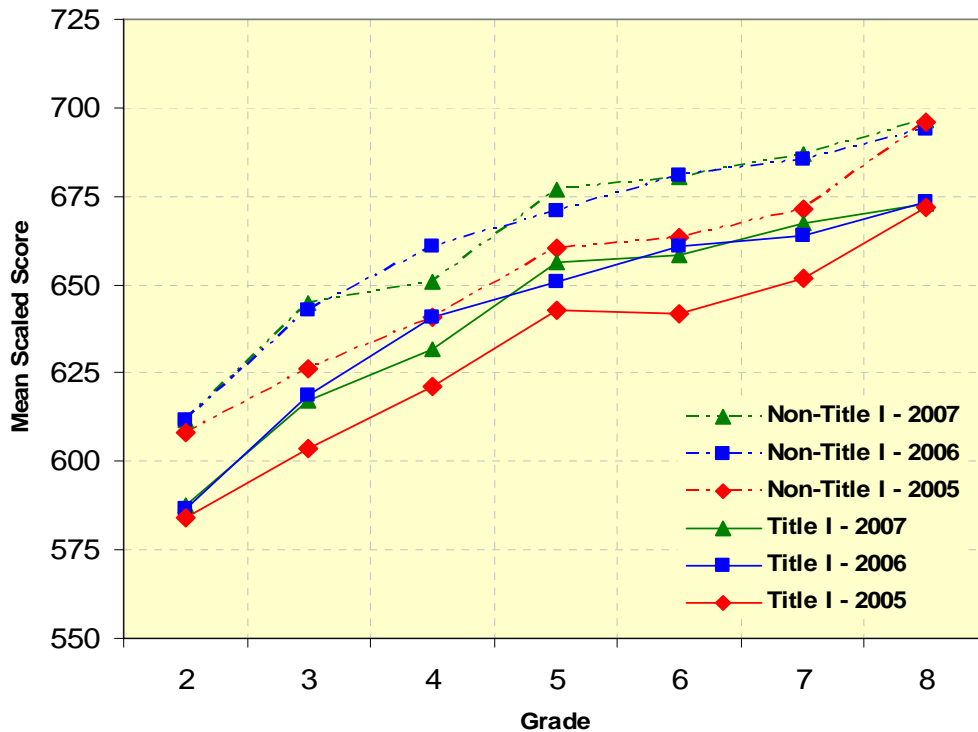


Figure 5. Mean FCAT-NRT reading scale scores of students in Title I and Non-Title I schools by grade, 2005 – 2007.

A standard method for determining the importance of differences between groups has been used with increasing frequency over the past two decades. That method involves calculating a statistic called an effect size. This statistic takes into account not only the difference between the mean scores of two groups, but also the amount of dispersion within each group (i.e., the extent that the individual scores within each group differ from the group's mean). As such, an effect size is a standardized measure of the difference between the performance of the groups that is independent of both the size of the sample and the scale of the test.

Guidelines for the classification of the practical significance of effect sizes have been formulated by researchers in order to establish a common metric with which to gauge the importance of results and to facilitate the synthesis of findings across multiple studies. A common classification was proposed by Cohen (1988) who developed categorizations to reflect practical significance as weak (.25), moderate (.50), and strong (.80).

The effect sizes of the differences between the FCAT-NRT reading scores of students enrolled in Title I and Non-Title I schools are portrayed in Figure 6. These differences are presented for the 2005, 2006, and 2007 test administrations. Such comparisons are possible across editions of the test because effect size magnitudes are standardized, and as such, are not dependent upon the

scale of the differences gauged. (A detailed enumeration of the effect size comparisons for the FCAT-NRT reading subtest is found in Appendix A). Effect sizes are displayed for grades 2 through 8. The red symbols represent the effect sizes for 2005, blue symbols represent the effect sizes for 2006, and the green symbols represent the effect sizes for 2007. Practical significance designations appear along the x-axis in the figure.

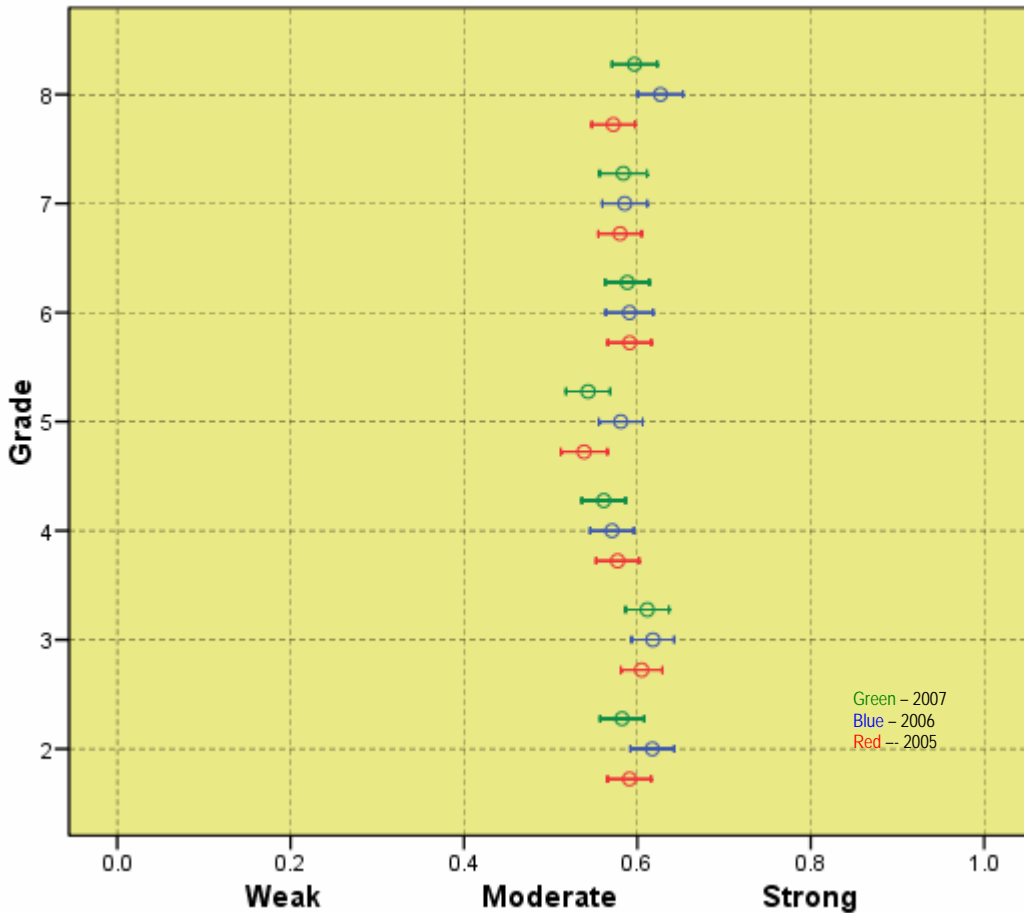


Figure 6. The effect sizes of the difference between the FCAT-NRT reading subtest scores of students enrolled in Title I and Non-Title I schools by grade, 2005 - 2007

Each effect size shown in the figure is a statistic computed from the scores of a finite sample of students, and as such is an estimate of the true difference between the groups. The brackets that surround each effect size show the limits of its precision in terms of a confidence interval. The logic of sampling theory implies that 95% of confidence intervals will contain the true difference between the groups. For example, in Figure 6, the effect size of the difference between the FCAT-NRT reading subtest scores of students in Title I and Non-Title I schools for 2007 in grade 2 is .58. Although it cannot be assured that the difference in performance is precisely .58, the true difference is likely to fall within with the limits of the confidence interval specified, in this case between .56 and .61. This interval is represented by the green horizontal line running through the green box.

As can be seen by examining Figure 6, the effect sizes of the differences between the FCAT-NRT reading scores of students enrolled in Title I and Non-Title I schools range from about .54 to .64. These differences in performance are remarkably consistent and fall within the moderate range. Changes in the effect sizes graphically illustrated in this figure indicate whether progress has been made in narrowing the achievement gap. Meaningful narrowing of the gap is indicated by a gradual decrease or leftward shift toward the *weak* range, in the effect size over time, with no overlap in the brackets. This would demonstrate movement toward a less meaningful difference between the performance of students attending Title I schools and their counterparts enrolled in Non-Title I schools. Conversely, meaningful widening of the gap would be indicated by a gradual increase or rightward shift toward the *strong range*, in the effect size over time, with no overlap in the brackets. Figure 6 does not depict any meaningful shift over the three year period examined. The consistent overlap in the confidence intervals surrounding the effect sizes indicates that for all practical purposes, the differences did not change across the years indicating that the achievement gap remained consistent. Effect sizes do not identify the cause of variation, which may be due to differences in the school reading curricula, differences in the proportion of the schools funded by Title I, or a combination of these and other factors. This caution is particularly relevant given the large number of new schools funded by Title I. Figure 7 adheres to the same format as Figure 5, and displays the mean FCAT-NRT mathematics scale scores of students who attended Title I and Non-Title I schools. As seen in reading, the figure reveals the increasing progression of scale scores from grade to grade that is characteristic of norm reference tests. The sharp improvement seen at the third grade may be related the inclusion of students who had been retained in grade 3 due to scoring in Level 1 on the FCAT-SSS reading subtest during the previous school year. Further examination of the figure also shows persistent differences between the Title I schools and the Non-Title I schools that mirror those seen in reading. These disparities provide further evidence of an ongoing achievement gap in which the scores of Title I schools are consistently two years behind those of their Non-Title I counterparts.

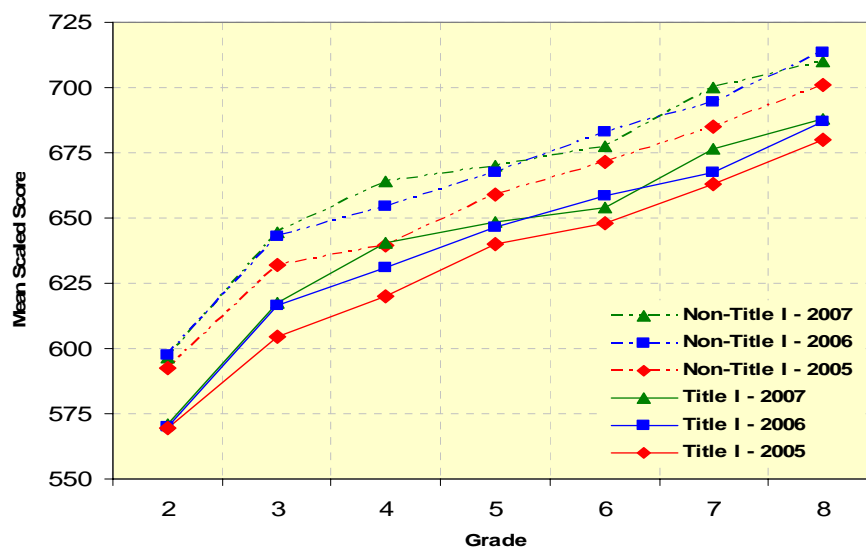


Figure 7. Mean FCAT-NRT mathematics scale scores of students in Title I and Non-Title I schools by grade, 2005 – 2007.

Figure 8 displays the effect sizes of the differences in the FCAT-NRT mathematics scores of students enrolled in Title I and Non-Title I schools for 2005, 2006, and 2007 as described previously for reading. (A delineation of the effect size comparisons for the FCAT-NRT mathematics subtest is found in Appendix A). Effect sizes are presented for grades 2 through 8. The red symbols represent the effect sizes in 2005, the blue symbols represent the effect sizes in 2006, and the green symbols represent the effect sizes in 2007.

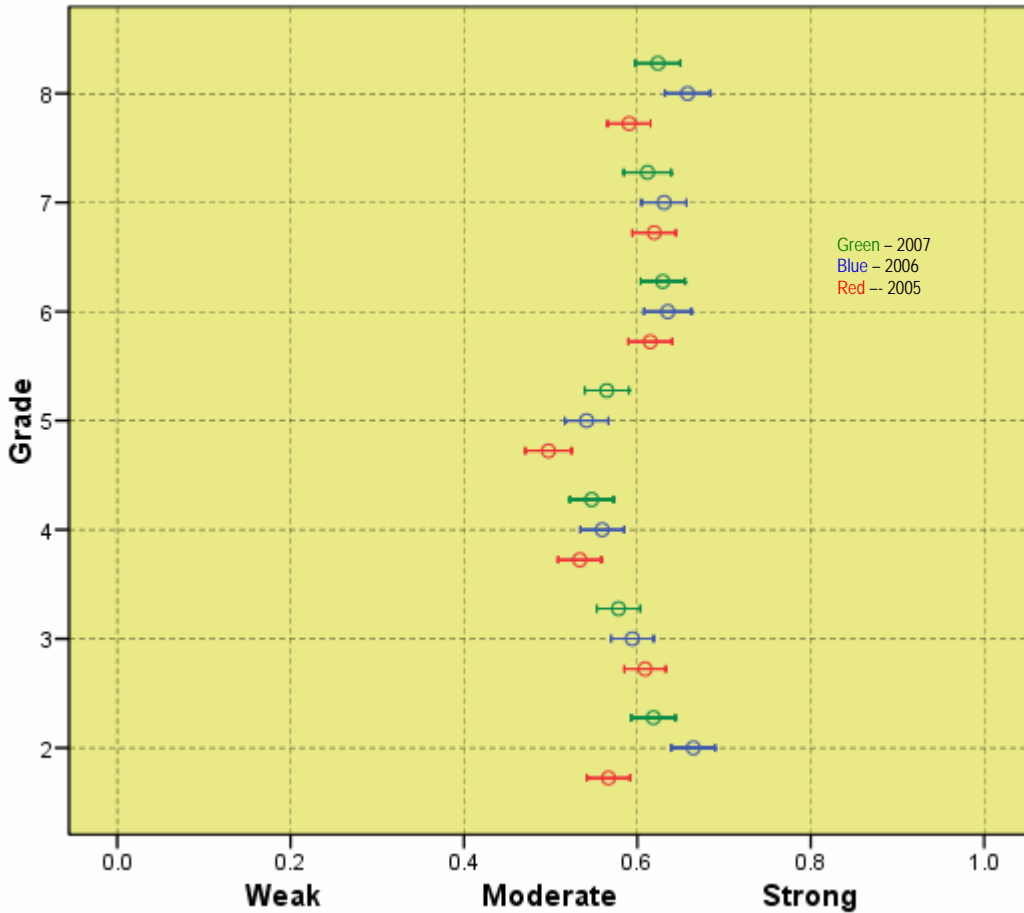


Figure 8. The effect sizes of the difference between the FCAT-NRT mathematics subtest scores of students in Title I and Non-Title I schools by grade, 2005 – 2007

As seen with reading, the effect sizes of differences in mathematics are moderate at each grade. In fact, the effect sizes are more consistent across the grades than they are for reading, ranging from .50 to .66 in magnitude. Returning to Figure 8, it may be seen that the brackets surrounding the effect sizes overlap across the three year period, with four exceptions. The consistent overlap in the confidence intervals surrounding the effect sizes indicates that for all practical purposes, the differences did not change across the years indicating that the achievement gap remained consistent.

School Accountability

Schools in the state of Florida were rated by two measures of accountability during the 2006-07 school year: Florida's A-Plus Plan for Education and the federal definition of Adequately Yearly Progress as established through the No Child Left Behind Act of 2001. The goal of both the measures is twofold: to inform the public of the schools' status, and to compel the schools to ensure that all students achieve high standards. While both measures are based on the same student assessments, they provide very different pictures of a schools' performance.

The Florida Department of Education's *A-Plus Plan for Education* began in 1998-99, when the FLDOE began to assign annual grades to its public schools. From the outset, the system for determining the grades was based primarily on students' performance on the FCAT-SSS reading and mathematics subtests along with the writing assessment. In 2001-02, the system was revamped to emphasize high standards for all students and incorporate annual learning gains. In 2004-05, it was again adjusted to reflect increased standards for writing. In 2006-07, the system was further augmented to include performance on the FCAT-SSS science subtest. The current system incorporates eight data points, the percentage of students who achieve proficiency in reading, mathematics, science, and writing; the percentage of students who make progress in reading and mathematics; and the percentage of the school's lowest achieving students in reading and mathematics who make progress. The state uses three criteria for including students in this accountability measure: the student's curriculum group, English language learner status, and time in attendance. Students are included in computations of subject-area proficiency if they are standard curriculum students; exceptional education students classified as speech impaired, gifted, or hospital/homebound; and/or English language learners with more than two years in an English speaking program. Computations of progress include all students. Only students who met the attendance criteria of enrollment in the same school during October and February of a school year are included in the state's accountability measures.

The distribution of school grades in the M-DCPS over the past five years is displayed in Table 9 with the most common grade earned by the Title I and Non-Title I schools during each year highlighted in green. Figure 9 graphically displays the school grade distributions of Title I and Non-Title I schools for each year as a series of stacked bar graphs. The segments of each bar represent the percentage of schools that received a particular school grade. The bottom (red) segment represents a grade of F, followed by D (orange), C (yellow), and B (blue), with A (green) at the top of the bar.

The grades are not directly comparable across the years due to modifications in the system. These include a revision by FDOE to the 2006 scores of third graders to address an anomaly thought to result from the improper location of linking items on the test for which districts will

be held harmless. Nevertheless, it is interesting to note that for 2002-03, the most common grade for Title I schools was C and the most common grade for Non-Title I schools was A. The school performance grades earned by the Title I schools has steadily improved from 2001-02 to 2005-06, as the percentage of Title I schools earning an A increased and the percentage of Title I schools receiving a C decreased. In 2006-07, this trend experienced a reversal as revisions to the school grading system prompted a change in the most common grade earned by Title I schools from A to C.

Table 9. Florida’s School Performance Grades for the Miami-Dade County Public Schools

Grade	School Year									
	2002-03		2003-04		2004-05		2005-06		2006-07	
	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)	Title I % (n)	Non-Title I % (n)
A	17.3 (30)	60.6 (80)	22.3 (41)	61.9 (83)	31.9 (59)	69.1 (94)	40.7 (79)	73.7 (98)	26.1(52)	65.2(90)
B	20.8 (36)	15.2 (20)	17.9 (33)	12.7 (17)	18.4 (34)	11.0 (15)	23.2 (45)	12.0 (16)	12.6(25)	13.0(18)
C	39.9 (69)	14.4 (19)	37.0 (68)	14.9 (20)	33.5 (62)	14.0 (19)	28.9 (56)	9.8 (13)	38.7(77)	10.1(14)
D	17.9 (31)	8.3 (11)	17.9 (33)	8.2 (11)	14.1 (26)	5.1 (7)	5.2 (10)	3.8 (5)	13.6(27)	5.1(7)
F	4 (7)	1.5 (2)	4.9 (9)	2.2 (3)	2.2 (4)	0.7 (1)	2.1 (4)	0.8 (1)	9.0(18)	6.5(9)

Note. Only schools graded by the Florida Department of Education (FLDOE) are included. The most common grades for each group are shaded. Data source: FLDOE School Accountability Reports available online at <http://www.fldoe.org>.

Adequate Yearly Progress

The No Child Left Behind Act of 2001 called for public schools, districts, and states to annually determine Adequate Yearly Progress (AYP) toward meeting federal goals of universal proficiency in reading and mathematics. AYP determination was first carried out in 2002-03, and mandates 100% compliance by the end of the 2013-14 school year. Federal AYP requirements are grounded in the respective states’ school accountability systems. As such in Florida, students’ scores on the FCAT-SSS reading, mathematics, and writing assessment are used to determine AYP. Unlike the state’s program, all enrolled students are included in the determination of AYP regardless of SPED or ELL status.

The federal designation of AYP also differs from the state’s A-Plus plan in the way the data is aggregated. Florida’s model considers the overall performance and learning gains of students in a school, and the progress of the lowest scoring quartile, regardless of the demographic characteristics of those groups. The federal AYP designation examines the performance of all students as well as that of each of eight demographic subgroups separately. The subgroups are five racial/ethnic groups and students, who are classified as English language learners (ELL), economically disadvantaged (FRL), and special education (SPED). AYP is a “conjunctive model.” That is, if any one (or more) of these groups fails to meet the criteria, AYP has not been met. Beginning in 2004-05, schools that fail to meet AYP but receive state assigned school performance grades of A or B, are given a provisional passing rating, but remain subject to federal sanctions for multiple years of unacceptable performance. The multiplicity of decisions and their complexity make AYP a very rigorous measure.

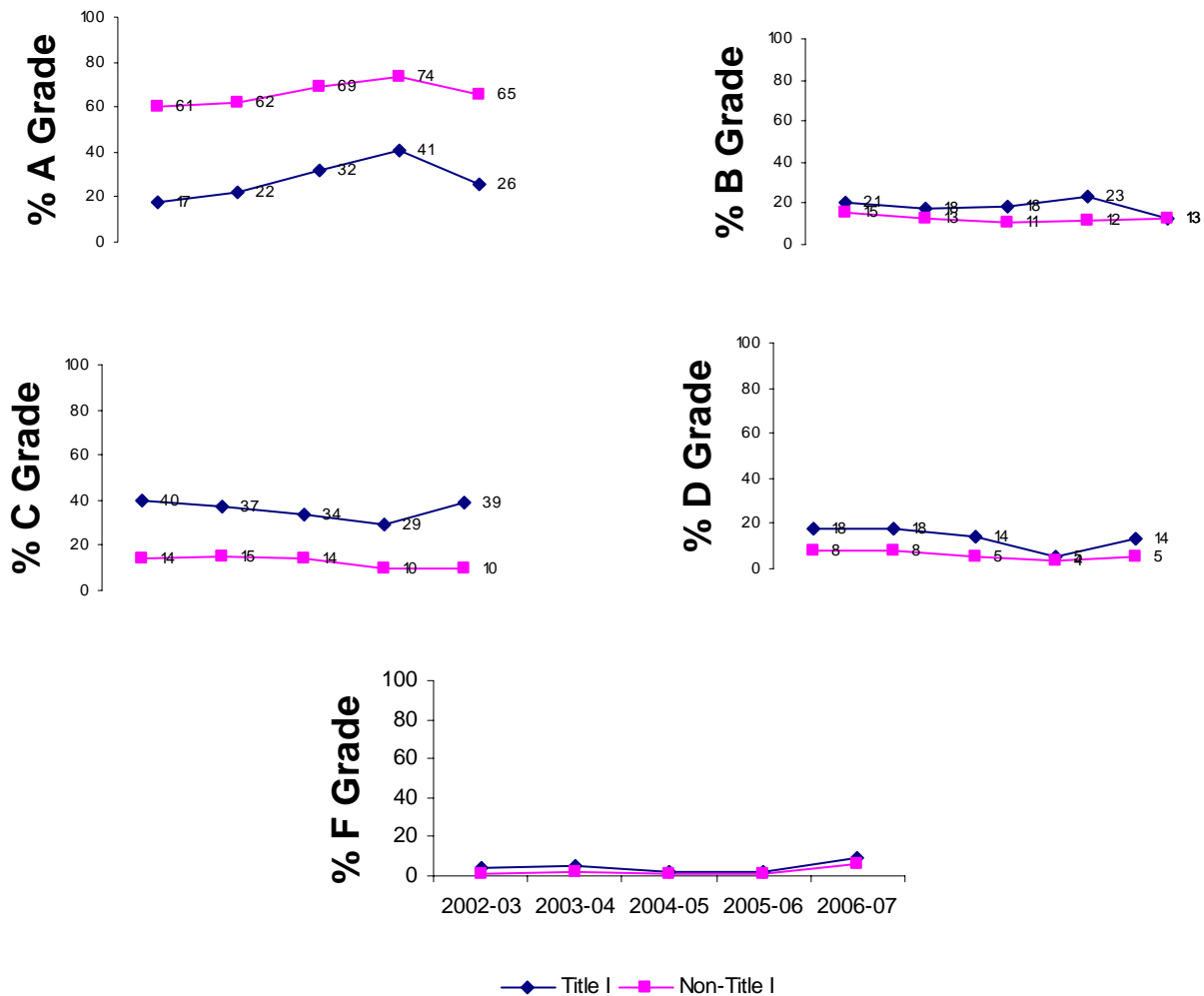


Figure 9. Percentage of Title I and Non Title I schools that achieved each school grade from 2002-03 to 2006-07

Table 10 depicts the distribution of AYP designations for schools in the M-DCPS since the 2002-03 school year. The AYP designation is not directly comparable over time due to changes in the minimum size of included subgroups. Nevertheless, the percentage of schools meeting AYP has increased since the procedure was first implemented in 2000-01 until 2004-2005. In 2005-06, the percentage of schools meeting AYP decreased for both Title I and Non-Title I schools. Whereas, the Non-Title I schools continued a downward trend during 2006-07, the Title I schools rebounded slightly.

Table 10. Adequate Yearly Progress Designations for the Miami-Dade County Public Schools

AYP Status	2003-04		2004-05		2005-06		2006-07	
	Title I % (n)	Non Title I % (n)	Title I % (n)	Non Title I % (n)	Title I % (n)	Non Title I % (n)	Title I % (n)	Non Title I % (n)
Pass	16.3 (30)	29.6 (42)	38.3 (72)	57.3 (82)	22.4 (44)	55.5 (72)	23.4 (51)	53.1 (78)
Fail ^b	83.7 (154)	70.4 (100)	61.7 (116)	42.7 (61)	78.6 (152)	45.5 (60)	76.6 (167)	46.9 (69)

Note. Adequate Yearly Progress designations are computed by the Florida Department of Education (FLDOE).

^aThe minimum subgroup size for inclusion in AYP calculations was changed from 30 students to 15 percent of the school population.

^bIncludes provisional status, awarded to schools with performance grades of A or B that did not make AYP, as those schools are still subject to federal sanctions.

Data source: FLDOE Web Site available online at <http://www.fldoe.org>.

In 2003-04, the percentage of schools that met the criteria for AYP increased substantially for both Title I and Non-Title I schools from the prior year. Of the 184 Title I schools, 16.3 percent ($n=30$) met the criteria for AYP. All 30 Title I schools meeting AYP were elementary schools. Two of those schools were charter schools. In contrast, of the 142 Non-Title I schools, 29.6 percent ($n=42$) met the criteria for AYP. Of those 42 schools, of which six were charter schools, 34 were elementary, four were middle, and four were senior high schools.

In 2004-05, the percentage of Title I and Non-Title I schools that met the criteria was nearly double that of the previous year. Of the 188 Title I schools for which a determination was made, 38.3 percent ($n=72$) met the criteria for AYP. Of those 72 schools, six were charter schools, 69 were elementary, 2 were K through 8 centers, and one was a middle school. In contrast, of the 143 Non-Title I schools for which a determination was made, 57.3 percent ($n=82$) met the criteria for AYP. Of those 82 schools, of which eight were charter schools, 68 were elementary, two were K through 8 centers, six were middle schools, and six were senior high schools.

In 2005-06, the percentage of Title I and Non-Title I schools that met the criteria decreased from the previous year for the first time since the implementation of the scoring system. Of the 199 Title I schools for which a determination was made, 22.4 percent ($n=44$) met the criteria for AYP. Of those 44 schools, five were charter schools, 40 were elementary, three were middle schools, and one was a K-8 center. In contrast, of the 132 Non-Title I schools for which a determination was made, 55.5 ($n=72$) met the criteria for AYP. Of those 72 schools, of which 13 were charter schools, 52 were elementary, five were K through 8 centers, ten were middle schools, and five were senior high schools.

In 2006-07, the percentage of schools that met the criteria when compared to the previous year increased slightly for Title I schools and decreased slightly for the Non-Title I schools. Although the FDOE is in the process of revising the 2006 scores of third graders to address an anomaly thought to result from the improper location of linking items on the test, districts were held harmless for the effect of these changes on AYP. Of the 218 Title I schools for which a determination was made, 23.4 percent ($n=51$) met the criteria for AYP. Of those 51 schools, eight were charter schools, 43 were elementary, four were middle schools, two were K-8 centers, zero were senior high schools, and two were alternative/special education centers. In contrast, of the 147 Non-Title I schools for which a determination was made, 53 percent ($n=78$) met the

criteria for AYP. Of those 78 schools, of which 22 were charter schools, 52 were elementary, nine were middle schools, 11 were K through 8 centers, five were senior high schools, and one was an alternative/special education center.

FLDOE guidelines underscore the differences between the state and federal measures by pointing out that not making adequate yearly progress does *not* indicate that a school is failing. Rather, it means that the school did not meet the AYP criteria for *at least one subgroup* of students. At the larger units of analysis, neither the M-DCPS district nor the state of Florida met the criteria for AYP in 2006-07. In fact, while schools throughout the district made considerable improvement with respect to the state's school grades, the opposite occurred with respect to AYP criteria, further highlighting the marked differences existing in the measures themselves.

Conclusions

During the 2006-07 school year, the Title I program provided supplementary funds to a substantial portion of the district's schools, and in so doing, served the majority of the district's elementary and middle school students. Therefore, while the students' level of performance on the FCAT-SSS and the FCAT-NRT remained lower at Title I schools than at Non-Title I schools, it is likely that many of the differences in performance between students attending Title I and Non-Title I schools are due to a concentration of demographic factors that are typically associated with lower academic achievement. Nevertheless, the overall performance of students who met the state's designated high standards on the FCAT-SSS and FCAT-Writing components increased. At most grade levels and for most student subgroups, the percentages of students at Title I and Non-Title I schools that met state standards on the FCAT-SSS and FCAT-Writing components increased from those in the previous year. Similar patterns existed for the FCAT-NRT exam, with performance improving both overall and for the vast majority of the subgroups. Moreover, an examination of effect size statistics did not identify any changes in the gap between students attending Title I and Non-Title I middle schools in either reading or mathematics. The addition of a large number of schools to the Title program may have mitigated changes that would have otherwise occurred.

Student achievement outcomes as measured by the state of Florida's school accountability grades showed continuous improvement in Title I schools over the past five years. In 2006-07, the majority of Title I schools received school accountability grades of C. The percentage of schools meeting the federally defined definition of AYP increased slightly for Title I schools and decreased slightly in Non-Title I schools from the previous year. These accountability measures help to track trends in overall school performance from year to year.

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APPENDIX A

FCAT-NRT Performance Data Tables

Table A 1. 2007 FCAT-NRT Reading Subtest: Sample Statistics and Confidence Intervals for Students in Title I and Non-Title I Schools

Group	Title I			Non-Title I			Effect Size Difference ^a		
	Number tested	Mean	Standard deviation	Number tested	Mean	Standard deviation	Lower bound	Estimate	Upper bound
Grade 2									
2005	15,819	584.2	40.4	10,699	608.2	40.8	0.616	0.591	0.566
2006	16,677	586.7	40.4	10,111	611.6	40.5	0.642	0.617	0.592
2007	16,244	587.8	40.7	10,020	611.4	40.2	0.608	0.582	0.557
Grade 3									
2005	18,248	603.6	35.5	11,397	626.1	39.9	0.629	0.605	0.581
2006	18,042	618.9	38.7	10,666	642.8	38.8	0.642	0.618	0.593
2007	17,541	617.4	44.4	10,217	644.7	45.3	0.636	0.611	0.586
Grade 4									
2005	15,753	621.3	32.4	10,883	640.8	35.7	0.602	0.577	0.552
2006	15,962	640.6	35.2	10,282	660.9	36.2	0.596	0.571	0.545
2007	15,834	631.9	33.8	10,276	650.7	33.0	0.587	0.561	0.536
Grade 5									
2005	12,643	642.9	31.9	9,886	660.3	32.5	0.565	0.539	0.512
2006	16,213	650.7	35.3	10,315	670.9	34.1	0.606	0.581	0.556
2007	15,735	656.5	37.6	10,237	676.6	36.4	0.568	0.543	0.518
Grade 6									
2005	16,163	641.5	36.3	10,442	663.5	38.3	0.616	0.591	0.566
2006	13,274	661.0	34.4	9,054	681.1	33.3	0.618	0.591	0.564
2007	15,950	658.2	37.4	10,019	680.1	37.0	0.614	0.588	0.563
Grade 7									
2005	16,757	651.6	33.2	10,295	671.2	34.9	0.605	0.580	0.555
2006	16,665	663.8	37.1	9,451	685.5	37.2	0.611	0.585	0.560
2007	14,286	667.1	34.6	8,618	687.1	33.5	0.611	0.584	0.556
Grade 8									
2005	17,207	671.9	41.6	10,296	696.1	43.2	0.597	0.572	0.547
2006	16,855	673.2	33.3	9,216	693.8	32.2	0.653	0.627	0.601
2007	17,439	672.8	40.1	9,010	696.6	39.4	0.623	0.597	0.571

Note: Includes all students tested regardless of curriculum group. ^a All mean differences are statistically significant ($p < .01$)

Data Source: Computation: sample statistics by Office of Assessment, Research, and Data Analysis, effect sizes and confidence intervals by Office of Program Evaluation, based on data in the Student Data Base System

Table A 2. 2007 FCAT-NRT Mathematics Subtest: Sample Statistics and Confidence Intervals for Students in Title I and Non-Title I Schools

Group	Title I			Non-Title I			Effect Size Difference ^a		
	Number tested	Mean	Standard deviation	Number tested	Mean	Standard deviation	Lower bound	Estimate	Upper bound
Grade 2									
2005	15,779	569.5	39.8	10,695	592.5	42.0	0.592	0.567	0.542
2006	16,662	570.2	40.4	10,100	597.5	42.1	0.690	0.665	0.639
2007	16,226	570.9	40.7	10,014	596.6	42.9	0.644	0.618	0.593
Grade 3									
2005	18,253	604.3	44.7	11,401	632.1	47.2	0.633	0.609	0.585
2006	18,036	616.3	44.9	10,660	643.2	45.7	0.619	0.594	0.570
2007	17,541	617.6	46.0	10,212	644.4	46.8	0.603	0.578	0.553
Grade 4									
2005	15,772	620.0	35.3	10,885	639.7	39.1	0.558	0.533	0.509
2006	15,964	631.2	40.1	10,279	654.3	42.8	0.585	0.559	0.534
2007	15,831	640.4	42.0	10,276	663.8	43.7	0.573	0.547	0.522
Grade 5									
2005	12,647	640.0	36.9	9,884	658.8	38.9	0.524	0.497	0.471
2006	16,215	646.5	37.3	10,313	667.4	40.7	0.567	0.541	0.516
2007	15,736	648.4	36.8	10,235	670.0	40.2	0.590	0.565	0.539
Grade 6									
2005	16,151	648.0	35.3	10,428	671.4	42.0	0.640	0.615	0.590
2006	13,257	658.7	36.3	9,054	682.8	40.3	0.662	0.635	0.608
2007	15,934	654.2	35.1	10,015	677.4	39.4	0.655	0.629	0.604
Grade 7									
2005	16,743	662.9	34.0	10,287	685.1	38.8	0.645	0.619	0.594
2006	16,656	667.7	40.4	9,453	694.6	46.3	0.657	0.631	0.605
2007	14,270	676.7	36.5	8,611	700.1	40.9	0.639	0.612	0.584
Grade 8									
2005	17,200	680.2	33.1	10,293	701.2	39.0	0.615	0.590	0.566
2006	16,851	687.0	38.4	9,218	713.6	44.2	0.684	0.658	0.632
2007	17,409	687.9	33.9	9,007	710.0	38.0	0.650	0.624	0.598

Note: Includes all students tested regardless of curriculum group. ^a All mean differences are statistically significant ($p < .01$)

Data Source: Computation: sample statistics by Office of Assessment, Research, and Data Analysis, effect sizes and confidence intervals by Office of Program Evaluation, based on data in the Student Data Base System

Table A 3. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007
FCAT-SSS Reading Subtest Grades 3 - 5

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	24,986	28.8	17.7	32.5	17.9	3.1	15,711	13.5	11.3	32.7	32.7	9.8
Female	23,983	22.3	18.2	35.3	20.6	3.6	15,055	9.9	10.9	33.8	34.6	10.7
Ethnicity												
Asian	297	12.8	12.5	27.6	35.0	12.1	583	6.7	5.8	25.2	39.3	23.0
Black	18,126	29.5	20.6	33.6	14.3	2.0	2,739	19.2	16.8	34.4	24.2	5.4
Hispanic	28,330	24.0	16.6	34.2	21.5	3.7	20,671	12.7	11.6	34.6	32.4	8.7
White	1,714	17.2	13.1	32.3	29.3	8.1	5,939	6.3	7.6	29.5	40.8	15.7
Other	502	16.7	16.9	32.9	25.9	7.6	835	6.1	9.0	28.7	39.8	16.4
English Language Learner (ELL)												
ELL < 2 Yrs.	2,729	71.9	11.9	12.2	3.6	0.4	1,251	51.5	14.4	21.7	10.6	1.8
ELL >= 2 Yrs.	2,871	47.2	20.1	25.0	7.2	0.6	876	35.3	18.9	32.2	12.0	1.6
Formerly ELL	21,668	18.3	18.2	37.7	22.2	3.6	12,365	11.0	12.5	36.9	31.8	7.7
Non-ELL	21,701	24.4	18.1	33.9	19.8	3.8	16,275	8.0	9.5	31.4	37.9	13.3
Reduced Price Lunch (FRL)												
FRL	41,314	27.5	18.7	33.8	17.3	2.7	12,966	17.5	14.3	36.4	26.6	5.3
Non-FRL	7,655	15.5	13.6	34.3	29.8	6.9	17,801	7.6	8.9	31.0	38.7	13.9
Special Education (SPED)												
SPED	3,442	67.2	16.1	13.9	2.8	0.1	1,645	51.7	20.9	21.2	5.3	0.9
Non-SPED	45,527	22.5	18.1	35.4	20.5	3.6	29,122	9.5	10.6	33.9	35.2	10.8
Migrant Status												
Migrant	223	35.9	20.6	34.1	8.1	1.3	12	41.7	25.0	33.3	0.0	0.0
Non-Migrant	48,746	25.6	17.9	33.8	19.3	3.4	30,755	11.7	11.1	33.3	33.6	10.2
Curriculum Group												
Standard	40,590	17.9	18.3	37.4	22.4	4.0	26,512	6.6	9.8	34.5	37.5	11.6
Overall ^a	49,021	25.7	17.9	33.8	19.2	3.3	30,778	11.8	11.1	33.3	33.6	10.2

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table A 4. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007 FCAT-SSS Reading Subtest. Grades 6 to 8

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	25,064	35.4	25.5	27.3	10.0	1.8	13,636	15.6	20.4	35.8	21.6	6.6
Female	23,123	27.9	26.8	30.4	12.4	2.4	14,126	11.6	18.7	36.7	25.0	8.0
Ethnicity												
Asian	358	18.2	20.7	32.7	21.8	6.7	521	5.0	12.7	34.2	30.7	17.5
Black	16,396	38.0	28.6	25.1	7.3	1.1	3,105	21.0	24.0	34.4	17.4	3.2
Hispanic	28,837	29.9	25.0	30.3	12.4	2.4	18,409	14.6	20.4	36.1	22.2	6.6
White	2,160	16.2	24.4	34.7	20.0	4.8	5,084	7.0	14.9	38.0	29.5	10.6
Other	436	18.6	23.6	34.4	18.6	4.8	643	6.7	15.6	35.5	31.6	10.7
English Language Learner (ELL)												
ELL < 2 Yrs.	2,674	84.8	10.4	4.3	0.4	0.0	1,043	62.7	19.8	14.8	2.3	0.4
ELL >= 2 Yrs.	2,003	75.8	16.6	6.6	0.8	0.1	634	52.5	30.6	15.3	1.4	0.2
Formerly ELL	22,668	23.4	28.0	33.4	13.0	2.2	11,669	11.6	21.8	38.1	22.3	6.2
Non-ELL	20,842	30.0	27.1	29.0	11.5	2.4	14,416	9.9	17.3	37.2	26.7	9.0
Reduced Price Lunch (FRL)												
FRL	37,941	34.4	26.7	27.5	9.8	1.6	11,348	19.8	23.3	35.1	17.4	4.3
Non-FRL	10,246	22.6	24.0	33.4	16.1	3.9	16,414	9.2	16.9	37.0	27.5	9.3
Special Education (SPED)												
SPED	3,720	76.9	15.4	6.6	1.0	0.1	1,337	61.8	22.2	13.0	2.4	0.6
Non-SPED	44,467	28.1	27.0	30.6	12.0	2.3	26,425	11.1	19.4	37.4	24.4	7.6
Migrant Status												
Migrant ^a	199	44.2	26.6	23.1	5.0	1.0	7	--	--	--	--	--
Non-Migrant	47,988	31.8	26.1	28.8	11.2	2.1	27,755	13.5	19.6	36.2	23.4	7.3
Curriculum Group												
Standard	40,201	23.7	27.9	32.8	13.1	2.5	24,453	8.3	19.0	38.5	26.0	8.2
Overall ^b	48,223	31.9	26.1	28.8	11.2	2.1	27,766	13.6	19.6	36.2	23.4	7.3

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Percentages for cells with fewer than 10 participants are displayed as dashes. ^b Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table A 5. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007 FCAT-SSS Reading Subtest Grades 9 and 10

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	5,426	62.7	22.4	10.2	3.2	1.6	22,431	41.6	27.6	17.9	7.0	5.9
Female	5,428	55.7	27.5	11.6	3.4	1.9	22,092	37.0	28.5	19.2	8.2	7.1
Ethnicity												
Asian	36	25.0	33.3	13.9	11.1	16.7	637	21.8	24.2	23.2	13.5	17.3
Black	5,478	65.4	22.8	8.7	2.1	1.0	9,620	54.5	27.7	12.1	3.4	2.3
Hispanic	5,062	53.4	27.0	13.0	4.3	2.3	28,962	38.3	28.4	19.3	7.8	6.2
White	229	46.3	28.4	13.1	8.7	3.5	4,746	19.0	27.5	25.6	13.2	14.6
Other	49	42.9	34.7	18.4	0.0	4.1	558	24.2	23.8	25.4	13.1	13.4
English Language Learner (ELL)												
ELL < 2 Yrs.	590	93.2	5.9	0.7	0.2	0.0	2,449	85.0	10.8	3.5	0.5	0.2
ELL >= 2 Yrs.	408	89.5	8.8	1.7	0.0	0.0	1,765	79.9	14.7	4.3	0.7	0.4
Formerly ELL	4,631	49.9	30.2	13.5	4.2	2.2	19,440	37.0	31.3	19.4	7.2	5.1
Non-ELL	5,225	61.2	23.7	10.4	3.1	1.6	20,869	32.7	28.2	20.7	9.4	9.0
Reduced Price Lunch (FRL)												
FRL	7,858	59.1	25.4	10.5	3.2	1.7	20,708	47.4	27.9	15.9	5.2	3.6
Non-FRL	2,996	59.3	23.7	11.7	3.5	1.8	23,815	32.3	28.2	20.8	9.7	9.0
Special Education (SPED)												
SPED	987	93.4	5.8	0.7	0.0	0.1	3,029	82.4	13.8	3.1	0.5	0.3
Non-SPED	9,867	55.8	26.9	11.9	3.6	1.9	41,494	36.2	29.1	19.7	8.1	7.0
Migrant Status												
Migrant	57	71.9	15.8	12.3	0.0	0.0	64	68.8	15.6	12.5	3.1	0.0
Non-Migrant	10,797	59.1	25.0	10.9	3.3	1.7	44,459	39.3	28.1	18.5	7.6	6.5
Curriculum Group												
Standard	8,907	52.3	28.7	13.0	4.0	2.1	37,604	32.2	30.4	21.0	8.8	7.6
Overall	^a 10,870	59.2	24.9	10.8	3.3	1.7	44,539	39.3	28.1	18.5	7.6	6.5

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table A 6. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007 FCAT-SSS Mathematics Subtest Grades 3 to 5

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	24,926	20.0	22.6	31.5	20.0	5.9	15,705	8.8	14.9	30.7	30.8	14.8
Female	23,928	18.3	25.7	32.7	18.7	4.6	15,043	8.3	17.5	33.0	30.1	11.1
Ethnicity												
Asian	296	8.1	14.2	27.4	30.7	19.6	582	2.9	7.2	20.8	38.3	30.8
Black	18,073	23.8	28.0	30.9	14.5	2.7	2,738	16.9	24.9	31.8	20.3	6.1
Hispanic	28,278	16.8	22.0	32.8	21.9	6.4	20,666	8.8	16.7	33.1	29.9	11.4
White	1,708	11.8	19.2	32.8	25.9	10.2	5,928	4.7	11.8	28.6	36.0	18.9
Other	499	14.2	19.4	33.5	23.8	9.0	835	6.2	10.3	30.3	33.9	19.3
English Language Learner (ELL)												
ELL < 2 Yrs.	2,730	51.2	20.9	18.4	7.8	1.8	1,251	33.7	18.4	26.1	17.2	4.6
ELL >= 2 Yrs.	2,874	31.3	25.4	29.6	11.6	2.2	875	23.8	20.9	35.8	16.5	3.1
Formerly ELL	21,626	13.1	23.1	34.7	22.8	6.3	12,369	7.5	17.7	34.4	29.3	11.1
Non-ELL	21,624	19.5	25.3	31.6	18.5	5.1	16,254	6.6	14.5	30.1	33.2	15.6
Reduced Price Lunch (FRL)												
FRL	41,218	20.4	24.9	32.1	18.0	4.5	12,970	12.8	20.4	34.4	24.4	8.0
Non-FRL	7,636	12.3	19.4	32.2	26.8	9.3	17,779	5.5	13.0	30.0	34.9	16.6
Special Education (SPED)												
SPED	3,434	52.2	24.8	16.7	5.6	0.6	1,644	41.4	27.4	21.7	8.1	1.5
Non-SPED	45,420	16.7	24.0	33.3	20.4	5.6	29,105	6.7	15.5	32.4	31.7	13.6
Migrant Status												
Migrant	221	23.1	26.2	31.7	15.4	3.6	12	41.7	33.3	25.0	0.0	0.0
Non-Migrant	48,633	19.1	24.1	32.1	19.4	5.3	30,737	8.5	16.1	31.8	30.5	13.0
Curriculum Group												
Standard	40,492	13.4	23.9	34.6	21.9	6.1	26,495	4.8	14.5	32.7	33.3	14.6
Overall ^a	48,905	19.2	24.1	32.1	19.4	5.3	30,762	8.6	16.2	31.8	30.5	13.0

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table A 7. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007 FCAT-SSS Mathematics Subtest Grades 6 to 8

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	25,032	36.1	23.0	26.5	10.5	3.9	13,634	15.9	17.3	32.0	21.1	13.8
Female	23,142	32.5	25.2	28.7	10.4	3.3	14,126	13.6	18.5	35.1	21.9	10.9
Ethnicity												
Asian	359	15.6	17.5	27.3	20.6	18.9	521	4.0	10.4	21.9	29.0	34.7
Black	16,376	43.2	24.9	23.4	6.9	1.6	3,105	25.7	21.2	32.8	15.5	4.8
Hispanic	28,844	30.8	23.8	29.5	11.8	4.1	18,407	15.2	18.8	34.4	20.5	11.1
White	2,159	20.1	21.1	33.0	17.1	8.7	5,085	8.3	13.8	32.3	27.5	18.1
Other	436	25.9	22.5	28.0	15.4	8.3	642	7.3	15.3	33.6	24.5	19.3
English Language Learner (ELL)												
ELL < 2 Yrs.	2,682	69.9	16.4	10.8	2.3	0.6	1,044	42.2	22.6	23.7	8.2	3.3
ELL >= 2 Yrs.	2,010	65.4	20.7	11.2	2.3	0.4	632	40.7	26.6	23.9	7.0	1.9
Formerly ELL	22,667	27.0	25.4	31.2	12.3	4.1	11,667	13.6	18.9	36.1	20.6	10.8
Non-ELL	20,815	34.8	23.8	27.3	10.3	3.8	14,417	12.5	16.3	32.7	23.9	14.7
Reduced Price Lunch (FRL)												
FRL	37,942	36.7	24.4	26.6	9.4	2.9	11,346	21.0	21.3	34.1	16.4	7.2
Non-FRL	10,232	25.9	22.6	30.9	14.4	6.2	16,414	10.4	15.5	33.2	25.0	15.8
Special Education (SPED)												
SPED	3,708	81.0	12.9	5.4	0.6	0.1	1,342	68.2	18.0	10.7	2.5	0.6
Non-SPED	44,466	30.5	25.0	29.4	11.3	3.9	26,418	12.0	17.9	34.7	22.5	12.9
Migrant Status												
Migrant ^a	198	39.9	24.7	24.2	10.6	0.5	7	--	--	--	--	--
Non-Migrant	47,976	34.3	24.0	27.5	10.5	3.6	27,753	14.7	17.9	33.6	21.5	12.3
Curriculum Group												
Standard	40,188	27.0	25.5	31.1	12.2	4.2	24,444	10.0	17.3	35.4	23.6	13.7
Overall ^b	48,203	34.4	24.0	27.5	10.5	3.6	27,764	14.7	17.9	33.6	21.5	12.3

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Percentages for cells with fewer than 10 participants are displayed as dashes. ^b Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

Table A 8. Percentage of Students in Title I and Non-Title I Schools Scoring at Each Achievement Level: 2007 FCAT-SSS Mathematics Subtest Grades 9 and 10

Group	Title I						Non-Title I					
	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5	(n) Overall	% Level1	% Level 2	% Level 3	% Level 4	% Level 5
Gender												
Male	5,336	35.8	28.1	23.8	10.7	1.6	22,030	19.9	22.3	28.4	22.7	6.7
Female	5,347	32.2	30.9	26.4	9.5	1.1	21,907	19.5	24.7	29.4	21.4	5.1
Ethnicity												
Asian	36	5.6	16.7	36.1	38.9	2.8	633	6.6	8.7	23.2	39.2	22.3
Black	5,397	41.0	29.7	21.2	7.3	0.8	9,500	31.5	29.2	25.5	12.2	1.6
Hispanic	4,979	27.3	29.0	29.1	12.7	1.9	28,523	18.2	23.4	30.1	22.7	5.7
White	224	20.1	34.4	29.0	14.3	2.2	4,722	8.2	15.4	29.3	34.0	13.1
Other	47	19.1	42.6	23.4	14.9	0.0	559	9.7	16.8	27.5	34.3	11.6
English Language Learner (ELL)												
ELL < 2 Yrs.	580	54.3	26.7	12.4	5.2	1.4	2,419	44.9	25.2	19.1	9.5	1.3
ELL >= 2 Yrs.	405	51.4	26.2	17.8	4.7	0.0	1,724	42.1	27.6	19.4	9.8	1.2
Formerly ELL	4,561	25.4	30.7	29.9	12.2	1.8	19,127	17.2	24.8	30.8	22.0	5.3
Non-ELL	5,137	37.9	29.0	22.9	9.2	1.0	20,667	17.2	21.7	29.0	24.6	7.4
Reduced Price Lunch (FRL)												
FRL	7,745	33.4	29.9	25.6	9.8	1.3	20,395	24.3	26.3	28.0	17.8	3.6
Non-FRL	2,938	35.5	28.4	23.8	10.8	1.5	23,542	15.7	21.0	29.7	25.7	7.9
Special Education (SPED)												
SPED	974	80.8	16.0	3.0	0.2	0.0	2,975	66.1	23.8	8.0	2.0	0.1
Non-SPED	9,709	29.3	30.9	27.3	11.1	1.5	40,962	16.3	23.4	30.4	23.5	6.3
Migrant Status												
Migrant	57	43.9	21.1	29.8	5.3	0.0	62	40.3	35.5	12.9	11.3	0.0
Non-Migrant	10,626	33.9	29.6	25.1	10.1	1.3	43,875	19.7	23.5	28.9	22.1	5.9
Curriculum Group												
Standard	8,764	26.3	31.3	29.1	11.8	1.5	37,108	13.7	23.1	31.5	25.0	6.8
Overall ^a	10,699	34.0	29.5	25.1	10.1	1.3	43,951	19.7	23.5	28.9	22.0	5.9

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic with the number of students overall in each category shown in the first column. ^a Each of the totals includes a few students who are not categorized by demographic characteristics.

Data Source: Computation by the Office of Assessment, Research, and Data Analysis based on data in the Student Data Base System

**SUPPLEMENTAL
EDUCATIONAL SERVICES
AND
TRANSFER CHOICE**

Emily Arcia, Ph.D.

Summary

Supplemental Educational Services (SES). In the 2006-07 school year, M-DCPS offered SES to 92,186 students who participated in the free/reduced lunch program and were enrolled in 127 schools that according to the AYP criteria were designated as being in need of improvement. Of these, 18,487, 93% of fundable students, received the tutoring services from 44 providers. Of 18,472 students who received services from only one provider, 11,153 students received reading tutoring only, 247 received mathematics tutoring only, and 7072 received reading and mathematics tutoring. Of providers who tutored 30 or more students, 76% had students that on average used 80% or more of the sessions to which they were entitled. Internet based providers tended to have the lowest utilization rates. The average numbers of 30 minute units of tutoring received prior to the FCAT were 26.85 (13.4 hours) in reading and 15.06 in mathematics (7.5 hours), respectively.

Results of statistical analyses indicated that a significantly higher percentage of tutored students than comparison students improved in their FCAT SSS Mathematics levels. Differences in improvement in FCAT SSS Reading levels were not significant. Results of regression analyses on the NRT indicated that each tutoring session in the subject area was associated with .02 NCE and .05 NCE point increase in reading and in mathematics respectively as measured by the FCAT NRT. However, when compared to a matched sample, there were no significant differences in NRT achievement gains between students who received and those who did not receive tutoring.

Transfer Choice. This option was exercised by 1,026 students. Approximately half the students were new transfers and the other half had been outside of their attendance boundary school for two or more years. There were no significant differences between Transfer students and matched comparisons who did not transfer on increase in FCAT-SSS levels or on FCAT NRT gains. Neither were there differences between students who had transferred for two or more years and their matched comparison students.

Introduction

Students enrolled in schools that have failed to make adequate yearly progress (AYP) for two consecutive years have the option to transfer to a school that made AYP. After a third year of a school not having made AYP, enrolled students who participate in the free/reduced lunch program (FRL) may opt for Supplemental Educational Services (SES) in the form of tutoring. Both options are provisions of the No Child Left Behind law (NCLB).

The goal of the NCLB is that by the end of the 2013-14 school year all students be proficient in reading and in mathematics. As such, the law includes academic objectives that schools must meet yearly. Schools that meet their objectives are deemed to have made AYP. To ensure

monitoring compliance, schools must test at least 95 percent of enrolled students with the state identified achievement test. Results from these tests are used to monitor the performance of the overall student body, as well as that of eight demographic groups: five racial/ethnic groups, students who are classified as English Language Learners (ELL), students who are economically disadvantaged, and students who qualify for Special Education (SPED). Each group must meet pre-specified proficiency standards that increase each year or have at least a 10 percent reduction in the number of non-proficient students. If one or more of these groups fails to meet the set criteria, the school is determined to not have made AYP. Additional objectives of the law call for an overall increase in the percentage of students who are proficient in writing; and, for high schools, an improvement in graduation rate.

Schools that fail to meet AYP for two or more consecutive years are considered to be *in need of improvement* and districts must offer the parents of students enrolled at these schools the choice to transfer (Transfer Choice) to an alternative public school that has not been deemed in need of improvement. As part of this option, districts must provide transportation to students' chosen schools². Once enrolled, transfer students may continue to enroll at their chosen school through the highest grade at that school.

After a third year of a school not making AYP, enrolled students who participate in the FRL program may choose SES. These tutoring services are delivered by state approved private providers outside of the normal school day. Providers may include for profit and nonprofit businesses, religiously-affiliated organizations, or community-based organizations. These entities determine their hourly rates and session lengths through negotiations with the state.

Funds for the implementation of the Transfer Choice and SES options are drawn from a 20% set aside of the Title I, Part A allocation. If the demand for services exceeds the set aside, districts may draw funds from other sources or may prioritize services. However, districts may not spend less than five percent of its Part A allocation on SES if the cost of satisfying all requests for services exceeds the five percent threshold. Districts may expend the remaining set-aside on transportation for whichever, the Transfer Choice or SES options, has the greater demand for service. (P.L. [107-110, title I, sec. 1116 (e)]).

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

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

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

In M-DCPS, Transfer Choice has been in operation since the 2003-2004 year and SES have been an option for students since the 2004-2005 year. In the first year of SES implementation, tutoring was provided by district teachers. Henceforth, tutoring has been given solely by non-district, state approved providers. Participation in both programs has increased steadily since their inceptions.

Methods

This report provides the results of an evaluation of Transfer Choice and of SES in M-DCPS during the 2005-06 school year. All students who transferred and all students who received at least one session of SES were included in the evaluation. Analyses of achievement gains were possible for students in grades 3 and above. The following questions were asked:

1. What were the service profiles of students who received SES and of students who chose the Transfer Choice option?
2. Did patterns of use suggest satisfaction with SES and with Transfer Choice?
3. How did the reading and mathematics performance of students in grades 3 and above who received SES compare with similar students who did not receive such services?
4. How did the reading and mathematics performance of students in grades 3 and above who opted for Transfer Choice compare with similar students who did not transfer?

In order to answer these questions, analyses were conducted on data drawn from a database of the services provided to students and from archival data maintained on the district's computer system. Data included students' demographic and educational characteristics as well as scores on the FCAT. Descriptive statistics were used to quantify the services provided and inferential statistics were used to test the effect of hours of tutoring and to compare the achievement gains of students who received services to matched comparison students who did not receive services. Achievement in reading and in mathematics was measured with the Stanford Achievement Test, Tenth Edition (SAT-10), the Florida Comprehensive Assessment Test, Norm Referenced Test (FCAT-NRT) and with the FCAT-Sunshine State Standards (FCAT-SSS).

Sample Selection

Analyses were conducted on data from all students who received at least one session of SES tutoring and all students who chose the Transfer Choice option. From each of these two groups of students, sub-samples were drawn of students who had two or more years in either option. Comparison groups were drawn for each group, i.e., all students who received SES, students who received SES for two or more years, all Transfer Choice students, and Transfer Choice students who had participated for two or more years.

Students for comparison were selected to match individual SES and Transfer Choice students on the following characteristics: enrolled school for the SES sample and sending school for the Transfer Choice sample, grade, prior year's reading achievement stanine, gender, race/ethnicity, participation in the FRL program, ESOL level, classification as gifted, and participation in the Special Education Program. For the sub-sample of SES students who had received services two years in a row, the comparison group was selected from the group of students who had served as comparison in the prior year's analyses, excluding those who subsequently enrolled in SES. For the sub-sample of Transfer Choice students with two or more years of transfer, the comparison group was matched to student characteristics in the first year of transfer.

Selection of the comparison groups was computerized. For the SES sample, the first computerized run identified matches within students' schools for 67% of students. A second run which allowed matches to be generated from any of the SES schools generated additional matches such that 99% of students were matched. For Transfer Choice students, the first run identified matches within students' schools for 53% of the students and the second run which allowed matches to be generated from any of the sending schools generated additional matches such that 99% of the students were matched.

Measures

Two types of measures were used in analyses, services and achievement. Each measure is described below.

Amount of tutoring received. The number of units of SES tutoring students received in each subject area, reading and mathematics, provided a measure of the amount of tutoring received. Each unit was 30 minutes long.

Providers' average utilization rate. This measure was considered an indicator of student/parent satisfaction with SES services. It was derived in the following manner. For each student served, the number of units of services received by the student was expressed as a percentage of the total number of units that the student could have received from their chosen provider. Individual percentages were averaged for all students served by each provider. Average utilization rates of 80% and above were considered an indicator of satisfaction.

Re-enrollment in Transfer Choice. Re-enrollment in the receiving school from 2005-06 to 2006-07 was used as an indicator of satisfaction with this option. Rates were determined for all students who continued to be enrolled in the district and in 2005-06 were not in the schools'

highest grade. Re-enrollment rates of 80% and above were considered an indicator of satisfaction.

Achievement. Scores from the FCAT were used as measures of achievement. The FCAT-NRT is a norm referenced test designed to compare the performance of individuals and groups to a national sample of test takers. It is a secured form of the Stanford Achievement Test 10th Edition (SAT-10) that is administered statewide to students in grades 3 through 10 during March of each school year. A commercially available form of the SAT-10 is administered locally to students in grade 2. To allow comparison of students across grades and to partial out the effect of demographic and educational characteristics, NRT scores were standardized by grade relative to national norms to generate normal curve equivalence scores³ (NCE) and the scores of the full samples (SES students and matched comparisons and Transfer Choice students and matched comparisons) were regressed on excused absent days, unexcused absent days, outdoor suspension days, prior year's normal curve equivalence achievement score, gender, Black/non-Black classification, ESE/non-ESE classification, and ESOL/non-ESOL classification. The measures used in analyses were residual NCE scores.

The FCAT-SSS is a criterion referenced test designed to measure mastery of knowledge on the Sunshine State Standards. It is administered statewide to students in grades 3 through 10 during March of each school year. Student achievement on the FCAT-SSS is reported in terms of scale scores and assigned proficiency levels that range from 1 (lowest) to 5 (highest). Students are considered to have met state standards if they score 3 or above. Proficiency as measured by the FCAT-SSS was examined because it is the achievement measure used for school accountability. Scores were considered to have improved if scores of 1 or 2 increased by at least one level and if scores of 3 or above were maintained or increased.

Analyses

Descriptive statistics were generated to provide a portrayal of student characteristics and of the services delivered. Inferential statistics, i.e., chi-square tests, regression, and t-tests, were used to test for effects of transferring or tutoring. Reading and Mathematics scores were tested separately. Significance was established at $p < .05$.

Analysis of Variance (ANOVA) was used to test if there were differences in utilization rates for students who received SES in their schools, homes, or other locations⁴. Pearson's chi-square tests were conducted to determine if the proportion of students who improved in achievement from 2006 to 2007 on the FCAT-SSS tests differed by group. As described above, improvement was defined as an increase of at least one level for students who had scored at levels 1 or 2, and as maintenance or increase for students who had scored at levels 3 and above.

Regression analyses were used to test if increases in the number of hours of SES received resulted in greater gains. To this end, students' residual NCE scores in reading and in

³ NCE = ((score – national grade mean)/ national grade S.D.) (21.06305791+ 50))

⁴ Because utilization rates were not normally distributed, the proportion of possible units of services were transformed (Arcsin(SQRT(proportion))) for the ANOVA.

mathematics were each regressed on the number of hours tutored in the respective subject prior to the FCAT and on the prior year's respective residual NCE scores.

T-tests were conducted to test the significance of differences between the residual achievement scores of students who received 20 or more units of SES tutoring in reading and matched comparisons and 15 or more units of SES tutoring in mathematics and matched comparisons. For inclusion in analyses, SES students had to receive at least 20 and 15 units in reading and in mathematics. Minimums were set to maximize the possibility that tutoring was of sufficient duration to produce a measurable effect. In addition to the t-tests conducted for all students by subject, tests were also conducted by subject and by provider for all providers who served at least 30 students for the minimum number of hours per subject. Tests were conducted also by subject for 3rd to 5th grade students, for 6th to 8th grade students, and for students above 9th grade.

T-tests were used to test for the significance of differences between Transfer Choice and comparison students' residual NCE scores. Tests were conducted for Reading and for Mathematics separately and as with the SES analysis, the prior year's residual scores were used as controls.

Results

SES Services

In the 2006-07 school year, M-DCPS had sufficient funds to provide SES to 20,054 students. SES was offered to 92,186 students who participated in the free/reduced lunch program and were enrolled in 127 schools designated as being in need of improvement. Of these, the parents of 27,414 students (29.74%) responded. Of the interested parents who consented for a provider to contact them to make arrangements for tutoring, 18,722 parents signed agreements. Thus, 20% of the parents of eligible students and 93% of fundable students signed agreements for tutoring.

Characteristics of Students Served. A total of 18,487 students participated in SES. Fifteen students who received services from two providers were dropped from the sample. Thus, analyses were conducted on 18,472 students, 7072 of whom received both reading and mathematics tutoring, 11,153 received only reading, and 247 received only mathematics tutoring. Demographic and educational characteristics are presented in Table 11. As can be seen from a comparison of Table 11 and the statistics presented in the Evaluation Highlights section of this report, the percentage breakdown of students who participated in SES was roughly comparable to the enrollment percentages of Title I schools with the possible exception of Asian, White, and gifted students who were under-represented in SES. As required by law, all students participated in the FRL program.

FCAT SSS Reading and Mathematics 2006 scores were available for 7,930 students (43% of tutored students). Of these, 43% and 41% of students scored at proficient levels in Reading and in Mathematics respectively. This means that parents considered these students to need tutoring or to potentially benefit from tutoring even though the students' achievement was at a level that the state criteria label as proficient.

Services Delivered. Providers' maximum number of tutoring units varied considerably, from a low of 32 to as many as 104 units. This variability occurred because providers' rates varied from \$25.00 to \$80.00 per hour and the per pupil spending cap for SES was \$1,304. Thus, students who chose less expensive providers could receive more units of services than students who chose relatively more expensive providers.

Tutoring took place in the students' schools (80%), homes (4%), or in other locations (16%) from September 24, 2006 to July 25, 2007. As can be seen from Table 12, most, but not all students began tutoring prior to the FCAT. Of students tutored in reading ($n = 18,225$), 73% ($n = 13,340$) had at least one unit of tutoring prior to the FCAT. Of students tutored in mathematics ($n = 7,319$), 72% ($n = 5,275$) had at least one unit of tutoring prior to the FCAT. Over all grades, of students who received any tutoring in reading prior to the FCAT, 57% received 20 or more units. Of students who received any tutoring in mathematics prior to the FCAT, 56% received 15 or more units. Although the duration of services ranged from less than a week to 41 weeks, on average, services were spread over an eight week period.

As can also be seen from Tables 12 and 13, most of the students tutored were enrolled in elementary grades; 37.77% in PK to second grade and 37.23% in third to fifth grade. Middle school and senior high school students represented 22.32% and 2.53% respectively of the students tutored.

Forty-four providers tutored from 1 to 3,883 students (Table 13). Three providers served substantially more students than the rest; over 3,000 students each. The three providers served 58% of students tutored. There was no strong indication of grade level specialization because most providers served students of all grade levels.

Table 11. Demographic and Educational Characteristics of SES Participants

	<i>n</i>	%
Gender		
Female	8,966	48.54
Male	9,506	51.46
Ethnicity		
Asian	43	0.23
Black	8,414	45.55
Hispanic	9,573	51.82
Other	133	0.72
White	309	1.67
ESOL Level		
1	355	1.92
2	742	4.02
3	832	4.50
4	1,445	7.82
5	6,886	37.28
none	8,212	44.46
Special Education Classification		
Gifted	643	3.48
SPED	2,149	11.63
None	15,680	84.89
FCAT SSS 2006 Reading Levels		
1	2768	34.91
2	1716	21.64
3	2445	30.83
4	927	11.69
5	74	0.93
FCAT SSS 2006 Mathematics Levels		
1	2518	31.75
2	2159	27.23
3	2215	27.93
4	901	11.36
5	137	1.73
TOTAL	18,472	100.00

Table 12. Number of Students Served and Average Number of SES Units Provided Year Round and Prior to the FCAT by Grade

Grade	Units Provided Throughout the School Year						Units Provided Prior to the FCAT					
	Reading Units			Mathematics Units			Reading Units			Mathematics Units		
	Students	Mean	S.D.	Students	Mean	S.D.	Students	Mean	S.D.	Students	Mean	S.D.
PK	27	40.52	13.14	5	22.80	3.90						
K	1,922	34.35	15.85	485	16.69	8.89	1,325	30.06	16.64	330	14.31	8.07
01	2,368	34.22	15.91	665	18.02	10.09	1,663	29.97	16.41	480	16.28	10.03
02	2,658	32.88	15.66	838	17.59	9.44	1,891	29.05	16.33	601	14.98	8.86
03	2,961	32.06	15.94	1,057	17.56	9.98	2,252	29.05	16.29	825	15.94	9.93
04	2,122	32.59	15.97	746	18.68	11.27	1,601	29.25	16.35	553	15.86	9.33
05	1,704	30.96	15.89	702	19.50	12.63	1,317	28.22	16.64	542	17.04	11.26
06	1,660	23.35	12.98	966	15.62	8.54	1,272	21.18	13.28	696	13.73	8.67
07	1,083	21.90	12.65	704	16.70	10.44	767	20.08	13.47	453	14.43	10.76
08	1,283	20.68	12.55	828	15.59	9.39	962	18.42	12.71	578	14.14	10.39
09	140	21.11	13.77	93	11.49	8.30	88	16.34	12.57	56	10.95	9.43
10	161	18.48	12.11	134	14.22	5.04	107	13.52	12.82	91	11.12	5.69
11	76	18.03	12.77	50	12.24	5.67	56	12.54	10.25	41	11.54	5.69
12	60	14.93	8.17	46	14.89	3.10	39	10.33	6.25	29	12.38	4.59
Total	18,225	30.16	15.93	7,319	17.10	10.06	13,340	26.85	16.25	5,275	15.06	9.74

Table 13. Grade Distribution and Average Utilization of Students Tutored by Provider

Provider	Grade Level				Average Utilization Rate	Total <i>n</i>
	PK-2 %	3 - 5 %	6 - 8 %	9 - 12 %		
EDUCATION STATION	41.51	37.08	20.94	0.46	90	3,883
FLORIDA EDUCATIONAL	18.02	25.13	50.49	6.37	91	3,391
ROCKET LEARNING	48.20	49.08	2.72	0.00	84	3,384
COOLKIDS LEARN	41.39	43.66	11.62	3.34	99	749
SUNSHINE AFTER SCHOOL	39.94	44.93	15.14	0.00	83	621
BRIGHT SKY LEARNING	50.16	38.03	11.81	0.00	84	618
CLUBZ IN HOME TUTOR	39.39	29.59	28.52	2.50	91	561
BINET INC	28.75	40.04	29.36	1.85	90	487
PROGRAM & PROJECT MANAGE.	44.65	54.94	0.41	0.00	90	486
BRIGHT FUTURES LEARN	44.23	38.57	17.19	0.00	78	477
NEXT LEVEL EDUCATION	58.30	18.72	17.02	5.96	100	470
THE HAMPTON EDUC.	42.51	37.58	12.75	7.16	85	447
BEST PRACTICE NETWORK	39.20	39.53	17.28	3.99	86	301
CHILD HOPE INC	39.46	38.10	21.43	1.02	69	294
PALM HARBOUR PREP	12.97	28.87	58.16	0.00	87	239
HUNTINGTON LEARNING	23.63	37.55	35.44	3.38	84	237
JAYS LEARNING CENTER	47.21	40.77	9.01	3.00	100	233
READY 2 LEARN INC	32.97	24.73	42.31	0.00	71	182
GROWING MINDS TEACHING	33.77	29.14	36.42	0.66	85	151
EDUCATIONAL SUPPORT	43.26	44.68	11.35	0.71	100	141
RECAPTURING THE VISION	36.36	29.55	31.06	3.03	81	132
ABUNDANT LIVING CITI CHURCH	68.00	32.00	0.00	0.00	80	125
ONE ON ONE LEARNING	20.00	30.48	47.62	1.90	91	105
CHANCELLOR SES	40.21	37.11	21.65	1.03	59	97
EXCEL TUTORING SERVICES	33.71	32.58	33.71	0.00	67	89
LINCOLN-MARTI	51.95	33.77	10.39	3.90	60	77
S.E.R.T.O.R INC.	0.00	0.00	0.00	100.00	15	73
ATS PROJECT SUCCESS	23.94	47.89	28.17	0.00	82	71
BOYS AND GIRLS CLUB	42.65	45.59	10.29	1.47	81	68
CENTRO CRISTIANO CASABLANCA	56.25	43.75	0.00	0.00	92	64
TOTLEYS	50.00	38.46	1.92	9.62	67	52
CENTER OF ACADEMIC PREP.	65.38	28.85	5.77	0.00	79	52
BRAINFUSE ONLINE	2.17	56.52	36.96	4.35	69	46
STUDENTNEST INC	20.00	26.67	43.33	10.00	28	30
PROJECT MIND	--	--	--	--	--	10
NEEKOBEE TUTORING CENTER	--	--	--	--	--	10
ALTERNATIVES UNL INC	--	--	--	--	--	9
GRADE RESULTS	--	--	--	--	--	4
EDUCATIONAL ENTER	--	--	--	--	--	1
FAILURE FREE READING	--	--	--	--	--	1
EDUCATION 2020	--	--	--	--	--	1
LINK-SYSTEMS INTERNATIONAL	--	--	--	--	--	1
MARKEM INC LEANING CENTER	--	--	--	--	--	1
COMMUNITIES IN SCHOOL	--	--	--	--	--	1
TOTAL	37.77	37.23	22.32	2.53		18,472

Note. Statistics are not provided for providers who served fewer than 30 students.

Satisfaction with SES Services. As described in the Methods section above, utilization rates were examined as an indicator of satisfaction with services. Of providers with 30 or more students, 13 had average utilization rates above 90%, 12 had average utilization rates between 80% and 90%, six had average utilization rates between 40% and 80%, and two providers had average utilization rates less than 40% (Table 13). Of the four internet-based providers that tutored 30 or more students, three providers had low utilization rates; one had average utilization rates less than 70%, and two had average utilization rates less than 30% (S.E.R.T.O.R., Brainfuse, and Studentnest). In all, 76% of providers with 30 or more students had average utilization rates above 80%.

Analyses were conducted to determine if students' utilization rates differed according to the location of tutoring, i.e., students' school, students' homes, or other location. Results of an ANOVA on the transformed proportion of maximum units used indicated that students tutored in their homes or in their schools had significantly higher utilization than students tutored at other sites, $F = 10.69$, $df = 2$, 18,289, $p < .001$. Translated to percentages, students tutored at their schools or in their homes used on average 90% of possible units whereas students tutored at other locations used on average 88% of possible units. Utilization rates may have been affected by accessibility. Notwithstanding, providers who tutored at sites other than the students' schools or homes did not, on average, drop below the 80% rate used in evaluation as the criteria for an adequate rate.

Tutoring Effects on Achievement: The Effect of Number of Units Received. Regression analyses were conducted to determine if the number of units of tutoring received by students were associated with their achievement growth as measured by the FCAT-NRT. As described in the Methods section above, the residuals of 2006 and 2007 Reading and Mathematics achievement scores were generated from regressions of each of the achievement measures on the following characteristics: gender, Black/non-Black, ESOL/non-ESOL, ESE/non-ESE, unexcused absences, excused absences, and suspension days. The resulting residuals of 2007 achievement were regressed on the residuals of 2006 achievement and on the number of units of tutoring received prior to the FCAT.

Analyses on Reading achievement scores indicated that the regression of prior achievement and of units of tutoring was significant, $F = 2799.09$, $df = 2$, 7472, $p < .001$, such that for every 30 minute unit of reading tutoring, Reading NCE scores increased by .025, $\beta = .025$, $SE = .009$. Similarly, analyses on mathematics achievement indicated that the regression of prior achievement and of units of tutoring was significant, $F = 1219.54$, $df = 2$, 3332, $p < .001$, such that for every 30 minute unit of mathematics tutoring, Mathematics NCE scores increased by .054, $\beta = .054$, $SE = .021$.

Tutoring Effects on Achievement: Comparisons between Tutored and Non-Tutored Students. As described in the Methods section above, Pearson's chi-square statistics were generated to compare changes in the FCAT SSS levels of tutored and comparison students. Results of analyses indicated no significant difference between tutored and comparison students in the number of students who improved on FCAT-SSS Reading

levels from 2006 to 2007. In both groups of students, 41.5% improved at least one level or, if they had previously scored in levels 3 or above, maintained their level.

Analyses of FCAT-SSS Mathematics levels indicated that the percentage of students who increased/maintained was significantly different between tutored and comparison students, *Pearson's Chi-Square* = 4.16, *df* = 1,15307, *p* = .04. In mathematics, 43.4% of tutored students and 41.8% of comparison students increased showed an increase in level, or if they had previously scored in levels 3 or above, maintained their level. Thus, students tutored in mathematics were more likely to increase in SSS level than comparison students.

Table 14 presents the unadjusted average NCE Reading and Mathematics scores of tutored and comparison students for 2006, the year before tutoring, and for 2007, the year in which services were provided. Comparisons were also made on the students' FCAT-NRT residual scores. Scores of students tutored in reading for at least 20 hours prior to the FCAT and students tutored in mathematics for at least 15 hours prior to the FCAT were compared to the scores of non-tutored students. T-tests were conducted for students over all grades, for students by grade cohort (3rd to 5th graders, 6th to 8th graders, 9th to 11th graders), and for students by provider. Results of these tests failed to indicate significant differences between the scores of the two groups of students overall or by grade cohort on either subject area.

Table 14. 2006 and 2007 Reading and Mathematics NCE Scores of Tutored and Comparison Students

	Tutored Students			Comparison Students		
	<i>Mean</i>	<i>n</i>	<i>S.D.</i>	<i>Mean</i>	<i>n</i>	<i>S.D.</i>
Reading						
2006	45.51	10,274	17.92	45.97	9,993	17.70
2007	45.46	13,139	18.66	46.61	12,536	18.97
Mathematics						
2006	45.69	10,203	18.47	46.58	9,896	18.96
2007	47.30	12,998	18.29	48.30	12,355	18.54

Analyses by subject and provider indicated that students who received mathematics tutoring from Growing Minds Teaching Center had significantly higher gains than their matched comparisons, *t* = 2.28, *df* = 83, *p* = .025. The difference between the two groups was 5.4 NCE residual points. Because of the large number of comparisons tested and because of the low number of students tutored by this provider (*n* = 43) on whom there were pre- and post-test scores, results should be interpreted with caution. None of the other comparisons by provider were significant.

Results of analyses failed to indicate a significant difference in the Reading NCE scores of students with two consecutive years of SES services in Reading ($n = 277$) and matched comparisons ($n = 243$). The number of students who had two consecutive years of SES services in Mathematics was deemed too small ($n = 63$) for valid analysis.

The Transfer Choice Option

Profile of Transferred Students. In the 2006-07 year, 1,026 students had transferred in response to the NCLB option (See Appendix for a list of sending and of receiving schools). Thus, this option was selected much less frequently than the option for SES services in which 18,487 students participated.

Demographic and educational characteristics of transferred students are presented in Table 15. Approximately half the students were new transfers and the other half had been outside of their attendance boundary school for two or more years. In comparison to SES participants, slightly higher percentages of Transfer Choice students were male, Black, not in ESOL, and gifted. Whereas, as deemed by law, all SES students participated in the FRL, slightly more than a quarter of Transfer Choice students did not participate in the FRL. Although the number of students who chose each option and the characteristics of these students differed, the percentages of Transfer Choice and SES students who scored in Levels I or II in Reading were comparable, 58% and 59%, respectively. Also, the percentages of Transfer Choice and SES students who scored in levels I or II in Mathematics were also comparable, 55% and 57%, respectively.

Satisfaction with the Transfer Choice Option. From 2005-06 to 2006-07, 87% of Transfer Choice students who re-enrolled in the district and who attended grades that did not require a change in school had continued enrollment in their receiving schools. An additional 10% of previously Transfer Choice students enrolled in schools other than their prior sending or receiving school. Students may have changed residence and hence attendance boundary schools. The remaining 3% returned to their sending schools.

Transfer Effects on Achievement: Comparisons between Transferred and Non-Transferred Students. As described in the Methods section above, Pearson's chi-square statistics were generated to compare changes in the FCAT SSS levels of Transfer Choice and comparison students. Results of analyses indicated no significant difference between Transfer Choice and comparison students in the number of students who improved in FCAT-SSS Reading or Mathematics levels from 2006 to 2007. Among the Transfer Choice and comparison students, 55% and 45% of students respectively improved at least one level in Reading or, if they had previously scored in Levels 3 or above, maintained their level. Among the Transfer Choice and comparison students, 54% and 46% of students respectively improved at least one level in Mathematics, or if they had previously scored in Levels 3 or above, maintained their level.

Table 15. Demographic and Educational Characteristics of Transferred Students

	<i>n</i>	%
Years transferred out of attendance boundary (sending) school		
1	544	53.02
2	252	24.56
3 or more	230	22.42
Gender		
Female	466	45.42
Male	560	54.58
Ethnicity		
Black	525	51.17
Hispanic	426	41.52
Other	75	7.31
FRL		
no	293	28.56
yes	733	71.44
ESOL Level		
1	1	0.10
2	8	0.78
3	5	0.49
4	21	2.05
5	322	31.38
none	669	65.20
Special Education Classification		
Gifted	131	12.77
SPED	69	6.73
None	826	80.51
FCAT SSS 2006 Reading Levels		
1	238	33.38
2	158	22.16
3	200	28.05
4	96	13.46
5	21	2.95
FCAT SSS 2006 Mathematics Levels		
1	210	29.54
2	196	27.57
3	197	27.71
4	87	12.24
5	21	2.95
Grade		
K	38	3.70
01	52	5.07
02	77	7.50
03	130	12.67
04	94	9.16
05	75	7.31
06	119	11.60
07	96	9.36
08	127	12.38
09	109	10.62
10	56	5.46
11	27	2.63
12	26	2.53
TOTAL	1026	

Table 16. 2006 and 2007 Reading and Mathematics NCE Scores of Transfer Choice and Comparison Students

	Students			Comparison Students		
	<i>Mean</i>	<i>n</i>	<i>S.D.</i>	<i>Mean</i>	<i>n</i>	<i>S.D.</i>
Reading						
2006	49.31	822	19.09	49.43	807	18.63
2007	50.36	780	19.29	50.06	706	19.59
Mathematics						
2006	49.03	808	19.81	48.84	797	19.53
2007	52.16	772	18.71	50.42	694	18.12

Table 16 presents the unadjusted average NCE Reading and Mathematics scores of Transfer Choice and comparison students for 2006 and for 2007. Differences between Transfer Choice and comparison students' residual NRT scores in Reading and in Mathematics were tested. Neither set of scores were significantly different between Transfer Choice and comparison students. Analyses of the sub-sample of Transfer Choice students and their matched comparisons also failed to indicate a significant difference on residual Reading or Mathematics NRT scores.

Conclusions

Analyses were conducted to generate a profile of SES services and to describe the students who received these and students who exercised the Transfer Choice option. Analyses were also conducted to test the achievement gains of SES and of Transfer Choice students.

Approximately 18 times as many students chose SES as participated in the Transfer Choice option. The higher rate of SES over Transfer Choice is consistent with national trends. Stullich, Eisner, & McCrary, (2007), in a national study of Title I data from 2004-2005, reported a ten fold difference between the number of students who participated in SES and in Transfer Choice.

The number of students who received SES in 2006-07 ($n = 18,487$) was more than four times the number served in 2005-06. The sharp increase in participation in SES evidenced in the district is consistent with national trends and the district's 2006-07 participation rate is comparable to those of other school districts. It is the same as the 20% reported by Stullich and associates (2007) for districts nationwide and higher than the 12% found by Zimmer, Gill, Razquin, Booker, & Lockwood (2007) in a study of 2004-2005 data conducted for the U.S. Department of Education. Overall, M-DCPS, participation rate can be considered fair because in addition to being

comparable to other districts, M-DCPS offers an array of educational options such as controlled choice, magnet, and charter schools that enroll 16% of students (Arcia, unpublished report). Zimmer et al. suggested that a wide range of educational options limit participation in Transfer Choice and in SES.

Students were tutored by 44 providers, three of which tutored slightly more than half of all students. Roughly three quarters of the students tutored were in elementary grades. Most students were tutored in reading. Students who were tutored in their homes or at their schools had significantly higher percentages of possible sessions than students tutored at other sites but all three groups on average had utilization percentages above 80%. Providers' utilization rates, measured as the average of students' percentages, varied. Notwithstanding, three quarter of providers with 30 or more students had utilization rates above 80%. Internet based providers tended to have the lowest utilization rates.

Of students with prior year's FCAT scores, more than half of SES and half of Transfer Choice students scored below Level 3. Scores in Levels 1 and 2 are not considered proficient by state standards.

Analyses were conducted to examine the possible effect of tutoring on achievement gains as reflected by the FCAT. Results indicated that of students with prior and current year FCAT scores, a significantly higher percentage of students tutored prior to the FCAT improved in their FCAT SSS Mathematics levels than comparison students. Students tutored in reading did not demonstrate differences in FCAT SSS Reading levels relative to non-tutored students.

Approximately three quarters of students tutored throughout the year received one or more sessions prior to the FCAT. Of these students, roughly half received 20 or more half hour units in reading and 15 or more half hour units in mathematics. Results of analyses on the relationship between the number of sessions received and achievement gains indicated that an increase of .02 NCE points in Reading and .05 NCE points in Mathematics could be expected per tutoring session in each of the subjects respectively. Thus, one NCE point increase might be expected with 50 tutoring sessions in reading or with 20 tutoring sessions in mathematics.

Comparisons were also made of tutored and matched non-tutored students. Tutored students received 20 or more half hour units of reading tutoring or 15 or more half hour units of mathematics tutoring prior to the FCAT. Differences in achievement growth between tutored and non-tutored students were not significant for students overall or for students by grade level cohorts (grades 3 to 5, 6 to 8, and 9 and above). Only students tutored in mathematics by the Growing Minds Teaching Center had significantly higher residual gains than their matched comparisons. All other comparisons by provider failed to identify a significant difference. Because of the large number of comparisons tested and because of the low number of students tutored by this one provider, results should be interpreted with caution. It should also be noted that because, as stated above, the association between tutoring and achievement gains was weak (.02 NCE in reading and .05 NCE in mathematics) differences between tutored and non-tutored students would have had a higher chance of being significant if more students had received more of their allotted hours prior to the FCAT.

Transfer Choice students did not make significantly higher gains than matched comparison students drawn from their sending schools. Differences between the two groups were not significant overall or for students with two or more years of transfer.

Overall, when controlling for other factors that might affect academic growth, no effect was found for the SES and Transfer Choice programs. The design of the evaluation does not allow interpretation as to possible reasons for lack of program effects. However, because there was a very mild association between hours of tutoring and gains, effects of tutoring, if any, might be more noticeable if students completed all their allotted sessions before the FCAT.

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PARENT INVOLVEMENT

Steven M. Urdegar, Ph.D.

Summary

Title I of the No Child Left Behind Act of 2001 emphasizes the importance of the role of parents in the education of their children. As such, the law calls for a portion of a school's Title I allocation to be set aside for increasing parent involvement in the school. The law also requires a yearly evaluation of the content and effectiveness of the district's parent involvement program. This evaluation report is responsive to the latter requirement. The evaluation drew data from surveys of principals and parents in the 223 public schools in the district that implemented Title I programs during the 2006-07 school year. The evaluation was guided by a series of questions focusing on capacity building for parent involvement, the types of activities offered, and barriers to participation. The findings indicate that the district did succeed in addressing the primary barriers to parental participation and increasing capacity, as evidenced by an increased awareness of a variety of parental involvement activities. However, much work remains to be done to optimize the limited time parents have to affect their children's educational experience. Communication between the home and school needs improvement. Efforts should focus on ways that the parents can support the schools' educational program, establish and maintain contact with their children's teachers, and provide at-home support for learning.

Introduction

The Title I statute, most recently reauthorized as the No Child Left Behind (NCLB) Act of 2001 (P.L.107-110), is centered on providing a high quality education to all children. Pivotal to the attainment of this goal is an increase in the role of parents in the education of their children. This evaluation describes the district's efforts to promote parental involvement in the public schools funded by the Title I program. A description of parental involvement in the Title I funded non-public schools is described in a separate section of the evaluation summary report.

A fixed percentage of the Title I budget allocated to each school is earmarked for the promotion of parent participation. In addition, the law mandates an annual evaluation of the district and school level initiatives that promote parent involvement. The following paragraphs delineate the responsibilities of the district and the schools, as well as the evaluation requirements under the statute.

District Level Implementation

Each district, called the Local Education Agency (LEA) in the federal law, is required to develop a written parent involvement policy that establishes expectations for parent involvement district wide. This policy describes how the district will accomplish the following goals:

- Involve parents in the development of the plan.
- Provide coordination, technical assistance, and other support to the schools.
- Build school and parent capacity for strong parent involvement.
- Coordinate and integrate parent involvement strategies across schools.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy.

The Title I Administration Parental Involvement Program targets the provision of information and resources to the parents of students in schools that receive Title I funds. The Parental Program was designed to improve the educational progress of the Title I participants. The objectives of the program are to inform parents of the instructional objectives of the Title I program; allow opportunities for parent and staff training; provide opportunities for the full participation of parents who lack literacy or whose native language is not English; allow opportunities for participation in school-based parent education programs, in-service activities, and training sessions; and implement plans for conducting home visits during and after school hours. One way in which the program encourages parents to participate is through the activities of the Community Involvement Specialists (CIS) who work in Title I schools. The CIS reach out to parents to encourage participation in the schools and serve as liaisons between the school and community.

School Level Implementation

Each school served by Title I is required to develop a school-level parent involvement policy which describes the means for carrying out the requirements of the district's policy. The policy must be prepared jointly with the parents of the students enrolled in the school and must describe how it will accomplish the following goals:

- Convene an annual meeting to inform parents of their school's participation in the parent involvement program, explain the program's requirements, and discuss a parent's right to be involved.
- Offer a flexible number of meetings, provide for transportation and/or child care to facilitate parent involvement, and otherwise meet the diverse needs of parents.
- Develop, jointly with parents, a Parent School Compact to outline how staff, parents, and students will share responsibility for improving students' achievement and build a home-school partnership.
- Build capacity for parent involvement by (1) providing assistance to parents in such areas as understanding the National Education Goals, state content standards, performance assessments, monitoring and improving student performance, and encouraging participation in decision processes; (2) coordinating literacy training and helping parents work with their children to improve student achievement; (3) educating school staff in the importance of parent involvement and ways to reach out to, work with, and communicate with parents; (4) coordinating and integrating school level parent involvement programs with those offered by the district or region; and (5) using any and all additional strategies required to promote parent involvement.

- Provide accessibility for special needs groups of parents such as the disabled, limited English proficient, and semi-literate.
- Provide for parent information.

Design

An evaluation of the parent involvement component at Title I schools is mandated by the No Child Left Behind Act of 2001. The evaluation was conducted during the 2006-07 school year in all public Title I programs. The evaluation was guided by a series of questions:

1. Has the district succeeded in building capacity for parent involvement?
2. Were annual meetings held to introduce parents to the Parent Involvement Program?
3. Were parents involved in school-level decision making?
4. What were the major barriers to parent involvement and how have they been addressed?
5. What strategies did the district use to increase participation and provide for the diverse needs of parents?

Results

The evaluation of the Title I parent involvement component was conducted in spring 2007. It targeted all public elementary, middle and senior high schools, as well as K – 8 and alternative/special education centers in Miami-Dade County implementing Title I programs. The following results were obtained from an examination of the data from surveys of parents and principals. Results are organized in terms of the previously stated evaluation questions.

In order to address these questions, data were drawn from surveys of principals and parents in all Title I funded public schools and in each non-public school with an established Title I supplemental program. The purpose of the surveys was to identify successful parent involvement strategies and to identify areas in need of improvement. A total of 223 principals were targeted to receive the Survey of Principals. Table 17 lists the return rates for the Principals and Parent's Surveys disaggregated by school type. Of the principals, 213 returned completed surveys, resulting in an overall return rate of 95.5% representing a sharp increase in the rate of return for the Survey of Principals from the prior year. A further examination of the results indicated that the rate of return was similar among the various school types although the K-8 return rate was somewhat lower. Subsequently, the return rates were sufficiently high to generalize the findings to all Title I funded schools.

Table 17 also shows the estimated number of parents targeted to participate, as well as those who participated by returning the Parent Survey by school type. There were 6,990 surveys distributed to the public school parents, based on a maximum of 30 students per targeted class. Of these, 3,690 were completed and returned, resulting in an estimated return rate of at least 52.8, representative of an improvement over the estimated return rate for parents in 2005-06 overall. Further examination of the results revealed particularly large return rates for parents of

elementary, middle, and high school students (56.0%, 54.5% and 52.0% respectively), with somewhat lower return rate for parents in of students who attended K-8 centers (42.5%). The return rates for parents of students who were enrolled in alternative/special education centers was much lower (20.8%) than was seen for the other school types. Although the overall return rate for parents of children in public schools was certainly larger than expected, the responses still cannot be considered to be representative of all parents in Title I public schools. In addition, it should be noted that while differences did exist in the return rates among principals and parents of Title I funded schools by grade organization, inspection of the data revealed that results differed only for the alternative schools.

Table 17. Return Rates for the Surveys of Parents

Level	Principals			Parents ^a		
	Targeted n	Responded n %		Targeted n	Responded n %	
Elementary	144	138	95.8	4,320	2,421	56.0
K-8 ^b	6	5	83.3	360	153	42.5
Middle	49	47	95.9	1,470	801	54.5
Senior	15	14	93.3	450	234	52.0
Alternative/Special ^c	9	9	100.0	390	81	20.8
Total	223	213	95.5	6,990	3,690	52.8

Note. Return rates for the principals and parents in the public schools.

^a Return rates are estimates as the number of targeted respondents was assumed to be 30 students per class.

^b Surveys distributed to K-8 centers targeted one fourth and one eighth grade classroom per school.

^c Surveys distributed to the alternative/special education targeted one eighth grade classroom at nine centers and one tenth grade classroom at four centers.

Building Capacity for Parent Involvement

In order to assess the success of the District in building capacity for parent involvement, surveys were collected from both principals and parents. On the Survey of Principals, one item addressed the percentage of the schools' Title I budget that had been spent for the Parent Involvement Component in the 2006-07 school year. The median amount budgeted for parental involvement was 9 percent, based on the responses of (n = 207) principals. This amount exceeds the required set-aside of 1.0% for this purpose.

In addition, the principals were asked to provide information about the level of parent involvement at their school for the current (2006-07) school year, as evidenced by the number of workshops or meetings held each month, as well as the total number of parents attending these activities. A summary of the responses is presented in Table 18. On average, 35.3 activities were conducted at the public schools (n = 211) during the 2006-07 school year representing an increase in the number of activities reported from the previous school year (33.0 activities in 2005-06, n = 149).

A further examination of the results indicates that the total attendance at these activities also increased ($M = 1,596.0$ in 2006-07) as opposed to ($M = 1,401.3$ in 2005-06). As such, the average number of public school parents who attended parent activities also increased in 2006-07 ($M = 45.2$ in 2006-07 vs. 42.4 in 2005-06). In sum, efforts to build capacity and parental involvement improved during the 2006-07 school year. The number of activities, participation at those activities, and participation per activity each showed an increase.

Table 18. Average Participation at Parent Activities in Title I Schools
2005-06 through 2006-07

Month	2006 ($n = 149$)			2007 ($n = 211$)		
	Number of Activities	Total Attendance ^b	Average Attendance	Number of Activities	Total Attendance ^b	Average Attendance
September	3.7	441.2	119.0	3.6	440.8	121.1
October	3.1	98.9	31.5	3.9	99.7	25.9
November	3.7	106.5	28.5	4.2	121.4	28.7
December	3.3	137.6	42.2	3.3	140.6	42.8
January	4.1	127.8	31.4	3.7	95.1	25.7
February	3.7	82.0	22.1	3.7	79.7	21.4
March	3.2	87.8	27.3	3.8	139.0	36.6
April	3.4	83.2	24.7	3.9	210.6	53.4
May ^a	4.6	227.4	49.2	4.9	259.0	52.3
June ^a	0.2	8.9	42.5	0.2	10.1	45.3
Total	33.0	1401.3	42.4	35.3	1596.0	45.2

^a The figures provided by the principals for May and June 2007 are projected values.

^b Total attendance represents a duplicated count of parents at the activities held.

In order to increase the parents' understanding of, and involvement with, their children's education, the schools provided assistance in the form of informational workshops and training sessions. Items on both the Survey of Principals and Parent Survey addressed these activities. The respondents were asked to indicate which in a series of listed topics were presented at their school. Table 19 shows the number and percentage of principals and parents from public and non-public schools that listed each topic as covered.

Table 19. Topics Covered in Workshops and Training Sessions

Topic	Principals		Parents	
	n	%	n	%
Helping parents work with their children	203	95.3	2,354	76.2
Test taking skills	176	82.6	1,796	58.1
Performance standards/ assessment	174	81.7	1,782	57.7
Literacy training for parents	153	71.8	1,510	48.9
Child development issues	133	62.4	1,450	46.9
English for parents who speak other languages	102	47.9	1,306	42.3
New materials	119	55.9	1,223	39.6
Number of Respondents	213	--	3,089	--

Note. The number of respondents represents participants that selected at least one topic.

The topic mentioned most frequently by each contingent was helping parents to work with their children to improve academic achievement. Public school principals and parents ranked the topics in virtually the same order, although higher percentages of the principals than parents noted each one. It is interesting to note that ranking patterns differed between the public and non-public schools. For instance, test taking skills were ranked higher in public schools than in non-public schools by both parents and teachers.

Annual Meetings

Schools receiving Title I funds are required by statute to convene an annual introductory meeting to introduce parents to the Title I program, provide orientation to available services, and kick off the new school year. Nearly all, 98.1% ($n = 212$) responding principals and most, 70.5% ($n = 2,564$) responding parents affirmed that such a meeting was held. Of the parents who indicated that they were aware of the meeting, 68.8% ($n = 1,696$) reported that they attended. The typical annual meeting was attended by 308.50 parents. Based on the responses of ($n = 204$) principals, median parental participation at annual meetings was 308.50. A majority of the parents and principals agreed that the following requisite topics were covered at the annual meetings: (1) a description of the Title I program; (2) an explanation of the parent involvement component; (3) opportunities for parent participation in Title I activities; (4) ways to notify parents about Title I activities; and (5) convenient times for future meetings.

In addition to the introductory meeting, the survey explored other types of opportunities parents have for becoming involved at the school. The principals and parents were presented with a list of typical activities for parents, and asked to denote which were offered at their school. Table 20 lists their responses. Nearly all of the public school principals reported offering workshops, open school nights, opportunities to volunteer, student award ceremonies, and PTA meetings. While the majority of the parents in public schools were aware of these five types of activities, they were somewhat less aware of others that were listed.

Table 20. Activities Available for Parents

	Principals		Parents	
	n	%	n	%
Open school nights	204	95.8	2,487	71.1
Student awards	203	95.3	2,039	58.3
Parent workshops	202	94.8	2,072	59.2
Volunteering	201	94.4	2,123	60.7
PTA meetings	196	92.0	2,506	71.6
Luncheons/dinners	129	60.6	1,212	34.6
Prize drawings	111	52.1	1,127	32.2
Number of Respondents	213	--	3,500	--

Note. The number of respondents represents participants that selected at least one activity.

Parent Involvement in School-Level Decision Making

Parent involvement in decision-making was addressed in both the Survey of Principals and the Parent Survey. Three types of decision-making activities were discussed: parent participation in the development of a parent involvement policy, a Parent School Compact, and a Performance Excellence Plan (PEP).

A parent involvement team at each school is responsible for developing the parent involvement policy. Nearly all of the responding principals (94.3%, $n = 199$) concurred that the teams in their schools were ethnically and economically representative of the surrounding communities. The median parent involvement team consisted of two administrators, five teachers, five parents, and two students.

Parent involvement is also mandated in the yearly development of a PEP at each school. It is achieved through representation of parents on the schools' Educational Excellence School Advisory Council (EESAC). The EESAC oversees the development and implementation of the PEP. The median EESAC was comprised of one administrator, six teachers, five parents, and two students.

As part of the surveys, the principals were asked if parents had been made aware of each of the three documents: the parent involvement policy, Parent School Compact, and PEP. Similarly, the parents were asked if they had seen each, or knew about them. The results of these queries appear in Table 21. Generally, in the public schools, nearly all of the principals assert that parents were made aware of these three documents. In contrast, only two-thirds of responding parents concur with their assessment. As awareness of these documents is important in helping parents to take an active role in their child's education, it appears that public schools did indeed make efforts to increase awareness regarding these documents.

Table 21. Survey Responses Regarding Parent Awareness of Policy Documents

Document	Principals		Parents	
	n	%	n	%
Parent Involvement Policy	209	98.1	2,003	66.7
School Parent Compact	209	98.1	1,859	61.9
Performance Excellence Plan	203	95.3	2,083	69.3
Number of Respondents	213	--	3,004	--

Note. The number of respondents represents participants that responded to at least one item.

Barriers to Parent Involvement

On the surveys, the principals and parents were asked to name the greatest barriers to parent involvement at their school. The numbers and percentages of the respondents from each component who listed each barrier are shown in Table 22. Percentages are based on the total number of principals ($n = 189$) and parents ($n = 1645$) who wrote in responses to this question. The barrier most frequently identified by the respondents involved the time required: scheduling of the activities, conflicts with parents’ working hours, and lack of time. However, it should be noted that these conflicts were not exclusively due to activities that were scheduled during school hours. Parents’ comments noted activities that were scheduled too late in the evening (for example, 7:00 p.m.), too early in the evening (for example, hours conflicting with dinner), as well as activities scheduled during and after school that conflicted with work hours. Employment or school obligations were also reported to be a major obstacle to parental involvement. Parents reported working two or more jobs, or working especially long hours and in some instances they too were students themselves. Thus, while parents seem to have compelling reasons for not frequenting school activities, it is apparent that the administrators in the schools have made a significant effort to offer activities at times that may be convenient to the parents.

Nearly a third of the principals recognized language barriers and illiteracy as barriers to participation for some parents. More than a quarter of principals reported lack of transportation as a barrier to participation. However, fewer than half as many parents cited this as a reason. About twenty-one percent of the principals also observed that some parents just do not care or are not interested in becoming involved in their child’s education. Family obligations were reported by one sixth of principals and one-fourth of parents. Lack of awareness of parental activities was also reported as an impediment by an eighth of principals and one fifth of parents. A sixth of principals also reported a prevalence of parents who believe that parent involvement is not important, or doesn’t make a difference. This was often cited as a cultural issue, whereby parents believe that education is exclusively the responsibility of the school. The following additional barriers were named by principals: economic or personal problems, including the burden faced by single parents; parents being under the weather; and parents who feel unwelcome when participating in school functions.

Table 22. Barriers to Parent Involvement in the Public Schools

	Principals		Parents	
	n	%	n	%
Employment obligations	117	61.9	1,112	67.6
No transportation	66	34.9	302	18.4
Language/Literacy problems	62	32.8	104	6.3
Scheduling conflicts/Lack of time	54	28.6	669	40.7
Apathy/Lack of concern	48	25.4	289	17.6
Child care/Family obligations	47	24.9	290	17.6
Belief that involvement is not important	33	17.5	65	4.0
Economic/Personal problems	27	14.3	261	15.9
Not aware of activities	23	12.2	335	20.4
Don't feel welcomed	8	4.2	69	3.6
Other (school, health, late notification, sports, forgot, unsupportive administration, unspecified, etc.)	15	7.9	170	10.3
Number of Respondents	189		1,645	

Note. The number of respondents represents participants that reported at least one barrier.

As stated previously, the parents listed scheduling conflicts or employment obligations as the most common reasons why their counterparts fail to participate in school activities. In fact, these two reasons were listed by 40.7 and 67.6 percent of the parents with a similar percentage of the non-public school parents responding in the same way. In contrast, the next four most prevalent reasons were each noted by about one-sixth of the public school parents. They were family obligations, lack of awareness, lack of transportation and lack of concern. In addition, the percentage of parents stating that they felt unwelcome at their school has decreased from prior years.

Schools attempted to contend with some of these barriers in order to make it possible for parents to participate in events. Table 23 shows a summary of the principals and parents' responses to items that asked which of the following arrangements had been made to facilitate parent participation: flexible/convenient scheduling, translation/interpreter, child care, and transportation provided. In each case, higher proportions of the principals than parents in public schools reported that accommodations had been made. As shown, most of the public school principals and about three-quarters of the public school parents agreed that activities were scheduled flexibly in order to accommodate the needs of parents. Similarly, 82.5% of responding principals reported translation being made available for parents who were not fluent in English, while only 61.2% of parents reported awareness of this provision. A comparable pattern exists for the provision of child care. Finally, nearly identical proportions of principals and parents reported that transportation was made available.

Table 23. Arrangements Used to Increase Parent Involvement

Accommodation	Principals		Parents	
	n	%	n	%
Flexible Scheduling	202	95.3	2,388	76.6
Translation/Interpreter	175	82.5	1,906	61.2
Child Care	108	50.9	967	31.0
Transportation Provided	46	21.7	660	21.2
Other (not specified, etc.)	23	10.8	146	4.7
Number of Respondents	212	--	3,116	--

Note. The number of respondents represents participants that responded to at least one arrangement.

The surveys also addressed strategies used to communicate with parents. These results are shown in Table 24. Of the strategies presented to the principals, most reported utilizing almost every listed strategy to contact parents. These included school meetings and workshops, parent/teacher conferences, phone calls, flyers, and newsletters. Few responding principals selected notification by radio. Far lower percentages of the parents indicated that they were aware of their school using each of the strategies to promote parent involvement. Thus, there continues to be a discrepancy between what the schools indicated was disseminated and what was reportedly received by the parents.

Table 24 . Strategies/Methods Used to Increase Parent Involvement

Strategies	Principals		Parents	
	n	%	N	%
Phone calls	209	98.1	2,511	71.3
Parent-teacher conferences	207	97.2	2,413	68.6
School meetings and workshops	199	93.4	2,180	61.9
Home visits	193	90.6	1,123	31.9
Flyers	190	89.2	1,726	49.0
Newsletter	147	69.0	1,372	39.0
Radio	17	8.0	183	5.2
Number of Respondents	213	--	3,520	--

Note. The number of respondents represents participants that indicated at least one strategy.

Strategies for Increasing Involvement of Parents with Special Needs

Principals were also asked about strategies used to help foster the participation of parents with special needs. Various offices in the district provide support to accommodate parents with special needs. The principals and parents were asked about accommodations made for parents for the following areas of need: limited English proficiency, physical challenges, and economic disadvantages. Table 25 shows the responses according to those participants who answered the applicable questions regarding special needs.

Table 25. Accommodations for Parents with Special Needs

Accommodations	Principals		Parents	
	n	%	n	%
Limited English Proficient	188	90.0	2,117	64.4
Economically Disadvantaged	172	82.3	1,406	47.3
Physically Disabled	110	52.6	1,237	42.1
Number of Respondents	209	--	3,684	--

Note. The number of respondents represents participants that reported on at least one category of accommodation.

While 90.0% of the public school principals indicated that assistance was available for the parents with limited English proficiency, only 64.4% of the parents were aware of such provisions. In addition, 82.3% of the public school principals indicated that assistance was provided to economically disadvantaged parents, but fewer than half of the parents were aware of such support. Finally, 52.6% of the public school principals indicated that accommodations were made for physically challenged parents while 42.1% of the responding parents were aware of those services. When reviewing these findings, it should be noted that parents who do not require accommodations might not be aware of provisions that are available. However, if parents do require accommodations, additional awareness would facilitate parent participation.

Conclusions

This evaluation examined the initiatives which promoted parent involvement in the public and non-public schools that implemented Title I programs during the 2006-07 school year. The sources of data for the evaluation were surveys of public and non-public principals and parents. The evaluation was guided by a series of questions that can now be answered.

1. Has the district succeeded in building capacity for parent involvement?

Title I funded schools continued their efforts to increase the level of parent participation during the 2006-07 school year. Efforts to build capacity and increase parental involvement improved during the course of the year. The number of activities, participation at those activities, and participation per activity each showed an increase. Thus, in the public schools there is evidence that the district succeeded in building capacity for parent involvement by increasing the number of events available for involvement. Some of these activities took the form of informational workshops and training sessions that were designed to increase the parents’ awareness and involvement with their children’s educational experience. Topics included helping parents work with their children to improve academic achievement; assessments and test taking skills, and child development issues. Also offered at some schools were sessions to improve the parents’ own language and/or literacy skills.

2. Were annual meetings held to introduce parents to the Parent Involvement Component?

Nearly every responding principal in the public schools funded by Title I reported that an annual meeting had been held to introduce the program to the parents and to appraise them of the availability of training and assistance at the school. Nearly 70 percent of the responding parents the public schools were aware of such a meeting. Over two-thirds of those reported having attended. The principals and parents who attended agreed that the following required topics were covered at the annual meeting: (1) a description of the Title I program; (2) an explanation of the parent involvement component; (3) opportunities for parent participation in Title I activities; and (4) ways to notify parents to improve participation and convenient times for future meetings. In addition to the annual meeting, other opportunities for parents to become involve included workshops, open school night, opportunities for volunteering, student award ceremonies, and PTA meetings.

3. Were parents involved in school level decision making?

Each year parents are required to participate in the development of three documents: the Parent School Compact, which delineates partitioning of the responsibility for education between the school and the home; the parent involvement policy, which describes how the school will seek to engage parents; and the Performance Excellence Plan, which specifies goals for the school in the coming year. The schools have complied with requirements for involving parents in the formal groups, which share in school level decision making and are responsible for the development of these documents. However, this has involved a limited number of parents at each school. On average, about two-thirds of parents knew about these documents, demonstrating an increased awareness overall.

4. What were the major barriers to parent involvement and how have they been addressed?

The primary barrier cited by the vast majority of the principals and parents focused around parents' scheduling conflicts and lack of time to attend school events. Employment obligations also featured prominently. While schools seem to have responded to this long-standing problem by increasing the number of activities offered as well as offering these activities at alternate times, scheduling remains a problem. Reasons cited included long hours and multiple jobs or school, family responsibilities, challenges faced by single parents, and economic/personal problems. Schools have taken steps to facilitate participation by providing services to parents with language barriers, and occasionally offering child care and transportation for participants. However, parents are not typically aware of the above accommodations made to facilitate participation. Improved, reliable communications between the home and school are needed for notification of events. Such communications would make the accommodations known to

those who need them and stress the importance of parental support of school initiatives and of parents' at-home support of the students' educational experiences.

5. What strategies did the district use to improve accessibility for participation and provide for the diverse needs of parents?

The principals in the public schools indicated that assistance was available for parents who are limited English proficient, economically disadvantaged, and physically challenged. However, accommodations did not appear to be well known to the parents. If parents need such arrangements to participate in school functions, this lack of awareness may negatively affect parent participation.

In summary, the district has improved the level of parental participation in the schools implementing Title I programs. Efforts to build capacity and increase parental involvement improved during the course of the year. The number of activities, participation at those activities, and participation per activity each showed an increase. In addition, the primary barriers to parent participation are recognized by the schools, and efforts have been made to accommodate the parents' needs. Nonetheless, much work remains in facilitating parents' participation in their children's educational experience. Communication between the home and school needs to be improved. Efforts should focus on ways that the parents can affect their children's education, through parental support for the school program, making contact with their children's teachers, and providing at-home support for learning.

NON-PUBLIC PROGRAMS

Emily Arcia, Ph.D.

Summary

During the 2006-07 school year, \$2,198,566 of Title I funds were allocated for supplemental educational services to students enrolled in non-public schools. One school reported that funds provided computer assisted instruction. The remaining 32 of the 33 schools supported, used tutoring provided by Catapult Learning. At these schools, a total of 2,499 students were tutored in reading, in mathematics, and/or in study skills. The average number of 45 minute sessions provided for reading, mathematics, and study skills were 32, 28, and 14, respectively. Review of final classroom grades indicated that three-quarters of tutored students had acceptable end of year grades in the topics tutored. Because schools used three different standardized achievement tests and only provided pre- and post-achievement scores for approximately one quarter of the students tutored, valid interpretation of achievement outcomes could not be made. To avoid this problem for the 2007-08 year, Catapult Learning will undertake pre- and post-testing of all students served.

Introduction

Section 1120 of the No Child Left Behind Act of 2001(NCLB) mandates the provision of funds to non-public schools for the supplemental education of eligible students⁵ and provides options for the dissemination of funds for this purpose through Title I. Of four options provided by the law, Miami-Dade County Public Schools (M-DCPS) uses that of “applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area.” This option allocates funds to each non-public school equal to the amount that the students’ assigned public schools would have received had the students enrolled there. For instance, if a non-public school has 10 enrolled students whose home addresses are within the boundary of a public school in which 80% of students qualify for the free/reduced lunch program, the non-public school is allocated funds for 8 students and the amount of funds allocated is equivalent to what would have been allocated to the public school. As such, this method meets the intent of the law for allocation to be equitable and comparable to that of public allocation.

⁵ “eligible children are children identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.” Public Law 107-110, the No Child Left Behind Act of 2001.

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

In the 2006-07 school year, \$2,198,566 were allocated on behalf of students at 33 non-public schools in Miami-Dade County and 94% of funds were spent. The number of schools served was 29 fewer than in the 2005-06 school year because the state specified that only non-profit schools were eligible for support, because some schools closed, and because others did not apply for funding. Schools were managed by the Archdiocese of Miami Schools, the Jewish Orthodox Day Schools, or were unaffiliated. Funds designated for students enrolled at the Archdiocese of Miami and at the Jewish Orthodox Day schools were pooled across schools within each administrative entity.

Thirty-two of the 33 schools served entered into agreements with Catapult Learning for tutoring services. This company was under contract with the M-DCPS and billed the district directly for the students that they tutored in the non-public schools. The remaining school, Lincoln Marti, provided direct services to students and is not included in analyses because it did not forward data on services or achievement.

According to Catapult Learning, its instructional program consists of a standards-based curriculum that is aligned with State standards and that uses instructional practices determined to be effective. Remedial instruction is reported to be provided in reading, in mathematics, and/or in study skills to groups of 6 to 8 students who were typically at the same grade level. Most students were reportedly tutored twice a week in 45-minute classes on a pull-out basis. All schools received professional development. Eligibility for tutoring was determined by teacher/principal referral or parent request on the basis of students' coursework grades, performance in class, or results of standardized tests.

Methods

Program effects were planned to be evaluated in compliance with the NCLB requirement that supplemental academic services to non-public school students be assessed by the local education agency. To this end, schools that were allocated funds and Catapult Learning were asked to provide data on students' pre-tutoring academic status, the number of hours of tutoring provided, and post-tutoring status to determine if student academic status after tutoring had improved over pre-tutoring levels. Data elements collected included student demographics, qualifying criteria, dates of program entry and withdrawal, number of tutoring sessions provided per subject area (reading, mathematics, and study skills training), achievement scores, and classroom grades.

Because of their non-public status, standardized achievement testing, the test to be used, the release of test data or if a test is used at all, was optional for schools. As such, some schools did not conduct achievement tests and/or did not share test results. Others used and reported the Iowa Test of Basic Skills (ITBS), the Stanford Achievement Test, 9th Edition (SAT-9), or the Metropolitan Achievement Test (MAT). Lack of data limits the district's ability to evaluate the program. Hence, this report is limited to providing descriptive statistics of services provided and of student status.

Principals of non-public schools and parents of students who received tutoring services were sent surveys to evaluate the parental involvement activities conducted. Because only 8 of 34 (23.5%) principals and 84 parents of 2,499 children (3.3%) responded, analyses on these were not conducted.

Results

Characteristics of Students Tutored and of Services Provided

A total of 2,499 students from 32 schools were tutored by Catapult Learning. Table 26 contains the number of students served at each school and their relative percentages.

Table 26. Number of Students Tutored by Catapult Learning

School	Frequency	Percent
Archbishop Coleman Carroll School	96	3.84
Archbishop Curley-Notre Dame School	373	14.93
Bais Yaakov School	22	0.88
Blessed Trinity School	49	1.96
Champagnat Catholic School of Hialeah	28	1.12
Christ Mar School	63	2.52
Corpus Christi Catholic School	139	5.56
First Assembly Christian Academy	45	1.8
Hebrew Academy	48	1.92
Holy Family Catholic School	50	2
Immaculate Conception Catholic School	113	4.52
Lubavitch School	44	1.76
Miami Christian Academy	15	0.6
Miami Union Academy	41	1.64
Mother of the Redeemer School	44	1.76
New Jerusalem Christian School	27	1.08
Our Lady of Divine Providence School	53	2.12
Our Lady of the Holy Rosary School	119	4.76
Sacred Heart School	101	4.04
Saint Frances Xavier School	89	3.56
Saint James Catholic School	175	7
Saint John the Apostle School	62	2.48
Saint Joseph School	35	1.4
Saint Mary's Cathedral School	19	0.76
Saint Michael the Archangel School	172	6.88
Saint Monica Catholic School	44	1.76
Saint Peter and Paul School	91	3.64
Saint Rose of Lima School	29	1.16
Sha'arei Bina Torah Academy	25	1
Sunflowers Academy	107	4.28
Toras Emes Academy	113	4.52
Yeshiva Elementary School	68	2.72
Total	2499	100

Half the students tutored were male, 50% were Hispanic, 18% were White, and 25% were Black. Almost all students (99%) were selected for tutoring on the basis of teacher referral. Parental request was the sole or contributing reason for referral in 4.5% of cases. Kindergarten and first grade students ($n = 462$) were also referred on the basis of Kindergarten Checklist scores, 98% of which were “10” or fewer of 16 competencies.

Pre-tutoring standardized reading achievement percentiles were available for 723 students (57%) of the 1,268 students tutored in reading. The students had an average percentile rank of 31 ($S.D. = 21$) and minimum and maximum ranks of 1 and 98, respectively. Eighty percent (80%) of the students scored below the 50th percentile.

Pre-tutoring standardized mathematics achievement percentiles were available for 472 (68%) of 693 students tutored in mathematics. The students had an average percentile rank of 30 ($S.D. = 20$) and minimum and maximum ranks of 1 and 89, respectively. Eighty-four percent (84%) of the students scored below the 50th percentile.

As can be seen from Table 27, students were enrolled in Kindergarten through 12th grade. Reading tutoring was provided for students at all grades and most frequently for students in elementary grades. Mathematics tutoring was provided almost exclusively to students in primary grades, and study skills tutoring was provided in grades first through 12th. Over all topics tutored, students were tutored an average of 30.94 sessions.

Table 27. Number of Students Tutored and Mean Tutoring Hours Provided by Grade and Subject

Grade	Reading			Mathematics			Study Skills			Total		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
K	202	36.29	17.28	86	28.52	13.44	0	--	--	223	43.87	25.46
1	208	35.33	16.73	105	32.93	12.75	29	6.10	1.01	239	45.96	25.88
2	167	36.95	16.39	77	33.36	12.55	102	8.69	1.31	249	38.65	28.00
3	155	31.92	15.10	129	26.73	13.47	149	7.77	2.39	305	31.32	24.69
4	128	30.23	13.14	79	25.91	11.44	150	7.96	2.18	247	28.79	22.92
5	109	25.86	15.48	101	22.58	12.99	132	7.71	2.00	258	23.71	23.53
6	81	24.84	13.70	48	23.27	9.67	146	8.38	2.87	209	20.83	19.84
7	59	27.71	12.94	31	22.84	10.31	129	8.94	1.74	171	20.44	18.51
8	36	28.94	12.69	30	25.90	15.68	65	8.94	1.71	118	20.34	17.81
9	52	24.96	11.82	7	--	--	95	27.92	4.96	125	33.13	16.63
10	31	23.61	12.07	0	--	--	96	28.59	3.61	127	27.38	7.01
11	19	23.95	12.02	0	--	--	102	26.96	7.21	115	27.87	6.77
12	21	20.05	8.63	0	--	--	93	28.10	4.54	112	27.09	5.99
Total	1268	31.61	15.90	693	27.49	13.15	1288	14.09	9.65	2498	30.94	23.34

Statistics on fewer than 10 students are not reported.
 Note. Grade was not reported for one tutored student.

Achievement Gains of Tutored Students

Of 1,268 students tutored in reading, 276 (22%) had both pre- and post-test reading achievement scores. Of students with scores derived from the Iowa Test of Basic Skills (ITBS) ($n = 239$), 66% increased and 33% decreased one or more percentile rank. Less than 1% of students did not change rank. The average gain was nine percentile points ($S.D. = 21$). Of students with scores derived from the Stanford Achievement Test (SAT) ($n = 24$), 50% increased and 50% decreased one or more percentile rank. The average gain was one percentile point ($S.D. = 17$). Of students tested with the Metropolitan Achievement Test (MAT) ($n = 13$), 54% increased and 46% decreased one or more percentile rank. The average gain was three percentile points ($S.D. = 26$).

Of 693 students tutored in mathematics, 174 (25%) had both pre-and post-test achievement scores. Of students with scores derived from the ITBS ($n = 162$), 74% increased and 26% decreased one or more percentile rank. Less than 1% of students did not change rank. The average gain was 15 percentile points ($S.D. = 26$). Of students with scores derived from the Stanford Achievement Test (SAT) ($n = 12$), 59% increased and 41% decreased one or more percentile rank. The average gain was 6 percentile points ($S.D. = 27$).

Grade Outcomes of Tutored Students

For both reading and mathematics, 75% of students tutored in each subject received a satisfactory final grade in the subject area tutored. In reading and mathematics respectively, 13% and 14% of students did not receive satisfactory grades. Grades were not provided for the remaining students. Percentages of grade outcomes are presented in Table 28.

Table 28. Post-Tutoring Classroom Grades in Reading and Mathematics

Grade	N	Reading			N	Mathematics		
		Satisfactory %	Unsatisfactory %	NR %		Satisfactory %	Unsatisfactory %	NR %
K	202	70.79	15.35	13.86	86	72.09	16.28	11.63
1	208	74.04	11.54	14.42	105	73.33	18.10	8.57
2	167	67.07	17.96	14.97	77	68.83	19.48	11.69
3	155	71.61	15.48	12.90	129	83.72	9.30	6.98
4	128	81.25	10.16	8.59	79	79.75	10.13	10.13
5	109	79.82	9.17	11.01	101	73.27	14.85	11.88
6	81	80.25	9.88	9.88	48	70.83	16.67	12.50
7	59	79.66	6.78	13.56	31	61.29	19.35	19.35
8	36	88.89	0.00	11.11	30	73.33	0.00	26.67
9	52	84.62	7.69	7.69	7			
10	31	64.52	32.26	3.23				
11	19	68.42	31.58					
12	21	76.19	23.81					
Total	1268	74.76	13.33	11.91	693	74.75	14.00	11.26

Notes. Only students tutored in each of the subject areas were included. Statistics on fewer than 10 students are not reported.

Conclusions

A total of 2,499 students from 32 schools were provided tutoring by Catapult Learning. Among the participating schools, some schools did not conduct achievement testing and the schools that did test students varied in the tests used and in their release of results. Across three different tests, pre-tutoring achievement percentiles were provided for 57% and 68% of students tutored in reading and mathematics, respectively. Both pre- and post- achievement scores were available for 22% and 25% of students tutored in reading and in mathematics, respectively. Because the percentage of students on whom achievement data were reported was quite limited, valid conclusions about changes in achievement across all tutored students cannot be made.

Post-tutoring classroom grades were available for 88% of students tutored in either subject. Three out of four students tutored in each subject received acceptable final classroom grades.

To improve accountability and avoid the difficulties that were experienced this and prior years with incomplete data, starting in 2007-2008, Catapult Learning will test students pre- and post-tutoring with the Stanford Diagnostic Achievement Test and provide M-DCPS with test results. Catapult Learning will also provide pre- and post-tutoring classroom grades which will allow assessment of improvement in grades.

MIGRANT PROGRAM

Emily Arcia, Ph.D.

Summary

In 2006-07, the Migrant Education Program (MEP) of Miami-Dade County Public Schools received \$1,451,886 in Title I funds to serve 1,756 school age migrant students and their families. In collaboration with relevant federal, state, and local organizations, the MEP provided academic and support services primarily through ten service schools and through the following specific programs: a) the Migrant Education Early Childhood Learning Program, b) Migrant Achievement Resources, c) Migrant Academic Planning and Achievement, d) the Extended School Day Program, and e) the Migrant Education Summer Program.

MEP provided counseling, school day tutoring, after school support, and attendance services respectively to 30%, 22%, 14%, and 36% of school age migrant students. Percentages of students served and level of services provided varied substantially across the schools served. As compared to matched non-migrant students, migrant students entered into more SES service agreements, exercised fewer transfer options, and had fewer days of absence. Migrant students were less likely than comparison students to be enrolled in a school that made AYP. The two groups of students did not differ on number of days in suspension, on reading, or on mathematics achievement gains. Neither tutoring hours nor days in an after school program were associated with migrant students' reading gains. On the other hand days of attendance in an after school program was significantly associated with mathematics gains.

It is recommended that MEP continue to provide and increase its support of mathematics skills. It is also recommended that to avoid having to compete with other school based activities, most of the services to students be delivered after school, on weekends, and in the summer months.

Introduction

In line with stipulations of Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB), Miami Dade County Public Schools (M-DCPS) operated a Migrant Education Program (MEP) to serve the needs of 1,756 migrant students and their families. For the 2006-07 school year, the MEP received \$1,451,886. This total included \$1,157,218 provided by Part C of the Law, Education of Migratory Children, and \$294,668 provided by Part A, Improving Basic Programs Operated by Local Educational Agencies. This document summarizes the results of the district's evaluation of services provided.

Description of the Program

The MEP is a multi-component program that provided academic and support services to migrant students and their families. Housed at the Redland Migrant Housing Center, it served families through the Housing Center as well as through 10 schools⁶ with the highest district enrollments

⁶ W. Chapman Elementary; Florida City Elementary; Leisure City K-8 Center; L. Saunders Elementary; Redondo Elementary; West Homestead Elementary; Campbell Drive Middle; Homestead Middle; Homestead Senior High; South Dade Senior High; Redland Migrant Housing Center

of migrant students. Services were provided to eligible students and families who referred themselves for service or who were identified by migrant program staff through review of schools' enrollment records. As necessary, services were provided in collaboration with federal, state, and local programs (i.e., English for Speakers of Other Languages and Safe and Drug-Free Schools) and agencies such as the State departments of Children and Families, Health, and Juvenile Justice.

Staff included one administrator, 10 teachers, 3 educational specialists, 6 fulltime and 12 part-time paraprofessionals, 2 community involvement specialists/recruiters, 5 clerical workers, and 2 part time custodians. In the program and throughout this document, MEP funded teachers are referred to as teacher advocates.

Targeted Programs. During the school year, MEP provided tutoring and counseling to students in elementary and secondary schools, early childhood education to preschoolers, and support services to students and families. In the summer, MEP operated an educational and enrichment program for five weeks. Students and families received services through one or more of the following programs.

The Migrant Early Childhood Learning Program (MECLP) located at the Redland Migrant Camp served three and four-year-old children with enrollment priority to four-year-olds. The program included an extended school day instructional program, food services, health screening, and a variety of extracurricular activities. The curriculum used by the MEP in 2006 – 2007 was an integration of the High/Scope Key Experiences Curriculum with the Bell Project. The High/Scope curriculum is designed to increase pre-literacy, language fluency, self-confidence, and the ability to plan and evaluate. The Bell Project focuses on letter identification and early reading skills.

The Migrant Achievement Resources (MAR) program operated in six elementary schools. It provided individual and/or small group tutoring as well as counseling to select students in kindergarten through 5th grades. Selection for participation was made by classroom teachers in coordination with migrant advocate teachers on the basis of priority scores derived from the following factors: a) referral by instructional staff or administrator, b) academic grade of "D" or "F" in reading and/or in mathematics in the previous or current school year, c) score in the 25th percentile or below in reading on the FCAT-NRT, d) score at Level 1 or 2 in reading on the FCAT-SSS, e) at least one grade retention, and f) ten or more days of absence in the previous or in the current school year.

The Migrant Academic Planning and Achievement (MAPA) program provided tutoring, counseling, attendance monitoring (Here-to-Stay program), a career awareness program, and educational planning assistance (Educational BluePrint) to students in grades 6 through 12. Priority scores for eligibility were based on the following factors: a) referral by instructional staff/administrator, b) late enrollment, c) high age for grade, d) ten or more days of absence in the current or prior year, e) reading, language arts, or mathematics grades of "D" or "F", f) one or more grade retentions, g) four or more in/outdoor suspensions during the prior or current school year, h) insufficient credit accrual, i) failure in one or more areas of the FCAT-SSS in grades 10 through 12, and j) a grade point average below 2.0.

The Extended Schoolday Program (ESP) operated at 3 elementary schools, 2 secondary schools, and at 3 labor camps. Teacher advocates and paraprofessionals provided tutoring and homework assistance to students individually and in small groups. Students had access to computers for school assignments and use of the Internet. The program also included enrichment and recreational activities such as team sports, arts and crafts, and field trips, guest speakers, exposure to technology, community outreach activities, and cultural celebrations. Transportation was also provided.

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

Supportive Services. Several supportive services were offered through one or more of the programs listed above. Teacher advocates monitored student attendance to diminish and prevent absences. When students were absent teacher advocates sent letters to homes, telephoned, and/or visited families of students who had been absent, and provided support as needed.

Advocacy services were provided for students and families to monitor student progress, foster school-home communication, and represent the interests of the migrant population in academic and non-academic settings. Staff helped to determine appropriate grade placements for students and, to prevent retention, gave students who withdrew early the opportunity to test before withdrawal. Staff kept parents informed of student progress and represented the interests of migrant students in committee meetings. Conflict resolution and translation services were provided as necessary. Support services for families included provision of supplies, referrals for health and legal services, and assistance obtaining housing or employment.

Counseling was provided for students in grades K through 12 by teacher advocates and/or by paraprofessional college students who functioned as peer counselors. Secondary students were counseled on academic planning and on career awareness as a matter of course. Additional counseling on conduct and on other issues pertinent to students' well-being was undertaken as deemed necessary by teacher advocates or subsequent to referral by classroom teachers or by school administrators.

Parent outreach and community building was provided through workshops, through a Parent Advisory Council (PAC), and through recreational/cultural activities. The PAC, composed of 28 migrant parents, met four times during the year to discuss issues pertinent to the migrant population, communicate needs, and make recommendations to the MEP staff.

Methods

Evaluation of the MEP was conducted to describe the status of migrant students in the district and to assess the level and effect of services provided by the program. The following questions were posed.

- 1) What services were provided by the MEP?

- 2) Was migrant students' use of educational options comparable to that of other students in the district?
- 3) Were the educational processes of migrant students comparable to those of other students in the district?
- 4) Were the educational outcomes for migrant students comparable to those of other students in the district?

Qualitative and quantitative methods were used in the evaluation. Site visits were conducted as specified in the MDCP Project Application to the Florida Department of Education. Staff was interviewed, instructional activities were observed, and records were reviewed. Qualitative data from site visits were used to identify appropriate analysis strategies and assist in interpretation of findings. Methods and procedures used in analyses of quantitative data are described below.

Sample

Data were analyzed on two samples, a sample of migrant ($n = 1,756$) and a sample of non-migrant students ($n = 1,503$). The sample of migrant students consisted of all migrant students who were enrolled in the M-DCPS system for at least one day during the 2006-07 year⁷. This group was 54% male, 94% Hispanic, and 5% Black. Thirty percent of the students (30%) were classified as limited English proficient (LEP), 91% participated in the free/reduced lunch program (FRL), and 10% participated in the Special Education Program (SPED). The non-migrant comparison sample was comprised of students matched to migrant students on the following variables: enrolled school, grade, gender, ethnicity, ELL status, SPED participation, and SAT-10 or FCAT-NRT reading stanine as applicable. Using Pearson's Chi-Square statistics, no significant differences were found between the two groups on each of the matched characteristics.

Measures and Analyses

Data on the services that were provided to migrant students were forwarded to the Office of Program Evaluation by the MEP. All other data were downloaded from the Student Database System.

MEP Service Provision. Student service data included the number of school day and after school (ESP) tutoring sessions taught, the number of counseling sessions facilitated, and the number of activities conducted on behalf of maintaining attendance. Data were also provided on family focused school activities such as workshops and decision making meetings, as well as community services and cultural celebrations. Descriptive statistics were generated on each service to depict service provision.

Use of Educational Options. Two measures of use were created, transfers from students' assigned school and use of supplemental educational services (SES). Use of transfers included

⁷ It included students with migrant codes 'D,' 'E,' '3,' 'B,' and 61 students who were served by the MEP, but whose codes at the end of the school year were blank or 'Z.'

NCLB transfers; opportunity scholarships; administrative transfers; working parent hardship transfers; and special curriculum transfers. Each measure was determined as the percentage of students in the migrant and non-migrant group who exercised the option. Differences between the groups were tested with Pearson's Chi-Square statistics.

Educational Processes. Measures of educational processes included student absences, suspensions, and enrollment in schools that met adequate yearly progress (AYP). Differences between migrant and non-migrant students' rates of absences and suspension rates, adjusted for length of enrollment,⁸ were tested with independent *t*-tests. Differences between the two groups on enrollment in schools that met AYP were tested with Pearson's Chi-Square statistics.

Educational Outcomes. Promotion rates and achievement gains were analyzed as measures of educational outcomes. Promotion rates were determined as the percentages of enrolled migrant and non-migrant comparison students who were promoted. Differences in rates between the two groups were tested with the Pearson's Chi-Square statistics.

Achievement was measured with scores from the FCAT. The FCAT-NRT is a norm referenced test designed to compare the performance of individuals and groups to a national sample of test takers. It is a secured form of the Stanford Achievement Test 10th Edition (SAT-10) that is administered statewide to students in grades 3 through 10 during March of each school year. A commercially available form of the SAT-10 is administered locally to students in grade 2. To allow comparison of students across grades, NRT scores were standardized by grade relative to national norms and normal curve equivalence scores⁹ were generated. Also, scores were centered by subtracting from individual scores the 2006 average NCE scores in reading and in mathematics, respectively. This process generates results that indicate the extent to which the outcome variable, i.e., 2007 scores, change as a result of each unit change in 2006 scores. Differences between the groups were tested with Analysis of Covariance (ANCOVA) in which the prior year's achievement NCE centered scores were used as covariates.

Results

MEP Service Provision. From interviews and site visits conducted by the evaluator, it was evident that MEP operated under a community development paradigm. As such, staff saw the MEP mission as being more extensive than simply tutoring and career counseling. Staff saw outreach activities that build the community, support families, and counsel students on any and all problems they face as key strategies to prevent school dropout without which direct services such as tutoring would be ineffective.

⁸ For each student, the total number of days absent (excused and unexcused) and the total number of times suspended were each divided by the total number of days of enrollment in M-DCPS during the 2006-07 school year and multiplied by the total number of school days in the year.

⁹ $NCE = ((\text{score} - \text{national grade mean}) / \text{national grade } S.D.) (21.06305791 + 50)$

Table 29. MEP Services Provided

Location	Student Count	Counseling		School Day Tutoring		ESP Attendance		Attendance Activities	
		Students Served %	Average Sessions <i>n</i>	Students Served %	Average Sessions <i>n</i>	Students Served %	Average Sessions <i>n</i>	Students Served %	Average Activities <i>n</i>
W. Chapman	66	39.39	2.15	19.70	101.31	31.82	113.00	86.36	2.42
Florida City	58	0.00	--	34.48	98.40	56.90	69.52	72.41	4.26
Leisure City	222	41.44	9.99	71.17	29.98	13.96	105.35	46.85	1.96
L. Saunders	159	16.35	1.85	12.58	142.45	28.93	147.52	11.95	2.05
Redondo	112	0.00	--	18.75	125.29	18.75	143.81	46.43	2.31
West Homestead	63	0.00	--	36.51	53.52	26.98	141.53	80.95	3.65
Campbell Drive	81	82.72	22.72	50.62	22.00	25.93	28.86	80.25	13.60
Homestead Middle	124	95.16	24.19	30.65	35.74	28.23	131.26	89.52	5.05
Homestead S.H.	133	75.19	12.31	13.53	28.22	6.77	74.56	34.59	1.33
South Dade	138	78.99	7.33	22.46	18.48	14.49	39.35	63.04	1.92
All Migrant Students at the 10 Schools	1156	46.54	13.81	33.13	47.19	21.97	105.52	54.84	4.00
All Migrant Students	1756	30.64		21.81		14.46		36.10	

Quantitative descriptive statistics on direct services provided by MEP are presented in Table 29. As can be seen from the Table, of all migrant students in the district ($n = 1,756$), 30.64% received counseling, 21.81% were tutored during the school day, 14.46% attended ESP, and 36.10% had attendance activities conducted on their behalf. Of 1,503 students enrolled in the ten service schools 46.54% received counseling, 33.13% received school day tutoring, 21.97% attended ESP, and activities in support of attendance were conducted on behalf of 54.84% of students.

Within type of service, i.e., counseling, school day tutoring, ESP, and attendance services, the percentages of students served were quite variable across schools (see Table 29). Percentages of students counseled ranged from 0% to 95.16%. Percentages of students tutored during the school day ranged from 12.58% to 71.17%. Percentages of students who attended ESP ranged from 6.77% to 56.90%. Percentages of students for whom attendance activities were conducted ranged from 11.95% to 89.52%. Similarly, levels of services for the students who were served, were also quite variable across schools. The average number of counseling sessions ranged from 1.85 to 22.72. The average number of school day tutoring sessions ranged from 18.48 to 142.45. The average number of days of attendance at the ESP ranged from 28.86 to 147.52. The average number of attendance activities ranged from 1.96 to 13.60.

Of migrant students with 2006 FCAT NCE scores in Reading below the 34th percentile, 30.26% were tutored during the school day and 22.70% participated in an ESP. Of migrant students with 2006 FCAT NCE scores in Mathematics below the 34th percentile, 30.98% were tutored during the school day and 22.35% participated in an ESP. Thus, less than one third of migrant students with low achievement had academic support from the MEP.

The substantial variability in the percentages of students served and in the level of services provided to students was interpreted in light of qualitative data procured through site visits and interviews. Through these it was noted that provision of direct services to students was constrained in several ways. During the day it was constrained by regulations on students' time which do not allow students to be released at lunch time or during core instructional times. The few minutes per week that students might be released from their classrooms was further constrained by principal and teacher willingness to release students and by teacher advocates' ability to negotiate and articulate the release. Indeed, teacher advocates competed with school based tutoring or other school based services for the few minutes per week in which students could be released. For instance, at one school, the principal did not allow third graders to be tutored by MEP staff. After school, the ESP program, which had greater flexibility in the services it could provide, was constrained by students' willingness to stay after school. Older students participated at lower rates than younger students.

Use of Educational Options. Significantly higher percentages of non-migrant, 1.93%, than migrant students, 1.00%, used transfer options, $\chi^2(1, N = 3,259) = 5.38, p = .02$. On the other hand, significantly more migrant students, 13.61%, than non-migrant students, 10.51%, used SES, $\chi^2(1, N = 3,259) = 7.27, p = .007$.

Educational Processes. AYP was attained by 10% of schools with migrant programs and by 24% Title I schools that did not have migrant programs. This difference was not statistically significant, $\chi^2(1, N = 219) = 1.04, ns$.

On average, migrant students were enrolled 3 fewer days during the school year than non-migrant comparison students, 165 and 168 days respectively. Adjusting for the number of days enrolled, migrant students had significantly fewer average days of absences ($M = 8.76, SD = 12.82$) than non-migrant students ($M = 10.77, SD = 15.91$) $F(1, 3257) = -3.99, p < .001$. Migrant ($M = .79, SD = 3.86$) and non-migrant students ($M = .79, SD = 4.11$) did not differ on average number of days in outdoor suspensions $F(1, 3257) = 0, ns$.

Educational Outcomes: Student Achievement. ANCOVA were used to compare migrant and non-migrant students' reading and mathematics achievement. In these analyses, 2006 achievement NCE grand mean centered scores were used as covariates. Results indicated no significant differences between groups in reading, $F(1, 1519) = .273, MSE = 42.74, ns$, and in mathematics, $F(1, 1506) = .273, MSE = 12.25, ns$. The mean 2007 marginal reading NCE achievement scores of migrant students ($M = 44.98, SE = .43$) and of non-migrant student ($M = 45.32, SE = .48$) adjusted for initial differences were highly comparable. Similarly, the mean 2007 marginal mathematics NCE achievement scores of migrant students ($M = 49.62, SE = .43$) and of non-migrant students ($M = 49.80, SE = .49$) were highly comparable.

To examine the effect of MEP tutoring and ESP services on achievement, three regressions were run. The number of hours of tutoring was regressed on 2007 reading achievement and the number of days in ESP was regressed on 2007 reading and on mathematics achievement. Hours of tutoring were not regressed on mathematics achievement because school day tutoring primarily focused on reading. Hence, tutoring could not be expected to have an effect on mathematics. In each regression, the 2006 group mean centered achievement score was entered as a covariate. Results indicated that tutoring hours were not significantly associated with 2007 reading achievement scores, $B = .037, t = 1.74, N = 219$. Neither were ESP days of participation significantly associated with 2007 reading achievement scores $B = .030, t = 1.457, N = 150$. On the other hand, ESP days of participation were significantly associated with 2007 mathematics achievement scores, $B = .062, t = 3.75, N = 152, p < .01$ such that students who participated in relatively more days of ESP had higher mathematics achievement scores than students with fewer days of participation.

Educational Outcomes: Pupil Progression. Promotion rates for the migrant students, 89.2%, and for the non-migrant students, 88.7%, were not significantly different from one another, $\chi^2(1, N = 2,637) = .14, ns$. Twelfth grade graduation rates for migrant students, 51.6%, and for the non-migrants group 47.5%, were also not significantly different from each other, $\chi^2(1, N = 127) = .20, ns$.

Conclusions and Recommendations

The MEP is a multi-component program that offered academic and support services to migrant students and their families through ten schools and at two labor camps. Qualitative and quantitative data were analyzed to describe the services provided by the program and to evaluate

program effects through a comparison of migrant and comparison students' educational access, process, and outcomes.

Results indicated that services to migrant school age students were limited to the migrant students enrolled at the ten service schools and quite variable across schools. School day tutoring had to be coordinated with students' schedules and with other services that competed for the few minutes available for discretionary services. Of migrant students with FCAT scores below the 34th percentile in reading or in mathematics, only 30% and 31% respectively received school day tutoring and only 22% participated in the ESP. This low level of coverage to academically at risk students calls into question the appropriateness of the service delivery model that was used.

Relative to matched comparison students, migrant students used transfer options less frequently, used SES more frequently, and were absent less frequently. The two groups of students did not differ on outdoor suspensions, promotion, twelfth grade graduation rates, or on reading or mathematics achievement gains. It is possible that the attendance maintenance activities and the advocacy activities undertaken by MEP facilitated the relatively lower absenteeism and the relatively higher use of SES observed among the migrant students.

Examination of the relationship between MEP academic assistance and reading achievement indicated that neither tutoring hours nor days in ESP were associated with reading achievement gains. School based tutoring other than that conducted by MEP, which was invariably in reading, may have confounded results because the hours of tutoring reported by MEP did not reflect all the tutoring hours received by students.

Results of analyses also indicated that days of participation in ESP were associated with increases in mathematics achievement. These findings are consistent with the MEP report that whereas school day tutoring was primarily on reading, students in ESP were provided assistance in the subject areas of need.

Given the findings presented above, two recommendations are made.

1. MEP should continue to provide assistance and tutoring in mathematics and if possible increase the proportion of time allocated to mathematics skills, as appropriate.
2. Because school day services to students are limited by scheduling constraints and compete with school based services, it is also recommended that MEP deliver most of its support during after school hours, on weekends, and during the summers, as appropriate..

**NEGLECTED AND
DELINQUENT PROGRAM**

Steven M. Urdegar, Ph.D.

The State Department of Education has district reporting requirements on the goals and services of programs for students classified as neglected and/or delinquent. The table below provides the statistics reported to the State and a narrative that describes each of program's goals.

Table 30. 06-07 Neglected and Delinquent Title I, Part D

SECTION 1																
Disaggregation Exception																
Disaggregation of data shall not be required if the district can answer yes to <i>one</i> of the following questions.																
SECTION 1	Is the number of students in a category insufficient to yield statistically reliable information <i>PL 107-110 Section 1431(b)</i>	yes (10 or less students)	no		Would the results reveal personally identifiable information about an individual student? <i>PL 107-110 Section 1431(b)</i>					yes		no				
			X									X				
If your district answered yes on <i>one</i> of the questions above please skip section 2 and go on to section 3.																
SECTION 2																
Disaggregated Data:																
Enter the number of students in each Demographic area																
SECTION 2	Gender						Male 2306								Female 1176	
	Race				White 352		Black 1421		Hispanic 1678			Other 31				
	Age	5 21	6 31	7 24	8 41	9 66	10 59	11 89	12 175	13 359	14 505	15 699	16 839	17 574		
ON 3																
Explain the program's impact on the ability of participants (limit answers to 200 words)																
ON 3	(1) to maintain and improve educational achievement <i>PL 107-110 Section 1431(a)(1)</i>	Each program offers a standard academic program with an emphasis on the basic skills. Other areas include pre-vocational, art, physical education and exceptional student education. The Educational Alternative Outreach Program (EAOP) maintains that all children regardless of race, ethnicity, nationality, gender, income level, and current personal situation can succeed. Each students' emotional well-being will be addressed using appropriate intervention techniques. All academic success will be assessed utilizing informal/formal assessments.														
	(2) to accrue school credits that meet	A counselor meets with students to review test scores and credits earned in order to schedule appropriate classes. After														

<p>State requirements for grade promotion and secondary school graduation <i>PL 107-110 Section 1431(a)(2)</i></p>	<p>Careful analysis of student performance data instructional plans are developed to target specific benchmark skill deficiencies. Instructional delivery is followed by assessments, maintenance and monitoring of academic achievement, To ensure proper placement, notification of meetings are sent out for students receiving Exceptional Student Education (ESE) services, and new Individualized Education Plans (IEP) are written.</p>
<p>(3) to make the transition to a regular program or other education program operated by a local educational agency <i>PL 107-110 Section 1431(a)(3)</i></p>	<p>Transition starts upon entry. A transition plan is created within the first five days. The transition specialist meets with the student within 30 days. Students are also seen by the entry counselor from Eckerd. Furthermore, the transition specialist assists the students in the transition process from the time of entry through their exit. She attends all related meetings and checks that all students receive necessary services. During the exit meetings for ESE students an exit IEP is written at the conference attended by the student, home school representative, placement specialist, parent etc. All transition paperwork, including the students' current Individual Academic Plan (IAP), grades in progress, and transition goals are forwarded to the next school placement.</p>
<p>(4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth <i>PL 107-110 Section 1431(a)(4)</i></p>	<p>Upon exit, documentation that has been collected by the transition specialist, such as, academic, career/voc, behavioral goals, and placement options are reviewed to determine appropriate placement. Also, outside agencies such as, Voc. Rehab., Job Corps, Ombudsman, and Youth Outreach Foundation are used to support the students' needs.</p>
<p>(5) as appropriate, to participate in postsecondary education and job training programs <i>PL 107-110</i></p>	<p>Part of the students' schedule provides exposure to Post Secondary Career Development (PSCD) activities. Computer based instructional material are also provided to enhance student's knowledge of job related job skill requirements. Non-incarcerated students are provided the opportunity to participate in On the Job Training (OJT) monitored</p>

<p><i>Section 1431(a)(5)</i></p>	<p>placements.</p>
<p>(6) Other ways that the program impacts the ability of participants</p>	<p>The EAOP provides various types of alternative education and societal intervention programs that offer an inclusive social service component, and appropriate educational services and behavioral modification. In addition to the educational component, students receive student support services in accordance to their specific situational needs. Consistent linkage between the social service entity and the educational facilitator is essential. Conflict resolution, anger management, and other social skills development strategies are integrated into the overall curriculum.</p>

Please include any Third Party Evaluations with your submission. All Evaluations are to be submitted no later than October 15, 2007

Bureau Response/Plans of Action to Address Evaluation Findings¹

¹The following section was developed by program staff. It consists of a bureau/office response and plans of action which are to be (or have already been) initiated by the relevant bureau/office.

PLAN OF ACTION FORM

Name and Title of Respondent: Dr. Magaly C. Abrahante, Assistant Superintendent

Bureau/Office: Title I Administration

Signature: *Magaly C. Abrahante* Date: 10/27/08

Title of Report: Title I Evaluation Report

Recommendation 1 of 2 : MEP should continue to provide assistance and tutoring in mathematics and if possible, increase the proportion of time allocated to mathematics skills, as appropriate.

Check one: I agree with this recommendation (discuss below)
 I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

Title I Administration agrees with this recommendation as amended.

Completed form due by: June 5, 2008

PLAN OF ACTION FORM

Name and Title of Respondent: Dr. Magaly C. Abrahante, Assistant Superintendent

Bureau/Office: Title I Administration

Signature: *Magaly C. Abrahante* Date: 10/27/08

Title of Report: Title I Evaluation Report

Recommendation 2 of 2 : Because school day services to students are limited by scheduling constraints and compete with school based services, it is also recommended that MEP deliver most of its support during after school hours, on weekends, and during the summers, as appropriate.

Check one: I agree with this recommendation (discuss below)
 I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

Title I Administration agrees with this recommendation as amended.

Completed form due by: June 5, 2008